



Creating a Respectful and Inclusive Environment: Results of the 2011-2012 Diversity Survey

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Survey Background

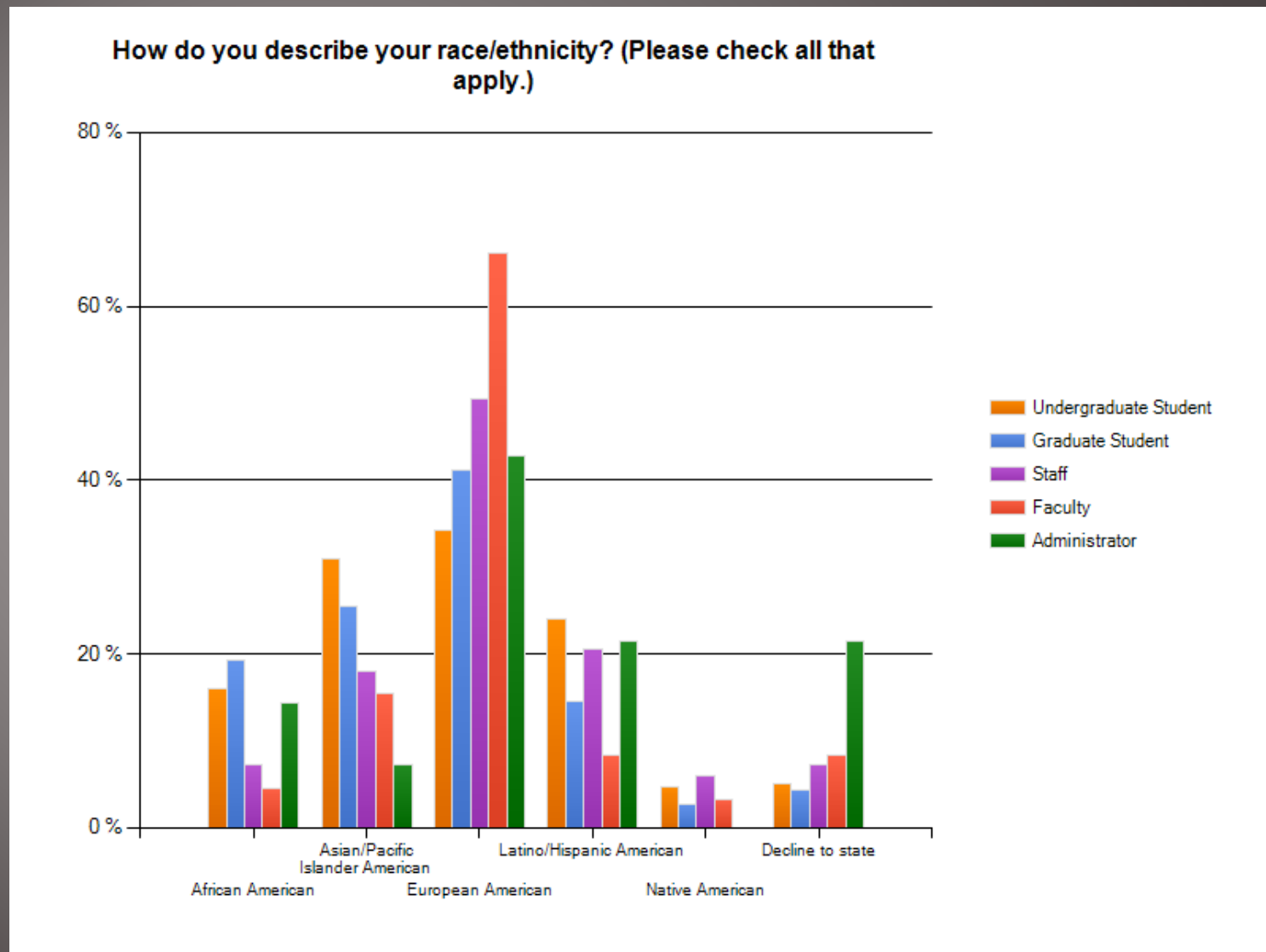
Online, anonymous survey of students, faculty, and staff concerning campus diversity. Goals were to:

- Gain an understanding of diversity and cultural sensitivity on campus and in class
- Assess the needs and suggestions of students, faculty and staff concerning diversity
- Inform future research (i.e. PEIL projects)
- Completed in 2011-2012
- 1142 responses, including 634 undergraduate students, 249 graduate students, 174 faculty, 94 staff, and 15 administrators.

