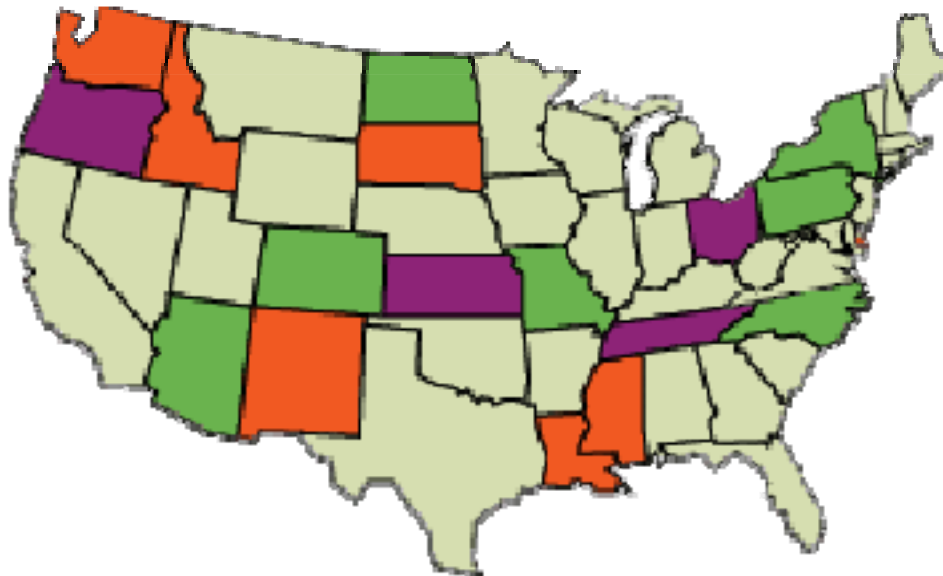


# *Tennessee Extension*

## *2008*

# *Workplace Diversity Climate Survey Results*



*Change Agent States - A consortium of land-grant universities in 18 states developing successful models and system-change strategies to support greater diversity & welcoming climates in higher education nationally.*

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## **Executive Summary**

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

Beginning in the fall 2000 semester, CAS contracted with an outside consultant<sup>1</sup> to identify through an internal assessment challenges confronting the CAS community with respect to underrepresented groups. The assessment was a proactive initiative by CAS cooperating members to review the climate for underrepresented groups in their respective organizations. Seven of the original eight states (Tier I states) participated in this climate assessment effort: Arizona, Colorado, Missouri, New York, North Carolina, North Dakota, and Pennsylvania. In June 2004, six new states (Tier II states) were selected to participate in the CAS project, under the umbrella of the national Extension Diversity Task Force (formerly SED). The Tier II states included: Delaware, Idaho, Mississippi, New Mexico, South Dakota, and Washington.

A third tier of four additional states was selected in June 2007 to participate in the CAS project. These states included Kansas, Ohio, Oregon, and Tennessee (Tier III states). In these states, five institutions (two in Tennessee: the University of Tennessee and Tennessee State University) participated in the climate assessment project. Together, the

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

CAS states have worked to model effective strategies and sustainable efforts to make diversity and pluralism a reality in the Land Grant University and CSREES System.

The Tier III states used the original survey template and made several modifications reflecting the input of Tier I and II states' experiences. In addition, each state had the opportunity to add up to two additional state-related questions. The final survey contained 70 questions, including open-ended questions for respondents to provide commentary regarding their experiences<sup>2</sup>.

This report contains the results from the climate assessment conducted in Tennessee at the University of Tennessee (UT) and Tennessee State University (TSU). The instrument was distributed to the community in December 2007/January 2008. All members of the UT and TSU Extension organizations were invited to participate in the survey. The survey was designed to gather information about participants' personal experiences with regard to climate issues, their perceptions of the climate for underrepresented members of the Extension community, their perceptions of organizational actions (including administrative policies and organizational initiatives) regarding climate issues, and concerns in the organization. A summary of the findings is presented in bullet form below. More in-depth information is provided in the body of the report.

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<sup>2</sup> UT and TSU added one additional open-ended question. The final survey is provided in Appendix C.

## Sample Demographics

630 surveys were returned representing the following:

- 40 surveys from Tennessee State University, 570 surveys from University of Tennessee, and 20 respondents who did not identify their organization<sup>3</sup>
- 77 percent response rate
- 79 People of Color<sup>4</sup>, 539 White respondents
- 32 people who identified as having a disability
- 15 people who identified as lesbian, gay, bisexual, or questioning
- 407 women; 212 men; 1 transgender<sup>5</sup>
- 82 people who identified their spiritual affiliation as other than Christian (including those with no affiliation)

## Quantitative Findings

### Personal Experiences with Organizational Climate<sup>6</sup>

- **Just over one-tenth of all respondents reported that within the past year they personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn in their organizations (hereafter referred to as harassment)<sup>7</sup>. Age was most often cited as the reason given for the harassment. Harassment largely went unreported.**
  - 11 percent of respondents had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work in the organization.

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<sup>3</sup> When discussing responses by position, 15 respondents identified as program assistants and were collapsed with the position of Paraprofessional/Technicians at the request of the organizational contact.

<sup>4</sup> While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories. If respondents marked any of their racial identity as other than White, they were assigned as a Person of Color.

<sup>5</sup> “Transgender” refers to identity that does not conform unambiguously to conventional notions of male or female gender, but combines or moves between these (Oxford English Dictionary 2003). OED Online. March 2004. Oxford University Press. Feb. 17, 2006 <<http://dictionary.oed.com/cgi/entry/00319380>>.

<sup>6</sup> Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix B.

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

- The conduct was most often based on the respondents' age (41%), gender (33%), family status (20%), physical characteristics (20%), race (20%), and ethnicity (15%).
- Compared with 10 percent of White people, 17 percent of People of Color personally experienced such conduct.
- Of Respondents of Color who reported experiencing this conduct, 39 percent stated it was because of their race.
- 10 percent of heterosexual respondents and 21 percent of lesbian, gay, bisexual, or questioning respondents experienced harassment<sup>8</sup>.
- 10 percent of men and 11 percent of women experienced harassment within the organization.
- The harassment experienced most often occurred in the form of derogatory remarks, being deliberately ignored or feeling excluded.
- Thirty-five percent (n=24) of the respondents (35%) who experienced this harassment made a complaint to an appropriate official, and 50 percent (n=35) considered changing their jobs.

### Perceptions of Organizational Climate

- **When asked if they had heard various employees make insensitive or disparaging remarks about people based on assorted demographic characteristics, respondents were most likely to have heard field faculty/agents make disparaging or insensitive remarks about age, inability to speak English, and sexual orientation, and administrators to make remarks about age.**
  - Conversely, 13 percent had heard an employee *challenge* insensitive or disparaging remarks made regarding age.
  - Similar percentages of respondents witnessed colleagues challenge remarks based on ethnic background (12%), women (12%), inability to speak English (12%), racial background (11%), and sexual orientation (10%).
- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate in their organizations (80%) and in their work units (85%). The figures in the narrative show disparities based on race.**
  - Compared with 82 percent of White people, 72 percent of People of Color were comfortable with the overall climate.
  - Compared with 86 percent of White people, 80 percent of People of Color were comfortable with the climate in their work units.

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<sup>8</sup> Given the small number of sexual minorities responding, caution is warranted when interpreting the results throughout the report for this sub-population.

- **14 percent of respondents reported they were aware of harassment in the organization. The observed harassment was most often based on gender. White respondents and women were more aware of such harassment. Fewer administrators than other employee groups were aware of such harassment, and such incidents often were not officially reported.**
  - Most of the observers attributed this harassment to gender (27%), age (23%), race (17%), and family status (15%).
  - Compared with 13 percent of White people, 19 percent of People of Color had observed such conduct.
  - Compared with 14 percent of women, 13 percent of men had observed or been made aware of such conduct.
  - Compared with 14 percent of administrators, between 10 and 22 percent of other employees had observed such conduct.
  - The observed harassment most often occurred in the form of derogatory remarks or being deliberately ignored or excluded.
  - These incidents were reported to an appropriate official only 19 percent of the time.
  
- **Some respondents observed a variety of discriminatory employment practices and indicated that they were most often based on race and gender.**
  - 16 percent of respondents reported observing discriminatory hiring in the organization. 37 percent believed that the discrimination was based on race, 22 percent on gender, and 19 percent on age.
  - Of the 4 percent who observed discriminatory firing, 35 percent said the discrimination was based on race, 23 percent based on ethnicity, and 15 percent on age, employment category, or gender.
  - Of the 13 percent who witnessed discriminatory promotion, 33 percent reported the actions were based on gender, 20 percent based on race, and 15 percent based on age.
  
- **A notable percentage of respondents felt that the climate was welcoming to employees from underrepresented groups.**
  - 80 percent of respondents felt the workplace climate was welcoming for employees from historically underrepresented groups.
  - 70 percent of campus faculty and 67 percent of sexual minority respondents felt the climate was welcoming to employees from underrepresented groups.
  
- **Respondents felt that the workplace was welcoming to customers/learners from underrepresented groups.**
  - 87 percent of respondents felt the workplace climate was welcoming for customers/learners from underrepresented groups.
  - Administrators were less likely to agree with this statement than other employee groups, and sexual minority respondents were less likely to agree with this statement than all other respondents.

*Organizational Actions Related to Diversity Issues*

- More than half of the respondents believed that their Extension Service organization proactively addressed 8 of 12 issues related to aspects of difference; the exceptions are gender identity, mental disability, religion, and sexual orientation.
- 74 percent of responding employees believed their administration had visible leadership to foster diversity, and paraprofessionals/technicians (59%) and campus faculty (65%) were least apt to agree.
- Men respondents were more likely than other respondents to think that their administration visibly fostered diversity.
- 77 percent of all respondents believed their unit management demonstrated a commitment to diversity.
- 47 percent of all respondents believed their organization's commitment to diversity had increased over the last five years; however, only 38 percent of Respondents of Color believed that the organization had increased its efforts over the last five years.



## **Introduction The Extension Community**

One of the primary missions of higher education institutions is the discovery of and distribution of knowledge. Academic communities expend a great deal of effort fostering an environment where this mission is nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship.<sup>9</sup> The climate on college campuses not only affects the creation of knowledge but also affects members of the academic community who, in turn, contribute to the creation of the campus environment.<sup>10</sup> Several national education association reports advocate creating a more inclusive, welcoming climate on college campuses.

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

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

During that same time period, The Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion." AAC&U proposed that colleges and universities commit to "the task of creating inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard." The report suggested that in order to provide a foundation for a vital community of learning, a

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<sup>9</sup> For more detailed discussions of climate issues see Hurtado (2005); Bauer (1998), Boyer (1990), Milem, Chang, & Antonio, (2005); Peterson (1990), Rankin (1994, 1998), and Tierney and Dilley (1996).

<sup>10</sup> For further examination of the effects of climate on campus constituent groups and their respective effects on the campus climate see Bauer, (1998); Bensimon (2005); Hurtado, 2005, Hurtado, Milem, Clayton-Pedersen, & Allen (1998); Peterson (1990), Rankin (1994, 1998, 1999, 2003, 2005), Tierney (1990).

primary mission of the academy must be to create an environment that cultivates diversity and celebrates difference.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. More recently, AAC&U (2005) proposed that

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

The report further indicates that in order for “diversity initiatives to be successful they must engage the entire campus community” (p. v). The idea of a “thoughtful” process in regards to diversity initiatives in higher education is supported by Ingle (2005).

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

Beginning in the fall 2000 semester, CAS contracted with an outside consultant<sup>11</sup> to identify challenges confronting the CAS community with respect to underrepresented groups through an internal assessment. The assessment was a proactive initiative by CAS cooperating members to review the climate for underrepresented groups in their

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<sup>11</sup> Rankin & Associates Consulting was contracted as the outside consultant for this project.

respective organizations. Seven of the original eight states participated in this climate assessment effort: Arizona, Colorado, Missouri, New York, North Carolina, North Dakota, and Pennsylvania (Tier I states). In June 2004, six new states were selected to participate in the CAS project, under the umbrella of the national Extension Diversity Task Force. The second tier of states included Delaware, Idaho, Mississippi, New Mexico, South Dakota, and Washington (Tier II states).

A third tier of four new states was selected to participate in the CAS project in June 2007. These states included Kansas, Ohio, Oregon, and Tennessee (Tier III states). In these states, five institutions (two in Tennessee: the University of Tennessee and Tennessee State University) participated in the climate assessment project. Together, the states work to model effective strategies and sustainable efforts to make diversity and pluralism a reality in the Land Grant University and CSREES System.

The Tier III states used the original survey template but made several modifications reflecting input from the experiences of Tier I and II states. In addition, each state had the opportunity to add up to two additional state-related questions. The final survey contained 70 questions, including open-ended questions for respondents to provide commentary regarding their experiences<sup>12</sup>.

This report provides the results of the UT and TSU organization-wide survey and analysis of comments submitted by survey respondents. The assessment will help to lay the groundwork for future initiatives within each organization.

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<sup>12</sup> The final survey is provided in Appendix C.

## Methodology

### Conceptual Framework

For the purposes of this project, diversity is defined as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics.”<sup>13</sup> Because of the inherent complexity of the topic of diversity, an examination of the multiple dimensions of diversity in higher education is crucial. The conceptual model used as the foundation for this climate assessment was developed by Smith (1999) and modified by Rankin (2002).

### Design of the Study

**Survey Instrument.** The survey questions were constructed based on the work of Rankin (2003). The CAS representatives from the participating Tier III states and their respective catalyst teams reviewed drafts of the survey. The final survey contained 70 questions,<sup>14</sup> including open-ended questions for respondents to provide additional comments. The survey was designed to have respondents provide information about their personal work or office experiences, their perceptions of the organizational climate, their perceptions of UT’s and TSU’s organizational actions (including administrative policies and academic initiatives) regarding diversity issues, and concerns in the organizations. The survey was available in an on-line format. All surveys were input into a secure site database, stripped of their IP addresses, and tabulated for appropriate analysis.

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<sup>13</sup> Rankin & Associates (2001) adapted from AAC&U (1995).

<sup>14</sup> To assure reliability, evaluators must ensure that instruments are properly worded and administered in a consistent manner. The wording issue is important - i.e., questions and response choices must be worded in such a way that they elicit consistent responses. The instrument has been revised numerous times, defines critical terms, and has had "expert evaluation" of items (in addition to the internal consistency checks – see page 9-10).

**Sampling Procedure.** The project proposal, including the survey instrument, was reviewed and approved by the UT and TSU Institutional Review Boards (IRB). The proposal indicated that any analyses of the data would insure participant anonymity. The final web-based survey was made available from December 2007-January 2008 to members of the UT and TSU Extension organizations. Each survey included information describing the purpose of the study and assuring the respondents of anonymity. The survey was distributed to the entire population of employees at UT and TSU Extension via an invitation to participate from the UT Dean of Extension or the TSU Extension Administrator.

**Limitations.** As with most social science research, there are limitations to the generalizability of the data. The major limitation is that respondents in this study were “self-selected” and, therefore, self-selection bias may exist. The bias lies in the fact that respondents' decisions to participate may be correlated with traits that affect the study, making the group of participants a non-representative sample. For example, in the current project, people with strong opinions about “diversity” or substantial knowledge of organizational actions may have been more apt to participate.

**Data Analysis.** Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups using SPSS (version 16.0). Numbers and percentages were also calculated with respect to salient group memberships (e.g., gender, race/ethnicity, position) to provide additional information regarding participant responses. Open-ended questions in the survey allowed respondents the opportunity to expand on their survey responses, further describe their experiences of organizational climate, and add any additional thoughts they wished. These open-ended comments were reviewed using standard methods of thematic analysis. One reviewer read all comments, and a list of common themes was established based on the judgment of the reviewer.

Most themes were based on the issues raised in the survey questions and revealed in the quantitative data; however, additional themes that appeared in the comments were noted. This methodology does not reflect a comprehensive qualitative study. Comments were

solicited to give voice to the data and to highlight areas of concern that might have been missed in the body of the survey. Comments were not used to develop grounded hypotheses independent of the quantitative data.

## Results<sup>15</sup>

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

**Description of the Sample<sup>16</sup>.** Six hundred thirty (630) surveys were returned, producing a 77 percent response rate. Five hundred seventy (570) people returned surveys from UT, and 40 people returned surveys from TSU. The sample and population figures, chi-square analyses, and response rates are presented in Table 1a for the University of Tennessee and in Table 1b for Tennessee State University. Although the findings section reports the demographic information gleaned from the survey separated by organization (UT and TSU), the small number of responses for some questions required researchers to collapse the data (including both UT and TSU) to run many of the analyses.

For the University of Tennessee, no significant differences existed between the sample and population in proportion of gender groups (Table 1a). The sample did, however, have a significantly greater proportion of American Indians/Alaskans/Hawaiians and Chicanos/Latinos/Hispanics than did the population. Additionally, the UT sample had a significantly larger proportion of administrators and field faculty/agents than did the population. Lastly, no significant difference between the sample and population existed in the proportions of citizenship groups.

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<sup>15</sup> A thematic analysis of the comments provided by respondents is provided in Appendix A.

<sup>16</sup> All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to these tables.

**Table 1a**  
**University of Tennessee Demographics of Population and Sample**

Characteristic	Subgroup	Population		Sample		Response Rate %
		%	(n)	%	(n)	
Gender <sup>a</sup>	Male	34.6%	282	34.3%	194	68.8%
	Female	65.4%	532	65.7%	372	69.9%
Race/Ethnicity <sup>b</sup>	African American/Black	6.5%	53	6.1% <sup>1</sup>	35	66.0%
	African/Caribbean			0.8%	4	n/a
	American Indian/Alaskan/ /Hawaiian	0.4 %	3	2.3%	13	>100%
	Asian/Asian American/Pacific Islander	0.7%	6	1.3%	7	>100%
	Chicano/Latino/Hispanic	0.9 %	7	1.8%	10	>100%
	Middle Eastern			0.2%	1	n/a
	Russian/Eastern European			0.5%	3	n/a
	White/Caucasian	91.5%	745	93.5%	533	71.5%
	Other			0.5%	3	n/a
	Position <sup>c</sup>	Administrator	1.7%	14	3.5%	20
Campus Faculty/Specialist		14.1%	115	11.5 %	65	56.5%
Field Faculty/Agent		40.2%	327	50.6%	286	87.5%
Support Staff		27.3%	222	24.8%	140	63.1%
Paraprofessional/Technician <sup>2</sup>		16.7%	136	8.0%	45	33.1%
Other				1.6%	9	n/a
Citizenship <sup>d</sup>	US Citizen	99.1%	807	98.8%	561	69.5%
	US Citizen - Naturalized			0.7%	4	n/a
	Permanent Resident	0.7%	6	0.4%	2	33.3%
	International/Non-Resident	0.1%	1	0.2%	1	100.0%

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

<sup>2</sup> Fifteen respondents identified as program assistants and were collapsed with Paraprofessional and Technicians at the request of the organizational contact

<sup>a</sup>  $X^2(1, N = 566) = 0.03, p = .8711$

<sup>b</sup>  $X^2(4, N = 598) = 53.65, p = .0001$

<sup>c</sup>  $X^2(4, N = 541) = 76.65, p = .0001$

<sup>d</sup>  $X^2(2, N = 564) = 1.30, p = .5210$

For Tennessee State University, no significant difference existed between the sample and population in proportion of gender groups (Table 1b). Further, no significant difference between the sample and population existed in proportion of racial/ethnic groups, in proportion of groups by position, or in proportion of citizenship groups.



**Table 1b**  
**Tennessee State University Demographics of Population and Sample<sup>17</sup>**

Characteristic	Subgroup	Population		Sample		Response Rate %
		%	(n)	%	(n)	
Gender <sup>a</sup>	Male	36.5%	19	40.0%	16	84.2%
	Female	63.5%	33	57.5%	23	69.7%
	Transgender			2.5%	1	n/a
Race/Ethnicity <sup>b</sup>	African American/Black	61.5%	32	52.5% <sup>1</sup>	21	65.6%
	African/Caribbean	7.7%	4	5.0%	2	50.0%
	Asian/Asian American/Pacific Islander	1.9%	1	2.5%	1	100.0%
	American Indian/Alaskan/Hawaiian			2.5%	1	n/a
	Chicano/Latino/Hispanic			2.5%	1	n/a
	Middle Eastern	1.9%	1			0.0%
	White/Caucasian	26.9%	14	40.0%	16	>100.0%
	Other			2.5%	1	n/a
Position <sup>c</sup>	Administrator	7.7%	4	5.0%	2	50.0 %
	Campus Faculty/Specialist	19.2%	10	20.0 %	8	80.0%
	Field Faculty/Agent	34.6%	18	40.0%	16	88.9%
	Support Staff	26.9%	14	15.0%	6	42.9%
	Paraprofessional/Technician	11.5%	6	12.5 %	5	83.3%
	Other Professionals			7.5%	3	n/a
Citizenship <sup>d</sup>	US Citizen	84.6%	44	90.0%	36	81.8%
	US Citizen - Naturalized	3.8%	2	7.5%	3	>100.0%
	Permanent Resident	11.5%	6	2.5%	1	16.7%

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

<sup>a</sup>  $X^2(1, N = 39) = 0.34, p = .5572$

<sup>b</sup>  $X^2(4, N = 40) = 4.29, p = .3683$

<sup>c</sup>  $X^2(4, N = 37) = 2.86, p = .5811$

<sup>d</sup>  $X^2(2, N = 40) = 4.39, p = .1113$

**Validity.** Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and were further informed by instruments used in other institutional/organizational studies. Content validity is ensured given that the items and response choices arose from literature reviews, previous surveys, and input from the SED. Construct validity, or the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors, is the intent of this project. Ideally, one would like to have correlations between responses and known instances of harassment,

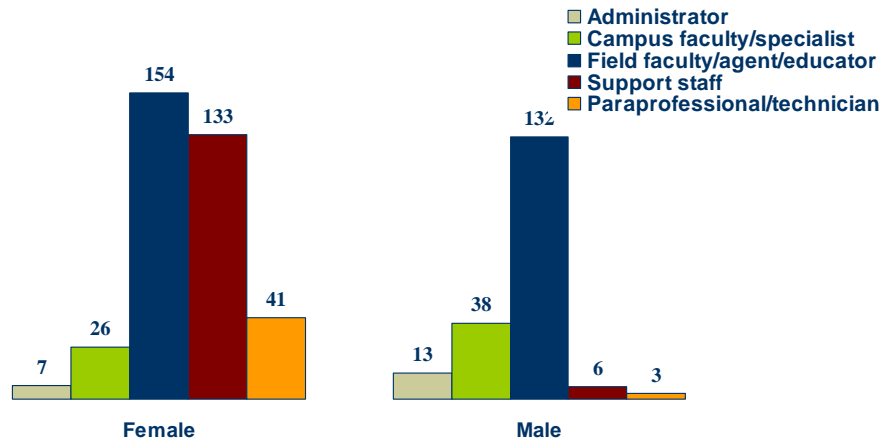
<sup>17</sup> The table population categories for race are those used by the organization. The table sample categories for race are those created by DAC based on their knowledge of the community at TSU. For the purposes of this study the population category of African/African American includes the sample categories of African, African American, and Black.

for example; however there were no reliable data available for comparison. The important issue (in addition to the content validity description above) is the manner in which questions are asked and response choices given - both must be non-biased, non-leading, and non-judgmental. In particular, items included on the questionnaire should discourage “socially acceptable” responses.

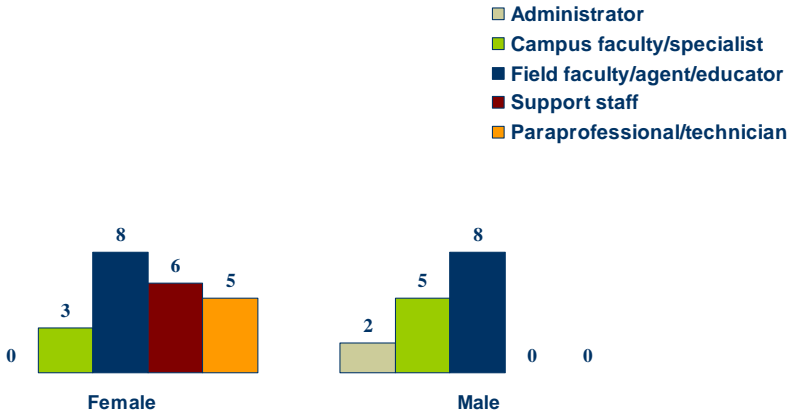
**Reliability - Internal Consistency of Responses.** Correlations were run between the responses to questions about overall organizational climate for various groups (question 41) and those that rated overall organizational climate on various scales (question 60). Seven correlations evaluated responses to questions of “acceptance” from question 41 relative to 1-5 rankings for racism from question 60. Overall, the correlations reflected moderate to moderately strong agreement between responses to the selected pairs of questions.

**Sample characteristics.** The majority of the sample was female (65%) (Figures 1a & 1b), heterosexual (91%) (Figures 2a & 2b), and between 40 and 59 years old (58%) (Figures 3a & 3b).

