

Clark Climate Survey Topline Results

Undergraduate
Students



April 15, 2019

Summary

Undergrad Students

Through the Clark University Survey on Campus Culture and Community, 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 report offers a snapshot of results.

01 **Fostering Community and Sense of Belonging**

02 **Supporting Exchange of Diverse Beliefs**

03 **Increasing Awareness**

04 **Structural Barriers and Accessibility**

Summary of Major Findings

The results from our Survey on Campus Culture and Community highlight the wide range of student identities on campus and the importance of these many identities in the lives of our community members.

On the whole, students feel a strong sense of belonging to Clark. Students are interested in learning about other student experiences and perceptions. Yet navigating strong differences in opinion can be challenging to face and negotiate. Students' experiences with facets of Clark's diverse climate varies widely across student perceptions, cultures, and beliefs. Students who do not see themselves as part of the campus community are more likely to agree that it will take them longer to graduate.

The findings illuminate four key areas for further campus-wide discussion:

- a) Supporting civil exchange of viewpoints across political orientation**
- b) Exploring satisfaction with sense of community among international, Black/African American, Latinx, LGBTQIA+ students**
- c) Looking closer at campus accessibility**
- d) Raising awareness about the lived experiences of historically marginalized student groups**

Discrimination based on their identity is an experience that half of our student respondents have encountered- whether intentional or unintentional, explicit or implicit.

One cannot underscore the complexity and intersectionality of students' identities. The data shows, compared to all other undergraduates, conservative students are more likely to be male and heterosexual; LGBTQ+ students self-identify as radical/far left at higher rates; Latinx, Black/African-American and Muslim students identify as first-generation college going students at higher rates than their peers.

Theme 1. Enhancing Sense of Belonging among Vulnerable Populations

- While students overall report high levels of satisfaction and sense of belonging at Clark, half of Black/African American, Latinx, international students, and conservative students rate the lowest level of satisfaction with sense of community on campus compared to all other students. Black/African American and Latinx students are less likely to report that they have a close relationship with faculty than other student groups. - *We need to better understand how Clark can foster deeper sense of belonging among these student groups.*

Theme 2. Increasing Tolerance of and Dialogue Across Different Viewpoints

- One-third of students are dissatisfied with the political climate on campus. Students report some skill level in being able to navigate conflicts of viewpoints, but the majority of students do not consider it a major strength. Higher proportions of liberal students report discomfort at hearing opinions that conflict with their own, but more frequently report learning about other cultures compared to what conservative students report. Moderate students are most likely to report being able to see the world from others' perspectives and being tolerant of others with different beliefs. Conservative students report spending less time learning about other groups and being in situations where they are the only person in their political orientation at higher rates. - *Overall, there is an opportunity to strengthen the climate and student skill level in tolerating diverse viewpoints and negotiating discussions on differences in viewpoints and opinions.*

Theme 3. Raising Awareness of Lived Experiences of Students of Color

- Overall, the majority of students desire faculty, staff, and the broader community to have training in their awareness of multiple identities. One in three respondents identify as members of the LGBTQ+ community. Four in ten students at Clark reported having a disability or psychological condition. Half of our students identify with a religion affiliation. Conversely, we have small numbers of other groups, such as Black and African-American students.
- The majority of student respondents from underrepresented racial/ethnic groups noted that they have experienced discrimination here at Clark. Overall, students report socializing with classmates from different races/ethnicities, but some groups, such as White and African-American/Black students, less often report sharing feelings with students of different races.

Theme 4. Structural Barriers and Enhancing Accessibility

- Students with disabilities report finding a number of areas of Clark physically inaccessible, including residence halls and certain academic and administrative buildings. The majority of transgender students reported restrooms as inaccessible.
- Ciswomen, and in particular members of the LGBTQ+, reported feeling less safe on campus.

The following chart shows overall satisfaction with various facets of campus climate. It is important for readers to keep in mind that the student body composition affects overall satisfaction rates, and the groups with higher response rates (i.e., White, heterosexual, female, agnostic) affect these overall statistics. Members of each group may have significantly different perceptions of the climate.

