Appendix I

Campus Climate Report

Campus Climate Section of Comprehensive Diversity Plan

The following members served on the Campus Climate Subcommittee and contributed to this report: Madeleine Fugère (co-chair), Brian Lashley (co-chair), Greg Ashford, and Jennifer Straub.

Purpose of the Campus Climate Survey. The Diversity, Race, and Justice Committee began meeting in the Spring of 2007. One of our primary goals was to assess the current campus climate at Eastern CT State University.

In order to facilitate this goal, we invited several consultants from other universities to advise us about how to assess the current campus climate. Consultants included Dr. Daniel Teraguchi from Wesleyan University, Dr. Steve Michael from Kent State University, and Donnie Perkins from Northeastern University. We also reviewed sample campus climate surveys from the Association for Independent Colleges and Universities of Pennsylvania, Bunker Hill Community College, California State University (San Bernardino), Delaware County Community College, Iowa State University, the University of Michigan, Northeastern University, and Quinsigamond Community College. Finally, we reviewed Diversity Plan Reports from the University of North Carolina at Chapel Hill, Kent State University, and the University of Connecticut. Based upon these consultations, and upon reviewing other universities' surveys and reports, our committee developed a survey to administer to ECSU students and employees in the Spring of 2008. The student and employee surveys were approved by ECSU's Committee on Using Human Subjects in Research.

Our intention is to use the campus climate survey as a baseline assessing current perceptions of ECSU. We also plan to use this survey to reinforce the positive aspects of the current campus climate as well as to identify some areas for potential improvement. Further, we plan to use this survey to identify areas that require further investigation. The committee plans to undertake future data collection activities to investigate issues in more depth as well as to measure changes in perceptions of the campus climate.

Summary of Survey Sample and Procedures. The Campus Climate Survey was first introduced to students and employees in the Spring of 2008. The survey was opened for participation in April 2008 and ran through May of 2008. Students were offered the incentive of a chance to win $50 on their CAT cards to increase student participation. Through the first administration of the surveys we received 226 responses from employees and 229 responses from students. Because of these small Ns, we decided to re-administer both surveys in the Fall of 2008. The second administration of the survey was opened in September 2008 and continued through the end of October 2008. Students were offered the incentive of a chance to win $100 on their CAT cards to increase student participation. Although we combined employee samples from the first and second administration of the survey, we asked all students to participate in the

Fall survey administration, even if they had previously participated in the Spring, so that they might be eligible for the increased incentive. Student data was analyzed from the Fall survey administration only.

   Student Sample. The number of students who agreed to participate in the study was 1143. Of those students, 779 answered at least one question on the survey. Approximately 679 students completed questions at the end of the survey assessing demographic information. Thirty percent of the sample was male (N = 201) while 70% of the sample was female (N = 476). Two participants indicated that they were transgendered. In response to the question assessing age, 32% of participants were 18-19, 45% of participants were 20-22, 9% of participants were 23-25, 4% of participants were 26-30, 4% of participants were 31-40, 5% of participants were 41-50, 1% of participants were 51-59, .4% of participants were 60 and above. Seventeen percent of students were Freshman; 19%, sophomores; 26%, juniors; 33%, seniors; and 5%, graduate students. Fifty-two percent of students reported living on campus, 35% of students reported living off campus, and 13% of students reported living with their parents. Ninety-two percent of the sample reported in-state residency status, 6% reported out of state status, and 2% were international students. Most of the student sample came from the School of Arts and Sciences (69%), 25% came from the School of Education/Professional Studies, and 6% came from the graduate school. Most of the students reported a heterosexual sexual orientation (92%). Five percent of students indicated that they were bisexual and 3% of students indicated that they were homosexual. Five percent of student respondents indicated that they had a disability. In response to the question "what is your race?", 84% of students classified themselves as Caucasian, 6% classified themselves as African Diaspora, 4% classified themselves as bi-racial, 4% classified themselves as multi-racial, and 2% classified themselves as Asian. Less than 1% of students classified themselves as Pacific Islander or Native American. In response to the question "what is your ethnicity?", 67% of students classified themselves as European, 14% classified themselves as "other", 6% classified themselves as Latino/Latina, 4% classified themselves as African Continent, 3% classified themselves as Asian, 2% classified themselves as Native American, 2% classified themselves as Caribbean, and 1% classified themselves as Middle Eastern. Less than 1% of students classified themselves as Aleut or Mexican/Chicano.

   Employee Sample. The number of employees who agreed to participate in the study was 364. Of those employees, 247 answered at least one question on the survey. Approximately 214 employees completed questions at the end of the survey assessing demographic information. Thirty-seven percent of the sample was male (N =80) while 63% of the sample was female (N = 134). None of the participants indicated that they were transgendered. In response to the question assessing age, 7% of participants were under 30, 10% of participants were 30-34, 9% of participants were 35-39, 13% of participants were 40-44, 17% of participants were 45-49, 16% of participants were 50-54, 16% of participants were 55-59, 11% of participants were 60-64, and 1% of participants were 65 and above. Thirteen percent of employees have been at Eastern for

less than two years; 33% for 2-6 years; 26% for 7-10 years; 13% for 11-20 years; and 15% for 21 or more years. Ninety-two percent of the sample was employed full-time, while 8% was employed part-time. Of the faculty, 77% were tenure-track, while 23% were non-tenure track. Of the non-faculty, 69% were professional/administrative staff; 22% were support/clerical staff; 9% classified themselves as "other"; and none of the participants classified themselves as craft/service staff. Most of the employees reported a heterosexual sexual orientation (89%). Three percent of the employees indicated that they were bisexual and 8% of employees indicated that they were homosexual. Nine percent of employees indicated that they had a disability. In response to the question "what is your race?", 84% of employees classified themselves as Caucasian, 7% classified themselves as African Diaspora, 5% classified themselves as multi-racial, 2% classified themselves as Asian, and 1% classified themselves as bi-racial. None of the employees classified themselves as Pacific Islander or Native American. In response to the question "what is your ethnicity?", 70% of employees classified themselves as European, 12% classified themselves as "other", 6% classified themselves as Latino/Latina, 6% classified themselves as African Continent, 2% classified themselves as Asian, 2% classified themselves as Native American, and 1% classified themselves as Caribbean or Middle Eastern. None of the employees classified themselves as Aleut or Mexican/Chicano.

Measure. Students were notified about the survey by a pop-up on the ECSU Student Portal and by postcards distributed by faculty members. Employees were notified about the survey via email. All notification procedures included a website through which the survey was accessed. All responses were provided anonymously. Students and employees answered approximately 45 survey questions (with sub-questions) assessing their perceptions of the campus climate. Students and employees could provide both closed-ended (e.g., agree, strongly disagree, never, rarely, etc.) and open-ended responses. Students and employees could skip questions and change their responses. At the end of the survey, students and employees contributed demographic data. These demographic data were only used collectively and will never be used to identify individual responses.

Global Results

Findings For Three Indicators of Global Perceptions of Diversity at Eastern. The Campus Climate Survey, both student and employee versions, contained three questions that might be considered global evaluations of the climate for diversity at Eastern. Those questions are:

7. Eastern is a Diverse Community.
18. The leadership at Eastern fosters respect for diversity on campus.
19. The climate in the classroom/work environment is accepting of who I am.

To assess the overall campus climate, analyses were conducted on these three items. The first set of analyses is simply a set of bar charts comparing some basic student groupings and employee

groupings in their responses to these three global items. The percentages for each item are displayed along with the bar chart. Below each chart a brief synopsis of the data is given. Each synopsis is focused on the "percent favorable." The percent favorable is equal to the percent responding "agree" plus the percent responding "strongly agree."

The second set of analyses attempted to find out what things might be influencing survey respondents' judgments about the three global items. This second set of analyses used 1) basic Pearson correlations and 2) linear regression to find out what survey items are statistically related to the global items.
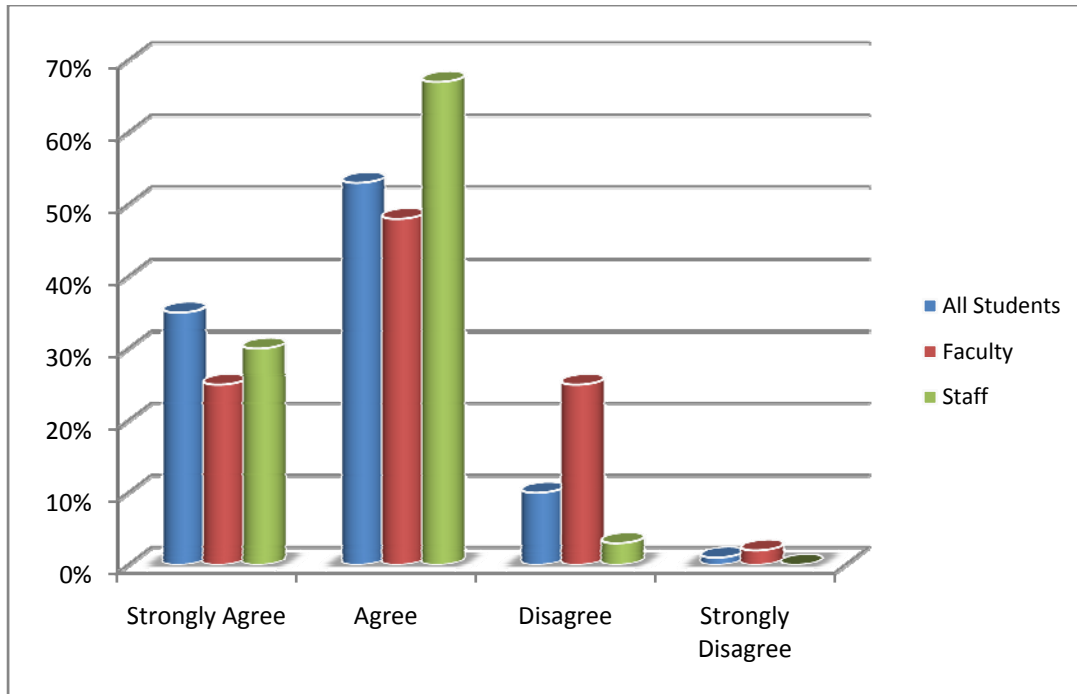
	Males	Females	Male %	Female %
2007	2238	2898	43.6%	56.4%
2006	2207	3032	42.1%	57.9%
2005	2194	2919	42.9%	57.1%

Both sets of analyses are below.

All Faculty, Staff, and Students

Eastern is a Diverse Community.

	All Students	Faculty	Staff
Strongly Agree	35%	25%	30%
Agree	53%	48%	67%
Disagree	10%	25%	3%
Strongly Disagree	1%	2%	0%

Students: N = 768
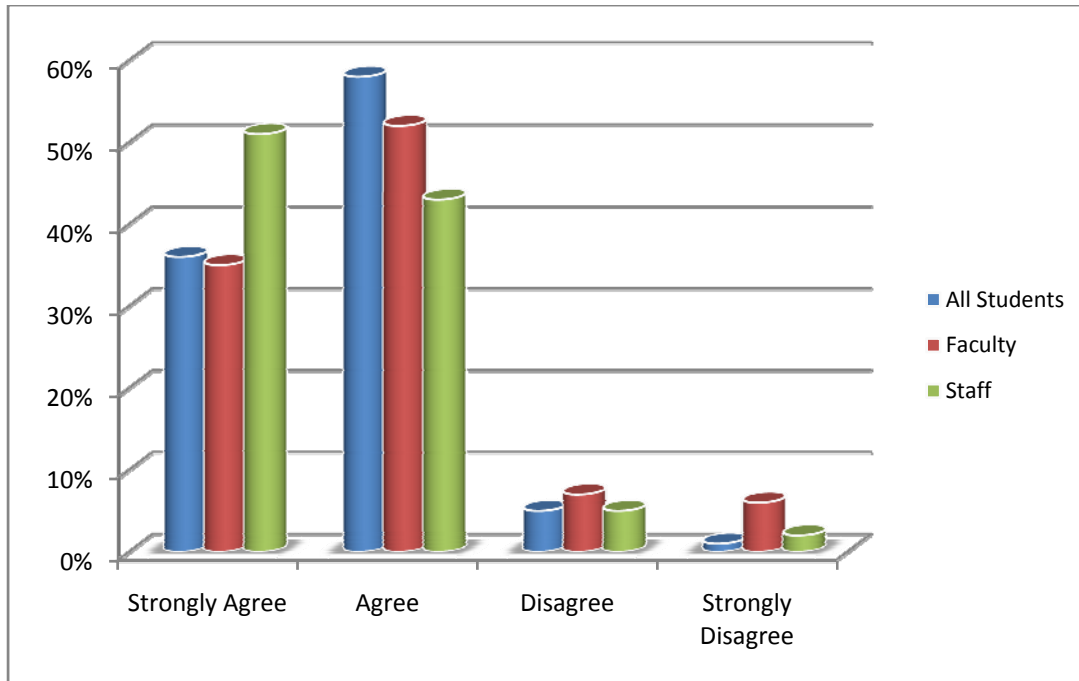Staff: N = 100
Faculty: N = 84

Staff and students rate this item more positively (97% and 88% favorable respectively) than faculty, who give it only a 73% favorable rating.

Recommendations: Programs designed to increase diversity awareness and encourage the campus to celebrate diversity should be provided for students and faculty. Recent developments such as Mix-It-Up Lunch and African American History Month Events are a good step.

All Faculty, Staff, and Students

The leadership at Eastern fosters respect for diversity on campus.

|	All Students	Faculty	Staff
Strongly Agree	36%	35%	51%
Agree	58%	52%	43%
Disagree	5%	7%	5%
Strongly Disagree	1%	6%	2%

Students: N = 727
Staff: N = 103
Faculty: N = 84

There is almost unanimous agreement with this statement, although faculty are somewhat more likely to disagree.

All Faculty, Staff, and Students

The climate in the classroom/work environment is accepting of who I am.

