University of New Haven

IDEA COUNCIL

2021 CAMPUS CLIMATE SURVEY FOR DIVERSITY AND INCLUSION

Full Report of Themes, Recommendations and Findings for the University of New Haven's Campus Community

SUMMARY OF REPORT:
In spring of 2021, the University of New Haven's full community was invited to give responses about their experiences and perspectives related to diversity and inclusion. With over 2000 survey completions, hundreds of open-ended comments, and dozens of incentive winners from all walks of life on our campus, this report is intended to empower the University to take transformative steps forward in unprecedented ways that are needed to meet current opportunities and challenges.

AUTHORS:
This report was authored based on months of planning, implementing, analyzing, and summarizing the Campus Climate Survey by members of the Assessment Subteam of the Inclusion, Diversity, Equity, and Accessibility (IDEA) Council as well as IDEA Council members and University leadership. A special thank you to all who volunteered time during the summer months to make this report and all of its detailed findings possible as well as to everyone who took time out to provide a response. This report was lead authored by Dr. Danielle Cooper (IDEA Council Assessment Subteam Co-Chair; Associate Professor of Criminal Justice) and Shelby Brant (Student Project Coordinator; MA in Criminal Justice candidate).

Table of Contents

Part 1: Executive Summary

On February 1, 2021, the campus community of the University of New Haven was sent a link by email to participate in the Campus Climate Survey for Diversity and Inclusion. After six weeks of data collection, over 2500 participants — made up of over 1800 students and over 600 faculty, and staff — took time to share their perceptions about the University, their own personal experiences, and their thoughtful recommendations for what additional steps could be taken to further advance the campus climate of diversity and inclusion for everyone at the University of New Haven. This Executive Summary provides highlights of the seven themes and top recommendations to help with the planning and implementation process following the release of the 2021 Campus Climate Survey results.

Survey Completions

For the student survey, 1107 students fully completed the entire survey to the end, and 1829 responded and gave consent at the start of the survey — for a completion rate of 60.52%. For the faculty/staff survey, 379 people completed the survey, and 533 people responded to the survey — for a completion rate of 71.10%.

It should be noted that over the past two executions (2019 and 2021) of the Campus Climate Survey, there has been an increase of participation as well as outreach and collaboration with each implementation. Furthermore, this campus climate survey was conducted while the COVID-19 pandemic was still greatly limiting campus activities. While there was a lot of uncertainty about the value of collecting data during such an unstable time, there was also a lot of interest in knowing how people were doing during this specific time. The completion numbers indicate a commitment from the University members to share feedback on this priority area of work.

Resources and Support

Throughout and leading up to the 2021 implementation, support was received from a variety of individuals and offices across campus. Thanks to all who served on Inclusion, Diversity, Equity, and Accessibility (IDEA) Council's Assessment Subteam: Danielle Cooper (Co-Chair), David Schroeder (Co-Chair), Linda Copney-Okeke, Lauren Kempton, Joseph Scollo, Lisa Scranton, Kimberly Williams, Tarsila Seara, Alvin Tran, Adam McPhillips, Erica Maggiore, Dave Cranshaw, Darell Singleterry, Patrick McGrady, Krista Grajo, Elizabeth Sloane, Lily Manzo, Lilyan Lauzon, Jessica Holzer, Adrielys Gomez, Sophia Martinez, Tracey Crowley, and Shelby Brant (student project coordinator). Additional thanks goes to the 2020–2021 IDEA Council Co-Chairs, Dr. Lorenzo Boyd and Dr. Ophelie Rowe-Allen, IDEA Council members, the Myatt Center for Diversity and Inclusion's Director, Carrie Robinson, and the Campus Climate Coalition.

Part 2: Background and Methodology

The mission of the Inclusion, Diversity, Equity, and Access (IDEA) Council is to serve as an advisory group to the president and campus community, providing strategic advice and recommendations based on observations, reports, and monitoring concerning diversity at the University of New Haven. Since 2019, the IDEA Council's work has been guided by four main goals. The first goal is to increase the recruitment and retention of underserved/underrepresented students. The second goal is to increase the recruitment and retention of underserved/underrepresented faculty and staff. Third goal is to increase the visibility and outcomes of the IDEA Council. The fourth goal is to inform the University of New Haven community about data relevant to issues of inclusion, diversity, equity, and access as well as to recommend next steps for action. Altogether, these goals create the charges for four committees that advance diversity initiatives on campus as part of the IDEA Council.

In fulfillment of the University of New Haven's Diversity Plan, which was created around 2015, the Assessment Subteam of the IDEA Council ensures that the University "regularly collect[s] and analyze[s] data to assess campus climate for students" as well as faculty, staff, and all other employees. Since at least 2011, the University of New Haven has run a student version of the campus climate survey through its own student and employee-led offices. It has been mostly in the past five years that the focus of the campus climate surveys has extended to incorporate employees of the University of New Haven. The charge to "conduct a biennial assessment of campus climate through surveys and focus groups" has been meet since 2017 and every two years after. For the first time, in 2019, the campus climate survey was run with parallel questions and at the same time for students and employees. Using the student survey as a base, the employee survey creates a fuller picture of the climate related to diversity and inclusion for all at the University of New Haven.

Timeline (2019-2021)

The preparation for the 2021 Campus Climate Survey began after the release and presentation of the results of the prior survey in the fall of 2019. As a committee of the IDEA Council, the main purpose of Assessment Subteam was to engage in a close review of the data from prior surveys and recommend edits based on areas identified as needing clarity and other improvements.

Starting in October 2020, monthly meetings were held with members of the IDEA Council's Assessment Subteam. These meetings led to recommendations for revisions. In December of 2021, the questions were moved into Qualtrics™ Online Survey Software, an online survey system used for data collection. The survey implementation was announced by an email from Vice President of DEI Lorenzo Boyd (12/17/20) at the end of the fall 2020 semester. All updates to versions of surveys were completed and reviewed by January of 2021 and shared with the IDEA Council and University leadership. The IDEA Council supported the implementation of the 2021 Campus Climate Survey for Diversity and Inclusion from February 1 to March 13, 2021.

During the summer of 2021, the committee met weekly, and subteam members reviewed the survey responses, including both close and open-ended feedback, in depth.

Methods and Incentives

In total, the survey included approximately 60 to 70 mostly close-ended questions that assessed perceptions about the University, personal experiences, and recommendations for what next steps should be taken to advance the climate of diversity and inclusion at the University. All full- and part-time students (at all levels) and employees (faculty, staff, and contractors) who were 18 years of age and older in the spring of 2021 were invited to participate in an online survey hosted through Qualtrics™ Software Suite. To encourage participation, individuals could enter their names for consideration to win one of 60 $50 Amazon gift cards, an early housing slot with ResLife, or a reserved parking spot for one month in the Maxcy Lot. Additionally, charismatic and frequent personal invitations to participate in the survey were used to create awareness of and positive momentum for the survey.

Next Steps

The next steps, following the release of the report with themes, recommendations, and findings from the data, are to engage the campus around the themes and recommendations. Some data points lead to questions that should be raised with focus groups, as well as within auxiliary groups, to better understand the nuisance experiences of students and employees at the University of New Haven. As the University is actively working on strategic planning, these findings should be integrated into the larger discussion.

In preparation for the 2023 campus climate survey, the recommendations in theme seven are intended to ensure the sustainability of data collection, especially related to DEI, for future data analyses and strategic planning.

Part 3: Themes and Primary Recommendations (Figure 1)

Developing DEI Capacity and Transparency among University Leadership

- College/school deans and vice presidents should announce two to three recommendations of how they will work within their college/office to address issues and raise solutions by the end of the fall 2021 semester and provide continual updates at regular intervals (quarterly, each semester, etc.).

Standardizing Communications/Shared Language

- Campus leadership should make clear statements at regular intervals (e.g., monthly, quarterly) about what it means to be a part of the charger community and explicitly encourage campus members to practice being kind, welcoming, and mindful of others in order to create a sense of belonging on campus.

Building Community and Clarifying Engagement Expectations

- Myatt Center/CSELO/Campus event holders should announce that all are welcome to attend events by clearly including "All are welcome/Open to ALL" on promotions. Events intended for specialized audiences should make that clearer through promotions (e.g., RSVP) as well.

Reporting Bias Incidents and Disciplinary Outcomes

- The Offices of Academic and Student Affairs should communicate to the campus the process for violations that result in bias incident reports and the list of graduated sanctions for when the student conduct code is violated.

Expanding Dialogues, Trainings, and Education related to DEI

- Administrators should create scheduled and consistently available open dialogues that are inter-group and breakdown power dynamics and hierarchies, allowing for authentic engagements and discussions.

Maximizing Hiring and Retention Strategies

- Hiring committees/personnel for employees should continue to expand the pool of applicants to include more diverse candidates.

Structuring Campus-Wide Data/Assessment Practices

- Institutional Research/Information Technology should create a strategy for internal research so that overlapping surveys can be reduced and a clear strategy for data storage, management, and distribution can be achieved.

Part 4: Detailed Summary of Themes and Recommendations with Quotes

Below are 20 recommendations that align into seven themes informed by the responses (open and close-ended) to the 2021 campus climate survey. Furthermore, these were derived by a dedicated and diverse group of students, staff, faculty, and administrators after detailed discussion during the summer of 2021 and contemplation about strategies to improve the campus climate related to diversity and inclusion at the University of New Haven. At the start of each theme, direct quotes have been included to highlight the words offered by respondents that helped shape the recommendations. Within each theme, the recommendations are listed from most important and feasible (Do As Soon as Possible) to least feasible (Plan and/or Delegate). Each of the twenty recommendations identify action items and the most likely actors to move forward the recommendation. In summary, the themes, relevant quotes, and recommendations are discussed by theme below:

Theme 1: Developing of DEI Capacity and Transparency among University Leadership

Direct Quotes of Open-Ended Responses Relevant to Theme 1:

"admit vulnerability when it comes to addressing this topic"

"The Univ has a lot of work to do in placing value on and taking action in breaking down silos across all organizational levels."

"I have no clue what goes on in the administration. I feel as tho the administration is so far removed from students lives not many will know what to say here."

"Upper-leadership need to be more intentional, more direct, and more present. We need resources (budgetary, people, time, etc) to invest in DEI and belonging. We need strategic leadership and vision about the direction we want the university to head in and that decision needs to incorporate and include all levels of community members. For students, we need mandatory courses across colleges infuse DEI into the curriculum."

"Administrators need to do more to be actively present (not just visible) in all DEI efforts. Too many faculty and staff volunteer their time to engage students in these initiatives (outside of their regular job duties), while there is a substantial absence of administration. Students routinely ask for administrators to be present, and to actively engage, but this doesn't occur consistently or frequently. Students should not have to ask for this; administration should demonstrate their concern for DEI efforts by showing up often and actively engaging to demonstrate their own commitment to these initiatives."

"Leadership should continue to make this a priority and take action - it is no longer time for words and fancy emails. I hope that the administration will continue to listen to our underrepresented students and take action where needed. We need to stop doing what is easy

and looks good on the balance sheet at the end of the year and take bold action to ensure that we are an inclusive environment for all."

Summary of Recommendations Relevant to Theme 1:

Above and beyond all recommendations, it is imperative that the existing and updated information provided by the campus climate survey be put to immediate use in action plans and discussions related to DEI at the University of New Haven. Therefore, it is recommended that all college/school deans and vice presidents should announce two to three recommendations of how they will work within their college/office to address issues and raise solutions by the end of the fall 2021 semester and provide continual updates at regular intervals (quarterly, each semester, etc.). Others in campus leadership roles should also feel encouraged to take on this charge to increase the action steps taken to prioritize DEI initiatives at the University. Once this is achieved, then Campus Leadership should inform the campus at the beginning of 2022 of the action steps going forward for DEI efforts and then provide an update by fall 2022, before the Campus Climate Survey for DEI is conducted again in spring of 2023. Another key recommendation in these themes is that all DEI administrators/staff should release one campus-wide Diversity Work Plan, identify core values, and more clearly state DEI initiatives to the campus. To further this work, those working on DEI initiatives around campus should familiarize themselves with existing plans within offices and work to reduce the silo effect on DEI efforts.

Beyond the immediate actions recommended above, additional actions were identified. First, all DEI administrators/staff should offer a clear statement of their roles/duties to the campus. This is intended to increase clarity about what questions go where and how the capacity is intended to address different audiences and their needs on campus. Second, campus leadership should collaborate to announce sources for funding that encourage employees to put on DEI programming for students and employees. Currently, funding sources are within siloes and within specific grant projects, and most major DEI events have been brought due to student planning and funding. Last, but not least, campus leadership should explore the broad range of what is meant by diversity and what is the intended role of inclusion and belonging as concepts to our campus and community.

Theme 2: Standardizing Communications/Shared Language

Direct Quotes of Open-Ended Responses Relevant to Theme 2:

"I remember coming in my freshman year and seeing signs all across campus about proper verbiage and supporting diversity. Since then, the signs have come down and the diversity push on campus seems to be entirely performative. Especially during the Black Lives Matter marches over the summer."

"promotion of DEI events, initiatives and planning must be improved. communication amongst people doing DEI and the greater community MUST be improved (create flyers, create monthly updates, create calendars and pamphlets.. something that relays updates of ALL people/groups/offices/students doing DEI work and have it all in ONE place."

"I strongly believe that our faculty includes very qualified professionals in the area of Diversity and Inclusion that could help the entire community raise levels of awareness and knowledge plus help all conduct the conversations and lead the initiatives to improve campus climate. Therefore, these faculty members need to work closely with Administrators to advance the climate of diversity and inclusion for students at the University."

Summary of Recommendations Relevant to Theme 2:

The second theme, which is in alignment with the first theme, emphasizes transparency but focuses on how language in formal and informal settings can create clarity or confusion. By standardizing the language, the campus can better communicate. In an effort to model shared language in their communication strategy, campus leadership should make clear statements at regular intervals (e.g., monthly, quarterly) about what it means to be a part of the charger community and explicitly encourage campus members to practice being kind, welcoming, and mindful of others in order to create a sense of belonging on campus. It is also recommended that DEI administrators should promote a list of official definitions informed by the Campus Climate Survey, DEI mandatory trainings, etc., and these should be made publicly available on the website to the campus and the general public. As part of building on the dynamic nature of the language and consensus of the definitions, DEI administrators should hold meetings with the campus to discuss and revise the list at regular intervals (e.g., annually, biannually).

