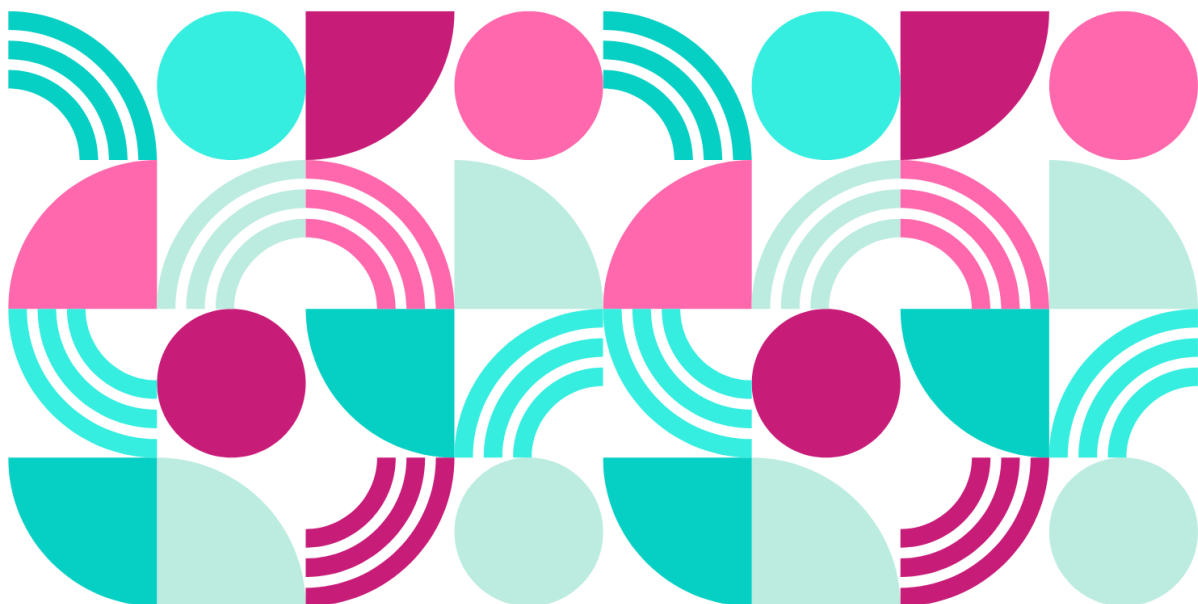




Diversity & Equity Climate Survey 2023

Staff Results



Summary

Staff

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 in growth. This is one snapshot of results.

- 01 Belonging
- 02 Job Growth
- 03 Tension
- 04 Engagement in Worcester
- 05 Discrimination

- Most staff respondents (73%) report that they are satisfied with the campus climate overall and with their sense of belonging or community at Clark, though **BIPOC respondents report a lower rate of satisfaction with the campus climate overall. One-fifth (21%) of respondents agreed** that they have considered leaving Clark because of challenges related to diversity, equity, and inclusion on campus, with respondents who identify as LGBTQIA+ (45%), BIPOC/International (26%), or as in student-facing roles agreeing at higher rates (29%) than other respondents.
- Compared to the 2017 HERI Diversity Climate Survey, Clark saw **slight increases in levels of satisfaction with career development support**, but also that they **have to work harder than colleagues** to achieve the same recognition and **disagree** that **promotion processes are equitable**.
- There are perceptions of tension in the Clark community. **Further, one-third of respondents perceive others' satisfaction with their sense of belonging or community to be lower than their own.** Numerous staff respondents suggested that Clark could **more strongly encourage diverse viewpoints** by providing more opportunities for individuals to complicate narratives and sit with discomfort, and to

As follow-up, additional attention is needed to discuss the University's approach to each of the above recommendations, and to dig further:

- How are different groups making meaning of the sense of community at Clark, and specifically staff of color? How do we **foster a greater sense of community** for these groups?
- What can be done to help promote **staff retention**? How can we better understand **promotion rates and the validity of perceived inequity**? And what can be done to adapt and strengthen the campus climate such that staff would not consider leaving due to it?
- **What types of activities and corresponding structures** (e.g., committees, offices) would support staff engagement in attending more gatherings and events and fostering a greater sense of community?
- How can we build staff **understanding of and trust in the process for reporting? harassment and discrimination**?

make sure everyone knows their perspective is important.

- In their open-ended comments, respondents shared many thoughts on ways to bolster a sense of unity while also increasing awareness and community within different identity groups. Staff respondents strongly recommend:
 - **Events and gatherings** that bring staff together with the Clark community in a variety of social, fun, and meaningful ways.
 - Greater attention toward **pay and retention efforts** for staff/faculty/students, especially staff of color.
 - **Continued trainings**, including on topics inclusive of different identities such as socioeconomic status.
 - Greater involvement in the **Worcester community**.
 - **Administrative modeling** of commitment to diversity, equity, and inclusion.
- **Staff respondents may benefit from a greater understanding of what happens after they report acts of harassment or discrimination.** Staff respondents reported that they would know who to contact after witnessing or experiencing incidents (80%), as well as the process for reporting these acts, though respondents agreed the process was clear to them at a lower rate (52%). In open-ended responses, some staff respondents voiced discomfort with the power dynamics in reporting and/or the lack of trust in the process.

