



University of
New Haven

IDEA COUNCIL

2023

CAMPUS CLIMATE SURVEY FOR
DIVERSITY AND INCLUSION



FULL REPORT OF THEMES, RECOMMENDATIONS, AND
FINDINGS FOR THE UNIVERSITY OF NEW HAVEN'S
CAMPUS COMMUNITY

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About the IDEA COUNCIL

The IDEA Council is committed to bringing together students, faculty, staff, administrators, and alumni of all identities. These identities—including, among others, gender, race, ethnicity, culture, sexual orientation, religion, varying physical ability and mental abilities, marital status, national origin, socioeconomic status, creed, class, age, profession, veteran status, and regional identity—carry socially constructed meaning and value.

The mission of the Inclusion, Diversity, Equity, and Access (IDEA) Council is to serve as an advisory group to the president and campus community, providing strategic advice and recommendations based on observations, reports, and monitoring concerning diversity on the University of New Haven campus.

All reports are online. For more information about the IDEA Council, visit the DEIAB page (tab on left panel) on MyCharger at <https://mycharger.newhaven.edu/web/mycharger/deib>.

About the Campus Climate Survey

The University of New Haven has conducted climate surveys focused on diversity and inclusion since at least 2011 as part of its ongoing commitment to get feedback from key stakeholders about areas to improve, as well as the positive experiences they would like to see continue. In 2017, under the advisement of an external consulting company, the employees of the University of New Haven were invited to participate in a survey. As a step to improve data collection, student and employee data collection was streamlined to collect more similar items at the same time from the entire campus. Since the 2019 implementation, every two years the campus has been invited to provide feedback through this survey. This invitation is extended to every student, staff, faculty, and administrator. Additional efforts have been made to incorporate more commuter and study abroad students, as well as a greater variety of employees, especially those who may not be easily reachable through email. The questions have remained mostly unaltered throughout each implementation, except for a few edits and additions.

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Part 1: Executive Summary

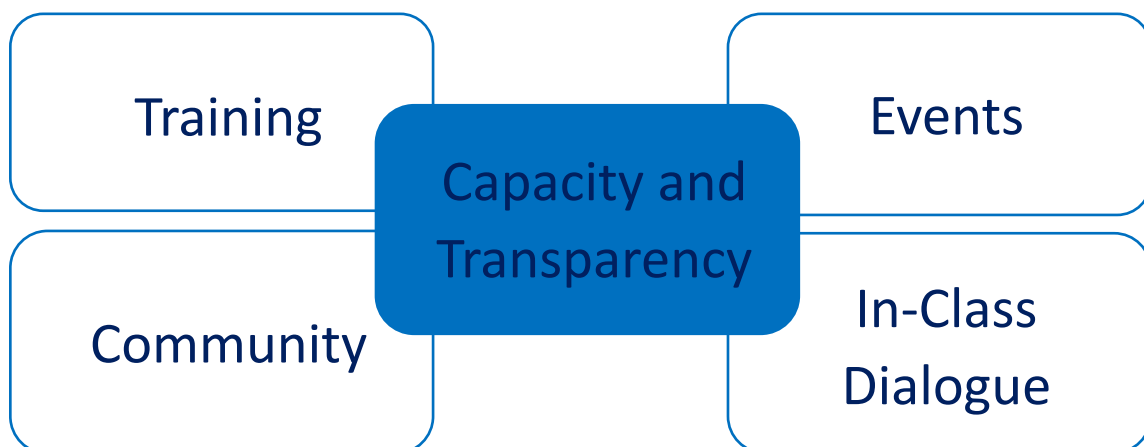
On Monday, February 6, 2023, the campus community of the University of New Haven was sent an invitation link by email to participate in the Campus Climate Survey for Diversity and Inclusion. After three weeks of data collection, the survey was closed on Saturday, February 25, 2023. Nearly 2000 participants—made up of over 1400 students and over 500 employees—took time to share their perceptions about the University, their own personal experiences, and their thoughtful recommendations for what additional steps could be taken to further advance the campus climate of diversity and inclusion for everyone at the University of New Haven.

Survey Invitations, Participation, and Completions

For the student survey, 8222 students were invited, 1473 started the survey, and 1421 completed the survey to the end—for a response rate (completed/invited) of 17.3% and a completion rate (completed/started) of 96.5%. For the employee survey, 1528 employees were invited, 570 started the survey, and 564 completed the survey to the end—for a response rate (completed/invited) of 36.9% and a completion rate (completed/started) of 98.9%. The completion numbers indicate a commitment from the University members to share feedback on this priority area of work.

Overview of Five Key Themes

The findings in this report have been summarized into five key themes: capacity & transparency, training, events, community, and in-class dialogue. Each of these themes is derived from the data provided by participants of the survey. The themes were selected to represent areas of focus that can be achieved by individuals and offices, together and separately (See action items and areas of mention). While discussed separately, there is a connected nature among each theme with the others and the success of each is also intertwined with the others.



Theme 1: Capacity and Transparency

The first theme is “Capacity and Transparency”, and it is from language carried over from the 2021 Campus Climate Survey Recommendations. Over the past several years, the responses to the survey have indicated a desire for growth and sustainability in DEI leadership, as well as an increase in participation among the entire university community in DEIAB initiatives. Recent achievements in this area include the creation of several new student and employee leadership positions and organizations to support the capacity of the DEIAB efforts on campus. There is also a quarterly DEI newsletter sent through campus email to celebrate, acknowledge, and commemorate important events and news, as well as an annual DEIAB Report highlighting achievements with a variety of campus initiatives. Considering the continued desire for progress, the recommendation for next steps is to further develop DEI capacity and transparency among the university community.

Theme 2: Training

One of the most repeated words throughout survey comments is “Training” and it is the second theme of this report. Across campus many different types of training take place, but this recommendation is not just about having more training; many offices and organizations offer trainings specific to DEI issues, and students and employees in various leadership positions are more likely to have been provided specialized training to help deal with difficult discussions, conflicts, and bias incidents. Instead of being about quantity, the recommendation for next steps is to standardize expectations and increase accessibility of training opportunities. Since different jobs have different schedules and duties, the accessibility of the training is essential to helping a wide range of key stakeholders get similar chances to build their skillsets—both synchronously and asynchronously.

Theme 3: Events

Beyond events that are DEI focused, the campus climate survey responses have emphasized the importance of events around our campus. Throughout the course of a semester hundreds of events take place and they are promoted through different approaches. Over the past few years, it has been much easier to find out about events through university emails, website, and MyCharger, but there is still a large need for more information ahead, as well as after, the events have occurred. As a next step, it is recommended that we more clearly promote event details and outreach through static and dynamic communications.

Theme 4: Community

Due to COVID-19, we have all experienced unprecedented loss and isolation. This continues to impact the flow of campus through limited event attendance, pro-social engagements, and

overall morale. While the transition back to “normal” has been difficult for students, it has also been difficult for the employees. Shifts in environments lead to shifts in opportunities, moods, and relationships. As we cannot always know what is happening within another person, a proactive approach is necessary to strengthen our bonds. Therefore, it is recommended that we celebrate community values and initiatives aimed at building bridges and retaining talents.

Theme 5: In-Class Dialogue

One of the unique spaces of a college campus is the classroom. In this place, laughing and listening along with talking and sharing are what make learning possible. The dynamics of the students and teachers vary from classroom to classroom, but they also vary within the discussions that are planned or unplanned in the class. Progress in this area has led to the development of a freshman/transfer student course related to DEI, a compendium of resources on critical conversations, guest speakers, and more. The survey responses requesting more of these things varied widely. Overall, they indicated the importance of maximizing the dialogues in classroom to be productive and respectful, while also challenging and educating in the space. In support of this, it is recommended that we develop in-class dialogues to activate critical thinking around DEIAB topics.

Part 2: Summary of Survey Responses

Close-Ended Responses

For each close-ended question, its responses were reviewed, and summary aggregate (group) statistics were produced for this report. Unless stated otherwise, below are summary statistics for the percentage (%) of participants that selected “Strongly Agree” or “Moderately Agree” for each item. The parentheses represent the students and then the employees’ percentages (i.e., Student %; Employees %). Several of the highest and lowest items (based on ranking by percentage of agreement) are discussed to provide preliminary insight to the survey responses. Throughout this section, all tables are referenced located in Appendix B at the end of this report.

Perceptions of Diversity

Participants were asked direct statements about “The University...” and the responses range from strongly agree to strongly disagree. The top two items with the highest percentages for students and employees that indicated “Strongly Agree” or “Moderately Agree” were 1) “Encourages appreciation for a multicultural environment on campus” (86.35%; 90.00%), and 2) “Promotes the celebration of cultural differences” (83.33%; 88.46%). For the next highest items, “Encourages students to share their ideas openly” (81.52%) was third for students, and “Accurately reflects the diversity of its student body in university marketing and communication” (76.17%) was third for employees. Of all the items, the items with the lowest percentage of agreement were “Accurately

reflects the diversity of its student body in university marketing and communication” (73.35%) for students and “Promotes the celebration of differences in sexual orientation” (74.60%) for employees. The full breakdown of the percentages for these general perception items are in Table 3.

Sufficient Steps to Recruit and Retain Students

Participants were asked how much they agree with five different items starting with “the University is taking sufficient steps to...” The results listed below are the combined percentage of “Strongly Agree” and “Moderately Agree”. The top item with the highest percentage for both student and employee respondents were “diverse nationalities” (78.16%; 79.88%). For student respondents, the item with the second highest percentage was “Diverse sexual orientations” (72.54%); whereas for employee respondents, “Underrepresented racial and ethnic backgrounds in their field of study or work” (58.72%). For both students and employees, the item with the lowest percentage of agreement was “Underrepresented biological sex groups in their field of study or work” (58.00%; 44.54%). The full breakdown of the percentages for these recruitment and retainment are Table 4.

Sufficient Steps to Recruit and Retain Staff

Participants were asked how much they agree with five different items starting with “the University is taking sufficient steps to...” The results listed below are the combined percentage of “Strongly Agree” and “Moderately Agree”. The top two items with the highest percentages for both student and employee respondents were “Diverse nationalities” (71.40%; 55.02%) and “Underrepresented racial and ethnic backgrounds in their field of study or work” (57.10%; 48.41%). For both student and employee responses, the item with the lowest percentage was “Underrepresented biological sex groups in their field of study or work” (51.76%; 35.36%). The full breakdown of the percentages for these recruitment and retention items are in Table 4.

Sufficient Steps to Recruit and Retain Faculty

Participants were asked how much they agree with five different items starting with “the University is taking sufficient steps to...” The results listed below are the combined percentage of “Strongly Agree” and “Moderately Agree”. The top two items with the highest percentages for both student and employee respondents were “Diverse nationalities” (70.98%; 62.87%) and “Underrepresented racial and ethnic backgrounds in their field of study or work” (58.05%; 51.28%). For both student and employee responses, the item with the lowest percentage was “Underrepresented biological sex groups in their field of study or work” (51.01%; 38.68%). The full breakdown of the percentages for these retention and retainment items are in Table 4.

Respect on Campus

Participants were asked, “How respectful is the treatment on campus for people with the following backgrounds and experiences?” The results listed below are the combined percentage of “Very Respectful” and “Moderately Respectful”. Both students and employees had the same top three responses. The top three responses between students and employees include “People who are born in the U.S.:" (95.39%; 95.79%), “Native English Speakers” (94.36%; 94.67%), and “People who identify as male” (93.39%; 94.22%). The remaining two responses in the top five varied in order of agreement for both students and employees with “Caucasian/ White (not Latin(x/a/o) / Hispanic)” (92.44%; 93.69%) and “Heterosexual” (93.34%; 93.15%). Similarly, both student and employee respondents identified the same group with the lowest agreement percentage: “People who are socioeconomically insecure” (72.14%; 72.57%). The other lowest percentage responses varied between students and employees with students reporting “People who are affected by psychological health issues (e.g., depression, anxiety, bi-polar, PTSD)” (76.30%); whereas employees reported, “Non-native English speakers” (77.27%) as being in their bottom two lowest groups. The full breakdown of the percentages for items about respect are in Table 5.