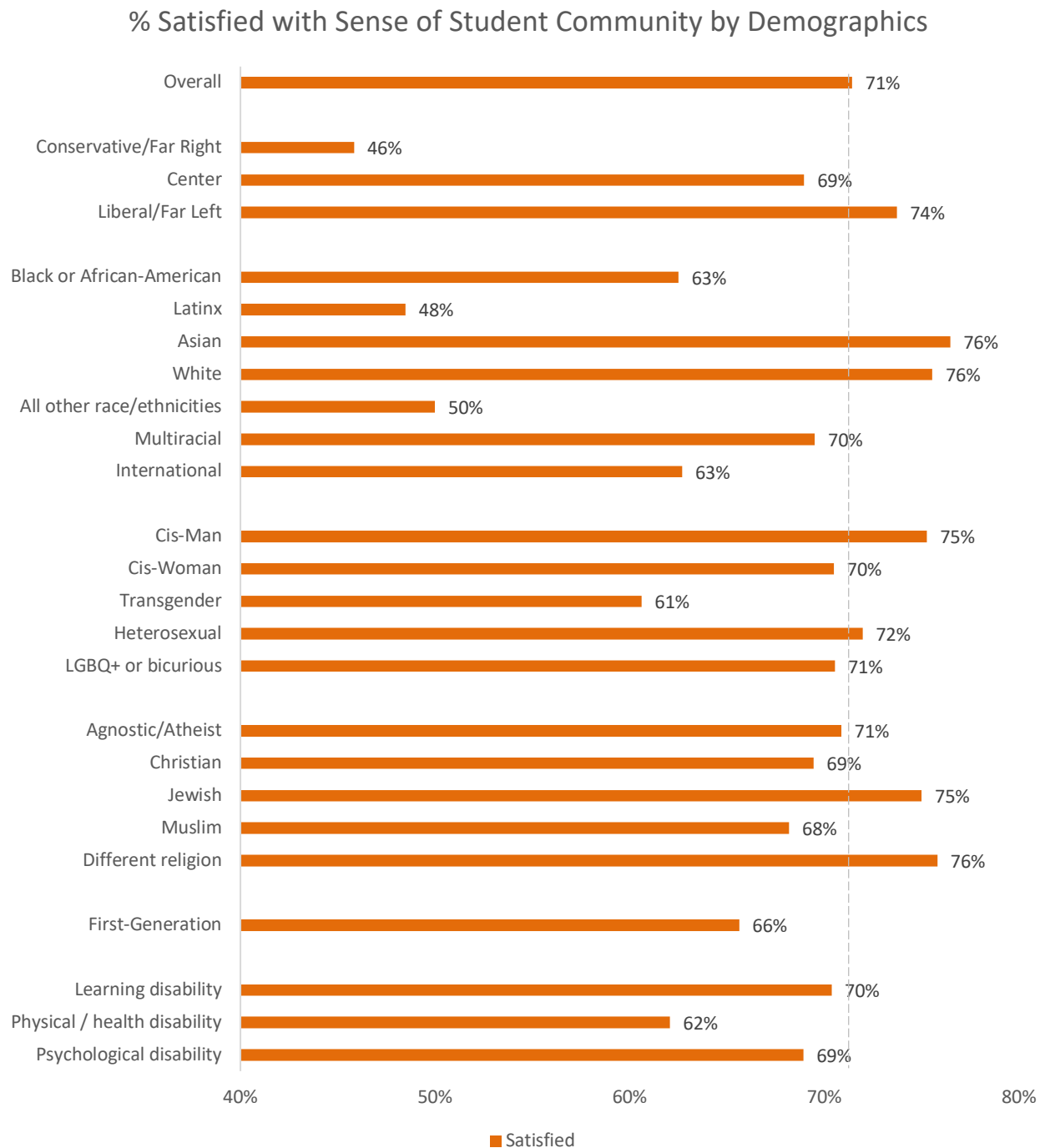
Based on the findings, one can see that students' satisfaction for the atmosphere for sexual orientation and gender differences is highest, and political differences and respect of diverse beliefs is lowest. Some subgroup differences are pointed out in the callout boxes below. Notably, the student body at large reports lowest satisfaction with the racial/ethnic diversity of faculty and staff.

Distribution of Students' Satisfaction with:



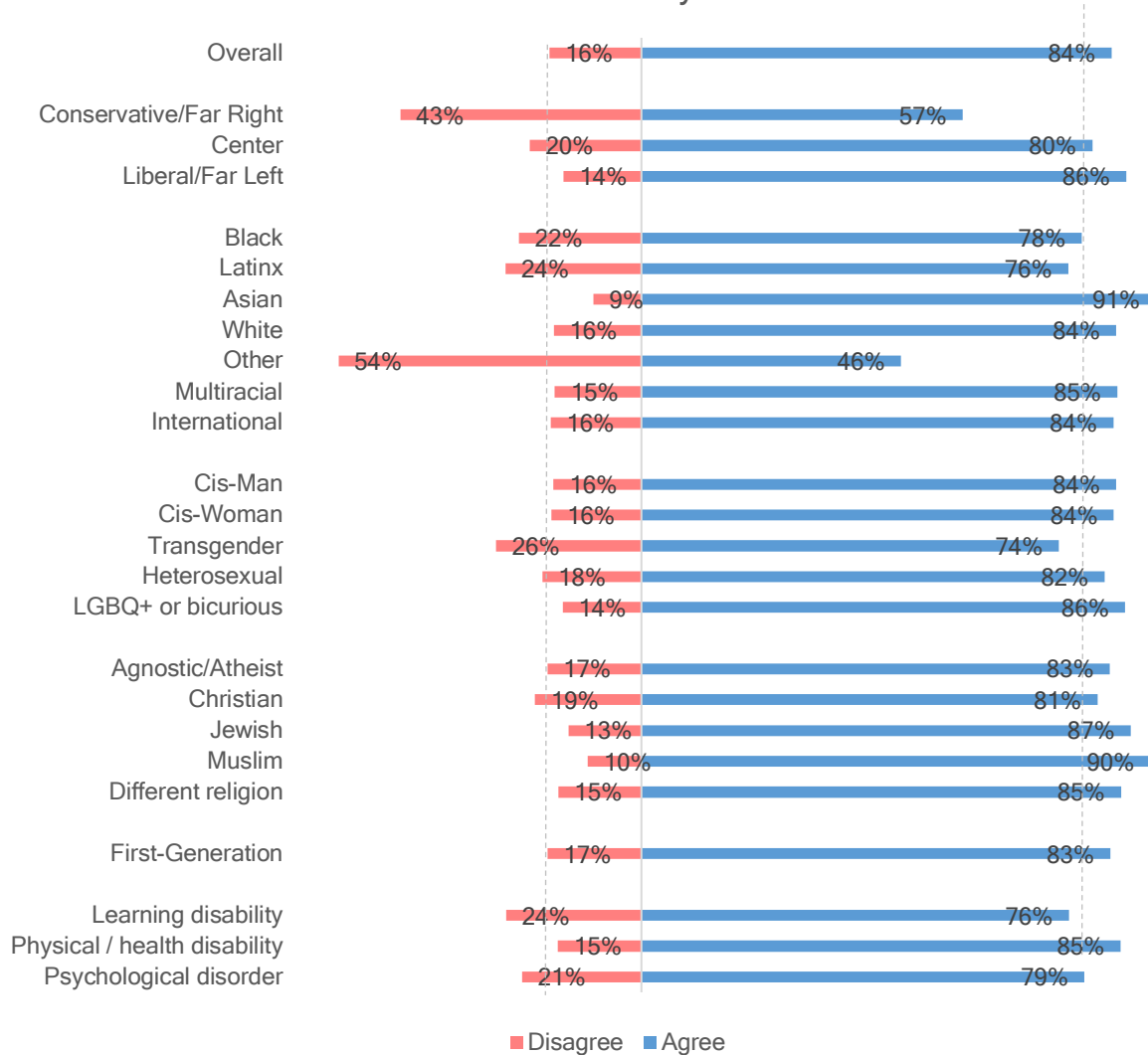
Theme 1: Fostering Community and Sense of Belonging

Similar to other colleges and universities, Clark strives to achieve a strong sense of belonging, community and satisfaction among our students. Among all students, we see high levels of satisfaction with the overall sense of community among faculty, staff and students (79% are satisfied) and with the student community (71%). Black/African American, Latinx, international, conservative, and transgender students report lower levels of satisfaction with sense of community among students.