Respondents

Nearly half of Clark staff (47.8%) responded to the survey (N=245). The vast majority of respondents are full-time (98%) and salaried (92%). One-quarter (24%) self-identify as BIPOC. Two-thirds (65%) of respondents identify as cisgender women, 32% as cisgender men, and 4% as nonbinary or transgender. Two-thirds (65%) of respondents identify as politically liberal, 31% as middle-of-the-road, and 5% as conservative. Respondents have been at Clark for a wide range of years (10+ years, 26%; 5-9 years, 21%; 1-4 years, 39%, less than 1 year, 14%). A breakdown of respondent demographics can be found in Appendix A in comparison to the staff population. Intersectionality exists across identities; for instance, newer employees are more likely to identify as liberal and racially/ethnically diverse, serve in student-facing roles, and indicate that they find trainings more impactful.

Survey Response Categories		Staff Respondents		Fall Factbook	
		Count	%	Count	%
Total		275	100%	514	100%
BIPOC	BIPOC or International	83	30%	154	29%
	White	192	70%	365	70%
Race/ethnicity /citizenship	White	192	76%	363	70%
	African American/Black	15	6%	25	5%
	Hispanic/Latino	11	4%	69	13%
	Asian	7	3%	28	5%
	Multiple races/ethnicities	25	10%	10	2%
	All other races/ethnicities	1	0%	3*	<1%
	International	3	1%	21	4%
Gender	Man (cisgender)	83	32%	220	42%
	Woman (cisgender)	169	65%	292	56%
	Non-binary and/or transgender	10	4%	7**	<2%

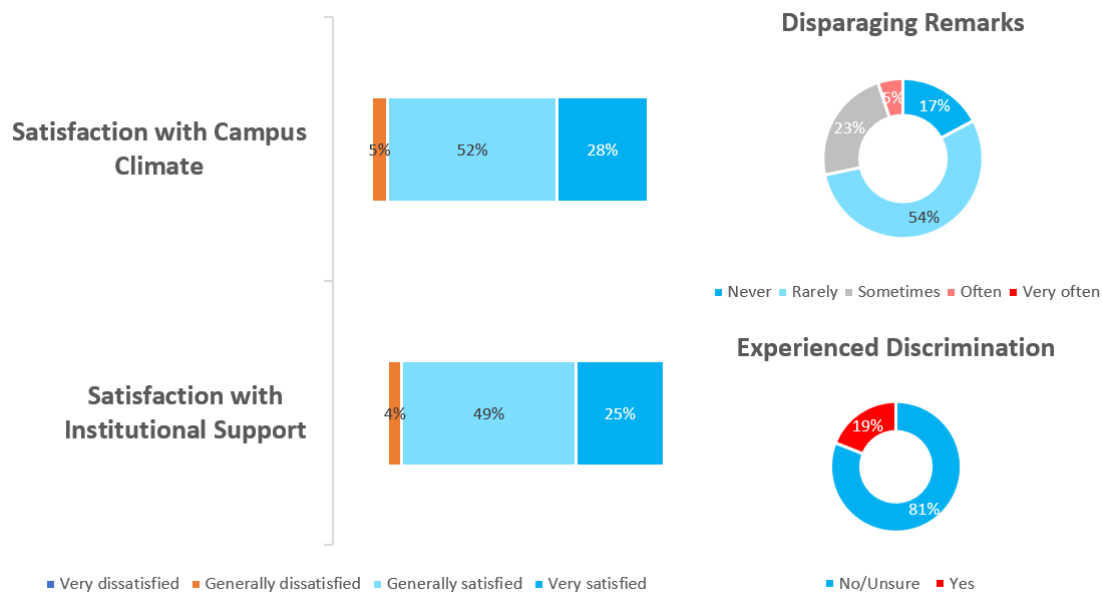
**Fall Factbook does not report on transgender information; rather, it reports on individuals in Banner who have a gender of “N” for another gender or unknown.

Survey Indicators

HEDS has four main indicators in its instrument: Campus Climate, Institutional Support for Diversity, Disparaging Remarks, and Discrimination. On the whole, **over three-quarters of staff members report they are satisfied with campus climate (80%) and institutional support of diversity, equity, and inclusion (74%)**. Given the diversity of individuals and positions staff hold at Clark, there are noticeable variations in reported experiences by group.

