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The 2010 Campus Climate Survey: Status Characteristics as Predictors of Campus Climate Perceptions

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THE 2010 CAMPUS CLIMATE SURVEY: STATUS CHARACTERISTICS
AS PREDICTORS OF CAMPUS CLIMATE PERCEPTIONS

A Thesis
Presented to
The Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in
Applied Sociology

by
Kelly D. Linker
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Accepted by:
Dr. Brenda J. Vander Mey, Committee Chair
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ABSTRACT

Diversity issues are still real and relevant concerns for organizations; university campuses are no exception. This study surveyed the faculty and staff at Clemson University in South Carolina about their experiences with diversity issues and the campus climate. The research question evaluated what influenced employees to have a negative perception of the campus climate. In addition to status characteristics, a respondent's level of cultural competence and exposure to harassment and discrimination were considered. A respondent's race was found to be the most influential of the status characteristics while experiencing harassment or discrimination was also significant. Cultural competence was significant in some models, pointing to the appropriateness of incorporating this relatively new concept into the campus climate literature. Administrators and other stakeholders at the university can use this information when making policy decisions or changes. In addition, the Cultural Competence and Campus Climate Indices created through this study hold promise for subsequent research.

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The American Creed “asserts the indefeasible principle of the human right to full equity – the right of equitable access to justice, freedom, and opportunity, irrespective of race or religion or ethnic origin. It proclaims further the universalist doctrine of dignity of the individual, irrespective of the groups of which he is a part.... Viewed sociologically, the creed is a set of values and precepts embedded in American culture to which Americans are expected to conform... It would be a mistaken sociological assertion, however, to suggest that the creed is a fixed and static cultural constant..... just as it would be an error to imply that as an integral part of the culture, it evenly blankets all subcultures of the national society. It is indeed dynamic, subject to change and in turn promoting change in other spheres of culture and society.

Nor does the creed exert the same measure of control over behavior in diverse times and places.... It is often evaded, and the evasions themselves become institutionalized, giving rise to what I have described as the ‘institutionalized evasion of institutional norms.’ The rationalizations are too numerous and too familiar to bear repetition. The essential point is that the creed, though invulnerable to direct attack in some regions of the society, is not binding on practice. Many individuals and groups in many areas of the society systematically deny through daily conduct what they periodically affirm on ceremonial or public occasions.”
-Robert K. Merton, 1976[1948], Sociological Ambivalence, pp. 190-191.

INTRODUCTION

Merton’s concern in writing the excerpt above was discrimination and the American creed. His analysis focused on the relationships between prejudice and discrimination. His resultant typology of the possible relationships between prejudice and discrimination – to be discussed later in this thesis – was written at a time when Jim Crow still lived, women and minorities were routinely discriminated against, and public outbursts of derogation of persons and groups of lower statuses were not uncommon. His writing also reflects another trend occurring in the United States - a shift toward encouraging tolerance of ethnic groups, specifically Blacks and Jews. Merton was somewhat skeptical of whether the “propaganda” promoting tolerance was reaching the audience for which it was intended (rather than just like-minded people also writing

about tolerance) and readily gave voice to the fact that those not wishing to have to tend to such propaganda might easily react by intensifying their prejudice (Merton 1976: 206). He recognized that while it may be difficult to disabuse people of their prejudices, their discriminatory behavior could be curtailed through the application of legal and institutional sanctions.

One of the main settings in which people experience discrimination is at their place of work. Work also often is one of the key variables many individuals use in defining who they are and what their worth is; however, it usually is not the only variable. For instance, family and community status and roles also can have bearing. Nonetheless, work – where, what types and so on – is a salient source of self-identity and self-worth. Dynamics in the workplace can negatively or positively affect the worker and thus the work directly (see, e.g., Ensher, Grant-Vallone, and Donaldson 2001; Shin and Kleiner 2001; Friday and Friday 2003; Aghazadeh 2004; Burton, Lauridsen, and Obel 2004; Reio and Ghosh 2008; Roscigno, Lopez and Hodson 2009). Institutions of higher education are paying attention to the factors that help foster workplaces that are tolerant, inclusive, culturally competent, and conducive to productivity and work satisfaction (Hurtado 1992; Hurtado et al., 1998; Tierney 2008; Seifert and Umbach 2008). Thus, assessing the workplace culture and climate is important.

The study focused on the perceptions and experiences of staff and faculty at Clemson University, a four-year research institution in South Carolina. The research question explored what relationship is between employees' experiences and their opinions of the institution's campus climate. Predictors included certain background

characteristics, level of cultural competence, and whether the individual had personally experienced harassment or discrimination at Clemson University in the past five years. Several of the survey questions were used in a 2005 survey sponsored by the Clemson University's President's Commission on Black Faculty and Staff, making the 2010 survey a partial replication. This study provides important information to policymakers at Clemson University, adds to the literature on campus climate, and combines the new concept of cultural competence with campus climate.

LITERATURE REVIEW

The first part of the process of designing this study and creating the questionnaire was to complete a full literature review. Because this study focused on the employees of Clemson University, it is in large part a survey of workplace climate. Given that, the first background area explored is the sociology of organizations. Next, the sociology of subordinates and superordinates is explained, followed by the differences between prejudice and discrimination. The intersectionality of race, gender, and class is touched on briefly before diversity in the workplace is covered, including the newer concept of cultural competence. Also important is the resistance to diversity within the workplace. Finally, an overview of previous campus climate studies is covered.

The Sociology of Organizations

Organizational approaches have shown to be useful in explaining the patterns of segregation in the workplace (McTague, Stainback, and Tomaskovic-Devey 2009). Originally, sociological theorists looked at the macro level of the organization of society, specifically the social structures. This eventually would broaden to include other factors

and also would be applied to a more local level of individual organizations. Emile Durkheim examined the structures of society as they related to economic conditions. He noted that traditional societies differed from industrialized ones by their sources of cohesion. In traditional societies, a mechanical solidarity served the purpose of uniting the citizens where they were bound by strict moral and cultural expectations. Durkheim referred to this as the collective conscience. In industrialized societies, mechanical solidarity is replaced by organic solidarity, which features a more individualized approach that accompanies the specialized division of labor (Casey 2002).

As Whitley and Whitley (2007) point out, Durkheim's analysis focused mainly on the structures of society and did not allow much room for change. Whitley and Whitley noted that the omission of change in Durkheim's work was similar to Weber's study of bureaucracy, wherein structures and relationships are underscored by rationality and impersonality and also do not allow for change or context. Whitley and Whitley illustrate how the idea of the rational economic system was carried over into the models of early industry leaders such as Henry Ford and Frederick William Taylor. These leaders viewed workers as rational, economic beings. This led them to assume that the ultimate goal for both workers and employers was monetary; therefore workers would be willing to compromise working conditions for ultimate efficiency. Thus, the emphases in organizational analyses were on organizational structures and structural processes.

In the latter half of the 20th century, post-modernism brought a more diverse view of social processes. In the study of organizations, this shift led to the analysis of the *workplace environment* in addition to organizational structures and structural processes.

The workplace environment came to be known as the workplace climate. Ouchi and Wilkins (1985) highlight the new problems raised by this field of study; namely, should this new idea of climate be an independent variable or a dependent variable? In other words, is workplace climate influenced by structural factors or does the climate itself affect these factors?

Workplace climate is relevant to all organizations, not just corporate workplaces. Educational institutions also have climates, both for the students and the employees. Blau (1974) found that an academic institution's climate could affect both the research and the loyalty of professors. Tierney (2008) distinguishes between studying the structures of an organization and studying the climate of an organization. He likened studying organizational climate to an anthropologist studying a foreign culture. Tierney made the point that studying an institution's climate should be conducted primarily through consideration of the individual member's perceptions of the campus climate. Tierney concluded that, "...an analysis of organizational culture of a college or university occurs as if the institution were an interconnected web that cannot be understood unless one looks not only at the structure and natural laws of that web but also at the actors' interpretations of the web itself" (25).

The Sociology of the Subordinates

Organizational and workplace climates would not be as much of an issue if all members of the workplace were on the same level. Usually, employees and superordinates are not all alike. Studying this power differential is critical. Sociologists have been studying the relationships between subordinates and dominants, or as they

came to be known, superordinates. The nature of the relationship has changed and evolved throughout the scholarship. In his 1896 work “Superiority and Subordination as Subject Matter of Sociology,” Simmel explored the dynamics that occur when a group of people is subordinate to either a single person or a group. His analysis focused on the power dimension and the inherent reciprocal characteristics of the situation. Simmel placed these relationships in a symbiotic context. For example, in a monarchy the superordinates submit part of themselves to the group in power but receive some protection in return, while the king must submit all of himself. Simmel noted that in political situations the opinion of the superordinates emerges as the overall group opinion based on sheer numbers and power. The power dynamic between superordinates and subordinates also affects the distribution of resources, as Lenski (1966) outlined in his ecological-evolutionary theory. Lenski attributed stratification in society to be an effect of the economic and political distributions in society based on the societal type, ranked by technological efficiency (Nolan 2004).

Robert Merton examined the dynamics between subordinates and dominants in group-level processes wherein the groups were based on ascribed characteristics (Merton 1972). He called these groups the Insiders and Outsiders. The Insiders have access to certain kinds of knowledge that Outsiders are denied. This framework leads to the question of whether an Outsider can ever truly understand the Insider group, which is further complicated by the fact that people are usually members of several groups. From this perspective, then, it could be argued that whites cannot understand Hispanics and Christians cannot understand non-Christians. All individuals are members of several

status groups at any given time. Which status has prominence is largely dependent on the particular setting. As the number of status groups increases, the number of people with that exact combination of characteristics grows increasingly smaller. Merton states that the claims of the Insider that they cannot be understood is a form of ethnocentrism that attempts to elevate the status of their group.

Goode (1982) also studied the relationship between superordinates and subordinates but focused specifically on men as superordinates. His interpretation could be compared to Merton's theory of Insider knowledge in that Goode argues that men do not truly understand women, their roles, and their wishes, as men are usually too focused on their own status group. This leads to men placing greater weight on their responsibilities- therefore failing to see how women's status inherently denies them certain benefits and privileges. Unlike Simmel's view of the relationship being entered into if not voluntarily then at least consciously, Goode points out that most men did not personally create the social structure that provides them privileges and therefore do not feel responsible for these discrepancies.

Prejudice and Discrimination

The different statuses created by the existence of superordinates and subordinates lead to the possibility of prejudices and discrimination based on those status characteristics. Prejudice refers to beliefs about and attitudes toward other persons or groups of people (Warner and Dennis 1970). Usually, "prejudice" implies negative attitudes and beliefs, though "positive" prejudice is possible (Allport 1958). "Discrimination" often is used to refer to actions directed toward the targets of the

prejudices (Warner and Dennis 1970). It usually is assumed that the actions disadvantage the targets of the prejudices, often to the advantage of the individuals and groups about whom (negative) prejudices are not held. As such, these are errors of commission. Discrimination also can result from errors of omission; failing to act when one can or should may disadvantage individuals and groups who are negatively received. Thus, both errors of omission or errors of commission may culminate in discrimination.

Prejudicial beliefs and attitudes do not necessarily or always lead to discrimination. Perhaps the most well known scholarship exploring the myriad of possible relationships between prejudice and discrimination is that explored by Robert Merton (1976). Merton argued that social locations of actors and the cultures in those locations fostered different relationships between prejudice and discrimination. These relationships are shown in the table below.

Table 1. Merton’s Prejudice-Discrimination Typologies

	Prejudiced	Non-prejudiced
Discriminator	The All-Weather Illiberal	Fair Weather Liberal
Non-Discriminator	Fair Weather Illiberal	All-Weather Liberal

Adapted from: Robert K. Merton, 1976, *Sociological Ambivalence and Other Essays*, pp. 192-199.

This table depicts four different characterizations of people depending on whether they are prejudiced and whether they discriminate. Those who are prejudiced might not discriminate because of social conventions or because of the people present in a certain situation. For similar reasons, persons who are not prejudiced may feel compelled to discriminate, i.e., the circumstances call for it. Warner and Dennis (1970) found similar

results in their study; who is present at any given time places a social constraint on the situation that may lead a person to censor their thoughts or inclinations. Social distance also plays a part.

Warner and Dennis used Bogardus' definition of social distance in their work. As early as 1925, Bogardus was writing about social distance, specifically his Social Contact Scale. Bogardus was looking to see how comfortable people would be with others from different ethnic backgrounds. He found that people kept different ethnic groups at different distances from themselves. While a person may be comfortable having a person from one group become a close family member, they may not be comfortable with another group even being allowed to immigrate to the United States. This idea highlighted the levels of prejudice and discrimination and helped to set the foundation for a large body of diversity work, some of which will be reviewed later in this text.

Federal Laws

Laws often reflect generally shared values of the populous. The long struggle for equal rights in the United States has brought forth an array of laws and bodies responsible for the enforcement and oversight of these laws. The Equal Employment Opportunity Commission (EEOC) is in charge of enforcing seven different laws prohibiting workplace discrimination (The U.S. Equal Employment Opportunity Commission 2009). Chronologically, the first is the Equal Pay Act of 1963 (EPA) which protects against sex-based discrimination among equal levels of work, followed closely by Title VII of the Civil Rights Act of 1964, which forbids employment discrimination based on race, color, religion, sex, or national origin. Next is the Age Discrimination in Employment Act of

1967 (ADEA), protecting individuals who are forty or older and Sections 501 and 505 of the Rehabilitation Act of 1973 which protect disabled individuals who work in the federal government. Also covering those with disabilities is Title I and Title V of the Americans with Disabilities Act of 1990 (ADA), which extends the scope of protection to the private sector and state and local governments. In addition to protecting against discrimination, the Civil Rights Act of 1991 allots monetary damages when there has been intentional employment discrimination. The newest law placed under the EEOC is Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA), which protects against discrimination based on genetic information.

The Chilly Climate

Laws by themselves are never sufficient to right wrongs and inequities. Enforcement of these laws plus cultural changes that ideologically align with the laws also must occur. In the decades after anti-discrimination laws have passed, for the main part overt discrimination has receded, but inequalities and inequities remain. Attitudes and perceptions are very, very slow to change. Patterns of practice are not easily dismantled to reflect new norms and values. Extremely subtle discrimination is not uncommon in corporate and academic workplaces (Rowe 1990; Meares et al. 2004; Roos and Gatta 2009). Acts of subtle discrimination are referred to as “micro-inequities” and are conducive to a “chilly climate” (Sandler, Silverberg, and Hall 1996). A chilly climate is one in which unfair treatment still exists, but the treatment is not so blatantly discriminatory that it is easy to document or to address. Usually, these behaviors do not occur just once; they are recurrent. The workplace becomes an inhospitable environment.

Behaviors can include overlooking suggestions made by female workers but endorsing these same suggestions when men make them, or either not soliciting some workers' opinions or dismissing their concerns as trivial. Network helping patterns are also important. McGuire (2002) studied helping behaviors in a large financial services company. She found that men received more instrumental help from their contacts than did women, even after controlling for their positions in the corporation. Likewise, whites received more help than did blacks. McGuire suggests status in the corporation was not the deciding factor for helping behaviors, but rather sex and race statuses were.

The chilly climate also can be created by systems of favoritism and friend groups, such that some workers are left out of the "loops" that make navigating the workplace less painful and even rewarding. This also creates a "do loop" situation that effectively reproduces inequalities. Subtle discrimination and the chilly climate can flourish in workplaces that have not made informal mentoring normative and also have not put in place mechanisms wherein workers can create collegial and supportive networks (Holder-Winfield 2010). These behaviors -- seemingly tiny and unimportant -- have cumulative effects. Targets may become discouraged and less productive, or the targets may leave the workplace (Sandler, Silverberg and Hall, 1996; Meares et al. 2004; Roos and Gatta 2009). Equally salient is the fact that these behaviors are reflective of stereotypes and beliefs that usually are not overtly articulated but nonetheless are present in the workplace. To that end, these subtle behaviors and "subtle mechanisms of inequity" are not merely a matter of one particular worker in one particular workplace. Rather, the elements constituting the chilly climate – actual behavior and the attitudes and

stereotypes underlying them – have the cumulative effect of the further reproduction of inequality (Roos and Gatta 2009).

Harassment

There are several categories of harassment, including sexual and racial harassment. Clemson University defines harassment as

...unwelcome verbal or physical conduct, based upon race, color, religion, sex, sexual orientation, gender, national origin, age, disability, status as a military veteran or protected activity (e.g., opposition to prohibited discrimination or participation in the statutory complaint process), that unreasonably interferes with the person's work or educational performance or creates an intimidating or hostile work or educational environment. Examples may include, but are not limited to, epithets, slurs, jokes or other verbal, graphic or physical conduct (Clemson University Office of Access and Equity 2007).

According to Chien-Hao and Kleiner (1999), there are two types of racial harassment, disparate impact and disparate treatment. Disparate treatment is a straightforward action based on race while disparate impact results from the structure of an existing policy that may not have been written with the intentions of discrimination but that provides unfair advantages. These actions or policies constitute harassment when they negatively impact employment decisions affecting the worker or create a hostile work environment for the employee.

Sexual harassment is usually defined as any “unwanted sexual attention that would be offensive to a reasonable person and that negatively affects the work or school environment” (Brandenburg 1997). Any incidents are usually separated into two different categories. The first is *quid pro quo*, which is directly tied to the granting or denial of a benefit or a privilege based on a willingness to engage in some form of sex. The second is the creation of a *hostile environment* through the expression of sexual

jokes, sexual innuendos, the spreading of sexual rumors, or by publicly displaying sexually explicit material (Kastl and Kleiner 2001; Renzetti and Curran 2003). Usually, sexual harassment is initiated/perpetrated by a superordinate toward a subordinate. Targets of sexual harassment are vulnerable for losing their jobs, not getting promoted, being denied raises, and so forth unless they evidence some levels of compliance with this superordinate's illegitimate requests and expectations. Peer-to-peer sexual harassment is common among high school and college students (Peterson and Hyde 2009). Workplace sexual harassment often is a superordinate to subordinate situation. Though less common, *contrapower sexual harassment*, where the target has more status or power than the perpetrator does occur (Matchen and DeSouza 2000; Renzetti and Curran 2003). These concepts can also be extended to other forms of harassment in the workplace. All also are costly- to individuals, their friends and families, and to the workplace.

The Intersectionality of Race, Gender and Class

Some scholars argue that because social statuses are socially constructed and therefore omnipresent, individual statuses cannot be looked at and analyzed independently (Weber 2001). For example, Black women can have different experiences than white women; is it valid then to look at women's issues as a general category? This follows from a long tradition of scholarship that began with Lenski's (1966) work on status inconsistency. Instead of viewing individuals in a single place on a one-dimensional hierarchy, Lenski viewed them as simultaneously occupying several positions on several different hierarchies, based on the different status characteristics of

each person (Barnett and Tickamyer 2007). Merton (1972), in his discussion of Insiders and Outsiders, also pointed out that individuals usually belong to several groups at any given time.

Intersectionality theory raises the bar quite a bit by recognizing statuses (ranks) and ideologies associated with statuses as complex systems that exist in everyday life and have effects on individuals (Shields 2008; Ritzer and Goodman 2007; Browne and Misra 2003). This term was introduced by Kimberle Crenshaw to illustrate how being both black and a woman produced a unique social niche (Crenshaw 1991). Intersectionality theory posits that people do not have a single “identity category that satisfactorily describes how we respond to our social environment or are responded to by others” (Shields 2008: 304). Said another way, “no social group is homogeneous” (Simien 2007: 267). Additionally, Collins (1998) argued that these intersections between, for example, race and gender could often produce privileged social positions. Browne and Misra (2003) explored whether one social status is consistently salient over others, and if so, under what conditions? As with others (e.g., McCall 2005; Simien 2007; Roos and Gatta 2007; Shields 2008) Browne and Misra acknowledge that intersectionality, while a social fact, nonetheless is very complicated. Methodological approaches should consider the questions being asked, the dimensions of the questions, and the most realistically robust approach to the questions at hand.

Diversity in the Workplace

“Organizations that want to remain competitive in today’s environment must be knowledgeable about the diversity that is present in their workforce, in the overall labor force, and in the marketplace if they hope to have a viable business.”

Kecia M. Thomas. 2005. *Diversity Dynamics in the Workplace*, p. 2.

Diversity in the workplace has become a normative expectation in the US and many other countries in the world. Attracting and retaining employees such that diversity is achieved and maintained can be very complicated. Authentic inclusivity has been identified as an important element in realizing the diverse workplace (Miller and Katz 2002), and the success of corporations has been linked to organizational climate (Burton, Lauridsen and Obel 2004). Clearly then, efforts to identify and eradicate the chilly climate are critical.

Perceptions of job satisfaction vary among those from different racial backgrounds (Friday and Friday 2003). Job satisfaction is linked to other job-related outcomes such as absenteeism, growth satisfaction, internal work motivation, and work effectiveness. The most common complaint that employees tend to voice is unfair firing based on race or gender. However, other and perhaps more serious concerns may not be brought up due to a fear of repercussions (Ortiz and Roscigno 2009). White women and women from higher statuses are more likely to file complaints, which Ortiz and Roscigno suggested may have to do with being more knowledgeable about their rights and ability of finding a lawyer. Ortiz and Roscigno used case files from the Ohio Civil Rights Commission. In order to eliminate unsubstantiated claims, they limited their analysis to verified cases, or those where probable cause determinations were reached or a favorable settlement for the charging party was brokered. Out of all the cases in Ohio from 1988 to 2003, 24% were verified.

Riordan, Lankau, and Wayne (2008) found that there were four main factors affecting worker's perceptions of an organizational climate: (1) coworker's personal

characteristics, attitudes toward diverse others, actual behaviors in the workplace, (2) social and structural factors in the work unit, (3) organizational systems and practices, and (4) the characteristics of the workers themselves. This study highlights the fact that an organizational climate is affected both by an individual's place and status within the organization and the characteristics of the individual's work unit and coworkers.

Given the importance of diversity to the workplace and the possibility of discrimination - no matter how subtle - in the workplace, many employers have taken steps to institute diversity awareness training. However, this training could result in a backlash against minority employees who are suddenly more exposed (Carr et al. 2007; see also Thomas 2008). Additionally, trainees may resent the session and not understand the reasons behind it and subsequently lash out at the minority employees for causing them to be required to attend the session (Sanchez and Medkik 2004). In the end, it is not the training session itself that is important but how the issues covered are translated into the daily workplace.

Cultural Competence

One of the main approaches to a workplace that is diverse and not conflict-ridden is the use of education and awareness. Beyond recognizing potential or actual inequities in the workplace, it increasingly is argued that having the cultural competence to handle these problems is necessary for remediation and resolution (Miller and Katz 2002, Martin and Vaughn 2004). The idea of cultural competence, a term that originated in the healthcare field, can be summed up by the definition provided by Jessica A. Sartori, "Cultural competence refers to the ability to interact effectively with other cultures,

typically in terms of ethnicity” (2009 n.p.). This concept originated in the healthcare industry because people realized that effective communication played a very important role in providing quality care. Immigrants were less likely to access any offered services because of status disadvantages, language barriers, and feelings that they were not understood. Some states are now passing laws requiring cultural competence to be a component of continuing medical education. Although the medical field was the first to accept the desirability of this competence, it now has spread to other parts of the corporate world.

After the basic definition, specific components of cultural competence vary based on further elaboration of the concept. At a surface level, there is being able to speak the same language as the intended customer or client. Deep cultural competence takes into account habits, attitudes, beliefs, and behaviors. For example, some cultures place more emphasis on facts rather than feelings or an individual versus collective achievement (Sartori 2009). In order to become more culturally competent, an individual should work to identify and remove biases and prejudices, make a commitment to learning about cultural differences, develop cross-cultural skills, and be willing to learn from their mistakes (Betancourt, Green, Carrillo, and Ananeh-Firempong 2003). An institution or company that provides a culturally competent environment usually embodies five characteristics: (1) it values diversity, (2) it has an awareness of its own organizational culture, (3) it understands the dynamics of cross-cultural interactions, (4) it institutionalizes cultural knowledge into the service delivery framework, and (5) it adapts the organization to meet the needs of a diverse population (Chun 2009).

Resistance to Diversity

“Affirmative Action is the law. We’re getting caught up in hiring practices. But diversity goes beyond the law. It has to do with respect and tolerance.”
“Sue” in Frederick R. Lynch. 1997. *The Diversity Machine: The Drive to Change the ‘White Male Workplace,’* p. xv.

There has been resistance to several types of diversity in the workplace. One of the more common types of resistance has been men resisting the increase of women in the workforce. Why men resist change in these situations is complicated. Goode (1982) expands on the idea that men may feel threatened by women’s new place and role in society. He explains that it is not necessarily the idea that women are gaining power that is at issue, but rather that men are losing their place in society. For a long time, some white men have received benefits and privileges from their status that they do not wish to share. Additionally, men see women as receiving certain privileges from their status, such as freedom from conscription or certain types of manual labor, but then fail to see that men’s status provides other benefits that may seem small but usually result in a cumulative and eventually large advantage. They also experience some distance from the situation; men know that they personally did not create the current system of inequalities, so they excuse themselves from feeling that they have done any wrongdoing. Goode classifies this as being part of the sociology of superordinates that often take their status for granted and ignore the larger picture.

Men also can have varying reactions to the women’s rights movement. Kimmel (1987) analyzed men’s reaction to feminism in the late 1800s and early 1900s. He grouped men’s reactions into three primary groups: the antifeminists, the masculinists (who advised that problems were due to a decrease in masculinity in the private sphere),

and the profeminists. Profeminists argued that it was their duty to help improve the status and quality of life for women and children. With these improvements, society itself would be improved. Given women's relative powerlessness in the society, it would have to be men (who have power) to lead in making these changes. Kimmel's comparison of more modern ideas to those at the turn of the century shows that while resistance exists, it is not uniformly felt across all those in a superordinate position.

Campus Climate Studies

The campus climate of an academic institution can be hard to measure, as it is a very subjective factor that is influenced by individual situations and characteristics. Additionally, the environment itself is multi-faceted. It is not possible to simply increase the presence of minorities on campus; there are underlying psychological aspects as well (Hurtado, Milem, Clayton-Pederson, and Allen 1998). Racism and diversity issues have become so subtle and ingrained in institutions that the first step is often to admit and accept that there is a problem before any movement can be made towards fixing it (Carr et al. 2007). Patton (2004), from her own experiences, thought that minority faculty were subject to subtle forms of discrimination that ensured white supremacy and patriarchy. The research efforts of minority faculty (especially if they focused on race issues) were often belittled and seen as threats to the status quo. This is directly in accordance with Goode's views on men resisting feminist critiques.

