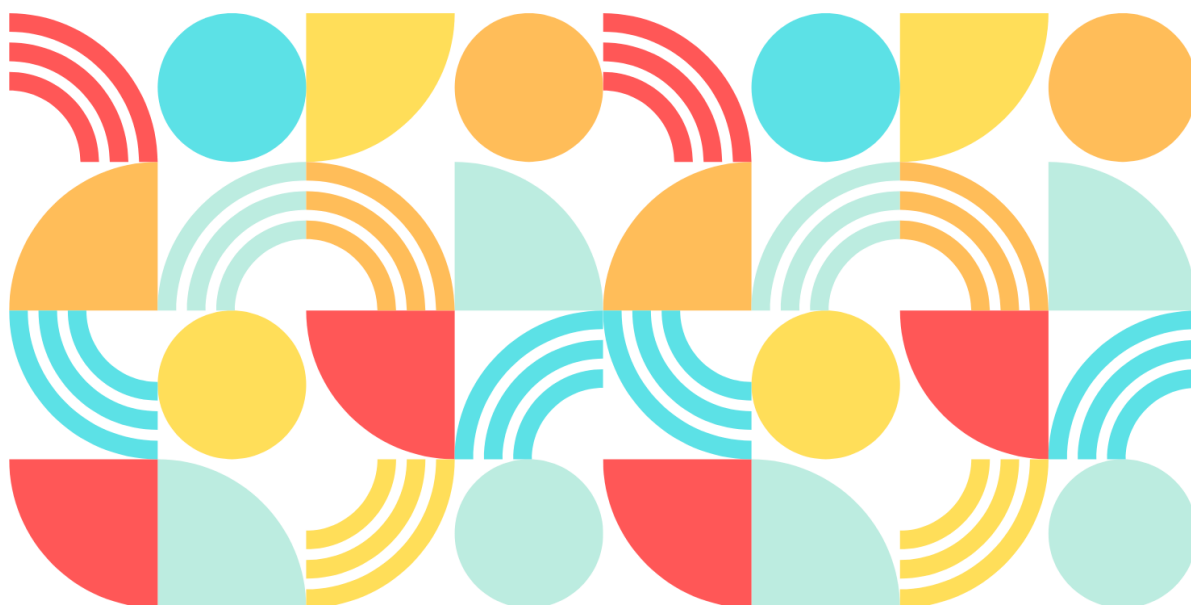




Diversity & Equity Climate Survey 2023

Graduate Student Results



Summary

Graduate Students

Through the Diversity & Equity Climate Survey, Clark strives to gain an understanding of the institution's strengths in diversity, inclusion, and equity, while also recognizing ways of maintaining this momentum through growth. This is one snapshot of results.

01 Belonging

02 Diverse Community

03 On- and Off- Campus Engagement

04 Discrimination

05 Summary

- Graduate respondents report high satisfaction with feelings of belongingness and community (79%). In open-ended comments, respondents requested more integrative and cross-cultural events. Respondents also desired more extracurricular options, either specifically for graduate students or integrated with undergraduates.
- There is general satisfaction with the racial/ethnic diversity of Clark's faculty (79% satisfied), staff (79%), and students (75%). Domestic students were less satisfied with the diversity of faculty and staff than international students. In open-ended comments, respondents called for better retention of historically marginalized community members and more attention to increasing compositional diversity in terms of country of origin. These are all increases from graduate responses in 2017 (58% satisfaction for faculty, 60% for staff, and 65% for students), although satisfaction remains lower among domestic graduate respondents compared to international respondents.
- Respondents reported varying perspectives on Clark's relationship with Worcester. Some respondents reported lower feelings of safety on campus and requested more options related to safety. Some graduate respondents expressed a belief that Clark should be more involved with Main South. Other respondents commented that Clark should examine its relationship with Worcester and how expansion impacts the local community.
- Compared to the overall Clark community, Clark graduate students reported lower incidence of overhearing insensitive or disparaging comments and/or experiencing harassment and discrimination. Women, LGBTQIA+, and respondents with disabilities reported higher levels of overhearing disparaging remarks and harassment than other demographic groups of graduate students.

Respondents

Clark University's graduate student population is a diverse group of students across seven different academic units. Graduate students comprised a substantial proportion of the survey respondents (32% or 517 respondents), with an overall response rate of 28%.

