



SPRING 2023 CAMPUS CLIMATE SURVEY REPORT



OFFICE OF THE PROVOST
REVISED: DECEMBER 2023

I. Introduction

Willamette University partnered with [The Higher Education Data Sharing Consortium \(HEDS\)](#) to conduct its first campus climate survey in Fall semester, 2019, in order to better understand the experiences of students, faculty, staff, and administrators relating to diversity, equity, and inclusion. In February, 2023, the university conducted a new climate survey, again using the HEDS Diversity and Equity Campus Climate Survey.

The survey was open from February 5th to March 5th and the University Diversity, Equity, and Inclusion (DEI) Committee supported the advertising and communicating of details. Each member of our community received an email from Emilio Solano, Assistant Provost for Institutional Equity & Community Engagement, with a link to participate. The survey asked students, faculty, staff, and administrators about their:

1. Perceptions of Willamette's climate,
2. Perceptions of how Willamette supports diversity and equity, and
3. Experiences with discrimination and harassment at Willamette.

A total of 3128 members of the Willamette community - 2229 students and 899 faculty, staff, and administrators - were in the population sent a survey invitation. Calculation of a single, formal response rate is confounded by skipped questions and incomplete surveys. Approximately 760 persons responded in a meaningful way to the survey, which translates to a response rate of approximately 24%.

Solano and Kelley Strawn (Associate Provost for Institutional Research) constructed this report with support and feedback from the University

DEI Committee. A list of committee members are [listed here](#). As a reminder, when there are campus climate concerns, representatives of this committee should be seen as people that community members can connect with to express those concerns.

Surveys are just one instrument of an ongoing process to better understand and improve our campus climate. A core objective of this report is to prompt community discussions about campus climate. In order to encourage community members to think through the results on their own, we have deliberately inserted only limited and general interpretations about the statistics and graphics that follow. If community members have questions that could be answered by further disaggregating data than what is offered in this report, they may make that request to the [Office of Institutional Research](#) for consideration. During the spring 2024 semester, there will be opportunities for the campus community to engage in forums, workshops, and focus groups to discuss survey results and their implications for our community in an effort towards continuous cultivation of our campus climate for diversity, equity, and inclusion.

II. Data Interpretation

This report shares tables and graphics that summarize key aspects of the survey results. Everyone should use informed caution in their interpretation of the statistical results. **One cannot use the statistical results reported here to draw strict or narrow conclusions about any of the characteristics of our population - that is, we cannot generalize the results to the entire campus community.** The method of administering the survey does not allow for any assumption of random selection of actual participants, thus it does not allow for an assumption of representativeness of all responses actually received. In our analysis and discussion, we can control for several important characteristics of participants, but this does not ensure that statistics have been derived from representative data-collection procedures.

Nonetheless, the statistics that we derive from the survey data **are useful**, if utilized appropriately. For instance, one can examine raw counts for a particular variable and conclude that

this count represents the absolute minimum number of community members who might respond in the manner being counted. Also, there is utility in interpreting statistics through the frame of reference of, “Among the nearly 25% of our community who responded, ___ indicated that ...” If these and other cautions are deployed, then the results of the survey become useful in a variety of ways that are meaningful to our community, but which stop short of drawing strict inferences about any “true” statistical characteristics of our populations.

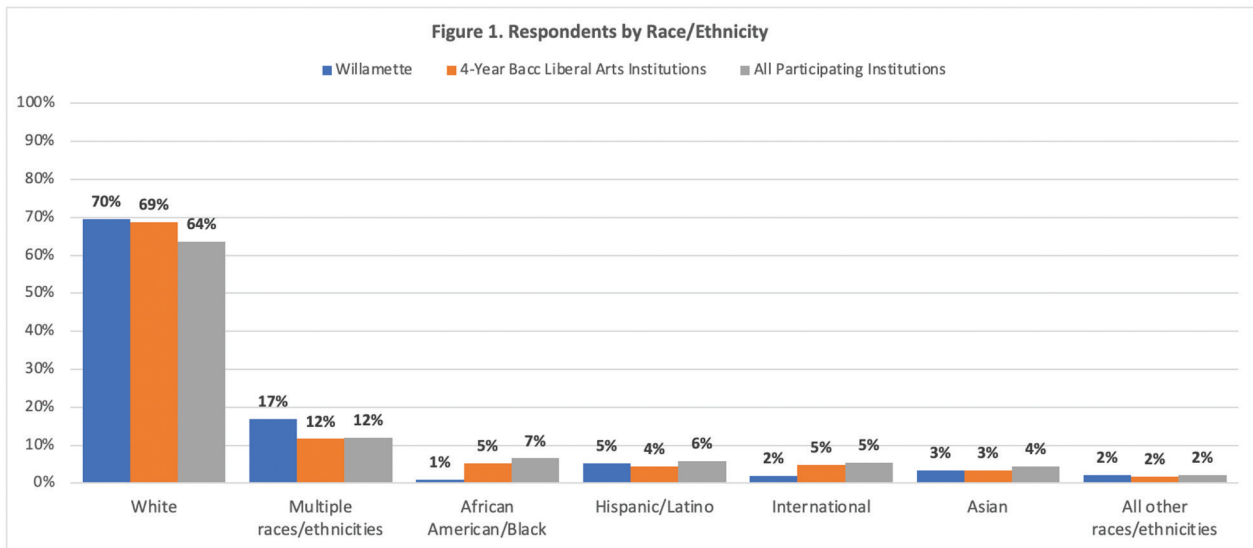
Maintaining the anonymity of individual responses is a paramount priority. In any study, anonymity can be threatened when small-cell counts for certain subgroups of respondents are reported; this risk is increased as response rates decrease. With this risk in mind, not every potentially interesting breakdown of the response data could be included in the reporting below.

III. Who Responded

The following graphs summarize different demographic characteristics of who completed the survey at Willamette, and compare our rates of response (a) to other 4-year liberal arts institutions and (b) to all institutions that completed the HEDS Diversity and Equity Campus Climate Survey during the same academic year.