Several studies have found differences in perceptions of campus climate based on race, though the focus was on students instead of faculty. A significantly greater proportion of black students view the campus climate negatively as compared to their

white counterparts. They also had less sympathetic ideas on whether the situation was improving, if the campus was welcoming, or if it was accepting of other groups (Rankin and Reason 2005). These authors drew data from a survey conducted across ten different campuses of geographic diversity. Some of the surveys were distributed on paper and some were web-based, yielding a total sample of 15,356. While some institutions questioned all members of the campus, the authors only focused on the undergraduate responses. Black students are often more critical of their environment, viewing lower levels of institutional commitment to diversity and perceiving higher levels of racial tension (Hurtado 1992). Through longitudinal data, Hurtado found a few characteristics that made some white students more likely to detect racial tension than other white students, such as having a higher level of social self-confidence, higher parental income or mother's education, and a higher GPA. Hurtado used the 1989 Follow-Up Survey to the 1985 Freshman Survey done by the Cooperative Institutional Research Program and the Higher Education Research Institute at The University of California at Los Angeles.

McPhail and Costner (2004) offer seven suggestions for training faculty to be culturally responsive from their survey of community college faculty. These include: (1) developing professional development activities that focus on cultural responsiveness/awareness; (2) ensuring all faculty respect cultural differences; (3) promoting cultural sensitivity; (4) embracing an empowerment culture; (5) advertising commitment to cultural issues; (6) removing any potential barriers; and (7) providing faculty with methods for effective teaching.

There have been several campus climate studies at other universities that focused on faculty and staff. Of note are those that took place at Virginia Tech in 1998 (Virginia Tech 1998), The University of Kansas in 2000 (University of Kansas 2001), and Cypress College in 2004 (Brown and Dykstra 2004). At Virginia Tech, surveys were mailed to all staff, both full and part-time, on and off campus, for a response rate of 50.6%. White staff had a more positive view of the campus climate than minority staff, especially white males. A similar result was found at two of the University of Kansas' campuses. At those campuses, there were different perceptions between black and white staff on the issues of fairness of promotions, mentoring opportunities, job responsibilities, recognition of achievement, and the climate of the work unit. Racism, while existing, was subtle. Overall, the staff felt that they were treated worse than the faculty did, a sentiment that was echoed at Cypress College in California in 2004. Cypress College conducted a web-based survey of all faculty, staff, and managers, but they only had a 33% response rate. In addition, more males at Cypress College felt that women had equal opportunities for advancement, respect, and recognition. Finally, more whites than non-whites (primarily Asians and Hispanics) felt that the campus was more receptive to a host of issues ranging from the ethnic makeup of employees to response of the administration.

In 2005, the President's Commission on Black Faculty and Staff at Clemson University implemented a mail survey at Clemson University for all black employees to find out what their working environment was like (Clemson University 2005). Although most (86%) thought that Clemson was a good place to work and two-thirds said that they felt welcome at Clemson, there were other areas where employees were not as happy,

such as supervisors favoring whites for promotions and minority employees feeling that they could not voice their opinions. There were also significant differences between men and women on several aspects of the campus climate, including feeling treated fairly and self-reported instances of harassment or unfair treatment. The current study used some of the same questions from the 2005 survey but broadly expanded the population to include all employees at Clemson University.

HYPOTHESES

While the campus administration can take steps to improve the campus climate, these measures are only effective if the employees feel they are. In other words, the perceptions of the community members are ultimately the determining factor in whether these policies are successful. As Tierney (2008) indicated, in order to study an organization's climate it is necessary to consider the employees' perceptions. The ultimate goal, then, is to find out what influences people's perceptions of the campus climate, which is the main research question of this thesis.

Research Question: What influences employee members of the campus community to have a negative view of the campus climate?

As the sociology of superordinates literature indicates, different statuses that lead to power differentials need to be taken into consideration when studying organizations. Friday and Friday (2003) found that job satisfaction varies by race. In an academic vein, Rankin and Reason (2005) and Hurtado (1992) all found differences between races when studying campus climate. Applied studies such as those done by Virginia Tech (1998) and The University of Kansas (2001) also found that black employees had more negative

views than their white counterparts. At Cypress College (Brown and Dykstra 2004) and during the previous Clemson University study (2005), there also were significant differences between males and females. Given that people with some type of minority status are usually more likely to feel the effects of a negative campus climate, this leads directly to the first hypothesis:

1) People who have minority status will have a more negative perception of the campus climate than will non-minority employees.

It is not sufficient or efficient to merely recognize differences among people. It is necessary to be able to effectively interact with those from different backgrounds. Many of the ideas behind cultural competence are similar to those of cosmopolitanism. Those who are cosmopolitan have a more open attitude to others and are less attached to their own way of doing things (Roudometof 2005). This allows them to recognize the effects that their actions--and those of any institutions, countries, or organizations that they are affiliated with--have on others (Beck 2004). Taking this a step further, those who are cosmopolitan possess the ability to see the viewpoint of others. In a campus setting, those who are culturally competent will view the campus more negatively because they will be able to see the campus through the eyes of minority employees. This idea of cultural competence leads to the second hypothesis:

2) Higher levels of cultural competence will be associated with more negative views of the campus climate.

In addition to minority status, members of the campus community who have directly experienced harassment or discrimination (based on any status characteristic) at

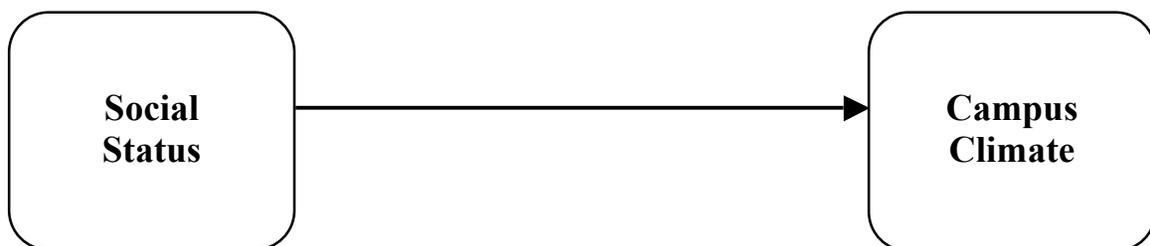
Clemson may have a different image of the environment than their counterparts who have not received this treatment. For example, someone who is a racial minority may already be predisposed to view the campus negatively based on their status alone, but experiencing discrimination will exacerbate that likelihood. This leads to the third and fourth hypotheses:

- 3) **Employees with minority status have more negative perceptions of the campus climate than non-minority employees because they are more likely to experience discrimination. In other words, discrimination will be a mediating variable.**
- 4) **Employees with minority status have more negative perceptions of the campus climate than non-minority employees because they are more likely to experience harassment. In other words, harassment will be a mediating variable.**

Diagrams illustrating each of the hypotheses can be seen below. The dependent variable is campus climate and any sub-factors within that variable. While cultural competence and exposure to harassment and discrimination are independent variables, social status is still shown in the diagrams as it will be present in all of the models.

Figure 1. Hypotheses Diagrams

Hypothesis 1:



Hypothesis 2:



Hypothesis 3:



Hypothesis 4:



METHODS

Survey Data

Data for this project were collected through a web-based survey offered to all employees at Clemson University in South Carolina. The 2010 Campus Climate Survey was administered for two weeks during March 2010. Prior to the release of the survey, representatives from several departments and groups on campus met to discuss the survey task and instrument. Participants created a list of “core questions” that would be

appropriate to ask all members of the Clemson community. All questions in Appendix A appeared in the employee survey. Some also were included in a separate survey to be administered to students on approximately the same calendar schedule. This allowed for potential comparison of data across the groups. Some questions for the survey were taken from the 2005 Clemson University as a Workplace: Survey of Black Classified Staff (Clemson University 2005), and some from the 2006 Clemson University Student Campus Life Survey (Clemson University 2006). A small, informal pre-test was done with the questions by asking several graduate students to take the “core questions” section to ensure that all questions were clearly worded and would be understood as intended.

The survey was housed online and was overseen by the Department of Assessment at Clemson University. All faculty and staff received email invitations for the survey that included a link to the survey platform. Due to scheduling constraints with another project, the survey could not be run for longer and there was not enough time to attempt to generate a larger response rate. While the intention of the project was to be a census, at the end, there were 118 faculty responses and 208 staff responses, which was roughly ten percent of each group. However, not all respondents answered all questions. There were 265 respondents who were used for the analysis. This can be treated as a convenience sample. Given that, significance tests cannot be used to make generalizations to the larger population, but they can be used to indicate the strength of any differences found. In essence, this study can serve as a baseline for subsequent surveys at Clemson, and may have elements relevant to other universities. A similar

survey could be conducted annually or biannually to obtain a more complete picture of the campus climate.

Measures

Campus Climate

Discrimination in the workplace can often be subtle (Rowe 1990; Sandler, Silverberg, and Hall 1996; Meares et al. 2004; Roos and Gatta 2009). Thus, it is necessary to create an index of campus climate to help capture these subtleties. An index, with interval level scores, creates a more sensitive measure than asking only one or two questions about the campus climate. As previously discussed, Riordan, Lankau, and Wayne (2008) categorized four different factors that can affect a worker's perceptions of an organizational climate, including coworker's traits, structural factors, organizational systems, and the characteristics of the workers themselves. As Merton (1976) indicated, prejudice and discrimination do not always align; thus, asking only about harassment and discrimination is not a robust measure of the climate. Items for the Campus Climate Index in this study included those that ask about feeling accepted at Clemson and whether the campus is tolerant of others. Questions forming the Campus Climate Index can be found in Table 2.

Table 2. Items for Campus Climate Index

“The campus is generally free from sexual harassment.”
“The campus is generally free from racial harassment.”
“The campus is accepting of individuals, regardless of race/ethnic origin.”
“The campus is accepting of individuals who are gay/lesbian/bisexual.”
“Overall, there is an atmosphere of acceptance of different political views on this campus.”
“Overall, there is an atmosphere of acceptance of different religions on this campus.”
“Overall, there is an atmosphere of acceptance of persons with no religious beliefs on this campus.”
“Overall, there is an atmosphere or acceptance of non-US citizens on this campus.”
“Overall, there is an atmosphere of acceptance of veterans on this campus.”
“Overall, there is an atmosphere of acceptance of persons with disabilities on this campus.”
“I think that I belong on this campus.”
“The executive administration has demonstrated a commitment to diversity.”
“I think I am a valued member of the Clemson family.”
“Clemson focuses too little on diversity.” (reverse coded)
“Overall, Clemson is doing a good job promoting diversity.”
“Clemson is a place that allows free and open expression of opinion.”
“I think that Clemson values my opinions.”
“Overall, Clemson is a good place to work.”
“Employees are given many opportunities to build networks that help make working at Clemson be a positive experience.”
“I would recommend Clemson to others as a good place to work.”
“The university has a strong commitment to the growth and well-being of the staff.”
“I think that I have input in the university’s plans for the future.”
“The faculty/staff in my department/unit treat me with respect.”
“The administrators in my department/unit treat me with respect.”
“The students in my department/unit treat me with respect.”

All of the answer categories for these questions were five-point Likert scales ranging from “strongly disagree” to “strongly agree”.

The original reliability analysis produced a Cronbach’s alpha of .882. After removing the item “If I could, I would leave Clemson for another job, even if I received only the same pay and benefits that I know have with Clemson”, the reliability increased to .906. After the removal of that one item, there were 25 items. This scale was additive in that each time a respondent answered “agree” or “strongly agree” to an item, their score increased by one point, resulting in a scale that ranged from zero to twenty-five. The items were dichotomized due to some of the items having few respondents in some

of the answer categories (Trobia 2008; also c.f. North and Schmid 1960; Davis, Shishodia, Taqui, Dumfeh, and Wylie-Rosett 2007; Garbutt et al. 2007; Looijmans-van der Akker et al. 2009). Responses of “agree” and “strongly agree” were given a value of “1” and all other responses were given a value of “0”. The higher a respondent’s score on the Campus Climate Index, the more positively they viewed the campus climate. Table 3 shows the results of a t-test run between the Campus Climate Index and employee category. According to this analysis, staff have a higher (i.e., more positive) mean score on the Campus Climate Index than faculty.

Table 3. Campus Climate Index by Employee Category

	Employee Category	N	Mean	Std. Deviation
Campus Climate Index	Faculty	118	12.7458	6.94445
	Staff	207	14.3043	6.23715

$t = -2.078, p = .038$

Factor Analysis

There were twenty-five items on the Campus Climate Index. Factor analysis was run to search for any possible sub-factors that could provide a more in-depth analysis to the data (Garson 2010a). The extraction method used was principal axis factoring, because this would provide the smallest number of factors while accounting for the common variance among the items. The rotation used was varimax. This is the most common rotation and also produces a clear interpretation of which items load onto which factors. An oblique rotation also was tried, but the outcomes were very similar. Originally the model extracted six factors. However, the scree plot indicated only three, as factors four, five, and six had Eigenvalues close to or equal to one. In addition to low Eigenvalues, factors four, five, and six did not have any high item loadings. For these

reasons, the second time the model was run, the extracted factors were limited to three (Garson 2010a, Kim and Mueller 1978). The scree plot can be found in Appendix C. The third factor had only two items load onto it, and the reliability was not as high (Cronbach's alpha was .645) so this factor was not used in any of the regression models. Table 4 below shows the factor loadings. Loadings below .2 were suppressed.

Table 4. Factor Loadings

	Factor		
	1	2	3
I think that I belong on this campus.		.654	
The campus is accepting of individuals, regardless of race/ethnic origin.	.763		
The campus is generally free from sexual harassment.	.610	.213	
The campus is generally free from racial harassment.	.745		
The campus is accepting of individuals who are gay/lesbian/bisexual.	.771		
There is an atmosphere of acceptance of different political views on this campus.	.667	.296	
There is an atmosphere of acceptance of different religions on this campus.	.699	.214	
There is an atmosphere of acceptance of persons with no religious beliefs on this campus.	.750		
There is an atmosphere of acceptance of non-US citizens on this campus.	.745		
There is an atmosphere of acceptance of veterans on this campus.	.381		
There is an atmosphere of acceptance of persons with disabilities on this campus.	.589		
The executive administration has demonstrated a commitment to diversity.	.641	.289	
I think I am a valued member of "the Clemson family".	.249	.735	
Clemson focuses too little on diversity (reverse coded).	.737		
Overall, Clemson is doing a good job promoting diversity.	.751		
Clemson is a place that allows free and open expression of opinion.	.471	.557	
I think that Clemson values my opinions.	.241	.763	
Overall, Clemson is a good place to work.	.250	.768	
Employees are given many opportunities to build networks that help make working at Clemson be a positive experience.		.530	
I would recommend Clemson to others as a good place to work.	.232	.780	
The university has a strong commitment to the growth and well-being of the staff.		.689	
I think that I have input in the university's plans for the future.		.597	
The faculty in my department treat me with respect.			.816
The administrators in my department treat me with respect.		.634	.226
The students in my department treat me with respect.			.518

The first factor was named “others” as the items referred to the campus atmosphere in general or how the campus treated other people. The Cronbach’s alpha for this factor was .928. Table 5 (below) lists the items for “others.” This variable was created similarly to the Campus Climate Index; each time a respondent answered “agree” or “strongly agree” to a question, his/her score increased by one.

Table 5. Items for Factor 1 “Others”

“The campus is accepting of individuals, regardless of race/ethnic origin.”
“The campus is generally free from sexually harassment.”
“The campus is generally free from racial harassment.”
“The campus is accepting of individuals who are gay/lesbian/bisexual.”
“Overall, there is an atmosphere of acceptance of political views on this campus.”
“Overall, there is an atmosphere of acceptance of different religions on this campus.”
“Overall, there is an acceptance of persons with no religious beliefs on this campus.”
“Overall, there is an acceptance of non-US citizens on this campus.”
“There is an atmosphere of acceptance of veterans on this campus.”
“There is an atmosphere of acceptance of persons with disabilities on this campus.”
“The executive administration has demonstrated a commitment to diversity.”
“Clemson focuses too little on diversity (reverse coded).”
“Overall, Clemson is doing a good job promoting diversity.”

The second factor was called “individual,” as these items related more to an individual’s personal experiences on campus. Cronbach’s alpha for this second factor was .909. Table 6 (below) lists the items for “individual.” As with the first factor, this variable was an index where each respondent’s score increased by one everytime he or she answered “agree” or “strongly agree” to a question.

Table 6. Items for Factor 2 “Individual”

“I think that I belong on this campus.”
“I think I am a valued member of ‘the Clemson family.’”
“I think that Clemson values my opinions.”
“Overall, Clemson is a good place to work.”
“Employees are given many opportunities to build networks that help make working at Clemson be a positive experience.”
“I would recommend Clemson to others as a good place to work.”
“The university has a strong commitment to the growth and well-being of the staff.”
“I think that I have input in the university's plans for the future.”
“The administrators in my department treat me with respect.”
“Clemson is a place that allows free and open expression of opinion.”

These two factors were then used as dependent variables in the regression analyses.

Minority Status

There were six different minority variables that went into the analysis. These matched the six discrimination and harassment variables within the survey: race, gender, sexual orientation, religion, age, and marital status. The reference group for race was “white-only” (compared to “some minority”), gender was “male” (compared to female), sexual orientation was “heterosexual” (compared to gay, lesbian, bisexual, asexual), religion was “Protestant” (compared to other Christian denominations and other religions or no religion), and marital status was “married” (compared to single, divorced, cohabitating, and widowed). All five of these variables were made into minority/nonminority dichotomies. Protestant specifically was used for the reference category instead of Christian as several Catholics indicated in the open-ended responses that they felt they were not accepted on campus. Several dummy variables were created for the age variable. The reference group was “55 or older,” while “under 34,” “35-44,” and “45-54” were entered into the model. There was only one respondent in the “24 or younger” category, so that was folded in with the “25-34” category. Each of these

measures was entered into the variable separately. Although Intersectionality Theory attempts to find a way to look at these variables in a combination, at the moment there is no simple and practical way to account for these possible intersections. To do so would be outside the scope of this thesis. Additionally, the data from this survey did not provide enough representation for every possible combination of minority status characteristics to be able to carry out that type of analysis effectively and without singling out individuals.

Cultural Competence

Cultural competence also was operationalized through an index created by several questions. Items were drawn from the literature on cultural competence, especially the work by Betancourt, Green, Carrillo, and Ananeh-Firempong (2003), Chun (2009), and Sartori (2009). Questions used to create the Cultural Competence Index can be found in Table 7.

Table 7. Items for Cultural Competence Index

“I think I understand what cultural competence means.”
“I am open to learning about cultures other than my own.”
“I have some knowledge about cultures other than my own.”
“Cultural diversity strengthens a society.”
“I feel comfortable interacting with people whose backgrounds are different from my own.”
“When interacting with people, I am aware of their differences.”

As with the questions for campus climate, all of the answer categories for these questions were five point Likert scales running from “strongly disagree” to “strongly agree.” Cronbach’s alpha was used to measure the internal consistency of the items comprising the Cultural Competence Index. The first analysis produced an alpha of .725. After removing the item “Immigrants to America should adopt American culture,” the reliability increased to .747. This was the only item that was being reverse-coded, so this

may have had something to do with the reliability. The index itself was an additive measure: for each time respondents answered “agree,” their score increased by one. Each time they answered “strongly agree,” their score increased by two. This allowed for a possible score between zero and twelve, which is a more sensitive measure than if the score possibility was from zero to six. Additionally, the zero to six scale found most respondents at the upper end of the scale, while on the zero to twelve scale, the respondents clustered closer to the middle. Those who did not answer any of these six questions were coded as a missing value instead of a zero (only two respondents). Table 8 displays a t-test run between the Cultural Competence Index and employee category. Faculty, as a group, have statistically significantly higher levels of cultural competence knowledge.

Table 8. Cultural Competence Index by Employee Category

	Employee Category	N	Mean	Std. Deviation
Cultural Competence Index	Faculty	118	7.7203	2.75770
	Staff	206	6.6311	2.57943

$t = 3.566, p = .000$

Harassment and Discrimination

A person was considered to have experienced harassment or discrimination if they answered yes to at least one of the “In the past five years, have you experienced *discrimination/harassment* at Clemson based on your (status)” questions. Harassment and discrimination form two separate measures. Each is dichotomous instead of a scale- if a person experienced harassment in any of the settings they received a score of “1,” while a person who has not experienced harassment at Clemson in the past five years

would receive a score of “0.” The measure for discrimination was created in the same way.

Frequencies and Descriptives

Frequencies for all of the variables used in the analysis can be found in Table 9. Employee type (faculty or staff), education, and years at Clemson University were entered in the regression models as control variables. Years at Clemson, with six different categories (less than one year, 1-5 years, 6-10 years, 11-15 years, 16-20 years, more than 20 years), was entered into the model as an interval variable although categorical. Because education only had four valid categories (high school diploma, some college, Bachelor’s degree, graduate/professional degree), dummy variables were created (Garson 2010b). Having a bachelor’s degree was the reference group while high school, some college, and a graduate degree were entered into the model. There were no respondents with less than a high school diploma.

A slight majority (60.5%) of respondents were female, while a similar percentage was Protestant (53.2%). Most (89.8%) respondents indentified as only white. Female employees at Clemson comprise 49.44 percent of the population, less than the percentage found in the survey. White employees also comprise less than that found in the survey (83.95%) (Clemson University 2009). Although these numbers are slightly different, they are not enough to suggest that the sample is not reflective of Clemson University. Only 9.4 percent of the population was either lesbian, gay, bisexual, or asexual. The largest age category of respondents was over 55 (28.3%), closely followed by those 45-54 (27.2%), 35-44 (26.0%), and under 34 (18.5%). The majority (73.6%) was married,

with only 26.4 percent unmarried. More staff respondents (64.9%) filled out the survey than faculty respondents (35.1%), but this may also reflect the larger staff population on campus. Employees who had been at Clemson 1-5 years were the largest category of respondents (36.6%), followed by those who were here 6-10 years (20.8%), more than 20 years (18.1%), 11 to 15 years (12.8%), 15 to 20 years (8.7%), and less than one year (3.0%). A large percentage of respondents (59.6) had a graduate degree of some sort, while 23.4 percent had a bachelor's degree, 14.3 percent had some college experience, and 2.6 percent had a high school diploma. None of the respondents had less than a high school education.

Significant percentages had experienced unfair treatment at Clemson, as reflected by the fact that 16.2 percent of respondents were harassed and 21.5 percent of respondents were discriminated against.

Table 9. Frequencies for Analysis Variables (Categorical)

Variable	Count	Percent
Sex		
<i>Male</i>	104	39.2
<i>Female</i>	159	60.0
<i>Other</i>	2	0.8
Race		
<i>Only white</i>	238	89.8
<i>Some minority</i>	27	10.2
Religion		
<i>Protestant</i>	141	53.2
<i>Other</i>	124	46.8
Sexual Orientation		
<i>Heterosexual</i>	240	90.6
<i>Lesbian, gay, bisexual, asexual</i>	25	9.4
Age		
<i>Under 34</i>	49	18.5
<i>35-44</i>	69	26.0
<i>45-54</i>	72	27.2
<i>55 or older</i>	75	28.3
Marital Status		
<i>Married</i>	195	73.6
<i>Not married</i>	70	26.4
Employee Type		
<i>Faculty</i>	93	35.1
<i>Staff</i>	172	64.9
Years at Clemson		
<i>Less than 1 year</i>	8	3.0
<i>1 to 5 years</i>	97	36.6
<i>6 to 10 years</i>	55	20.8
<i>11 to 15 years</i>	34	12.8
<i>15 to 20 years</i>	23	8.7
<i>More than 20 years</i>	48	18.1
Education		
<i>High school diploma</i>	7	2.6
<i>Some college</i>	38	14.3
<i>Bachelor's degree</i>	62	23.4
<i>Graduate/professional degree</i>	158	59.6
Harassment		
<i>None</i>	222	83.8
<i>At least once</i>	43	16.2
Discrimination		
<i>None</i>	208	78.5
<i>At least once</i>	57	21.5

Table 10 shows the descriptive statistics for the various indices created with the data. Descriptions of factor one and two can be found in the next section. All of the indices had means that were in the middle of the range of values. The campus climate had the largest standard deviation, indicating that there was a wide range of scores for this construct. The Cultural Competence Index, however, had a much narrower range of values.

Table 10. Descriptives for Analysis Variables (Continuous)

Variable	Mean	Standard Deviation	Minimum	Maximum
Campus Climate	14.3962	6.36557	0	25
Factor 1 (“others”)	7.7698	4.30423	0	13
Factor 2 (“individual”)	5.3849	2.92244	0	10
Cultural Competence	7.1472	2.55934	0	12

Findings

Full survey responses can be found in Appendix B. IBM SPSS Statistics 18 (<http://www.spss.com/statistics/>) was used for all data analysis. All of the following tables display results from all respondents. Regression models for faculty and staff individually can be found in Appendix C. Overall, there were fifteen regression models run using linear regression (OLS). The first five were for the dependent variable Campus Climate Index. Although two factors were produced from the Campus Climate Index, regression models were also run for the original index for two reasons. First, this approach produced a more complete and total picture of the campus climate. Second, the third factor was not sufficient for analysis, so to only run regression models on the first two factors would have ignored two items that were salient to the total Campus Climate Index. The dependent variable for the next five was the first factor, “others.” The last

five were on the dependent variable “individual,” or the second factor. Significance in the models does not indicate generalization, but does speak to the strength of any differences. Due to the low response rate, these results should be treated as more of a convenience sample, so any findings cannot be generalized to the full employee population at Clemson University. The R-squared value shows what percentage of the variance in the dependent variable is explained by the independent variables that have been entered into the model. Table 11 shows the models for the first dependent variable, Campus Climate Index.

The regression equation for the first model is $\hat{y} = 18.302 - 1.519(\text{female}) - 4.663(\text{non-white}) - 1.849(\text{non-Protestant}) - .213(\text{non-heterosexual}) - 1.159(\text{under 34}) - 2.512(\text{35-44}) - 2.294(\text{45-54}) - .542(\text{non-married})$. Overall, this model is significant with a p-value of .000.

The equation for the second model is $\hat{y} = 20.233 - 1.428(\text{female}) - 4.952(\text{non-white}) - 1.567(\text{non-Protestant}) - .271(\text{non-heterosexual}) - 1.045(\text{under 34}) - 2.268(\text{35-44}) - 2.233(\text{45-54}) - .418(\text{non-married}) - .310(\text{cultural competence})$. This model is also significant with a p-value of .000.

The equation for the third model is $\hat{y} = 20.488 - 1.059(\text{female}) - 4.540(\text{non-white}) - 1.417(\text{non-Protestant}) - .013(\text{non-heterosexual}) - .682(\text{under 34}) - 1.830(\text{35-44}) - 2.068(\text{45-54}) - .467(\text{non-married}) - .328(\text{cultural competence}) - 4.294(\text{harassment})$. The third model is significant with a p-value of .000.

The equation for the fourth model is $\hat{y} = 20.337 - .976(\text{female}) - 4.058(\text{non-white}) - 1.359(\text{non-Protestant}) + .476(\text{non-heterosexual}) - .523(\text{under 34}) - 1.774(\text{35-44}) -$

2.118(45-54) - .028(non-married) - .290(cultural competence) - 5.288 (discrimination).

