



July 2022

# Campus Climate Assessment Report

Furman University  
Academic Year 2021-2022

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We want to express our sincere appreciation to all the members of the Furman community who shared their experiences with us in this process. We hope this report will be a valuable resource as you continue your journey to become a more diverse, equitable, and inclusive community.

# Executive Summary

Dr. Anita Davis was hired to assist Furman University with an overall assessment of their campus climate for diversity, equity, and inclusion (DEI). She contracted with Dr. Kelly Weeks, Dr. Darlene Loprete, and Ms. Stacy Hopwood, who assisted with all areas of data collection and analysis.

Furman administered the Higher Education Data Sharing Consortium (HEDS) Survey in October-November of 2021, which consisted of questions related to support and climate on campus. HEDS also provided comparative data with other institutions of higher education. The consultants added two additional open-ended questions to help inform their assessment. In addition, ten focus groups, with a total of 80 participants, were conducted in October of 2021 with faculty, staff, and students at Furman University.

All quantitative and qualitative data were analyzed and results are reported in aggregate form throughout this report. Because of small sample sizes, we used a strict measure of acceptability for inclusion in the report. Specifically, there had to be five or more participants in any group for us to report demographic differences, and any comparisons reported represent statistically significant differences with a medium to large effect size.

Some comparative analyses with Liberal Arts Institutions (LAI) are included in the Appendices. Furman also has access to all HEDS survey data for any additional institutional follow up information or analyses.

Below we provide an overview of some of Furman's strengths with regards to DEI, areas for improvement, and recommendations that are specific for faculty, staff and students.

# Strengths in DEI

- Strong core of people working on DEI initiatives; all constituencies involved; DEI committee
- Strong DEI strategic plan is already developed
- More religious holidays are recognized on the calendar

## Students

- Diversity of the student body is increasing
- Feel a part of the community when participating in clubs, in the classroom, and with friends

## Faculty

- Hiring faculty from diverse backgrounds has increased
- Useful workshops on inclusive pedagogy
- Feel a part of the community - in the classroom, in non-student interactions on campus, in departmental interactions, and in campus-wide events

## Staff/Administration

- Many staff feel a part of the community, especially in their departmental interactions and at community-wide events
- Staff involved in DEI efforts feel this is rewarding work

# Areas for Improvement

- Based on survey results, the climate for DEI is significantly worse than others on campus for the following groups:
  - African American/Black students, faculty, and staff
  - LGBTQ+ students, faculty, and staff
  - Liberal students, faculty, and staff
  - Spiritual/Not Religious students, faculty, and staff
  - Non-binary students
- DEI work needs more institutional support: the same core group of people do the majority of the work
- Provide more resources for staffing and to support DEI initiatives/programs
- Increase diversity in senior leadership

## Students

- Students did NOT feel like they were a part of the Furman community when in the classroom, when they experienced racism and classism, in political discussions, or as connected their religious beliefs
- DEI efforts are viewed as lacking real commitment
- Underrepresented groups feel like they have to educate others about DEI
- Inequities in budgets for student groups
- Administrators are not transparent in how they address incidents of bias
- Misgendering of non-binary students continues to happen

## Faculty

- Faculty did NOT feel like they were a part of the Furman community during interactions with department members, among faculty of different ranks, with administration, and with respect to race/ethnicity, gender, and religion
- Faculty of color are treated disrespectfully and continue to experience microaggressions
- Lack of retention of faculty from diverse backgrounds

# Areas for Improvement

(continued)

## Staff

- Staff did NOT feel like they were a part of the Furman community during departmental interactions, when their work is under appreciated, when there is a lack of communication, and when they are treated differently than others on campus.
- Hiring employees from diverse backgrounds is not a priority (as compared to faculty hiring)
- Staff are treated in disrespectful and inequitable ways relative to other stakeholders
- Lack of retention of staff from diverse backgrounds
- Staff morale is low; lacks trust in Human Resources department

# Recommendations

## Institutional Actions

### **Focus on action and accountability**

- Implement recommendations by the Diversity, Equity, and Inclusion Committee, by the Ad Hoc Committee on Black Life at Furman, in the Strategic Diversity Plan, and in other diversity-focused plans
- Prioritize action items and allocate sufficient resources to support initiatives
- Communicate progress via multiple channels (e.g., email, website, town halls, regularly occurring meetings) and multiple voices
- Identify metrics that will measure success, provide accountability checks, and continue to supply feedback on DEI challenges
- Repeat campus climate assessment in 2-3 years to track progress; place emphasis on increasing participation rates, especially for students and staff

### **Create office to coordinate and support DEI**

- Create a Vice President position responsible for strategic leadership of DEI efforts
- Create infrastructure with staff and funding to support the work of the office

### **Address climate concerns for people from underrepresented backgrounds, especially those who identify as African American/Black and LGBTQ+**

- Revise policies/practices that will help support increased representation among all constituencies
- Specifically increase demographic diversity in senior leadership
- Prioritize retention efforts (e.g., mentoring, recognition, community-building)
- Implement required educational initiatives aimed at preventing incidents of bias
- Address incidents of bias and assessing adjudication process with community input
- Increase funding and staffing for the Center for Inclusive Communities

# Recommendations by Constituency

## Students

- Form alliances across student groups to share experiences and advocate for change
- Partner with faculty and staff on important initiatives
- Create a student steering committee with membership from diverse student organizations to develop an action plan for how students can work together to improve student interactions and dialogue
- Utilize multiple methods for communicating student-led events/initiatives that support the desired campus climate
- Identify ways to integrate accountability for the expectation that fostering a more diverse, inclusive, and equitable campus is a shared responsibility among all students

### Student-focused initiatives at Institutional-level:

- Include students impacted by policies and practices in the conversations at the outset
- Create more opportunities for slowing down and reflecting on issues as a community
- Increase funding and staffing to support student groups engaged in DEI initiatives and programming
- Increase Institutional commitment that extends beyond the recruitment of students from diverse backgrounds to focus on improving the climate when they arrive (including for international students); to include increasing staff and funding
- Increase diversity of student voices involved in campus initiatives, events, working groups, etc.
- Assess systems and policies across campus in terms of inclusivity for transgender and queer students

# Recommendations by Constituency

(continued)

## Faculty

- Implement faculty trainings focused on working in a diverse environment and more opportunities for dialogue
- Create faculty positions with purpose of supporting faculty in DEI work; stipends and/or course release time should accompany appointment
- Create opportunities for faculty to continue to explore and reflect on inclusive pedagogical initiatives
- Create affinity groups for faculty and staff to help build community and support networks
- Continue the positive work occurring in faculty hiring
- Investigate reasons for faculty retention challenges and implement concrete strategies to address identified challenges
- Use established meeting structures to introduce/discuss topics related to DEI
- Continue to engage in institutional-level initiatives and working groups to address identified challenges

### Faculty Committees:

- Review the charge/work of faculty committees and determine how to integrate DEI goals into charge/work of committees
- Identify ways to integrate accountability for the expectation that fostering a more diverse, inclusive, and equitable campus is a shared responsibility among all faculty
- Create mechanisms to acknowledge and better support faculty engaged in DEI work
- Create structure for the coordination of efforts and communication of progress

### Departments and Programs:

- Assess curriculum, course offerings, and the experiences of students, faculty, and staff with respect to the climate within departments and programs & identify concrete plans for responding to what is learned
- Identify department/program leaders for DEI work; these roles should rotate
- Examine faculty mentoring models across departments/programs to ensure equity and access across departments/programs

# Recommendations by Constituency

(continued)

## Staff

- Implement staff trainings focused on working in a diverse environment and more opportunities for dialogue
- Assess climate across departments and create concrete plans for addressing issues
- Provide professional development to leadership across departments with training to help create welcoming work environment for all staff
- Create affinity groups for staff and faculty to help build community and support networks
- Create mentoring program for staff
- Create more formal mechanisms for staff to provide input into University decisions
- Create more opportunities for dialogues and informal gatherings for faculty and staff across campus
- Implement practices that recognize and celebrate the accomplishments of staff
- Perform equity audits on relevant Human Resources policies and practices, such as compensation, promotion processes, job descriptions, performance reviews, etc., and communicate the results
- Identify ways to integrate accountability for the expectation that fostering a more diverse, inclusive, and equitable campus is a shared responsibility among all staff (e.g., performance reviews, recognitions/celebrations)

### Human Resources Department:

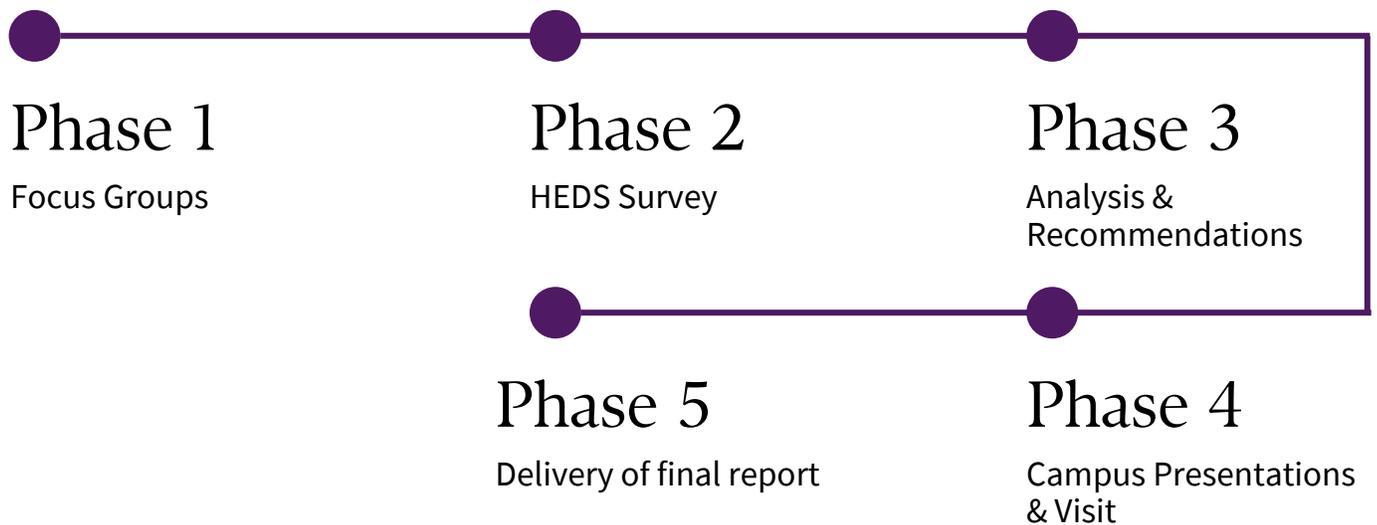
- Work with staff members to review hiring procedures for staff that integrate DEI principles throughout the process to increase representation of people from diverse backgrounds
- Implement staff engagement survey to better access staff members' experiences with a focus on staff morale; use findings to implement action plan for improving engagement
- Provide regular opportunities for staff to provide feedback on their experiences with Human Resources to include confidential feedback options (e.g., focus groups, listening sessions, anonymous surveys, drop boxes)
- Conduct a departmental review (by external reviewer) of the Human Resources department to identify strengths and areas of improvement that provides multiple ways for employees to provide input

