

Final Report on the Clark University Survey of Campus Culture and Community

By

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Submitted April 30, 2018

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Edition notes: Clark University Office of Diversity and Inclusion made minor changes, with the author’s full awareness, to correct mechanical errors such as spelling and grammar prior to the publishing of the report.

Introduction and Executive Summary

The growing diversity of students, increasing efforts to install individuals into newly created positions focused on diversity and inclusion on campus, and intense activism among students represent just some of the indicators that concerns about diversity and campus climate have emerged as critical priorities requiring the attention of college and university leaders, policymakers, and faculty. The greater diversity found among students enrolling at colleges and universities across the U.S. coupled with the slower progress with respect to diversifying the composition of faculty and staff employed by these same institutions have contributed to the growing concerns about how best to address issues pertaining to campus climate, but they also provide opportunities for both individual and organizational growth as communities learn about their differences. When campuses proactively engage the broader community in efforts to learn more about these concerns and invite members to offer solutions and feedback, their institutional leaders are able to identify and implement more thoughtful, responsive solutions aimed at improving the climate for diversity. In this vein, leaders at Clark University partnered with UCLA's Higher Education Research Institute during the 2017-18 academic year to conduct a comprehensive campus climate assessment that surveyed faculty, staff, and students on a broad set of measures related to perceptions of climate, experiences with discrimination and harassment, participation in a variety of diversity-connected and more general campus programs, and satisfaction with their experiences on campus on a range of issues.

This report represents the culmination of that collaborative effort. Clark University's campus leaders provided contact information that classified community members as graduate students, undergraduate students, staff, or faculty. The survey utilized a number of HERI-developed survey items, survey questions on other climate assessments, and locally developed measures. The team at Clark also promoted participation in the survey during the administration period and worked with HERI to identify the identity groups to use when disaggregating the data. Staff at HERI programmed the online survey, coordinated the administration of the survey, processed and analyzed the data, delivered a set of tables disaggregating the survey data by sex, gender identity, racial/ethnic group, sexual orientation, religious identity, political orientation, first-generation status, disability status, and citizenship, and wrote a more detailed narrative report for a deeper examination of key findings from the survey, which we describe in the following sections.

The findings indicate that members of traditionally marginalized groups (e.g., people of color, women, individuals identifying as transgender, lesbian, gay, bisexual, and queer individuals) typically experience higher rates of discrimination, harassment, and bias on campus. Members of these same marginalized groups also tend to have a higher likelihood of viewing the campus

with skepticism on various aspects of campus climate while individuals with identities of dominant status in society tend to view the climate for diversity more favorably.

Students in underrepresented groups on campus are more likely to report feeling unsafe and may find greater struggles establishing a meaningful connection to the campus community. The findings also suggest that the perpetrators of bias and discrimination often originate within one's peer group, as students target other students, and faculty and staff most commonly experience bias and discrimination from other faculty and staff respectively. Bias and discriminatory incidents typically come in the form of intellectual put-downs, ignoring the intellectual contributions of others, and generally feeling excluded from various sub-communities around the institution.

The following sections examine each constituency group individually, disaggregating the data by various social identity characteristics. Where appropriate, comparisons across constituency groups are made to highlight the similarities and differences found among faculty, staff, and students.

Methodology

Staff from UCLA's Higher Education Research Institute (HERI) worked closely with the Chief Officer of Diversity and Inclusion and her staff for this project. Clark University wanted to administer a unified instrument with limited skip logic so that participants responded to a number of common items cutting across constituencies while also reporting on issues and experiences unique to their role at Clark. The partnership with HERI enabled the campus to quickly refine and launch the survey that included distinct paths for undergraduate students, graduate students, faculty, and staff.

Partnership with HERI and Overview of the Survey Development for This Project

HERI has served as a leader in higher education research and national administrations of survey for students and faculty for more than 40 years. Founded in 1973, HERI assumed responsibility for administering the Freshman Survey, which began in 1966 at the American Council on Education. HERI continues to administer the Freshman Survey, making it the largest, longest-running empirical study of higher education in the U.S. In 2010, Dr. Sylvia Hurtado, who directed HERI from 2004 through 2015, developed, piloted, and refined the Diverse Learning Environments (DLE) survey. Using student interviews, focus groups, document analyses, observations, and reviews of existing research, Hurtado and her team constructed and validated the items for the DLE survey, including the identification of more than a dozen latent measures through confirmatory factor analysis. Since 2011, HERI has included the DLE survey as one of the four student surveys administered annually at colleges and universities across the U.S. The instrument asks students to report how often they have personally experienced discrimination, the frequency they have witnessed incidents of bias or harassment, how they have made meaning from their interactions with others on campus, what they think about critical issues connected to diversity on campus, and their satisfaction with initiatives, policies, and opportunities for engagement connected with enhancing the climate for diversity. Items from the DLE instrument formed the foundation of the items included in the Clark University Survey on Campus Culture and Community (CUSCCC).

A number of CUSCCC items tailored specifically for faculty originated from the HERI Faculty Survey, which HERI has administered every three years since 1989. The HERI Faculty Survey now represents the only comprehensive survey of college and university faculty at four-year colleges and universities. The instrument touches on faculty teaching practices, research productivity, service obligations, time allocations, student advising and mentorship, sources of stress and satisfaction, perceptions of institutional priorities, and opinions about faculty relationships with the administration and the role of faculty in advancing certain priorities related to undergraduate education. The survey has expanded in recent administrations to include items related to the experiences of part-time and contingent faculty as well as faculty

who regularly interact with, teach, supervise, or mentor graduate students. CUSCCC included HERI Faculty Survey Items related to faculty stress, satisfaction, institutional priorities, teaching and research activities, and opportunities for professional development.

In the fall of 2016, HERI began piloting a recently developed instrument intended to measure the perceptions of and experiences with diversity among staff working at U.S. colleges and universities. The instrument adapted many items from both the DLE survey and the HERI Faculty Survey while also introducing new items that uniquely touched on the context of staff members. The instrument collected information about staff's perceptions of their interactions with faculty and students, the frequency of either personally experiencing or otherwise witnessing instances of discrimination or harassment on campus, and their satisfaction with campus-wide efforts aimed at improving the climate for diversity at the institution. CUSCCC incorporated several items from the HERI Staff Climate Survey, including staff members' primary unit, employment satisfaction, and issues related to supervision and management.

Clark University also developed several local items about particular programs or issues facing the campus, while the final instrument also featured items from other climate assessments with permission from the developers of those instruments. Thus, the final instrument had a core set of items shown to all campus constituents as well as subsets of items unique to particular constituencies. Additionally, each of the surveys collected a robust set of demographic characteristics to enable disaggregation of the findings. Such disaggregation is critical when assessing campus climate, as community members tend to experience and think about campus life through lenses connected with their social identities.

Survey Administration

The Office of Diversity and Inclusion provided HERI with the names and contact information for eligible participants in the survey, and HERI used this information to create a flag indicating the individual's primary role on campus. This role designation determined which unique constituency questions respondents saw as they moved through the survey. HERI managed the invitations and reminders sent to eligible participants, and individuals eligible to complete the survey received up to one invitation email and three reminder emails. When respondents submitted the survey or opted out of participation, HERI removed them from any further follow-up.

At the conclusion of the administration period, 36.9% of all respondents had completed or partially completed the survey (N=1581), including 39.6% of all invited faculty (149 respondents), 49.2% of all invited staff (225 respondents), 34.2% of all invited graduate students (387 respondents), and 35.5% of all invited undergraduate students (820 respondents).

Based on national trends, the response rates for both faculty and staff at Clark were fairly robust, as each rate fell within the expected range among institutions that share a similar structure and mission with Clark University. Although the generalizability of results associated with data from faculty and staff is constrained by the fact that less than half of each constituency participated in the climate assessment, the campus can have a fair degree of confidence in the representativeness of the findings for those constituencies. Although average response rates for student surveys generally tend to be a bit higher, with more than a third of undergraduate and graduate students participating in the survey, Clark's response rates actually outperform what HERI has seen with respect to student response rates for campus climate surveys. Although generalizability is also constrained by the response rates among students, it is important that the campus community be careful not to dismiss the results from the climate assessment, as the results presented in this report represent the views, experiences, and concerns of nearly two out of five faculty, staff, and students.

Analytic Approach

After closing the survey, HERI staff began processing and analyzing the data. The analyses informing the results in the following sections rely primarily on frequency distributions, crosstabulations, and measures of central tendency (e.g., mean, standard deviation). Clark University administrators directed HERI as to which groups to disaggregate and how those demographic groups should be disaggregated. The balance of the report is organized by constituency groups, where key themes that emerged in the analysis are presented in separate sections for undergraduate students, graduate students, staff, and faculty. For ease of analysis, to increase analytical capabilities, and to preserve confidentiality, certain demographic groups have been grouped together (all racial/ethnic identities other than White are reported as students/faculty/staff of color and all gender identities other than cis-women and cis-men are reported as transgender). The profile sections reports each specific demographic group to present a nuanced representation of the institution's demographics. The narrative compares the findings across the constituencies to highlight areas of commonality and divergence with respect to respondents' perceptions of and experiences with the climate for diversity at Clark University.

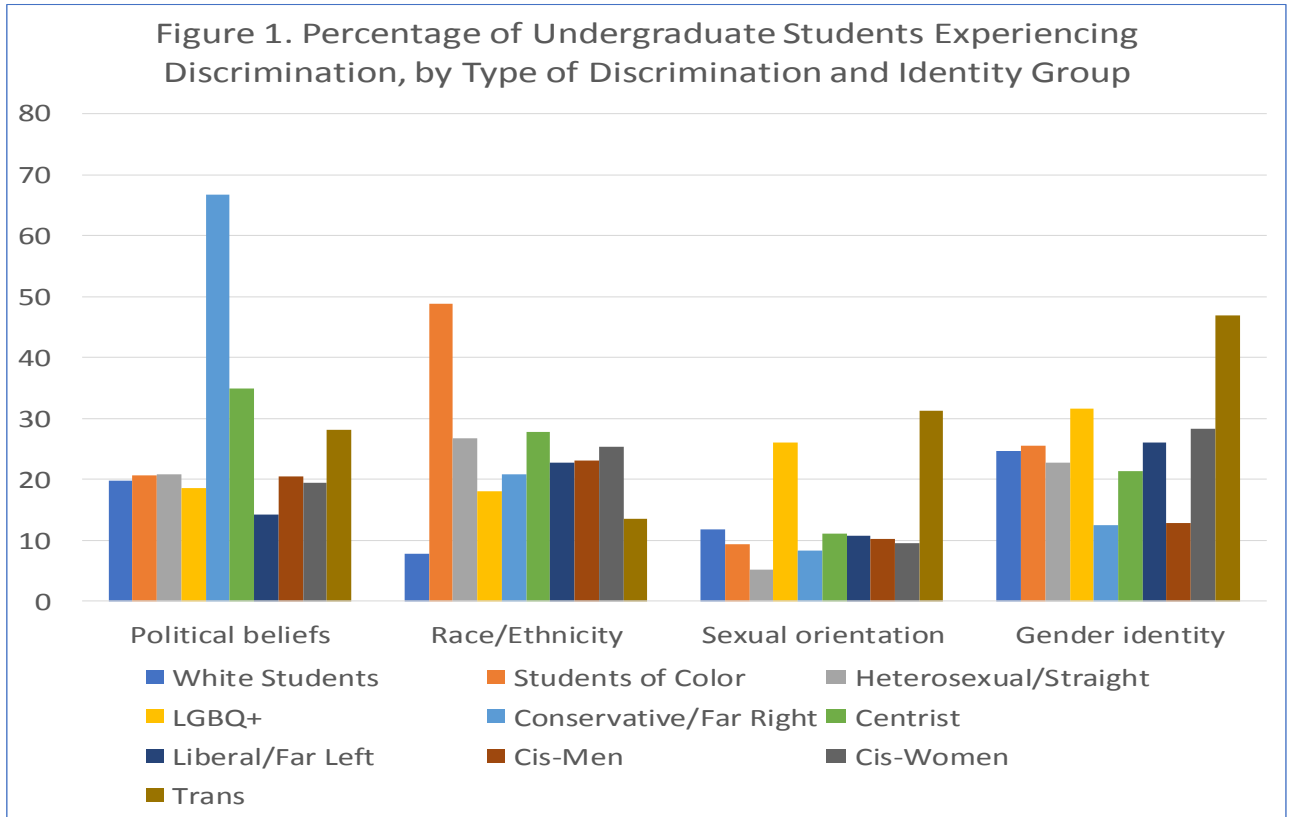
Profile of Undergraduate Student Respondents

Clark University received 820 partial or complete surveys from among the 2,308 undergraduate students invited to participate in the survey. Across all identity groups, undergraduate students reflected the rich diversity of the campus. The proportion of the undergraduate sample identifying as cisgender women (67.9%) was more than double the proportion who identified as cisgender men (27.7%) with 1.7% identifying as gender non-conforming or non-binary, 0.5% describing themselves as gender fluid and an identity not listed on the survey, respectively, 0.6% identifying as gender-queer and trans men, respectively, 0.3% as agender, and 0.1% identifying as trans women. White students accounted for 59.4% of the sample with Asian (14.5%), multiracial (13.7%), Latinx (5.6%), Black (4.2%), Middle Eastern (1.5%), and students identifying with a race/ethnicity not listed on the survey (0.9%) comprising the remainder of the racial/ethnic composition. Roughly two-thirds of students identified as straight or heterosexual (68.1%) with just shy of one-quarter identifying as lesbian, gay, bisexual, queer, or a different sexual orientation (LGBQ+) as well as 7.3% identifying as heteroflexible/bicurious.

About one in 10 students at Clark (9.9%) identified themselves as first-generation college students, which HERI defines as no parent/guardian having ever attended college. One in seven students (14.1%) reported average family incomes of less than \$30,000, and just more than one-third of students (35.4%) came from families earning less than \$75,000. Just less than one-quarter of all students (23.2%) declined to respond to the question regarding family income, which mirrors a similar percentage of respondents that HERI sees in other student surveys. With respect to religious identity, a plurality of students described themselves as Agnostic (21.0%), Atheist (19.6%), or having no religious identity (17.6%). Roughly one-quarter of students identified as either Roman Catholic (13.7%) or Hindu (12.1%). Students describing themselves as some other religion not on the survey (6.9%), Jewish (3.8%), Buddhist (2.9%), Eastern Orthodox (1.4%), or Christian (1.1%) were also represented in the sample.

