



**SAAC DIVERSITY COMMITTEE
PRACTICE RECOMMENDATIONS
(April, 2010)**

Committee Members:

Kristy Bartley, Co-Chair
Richard Diaz, Co-Chair
Stacy Ackerlind
Chris Burningham
Kari Dockendorff
Cameron Hodgkin
Suzanne Jones
Maria Martinez
Yemilla Martinez
Nicole Miranda
Nicola Saliendra
Shaun Simon

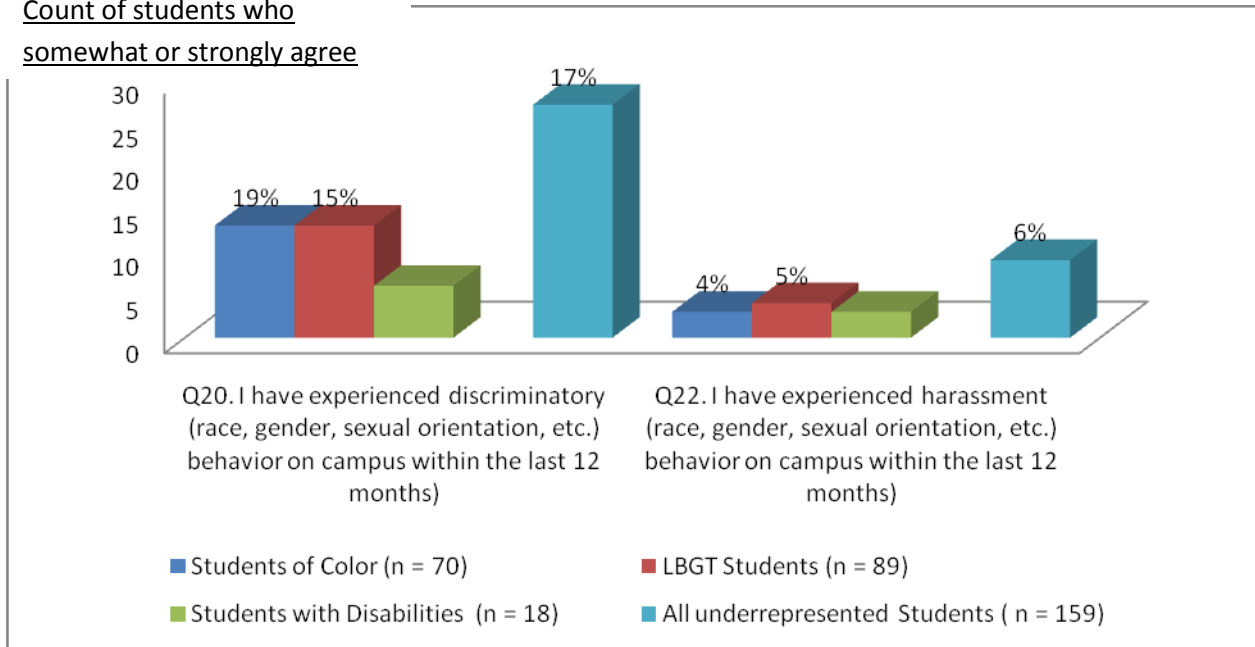
Data Analyzed: NASPA Consortium Diversity/Multiculturalism/Inclusivity

This survey was administered to a random sample of undergraduate students during Spring Semester, 2009. A total of 571 students responded to the survey (26% response rate). Because underrepresented groups may have different experiences within the institution, the Diversity Committee made the decision to analyze the data by underrepresented groups for this initial report. Underrepresented groups are defined for purposes of this report as: Students of Color, LGBTQ students, and students with disabilities. Analyses were also conducted based on combining these groups, to see if there were common experiences amongst underrepresented groups. It is important to note that, because a student may identify with more than one of these underrepresented groups, the combined data does not always equal the sum of the separate groups. Additionally, the committee decided to focus on items that were concrete and specific as they represent areas where Student Affairs can take action.

Review of Key Data

Students from underrepresented groups made up 28% of the respondents. Based on this random sample of students, 17% of those in underrepresented groups report that they have experienced discriminatory behavior and 6% have reported harassment on campus within the past 12 months. Students of Color reported the highest level of discrimination among underrepresented students with 19% reporting discrimination. Students who identify as LGBT reported the highest level of harassment (5%) of all groups.