# Executive Summary (cont.)

## Final Comments

These are some of the important first action items that we recommend receive consideration as Furman continues on its journey to become a campus where all students and employees feel they can thrive, regardless of their backgrounds. We suggest creating a timeline for prioritizing the action items (e.g., short-term, mid-range, long-term) to help organize the work and identify responsible party/parties for the different action items. Throughout the remainder of this report, more specifics are provided about the experiences of different constituent and demographic groups. Although Furman shows strong initial efforts related to DEI on campus, the documents, plans, and suggestions have not translated into action as well as they could. Strong commitment from senior leaders with resources to back up the commitment are necessary moving forward. In addition, Furman should identify metrics to track success in DEI initiatives over time, so that continual improvement is possible.

# The Process



## Phase 1

### Focus Groups (conducted October, 2021)

Ten focus groups, with a total of 80 participants, were conducted in October of 2021 with faculty, staff, and students at Furman University. The groups were recruited by Furman for their involvement in various areas of the university. Two consultant team members attended each focus group session with one serving as facilitator and one serving as note taker. After brief introductions, an explanation about the focus group session, and framing the expectations for the dialogue (including the right to not respond to any question), the facilitator guided a 45-60 minute discussion. Similar questions were asked in each focus group with some additional questions included based on the particular constituency and to gain additional clarity about responses as needed. The following core set of questions were asked for all focus groups:

- What does diversity mean at Furman?
- What are Furman's strengths with respect to diversity, equity, and inclusion?
- What are Furman's challenges with respect to diversity, equity, and inclusion?
- What recommendations do you have to improve diversity, equity, and inclusion at Furman where all feel welcomed and included?

The note taker then provided typed notes for the session along with possible themes for each question. A second team member read all focus group notes and created the final list of recurring themes across groups and within each constituent group.

## Phase 2

### Higher Education Data Sharing Consortium (HEDS) Survey in the Fall of 2021

Furman administered the Higher Education Data Sharing Consortium (HEDS) Survey in the Fall of 2021, which consisted of questions related to support and climate throughout the campus. We focused specifically on two global indicators of the campus climate (Climate Indicator) and institutional support for diversity and equity (Support Indicator).

The Campus Climate Indicator is comprised of the following questions:

Please indicate your level of satisfaction with the following at Furman:

- Overall Campus Climate (Climate Overall)
- The campus experience/environment regarding diversity (Diversity)
- The extent to which you experience a sense of belonging or community at Furman (Belonging-self)
- The extent to which you feel all community members experience a sense of belonging or community at Furman (Belonging-others)

The Institutional Support Indicator is comprised of the following questions:

Please indicate your level of agreement with each of the following statements about Furman:

- The campus environment is free from tensions related to individual or group differences (Campus free from Tensions)
- Recruitment of historically marginalized students, faculty and staff is an institutional priority (Recruitment)
- Retention of historically marginalized students, faculty and staff is an institutional priority (Retention)
- Senior leadership demonstrates a commitment to diversity and equity on this campus (Leader Commitment)

The consultants added two additional open-ended questions to help with interpretation of the data:

- Please write about a time/situation that made you feel like you WERE a part of the Furman community
- Please write about a time/situation that made you feel like you were NOT a part of the Furman community

The HEDS survey results in this report are based on data from those persons who identified themselves as undergraduate students (referred to hereafter as students). Of those participants, their rates of participation in the survey were as follows:

- Students: 20% (N = 455)
- Faculty: 64%(N = 177)
- Staff/Administration: 38% (N = 232)

Appendices E and F include some comparison data between Furman and other liberal arts institutions. We did not do any separate analyses of these data except to create graphs to make the comparisons more accessible.

Additional comments about the HEDS Data:

Appendix D includes the institutions that HEDS provided for these comparisons.

The HEDS data set includes more questions than those included in this report. We encourage Furman to explore the HEDS data set for more information about the campus climate.

We also acknowledge that a small group of participants (N=47) identified themselves as either graduate students, another role, or preferred not to respond. We did not include analyses for participants in these groups.

## Phase 3

### Analysis & Recommendations

All quantitative and qualitative data were analyzed and results are reported in aggregate form throughout this report. HEDS provided data that was primarily analyzed by overall institution, constituent group (faculty, staff, student), and/or comparison data. HEDS compared Furman's results with a group of other baccalaureate liberal arts institutions and with all of their participating institutions. The consultant team conducted additional quantitative analyses to examine differences among demographic groups within each constituency at Furman.

Names for demographic groups were used as they were labeled by HEDS to be consistent with their coding/labeling process (see Appendix G for more information on the HEDS demographic groupings). Due to small sample sizes, we used a strict measure of acceptability for inclusion in the report. Specifically, there had to be 5 or more participants in any group for us to report demographic differences to preserve anonymity, and any comparisons reported represent statistically significant differences (at least  $p < .05$ ) with a medium to large effect size using Cohen's  $d$ .

For qualitative questions, responses were coded, themes identified, and data were sometimes quantified.

## Phase 4

### Campus Presentations & Visit

Two members of the team, Drs. Anita Davis and Kelly Weeks, visited campus (April 20-21, 2022) to present and discuss results. We made an overall campus presentation and met with and presented findings tailored to the following groups: senior leadership team, students, faculty, and staff/administration.

## Phase 5

### Delivery of final report

Dr. Anita Davis transmitted the final campus climate report to Liz Seman, Chief of Staff, Liaison to the Board of Trustees via email on July 24, 2022.

# Results: Focus Groups

## Reoccurring themes (constituent groups combined)

Below, we summarize the reoccurring themes that emerged across all focus groups, based on the core questions asked.

### ***What does diversity mean at Furman?***

- Primarily race/ethnicity
- Becoming broader to include sexual orientation and religion
- Political orientation is important, but divisive
- Areas warranting more attention: socioeconomic background, gender identity, different abilities

### ***What are Furman's strengths with regards to diversity, equity, and inclusion?***

- Progress in hiring diverse faculty
- Committed individuals
- Required DEI training for students
- Students are leading DEI efforts
- Efforts are underway
- More attention being given to bias incident response

### ***What are Furman's challenges with regards to diversity, equity, and inclusion?***

- Staff and senior leadership need more diversity
- Institutional commitment is not clear
- Faculty and staff need more education
- Burden is on students
- Lack of coordination and resources
- Members of the community who are racial minorities, LGBTQ+, international, or have disabilities experience microaggressions on a regular basis and frequently feel unsafe on campus

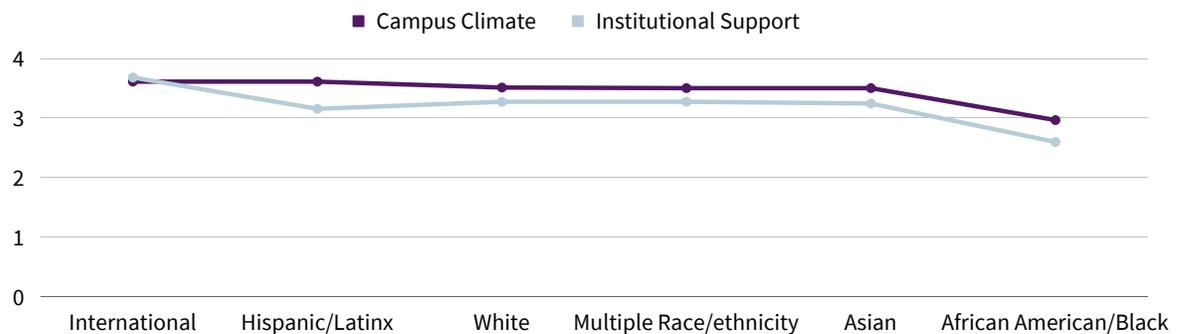
In reviewing the list of strengths and challenges, we noticed that they frequently mirrored each other. For example, one strength identified was the progress in hiring faculty while a challenge was the need for more diversity among staff and senior leadership. Another strength identified was a core group of committed individuals while a challenge was the need for broader institutional support. We encourage Furman to consider how the remaining strengths and challenges suggest ways to continue to strengthen its diversity, equity, and inclusion efforts.

# Results: HEDS Survey

## Demographic Group Differences (constituent groups combined)

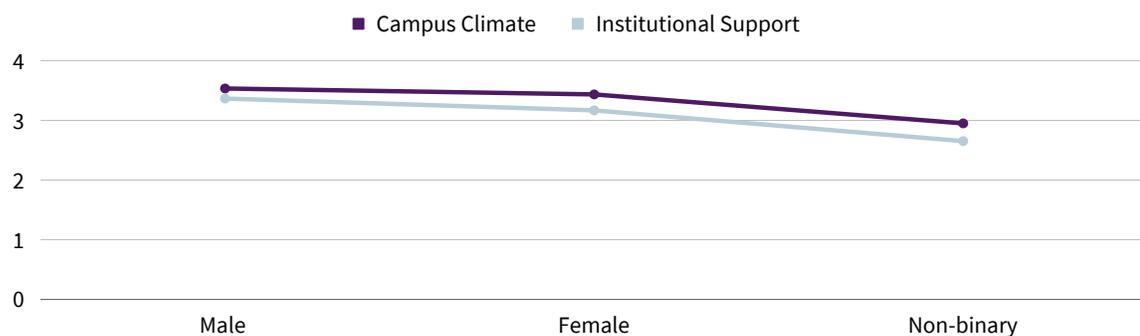
For these analyses, we report the results for all of the constituent groups (i.e., students, faculty, staff/administration) combined and disaggregated by demographic groups. The analyses for international and non-binary participants only included students as the threshold of a minimum of five participants was not met for faculty or staff/administrators. See Appendix H for technical details regarding data analyses.