	All Students	Faculty	Staff
Strongly Agree	44%	42%	37%
Agree	49%	43%	54%
Disagree	5%	10%	8%
Strongly Disagree	2%	6%	1%
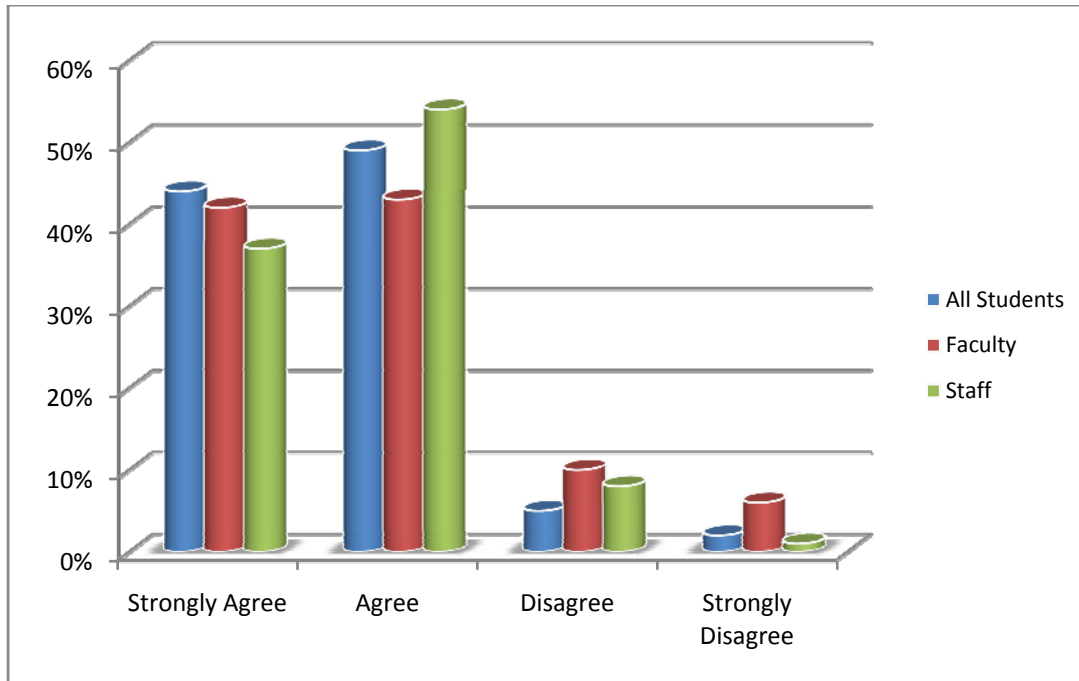
Students: N = 726
Staff: N = 102
Faculty: N = 84

All three groups seem to feel that the campus environment is accepting, although faculty are more likely to disagree with the statement.

Looking at all three survey items, students and staff tend to have a more positive view of diversity on campus than faculty.

Students of Color and White Students

Eastern is a diverse community.

	Students of Color	White	Total
Strongly Agree	27%	36%	34%
Agree	51%	55%	55%
Disagree	20%	8%	10%
Strongly Disagree	3%	1%	1%
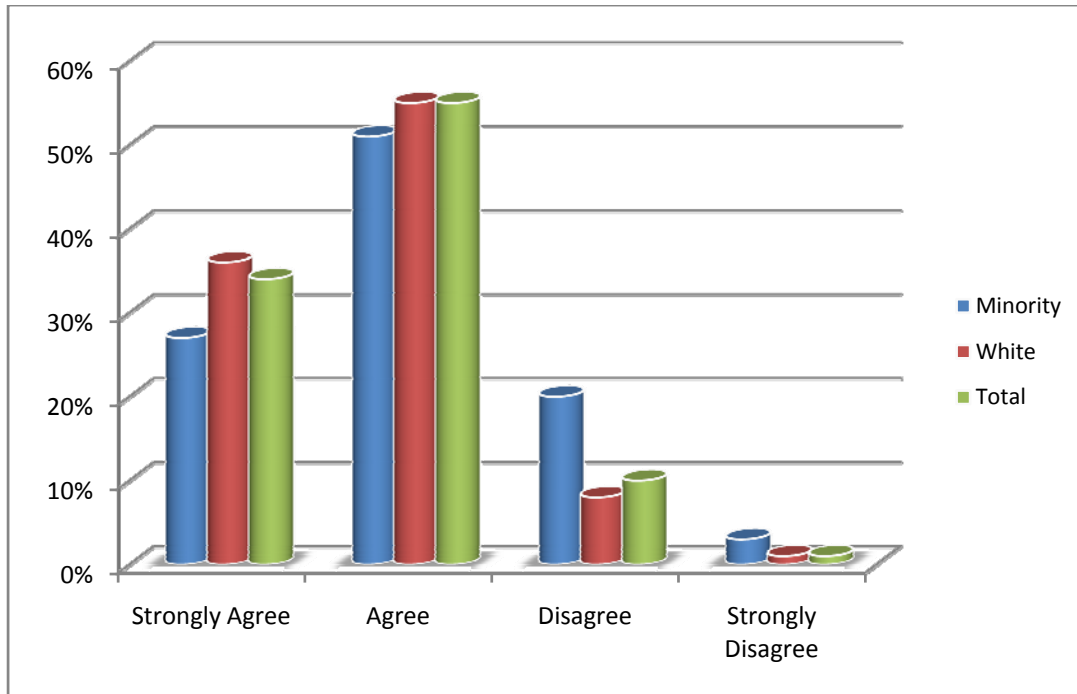
Students of Color: N = 101
White Students: N = 519
Total: N = 620

White students have a considerably more positive outlook (91% favorable) on campus diversity than students of color (78% favorable).

Students of Color and White Students

The leadership at Eastern fosters respect for diversity on campus.

	Students of Color	White	Total
Strongly Agree	25%	36%	35%
Agree	65%	59%	60%
Disagree	9%	4%	5%
Strongly Disagree	2%	1%	1%
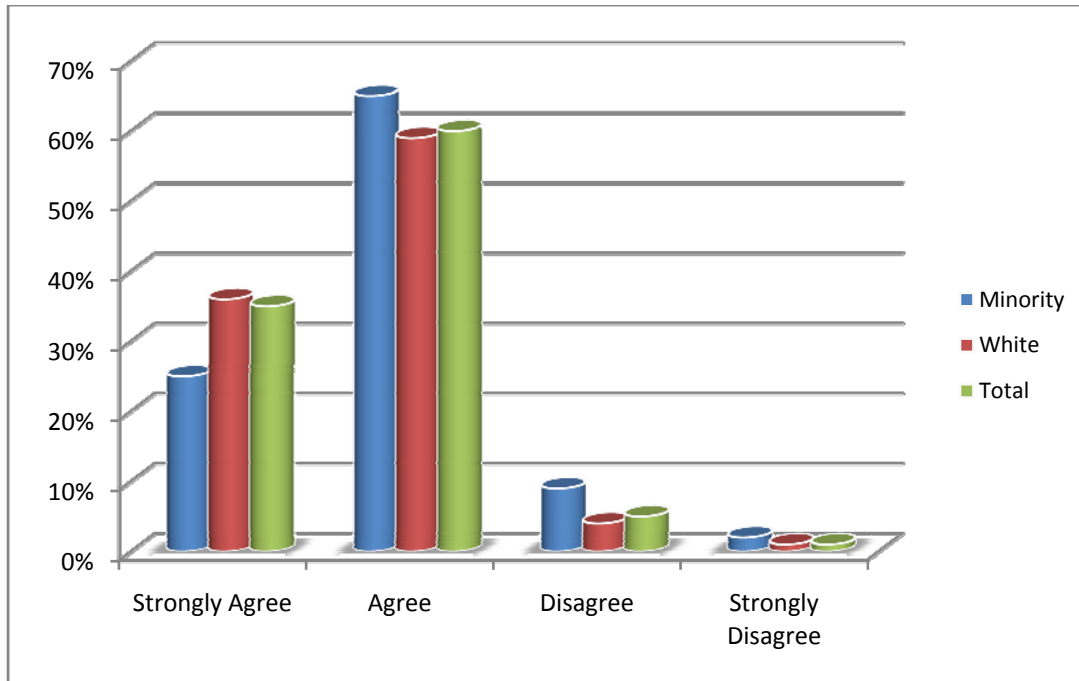
Students of Color: N = 102
White Students: N = 519
Total: N = 621

The two groups are more in agreement that the leadership fosters respect for diversity, although White students are still more positive than students of color (95% favorable vs. 90% favorable respectively).

Students of Color and White Students

The climate in the classroom/work environment is accepting of who I am.

	Students of Color	White	Total
Strongly Agree	29%	47%	44%
Agree	57%	48%	49%
Disagree	11%	4%	5%
Strongly Disagree	3%	2%	2%
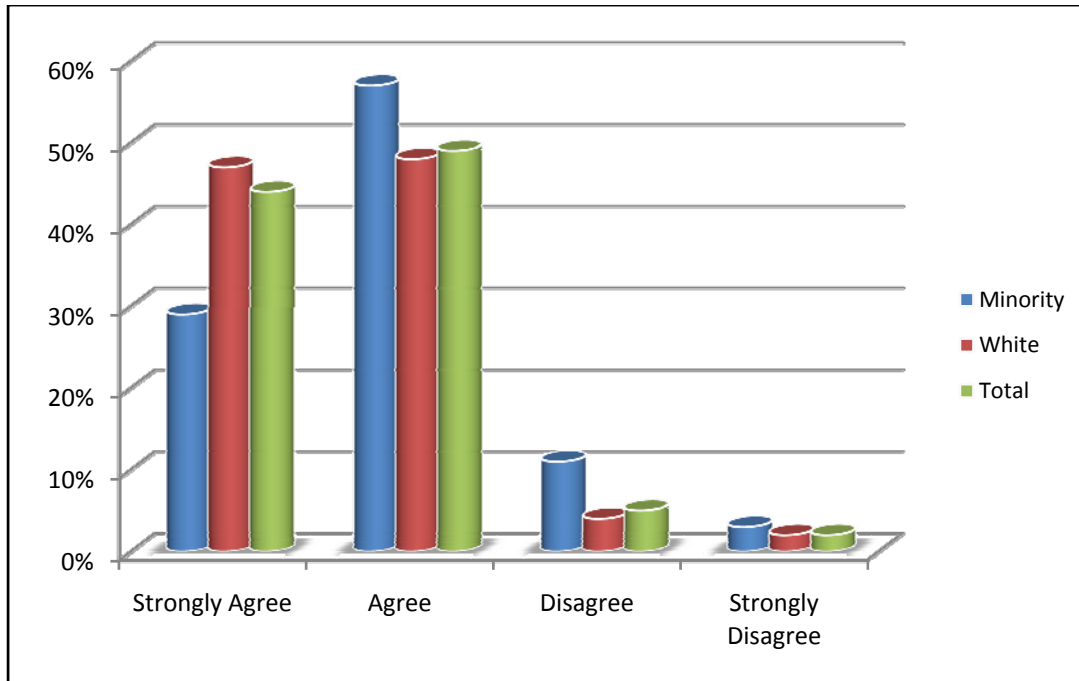
Students of Color: N = 102
White Students: N = 520
Total: N = 621

Again, both groups have a mostly favorable view of the campus climate, but there is a 9% gap between students of color and White students (86% favorable vs 95% favorable).

Overall, White students have a more favorable view of campus diversity than students of color. All three of these global items show this difference.

Recommendations: This topic should be addressed in the focus groups being planned by the Diversity, Race and Justice Advisory Committee. Hopefully, the focus groups' discussions will shed light as to what particular aspects of the classroom and work environment are less welcoming for people of color.

Gay, Lesbian, and Bisexual Students and Heterosexual Students

Eastern is a diverse community.

	GLBT	Heterosex.	Total
Strongly Agree	35%	35%	35%
Agree	49%	54%	54%
Disagree	14%	10%	10%

Strongly Disagree   2%   1%   1%
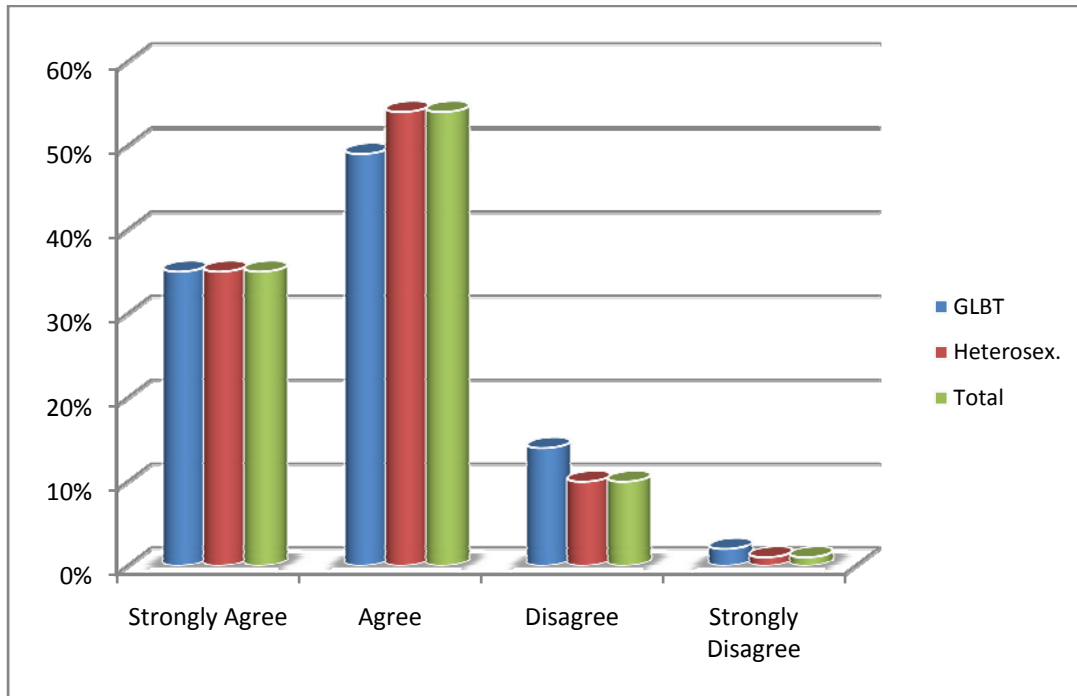
Gay/lesbian/bisexual: N = 51
Heterosexual: N = 611
Total: N = 662

Both groups have a generally positive view of campus diversity, but heterosexual students have a slightly more positive view (Gay/lesbian/bisexual 84% favorable, heterosexual 89% favorable).

Gay, Lesbian, and Bisexual Students and Heterosexual Students

The leadership at Eastern fosters respect for diversity on campus.