The third model is significant with a p-value of .000.

The equation for the fifth model is $\hat{y} = 18.756 - 1.105(\text{female}) - 4.276(\text{non-white}) - 1.006(\text{non-Protestant}) + .825(\text{non-heterosexual}) + .019(\text{under 34}) - 1.378(35-44) - 2.312(45-54) - .324(\text{non-married}) - .170(\text{cultural competence}) - 2.610(\text{harassment}) - 4.507(\text{discrimination}) + 1.134(\text{staff}) + .362(\text{years at Clemson}) - 2.169(\text{high school}) - .178(\text{some college}) - 1.812(\text{graduate})$. The last model also has a p-value of .000 and is significant. The adjusted R-squared increased with each model, showing that the added variables do help to explain more of the variance within the data.

Although being female was only significant in the first model, all of the models show negative coefficients. That is, in this study, women tend to view the campus more negatively than men. Race also had a negative effect on perceptions of climate and was highly significant (p-value less than .01) in all five models. Those who were non-Protestant also had a less positive view of the campus environment, although this variable was only significant in the first two models. Being non-heterosexual was not significant in any of the models. Of note was that the coefficient switched from negative to positive starting in the fourth model. This could be due to the presence of other variables, such as experiencing discrimination or the controls found in the fifth model. The reference group for age was those over 55, and the other dummy variables generally showed negative coefficients, which means that the oldest group of respondents had a more positive view of the campus climate. The 45-54 category was significant in all of the models. The “not married” variable did not produce statistically significant coefficients in any of the

models, though all of the coefficients are negative, showing that those who are married tend to view the campus more positively.

The Cultural Competence Index variable was significant in models 2, 3, and 4 but did not remain so after the control variables were entered into the model. However, the coefficient remained negative in all four models. This can be interpreted to mean that as people become culturally competent, their perceptions of the campus climate become less positive. Experiencing harassment or discrimination remained highly significant in all models, even after the control variables were entered in. Those who experienced either of these treatments had a much more negative view of the campus. Although none of the control variables were significant, they showed that the effect of certain status characteristics (e.g. race or experiencing harassment or discrimination) remains when controlling for other possible variables. Those with a bachelor's degree had the most positive view of the campus climate.

Table 11. Campus Climate Regressed on Status Characteristics, Cultural Competence, Harassment and Discrimination, and Controls
Unstandardized Ordinary Least Squares Regression Coefficients

Variable	Model 1 ¹	Model 2 ²	Model 3 ³	Model 4 ⁴	Model 5 ⁵
<i>Constant</i>	18.302**	20.233**	20.488**	20.337**	18.756**
<i>Female</i>	-1.519	-1.428	-1.059	-0.976	-1.105
<i>Non-White</i>	-4.663**	-4.952**	-4.540**	-4.058**	-4.276**
<i>Non-Protestant</i>	-1.849*	-1.567*	-1.417	-1.359	-1.006
<i>Non-heterosexual</i>	-0.213	-0.271	-0.013	0.476	0.825
<i>Under 34</i>	-1.159	-1.045	-0.682	-0.523	0.019
<i>35-44</i>	-2.512*	-2.268*	-1.830	-1.774	-1.378
<i>45-54</i>	-2.294*	-2.233*	-2.068*	-2.118*	-2.312*
<i>Non-married</i>	-.542	-0.418	-0.467	-0.028	-0.324
<i>Cultural Competence Index</i>	----	-0.310*	-0.328*	-0.290*	-0.170
<i>Experienced Harassment</i>	----	----	-4.294**	----	-2.610**
<i>Experienced Discrimination</i>	----	----	----	-5.228**	-4.507**
<i>Staff</i>	----	----	----	----	1.134
<i>Years at Clemson</i>	----	----	----	----	0.362
<i>High School</i>	----	----	----	----	-2.169
<i>Some College</i>	----	----	----	----	-0.178
<i>Graduate</i>	----	----	----	----	-1.812
<i>Sample Size</i>	265	265	265	265	265
<i>Adjusted R²</i>	0.104	0.116	0.174	0.225	0.267

* p value < .05, ** p value < .01

¹ F value= 4.838, p= .000

² F value= 4.838, p= .000

³ F value= 6.561, p= .000

⁴ F value= 8.653, p= .000

⁵ F value= 7.013, p= .000

Table 12 shows the regression models when the dependent variable is the first factor, “others,” that looks at how a person regards the campus climate in a general sense. The regression equation for the first model was $\hat{y} = 10.310 - 1.271(\text{female}) - 2.957(\text{non-white}) - 1.560(\text{non-Protestant}) - .465(\text{non-heterosexual}) - .469(\text{under 34}) - 1.104(35-44) - .661(45-54) - .561(\text{non-married})$. Overall, this model is significant, with a p-value of .000.

The equation for the second model is $\hat{y} = 12.101 - 1.187(\text{female}) - 3.225(\text{non-white}) - 1.299(\text{non-Protestant}) - .520(\text{non-heterosexual}) - .363(\text{under 34}) - .878(35-44) - .604(45-54) - .446(\text{non-married}) - .288(\text{cultural competence})$. This model is also significant with a p-value of .000.

The equation for the third model is $\hat{y} = 12.244 - .980(\text{female}) - 2.994(\text{non-white}) - 1.215(\text{non-Protestant}) - .375(\text{non-heterosexual}) - .160(\text{under 34}) - .632(35-44) - .512(45-54) - .473(\text{non-married}) - .298(\text{cultural competence}) - 2.406(\text{harassment})$. The third model is significant with a p-value of .000.

The equation for the fourth model is $\hat{y} = 12.154 - .959(\text{female}) - 2.773(\text{non-white}) - 1.193(\text{non-Protestant}) - .142(\text{non-heterosexual}) - .099(\text{under 34}) - .628(35-44) - .545(45-54) - .249(\text{non-married}) - .278(\text{cultural competence}) - 2.673(\text{discrimination})$. The third model is significant with a p-value of .000.

The equation for the fifth model is $\hat{y} = 10.674 - 1.090(\text{female}) - 3.059(\text{non-white}) - .932(\text{non-Protestant}) - .808(\text{non-heterosexual}) + .282(\text{under 34}) - .337(35-44) - .797(45-54) - .392(\text{non-married}) - .161(\text{cultural competence}) - 1.540(\text{harassment}) - 2.232(\text{discrimination}) + .903(\text{staff}) + .317(\text{years at Clemson}) + .136(\text{high school}) - .150(\text{some college}) - 1.524(\text{graduate})$. The last model also has a p-value of .000 and is significant. This second set of models also showed that the adjusted R-squared increased with each model, meaning the added variables do help to explain more of the variance within the data.

Being female, while significant in three out of the five models, still retained the negative coefficients when the first factor was used as the dependent variable. Non-white

respondents again had highly significant negative coefficients, even when controlling for other potential characteristics, showing that those employees who are not white do view the campus environment in general more negatively. Non-Protestant respondents had significant negative coefficients until the control variables were entered. Again, the coefficients for non-heterosexual respondents were not significant, though this time the numbers remained negative for all five models. Unlike the first set, none of the age categories were significant in this set of models, though they mostly had negative coefficients. Non-married respondents also provided negative though not significant coefficients.

Similar to the first set of models, cultural competence is significant in the first three but does not remain so when adding in the control variables. The coefficients remain negative, however, again showing that those with higher levels of cultural competence view the general campus environment more negatively. Harassment and discrimination are still both highly significant and negative. Staff respondents and years at Clemson were not significant, though both had positive coefficients. For this dependent variable, those who had a graduate education did produce a statistically significant value compared to those who had a bachelor's degree, and those with more education viewed the campus more negatively. Those who had only a high school diploma actually viewed this dimension of the campus climate as more positive than those who had a bachelor's degree.

Table 12. Factor 1 (“Others”) Regressed on Status Characteristics, Cultural Competence, Harassment and Discrimination, and Controls
Unstandardized Ordinary Least Squares Regression Coefficients

Variable	Model 1 ¹	Model 2 ²	Model 3 ³	Model 4 ⁴	Model 5 ⁵
<i>Constant</i>	10.310**	12.101**	12.244**	12.154**	10.674**
<i>Female</i>	-1.271*	-1.187*	-0.980	-0.959	-1.090*
<i>Non-White</i>	-2.957**	-3.225**	-2.994**	-2.773**	-3.059**
<i>Non-Protestant</i>	-1.560**	-1.299*	-1.215*	-1.193*	-0.932
<i>Non-heterosexual</i>	-0.465	-0.520	-0.375	-0.142	-0.008
<i>Under 34</i>	-0.469	-0.363	-0.160	-0.099	0.282
<i>35-44</i>	-1.104	-0.878	-0.632	-0.628	-0.337
<i>45-54</i>	-0.661	-0.604	-0.512	-0.545	-0.797
<i>Non-married</i>	-0.561	-0.446	-0.473	-0.249	-0.392
<i>Cultural Competence Index</i>	----	-0.288**	-0.298**	-0.278**	-0.161
<i>Experienced Harassment</i>	----	----	-2.406**	----	-1.540*
<i>Experienced Discrimination</i>	----	----	----	-2.673**	-2.232**
<i>Staff</i>	----	----	----	----	0.903
<i>Years at Clemson</i>	----	----	----	----	0.317
<i>High School</i>	----	----	----	----	-0.136
<i>Some College</i>	----	----	----	----	-0.150
<i>Graduate</i>	----	----	----	----	-1.524*
<i>Sample Size</i>	265	265	265	265	265
<i>Adjusted R²</i>	0.106	0.130	0.169	.190	0.250

* p value < .05, ** p value < .01

¹ F value= 4.895, p= .000

² F value= 5.399, p= .000

³ F value= 6.384, p= .000

⁴ F value= 7.187, p= .000

⁵ F value= 6.491, p= .000

Table 13 shows the regression models for the dependent variable “individual,” which is the second factor and looks at how the campus environment affects a person individually. The regression equation for the first model $\hat{y} = 6.596 - .252(\text{female}) - 1.455(\text{non-white}) - .397(\text{non-Protestant}) + .219(\text{non-heterosexual}) - .467(\text{under 34}) - 1.170(35-44) - 1.177(45-54) - .136(\text{non-married})$. Overall, this model is significant, with a p-value of .022.

The equation for the second model is $\hat{y} = 6.904 - .238(\text{female}) - 1.501(\text{non-white}) - .353(\text{non-Protestant}) + .210(\text{non-heterosexual}) - .449(\text{under } 34) - 1.131(35-44) - 1.168(45-54) - .116(\text{non-married}) - .049(\text{cultural competence})$. This model is also significant with a p-value of .032.

The equation for the third model is $\hat{y} = 7.009 - .086(\text{female}) - 1.331(\text{non-white}) - .291(\text{non-Protestant}) + .317(\text{non-heterosexual}) - .299(\text{under } 34) - .950(35-44) - 1.100(45-54) - .136(\text{non-married}) - .057(\text{cultural competence}) - 1.772(\text{harassment})$. The third model is significant with a p-value of .000.

The equation for the fourth model is $\hat{y} = 6.954 - .021(\text{female}) - 1.071(\text{non-white}) - .252(\text{non-Protestant}) + .570(\text{non-heterosexual}) - .197(\text{under } 34) - .893(35-44) - 1.112(45-54) + .071(\text{non-married}) - .040(\text{cultural competence}) - 2.544(\text{discrimination})$. The third model is significant with a p-value of .000.

The equation for the fifth model is $\hat{y} = 6.396 - .028(\text{female}) - 1.111(\text{non-white}) - .122(\text{non-Protestant}) + .765(\text{non-heterosexual}) - .141(\text{under } 34) - .809(35-44) - 1.145(45-54) - .094(\text{non-married}) - .019(\text{cultural competence}) - .938(\text{harassment}) - 2.219(\text{discrimination}) + .693(\text{staff}) + .067(\text{years at Clemson}) - 1.798(\text{high school}) - .290(\text{some college}) - .253(\text{graduate})$. The last model also has a p-value of .000 and is significant. The adjusted R-squared increased with each model, showing that the added variables do help to explain more of the variance within the data, though the R-squared values in general are low.

Most of the status characteristics in this set of models did not produce statistically significant coefficients. Unlike in previous models, race was only significant in four out

of the five models. In this set, being non-heterosexual, although not significant, did produce all positive coefficients. The age category of 35-44 produced significant negative coefficients for the first two models, while the category 45-54 had significant negative coefficients in all of the categories. Although the Cultural Competence Index still produced negative coefficients, none of them were significant in this set of models. Discrimination remained significant, but harassment was only significant in one of the models it was present in for this set. None of the controls were significant, but staff members and years at Clemson still had positive coefficients while those with a bachelor's degree had the most positive view of the campus.

Table 13. Factor 2 (“Individuals”) Regressed on Status Characteristics, Cultural Competence, Harassment and Discrimination, and Controls
Unstandardized Ordinary Least Squares Regression Coefficients

Variable	Model 1 ¹	Model 2 ²	Model 3 ³	Model 4 ⁴	Model 5 ⁵
<i>Constant</i>	6.596**	6.904**	7.009**	6.954**	6.396**
<i>Female</i>	-0.252	-0.238	-0.086	-0.021	-0.028
<i>Non-White</i>	-1.455*	-1.501*	-1.331*	-1.071	-1.111*
<i>Non-Protestant</i>	-0.397	-0.353	-0.291	-0.252	-0.122
<i>Non-heterosexual</i>	0.219	0.210	0.317	0.570	0.765
<i>Under 34</i>	-0.467	-0.449	-0.299	-0.197	-0.141
<i>35-44</i>	-1.170*	-1.131*	-0.950	-0.893	-0.809
<i>45-54</i>	-1.177*	-1.168*	-1.100*	-1.112*	-1.145*
<i>Non-married</i>	-0.136	-0.116	-0.136	0.071	-0.094
<i>Cultural Competence Index</i>	----	-0.049	-0.057	-0.040	-0.019
<i>Experienced Harassment</i>	----	----	-1.772**	----	-0.938
<i>Experienced Discrimination</i>	----	----	----	-2.544**	-2.219**
<i>Staff</i>	----	----	----	----	0.693
<i>Years at Clemson</i>	----	----	----	----	0.067
<i>High School</i>	----	----	----	----	-1.798
<i>Some College</i>	----	----	----	----	-0.290
<i>Graduate</i>	----	----	----	----	-0.253
<i>Sample Size</i>	265	265	265	265	265
<i>Adjusted R²</i>	0.038	0.036	0.082	0.155	0.170

* p value < .05, ** p value < .01

¹ F value= 2.287, p= .022

² F value= 2.082, p= .032

³ F value= 3.348, p= .000

⁴ F value= 5.854, p= .000

⁵ F value= 4.377, p= .000

The same models broken out by faculty and staff can be found in Appendix C. Of note is that cultural competence was not significant in any of the models once they were broken out. Harassment and discrimination were significant more often in the staff models than in the faculty models. Years at Clemson had a negative effect for the faculty but a positive effect for the staff, and was significant when staff only were regressed on factor one. Due to the construction of the salary categories, they could not be combined

and used in the full models, but within the broken down models, salary had positive though not significant coefficients, indicating that as salary increased, the view of the campus climate also increases.

Discussion

The first hypothesis tested the relationship between various status characteristics and the measures of campus climate. Generally speaking, the assumption that those with a minority characteristic will view the campus more negatively was supported. The coefficients for female were always negative, though only sometimes significant. This is consistent with previous studies (Brown and Dykstra 2004; Clemson University 2005). Worthy of further exploration is that being female was significant in some of the models for the full campus climate variable and for the first factor, “Others,” while not significant in any of the models for “Individual.” This could indicate that women are more perceptive to how the environment affects others besides themselves. They may not feel that they are disadvantaged on campus (the individual factor), but they recognize that the environment may be hurtful for employees with other minority characteristics (the “other” factor). Hurtado (1992) did find that there were certain characteristics that would make students more perceptive to the campus climate.

Race was the characteristic that was significant in the most models, usually highly significant. It was the best characteristic predictor of campus climate perceptions, having a standard beta second only to the discrimination variable. This indicates that non-white employees still think that their racial background is a salient identity and that they are receiving different treatment based on this status, which is in line with previous literature

(Hurtado 1992; Virginia Tech 1998; University of Kansas 2001; Friday and Friday 2003; Rankin and Reason 2005). With both gender and race, these statistics indicate that minorities, or Outsiders, often have a more negative perception of their environment. This is in line with Goode's (1982) work on the Outside having an understanding on the Insider culture, but not vice versa.

While religion (being non-Protestant) had a negative effect on campus climate perceptions, if it was significant in a set of models, it was only before controls were added in. This can be interpreted to mean that religion is not a good predictor when other characteristics are taken into account and could suggest that religion is not as salient an identity as, for example, race. Alternatively, the religion data as collected here could be contradictory. Reading the open-ended responses, it appears that both Protestants and non-Protestants think that the campus climate can be inhospitable for their beliefs. Those who were (self-proclaimed) not very religious thought that religion was too present on campus, either directly or indirectly. Those who were (self-proclaimed) religious thought that they were told that expressing those beliefs was not acceptable and should be kept out of the workplace. Therefore, the measure "Protestant" may not have been the best way to measure the effect of religion.

Marital status and sexual orientation were not good predictors as they were hardly ever significant, if at all. Sometimes sexual orientation even showed a more positive perception of the campus climate. Sexual orientation, unlike race, is something that people can keep private. They do not have to share this information unless they choose to divulge it. Marital status may be a similar situation as the one with religion. As

revealed in the open-ended responses, some married respondents thought they were not given as many opportunities. Some unmarried respondents thought that they were expected to take on additional responsibilities because of their marital status. Some married respondents stated that they were not invited out with coworkers, while some unmarried respondents said the same thing.

Scores did not increase or decrease consistently across the age categories. Those over the age of fifty-five had the highest mean score on the Campus Climate Index, while the 45-54 category below that consistently had lower scores that were statistically significantly different. This may be due to the number of years spent at Clemson, which overall had a positive effect. However, when broken out by faculty and staff, the number of years at Clemson had a positive effect for staff but a negative effect for faculty. This may be in keeping with the fact that the age categories were more often significant among the faculty than among the staff. Age and years at Clemson were the biggest differences between faculty and staff, though overall staff did have a significantly more positive view, which is contradictory to the results found in previous studies (Virginia Tech 1998; University of Kansas 2001; Brown and Dykstra 2004). This may have to do with the type of staff who responded to the survey, as a large percentage of them were highly educated and in higher pay bands.

Similar to age, there was not a noticeable pattern to the scores based on education. Those with a bachelor's degree had the most positive view of the campus climate, more than those with less education and more than those who had more education. This may signify a threshold among the education levels, in that the change from a high school

diploma to some college to a bachelor's degree correlates with a change in social status. The change from a bachelor's degree to a graduate degree may be a function of being aware of the campus environment and how it affects others. Additionally, 99% of faculty have some type of graduate degree. They tend to view the campus more negatively, so this may affect the education variable as well. The last control variable was salary, although it was only entered into the models that were broken out by faculty and staff. In both cases, an increase in salary was associated with a more positive view of the campus climate. Each of these status characteristics had a different effect. As such, it would have been inappropriate to combine them into one measure, which is in keeping with the idea of status inconsistency (Lenski 1966).

The second hypothesis proposed that an increase in cultural competence would be related to a more negative perception of the campus climate, which was also found to be true. Cultural competence had a negative coefficient in every model. This variable was originally significant, but usually did not remain so after the control variables were entered into the model. This suggests that cultural competence may be accessing a similar construct to one of the control variables. In addition, cultural competence was significant in the models for the first factor, "others," but not for the second factor, "individual." While at first this appears disappointing, when considered further, this is in line with the construct of cultural competence. Cultural competence demonstrates an ability to recognize and adapt to differences in another person's background (Betancourt et al. 2003; Chun 2009; Sartori 2009). Given that, it follows that possessing this skill will help a person perceive how the campus climate may affect employees besides themselves

(“others”). This skill would not, however, have an effect on the more individual statements. Again, this is in keeping with Hurtado’s (1992) finding that certain characteristics make a person more likely to perceive a negative campus climate.

Discrimination and harassment, the constructs tested in the third and fourth hypotheses, respectively, were also strong predictors of the score on the Campus Climate Index. In addition to having significant, negative coefficients, both discrimination and harassment had mediating effects on the status variables. In most of the cases, when discrimination and harassment were entered into the model, the coefficients for the status variables decreased. Marital status and sexual orientation did not always follow this trend. Based on this analysis, it appears that part of the reason that minorities have a more negative view of the campus climate is because they are more likely to experience unfair treatment.

Open-ended responses can often provide just as much, if not more, insight into a topic than can be uncovered through a quantitative approach. Any patterns that emerge among the answers can indicate significant issues or challenges. In this study, several themes were repeated throughout the open-ended responses, which can be found in Appendix B. First, some respondents pointed out other attributes that were not specifically addressed in the survey. A dichotomy between those from the area and those from the Northern part of the United States appears to exist. Some respondents voiced concerns about not being accepted because they were not from the area. As one white male faculty member stated, “In one teaching evaluation, I had a student state that other students should not take my classes because I was a ‘yankee.’” Several other employees

thought that there was a system of favoritism or nepotism at Clemson. Some respondents said that there is a “good ol’ boy” network at Clemson, which some respondents thought hindered diversity efforts. A white male staff member said, “I believe it [nepotism] dilutes our hiring pool and even though this isn't normally considered discrimination, I believe it has the same problems. I think this practice is very much like an "all boys club" and I get the feeling that promoting and hiring at Clemson (not just my department) are very much based on this.” Instead, employees said that jobs should be awarded based on merit. As a white female stated, “If you make Clemson a meritocracy -- where people are promoted based SOLELY on their competence and abilities, people won't wonder how this dean or that director got their job.” People who felt the effects of reverse discrimination also echoed this sentiment; they wanted merit to play a greater role in hiring than diversity characteristics.

Another factor commented on by the respondents was faculty rank or standing. Several lecturers made comments that they thought they were treated as lesser employees or were denied opportunities to participate on campus. One white male said, “Lecturers are treated like second-class citizens in my department.” Additionally, those faculty who were non-tenure track or not yet tenured expressed that their opinions were often not taken as seriously as those of more established professors. This was clearly articulated by a white woman who stated, “I am in a contingent faculty position and have had numerous experiences where my 'voice' is not taken seriously, not promoted (as in gaining access to media outlets of my work), not being allowed to serve on certain faculty

governance issues and have been treated as if I am less intelligent or my ideas/work aren't as valid as tenured faculty.”

The comments about religion reflected a contradiction. Many respondents thought that the campus catered too much to conservative Christians while others felt uncomfortable displaying their Christian views because of what they called a politically correct atmosphere. For instance, a white female said, “Many on campus are intolerant of individuals not part of the Christian majority and make assumptions that frequent prayer and the reading of scriptures are appropriate in the workplace,” but a white male said, “There are certain politically correct perspectives that dominate the culture at Clemson.... In other words, there is profound prejudice[sic] against a Christian world view.” Among other things, this showed that a simple Protestant/non-Protestant dichotomy was not an effective measure for religion. Additionally, this may point to a need among diversity scholars to create a way of keeping religion separate from work while still embracing religious diversity.

The idea of subtle discrimination, or what is called a chilly climate in the literature, was echoed by many of the respondents. They felt that treatment that others might laugh off, such as jokes or off-handed comments, still produced an inhospitable environment. For example, a non-white woman wrote, “Although I have not experienced discrimination, I feel awkward on campus. It is a subtle feeling. It's not overt but just a general sense that diversity is not really embraced.” A white male had a similar observation, “I think Clemson does a fine job in areas where they have the ability to

enforce, but in social situations there are some subtle pressures or exclusions.” Both indicate that the campus climate is a very nuanced issue.

Several employees expressed concern about the homogeneity of the undergraduate student body and the students’ intolerance of others. These comments were followed with suggestions that the campus climate could not be improved unless the students’ opinions also changed. In addition to concerns about the student diversity, concerns were raised about the diversity of the administration and their attitudes toward diversity. This extended to administrative departments on campus such as human resources, whom some respondents were unhappy with. Furthermore, this extended to university-wide policies that may also produce an uncomfortable environment, such as denying partner rights to homosexuals. Besides comments about diversity, many respondents provided suggestions for ways that Clemson could improve the campus climate. Some of the more tangible and practical of these were to make diversity training mandatory and to offer partner benefits to homosexuals.

Implications

Diversity issues continue to exist on campus, though they may be subtler now than previously. In light of that, it might be useful to garner greater understanding of the more complex situations that can create an uncomfortable environment. This environment also differs across the campus from department to department and unit to unit. It may be of value to evaluate the policies and procedures concerning fair treatment and the record keeping system related to cases of violations. Some suggestions provided by members of the campus community included making diversity training mandatory and

offering domestic partner benefits. Based on the findings of this study, cultural competence training for all employees also might further the goal of a diverse, inclusive, and tolerant workplace. McPhail and Costner (2004) offered suggestions on training culturally responsive faculty, which can be found on page 20 of this thesis.

Limitations

This survey relied on responses from Clemson University employees. Thus, the results can only be said to be indicative of the campus climate at Clemson. While the findings may match what is found at other schools and may serve as a guide for potential issues to explore, the results cannot be generalized to a larger population. Additionally, with a small response rate, it might be that the survey did not capture the fullest picture of the campus climate. The survey was administered online. There is a chance, albeit most likely very small, that there were staff members who did not get a chance to access the survey while at work. Although they may have a university provided email address, they may not have the ability to access a computer while completing their job. Due to time constraints with other campus surveys, the Campus Climate questionnaire was not accessible for as long as would have been ideal. If there had been a longer response period, accommodations could have been made for those who may not always have computer access. Additionally, the longer response period would have allowed for follow-ups to be sent to increase the response rate. It is possible that the employee make-up itself may have changed very recently. The economic downturn prompted a decrease in the number of employees.

Different answer categories were created for the faculty and staff salary questions, reflective of different increments, which made combining the two questions difficult. There could not be any comparison of perceptions across departments or colleges, as this information was not collected from respondents. While this may have provided interesting results, it would have provided further information about respondents and made it increasingly easier to identify them, which led to the decision not to include these questions.

Conclusions and Suggestions for Further Research

Studying the climate of a university as a workplace is similar to studying the organizational climate in other workplace environments. Both rely upon the perceptions of the members in order to measure the climate. At Clemson University, there were certain status characteristics that predicted an employee having a more negative perception of the campus climate. Race and gender were both good predictors, while sexual orientation and marital status were not. Religion and age were only significant in certain situations. Cultural competence was a good predictor before control variables were entered into the model but not when the dependent variable only looked at items that were of a very individual nature. Harassment and discrimination also provided a good indication of a person's perception of the campus climate.

