

**The University of Denver Campus
Climate Survey
Final Report from a 2005 Campus-wide Survey
Conducted for the
DU Campus Climate Council**

Jesús Treviño
Sheila Summers Thompson
Lisa Martinez
Annemarie Vaccaro
Catherine M. Trough
Denise A. Pappas-Lucero

The University of Denver Campus Climate Survey Report

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Executive Summary

During the past few years, the University of Denver has worked diligently to improve the campus climate for diversity. To that end, University personnel have invested in a variety of programs and initiatives designed to address climate issues including the creation of the DU Campus Climate Council; implementation of the Voices of Discovery Intergroup Dialogue Program; development of guidelines for creating welcoming environments in and out of the classroom; the creation of the Diversity and Unity Retreat; the AUSA Diversity Summit; increased efforts to recruit a diversity of faculty, staff, and students; community outreach programs; diversity training; the development of new courses on diversity; and discrimination and harassment training for all managers. In addition to the initiatives outlined above, specific departments; deans; colleges; student groups; and staff, faculty, and alumni associations have made tremendous contributions to the DU climate for diversity using a variety of approaches and initiatives.

In light of the campus climate work initiated over the last five to seven years, the Campus Climate Council, one of the main entities at DU charged with improving the climate for diversity, decided to administer a survey designed to study the climate and ascertain the issues and opportunities facing DU in this critical area. Working with the Office of Institutional Research and Assessment, The DU Campus Climate Survey was administered on-line in fall 2005 to all continuing students and full-time and part-time appointed faculty and staff members. An email invitation was sent to 8,917 people, providing them with the survey URL. The total number of survey respondents was 1,457, resulting in a 16.3% response rate. Respondents were generally representative of the race/ethnicity mix of the population.

Key Findings

Support for Diversity

In examining the overall responses to the survey, there appears to be substantial support for different dimensions of diversity at DU. More specifically, respondents agreed that institutions of higher education should aggressively diversify their student bodies by recruiting more students of color and that hiring faculty of color at the University of Denver should be a top priority. With respect to different groups on campus, there appears to be support for specific groups including women's athletics, the GLBT community, and students with disabilities. On the other hand, respondents also suggested that there is not enough dialogue between different groups on campus.

Given the overall support for diversity reflected in the findings, the increase at DU in the number of diversity initiatives and programs; diversity statements; faculty, staff, and students of color; support for the GLBTIQ community, and other diversity-related accomplishments is not surprising. Since the survey was completed, diversifying the student body and the faculty are two goals that have been aggressively pursued. Under the leadership of the Vice-Chancellor for Enrollment, the Office of Admissions has created a position to specifically focus on the recruitment of talented students of color and assigned the resources to attract them to DU. Three years ago, the position of Assistant Provost for Multicultural Faculty Recruitment and Retention was created within the Center for Multicultural Excellence to improve DU's capacity to recruit and retain faculty of color. Over the last several years, the Assistant Provost has worked with Deans, Chairs, and Search Committees to diversify the pools of qualified candidates and to retain faculty of color who have been hired. The Center for Multicultural Excellence added a full-time

GLBTIQ coordinator and the Division of Athletics and Recreation hired an Associate Director for Diversity and Community Relations.

Based on the survey results, it appears that respondents are asking for more interaction between different groups. Over the last several years, different departments on campus have been successfully working on creating that interaction. The Center for Multicultural Excellence's Diversity and Unity Retreat, the Voices of Discovery Intergroup Dialogue Program, and the Diversity Summit as well as the Division of Student Life's Fishbowl Diversity Dialogue Series are a few examples of student intergroup interaction initiatives taking place at DU. However, more interaction opportunities involving staff and faculty are needed. Presently, the University College Diversity Committee is in the planning stages of a Story Circle program for staff designed to address issues of diversity through stories.