On the whole, students' perceptions about campus sense of belonging varied by race/ethnicity. Latinx, Black/African-American, and international students were less satisfied than Asian and White students with the atmosphere for racial/ethnic differences. Similarly, a significantly lower proportion of Latinx and international students reported being satisfied with the sense of community among students.

Agreement to "I see myself as a part of the campus community"



Approximately one-third of African-American/Black (30%) and Latinx (36%) students report downplaying their racial/ethnic identity to increase their sense of belonging at Clark. Both African-American/ Black (30%) and Latinx (48%) students are less likely to be satisfied with the racial/ethnic/identity diversity of the student body (vs. 59% all other). One in four (27%) of Latinx students avoid discussing their racial/ethnic identity for fear of negative consequences. In their comments, such as the following quotation, students refer to being aware of their “otherness”:

“[I have experienced] not outright insults of intelligence [but] more so microaggressions from staff and students.... These kinds of events don't put me down entirely but it is tiring to be me to feel like the other and it does affect how I view myself in the classroom, especially when it comes to sharing life experiences with my predominantly white class. You never really know how you're going to be received.”

"There should be more effort to integrate the various racial and ethnic groups of students on campus. I often see, for example, Blacks and Asians sitting together as a group in the Academic Commons. This is too bad. Clark will not be really integrated until I see Blacks, Asians, Whites, Hispanic forming as a group around a table. That day has yet to come."

Conservative students also report lower sense of student community and satisfaction with Clark. When asked if they would recommend Clark, 40% of liberal students strongly agreed they would, compared to 32% of moderate students and 5% of conservative students. Conservative students generally rate their peer, staff, and faculty relationships less positively than moderate and liberal students.

"[I have] felt unsafe to share conservative viewpoints."

"I have usually much more conservative (mostly politically and socially, some economic) views than most Clark University students. For this reason, I have gotten my ideas or comments in and out of class not taken seriously or deemed as too extreme and irrational. This has created a stereotype among some of my social circle, where I am deemed as an extreme far right, fascist figure. Not that it offends me, but simply because I hold different ideas does not mean that people should use these words as labels or insults towards me. That is not freedom of speech, and goes against what most of the campus community preaches."

"People here are complete [expletive] if you don't buy into their extremely leftist liberal views. I'm used to it and I don't care but for a student body that boasts about inclusiveness for everyone, that is lacking. People are only open in their beliefs, if you are open in the same way they are. There are limited spaces on campus for conservative students to actually be open in their beliefs. Peers ostracize the most but there's always a fear of being graded poorly by professors."

Comments from religious students described the value of student groups in fostering community. One student requested the importance of space and structure to more formally foster religious development.

"I feel an extremely intellectual and personal connection to the Christian club. Outside of this club, I often expect harsh judgment or rash hostility for the expression of my religious and spiritual views."

"The Muslim Cultural Society helped me connect with my culture, mother-tongue, and family's religion. I was able to meet people who accepted my hybrid identity. We discussed issues I previously faced alone such as islamophobia."

"[I would like to see] a space and structure to support spiritual and religious growth and celebration."

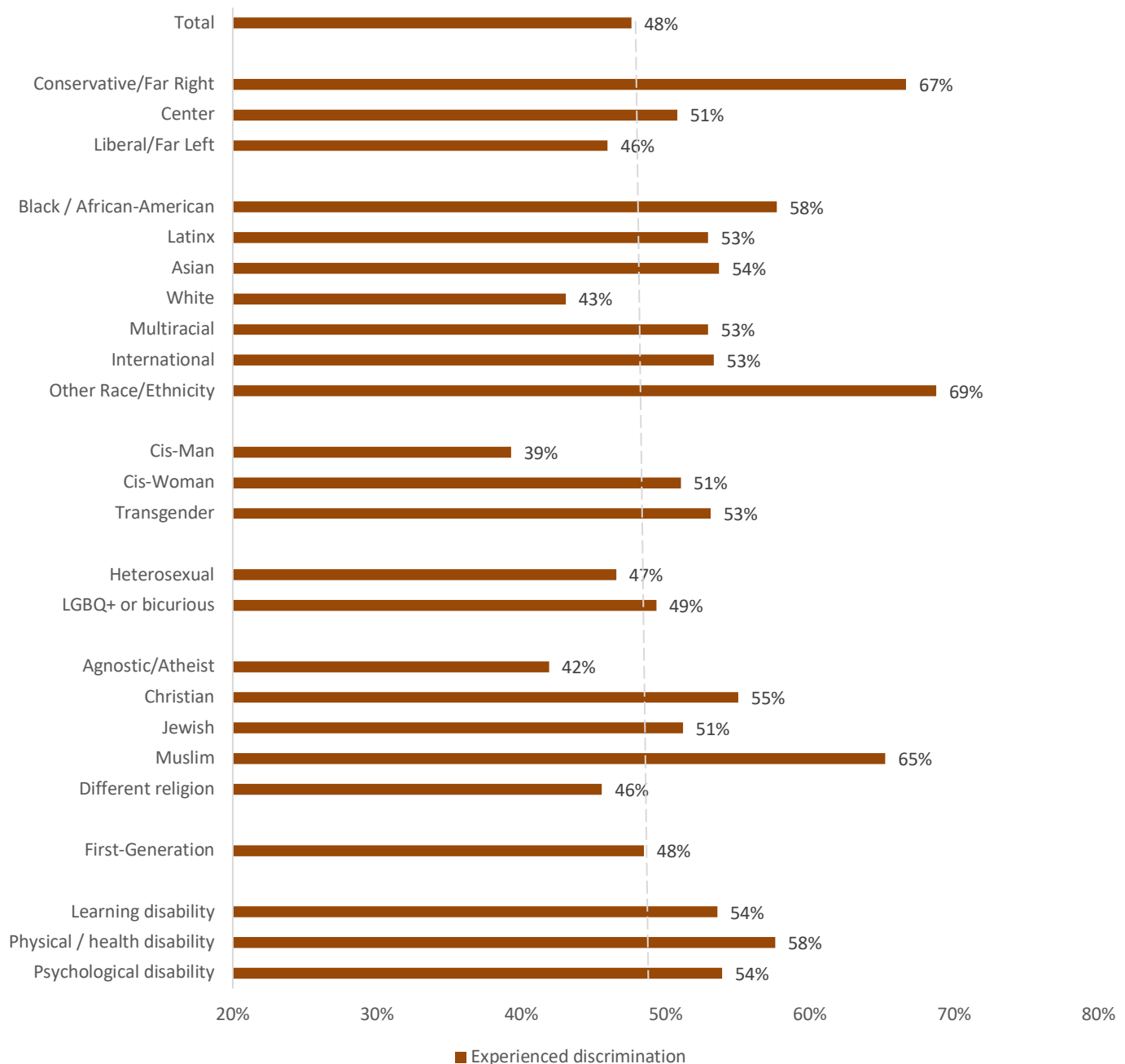
Nearly one in four Muslim and Christian students are dissatisfied with the atmosphere for religious/spiritual differences on campus (42% Muslim and 51% Christian are satisfied vs. 64% Jewish, 65% Atheist, 57% all other religions). Muslim and Jewish students are less satisfied with the respect for the expression of diverse beliefs (43% Jewish and 46% Muslim vs 57% Christian and 61% Atheist).

