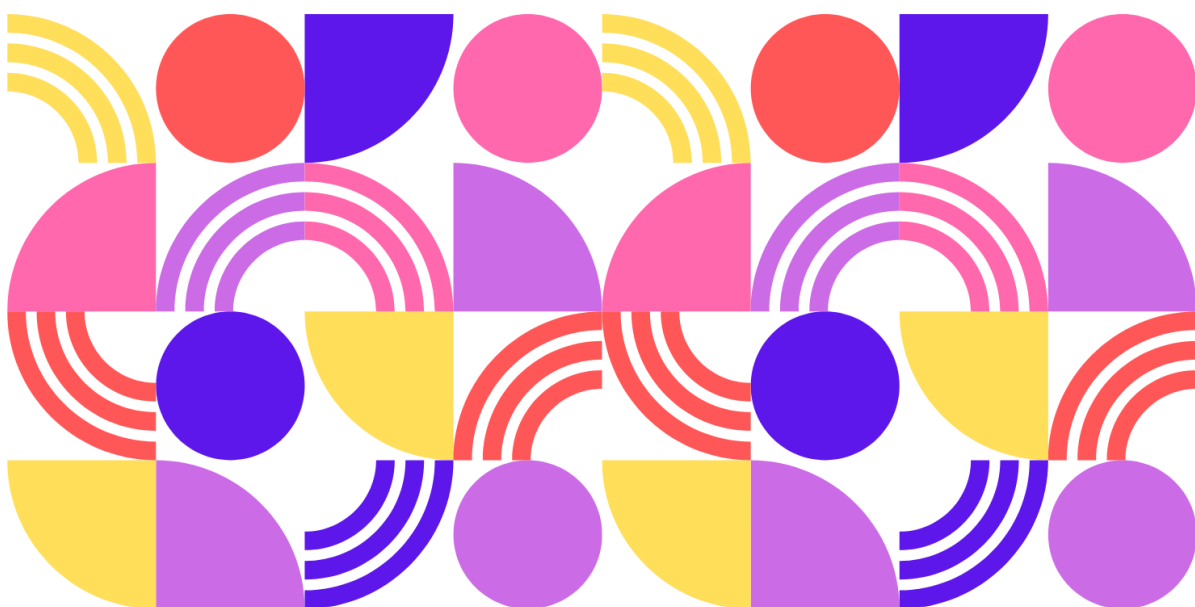




Diversity & Equity Climate Survey 2023

Undergraduate Results



Summary

Undergraduates

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 Climate & Belonging

02 Compositional Diversity

03 Fostering Exchange of Diverse Ideas

04 On- and Off Campus Engagement

05 Discrimination

- The majority (70%) of undergraduate respondents report satisfaction with the campus climate at Clark; however, compared with other respondents, some groups report lower levels of satisfaction with the campus climate for diversity at Clark and/or a sense of belongingness. These include non-binary and/or transgender respondents, Asian, Black, multiracial, and upper level students, students with certain disabilities, politically conservative students, and Hindu, Muslim, and Jewish students.
- Around half of undergraduate respondents are satisfied with the racial/ethnic diversity of faculty (48%), staff (55%), and students (46%). Respondents advocate for greater racial/ethnicity diversity of students, faculty, and staff. There is a 14% decrease in satisfaction from the 2017 survey with students' compositional diversity.
- One-thirds of respondents reported that they frequently heard disparaging remarks about political viewpoints. Respondents advocate for promoting a culture where exchange of diverse beliefs is encouraged, and students are less critical of others. Open-ended comments also called for a culture of forgiveness and generosity.
- To foster greater community, undergraduate respondents recommended that Clark host large events that resonate with the campus community and bring people together, allow for sharing culture and identity, and speak to a diverse audience, not just dominant or highly visible identities.
- Undergraduate respondents are concerned with belonging not only on campus, but also beyond the Clark and Worcester communities. Respondents encouraged greater involvement and support of the community, as this would also enhance senses of connection, belonging and pride.

- The most common forms of harassment and discrimination were being stared at (69%), being deliberately ignored (61%) or excluded, and hearing derogatory remarks (59%).
- Students generally agreed they know where to report bias and discrimination (61%), but felt less positively about their knowledge about the reporting (49%) and investigating processes (45%).