Gender

Analyses by gender suggest that women in comparison to men tend to support diversity initiatives and diverse groups more than men. For example, it appears that more women support efforts to diversify the campus both with respect to students and faculty of color. The data also indicate that more women than men are supportive of the GLBT community, students with disabilities, and women's athletics. In addition, women in comparison to men tend to agree that most White individuals tend to lack an understanding of the issues facing people of color. Corresponding with the differences outlined above, over the last several years staff of the Center for Multicultural Excellence and other DU staff members have noted the low participation rate of males from many different student groups in diversity educational programs. Whether it is a diversity workshop or a diversity retreat, women tend to participate in larger numbers than men. This may be an indication of the need to do a better job of recruiting males to educational

programs related to diversity. However, it is not enough to simply recruit males. We must also think about strategies for engaging them, listening to males, and learning about their diversity experiences on campus. In addition, it may be important to recognize and reward women for taking the time to educate themselves about diversity and diversity issues.

People of Color

People of color differed from White respondents in three areas: respect, acceptance, and a sense of belonging at DU. People of color, in comparison to White individuals, were more likely to agree that DU students respect faculty of color less than they do White faculty. People of color were also less likely to agree that the workplace or classroom environment is accepting of them and less likely to report a sense of belonging at DU.

Obviously, faculty, staff, and students of color experience some aspects of the climate differently from White individuals. As indicated previously, there are a number of on-going initiatives addressing the climate for diversity with the objective of creating a welcoming environment for all at DU. We hope that these efforts have paid off and that the experiences of People of Color have improved. Nevertheless, this is an opportunity for all departments and offices to examine their climates with respect to race and ethnicity.

Campus Affiliation

Similarly to the findings on gender, the results of the survey suggest that there are differences between faculty and staff. Faculty were more likely to agree with the statement suggesting that many white people lack an understanding of the problems that people from other racial or ethnic groups face than were staff. Faculty respondents were also less likely to agree with the statement that racial background does not affect achievement. In considering an increase in diversity at DU, faculty respondents were more likely to support the recruitment of

students and faculty of color. In considering the differences between faculty and staff related to support for or awareness of issues of diversity, it is important to acknowledge factors that may have influenced their responses. First, faculty may have greater access to resources such as schedule flexibility, workplace autonomy, and opportunities for continued education pertaining to higher education institutions. The need for dissemination of a memorandum from senior administration encouraging supervisors to allow female staff to attend the annual Women's conference may be some evidence of the constraints imposed on staff for participating in diversity-related programs and initiatives. Second, faculty may have more opportunities to study, explore, and interact with issues of diversity in higher education. It is also important to note that "staff" as a group includes employees across a spectrum ranging from custodial staff to program directors. Therefore, it is difficult to make any sweeping assertions about differences between staff as a group and faculty. Moreover, there appears to be more program coordinators, counselors, assistant directors, and academic advisors than faculty involved in the planning and organizing of diversity events on campus. In sum, the findings may suggest a need to continue to examine and explore the issues outlined above as well as other challenges facing staff at DU.

Conclusions

While the 2005 Campus Climate Survey results are generally favorable, they also provide support for continuing the kinds of programs and initiatives that were begun on campus some time ago. Only a follow-up assessment can reveal how well or poorly we are doing at this point. We must continue to be vigilant about the climate and attentive to the experiences of different populations on campus.

Introduction

Across the nation, institutions of higher learning continue to work toward creating campus climates that are welcoming to all and that recognize and capitalize on the benefits of having diversity in their student, staff, administrative, and faculty ranks. The University of Denver is no exception and for a number of years has been investing in the necessary structures, programs, and initiatives to improve the campus climate for diversity. The creation of the DU Campus Climate Council; implementation of the Voices of Discovery Intergroup Dialogue Program; development of guidelines for creating welcoming environments; the creation of the Diversity and Unity Retreat; the Diversity Summit; increased efforts to recruit a diversity of faculty, staff, and students; community outreach programs; diversity training and education for faculty, staff, and students; and discrimination/harassment training for all managers are but a few of the campus climate efforts that have been underway for several years. Moreover, specific departments, deans, colleges, student groups, and staff, faculty, and alumni associations have made tremendous contributions to the DU climate for diversity via a host of diversity programs and initiatives.

