

**HEDS Diversity and Equity
Campus Climate Survey
2019**

SKIDMORE

CIGU HEDS Analysis Working Group

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What is HEDS?

The Higher Education Data Sharing Consortium (HEDS) is an organization of colleges and universities committed to sharing data, knowledge, and expertise to advance undergraduate liberal arts education, inclusive excellence, and student success at member institutions.



Why the “Campus Climate” survey?

- Survey engages all constituencies (students, staff and faculty);
- Gathering a clearer sense of the composition of campus;
- Understanding perceptions of the institution’s support of diversity and inclusion;
- Enabling College to better address and support policies and practices that relate to diversity, equity and inclusion.

Overview

- Survey was administered to all students, staff and faculty between Feb 4 - Mar 17, 2019;
- Over 200 hours has been devoted to reviewing data and findings;
- Presentation to CIGU, President's Cabinet and IPPC to gather feedback;
- Presentations to constituency groups.

Many members of the Skidmore community completed the survey, resulting in higher than average response rates

Role	Response Rate	National
Students	50%	19%
Staff	55%	43%
Faculty	74%	

1,286 students, 401 staff, and 270 faculty = total of 1,957 responses of 3,673

What we will cover as we review the results

- Demographics
- Campus Climate
- Institutional support for diversity and equity
- Disparaging remarks
- Harassment and Discrimination

Demographics

Theme #1

***We are a diverse community
and in many different aspects.***

RESPONDENTS BY GENDER IDENTITY

Q: What is your gender?

Students

67% Women
29% Men
3% Non-binary

Staff

68% Women
31% Men
1% Non-binary

Faculty

53% Women
46% Men
1% Non-binary

RESPONDENTS IDENTIFYING AS TRANSGENDER

Students



2%

Staff



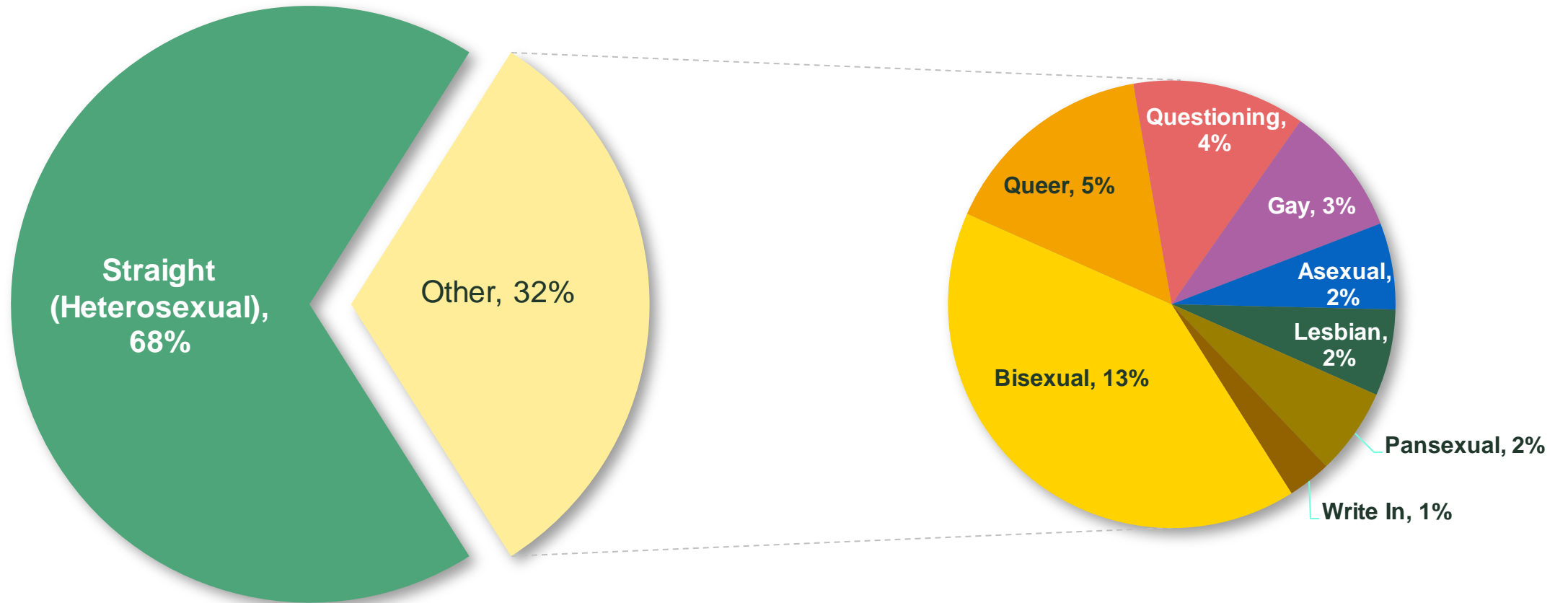
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Faculty

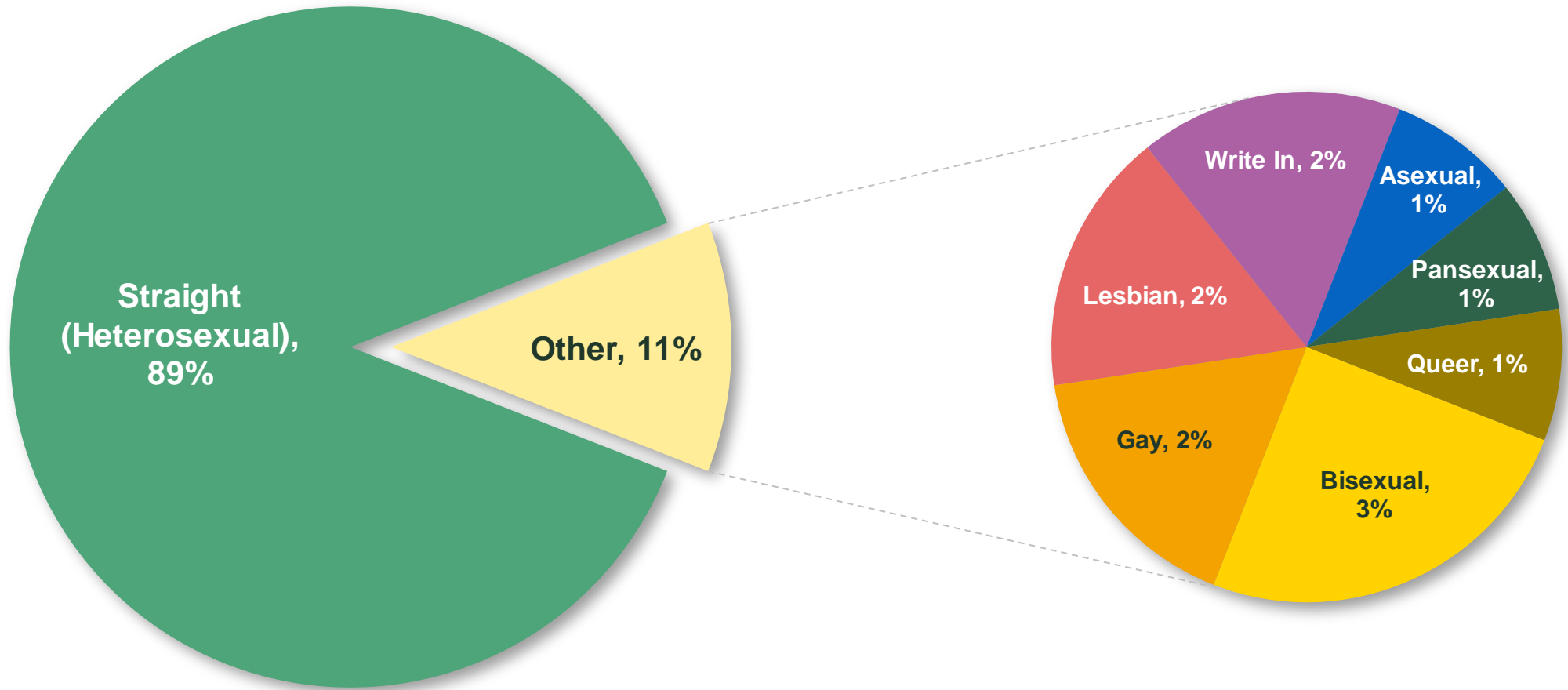


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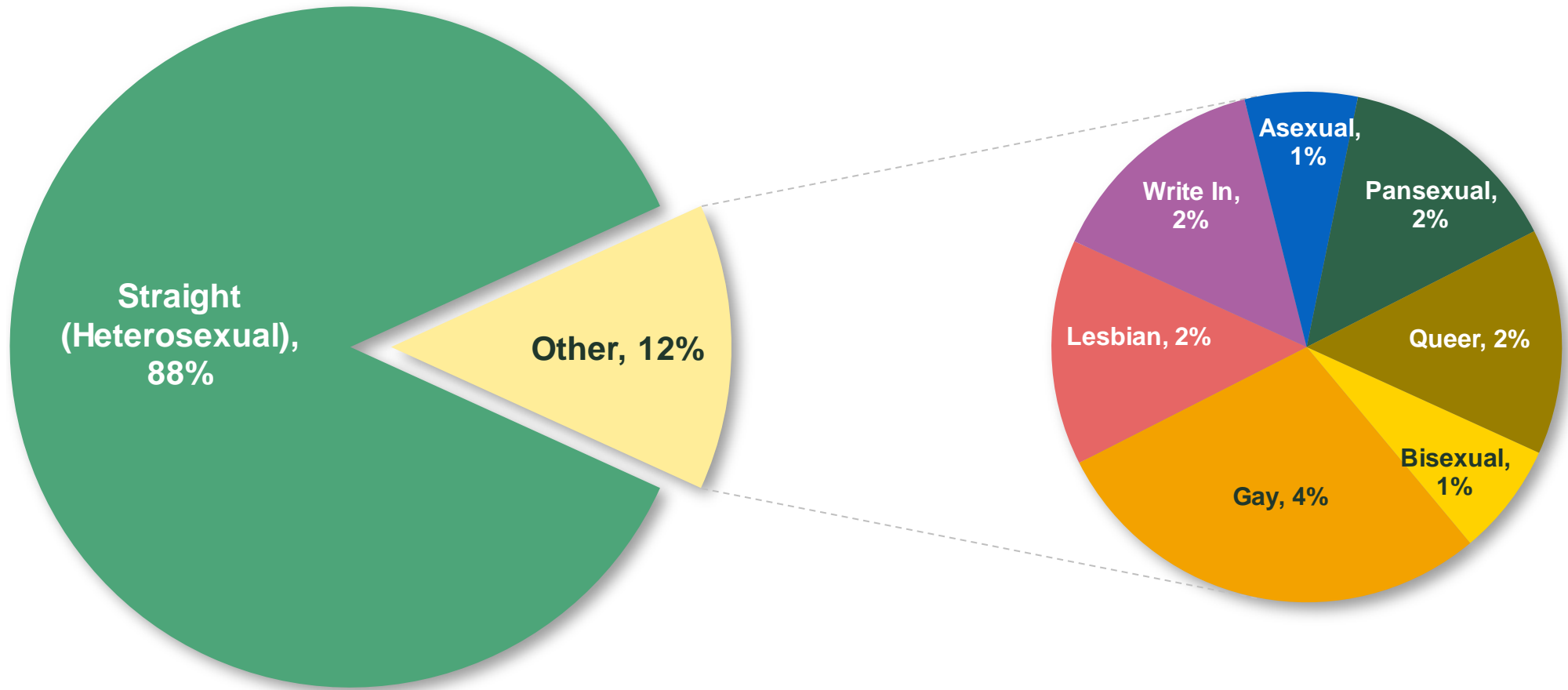
STUDENTS: Which term best describes your sexual orientation?



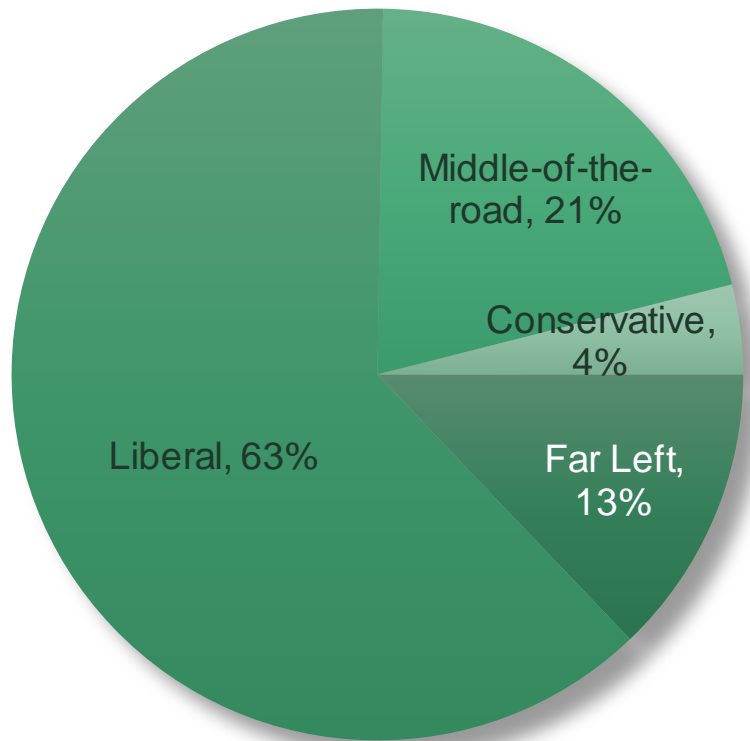
STAFF: Which term best describes your sexual orientation?



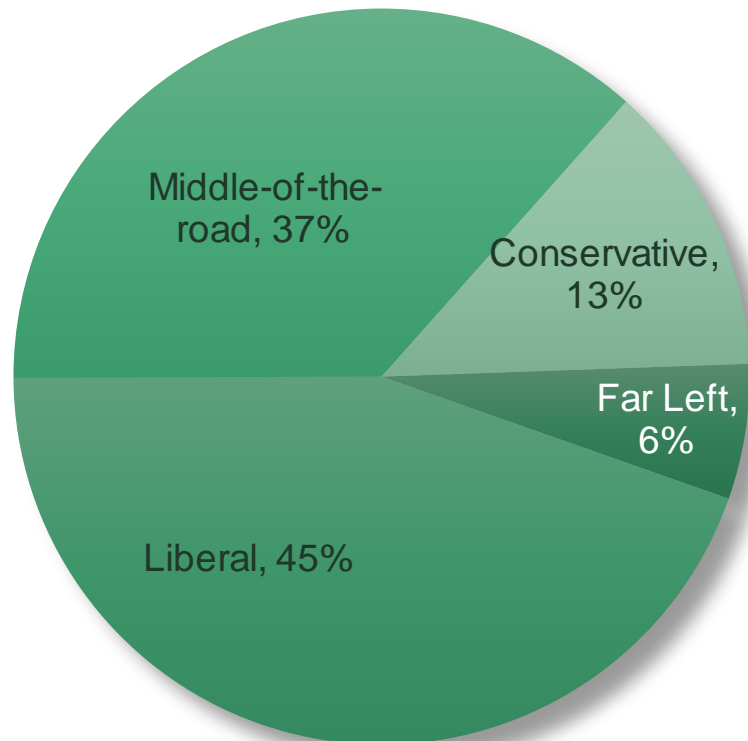
FACULTY: Which term best describes your sexual orientation?



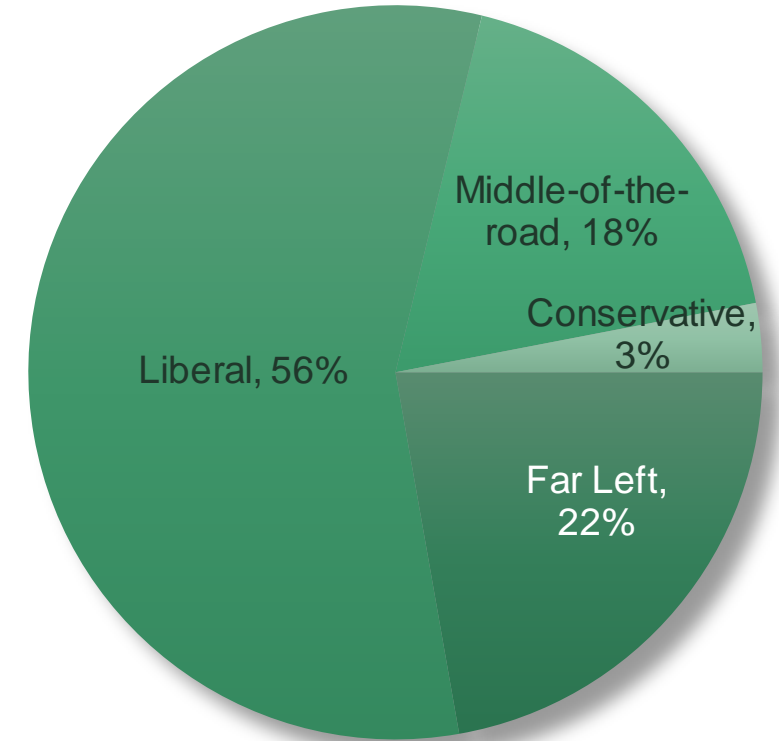
How would you characterize your political views?



