

2009 Campus Climate Report

**Compiled by Audrey Calefas-Strébelle, Director of the Office of Diversity,
with the help of the Diversity Council**

Demographics of Survey Respondents

	2009	2007	2003
Total	270	602	577
Female	205	409	385
Male	65	162	177
Staff	61		
Faculty	33		
Student	176		
Freshman, Day Undergraduate	19	75	131
Sophomore, Day Undergraduate	20	73	56
Junior, Day Undergraduate	27	77	104
Senior, Day Undergraduate	39	103	104
Intensive /Evening Undergraduate	27	46	40
Graduate	30	216	130
Teaching Credential	8		
African American/Black Non Hispanic	14	21	23
American Indian/Alaskan	10	2	4
Asian/Asian American	45	65	63
Hispanic/Latino	59	93	106
Pacific Islander	22	19	21
White, Non Hispanic	136		
International		22	33
Biracial/Multiracial	26	74	78
LGTB	15	17	
Live on Campus	73	208	230
Commute	197	333	321

Introduction:

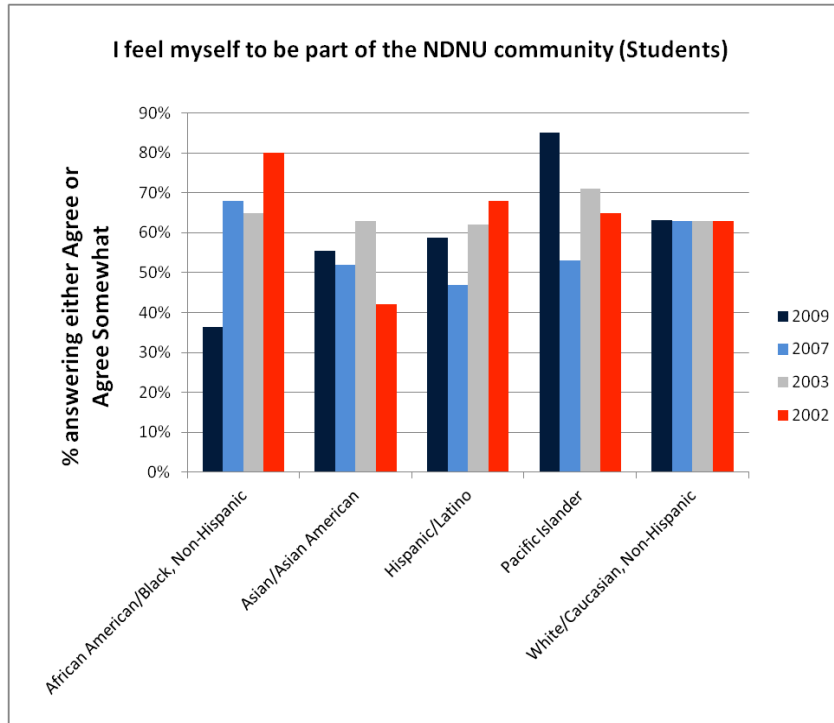
The 2009 Campus Climate Survey (CCS) was administered to Students, staff, and faculty from November to December 2009. The survey was created on Survey Monkey by Bobby Vaughn (director of the Office of Institutional Diversity until summer 2010), and the Diversity Council (DC) of that time. The survey was distributed electronically and the questions were not exactly the same as the questions on surveys given previously.

270 responses were received, which represents a 50% decrease over the last time the quantitative survey was administered. The decrease of participation can be due to the fact that the survey was only available electronically. The DC took the decision not to give paper surveys due to the lack of manpower to enter the data electronically. Prior to 2009, CCSs were tabulated by Merrill Research INC. Due to the high cost of this service, the DC of the time decided to manage the survey independently.

I was given access to the survey when I was appointed Director of the Office of Diversity and Chair of the DC in September 2010. The survey had not been tabulated or analyzed and was under the question format. I did the tabulation and a first analysis that was discussed at the DC meeting, and then I compiled this analysis. I noticed many similarities with the 2007 CCS analysis done by Bobby Vaughn and the DC and I used that analysis when necessary.

The following pages present graphed data of selected questions. The questions selected for inclusion in this report highlight the major topic areas covered by the survey. Also some of the questions chosen were asked in previous surveys, and thus, helped to provide a longitudinal analysis. When available (following last graph), selected verbatim quotes reported from the survey are presented. The verbatim quotes do not necessarily represent a consensus view on that particular topic, as there was a wide range of opinions expressed.

Graph 1: Students: I feel myself to be part of the NDNU community



Findings/Observations:

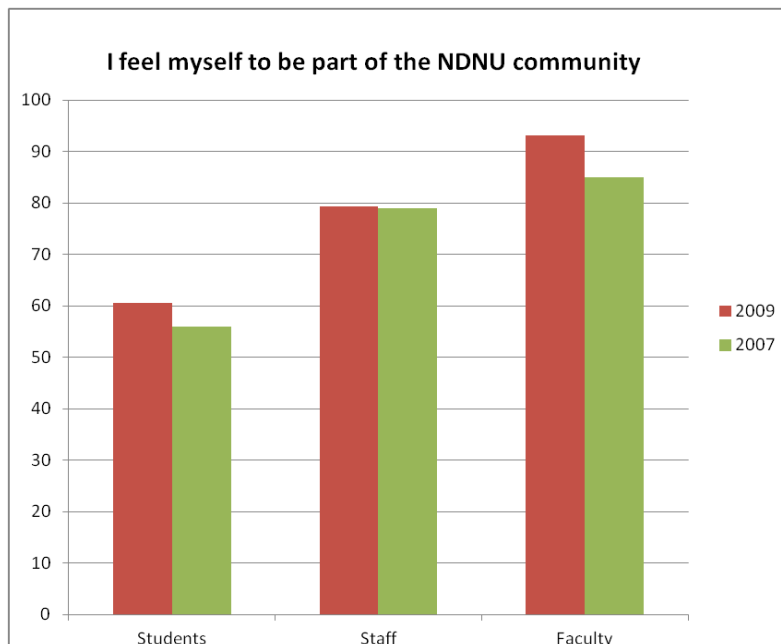
After a significant decrease of satisfaction between 2003 and 2007 (63% in 2003 versus only 57% in 2007), it is encouraging to observe a regain of overall satisfaction among students between 2007 and 2009 (+3%; 60% in 2009 versus 57% in 2007). The satisfaction of all the ethnic groups has increased between 2007 and 2009. The satisfaction of the Pacific Islander students increased the most (+30%), followed by Hispanic/ Latino students (+12%) and by Asian/Asian American students (+3%). For the Hispanic/ Latino and Asian/Asian American students populations, the level of satisfaction is almost back to the peak reached in 2002-2003, whereas the level of satisfaction of Pacific Islander students have never been so high. The satisfaction of white students has remained remarkably stable at 63%.