Further research should explore the link between cultural competence and campus climate, as this is a new addition to the campus climate literature. Also, if there are certain status characteristics associated with cultural competence, that knowledge would provide further understanding of the concept. The Cultural Competence Index and the

Campus Climate Index should also be used in future studies when appropriate. While they may not present an exact picture of their constructs, their reliability numbers indicate that they are a good starting point. Subsequent revisions will hopefully improve these measures. Finding a better religion measure is also important, hopefully one that takes into account the contradictory nature of the topic. Diversity scholars should also take note of this complex issue and strive to find a way of separating religion from work while still embracing different religions. Finally, through this research the Cultural Competence Index and the Campus Climate Index were created. Both are reliable. Thus, both should be tested and used in other settings.

APPENDICES

APPENDIX A. CAMPUS CLIMATE QUESTIONNAIRE

For All Respondents:

Please indicate your level of agreement with each of the following statements about Clemson University. These are your overall opinions of the university, not just based on your personal experience. Select only one option for each question.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I think that I belong on this campus.					
2. I think I understand what diversity means.					
3. I think I understand what cultural competence means.					
4. The campus is accepting of individuals, regardless of race/ethnic origin.					
5. The campus is generally free from sexual harassment.					
6. The campus is generally free from racial harassment.					
7. The campus is accepting of individuals who are gay/lesbian/bisexual.					
8. Overall, there is an atmosphere of acceptance of different political views on this campus.					
9. Overall, there is an atmosphere of acceptance of different religions on this campus.					
10. Overall, there is an atmosphere of acceptance of persons with no religious beliefs on this campus.					
11. Overall, there is an atmosphere of acceptance of non-US citizens on this campus.					

12. Overall, there is an atmosphere of acceptance of veterans on this campus.					
13. Overall, there is an atmosphere of acceptance of persons with disabilities on this campus.					
14. The executive administration has demonstrated a commitment to diversity.					
15. I think I am a valued member of “the Clemson family”.					
16. Clemson focuses too little on diversity.					
17. Overall, Clemson is doing a good job promoting diversity.					
18. Clemson is a place that allows free and open expression of opinion.					
19. I think that Clemson values my opinions.					
20. Clemson makes sure that every person on campus knows about its harassment policies.					
21. Clemson focuses too much on diversity.					
22. I am open to learning about cultures other than my own.					
23. I have some knowledge about cultures other than my own.					
24. Cultural diversity strengthens a society.					
25. I feel comfortable interacting with people whose backgrounds are different from my own.					
26. Immigrants to America should adopt American					

culture.					
27. When interacting with people, I am aware of their differences.					

28. Have you seen diversity training offered at Clemson?

- Yes
- No
- Not sure

29. Have you ever taken diversity training at Clemson?

- Yes
- No
- Not sure

30. Have you ever taken cultural competence training?

- Yes
- No
- Not sure

31. Do you ever attend cultural events on campus?

- Yes
- No
- Not sure

Clemson University defines **harassment** as “unwelcome verbal or physical conduct, based upon race, color, religion, sex, sexual orientation, gender, national origin, age, disability, status as a military veteran or protected activity (e.g., opposition to prohibited discrimination or participation in the statutory complaint process), that unreasonably interferes with the person's work or educational performance or creates an intimidating or hostile work or educational environment. Examples may include, but are not limited to, epithets, slurs, jokes or other verbal, graphic or physical conduct.”

Discrimination is defined as any treatment that presents “obstacles to opportunity, access or achievement that are related to age, color, disability, national origin, race, religion, sexual orientation or veteran's status.”

32. In the past five years, have you experienced *discrimination* at Clemson based on your race/ethnicity?

- Yes
- No
- Not sure

Please describe the situation:

32a. If you have experienced racial/ethnic *discrimination* at Clemson in the past five years, who discriminated against you? (Check all that apply.)

- Faculty
- Staff
- Administration
- Student
- N/A
- Other (please specify): _____

33. In the past five years, have you experienced *harassment* at Clemson based on your race/ethnicity?

- Yes
- No
- Not sure

Please describe the situation:

33a. If you have experienced racial/ethnic *harassment* at Clemson in the past five years, who harassed you? (Check all that apply.)

- Faculty
- Staff
- Administration
- Student
- N/A
- Other (please specify): _____

34. In the past five years, have you experienced *discrimination* at Clemson because of your sex?

- Yes
- No
- Not sure

Please describe the situation:

34a. If you have experienced sex-based *discrimination* at Clemson in the past five years, who discriminated against you? (Check all that apply.)

- Faculty
- Staff
- Administration
- Student
- N/A
- Other (please specify): _____

35. In the past five years, have you experienced *harassment* at Clemson because of your sex?

- Yes
- No
- Not sure

Please describe the situation:

35a. If you have experienced sex-based *harassment* at Clemson in the past five years, who harassed you? (Check all that apply.)

- Faculty
- Staff
- Administration
- Student
- N/A
- Other (please specify): _____

36. In the past five years, have you experienced *discrimination* at Clemson based on your sexual orientation?

- Yes
- No
- Not sure

Please describe the situation:

36a. If you have experienced sexual orientation *discrimination* at Clemson, who discriminated against you? (Check all that apply.)

- Faculty
- Staff
- Administration
- Student
- N/A
- Other (please specify): _____

37. In the past five years, have you experienced *harassment* at Clemson based on your sexual orientation?

- Yes
- No
- Not sure

Please describe the situation:

37a. If you have experienced sexual orientation *harassment* at Clemson, who harassed you? (Check all that apply.)

- Faculty
- Staff
- Administration
- Student
- N/A
- Other (please specify): _____

38. In the past five years, have you experienced *discrimination* at Clemson based on your religious preferences?

- Yes
- No
- Not sure

Please describe the situation:

38a. If you have experienced religious preferences-based *discrimination* at Clemson, who discriminated against you? (Check all that apply.)

- Faculty
- Staff
- Administration
- Student
- N/A
- Other (please specify): _____

39. In the past five years, have you experienced *harassment* at Clemson based on your religious preferences?

- Yes
- No
- Not sure

Please describe the situation:

39a. If you have experienced religious preferences-based *harassment* at Clemson, who harassed you? (Check all that apply.)

- Faculty
- Staff
- Administration
- Student
- N/A
- Other (please specify): _____

40. In the past five years, have you experienced *discrimination* at Clemson based on your marital status?

- Yes
- No
- Not sure

Please describe the situation:

40a. If you have experienced marital status *discrimination* at Clemson in the past five years, who discriminated against you? (Check all that apply.)

- Faculty
- Staff
- Administration
- Student
- N/A
- Other (please specify): _____

41. In the past five years, have you experienced *harassment* at Clemson based on your marital status?

- Yes
- No
- Not sure

Please describe the situation:

41a. If you have experienced marital status *harassment* at Clemson, who harassed you?
(Check all that apply.)

- Faculty
- Staff
- Administration
- Student
- N/A
- Other (please specify): _____

42. In the past five years, have you experienced discrimination at Clemson based on your age?

- Yes
- No
- Not sure

Please explain:

42a. If you have experienced age-based discrimination at Clemson, who discriminated against you? (Check all that apply.)

- Faculty
- Staff
- Administration
- Student
- N/A
- Other (please specify): _____

43. In the past five years, have you experienced harassment at Clemson based on your age?

- Yes
- No
- Not sure

Please explain:

43a. If you have experienced age-based harassment at Clemson, who harassed you?
(Check all that apply.)

- Faculty
- Staff
- Administration
- Student
- N/A
- Other (please specify): _____

44. If you have experienced any of the above, what form did the treatment take? (Check all that apply.)

- Negative statements directed toward me.
- Negative statements made within my hearing range.
- Being overlooked for training that could improve my performance.
- Being overlooked for promotion or advancement.
- Not being included in conversations or social events.
- Being treated as if my opinions are not welcome.
- Being treated with less courtesy or respect.
- Being treated as if I am less intelligent.
- Having to put up with derogatory jokes.
- Not being told about opportunities for improvement or personal development.
- Not being taken seriously when I raised concerns about treatment at Clemson.
- Not being allowed to serve on committees or commissions at Clemson.
- Not being allowed to be in a mentor program.
- Other (please specify): _____

45. In the past five years, have you experienced other unfair treatment at Clemson based on an attribute not listed above? If so, please describe the experience below:

46. Please share your comments or observations about diversity at Clemson, but please do not mention any names.

47. In your opinion, what should Clemson do to reduce unfair or discriminatory behavior and treatment? Please do not mention any names.

48. For the following items, indicate how important each was in your decision to become a Clemson employee.

	Very Important	Important	Somewhat Important	Not Important	Not Sure
a. The health insurance benefits.					
b. The annual leave policies.					
c. Clemson's academic reputation.					
d. Clemson's athletic reputation.					
e. Clemson's reputation for racial tolerance.					
f. Clemson's Affirmative Action policy.					
g. Clemson's support for diversity.					
h. Clemson's promotion of gender equality.					
i. Clemson is close to my home/family.					
j. I needed a job.					
k. My friends/family members worked there.					
l. I like the campus.					
m. To be around young people striving to be educated.					
n. The pay was good.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
49. Overall, Clemson is a good place to work.					
50. The Office of Human Resources does a good job of letting employees know about policies and procedures.					
51. If I could, I would leave Clemson for another job, even if I received only the same pay and benefits that I now have with Clemson.					
52. Employees are given many opportunities to build networks that help make working at Clemson be a positive experience.					
53. I would recommend Clemson to others as a good place to work.					
54. The university has a strong commitment to the growth and well-being of the staff.					
55. I think that I have input in the university's plans for the future.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Does Not Apply
56. The faculty in my department treat me with respect.						
57. The administrators in my department treat me with respect.						
58. The students in my department treat me with respect.						

For Faculty:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The Faculty Senate does a good job of advocating on behalf of faculty.					
2. In general, there is a sense of mutual respect between upper administration and faculty.					
3. Western civilization and culture should be the foundation for the undergraduate curriculum.					

4. Which statement best describes your workload at Clemson?

- Research only
- Teaching only
- More research but teaching included
- More teaching but research included
- Mainly administrative

5. Does your job include any administrative responsibilities?

- Yes
- No

5a. If yes, what percent? _____

Please answer the following questions about yourself.

6. Are you a Clemson graduate?

- Yes
- No

7. What is your faculty rank?

- Lecturer
- Instructor
- Visiting Professor
- Assistant Professor
- Associate Professor
- Professor
- Other: _____

8. What is your sex/gender?

- Male
- Female
- Other

9. What is your current annual base salary/pay level?

- Less than \$40,000
- \$40,001 - \$50,000
- \$50,001 - \$60,000
- \$60,001 - \$70,000
- \$70,001 - \$80,000
- \$80,001 - \$90,000
- \$90,001 - \$100,000
- \$100,001 or higher

10. Your age:

- 24 or younger
- 25 - 34
- 35 - 44
- 45 - 54
- 55 or older

11. Are you employed by Clemson full-time or part-time?

- Full-time
- Part-time

12. What is the highest level of education that you have completed?

- Bachelor's degree
- Master's degree
- Professional degree (example: J.D.)
- Ph.D. or equivalent

13. Which best describes your race/ethnicity (check all that apply):

- White
- Hispanic/Latino
- African American
- Asian American
- Native American
- International
- Other: _____

14. Are you sexually attracted to

- Men
- Women
- Neither
- Both

15. What is your religious preference?

- None
- Hindu
- Jewish
- Muslim
- Roman Catholic
- Protestant
- If so, which denomination?

- Other: _____

16. What is your marital status?

- Single, never married
- Cohabiting
- Married
- Divorced
- Widowed
- Separated

17. Where were you born?

- In the US
- Outside the US

18. How long have you worked at Clemson University?

- Less than 1 year to 5 years
- 6 to 10 years
- 11 to 15 years
- 15 to 20 years
- More than 20 years

For Staff:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The Staff Senate does a good job of advocating on behalf of faculty.					
2. In general, there is a sense of mutual respect between upper administration and staff.					

3. Do you think that your performance reviews adequately reflect your efforts?

- Yes
- No
- Not sure
- I have not received a performance review

4. Do you think your performance reviews are conducted fairly?

- Yes
- No
- Not sure
- I have not received a performance review

5. Do you think that your department/unit uses performance reviews to determine promotions?

- Yes
- No
- Not sure
- I have not received a performance review

6. Do you think that your department/unit uses performance reviews to determine pay raises when raise money is available?

- Yes
- No
- Not sure
- I have not received a performance review

7. Do you have access to e-mail at Clemson?

- Yes
- No

If you do have access, please answer questions 7a, 7b, and 7c below. If you do not have access, please skip to question 8 below.

7a. Are you able to access your e-mail:

- Several times a day
- Once a day
- Not every day, but at least once a week
- Other (write in): _____

7b. How do you primarily access your email?

- Using your own work computer that is not shared with others.
- Using a work computer that is shared with others.
- Using a computer on campus, but not one that is set aside just for your use or for use by you and your co-workers.
- I don't access my e-mail in any of the ways listed above. Instead, I access my e-mail by (please write in): _____

7c. In accessing your e-mail, do you have to go to different building, a different work site, or some other place removed from your immediate work area?

- Yes
 - No
- If yes, briefly explain: _____

8. For those who **do not** have access to their e-mails while at work, please explain why below:

These questions about e-mail are for all respondents:

9. Have you received any training in e-mail while at Clemson?

- Yes
- No

10. Even if you have received some training, do you think that you need training in how to use and send e-mails?

- Yes
- No

Please answer the following questions about yourself.

11. How long have you worked at Clemson University?

- Less than 1 year to 5 years
- 6 to 10 years
- 11 to 15 years
- 15 to 20 years
- More than 20 years

12. Are you a Clemson graduate?

- Yes
- No

13. In what band is your current position? _____

14. What is your sex/gender?

- Male
- Female
- Other

15. What is your current annual base salary/pay level?

- Less than \$20,000
- \$20,001 - \$25,000
- \$25,001 - \$30,000
- \$30,001 - \$35,000
- \$35,001 - \$40,000
- \$40,001 - \$45,000
- \$45,001 - \$50,000
- \$50,001 or higher

16. Your age:

- 24 or younger
- 25 - 34
- 35 - 44
- 45 - 54
- 55 or older

17. Are you employed by Clemson full-time or part-time?

- Full-time
- Part-time

18. What is the highest level of education that you have completed?

- Less than high school
- High school degree or equivalent
- Some college
- Bachelor's degree
- Graduate or professional degree

19. Which best describes your race/ethnicity (check all that apply):

- White
- Hispanic/Latino
- African American
- Asian American
- Native American
- International
- Other: _____

20. Are you sexually attracted to

- Men
- Women
- Neither
- Both

21. What is your religious preference?

- None
- Hindu
- Jewish
- Muslim
- Roman Catholic
- Protestant
- If so, which denomination?
- Other: _____

22. What is your marital status?

- Single, never married
- Cohabiting
- Married
- Divorced
- Widowed
- Separated

23. Where were you born?

- In the US
- Outside the US

APPENDIX B. FULL SURVEY RESPONSES

Appendix B. 1. Closed-ended Questions

Note: There were a total of 326 respondents in the survey. The table below shows results from the full set of respondents, not just those used in the regression analysis. Missing values for individual questions have been left out.

Variable	Total Count	Total Percent
Employee Category		
<i>Faculty</i>	118	36.2
<i>Staff</i>	208	63.8
I think that I belong on this campus.		
<i>Strongly Disagree</i>	9	2.8
<i>Disagree</i>	20	6.2
<i>Neutral</i>	39	12.1
<i>Agree</i>	149	46.3
<i>Strongly Agree</i>	105	32.6
I think I understand what diversity means.		
<i>Strongly Disagree</i>	1	0.3
<i>Disagree</i>	3	0.9
<i>Neutral</i>	5	1.5
<i>Agree</i>	146	45.2
<i>Strongly Agree</i>	168	52.0
I think I understand what cultural competence means.		
<i>Strongly Disagree</i>	5	1.5
<i>Disagree</i>	27	8.4
<i>Neutral</i>	41	12.7
<i>Agree</i>	152	47.1
<i>Strongly Agree</i>	98	30.3
The campus is accepting of individuals, regardless of race/ethnic origin.		
<i>Strongly Disagree</i>	4	1.2
<i>Disagree</i>	43	13.3
<i>Neutral</i>	69	21.4
<i>Agree</i>	151	46.7
<i>Strongly Agree</i>	56	17.3
The campus is generally free from sexual harassment.		
<i>Strongly Disagree</i>	9	2.8
<i>Disagree</i>	44	13.6
<i>Neutral</i>	73	22.6
<i>Agree</i>	158	48.9
<i>Strongly Agree</i>	39	12.1
The campus is generally free from racial harassment.		
<i>Strongly Disagree</i>	2	0.6
<i>Disagree</i>	56	17.4
<i>Neutral</i>	71	22.1
<i>Agree</i>	153	47.7
<i>Strongly Agree</i>	39	12.1

The campus is accepting of individuals who are gay/lesbian/bisexual.		
<i>Strongly Disagree</i>	24	7.5
<i>Disagree</i>	59	18.3
<i>Neutral</i>	104	32.3
<i>Agree</i>	108	33.5
<i>Strongly Agree</i>	27	8.4
Overall, there is an atmosphere of acceptance of different political views on this campus.		
<i>Strongly Disagree</i>	23	7.1
<i>Disagree</i>	77	23.8
<i>Neutral</i>	65	20.1
<i>Agree</i>	129	39.9
<i>Strongly Agree</i>	29	9.0
Overall, there is an atmosphere of acceptance of different religions on this campus.		
<i>Strongly Disagree</i>	30	9.3
<i>Disagree</i>	63	19.5
<i>Neutral</i>	51	15.8
<i>Agree</i>	145	44.9
<i>Strongly Agree</i>	34	10.5
Overall, there is an atmosphere of acceptance of persons with no religious beliefs on this campus.		
<i>Strongly Disagree</i>	32	9.9
<i>Disagree</i>	52	16.1
<i>Neutral</i>	74	22.9
<i>Agree</i>	127	39.3
<i>Strongly Agree</i>	38	11.8
Overall, there is an atmosphere of acceptance of non-US citizens on this campus.		
<i>Strongly Disagree</i>	10	3.1
<i>Disagree</i>	42	13.0
<i>Neutral</i>	68	21.1
<i>Agree</i>	156	48.3
<i>Strongly Agree</i>	47	14.6
Overall, there is an atmosphere of acceptance of veterans on this campus.		
<i>Strongly Disagree</i>		
<i>Disagree</i>	5	1.6
<i>Neutral</i>	4	1.2
<i>Agree</i>	45	14.0
<i>Strongly Agree</i>	165	51.2
	103	32.0
Overall, there is an acceptance of persons with disabilities on this campus.		
<i>Strongly Disagree</i>	7	2.2
<i>Disagree</i>	33	10.6
<i>Neutral</i>	56	17.9
<i>Agree</i>	169	54.2
<i>Strongly Agree</i>	47	15.1

The executive administration has demonstrated a commitment to diversity.		
<i>Strongly Disagree</i>	15	4.8
<i>Disagree</i>	28	9.0
<i>Neutral</i>	74	23.7
<i>Agree</i>	142	45.5
<i>Strongly Agree</i>	53	17.0
I think I am a valued member of “the Clemson family.”		
<i>Strongly Disagree</i>	24	7.7
<i>Disagree</i>	43	13.8
<i>Neutral</i>	67	21.5
<i>Agree</i>	127	40.7
<i>Strongly Agree</i>	51	16.3
Clemson focuses too little on diversity.		
<i>Strongly Disagree</i>	49	15.8
<i>Disagree</i>	117	37.6
<i>Neutral</i>	77	24.8
<i>Agree</i>	51	16.4
<i>Strongly Agree</i>	17	5.5
Overall, Clemson is doing a good job promoting diversity.		
<i>Strongly Disagree</i>	13	4.2
<i>Disagree</i>	45	14.5
<i>Neutral</i>	73	23.5
<i>Agree</i>	146	46.9
<i>Strongly Agree</i>	34	10.9
Clemson is a place that allows free and open expression of opinion.		
<i>Strongly Disagree</i>	28	9.0
<i>Disagree</i>	51	16.5
<i>Neutral</i>	80	25.8
<i>Agree</i>	124	40.0
<i>Strongly Agree</i>	27	8.7
I think that Clemson values my opinions.		
<i>Strongly Disagree</i>	36	11.6
<i>Disagree</i>	68	21.9
<i>Neutral</i>	95	30.6
<i>Agree</i>	92	29.7
<i>Strongly Agree</i>	19	6.1
Clemson makes sure that every person knows about its harassment policies.		
<i>Strongly Disagree</i>	6	1.9
<i>Disagree</i>	25	8.0
<i>Neutral</i>	57	18.3
<i>Agree</i>	177	56.7
<i>Strongly Agree</i>	47	15.1

Clemson focuses too much on diversity.		
<i>Strongly Disagree</i>	41	13.2
<i>Disagree</i>	139	44.8
<i>Neutral</i>	68	21.9
<i>Agree</i>	47	15.2
<i>Strongly Agree</i>	15	4.8
I am open to learning about cultures other than my own.		
<i>Strongly Disagree</i>	1	0.3
<i>Disagree</i>	2	0.6
<i>Neutral</i>	13	4.2
<i>Agree</i>	159	51.0
<i>Strongly Agree</i>	137	43.9
I have some knowledge about cultures other than my own.		
<i>Strongly Disagree</i>	1	0.3
<i>Disagree</i>	5	1.6
<i>Neutral</i>	8	2.6
<i>Agree</i>	181	58.6
<i>Strongly Agree</i>	114	36.9
Cultural diversity strengthens a society.		
<i>Strongly Disagree</i>	0	0
<i>Disagree</i>	10	3.2
<i>Neutral</i>	29	9.3
<i>Agree</i>	147	47.1
<i>Strongly Agree</i>	126	40.4
I feel comfortable interacting with people whose backgrounds are different from my own.		
<i>Strongly Disagree</i>	0	0
<i>Disagree</i>	2	0.6
<i>Neutral</i>	10	3.2
<i>Agree</i>	173	55.6
<i>Strongly Agree</i>	126	40.5
Immigrants to America should adopt American culture.		
<i>Strongly Disagree</i>	18	5.8
<i>Disagree</i>	82	26.5
<i>Neutral</i>	107	34.5
<i>Agree</i>	80	25.8
<i>Strongly Agree</i>	23	7.4
When interacting with people, I am aware of their differences.		
<i>Strongly Disagree</i>	1	0.3
<i>Disagree</i>	10	3.2
<i>Neutral</i>	74	23.7
<i>Agree</i>	191	61.2
<i>Strongly Agree</i>	36	11.5
Have you seen diversity training offered at Clemson?		
<i>Not sure</i>	40	12.8
<i>No</i>	58	18.5
<i>Yes</i>	215	68.7

Have you ever taken diversity training at Clemson?		
<i>Not sure</i>	5	1.6
<i>No</i>	186	59.2
<i>Yes</i>	123	39.2
Have you ever taken cultural competence training?		
<i>Not sure</i>	20	6.4
<i>No</i>	243	77.9
<i>Yes</i>	49	15.7
Do you ever attend cultural events on campus?		
<i>Not sure</i>	2	0.6
<i>No</i>	88	28.0
<i>Yes</i>	224	71.3
In the past five years, have you experienced DISCRIMINATION at Clemson based on your race/ethnicity?		
<i>Not sure</i>	8	2.6
<i>No</i>	280	91.2
<i>Yes</i>	19	6.2
By faculty?		
<i>Yes</i>	7	2.1
By staff?		
<i>Yes</i>	7	2.1
By administration?		
<i>Yes</i>	13	4.0
By student?		
<i>Yes</i>	0	0
By other?		
<i>Yes</i>	2	0.6
In the past five years, have you experienced HARASSMENT at Clemson based on your race/ethnicity?		
<i>Not sure</i>	3	1.0
<i>No</i>	291	95.1
<i>Yes</i>	12	3.9
By faculty?		
<i>Yes</i>	6	1.8
By staff?		
<i>Yes</i>	3	0.9
By administration?		
<i>Yes</i>	5	1.5
By student?		
<i>Yes</i>	1	0.3
By other?		
<i>Yes</i>	1	0.3
In the past five years, have you experienced DISCRIMINATION at Clemson based on your sex?		
<i>Not sure</i>	16	5.3
<i>No</i>	258	85.4
<i>Yes</i>	28	9.3

By faculty?		
<i>Yes</i>	15	4.6
By staff?		
<i>Yes</i>	5	1.5
By administration?		
<i>Yes</i>	24	7.4
By student?		
<i>Yes</i>	1	0.3
By other?		
<i>Yes</i>	1	0.3
In the past five years, have you experienced HARASSMENT at Clemson based on your sex?		
<i>Not sure</i>	6	2.0
<i>No</i>	280	92.4
<i>Yes</i>	17	5.6
By faculty?		
<i>Yes</i>	12	3.7
By staff?		
<i>Yes</i>	4	1.2
By administration?		
<i>Yes</i>	2	0.6
By student?		
<i>Yes</i>	6	1.8
By other?		
<i>Yes</i>	1	0.3
In the past five years, have you experienced DISCRIMINATION at Clemson based on your sexual orientation?		
<i>Not sure</i>	2	0.7
<i>No</i>	295	96.7
<i>Yes</i>	8	2.6
By faculty?		
<i>Yes</i>	3	0.9
By staff?		
<i>Yes</i>	1	0.3
By administration?		
<i>Yes</i>	4	1.2
By student?		
<i>Yes</i>	0	0
By other?		
<i>Yes</i>	3	0.9
In the past five years, have you experienced HARASSMENT at Clemson based on your sexual orientation?		
<i>Not sure</i>	2	0.7
<i>No</i>	291	97.7
<i>Yes</i>	5	1.7
By faculty?		
<i>Yes</i>	2	0.6

By staff?		
<i>Yes</i>	1	0.3
By administration?		
<i>Yes</i>	2	0.6
By student?		
<i>Yes</i>	0	0
By other?		
<i>Yes</i>	2	0.6
In the past five years, have you experienced DISCRIMINATION at Clemson based on your religious preferences?		
<i>Not sure</i>	16	5.2
<i>No</i>	267	87.5
<i>Yes</i>	22	7.2
By faculty?		
<i>Yes</i>	12	3.7
By staff?		
<i>Yes</i>	8	2.5
By administration?		
<i>Yes</i>	13	4.0
By student?		
<i>Yes</i>	6	1.8
By other?		
<i>Yes</i>	1	0.3
In the past five years, have you experienced HARASSMENT at Clemson based on your religious preferences?		
<i>Not sure</i>	15	5.0
<i>No</i>	263	86.8
<i>Yes</i>	25	8.3
By faculty?		
<i>Yes</i>	16	4.9
By staff?		
<i>Yes</i>	13	4.0
By administration?		
<i>Yes</i>	13	4.0
By student?		
<i>Yes</i>	12	3.7
By other?		
<i>Yes</i>	2	0.6
In the past five years, have you experienced DISCRIMINATION at Clemson based on your marital status?		
<i>Not sure</i>	8	2.6
<i>No</i>	283	93.4
<i>Yes</i>	12	4.0
By faculty?		
<i>Yes</i>	4	1.2
By staff?		
<i>Yes</i>	4	1.2