Multivariate analyses found that individuals who **report a sense of greater comfort with interacting with individuals of diverse backgrounds** (e.g., different political orientations, race/ethnicities, socioeconomic statuses), individuals who had **not experienced discrimination or harassment** at Clark, and individuals who **believed that diversity on campus improves interactions** reported higher satisfaction with Clark's overall campus climate.

Distribution of Responses to Main Survey Indicators



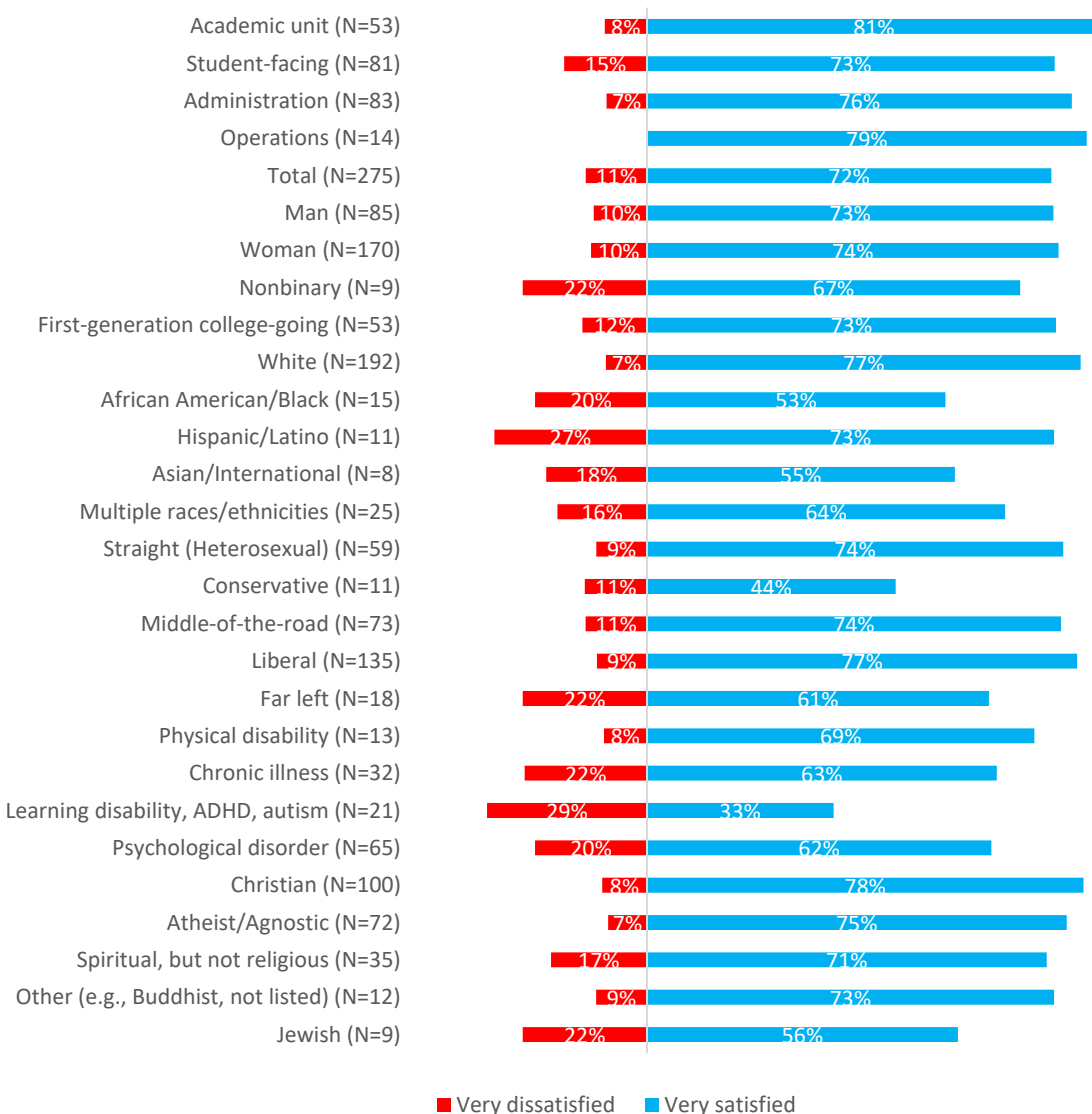
Note: Neutral responses are not displayed on satisfaction metrics

<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"> White Straight Primarily remote 	<ul style="list-style-type: none"> White Cis-men/women Liberal Primarily remote 45-65 years old 	<ul style="list-style-type: none"> Student-facing Non-binary BIPOC/Intl. LGBTQIA+ 	<ul style="list-style-type: none"> Non-binary BIPOC/Intl. LGBTQIA+ 5-9 years at Clark
<u>Less Satisfied</u>	<u>Less Satisfied</u>	<u>Less Frequently</u>	<u>Did Not Experience</u>
<ul style="list-style-type: none"> BIPOC (esp. Black) LGBTQIA+ (others' perceived community) Primarily on campus 	<ul style="list-style-type: none"> Multiracial LGBTQIA+ 25-35 years old 	<ul style="list-style-type: none"> Academic/Admin. Unit Remote On campus 	<ul style="list-style-type: none"> <1 Year at Clark

