SOUNDROCKET™

2022 Southern Oregon University
Survey on Diversity, Equity, and Inclusion

Final School Report

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Southern OREGON UNIVERSITY

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Introduction

Southern Oregon University, in Ashland, Oregon, is dedicated to cultivating a university community that fosters constructive participation in a diverse, multicultural world. The college has a history of supporting initiatives that foster learning and working environments that are safe and inclusive.

To assess current campus climate, Southern Oregon University conducted a survey during the 2022 Spring term on Diversity, Equity, and Inclusion (DEI). This study was designed to help Southern Oregon University develop a baseline understanding of perceptions, experiences and perspectives regarding several aspects of these topics among students, faculty, and staff.

The Southern Oregon University DEI was designed to help administrators establish a strong knowledge around issues relating to diversity, equity, and inclusion by learning about the community's perspectives, opinions, and experiences related to these topics. Faculty, staff, and students were surveyed in this study. Data collected will help campus leaders develop a comprehensive understanding of DEI topics from the viewpoints of the individuals who comprise the overall SOU community. Specifically, the data collected in the DEI survey will allow Southern Oregon University to establish a baseline understanding of the present climate at SOU, help inform current and future decisions about supporting a diverse, inclusive and vibrant campus community, and serve as a benchmark against which to measure change over time.

The Southern Oregon University DEI was conducted in Spring 2022 with active data collection from May 3, 2022 through May 31, 2022. **This report summarizes the study results for all staff and faculty employed at Southern Oregon University as of September 22, 2021 and for all students enrolled at Southern Oregon University as of September 22, 2021.**

Background & Methods

Southern Oregon University DEI Study Groups

All eligible SOU faculty, staff and students were invited to participate in the Southern Oregon University DEI survey, thus, for all of these groups, the DEI study was a census.

Eligibility to participate in the DEI was defined as individuals at Southern Oregon University age 18 or older who were:

- Enrolled as an Undergraduate Student (part- or full- time as of September 22, 2021)
- Employed as Staff (September 22, 2021)
- Employed as Faculty (September 22, 2021)

The Southern Oregon University Registrar provided the list (3179 students) for the students. The Southern Oregon University Human Resources department provided the lists for the faculty (216 faculty) and staff (431 staff). A total of 3826 individuals were invited to participate in the survey.

2022 Southern Oregon University DEI Survey

The 2022 Southern Oregon University DEI survey was developed via a collaboration between SoundRocket, an independent research company that provides custom as well as standardized survey services, and Southern Oregon University. The instrument design was guided, in part, by the National Campus Climate Survey, conducted at the University of Michigan, Ann Arbor, and available as a standardized instrument for other institutions. This standardized instrument was modified to focus on Southern Oregon University and used filtering to direct respondents to appropriate questions throughout the survey based on their designation as a student, faculty, or staff at SOU. It should be noted that the Office for Diversity, Equity and Inclusion at Southern Oregon University gave input, which was used to help develop and refine the questions included in the survey. The survey was designed as a self-administered, interactive, web-based survey that would take about 15 minutes to complete on average.

The final Southern Oregon University DEI survey was structured as follows:

Welcome
- A brief description of the research and its key objectives, a statement of confidentiality, a note regarding voluntary participation and survey length, information about incentives, and contact information for the SoundRocket survey team.

Consent
- An informed, passive consent, wherein study details about the nature and purpose of the research were provided and participants clicked "Next" if they agreed to participate.

Demographics – Survey Part I
- Questions were asked to capture the demographics of each participant, including: gender, race/ethnicity, sexual orientation, religious affiliation, disability, military status, and citizenship. Students were asked about their majors and enrollment status; staff and faculty were asked about their primary department/unit.

Campus Climate – Survey Part II
- Questions about: satisfaction with the Southern Oregon University campus climate with respect to DEI; perceptions of SOU overall on various attributes related to diversity, equity, and inclusion; feelings of safety on and around campus; individual opinions about DEI aspects regarding SOU as a whole from student, faculty or staff member perspectives; frequency of interactions with diverse people at SOU; discriminatory events personally experienced; and ratings regarding particular aspects of being a staff, faculty or student at Southern Oregon University.
- Questions about the adverse effects of COVID-19 in a variety of areas.
- Five questions crafted by SOU leadership that examine various topics germane to SOU students and employees.

Thank You
- A final page thanking participants for their time and input.

Southern Oregon University DEI: Data Collection

The 2022 Southern Oregon University DEI was administered as an online web survey; the survey was optimized so that it could be completed successfully on mobile devices and tablets, as well as on desktop or laptop computers. Mobile optimization was implemented dynamically during the survey – if the system detected that a mobile-sized screen was in use, it automatically adjusted the view to accommodate the device.

Respondent Incentives

To encourage participation, all eligible Southern Oregon University DEI study participants – regardless of whether they actually participated in the survey – were entered into a random drawing to win one of two $50 dollar gift cards and 200 vouchers (100 for students and 100 for employees) valued at up to $10 dollars to be used at one of two food trucks scheduled to be on campus on June 2, 2022. Number of vouchers were determined by response rates, the higher the response rate, the greater the chance of winning.

Data Collection

The overall data collection design protocol included:

- An email invitation to participate in the web-based survey; emailed on May 3, 2022.
- A series of four email reminders to participate in the web-based survey were sent to any non-responders; spaced at approximately 4-day intervals, delivered between May 4 and May 17, 2022.

Survey Completion Time

Determining the actual time taken to participate in a web-based survey is not a straightforward calculation; however, standard practices were employed to calculate the average length of time for respondents to complete the Southern Oregon University DEI survey. To compute an accurate survey completion time, calculations focus specifically on cases in which an individual clicked through the entire survey and submitted their responses.

Table 1 shows final estimates for the length of the web-based survey.

Table 1: SOU Survey Completion Time

	Mean Completion Time *(minutes)*	Median Completion Time *(minutes)*	Standard Deviation *(minutes)*	Number of Cases *(n)*
Student	15.03	13	6.88	539
Faculty	15.2	13	6.75	79
Staff	15.84	14	7.46	180

Dispositions & Response Rates

Disposition codes, response rates, and completion rates presented in this report are based on Standard Definitions as described by The American Association for Public Opinion Research (AAPOR) in their 2011 publication: *Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys, 7th edition.*

Final Study Dispositions

Survey dispositions were defined as follows:

- **Login:** An individual who clicked to open the survey but did not consent to participate; these cases were treated as equal to any other nonresponse.
- **Visitor:** An individual who consented to participate, but who did not answer any other survey questions.
- **Partial:** An individual who consented and responded to questions, but quit the survey before reaching the physical safety question.
- **Complete:** An individual who consented to participate and who clicked through the entire survey (answering all or some questions), completed the incentive questions and clicked "Submit."
- **Ineligible:** A case initially thought eligible to participate, but determined to not be eligible (e.g., due to not being employed on the eligibility date); ineligible cases were removed from the denominator of all response rate calculations.