In addition to those regularly scheduled and proactive communication strategies, in times of urgency, different action items are needed. Therefore, it is recommended that DEI staff/administrators should develop a response team to provide campus-wide communication. This would reduce time to produce and review communications and create a standard for who and how the campus responds in light of a local, national, or international incident. Upon the creation of this response team, it should standardize a DEI communication strategy, which should be publicly stated and made available to the campus. The plan should include information about what triggers a campus-wide message or meeting and who responds to what issues.

Theme 3: Building Community and Clarifying Engagement Expectations

Direct Quotes of Open-Ended Responses Relevant to Theme 3:

"Lead by example - I know it must be hard given most are older white men but show that you are committed to doing the hard work in order to advance equity even if it means giving up

positional power and privilege for a moment to allow students, staff, and faculty with more experience to influence decisions."

"Continue discussions and encourage faculty to discuss this in their classes and add it to their teaching plans. Not everyone can go to events but everyone will go to a class at some point (if they are a student, you would hope they did)."

"Some professors at the University of so unaware of their actions and how it may be interpreted by students. This includes not intervening during a dispute amongst students or turning their camera off or flat out not paying attention when a student is presenting. Other times, a professor will completely ignore a student."

"Although I expected this level of inclusion, there still is often times where I have to essentially fight for my voice to be heard. As a disabled student, I sometimes have to explain multiple times to professors, and even staff when working with paperwork for accommodations. In the past I have had professors penalize me, and call me out in front of the class for situations that were entirely out of my control and were caused by my chronic illness. I believe we need more inclusion of the disabled community specifically for invisible illnesses and autoimmune disorders."

"I think compared to most PWI Institutions, the University of New Haven has a very diverse and inclusive student population. However, simply because there are a spread of minorities on campus, it does not signify that there are many diversity/inclusion events on campus. If there are, not many are well advertised in the way that other events are. Often, many of the events are slightly disappointing, and this may be due to the COVID restrictions; however, I expected the University perceived and promoted diversity and inclusion involvement is less than what I was told by admissions."

Summary of Recommendations Relevant to Theme 1:

In the third theme, the focus is on how members of the University community engage with each other and how expectations are viewed and communicated to different members of the campus. Among the action items recommended for immediate consideration, several focus on the Myatt Center for Diversity and Inclusion, the Center for Student Engagement and Learning Opportunities (CSELO), and all others that hold events attended by students and employees at the University. First, the Myatt Center/CSELO/Campus event holders should announce that all are welcome to attend events by clearly including "All are welcome/Open to ALL" on promotions. If an event is intended for specialized audiences, then that should be made clearer through promotions (e.g., RSVP) as well. Also, events that are welcome to all should be promoted on both student and employee event/promotion emails. As part of the goal to increase attendance at DEI-focused events, it is further recommended that the Myatt Center/CSELO/Campus event holders should increase communication that encourages awareness of which events are DEI-

focused and what each event is about. One possible way that this can be achieved is through Charger Connection by adding a category to better find DEI events.

A second set of recommendations to build community focuses on sharing information to improve engagement before decision-making on behalf of the students. One approach would be that those with decision-making roles should engage students concerning their opinions and experiences before making decisions that impact them. When students are included, it is encouraged that a broader array of students (besides student leaders) should be incorporated in the decision-making discussions. Next, from the third set of recommendations, employees/administrators should engage with students, and vice versa, more outside of the classroom, regardless of their role as an instructor or student in the classroom. With this, however, is the need for campus leadership to clarify a standard for the amount and frequency of educational experiences (events, commemorations, celebrations, etc.) beyond the mandated training that is appropriate for employees as well as what is normal engagement for students of different levels attending the University. To improve documentation of such participation in DEI experiences, it is also recommended that supervisors advise employees (students, faculty, staff, and administrators) how to document their participation in their annual reviews, regardless of whether it is mandated.

As we look toward the future and long-term goals for building community on campus, another action area is that more collaboration is needed to bring new community/campus members to the Myatt Center for programming and to use the space in general. This area is designated to build community and increase belonging; however, it is not directly listed on the map, and some do not know that it is a part of Gerber Hall. Beyond where DEI events and trainings are held, another recommendation is to better distinguish between the levels of engagement and include different members of campus in different roles. To simplify, four main roles have been identified: brainstorming/planning the event, advising students who are putting on an event, being invited to speak/participate in an event as a guest, and being invited to attend as part of the audience. Together, these roles represent the different time and effort commitments, but they may also help distinguish when people list engagement in their annual reviews. Even beyond attending an event, it is recommended that employees maximize their access to students by utilizing and visiting student spaces, such as the Myatt Center, the Beckerman Recreation Center, and the Bartels Campus Center, for office hours, events, and even informal gatherings, when appropriate.

Theme 4: Reporting Bias Incidents and Disciplinary Outcomes

Direct Quotes of Open-Ended Responses Relevant to Theme 4:

 "I think there needs to be an across the board recommendation for conduct. All groups need to feel free to express themselves and that they will be protected. Faculty and staff (and students)

need to actively protect those rights for all and be empowered to say something. There need to be standards of conduct... not just memos and statements to the press."

"Anti-discrimination and anti-oppression policies need to be clearly outlined and enforced. I would recommend the University invest in hiring a DEI consultant to assess the climate."

"I experienced issues with bias in my workplace on campus, and when I confided in faculty members about my experience, I was told to not escalate the situation because nothing would be done about it. Although this may be realistic, it was disheartening, so I did not want to take action."

"No more empty promises of change and inclusion. No more "be the change" emails, no more promises that you'll listen, watch, and change accordingly, and then rejecting valid criticism. Make the changes. Make 'radical' change to the University so transgender, LGBTQ+, Black, Asian, Native, immigrant, poor, and all other minority groups on campus feel safe, accepted, and represented."

Summary of Recommendations Relevant to Theme 4:

The fourth theme focuses on conduct violations and grievances on campus. When individuals experience hostile conduct on campus, one of the primary vehicles of notifying the proper authorities is to file a bias incident report, which is routed to the proper official (e.g., the dean of students, college dean, etc.). Unfortunately, there is low utilization of this process, even among those who are experiencing firsthand or observing hostile conduct while on or around the University of New Haven. Based on this information, it is recommended that the Offices of Academic and Student Affairs should at regularly determined intervals (annually, start of semesters, etc.) communicate to the campus the process for violations that result in bias incident reports. It is further recommended that a list of graduated sanctions for when the student conduct code is violated be made public so that individuals harmed and accused of doing harm can be equally aware of the process. Additionally, the annual production of the Cleary Report includes incidents that have risen to arrest or charges. However, action steps are needed to expand access to information about bias incidents beyond this annual reporting to the state and federal governments to increase transparency and belief in the incident reporting process on campus.

Theme 5: Expanding Dialogues, Trainings, and Education Related to DEI

Direct Quotes of Open-Ended Responses Relevant to Theme 5:

"offer more opportunities, when possible, for in person trainings with teams. offer structure that offers teams time to brainstorm about ways to implement what they are learning into their day to day with the students."

"Your student body describes itself as tolerant, but in contrast they look for a specific type of person that fits a specific mold while everyone else is pushed out. That culture needs to stop. Your bystander to upstander course does not go far enough and more action needs to be taken by university staff to stop this behavior of students excluding or harassing other students."

"Administrators need to do a better job of discussing and acknowledging their own biases. Admitting to past mistakes is difficult, but I believe it's very important for administrators to do the work on understanding their biases and privilege. Also unequivocally supporting that Black Lives Matter."

"Also, current admin need to do self-reflection/power-deconstruction work, not diversity work. They are unaware that they abuse their power by failing to surround themselves with diverse perspectives or persons who will challenge their ideas."

"Actually reach out to people of other races, sexual identities, and different cultures. There are so many faculty from different countries here and I have yet to see one of them included in the conversations about cultural diversity."

Summary of Recommendations Relevant to Theme 5:

As work on DEI initiatives is promoted on campus to students and employees, the fifth theme addresses action items that expand our knowledge and skill set relevant to these values. First, campus leadership should consistently schedule and make available open dialogues that are inter-group and breakdown power dynamics and hierarchies, allowing for authentic engagements and discussions. These dialogues should be proactive rather than reactive and should offer informal, low-stakes environments to process ongoing issues and "hot topics." In addition, higher-stakes offerings are needed to increase the ability to participate, facilitate, and/or lead in DEI discussions with students and employees without feeling unprepared or unprofessional. Therefore, it is recommended that DEI administrators/staff/human resources should offer more intensive training opportunities as well as dialogues related to the mandatory DEI training for employees implemented in spring 2021. It is also recommended that in-person trainings and educational opportunities should be offered that augment participating in the online mandatory trainings.

Theme 6: Maximizing Hiring and Retention Strategies

Direct Quotes of Open-Ended Responses Relevant to Theme 6:

"More hiring or diverse faculty, specifically POC and Black professors. Allowing a space where faculty can actually discuss issues openly without fear of any response from the administration."

"Hiring of admin that are interested in confronting social inequity - just because persons represent underrepresented groups, does not mean they want to address social inequities."

"Make real efforts to make our board of governors and upper administration more diverse in terms of race, ethnicity, gender, etc., and give people of diverse backgrounds a more prominent voice in guiding the vision and plans for the University's future."

<u>Summary of Recommendations Relevant to Theme 6:</u>

Theme six addresses a longstanding area for addressing the goal to recruit and retain diverse parties at the University. The first recommendation is that hiring committees/personnel for employees should continue to expand the pool of applicants to include more diverse candidates. This includes attending conferences and locations where diverse candidates can be interacted with before and during the hiring process in order to ensure that the broadest array of persons are made aware of the hiring opportunities. For the individuals who successfully are hired, it is essential to welcome them to their new work environment. In order to learn more about new employees, it is recommended that DEI administrators/human resources create a Book of Faces to welcome new faculty and staff to campus and to explain their roles at the beginning of each academic year. For the past few years, a New Faculty Bio Booklet has been created. Further expansion would include staff and distribute more widely to the campus community, including students.

Theme 7: Structuring Campus-Wide Data/Assessment Practices

"I believe it is important to start with data, including this climate survey, but also with regard to data regarding race, ethnicity, nationality, age, gender etc. as it pertains to student rates of retention, graduation and opportunity (research, bursary, etc.). This same data-driven approach could be used to candidly assess discrimination toward staff and faculty with regard to advancement, pay and job security."

"The administration has to make decisions based on data - not on a personal/political preference or a group-think vote. The mission should be formulated from top to bottom and guide the decisions. Educational achievement of Students needs to be a target of investment- as there are too many other investments (e.g. football) that pull-away from the no. 1 focus of education."

"People are busy and may not have the time or resources to implement self assessments. Professors may be unable to seamlessly integrate diversity and inclusion strategies into their curriculum."

<u>Summary of Recommendations Relevant to Theme 7:</u>
Over the past 10 years, at least five iterations of the student version (2011, 2014, 2017, 2019, and 2021) and three iterations of the employee version (2017, 2019, and 2021) of the Campus Climate Survey for Diversity and Inclusion have been implemented. While the charge to implement this survey currently falls to the IDEA Council's Assessment Subteam, it is recommended that DEI Administrators should review the formal and institutionalized work

capacity to complete the planning and implementation of the Campus Climate Survey, as opposed to relying predominately on students, faculty, and staff volunteer efforts. As this and other surveys receive more formal supports on campus, it is further recommended that Institutional Research/Human Resources/Information Technology should create a strategy for internal research so that overlapping surveys can be reduced and a clear strategy for data storage, management, and distribution can be achieved. Unfortunately, a wide array of data are collected from students and employees from surveys that may not be analyzed to inform DEI issues. However, to overcome this gap in analysis for DEI purposes, it is recommended that Intuitional Research/IDEA Council should review one year and six years of alumni data and BSSE/NSSE data with a DEI lens to better understand incoming and alumni student expectations and experiences related to DEI. Lastly, it is recommended that Institutional Research/Information Technology make a publicly available DEI dashboard for the internal and external websites to increase access and use of various data sources informing DEI work around campus.

Part 5: Summary of Survey Responses

Open-Ended Responses

The 2021 Campus Climate Survey provided several opportunities for participants to use their own words to share their thoughts about visible leadership supporting diversity and inclusion on campus, sentiments about diversity and inclusion values on campus, the engagement level with diversity and inclusion initiatives, and exposure to hostile conduct as well as their recommendations and concerns about what next steps should be taken to advance the climate of diversity and inclusion for students, faculty, and staff at the University. These responses were reviewed in detail. Relevant quotes have been highlighted in the detailed summary of themes and recommendations found in Part 4 of this report.

Close-Ended Reponses

In addition to the open-ended responses, the percentages for each close-ended question's responses was reviewed and summary aggregate (group) statistics were produced for this report. Unless stated otherwise, below are summary statistics for the percentage (%) of participants that selected "Strongly Agree" or "Moderately Agree" for each item. The parentheses represent the student percentages, followed by the employee percentages (i.e., student %; employees %). Several of the highest and lowest items (based on ranking by percentage of agreement) are discussed to provide preliminary insight to the survey responses. Throughout this document, tables are referenced from this Appendix C.

Perceptions of Diversity

Participants were asked direct statements about "The University…" and the responses range from strongly agree to strongly disagree. The top two items with the highest percentages for students (n=1625) and employees (n=630) that indicated "Strongly Agree" or "Moderately Agree" were 1) "Encourages appreciation for a multicultural environment on campus" (81.50%; 83.81%), and 2) "Promotes the celebration of cultural differences" (78.54%; 77.76%). For the next highest items, "Has a long-standing commitment to diversity and inclusion (74.14%) was third for students, and "Reflects diversity in university marketing and communication" (70.54%) was third for employees. Of all the items, the items with the lowest percentage of agreement were "Encourages students to share their ideas openly" (78.28%) for students and "Accurately reflects the diversity of its student body in university marketing and communication" (73.93%) for employees. The results for these general perception items are located in Table 3.

