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## **Executive Summary**

The Change Agent States for Diversity (CASD) project represents a catalytic step in leading change within the Land Grant University System. In December 1998, the National Sub-Committee on Extension Diversity (SED) developed this visionary project in which eight states were selected to participate in a pilot effort focusing on diversity. In October 1999, representatives from the eight states and selected members of the SED began working together to develop and implement a plan of action to address diversity in their organizations and institutions. The Assessment Subcommittee of the CASD was charged with developing plans, related tools, and an implementation strategy for the eight states individually, and the CASD as a whole, to use in determining the organizations' status and climate as it relates to diversity. The committee determined that the first step in this process was an internal assessment of the current climate at each location.

Beginning in the fall 2000 semester, CASD contracted with an outside consultant<sup>1</sup> to identify challenges confronting the CASD community with respect to underrepresented groups through an internal assessment. The assessment was a proactive initiative by CASD cooperating members to review the climate for underrepresented groups in their respective organizations. The first tier of states included: Arizona, New York, Colorado, Missouri, North Carolina, North Dakota and Pennsylvania.

In June 2004, seven new states were selected to participate in the CASD project, under the umbrella of the national Extension Diversity Task Force. The second tier of states included: Idaho, New Mexico, Washington, South Dakota, Delaware, and Mississippi. Together the states will work to model effective strategies and sustainable efforts to make diversity and pluralism a reality in the Land Grant University and CSREES System.

In spring 2007, in an effort to determine the outcomes of initiatives introduced following the first assessment project, the first seven states conducted a re-assessment of their organizations. The states used the original survey template and each state had the opportunity to add up to two

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<sup>1</sup> *Rankin & Associates Consulting* was contracted as the outside consultant for this project.

additional state-related questions. The final survey contained 61 questions and one open-ended question for respondents to provide commentary regarding their experiences.

This report contains the results from the climate project conducted at Colorado State University Extension. It was distributed to the extension community in January/February 2007. All members of Colorado Extension 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 for underrepresented members of the extension community, and their perceptions of organizational actions, including administrative policies and academic initiatives regarding climate issues and concerns. A summary of the findings are presented in bullet form below. More in-depth information is provided in the body of the report.

### **Sample Demographics**

150 surveys were returned representing the following:

- 52 percent response rate
- 20 People of Color<sup>2</sup>, 132 White respondents
- 6 people who identified as having a disability
- 2 people who identified as lesbian, gay, bisexual, or questioning
- 93 women, 56 men, 0 transgender<sup>3</sup>
- 29 people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

67 percent (n=100) of all respondents were employed by CSU during the initial diversity climate survey in 2001-2002. Of those 100 respondents, 81 percent completed the initial survey.

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<sup>2</sup> 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.

<sup>3</sup> “Transgender” refers to identity that does not conform unambiguously to conventional notions of male or female gender, but combines or moves between these (Oxford English Dictionary 2003). OED Online. March 2004. Oxford University Press. Feb. 17, 2006 <<http://dictionary.oed.com/cgi/entry/00319380>>.

## Quantitative Findings

### Personal Experiences with Organizational Climate<sup>4</sup>

- **One-quarter of all respondents reported that they personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn in the organization (hereafter referred to as harassment)<sup>5</sup>.**
  - 24 percent of respondents had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn in the organization.
  - The conduct was most often based on the respondent's gender (61%), age (33%), physical characteristics (14%), or family status (14%).
  - The harassment experienced most often occurred in the form of derogatory remarks (53%) or being deliberately ignored (44%) or excluded (22%).
  - Similar percentages of Respondents of Color (25%) and White respondents (23%) experienced harassment.
  - Of those who reported experiencing this conduct, 40 percent of Respondents of Color and three percent of White respondents stated it was based on their race.
  - Twice as many women (30%) as men (14%) were subject to harassment.
  - 14 respondents (39%) who experienced this harassment made a complaint to an appropriate official.

### Perceptions of Organizational Climate

- **When asked if they had heard various employees make insensitive or disparaging remarks about people based on assorted demographic characteristics, 30 percent of respondents or more heard administrators and field faculty/agents make disparaging or insensitive remarks about age and women.**
  - Conversely, 27 percent heard an employee *challenge* insensitive or disparaging remarks made regarding age and women.
  - Smaller percentages of respondents witnessed colleagues challenge remarks about men (21%) and ethnic background (20%).

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<sup>4</sup> 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.

<sup>5</sup> 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.

- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate in the organization (77%) and in their work units (81%). The figures in the narrative show disparities based on race.**
  - Compared with 81 percent of White people, only 65 percent of People of Color were comfortable with the overall climate.
  - Compared with 84 percent of White people, 70 percent of People of Color were comfortable with the climate in their work units.
  
- **28 percent of respondents reported they had observed harassment in the organization. The observed harassment was most often based on gender. People of Color were more aware of such harassment.**
  - Compared with 26 percent of White people, 40 percent of People of Color had observed or been made aware of such conduct.
  - An equal percentage of women and men (29%) had observed or been made aware of such conduct.
  - Between 14 and 40 percent of employees had observed or been made aware of such conduct.
  - The observed harassment most often occurred in the form of derogatory remarks (74%), being deliberately ignored (34%) or excluded (38%).
  - These incidences were reported to an appropriate official only 24 percent of the time.
  
- **Though few responding administrators were aware of discriminatory employment practices, other respondents reported observing these practices, and indicated that they were most often based on gender.**
  - 53 percent of respondents (n=80) reported observing discriminatory hiring at CSU Extension. Of those, 11 percent believed that the discrimination was based on gender and 9 percent on age.
  - Of the 35 percent that witnessed discriminatory promotion (n=53), 14 percent (n=22) reported the actions were based on gender.
  
- **About two-thirds of respondents felt that the workplace climate was welcoming to clients from of underrepresented groups.**
  - 69 percent of employee respondents felt the workplace climate was welcoming for clients from underrepresented groups.
  - Administrators and White respondents held the most positive opinions.
  
- **About two-thirds of respondents felt that the workplace climate was welcoming to employees from underrepresented groups.**
  - 63 percent of respondents felt the workplace climate was welcoming for employees from underrepresented groups.
  - Men and White respondents were more likely than other women and Respondents of Color, respectively, to agree with this sentiment.

### Organizational Actions

- More than half of the respondents believed that CSU Extension proactively addresses some issues related to aspects of difference, including age, ethnicity, gender, physical disability, race, and socioeconomic status; the exceptions are gender identity, mental disability, non-native English speakers, religion, sexual orientation, and veterans.
- 58 percent of respondents believed the administration has visible leadership to foster diversity.
- Respondents of Color were much less likely than White respondents to think that the administration visibly fosters diversity.
- 71 percent of all respondents believed their unit management demonstrates a commitment to diversity
- 51 percent of all respondents believed the organization's commitment to diversity has increased over the last five years. Respondents of Color were almost half as likely as other respondents to believe that the organization has increased its efforts over the last five years.

### **Qualitative Findings**

Out of the 150 surveys received at CSU Extension, 18 respondents contributed remarks to the open-ended question, which stated, "If you would like to offer additional insights, thoughts on how you and/or the organization addresses diversity issues or how the organization may improve the organizational climate, please use the space below"<sup>6</sup>. Since so few respondents provided commentary, a more in-depth analysis of the comments is not possible. The comments<sup>7</sup> are provided below:

- *There is a strong homophobic atmosphere in our organization. I don't know how it can be changed. I don't know of any policies that can change a persons attitudes and prejudices.*
- *We always seem to take the safe route with regard to addressing diversity...I think we need some training that will move people out of their comfort zone without embarrassing them. People don't feel safe enough to disclose concerns openly.*
- *Several question here seemed to be more campus based and since I don't work on campus I did not answer them. It has been my experience that when an incident is reported it was taken very seriously, investigated thoroughly, and in the end an acceptable plan of action was implemented.*
- *Provide specific diversity training in county offices that includes county directors and support staff. Get rid of the notion of "color blindness". Some county directors believe because they don't consider themselves racist, they don't need training.*

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<sup>6</sup> The complete survey is available in Appendix C.

<sup>7</sup> All comments are verbatim.

- *Once again, based on issues that I am not directly related to, but have first hand knowledge of, our equal opportunity officer has harassed Caucasian faculty to the point of what I consider inappropriate.*
- *I think in our office, things have changed so much over the years. We are not as open and welcoming to volunteers like we used to be.*
- *The issue of diversity within CSU is much deeper than the check off items listed in this survey. There is not a climate of the general population feeling valued. In a sense, the university uses the same people over and over again without regard to asking different individuals to participate or provide input. This is especially a significant problem in the 4-H area. The issue has been raised in various venues, not limited to election of officers, but it is continually ignored. The state office is even more guilty of this practice since it has a narrow view of who has value to committees or who should provide input.*
- *In some ways the Hispanic culture is not addressed for extension. Not many brochures are in Spanish and presentations in Spanish.*
- *This organization is in bad need of diversity at the administrative level - including county director and regional director level. We need leadership who is not afraid of changing the status quo, or who even knows that inclusivity will help our organization survive well into the new century.*
- *It is impossible to respond to some of the questions since people in our organization do not have signs on them identifying themselves by many of the categories you provide (e.g., sexual orientation, religion, ethnic background, etc.).*
- *We get surveyed to death! Our job is education not survey action.*
- *User Fees have created a climate of competitiveness and lowered morale. It is a poor policy*
- *Bring in administrators and specialists who are good managers. People don't only need accountability, they need to feel appreciated too. One won't work without the other.*
- *An open and trusting environment has to be willing to risk individuals engaging in dialogue at all levels inside and outside of the university. Bureaucratic and hierarchal restrictions serve to curb diversity and competitive growth.*
- *Not sure that training really brings about any visual changes, not seen it in the past in our organization. Just suppresses more conversations behind doors and less communications/trust between workers.*
- *Within the organization, I believe we're on track. Out in the rural communities, however, there is a lot of racism and homophobia. We all have personal responses to this, but how would the organization like to see us respond?*

Overall, the results in this report parallel those in similar investigations where people from underrepresented groups tend to feel that the institution is not addressing systemic, structural, and informal issues as favorably as for their majority counterparts. The next steps in this project are to use the results of this assessment to identify specific strategies for addressing the challenges facing the community and to support positive initiatives in the organization.

## **Introduction**

### **The Extension Community**

One of the primary missions of higher education institutions is the discovery of and distribution of knowledge. Academic communities expend a great deal of effort fostering an environment where this mission is nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship.<sup>8</sup> 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.<sup>9</sup> 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 an environment where

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

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." AAC&U proposed that colleges and universities commit to "the task of creating inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard." The report

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<sup>8</sup>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).

<sup>9</sup>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).

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

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. More recently, AAC&U (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). The idea of a “thoughtful” process in regards to diversity initiatives in higher education is supported by Ingle (2005).

The Change Agent States for Diversity (CASD) project represents a catalytic step in leading change within the Land Grant University System. In December 1998, the National Sub-Committee on Extension Diversity (SED) developed this visionary project in which eight states were selected to participate in a pilot effort focusing on diversity. In October 1999, representatives from the eight states and selected members of the SED began working together to develop and implement a plan of action to address diversity in their organizations and institutions. The Assessment Subcommittee of the CASD was charged with developing plans, related tools, and an implementation strategy for the eight states individually, and the CASD as a whole, to use in determining the organizations’ status and climate as it relates to diversity. The committee determined that the first step in this process was an internal assessment of the current climate at each location.

Beginning in the fall 2000 semester, CASD contracted with an outside consultant<sup>10</sup> to identify challenges confronting the CASD community with respect to underrepresented groups through an internal assessment. The assessment was a proactive initiative by CASD cooperating members to review the climate for underrepresented groups in their

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<sup>10</sup> Rankin & Associates Consulting was contracted as the outside consultant for this project.

respective organizations. The assessment was first conducted in spring 2002, and results were disseminated to each of the CASD universities' extension offices.

Members of the SED have now contracted with the consultant to conduct a follow up survey during the spring of 2007. This report provides an overview of the assessment process and the results of the second assessment, which will be used to identify the changes over time with regard to employees' perceptions of the climate for diversity and CASD's diversity initiatives.

This report provides an overview of the process for maximizing equity and the findings of the internal assessment, including the results of the organization-wide survey and the analysis of comments provided by survey respondents. The 2007 assessment will depict changes at each CASD institution since the previous assessment, and help to lay the groundwork for future initiatives and for maximizing equity within each organization.

## Methodology

### Conceptual Framework

For the purposes of this project, diversity is defined as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics.”<sup>11</sup> Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

### Design of the Study

**Survey Instrument.** The survey questions were constructed based on the work of Rankin, 2003. The SED and the various constituent groups reviewed the drafts of the survey. The final survey contained 63 questions, including three open-ended questions for respondents to provide additional comments. The survey was designed to have respondents provide information about their personal experiences in the organization, their perceptions of the organizational climate, and their perceptions of CSU’s Extension’s actions including administrative policies and academic initiatives regarding diversity issues and concerns in the organization. The survey was available in an on-line format. All surveys were input into a secure site database, stripped of their IP addresses, and tabulated for appropriate analysis.

**Sampling Procedure.** The project proposal, including the survey instrument, was reviewed and approved by the CSU Institutional Review Board (IRB). The proposal indicated that any analyses of the data would insure participant anonymity. The final

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<sup>11</sup> Rankin & Associates (2001) adapted from AAC&U (1995).

web-based survey was made available to the community in January/February 2007. Each survey included information describing the purpose of the study and assuring the respondents of anonymity. The survey was distributed to the entire population of employees at CSU Extension via an invitation to participate.

**Limitations.** As with most social science research, there are limitations to the generalizability of the data. The first is that respondents in this study were “self-selected.” Self-selection bias is possible, therefore, since participants had the choice of whether to participate. The bias lies in the fact that a respondents' decision to participate may be correlated with traits that affect the study, making the participants a non-representative sample. For example, in the current project people with strong opinions or substantial knowledge may be more willing to participate.

**Data Analysis.** Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 15.0). Numbers and percentages were also calculated with respect to salient group memberships (e.g., gender, race/ethnicity, position) to provide additional information regarding participant responses. Three of the questions in the survey allowed respondents the opportunity to expand upon their survey responses, further describe their experiences of organizational climate, and add any additional thoughts they wished. Given the small numbers of respondents who provides comments an analysis was not possible.

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.

## Results

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

**Description of the Sample**<sup>12</sup>. Invitations to participate in this research were sent to 292 CSU Extension staff. One hundred fifty (150) surveys were returned, producing a fifty-two percent response rate. The sample and population figures, chi-square analyses, and response rates are presented in Table 1.

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<sup>12</sup> All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to these tables.