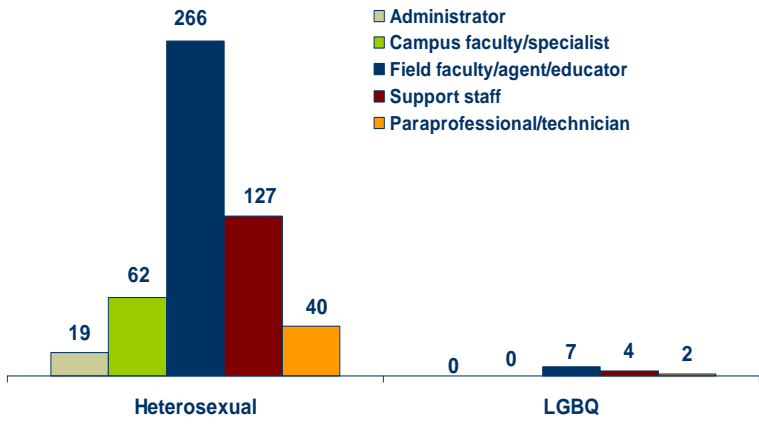
Figure 1a  
UT Respondents by Gender & Position (n)



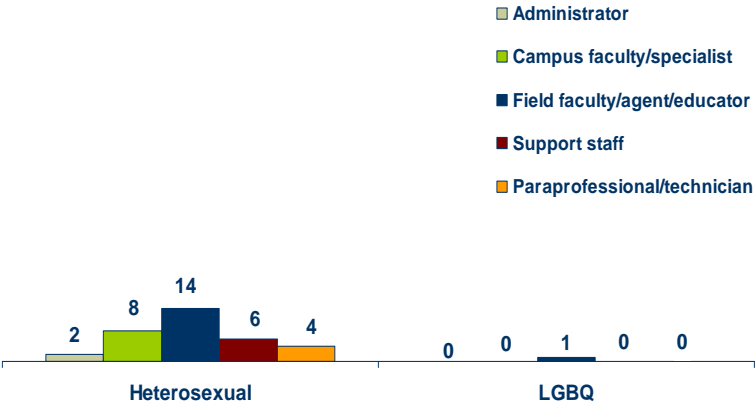
**Figure 1b**  
**TSU Respondents by Gender & Position (n)**



**Figure 2a**  
**UT Respondents by Sexual Orientation & Position (n)**



**Figure 2b**  
**TSU Respondents by Sexual Orientation & Position (n)**



**Figure 3a**  
**UT Respondents by Age & Position (n)**

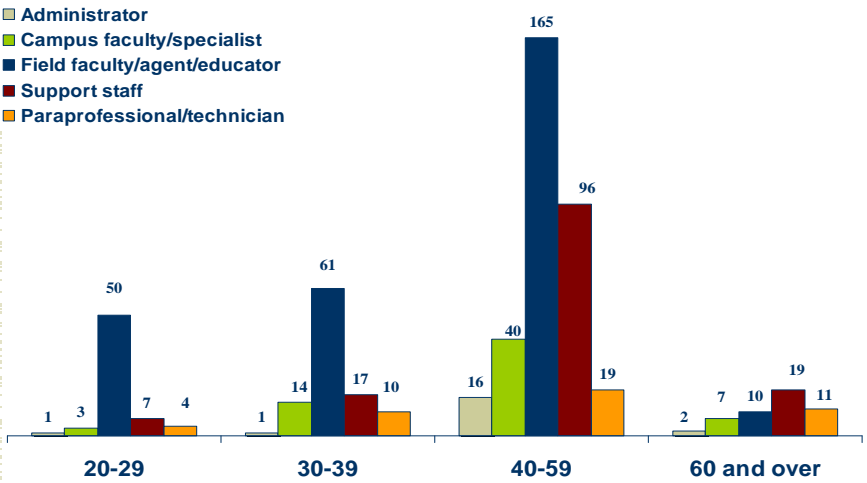
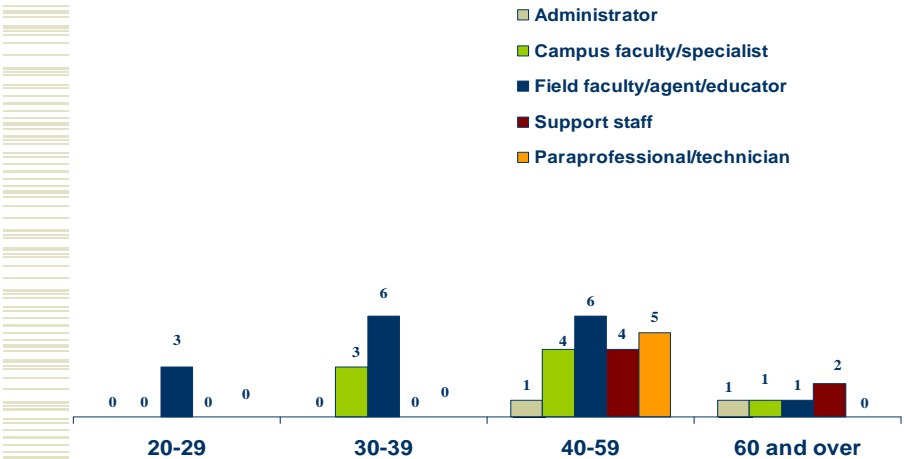


Figure 3b  
TSU Respondents by Age  
& Position (n)



Figures 4a and 4b depict the respondent population by position at each institution. Approximately 48 percent of all the survey respondents were field faculty/agents/educators, 24 percent were support staff, 12 percent were campus faculty/specialists, nine percent were paraprofessionals/technicians, and 4 percent were administrators.

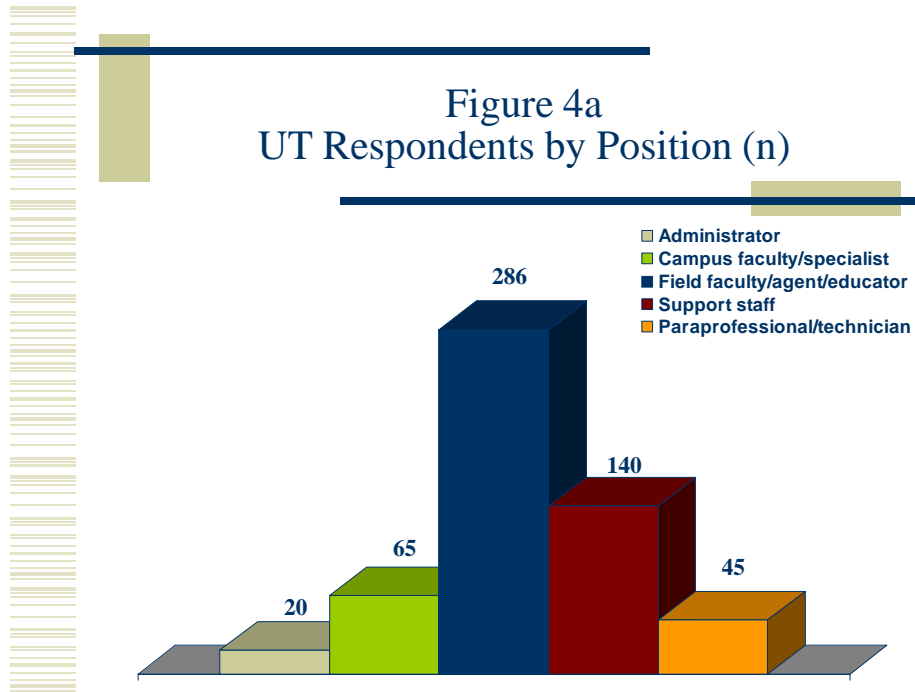
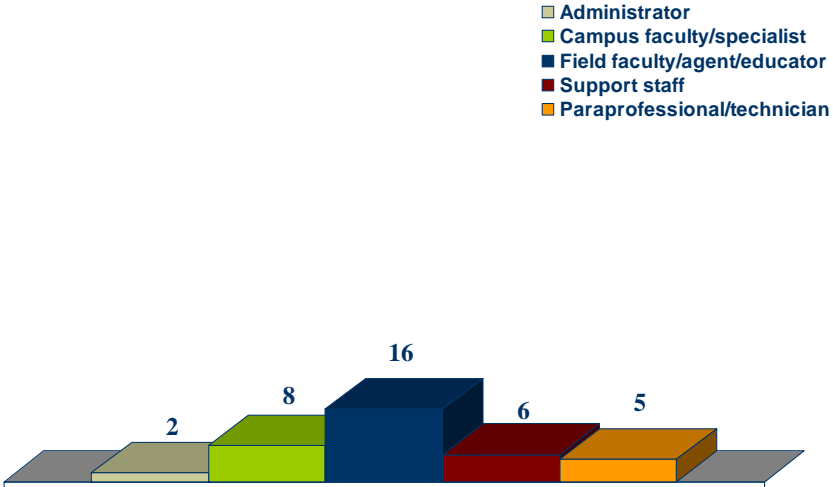


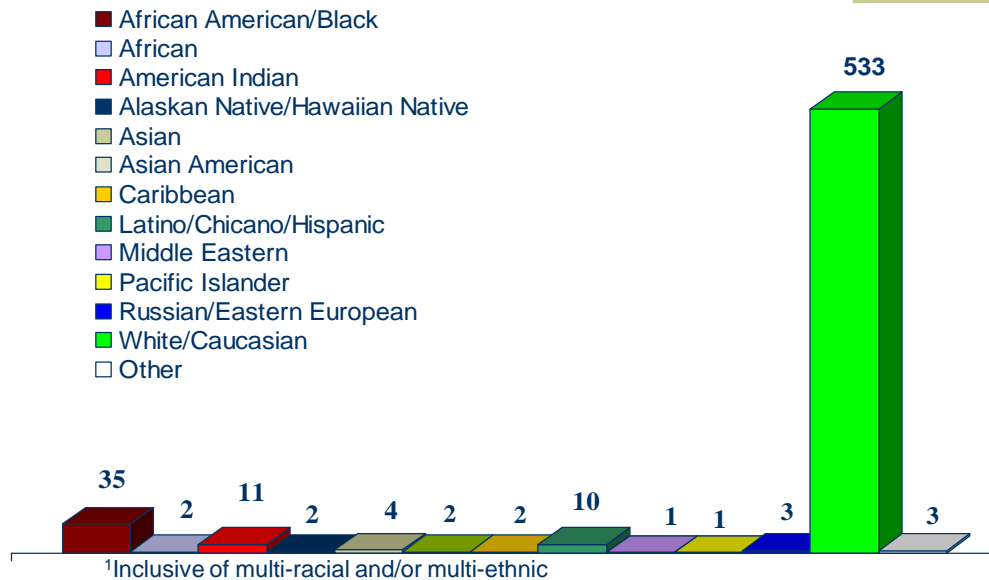
Figure 4b  
TSU Respondents by Position (n)





With regard to race and ethnicity, 87 percent of all the respondents were White/Caucasian. Nine percent were African American/Black, and two percent were American Indian or Latino/Chicano/Hispanic (Figures 5a & 5b). Of the 12 individuals who identified as American Indian, three said they were Cherokee, one was Creek, and one was Powhatan and Cherokee. Of the four respondents indicating “other” racial/ethnic groups, one wrote “Indian of Caribbean,” while the others wrote “human being,” “human race,” and “hillbilly.”

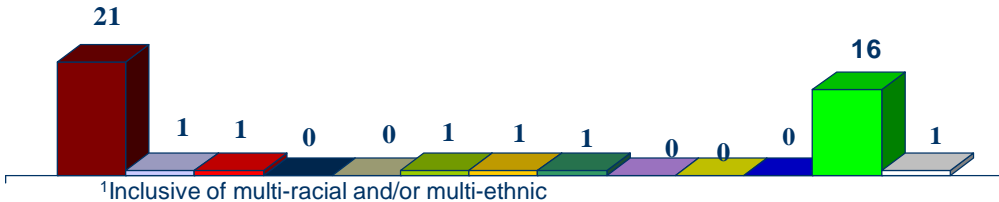
**Figure 5a**  
**UT Respondents by Racial/Ethnic Identity**  
 (n)<sup>1</sup>



# Figure 5b

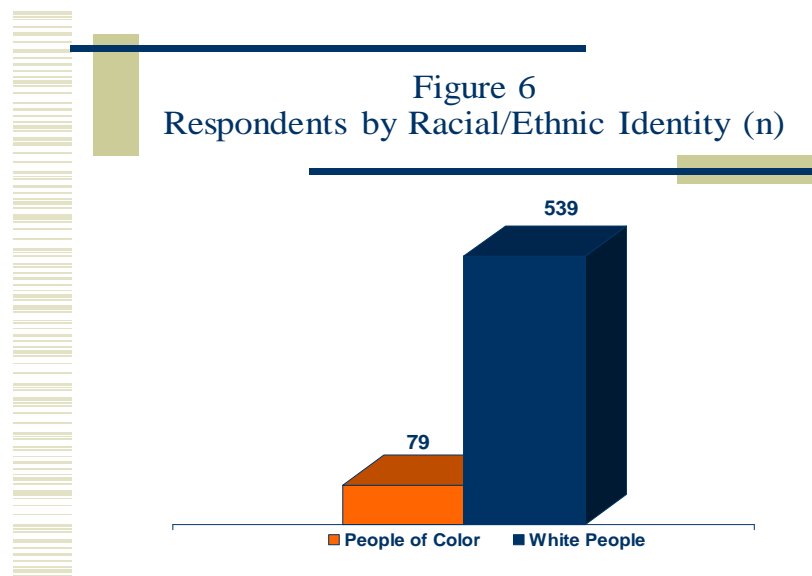
## TSU Respondents by Racial/Ethnic Identity (n)<sup>1</sup>

- African American/Black
- African
- American Indian
- Alaskan Native/Hawaiian Native
- Asian
- Asian American
- Caribbean
- Latino/Chicano/Hispanic
- Middle Eastern
- Pacific Islander
- Russian/Eastern European
- White/Caucasian
- Other



<sup>1</sup>Inclusive of multi-racial and/or multi-ethnic

In order to account for bi-racial and multi-racial identities, respondents were given the opportunity to mark multiple boxes regarding their racial identity. Given this opportunity, 86 percent of respondents chose White (n=539) as part of their identity, and 13 percent (n=79) chose a category other than White as part of their identity (Figure 6). Given the small number of respondents in the racial/ethnic categories other than White/Caucasian, some analyses and discussion use the collapsed categories of People of Color<sup>18</sup> and White people.



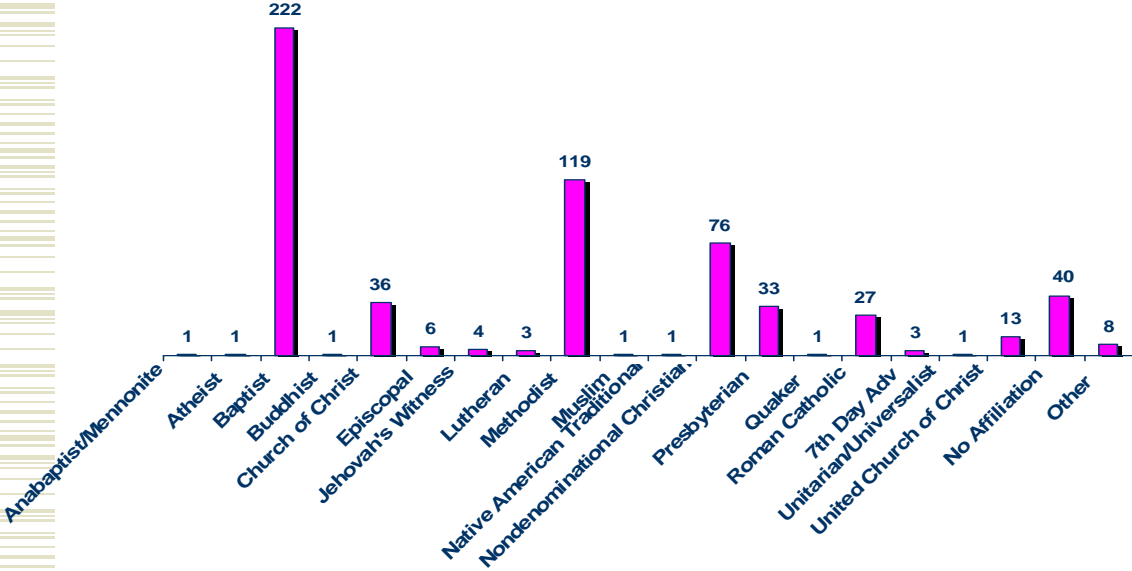
Ninety-eight percent of all UT respondents were U.S.-born citizens, and 90 percent of TSU respondents were U.S.-born citizens.

Figure 7 illustrates that approximately 90 percent of all the respondents were affiliated with a Christian religion, including five of the respondents who identified as “other” than

<sup>18</sup> While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories. If respondents marked any of their racial identity as other than White, they were assigned as a Person of Color.

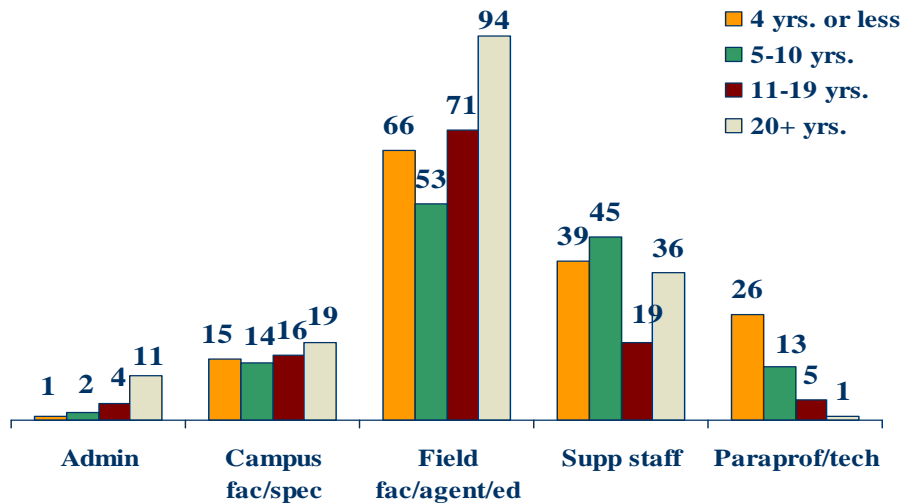
those choices listed on the survey. Some respondents who chose “other” wrote in “Baha’i,” “Buddhist and Christian,” “Nazarene,” “Christian Methodist Episcopal,” and “spiritual.”

Figure 7  
Respondents by Spiritual Affiliation (n)

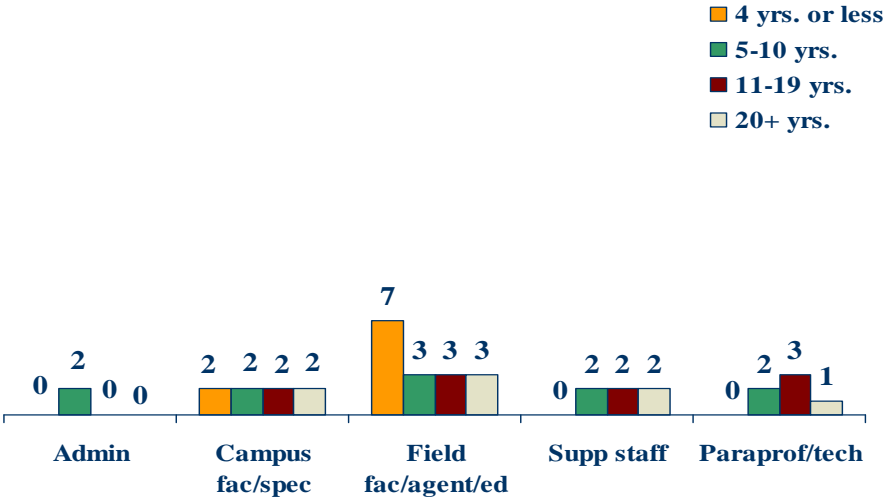


Approximately 23 percent of all respondents had been employed by their organizations for five to 10 years, 20 percent for 11 to 19 years, and 17 percent for 20 to 29 years (Figures 8a & 8b). The majority of administrators and campus faculty had been with their organizations for more than 20 years, while most paraprofessionals/technicians had been at UT or TSU for four years or less. Ninety percent of respondents were full-time in their positions. Seventy-eight percent primarily worked off-campus.

**Figure 8a**  
**UT Respondents Time at Organization**  
**by Position (n)**



**Figure 8b**  
**TSU Respondents Time at Organization**  
**by Position (n)**



Five percent of respondents (n=33) reported having a physical condition that substantially affected major life activities such as seeing, hearing, learning, or walking. Three percent were veterans.

Seven percent of all survey respondents reported that their families had an annual income of less than \$20,000. Thirty percent reported annual incomes between \$20,000 and \$39,999, 16 percent between \$40,000 and \$49,999, 24 percent between \$50,000 and \$76,000, and 14 percent over \$76,000 annually. Income figures are displayed by position in Figure 9.

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

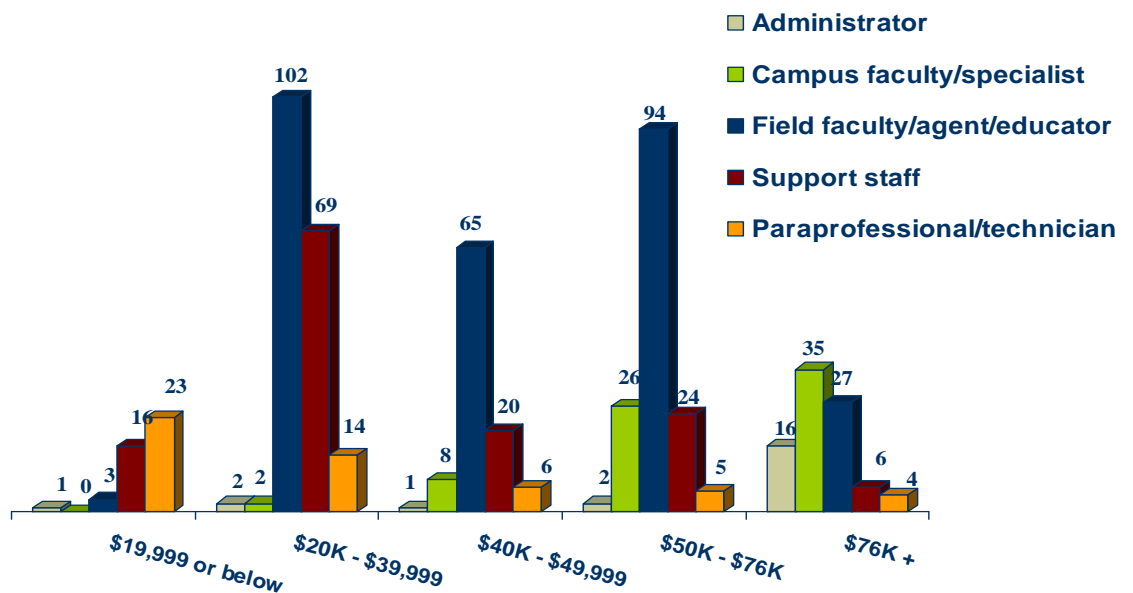


Table 3 illustrates the family status of all respondents by institution as well as the family status of those who did not indicate their institutional affiliation. The majority of all respondents were married.

**Table 3.**

Family Status	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
Single	75	13.2	3	7.5	0	0.0
Married	416	73.0	29	72.5	9	90.0
In a committed relationship	14	2.5	0	0.0	0	0.0
Separated, divorced, widowed	59	10.4	7	17.5	1	1.0
Other	2	0.4	1	2.5	0	0.0

The majority of all the respondents reported that they grew up on a farm or ranch (41%) or in a rural (non-farm) area (18%). Fifteen percent grew up in a small town, and 11 percent grew up in a suburban area. The remaining respondents grew up in a combination of areas, urban, or international settings.



## Climate Assessment Findings<sup>19,20</sup>

The following section reviews the major findings of this study. The review explores the climate within the Extension organizations at UT and TSU through an examination of respondents' personal experiences, their general perceptions of the climate for diversity, and their perceptions of organizational actions regarding climate, including administrative policies and academic initiatives. Each of these issues is examined in relation to the identity and position of the respondents. To maintain the anonymity of the small number of respondents from Tennessee State, the rest of the findings will be based on the aggregate data from both UT and TSU.

### **Personal Experiences**

Part One of the instrument queried respondents about their organizational experiences with diversity. Eleven percent (n=69) of respondents had within the past year personally experienced in their Extension organization offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work, learn, or participate in the organization<sup>21</sup> (i.e., harassment). Respondents suggested these experiences were based most often on their age (41%), gender (33%), family status (20%), physical characteristics (20%), race (20%), and ethnicity (15%) (Table 4). "Other" responses (36%) included "employment position," "higher education than boss," "harassed by supervisors because of false allegation made by employee," "jealousy," "just the way they are," and "talking about clients as 'Little Old Ladies' ... The clients that are men are not referred to as 'Little Old Men'." Compared to other results in similar investigations, this survey found a lower percentage of harassment overall (11% vs. 25%), a lower

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<sup>19</sup> All tables are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

<sup>20</sup> A thematic analysis of survey participants' comments is available in Appendix A.

<sup>21</sup> Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interfered with one's ability to work or learn on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

percentage based upon gender (33% vs. 55%) and a lower percentage based upon race (20% vs. 31%).<sup>22</sup>

**Table 4.**  
**Experienced Harassment Based on:**

Experienced Harassment Based on:	n	%
Your age	28	40.6
Your gender	23	33.3
Your family status	14	20.3
Your physical characteristics	14	20.3
Your race	14	20.3
Your ethnicity	10	14.5
Your non-farm background	6	8.7
Your physical disability	5	7.2
Your religion	5	7.2
Your farm background	4	5.8
Your socioeconomic class	4	5.8
Your sexual orientation	2	2.9
Your mental disability	1	1.4
Your country of origin	0	0.0
Your gender identity	0	0.0
Your veteran status	0	0.0
Other	25	36.2

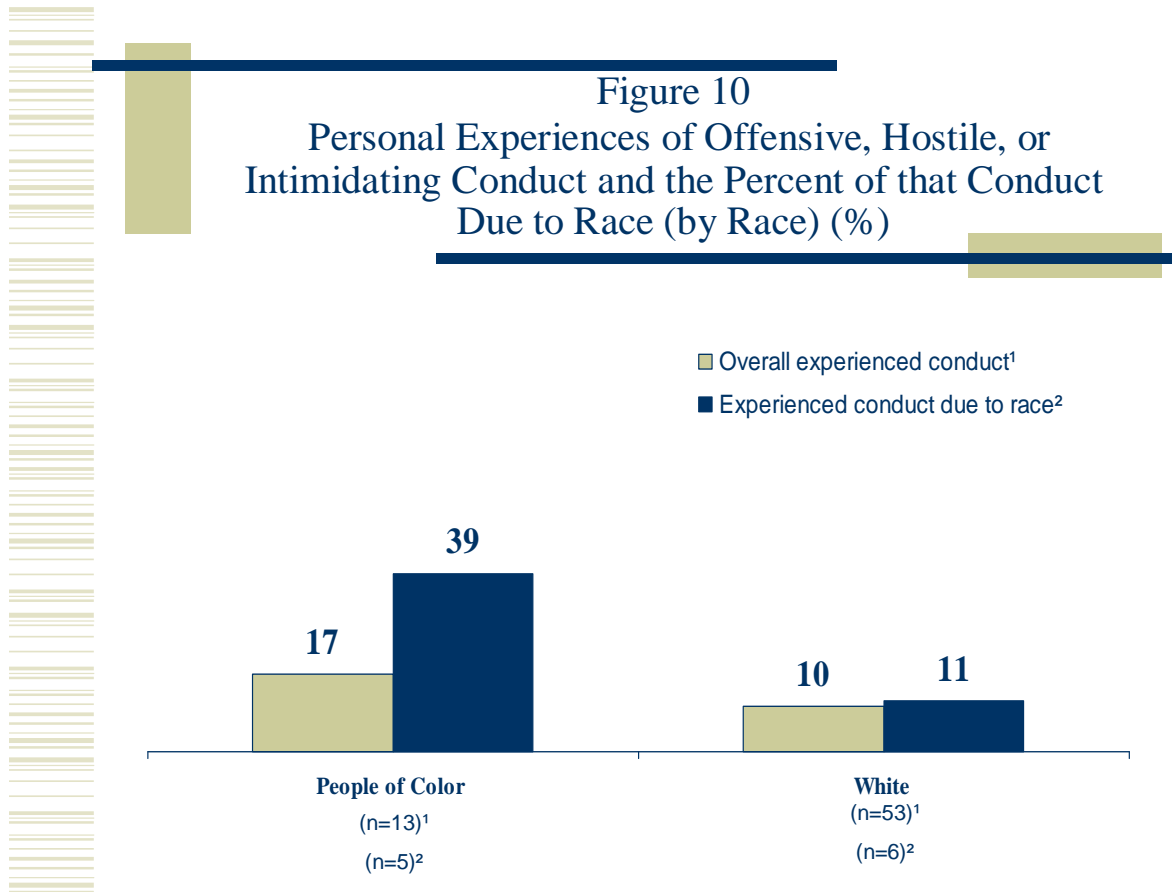
Note: This table includes only respondents reporting experiences of harassment (n=69). Percentages do not sum to 100 due to multiple responses.

The following figures depict the responses by the demographic characteristics (e.g., race/ethnicity, gender, position) of individuals who responded “yes” to question 10, “Have you personally experienced any offensive, hostile, or intimidating conduct that has

<sup>22</sup> Rankin (2003) national assessment of climate for underrepresented groups where 25% (n=3767) of respondents indicated personally experiencing harassment based mostly on their race (31%), their gender (55%) or their ethnicity (16%).

interfered unreasonably with your ability to work, learn, or participate in the organization?”