In contrast, it is concerning to see that the level of African American students has sharply declined (-32%) from 2007 and (-44%) from 2002. However, we have to consider that only 11 African American students participated in this survey. The low level of participation of this population makes it difficult to draw precise conclusions. Even though, this decline is particularly alarming. This graph challenges us to urgently address specific needs of African Americans.

Action Items:

- Increase course offerings in the Ethnic Studies area and intensify African American faculty recruitments efforts.
- Actively engage with the student cultural clubs to offer funding for outings and activity, advisor support.

Graph 2: I feel myself to be part of the NDNU community- Student, Faculty, Staff



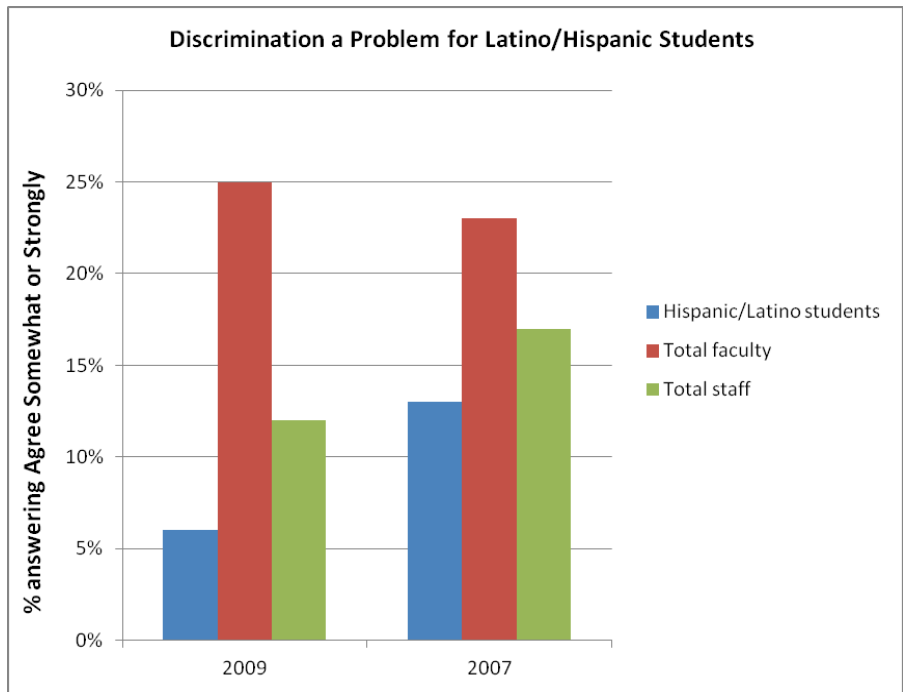
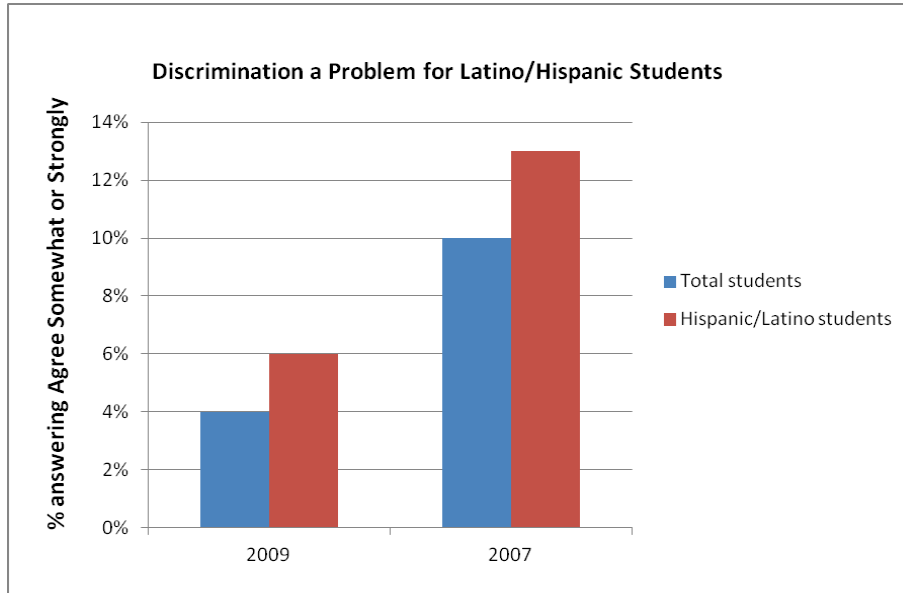
Findings/Observations:

This graph shows a general amelioration from 2007. The students find themselves to be more part of the NDNU community in 2009 compared to 2007 (+3%) raising the number to 60%; same thing can be observe for faculty (+7%) raising the number to 92%. However, this number is low compared to Faculty who agree to the question for 92% and staff for 80%. It would be useful to investigate which student populations feel this alienation (day, evening, commuter, etc..).

Action Items:

- Follow up with focus groups of various student populations to better understand the nature of any isolation and ask solicit the students’ suggested remedies.
- Encourage a greater faculty presence on campus in the evening, perhaps during film nights?
- Invigorate club involvement by students.