Respondents

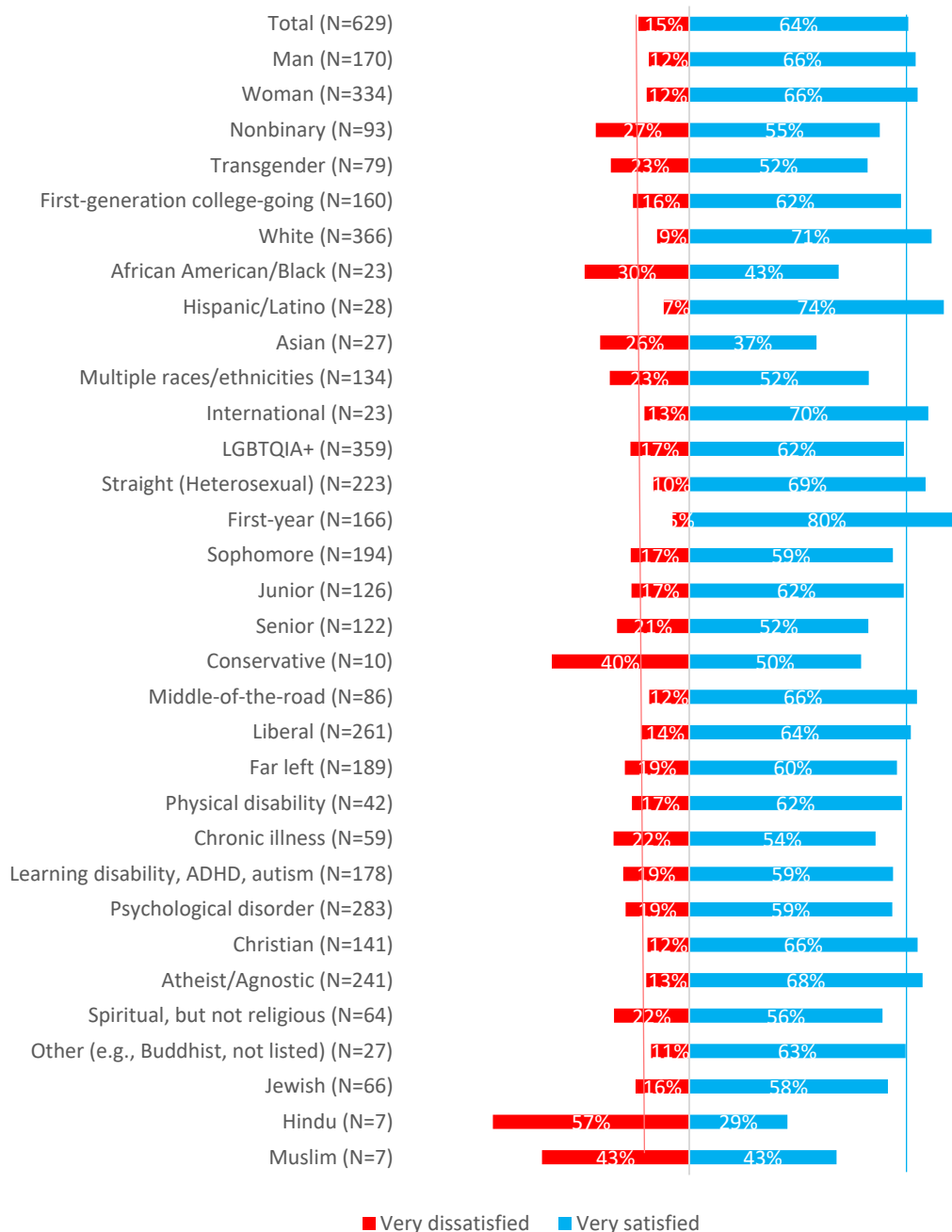
Of the 1,613 respondents to the survey, 39% (*N* = 633) were undergraduate students. This represents a 27% response rate across the entire undergraduate population. Below is a summary of the demographic diversity of this sample. A fuller breakdown of the demographic of this sample can be found in Appendix 1. Compared with the University Factbook, a higher proportion of respondents identified as multiple races/ethnicities (12%).

Demographic Category	2023 Survey (<i>N</i> = 633)	2023 Factbook (<i>N</i> = 2,329)
Gender		
Man, cisgender (<i>N</i> = 149)	25%	43%
Woman, cisgender (<i>N</i> = 326)	55%	57%
Non-binary and/or transgender (<i>N</i> = 121)	20%	*
Race/Ethnicity		
Asian (<i>N</i> = 28)	5%	7%
Black/African American (<i>N</i> = 23)	4%	6%
Hispanic/Latino (<i>N</i> = 28)	5%	12%
Multiple (<i>N</i> = 135)	22%	4%
International (<i>N</i> = 23)	4%	5%
White (<i>N</i> = 368)	60%	63%
Sexual Orientation		
LGBTQIA+ (<i>N</i> = 361)	62%	
Straight, heterosexual (<i>N</i> = 225)	38%	
Class Year		
First-Year (<i>N</i> = 166)	26%	
Sophomore (<i>N</i> = 194)	31%	
Junior (<i>N</i> = 126)	20%	
Senior (<i>N</i> = 122)	19%	
Disability		
Physical Disability (<i>N</i> = 42)	7%	
Chronic Illness (<i>N</i> = 59)	9%	
Learning/Developmental Disability (<i>N</i> = 178)	28%	
Psychological Disability (<i>N</i> = 283)	45%	
Academic Unit		
Becker (<i>N</i> = 30)	5%	
College-STEM (<i>N</i> = 139)	22%	
College-Social Sciences (<i>N</i> = 244)	39%	
College-Humanities (<i>N</i> = 99)	16%	
SOM (<i>N</i> = 38)	6%	
SSJ (<i>N</i> = 20)	3%	
SPS (<i>N</i> < 5)	1%	

Climate and Belonging

While the majority (70%) of undergraduate respondents indicated that they were satisfied with the overall campus climate at Clark and the campus climate for diversity and inclusion (64%), other groups of students feel differently. Compared to all respondents, nonbinary, African American/Black, multiracial, Hindu, sophomores, juniors, seniors, and respondents with a learning or developmental disability or psychological disorder reported greater dissatisfaction with the campus environment regarding diversity.*