Experiences with Discrimination, Harassment, and Bias

Direct, personal experiences. Undergraduate students reported quite varied direct experiences with discrimination, bias, and harassment since first enrolling at Clark. Discrimination or harassment due to gender identity represented the most common form of discrimination, bias, and harassment that students reported experiencing with one-quarter (25.0%) of all undergraduate students reporting at least one experience involving discrimination or harassment on account of their gender identity. Nearly as many students (24.2%) reported



experiencing at least one instance of racial/ethnic discrimination since beginning their studies at Clark. About one-fifth of undergraduate respondents had experienced at least one instance of discrimination or harassment because of their political beliefs (20.1%) while about one in 10 undergraduates had been harassed or discriminated against because of their sexual orientation (10.8%). As we might expect, the proportion of students experiencing discrimination in each different form varied considerably based upon students’ social identities, and Figure 1 shows this variation with disaggregated data. Results did not suggest significant differences by religious identity or by disability status, so Figure 1 excludes those data points to simplify the chart.

When disaggregating each form of discrimination by selected identity characteristics, members of more marginalized groups tended to have greater likelihoods of reporting discriminatory experiences associated with their marginalized identity status. For example, students identifying with a more conservative or far right political orientation (66.7%) were twice as likely as more centrist students (34.9%) and nearly five times as likely as their counterparts with liberal or far left political ideologies (14.2%) to experience discrimination due to their political beliefs. Similarly, when considering discrimination due to race/ethnicity, nearly half of all students of color (48.9%) had at least one experience with racial discrimination compared to just 7.7% of all White undergraduate respondents.

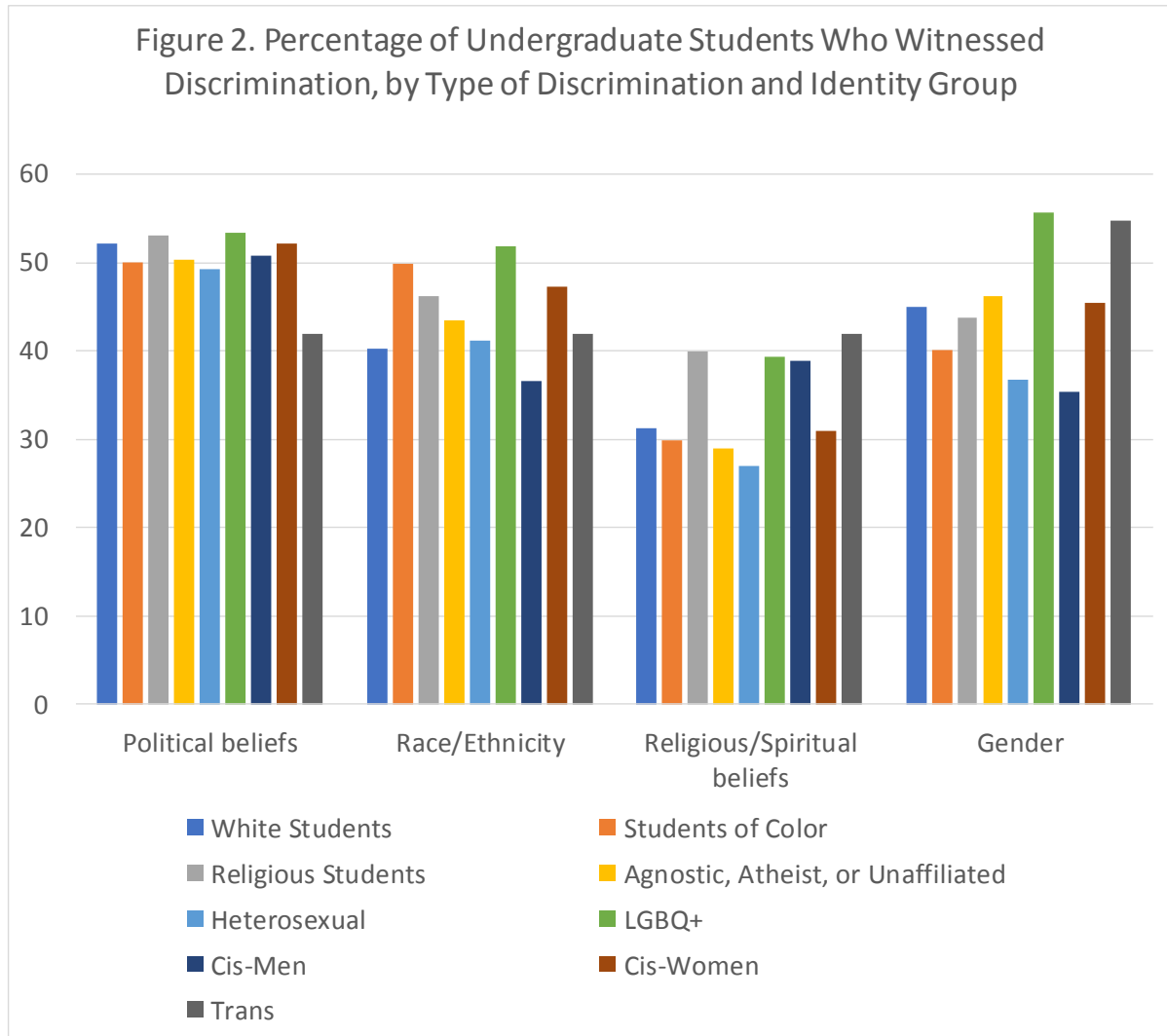
More than one-quarter (26.1%) of all lesbian, gay, bisexual, queer, and other students identifying their sexuality as something other than heterosexual/straight (LGBQ+) had been discriminated against or harassed due to their sexual orientation compared to just 5.2% of heterosexual/straight students. The trends for gender identity follow a similar pattern. Nearly half of all respondents describing themselves as transgender (46.9%) had personally experienced discrimination due to gender identity since starting at Clark, which was nearly quadruple the proportion of cisgender men (12.8%) who reported having a similar experience. By contrast, more than one-quarter of all cisgender undergraduate women (28.3%) at Clark experienced discrimination or harassment due to their gender identity. Transgender students also experienced discrimination due to their sexual orientation more commonly than any other identity group, as 31.2% of transgender students reported at least one discriminatory experience attributed to their sexual orientation.

Undergraduate respondents reported that other students were the most common source of the discrimination they directly experienced, as 55.8% of respondents identified their peers as the source. Additionally, nearly one in five undergraduate respondents (17.7%) indicated that faculty had discriminated against or harassed them while 11.5% implicated staff members. Other sources of discrimination that undergraduate respondents identified included senior administrators (2.3%), teaching assistants (6.0%), university police (4.9%), and the Worcester police department (2.5%).

Witnessing discrimination at Clark. Figure 2 disaggregates the proportion of undergraduate respondents who witnessed different forms of discrimination, bias, and harassment occurring at Clark by social identity groups. The most common form of discrimination, bias, and harassment that undergraduate at Clark witnessed since first enrolling at the institution was associated with political beliefs. Overall, more than half (51.3%) of undergraduates witnessed instances of discrimination due to political beliefs while 44.1% had witnessed at least one instance of racial/ethnic discrimination or harassment since they began taking courses at Clark. More than four in 10 Clark undergraduates (43.0%) had witnessed at least one instance of discrimination, bias, or harassment associated with gender identity, and nearly one-third reported at least one instance where they had witnessed discrimination, bias, or harassment on the basis of religious/spiritual identity (30.4%) or sexual orientation (30.1%). The least common form of discrimination witnessed by undergraduates at Clark were incidents based upon individuals' military or veteran status, as just 3.4% of undergraduate respondents reported witnessing such an instance during their time at Clark.

As shown in Figure 2, the proportion of students who witnessed at least one instance of discrimination, bias, or harassment attributed to differences in political beliefs did not vary

substantially based upon respondents' race/ethnicity, religious identity, gender identity, or sexual orientation. Similarly, although not shown, about half of conservative, centrist, and liberal respondents reported having witnessed at least one instance of political discrimination during their time at Clark. Because results did not indicate significant differences based upon disability/ability status, we excluded those data points from Figure 2 to simplify the presentation.



The extent to which respondents observed racial discrimination, however, did significantly vary based upon respondents' social identity characteristics. Slightly more students of color (50.0%) than White students (47.8%) had witnessed racial discrimination during their time at Clark, but witnessing racial discrimination seemed to differ more markedly based upon students' gender identity with cisgender women (47.3%) more readily observing and identifying racial discrimination more commonly than transgender students (41.9%) and cisgender men (36.6%). Cisgender women also more commonly witnessed discrimination due to political beliefs (52.1%)

compared to cisgender men (50.8%) or transgender students (41.9%).

The proportion of religiously affiliated students (40.0%) who witnessed discrimination associated with an individual's religious or spiritual identity exceeded the rate at which religiously unaffiliated (e.g., those describing themselves as Agnostic, Atheist, or not affiliated with any religion) students (29.0%) reported the same. A larger proportion of cisgender men witnessed religious discrimination (38.8%) than their cisgender women counterparts (31.0%), but transgender students (41.9%) more readily observed and identified religious discrimination compared to either cisgender men or cisgender women.

With respect to gender identity, more than half of all transgender undergraduate respondents (54.8%) witnessed at least one instance of discrimination, bias, or harassment compared to 45.4% of cisgender women and just more than one-third (35.3%) of cisgender men. The highest proportion of students witnessing gender discrimination since first entering Clark University came from students describing their sexual orientation as LGBTQ+, as 55.6% of LGBTQ+ students had witnessed discrimination on the basis of gender identity.

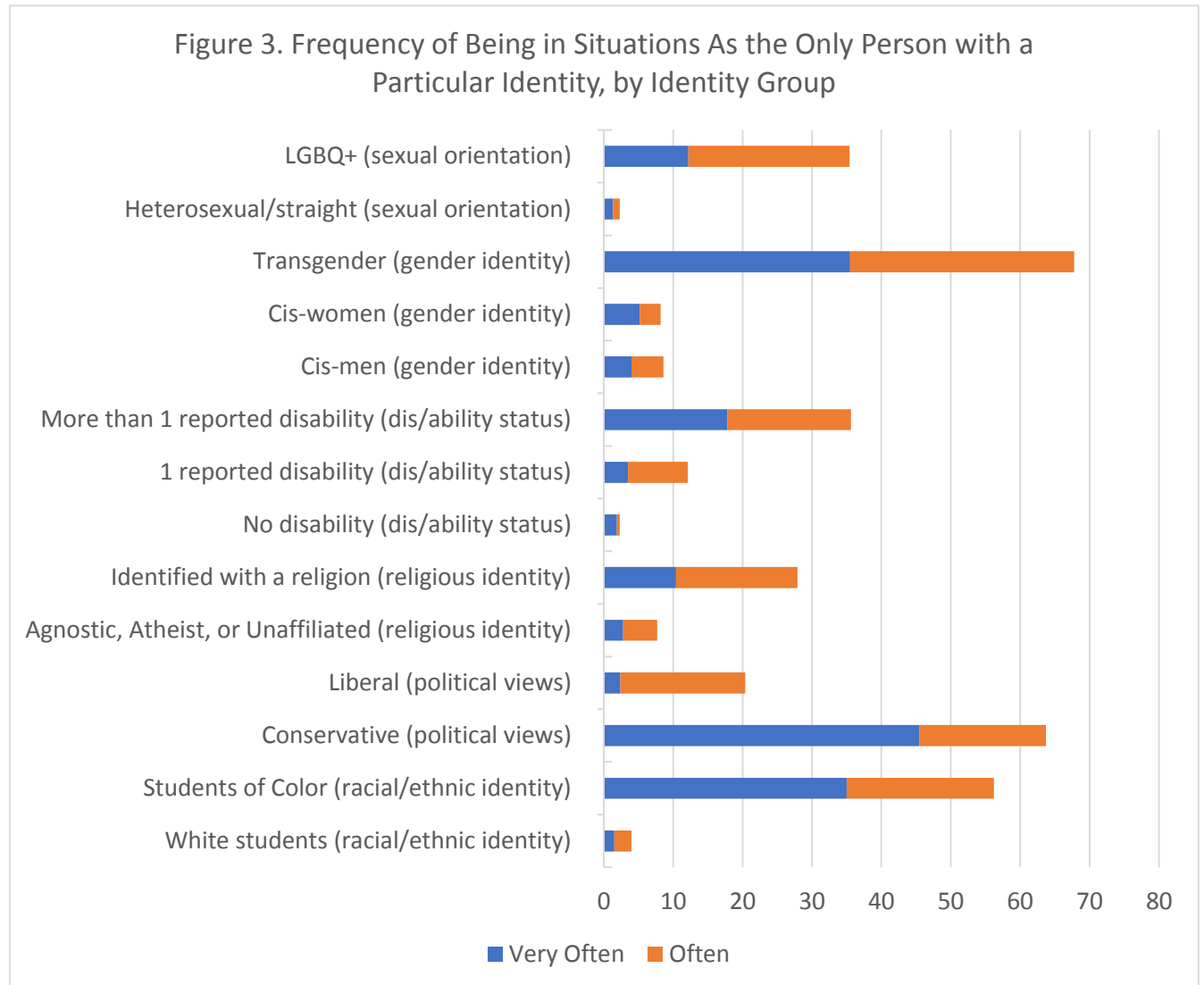
As Figures 1 and 2 demonstrate, undergraduate students at Clark have had varied experiences with discrimination both directly through personal experience and indirectly through having observed discrimination or harassment being directed at someone else. Students' social identity characteristics appear to make them more prone to being the target of discriminatory or harassing actions while also making them more sensitive to when such behavior is targeted to other identity groups.

Differences in Undergraduates' Sense of Isolation

Students from marginalized groups may often feel alone or isolated on campus, especially when campus spaces, particularly classrooms, lack a critical mass of others who share their various social identities. The data in Figure 3 provide a closer look at the extent to which students either "very often" or "often" found themselves to be the sole representative of their particular identity group. For each respective identity, the broader characteristic in question appears in brackets. For example, more than one-third of LGBTQ+ undergraduates (35.4%) reported being the only person of their sexual orientation in situations either "very often" (12.2%) or "often" (23.2%), which is more than 15 times the same rate of heterosexual students reporting the same (2.3%).

Similarly, large gaps appeared with respect to racial/ethnic identity, as 56.2% of students of color reported "often" or "very often" being in situations where they were the only person of

their racial/ethnic group compared to 4.0% of White students reporting the same. Two-thirds of transgender students (67.8%) regularly found themselves to be the sole representative of their particular gender identity compared to 8.2% of cis-women and 8.6% of cis-men perceiving the same.