By administration?		
<i>Yes</i>	8	2.5
By student?		
<i>Yes</i>	1	0.3
By other?		
<i>Yes</i>	0	0
In the past five years, have you experienced HARASSMENT at Clemson based on your marital status?		
<i>Not sure</i>	3	1.0
<i>No</i>	291	97.7
<i>Yes</i>	4	1.3
By faculty?		
<i>Yes</i>	4	1.2
By staff?		
<i>Yes</i>	3	0.9
By administration?		
<i>Yes</i>	0	0
By student?		
<i>Yes</i>	1	0.3
By other?		
<i>Yes</i>	0	0
In the past five years, have you experienced DISCRIMINATION at Clemson based on your age?		
<i>Not sure</i>	9	3.0
<i>No</i>	261	86.1
<i>Yes</i>	33	10.9
By faculty?		
<i>Yes</i>	17	5.2
By staff?		
<i>Yes</i>	17	5.2
By administration?		
<i>Yes</i>	16	4.9
By student?		
<i>Yes</i>	6	1.8
By other?		
<i>Yes</i>	1	0.3
In the past five years, have you experienced HARASSMENT at Clemson based on your age?		
<i>Not sure</i>	5	1.7
<i>No</i>	281	94.0
<i>Yes</i>	13	4.3
By faculty?		
<i>Yes</i>	5	1.5
By staff?		
<i>Yes</i>	6	1.8
By administration?		
<i>Yes</i>	6	1.8

By student?		
Yes	8	2.5
By other?		
Yes	0	0
If you have experienced any discrimination or harassment described above, what form did the treatment take?		
<i>Negative statements directed toward me.</i>	40	12.3
<i>Negative statements made within my hearing range.</i>	36	11.0
<i>Being overlooked for training that could improve my performance.</i>	13	4.0
<i>Being overlooked for promotion or advancement.</i>	47	14.4
<i>Not being included in conversations or social events.</i>	30	9.2
<i>Being treated as if my opinions are not welcome.</i>	54	16.6
<i>Being treated with less courtesy or respect.</i>	59	18.1
<i>Being treated as if I am less intelligent.</i>	51	15.6
<i>Having to put up with derogatory jokes.</i>	28	8.6
<i>Not being told about opportunities for improvement or personal development.</i>	16	4.9
<i>Not being taken seriously when I raised concerns about treatment at Clemson.</i>	36	11.0
<i>Not being allowed to serve on committees or commissions at Clemson.</i>	9	2.8
<i>Not being allowed to be in a mentor program.</i>	2	0.6
<i>Other</i>	10	3.1
For the following items, indicate how important each was in your decision to become a Clemson employee. The health insurance benefits.		
<i>Not sure</i>	1	0.3
<i>Not important</i>	44	14.7
<i>Somewhat important</i>	72	24.0
<i>Important</i>	101	33.7
<i>Very important</i>	82	27.3
The annual leave policies.		
<i>Not sure</i>	1	0.3
<i>Not important</i>	85	28.8
<i>Somewhat important</i>	68	23.1
<i>Important</i>	94	31.9
<i>Very important</i>	47	15.9
Clemson's academic reputation.		
<i>Not sure</i>		
<i>Not important</i>	40	12.4
<i>Somewhat important</i>	99	30.4
<i>Important</i>	101	31.0
<i>Very important</i>	56	17.2
Clemson's athletic reputation.		
<i>Not sure</i>	3	1.0
<i>Not important</i>	207	69.2
<i>Somewhat important</i>	61	20.4
<i>Important</i>	24	8.0
<i>Very important</i>	4	1.3

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Clemson's reputation for racial tolerance.		
<i>Not sure</i>	23	7.8
<i>Not important</i>	134	45.7
<i>Somewhat important</i>	78	26.6
<i>Important</i>	54	18.4
<i>Very important</i>	4	1.4
Clemson's affirmative action policy.		
<i>Not sure</i>	21	6.4
<i>Not important</i>	168	51.5
<i>Somewhat important</i>	63	19.3
<i>Important</i>	39	12.0
<i>Very important</i>	5	1.5
Clemson's support for diversity.		
<i>Not sure</i>	18	6.1
<i>Not important</i>	136	45.8
<i>Somewhat important</i>	75	25.3
<i>Important</i>	61	20.5
<i>Very important</i>	7	2.4
Clemson's promotion of gender equality.		
<i>Not sure</i>	16	5.4
<i>Not important</i>	124	42.0
<i>Somewhat important</i>	67	22.7
<i>Important</i>	74	25.1
<i>Very important</i>	14	4.7
Clemson is close to my home/family.		
<i>Not sure</i>	3	1.0
<i>Not important</i>	115	38.7
<i>Somewhat important</i>	40	13.5
<i>Important</i>	75	25.3
<i>Very important</i>	64	21.5
I needed a job.		
<i>Not sure</i>	4	1.3
<i>Not important</i>	55	18.5
<i>Somewhat important</i>	40	13.5
<i>Important</i>	72	24.2
<i>Very important</i>	126	42.4
My friends/family members worked there.		
<i>Not sure</i>	13	4.5
<i>Not important</i>	208	71.2
<i>Somewhat important</i>	29	9.9
<i>Important</i>	23	7.9
<i>Very important</i>	19	6.5
I like the campus.		
<i>Not sure</i>	2	0.7
<i>Not important</i>	66	22.1
<i>Somewhat important</i>	86	28.9
<i>Important</i>	104	34.9
<i>Very important</i>	40	13.4
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To be around young people striving to be educated.		
<i>Not sure</i>	3	10
<i>Not important</i>	67	22.6
<i>Somewhat important</i>	72	24.3
<i>Important</i>	85	28.7
<i>Very important</i>	69	23.3
The pay was good.		
<i>Not sure</i>	18	6.2
<i>Not important</i>	66	22.6
<i>Somewhat important</i>	101	34.6
<i>Important</i>	85	29.1
<i>Very important</i>	22	7.5
Overall, Clemson is a good place to work.		
<i>Strongly Disagree</i>	11	3.7
<i>Disagree</i>	25	8.3
<i>Neutral</i>	22	7.3
<i>Agree</i>	173	57.7
<i>Strongly Agree</i>	69	23.0
The office of Human Resources does a good job of letting employees know about policies and procedures.		
<i>Strongly Disagree</i>	12	4.0
<i>Disagree</i>	34	11.4
<i>Neutral</i>	78	26.1
<i>Agree</i>	142	47.5
<i>Strongly Agree</i>	33	11.0
If I could, I would leave Clemson for another job, even if I received only the same pay and benefits that I now have with Clemson.		
<i>Strongly Disagree</i>	65	21.7
<i>Disagree</i>	102	34.0
<i>Neutral</i>	58	19.3
<i>Agree</i>	35	11.7
<i>Strongly Agree</i>	40	13.3
Employees are given many opportunities to build networks that help make working at Clemson be a positive experience.		
<i>Strongly Disagree</i>	19	6.4
<i>Disagree</i>	63	21.1
<i>Neutral</i>	95	31.9
<i>Agree</i>	102	34.2
<i>Strongly Agree</i>	19	6.4
I would recommend Clemson to others as a good place to work.		
<i>Strongly Disagree</i>	15	5.0
<i>Disagree</i>	29	9.7
<i>Neutral</i>	56	18.8
<i>Agree</i>	160	53.7
<i>Strongly Agree</i>	38	12.8

The university has a strong commitment to the growth and well-being of the staff.		
<i>Strongly Disagree</i>	42	14.0
<i>Disagree</i>	72	24.1
<i>Neutral</i>	103	34.4
<i>Agree</i>	65	21.7
<i>Strongly Agree</i>	17	5.7
I think that I have input in the university's plans for the future.		
<i>Strongly Disagree</i>	56	18.7
<i>Disagree</i>	86	28.7
<i>Neutral</i>	83	27.7
<i>Agree</i>	62	20.7
<i>Strongly Agree</i>	13	4.3
The faculty in my department treat me with respect.		
<i>Strongly Disagree</i>	5	1.7
<i>Disagree</i>	23	7.7
<i>Neutral</i>	54	18.1
<i>Agree</i>	100	33.4
<i>Strongly Agree</i>	68	22.7
<i>N/A</i>	49	16.4
The administrators in my department treat me with respect.		
<i>Strongly Disagree</i>	17	5.7
<i>Disagree</i>	28	9.3
<i>Neutral</i>	39	13.0
<i>Agree</i>	117	39.0
<i>Strongly Agree</i>	95	31.7
<i>N/A</i>	4	1.3
The students in my department treat me with respect.		
<i>Strongly Disagree</i>	0	0
<i>Disagree</i>	10	3.3
<i>Neutral</i>	33	11.0
<i>Agree</i>	117	39.1
<i>Strongly Agree</i>	95	31.8
<i>N/A</i>	44	14.7
The Faculty Senate does a good job of advocating on behalf of faculty.		
<i>Strongly Disagree</i>	19	17.1
<i>Disagree</i>	14	12.6
<i>Neutral</i>	34	30.6
<i>Agree</i>	39	35.1
<i>Strongly Agree</i>	5	4.5
In general, there is a sense of mutual respect between upper administration and faculty. (faculty only)		
<i>Strongly Disagree</i>	40	13.5
<i>Disagree</i>	62	20.9
<i>Neutral</i>	96	32.4
<i>Agree</i>	82	27.7
<i>Strongly Agree</i>	16	5.4

Western civilization and culture should be the foundation for the undergraduate curriculum. (faculty only)		
<i>Strongly Disagree</i>	17	15.5
<i>Disagree</i>	23	20.9
<i>Neutral</i>	40	36.4
<i>Agree</i>	21	19.1
<i>Strongly Agree</i>	9	8.2
My workload is... (faculty only)		
<i>Research only</i>	5	4.6
<i>Teaching only</i>	13	12.0
<i>More research but teaching included</i>	39	36.1
<i>More teaching but research included</i>	31	28.7
<i>Mainly administrative</i>	20	18.5
Does your job include any administrative responsibilities? (faculty only)		
<i>No</i>	67	61.5
<i>Yes</i>	42	38.5
Have you received any training in e-mail while at Clemson?		
<i>No</i>	159	53.7
<i>Yes</i>	137	46.3
Even if you have received some training, do you think that you need training in how to use and send e-mails?		
<i>No</i>	281	96.2
<i>Yes</i>	11	3.8
Are you a Clemson University graduate?		
<i>No</i>	206	70.3
<i>Yes</i>	87	29.7
What is your faculty rank?		
<i>Lecturer</i>	17	15.9
<i>Visiting Professor</i>	2	1.9
<i>Assistant Professor</i>	20	18.7
<i>Associate Professor</i>	25	23.4
<i>Professor</i>	40	37.4
<i>Other</i>	3	2.8
If "Other", please specify:		
<i>Post-doc</i>	1	.3
<i>Research associate</i>	1	.3
<i>Senior Lecturer</i>	1	.3
What is your sex/gender?		
<i>Male</i>	112	34.4
<i>Female</i>	174	53.4
<i>Other</i>	3	0.9
<i>No response</i>	37	11.3

What is your age?		
<i>24 or younger</i>	1	0.3
<i>25-34</i>	52	18.0
<i>35-44</i>	73	25.3
<i>45-54</i>	77	26.6
<i>55 or older</i>	86	29.8
What is your employment status?		
<i>Full-time</i>	287	97.6
<i>Part-time</i>	7	2.4
Which best describes your race/ethnicity? Check all that apply.		
<i>White</i>	265	81.3
<i>Hispanic/Latino</i>	6	1.8
<i>African American</i>	11	3.4
<i>Asian American</i>	4	1.2
<i>Native American</i>	7	2.1
<i>International</i>	3	0.9
<i>Other</i>	5	1.5
If "Other" please specify:		
<i>German American</i>	1	0.3
<i>Mixed</i>	1	0.3
<i>Terran</i>	1	0.3
<i>Various kinds of white and 2 kinds of Native American</i>	1	0.3
To whom are you sexually attracted?		
<i>Men</i>	160	57.1
<i>Women</i>	110	39.3
<i>Neither</i>	1	0.4
<i>Both</i>	9	3.2
What is your religious preference?		
<i>None</i>	57	17.5
<i>Hindu</i>	0	0
<i>Jewish</i>	4	1.2
<i>Muslim</i>	2	0.6
<i>Roman Catholic</i>	31	9.5
<i>Protestant</i>	156	47.9
<i>Other</i>	41	12.6
What is your marital status?		
<i>Single, never married</i>	42	14.4
<i>Cohabiting</i>	8	2.7
<i>Married</i>	216	74.2
<i>Divorced</i>	18	6.2
<i>Widowed</i>	3	1.0
<i>Separated</i>	4	1.4
Where were you born?		
<i>In the US</i>	273	93.8
<i>Outside the US</i>	18	6.2

How long have you worked at Clemson University?		
<i>Less than 1 year</i>	8	2.5
<i>1 to 5 years</i>	105	32.2
<i>6 to 10 years</i>	62	19.0
<i>11 to 15 years</i>	39	12.0
<i>15 to 20 years</i>	26	8.0
<i>More than 20 years</i>	54	16.6
The Staff Senate does a good job of advocating on behalf of staff.		
<i>Strongly Disagree</i>	8	4.3
<i>Disagree</i>	21	11.2
<i>Neutral</i>	77	41.2
<i>Agree</i>	70	37.4
<i>Strongly Agree</i>	11	5.9
Do you think that your performance reviews adequately reflect your efforts? (staff only)		
<i>I have not received a performance review</i>	24	12.8
<i>Not sure</i>	13	6.9
<i>No</i>	43	22.9
<i>Yes</i>	108	57.4
Do you think that your performance reviews are conducted fairly? (staff only)		
<i>I have not received a performance review</i>	21	11.4
<i>Not sure</i>	19	10.3
<i>No</i>	30	16.2
<i>Yes</i>	115	62.2
Do you think that your department/unit uses performance reviews to determine promotions? (staff only)		
<i>I have not received a performance review</i>	17	9.2
<i>Not sure</i>	49	26.5
<i>No</i>	84	45.4
<i>Yes</i>	35	18.9
Do you think that your department/unit uses performance reviews to determine pay raises when raise money is available? (staff only)		
<i>I have not received a performance review</i>	15	8.1
<i>Not sure</i>	43	23.2
<i>No</i>	77	41.6
<i>Yes</i>	50	27.0
Do you have access to e-mail at Clemson? (staff only)		
<i>No</i>	1	0.5
<i>Yes</i>	185	99.5
If you have access to e-mail at Clemson, how frequently can you access e-mail? (staff only)		
<i>Several times a day</i>	178	94.7
<i>Once a day</i>	4	2.1
<i>Not every day, but at least once a week</i>	3	1.6
<i>Other</i>	3	1.6

How do you primarily use your e-mail? (staff only)		
<i>Using your work computer that is not shared with others</i>	168	89.4
<i>Using a work computer that is shared with others</i>	13	6.9
<i>Using a computer on campus, but not one that is set aside just for your use or for use by you and your co-workers</i>	2	1.1
<i>Other</i>	5	2.7
In accessing your e-mail, do you have to go to a different building, a different work site, or some other place removed from your immediate work area? (staff only)		
<i>No</i>	179	96.2
<i>Yes</i>	7	3.8
What is the pay band for your current position? (staff only)		
<i>01- \$15,080-25,546</i>	7	4.0
<i>02- \$16,806-31,095</i>	8	4.6
<i>03- \$20,450-37,840</i>	17	9.7
<i>04- \$24,881-46,033</i>	39	22.3
<i>05- \$30,274-56,015</i>	37	21.1
<i>06- \$36,840-68,160</i>	25	14.3
<i>07- \$44,825-82,930</i>	27	15.4
<i>08- \$54,540-100,907</i>	8	4.6
<i>09- \$66,360-122,775</i>	1	0.6
<i>10- \$80,743-149,383</i>	6	3.4
What is your current annual salary/pay level? (staff only)		
<i>Less than \$20,000</i>	2	1.1
<i>\$20,001-\$25,000</i>	13	7.1
<i>\$25,001-\$30,000</i>	18	9.8
<i>\$30,001-\$35,000</i>	36	19.6
<i>\$35,001-\$40,000</i>	24	13.0
<i>\$40,001-\$45,000</i>	17	9.2
<i>\$45,001-\$50,000</i>	11	6.0
<i>\$50,001 or higher</i>	63	34.2
What is your current annual salary/pay level? (faculty)		
<i>Less than \$40,000</i>	8	7.9
<i>\$40,001-\$50,000</i>	8	7.9
<i>\$50,001-\$60,000</i>	10	9.9
<i>\$60,001-\$70,000</i>	18	17.8
<i>\$70,001-\$80,000</i>	14	13.9
<i>\$80,001-\$90,000</i>	5	5.0
<i>\$90,001-\$100,000</i>	10	9.9
<i>\$100,001 and higher</i>	28	27.7
What is the highest level of education that you have completed? (staff only)		
<i>High school degree or equivalent</i>	7	3.7
<i>Some college</i>	43	23.0
<i>Bachelor's degree</i>	66	35.3
<i>Graduate or professional degree</i>	71	38.0

What is the highest level of education that you have completed? (faculty)		
<i>Bachelor's degree</i>	1	0.9
<i>Master's degree</i>	14	13.2
<i>Professional degree (ex. J.D.)</i>	2	1.9
<i>Ph.D. or equivalent</i>	89	84.0

Appendix B. 2. Open-ended Questions

All responses are reported exactly as they were written. No responses were corrected for spelling, grammar, etc.

Faculty

If "Yes," please describe the situation (Race discrimination):

--Because the color of my skin is not dark enough, I was informed by a current administrator as well as a colleague that I "couldn't be a minority" ...

--I am Caucasian. I have never experienced discrimination directly, although I know non-White members of campus who have.

--Clemson campus is tolerant but my department is very intolerant of individuals from different cultures.

--Religion related. I am not a baptist and I have been asked to attend a baptist church by my immediate supervisor and then he wanted to know why I hadn't returned. It was very uncomfortable and inappropriate.

--I was overlooked for promotion.

If "Yes," please describe the situation (Race harassment):

--Disrespectful languages from faculty and staff.

--Other faculty have made derogatory comments.

If "Yes," please describe the situation (Sex discrimination):

--Instances of male faculty privileged over female faculty in academic situations. Many instances of older male faculty acting condescending to younger female faculty. Overhearing conversations from an older male faculty member in the office next door talking to male graduate students about women being best suited for domestic homemaking roles. Male faculty and administration making stereotypical assumptions about women. Trust me, I could go on-and-on here.

--I was told that being a single female was held against me during my hiring process.

--I am a male faculty member. I believe that opportunities were provided to female faculty with less job competence, solely because they were female.

--I am a female professor in a male-dominated field. I have not experienced overt harassment or direct discrimination, but I have felt much less accepted than my male peers and that much less of an effort has been made by my superiors to make me feel welcome in the department and make me feel like a valued part of the community.

--My Chair has shown favoritism to one male in particular in the department - and especially when it is something, a resource or assistance, of issue between that person and myself.

(Sex discrimination continued)

--I am rather sure that some of my colleagues don't want me in positions of leadership because I am a woman. I know for a fact that one of my colleagues has never been able to accept the fact that I make more than he does, even though he holds a lower rank. I believe I have been asked to do an inordinate share of service activity because of my gender. I also frequently notice that students do not address me as "Dr." even though they always address my male colleagues as "Dr." (including one individual who does not hold a doctorate). Instead they address me as "Miss," "Ms.," or "Mrs." (even though I'm not married). I also feel there's some low level of pay inequity in my department on the basis of gender, but the sample size is so small that one can't really draw conclusions with any confidence.

--It is subtle. You are not listened to, your ideas are ignored, you are "put down" as well as your ideas. I am also insulted that the administration is so insensitive that it would select the athletic mascot (sports-masculine) and the military (male) as the new academic logo. What is really sad is they do not get the masculine symbolism.

--A male lecturer in my department, with less experience teaching (we both have PhDs) consistently earns a higher salary than I do. A different male lecturer was promoted to senior lecturer, and I have not been promoted even though I have been teaching for 20 years.

--In a social setting

--Intimidation - physical threat

--It seems to me that more service work is expected and done by women in my department.

--I am only allowed to teach classes that are considered more "feminine".

If "Other," please specify (Sex discrimination):

--A Colleague

If "Yes," please describe the situation (Sex harassment):

--a faculty member at times makes sexual comments that make me feel uncomfortable - too intimate in his comments.

--In appropriate show of disrespect in and out of classroom. (But only one student truly stands out in my mind as being extraordinarily rude / disrespectful.)

--Several students have made comments regarding my physical appearance, attractiveness, etc.

--Various remarks about physical appearance from senior male faculty members; male graduate students making inappropriate comments

--during presentation for my interview -"Hey did I date you in college?" during first faculty meeting remarks about women showing up as faculty members

--Intimidation - physical threat

--Some of the male faculty look down on the female professors.

If "Yes," please describe the situation (Sexual Orientation discrimination):

--Health Insurance policy. Colleagues discriminate in their classrooms in terms of class content

--Not active discrimination, but I would not feel safe being myself (acting and dressing the way I would prefer) on this campus, or anywhere in SC for that matter.

(Sexual orientation discrimination continued)

--I have not but my gay and lesbian graduate students tell me this is quite common. I also so many staff and faculty who will not "come out" at Clemson because the atmosphere is openly hostile. I hear "gay" jokes all the time. I also hear gossip. "Did you hear that so and so is gay?" I have seen no signs of acceptance of someone who is openly gay.
--Based on harassment by same individual more than 5 years ago, resulting in continued denial of opportunities. Individual is no longer at Clemson.
--I am not invited to social activities in the department.

If "Other," please specify (Sexual Orientation Discrimination):

--Policies

If "Yes," please describe the situation (Sexual Orientation Harassment):

--See above. Graduate students tell me they experience it quite often. They say nothing, but new graduate students not to be open about their sexual orientation.
--See above.
--Faculty make negative comments within my hearing range.

If "Yes," please describe the situation (Religion Discrimination):

--Adminstrator gives higher evaluations to individuals that agree with his religous beliefs and attend his church.
--Faculty members belonging to the Christian majority and/or the same church as administrators receiving "second chances" and other opportunities not afforded to faculty members of different beliefs.
--YES! Students and faculty placing christian passages in email signatures. Faculty posting crosses on their doors, administrative assistants decorating the hallways with christmas decorations, christmas parties, christian prayers and benedictions, meetings, classes, events, scheduled during non-christian holidays - should I go on?
--People always ask what church I go to, and when I respond with the Catholic Church, they try and convert me, or tell me If I ever want to come to a good church, or just say "oh, so you're not a Christian" etc
--Yes in a way - some faculty have tended to push out those of us on the faculty who do have some kind of religious affiliation.
--This campus continues to display intolerance by continuing to pray at every public event.
--Open expression of religious views when they are applicable to the subject matter in a class is discouraged. Even to the point of people trying to stop individuals from expressing their views.
--rather not comment
--There was a christian lunch at Christmas.
--Faculty evaluation includes credit for participation in church related activities on and off campus.
--I was not allowed to take off to observe a religious holiday.

If "Yes," please describe the situation (Religious Harassment):

--in discussions, rather than be open to other ideas, i sometimes feel judgement rather than acceptance. the other party will want to argue rather than agree to disagree
--I do not express my religious preferences because that are not well-respected in the Clemson community.
--Inappropriate proselytizing, repeated to the point where I consider it bordering on harassment.
--Hearing belittling or condescending comments about traditional or fundamental Christian beliefs. These beliefs seem not to be valued by the academy.
--Not sure if this classifies as harassment, but have been asked to pray (in an obviously Christian context) numerous times in activities led by upper administration - this made several of us uncomfortable.
--This was not direct, but I have been in the presence of derogatory conversations about my religion among other faculty who were unaware of my religious beliefs
--Disrespectful comments made about Roman Catholics -- that they are not of the Christian faith. Disrespecting Muslim students -- refusing to acknowledge their presence.
--I consider it harassment every time my employer invites me to a work oriented banquet and then a prayer before the meal is offered "in Jesus name". No matter how often I complain (and I've written to Barker), it seems that every party and celebration has to have some kind of Christian invocation and no effort is made to separate church & state
--Complaints were made to the administration concerning my speech and actions by a student who lied about what took place. A memo of "reprimand" was written before talking with me. I gladly signed it because the memo directed me to limit my conduct in the way that I had! The administrator who met with me at least had the integrity to realize that I was the offended party.
--during interview and 1st faculty meeting -- suggestions that I change my religion as Catholic is not accepted in upstate Students offer to pray for me due to my religion
--Subjected to repeated references to religion that imply that I am not as worthwhile since I don't belong or wear on my sleeve my religious affiliation. Also, many people on this campus trumpet their religious views in professional communications-something which is offensive to me.
--Anti-Christian harassment
--Harassment is perhaps too strong a word, but several faculty and administrators have felt quite free to mock my religious identity. I therefore choose to keep my beliefs in the closet as it were.
--Students have made negative comments during class while I was trying to explain my religious beliefs.

If "Other," please specify (Religion harassment):

--Harassment from those in charge of rules for student organizations

If "Yes," please describe the situation (Marital status discrimination):

--As mentioned above, I was told that being single was held against me during my hiring process. I worry that it may be held against me again during the tenure process.
--This is an odd question for someone who cannot get married.
--Single faculty are expected to carry more departmental load than faculty married with children. I have not experienced this discrimination personally, but colleagues in my department have.
--I am a divorced female. I do not feel really accepted here. everything is designed for couples. I feel pressure to bring a date to many events. Maybe it is just the South. I never felt this way in the East and West.

(Marital status discrimination continued)

--I was told that I would not earn the same salary as my male counterpart because he had to support his family and I was not required to support my family (I have since divorced and so I am the sole support of my family).
--Since I am single, I'm expected to spend more time working and be more available for work.
--Some of the administration do not see me as committed to my career because I am married, and they choose someone else over me for a promotion because of it.

If "Yes," please describe the situation (Marital Status harassment):

--Repeated inquiries which could get uncomfortable at times about whether I was going to get married/have children
--I do not know if this is really harassment but I have received certain indirect comments from a few faculty members several times over the years that I do not have much of a life because I am single to the point that it has been irritating to hear. There is also this mentality at Clemson in departments that if you are a single faculty member that you are expected to take on a heavier workload than those who are married. I have been pressured to take on more service work than others at times in which some faculty will say directly to my face that I should step up to the plate to take care of that additional work because they have a family and are raising kids and do not have the time to do that. This really grinds me when I hear this. We have a few other single faculty members in our department who have encountered the same types of comments from their colleagues.
--Other faculty do not invite me to social engagements because I am married.