Climate: Belonging and Sense of Community

While on the whole, 72% of staff respondents reported satisfaction with their sense of belonging or community at Clark, sense of belonging varies by group. Compared to all other respondents, satisfaction was lower among BIPOC staff in aggregate*, African American/Black, Asian/International, and conservative staff respondents. Respondents who worked at Clark longer reported higher satisfaction with their sense of belonging or community compared to newer staff and are more likely to recommend Clark to others*.

% 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



In their open-ended comments, staff respondents advocated for **more meaningful gatherings** to foster a sense of community and unity. Staff respondents recommended a variety of gatherings in different formats that included social events such as parties and more formal structures and programs such as mentoring to foster greater inclusivity and community. Sample comments include:

- “A **weekly common hour** where students, faculty, and staff don't have class/work commitments. Do a once-a-week lunch hour where **issues of importance can be addressed** (guest speakers, presentations, forums, etc.). Have bagged lunches for all. Lots of good programming exists already, and Clark is doing well.”
- “More opportunities to **share space with diverse populations** in a way that is **fun and engaging**.”
- “More opportunities for staff-based **affinity spaces** and connection with folks with **shared identities across departments**, since it can feel very isolating to be the only person with one's identities within a particular department/office.”
- “**Mentorships** in order to foster a more caring and supportive environment.”
- “There need to be more **intellectually engaging** and/or **fun-filled university-wide events** and activities that **unite people across all lines**.”

“Be **inclusive** and establish a sense of belonging by bringing all groups **together** to **interact, share ideas, and make change**. We celebrate differences but seldom bring groups of people together to **share commonality**.”

Multivariate analyses found that individuals who **report a sense of greater comfort with interacting with individuals of diverse backgrounds** (e.g., different political orientation, race/ethnicities, socioeconomic statuses), individuals who had **not experienced discrimination or harassment** at Clark, and individuals who **believed that diversity on campus improves interactions** reported higher satisfaction with Clark's overall campus climate.

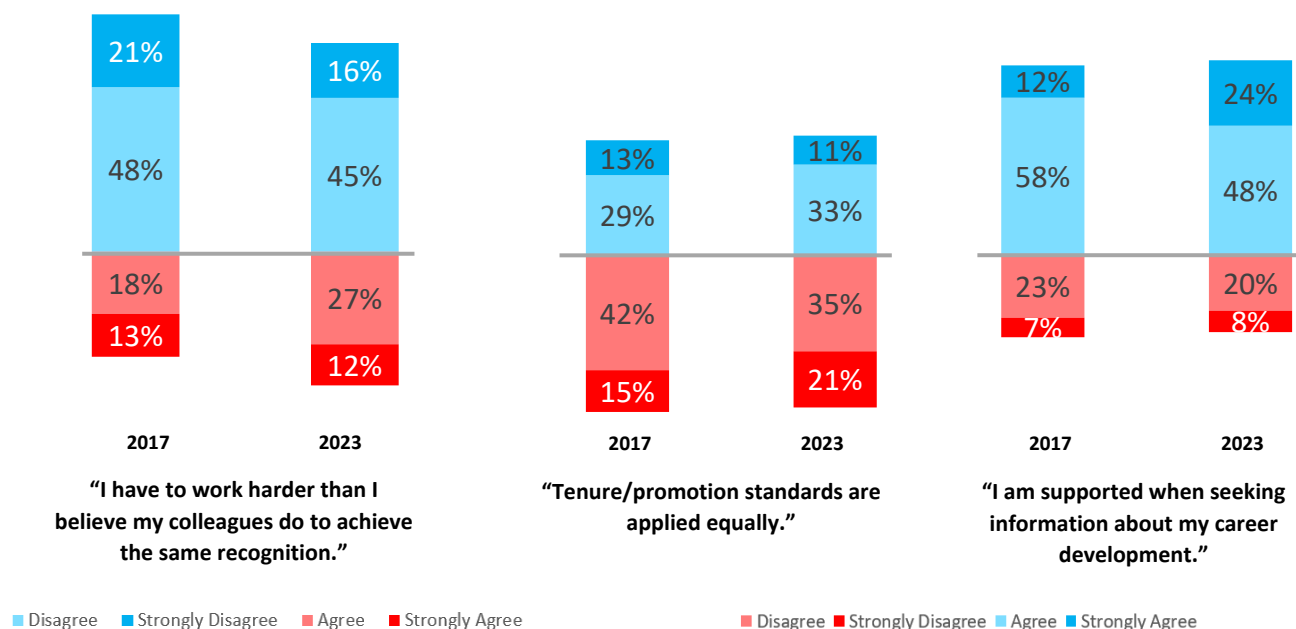
For Discussion:

- We see that comfort with interacting with individuals of diverse backgrounds relates to satisfaction with climate for diversity. How do we **encourage greater interaction and more comfort** with diverse individuals? To what extent can trainings and structured programming and gatherings support greater comfort as well as sense of community and belonging?
- How do we best **review current offerings and events** that intentionally build staff community?