	GLBT	Heterosex.	Total
Strongly Agree	37%	46%	45%
Agree	49%	48%	48%
Disagree	10%	5%	5%
Strongly Disagree	4%	2%	2%
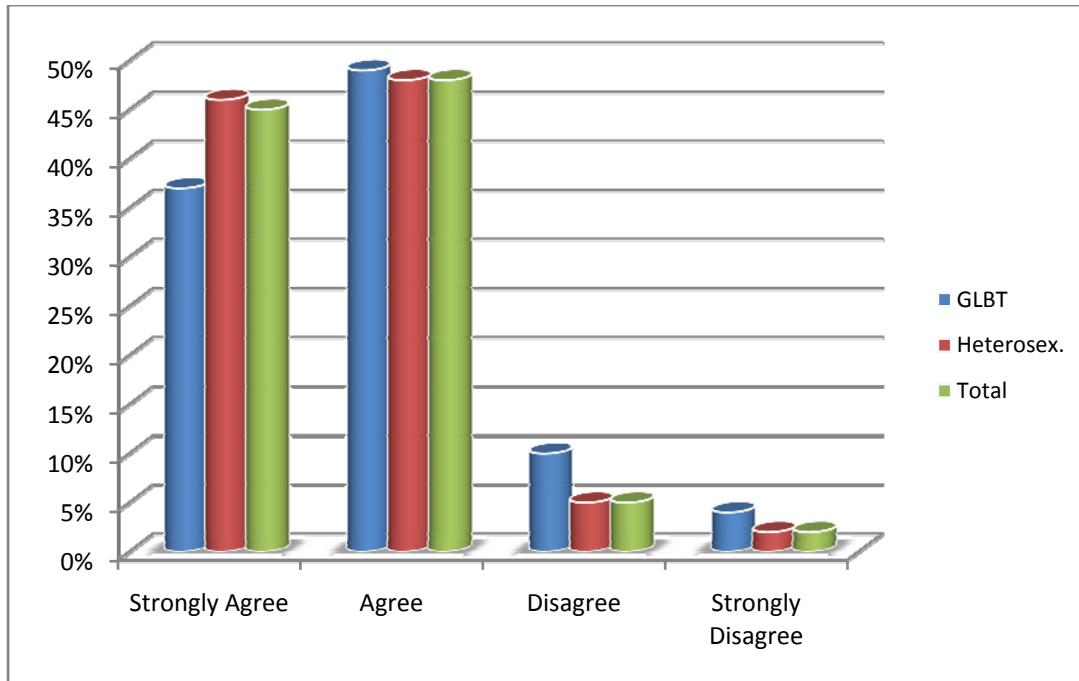
Gay/lesbian/bisexual: N = 50
Heterosexual: N = 613
Total: N = 663

On this item, there is an 8% gap between Gay/lesbian/bisexual students and heterosexual students (86% favorable vs. 94% favorable respectively), with heterosexual students rating the leadership more positively.

Gay, Lesbian, and Bisexual Students and Heterosexual Students

The climate in the classroom/work environment is accepting of who I am.

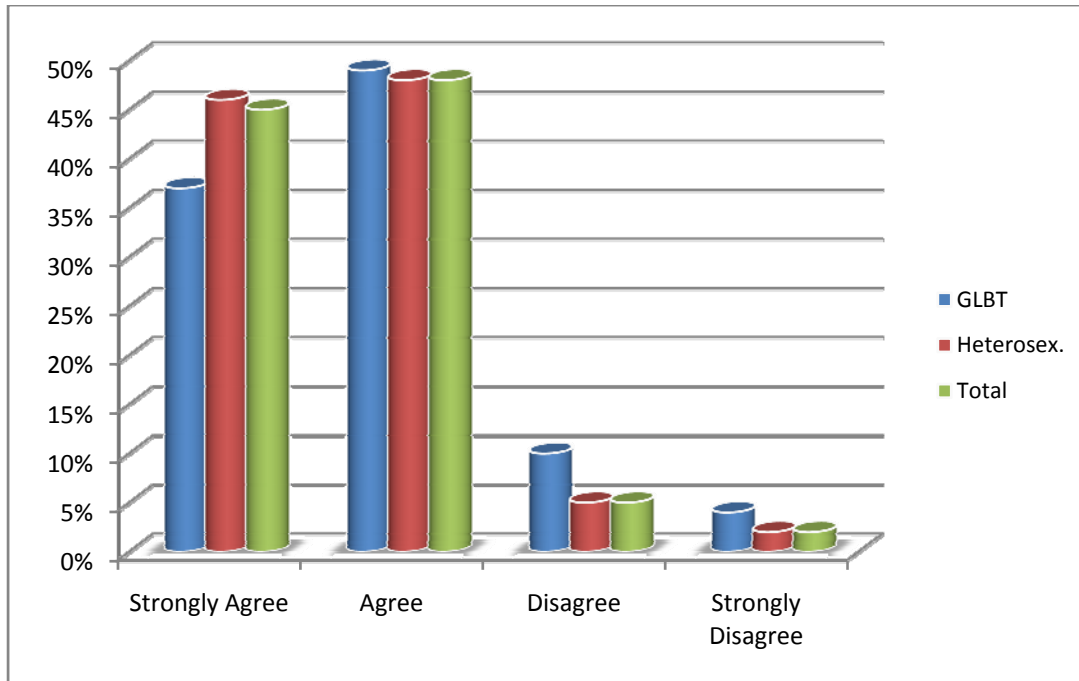|	GLBT	Heterosex.	Total
Strongly Agree	37%	46%	45%
Agree	49%	48%	48%
Disagree	10%	5%	5%
Strongly Disagree	4%	2%	2%

Gay/lesbian/bisexual: N = 51
Heterosexual: N = 612
Total: N = 663

Again there is an 8% gap between gay/lesbian/bisexual students and heterosexual students (86% favorable vs. 94% favorable respectively).

All three items show that heterosexual students have a more favorable view of campus diversity than gay/lesbian/bisexual students. This mimics the findings in the student students of color-White students comparisons which show that the majority finds the campus diversity climate more favorable than the minority.

Students: On-Campus, Off-Campus, Living With Parents

Eastern is a diverse community.

	On Campus	Off Campus	With Parents	Total
Strongly Agree	36%	33%	36%	35%
Agree	51%	62%	49%	54%
Disagree	12%	5%	14%	10%
Strongly Disagree	2%	1%	1%	2%
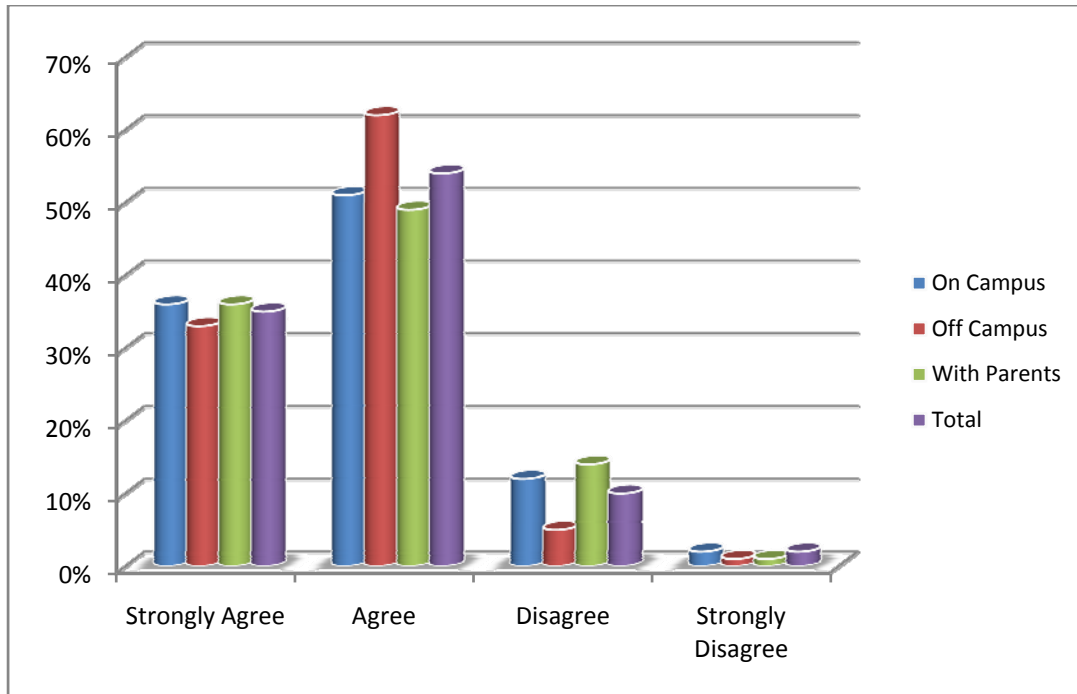
On campus: N = 350
Off campus: N = 239
With parents: N = 84
Total: N = 673

Interestingly, off-campus students (95% favorable) have a more favorable rating of this item than either on-campus students (87% favorable) or students living with their parents (85% favorable).

Students: On-Campus, Off-Campus, Living With Parents

The leadership at Eastern fosters respect for diversity.

	On Campus	Off Campus	With Parents	Total
Strongly Agree	40%	30%	32%	35%
Agree	54%	63%	66%	59%
Disagree	5%	6%	1%	5%
Strongly Disagree	1%	1%	1%	1%
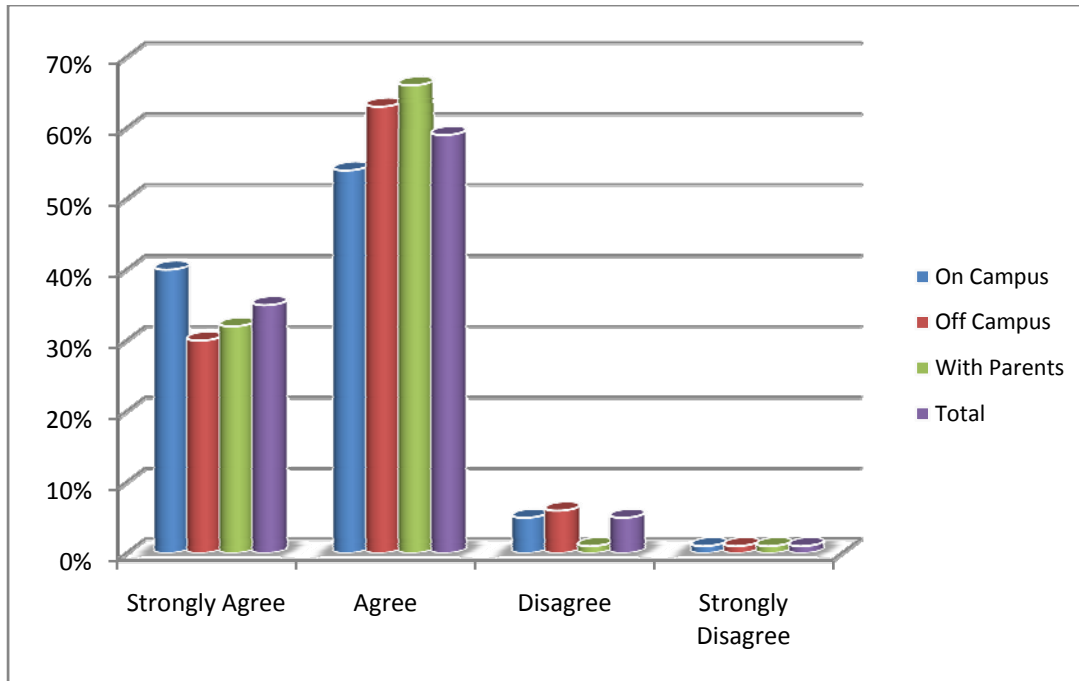
On-campus: N = 351
Off-campus: N = 239
With parents: N = 84
Total: N = 674

The three groups are fairly similar in their approval of the leadership in terms of fostering diversity. All of the % favorables are in the 90%'s.

Students: On-Campus, Off-Campus, Living With Parents

The climate in the classroom/work environment is accepting of who I am.

	On Campus	Off Campus	With Parents	Total
Strongly Agree	46%	44%	44%	45%
Agree	48%	48%	51%	48%
Disagree	4%	7%	4%	5%
Strongly Disagree	2%	1%	2%	2%
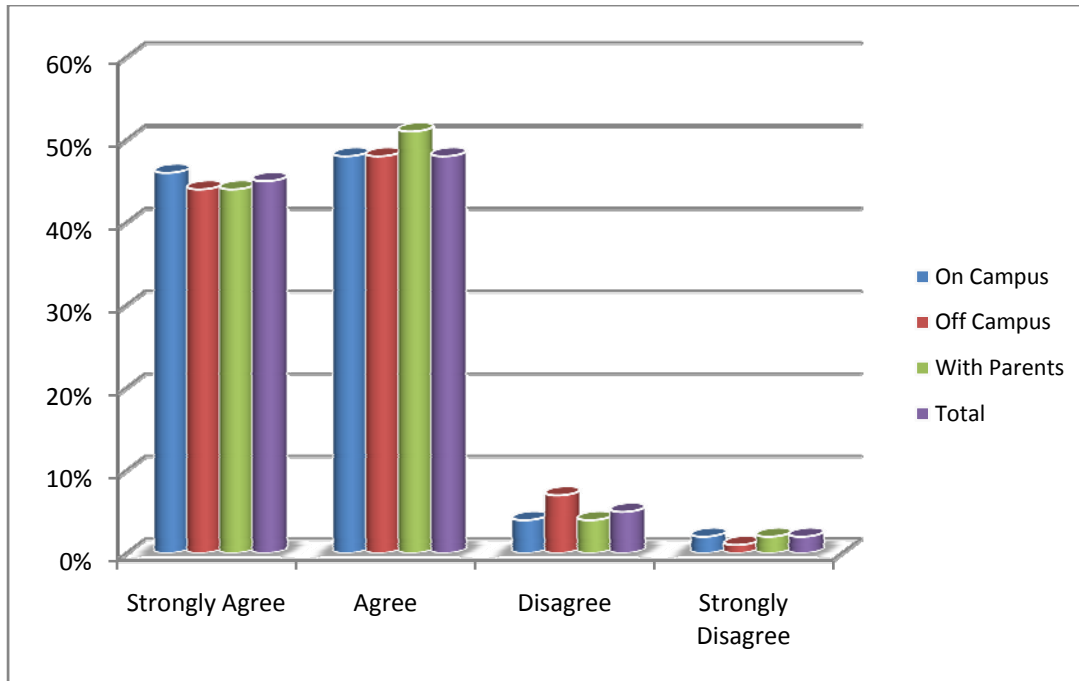
On-campus: N = 352
Off-campus: N = 237
With parents: N = 85
Total: N = 674

Again, there is very little difference among the groups' ratings on this item, and all three groups have % favorable ratings in the 90%'s.

Living accommodations does not appear to be a variable that reveals different levels of satisfaction with diversity. To the extent that this data tells anything, it suggests that off-campus students (whether living in apartments or at home) may not be missing out on campus programs, initiatives, and efforts toward embracing diversity.