## Race/Ethnicity



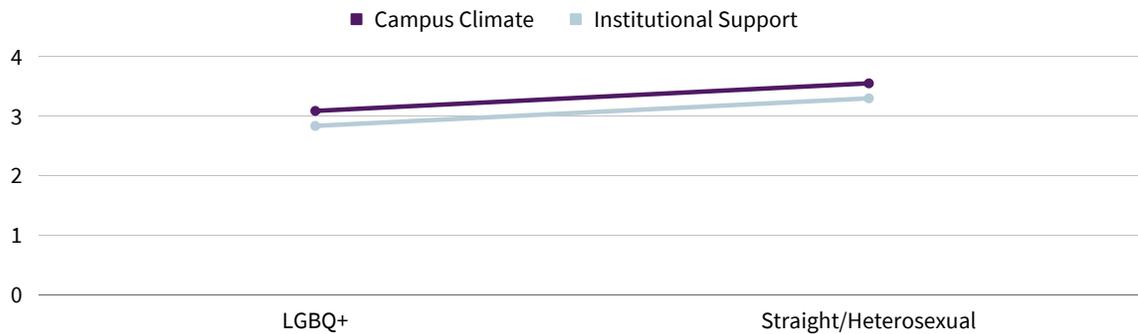
Overall, Hispanic/Latinx, White, Multiple races/ethnicities, Asian, and African American/Black participants rated the campus climate indicator more positively than the institutional support indicator. International participants were similar in their ratings of these two indicators. African American/Black participants rated both the campus climate and institutional support indicators lower than all other groups.

## Gender Identity



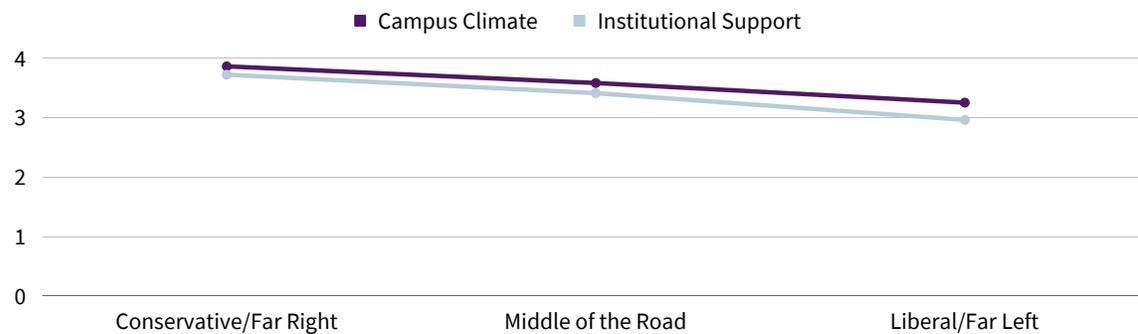
Overall, male, female, and non-binary participants rated the campus climate indicator more positively than institutional support indicator. Non-binary participants rated both the campus climate and institutional support indicators lower than male and female participants.

## Sexual Orientation



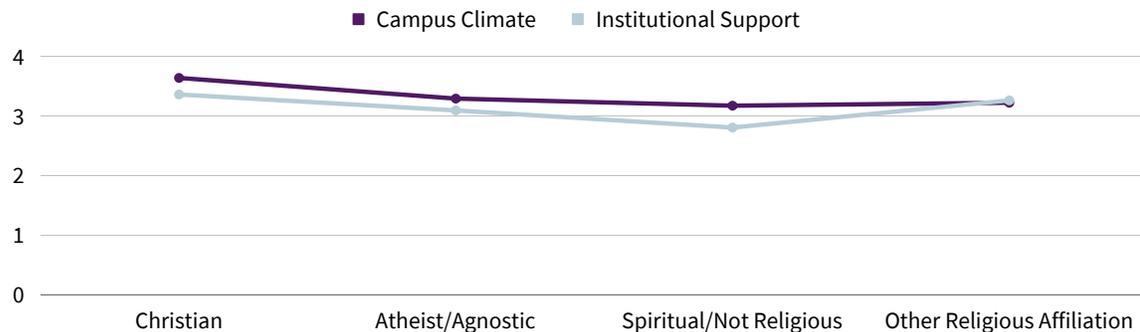
Overall, LGBQ+ and straight/heterosexual participants rated the campus climate indicator more positively than institutional support indicator. LGBQ+ participants rated both the campus climate and institutional support indicators lower than straight/heterosexual participants.

## Political Views



Overall, conservative/far right, middle of the road, and liberal/far left participants rated the campus climate indicator more positively than institutional support indicator. Liberal/far left participants rated both the campus climate and institutional support indicators lower than the conservative/far right and middle of the road participants.

# Religion



Overall, Christian, Atheist/Agnostic, and Spiritual/Not Religious participants rated the campus climate indicator more positively than institutional support indicator. Spiritual/not religious participants rated both the campus climate and institutional support indicators lower than the Christian, Atheist/Agnostic, and Other Religious Affiliation participants.

In reviewing these results, a critical and consistent finding is that, in almost all cases, the institutional support indicator for diversity and inclusion was lower than the campus climate indicator. Such consistent results send a clear message that members of the Furman community who participated in this survey overwhelmingly agree that concrete and tangible indicators of institutional support for diversity and inclusion are warranted. This does not suggest that the overall climate does not need attention, but the findings were not as consistent across all constituent groups. Rather, perceptions of the campus climate had more variability within different demographic groups. These differences are examined in more detail in the sections below.

# Results: Focus Groups (Students)

## Reoccurring themes (Students)

Below are the themes that emerged specifically from the student focus groups, based on the foundational questions.

### ***What does diversity mean at Furman?***

- Racial or ethnic background
- Beginning to also include sexual orientation and sociopolitical background
- Should be broader to include religion, geographic diversity, first generation students, socioeconomic, and religious diversity

### ***What are Furman's strengths with regards to diversity, equity, and inclusion?***

- There are some strong student leaders who are advocating for change
- Student leadership takes on great responsibility for initiatives
- SGA has improved in terms of inclusion
- Center for Inclusive Community is viewed as a safe and inclusive space
- Faculty members have been advocates for students
- Some alumni are strong sources of support

### ***What are Furman's challenges with regards to diversity, equity, and inclusion?***

- DEI is viewed as a marketing and recruitment tool but no honest commitment to improving climate once people arrive on campus
- Diversity, equity, and inclusion viewed as something that underrepresented groups have to address and educate others versus the entire campus/institution taking responsibility
- Majority of White students not viewed as committed to diversity and inclusion in terms of their actions
- Lack of authentic institutional commitment to address issues
- Inequities in budgets for groups
- Insufficient opportunities to engage in dialogues with people from diverse backgrounds and build relationships
- Lack of diversity in students selected by Admissions for student tours
- Inadequate staffing in the Center for Inclusive Community
- Incidents of bias need to be addressed better by the institution; adjudication process needs to be reconsidered to include student voices
- Mistrust of administration leads to underreporting of Title IX and bias incidents
- Some faculty repeatedly misgender students in class even after they are corrected
- Several concerns raised for trans and queer students including need for revisions to systems that require name and gender (e.g., class rosters and housing polices)
- Some alumni and donors are not supportive of DEI initiatives
- Mission statement is progressive and open-minded but doesn't represent the current culture on campus
- Lack of transparency about the demographics of the student body
- International students need more support

# Results: HEDS Survey (Students)

## Quantitative Results

We examined whether or not there were differences for students on the campus climate and institutional support indicators disaggregated by the demographic groups.

The following table provides results by Race/Ethnicity, Gender Identity, and Sexual Orientation.

### Campus Climate

### Institutional Support

#### Race/Ethnicity

**African American/Black** students were *less satisfied* than White, International, Asian, and Multiple Race students with the overall climate and the climate for diversity.

**African American/Black** students *agreed less* than White, International, and Multiple Race students that senior leadership is committed to diversity; that the campus is free from tension; and that retention of marginalized groups is a priority.

#### Gender Identity

**Non-binary** students *agreed less* than men that all community members experience a sense of belonging.

**Non-binary** students *agreed less* than men that recruitment and retention of historically marginalized groups is an Institutional priority. They also *agree less* that the senior leadership demonstrates a commitment to diversity.

#### Sexual Orientation

**LGBQ+** students were *less satisfied* than Straight/Heterosexual students with the climate (on all four campus climate indicator questions).

**LGBQ+** students *agreed less* than Straight/Heterosexual students (on all four institutional support indicator questions).

# Results: HEDS Survey (Students)

## Quantitative Results (continued)

The following table provides results by Political Views and Religion.

### Campus Climate

### Institutional Support

#### Political Views

**Liberal** students were *less satisfied* with the climate for diversity than Conservative and Middle of the Road students. They also *agree less* that all community members experience a sense of belonging.

**Liberal** students feel *less support* than Conservative students (all four questions). They also *agree less* than Middle of the Road students that retention is a priority and that the campus is free from tensions.

#### Religion

**Christian** students were *more satisfied* with the overall climate, the climate for diversity, the climate for belonging than spiritual/not religious students. They also *agreed more* that all community members experience a sense of belonging.

**Christian** students and students from **other religious affiliations** *agreed more* than spiritual/not religious students that the campus was free from tensions and that retention of historically marginalized groups was a priority.

**Christian** students were also *more satisfied* than students from other religious affiliations with the climate for belonging.