**Table 1**  
**Demographics of Population and Sample**

Characteristic	Subgroup	Population		Sample		Response Rate %
		%	(n)	%	(n)	
Gender <sup>a</sup>	Male	45.2%	132	37.6%	56	42.4%
	Female	54.8%	160	62.4%	93	58.1%
Race/Ethnicity <sup>b</sup>	African American/Black	1.0%	3	2.0% <sup>1</sup>	3	100.0%
	African/Caribbean			1.3%	2	>100.0%
	Asian/Asian American/Pacific Islander	1.0%	3	0.7%	1	33.3%
	American					
	Indian/Alaskan/Hawaiian	0.7 %	2	3.3%	5	>100.0%
	Chicano/Latino/Hispanic	5.8 %	17	6.0%	9	52.9%
	Middle Eastern	1.4%	4			n/a
	White/Caucasian	90.1%	263	88.0%	132	50.2%
Position <sup>c</sup>	Administrator	3.1%	9	8.1%	12	>100.0%
	Field Faculty/Agent	56.8%	166	48.3%	72	43.4%
	Campus Faculty/Specialist	27.1%	79	13.4 %	20	25.3%
	Support Staff	9.6%	28	24.8%	37	>100.0%
	Paraprofessional/Technician	3.4%	10	3.4%	5	50.0%
	Other Professionals			2.0%	3	n/a

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

<sup>a</sup>  $X^2(1, N = 149) = 3.49, p = .0618$

<sup>b</sup>  $X^2(5, N = 150) = 18.71, p = .0022$

<sup>c</sup>  $X^2(4, N = 146) = 61.15, p = .0001$

**Validity.** Validity is the extent to which a measure truly reflects the phenomenon or concept under study. 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. Content validity is ensured given that the items and response choices arose from literature reviews, previous surveys, and input from the SED. Construct validity, or the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors, is the intent of this project. Ideally, one would like to have correlations between responses and known instances of harassment, for example, however there are no reliable data available. The important issue (in addition to the content validity description above) is the manner in which questions are asked and response choices given - both must be non-biased, non-leading, and non-judgmental. In particular, items included on the questionnaire discourage “socially acceptable” responding.

**Reliability - Internal Consistency of Responses.** Correlations were run between the responses to questions about overall organizational climate for various groups (question 41) and those that rate overall climate on various scales (question 60). Seven correlations evaluate responses to questions of “acceptance” from question 41 relative to 1-5 rankings for racism from question 60. The correlation between acceptance of Whites and non-racist was .145. In contrast, the same correlation for African American/Blacks was .625. The remaining 4 correlations between responses to acceptance and racism ranged from  $r = .545$  to  $.559$ . Once again, it appears that the participants viewed racism as an issue related to People of Color, but not for Whites.

The correlation between acceptance of ESOL persons and a welcoming climate was .466. A strong, positive correlation ( $r = .752$ ) was found between acceptance of LGBT persons and non-homophobia. The correlation between acceptance of physically disabled persons and a welcoming climate was .469.

The last 3 correlations evaluated responses from question 41 related to the acceptance of groups of differing religion, socioeconomic class, and physique, and the ranking for “respectful” from question 60. The  $r$  values ranged from .449 to .496.

Overall, the correlations reflected moderate to moderately strong agreement between responses to the selected pairs of questions.

**Sample characteristics.** The majority of the sample was female (62%) (Figure 1), heterosexual (96%) (Figure 2), and between 53 and 62 years old (43%) (Figure 3). Figure 4 depicts the respondent population by position.

Figure 1  
Respondents by Gender & Position (n)

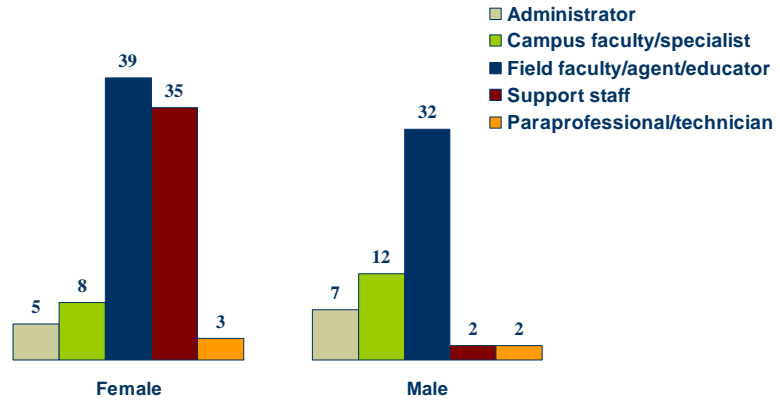


Figure 2  
 Respondents by Sexual Orientation (n)

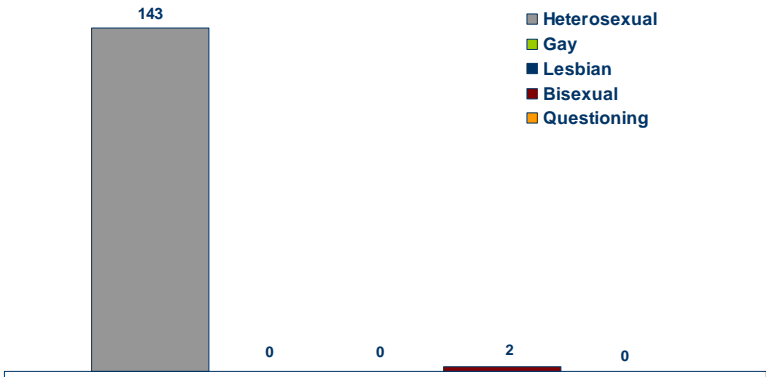
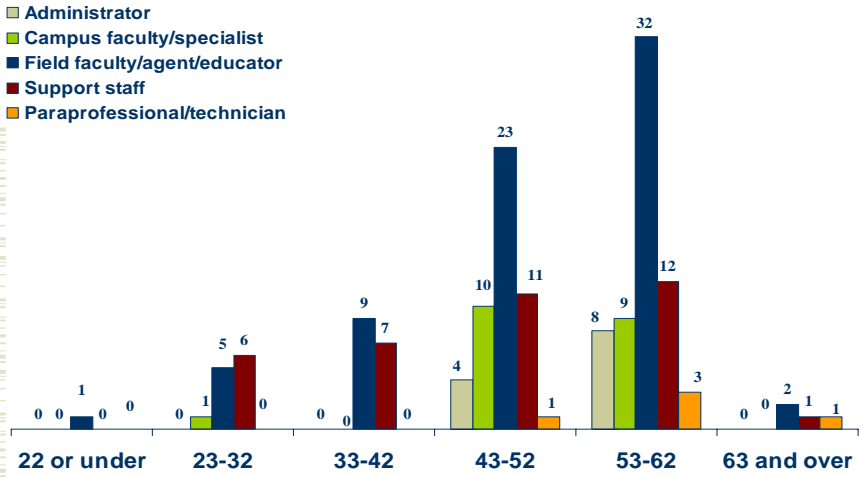
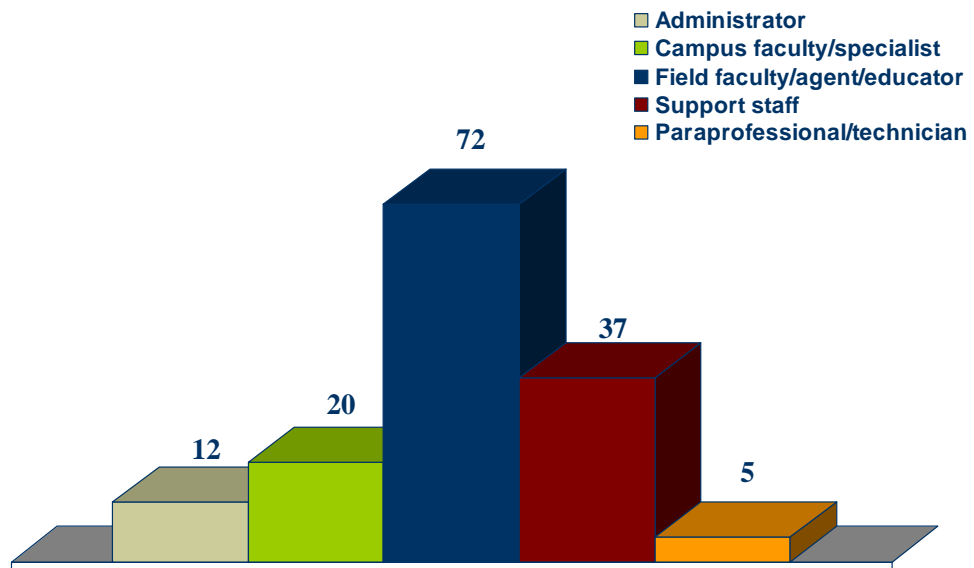


Figure 3  
 Respondents by Age & Position (n)



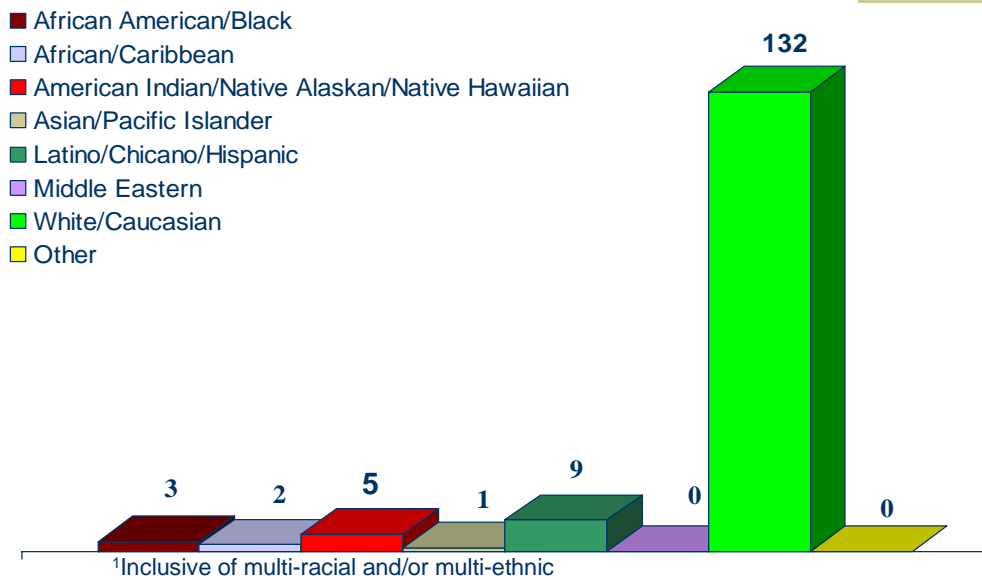
Forty-eight percent of the survey respondents were field faculty/agents/educators, 25 percent were support staff, 13 percent were campus faculty/specialists, eight percent were administrators, and three percent were paraprofessionals/technicians (Figure 4).

Figure 4  
Respondents by Position (n)

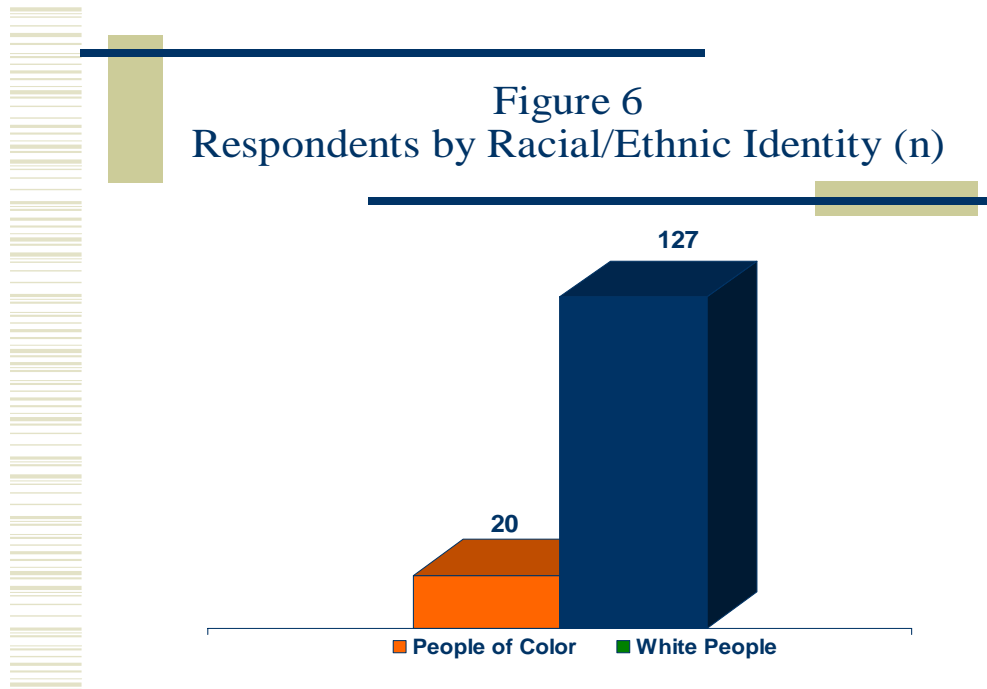


With regard to race and ethnicity, 88 percent of the respondents were White/Caucasian. Six percent were percent were Latino/Chicano/Hispanic, three percent American Indian/Alaskan Native/Hawaiian Native, and two percent were African American/Black(Figure 5).

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



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=132, 88%) as part of their identity, and 20 respondents (13%) chose a category other than White as part of their identity (Figure 6). Given the small number of respondents in each racial/ethnic category, some analyses and discussion use the collapsed categories of People of Color<sup>13</sup> and White people. Caution must be used, however, in interpreting any results since there were so few Respondents of Color.

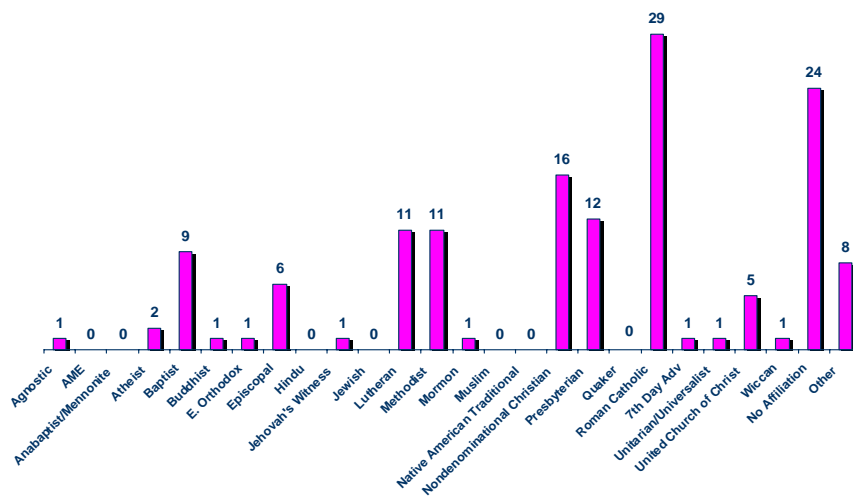


Ninety-five percent of all respondents were U.S.-born citizens. One person did not respond to the question.

<sup>13</sup> While the authors recognize the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African American or Latino(a) versus Asian American), and those experiences within these identity categories (e.g., Hmong versus Chinese), we collapsed these categories into People of Color and White for many of the analyses due to the small numbers in the individual categories.