Sufficient Steps to Recruit and Retain Students

Participants were asked how much they agree with five different items, starting with "the University is taking sufficient steps to…" The results listed below are the combined percentage of

"Strongly Agree" and "Moderately Agree." The top item with the highest percentage for both students (n=1524) and employees (n=595) respondents were "diverse nationalities" (71.39%; 68.74%). For student respondents, the item with the second highest percentage was "Diverse gender identities" (66.82%); whereas for employee respondents, it was "Underrepresented racial and ethnic backgrounds in their field of study or work" (54.34%). For both students and employees, the item with the lowest percentage was "Underrepresented biological sex groups in their field of study or work" (53.45%; 38.74%). The results for these recruitment and retainment items are located in Table 4.

Sufficient Steps to Recruit and Retain Staff

Participants were asked how much they agree with five different items, starting with "the University is taking sufficient steps to…" The results listed below are the combined percentage of "Strongly Agree" and "Moderately Agree." The top two items with the highest percentages for both students (n=1499) and employees (n=587) respondents were "Diverse nationalities" (61.45%; 51.79%) and "Underrepresented racial and ethnic backgrounds in their field of study or work" (50.92%; 46.36%). For both student and employee responses, the item with the lowest percentage was "Underrepresented biological sex groups in their field of study or work" (45.52%; 33.33%). The results for these recruitment and retention items are located in Table 4.

Sufficient Steps to Recruit and Retain Faculty

Participants were asked how much they agree with twelve different items, starting with "the University is taking sufficient steps to…" The results listed below are the combined percentage of "Strongly Agree" and "Moderately Agree." The top two items with the highest percentages for both students (n=1499) and employees (n=585) respondents were "Diverse nationalities" (65.92%; 59.49%) and "Underrepresented racial and ethnic backgrounds in their field of study or work" (50.00%; 48.88%). For student respondents, the item with the lowest percentage was "Diverse sexual orientations" (45.55%), whereas for employee respondents, it was "Underrepresented biological sex groups in their field of study or work" (35.15%). The results for these retention and retainment items are located in Table 4.

Respect on Campus

Participants were asked "How respectful is the treatment on campus for people with the following backgrounds and experiences?" Both students and employees had the same top two answers. The results listed below are the combined percentage of "Very Respectful" and "Moderately Respectful." The top five responses varied between students and employees, with two common response in the top two being "People who are born in the U.S." (96.54%; 95.46%) and "Native English Speakers" (95.24%; 94.57%). The remaining responses in the top five varied for both students and employees, with "People who identify was male" (94.46%; 93.39%),

"Heterosexual" (94.46%; 93.33%), and "Caucasian/White (not Latin (x/a/o)" (93.09%; 94.09%). Similarly, both student and employee respondents identified the same group with the lowest percentage: "People who are socioeconomically insecure" (73.75%; 71.28%). The other lowest percentage response varied between students and employees, with students reporting "People who are affected by psychological health issues (e.g., depression, anxiety, bipolar disorder, PTSD)" (75.80%), whereas employees reported "Transgender" (74.53%) as being among their bottom two lowest groups. The results for these items about respect are located in Table 5.

School Characteristics

Eleven adjectives were presented to participants, and they were asked to report "How characteristic of the University's climate are each of the following adjectives?" The top two answers with the highest percentage for "Extremely Characteristic" and "Moderately Characteristic" were the same for students and employees: 74.64%), "Respectful" (80.35%; 77.44%) and "Accepting" (79.85%; 75.95%). Students reported their third top response as "Collaborative" (74.69%), whereas employees' third top response was "Collegial" (70.59%). Additionally, the bottom two responses with the highest percentage of agreement were also the same for both groups, though not in the same order: "Racist" (17.98%; 17.40%) and "Xenophobic" (19.62%; 15.66%). The results for these items about school characteristics are located in Table 6.

Visible Leadership

Thirteen on-campus organizations and offices were presented to participants, and they indicated their level of agreement with "There is visible leadership to foster diversity/inclusion on campus from…" The top three responses varied between students and employees, with one common response in the top two. "The Myatt Center for Diversity and Inclusion" (81.91%; 82.92%) was the common response for both students and employees. For students, the other top three responses were for "Student Organizations" (83.22%) and "Faculty Members" (78.66%). The lowest response for students was "Human Resources (HR)" (53.80%). For employees, the other top three response was for "the Dean of Students Office" (82.82%) and "VP of Diversity and Inclusion" (82.90%). The response with the lowest percentage of agreement was for "University Police Department" (49.67%). The results for these visible leadership items are located in Table 7.

Campus Diversity Initiatives

Participants were asked to "Please indicate your level of agreement with the following statement" and were then shown nine items discussing campus diversity initiatives. Of the top three responses, two responses were shared for both students and employees while not in the same order: "Diversity and inclusion initiatives are relevant to my academic and/or career goals" (77.49%; 80.00%) and "I feel that I am welcome at diversity and inclusion events" (67.69%;

75.38%). The other top response for students was "Diversity and inclusion events are well advertised" (71.61%). For employees, the other top response was "I feel that I am welcome at diversity and inclusion events" (77.50%). The response with the lowest percentage of agreements was also the same for both groups: "I am not aware of whether the events I attend are diversity and inclusion events" (23.72%; 12.48%). The results for the items about campus diversity initiatives are located in Table 8.

Beliefs and Engagement with Diversity

Participants were asked "What are your thoughts about the number of diversity and inclusion initiatives/efforts at the University?" Three response options were provided to indicate too many, too few, or just enough diversity and inclusion initiatives took place. For both students and employees, the response with the highest percentage was "I am satisfied with the number of diversity and inclusion initiatives at the University" (54.37%; 49.90%), and the response with the lowest percentage was "I believe there are too many diversity and inclusion initiatives at the University" (5.99%; 6.39%).

Additionally, participants were asked "Overall, how many times would you estimate a campus program or event happened in 2020?" Responses were provided ranging from "0" to "150." When asked about "Educational Program or Trainings," students reported that approximately (mean=41.64) programs or events occurred while employees estimated approximately (mean= 44.78) campus events or programs happened in 2020. When asked about "Events/Commemorations," students estimated on average (mean= 48.65) events or commemorations happening in 2020, with employees estimated (mean= 41.41) events and commemorations occurred.

Participants were asked "How many times did you attend ANY campus programs or events that happened in 2020?" Responses ranged from "0" to "150" for students and "0" to "129" for employees. When asked about "Educational Programs or Trainings," students reported to have attended approximately (mean=10.67) programs or events, while employees reported to have attended on average (mean= 9.53) programs or events in 2020. Students estimated they attended approximately (mean=13.47) events/commemorations, while employees reported attending approximately (mean=9.52) events or commemorations in 2020. The results for the items about beliefs and engagement with campus diversity initiatives are located in Table 9.

Frequency of Engagement with Diversity Issues

Participants were asked to "Please indicate the number of times you have engaged in the following (either on or off campus/virtually) in 2020," and they were provided four items where they could respond from "0" to "51 or more." For students, engaging 1 to 10 times was the response with the highest percentage for all four items: "Discuss issues of discrimination with

others" (47.69%), "Take advantage of opportunities for intensive dialogue with others from different backgrounds and beliefs" (46.89%), "Make an effort to discuss social issues with others" (42.69%), and "Discuss issues related to sexism, gender differences, or gender equity with others" (43.85%). For the employees, each of the four items had engaging 1 to 10 times as the response with the highest percentage: "Discuss issues of discrimination with others" (49.71%), "Make an effort to discuss social issues with others" (45.79%), "Discuss issues related to sexism, gender differences, or gender equity with others" (45.68%), and "Take advantage of opportunities for intensive dialogue with others from different backgrounds and beliefs" (49.23%). The results for the items about frequency of engagement with campus diversity initiatives are located in Table 10.

Exposure to Forms of Hostile Conduct

Participants were asked, "In 2020, how many times have you personally been the target of any conduct on or near the University's campus that you believe has created an exclusionary, offensive, and/or hostile environment?" The response options ranged from "0" to "6 or more." For both students and employees, "0" times was the response with the highest percentage (73.53%; 73.20%). The next most common response for students was 1 time (8.99%), while the next most common response for employees was for "2-3" times (12.44%). Additionally, participants were asked "In 2020, how often have you observed or been made aware of any conduct directed toward a person or group of people on or near the University's campus that you believe has created an exclusionary, offensive, and/or or hostile environment?" The responses ranged from "0" to "6 or more." Again for both students and employees, "0" times was the response with the highest percentage (52.49%; 49.64%). The next most common response was for "2-3" times (19.22%; 23.10%). The results for the items about exposure to forms of hostile conduct are located in Table 11.

Participants who indicated that they had one or more experience (personally or otherwise) with hostile conduct were asked details about those experiences since the start of 2020. When asked "What do you believe was the basis for this conduct," multiple options were provided, and participants were encouraged to mark all that apply. The responses selected with the highest percentage of respondents for both students and employees were "Ethnicity/Race" (15.08%; 13.31%) and "Political Views" (11.76%; 11.83%). For students, "Gender Identity or Expression" (11.76%) was selected by the highest percentage of respondent, whereas "Age" (13.31%) was selected by employees.

When asked, "Based on this conduct, what outcomes have you experienced, observed, or been made aware of?" participants were provided a variety of responses to choose from and were encouraged to check all that apply. Two responses with the highest percentage of respondents were the same for students and employees: "Racial/ethnic profiling" (14.09%; 13.27%) and "Deliberately ignored or excluded" (15.15%; 16.11%). For students, the other top three response was for being "Stared at" (16.21%). For employees, the other top three response was for being

"Intimidated/bullied" (13.74%). For students, this conduct most commonly occurred "In a public space on campus" (18.85%), whereas for employees, this conduct most commonly occurred "while at a campus job" (26.90%). Both also identified all three of the same responses with the top percentage of respondents for the sources of the conduct: "Student" (51.78%,; 21.33%), "Faculty member" (16.57%; 20.67%), and "Staff member" (7.10%; 18.00%).

Part 6: Appendices

Appendix A - 2021 Campus Climate Survey Brief Talking Points

<u>Notes from Students' Close-Ended Responses</u>

- 1847 student respondents started the survey
  - 1107 on the last questions
  - 59.9% completion rate
- All current colleges had 160+ participants
- Only 68 part-time students participated (4%)
- Over 300 responses for each level from freshman through junior class as well as graduate students
- 50/25/25 on campus/off campus housing split
- 44% commuter
  - Not all off-campus students consider themselves commuter students
- 22% identified that parents or guardians did not complete high school
  - Another 10% had parents attend but not graduate
- Contact most common with undergraduates
  - Then, faculty, staff, administrators, and graduate students
    - 74.65 had little to no contact with administrators
    - 77.8% had little to no contact with graduate students
- The University encourages appreciation for a multicultural environment on campus (80+% agree) and promotes the celebration of cultural differences (80+% agree)
- Students (75% agree), faculty (65% agree), staff (55% agree), and admininstrators (63% agree)… who regularly speak up about DEI issues…. Huge percentages for NEUTRAL (16% to 32%)
- Recruit and retain students… lowest for racial backgrounds and biological sex representations… high neutral (20 to 35%)
- Recruit and retain staff… lowest for gender identity, sexual orientation, and biological sex representations… high neutral (24 to 43%)
- Recruit and retain faculty … lowest for racial backgrounds, sexual orientations, and biological sex representations… high neutral (20 to 35%)
- Least agreement of who is respected… non-native English speakers, transgender, people affected by psychological health, SE insecure, people with learning conditions, and people with physical conditions
- The following are characteristic of the University
  - Accepting (79%) and respectful (80%), supportive (72%), collaborative (74%), collegial (67%)
  - Racist (18%), Xenophobic (19%), Sexist (21%), Ageist (20%)
  - Neutral ranged from 12 to 26%

- Visible Leadership… Myatt Center (81%), Student Organizations 83%), VP DEI (76%), faculty (78%)
- Overall # of events… 42 educational program or training… 49 events
- Overall # of events Attended in 2020… 11 educational program or training… 14 events
- Many could identify initiatives (3 or more), but some could not name any.
- Overall # of events attended focused on DEI in 2020… 8 educational program or training… 9 events
- Engaged 0 times for 21 to 31% for all categories
  - Most commonly 1 to 10 times
- Lowest involvement in… Take advantage of opportunities for intensive dialogue with others from different backgrounds and beliefs (74%)
- DEI on campus… relevant (77%) well-advertised (70%), fit into schedule (37%), expected to attend (31%), feel welcomed (67%), work load prevents attendance (59%)
  - 21% of people not sure what events are DEI
  - 23% of people have home life prevent them from attending events
- Only 6% of people believe we have too many DEI initiatives
  - Majority (54%) satisfied with the number of events
  - 40% say more initiatives needed
- Majority (54%) satisfied with level of inclusion on campus
- 23% has personally been targeted more than once, and 60% experienced their incident during fall 2020
  - 43% experienced another being targeted in 2020
- 30% has used or is very aware of Bias Incident Reporting (BIR) form.
  - 25% have never heard
- Bias conduct due to race, gender identity, political views
- #1 outcome for bias is being stared at (16%), followed by being deliberately ignored or excluded (15%)
- Top locations for incidents were on-campus housing and public spaces on campus, followed by in a class
- #1 person in issue was another student (51%), followed by faculty (16%). All types of actors had at least one incident.
- After an incident, most did not report (40%) or told another student for support (35%)
- 20% did not feel the incident warranted a report, followed by 14% fearing it would not be taken seriously, and 13% who felt the process was too much trouble.
- Most incidents do not result in a confrontation (61%)
- Of those with incidents, 56% were aware at the time of the Incident of the BIR form
- Demographics
  - 68% female
  - 65% heterosexual

- o 60% white
- o Predominately 18 to 21 years old
- o 92% speak English as a primary language
- o 85% are U.S. citizens
- o Democrat, Not Political, or Liberal
- o Only 28 students from military organizations
- o 20.4% work at the University currently; 50% bursary/25% work study
- o 78% receive financial aid; 63% of aid is merit-based
- o 90% would not be attend without financial aid
- o 18% identify with an impairment; 50% psychological
  - ▪ 30% are accessing services currently, and 52% never access services
- 32% have new or increased impairments