The traditional approach by colleges and universities nationwide to improving their campus climates for diversity has been to initiate the process by conducting a campus climate survey. This is usually followed by attempts at changing the climate based on the results of the survey. In contrast to other institutions, DU undertook a different approach. Staff, faculty, administrators, students, and alumni did not wait until a survey was undertaken to initiate work on addressing issues related to the campus climate for diversity. Recognizing the importance of action, many of the initiatives outlined above were implemented over the last five to seven years and beyond.

Nevertheless, it is important to recognize that action without assessment can be challenging and lead to misguided and ineffective strategies. In effect, this is what prompted the study of the campus climate for diversity at DU. The Campus Climate Council, one of the main entities at DU charged with improving the climate for diversity, decided to undertake a study designed to elucidate both the issues and opportunities facing DU in relation to diversity.

Administering the Campus Climate Survey

The Office of Institutional Research and Assessment and members of the Campus Climate Council developed a survey instrument designed to capture perceptions and opinions of the DU climate for diversity. Models from other higher education institutions were used as guides during the process.

The DU Campus Climate Survey was administered in the Fall 2005 to all continuing students, and full-time and part-time appointed faculty and staff members. New undergraduate and graduate students were not included in the respondent sample because of their limited experience with the campus climate. An email invitation was sent to 8,917 people, providing them with the survey URL. A reminder was sent after one week and respondents were given two weeks to complete the survey. A \$5 coffee coupon was offered as an incentive for any respondent who printed the survey success page and took it to the Center for Multicultural Excellence. The total number of survey respondents was 1,457, for a 16.3% response rate.

Table 1 includes the overall population distribution across campus affiliation groups and race/ethnicity and citizenship characteristics as compared to the combined respondent sample. U.S. domestic minorities are U.S. citizens or permanent residents who are classified in one of the following groups: African-American, Asian/Pacific Islander, American Indian/Alaska Native, or Hispanic. The International (non-resident alien) group includes all racial groups combined

because race and ethnicity data are not presently collected for persons in this group. New students were not included in the survey sample but they are included in the total population figures, so the assumption is that Fall 2005 new student demographics are similar to those of continuing students. The survey provided the option for respondents to mark more than one race/ethnicity group and those respondents who did so are combined in the multiracial category. In keeping with federal reporting requirements, the University does not currently gather multiracial information so that data cannot be reported on the overall population.

Table 1
*Race, Ethnicity, and Citizenship Figures:
 Population and Respondents*

Fall 2005 DU Population	N	Domestic minorities	Domestic white	Domestic unknown	International non-resident	Multi- racial
Undergraduates	4840	14.90%	80.50%	0.40%	4.20%	
Graduates	5486	13.30%	75.40%	3.60%	7.80%	
Staff	1663	20.80%	77.60%	0.30%	1.30%	
Appointed faculty (including 1 yr. visitors)	527	11.60%	85.00%	0.90%	2.50%	
Overall average		15.15%	79.63%	1.30%	3.95%	
Survey respondents (all campus affiliation groups combined)	1457	10.80%	74.30%	3.70%	6.40%	4.70%

International persons are slightly over-represented in the respondent group and white persons are slightly under-represented, but some of those individuals may be in the unknown race/ethnicity or multi-racial respondent group. Given that the multi-racial category includes persons who report at least one U.S. domestic minority (and perhaps more than one or also

white), those respondents could be grouped with the overall U.S. domestic minorities for a combined 15.5% response rate which very closely approximates their representation in the DU population.

How to Use the Findings

The Campus Climate Survey represents a modest beginning at examining the DU climate for diversity. It offers a benchmark which will set the context for future studies. Members of the Campus Climate Council encourage you to use the results to begin discussions in classrooms, staff meetings, forums, and other venues regarding the overall climate for diversity at DU and in your college, department, or program. We particularly encourage you to explore strategies for improving the climate and addressing issues of diversity.