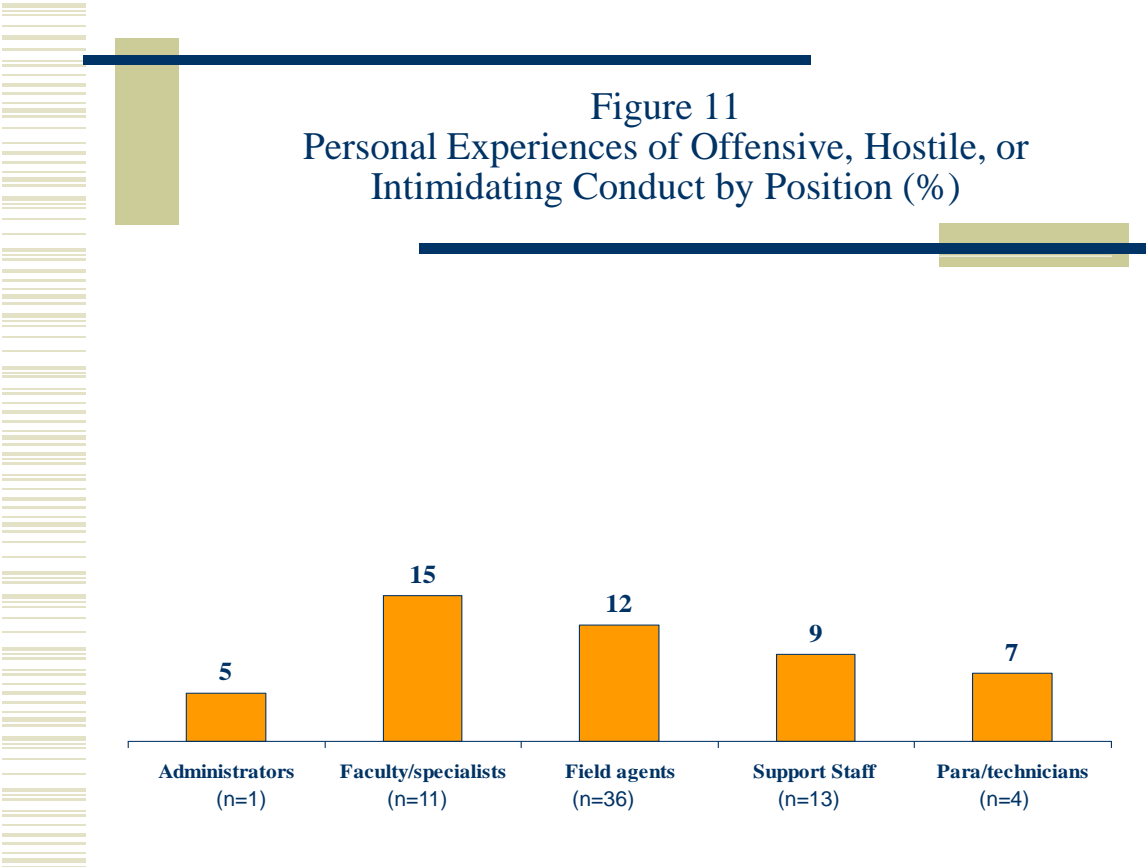
When reviewing these results in terms of race (Figure 10), a higher percentage of Respondents of Color (17%) experienced this conduct than White respondents (10%). Thirty-nine percent of the Respondents of Color who experienced harassment – compared with 11 percent of the White respondents who experienced harassment – indicated that the conduct was based on race.



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

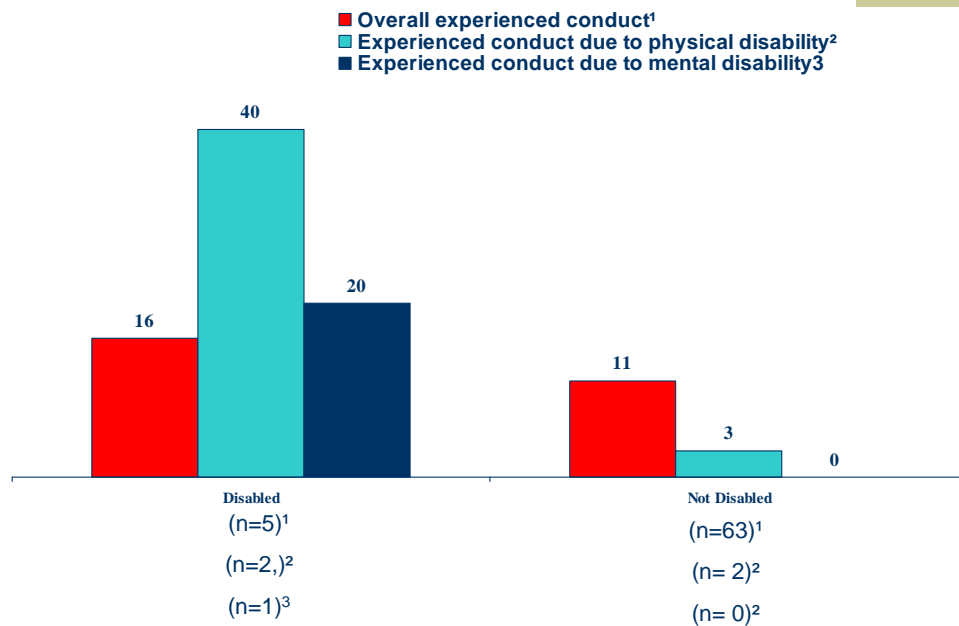
<sup>2</sup> Percentages are based on n split by group for those who have personally experienced this conduct.

As demonstrated in Figure 11, greater percentages of faculty/specialists and field agents had these experiences than respondents in other employees groups.



Sixteen percent of those respondents who identified as having disability that substantially affected a major life activity and 11 percent of non-disabled people experienced offensive, hostile, or intimidating conduct within the past year (Figure 12). Therefore, it appears that individuals with disabilities were subjected to a higher rate of harassment than was the general population in Tennessee Extension (16 vs. 11 %).

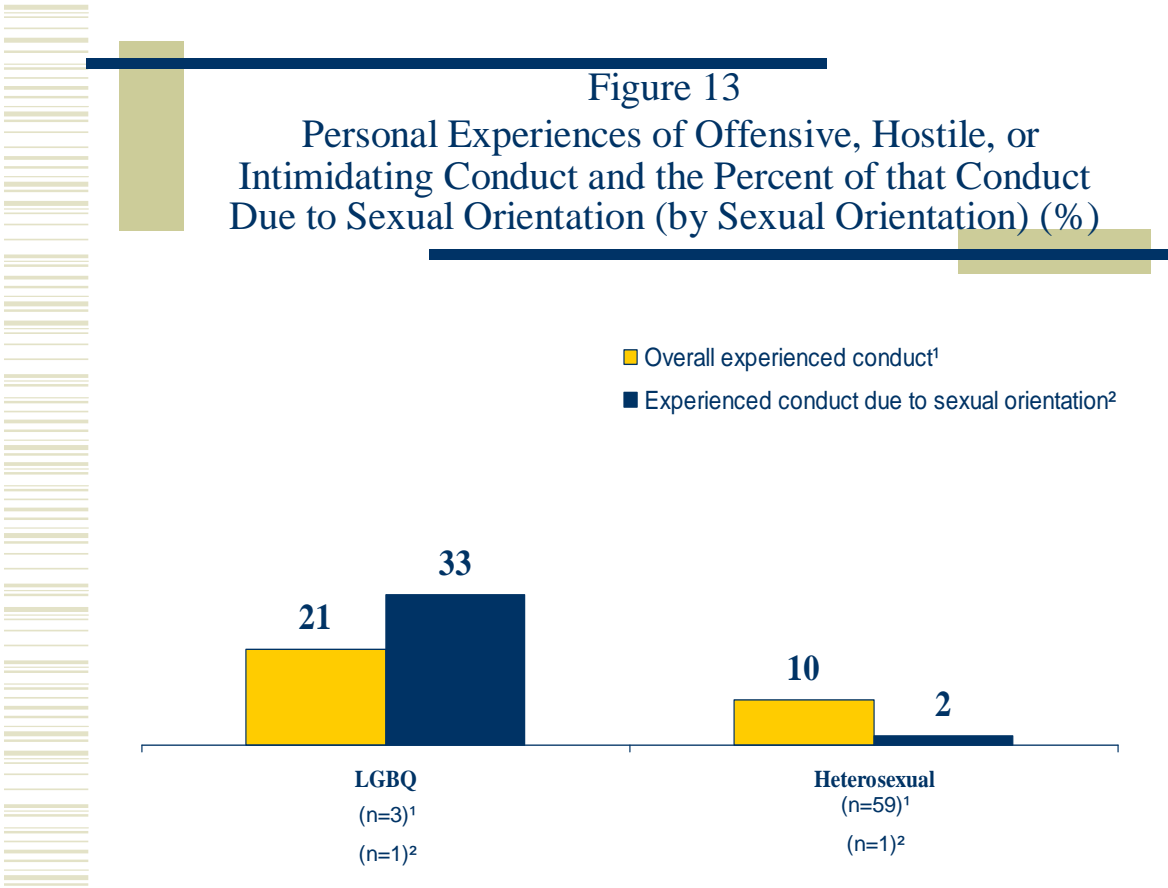
**Figure 12**  
**Personal Experiences of Offensive, Hostile, or Intimidating Conduct and the Percent of that Conduct Due to Disability (by Disability Status)**



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

<sup>2,3</sup> Percentages are based on n split by group for those who have personally experienced this conduct.

Due to the low number of sexual minorities reporting harassment, group comparisons should be made with caution. Of the three sexual minorities who experienced such conduct, one said it was based on sexual orientation (Figure 13).

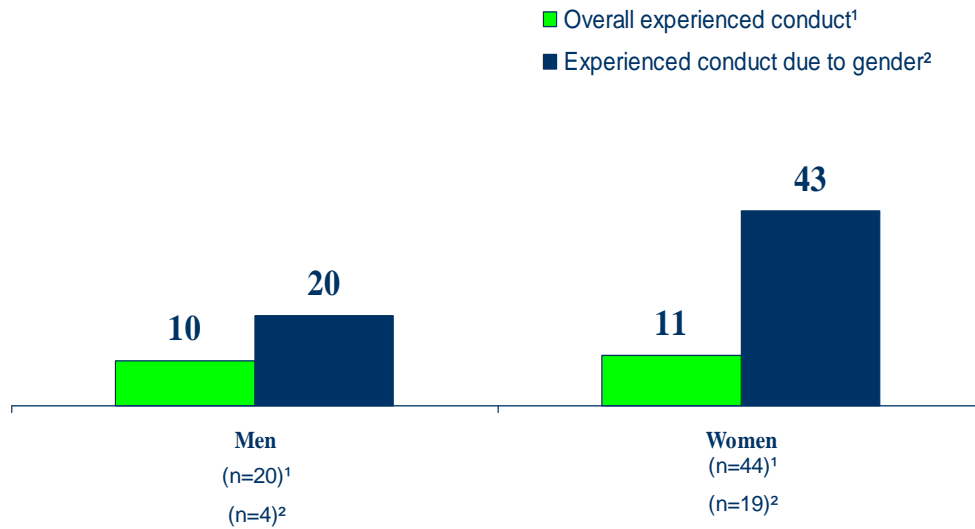


<sup>1</sup> Percentages are based on total n split by group.

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

Figure 14 illustrates that women and men were equally likely to experience harassment within the organization. Of those who experienced such conduct, 43 percent of women and 20 percent of men said the harassment was based on gender.

**Figure 14**  
**Personal Experiences of Offensive, Hostile, or Intimidating Conduct and the Percent of that Conduct Due to Gender (by Gender) (%)**



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

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

Table 5 illustrates the manners in which individuals experienced this conduct. Fifty-eight percent were subjected to derogatory remarks, 54 percent were deliberately ignored, 52 percent felt excluded, 15 percent received written comments, and 17 percent said others stared at them. Twenty-nine percent of respondents indicated they were harassed in “other” ways, including “was told I needed to let the more mature lady in the office ‘mother’ me,” “a parent questioned my actions based on a co-workers comments,” “I was

downgraded in my annual evaluation,” “lied to more than once,” and “overheard people talking.”

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

<b>Form of Experienced Harassment</b>	<b>n</b>	<b>%</b>
Derogatory remarks	40	58.0
Deliberately ignored	37	53.6
Felt excluded	36	52.2
Stares	12	17.4
Written comments	10	14.5
Unsolicited e-mails	5	7.2
Anonymous phone calls	3	4.3
Threats of physical violence	3	4.3
Target of physical violence	2	2.9
Target of graffiti	0	0.0
Other	20	29.0

Note: This table includes only respondents reporting experiences of harassment (n=69). Percentages do not sum to 100 due to multiple responses.



Sixty-one percent of respondents experienced the incidents in a local office, while 30 percent occurred in a campus office, and 19 percent were at an off-campus event (Table 6). “Other” responses included “at a regional meeting,” “common area of building,” and “Livestock Show-Horse.”

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

<b>Location of Experienced Harassment</b>	<b>n</b>	<b>%</b>
Local office	42	60.9
Campus office	21	30.4
Off campus event	13	18.8
Non-organizational event	6	8.7
On campus event	6	8.7
Other	6	8.7

Note: This table includes only respondents reporting experiences of harassment (n=69). Percentages do not sum to 100 due to multiple responses.

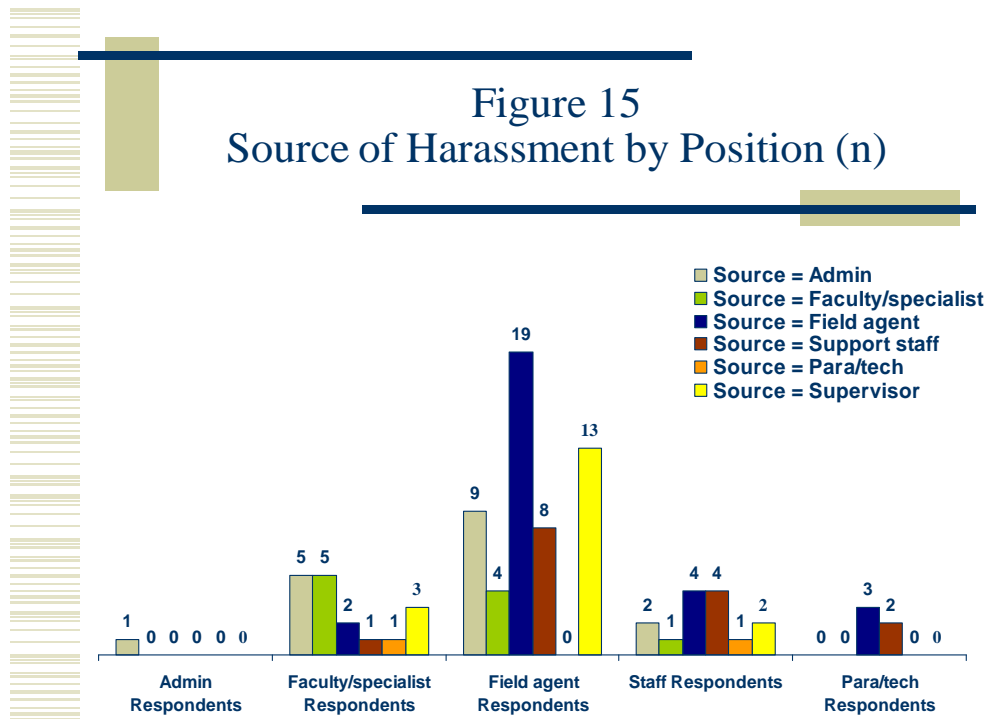
Forty-four percent of the respondents identified field faculty/agents as the sources of the conduct. Twenty-six percent identified administrators or supervisors and 22 percent identified support staff as the source (Table 7). “Other” responses include “Ag Committee Chair,” “an upper level Extension administrator,” “County Director,” “county paid maintenance worker,” “TNCEP Asst.,” “TSU Agents,” and “youth.”

**Table 7.**

<b>Source of Experienced Harassment</b>	<b>n</b>	<b>%</b>
Field faculty/agent/educator	30	43.5
Administrator	18	26.1
Supervisor	18	26.1
Support staff	15	21.7
Specialist/campus faculty	13	18.8
Volunteer	5	7.2
Customer	4	5.8
Partner/collaborator	4	5.8
Technician/paraprofessional	3	4.3
Other	10	14.5

Note: This table includes only respondents reporting experiences of harassment (n=69). Percentages do not sum to 100 due to multiple responses.

Figure 15 reviews the source of harassment by position.



In response to this conduct, 51 percent considered changing their jobs (Table 8). Forty-four percent avoided the harasser, while 42 percent told a friend and/or felt embarrassed. Others ignored it (35%). Thirty-five percent made a complaint to an appropriate official. Participants also indicated “other” responses such as “I consider the source,” “I cry and often have to leave the office,” “I felt I could not report it because of offender’s relationship with [upper-level Extension Administrator],” “there is no system for faculty to complain about an [upper-level Extension Administrator],” and “told county director.”

**Table 8.**

<b>Reactions to Experienced Harassment</b>	<b>n</b>	<b>%</b>
Considered changing my job	35	50.7
Avoided the person who harassed me	30	43.5
Felt embarrassed	29	42.0
Told a friend	29	42.0
Ignored it	24	34.8
Made a complaint to an appropriate official	24	34.8
Confronted the harasser at the time	12	17.4
Confronted the harasser later	12	17.4
Left the situation immediately	11	15.9
Other	9	13.0

Note: This table includes only respondents reporting experiences of harassment (n=69). Percentages do not sum to 100 due to multiple responses.

Questions 3 through 7 on the instrument asked, “Within the past year, have you heard [employee] make insensitive or disparaging remarks about people based on their [characteristic]?” Table 9 depicts the number and percent of respondents who *never* heard the various employees make disparaging remarks. Of note, respondents were most likely to have heard field faculty/agents make disparaging or insensitive remarks about age, ethnic background, women, inability to speak English, and sexual orientation, and administrators make remarks about age (Table 9).

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

Characteristic	Employees									
	Administrator		Field faculty/ agent		Campus faculty/ specialist		Support staff		Paraprofessional/ technician	
	n	%	n	%	n	%	n	%	n	%
Age	502	79.7	462	73.3	560	88.9	529	84.0	569	90.3
Disability status	607	96.3	565	89.7	594	94.3	590	93.7	595	94.4
Ethnic background	566	89.9	484	76.8	573	91.0	530	84.1	558	88.6
Family Status	545	86.4	515	81.7	591	93.8	553	87.8	588	93.3
Gender (men)	570	90.5	521	82.7	578	91.7	546	86.7	575	91.3
Gender (women)	545	86.5	491	77.9	566	89.8	563	89.4	575	91.3
Gender identity	578	91.7	525	83.3	584	92.7	573	91.0	574	91.1
Inability to speak English	538	85.4	436	69.2	560	88.9	510	81.0	544	86.3
Physical characteristics	570	90.5	510	81.0	576	91.4	565	89.7	573	91.0
Racial background	576	91.4	510	81.0	582	92.4	545	86.5	567	90.0
Religious background	587	93.2	534	84.8	586	93.0	561	89.0	582	92.4
Sexual orientation	560	88.9	471	74.8	565	89.7	523	83.0	550	87.3
Socioeconomic class	586	93.0	542	86.0	593	94.1	564	89.5	580	92.1
Veteran status	621	98.6	309	96.7	608	96.5	606	96.2	607	96.3

Conversely, 13 percent heard an employee *challenge* insensitive or disparaging remarks made regarding age. Smaller percentages of respondents witnessed colleagues challenge remarks based on ethnic background (12%), women (12%), inability to speak English (12%), racial background (11%), sexual orientation (10%), socioeconomic status (9%), physical characteristics (9%), religion (9%), men (8%), disability (5%), gender identity (5%), and veteran status (2%).

Table 10 illustrates the degree to which respondents thought that various groups had exhibited sensitivity toward diverse audiences in the last year. Slightly more than half of the respondents thought their communities, advisory groups, extension volunteers, representatives of local government, and user groups/clientele had shown sensitivity to diverse audiences in the past year.

**Table 10.**  
**Groups That Have Exhibited Sensitivity to Diverse Audiences:**

	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Your community	108	17.1	222	35.2	187	29.7	68	10.8	29	4.6
Advisory group	129	20.5	214	34.0	188	29.8	45	7.1	30	4.8
Extension volunteers	121	19.2	230	36.5	183	29.0	49	7.8	25	4.0
Representatives of local government	103	16.3	226	35.9	192	30.5	57	9.0	30	4.8
User groups/ clientele	96	15.2	219	34.8	223	35.4	45	7.1	26	4.1

## Summary

As noted earlier, 11 percent of respondents across the two organizations reported personally experiencing at least subtle forms of conduct that had interfered with their ability to work, learn, or participate in the organization. Compared to other results in similar investigations, this survey found a lower percentage of harassment overall (11% vs. 25%), a lower percentage based upon gender (33% vs. 55%) and a lower percentage based on race (20% vs. 31%). Given those other investigations, finding that members of historically underrepresented groups were more likely to have experienced various forms of harassment and discrimination than had those in the “majority” was not surprising.

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

## Perceptions of Organizational Climate

Organizational climate is not only a function of what one has personally experienced but also is influenced by perceptions of how others members of the organization are treated. Tables 11 and 12 illustrate that 80 percent of the survey respondents were “comfortable” or “very comfortable” with the climate for diversity in their organization and 85 percent were “comfortable” or “very comfortable” within their work units. A greater percentage of respondents were “very comfortable” in their work units than in the organization as a whole.

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

	<b>n</b>	<b>%</b>
Very comfortable	202	32.1
Comfortable	304	48.3
Not comfortable or uncomfortable	70	11.1
Uncomfortable	47	7.5
Very uncomfortable	5	0.8
Not applicable	1	0.2

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

	<b>n</b>	<b>%</b>
Very comfortable	245	38.9
Comfortable	290	46.0
Not comfortable or uncomfortable	55	8.7
Uncomfortable	26	4.1
Very uncomfortable	11	1.7
Not applicable	1	0.2



When comparing the data by the demographic categories of “People of Color” and “Caucasian/White,” however, People of Color were less likely than White respondents to be comfortable with the climate for diversity. People of color were slightly more likely to be comfortable than Caucasian/White respondents, however, within their work units (Figures 16 - 17).

Figure 16  
Comfort with Climate in Organization by Race (%)

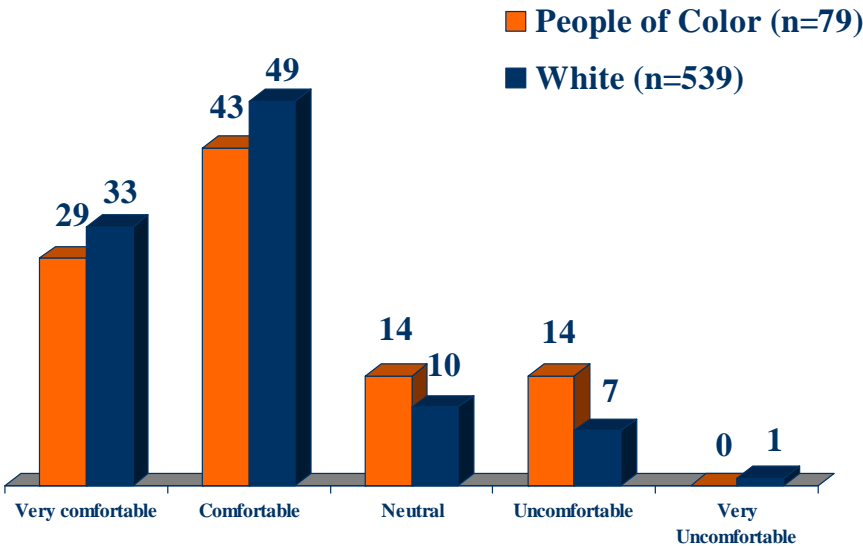
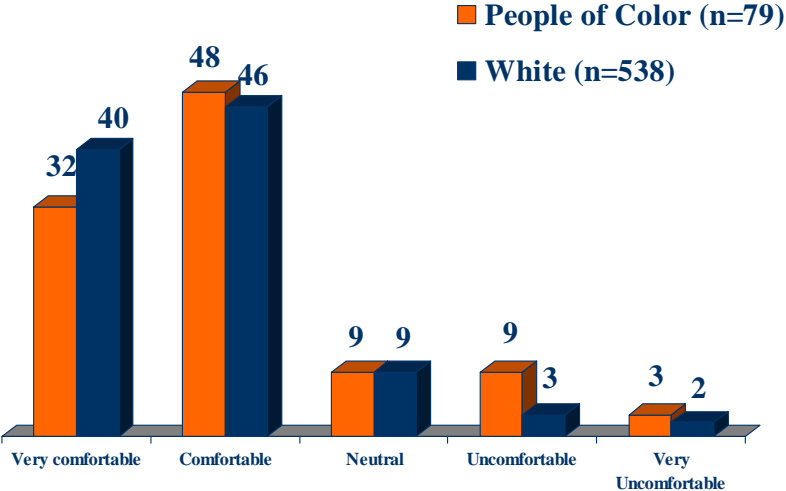


Figure 17  
Comfort with Climate in Work Unit by Race (%)



Women were about as comfortable as men with the climate in the organization (Figure 18) and in their work units (Figure 19). Men, however, were slightly more likely to be “very comfortable” with the climate in their units than were women.

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

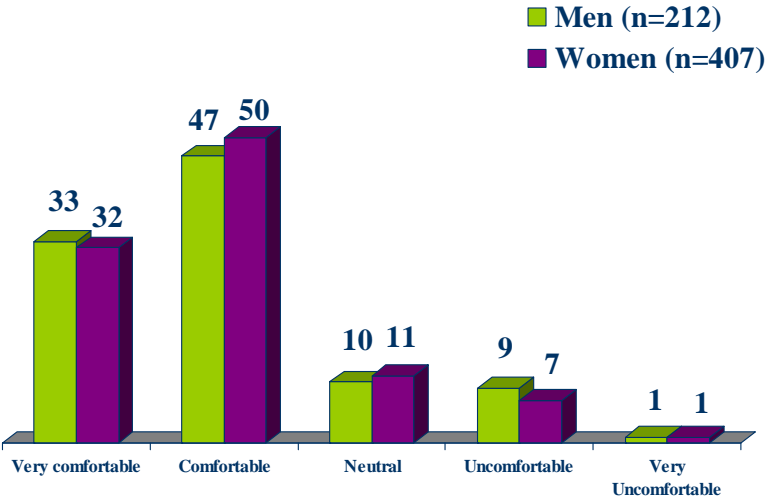
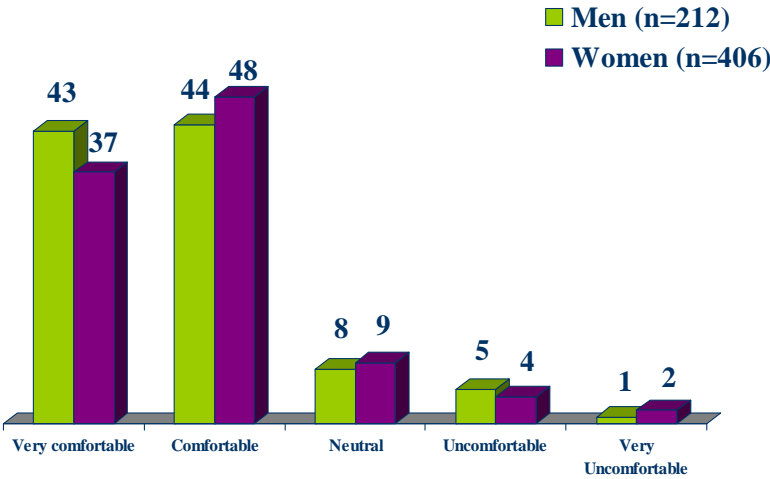


Figure 19  
Comfort with Climate in Unit by Gender (%)



Heterosexual respondents and sexual minority respondents were equally comfortable with the climate for diversity in the overall organization and in their work units (Figures 20 & 21).