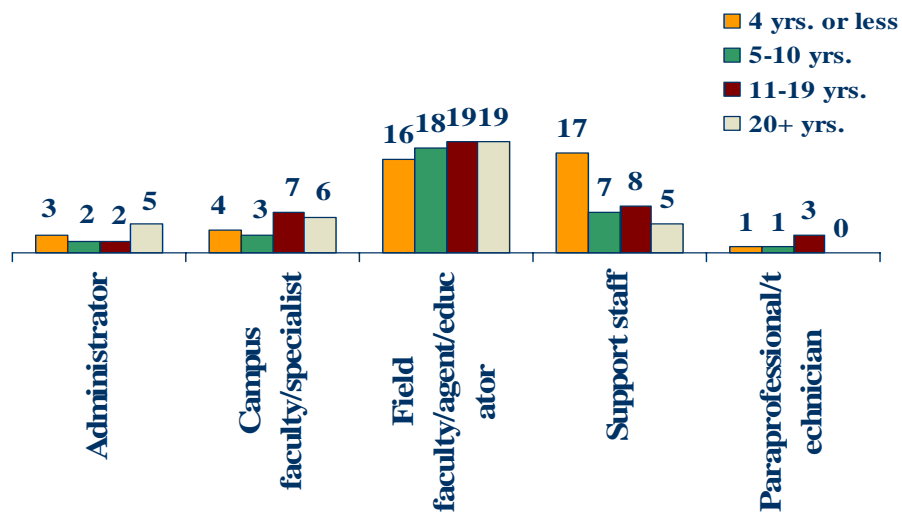
Figure 7 illustrates that approximately 79 percent of the respondents were affiliated to a Christian denomination, including six of the respondents that identified as “other” than those choices listed on the survey. Two people that reported “other” wrote, “Baha’i” and “not an issue as it relates to MY work!!!!” Twenty percent were not affiliated with a Christian religion.

Figure 7  
 Respondents by Spiritual Affiliation (n)



Twenty-seven percent of all respondents have been with the CSU for 11-19 years. Approximately one fifth of respondents have been employed by the organization for five to 10 years or 20 to 29 years (Figure 8). Ninety percent of respondents were full-time in their positions. Seventy-two percent primarily worked off-campus.

**Figure 8**  
**Respondents Time at CSU**  
**by Position (n)**



Four percent of respondents reported having a physical condition that substantially affects major life activities such as seeing, hearing, learning, or walking. Seven percent were veterans.

One percent of survey respondents reported that their families have an annual income of less than \$20,000. Twenty-five percent reported annual incomes between \$20,000 and \$39,999, 20 percent between \$40,000 and \$49,999, 31 percent between \$50,000 and \$75,000, and 19 percent over \$76,000 annually. Income figures are displayed by position in Figure 9.

**Figure 9**  
**Income by Position (n)**

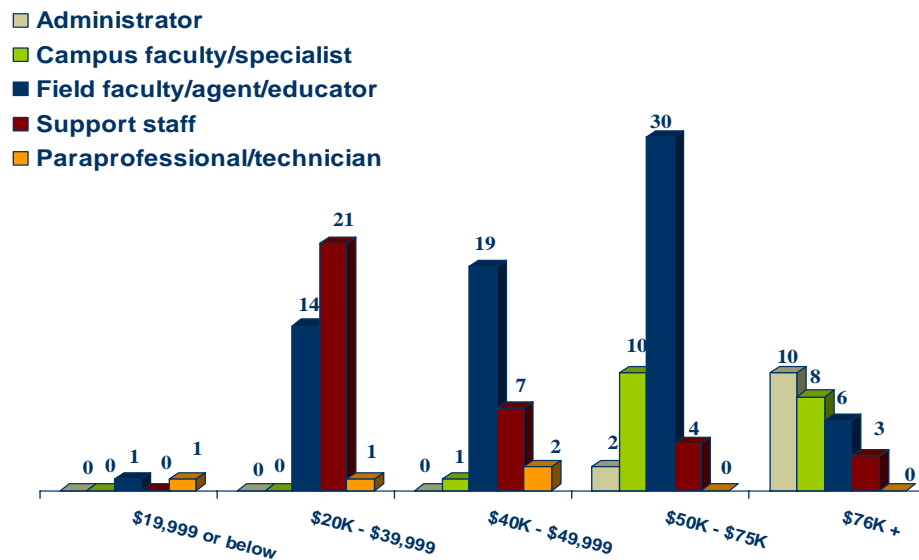


Table 3 illustrates that 23 percent of respondents were single, while 75 percent were married or partnered.

**Table 3.**  
**Family Status**

<b>Family Status</b>	<b>n</b>	<b>%</b>
Single	15	10.0
Married	105	70.0
In a committed relationship	8	5.3
Separated, divorced, widowed	19	12.7
Other	0	0.0

A significant number of the respondents reported that they grew up on a farm or ranch (33%) or in a small town (17%).

## **Organizational Climate Assessment Findings <sup>14</sup>**

The following section reviews the major findings of this study. The review explores the climate within CSU's Extension organization through an examination of respondents' personal experiences, their general perceptions of organizational climate, and their perceptions of organizational actions regarding climate, including administrative policies and academic initiatives. Each of these issues is examined in relation to the identity and position of the respondents.

### **Personal Experiences**

Part One of the instrument queried respondents about their organizational experiences with diversity. Twenty-four percent of respondents had personally experienced offensive, hostile, or intimidating conduct in the Extension organization that interfered unreasonably with their ability to work or learn<sup>15</sup>. Respondents suggested these experiences were based most often on their gender (61%), age (33%), physical characteristics (14%), family status (14%), race (11%), and religion (11%). "Other" responses (25%) included "financial issue from community member," "position within hierarchy of the institution," "personality," "prejudice on the part of administrators," "I have moral values whereas others do not," and "experience of work." These results are comparable to the results of similar investigations (Table 4).<sup>16</sup>

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<sup>14</sup> All tables are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

<sup>15</sup> Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interferes with one's ability to work or learn on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

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

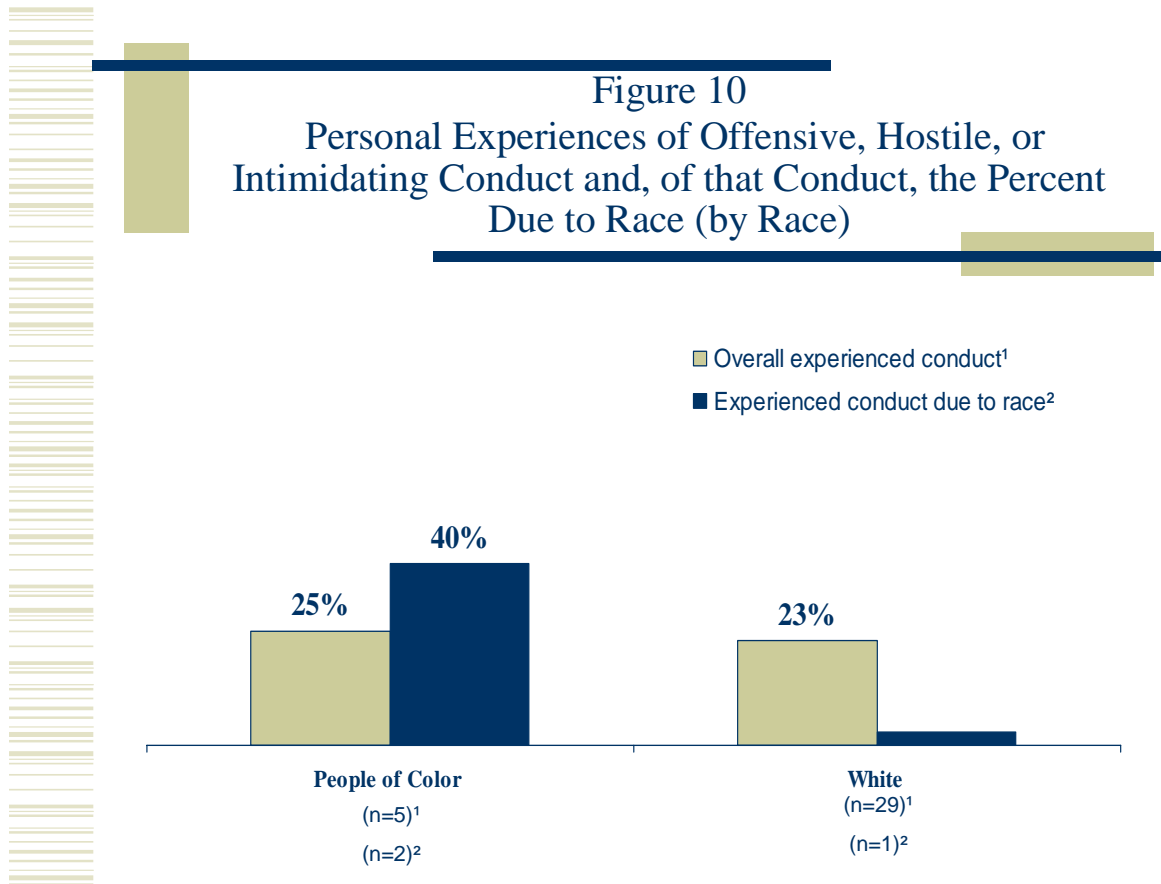
**Table 4.**

<b>Experienced Harassment Based on:</b>	<b>n</b>	<b>%</b>
Your age	12	33.3
Your country of origin	0	0.0
Your ethnicity	3	8.3
Your farm background	3	8.3
Your family status	5	13.9
Your gender	22	61.1
Your gender identity	0	0.0
Your mental disability	0	0.0
Your non-farm background	3	8.3
Your physical characteristics	5	13.9
Your physical disability	0	0.0
Your race	4	11.1
Your religion	4	11.1
Your sexual orientation	1	2.8
Your socioeconomic class	4	11.1
Your veteran status	0	0.0
Other	9	25.0

Note: Only answered by respondents reporting experience of harassment (n=36). Percentages do not sum to 100 due to multiple responses.

The following figures depict the responses by the demographic characteristics (e.g., race/ethnicity, gender, position) of individuals who responded “yes” to question 10, “Have you personally experienced any offensive, hostile, or intimidating conduct that has interfered unreasonably with your ability to work, learn, or participate in the organization?”

When reviewing these results in terms of race (Figure 10), similar percentages of Respondents of Color and White respondents reported experiencing harassment. A higher percentage of Respondents of Color than White respondents indicated that the conduct was based on race.

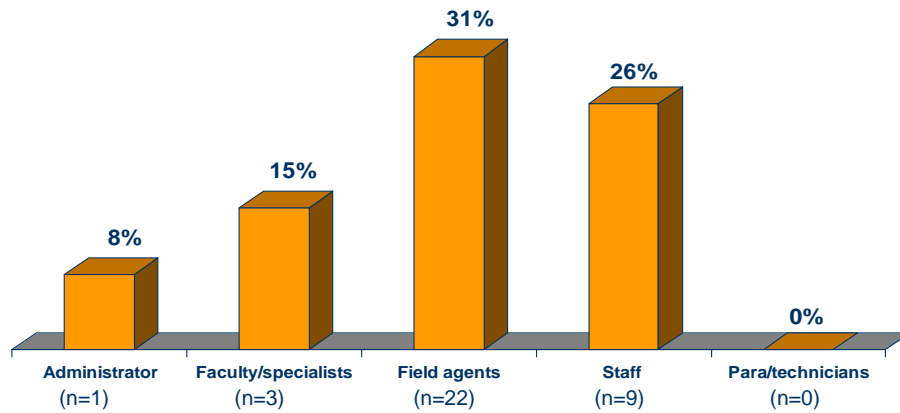


<sup>1</sup> Percentages are based on total n split by group.

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

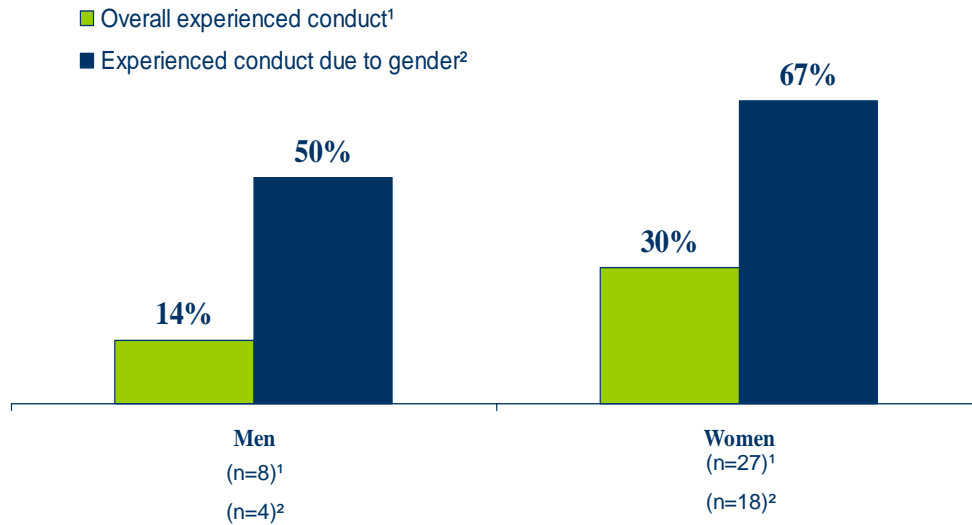
As demonstrated in Figure 11, greater percentages of field agents and support staff reported these experiences than did other respondents.

Figure 11  
Personal Experiences of Offensive, Hostile, or  
Intimidating Conduct by Position



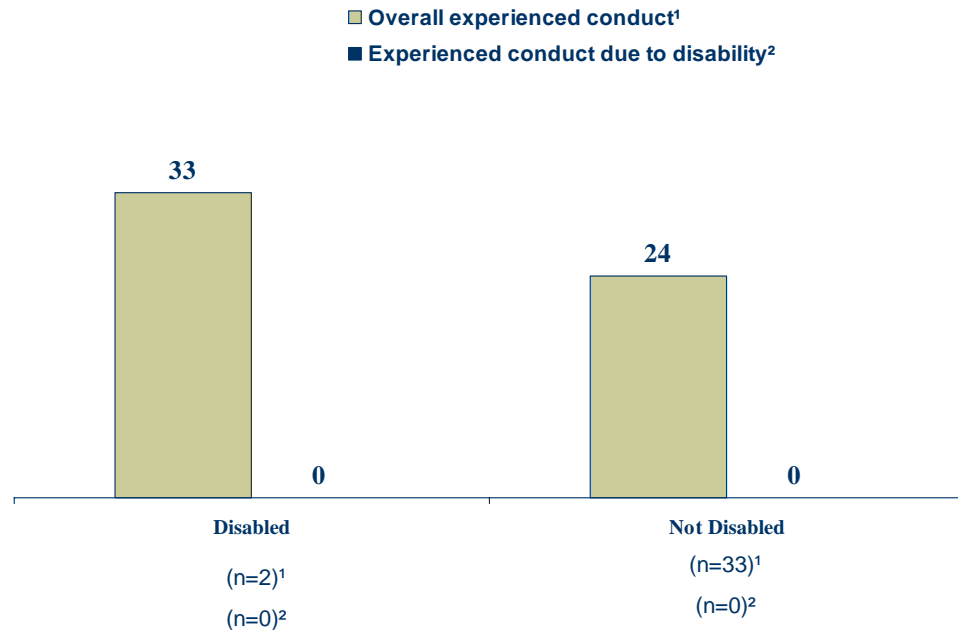
In terms of gender, women were almost twice as likely as men to experience harassment. Half of all men and two-thirds of all women that experienced harassment reported it was based on their gender (Figure 12).

**Figure 12**  
**Personal Experiences of Offensive, Hostile, or Intimidating Conduct and, of that Conduct, the Percent Due to Gender (by Gender)**



A greater percentage of people who reported having physical and mental disabilities experienced offensive, hostile, or intimidating conduct than did non-disabled people (Figure 13). No respondents with physical disabilities were subjected to this conduct based on disability.