RACE/ETHNICITY

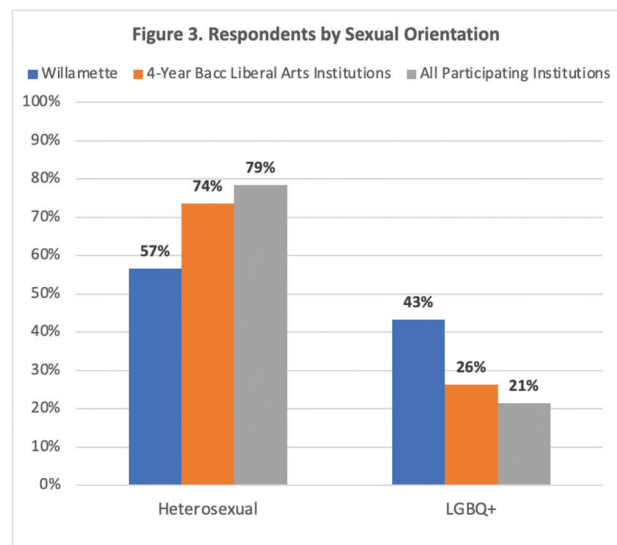
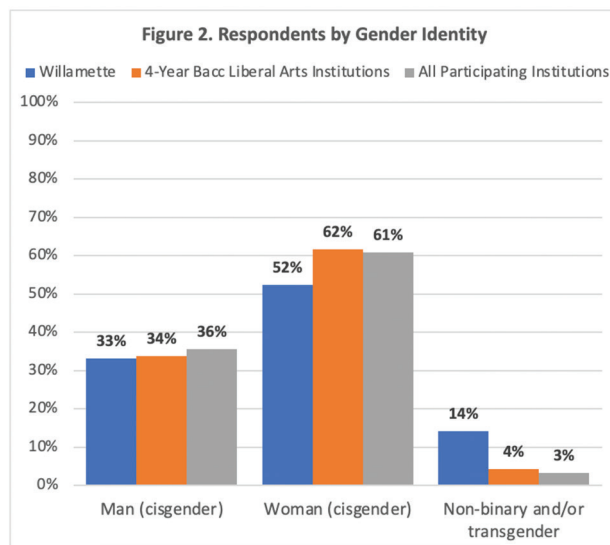
The composition of the Willamette survey sample with respect to race/ethnic identification is about 70% white, 17% multiple identities, and 13% other non-multiple, non-white identities (see Figure 1). This is loosely consistent with the race/ethnic composition of the Willamette community over the last 4-5 years.



GENDER¹ & SEXUAL ORIENTATION

Just over half (52%) of the Willamette survey respondents identified themselves as woman/female (Figure 2) or as heterosexual (57%; Figure 3). On both the gender and orientation characteristics, Willamette's respondents are notably different from other 4-year liberal arts colleges and all HEDS-participating schools. Specifically, the fraction of respondents identifying themselves as being gender non-binary or transgender was 14%, or between 3- and 4-times higher than their proportion in the comparison groups; and, 43% identified themselves as LGBTQ+ in the Willamette sample, which is notably higher than the proportion in the other two groups.

While the gender breakout of respondents is roughly in line with what we know about the overall community, we do not have formal records regarding the breakout of our campus population by sexual orientation.



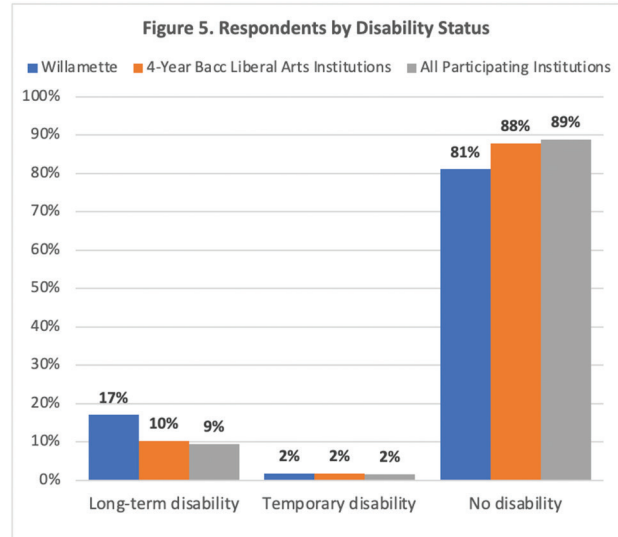
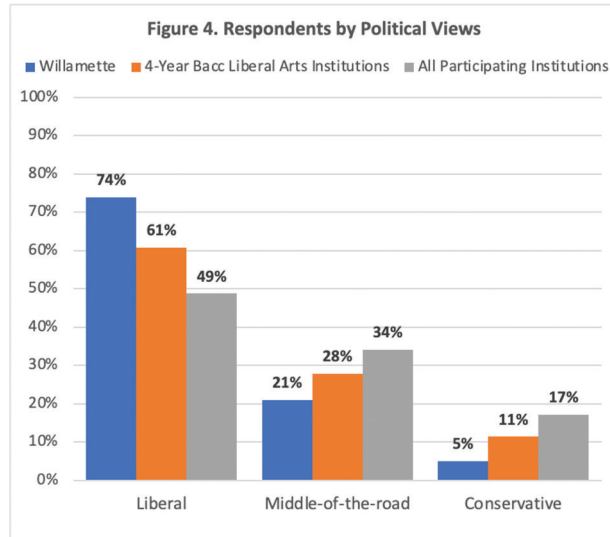
¹ Students are asked to identify their gender and if they are transgender via specific, separate questions on the survey. However, it is HEDS policy to use these only to create an aggregated variable to report back to participating campuses as a means to protect participant identity. As a result, we are unable to disaggregate questions of interest beyond the three categories of Male (cisgender), Female (cisgender), and Non-binary and/or Transgender that are presented.

POLITICAL ORIENTATION & ABILITY STATUS

The proportion of Willamette respondents identifying themselves as politically liberal accounts for almost 3 of 4 respondents (74%; see Figure 4), a fraction notably higher than the proportion for the comparison groups. Only 21% identified as “middle-of-the-road,” and only a very small proportion identified as conservative; both of these fractions are notably lower than those for the comparison groups.