Experiences with Discrimination

NOTE: The Clark policy definition for “discrimination” is *an act or communication that unlawfully interferes with an individual’s or group’s ability to participate fully in the Clark University community on the basis of race, sex, religion national origin, age, color, disability or other legally protected status*. The Survey did not adopt our campus policy definition but relied on the respondents understanding of the term discrimination.

Approximately half of the student respondents has experienced discrimination based on their identity while at Clark. Conservative, Black/African American, Latinx, Asian American, international, students with disabilities, Christians, and Muslim students were more likely to experience some form of discrimination. White, cis-men and agnostic students were least likely to report experiencing discrimination.

Experienced discrimination from Clark community member



Experiences with discrimination differed by subgroup. Some examples are listed below.

- **Seven in ten (70%) African-American/Black students have reported experiencing racial/ethnic discrimination at Clark**, and one in three African-American/Black students experienced discrimination three or more times, a rate higher than other groups. Over half (56%) report discrimination coming from other students; nearly three in ten (28%) have experienced some form of discrimination from faculty.
- **The majority of conservative students also report instances of discrimination on the basis of political ideology** with 48% experiencing three or more instances of discrimination compared to only 2% of liberal students. Common discriminatory experiences for these students include being ignored after expressing their ideas (62%), being put down intellectually (52%), receiving hostile stares (33%), and being excluded (29%).
- **One in four students with a learning disability/ADHD or a psychological disorder and two in five of those with physical/chronic disability have experienced discrimination at Clark based on ability.** This discrimination most commonly comes from other students, faculty, and staff and happens in the form of intellectually degrading actions coming from fellow students and staff members. Students with physical/chronic disabilities are more likely to experience discrimination with 39% having at least one discriminatory event at Clark compared to 25% of both those with learning disabilities/ADHD and those with a psychological disorder. Those with a disability who have experienced any discrimination report it mostly coming from other students (60%), faculty (27%), or staff (16%). Common post-discrimination feelings are sadness, anger, embarrassment, or wanting to get off campus.
- **Naturalized citizens and non-citizens reported more experiences with discrimination on the basis of citizenship than US-born citizens.** Common discriminatory experiences for these students include being subject to intellectually degrading putdowns (32%), harassment for their accent or for speaking another language (27%), having others ignore their ideas (23%), unfair grading (19%), and exclusion (19%).

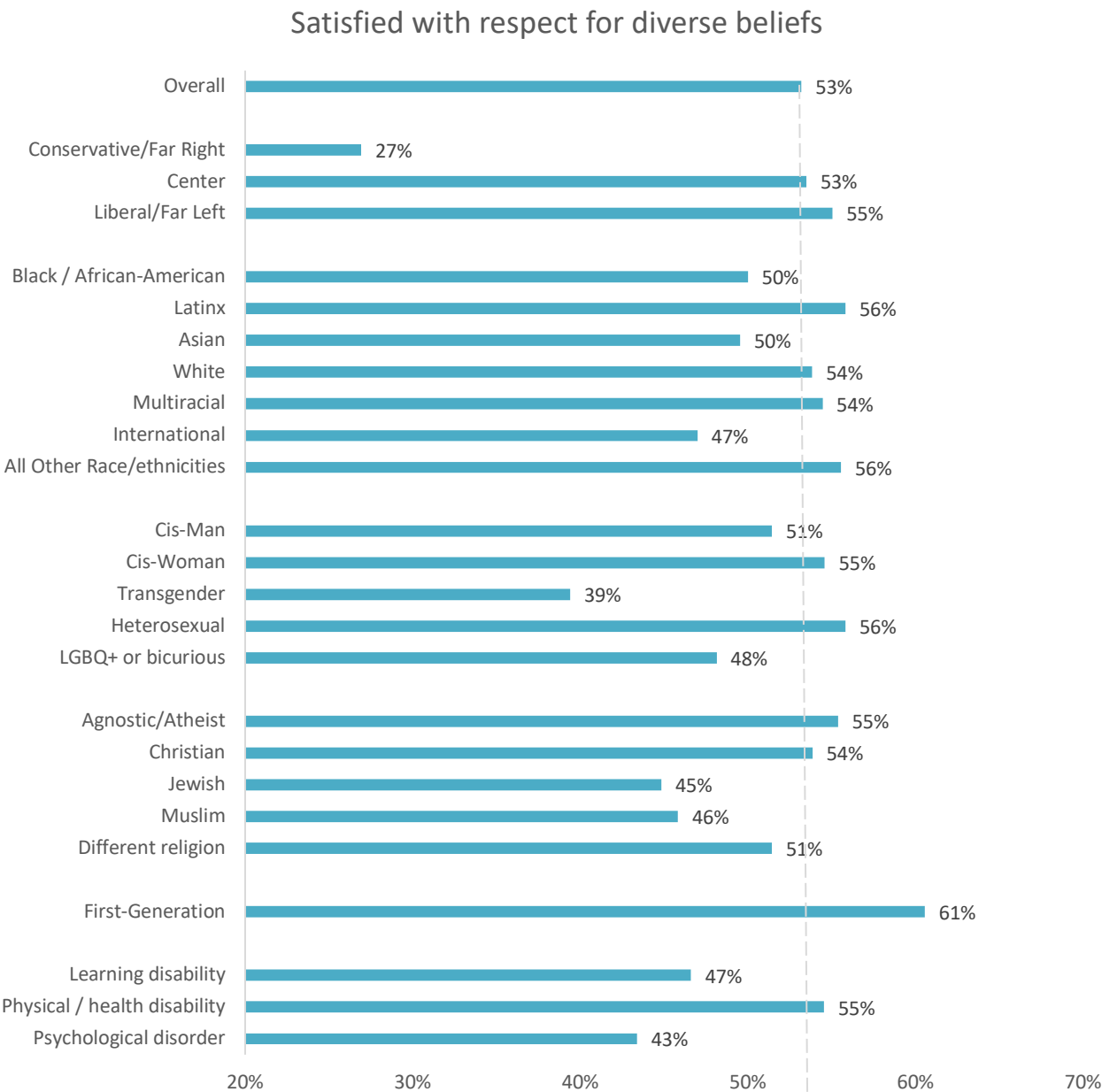
Forms of discrimination can vary quite a lot. Some students described “catcalling”, or feeling as though their faculty did not understand the impact of their disability on their coursework. Some examples that students listed below, underscore their perceptions of their experiences.