**Figure 13**  
**Personal Experiences of Offensive, Hostile, or Intimidating Conduct and, of that Conduct, the Percent Due to Disability (by Disability Status)**



<sup>1</sup> Percentages are based on total n split by group.

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

Table 5 illustrates the manners in which individuals experienced this conduct. Fifty-three percent were subjected to derogatory remarks, 44 percent were deliberately ignored, 22 percent felt excluded, 17 percent said others stared at them, and 14 percent received written comments. Twenty-two percent of respondents indicated they were harassed in “other” ways, including “inappropriate hugs”, “inappropriate touching,” “threatened,” “very unprofessional dealings at work” and “threatened by an employee’s husband.”

**Table 5.**  
**Form of Experienced Harassment**

Form of Experienced Harassment	n	%
Written comments	5	13.9
Anonymous phone calls	1	2.8
Unsolicited e-mails	1	2.8
Threats of physical violence	0	0.0
Deliberately ignored	16	44.4
Felt excluded	8	22.2
Derogatory remarks	19	52.8
Target of graffiti	0	0.0
Target of physical violence	0	0.0
Stares	6	16.7
Other	8	22.2

Note: Only answered by respondents reporting experiences of harassment (n=36). Percentages do not sum to 100 due to multiple responses.

Seventy-two percent of respondents experienced the incidents in a local office, while one-fifth were at an off-campus event (Table 6). “Other” responses included “received phone calls at home,” “fairgrounds,” and “reception held at hotel pool [in] Ft. Collins.”

**Table 6.**  
**Location of Experienced Harassment**

<b>Location of Experienced Harassment</b>	<b>n</b>	<b>%</b>
Campus office	6	16.7
Local office	26	72.2
Non-organizational event	1	2.8
Off campus event	7	19.4
On campus event	4	11.1
Other	3	8.3

Note: Only answered by respondents reporting experience of harassment (n=36). Percentages do not sum to 100 due to multiple responses.

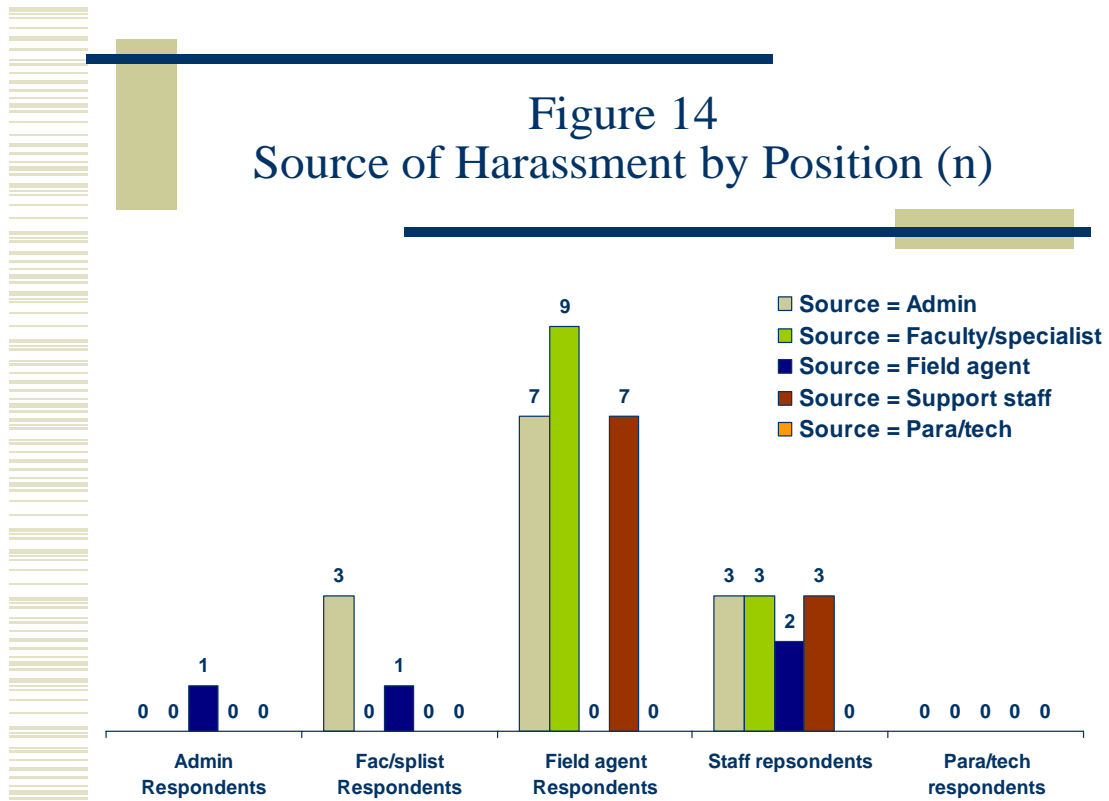
One third of the respondents identified field agents as the sources of the conduct and approximate one-third identified supervisors. Twenty-eight percent identified support staff as the source (Table 7).

**Table 7.**

<b>Source of Experienced Harassment</b>	<b>n</b>	<b>%</b>
Administrator	13	36.1
Customer	2	5.6
Field faculty/agent	12	33.3
Partner	1	2.8
Specialist/campus faculty	4	11.1
Supervisor	11	30.6
Support staff	10	27.8
Technician/paraprofessional	0	0.0
Volunteer	3	8.3
Other	6	16.7

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

Figure 14 reviews the source of harassment by position. Administrators and faculty/specialists were reported as the greatest source of harassment.



In response to this conduct, 53 percent considered changing their jobs (Table 8). Forty-two percent of respondents felt embarrassed, and 28 percent told a friend. Others avoided the harasser (47%), confronted the harasser later (31%), or ignored it (25%). Thirty-nine percent made a complaint to an appropriate official. Participants also indicated “other” responses such as “spoke to an attorney,” “told [my] spouse,” and “tried to assist the person better.”

**Table 8.**

<b>Reactions to Experienced Harassment</b>	<b>n</b>	<b>%</b>
Felt embarrassed	15	41.7
Told a friend	10	27.8
Avoided the person who harassed me	17	47.2
Ignored it	9	25.0
Left the situation immediately	4	11.1
Considered changing my job	19	52.8
Confronted the harasser at the time	3	8.3
Confronted the harasser later	11	30.6
Made a complaint to an appropriate official	14	38.9
Other	4	11.1

Note: Only answered by respondents reporting experience of harassment (n=36).  
 Percentages do not sum to 100 due to multiple responses.

Questions 3 through 7 on the instrument asked, “Within the past year, have you heard [employee category] make insensitive or disparaging remarks about people based on their [characteristic]?” Table 9 depicts the number and percent of respondents that *never* heard the various employees make disparaging remarks. Of note, 25 percent or more of respondents have heard administrators, field faculty/agents, and support staff make disparaging or insensitive remarks about age, and about 30 percent have heard administrators and field faculty/agents make such remarks about women (Table 9).

**Table 9.**  
**Respondents that *Never* Heard Employees Make Disparaging Remarks Based on Certain Characteristics**

Characteristic	Employees									
	Administrator		Field faculty/ agent		Campus faculty/ specialist		Support staff		Paraprofessional/ technician	
	n	%	n	%	n	%	n	%	n	%
Age	105	70.0	101	67.3	126	84.0	104	69.3	122	81.3
Disability status	138	92.0	133	88.7	145	96.7	132	88.0	137	91.3
Ethnic background	123	82.0	111	74.0	136	90.7	120	80.0	127	84.7
Gender (men)	119	79.3	107	71.3	132	88.0	107	71.3	123	82.0
Gender (women)	104	69.3	101	67.3	120	80.0	113	75.3	124	82.7
Gender identity	135	90.0	123	82.0	137	91.3	131	87.3	133	88.7
Inability to speak English	122	81.3	105	70.0	131	87.3	115	76.7	124	82.7
Physical characteristics	124	82.7	120	80.0	138	92.0	129	86.0	131	87.3
Racial background	134	89.3	125	83.3	137	91.3	128	85.3	133	88.7
Religious background	120	80.0	122	81.3	136	90.7	127	84.7	130	86.7
Sexual orientation	129	86.0	117	78.0	134	89.3	124	82.7	133	88.7
Socio-economic class	129	86.0	125	83.3	136	90.7	121	80.7	128	85.3
Veteran status	144	96.0	139	92.7	142	94.7	142	94.7	138	92.0

Conversely, 27 percent heard an employee *challenge* insensitive or disparaging remarks made regarding age and women. Smaller percentages of respondents witnessed colleagues challenge remarks based on men (21%), ethnic background (20%), inability to

speaking English (16%), racial background (15%), religion (13%), socioeconomic status (13%), sexual orientation (12%), physical characteristics (11%), disability status (10%), gender identity (8%), and veteran status (3%).

Table 10 illustrates the degree to which respondents thought that various groups have exhibited sensitivity toward diverse audiences in the last year. About one-third of all respondents held neutral positions (i.e., neither agree nor disagree).

**Table 10.**

<b>Groups That Have Exhibited Sensitivity to Diverse Audiences:</b>	<b>Strongly agree</b>		<b>Agree</b>		<b>Do not agree nor disagree</b>		<b>Disagree</b>		<b>Strongly disagree</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Your community	29	19.3	57	38.0	42	28.0	15	10.0	0	0.0
Advisory group	31	20.7	54	36.0	46	30.7	6	4.0	2	1.3
Extension volunteers	32	21.3	55	36.7	37	24.7	11	7.3	1	0.7
Representatives of local government	26	17.3	52	34.7	45	30.0	15	10.0	0	0.0
User groups/ clientele	20	13.3	53	35.3	54	36.0	8	5.3	2	1.3

## Summary

As noted earlier, 24 percent of respondents across the organization reported personally experiencing at least subtle forms of conduct that had interfered with their ability to work or learn in the organization. This is a similar percentage to the percentage uncovered in similar investigations at other campuses.<sup>17</sup> Given those investigations at other higher education institutions, it was not surprising to find that members of historically underrepresented groups are more likely to have experienced various forms of harassment and discrimination than have those in the “majority.” Also like other research, the basis of this conduct is most often directed at women and People of Color.

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

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<sup>17</sup> Rankin, (forthcoming). National assessment of climate for underrepresented groups where 25% (n=3767) of respondents indicated personally experiencing offensive, hostile, or intimidating conduct based mostly on their race (31%), their gender (55%) or their ethnicity (16%). Other studies conducted by Rankin & Associates suggest that between 20% and 25% of respondents report experience this conduct.

## Perceptions of Organizational Climate

Organizational climate is not only a function of what one has personally experienced, but also is influenced by how one perceives other members of the organization are treated. Tables 11 and 12 illustrate that 77 percent of the survey respondents were “comfortable” or “very comfortable” with the climate for diversity in their organization, and 81 percent were “comfortable” or “very comfortable” with the climate for diversity in their work units. A greater percentage of respondents were “very comfortable” in their work units than in the organization as a whole.

**Table 11.**  
**Comfort with Climate in Organization**

	<b>n</b>	<b>%</b>
Very comfortable	22	14.7
Comfortable	94	62.7
Not comfortable or uncomfortable	20	13.3
Uncomfortable	13	8.7
Very uncomfortable	0	0.0
Not applicable	0	0.0

**Table 12.**  
**Comfort with Climate in Work Unit**

	<b>n</b>	<b>%</b>
Very comfortable	43	28.7
Comfortable	79	52.7
Not comfortable or uncomfortable	21	14.0
Uncomfortable	6	4.0
Very uncomfortable	0	0.0
Not applicable	0	0.0

When comparing the data by the demographic categories of “People of Color” and “Caucasian/White,” however, People of Color were less likely than White respondents to be very comfortable with the climate for diversity, and were more likely to be uncomfortable with the climate for diversity (Figures 15 - 16).

Figure 15  
Comfort with Climate in Organization by Race (%)

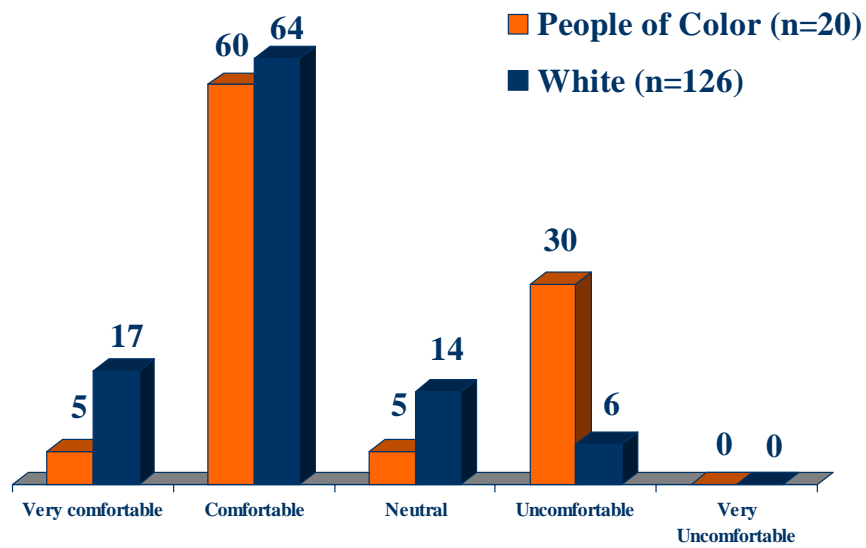
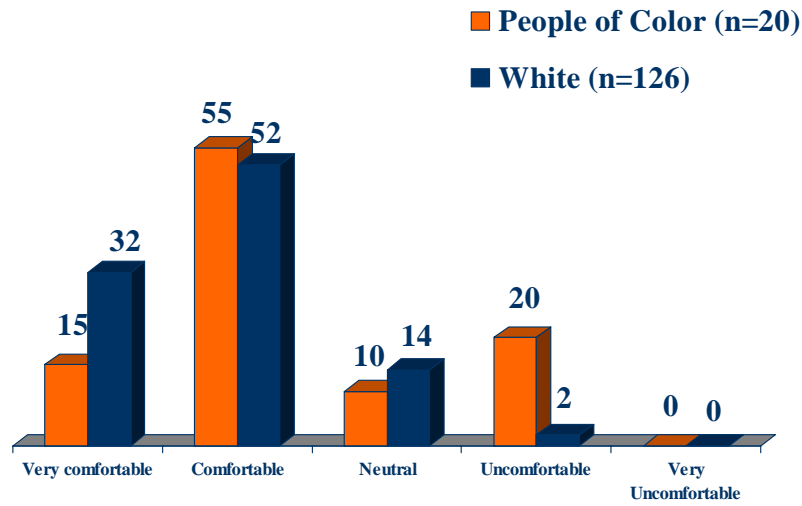


Figure 16  
Comfort with Climate in Work Unit by Race (%)



Women were about as comfortable as men with the climate in the organization (Figure 17) and in their work units (Figure 18). Men, however, were slightly more likely to be “very comfortable” with the climate in their units.