Overall Findings

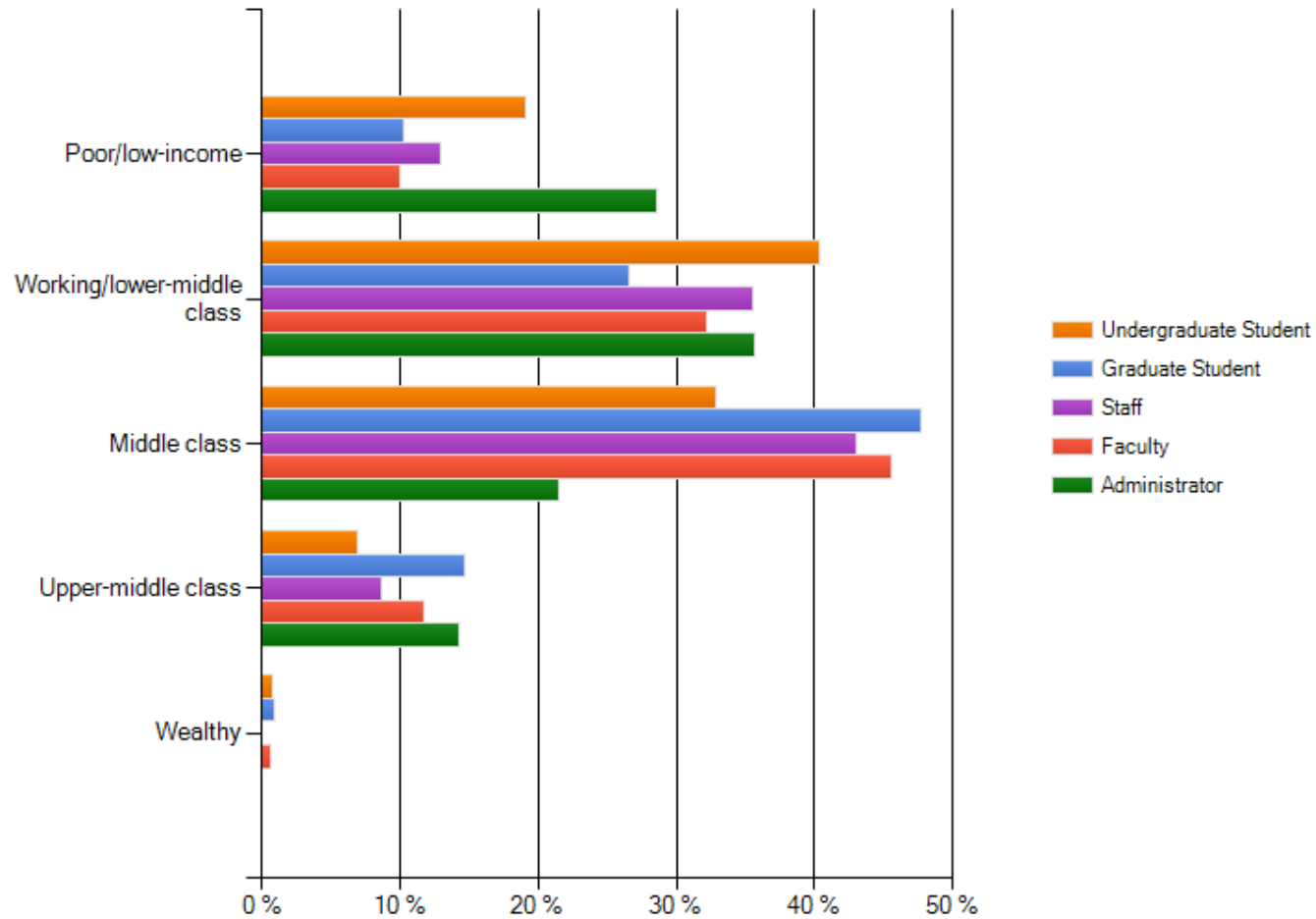
- **Faculty were twice as likely as students to identify as European Americans** (34% of undergraduate students as compared to 66% of faculty). In the 2006 campus climate survey, 40% of students and 66% of faculty identified as European American.
- About 16% of students identified as **having a disability**, as compared to 23% of staff and faculty and 28% of administrators. **Twice as many students and almost three times as many staff identified as having a disability in this survey as compared to the 2006 campus climate survey.**
- About 8% of undergraduate students **identified as LGBTQ**, as compared to 10% of graduate students, 4% of staff, and 16% of faculty. A similar number of students and faculty identified as LGBTQ in the 2006 campus climate survey. In this survey, fewer staff identified as LGBTQ than in the campus climate survey (4% vs. 7%).
- Close to 1% of students and faculty **identified as intersex or transgender**. None of the staff or administrators did. In the 2006 campus climate survey, only .2% of students identified as transgender.
- 70% of undergraduate and graduate students **identified as female** as compared to 82% of staff and 57% of faculty. In the 2006 campus climate survey, about 70% of students, 65% of staff, and 53% of faculty identified as female.