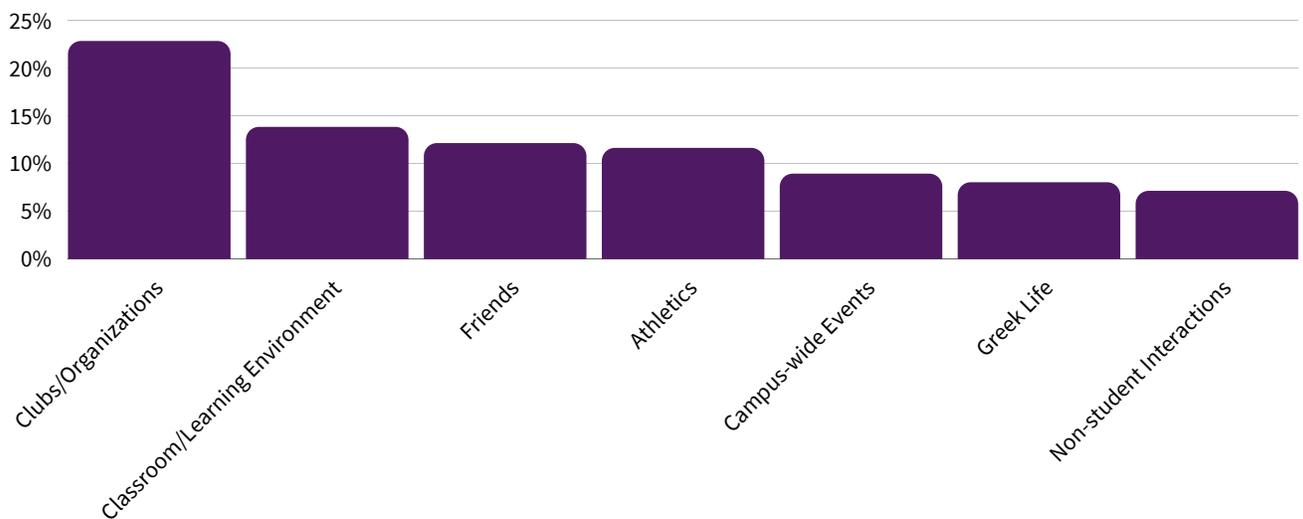
**Christians** also *agreed more* than spiritual/not religious students that recruitment was a priority.

# Results: HEDS Survey (Students)

## Qualitative Results

Students were asked two open-ended questions on the survey. We read all responses to the two qualitative questions, created themes, coded them, and quantified the results for both of the qualitative questions. The most frequent themes are presented in the table. Percentages do not add up to 100 because multiple themes could be present in a single response. Representative quotes are provided for several themes identified. Definitions of themes can be found in Appendix A.

*Please write about a time/situation that made you feel like you **WERE** a part of the Furman community.*



### Clubs/Organizations

“The student organizations I have become a part of have helped me to find community and like-minded people who also push me on some of my beliefs and assumptions.”

### Classroom/Learning Environment

“I feel like I am apart of the Furman community in my Pathways class and in ROTC.”

### Friends

“When surrounded by friends and those that talk openly with me, want to hear my opinion, and invite to join certain things.”

### Athletics

“Being an athlete there is a strong community and resources available to us that make us feel seen and supported.”

### Campus-Wide Events

“During large campus events like homecoming and parents’ weekend.”

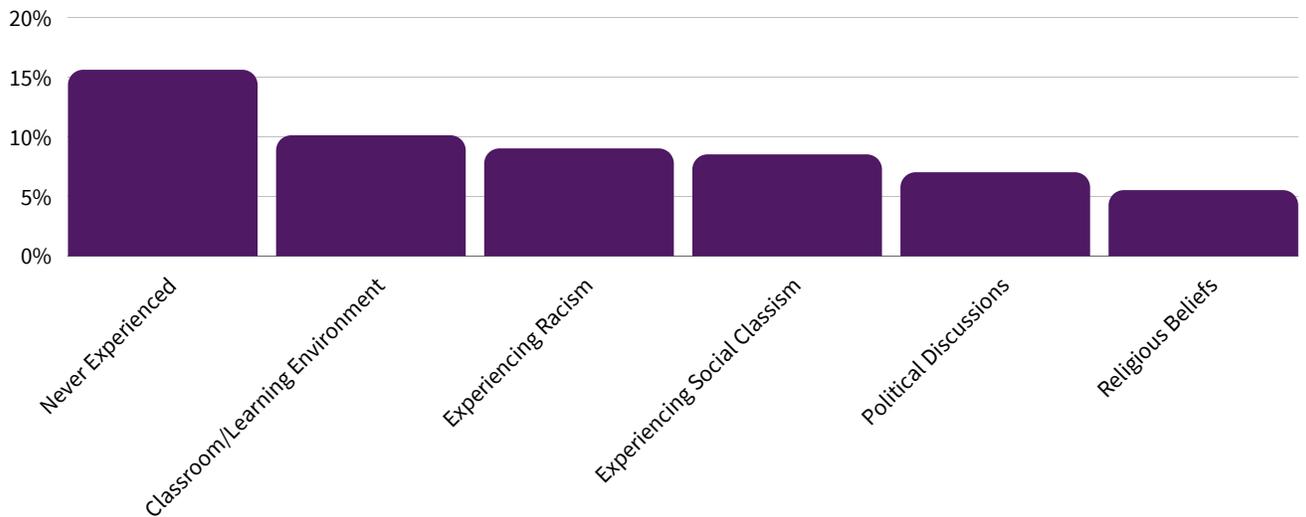
### Greek Life

“Greek life has helped me find my best friends. I always feel part of the Furman community and I never feel like I am unwanted or not included. Without them, I would not be attending Furman, I would have transferred to another institution.”

# Results: HEDS Survey (Students)

## Qualitative Results (continued)

Please write about a time/situation that made you feel like you **WERE NOT** a part of the Furman community.



### Never Experienced

“I do not have a situation where I didn't feel like I was a part of the Furman community.”

### Classroom/Learning Environment

“There are times that I feel professors are very biased in their teaching. I came to this school to learn not to hear about their own political views.”

### Experiencing Racism

“After the attack on the Capitol and there was an email sent out that did not make me feel safe as a student of color. It seemed as though the University would rather force the student body to ignore the event rather than do something about it.”

### Experiencing Social Classism

“Being lower class than most of my peers, I don't have the same expendable money, nice things, or abilities to travel etc that they do. I don't feel like they understand what it's like and they don't notice how their behavior is different and how it can impact others.”

### Political Discussions

“Anytime politics or my political views are brought up. I am scared to voice my opinions in fear of grades being reduced or students isolating me.”

### Religion/Religious Beliefs

“When anti-Semitic drawings were done on my hall freshman year and when the BLM flags were defaced.”

# Results: Focus Groups (Faculty)

## Reoccurring themes (Faculty)

Below are the themes that emerged specifically from the faculty focus groups, based on the foundational questions.

### ***What does diversity mean at Furman?***

- Race - especially Black and White
- Has meant a focus on geographic diversity for students
- Not enough emphasis on: gender diversity, people with different abilities, economic diversity, mental health, religious diversity, intersectionality

### ***What are Furman's strengths with regards to diversity, equity, and inclusion?***

- Hiring faculty from diverse backgrounds
- Strong core of people who care and work together
- Inclusive pedagogy workshops have provided useful strategies for the classroom
- Student diversity improving
- More religious holidays recognized on the university calendar

### ***What are Furman's challenges with regards to diversity, equity, and inclusion?***

- Work is carried out by same core group of people; lack of institutional commitment/investment
- Some faculty are resistant to change
- Faculty of color are treated disrespectfully
- Retention of faculty and staff from diverse backgrounds
- Concerns about making mistakes when attempting to implement inclusive pedagogical strategies in the classroom
- Incivility among the student body; prevalence of students committing microaggressions toward students from marginalized backgrounds
- Climate is not welcoming for members of the LGBTQ+ community
- Inadequate support for international students
- Lack of diversity in the administration
- Unhealthy relationships between faculty and administrators

# Results: HEDS Survey (Faculty)

## Quantitative Results

We examined whether or not there were differences for faculty on the campus climate and institutional support indicators disaggregated by the demographic groups.

The following table provides results by Race/Ethnicity and Political Views.

### Campus Climate

### Institutional Support

#### Race/Ethnicity

**African American/Black** faculty were *less satisfied* with the overall climate than White or Multiple Race Faculty. They also were *less satisfied* with the climate for diversity than Multiple Race faculty.

**African American/Black** faculty *agreed less* that senior leaders were committed to diversity than White and Multiple Race faculty.

#### Political Views

**Liberal** faculty *agreed less* than Middle of the Road and Conservative faculty that all community members experience a sense of belonging.

**Liberal** faculty *agreed less* than Conservative faculty that recruitment and retention of historically marginalized groups is an institutional priority and *agreed less* that the senior leadership demonstrates a commitment to diversity.

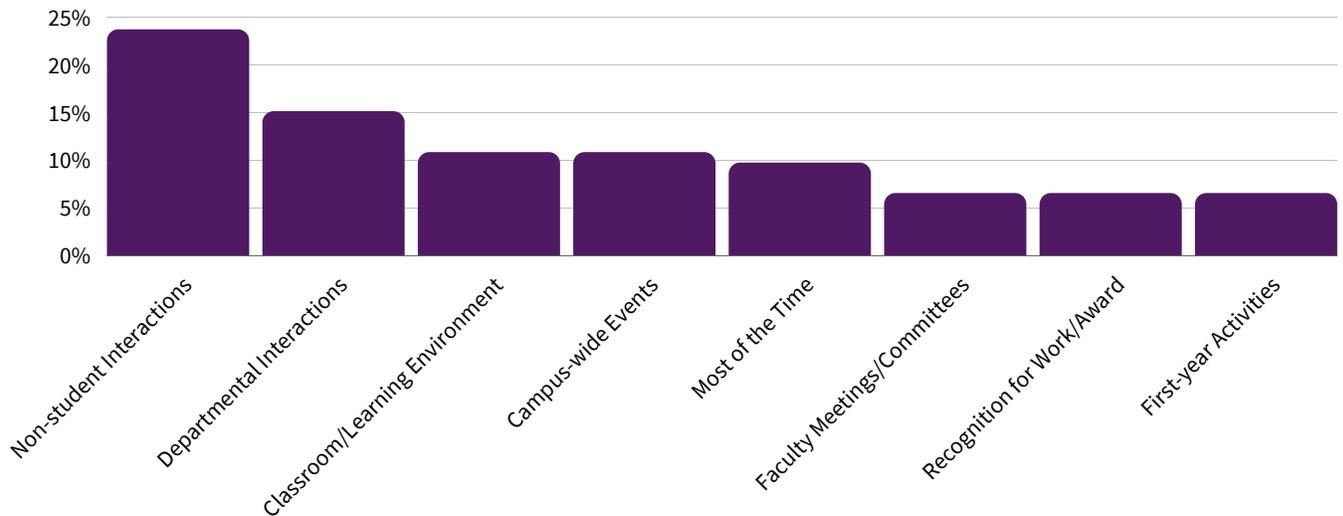
It is important to keep in mind that there were only eight Conservative faculty in the sample, so results should be interpreted with caution. There were no comparisons among faculty on Gender Identity, Sexual Orientation or Religion that reached both statistical significance AND medium-large effect size.