Figure 17  
Comfort with Climate in Organization by Gender (%)

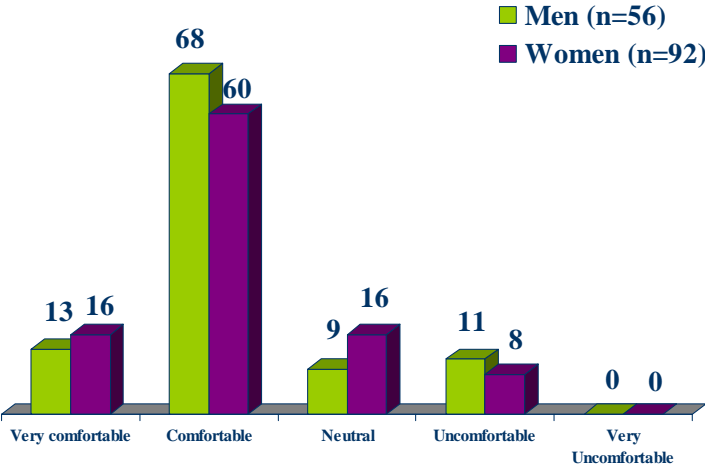
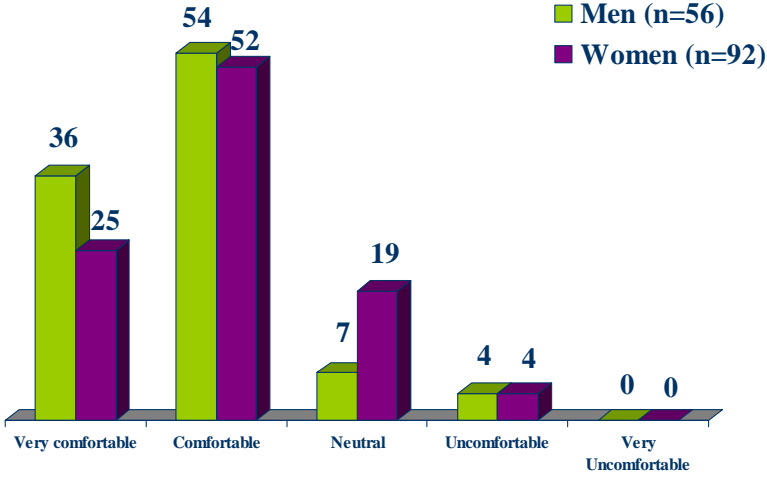


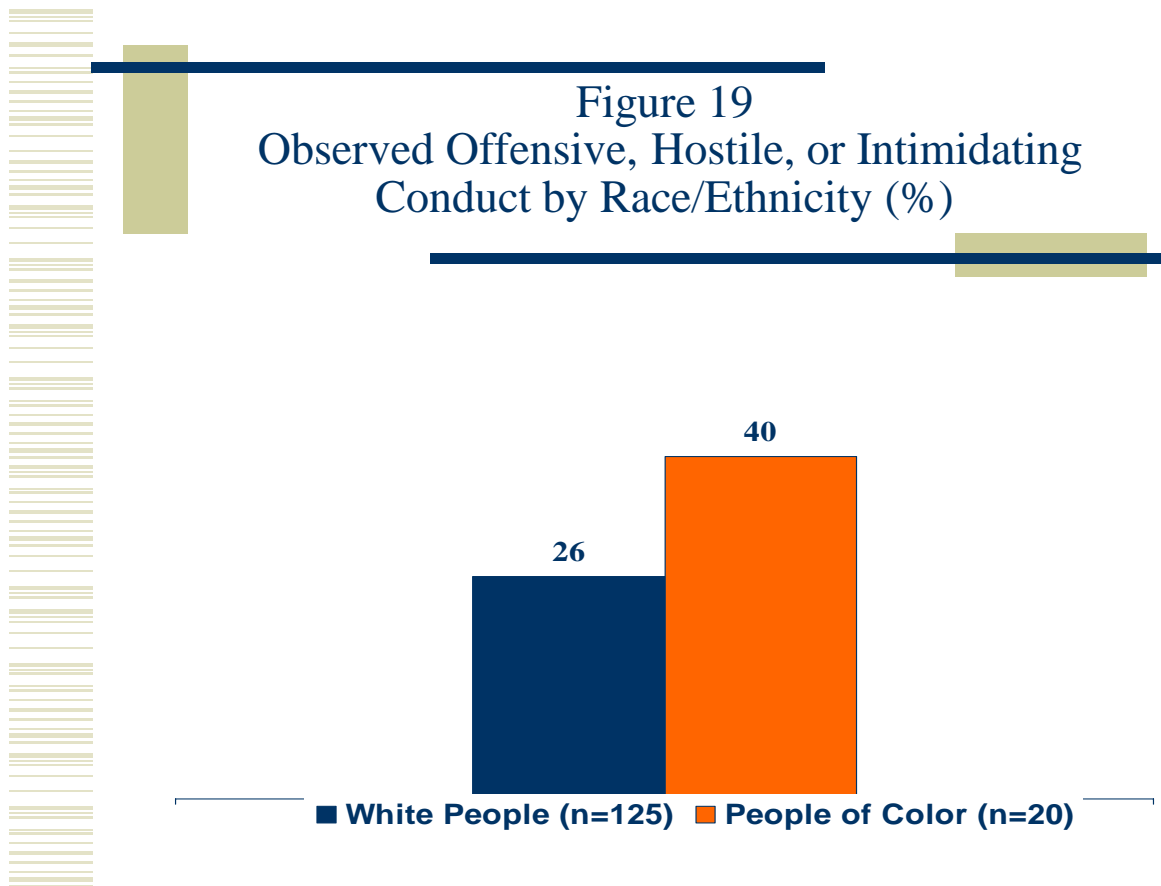
Figure 18  
Comfort with Climate in Unit by Gender (%)



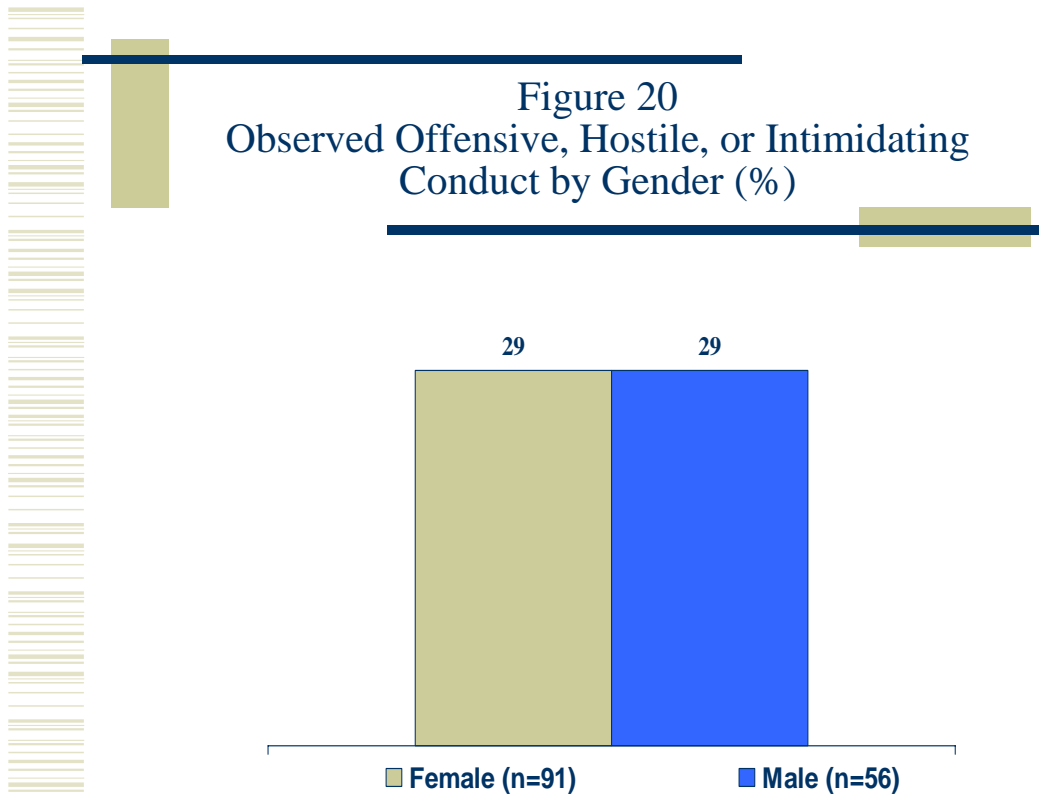
## Respondents' Observations

Respondents' observations of others being harassed also contribute to their perceptions of organizational climate. Twenty-eight percent of the participants (n=42) reported observing conduct in the organization that created an offensive, hostile, or intimidating working or learning environment (i.e., harassment).

Figures 19-21 separate by demographic categories (i.e., race, gender, position) the responses to question 17, "Have you observed any harassment (offensive, hostile, or intimidating conduct) directed toward a person or group of people in your organization?" Examining the results by race, a higher percentage of People of Color observed offensive, hostile, or intimidating conduct in the organization than did White people (Figure 19).



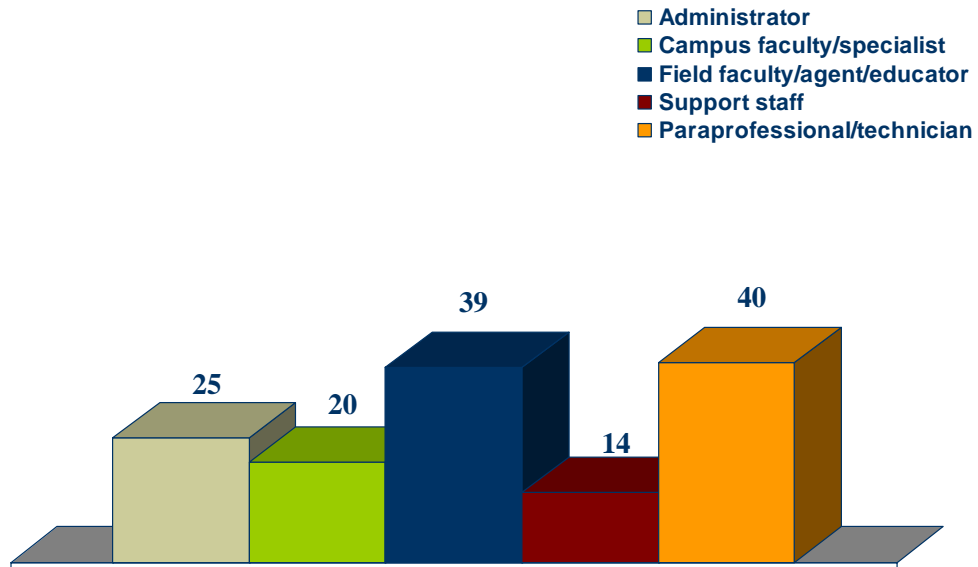
In terms of gender, the same percentage of women and men observed offensive, hostile, or intimidating conduct (Figure 20).



Twenty-eight percent of heterosexual respondents witnessed harassment, while none of the bisexual respondents did.

The results also indicate that smaller percentages of support staff and campus faculty/specialist observed offensive, hostile, or intimidating conduct than did other employees<sup>18</sup> (Figure 21).

Figure 21  
Observed Hostile, Offensive, or  
Intimidating Conduct by Position (%)



<sup>18</sup> The reader must use caution when interpreting the results of analyses including percentages of paraprofessionals/technicians, as so few paraprofessionals/technicians completed the survey (n=5).

Table 13 indicates that the observed harassment was based on gender (52%), age (26%), race (12%), ethnicity (10%), non-farm background (10%), religion (10%), and sexual orientation (10%). “Other” responses (41%) included, “job status,” “power,” “status in [the] organization,” “work and job duty relationships,” and “area of programming/position held.”

**Table 13.**  
**Observed Harassment Based on:**

Observed Harassment Based on:	n	%
Age	11	26.2
Country of origin	2	4.8
Ethnicity	4	9.5
Farm background	3	7.1
Family status	2	4.8
Gender	22	52.4
Gender identity	0	0.0
Mental disability	1	2.4
Non-farm background	4	9.5
Physical characteristics	2	4.8
Physical disability	0	0.0
Race	5	11.9
Religion	4	9.5
Sexual orientation	4	9.5
Socioeconomic class	3	7.1
Veteran status	0	0.0
Other	17	40.5

Note: Only answered by respondents that observed harassment (n=42).  
 Percentages do not sum to 100 due to multiple responses.

Table 14 illustrates that respondents most often observed this conduct in the form of derogatory remarks (74%), someone being ignored (38%) or excluded from activities (38%). They most often observed harassment in local offices (64%), in campus offices (21%), and at off-campus events (24%).

**Table 14.**  
**Form of Observed Harassment**

<b>Form of Observed Harassment</b>	<b>n</b>	<b>%</b>
Derogatory remarks	31	73.8
Unsolicited e-mails	3	7.1
Graffiti	1	2.4
Stares	2	4.8
Exclusion from activities	16	38.1
Threats of physical violence	1	2.4
Physical assault or injury	1	2.4
Being ignored	16	38.1
Written comments	3	7.1
Publications on campus	0	0.0
Other	10	23.8

Note: Only answered by respondents that observed harassment (n=42).  
 Percentages do not sum to 100 due to multiple responses.

Table 15 reports participants' responses to this behavior. Respondents most often reported feeling embarrassed when encountering this behavior (50%). Twenty-nine percent told a friend, and 19 percent ignored the conduct. Twenty-four percent made a complaint to an appropriate official. "Other" response included "I kept the individual at arm's length and didn't trust anything," "the staff member was put on probation," "filed a complaint with my Regional Director," and "retirement."

**Table 15.**

<b>Reactions to Observed Harassment</b>	<b>n</b>	<b>%</b>
Felt embarrassed	21	50.0
Told a friend	12	28.6
Avoided the person who harassed me	2	4.8
Ignored it	8	19.0
Left the situation immediately	4	9.5
Considered changing my job	7	16.7
Confronted the harasser at the time	6	14.3
Confronted the harasser later	7	16.7
Made a complaint to an appropriate official	10	23.8
Other	11	26.2

Note: Only answered by respondents that observed harassment (n=42).  
 Percentages do not sum to 100 due to multiple responses.

The majority of respondents observed field faculty/agents (36%) harassing others. Other respondents identified administrators (33%), supervisors (24%), support staff (24%), specialists/campus faculty (12%), and volunteers (12%) as the sources. “Other” responses included “the person’s direct supervisor,” administrator outside of Extension,” and “county director.”

Regarding observations of discriminatory employment practices, a number of respondents reported observing discriminatory hiring at CSU Extension (Table 16). Eleven percent believed that the discrimination was base on gender and nine percent on age. Four percent said they observed discriminatory firing based on age. Respondents also witnessed discriminatory promotion based on gender (15%), employment category (5%), and ethnicity (3%). “Other” responses included, “level of education,” “strong accent,” “subject area of program,” and “preference towards individuals having earned their degree from CSU,” among others.