Notes from Employees' Close-Ended Responses

- 687 employee respondents started the survey
  - 516 on the last questions
  - 75.1% completion rate
- Participation from active colleges ranges from 49 to 162… with the highest amount from no college (38%)
- Live in… 11% in West Haven and 50% in Greater New Haven
- Worked here… 7.35 years on average in current role and 10 years in general
- Highest degree… 78% masters, doctoral, or professional degree holders.
  - 21% had a prior degree from UNH, most commonly a graduate degree.
- Contact most common with undergraduates
  - Then, staff, faculty, administrators, and graduate students
    - 38% had little to no contact with administrators
    - 53% had little to no contact with graduate students
- The University encourages appreciation for a multicultural environment on campus (80+% agree), encourages students to share their ideas openly (80+%), and promotes the celebration of cultural differences (75+% agree)
- Has students (68% agree), faculty (66% agree), staff (57% agree), admins (68% agree)… who regularly speak up about DEI issues… percentages for NEUTRAL (24% to 30%)
- Recruit and retain students … lowest for diverse sexual orientations and biological sex representations… high neutral (22 to 48%)
- Recruit and retain staff … lowest for gender identity, sexual orientation, and biological sex representations… high neutral (32 to 52%)
- Recruit and retain faculty … lowest for gender identities, sexual orientations, and biological sex representations… high neutral (30 to 52%)
- Least agreement of who is respected… Middle Eastern/North African, international students, staff, and faculty, non-native English speakers, transgender, people who are not born in the U.S., people affected by psychological health, SE insecure
- The following are characteristic of the University:
  - Accepting (66%), respectful (77%), supportive (69%), collaborative (70%), collegial (67%)
  - Racist (17%), xenophobic (15%), sexist (27%), ageist (28%); competitive (57%)
  - Employees have slightly lower positive views and higher negative views than students; much higher for ageist (20% vs. 28%)
- Visible leadership…dean of students (82%), Myatt Center (82%), VP DEI (82%), faculty (78%)
  - Neutral ranged from 10% to 39%; biggest for other admin offices, other student services, athletics, UPD, and HR
- Overall # of events… 43 educational program or training… 38 events

- Overall # of events Attended in 2020… 9 educational program or training… 8 events
- Many could identify initiatives (3 or more), but some could not name any.
- Overall # of events attended focused on DEI in 2020… 4 educational program or training… 4 events
- Engaged 0 times for 14 to 24% for all categories
  - Most commonly 1 to 10 times
- Lowest involvement in… Take advantage of opportunities for intensive dialogue with others from different backgrounds and beliefs (24%)
- DEI on campus… relevant (80%), well-advertised (73%), fit into schedule (39%), expected to attend (42%), feel welcomed (74%), work load prevents attendance (51%)
  - Workload prevents attendance for more than 50% of respondents.
  - 12% of people not sure what events are DEI
  - 45% of people have home life prevent them from attending events
- Only 6% of people believe we have too many DEI initiatives
  - Majority (49%) satisfied with the number of events
  - 43% say more initiatives needed
  - Even split with 44% getting more inclusion and 44% getting what they expected before they started
- 21% has personally been targeted more than once; 41% experienced their incident during spring 2020 and 38% during fall 2020.
  - 45% experienced another person being targeted in 2020
- 52% has used or is very aware of Bias Incident Reporting (BIR) form.
  - 15% have never heard of it
- Bias conduct due to age (13%), race (13%), gender identity (10%), political views (11%)
- #1 outcome for bias is being deliberately ignored or excluded (16%), followed by being intimidated/bullied (13%) and racial/ethnic profiling (13%)
- Top locations for incidents were while working at a campus job (26%) and in a campus office (13%) followed by in a public space on campus (12%)
- #1 person in issue was a student (21%), followed by faculty (31%). All types of actors had at least one incident.
- After incident, most did not report (32%) or told another staff or faculty for support (55%)
- 22% did not feel the incident warranted a report, followed by 20% fearing retaliation, 14% fearing it would not be taken seriously, and 12% fearing negative impact on life.
- Most incidents do not result in a confrontation (58%)
- Of those with incidents, 57% were aware at the time of the Incident of the BIR form
- Demographics
  - 57% female
  - 85% heterosexual
    - Student population is way less heterosexual than employee population
  - 75% white

- - Employee population is much whiter than student population
  - Ages ranging from 18 to 85 years old
  - 93% speak English as a primary language
  - 85% are U.S. citizens
  - Democrat (45%), Not Political (12%), or Liberal (12%)
  - Only 27 employees from military organizations
  - 7% identify with an impairment; 41% psychological
  - 18% are accessing services currently, and 72% never access services
- 18% have new or increased impairments

Appendix B - Detailed Outline of Recommendations

Developing of DEI Capacity and Transparency among University Leadership

1. College/school deans and vice presidents should announce two to three recommendations for how they will work within their college/office to address issues and raise solutions by the end of the fall 2021 semester and provide continual updates at regular intervals (quarterly, each semester, etc.).

   a. Campus Leadership should inform the campus at the beginning of 2022 what is the intent going forward for DEI efforts and then provide an update by fall 2022 before the Campus Climate Survey for DEI is conducted again in 2023.

2. DEI staff/administrators should release one campus-wide Diversity Work Plan, identify core values, and more clearly state DEI initiatives to the campus.

   a. Employees/administrators should familiarize themselves with existing plans within offices and work to reduce the silo effect on DEI efforts.

3. DEI staff/administrators should offer a clear statement of their roles/duties to the campus.

4. Administrators should collaborate to announce sources for funding that encourage employees to put on DEI programming for students and other employees.

5. Administrators should explore the broad range of what is meant by diversity and the intended role of inclusion and belonging as concepts for our campus and community.

Standardizing Communications/Shared Language

6. Campus Leadership should make clear statements at regular intervals (e.g., monthly, quarterly) about what it means to be part of the charger community and explicitly encourage campus members to practice being kind, welcoming, and mindful of others to create a sense of belonging on campus.

7. DEI administrators should promote a list of official definitions informed by the Campus Climate Survey, mandatory training, etc., and make this list publicly available on the website.

   a. DEI administrators should hold meetings with the campus to discuss and revise the list at regular intervals (e.g., annually, biannually).

8. DEI staff/administrators should develop a response team to provide campus-wide communication.

a. A DEI communication strategy should be publicly stated.

Building Community and Clarifying Engagement Expectations

9. Myatt Center/CSELO/campus event holders should announce that all are welcome to attend events by clearly including "All are welcome/Open to ALL" on promotions. Events intended for specialized audiences should make that clearer through promotions (e.g., RSVP) as well.

   a. Events that are welcome to all should be promoted on both student and employee event/promotion emails.

   b. Myatt Center/CSELO/campus event holders should increase communication that encourages awareness of which events are DEI-focused and what an event is about.

   c. On Charger Connection, there should be a category to better find DEI events.

10. Those with decision-making roles should engage students about their opinions and experiences before making decisions that impact them.

    a. A broader array of students (besides student leaders) should be incorporated into decision-making discussions.

11. Employees/administrators should engage with students more outside the classroom.

    a. Administrators should set a standard for the amount and frequency of educational experiences (events, commemorations, celebrations, etc.) beyond the mandated training for employees.

    b. Supervisors should advise employees (faculty, staff, and administrators) how to document their participation in their annual reviews, regardless of whether it is mandated.

    c. More collaboration is needed to bring new community/campus members to the Myatt Center for programming and to use its space in general.

    d. Engagement in events should be better distinguished around the following categories: participating in events as a guest speaker/performer vs. attending events as the audience vs. planning events as the lead vs. advising an event planned by others.

e. Employees should maximize access to students by utilizing and visiting student spaces, such as the Myatt Center, the Beckerman Recreation Center, and the Bartels Campus Center, for office hours, events, and even informal gatherings.

Reporting Bias Incidents and Disciplinary Outcomes

12. The Offices of Academic and Student Affairs should communicate to the campus the process for violations that result in bias incident reports and the list of graduated sanctions for when the student conduct code is violated.

    a. Expand access to information about bias incidents beyond the Clery Report, where campus crime data is reported annually to the federal government (as mandated by Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act).

Expanding Dialogues, Trainings, and Education related to DEI

13. Campus Leadership should create scheduled and consistently available open dialogues that are inter-group and breakdown power dynamics and hierarchies, allowing for authentic engagements and discussions.

14. DEI administrators/human resources should offer more intensive training opportunities, as well as dialogues, related to mandatory DEI training. In-person trainings and educational opportunities should be offered that augment participating in the online mandatory training.

Maximizing Hiring and Retention Strategies

15. Hiring committees/personnel for employees should continue to expand the pool of applicants to include more diverse candidates.

16. Administrators/human resources create a Book of Faces to welcome new faculty and staff to campus and explain their roles at the beginning of each academic year

Structuring Campus-Wide Data/Assessment Practices

17. Institutional Research/Information Technology should create a strategy for internal research so that overlapping surveys can be reduced and a clear strategy for data storage, management, and distribution can be achieved.

18. Intuitional Research/IDEA Council should review 1 year and 6 year out alumni data as well as BSSE data, with a DEI lens to better understand incoming and alumni student expectations and experiences related to DEI.

19. Institutional Research/Information Technology should review existing data in order to make publicly available the DEI dashboard for the internal and external websites.

20. DEI administrators should review the work capacity to complete the Campus Climate Survey, as opposed to relying solely on students, faculty, and staff efforts.

Appendix C - Univariate Statistics for 2019/2021 Comparison (Tables 1–11)

List of Tables

Table 1. School Demographics						
Variable	Survey Response	2017 Students (n=427)	2019 Students (n=1140)	2019 Fac/Staff (n=533)	2021 Students (n=1770)	2021 Fac/Staff (n=688)
Academic College	College of Arts and Sciences	29.74%	31.14%	21.01%	27.68%	23.55%
	Pompea College of Business	11.71%	10.00%	8.63%	9.44%	8.72%
	Henry Lee College of Criminal Justice and Forensic Sciences	41.69%	37.98%	14.26%	40.00%	12.79%
	Lyme Academy College of Fine Arts	1.17%	1.05%	1.13%	0.28%	0.58%
	School of Health Sciences		7.37%	4.88%	9.38%	7.12%
	Tagliatela College of Engineering	13.82%	17.54%	8.07%	12.94%	9.01%
	Does not apply			44.84%		
	Undecided/Major Unknown	1.87%	0.70%	0.00%	0.28%	38.23%
Class Standing	Freshman	20.14%	19.39%		21.39%	
	Sophomore	21.78%	20.35%		20.97%	
	Junior	19.91%	15.88%		19.17%	
	Senior	19.20%	19.21%		14.44%	
	Fifth-year senior or more	1.64%			0.90%	
	Graduate Student	17.33%	25.18%		22.53%	
	Graduate Student-PhD Degree				0.60%	
Student Status	Full-Time	93.91%	94.56%		95.93%	
	Part-Time	6.09%	5.44%		4.07%	
Previously completed a degree from the University of New Haven	No			77.11%	96.45%	78.56%
	Yes		96.05%	3.38%	3.55%	21.44%
	I completed an undergraduate degree from the University		3.33%	11.63%	74.58%	37.36%
	I completed a graduate degree from the University		1.14%	14.82%	20.34%	60.34%

Table 1. School Demographics					
	Other (please specify)				5.08%	2.30%
	I am working on my first degree from the University					0.00%

Table 2. Personal Demographics						
Variable	**Survey Response**	**2017 Students (n=427)**	**2019 Students (n=713)**	**2019 Fac/Staff (n=379)**	**2021 Students (n=1215)**	**2021 Fac/Staff (n=510)**
Gender Identity	Male	30.43%	30.01%	35.62%	26.67%	41.76%
	Female	64.76%	66.90%	57.78%	67.82%	57.06%
	Transgender		1.40%	0.26%	1.40%	0.20%
	Nonbinary		0.98%	0.26%	2.88%	0.59%
	Gender Fluid		0.28%	0.26%	0.66%	0.20%
	Other		0.98%	0.26%	0.58%	0.20%
Sexual Orientation	Transgender	1.83%				
	Genderqueer	1.60%				
	Asexual		7.15%	2.90%	6.38%	2.69%
	Bisexual	10.30%	10.10%	2.11%	13.41%	3.52%
	Gay	2.58%	2.24%	3.17%	2.53%	3.31%
	Heterosexual	75.41%	69.99%	79.16%	65.33%	86.54%
	Lesbian/Gay Woman	3.04%	2.24%	1.06%	2.94%	1.86%
	Pansexual		2.38%	1.32%	2.86%	1.24%
	Questioning	3.28%	3.37%	0.26%	4.09%	0.62%
	Other	5.39%	1.54%	0.53%	2.45%	0.21%
Race/Ethnicity	American Indian/Alaska Native	0.23%	0.92%	0.26%	1.51%	1.38%
	Asian or Asian American	9.84%	11.78%	3.69%	10.60%	6.10%
	Black or African American	11.48%	11.13%	7.92%	9.92%	8.07%
	Hispanic or Latino	13.58%	11.26%	5.28%	12.72%	4.53%
	Middle Eastern/North African	1.41%	1.83%	1.32%	1.74%	2.17%

Table 2. Personal Demographics						
Variable	**Survey Response**	**2017 Students (n=427)**	**2019 Students (n=713)**	**2019 Fac/Staff (n=379)**	**2021 Students (n=1215)**	**2021 Fac/Staff (n=510)**
	Native Hawaiian or Pacific Islander	0.00%	0.26%	0.00%	0.68%	0.00%
	White or European American	60.19%	58.38%	72.56%	60.26%	75.79%
	Other	3.28%	2.09%	1.58%	2.57%	1.97%
Citizenship Status	Not an International Student	92.02%				
	U.S. citizen (born in the United States)		81.49%	82.85%	85.62%	85.38%
	Permanent resident (immigrant)		0.98%	4.22%	1.18%	4.09%
	U.S. citizen (naturalized)		3.23%	5.28%	3.45%	8.58%
	Permanent resident (refugee)		0.00%	0.00%	0.08%	0.00%
	International (F-1 or other visa)	7.98%	13.04%	2.11%	9.67%	1.95%
	Decline to answer		1.26%	5.54%		
Religious/Spiritual Identity	Agnostic	7.49%	6.73%	5.01%	10.30%	8.15%
	Atheist	9.13%	6.31%	7.65%	8.00%	7.93%
	Buddhist	1.17%	0.84%	1.32%	0.92%	1.76%
	Hindu	3.98%	7.57%	0.53%	6.53%	0.88%
	Jewish	2.11%	1.54%	2.90%	3.22%	4.63%
	Latter Day Saints/Mormon	0.00%	0.56%	0.00%	0.18%	0.00%
	Muslim	3.04%	1.40%	0.79%	2.48%	0.88%
	Non-denominational Christian	7.26%	9.12%	6.86%	8.65%	9.69%
	Pagan	0.00%	0.98%	0.00%	0.92%	0.00%
	Protestant	12.88%	9.68%	10.82%	7.27%	11.89%
	Roman Catholic	27.63%	26.37%	31.66%	26.13%	30.40%
	Spiritual, but no religious affiliation	6.56%	6.03%	5.80%	8.83%	10.57%
	No affiliation	14.29%	12.34%	8.97%	12.79%	9.47%
	Other	4.45%	3.79%	3.69%	3.77%	3.74%