Smaller gaps emerged with respect to political views, ability status, and religious identity. About one-fifth of liberal undergraduates (20.4%) often were in situations where they were the sole representative of their political perspectives, yet more than half of conservative students “often” or “very often” (63.7%) found themselves in such circumstances. More than one-quarter of religious students (27.9%) often felt isolated with respect to their religious identity compared to 7.7% of students describing their religious identity as Agnostic, Atheist, or unaffiliated.

Students with more than one disability or medical condition tended to find themselves in situations as the only person with their disability status more frequently than their peers who did not report any medical condition or disability (35.2% vs. 2.3%). Unsurprisingly, members of traditionally marginalized or underrepresented groups more frequently found themselves to be the sole representative of their particular group, and understanding how such experiences may shape perceptions of and experiences with campus climate can provide insight about the extent to which students feel a connection to campus.

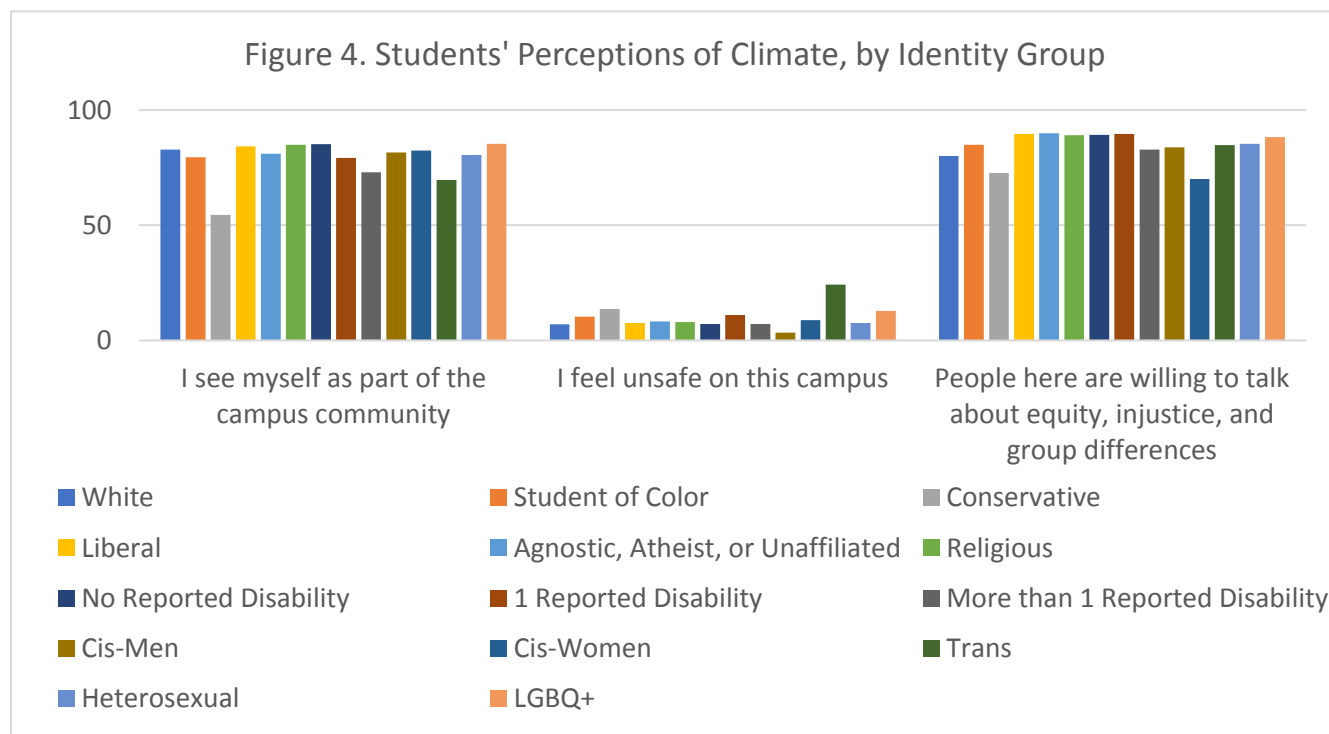


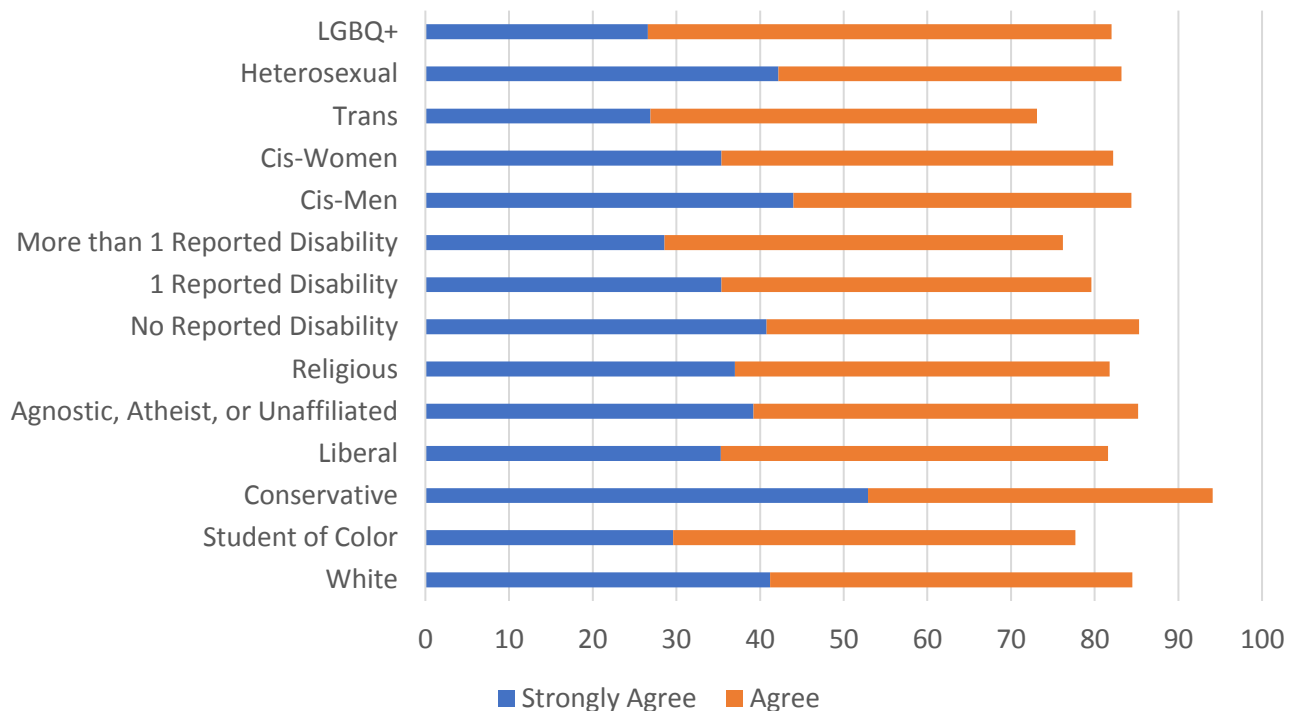
Figure 4 disaggregates undergraduate student data by identity groups for survey items related to sense of belonging, sense of safety, and the presence of intergroup dialogue. With respect to feeling like a member of the campus community, the gaps found among political ideologies, gender identities, and students' ability/disability status are quite evident. The vast majority of liberal students (84.2%) agree that they see themselves as members of the campus community compared to just over half (54.5%) of conservative students – a nearly 30-point difference.

Although not as large, the gap in agreement about being part of the campus community between transgender students (69.7%) and cis-women (82.5%) and cis-men (81.6%) exceeds 10 percentage points. Students who reported living with more than one disability or medical condition have a reduced likelihood of seeing themselves as members of the campus community relative to their peers without any such condition or disability (85.2%).

A sense of membership within the institution connects directly to the extent to which individuals feel safe within the community, and this sense of safety on campus varied notably across political ideologies, gender identities, and sexual orientations. Transgender students had the highest reported percentage of undergraduates feeling unsafe on campus (24.2%), which far exceeded the rate of cis-men (3.4%) and cis-women (8.8%) reporting similar feelings. Likewise, the proportion of conservative undergraduates who felt unsafe on campus (13.5%) nearly doubled the rate of liberal students who also reported having felt unsafe (7.5%). A slightly smaller but still noteworthy gap in feeling unsafe emerged between LGBTQ+ students (12.8%) and their heterosexual counterparts (7.5%).

Feeling safe on campus can sometimes be enhanced when community members feel as though they can engage in frank, honest conversations about controversial topics, and the findings in Figure 4 suggest that conservative students and cis-women have some skepticism with respect to the availability of such dialogue at Clark. Less than three-quarters of conservative students (72.7%) agreed that people at Clark are willing to talk about equity, injustice, and group differences compared to 89.7% of liberal students. Similarly, while just 70.1% of cis-women agreed that individuals at Clark will engage in conversations about injustice and equity, 83.8% of cis-men and 84.8% of transgender students agreed or agreed strongly with this sentiment.

Figure 5. Students' Agreement That They Have Opportunities for Academic Success That Are Similar to Those of Their Classmates, by Identity Group



Community membership also can shift based upon perceptions of equal opportunity, and Figure 5 shows how undergraduates varied with respect to their perceptions that they receive opportunities for academic success that resemble those of their peers. Generally, most students felt as though they had opportunities for academic success that were equivalent to their peers, as at least three-quarters of students in all but one of the identity groups shown agreed with this statement. Transgender students were the notable exception, as 73.1% agreed they had equal opportunities for success as their peers. Although about seven percentage points separated students of color and White students in their overall agreement, a 12-point gap with respect to the intensity of agreement separates these two groups, as 41.2% of White students strongly agreed they had equal opportunities for success compared to 29.6% of students of color.

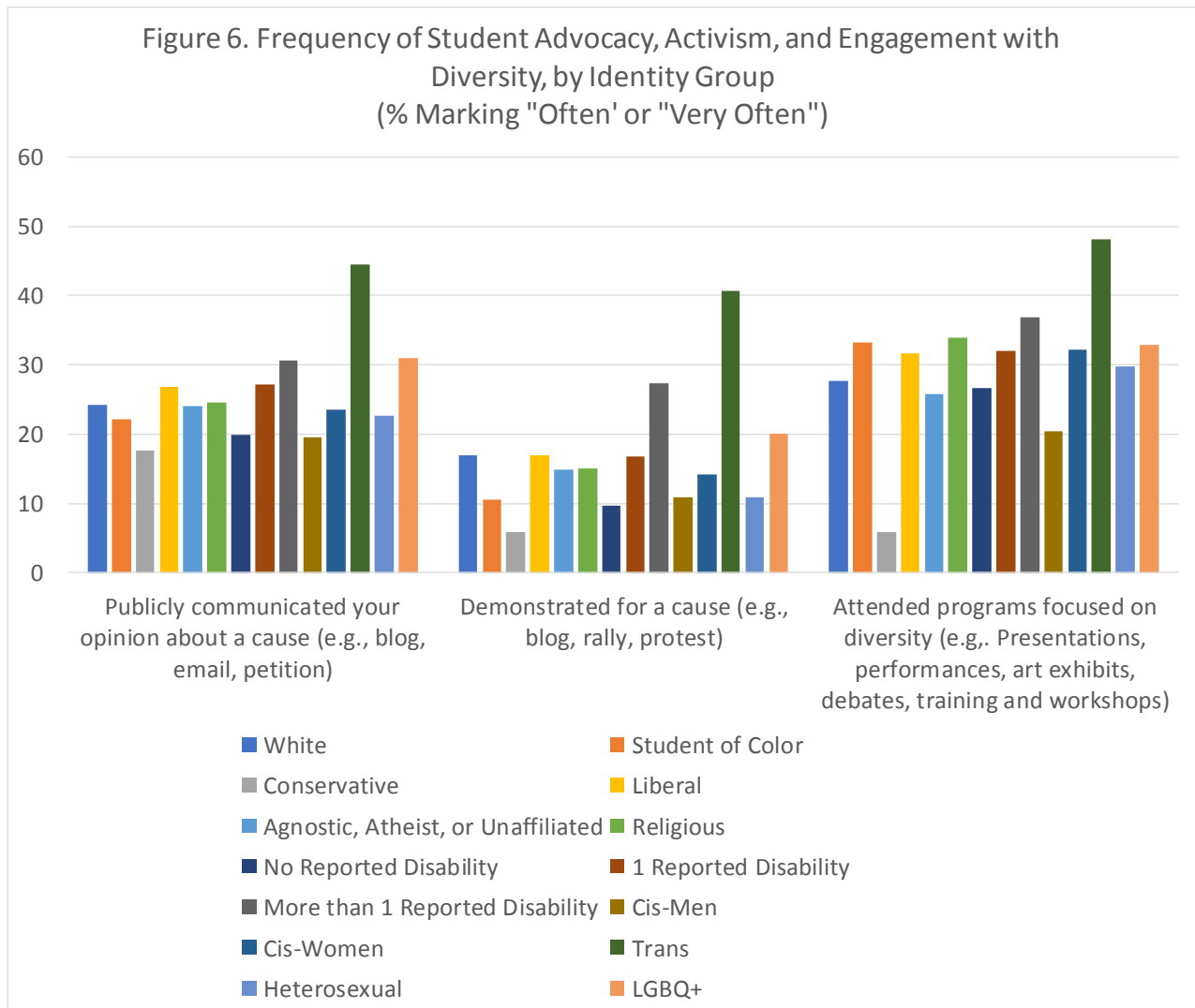
Members of traditionally more dominant or represented groups had the strongest endorsement of this sentiment, as 94.1% of conservative, 84.4% of cis-men, and 84.5% of White students believed their opportunities for academic success were comparable to the opportunities afforded to their counterparts. Strikingly, more than half (52.9%) of conservative students “strongly agreed” with this statement, as did 44.0% of cis-men and 41.2% of White students.

Undergraduates’ Advocacy and Activism

One mechanism students attending colleges and universities around the U.S. have leveraged to spur changes aimed at improving the climate for underrepresented groups has focused on advocacy and activism. Although the climate survey at Clark had more general items about participation in demonstrations and publicly communicating opinions, the disaggregated data in Figure 6 offer further understanding as to which identity groups have the greatest likelihood of engaging in advocacy and activism. As is evident from the towering columns in Figure 5, transgender students have the greatest likelihood among all identity groups to publicly communicate their opinions (44.4%), participate in a demonstration or protest (40.7%), and attend programs focused on diversity (48.1%) either “often” or “very often.” Students who reported more than one disability or medical condition consistently rank second for each of these activities, as 30.7% communicated their opinions publicly, 27.3% demonstrated or protested, and 36.8% attended diversity-related programs “often” or “very often.” The proportions of LGBTQ+ students closely resembled those of students with multiple disabilities and medical conditions for each activity.