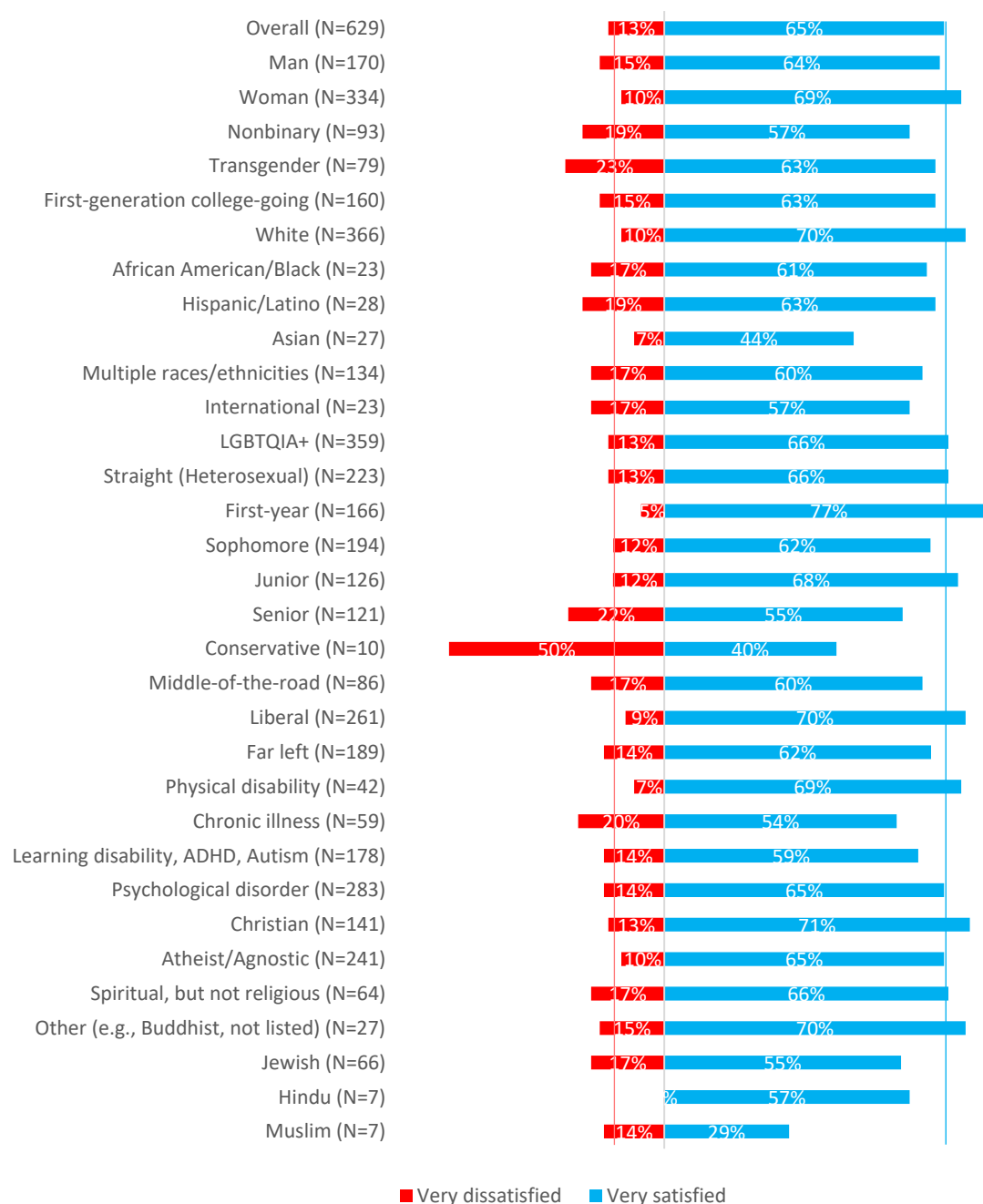
% Satisfied and Dissatisfied: “Please indicate your level of satisfaction with the campus experience/environment regarding diversity at this institution” by Respondent Identity



Note: Neither satisfied nor dissatisfied is not shown. *indicates statistical significance, $p < .1$

Compared to undergraduate respondents overall, respondents who were significantly *less satisfied* with the overall feelings of belonging and community included the following groups: transgender, nonbinary, Asian, politically conservative, seniors, and respondents who have learning disabilities, ADHD, or autism, or are chronically ill.*

% 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

Regarding belonging, 65% of undergraduate respondents were satisfied with their own sense of belonging and 47% were satisfied with belonging for all members of the Clark community. This distinction is important, as respondents' overall perception of Clark is not tied solely to their own experiences on campus, but also how they see the campus as being equitable for others. In the open-ended comments, respondents shared their experiences of feeling both included and excluded at Clark.

"I can always find some people I feel connected **to regardless of their religious faith, economic status, race/ethnicity, etc.**"

"Although I feel I have a strong sense of belonging at Clark, **I do not believe this is true across the board for some people who are racial or ethnic minorities** at Clark."

"[Clark is a] **bit cliquy and can be intimidating to make friends** as there seems to already be established groups of friends."

Notably, BIPOC respondents reported lower rates of satisfaction with their sense of belonging (59%) compared to white students (70%), with lower satisfaction from Asian respondents, higher dissatisfaction from Hispanic/Latino, and perceived reported similar levels of satisfaction for belonging for all members of the Clark community. In open-ended comments, some BIPOC respondents commented on the diversity on campus,

"Clark needs some **cultural healing** - we do not have diverse classrooms and the brochures feel inaccurate to the more cliquy, predominantly White environment."

"I feel a sense of **community in spaces** that make an effort to include a diverse set of voices and experiences."