# Results: HEDS Survey (Faculty)

## Qualitative Results

Faculty were asked two open-ended questions on the survey. We read all responses to the two qualitative questions, created themes, coded them, and quantified the results for both of the qualitative questions. The most frequent themes are presented in the table. Percentages do not add up to 100 because multiple themes could be present in a single response. Representative quotes are provided for several themes identified. Definitions of themes can be found in Appendix B.

*Please write about a time/situation that made you feel like you **WERE** a part of the Furman community.*



### Non-Student Interactions

“Various meetings of DEI committees, as well as affirming statements by Furman faculty and administrators.”

### Departmental Interactions

“In my department I feel like I am a valued part of the Furman Community.”

### Classroom/Learning Environment

“Any time I am working with students whether in a classroom, a lab or on a community project.”

### Campus-Wide Events

“Tailgating. This is an important time for students, faculty and staff to get together. (We will still tailgate D-3 games!)”

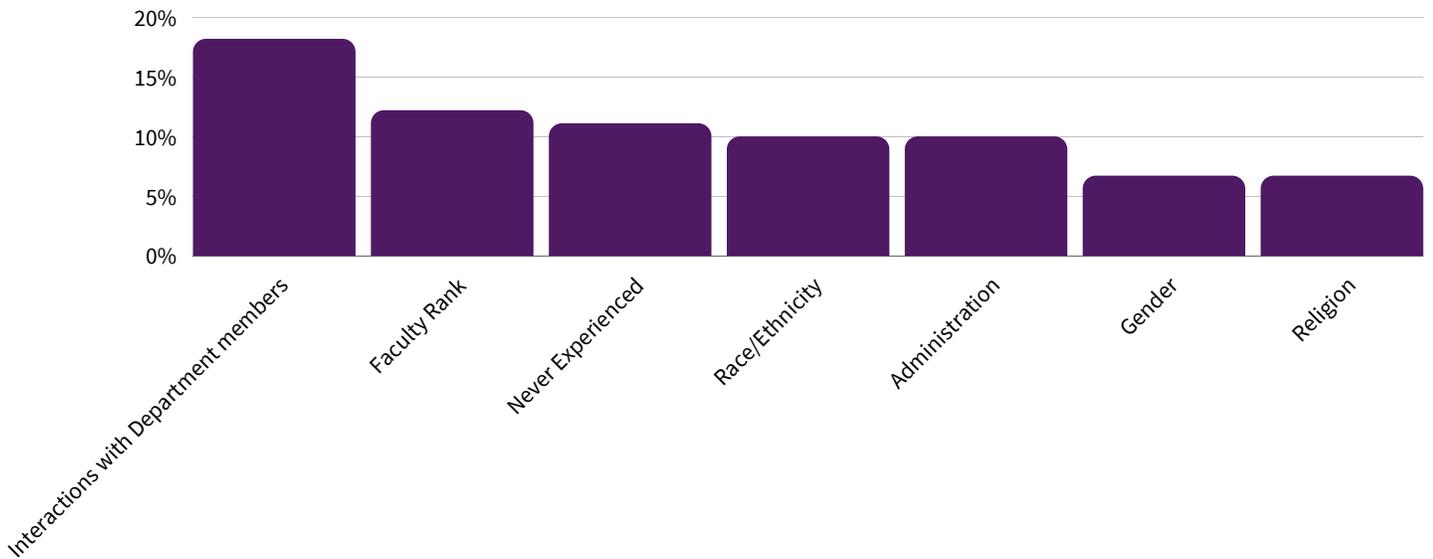
### Most of the Time

“I often feel this way. I especially feel this way during the annual holiday party!”

# Results: HEDS Survey (Faculty)

## Qualitative Results (continued)

Please write about a time/situation that made you feel like you **WERE NOT** a part of the Furman community.



### Departmental Interactions

“Communication from the administration and within my Department is not direct, it is often only by word of mouth and no care seems to be taken to make sure it reaches all interested parties.”

### Faculty Rank

“Being told by IT that they could only accommodate equipment request changes for full-time, tenured professors.”

### Never Experienced

“I have always felt welcome here.”

### Race/Ethnicity

“I was asked, “why do all Black people vote for Democrats?”

### Administration

“When a senior administrator made a disparaging remark about the XXX department during a faculty meeting.”

### Gender

“Older, male faculty members often seem surprised that I'm a faculty member, which I assume is because I'm a younger female faculty member. I know that I earned my position here, but it still rattles me.”

### Religion

“In a discussion with faculty, my religious beliefs have been mocked or dismissed.”  
 “Every time there is a benediction/blessing given at an event (Convocation, Commencement, etc.)”

# Results: Focus Groups (Staff & Administration)

## Reoccurring themes (Staff & Administration)

Below are the themes that emerged specifically from the staff and administration focus groups, based on the foundational questions.

### ***What does diversity mean at Furman?***

- Initially race - especially Black and White
- Now expanded to include sexual orientation, religion

### ***What are Furman's strengths with regards to diversity, equity, and inclusion?***

- Core group of individuals who care
- Students and faculty are becoming more diverse
- Students are a strength in terms of leading about diversity

### ***What are Furman's challenges with regards to diversity, equity, and inclusion?***

- Institutional support is lacking for DEI work; not owned by everyone
- Not a welcoming environment for LGBTQ+ members of the community and it feels unsafe
- Some departments have very low numbers of people from diverse backgrounds and no efforts to improve
- Faculty hiring has led to more diversity among faculty, but that is not happening among the staff
- Alumni and funding base can be hostile to diversity efforts
- Inadequate support for international students
- Lack of diversity among the senior leadership
- Inadequate staffing and resources to support diversity initiatives and programming
- People become uncomfortable or defensive when others are trying to have honest conversations about their experiences with DEI at Furman and in society
- Staff treated in disrespectful and inequitable ways relative to other groups on campus

# Results: HEDS Survey (Staff & Administration)

## Quantitative Results

We examined whether or not there were differences for staff and administration on the campus climate and institutional support indicators disaggregated by the demographic groups.

The following table provides results by Race/Ethnicity and Political Views.

### Campus Climate

### Institutional Support

#### Race/Ethnicity

**African American/Black** staff/admin were *less satisfied* with the climate for diversity than White and Hispanic/Latinx staff/admin.

**African American/Black** staff/admin *agreed less* than Hispanic/Latinx and White staff/admin that recruitment and retention were institutional priorities.

They also *agree less* than White and Hispanic/Latinx staff/admin that all community members experience a sense of belonging.

They also *agreed less* that senior leaders are committed to diversity.

#### Political View

**Liberal** staff/admin were *less satisfied* with the climate than Conservative staff/admin on all four campus climate indicator questions and Middle of the Road staff/admin on three of the campus climate indicator questions.

**Liberal** staff/admin *agreed less* than Conservative staff/admin on all four institutional support indicator questions and Middle of the Road staff/admin on three of the institutional support indicator questions.

# Results: HEDS Survey (Staff & Administration)

## Quantitative Results (continued)

The following table provides significant results by Religion and Sexual Orientation.

	Campus Climate	Institutional Support
Religion	<b>Christian</b> staff/admin were <i>more satisfied</i> with belonging than were staff/admin from other religious affiliations.	<b>Christian</b> staff/admin <i>agreed more</i> than spiritual/not religious staff that retention of historically marginalized groups was a priority.
Sexual Orientation	<b>LGBQ+</b> staff/admin were <i>less satisfied</i> with the climate for diversity and the climate for belonging than Straight/Heterosexual staff.	<b>Spiritual/Not Religious</b> staff/admin <i>agreed less</i> than staff from other religious affiliations that senior leaders are committed to diversity.

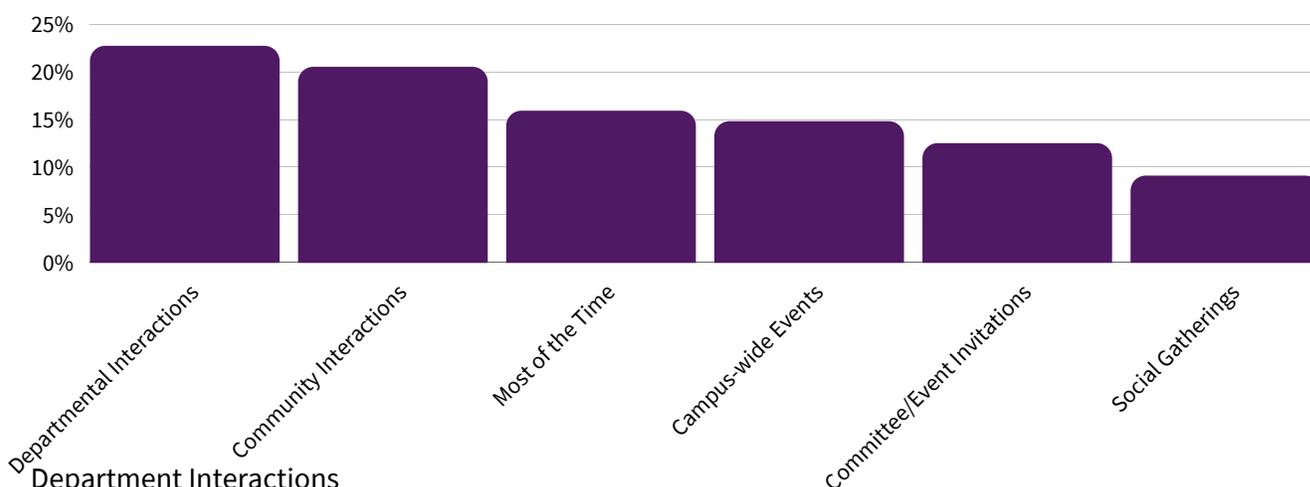
# Results: HEDS Survey (Staff & Administration)

## Qualitative Results

Staff and Administration were asked two open-ended questions on the survey. We read all responses to the two qualitative questions, created themes, coded them, and quantified the results for both of the qualitative questions. The most frequent themes are presented in the table.