Race/Ethnicity of Survey Participants



SES of Survey Participants

How would you describe your class background when you were growing up?



Student Experiences Related to Gender

Among undergraduate and graduate students, 69.6% identified as female, 27.8% identified as male and 1.0% identified as either transgender or intersex

Student experiences around gender issues seem to vary a great deal depending on the individual participant's gender:

Female, transgender and intersex students were far more likely than male students to report feeling either respected or disrespected on campus on the basis of their gender identity

Transgender students were more likely than female students to raise gender issues when asked about experiences on campus

Most student comments about feeling both respected and disrespected in relation to gender issues focused on faculty attitudes and behaviors during interactions in the classroom and during office hours/advising

Student Experiences Related to Gender

Some student remarks about feeling respected on campus include:

“Multiple times I have had professors that have held the opinion that traditional gender roles have been a problem in our current US culture. Those professors made me feel that women did not have to succumb to traditional female roles, but that we can be just as powerful and ‘successful’ as our male counterparts”

“I have felt respected as a gender-fluid individual when, during my Conflict Management class...I came out to the class as gender-fluid. The instructor was extremely supportive, as were a majority of the students in the class.”

Others students remarked about feeling disrespected on campus:

- *“Filling out the graduate application where there is no T, FTM, MTF, is really difficult.”*
- *“As an intersex person, I have strong feelings about pronouns...and I’ve had two teachers dismiss my expressed desire for a pronoun that fits my gender.*
- *“I felt EXTREMELY disrespected by this professor because I am female...the females in the class all felt this...I am dreading the fact that I WILL have to take at least one other course with this professor to complete my...degree.”*

Faculty/Staff Experiences Related to Gender

Among faculty, staff and administrators surveyed, 64.2% identified as female, 31.7% identified as male and .7% identified as either transgender or intersex

Faculty and staff experiences related to gender issues also seem to vary a great deal depending on participants' gender:

Female, transgender and intersex staff and faculty were more likely than male staff and faculty to report feeling either respected or disrespected on campus because of gender issues

Female staff and faculty were also far more likely than female students to raise gender issues when asked about their experiences of feeling respected and disrespected on campus

Most staff and faculty comments about feeling disrespected on campus in relation to gender issues focused on interactions with departmental faculty, committee members and administrators

Faculty/Staff Experiences Related to Gender

Some staff and faculty commented on feeling respected and validated on campus in relation to gender issues:

“I have experienced...positive feedback from students (mostly female but not all) about leadership I’ve provided...with regard to examining issues of gender bias and its consequences. I have had students thank me directly for...serving as a role model...I have been very moved by these expressions!”

Many more remarked on feeling disrespected on the basis of gender:

“I’ve noticed constant gender discrimination over the years (male patriarchal attitudes around female teaching and supervisory roles). Their language has changed over time, but their actions have not.”

“Several of the older, male tenured faculty in this department have repeatedly gotten away with sexual harassment of students, faculty and staff.”

“I have had...experiences wherein older male faculty and administrators seem to feel free to use/appropriate the ideas and work of female faculty without providing proper credit for those contributions.”

LGBQ Students

74 LGBQ students (51 undergrad and 23 grad) responded to the survey. Many made positive remarks about feeling affirmed on campus in relation to their sexuality. Student comments included:

*“I was involved in the fall play *The Laramie Project* and tolerance and understanding regarding my lifestyle was celebrated and encouraged.”*

“I have always been accepted as an openly gay individual within my classes, by teachers and students both.”