The sample of graduate respondents differed from the overall sample in a few key ways. First, international citizens were significantly more represented in the graduate student sample (79%, $N = 371$) compared to the entire sample (27%, $N = 406$). Further, there were fewer non-binary and transgender respondents (2%, $N = 8$) and LGBTQIA+ respondents (22%, $N = 98$), compared to the entire sample (9%, $N = 142$ and 37%, $N = 546$, respectively). Graduate student respondents less frequently reported having a long-term disability (4%, $N = 18$), compared to the entire sample (12%, $N = 175$). Below is a summary of some of the key demographic characteristics of the sample.

Demographic Category	2023 Survey ($N = 517$)	2023 Factbook ($N = 1,714$)
Gender		
Man, cisgender ($N = 240$)	48%	53%
Woman, cisgender ($N = 252$)	50%	47%
Non-binary and/or transgender ($N = 8$)	2%	0%
Race/Ethnicity		
Asian ($N < 5$)	2%	1%
Black/African American ($N < 5$)	1%	1%
Hispanic/Latino ($N < 5$)	0%	3%
Multiple ($N = 22$)	5%	1%
International ($N = 371$)	79%	77%
White ($N = 61$)	13%	16%
Sexual Orientation		
LGBTQIA+ ($N = 98$)	22%	
Straight, heterosexual ($N = 349$)	78%	
Academic Unit		
Becker ($N = 9$)	2%	
College-STEM ($N = 39$)	8%	
College-Social Sciences ($N = 44$)	9%	
College-Humanities ($N = 7$)	1%	
SOM ($N = 131$)	25%	
SSJ ($N = 42$)	8%	
SPS ($N = 207$)	40%	

Survey Indicators

HEDS provides institutions with four main indicators: Campus Climate, Institutional Support for Diversity, Disparaging Remarks, and Discrimination. **Overall, a majority of graduate respondents reported positive perceptions of and experiences at Clark**, however there were some notable differences in experiences by group.