If "Yes," please describe the situation (Age Discrimination):

--Younger faculty are compensated at a higher rate than older faculty.
--sometimes feel differential treatment due to my youth in comparison to my department as a whole
--police and students have deferred to my age giving me quarter that they would probably not have given a younger person
--Senior faculty expect younger faculty to bow down to their wisdom and guidance even when the senior faculty have no clue how to perform research in the modern era.
--I have gotten looks from faculty who think that I am a student, when I am in fact a faculty member. I feel that some staff in other departments (not mine) do not respect younger faculty
--Students tend to be negative toward older females. Some make sexist/ageist remarks.
--I feel some of my colleagues don't want me in positions of leadership because I am a relatively young (early 40s) full professor.
--Even though I have more experience than my male counterpart, I was not given the same opportunities to teach extra sections (for additional salary) because he was closer to retirement and needed the money more (supposedly).
--My age has been questioned many times - "He is so young, are you sure he can ..."
--I was not allowed to teach a certain class because my methods were considered outdated.

If "Yes," please describe the situation (Age harassment):

- In appropriate show of disrespect in and out of classroom.
- Similarly, there is an expectation for young faculty to abide patronizing "guidance" from senior faculty.
- Students often make derogatory comments.

Other treatment not listed:

- be treated special and deferential because of my age and station, which made me feel good and light hearted
- My comments at faculty meetings beign dismissed, but when a senior faculty memembr brings up the exact same idea later, it is considered and discussed with respect.
- Not being taken as seriously as I believe I deserve to be taken.
- Being subjected to Christian prayer and religious celebration in my department to the exclusion of all other religions and cultures.
- Having professional development opportunity approved in writing and then revoked without explanation.
- I was considered guilty without being given a chance to give my side. I was pronouced guilty because I was accused. I was then found to be in the right but no real action was taken to correct it.
- Overall tense atmosphere at work, always waiting for the next negative event and feeling helpless
- Having one feel that one should spend time becoming involved in church activities.

In the past five years, have you experienced other unfair treatment at Clemson based on an attribute not listed above? If so, please describe:

- In one teaching evaluation, I had a student state that other students should not take my classes because I was a "yankee".
- Lecturers are treated like second-class citizens in my department.
- Nepotism is a significant problem. Often hiring family members gets Clemson good employees but we see way to many "dead wood" employees who are here just because they are related to X.
- Job "category" issues. "Just" a lecturer. Neither faculty nor staff nor student.
- other than by parking police and bureaucrats in parking services? no.
- NO
- I experience constant discrimination as a result of my teaching-oriented, non-tenure-track faculty status. Even though I have a Ph.D. in my discipline from a highly-rated institution, many years of relevent industrial experience, and an excellent teaching record spanning more than a decade, my pay is lower, my work assignments are less flexible, and my job is significantly less stable than those of my research-oriented colleagues. I'm not considered a member of the "regular faculty," and I am therefore excluded from participating in faculty governance. I cannot vote in elections in my department or college, and I cannot serve on committees or on the faculty senate. Even if I remain at Clemson for my entire career and compile an impressive list of teaching-related accomplishments, I will not be eligible to be considered a member of the emeritus faculty. In short, I am a second-class member of the faculty, and I most certainly do **not** feel at home here.

(Other attribute continued)

--My department chair harassed me by yelling at me 'agree with me; agree with me' He was yelling, I answered politely and in a normal voice that I did as I was told, but I did not agree with him. After 20 minutes of this, he stood up and threw the stack of papers we were to discuss, threw them at me. There was a witness in the room, he was tenure-track so he stared at his shoe laces. My chair wrote a letter to his file he was disappointed in his behaviour but 'we all know that our department faculty meetings always have shouting matches...' notice the use of the word shouting matches; it was a one way shout ... This was several years ago; that chair is no longer here, but he succeeded in dismantling my standing here at the university. The omnibudsman was no help and I am sorry I did not file a harassment suit or something. Everyone thought I had done something to provoke this individual; no one had seen him raise his voice. The whole situation was pathetic. Too late to do anything now, but I still carry the stigma from something I did not do.

--As a lecturer, I am VERY limited on committees and similar types of events. A lecturer with many years of experience should be able to serve their university.

--YES. I am overweight, and my department head has made an issue of this repeatedly. If I was a male, I feel he would not have said anything, but he implied that I looked unprofessional and that people in my field wouldn't take me seriously because of my size... I should have filed complaints but I was too embarrassed to make a big deal of it.

--This survey focuses on legally recognized forms of discrimination -- there are other reasons for which individuals are discriminated against. Overall Clemson University is a very positive campus except within some department. My negative experiences are from within my department. There is a small group of faculty who are VERY disrespectful of faculty who do not allow them to have their way. The Department Head has joined this movement. He frequently does not include faculty who have challenged the group. The group is allowed to make false statements and the Department Head reacts in evaluations -- never once has the Department Head required evidence. This situation is very harmful to the university as it is decreasing productivity, harming morale, and is simply wrong. Clemson needs to have in a place a way to prevent discrimination from more than the legally recognized forms.

--I am in a contingent faculty position and have had numerous experiences where my 'voice' is not taken seriously, not promoted (as in gaining access to media outlets of my work), not being allowed to serve on certain faculty governance issues and have been treated as if I am less intelligent or my ideas/work aren't as valid as tenured faculty.

--Salary increases - always seems to be funding for higher administration but not for lower levels or support staff.

--Shortly after being hired, I was told that it was a good thing that I'm not a republican. Perhaps he was kidding, but the message is clear. Conservative Christians and political conservatives are not acceptable colleagues.

--Some of the faculty also ostracize me because I was not raised in the South.

Please share your comments or observations about diversity at Clemson, but please DO NOT MENTION ANY NAMES.

--i think it is a work in progress and the awareness/training helps to keep it a priority

--I think diversity is important, but I think that Clemson almost takes it (training for diversity awareness) farther than necessary. Most individuals who are causing the problems, are not the ones who would attend training.

(Diversity observations continued)

--Although I have not experienced discrimination, I feel awkward on campus. It is a subtle feeling. It's not overt but just a general sense that diversity is not really embraced. We do a terrible job at recruiting students and faculty from diverse backgrounds. Diversity is usually translated to African American issues and less to Hispanic or Asian issues. This is a very conservative university in opinions and in religious beliefs. There is a very thin line between "church and state". I am generally uncomfortable with the "southern" perspective at Clemson. The history of South Carolina and founding fathers of the campus are disturbing.

--While interracial socializing is much better than when I was in college, when I go to Fike there are still basically all black and all white teams playing intermurals. There is still way too much racial graffiti in the bathrooms on campus. It is embarrassing and yet never seems to be taken care of.

--Seems to be a very open place

--I believe that the "old white boy" network at Clemson is strong amongst older faculty members and administrators. I assumed that I would encounter this somewhat (taking a job in a rural community in the American South) but was a little surprised at the extent of the misogyny. I hope that, as older faculty members retire, this will begin to change. Many on campus are intolerant of individuals not part of the Christian majority and make assumptions that frequent prayer and the reading of scriptures are appropriate in the workplace.

--There are far too few people of color in the faculty and student body and too few women being promoted up the tenure track. More active recruitment could solve this.

--I see efforts to improve upon the situation, but there is overarching conservatism which impacts views on diversity.

--Clemson administration does an excellent job of promoting diversity, but the students do not seem to appreciate it or embrace diversity.

--I don't see a problem at Clemson.

--I think the University tries in many respects to promote racial ethnic diversity awareness but other forms of difference are ignored. I also think the religious climate on this campus is hostile to religious minorities in the sense that events (from departmental meetings to campus-wide events) are planned without any attention to non-Christian holidays. I

--Some Clemson administrators seem to think that it takes a certain surname or skin color to qualify one as a minority. When Associate Deans feel free to comment on who is, who is not, a minority - i.e., look at you, you really aren't XX - then something is wrong with how administrators are trained. In particular, something is wrong when those administrators continue to earn promotions.

--Clemson is not a particularly diverse campus, but I do not believe that that is due to lack of effort to promote diversity. I think that it is based more upon geographical location and the educational areas that are primarily stressed here. Clemson does a lot to promote diversity.

--I think the climate is overall positive; however, students don't always seem to understand or appreciate the meaning and significance of diversity. Most laugh it off. I think we could do a better job of educating them about the purpose of diversity to create an even more welcoming environment.

--Clemson is a pretty easy place to live & work if you fit into the "mainstream". I feel that most of my encounters could have happened anywhere - but I also belong to the majority in most senses. I would not want to have an alternative lifestyle here nor would I ever want to live here if I was of another race or different religious background.

--no comments

(Diversity observations continued)

--Lecturers are valuable members of this campus. Clemson could not afford to pay the salaries of faculty if they all faculty were PhDs. The students couldn't afford the tuition either. To leave lecturers out of the essential workings of the university is not helping the campus.

--I have heard students make comments such as "fag," "queer," "homo" in regards to some people in the theatre building. Very recently, I heard this comment in response to the University's theatrical production of RENT: "I was just being funny before the show and said to my friend, 'I hope there is a tranny in this play.' And I almost died when there was a tranny."

--There are individuals who are still living in the dark ages and need to be enlightened!!!

--The University seems to be very diverse and accepting of diversity. I'm not sure I see the benefits of all this diversity, though. I have several foreign TAs in my courses. They do a good job, and I'd be delighted to have all of them next semester, but language difficulties and cultural differences are always there, always an additional problem.

--Hiring practices, especially for administrators, seem to favor 'diverse' candidates over better qualified 'non-diverse' candidates. With faculty hiring, it seems more merit-based. 'Diversity' should be a factor only when considering candidates of equal merit.

--Coming from a university with a wide range of ethnic, religious, and socioeconomic diversity, it amazes me how homogeneous my students here appear to be (I teach freshman engineers). I do not think that the University's goal of "improving" the standard measures of admissions and increasing in the rankings is necessarily congruent with increasing diversity--the two are not mutually exclusive, but efforts are being diverted into making Clemson a more exclusive university.

--In my view, the main problem with diversity at Clemson is the homogeneity of the undergraduate student body, especially from a religious perspective. Consequently, the campus culture simply assumes that everyone is Christian, and the administration allows this assumption to creep into campus life, without question. I have never lived in a place before where everyone just assumes you are Christian, and if you are not, you are viewed almost as a heretic. In the long term, the only way around this is to recruit students with broader life experiences. It will be a great day at Clemson when the athletic coaches no longer assume that all of their players are baptists.

--In the 20 years I have worked here there has been a marked improvement in the recognition of diversity and efforts to make all groups feel welcome.

--There is an anti-North sentiment among some Clemson undergraduates. I have been told by several students from the North that they feel unwelcome and unwanted at Clemson. Additionally, there is talk about diversity at the top, but there is little funding for programs that would increase diversity at Clemson or help diverse students persist at Clemson.

--It is not diverse at all. Especially in terms of sexual orientation and religion. If you are not a straight Christian, you are not accepted. Also, I feel a lot of the American students are uncomfortable with international students

--We need to be sure that diversity means more than just blacks or whites or just counts of enrollments and numbers of employees by race and ethnicity. I think that upper-level CU administrators have very successfully gotten past that, but I am fairly certain that most mid-level supervisors and some faculty have not. I find some older white males - on the faculty tend to talk a good line, but underneath they are very socially delayed when it comes to authentically embracing true diversity.

--lots of rhetoric, little resources

--Clemson should do more with diversity.

(Diversity observations continued)

--I do not believe Clemson creates an environment in which diversity is truly valued. I do not feel that the "old boys' network" is breakable at this stage, despite the presence of a few women in top leadership positions.

--Clemson is an overtly Christian campus openly unfriendly to non-Christians. When concerns are raised, "complainers" are generally treated as though they are "ACLU commies" out to ruin everyone else's good time -- not thought to have any legitimate concern. Working at Clemson is excruciating from November through December, especially in my EXTREMELY Christmas-y department. I am more and more unhappy and depressed each year about this.

--I find this campus to be very provincial. There is a very narrow range of behavior and dress that is acceptable. In general the administration is intolerant of women's issues. They seem to think if you appoint a few women administrators then everything is fine. I find that the administration here really does not understand when they have created an environment that says women are second class around here. The new academic logo is a perfect example of that. The campus-students, staff, faculty and administration are intolerant of gays, lesbians, and trans-gendered. It feels like the 1950's around here.

--Clemson University is a very positive environment. Problems occur in individual departments and it is within these small subsets that this problem needs to be addressed.

--We talk a lot, but we don't do anything. Even a simple fix, like not assuming that all Clemson employees are Christians, seems to be beyond the reach of many in administration.

--Faculty think they know everything about diversity and do not realize how deeply institutional arrangements in their areas support discrimination. Very hard to reach. Staff around campus much more aware that they and their units can benefit from training, though there are areas like disability, lgbt, cultural that are difficult. Recession: The administration (as you know) dismantled the existing, close-knit diversity office and faculty/staff/grad student team that worked on a volunteer basis. Probably diversity should not be under Student Affairs only, agreed, but much damage done for a measly \$1500 / year NCBI membership fee. Full disclosure: I'm one of the volunteer trainers.

--Students, especially those in some technical fields, are able to maintain xenophobic and discriminatory beliefs and attitudes without a great deal of challenge, provided they do not overtly practice discrimination. I think the campus tries to address this, but sometimes without success.

--Many people at Clemson only really accept people who are like themselves. We do not encourage students and faculty to really think through and consider the evidence for things that are contrary to the majority opinion. We limit speech because we are afraid of new and different things and of law suits. We are very much like the politically correct society as a whole.

--I spend a lot of time in South America and am comfortable being bicultural. I think that makes me aware of differences and accepting, yet I imagine there are instances in which I am not as understanding of diversity as I should be.

--The administration pays lip service to diversity but does not actually support it in a meaningful way

(Diversity observations continued)

--There is a serious problem with diversity on campus. Very few of our students are culturally competent and many of them are locked into their own worldviews to the exclusion of other people and ideas. Many faculty members are also poorly prepared to think about and handle diversity issues. I have seen and read numerous statements from faculty that are derogatory toward local people or other faculty members. I have had students and colleagues come to me with stories of sexual discrimination, racial discrimination and religious discrimination. In these instances, the perpetrators were either faculty (including shocking case in administration), graduate students, undergrads or staff.

--I actually believe there is lack of equal treatment for white males. I've seen significantly more qualified white males overlooked for jobs in lieu of hiring someone else to fulfill a diversity requirement. I believe people (staff and faculty) are hired based as much on political connections to others at Clemson rather than their own merits. I also feel that students are not very accepting of others from different financial backgrounds.

--I experience the culture at Clemson as one that is still so deeply entrenched in a white, male, heterosexual, Christian model that we have not yet even begun to deal realistically with issues of diversity. The "minority" groups are so small and so far outside the mainstream of the campus culture that they are still, essentially, invisible. Until a larger percentage of the campus community is non-white, non-Christian, and non-straight, we won't really be able to alter the climate. Also, this means that rates of discriminatory treatment are artificially suppressed because minority group members are so invisible.

--Not sure that sexual discrimination (in salary, workloads etc.) is taken very seriously; not sure sexual harassment is taken very seriously. Think Access and Equity Office is more interested in race.

--It seems as though the good old boy network is at work here. There is a feeling that you are being "tolerated" but your comments are not being taken seriously.

--We spend way too much money on people claiming competence to talk about the subject

--It's my own personal opinion that emphasizing diversity doesn't help bring unity. I firmly believe in respecting others, which includes their "diversity" (individuality?), but I would prefer to see more emphasis placed on what we all have in common rather than how we are all different.

--"International" or "Global" are catch words and not well understood by the administration, yet, there is no inclusion and integration of people with diverse backgrounds, various groups exist side by side with limited interaction other than their own initiatives.

--Spousal hiring is still a problem that limits diversity on campus. For many years our department has sought to diversify the faculty. However, on several occasions this would have meant that a spouse, whose interests/abilities did not exactly match a need in another department, would need to be hired. Without fail, the upper administration was NOT helpful with spousal hires! For a department to be willing to hire someone doing research in an area that is not in line with their departmental goals would require the department to be given an extra faculty/researcher slot. If diversity is truly important then some compromises on spousal hiring must be made and necessary funding for spousal hires (and extra faculty slots) must come from colleges or the provost directly. It is possible to diversify the faculty without spousal hiring policies, but it takes longer to achieve the goal. As with many other things, if you want to diversify the faculty sooner it is going to cost more money.

(Diversity observations continued)

--The emphasis on diversity at Clemson is focused on racial diversity. This is a good thing to work on, and we have a lot of room to improve. But political and religious diversity is important as well and there is very little effort to make those with underrepresented political/religious views welcome on campus. Political/religious conservatism may be mainstream in SC, but it certainly isn't on campus.
--Large steps need to be taken before Clemson can consider itself "diverse".

In your opinion, what should Clemson do to reduce unfair or discriminatory behavior and treatment? Please DO NOT MENTION ANY NAMES.

--continue as they are presently doing - make us aware but don't overwhelm with too much attention.
--Embracing diversity must come from the top -- the administration must lead by example. The office of diversity must do more to reach out to the faculty and students.
--Can't think of anything
--Be cognizant of the fact that discrimination against women (particularly younger female faculty) is present on the Clemson campus and continue to think thoughtfully about how changes can be made in this area. Strongly recruit faculty and students from underrepresented minorities. Provide benefits to same-sex partners of gay and lesbian faculty and staff so that we might recruit more LGBT employees to the campus.
--Emphasize cross-cultural education not only in the classroom, but in the dorms, in on-campus events, wherever possible.
--Remember that diversity should include ALL views, not merely those which have traditionally been excluded. Encourage faculty to maintain respect for "mainstream" beliefs and values while encouraging respect for diverse beliefs and values.
--The only way to NOT discriminate on the various things in this survey plus family connections is TO discriminate based on performance. We still have a long way to go in that regard. No EPMS system is perfect, but ours still encourages supervisors to just slack off and put "exceeds" on everything.
--I think the university does as good a job as possible given that some people are always going to imagine they are picked on or harrassed.
--Take a stand - fight for domestic partner benefits for your gay/lesbian employees.
--Training No tolerance policy that results in the demotion of administrators who quietly demean others - esp. behind closed doors - which happens a fair amount. I've been stunned by how many quiet meetings on recruitment that I've attended, where the objective has been stated to go out and hire a minority ... and you know it is lip service ... and the statement is made that there aren't any qualified minorities out there ... When, in fact, some of the very best assistant professors in the country, in my discipline, are minorities ...
--I think that Clemson is already adequately addressing unfair and discriminatory behavior.

(What can Clemson do? continued)

--It's actually somewhat difficult since I believe a lot of the issues belong to the larger SC community/environment rather than Clemson campus specifically. I know that the tendency to deal with these types of issues also goes to "diversity training", but I'm of the opinion that "training" doesn't often have as much of an impact as immersion in culture. And Clemson lacks culture in general. I have commented many times that Clemson lacks "soul". This is exemplified in the white bread cookie cutter restaurants, shops, and strip malls downtown. Embracing the arts & food in a more systematic way may allow for people to gain better understanding/appreciation of other cultures/lifestyles.

--Create teaching-oriented, tenure track faculty positions with salaries and privileges equal to those of the conventional (research-oriented) faculty positions.

--no comments

--Develop a system of lecturer ranks that at some reasonable point of teaching allows lecturers the opportunity to serve on committees and contribute to the campus.

--I don't know what the University can do ... if it can do anything ... such behavior is so ingrained and learned ... I don't know how to combat it outside of punishment, fines, etc. And I'm not sure how that would be monitored or applied.

--Let students and faculty and staff know where they can go to discuss such matters confidentially and without penalty- I had no idea what to do when I felt I was treated unfairly.

--Make it clear that 'merit' is the primary consideration in hiring. Otherwise people are put in positions where subordinates believe they were hired for 'diversity' reasons rather than 'merit'.

--Recruit students with broader life experience, especially religious experience.

--Clemson does a pretty good job (e.g. One Clemson, Safe Zone, etc), but many members of our society are hopeless bigotted, often based on religious zealotry.

--I do think it is quite unfortunate that budget cuts have eliminated the NCBI team and their workshops on campus. That has been a major factor in spreading diversity education to the campus. I am also concerned that many of the athletic teams have conservative Christian "chaplains." I think this is coercive of both non-conservative Christians and those of other faiths or no religious preference. When coaches so obviously prefer one particular religious group, there is a perception and a distinct possibility (even if unconscious) of discrimination.

--Clemson could put a diversity statement on its homepage. Sends the message that Clemson is inclusive and welcomes all peoples.

--I don't think they can do anything, it's a symptom of the state in general

--Upper administration and the Staff Senate (definitely not the Faculty Senate) have it together here. I think that one place where things could change and make more people receptive to true diversity is to stop any training that prompts defensiveness. It would be helpful to double the efforts to focus on cultural competence of everyone. Not just whites, everyone.

--The usual - make people more aware that even casual comments about someone's race, ethnicity, or gender could be taken as or could have negative implications; be careful how these topics are approached

--I wish I knew. I guess it's just a matter of generational replacement over time.

--Either become a private school or ACT like a public institution.

--It would be nice to see some action at the top that indicates some one really understands what it means to embrace diversity. Those who have never worked anywhere but Clemson tend to think everything is fine. But if you have worked in the East or West you know this campus has a long ways to go.

(What can Clemson do? continued)

--Annual evaluations are very unfair. Some departments need to be audited and faculty given an opportunity to share their concerns in a safe, confidential environment.

--Offer some diversity training targeted to Fundamentalist Christians, who seem to be the worst offenders as far as assuming that all Clemson employees and students should follow their beliefs. I know they are out there praying for me as I write, but if they'd stop asking me to pray at University functions, I'd be much more comfortable.

--As a lecturer, I do not feel like I am respected for my work at the university. We never are given merit raises and are under the constant stress of potential job loss. The lecturers are the first to be suggested to be cut when the university runs into financial difficulties. The lecturers are under the department chair so the chair may be very supportive (as our department chair is now) or discriminatory (as a previous chair behaved) and there is no one to turn to if I feel like I am being discriminated against because I am basically told that I should be thankful to have a position.

--Look at someplace like Emory, that studied its own historical problems and as a result has in place a policy that extends throughout, even to asking outside referees for applicants to their graduate programs to estimate the applicants' ability to work with people of diverse backgrounds. FYI, one of Emory's recently retired diversity staff lives in Anderson.

--I think the campus is doing a good job of addressing this through modeling of appropriate behavior and through campus intercultural events. However, students continue to be influenced by broader social attitudes and institutions that continue to encourage racist and xenophobic beliefs.

--Most students are above 18 years of age and should be treated as adults. That means all of the rights under our constitution and the liabilities of breaking the law are theirs. The administration must stop all plans of controlling speech of any type.

--I think the problem is that those of us who spend time in 2 or more cultures believe we understand diversity but I am not sure if that is true.

--Require cultural competence training throughout—faculty, students and particularly staff.

--I think this will take a long time to change. It must begin with administration and their hiring decisions and policies. I don't think workshops or meetings will be very effective. It needs to begin from the top down and be handled more effectively on a one-on-one basis.

--The campus needs to address, in a serious way, its failure to make safe space for people who are different. Why, for example, do we still have buildings named after ardent segregationists? The Gantt Intercultural Center is a nice start but it is basically a catch all place. Yet, we seem to think we can point to it and claim we are doing something to address diversity. We do not do enough to aggressively recruit a diverse faculty or student body. We do not offer robust programs in the arts, humanities, and social sciences that would bring challenging ideas to campus. We are still trying to be the "old" Clemson while claiming all of the benefits of being a top-20 university. We can't have both. If we want the rest of the world to take our claims of openness seriously we have to make clear breaks with the past and cultivate a more vibrant, questioning, and controversial campus climate.

--1. Do not promote global warming programs at Clemson as if global warming is fact. Global warming is only a theory, and thousands of scientists do not believe it. Faculty with these beliefs should not be harassed. 2. There should be no double standard for religious vs nonreligious student organizations. They should not be required to adopt policies contrary to their religious beliefs, and they should have the same opportunities for access and everything else the university has to offer.

(What can Clemson do? continued)

--Take our comments seriously. Put resources towards recruiting women and minorities and then put them in positions of authority.
--close the "affirmative action" and associated racist/sexist offices on campus
--I don't see that we have any - people go out of their way to be politically correct, especially on anything that falls in the secular progressive camp.
--Send every student abroad (to a non-English speaking country).
--I do not feel that any significant discrimination is occurring on campus, but I must admit that the color of my skin and gender may limit how much I am exposed to discrimination on campus.
--We have made great strides in making academia a more inviting place for women and african americans, but we still have a long way to go. We have done a terrible job of making sure that those of us (and students) with minority political or religious views are treated respectfully.
--I think the administration should put better policies in place, and be sure to enforce them.

Staff

If "Yes," please describe the situation (race discrimination):

--(I'm white--white people generally don't face much discrimination here.)
--A comment made to me , i would call it discrimination
--Discrimination based on social status & gender.
--I have seen reverse discrimination.....I am white and a new co-worker (Black Female) came in from another department at CU. Even thou she did not have ANY qualification for the job....she was given the job. I had been doing the job, even thou it was NOT under my job duties since Oct 2008. I was not offered to opportunity to move up within the department.....But I am still doing the job even at a lower pay than she....which is not fair....It still not on my job duties nor description.
--I think there is a "good ole boy" environment on campus.
--I was never in line for any money even before budget cuts. Dispite the fact that my EPMS scores were E's. Co-workers all around me got raises. All I ever got were feeble excuses. All scut work was assigned to me. Grocery shopping, gift wrapping sign making, even housekeeping. That's all I was good for. Despite my qualifications.
--I was overlooked for promotion.
--National Origin Age Discrimination
--No Comment
--not receiving a job because I'm white and it was overed to a black person with less experience.
--Passed over for a job because of being caucasian.
--sex
--Supervisor minimizes points of view of most women. Relegate us to positions where he does not have to interact with us unless absolutely necessary - unless of course he hired the woman.
--They were looking for a "latin" subject for an advertisement, and I did not look "latin" enough because I am white.

If "Other," please specify (race discrimination):
--human resources

If "Yes," please describe the situation (race harassment):

--EPMS and job retaliatory actions. Kept down, denied promotions, jobs, raises
--I was picked on, ridiculed, spied on and joked about. Even in my presence! This was from a director who referred to ethnic groups as "you people".
--Inappropriate jokes and statements made about people of other ethnicity or race to me by coworkers. Not directed at me, but still offensive to me
--Most of the faculty, staff, and students here are white. I doubt that many white people face discrimination at this institution or in this part of the country.
--No Comment
--Students make negative comments in my presence.
--Verbal communication and referring to my skin color.