Readers of this report should keep several things in mind. First, community members were asked to respond to many items related to the campus climate on this survey. However, with the exception of the overall results in Table 2 and the qualitative findings for all identity groups, presented in this report are only those group mean responses on items that revealed statistically significant differences when tests were conducted to compare groups. This is a more in-depth analysis than was presented in 2006 in the preliminary report of the campus climate survey (see www.du.edu/cme/). Second, the survey was conducted during Fall Quarter 2005. The responses do not measure all the changes, initiatives, and programs that have taken place since the administration of the survey. In addition, at the present time there appears to be widespread interest and involvement by faculty, staff, students, and alumni in all areas of diversity. These caveats should be considered in the interpretation of the data and in the formulation of any action or policy.

Results

Overall Responses

In this section, some of the more salient overall findings from the survey's climate statements (see Table 2 below) are presented. There appears to be support for different identity groups and for increasing diversity, as well as positive feelings related to the climate in the classroom and workplace. In general, most respondents agree with the idea that colleges and universities should support women's athletics as much as they support men's athletics. Moreover, most respondents indicated that they would not discontinue a relationship with a friend even upon discovering that she or he was gay, lesbian, bisexual, or transgender. There was also strong disagreement with the statement suggesting that students at DU with disabilities receive too many special benefits.

The overall responses also suggest there is support for increasing the racial/ethnic diversity of the University. More specifically, there appears to be at least moderate support for aggressively recruiting more students of color and for the priority of hiring more faculty of color. In addition, while it is not overwhelming, there appears to be some agreement that senior administration fosters diversity at DU.

In considering how respondents feel about the climate in the classroom or workplace, their comfort in expressing ideas or comments in classes or meetings, and an overall sense of belonging at DU, overall responses are positive. There is strong agreement that the climate and/or work environment at DU is accepting of individuals and disagreement with the statement about feeling out of place in their department or classes based on the group to which they belong. Respondents also generally agree that they feel a sense of belonging at DU and they report comfort expressing their views or ideas in classes or meetings.

Table 2
Overall Means and Standard Deviations on Climate Statements

Climate Statements	Mean	Standard Deviation
Many white people lack an understanding of the problems that people from other racial or ethnic groups face.	3.03	.90
Colleges should support women's athletics as much as they support men's athletics.	3.58	.76
Colleges and universities should aggressively recruit more students of color.	3.02	.89
In the U.S., a person's racial background does not interfere with his or her potential achievements.	2.29	.98
I would probably not be able to continue my friendship with a friend who I discovered was gay, lesbian, bisexual, or transgendered.	1.29	.72
Students at DU with disabilities get too many special benefits.	1.59	.73
Senior administration at DU fosters diversity on campus.	2.62	.83
The curriculum at DU adequately represents the contributions of many identity groups.	2.69	.83
Hiring more faculty of color should be a top priority of DU.	2.68	.94
There is not enough dialogue between different identity groups at DU.	2.90	.83
In general, students at DU respect faculty of color less than white faculty.	1.74	.84
The climate in the classroom and/or work environment at DU is accepting of who I am.	3.28	.81
Sometimes in DU classes or meetings I get singled out To speak on behalf of an identity group of which I am a member.	1.98	.94
I feel a sense of belonging at DU	3.00	.87
Evaluation of my work (job or course-related) at DU is not biased based on any of my identity groups	3.37	.80
I am comfortable expressing my views or ideas in DU classes or meetings.	3.23	.83
Sometimes I feel a bit out of place in my department or Classes at DU because of my identity group(s).	1.96	.99

Means are based on a 4-point scale where 4=Strongly Agree, 3=Agree Somewhat, 2=Disagree Somewhat, and 1=Strongly Disagree.

Community members were asked to respond to two open-ended items:

a) Please describe, from your perspective, 3 favorable aspects of the University of Denver campus climate

b) In one sentence, please describe your view of the overall campus climate at the University of Denver, including opportunities for improvement.

These statements were analyzed for themes related to the quantitative component of the survey.

The bulleted statements included herein are representative, direct quotes from survey respondents. Several common themes, presented in this section, emerged among all survey respondents.

The presence of international students, faculty, and staff is an example of the favorable campus climate and an identity group receiving support from the campus in general.