Table 2. Personal Demographics						
Variable	**Survey Response**	**2017 Students (n=427)**	**2019 Students (n=713)**	**2019 Fac/Staff (n=379)**	**2021 Students (n=1215)**	**2021 Fac/Staff (n=510)**
Disability Status	Yes (Has a physical, learning, psychological disability)	18.74%	15.73%	7.12%	18.66%	7.87%
	No (Does not have a physical, learning, psychological disability)	81.26%	86.43%	83.64%	81.34%	92.13%
	Decline to Answer		5.48%	9.23%		
Disability Type	Physical Condition	6.51%	12.99%	37.04%	13.61%	41.67%
	Learning Disability	7.19%	27.27%	7.41%	28.91%	16.67%
	Psychological Condition	24.66%	51.95%	33.33%	50.00%	31.25%
	Other	61.64%	5.84%	14.81%	7.48%	10.42%
	Decline to Answer		2.68%	14.81%		

Table 3. Perceptions of Diversity (A) - "The University…"						
Variable	**Survey Responses**	**2017 Students (n=372)**	**2019 Students (n=959)**	**2019 Fac/Staff (n=448)**	**2021 Students (n=1625)**	**2021 Fac/Staff (n=630)**
Encourages appreciation for a multicultural environment on campus	Strongly Agree				36.56%	44.29%
	Moderately Agree				44.94%	39.52%
	Neither Agree Nor Disagree				11.59%	9.84%
	Moderately Disagree				5.30%	4.92%
	Strongly Disagree				1.60%	1.43%
	Decline to Answer				0.00%	0.00%
Encourages students to share their ideas openly	Strongly Agree	32.26%	39.31%	40.85%	36.86%	44.27%
	Moderately Agree	52.69%	42.34%	40.18%	41.42%	37.58%
	Neither Agree Nor Disagree		11.47%	13.17%	12.92%	10.19%
	Moderately Disagree	10.22%	5.21%	4.02%	5.66%	5.57%
	Strongly Disagree	4.84%	1.56%	0.22%	3.14%	2.39%
	Decline to Answer		0.10%	1.56%		

Table 3. Perceptions of Diversity (A) - "The University…"						
Variable	Survey Responses	2017 Students (n=372)	2019 Students (n=959)	2019 Fac/Staff (n=448)	2021 Students (n=1625)	2021 Fac/Staff (n=630)
Has a long-standing commitment to diversity and inclusion	Strongly Agree	28.49%	34.62%	34.38%	36.54%	32.85%
	Moderately Agree	58.06%	39.52%	31.03%	36.60%	30.10%
	Neither Agree Nor Disagree		17.21%	19.64%	17.31%	20.39%
	Moderately Disagree	9.41%	6.47%	8.93%	6.65%	12.14%
	Strongly Disagree	4.03%	1.77%	4.02%	2.90%	4.53%
	Decline to Answer		0.42%	2.01%		
Accurately reflects the diversity of its student body in university marketing and communication (e.g., brochures, website)	Strongly Agree	22.04%	35.97%	33.71%	31.76%	35.08%
	Moderately Agree	54.84%	36.08%	36.83%	37.34%	38.85%
	Neither Agree Nor Disagree		16.48%	14.29%	17.71%	14.59%
	Moderately Disagree	18.82%	8.24%	10.94%	8.92%	8.36%
	Strongly Disagree	4.30%	2.71%	2.90%	4.27%	3.11%
	Decline to Answer		0.52%	1.34%		
Promotes the celebration of differences in sexual orientation	Strongly Agree	29.57%	36.91%	30.58%	32.48%	27.80%
	Moderately Agree	54.30%	35.66%	31.47%	36.68%	30.41%
	Neither Agree Nor Disagree		19.19%	26.34%	21.57%	29.11%
	Moderately Disagree	14.25%	5.11%	6.92%	7.15%	10.57%
	Strongly Disagree	1.88%	2.09%	2.46%	2.13%	2.11%
	Decline to Answer		1.04%	2.23%		
Promotes the celebration of cultural differences	Strongly Agree	33.99%	42.86%	37.72%	37.66%	37.28%
	Moderately Agree	54.84%	38.06%	43.30%	40.88%	40.48%
	Neither Agree Nor Disagree		11.78%	12.05%	14.52%	12.80%
	Moderately Disagree	11.29%	5.21%	5.36%	4.90%	6.88%
	Strongly Disagree	1.88%	1.46%	1.34%	2.05%	2.56%
	Decline to Answer		0.63%	0.22%		
Has faculty who regularly speak about the value of diversity and inclusion	Strongly Agree		28.78%	24.33%	24.64%	25.94%
	Moderately Agree		31.60%	34.82%	40.81%	40.95%
	Neither Agree Nor Disagree		24.09%	23.88%	21.98%	24.80%

Table 3. Perceptions of Diversity (A) - "The University…"						
Variable	Survey Responses	2017 Students (n=372)	2019 Students (n=959)	2019 Fac/Staff (n=448)	2021 Students (n=1625)	2021 Fac/Staff (n=630)
	Moderately Disagree		11.16%	10.04%	10.36%	6.69%
	Strongly Disagree		3.65%	3.13%	2.21%	1.63%
	Decline to Answer		0.73%	3.79%		
Has staff who regularly speak about the value of diversity and inclusion	Strongly Agree		26.90%	25.45%	20.47%	17.74%
	Moderately Agree		32.85%	39.29%	34.90%	39.97%
	Neither Agree Nor Disagree		26.59%	21.88%	32.42%	30.68%
	Moderately Disagree		9.28%	8.04%	9.22%	8.29%
	Strongly Disagree		3.44%	2.68%	2.99%	3.32%
	Decline to Answer		0.94%	2.68%		
Has students who regularly speak about the value of diversity and inclusion	Strongly Agree		34.52%	28.13%	31.46%	32.13%
	Moderately Agree		35.87%	37.05%	44.07%	36.72%
	Neither Agree Nor Disagree		19.29%	24.11%	16.77%	24.10%
	Moderately Disagree		6.36%	5.80%	6.12%	6.23%
	Strongly Disagree		3.23%	1.56%	1.58%	0.82%
	Decline to Answer		0.73%	3.35%		
Has administrators who regularly speak about the value of diversity and inclusion	Strongly Agree				25.54%	26.38%
	Moderately Agree				37.74%	42.35%
	Neither Agree Nor Disagree				25.22%	20.36%
	Moderately Disagree				8.07%	7.17%
	Strongly Disagree				3.43%	3.75%
	Decline to Answer					

Table 4. Perceptions of Diversity (B) - "The University is taking sufficient steps to recruit and retain…"					
Variable	Survey Response	2019 Students (n=959)	2019 Fac/Staff (n=448)	2021 Students (n=1524)	2021 Fac/Staff (n=595)
	Strongly agree	34.52%	37.72%	31.76%	37.31%

Students: Diverse Nationalities	Moderately agree	42.23%	38.84%	39.63%	31.43%
	Neither agree nor disagree	15.64%	14.96%	20.67%	22.69%
	Moderately disagree	5.42%	5.80%	5.45%	6.72%
	Strongly disagree	1.56%	2.23%	2.49%	1.85%
	Decline to answer	0.63%	0.45%		
Diverse gender identities	Strongly agree	32.95%	31.47%	30.55%	20.95%
	Moderately agree	33.47%	31.70%	36.27%	26.24%
	Neither agree nor disagree	22.84%	17.86%	24.49%	43.44%
	Moderately disagree	6.57%	10.49%	6.39%	6.81%
	Strongly disagree	2.92%	5.80%	2.30%	2.56%
	Decline to answer	1.25%	2.68%		
Diverse sexual orientations	Strongly agree	32.01%	28.57%	31.04%	20.95%
	Moderately agree	35.04%	31.03%	34.88%	24.02%
	Neither agree nor disagree	23.77%	21.88%	26.87%	45.49%
	Moderately disagree	5.42%	10.71%	5.36%	6.89%
	Strongly disagree	2.50%	4.46%	1.85%	2.56%
	Decline to answer	1.25%	3.35%		
Underrepresented racial and ethnic backgrounds in their field of study or work	Strongly agree	39.73%	35.27%	21.99%	24.19%
	Moderately agree	38.48%	39.96%	35.38%	30.15%
	Neither agree nor disagree	13.97%	16.29%	30.51%	33.22%
	Moderately disagree	4.69%	4.91%	7.93%	9.20%
	Strongly disagree	2.50%	2.01%	4.20%	3.24%
	Decline to answer	0.63%	1.56%		
Underrepresented biological sex groups in their field of study or work	Strongly agree	32.33%	25.00%	21.97%	16.01%
	Moderately agree	31.18%	27.68%	31.48%	22.72%
	Neither agree nor disagree	27.11%	31.03%	35.03%	48.88%
	Moderately disagree	5.42%	8.93%	7.90%	9.47%
	Strongly disagree	1.98%	2.23%	3.62%	2.93%
	Decline to answer	1.98%	5.13%		
Staff: Diverse Nationalities	Strongly agree	31.60%	23.88%	27.89%	22.49%
	Moderately agree	31.39%	26.12%	38.56%	29.30%

	Neither agree nor disagree	28.68%	34.82%	24.28%	32.37%
	Moderately disagree	4.59%	7.37%	6.74%	11.58%
	Strongly disagree	1.77%	2.46%	2.54%	4.26%
	Decline to answer	1.98%	5.36%		
Diverse gender identities	Strongly agree	35.77%	31.03%	21.32%	16.96%
	Moderately agree	35.97%	30.80%	28.11%	21.11%
	Neither agree nor disagree	21.06%	30.36%	36.18%	48.85%
	Moderately disagree	3.44%	3.79%	9.82%	11.07%
	Strongly disagree	2.29%	0.67%	4.57%	5.02%
	Decline to answer	1.46%	3.35%		
Diverse sexual orientations	Strongly agree	35.77%	28.57%	20.85%	17.27%
	Moderately agree	35.97%	33.48%	25.39%	21.24%
	Neither agree nor disagree	21.06%	27.46%	42.59%	48.19%
	Moderately disagree	3.44%	5.80%	7.38%	9.15%
	Strongly disagree	2.29%	1.12%	3.79%	4.15%
	Decline to answer	1.46%	3.57%		
Underrepresented racial and ethnic backgrounds in their field of study or work	Strongly agree	28.15%	21.65%	19.45%	19.20%
	Moderately agree	30.14%	22.32%	31.47%	27.16%
	Neither agree nor disagree	30.97%	38.17%	36.26%	37.54%
	Moderately disagree	5.11%	10.04%	8.64%	11.76%
	Strongly disagree	3.23%	1.79%	4.19%	4.33%
	Decline to answer	2.40%	6.03%		
Underrepresented biological sex groups in their field of study or work	Strongly agree	28.78%	21.43%	17.34%	13.96%
	Moderately agree	29.41%	22.99%	28.18%	19.37%
	Neither agree nor disagree	31.18%	39.29%	43.22%	52.53%
	Moderately disagree	5.11%	8.48%	7.66%	10.47%
	Strongly disagree	3.02%	1.79%	3.59%	3.66%
	Decline to answer	2.50%	6.03%		
Faculty: Diverse Nationalities	Strongly agree	28.88%	23.44%	28.29%	27.01%

Category	Response	Col1	Col2	Col3	Col4
	Moderately agree	29.61%	27.23%	37.63%	32.48%
	Neither agree nor disagree	31.60%	36.83%	24.88%	30.26%
	Moderately disagree	4.28%	5.80%	6.54%	5.98%
	Strongly disagree	2.82%	2.23%	2.67%	4.27%
	Decline to answer	2.82%	4.46%	—	—
Diverse gender identities	Strongly agree	28.68%	24.33%	21.69%	17.42%
	Moderately agree	29.20%	25.67%	28.14%	21.95%
	Neither agree nor disagree	33.06%	37.72%	36.94%	46.69%
	Moderately disagree	3.96%	5.58%	8.80%	9.58%
	Strongly disagree	2.50%	1.79%	4.43%	4.36%
	Decline to answer	2.61%	4.91%	—	—
Diverse sexual orientations	Strongly agree	—	—	20.11%	16.03%
	Moderately agree	—	—	25.44%	21.08%
	Neither agree nor disagree	—	—	43.39%	50.70%
	Moderately disagree	—	—	7.15%	8.71%
	Strongly disagree	—	—	3.91%	3.48%
	Decline to answer	—	—	—	—
Underrepresented racial and ethnic backgrounds in their field of study or work	Strongly agree	—	—	20.00%	20.80%
	Moderately agree	—	—	30.00%	28.08%
	Neither agree nor disagree	—	—	36.22%	36.40%
	Moderately disagree	—	—	8.72%	8.84%
	Strongly disagree	—	—	5.07%	5.89%
	Decline to answer	—	—	—	—
Underrepresented biological sex groups in their field of study or work	Strongly agree	—	—	18.13%	15.11%
	Moderately agree	—	—	27.54%	20.04%
	Neither agree nor disagree	—	—	42.83%	52.02%
	Moderately disagree	—	—	7.51%	8.26%
	Strongly disagree	—	—	3.99%	4.57%

	Decline to answer				

Table 5. Respect on Campus - "How respectful is the treatment on campus for people with the following backgrounds and experiences?"