STUDENTS

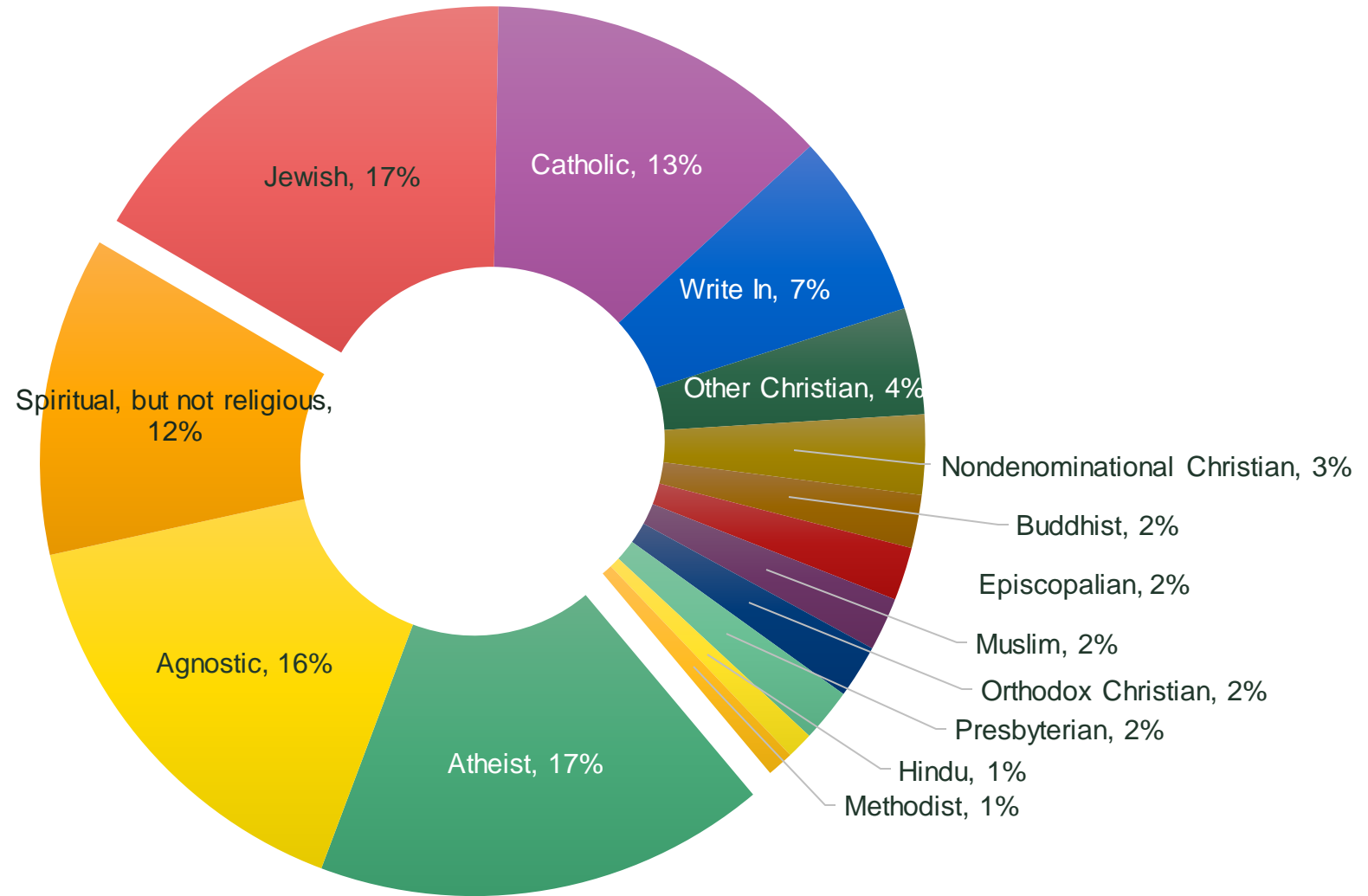


STAFF

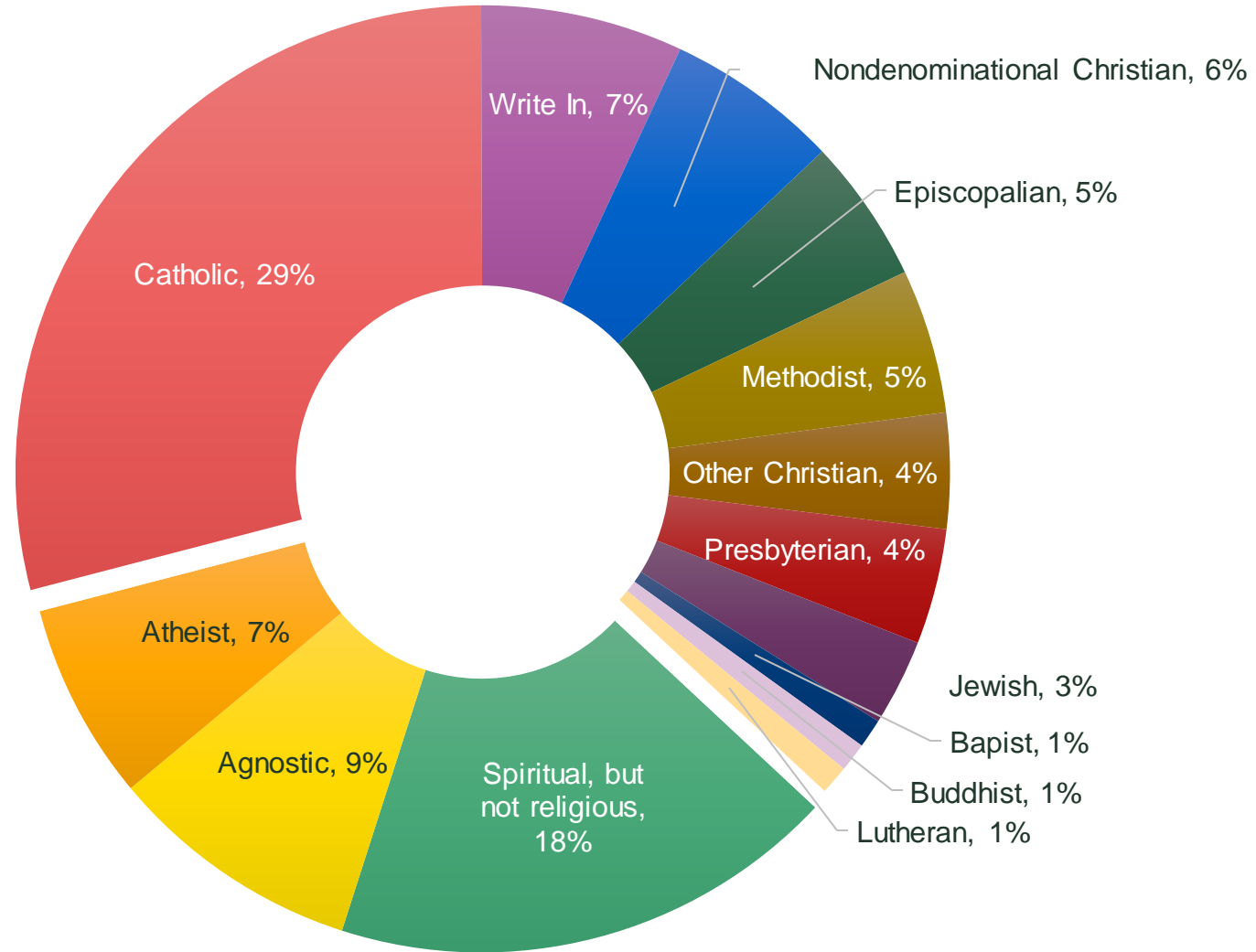


FACULTY

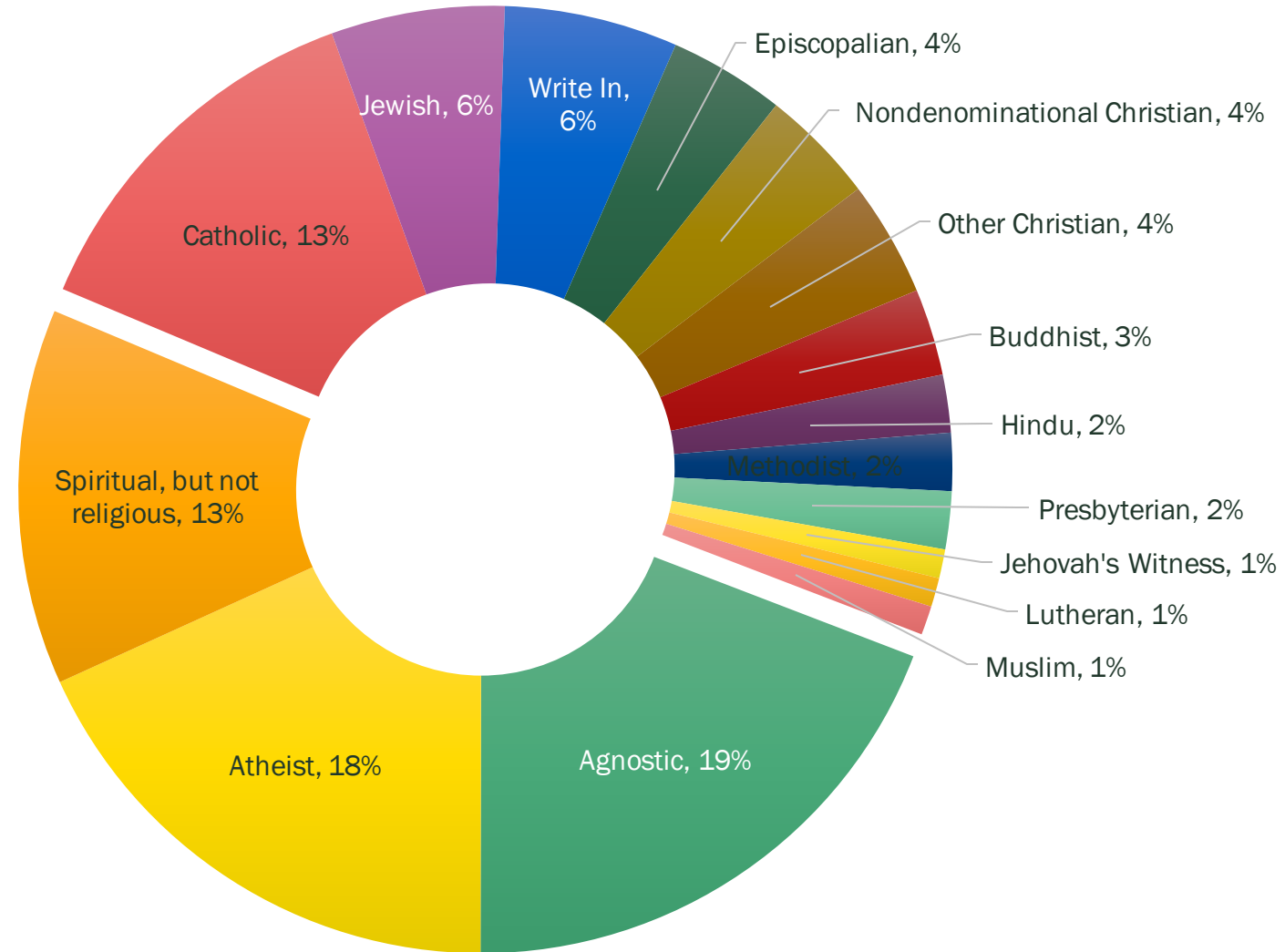
STUDENTS: What is your religious affiliation?



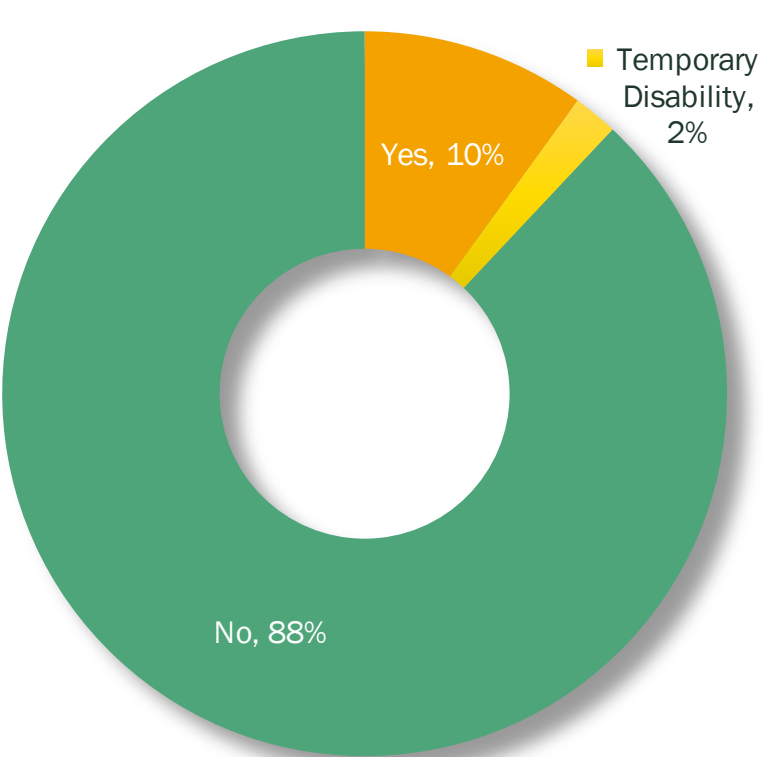
STAFF: What is your religious affiliation?



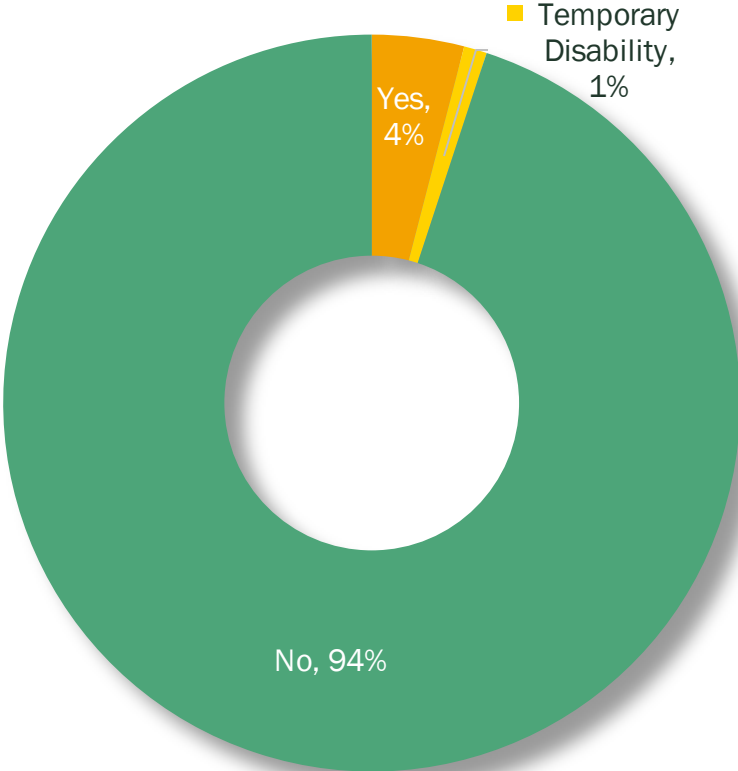
FACULTY: What is your religious affiliation?