85%

Are satisfied with campus climate

86%

Agree that Clark is committed to diversity and equity

77%

Never or rarely hear disparaging or insensitive remarks

93%

Have not experienced harassment or discrimination

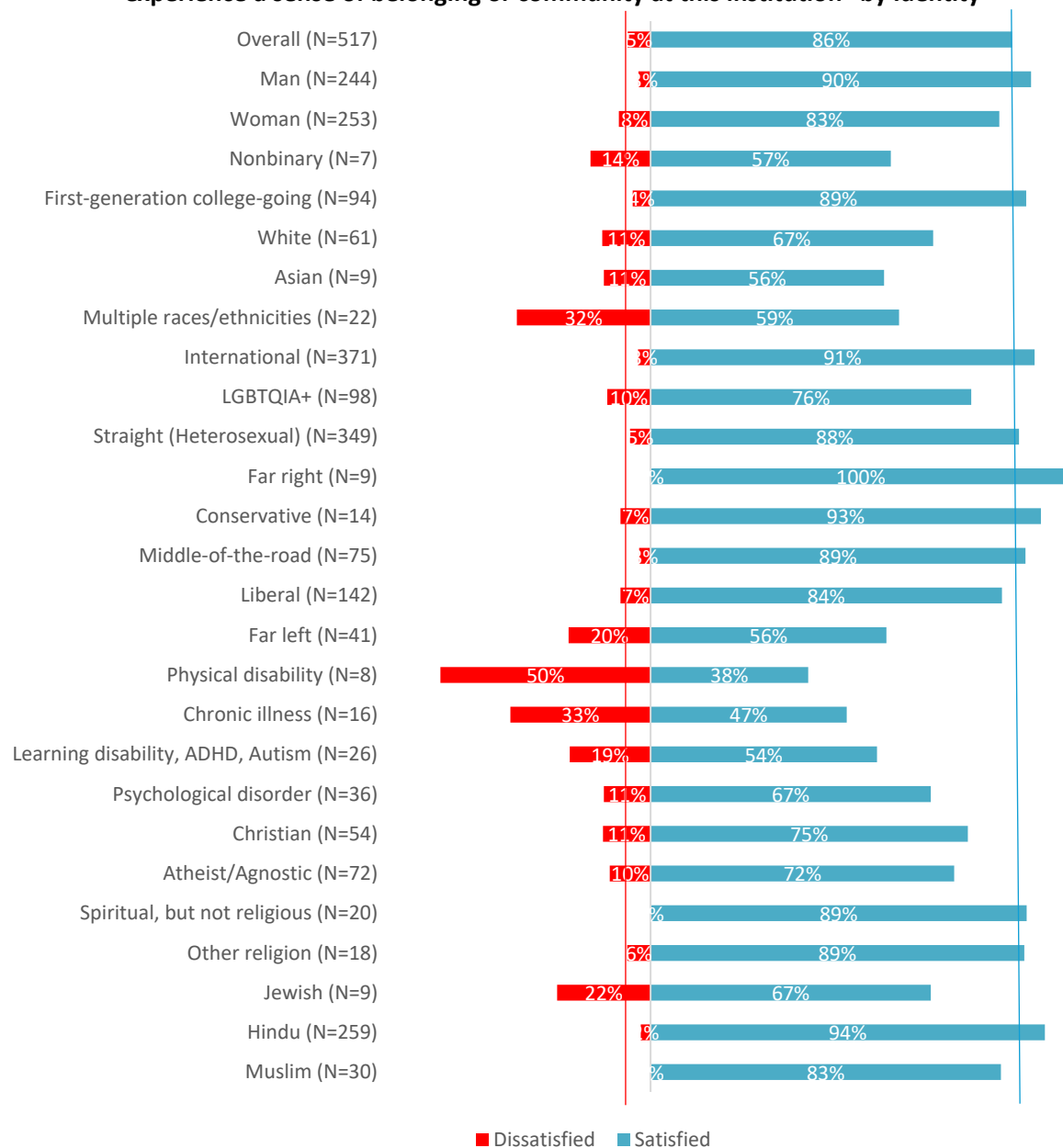
<u>Campus Climate</u>	<u>Institutional Support</u>	<u>Disparaging Remarks</u>	<u>Discrimination</u>
<u>More Satisfied</u>	<u>More Satisfied</u>	<u>More Frequently</u>	<u>Experienced</u>
<ul style="list-style-type: none"> • Men • Straight • International • No disability • Other religions not listed & Buddhist 	<ul style="list-style-type: none"> • Men • Straight • International • All other religions 	<ul style="list-style-type: none"> • Women • LGBTQIA+ • Long-term disability 	<ul style="list-style-type: none"> • Women • BIPOC • Far left
<u>Less Satisfied</u>	<u>Less Satisfied</u>	<u>Less Frequently</u>	<u>Did Not Experience</u>
<ul style="list-style-type: none"> • Women • Non-binary • Transgender • LGBTQIA+ • White • BIPOC • Long-term disability • Far left • Jewish • Atheist/Agnostic • Christian 	<ul style="list-style-type: none"> • Women • Non-binary • LGBTQIA+ • White • BIPOC • Far left • Jewish • Atheist/Agnostic • Christian 	<ul style="list-style-type: none"> • Men • Straight • No disability 	<ul style="list-style-type: none"> • Men • International • White • Middle of the road

Further, there were differences by academic unit, where respondents studying in SOM, SPS, and STEM in the Graduate School reported higher satisfaction with the campus climate and institutional commitment to diversity than SSJ and Graduate School Social Science and Humanities respondents.