School Characteristics

Eleven adjectives were presented to participants, and they were asked to report “How characteristic of the University's climate are each of the following adjectives?” The top two answers with the highest percentage for “Extremely Characteristic” and “Moderately Characteristic” were the same for students and employees: “Accepting” (81.76%; 81.41%) and “Respectful” (78.44%; 81.19%). Students reported their third top response as “Collaborative” (71.98%) while employees’ third top response was “Supportive” (73.04%). Additionally, both students and employees reported, “Racist” (22.29%; 11.81%) as the lowest percentage of agreement. Likewise, both reported, “Sexist” (24.42%; 21.86%) and “Xenophobic” (25.12%; 15.12%) in the bottom three responses however varying in order of agreement. The full breakdown of the percentages for these school characteristics items are in Table 6.

Visible Leadership

Fourteen on-campus (organizations and offices) were presented to participants and they indicated their level of agreement with “There is visible leadership to foster diversity/inclusion on campus from...” The top three responses varied between students and employees with two common responses in the top three. “The Myatt Center for Diversity and Inclusion” (84.56%; 84.85%) was the common response for both students and employees. The second commonality in the top three for students and employees was “Dean of Student Affairs” (78.89%; 88.27%). For students, the other top three response was for “Student Organizations” (83.79%). The lowest response for students was “University Chancellor” (52.82%). For employees, the other top three response was

for “VP of Diversity and Inclusion” (78.39%). The response with the lowest percentage of agreement was for “University Police Department (44.26%). The full breakdown of the percentages for these visible leadership items are in Table 3.

Campus Diversity Initiatives

Participants were asked to “Please indicate your level of agreement with the following statement” and were then shown nine items discussing campus diversity initiatives. Of the top three responses, three responses were shared for both students and employees while not in the same order: “Diversity and inclusion initiatives are relevant to my academic and/or career goals” (80.93%, 78.71%), “Diversity and inclusion events are well advertised” (71.46%; 84.18%), and “I learn from diversity and inclusion events” (69.58%; 76.94). The response with the lowest percentage of agreements was also the same for both groups: “I am not aware of whether the events I attend are diversity and inclusion events” (34.07%; 10.39%). The full breakdown of the percentages for the items about campus diversity initiatives are in Table 8.

Beliefs and Engagement with Diversity

Participants were asked “What are your thoughts about the number of diversity and inclusion initiatives/efforts at the University?” and three response options were provided to indicate too many, too few, or just enough diversity and inclusion initiatives. For both students and employees, the response with the highest percentage was “I am satisfied with the number of diversity and inclusion initiatives at the University” (56.40%; 65.07%) and the response with the lowest percentage was “I believe there are too many diversity and inclusion initiatives at the University” (6.77%; 26.08%).

Additionally, participants were asked “Overall, how many times would you estimate a campus program or event happened in 2022?” where responses provided ranged from “0” to “150”. When asked about “Educational Program or Trainings”, students reported approximately (mean= 51.95) programs or events occurred while employees estimated approximately (mean= 45.23) campus events or programs happening in 2022. When asked about “Events / Commemorations”, students estimated on average (mean= 65.76) events or commemorations happening in 2022 with employees estimating (mean= 45.12) events and commemorations occurred.

Participants were asked “How many times did you attend ANY campus programs or events that happened in 2022?” with responses ranging from “0” to “150” for students and “0” to “150” for employees. When asked about “Educational Programs or Trainings” students reported to have attended approximately (mean= 18.23) programs or events while employees reported to have attended on average (mean= 8.05) programs or events in 2022. Students estimated they attended approximately (mean= 23.84) events/commemorations while employees reported attending approximately (mean= 8.47) events or commemorations in 2022. The full breakdown of the

percentages for the items about beliefs and engagement with campus diversity initiatives are in Table 9.

Frequency of Engagement with Diversity Issues

Participants were asked to “Please indicate the number of times you have you have engaged in the following (either on or off campus/virtually) in 2022” and they were provided four items where they could respond from “0” to “51 or more”. For students, engaging 1 to 10 times was the response with the highest percentage for all four items: “Discuss issues of discrimination with others” (46.90%), “Take advantage of opportunities for intensive dialogue with others from different backgrounds and beliefs” (44.51%), “Make an effort to discuss social issues with others” (45.76%) and “Discuss issues related to sexism, gender differences, or gender equity with others” (40.07%). For the employees, each of the four items had engaging 1 to 10 times as the response with the highest percentage: “Discuss issues of discrimination with others” (50.12%), “Make an effort to discuss social issues with others” (47.80%), “Discuss issues related to sexism, gender differences, or gender equity with others” (43.19%), and “Take advantage of opportunities for intensive dialogue with others from different backgrounds and beliefs” (50.12%). The full breakdown of the percentages for the items about frequency of engagement with campus diversity initiatives are in Table 10.

Exposure to Forms of Hostile Conduct

Participants were asked “In 2022, how many times have you personally been the target of any conduct on or near the University's campus that you believe has created an exclusionary, offensive and/or hostile environment?” and the response options ranged from “0” to “6 or more”. For both students and employees, “0” times was the response with the highest percentage (65.60%; 72.49%). The next most common response for students was “1” time (12.77%). For employees, the next most common response was “2-3 times” (12.23%). Additionally, participants were asked “In 2022, how often have you observed or been made aware of any conduct directed toward a person or group of people on or near the University's campus that you believe has created an exclusionary, offensive, and/or hostile environment?” and the responses ranged from “0” to “6 or more”. Again for both students and employees, “0” times was the response with the highest percentage (49.64%; 55.02%); and the next most common response was for “2-3” times (20.78%; 20.31%). The full breakdown of the percentages for items about exposure to forms of hostile conduct are in Table 11.

Participants who indicated that they had one or more experience (personally or otherwise) with hostile conduct were asked details about those experiences since the start of 2022. When asked “What do you believe was the basis for this conduct”, multiple options were provided and participants were encouraged to mark all that apply. The responses selected with the highest

percentage of respondents for both students and employees were “Ethnicity/Race” (13.98%; 13.64%) and “Gender identity or expression (10.38%; 11.45%)”. The third highest percentage response differed for students and employees with students reporting “sexual orientation” (9.82%) and employees reporting “Country of origin” (10.18%). The response with the lowest percentage of agreements was also the same for both groups: “Military” (1.12%; 0.91%).

When asked “Based on this conduct, what outcomes have you experienced, observed, or been made aware of?” participants had a variety of responses to choose from and were encouraged to check all that apply. The top three responses differed between students and employees except for the response, “Deliberately ignored or excluded” (13.25%, 14.74%). Students reported, “Stared at” (16.83%) and “Racial/ethnic profiling” (16.34%) as the other top two responses with the highest percentage; whereas employees reported, “Intimidated/bullied” (17.11%) and “Derogatory phone calls, written or verbal comments/emails” (11.84%). When asked “Where did this conduct occur?” students reported this conduct most commonly occurred “In a public space on campus” (18.73%); whereas for employees, this conduct most commonly occurred in “while at a campus job” (18.88%). Both also identified all three of the same responses with the top percentage of respondents for the sources of the conduct: “Student” (53.09%, 26.48%), “Faculty member” (13.71%, 22.53%), and “Staff member” (7.34%; 18.58%).

Open-Ended Responses

Throughout the survey, participants were provided with twelve different opportunities to provide details of their experiences and opinions captured in the close-ended questions. Following each of the major question segments, a prompt invited further elaboration. Near the end of the survey, direct questions were asked to open feedback and recommendations for next steps. Quotes from these questions, as well as throughout the survey, have been incorporated into the recommendations discussed in the next section. These text responses were collaboratively reviewed by over a dozen people as part of the development of the themes, recommendations, and action items. Below is a summary of the qualitative findings.

Sense of Belonging

When participants had a chance to “specify any group or organization that has helped you feel a sense of belonging during your time at the University” they provided a wide range of responses, resulting in our listing having more than 75 unique responses. This shows the numerous settings where a sense of belonging has been achieved, at least in some part, on our campus. Despite the breadth of this list, it is not exhaustive of all those doing this work.

Visible Leadership

Similarly, participants had a chance to specify “any other offices, departments, groups, or individuals that display visible leadership to foster diversity/inclusion on campus” and their responses provided a refined perspective on how the work is being seen around campus. With a mix of individuals and groups listed,

this shows that the work happens across campus with many different leaders that might benefit from additional collaboration or support.

DEI Initiatives on Campus

When asked to “name up to three initiatives or efforts that you are aware of around campus that promoted diversity and inclusion since January of 2022”, a few responses had much higher responses than any other. Black History Month, Courageous Conversation Series, Myatt Center, and MLK Day/Week, each had dozens of submissions as initiatives that occurred on campus. These findings show that the campus hosts several key events, but that the awareness for many other events that promote diversity and inclusion can be expanded upon in future communications.

Additional Areas of Consideration

Across multiple questions, several areas of consideration were raised that should receive further attention. The most mentioned area was additionally needed resources. The participants asked for additional scholarships, as well as increased services to better assist students in need (such as foreign-language translators, ARC, CAPS). Another recommendation is to conduct and share the findings of a campus accessibility review, which would help bring attention to areas where functions have stopped or where more access is needed. The Myatt Center staffing and expansion of space and increase staff professional development opportunities were also listed.

Another commonly mentioned area was events and the concerned parties requested more nighttime events, a commuter hangout/ lounge space, and more events where polar opposite views are discussed through healthy debates. Additionally, concerns were raised about attendance at events since they take a lot of effort and can sometimes not be well attended. This also applies to the employee affinity groups, which need more assistance with building up their group connections.

Other comments addressed our values as a campus and raised concern about cheating among students, resolving conflicts, intolerance of opinions, antisemitism, staff advocacy, and our overall awareness of ongoing global conflicts versus newer issues. Many individuals advocated that more people read the responses and reporting from the campus climate survey, important things like training have a mandatory aspect to them for students of all levels (not just undergraduates) and employees.

Part 3: Recommendations with Quotes and Action Items

Below are five recommendations that align with the five themes of the 2023 Campus Climate Survey. These recommendations were derived by a dedicated and diverse group of students, staff, faculty, and administrators after detailed discussion during the summer of 2023 and contemplation about strategies to improve the campus climate related to diversity and inclusion at the University of New Haven. At the start of each recommendation, direct quotes have been included to highlight the words offered by respondents that helped shape the recommendations.

For each recommendation, action items are listed to encourage every single person to see steps they can take to join in this work.

REC1: Develop DEI Capacity and Transparency among the University Community

Summary of Recommendation 1:

Although Theme 1 has been carried over from the 2021 Campus Climate Survey recommendation, we affirm it is of the utmost importance that we present concerns still prevalent at the university. Therefore, we aim to create transparency in the DEI plan as well as their progress. This recommendation and its action items are three-fold; Creating and releasing a comprehensive campus-wide diversity work plan should be developed for each academic year. Through this work plan, DEI values and initiatives should be identified. Following this, each college should inform the campus, at the beginning of each semester, of their DEI efforts and plans. Likewise, providing a bi-annual update on DEI progress should occur before the next Campus Climate survey.

Additionally, we aim to create clarity in the university community regarding DEI. We recommend the promotion and differentiation of roles and duties of DEI staff and administration; this recommendation is aided by public job descriptions. Likewise, it is our recommendation that action item five document event engagement in categories.

Direct Quotes about Capacity and Transparency:

“I feel like overall these departments strive for equality and diversity however again, lack a lot of truth and transparency. They only believe in these things because they have to, not that they WANT to.”

“Administrators need to be more transparent with the university population because I feel like they remain silent on many diversity issues that impact students on campus, but they are quick to email us about world and political events.”

“I feel like the administrators can be so far from the issues or depending on the department can be a part of the cause for there being no movement forward. There needs to be more engagement than what is currently happening.”

“Diversity and inclusion is a priority in my area, so it is just what we do. The trainings, engagements, conversations, etc. I have been involved with since starting here helps me do my job, and has opened my eyes to the array of diversity on campus. I believe a lot happens and there is definite support and leadership in this area, but it seems to come from the same people and areas all the time. It is a testament to the strength of the leadership that does exist, but also a window into how few people are doing all of the work.”