“Most of the incidents that came to mind have to do with my chronic illness and/or my mental illness, both which are “invisible illnesses.” ...I think people expect what I need as a chronically ill person to be very cut and dry and always stay the same, and get frustrated when that’s not the case... If the community as a whole were more knowledgeable on these topics, it would make a difference.”

“Telling someone to “check their privilege” is just a way to silence dissenting views.”

Theme 2: Fostering Dialogue Across Diverse Beliefs

Central to Clark’s commitment to excellence, Clark aims to promote the “free pursuit of inquiry and the free exchange of ideas”. While the majority of students agree that people at Clark are willing to talk about equity, injustice, and group differences (88%), approximately half of students reported satisfaction with the sense of respect for diverse beliefs on campus. The climate for respect for diverse beliefs is much lower among conservative students, transgender students, Muslims and Jewish students, and students with disabilities.



Out of 671 respondents, 4% identified as politically conservative, 19% identified as moderate, and 78% identified as liberal. One in ten students (9%) identified as far left or radical. Conservative students are more likely to be male with 54% being male compared to 39% of moderate students and 25% of liberal students. Conservative students are also more likely to identify as heterosexual (93% vs 81% moderate and 63% liberal) and Christian (43% vs 22% moderate and 11% liberal). Liberal students are more likely to report having a psychological disorder with 36% reporting one compared to 21% of moderate students and 25% of conservative. Liberal students are more likely to be White (62% vs 52% moderate and 57% conservative).

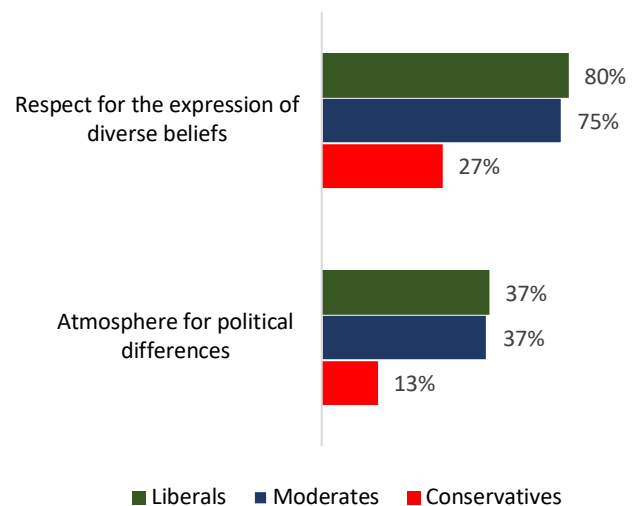
Overall, one in three students voice dissatisfaction with the campus climate for political differences. Open-ended comments referred to feeling discounted or unable to speak freely among peers for fear of retribution.

"I have usually much more conservative... views than most Clark University students. For this reason, I have gotten my ideas or comments in and out of class not taken seriously or deemed as too extreme and irrational... simply because I hold different ideas does not mean that people should use these words as labels or insults towards me."

"I am a very liberal person, but often what students discuss in class, on social media and in person is goes so far in the name of acceptance that it ends up excluding people who don't fully agree or just want to voice their opinions so they can learn more about alternate perspectives and feel heard. In class I speak much less than I did before coming to Clark for fear of not being "PC." ...When people feel they cannot openly discuss an issue from multiple viewpoints, it stunts intellectual inquiry, learning and progression toward a more tolerant society. We need to find a way for students to speak more freely in class without being made to feel... insensitive, or simply wrong by other students..."

"There seems to be a campus climate amongst students, faculty, and staff that is comfortable in bourgeois liberalism and takes offense when they are called out for not doing enough to promote social justice."

% Satisfied with Aspects of Clark:



Dissatisfaction is strongest among conservative students (74%), moderates (41%) and lower among liberal students (31%). Additionally, one-quarter of students report dissatisfaction with the climate of respect for expressing diverse beliefs (23%) and dissatisfaction is highest among conservative students (50%). Despite dissatisfaction, the majority of undergraduates generally agree that they are open to having their views challenged (74% consider it somewhat of a personal strength).

Facilitating students' abilities in navigating discussion across differing opinions is a potential area for development. While students generally agreed that

they could help people from different groups use conflict constructively, they were less comfortable in facilitating discussions and negotiation of controversial topics (11% of moderate and conservative *strongly agreed* that they have a capacity to do such compared to 18% of liberal students).