While most of Willamette’s respondents identified themselves as having no disability (81%; Figure 5), it is notable that the fraction that did identify having a long-term disability (17%) is distinctly higher than the two comparison groups (10% and 9%.)

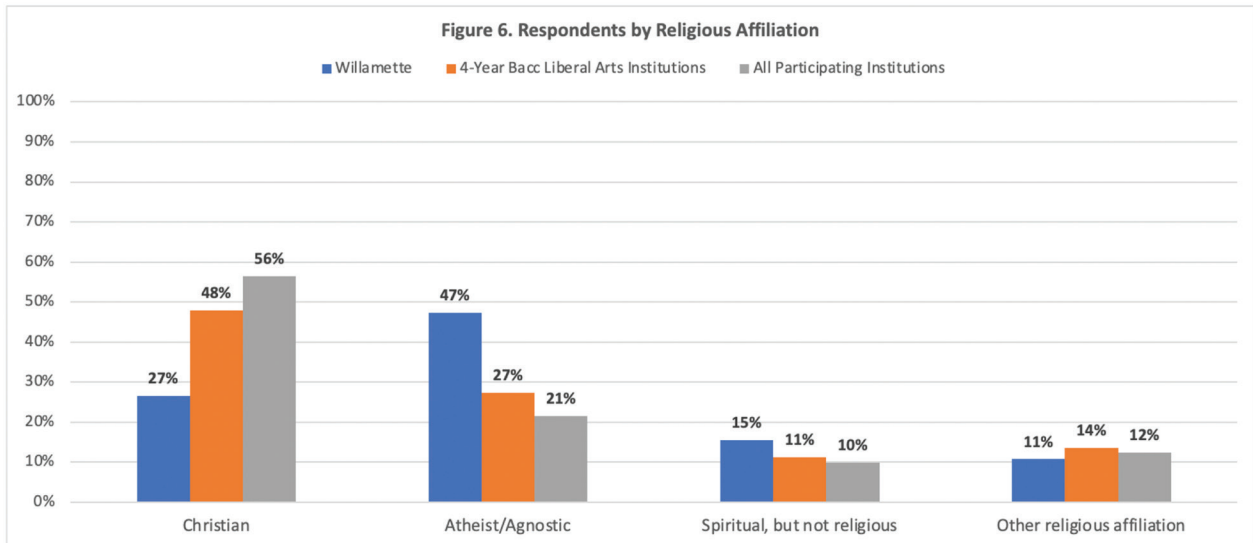
No formal records are made or kept regarding either of these characteristics of the overall Willamette population; thus, we can offer no speculation on whether the survey response sample is at all reflective of the overall population.



RELIGIOUS AFFILIATION

Well over half of Willamette respondents identified themselves as having no religious affiliation (47% atheist/agnostic and 15% spiritual but not religious; Figure 6). Our sample, then, is notably less Christian than the comparison groups (27%, compared to 48% and 56%), as well as notably less religious, overall.

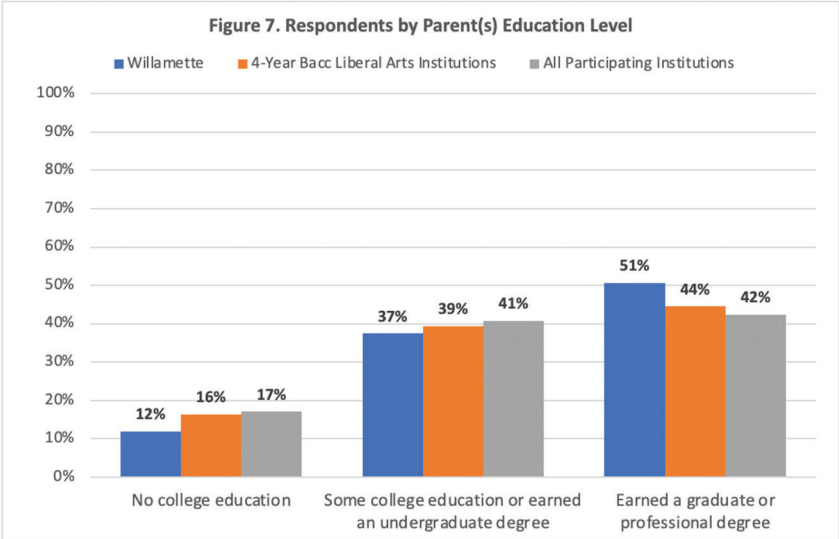
Again, no formal records are made or kept about religious affiliation in our overall population.



PARENT EDUCATION

Just over half (51%) of all Willamette respondents reported having a primary caregiver who had a graduate degree or professional degree (see Figure 7); while not dramatically different, this fraction is visibly higher than either of the two comparison groups. An additional 37% reported a primary caregiver who had some college experience or the equivalent of a bachelor’s degree. And, 12% of Willamette respondents reported that their primary caregivers had no college education.

While records are made and kept on the first-in-family status of new students, we do not have such records for faculty, staff, or administration. Thus, comparisons of survey respondents to the overall population cannot be made.