Job Satisfaction and Support

There have also been gains in perceived support surrounding career development. However, there is still some unevenness in perceived equity for promotions and level of work effort.

Responses from 2017 and 2023 to “Please indicate your level of agreement with each of the following statements:”



On a positive note, a feeling of support for career development has increased since 2017.

In 2017, 12% of respondents *strongly agreed* with feeling supported when seeking more information regarding career development; in 2023, this figure doubled to 24%. Overall, 72% of respondents *agree* or *strongly agree* that they are supported when seeking information about their career development. Though not statistically significant, African American/Black respondents *agree* or *strongly agree* they are supported in seeking information about their career development at higher rates compared to other ethnicities (90% vs 72% overall). **Some groups of individuals felt less supported** in seeking information on their career development. These groups include respondents with **long-term disabilities** (50% vs. 74% no disabilities)*, **Asian, international, and other race** (63%) respondents, and respondents aged **55-64** compared to respondents from the youngest and oldest age groups (25-34, 65 or older).

Compared to 2017, more respondents in 2023 feel that they do have to work harder for similar recognition as their colleagues (39% *disagree* they have to work harder in 2023 vs. 31% in 2017). Overall, in 2023, BIPOC (53%) and non-binary/transgender (88%) respondents are significantly more likely to feel that they have to work harder than other staff to achieve the same recognition.

Since 2017, more staff respondents ***strongly disagree*** that promotion standards are applied equally. In 2017, 15% of staff *strongly disagreed* that tenure/promotion standards are being applied equally, whereas in 2023, 21%, *strongly disagreed* in 2023. Overall, 56% of respondents *disagreed* with the statement; student-facing (65%), BIPOC (62%), and ciswomen (63%) *disagreed* with the statement at higher rates.

One-fifth (21%) of respondents have considered leaving Clark because of challenges related to diversity, equity, and inclusion on campus. Stated differently, **four in ten staff (39%) feel they have to work harder than colleagues/co-workers to achieve the same recognition.**

Staff respondents report that Clark prioritizes recruitment of historically marginalized students, faculty, and staff over retention. In their open-ended comments, staff respondents advocated for **greater pay equity and active efforts to recruit and retain staff.** This was particularly the case among half of the recommendations that respondents of color made (20 of 38).

“Better **pay equity** across staff members, and more consistent and structured titles and wages.”

“Address **retention challenges** within faculty and staff (staff in particular).”

“Work to improve **retention of employees who represent diverse backgrounds.**”

“Provide more **funding for students and staff of color.** The staff of color feel like they are stuck in a **revolving door.** It is not sustainable for the offices that support diversity within our campus community to constantly be losing employees and struggling to hire new ones due to low salaries. The lack of stability in staffing trickles down to negatively affect students who are being supported by these staff members.”

For Discussion:

- How do we better understand how to address the perception that certain groups feel they have to work harder than others to achieve the same recognition? How do we address this situation?
- Why might certain groups feel they have fewer opportunities for career development and promotion? To what end are biases and discrepancies observed across groups in career development data? And if they are, what might we do to bolster career development supports?
- What conscious and unconscious biases might the University help dig into to better understand perceived opportunities?

In open-ended responses, there remain calls to enhance representation throughout staff responses and retention of staff in general, as well as staff of color.

“Hire more **diverse staff** (not just leadership positions, though that’s important) and pay people more equitably. Executive pay is not just a corporate issue.”

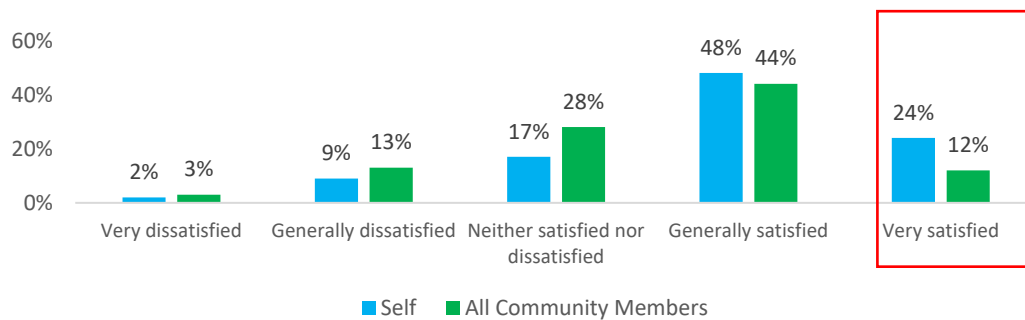
“**Visible efforts** toward retention of BIPOC students and staff.”