- At DU, it is possible to meet and interact with people of many nationalities. I love that!
- I enjoy the international students in class as they bring the world much closer together and it doesn't seem so distant or far away.
- Lots of different countries are represented which enables students to speak with people from different cultures. The subjects taught often overlap into other cultures which increases our learning of other ways of life.
- There is very much an internationalist atmosphere fostered by students and faculty.

Consistent with the overall quantitative findings related to a sense of belonging and comfort in expressing ideas, many respondents used three adjectives to describe the campus climate. The most frequent of these were that the climate is friendly, open, accepting, welcoming, diverse, supportive, and comfortable. Other positive adjectives used to describe the climate included optimistic, energetic, warm, caring, flexible, inviting, encouraging, challenging, intellectual, and close knit.

Another theme running through many of the comments was the need for more diversity and the sense that the campus is “too white and wealthy” and the students too “homogeneous.”

This reinforces the quantitative finding of support for increasing racial/ethnic diversity of the University. Many respondents pointed specifically to the lack of racial and ethnic diversity on campus. Other comments suggest that DU really is trying to improve its diversity:

- This is obviously a white campus
- I think it is pretty white
- Undergraduate class seems to be very white and very rich
- This campus feels overwhelmingly rich and white
- we are a relatively homogeneous group of people
- DU is very homogeneous (i.e. white, upper class)
- There is almost no diversity among American minorities (hispanic, black)
- I find that diversity as it relates to race and ethnicity are particularly lacking in DU's campus climate.
- While the campus has many international students, it certainly lacks in American minority groups.
- DU is not currently ethnically or racially diverse, but it is aware of this serious lack and is trying, albeit slowly, to take steps to remedy that
- even though this school has a large majority of white students, they are working hard to bring people of different backgrounds here
- The campus climate feels like there is not much diversity, but it also feels like DU is trying to improve this.

Gender

In examining the results by gender, analyses of male responses compared to female responses were conducted irrespective of campus affiliation (i.e., student, staff, faculty). The results are reported in Table 3. As is typical in survey research, female respondents were over-represented in the sample as compared to the overall population. The data suggest that men and women at DU differ on opinions about issues of diversity and strategies for addressing those issues. Women were more likely than men to agree that colleges should be supportive of women's athletics. Likewise, it appears that more women than men agreed that increasing the number of faculty of color at DU should be a top priority for the University. With respect to student diversity, once again women reported stronger support for the aggressive recruitment of students of color on college campuses. On the question of benefits for students with disabilities

at DU, more men as compared to women reported feeling that students with disabilities receive too many benefits.

Table 3
Mean Differences between Men and Women on Overall Climate Statements

Climate Statements	Male means	Female means	Difference in means
Colleges should support women's athletics as much as they support men's athletics.	3.29	3.74	.454***
Hiring more faculty of color should be a top priority of DU.	2.54	2.77	.236***
Colleges and universities should aggressively recruit more students of color.	2.92	3.09	.169***
Students at DU with disabilities get too many special benefits.	1.68	1.54	.136***
I would probably not be able to continue my friendship with a friend who I discovered was gay, lesbian, bisexual, or transgendered.	1.38	1.24	.132***
In the U.S., a person's racial background does not interfere with his or her potential achievements.	2.39	2.22	.167**
Many white people lack an understanding of the problems that people from other racial or ethnic groups face.	2.94	3.09	.149**
Evaluation of my work (job or course-related) at DU is not biased based on any of my identity groups..	3.44	3.34	.101*

*significant where $p \leq .05$; **=significant where $p \leq .01$; ***=significant where $p \leq .001$

There were a total of 934 females and 504 males who responded to the survey.

Responses are based on a 4-point scale (4=Strongly Agree, 3=Agree Somewhat, 2=Disagree Somewhat, and 1=Strongly Disagree).

When asked about their relationship with a friend who comes out as gay, lesbian, or transgendered, more men than women reported that they would be less likely to retain that friendship. On the topic of race and potential achievements, men were more likely than women to agree that race does not play a role in a person's achievements. Men also indicated more often

than did women that evaluation of their work was not biased based on their identity groups (e.g., male, African American, disability status). Finally, men were less likely than women to agree with the statement suggesting that white people lacked an understanding of problems faced by non-white people.