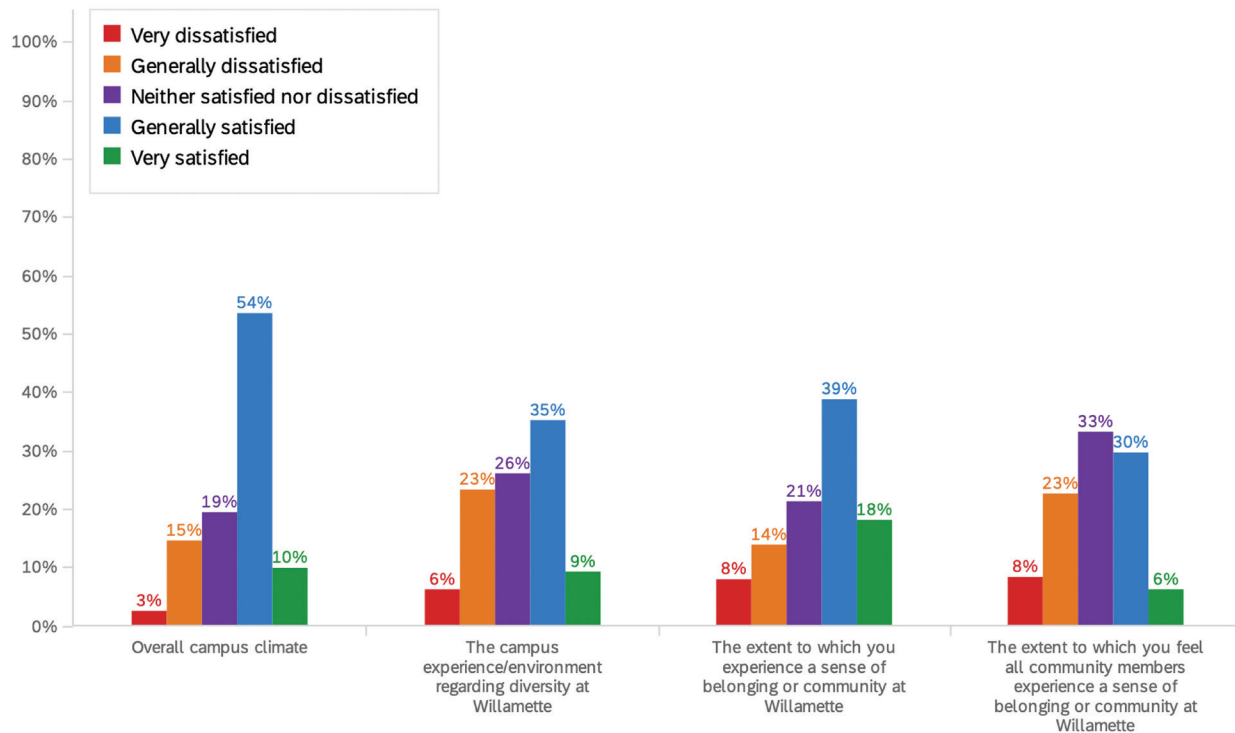
IV. General Outcomes

The following graphics and tables report on a range of attitudes regarding campus climate and institutional support for diversity, equity, and inclusion efforts.

CAMPUS CLIMATE FOR DIVERSITY AND EQUITY

Survey Question:

“Please indicate your level of satisfaction with the following at this institution.”

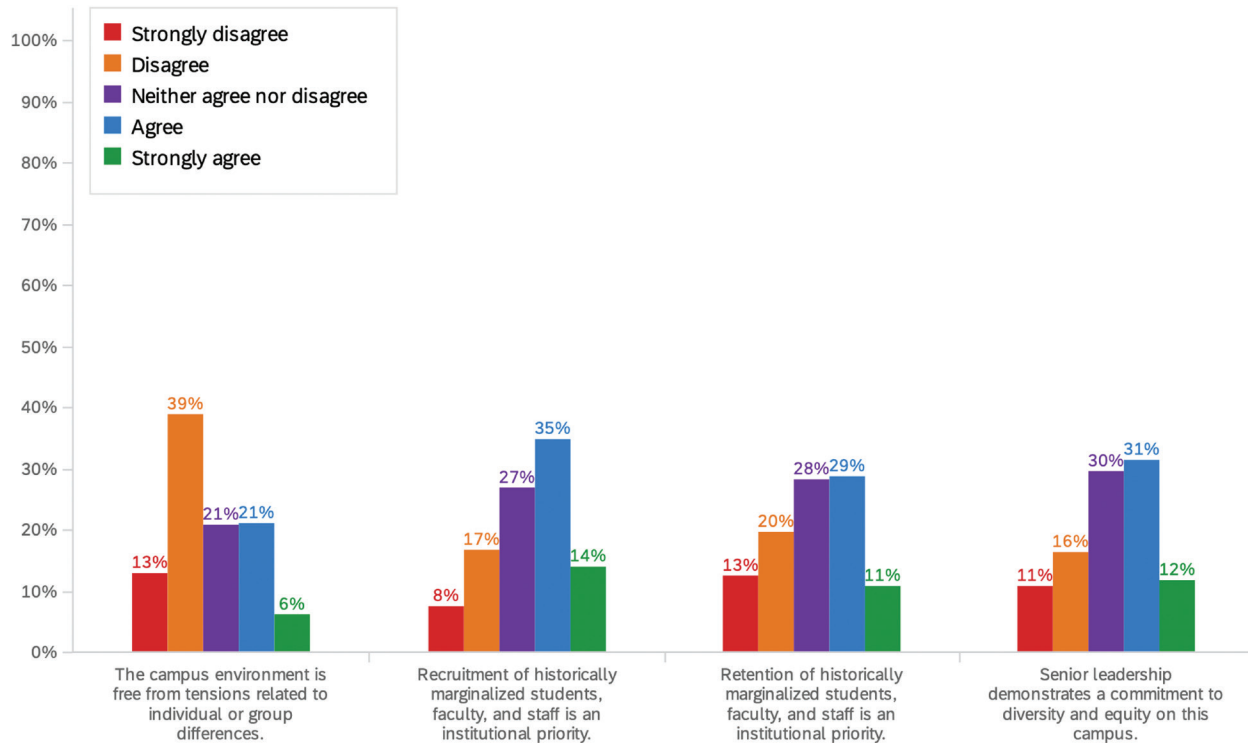


Discussion

Nearly two-thirds of respondents (64%) suggest some degree of satisfaction with the campus climate. A plurality (45%) indicated some degree of satisfaction specifically with the campus environment regarding diversity (and 29% indicating some degree of dissatisfaction.) And, a clear majority (57%) indicate satisfaction with their sense of belonging in the community. Interestingly, only 36% perceive that others are satisfied with their sense of belonging in the community.

INSTITUTIONAL SUPPORT FOR DIVERSITY AND EQUITY

Survey Question: “Please indicate your level of agreement with each of the following statements about this institution.”