Response Rates

Response rates for the Southern Oregon University DEI survey were calculated as follows:

- **Response Rate:** Number of completes (c) plus the number of partials (p) divided by the eligible (e) sample size. This calculation follows AAPOR response rate calculation #2: ((c+p)/e).
- **Completion Rate:** Number of completes (c) divided by the sum of completes (c) plus partials (p): (c/(c+p)).
- **Refusals (r):** Count of individuals who said that they did not want to participate in the survey.
- **Refusal %:** Count of refusals divided by the total sample size: (r/n).

An individual is considered to have responded to the survey if their submission met the stated criteria to be considered a complete or a partial. Data from all such cases is included in this report. Response and completion rates are shown for the total number of individuals at SOU who responded to the survey.

Table 2: SOU Faculty, Staff, & Students DEI Response & Completion Rates

	Number of Survey Invitations	Number of Partials	Number of Completes	Response Rate (AAPOR #2 %)	Completion Rate (%)
Student	3178	56	611	21.0%	91.6%
Faculty	216	13	95	50.0%	88.0%
Staff	430	14	214	53.1%	93.9%

The response and completion rates in Table 2 show calculations based on all individuals included in the institutional data (population list) provided by Southern Oregon University. Institutional data is needed to calculate response and completion rates because the total number of individuals in each category is known. Data tables in the remainder of this report present categories and frequencies based on responses to survey questions; survey response data is not usable for calculating response and completion rates. Completion rates of greater than 90% are considered very good. While every survey may include some participants who do not respond to all items, it is normal for up to 10% of the cases to not finish the survey once they start.

Results

Reading the Results

Because the Southern Oregon University DEI study was designed in part to provide insights and information that could be used to assist in developing DEI programs, key comparison groups are included in the tables. Summary tables in this report include a total column named "Total." This column shows the combined data of all individuals who completed the 2022 Southern Oregon University DEI survey.

Due to the nature of the survey, respondents were not required to answer any questions other than the consent question; if a potential respondent did not consent to participate, they were not shown subsequent survey questions. **Because participants could choose to skip any question(s) they did not wish to answer, the number of respondents in data tables varies by question.**

The data shown in tables throughout this report are population level data (parameters). Statistical testing is not required in a census because all elements that could be studied are included in the study design. Due to this, any differences observed (e.g., between men and women), represent true differences in the population. The magnitude of any observed differences should be interpreted based on the context of the measure.

To preserve confidentiality, if a cell in Table 3: Select Demographics (Part 1), has fewer than 10 cases (responses), the data is suppressed (i.e., not shown). In any table past Table 3 (Part 2 and beyond), cases fewer than 5 are suppressed. Where appropriate throughout the report, this is indicated in the tables by a dash (–) symbol.

Interpreting the Results

This effort is intended to provide the institution with the data and results so that local individuals can use them, together with their local knowledge of these issues, to come up with interpretations and meaning.

Demographics

To best understand the survey results, it is important to get an understanding of who completed the survey. The first section of the Southern Oregon University DEI survey asked about several background and demographic elements. Characteristics of Southern Oregon University responding faculty, staff, and students are shown in Table 3.

Table 3: SOU Faculty, Staff, & Students: Selected Demographics

	Group		
	Student	**Faculty**	**Staff**
Age			
Average (Years)	25.7	49.4	47.4
Gender Identity			
Man	30.2%	42.9%	37.2%
Woman	55.3%	49.5%	59.3%
Other Gender Identity	14.5%	–	–
Race/Ethnicity			
African American/Black	–	–	–
Asian American/Asian	2.8%	–	–
Hispanic/Latino/a	6.0%	–	–
Middle Eastern/North African	–	–	–
Native American/Alaskan Native	–	–	–
Native Hawaiian/Other Pacific Islander	–	–	–
White	71.8%	77.1%	81.7%
Other Race/Ethnicity	–	–	–
More Than One Race/Ethnicity	15.2%	–	8.9%
Religious Affiliation			
Atheist/Agnostic	32.6%	24.2%	24.8%
Christian	–	–	–
Dharmic Traditions	28.2%	20.2%	31.2%
Jewish	2.5%	–	–
Muslim	–	–	–
Other Religious Affiliation	10.7%	17.2%	10.9%
None	23.9%	23.2%	25.7%
U.S. Born			
Yes	94.2%	93.3%	93.3%
No	5.8%	–	6.7%
Disability			
Yes	25.3%	–	14.7%
No	74.7%	88.7%	85.3%

Black, Indigenous, & People of Color (BIPOC) Reporting

In many places within this report, breakouts of individual race/ethnicity categories will result in cell sizes that are too small to report. As such, we will also present a collapsed version of race/ethnicity, which is abbreviated in report columns as BIPOC (meaning "Black, Indigenous, and People of Color"). This category will include any participant who identified as being African American/Black, Asian American/Asian/Pacific Islander, Hispanic/Latino/a, Middle Eastern/North African, Native American/Alaskan Native, Other Race/Ethnicity, or More Than One Race/Ethnicity.

The following data represents the distribution of the BIPOC categories for all SOU students, faculty and staff.

Table 4: Collapsed Race (BIPOC) Demographic Distribution of Respondents

	Group		
	Student	**Faculty**	**Staff**
BIPOC	28.2%	22.9%	18.3%
White	71.8%	77.1%	81.7%

DEI Perceptions & Experiences: SOU Overall

The second part of the Southern Oregon University DEI survey asked respondents to rate their overall satisfaction with the Southern Oregon University campus climate/environment based on their experiences in the past 12 months.

Table 5: Student Satisfaction with Overall SOU Campus Climate

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Dissatisfied/Very Dissatisfied	13.2%	9.2%	18.0%	18.9%	10.5%	20.2%
Neutral	28.9%	29.6%	27.5%	28.4%	28.5%	30.1%
Very Satisfied/Satisfied	57.9%	61.2%	54.5%	52.6%	61.0%	49.7%

Table 6: Faculty Satisfaction with Overall SOU Campus Climate

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Dissatisfied/Very Dissatisfied	26.7%	23.5%	31.1%	—	24.7%	34.8%
Neutral	33.3%	35.3%	33.3%	—	32.1%	34.8%
Very Satisfied/Satisfied	40.0%	41.2%	35.6%	62.5%	43.2%	30.4%

Table 7: Staff Satisfaction with Overall SOU Campus Climate

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Dissatisfied/Very Dissatisfied	15.8%	15.9%	13.1%	—	15.0%	19.5%
Neutral	25.3%	26.5%	23.8%	—	25.6%	24.4%
Very Satisfied/Satisfied	58.8%	57.6%	63.1%	—	59.4%	56.1%

After considering overall satisfaction, faculty, staff, and students reflected on several sets of opposite DEI related aspects using a scale called a semantic differential. In this scale, polar adjectives (opposite-meaning terms) are shown and survey participants select a rating for each aspect that they feel best represents their perception of the entity being studied – in this case, an individual's perceptions of the overall Southern Oregon University campus community.

In the following chart, the higher the mean score shown in each bar, the closer ratings were to the positive attribute in each set of adjectives located on the right. A 7-point scale was used to evaluate the paired adjectives, thus the mean values in the following tables utilize the same scale. The colored bars represent the different groups, as defined below.