Faculty: Gender Comparisons

Eastern is a diverse community.

	Female	Male	Total
Strongly Agree	24%	27%	25%
Agree	41%	54%	47%
Disagree	33%	16%	25%
Strongly Disagree	2%	3%	2%
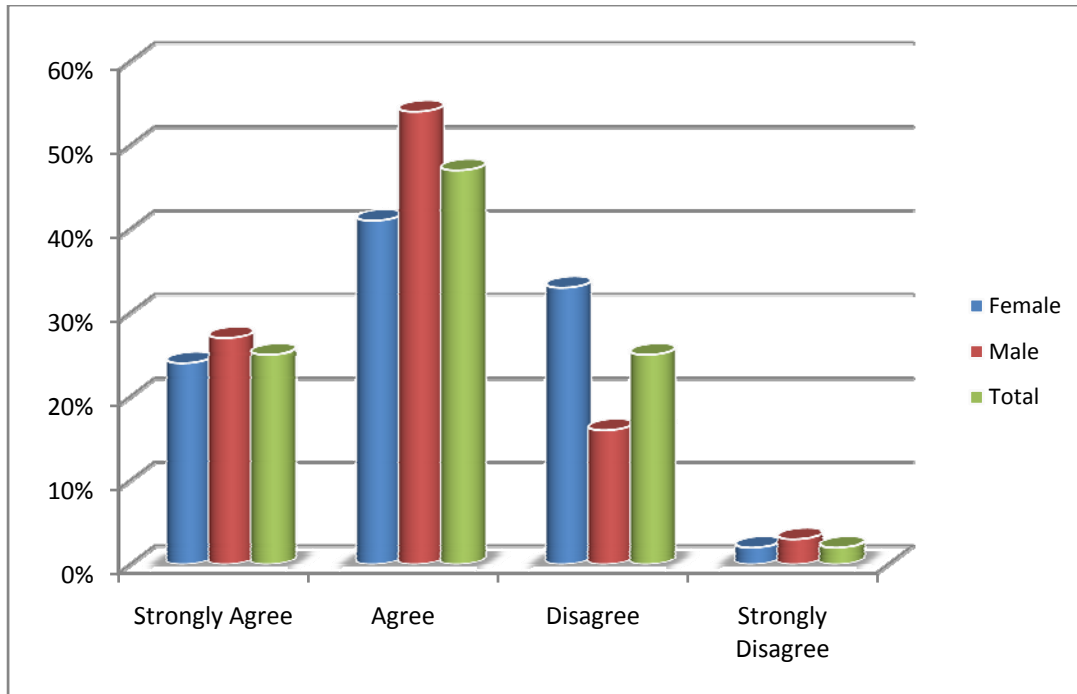
Female: N = 46
Male: N = 37
Total: N = 83

On this item it is clear that male faculty have a considerably more positive view of campus diversity than female faculty (males: 81% favorable; females: 65% favorable).

Faculty: Gender Comparisons

The leadership at Eastern fosters respect for diversity.

	Female	Male	Total
Strongly Agree	30%	41%	35%
Agree	52%	51%	52%
Disagree	11%	3%	7%
Strongly Disagree	7%	5%	6%
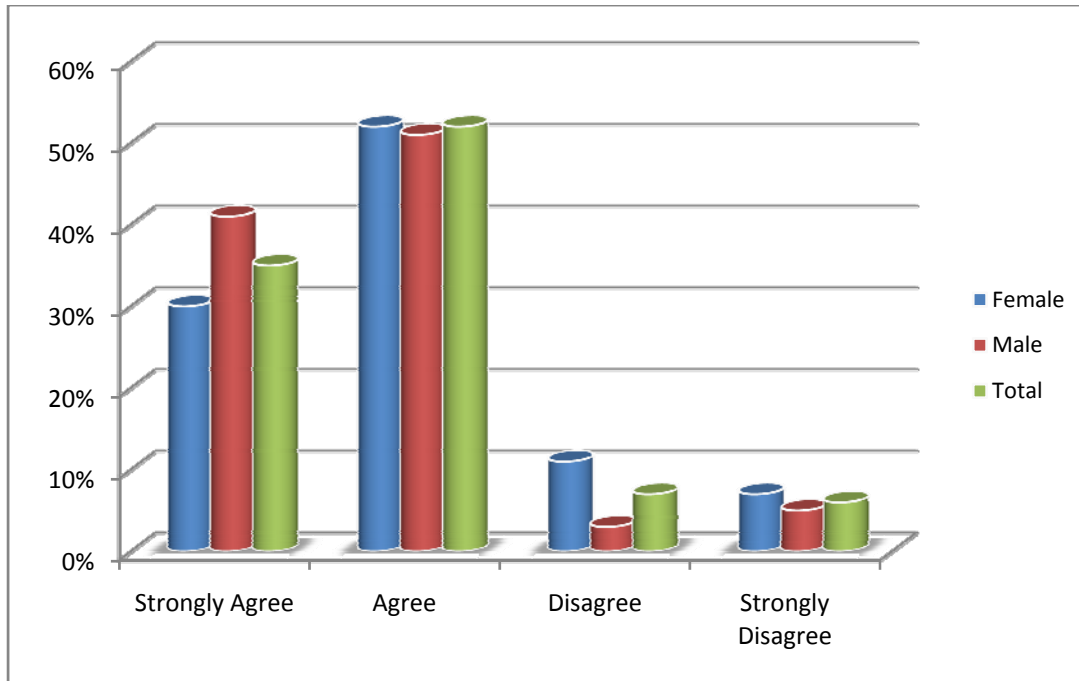
Female: N = 46
Male: N = 37
Total: N = 83

For this item, female faculty have a higher rating than for item 7 discussed above. Nevertheless, male faculty (92% favorable) have a higher rating than female faculty (82% favorable).

Faculty: Gender Comparisons

The climate in the classroom/work environment is accepting of who I am.

	Female	Male	Total
Strongly Agree	39%	46%	42%
Agree	44%	41%	42%
Disagree	13%	5%	10%
Strongly Disagree	4%	8%	6%
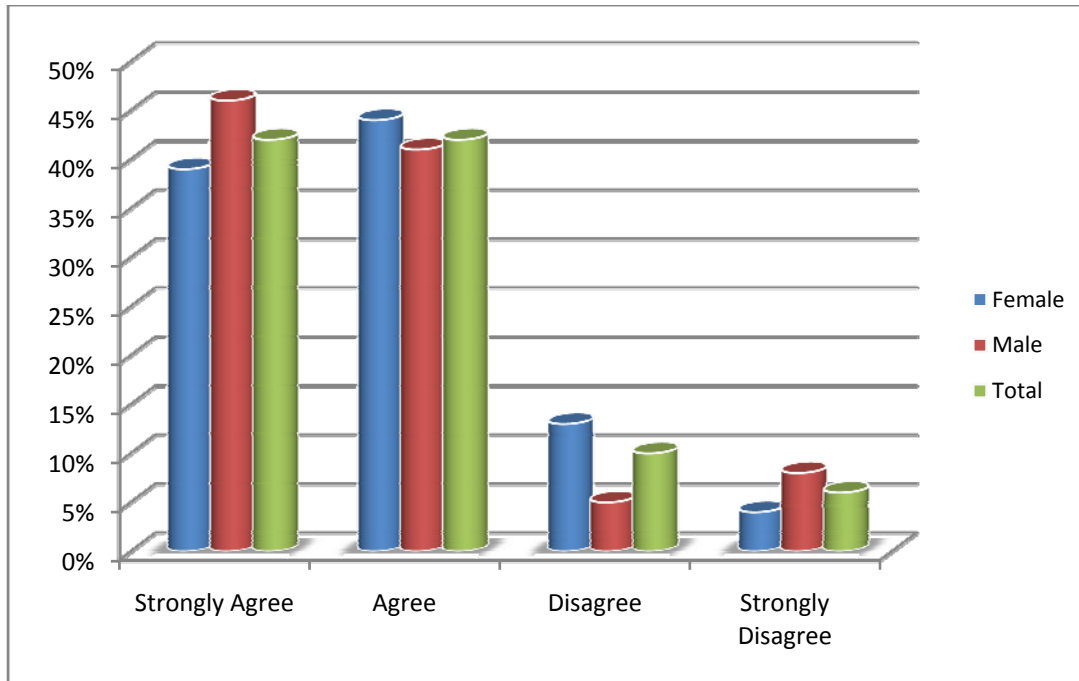
Female: N = 46
Male: N = 37
Total: N = 83

The two genders are more in agreement on this item than items 7 and 18 discussed above, but male faculty (87% favorable) still have a higher rating than female faculty (83%).

Male faculty gave higher ratings on all three of these global items, and gave much higher ratings on item 7. There is a clear tendency for male faculty to rate the diversity climate more positively than female faculty. As is the case with the students, where students of color-White students differences and GLB-heterosexual students differences are observed, the majority is more comfortable with the campus diversity climate than the minority.

Staff: Gender Comparisons

Eastern is a diverse community.

	Female	Male	Total
Strongly Agree	27%	38%	30%
Agree	69%	63%	67%

Disagree	4%	0%	3%
Strongly			
Disagree	0%	0%	0%
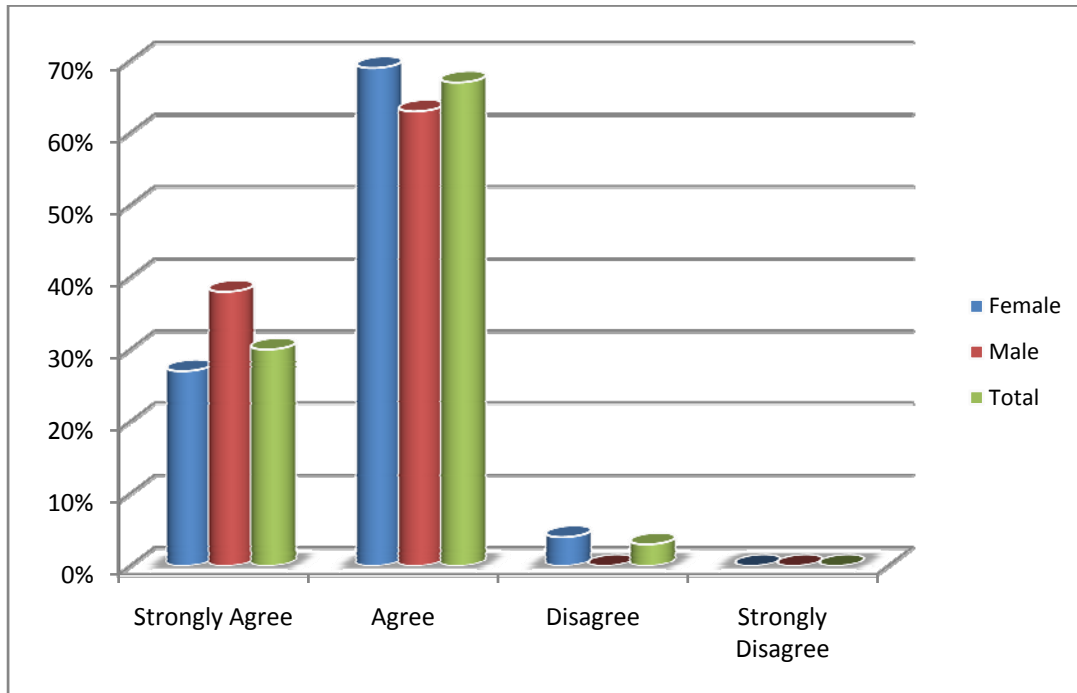
Female: N = 68
Male: N = 32
Total: N = 100

Both genders give very high ratings on this item, but male staff (100% favorable) give higher ratings than female staff (96%).

Staff: Gender Comparisons

The leadership at Eastern fosters diversity on campus.

	Female	Male	Total
Strongly Agree	46%	59%	51%
Agree	45%	38%	43%
Disagree	7%	0%	5%
Strongly Disagree	1%	3%	2%
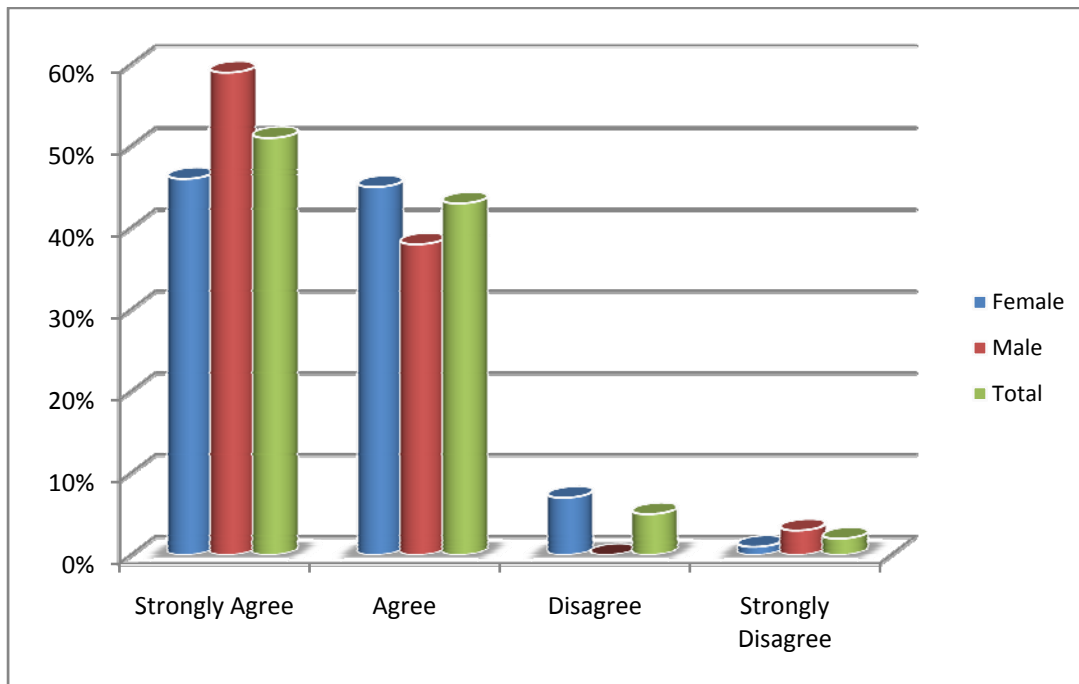
Female: N = 69
Male: N = 34
Total: N = 103

Again both genders give high ratings, and again male staff (97% favorable) give higher ratings than female staff (91% favorable).

Staff: Gender Comparisons

The climate in the classroom/work environment is accepting of who I am.