Belonging & Sense of Community

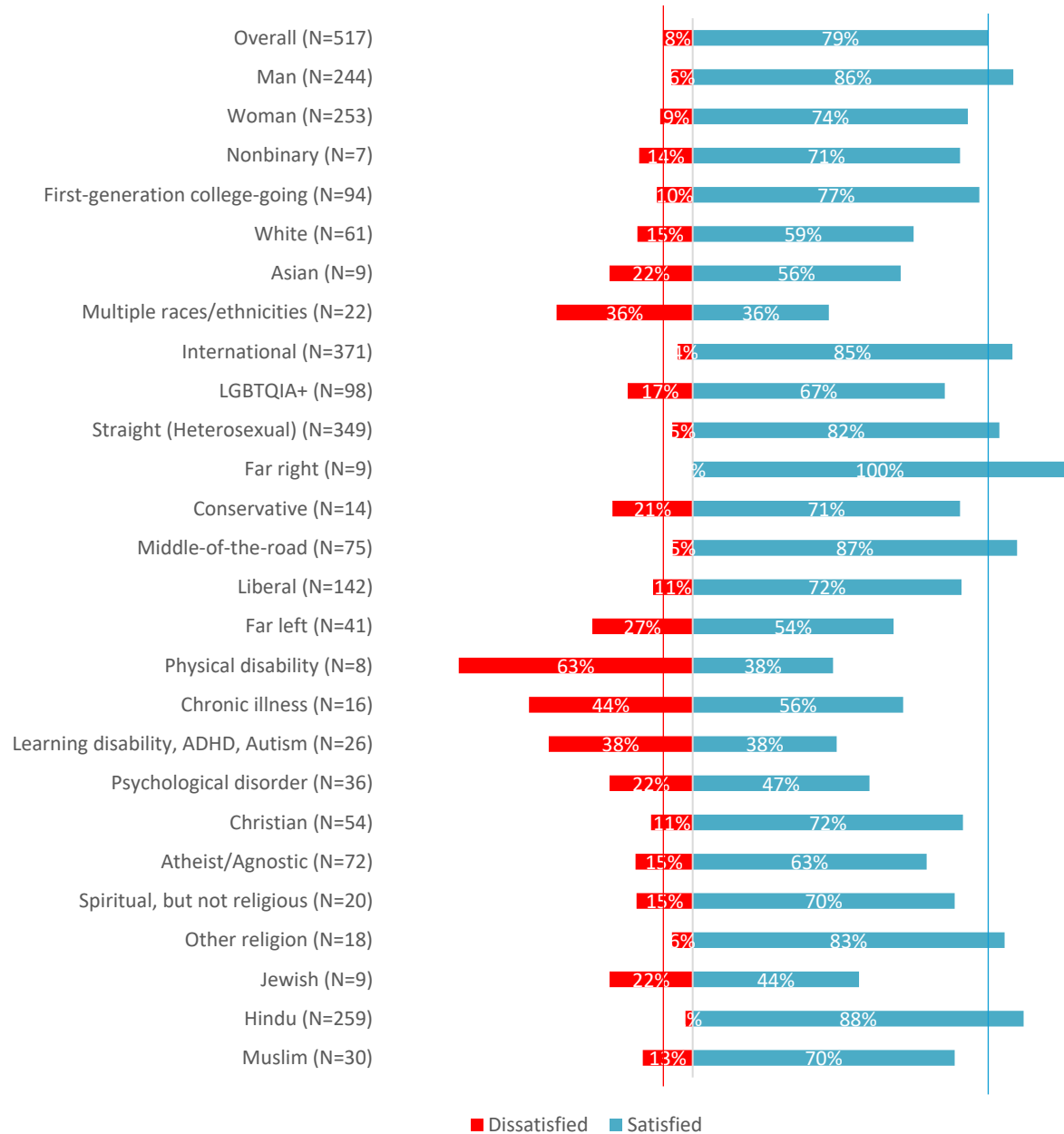
Overall, 79% of graduate student respondents reported satisfaction with their sense of belonging at Clark and 77% reported satisfaction with the extent to which all community members experience a sense of belonging. Sense of belonging for oneself and for the entire community varied by group. Compared to other respondents, international students felt significantly more belonging; women, far-left, Jewish and Christian students reported less satisfaction with their sense of belongingness.

“% Satisfied and Dissatisfied: Please indicate your level of satisfaction with the extent to which you experience a sense of belonging or community at this institution” by Identity



Note: Neither satisfied nor dissatisfied is not shown

% Satisfied and Dissatisfied: “Please indicate your level of satisfaction with the extent to which you experience a sense of belonging or community at this institution” by Respondent Identity



Note: Neither satisfied nor dissatisfied is not shown

Graduate respondents indicated that on-campus events can provide one avenue for developing a great sense of belonging. In open-ended comments, many responses emphasized events that contain cross-cultural components and bring people together across differences.

“I have been to an event in Clark where the Black **community came together** and hosted it for all the international students. **That inspired me.**”

“Clark should organize events that create opportunities: for **international students and local native students to interact** with each other.”

“Host cross-ethnic events or Gala-type events where people from **different communities join together.**”

“Have the buses take us to more off-campus events, both community and Clark sports, to get **everybody more integrated.**”

Another prominent theme in the open-ended comments noted that campus events and groups can feel exclusionary of graduate students, calling for more integrated programming for undergraduate and graduate students to come together, as well as more opportunities specifically for graduate students.