Percentages do not add up to 100 because multiple themes could be present in a single response. A representative quote is provided for several themes identified. Definitions of themes can be found in Appendix C.

*Please write about a time/situation that made you feel like you **WERE** a part of the Furman community.*



### Department Interactions

“My immediate team makes me feel like my work that I do is valuable to the success of my department and institution.”

### Community Interactions

“When I walk into the areas that I work in daily. Other members of staff and faculty welcome me.”

### Most of the Time

“Everyday, especially within my department! Also, I feel very welcomed and known by Senior leadership!”

### Campus-Wide Events Committee/Event

“Furman athletic events, homecoming weekend, events that bring people together.”

### Committee/Event Invitations

“This year, I was invited to attend the department retreat and monthly department meetings, which has allowed me to contribute to my department's DEI efforts, and I feel more of a part of Furman's DEI mission.”

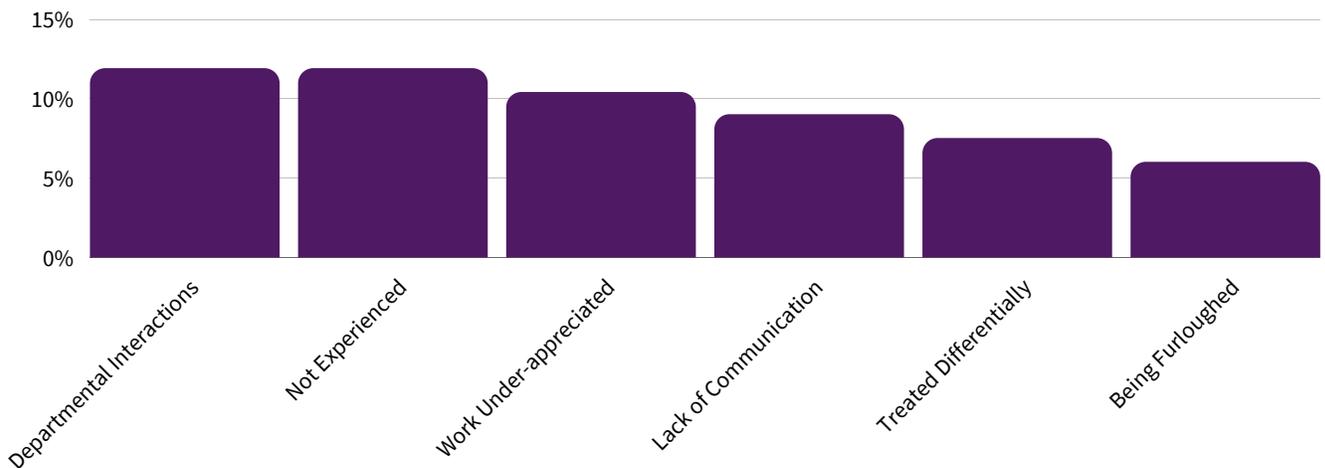
### Social Gatherings

“All the meetings and extra events that support and thank staff for their hard work.”

# Results: HEDS Survey (Staff & Administration)

## Qualitative Results (continued)

Please write about a time/situation that made you feel like you **WERE NOT** a part of the Furman community.



### Departmental Interactions

“When I was first hired my boss at the time told me I should use the bathroom on the back hall.”

### Never Experienced

“I have always felt very much a part of the community since I started working here and generally find employees on campus to be very welcoming and inclusive.”

### Work Under-appreciated

“As a staff members it sometimes feels like we are not valued for our contributions to the university. Especially as a staff member in an academic department there are times when I don't get included on emails that contain information relevant to me because the assumption is that only faculty needed that info. The only way I see that information is because a faculty member colleague forwards it to me.”

### Lack of Communication

“When Furman decided against cost-of-living raises for the year without being transparent/discussing the situation with my department.”

### Treated Differentially

“The different treatment of hourly and salaried employees.”

# Recommendations

## Institutional Actions

In this section, we provide recommendations at the institutional level as well as for the three constituent groups. The recommendations are informed by the quantitative data (i.e., HEDS survey), qualitative data (i.e., focus groups and open-ended survey questions), and our additional interactions with members of the Furman community during our campus visit. These are not meant as an exhaustive list as we recognize the work to create a more diverse, inclusive, and equitable campus is more complicated than any list of recommendations can fully capture. Our intent is to provide enough substantive recommendations that offer a roadmap for Furman to make progress on this journey. Most recommendations require collaboration across constituencies.

These recommendations are also included as part of the Executive Summary.

### **Focus on action and accountability**

- Implement recommendations by the Diversity, Equity, and Inclusion Committee, by the Ad Hoc Committee on Black Life at Furman, in the Strategic Diversity Plan, and in other diversity-focused plans
- Prioritize action items and allocate sufficient resources to support initiatives
- Communicate progress via multiple channels (e.g., email, website, town halls, regularly occurring meetings) and multiple voices
- Identify metrics that will measure success, provide accountability checks, and continue to supply feedback on DEI challenges
- Repeat campus climate assessment in 2-3 years to track progress; place emphasis on increasing participation rates, especially for students and staff

### **Create office to coordinate and support DEI**

- Create a Vice President position responsible for strategic leadership of DEI efforts
- Create infrastructure with staff and funding to support the work of the office

### **Address climate concerns for people from underrepresented backgrounds, especially those who identify as African American/Black and LGBTQ+**

- Revise policies/practices that will help support increased representation among all constituencies
- Specifically increase demographic diversity in senior leadership
- Prioritize retention efforts (e.g., mentoring, recognition, community-building)
- Implement required educational initiatives aimed at preventing incidents of bias
- Address incidents of bias and assessing adjudication process with community input
- Increase funding and staffing for the Center for Inclusive Communities

# Recommendations by Constituency

## Students

- Form alliances across student groups to share experiences and advocate for change
- Partner with faculty and staff on important initiatives
- Create a student steering committee with membership from diverse student organizations to develop an action plan for how students can work together to improve student interactions and dialogue
- Utilize multiple methods for communicating student-led events/initiatives that support the desired campus climate
- Identify ways to integrate accountability for the expectation that fostering a more diverse, inclusive, and equitable campus is a shared responsibility among all students

### Student-focused initiatives at Institutional-level:

- Include students impacted by policies and practices in the conversations at the outset
- Create more opportunities for slowing down and reflecting on issues as a community
- Increase funding and staffing to support student groups engaged in DEI initiatives and programming
- Increase Institutional commitment that extends beyond the recruitment of students from diverse backgrounds to focus on improving the climate when they arrive (including for international students); to include increasing staff and funding
- Increase diversity of student voices involved in campus initiatives, events, working groups, etc.
- Assess systems and policies across campus in terms of inclusivity for transgender and queer students

# Recommendations by Constituency

(continued)

## Faculty

- Implement faculty trainings focused on working in a diverse environment and more opportunities for dialogue
- Create faculty positions with purpose of supporting faculty in DEI work; stipends and/or course release time should accompany appointment
- Create opportunities for faculty to continue to explore and reflect on inclusive pedagogical initiatives
- Create affinity groups for faculty and staff to help build community and support networks
- Continue the positive work occurring in faculty hiring
- Investigate reasons for faculty retention challenges and implement concrete strategies to address identified challenges
- Use established meeting structures to introduce/discuss topics related to DEI
- Continue to engage in institutional-level initiatives and working groups to address identified challenges

### Faculty Committees:

- Review the charge/work of faculty committees and determine how to integrate DEI goals into charge/work of committees
- Identify ways to integrate accountability for the expectation that fostering a more diverse, inclusive, and equitable campus is a shared responsibility among all faculty
- Create mechanisms to acknowledge and better support faculty engaged in DEI work
- Create structure for the coordination of efforts and communication of progress

### Departments and Programs:

- Assess curriculum, course offerings, and the experiences of students, faculty, and staff with respect to the climate within departments and programs & identify concrete plans for responding to what is learned
- Identify department/program leaders for DEI work; these roles should rotate
- Examine faculty mentoring models across departments/programs to ensure equity and access across departments/programs

# Recommendations by Constituency

(continued)

## Staff

- Implement staff trainings focused on working in a diverse environment and more opportunities for dialogue
- Assess climate across departments and create concrete plans for addressing issues
- Provide professional development to leadership across departments with training to help create welcoming work environment for all staff
- Create affinity groups for staff and faculty to help build community and support networks
- Create mentoring program for staff
- Create more formal mechanisms for staff to provide input into University decisions
- Create more opportunities for dialogues and informal gatherings for faculty and staff across campus
- Implement practices that recognize and celebrate the accomplishments of staff
- Perform equity audits on relevant Human Resources policies and practices, such as compensation, promotion processes, job descriptions, performance reviews, etc., and communicate the results
- Identify ways to integrate accountability for the expectation that fostering a more diverse, inclusive, and equitable campus is a shared responsibility among all staff (e.g., performance reviews, recognitions/celebrations)

### Human Resources Department:

- Work with staff members to review hiring procedures for staff that integrate DEI principles throughout the process to increase representation of people from diverse backgrounds
- Implement staff engagement survey to better access staff members' experiences with a focus on staff morale; use findings to implement action plan for improving engagement
- Provide regular opportunities for staff to provide feedback on their experiences with Human Resources to include confidential feedback options (e.g., focus groups, listening sessions, anonymous surveys, drop boxes)
- Conduct a departmental review (by external reviewer) of the Human Resources department to identify strengths and areas of improvement that provides multiple ways for employees to provide input

# Appendix A: Open-ended Themes Defined (Students)

*Please write about a time/situation that made you feel like you **WERE** a part of the Furman community.*

Classroom/Learning Environment - Participant identifies classes, working with students on projects, studying, and interactions with students as a reason for feeling part of the community.