Analyses of the two open-ended questions were conducted for all male and female respondents, regardless of campus or other identity group affiliation. Consistent with their lower overall mean on the survey item related to evaluation of their work, some women commented about feelings of gender discrimination and also describe overt hostility on campus.

- There is a lack of opportunity for women faculty. This is pretty much the typical pink collar ghetto in terms of administrative positions, often with little opportunity for advancement.
- The biggest area for improvement would be equality of pay between men and women. Not sure how true this is for faculty, but I know of several examples where there are discrepancies with male and female staff.
- My personal experience as a student and staff is that women appear to get stuck in administrative positions with much of the load and little pay.
- Some male professors have made degrading remarks about female students.
- I do hear insensitive comments regarding age, pregnancy & parenting.

In open-ended comments related to the quantitative item regarding white people lacking an understanding of the problems faced by People of Color, women consistently discussed the need to move beyond tolerance of differences to a deeper understanding of people different from themselves. They also commented on the cordial, but shallow relations on campus. They emphasized the need for more meaningful dialogue between groups, but acknowledged the value of existing programs.

- The campus climate appears to be somewhat tolerant of different groups in general but there does not seem to be an appreciation for diversity.
- The climate is "tolerant" towards diversity but not embracing
- The overall environment is conducive to cordial interactions among many groups.
- The climate is polite and accepting on the surface. It is possible not to interact with anyone different than self as a majority person.
- DU needs to foster more genuine dialogue

- Talks through Gender and Women’s Studies that consistently raise issues related to gender and diversity
- The Voices of Discovery program is a great thing!

Race and Ethnicity

The quantitative survey results by racial/ethnic groups are reported in Table 4. The group means of People of Color (i.e., Native American/Alaska Native, African American, Hispanic, and Asian/Pacific Islander combined) and White respondents were compared and significant differences are reported below.

Table 4
Mean Differences between People of Color and White Respondents on Overall Climate Statements

Climate Statements	People of Color means	White means	Difference in means
In general, students at DU respect faculty of color less than white faculty.	1.90	1.72	.178*
The climate in the classroom and/or work environment at DU is accepting of who I am.	3.10	3.29	.188*
I feel a sense of belonging at DU.	2.83	3.00	.167*

*significant where $p \leq .05$; **=significant where $p \leq .01$; ***=significant where $p \leq .001$.
 There were a total of 157 respondents who identified as People of Color and 1,083 who identified as White. Responses were based on a 4-point scale where (4=Strongly Agree, 3=Agree Somewhat, 2=Disagree Somewhat, and 1=Strongly Disagree).

The significant items reveal the feelings of People of Color related to respect, acceptance, and belonging at DU and specific areas of the campus. When asked whether DU students respect faculty of color less than white faculty, People of Color were more likely to agree with this statement than White respondents. People of Color were also less likely to report that the classroom and/or work environment at DU is accepting of them. Finally, respondents of color were less likely to report feeling a sense of belonging at DU.

Consistent with the quantitative findings related to their sense of belonging on campus, People of Color were generally less favorable in their comments than were Whites. They suggested that diversity is lacking on campus, and though the administration appears open to increasing diversity, it has not “walked the talk.”

- This survey gives me a chance to express my discontent with DU and its lack of diversity.
- The University is attempting to recruit and retain ethnic minority students and staff but it is a long way away from establishing this as a minority friendly campus.
- Overall, DU is a great place to work but it would be nice to see more diversity in the student population.
- When you do find other people of color, you feel a sense of belonging on this white campus. There is some availability of mentors of color to talk with.
- The campus climate is good but could be vastly improved if there was more diversity.
- I think the dormitories need some work of not questioning individuals of color if they are students at the university. I left the dorms because I was questioned whether I was a student by Campus Safety while other white individuals around me did not get questioned and I have heard of other incidents from people of color being singled out by RAs or Campus Safety. Outside of that, I think the DU community is improving.
- I believe there is still a stigma against people of color and non-native English speakers. Our department experiences this on a regular basis, interestingly not from students, but from staff.
- I feel that the overall campus climate is okay, but I feel that many of the students here have been sheltered from the reality that there is ethnicity in America and simply need to wake up and change their attitudes about the way they view people.

