

**EQ.16.02**  
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**UNIVERSITY OF ILLINOIS**  
**URBANA-CHAMPAIGN SENATE**  
Equal Opportunity and Inclusion  
(Final; Information)

**EQ.16.02** Report on the Spring 2015 Diversity Climate Survey

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## **Senate Committee on Equal Opportunity and Inclusion Report on Spring 2015 Campus Diversity Climate Survey**

### **Executive Summary**

In late Spring 2015, the Senate Committee on Equal Opportunity and Inclusion surveyed University of Illinois faculty concerning their perspectives on campus diversity climate. As explained in the email distributing the survey:

“The Senate Committee on Equal Opportunity and Inclusion (EQ Committee) is charged to ‘develop and support programs and guidelines promoting equitable and welcoming campus environment for members of any underrepresented, historically disadvantaged, or marginalized groups.’”

“In fulfillment of this charge, the EQ Committee is circulating this survey to faculty regarding their observations of campus diversity climate over the last year. We are interested in diversity climate affecting those groups institutionally defined as historically underrepresented.... As well as the general commitment affirmed in our Diversity Values Statement to a ‘pluralistic learning and research environment’ in which ‘we respect the varied perspectives and lived experiences of a diverse community and global workforce.’ Given the importance of recruitment and retention of faculty to these objectives, we seek faculty perspectives on relations between campus climate and faculty retention over the last year. We also ask about campus effectiveness in maintain a community welcoming to faculty and students with various backgrounds as well as varied perspectives on issues of diversity. Additionally, we are examining faculty observations about shared governance structures supporting these goals.”

The survey was not conducted until the end of the semester, at which time it garnered a limited response. Formulated at a time of intense controversy, moreover, the survey was complex and in parts difficult for respondents to grasp.

The current EQ committee has reviewed the survey and its results. This summary offers highlights that the committee feels address issues of diversity that currently occupy center stage in current University initiatives, agendas, and discussions.

1. Regarding their confidence in expressing opinions about diversity on campus, 28% of those responding reported themselves completely or very confident, while 17% were slightly confident and 36% not at all confident. 46% expressed declining confidence over the last year, 6% increasing confidence, and 48% no change. Those expressing less confidence overall were more likely to also report a decrease in confidence. This sense of vulnerability with regard to open discussions of diversity issues represents an important challenge for the campus to focus on.
2. Faculty responding reported perceiving that underrepresented faculty received decreasing respect from colleagues and students than in the recent past, another diversity challenge to address.

3. While only about 40% of respondents reported an awareness of underrepresented faculty seeking employment elsewhere, 72% of those believed more of their underrepresented colleagues were seeking outside employment than in previous years.

4. Regarding retention, 57% of respondents indicated they themselves were seeking outside employment. They were asked to indicate the most important factors motivating these efforts by choosing from up to five pre-worded answers and/or adding additional reasons in their own words. Individual answers revealed issues related to salary, family, and professional satisfaction were the most frequently mentioned, but derogatory comments from colleagues and a sense of not belonging were next. Analysis of the combination of factors listed by individuals reveals 43% combined personal, professional and diversity climate issues, another 43% focused on either personal, professional, or a combination of the two, while 12% were motivated primarily by issues of diversity climate.

5. Regarding the role and effectiveness of shared governance in addressing diversity issues, respondents expressed high awareness of how shared governance could enhance diversity, though relatively low rates of participation in shared governance structures of this kind. Faculty also expressed a relatively high confidence that shared governance structures enhanced various campus diversity goals. These results represent strengths on which to build. However, asked to elaborate the most effective ways that shared governance structures enhanced or hindered diversity, 41% of those responding these structures as hindering or negatively impacting diversity through ineffectiveness, administrative disregard, or lack of campus commitment to diversity. In contrast, 30% described them as enhancing or positively impacting diversity by encouraging dialogue and discussion among different parts of campus and articulating shared goals. Other respondents offered mixed responses, suggestions for improvement or doubts about diversity goals themselves. These contributions provide useful departures for understanding the distinctive perspectives animating our current discussions.

6. Responding faculty were relatively balanced in perspectives as to whether the promotion of “civility” as a norm of discourse improved or obstructed discussions of diversity in department meetings and classrooms. This balance tilted toward seeing the promotion of “civility” as hindering effective discussions of diversity in college-level meetings and the Senate. In these venues it appeared a slight majority looked for vigorous and robust discussions.

A complete report of our analysis of the survey results follows. Graphic representations of frequencies of responses are rendered for each question along with commentary and refinements of the WebTool summary results, which are included as an appendix to the report.

## **Senate Committee on Equal Opportunity and Inclusion Report on Spring 2015 Campus Diversity Climate Survey**

In May 2015, the Senate Committee on Equal Opportunity and Inclusion (EQ Committee) conducted a survey of faculty in order to get a grassroots sense of how recent employment controversies had affected the campus climate for underrepresented faculty and students, as faculty perceived them. For a variety of reasons involving legal limitations on discussion of the controversies inspiring the survey and differences of opinion between EQ Committee and Senate Executive Committee members about the most effective structure of the survey, the survey was not conducted until the end of the semester and garnered a limited response. The current EQ committee has reviewed the survey and results and offers this report, along with the report generated by the Web Tools providing the numeric results of the survey. Recognizing the limits of the sample as well as the survey tool itself, we offer our analysis of the results with the following general observations:

A. The survey netted 400 responses, approximately 15% of the tenured and specialized faculty invited to respond. Though not a response that would pass muster in a refereed social science journal, this was also not unusually small for an e-mail survey of its type. Among faculty who answered a question concerning ethnic identity, 19% reported identifying with a historically underrepresented group, while 11% of respondents did not indicate any specific ethnic identity. The gender break down was 55% male, 43% female, and 2% alternative gender identity.

B. Formulated at a time of deep campus controversy, a sense of urgency about the consequences of that controversy, and Senate divisions related to the controversy, the survey turned out to be complex and therefore difficult for some respondents to grasp. The WebTools used, which was dictated by committee understandings of budgetary issues, also turned out to impose limitations on its clarity. As requested by some members of the SEC, members of EQ sought guidance from the ATLAS Survey Research Support consultants to revise and construct the survey to be as open as possible to diverse views.

C. Taking the contingencies addressed above into account, the survey provides a snapshot of an important historical moment in campus relations. Moreover, it does so by capturing the perspective of everyday experiences of rank and file faculty willing to take the survey at a busy time. These experiences were what the committee had set out to survey, having observed that efforts to engage faculty about ongoing controversies tended to focus on specific groups of prominent professors. Particularly as issues of diversity and the experiences of underrepresented students and faculty continue to occupy center stage in University discussion, this snapshot deserves attention, inquiry, and discussion regarding some of the challenges and perspectives it reveals.

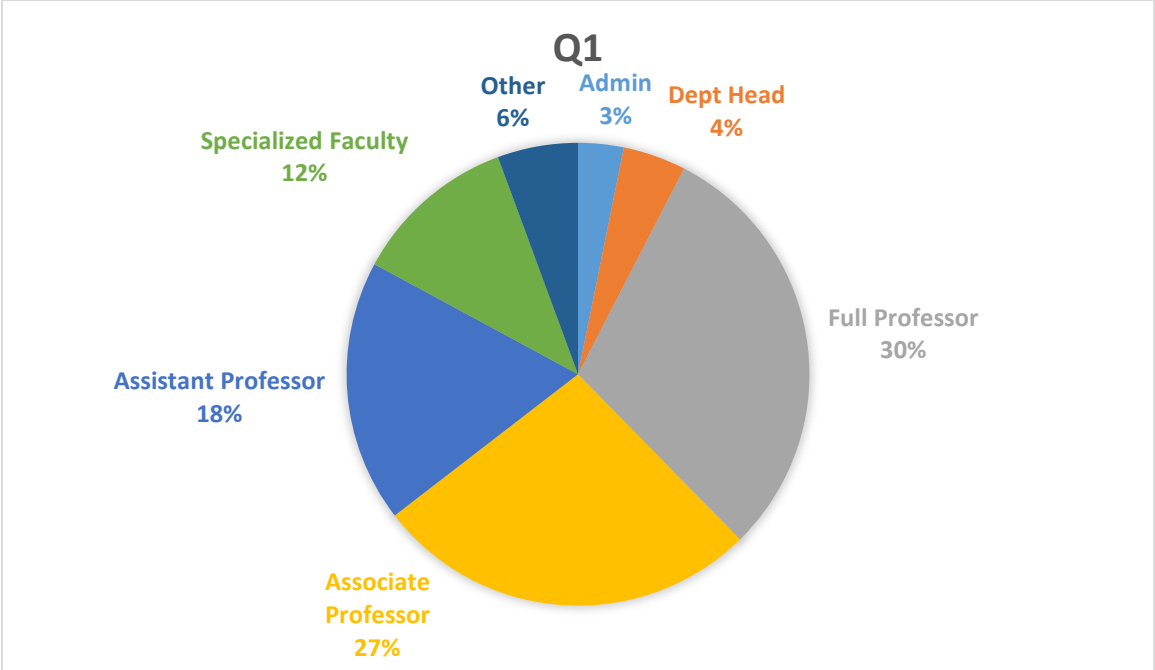
D. Quantitative data reported through the WebTools report were revealing but also rather misleading because the WebTools survey tool reports quantitative results for each question in terms of percentages of everyone who responded to the survey as a whole. The ATLAS survey consultant with whom we worked recommended using “skip logic” questions that asked about respondents’ awareness of certain trends before surveying their views on those trends, and then

skipped individuals who indicated lack of awareness of some trends past questions that asked for perspectives on those trends. Because the sample size for these questions was smaller than the total N of 400 that the WebTools sample used to compute percentages, some of the percentages reported by WebTools are misleading. More accurate calculations are provided in the graphic and written results for each question provided in the report. The report on quantitatively analyzable answers that was produced by the WebTools survey tool follows our graphic representations as an appendix.

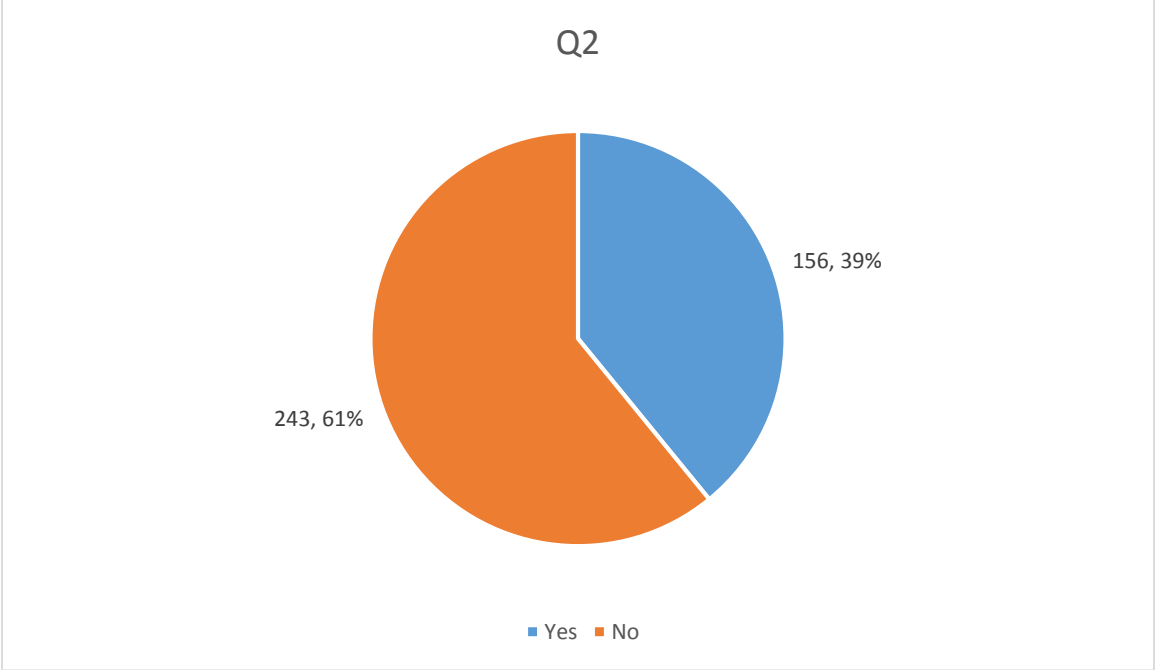
E. In addition to the check-box answers that the WebTools results and EQ committee quantitatively analyzed, there were several opportunities for respondents to write comments on or additions to the response options provided in the survey. These generated some of the most useful and most delicate, information that the survey revealed regarding the perspectives of respondents on the character of academic freedom and shared governance as they related to issues of diversity in the context of University controversies last year. Some of what was revealed in these responses highlighted the sense of vulnerability among faculty while at the same time illuminating their concerns. In order to guard anonymity as completely as possible, EQ committee has produced graphic representations of the main concerns revealed in these questions in order to convey their content, and where appropriate has included elaborations to of the variety of perspectives included in the categories we used to analyze these comments.

**QUESTIONS, GRAPHIC DISPLAY OF RESPONSES, AND COMMENTARY**

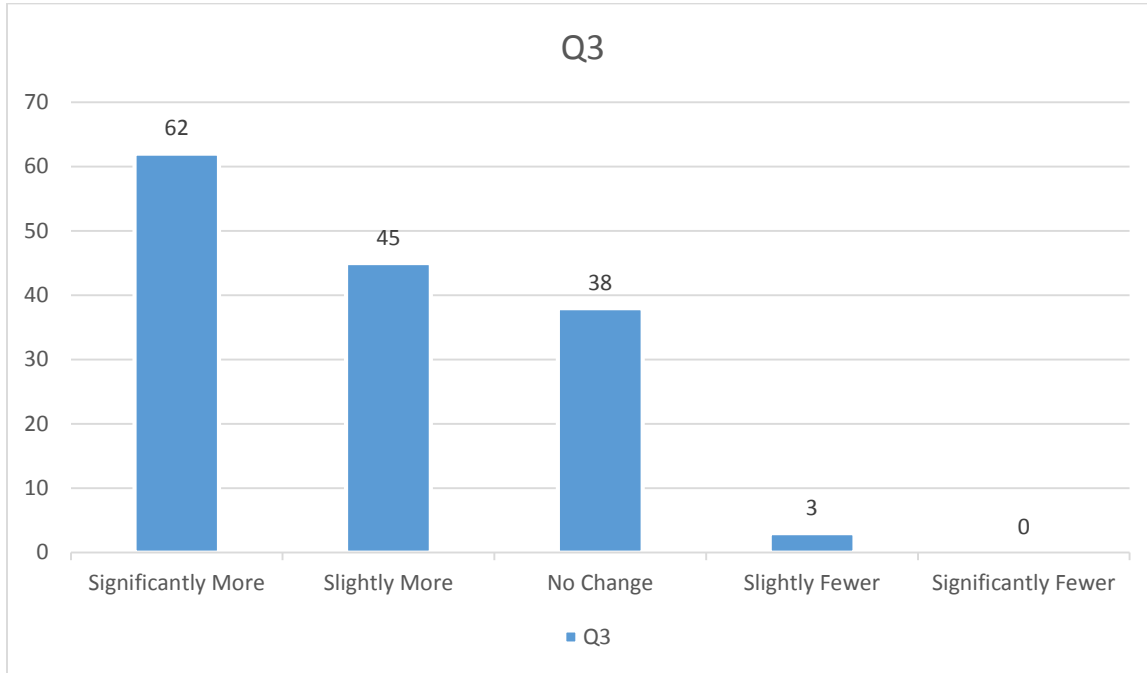
Q1: What is your University role?



Q2: Are you aware of underrepresented faculty in your unit seeking alternative employment opportunities outside the University in the last academic year?



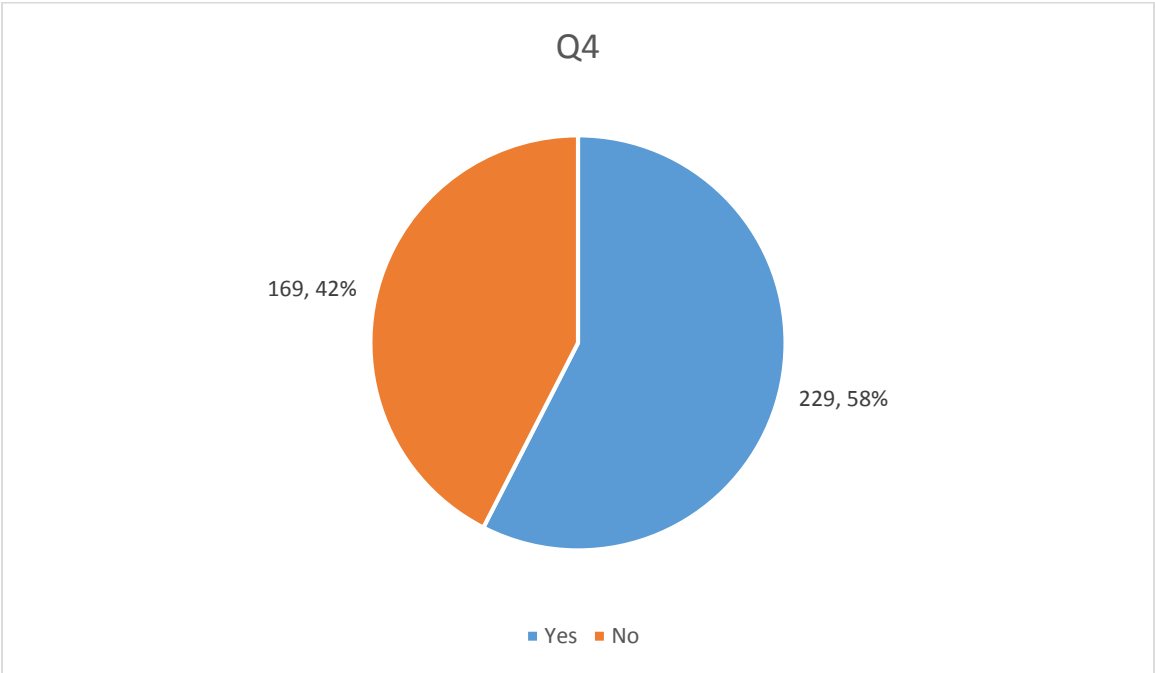
Q3: Compared to previous years, how many underrepresented faculty members in your department appear to be seeking employment offers outside the University?