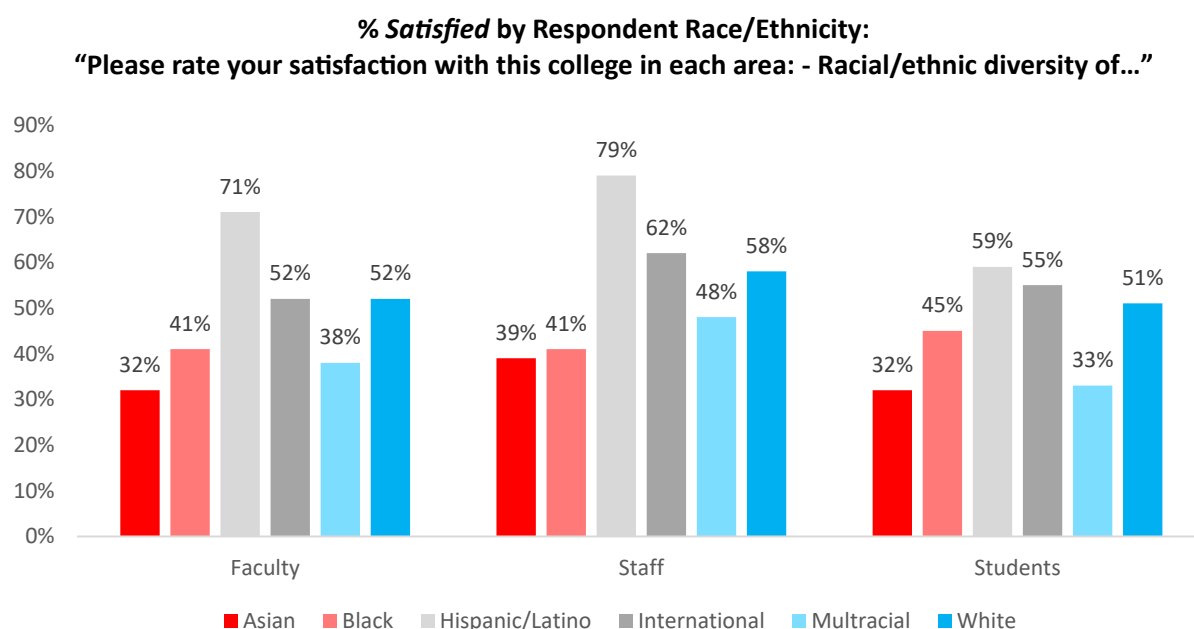
An important part of community and belonging is the relationship between faculty and students. Nearly all undergraduate students report that at least one faculty member has taken an interest in their development (90%); this is a 13% increase from undergraduate respondents (77%) in 2017.

Representation and Diversity on Campus

One key factor for belonging appears to be representation. When asked about their satisfaction with racial and ethnic diversity, 45% of undergraduate respondents reported being satisfied with the racial and ethnic diversity of faculty, 55% satisfied with that of staff, and 46% satisfied with the diversity of students. Multiracial*¹, Asian, and Black respondents reported being less satisfied on all three items. Since 2017 the proportion of undergraduate respondents who report satisfaction with racial and ethnic diversity of faculty (48%) and staff (55%) has remained similar. **However, the proportion of respondents who report satisfaction with diversity of students has decreased from 60% in 2017 to 46% in 2023.** This satisfaction decreased the most among

*¹ references statistically significant difference, $p < .05$

BIPOC students (53% satisfied in 2017 vs 38% in 2023), followed by white students (63% in 2017 vs. 52% in 2023) and international students (63% vs. 55%).



Respondents, in their open-ended comments, noted areas where they feel less belongingness or where they see diversity and inclusion as not fully realized. Undergraduate respondents express wanting to see more representative diversity on campus, noting that certain aspects of diversity are more represented than others.

"Genuine commitment to making everyone feel included, **not just utilizing the few people of color to spread a misleading idea of diversity on campus.**"

"**Clark does not acknowledge Filipino American history month under the pretense that they are understaffed.... If Clark could at least acknowledge the existence of Asian, Middle Eastern, and Muslim students as humans** and not villainized objects with a valid history and diverse experiences, I think that would enhance my sense of community at Clark."

"A lot of Clark's definition of diversity in our community is our large queer community and our BIPOC, but there are more communities that make Clark diverse. **I for one have rarely found spaces to talk about socioeconomic statuses, despite my own shaping my identity heavily.**"

Undergraduate respondents perceived Clark's commitment to recruit historically marginalized community members as stronger than its commitment to retaining these community members. **While 52% of undergraduate student respondents agreed that Clark is committed to recruiting a diverse community, only 44% agreed that Clark is committed to retaining that community.** This was further emphasized in qualitative responses, where students explicitly identified the differences between hiring/admitting and retention.

“Hiring and admitting those with greater diversity of ethnic and socioeconomic background while also creating spaces/actively working with them to create safe and culturally responsive curriculum and campus policies. **It's not enough to just have the numbers.**”

“Listening to student demands, hiring and **making efforts to retain more diverse faculty**, appropriately compensating faculty and graduate students for their labor...”

Fostering Civil Discourse and Diverse Exchange of Ideas

Undergraduate student respondents felt significantly less favorably about the status of tensions on campus compared to other populations at Clark (25% agreed that the campus was free from tensions related to differences). There were some group differences in perceptions of on-campus tensions: cisgender women, non-binary/transgender students, liberal students, and students with long-term disabilities felt less favorably about tensions on campus, whereas international students and students with a middle-of-the-road political orientation felt more positively about tensions on campus.

There is not one narrative within the open-ended comments that explains the prevalence of tensions on campus. One theme was concern over “cancel culture” within the institution, wherein community members are socially punished for intentional or unintentional wrongdoing.

“Clark students are afraid of confrontation. They do not want to address something that has upset or bothered them, nor do they have trust in administration to raise it to a higher level. **I wish we could have a true community that does not throw you to the curb** if they decide you have [messed] up.”

“I know it is cliché in some sense to ‘**call in instead of calling out**’ those who make mistakes or say something out of turn, either out of ignorance or otherwise. The **unwillingness of people to consider shared values — respect, humanity, curiosity — and engage in constructive conversation is rather sad.**”

“Ridding of this ‘cancel culture’ **that excludes and attacks people for having different perspectives**, ideas, or when people make mistakes.”