The data in Figure 6 also highlight groups that rarely engage in such activism or advocacy. For example, less than one-fifth of conservative students publicly communicated their opinions on

issues (17.6%), and just 5.9% of students with conservative political ideologies participated in protests or demonstrations or attended programs related to diversity, respectively. Cis-men also consistently reported some of the lowest rates of publicly communicating their opinions (19.5%), protesting or demonstrating (10.8%), or attending diversity-related activities on campus (20.4%) either “often” or “very often.”



Students from more marginalized and underrepresented groups at Clark more readily engage with the issues of the day than their peers who have the numerical minority in most cases. They feel compelled to make sure their voices are heard. Although the campus may not have a stake in the extent to which students decide to engage in advocacy and activism, university leaders should take note of the less frequent participation in diversity programming among certain groups of students to ensure the programming serves and reaches all members of the community.

Satisfaction with Campus Climate

The combination of experiences with harassment and discrimination coupled with perceptions about the responsiveness of the university to meeting the needs of a diverse community of stakeholders shape the extent to which undergraduate students feel satisfied with the climate for diversity at Clark. Table 1 highlights undergraduate students' satisfaction with various aspects of Clark's campus climate and disaggregates responses by identity groups.

Among all undergraduate students, 71.4% of survey respondents felt either "satisfied" or "very satisfied" with the overall sense of community among students at Clark University. Although more than two-thirds of undergraduates expressed positive views about the sense of community they felt among their peers at Clark, the proportion of students of color (64.9%), conservatives (48.5%), and transgender students (60.6%) who felt satisfied fell far below their White (75.5%), liberal (73.7%), and cis-men (75.3%) and cis-women (70.4%) counterparts. Differences by sexual orientation, religious identity, and disability status were less notable.

A smaller gap appears between students of color and their White counterparts with respect to satisfaction with the racial/ethnic diversity of the student body (56.7% vs. 62.6%, respectively) and satisfaction with the atmosphere for racial/ethnic differences (61.4% vs. 67.3%, respectively). In each case, students of color view the climate for diversity with greater skepticism than their White peers.

Students' political ideologies and gender identities provide the greatest contrasts with respect to rates of satisfaction with aspects of campus diversity. Roughly two-thirds of conservative students felt satisfied with the current racial/ethnic composition of faculty (63.7%) and students (66.6%), which far exceeded the enthusiasm of liberal students for the same measures (40.9% and 58.4%, respectively). Generally speaking, conservative students tended to find greater satisfaction than their liberal counterparts on most of the measures shown in Table 1, including the atmosphere for racial ethnic differences (70.3% vs. 64.1%), atmosphere for gender differences (79.8% vs. 66.8%), atmosphere for religious differences (58.2% vs. 56.9%), and atmosphere for differences in ability or disabilities (70.3% vs. 58.4%). By contrast, the proportion of liberal students who felt "satisfied" or "very satisfied" with the respect for the expression of diverse beliefs (55.0%) more than doubled the proportion of conservative students who felt similarly (26.9%).

Given some of the findings that distinguish conservative students from their peers who hold different political perspectives, it is important to note that conservative undergraduates tended to come from more affluent families (14.3% came from families making more than \$250,000 annually compared to 4.4% and 6.7% of centrist and liberal students), identify as heterosexual

(92.9% vs. 81.0% of centrist and 63.0% of liberal students), and describe their gender identity as cis-male (48.1% vs. 37.7% of centrist and 23.8% of liberal students). With respect to race/ethnicity, 57.1% of conservative students identified as White compared to 51.8% of centrist and 62.4% of liberal students.

Disaggregating the satisfaction data by gender identity reveals a greater sense of discontent or skepticism among transgender students relative to their cis-gender counterparts as well as a trend where cis-men tended to feel more satisfied about the campus climate than cis-women. In many cases, the proportion of cis-men expressing satisfaction with an aspect of Clark University's campus climate was more than double the proportion of transgender students for the same measure. For example, 69.2% of cis-men were satisfied with the atmosphere for differences in ability or disabilities compared to 30.3% of transgender students. Similarly, 59.2% of cis-men reported feeling satisfied with the racial/ethnic composition of the student body compared to just 24.2% of transgender students.

Table 1

Undergraduates' Satisfaction with Aspects of the Climate for Diversity, by Identity Group

Satisfaction with:	White	Students of Color	Conservative	Centrist	Liberal	Religious Students	Agnostic, Atheist, or Unaffiliated
Overall sense of community among students	75.5	64.9	48.5	69.0	73.7	73.8	70.7
Racial/ethnic diversity of the faculty	45.3	44.3	63.7	58.1	40.9	43.1	45.1
Racial/ethnic diversity of the student body	62.6	56.7	66.6	68.5	58.4	59.3	62.0
Atmosphere for racial/ethnic differences	67.3	61.4	70.3	72.5	64.1	59.7	66.8
Atmosphere for gender differences	73.7	67.3	66.6	79.8	67.7	66.8	72.8
Atmosphere for religious/spiritual differences	59.6	55.3	37.0	58.2	59.2	56.9	60.9
Atmosphere for differences in ability or disabilities	59.4	60.6	70.3	67.5	58.4	58.8	60.0
Respect for the expression of diverse beliefs	53.4	52.5	26.9	53.5	55.0	48.3	55.2

Satisfaction with:	Heterosexual	LGBQ+	Cis- Men	Cis- Women	Trans	No Disability	One Disability	More Than One Disability
Overall sense of community among students	72.0	71.5	75.3	70.4	60.6	72.6	71.4	67.5
Racial/ethnic diversity of the faculty	48.7	37.0	54.1	42.1	24.2	47.7	42.7	38.2
Racial/ethnic diversity of the student body	63.4	53.0	59.2	58.7	27.2	59.6	62.8	59.3
Atmosphere for racial/ethnic differences	67.6	60.0	70.8	63.8	42.4	66.8	65.2	57.8
Atmosphere for gender differences	73.3	66.5	75.0	71.9	39.4	71.9	74.4	63.7
Atmosphere for religious/spiritual differences	59.5	55.4	58.9	58.1	48.5	59.2	58.6	51.2
Atmosphere for differences in ability or disabilities	64.4	48.2	69.2	57.9	30.3	64.6	57.6	46.0
Respect for the expression of diverse beliefs	55.8	50.8	51.4	54.6	39.4	58.7	46.1	45.2

Profile of Graduate Student Respondents

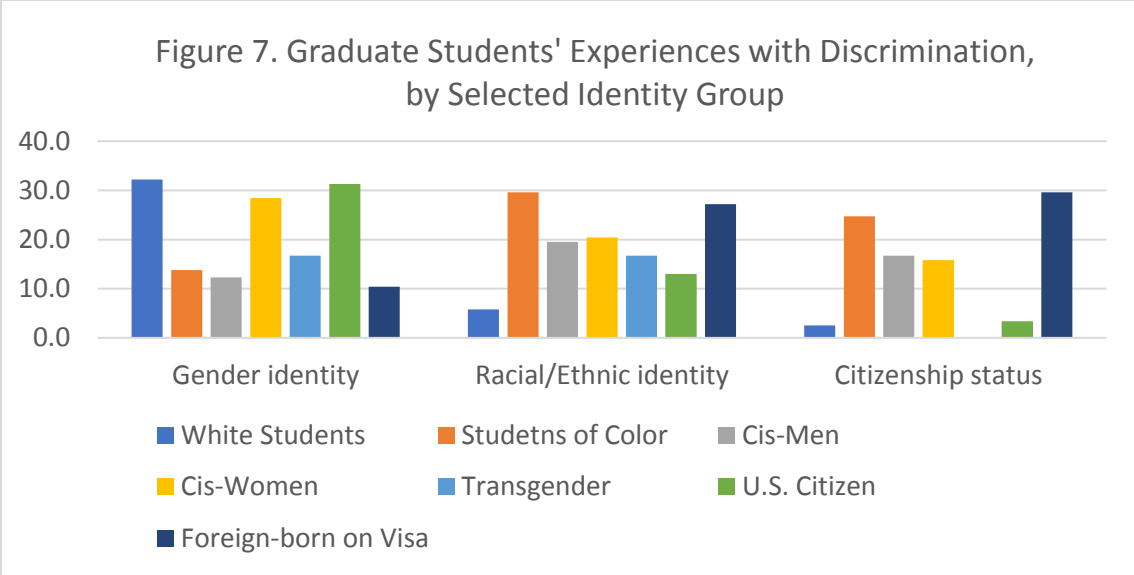
More than one-third of all graduate students (34.2%) who were invited to participate in the climate survey responded. Nearly three-quarters of the graduate respondents described their race or ethnicity as White (37.5%) or Asian (37.3%), and the sample also included students who identified as Black or African American (8.1%), Latinx (3.4%), Middle Eastern (2.5%), another race/ethnicity (1.7%), or multiracial (9.5%). Fewer than half of all graduate respondents identified as a U.S. citizen (45.1%), 39.8% reported they were an international student, and 11.6% described themselves as a naturalized citizen or legal resident.

Nearly three out of five graduate respondents identified as ciswomen (58.4%) while 39.9% identified as cismen and 2.0% as transgender. The vast majority of graduate students reported their sexual orientation as heterosexual or straight (82.2%) while LGBTQ+ and heteroflexible/bicurious students comprised 15.0% and 2.8% of the sample, respectively.

In a departure from the breakdown seen among the undergraduate population, more than half of graduate students identified with a particular religion (52.6%), and 22.6% of respondents described their religious identity as Christian. Although not as dramatic as what was found among the undergraduate sample, the proportion of graduate respondents identifying as liberal or far left (58.9%) far exceeded the proportion of centrist (26.2%) and conservative/far right graduate students (5.8%). The vast majority of graduate students did not report a disability or medical condition (79.6%), but 20.4% of graduate students reported having at least one medical condition or disability, including 7.0% who reported more than one. Less than one-fifth of all graduate respondents reported being the first in their family to attend any college. The following sections review findings highlighting how graduate students' experiences with and perceptions of the campus climate at Clark.

Direct Experiences with Discrimination

Similar to Clark undergraduates, graduate students at the university most commonly reported experiencing discrimination due to race/ethnicity (20.2%) and gender identity (22.0%); however, discrimination attributed to an individual's citizenship status is a more common form of harassment among graduate students with 15.8% of graduate respondents being targeted because of their citizenship status. Figure 8 disaggregates these three forms of discrimination by selected identity groups.



One of the first things to note in Figure 7 is the extensive nature of discrimination experienced by foreign-born visa-holders attributed to race/ethnicity and citizenship status. While nearly one-third of all graduate students of color in the sample experienced racial/ethnic discrimination (29.6%), nearly the same proportion (27.2%) of all foreign-born graduate students in the U.S. on a visa reported having experienced discrimination due to their race/ethnicity while at Clark. By contrast, just 5.8% of White students and 13.0% of U.S. citizens reported ever experiencing racial/ethnic discrimination at Clark.

A similar pattern exists when considering discrimination due to one's citizenship status, as 29.5% of international students at Clark experienced such discrimination since starting college at the university compared to just 2.2% of U.S. citizens. About one-quarter of graduate students of color (24.7%) reported personal experiences with discrimination due to their citizenship status compared to just 2.5% of their White peers. The racial/ethnic composition of international graduate students at Clark accounts for some of the overlap or similarity in the proportion of international students experiencing racial/ethnic discrimination and/or discrimination due to their citizenship status, as 21.9% of all graduate students identifying as U.S. citizens also identified as a person of color compared to 96.4% of all international graduate students at Clark. These findings suggest that international students at Clark remain especially vulnerable to incidents of harassment, bias, and discrimination.

The most common form of discrimination reported by Clark graduate students pertained to experiences attributed to one's gender identity. White students reported gender discrimination at a rate 2.5 times that of students of color (32.2% versus 13.8%, respectively). The proportion of cis-women who experienced gender discrimination doubled the same figure for cis-men (12.3%) and nearly doubled the same figure for transgender graduate students (16.7%). The

fact that gender discrimination was reported by a much smaller proportion of transgender graduate students compared to undergraduate transgender students at Clark suggests a distinct climate or context for gender diversity at the institution; among individuals with additional years of education and life experience, gender discrimination targeted to transgender individuals appears to occur much less frequently than among younger students.

The contexts and perpetrators of the discriminatory experiences reported by graduate students also highlighted the many ways in which such behavior manifests. Nearly one-quarter of graduate students (24.4%) experienced discrimination by having their comments or ideas ignored and nearly as many reported an incident of being put down intellectually (23.9%). About one in five graduate students (20.9%) described an experience where they had been the target of derogatory remarks or gestures. Graduate students identified their peers as the primary sources of discriminatory, harassing, or bias incidents (39.8%), yet about one-quarter (22.9%) and one-eighth (12.9%) of graduate students experienced discrimination from faculty and staff, respectively.