	Female	Male	Total
Strongly Agree	33%	46%	37%
Agree	58%	46%	54%
Disagree	9%	6%	8%
Strongly Disagree	0%	3%	1%
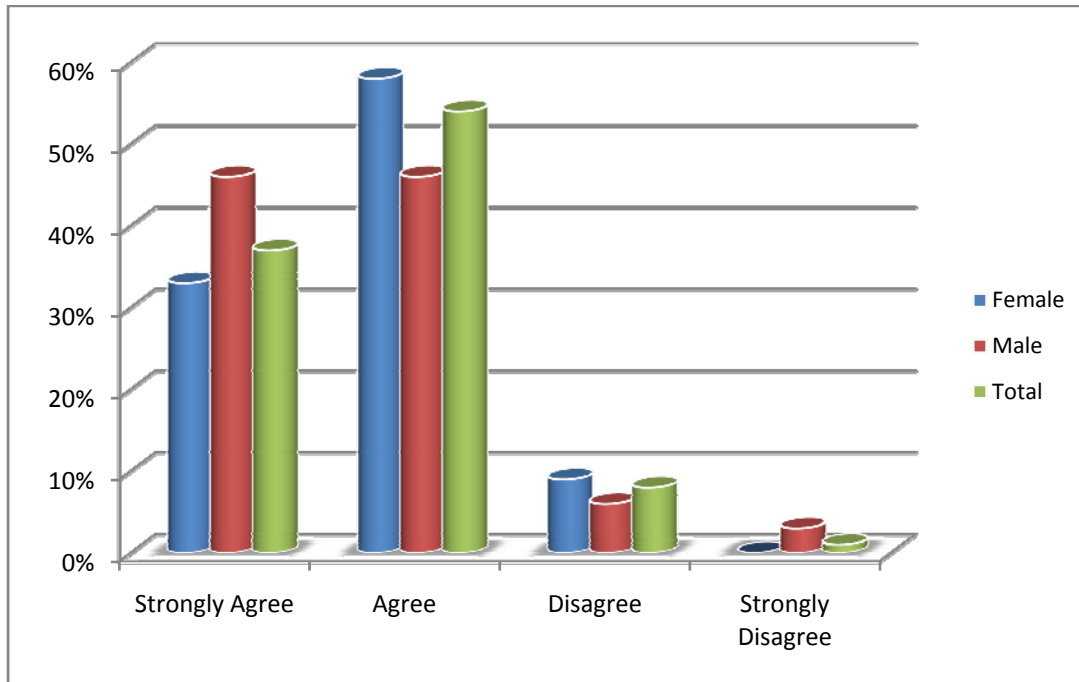
Female: N = 69
Male: N = 33
Total: N = 102

The two genders rate this item very similarly in terms of percent favorable (females: 91%; males: 92%). However, note that males were more likely than females to answer 'Strongly Agree'.

The pattern of responding for staff is much the same as for faculty. Males gave higher ratings on every item. The higher ratings by male staff continue the trend of more positive views on diversity by the majority.

Statistical Relationships Among Survey Items

The following tables describe correlations between the three global items and other items on the Campus Climate Survey. These statistical relationships were observed through two basic types of analysis: raw correlations between individual items and regression models using global items as dependent variables.

Raw Correlations

Raw correlations were computed for each global item with each quantitative item on the survey. The five highest r values for each global item are shown in tables 1, 3, 5, 7, 9, and 11.

Regression Models

Regression models were developed for each global item. In each model, the global item served as the dependent variable and the other quantitative items on the survey were used as independent variables. A stepwise procedure for entering independent variables was used in the analysis. For each regression model, the procedure was stopped after 5 independent variables had been added to the model. Tables 2, 4, 6, 8, 10, and 12 show the 5 independent variables along with their β values.

Item 7. Eastern is a diverse community.

Students

Table 1: Raw Correlations With "Eastern is a diverse community."

Item	Item text	r
2.	Eastern is a secure place for culturally diverse individuals	.51
4.	Eastern is a secure place for people of all sexual orientations	.48
5.	Eastern is a secure place for people with disabilities	.47
18.	The leadership at Eastern fosters respect for diversity on campus	.47
20. l.	People of different races and cultures are accepted socially here	.46

Table 1 shows that a number of items are correlated with item 7. It also shows that students' perceptions of a diverse campus community are related primarily to their perceptions of how secure the campus is for people of different backgrounds and lifestyles. Another global item, item 18, is correlated with item 7. Also, one of the 17 items within item 20 is correlated with item 7. Item 20 is also represented frequently in tables 2–12.

Table 2: Regression Coefficients for Dependent Variable "Eastern is a diverse community."

Item	Item text	β
2.	Eastern is a secure place for culturally diverse individuals	.22
20. n.	The curriculum at Eastern encourages students to develop an appreciation for diversity	.25
1. c.	Programs to increase respect for diverse cultures are provided	.19
6.	Eastern makes a sincere effort to make facilities, programs, classes and services accessible to people with disabilities	.18
11.	Indicate how likely you are to get to know people from different cultures and groups as individuals	.13

Note: R^2 for model = .427

In the regression model, item 2 is the first variable included. This is expected, as this item had the highest raw correlation with the dependent variable. The second variable, item 20.n. is a part of item 20 which seems to play a large role in students' global view of campus diversity. Item 6 regarding disabilities also contributes to the model, and it can also be found in Table 4 below.

Employees

Table 3: Raw Correlations with "Eastern is a diverse community."

Item	Item text	r
2.	Eastern is a secure place for culturally diverse individuals	.51
20. j.	People of different races and cultures are accepted socially here	.50
4.	Eastern is a secure place for people of all sexual orientations	.48
18.	The leadership at Eastern fosters respect for diversity on campus	.47
20. d.	The faculty here are respectful of diverse races and cultures	.46

Table 3 shows that like the student data, the employee data has a number of items statistically related to item 7. Like the students, the employees' perceptions of campus diversity are related to their perceptions about the security of the campus for people of different backgrounds and lifestyles. As for the students, item 18 is correlated with item 7; item 20 is represented twice in table 3.

Table 4: Regression Coefficients for Dependent Variable "Eastern is a diverse community."

Item	Item text	β
20. h.	People of different sexual orientations are accepted socially here	.35
1. e.	Eastern provides services addressing the needs of individuals of diverse religions	.17

Item	Item text	r
1. a.	My school has a formal office or personnel devoted to addressing the needs of diverse persons and/or diversity issues on campus	.29
36. a.	How comfortable would you be socializing with African Americans/Blacks	-.21
6.	Eastern makes a sincere effort to make facilities, programs, classes and services accessible to people with disabilities	.21

Note: R^2 for model = .492

For employees, the first variable to enter the model is item 20.j. relating to the acceptance of different sexual orientations on campus. Once again, item 20 plays a role in predicting satisfaction with Eastern's diversity. Item 6 relating to disabilities plays a role in the model, as it does for the students (Table 2).

Item 18. The leadership at Eastern fosters respect for diversity on campus.

Students

==Table 5: Raw Correlations With "The leadership at Eastern fosters respect for diversity on campus."==

Item	Item text	r
20. n.	The curriculum at Eastern encourages students to develop an appreciation for diversity	.53
2.	Eastern is a secure place for culturally diverse individuals	.50
5.	Eastern is a secure place for people with disabilities	.49
19.	The climate in the classroom/work environment is accepting of who I am	.48
7.	Eastern is a diverse community.	.47

For students, no item is as strongly related to perceptions of leadership on diversity than item 20.n. relating to curriculum. Item 19, another global variable, also is strongly related to perceptions of leadership on diversity.

==Table 6: Regression Coefficients for Dependent Variable "The leadership at Eastern fosters respect for diversity on campus."==

Item	Item text	β

Item	Item text	r
20. n.	The curriculum at Eastern encourages students to develop an appreciation for diversity	.26
19.	The climate in the classroom/work environment is accepting of who I am	.29
1. i.	Eastern provides services addressing the needs of individuals of diverse races and ethnicities	.18
6.	Eastern makes a sincere effort to make facilities, programs, classes and services accessible to people with disabilities	.15
20. p.	The important aspects of my identity (i.e. race, gender, sexual orientation...) are represented by Eastern's staff	.13

Note: R^2 for model = .517

As in the raw correlations, item 20.n. relating to curriculum plays a primary role in the regression model as does item 19 relating to the classroom/work environment at Eastern. The third variable in the model, item 1.i. relating to the needs of people of diverse races and ethnicities also appears in the regression model for employees (Table 8 below).

 Employees

Table 7: Raw Correlations With "The leadership at Eastern fosters respect for diversity on campus."

Item	Item text	r
19.	The climate in the classroom/work environment is accepting of who I am	.63
20. n.	The curriculum at Eastern encourages students to develop an appreciation for diversity	.59
3.	Eastern is a secure place for people regardless of gender	.58
20. j.	People of different races and cultures are accepted socially here	.57
20. h.	People of different sexual orientations are accepted socially here	.57

Item 19 regarding the classroom/work environment was the highest correlating item for employees. Second highest was item 20.n. regarding curriculum. Additionally, two other items from question 20 appear in the table, reminding of the importance of question 20 for employees' and students' perceptions of the campus climate.

Table 8: Regression Coefficients for Dependent Variable "The leadership at Eastern fosters respect for diversity on campus."

Item	Item text	β

20. j.	People of different races and cultures are accepted socially here	.37
26.	Have you ever felt discriminated against or harassed (even subtly) on this campus?	-.29
1. i.	Eastern provides services addressing the needs of individuals of diverse races and ethnicities	.27
33. h.	How much contact would you say that you had with persons of economic backgrounds other than your own <u>while at this university?</u>	.20
1. a.	My school has a formal office or personnel devoted to addressing the needs of diverse persons and/or diversity issues on campus	.17

Note: R^2 for model = .693

Item 20.j. regarding acceptance of different races and cultures was the first variable to enter the regression model. As in the regression model for the students, item 1.i. regarding the needs of individuals of diverse races and ethnicities plays a role in the employee regression model.

Item 19. The classroom/work environment is accepting of who I am.

<u>Students</u>

Table 9: Raw Correlations With "The classroom/work environment is accepting of who I am."

Item	Item text	r
18.	The leadership at Eastern fosters respect for diversity on campus	.63
20. a.	The faculty here are respectful of people of diverse religions	.45
20. f.	The faculty here are respectful of people of diverse cultures	.45
20. g.	The staff here are respectful of people of diverse cultures	.44
20. b.	The staff here are respectful of people of diverse religions	.44

The top correlate for students' perceptions of a welcoming classroom/work environment is another global measure, item 18 regarding the leadership at Eastern. After that, the next four correlates are from question 20. The students' data for item 19 is clearly related to their perceptions about the leadership, faculty, and staff.

Table 10: Regression Coefficients for Dependent Variable "The classroom/work environment is accepting of who I am."

Item	Item text	β

18.	The leadership at Eastern fosters respect for diversity on campus	.33
20. g.	The staff here are respectful of people of diverse cultures	.17
27. f.	How often have you felt discriminated against or harassed on this campus for the following reasons? (Persons of particular racial/ethnic backgrounds)	-.19
20. k.	People of different socioeconomic backgrounds are accepted socially here	.16
15.	Repeat a derogatory comment or joke about people with disabilities	-.11

Note: R^2 for model = .429

As with the raw correlations, the regression model leans on the leadership and staff. Also, question 20 plays a large role again. In this model as well as the employees' model (Table 12), the respondents' likelihood of repeating derogatory comments about the disabled is inversely related to their perceptions of a welcoming classroom/work environment.

Employees

Table 11: Raw Correlations With "The classroom/work environment is accepting of who I am."

Item	Item text	r
18.	The leadership at Eastern fosters respect for diversity on campus	.63
20. d.	The faculty here are respectful of people of diverse races and cultures	.55
20. h.	People of different sexual orientations are accepted socially here	.53
3.	Eastern is a secure place for people regardless of gender	.53
20. j.	People of different races and cultures are accepted socially here	.53

Like the students, the employees' perceptions of a welcoming classroom/work environment are related to their perceptions about the leadership on diversity. And like the students, employees' data for item 19 is related to their data for question 20.

Table 12: Regression Coefficients for Dependent Variable "The classroom/work environment is accepting of who I am."

Item	Item text	β
20. d.	The faculty here are respectful of people of diverse races and cultures	.47
18.	The leadership at Eastern fosters respect for diversity on campus	.28
15.	Repeat a derogatory comment or joke about people with disabilities	-.23
27. c.	How often have you felt discriminated against or harassed on this campus for the following reasons? (Because of my socioeconomic status)	-.25

25. a. Please indicate the rating that corresponds with the number of   .20
              times you have been present at a university affiliated
              event where the following would not feel welcome:
              (Gay, lesbian, or bisexual persons)

Note: R^2 for model = .566

In the employee regression model, item 20.d. regarding faculty's respect for races and cultures is the first variable to enter the model. Also important are item 18 regarding leadership on diversity and item 15 regarding the likelihood of repeating derogatory comments about the disbabled. Employees' perceptions of a welcoming environment are inversely related the likelihood of repeating a derogatory comment.

A couple of general trends can be seen in the correlation/regression analyses:

A couple of general trends can be seen in the correlation/regression analyses:

1) The survey respondents' ratings of the global items are related to their ratings of the item "People of different races and cultures are accepted socially here." This is especially true in the employees' data. Race, ethnicity, and culture may be driving peoples' perceptions of campus diversity, or vice versa. The fact that "correlation does not imply causality" is important to acknowledge in research. In this case, it could be that people have an overall opinion of diversity on campus, and that opinion drives their perceptions of diversity of race, ethnicity and culture. It cannot be concluded from the correlation whether one view drives the other. What is clear is that the two survey items' data are related to one another.

2) The survey respondents' ratings of "The curriculum at Eastern encourages students to develop an appreciation for diversity" are related to their perceptions of global items. This is especially true for the students, and especially true for ratings of "The leadership at Eastern fosters respect for diversity on campus." It may be that students' experiences with curricula that foster respect for diversity drive their ratings for the leadership with respect to diversity. Again, correlation does not imply causality; however, in this case the nature of the two questions makes one conclusion more plausible than its opposite. It seems more likely that students' experiences with curriculum would influence their judgment of leadership than that their judgments of the leadership influence their experiences with curriculum. Nevertheless, such a situation is not impossible.

3) The items within question 20 overall play a large role in terms of issues that affect respondents' perceptions of diversity in general. The respect shown by faculty, staff, and students toward people of different religions, races, cultures, etc. are clearly related to the respondents' views of the diversity climate of the University in general.