Action Items Relevant to Capacity and Transparency:

- Release a comprehensive campus-wide Diversity Work Plan that identifies DEI values and initiatives for each academic year
- Inform the campus at the beginning of each semester of plans for DEI efforts in each college
- Provide a bi-annual update the fall before the Campus Climate Survey is conducted again on DEI progress
- Differentiate and promote the roles/duties of DEI staff/administrators to the campus through public job descriptions
- Document engagement in events around the following categories: participating in events as a guest speaker/performer vs. attending events as the audience vs. planning events as the lead vs. advising an event planned by others

REC2: Standardize Expectations and Increase Accessibility of Training Opportunities

Summary of Recommendation 2:

In reviewing the responses from the 2023 Campus Climate survey, we found an emphasized need for more extensive training related to DEIAB topics as well as accountability, transparency, and accessibility concerning training. Additionally, we aspire to create an inclusive training environment for all university members. In response to qualitative and quantitative data received, we found exigency for training specifically targeted to address DEIAB-related topics. We found sufficient data concerning on-campus issues of classism, ableism, and ageism, as well as xenophobia, racism, and related topics. To acknowledge these concerns, we recommend action item one: targeted training addressing the topics listed above and those related to DEIAB.

Regarding accountability concerns, we recommend establishing a minimum number of events/training available during the academic year. Through this process, we believe these efforts will exhibit a campus-wide commitment to DEIAB work and study. Furthermore, we also recommend creating an attendance minimum. These efforts will not only display an individual commitment to growth but also aid in the campus-wide commitment to DEIAB work.

To accomplish transparency and accessibility to training, we recommend releasing a training itinerary at the beginning of each semester; this itinerary should highlight available DEIAB training opportunities. To further training transparency and accessibility on campus, event details of training should be released the month before, including an Outlook calendar invite. All event details should be promoted, as this may include information regarding in-person, online,

asynchronous, or pre-recorded. Additionally, we recommend the promotion of all readily attainable training on MyCharger.

To foster and create an inclusive, community, and unity-based training environment, it is our recommendation that clubs, RSO, units, departments, or offices collectively attend training. Likewise, for meetings, we endorse and recommend inviting DEIAB trainers in attendance. Further, to aid in this process, we recommend creating and distributing a list of DEIAB trainers for campus leaders. In addition to the aforementioned recommendation, we suggest hosting training and discussions led or aided by untapped individuals. We aspire that these training and discussions explore different ideas by those who can offer their expertise and/or resources. Subsequently, we invite feedback on topics desired for further discussion and training.

Direct Quotes about Training:

“Make it a requirement much like every other “mandatory” training apart of their employment with the institution”

“Create more open space for dialogue and for faculty to grow in areas they are feeling ignorant about without fear of judgement or ridicule.”

“I would love to go to more of the trainings on campus but they are all during pro staff hours which most student cannot often make.”

“Majority of my engagement with DEIAB comes from being in a residential community and participating in programs that RAs have.”

“More workshops on how to be inclusive in the classroom - perhaps not necessarily different ones, but the same one offered multiple times throughout the semester - would perhaps allow more faculty to attend, and I think more faculty should attend those sorts of workshops”

“Make diversity and inclusion part of everyone's portfolio rather than have 'specialist' departments, thus reducing administration.”

“Spread awareness on how not all disabilities are visible and that they are fluid. Teach the importance of accepting without assuming or prying. Teach the staff and faculty about diverse identities and gender-neutral language. Have regular seminars that refresh these teachings and add new information.”

Action Items Relevant to Training:

- Target trainings to address a wider array of topics related to DEIAB (e.g., bias and oppression, including but not limited to racism, sexism, xenophobia, classism, ableism, and ageism)
- Recommend a minimum number of events/trainings to attend that demonstrate a campus-wide commitment to DEIAB work and study

- Release a training itinerary at the start of each semester highlighting DEIAB training opportunities for the entire semester
- Release training event details the month before with an outlook calendar invite
- Promote details on whether training opportunities will be in-person or online, as well as where to access pre-recorded or asynchronous training
- Attend a minimum number of events/trainings throughout the academic year
- Collectively attend a training as a club, RSO, unit, department, or office
- Create and distribute a list of DEAIAB trainers for campus leaders to invite to meetings with their units, offices, and departments
- Host trainings and discussions by untapped individuals who can offer their expertise and/or resources from external sources (e.g., conference, professional training, lived experiences, books, articles, videos etc.)
- Promote recordings of trainings that are currently available on MyCharger
- Invite feedback on what topics are desired for future trainings

REC3: Clearly Promote Event Details and Outreach through Static and Dynamic Communications

Summary of Recommendation 3:

Events for students and employees were a common theme throughout the 2023 Climate Campus Survey. We found that the University and its members reported interest in attending events as well as an insistence on better organization, accessibility, and clarity of those events. Therefore, it is our recommendation that organizations and individuals promoting events should detail (1) the targeted audience, (2) the length of programs, (3) the level of accessibility, (4) the mode of delivery, and (5) where post-events resources are available. Action item one of the theme, "Events," expands on this topic and provides specific examples of what an event invitation might include (e.g., Target group, building location, etc.).

In the context of community within the theme of "Events," we recommend the collaboration and the expansion of programming efforts across all social and cultural identities by formally and informally exploring others' lived experiences. We focus this recommendation on not only the Charger community but also our key stakeholders. Additionally, we found in our qualitative responses that University members have either felt indecisive, unwelcomed or had little knowledge about events at the University. As part of an inclusive environment, it is our recommendation that we, as a campus community, invite and encourage others to join events.

Direct Quotes about Events:

“Possibly more social events for people to get to know others from different backgrounds”

“Have standard times for events that are communicated before the semester begins, so we can plan office hours and other standing commitments to improve our availability to attend”

“There are hardly any events for Black people that the school made themselves. They all stem from RSOs.”

“More opportunities to collaborate across departments and colleges—we don’t know each other!”

“Being involved on campus allows for the ability to meet and interact with people from many different backgrounds and cultures. And there isn’t a better place to interact with these people than in organizations run by students to attempt to discover and address the inequalities we see in our organizations and on our campus.”

“I tried to attend as many clubs at the beginning of the year, as the evenings were the only time I was able to attend anything diverse, to try to meet others of all backgrounds but only found a few that I felt both comfortable in and felt really promoted diversity.”

Action Items Relevant to Events:

- Specify details in event invitations about the target audience (all, members, target group), length of program, level of accessibility (building/location, closed-caption transcription, microphones in use, etc.), mode of delivery (in-person or online), and where post-event resources will be shared online
- Collaborate in planning and hosting events—formally and informally—to expand unity within the Charger community/key stakeholders, engagement across social and cultural identities, and exploration of each other’s lived experiences
- Invite and encourage others to join events that they might not have considered attending or previously felt unwelcomed to attend

REC4: Celebrate Community Values and Initiatives Aimed at Building Bridges and Retaining Talents

Summary of Recommendation 4:

As a university, we stress the importance of creating a community in which our members flourish. We recommend the amplification of support systems that reduce issues related to safety, social, mental health, and academic performance concerns. Likewise, through these support systems, we can aid incoming and transfer students who may experience these issues.

Additionally, we not only strive to recruit members but retain members. In efforts to maintain a community that is unified, celebrated, and inclusive, we recommend providing the campus with an announcement welcoming new employees during their first semester. Likewise, we encourage and recommend acknowledgment to underappreciated employees. This may include but is not limited to staff, non-tenure track faculty, and adjunct faculty, as their efforts, although grateful, may go unrecognized. We additionally recommend and emphasize communication beyond existing silos. Through this, we can create more interdisciplinary opportunities and collaboration.

Direct Quotes about Community:

“Providing more direct support to (staffing, financial, appreciation, strategy) to departments that are working closely with international students. Have been hearing a growing resentment from African-American students about being left out of the newest diversity push. As we welcome and celebrate non-traditionally underrepresented groups it would be wise to not neglect the traditionally underrepresented groups”

“Recognize and mediate how much people are doing so that they can get invested in UNH as a numbers as a measure of leadership success”

“Much of the teaching at the University is done by adjuncts and PIRs but the University treats them as second class citizens. Some effort needs to be done to make these groups feel more invested in the climate of diversity at the University. Not sure how to do this, but perhaps involving them more in events, including them on committees, etc. might help”

“Admit more diverse students. Hire more diverse professors. Give more funding to multicultural RSOs. Help multicultural RSOs. Make bias incident reporting easier.”

“Finding resources to support the vast ideas and strategies community members have for bettering the campus climate. A strategic vision for how the university will support the increased population of graduate students, international students, First Gen, and students from underrepresented populations. It's a community effort, but admins should be part of the leadership and guidance on getting there.”

“I have seen positive growth over the last few years from within the University. Perhaps the University could do more to help the West Haven community accept the "otherness" of students, especially the thousand international students who live throughout West Haven”

“Efforts should be made to recruit and retain a diverse student body, including providing scholarships and financial aid for underrepresented students, and offering support services such as academic advising, mentorship, and tutoring”

“The first step needs to be a more concerted effort toward recruitment of diverse populations. For example, I don't believe I have ever been in a class with more than two Black students in my two years at UNH -- sometimes, there are none at all”

“Give staff more freedom to speak up about issues impacting them. Consider a survey for just staff issues. Faculty and students have shared governance with administrators but what do staff have?”

Action Items Relevant to Community:

- Welcome new employees with a campus-wide announcement during their first semester
- Acknowledge underappreciated employees, especially staff, non-tenure track faculty, and adjunct faculty, who make great sacrifices as part of the University service that may go unrecognized
- Amplify supports that reduce issues experienced related to safety, social, mental health, and academic performance, especially among incoming/transfer students
- Communicate beyond existing silos to create more interdisciplinary opportunities and collaborations

REC5: Develop In-Class Dialogues to Activate Critical Thinking around DEIAB Topics

Summary of Recommendation 5:

A need to emphasize and incorporate DEIAB-related topics in classroom environments was a theme presented in reviewing the 2023 Campus Climate Survey. Therefore, it is our recommendation that we hold space, ideally a planned engagement in courses, to discuss topics related to DEIAB. Additionally, we recommend incorporating ongoing issues and popular culture topics in competency-building activities. Connecting topics, such as how DEIAB has shaped those working in their profession, is also a recommendation. Not only do we want to emphasize and incorporate DEIAB-related topics in the classroom, but we also want to emphasize accountability when discussing such topics. Class agreement on dealing with conflicts around DEIAB topics and promoting instructor feedback on bias incidents in class is also a recommendation.

Direct Quotes to In-Class Dialogue:

“I think college is the perfect time to have these kinds of conversations regarding different ideas/thoughts, it’s better when it’s fun and annoying when it’s boring.”

“Every department should have a course that covers diversity, equity, inclusion, accessibility and belonging as it pertains to that specific field of study.”

“Promote faculty awareness of their own biases that may influence their decision making”

“Make sure that your faculty is diverse as well and inclusive, everyone does have their own opinions but students should not feel uncomfortable about who they are because the teacher

makes a questionable comment. They should also not be able to make comments regarding finances (in a paying for college sense that makes you feel bad about struggling)."

"Include diversity in the content of courses (e.g. making the effort of acknowledging the importance of women and lgbt artists or scientists who contributed to any discipline)."

"Have a panel discussion about how to handle conflicts within the classroom setting that may not qualify as a reportable incident but would benefit from coaching"

"Include more diverse and inclusive information/history in curriculum"

"Faculty must appreciate the diversity of the students in their class and may be get more involved and talk about the different festivals that come from time to time briefly in class and make students feel that they belong here and not otherwise."