“Somehow making things **less polarized** — I know this is an issue with our nation as a whole, but I think Clark breeds an environment where there is one ‘right’ answer, and it often **eliminates potential to understand the complexity of issues, identities, and each other.**”

Some open-ended responses reflected frustration from less-liberal leaning, straight, and/or white students regarding how issues of social justice are engaged with on campus. In some of these cases, respondents expressed a sense that they felt “othered” for holding dominant identities. These responses, among others, called for more support for a diversity of viewpoints.

“Clark has a very progressive community which comes with great acceptance of diverse people; the issue, however, comes with **extreme intolerance and alienation of those who disagree with progressive views.**”

“I **feel discriminated against and harassed by my peers** for being cis and straight. There is huge pressure to become LGBT and non-binary”

“Clark can demonstrate a strong commitment to a diverse community by **erasing the bias they have toward white students compared to minorities.**”

It becomes important to distinguish between diversity of ideas and ideas that perpetuate racism, sexism, or other oppressive belief systems. For example, this response, “Teach people that it’s okay to believe that there are only two genders, that it’s okay to be conservative, that it’s okay not to support affirmative action, etc.” asks for tolerance of different ideas, but the ideas themselves are incompatible with many Clark community members’ beliefs and lived experiences.

At the same time, other comments call for more efforts to address problematic or harmful speech on campus. Some comments addressed the divide on campus between “**Clarkies**” and student athletes, “**Cougars,**” while others alluded to offensive or bigoted comments happening with student spaces. Respondents also called for more accountability and ways of addressing harmful comments of behavior.

“The area that I feel that does not help in fostering a diverse and equitable community is the **sports teams**. I have overheard a few toxic and rude things being said by people on sports teams which I think they need to be more educated on what is appropriate.”

“Checking students about **potential hatred or offensive comments** no matter their identity.”

Finally, a handful of respondents named the campus climate around Israel and Palestine. Comments from student respondents include both pro-Israel and pro-Palestine sentiments, as well as comments on the university’s response.

“I’m not sure of a specific change, but **the Israel/Palestine conflict has been very divisive on campus and I think addressing it should be a high priority.**”

“Make all voices feel heard. I know the issue in Palestine is causing some serious **disconnect between Jewish students and the majority of the population at Clark**. It’s causing people to feel villainized for being Jewish sometimes even if they’re not a Zionist.”

“I would **condemn anti-Jewish hate** on campus, especially for students of the Israeli community here at Clark.”

Because of the complexity and interrelated nature of many of these issues, Clark as an institution will have to take care in how it approaches addressing these tensions and conflicts.

Student respondents offered suggestions for paths forward. **Students called on the University to address these tensions through a shift in institutional culture toward kindness, forgiveness, and being considerate of your impact on others.** This suggests that programming related to developing skills for interpersonal repair may be warranted and useful to an undergraduate population navigating many complex social issues. A culture of kindness and forgiveness is important for cultivating community across identities and lived experiences.

"Prioritize a **culture of openness**, forgiveness, and generosity."

"Everyone **calm down** like TWO notches and breathe and think before you speak or repost."

"Emphasize that the **community should respect differences** on divisive issues."

"Encourage **dialogue and healthy disagreement. Foster spaces that invite real conversation** and discourage the kind of discourse seen on social media."

Activities that Support Diversity and Inclusion

Many respondents participated in programming and activities related to diversity and inclusion. **Over nine in ten (92%) undergraduate respondents reported attending at least one event, program, or activity.**

Activity	% of UG sample who participated	% who reported activity increased their support for diversity & inclusion
Discussions & trainings on racial/ethnic issues	83%	65%
Attended presentations, performances, or art exhibits related to diversity	79%	70%
Engaged in discussions or activities concerning political issues	78%	67%
Discussions & trainings on gender identity	78%	59%
Performed community service	74%	67%
Discussions & trainings on sexual orientation	74%	52%
Discussions & trainings on socioeconomic class	67%	55%
Discussions & trainings on disability	63%	55%
Discussions & trainings on religion	60%	48%
Discussions & trainings on immigration	56%	48%

Respondents frequently reported that these activities were impactful in increasing their support for diversity and inclusion. In open-ended comments, it was apparent that events from cultural groups on campus or that facilitate cultural appreciation across different identities were impactful — for example, Gala or events hosted by the Black Student Union. Overall, there appears to be a desire for more events and activities for students to share the culture of their own country or identity, with the aim of achieving cultural diversity and community diversity.

“More social events that apply to a bigger group of Clarkies that people would want to go to, like Gala for example, that **bring people together rather than emphasize differences.**”

“More concerts, markets, parties like ones hosted by BSU and, for example, Noche Latina, **big social events that celebrate identity are ones that bring Clarkies together the most.**”

“Events such as Gala **that are huge that connect students** through the dances but also through widespread attendance/support.”

It is also important to note that how events related to diversity and equity are framed is important for their success. Events that frame understanding diversity and inclusion from the perspective of the dominant group (such as gender trainings that only speak to cisgender people) can be alienating and othering.

“I would not frame the experience of promoting diversity and inclusion as a way for white people to become more comfortable with people who are different from them in any remotely tangible way. **All the ‘diversity training’ that I’ve received from the school has been teaching me how to interact with people who are part of the marginalized groups that I belong to.** It feels a bit redundant and like a reinforcement that I am not the ‘normal’ in a white-led society.”

Clark’s undergraduate respondents recommend Clark strengthen events that emphasize bringing people together to socialize and have fun, allow for sharing culture and identity, and speak to a diverse audience, not just dominant or highly visible identities.