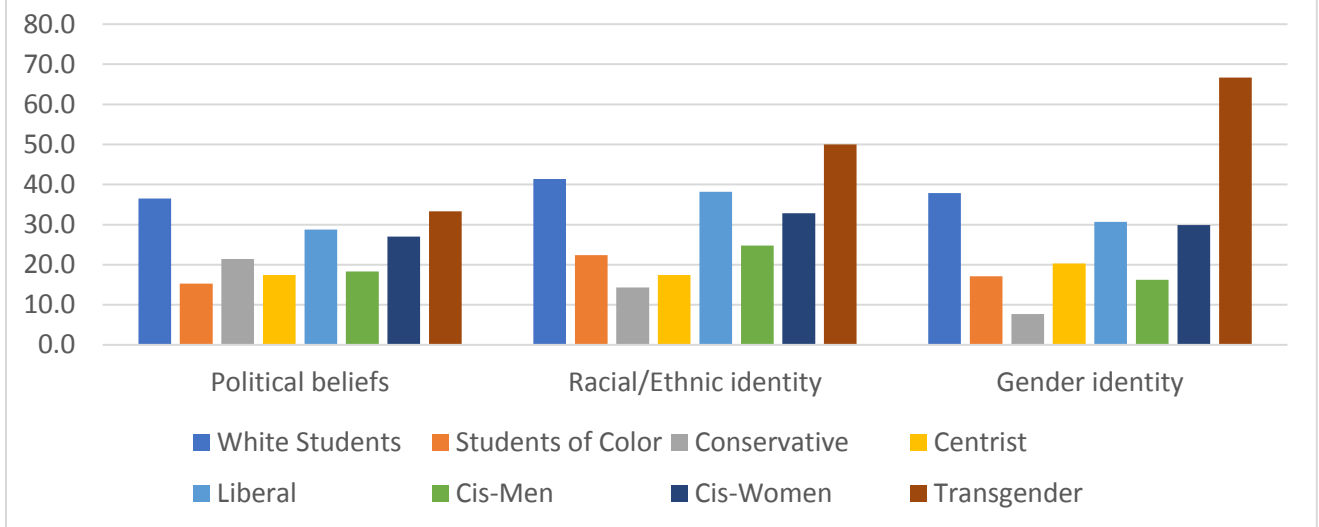
Graduate Students Commonly Witness Political, Racial/Ethnic, and Gender-Based Discrimination

Two of the top three forms of discrimination directly and personally experienced by graduate students were also identified as the most common ways in which graduates witnessed discrimination when directed at someone else. Figure 8 provides the disaggregated data for selected identity groups for the 30.1% of students who witnessed an incident involving racial/ethnic discrimination, 25.5% who witnessed gender discrimination, and 23.9% who had seen harassment targeted at others who espoused differing political views.

Across the board, White students had a significantly higher propensity of witnessing each of the three types of discrimination illustrated in Figure 8. In each instance, the proportion of White graduate students having witnessed discrimination due to race/ethnicity (41.4% vs. 22.4%), gender (37.9% vs. 17.1%), and political differences (36.5% vs. 15.3%) was roughly double the proportion of students of color who had witnessed something similar.

Results across political ideologies demonstrate a less clear pattern. Although liberal graduate students appear to have a greater sensitivity to identifying discriminatory instances compared to centrist and conservative students, conservative students tended to observe discrimination and harassment significantly less than their centrist colleagues with one notable exception.

Figure 8. Graduate Students Who Witnessed Discrimination or Harassment, by Identity Group



Conservative students were significantly more likely to witness instances of discrimination involving differences in political beliefs. In this case, conservative graduate students comprise a distinct numerical minority at Clark, which may serve to increase their awareness of actions that serve to exclude or marginalize based upon individuals’ political orientations. To the extent that conservative students tend to identify with other identity groups that share numerical majority status along the lines of race, gender, and socioeconomic status, among others, their sensitivity to other forms of harassment targeted at individuals with traditionally marginalized identities along these demographics appears to be less attenuated.

Finally, women tended to more readily identify discrimination related to politics, race/ethnicity, and gender compared to men, yet transgender students were more likely than women to witness discrimination along these three demographic characteristics. It is important to note, however, that just six transgender students provided data on these items pertaining to witnessing discrimination.

Perceptions of Campus Climate

Reflecting on the climate for diversity and their connections to campus, graduate students generally felt quite positively across all identity groups: at least 80% within nearly all identity groups agreed that faculty empower them to learn, they have had positive interactions with staff, and faculty believe in their potential to succeed academically. Greater variation exists when disaggregating responses to whether graduate students feel they are members of the campus community and whether they would recommend Clark University to others.

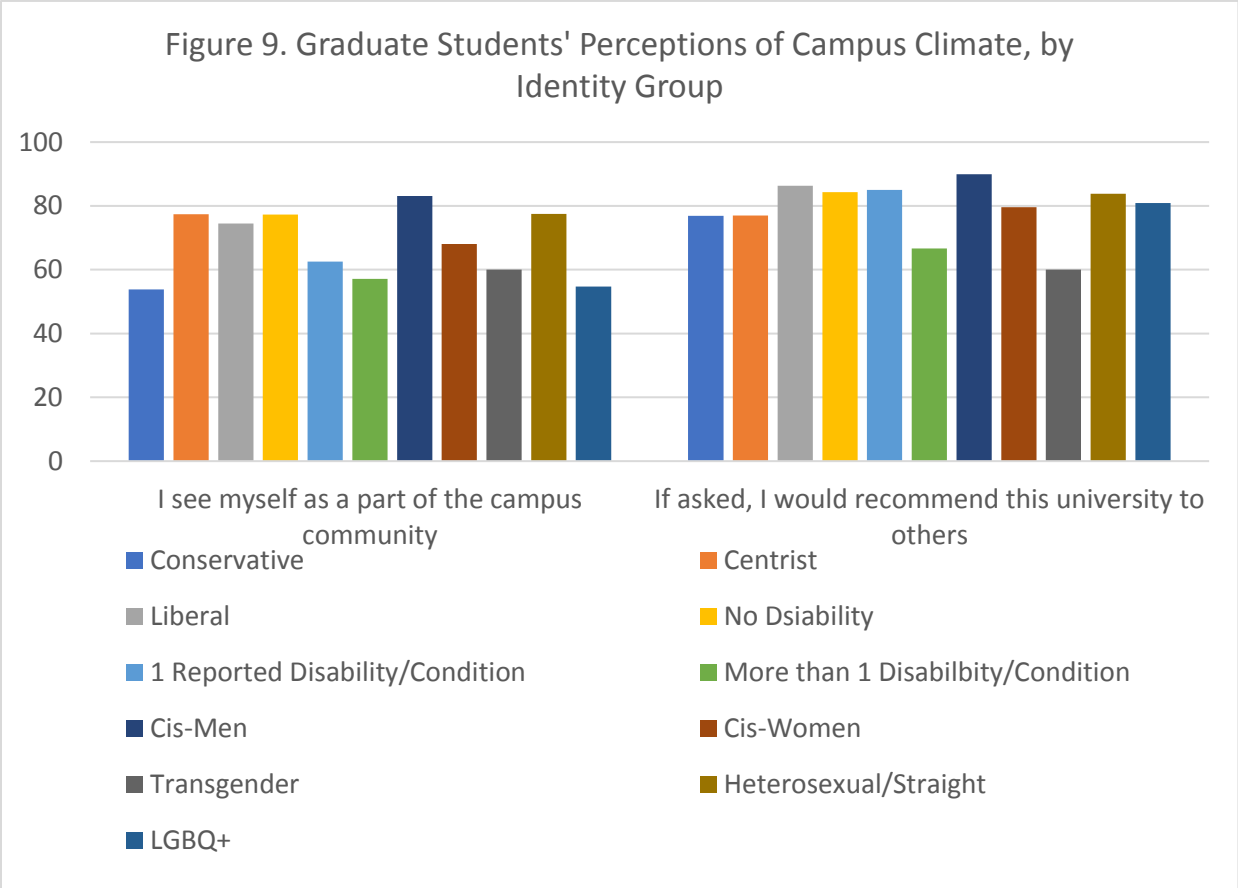


Figure 9 disaggregates sense of belonging and whether graduate students would recommend Clark to others by selected identity groups. Conservative students' connection to the campus community represents a distinct departure from that of either centrist or liberal students, as just over half of right-leaning students (53.8%) saw themselves as a part of the campus community compared to roughly three-quarters of centrist (77.4%) and liberal (74.5%) students. Conservative graduate students are underrepresented among all other graduate students on campus, which may explain why they are not connecting with campus as strongly as their peers.

Similarly, traditionally more marginalized groups with respect to ability/disability status felt a weaker tie to campus. More than three-quarters of students without any reported disability or medical condition (77.3%) agreed they were part of the campus community yet just 62.5% of those with one reported disability and just 57.1% of graduate students with more than one disability or condition felt connected to campus. Across gender identities, 83.1% of cis-men saw themselves as members of the campus community compared to 68.1% of cis-women and 60% of transgender students. A 23-point gap separates straight graduate students (77.5%) from their LGBTQ+ peers (54.7%), which provides additional evidence that members of more

marginalized groups struggle to establish strong connections to the campus community at Clark.

A much smaller gap emerged between straight (83.8%) and LGBTQ+ (80.9%) students regarding their willingness to recommend Clark to others, yet substantial differences exist across gender identities and ability status. Just three in five graduate transgender students (60.0%) agreed they would recommend Clark University to others compared to nearly 90% of cis-men and 79.6% of cis-women. Similarly, nearly 20 points separated students without any disability or medical condition (84.3%) and those reporting more than one disability/medical condition (66.7%). Considering these demographic differences in both graduate students' sense of belonging and willingness to recommend Clark to others when designing and implementing new programs and policies is important, as it may take some effort to tailor such initiatives to meet the needs and circumstances of members of these identity groups.

Graduate Students' Satisfaction with Aspects of the Campus Climate

Table 2 provides data describing the extent to which graduate students feel satisfied with the campus climate for diversity at Clark, and the results suggest some unanticipated trends, particular by race/ethnicity. Generally speaking, students of color felt significantly more satisfied compared to their White counterparts with the overall sense of community (78.7% vs. 70.1%), the racial/ethnic diversity of the faculty (67.7% vs. 45.2%) and the student body (72.3% vs. 54.8%), the atmosphere for gender (82.2% vs. 65.4%), religious/spiritual difference (75.0% vs. 59.5%), and ability/disability differences (75.5% vs. 56.0%), and the respect for the expression of diverse beliefs (73.8% vs. 50.0%). White students expressed slightly stronger satisfaction with the atmosphere for racial/ethnic differences (67.3% vs. 61.4%, respectively), which was the only measure where White graduate students' satisfaction exceeded that of graduate students of color.

With respect to political orientation, conservative and centrist students generally seemed content with campus climate, while liberal students tended to view the climate for diversity at Clark with greater skepticism, especially on issues pertaining to racial/ethnic diversity. For example, just over half of liberal students felt satisfied with the racial/ethnic diversity of the faculty (51.5%) and of the student body (52.3%), which registered 10 and 13 points, respectively, below the satisfaction reported by centrist students (71.8% and 75.6%, respectively). By contrast, conservative students voiced greater skepticism with regard to the overall sense of community among students (57.1% satisfied) and the respect for the expression of diverse beliefs (50.0% satisfied) while liberal students tended to view the campus more favorably on these measures (77.9% and 63.4% feeling satisfied, respectively).

While students' religious/spiritual identity did not show any notable differences with respect to their satisfaction with campus climate, students did differ significantly across their gender identities and sexual orientations. LGBTQ+ students reported lower levels of satisfaction with every measure in Table 2, and satisfaction with the racial/ethnic diversity of faculty generated the largest gap, as 63.5% of heterosexual/straight graduate students felt satisfied with this measure compared to just 40.8% of LGBTQ+ students.

With the notable exception of the atmosphere for religious diversity, transgender students generally viewed the campus less favorably than their cis-gender counterparts, and cis-women tended to report lower levels of satisfaction with campus climate than cis-men. Keeping in mind that six transgender students provided data for these satisfaction questions, just half of transgender students (50.0%) felt satisfied with the overall sense of community among students compared to 74.8% of cis-men and 74.8% of cis-women. Similarly, 50.0% of transgender students expressed satisfaction with the respect for the expression of diverse beliefs on campus compared to 73.4% of cis-men and 63.7% of cis-women. Despite their small numbers, transgender graduate students perceive a starkly different campus relative to their cis-gender counterparts – one they seem to view as decidedly less welcoming.

Table 2

Graduate Students' Satisfaction with Aspects of Campus Climate, by Identity Group

Graduate Students' Satisfaction with:	Students					Religious Students	Agnostic, Atheist, or Unaffiliated
	White	of Color	Conservative	Centrist	Liberal		
Overall sense of community among students	70.1	78.7	57.1	72.6	77.9	76.7	71.0
Racial/ethnic diversity of the faculty	45.2	67.7	61.1	71.8	51.5	56.9	58.9
Racial/ethnic diversity of the student body	54.8	72.3	66.7	75.6	52.3	64.5	65.6
Atmosphere for racial/ethnic differences	67.3	61.4	61.1	76.9	63.9	68.5	68.5
Atmosphere for gender differences	65.4	82.2	61.1	83.3	71.8	77.1	76.0
Atmosphere for religious/spiritual differences	59.5	75.0	61.1	72.7	66.7	69.7	68.8
Atmosphere for differences in ability or disabilities	56.0	75.5	66.7	73.1	68.9	69.7	65.6
Respect for the expression of diverse beliefs	50.0	73.8	50.0	75.6	63.4	67.8	66.4

Graduate Students' Satisfaction with:	Heterosexual	LGBQ+				No Disability	One Disability	More Than One Disability
			Cis-Men	Cis-Women	Trans			
Overall sense of community among students	78.1	61.9	77.7	74.8	60.0	79.2	67.5	52.4
Racial/ethnic diversity of the faculty	63.5	40.8	66.4	53.6	50.0	65.7	34.8	32.0
Racial/ethnic diversity of the student body	53.1	53.0	69.6	61.9	66.7	70.9	43.5	48.0
Atmosphere for racial/ethnic differences	68.9	53.1	75.8	63.5	66.7	72.7	51.1	52.0
Atmosphere for gender differences	79.1	63.3	8.4	74.1	66.7	79.9	58.7	60.0
Atmosphere for religious/spiritual differences	70.6	59.1	73.4	65.6	83.3	73.8	47.8	56.0
Atmosphere for differences in ability or disabilities	72.2	60.0	76.6	62.8	50.0	72.3	51.1	50.0
Respect for the expression of diverse beliefs	70.0	59.2	73.4	63.7	50.0	73.3	43.5	45.8

Profile of Faculty Respondents

The response rate among faculty to the climate survey exceeded that of both undergraduate and graduate students, as 39.6% of all invited faculty submitted complete or partially completed surveys during the administration period, yielding 149 respondents. This level of participation slightly exceeds what HERI observes among campuses similar in nature to Clark University. Contrasted with the diversity found among the pool of graduate and undergraduate respondents, the sample of faculty who responded to the survey included significantly greater representation of individuals identifying as cisgender men, White, religiously affiliated, heterosexual/straight, and first in their family to attend college. Cis-women accounted for 53.7% of faculty respondents while 44.0% identified as cis-men and 2.2% as transgender. Because the sample includes less than five transgender faculty respondents, we are unable to report the disaggregated data for transgender faculty.