Variable	Survey Response	2019 Students (n=892)	2019 Fac/Staff (n=429)	2021 Students (n=1386)	2021 Fac/Staff (n=541)
African American/Black (not Hispanic)	Very respectful	49.44%	43.82%	44.61%	45.45%
	Moderately respectful	31.50%	32.40%	37.47%	35.98%
	Somewhat respectful	13.23%	16.08%	14.72%	16.48%
	Not at all respectful	1.79%	0.93%	3.20%	2.08%
	Decline to answer	4.04%	6.76%		
American Indian/Alaska Native	Very respectful	49.44%	38.46%	45.77%	48.74%
	Moderately respectful	31.50%	26.34%	37.46%	32.49%
	Somewhat respectful	13.23%	14.22%	14.25%	16.70%
	Not at all respectful	1.79%	0.93%	2.52%	2.06%
	Decline to answer	4.04%	20.05%		
Asian/Asian American	Very respectful	46.64%	44.29%	45.59%	47.52%
	Moderately respectful	33.30%	34.27%	37.47%	35.64%
	Somewhat respectful	12.89%	10.02%	15.17%	14.46%
	Not at all respectful	1.35%	0.93%	1.76%	2.38%
	Decline to answer	5.83%	10.49%		
Caucasian/White (not Latinx/Hispanic)	Very respectful	63.79%	64.34%	65.60%	68.58%
	Moderately respectful	25.11%	23.78%	27.49%	25.51%
	Somewhat respectful	6.39%	5.36%	5.45%	4.07%
	Not at all respectful	1.79%	1.40%	1.45%	1.85%
	Decline to answer	2.91%	5.13%		
Hispanic/Latinx	Very respectful	45.96%	42.89%	44.87%	45.66%
	Moderately respectful	33.63%	33.80%	38.95%	36.61%

Table 5. Respect on Campus - "How respectful is the treatment on campus for people with the following backgrounds and experiences?"					
Variable	**Survey Response**	**2019 Students (n=892)**	**2019 Fac/Staff (n=429)**	**2021 Students (n=1386)**	**2021 Fac/Staff (n=541)**
	Somewhat respectful	14.35%	14.69%	14.20%	16.57%
	Not at all respectful	1.23%	0.70%	1.97%	1.16%
	Decline to answer	4.82%	7.93%		
Middle Eastern/North African	Very respectful	43.50%	38.93%	44.77%	43.95%
	Moderately respectful	29.82%	30.07%	36.17%	31.45%
	Somewhat respectful	17.38%	17.02%	16.25%	20.56%
	Not at all respectful	3.03%	5.83%	2.81%	4.03%
	Decline to answer	6.28%	8.16%		
Native Hawaiian/Pacific Islanders	Very respectful	46.30%	38.93%	46.51%	48.93%
	Moderately respectful	30.72%	25.41%	38.04%	34.20%
	Somewhat respectful	10.43%	13.05%	13.80%	15.68%
	Not at all respectful	0.78%	0.70%	1.64%	1.19%
	Decline to answer	11.77%	21.91%		
Multiracial/multiethnic	Very respectful	47.09%	40.33%	45.20%	46.55%
	Moderately respectful	33.30%	32.63%	39.79%	35.31%
	Somewhat respectful	11.66%	15.38%	13.34%	16.57%
	Not at all respectful	1.46%	1.63%	1.68%	1.58%
	Decline to answer	6.50%	10.02%		
International students, staff, or faculty	Very respectful	46.41%	39.63%	46.84%	42.83%
	Moderately respectful	28.92%	26.81%	35.47%	34.03%
	Somewhat respectful	15.92%	21.68%	14.98%	20.08%
	Not at all respectful	3.81%	4.43%	2.71%	3.06%
	Decline to answer	4.93%	7.46%		
Veterans/active military/ROTC	Very respectful	61.55%	57.11%	62.77%	63.48%
	Moderately respectful	27.13%	27.74%	30.09%	28.49%
	Somewhat respectful	5.38%	6.53%	6.38%	7.27%

Table 5. Respect on Campus - "How respectful is the treatment on campus for people with the following backgrounds and experiences?"					
Variable	**Survey Response**	**2019 Students (n=892)**	**2019 Fac/Staff (n=429)**	**2021 Students (n=1386)**	**2021 Fac/Staff (n=541)**
	Not at all respectful	1.01%	1.40%	0.76%	0.76%
	Decline to answer	4.93%	7.23%		
Native English Speakers	Very respectful	65.47%	65.50%	69.63%	69.29%
	Moderately respectful	24.22%	23.78%	25.61%	25.28%
	Somewhat respectful	5.38%	3.96%	4.48%	4.49%
	Not at all respectful	0.78%	0.23%	0.29%	0.94%
	Decline to answer	4.15%	6.53%		
Non-native English speakers	Very respectful	39.46%	34.27%	41.83%	41.10%
	Moderately respectful	31.73%	27.74%	35.82%	34.05%
	Somewhat respectful	19.62%	21.91%	18.78%	20.55%
	Not at all respectful	4.04%	6.76%	3.57%	4.31%
	Decline to answer	5.16%	9.32%		
Gay, lesbian, bisexual, transgender, questioning	Very respectful	45.85%	43.36%	46.53%	46.33%
	Moderately respectful	34.30%	30.07%	34.99%	34.29%
	Somewhat respectful	12.89%	15.62%	15.91%	16.73%
	Not at all respectful	2.35%	1.40%	2.56%	2.65%
	Decline to answer	4.60%	9.56%		
Heterosexual	Very respectful	68.50%	69.70%	68.43%	69.02%
	Moderately respectful	21.52%	19.35%	24.80%	24.31%
	Somewhat respectful	5.49%	4.66%	6.18%	5.10%
	Not at all respectful	0.78%	0.47%	0.60%	1.57%
	Decline to answer	3.70%	5.83%		
People who are born in the U.S.	Very respectful	72.42%	69.93%	72.15%	69.75%
	Moderately respectful	20.18%	20.51%	24.39%	25.71%
	Somewhat respectful	4.15%	3.96%	3.25%	3.21%

Table 5. Respect on Campus - "How respectful is the treatment on campus for people with the following backgrounds and experiences?"					
Variable	**Survey Response**	**2019 Students (n=892)**	**2019 Fac/Staff (n=429)**	**2021 Students (n=1386)**	**2021 Fac/Staff (n=541)**
	Not at all respectful	0.45%	0.93%	0.22%	1.32%
	Decline to answer	2.80%	4.66%		
People who are not born in the U.S.	Very respectful	45.07%	36.60%	45.43%	41.84%
	Moderately respectful	34.08%	34.03%	37.86%	35.12%
	Somewhat respectful	14.80%	19.35%	14.24%	20.15%
	Not at all respectful	2.02%	3.03%	2.47%	2.88%
	Decline to answer	4.04%	6.99%		
People who are from Christian affiliations	Very respectful	56.39%	51.75%	58.27%	57.17%
	Moderately respectful	27.47%	25.64%	32.92%	32.76%
	Somewhat respectful	8.30%	7.23%	7.89%	7.92%
	Not at all respectful	2.02%	2.56%	0.92%	2.14%
	Decline to answer	5.83%	12.82%		
People who are not affiliated with the religious majority	Very respectful	45.96%	41.03%	48.46%	46.65%
	Moderately respectful	32.17%	26.11%	37.92%	38.44%
	Somewhat respectful	13.34%	16.78%	11.46%	12.31%
	Not at all respectful	2.02%	1.86%	2.15%	2.59%
	Decline to answer	6.50%	14.22%		
People who are affected by psychological health issues (e.g., depression, anxiety, bipolar, PTSD)	Very respectful	40.02%	36.36%	41.92%	41.70%
	Moderately respectful	32.40%	29.60%	33.88%	35.27%
	Somewhat respectful	16.26%	16.78%	18.71%	18.67%
	Not at all respectful	5.49%	5.13%	5.48%	4.36%
	Decline to answer	5.83%	12.12%		
People who have a learning condition (e.g., dyslexia, ADHD)	Very respectful	42.15%	40.33%	43.45%	48.89%
	Moderately respectful	31.17%	33.80%	33.82%	32.80%
	Somewhat respectful	16.14%	12.35%	18.64%	17.30%
	Not at all respectful	3.70%	3.26%	4.08%	1.01%

Variable	Survey Response	2019 Students (n=892)	2019 Fac/Staff (n=429)	2021 Students (n=1386)	2021 Fac/Staff (n=541)
Table 5. Respect on Campus - "How respectful is the treatment on campus for people with the following backgrounds and experiences?"					
	Decline to answer	6.84%	10.26%		
People who have physical condition (e.g., seeing, hearing)	Very respectful	46.19%	38.46%	45.82%	47.79%
	Moderately respectful	30.04%	29.84%	31.11%	30.72%
	Somewhat respectful	14.24%	14.69%	17.65%	16.67%
	Not at all respectful	3.59%	5.83%	5.42%	4.82%
	Decline to answer	5.94%	11.19%		
People who identify as male	Very respectful	63.34%	62.70%	68.07%	70.43%
	Moderately respectful	25.34%	24.01%	26.39%	22.96%
	Somewhat respectful	5.83%	3.96%	4.51%	5.25%
	Not at all respectful	1.46%	1.86%	1.03%	1.36%
	Decline to answer	4.04%	7.46%		
People who identify as female	Very respectful	51.46%	48.02%	50.62%	49.51%
	Moderately respectful	34.42%	31.47%	38.52%	36.65%
	Somewhat respectful	9.87%	10.72%	9.83%	11.89%
	Not at all respectful	0.56%	2.56%	1.03%	1.95%
	Decline to answer	3.70%	7.23%		
People who are socioeconomically disadvantaged	Very respectful	39.35%	33.80%	40.98%	41.94%
	Moderately respectful	28.03%	25.64%	32.77%	29.34%
	Somewhat respectful	19.62%	22.38%	19.26%	21.49%
	Not at all respectful	6.50%	6.99%	6.98%	7.23%
	Decline to answer	6.50%	11.19%		

Table 6. School Characteristics - "Indicate the extent to which the following adjectives characterize the University's climate"					
Variable	Survey Response	2019 Students (n=845)	2019 Fac/Staff (n=418)	2021 Students (n=1375)	2021 Fac/Staff (n=554)
Accepting	Extremely characteristic	41.66%	37.08%	36.23%	34.72%
	Moderately characteristic	38.82%	37.56%	43.62%	41.23%
	Somewhat characteristic	13.02%	17.94%	14.93%	18.81%
	Slightly characteristic	3.67%	3.59%	3.55%	4.52%
	Not at all characteristic	1.30%	1.67%	1.67%	0.72%
	Decline to answer	1.54%	2.15%		
Sexist	Extremely characteristic	9.11%	7.42%	7.28%	9.88%
	Moderately characteristic	13.85%	15.31%	13.62%	17.39%
	Somewhat characteristic	12.66%	16.75%	12.99%	15.42%
	Slightly characteristic	19.53%	20.33%	22.93%	20.36%
	Not at all characteristic	39.64%	34.45%	43.19%	36.96%
	Decline to answer	5.21%	5.74%		
Respectful	Extremely characteristic	39.41%	35.17%	36.75%	35.02%
	Moderately characteristic	40.36%	33.49%	43.60%	42.42%
	Somewhat characteristic	13.37%	20.10%	13.76%	17.69%
	Slightly characteristic	3.55%	5.50%	4.15%	3.79%
	Not at all characteristic	1.66%	2.63%	1.75%	1.08%
	Decline to answer	1.66%	3.11%		
Ageist	Extremely characteristic	11.01%	8.37%	9.99%	11.79%
	Moderately characteristic	11.48%	16.27%	11.16%	17.07%
	Somewhat characteristic	16.57%	19.62%	11.99%	18.50%
	Slightly characteristic	13.25%	15.55%	16.07%	18.09%

Table 6. School Characteristics - "Indicate the extent to which the following adjectives characterize the University's climate"					
Variable	**Survey Response**	**2019 Students (n=845)**	**2019 Fac/Staff (n=418)**	**2021 Students (n=1375)**	**2021 Fac/Staff (n=554)**
	Not at all characteristic	37.99%	29.19%	50.79%	34.55%
	Decline to answer	9.70%	11.00%		
Collegial	Extremely characteristic	28.28%	26.08%	31.81%	28.65%
	Moderately characteristic	26.75%	34.69%	35.47%	41.94%
	Somewhat characteristic	19.29%	22.49%	22.12%	19.92%
	Slightly characteristic	5.09%	6.70%	6.03%	6.07%
	Not at all characteristic	4.50%	3.83%	4.57%	3.42%
	Decline to answer	16.09%	6.22%		
Xenophobic	Extremely characteristic	7.69%	2.39%	9.08%	4.57%
	Moderately characteristic	9.11%	9.57%	10.54%	11.09%
	Somewhat characteristic	12.78%	16.03%	11.90%	15.22%
	Slightly characteristic	13.37%	17.22%	15.44%	17.39%
	Not at all characteristic	39.29%	41.87%	53.04%	51.74%
	Decline to answer	17.75%	12.92%		
Competitive	Extremely characteristic	27.57%	16.51%	23.11%	19.92%
	Moderately characteristic	32.31%	28.95%	35.21%	37.16%
	Somewhat characteristic	21.78%	28.95%	26.73%	29.31%
	Slightly characteristic	8.99%	13.88%	10.32%	10.15%
	Not at all characteristic	5.56%	6.22%	4.62%	3.45%
	Decline to answer	3.79%	5.50%		
Tolerant	Extremely characteristic	29.23%	28.23%	28.07%	26.42%
	Moderately characteristic	35.15%	35.41%	36.24%	39.62%
	Somewhat characteristic	20.47%	22.01%	23.41%	24.53%