Climate: Perceptions of Tension and Calls for Culture Shift

Only one-third (32%) of staff respondents agree that the University is free from tensions related to individual differences. Compared to other respondents, LGBTQIA+ (19%) and politically liberal (21%) respondents are least likely to *agree* with this statement.

Perceptions of tensions at Clark also relate to a discrepancy in the perception of one's own sense of belonging at Clark relative to peers. Approximately half (54%) of respondents perceived their sense of belonging or community to be the same as peers. When asked about the extent to which individuals and all other community members experience a sense of belonging or community at Clark, **one-third (36%) of respondents perceive other staff's satisfaction with their sense of belonging to be lower than their own.**

Responses to "The extent to which __ experience a sense of belonging or community at Clark"



Six in ten (60%) staff respondents would feel comfortable sharing their views on diversity. Staff respondents were more vocal about infusing a culture of acceptance of **multiple viewpoints and kindness**. The following are sample comments:

"**Eliminate the cancel culture** and power students hold over every decision that is made."

"Insist that faculty, staff, and students are **exposed to all sides of an issue**. Not just the side the Administration agrees with."

"I would encourage more opportunities to hear different **perspectives across the political spectrum**. I find the Clark community is only tolerant of very-left-leaning political views and does not welcome alternative views. It's not that my personal political views are an issue, but I can sense that people with alternative views would not be welcome at Clark, either as a student or a staff member. That is very unfortunate."

Getting Involved in Worcester

For Discussion:

- How can we change the narrative that others have lower levels of satisfaction than one's own sense of belonging?
- How can staff help promote the culture of kindness and civil exchange of diverse beliefs?

Over half (56%) of respondents believe that “Clark engages with local communities and promotes diversity and inclusion beyond the campus” to a *high* extent. Compared to all

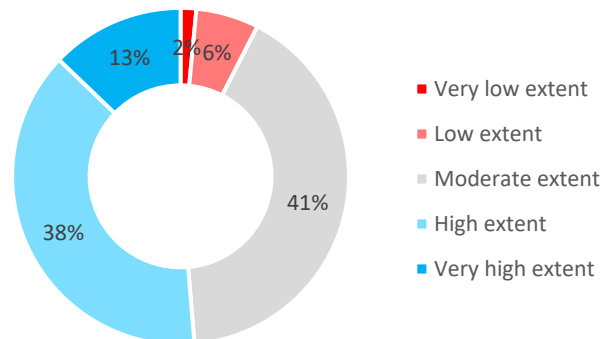
respondents, LGBTQIA+ (46%), BIPOC (41%), and especially Hispanic/Latino (36%) respondents *agree* with this statement at significantly lower rates. A large proportion of respondents believe Clark engages with the community at a *moderate-high* extent.

Respondents also articulated a greater desire to see faculty and staff “spend time in the surrounding neighborhood and have opportunities to **get out of the Clark bubble.**”

Some respondents also commented on **safety** in relation to community work. While nearly all staff respondents reported feeling safe on campus (96%), ciswomen respondents were less likely to *agree* they feel safe off campus (67% *agree* vs. 80-82% cismen and non-binary/transgender). One respondent shared the following comment:

“Would love to see us be able to make the area around us feel **safer and vibrant** and student-focused without fear of being called out for **gentrification of our neighborhood**. There shouldn’t be so many robberies. There should be more **wider celebration events** — so many one-off lectures we get emails to (**last minute**) and it’s hard to know what to go to; most also don’t resonate with me.”

“To what extent do you believe Clark engages with local communities and promotes diversity and inclusion beyond the campus?”



Discrimination

One in five (19%) staff respondents reported experiencing discrimination or harassment while at Clark.¹ The most common form of discrimination/harassment faced was being **deliberately ignored**, isolated, left out, or excluded (63%). The second most common form of discrimination was **derogatory remarks** (33%), followed by being **stared at** (30%). LGBTQIA+ staff were more likely to report experiencing derogatory remarks (50%) or social media posts (25%) compared to straight/heterosexual staff.*

The most common place for discrimination or harassment to occur was in a departmental office or conference room (60%) or in an individual faculty or staff member's office (32%).