Table 8: Perceptions of SOU Overall DEI Aspects (Mean Ratings)*
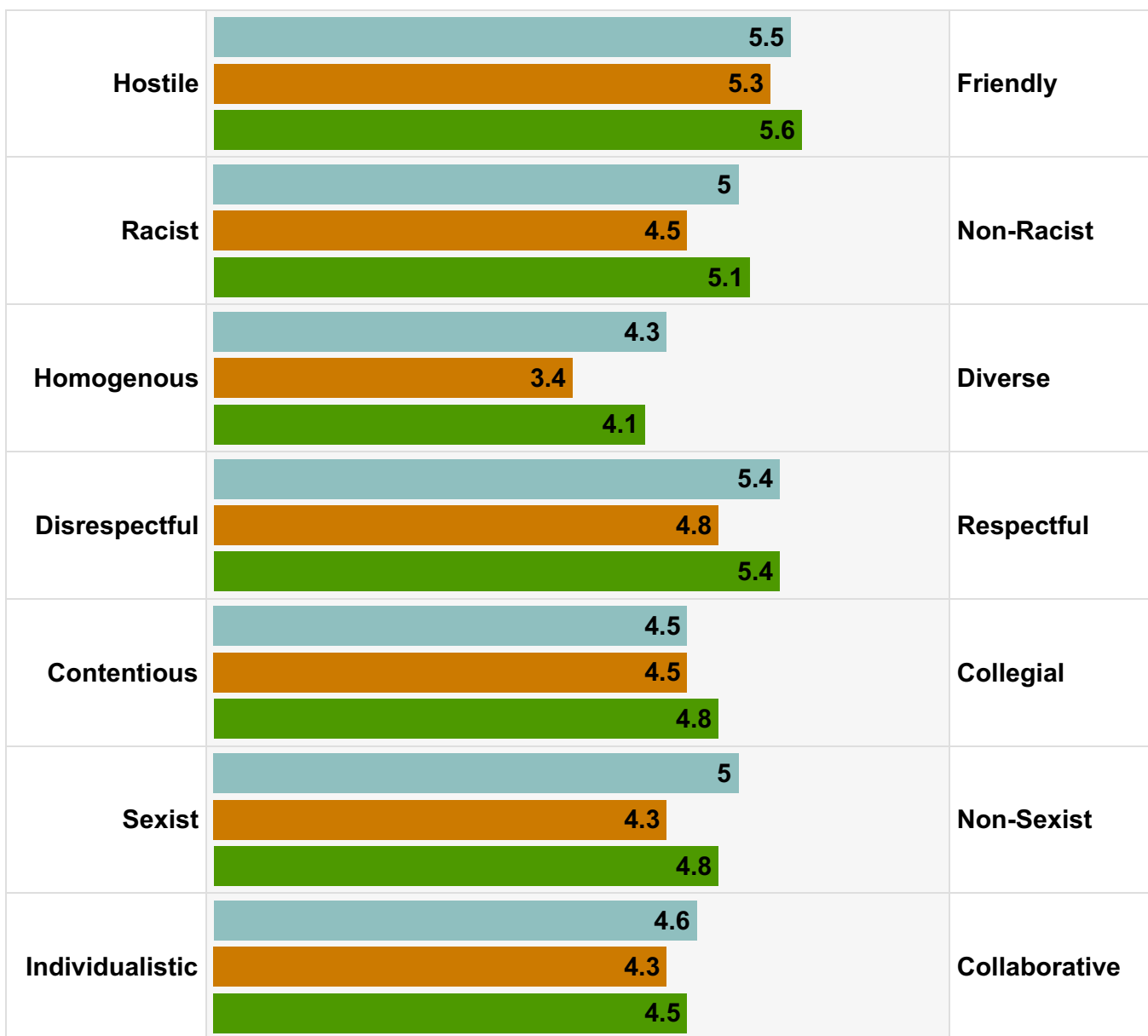
Legend	
Students	(teal)
Faculty	(orange)
Staff	(green)

Negative	Students	Faculty	Staff	Positive
Hostile	5.5	5.3	5.6	Friendly
Racist	5	4.5	5.1	Non-Racist
Homogenous	4.3	3.4	4.1	Diverse
Disrespectful	5.4	4.8	5.4	Respectful
Contentious	4.5	4.5	4.8	Collegial
Sexist	5	4.3	4.8	Non-Sexist
Individualistic	4.6	4.3	4.5	Collaborative

*Note: respondents chose one of seven radio buttons in the survey spaced equally between opposite attributes; for analysis purposes, a 7-point scale was used in which 1=negative attribute and 7=positive attribute, mean ratings are calculated based on this 7-point scale.

Table 9: Perceptions of SOU Overall DEI Aspects - Continued (Mean Ratings)*

	Students	Faculty	Staff

	Students	Faculty	Staff	
Competitive	4.9	4.7	4.8	**Cooperative**
Homophobic	5.9	5.9	6	**Queer Positive**
Unsupportive	5.3	4.4	5.2	**Supportive**
Ageist	5.2	4.5	4.7	**Non-Ageist**
Unwelcoming	5.5	5.1	5.5	**Welcoming**
Elitist	4.6	4.7	4.5	**Non-Elitist**
Transphobic	5.6	5.7	5.9	**Trans Positive**

Note: respondents chose one of seven radio buttons in the survey spaced equally between opposite attributes; for analysis purposes, a 7-point scale was used in which 1=negative attribute and 7=positive attribute, mean ratings are calculated based on this 7-point scale.

Exploratory factor analysis (EFA) is a statistical technique that condenses data by grouping variables into factors (sets of variables) based on shared variance, the statistical index of the degree to which two variables are associated (shared variance is indicated by correlation coefficients). Thus, the goal of EFA is to identify related underlying constructs within the survey responses to help make the data more comprehensible and useful for practical applications. EFA was conducted on each set of data (faculty, staff, student) separately, and EFA results differed for each group. Thus, each groups' factors are unique and are comprised of different sets of aspects, for this reason, **it is not advisable to make direct comparisons between EFA results.**

The EFA conducted on the semantic differential items identified two factors: (1) SOU General Climate Elements, and (2) SOU DEI Climate Elements. The variables that make up each of the factors are:

Factor 1 General Climate Elements	Factor 2 DEI Climate Elements
Hostile/Friendly	Racist/Non-Racist
Disrespectful/Respectful	Homogenous/Diverse
Contentious/Collegial	Sexist/Non-Sexist
Individualistic/Collaborative	Homophobic/Non-Homophobic
Competitive/Cooperative	Elitist/Non-Elitist
Unsupportive/Supportive	Transphobic/Non-Transphobic
Unwelcoming/Welcoming	
Ageist/Non-Ageist	

Table 10: Perceptions of SOU General Climate Elements (Factor 1: Mean Ratings)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non Binary	White	BIPOC
Student	5.1	5.3	5.0	4.8	5.2	5.0
Faculty	4.7	4.8	4.6	5.2	4.8	4.6
Staff	5.1	5.1	5.2	4.0	5.2	4.9

Table 11: Perceptions of SOU DEI Climate Elements (Factor 2: Mean Ratings)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non Binary	White	BIPOC
Student	5.2	5.2	5.3	4.6	5.2	4.9
Faculty	4.7	4.7	4.9	4.4	4.8	4.5
Staff	5.1	5.1	5.2	3.4	5.1	5.0

Faculty, staff, and students were asked to report their overall feeling of safety on campus based on how frequently they have felt concerned for their physical safety in the past 12 months. As a follow-up, individuals were asked if they have avoided any areas around campus or their workplace due to fear for their physical safety.