**Table 16. Percent of Respondents Observing Discriminatory Practices**

<b>Based on:</b>	<b>Employment Practices</b>		
	<b>Discriminatory Hiring %</b>	<b>Discriminatory Firing %</b>	<b>Discriminatory Promotion %</b>
Age	9.3	4.0	2.0
Country of origin	2.0	0.0	0.0
Employment category	4.7	1.3	5.3
Ethnicity	5.3	0.7	2.7
Gender	11.3	2.7	14.7
Gender identity	0.00	0.0	0.0
Mental disability	0.0	0.7	0.0
Physical characteristics	4.7	0.0	0.7
Physical disability	0.7	0.0	0.0
Race	2.0	0.0	0.0
Religion	0.7	0.7	0.0
Sexual orientation	0.7	0.0	0.0
Socioeconomic class	2.0	0.0	0.0
Veteran status	0.7	0.0	0.0
Other	9.3	4.0	10.0

Note: Only answered by respondents that observed discriminatory employment practices.  
 Percentages do not sum to 100 due to multiple responses

## Summary

Organizational climate for diversity is not only a function of one's personal experiences, but also is influenced by perceptions of how the community treats all of its members. The majority of respondents indicated that they are "comfortable" or "very comfortable" with the climate for diversity at CSU Extension and in their work units. Respondents from underrepresented groups were less likely to feel comfortable than majority respondents. While some respondents reported experiencing conduct that has interfered with their ability to work or learn in the organization (24% of respondents), slightly more people (28% of respondents) witnessed conduct that they felt created an offensive, hostile, or intimidating working or learning environment. This may be a function of two or more people witnessing the same incident, or one's comfort level in reporting the incident (respondents may feel more comfortable reporting *observed* incidents, rather than incidents *experienced*).

## **Attitudes Related to Difference**

Table 17 indicates that more than half of all respondents have no contact with people from African/Caribbean or Anabaptist/Amish/Mennonite backgrounds. Approximately one-quarter have no contact with Middle Eastern people (29%), openly lesbian, gay, bisexual, or transgender (LGBT) people (24%), or Asians/Pacific Islanders (22%). About half of respondents indicated only “slight” contact with African Americans/Blacks, American Indians/Alaskan Natives, Asians/Pacific Islanders, and people with mental disabilities.

**Table 17. Percent of Respondents That Have Contact with People from Various Backgrounds**

<b>Backgrounds:</b>	<b>Amount of Contact</b>				
	<b>None</b>	<b>Slight</b>	<b>Some</b>	<b>Frequent</b>	<b>Very Frequent</b>
African Americans/Blacks	9.3	48.0	30.0	7.3	4.7
African/Caribbean	58.0	26.0	7.3	2.0	2.7
American Indians/ Alaskan Natives	18.7	49.3	18.7	6.7	4.0
Anabaptist/Amish/ Mennonite	54.7	28.7	11.3	2.7	0.7
Asians/Pacific Islanders	22.0	46.7	18.0	6.7	4.7
Caucasians/ Whites	0.0	0.7	0.0	8.0	88.7
Latinos/Hispanics/ Chicanos	0.0	6.0	25.3	36.0	31.3
Middle Eastern persons	28.7	48.0	14.0	4.7	2.0
Non-native English speakers	10.0	34.7	34.0	9.3	8.7
Openly gay, lesbian, bisexual or transgender persons	24.0	40.0	19.3	7.3	4.0
Persons with physical disabilities	4.7	41.3	33.3	11.3	6.7
Persons with mental disabilities	16.7	48.7	25.3	4.7	2.7
Persons with different religious backgrounds	1.3	8.0	19.3	30.7	38.7
Persons of different ages than your own	0.0	0.7	4.7	30.0	63.3
Persons who are veterans	2.0	18.0	29.3	30.0	18.0
Persons who don't fit the "perfect physique"	0.7	4.7	15.3	34.7	42.0
Persons of a different socioeconomic class	0.0	2.0	25.3	34.0	38.0

The majority of respondents indicated that they would feel comfortable being a close friend of, sharing an office with, or being supervised by people espousing the various demographic characteristics listed in the survey. Lower percentages of respondents reported they would be comfortable being a close friend of, sharing an office with, or being supervised by openly gay or bisexual men or women, transgender men or women, and persons with mental illnesses. The data indicate that respondents were more comfortable having people from the aforementioned groups as supervisors or office mates than friends.

### **Organizational Actions Related to Diversity Issues**

Another factor influencing organizational climate is how an institution responds to issues regarding underrepresented groups. Participants were asked to respond to several questions about organizational actions regarding diversity concerns in the organization. Forty-five percent of respondents participated in diversity training within the past year. Sixty-seven percent of all respondents were employed by CSU during the initial diversity climate survey in 2001-2002. Of those 100 respondents, 81 percent completed the initial survey.

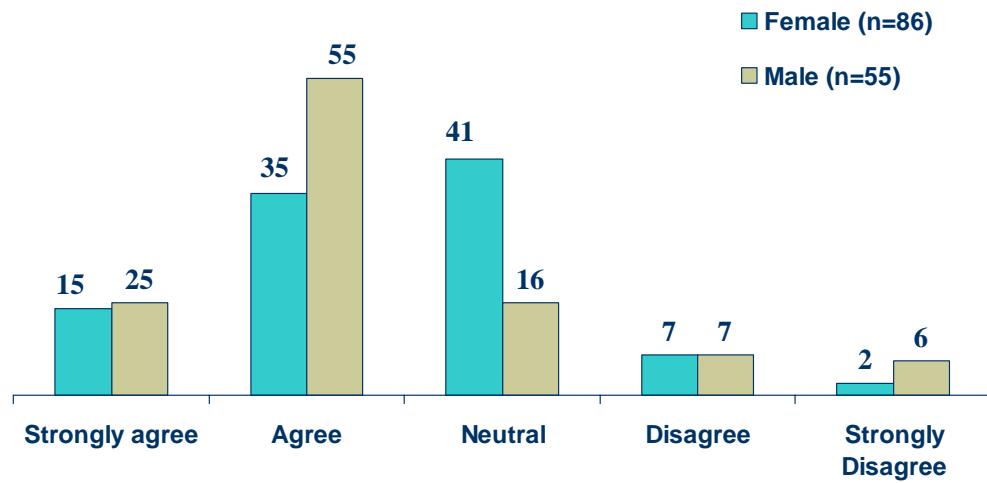
More than half of the respondents believed that CSU Extension proactively addresses 6 of the 12 issues listed in question 29 (Table 18); the exceptions are gender identity, mental disability, non-native English speakers, religion, sexual orientation, and veterans.

**Table 18. Organization Addresses Issues Related to Demographic Characteristics**

Issues Related to:	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Age	21	14.0	55	36.7	55	36.7	8	5.3	2	1.3
Ethnicity	25	16.7	67	44.7	38	25.3	7	4.7	2	1.3
Gender	22	14.7	60	40.0	44	29.3	10	6.7	5	3.3
Gender identity	14	9.3	29	19.3	63	42.0	26	17.3	4	2.7
Mental disability	7	4.7	32	21.3	65	43.3	27	18.0	4	2.7
Non-native English speakers	17	11.3	54	36.0	43	28.7	21	14.0	2	1.3
Physical disability	17	11.3	63	42.0	49	32.7	9	6.0	1	0.7
Race	26	17.3	62	41.3	34	22.7	14	9.3	2	1.3
Religion	13	8.7	40	26.7	62	41.3	15	10.0	6	4.0
Sexual Orientation	11	7.3	32	21.3	63	42.0	25	16.7	6	4.0
Socioeconomic class	25	16.7	50	33.3	49	32.7	11	7.3	2	1.3
Veterans	22	14.7	45	30.0	61	40.7	7	4.7	1	0.7

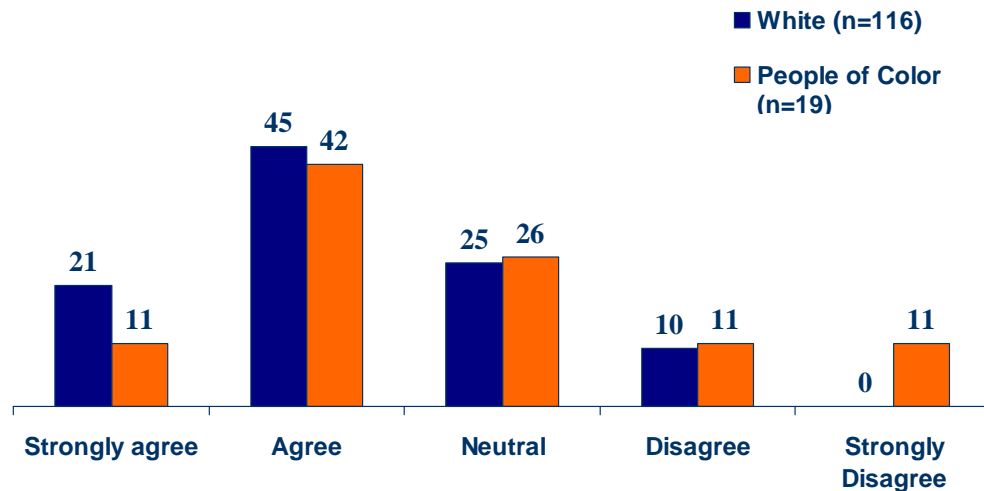
When examining this item in terms of gender, female respondents were less likely than male respondents to agree that the organization proactively addresses gender issues and more likely to be neutral (Figure 22).

Figure 22  
Organization Addresses Gender Issues (%)



Likewise, Respondents of Color were less likely than White respondents to believe that CSU addresses issues of race (Figure 23).

Figure 23  
Organization Addresses Race Issues (%)



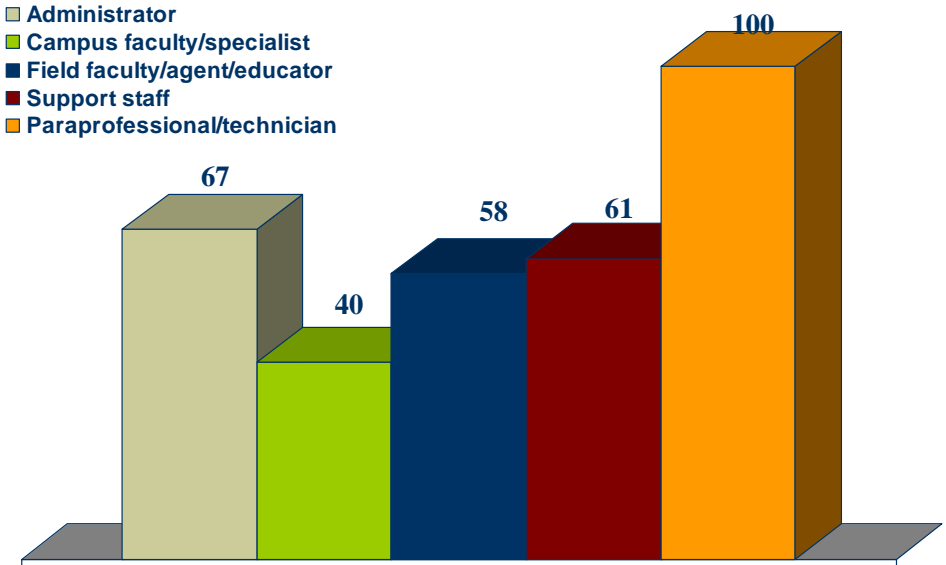
Respondents were also queried regarding their attitudes about the institution. Table 19 reports the results for all respondents. Figures 24 to 37 break down the results by various demographic categories.

**Table 19. Attitudes About the Organization**

Attitudes	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%	n	%
The organization has visible leadership from the administration who foster diversity in the workplace.	24	16.0	63	42.0	36	26.0	11	7.3	9	6.0	2	1.3
Management within your work unit demonstrates a commitment to diversity.	36	24.0	70	46.7	24	16.0	12	8.0	6	4.0	1	0.7
Programming within your state organization represents the contributions of people from underrepresented groups.	18	12.0	50	33.3	37	24.7	24	16.0	8	5.3	9	6.0
The workplace climate is welcoming for clients from underrepresented groups.	24	16.0	80	53.3	26	17.3	12	8.0	2	1.3	1	0.7
The workplace climate is welcoming for employees from underrepresented groups.	28	18.7	66	44.0	32	21.3	10	6.7	5	3.3	4	2.7
Diversity among staff within the state organization and its clients creates increased benefits for the organization.	51	34.0	64	42.7	18	12.0	5	3.3	3	2.0	3	2.0
As a result of the increased diversity of our clients across the state, I have made adjustments in my programming strategies.	12	8.0	73	48.7	43	28.7	7	4.7	2	1.3	6	4.0

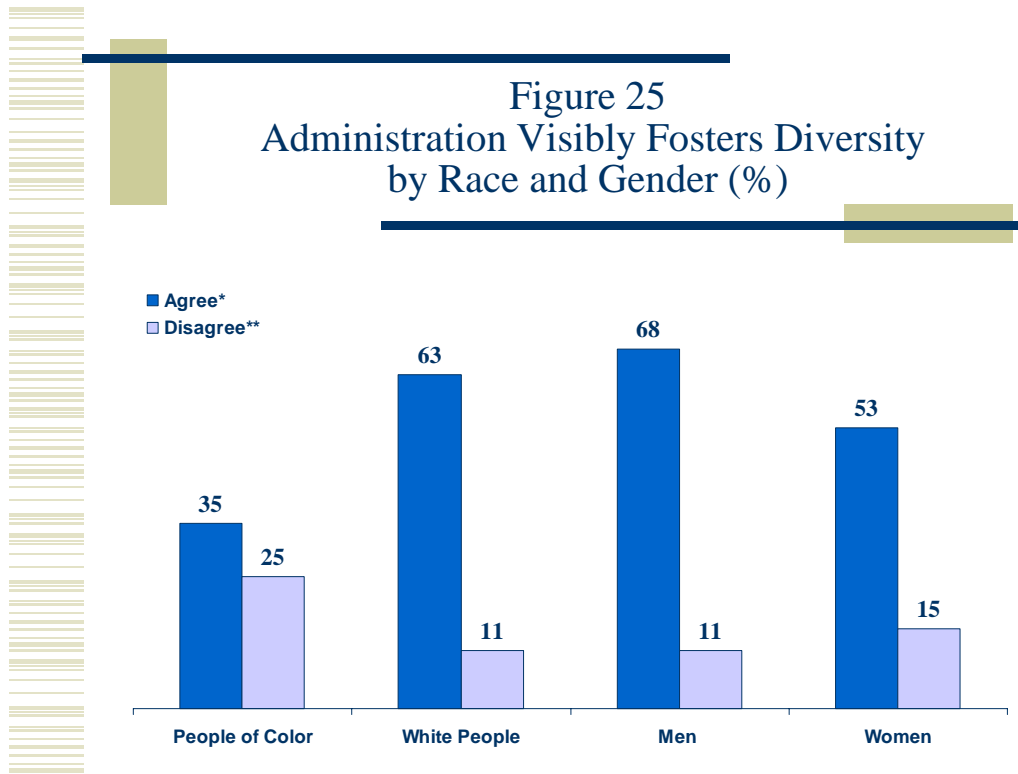
The majority of responding employees believed the administration has visible leadership to foster diversity, although campus faculty/specialists were less likely to agree (Figure 24).

Figure 24  
Strongly Agree/Agree\* that Administration Visibly  
Fosters Diversity  
by Position (%)



\* Strongly agree and agree were collapsed into one category.

Respondents of Color<sup>19</sup> were much less likely than White respondents to think that the administration visibly fosters diversity (Figure 25). Women were less likely than men to believe the administration fosters diversity.

