

INTRODUCTION & PURPOSE

In Spring 2022 the Office for Equity, Diversity, and Inclusion (EDI) engaged the vendor, SoundRocket to administer a campus climate survey. The purpose of the survey was to establish a baseline assessment against which to measure change over time in the attitudes, perceptions, and experiences of students, faculty, and staff related to university equity, diversity, and inclusion programming and initiatives; and to inform current and future decisions on the same. This document serves as a summary of survey results as provided in the final vendor's report.

SURVEY INSTRUMENT & DATA COLLECTION

The survey invited participation from all students (3179), all faculty (216), and all staff (431) enrolled and employed as of September 22, 2021 and for a 12-month period prior to that date. The survey began with a series of demographic and organizational position-establishing questions, followed by questions related to the features of campus EDI, namely: respondent experiences (e.g., discriminatory events, opportunities to succeed academically/professionally, interactions with individuals from different backgrounds), and respondent perceptions (e.g., sense of sufficiency of university EDI commitment and resourcing, individual sense of belonging and feeling valued in classrooms, residence, halls, and offices). Finally, the survey included vendor questions on respondent experiences related to COVID, and customized questions on experiences and perceptions in neighborhoods and businesses in the zip code of one's primary residence; and perceptions on campus communication. These latter questions were created by the office for Equity Diversity and Inclusion and former Director of Institutional Research, Chris Stanek in collaboration with SoundRocket personnel.

This summary highlights subgroup similarities and differences across respondents disaggregated by gender and gender identity (man, woman, Transgender/Nonbinary), sexual orientation (heterosexual, LGBTQ+), race and ethnicity (white, black indigenous people of color - BIPOC), and disability (yes, no). The data report does not disclose the sample size (n) of respondents nor standard deviation of responses, and it does not report for groups where there are fewer than 5 respondents. This approach protects respondent confidentiality. The vendor's report is restricted to descriptive statistical analysis. Similarly, readers should note that categorical variables are not discrete (e.g., the category "multi-racial" or "bi-racial" may also include respondents who identify as "white" and/or BIPOC).

RESPONSE RATES (Table 2¹)

The response rates were calculated by the number of fully and partially completed surveys divided by the number of eligible participants within each respondent category, resulting in the following response rates: staff – 53% (n.214); faculty – 50% (n.95) and students – 21% (n. 611), resulting in an overall response rate of 26.23%. By way of comparison, the 2020 National Survey of Student Engagement average response rate for institutions with student populations of 2,501-4,999 was 28%. SoundRocket’s basic climate study design is expected to achieve somewhere between 15-30% total response rate across all populations. According to SoundRocket Research Director, Joshua Patterson, “the 2022 climate survey efforts at SOU comfortably exceeded what SoundRocket has come to expect with studies following this design, both for individual populations (students & employees) and at the overall level.”

SELECTED KEY FINDINGS

Overall EDI Climate (Table 5-7²)

More student respondents reported being satisfied with the overall campus climate (57.9%) than dissatisfied or very dissatisfied. The highest satisfaction rates were expressed by students identifying as women (61.2%) or White (61%). Less than half of those students identifying as BIPOC expressed they were satisfied or very satisfied with the overall campus climate (49.7%). More staff respondents reported being satisfied or very satisfied with the overall campus climate (58.8%). The highest satisfaction rates were expressed by staff identifying as men (63.1%) or White (59.4%). Respondents identifying as Women or BIPOC reported satisfaction at lower rates (56.1% and 57.6% respectively). Faculty reported the lowest satisfaction with the overall campus climate, with only 40% reporting being satisfied or very satisfied. The lowest satisfaction reported among those respondents were those identifying as women or BIPOC (30.4% and 41.2% respectively).

General and EDI-Related Perceptions & Experiences (See Tables 8 -11³)

After considering overall satisfaction, respondents reflected on several sets of polar opposite adjectives on general campus climate (e.g., hostile vs. friendly, cooperative vs.

¹ Sound Rocket Report Pg. 7

² Sound Rocket Report Pg. 11

³ Sound Rocket Report Pgs. 12-14

competitive) and on EDI-related aspects of campus climate (e.g., ableist vs. non-ableist, racist vs.

non-racist). Using a 7-point scale, the average of all responses rated general campus climate above a 3.5. The lowest scores for general climate for students, staff and faculty were the degree to which campus is either collaborative or individualistic (Faculty – 4.3; Students – 4.6; Staff – 4.5).

The campus EDI feature rated highest among faculty, staff, and students, was the degree to which they perceived campus as either homophobic or queer-positive (Faculty and Students -5.9; Staff - 6). Though, as you'll note later in this summary, Transgender/Non-binary identifying respondents are among those who ranked lowest some aspects of their experience on campus (See section on Campus Safety at p. 4). The campus EDI feature rated lowest was the degree to which participants perceive campus as either diverse or homogeneous (Faculty– 3.4; Students 4.3; and Staff – 4.1).