Respondents Hearing Disparaging Remarks, Discrimination or Harassment by Identity

Respondent Identity & Comment Category	% Sometimes to Very Often Hearing Disparaging Remark in Area	% Discriminated or Harassed Ever	Of those Discriminated, % Discriminated in Relevant Identity Area
Racial and/or ethnic identity			
BIPOC (N=83)	37%	27%	68%
Non-BIPOC (N=192)	13%	16%	17%
Sexual orientation			
LGBTQIA+ (N=59)	19%	29%	18%
Straight (N=199)	10%	16%	3%
Gender/identity			
Cisman (N=83)	19%	12%	40%
Ciswoman (N=169)	18%	19%	44%
Non-binary and/or transgender (N=10)	70%	60%	33%
Religious background			
Christian (N=100)	16%	16%	13%
Spiritual but not religious (N=35)	6%	17%	0%
Atheist/Agnostic (N=72)	20%	20%	0%
Other religious affiliation (N=25)	36%	24%	33%
Disability			
Has Long-term disability	31%	35%	50%
No Disability	19%	18%	4%
Political affiliation/view			
Conservative (N=11)	27%	18%	<5
Middle-of-the-road (N=73)	13%	15%	36%
Liberal (N=153)	20%	20%	3%

¹ Question: Have you ever been discriminated against or harassed on the Clark campus, at an off-campus **residence, or at an off-campus program/event affiliated with [Institution Name]**? Yes, No, Unsure. For the purpose of this survey the category of perceived discrimination or harassment may include various types of bias and/or microaggressions that do not rise to illegal discrimination.

Respondents reported at least *sometimes* (62%) hearing a disparaging remark about an aspect of someone's identity. Staff respondents reported hearing insensitive or disparaging remarks most frequently about people with a **particular political view (48%)** and people of a certain **age group/generation (30%)**. The source of these comments was most often students (38%), staff (35%), and the local community (30%). As the above table demonstrates, respondents reported hearing disparaging remarks about their identity at higher rates than other populations. For instance, non-binary or trans respondents reported hearing disparaging remarks about those of a particular gender identity at higher rates (70%) than ciswomen (18%) and cismen (19%). BIPOC respondents (37%) report hearing disparaging remarks toward people of a particular racial identity at higher rates than white respondents (13%).

Compared to other units, respondents in student-facing and operations departments reported hearing disparaging remarks *often* at higher rates.

Staff respondents reported that they would know who to contact to report witnessing or experiencing incidents (80%), as well as the process for reporting acts, though respondents agreed the process was clear to them at a lower rate (52%). Reporting was described as being uncomfortable, not seen as driving possible changes, and supportive of preserving power structures in place or Clark's social acceptance.

"A clear process for an investigation does not take away the impact of voicing concerns related to discrimination. The **victim is typically identified as the problem for voicing the concern**. Specific examples are minimized which further taints the desire to be vocal."

"I doubt anyone would care to hear about discrimination and harassment **that does not fit into Clark's existing ideology**. Clark doesn't care about these issues if the targets are **straight, white, male, and/or Chinese**. Some of the most flagrant discrimination is expressed by people whose job descriptions relate to diversity."

"I am frequently interrupted or ignored by a male colleague in meetings on Zoom and in person. I talked to my direct supervisor, who experiences the same thing. We don't report because it **feels trivial in relation to other forms of discrimination**. Also, it would make things very **uncomfortable** if he found out that we reported."

"The senior administration seems to **protect high-level offenders**. This explains, in part, the high level of staffing churn in certain units."

Overall Recommendations & Takeaways

There are many aspects that contribute to respondents' sense of satisfaction with Clark. Overall, 92% of staff respondents report that they are likely to recommend Clark to others, with 41% *strongly agreeing* that they would recommend Clark. When running multivariate analyses to see what fields are most predictive of recommending Clark, the strongest variables are **feeling a sense of belonging at Clark**, feeling **safe on campus**, and rating satisfaction with the

racial/ethnic diversity of staff. This reinforces the notion that individuals' experiences and considerations of Clark are multifaceted and the sum of many perceptions.

On the whole, the majority of respondents expressed a **strong sense of belonging** at Clark and satisfaction with the climate. Some populations of staff, such as BIPOC, warrant additional follow-up to explore how we can enhance the sense of community, belonging, and career development.

Among open-ended responses, there are clear calls for **greater community** summarized in Appendix B.

It will be important for Clark to acknowledge and recognize findings and areas of improvement, as well as to maintain transparency and monitoring of these areas.