Action Items Relevant to Theme 5:

- Hold space intentionally for discussions/dialogues about DEIAB (ideally at more than one point in the semester) as a planned engagement in courses and other gatherings
- Educate individuals about how DEIAB has shaped those working in their professions, the field's historical and modern challenges/innovations, and the levels of harm/injustice created by the field in its earlier operations prior to integrating DEI.
- Build accountability in the classroom with class agreements for dealing with conflicts around DEIAB topics
- Promote clarity in the role of the instructor and/or students in providing feedback about bias incidents in class.
- Incorporate ongoing issues and popular culture topics into other competency building activities

APPENDICES

Appendix A- List of Action Items by Recommendation

Recommendation 1: Develop DEI Capacity and Transparency among the University Community

Action Items Relevant to Capacity and Transparency:

- Release a comprehensive campus-wide Diversity Work Plan that identifies DEI values and initiatives for each academic year
- Inform the campus at the beginning of each semester of plans for DEI efforts in each college
- Provide a bi-annual update the fall before the Campus Climate Survey is conducted again on DEI progress
- Differentiate and promote the roles/duties of DEI staff/administrators to the campus through public job descriptions

Recommendation 2: Clearly Promote Event Details and Outreach through Static and Dynamic Communications

Action Items Relevant to Training:

- Target trainings to address a wider array of topics related to DEIAB (e.g., bias and oppression, including but not limited to racism, sexism, xenophobia, classism, ableism, and ageism)
- Recommend a minimum number of events/trainings to attend that demonstrate a campus-wide commitment to DEIAB work and study
- Release a training itinerary at the start of each semester highlighting DEIAB training opportunities for the entire semester
- Release training event details the month before with an outlook calendar invite
- Promote details on whether training opportunities will be in-person or online, as well as where to access pre-recorded or asynchronous training
- Attend a minimum number of events/trainings throughout the academic year
- Collectively attend a training as a club, RSO, unit, department, or office
- Create and distribute a list of DEIAB trainers for campus leaders to invite to meetings with their units, offices, and departments
- Host trainings and discussions by untapped individuals who can offer their expertise and/or resources from external sources (e.g., conference, professional training, lived experiences, books, articles, videos etc.)

- Promote recordings of trainings that are currently available on MyCharger
- Invite feedback on what topics are desired for future trainings

Recommendation 3: Clearly Promote Event Details and Outreach through Static and Dynamic Communications

Action Items Relevant to Events:

- Specify details in event invitations about the target audience (all, members, target group), length of program, level of accessibility (building/location, closed-caption transcription, microphones in use, etc.), mode of delivery (in-person or online), and where post-event resources will be shared online
- Collaborate in planning and hosting events—formally and informally—to expand unity within the Charger community/key stakeholders, engagement across social and cultural identities, and exploration of each other’s lived experiences
- Invite and encourage others to join events that they might not have considered attending or previously felt unwelcomed to attend

Recommendation 4: Celebrate Community Values and Initiatives Aimed at Building Bridges and Retaining Talents

Action Items Relevant to Community:

- Welcome new employees with a campus-wide announcement during their first semester
- Acknowledge underappreciated employees, especially staff, non-tenure track faculty, and adjunct faculty, who make great sacrifices as part of the University service that may go unrecognized
- Amplify supports that reduce issues experienced related to safety, social, mental health, and academic performance, especially among incoming/transfer students
- Communicate beyond existing silos to create more interdisciplinary opportunities and collaborations

Recommendation 5: Develop In-Class Dialogues to Activate Critical Thinking around DEIAB Topics

Action Items Relevant to Class:

- Hold space intentionally for discussions/dialogues about DEIAB (ideally at more than one point in the semester) as a planned engagement in courses and other gatherings

- Educate individuals about how DEIAB has shaped those working in their professions, the field's historical and modern challenges/innovations, and the levels of harm/injustice created by the field in its earlier operations prior to integrating DEI.
- Build accountability in the classroom with class agreements for dealing with conflicts around DEIAB topics
- Promote clarity in the role of the instructor and/or students in providing feedback about bias incidents in class.
- Incorporate ongoing issues and popular culture topics into other competency building activities

Appendix B- Univariate Statistics for 2023 Comparison (Tables 1-11)

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Table 1. School Demographics

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
Academic College	College of Arts and Sciences	27.68%	23.55%	22.03%	21.68%
	Pompea College of Business	9.44%	8.72%	14.02%	7.89%
	Henry Lee College of Criminal Justice and Forensic Sciences	40.00%	12.79%	32.82%	13.98%
	Lyme Academy College of Fine Arts	0.28%	0.58%		
	School of Health Sciences	9.38%	7.12%	10.25%	7.53%
	Tagliatela College of Engineering	12.94%	9.01%	20.42%	11.83%
	Does not apply				37.10%
	Undecided/ Major Unknown	0.28%	38.23%	0.46%	
Class Standing	Freshman	21.39%		17.32%	
	Sophomore	20.97%		17.48%	
	Junior	19.17%		14.47%	
	Senior	14.44%		14.23%	
	Fifth-year senior or more	0.90%		1.22%	
	Graduate Student	22.53%		34.07%	
	Graduate Student- PhD Degree	0.60%		1.22%	
Student Status	Full-Time	95.93%		96.59%	
	Part-Time	4.07%		3.41%	
Previously completed a degree from the University of New Haven	No	96.45%	78.56%	97.48%	76.32%
	Yes	3.55%	21.44%	2.52%	23.68%
	I completed an undergraduate degree from the University	74.58%	37.36%	74.19%	42.26%
	I completed a graduate degree from the University	20.34%	60.34%	22.58%	56.55%
	Other (please specify)				5.08%
	I am working on my first degree from the university				

Table 2. Personal Demographics

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
Gender Identity	Male	26.67%	41.76%	28.89%	43.75%
	Female	67.82%	57.06%	62.22%	53.01%
	Transgender	1.40%	0.20%	2.92%	0.46%
	Nonbinary	2.88%	0.59%	4.68%	1.39%
	Gender Fluid	0.66%	0.20%	0.82%	0.46%
	Other	0.58%	0.20%	0.47%	0.93%
Sexual Orientation	Transgender				
	Genderqueer				
	Asexual	6.38%	2.69%	9.16%	3.81%
	Bisexual	13.41%	3.52%	17.33%	4.57%
	Gay	2.53%	3.31%	1.98%	2.79%
	Heterosexual	65.33%	86.54%	54.08%	83.50%
	Lesbian/Gay woman	2.94%	1.86%	4.21%	0.76%
	Pansexual	2.86%	1.24%	5.82%	1.78%
	Questioning	4.09%	0.62%	3.84%	1.02%
Other	2.45%	0.21%	3.59%	1.78%	
Race/Ethnicity	American Indian/Alaska Native	1.51%	1.38%	1.36%	0.98%
	Asian or Asian American	10.60%	6.10%	16.42%	5.87%
	Black or African- American	9.92%	8.07%	10.65%	8.56%
	Hispanic or Latino	12.72%	4.53%	13.02%	7.82%
	Middle Eastern / North African	1.74%	2.17%	1.81%	1.22%
	Native Hawaiian or Pacific Islander	0.68%	0.00%	1.81%	0.00%
	White or European American	60.26%	75.79%	53.34%	74.08%
	Other	2.57%	1.97%	3.17%	1.47%
Citizenship Status	Not an International Student				
	U.S. citizen (born in the United States)	85.62%	85.38%	74.11%	86.84%
	Permanent resident (immigrant)	1.18%	4.09%	0.98%	2.87%
	U.S. citizen (naturalized)	3.45%	8.58%	3.42%	8.37%
	Permanent resident (refugee)	0.08%	0.00%	0.12%	0.00%
	International (F-1, or other visa)	9.67%	1.95%	21.37%	1.91%

Table 2. Personal Demographics

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
	Decline to answer				
Religious/ Spiritual Identity	Agnostic	10.30%	8.15%	10.51%	10.08%
	Atheist	8.00%	7.93%	11.44%	9.02%
	Buddhist	0.92%	1.76%	0.40%	1.33%
	Hindu	6.53%	0.88%	13.03%	1.33%
	Jewish	3.22%	4.63%	2.66%	3.18%
	Latter Day Saints/Mormon	0.18%	0.00%	0.00%	0.00%
	Muslim	2.48%	0.88%	3.86%	0.80%
	Non-denominational Christian	8.65%	9.69%	8.24%	9.02%
	Pagan	0.92%	0.00%	2.26%	1.33%
	Protestant	7.27%	11.89%	6.52%	9.81%
	Roman Catholic	26.13%	30.40%	19.55%	32.36%
	Spiritual, but no religious affiliation	8.83%	10.57%	6.25%	8.22%
	No affiliation	12.79%	9.47%	11.70%	9.55%
	Other	3.77%	3.74%	3.59%	3.95%
Disability Status	Yes (Has a physical, learning, psychological disability)	18.66%	7.87%	23.00%	13.43%
	No (Does not have a physical, learning, psychological disability)	81.34%	92.13%	77.00%	86.57%
	Decline to Answer				
Disability Type	Physical condition	13.61%	41.67%	15.41%	33.85%
	Learning disability	28.91%	16.67%	32.97%	21.54%
	Psychological condition	50.00%	31.25%	48.39%	40.00%
	Other	7.48%	10.42%	3.23%	4.62%
	Decline to Answer				

Table 3. Perceptions of Diversity (A) - “The University...”

Variable	Survey Responses	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
Encourages appreciation for a multicultural environment on campus	Strongly Agree	36.56%	44.29%	44.03%	55.58%
	Moderately Agree	44.94%	39.52%	42.32%	34.42%
	Neither Agree Nor Disagree	11.59%	9.84%	9.13%	7.88%
	Moderately Disagree	5.30%	4.92%	3.24%	1.54%
	Strongly Disagree	1.60%	1.43%	1.28%	0.58%
	Decline to Answer	0.00%	0.00%		
Encourages students to share their ideas openly	Strongly Agree	36.86%	44.27%	39.10%	48.93%
	Moderately Agree	41.42%	37.58%	42.42%	35.09%
	Neither Agree Nor Disagree	12.92%	10.19%	11.50%	12.28%
	Moderately Disagree	5.66%	5.57%	5.37%	2.53%
	Strongly Disagree	3.14%	2.39%	1.62%	1.17%
	Decline to Answer				
Has a long-standing commitment to diversity and inclusion	Strongly Agree	36.54%	32.85%	40.21%	40.28%
	Moderately Agree	36.60%	30.10%	38.23%	34.18%
	Neither Agree Nor Disagree	17.31%	20.39%	14.18%	15.72%
	Moderately Disagree	6.65%	12.14%	5.93%	6.29%
	Strongly Disagree	2.90%	4.53%	1.46%	3.54%
	Decline to Answer				
Accurately reflects the diversity of its student body in university marketing and communication (e.g., brochures, website)	Strongly Agree	31.76%	35.08%	34.31%	38.87%
	Moderately Agree	37.34%	38.85%	39.04%	37.30%
	Neither Agree Nor Disagree	17.71%	14.59%	16.25%	17.38%
	Moderately Disagree	8.92%	8.36%	7.05%	5.08%
	Strongly Disagree	4.27%	3.11%	3.35%	1.37%
	Decline to Answer				
Promotes the celebration of differences in sexual orientation	Strongly Agree	32.48%	27.80%	39.37%	40.08%
	Moderately Agree	36.68%	30.41%	37.10%	34.52%
	Neither Agree Nor Disagree	21.57%	29.11%	17.76%	19.25%
	Moderately Disagree	7.15%	10.57%	4.20%	5.16%
	Strongly Disagree	2.13%	2.11%	1.57%	0.99%
	Decline to Answer				

Table 3. Perceptions of Diversity (A) - “The University...”

Variable	Survey Responses	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
Promotes the celebration of cultural differences	Strongly Agree	37.66%	37.28%	45.38%	46.92%
	Moderately Agree	40.88%	40.48%	37.95%	41.54%
	Neither Agree Nor Disagree	14.52%	12.80%	11.03%	9.23%
	Moderately Disagree	4.90%	6.88%	4.10%	1.73%
	Strongly Disagree	2.05%	2.56%	1.54%	0.58%
	Decline to Answer				
Has faculty who regularly speak about the value of diversity and inclusion	Strongly Agree	24.64%	25.94%	29.04%	30.06%
	Moderately Agree	40.81%	40.95%	42.26%	39.28%
	Neither Agree Nor Disagree	21.98%	24.80%	19.48%	24.05%
	Moderately Disagree	10.36%	6.69%	7.48%	4.81%
	Strongly Disagree	2.21%	1.63%	1.74%	1.80%
	Decline to Answer				
Has staff who regularly speak about the value of diversity and inclusion	Strongly Agree	20.47%	17.74%	24.58%	25.45%
	Moderately Agree	34.90%	39.97%	36.08%	37.37%
	Neither Agree Nor Disagree	32.42%	30.68%	28.71%	28.89%
	Moderately Disagree	9.22%	8.29%	8.43%	5.66%
	Strongly Disagree	2.99%	3.32%	2.19%	2.63%
	Decline to Answer				
Has students who regularly speak about the value of diversity and inclusion	Strongly Agree	31.46%	32.13%	31.94%	34.40%
	Moderately Agree	44.07%	36.72%	41.69%	33.60%
	Neither Agree Nor Disagree	16.77%	24.10%	18.89%	27.20%
	Moderately Disagree	6.12%	6.23%	5.74%	3.00%
	Strongly Disagree	1.58%	0.82%	1.74%	1.80%
	Decline to Answer				
Has administrators who regularly speak about the value of diversity and inclusion	Strongly Agree	25.54%	26.38%	28.16%	33.73%
	Moderately Agree	37.74%	42.35%	37.02%	38.29%
	Neither Agree Nor Disagree	25.22%	20.36%	25.35%	19.05%
	Moderately Disagree	8.07%	7.17%	7.37%	6.35%
	Strongly Disagree	3.43%	3.75%	2.11%	2.58%
	Decline to Answer				

Table 4. Perceptions of Diversity (B) - “The University is taking sufficient steps to recruit and retain...”