Belonging, Value, Welcome, Development (See Tables 18-20⁴ & 35-36⁵)

Using a 5-point scale, respondents were asked to rank their agreement with a series of statements on various aspects, experiences, and perceptions of working or studying at SOU. Across faculty, staff, and student populations, slightly more than half of the total respondents in each population indicated agreement or strong agreement with the statements, “I feel valued as an individual at SOU,” “I am treated with Respect at SOU” and “I feel like I belong at SOU,” However, respondents identifying as BIPOC reported lower levels of agreement across almost all questions when compared to respondents identifying as white; and only slightly more than half of all student respondents indicated they had identified one or more communities or groups at SOU where they feel like they belong. Women or BIPOC identifying students agreeing with the statement were at the lowest levels among all respondents.

The survey asked participants to rate their level of agreement with the statement, “There are fair and equitable processes for determining compensation in my unit.” to assess individuals’ sense of value and fair treatment in their department or division. Agreement

⁴ Sound Rocket Report Pgs. 17-18

⁵ Sound Rocket Report Pgs. 25-26

with this statement was lowest among staff (34.1%) with lowest levels of agreement among those who identified as BIPOC (17.9%) or Man (35.4%). Only 36.5% of faculty agreed with

the statement, with respondents identifying as Man indicating the lowest level of agreement with the statement (28.6%).

Customized statements were designed to assess respondents' ratings of the degree to which they felt a sense of belonging and welcome among neighborhoods, services, and business establishments in their primary residence zip codes. It is notable that a limited number of participants responded to this statement and the data on this aspect of EDI-related features of climate in the broader community includes faculty, staff, and student survey participants. Most respondents reported Ashland as the city of their primary residence (63%). Among those respondents, 77% reported feeling welcome. For BIPOC respondents, 63% indicated they feel a sense of welcome.

Perceptions on EDI Commitment & Resourcing (Tables 18-20⁶)

Among the lowest ratings are respondents' perceptions of SOU's commitment to EDI and of the sufficiency of resources committed to EDI in support of the success of a diverse campus community. The lowest level of agreement occurred among faculty, with only 18.6% of those respondents indicating agreement with the statement, "SOU provides sufficient programs and resources to support the success of a diverse faculty." Among staff, 30% agreed or strongly agreed with the statement as it relates to the success of a diverse staff. Among students, 53.5% agreed or strongly agreed with the statement as it relates to the success of a diverse student body.

Neither BIPOC nor Transgender/Non-binary faculty submitted a response in numbers sufficient for evaluation that maintains anonymity and confidentiality on responses to this statement. This was also the case for Transgender/Non-Binary staff. Among student respondents, 42.4% of students identifying as Transgender/Non-Binary indicated agreement or strong agreement with the statement on the sufficiency of programming and resourcing.

⁶ Sound Rocket Report Pgs. 17-18

Campus Safety (Tables 12-17²)

All participants were asked to report their overall feeling of safety on campus based on how

frequently they felt concern for their physical safety. As a follow up, they were asked if they avoided any general or specific areas. Among students, 53.1% indicated they never feel concern for their safety, 43.3% indicated they sometimes feel concern for their safety, and 3.6% indicated they often feel concern for their physical safety. However, most notable is the difference between the frequency with which Transgender/Non-Binary students indicated sometimes feeling concern for their safety (71.3%) as compared to those who identify as Man (26.4%) or Woman (44.6%). It is notable in this context to reference Campus Pride's recognition of SOU among the nations top 40 LGBTQ+ friendly campuses. Similarly, among staff, the data reflect a significant difference between BIPOC identifying and White identifying respondents' sense of physical safety on campus, with 61.0% of BIPOC staff indicating they sometimes feel concerned as compared to 35.0% of White identifying staff respondents indicating the same.

Discriminatory Events (Table 24-29⁸)

The survey asked whether respondents have personally felt or experienced some form of discrimination at SOU. An overwhelming majority of all respondents replied "No" in response to the question: Students: 84.4%, Faculty 75% and staff 80.8%. However, of note is again the difference between historically minoritized respondents. Among students responding in the affirmative to the question, nearly half identify as BIPOC (23.2%) or Transgender/Non-Binary (22.8%). Similarly, among faculty, of the 25% of those indicating that they had experienced discriminatory events, 50% identify as BIPOC. Among staff, 27.5% of those responding in the affirmative identified as BIPOC. In a list of fourteen categories of discrimination (e.g., ability or disability, racial or ethnic, religion), the top five categories for faculty, staff, and student respondents were as follows:

- Students
 - Ability/Disability, Mental Health, Gender/Gender Identity/Socio-economic Status/Political Orientation
- Faculty

⁷ Sound Rocket Report Pgs. 15-16

⁸ Sound Rocket Report Pgs. 21-22

- Race/Sex/ Age/Political Orientation/ Socio-economic Status
- Staff
 - Race/ Sex/ Age/ Height/Weight/ Gender/Gender Identity

COVID AND MENTAL HEALTH

Respondents were asked to indicate the degree to which COVID adversely affected a variety of areas. An overwhelming majority of students indicated their mental health was either somewhat or greatly affected by COVID (85%). Similarly 84% of faculty, 81% of staff and 76% of faculty reported that COVID somewhat or greatly affected their mental health. Respondents also indicated that COVID either somewhat or greatly affected their work or academic performance: Students 80%; Faculty 81%; and Staff 63%.