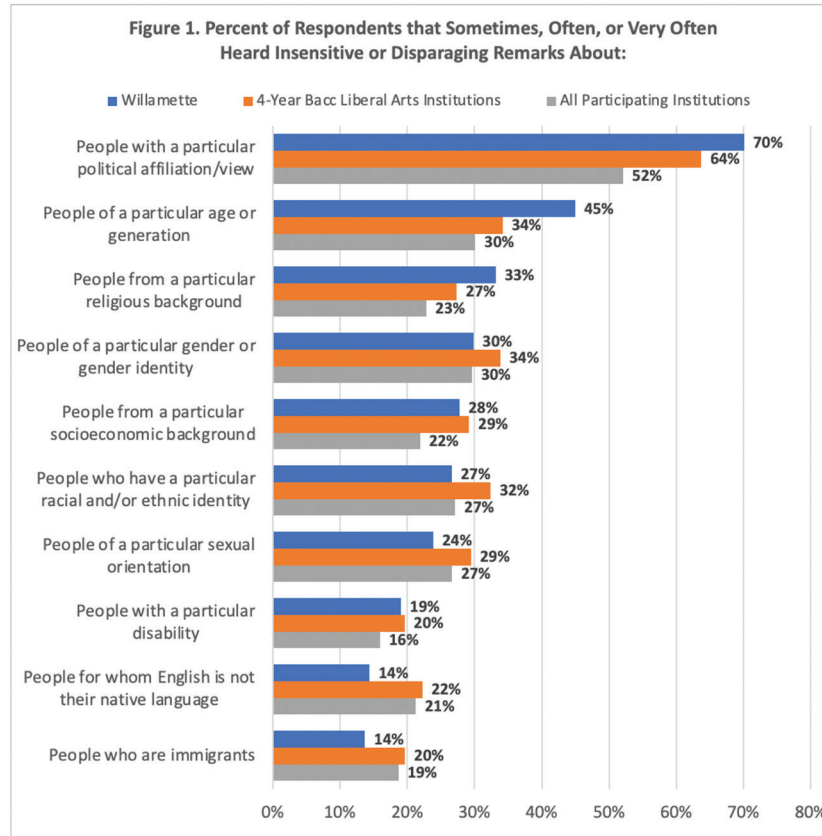


Discussion

A small majority - 52% - of respondents indicate some degree of disagreement with the statement that our campus is free from tensions. 21% indicated neither agreement or disagreement, and 27% indicated some degree of agreement. Pluralities agree in some degree with the statements that Willamette prioritizes diversity recruitment (49%), that Willamette prioritizes diversity retention (40%), and that leadership demonstrates a commitment to diversity (43%).

INSENSITIVE/DISPARAGING REMARKS

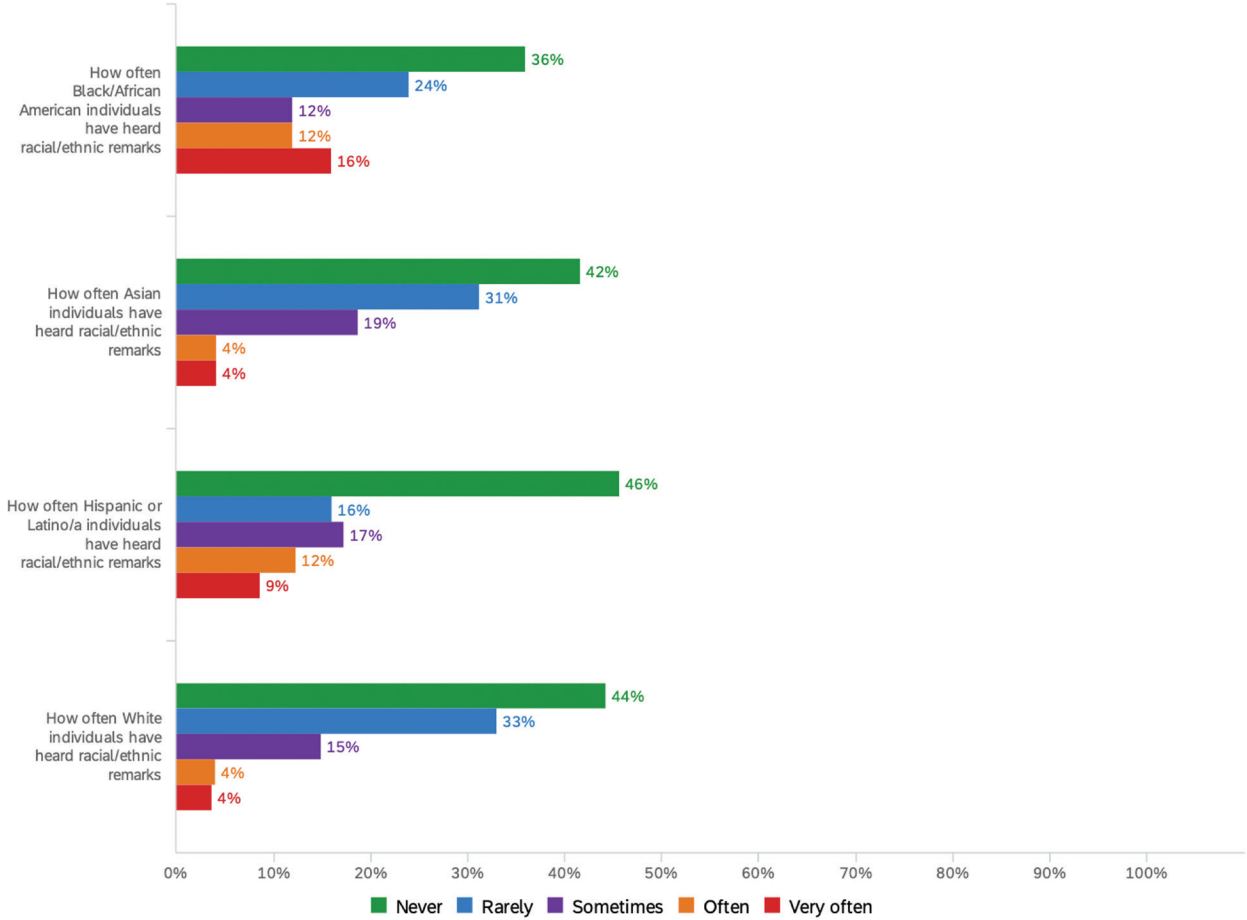
Survey Question: During your time at Willamette University, about how often have you heard someone make an insensitive or disparaging remark about:



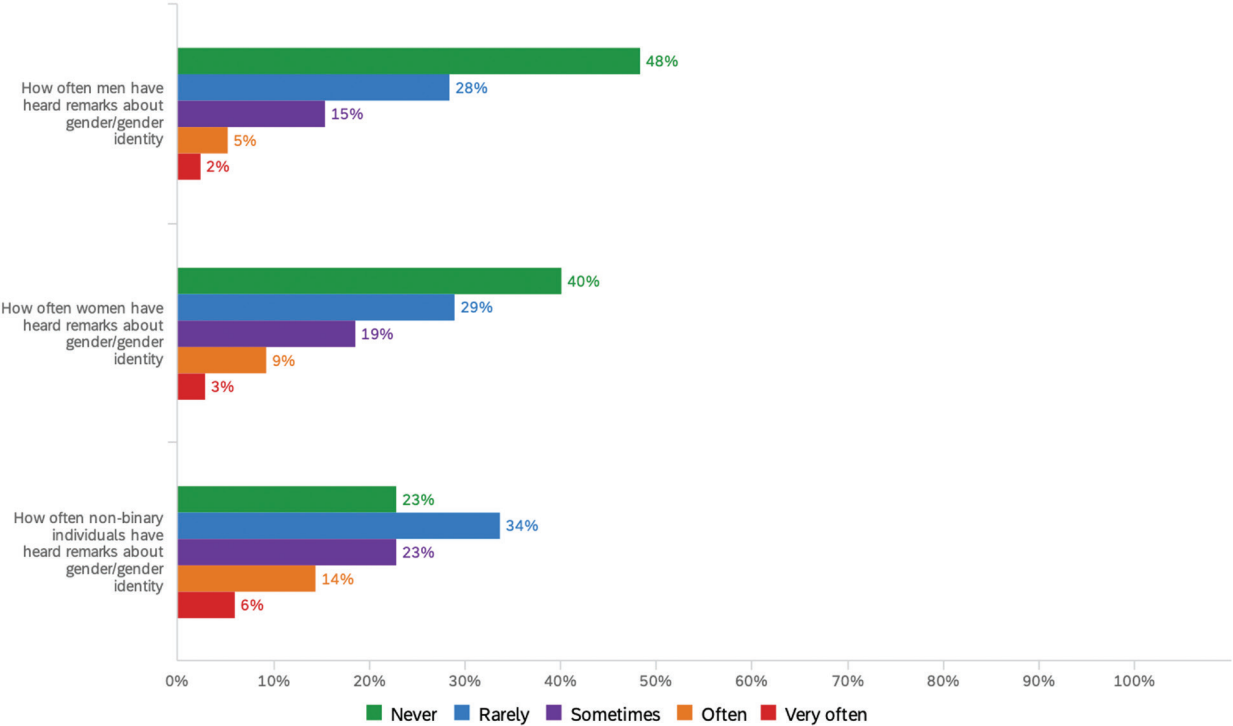
Discussion

Over two-thirds of respondents (70%) reported that they sometimes, often, or very often hear insensitive or disparaging remarks about people with a particular political affiliation/view. This was the highest reported subgroup followed by hearing insensitive or disparaging remarks about people of a particular age or generation (45%) and religious background (33%). The survey does not determine which specific political affiliation, age group, or religious beliefs that these remarks may be directed towards nor does it make this determination for any of the remaining subgroups listed above. When comparing the data to our liberal arts peer institutions, the first three listed subgroups reported at higher levels than our peers while the remaining seven reported at lower levels than our peers.

Survey Question: During your time at Willamette University, about how often have you heard someone make an insensitive or disparaging remark about: “Frequency of hearing insensitive/disparaging remarks about people who have a particular racial/ethnic identity (responses broken down by self-reported race/ethnicity).”



Survey Question: During your time at Willamette University, about how often have you heard someone make an insensitive or disparaging remark about: “Frequency of hearing insensitive/disparaging remarks about people of a particular gender or gender identity (responses broken down by self-reported gender).”