Percentages reported in the WebTools results were based on total surveys (400), but only 148 answered this question. Based on this response (e.g. of those who actually perceived changes) the percentages are as follows, showing 72% of those who answered perceived significantly or slightly more faculty in their unit seeking outside employment than in previous years:

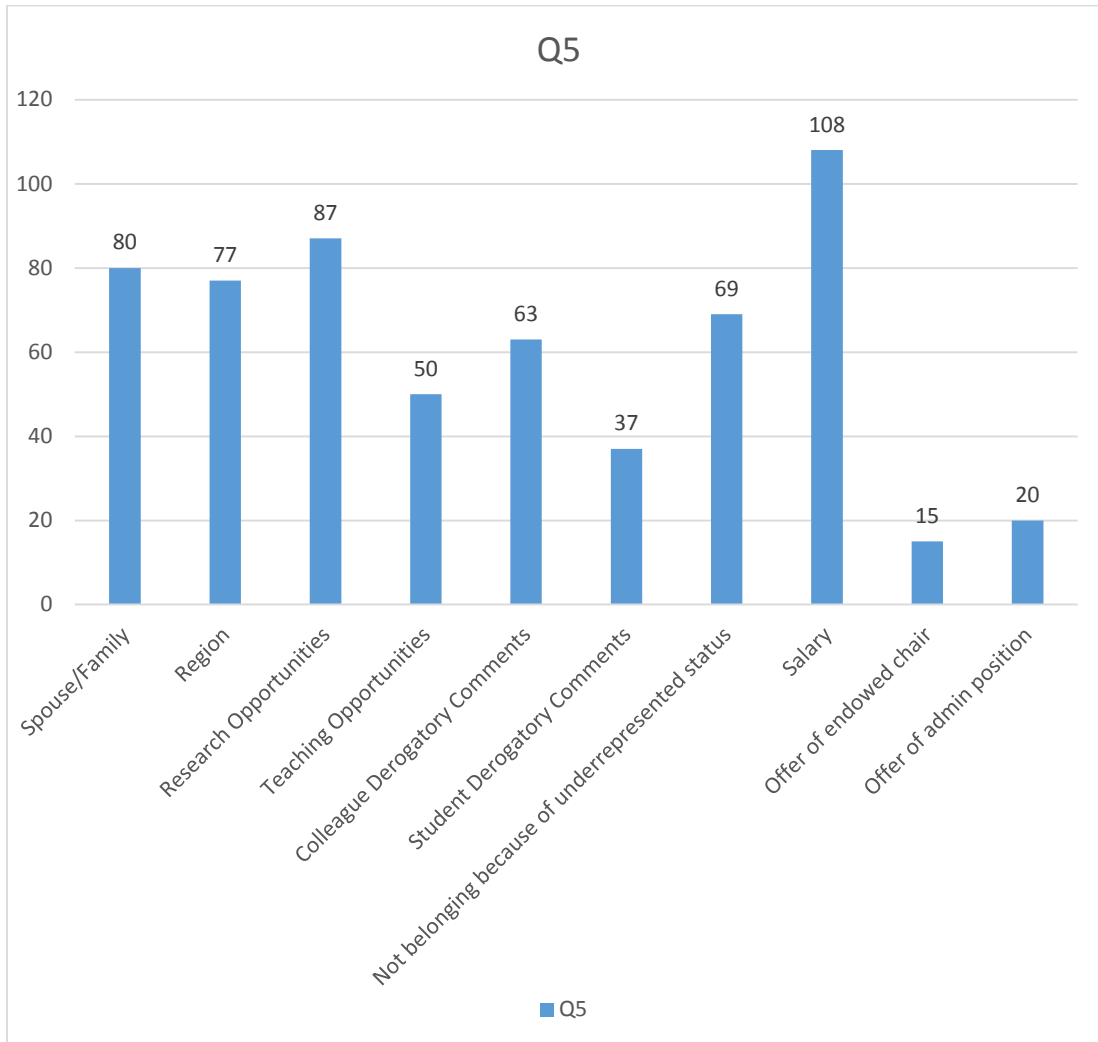
- Significantly more: 42%
- Slightly More 30%
- No Change from Previous Years 26%
- Significantly fewer 2%

Q4: Have you considered seeking or accepting a position at another institution?





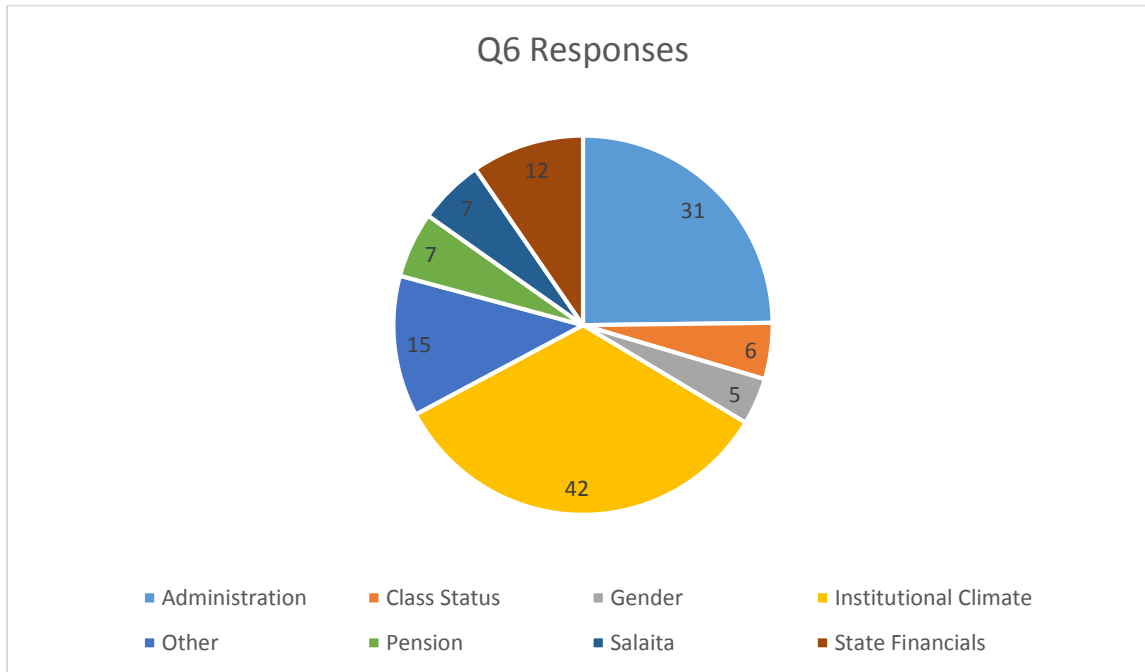
Q5: Please indicate the most important factors motivating you to seek a position at another institution. You may include up to 5.



These frequencies represent the number of times each item was checked. Again, the percentages provided in Web Tools are misleading as they used the N of 400 to calculate percent, whereas the actual number of checked responses for all respondents was 230 (one respondent left Question 4 blank and then provided answers in Questions 5 and 6). The total number of responses is 606 and appropriate percentages for each response are:

- Spousal/family considerations 13%
- Region 12%
- Research Opportunities 14%
- Teaching Opportunities 8%
- Colleagues' derogatory comments related to diversity 10%
- Students' derogatory comments related to diversity 6%
- Sense of not belonging because of underrepresented Status 11%
- Salary 18%
- Offer of endowed chair 2%
- Offer of Administrative position 3%

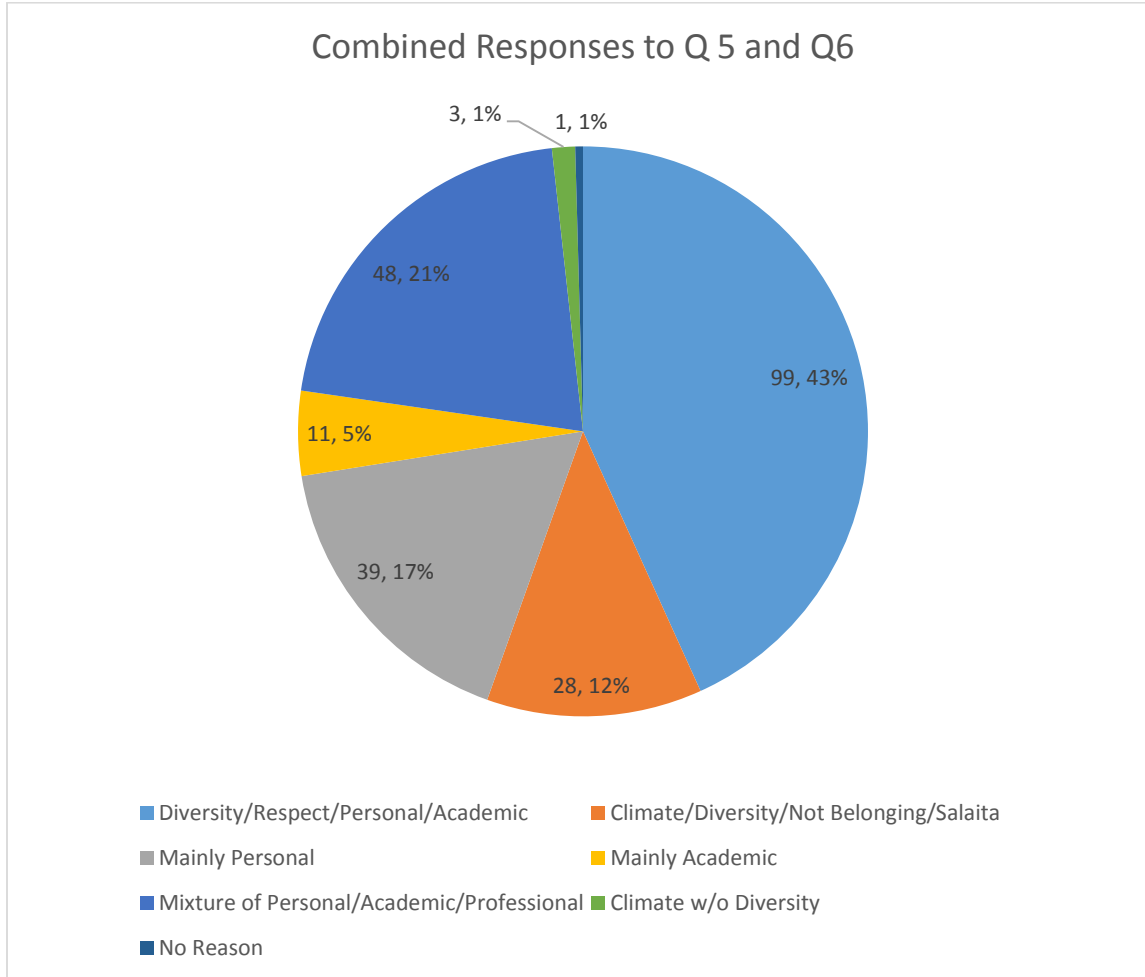
Q6: If you have other important reasons for considering positions off campus not mentioned above, please briefly describe:



There were 110 responses to Q6. Most responses fell under a single category but some mentioned multiple issues and so fell under more than one category in the pie chart above. Of interest is that 6 responses directly mentioned “academic freedom” and 18 responses mentioned Salaita by name. Salaita was mentioned as the sole reason in only 7 responses as indicated in the pie chart, the remaining 11 responses typically used his name for criticism of administration, for instance the Salaita decision as it relates to faculty governance, or transparency, or institutional climate, or poor administrative decision making. No comments were positive.

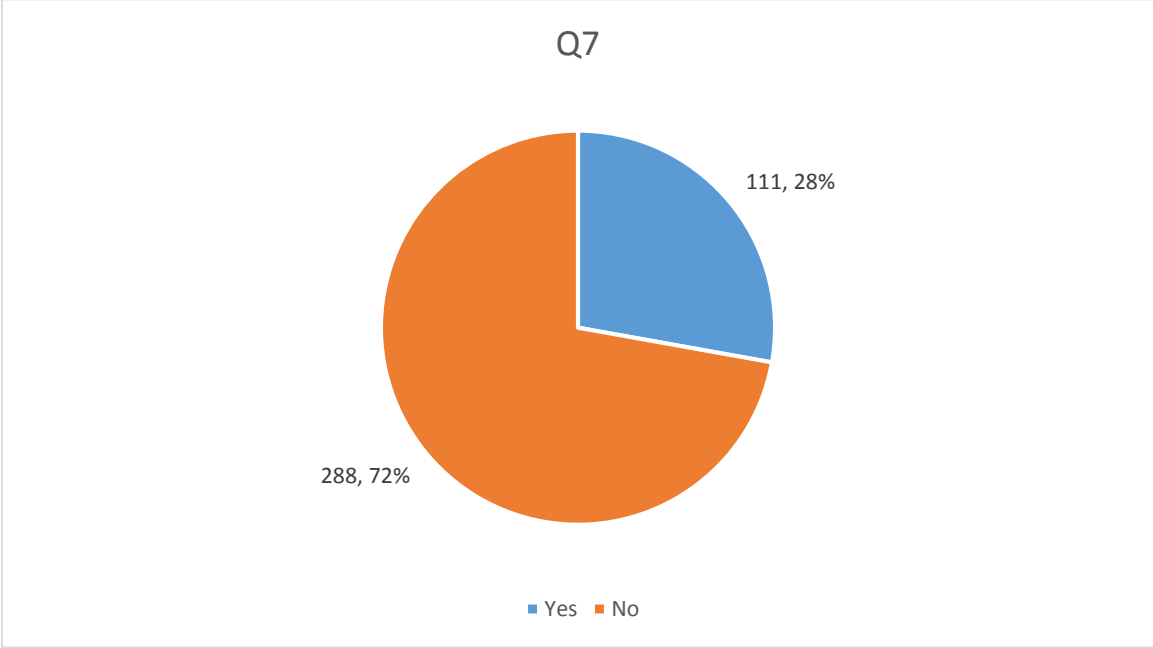
Each category above was made up of responses that were similar in spirit if not outright verbiage. For instance, “Administration” was comprised of a wide array of responses that revolved around similar themes with regards to administration and/or campus leadership. These responses ranged from statements about administration being disrespectful of faculty and diversity to a lack of transparency to not being supportive of faculty and diversity to being indifferent and uncaring towards multiple issues including structural and systemic racism. Lack of support and no respect were the single two largest subcategories within the “Administration” category as a whole. In another example, the category “Institutional Climate” was a bit more structured in that the bulk of the respondents used the terms climate and hostile together, sometimes breaking that down further to delineate hostile colleges, departments, deans, and colleagues. Other indicators for “Institutional Climate” category included faculty caste system, poor morale, willful institutional blindness, unequal opportunities, discrimination, undervalued and undercompensated.

Q 5 and 6 combined as these questions were related

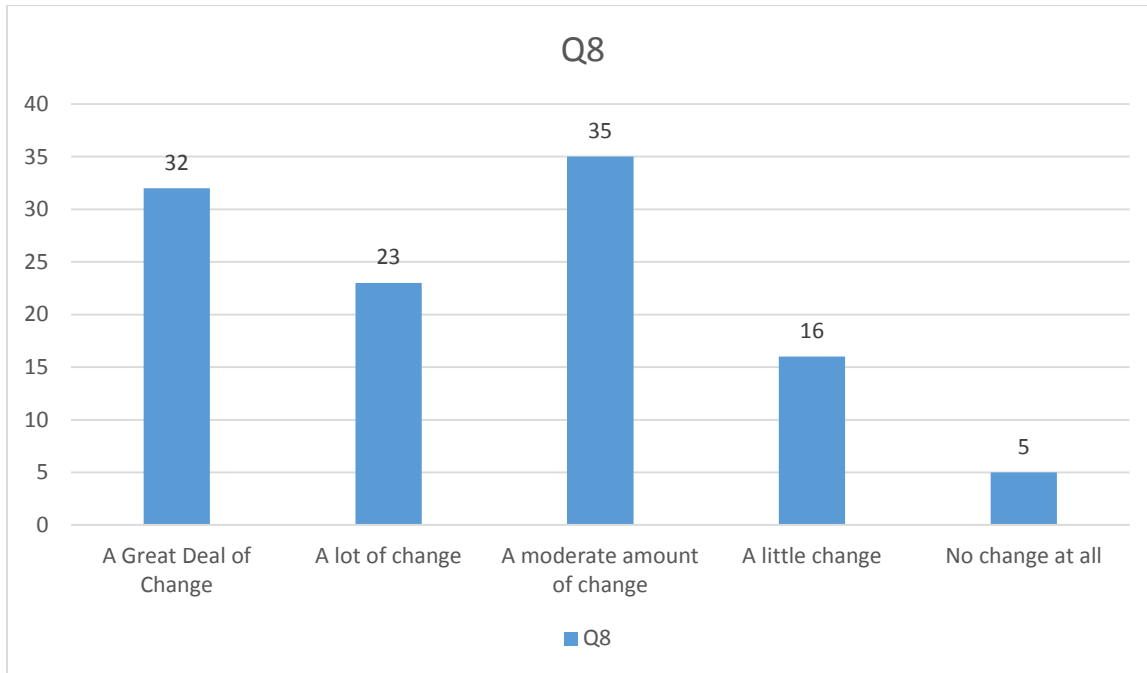


This graph depicts the range of types of combined factors identified by each respondent who answered Q5 and Q6. Choices in Q5 were grouped into “diversity climate,” “personal” and “professional” categories and Question 6 comments were similarly coded in order to ascertain the number of respondents for whom diversity climate reasons for seeking other employment were predominant, those for which such issues were mixed with personal and professional concerns, and those for whom personal and/or professional reasons were paramount. A separate category was made for respondents who indicated that “climate” not having to do with diversity was a factor in motivating their efforts to find alternate employment (one of whom also mentioned personal and professional issues). This analysis indicates that personal issues were included in the highest number of total responses to the two questions (186, or 81%), academic the next highest (158, 71%), and diversity issues the third highest (127) which still accounted for over half (55%) of those responding. Climate issues not dealing with diversity (but instead such issues as “angry colleagues” or “uncivil, dogmatic personalities,” combined with other issues or not, accounted for 3, or 1% of responses.

Q7: In the past year, have you observed changes in the level of respect shown to underrepresented faculty by faculty colleagues?