Table 6. School Characteristics - "Indicate the extent to which the following adjectives characterize the University's climate"					
Variable	Survey Response	2019 Students (n=845)	2019 Fac/Staff (n=418)	2021 Students (n=1375)	2021 Fac/Staff (n=554)
	Slightly characteristic	8.17%	9.09%	8.79%	6.23%
	Not at all characteristic	2.84%	1.44%	3.50%	3.21%
	Decline to answer	4.14%	3.83%		
Racist	Extremely characteristic	7.34%	1.67%	7.89%	5.00%
	Moderately characteristic	9.47%	10.29%	10.09%	12.40%
	Somewhat characteristic	11.24%	12.20%	12.86%	14.60%
	Slightly characteristic	20.71%	18.66%	19.12%	23.40%
	Not at all characteristic	44.26%	49.76%	50.04%	44.60%
	Decline to answer	6.98%	7.42%		
Supportive	Extremely characteristic	36.21%	30.62%	35.30%	29.53%
	Moderately characteristic	36.09%	34.93%	37.00%	40.40%
	Somewhat characteristic	17.51%	21.77%	17.28%	19.93%
	Slightly characteristic	5.33%	6.46%	7.90%	6.34%
	Not at all characteristic	2.84%	3.35%	2.51%	3.80%
	Decline to answer	2.01%	2.87%		
Collaborative	Extremely characteristic	37.40%	26.79%	38.16%	29.62%
	Moderately characteristic	33.49%	32.30%	36.53%	39.31%
	Somewhat characteristic	17.63%	20.81%	16.78%	20.29%
	Slightly characteristic	6.51%	13.40%	7.13%	7.86%
	Not at all characteristic	2.37%	4.55%	1.41%	2.93%
	Decline to answer	2.60%	2.15%		

Table 7. Visible Leadership - "There is visible leadership to foster diversity/inclusion on campus from the ... ?"					
Variable	**Survey Response**	**2019 Students (n=797)**	**2019 Fac/Staff (n=411)**	**2021 Students (n=1325)**	**2021 Fac/Staff (n=557)**
University President	Strongly agree	22.33%	34.55%	34.87%	44.88%
	Moderately agree	25.09%	20.44%	30.79%	28.73%
	Neither agree nor disagree	21.20%	18.25%	17.36%	11.85%
	Moderately disagree	11.92%	10.95%	8.68%	8.62%
	Strongly disagree	14.68%	10.95%	8.30%	5.92%
	Decline to answer	4.77%	4.87%		
Provost	Strongly agree	18.44%	28.47%	26.51%	38.70%
	Moderately agree	19.45%	19.71%	28.65%	27.22%
	Neither agree nor disagree	30.74%	26.52%	31.05%	21.11%
	Moderately disagree	7.78%	9.00%	7.60%	7.41%
	Strongly disagree	8.66%	8.27%	6.19%	5.56%
	Decline to answer	14.93%	8.03%		
Dean of Student Affairs	Strongly agree	30.36%	50.61%	39.63%	60.11%
	Moderately agree	30.74%	26.03%	32.93%	22.71%
	Neither agree nor disagree	21.46%	10.71%	21.13%	14.69%
	Moderately disagree	4.77%	2.19%	3.91%	1.91%
	Strongly disagree	4.64%	2.43%	2.39%	0.57%
	Decline to answer	8.03%	8.03%		
VP of Diversity & Inclusion	Strongly agree			46.24%	56.69%
	Moderately agree			29.70%	26.21%
	Neither agree nor disagree			17.48%	10.78%
	Moderately disagree			4.00%	3.53%
	Strongly disagree			2.59%	2.79%

Table 7. Visible Leadership - "There is visible leadership to foster diversity/inclusion on campus from the ... ?"					
Variable	Survey Response	2019 Students (n=797)	2019 Fac/Staff (n=411)	2021 Students (n=1325)	2021 Fac/Staff (n=557)
Myatt Center for Diversity and inclusion	Strongly agree	55.33%	67.64%	51.28%	55.41%
	Moderately agree	22.84%	15.82%	30.63%	27.51%
	Neither agree nor disagree	12.17%	8.03%	14.69%	14.42%
	Moderately disagree	2.51%	1.22%	2.47%	1.71%
	Strongly disagree	2.76%	1.22%	0.93%	0.95%
	Decline to answer	4.39%	6.08%		
Athletics Department	Strongly agree	25.72%	30.17%	27.85%	32.81%
	Moderately agree	25.09%	22.63%	26.17%	21.80%
	Neither agree nor disagree	30.74%	25.79%	35.07%	36.40%
	Moderately disagree	5.40%	2.92%	6.04%	5.39%
	Strongly disagree	4.52%	1.95%	4.87%	3.60%
	Decline to answer	8.53%	16.55%		
Human Resources (HR)	Strongly agree	24.47%	33.58%	27.82%	31.91%
	Moderately agree	24.59%	22.38%	25.98%	24.59%
	Neither agree nor disagree	31.24%	24.57%	37.18%	29.88%
	Moderately disagree	5.40%	5.35%	4.85%	9.15%
	Strongly disagree	4.27%	5.60%	4.18%	4.47%
	Decline to answer	10.04%	8.52%		
University Police Department	Strongly agree	34.00%	29.68%	31.94%	27.21%
	Moderately agree	26.73%	19.46%	25.99%	22.46%
	Neither agree nor disagree	22.21%	26.52%	28.24%	36.29%
	Moderately disagree	6.52%	8.52%	8.21%	7.56%
	Strongly disagree	4.77%	5.60%	5.63%	6.48%

Table 7. Visible Leadership - "There is visible leadership to foster diversity/inclusion on campus from the ... ?"					
Variable	Survey Response	2019 Students (n=797)	2019 Fac/Staff (n=411)	2021 Students (n=1325)	2021 Fac/Staff (n=557)
	Decline to answer	5.77%	10.22%		
Other Student Service Offices (e.g., Health Services, ResLife)	Strongly agree	34.25%	33.09%	33.79%	33.55%
	Moderately agree	31.99%	25.30%	35.54%	29.00%
	Neither agree nor disagree	19.70%	24.33%	23.16%	31.39%
	Moderately disagree	4.64%	2.43%	4.55%	4.11%
	Strongly disagree	3.39%	0.73%	2.96%	1.95%
	Decline to answer	6.02%	14.11%		
Other Administrative Offices (e.g. Registrar's Office)	Strongly agree	27.98%	24.57%	29.47%	29.19%
	Moderately agree	25.47%	23.60%	30.83%	22.44%
	Neither agree nor disagree	27.85%	30.17%	30.91%	39.00%
	Moderately disagree	6.65%	6.08%	4.87%	7.19%
	Strongly disagree	4.27%	2.19%	3.91%	2.18%
	Decline to answer	7.78%	13.38%		
Faculty Members	Strongly agree	36.14%	30.41%	38.61%	33.52%
	Moderately agree	34.63%	38.69%	40.05%	42.59%
	Neither agree nor disagree	19.07%	16.55%	16.35%	18.52%
	Moderately disagree	4.77%	8.03%	3.63%	4.26%
	Strongly disagree	2.01%	2.43%	1.36%	1.11%
	Decline to answer	3.39%	3.89%		
Staff Members	Strongly agree	35.51%	30.66%	36.09%	31.95%
	Moderately agree	36.89%	37.71%	37.32%	43.42%
	Neither agree nor disagree	19.57%	21.17%	22.15%	20.49%
	Moderately disagree	3.14%	4.14%	3.37%	3.01%

Table 7. Visible Leadership - "There is visible leadership to foster diversity/inclusion on campus from the ... ?"					
Variable	**Survey Response**	**2019 Students (n=797)**	**2019 Fac/Staff (n=411)**	**2021 Students (n=1325)**	**2021 Fac/Staff (n=557)**
	Strongly disagree	1.63%	0.97%	1.07%	1.13%
	Decline to answer	3.26%	5.35%		
Student Organizations	Strongly agree	52.20%	38.44%	47.47%	44.34%
	Moderately agree	27.60%	33.33%	35.75%	34.77%
	Neither agree nor disagree	11.42%	14.84%	13.23%	17.38%
	Moderately disagree	4.14%	2.92%	2.49%	2.73%
	Strongly disagree	2.26%	0.73%	1.06%	0.78%
	Decline to answer	2.38%	9.73%		

Table 8. Campus Diversity Initiatives - "Please indicate your level of agreement with the following statements"					
Variable	**Survey Response**	**2019 Students (n=752)**	**2019 Fac/Staff (n=395)**	**2021 Students (n=1229)**	**2021 Fac/Staff (n=540)**
Diversity and inclusion initiatives are relevant to my academic and/or career goals.	Strongly agree	42.29%	51.14%	47.80%	54.58%
	Moderately agree	31.65%	20.76%	29.69%	25.42%
	Neither agree nor disagree	14.63%	17.72%	15.42%	14.58%
	Moderately disagree	5.19%	3.80%	4.81%	2.80%
	Strongly disagree	5.05%	4.30%	2.28%	2.62%
	Decline to answer	1.20%	2.28%		
Diversity and inclusion events are well advertised.	Strongly agree	33.11%	30.38%	31.90%	28.33%
	Moderately agree	39.36%	33.92%	39.71%	45.56%
	Neither agree nor disagree	14.23%	20.00%	16.60%	16.85%
	Moderately disagree	9.31%	10.38%	10.25%	6.48%
	Strongly disagree	2.93%	4.30%	1.55%	2.78%

Table 8. Campus Diversity Initiatives - "Please indicate your level of agreement with the following statements"					
Variable	**Survey Response**	**2019 Students (n=752)**	**2019 Fac/Staff (n=395)**	**2021 Students (n=1229)**	**2021 Fac/Staff (n=540)**
	Decline to answer	1.06%	1.01%		
Diversity and inclusion events fit into my schedule	Strongly agree	15.82%	9.87%	13.45%	9.62%
	Moderately agree	23.14%	24.30%	24.17%	30.00%
	Neither agree nor disagree	23.80%	34.94%	33.09%	37.36%
	Moderately disagree	20.88%	19.75%	21.20%	16.98%
	Strongly disagree	13.96%	7.59%	8.09%	6.04%
	Decline to answer	2.39%	3.54%		
I am expected to attend diversity and inclusion events.	Strongly agree	15.29%	12.41%	13.39%	14.50%
	Moderately agree	19.41%	19.75%	18.02%	28.44%
	Neither agree nor disagree	24.73%	31.65%	39.26%	37.48%
	Moderately disagree	17.02%	16.20%	17.11%	8.47%
	Strongly disagree	20.48%	16.46%	12.23%	11.11%
	Decline to answer	3.06%	3.54%		
I feel that I am welcome at diversity and inclusion events.	Strongly agree	33.78%	45.82%	33.31%	47.54%
	Moderately agree	27.79%	26.58%	34.38%	27.84%
	Neither agree nor disagree	19.95%	17.47%	21.10%	18.94%
	Moderately disagree	8.64%	4.81%	8.49%	3.60%
	Strongly disagree	7.05%	2.53%	2.72%	2.08%
	Decline to answer	2.79%	2.78%		
I learn from diversity and inclusion events.	Strongly agree	31.65%	41.77%	33.56%	45.19%
	Moderately agree	25.80%	24.56%	33.22%	32.31%
	Neither agree nor disagree	26.46%	21.01%	27.34%	17.50%

Table 8. Campus Diversity Initiatives - "Please indicate your level of agreement with the following statements"					
Variable	**Survey Response**	**2019 Students (n=752)**	**2019 Fac/Staff (n=395)**	**2021 Students (n=1229)**	**2021 Fac/Staff (n=540)**
	Moderately disagree	4.39%	3.04%	3.24%	3.27%
	Strongly disagree	4.52%	2.28%	2.64%	1.73%
	Decline to answer	7.18%	7.34%		
My work/school load prevents me from attending diversity and inclusion events	Strongly agree	31.65%	17.72%	26.03%	19.17%
	Moderately agree	32.85%	30.63%	33.25%	32.26%
	Neither agree nor disagree	20.21%	26.08%	25.45%	30.74%
	Moderately disagree	7.31%	8.35%	9.61%	10.25%
	Strongly disagree	6.52%	11.90%	5.67%	7.59%
	Decline to answer	1.46%	5.32%		
My home commitments prevent me from attending diversity and inclusion events	Strongly agree			15.79%	16.44%
	Moderately agree			18.30%	29.64%
	Neither agree nor disagree			29.47%	29.83%
	Moderately disagree			17.38%	12.62%
	Strongly disagree			19.06%	11.47%
	Decline to answer				
I am not aware whether the events I attend are diversity and inclusion events	Strongly agree			7.65%	3.02%
	Moderately agree			16.07%	9.46%
	Neither agree nor disagree			32.56%	30.78%
	Moderately disagree			16.67%	13.68%
	Strongly disagree			27.06%	43.06%
	Decline to answer				

Table 9. Beliefs and Engagement With Diversity						
Variable	**Survey Response**	**2017 Students N=348**	**2019 Students (n=751)**	**2019 Fac/Staff (n=395)**	**2021 Students (n=1168)**	**2021 Fac/Staff (n=501)**
What are your thoughts about the number of diversity and inclusion initiatives/efforts at the University?	I believe there should be more diversity and inclusion initiatives at the University.	39.08%	36.35%	36.46%	39.64%	43.71%
	I am satisfied with the number of diversity and inclusion initiatives at the University.	51.15%	51.53%	48.35%	54.37%	49.90%
	I believe there are too many diversity and inclusion initiatives at the University.	9.77%	7.19%	7.09%	5.99%	6.39%
	Decline to answer		4.93%	8.10%		
"Overall, how many times would you estimate a campus program or event happened in 2020?" … Educational Program or Trainings	Minimum				0	0
	Maximum				150	150
	Mean				41.64	42.52
	Standard Deviation				34.53	40.11
	Variance				1192.50	1609.00
	Decline to answer					
"Overall, how many times would you estimate a campus program or event happened in 2020?" … Events/Commemorations	Minimum				0	0
	Maximum				150	150
	Mean				48.65	37.94
	Standard Deviation				38.13	40.40
	Variance				1454.18	1632.46
	Decline to answer					
"How many times did you attended ANY campus programs	Minimum				0	0
	Maximum				150	129

Table 9. Beliefs and Engagement with Diversity						
Variable	**Survey Response**	**2017 Students N=348**	**2019 Students (n=751)**	**2019 Fac/Staff (n=395)**	**2021 Students (n=1168)**	**2021 Fac/Staff (n=501)**
or events that happened in 2020?"…. Educational Programs or Trainings	Mean				10.67	9.00
	Standard Deviation				22.76	12.83
	Variance				517.91	164.62
	Decline to answer					
"How many times did you attend ANY campus programs or events that happened in 2020?" … Events/Commemorations	Minimum				0	0
	Maximum				150	150
	Mean				13.47	7.90
	Standard Deviation				22.77	13.98
	Variance				518.68	195.32
	Decline to answer					