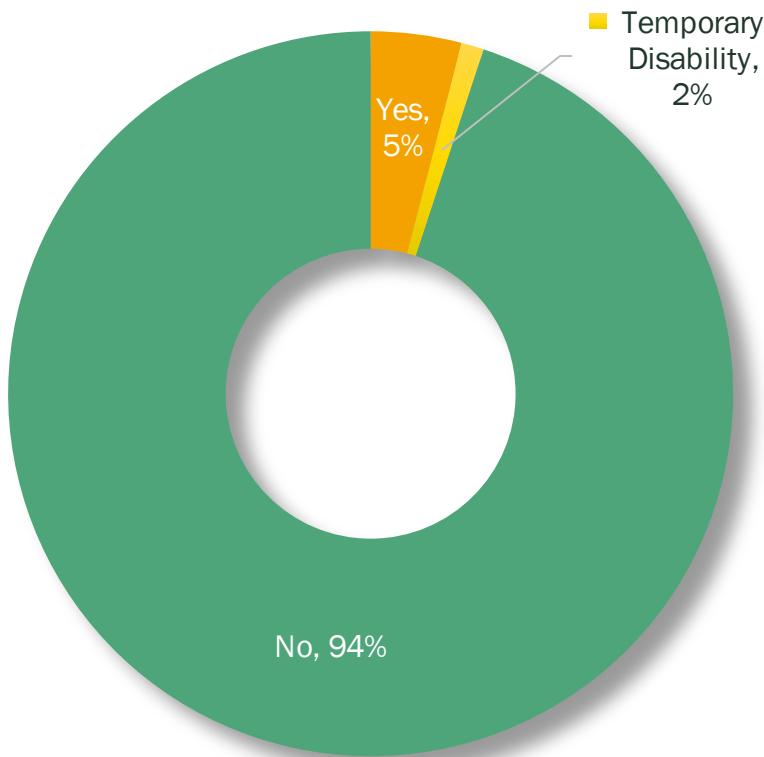
RESPONDENTS WHO SELF IDENTIFY AS A PERSON WITH A DISABILITY.



STUDENTS

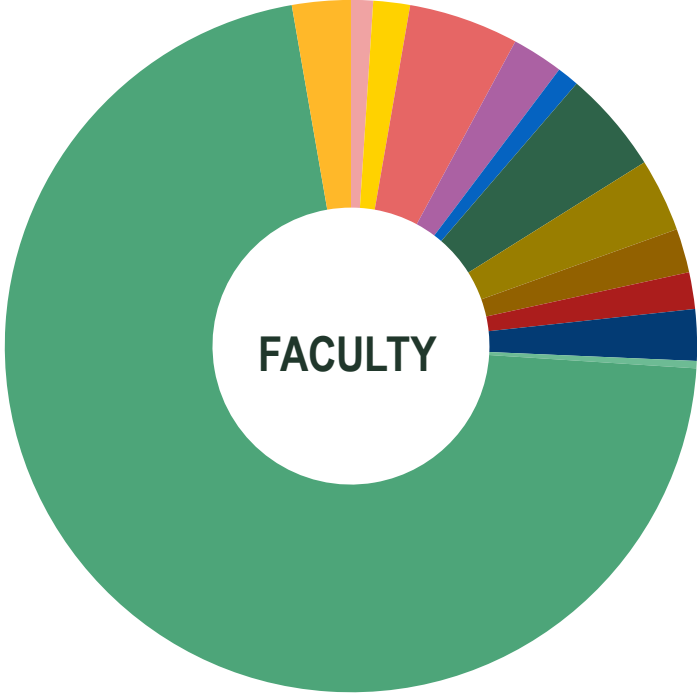
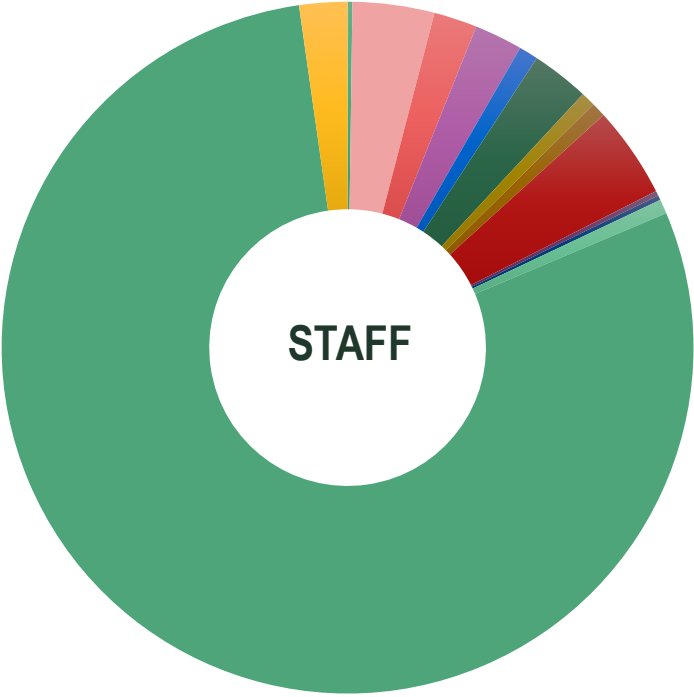
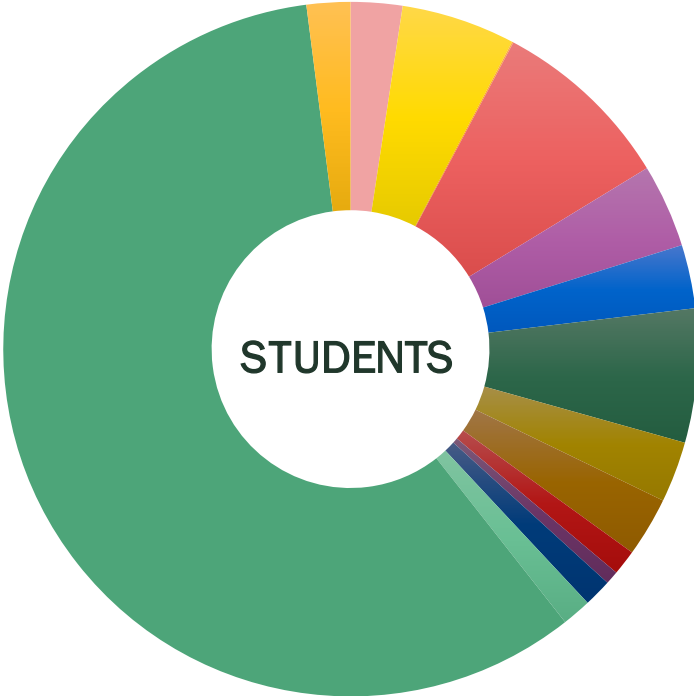


STAFF



FACULTY

Which of the following racial or ethnic categories applies to you?

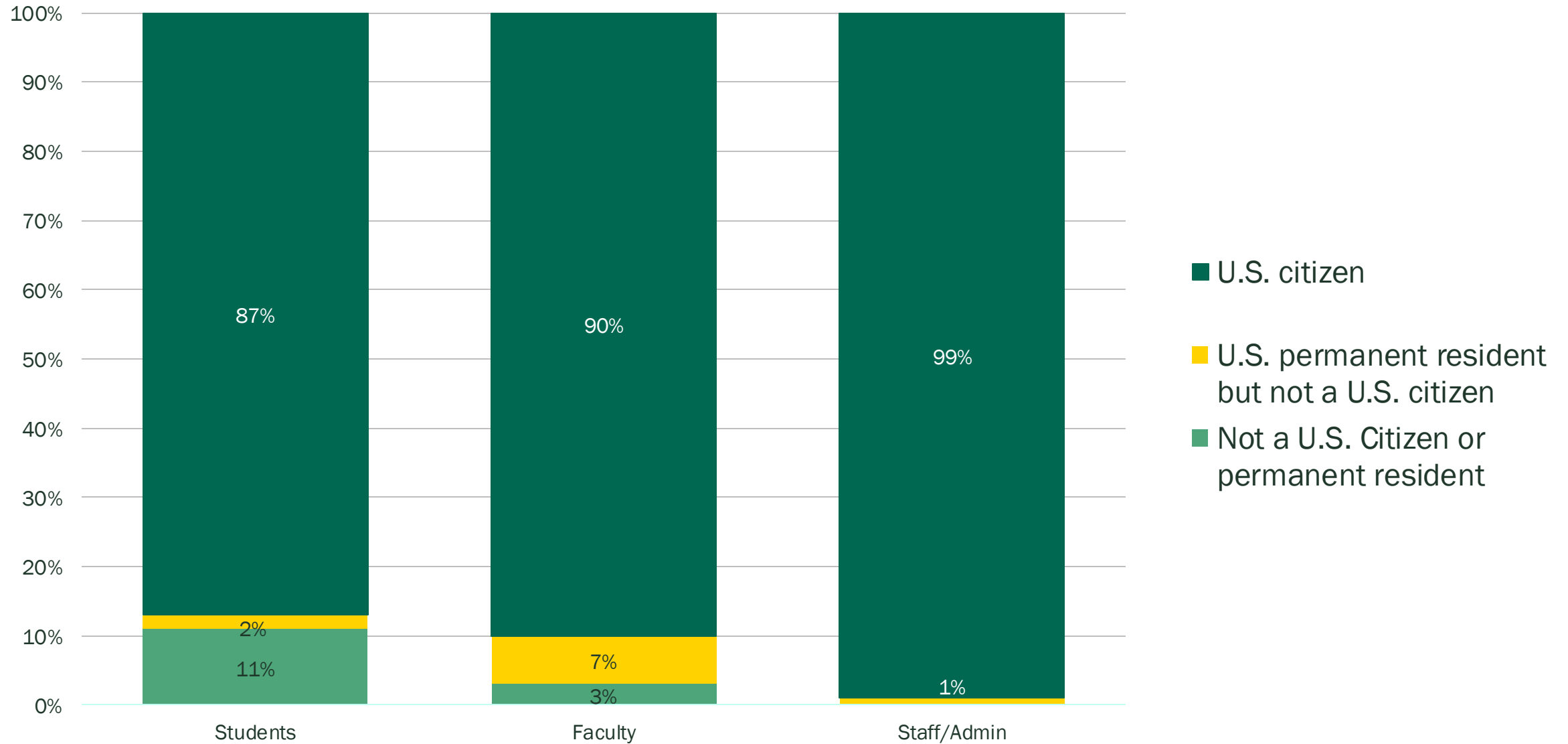


- African
- Asian
- Hispanic or Latino/a
- Native American/American Indian
- Southeast Asian

- African American/Black
- Asian American
- Latin American
- Native Hawaiian or other Pacific Islander
- White

- Alaska Native
- Caribbean/West Indian
- Middle Eastern
- South Asian
- Some other race or ethnicity

What is your citizenship status?



Takeaway

Within our community, there is a wide range of sexual orientations, religious affiliations and racial/ethnic categorizations.

Takeaway

There are differences between the composition of campus in the following ways:

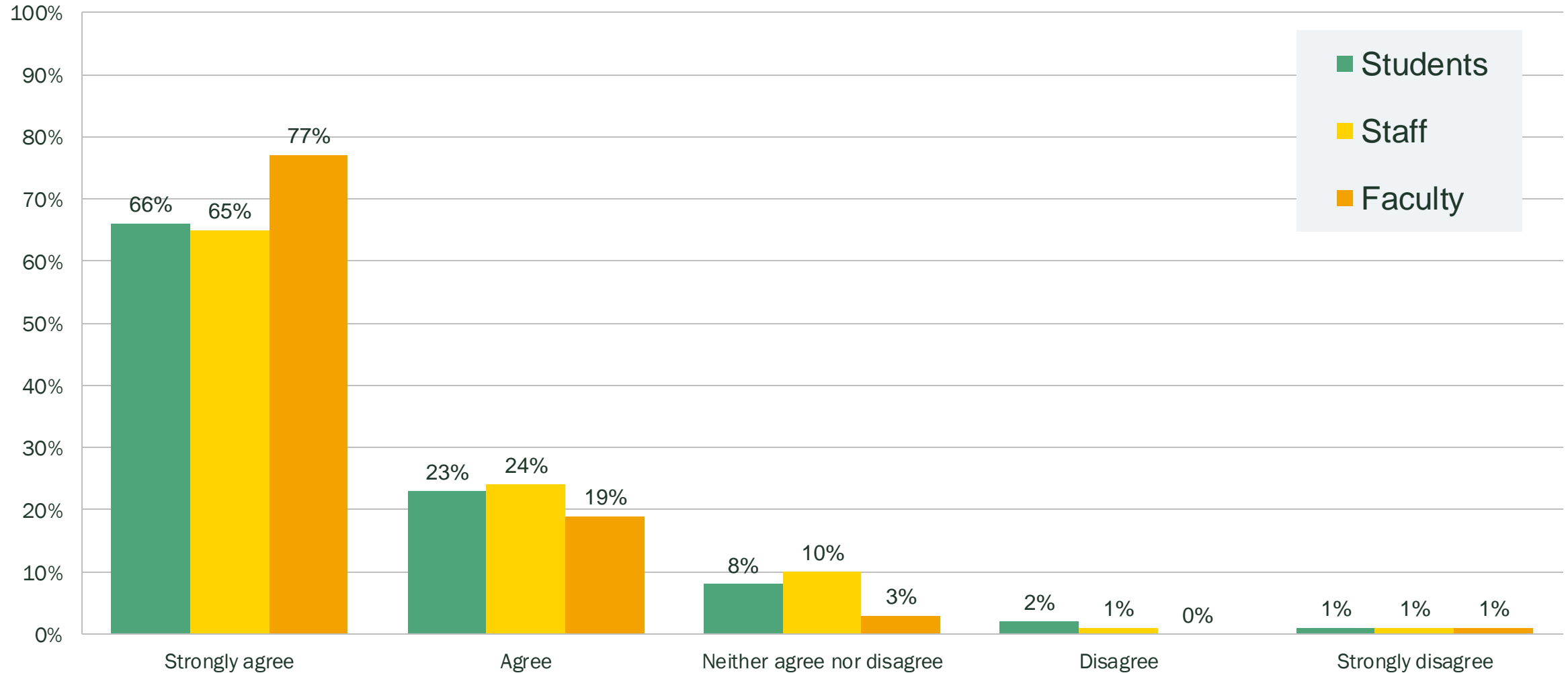
1. Students represent a wider range of sexual orientations than faculty and staff.
2. Students and faculty represent a wider range of religious affiliations than staff.
3. Students represent the widest range of racial / ethnic identities, then faculty and then staff.
4. Staff have greater representation across political views than faculty and students.
5. Faculty and students identify as having more liberal political views than staff.

Campus Climate

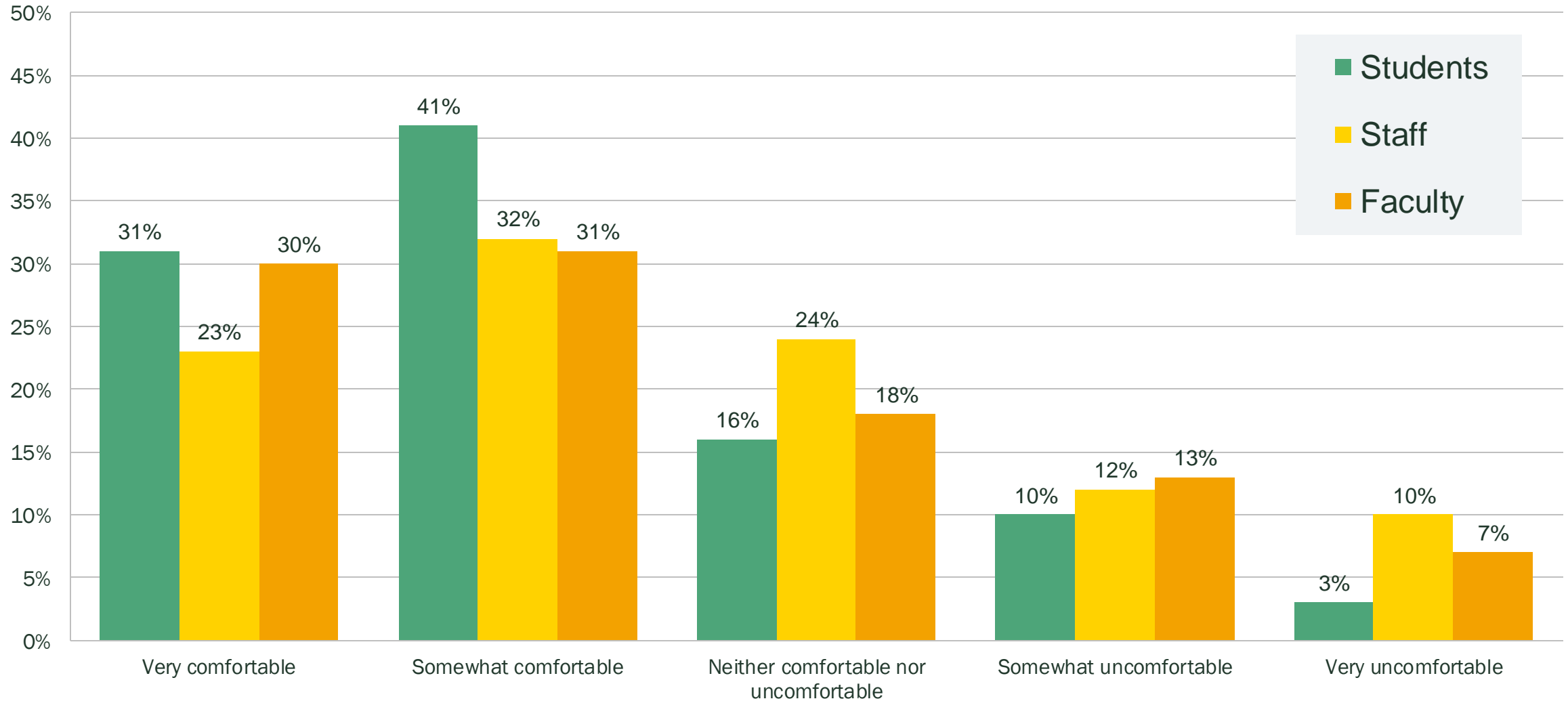
Theme #2

Within our community, groups have varying perceptions and experiences with the campus environment.