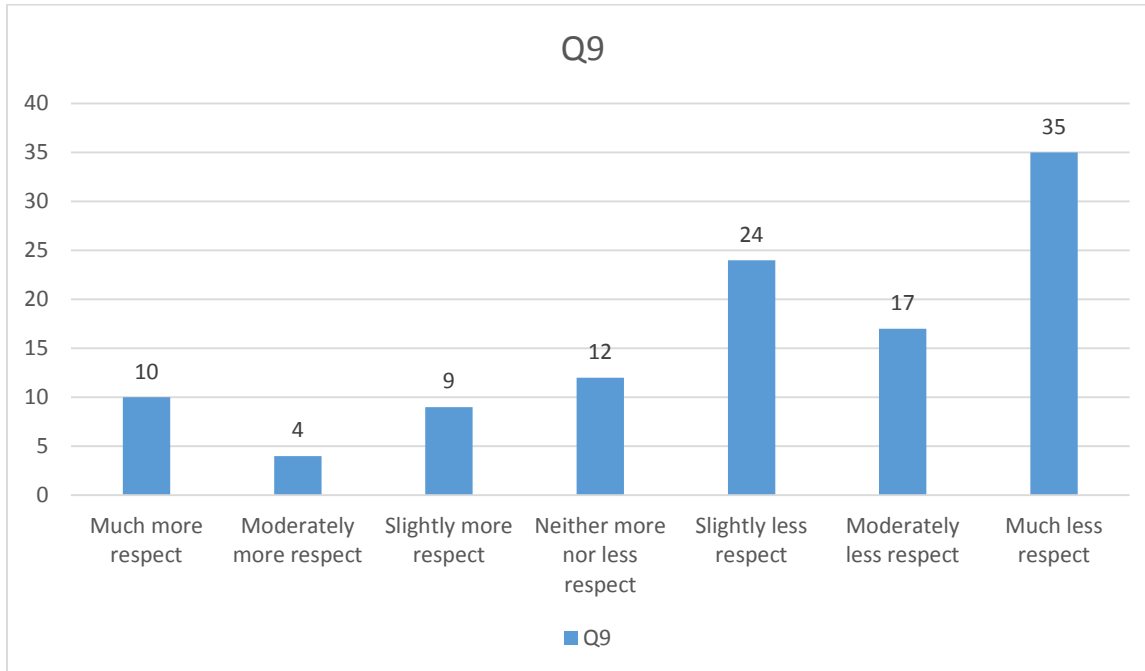
Q8: In the past year, how much change have you observed in the level of respect shown to underrepresented faculty by faculty colleagues? [Qs 8 and 9 were asked only of those who answered “yes” to Q7.]



Again the total responses for this question are those who answered Yes on Question 7, not the full 400 counted by WebTools. Only 111, or 28% of survey respondents reported observing changes in the level of respect shown to underrepresented faculty by colleagues, so only they were asked for further details about these changes. Using the total of 111, their responses regarding the degree of change would be as follows:

- A Great Deal of Change 29%
- A Lot of Change 21 %
- A Moderate Amount of Change 32%
- A Little Change 14%
- No change 5%

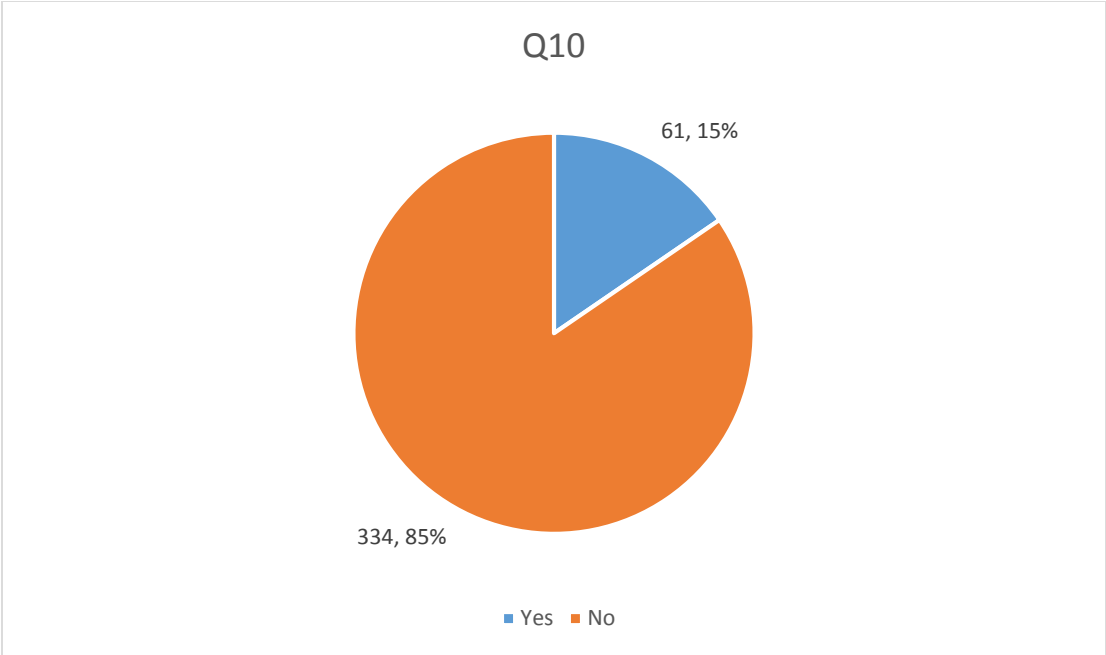
Q9: Have you perceived more or less respect shown to underrepresented faculty by colleagues?



Of those who perceived a change in respect, the following percentages saw the changes trending toward more or less respect for underrepresented faculty, with 19% of those responding seeing more respect to various degrees, and 69% seeing less.

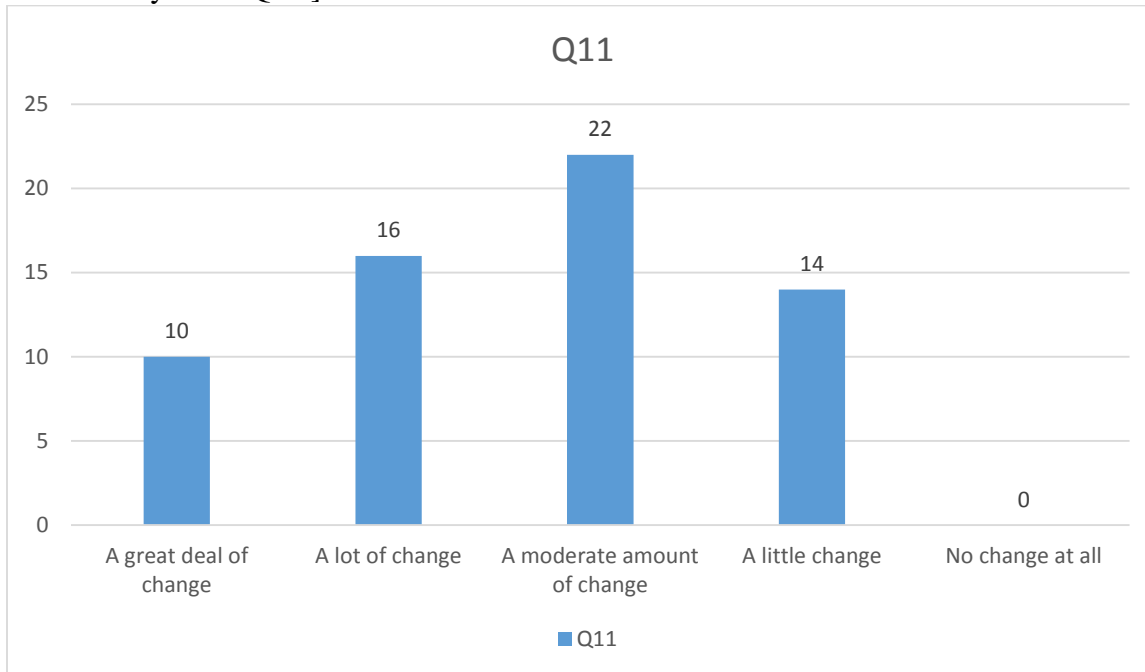
- Much More 9%
- Moderately more 3%
- Slightly more 8%
- Neither more nor less 11%
- Slightly less 22%
- Moderately less 15%
- Much less 32%

Q10: In the past year, have you observed changes in the level of respect shown toward underrepresented faculty colleagues by undergraduate students?



Few respondents—61, or 15%--answered that they had perceived change in the amount of respect shown by students to underrepresented faculty.

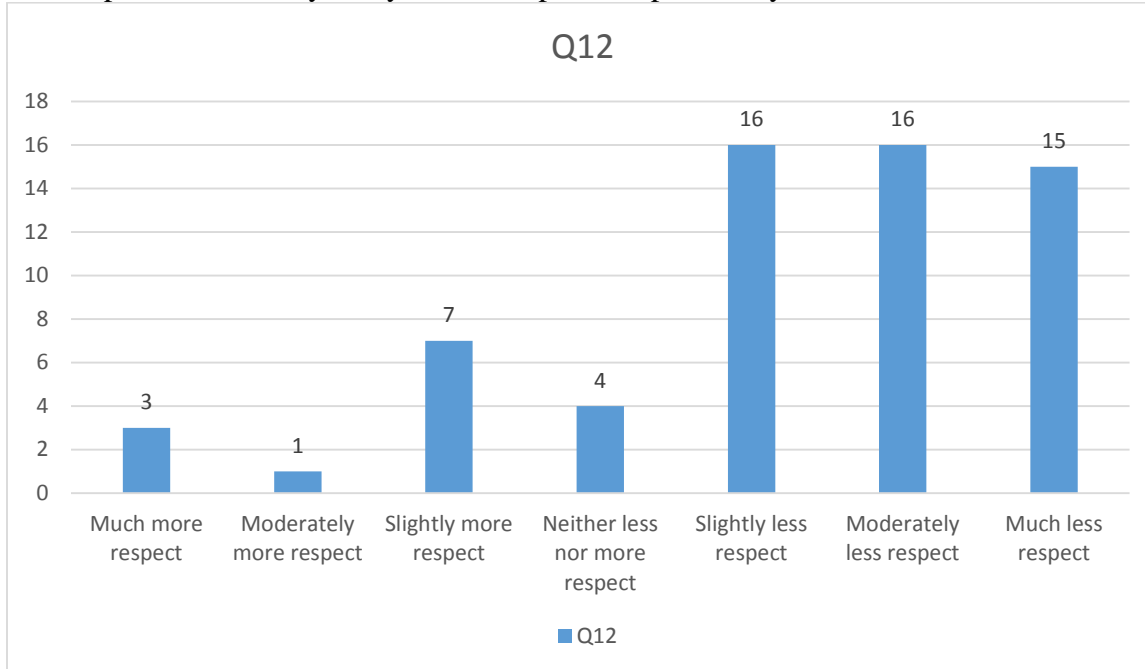
Q11: In the past year, how much change in the level of respect show to underrepresented faculty by undergraduate students have you observed? [Qs 11 and 12 were asked only of those who answered “yes” to Q10.]



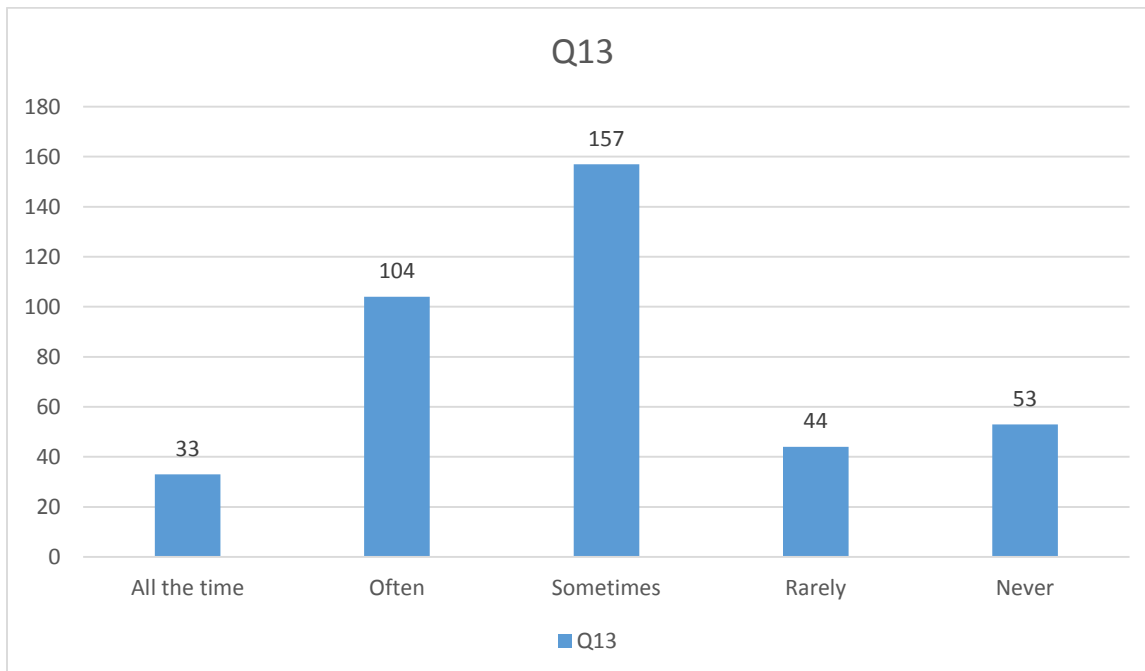
A greater number of those who had perceived change perceived a moderate to a great deal of change than the WebTools reported percentages for Question 11 imply: 16% of those responding to the question saw a great deal of change, 25% saw a lot, and 35% saw a moderate amount. As Q12 reveals, most of those perceiving change saw students showing less respect to underrepresented faculty than in previous years.



**Q12: Have you perceived that undergraduate students are showing more or less respect to underrepresented faculty this year as compared to previous years?**

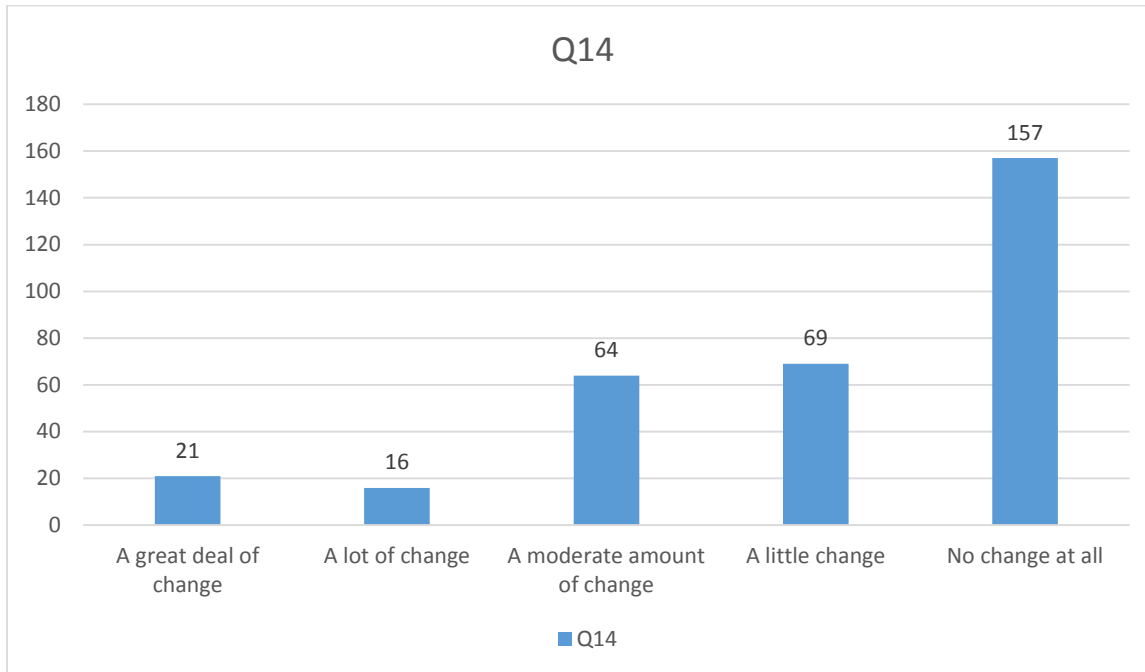


**Q13: In the last year, how often have you perceived that underrepresented undergraduate students are experiencing academic stress?**



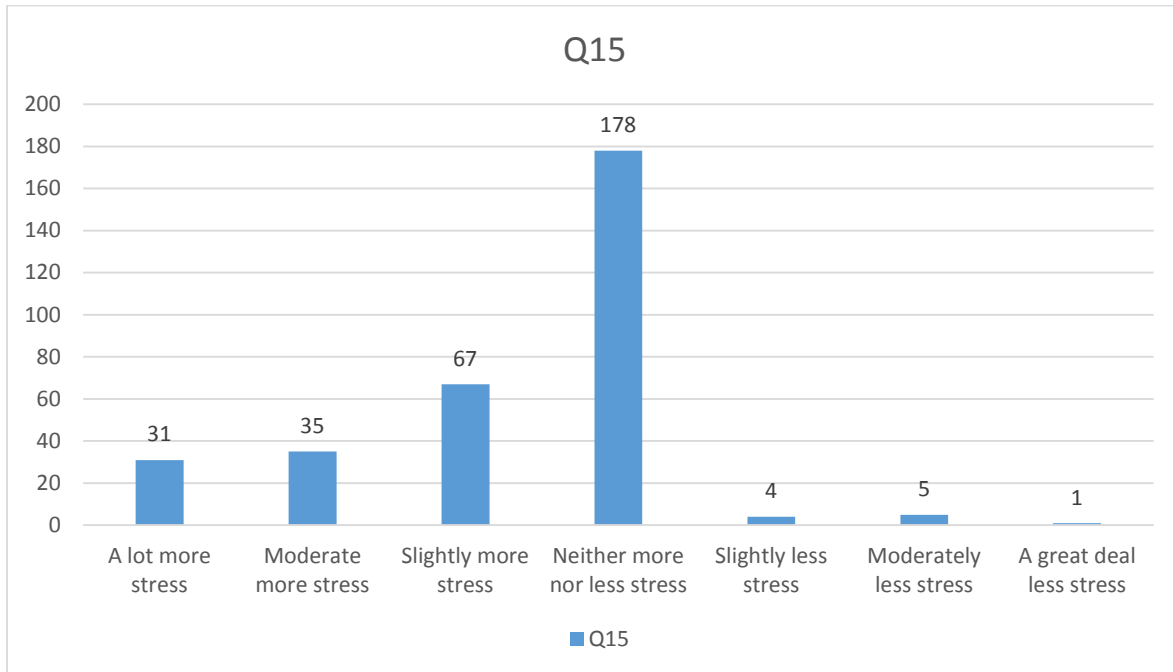
The percentages reported for these counts are slightly low in the WebTools report, as the total respondents for this question was 391, not 400. But the general trend is the same—33% or 1/3 saw underrepresented students experiencing stress often or all the time and another 40% perceived underrepresented students experiencing academic stress sometimes.

Q14: In your opinion, how much has academic stress experienced by underrepresented undergraduate students changed over the last year?