Count of students who somewhat or strongly agree



Another trend seen in the data suggests that, when students were questioned about the reasons for the discrimination or harassment, the most common response was based on physical characteristics. For students of color, ethnicity and race are ranked second and third. Religious beliefs were also endorsed as a source of discrimination and harassment. (NB: The following item was only presented to students who endorsed one or both of the previous items)

Q24. Do you feel that the discrimination or harassment you experienced was due to someone else's perception of you: (Select all that apply.)

	Totals	Students of Color	LGBT Students	Students w/ Disabilities
Appearance/physical characteristics	19	10	10	3
Ethnicity	11	9	3	1
Religious beliefs	11	3	4	5
Race	10	9	2	1
Biological sex	7	3	4	2
Political views	6	2	4	2
Sexual orientation	6	0	5	1
Gender identity	5	2	2	2
Nationality/country of origin	5	4	1	1
Socioeconomic status	5	1	3	1
Other (please explain)	5	2	2	2

Age	3	2	1	1
Parental status (having children)	2	1	1	0
Psychological disability	2	1	0	1
English language proficiency/accent	1	0	0	1
Learning disability	1	0	0	1
Physical disability	1	0	0	1
Military/veteran status	0	0	0	0
Respondents	28	14	13	6
Responses	100	49	42	26

The majority of discrimination or harassment occurs between students. Students also report having experienced discrimination/harassment from administrators/staff members and faculty.

Q25. Who was the source of the discrimination or harassment you experienced? (Select all that apply.)

	<u>Totals</u>	<u>Students of Color</u>	<u>LGBT Students</u>	<u>Students w/ Disabilities</u>
Another student	24	10	12	6
Administrator/staff member	11	5	5	3
Faculty member	6	2	3	3
Person not associated with your college/university	5	3	1	2
Publication (posters, brochures, handouts)	3	1	1	1
Don't know/unknown	3	2	1	1
Other (please specify)	3	2	1	0
Teaching assistant	1	0	1	0
Campus police or security officer	0	0	0	0
Resident assistant or resident coordinator	0	0	0	0
Respondents	28	14	13	6
Responses	84	25	25	16

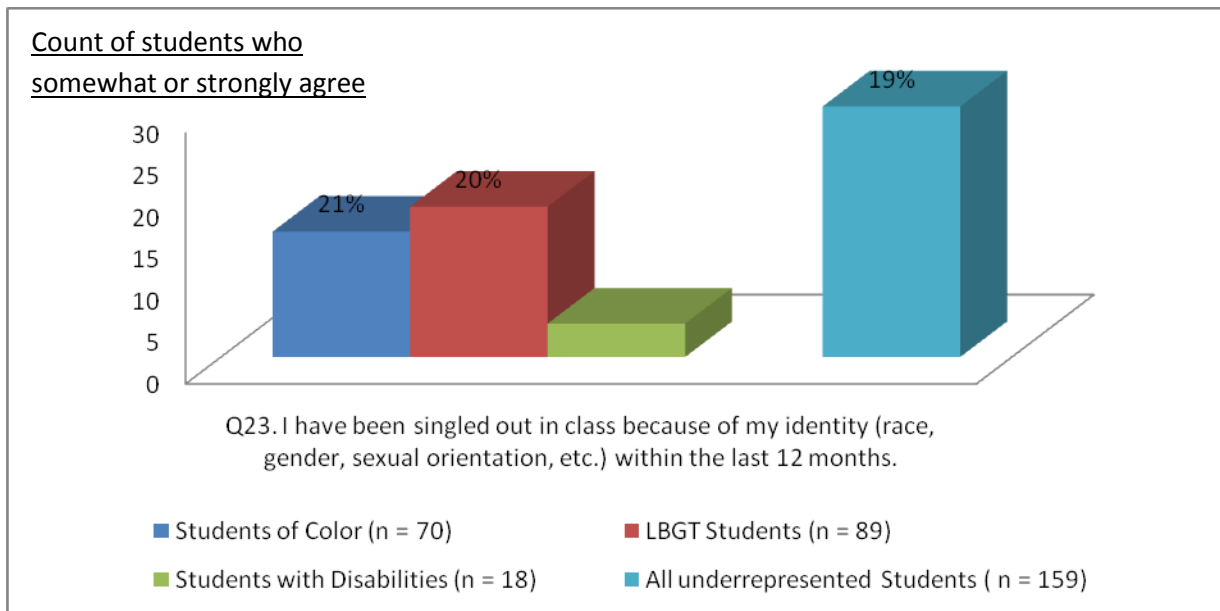
Students report that discrimination/harassment occur at the highest frequency within the classroom followed by public spaces on campus.