White faculty comprise 62.5% of the sample, which also includes individuals identifying as Asian (11.0%), multiracial/multi-ethnic (10.3%), Black (6.6%), Latinx (6.6%), and another race or ethnicity not listed in the set of options appearing on the survey (2.9%). The vast majority of faculty responding to the survey described themselves as heterosexual/straight (85.2%) with about one in eight (12.6%) identifying as LGBTQ+ and 2.2% selecting “heteroflexible” or “bi-curious” as most descriptive of their sexual orientation. Nearly two-thirds of faculty (64.8%) identified with a particular religion compared to 35.2% who described their religious identity as Atheist, Agnostic, or not affiliated with any particular religion. More than three-quarters of faculty did not report any sort of mental or physical disability or any serious medical condition (76.5%), but 17.6% of respondents identified one disability or medical condition and another 5.9% identified more than one.

One area where faculty more closely resembled undergraduate and graduate students related to their self-identified political orientations. The vast majority of faculty (72.2%), undergraduate students (78.6%), and, to a lesser extent, graduate students (58.9%) identified with a liberal or far-left political ideology. By contrast, centrist faculty accounted for 15.0% of the sample compared to 15.2% and 26.2% for undergraduate and graduate students, respectively. Faculty respondents who described their political leanings as “conservative” or “far right” comprised 4.5% of the sample, splitting the differences between the 2.3% and 5.8% of undergraduate and graduate students, respectively, who said the same. Roughly one in nine faculty indicated their preferred description of their political orientation was not listed as an option on the survey.

Considering the professional characteristics of faculty respondents, 29.5% held the rank of full professor, 28.6% identified their rank as associate professor, and 17.0% had an appointment of

assistant professor. Additionally, the sample included lecturers (7.1%), research professors of any rank (9.8%), and emeriti professors (8.0%). More than half of faculty respondents had earned tenure (52.1%), and 18.5% reported being on the tenure track. Faculty also varied by broad disciplinary association with more than half of respondents reporting an affiliation with the social sciences (53.4%), and a quarter indicated the humanities as their disciplinary home (25.4%). Additionally, 13.6% of faculty came from departments in the natural sciences, and 7.6% of the faculty sample were based in the arts. The following sections disaggregate faculty's perceptions and experiences with the campus climate for diversity at Clark university by their social identity and professional characteristics.

Personal Experiences with Discrimination, Harassment, and Bias

Of the 10 forms of discrimination included on the survey, the three most common ways that faculty personally experienced discrimination, bias, or harassment occurred due to their gender identity (31.2%), race/ethnicity (21.0%), and age (18.2%). By contrast, faculty were least likely to report experiences with discrimination due to military affiliation/veteran status (0.8%), sexual orientation (4.0%), and religious/spiritual identity (6.4%).

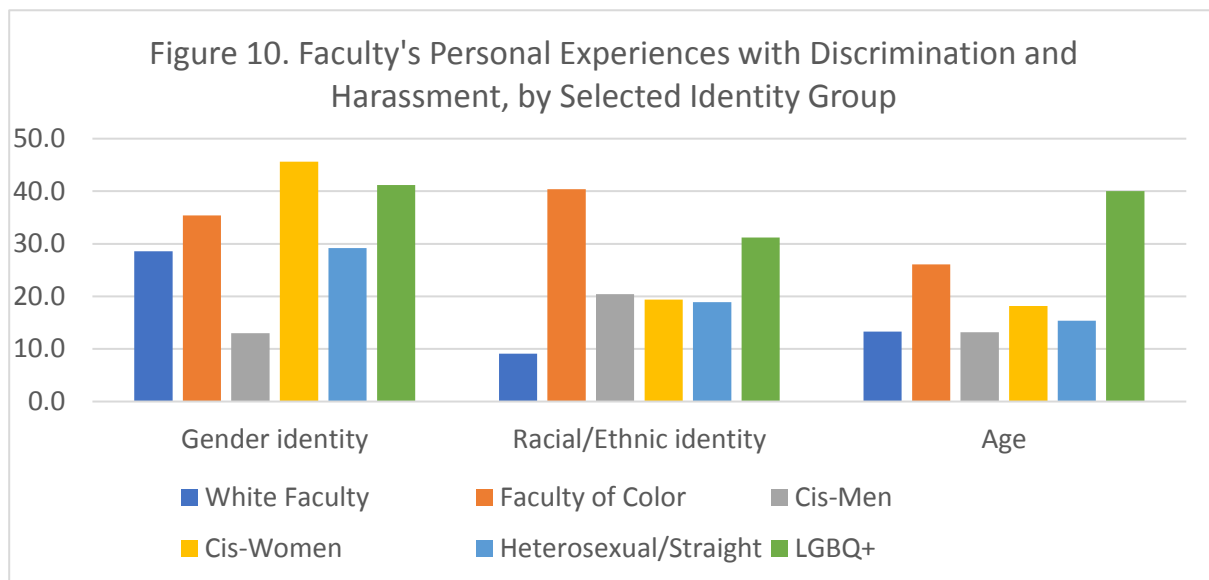


Figure 10 disaggregates faculty's experiences with discrimination due to gender identity, racial/ethnic identity, and age by selected identity groups, and a few patterns seem apparent. Faculty of color have a significantly higher likelihood of experiencing any of the three forms of discrimination highlighted in the figure compared to their White colleagues. More than one-third of faculty of color (35.4%) have experienced discrimination on account of their gender, which is nearly seven percentage points higher than the rate among White faculty (28.6%) who reported the same. This difference widens considerably when considering racial differences in faculty's experiences with racial/ethnic discrimination. Fewer than one in 10 White faculty

(9.1%) have personally been discriminated against or harassed since entering Clark due to their race or ethnicity, but the proportion of faculty of color who have endured racial/ethnic discrimination since beginning at the institution is quadruple that figure – 40.4% of faculty of color have had such an experience. The percentage of faculty of color who have experienced age discrimination is double the same figure for White faculty (26.1% vs. 13.3%, respectively).

With respect to gender identity, cisgender women faculty differed from their cisgender men colleagues in their experiences with both gender and age discrimination. Nearly half of cis-women faculty respondents (45.6%) have experienced gender discrimination at least once since they started working at Clark, which more than triples the proportion of cis-gender men encountering gender discrimination (13.0%). Roughly one-fifth of cis-men (20.4%) and cis-women (19.4%) experienced racial discrimination, and cis-women had a slightly greater likelihood of being the targets of age discrimination (compared to 13.2% of men).

A significantly higher proportion of LGBTQ+ faculty (41.2%) than heterosexual/straight faculty (29.2%) encountered gender discrimination. LGBTQ+ faculty also were more likely to be targets of racial/ethnic discrimination (31.2%) and age discrimination (40.0%) compared to their heterosexual/straight colleagues (18.9% and 15.4%, respectively).

About one-third of faculty who experienced some form of discrimination or harassment indicated the incident involved derogatory remarks or gestures (33.8%), but being put down intellectually (29.6%) and feeling ignored after expressing views or ideas (38.0%) were also fairly common ways in which faculty experienced discrimination. Additionally, 31.0% of faculty experiencing some form of discrimination or harassment reported that at least one of the instances where they had experienced discrimination involved not being given credit for their ideas or work. About one-fifth of faculty (18.3%) indicated experiencing discrimination because they had been passed up for awards, fellowships, or other forms of recognition.

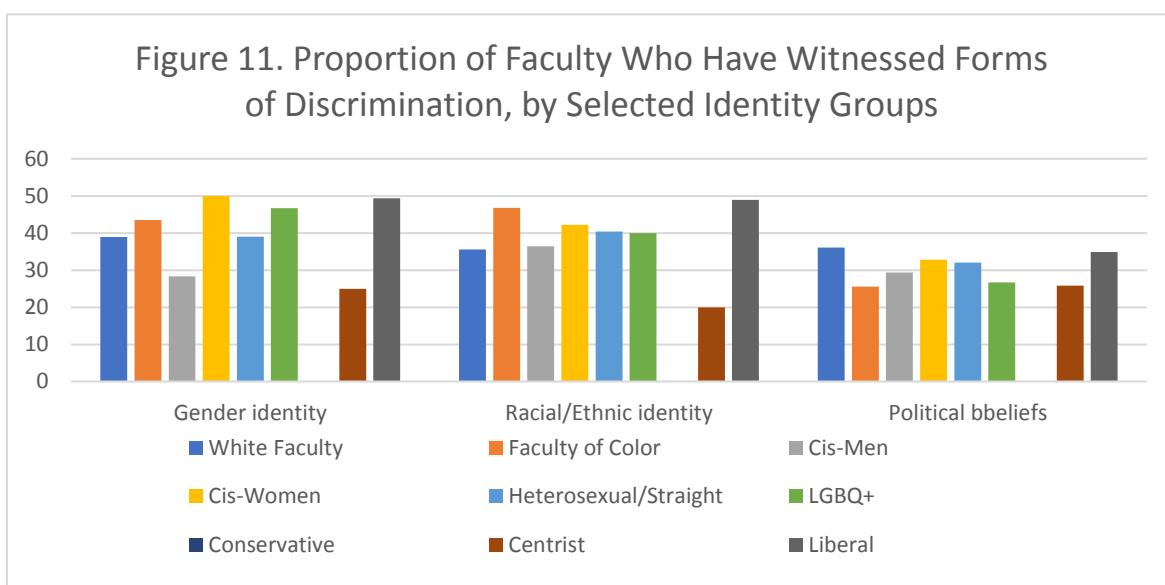
More than half of faculty (54.9%) who experienced some form of discrimination identified their colleagues as the source of the discriminatory or harassing act. About one-third of faculty (31.0%) described students as the source of discrimination or harassment, and slightly less than one-third (29.6%) identified senior administrators as perpetrating discriminatory or harassing actions.

Faculty Most Commonly Witness Discrimination Due to Race/Ethnicity, Gender, and Political Beliefs

Data in Figure 11 highlight identity group differences with respect to the forms of discrimination faculty reported witnessing at Clark. Gender (40.7%) and racial/ethnic (40.0%)

discrimination topped the list as the most common forms of discrimination observed by faculty, with differences in political beliefs registering as the third most common (32.2%).

Faculty of color had a greater likelihood than their White colleagues to identify instances of gender discrimination (43.5% vs. 38.9%, respectively) and racial/ethnic discrimination (46.8% vs. 35.6%). It is likely the case that faculty of color maintain a greater awareness of more subtle forms of discrimination and thus have an enhanced sensitivity to identify discrimination more easily than their White peers. A significantly larger proportion of White faculty, however, reported witnessing discrimination based upon political beliefs, as more than one-third of White faculty respondents (36.1%) witnessed discriminatory or harassing incidents motivated by differences in political beliefs compared to one-quarter (25.6%) of faculty of color.



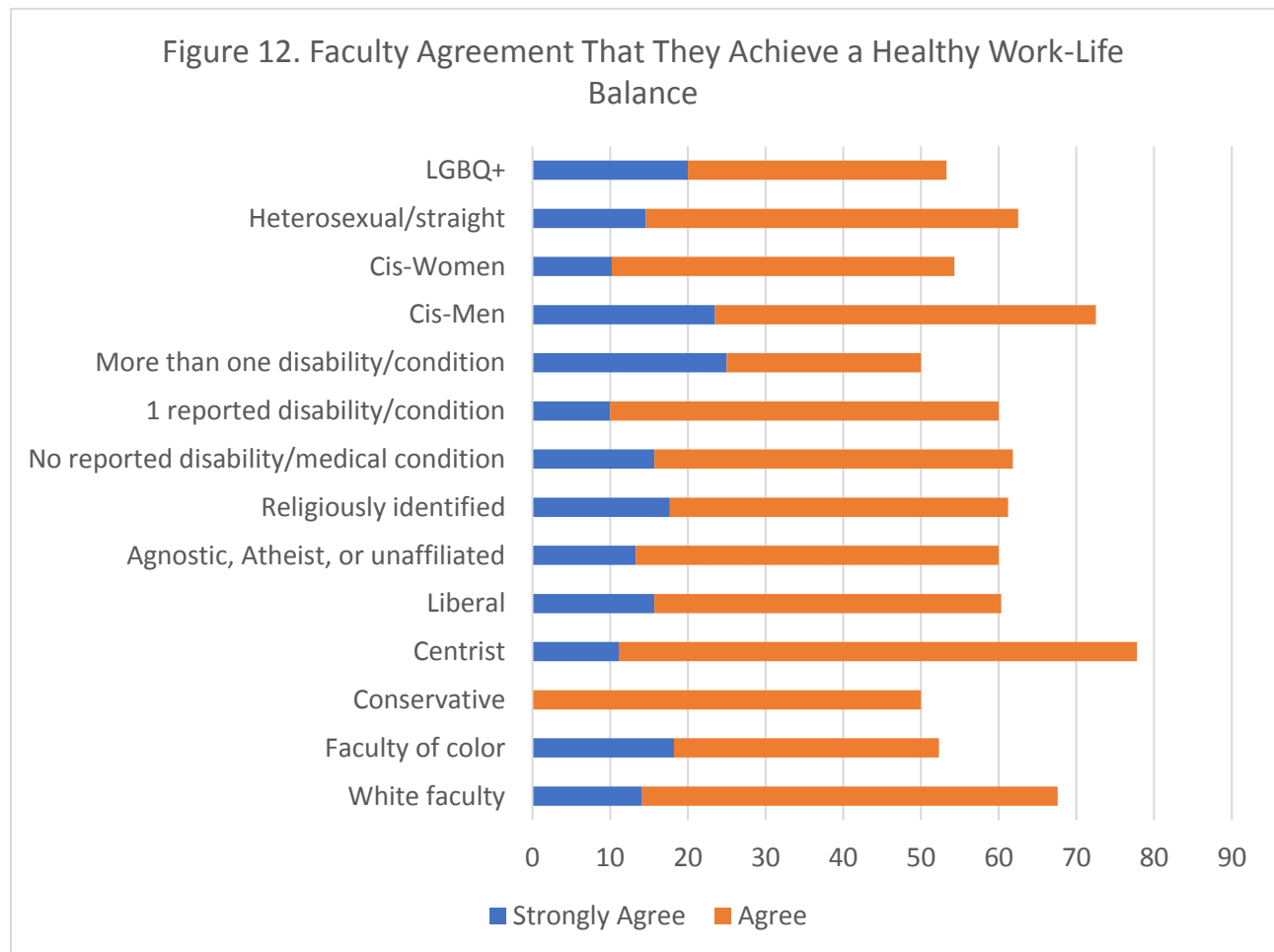
Similar to faculty of color, cis-women, who are underrepresented among faculty ranks within higher education more broadly, more readily witnessed each of the three forms of discrimination or harassment in Figure 11 compared to colleagues identifying as cis-men. Half of all cis-women respondents witnessed at least one instance of gender discrimination since starting their work at Clark compared to just 28.3% of cis-men. Additionally, cis-women report witnessing racial/ethnic discrimination at a significantly higher rate than their cis-men counterparts (42.2% vs. 36.4%), but a smaller gender gap appeared with respect witnessing harassment due to political beliefs (32.8% for cis-women vs. 29.4% of cis-men).