One-third of students agreed that it is difficult for them to listen to viewpoints that conflict with their own, and fewer liberal students reported openness to having their views challenged as a major strength compared to other students. Liberal students also reported spending time with people of different ideological orientation less frequently than moderate or conservative students.

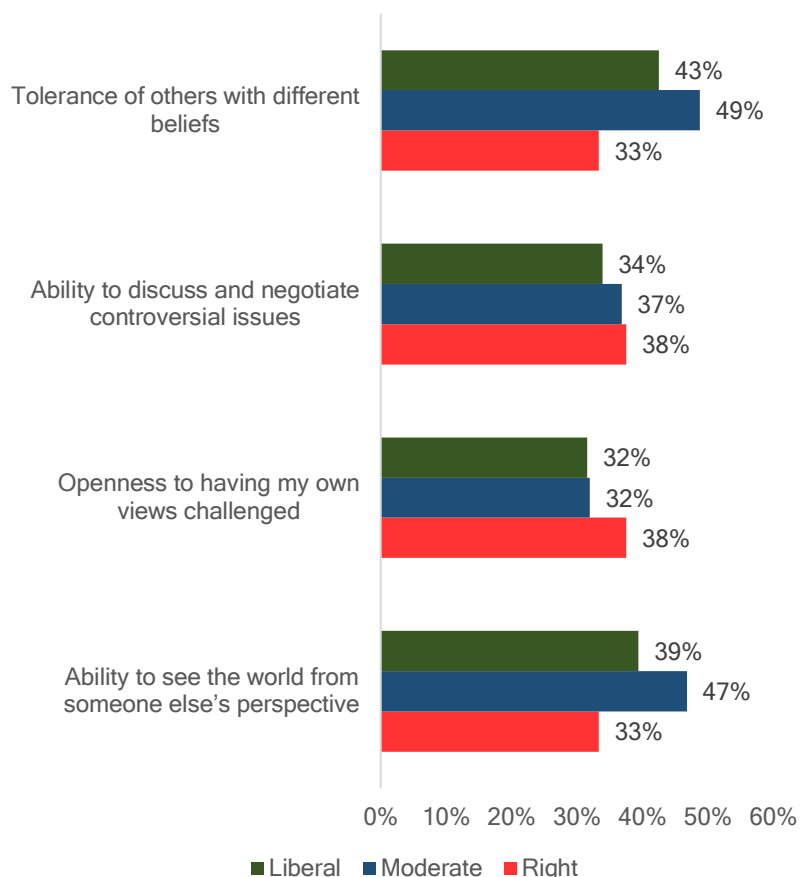
Relatively fewer conservative students report frequently educating themselves about other groups (35% vs 57% moderate and 69% liberal), and report feeling challenged to think more broadly about an issue less frequently than other students. They are less likely to see tolerance of others with different beliefs as a major strength (33% vs 49% moderate and 43% liberal). Conservative students report avoiding the use of language that reinforces negative stereotypes less frequently than other students (35% vs. 64% of moderate students and 84% of liberal students).

Theme 3: Increasing Awareness of Diverse Groups

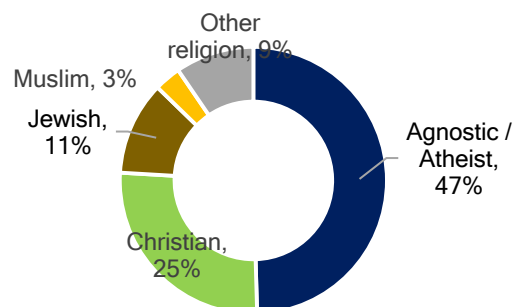
Part of Clark's educational mission is to foster the appreciation of a range of perspectives as part of students' intellectual and personal growth. The results revealed sizeable groups of students on campus. For instance:

- Four in ten Clark undergraduates reported having a disability and 16% of students have more than one disability.** This statistic includes students with psychological disorders. Reported disabilities on the survey include learning disabilities (dyslexia, etc.), Attention-Deficit/Hyperactivity Disorder (ADHD), physical disabilities (speech, sight, mobility, hearing, etc.), chronic illness (cancer, diabetes, autoimmune disorders, etc.), and psychological disorders (depression, anxiety, PTSD, etc.). Psychological disorders are the most common with 67% of those with only one disability having one, and 91% of those with multiple disabilities having one of them as a psychological disorder.
- Approximately half of survey respondents identify with a religion affiliation, and students report identity is moderately strong.** Out of 701 respondents, 47% identified as an atheist/agnostic, 25% identified as a Christian, 11% identified as Jewish, 3.3% identified as a Muslim, and 3% identified as belonging to a different religion (e.g., Buddhism, Hindu). Christian, Muslim, and Jewish students are more likely to agree that colleges should concern themselves with facilitating the spiritual development of students (55% Christian, 60% Muslim, 52% Jewish vs 40% Atheist) whether through the

% Consider a Major Personal Strength:



Respondent Distribution of Religious Affiliation



classroom or other structures.

- **Three in ten respondents identified as LGBTQ+.** LGBTQ+ students report higher prevalence of disabilities (learning: 12% vs. 6% heterosexual; attention 16% vs. 9% heterosexual). LGBTQ+ students also report high incidence of psychological disorders (59% vs. 19% heterosexual).

At the same time, it is important to recognize that we have small representation among certain groups, such as Black/African-American students.

Overall, students report that they have been shaped by courses, student club and organization experiences, and discussions. Yet they supported having more training and awareness building to foster understanding of other students' experiences.

"Different experiences have made me think more in-depth about different social issues and people's personal experiences with those issues. They've also made me consider how I can accommodate people's situations."

"The course material at Clark has been quite helpful to developing my thought about past and current social issues. Dialogue has also been critical for me to further understand people's experience and their perception of that experience. I am a huge proponent of dialogue as the tool to further develop an understanding of the issues, and to further convince others to take these issues seriously and actively consider their implications."