Appendix A. Demographic Distribution of Staff Survey Respondents and Employees

Survey Response Categories		Staff Respondents		Fall Factbook	
		Count	%	Count	%
Total		275	100%	514	100%
Affiliation	Academic Unit	53	23%		
	Student-Facing	81	35%		
	Administration	83	36%		
	Operations	14	6%		
BIPOC	BIPOC or International	83	30%	154	29%
	White	192	70%	365	70%
Race/ethnicity /citizenship	White	192	76%	363	70%
	African American/Black	15	6%	25	5%
	Hispanic/Latino	11	4%	69	13%
	Asian	7	3%	28	5%
	Multiple races/ethnicities	25	10%	10	2%
	All other races/ethnicities	1	0%	3*	<1%
	International	3	1%	21	4%
Gender	Man (cisgender)	83	32%	220	42%
	Woman (cisgender)	169	65%	292	56%
	Non-binary and/or transgender	10	4%	7**	<2%
Sexual Orientation	LGBTQIA+	59	23%		
	Straight (Heterosexual)	199	77%		
Religious Affiliation	Christian	100	43%		
	Atheist/Agnostic	72	31%		
	Spiritual but not religious	35	15%		
	Other religious affiliation	25	11%		
Political Orientation	Conservative	11	5%		
	Middle-of-the-road	73	31%		
	Liberal	153	65%		
Disability	No Disability	246	94%		
	Has Long-Term Disability	17	6%		
How do you work at this institution?	Primarily or entirely remotely	15	6%		
	Split between on campus and remotely	98	39%		
	Primarily or entirely on campus	138	55%		
How long have you worked at this institution?	Less than 1 year	36	14%		
	1–4 years	97	39%		
	5–9 years	52	21%		
	10 or more years	66	26%		

Note: Institutional data from Banner as of October 2023 HR census. Note that survey responses < 5 are not displayed and are grouped with other categories. *Based on the Factbook, all other races/ethnicities includes American Indian staff. In the survey, unknown race/ethnicity is grouped into all other races/ethnicities.**As of the time of the Fall 2023 Factbook, the University did not collect gender identity. If gender is coded as “N” in Banner, it is interpreted as unknown or non-binary.

Appendix B. Summary of Themes from Recommended Actions to Improve Community, Diversity and Inclusion

Area of Improvement	Direct Quotes
Community-building events and activities	<ul style="list-style-type: none"> - “More campus-wide events” - “Get-togethers/trainings for administrative staff.” - “Having more events that allow students to interact with BIPOC community, especially with BIPOC staff and faculty.” - “Having students of different backgrounds find other ways to connect with each other.” - “Hold more events to let people interact, and offer more convenient training sessions about DEI.”
Inclusive Hiring & Retention Practices	<ul style="list-style-type: none"> - “Continue to promote and engage in hiring practices in which the university’s faculty/staff is reflective and representative of the diversity of the student body.” - “Hiring more of people of color, and actively searching for people of color for all levels and positions.” - “Provide assistance to hiring managers to improve diversity through hiring.” - “As mentioned, continued hiring and admission practices.”
Climate Welcoming of Diverse Beliefs	<ul style="list-style-type: none"> - “Less emphasis on personal identity and more on Clark community spirit” - “Figure out a way to promote diverse ways of thinking...” - “While Clark is doing good work towards creating a culture of empathy and diversity, it must be careful to avoid becoming an echo chamber and remain an open to ideas and perspectives that challenge even its own conventions.” - “Emphasize kindness, compassion and understanding towards one another within Clark structure.”
Financial Support for Diverse Groups	<ul style="list-style-type: none"> - “Pay low-level employees more, economic mobility.” - “Pay staff in student support roles such as the ISEA Office and the Admissions Office a more livable wage.” - “Actually recruit, hire, and retain faculty and staff from diverse backgrounds...”
Continuous DEI Training and Support & Initiatives	<ul style="list-style-type: none"> - “Have deep cultural competency training — hold people accountable.” - “DEI programs and training should make a point to allay concerns that new employees may have when first exposed to this material...” - “Support all units on campus to engage in goal-setting and action-planning on how to support diversity, equity, and inclusion initiatives.” - “Create a ‘dashboard’ report of initiatives, and progress toward goals, permitting comparison year by year.”
Administration Leadership	<ul style="list-style-type: none"> - “We need institutional leadership that has the capacity to lead and center equity in their actions, behaviors, language, and leadership style. This is currently not the case — there is a lack of open-mindedness, insular approaches to leadership, old-school conservative approaches to DEI that are no longer appropriate, and narrow views on what Clark should/could be in ways that often contradict the values and spirit of students, furthering a disconnect. One training every few years won’t create the learning needed to effect change.”
Local Community Engagement	<ul style="list-style-type: none"> - “Develop a fund for local organizations. Partner more with community.”

Structural Changes and Support to Specific Populations and Offices	<ul style="list-style-type: none"> - “High-ranking staff could do more community service in the city.” - “I would like to see more supports in place for international graduate students.” - “A stronger financial commitment to our academic support services... (academic support, care team, student accessibility services...)” - “Increase financial aid for students; renovate buildings and signage for easier access for folks who use mobility assistive devices...” - “I feel that sensitivity to disabilities is underrepresented... Neurodiversity is a difficult issue that isn’t really discussed.” - “More opportunities for staff-based affinity spaces and connection with folks with shared identities across departments, since it can feel very isolating to be the only person with one’s identities within a particular department/office.” - “Ask community members what they are missing from the community. Provide a space for gathering together as a campus community often.”
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