NEXT STEPS - PROGRAMMING AND INITIATIVES

The survey establishes a benchmark for campus climate as related to EDI. Generally, respondents indicate they are more satisfied than dissatisfied with the overall EDI climate. Conversely, all populations rate the level of campus diversity and sufficiency of EDI resourcing in support of a diverse community at low levels. Also, the disaggregated data reveal important differences among racial/ethnic and gender demographics in perceptions and experiences as to specific features of campus EDI, namely:

- Sense of belonging to one or more campus communities
- Experiences related to discriminatory events
- Feelings of safety on campus
- Perceptions of fairness in compensation determination

The Office for Equity, Diversity, and Inclusion has developed a tool for assessing the degree to which university practices, policies, and/or procedures may serve to prohibit effectively advancing EDI-related goals. The [tool](#) joins aspects of the work and scholarship offered in the USC Equity Institute, with Edgar Schein's model of organizational culture from his work, Organizational Culture and Leadership. Using the tool, we can perform the focused work of determining the degree to which university culture (as expressed in values, traditions, policies, and practices, etc.) serves to advance or prohibit actual and/or perceived sense of equity and inclusion.

Work already underway in various academic and support programs across campus is responsive to the key findings the survey data reveal. The following initiatives are

representative of that work that arises out of the office for EDI and to be performed in collaboration with its campus partners—

Belonging & Community

In partnership with Human Resources, EDI will reinstate the faculty and staff gatherings formerly known as BIPOC Luncheons. These groups will invite a broader representation of demographic and provide for community among and between them. The Office for EDI also established three summer work groups composed of members of the university's Committee for Equity and Diversity (CED). The group is developing the Inclusive Guide for Living and Working in the Rogue Valley and anticipates online publication of the guide by January 2023. The guide's purpose is to facilitate ease of transition into the Rogue Valley and assist in developing a sense of belonging and community across the broad spectrum of social identities.

Diversity in Recruitment and Retention

In July 2022, the Vice President for EDI held a series of meetings with Division Directors for Academic Affairs, out of which, grew a developing plan for increasing the diversity of their networks. This initiative includes identifying and connecting with colleagues performing the work in disciplinary conferences; growing relationships with invitational guest colloquium speakers of diverse backgrounds and scholarship; and assessing position announcements for relevance, timeliness, and gaps in diversity of scholarship, diversity of background, and for how institutional as well as programmatic needs in diversity will be met in filling vacancies. Finally with the history of outreach and support experience in its newly appointed director, the office has begun discussions with the offices of Admission and Outreach and Engagement to develop data practices for tracking and maintaining relationships with university pipeline program participants. The aim of this work is to increase the yield of SOU enrollees from those successful programs, which are designed to grow access to higher education for historically underrepresented students.

Discriminatory Experiences

Most participants responded in the negative to whether they had experienced discriminatory events in the last twelve months. Among those indicating they had

experienced discrimination, faculty and student respondents ranked political orientation among the top five bases upon which they had experienced a discriminatory event. Faculty and Staff rated sex, gender, and race among the top 5 bases. The narrative data include

strong participant reflections in this area. The office for EDI, a subgroup of the Committee for Equity and Diversity, and faculty partners are developing scheduled programming designed to facilitate and grow campus capacity for productive and healthy discourse across differences related to this year's campus theme–Identity. Related planned speaker events and discussions are a collaborative effort between SOU and the Oregon Shakespeare Festival's Office of Inclusion Diversity, Equity, and Access.

GOAL SETTING

The survey and the assessment tool described previously in this summary will aid in giving greater, data-driven focus to the EDI efforts underway on campus. Further, the survey will assist in identifying additional data and data practices -existing and necessary– to support creating that focus. By way of example, Hannon Library has issued its own survey designed to “improve equity, diversity, and inclusion efforts” in its operations. The office of Equity Grievance and Title IX has also gathered statistical data on the work it performs in response to campus grievance receipt and resolution. Cross-referencing data among instruments can provide greater specificity on the factors impacting experiences, perceptions, and attitudes on campus EDI features. (e.g., what additional information might there be regarding perceptions of campus safety among Transgender/Non-Binary identifying members of the campus community).

With this information, the office of Equity, Diversity, and Inclusion does not recommend that the university develop percentage based goals in campus EDI features or overall climate. Rather, using the current data as the benchmark, the institution can develop these goals and monitor progress on the same with administrations of the survey from year to year; and seek to achieve incremental improvement across ratings among all participants.