Figure 20  
Comfort with Climate in Organization  
by Sexual Orientation (%)

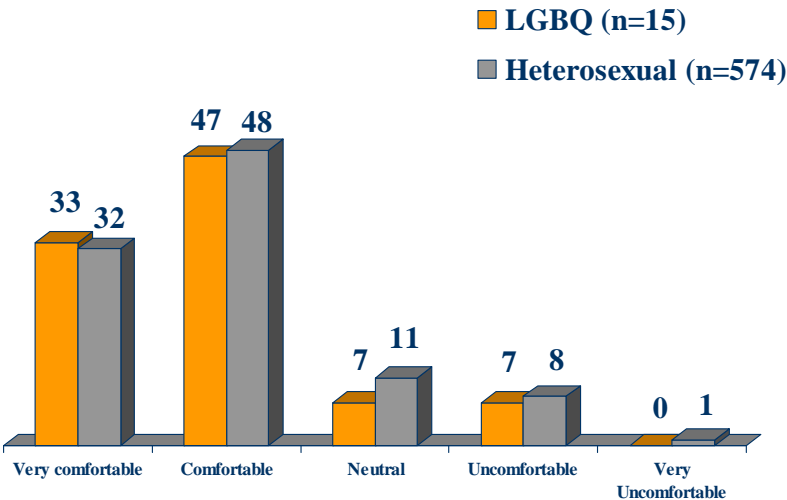
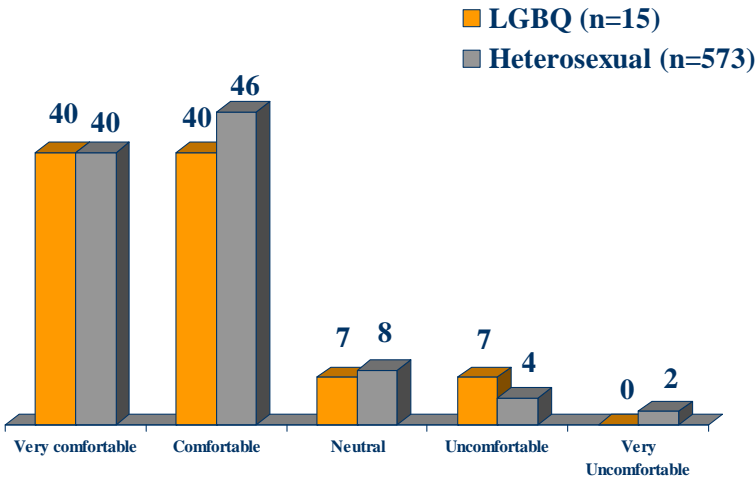


Figure 21  
Comfort with Climate in Unit  
by Sexual Orientation (%)



In comparing Figures 22 and 23, the reader will note that all employees were more comfortable with the climate for diversity in their work units than in the overall organization.

Figure 22  
 Comfort with Climate in Organization  
 by Position (%)

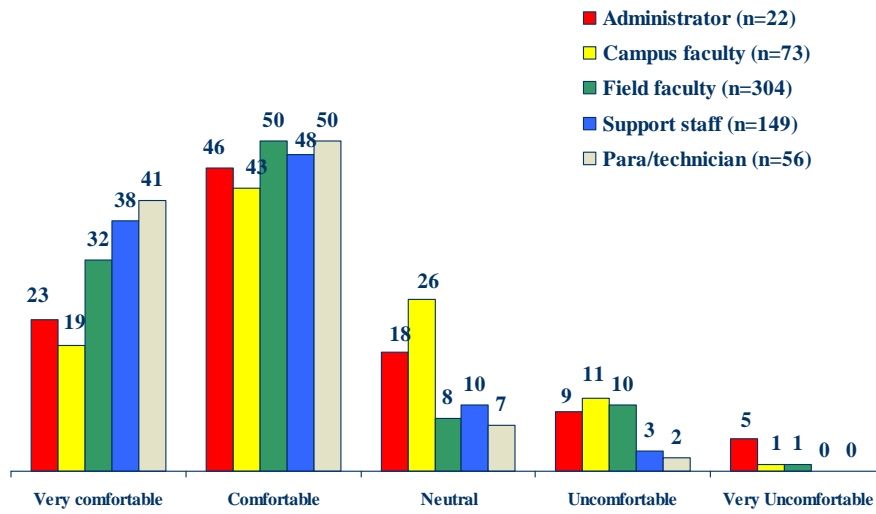
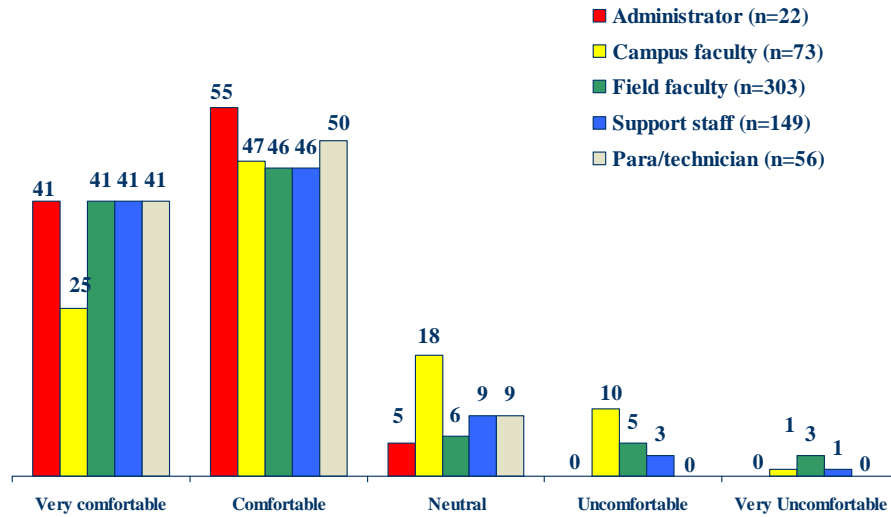


Figure 23  
 Comfort with Climate in Work Unit  
 by Position (%)

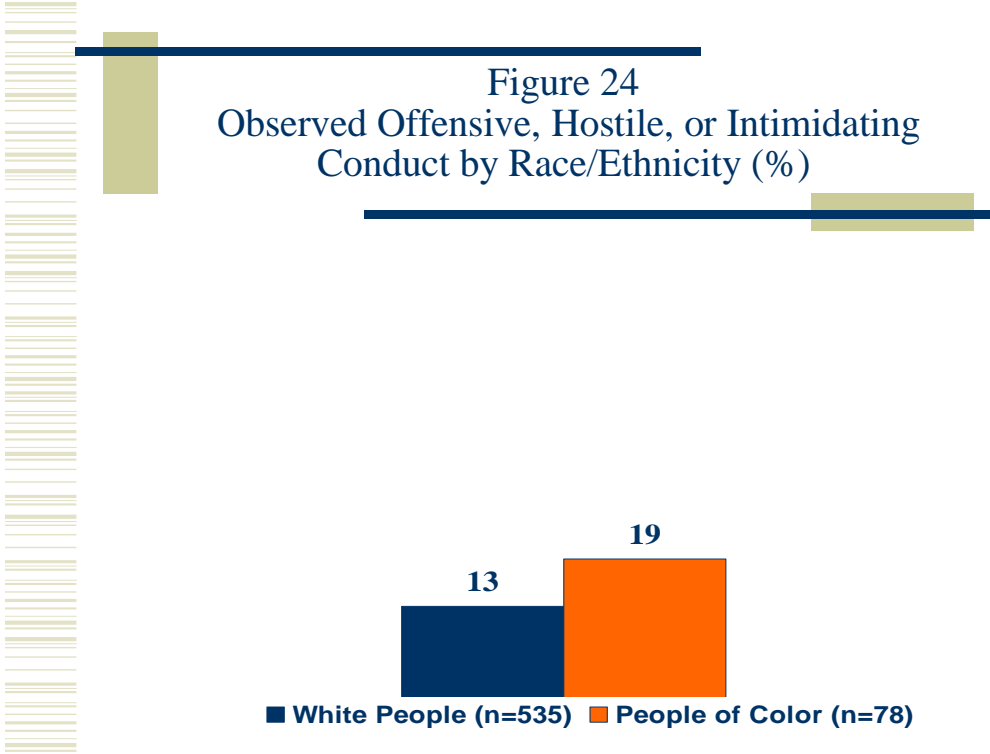


### Respondents' Observations

Respondents' observations of others being harassed also contributed to their perceptions of organizational climate. Fourteen percent of the participants (n=86) observed conduct that created an offensive, hostile, or intimidating working or learning environment directed toward a person or group in the organization. This is in contrast with 11% (n=69) who reported actually experiencing harassment in the organization.

Figures 24-26 report responses by demographic categories (i.e., race, gender, position) to question 17, "Have you observed any harassment (offensive, hostile, or intimidating conduct) directed toward a person or group of people in your organization?" The results

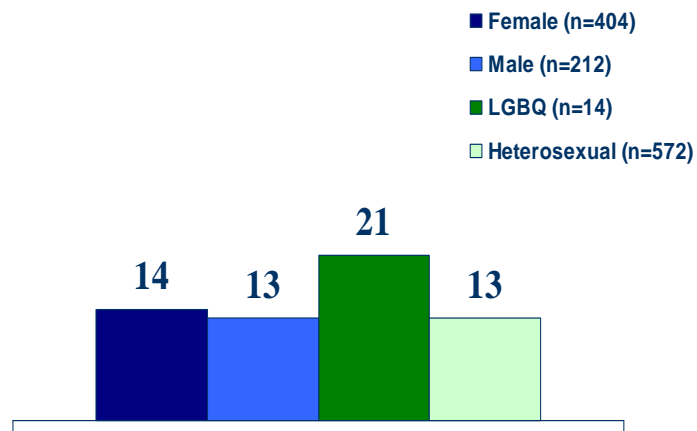
by race show that a higher percentage of Respondents of Color observed offensive, hostile, or intimidating conduct than did White Respondents (Figure 24).





In terms of gender, similar percentages of women and men observed offensive, hostile, or intimidating conduct (Figure 25) while more sexual minority respondents (21%) than heterosexual respondents (13%) witnessed harassment.

Figure 25  
Observed Offensive, Hostile, or Intimidating  
Conduct by Gender & Sexual Orientation (%)



The results also indicate that a greater percentage of campus faculty/specialists observed offensive, hostile, or intimidating conduct than did other employees (Figure 26).

**Figure 26**  
**Observed Hostile, Offensive, or Intimidating Conduct by Position (%)**

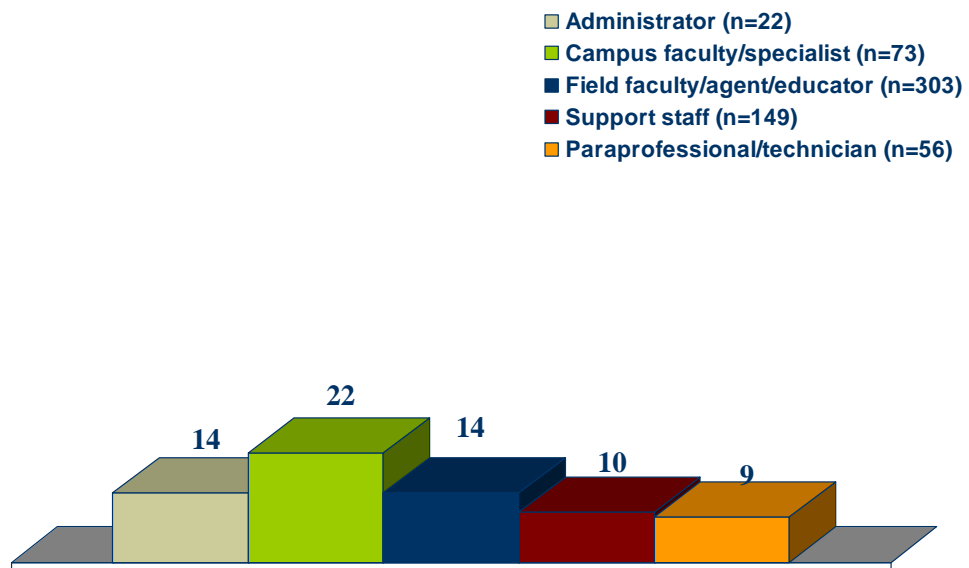


Table 13 indicates that the observed harassment was most often based on gender (27%), age (23%), race (17%), family status (15%), and physical characteristics (13%). “Other” responses included, “different perspective and opinion,” “control issues,” “higher standing in academia,” “leadership style,” and “unwanted attention by person of the opposite sex.”

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

Observed Harassment Based on:	n	%
Gender	23	26.7
Age	20	23.3
Race	15	17.4
Family status	13	15.1
Physical characteristics	11	12.8
Socioeconomic class	9	10.5
Ethnicity	8	9.3
Farm background	7	8.1
Sexual orientation	6	7.0
Non-farm background	4	4.7
Mental disability	3	3.5
Religion	3	3.5
Country of origin	2	2.3
Gender identity	2	2.3
Physical disability	1	1.2
Veteran status	0	0.0
Other	27	31.4

Note: This table includes only respondents who observed harassment (n=86). Percentages do not sum to 100 due to multiple responses.

Table 14 illustrates that respondents most often observed this conduct in the form of derogatory remarks (72%), someone being ignored (42%) or excluded from activities (30%). They most often observed harassment in local offices (54%), in campus offices (23%), and at off-campus events (22%).

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

<b>Form of Observed Harassment</b>	<b>n</b>	<b>%</b>
Derogatory remarks	62	72.1
Deliberately ignored	36	41.9
Felt excluded	26	30.2
Written comments	16	18.6
Stares	10	11.6
Unsolicited e-mails	6	7.0
Target of physical violence	2	2.3
Threats of physical violence	2	2.3
Publications on campus	1	1.2
Target of graffiti	1	1.2
Other	13	15.1

Note: This table includes only respondents who observed harassment (n=86). Percentages do not sum to 100 due to multiple responses.

Table 15 reports participants’ responses to this harassment. Respondents most often reported feeling embarrassed when encountering this behavior (30%). Twenty-seven percent ignored the situation; 26 percent considered changing their jobs; 24 percent confronted the harasser at the time, and 23 percent told a friend. Nineteen percent made a complaint to an appropriate official. “Other” responses included “discussed it with the person being harassed,” “spoke up for the person that was having remarks made about them,” “advised the person being harassed what to do,” and “we had a group discussion about it.”

**Table 15.**

<b>Reactions to Observed Harassment</b>	<b>n</b>	<b>%</b>
Felt embarrassed	26	30.2
Ignored it	23	26.7
Considered changing my job	22	25.6
Avoided the person who harassed me	21	24.4
Told a friend	20	23.3
Made a complaint to an appropriate official	16	18.6
Left the situation immediately	12	14.0
Confronted the harasser later	11	12.8
Confronted the harasser at the time	10	11.6
Other	13	15.1

Note: This table includes only respondents who observed harassment (n=86). Percentages do not sum to 100 due to multiple responses.

Respondents most frequently observed field faculty/agents harassing others (35%), but also reported support staff (27%), administrators (23%), supervisors (23%), and specialists/campus faculty (13%) as sources. “Other” responses included “advisory committee chair,” “county director,” “parents.”

Regarding observations of discriminatory employment practices, 16 percent of respondents (n= 103)<sup>23</sup> reported observing discriminatory hiring at UT or TSU Extension (Table 16). Of those, 37 percent believed that the discrimination was base on race, 22 percent on gender, and 19 percent on age. Of the four percent who observed discriminatory firing (n=26), 35 percent said the discrimination was based on race, 23 percent based on ethnicity, and 15 percent on age, employment category, or gender. Of the 13 percent who witnessed discriminatory promotion (n=82), 33 percent reported the actions were based on gender, 20 percent based on race, and 15 percent based on age.

<sup>23</sup> The reported numbers of respondents witnessing discriminatory employment practices represents an unduplicated total.

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

<b>Based on:</b>	<b>Employment Practices</b>		
	<b>Discriminatory Hiring n=103</b>	<b>Discriminatory Firing n=26</b>	<b>Discriminatory Promotion n=82</b>
Race	38	9	16
Gender	23	4	27
Age	20	4	12
Ethnicity	14	6	3
Family status	14	3	6
Employment category	11	4	10
Physical characteristics	7	0	3
Country of origin	5	1	0
Socioeconomic class	5	3	5
Sexual orientation	2	1	2
Gender identity	1	0	2
Physical disability	1	1	1
Religion	1	0	0
Veteran status	1	0	0
Mental disability	0	0	1
Other	23	4	24

Note: The reported numbers of respondents witnessing discriminatory employment practices represent an unduplicated total.

Eleven percent (n=71) of respondents were aware of someone who left the organization due to discriminatory experiences.

## Summary

Organizational climate for diversity is not only a function of one's personal experiences; it is influenced by perceptions of how the organization treats all of its members. The majority of respondents indicated that they were "comfortable" or "very comfortable" with the climate for diversity in UT and TSU Extension and in their work units.

Respondents from underrepresented groups were less likely to feel comfortable than majority respondents. While some respondents *experienced* conduct that had interfered with their ability to work, learn, or participate in the organization (11%, n=69), slightly more people (14%, n=86) *witnessed* conduct that they felt created an offensive, hostile, or intimidating working or learning environment. This difference may be a function of two or more people witnessing the same incident, or one's comfort level in reporting the incident (respondents may feel more comfortable reporting *observed* incidents, rather than incidents *experienced*).

## **Attitudes Related to Difference**

Table 17 shows that more than half of all respondents had no contact with African, Anabaptist/Amish/Mennonite, or Caribbean people. Only slightly less than half of the respondents had no contact with American Indian/Alaskan Native, Middle Eastern or openly gay, lesbian, bisexual or transgender persons. On the other hand, respondents indicated “very frequent” contact with Caucasian/White persons (88%), persons of a different socioeconomic class (30%), persons with different religious backgrounds (28%), and African American/Black (26%) persons.



**Table 17. Percent of Respondents Who Had Contact with People from Various Backgrounds**

<b>Backgrounds:</b>	<b>Amount of Contact</b>				
	<b>None</b>	<b>Slight</b>	<b>Some</b>	<b>Frequent</b>	<b>Very Frequent</b>
African Americans/Blacks	4.8	17.3	30.2	21.6	25.9
African	56.3	21.9	12.1	2.7	3.2
American Indians/ Alaskan Natives	46.5	34.9	11.3	1.7	2.2
Anabaptist/Amish/ Mennonite	59.2	23.5	9.8	3.0	1.6
Asians/Pacific Islanders	35.2	35.4	19.4	5.6	2.4
Caribbean	71.7	16.7	4.0	2.4	1.9
Caucasians/ Whites	1.0	0.3	0.8	8.6	88.1
Latinos/Hispanics/ Chicanos	11.7	25.7	34.4	14.9	10.5
Middle Eastern persons	45.4	31.6	15.1	3.5	1.9
Non-native English speakers	39.5	31.0	16.2	5.4	3.5
Openly gay, lesbian, bisexual or transgender persons	45.7	36.7	11.7	2.5	0.8
Russian/Eastern European	70.2	19.8	4.9	1.2	0.6
Persons with physical disabilities	11.9	36.3	34.9	11.4	3.2
Persons with mental disabilities	27.0	37.8	22.9	6.0	3.3
Persons with different religious backgrounds	5.7	15.6	25.9	23.5	28.3
Persons who are veterans	9.2	21.0	31.7	23.5	12.5
Persons who don't fit the "perfect physique"	9.2	11.1	26.0	24.1	27.1
Persons of a different socioeconomic class	6.0	9.4	22.5	30.2	30.2

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

Another factor influencing organizational climate is how an organization responds to issues regarding underrepresented groups. Participants were asked to respond to several questions about organizational actions regarding diversity concerns within the organization. Twenty-one percent of UT respondents and 28 percent of TSU respondents had recently participated in diversity training other than Civil Rights Training.

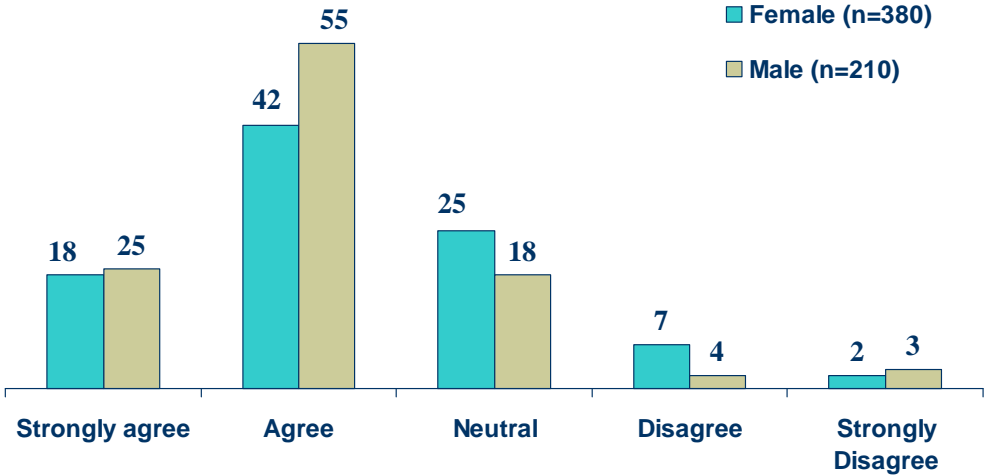
More than half of all respondents thought their Extension organization had addressed eight of the 12 issues listed in question 29 (Table 18); those included issues related to age, ethnicity, gender, non-native English speakers, physical disability, race, socioeconomic class, and veteran status. Fewer than half of the respondents believed that their Extension organization had addressed four of the 12 issues: gender identity, mental disability, religion, and sexual orientation.

**Table 18. Organization Addresses Issues**

Issues Related to:	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Age	126	20.0	286	45.4	115	18.3	26	4.1	13	2.1
Ethnicity	117	18.6	292	46.3	114	18.1	24	3.8	14	2.2
Gender	108	17.1	275	43.7	135	21.4	31	4.9	13	2.1
Gender identity	66	10.5	164	26.0	197	31.3	58	9.2	22	3.5
Mental disability	64	10.2	201	31.9	195	31.0	52	8.3	15	2.4
Non-native English speakers	72	11.4	253	40.2	162	25.7	45	7.1	12	1.9
Physical disability	87	13.8	302	47.9	131	20.8	27	4.3	8	1.3
Race	128	20.3	289	45.9	109	17.3	24	3.8	12	1.9
Religion	81	12.9	202	32.1	185	29.4	53	8.4	25	4.0
Sexual Orientation	54	8.6	141	22.4	223	35.4	64	10.2	32	5.1
Socioeconomic class	127	20.2	257	40.8	134	21.3	20	3.2	14	2.2
Veterans	91	14.4	222	35.2	179	28.4	25	4.0	10	1.6

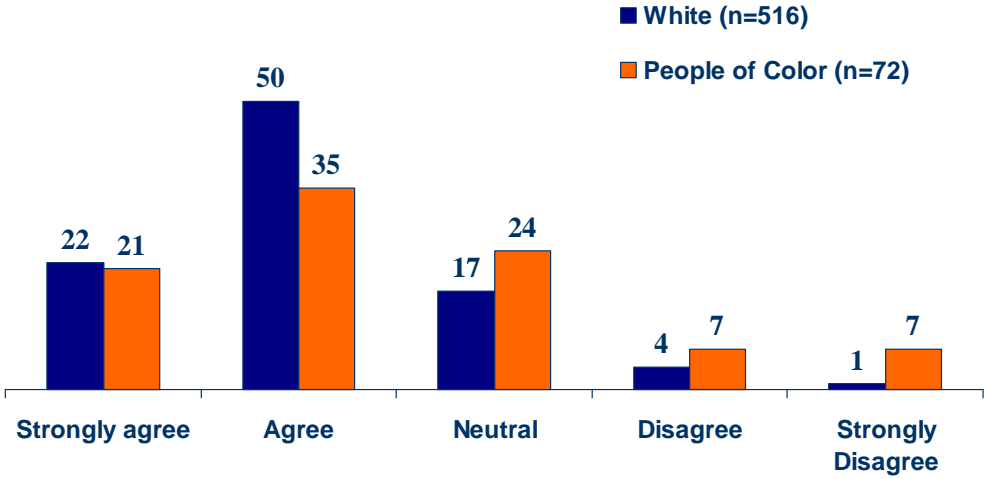
When examining this item in terms of gender, female respondents were less likely than male respondents to “strongly agree” or “agree” that the organization proactively addresses gender issues (Figure 27).

Figure 27  
Organization Addresses Gender Issues  
by Gender (%)



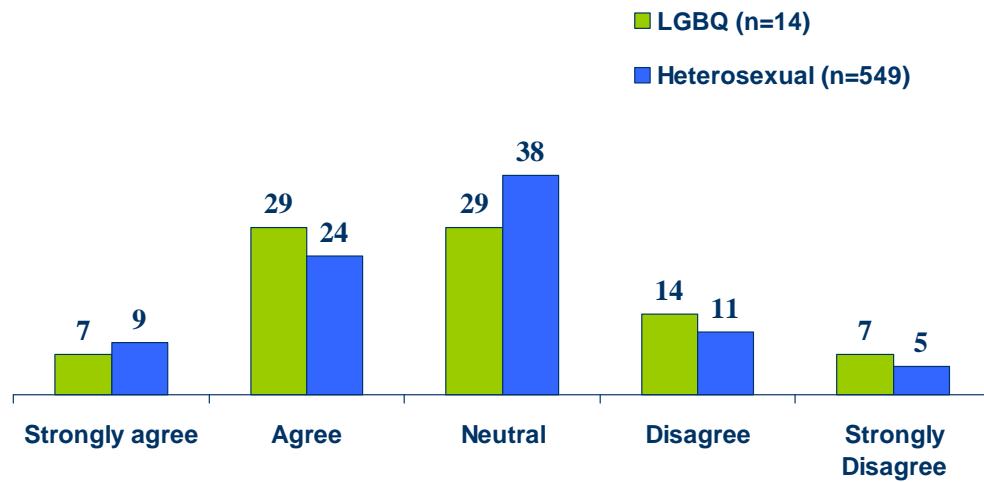
Likewise, Respondents of Color were less likely than White respondents to believe that their Extension organization addressed issues of race (Figure 28).

Figure 28  
Organization Addresses Race Issues  
by Race (%)



Many sexual minorities and heterosexual respondents neither agreed nor disagreed about the degree to which their organizations addressed issues of sexual orientation (Figure 29).