To what extent do you agree that diversity improves the community?



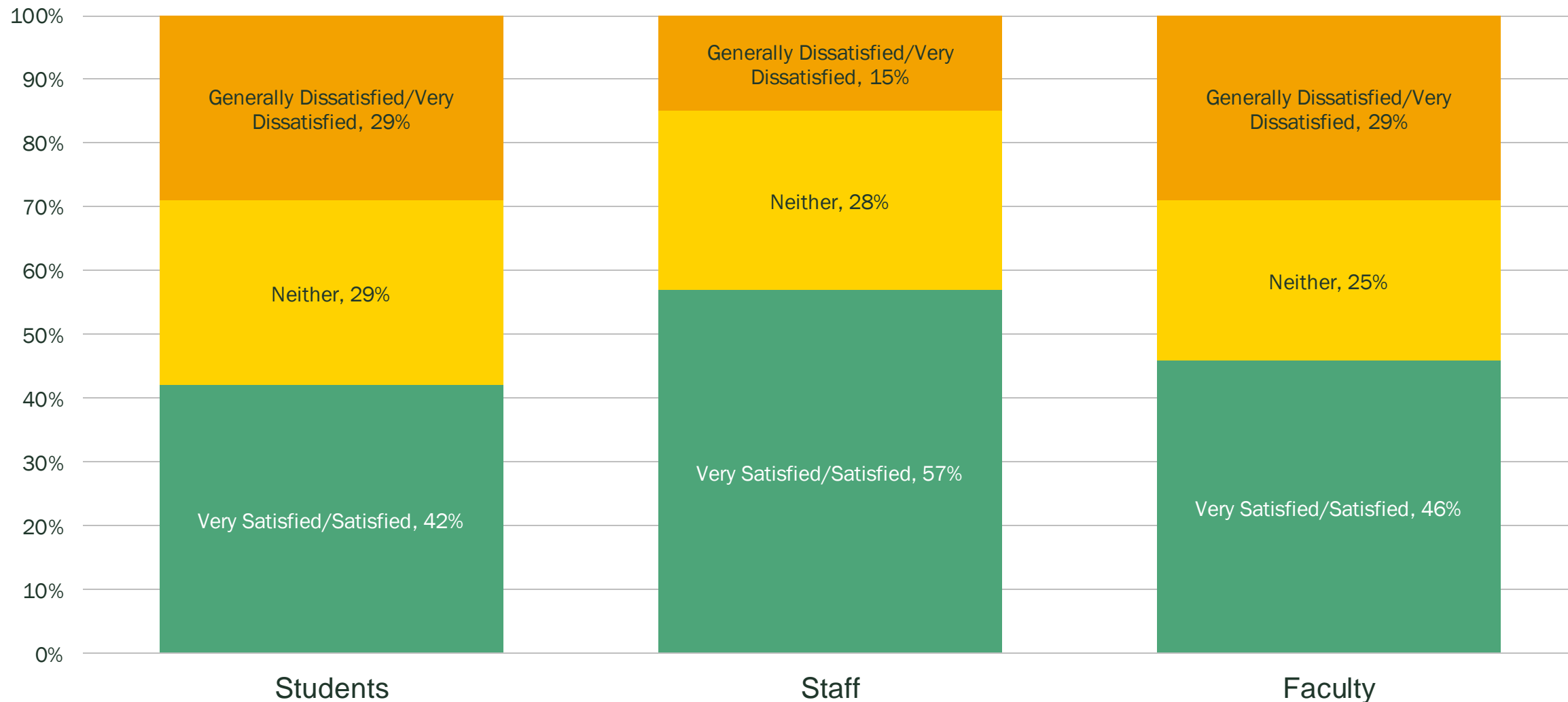
How comfortable are you sharing your views on diversity and equity?



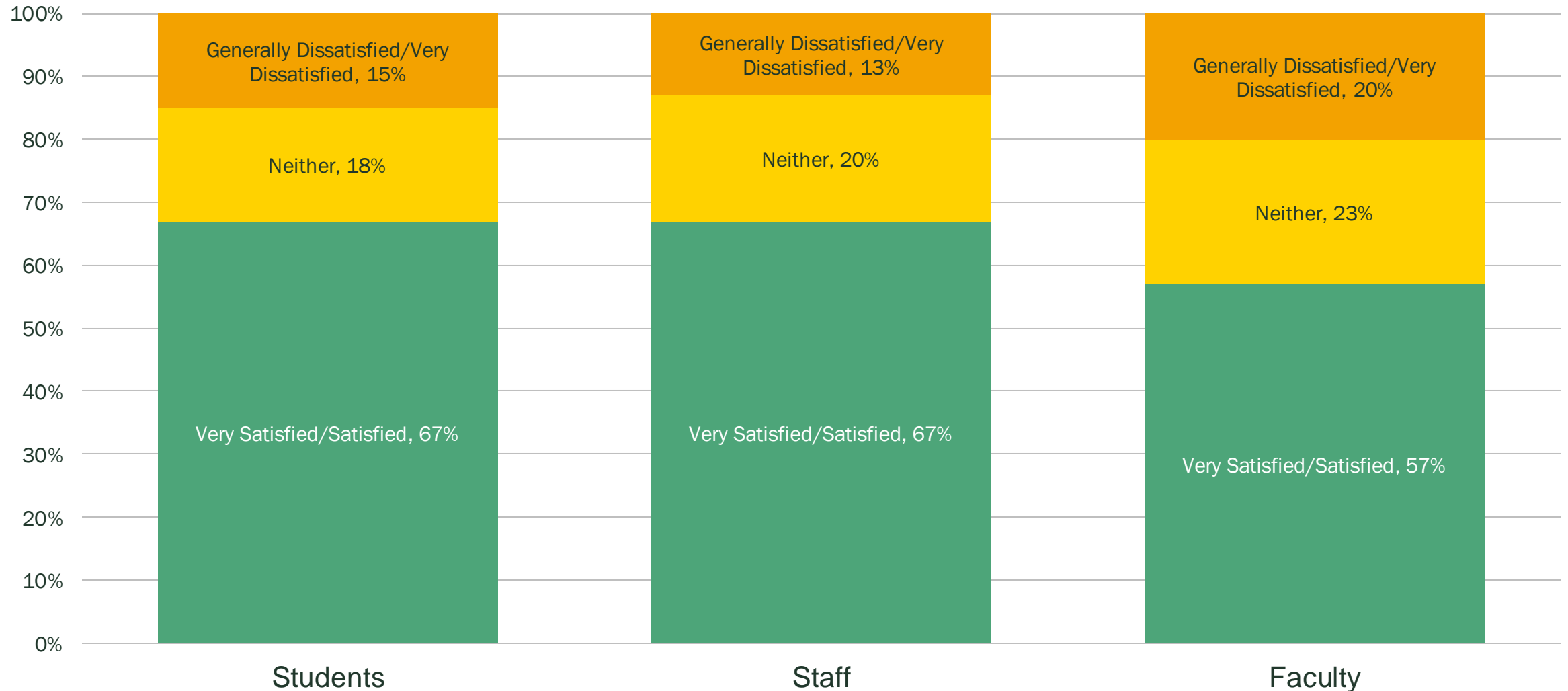
Please indicate your level of satisfaction with the overall campus climate



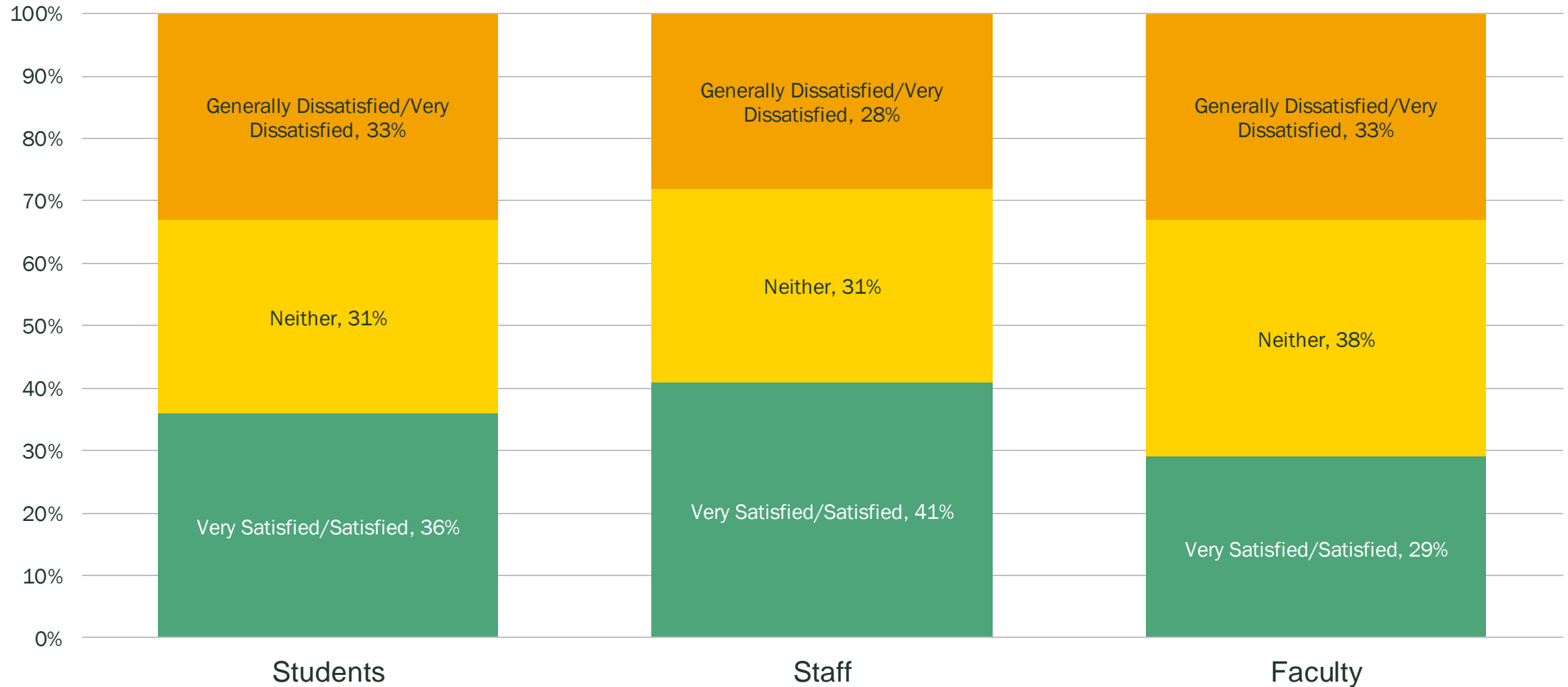
Please indicate your level of satisfaction with the campus environment and experience related to diversity at Skidmore



Please indicate your level of satisfaction with the extent to which you experience a sense of belonging or community at Skidmore



Please indicate your level of satisfaction with the extent to which you feel all community members experience a sense of belonging



RATINGS OF CAMPUS CLIMATE BY DEMOGRAPHIC



More Positive Perceptions

- Staff
- Men
- U.S. White
- Heterosexual
- Liberal/Middle of the Road



Less Positive Perceptions

- Faculty
- Non-Binary
- U.S. Persons of Color
- LGB+
- International Employees
- Conservative

How would you describe the sense of community you feel at Skidmore?

POSITIVE PERCEPTION

It's not perfect but it is a welcoming community where individuals are encouraged to be themselves and develop a bond with each other.

NEGATIVE PERCEPTION

If there is a sense of community, not all feel they are a part of it and some feel looked down upon by others due to their job / role / status.

How would you describe the sense of community you feel at Skidmore?

WE CAN DO BETTER

There are some with privilege within the community who desire to address it with assistance from the College or other help / resources.

MICRO-COMMUNITIES

There are some who feel there are smaller communities — or "bubbles" — within the broader campus that do not necessarily intersect or align.

Takeaway

People report experiencing their own sense of community, but express concern that others do not have a positive sense of community.

Takeaway

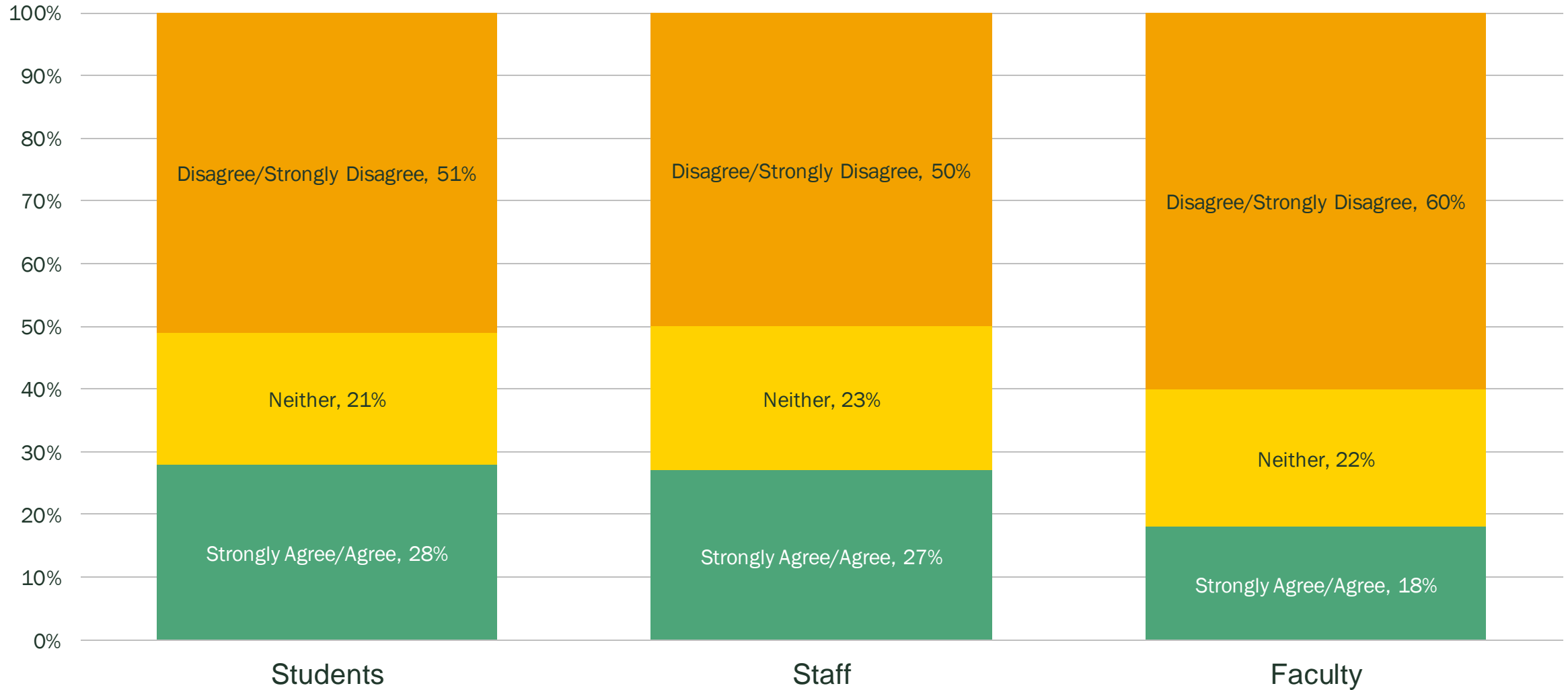
Within our community, members of different groups, especially marginalized ones, report less positive perceptions of climate.