Table 12: Student Concern for Physical Safety (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Never	53.1%	51.7%	72.0%	21.3%	56.5%	45.1%
Sometimes	43.3%	44.6%	26.4%	71.3%	41.1%	48.4%
Often	3.6%	3.7%	–	7.4%	2.5%	6.6%

Table 13: Faculty Concern for Physical Safety (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Never	54.4%	36.0%	79.5%	–	55.7%	52.2%
Sometimes	43.7%	64.0%	18.2%	–	41.8%	47.8%
Often	–	–	–	–	–	–

Table 14: Staff Concern for Physical Safety (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Never	56.9%	44.3%	78.0%	–	61.0%	39.0%
Sometimes	39.9%	51.9%	20.7%	–	35.0%	61.0%
Often	3.2%	3.8%	–	–	4.0%	–

Table 15: Student Areas & Activities Avoided Due to Concern for Physical Safety (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Sporting Events	4.4%	2.8%	–	15.1%	4.0%	5.5%
Parties or Other Social Gatherings	12.8%	13.0%	6.5%	24.7%	12.9%	12.6%
Secluded Areas on Campus	19.3%	19.2%	8.2%	41.9%	18.9%	20.3%
Residence Halls	2.4%	1.4%	–	8.6%	2.4%	–
Campus Buildings	2.5%	2.3%	–	5.4%	2.2%	3.3%
Buses or Bus Stops	9.3%	9.9%	3.3%	19.4%	10.5%	6.6%
Parking Lots or Garages	15.5%	16.7%	8.2%	25.8%	14.5%	18.1%
Neighborhoods/Areas Surrounding Campus	11.9%	11.0%	6.5%	25.8%	11.4%	13.2%
Off-Campus Housing	2.5%	1.4%	3.8%	–	2.7%	–
Walking Around Campus at Night	34.0%	37.3%	14.7%	60.2%	33.0%	36.8%
Classrooms	2.2%	2.0%	–	–	1.8%	3.3%
Meetings	1.4%	–	–	–	1.1%	–
Offices	0.8%	–	–	–	–	–
Laboratories	0.9%	–	–	–	–	–
Other	4.9%	5.4%	4.9%	–	4.5%	6.0%
None	46.0%	44.4%	60.9%	22.6%	48.1%	40.7%

Note: Total percent may not equal 100% due to multiple responses

Table 16: Faculty Areas & Activities Avoided Due to Concern for Physical Safety (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non Binary	White	BIPOC
Sporting Events	–	–	–	–	–	–
Parties or Other Social Gatherings	4.8%	–	–	–	–	–
Secluded Areas on Campus	8.7%	11.8%	–	–	10.0%	–
Residence Halls	–	–	–	–	–	–
Campus Buildings	4.8%	–	–	–	–	–
Buses or Bus Stops	–	–	–	–	–	–
Parking Lots or Garages	–	–	–	–	–	–
Neighborhoods/Areas Surrounding Campus	–	–	–	–	–	–
Off-Campus Housing	–	–	–	–	–	–
Walking Around Campus at Night	17.3%	31.4%	–	–	18.8%	–
Classrooms	6.7%	–	–	–	6.2%	–
Meetings	4.8%	–	–	–	–	–
Offices	5.8%	–	–	–	6.2%	–
Laboratories	–	–	–	–	–	–
Other	8.7%	9.8%	–	–	6.2%	–
None	62.5%	47.1%	84.1%	–	67.5%	43.5%

Note: Total percent may not equal 100% due to multiple responses

Table 17: Staff Areas & Activities Avoided Due to Concern for Physical Safety (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non Binary	White	BIPOC
Sporting Events	2.3%	–	–	–	2.8%	–
Parties or Other Social Gatherings	4.1%	3.8%	–	–	4.5%	–
Secluded Areas on Campus	16.8%	24.4%	–	–	15.2%	24.4%
Residence Halls	–	–	–	–	–	–
Campus Buildings	5.5%	4.6%	–	–	6.2%	–
Buses or Bus Stops	4.1%	–	–	–	4.5%	–
Parking Lots or Garages	10.0%	13.7%	–	–	7.3%	22.0%
Neighborhoods/Areas Surrounding Campus	4.5%	6.9%	–	–	4.5%	–
Off-Campus Housing	–	–	–	–	–	–
Walking Around Campus at Night	22.7%	33.6%	–	–	21.3%	29.3%
Classrooms	–	–	–	–	–	–
Meetings	–	–	–	–	–	–
Offices	3.6%	3.8%	–	–	3.9%	–
Laboratories	–	–	–	–	–	–
Other	2.7%	–	–	–	2.8%	–
None	63.2%	51.9%	83.1%	–	64.6%	58.5%

Note: Total percent may not equal 100% due to multiple responses

Faculty, staff, and students were asked to respond to a series of questions about various aspects, experiences, and perceptions of working or studying at Southern Oregon University. Individuals rated their level of agreement with each statement using the following five-point scale: Strongly Disagree (1), Disagree (2), Neither Agree Nor Disagree (3), Agree (4), Strongly Agree (5). Tables 18 - 20 show combined responses for "Agree" plus "Strongly Agree" (4 + 5) ratings.

Table 18: Student Levels of Agreement with Statements About Campus Aspects (% Strongly Agree + Agree Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/ Non Binary	White	BIPOC
I feel valued as an individual at SOU	60.2%	63.6%	57.7%	51.6%	62.8%	53.4%
I feel I belong at SOU	58.4%	61.6%	53.8%	56.0%	60.3%	53.6%
SOU has a strong commitment to diversity, equity, and inclusion	67.4%	70.1%	70.9%	49.5%	71.5%	57.0%
I have considered leaving SOU because I felt isolated or unwelcomed	22.7%	18.7%	24.2%	35.2%	20.3%	28.7%
I am treated with respect at SOU	79.9%	82.8%	78.0%	72.5%	81.3%	76.3%
I feel others don't value my opinions at SOU	16.6%	13.1%	21.5%	20.7%	14.7%	21.5%
SOU is a place where I am able to perform up to my full potential	59.8%	64.2%	55.5%	52.2%	64.0%	49.2%
I have opportunities at SOU for academic success that are similar to those of my peers	73.0%	76.3%	69.2%	67.4%	77.0%	63.0%
I have found one or more communities or groups where I feel I belong at SOU	50.6%	47.7%	54.9%	53.3%	50.6%	50.3%
There is too much emphasis put on issues of diversity, equity, and inclusion at SOU	15.7%	11.7%	28.6%	—	15.8%	15.5%
SOU provides sufficient programs and resources to foster the success of a diverse student body	53.6%	56.5%	54.1%	42.4%	57.6%	43.5%
I have to work harder than others to be valued equally at SOU	21.4%	16.7%	28.0%	26.1%	19.0%	27.5%
My experience at SOU has had a positive influence on my academic growth	75.2%	76.7%	74.7%	70.7%	77.2%	70.2%
SOU places appropriate emphasis on issues of diversity, equity, and inclusion	61.6%	67.0%	56.6%	52.2%	66.7%	49.2%