Graph 3 and 4: Discrimination a Problem for Latino/Hispanic Students:



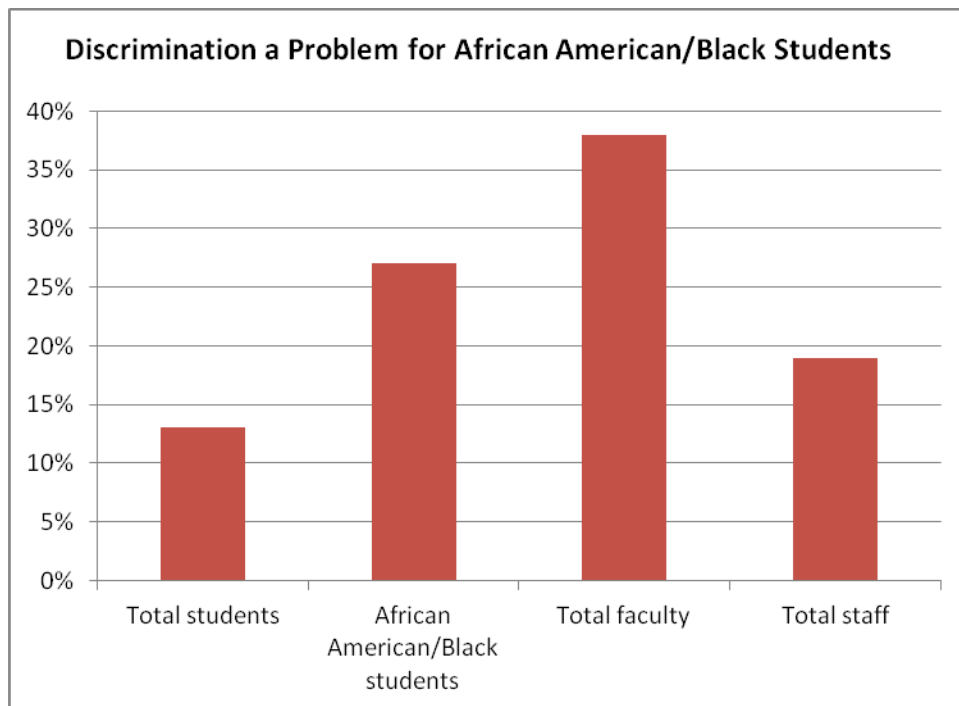
Findings/Observations:

Discrimination is perceived as a problem by 6% of current Latino/Hispanic students, which is notably down from the 13% of 2007. This suggests that the NDNU environment has become more supportive of, and less discriminatory towards, Latino/Hispanic students. This also suggests that Latino/Hispanic students feel relatively safe on the NDNU campus. We need to make sure that this situation remains in the future. Faculty and staff, however, tend to see the problem as worse than the students themselves perceive it. 25% of faculty (+2% from 2007) and 12% of staff (-5% from 2007) perceive discrimination as a problem for Latino/Hispanic students. This suggests that perhaps faculty (more than staff) have heightened awareness of the potential for discrimination but perhaps are not as aware of the experience of our particular students as they might be.

Action Item:

- Highlight satisfaction and success of Latino/Hispanic students in marketing to prospective students and our own faculty and staff, and in view of the HSI label.

Graph 5: Discrimination a Problem for African American/Black Students (only 11 African American/Black Students answered the survey)



Findings/Observations:

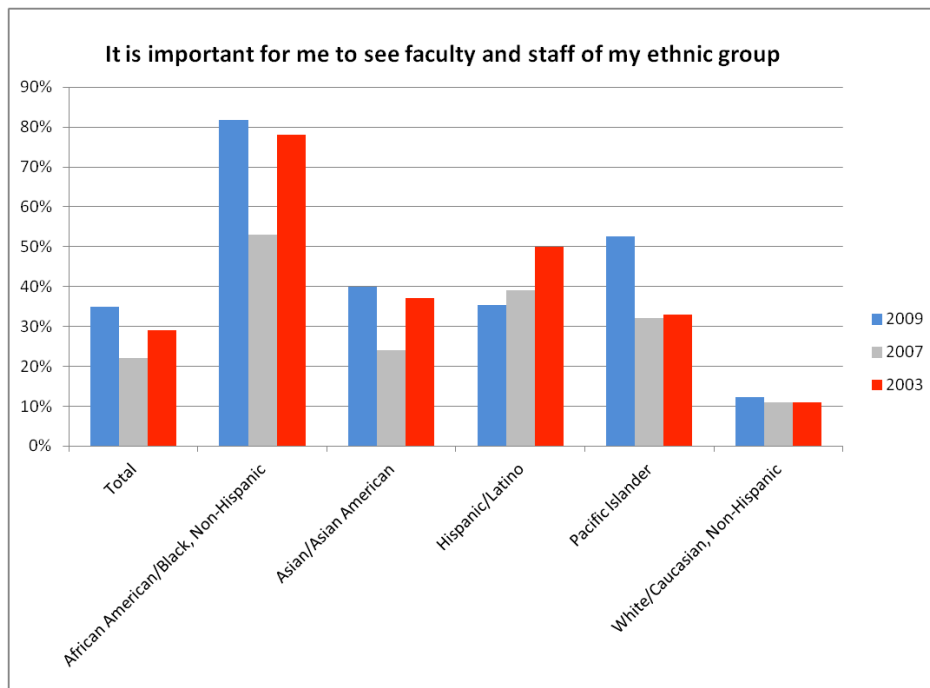
Since we do not have the data for 2007, no comparison can be made. The same conclusion can be made regarding the students perception versus the faculty perception:

37% of the faculty thinks discrimination is a problem for African American/Black Students against 26 % of the African American/Black Students population itself. The % is still quite high especially compared with the Latino/Hispanic Students numbers. This graph confirms the result of graph 1 in which African American/Black Students felt the least part of the NDNU community. Here too we have to keep in mind that only 11 African American/Black Students answered the survey. However the situation has to be taken into account and a solution has to be found quickly to alleviate this issue.