Q26. Where did the discrimination or harassment occur? (Select all that apply.)

	<u>Totals</u>	<u>Students of Color</u>	<u>LGBT Students</u>	<u>Students w/ Disabilities</u>
In a class	18	9	9	4
In a public space on campus	8	3	4	3
While walking on campus	8	2	5	3
On-campus dining facility	3	1	3	0

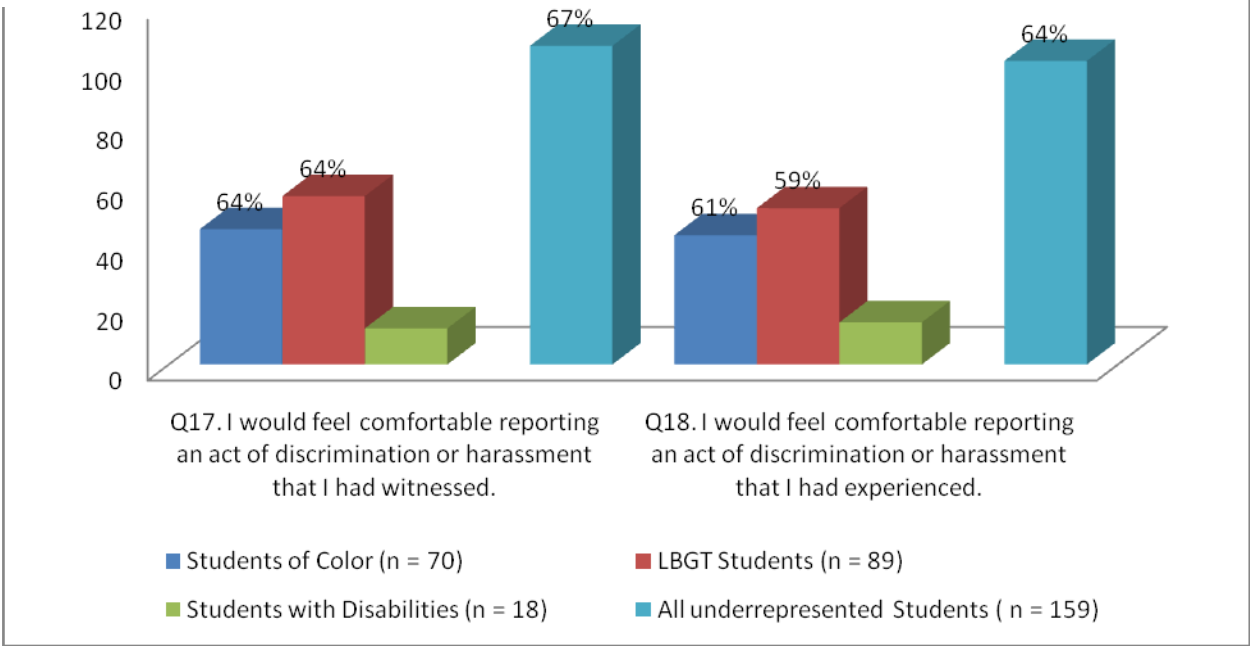
Off campus	3	1	0	2
Campus event	2	1	1	1
Campus office	2	1	0	1
In a group meeting	2	1	1	1
In a meeting with one other person	2	1	2	0
On-campus housing	2	0	1	1
On-campus recreation or athletic facility	2	0	1	1
While working at a campus job	2	0	1	1
In a faculty office	1	1	0	0
Off-campus housing	1	1	0	0
Other (please explain)	1	1	0	0
Respondents	28	14	13	6
Responses	57	23	28	18

Within classrooms, 19% of underrepresented students report being singled out because of their identity.