Table 19: Faculty Levels of Agreement with Statements About Work Aspects (% Strongly Agree + Agree Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
I feel valued as an individual at SOU	55.4%	56.2%	52.3%	75.0%	56.4%	54.5%
I feel I belong at SOU	60.4%	66.7%	56.8%	–	62.8%	54.5%
SOU has a strong commitment to diversity, equity, and inclusion	58.4%	70.8%	50.0%	–	65.4%	36.4%
I have considered leaving SOU because I felt isolated or unwelcomed	28.7%	20.8%	34.1%	–	25.6%	36.4%
I am treated with respect at SOU	64.4%	70.8%	59.1%	62.5%	69.2%	50.0%
I feel others don't value my opinions at SOU	22.5%	14.3%	31.8%	–	21.5%	27.3%
SOU is a place where I am able to perform up to my full potential	39.2%	40.8%	36.4%	–	39.2%	40.9%
I have opportunities at SOU for professional success that are similar to those of my colleagues	59.8%	59.2%	63.6%	–	59.5%	63.6%
I have found one or more communities or groups where I feel I belong at SOU	58.8%	73.5%	45.5%	–	62.0%	45.5%
There is too much emphasis put on issues of diversity, equity, and inclusion at SOU	13.7%	10.2%	18.2%	–	13.9%	–
SOU provides sufficient programs and resources to foster the success of a diverse faculty	18.6%	20.4%	18.2%	–	22.8%	–
I have to work harder than others to be valued equally at SOU	43.1%	49.0%	29.5%	75.0%	38.0%	59.1%
My experience at SOU has had a positive influence on my professional growth	67.6%	77.6%	56.8%	75.0%	69.6%	59.1%
SOU places appropriate emphasis on issues of diversity, equity, and inclusion	49.0%	44.9%	54.5%	–	54.4%	31.8%

Table 20: Staff Levels of Agreement with Statements About Work Aspects (% Strongly Agree + Agree Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
I feel valued as an individual at SOU	68.3%	66.4%	74.4%	–	70.1%	61.0%
I feel I belong at SOU	69.3%	67.9%	75.6%	–	71.2%	61.0%
SOU has a strong commitment to diversity, equity, and inclusion	78.4%	78.6%	81.7%	–	81.9%	63.4%
I have considered leaving SOU because I felt isolated or unwelcomed	15.6%	13.7%	17.1%	–	15.8%	14.6%
I am treated with respect at SOU	75.2%	76.3%	75.6%	–	75.7%	73.2%
I feel others don't value my opinions at SOU	19.4%	17.6%	22.2%	–	20.9%	12.5%
SOU is a place where I am able to perform up to my full potential	51.9%	49.2%	59.3%	–	55.7%	35.0%
I have opportunities at SOU for professional success that are similar to those of my colleagues	53.7%	51.1%	60.0%	–	56.2%	42.5%
I have found one or more communities or groups where I feel I belong at SOU	54.8%	58.0%	49.4%	–	55.4%	52.5%
There is too much emphasis put on issues of diversity, equity, and inclusion at SOU	14.8%	10.8%	21.0%	–	13.0%	23.1%
SOU provides sufficient programs and resources to foster the success of a diverse staff	36.9%	36.6%	39.5%	–	38.4%	30.0%
I have to work harder than others to be valued equally at SOU	25.9%	24.4%	26.2%	–	23.3%	37.5%
My experience at SOU has had a positive influence on my professional growth	72.8%	72.5%	74.1%	–	69.5%	87.5%
SOU places appropriate emphasis on issues of diversity, equity, and inclusion	62.7%	63.4%	63.0%	–	63.8%	57.5%

A few survey questions directly focused on interactions with others, as well as personal experiences with discriminatory events in the past 12 months. Faculty, staff, and students first considered the characteristics of individuals at Southern Oregon University with whom they interact in a meaningful way on a regular basis.

Table 21: Student Frequency of Interactions with Diverse People in the Past 12 Months (% Responses)

Meaningful interactions with people…	**Never**	**Seldom/Sometimes**	**Often/Very Often**
…whose religious beliefs are different than your own	4.6%	36.8%	58.6%
…whose political opinions are different from your own	7.0%	56.3%	36.7%
…who are immigrants or from an immigrant family	8.8%	63.4%	27.9%
…who are of a different nationality than your own	4.2%	50.5%	45.3%
…who are of a different race or ethnicity than your own	2.3%	41.7%	56.1%
…whose gender is different than your own	2.4%	14.7%	82.8%
…whose sexual orientation is different than your own	2.8%	25.0%	72.2%
…who are from a different social class	3.3%	37.2%	59.5%
…who have physical or other observable disabilities	10.7%	64.9%	24.4%
…who have learning, psychological, or other disabilities that are not readily apparent	7.2%	48.8%	44.0%
…who are of a different generation than your own	4.7%	44.1%	51.2%
…whose veteran/military status is different than your own	15.4%	56.0%	28.6%

Table 22: Faculty Frequency of Interactions with Diverse People in the Past 12 Months (% Responses)

Meaningful interactions with people…	Never	Seldom/Sometimes	Often/Very Often
…whose religious beliefs are different than your own	–	27.6%	71.4%
…whose political opinions are different from your own	–	57.4%	41.6%
…who are immigrants or from an immigrant family	–	45.5%	53.5%
…who are of a different nationality than your own	–	50.5%	47.5%
…who are of a different race or ethnicity than your own	–	39.6%	60.4%
…whose gender is different than your own	–	5.0%	95.0%
…whose sexual orientation is different than your own	–	16.8%	83.2%
…who are from a different social class	–	25.3%	73.7%
…who have physical or other observable disabilities	5.0%	54.5%	40.6%
…who have learning, psychological, or other disabilities that are not readily apparent	–	29.7%	68.3%
…who are of a different generation than your own	–	5.9%	94.1%
…whose veteran/military status is different than your own	–	46.5%	52.5%

Table 23: Staff Frequency of Interactions with Diverse People in the Past 12 Months (% Responses)

Meaningful interactions with people…	Never	Seldom/Sometimes	Often/Very Often
…whose religious beliefs are different than your own	3.3%	38.9%	57.8%
…whose political opinions are different from your own	3.3%	51.7%	45.0%
…who are immigrants or from an immigrant family	5.3%	67.9%	26.8%
…who are of a different nationality than your own	4.2%	52.3%	43.5%
…who are of a different race or ethnicity than your own	–	41.3%	58.7%
…whose gender is different than your own	–	14.1%	85.9%
…whose sexual orientation is different than your own	–	27.8%	71.2%
…who are from a different social class	–	40.2%	59.8%
…who have physical or other observable disabilities	5.1%	71.0%	23.8%
…who have learning, psychological, or other disabilities that are not readily apparent	2.4%	61.2%	36.4%
…who are of a different generation than your own	–	11.7%	88.3%
…whose veteran/military status is different than your own	4.3%	55.5%	40.2%

The survey continued with questions related to whether faculty, staff, or students have personally felt or experienced some form of discrimination at Southern Oregon University during the past 12 months.