Campus Affiliation

Results comparing faculty and staff responses are presented in Table 5. Faculty were more likely to agree with the statement suggesting that many white people lack an understanding of the problems that people from other racial or ethnic groups face than were staff. With respect to the role that race plays in achievement, staff, as compared to faculty, were more likely to agree that racial background does not affect achievement. Staff members were also less likely to agree with the idea that students respect faculty of color less than white faculty. In considering an increase in diversity at DU, faculty respondents were more likely to support the recruitment of students and faculty of color. With respect to sexual orientation, staff respondents were more

likely to report they would be less likely to remain friends with a non-heterosexual person.

Finally, staff respondents were more likely to report that evaluation of their work was not biased based on identity groups to which they belong.

Table 5
Mean Differences between Faculty and Staff on Overall Climate Statements

Climate Statements	Faculty means	Staff means	Difference in means
Many white people lack an understanding of the problems that people from other racial or ethnic groups face.	3.33	3.06	.275***
Colleges and universities should aggressively recruit more students of color.	3.51	3.19	.322***
In the U.S., a person's racial background does not interfere with his or her potential achievements.	1.99	2.27	.282**
I would probably not be able to continue my friendship with a friend who I discovered was gay, lesbian, bisexual, or transgendered.	1.17	1.30	.132*
Hiring more faculty color should be a top priority of DU.	3.04	2.86	.180*
In general, students at DU respect faculty of color less than white faculty.	2.02	1.79	.229*
Evaluation of my work (job or course-related) at DU is not biased based on any of my identity groups.	3.13	3.48	.356***

*significant where $p \leq .05$; **=significant where $p \leq .01$; ***=significant where $p \leq .001$.

There were 153 respondents who identified as faculty and 377 who identified as staff.

Table 5 reveals the items to which Faculty and Staff responded differently, based on a 4-point scale where (4=Strongly Agree, 3=Agree Somewhat, 2=Disagree Somewhat, and 1=Strongly Disagree).

Faculty members' qualitative comments support these quantitative findings, particularly as related to the need to recruit more students and faculty of color. Faculty members point out that although there is support for diversity on campus, the lack of diversity makes it hard to foster diversity efforts. They are also more likely to say that diversity efforts are not yet making an impact broadly across campus.

- I think there is support for diversity, but the lack of diversity, at least in terms of race and ethnicity, makes it difficult to truly foster respect for diversity.
- I firmly believe that the campus community is intellectually committed to the value of diversity. However, this commitment is never tested because it is very hard to find persons of color, openly homosexual or transgendered persons, or even differently-abled persons on our campus.
- The DU campus is beautiful and welcoming; however DU students are never properly and sufficiently confronted with the wealth of cultural, religious, and socio-economic backgrounds indicative of American culture, and this is largely due to the ethnic and socio-economic homogeneity of the DU student body.
- Diversity initiatives have yet to impact university policy broadly across campus and deeply in departments and programs where systematic racial discrimination is supported by the administration.
- There is the appearance of the university doing the right things, however, there are few resources to support diversity.
- On the surface it is excellent, but there is deeply ingrained sexism and racism that good, well-meaning people are unable to see in their own attitude and action.
- DU needs to do more action and less talk about diversity.

Faculty compared to undergraduate student responses differed in a number of areas as reported in Table 6. Faculty were more likely than undergraduate students to agree that many white people lack an understanding of the problems that people from other racial or ethnic groups face. Faculty respondents were also less likely than undergraduates to agree that racial background does not affect achievement and also more likely to agree that students respect faculty of color less than white faculty. Student respondents were less likely to support women's athletics and the recruitment of students and faculty of color. With respect to disability, undergraduate respondents were more likely to agree that students with disabilities get too many special benefits.