**Figure 29**  
**Organization Addresses Sexual Orientation Issues**  
**by Sexual Orientation (%)**



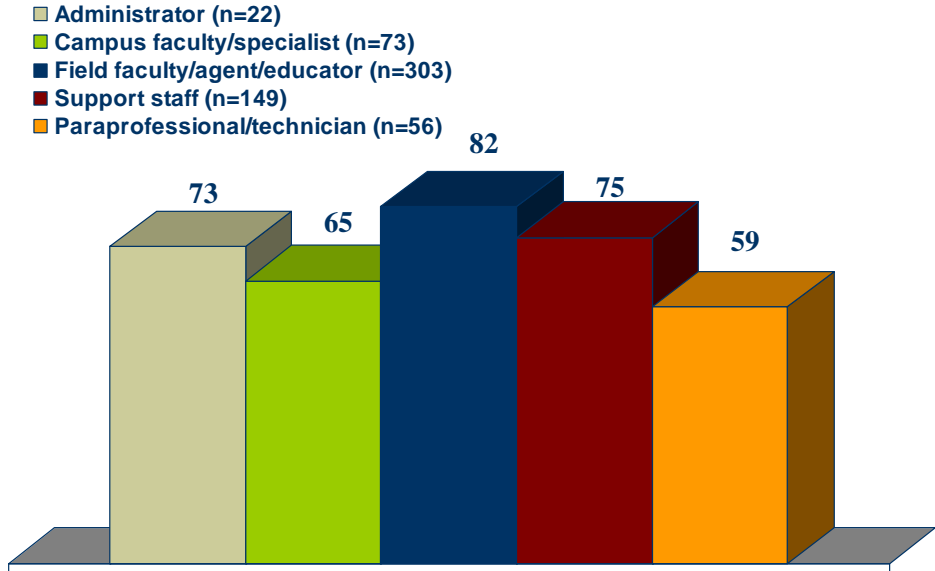
Respondents were also queried regarding their attitudes about the organization. Table 19 reports the results for all respondents. Figures 30 to 43 break down the results by various demographic categories.

**Table 19. Attitudes About the Organization**

Attitudes	Strongly agree		Agree		Do not agree nor disagree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%	n	%
The organization has visible leadership from the administration who foster diversity in the workplace.	169	26.8	298	47.3	94	14.9	25	4.0	16	2.5	19	3.0
Management/supervisor within your work unit demonstrates a commitment to diversity.	185	29.4	302	47.9	85	13.5	26	4.1	14	2.2	11	1.7
The workplace climate is welcoming for customers/learners from underrepresented groups.	221	35.1	324	51.4	48	7.6	21	3.3	6	1.0	4	0.6
The workplace climate is welcoming for employees from underrepresented groups.	200	31.7	301	47.8	77	12.2	33	5.2	9	1.4	5	0.8
Diversity among staff within the state organization and its customers/learners creates increased benefits for the organization.	142	22.5	309	49.0	109	17.3	24	3.8	2	0.3	31	4.9
As a result of the increased diversity of our clients across the state, I have made adjustments in my programming/teaching strategies.	85	13.5	281	44.6	185	29.4	29	4.6	4	0.6	30	4.8

The majority of responding employees believed the administration had visible leadership to foster diversity, and field faculty were most apt to agree (Figure 30).

Figure 30  
Strongly Agree/Agree\* that Administration Visibly  
Fosters Diversity  
by Position (%)

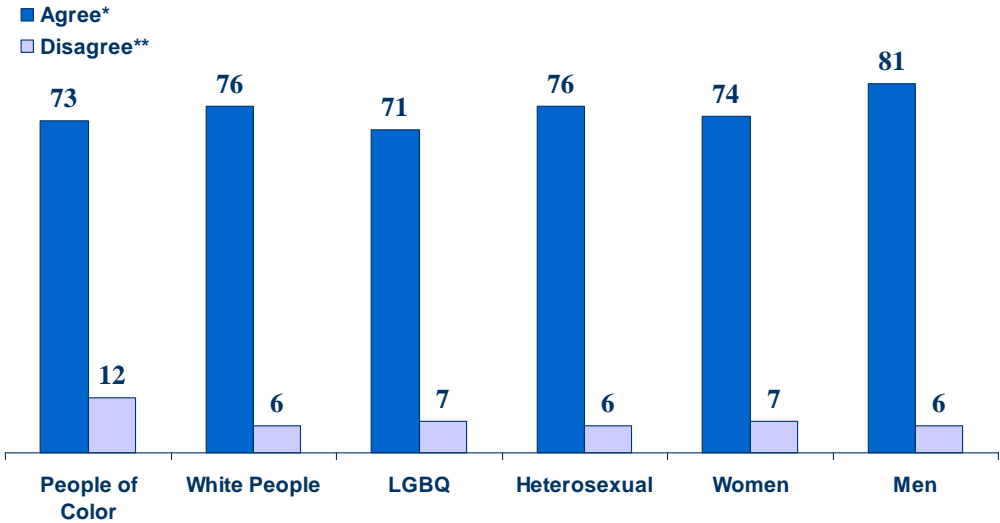


\* Strongly agree and agree were collapsed into one category.



Although the majority of respondents in each demographic group felt that the administration visibly fostered diversity, People of Color disagreed more than any of the other demographic categories (Figure 31).

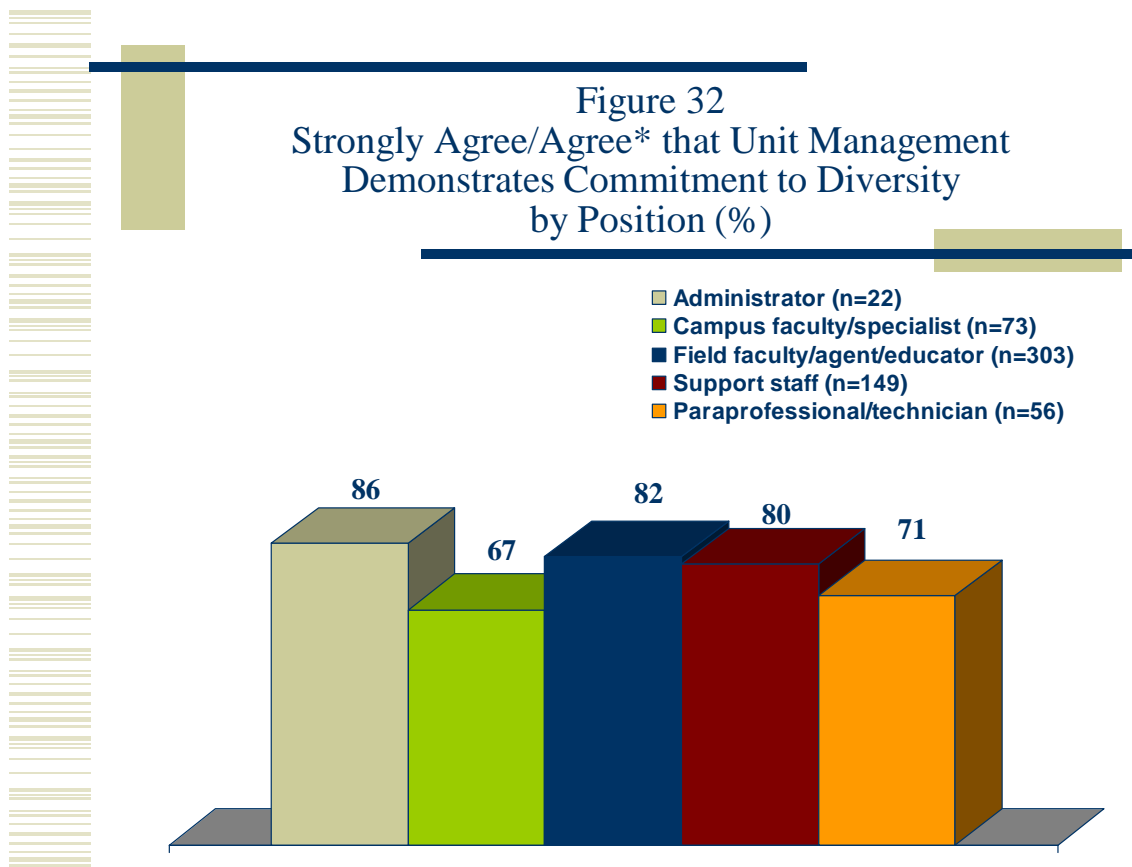
Figure 31  
Administration Visibly Fosters Diversity (%)



\* Agree and strongly agree collapsed into one category.

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

Seventy-seven percent of all respondents believed their unit management demonstrated a commitment to diversity (Figure 32). Again, the responses differed by position, ranging from 67 percent of campus faculty who agreed to 86 percent of administrators who agreed.



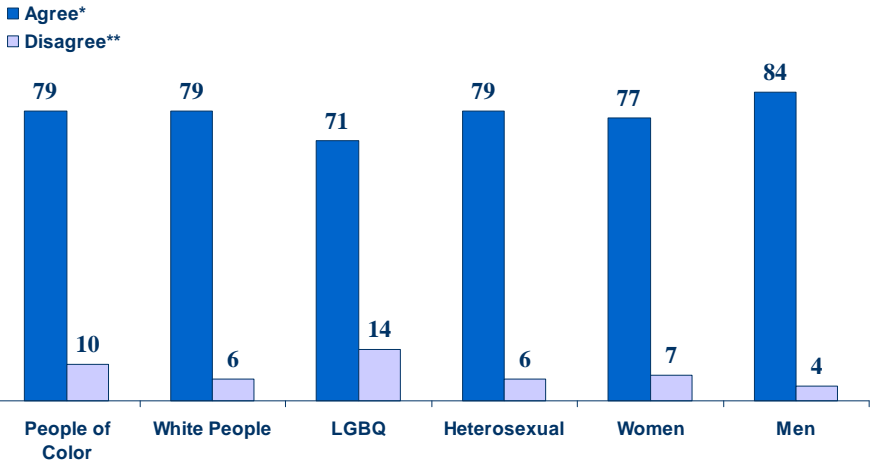
\* Strongly agree and agree were collapsed into one category.

When examining the data by sexual orientation, only 71 percent of sexual minorities<sup>24</sup> – versus 79 percent of heterosexual respondents – believed their unit management demonstrated a commitment to diversity (Figure 33). Men respondents were most likely

<sup>24</sup> Given the small number of sexual minorities responding, caution is warranted when interpreting the results throughout the report for this sub-population.

to think their unit management/supervisors demonstrated a visible commitment to diversity.

Figure 33  
Unit Management Demonstrates Commitment to Diversity (%)

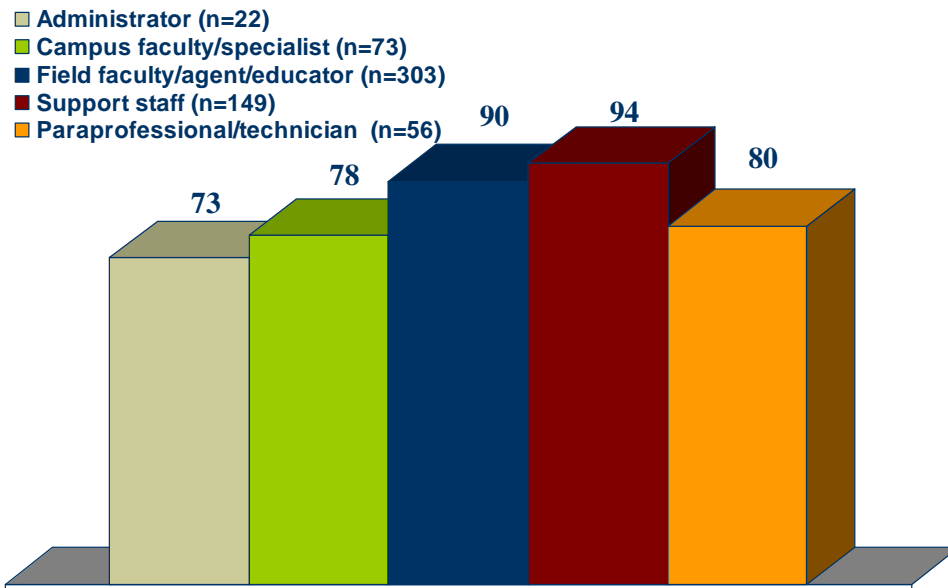


\* Agree and strongly agree collapsed into one category.

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

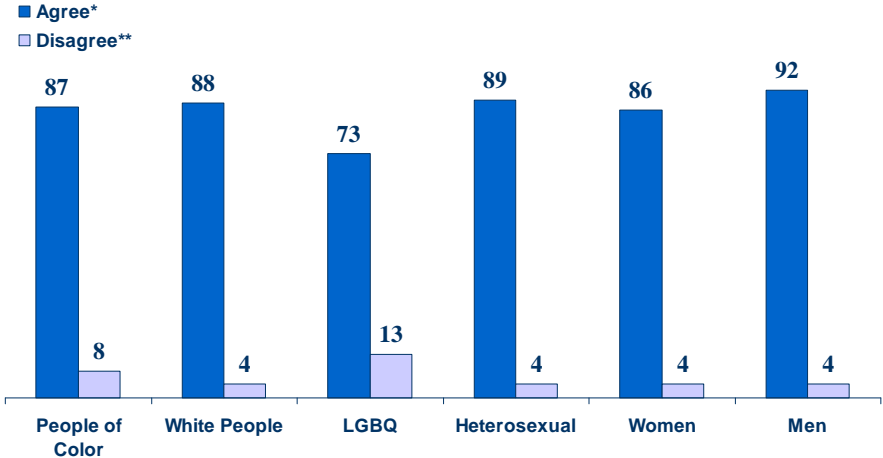
With regard to the climate for customers/learners from underrepresented groups, 87 percent of all respondents believed the climate was welcoming. Again, when analyzed by various demographic characteristics, some differing opinions emerged (Figures 34-35).

**Figure 34**  
**Strongly Agree/Agree\* that Workplace Climate is Welcoming for Customers/Learners from Underrepresented Groups by Position (%)**



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

**Figure 35**  
**Workplace Climate is Welcoming for**  
**Customers/Learners from Underrepresented Groups (%)**

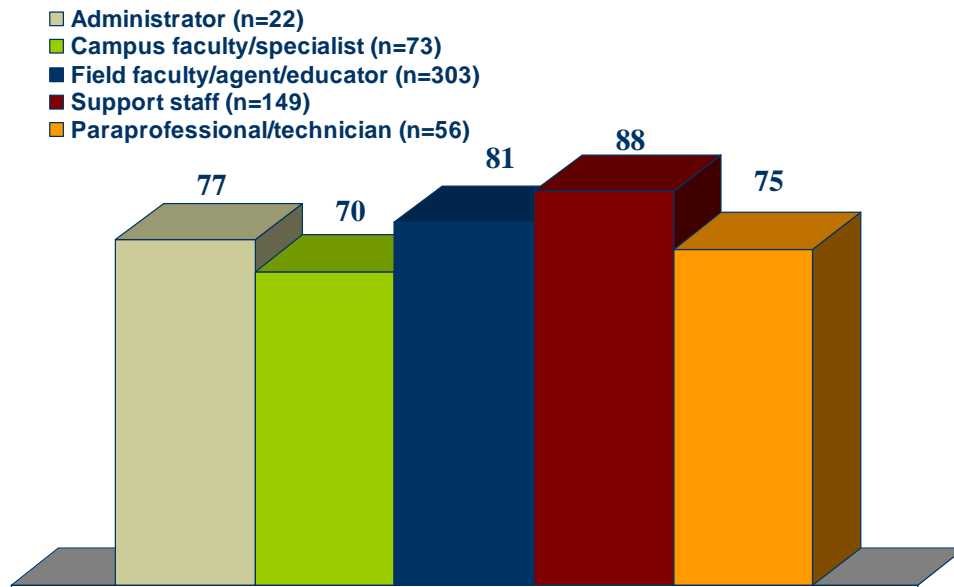


\* Agree and strongly agree collapsed into one category.

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

Eighty percent of all respondents thought the workplace climate was welcoming for employees from underrepresented groups. Lower percentages of campus faculty (70%) than other employee groups believed the workplace climate was welcoming (Figure 36).

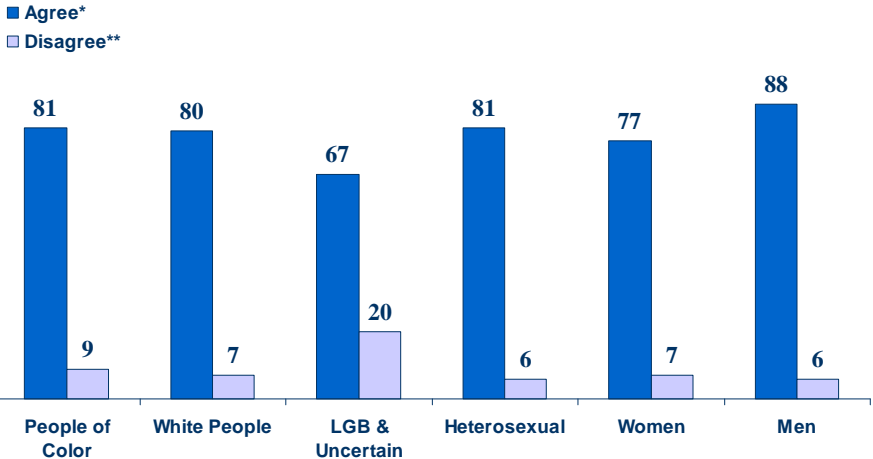
**Figure 36**  
**Strongly Agree/Agree\* that Workplace Climate is Welcoming for Employees from Underrepresented Groups by Position (%)**



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

In comparison with 80 percent of all respondents and 81 percent of heterosexual respondents, only 67 percent of sexual minority respondents<sup>25</sup> indicated the workplace climate was welcoming for underrepresented employees (Figure 37).

**Figure 37**  
**Workplace Climate is Welcoming for Employees from Underrepresented Groups (%)**



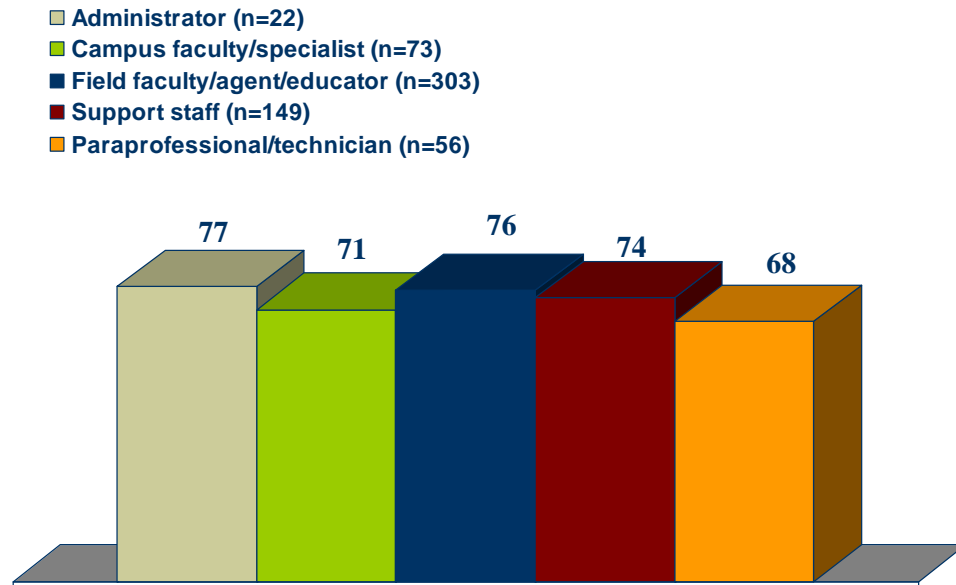
\* Agree and strongly agree collapsed into one category.

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

<sup>25</sup> Given the small number of sexual minorities responding, caution is warranted when interpreting the results throughout the report for this sub-population

Seventy-two percent of all respondents believed that diversity among staff within the state organizations and their clients created increased benefits for the organizations. Figures 38 and 39 reveal that, regardless of demographic characteristics, similar percentages of respondents agreed with the statement.

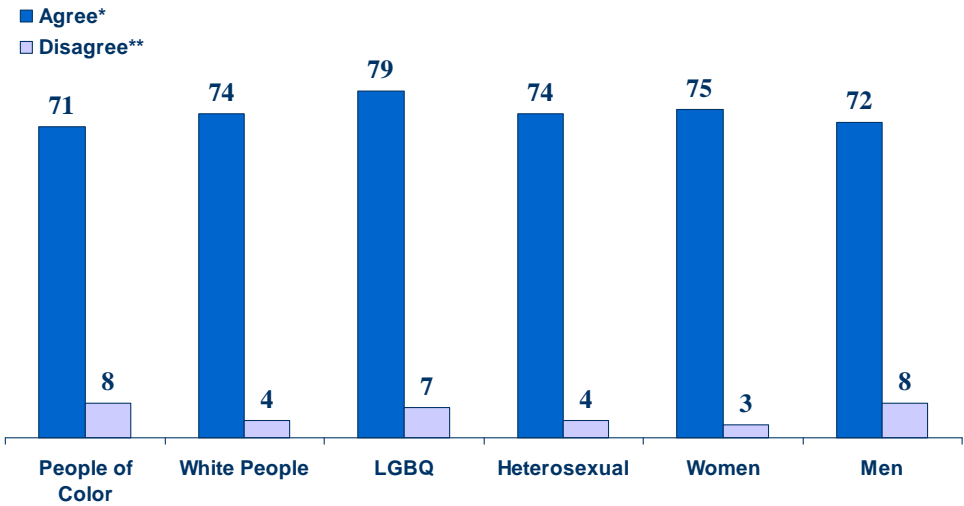
Figure 38  
Strongly Agree/Agree\* that Diversity Benefits the Organization by Position (%)



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



Figure 39  
Diversity Benefits the Organization (%)

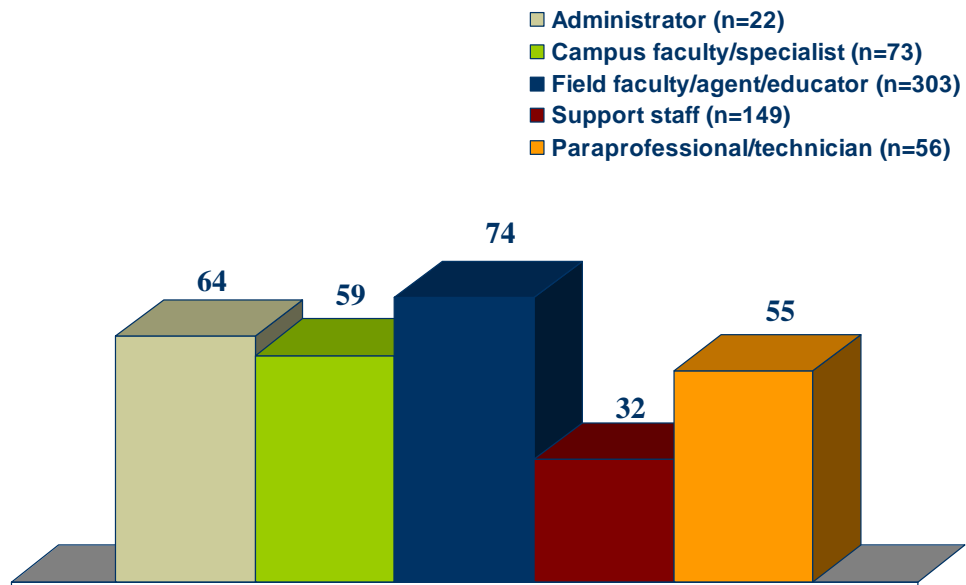


\* Agree and strongly agree collapsed into one category.

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

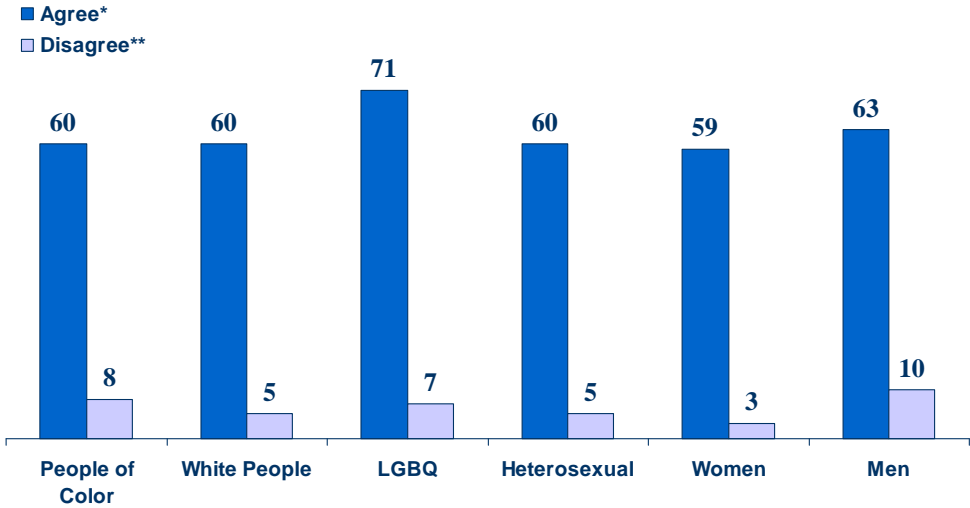
Fifty-eight percent of all respondents said they made adjustments in programming or teaching strategies as a result of the increased diversity of their clients across the state. A higher percentage of field faculty made adjustments in their programming, as did sexual minority respondents in comparison to other demographic groups (Figures 40-41).

**Figure 40**  
**Strongly Agree/Agree\* that I Made Adjustments in Programming/Teaching Due to Diversity of Clients by Position (%)**



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

**Figure 41**  
**I Made Adjustments in Programming/Teaching**  
**Due to Diversity of Clients (%)**

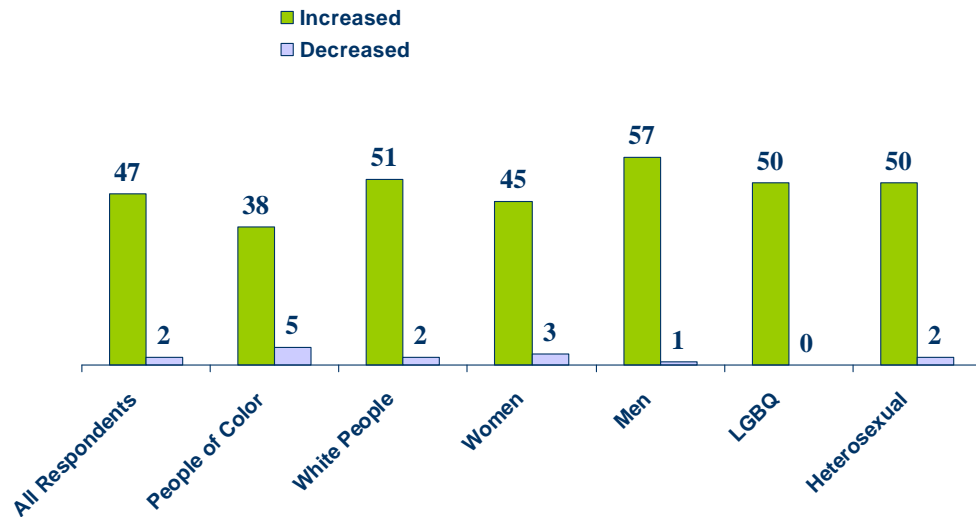


\* Agree and strongly agree collapsed into one category.

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

Fifty-five percent of all respondents said their organization was “very committed” to diversity issues within the organization. Thirty-six percent said the organization was “somewhat committed,” and two percent said the organization was “not at all committed.” Forty-seven percent of all respondents believed their organization’s commitment to diversity had increased over the last five years. Figure 42 illustrates that Respondents of Color were less likely than other respondents to believe that the organizations had increased their efforts over the last five years.