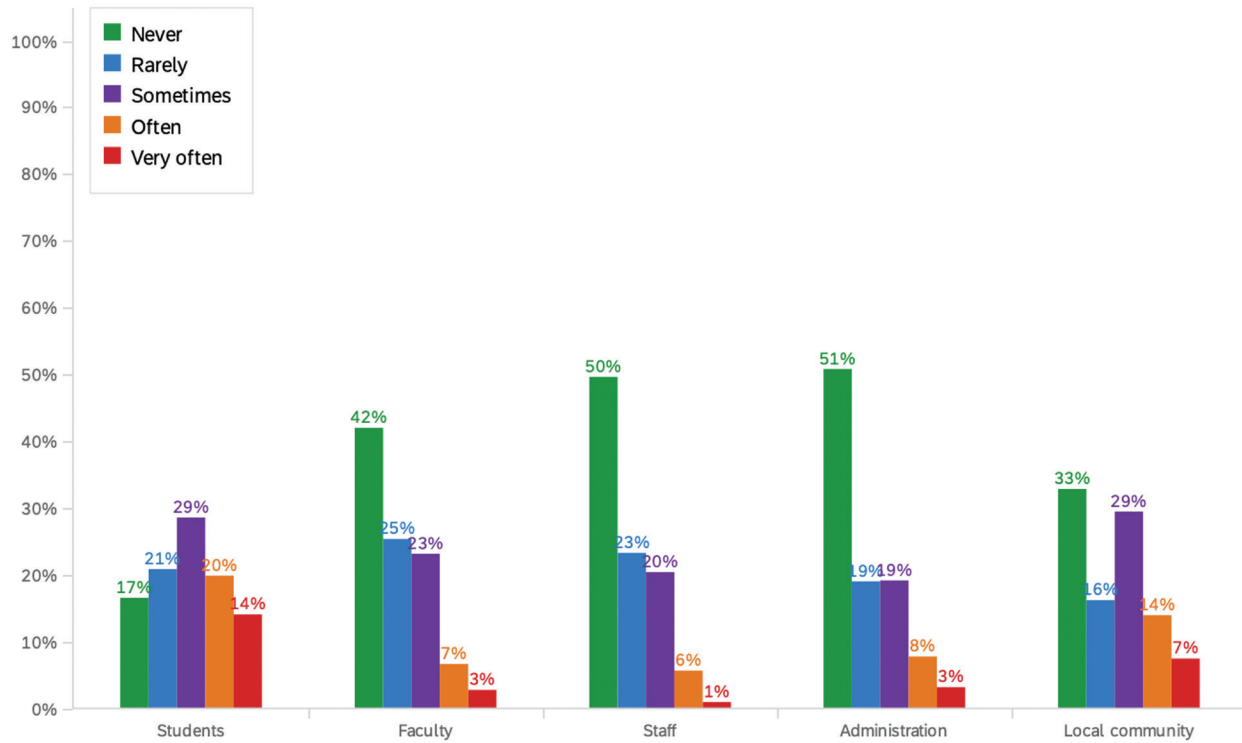
Discussion

While the modal (most common) response in each racial group was that they “never” hear disparaging remarks about race, this is not a majority for any race category. Black-identifying respondents are most likely to indicate that these are heard “often” or “very often” (28%), followed by Hispanic-identifying respondents (21%).

Respondents identifying their gender as non-binary report hearing disparaging remarks about gender at a far higher rate than male- and female-identifying respondents. Only 23% of non-binary respondents report “never” hearing disparaging remarks (compared to 48% of male respondents and 40% of female); 20% report that this happens “often” or “very often” (compared to 7% and 12%, respectively.)

SOURCE OF INSENSITIVE/DISPARAGING REMARKS

Survey Question: If you heard someone make an insensitive or disparaging remark, about how often was the source of that remark a member of the following groups?

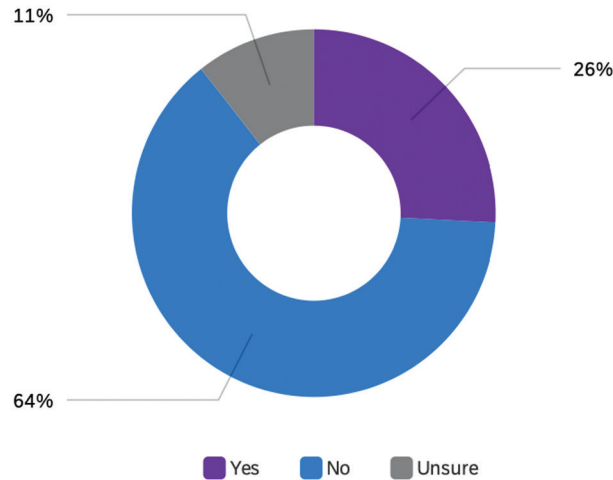


Discussion

Among those who reported hearing disparaging remarks, respondents most often said these came from students (just 17% “never”) and the local community (33% “never.”) Though respondents were less likely to indicate that such remarks came from faculty, staff, or administration, it is notable (a) that such remarks do come from all three groups, and (b) that the distribution of remarks frequency is similar across all three groups.

EXPERIENCES WITH DISCRIMINATION/HARASSMENT²

Survey Question: Have you ever been discriminated against or harassed on campus, at an off-campus residence, or at an off-campus program/event affiliated with this institution?

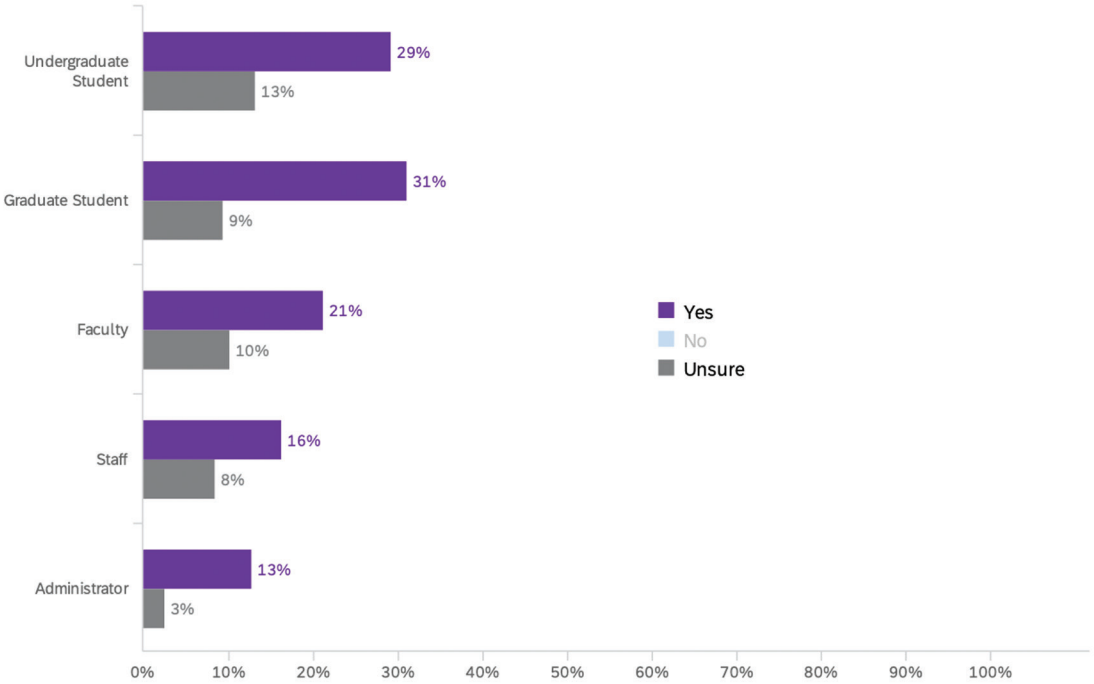


²The questions in this section ask about incidents that may have happened beyond campus and into off-campus residences and off-campus events affiliated with the institution. This extends the possibility of discrimination/harassment incidents by the local community, but does not draw a clear distinction between on-campus or off-campus incidences.