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
Students: Diverse Nationalities	Strongly agree	31.76%	37.31%	39.53%	46.95%
	Moderately agree	39.63%	31.43%	38.63%	32.93%
	Neither agree nor disagree	20.67%	22.69%	13.81%	14.02%
	Moderately disagree	5.45%	6.72%	5.23%	4.27%
	Strongly disagree	2.49%	1.85%	2.80%	1.83%
	Decline to answer				
Diverse gender identities	Strongly agree	30.55%	20.95%	37.91%	30.15%
	Moderately agree	36.27%	26.24%	34.34%	23.70%
	Neither agree nor disagree	24.49%	43.44%	21.34%	38.67%
	Moderately disagree	6.39%	6.81%	4.67%	4.27%
	Strongly disagree	2.30%	2.56%	1.74%	1.83%
	Decline to answer				
Diverse sexual orientations	Strongly agree	31.04%	20.95%	39.08%	28.99%
	Moderately agree	34.88%	24.02%	33.46%	23.11%
	Neither agree nor disagree	26.87%	45.49%	21.94%	40.55%
	Moderately disagree	5.36%	6.89%	3.96%	6.30%
	Strongly disagree	1.85%	2.56%	1.57%	1.05%
	Decline to answer				
Underrepresented biological sex groups in their field of study or work	Strongly agree	21.99%	24.19%	26.19%	21.20%
	Moderately agree	35.38%	30.15%	31.81%	23.34%
	Neither agree nor disagree	30.51%	33.22%	32.55%	45.82%
	Moderately disagree	7.93%	9.20%	5.33%	7.28%
	Strongly disagree	4.20%	3.24%	4.12%	2.36%
	Decline to answer				
Underrepresented racial and ethnic backgrounds in their field of study or work	Strongly agree	21.97%	16.01%	28.78%	27.39%
	Moderately agree	31.48%	22.72%	33.27%	31.33%
	Neither agree nor disagree	35.03%	48.88%	27.04%	30.71%
	Moderately disagree	7.90%	9.47%	6.87%	7.88%
	Strongly disagree	3.62%	2.93%	4.03%	2.70%

	Decline to answer				
Staff: Diverse Nationalities	Strongly agree	27.89%	22.49%	33.67%	26.78%
	Moderately agree	38.56%	29.30%	37.73%	28.24%
	Neither agree nor disagree	24.28%	32.37%	21.49%	32.01%
	Moderately disagree	6.74%	11.58%	4.89%	9.83%
	Strongly disagree	2.54%	4.26%	2.21%	3.14%
	Decline to answer				
Diverse gender identities	Strongly agree	21.32%	16.96%	26.24%	20.34%
	Moderately agree	28.11%	21.11%	31.21%	22.48%
	Neither agree nor disagree	36.18%	48.85%	32.61%	46.25%
	Moderately disagree	9.82%	11.07%	7.03%	7.07%
	Strongly disagree	4.57%	5.02%	2.91%	3.85%
	Decline to answer				
Diverse sexual orientations	Strongly agree	20.85%	17.27%	25.64%	20.04%
	Moderately agree	25.39%	21.24%	27.43%	21.12%
	Neither agree nor disagree	42.59%	48.19%	37.98%	48.71%
	Moderately disagree	7.38%	9.15%	6.79%	6.68%
	Strongly disagree	3.79%	4.15%	2.17%	3.45%
	Decline to answer				
Underrepresented racial and ethnic backgrounds in their field of study or work	Strongly agree	19.45%	19.20%	23.89%	20.18%
	Moderately agree	31.47%	27.16%	33.21%	27.60%
	Neither agree nor disagree	36.26%	37.54%	32.46%	38.00%
	Moderately disagree	8.64%	11.76%	6.02%	8.70%
	Strongly disagree	4.19%	4.33%	4.42%	4.88%
	Decline to answer				
Underrepresented biological sex groups in their field of study or work	Strongly agree	17.34%	13.96%	21.56%	16.49%
	Moderately agree	28.18%	19.37%	30.20%	18.87%
	Neither agree nor disagree	43.22%	52.53%	38.94%	53.15%
	Moderately disagree	7.66%	10.47%	5.51%	6.94%
	Strongly disagree	3.59%	3.66%	3.80%	4.56%
	Decline to answer				
Faculty: Diverse Nationalities	Strongly agree	28.29%	27.01%	32.35%	28.69%

	Moderately agree	37.63%	32.48%	38.63%	34.18%
	Neither agree nor disagree	24.88%	30.26%	20.89%	29.32%
	Moderately disagree	6.54%	5.98%	6.01%	6.33%
	Strongly disagree	2.67%	4.27%	2.13%	1.48%
	Decline to answer				
Diverse gender identities	Strongly agree	21.69%	17.42%	27.24%	19.74%
	Moderately agree	28.14%	21.95%	29.97%	24.08%
	Neither agree nor disagree	36.94%	46.69%	32.70%	45.77%
	Moderately disagree	8.80%	9.58%	6.88%	8.46%
	Strongly disagree	4.43%	4.36%	3.20%	1.95%
	Decline to answer				
Diverse sexual orientations	Strongly agree	20.11%	16.03%	25.71%	19.69%
	Moderately agree	25.44%	21.08%	26.38%	21.01%
	Neither agree nor disagree	43.39%	50.70%	38.67%	50.33%
	Moderately disagree	7.15%	8.71%	6.95%	7.66%
	Strongly disagree	3.91%	3.48%	2.29%	1.31%
	Decline to answer				
Underrepresented racial and ethnic backgrounds in their field of study or work	Strongly agree	20.00%	20.80%	24.69%	20.51%
	Moderately agree	30.00%	28.08%	33.36%	30.77%
	Neither agree nor disagree	36.22%	36.40%	32.33%	36.75%
	Moderately disagree	8.72%	8.84%	6.13%	9.19%
	Strongly disagree	5.07%	5.89%	3.49%	2.78%
	Decline to answer				
Underrepresented biological sex groups in their field of study or work	Strongly agree	18.13%	15.11%	22.83%	16.70%
	Moderately agree	27.54%	20.04%	28.18%	21.98%
	Neither agree nor disagree	42.83%	52.02%	38.87%	51.87%
	Moderately disagree	7.51%	8.26%	7.16%	7.03%
	Strongly disagree	3.99%	4.57%	2.96%	2.42%
	Decline to answer				

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

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
African American / Black (not Hispanic)	Very respectful	44.61%	45.45%	48.46%	55.71%
	Moderately respectful	37.47%	35.98%	37.86%	32.14%
	Somewhat respectful	14.72%	16.48%	12.04%	10.48%
	Not at all respectful	3.20%	2.08%	1.65%	1.67%
	Decline to answer				
American Indian / Alaska Native	Very respectful	45.77%	48.74%	48.65%	55.24%
	Moderately respectful	37.46%	32.49%	34.23%	31.16%
	Somewhat respectful	14.25%	16.70%	15.32%	11.61%
	Not at all respectful	2.52%	2.06%	1.80%	1.98%
	Decline to answer				
Asian / Asian American	Very respectful	45.59%	47.52%	47.94%	54.41%
	Moderately respectful	37.47%	35.64%	36.30%	34.80%
	Somewhat respectful	15.17%	14.46%	13.65%	9.31%
	Not at all respectful	1.76%	2.38%	2.12%	1.47%
	Decline to answer				
Caucasian / White (not Latinx / Hispanic)	Very respectful	65.60%	68.58%	64.52%	67.99%
	Moderately respectful	27.49%	25.51%	27.92%	25.70%
	Somewhat respectful	5.45%	4.07%	6.45%	4.91%
	Not at all respectful	1.45%	1.85%	1.11%	1.40%
	Decline to answer				
Hispanic / Latinx	Very respectful	44.87%	45.66%	47.69%	52.66%
	Moderately respectful	38.95%	36.61%	37.61%	35.99%
	Somewhat respectful	14.20%	16.57%	12.61%	9.66%
	Not at all respectful	1.97%	1.16%	2.10%	1.69%
	Decline to answer				
Middle Eastern/ North African	Very respectful	44.77%	43.95%	46.31%	51.87%
	Moderately respectful	36.17%	31.45%	35.94%	29.68%
	Somewhat respectful	16.25%	20.56%	14.22%	16.21%
	Not at all respectful	2.81%	4.03%	3.53%	2.24%

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

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
	Decline to answer				
Native Hawaiian/ Pacific Islanders	Very respectful	46.51%	48.93%	49.26%	54.91%
	Moderately respectful	38.04%	34.20%	37.03%	30.64%
	Somewhat respectful	13.80%	15.68%	12.00%	13.01%
	Not at all respectful	1.64%	1.19%	1.70%	1.45%
	Decline to answer				
Multiracial, multiethnic	Very respectful	45.20%	46.55%	48.67%	55.04%
	Moderately respectful	39.79%	35.31%	38.26%	32.19%
	Somewhat respectful	13.34%	16.57%	12.11%	11.79%
	Not at all respectful	1.68%	1.58%	0.96%	0.98%
	Decline to answer				
International students, staff or faculty	Very respectful	46.84%	42.83%	45.99%	50.58%
	Moderately respectful	35.47%	34.03%	32.69%	30.63%
	Somewhat respectful	14.98%	20.08%	16.04%	16.47%
	Not at all respectful	2.71%	3.06%	5.28%	2.32%
	Decline to answer				
Veterans / active military/ ROTC	Very respectful	62.77%	63.48%	60.53%	64.73%
	Moderately respectful	30.09%	28.49%	31.44%	27.54%
	Somewhat respectful	6.38%	7.27%	7.06%	6.28%
	Not at all respectful	0.76%	0.76%	0.96%	1.45%
	Decline to answer				
Native English Speakers	Very respectful	69.63%	69.29%	68.81%	70.60%
	Moderately respectful	25.61%	25.28%	25.55%	24.07%
	Somewhat respectful	4.48%	4.49%	5.03%	4.40%
	Not at all respectful	0.29%	0.94%	0.60%	0.93%
	Decline to answer				
Non-native English speakers	Very respectful	41.83%	41.10%	41.42%	45.69%
	Moderately respectful	35.82%	34.05%	36.84%	31.58%
	Somewhat respectful	18.78%	20.55%	17.38%	18.66%
	Not at all respectful	3.57%	4.31%	4.37%	4.07%