“There should be **more campus events where both undergrad and grad students can participate together.** Less segregated and separated events for undergrad and grad”

“**In undergrad there might be opportunities but for grad student they are almost negligible.** Also, grad students cannot participate in most of the clubs; that makes it harder.”

“These events could include regular **community-building gatherings, workshops, and forums designed to foster meaningful connections**, cross-disciplinary discussions, and a stronger sense of belonging among the student body. This could help break down social silos and further promote diversity, inclusion, and **a shared sense of purpose within the university community.**”

Within Clark’s graduate programs, there have been increasing numbers of international students. With this, there comes the task of ensuring those students are supported with their transition and have knowledge of the resources available to them.

“More engagement of international students. As a result of their education and culture back at home, they are **too shy to engage in the community. They must be encouraged to engage in dialogue and volunteer opportunities on campus.**”

“Clark University can support international students by offering orientation programs, academic and cultural support, mental health services, career assistance, housing guidance, financial aid, healthcare, language resources, legal and emergency support, community engagement opportunities, regular check-ins, accessible information, diversity and inclusion initiatives. **These services help international students adapt,**

succeed academically, and integrate into the university community while addressing their unique needs and challenges.”

Overall, graduate respondents reported positive relationship between faculty and graduate students. The vast majority (93%) of graduate students agreed that at least one faculty member had taken in interest in their development; this is a 7% increase from 86% in 2017.

Diversity on Campus

Overall, graduate student respondents were satisfied with the racial/ethnic diversity of the Clark community in terms of faculty (79% satisfied), staff (79%), and students (75%). Domestic respondents (white and BIPOC) were less satisfied with the diversity of the faculty and staff, compared to international respondents, whereas all respondents were equally satisfied with the racial/ethnic diversity of students. These represent an increase from respondents’ reported satisfaction in 2017 (58% in 2017 vs. 79% in 2023 for faculty; 60% in 2017 vs. 79% in 2023 for staff, and 65% in 2017 vs. 75% in 2023 for students). Both years show the trend of domestic students being less satisfied with the diversity levels.

Graduate students do represent a rich variety of perspectives and many respondents provided constructive feedback within their open-ended comments about Clark’s commitment to diversity, equity, and inclusion. With many graduate students hailing from outside the United States, a number of respondents called for more compositional diversity and representation from different races and ethnicities, as well as from a wider variety of countries.

“Invest in more resources for students with marginalized identities, **also try harder to recruit students, staff, and faculty with marginalized identities.**”

“Make a continued effort to bring international students not just from one or two countries, but from **a more balanced representation of countries**, overall.”

“**Increase faculty of color** across the board”

Graduate respondents also felt more positively about Clark’s institutional commitment to diversity compared to undergraduate students, faculty, and staff.

79%

agree that senior leadership demonstrates a commitment to diversity and equity on campus.

88%

agree that Clark actively promotes a culture of respect and inclusion

82%

agree that Clark campus offers adequate resources for individuals from diverse backgrounds

Respondents expressed appreciation for Clark’s curricular and extra-curricular approach to diversity in their open-ended comments.

“**My experiences at Clark have been enriched by the university's commitment to diversity and inclusion.** The inclusive curriculum and various student-led initiatives have fostered an environment where different perspectives are valued.”

“The **Office of Identity Student Engagement and Access** (formerly the office of Multicultural and First-Generation Student Support) has really supported my growth and development in this area with the Connections program and workshops they hold. Additionally, **I have learned a lot from my peers, friends, from student clubs, and from some of the classes I have taken.**”

Respondents were also asked their perceptions of Clark’s commitment to supporting a diverse community. **Overall, graduate student respondents agreed that Clark makes recruiting (69%) and retaining (66%) historically marginalized students, faculty, and staff an institutional priority.** There were differences between groups for these items as well.