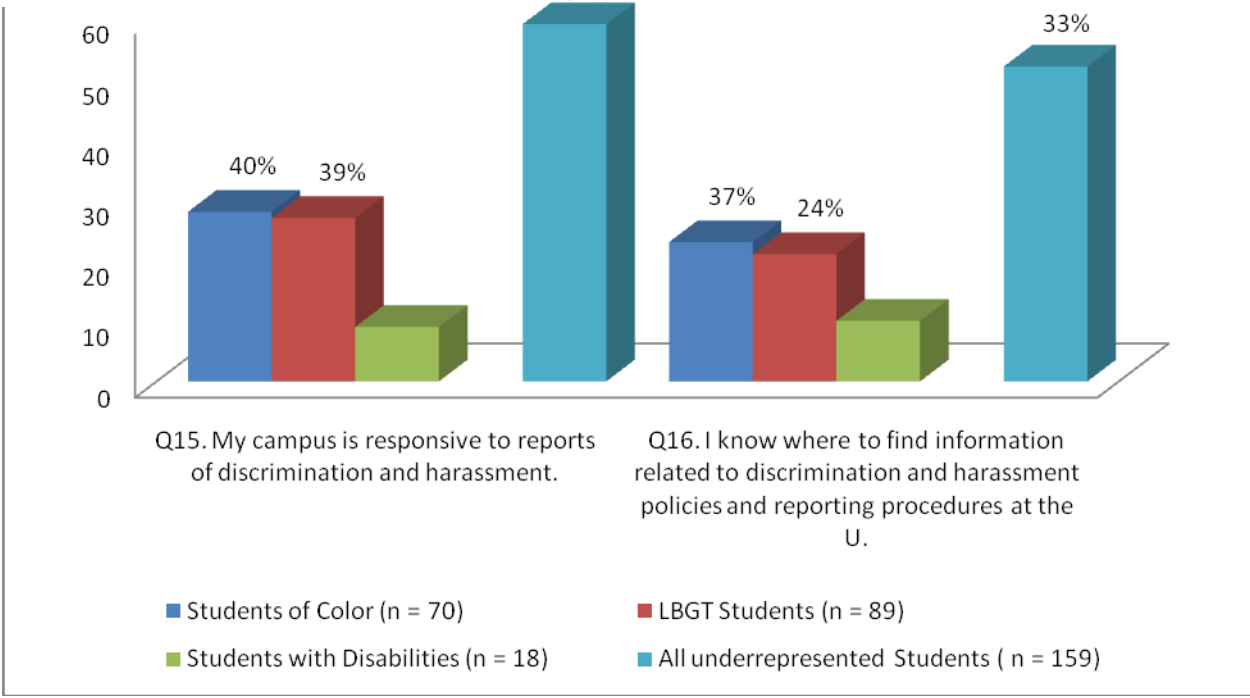


The majority of under-represented students report that they would be comfortable reporting an act of discrimination/harassment that they witnessed (67%) or experienced personally (64%). However, only 33% of underrepresented students knew where to find information about where to report an incident. This suggests an important discrepancy between comfort with reporting and knowledge of where to go for assistance. Additionally, 37% of underrepresented students felt that the university was responsive to reports of incidents of discrimination or harassment.

Count of students who somewhat or strongly agree



Count of students who somewhat or strongly agree



Recommendations:

1. Staff and faculty training regarding diversity

- a. Diversity Council could partner with the Professional Development Committee to include diversity training in new staff orientations and ongoing training of Student Affairs Staff
- b. Incidents of discrimination and/harassment based on physical appearance were the most commonly endorsed acts and should be addressed in diversity training efforts. Students of color reported that race/ethnicity were factors in their experience of discrimination and/or harassment. Religious beliefs were also cited. Thus, each of these areas should be addressed to make staff more aware of the issues that underrepresented students face.

2. Knowing how and where to report incidents of discrimination

- a. There is a disconnect between students feeling comfortable reporting discrimination and or harassment and knowing where to do so. Within the committee, it was also evident that staff are unaware of how and where to report incidents. To address this issue the following suggestions were made:
 - i. A flow chart may be a helpful first step to start to address the different types of experiences/issues and where support may be found for staff
 - ii. Information for students could be provided during orientation, during other student events and on syllabi. Tours of campus and showing students offices that are supportive advocates for them was also discussed as strategy.
 - iii. Creating safe and supportive ways for students to report or even discuss incidents of discrimination and harassment is also recommended. Because of power differentials, students may need more allies and advocates to listen to their concerns and help them navigate systems and issues.

3. Increase communication and information sharing about diversity programming, assessment and alignment with strategic objectives related to diversity.

- a. Because so many different organizations offer diversity programming, it would be helpful to know what is offered so that effective collaborations could be developed and utilized full by staff and students
- b. Students may connect with different organizations and it would be helpful to have a sense of what diversity-related programming and support is offered within Student Affairs as a first priority as well as within the university as a whole.

4. Further and ongoing assessment regarding experiences of diverse and underrepresented student groups.

- a. Because of the small numbers of underrepresented students who responded to this survey, more data is needed to fully understand their experience. Mixed methodology, including both quantitative and qualitative methods, was suggested.

- b. Using some consistent questions across underrepresented groups may assist in validating these initial data.
- c. The underrepresented groups that should be studied further include:
 - i. Students with disabilities
 - ii. Students of color
 - iii. LGBT students