If "Yes," please describe the situation (sex discrimination):

--Because I am a woman I am expected to perform traditional female roles by some.
--boss
--hiring of a position
--I am a male, and you know that most sex discrimination is against women.
--I am expected to do certain tasks because I am a woman.
--I was told opportunities available to another gender were not available to me. Also been discriminated in terms of compensation based on my gender.
--I'm not sure if I'm a direct victim of this or not, but there is quite a bit of gender bias at Clemson. For instance, when the crisis task forces were put together to look at the budget issues, not a single female was chosen to lead them. While I'm sure this was not intentional, it is a pattern that is troublesome at Clemson.
--In the past few years, I have felt because I am a woman that my ideas were not listened to or considered.
--It's hard to describe without giving you my identity, which I am not willing to do. But overall, in my area, the assumption is that "men have families to take care of and women are working for 'extra' money." I've seen women with higher performance ratings awarded much lower salary increases than males with lower performance ratings, for the same job, and when they are at similar points within the job's pay band.
--lower pay salary than man hired at same time with same experience
--Males in same job classification and with less education receive more pay.
--Passed over for a job because of being male.
--Still feel men and women are not treated equally in pay or job responsibilities

If "Yes," please describe the situation (sex harassment):

--Comments on my physical appearance.
--dirty jokes being told by a manager using explicit and foul language. Personal experience being described by the same manager using foul and graphic language
--I can't describe this without identifying myself.
--I have been shouted at whistled at and been on the receiving end of kissing sounds shouted in my direction.
--I haven't, but I've watched (and tried to intervene) in sexual harassment of female students. Many of the male students seem completely oblivious to the way they treat and talk about the female students as objects.

(Sex harassment continued)

--In appropriate hug and comments from former supervisor who was faculty member, and has left the university; inappropriate tone and looks by faculty member who is expected to leave the university. The number of incidents was few.

--N/A

--People make catcalls.

--received unwanted and unsolicited affection from a superior; even after I asked him to stop.

--Routinely hear sexually charged comments

If "Other," please specify (sex harassment):

--Local high school students

If "Yes," please describe the situation (sexual orientation discrimination):

--Being hetero, like being white, means I probably will never face sexual orientation discrimination at Clemson. Like the question about racial discrimination, though, I think it's important to recognize that just because people in the dominant groups don't experience it doesn't mean it isn't a problem.

--I was overlooked for promotion.

--Lack of benefits to domestic partners

--not allowed partner benefits for insurance,

--Yes, in conjunction with below, Police Officer tried to deny my rights as a citizen to even have lunch at dining places both on-campus and off-campus and also tried to deny my entry to the workplace each morning to the office and when I left to go home at the end of each day. This problem has since been resolved. But the Officer had a severe problem where he did not want me working here, but was trying to run me off by illegal means since he had no grounds to do anything in any official capacity.

If "Other," please specify (sexual orientation discrimination):

--Police Officer

--university policy

If "Yes," please describe the situation (sexual orientation harassment):

--but I am luck, as I'm straight; I know LGBT persons who have faced harassment, when the LGBT person left the room. I have not experienced it, but I have seen it.

--I was not allowed to bring my partner to a social function.

(Sexual orientation harassment continued)

--My christian values regarding sexual orientation have been under attack as not being part of religious diversity. Christian values seem to be devalued if they point out that anothers values may be wrong if viewed from a Biblical standpoint. As a christian I believe we all have a free will and all are to be loved but we can't throw our beliefs of right and wrong away in the name of diversity. We believe the consequences are too great to ignore wrong behavior without warning individuals of it. If we did nothing then we definitely would not care for the persons involved. It is still their choice not to change but we are not involved in so called hate speech for pointing out our beliefs and letting other know them so they can make a decision. Thanks for your time and careful consideration of my viewpoint, millions of others, and the Bible.

--Police Officer learned of my sexual orientation and launched a 3-month campaign of illegal harassment against me on almost a daily basis. Problem has since been resolved and I was allowed to continue working. Officer had some kind of severe problem that he could not get over and he may have been asked to leave due to that, plus he violated current university harrassment policies on top of behavior that was unbecoming of an officer.

If "Other," please specify (sexual orientation harassment):

--Police Officer
--visitors to campus

If "Yes," please describe the situation (religion discrimination):

--Have administrators that openly preach religion and makes others uncomfortable
--Having a professor talk down to me because I did not believe the Darwin Theroy.
--I am Jewish and a lot of people joke about that - even staff.
--i ANSWERED YES ONLY TO MAKE THE OBSERVATION REGARDING THE PERVASIVE ACCEPTANCE OF CHRISTIAN PRAYER IN CAMPUS SETTINGS. IF YOU KEEP YOUR HEAD DOWN AND SAY AMEN AT THE END YOU'RE OKAY!
--I believe that praying at university functions is a form of discrimination. You see this at football games, luncheons, etc around campus and I am uncomfortable with this. We are a public institution and as such, religion should not be brought into situations.
--I keep my religion (or lack thereof) to myself.
--I was not allowed to request off on a religious holiday.
--Many of the faculty at Clemson are not completely tolerant of strong Christian values and beliefs.
--Perhaps not discrimination, but pressure amongst staff to be more religious (religious talk, emails, etc.)
--Several times I have been made to feel like I should not share my thoughts on issues because I Christian. It seems many discount your thoughts on issues just because they believe you have a Christian bias.
--The prevailing spirit for the CU senior admin is "do not talk about or profess God, Jesus or The Holy Spirit as the only option for worship" even though They are the only True answer to all of our issues and problems in life. As Jesus said, "I am the way, the truth and the life and no one comes to the Father except through me."

If "Other," please specify (religion discrimination):

--THE SANCTIONING IS IMPLICIT THROUGHOUT CAMPUS

If "Yes," please describe the situation (religion harassment):

--Faculty exclaiming how Christianity is essentially an eccentric belief system and implying that those who are Christians are less intelligent for having those beliefs.

--Four times there have been intimidating and/or uncomfortable situations within my environment in regards to religious diversity acceptance: 1) Upon first arriving to Clemson this summer, the first question I was asked was, "so what kind of church do you attend?" 2) there was an internal naming of a student affairs bucket. Most of the names mentioned were Biblical - I remember the names of ex: "Exodus" and "the Ark". I talked to my supervisor, who supported me in writing to person in charge, suggesting a non-religiously affiliated name might be more welcoming. They did settle on a religiously affiliated name, but it is due to the arrangements of the initials of the departments within that name. The reasons, internally, make sense; I still wonder at what the connotation is/would be to those outside the bucket if they did not have the background. 3) When I talked about the lack of Jewish/other custom representation at the Student Affairs Winter Banquet, as they were singing Christmas Caroles, someone asked if I wasn't Christian. When I explained I was, but that I would have appreciated seeing things from other cultures, I was told, "Why do you care? You are Christian, so let us Christians have our moment. If someone from another religion wants to do whatever, then let them worry about it." Perhaps I should have stayed quiet, but I was hoping to hear the dreidel song or Hava Nagila and was a little disappointed. I didn't quite anticipate the 'us and them - which are you' vibe I received. 4) I was in a class this semester, and a student said that the US is a protestant nation. I said, "I would challenge you on that point; why do you think the US is a protestant nation, especially as we do not have a national religion?" The student said, "the people left England for religious freedom to come be protestant.." I understand that this student needs a history lesson, but it still felt more like a personal attack than the typical "I'm a student in a learning moment, and this is uncomfortable for me so I don't like you." I then checked with another staff member and was told, "Yeah, in some parts around here, they are raised to believe Catholics are like a cult, so some of our students think that, too." I was surprised, to say the least. While these are only 4 instances, based upon my speaking up for non Christian friends, people now look to me whenever there is a diversity moment or opportunity because, "that's [my] thing" now, I guess. I'll own it and be proud of it, but it does impact me regularly; I'm not sure it this equates with your definition of harassment, though.

--Having comedians on campus with their act being called "In God we rust" is very offensive to my beliefs and my personal experience that trust in God is the only thing that can save us. It concerns me that in the name of diversity so many young adults are being led away from the christian values that they may have grown up with.

--I am Jewish and a lot of people joke about that - even staff.

--I've been in meetings where Christian prayers were said before business started. I have received countless emails where the senders (university staff) put a passage from the Bible or a homily about God in the signature line. It really upsets me that employees of a state institution are allowed to do that -- I don't imagine a Muslim or an athiest would get away with doing that for every long, with "Praise be to Allah" or "There is no God".

(Religion harassment continued)

--I've been repeatedly stopped on the sidewalk, asked if I've been saved, witnessed to, and asked if I am pro-life. I am not a religious person, but it is far too inconvenient to reveal this fact to the zealots around campus. It leads to protracted sermonizing.

--In the name of diversity I was pressured in a required sexual orientation diversity training session to express views counter to my religious beliefs.

--Many of the faculty at Clemson are not completely tolerant of strong Christian values and beliefs.

--Passing comments about my not being able to attend social events due to my church activities and not being a social drinker. There was also a complaint made to the Dept. Chair about my having a New Testament on my desk top.

--People make negative comments within my hearing range.

--There is an assumption that people are Christian at Clemson that is worrisome, but unlike race and gender, most people who vary from the expectation can keep their religious preferences to themselves.

If "Other," please specify (religion harassment):

--Pro-life Activists

If "Yes," please describe the situation (marital status discrimination):

--I believe I am limited from my advancement because supervisors may see co-workers needing it more since my spouse is a professor

--I was not allowed to schedule my work hours around my husband's hours.

--No equal rights for domestic partners, national, state, or on campus. (benefits)

--Often there were times I felt like I was expected to stay later at the office, adapt to a different work schedule, or perform certain work related tasks (errands, especially) because I wasn't married with a family. To others, it seemed, since I wasn't married, that I was afforded more free or spare time because I didn't have a spouse or family to rush home to. I'm not sure if this completely fits the definition, but I feel like it does.

If "Yes," please describe the situation (marital status harassment):

--People do not take me seriously because I am not "settled".

--This was the second question I was asked after being hired and introduced around, "So, who are you married to?" When I replied I wasn't married, they were kind of shocked I still came to Clemson. (It was actually kind of funny.)

If "Yes," please describe the situation (age discrimination):

--As a very young member of the staff sometimes it is hard to be taken as serious as older members.

--boss used to treat me as a lot younger than I am until she found out my real age. I was 30-thought I was only 25.

(Age discrimination continued)

--Denied promotions, pay raises, etc.
--I am a non-traditional Clemson student... it's very common for students to avoid me like the plague when it comes to group work. Very few students want to work with the token "old person" in class.
--I felt pressure to take an early retirement.
--I was told when they hire people that are young like me it is usually a mistake.
--I'm not sure if this classifies as discrimination. But I am a part time graduate student and I found it very difficult to take classes for my particular degree when I was not working full time at Clemson because there was a lack of classes offered evenings and weekends. I had a full time job and my situation is probably common among people who are not of the traditional college age. The professors assumed that everyone was a full time student and could just shift their schedules around however the professor saw fit. Not very accomodating for those of us with mortgages to pay.
--Not being included in a decision-making process.
--Not considered in the future plans of the area I work.
--Not taken seriously based on age and social status.
--supervisor unwilling to accept medical conditions that occur with age and require use of sick leave
--The younger group in the office mock & laugh at us because of our age.
--Until you are 40+; Clemson administration won't take your opinions and vision seriously.

If "Other," please specify (age discrimination):

--Looking to hire younger people.

If "Yes," please describe the situation (age harassment):

--(name has been removed)
--I've been referred to, behind my back, as 'old and senile', even though I'm very competent at what I do.
--Nasty comments in a meeting from two younger people
--See above.
--Students make negative comments.
--supervisor unwilling to accept medical conditions that occur with age and require use of sick leave

Other attribute:

--A statement that was made about me having high blood pressure , which i was told to tie a rope around my neck and this would cut off blood supply,after he saw that he had put his foot in his mouth it was too late. Then he tried to say a nurse had told him this, this was not funny at all to me. But of course this top man is always saying something smart but it is in no way appreciated.
--denied benefits

In the past five years, have you experienced other unfair treatment at Clemson based on an attribute not listed above? If so, please describe:

--Anti-Vet opinions, religious beliefs and political beliefs from students, staff and faculty.
--Being kept at a low wage and low job level. Denied promotions and moved less experienced people in front of me. Had supervisors with little to no experience in training or job knowledge required to properly perform my job. Devoid of any structured technical training or knowledge.
--Conservative political views are plainly not welcome here at Clemson.
--DISCRIMINATION for promotion at Clemson in the past five years based on gender (male)
--Education/degrees obtained in the field in which I work does not result in equal pay with those who have a higher degree but in a totally unrelated field to their work. Example: Masters in Political Science should not pay more than a Bachelors in Computer Science when working in CCIT.
--Geographical difference. I'm from "The North" and was called a Yankee within a week of my start date. I laughed, as I don't think the person meant it in a derogatory fashion (and because my family, on both the maternal and fraternal side, originated south of the Mason Dixon line) but it was a little bit of an adjustment. As a Northerner, spelled with a capital 'N' around here, I'm not sure what yankee means to folks here... I hope it's good.
--Have been in the same position/job description for 19 years while the job has changed and increased in both responsibility and work load.
--I experience negative treatment/attitudes based on differing opinions of the administration. They do not seem open to ideas different than what they or the Board of Trustees decide. However, neither group has made any attempt to understand other perspectives.
--I often feel left out because I am not from the South.
--I was almost passed up for my current job due to being an "outsider". By this I mean that I was coming from out of state and was uniquely qualified for my current position. But, they were trying to hire someone unqualified for the position due to them knowing the person. The only reason I got the job is because HR would not pass the other individual on to the hiring department due to lack of experience. I have noticed in my department for future part-time hires that the same is true. We have hired individuals who were insiders with current employees while not accepting applications from other individuals. I have said something about it but was told that we just need to hire the people who are recommended by a current employee. I believe it dilutes our hiring pool and even though this isn't normally considered discrimination, I believe it has the same problems. I think this practice is very much like an "all boys club" and I get the feeling that promoting and hiring at Clemson (not just my department) are very much based on this.
--no
--No
--Sharing opinions that are not clearly supportive of those in authority can get you blackballed, despite excellence in job performance.
--Someone with family ties to administration used blackmail and lies to further her career here and undermine mine.
--Teaching without a PhD; treated as commodity rather than someone who brings value to the department. Staff member who teaches; treated as "one of them" rather than "one of us."
--The worst treatment I have endured here are from some faculty members. I am a staff member; I have been cursed, yelled at, and treated as if I am stupid. I hold a Master's degree, but many faculty members look down upon staff regardless of their education or experience.

(Other attribute continued)

--There are certain politically correct perspectives that dominate the culture at Clemson (and most universities) that preclude rational discussion of views associated with religious convictions that are not in agreement with those perspectives. The counter views are dismissed beforehand as unacceptable for consideration. In other words, there is profound prejudice against a Christian world view.

--Treatment of staff members as less intelligent and below a faculty members level...prevalent but probably just a symptom of higher education and professorial attitudes.

--yes. if you aren't in the right group your abilities and contributions are basically considered unimportant

Please share your comments or observations about diversity at Clemson, but please DO NOT MENTION ANY NAMES.

--Actually feel that the subject of Diversity is sometimes "over" stressed. CU folks tend to be able to adjust to changes easily and sometimes calling attention to subjects just amplifies the minor problems.

--an insular place, not open to new ideas, other cultures

--are not very open to religious differences or sexual differences in my opinion.

--as in much of society, in an effort to be diverse, basic human abilities are ignored/overlooked.

--Be fair and tolerant of ALL religions including Christianity Be fair and tolerant of ALL political thoughts including Conservative/Republican beliefs. Traditional, Conservative, Biblical beliefs are not tolerated well in this environment.

--Clemson administration is very focused on diversity, but I don't think that same desire is represented by students/staff/faculty.

--Clemson administration, and particularly the Office of Access and Equity, only seem to be representative of female and afro americans as being minorities represented in complaints and in relation to fair representation in hiring. They ignore Asians, Hispanics, and other European ethnicities of immigrants. Wider thinking a should be accepted in culture and race.

--Clemson has a large straight, white Christian student population. Nothing good/bad about it; just the way it shakes out. It is curious to see the student population react to people who do not fall into these categories; it is *more* interesting to watch the staff/admin/faculty who have been here a long time react to people who do not fit into these categories.

--Clemson has a lot of things going for it but it is not helped by the fact that you are dealing with a demographic of students that have zero understanding of race relations, racial privilege, institutionalized sexism, or even just how to apply some degree of sensitivity to people of different political views, sexualities or cultural backgrounds. It kills me to hear students comment that they don't see the difference between a luau and a pimps and ho's party where they wear black face and stuff padding into the seat of their pants. It kills me to hear students say "why is not ok to call Barak Obama a monkey when people called Bush a monkey". It kills me to hear students complain how they're doing poorly in a class b/c their teacher "doesn't speak English". And is out right galls me that many of these students still see affirmative action as "reverse racism". I hear about the "Compton Cookout" fiasco at UCSD and immediately I think "I'm surprised that hasn't happened here yet". And the thing that is perhaps most disappointing is that even had that event happened here- I know that what could be a very teachable moment would be all for naught.

(Diversity comments continued)

--Clemson is a homogeneous place. It's mainly the domain of young, white, conservative yet sexually promiscuous Southern men and women who enjoy binge drinking. They are not an open-minded group, which is unfortunate in a university setting.

--Clemson is incredibly diverse and anyone who says it is not hasn't been to Clemson. We have people from all races here working on campus. We hire people from around the world. Not only that, we have people from all walks of life and from various cultural backgrounds working together and working together well. Clemson is not a racist campus, that's for sure.

--Clemson is really diverse, especially the graduate school.

--Clemson tends to be open minded in areas of race, culture, sex and sexual orientation.

--Clemson tries and is making a strong effort to promote diversity and acceptance and should continue to do so but it should only be offered and not forced on people.

--Clemson University welcomes diversity and cultural awareness; however, the entire "Clemson Family" does not seem to be so open-armed.

--Clemson upper administration is not diverse.

--CU has a good balance on Diversity

--CU tries very hard to comply with standards but some administrators do not take this seriously enough. I still get the feeling that "They don't want us here," but they have to let us be here.

--Diversity is a wonderful thing, but forcing diversity into a group without having other similarities in the group to provide an anchor for interaction often isn't helpful. Create diversity by adding people with some similar interest, ie field of study, hobbies, etc.

--Diversity is at the forefront of everything we do at Clemson. Time to move forward instead of living in the past about skin color.

--Diversity is not about the color of an individual's skin, diversity is about the individual talents a person has and how those talents can be used to help others and the Clemson University community.

--For the 12 years I've been employed at this university I have had to put up with more racial and cultural ignorance than you can imagine. From a place of higher learning, no less! Stupid racial jokes, snide comments, many times outright hostility and nothing but condescending attitudes from the administration who have the power to do something about it. Instead they offer a few diversity workshops, talk about becoming "One Clemson" and think that should be enough to make us feel better. I can assure you, it does not. We're no closer to becoming "one Clemson" today than we were when I arrived twelve years ago. I'm not sure we ever will.

--I am a Latina. I have worked here for several years and have been very happy. I grew up in a multicultural area of a city and enjoy friendships with others who have a different perspective. I have not seen discrimination on this campus but I have heard friends state their unhappiness with what they see as a lack of celebration of those with cultural differences. I believe the cultural diversity office may need some new ideas on how diversity could be addressed and I am pleased to see this survey come out. For the record, my family came to the United States two to three decades ago and worked hard to become Americans. We did not lose our culture but we did incorporate the American culture by learning English, becoming informed voters, and by sharing in the holidays/traditions of our adopted areas. This is how it should be.

--I believe based on observation that staff do not believe there are any diversity issues, but I can see where there are where the students are concerned.

(Diversity comments continued)

--I believe that Clemson does a great deal to help diversity within all areas of the campus. As an adoptive parent of a child from another country, I have learned to understand and respect the differences of those around me from all walks of life. To me that has been the best type of diversity training ever given because I chose to accept it when I chose to adopt someone who does not look me.

--I believe that Clemson University should continue offering Diversity workshops for Staff and Faculty.

--I believe that diversity is for the most part accepted, but I also believe that there are many who prefer an insular existence and are unwilling to accept the diversity that exists in this country.

--I believe that there is a tendency to pay men more than women. There needs to be more of a commitment to reward people who have been here a while, instead of paying larger salaries to attract new people. A woman with PhD retired and was replaced by a man with PhD who had less exp for \$20 k more. That smells like discrimination to me. She wasn't being paid at market, but he was brought in at market -- to me that is wrong.

--I could be mistaken but I feel sympathy towards students from other countries that don't celebrate typical American holidays and appear to be lonely or "lost" during those times when the campus is empty.

--I do feel that Clemson is teaching diversity.

--I do see acceptance of diversity at Clemson. I am aware of those around me.

--i don't like the fact that in trying to become a diverse university we (and I say we only because I do work here) hire people based on their race and sex if there are not enough of those represented rather than just on qualifications. I believe this is reverse discrimination.

--I feel Clemson is a very diverse community

--I feel that Clemson has a very diverse population.

--I have heard staff mention race many times in an inappropriate way.

--I have seen fellow employees sexually harassed, damn near assaulted, and been told by supervisors to keep quiet" or help them "make it go away."

--I hear a lot of religious harassment in the area of my office. The same for immigrant/ethnicity issues and different religions (i.e. not christian). I think the people talking are bigots and very close minded.

--I hear Clemson talking a lot about diversity, but I don't know if they are actually educating. I think that there is more awareness among students about diversity and tolerance, but I do not think it is on the same level with faculty and staff.

--i just think they carry it a little too far sometimes.

--I see diversity among staff, faculty, and students. I'm not sure it is wholly understood when it comes to filling jobs though.

--I think all the political correctness is there having to do with sexuality, religion, and race. However I think diversity still isn't there. They still want to keep the place an insider's club and that is their way to stay politically correct. Also, I think "no religion" is looked down upon more than "any religion" by the community.

--I think Clemson does a fine job in areas where they have the ability to enforce, but in social situations there are some subtle pressures or exclusions. Mostly this is second hand, but I have heard of it, and I don't know anything Clemson could do other than educate.

--I think Clemson has a long way to go before they can be considered diverse.

--I think Clemson is doing a good job promoting diversity and tolerance.

(Diversity comments continued)

--I think that positive steps are being made, but there is still room for much improvement.

--I think that sometimes people who are not from here treat those of us who are from here like we are dumb or less informed than they are.

--I think the administration is doing what they can to promote and practice this, but it needs to become part of the Clemson culture and I'm not sure how easy that will be to make happen.

--I wish we were more of a diverse campus with respect to non-traditional students. It could be quite lucrative if we offered more evening and online classes to accommodate this group.

--I work in an office where the majority of our customers are international students. My husband, an alumnus, was also an international student. Although the majority of international students I have spoken with say that Clemson is a friendly, welcoming environment, I have heard about issues with religious tolerance on campus from other students, not necessarily faculty or staff.

--In general I think that Clemson places too much emphasis on diversity and does not rely enough on the students/faculty/staff enough to be good people and do the right thing. There are also several programs that Clemson utilizes that offer financial benefits to members of certain minority groups in their graduate studies based in no part on their achievements in their field of study. Many of the students who receive these benefits, frankly, grossly underperform compared to other graduate students of non-minority groups who do not receive this financial stipend.

--In the name of federal and state funding Christianity will remain a target as being the only roadblock to diversity despite other religions having similar if not more inflammatory speech in regards to those who disagree with them.

--It seems we pay a lot of lip service to diversity, but don't carry through with a lot of action. I would like to see a more action-oriented approach, where instead of (or in addition to) offering classes like NCBI or the One Clemson program, we offer our students and faculty opportunities for service experiences that explore diversity issues.

--LEADERSHIP IS AFRAID TO TAKE A STAND ON CHRISTIAN DISPLAYS FOR THE SAKE OF DEMONSTRATING THE RIGHT TO BE FREE OF IT. I DON'T BLAME THEM, BECAUSE IT'S VERY TOUGH IN THIS STATE. NEVERTHELESS, WE CAN'T PRETEND WE'RE A FREE ENVIRONMENT.

--Most of my responses were neutral on a lot the previous questions because I think Clemson as an institution has a "neutral", almost indifferent attitude toward diversity -- a kind of "it's the 'politically correct' thing to do so we will create programs to support it", etc. We are more reactive here than we are proactive and seem to approach diversity with a bit of ambivalence. I think Clemson does a lot of surface things so that we can check off the "we value diversity" box, but I don't think that there is a real strong commitment here. I also think we need to consider a more broad-based definition of the word.

--Need more mandatory training for faculty & staff. Administration should be more involved and take the training as well.

--Needs more African-Americans in faculty and leadership positions.

--Neither HR nor Mediation staff are helpful in resolving complaints. It is all about what position you hold at the University. If you are an executive, you are untouchable, especially by those in a lower income bracket than you.

--no comment

--Not existent. Several "front desk minorities", no connection to the actual diversity needed of a top 20 university. Minorities means more than "African Americans."

(Diversity comments continued)

- Overall, I think Clemson is a welcoming and tolerant place, but we do like all colleges have a few people who have an arrogant or harsh attitude on a some issues.
- People of color being pasted over for promotions or either for a job. Someone family member, cousin, uncle, aunt, friend, sister, brother, brother-in-law, sister-in-law, child, or grandchild gets the job.
- People talk about it, but they don't DO anything about it. How many of our full professors are African American? What would happen if I put "There is no God" in my email sig (yet I get a handful a day with religious quotes in them). We say we don't discriminate against gay/lesbian, but we don't have domestic partner benefits.
- Racial tensions remain on campus
- Seems to be a lot of focus on diversity. I think the administration made more out of the Gangsta Party several years ago.
- Some members of the Campus Life staff seem to have trouble with hate speech. Off hand comments about race and sexual orientation that are meant to be funny, but are hurtful.
- Sometimes, I think there is too much emphasis on diversity at the college level. This is something that people need to learn with at all levels.
- Students seem more accepting now than they were five years ago. Faculty and staff seem to be less tolerant of one another's differences than they are with students' differences. Faculty and staff seem to only want to work with, to only appreciate people who have similar backgrounds, experiences, views, etc.
- The diversity at Clemson is very well.
- The Gantt Center does an excellent job of conducting diversity training, training the trainers, and hosting multicultural events. Information about harassment and discrimination is hared on staff and faculty bulletin boards.
- The student body is diverse, but not the administration (especially HR).
- There appears to be a separation between the international student population and the domestic population; Faculty also have strong attitudes about the international students (some positive, some negative) as a result of experiences with these students; religious difference is a strong issue for the Clemson community and surrounding region and can sometimes affect whether someone is accepting of you or not, simply based on what church you attend; acceptance of diversity is also an issue in the places that faculty live...in my neighborhood, there are several Asian families who are faculty at Clemson and are not easily accepted by families who are longtime SC families; acceptance of diversity can also mean, accepting that if you aren't a diehard Clemson football fan who goes to tailgates and attends parties related to football, that you still may have something valuable to say and your research and expertise could be sought out for reasons other than social acceptance.
- There is a tremendous amount of education and 'position' based discrimination here.
- There is so much attention given to diversity and going over and beyond to treat minorities fairly, that the "normal" Caucasian ends up being the one discriminated against.
- This campus is truly divided sometime the wrong people get pulled in and no one seem to care about others. clemson one family saying ? yeah right
- Though some strides have been made, the LGBT community is still the group in most need of more attention so improvements can be made to the overall climate of the campus environment.