**Figure 42**  
**Organizations’ Commitment to Diversity**  
**over the Last Five Years (%)**



Thirty-three percent of all respondents indicated they would like to see their Extension organization increase its efforts in regard to diversity, while 60 percent believed there was no change needed, and five percent preferred the organization decrease its efforts.

## **Summary**

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

## **Next Steps**

One of the purposes of the CAS Project is to assist in creating an environment characterized by equal access for all employees regardless of cultural, political, or philosophical differences, where individuals are not just tolerated but valued. Creating and maintaining a community environment that respects individual needs, abilities, and potential is one of the most critical initiatives that organizations support. Change Agent States are committed to developing a welcoming and inclusive climate within their organizations.

## **Implications of the Study**

That stated, what do the results of this study suggest? At a minimum, they add qualitative and quantitative data to a knowledge base that heretofore has been built largely on anecdotal sources of information, especially with regard to specific sub-populations addressed in the study. An additional question answered was: given that the University of Tennessee and Tennessee State University Extension organizations have some structure in place to address diversity issues, *how effective have those efforts been in positively shaping the climate with respect to diversity?*

The diversity assessment was a proactive initiative by the CAS project to review the climate for diversity within member state's Extension Service organizations. Some states chose to survey more broadly. The intention was that the results would be used to identify specific strategies for addressing the challenges within their organizational climate and support positive initiatives within their organizations.

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## **Appendices**

Appendix A – Thematic Analysis of Comments

Appendix B – Organizations’ Data Tables

Appendix C – Survey Instrument

## Thematic Analysis of Comments

Out of the 630 surveys received from the University of Tennessee and Tennessee State University Extension climate assessment, relatively few respondents contributed remarks to three open-ended questions. The first two items dealt with respondents' commitment to and desired changes with regard to diversity, and the third generally asked for additional comments. This section of the report summarizes the comments<sup>1</sup> submitted, and provides examples of those remarks echoed by several respondents.

### Personal Commitment to Diversity Issues

The first open-ended item stated, "Please describe your commitment/lack of commitment to diversity issues within the organization." A number of respondents said they "treat everyone the same." Comments also suggested that some respondents believe diversity can be a positive aspect of the organization, and they make efforts to be inclusive in hiring, programming, and interacting with colleagues. While some individuals gave specific examples of their commitment to diversity, others conceded that they did not know what actions to take to support diversity. Other comments indicated that some respondents equate "diversity" with hiring and promotion quotas for minority applicants, and other respondents preferred the organizations reduce their focus on diversity initiatives. Remarks included:

- *I consider everyone the same.*
- *I work with any group; I do not discriminate.*
- *I am committed to a work environment that puts God first.*
- *I try to hire diverse employees to meet needs of diverse clientele.*
- *Using available resources to become aware of and make adjustments for diversity in the audience that I work with.*
- *I feel my commitment is to the need, if it is to someone black i help them. Furthermore, I feel you should hire the best person for the job and not just to get more "diversity."*
- *I have no problem letting people know that our program is open to all. However, what we are required to do to reach minorities and underrepresented audiences is a bit too much. I feel that we end up favoring them when it's up to them if they want to participate or not.*

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<sup>1</sup> This report provides respondents' verbatim comments.

- *I don't care for the continual inference that someone is being discriminated against. I know it happens but I have always tried to see people as the person and treat them as I would like to be treated. I do this and everyone that deals with this office is treated in that manner but it is a natural thing and not something forced we do here and we do it for everyone!! not just "special" people.*
- *We have a very high percentage of underrepresented people participating in our programs. We have a very low minority population in our county.*
- *I make a special effort to be inclusive. I make sure that all people know they are welcome at the training events I offer. I make sure to show diversity in selecting photos and art for presentations and handouts.*
- *additional publications for non-English speaking clients*
- *I don't feel it is right to go out and look for minorities to participate in programs. If people want to come they will. It is discriminatory to seek out those persons, just because of their race, etc.*
- *I believe everyone to be created equal and tend to treat everyone as equal without devoting extra attention to those underrepresented audiences.*
- *Philosophically very committed but often hard to incorporate into programming.*
- *I believe in being kind and helpful to all people regardless, period. But I do not believe that transgender or homosexual behavior is a handicap. I will treat them well because they are people and people are important--and I will serve them to the best of my ability just like I do all clientele--but don't try to force me to agree with their lifestyle. I never will.*
- *I see only a SEA of faces, not black nor white, not female nor male. It frustrates me that I am expected to "keep track" of my audience by some diversity measure. Such expectations only exacerbate the problem - forcing us to continue separating individuals into one group from another.*
- *I believe people should be judged in the work place by their work ethic, not the color of their skin. Whoever is best for the job should be used.*
- *My commitment to diversity issues within my organization includes, but is not limited to, working with non-traditional settings such as with prisoners, those with limited education, same-sex parents, the homeless, immigrants, and those of different religious beliefs and practices.*

### **Desired Changes in the Organization with Regard to Diversity**

The second open-ended question (“If you would like to comment on your response to question 46, please do so in the text box below”) was a follow-up to the item, “What changes would you like your organization to make in regard to diversity?” According to the quantitative data, 33 percent of the respondents said they would like the organizations to increase their efforts in regard to diversity, while five percent preferred UT and TSU Extension decrease their efforts, and 60 percent believed there were no changes needed. Those respondents who would like to see increased efforts suggested the organizations work on hiring more Spanish-speaking employees

and reaching out to Spanish-speaking clientele, hiring more underrepresented minorities in all positions (and particularly administrative positions), addressing LGBT issues and issues of religious difference (i.e., non-Christian religious backgrounds), and respecting differences in family status such single employees who as a group are often discriminated against by their supervisors. Those respondents who advocated for reduced diversity efforts suggested that all people ought to be treated equally, and that new hires ought to be judged on their “qualifications rather than skin color.” Some respondents elaborated:

- *We are on the right road.*
- *We have a supposedly seamless organization between UT and TSU Extension. However, TSU seems to NOT provide the same opportunities for their employees (salary is much less, many other issues).*
- *I feel the university has made great strides in reaching out to underrepresented groups and while there is still some progress to be made, it has made major changes in the past 5 years.*
- *University of Tennessee and Extension has a long way to go before there is a climate supportive of diversity. People may not make outright statements disparaging others; the intolerance here is more subtle than that.*
- *Increased efforts of addressing sexual orientation and religious issues. I do not feel that it is appropriate for members of my organization to include religious comments in mass emails to the entire directory; however, this happens very frequently. These comments assume that everyone in the organization practices the same religion- as do group blessings at work-related functions that include meals. I feel that my work emails and work functions should be work-related without religious comments from people I do not know. I do not have a problem discussing religion with my close coworkers, because I believe religion to be a personal topic, but I do not agree with religious comments from members of the organization I have never met and I just happen to be included in work directory emails or work-related meals.*
- *Increased efforts based on age and gender discrimination. Race and ethnicity issues are addressed constantly, almost too often!*
- *I would like to see more recognition of diversity in family status. I do not feel that the organization values single men and women, particularly those caring for parents or other aging relatives. I would like to see more support programs and understanding. Also, I just wish the boss would recognize that just because someone is not married with kids, they do have commitments on weekends and nights, and their commitments are just as valid as those parenting children.*
- *I would like to see better recruitment tactics for minorities for the UT Extension Service.*
- *There are very few people of diversity in positions of supervision and admin.*
- *We as an organization work too hard to worry about diversity.*
- *funding from administration to hire Spanish speaking/ethnic employees in counties*
- *The most qualified person should be hired and everyone given proper training so they will succeed.*

- *We have NO minorities on the district or state levels.*
- *If it ain't broke, don't fix it.*
- *Employees (regardless of skin color) should be held to the same standard. It is not fair that TSU Agents are given less responsibility and not rated the same as UT Agents.*
- *Increased efforts, but not by using some quota system and reverse discriminating in the process. Let's hire and keep the most qualified, most dedicated people.*
- *We could probably increase our efforts, but it is difficult to increase many of the efforts needed as the University of Tennessee as a whole is behind. I am only looking at one population which I am faced with on a frequent basis. I need more tools to be able to communicate with the Spanish population. We have plenty of resources for English speakers, but are lacking miserably in resources for Spanish who know little to no English. UT needs to update all brochures and resources to accommodate this growing community for which we must reach out.*
- *Hiring or placing a person based on anything other than their qualifications will continue to decrease our educational efficiency & lower morale, with only a slight chance that it will improve our "image".*
- *Sometimes we spend more time working with a few underserved clientele that we neglect the overall majority people in programs.*
- *I think it is a good old boy system or in my office anyways. I think the men are treated better.*
- *By making "diversity" such an issue we are causing more problems than we are correcting.*
- *This organization is very committed to diversity and constantly strives to maintain this as an equal opportunity organization.*
- *I believe efforts and opportunities are being extended to minority groups that are not being extended to white men (or women). Also, I find it extremely offensive that "transgendered people" are even included in such a survey. As a Christian, I know that homosexuality (or "bisexuality") is a sin.*

### **Thoughts on Diversity at UT and TSU Extension**

The last survey question asked, "If you would like to offer additional insights, thoughts on how you and/or the organization addresses diversity issues or how the organization may improve the organizational climate, please use the space below." The comments generally fell into three categories, 1) thoughts of diversity in the organization, 2) personal experiences within the organization, and 3) suggestions to improve the organizational climate for diversity.

A few individuals remarked about diversity within the organization. Comments suggested that the organization has been working on increasing the diversity among employees, that "diversity"

is a complex idea that ought to include diversity of thought (and particularly conservative viewpoints), or that diversity is overemphasized within the organization.

- *I am concerned that all this means that the University of Tennessee may become as Left-Wing Liberal as other parts of the United States. Our organization has always served ALL people without regard to differences we have. In fact, I, along with most of my colleagues, have gone out of our way to assist people that are different than we are.*
- *It is obvious that the organization is trying to open the doors for homosexual rights when in fact homosexuality is scripturally deviant behavior and sinful, disgusting, and anti-family behavior that will lead to the ruin of this and other countries. Remember ancient Rome!*
- *Overall this is a great place to work and is open to all and respectful of all. All discrimination is subtle and I believe the greatest is gender based.*
- *Only candidates that have the best qualifications for a position should be considered. Any other considerations not only weaken the capabilities of the organization, but they are in themselves a form of discrimination. Sexual orientation and mental illness should be considered when working with children.*
- *We have chased this rabbit long enough! It's getting to the point where diversity is prejudice against America itself, our history, our culture and our ideals.*
- *You need to take serious consideration of the reverse discrimination issues that I have raised in this survey. White folks are afraid to speak out!*
- *Point to Ponder - - Will God continue to bless America? Oh, it's no longer appropriate to mention anything Christian either...and you're talking about diversity...well, that's discrimination as well.*
- *I am quite fortunate to work in an office that has a diverse workforce and encourages us as agents and program assistants to reach diverse audiences.*

## **Personal Experiences**

Some of the respondents contributed additional details about personal experiences they had had within the organization. They commented about their positive experiences within the organization, and experiences of discrimination faced by women, Christians and non-Christians, and “younger” employees.

- *I'm somewhat concerned about the religious material, i.e., an opening prayer almost always Christian-based, at Extension and departmental functions. Comments should address all religions represented or religion should be kept out of state and departmental functions.*
- *Extension is still a male dominated organization. The women have to work twice as hard and do not receive half the credit.*

- *I have a lot of issues that I have considered dealing with as far as how I am treated by supervision in the office, but the one time I did what I thought I should, which was tell someone higher up in Knoxville, they only ran and told the supervisor everything I had said and that only made things worse. I feel I am trapped in a job I love, but am so unhappy with the way I am treated, actually sexually harassed, but there is no one I can trust to tell that will deal with it in an appropriate manner. I certainly will NEVER tell our regional office anything ever again.*
- *In my office the good ole boy network is still in place. Our supervisor does not welcome thoughts and ideas that are different from his. Only men are allowed check writing privileges, even though a female worker has more seniority (not me).*
- *I have liberal socio-political views. These are not exactly accepted. If I confront people on statements of a bigoted nature (whether based on race, sexual orientation, or gender) the individuals carefully back down by stating that they are not bigoted or were talking about the trait of a particular person not a group of people as a whole, etc. My views are not popular and have been met with negative reactions (always non-violent, usually non-verbal, most often staring and avoidance). I have witnessed preferential treatment of male support staff (supervisors put on blinders regarding the persons flawed work performance). I have witnessed female specialists ignored in meetings when they express their opinion, ideas, etc. pertaining to the group's future or the resolution to particular issues.*
- *I think overall we have come a long way concerning diversity issues relative to race and gender...but still have a LONG way to go to become an open, inviting organization for everyone. In my opinion, most issues are 'beneath the surface' rather than blatant.....often discussed among employees 'behind closed doors'. Unfortunately the 'good ole boy' culture and all it entails is still alive and functioning in many parts of our state.....including our organization.*
- *My experiences have been that I have been discriminated against because I'm young, and look young. I also notice that there are women's unofficial jobs "answer phones" and men's unofficial jobs "heavy lifting" still around the work place.*
- *The office environment, though not hostile, is not necessarily friendly to people outside of the Anglo Christian heterosexual framework. I also think the grant organization would benefit from the input of people under 40, as there seems to be an attitudes of negativity for those younger as well as those with a different educational background.*
- *If we cannot use God or Bible verses in our e-mails etc than quotes should not be allowed. That is discrimination.*
- *One change the University made that has bothered me is the name change for our Christmas holidays and Good Friday. In order to not offend anyone, we are losing sight that these two holidays are based on Christian beliefs. I do appreciate the fact that we are allowed to observe these holidays, but I am sad that we are afraid to call them by what they really are.*
- *Addressing employee problems with mental illness is very definitely needed to improve the workplace climate. Some mental illnesses are more public and when behavior is odd (or is interpreted as threatening) or bizarre it makes coworkers uncomfortable to work in that environment. When behavior is odd and work quality suffers it is difficult for others to accept a person in that situation who are not making efforts to get help with their illness and get passed along in performance reviews because their reviewer does not*

*seem to want to deal with the mental illness. The workplace should be safe for all and mental illnesses should not be left alone just because it is a sensitive issue.*

- *Most professionals employed by 1890's tend to be more tolerant, sensitive and accepting than those at 1862's. Challenges arise when there is a lack of sensitivity as it relates to treating 1890 employees as if they're unequal and/or invisible and less competent even when degrees were earned in the same program at an 1862.*
- *I live in a rural area. I believe that workers from other countries should learn to speak English. The Government should know who is legal or illegal. In our county there is usually an interpreter with them as a group but if alone it is an opportunity to create hostility. The English speaking person feels threatened because they do not know what has been said about them. It is a problem when a telephone call comes in and you cannot help the person because you do not understand them.*

### **Suggestions to Improve the Climate**

A few individuals provided suggestions for ways to improve the climate for diversity within the UT and TSU Extension organizations. A few people suggested implementing training for various employee groups and increasing the diversity of the overall staff. Respondents asked for guidance and follow-through on behalf of the organizational leadership with respect to diversity and climate.

- *People with families at home are thought poorly of because they don't put in 100% effort toward their job. With Gen X and Y on board now, this is beginning to decrease, but we still have administrators at all levels who need to take a look at this issue....especially if we want to retain our employees. People, especially women, eagerly begin this career and once they have children, many will leave it if they have the financial means. This is sad when we could be implementing policies such as telecommuting, flex time, compressed work weeks, part-time for mothers returning from maternity leave, etc.*
- *Staff and Faculty should be required and encouraged to attend more human resource training. Employees should be more comfortable to make complaints about other employees. All complaints should be addressed and follow up should be made to all parties.*
- *Of course, there are areas for improvement, but overall, Extension does a good job of dealing with diversity especially in areas of 4-H and FCS. Ag and Natural Resources needs more improvement than other two areas. More direct, personal contact is need for minority audiences.*
- *We need a broader range of diversity training. Not just race awareness. (We were required to read a yellow book (I can't remember the name) with almost entirely race (African American) related diversity. We need the same material for age, sexual orientation, ethnicity, etc.*
- *Body Image Sensitivity Classes geared to respecting the overweight population.*



- *Staff needs to get out of the office and work with low income people in the youth and adult programs, offer Spanish lessons to staff, younger staff members need to seek and listen more.*
- *Make the county directors more accountable.*
- *The organization needs to train more on ADHD in the workplace and how it affects every day life. No one understands it or knows what it is. How could you identify yourself with ADHD without being looked at strangely or asked lots of questions?? Co-workers would think you just wanted special treatment.*
- *County directors need additional training on creating an environment within the local offices in which all staff feel comfortable. County offices should work as a team environment instead of being FCS or Ag. I feel that male directors have a tendency towards programs and agents that are in the agricultural field. Some offices are in compliance with women in the office but on closer inspection the women that have been hired are Ag agents.*
- *We in the counties are constantly being encouraged to hire minorities. It would help if our leadership at the state level would lead by example. I haven't seen any minority specialist, support staff etc. in Morgan Hall. We will hire enthusiastically hire minorities if efforts would be made to increase the quality of the candidate pool.*
- *I have NOT received any kind of diversity training as well as civil rights training. It would be nice to receive the training because I believe it could increase my ability to successfully fulfill my job responsibilities.*

In addition, a few respondents commented on the survey and process itself. Some applauded the organization's participation in the study. Others had suggestions for wording certain survey items.

- *Since all employees were "Highly Encouraged" to participate in this survey; then the entire results of this survey should be made available to the employees.*
- *I hope this is a onetime survey. We are fine in our workplace.*
- *I appreciate the opportunity to respond to this survey; it has opened up some questions for me.*
- *It's impossible to answer the question about how I perceive the climate to be for people of various racial and ethnic backgrounds in my workplace, since there are no people of those backgrounds in my workplace.*
- *Thank you for the opportunity to think and add comments and respond to the questions.*
- *I do not appreciate having to answer questions like this. I'm nice to everyone no matter what their circumstances. I don't like the direction and supposed need in the drastic turn this University has taken recently (few years).*
- *I think focusing on these issues makes things worse. People are equal and should be treated as such instead of grouping them into categories.*

## **Appendix B Data Tables<sup>1</sup>**

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

**Table 1**  
 What is your gender? (Question 42)

Gender	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
Man	194	34.0	16	40.0	2	10.0
Woman	372	65.3	23	57.5	12	60.0
Transgender	0	0.0	1	2.5	0	0.0
Did not respond	4	0.7	0	0.0	6	30.0

**Table 2**  
 What is your age? (Question 43)

Age	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
19 or under	1	0.2	0	0.0	0	0.0
20-29	69	12.1	3	7.5	1	5.0
30-39	105	18.4	10	25.0	3	15.0
40-59	341	59.8	20	50.0	5	25.0
60 and over	50	8.8	7	17.5	4	20.0

**Table 3**  
 What is your position? (Question 44)

Position	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
Administrator	20	3.5	2	5.0	0	0.0
Campus faculty/specialist	65	11.4	8	20.0	0	0.0
Field faculty/agent/educator	286	50.2	16	40.0	2	10.0
Support staff	140	24.6	6	15.0	3	15.0
Paraprofessional/technician	40	5.3	5	12.5	7	30.0
Program Assistant	15	2.6	0	0.0	0	0.0
Other	9	1.6	3	7.5	3	15.0

**Table 4**  
 Are you full-time or part-time? (Question 45)

Status	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
Full-time	522	91.6	38	95.0	9	45.0
Part-time	45	7.9	2	5.0	6	30.0

**Table 5**  
 How long have you been employed by the organization? (Question 46)

Time	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
1 year or less	61	10.7	4	10.0	1	5.0
2-4 years	95	16.7	7	17.5	4	20.0
5-10 years	128	22.5	12	30.0	2	10.0
11-19 years	116	20.4	10	25.0	1	5.0
20-29 years	100	17.5	4	10.0	1	5.0
30 years or more	64	11.2	3	7.5	3	15.0

**Table 6**

Do you have a disability that substantially limits a major life activity (such as seeing, hearing, learning, walking)? (Question 47)

Disability	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
Yes	29	5.1	3	7.5	1	5.0
No	538	94.4	36	90.0	17	85.0

**Table 7**

Are you a veteran? (Question 48)

	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
Yes	15	2.6	1	2.5	1	5.0
No	551	96.7	39	97.5	17	85.0

**Table 8**

What is your sexual identity? (Question 49)

Sexual Identity	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
Bisexual	12	2.1	0	0.0	0	0.0
Gay	1	0.2	0	0.0	0	0.0
Heterosexual	526	92.3	36	90.0	12	60.0
Lesbian	0	0.0	0	0.0	0	0.0
Questioning	0	0.0	2	5.0	0	0.0
Uncertain	3	0.5	0	0.0	0	0.0
Did not respond	28	4.9	2	5.0	8	40.0

**Table 9**

With what racial/ethnic group do you identify (If you are of a multi-racial/multi-ethnic background, mark all that apply)? (Question 50)

Race/Ethnicity	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
African American/ Black	35	6.1	21	52.5	1	5.0
African	2	0.4	1	2.5	0	0.0
American Indian	11	1.9	1	2.5	0	0.0
Alaskan Native/ Hawaiian Native	2	0.4	0	0.0	0	0.0
Asian	4	0.7	0	0.0	0	0.0
Asian American	2	0.4	1	2.5	0	0.0
Caribbean	2	0.4	1	2.5	0	0.0
Chicano/Latino/ Hispanic	10	1.8	1	2.5	0	0.0
Middle Eastern	1	0.2	0	0.0	0	0.0
Pacific Islander	1	0.2	0	0.0	0	0.0
Russian/Eastern European	3	0.5	0	0.0	0	0.0
White/Caucasian	533	93.5	16	40.0	12	60.0
Other	3	0.5	1	2.5	0	0.0

**Table 10**  
 What is your citizenship status? (Question 51)

Citizenship status	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
U.S. citizen—born in the United States	561	98.4	36	90.0	18	90.0
U.S. citizen—naturalized	4	0.7	3	7.5	0	0.0
Permanent resident (immigrant)	2	0.4	1	2.5	0	0.0
International (F-1, J-1, or H1-B, or other visa)	1	0.2	0	0.0	0	0.0
Other	0	0.0	0	0.0	0	0.0
Did not respond	2	0.4	0	0.0	2	10.0

**Table 11**  
What is your religious or spiritual affiliation? (Question 52)

Affiliation	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
African Methodist Episcopal (AME)	1	0.2	0	0.0	0	0.0
Agnostic	0	0.0	0	0.0	0	0.0
Anabaptist/Amish/ Mennonite	1	0.2	0	0.0	0	0.0
Atheist	1	0.2	0	0.0	0	0.0
Baptist	201	35.3	16	40.0	5	25.0
Buddhist	0	0.0	1	2.5	0	0.0
Eastern Orthodox	0	0.0	0	0.0	0	0.0
Episcopalian	6	1.1	0	0.0	0	0.0
Hindu	0	0.0	0	0.0	0	0.0
Jehovah's Witness	2	0.4	1	2.5	1	5.0
Jewish	0	0.0	0	0.0	0	0.0
Later Day Saints (Mormon)	0	0.0	0	0.0	0	0.0
Lutheran	3	0.5	0	0.0	0	0.0
Methodist	111	19.5	6	15.0	2	10.0
Muslim	0	0.0	1	2.5	0	0.0
Native American Traditional Practitioner	1	0.2	0	0.0	0	0.0
Nondenominational Christian	70	12.3	4	10.0	2	10.0
Pentecostal	16	2.8	1	2.5	0	0.0
Presbyterian	32	5.6	0	0.0	1	5.0
Quaker	0	0.0	0	0.0	1	5.0
Roman Catholic	26	4.6	0	0.0	1	5.0
Seventh Day Adventist	1	0.2	2	5.0	0	0.0
Unitarian/Universalism	1	0.2	0	0.0	0	0.0
United Church of Christ	13	2.3	0	0.0	0	0.0
Wiccan	0	0.0	0	0.0	0	0.0
No affiliation	35	6.1	4	10.0	1	5.0
Church of Christ (not "United")	34	6.0	2	5.0	0	0.0
Other	54	9.5	5	12.5	0	0.0



**Table 12**

What is your family status? (Question 53)

Family Status	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
Single	75	13.2	3	7.5	0	0.0
Married	416	73.0	29	72.5	9	90.0
In a committed relationship	14	2.5	0	0.0	0	0.0
Separated, divorced, widowed	59	10.4	7	17.5	1	1.0
Other	2	0.4	1	2.5	0	0.0

**Table 13**

What is your annual income? (Question 54)

Income	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
Below \$10,000	5	0.9	0	0.0	0	0.0
\$11,000 - \$19,000	38	6.7	2	5.0	1	5.0
\$20,000 - \$29,000	79	13.9	6	15.0	2	10.0
\$30,000 - \$39,000	96	16.8	11	27.5	0	0.0
\$40,000 - \$49,000	94	16.5	7	17.5	1	5.0
\$50,000 - \$75,999	148	26.0	5	12.5	2	10.0
Above \$76,000	81	14.2	8	20.0	0	0.0
Did not respond	29	5.1	1	2.5	14	70.0

**Table 14**

What is your primary workplace? (Question 55)

Workplace	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
Off-campus	457	80.2	25	62.5	8	40.0
On-campus	110	19.3	14	35.0	1	5.0

**Table 15**

In what environment did you grow up? (Question 56)

Environment	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
Farm/ranch	242	42.5	11	27.5	4	20.0
Rural, non-farm	108	18.9	6	151.0	2	10.0
Combination	26	4.6	1	2.5	1	5.0
Small-town	84	14.7	8	20.0	5	25.0
Suburban	61	10.7	5	12.5	0	0.0
Urban	35	6.1	8	20.0	0	0.0
International	5	0.9	1	2.5	0	0.0
Other	5	0.9	0	0.0	0	0.0

**Table 16**

Have you participated in diversity program other than Civil Rights Training recently? (Question 57)

Participated	University of Tennessee		Tennessee State		No Institution Identified	
	n	%	n	%	n	%
Yes	120	21.1	11	27.5	1	5.0
No	445	78.1	29	72.5	14	70.0

**Table 17**

Overall, how comfortable are you with the climate for diversity in your organization? (Question 1)

Comfort	n	%
Very comfortable	202	32.1
Comfortable	304	48.3
Not comfortable or uncomfortable	70	11.1
Uncomfortable	47	7.5
Very uncomfortable	5	0.8
Not applicable	1	0.2

**Table 18**

Overall, how comfortable are you with the climate for diversity in your work unit? (Question 2)

Comfort	n	%
Very comfortable	245	38.9
Comfortable	290	46.0
Not comfortable or uncomfortable	55	8.7
Uncomfortable	26	4.1
Very uncomfortable	11	1.7
Not applicable	1	0.2

**Table 19**

Within the past year, how often have you heard an administrator make insensitive or disparaging remarks about people based on their... (Question 3)