<u>Clark is committed to recruiting historically marginalized community members</u>	<u>Clark is committed to retaining historically marginalized community members</u>
<u>Agree More</u>	<u>Agree More</u>
<ul style="list-style-type: none"> • Men • Straight • International 	<ul style="list-style-type: none"> • Men • Straight • International • Conservative
<u>Disagree More</u>	<u>Disagree More</u>
<ul style="list-style-type: none"> • Women • LGBTQIA+ • White domestic • BIPOC domestic 	<ul style="list-style-type: none"> • Women • Non-binary • LGBTQIA+ • White domestic • BIPOC domestic • Liberal • Far left

Graduate student respondents emphasized the importance of retaining a diverse community through creating a supportive environment. In open-ended comments, respondents emphasized the role that they see administration playing in maintaining a diverse community at Clark.

“Administration needs to make an effort to retain diversity, not just show statistics that it has a great incoming diverse group. **What does diversity look like at graduation?**”

“The administration needs to prioritize diversity, equity, and inclusion a lot more. Clark is still a predominately white institution and **many students of color and low-income students don’t feel comfortable in many spaces.**”

“Greater administrative support and recognition of **unique issues that face international students.**”

On- and Off- Campus Engagement

Most graduate respondents (86%; N = 447) reported attending at least one type of on-campus programming related to diversity and equity, consistent across all academic units. All categories of programming were highly attended, though there were differences in participation by different groups. International graduate respondents were more likely to attend

presentations, performances, and art exhibits, trainings on religion, and immigration, whereas domestic students were more likely to attend trainings on racial and ethnic issues.

Activity	% of grad sample who participated	% International Student Participation	% Domestic Student Participation
Performed community service	71%	72%	70%
Engaged in discussions or activities concerning political issues	66%	63%	72%
Attended presentations, performances, or art exhibits related to diversity	73%	76%	63%
Discussions and trainings on racial/ethnic issues	71%	68%	82%
Discussions and trainings on gender identity	71%	68%	76%
Discussions and trainings on sexual orientation	67%	67%	68%
Discussions and trainings on socioeconomic class	68%	69%	62%
Discussions and trainings on religion	64%	65%	54%
Discussions and trainings on disability	65%	65%	62%
Discussions and trainings on immigration	67%	70%	54%

Blue highlights indicate significantly higher participation rate at the $p < .05$ level.

Respondents also commented on their engagement with the Main South and Worcester communities off-campus. **Overall, 59% of graduate respondents indicated they feel safe off-campus, in contrast with 90% feeling safe on campus.** Feelings of safety were consistent across different groups. Some open-ended comments reflected concerns over safety off-campus, including requesting more access to rides off-campus and more availability of on-campus housing for graduate students. The majority of graduate students live off-campus; 65% live within walking distance to campus and 25% lived farther than walking distance.

Respondents were also asked to indicate their opinions on Clark's relationship with the broader community. Overall, 63% of the graduate student sample felt that "Clark engages with local communities and promotes diversity and inclusion" to a high extent. Compared to other respondents, white, BIPOC, LGBTQIA+, and far left respondents were less likely to feel positively about Clark's engagement with the local community. This was also reflected in their open-ended comments.

"Clark is currently **gentrifying Main South**, pushing out businesses."

"Clark should do a better job of **examining its historical positionality in Main South**. Clark should also develop a relationship with the Nipmuc to create a land acknowledgement."