"As leader of a campus organization, I've had to think critically about how my own identity and the identity of most of our club members affects our projects/mission. We have to challenge ourselves to think outside of our own experiences and learn about the needs of other, less privileged people."

In open-ended comments, students called for more conversation groups and opportunities to have different voices and opinions present in discussions.

"I like my views to be challenged, and Clark does not offer a lot of opportunities for that because many of us lie along the same political and ideological plane. With that said, it definitely gives us the opportunity to do a lot of good together. "

"[We need] more mandatory discussions of race, gender, class, etc."

"Clubs are the first place I was exposed to people with viewpoints different from mine and provided a place for me to discuss/educate/be educated on other perspectives, especially when it comes to political orientation because it's not class, it's not tie to academia: conversations in clubs are conversations we willingly participate in and i feel more ownership to listen to other viewpoints."

Theme 4. Removing or Reducing Structural Barriers

Through comments and responses, students called attention to structural physical and policy-based barriers they faced on campus. Five common categories of responses that arose focused on academic supports, physical access, gender-inclusive restrooms, personal counseling, and physical safety.

Academics. Students with disabilities report more obstacles on the road to academic success. One in seven (15%) of these students say it will take them longer to graduate than they planned compared to 7% of students with no disabilities. Students with disabilities are less likely to agree that faculty believe in their potential to succeed with 74% of students with multiple disabilities agreeing compared to 88% of those with none.

“Part of my disability is attention and disorganization. The fact that someone who has a disability has to reapply for extra time every semester, and twice during that semester, doesn't make sense. It seems more like a punishment than a service. If I forget to fill out a form, which isn't always easy to access, before midterms and finals every semester, I don't get much needed extra time.”

“...Put preferred names on class rosters, have an option for students to disclose their pronouns and for those to be put on rosters as well.”

“Perhaps faculty should receive training about learning disabilities and how they impact a student's performance in the classroom. I have been in a couple classes where students are called out by the professor for using a laptop and have to explain, in front of the whole class, that they have accommodations. I believe that professors should be encouraged to speak to these students privately”

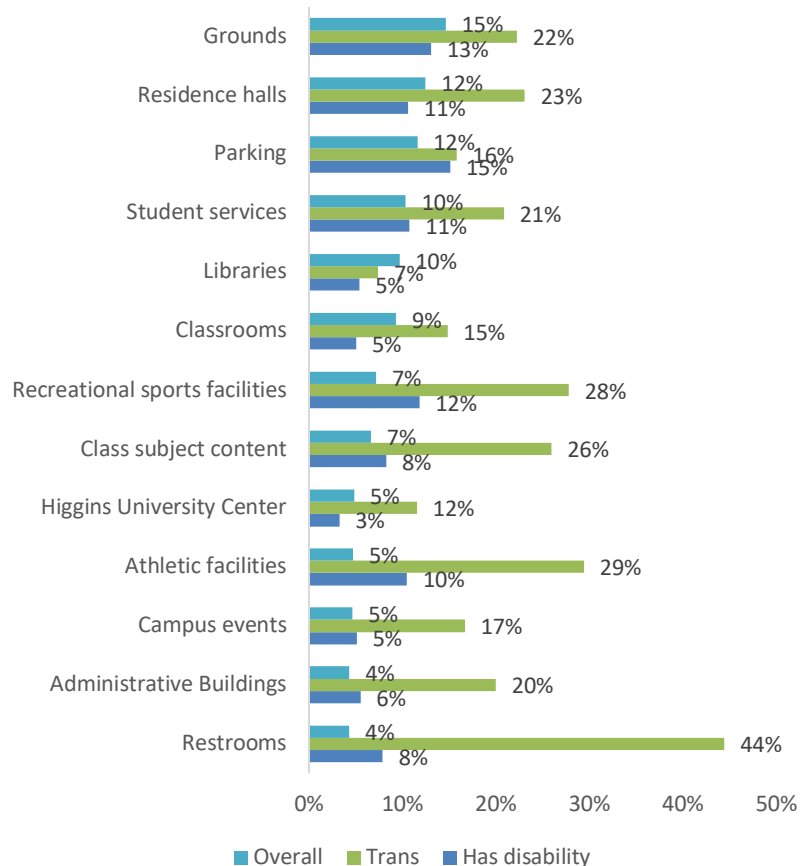
Challenges with physical access. Students with disabilities, and especially those with a physical/chronic disability, are more likely to find many areas of Clark physically inaccessible. In open-ended comments, Jefferson, Dana, Hughes, Atwood, Corner House, and Health Services were some of the campus locations called out. One in 4 students with physical/chronic disabilities find residence halls inaccessible.

- *“It bothers me that Dana, Hughes, Dodd, Atwood, and the corner house are all still wheelchair in-accessible. Atwood and the Corner house are pretty important places for classes and resources regarding housing.”*

Restrooms. Only one-quarter (26%) of trans+ students found restrooms on campus to be “very accessible.” A number of students commented on needing more gender-inclusive restrooms throughout campus.

- *“There are not enough gender neutral restrooms on campus. I am a trans man and I am often afraid to use the men's restroom and do not have*

Location rated as inaccessible



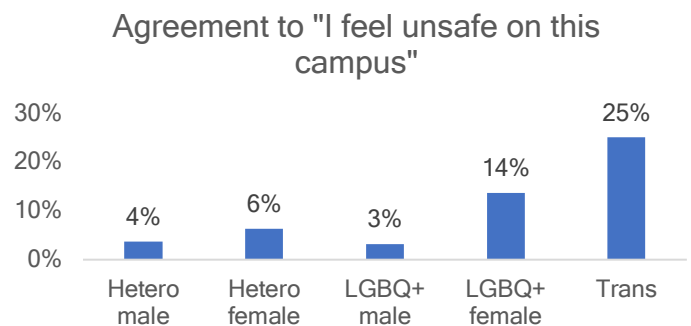
access to a gender neutral restrooms and wind up with urinary tract infections frequently as a result.”