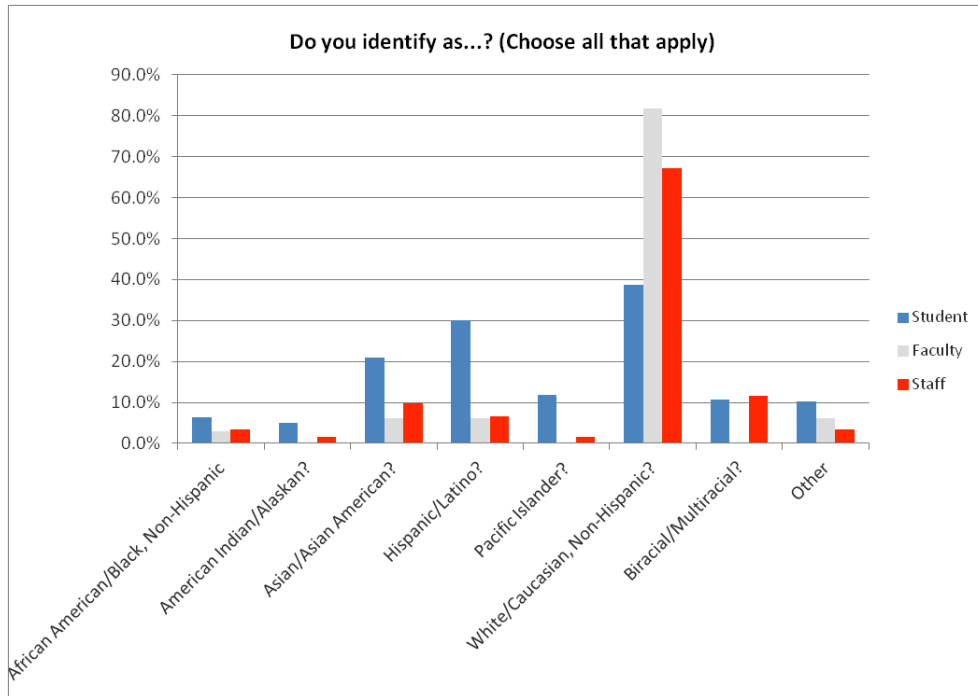
Action Items:

- Conduct a research to evaluate dissatisfaction of African American/Black students with Hispanic/Latino Students in contrast.
- Use focus groups to add specific detail regarding perceived discrimination, to learn source and offer more ample recommendations.
- Increase course offerings in the African American/African Studies area and intensify African American/black faculty recruitments efforts

Graph 6: It is important for me to see faculty and staff of my ethnic group



Graph 7: do you identify as...



Findings/Observations:

The total number of students who wish to see faculty and staff of their ethnic group has increased noticeably since 2007 (+13%). This situation is new if we consider the 2003 and 2007 surveys. Between the 4 years separating those two surveys, students of color felt less strongly about faculty/ Staff ethnic representation (-25% for African American/Black students; -13% for Asian/Asian American students; -11% for Latino/Hispanic students).

Between 2007 and 2009 all students of color expressed again their wish to see more representation of their ethnic group among staff and faculty (+30% for African American/Black students; +18% for Asian/Asian American students, +20% for Pacific Islander.) It is understandable in a campus where 81 % of the faculty identify as white vs 39% of the students.

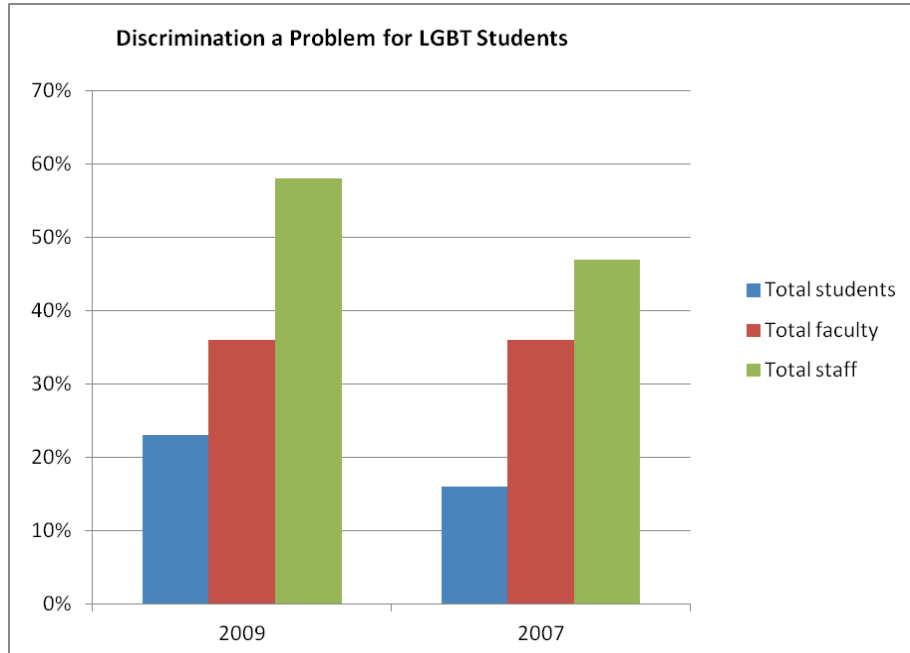
This graph (along with graphs 1 and 5) is quite alarming and reflects a deep lack of satisfaction from the African American/black student population. This is a serious situation that has to be taken in account for future hiring, especially now that one of the few African American professors retired (Lawrence Sam).