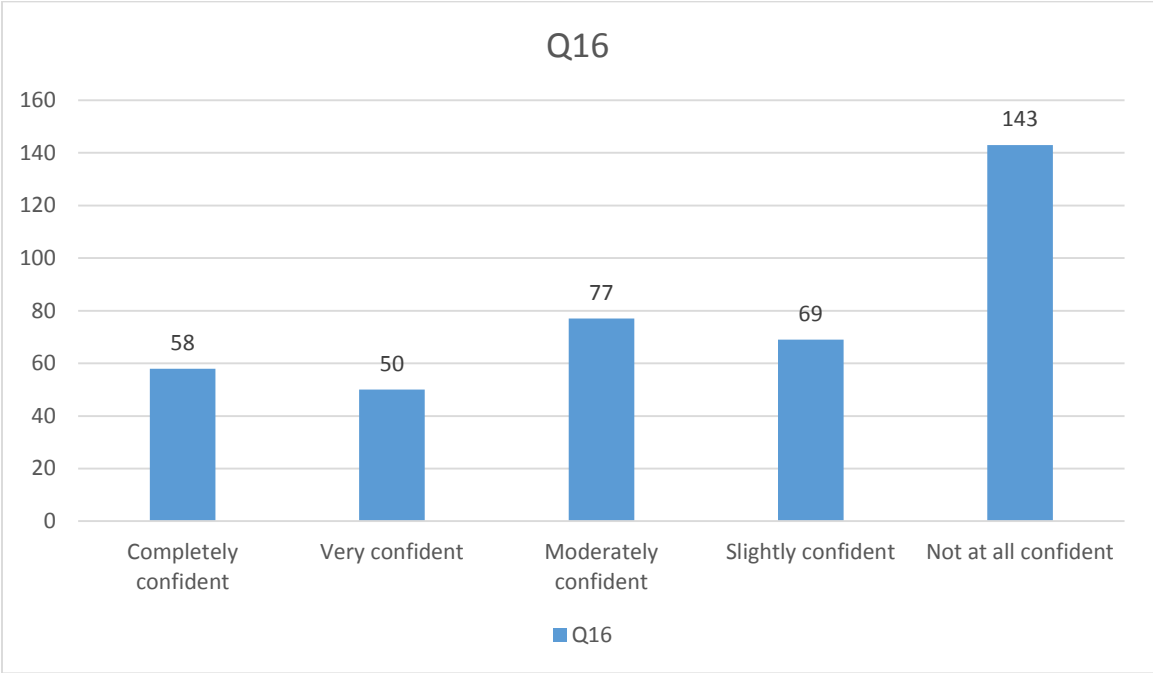
As one anonymous respondent pointed out, these results regarding changes in the amount of stress faculty perceived among underrepresented students are limited in scope and very possibly do not give a full picture of the stress experienced among underrepresented students. Because Qs 14 and 15 asked about change in levels of stress and not objective level of stress, they do not capture whether underrepresented students were already experiencing a high level of stress. The committee appreciated this feedback. We had asked about changes because we were interested in the impact of controversies over diversity, free speech and shared governance current at the time of the survey. As the anonymous respondent indicated, however, the results should be interpreted in terms of the narrow frame of the question, and thus understood potentially to under-record overall levels of stress among underrepresented students over time, which was not what the question was seeking to measure. Responses to Q15 suggest that for those who faculty perceived change in the degree of stress among underrepresented students, it was in the direction of more stress, but that more respondents saw no change.

Q15: In your opinion, have underrepresented undergraduate students experienced more or less academic stress in the last year?

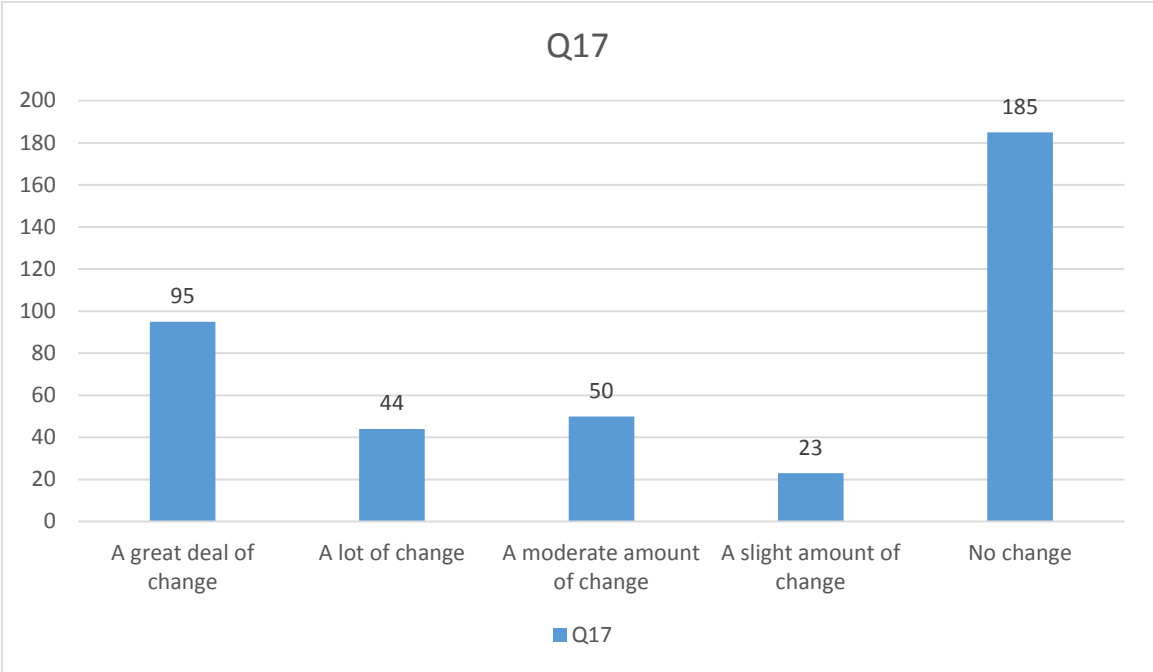


For 41% of the 321 respondents to this question, there was an increased amount of stress perceived among underrepresented students. 55% saw no change, and 31% saw less stress. The high proportion of respondents to Q 14 and Q 15 answering that they see little change and neither more nor less stress suggests that stress is not increasing in the view of half the people who responded. But, as the respondent who suggested the limits to this question implied, it could also mean that underrepresented students were previously under considerable stress and remained so last year, since the survey did not register a baseline of overall stress.

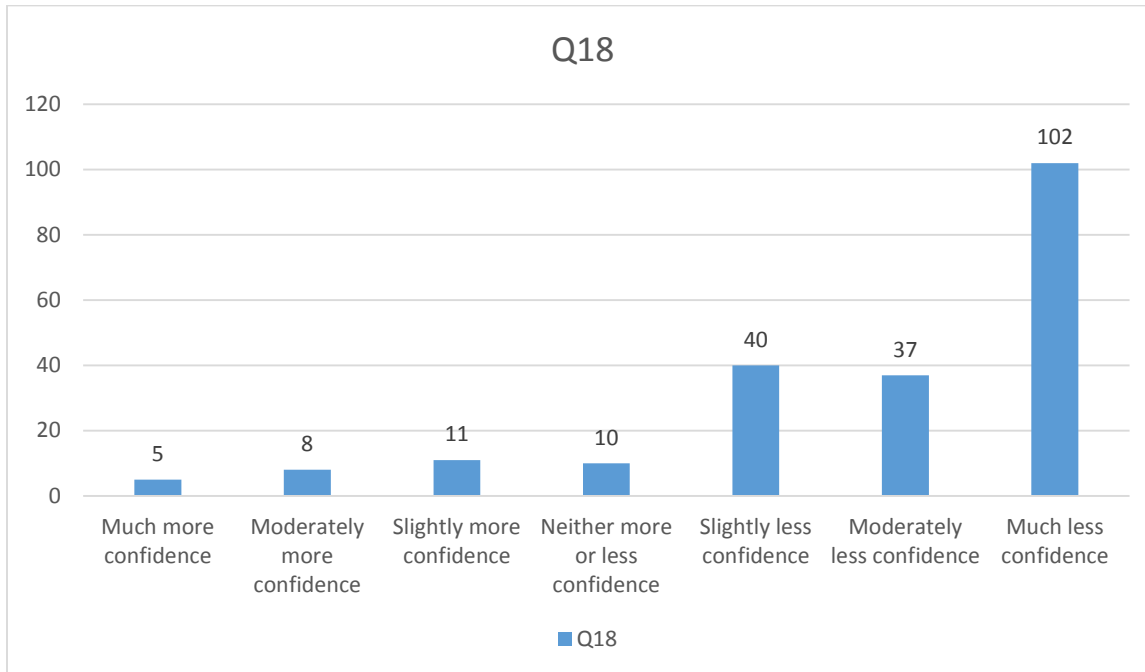
Q16: As a faculty member, how confident are you in your freedom to express potentially controversial perspectives on issues of diversity?



Q17: Has your level of confidence in your academic freedom to express controversial positions on diversity issues changed in the last year?

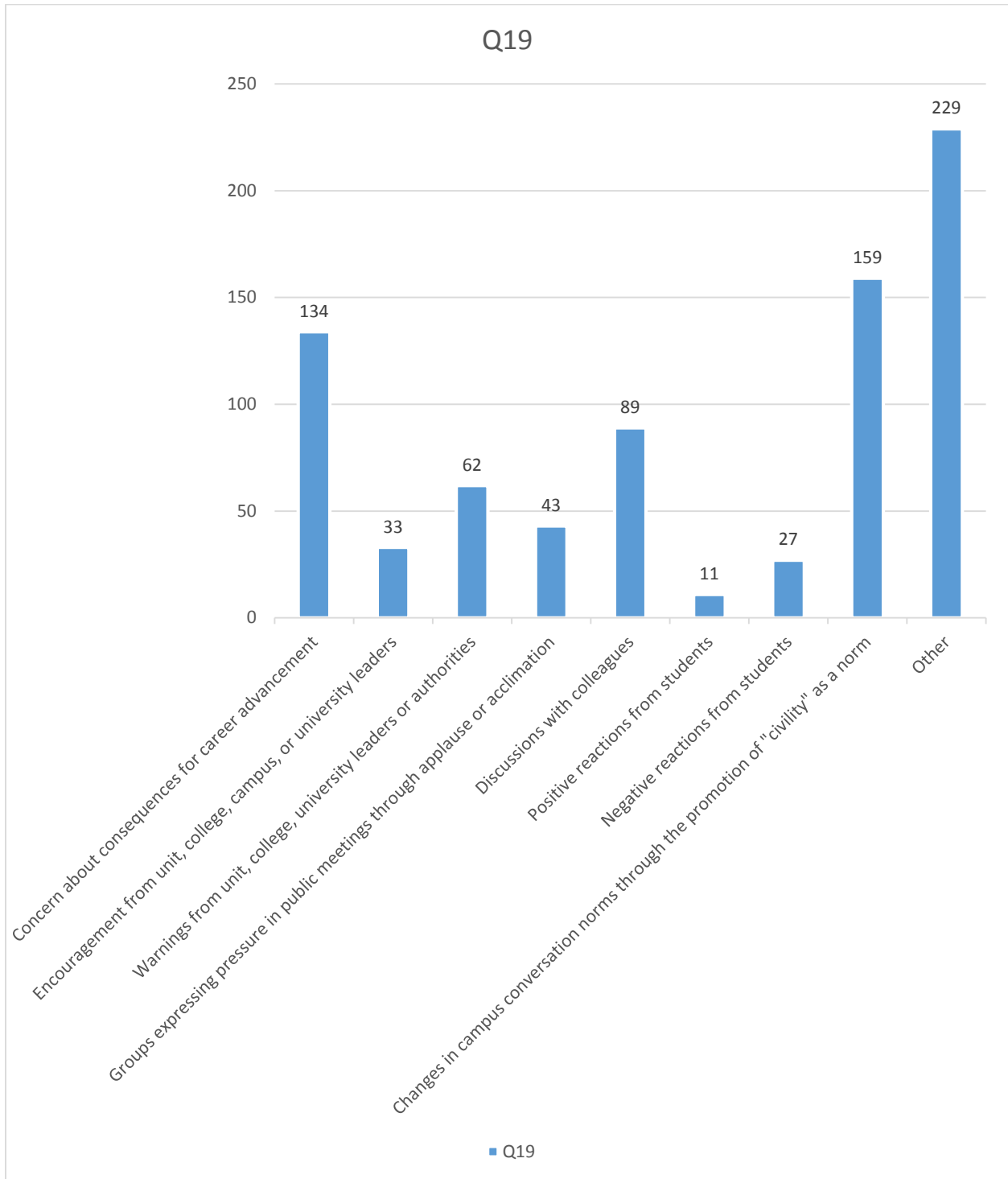


Q18: Have you experienced more or less confidence in your freedom to express controversial perspectives on issues of diversity?



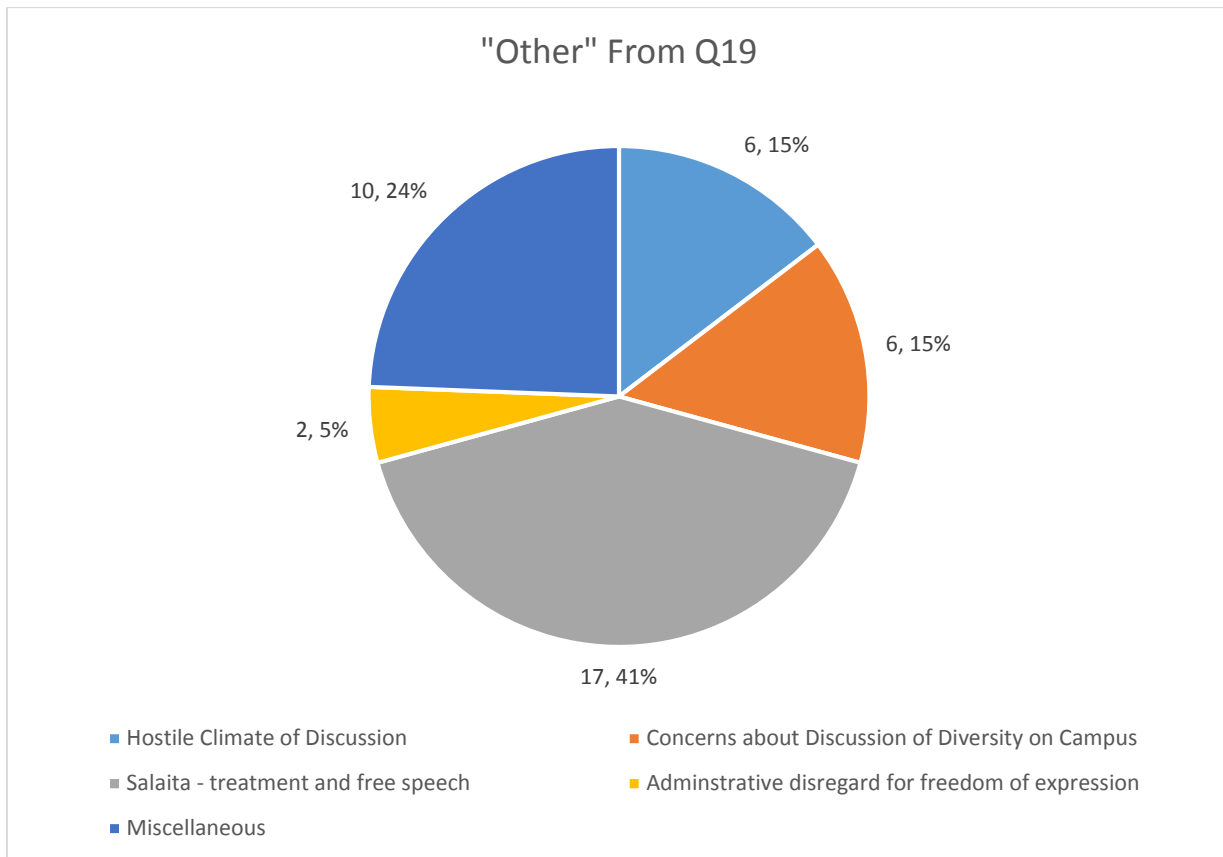
Note: Qs 16-18 surveyed respondents' confidence in expressing potentially controversial views on diversity, and self-reported changes in this confidence over the last year. 28% of respondents reported themselves completely or very confident, and over half of these had experienced no change in their confidence about expressing controversial views during the last year, while only 7% had experienced a great deal or a lot of change. At the other end of the scale, 36% of respondents reported being not at all confident about expressing controversial views regarding diversity, among whom 23% reported experiencing no change and about 50% a great deal of change. Among those who had experienced change, those more confident in expressing controversial views were more likely to indicate that their confidence had increased, while those less confidence were more likely to report that their confidence had decreased. These trends indicated a sense of vulnerability regarding the expression of potentially controversial views about diversity among at least a third of respondents, and a growing concern among those who felt the most vulnerability.

Q19: What factors do you experience as accounting for changes in your confidence in academic freedom to express controversial views on diversity?



211 respondents answered this question, each checking as many answers as they considered appropriate. WebTools misrepresented the number of respondents who provided “other” responses, registering a mysterious total of 229 though only 41 provided “other” reasons in the provided comment box.

Q19 This question invited respondents to use a comment box to add “other factors not listed” that accounted for changes in their level of confidence in academic freedom with respect to diversity. The WebTools results reports “229” “other” responses though only 41 respondents actually entered text in the “other” comment box. Their comments have been categorized and represented in the pie chart below. For respondents who commented, the unhiring of Steven Salaita figured prominently.