Table 24: Students Who Felt Discrimination in the Past 12 Months (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Yes	15.6%	11.0%	21.0%	22.8%	12.7%	23.2%
No	84.4%	89.0%	79.0%	77.2%	87.3%	76.8%

Table 25: Faculty Who Felt Discrimination in the Past 12 Months (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Yes	25.0%	29.2%	20.9%	—	17.9%	50.0%
No	75.0%	70.8%	79.1%	87.5%	82.1%	50.0%

Table 26: Staff Who Felt Discrimination in the Past 12 Months (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Yes	19.2%	20.2%	15.0%	—	17.2%	27.5%
No	80.8%	79.8%	85.0%	—	82.8%	72.5%

Table 27: Students Frequency of Experience of One or More Discriminatory Events (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Ability or disability status	13.3%	9.2%	9.5%	36.3%	12.5%	15.3%
Racial or ethnic identity	11.0%	9.2%	16.2%	7.7%	3.9%	28.8%
Sex	20.6%	21.1%	13.4%	33.0%	18.9%	24.9%
Sexual orientation	12.0%	7.2%	11.7%	30.8%	11.4%	13.6%
Gender identity or gender expression	15.6%	7.5%	11.7%	53.8%	15.5%	15.8%
Veteran status	1.3%	—	—	—	1.6%	—
Relationship status	2.1%	1.7%	3.4%	—	1.6%	3.4%
National origin	5.2%	4.3%	7.8%	—	2.5%	11.8%
Age	9.6%	10.1%	7.3%	12.1%	7.7%	14.2%
Religion	8.4%	6.1%	12.8%	8.7%	7.3%	11.3%
Height or weight	11.9%	13.0%	7.3%	16.5%	10.5%	15.3%
Political orientation	17.0%	14.3%	19.7%	22.0%	15.4%	21.0%
Social class or Socioeconomic Status	13.7%	11.6%	12.4%	24.2%	11.4%	19.3%
Mental Health status	20.3%	17.6%	16.3%	38.5%	18.3%	25.4%

Table 28: Faculty Frequency of Experience of One or More Discriminatory Events (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Ability or disability status	7.1%	–	–	–	6.4%	–
Racial or ethnic identity	13.1%	–	13.6%	–	–	47.6%
Sex	22.7%	38.6%	–	–	18.2%	40.0%
Sexual orientation	7.2%	–	–	–	–	–
Gender identity or gender expression	7.2%	–	–	–	–	–
Veteran status						
Relationship status	5.3%	–	–	–	–	–
National origin	–	–	–	–	–	–
Age	23.7%	28.9%	14.0%	–	19.7%	38.1%
Religion	9.4%	–	–	–	–	23.8%
Height or weight	7.1%	12.8%	–	–	6.5%	–
Political orientation	15.3%	17.4%	–	–	9.1%	38.1%
Social class or Socioeconomic Status	11.2%	13.0%	–	–	6.5%	28.6%
Mental Health status	8.2%	10.9%	–	–	–	–

Table 29: Staff Frequency of Experience of One or More Discriminatory Events (% Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Ability or disability status	7.0%	5.4%	10.1%	–	7.5%	–
Racial or ethnic identity	11.3%	10.1%	12.7%	–	6.4%	32.5%
Sex	22.6%	27.1%	10.3%	100.0%	20.9%	30.0%
Sexual orientation	7.0%	3.9%	8.8%	–	7.5%	–
Gender identity or gender expression	10.8%	7.8%	10.3%	100.0%	10.5%	12.5%
Veteran status	–	–	–	–	–	–
Relationship status	5.6%	7.0%	–	–	6.4%	–
National origin	3.3%	–	–	–	–	–
Age	17.3%	17.1%	17.5%	–	15.5%	25.0%
Religion	7.0%	6.2%	8.9%	–	6.9%	–
Height or weight	11.8%	13.2%	7.7%	–	10.5%	17.5%
Political orientation	11.3%	6.2%	20.5%	–	9.3%	20.0%
Social class or Socioeconomic Status	10.4%	10.1%	7.7%	–	9.3%	15.0%
Mental Health status	8.5%	7.8%	9.0%	–	9.3%	–

Faculty, staff, and students who indicated that they had experienced some form of religious discrimination over the past 12 months at Southern Oregon University, were asked whether they believe that any of the religious discriminatory events were related to their specific religion. Of the 8.2% of those who reported experiencing a discriminatory event because of their religion, 51.3% agree that they believe it was related to their specific religion.

Student DEI Perceptions & Experiences

After responding to questions thinking about Southern Oregon University campus as a whole, the next item inquired about students' communities prior to attending SOU, with questions addressing the racial/ethnic composition of the community in which they grew up.

Table 30: Student Racial/Ethnic Composition of Previous Community (% Responses)

How would you describe the racial/ethnic composition of the community where you grew up?	**Total**	**Gender Identity**			**Race/Ethnicity**	
		Woman	**Man**	**Transgender/ Non Binary**	**White**	**BIPOC**
All or nearly all people of my race/ethnicity	25.3%	27.2%	22.1%	25.0%	29.9%	14.1%
Mostly people of my race/ethnicity	33.7%	32.7%	35.9%	32.6%	39.1%	19.8%
Half my race/ethnicity and half people of other races/ethnicities	22.4%	22.8%	21.0%	23.9%	23.1%	20.9%
Mostly other types of races/ethnicities	12.3%	11.3%	14.4%	12.0%	5.7%	28.8%
All or nearly all other types of races/ethnicities	6.3%	6.1%	6.6%	6.5%	2.3%	16.4%

Next, students were instructed to respond to a few questions relating to their experiences in classrooms and classroom settings, interactions with faculty, staff and administrators, and – lastly – their perceptions about how fairly they feel they are treated in different campus settings.