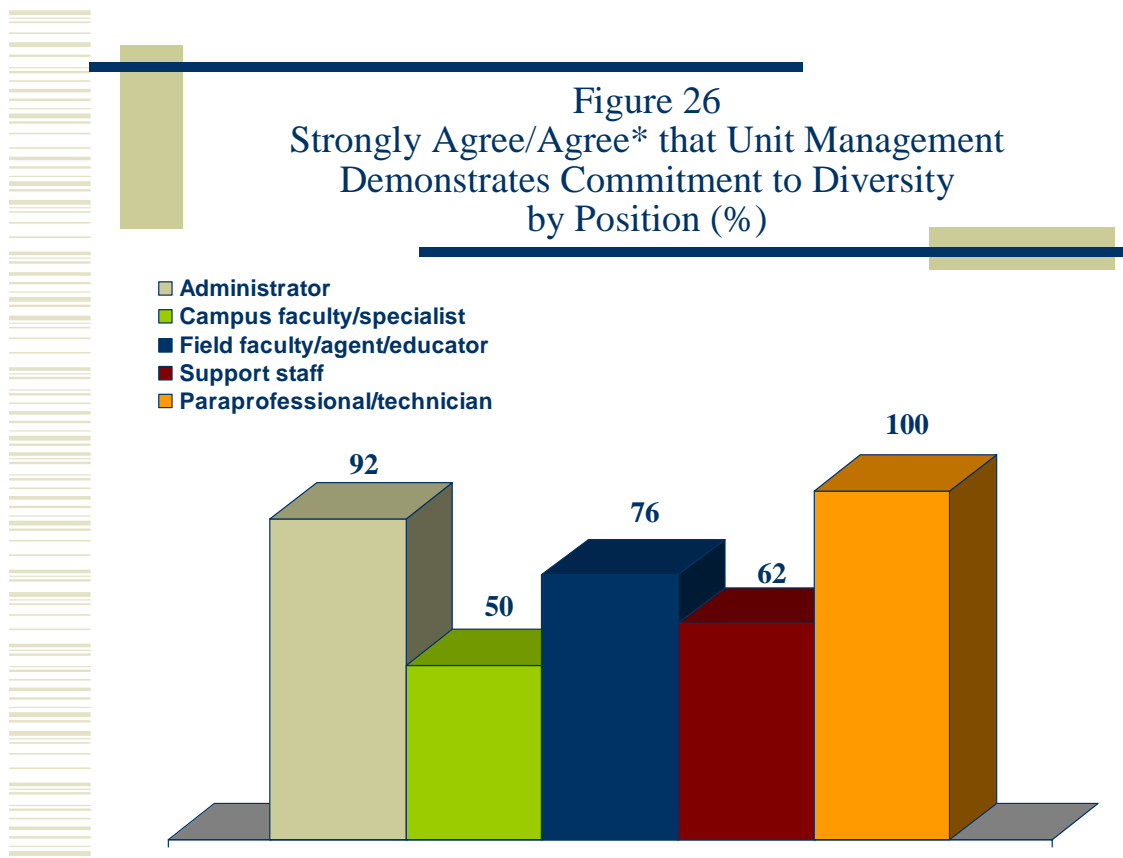


\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

<sup>19</sup> The reader must use caution in interpreting these results as only 20 People of Color participated in this research.

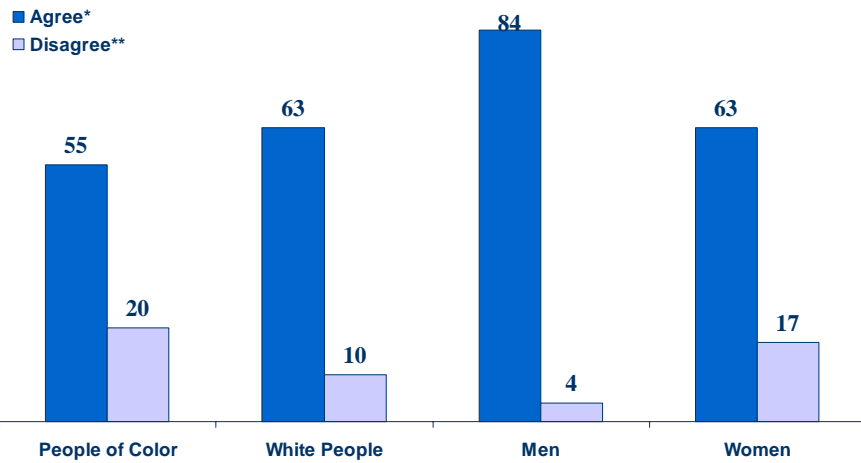
Seventy-one percent of all respondents believed their unit management demonstrates a commitment to diversity (Figure 24). Again, the responses differed by position, ranging from 100 percent of paraprofessional/technicians who agreed to only 50 percent of campus faculty/specialists who agree.



\* Strongly agree and agree were collapsed into one category.

When examining the data by race, 55 percent of Respondents of Color – in comparison to 63 percent of White respondents – thought their unit management demonstrates a commitment to diversity (Figure 27). Men and women also differed in their opinions.

**Figure 27**  
**Unit Management Demonstrates Commitment to Diversity by Race & Gender (%)**

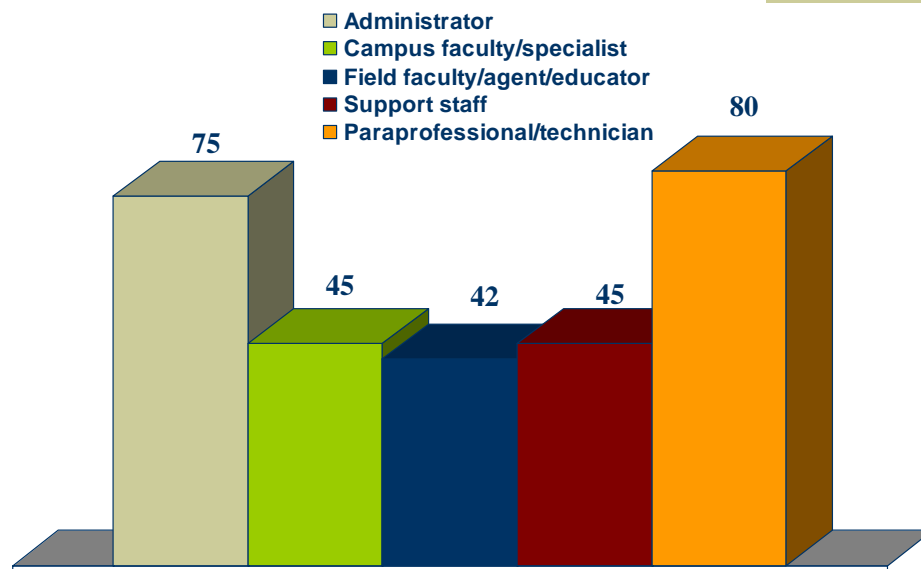


\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

Forty-five percent of all respondents indicated that programming within their state organization represents the contributions of people from underrepresented groups. Paraprofessional/technicians were again the most optimistic, with 80 percent agreeing/strongly agreeing with the statement. Less than half of all campus faculty, field faculty, and support staff agreed/strongly agreed (Figure 26).

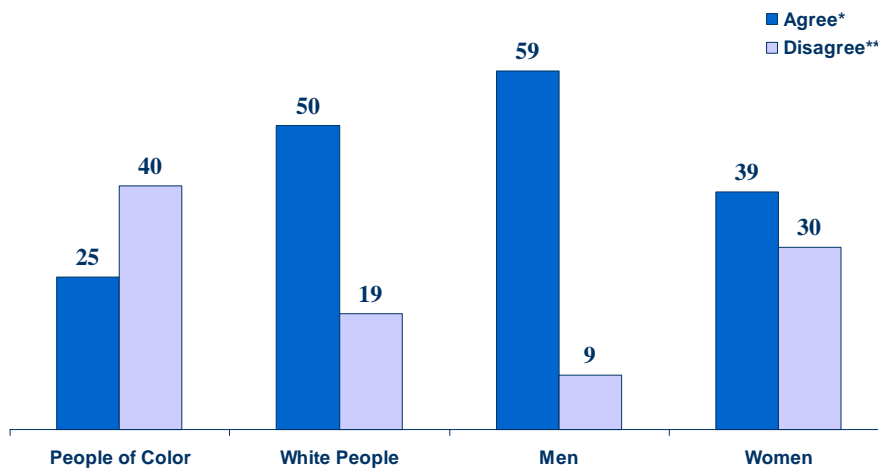
Figure 28  
Strongly Agree/Agree\* that Programming Represents  
Contributions from Underrepresented Groups  
by Position (%)



\* Strongly agree and agree were collapsed into one category.

While slightly less than half of all respondents thought the programming represented contributions of people from unrepresented groups, only 25 percent of Respondents of Color and 39 percent of women agreed with that sentiment (Figure 29).

**Figure 29**  
**Programming Represents Contributions from Underrepresented Groups (%)**

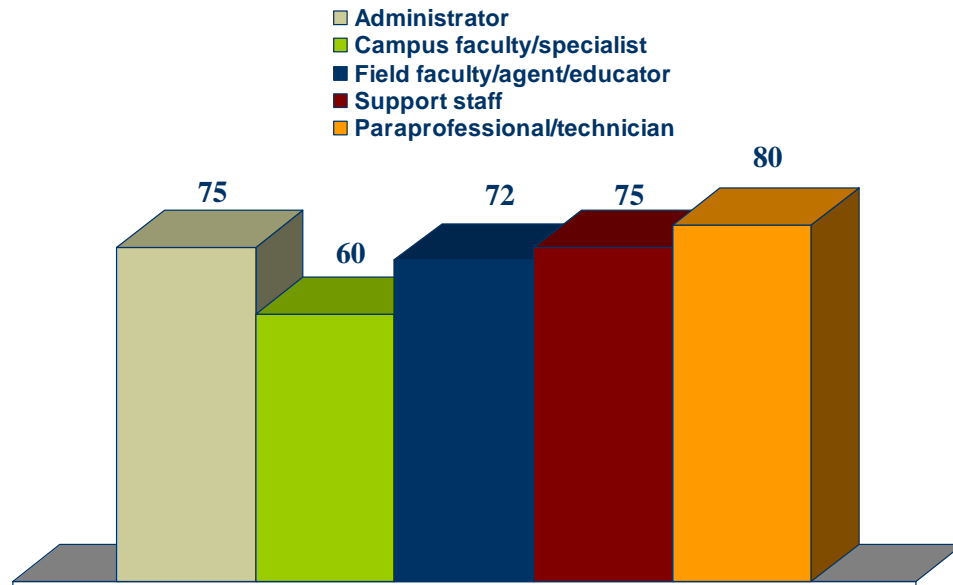


\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

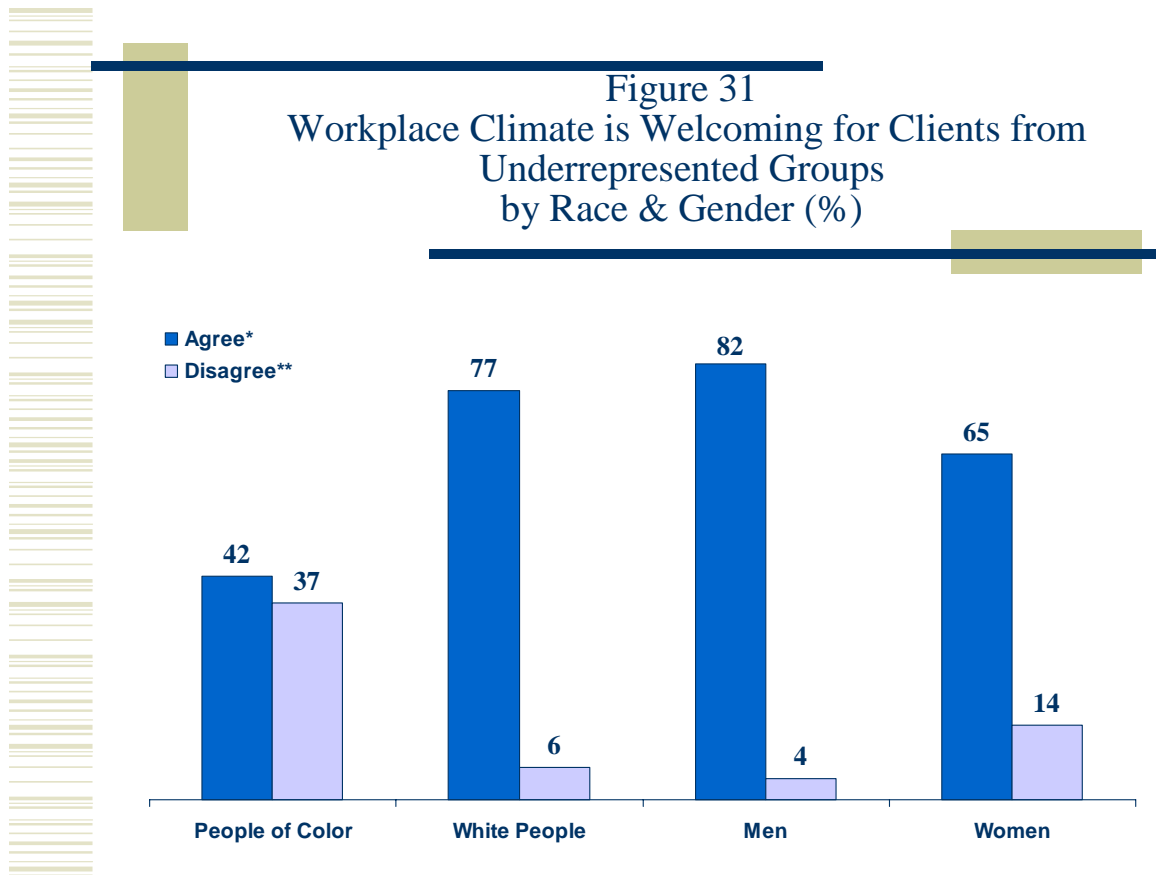
With regard to the climate for clients from underrepresented groups, 69 percent of all respondents believed the climate was welcoming. Again, when analyzed by various demographic characteristics, some differing opinions emerged (Figures 30-31).

Figure 30  
Strongly Agree/Agree\* that Workplace Climate is Welcoming for Clients from Underrepresented Groups by Position (%)



\* Strongly agree and agree were collapsed into one category.

Higher percentages of White respondents and men than Respondents of Color and women, respectively, thought the climate was welcoming for clients from underrepresented groups (Figure 31).