Institutional Support

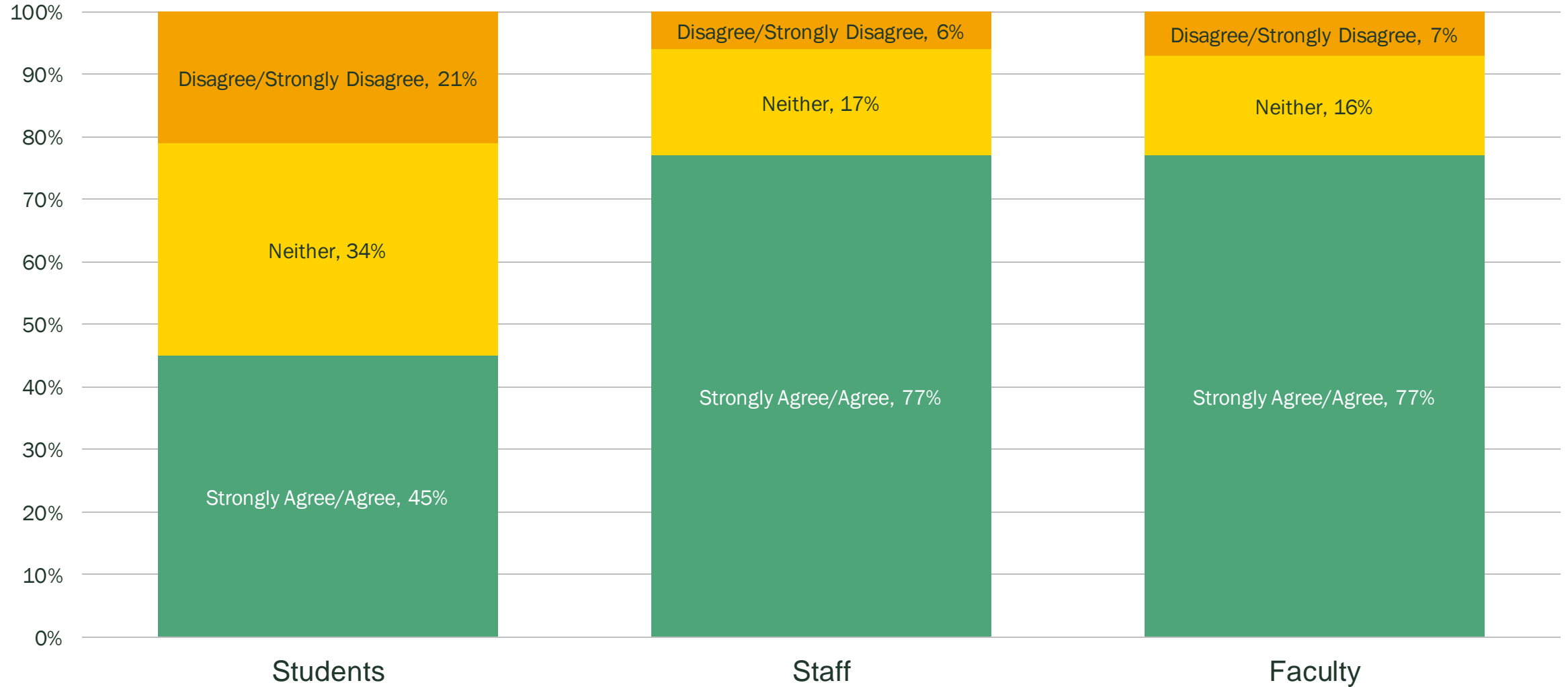
Theme #3

There is a range in the understanding of and experience with institutional commitment to diversity and equity.

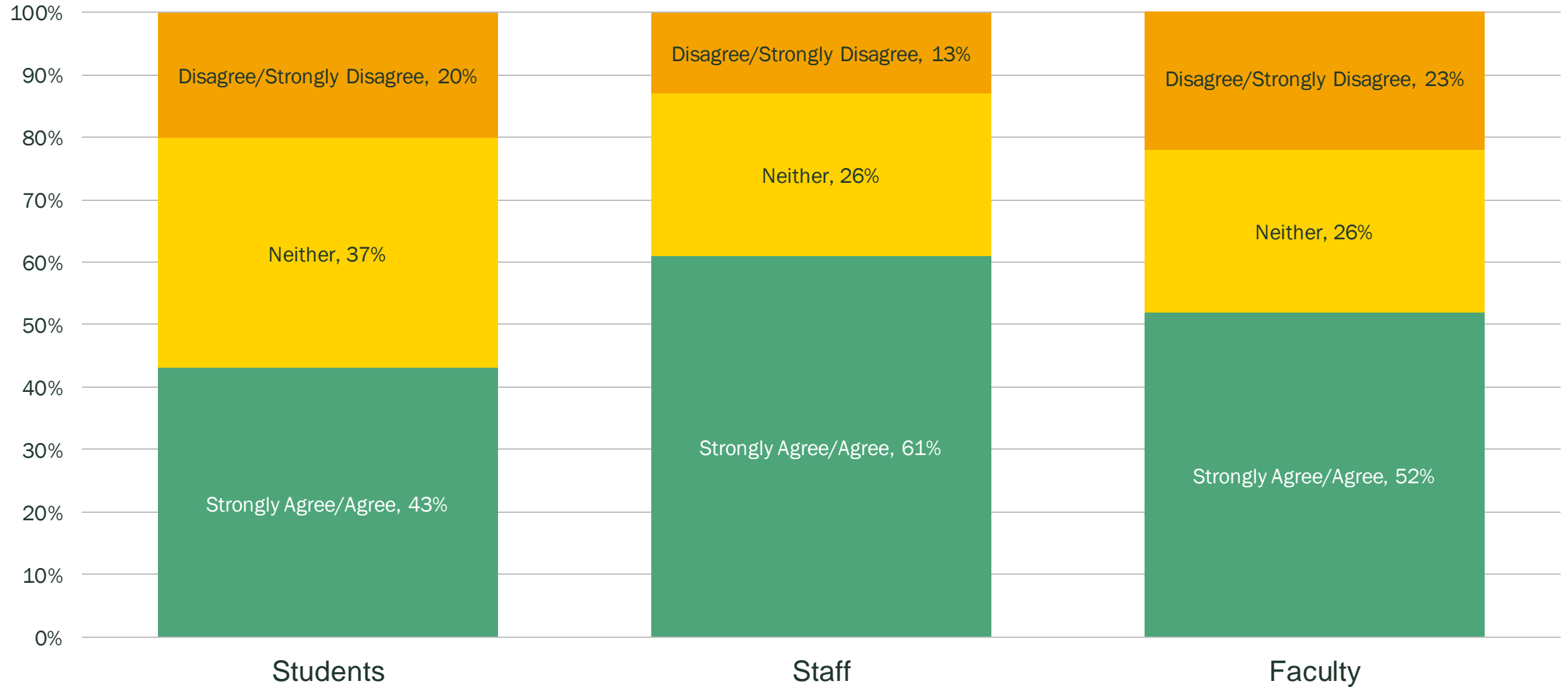
Campus is free from tensions related to individual or group differences



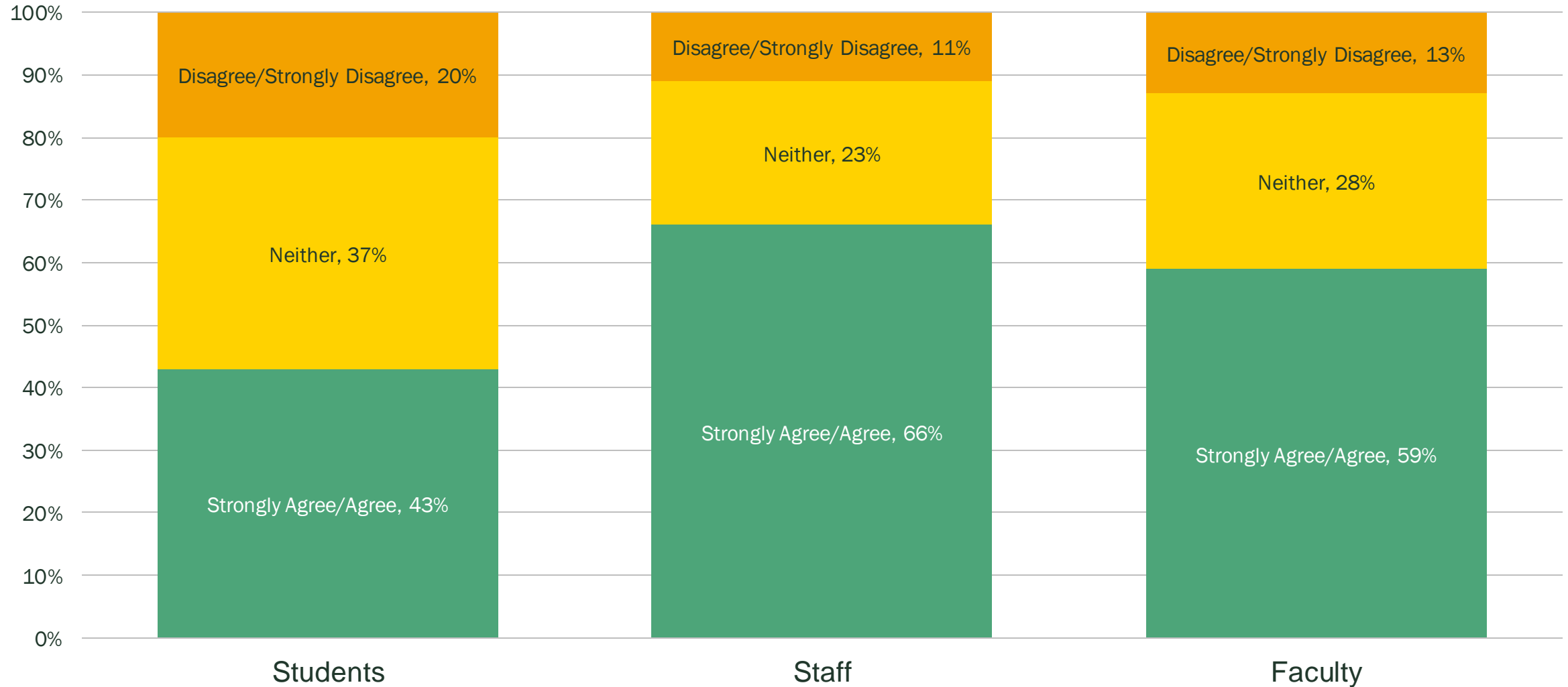
Recruitment of historically marginalized students, staff and faculty is an institutional priority



Retention of historically marginalized students, staff and faculty is an institutional priority



Senior leadership demonstrates a commitment to diversity and equity on campus



INSTITUTIONAL SUPPORT FOR DIVERSITY AND EQUITY



More Positive Perceptions

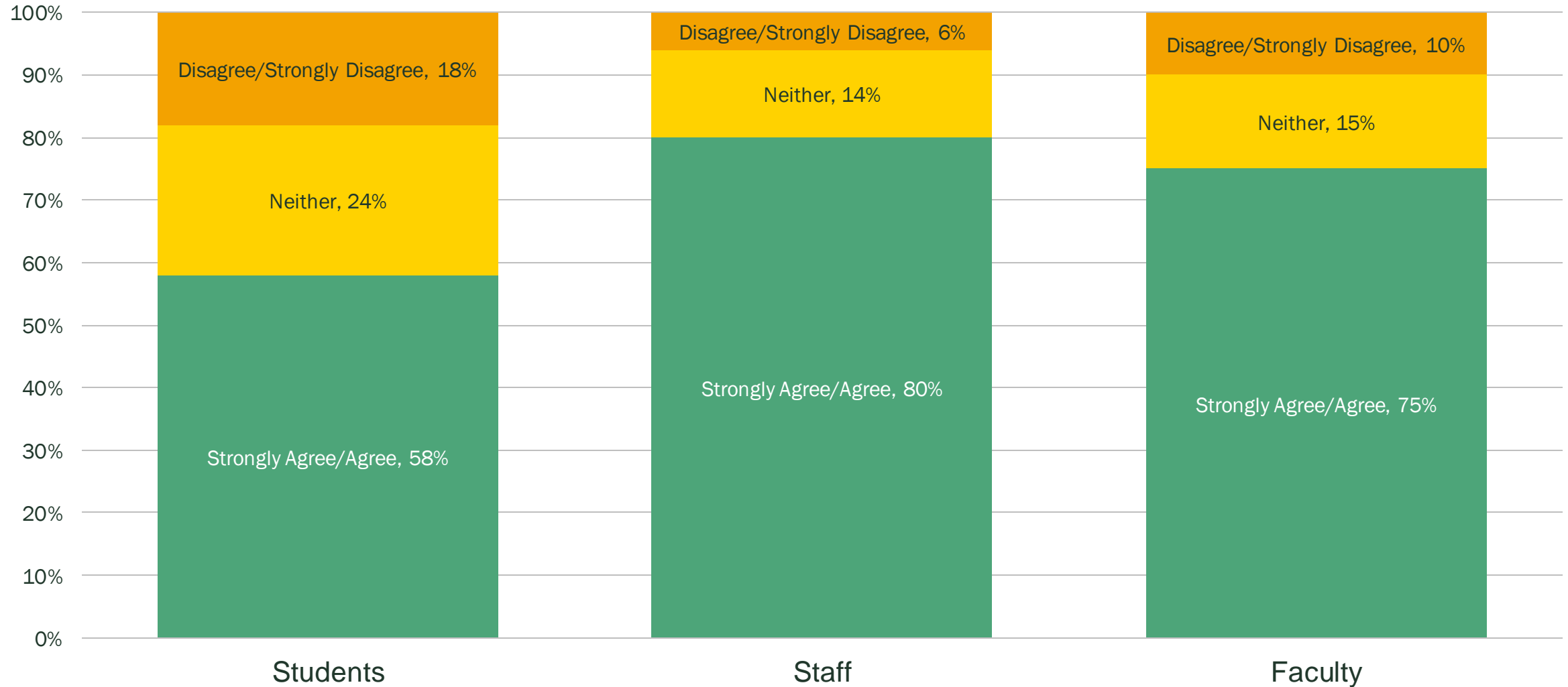
- Staff
- Male students
- Female employees
- International Persons
- Middle of the Road/Conservative
- U.S. White
- Heterosexual



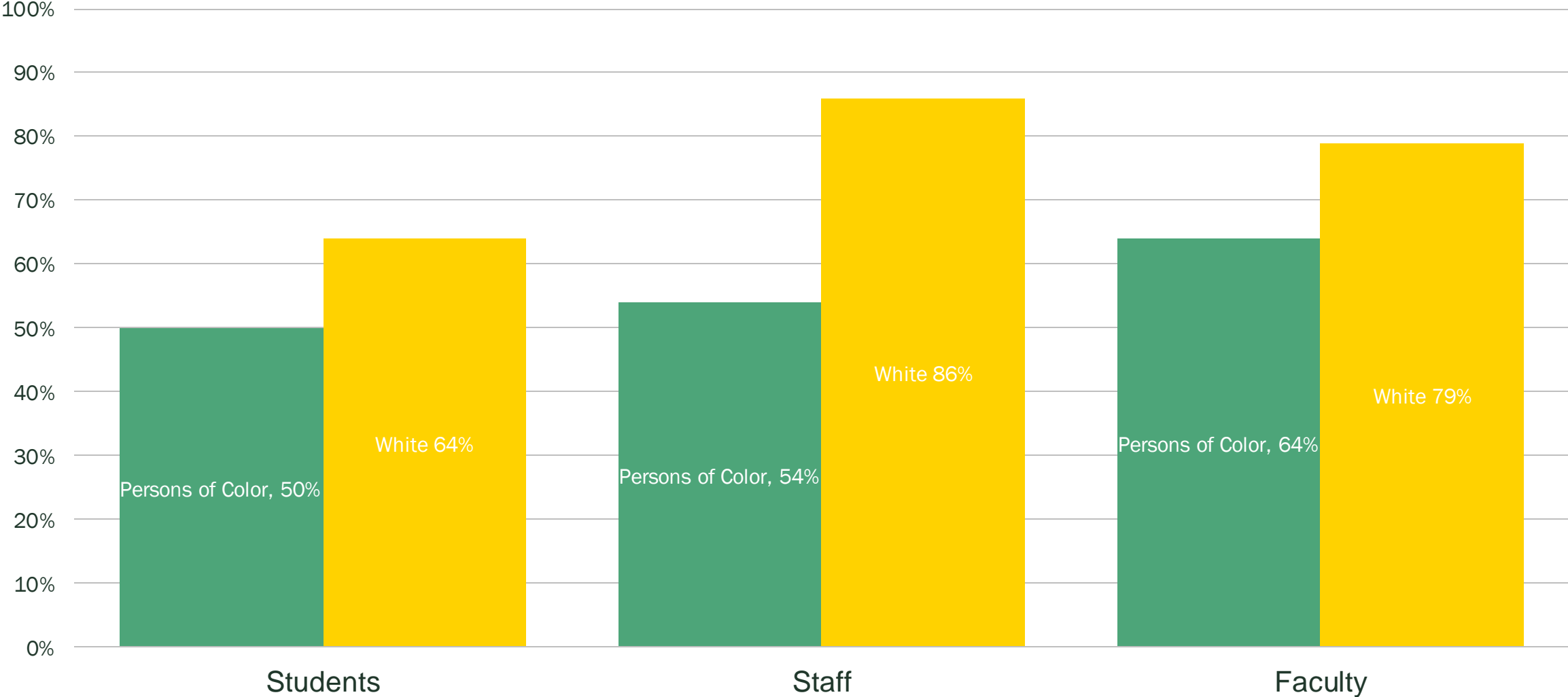
Less Positive Perceptions

- Students
- Non-Binary Persons
- U.S. Persons of Color
- LGB+
- Liberal and Far Left

Do you feel that diversity and inclusion are currently primary values in the Skidmore community?