Answers counted in specific categories sometimes meant different things by, for example, a “hostile climate” or concerns about diversity. The particular concerns addressed in each category broke down as follows:

Hostile Climate of Discussion: threats or retaliations 3; open hostility in unit 1; loud opinions 1; political correctness 1

Salaita—treatment and free speech: direct relationship seen between treatment of Salaita and threats to free speech 6; reference to treatment of Salaita or Salaita case without further explanation 11

Concerns about Discussion of Diversity on Campus: disregard of diversity issues by administration in university or unit 4; statements about race by senior faculty 1; misrepresentations of the “diversity” actualized for underrepresented faculty in a given unit 1

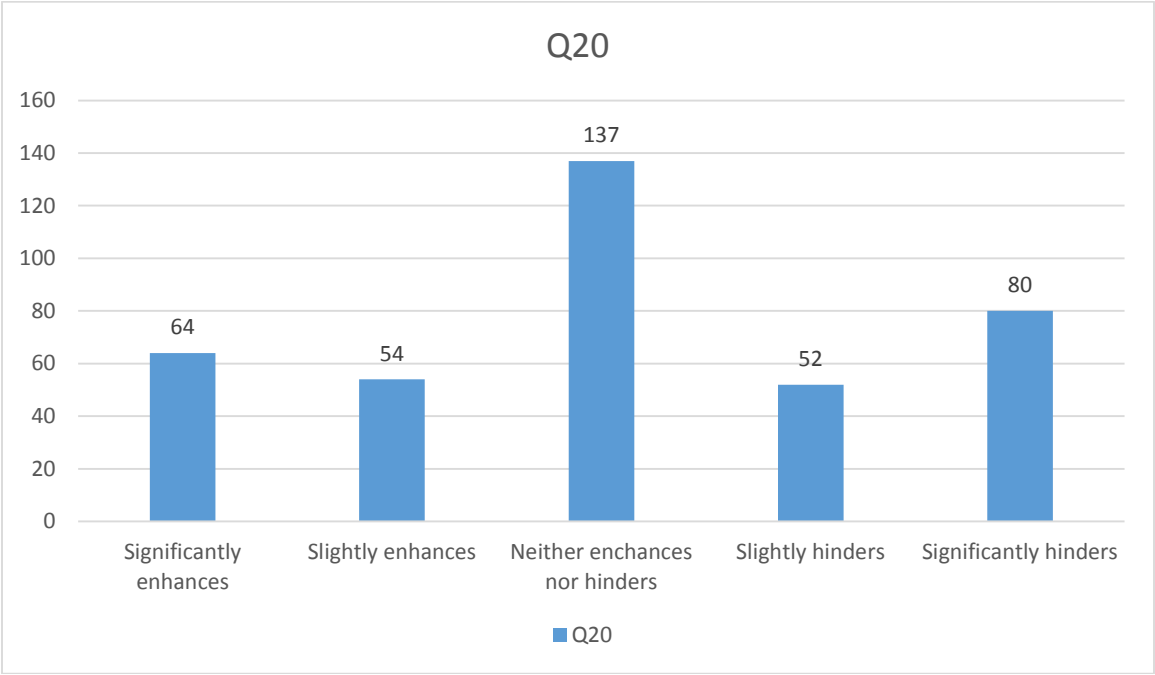
Administrative disregard for freedom of expression: Chancellor’s disregard of Senate shows frighteningly unchecked power 1; Chancellor has contempt for free expression 1

Miscellaneous (10 answers that did not directly relate to other individual answers, except for five with rather different concerns about Administration): Administration issues, 5 (Anti-union perspective of administration; Administrative tolerance of the Chief; Use of mass media to promote administration’s perspective; Administration unethical; Administration too technologically oriented and money conscious); Specialized faculty unprotected 1; Having greater protection through promotion and wanting to combat the “civility” standard 1; Nothing left to lose 1; National press about lack of academic freedom at University of Illinois 1; National news reports of faculty elsewhere losing jobs 1

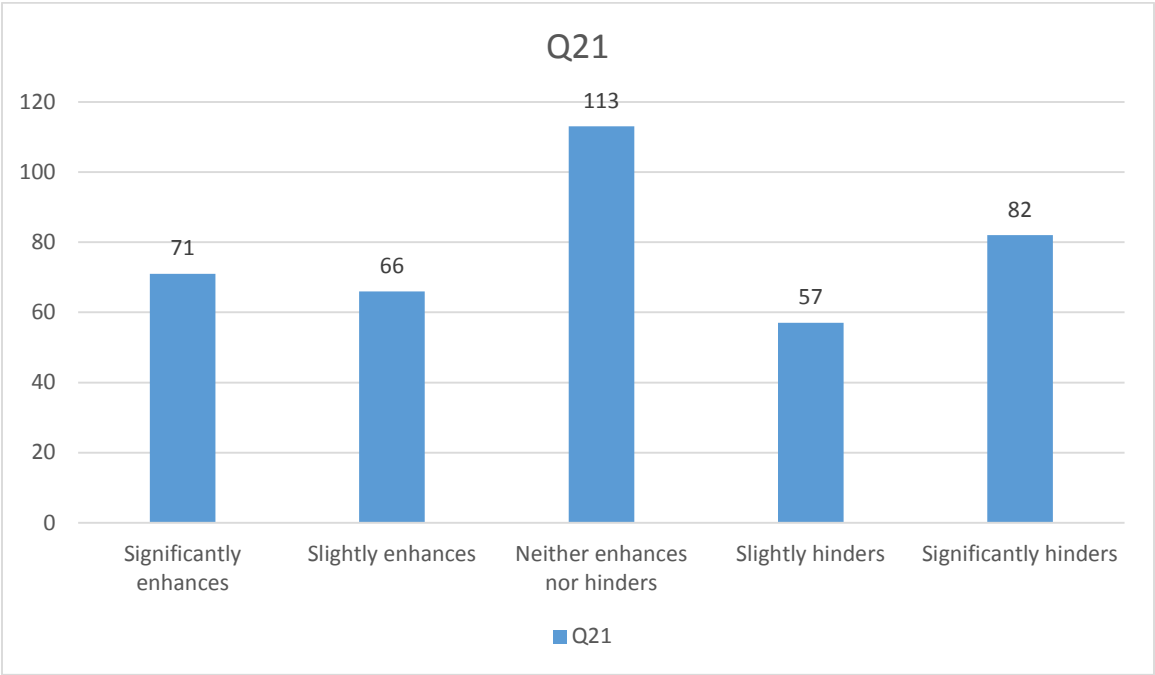


Qs 20-24: Please indicate the degree to which you see the promotion of "civility" as a norm of academic discourse on campus enhancing or hindering the University's commitment to enhancing diversity in the following contexts...

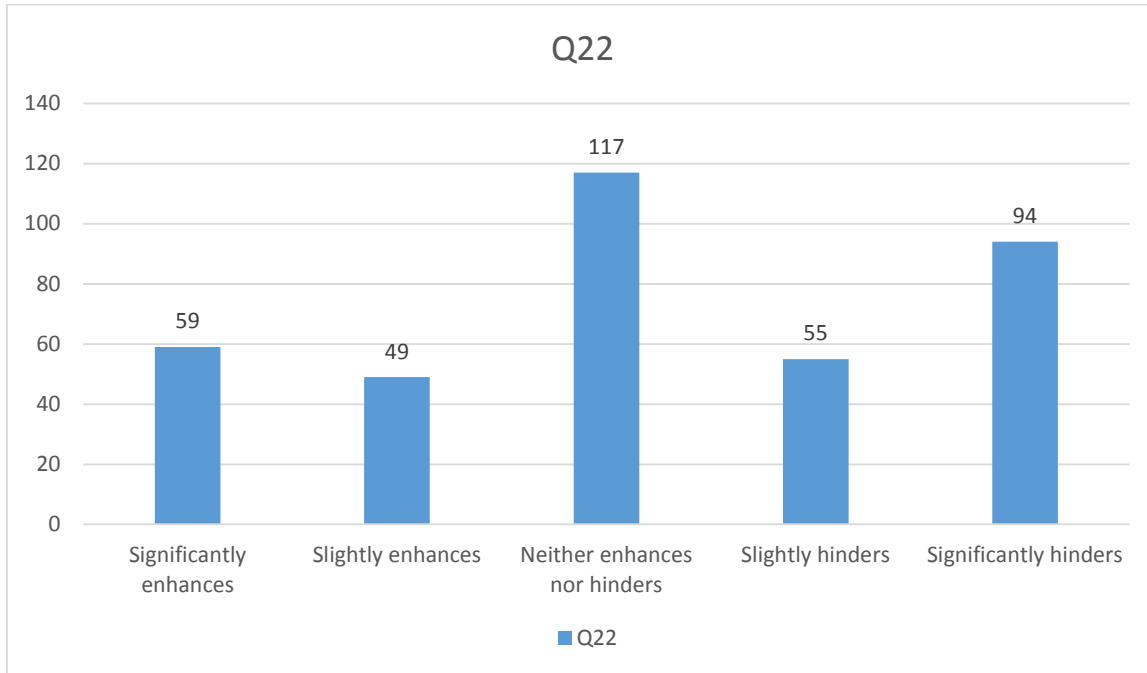
Q20: In department meetings?



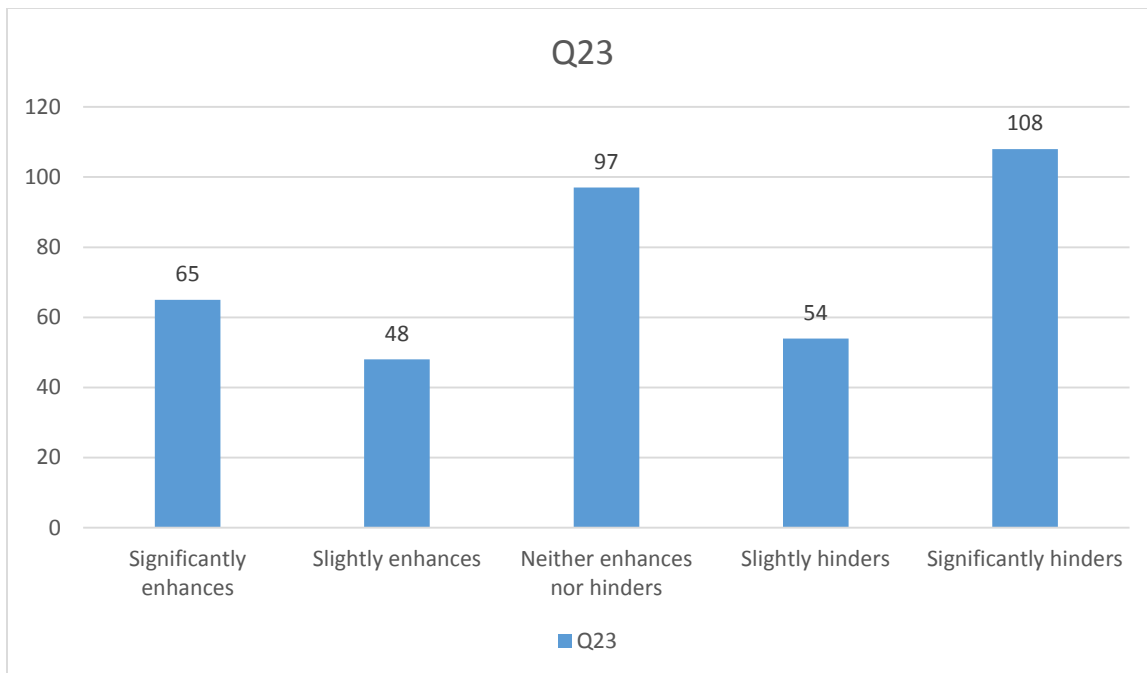
Q21: In classroom discussions?



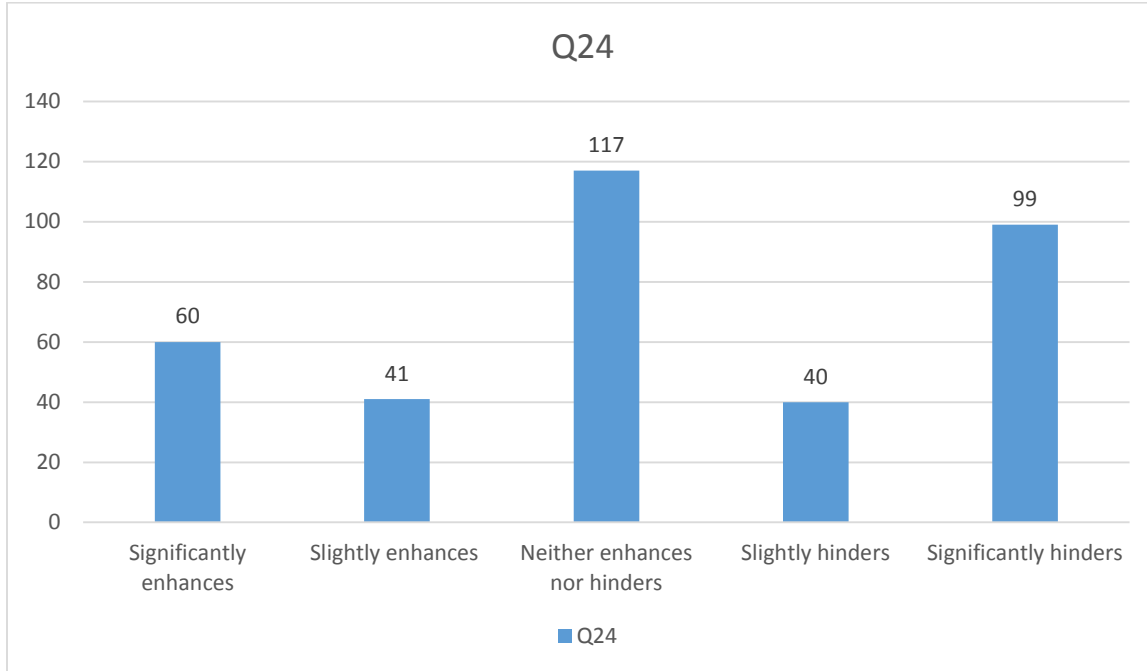
Q22: In college-level committee meetings?



Q23: In public town-hall type meetings?

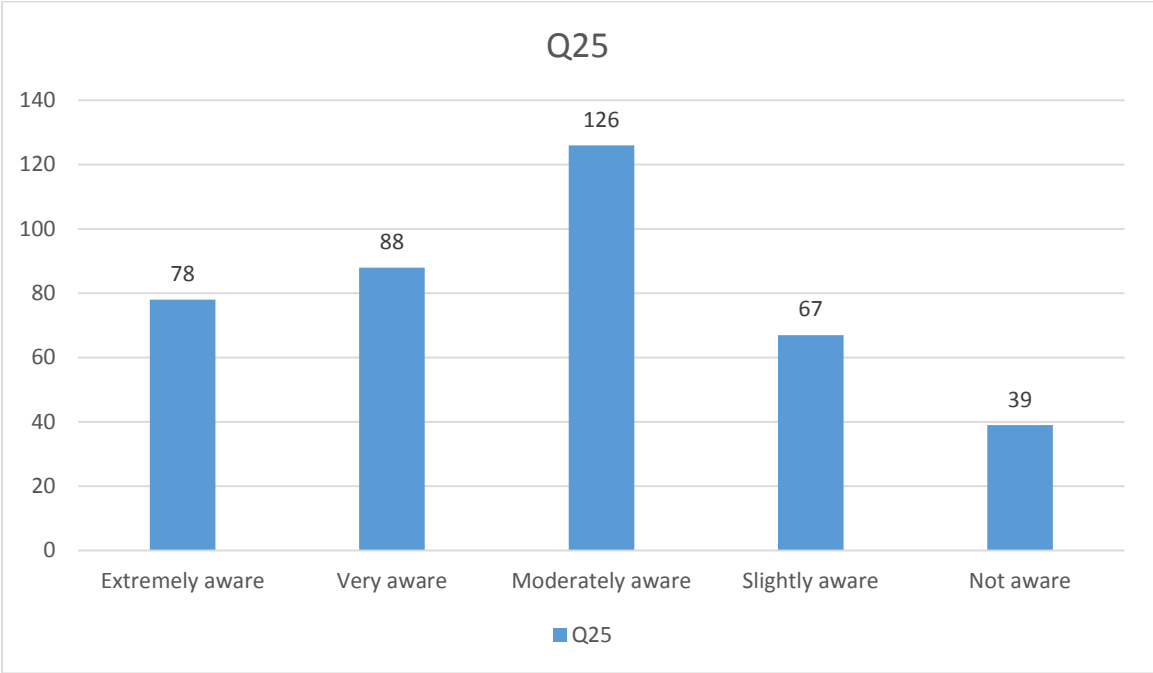


Q24: In Academic Senate meetings?



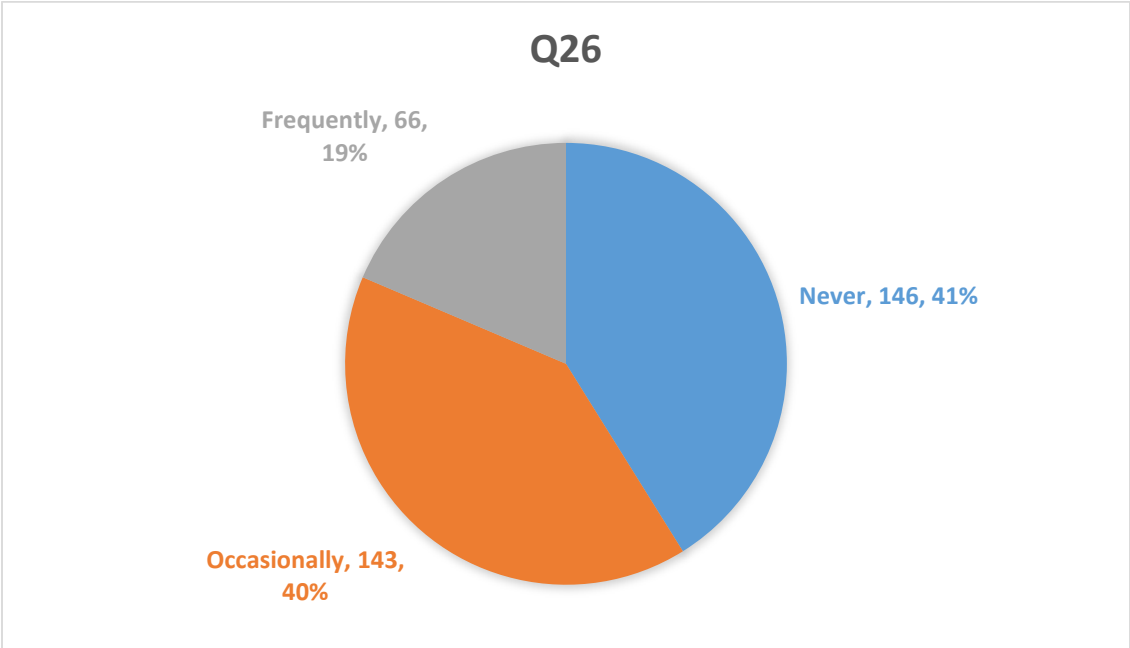
As noted in the executive summary, opinions about the impact of “civility” as a norm of discourse on discussions of diversity differed depending on the venue of discussion. Respondents were evenly divided as to whether this norm enhanced or hindered discussions of diversity in classroom and departmental meeting contexts. A larger number of respondents saw the “civility” norm hindering rather than enhancing wider discussions of diversity in college-level committees, town-hall meetings and the Senate. This provides some indication that in these college and campus-wide venues, a substantial number of the faculty surveyed would welcome vigorous and robust discussion of differing views.

Q25: Are you aware of the existence of shared governance structures such as Senate committees and discussions or administrative committees that address issues of diversity?