Table 31: Student Levels of Agreement with Statements About Classroom Aspects (% Strongly Agree + Agree Responses)

In my classrooms and classroom settings (e.g., lectures, seminars, labs, workshops, studio sessions, etc.), I feel listened to by:	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Faculty instructors	83.5%	86.0%	80.9%	80.2%	85.4%	78.6%
Other students	63.8%	65.2%	62.1%	61.5%	66.4%	57.8%

Table 32: Student Levels of Agreement with Statements About Outside Classroom Aspects (% Strongly Agree + Agree Responses)

In spaces outside the classroom, I feel valued by:	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Faculty instructors	71.7%	74.9%	68.2%	67.0%	73.5%	66.9%
Other faculty members	61.4%	62.5%	61.4%	57.1%	63.7%	56.1%
Other students	67.1%	69.3%	64.2%	63.7%	71.4%	55.8%
SOU administrators	45.1%	47.9%	48.0%	28.6%	45.7%	43.9%
Campus police	32.0%	33.4%	37.0%	17.6%	33.2%	29.2%
Other SOU mentors/advisors	58.9%	60.7%	58.5%	52.7%	60.2%	56.1%

Table 33: Student Levels of Agreement with Statements About Campus Aspects (% Strongly Agree + Agree Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
I am treated fairly and equitably on campus in general	77.9%	82.2%	73.4%	70.3%	79.8%	73.1%
I am treated fairly and equitably in classrooms and classroom settings (e.g., lectures, seminars, labs, workshops, studio sessions, etc.)	84.7%	87.9%	81.4%	80.2%	87.4%	77.8%
I am treated fairly and equitably in out-of-classroom SOU spaces (e.g., campus events, student activities, CRC, etc.).	74.7%	78.4%	71.7%	66.7%	76.9%	69.0%

Faculty DEI Perceptions & Experiences

After responding to questions thinking about the Southern Oregon University campus as a whole, faculty were instructed to respond to overall satisfaction with the climate/environment at SOU based on their work experiences over the past 12 months.

The next set of survey questions asked SOU faculty to rate conditions in their time as a faculty member. If they taught in two departments, they were requested to "choose one to rate for this survey."

Table 34: Faculty Levels of Agreement with Statements About Work Aspects (% Strongly Agree + Agree Responses)

I am valued in my department/unit for my …	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
Teaching	85.7%	87.0%	83.7%	100.0%	85.9%	85.0%
Research, Scholarship, and/or Creativity	58.8%	56.5%	57.1%	87.5%	55.8%	70.0%
Campus Service Contributions	73.5%	78.3%	65.1%	100.0%	73.1%	75.0%
Mentoring of Students	78.4%	77.8%	76.7%	100.0%	77.9%	80.0%
Mentoring of Faculty	52.0%	47.8%	58.1%	—	51.3%	55.0%
Community Service	48.0%	45.7%	48.8%	62.5%	44.9%	60.0%

Table 35: Faculty Levels of Agreement with Statements About Department/Unit Aspects (% Strongly Agree + Agree Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
I have a voice in the decision-making that affects the direction of my department.	77.3%	77.8%	79.1%	75.0%	77.9%	75.0%
The teaching workload is fairly and equitably distributed in my department.	53.6%	55.6%	53.5%	—	57.1%	40.0%
There are fair and equitable expectations regarding research in my department.	49.5%	44.4%	51.2%	75.0%	49.4%	50.0%
There are fair and equitable expectations regarding service in my department.	51.5%	46.7%	55.8%	62.5%	51.9%	50.0%
There are fair and equitable processes for determining compensation in my department.	36.5%	44.4%	28.6%	—	36.8%	35.0%
Support is provided fairly and equitably in my department.	57.7%	53.3%	60.5%	75.0%	59.7%	50.0%
Rewards for work performance are fairly and equitably distributed in my department.	36.1%	35.6%	37.2%	—	37.7%	30.0%

Staff DEI Perceptions & Experiences

After responding to questions thinking about Southern Oregon University campus as a whole, staff were instructed to respond to overall satisfaction with the climate/environment at SOU based on their work experiences over the past 12 months.

The next set of survey questions asked SOU staff to rate conditions in their "primary work unit." Individuals who have multiple appointments, were requested to rate the work unit that they consider to be their primary appointment. This was described as: *"Normally this [primary work unit] would be the work unit in which you spend the most time (regardless of percentage of budgeted appointment). If you work in two work units to an equal degree, please simply choose one to rate for this survey."*

Table 36: Staff Levels of Agreement with Statements About Work Aspects (% Strongly Agree + Agree Responses)

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non Binary**	**White**	**BIPOC**
My ideas are seriously considered in my unit	78.9%	75.0%	85.0%	–	79.8%	75.0%
I have a voice in the decision-making that affects my work in my unit	71.4%	69.5%	75.0%	–	71.1%	72.5%
The workload is fairly and equitably distributed in my unit	49.8%	51.6%	48.8%	–	51.4%	42.5%
There are fair and equitable processes for determining compensation in my unit	34.1%	31.2%	38.5%	–	37.8%	17.9%
Support is provided fairly and equitably in my unit	67.6%	68.8%	66.2%	–	68.2%	65.0%
Rewards for work performance are fairly and equitably distributed in my unit	36.8%	38.3%	35.4%	–	36.0%	40.0%

Adverse Effects of COVID-19

The final series of questions were designed to understand how much Southern Oregon University students, faculty, and staff have been adversely affected by COVID-19 in a variety of ways. Participants were asked to indicate if each of these areas were affected "Not at all", "Somewhat", or "A great deal".

Table 37: Student Responses to Statements Regarding Adverse Effects from COVID-19

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non Binary	White	BIPOC
My own physical health						
Not at all affected	43.9%	41.4%	48.3%	44.0%	46.6%	36.8%
Somewhat affected	41.3%	42.6%	39.9%	39.6%	41.3%	41.5%
Affected a great deal	14.8%	16.0%	11.8%	16.5%	12.2%	21.6%
My own mental health						
Not at all affected	14.3%	12.4%	19.2%	11.0%	13.8%	15.8%
Somewhat affected	40.4%	42.0%	44.1%	27.5%	43.4%	32.7%
Affected a great deal	45.3%	45.6%	36.7%	61.5%	42.8%	51.5%
The health of a loved one						
Not at all affected	30.4%	27.5%	37.5%	27.8%	31.3%	28.2%
Somewhat affected	43.8%	46.7%	39.8%	40.0%	45.4%	40.0%
Affected a great deal	25.8%	25.7%	22.7%	32.2%	23.3%	31.8%
My ability to maintain social relationships						
Not at all affected	21.7%	20.7%	23.7%	20.9%	21.4%	22.8%
Somewhat affected	37.6%	37.9%	41.2%	29.7%	38.6%	35.1%
Affected a great deal	40.7%	41.4%	35.0%	49.5%	40.0%	42.1%
My financial situation						
Not at all affected	29.9%	27.2%	34.3%	30.8%	32.1%	24.6%
Somewhat affected	33.7%	34.9%	32.6%	31.9%	34.6%	31.0%
Affected a great deal	36.4%	37.9%	33.1%	37.4%	33.3%	44.4%
My housing situation						
Not at all affected	56.8%	57.4%	58.8%	50.0%	58.3%	52.6%
Somewhat affected	24.1%	24.0%	23.2%	26.7%	24.4%	23.4%
Affected a great deal	19.1%	18.6%	18.1%	23.3%	17.3%	24.0%
My work or academic performance						
Not at all affected	19.6%	18.3%	22.2%	18.7%	19.8%	19.4%
Somewhat affected	46.5%	49.7%	46.0%	36.3%	48.7%	41.2%
Affected a great deal	33.8%	32.0%	31.8%	45.1%	31.5%	39.4%
My experience of discrimination related to one or more of my identities						
Not at all affected	81.3%	82.4%	85.8%	68.1%	83.8%	74.7%
Somewhat affected	14.1%	13.7%	9.7%	24.2%	12.7%	17.6%
Affected a great deal	4.6%	3.9%	4.5%	7.7%	3.5%	7.6%