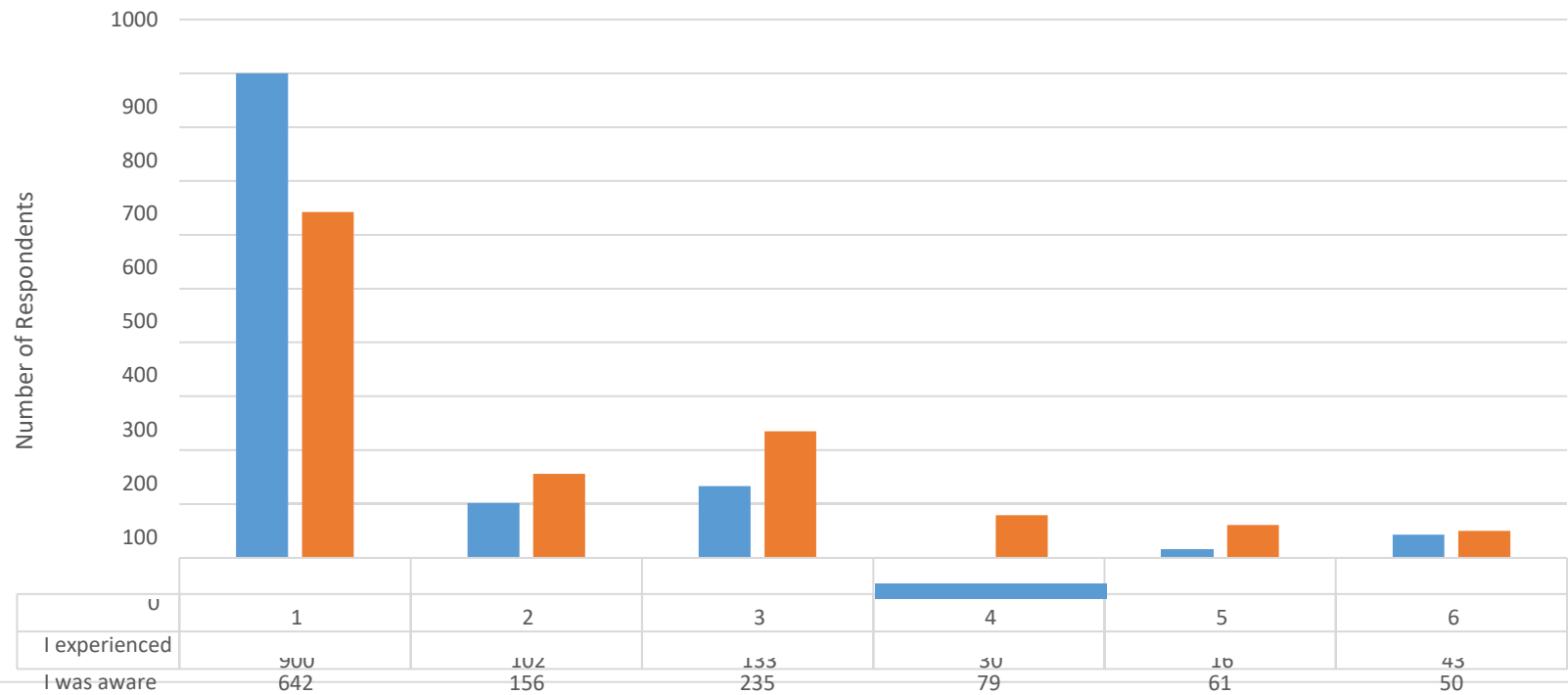| Table 10. Campus Diversity Initiatives - "Please indicate your level of agreement with the following statements"					
Variable	**Survey Response**	**2019 Students (n=740)**	**2019 Fac/Staff (n=388)**	**2021 Students (n=1258)**	**2021 Fac/Staff (n=523)**
Discuss issues of discrimination with others	0	26.35%	17.78%	26.79%	21.41%
	1-10	13.24%	9.02%	47.69%	49.71%
	11-30	24.86%	23.20%	14.86%	15.68%
	31-50	9.46%	11.34%	5.64%	5.93%
	51 or more	23.11%	34.79%	5.01%	7.27%
	Decline to answer	2.97%	3.87%		
Make an effort to discuss social issues with others	0	20.95%	11.60%	21.02%	14.56%
	1-10	13.11%	8.76%	46.89%	45.79%
	11-30	25.00%	22.68%	18.87%	20.69%
	31-50	12.43%	12.63%	7.17%	8.62%

Table 10. Campus Diversity Initiatives - "Please indicate your level of agreement with the following statements"					
	51 or more	25.68%	40.72%	6.05%	10.34%
	Decline to answer	2.84%	3.61%		
Discuss issues related to sexism, gender differences, or gender equity with others	0	24.19%	15.21%	27.42%	23.80%
	1-10	12.70%	11.08%	42.69%	45.68%
	11-30	20.81%	21.13%	17.03%	18.81%
	31-50	13.24%	12.89%	6.71%	6.33%
	51 or more	26.08%	36.34%	6.16%	5.37%
	Decline to answer	2.97%	3.35%		
Take advantage of opportunities for intensive dialogue with others from different backgrounds and beliefs	0	26.49%	18.81%	30.73%	24.13%
	1-10	15.14%	10.82%	43.85%	49.23%
	11-30	23.11%	22.68%	16.25%	14.09%
	31-50	12.43%	11.60%	5.07%	6.37%
	51 or more	18.92%	30.93%	4.10%	6.18%
	Decline to answer	3.92%	5.15%		

Figure 1. Personally Observed/been made aware of/experienced Hostile Conduct Students 2021

Legend: ▪ 0 ▪ 1 ▪ 2 to 3 ▪ 4 to 5 ▪ 6 or more ▪ Decline to answer
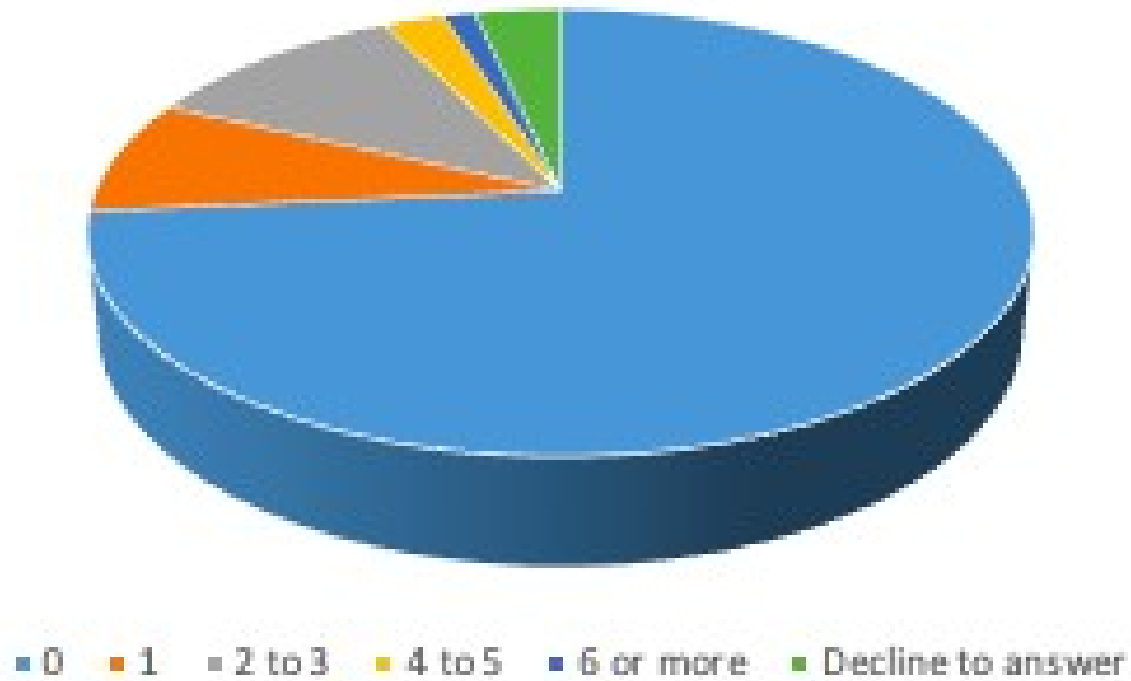
Figure 2. Experiences with Hostile Conduct
Students 2021

	1	2	3	4	5	6
I experienced	900	102	133	30	16	43
I was aware	642	156	235	79	61	50

Figure 3. Experiences with Hostile Conduct Faculty/Staff 2021

	0	1	2 to 3	4 to 5	6 or more	Decline to answer
I experienced	407	50	42	11	13	33
I was aware	275	58	128	36	30	27
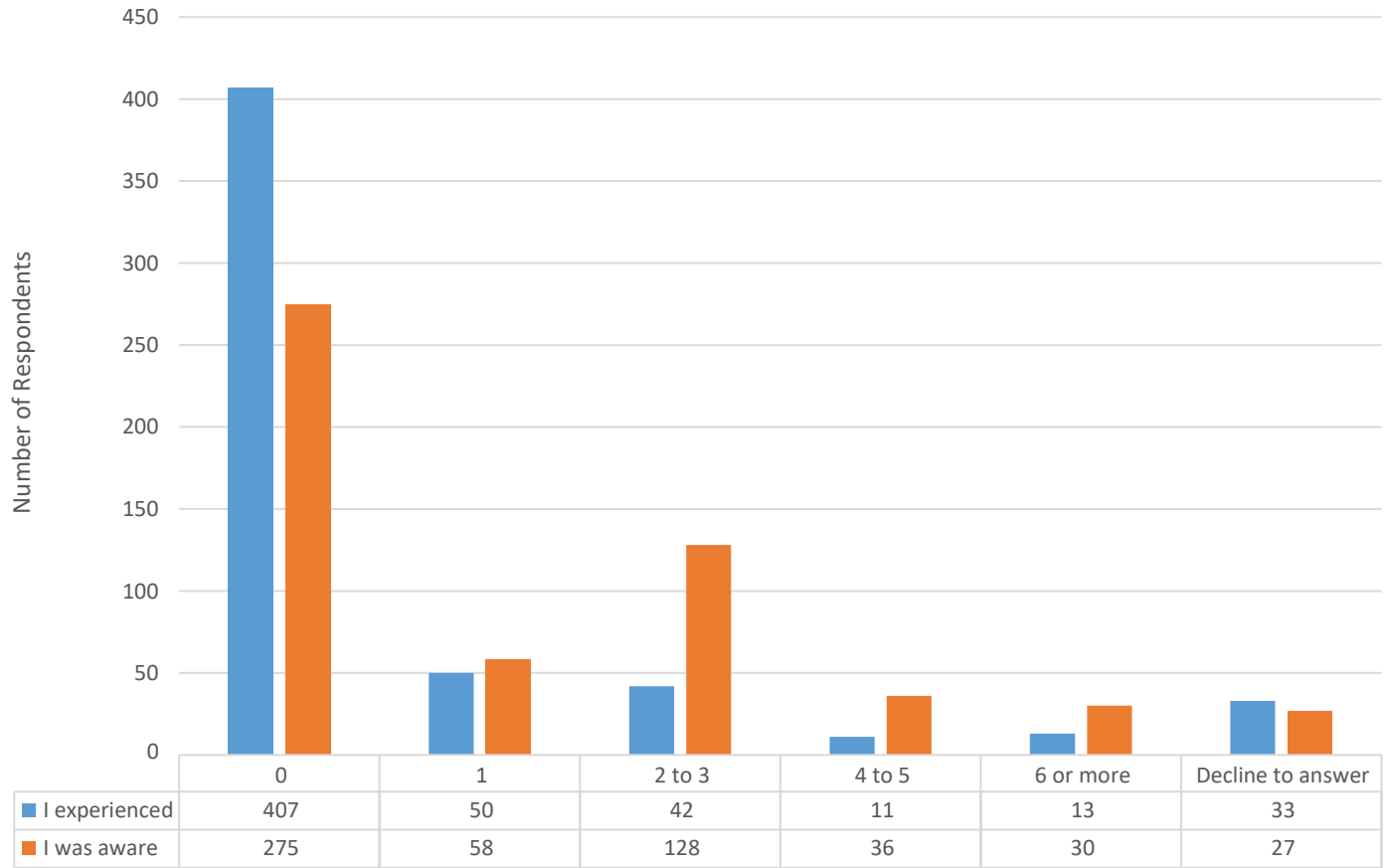
Table 11. Forms of Hostile Conduct - "Based on this conduct, what outcomes have you experienced, observed, or been made aware of?"					
Variable	2017 Students (n=138)	2019 Students (n=371)	2019 Fac/Staff (n=184)	2021 Students (n=660)	2021 Fac/Staff (n=211)
Victim of a reported crime	7.25%	7.55%	7.61%	4.39%	0.95%
Racial/ethnic profiling	52.90%	39.08%	24.46%	14.09%	13.27%
Bias-related graffiti	21.01%	6.74%	9.78%	3.48%	4.27%
Derogatory phone calls, written or verbal comments/emails	18.84%	16.98%	14.67%	7.73%	12.80%
Threatened or actual physical violence	8.70%	11.59%	4.35%	5.30%	0.47%
Stared at	46.38%	42.05%	20.65%	16.21%	3.79%
Deliberately ignored or excluded	42.75%	36.93%	36.96%	15.15%	16.11%
Intimidated/bullied	22.46%	28.30%	32.07%	11.36%	13.74%
Feared for their or their family's physical safety	2.17%	4.04%	4.89%	5.61%	1.90%
Assumed that someone was admitted or hired	10.14%	11.59%	15.76%	4.09%	9.95%
Received a poor grade because of a prejudicial/hostile classroom environment	9.42%	8.09%	3.26%	4.55%	1.90%
Received a low performance evaluation	5.07%	5.12%	10.87%	1.97%	9.00%
Singled out as the "resident authority"	9.42%	5.39%	11.96%	3.33%	6.64%
Other	9.42%	8.89%	5.43%	2.73%	5.21%
Decline to Answer			19.57%		