Characteristic	Never		1-2 times		3-5 times		6-9 times		10 or more times	
	n	%	n	%	n	%	n	%	n	%
Age	502	79.7	52	8.3	10	1.6	2	0.3	4	0.6
Disability status	607	96.3	16	2.5	2	0.3	0	0.0	0	0.0
Ethnic background	566	89.9	46	7.3	7	1.1	6	1.0	1	0.2
Family Status	545	86.3	63	10.0	13	2.1	3	0.5	2	0.3
Gender (men)	570	90.5	35	5.6	10	1.6	2	0.3	4	0.6
Gender (women)	545	86.5	58	9.2	12	1.9	6	1.0	3	0.5
Gender identity	578	91.7	32	5.1	9	1.4	5	0.8	2	0.3
Inability to speak English	538	85.4	66	10.5	13	2.1	10	1.6	1	0.2
Physical characteristics	570	90.5	37	5.9	13	2.1	2	0.3	3	0.5
Racial background	576	91.4	39	6.2	9	1.4	2	0.3	1	0.2
Religious background	587	93.2	29	4.6	6	1.0	2	0.3	0	0.0
Sexual orientation	560	88.9	38	6.0	11	1.7	8	1.3	4	0.6
Socioeconomic class	586	93.0	22	3.5	9	1.4	3	0.5	2	0.3
Veteran status	621	98.6	2	0.3	0	0.0	0	0.0	0	0.0

**Table 20**

Within the past year, how often have you heard a field faculty/agent/educator make insensitive or disparaging remarks about people based on their... (Question 4)

Characteristic	Never		1-2 times		3-5 times		6-9 times		10 or more times	
	n	%	n	%	n	%	n	%	n	%
Age	462	73.3	93	14.8	26	4.1	9	1.4	3	0.5
Disability status	565	89.7	39	6.2	9	1.4	0	0.0	1	0.2
Ethnic background	484	76.8	101	16.0	21	3.3	8	1.3	3	0.5
Family status	515	81.7	68	10.8	26	4.1	3	0.5	2	0.3
Gender (men)	521	82.7	63	10.0	20	3.2	6	1.0	5	0.8
Gender (women)	491	77.9	83	13.2	25	4.0	10	1.6	8	1.3
Gender identity	525	83.3	54	8.6	22	3.5	7	1.1	3	0.5
Inability to speak English	436	69.2	123	19.5	34	5.4	9	1.4	11	1.7
Physical characteristics	510	81.0	68	10.8	26	4.1	7	1.1	5	0.8
Racial background	510	81.0	73	11.6	23	3.7	3	0.5	5	0.8
Religious background	534	84.8	54	8.6	21	3.3	2	0.3	4	0.6
Sexual orientation	471	74.8	92	14.6	27	4.3	12	1.9	12	1.9
Socioeconomic class	542	86.0	53	8.4	14	2.2	4	0.6	1	0.2
Veteran status	309	96.7	6	1.0	1	0.2	0	0.0	0	0.0

**Table 21**

Within the past year, how often have you heard a specialist/campus faculty member make insensitive or disparaging remarks about people based on their... (Question 5)

Characteristic	Never		1-2 times		3-5 times		6-9 times		10 or more times	
	n	%	n	%	n	%	n	%	n	%
Age	560	88.9	39	6.2	7	1.1	2	0.3	3	0.5
Disability status	594	94.3	17	2.7	0	0.0	0	0.0	1	0.2
Ethnic background	573	91.0	40	6.3	1	0.2	0	0.0	1	0.2
Family status	591	93.8	18	2.9	5	0.8	0	0.0	1	0.2
Gender (men)	578	91.7	27	4.3	7	1.1	1	0.2	1	0.2
Gender (women)	566	89.8	37	5.9	8	1.3	2	0.3	1	0.2
Gender identity	584	92.7	21	3.3	4	0.6	1	0.2	1	0.2
Inability to speak English	560	88.9	41	6.5	11	1.7	0	0.0	2	0.3
Physical characteristics	576	91.4	34	5.4	3	0.5	1	0.2	0	0.0
Racial background	582	92.4	24	3.8	6	1.2	0	0.0	1	0.2
Religious background	586	93.0	19	3.0	6	1.0	0	0.0	1	0.2
Sexual orientation	565	89.7	34	5.4	8	1.3	4	0.6	3	0.5
Socioeconomic class	593	94.1	14	2.2	5	0.8	0	0.0	0	0.0
Veteran status	608	96.5	2	0.3	1	0.2	0	0.0	0	0.0

**Table 22**

Within the past year, how often have you heard a paraprofessional or technician make insensitive or disparaging remarks about people based on their... (Question 6)

Characteristic	Never		1-2 times		3-5 times		6-9 times		10 or more times	
	n	%	n	%	n	%	n	%	n	%
Age	569	90.3	39	6.2	6	1.0	2	0.3	0	0.0
Disability status	595	94.4	19	3.0	2	0.3	0	0.0	0	0.0
Ethnic background	558	88.6	47	7.5	5	0.8	3	0.5	2	0.3
Family status	588	93.3	20	3.2	5	0.8	3	0.5	0	0.0
Gender (men)	575	91.3	26	4.1	6	1.0	4	0.6	3	0.5
Gender (women)	575	91.3	31	4.9	3	0.5	2	0.3	3	0.5
Gender identity	574	91.1	30	4.8	2	0.3	3	0.5	2	0.3
Inability to speak English	544	86.3	46	7.3	13	2.1	7	1.1	3	0.5
Physical characteristics	573	91.0	34	5.4	5	0.8	1	0.2	0	0.0
Racial background	567	90.0	39	6.2	4	0.6	2	0.3	2	0.3
Religious background	582	92.4	23	3.7	5	0.8	2	0.3	1	0.2
Sexual orientation	550	87.3	40	6.3	8	1.3	6	1.0	5	0.8
Socioeconomic class	580	92.1	22	3.5	8	1.3	2	0.3	1	0.2
Veteran status	607	96.3	3	0.5	2	0.3	0	0.0	0	0.0

**Table 23**

Within the past year, how often have you heard a support staff member make insensitive or disparaging remarks about people based on their... (Question 7)

Characteristic	Never		1-2 times		3-5 times		6-9 times		10 or more times	
	n	%	n	%	n	%	n	%	n	%
Age	529	84.0	63	10.0	13	2.1	4	0.6	5	0.8
Disability status	590	93.7	22	3.5	2	0.3	0	0.0	2	0.3
Ethnic background	530	84.1	64	10.2	11	1.7	7	1.1	5	0.8
Family status	553	87.8	44	7.0	12	1.9	2	0.3	4	0.6
Gender (men)	546	86.7	43	6.8	15	2.4	5	0.8	7	1.1
Gender (women)	563	89.4	31	4.9	11	1.7	5	0.8	5	0.8
Gender identity	573	91.0	28	4.4	8	1.3	4	0.6	3	0.5
Inability to speak English	510	81.0	69	11.0	19	3.0	7	1.1	9	1.4
Physical characteristics	565	89.7	32	5.1	14	2.2	2	0.3	3	0.5
Racial background	545	86.5	53	8.4	8	1.3	4	0.6	8	1.3
Religious background	561	89.0	40	6.3	5	0.8	4	0.6	6	1.2
Sexual orientation	523	83.0	58	9.2	16	2.5	9	1.4	7	1.1
Socioeconomic class	564	89.5	35	5.6	9	1.4	2	0.3	5	0.8
Veteran status	606	96.2	4	0.6	3	0.5	0	0.0	1	0.2



**Table 24**

How often have you witnessed an employee of your organization challenge insensitive or disparaging remarks in support of people based on their... (Question 8)

Characteristic	Never		1-2 times		3-5 times		6-9 times		10 or more times	
	n	%	n	%	n	%	n	%	n	%
Age	527	83.7	69	11.0	6	1.0	4	0.6	3	0.5
Disability status	581	92.2	24	3.8	3	0.5	1	0.2	0	0.0
Ethnic background	526	83.5	67	10.6	8	1.3	0	0.0	2	0.3
Family status	545	86.5	51	8.1	10	1.6	1	0.2	1	0.2
Gender (men)	555	88.1	40	6.3	6	1.0	4	0.6	2	0.3
Gender (women)	530	84.1	61	9.7	11	1.7	1	0.2	5	0.8
Gender identity	576	91.4	25	4.0	6	1.0	0	0.0	1	0.2
Inability to speak English	537	85.2	57	9.0	11	1.7	3	0.5	3	0.5
Physical characteristics	553	87.8	39	6.2	9	1.4	5	0.8	2	0.3
Racial background	545	86.5	54	8.6	9	1.4	3	0.5	2	0.3
Religious background	552	87.6	46	7.3	9	1.4	2	0.3	1	0.2
Sexual orientation	545	86.5	50	7.9	9	1.4	2	0.3	2	0.3
Socioeconomic class	553	87.8	39	6.2	10	1.6	2	0.3	3	0.5
Veteran status	595	94.4	10	1.6	2	0.3	1	0.2	1	0.2

**Table 25**

Within the past year, the following groups have exhibited sensitivity toward diverse audiences: (Question 9)

Group	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Your community	108	17.1	222	35.2	187	29.7	68	10.8	29	4.6
Advisory Group	129	20.5	214	34.0	188	29.8	45	7.1	30	4.8
Extension volunteers	121	19.2	230	36.5	183	29.0	49	7.8	25	4.0
Representatives of local government	103	16.3	226	35.9	192	30.5	57	9.0	30	4.8
User Groups/ Clientele/Students	96	15.2	219	34.8	223	35.4	45	7.1	26	4.1

**Table 26**

Have you personally experienced harassment (any offensive, hostile, or intimidating conduct) that has interfered unreasonably with your ability to work, learn, or participate in the organization? (Question 10)

Experienced harassment	n	%
Yes	69	11.0
No	553	87.8

**Table 27**

What do you feel this conduct was based upon? (Mark all that apply.) (Question 11)

Characteristic	n	%
Your age	28	40.6
Your gender	23	33.3
Your family status	14	20.3
Your physical characteristics	14	20.3
Your race	14	20.3
Your ethnicity	10	14.5
Your non-farm background	6	8.7
Your physical disability	5	7.2
Your religion	5	7.2
Your farm background	4	5.8
Your socioeconomic class	4	5.8
Your sexual orientation	2	2.9
Your mental disability	1	1.4
Your country of origin	0	0.0
Your gender identity	0	0.0
Your veteran status	0	0.0
Other	25	36.2

Note: Only answered by respondents reporting experience of harassment (n=69). Percentages do not sum to 100 due to multiple responses.

**Table 28**

How did you experience this conduct? (Question 12)

Form	n	%
Derogatory remarks	40	58.0
Deliberately ignored	37	53.6
Felt excluded	36	52.2
Stares	12	17.4
Written comments	10	14.5
Unsolicited e-mails	5	7.2
Anonymous phone calls	3	4.3
Threats of physical violence	3	4.3
Target of physical violence	2	2.9
Target of graffiti	0	0.0
Other	20	29.0

Note: Only answered by respondents reporting experience of harassment (n=69).  
 Percentages do not sum to 100 due to multiple responses.

**Table 29**  
 Where did this conduct occur? (Question 13)

Location	n	%
Local office	42	60.9
Campus office	21	30.4
Off campus event	13	18.8
Non-organizational event	6	8.7
On campus event	6	8.7
Other	6	8.7

Note: Only answered by respondents reporting experience of harassment (n=69).  
 Percentages do not sum to 100 due to multiple responses.

**Table 30**

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

Source	n	%
Field faculty/agent/educator	30	43.5
Administrator	18	26.1
Supervisor	18	26.1
Support staff	15	21.7
Specialist/campus faculty	13	18.8
Volunteer	5	7.2
Customer	4	5.8
Partner/collaborator	4	5.8
Technician/paraprofessional	3	4.3
Other	10	14.5

Note: Only answered by respondents reporting experience of harassment (n=69).  
Percentages do not sum to 100 due to multiple responses.

**Table 31**

Please describe your reactions to experiencing this conduct? (Question 15)

Reactions	n	%
Considered changing my job	35	50.7
Avoided the person who harassed me	30	43.5
Felt embarrassed	29	42.0
Told a friend	29	42.0
Ignored it	24	34.8
Made a complaint to an appropriate official	24	34.8
Confronted the harasser at the time	12	17.4
Confronted the harasser later	12	17.4
Left the situation immediately	11	15.9
Other	9	13.0

Note: Only answered by respondents reporting experience of harassment (n=69).  
Percentages do not sum to 100 due to multiple responses.

**Table 32**

Have you observed any harassment (conduct that you feel has created an offensive, hostile, or intimidating working or learning environment) directed toward a person or group of people in your organization? (Question 17)

Observed harassment	n	%
Yes	86	13.7
No	539	85.6

**Table 33**

What do you feel this conduct was based upon? (Mark all that apply.) (Question 18)

Characteristic	n	%
Gender	23	26.7
Age	20	23.3
Race	15	17.4
Family status	13	15.1
Physical characteristics	11	12.8
Socioeconomic class	9	10.5
Ethnicity	8	9.3
Farm background	7	8.1
Sexual orientation	6	7.0
Non-farm background	4	4.7
Mental disability	3	3.5
Religion	3	3.5
Country of origin	2	2.3
Gender identity	2	2.3
Physical disability	1	1.2
Veteran status	0	0.0
Other	27	31.4

Note: Only answered by respondents reporting experience of harassment (n=86).  
Percentages do not sum to 100 due to multiple responses.

**Table 34**

How did you observe this conduct? (Question 19)

Form	n	%
Derogatory remarks	62	72.1
Deliberately ignored	36	41.9
Felt excluded	26	30.2
Written comments	16	18.6
Stares	10	11.6
Unsolicited e-mails	6	7.0
Target of physical violence	2	2.3
Threats of physical violence	2	2.3
Publications on campus	1	1.2
Target of graffiti	1	1.2
Other	13	15.1

Note: Only answered by respondents reporting experience of harassment (n=86). Percentages do not sum to 100 due to multiple responses.

**Table 35**

Where did this conduct occur? (Question 20)

Location	n	%
Local office	46	53.5
Campus office	20	23.3
Off campus event	19	22.1
On campus event	9	10.5
Non-organizational event	4	4.7
Other	9	10.5

Note: Only answered by respondents reporting experience of harassment (n=86). Percentages do not sum to 100 due to multiple responses.

**Table 36**

Who was the source of this conduct? (Question 21)

Source	n	%
Field faculty/agent/educator	31	34.9
Support staff	23	26.7
Administrator	20	23.3
Supervisor	20	23.3
Specialist/campus faculty	11	12.8
Partner/collaborator	7	8.1
Technician/paraprofessional	7	8.1
Volunteer	6	7.0
Customer	3	3.5
Other	7	9.3

Note: Only answered by respondents reporting experience of harassment (n=86).  
 Percentages do not sum to 100 due to multiple responses.



**Table 37**

Please describe your reactions to experiencing this conduct? (Question 22)

Reactions	n	%
Felt embarrassed	26	30.2
Ignored it	23	26.7
Considered changing my job	22	25.6
Avoided the person who harassed me	21	24.4
Told a friend	20	23.3
Made a complaint to an appropriate official	16	18.6
Left the situation immediately	12	14.0
Confronted the harasser later	11	12.8
Confronted the harasser at the time	10	11.6
Other	13	15.1

Note: Only answered by respondents reporting experience of harassment (n=86).  
 Percentages do not sum to 100 due to multiple responses.

**Table 38**

I observed discriminatory hiring practices in my organization.(Question 17)

Observed discriminatory hiring	n	%
Yes	103	16.3
No	521	82.7

**Table 39**

I observed discriminatory **hiring** practices in my organization based on... (Question 24)

Characteristic	n	%
Race	38	36.9
Gender	23	22.3
Age	20	19.4
Ethnicity	14	13.6
Family status	14	13.6
Employment category	11	10.7
Physical characteristics	7	6.8
Country of origin	5	4.9
Socioeconomic class	5	4.9
Sexual orientation	2	1.9
Gender identity	1	1.0
Physical disability	1	1.0
Religion	1	1.0
Veteran status	1	1.0
Mental disability	0	0.0
Other	23	22.3

Note: Only answered by respondents reporting experience of discriminatory practices (n=103).

**Table 40**

I observed discriminatory firing practices in our organization. (Question 17)

Observed discriminatory firing practices	n	%
Yes	26	4.1
No	600	95.2

**Table 41**

I observed discriminatory **firing** in our organization based on... (Question 25)

Characteristic	n	%
Race	9	34.6
Ethnicity	6	23.1
Age	4	15.4
Employment category	4	15.4
Gender	4	15.4
Family status	3	11.5
Socioeconomic class	3	11.5
Country of origin	1	3.8
Physical disability	1	3.8
Sexual orientation	1	3.8
Gender identity	0	0.0
Mental disability	0	0.0
Physical characteristics	0	0.0
Religion	0	0.0
Veteran status	0	0.0
Other	4	15.4

Note: Only answered by respondents reporting experience of discriminatory practices (n=26).

**Table 42**

I observed discriminatory behavior or practices related to promotion in our organization. (Question 17)

Observed discriminatory promotion practices	n	%
Yes	82	13.0
No	544	86.3

**Table 43**

I observed discriminatory behavior or employment practices related to promotion in our organization based on... (Question 26)

Characteristic	n	%
Gender	27	32.9
Race	16	19.5
Age	12	14.6
Employment category	10	12.2
Family status	6	7.3
Socioeconomic class	5	6.1
Ethnicity	3	3.7
Physical characteristics	3	3.7
Gender identity	2	2.4
Sexual orientation	2	2.4
Mental disability	1	1.2
Physical disability	1	1.2
Country of origin	0	0.0
Religion	0	0.0
Veteran status	0	0.0
Other	24	29.3

Note: Only answered by respondents reporting experience of discriminatory practices (n=82).

**Table 44**

Are you aware of anyone who left the organization due to discriminatory experiences? (Question 27)

Aware of someone leaving	n	%
Yes	71	11.3
No	555	88.1

**Table 45**

Generally speaking, how much contact would you say you have with persons of the following backgrounds? (Question 27)

Background	None		Slight		Some		Frequent		Very frequent	
	n	%	n	%	n	%	n	%	n	%
African Americans/Blacks	30	4.8	109	17.3	190	30.2	136	21.6	163	25.9
African	355	56.3	138	21.9	76	12.1	17	2.7	20	3.2
American Indians/ Alaskan Natives	293	46.5	220	34.9	71	11.3	11	1.7	14	2.2
Anabaptist/Amish/Mennonite	373	59.2	148	23.5	62	9.8	19	3.0	10	1.6
Asians/Pacific Islanders	222	35.2	223	35.4	122	19.4	35	5.6	15	2.4
Caribbean	452	71.7	105	16.7	25	4.0	15	2.4	12	1.9
Caucasians/ Whites	6	1.0	2	0.3	5	0.8	54	8.6	555	88.1
Latinos/Hispanics/ Chicanos	74	11.7	162	25.7	217	34.4	94	14.9	66	10.5
Middle Eastern persons	286	45.4	199	31.6	95	15.1	22	3.5	12	1.9
Non-native English speakers	249	39.5	195	31.0	102	16.2	34	5.4	22	3.5
Openly gay, lesbian, bisexual or transgender persons	288	45.7	231	36.7	74	11.7	16	2.5	5	0.8
Russian/Eastern European	442	70.2	125	19.8	31	4.9	6	1.2	1	0.6
Persons with physical disabilities	75	11.9	229	36.3	220	34.9	72	11.4	20	3.2
Persons with mental disabilities	170	27.0	238	37.8	144	22.9	38	6.0	21	3.3
Persons with different religious backgrounds	36	5.7	98	15.6	163	25.9	148	23.5	178	28.3
Persons who are veterans	58	9.2	132	21.0	200	31.7	148	23.5	79	12.5
Persons who don't fit the "perfect physique"	58	9.2	70	11.1	164	26.0	152	24.1	171	27.1
Persons of a different socioeconomic class	38	6.0	29	9.4	142	22.5	190	30.2	190	30.2

**Table 46**

Educational programs within your state organization represent the contributions of people from underrepresented groups. (Question 29)

Issues	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%	n	%
Agriculture & Resources	117	18.6	229	36.3	133	21.1	51	8.1	20	3.2	62	9.8
Family & Consumer Sciences	157	24.9	249	39.5	112	17.8	31	4.9	11	1.7	49	7.8
Resource Development	118	18.7	220	34.9	152	24.1	30	4.8	10	1.6	75	11.9
4-H Youth Development	175	27.8	230	36.5	99	15.7	27	4.3	18	2.9	55	8.7

**Table 47**

The organization addresses issues related to... (Question 29)

Issues	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%	n	%
Age	126	20.0	286	45.4	115	18.3	26	4.1	13	2.1	36	5.7
Ethnicity	117	18.6	292	46.3	114	18.1	24	3.8	14	2.2	38	6.0
Gender	108	17.1	275	43.7	135	21.4	31	4.9	13	2.1	34	5.4
Gender identity	66	10.5	164	26.0	197	31.3	58	9.2	22	3.5	82	13.0
Mental disability	64	10.2	201	31.9	195	31.0	52	8.3	15	2.4	62	9.8
Non-native English speakers	72	11.4	253	40.2	162	25.7	45	7.1	12	1.9	52	8.3
Physical disability	87	13.8	302	47.9	131	20.8	27	4.3	8	1.3	43	6.8
Race	128	20.3	289	45.9	109	17.3	24	3.8	12	1.9	36	5.7
Religion	81	12.9	202	32.1	185	29.4	53	8.4	25	4.0	49	7.8
Sexual orientation	54	8.6	141	22.4	223	35.4	64	10.2	32	5.1	81	12.9
Socioeconomic class	127	20.2	257	40.8	134	21.3	20	3.2	14	2.2	45	7.1
Veterans	91	14.4	222	35.2	179	28.4	25	4.0	10	1.6	65	10.3

**Table 48**  
 Attitudes about my institution: (Questions 30-36)

Attitude	Strongly agree		Agree		Do not agree or disagree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%	n	%
The organization has visible leadership from the administration who foster diversity in the workplace.	169	26.8	298	47.3	94	14.9	25	4.0	16	2.5	19	3.0
Management/supervisor within your work unit demonstrates a commitment to diversity.	185	29.4	302	47.9	85	13.5	26	4.1	14	2.2	11	1.7
The workplace climate is welcoming for customers/learners from underrepresented groups.	221	35.1	324	51.4	48	7.6	21	3.3	6	1.0	4	0.6
The workplace climate is welcoming for employees from underrepresented groups.	200	31.7	301	47.8	77	12.2	33	5.2	9	1.4	5	0.8
Diversity among staff within the state organization and its customers/learners creates increased benefits for the organization.	142	22.5	309	49.0	109	17.3	24	3.8	2	0.3	31	4.9
As a result of the increased diversity of our clients across the state, I have made adjustments in my programming/teaching strategies.	85	13.5	281	44.6	185	29.4	29	4.6	4	0.6	30	4.8



**Table 49**

How would you describe your commitment/lack of commitment to diversity issues within the organization?  
(Question 37)

Commitment	n	%
Very committed	348	55.2
Somewhat committed	226	35.9
Not at all committed	12	1.9
Don't know	35	5.6

**Table 50**

In the last five years, how would you describe your organization's commitment or attention to diversity?  
(Question 37)

Commitment	n	%
Decreased	14	2.2
Stayed the same	201	31.9
Increased	297	47.1
Don't know	100	15.9

**Table 51**

What changes would you like your organization to make in regard to diversity? \((Question 39)

Changes	n	%
Increased efforts	205	32.5
No change needed	377	59.8
Decreased efforts	29	4.6

**Table 52**

How would you rate the overall organizational climate for the following groups? (Question 41)

Groups	Very respectful		Moderately respectful		Respectful		Somewhat respectful		Not at all respectful		Don't know	
	n	%	n	%	n	%	n	%	n	%	n	%
African Americans/Blacks	349	55.4	68	10.8	159	25.2	21	3.3	6	1.0	17	2.7
African	262	41.6	43	6.8	129	20.5	14	2.2	4	0.6	148	23.5
American Indians/ Alaskan Natives	273	43.3	50	7.9	127	20.2	10	1.6	1	0.2	136	21.6
Anabaptist/Amish/ Mennonite	265	42.1	39	6.2	118	18.7	11	1.7	1	0.2	166	26.3
Asians	286	45.4	49	7.8	134	21.3	14	2.2	2	0.3	108	17.1
Asian Americans	293	46.5	50	7.9	143	22.7	14	2.2	1	0.2	96	15.2
Caribbean	247	39.2	33	5.2	115	18.3	9	1.4	0	0.0	184	29.2
Caucasians/ Whites	392	62.2	67	10.6	136	21.6	8	1.3	3	0.5	10	1.6
Latinos/Hispanics/ Chicanos	299	47.5	64	10.2	146	23.2	37	5.9	5	0.8	52	8.3
Middle Eastern persons	247	39.2	50	7.9	122	19.4	26	4.1	16	2.5	137	21.7
Pacific Islanders	248	39.4	36	5.7	119	18.9	10	1.6	1	0.2	182	28.9
Russian/Eastern European	237	37.6	41	6.5	113	17.9	12	1.9	1	0.2	188	29.8
Persons without an advanced academic degree	278	44.1	72	11.4	149	23.7	60	9.5	14	2.2	37	5.9
Persons with physical disabilities	306	48.6	76	12.1	154	24.4	24	3.8	3	0.5	46	7.3
Persons with mental disabilities	269	42.7	65	10.3	141	22.4	38	6.0	6	1.0	91	14.4
Persons with different religious backgrounds	285	45.2	68	10.8	164	26.0	45	7.1	12	1.9	39	6.2
Persons of different ages	310	49.2	82	13.0	167	26.5	21	3.3	7	1.1	24	3.8
Veterans	338	53.7	59	9.4	151	24.0	4	0.6	2	0.3	52	8.3
Persons who don't fit the "perfect physique"	280	44.4	85	13.5	168	26.7	36	5.7	6	1.0	36	5.7
Persons of a different socioeconomic class	290	46.0	78	12.4	169	26.8	34	5.4	6	1.0	30	4.8

**Table 53**

Please rate the organization's climate in general using the following scale:  
(e.g., very friendly = 1, hostile = 5) (Question 60)

Climate	1		2		3		4		5		Mean n
	n	%	n	%	n	%	n	%	n	%	
Accessible to persons with disabilities/ Inaccessible to persons with disabilities	347	55.1	187	29.7	52	8.3	14	2.2	12	1.9	<b>1.6</b>
Concerned/Indifferent	317	50.3	176	27.9	82	13.0	11	1.7	8	1.3	<b>1.7</b>
Cooperative/ Uncooperative	359	57.0	168	26.7	51	8.1	12	1.9	5	0.8	<b>1.5</b>
Friendly/Hostile	386	61.3	155	24.6	50	7.9	7	1.1	4	0.6	<b>1.5</b>
Improving/Regressing	291	46.2	179	28.4	102	16.2	9	1.4	5	0.8	<b>1.7</b>
Positive for non-native English speakers/Not positive	201	31.9	175	27.8	174	27.6	31	4.9	20	3.2	<b>2.2</b>
Positive for people who identify as lesbian, gay, or bisexual/Not positive	180	28.6	116	18.4	210	33.3	65	10.3	24	3.8	<b>2.4</b>
Positive for people who identify as transgender or gender-queer/Not positive	166	26.3	103	16.3	228	36.2	65	10.3	30	4.8	<b>2.5</b>
Positive for people of Jewish heritage/Anti-Semitic (Anti-Jewish)	253	40.2	141	22.4	178	28.3	10	1.6	7	1.1	<b>1.9</b>
Positive for people of the Islamic faith/ Anti-Islamic	215	34.1	130	20.6	188	29.8	42	6.7	14	2.2	<b>2.2</b>
Positive for people who practice other than the Christian faith/ Not positive	238	37.8	135	21.4	175	27.8	36	5.7	12	1.9	<b>2.1</b>
Positive for people who practice the Christian faith/ Not positive	341	54.1	148	23.5	93	14.8	5	0.8	5	0.8	<b>1.6</b>
Positive for people of low socioeconomic classes/Not positive	296	47.0	168	26.7	105	16.7	19	3.0	5	0.8	<b>1.8</b>
Respectful/Disrespectful	358	56.8	169	26.8	60	9.5	7	1.1	7	1.1	<b>1.6</b>
Welcoming/ Unwelcoming	374	59.4	156	24.8	57	9.0	7	1.1	6	1.0	<b>1.5</b>

**Table 54**

Please rate the organization's climate in general using the following scale:  
 (e.g., very friendly = 1, hostile = 5) (Question 60)

Climate	1		2		3		4		5		Mean n
	n	%	n	%	n	%	n	%	n	%	
Non-racist/Racist	397	63.0	126	20.0	67	10.6	21	3.3	8	1.3	<b>1.6</b>
Non-sexist/Sexist	361	57.9	133	21.1	71	11.3	41	6.5	8	1.3	<b>1.7</b>
Non-homophobic/ Homophobic	297	47.1	122	19.4	117	18.6	50	7.9	15	2.4	<b>1.9</b>
Non age-biased/ Age-biased	378	60.0	112	17.8	84	13.3	35	5.6	6	1.0	<b>1.7</b>
Non-classist/classist	361	57.3	134	21.3	81	12.9	28	4.4	7	1.1	<b>1.7</b>

# Tennessee Extension Workplace Diversity Climate Assessment

(Administered for CAS by Rankin & Associates, Consulting)

## Purpose

You are invited to participate in a survey of administration, faculty and staff regarding the workplace climate in your organization. The results of the survey will provide important information about our organization and will enable us to improve the environment for working and learning.