Do you feel that diversity and inclusion are currently primary values in the Skidmore community? *(Agree/Strongly Agree)*



Do you feel that diversity and inclusion are currently primary values in the Skidmore community?



Takeaway

Students perceive less institutional commitment to diversity and equity than staff or faculty.

Takeaway

As opposed to recruitment, faculty and staff are less confident that retention of marginalized populations is an institutional priority.

Takeaway

Within our community, members of different groups, especially marginalized ones, report less positive perceptions of institutional support for diversity and equity.

Takeaway

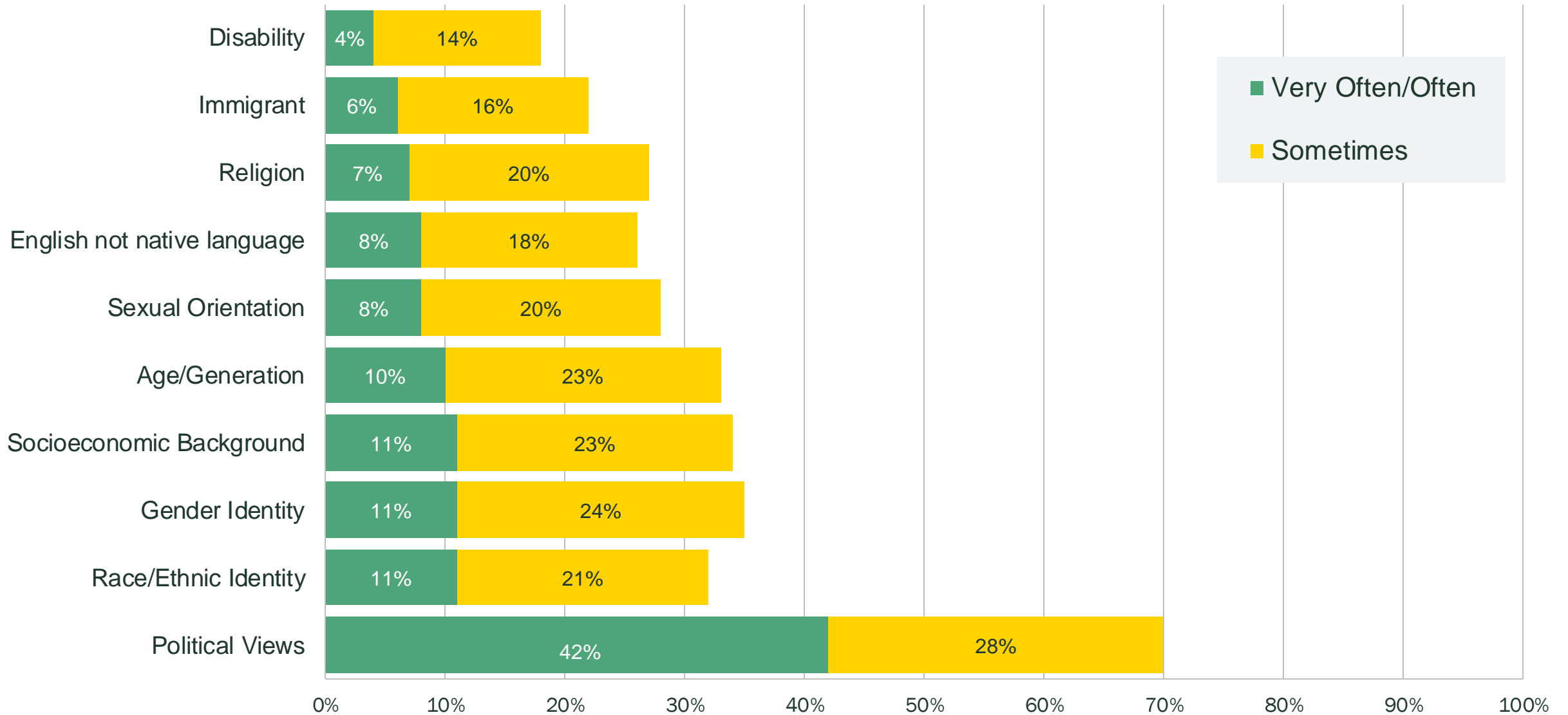
Respondents report that institutional support for diversity and equity is not being actualized to its fullest potential.

Disparaging Remarks

Theme #4

Within our community, members of different groups, especially marginalized ones, are the focus of disparaging remarks.

How often have you heard insensitive or disparaging remarks about...



If you heard someone make an insensitive or disparaging remark, how often was the source of that remark a member of the following group?

Percent = Sometimes / Often / Very Often

Source

Who Heard

	Students	Staff	Faculty
Students	78%	38%	54%
Staff	17%	40%	29%
Faculty	25%	34%	54%
Administration	11%	18%	18%
Local Community	50%	48%	56%

GROUPS WHICH HEAR INSENSITIVE OR DISPARAGING REMARKS



Hear more remarks

- Students
- Non-Binary Persons
- U.S. Persons of Color
- International Students
- LBG+



Hear fewer remarks

- Staff
- Men
- U.S. White
- Heterosexual

Takeaway

Members of our community report hearing disparaging remarks about political views more frequently than any other category.

Takeaway

For students, the source of disparaging remarks is most often reported to be from peers, followed by the local community.

Takeaway

For staff, the source of disparaging remarks is most often reported to be from the local community, followed by peers.

Takeaway

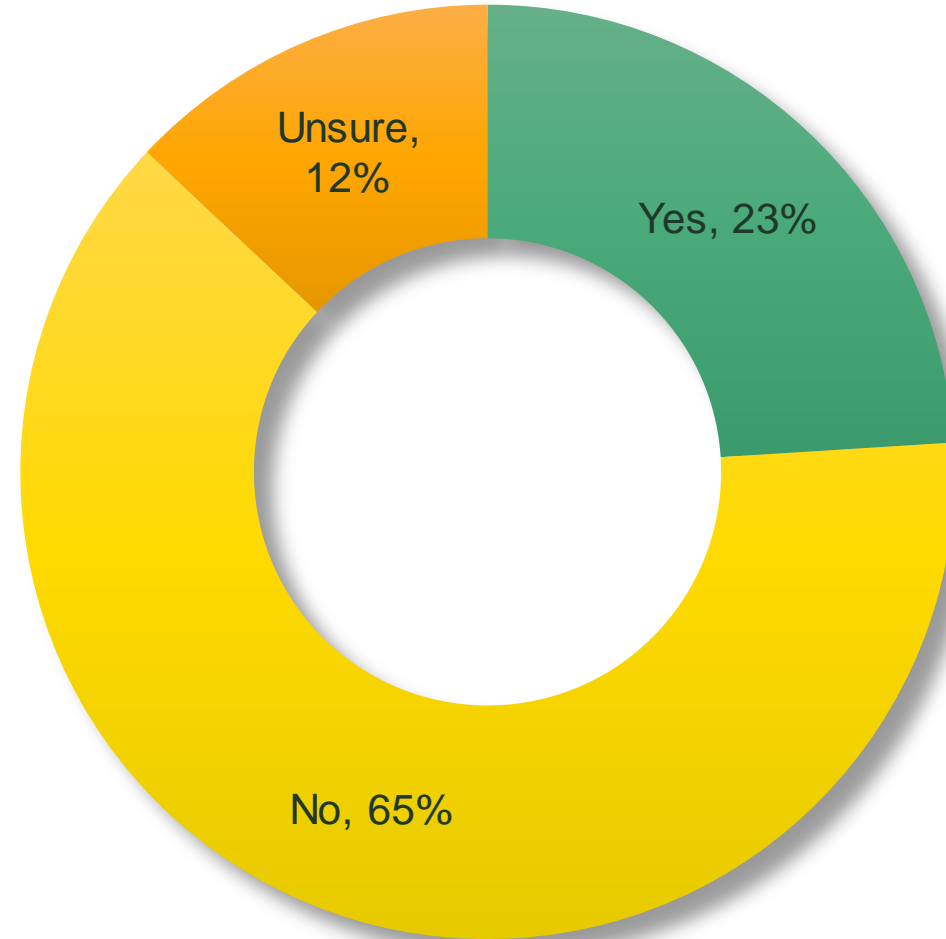
For faculty, the local community, students and peers are most often the sources of disparaging remarks.

Discrimination and Harassment

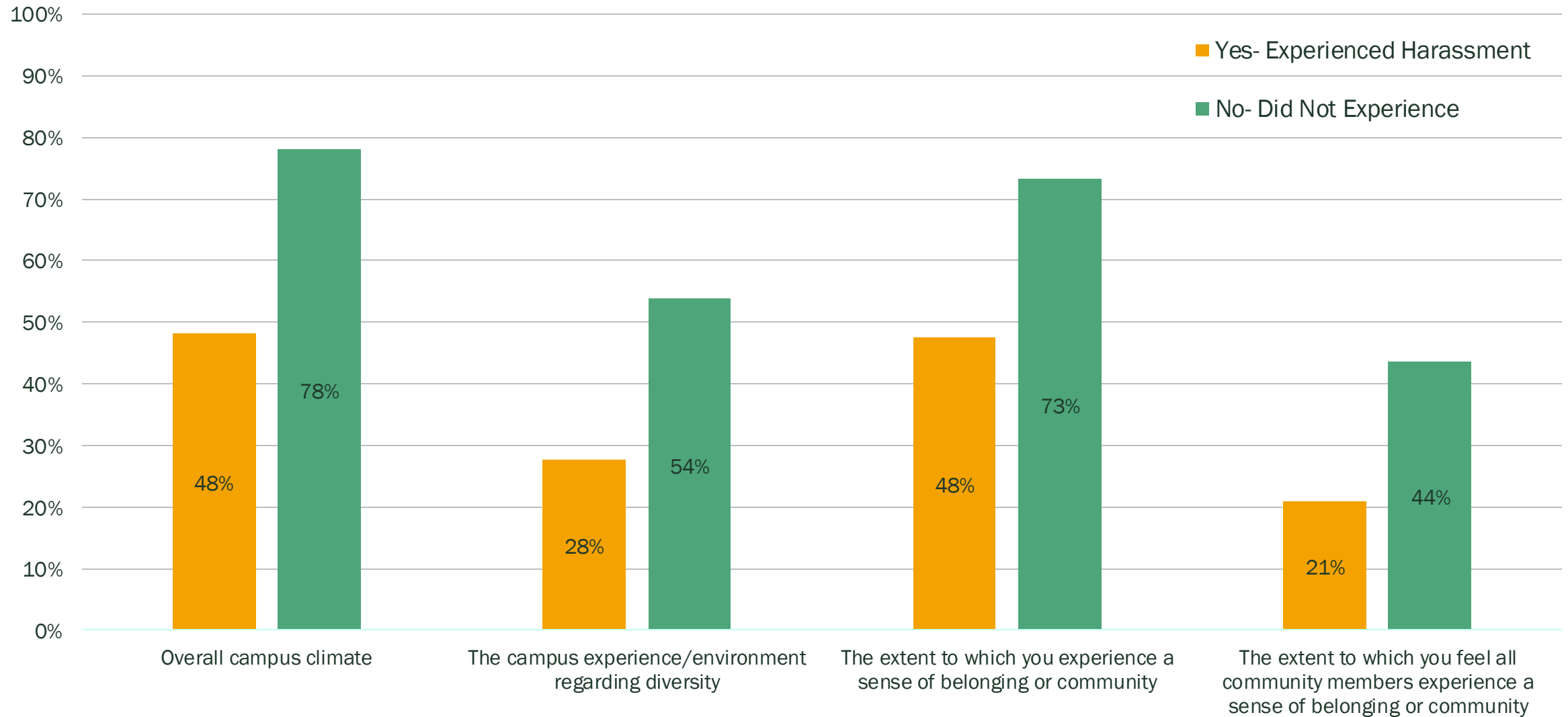
Theme #5

Members of our community who say they have experienced discrimination or harassment at Skidmore report significantly less satisfaction with campus climate.

Have you ever been discriminated against or harassed on the Skidmore campus, at an off-campus residence, or an off-campus event?