Overall, Clark’s undergraduate respondents recommend Clark strengthen events that emphasize:

- Bring people together to socialize and have fun
- Allow for sharing culture and identity
- Speak to a diverse audience, not just dominant or highly visible identities.

Clark’s Commitment to Belongingness in the Worcester Community

Beyond developing community and belongingness within Clark, respondents also expressed a desire for more connection with the Main South and Worcester communities.

When asked explicitly about Clark’s engagement with diversity and equity beyond the campus, 37% of respondents felt that Clark accomplishes this aim to a *high extent* and 45% to a *moderate extent*. Of note, respondents with historically marginalized identities (i.e., BIPOC students, first-generation students, LGBTQIA+ students) felt less favorably about Clark’s relationship with the community.

In open-ended comments, respondents described wanting a more cohesive community that extends beyond Clark. Undergraduate respondents expressed wanting a mutual relationship with Worcester and to go out into the community more, as well as wanting to welcome the community more onto and into the Clark campus. Greater connection and integration may help students feel safer off campus; **currently only 48% of the undergraduate sample agreed that they feel safe off-campus.**

“Promoting Main South through community service, **addressing the narrative amongst students that it is an unsafe area** (changing rhetoric)”

“Greater interaction with the community — **hosting events that welcome community members onto Clark’s public campus**, promoting and aiding student volunteer/community projects.”

“Meet more Worcester community members. **Clark always feels so isolated** when you live on campus, but (staff name) is doing a fantastic job at bettering it.”

“Making students go out into the community (forcefully, as a requirement) because otherwise they really will not and they’ll be stuck in their Clark bubble. Allow for community members to join in on things on campus if they want to and have **more genuine trust for community members rather than treating them as violent** unless they prove otherwise.”

Undergraduate respondents also expressed concern with how Clark’s presence in Main South fundamentally alters the landscape of the area, pointing to how it is taking away space from Main South residents through renovating buildings that currently house local businesses. This reflects a longer-standing concern students have raised, including during the construction of the ASEC Building and in the context of Worcester’s trend of increased rents and cost of living over the past five years.

“Encouraging students to **not take away space from the Worcester community**.”

“Clark needs to be more aware of their impact on the Main South community. I feel that there is a divide between the University and the local community — **the disconnect causes tension, and Clark is more parasitic on the community of Main South than beneficial**. We need to have Clark allocate more resources towards giving back BUT ALSO make those resources clear and accessible — as well as create a welcoming environment for those in the Main South community.”

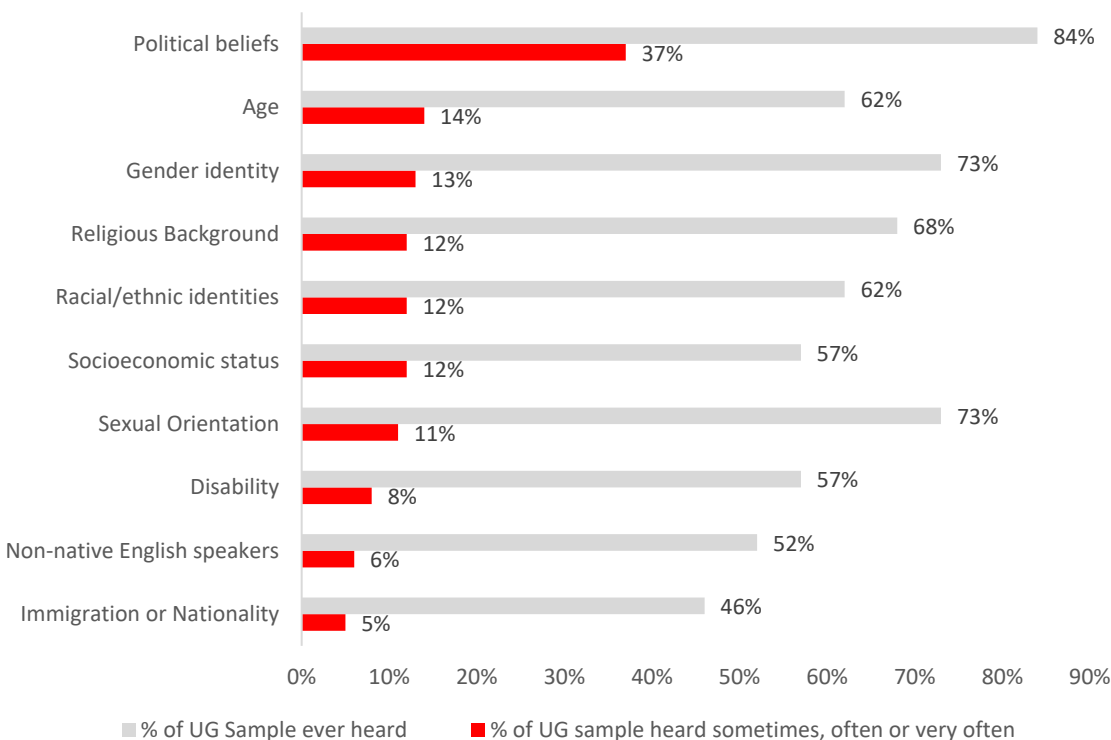
“Donate to organizations fighting for DEI. **Don’t tear down local businesses** to build a new shiny dorm. Instead, stop grossly over-admitting students.”

Overall, an important takeaway from this finding is that Clark undergraduate respondents are not just conceptualizing community and inclusion in a closed way. They are interested broadly in a community that is situated within and inclusive of the Main South community.

