

**CAMPUS CLIMATE SURVEY RESULTS
ADMINISTERED FALL 2011**



**INDIANA UNIVERSITY
SOUTHEAST**

Office of Institutional Research and Assessment

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Campus Climate Survey: Fall 2011

Faculty, staff, and students were invited to participate in the Campus Climate survey through their IU email addresses. Invitations were sent to 7,756 total participants and 1,133 completed the survey for an overall response rate of 15%. Full-time faculty (68%) and staff (65%) responded at a higher rate than adjunct faculty (19%) and students (11%).

The survey was divided into four segments: population, curriculum, programming and events, and opportunity and compliance. Overall, respondents were positive about campus climate at IU Southeast. Strengths and opportunities for improvement have been identified for each section and respondent comments are also included.

IU Southeast Population:

- Strengths:
 - Overall, most respondents indicated that underrepresented populations are partially or well represented in student support materials and services such as recruiting materials, orientation, campus activities, and career services.
 - More than 70% of respondents indicated that adequate opportunities exist for interaction with diverse populations.
 - Most respondents (73%) agreed that campus programming helps students become more successful learners.
 - The most common comment category for the IU Southeast population was “positive diversity environment”, which included comments that were complimentary of the diverse environment.
 - “Since I became a student at IUS I was immediately drawn to the diversity within the campus population, not only among students but also among the staff. I have seen that there are ample opportunities to share our own culture in and out of the classroom.” (Student)
 - “It has improved a lot since the time I was hired. Thank you for the diversity programs/activities of IU Southeast.” (Faculty)
 - “For a predominately white middle class population of students, I believe the school does a good job of creating an environment that is comforting and open for all types of individuals.” (Student)
- Opportunities for improvement:
 - Half of respondents indicated that jobs are adequately advertised to reach underrepresented candidates (50%), while nearly 40% indicated that they did not know.
 - More than half of the respondents also indicated that search committees receive adequate affirmative action training (53%).
 - Nearly one in four faculty respondents indicated that new faculty members are not provided adequate opportunities to make connections on campus.

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Curriculum: General Education and Academic Programs

- Strengths:
 - Most faculty respondents indicated that they would be willing to incorporate more diversity-related perspectives in their general education (66%) and academic program courses (81%).
 - Half of faculty respondents indicated that they were familiar with resources available to implement more diversity related perspectives in their courses, while about 40% indicated that they use those resources and find them to be of high quality. More than 40% of faculty respondents reported that they are unaware of resources available to incorporate diverse perspectives in their courses.
 - The most common comment category for General Education and Academic Programs was “positive diversity curriculum”, which included comments that were complimentary of the inclusion of diversity in the IU Southeast curriculum.
 - “I am a criminal justice major, so I learn a lot about diversity in my major's classes.” (Student)
 - “The education program stresses and teaches diversity very well.” (Student)
 - “I have seen significant improvement in this area in the past decade.” (Faculty)
- Opportunities for improvement:
 - The majority of faculty respondents do not participate in diversity programs such as videoconferencing, study abroad, and international team teaching, with an average of 54% of respondents indicating that they never participate in these programs.
 - Similar to faculty, most students reported that they do not participate in programs such as video conferencing, applied learning, study abroad, and hybrid or online courses. An average of 57% of students reported never participating in these programs. Given this lack of participation, it is not surprising that most students also indicated that they do not know about the quality of the programs.
 - The second and third most common comment categories for General Education and Academic Programs were “not enough diversity curriculum” and “more online courses needed”.
 - “There are many courses offered in respect to diversity, including religion. However, other than African American studies, I don't know of any courses regarding races.” (Student)
 - “Wish there were more online courses available. Personally, my work schedule doesn't allow me to take the courses that I want. Online courses are much more accommodating to my schedule.” (Student)
 - “I know that there are few online courses offered but very FEW. There were no online classes at IUS for me to take to work towards my degree in business. I am a non-traditional student. I think that if IUS had more online classes to offer, it would really work well with schedules of busy students, more specifically non-traditional students.” (Student)