<u>Recommendations</u>: The survey item about curriculum played a large role in the analyses described above. It seems that one way to increase perceptions of diversity on campus is to develop more curriculum aimed at understanding the role of diverse perspectives on events, issues, concepts, etc.

Another item that appears repeatedly in Tables 1–12 is item 6, "Eastern makes a sincere effort to make facilities, programs, classes and services accessible to people with disabilities." Accessibility for disabled people seems to weight heavily in survey respondents' views of campus diversity, so as the University goes forward with its master plan it should be careful to address the needs of the disabled.

Item 1.a., "My school has a formal office or personnel devoted to addressing the needs of diverse persons and/or diversity issues on campus" also seems to play a role in respondents' views of campus diversity. Perhaps the campus would benefit from increased awareness of the offices we currently have that address the needs of diverse persons/issues; perhaps the development of new office(s) would be good for the campus climate as well.

As mentioned above, race/ethnicity/culture seem to be a facet of diversity that is particularly relevant to respondents' global views of diversity at Eastern. Greater awareness of the services addressing the needs of individuals of diverse races and ethnicities might improve campus diversity. If additional services can be developed and provided, that too might improve the campus climate for diversity.

Additional Results and Breakdowns for Gender and Ethnic Background

Student Data. For the majority of the data, I performed cross-tabs analyses to investigate whether answers to questions might vary based upon gender or ethnic background. For the purpose of these cross-tabs analyses (and because of the small Ns in each group), I collapsed ethnic background into two categories of White/Caucasian and Students of Color. Further analyses will need to be conducted to assess the statistical significance of these results.   Also, further analyses must be conducted to explore the relationships among age, sexual orientation, religious background, and the questions of interest. Preliminary findings are reviewed below.

#2: Indicate your awareness of and satisfaction with the following services ECSU provides.

Generally, if students were aware of the services, they were also satisfied with the services. Students were more likely to not be aware of services addressing the needs of diverse persons and/or diversity issues on campus (24%) as well as services addressing the needs of individuals of diverse religions (28%), services addressing the needs of international individuals (23%) and services addressing the needs of gay, lesbian, and bisexual individuals (25%).

<u>Recommendations</u>: The DRJ Committee should develop a brochure identifying available campus services addressing the various dimensions of campus diversity, including religious/spiritual

beliefs, ethnic diversity, international student needs, GLBT student needs, etc. These brochures could be distributed during campus orientation. Also, a website should be maintained through the Office of Diversity listing available services. This website should link to the AccessAbility Services page, the Intercultural Center, Campus Ministry, etc. Further, additional programs designed to increase diversity awareness and respect (e.g. Mix It Up Lunch) should be provided for students. Perhaps we could hold a "Diversity Fair" to which all departments conducting diversity activities could send a representative. Further, students who use diversity services could be asked to indicate their satisfaction with the services they received.

In response to the statement "programs to increase awareness of diversity are provided," students of color were more likely to be dissatisfied or unaware (29%) than White students (20%). In response to the statement "programs to increase respect for diverse cultures are provided," students of color were more likely to be dissatisfied or unaware (28%) than White students (20%).

In response to the statement "Eastern provides services addressing the needs of individuals of diverse religions," a larger proportion of women were dissatisfied or not aware (41%) than men (31%). Also, in response to the same question, students of color were more likely to be dissatisfied or unaware (43%) than White students (36%).

In response to the statement "Eastern provides services addressing the needs of gay, lesbian, and bisexual individuals, students of color were more likely to be dissatisfied or unaware (38%) than White students (30%).

In response to the statement "Eastern provides services addressing the needs of individuals of diverse races and ethnicities, women were more likely to be dissatisfied or unaware (24%) than men (18%). In response to the same statement, students of color were more likely to be dissatisfied or unaware (38%) than White students (26%).

#3: Eastern is a secure place for…individuals

Generally, students rated ECSU as a secure place for all groups. However, students were somewhat likely to disagree with the statement "Eastern is a diverse community" (10%). Students of color were more likely to disagree with this statement (18%) than White students (9%).

Recommendations: As stated above, additional programs designed to increase diversity awareness and respect should be provided for students.

In response to the statement "Eastern is a secure place for culturally diverse individuals," students of color were more likely to disagree (9%) than White students (4%).

#18: The leadership at Eastern fosters respect for diversity on campus and #19: The climate in the classroom/work environment is accepting of who I am.

Most students agreed with these statements. However, in response to the statement "the climate in the classroom/work environment is accepting of who I am," students of color were more likely to disagree or strongly disagree (10%) than White students (5%).

Recommendations: We need to follow-up on this statement. The DRJ Committee plans to run focus groups to gain in-depth feedback on key issues. The issue of the classroom/work environment accepting students' individuality and which aspects appear to be unwelcoming need to be addressed further.

#20: The faculty/staff/students are respectful of…

Most students generally agreed with these statements. The strongest disagreements were with statements such as "the students here are respectful of people of diverse races and cultures" (10%), "in my experience here, students of diverse racial and ethnic backgrounds participate equally in the classroom discussion and learning" (16%), "people of different sexual orientations are accepted socially here" (10%), "people on campus feel free to express their individual spirituality here" (12%), and "the curriculum at Eastern encourages students to develop an appreciation for diversity" (14%). Further, 10-11% of student respondents said that the important aspects of their identity were not adequately represented by ECSU's faculty, staff, and students.

Also, students of color were more likely to disagree or strongly disagree that the important aspects of their identity were represented by Eastern's faculty (17% vs. White students 8%) and students (20% vs. White students 8%).

Recommendations: It will be very important to address the finding that students of diverse racial and ethnic backgrounds are not perceived as participating equally in classroom discussions and learning. The DRJ Committee should dovetail with the Project Compass committee to provide workshops for students and faculty designed to increase student participation. Further, the perception that the curriculum does not provide an appreciation for diversity should be addressed through the new Liberal Arts Curriculum. Perhaps students should be required to take a course which encourages an appreciation for diversity. The results from the Diversity Competence Committee might provide insight into courses already offered which address diversity issues. Additionally, diversity issues could be addressed during the FYR courses.

Further, many students reported that the important aspects of their identity were not adequately represented by ECSU's faculty, staff, and students. We need to examine these responses in more detail. We should conduct focus groups to examine which important aspects of identity are not adequately represented.   The fact that students of color were more likely to disagree with this

statement suggests that racial and ethnic diversity is an important issue in terms of faculty and student representation. ECSU should continue to focus on recruiting a diverse student body as well as a diverse faculty. Perhaps we could implement a mentoring program such that students seeking a diverse faculty/staff mentor could be paired with a mentor that represents the important aspects of the student's identity.

#21: Indicate the number of times you have heard an Eastern student make an insensitive or disparaging remark about…

Students indicated hearing these remarks occasionally or frequently in alarmingly great proportions. Please see the percentages in the table provided below.

	Occasionally	Frequently	Total
Gay, lesbian or bisexual persons	34	9	43%
Persons speaking English as a second language	27	8	35%
Persons of particular socio-economic backgrounds	19	15	24%
Persons of particular religious backgrounds	21	5	26%
Persons with a disability	19	5	24%
Persons of particular racial/ethnic backgrounds	24	11	35%
Women	25	14	39%

In response to the item concerning gay, lesbian, and bisexual persons, men were more likely to hear these remarks frequently (13%) vs. women (8%). In response to the item concerning persons with a disability, the same trend was observed: men reported frequently hearing these comments more often (8%) than women (3%).

Recommendations: As recommended above, students should have the opportunity to attend "diversity workshops" similar to those offered for faculty and staff. Over the course of the next few years, a major goal of these workshops should be to reduce the number of insensitive or disparaging remarks made by and heard by students. Further, we should equip students with the skills necessary to respond to these insensitive comments. For example, research shows that the

most common responses to hearing racist comments are laughing and nothing. These responses lead to a misinterpretation on the part of the person making the comments (the speaker) that the comments are socially acceptable. During the diversity workshops, students could be taught how to respond to these insensitive comments in a way that is comfortable for them but in a way which lets the speaker know that the comment was not tolerated.

#26: Have you ever felt discriminated against or harassed (even subtly) on this campus and #27 Because of my age, disability, etc.

Most students responded never (56%) but a large proportion chose occasionally or frequently (14%).

The largest percentage of harassment reported occasionally and frequently was because of gender (11%). Women (14%) were more likely than men (2%) to report occasional or frequent harassment based upon gender. Students of color were more likely to report occasional or frequent harassment based upon race/ethnicity (18%) than White students (5%).

#28: In what form did you experience the discrimination or harassment?

Of those who reported experiencing discrimination or harassment (N = 356),the most frequent responses to the above question were "verbal comments" (64%), "glances" (58%), and "ignoring" (42%). Women (36%) were more likely than men (25%) to report harassment through verbal comments.

#30: To which group did the person who was the source of the discrimination or harassment belong?

Of those who reported experiencing discrimination or harassment (N = 356), consistent with question #20 assessing the respectfulness of faculty, staff, and students, students most often identified other ECSU students as the source of discrimination or harassment (81%).

Recommendations: As recommended above, students should have the opportunity to attend "diversity workshops" similar to those offered for faculty and staff.   Over the course of the next few years, a major goal of these workshops should be to reduce the incidences of harassment displayed by and experienced by students.

#32: How much contact did you have with people of the following backgrounds prior to coming to ECSU and #33: How much contact have you had with people of the following backgrounds while at ECSU?

I performed a 2 X 11 repeated measures ANOVA on this data and found significant effects for both group and for group X time.

The group results indicated that our students have the most contact (both prior to and at ECSU) with Caucasians/Whites and the least contact with Native Americans. Our students report moderate levels of contact with African Americans, Hispanics, and those of other economic and religious backgrounds. Our students report little contact with Asian Americans, those speaking English as a second language, gays/lesbians/bisexuals, those with disabilities, and those from other countries.

The group X time results indicated that while the level of contact remained similar across time for most groups, our students reported more contact with African Americans since coming to Eastern vs. prior to coming to Eastern.

Recommendations: Although these results are encouraging with respect to increased contact with African Americans, we should consider programs designed specifically to increase contact with underrepresented groups. Further, we may want to develop admissions initiatives to increase the representation of underrepresented groups (Asian Americans, students from other geographic locations, etc.) on campus.

Employee Data. For the majority of the data, I performed cross-tabs analyses to investigate whether answers to questions might vary based upon gender or ethnic background. For the purpose of these cross-tabs analyses (and because of the small Ns in each group), I collapsed ethnic background into two categories of White/Caucasian and People of Color. Further analyses will need to be conducted to assess the statistical significance of these results. Also, further analyses must be conducted to explore the relationships among age, sexual orientation, religious background, disability status, and the questions of interest. Preliminary findings are reviewed below.

#2: Indicate your awareness of and satisfaction with the following services ECSU provides.

Generally, employees tended to be more likely to be dissatisfied with the listed services than students (students were less likely to be aware of services, but employees were more likely to be dissatisfied with services). Employees were more dissatisfied with "Eastern provides services addressing the needs of individuals of diverse religions" (17%), "programs to increase awareness of diversity are provided" (15%), "Eastern provides services addressing the needs of individuals of diverse races and ethnicities" (15%), "programs to increase respect for diverse cultures are provided" (14%), "Eastern provides services addressing the needs of international individuals" (14%), "Eastern provides services addressing the needs of gay, lesbian, and bisexual individuals" (14%), and "formal office or personnel devoted to addressing the needs of diverse persons and diversity issues on campus" (11%).

In response to the statement "my school has a formal officer/personnel devoted to addressing the needs of diverse persons and /or diversity issues on campus," employees of color were more likely to be dissatisfied or unaware (23%) than White employees (14%). Further, in response to

the same statement, men were more likely to be dissatisfied or unaware (20%) than women (14%).

In response to the statement "programs to increase awareness of diversity are provided," employees of color were more likely to be dissatisfied or unaware (31%) than White employees (13%). In response to the same statement, women were more likely to be dissatisfied or not aware (20%) than men (15%).

In response to the statement "programs to increase respect for diverse cultures are provided," a larger proportion of employees of color were dissatisfied or not aware (28%) than White employees (14%).

In response to the statement "there are opportunities for me to relate and interact with diverse persons on campus," employees of color were more likely to be dissatisfied or unaware (18%) than White employees (7%). In response to the same statement, women were more likely to be dissatisfied or not aware (13%) than men (8%).

In response to the statement "Eastern provides services addressing the needs of individuals of diverse religions," employees of color were more likely to be dissatisfied or unaware (46%) than White employees (38%).

In response to the statement "Eastern provides services addressing the needs of gay, lesbian, and bisexual individuals," employees of color were more likely to be dissatisfied or unaware (41%) than White employees (22%).

In response to the statement "Eastern provides services addressing the needs of individuals of diverse races and ethnicities," employees of color were more likely to be dissatisfied or unaware (34%) than White employees (17%).

Recommendations: The DRJ Committee should develop a brochure identifying campus services available to aid those of diverse cultures, religions, international individuals, and GLBT employees. These brochures should be distributed to all employees and made available through the Office of Diversity. Also, a website should be maintained through the Office of Diversity listing available services. This website should link to the AccessAbility Services page, the Intercultural Center, Campus Ministry, etc. Further, additional programs designed to increase diversity awareness and respect should be provided for employees as well as students. Perhaps we could hold a "Diversity Fair" to which all departments conducting diversity activities could send a representative. Further, employees who use diversity services could be asked to indicate their satisfaction with the services they received.

Many of the analyses indicate that employees of color and women are less satisfied with available services. Follow-up interviews should be conducted, perhaps via focus groups, to identify diversity services which might be useful that are not currently available on campus.

#3: Eastern is a secure place for…individuals

Generally, employees rated ECSU as secure. However, employees were more likely to disagree or strongly disagree with the statements "Eastern is a secure place for individuals of diverse races and ethnicities" (23%), "Eastern is a secure place for people of all sexual orientations" (18%), "Eastern is a secure place for people regardless of gender" (14%), and "Eastern is a diverse community" (14%).

In response to the statement "Eastern is a secure place for culturally diverse individuals," employees of color were more likely to disagree (26%) than White employees (13%) (these rates were higher than those of the students).

In response to the statement "Eastern is a secure place for people regardless of gender," employees of color were more likely to strongly disagree or disagree (23%) than White employees (9%). In response to the same question, women were more likely to strongly disagree or disagree (18%) than men (8%).

In response to the statement "Eastern is a secure place for people of all sexual orientations," employees of color were more likely to strongly disagree or disagree (26%) than White employees (13%). In response to the same question, women were more likely to strongly disagree or disagree (23%) than men (10%).