Differences in political ideologies followed a similar pattern, as liberal faculty tended to have a greater likelihood to have witnessed gender (49.4% vs. 25.0% vs. 0.0%), racial/ethnic (48.9% vs. 20.0% vs. 0.0%), and political (34.9% vs. 25.8% vs. 0.0%) discrimination compared to their centrist and conservative colleagues, respectively. Notably, the five conservative faculty who

answered these survey items have never witnessed gender, racial/ethnic, or political discrimination or harassment in the years following their initial appointment to the Clark University faculty.

Stressing Balance: Understanding Faculty Stressors and Which Faculty Find Balance

The amount and sources of stress among community members – particularly those employed by the institution – often get overlooked when examining individual perceptions of and experiences with campus climate. Faculty and staff responded to a set of potential stressors indicating whether, and the extent to which, each factor contributed to their stress levels. The most common source of stress for faculty may be beyond the institution’s control, as 41.2% of faculty respondents indicated household responsibilities as an important source of stress. Other common stressors included inefficient or excessive meetings (36.0%), increasing work responsibilities (30.9%), and lack of personal time (27.9%).



The amount of stress faculty feel may directly affect the extent to which they believe they strike an appropriate balance between their professional and personal lives, and Figure 12 disaggregates responses to this particular item by identity characteristics. Faculty who appear to have the greatest success in striking a healthy balance between their professional and personal lives tend to have more centrist political perspectives (77.8% achieve a healthy balance), self-identify their race/ethnicity as White (67.6%), and describe their gender identity as cis-men (72.5%). By contrast, just over half of all faculty of color in the sample (52.3%) believe they have a good work-life balance.

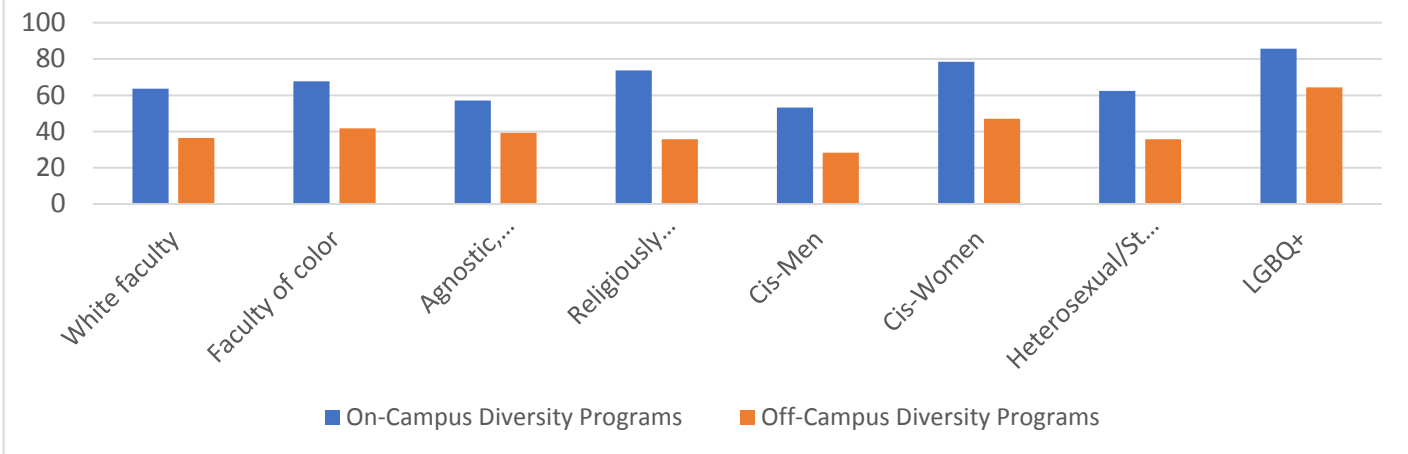
An even larger gap emerges between cis-men and cis-women. Just 54.3% of cis-women find a healthy balance between their personal and professional lives, falling 18.2 points lower than the proportion of cis-men who feel similarly. Slightly more than half of LGBTQ+ faculty find a healthy balance between their personal and professional lives, which falls 9.2 points below that of their heterosexual or straight colleagues. Just half (50.0%) of faculty with more than one disability or medical condition felt they achieved balance between their personal and professional lives compared to 61.8% of their colleagues without any disability or medical condition. Increasing the numbers of faculty who successfully strike a healthy balance between their work and their personal lives can help to improve faculty's job satisfaction and propensity to want to continue working at the university.

Equipping Faculty with the Knowledge and Skills to Address Diversity-Related Issues

Enlisting faculty as allies in campus-wide efforts focused on improving the climate for diversity can be a transformational strategy as long as the campus provides opportunities for faculty to become more knowledgeable about issues related to diversity on campus and training on how to facilitate difficult conversations or mitigate tense moments related to diversity conflicts. Faculty at Clark appear ready to engage in these conversations, as most reported having already attended on-campus programs focused on diversity (65.0%), and more than one-third of faculty (36.4%) have attended off-campus programs focused on diversity just within the past year.

Figure 13 shows that cis-women (78.4%) and LGBTQ+ (85.7%) faculty have the highest rates of participation in diversity-related programming on campus. These faculty could – and perhaps already do – serve as critical ambassadors for diversity-focused initiatives at Clark. Similarly, given that two-thirds of faculty of color (67.6%) and nearly three-quarters of religiously affiliated faculty (73.6%) also attended diversity-related programs on campus in the past year, Clark University administrators may try to outreach to these faculty to seek their input and buy-in regarding any efforts to enhance the climate for diversity at Clark. Faculty identifying as White, cis-men, religiously unaffiliated, and heterosexual may need to be approached through a

Figure 13. Participation in On- and Off-Campus Diversity Programming, by Identity Groups



different tactic in order to foster their buy-in and interest.

Similar to their high participation rates in on-campus diversity programming, LGBTQ+ faculty posted the strongest engagement in similar events off campus, as 64.5% attended a diversity-focused presentation, debate, or performance in the past year. Nearly half of cis-women (47.1%) also attended an off-campus diversity-related event within the past year.

Faculty’s Satisfaction with Aspects of the Climate for Diversity at Clark

Table 3 presents information about faculty’s satisfaction with campus climate disaggregated by identity characteristics. Overall, faculty of color, cis-women, liberal, and LGBTQ+ faculty tend to express significantly less satisfaction with the measures highlighted in Table 3 compared to their White, cis-male, conservative or centrist, and heterosexual/straight colleagues. The feedback in Table 3 from faculty who live and work in contexts where their social identities may make them more vulnerable to marginalizing, stigmatizing, and discriminatory circumstances suggests that Clark University has the potential to do more with respect to diversifying the racial and ethnic compositions of students and faculty while also enhancing the atmosphere for racial, gender, religious, and ability/disability differences to coexist and flourish. Across the board, faculty expressed feeling less satisfied with the racial/ethnic composition of the faculty compared to the racial composition of the student body, which indicates that Clark University has an opportunity to ensure that its faculty look more like the students who enroll at the campus, as a racially diverse student population will have even better chances for success when they have even greater access to role models whose identities and backgrounds more closely resemble their own.

Table 3

Faculty's Satisfaction with Aspects of Campus Climate, by Identity Group

Faculty's Satisfaction with:	White Faculty	Faculty of Color	Conservative	Centrist	Liberal	Religious Faculty	Agnostic, Atheist, or Unaffiliated
Racial/ethnic diversity of the faculty	34.6	30.0	83.3	60.0	24.7	29.4	32.4
Racial/ethnic diversity of the student body	41.0	34.7	83.0	60.0	31.5	39.7	33.3
Atmosphere for racial/ethnic differences	51.9	45.8	66.7	73.7	44.0	53.7	40.6
Atmosphere for gender differences	53.8	53.1	66.7	70.0	50.0	56.7	50.0
Atmosphere for religious/spiritual differences	35.9	36.0	33.3	50.0	33.7	36.8	35.3
Atmosphere for differences in ability or disabilities	40.3	44.0	66.7	50.0	37.4	43.3	38.2
Respect for the expression of diverse beliefs	42.3	40.0	33.3	40.0	44.6	48.5	35.3

Faculty's Satisfaction with:	Heterosexual	LGBQ+	Cis-Men	Cis-Women	No Disability	One Disability	More Than One Disability
Racial/ethnic diversity of the faculty	34.9	23.5	35.7	31.9	37.9	14.3	25.0
Racial/ethnic diversity of the student body	39.8	35.3	43.6	34.8	40.2	28.6	50.0
Atmosphere for racial/ethnic differences	58.9	41.2	57.4	44.8	55.6	23.8	50.0
Atmosphere for gender differences	57.9	35.3	58.2	51.5	58.4	28.6	75.0
Atmosphere for religious/spiritual differences	37.0	35.3	32.7	39.1	43.1	9.5	37.5
Atmosphere for differences in ability or disabilities	43.0	41.1	41.8	44.1	48.5	14.3	50.0
Respect for the expression of diverse beliefs	42.6	29.4	34.5	47.8	43.1	28.6	62.5

Profile of Staff Respondents

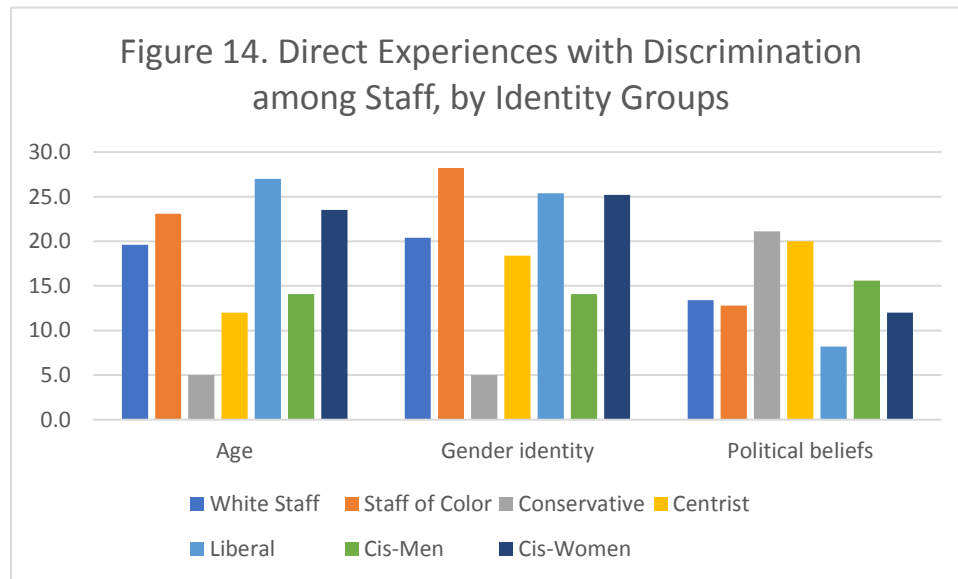
Clark University staff had the highest response rate of any group, as 49.2% of invited staff members submitted complete or partially completed surveys during the administration period, yielding 225 responses. The composition of staff at Clark provide a stark contrast to the representation of various identity groups found among the student population. For example, nearly four out of five staff members (79.7%) selected White as their racial/ethnic identity, which contrasts starkly with the much more racially diverse populations of undergraduate and graduate students as well as faculty. Two-thirds of staff respondents identified as cis-women (67.3%) compared to 31.8% who identified a cis-men and 0.9% as transgender. Due to the low number of transgender staff respondents, the disaggregated gender breakouts presented in this section do not include the percentages for transgender staff.

With respect to sexual orientation, 9.0% of staff identified as LGBTQ+, 88.7% as heterosexual or straight, and 2.4% as heteroflexible or bi-curious. Whether staff affiliated with a particular religion was almost evenly split with 54.2% identifying with a particular religion compared to 45.8% who described their religious identity as Agnostic, Atheist, or unaffiliated. Nearly one-quarter of staff members (24.4%) came from families where no parents or guardians had ever attended college. About one-third of respondents (32.4%) work in academic affairs, and 27.6% identified student affairs as their broad campus unit. Staff in business affairs accounted for 19.4% of the sample while their colleagues in external affairs (16.5%) and senior leadership (4.1%) rounded out the sample for staff. The following sections disaggregate staff's views on the climate for diversity at Clark as well as their personal experiences within this context.

Staff Members' Direct, Personal Experiences with Discrimination

Similar to students and faculty, one of the most common forms of discrimination for staff respondents was gender discrimination, as 21.9% of staff members had at least one personal incident involving gender discrimination since they began working at Clark. In a notable departure from students and faculty, racial/ethnic discrimination did not rank among the top three most common forms of discrimination or harassment reported by staff, as just 10.8% of staff respondents experienced racial discrimination. This figure may be lower than that of faculty and students due to the extremely high concentration of White staff members at Clark (79.8%). Indeed, disaggregating personal experiences with racial discrimination by respondents' race/ethnicity reveals that 35.1% of staff members of color had at least one instance involving racial discrimination since starting their employment at Clark compared to 5.1% of White staff. Discrimination based upon age (20.3%) and political beliefs (13.3%) register as the second and third most common ways in which staff members at Clark encountered discrimination and harassment.

Figure 14 disaggregates rates of gender, age, and political discrimination based upon selected identity characteristics. In addition to the differences between staff of color and their White colleagues with respect to racial discrimination, the data also suggest that staff of color are more likely to experience age discrimination (23.1% s. 19.6%) and gender discrimination (28.2% vs. 20.4%) compared to their White colleagues. No racial/ethnic differences emerged when disaggregating staff’s experiences with discrimination attributed to political differences.



Discrimination due to political differences is perhaps best differentiated by staff members’ self-reported political orientation. About one-fifth of conservative (21.1%) and centrist (20.0%) staff members experienced discrimination due to their political beliefs compared to just 8.2% of liberal staff. By contrast, just 5.0% of conservative staff members experienced discrimination due to their age or due to their gender identity. By contrast, more than one-quarter of liberal staff members experienced either gender (25.4%) or age (27.0%) discrimination.