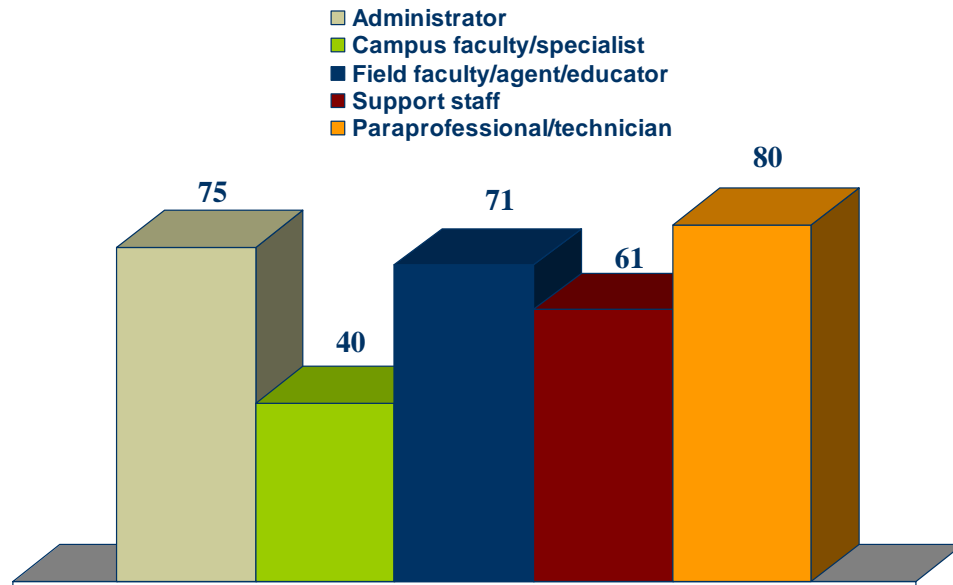


\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

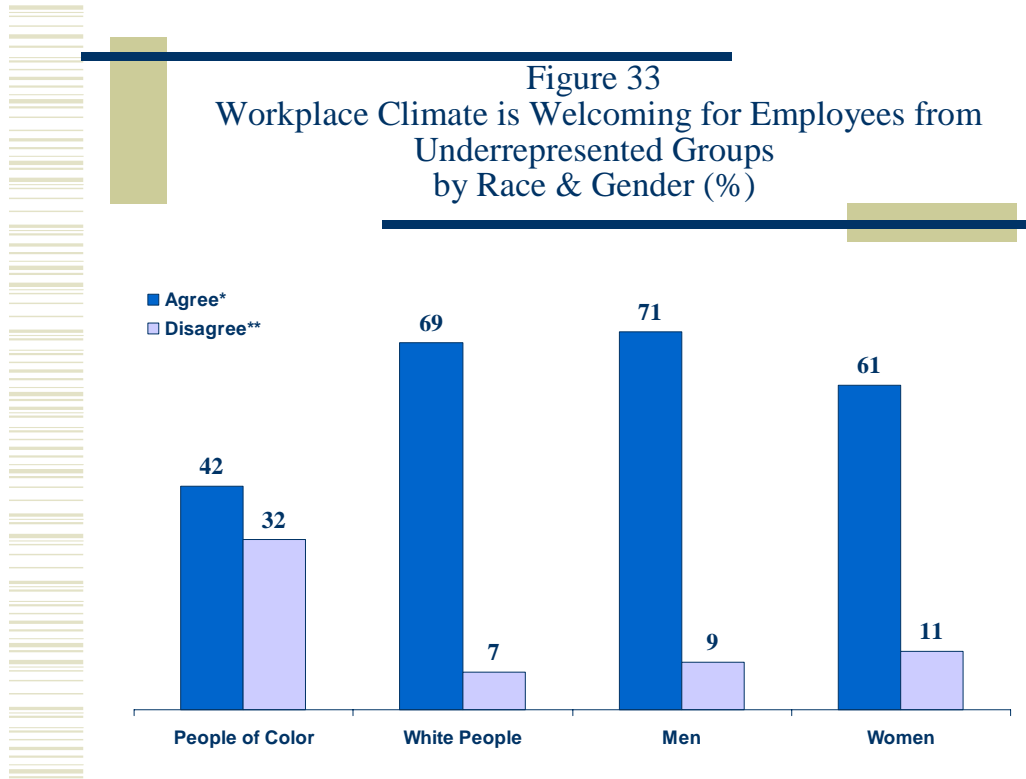
Sixty-three percent of all respondents thought the workplace climate is welcoming for employees from underrepresented groups. Campus faculty were least optimistic, while paraprofessional/technicians were the most optimistic (Figure 30).

Figure 32  
Strongly Agree/Agree\* that Workplace Climate is Welcoming for Employees from Underrepresented Groups by Position (%)



\* Strongly agree and agree were collapsed into one category.

In comparison with 63 percent of all respondents, only 42 percent of Respondents of Color indicated the workplace climate was welcoming for underrepresented employees (Figure 33).

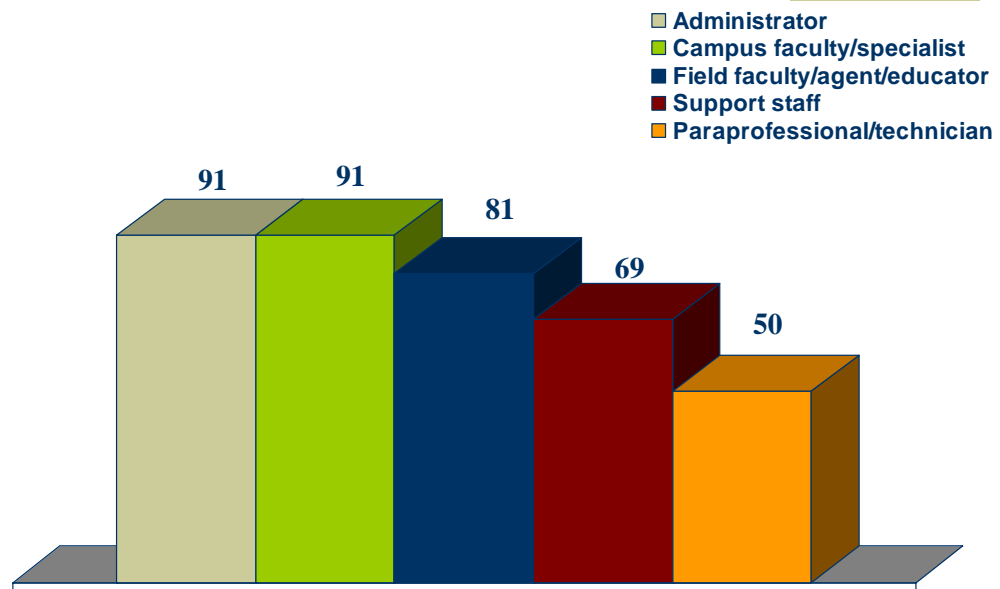


\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

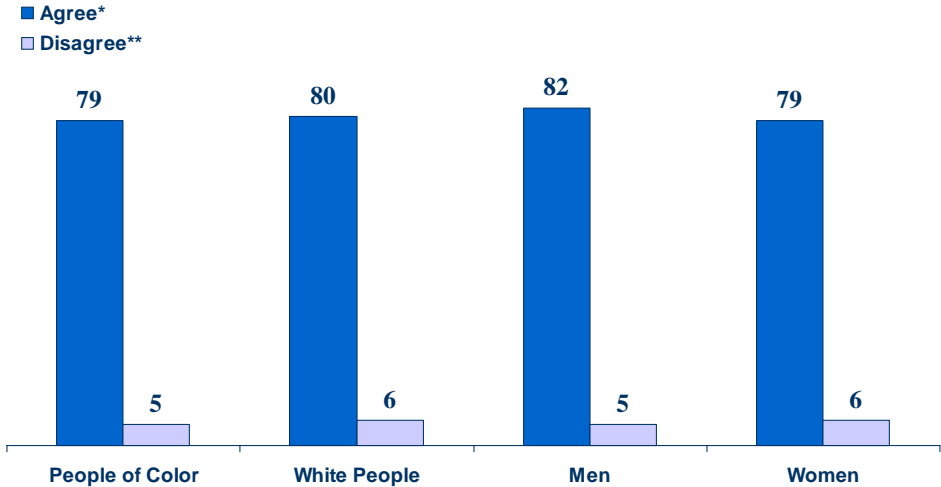
Seventy-seven percent of all respondents believed that diversity among staff within the state organization and its clients creates increased benefits for the organization. Figures 34 and 35 reveal that, regardless of demographic characteristics, similar percentages of respondents agreed with the statement. The outliers included support staff and paraprofessional/technicians.

Figure 34  
Strongly Agree/Agree\* that Diversity Benefits the Organization by Position (%)



\* Strongly agree and agree were collapsed into one category.

**Figure 35**  
**Diversity Benefits the Organization**  
**by Race & Gender (%)**

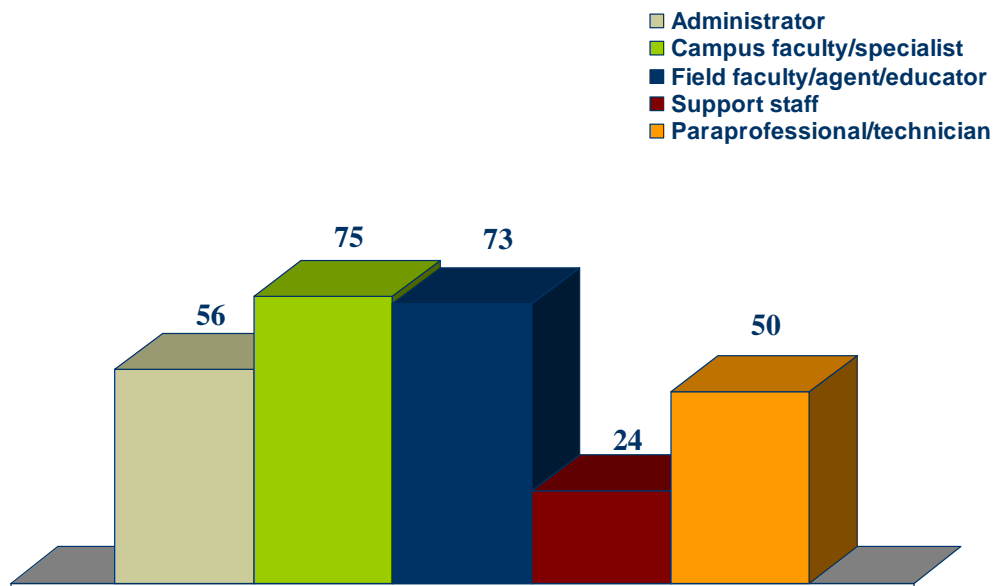


\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

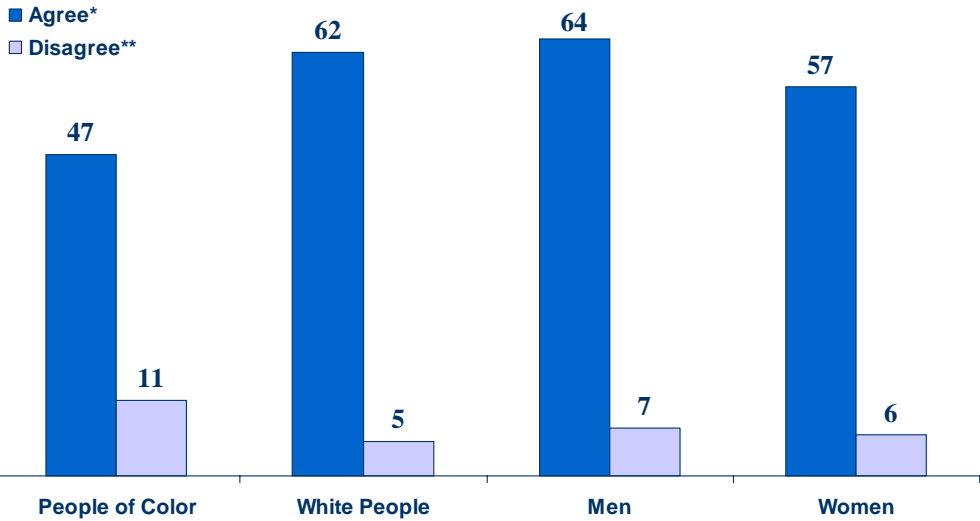
Fifty-seven percent of all respondents indicated they made adjustments in programming strategies as a result of the increased diversity of their clients across the state. Campus faculty and field agents were most likely to have made changes in their programming, as were White respondents and men (Figures 36-37).

**Figure 36**  
**Strongly Agree/Agree\* that I Made Adjustments in Programming Due to Diversity of Clients by Position (%)**



\* Strongly agree and agree were collapsed into one category.

**Figure 37**  
**I Made Adjustments in Programming Due to Diversity of Clients by Race & Gender (%)**

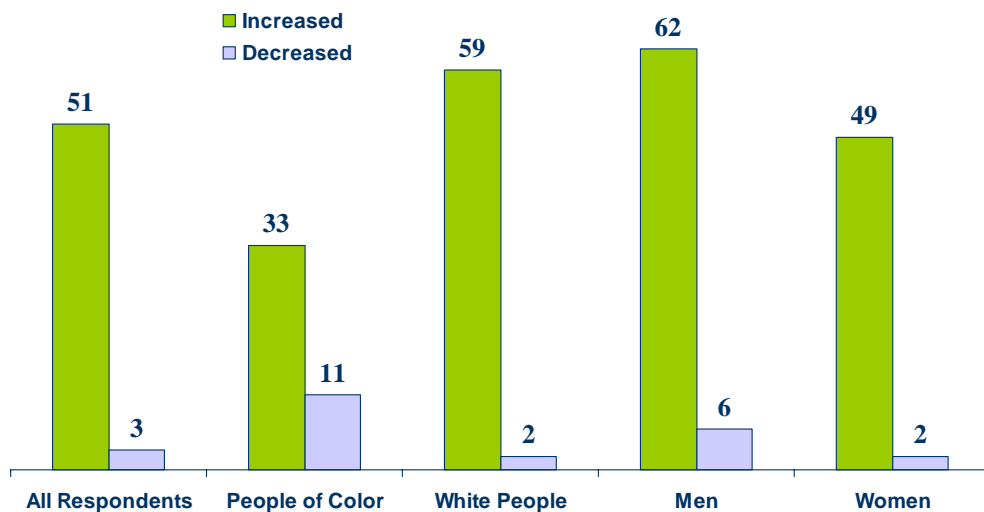


\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

Fifty-one percent of all respondents believed the organization’s commitment to diversity has increased over the last five years. Figure 38 illustrates that Respondents of Color were much less likely than other respondents to believe that the organization has increased its efforts over the last five years.

**Figure 38**  
**Organization’s Commitment to Diversity over the Last Five Years (%)**



Fifty-one percent of all respondents reported they would like to see the CSU Extension increase its efforts in regard to diversity, while 39 percent believed there is no change needed.

## **Summary**

In addition to constituents' personal experiences and perceptions of the organizational climate, diversity-related actions taken – or not taken – by the institution may be perceived either as promoting or impeding a positive climate. As the above data suggest, respondents hold somewhat divergent opinions about the degree to which CSU Extension does, and should, promote diversity to shape the climate. Overall, the results noted in this section parallel those in similar investigations where People of Color and people from other underrepresented groups tend to feel the institution is not addressing diversity issues as favorably as do their majority counterparts.

## **Next Steps**

One of the purposes of the CASD Project is to assist in creating an environment characterized by equal access for all employees 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 organizations support. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue and evidenced by a pattern of civil interaction.

## **Implications of the Study**

That stated, what do the results of this study suggest? At minimum, it adds quantitative data to a knowledge base that has heretofore been built largely on anecdotal sources of information, especially with regard to specific sub-populations addressed in the study. A more interesting question is, given that CSU has some structure in place to address diversity issues, *how effective have efforts been in positively shaping the climate with respect to diversity?* The reader may answer this question, in part, by comparing the results of the 2007 investigation with the findings from the 2002 assessment.

The diversity assessment, beginning in 2002, was a proactive initiative by CASD, to review the climate for diversity within each organization's Extension unit. It was the intention that the results would be used to identify specific strategies for addressing the challenges facing their community and support positive initiatives in the organization. The recommended next steps include the review of the results in comparison with the 2002 findings.

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## **Appendices**

Appendix A – Data Tables

Appendix C – Survey Instrument