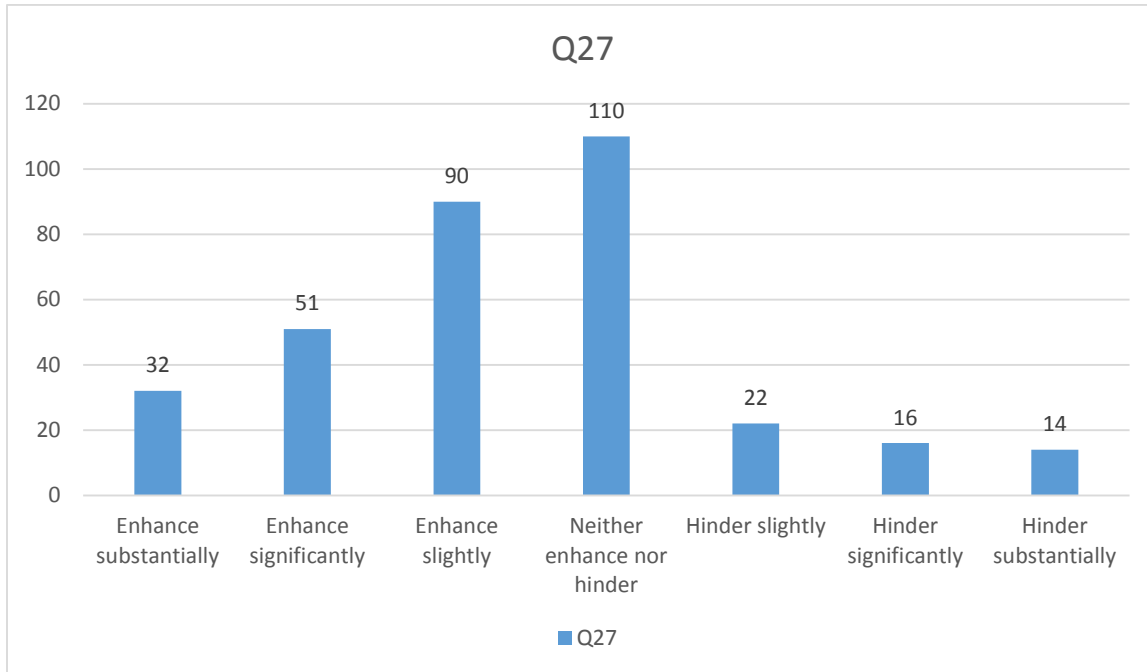
These responses indicate that nearly three-quarters—74%--of respondents are at least moderately aware of the existence of shared governance structures addressing issues of diversity, though only 19% participate frequently in these structures as revealed in Q26.

Q26: How often do you participate in shared governance structures designed to address issues of diversity, such as the senate or administrative committees?

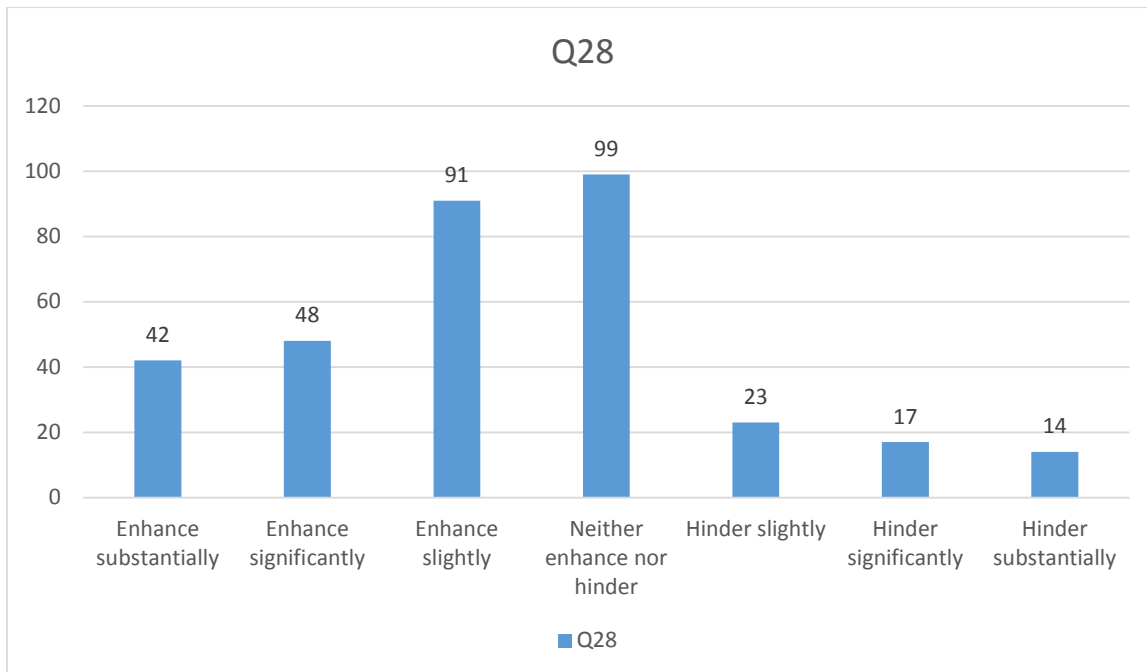


Qs 27-32: To what extent do you see shared governance structures such as the Senate and administrative committees enhancing or hindering the following campus diversity goals:

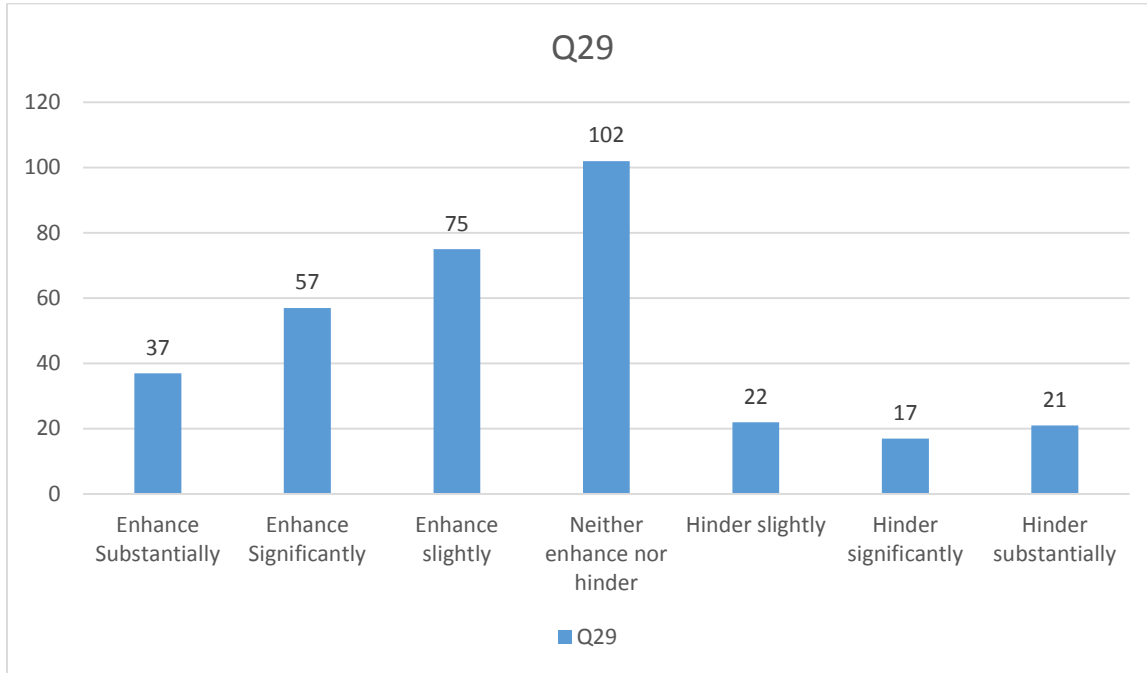
Q27: Recruiting and retaining underrepresented faculty



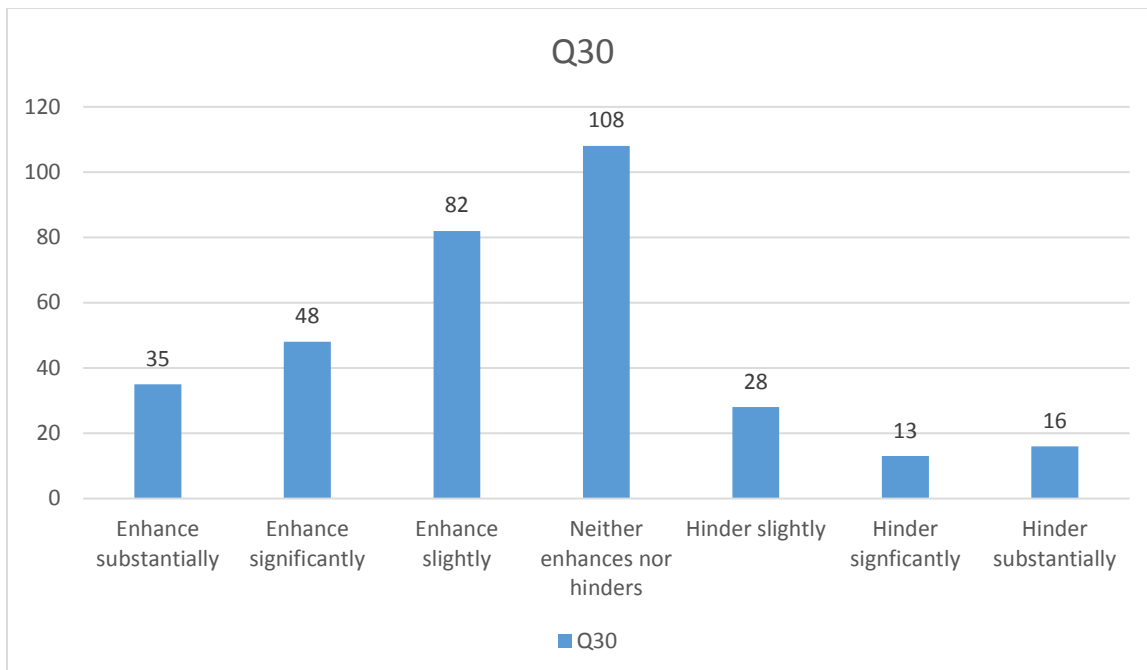
Q28: Promoting a welcoming climate on campus for underrepresented students and faculty



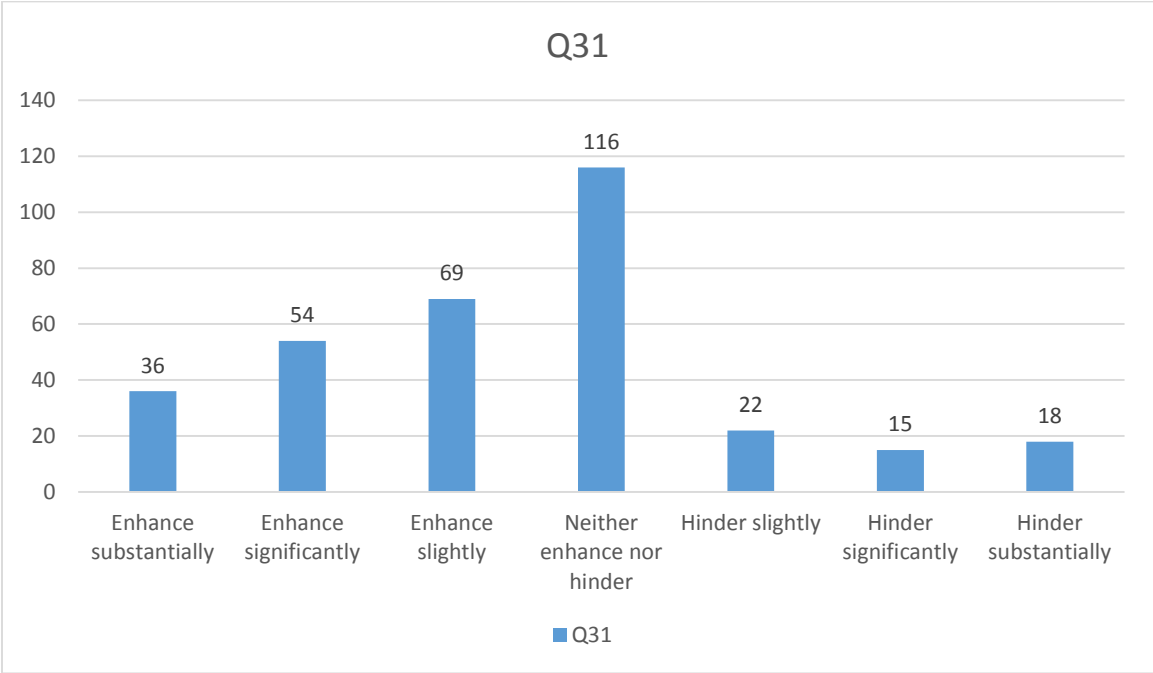
Q29: Demonstrating appreciation of the perspectives and contributions of the wide spectrum of people reflected in our community



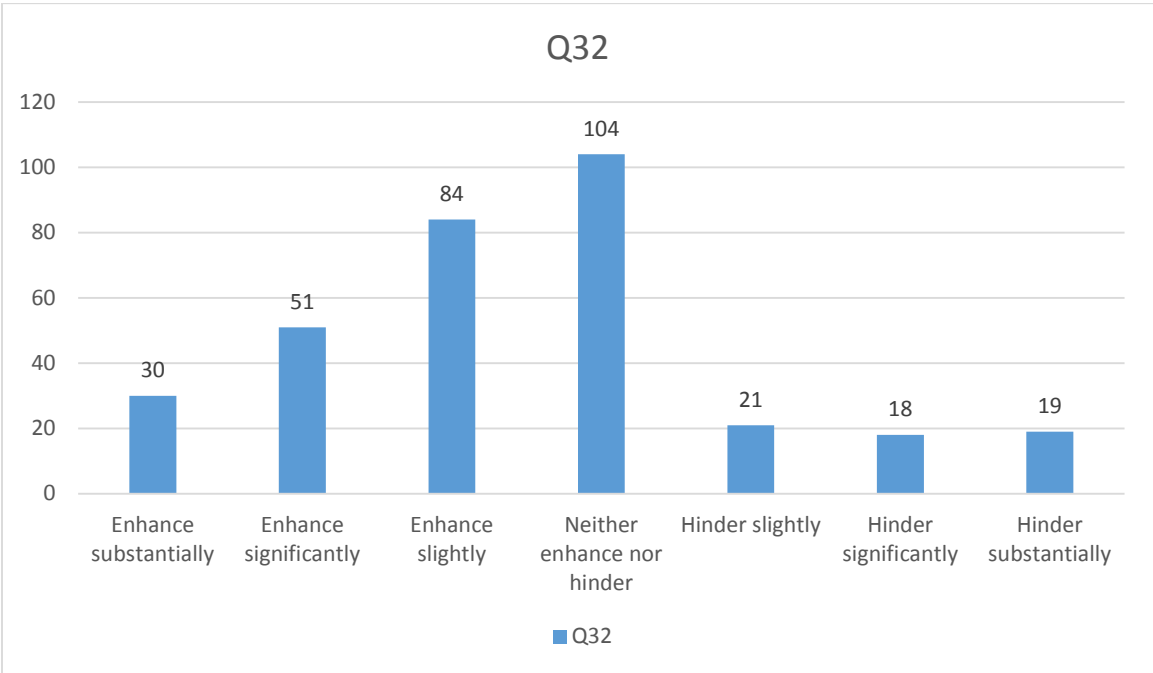
Q30: Supporting learning environments that expose students to multiple perspectives including contributions of groups across social and economic identities



**Q31: Providing opportunities for students, faculty, staff, and administrators to establish meaningful relationships across differences**



**Q32: Actively encouraging campus community to participate in programming and events to create, develop and sustain relationship across social and economic identities**



Note: Questions 27-32 were presented in a matrix that asked respondents to consider the degree to which shared governance structures enhanced or hindered diversity goals. The goals selected are those stated in a Diversity Values Statement formulated by Provost Fellow Helen Neville, endorsed by the Chancellor, and adopted by the Senate through a resolution passed November 5, 2012.

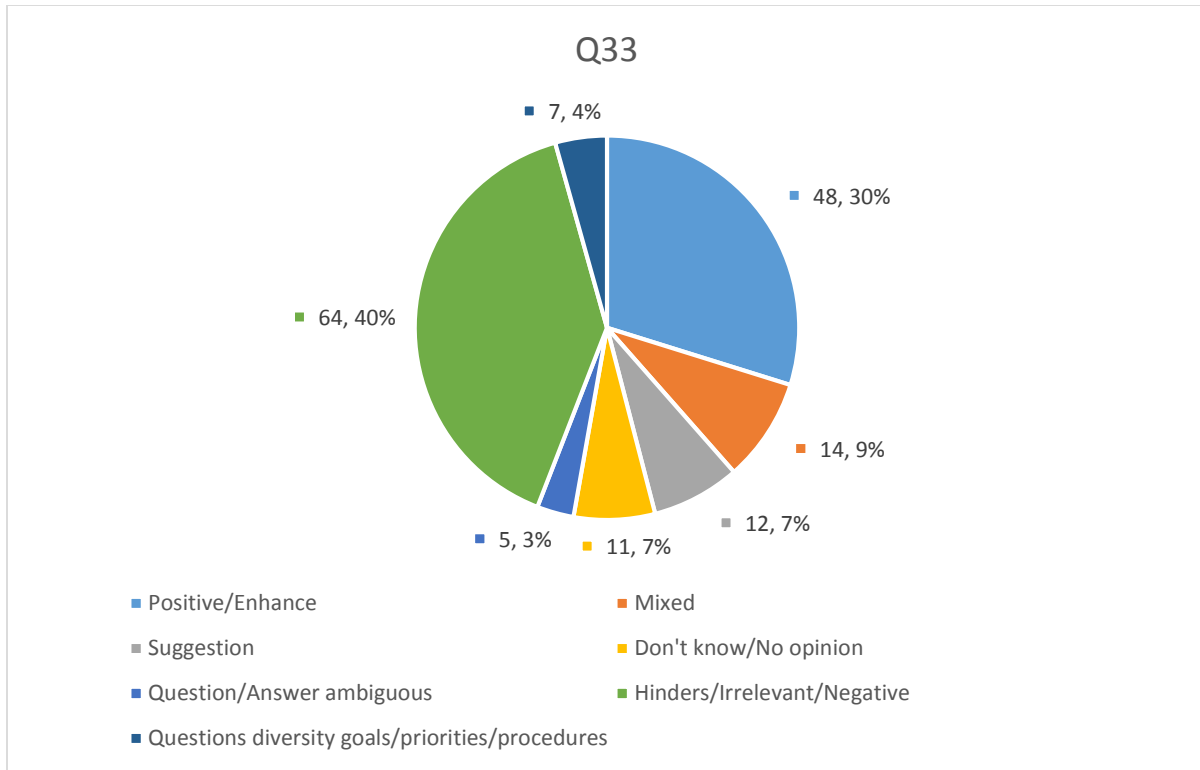
Answers regarding many of the dimensions of diversity goals featured in the matrix followed the pattern in the first graph, for Q27, with roughly the same percentage of respondents (in this case about 25%) seeing shared governance structures enhancing diversity goals substantially or significantly as saw these structures enhancing the goal slightly. Another 33% saw the goal neither enhanced nor hindered by shared governance structures, while about 15% saw the goal being hindered.