Tensions, Remarks, and Discrimination

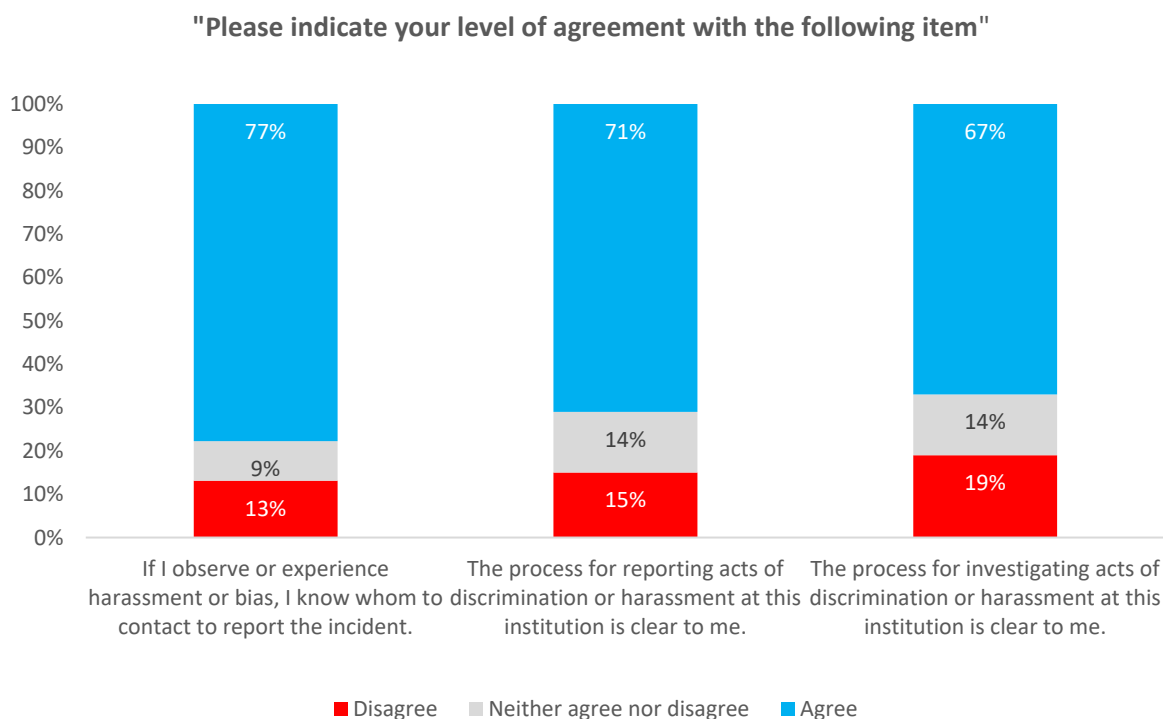
Graduate students perceived the campus climate regarding individual and group differences significantly more positively than other on-campus populations. Three quarters (76%) of graduate students *agreed* that the campus is free from tensions related to individual or group differences compared to 44% of respondents across the entire sample for this survey. Relatedly, graduate student respondents also reported lower incidence of overhearing insensitive/disparaging remarks and experiences of harassment/discrimination (9%) than undergraduate students, faculty, and staff. There were differences in experiences by group.

<u>Overheard Disparaging or Insensitive Remarks</u>	<u>Experienced Harassment and/or Discrimination</u>
<u>Reported Higher Levels</u>	<u>Reported Higher Levels</u>
<ul style="list-style-type: none"> • Women, cisgender • White • BIPOC • LGBTQIA+ • Reported disability 	<ul style="list-style-type: none"> • Women, cisgender • Non-binary • BIPOC • LGBTQIA+ • Long-term disability
<u>Reported Lower Levels</u>	<u>Reported Lower Levels</u>
<ul style="list-style-type: none"> • Men, cisgender • International • Straight/heterosexual • No disability 	<ul style="list-style-type: none"> • Men, cisgender • International • White • Straight/heterosexual • No disability

Like undergraduate responses, the most common forms of harassment or discrimination that graduate respondents ($N=48$) reported were being stared at (37%) and being deliberately ignored or excluded (33%). Racial/ethnic profiling (27% overall) was highly reported in BIPOC respondents (63%) and international respondents (23%). Being intimidated/bullied (17% overall) was also frequently reported by respondents LGBTQIA+ respondents (33%).

Most common forms of discrimination (Out of $N = 48$)	<ol style="list-style-type: none"> 1) Being stared at (37%) 2) Being deliberately ignored or excluded (33%) 3) Racial/ethnic profiling (27%) 4) Derogatory remarks (23%) 5) Being intimidated or bullied (17%)
Where harassment occurred (Out of $N = 29$)	<ol style="list-style-type: none"> 1) Programs and events (31%) 2) The classroom (24%) 3) At a house or residence (24%)
Source of harassment (Out of $N = 30$)	<ol style="list-style-type: none"> 1) Other students (50%) 2) Administration (30%) 3) Local community (27%) 4) Faculty (27%)

Of those graduate respondents who experienced discrimination or harassment ($N=30$), 23% reported at least one experience of harassment or discrimination to the university. In open-ended comments, students who did not report incidents described a lack of trust or thought that the nature of incidents would not result in additional support: “Clark administration rarely does anything for these incidents and doesn't have enough support for victims.”



Despite this, graduate student respondents reported higher confidence in navigating the bias-reporting system at Clark, compared to undergraduate respondents. Their responses, however, followed a similar trend as undergraduate respondents, where students felt less confident in their understanding of the process for *investigating* harassment at Clark, compared to the process for reporting.