Table 6
Mean Differences between Faculty and Undergraduates on Overall Climate Statements

Climate Statements	Faculty means	Undergraduate means	Difference in means
Many white people lack an understanding of the problems that people from other racial or ethnic groups face.	3.33	2.94	.395***
Colleges should support women's athletics as much as they support men's athletics.	3.74	3.50	.236***
Colleges and universities should aggressively recruit more students of color.	3.51	2.76	.752***
In the U.S., a person's racial background does not interfere with his or her potential achievements.	1.99	2.43	.444***
I would probably not be able to continue my friendship with a friend who I discovered was gay, lesbian, bisexual, or transgendered.	1.17	1.33	.161*
Students at DU with disabilities get too many special benefits.	1.49	1.74	.247***
Senior administration at DU fosters diversity on campus.	2.69	2.53	.162*
Hiring more faculty of color should be a top priority of DU.	3.04	2.45	.587***
In general, students at DU respect faculty of color less than white faculty.	2.02	1.60	.419***
Evaluation of my work (job or course-related) at DU is not biased based on any of my identity groups.	3.13	3.41	.286**
I am comfortable expressing my views or ideas in DU classes or meetings.	3.13	3.31	.182*

*significant where $p \leq .05$; **=significant where $p \leq .01$; ***=significant where $p \leq .001$.

There were 153 respondents who identified as faculty and 472 who identified as Undergraduates.

Table 5 reveals the items to which Faculty and Undergraduates responded differently, based on a 4-point scale where (4=Strongly Agree, 3=Agree Somewhat, 2=Disagree Somewhat, and 1=Strongly Disagree).

In thinking about a person who they discovered to be gay, students indicated that they would be less likely to remain friends with that person. Faculty respondents were more likely to

agree that senior administration at DU fosters diversity on campus. Undergraduate respondents were more likely to report that evaluation of their work was not biased based on their identity groups and more likely to report feeling comfortable expressing their views in classes and meetings.

Qualitative findings related to undergraduate students are generally consistent with quantitative findings. Undergraduate students report that diverse ideas are allowed in class and diverse views represented.

- Teachers are open, receptive, and not judgmental.
- Faculty is very open to diverse ideas.
- The faculty is diverse and extremely knowledgeable.
- All of the faculty in my experience are not afraid to discuss difficult subjects with students, both in and out of the classroom.
- The professors really push students to further their critical thinking.
- I have had a great mix of professors from various backgrounds teach me and give me varying perspectives.
- Small campus=more saliency of other minority students.
- Smaller classes make it easier to bring up difficult subjects and truly consider all aspects of the issue while taking into account the feelings and sensitivities of everyone in the classroom

For undergraduates, the presence of student organizations provides support to many diverse groups. In addition, they can find friendships with students who are similar to or different from themselves.

- There are many organizations you can join so you can identify with someone. I like the different clubs and organizations offered to students. They make everyone feel welcome.
- There are many clubs for different ethnic groups; anyone can find a group that relates specifically to their needs.
- I am able to make friendships with people of different identity groups.
- I have been involved in group discussions through programs that bring different backgrounds and races together to discuss topics
- Informal companionship with people that I can identify with based on similar and dissimilar identity groups.”

Other Groups

Demographic items related to religious affiliation, sexual orientation, and disability status were included on the survey. However, statistical tests revealed no differences between respondents with different religious affiliations, between those who indicated they were GLBT and those who made no indication, or between those who self-identified with a disability and those who did not. Therefore, no results are included herein regarding these specific identity groups.

Conclusion

The survey and the findings reported here represent a modest attempt at examining the University of Denver's campus climate for diversity. Overall, the findings suggest that, while there is reason to celebrate the strong support for increasing diversity at DU and the positive perceptions by different groups of the campus climate for diversity, there is still work to be done. As indicated earlier in the report, DU approached the study of the campus climate for diversity using a non-traditional approach. That is, instead of waiting for the results of a survey before developing initiatives to improve the climate, many new initiatives were introduced to address campus climate issues. Nevertheless, despite these efforts the results of the survey suggest that there is some room for improvement.

These findings should be used by the members of the DU community to begin discussions in classrooms, staff meetings, forums, and other venues regarding the overall climate for diversity at DU and, in particular, in each of the colleges, departments, and programs. It is our hope that this report will be used to explore strategies for improving the climate and addressing issues of diversity for everyone.