However, other LGBQ students reported feeling distinctly disrespected, sometimes by other students, sometimes by faculty:

“The use of the word ‘gay’ as a derogatory term, as in ‘This class is so gay’...I have had this occur in classes on campus.”

“I feel disrespected when...professors become hetero-normative in their classes...Because I did not feel confident on how my professor would react I did not confront this student about her homophobic...remarks.”

LGBQ Faculty & Staff

31 LGBQ staff/faculty (4 staff & 27 faculty) responded to the survey.

Some of their remarks regarding feeling respected on campus include:

- *“I also feel respected when I can be out as a bi woman, without having that questioned because of my current relationship status.”*
- *“Most of my current colleagues treat me with respect and do not overtly express homophobic attitudes or behaviors. In fact one of the heterosexual colleagues in my department displays the rainbow flag.”*

Some remarks regarding feeling disrespected on campus include:

- *“While serving on a hiring committee, the committee chair and one other member refused to interview a highly qualified candidate that they identified as gay.”*
- *“At a presentation regarding tenure-track recruitment procedures, the DELO primarily focused on diversity in terms of ethnicity - specifically if a candidate was an African-American.”*
- *“I have heard antigay statements from people that did not know that I'm gay. I have also had other faculty make discriminating comments to me based on my orientation.”*

API Students

- A total of 221 undergraduate and graduate student responded
- Some of the qualitative responses of API students include:
 - Need for sensitivity to language concerns by faculty
 - Equal treatment
 - Sensitivity to language and cultural differences
 - Don't stereotype
 - Treat and teach everyone the same
 - Encourage international students
 - Faculty need diversity training, be patient encourage ESL students

API Student Languages

- About 59% of undergraduates indicate that English is their first, or primary language
- Only 45% of graduate students indicated that English is their first or primary language
- Other Southeast Asian languages spoken include: Cambodian, Ilocano, Indonesian, Khmer, Lao, Mien, and Thai
- 16 undergraduate and 11 graduate students identified other Asian languages they spoke: Arabic, Hmong, Ilocano, Japanese, Kannada, Marathi, Nepali, Punjabi, Telugu, Tibetan, Tongan, Urdu*

*Languages are reported verbatim as described by participants in an open-ended question.

African American Students

- 133 African American students (89 undergrad and 64 grad).
- 37% (n=49) made a comment (negative or positive) about feeling respected on campus.
- Students commented on the importance of affinity groups such as Women of Success, the Black Student Union, Black Social Workers
- Students also felt supported by Accessibility Services, Student Life and the Diversity Center and supportive faculty
- A number of students felt respected when they were engaged with their professors and fellow students in meaningful class activities.

African American Students, Continued

- 49% (n=65) responded to the question re: feeling disrespect. These feelings of disrespect related to:
 - Disclosing “private” information in a public setting or shaming.
 - Failure to respect the student’s age or gender
 - Financial Blues/lack of services that forces people out of school
 - Being treated like an outsider
 - Needing to tolerate racially insensitive or hurtful statements.
 - Being accused of cheating or plagiarism when that was not the case- “Your work was too good”
- What can Faculty do
 - Participate in diversity training periodically
 - Explain issues from a multiple perspective
 - Talk about, discuss, differences/diversity
 - Include a statement about diversity in the syllabus
- Students suggest that faculty receive diversity education periodically
- That in classes, there be direct discussion of diversity issues

Latino Students

- 167 Latino students (134 undergrad and 33 grad) responded to the survey.
- Some of their remarks regarding feeling respected on campus include:
 - I was in Professor Jones' Race, Gender & Inequality course and he actively sought out my individual voice as a Chicano, validating my life experience as I shared with the class. His ability to be self-deprecating and call out his own role in gender and racial social constructions makes him a great asset to the class and the MSW program.
 - I presented a report on Social Workers who were working with Latino Clients. I was able to share the research, as well as my own experiences, nuances of being a Latina with an identity that is uncommon. The MSW is very encouraging of its students to participate and share their personal and work experiences. I have found this very useful.

Latino Students Continued

Responses regarding feeling disrespected on campus include:

- There are no student housing opportunities for families. This makes it incredibly difficult to survive. If the university partnered with an apartment building, it may be possible to secure funding for family housing.
- Insensitive [sic] handling, or assumptions when discussing persons with mental health issues in class setting. Discussing them as oddities or cases. Narrow assumptions that no one in the room suffers from the symptoms.