Athletics - Participant identifies attending athletic events and/or athletic teammates as a reason for feeling part of the community.

Campus-Wide Events - Participant identifies attending campus-wide events as a reason for feeling part of the community.

Clubs and Organizations - Participant identifies clubs and organizations meetings and events as a reason for feeling part of the community.

Friends - Participant identifies their group of friends and interactions within their friend group as a reason for feeling part of the community.

Greek Life - Participant identifies Greek Life (sorority and/or fraternity) as a reason for feeling part of the community.

Most of the Time - Participant identifies that they feel a sense of community all of the time or the majority of the time.

Non-student Interactions - Participant identifies interactions with the professors, staff, administrators and/or any other non-student individuals as a reason for feeling part of the community.

*Please write about a time/situation that made you feel like you **WERE NOT** a part of the Furman community.*

Classroom/Learning Environment - Participant identifies academic setting/interactions within the classroom as a reason for not belonging at the institution.

Experiencing Racism - Participant identifies experiencing racism (from students, faculty, and/or staff) as a reason of not belonging at the institution.

Experiencing Social Classism - Participant identifies experiencing social classism as a reason for not belonging at the institution.

Never Experienced - Participant indicates that they never or rarely experience not feeling part of the community.

Political Discussions (both in and outside of classroom) - Participant identifies political discussions (inside and/or outside the classroom) as a reason for not belonging at the institution.

Religious Beliefs - Participant identifies religious discussions or their personal religious beliefs as a reason for not belonging at the institution.

# Appendix B: Open-ended Themes Defined (Faculty)

*Please write about a time/situation that made you feel like you **WERE** a part of the Furman community.*

Classroom/Learning Environment - Participant identifies the classroom, working with students on projects, and interactions with students as a reason for feeling part of the community.

Campus-Wide Events - Participant identifies attending campus-wide events as a reason for feeling part of the community.

First-Year Activities - Participant identifies social activities/events in their first year as a reason for feeling part of the community.

Interactions with departmental members - Participant identifies departmental meetings and/or social events with department members as a reason for feeling part of the community.

Most of the Time - Participant identifies that they feel a sense of community all of the time or the majority of the time.

Non-student Interactions - Participant identifies interactions with the professors outside of their department, staff, administrators and/or any other non-student individuals as a reason for feeling part of the community.

Faculty Meetings/Committees – Participant identifies attending faculty meetings or working on committees as a reason for feeling part of the community.

Receiving Recognition or Honor - Participant identifies receiving campus recognition and/or honor as a reason for feeling part of the community.

*Please write about a time/situation that made you feel like you **WERE NOT** a part of the Furman community.*

Administration - Participant identifies their interactions with the administration, being treated disrespectfully or ignored by the administration as a reason for not feeling part of the community.

Faculty Rank - Participant identifies their rank as being a contingent faculty member, a lecturer, or a junior faculty member as a reason for not feeling part of the community.

Gender Identity – Participant identifies their gender identity as a reason for not feeling part of the community.

Interactions with Departmental Members - Participant identifies departmental meetings and/or social events with department members as a reason for not feeling part of the community.

Never Experienced - Participant indicates that they never or rarely experience not feeling part of the community.

Race/Ethnicity - Participant identifies their race/ethnicity as a reason for not feeling part of the community.

Religious Beliefs - Participant identifies religious discussions or their personal religious beliefs as a reason for not belonging at the institution.

# Appendix C: Open-ended Themes Defined (Staff & Administration)

*Please write about a time/situation that made you feel like you **WERE** a part of the Furman community.*

Campus-Wide Events - Participant identifies attending campus-wide events as a reason for feeling part of the community.

Committee/Event Invitations - Participant identifies receiving an invitation to serve on a committee or participate in an event as a reason for feeling part of the community.

Community Interactions - Participant identifies interactions or working with community members (staff, students, faculty, administrators) as a reason for feeling part of the community.

Interactions with Departmental Members - Participant identifies departmental meetings and/or social events with department members as a reason for feeling part of the community.

Most of the Time - Participant identifies that they feel a sense of community all of the time or the majority of the time.

Social Gatherings - Participant identifies social gatherings or extra events as a reason for feeling part of the community.

*Please write about a time/situation that made you feel like you **WERE NOT** a part of the Furman community.*

Being Furloughed - Participant identifies being furloughed as a reason for not feeling part of the community.

Interactions with Departmental Members - Participant identifies interactions with departmental members as a reason for not feeling part of the community.

Lack of Communication/Transparency - Participant identifies the lack of communication about campus events/incidents, department decisions, or notifications of campus events as a reason for not feeling part of the community.

Never Experienced - Participant indicates that they never or rarely experience not feeling part of the community.

Treated Differentially - Participant identifies being treated differently than other constituencies or treated differentially as a reason for not feeling part of the community.

Work Under appreciated - Participant identifies that their work is not appreciated or undervalued as a reason for not feeling part of the community.

# Appendix D: List of Comparison Institutions

## Liberal Arts Institutions (LAI)

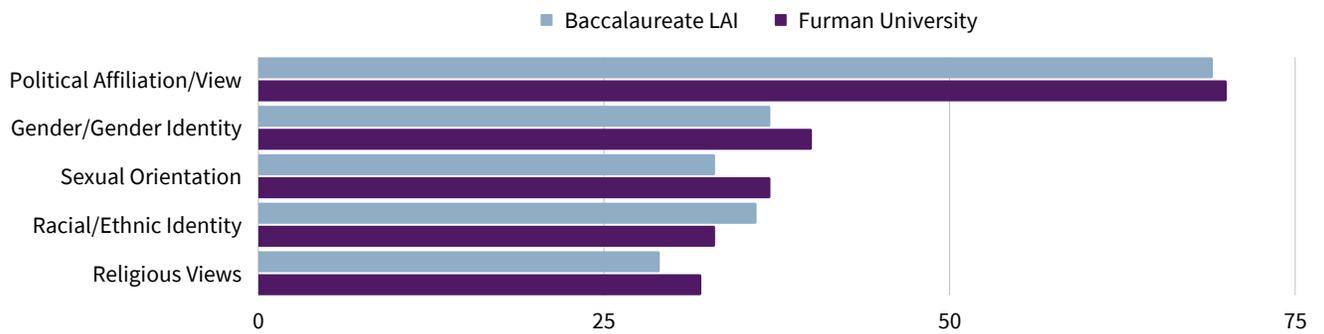
These institutions are identified as Liberal Arts Institutions (LAI) by HEDS and provided for comparison purposes.

Albion College	Meredith College
Allegheny College	Oglethorpe University
Blackburn College	Purchase College - SUNY
Bryn Mawr College	Rhodes College
Colgate University	Roanoke College
College of Saint Benedict /Saint John's University	Saint Anselm College
College of Wooster	Saint Vincent College
Connecticut College	Salem College
DePauw University	Sarah Lawrence College
Fort Lewis College	Skidmore College
Furman University	Susquehanna University
Goshen College	The College of Idaho
Guilford College	Trinity College (CT)
Hamilton College	Union College
Hanover College	University of Puget Sound
Hobart and William Smith Colleges	Washington & Jefferson College
Illinois College	Wells College
Institution College	Westminster College (PA)
Juniata College	Willamette University
Kalamazoo College	Wittenberg University
Lawrence University	Young Harris College
Linfield University	

# Appendix E: Insensitive or Disparaging Remarks

## Comparison to other Liberal Arts Institutions (LAI)

This graph provides comparisons between Furman and other LAI on the percent of participants reporting that they sometimes, often, or very often hear insensitive or disparaging remarks about particular groups on campus.



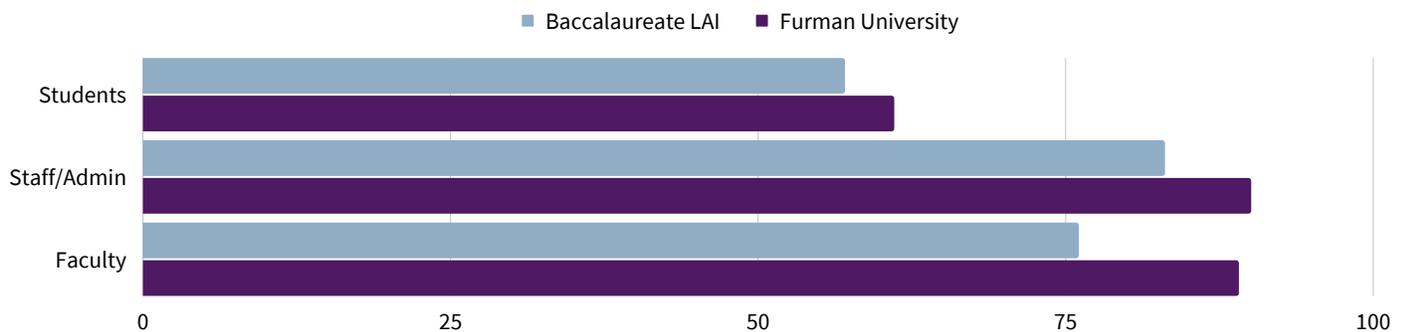
# Appendix F: Experience with Discrimination and Harassment

## Comparison to other Liberal Arts Institutions (LAI)

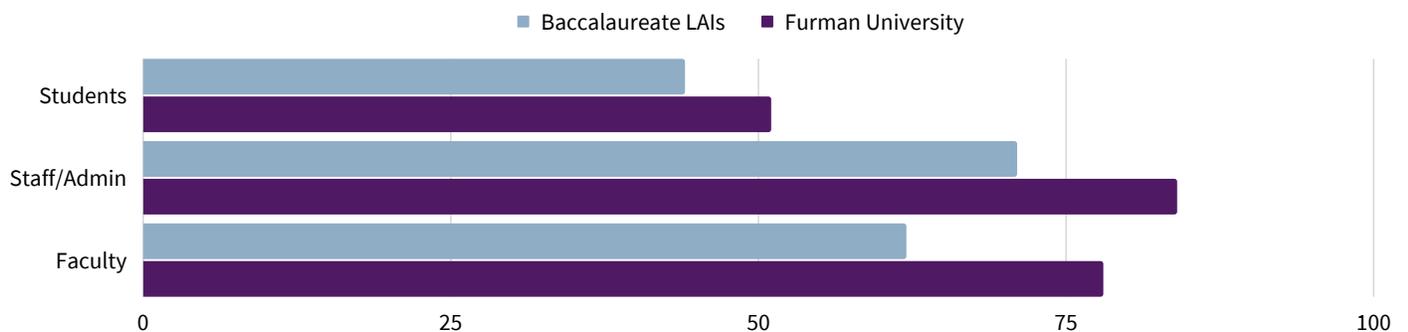
The graphs below provide comparisons between Furman and other LAI on the percent of students, faculty, staff, and administrators reporting that if they experienced or observed an act of discrimination or harassment, they know whom to contact to report the incident, the process for reporting, and the process for investigating. Discrimination and harassment are defined in Appendix G by HEDS.