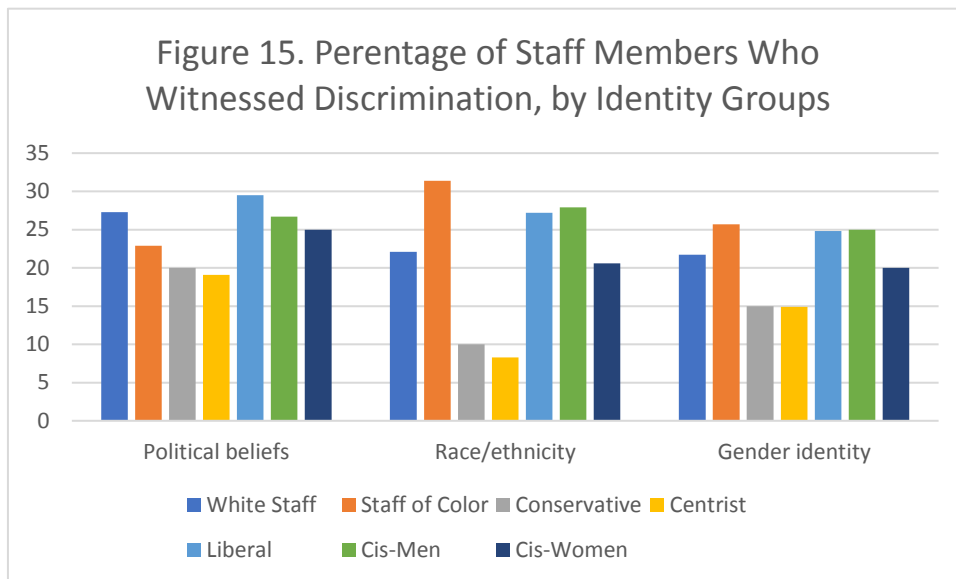
Significant gender gaps emerged with respect to staff members’ experiences with gender and age discrimination. Cis-women were much more likely to report discriminatory experiences associated with age (23.5%) and gender identity (25.23%) compared to their cis-male counterparts (14.1% and 14.1%, respectively). Compared to cis-women, cis-men were slightly more likely to have experienced discriminatory acts due to their political beliefs (15.6% vs. 12.0%).

The most common instances of discrimination reported by staff related to being ignored after having shared their ideas (42.2%), receiving derogatory remarks or gestures (37.3%), or being put down intellectually (34.3%). Staff identified their colleagues as the most common source of

discriminatory behavior directed at them (40.2%), but senior administrators ranked second among staff as a common source of discriminatory or harassing actions (26.5%). About one-quarter of staff who experienced discrimination identified faculty as the perpetrators of such negative interactions.

Staff Members Most Commonly Witness Political, Racial, and Gender Discrimination

Similar to students and faculty, data from staff members at Clark indicate the most common forms of discrimination or harassment observed by staff members is related to political beliefs (26.5%), race/ethnicity (23.0%), and gender identity (22.0%).



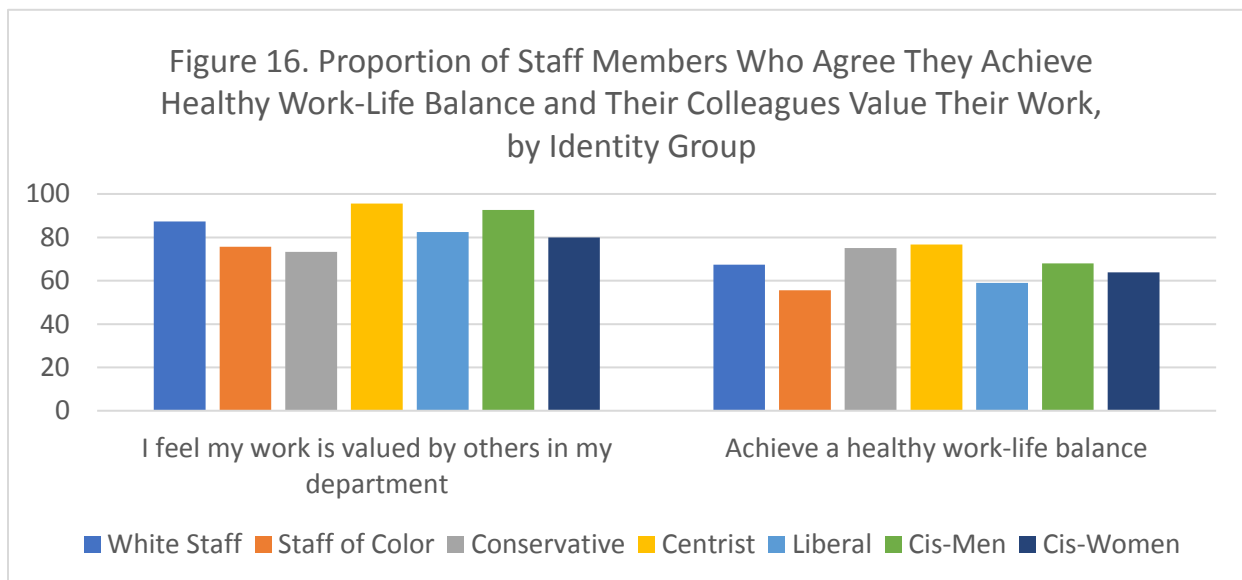
The proportion of White staff members who witnessed discrimination or harassment due to political differences slightly exceeded the same proportion for staff of color (27.3% vs. 22.9%, respectively). About one-fifth of conservative staff members (20.0%) witnessed discrimination based upon political beliefs compared to 19.1% of centrist staff and 29.5% of liberal staff. Roughly equal proportions of cis-men (26.7%) and cis-women (25.0%) had witnessed political discrimination since they started at Clark.

The rate at which staff witnessed racial discrimination or harassment showed a different pattern, as a significantly higher proportion staff of color (31.4%) witnessed racial discrimination compared to White staff (22.1%). More than one-quarter (27.2%) of staff describing their political orientation as liberal witnessed racial discrimination compared to 10.0% of conservative staff and 8.3% of centrist staff members. Cis-men staff tended to have a significantly stronger likelihood of witnessing racial or ethnic discrimination compared to cis-women (27.9% vs. 20.6%, respectively).

The likelihood of staff members witnessing gender discrimination also significantly differed by race/ethnicity, political orientation, and gender identity. Staff of color had significantly greater odds of witnessing gender discrimination than their White colleagues (25.7% vs. 21.7%). Similarly, staff members with more liberal political leanings (24.8%) more readily observed gender discrimination than their centrist (14.9%) or conservative (10.0%) counterparts. One-quarter of cis-men (25.0%) witnessed gender discrimination compared to 20.0% of cis-women.

Staff Members’ Sense Their Colleagues Value Their Work and Achieve a Healthy Work-Life Balance

Figure 16 provides data on the extent that staff members believe their colleagues value their work and whether they agree they achieve a healthy work-life balance; these data are disaggregated by selected identity groups. Overall, 88.1% of staff perceived their colleagues valued their contributions at work while 64.9% believed they achieved a healthy work-life balance.



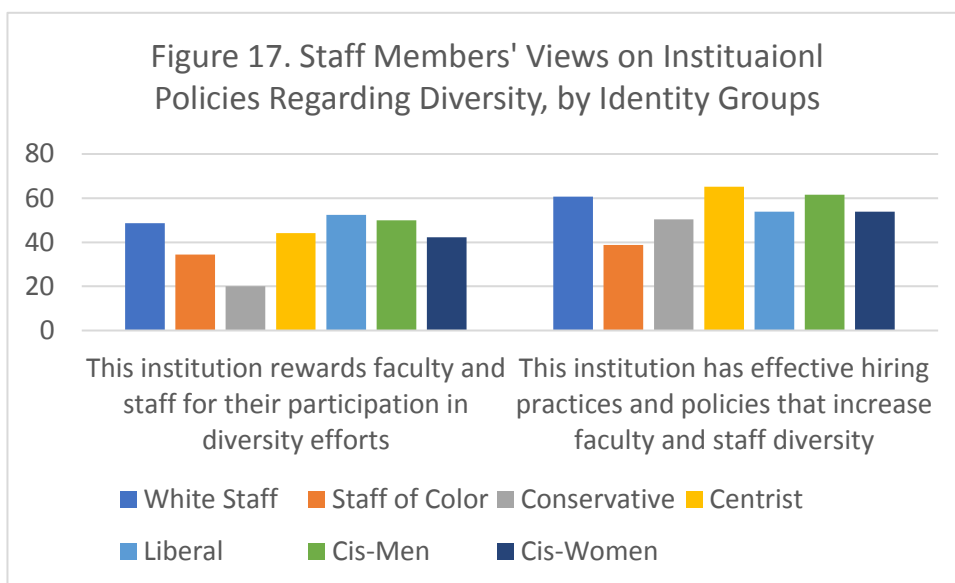
As shown in Figure 16, a significantly larger share of White staff members (87.3%) perceived their departmental colleagues valued their contributions at work compared to their colleagues of color (75.7%). Staff with more centrist (95.6%) and liberal (82.5%) viewpoints were significantly more likely to perceive their colleagues as valuing their contributions when compared to their conservative peers (73.3%). Similarly, cis-men (92.6%) had a significantly stronger propensity to believe their colleagues appreciated what they contributed within the department relative to their cis-female counterparts (80.0%).

With respect to achieving a healthy work-life balance, two-thirds of White staff (67.4%) agreed they had found a healthy balance between their professional and personal lives, which

exceeded the proportion of staff of color who reported the same (55.6%) by nearly 12 percentage points. Conservative (75.1%) and centrist (76.7%) staff had significantly higher likelihoods of reporting a healthy work-life balance compared to their colleagues with more liberal political leanings (58.9%). Cis-men slightly out-paced cis-women in the belief they had achieved a healthy work-life balance by just over four percentage points (68.0% vs. 63.8%, respectively).

Perceptions of Institutional Policies Encouraging Diversity

Staff members varied considerably in their views about institutional efforts to reward or incentivize participation in diversity programming as well as efforts to spur the diversification of the university workforce. Less than half of staff members in this sample (45.8%) agreed that Clark University rewards faculty and staff for their participation in diversity efforts, but more than half (56.7%) felt as though the institution has effective hiring practices and policies that increase faculty and staff diversity. Figure 17 disaggregates these findings by selected identity groups.



Slightly less than half of White staff members (48.6%) supported the statement that Clark University rewards faculty and staff for participating in diversity efforts, but only about one-third of staff members of color felt similarly (34.4%). While just one-fifth of conservative staff agreed that Clark effectively incentivizes employees' participation in diversity efforts, centrist (44.2%) and liberal (52.4%) staff members were more likely to find this statement as an accurate description of the campus. Half of cis-men (50.0%) thought the institution incentivized participation in diversity efforts by employees, which slightly exceeded the percentage of cis-women reporting a similar sentiment (42.2%).

With respect to views on hiring policies, White staff members were more likely to agree that the institution maintained effective hiring policies and practices to increase diversity among the institutional workforce, which was 1.5 times as high as the proportion of staff members of color who also endorsed this statement. Two-thirds of centrist faculty endorsed this perspective (65.1%), yet just over half of conservative (50.4%) and liberal (53.9%) staff members felt similarly. Cis-men viewed the hiring practices and policies more favorably with respect to their effectiveness at increasing staff diversity compared to their cis-women colleagues (61.6% vs. 53.9%, respectively).

Staff Members' Satisfaction with Aspects of Campus Climate

Table 4 disaggregates staff members' expressed satisfaction levels on various aspects of campus climate. White staff members tend to view the campus climate for diversity much more favorably than staff of color. For example, 63.8% of White staff members felt satisfied with the racial/ethnic diversity of the student body compared with just 57.5% of staff of color. More than 20 percentage points separate White staff from staff of color with respect to their satisfaction with the atmosphere at Clark related to gender differences (74.2% vs. 50.0%, respectively).

With respect to political orientations, centrist staff members tended to hold a more positive view of campus climate compared to both their conservative and liberal colleagues. This gap was particularly prominent regarding satisfaction with the atmosphere for racial/ethnic differences, as 73.6% of centrist staff felt satisfied with the current state of affairs on this measure compared to 65.0% of conservative staff and just 58.3% of liberal staff.

Staff who identified their sexual orientation as LGBTQ+ held a much more critical view of campus climate compared to their heterosexual counterparts. While 43.8% of heterosexual staff found the current racial/ethnic makeup of the faculty to be satisfactory, just 16.7% of LGBTQ+ staff felt similarly. With respect to the atmosphere for racial/ethnic differences, nearly two-thirds of heterosexual staff (64.8%) gave the institution positive marks, yet just 38.9% of LGBTQ+ staff also expressed positive views. Generally speaking, as was the case for faculty and students, members of more marginalized identity groups tended to view the campus climate for diversity significantly less favorably than their peers whose identities tend to be among numerical majorities.

Table 4

Staff Members' Satisfaction with Campus Climate, by Identity Groups

Staff's Satisfaction with:	White Staff	Staff of Color	Conservative	Centrist	Liberal	Religious Staff	Agnostic, Atheist, or Unaffiliated
Racial/ethnic diversity of the faculty	41.1	40.0	45.0	57.7	33.9	44.8	30.0
Racial/ethnic diversity of the student body	63.8	52.5	60.0	67.9	59.8	66.3	56.3
Atmosphere for racial/ethnic differences	64.6	57.5	65.0	73.6	58.3	63.2	60.6
Atmosphere for gender differences	74.2	50.0	65.0	63.5	69.8	61.4	56.3
Atmosphere for religious/spiritual differences	57.2	37.5	50.0	60.4	50.4	51.7	49.3
Atmosphere for differences in ability or disabilities	55.6	48.7	50.0	67.9	48.6	58.0	49.3
Respect for the expression of diverse beliefs	54.4	45.0	47.4	52.8	54.2	54.5	42.0

Staff's Satisfaction with:	Heterosexual	LGBQ+	Cis-Men	Cis-Women	No Disability	One Disability	More Than One Disability
Racial/ethnic diversity of the faculty	43.8	16.7	50.0	35.3	43.0	24.1	37.5
Racial/ethnic diversity of the student body	63.0	44.4	61.5	60.0	57.8	55.2	93.8
Atmosphere for racial/ethnic differences	64.8	38.9	66.2	60.9	61.3	58.6	73.3
Atmosphere for gender differences	62.8	33.3	64.6	59.0	58.8	69.0	62.5
Atmosphere for religious/spiritual differences	53.9	44.5	56.3	50.4	52.5	51.7	50.0
Atmosphere for differences in ability or disabilities	56.1	38.9	63.1	49.3	53.1	55.2	56.3
Respect for the expression of diverse beliefs	53.7	38.9	49.2	53.4	49.7	62.1	50.0