(Diversity comments continued)

--We need more substantive action if we expect to teach students about diversity. It's ridiculous to have a program about "culturiosness" and then maintain racially segregated fraternities and sororities. We need to back up our words with actions like accepting more diverse students and putting more people of color and women in leadership positions. This is a huge challenge at Clemson, with its longstanding traditions and generations of predominantly white male students, but if we don't send some strong signals with our actions we shouldn't be surprised when things don't change much. I think the administration's heart is in the right place, but we need more actions. They speak far more strongly than words.

In your opinion, what should Clemson do to reduce unfair or discriminatory behavior and treatment? Please DO NOT MENTION ANY NAMES.

--abre los ojos
--Again, it needs to be part of the culture. How to make that happen, I have no idea.
--Ask questions. Admin., supervisors, etc. take TIME to ask the important questions. Don't just assume. Investigate complaints, etc.
--BE FAIR ACROSS THE BOARD BECAUSE WE ALL ARE OF THE HUMAN RACE. NO ONE SHOULD BE MISTREATED BECAUSE THE COLOR OF THEIR SKIN
--Change its nepotistic, good ole boy culture (especially at HR)
--Clemson does not provide transparency and visibility into compensation that is provided by non-E&G funds. In view of current econmic conditions, all monetary considerations should be disclosed. This includes CURE, CUF, and any other sources such as LLC and Subchapter S corporations that are used as vehicles to cloak compensation.
--Continue current programs.
--CU cannot change people's perception. Everyone is entitled to their own opinion but sometimes those opinions need to be kept at home and not in the work environment.
--CU should impletment the Supervisor Training courses again. Some supervisors do not have the training nor background for such jobs and often intimidate employees.
--Develop a stronger infrastructure for working with international students (includes providing more advising services and training faculty on how to improve the experience for international students; also promote expertise in international regions - at the university I was at previous to clemson, the international ed office had assistant directors who were each responsible for a certain country/region in terms of developing the international ed program, arranging and administering international fellowships and exchanges and developing multi-institutional relationships as well as being well versed in the cultural issues); diversity training for students, faculty and staff; training should include how to document harassment and what constitutes a solid body of evidence so that when it is time to "complain" you have appropriate evidence for quick action.
--discriminatory behavior is usually learned or stems from ignorance. Education is the key.
--Diversity training should not be voluntary. Every employee should be mandated to take at least one diversity workshop a year. No one should be exempt! The trouble is many people are prejudiced against one thing or the other, and have no idea that their speech or actions are offensive. They're allowed to continue this behavior because Clemson is not taking a more aggressive approach to ending it.

(What can Clemson do? continued)

- Emphasize importance of different perspectives among faculty and staff. Reward successful collaborative work achieved by diverse groups.
- Engage state and federal officials to rethink how they target Christian beliefs as hate speech when it is just the opposite.
- Even though Clemson has no choice in the matter, I believe the use of Affirmative Action in the recruitment and hiring process is a form of unfair and discriminatory behavior. Just because it's against whites doesn't make it any less discriminatory. A person should be hired based on their MERITS not just because the position has an underutilized class. Because of Affirmative Action we are required to interview and consider someone who only meets the MINIMUM just because they're in an underutilized class. So you are sometimes forced to exclude someone who is ABOVE the minimum because they are not in an underutilized class (i.e. white) in order to consider someone who is only meeting the minimum because they're in an underutilized class. That is discrimination.
- Faculty members who treat staff in a disrespectful manner should be reprimanded and disciplinary action taken against them. Instead, excuses are made...he's a loose cannon, but he brings in money or she's hateful to everyone, but she has tenure. If tenure gives the privilege of treating others like buffoons, then it should be no longer be a part of the promotion process.
- Focus on the Greeks. They are the epicenter of cultural norms and attitudes for the majority of students on campus. If they can be engaged, change may occur.
- Follow up on harassment claims and discipline.
- Have a mixed group of male/females, different races serve on committees. Not just men!
- Have a policy that eliminates the possibility of hiring of family members - or even extended family members. If two employees marry, then make sure they are not in the same department and there is nothing that causes them to interact for university business.
- Have one set of rules for everybody! If you are not in the "IN" group, you are sure to have worse treatment for something done or not done than that of the "IN group.
- Help promote beyond male/female and color differences and focus on respecting and learning about cultural differences.
- hire and rate based on ability, not gender or race
- Hire people based on their experience and education level, not on their skin color
- I am no expert in this field. But almost anything would have to help some. It is most unfortunate that our budgets keep getting cut. How much more these areas could improve with the proper funding behind them to support it.
- I completely and fully believe that there needs to be a drastic change in the severity of punishment that is used to handle cases of discrimination and harassment on this campus. Often times administrators want create as I mentioned above a "teachable moment" out of incidences of harassment or discrimination and I for one find this line of thinking completely asinine. When it comes to harassment/discrimination the administration owes it to the victim to but their well being first and whatever lesson is to be learned by the offending party can come later.
- I did not know that this was a big issue on campus.
- I haven't seen any act of discrimination

(What can Clemson do? continued)

--I haven't personally experienced any overt discriminatory behavior. It seems to me that our issues are more subtle for the most part, and that part of the problem is that we are in general a rather conservative, Christian, white, upper-middle class kind of school, and if you don't like football and don't go to a traditional Christian church, you might not feel like you fit in, and there are subtle detriments to your career because of the fact that you are not in the good-ol-boy network. I think the only thing to do about that is to challenge that mentality by again, DOING something instead of just talking about it. I would love to see some of the very good-ol-boys I am referring to working side by side with folks who are different from themselves on service projects that address poverty or health disparities or racism, etc.

--I haven't witnessed any unfair or discriminatory behavior. If there is any, it should be handled on a case by case basis and one-on-one with the violator and the victim.

--I really do not see any discrimination here.

--I see nothing that needs to be changed, you can't satisfy everyone.

--I suggest that it should become recognized that disagreeing with a person's beliefs or actions should not automatically be interpreted as rejecting the person or fostering hatred towards them. I can disagree with a person out of concern for harm to them or society resulting from their attitudes or actions. For example, disagreeing with the perspectives or behavior of my children does not indicate that I reject or hate them.

--I think administrators/supervisors need to undergo regular training on managing diversity which includes religious views - seems to be overlooked in the Bible belt

--I think HR should probably ensure that hiring practices are done in a way that doesn't give huge advantages to insiders. Granted, when I was being hired the economy was in shambles and everyone was wanting to do favors for people they know. And HR did come through for me in the end (I was the only candidate they passed through to the department).

--I think that Clemson should invite people who hold leadership and highly visible positions on campus to be good role models to follow.

--I think the diversity training helps, but it needs to cover more areas. Tolerance and being less offended by short sighted comments or actions help to build a better atmosphere. Also, helping people understand that being harsh to people for any reason is not helpful in most situations.

--immediately address any reported instances

--In general I don't feel Clemson suffers from a significant amount of discriminatory behavior or treatment. However, some of Clemson's programs and policies that are aimed at benefiting minorities (and maintaining diversity) are blatantly unfair to the majority (which I guess must not be considered a problem).

--Incorporate training throughout every college/area on campus. Have training for all employees and begin from the top down.

--Investigate discriminatory cases when mentioned.

--just keep promoting a diverse campus.

--look at some of upper management practices and salary ranges of employees within the same fields

--Lose the "good ole boy" attitude. Stop letting people get away with a slap on the hand - especially if they are a white male.

--make it a point to separate itself from the "quiet bias" that still exists in the south.

(What can Clemson do? continued)

--Make SURE that when someone is promoted to a position like associate dean that she is qualified -- an unqualified person who is not a minority of any kind will make it look like they got there because they're white/male/etc. If they ARE a minority, it looks like they got there because of their minority status. If you make Clemson a meritocracy -- where people are promoted based SOLELY on their competence and abilities, people won't wonder how this dean or that director got their job. Lobby the legislature and be a leader for domestic partner benefits. Stand up to the pressure against it and just do the right thing. I wouldn't even benefit from them and I would lobby like heck to have them because it's discriminatory not to.

--Model non-discrimination. Become more sensitive to the tendency to select white males for leadership positions and select more qualified people of color and women. Perhaps set up some discrimination arbitration boards where students, faculty, and staff can voice their grievances.

--Morgan Freeman was asked once in a interview "How can we stop racism?" Mr Freeman's response was "quit talking about it and except others for who they are..." When we strive to make something an issue it remains an issue for a long, long time. No God, No Jesus, No Peace; Know Know God, Know Jesus, Know Peace.

--no comment

--Not have the above mentioned requirements. Hire based on skills and ability and potential.

--Not sure

--Offer more evening and online undergraduate classes to encourage non-traditional students to take classes and pursue a degree.

--Offer partner benefits to domestic partners of employees.

--Other than making comments and Clemson's responses public (excluding names and etc.), I don't what else could be done. As I said, in the areas under Clemson's control, I think the University does a fine job.

--Recruit students from other geographical areas of this country. Require that all students, including graduate students, study sociology.

--Remove the President, the provost, their "cronies" and get serious about letting Blacks, and Hispanics, into the Clemson Family. Clemson is a family, "a very dysfunctional family." Choose people based on EDUCATION AND EXPERIENCE and not on CRONYISM, FAVORITISM, NEPOTISM, RACISM, SEXISM, ETC.

--Require diversity training of all employees, and maybe a yearly update.

--Scrutinize education/job correlation and pay accordingly.

--Some things can't be fixed no matter how hard you try.

--Somehow teach the "open-arm" approach without making people feel like they must go out of their way to embrace difference. Unfortunately, programs like Affirmative Action seemed to created a larger gap between races and it's hard to undo stereo-typical resentments.

--Take complaints seriously and actually do something about it. I was not taken seriously because of my position in the department and complaint was made against an 'executive', although the proof was there.

--Take this more serious , when complaints keep popping up about the same people that are doing this, then they don't need to be here.

--The only comment I have is when there is recognition of diversity, I do think those of us who grew up in this area, have some subjects pushed on us. Sometimes I think you don't have to have giant banners to reminder you of diversity. Those who have a spirited heart already understand.

(What can Clemson do? continued)

--The senior administration shows no tolerance or respect for staff at the lower end of the economic spectrum. Decisions about what is good for the University are based solely on the pressures exerted by the Board of Trustees, with self-serving interests, rather than fact-based decision based on real knowledge of issues affecting support agencies on campus.

--They should require everyone to attend a diversity session.

--too much attention is given to making sure "minorities" are represented while the most competent are overlooked.

--Training

--utilize Inside Clemson to showcase major holidays for all religions; include an array of people in faculty/staff events, such as any Winter Banquets; continue to offer themed programming (such as the MLK Day speaker and Latino/Latina Heritage events) and include more, especially around minority religions; keep the Student Affairs Goal #3 - showcase these goals on the website and/or make them easier to find. Also, coming out with a finite statement about acceptance, not just tolerance, within our diversity statement would be good... provided we back it up.

--While it would be fought at every level, some kind of mandatory training (particularly for faculty and those who work with students or in supervisory capacities,) that would explain what constitutes harassment, discriminatory behavior and treatment, and would make individuals more aware would prove helpful.

--Work with the State to re-implement the step advancement program over the band system which tends to keep people from advancing and from being rewarded for dedicated and exemplary service

If "Other," please specify (how often access email):

--Anytime I want
--Can't get away from it
--the whole work day, it is a large part of my job
--way too often!

If "Other," please specify (where access email):

--am a staff member, so have a PC allocated to me
--I am an IT person with access to several computers in the performance of my job.
--I use my personal computer at home.
--Use own work computer not shared by others

If "Yes," please briefly explain (have to go someplace else to access email):

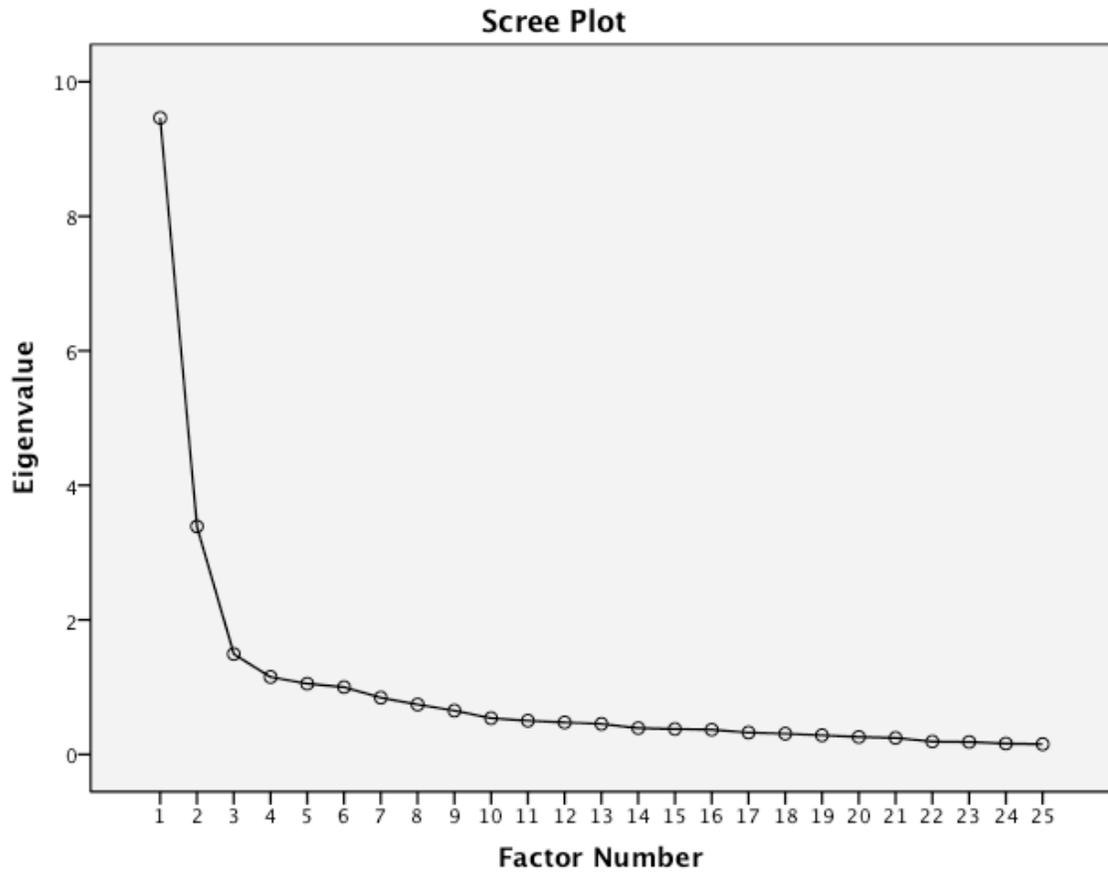
--I have to use one of the public lab computers.

If you DO NOT have access to e-mail while at work, please explain why.

--I was never told what my access information is.

APPENDIX C. ADDITIONAL ANALYSES

Appendix C. 1. Scree Plot for Factor Analysis



N.B.: A brief discussion of the results from the analysis in the appendices can be found beginning on page 49.

Appendix C. 2. Campus Climate Regressed on Status Characteristics, Cultural Competence, Harassment and Discrimination, and Controls, Faculty Only
Unstandardized Ordinary Least Squares Regression Coefficients

Variable	Model 1 ¹	Model 2 ²	Model 3 ³	Model 4 ⁴	Model 5 ⁵
<i>Constant</i>	19.548**	21.246**	21.569**	20.709**	20.950**
<i>Female</i>	-2.710	-2.670	-2.319	-2.306	-2.421
<i>Non-White</i>	-9.473**	-10.030**	-10.108**	-8.251**	-8.415**
<i>Non-Protestant</i>	-2.675	-2.407	-2.436	-2.448	-2.538
<i>Non-heterosexual</i>	-2.277	-2.310	-2.449	-1.569	-1.426
<i>Under 34</i>	-1.515	-0.964	-0.562	-0.513	-1.155
<i>35-44</i>	-3.424*	-3.093	-2.360	-2.704	-2.403
<i>45-54</i>	-5.268**	-4.783*	-4.235*	-4.013*	-3.841
<i>Non-married</i>	-1.217	-0.979	-0.926	0.010	0.539
<i>Cultural Competence Index</i>	----	-0.271	-0.322	-0.216	-0.299
<i>Experienced Harassment</i>	----	----	-2.739	----	-2.217
<i>Experienced Discrimination</i>	----	----	----	-3.546*	-2.653
<i>Salary Category</i>	----	----	----	----	0.291
<i>Years at Clemson</i>	----	----	----	----	-0.433
<i>Bachelor's or Master's Degree</i>	----	----	----	----	3.323
<i>Sample Size</i>	90	90	90	90	90
<i>Adjusted R²</i>	0.278	0.278	0.288	.306	0.315

* p value < .05, ** p value < .01

¹ F value= 5.280, p= .000

² F value= 4.809, p= .000

³ F value= 4.608, p= .000

⁴ F value= 4.924, p= .000

⁵ F value= 3.930, p= .000

Appendix C. 3. Factor 1 (“Others”) Regressed on Status Characteristics, Cultural Competence, Harassment and Discrimination, and Controls, Faculty Only
Unstandardized Ordinary Least Squares Regression Coefficients

Variable	Model 1 ¹	Model 2 ²	Model 3 ³	Model 4 ⁴	Model 5 ⁵
<i>Constant</i>	10.318**	12.119**	12.268**	11.950**	12.915**
<i>Female</i>	-2.099*	-2.056*	-1.894*	-1.942*	-2.112*
<i>Non-White</i>	-4.762*	-5.354**	-5.390**	-4.793*	-4.798*
<i>Non-Protestant</i>	-1.735	-1.451	-1.464	-1.464	-1.508
<i>Non-heterosexual</i>	-2.223	-2.258	-2.323	-2.025	-2.115
<i>Under 34</i>	-0.606	-0.022	0.164	0.120	-0.499
<i>35-44</i>	-1.107	-0.755	-0.416	-0.633	-0.662
<i>45-54</i>	-1.905	-1.391	-1.138	-1.148	-1.136
<i>Non-married</i>	-0.825	-0.572	-0.548	-0.261	0.020
<i>Cultural Competence Index</i>	----	-0.287	-0.311	-0.270	-0.312
<i>Experienced Harassment</i>	----	----	-1.266	----	-1.054
<i>Experienced Discrimination</i>	----	----	----	-1.117	-0.667
<i>Salary Category</i>	----	----	----	----	0.002
<i>Years at Clemson</i>	----	----	----	----	-0.192
<i>Bachelor’s or Master’s Degree</i>	----	----	----	----	1.539
<i>Sample Size</i>	90	90	90	90	90
<i>Adjusted R²</i>	0.202	0.218	0.218	0.217	0.204

* p value < .05, ** p value < .01

¹ F value= 3.814, p= .001

² F value= 3.749, p= .001

³ F value= 3.479, p= .001

⁴ F value= 3.461, p= .001

⁵ F value= 2.625, p= .004

Appendix C. 4. Factor 2 (“Individual”) Regressed on Status Characteristics, Cultural Competence, Harassment and Discrimination, and Controls, Faculty Only
Unstandardized Ordinary Least Squares Regression Coefficients

Variable	Model 1 ¹	Model 2 ²	Model 3 ³	Model 4 ⁴	Model 5 ⁵
<i>Constant</i>	7.474**	7.477**	7.615**	7.123**	6.255**
<i>Female</i>	-0.434	-0.434	-0.285	-0.194	-0.222
<i>Non-White</i>	-4.034**	-4.035**	-4.068*	-2.858*	-2.932*
<i>Non-Protestant</i>	-1.016	-1.016	-1.028	-1.043	-1.060
<i>Non-heterosexual</i>	0.049	0.049	-0.010	0.538	0.765
<i>Under 34</i>	-1.143	-1.142	-0.971	-0.844	-0.892
<i>35-44</i>	-1.961*	-1.961*	-1.649	-1.704*	-1.441
<i>45-54</i>	-2.901**	-2.900**	-2.667*	-2.391**	-2.268*
<i>Non-married</i>	-0.599	-0.599	-0.576	0.055	0.332
<i>Cultural Competence Index</i>	----	0.000	-0.022	0.036	0.006
<i>Experienced Harassment</i>	----	----	-1.166	----	-0.852
<i>Experienced Discrimination</i>	----	----	----	-2.345**	-1.936*
<i>Salary Category</i>	----	----	----	----	0.272
<i>Years at Clemson</i>	----	----	----	----	-0.204
<i>Bachelor’s or Master’s Degree</i>	----	----	----	----	1.975*
<i>Sample Size</i>	90	90	90	90	90
<i>Adjusted R²</i>	0.209	0.200	0.207	0.269	0.298

* p value < .05, ** p value < .01

¹ F value= 3.947, p= .001

² F value= 3.465, p= .001

³ F value= 3.320, p= .001

⁴ F value= 4.276, p= .000

⁵ F value= 3.702, p= .000

Appendix C. 5. Campus Climate Regressed on Status Characteristics, Cultural Competence, Harassment and Discrimination, and Controls, Staff Only
Unstandardized Ordinary Least Squares Regression Coefficients

Variable	Model 1 ¹	Model 2 ²	Model 3 ³	Model 4 ⁴	Model 5 ⁵
<i>Constant</i>	17.593**	18.531**	19.011**	19.560**	18.218**
<i>Female</i>	-0.824	-0.755	-0.516	-0.500	-0.547
<i>Non-White</i>	-4.234**	-4.261**	-3.726**	-3.613**	-3.472**
<i>Non-Protestant</i>	-0.992	-0.906	-0.493	-0.619	-0.368
<i>Non-heterosexual</i>	2.085	2.028	2.642	2.316	2.472
<i>Under 34</i>	-1.431	-1.424	-1.407	-0.874	0.256
<i>35-44</i>	-1.610	-1.515	-1.402	-1.115	-0.444
<i>45-54</i>	-1.499	-1.540	-1.710	-1.890	-1.726
<i>Non-married</i>	-0.363	-0.327	-0.431	-0.481	-0.563
<i>Cultural Competence Index</i>	----	-0.154	-0.161	-0.204	-0.152
<i>Experienced Harassment</i>	----	----	-5.046*	----	-2.967*
<i>Experienced Discrimination</i>	----	----	----	-5.480**	-4.396**
<i>Salary Category</i>	----	----	----	----	-0.079
<i>Years at Clemson</i>	----	----	----	----	0.598
<i>High School</i>	----	----	----	----	-3.095
<i>Some College</i>	----	----	----	----	-0.372
<i>Graduate Degree</i>	----	----	----	----	-1.720
<i>Sample Size</i>	171	171	171	171	171
<i>Adjusted R²</i>	0.048	0.046	0.141	0.184	0.221

* p value < .05, ** p value < .01

¹ F value= 2.079, p= .041

² F value= 1.920, p= .053

³ F value= 3.799, p= .000

⁴ F value= 4.839, p= .000

⁵ F value= 4.011, p= .000

Appendix C. 6. Factor 1 (“Others”) Regressed on Status Characteristics, Cultural Competence, Harassment and Discrimination, and Controls, Staff Only
Unstandardized Ordinary Least Squares Regression Coefficients

Variable	Model 1 ¹	Model 2 ²	Model 3 ³	Model 4 ⁴	Model 5 ⁵
<i>Constant</i>	10.495**	11.417**	11.696**	11.999**	10.923**
<i>Female</i>	-0.852	-0.784	-0.645	-0.640	-0.691
<i>Non-White</i>	-3.142**	-3.168**	-2.857**	-2.802**	-2.890**
<i>Non-Protestant</i>	-1.085	-1.001	-0.760	-0.838	-0.689
<i>Non-heterosexual</i>	1.064	1.008	1.365	1.171	0.861
<i>Under 34</i>	-0.869	-0.861	-0.851	-0.550	0.261
<i>35-44</i>	-0.940	-0.846	-0.781	-0.620	-0.189
<i>45-54</i>	-0.717	-0.757	-0.857	-0.955	-0.962
<i>Non-married</i>	-0.570	-0.535	-0.595	-0.622	-0.524
<i>Cultural Competence Index</i>	----	-0.151	-0.155	-0.179	-0.120
<i>Experienced Harassment</i>	----	----	-2.939**	----	-1.774
<i>Experienced Discrimination</i>	----	----	----	-3.101**	-2.508**
<i>Salary Category</i>	----	----	----	----	-0.101
<i>Years at Clemson</i>	----	----	----	----	0.511*
<i>High School</i>	----	----	----	----	-0.279
<i>Some College</i>	----	----	----	----	-0.299
<i>Graduate Degree</i>	----	----	----	----	-1.424*
<i>Sample Size</i>	171	171	171	171	171
<i>Adjusted R²</i>	0.078	0.080	0.147	0.172	0.216

* p value < .05, ** p value < .01

¹ F value= 2.790, p= .006

² F value= 2.646, p= .007

³ F value= 3.929, p= .000

⁴ F value= 4.532, p= .000

⁵ F value= 3.934, p= .000

Appendix C. 7. Factor 2 (“Individuals”) Regressed on Status Characteristics, Cultural Competence, Harassment and Discrimination, and Controls, Staff Only
Unstandardized Ordinary Least Squares Regression Coefficients

Variable	Model 1 ¹	Model 2 ²	Model 3 ³	Model 4 ⁴	Model 5 ⁵
<i>Constant</i>	6.051**	6.041**	6.237**	6.483**	5.377**
<i>Female</i>	-0.110	-0.111	-0.014	-0.001	0.114
<i>Non-White</i>	-1.111	-1.111	-0.893	-0.832	-0.520
<i>Non-Protestant</i>	0.087	0.086	0.255	0.210	0.245
<i>Non-heterosexual</i>	0.759	0.759	1.009	0.883	1.268
<i>Under 34</i>	-0.362	-0.362	-0.356	-0.126	0.317
<i>35-44</i>	-0.614	-0.615	-0.569	-0.443	-0.252
<i>45-54</i>	-0.521	-0.520	-0.590	-0.671	-0.532
<i>Non-married</i>	0.031	0.030	-0.012	-0.036	-0.106
<i>Cultural Competence Index</i>	----	0.002	-0.001	-0.020	-0.015
<i>Experienced Harassment</i>	----	----	-2.059**	----	-0.928
<i>Experienced Discrimination</i>	----	----	----	-2.358**	-1.948**
<i>Salary Category</i>	----	----	----	----	0.138
<i>Years at Clemson</i>	----	----	----	----	0.078
<i>High School</i>	----	----	----	----	-1.892
<i>Some College</i>	----	----	----	----	-0.124
<i>Graduate Degree</i>	----	----	----	----	-0.297**
<i>Sample Size</i>	171	171	171	171	171
<i>Adjusted R²</i>	-0.018	-0.024	0.046	0.090	0.106

* p value < .05, ** p value < .01

¹ F value= 0.628, p= .754

² F value= 0.555, p= .832

³ F value= 1.815, p= .062

⁴ F value= 2.688, p= .005

⁵ F value= 2.257, p= .006

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