Action Items:

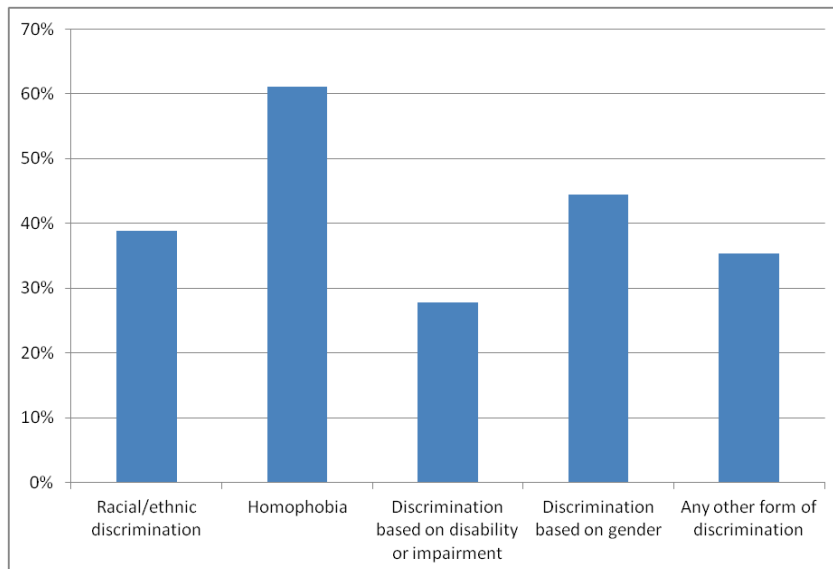
- Make every effort possible to recruit and retain faculty and staff of color.

- Representation of DC members in the hiring process of PT faculty and staff.
- Letter to the department chair regarding PT faculty and staff hiring.

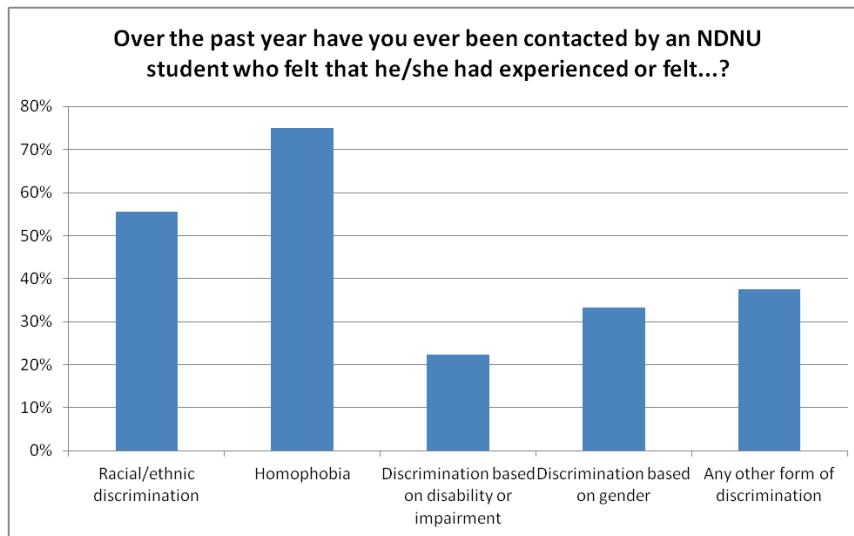
Graph 8: Discrimination a problem for LGTB students:



Graph 9: Over the past year you have been contacted by an NDNU student who felt that he/she had experienced or felt...? (from 18 staff members who received student complaints)



Graph 10: Over the past year have you ever been contacted by an NDNU student who felt that he/she had experienced or felt...? (from 9 faculty members who reported student complaints)



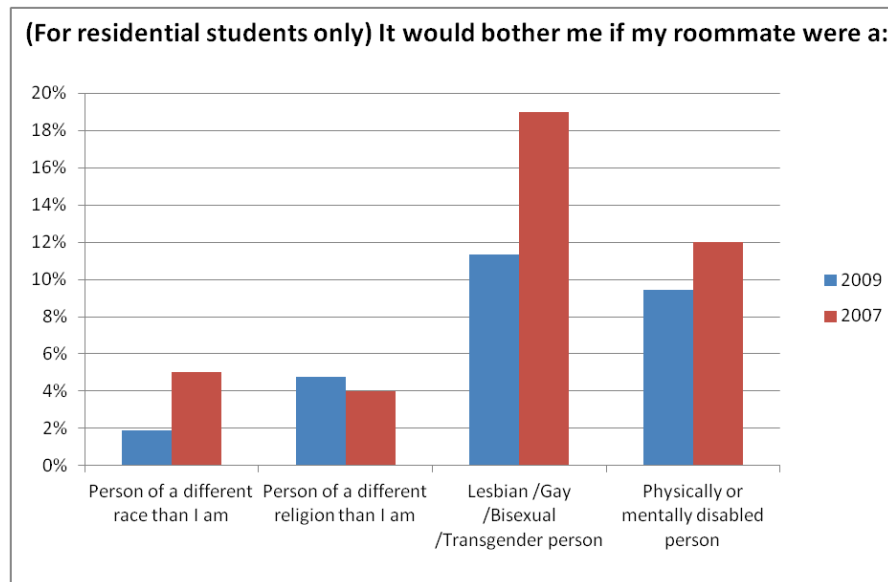
Findings/Observations:

22% of the students think discrimination is a problem for LGTB students (+ 6% from 2007). Faculty and staff, however, tend to see the problem as worse than the students themselves perceive. 36% of faculty and 59% (+ 10% from 2007) of staff perceive discrimination as a problem for LGTB students. This suggests that perhaps staff (more than faculty) have heightened awareness of the potential for discrimination against LGTB students. 75% of students’ complaints received by faculty regard homophobia as well as 60% of the complaints received by the staff. These numbers are very high and they reveal a situation that must be taken care of immediately. The situation has worsened since 2007 and it appears that our campus is becoming more challenging for LGTB students.

Action Items:

- Implement campus wide safe zone programs for residences and offices
- Support more extra curricular activities (discussion/speakers/film nights) related to LGTB issues
- Encourage a course or section of a course on LGTB culture (could be part of the “American Cultures course”
- Encourage and support the creation of a LGTB friendly club

Graph 11: It would bother me if my roommate were...