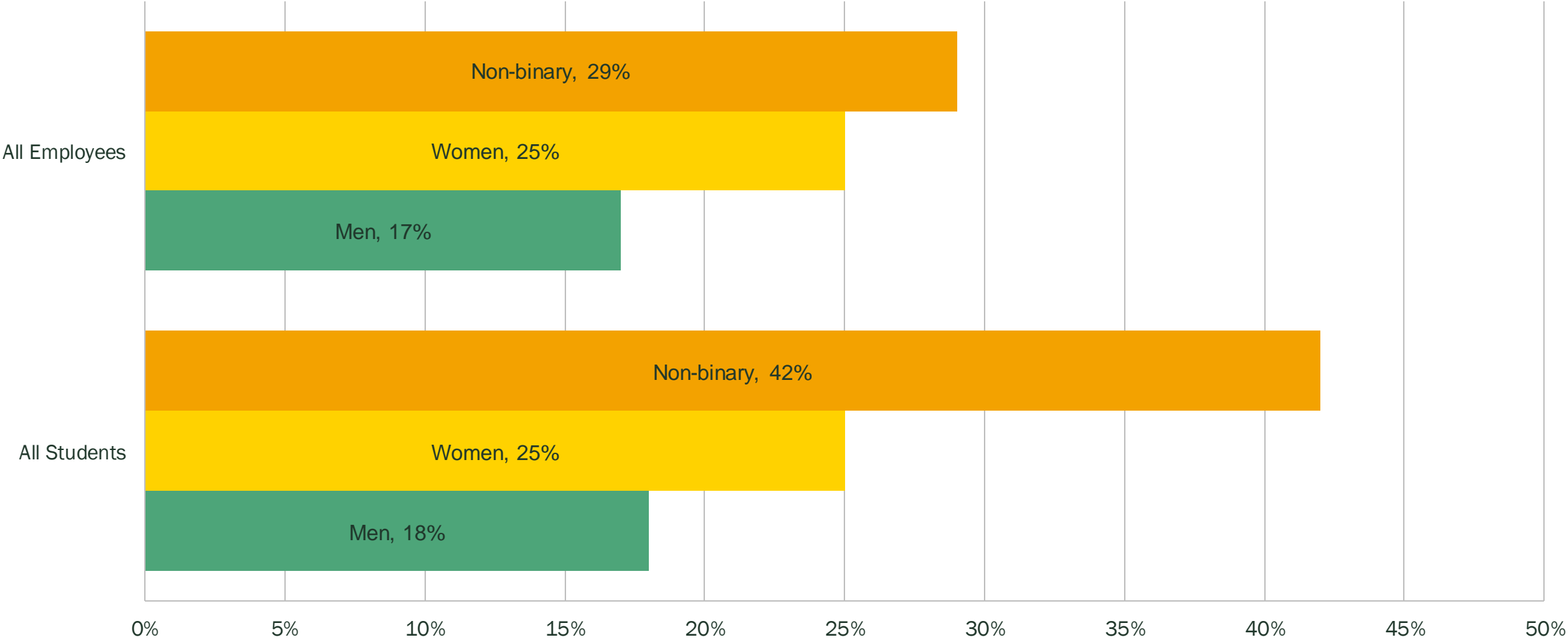


PERCENT REPORTING VERY/GENERALLY SATISFIED BY EXPERIENCING DISCRIMINATION/HARASSMENT



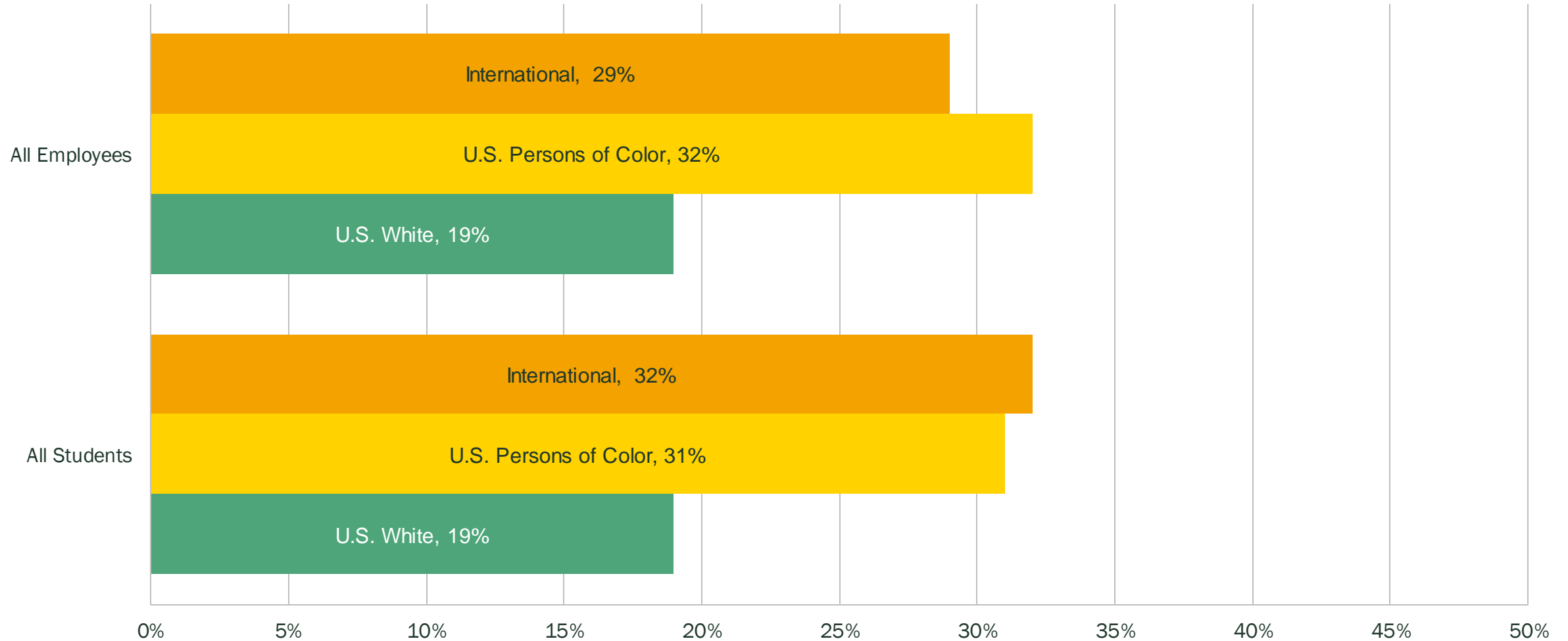
DISCRIMINATION OR HARASSMENT BY ROLE AND GENDER IDENTITY

Have you ever been discriminated against or harassed on the Skidmore campus, at an off-campus residence, or an off-campus event?



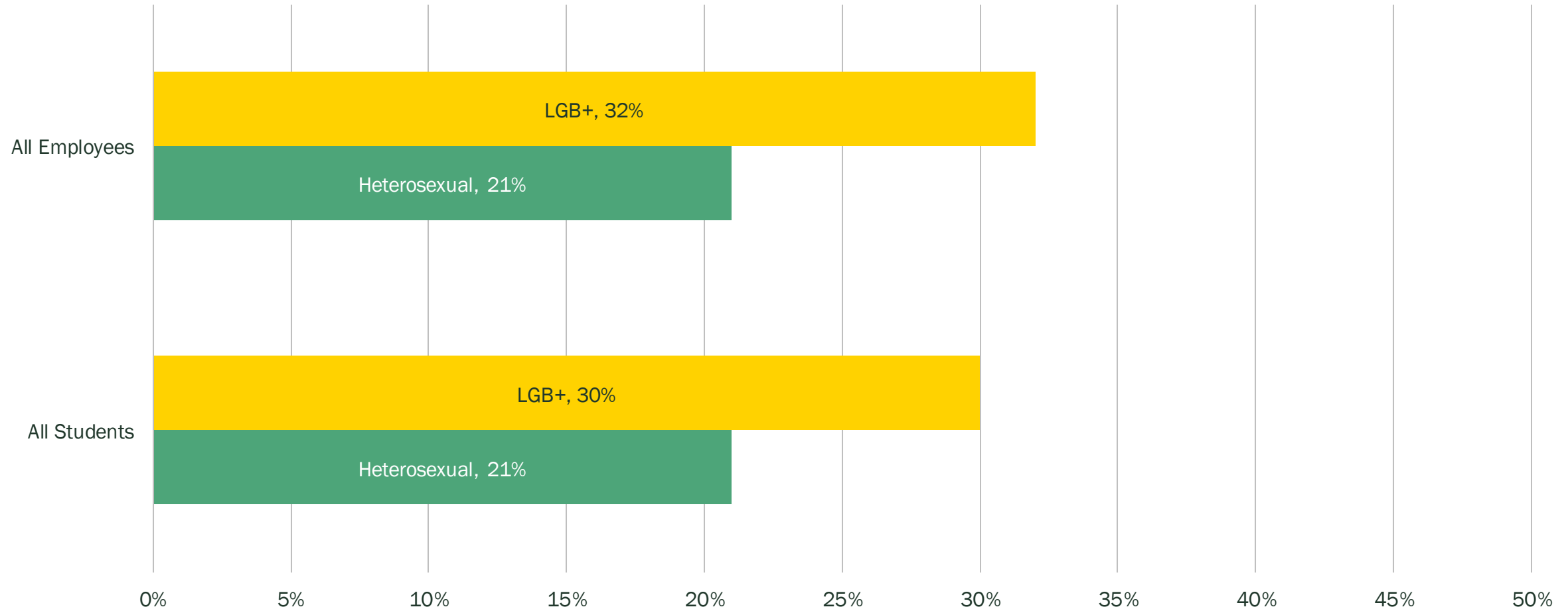
DISCRIMINATION OR HARASSMENT BY ROLE AND RACE / ETHNICITY

Have you ever been discriminated against or harassed on the Skidmore campus, at an off-campus residence, or an off-campus event?

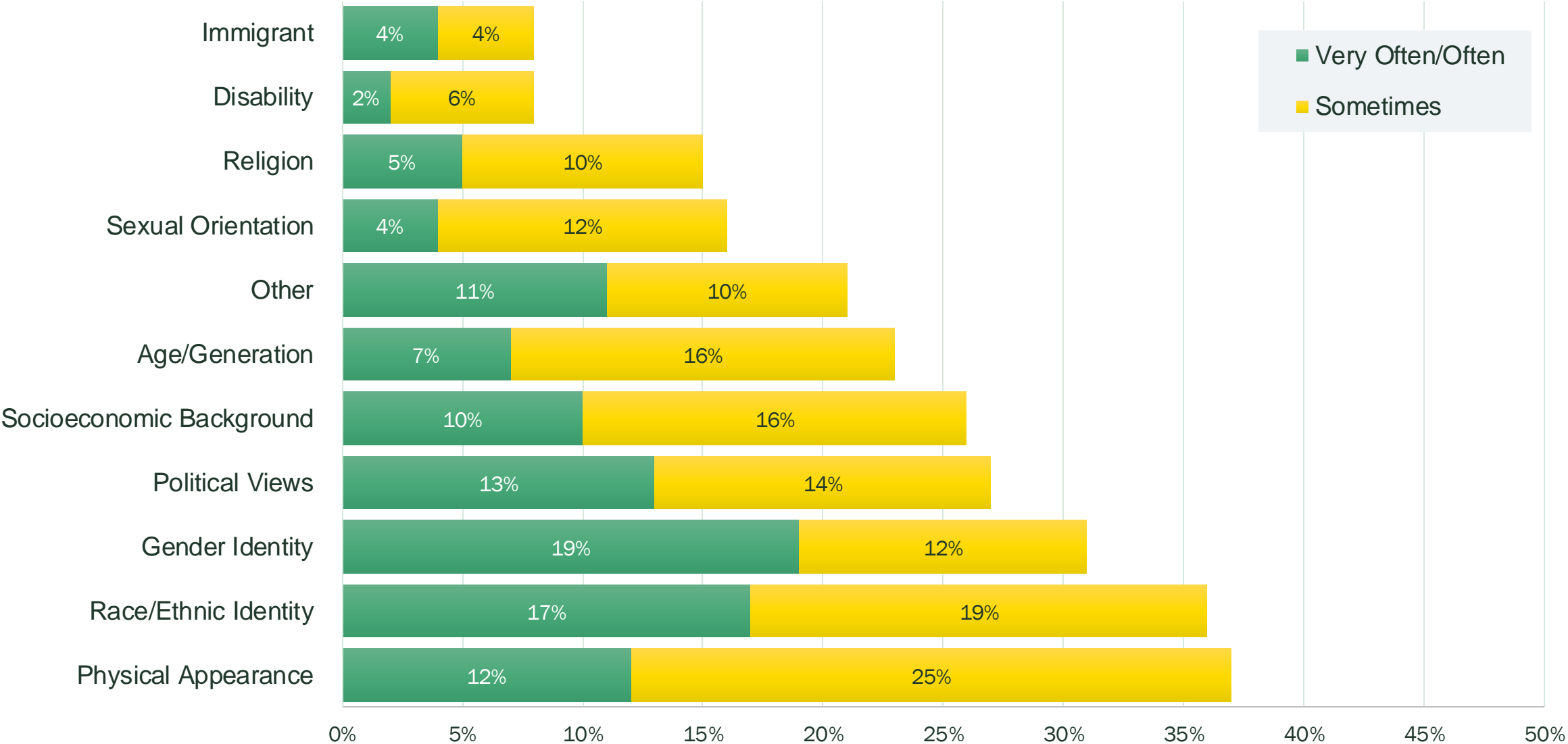


DISCRIMINATION OR HARASSMENT BY ROLE AND SEXUAL ORIENTATION

Have you ever been discriminated against or harassed on the Skidmore campus, at an off-campus residence, or an off-campus event?



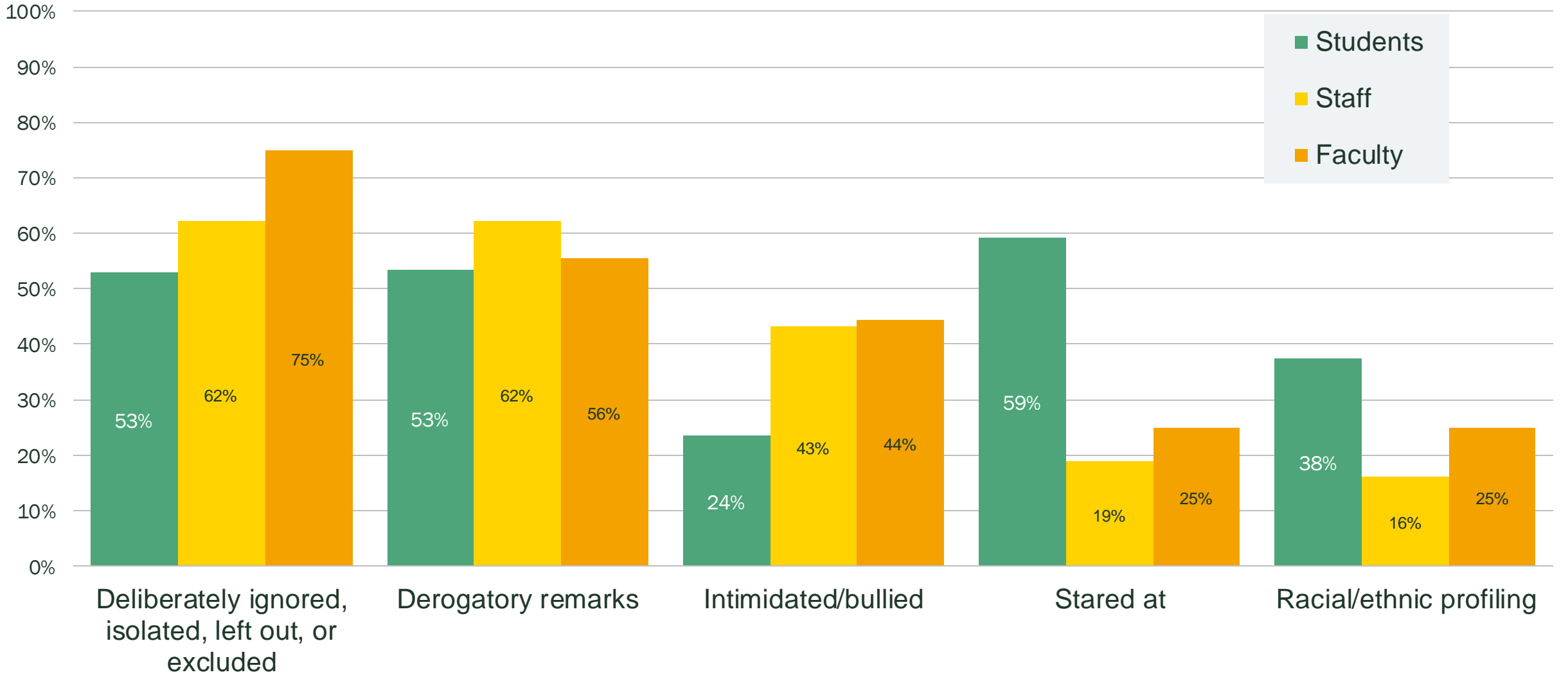
How often have you been discriminated against or harassed for the following:



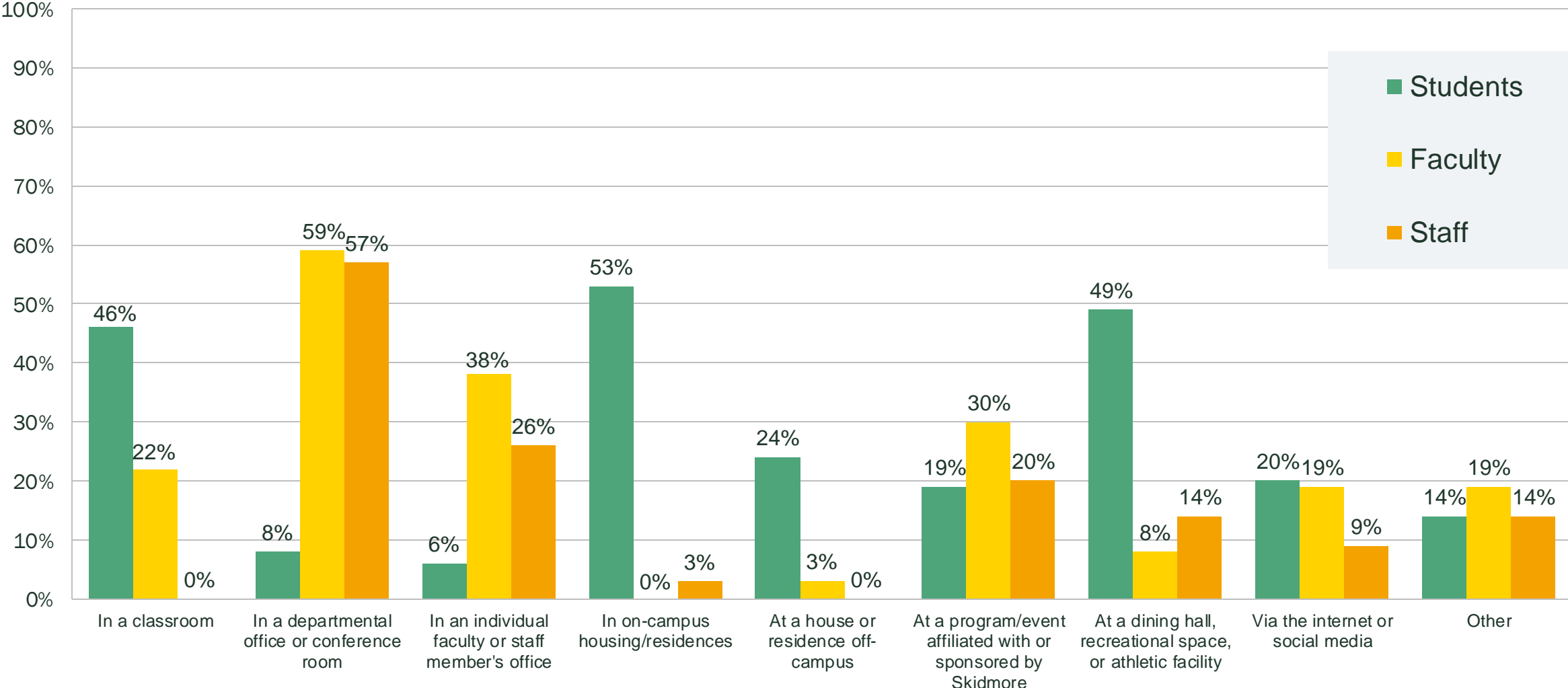
ALL FORMS OF DISCRIMINATION OR HARASSMENT

- Stared at
- Deliberately ignored, isolated, left out, or excluded
- Singled out as the "resident authority"
- Racial/ethnic profiling
- Graffiti or other forms of vandalism on campus
- Derogatory written comments
- Derogatory remarks
- Derogatory posts on social media
- Derogatory phone calls
- Derogatory/unsolicited e-mails
- Received a poor grade because of a hostile classroom environment
- Received a low performance evaluation
- Denied service or access to resources
- Intimidated/bullied
- Threatened with physical violence
- Feared for your physical safety
- Feared for your family's safety
- Physical violence
- Sexual assault/harassment
- Other form of discrimination or harassment

FIVE MOST COMMON FORMS OF DISCRIMINATION OR HARASSMENT BY ROLE



INCIDENT(S) OR HARASSMENT OCCURED IN THE FOLLOWING LOCATIONS



Was the source of the discrimination/harassment a member of the following groups?

Percent = Yes

Recipient

Source

	Students (n=220)	Staff (n=37)	Faculty (n=37)
Students	88%	14%	30%
Staff	16%	70%	22%
Faculty	32%	24%	86%
Administration	6%	30%	27%
Local Community	27%	3%	14%

GROUPS WHICH EXPERIENCE DISCRIMINATION OR HARASSMENT



More experiences

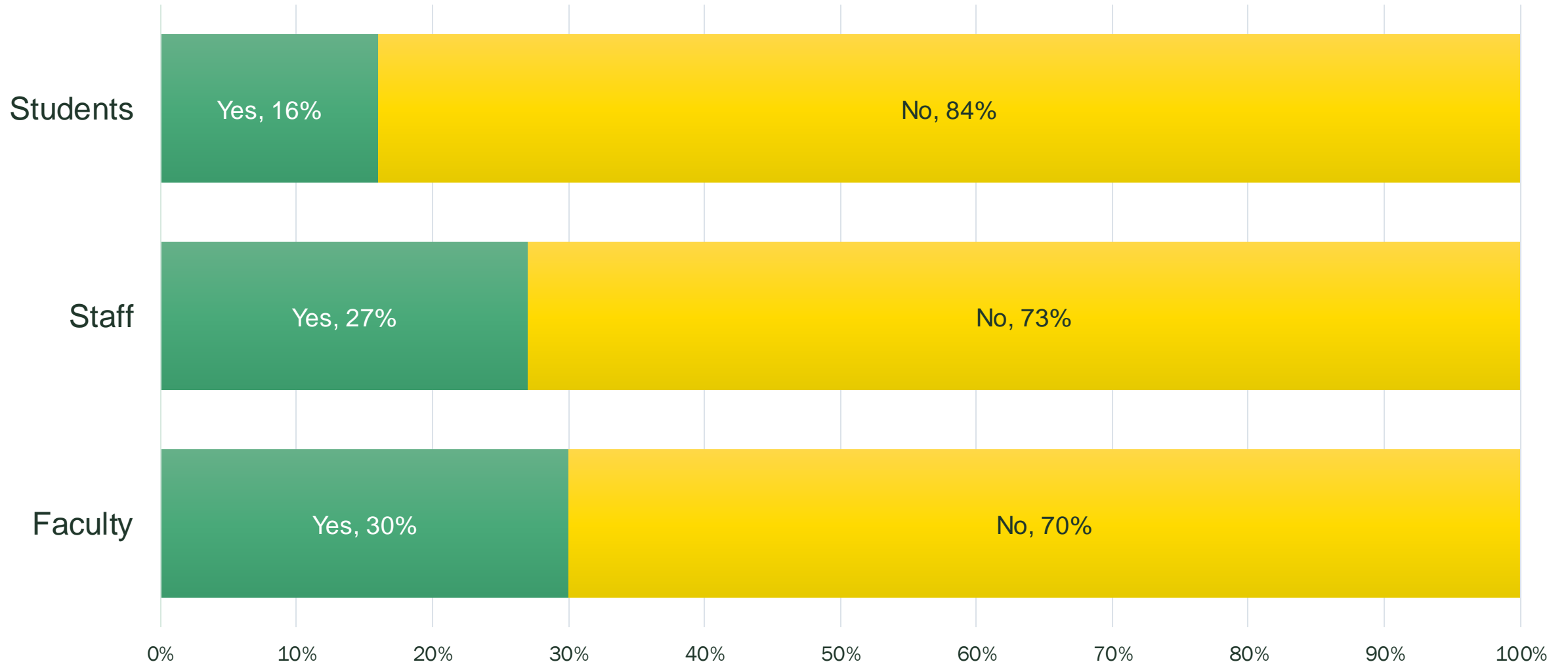
- Women
- Non-Binary Persons
- U.S. Persons of Color
- International Persons
- LBG+
- Conservative



Fewer experiences

- Men
- U.S. White
- Heterosexual

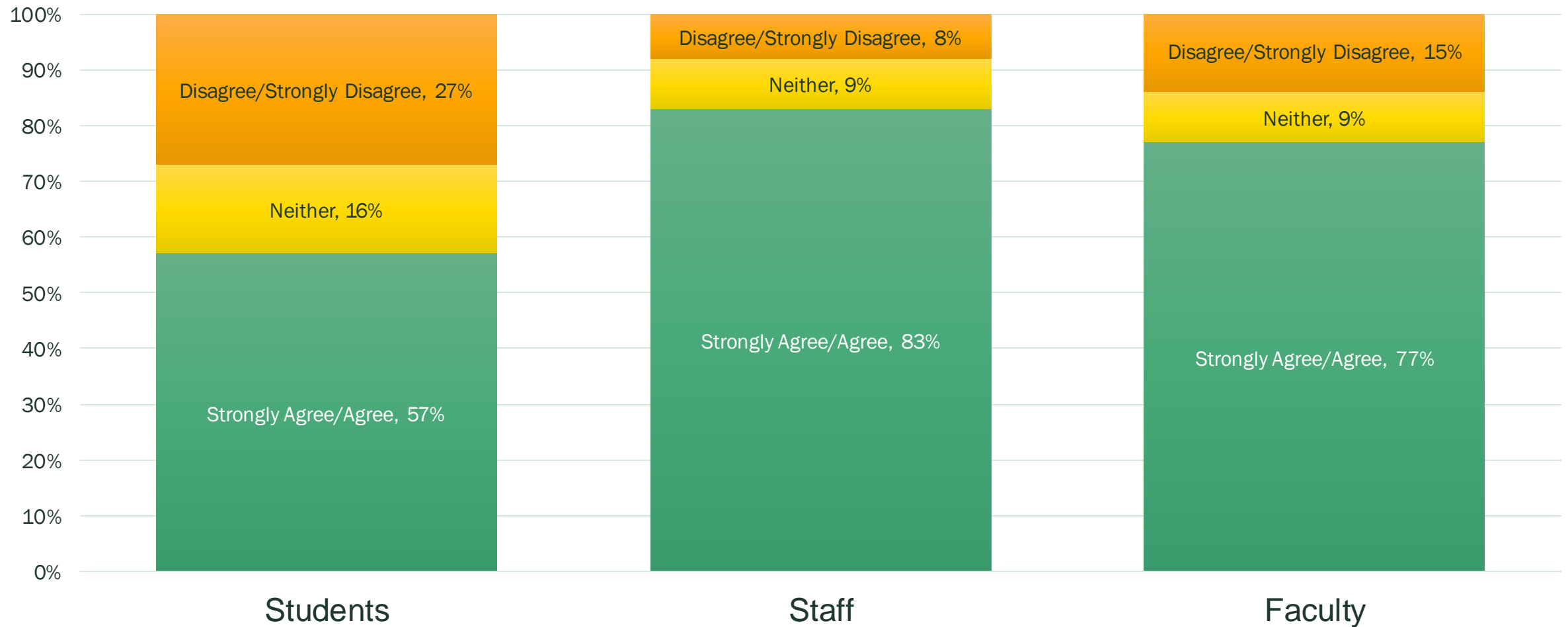
Did you report any incident(s) to campus officials?



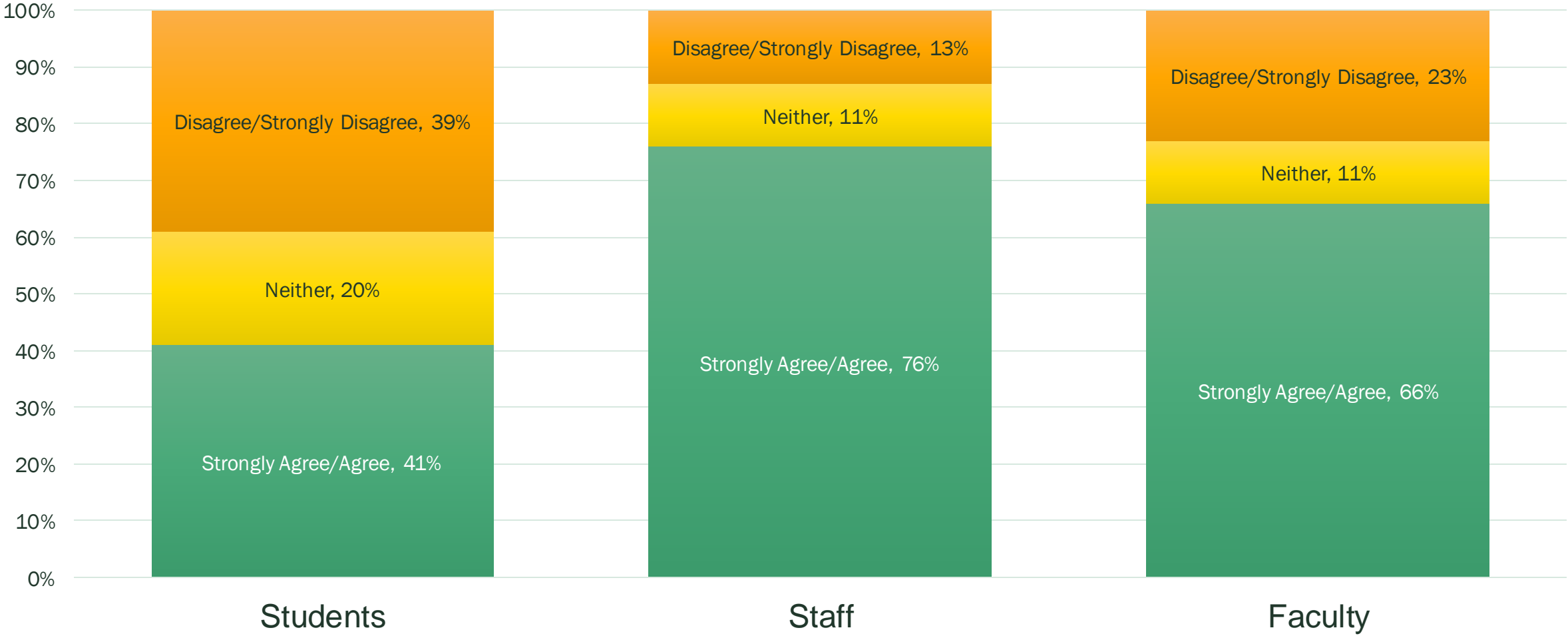
COMMON REASONS FOR NOT REPORTING INCIDENTS



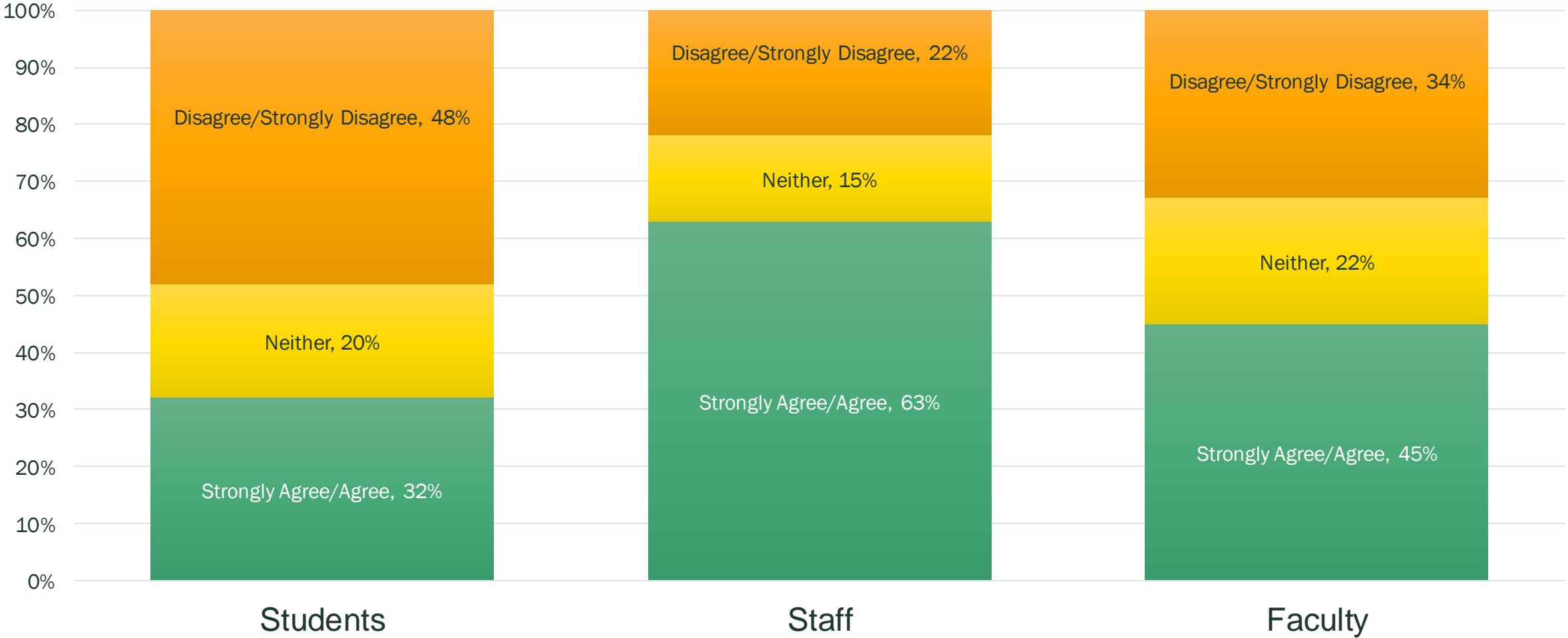
If I experienced or observed an act of discrimination or harassment while at Skidmore, I know whom to contact to report the incident



The process for reporting acts of discrimination or harassment at Skidmore is clear to me



The process for investigating acts of discrimination or harassment at Skidmore is clear to me



Takeaway

Members of our community, especially marginalized ones, report higher incidences of discrimination and harassment.

Takeaway

The source of discrimination and harassment is most often reported to be within peer groups or from the local community.

Takeaway

Members of our community indicate that the reporting mechanisms and investigative processes are unclear.

Takeaway

Student responses indicate less trust in the reporting and investigative process than faculty and staff.