An additional question presented graphically below, Q33, asked respondents to “Briefly state what are the most effective ways shared governance structures enhance or hinder the diversity goals listed in the previous question.” This question produced a certain amount of confusion, as expressed by respondents, but also useful information as to faculty confidence in shared governance structures. The specific perspectives on shared governance expressed in Q33 are laid out in a chart derived from these answers below.

With regard to the relation between Q33 and the questions about shared governance that preceded them, it is interesting to note that respondents who included comments reflecting negative perspectives on the impact of shared governance on diversity did not necessarily view shared governance as uniformly hindering diversity goals. While many of these responses reflected disillusionment with shared governance structures because they did not advance diversity goals, faculty voices were not taken seriously, or time was wasted on what seemed inconsequential arguments, even respondents expressing these views indicated that shared governance structures could enhance diversity goals if they involved meaningful dialogue. While respondents whose comments reflected a negative view of shared governance in relation to diversity also indicated that it hindered campus diversity goals in 40% of their responses to Questions 27-32, 26% of their responses to these questions noted that shared governance could enhance such goals. Such combinations indicate that some of those critical of current shared governance structures as they affect diversity goals continue to see them as potentially effective for some of these goals. These results suggest that repair of these processes is possible through substantive dialogue and discussion.



Q33 Briefly state what are the most effective ways shared governance structures enhance the diversity goals listed in the previous question



Asked to elaborate the most effective ways that shared governance enhanced or hindered diversity, 41% saw them as hindering or negatively impacting diversity through ineffectiveness, administrative disregard, or lack of campus commitment to diversity while 30% described them as enhancing or positively impacting diversity by encouraging dialogue and discussion among different parts of campus and articulating shared goals. Other respondents offered mixed responses, suggestions for improvement or doubts about diversity goals themselves.

Answers included in the Positive/Enhance category indicated a variety of ways shared governance enhanced diversity goals, including: promoting diversity principles and goals, providing venues for sharing diverse viewpoints and incorporating democratic faculty participation in decision making; providing checks, balances, accountability and monitoring for administrative initiatives and correcting questionable ones; and setting common goals around which various faculty can unite.

Answers included in the Hinders/Negative/Irrelevant category indicated a variety of ways shared governance hindered or failed to advance diversity goals, including: administrators' failure to heed faculty concerns, efforts to limit of academic freedom and debate among faculty, and/or rejection of recommendations of shared governance committees; exclusion of increasing numbers of specialized faculty; administrators not taking seriously diversity issues (especially

with regard to and gender); an overly hierarchical or authoritarian structure dominated by the Board of Trustees, upper administration, and compliant Senate leadership; insufficient attention to communities outside the university, locally and more broadly, who suffer the consequences of inequality; insufficient racial diversity among University and Senate leadership and failure to cultivate leadership among underrepresented faculty; an adversarial or preachy climate not conducive to productive discussions of diversity; and the negative impact of administrative decisions in the case of Stephen Salaita on shared governance and diversity objectives.

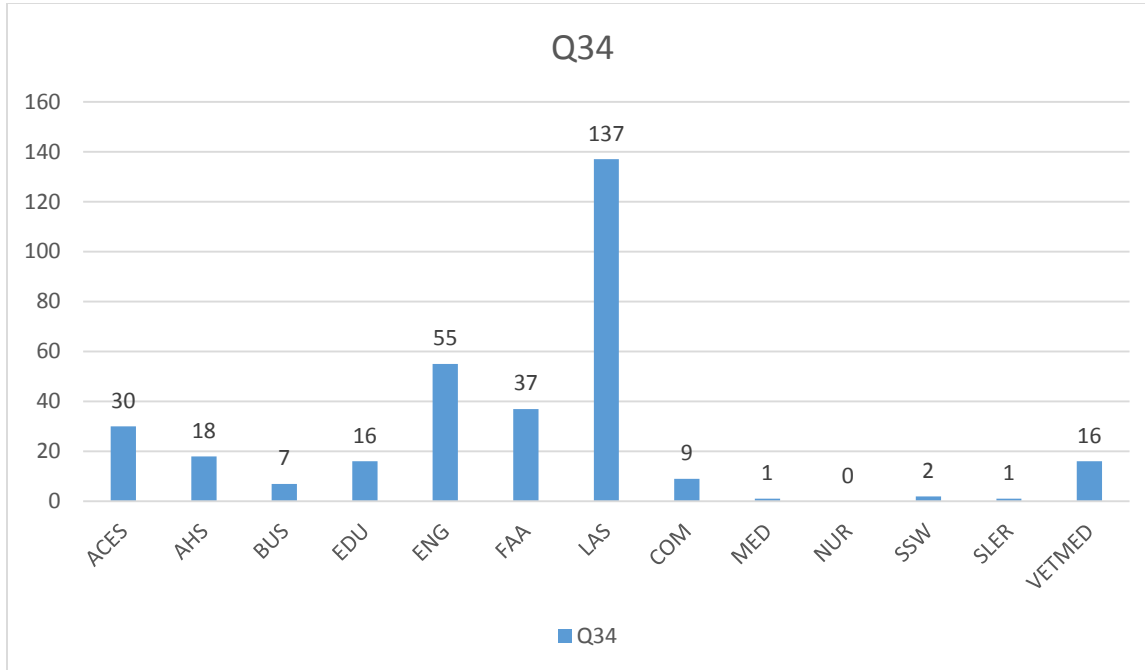
Mixed answers tended to emphasize that shared governance was more effective at articulating diversity ideals than affecting climate; that diversity goals required effective top-down leadership that was only partially present; that shared governance raised important questions but produced timid solutions that hindered diversity goals; that shared governance could enhance diversity by promoting discussion and engagement but was too often dominated by people with dogmatic opinions unwilling to entertain a diversity of opinion.

Suggestions included addressing institutional racism at the University; better reflection of faculty and student voices; more effort to comprehend the perspectives of the disenfranchised; more diversity in shared governance structures; a broader definition of diversity categories (especially with regard to LGBTQ identities); more advocacy for diversity hiring and support of underrepresented faculty; more education of faculty in diversity issues (Kognito at-risk tool was recommended); and a reference to a potentially useful op-ed piece about attracting women to engineering [http://www.nytimes.com/2015/04/27/opinion/how-to-attract-female-engineers.html?\\_r=0](http://www.nytimes.com/2015/04/27/opinion/how-to-attract-female-engineers.html?_r=0)

A few answers that raised questions about diversity goals and priorities suggested that diversity goals interfered with excellence or other university goals; implied that diversity goals involved special privileges; suggested that discussions of diversity involved angry exchanges that inhibited questions about diversity committee approaches; noted that assumptions about University demographics often did not apply on the North end of campus; raised concerns about quotas that are set by diversity-related committees; or raised concerns about the discussion of microaggressions inhibiting certain groups' (especially international students) participation in discussions of race.

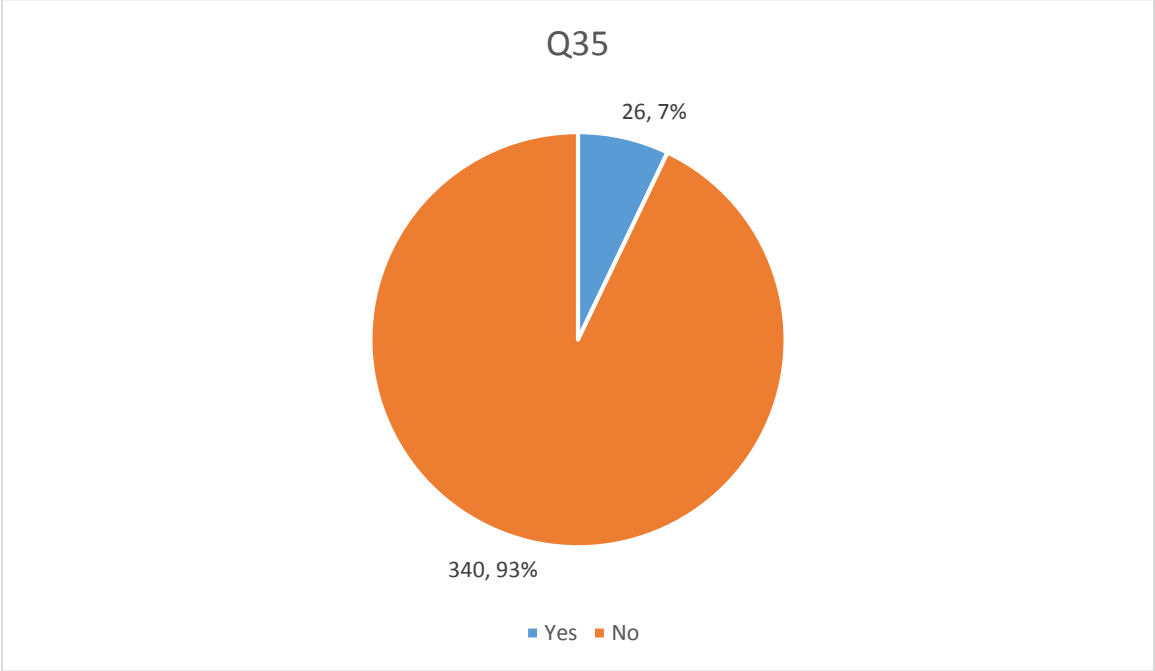
DEMOGRAPHIC QUESTIONS: This section was highlighted as optional and information is incomplete.

Q34: College:

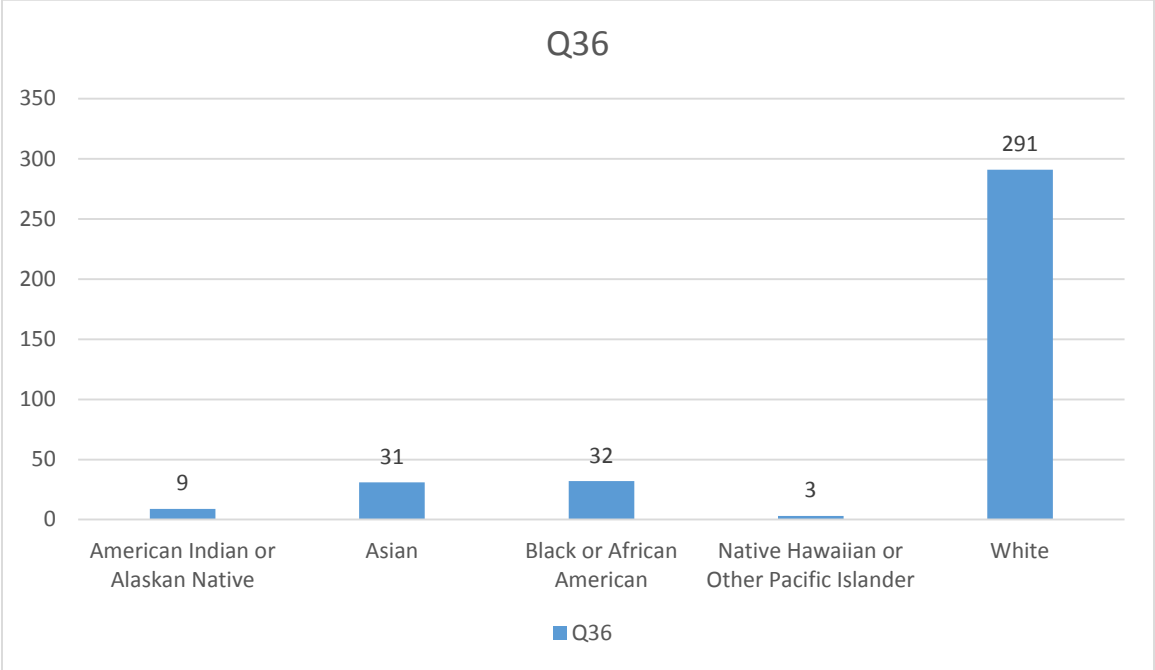


Hurried final revisions to the survey resulted in an incomplete list of colleges being included in Q34. The University Library and GSLIS were missing. A second mailing about the survey asked faculty from these units to indicate their College in a comment box provided in Q1 if they wished. Two faculty members from the Library did so; another indicated affiliation with the Library in the “Country of Origin” comment box. Only 329 respondents indicated a College in Q34; it is likely that others among the 71 who did not specify a college were faculty in GSLIS or the Library.

Q35: Are you Hispanic/Latino?

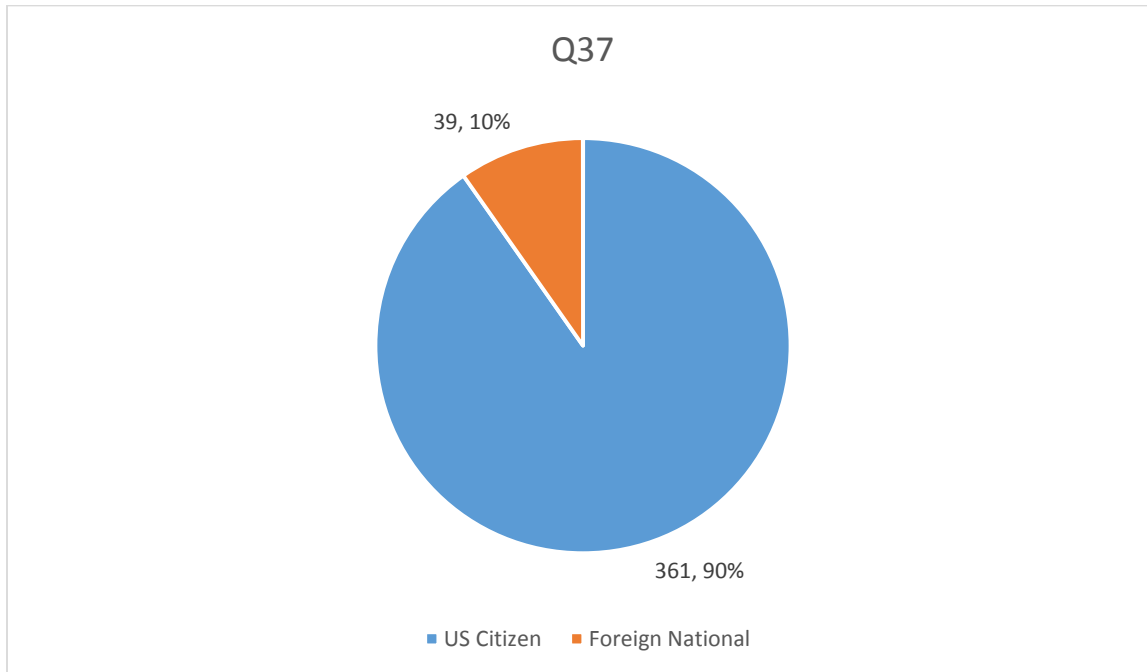


Q36: Race/Ethnicity



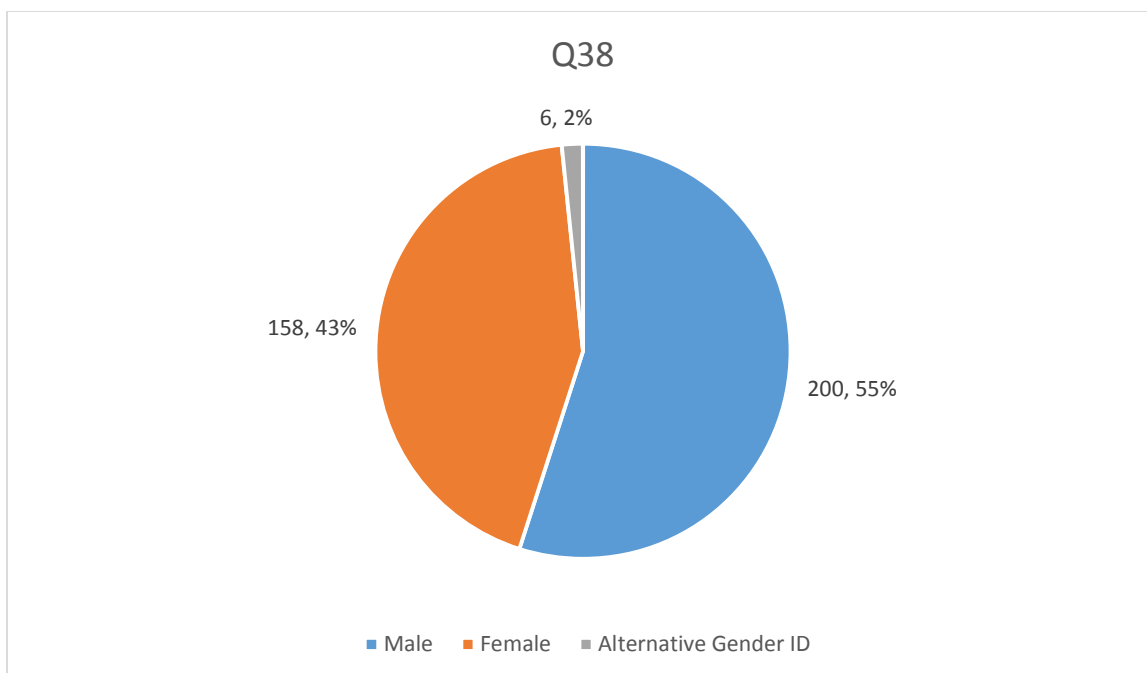
44 respondents (11%) did not indicate a race or ethnicity.

Q37: If foreign national, please indicate country of origin



Identified Countries of Origin--reported here in regional groups to avoid revealing identities of individual respondents: Canada 3; Central America: 3; East Asia 6; Europe 11; Middle East: 1; South America 2; South Asia 3; UK 4; Unidentified 6.