In response to the statement "Eastern makes a sincere effort to make facilities, programs, classes and services accessible to people with disabilities," employees of color were more likely to disagree (13%) than White employees (4%).

Finally, in response to the statement "Eastern is a diverse community," employees of color were more likely to disagree or strongly disagree (23%) than White employees (10%) and women were more likely to disagree or strongly disagree (17%) than men (10%).

Recommendations: As stated above, additional programs designed to increase diversity awareness and respect should be provided for employees as well as students. Further, we need to follow-up on these statements to identify the ways in which the campus is perceived as unsafe or not secure. Based upon those findings, we can act to make the campus a more secure and welcoming place for all individuals.

#18: The leadership at Eastern fosters respect for diversity on campus and #19: The climate in the classroom/work environment is accepting of who I am.

Most employees agreed with these statements. However, 12% of employees disagreed or strongly disagreed with the statement "the leadership at Eastern fosters respect for diversity on campus" while 14% of employees disagreed or strongly disagreed that "the climate in the classroom/work environment is accepting of who I am."

In response to the statement "the leadership at Eastern fosters respect for diversity on campus," employees of color were more likely to disagree or strongly disagree (21%) than White employees (6%). (Employees of color were more likely than students of color to disagree with this statement.)

In response to the statement "the climate in the classroom/work environment is accepting of who I am," employees of color were more likely to disagree or disagree strongly (21%) than White employees (8%).

Recommendations: As stated above, we need to follow-up on this statement. The DRJ Committee plans to run focus groups to gain in-depth feedback on key issues. The issue of the classroom/work environment accepting employees' individuality and which aspects appear to be unwelcoming need to be addressed further.

#20: The faculty/staff/students are respectful of…

Most employees generally agreed with these statements. The strongest disagreements were with statements such as "in my experience, students of diverse racial and ethnic backgrounds participate equally in classroom discussion and learning" (36%), "people on campus feel free to express their individual spirituality here" (23%), "people of different sexual orientations are accepted socially here" (22%), "people of different socioeconomic backgrounds are accepted socially here" (16%), and "the curriculum at Eastern encourages students to develop an appreciation for diversity" (16%). These disagreements were similar to those expressed by students, but faculty and staff had stronger proportions of disagreements than students.

Further, employees of color were more likely to disagree or strongly disagree that "the faculty are respectful of people of diverse religions" (31%) than White employees (6%), that "the staff are respectful of people of diverse religions" (19%) vs. White employees (5%), and that the students are respectful of people of diverse religions" (31%) vs. White employees (7%).

Similarly, employees of color were more likely to disagree or strongly disagree that "the faculty are respectful of people of diverse races and cultures" (32%) than White employees (6%), that "the staff are respectful of people of diverse races and cultures" (30%) vs. White employees (4%), and that the students are respectful of people of diverse races and cultures" (39%) vs. White employees (8%).

Also, employees of color were more likely to disagree or strongly disagree that "in my experience, students of diverse racial and ethnic backgrounds participate equally in classroom discussion and learning" (56%) than White employees (26%).

Employees of color were also more likely to disagree or strongly disagree that "people of different sexual orientations are accepted socially here" (31%) than White employees (17%).

Similarly, women were also more likely to disagree or strongly disagree that "people of different sexual orientations are accepted socially here" (26%) than men (16%).

Women were also more likely to disagree or strongly disagree that "people of different socioeconomic backgrounds are accepted socially here" (18%) than men (11%).

Employees of color were more likely to disagree or strongly disagree that "people of different races and cultures are accepted socially here" (33%) than White employees (6%). Similarly, employees of color were also more likely to disagree or strongly disagree that "people on campus feel free to express their individual spirituality here" (36%) than White employees (16%).

Finally, employees of color were more likely to disagree or disagree strongly that "the curriculum at Eastern encourages students to develop an appreciation for diversity," (41%) than White employees (11%).

Recommendations: As stated above, it will be very important to address the finding that students of diverse racial and ethnic backgrounds are not perceived as participating equally in classroom discussions and learning. The DRJ Committee should dovetail with the Project Compass committee to provide workshops for faculty designed to increase student participation. Further, the perception that the curriculum does not provide an appreciation for diversity should be addressed through the new Liberal Arts Curriculum. Perhaps students should be required to take a course which encourages an appreciation for diversity. The results from the Diversity Competence Committee might provide insight into courses already offered which address diversity issues.

#21: Indicate the number of times you have heard an Eastern student make an insensitive or disparaging remark about…

Employees indicated hearing these remarks occasionally or frequently in alarmingly great proportions. Please see the percentages in the table provided below.

	Occasionally	Frequently	Total
Gay, lesbian or bisexual persons	28	5	32%
Persons speaking English as a second language	30	8	38%
Persons of particular socio-economic backgrounds	21	3	24%
Persons of particular religious	19	2	21%

backgrounds			
Persons with a disability	10	1	11%
Persons of particular racial/ethnic backgrounds	21	6	27%
Women	25	8	33%

It is extremely concerning that Eastern employees report the same patterns of results for remarks coming from faculty, staff, and administrators. In fact, the only groups we do not seem to make disparaging remarks about are those with disabilities and the only individuals who do not seem to make these remarks are public safety employees. While students reported hearing these remarks most frequently from other students, employees report hearing these remarks from faculty, staff, administrators, and students in similar proportions.

Recommendations: The state mandates diversity workshops for all its employees.   Over the course of the next few years, a major goal of the DRJ Committee should be to increase participation of faculty and staff in these workshops and to ensure that the workshops are designed to reduce the number of insensitive or disparaging remarks made by and heard by employees.

#26: Have you ever felt discriminated against or harassed (even subtly) on this campus and #27 Because of my age, disability, etc.

Most employees responded never (37%, this percentage is much lower than the 56% of students who responded never on the student survey) but a very large proportion of employees chose occasionally or frequently (30%, again this number is much higher than the 14% of students who responded occasionally or frequently on the student survey).

The largest percentage of harassment reported occasionally and frequently was because of gender (27%), followed by race/ethnicity (15%), and followed by age (14%).

Employees of color (10%) were more likely than White employees (3%) to report occasional or frequent harassment or discrimination based upon socioeconomic status. Employees of color were also more likely to report occasional or frequent harassment or discrimination based upon gender (31%) than White employees (23%). Employees of color also reported more occasional or frequent harassment or discrimination based upon race/ethnicity (31%) than White employees (8%). Similarly, employees of color reported more discrimination or harassment based upon religious beliefs (13%) than White employees (3%).

Women (34%) were more likely than men (14%) to report occasional or frequent harassment or discrimination based upon gender.

#28: In what form did you experience the discrimination or harassment?

Of those who reported experiencing discrimination or harassment (N = 220), the most frequent responses to this question were "verbal comments" (27%), "ignoring" (19%), and "glances" (10%).

#28: Where did this discrimination or harassment occur?

Of those who reported experiencing discrimination or harassment (N = 220), the most frequent responses to this question were "while working at a university job" (23%), and "in a university office" (20%).

#30: To which group did the person who was the source of the discrimination or harassment belong?

Of those who reported experiencing discrimination or harassment (N = 220), the most frequent responses to this question were "administration" (20%), and "faculty" (18%).

Recommendations: As recommended above, employees should be encouraged to attend the state-mandated diversity workshops.   Over the course of the next few years, a major goal of these workshops should be to reduce the incidences of harassment displayed by and experienced by employees. Further, similar to what was recommended for students, employees should be trained to respond to insensitive or harassing comments in a way that is comfortable for them and in a way that conveys their displeasure with the comments.

#32: How much contact did you have with people of the following backgrounds prior to coming to ECSU and #33: How much contact have you had with people of the following backgrounds while at ECSU?

I performed a 2 X 11 repeated measures ANOVA on this data and found significant effects for both group and for group X time.

Consistent with the student data, the group results indicated that our employees have the most contact (both prior to and at ECSU) with Caucasians/Whites and the least contact with Native Americans. Our employees report moderate levels of contact with African Americans, Latinos/Hispanics, those speaking English as a second language, gay, lesbian, and bisexual individuals, those with disabilities, those from other countries, and those of other economic and religious backgrounds. Our employees report little contact with Asian Americans.

The group X time results indicated that while the level of contact remained similar across time for most groups, our employees reported more contact with Latinos/Hispanics since coming to Eastern vs. prior to coming to Eastern.

Recommendations: Although these results are encouraging with respect to increased contact with Latinos/Hispanics, we should consider programs designed specifically to increase contact with underrepresented groups. Further, we may want to develop hiring initiatives to increase the representation of underrepresented groups (Asian Americans, Native Americans, etc.) on campus.

Future Data Analyses. Most of the analyses presented above are descriptive in nature. If inferential statistics are desired (for example, to test whether students of color are statistically significantly more likely than White students to disagree that the important aspects of their identity are represented in ECSU's faculty, staff, and students) we will need to hire additional research personnel or provide release time to faculty members in order to conduct those analyses. Further, we need to analyze the qualitative data contributed by students and employees. For example, a preliminary analysis of the first wave of employee data showed that many employees encountered sexist attitudes and behaviors on campus.

Future Data Collection. The Campus Climate Subcommittee of the Diversity Race and Justice Advisory Committee recommends future data collection to assess the questions which arose from the current survey as well as changes in the campus climate. First, we recommend conducting focus groups to follow-up on some important issues raised through the survey (for example, that the campus is not perceived as a welcoming climate for all individuals). We recommend that an outside agency conduct these focus groups and that they be conducted electronically in order to ensure the complete anonymity of the responses. We recommend that these focus groups be conducted during the next academic year. Second, we recommend that the Campus Climate Survey be re-administered, either every other year or on a three year cycle. We recognize that additional staff and/or faculty release time will be needed to ensure a smooth survey re-administration as well as adequate data analysis. Further, we recommend that the DRJ Committee review the survey and revise the survey prior to a re-administration. Many students commented that the survey was too long and seemed repetitive. Many employees critiqued the survey questions in their open-ended comments. Feedback from this administration of the survey should be used to modify the survey before re-administration. Interested employees or students should be invited to participate in the revision process. Key indicators of the campus climate are recommended by the Subcommittee below. These indicators should be assessed during a survey re-administration.

Key Indicators for Future Monitoring. Although we anticipate that the Campus Climate Survey will be revised in the future, there are several questions that we believe will be important to monitor in succeeding administrations of the survey. These "key indicators" are based on the findings of the current campus climate survey and are listed below.

1) many people do not feel Eastern is diverse (item 7)
2) many students report being harassed by other students (item 30)
3) many employees report they experience discrimination (items 28 & 29)
4) many people see a difference between races in terms of students' class participation (item 20.g.)
5) respondents report very little contact with Native Americans (item 33.b.)
6) students report frequent derogatory comments about GLBT individuals (item 21)

In addition to these indicators from the campus climate survey, we should also continue to monitor the diversity-related indicators from the National Survey of Student Engagement.

Other Campus Climate Indicators: National Survey of Student Engagement: 2008 Diversity-Related Items

The National Survey of Student Engagement is often referred to by its acronym, NSSE. It is an annual survey conducted by the Indiana University Center for Postsecondary Research. Each year, thousands of colleges who choose to participate in NSSE send lists of students to the Center for Postsecondary Research who in turn invites the listed students to take NSSE. The students targeted for participation are freshmen and seniors. The NSSE survey asks them about the experiences they have had in college, and asks about the quality of those experiences.

As in any research, participation in NSSE is voluntary. Students can choose not to take NSSE, not answer certain questions, or have their answers removed from the data set. There are some characteristics to bear in mind about the students who do choose to take the NSSE survey:

Females are more likely than males to take the survey
90% or more of the survey respondents are full-time
Students with higher grade-point averages are more likely to respond than students with lower grade-point averages.

Eastern has participated in NSSE for three consecutive years. In 2008, Eastern was part of a consortium of participants: the Council of Public Liberal Arts Colleges, or COPLAC. Participation in the consortium allows each institution to see the aggregate data of all of the other COPLAC schools, excluding itself. Thus, the tables below show NSSE data for Eastern, as well as for all of the COPLAC schools except Eastern.

NSSE contains numerous questions about what students do while in college and what their institutions seem to be doing for them. This section of the Campus Climate report focuses on NSSE questions related to diversity. Below are NSSE items with their data for four separate groups of students: 1) Eastern freshmen, 2) COPLAC freshmen, 3) Eastern seniors, and 4) COPLAC seniors.

Comparing Eastern to COPLAC is useful because it allows one to see whether Eastern is fulfilling certain aspects of its mission as well as, less well than, or better than other institutions who have very similar missions. Comparing freshmen to seniors is useful because it allows one to see how the views of new students compare to the views of students who are nearing completion of their programs.

The first five items are part of an overall question: "In your experience at your institution during the current school year, about how often have you done each of the following?"

In your experience at your institution during the current school year, about how often have you done each of the following?	Response Options	First-Year Students				Seniors			
		Eastern		COPLAC		Eastern		COPLAC	
		Count	%	Count	%	Count	%	Count	%
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	Never	16	5%	219	5%	19	7%	235	5%
	Sometimes	119	34%	1,503	31%	78	28%	1,536	30%
	Often	155	44%	1,909	40%	98	37%	1,822	35%
	Very often	65	18%	1,154	25%	87	28%	1,504	30%
	Total	355	100%	4,785	100%	282	100%	5,097	100%

For each group of students, slightly more than 3 out 5 report having often or very often included diverse perspectives of some sort in their class discussions or assignments. There is little difference between Eastern and COPLAC or between freshmen and seniors.

	Response Options	First-Year Students				Seniors			
		Eastern		COPLAC		Eastern		COPLAC	
		Count	%	Count	%	Count	%	Count	%
1u. Had serious conversations with students of a different race or ethnicity than your own	Never	49	14%	634	14%	40	15%	598	12%
	Sometimes	119	38%	1,578	35%	103	39%	1,833	37%
	Often	91	29%	1,224	28%	72	27%	1,291	27%
	Very often	65	20%	1,031	24%	56	19%	1,182	25%
	Total	324	100%	4,467	100%	271	100%	4,904	100%

For each group of students, 85% or more at least sometimes have serious conversations with students of a different race or ethnicity than their own. Again, there is little difference between Eastern and COPLAC or between freshmen and seniors. Nevertheless, Eastern should strive to provide opportunities for students to converse in a dignified manner with students from backgrounds substantially different than their own.