Disparaging Remarks, Discrimination, & Harassment

Across the undergraduate sample, 79% of respondents reported hearing at least one insensitive or disparaging remark about an identity or social group, although the frequency of such remarks varied by the target of the comment. **The most common type of disparaging remarks overheard by far were about political beliefs (37% reported *frequently* hearing such comments), followed by age (14%), then gender identity (13%).**

“During your time at Clark, about how often have you heard someone make an insensitive or disparaging remark about”



Note: Response options were *never*, *rarely*, *sometimes*, *often* or *very often*

Students holding marginalized identities reported overhearing remarks about their identities more frequently than students with privileged identities. For example, BIPOC students more frequently reported hearing disparaging remarks about racial/ethnic identities (16%) than white students (9%). Similarly, transgender respondents overheard remarks about gender more frequently (22%) than cisgender respondents (12%). There were, however, no significant differences across political orientations in overheard remarks about political beliefs.

Probing this further, undergraduates reported that these remarks were primarily heard from other students (77% of those who reported hearing such remarks indicated they frequently heard them from other students). Remarks from faculty (28%), staff (19%), and administration (23%) were less frequent, but also reported.

Further, 23% of undergraduate respondents reported personally experiencing harassment or bias. Across several populations of interest, the most common forms of discrimination and harassment experienced were being stared at, deliberately ignored, isolated, left out, or

excluded. The most common reasons for harassment and discrimination reported by undergraduate students were racial/ethnic identities, gender identity, and physical appearance.

Transgender respondents (90%, 18 of 20 individuals), however, reported elevated levels of gender-based harassment or discrimination compared to cisgender respondents (59%, 67 of 113 individuals).

Across race and ethnicity, Black (30%) and multiracial (25%) undergraduate students reported frequently experiencing discrimination based on appearance more often than the overall sample (11%).

Nonbinary and transgender students also more frequently reported experiencing appearance-based discrimination (19%). Finally, undergraduate respondents who reported having a **long-term disability** more frequently reported experiencing this form of discrimination (23%). The types of discrimination this represents may be less visible on campus, as it is tied up with other forms of bias. As such, how appearance-based discrimination manifests differently for Black, multiracial, gender-nonconforming, and disabled students may warrant more exploration.

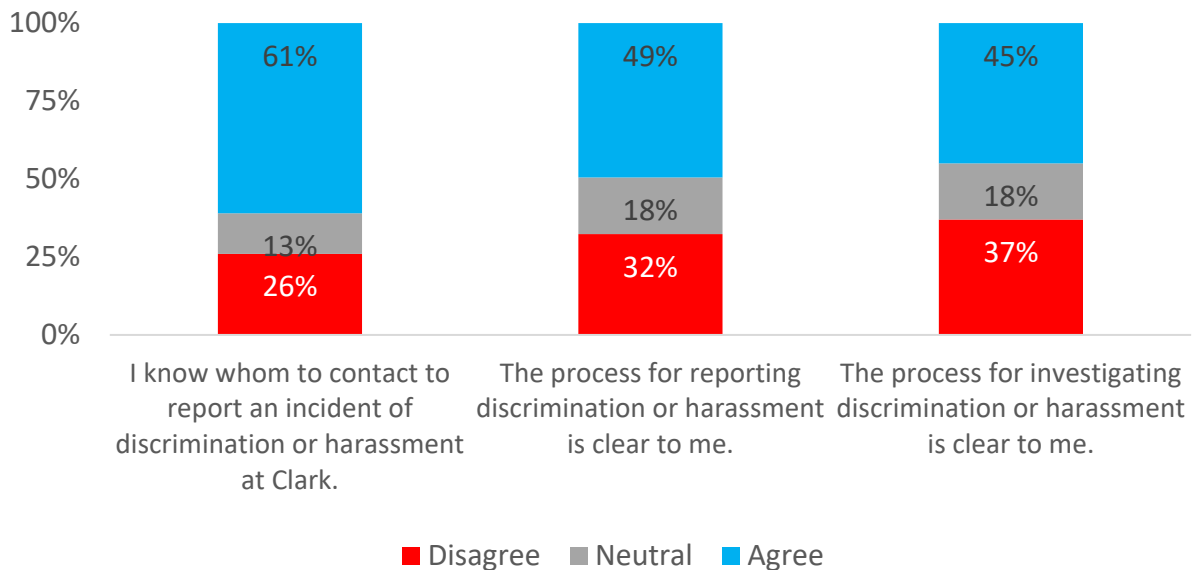
Across the entire undergraduate sample, the most common forms of harassment and discrimination were being stared at, being deliberately ignored or excluded, and hearing derogatory remarks. Looking more closely at different interest groups on campus, these forms of harassment and discrimination were consistent, with the addition of racial/ethnic profiling being prevalent for BIPOC and international students.

Sometimes, Often or Very Often experienced discrimination/harassment based in different aspects of identity

Harassed or discriminated because of...	N	%
Racial/ethnic identities	71	11%
Gender identity	71	11%
Physical appearance	69	11%
Sexual orientation	42	7%
Socioeconomic status	33	5%
Disability	33	5%
Political affiliation/views	32	5%
Religious background	31	5%
Age or generation	25	4%
Immigration or nationality	11	2%

The ability to respond to instances of discrimination and harassment only goes as far as Clark's knowledge of them happening. As such, it is important to understand potential barriers in the reporting process. **While most undergraduate respondents in this sample know *who* to report these experiences to, fewer respondents report understanding the processes for reporting and investigating discrimination.**

"Please indicate your level of agreement with the following items."