Latino Faculty & Staff

30 Latino staff/faculty (17 staff & 13 faculty) responded to the survey.

Some of their remarks regarding feeling respected on campus include:

- In numerous meetings, faculty acknowledge my ethnic background and it's value to the makeup of the faculty.
- I feel valued when there are activities that reflect my culture.

Responses regarding feeling disrespected on campus include:

- CSUEB administrators over time and circumstances seem to have continued to diminish participation of Hispanic/Latino administrators at the campus
- I have experienced males, or younger people, getting jobs over me and their results have been mediocre at best.
- There have been times when students treat staff not as nicely as they should, and have to be reminded of the correct way to ask for help and I will do everything I can to help them. I also remind them my purpose is to help them graduate as soon as possible.

European American Students

- 285 European American Students participated in the survey; 191 undergrad and 94 grad
- Positive comments tended to focus on other aspects of identity, such as religion, disability, gender, age, or sexual orientation
- Several students mentioned that as “online only” students, they weren’t sure how respect/disrespect was relevant to their experience as a student.
- Many replied, “NA” to the question, or made comments such as, “*To be honest, I never think about it. I guess that is a good sign.*”
- One student noted that s/he appreciated the opportunity to be an ally on our diverse campus.
- A couple of students reported that they appreciated in-class experiences where they learned about race and ethnicity issues in a safe environment

European American Students Continued

- Many European American students put “NA” or “No experiences come to mind” for the question about feeling disrespected.
- Several students described negative experiences related to their race/ethnicity:
 - *Many times I am looked down upon because I am white, I am expected to be rich and very smart. While this is the case now, I have earned it.*
 - *In classes that focus on ethnic and race studies, white people tend to be bashed on. Which is understandable, but that's the only example I can think of.*
 - *A professor made a comment to me about my race and socioeconomic status (she assumed that since I was Caucasian that I must be upper class) that was not only hurtful but untrue. I had asked about the location of a community project we needed to complete for the class and she assumed I wanted to work in an upper class community, laughing at me the whole time.*
 - *One of my professors...would always talk down on Caucasian people. She would give the Caucasian people a harder time when doing their speeches, criticizing them more than the others.*
 - *In one of my...classes this year we were discussing racism and the professor stated that people who were not of color COULD NOT ever be discriminated against, no matter what their other issues were. While I realize minorities and people of color have more bouts of discrimination, it can happen to anyone at anytime*

European American Faculty & Staff

- 214 European American Faculty and Staff participated in the survey
- As with the European American students, many wrote that they generally feel respected. A few mentioned other aspects of identity for which they feel respected (i.e. religion, sexual orientation, gender). A couple of faculty/staff reflected on feeling privileged or receiving more respect than perhaps they should:
 - *Everything on campus promotes White people, that is the default of campus. So I feel "respected" everyday I come to campus. But that is the problem with campus - White men (and women) should not be the default experience and others should feel just as respected on campus, yet the vast majority of students and faculty of color on campus that I work with do not feel comfortable being who they are on campus precisely because CSUEB (like every other university) promotes Whiteness.*
 - *Being a white faculty member I enjoy considerable privilege in terms of the respect that I feel on campus.*

European American Faculty/Staff Continued

- A few faculty/staff described negative experiences related to their race/ethnicity:
 - *Appearing as a white male on the CSUEB campus is the worst thing that can possibly happen to you. Too many "persons of color" on faculty and administration take every opportunity to "get back" at you*
 - *Sometimes made to feel (because of my European background) that I am not valued since our campus has been minority majority for many years. Many times I believe that our campus does not do anything to recruit from the Euro-American population. I see many, many efforts for other ethnicities, but specifically not mine.*
 - *As a member on a search committee recently, my opinion about candidates was not the same as the opinion of the chair, based on the performance of the candidates. "Are you racist," asked the chair. I said no and continued, but, as a European American, I am discovering that I can't assess performances/candidates who are ethnically different from me without that accusation being leveled at me, either overtly (as in this case) or in others' minds. This is just as discriminatory against European Americans as any other type of discrimination. It was also bullying.*
 - *I have found repeatedly that a few students - usually minorities - will try to play the "unfair card" against me when they have NOT complied with course requirements and want to grieve the grade. Never have I been found "guilty" of what has been charged, but I RESENT this type of behavior on anyone's part.*