Furman students, faculty, staff, and administrators understand whom to contact, and the reporting and investigation procedures more than those at other Liberal Arts Institutions.

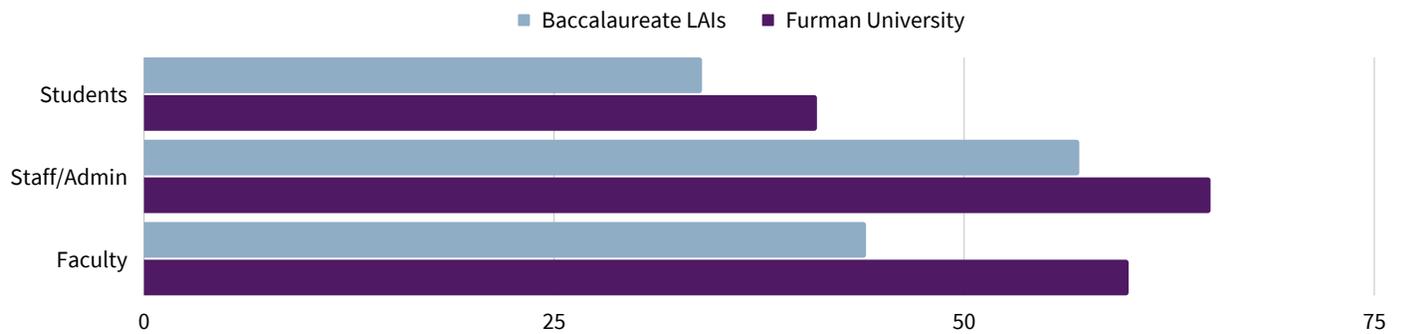
*If I experience or observed an act of discrimination or harassment while at Furman, I **know whom to contact** to report the incident.*



*The **process for reporting** acts of discrimination or harassment at Furman is clear to me.*



*The **process for investigating** acts of discrimination or harassment at Furman is clear to me.*



The table below provides comparison by Race/Ethnicity with other LAI.

**Students:**

African American/Black, Asian, International, and Hispanic/Latinx students experience **less discrimination** than students from the same identity groups at other LAI

**Faculty, Staff, and Administrators:**

African American/Black employees experience **less discrimination** than African American/Black employees at other LAI

# Appendix G: HEDS Demographic Information and Definitions

Demographic calculations used throughout the HEDS Report

## Race/Ethnicity

This information comes from Question 28, "What is your citizenship status?" and Question 29, "Which of the following racial or ethnic categories applies to your identity?" HEDS labeled respondents as "International" if they selected "Not a U.S. citizen or permanent resident" in response to the citizenship question (Question 28). Otherwise, HEDS labeled respondents according to the races and/or ethnicities they selected in Question 29 as follows:

- "White" if respondents selected "White" or "Middle Eastern;"
- "African American/Black" if respondents selected "African" or "African American/Black;"
- "Hispanic/Latino" if respondents selected "Hispanic or Latino/a" or "Latin American;"
- "Asian" if respondents selected "Asian," "Asian American," "South Asian," or "Southeast Asian;"
- "Two or more races" if respondents selected two or more races and/or ethnicities.
- "All other races/ethnicities" if respondents selected "Caribbean/West Indian," "Alaska Native," "Native American/American Indian," "Native Hawaiian or other Pacific Islander," or "Some other race or ethnicity: (fill in)."

HEDS did not include respondents who selected "Prefer not to respond" in this calculation.

## Gender

This information comes from Question 21, "What is your gender?" and Question 22, "Are you transgender?" HEDS combined those who selected "Yes" for Question 22, regardless of what they selected for Question 21, with those who selected "Non-binary" for Question 21 into one group, "Non-binary and/or transgender." HEDS added a "(cisgender)" label to those who selected "Man" or "Woman" for Question 21 and did not identify as transgender. HEDS did not include respondents who selected "Prefer not to respond" in this calculation.

## Sexual Orientation

This information comes from Question 24, "Which term best describes your sexual orientation? (Select one)." The "LGBQ+" category in this report includes respondents who selected one of the following response options: Asexual, Bisexual, Gay, Lesbian, Pansexual, Queer, Questioning, or Fill in. Please note that HEDSS used "LGBQ+" and not "LGBTQ+" as the label for this group as HEDS did not factor in whether respondents identified as transgender in Question 22. HEDS did not include respondents who selected "Prefer not to respond" in this calculation.

### Religion

This information comes from Question 25, "What is your religious affiliation?" HEDS labeled respondents as "Christian" if they selected "Baptist," "Catholic," "The Church of Jesus Christ of Latter-day Saints," "Episcopalian," "Jehovah's Witness," "Lutheran," "Methodist," "Nondenominational Christian," "Orthodox Christian," "Other Christian," or "Presbyterian." HEDS labeled respondents as "Atheist/Agnostic" if they selected either religious affiliation. HEDS labeled respondents as "Spiritual, but not religious" if they selected that affiliation, and HEDS labeled respondents as "Other religious affiliation..." if they selected "Buddhist," "Hindu," "Jewish," "Muslim," "Other religion: (fill in)." HEDS did not include respondents who selected "Prefer not to respond" in this calculation.

### Political Affiliation

This information comes from Question 26, "How would you characterize your political views?" HEDS combined the "Far left" and "Liberal" response options into "Liberal" and "Conservative" and "Far right" into "Conservative" for this report. HEDS did not include respondents who selected "Prefer not to respond" in this calculation.

### Other key definitions:

**Discrimination:** the unfavorable treatment of a person based on that person's race, ethnicity, national origin, socioeconomic status, age, perceived or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs.

**Harassment:** a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their race, ethnicity, national origin, socioeconomic status, age, perceived or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs. Harassment occurs when the conduct is sufficiently severe and/or pervasive that it alters the terms or conditions of employment or substantially limits the ability of a student to participate in or benefit from the college's educational and/or social programs.

# Appendix H: Technical Details

For each of the analyses done by HEDS, the following technical details were used. In this summary report, this only applies to the analyses in Appendices E and F. Please see the HEDS comparison report for more analyses prepared and presented by them.

## Reliability and Effect Sizes

### Indicator Reliability

This file contains information on four key components of campus climate that HEDS call indicators. Three indicators are composed of multiple statements; the reliabilities for these are:

- Campus Climate for Diversity and Equity Indicator – 4 statements, Cronbach's  $\alpha = 0.89$
- Institutional Support for Diversity and Equity Indicator – 4 statements, Cronbach's  $\alpha = 0.85$
- Insensitive or Disparaging Remarks Indicator – 10 statements, Cronbach's  $\alpha = 0.93$

### Effect Size Calculations

Effect size measures the magnitude of the difference between the results for one group and the results for another group. HEDS calculated effect sizes for key comparisons rather than using tests of statistical significance. HEDS had so many comparisons that using a test of significance for each comparison would increase the likelihood of a Type I error should the null hypothesis be correct in any of the comparisons. Unfortunately, correcting this would dramatically reduce the power of our comparisons, thereby increasing the chance of Type II errors if the differences result from more than random influences. So, HEDS calculated effect sizes to guide assessing the magnitude of the differences between groups. When HEDS compared the mean of two groups, HEDS used Cohen's  $d$ . When HEDS compared two percentages, HEDS used Cohen's  $h$ , which uses an arcsine transformation to derive the effect size. (See Cohen, 1988, *Statistical Power Analyses for the Behavioral Sciences*, page 180.) HEDS only calculated Cohen's  $d$  and  $h$  when  $n \geq 10$  in each cell in the comparison.

Following the practice of the National Survey of Student Engagement (see [http://www.rpajournal.com/dev/wp-content/uploads/2019/02/RPA\\_Summer\\_Fall\\_Issue\\_2018\\_A2.pdf](http://www.rpajournal.com/dev/wp-content/uploads/2019/02/RPA_Summer_Fall_Issue_2018_A2.pdf)), HEDS used the following thresholds for small, medium, and large effect sizes for both Cohen's d and h:

- Large – 0.5
- Medium – 0.3
- Small – 0.1

For each of the analyses completed by the consultants, the following technical details apply. In this summary report, this applies to the analyses in all areas except Appendices E and F.

- For groups fewer than 5 participants, we do not report to protect anonymity
- We report means and percentages
- We used different and more stringent statistical comparisons than HEDS (Gravetter & Wallnau, *Statistics for Behavioral Sciences*, 7th edition); both conditions had to be satisfied:
  - statistical significant (at least  $p < .05$  level)
  - medium size defined as  $d > .05$  and large effect size defined as  $d > .08$
- For qualitative questions, the responses were coded, the themes were identified and the data were quantified into percentages
- When providing example quotes, efforts were made to remove identifying information

# Our Team



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