Table 38: Faculty Responses to Statements Regarding Adverse Effects from COVID-19

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/ Non Binary**	**White**	**BIPOC**
My own physical health						
Not at all affected	57.7%	51.1%	67.4%	—	61.0%	45.0%
Somewhat affected	28.9%	26.7%	25.6%	62.5%	28.6%	30.0%
Affected a great deal	13.4%	22.2%	—	—	10.4%	25.0%
My own mental health						
Not at all affected	15.5%	17.8%	16.3%	—	16.9%	—
Somewhat affected	55.7%	51.1%	58.1%	62.5%	54.5%	60.0%
Affected a great deal	28.9%	31.1%	25.6%	—	28.6%	30.0%
The health of a loved one						
Not at all affected	35.1%	33.3%	41.9%	—	35.1%	35.0%
Somewhat affected	39.2%	37.8%	39.5%	—	40.3%	35.0%
Affected a great deal	25.8%	28.9%	18.6%	—	24.7%	30.0%
My ability to maintain social relationships						
Not at all affected	17.5%	11.1%	25.6%	—	16.9%	—
Somewhat affected	41.2%	37.8%	44.2%	—	39.0%	50.0%
Affected a great deal	41.2%	51.1%	30.2%	—	44.2%	30.0%
My financial situation						
Not at all affected	51.0%	51.1%	59.5%	—	56.6%	30.0%
Somewhat affected	34.4%	33.3%	28.6%	62.5%	28.9%	55.0%
Affected a great deal	14.6%	15.6%	11.9%	—	14.5%	—
My housing situation						
Not at all affected	80.4%	80.0%	86.0%	62.5%	81.8%	75.0%
Somewhat affected	12.4%	11.1%	—	—	13.0%	—
Affected a great deal	7.2%	—	—	—	—	—
My work or academic performance						
Not at all affected	19.6%	15.6%	23.3%	—	19.5%	—
Somewhat affected	48.5%	51.1%	41.9%	62.5%	45.5%	60.0%
Affected a great deal	32.0%	33.3%	34.9%	—	35.1%	—
My experience of discrimination related to one or more of my identities						
Not at all affected	84.4%	73.3%	97.6%	75.0%	86.8%	75.0%
Somewhat affected	13.5%	22.2%	—	—	11.8%	—
Affected a great deal	—	—	—	—	—	—

Table 39: Staff Responses to Statements Regarding Adverse Effects from COVID-19

Not at all affected	54.0%	48.4%	62.5%	—	53.8%	55.0%
Somewhat affected	29.6%	32.8%	26.2%	—	31.2%	22.5%
Affected a great deal	16.4%	18.8%	11.2%	—	15.0%	22.5%
Not at all affected	19.2%	14.8%	27.5%	—	19.1%	20.0%
Somewhat affected	49.3%	50.8%	47.5%	—	50.9%	42.5%
Affected a great deal	31.5%	34.4%	25.0%	—	30.1%	37.5%
Not at all affected	33.8%	26.6%	46.2%	—	35.3%	27.5%
Somewhat affected	40.8%	46.1%	35.0%	—	39.9%	45.0%
Affected a great deal	25.4%	27.3%	18.8%	—	24.9%	27.5%
Not at all affected	23.9%	24.2%	25.0%	—	24.3%	22.5%
Somewhat affected	43.7%	45.3%	40.0%	—	43.4%	45.0%
Affected a great deal	32.4%	30.5%	35.0%	—	32.4%	32.5%
Not at all affected	40.8%	42.2%	38.8%	—	40.5%	42.5%
Somewhat affected	41.3%	39.8%	43.8%	—	41.0%	42.5%
Affected a great deal	17.8%	18.0%	17.5%	—	18.5%	15.0%
Not at all affected	80.3%	82.0%	78.8%	—	80.3%	80.0%
Somewhat affected	11.7%	10.9%	12.5%	—	11.6%	12.5%
Affected a great deal	8.0%	7.0%	8.8%	—	8.1%	—
Not at all affected	37.6%	35.9%	42.5%	—	38.7%	32.5%
Somewhat affected	46.5%	48.4%	43.8%	—	44.5%	55.0%
Affected a great deal	16.0%	15.6%	13.8%	—	16.8%	12.5%
Not at all affected	83.0%	85.0%	82.5%	—	83.8%	79.5%
Somewhat affected	12.3%	12.6%	10.0%	—	11.6%	15.4%
Affected a great deal	4.7%	—	7.5%	—	4.6%	—

Use of Findings & Next Steps

The results of this survey underscore the importance of regularly collecting data to apprise the Southern Oregon University campus leadership and the broader community about faculty, staff, and student experiences surrounding diversity, equity, and inclusion. Further analyses of survey results will be conducted to inform the work of Southern Oregon University in developing enhanced education and programming efforts, to ensure that ample support is available for individuals who experience discriminatory events, and to bridge gaps in knowledge and/or understanding of all policies and resources regarding DEI at SOU.

Confidentiality

To ensure success of this survey, given the sensitive nature of several of the questions, a key element of the study design was to limit direct access between the Southern Oregon University administration and those individuals who were being surveyed. Integral to this effort was the use of an independent contractor (SoundRocket) for data collection efforts, which provided a firewall between respondents' identity and their survey responses. Consistent with standard practices for large data collections such as this, SoundRocket was required to use encryption technologies (including SSL for all web-based interfaces) and adhere to strict guidelines to maintain data security and confidentiality. SoundRocket has been collecting sensitive data from university populations for over 15 years. Our communications, staff training, processes and quality inspections all focus on minimizing disclosure risk.

After the participant list was provided to SoundRocket, no Southern Oregon University employee ever came into contact with any identifying information on any potential survey respondent in a way that would allow them to link survey response to individual identity. All staff were SoundRocket employees and/or contractors. This fact was openly disclosed during contacts with respondents so that they were assured that their responses would not be linked back to them. After the study was completed, SoundRocket destroyed all identifiable data (electronic and paper) that was received in the effort.

DEI Resources

The Southern Oregon University DEI Climate Survey Study is one component of the comprehensive campus wide plan to foster and strengthen Diversity, Equity, and Inclusion (DEI) at Southern Oregon University. The information included in this report may be used to help shape DEI plans across SOU – as well as within university colleges, units, and departments. For questions about the 2022 Southern Oregon University Campus Climate Survey, please contact Toya M. Cooper, JD Vice President for Equity, Diversity, and Inclusion by telephone at (541) 552-8853 or by email at either of the following addresses: coopert@sou.edu; edi@sou.edu. For questions about study results, analyses of data collected, or the study methodology, please contact SoundRocket via email at info@soundrocket.com, or by phone at 734-527-2150.