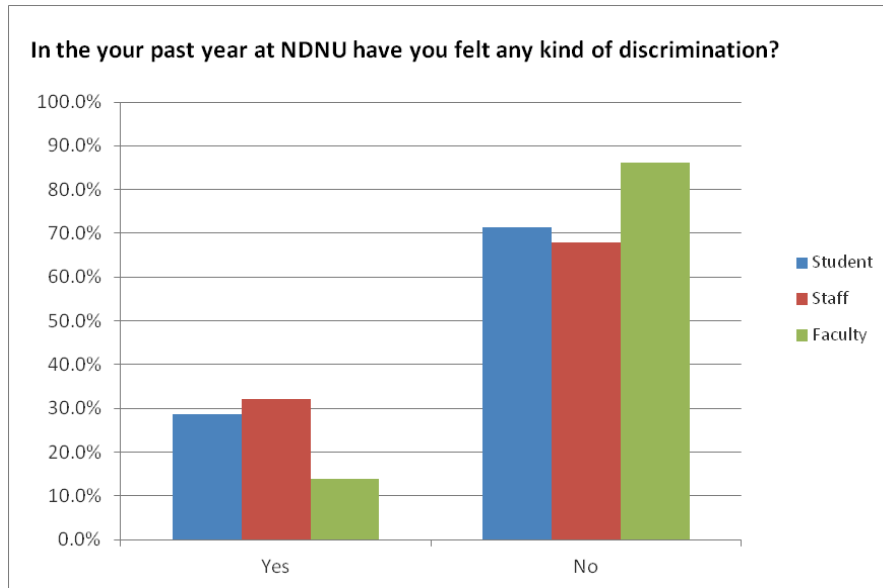
Findings/Observations:

This graph also shows the issues related to LGBT students. 11% of NDNU students are most uncomfortable living with LGBT students. This number has quite decreased since 2007 (-8%) which shows a certain contradiction with graph 8, but is still reflecting the discomfort of the student population in regards to living with LGBT students. 9% of the students are also uncomfortable living with physically or mentally disabled students. This signals a lack of progress in bringing these students into a sense of community. Students' assumption in regards of living with these two groups should be challenged with education. The stigmas related to these two populations are a cause for concern.

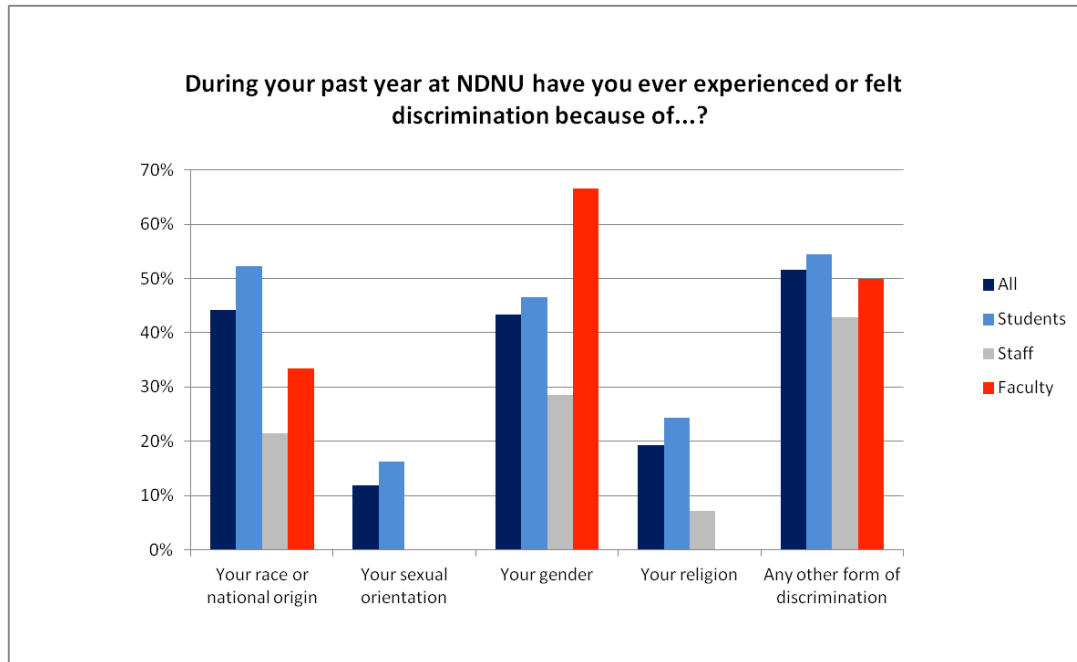
Action Items:

- See previous observations in regards of LGBT issues
- Improve access for physically disabled students (it is still close to impossible for them to take classes on the second level of Cuvilly hall and the outside stairs do not have the appropriate equipment for physically disabled students)
- Improve support for physically disabled students. (e.g.: more frequent and more available service for pick-up and drop-off, brail signs, etc...)
- Educate the campus as to the realities of physically disabled students' lives as to decrease stigma (speakers, brochures, film...)

Graph 13: In your past year at NDNU have you felt any kind of discrimination?



Graph 14: During your past year at NDNU have you ever experienced or felt discrimination because of...? (From 45 students, 14 staff members and 4 faculty members who experienced discrimination)



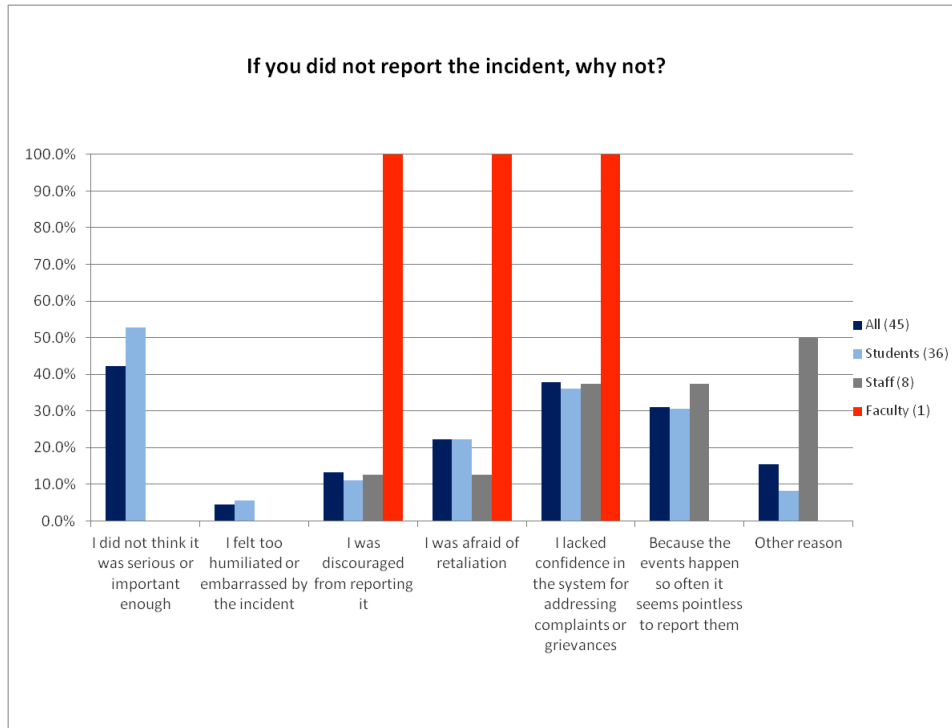
Findings/Observations:

Almost 30% of the students and more than 30% of the staff have felt discrimination in the past year. Overall more than one person out of 4 have felt some kind of discrimination over the last year. This is quite a high number. Students feel the most discriminated because of their race or national origin (52%) and because of their gender (47%). Faculty and staff primarily feel discrimination because of their gender (66% for faculty and 29% for staff), then because of their race or national origin (32% for faculty and 20% for staff). Since 75% of the participants to this survey were women we can make the assumption that “because of your gender” means “because you are a woman”. This graph reveals the high number of women who feel discriminated on campus. It is urgent that NDNU improves the campus climate for women.

Action Items:

- Conduct a research to evaluate discrimination toward women on campus.
- Use focus groups to add specific detail regarding perceived discrimination, to learn source and offer more ample recommendations.
- Work with HR to improve the access of resources and information relative to maternity and family leave.

Graph 15: If you did not report the incident, why not? (From 38 students, 9 staff members and 1 faculty who did not report the incident)



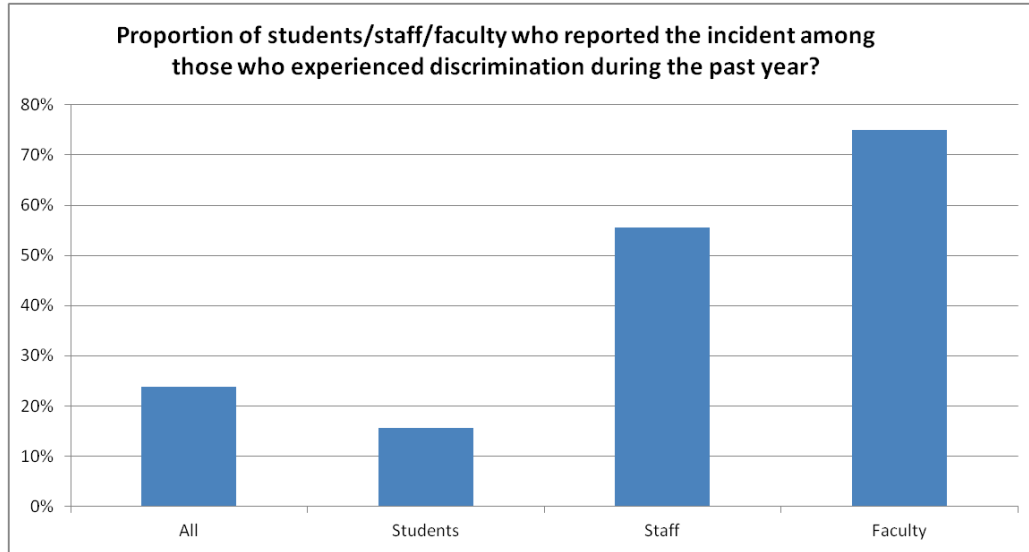
Findings/Observations:

Most of the time students do not report discrimination because they do not think the incident is serious enough (53%). Students are afraid of retaliation to report the incident (21%) or do not see the point of doing so because it happens so often (30%) and they lack confidence in the system for addressing complaints (37%). These numbers are alarming and reflect a deep discontentment. The total population surveyed share the same feeling. 39% of them are not confident in the system for addressing problems and 30% do not report the problem because it happens too often! This last number denounces an alarming discouragement and a profound distrust in the Institution regarding the treatment of discrimination incidents.

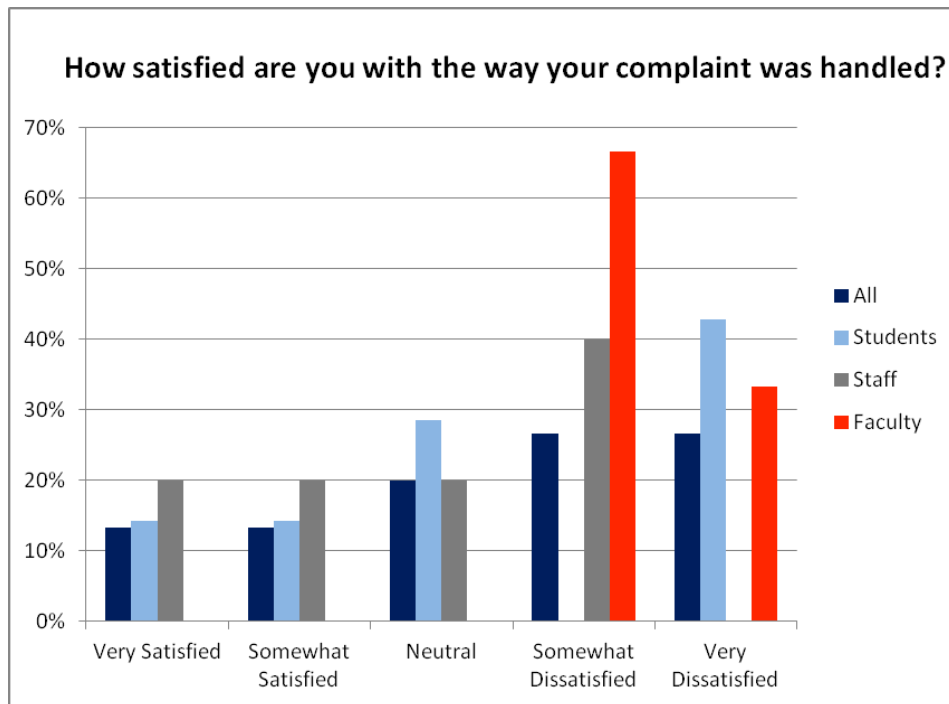
Action Items:

- The institution must change the way issues on discrimination are resolved and, perhaps, the process of complains could be made easier.
- Complaints boxes should be installed on the campus.
- Brochures and posters explaining the process for complaints could be distributed and posted in strategic places on campus.
- The DC could give a presentation about diversity expectations and incident solving process during students’ orientation meetings at the beginning of the freshman year.

Graph 16: Proportion of students/staff/faculty who reported the incident among those who experienced discrimination during the past year.



Graph 17: How satisfied are you with the way your complaints was handled? (From 7 students, 5 staff members and 3 faculty members who reported discrimination)



Findings/Observations:

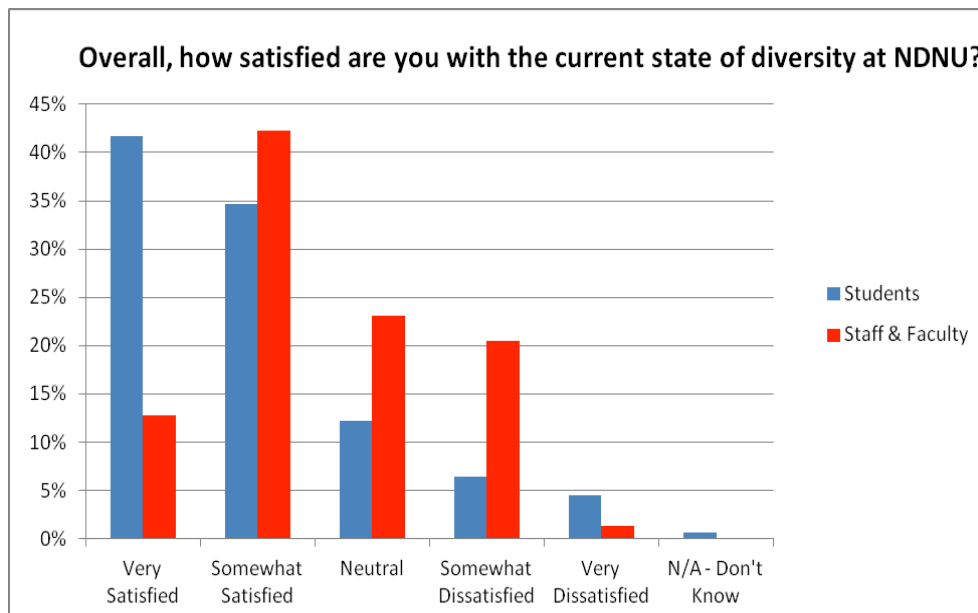
Only 16% of the students who felt discrimination reported the incident versus 56% of the staff members and 75% of the faculty. The total population surveyed is mostly

dissatisfied with the way the complaint was handled. 42 % of the students are very dissatisfied; 66% of the faculty members are somewhat dissatisfied as well as 40% of the staff members. When put in parallel with graph 15, the result of these graphs denounces again a strong dissatisfaction with the Institution regarding complaints on discrimination. Either the population who felt discriminated did not report the problem because they do not trust the system or if they did report the problem they are quite dissatisfied with the way the problem was treated.

Action Items:

- Conduct a campaign through campus expressing how much the institution cares about diminishing and solving discrimination issues on campus.
- Conduct a research to evaluate how discrimination issues are treated on campus and find out the reasons for current dissatisfaction.

Graph 18: Overall how satisfied are you with the current state of diversity at NDNU?



“We have such a diverse student body and yet the faculty and upper administration are not diverse. We should be working to improve that.”

“I think we need more opportunities for dialogue around issues of diversity.”

“The university needs to address its institutional racism, racial ethnic minority students needs student support services, more racial ethnic minority faculty and staff should be hired, a multicultural minor needs to be established.”

“I think NDNU has a very diverse group of students and faculty. However, in the graduate business program, there is currently only one female professor, who only teaches one class. I do wonder why that is the case.”

“Our campus is making great strides towards racial diversity and the climate has changed for the better since I began my studies at the University.”

Findings/Observations:

Even though the previous graphs were alarming, the general satisfaction of student regarding the current state of diversity at NDNU is very encouraging. 76% of students express a high level of satisfaction (42% very satisfied and 34% somehow satisfied). 55% of the faculty and staff are also satisfied (13% very satisfied and 42% somewhat satisfied). We observe the same tendency here as previously: the faculty and staff seem to be more aware of diversity issues on campus and thus less inclined to express a higher level of satisfaction.

Action Items:

- Support and continue the effort made over the years to enhance diversity at NDNU
- Improve the satisfaction of staff, faculty, and even students by resolving the issues revealed by the survey.

Conclusion/summary:

- Highlight satisfaction and success of Latino/Hispanic students in marketing to prospective students, to our own faculty and staff, and in view of the HIS label.
- Make every effort possible to recruit and retain faculty and staff of color.
- Regain satisfaction of the African American/black population.
- Increase course offerings in the Ethnic Studies area and intensify African American faculty recruitments efforts.
- Representation of DC members during the hiring process of PT faculty and staff.
- Improve campus climate for LGTB students
- Implement campus wide safe zone programs for residences and offices.

- Support more extra curricular activities (discussion/speakers/film nights) related to LGTB issues.
- Improve access and support for physically disable students. (e.g.: more frequent and more available service for pick-up and drop-off, brail signs, etc...)
- Improve campus climate for women.
- Improve current way of solving discrimination related issues.
- Improve trust in the Institution regarding the attention put in discrimination issues.