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

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
	Decline to answer				
Gay, lesbian, bisexual, transgender, questioning	Very respectful	46.53%	46.33%	48.53%	50.52%
	Moderately respectful	34.99%	34.29%	34.95%	28.09%
	Somewhat respectful	15.91%	16.73%	14.21%	16.49%
	Not at all respectful	2.56%	2.65%	2.32%	4.90%
	Decline to answer				
Heterosexual	Very respectful	68.43%	69.02%	68.13%	70.66%
	Moderately respectful	24.80%	24.31%	25.21%	22.49%
	Somewhat respectful	6.18%	5.10%	5.63%	5.87%
	Not at all respectful	0.60%	1.57%	1.04%	0.98%
	Decline to answer				
People who are born in the U.S.	Very respectful	72.15%	69.75%	73.05%	73.07%
	Moderately respectful	24.39%	25.71%	22.34%	22.72%
	Somewhat respectful	3.25%	3.21%	4.01%	3.28%
	Not at all respectful	0.22%	1.32%	0.60%	0.94%
	Decline to answer				
People who are not born in the U.S.	Very respectful	45.43%	41.84%	44.54%	48.68%
	Moderately respectful	37.86%	35.12%	36.60%	33.33%
	Somewhat respectful	14.24%	20.15%	15.67%	15.35%
	Not at all respectful	2.47%	2.88%	3.20%	2.64%
	Decline to answer				
People who are from Christian affiliations	Very respectful	58.27%	57.17%	59.08%	58.96%
	Moderately respectful	32.92%	32.76%	31.36%	30.91%
	Somewhat respectful	7.89%	7.92%	8.27%	7.79%
	Not at all respectful	0.92%	2.14%	1.29%	2.34%
	Decline to answer				
People who are not affiliated with the religious majority	Very respectful	48.46%	46.65%	52.81%	52.25%
	Moderately respectful	37.92%	38.44%	34.20%	32.63%
	Somewhat respectful	11.46%	12.31%	10.71%	12.20%
	Not at all respectful	2.15%	2.59%	2.27%	2.92%

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

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
	Decline to answer				
People who are affected by psychological health issues (e.g., depression, anxiety, bi-polar, PTSD)	Very respectful	41.92%	41.70%	45.51%	51.87%
	Moderately respectful	33.88%	35.27%	30.79%	27.18%
	Somewhat respectful	18.71%	18.67%	18.48%	15.96%
	Not at all respectful	5.48%	4.36%	5.22%	4.99%
	Decline to answer				
People who have a learning condition (e.g., dyslexia, ADHD)	Very respectful	43.45%	48.89%	45.62%	52.84%
	Moderately respectful	33.82%	32.80%	33.33%	31.85%
	Somewhat respectful	18.64%	17.30%	16.88%	11.85%
	Not at all respectful	4.08%	1.01%	4.17%	3.46%
	Decline to answer				
People who have physical condition (e.g., seeing, hearing)	Very respectful	45.82%	47.79%	48.26%	50.50%
	Moderately respectful	31.11%	30.72%	31.13%	29.25%
	Somewhat respectful	17.65%	16.67%	15.94%	15.75%
	Not at all respectful	5.42%	4.82%	4.66%	4.50%
	Decline to answer				
People who identify as male	Very respectful	68.07%	70.43%	66.87%	70.36%
	Moderately respectful	26.39%	22.96%	26.52%	23.86%
	Somewhat respectful	4.51%	5.25%	5.88%	4.34%
	Not at all respectful	1.03%	1.36%	0.72%	1.45%
	Decline to answer				
People who identify as female	Very respectful	50.62%	49.51%	50.20%	57.93%
	Moderately respectful	38.52%	36.65%	38.27%	33.41%
	Somewhat respectful	9.83%	11.89%	10.51%	6.73%
	Not at all respectful	1.03%	1.95%	1.02%	1.92%
	Decline to answer				
People who are socioeconomically disadvantaged	Very respectful	40.98%	41.94%	41.16%	44.14%
	Moderately respectful	32.77%	29.34%	30.98%	28.43%
	Somewhat respectful	19.26%	21.49%	19.83%	18.95%
	Not at all respectful	6.98%	7.23%	8.04%	8.48%

Table 5. Respect on Campus - “How respectful is the treatment on campus for people with the following backgrounds and experiences?”					
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
	Decline to answer				

Table 6. School Characteristics - “Indicate the extent to which the following adjectives characterize the University's climate”					
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
Accepting	Extremely characteristic	36.23%	34.72%	37.19%	43.14%
	Moderately characteristic	43.62%	41.23%	44.57%	38.27%
	Somewhat characteristic	14.93%	18.81%	13.32%	13.05%
	Slightly characteristic	3.55%	4.52%	3.79%	3.98%
	Not at all characteristic	1.67%	0.72%	1.13%	1.55%
	Decline to answer				
Sexist	Extremely characteristic	7.28%	9.88%	10.62%	6.74%
	Moderately characteristic	13.62%	17.39%	13.80%	15.12%
	Somewhat characteristic	12.99%	15.42%	16.32%	14.65%
	Slightly characteristic	22.93%	20.36%	21.25%	19.77%
	Not at all characteristic	43.19%	36.96%	38.01%	43.72%
	Decline to answer				
Respectful	Extremely characteristic	36.75%	35.02%	39.01%	41.58%
	Moderately characteristic	43.60%	42.42%	39.43%	39.61%
	Somewhat characteristic	13.76%	17.69%	16.02%	14.00%
	Slightly characteristic	4.15%	3.79%	4.41%	2.84%
	Not at all characteristic	1.75%	1.08%	1.13%	1.97%
	Decline to answer				
Ageist	Extremely characteristic	9.99%	11.79%	12.12%	10.60%
	Moderately characteristic	11.16%	17.07%	14.61%	18.80%
	Somewhat characteristic	11.99%	18.50%	11.21%	15.42%
	Slightly characteristic	16.07%	18.09%	12.57%	17.35%
	Not at all characteristic	50.79%	34.55%	49.49%	37.83%

Table 6. School Characteristics - “Indicate the extent to which the following adjectives characterize the University's climate”

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
	Decline to answer				
Collegial	Extremely characteristic	31.81%	28.65%	33.29%	35.00%
	Moderately characteristic	35.47%	41.94%	34.42%	36.59%
	Somewhat characteristic	22.12%	19.92%	21.90%	19.32%
	Slightly characteristic	6.03%	6.07%	6.13%	5.00%
	Not at all characteristic	4.57%	3.42%	4.26%	4.09%
	Decline to answer				
Xenophobic	Extremely characteristic	9.08%	4.57%	11.26%	5.38%
	Moderately characteristic	10.54%	11.09%	13.86%	9.74%
	Somewhat characteristic	11.90%	15.22%	12.25%	10.77%
	Slightly characteristic	15.44%	17.39%	14.98%	16.92%
	Not at all characteristic	53.04%	51.74%	47.65%	57.18%
	Decline to answer				
Competitive	Extremely characteristic	23.11%	19.92%	26.25%	20.14%
	Moderately characteristic	35.21%	37.16%	33.62%	34.10%
	Somewhat characteristic	26.73%	29.31%	24.87%	27.00%
	Slightly characteristic	10.32%	10.15%	9.61%	11.90%
	Not at all characteristic	4.62%	3.45%	5.66%	6.86%
	Decline to answer				
Tolerant	Extremely characteristic	28.07%	26.42%	30.08%	33.41%
	Moderately characteristic	36.24%	39.62%	35.46%	37.64%
	Somewhat characteristic	23.41%	24.53%	23.27%	18.49%
	Slightly characteristic	8.79%	6.23%	7.68%	5.57%
	Not at all characteristic	3.50%	3.21%	3.51%	4.90%
	Decline to answer				
Racist	Extremely characteristic	7.89%	5.00%	10.75%	4.34%
	Moderately characteristic	10.09%	12.40%	11.54%	7.47%
	Somewhat characteristic	12.86%	14.60%	11.43%	13.49%
	Slightly characteristic	19.12%	23.40%	18.10%	18.07%
	Not at all characteristic	50.04%	44.60%	48.19%	56.63%

Table 6. School Characteristics - "Indicate the extent to which the following adjectives characterize the University's climate"					
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
	Decline to answer				
Supportive	Extremely characteristic	35.30%	29.53%	38.06%	37.17%
	Moderately characteristic	37.00%	40.40%	33.79%	35.87%
	Somewhat characteristic	17.28%	19.93%	19.19%	15.65%
	Slightly characteristic	7.90%	6.34%	5.32%	7.83%
	Not at all characteristic	2.51%	3.80%	3.65%	3.48%
	Decline to answer				
Collaborative	Extremely characteristic	38.16%	29.62%	38.82%	34.57%
	Moderately characteristic	36.53%	39.31%	33.16%	32.39%
	Somewhat characteristic	16.78%	20.29%	18.89%	19.57%
	Slightly characteristic	7.13%	7.86%	7.03%	7.83%
	Not at all characteristic	1.41%	2.93%	2.10%	5.65%
	Decline to answer				

Table 7. Visible Leadership- "There is visible leadership to foster diversity/inclusion on campus from the ... ?":					
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
University President	Strongly agree	34.87%	44.88%	31.07%	35.51%
	Moderately agree	30.79%	28.73%	25.78%	28.27%
	Neither agree nor disagree	17.36%	11.85%	29.46%	25.93%
	Moderately disagree	8.68%	8.62%	6.79%	7.24%
	Strongly disagree	8.30%	5.92%	6.90%	3.04%
	Decline to answer				
Provost	Strongly agree	26.51%	38.70%	29.82%	33.18%
	Moderately agree	28.65%	27.22%	24.68%	27.61%
	Neither agree nor disagree	31.05%	21.11%	31.23%	31.55%
	Moderately disagree	7.60%	7.41%	6.78%	4.87%
	Strongly disagree	6.19%	5.56%	7.49%	2.78%
	Decline to answer				

Table 7. Visible Leadership- “There is visible leadership to foster diversity/inclusion on campus from the ... ?”:

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
Dean of Student Affairs	Strongly agree	39.63%	60.11%	47.88%	68.14%
	Moderately agree	32.93%	22.71%	31.01%	20.13%
	Neither agree nor disagree	21.13%	14.69%	13.49%	8.63%
	Moderately disagree	3.91%	1.91%	3.92%	1.55%
	Strongly disagree	2.39%	0.57%	3.70%	1.55%
	Decline to answer				
VP of Diversity & Inclusion	Strongly agree	46.24%	56.69%	38.42%	60.00%
	Moderately agree	29.70%	26.21%	29.01%	18.39%
	Neither agree nor disagree	17.48%	10.78%	24.54%	18.16%
	Moderately disagree	4.00%	3.53%	3.78%	1.61%
	Strongly disagree	2.59%	2.79%	4.24%	1.84%
Myatt Center for Diversity And inclusion	Strongly agree	51.28%	55.41%	54.95%	63.47%
	Moderately agree	30.63%	27.51%	29.61%	21.38%
	Neither agree nor disagree	14.69%	14.42%	11.29%	12.03%
	Moderately disagree	2.47%	1.71%	2.56%	1.11%
	Strongly disagree	0.93%	0.95%	1.60%	2.00%
	Decline to answer				
Athletics Department	Strongly agree	27.85%	32.81%	30.22%	31.23%
	Moderately agree	26.17%	21.80%	27.71%	18.39%
	Neither agree nor disagree	35.07%	36.40%	29.53%	43.32%
	Moderately disagree	6.04%	5.39%	7.98%	3.27%
	Strongly disagree	4.87%	3.60%	4.56%	3.78%
	Decline to answer				
Human Resources (HR)	Strongly agree	27.82%	31.91%	31.78%	30.95%
	Moderately agree	25.98%	24.59%	25.61%	22.38%
	Neither agree nor disagree	37.18%	29.88%	34.69%	35.71%
	Moderately disagree	4.85%	9.15%	3.84%	7.62%
	Strongly disagree	4.18%	4.47%	4.07%	3.33%
	Decline to answer				
University Police Department	Strongly agree	31.94%	27.21%	34.11%	27.63%

Table 7. Visible Leadership- “There is visible leadership to foster diversity/inclusion on campus from the ... ?”:

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
	Moderately agree	25.99%	22.46%	26.22%	16.63%
	Neither agree nor disagree	28.24%	36.29%	23.67%	44.25%
	Moderately disagree	8.21%	7.56%	9.67%	7.33%
	Strongly disagree	5.63%	6.48%	6.33%	4.16%
	Decline to answer				
Other Student Service Offices (e.g., Health Services, ResLife)	Strongly agree	33.79%	33.55%	34.92%	33.75%
	Moderately agree	35.54%	29.00%	34.25%	28.50%
	Neither agree nor disagree	23.16%	31.39%	24.09%	34.25%
	Moderately disagree	4.55%	4.11%	4.31%	2.50%
	Strongly disagree	2.96%	1.95%	2.43%	1.00%
	Decline to answer				
Other Administrative Offices (e.g. Registrar's Office)	Strongly agree	29.47%	29.19%	35.07%	32.05%
	Moderately agree	30.83%	22.44%	28.41%	25.54%
	Neither agree nor disagree	30.91%	39.00%	27.86%	36.39%
	Moderately disagree	4.87%	7.19%	5.55%	4.10%
	Strongly disagree	3.91%	2.18%	3.11%	1.93%
	Decline to answer				
Faculty Members	Strongly agree	38.61%	33.52%	37.63%	33.70%
	Moderately agree	40.05%	42.59%	41.12%	40.09%
	Neither agree nor disagree	16.35%	18.52%	16.38%	19.60%
	Moderately disagree	3.63%	4.26%	3.38%	5.29%
	Strongly disagree	1.36%	1.11%	1.48%	1.32%
	Decline to answer				
Staff Members	Strongly agree	36.09%	31.95%	37.49%	34.75%
	Moderately agree	37.32%	43.42%	39.19%	38.79%
	Neither agree nor disagree	22.15%	20.49%	18.96%	21.08%
	Moderately disagree	3.37%	3.01%	2.98%	4.26%
	Strongly disagree	1.07%	1.13%	1.38%	1.12%
	Decline to answer				
Student Organizations	Strongly agree	47.47%	44.34%	48.12%	48.27%

Table 7. Visible Leadership- “There is visible leadership to foster diversity/inclusion on campus from the ... ?”:					
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
	Moderately agree	35.75%	34.77%	35.67%	28.41%
	Neither agree nor disagree	13.23%	17.38%	12.45%	20.55%
	Moderately disagree	2.49%	2.73%	2.62%	2.08%
	Strongly disagree	1.06%	0.78%	1.15%	0.69%
	Decline to answer				
University Chancellor	Strongly agree			29.90%	30.00%
	Moderately agree			22.92%	20.91%
	Neither agree nor disagree			22.92%	21.82%
	Moderately disagree			9.52%	12.95%
	Strongly disagree			15.50%	14.32%
	Decline to answer				
Assistant Provost of Diversity and Inclusion	Strongly agree			38.42%	60.00%
	Moderately agree			29.01%	18.39%
	Neither agree nor disagree			24.54%	18.16%
	Moderately disagree			3.78%	1.61%
	Strongly disagree			4.24%	1.84%
	Decline to answer				

Table 8. Campus Diversity Initiatives- “Please indicate your level of agreement with the following statements”:					
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
Diversity and inclusion initiatives are relevant to my academic and/or career goals.	Strongly agree	47.80%	54.58%	44.42%	51.88%
	Moderately agree	29.69%	25.42%	36.51%	26.83%
	Neither agree nor disagree	15.42%	14.58%	13.37%	14.19%
	Moderately disagree	4.81%	2.80%	2.79%	3.99%
	Strongly disagree	2.28%	2.62%	2.91%	3.10%
	Decline to answer				
Diversity and inclusion events are well advertised.	Strongly agree	31.90%	28.33%	33.76%	44.18%
	Moderately agree	39.71%	45.56%	37.70%	40.00%

Table 8. Campus Diversity Initiatives- “Please indicate your level of agreement with the following statements”:

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
	Neither agree nor disagree	16.60%	16.85%	15.66%	10.77%
	Moderately disagree	10.25%	6.48%	9.51%	3.52%
	Strongly disagree	1.55%	2.78%	3.36%	1.54%
	Decline to answer				
Diversity and inclusion events fit into my schedule	Strongly agree	13.45%	9.62%	17.57%	9.53%
	Moderately agree	24.17%	30.00%	24.17%	26.16%
	Neither agree nor disagree	33.09%	37.36%	25.12%	29.93%
	Moderately disagree	21.20%	16.98%	22.64%	22.17%
	Strongly disagree	8.09%	6.04%	10.50%	12.20%
	Decline to answer				
I am expected to attend diversity and inclusion events.	Strongly agree	13.39%	14.50%	17.46%	15.83%
	Moderately agree	18.02%	28.44%	19.00%	23.85%
	Neither agree nor disagree	39.26%	37.48%	33.02%	36.01%
	Moderately disagree	17.11%	8.47%	16.03%	11.01%
	Strongly disagree	12.23%	11.11%	14.49%	13.30%
	Decline to answer				
I feel that I am welcome at diversity and inclusion events.	Strongly agree	33.31%	47.54%	36.36%	53.76%
	Moderately agree	34.38%	27.84%	31.40%	22.78%
	Neither agree nor disagree	21.10%	18.94%	19.36%	16.63%
	Moderately disagree	8.49%	3.60%	9.33%	3.64%
	Strongly disagree	2.72%	2.08%	3.54%	3.19%
	Decline to answer				
I learn from diversity and inclusion events.	Strongly agree	33.56%	45.19%	35.47%	47.29%
	Moderately agree	33.22%	32.31%	34.11%	29.65%
	Neither agree nor disagree	27.34%	17.50%	25.86%	18.59%
	Moderately disagree	3.24%	3.27%	2.34%	1.88%
	Strongly disagree	2.64%	1.73%	2.22%	2.59%
	Decline to answer				
My work/school load prevents me from attending diversity and inclusion events	Strongly agree	26.03%	19.17%	28.02%	26.19%
	Moderately agree	33.25%	32.26%	39.16%	37.25%

Table 8. Campus Diversity Initiatives- “Please indicate your level of agreement with the following statements”:					
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
	Neither agree nor disagree	25.45%	30.74%	19.46%	18.51%
	Moderately disagree	9.61%	10.25%	6.80%	10.84%
	Strongly disagree	5.67%	7.59%	6.57%	7.22%
	Decline to answer				
My home commitments prevent me from attending diversity and inclusion events	Strongly agree	15.79%	16.44%	19.19%	24.49%
	Moderately agree	18.30%	29.64%	22.75%	32.43%
	Neither agree nor disagree	29.47%	29.83%	25.95%	22.45%
	Moderately disagree	17.38%	12.62%	12.80%	9.98%
	Strongly disagree	19.06%	11.47%	19.31%	10.66%
	Decline to answer				
I am not aware whether the events I attend are diversity and inclusion events	Strongly agree	7.65%	3.02%	12.17%	2.42%
	Moderately agree	16.07%	9.46%	21.90%	7.97%
	Neither agree nor disagree	32.56%	30.78%	30.78%	29.23%
	Moderately disagree	16.67%	13.68%	15.94%	15.22%
	Strongly disagree	27.06%	43.06%	19.22%	45.17%
	Decline to answer				

Table 9. Beliefs and Engagement with Diversity					
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
What are your thoughts about the number of diversity and inclusion initiatives/efforts at the University?	I believe there should be more diversity and inclusion initiatives at the University.	39.64%	43.71%	36.82%	26.08%
	I am satisfied with the number of diversity and inclusion initiatives at the University.	54.37%	49.90%	56.40%	65.07%
	I believe there are too many diversity and inclusion initiatives at the University.	5.99%	6.39%	6.77%	8.85%
	Decline to answer				
	Minimum	0	0	0.00	0

Table 9. Beliefs and Engagement with Diversity					
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
“Overall, how many times would you estimate a campus program or event happened in 2022?” ... Educational Program or Trainings	Maximum	150	150	150.00	150
	Mean	41.64	42.52	51.95	45.23
	Standard Deviation	34.53	40.11	39.46	40.93
	Variance	1192.50	1609.00	1556.78	1675.01
	Decline to answer				
“Overall, how many times would you estimate a campus program or event happened in 2022?” ... Events / Commemorations	Minimum	0	0	0	0
	Maximum	150	150	150	150
	Mean	48.65	37.94	65.76	45.12
	Standard Deviation	38.13	40.40	43.55	40.78
	Variance	1454.18	1632.46	1896.78	1662.77
	Decline to answer				
“How many times did you attended ANY campus programs or events that happened in 2022?” Educational Programs or Trainings	Minimum	0	0	0.00	0
	Maximum	150	129	150.00	150
	Mean	10.67	9.00	18.23	8.05
	Standard Deviation	22.76	12.83	33.43	12.98
	Variance	517.91	164.62	1117.84	168.43
	Decline to answer				
“How many times did you attended ANY campus programs or events that happened in 2022?” Events/Commemorations	Minimum	0	0	0.00	0
	Maximum	150	150	150.00	150
	Mean	13.47	7.90	23.84	8.47
	Standard Deviation	22.77	13.98	34.81	14.62
	Variance	518.68	195.32	1211.60	213.62
	Decline to answer				

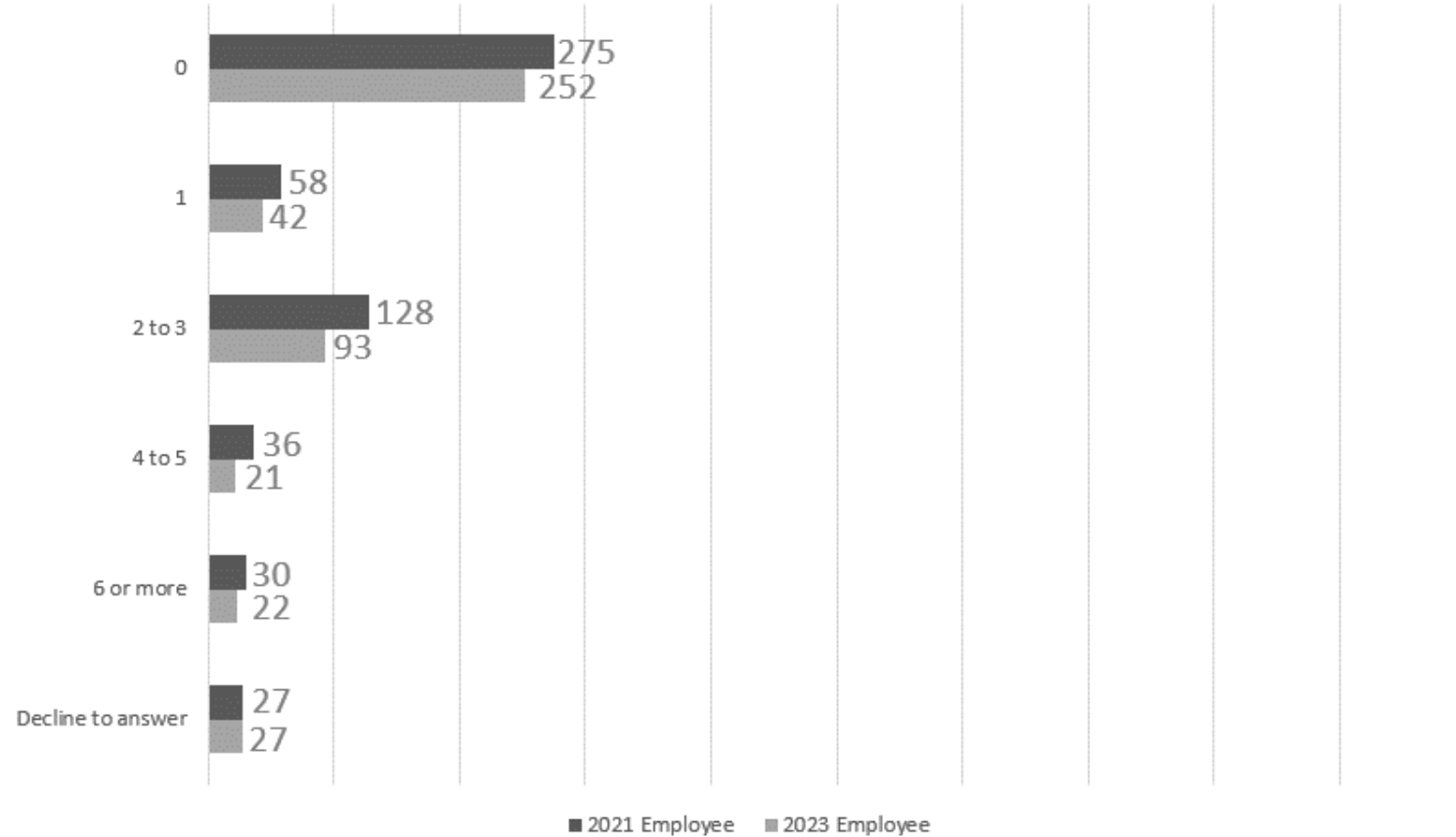
Table 10. Campus Diversity Initiatives- “Please indicate your level of agreement with the following statements”					
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff

Table 10. Campus Diversity Initiatives- “Please indicate your level of agreement with the following statements”

Discuss issues of discrimination with others	0	26.79%	21.41%	30.29%	23.33%
	1-10	47.69%	49.71%	46.90%	50.00%
	11-30	14.86%	15.68%	14.04%	15.47%
	31-50	5.64%	5.93%	3.63%	5.54%
	51 or more	5.01%	7.27%	5.15%	5.54%
	Decline to answer				
Make an effort to discuss social issues with others	0	21.02%	14.56%	21.49%	18.33%
	1-10	46.89%	45.79%	45.76%	47.80%
	11-30	18.87%	20.69%	19.16%	16.94%
	31-50	7.17%	8.62%	7.67%	8.58%
	51 or more	6.05%	10.34%	5.92%	8.35%
	Decline to answer				
Discuss issues related to sexism, gender differences, or gender equity with others	0	27.42%	23.80%	26.64%	28.17%
	1-10	42.69%	45.68%	40.07%	43.19%
	11-30	17.03%	18.81%	18.69%	12.44%
	31-50	6.71%	6.33%	7.13%	10.56%
	51 or more	6.16%	5.37%	7.48%	5.63%
	Decline to answer				
Take advantage of opportunities for intensive dialogue with others from different backgrounds and beliefs	0	30.73%	24.13%	28.57%	25.30%
	1-10	43.85%	49.23%	44.51%	50.12%
	11-30	16.25%	14.09%	16.53%	14.89%
	31-50	5.07%	6.37%	5.67%	6.15%
	51 or more	4.10%	6.18%	4.72%	3.55%
	Decline to answer				

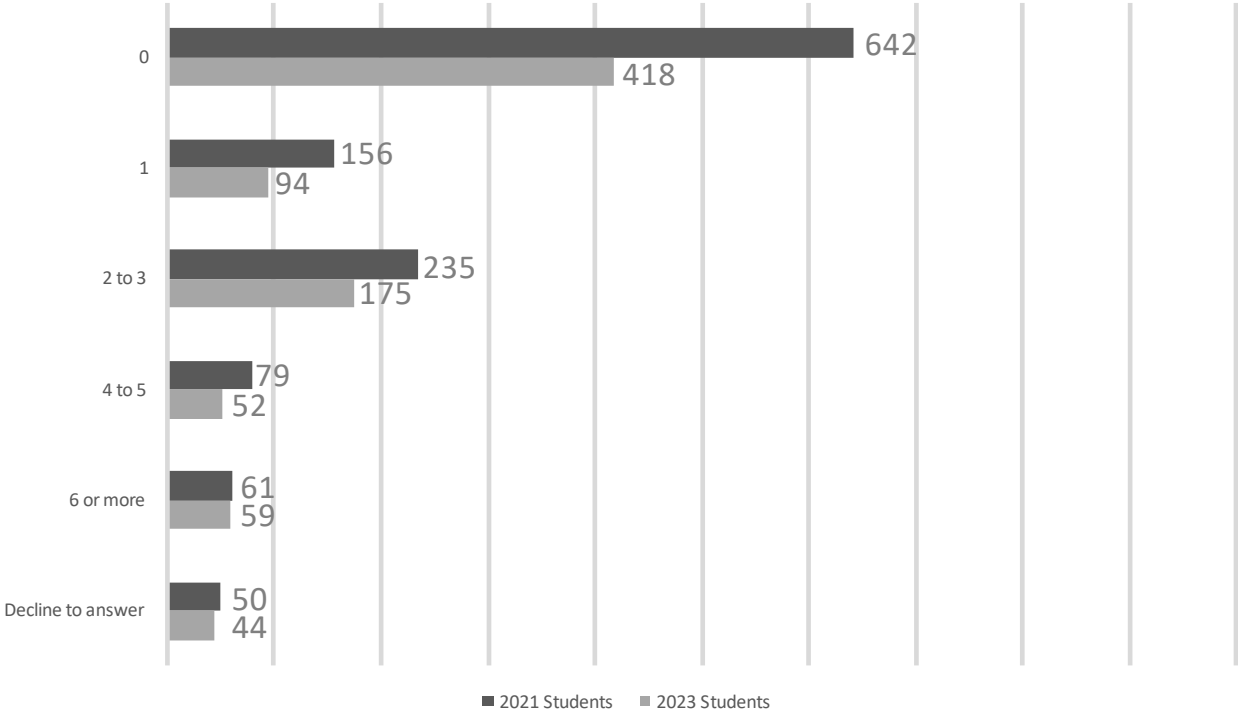
2021/2023 Employee Forms of Hostile Conduct

“How often had you observed or been made aware of any conduct directed toward a person or group of people on or near the University's campus that you believe has created an exclusionary, offensive and/or or hostile environment?”



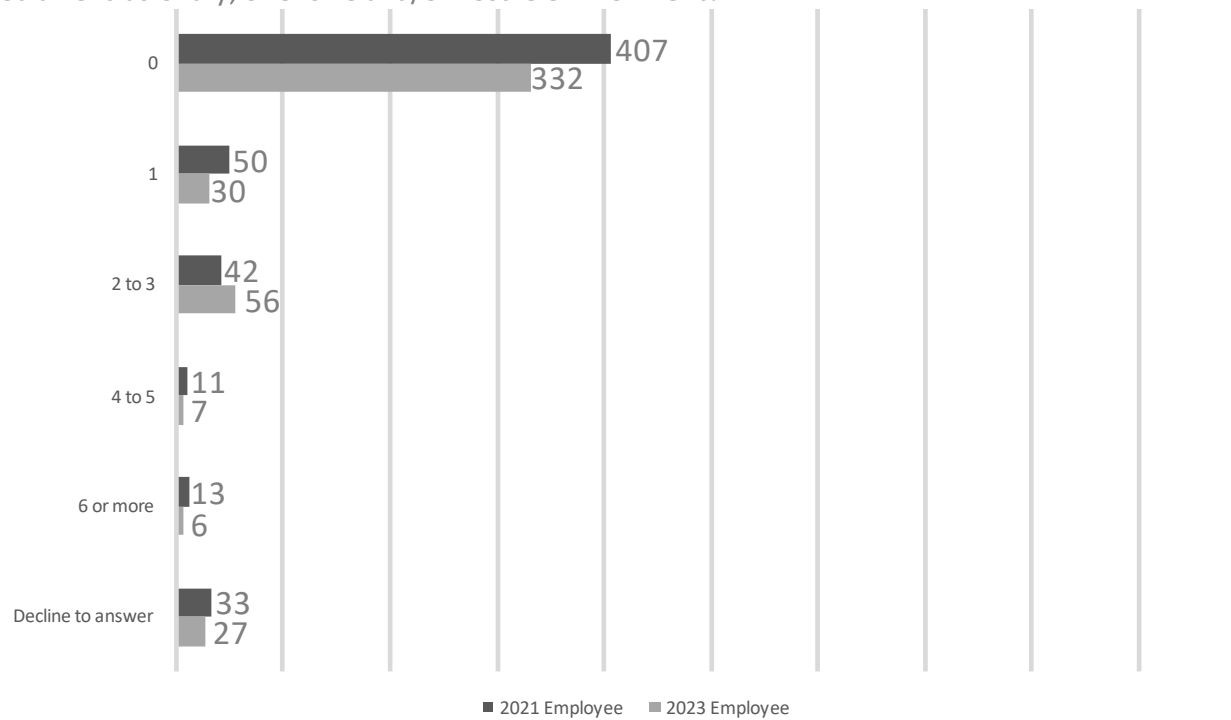
2021/2023 Student Forms of Hostile Conduct

“How often had you observed or been made aware of any conduct directed toward a person or group of people on or near the University's campus that you believe has created an exclusionary, offensive and/or or hostile environment?”



2021/2023 Employee Forms of Hostile Conduct

“How many times had you personally been the target of any conduct on or near the University's campus that you believe has created an exclusionary, offensive and/or hostile environment?”



2021/2023 Student Forms of Hostile Conduct

“How many times had you personally been the target of any conduct on or near the University's campus that you believe has created an exclusionary, offensive and/or hostile environment?”

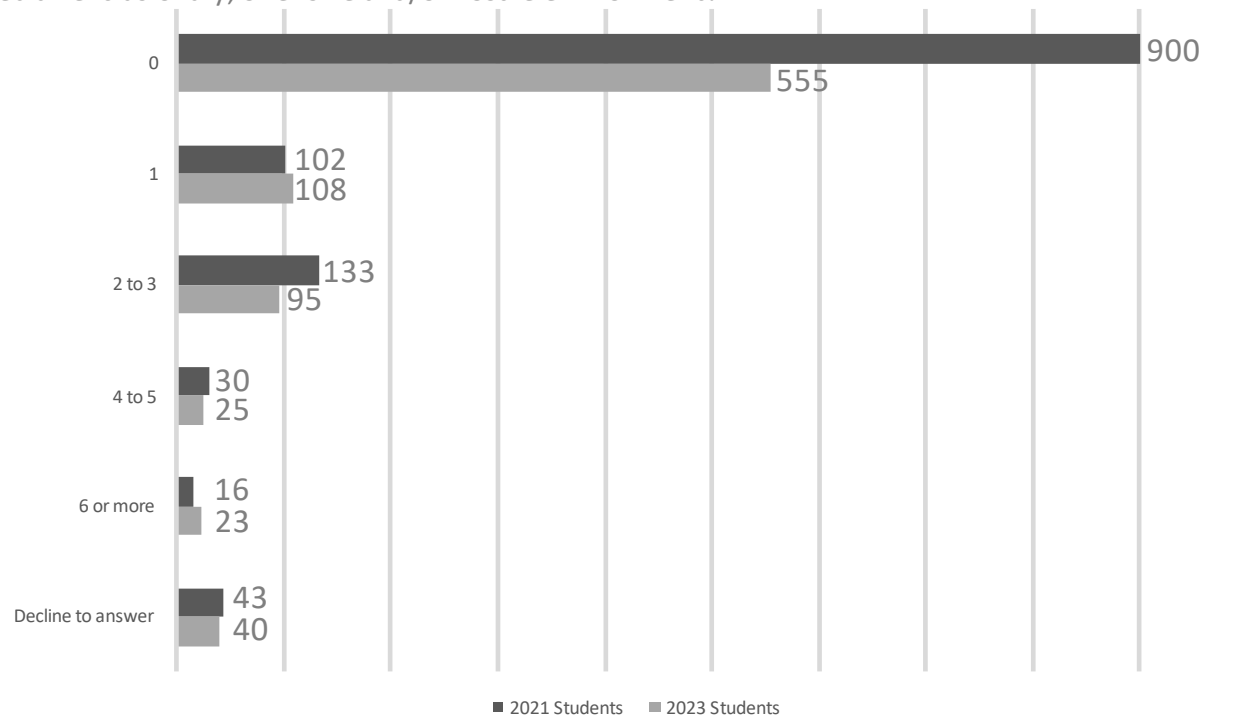


Table 11. Forms of Hostile Conduct – “Based on this conduct, what outcomes have you experienced, observed, or been made aware of?”				
Variable	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff
Victim of a reported crime	4.39%	0.95%	6.19%	3.68%
Racial/ethnic profiling	14.09%	13.27%	16.34%	11.05%
Bias-related graffiti	3.48%	4.27%	2.90%	2.37%
Derogatory phone calls, written or verbal comments/emails	7.73%	12.80%	7.54%	11.84%
Threatened or actual physical violence	5.30%	0.47%	4.35%	3.42%
Stared at	16.21%	3.79%	16.83%	6.32%
Deliberately ignored or excluded	15.15%	16.11%	13.25%	14.74%
Intimidated/bullied	11.36%	13.74%	11.90%	17.11%
Feared for their or their family's physical safety	5.61%	1.90%	4.45%	3.95%
Assumed that someone was admitted or hired	4.09%	9.95%	4.55%	6.84%
Received a poor grade because of a prejudicial/hostile classroom environment	4.55%	1.90%	3.77%	3.42%
Received a low performance evaluation	1.97%	9.00%	2.61%	5.26%
Singled out as the "resident authority"	3.33%	6.64%	2.90%	4.21%
Other	2.73%	5.21%	2.42%	5.79%
Decline to Answer				