Students with Disabilities

- 137 students (98 undergrad and 39 grad) with disabilities responded to the survey.
- Of these students, 36% (n=50) made a comment about feeling respected on campus.
 - Many of these positive comments were general in nature. For example, one student wrote, “I typically feel respected on campus. I don't have a particular example to share.”
 - Some students described positive experiences with Accessibility Services, Excel, the Health Center, the Diversity Center, Student Life, and AACE
 - A few mentioned specific helpful individuals, including fellow students, faculty, and staff

Students with Disabilities - Continued

- 33% (n=45) made a comment about feeling disrespected on campus.
 - Many of the comments were not specifically about disability status, but about other aspects of the individual's identity (e.g. sexual orientation, religion, race/ethnicity)
 - The few comments that were specific to disability issues suggest that more training in disability awareness would be helpful for students, faculty, and staff:
 - *As far as class structure, I have found that the subject of disability is conspicuously absent in courses that regard social differences, institutional oppression and no discussion on disability rights in classes that address subjects such as euthanasia of the disabled. I have been subject to a number of statements that can be considered very ignorant and mean spirited. By fellow students.*
 - *While walking to class using a cane, I passed by several faculty members. Long before I was out of earshot (I was only a few feet away), these faculty members started speaking loudly about my disability, commenting on my gait and my body, and then questioning whether I really had a disability or needed a cane.*
 - *Teacher said accommodations thru AS were inconvenient for test*
 - Suggestions for supporting students with disabilities included allowing students who receive Accessibility Services to get priority registration and teaching about disabilities in class.

Faculty and Staff with Disabilities

- 57 Faculty and Staff with disabilities responded to the survey.
- Relatively few open-ended comments were made regarding feeling respected or disrespected.
 - One staff/faculty member reported disclosing her hidden disability to groups during presentations and feeling respected
 - Two staff/faculty members reported feeling unsupported by their supervisors as people with disabilities
 - Another staff/faculty member felt disrespected by a peer in front of others about her hidden disability

Study Strengths and Limitations

Strengths

- Large sample for an online survey, including some fairly rich open-ended comments
- Overall demographics match the 2006 Campus Climate survey fairly well, indicating that this survey captured a similar cross-section of the CSUEB Community

Limitations

- Selection bias – those with strong feelings (positive or negative) about diversity issues were much more likely to participate
- Possible oversample of MSW students ; though the survey was emailed to all faculty, staff, and students, it was sent out by a faculty member in Social Work, and many of her students responded
- Provides only minimal information with no opportunity for follow-up

Discussion & Implications

- Differences in perceptions by students vs. staff / faculty of CSUEB as a respectful / non-respectful environment
- Challenges for students/ staff/ faculty regarding existing census categories / labels (i.e. a need for a multiracial category)
- Disagreement from respondents regarding the definition of “American” and perceptions of a “majority discrimination.”
- Need for further exploration of diversity issues on campus
- Need for sensitivity training for some faculty and staff – particularly those in leadership positions whose actions have a strong impact on hiring decisions, policy, RTP, etc.

Next steps

- DSJ FLC 2012-2013 analyzed and presented API data at the FLC poster session
- Diversity and Social Justice Project funded by the CSUEB Programmatic Excellence and Innovation in Learning (PEIL) grant program
 - Planning grant 2012-2013; Julie Beck (PI), Colleen Fong & Sarah Taylor (Co-PIs); Collaborators Rose Wong & Derek Jackson Kimball.
 - Study involved focus groups, curriculum analysis, and individual interviews with faculty and staff leaders involved in Diversity and Social Justice efforts on campus; Data collection completed and preliminary findings released; continued analysis of data this year
 - Implementation grant 2013-2014; Sarah Taylor (PI), Colleen Fong, Julie Beck, & Rose Wong (Co-PIs); Collaborators Gale Young, Ken Chung, Shirley Yap, & Derek Jackson Kimball
 - Two-part project involving DSJ Faculty Fellows Pilot Program and development of a DSJ Pedagogy Guide
- CSUEB Office of Diversity led by Dianne Rush Woods, Chief Diversity Officer
- Presentations and publications on all of the above activities!