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Programming and Events

- Strengths:
 - Most students (average of 56%) reported being satisfied with current diversity programs and events.
 - Most faculty and staff indicated that they would be somewhat or very likely to participate in the diversity initiatives such as, workshops (75%), brown bag colloquia (66%), and e-publications (68%).
 - Most faculty and staff indicated that they are somewhat or very familiar with diversity resources, such as the diversity plan (73%), goals (75%), committee (62%), and where to go for diversity initiative information (78%).
 - The second most common comment category for Programming and Events was “positive diversity programming”, which included comments that were complimentary of the diversity programs and events offered on campus.
 - “I believe IUS has done a good job at trying to incorporate diversity in multiple programs throughout our campus. I especially enjoy the staff who go out of their way to try and stay in touch and engage us in their programs.” (Student)
 - “I have always noticed a climate of respect for all participants in any class, workshop, seminar, and meeting I've attended at IUS. “ (Faculty)

- Opportunities for improvement:
 - About 30% of all respondents indicated that they did not know enough about the diversity programs to rate their satisfaction.
 - At least half of all respondents indicated that they have received communications about Disability Services, Equity and Diversity, Center for Mentoring, Multicultural Student Union, and the Adult Student Center. Fewer respondents reported receiving communications about Veterans Services and Safe Zone.
 - Faculty and staff were also asked whether diversity issues are represented in IU Southeast planning and training activities, such as leadership retreats and faculty/staff development. Significantly more staff indicated that diversity issues were very much a part of planning and training issues, while faculty did not know if these issues are included.
 - The most common comment category for Programming and Events was “diversity programming needs improvement”.
 - “More talks need to be offered involving diversity. We should have more conferences and forums devoted to the issues of race, gender equality, and sexual orientation.” (Student)
 - “I'd like to see more ‘diversity’ of thought in the common experience program. Up to now, it is a pretty monolithic and entirely non-diverse exercise in leftist political ideology. Let's expose students to the debate, not (some people's) answer.” (Faculty)

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Opportunity and Compliance

- Strengths:
 - More than 60% of all respondents reported that issues related to gender bias, sexual harassment, race, sexual orientation, disability and equal access, religious and spiritual beliefs, and veterans are taken seriously at IU Southeast.
 - Fewer than 25% of respondents reported witnessing any type of harassment at least once on the IU Southeast campus, while fewer than 10% reported experiencing harassment.
 - Staff members were significantly more likely than faculty and students to report knowing about the grievance policy and how to initiate the process.
- Opportunities for improvement:
 - When asked if issues related to diversity are taken seriously at IU Southeast, significantly fewer faculty respondents than staff or students agreed that issues related to gender bias (58%), sexual orientation (68%), disability and equal access (77%), and religious and spiritual beliefs (54%) are taken seriously.
 - Significantly more faculty members reported witnessing (35%) and experiencing (22%) harassment based on gender than staff or students. Similarly, significantly more faculty reported witnessing harassment based on age (31%) and sexual orientation (24%).
 - Derogatory remarks were witnessed or experienced most often (31%), followed by written comments or graffiti (11%).
 - Students were significantly less likely than staff and faculty to report knowing about the grievance policy and how to initiate the process.
 - Of those who had participated in the grievance process, students were less likely to report satisfaction with protection and support from administrative officials, timeliness of response, confidentiality, clarity of personal responsibilities, and following of grievance policies and procedures. Faculty and students were less likely to report satisfaction with clarity of responsibilities of administrative officials.
 - Significantly fewer LGBT respondents agree that issues related to sexual orientation are taken seriously.
 - When compared to heterosexual respondents, significantly more LGBT respondents reported witnessing and experiencing gender and sexual orientation harassment at least once at IU Southeast.
 - The most common comment categories for Opportunity and Compliance were “nontraditional student issues” and “limited committee opportunities”.
 - “I don't think that campus programs/clubs really think of the adult students or the working ones.” (Student)
 - “Most events are planned with the younger students in mind.” (Student)
 - “It seems that most search committees are comprised of those with higher work stature than those not. For example, it seems that most committees include managers/directors and faculty, but not many professional or clerical staff or students.” (Staff)
 - “I think all of the same people are on committees over and over again because the Chancellor and/or VC's hand pick who they want on them.” (Staff)