Q38: Gender



REPORT ON SPRING 2015 DIVERSITY CLIMATE SURVEY  
SENATE COMMITTEE ON EQUAL OPPORTUNITY AND INCLUSION

Appendix

WebTools Presentation of Quantitative Survey Results

# Senate Committee On Equal Opportunity and Inclusion Diversity Climate Survey

Total submissions: 400

Status: terminated

1. What is your University role?	Percent	Count
Dean, Director or Administrator	3%	13
Department Chair/Head	5%	18
Faculty: Full Professor	31%	123
Faculty: Associate Professor	28%	110
Faculty: Assistant Professor, tenure track	19%	75
Specialized Faculty	12%	47
Other, please specify:	6%	23

2. Are you aware of underrepresented faculty in your unit seeking alternative employment opportunities outside the university in the last academic year?	Percent	Count
Yes	39%	156
No	61%	243

3. Compared to previous years, how many underrepresented faculty members in your department appear to be seeking employment offers outside the University?	Percent	Count
Significantly more	16%	62
Slightly more	11%	45
No change from previous years	10%	38
Slightly fewer	1%	3
Significantly fewer	0%	0

4. Have you considered seeking or accepting a position at another institution in the last year?	Percent	Count
Yes	57%	229
No	42%	169

5. Please indicate the most important factors motivating you to seek a position at another institution. You may include up to 5.

	Percent	Count
<b>Spousal/Family Considerations</b>	20%	80
<b>Region</b>	19%	77
<b>Research Opportunities</b>	22%	87
<b>Teaching Opportunities</b>	13%	50
<b>Colleagues' derogatory comments related to diversity issues</b>	16%	63
<b>Students' derogatory comments related to diversity issues</b>	9%	37
<b>Sense of not belonging at institution because of underrepresented status</b>	17%	69
<b>Salary</b>	27%	108
<b>Offer of endowed chair</b>	4%	15
<b>Offer of administrative position</b>	5%	20

6. If you have other important reasons for considering positions off campus not mentioned above, please briefly describe:

	Count
<b>Answered</b>	110
<b>Skipped</b>	290

Please run a Full Report to see the answers.


7. In the past year, have you observed changes in the level of respect shown to underrepresented faculty by colleagues?

	Percent	Count
<b>Yes</b>	28%	111
<b>No</b>	72%	288





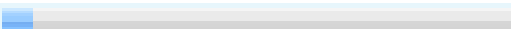


8. In the past year, how much change have you observed in the level of respect shown to underrepresented faculty by faculty colleagues?

	Percent	Count
<b>A great deal of change</b>	8%	32
<b>A lot of change</b>	6%	23
<b>A moderate amount of change</b>	9%	35
<b>A little change</b>	4%	16




<b>No change at all</b>		<b>1%</b>	<b>5</b>
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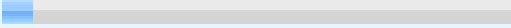


9. Have you perceived more or less respect shown to underrepresented faculty by colleagues? Percent      Count

<b>Much more respect</b>		<b>3%</b>	<b>10</b>
<b>Moderately more respect</b>		<b>1%</b>	<b>4</b>
<b>Slightly more respect</b>		<b>2%</b>	<b>9</b>
<b>Neither more nor less respect</b>		<b>3%</b>	<b>12</b>
<b>Slightly less respect</b>		<b>6%</b>	<b>24</b>
<b>Moderately less respect</b>		<b>4%</b>	<b>17</b>
<b>Much less respect</b>		<b>9%</b>	<b>35</b>



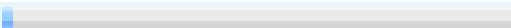


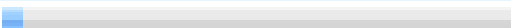

10. In the past year, have you observed changes in the level of respect shown toward underrepresented faculty colleagues by undergraduate students? Percent      Count

<b>Yes</b>		<b>15%</b>	<b>61</b>
<b>No</b>		<b>84%</b>	<b>334</b>

11. In the past year, how much change in the level of respect shown to underrepresented faculty by undergraduate students have you observed? Percent      Count

<b>A great deal of change</b>		<b>3%</b>	<b>10</b>
<b>A lot of change</b>		<b>4%</b>	<b>16</b>
<b>A moderate amount of change</b>		<b>6%</b>	<b>22</b>
<b>A little change</b>		<b>4%</b>	<b>14</b>
<b>No change at all</b>		<b>0%</b>	<b>0</b>

12. Have you perceived that undergraduate students are showing more or less respect to underrepresented faculty this year as compared to previous years? Percent      Count

<b>Much more respect</b>		<b>1%</b>	<b>3</b>
<b>Moderately more respect</b>		<b>0%</b>	<b>1</b>
<b>Slightly more respect</b>		<b>2%</b>	<b>7</b>
<b>Neither less nor more respect</b>		<b>1%</b>	<b>4</b>
<b>Slightly less respect</b>		<b>4%</b>	<b>16</b>
<b>Moderately less respect</b>		<b>4%</b>	<b>16</b>
<b>Much less respect</b>		<b>4%</b>	<b>15</b>

13. In the last year, how often have you perceived that underrepresented undergraduate students are experiencing academic stress? Percent Count

		Percent	Count
<b>All the time</b>		8%	33
<b>Often</b>		26%	104
<b>Sometimes</b>		39%	157
<b>Rarely</b>		11%	44
<b>Never</b>		13%	53

14. In your opinion, how much has academic stress experienced by underrepresented undergraduate students changed over the last year? Percent Count

		Percent	Count
<b>A great deal of change</b>		5%	21
<b>A lot of change</b>		4%	16
<b>A moderate amount of change</b>		16%	64
<b>A little change</b>		17%	69
<b>No change at all</b>		39%	157



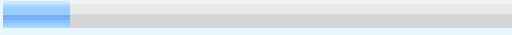
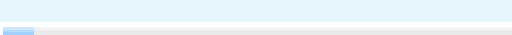

15. In your opinion, have underrepresented undergraduate students experienced more or less academic stress in the last year? Percent Count

		Percent	Count
<b>A lot more stress</b>		8%	31
<b>Moderate more stress</b>		9%	35
<b>Slightly more stress</b>		17%	67
<b>Neither more nor less stress</b>		45%	178
<b>Slightly less stress</b>		1%	4
<b>Moderately less stress</b>		1%	5
<b>A great deal less stress</b>		0%	1

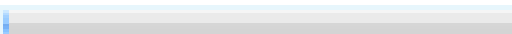
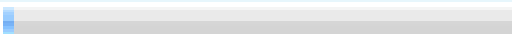
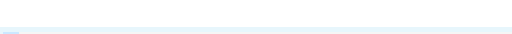

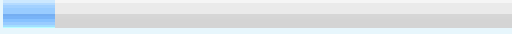
16. As a faculty member, how confident are you in your freedom to express potentially controversial perspectives on issues of diversity? Percent Count

		Percent	Count
<b>Completely confident</b>		14%	58
<b>Very confident</b>		13%	50
<b>Moderately confident</b>		19%	77
<b>Slightly confident</b>		17%	69
<b>Not at all confident</b>		36%	143

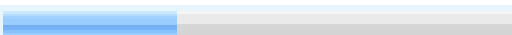
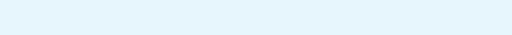
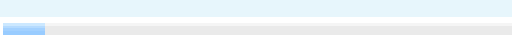

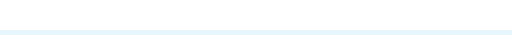
17. Has your level of confidence in your academic freedom to express controversial positions on diversity issues changed in the last year? Percent      Count

<b>A great deal of change</b>		<b>24%</b>	<b>95</b>
<b>A lot of change</b>		<b>11%</b>	<b>44</b>
<b>A moderate amount of change</b>		<b>13%</b>	<b>50</b>
<b>A slight amount of change</b>		<b>6%</b>	<b>23</b>
<b>No change</b>		<b>46%</b>	<b>185</b>

18. Have you experienced more or less confidence in your freedom to express controversial perspectives on issues of diversity? Percent      Count

<b>Much more confidence</b>		<b>1%</b>	<b>5</b>
<b>Moderately more confidence</b>		<b>2%</b>	<b>8</b>
<b>Slightly more confidence</b>		<b>3%</b>	<b>11</b>
<b>Neither more nor less confidence</b>		<b>3%</b>	<b>10</b>
<b>Slightly less confidence</b>		<b>10%</b>	<b>40</b>
<b>Moderately less confidence</b>		<b>9%</b>	<b>37</b>
<b>Much less confidence</b>		<b>26%</b>	<b>102</b>

19. What factors do you experience as accounting for changes in your confidence in your academic freedom to express controversial views on diversity? Please check all that apply, and/or provide additional factors not listed. Percent      Count

<b>Concern about consequences for career advance</b>		<b>34%</b>	<b>134</b>
<b>Encouragement from unit, college, campus or university leaders</b>		<b>8%</b>	<b>33</b>
<b>Warnings from unit, college or university leaders or authorities</b>		<b>16%</b>	<b>62</b>
<b>Groups expressing pressure in public meetings through applause or acclamation</b>		<b>11%</b>	<b>43</b>
<b>Discussions with colleagues</b>		<b>22%</b>	<b>89</b>

Positive reactions from students		3%	11
Negative reactions from students		7%	27
Changes in campus conversation norms through the promotion of "civility" as a norm		40%	159
Other factors:		57%	229

20. In department meetings?		Percent	Count
Significantly enhances		16%	64
Slightly enhances		14%	54
Neither enhances nor hinders		34%	137
Slightly hinders		13%	52
Significantly hinders		20%	80




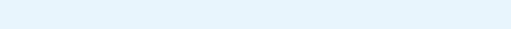

21. In classroom discussions?		Percent	Count
Significantly enhances		18%	71
Slightly enhances		17%	66
Neither enhances nor hinders		28%	113
Slightly hinders		14%	57
Significantly hinders		21%	82

22. In college-level committee meetings?		Percent	Count
Significantly enhances		15%	59
Slightly enhances		12%	49
Neither enhances nor hinders		29%	117
Slightly hinders		14%	55
Significantly hinders		24%	94

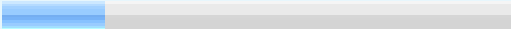

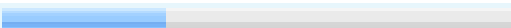
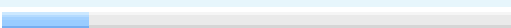
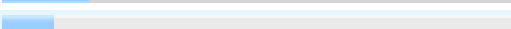
23. In public town-hall type meetings?		Percent	Count
Significantly enhances		16%	65
Slightly enhances		12%	48
Neither enhances nor hinders		24%	97
Slightly hinders		14%	54

<b>Significantly hinders</b>		<b>27%</b>	<b>108</b>
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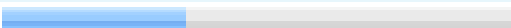
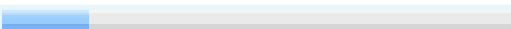
24. *In Academic Senate meetings?* *Percent* *Count*

<b>Significantly enhances</b>		<b>15%</b>	<b>60</b>
<b>Slightly enhances</b>		<b>10%</b>	<b>41</b>
<b>Neither enhances nor hinders</b>		<b>29%</b>	<b>117</b>
<b>Slightly hinders</b>		<b>10%</b>	<b>40</b>
<b>Significantly hinders</b>		<b>25%</b>	<b>99</b>



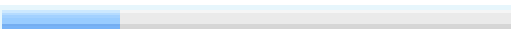

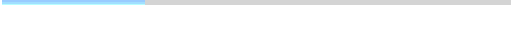
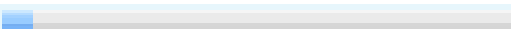

25. *Are you aware of the existence of shared governance structures such as Senate committees and discussions or administrative committees that address issues of diversity?* *Percent* *Count*

<b>Extremely Aware</b>		<b>20%</b>	<b>78</b>
<b>Very aware</b>		<b>22%</b>	<b>88</b>
<b>Moderately aware</b>		<b>32%</b>	<b>126</b>
<b>Slightly aware</b>		<b>17%</b>	<b>67</b>
<b>Not aware</b>		<b>10%</b>	<b>39</b>






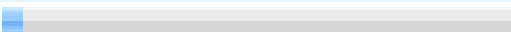

26. *How often do you participate in shared governance structures designed to address issues of diversity, such as the Senate or administrative committees?* *Percent* *Count*

<b>Never</b>		<b>37%</b>	<b>146</b>
<b>Occasionally</b>		<b>36%</b>	<b>143</b>
<b>Frequently</b>		<b>17%</b>	<b>66</b>






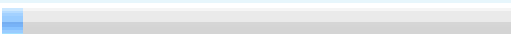

27. *Recruiting and retaining underrepresented faculty* *Percent* *Count*

<b>Enhance substantially</b>		<b>8%</b>	<b>32</b>
<b>Enhance significantly</b>		<b>13%</b>	<b>51</b>
<b>Enhance slightly</b>		<b>23%</b>	<b>90</b>
<b>Neither enhance nor hinder</b>		<b>28%</b>	<b>110</b>
<b>Hinder slightly</b>		<b>6%</b>	<b>22</b>
<b>Hinder significantly</b>		<b>4%</b>	<b>16</b>
<b>Hinder substantially</b>		<b>4%</b>	<b>14</b>




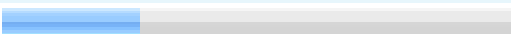

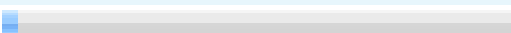
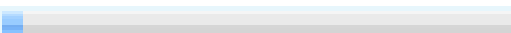
28. *Promoting a welcoming climate on campus for underrepresented students and faculty* *Percent* *Count*

<b>Enhance substantially</b>		<b>11%</b>	<b>42</b>
<b>Enhance significantly</b>		<b>12%</b>	<b>48</b>
<b>Enhance slightly</b>		<b>23%</b>	<b>91</b>
<b>Neither enhance nor hinder</b>		<b>25%</b>	<b>99</b>
<b>Hinder slightly</b>		<b>6%</b>	<b>23</b>
<b>Hinder significantly</b>		<b>4%</b>	<b>17</b>
<b>Hinder substantially</b>		<b>4%</b>	<b>14</b>




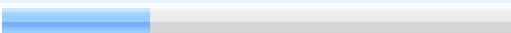
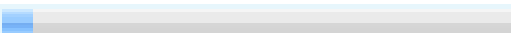
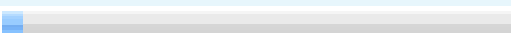

29. *Demonstrating appreciation of the perspectives and contributions of the wide spectrum of people reflected in our community*

		<i>Percent</i>	<i>Count</i>
<b>Enhance substantially</b>		<b>9%</b>	<b>37</b>
<b>Enhance significantly</b>		<b>14%</b>	<b>57</b>
<b>Enhance slightly</b>		<b>19%</b>	<b>75</b>
<b>Neither enhance nor hinder</b>		<b>26%</b>	<b>102</b>
<b>Hinder slightly</b>		<b>6%</b>	<b>22</b>
<b>Hinder significantly</b>		<b>4%</b>	<b>17</b>
<b>Hinder substantially</b>		<b>5%</b>	<b>21</b>

30. *Supporting learning environments that expose students to multiple perspectives including contributions of groups across social and economic identities*

		<i>Percent</i>	<i>Count</i>
<b>Enhance substantially</b>		<b>9%</b>	<b>35</b>
<b>Enhance significantly</b>		<b>12%</b>	<b>48</b>
<b>Enhance slightly</b>		<b>21%</b>	<b>82</b>
<b>Neither enhance nor hinder</b>		<b>27%</b>	<b>108</b>
<b>Hinder slightly</b>		<b>7%</b>	<b>28</b>
<b>Hinder significantly</b>		<b>3%</b>	<b>13</b>
<b>Hinder substantially</b>		<b>4%</b>	<b>16</b>

31. *Providing opportunities for students, faculty, staff and administrators to establish meaningful relationships across differences*

		<i>Percent</i>	<i>Count</i>
<b>Enhance substantially</b>		<b>9%</b>	<b>36</b>
<b>Enhance significantly</b>		<b>14%</b>	<b>54</b>
<b>Enhance slightly</b>		<b>17%</b>	<b>69</b>
<b>Neither enhance nor hinder</b>		<b>29%</b>	<b>116</b>
<b>Hinder slightly</b>		<b>6%</b>	<b>22</b>
<b>Hinder significantly</b>		<b>4%</b>	<b>15</b>
<b>Hinder substantially</b>		<b>5%</b>	<b>18</b>

32. Actively encouraging campus community to participate in programming and events to create, develop and sustain relationship across social and economic identities

	Percent	Count
Enhance substantially	8%	30
Enhance significantly	13%	51
Enhance slightly	21%	84
Neither enhance nor hinder	26%	104
Hinder slightly	5%	21
Hinder significantly	5%	18
Hinder substantially	5%	19



33. Briefly state what are the most effective ways shared governance structures enhance or hinder the diversity goals listed in the previous question.



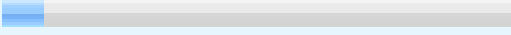

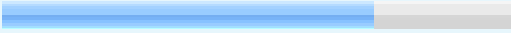
	Count
Answered	161
Skipped	239

Please run a Full Report to see the answers.

34. College:

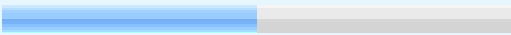

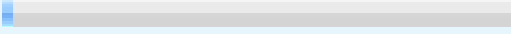
	Percent	Count
Applied, Consumer and Environmental Sciences (ACES)	8%	30
Applied Health Sciences (AHS)	5%	18
Business (BUS)	2%	7
Education (EDU)	4%	16
Engineering (ENG)	14%	55
Fine and Applied Arts (FAA)	9%	37
Liberal Arts and Sciences (LAS)	34%	137
Media (COM)	2%	9
Medicine (MED)	0%	1
School of Nursing (NUR)	0%	0
School of Social Work (SSW)	1%	2
School of Labor and Employment Relations (SLER)	0%	1
Veterinary Medicine (VETMED)	4%	16

35. Are you Hispanic/Latino?		Percent	Count
<b>Yes</b>		<b>7%</b>	<b>26</b>
<b>No</b>		<b>85%</b>	<b>340</b>

36. Race/Ethnicity		Percent	Count
<b>American Indian or Alaska Native</b>		<b>2%</b>	<b>9</b>
<b>Asian</b>		<b>8%</b>	<b>31</b>
<b>Black or African American</b>		<b>8%</b>	<b>32</b>
<b>Native Hawaiian or Other Pacific Islander</b>		<b>1%</b>	<b>3</b>
<b>White</b>		<b>73%</b>	<b>291</b>

37. If a foreign national, please indicate country of origin.		Count
	<b>Answered</b>	<b>39</b>
	<b>Skipped</b>	<b>361</b>

Please run a Full Report to see the answers.

38. Gender		Percent	Count
<b>Male</b>		<b>50%</b>	<b>200</b>
<b>Female</b>		<b>40%</b>	<b>158</b>
<b>Alternative Gender Identification</b>		<b>2%</b>	<b>6</b>