Nearly one in four (23%) respondents reported personally experiencing harassment or discrimination (N=144). Of these, only 23 (21%) reported any incidents of harassment to campus officials, and less than half of respondents felt that the processes for reporting and investigating bias was clear to them. In open-ended comments, respondents explained a variety of reasons why they did not report their experience. Some respondents voiced feeling unclear of the benefit of reporting off-campus acts, or feeling like it would be time-consuming; others were fearful of repercussions of their relationship with others; and other respondents voiced mistrust in Clark taking their experience seriously. Sample comments follow:

"I feel like the people perpetrating those acts were in **higher positions of power than me**, and my **lack of clarity in the process** keeps me from believing reporting would actually do anything. Also, at this point, it's just something that happens to POCs [people of color] at PWIs [predominantly white institutions] and I just rely on thick skin."

"I do **not feel safe** reporting discrimination and harassment because I am cis and straight, because I feel that the university and administration **would not support me**. The people harassing me even said, 'What are you going to do, report us? No one will believe you! We will say that you are the one who is harassing us, and you will be thrown out of the university!'"

“Asian Americans have historically been quiet about their discrimination, and due to the model minority myth, many people downplay Asian experiences of discrimination and harassment at Clark. It has gotten to the point where whenever Asians do speak out, their **experiences are minimized and treated like they are making a big deal out of nothing.**”

Recommendations & Conclusions

Overall, the undergraduate responses reflect an engaged and passionate population, with varied concerns and priorities for Clark’s emphasis on diversity and equity. **On the whole, 89% of undergraduate students would recommend Clark if asked** (a rate comparable to 2017, 87%). Undergraduate respondents were forthcoming with their critique and calls for improvements to the student experience for historically marginalized groups and the community as a whole.

Several areas of focus emerged from the undergraduate respondent data. **First, a number of student groups reported significantly lower satisfaction with the climate for diversity at Clark and significantly lower feelings of belonging on campus.** Clark should continue to engage with groups of students, such as non-binary, transgender, African American/Black, Asian, multiracial, conservative, Hindu, and Muslim students, on areas for improvement, including improving representational diversity in faculty, staff, and student populations and ensuring affinity spaces for BIPOC students overall as well as for specific identity groups.

Further, undergraduate respondents pointed out the institutional focus on the experiences of Black, Latino/Hispanic, and LGBTQIA+ populations on campus. These comments were not made to diminish the importance of these groups, but to ask **for similar inclusion for their own identities and experiences**, such as Asian students, international students, multiracial students, and students from diverse socioeconomic backgrounds.

Students also expressed a desire for certain types of events and programming. Events like Gala, which allows for fun opportunities for cultural exchange and integration, were held up as impactful and something student respondents wanted to see more of from Clark. When developing programming, Clark should ensure that there is a good balance of programming that supports students in building skills and knowledge and programming that brings people together for cultural appreciation.

Undergraduate respondents also demonstrated an interest in a positive relationship with Main South. Respondents called for more collaboration and integration with our local community. Further exploring what students are hoping to experience within Worcester and how they envision a more integrated community may be warranted. Given that student respondents reported high participation in and impact of community service and attending art and cultural events related to diversity, these may be avenues to explore for increasing student engagement with Worcester.

Fifth, students expressed a desire for a shift in Clark’s culture from one of “canceling” to one of kindness and forgiveness. While this is not something that can be achieved without the buy-in of the university and the student populations, Clark can consider whether certain types of programming might help develop this culture of kindness, particularly programming that centers on cultural humility, openings to feedback, and strategies for interpersonal repair.

Finally, 79% of undergraduate respondents reported overhearing disparaging remarks at least once. The undergraduate population could potentially benefit from more training around microaggressions and bystander intervention, especially given that a high proportion of these comments were made by other students. **Further, 23% of respondents reported personally experiencing harassment or discrimination (N=144).** Of these, only 23 (21%) reported any incidents of harassment to campus officials, and less than half of respondents reported that they felt the processes for reporting and investigating bias were clear to them. This suggests areas for improvement in the processes themselves or how they are communicated to Clark's undergraduate population.

Appendix 1

Demographic Characteristics of the Undergraduate Sample (N = 633) and Population

Demographic Category	2023 Survey (N = 633)	2023 Factbook (N = 2,329)
Gender		
Man, cisgender (N = 149)	25%	43%
Woman, cisgender (N = 326)	55%	57%
Non-binary and/or transgender (N = 121)	20%	*
Race/Ethnicity		
Asian (N = 28)	5%	7%
Black/African American (N = 23)	4%	6%
Hispanic/Latino (N = 28)	5%	12%
Multiple (N = 135)	22%	4%
International (N = 23)	4%	5%
White (N = 368)	60%	63%
Sexual Orientation		
LGBTQIA+ (N = 361)	62%	
Straight, heterosexual (N = 225)	38%	
Religion		
Christian (N = 141)	25%	
Atheist/Agnostic (N = 244)	44%	
Spiritual, but not religious (N = 64)	12%	
Other religious affiliation (N = 107)	19%	
Political Orientation		
Conservative (N = 10)	2%	
Middle-of-the-road (N = 86)	16%	
Liberal (N = 454)	75%	
Disability		
No disability (N = 451)	78%	
Temporary Disability (N = 7)	1%	
Long-term disability (N = 120)	21%	
Academic Unit		
Becker (N=30)	5%	
College-STEM (N = 139)	22%	
College-Social Sciences (N = 244)	39%	
College-Humanities (N = 99)	16%	
SOM (N = 38)	6%	
SSJ (N = 20)	3%	
SPS (N < 5)	1%	

Note: Disability types are not mutually exclusive; as such, respondents may identify themselves as having more than one disability type and percentages may add up to more than 100%. At the time of the Factbook, Clark did not report on different gender identities.