		First-Year Students				**Seniors**			
		Eastern		COPLAC		Eastern		COPLAC	
	Response Options	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
1v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never	41	*13%*	377	*9%*	34	*13%*	367	*8%*
	Sometimes	120	*37%*	1,414	*31%*	101	*38%*	1,625	*33%*
	Often	97	*31%*	1,405	*31%*	76	*28%*	1,542	*31%*
	Very often	64	*19%*	1,276	*29%*	60	*21%*	1,372	*28%*
	Total	322	*100%*	4,472	*100%*	271	*100%*	4,906	*100%*

As in the previous item, the majority of students at least sometimes have serious conversations with students who are very different from themselves in terms of personal viewpoints such as religious beliefs or political opinions. And again, there is not a great difference between Eastern and COPLAC or between freshmen and seniors. However, Eastern's campus climate could benefit from increased opportunities for students to have respectful discussions with other students who are different from themselves.

		First-Year Students				**Seniors**			
		Eastern		COPLAC		Eastern		COPLAC	
	Response Options	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
6c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	Never	179	*58%*	2,036	*46%*	142	*54%*	2,111	*44%*
	Sometimes	74	*24%*	1,246	*28%*	66	*25%*	1,363	*28%*
	Often	33	*11%*	578	*13%*	24	*9%*	625	*13%*
	Very often	19	*6%*	529	*12%*	32	*12%*	745	*15%*
	Total	305	*100%*	4,389	*100%*	264	*100%*	4,844	*100%*

Students gave a wide range of answers on this item. Across all four groups, 'never' was the most common answer, but there were also many who chose 'sometimes' or 'often,' as well as some who chose 'very often.' The only difference among the groups of students seems to be that seniors were more likely to answer 'very often' than 'often.'

		First-Year Students				**Seniors**			
		Eastern		COPLAC		Eastern		COPLAC	
	Response Options	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
6e. Tried to better understand someone else's views by imagining how an issue looks from his or her	Never	24	*8%*	192	*5%*	20	*8%*	195	*4%*
	Sometimes	111	*37%*	1,393	*31%*	90	*34%*	1,491	*30%*
	Often	117	*38%*	1,695	*39%*	91	*35%*	1,921	*40%*
	Very often	53	*17%*	1,105	*26%*	65	*23%*	1,240	*26%*

| | | Total | 305 | *100%* | 4,385 | *100%* | | 266 | *100%* | 4,847 | *100%* |
| perspective | | | | | | | | | | | |

Across the four student groups, roughly 3 out of 5 answered 'often' or 'very often' for this question. Although freshmen did not differ from seniors, COPLAC schools showed a slightly higher percentage of students indicating that they frequently tried to take another person's perspective on an issue.

The next item is part of an overall question: "Which of the following have you done or do you plan to do before you graduate from your institution?"

			First-Year Students					**Seniors**			
			Eastern		COPLAC			Eastern		COPLAC	
Which of the following have you done or do you plan to do before you graduate from your institution?	*Response Options*	*Count*	*%*	*Count*	*%*		*Count*	*%*	*Count*	*%*
7e. Foreign language coursework	Have not decided	59	*20%*	736	*18%*		15	*6%*	305	*7%*
	Do not plan to do	130	*44%*	976	*24%*		152	*58%*	1,725	*38%*
	Plan to do	58	*20%*	1,534	*36%*		20	*8%*	296	*7%*
	Done	48	*16%*	1,064	*22%*		74	*28%*	2,482	*48%*
	Total	295	*100%*	4,310	*100%*		261	*100%*	4,808	*100%*

This item shows clear differences among the four groups of students. For Eastern freshmen, 44% do not plan to take foreign language courses. For COPLAC freshmen, a total of 58% either plan to or already have taken foreign language courses. For Eastern seniors, 58% do not plan to take foreign language courses, and only 28% have taken such courses. For COPLAC schools, 48% of seniors have taken foreign language courses.

Recommendations: Foreign languages are important to the liberal arts. Eastern should take steps to increase the percent of students who receive college-level education in foreign languages.

The next item is part of an overall question: "To what extent does your institution emphasize each of the following?"

			First-Year Students					**Seniors**			
			Eastern		COPLAC			Eastern		COPLAC	
To what extent does your institution emphasize each of the following?	*Response Options*	*Count*	*%*	*Count*	*%*		*Count*	*%*	*Count*	*%*
10c. Encouraging contact among students from different economic, social, and racial or	Very little	29	*10%*	441	*11%*		36	*15%*	760	*16%*
	Some	114	*40%*	1,287	*30%*		85	*36%*	1,699	*35%*
	Quite a bit	91	*31%*	1,484	*35%*		83	*32%*	1,407	*30%*
	Very much	59	*19%*	1,024	*24%*		48	*18%*	866	*19%*
	Total	293	*100%*	4,236	*100%*		252	*100%*	4,732	*100%*

ethnic backgrounds			

On this item, for all four groups, answers were generally spread among 'some,' 'quite a bit,' and 'very much.' The only group difference of note is for freshmen. COPLAC freshmen were more likely to answer 'quite a bit' or 'very much' (59% did so) than Eastern freshmen (50%).

The next three items are part of an overall question: "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?"

		First-Year Students				Seniors			
		Eastern		COPLAC		Eastern		COPLAC	
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
11l. Understanding people of other racial and ethnic backgrounds	Very little	33	*12%*	504	*12%*	37	*16%*	696	*15%*
	Some	101	*36%*	1,283	*31%*	79	*33%*	1,559	*33%*
	Quite a bit	91	*32%*	1,422	*35%*	76	*28%*	1,396	*31%*
	Very much	61	*20%*	877	*22%*	63	*23%*	978	*22%*
	Total	286	*100%*	4,086	*100%*	255	*100%*	4,629	*100%*

As for the previous item, answers to this item were generally 'some,' 'quite a bit,' and 'very much.' There do not appear to be any large differences between groups of students for this item, although COPLAC freshmen were slightly more likely to answer 'quite a bit' or 'very much.'

		First-Year Students				Seniors			
		Eastern		COPLAC		Eastern		COPLAC	
	Response Options	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
11n. Developing a personal code of values and ethics	Very little	37	*13%*	504	*13%*	41	*17%*	702	*15%*
	Some	96	*34%*	1,263	*31%*	77	*32%*	1,350	*29%*
	Quite a bit	96	*33%*	1,373	*33%*	71	*27%*	1,405	*30%*
	Very much	55	*20%*	949	*24%*	66	*24%*	1,176	*25%*
	Total	284	*100%*	4,089	*100%*	255	*100%*	4,633	*100%*

Once again, the answers to this item were generally 'some,' 'quite a bit,' and 'very much' and large differences between groups of students are not evident. However, COPLAC freshmen and seniors were slightly more likely to answer 'quite a bit' or 'very much' than Eastern freshmen and seniors.

		First-Year Students					Seniors			
		Eastern		COPLAC			Eastern		COPLAC	
	Response Options	*Count*	*%*	*Count*	*%*		*Count*	*%*	*Count*	*%*
11p. Developing a deepened sense of spirituality	Very little	101	*34%*	1,689	*41%*		138	*56%*	2,478	*53%*
	Some	95	*34%*	1,158	*28%*		51	*20%*	1,107	*23%*
	Quite a bit	60	*20%*	703	*17%*		38	*14%*	577	*13%*
	Very much	32	*11%*	540	*14%*		28	*10%*	470	*10%*
	Total	288	*100%*	4,090	*100%*		255	*100%*	4,632	*100%*

This time, the answers run the gamut from 'very little' to 'very much.' Major differences between groups are not evident, although both groups of seniors were more likely than freshmen to report 'very little' spiritual development.

The final item is part of an additional set of questions developed by the COPLAC consortium. Only students attending COPLAC schools were asked this question.

		First-Year Students					Seniors			
		Eastern		COPLAC			Eastern		COPLAC	
COPLAC Consortium additional item	*Response Options*	*Count*	*%*	*Count*	*%*		*Count*	*%*	*Count*	*%*
12. To what extent do you agree or disagree with the following statement: Overall, your instructors show respect for the diverse talents and learning styles of students by using a variety of instructional methods.	Strongly disagree	4	*1%*	90	*2%*		5	*2%*	126	*3%*
	Disagree	30	*12%*	380	*10%*		25	*10%*	524	*11%*
	Agree	167	*66%*	2,367	*61%*		132	*56%*	2,731	*60%*
	Strongly agree	39	*15%*	750	*21%*		60	*27%*	907	*22%*
	No opinion	12	*5%*	213	*6%*		9	*5%*	166	*4%*
	Total	252	*100%*	3,800	*100%*		231	*100%*	4,454	*100%*

Answers to this important question are all above 80%. Thus at least 4 out of 5 freshmen and seniors both at Eastern and at other COPLAC institutions feel that instructors' teaching methods show respect for students' diverse talents and learning styles.

In conclusion, one diversity-related NSSE item strongly suggests Eastern take action. The item is 7.e., which shows Eastern is behind its COPLAC counterparts in terms of educating its students in foreign languages. For Eastern to increase its commitment to liberal arts education, it should strive to improve in this area.

Top Findings

1) Faculty dissatisfaction with the level of overall diversity at Eastern

   Findings: The faculty is more likely than staff and students to disagree that Eastern is a diverse community. The faculty is more likely than staff and students to disagree that the leadership at Eastern fosters respect for diversity on campus. The faculty is more likely than staff and students to disagree that the climate in the classroom/work environment is accepting.

   Recommendations: Conduct focus groups with faculty members to explore these issues more deeply. Determine the ways the campus environment could be improved to make it a more diverse and more welcoming community. Workshops and programs designed to increase diversity awareness and respect should be provided/enhanced.

2) White-minority differences on numerous survey items

   Findings: Students of color are more likely than White students to disagree that Eastern is a diverse community. Students of color are more likely than White students to disagree that the leadership at Eastern fosters respect for diversity on campus. Students of color are more likely than White students to disagree that the climate in the classroom/work environment is accepting. Further, additional analyses revealed other differences between students of color and White students. For example, students of color were more likely to be dissatisfied with or unaware of diversity services on campus, students of color were more likely to disagree that Eastern is a secure place for culturally diverse individuals, and students of color were more likely to disagree that the important aspects of their identity were represented by Eastern's faculty and students.

   Recommendations: Conduct focus groups with students to examine which aspects of identity are not adequately represented by faculty and students. The fact that students of color were more likely to disagree with this statement suggests that racial and ethnic diversity is important in terms of student and faculty representation. Eastern should continue to focus on recruiting a diverse student body as well as a diverse faculty. Further, we could implement a mentoring program such that students seeking a diverse faculty/staff mentor could be paired with a mentor representing an important aspect of the student's identity. We should also work to identify which aspects of the campus community are unwelcoming to students and take steps to ensure that the campus environment is perceived as welcoming to all.

3) Security/accessibility for disabled persons

   Findings: Responses to the statement "Eastern makes a sincere effort to make facilities, programs, classes, and services accessible to people with disabilities" correlated strongly with students' and employees' global views of campus diversity.

   Recommendation: Although the campus is generally perceived as accessible, we should work to ensure that future campus initiatives include accessibility as a primary consideration. The Master Plan should also address the needs of the disabled.

4) The prominent role race/ethnicity plays is views of diversity

Findings: Students and employees of color were more likely to be dissatisfied with or unaware of diversity services available on campus, especially services related to ethnic and cultural diversity. Students and employees of color were more likely to disagree that Eastern is a diverse community. Students and employees of color were more likely to agree that the climate in the classroom/work environment is accepting of who I am.

Employees of color were more likely than White employees to disagree that Eastern is a secure place for culturally diverse individuals. Employees of color were more likely to disagree that the leadership at Eastern fosters respect for diversity on campus. Employees of color were more likely to disagree that the faculty, staff, and students are respectful of people of diverse races and cultures. Employees of color were also more likely to disagree that students of diverse racial and ethnic backgrounds participate equally in classroom discussion and learning. Employees of color were more likely to disagree that people of different cultures are socially accepted here. Employees of color were more likely to disagree that the curriculum at Eastern encourages students to develop an appreciation for diversity. Employees of color also reported more occasional or frequent harassment or discrimination based up on race/ethnicity.

Recommendations: We need to compile a list of all services available on campus and publicize that list through a variety of means (Diversity Fair, website, pamphlet, workshops, etc.). Programs/workshops designed to increase diversity awareness and respect should be provided for both students and employees. Focus groups should be conducted to explore which aspects of the campus community appear unsafe or unwelcoming.

5) Curriculum – the CCS item plus the NSSE foreign language item

Findings: There is a perception by both employees and students that students of diverse racial and ethnic backgrounds do not participate equally in classroom discussions and learning. There is also a perception by employees and students that the curriculum at Eastern does not provide an appreciation for diversity. Further, the NSSE data shows that we lag behind other COPLAC institutions in terms of foreign language courses taken by our students.

Recommendations: The perception that students do not all participate equally in classroom discussions and learning should be addressed. The DRJ Committee should dovetail with the Project Compass Committee to provide workshops for faculty and students designed to increase student participation. The perception that the curriculum does not provide an appreciation for diversity should be monitored and addressed. As students transition to the new Liberal Arts Curriculum, if the new curriculum is not perceived as addressing diversity issues, the Liberal Arts Committee might consider adding a new "diversity" component to the core curriculum. Curriculum aimed at understanding the role of diverse perspectives on events, issues, concepts, etc. could be developed/required/ highlighted. Foreign languages are an important part of a liberal arts education and a way to explore diverse perspectives. Eastern should take steps to increase the percentage of students who take college-level foreign language courses or add an additional foreign language requirement to the Liberal Arts Core.

6) Addressing the needs of diverse individuals through University offices/programs

   Findings: The Campus Climate Survey has revealed that students tend to be unaware of diversity services offered on campus. Employees are more likely to be aware of diversity services, but are also more likely to be dissatisfied with those services.

   Recommendations: We need to compile a list of all services available on campus and publicize that list through a variety of means (Diversity Fair, website, pamphlet, workshops, etc.). Further, those who use diversity services should be asked to indicate their degree of satisfaction with those services. Additional programs should be offered, perhaps through the DRJ Institute, which provide information about diversity services, campus offices, etc. Follow-up focus groups should be conducted on this issue to identify services that our campus community members need which are not currently offered.

7) The gender gap

   Findings: For both employee and student data, men have more favorable perceptions of the campus than women. In the employee data, the largest percentage of harassment reported was harassment based on gender. Women are more likely to report discrimination based on gender than men. Further, women are less likely to agree that Eastern is a secure place for people regardless of gender.

Recommendations: Diversity workshops and programs should be offered to specifically address gender issues, especially for employees. Those who experience gender-based discrimination should be trained to respond to the discrimination in ways that are comfortable for employees but in ways that convey their non-acceptance of the harassment.