Following similar patterns of responses, international students agreed more frequently than both white and BIPOC respondents that they understood who to report to, as well as Clark's processes for reporting and investigating. Cisgender women and non-binary/transgender people felt less confident across all three measures. Overall, this suggests that more support, training, and accessibility of information may be important in understanding the processes for addressing bias and discrimination.

Overall Recommendations and Takeaways

These findings enhanced our understanding of the graduate student experience regarding diversity and equity in several ways. **Overall, graduate student respondents would recommend Clark to others (91%) and a large proportion report satisfaction with the campus climate than all other on-campus populations.** Across many domains of experience, international students expressed satisfaction with their experience at Clark. **International respondents did, however express a need for more community events and programming that bring people together from different countries and that celebrate the diversity of our community.**

Across identity groups, there were differences in how respondents perceived Clark's institutional commitment to diversity and inclusion that were reflective of the trends within the entire sample. While the overall sample felt more positively about Clark's commitment to diversity and inclusion, further analysis of specific items revealed differences by identity group. **Graduate respondents from historically marginalized groups (such as cisgender women, BIPOC respondents, disabled students) felt less positively about Clark's ability to recruit/retain a diverse community and senior leadership being committed to diversity and equity.**

Further, certain academic units felt less favorably about Clark's climate and commitment to diversity and equity. **Graduate respondents in social sciences and humanities-focused programs in the Graduate School and Department of Sustainability and Social Justice generally expressed lower satisfaction with Clark on issues of diversity and equity.** As such, further exploration of the experiences within these programs may be warranted to determine whether there are specific issues and experiences we can better understand from these students. At the same time, Clark should explore factors that contribute to the higher satisfaction reported by students in SOM, SPS, and in Graduate School STEM programs in order to **identify effective practices for graduate student satisfaction.**

While graduate student respondents reported less overheard disparaging comments and less frequent experiences of harassment and discrimination compared to undergraduate student respondents, **respondents with historically marginalized identities reported elevated levels of harassment and discrimination relative to the entire graduate sample.**

Of note, we were not able to fully understand certain subpopulations of graduate respondents. For example, we were not able to distinguish between Ph.D. and master's respondents with the existing data. Similarly, we were not able to explore experiences of ADP master's students as their experiences and perceptions may differ from students coming to Clark for the first time for their master's degree.

Finally, the key recommendations:

- Organize more social events and activities to promote inclusion and cross-cultural interaction.
- Examine practices that foster greater recruitment and retention of a diverse student body and faculty.
- Further explore harassment and discrimination experiences to understand which on-campus populations may require more training and intervention.

Appendix A: Demographic Distribution of Graduate Student Respondents

Demographic Category	2023 Survey (N = 517)	2023 Factbook (N = 1,714)
Gender		
Man, cisgender (N = 240)	48%	53%
Woman, cisgender (N = 252)	50%	47%
Non-binary and/or transgender (N = 8)	2%	0%
Race/Ethnicity		
Asian (N < 5)	2%	1%
Black/African American (N < 5)	1%	1%
Hispanic/Latino (N < 5)	0%	3%
Multiple (N = 22)	5%	1%
International (N = 371)	79%	77%
White (N = 61)	13%	16%
Sexual Orientation		
LGBQ+ (N = 98)	22%	
Straight, heterosexual (N = 349)	78%	
Religion		
Christian (N = 54)	12%	
Atheist/Agnostic (N = 72)	16%	
Spiritual, but not religious (N = 20)	4%	
Other religious affiliation (N = 316)	68%	
Political Orientation		
Conservative (N = 22)	8%	
Middle-of-the-road (N = 75)	27%	
Liberal (N = 183)	65%	
Disability		
No disability (N = 461)	95%	
Temporary disability (N = 5)	1%	
Long-term disability (N = 18)	4%	
Academic Unit		
Becker (N=9)	2%	
College-STEM (N = 39)	8%	
College-Social Sciences (N = 44)	9%	
College-Humanities (N = 7)	1%	
SOM (N = 131)	25%	
SSJ (N = 42)	8%	
SPS (N = 207)	40%	

Note: Disability types are not mutually exclusive, as such, respondents may identify themselves as having more than one disability type. The University Factbook reports on individuals' sex as captured in the Banner information system.