## Procedures

You will be asked to complete an online or paper/pencil survey. Your participation and responses are confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take at least 20 minutes to complete. You must be 18 years of age or older to participate. Please note that you can choose to withdraw your responses at any time before you submit your answers. The survey results will be submitted directly to a secure server where any computer identification that might identify participants is deleted from the submissions. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis and submitted as an appendix to the report. Quotes will also be used throughout the report to give "voice" to the quantitative data.

## Discomforts and Risks

There are no risks in participating in this research beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may stop responding to the survey at any time.

## Benefits

The results of the survey will provide important information and will help us in our efforts to ensure that the workplace environment is conducive to working and learning.

## Statement of Confidentiality

You will not be asked to provide any identifying information and information you provide on the survey will remain confidential. In the event of any publication or presentation resulting from the research, no personally identifiable information will be shared. Your confidentiality will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). No guarantees can be made regarding the interception of data sent via the Internet by any third parties. In addition, the external consultant (Rankin & Associates) will not report any group data for groups that may be small enough to compromise identity. Instead, Rankin & Associates will combine the groups of fewer than 5 individuals to eliminate any potential for identifiable demographic information. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

## Voluntary Participation

Participation in this research is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). By completing the survey, your informed consent will be implied. Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this research study will involve no penalty or loss of student or employee benefits.

### **Right to Ask Questions**

You can ask questions about this research. Questions concerning this project should be directed to:

**Susan R. Rankin, Ph.D.**

Principal & Senior Research Associate  
Rankin and Associates, Consulting  
PO Box 576  
Howard, PA 16841  
[sue@rankin-consulting.com](mailto:sue@rankin-consulting.com)  
814-625-2780

**University of Tennessee**

Brenda S. Lawson  
Compliance Officer  
University of Tennessee  
Office of Research  
1534 White Avenue  
Knoxville, TN 37996-1529  
Phone: (865) 974-3466  
Fax: (865) 974-2805  
Email: [blawson@utk.edu](mailto:blawson@utk.edu)  
[research@utk.edu](mailto:research@utk.edu)

**Tennessee State**

Dr. Peter Millet, Chair  
Human Subjects  
Institutional Review Board  
Tennessee State University  
3500 John Merritt Boulevard  
Nashville, TN 37209-1561  
Phone: 615-963-5446  
Email: [pmillet@tnstate.edu](mailto:pmillet@tnstate.edu)

If you agree to take part in this research study as outlined in the information above, please click on the “Continue” button below, which indicates your consent to participate in this study. It is recommended that you print this statement for your records, or record the address for this site and keep it for reference.

**Continue button – leads participant to the survey.  
If participant declines participation, she/he is led to a “thank you” page.**

### **Directions**

Please read and answer each question carefully. For each answer, click on/fill in the appropriate oval. If you want to change an answer, click on/fill in the oval of your new answer and your previous response will be erased. You may decline to answer specific questions.

### **Definitions**

**Climate:** Current attitudes, behaviors, and standards of employees and students concerning the level of respect for individual needs, abilities, and potential.

**Diversity:** Diversity is the variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural, ethnic, and religious heritages; from the differences in how we socialize women and men; and from the differences that emerge from class, age, sexual orientation, gender identity, ability, and other socially constructed characteristics.

**Disability:** A physical or mental impairment that substantially limits one or more major life activities. Some examples of disabling conditions include, but are not limited to, blindness, diabetes, learning disabilities, deafness, and psychological disabilities.

**Ethnic Background:** A group of people who share a unique social and cultural heritage.

**Non-Native English Speaker:** People for whom English is not their first language.

**Physical Characteristics:**

People who do not fit the socially constructed “perfect” physique

(e.g., too thin, too heavy, too tall, too short, etc.).

**Racial Background:** A group of people who share a socially constructed category based on generalized beliefs and/or assumptions about their physical characteristics.

**Sexual Orientation:** This is inclusive of lesbians (women who are emotionally, physically and sexually attracted to women), gay men (men who are emotionally, physically and sexually attracted to men), and bisexual people (individuals who are emotionally, physically, and sexually attracted to those of either gender).

**Transgender:** Individuals who bend or blend gender including cross-dressers, transvestites, transsexuals, intersexuals, and androgynous persons.

Throughout the survey several definitions are provided. The definitions are provided via a hyper-link and are identified via an underline and in bold text

**S. Part 1. Organizational Experiences with diversity**

1. Overall, how comfortable are you with the climate for diversity in your organization?

- Very comfortable
- Comfortable
- Not comfortable nor uncomfortable
- Uncomfortable
- Very Uncomfortable
- Not applicable

2. Overall, how comfortable are you with the climate for diversity in your work unit?

- Very comfortable
- Comfortable
- Not comfortable nor uncomfortable
- Uncomfortable
- Very Uncomfortable
- Not applicable

3. Within the past year, how often have you heard an administrator make insensitive or disparaging remarks about people based on their...

- |                            |  |
|----------------------------|--|
| Age                        | <input type="radio"/> Never            |
| Disability status          | <input type="radio"/> 1-2 times        |
| Ethnic background          | <input type="radio"/> 3-5 times        |
| Gender (men)               | <input type="radio"/> 6-9 times        |
| Gender (women)             | <input type="radio"/> 10 or more times |
| Gender identity            |  |
| Inability to speak English |  |
| Physical characteristics   |  |
| Racial background          |  |
| Religious background       |  |
| Sexual orientation         |  |
| Socio-economic class       |  |
| Veteran Status             |  |

4. Within the past year, how often have you heard a field faculty/agent/educator make insensitive or disparaging remarks about people based on their...

- |                            |  |
|----------------------------|--|
| Age                        | <input type="radio"/> Never            |
| Disability status          | <input type="radio"/> 1-2 times        |
| Ethnic background          | <input type="radio"/> 3-5 times        |
| Gender (men)               | <input type="radio"/> 6-9 times        |
| Gender (women)             | <input type="radio"/> 10 or more times |
| Gender identity            |  |
| Inability to speak English |  |
| Physical characteristics   |  |
| Racial background          |  |
| Religious background       |  |
| Sexual orientation         |  |
| Socio-economic class       |  |
| Veteran Status             |  |



5. Within the past year, how often have you heard a specialist/campus faculty make insensitive or disparaging remarks about people based on their...

- |                            |  |
|----------------------------|--|
| Age                        | <input type="radio"/> Never            |
| Disability status          | <input type="radio"/> 1-2 times        |
| Ethnic background          | <input type="radio"/> 3-5 times        |
| Gender (men)               | <input type="radio"/> 6-9 times        |
| Gender (women)             | <input type="radio"/> 10 or more times |
| Gender identity            |  |
| Inability to speak English |  |
| Physical characteristics   |  |
| Racial background          |  |
| Religious background       |  |
| Sexual orientation         |  |
| Socio-economic class       |  |
| Veteran Status             |  |

6. Within the past year, how often have you heard a paraprofessional or technician make insensitive or disparaging remarks about people based on their...

- |                            |  |
|----------------------------|--|
| Age                        | <input type="radio"/> Never            |
| Disability status          | <input type="radio"/> 1-2 times        |
| Ethnic background          | <input type="radio"/> 3-5 times        |
| Gender (men)               | <input type="radio"/> 6-9 times        |
| Gender (women)             | <input type="radio"/> 10 or more times |
| Gender identity            |  |
| Inability to speak English |  |
| Physical characteristics   |  |
| Racial background          |  |
| Religious background       |  |
| Sexual orientation         |  |
| Socio-economic class       |  |
| Veteran Status             |  |

7. Within the past year, how often have you heard a support staff member make insensitive or disparaging remarks about people based on their...

- |                            |  |
|----------------------------|--|
| Age                        | <input type="radio"/> Never            |
| Disability status          | <input type="radio"/> 1-2 times        |
| Ethnic background          | <input type="radio"/> 3-5 times        |
| Gender (men)               | <input type="radio"/> 6-9 times        |
| Gender (women)             | <input type="radio"/> 10 or more times |
| Gender identity            |  |
| Inability to speak English |  |
| Physical characteristics   |  |
| Racial background          |  |
| Religious background       |  |
| Sexual orientation         |  |
| Socio-economic class       |  |
| Veteran Status             |  |

8. How often have you witnessed an employee of your organization challenge insensitive or disparaging remarks about people based on their...

- |                            |  |
|----------------------------|--|
| Age                        | <input type="radio"/> Never            |
| Disability status          | <input type="radio"/> 1-2 times        |
| Ethnic background          | <input type="radio"/> 3-5 times        |
| Gender (men)               | <input type="radio"/> 6-9 times        |
| Gender (women)             | <input type="radio"/> 10 or more times |
| Gender identity            |  |
| Inability to speak English |  |
| Physical characteristics   |  |
| Racial background          |  |
| Religious background       |  |
| Sexual orientation         |  |
| Socio-economic class       |  |
| Veteran Status             |  |

9. Within the past year, the following groups have exhibited sensitivity toward diverse audiences.

- |                                     |   |
|-------------------------------------|---|
| Your community                      | <input type="radio"/> Strongly agree            |
| Advisory                            | <input type="radio"/> Agree                     |
| Extension volunteers                | <input type="radio"/> Do not agree nor disagree |
| Representatives of local government | <input type="radio"/> Disagree                  |
| User groups/Clientele/Students      | <input type="radio"/> Strongly disagree         |

10. Within the past year, have you personally experienced any offensive, hostile, exclusionary, or intimidating conduct (harassing behavior) that has interfered with your ability to work, learn, or participate in the organization?

- Yes  
 No

11. What do you feel this conduct was based upon...(Mark all that apply)

- your age
- your country of origin
- your ethnicity
- your farm background
- your family status
- your gender
- your gender identity
- your mental disability
- your non-farm background
- your physical characteristics
- your physical disability
- your race
- your religion
- your sexual orientation
- your socioeconomic class
- your veteran status
- Other (please specify) \_\_\_\_\_

12. How did you experience this conduct (Mark all that apply)

- I received written comments
- I received anonymous phone calls
- I received unsolicited emails
- I received threats of physical violence
- I felt I was deliberately ignored
- I felt excluded from some activities
- I was the target of derogatory remarks
- I was the target of graffiti
- I was the target of physical violence
- I observed others staring at me
- Other (please specify) \_\_\_\_\_

13. Where did this conduct occur? (Mark all that apply)

- Campus office
- Local office
- Non-organizational event
- Off campus event
- On campus event
- Other (please specify) \_\_\_\_\_

14. Who was the source of this conduct? (Mark all that apply)

- Administrator
- Customer
- Field faculty/agent/educator
- Partner/collaborator
- Specialist/campus faculty
- Supervisor
- Support staff
- Technician/paraprofessional
- Volunteer
- Other (Please specify) \_\_\_\_\_

15. Please describe your reactions to experiencing this conduct. (Mark all that apply)

- I felt embarrassed
- I told a friend
- I felt embarrassed
- I avoided the person who harassed me
- I ignored it
- I left the situation immediately
- I considered changing my job
- I confronted the harasser at the time
- I confronted the harasser later
- I made a complaint to an appropriate official
- Other (please specify) \_\_\_\_\_

16. If you would like to elaborate on your personal experiences, please do so here.

\_\_\_\_\_

17. Within the past year, have you observed or personally been made aware of any conduct (harassing behavior) directed toward a person or group of people in your organization that you believe has created an offensive, hostile, exclusionary, or intimidating working or learning environment?

- Yes
- No

18. What do you feel this conduct was based upon...(Mark all that apply)

- Age
- Country of origin
- Ethnicity
- Farm background
- Family status
- Gender
- Gender identity
- Mental disability
- Non-farm background
- Physical characteristics
- Physical disability
- Race
- Religion
- Sexual orientation
- Socioeconomic status
- Veteran status
- Other (please specify) \_\_\_\_\_

19. How did you observe this conduct? (Mark all that apply)

- I heard derogatory remarks
- I heard about unsolicited e-mails
- I observed graffiti
- I observed someone being stared at
- I observed others excluded from activities
- I observed threats of physical violence
- I observed physical assault or injury
- I observed someone being deliberately ignored
- I read written comments
- I read publications on campus
- Other (please specify) \_\_\_\_\_

20. Where did this conduct occur? (Mark all that apply)

- Campus office
- Local office
- Non-organizational event
- Off campus event
- On campus event
- Other (please specify) \_\_\_\_\_

21. Who was the source of this conduct? (Mark all that apply)

- Administrator
- Customer
- Field faculty/agent/educator
- Partner/collaborator
- Specialist/campus faculty
- Supervisor
- Support staff
- Technician/paraprofessional
- Volunteer
- Other (please specify) \_\_\_\_\_

22. Please describe your reactions to this observed conduct. (Mark all that apply)

- I felt embarrassed
- I told a friend
- I avoided the harasser
- I ignored it
- I left the situation immediately
- I considered changing my job
- I confronted harasser at the time
- I confronted the harasser later
- I made a complaint to an appropriate official
- Other (please specify) \_\_\_\_\_

23. If you would like to elaborate on your observations, please do so here.

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**As a full-time or part-time employee, have you encountered any of the following?**

24. I observed discriminatory **hiring** practices in my organization (e.g., hiring supervisor bias, search committee bias, limited recruiting pool)

- Yes
- No

25. The discrimination was based on...

- Age
- Country of origin
- Employment category
- Ethnicity
- Gender
- Gender Identity
- Mental disability
- Physical characteristics
- Physical disability
- Race
- Religion
- Sexual orientation
- Veteran status
- Other (please specify) \_\_\_\_\_

26. If you would like to elaborate on your observations, please do so here.

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27. I have observed discriminatory **firing** in our organization.

- Yes
- No

28. The discrimination was based on...

- Age
- Country of origin
- Employment category
- Ethnicity
- Gender
- Gender Identity
- Mental disability
- Physical characteristics
- Physical disability
- Race
- Religion
- Sexual orientation
- Veteran status
- Other (please specify) \_\_\_\_\_

29. If you would like to elaborate on your observations, please do so here.

---

---

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30. I have observed discriminatory behavior or employment practices related to **promotion** in our organization.

- Yes
- No

31. The discrimination was based on...

- Age
- Country of origin
- Employment category
- Ethnicity
- Gender
- Gender Identity
- Mental disability
- Physical characteristics
- Physical disability
- Race
- Religion
- Sexual orientation
- Veteran status
- Other (please specify) \_\_\_\_\_

32. If you would like to elaborate on your observations, please do so here.

---

---

---

33. Are you aware of anyone who left the organization due to discriminatory experiences?

- Yes
- No

34. If you would like to elaborate on this discriminatory experience, please do so here.

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## Part 2. Actions relative to diversity issues

35. Generally speaking, how much contact would you say you have with persons of the following backgrounds within the work environment?

- |   |  |
|---|--|
| African American/Black  | <input type="checkbox"/> None            |
| African   | <input type="checkbox"/> Slight          |
| American Indian/Alaskan Native                                    | <input type="checkbox"/> Some            |
| Anabaptist/Amish/Mennonite  | <input type="checkbox"/> Frequent        |
| Asian/Pacific Islanders   | <input type="checkbox"/> Very Frequently |
| Caribbean   |  |
| Caucasian/Whites  |  |
| Latino/Hispanic/Chicano   |  |
| Middle Eastern people   |  |
| Non-native English speakers                                       |  |
| Openly gay, lesbian, bisexual, or transgender people              |  |
| Russian/Eastern European  |  |
| People with physical disabilities                                 |  |
| People with mental disabilities                                   |  |
| People with religious backgrounds different than your own         |  |
| People who are veterans   |  |
| People who do not fit the socially constructed "perfect" physique |  |
| People of a socioeconomic class different than your own           |  |

36. Educational programs within your state organization represent the contributions of people from underrepresented groups.

**Note: Underrepresented groups can be based on age, gender, race, ethnicity, national origin, ability, religion, sexual orientation, socioeconomic status, or people who speak English as a second language.**

- |                                   |                          |                           |
|-----------------------------------|--------------------------|---------------------------|
| Agriculture and Natural Resources | <input type="checkbox"/> | Strongly agree            |
| Ethnicity                         | <input type="checkbox"/> | Agree                     |
| Family and Consumer Sciences      | <input type="checkbox"/> | Do not agree nor disagree |
| Resource Development              | <input type="checkbox"/> | Disagree                  |
| 4-H Youth Development             | <input type="checkbox"/> | Strongly disagree         |
|                                   | <input type="checkbox"/> | Don't know                |

37. The organization addresses issues related to...

- |   |                          |                           |
|---|--------------------------|---------------------------|
| Age   | <input type="checkbox"/> | Strongly agree            |
| Ethnicity                                     | <input type="checkbox"/> | Agree                     |
| Gender  | <input type="checkbox"/> | Do not agree nor disagree |
| Gender identity                               | <input type="checkbox"/> | Disagree                  |
| Mental disability                             | <input type="checkbox"/> | Strongly disagree         |
| People who speak English as a second language | <input type="checkbox"/> | Don't know                |
| Physical disability                           |                          |                           |
| Race  |                          |                           |
| Religion                                      |                          |                           |
| Sexual orientation                            |                          |                           |
| Socioeconomic status                          |                          |                           |
| Veterans                                      |                          |                           |

38. The organization has visible leadership from the administration who foster diversity in the workplace.

- Strongly agree
- Agree
- Do not agree nor disagree
- Disagree
- Strongly disagree
- Don't know

39. Management /Supervisor within your work unit demonstrate a commitment to diversity.

- Strongly agree
- Agree
- Do not agree nor disagree
- Disagree
- Strongly disagree
- Don't know

40. The workplace climate is welcoming for customers/learners from underrepresented groups.

- Strongly agree
- Agree
- Do not agree nor disagree
- Disagree
- Strongly disagree
- Don't know



41. The workplace climate is welcoming for employees from underrepresented groups.

- Strongly agree
- Agree
- Do not agree nor disagree
- Disagree
- Strongly disagree
- Don't know

42. Diversity among staff within the state organization and its customers/learners creates increased benefits for the organization.

- Strongly agree
- Agree
- Do not agree nor disagree
- Disagree
- Strongly agree
- Don't know

43. As a result of the increased diversity of our customers/learners across the state, I have made adjustments in my programming/teaching strategies.

- Strongly agree
- Agree
- Do not agree nor disagree
- Disagree
- Strongly agree
- Don't know

44. How would you rate your personal commitment to diversity within the organization?

- Strongly agree
- Agree
- Do not agree nor disagree
- Disagree
- Strongly agree
- Don't know

45. Please describe your commitment/lack of commitment to diversity issues within the organization.

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46. In the last five years how would you describe your organization's commitment or attention to diversity?

- Decreased
- Stayed the same
- Increased
- Don't know

47. If you would like to comment on your response to Question 44, please do so in the text box below.

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48. What changes would you like your organization to make in regard to diversity?

- Increased efforts
- No change needed
- Decreased efforts

49. If you would like to comment on your response to Question 46, please do so in the text box below.

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50. How would you rate the overall workplace climate for the following groups.

- |   |  |
|---|--|
| African American/Black  | <input type="checkbox"/> Very respectful       |
| African   | <input type="checkbox"/> Moderately respectful |
| American Indian/Alaskan Native                                    | <input type="checkbox"/> Respectful            |
| Anabaptist/Amish/Mennonite  | <input type="checkbox"/> Somewhat respectful   |
| Asian   | <input type="checkbox"/> Not at all respectful |
| Asian American  | <input type="checkbox"/> Don't know            |
| Caribbean   |  |
| Caucasian/White   |  |
| Latino/Hispanic/Chicano   |  |
| Middle Eastern people   |  |
| Pacific Islander  |  |
| Russian/Eastern European  |  |
| People who don't have an advanced academic degree                 |  |
| People with physical disabilities                                 |  |
| People with mental disabilities                                   |  |
| People with religious backgrounds different than your own         |  |
| People of ages different than your own                            |  |
| People who are veterans   |  |
| People who do not fit the socially constructed "perfect" physique |  |
| People of a socioeconomic class different than your own           |  |

### S. Part 3. Background Information

***If you are concerned that your confidentiality will be compromised by some (or all) of the questions, please keep in mind that we will not report any "group" data for groups that are small enough to compromise your identity. Instead, we will combine the groups to eliminate any potential for identifiable demographic information***

51. What is your gender?

- Man
- Woman
- Transgender

52. What is your age?

- 19 or under
- 20-29
- 30-39
- 40-59
- 60 and over

53. What is your position?

- Administrator
- Campus faculty/ specialist
- Field faculty/agent/educator
- Support staff
- Paraprofessional/technician
- Other (please specify) \_\_\_\_\_

54. Are you full-time or part-time?

- Full-time
- Part-time

55. How long have you been employed by the organization?

- 1 year or less
- 2-4 years
- 5-10 years
- 11-19 years
- 20-29 years
- 30 years or more

56. Do you have a disability that substantially limits a major life activity (such as seeing, hearing, learning, walking)?

- Yes
- No

57. Are you a veteran?

- Yes
- No

58. What is your sexual identity?

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Questioning
- Uncertain

59. With what racial/ethnic group do you identify? (If you are of a multi-racial/multi-ethnic background, mark all that apply.)

- African American / Black
- African
- American Indian \_\_\_\_\_
- Alaskan Native/Hawaiian Native
- Asian
- Asian American
- Caribbean
- Chicano/Latino/Hispanic
- Middle Eastern
- Pacific Islander
- Russian/Eastern European
- White/Caucasian
- Other (please specify) \_\_\_\_\_

60. What is your citizenship status?

- US citizen - born in the United States
- US citizen – naturalized
- Permanent resident (immigrant)
- International (F-1,J-1, or H1-B visa)
- Other (please specify) \_\_\_\_\_

61. What is your religious or spiritual affiliation?

- African Methodist Episcopal (AME)
- Agnostic
- Anabaptist/Amish/Mennonite
- Atheist
- Baptist
- Buddhist
- Eastern Orthodox
- Episcopalian
- Hindu
- Jehovah's Witness
- Jewish
- Later Day Saints (mormon)
- Lutheran
- Methodist
- Muslim
- Native American Traditional Practitioner
- Nondenominational Christian
- Pentecostal
- Presbyterian
- Quaker
- Roman Catholic
- Seventh Day Adventist
- Unitarian/Universalism
- United Church of Christ
- Wiccan
- No affiliation
- Other (please specify) \_\_\_\_\_

62. What is your family status?

- Single
- Married
- Ina committed relationship
- Separated, divorced, widowed
- Other (please specify) \_\_\_\_\_

63. What is your annual income?

- below \$10,000
- \$11,000-\$19,999
- \$20,000-\$29,999
- \$30,000-\$39,999
- \$40,000-\$49,999
- \$50,000-\$75,999
- above \$76,000

64. Where is your primary workplace?

- Off-campus
- On-campus

65. In what environment did you grow up?

- Farm/Ranch
- Rural/Non-Farm
- Combination
- Small Town
- Suburban
- Urban
- International
- Other (please specify) \_\_\_\_\_

66. Have you participated in a diversity training program other than Civil Rights Training recently?

- Yes
- No

67. Please indicate the diversity training program(s) you attended and when you attended them.

	Name of the diversity program you attended	When did you attend the program?
Diversity Training Program #1	_____	<input type="checkbox"/> Within the past year
Diversity Training Program #2	_____	<input type="checkbox"/> Within the last 3-5 years
Diversity Training Program #3	_____	<input type="checkbox"/> Do not remember
Diversity Training Program #4	_____	
Diversity Training Program #5	_____	
Diversity Training Program #6	_____	
Diversity Training Program #7	_____	
Diversity Training Program #8	_____	
Diversity Training Program #9	_____	
Diversity Training Program #10	_____	

68. Using a scale of 1-5, please rate the overall workplace climate on the following dimensions:  
**(Note: As an example, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)**

- Accessible to persons with disabilities –Not accessible to persons with disabilities  1
- Concerned - Indifferent  2
- Cooperative - Uncooperative  3
- Friendly - Hostile  4
- Improving -Regressing  5
- Positive for non-native English speakers – Not positive for non-native English speakers
- Positive for people who identify as lesbian, gay, or bisexual – Not positive for people who identify as lesbian, gay, or bisexual
- Positive for people who identify as transgender/gender-queer – Not positive for people who identify as transgender/gender-queer
- Positive for people of Jewish heritage - Anti-Semitic (Anti-Jewish)
- Positive for people of Islamic faith - anti-Islamic
- Positive for people who practice **other than** the Christian faith – Not positive for people who practice **other than** the Christian faith
- Positive for people who practice the Christian faith – Not positive for people who practice the Christian faith
- Positive for people of low socioeconomic classes – Not positive for people of low socioeconomic classes
- Respectful-Disrespectful
- Welcoming - Unwelcoming

69. Using a scale of 1-5, please rate the overall workplace climate on the following dimensions:  
**(Note: As an example, 1= “non-racist” and 5 = “racist”)**

- Non-racist - racist  1
- Non-sexist - sexist  2
- Non-homophobic-homophobic  3
- Non age-biased-age biased  4
- Non-classist-classist  5

70. In which Land Grant Institution are you employed? (Note: for personnel with joint appointments please select the institution with the largest percent effort).

- The University of Tennessee (1862)
- Tennessee State University (1890)

#### **S. Part 4. Your Additional Comments**

71. This survey may have raised additional issues or questions for you. If you would like to offer additional insights, thoughts on how you and/or the organization addresses diversity issues or how the organization may improve the workplace climate, please use the space below.

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## **THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY**

In our Tennessee Extension organizations we are committed to providing a workplace climate that is conducive to working and learning. Our desire is for a workplace where the diversity each of us brings is embraced and appreciated. Your participation in this survey is one of many steps we plan to make to help ensure an inclusive workplace. We look forward to sharing the results of this survey with you and will do so via email when they are available.

Thank you again for helping us assess our workplace diversity climate.

Sincerely,

H. Charles Goan   Clyde E. Chesney