- *“There's many single stalled restrooms on campus that are not gender neutral. Jefferson is an example of this on the first floor. Biophysics, Lasry, Admissions and Sackler lack any gender neutral bathrooms. Jonas Clark and the Library only have one gender neutral bathroom. Wright and Bullock do not have showers that are gender neutral. The bathroom situation is atrocious on campus that the university is not addressing. As well, Title IX lacks protections on gender identity”*
- *“Although I am a CIS female, I have heard several concerns about the lack of non-gendered bathrooms there are on campus. A significant amount of our campus are LGBTQ+ students and they should never have to hold it because they can't make it to a proper bathroom[sic] because they feel uncomfortable using the ones provided to them in the building they are in, nor should they have to leave he[sic] building they are in just to do this natural human action.”*

Counseling and Health Services. Additionally, some students called out the hours and ease of seeing counseling and health services. The following are two typical types of comments students made:

- *“Health services is not as physically accessible as it could be. The distance from campus is not major but it can be a challenge. When I injured my ankle, getting to health services when I had no means of transportation was a struggle.”*
- *“I wish counseling services was more accessible. Being able to schedule a meeting through email would be helpful, since many people have anxiety over the phone/ may not be able to find a private space to make a phone call. I also wish hours were longer, as it's hard to get an appointment. Having walk in hours on the weekends may help, as that's when interpersonal situations may be more frequent. Waiting until Monday to make an appointment is stressful.”*

Safety. Ciswomen and transgender students were more likely to feel unsafe on campus than cismen (25% transgendered people and 14% LGBTQ+ ciswomen, 6% hetero ciswomen vs 3-4% cismen). LGBTQ+ students are also more likely to feel unsafe on campus than heterosexual students (13% vs 6%). In open-ended comments, students largely cited feeling unsafe in context of the city and due to members of the broader community.



“For one incident a rock thrown at a female friend and I by local high school students because we were holding hands. It was reported to UP, and nothing else happened. I was expecting an email to be sent out because I believe that is a physical assault and the larger Clark community should be aware that this is happening and they could be in danger of having rocks thrown at them.”

“I have been called transphobic slurs on campus and I have had trans safe spaces that I have been a part of be violated and I have felt unsafe. I feel like I was not heard or protected by the university and I want more to be done in the future to ensure myself and others are not treated this way in the future.”

This summary provided highlights of undergraduate students’ responses to the Survey on Campus Culture and Community. Over the coming year, members of the Clark community will be gathering to discuss results and potential next steps. This will involve broad campus engagement with constituencies to develop recommendations. We hope that you get involved and that we’ll see you at a future event.

Appendix Table 1. Respondent Demographics Table

		Undergrad Students	
		Count	Col. %
Overall	Total	820	100%
Race/ethnicity	Black	28	4%
	Latinx	38	5%
	Asian	63	8%
	White	453	58%
	Other	18	2%
	Multiracial	94	12%
	International	85	11%
Gender Identity	Cis-Man	217	28%
	Cis-Woman	527	68%
	Transgender	34	4%
Sexual orientation	Heterosexual	533	68%
	LGBQ+, bicurious, heteroflexible	249	32%
Recoded Political Orientation	Conservative/Far Right	28	4%
	Center	138	18%
	Liberal/Far Left	578	75%
	Other	30	4%
Ability	No disability	496	60%
	Has disability or disorder	324	40%
	Learning disability/ADHD	124	15%
	Physical Disability/Chronic Illness	34	4%
	Psychological Disorder	248	30%
Religions (collapsed)	Agnostic/Atheist	385	50%
	Christian	205	26%
	Jewish	88	11%
	Muslim	25	3%
	Different religion	74	10%
First-Generation Status	Not First-Generation (at least one parent attended some college)	670	90%
	First-Generation	73	10%

Table 2. Breakout of Responses to Key Questions by Group

% Satisfied	Race/Ethnicity / Citizenship						Political Orientation			Gender Identity			Disability
	Total	Black	Latinx	Asian	White	Intl.	Right	Center	Left	Cis-Man	Cis-Woman	Trans-gender	
Overall sense of community among students	71%	63%	48%	76%	76%	63%	46%	69%	74%	75%	70%	61%	70%
Racial/ethnic diversity of the faculty	45%	19%	38%	48%	45%	51%	63%	58%	41%	54%	42%	24%	41%
Racial/ethnic diversity of the student body	60%	30%	41%	59%	63%	63%	67%	69%	58%	69%	59%	27%	61%
Racial/ethnic diversity of the staff	54%	33%	32%	53%	56%	57%	56%	60%	53%	64%	51%	33%	53%
Gender diversity of the faculty	62%	44%	47%	69%	65%	57%	56%	71%	61%	67%	61%	39%	58%
Atmosphere for racial/ethnic differences	65%	52%	51%	66%	68%	60%	70%	72%	64%	71%	64%	42%	62%
Atmosphere for gender and gender differences	71%	59%	57%	71%	74%	68%	67%	80%	71%	75%	72%	39%	70%
Atmosphere for political differences	37%	44%	43%	38%	36%	45%	15%	37%	39%	36%	37%	42%	34%
Atmosphere for religious/spiritual differences	58%	52%	43%	55%	60%	51%	37%	58%	59%	59%	58%	48%	56%
Atmosphere for differences in sexual orientation	82%	70%	73%	79%	84%	77%	67%	84%	83%	78%	83%	79%	83%
Atmosphere for differences in ability or disabilities	60%	70%	58%	71%	60%	50%	70%	67%	57%	69%	58%	30%	53%
Atmosphere for differences in immigrant status	65%	44%	51%	64%	68%	53%	48%	70%	66%	68%	65%	41%	63%
Socioeconomic diversity of the campus community	46%	44%	32%	47%	47%	57%	56%	57%	44%	58%	43%	21%	41%
Respect for the expression of diverse beliefs	53%	59%	51%	55%	54%	47%	27%	53%	55%	51%	55%	39%	46%
% Agree													
I see myself as a part of the campus community	82%	78%	71%	90%	83%	81%	55%	79%	84%	82%	82%	70%	77%
At least one faculty member has taken an interest in my development	80%	70%	71%	81%	80%	84%	82%	76%	81%	79%	81%	73%	78%
If asked, I would recommend this university to others	82%	74%	77%	83%	83%	83%	68%	78%	84%	78%	83%	85%	78%