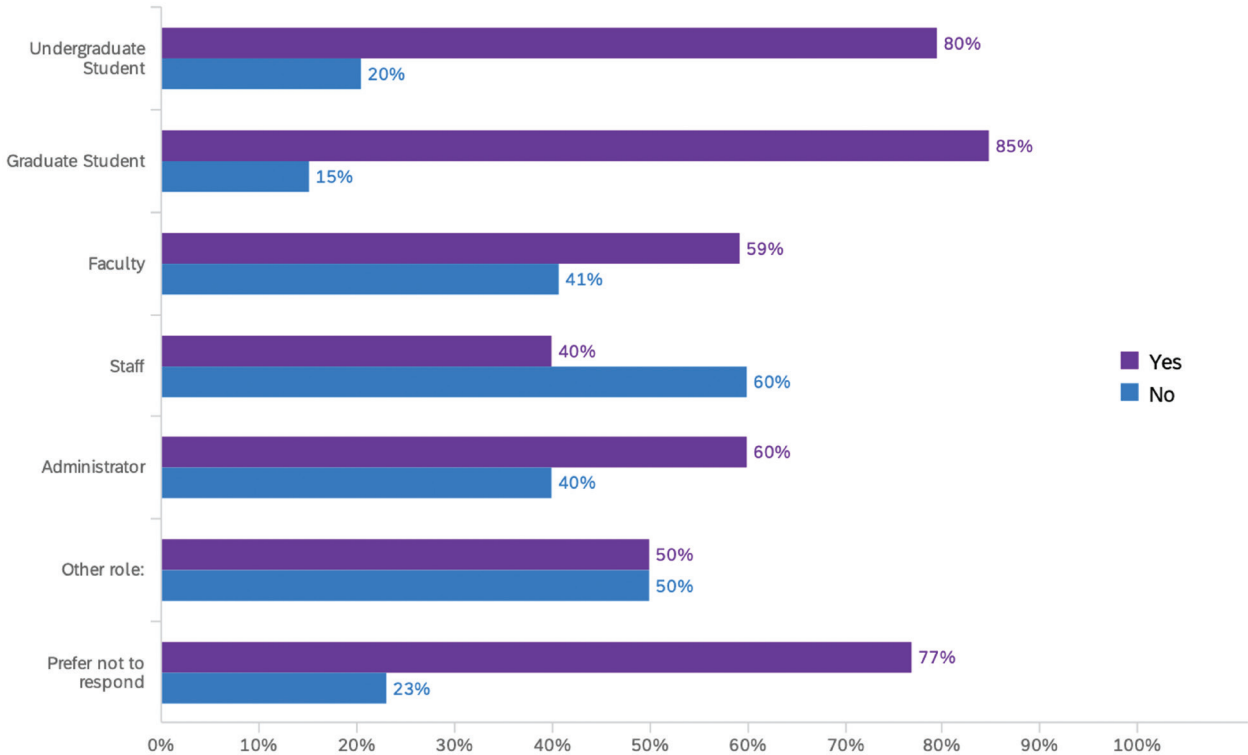
While survey respondents likely use their own interpretation of what discrimination/harassment mean, for this survey, HEDS defines discrimination and harassment as follows:

- **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.

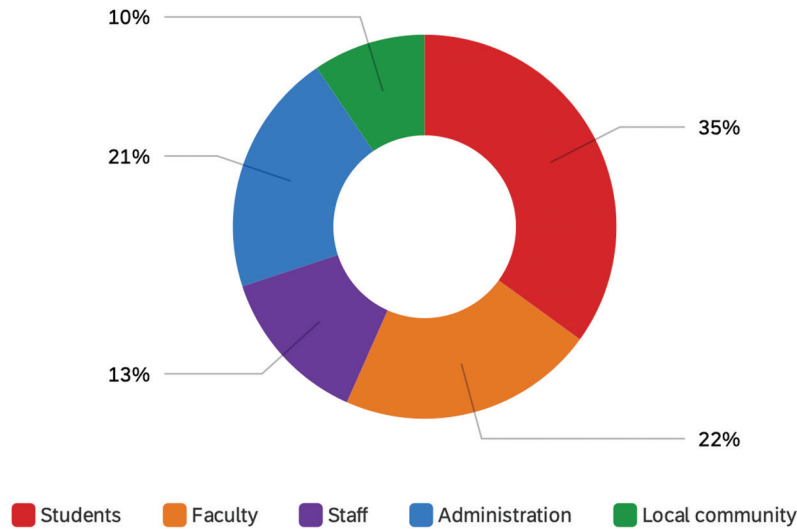
Survey Question: Have you ever been discriminated against or harassed on campus, at an off-campus residence, or at an off-campus program/event affiliated with this institution? Responses broken out by “role in the community.”



Survey Question: You indicated that you have experienced discrimination or harassment during your time at this institution. Did any of these incidents of discrimination or harassment at this institution occur in the last year?



Survey Question: Was the source of the discrimination/harassment a member of the following groups?



Discussion

Almost two-thirds of respondents (64%) indicated that they have not experienced discrimination or harassment on campus or in the surrounding community, while a bit more than one-quarter (26%) indicate that they have and about 11% indicate they are unsure.

Student respondents reported the highest rates of discrimination (29% of undergraduate respondents and 31% of graduate respondents), followed by faculty (21%), staff (16%), and administration (13%).

For every group except Staff, more than half of those reporting an incident said it had occurred within the previous year, with undergraduate and graduate students reporting the highest rate (80% and 85%, respectively.)

The most common source of the reported discriminating or harassing remarks were other students (35%), followed by faculty and administration (22% and 21%, respectively), then staff (13%), and others in the community (10%).

V. Further Breakdown of Outcomes

After reviewing the data and getting feedback from the University DEI Committee, we did further breakouts of the data in certain areas - gender, race, school, role, and disability status - in order to further explore the general outcomes.

³ Like the previous question, this one was put only to those who said they had experienced discrimination or harassment. Respondents were allowed to check more than one box.

CLIMATE AND SUPPORT

Two of the central indicators on the HEDS survey are a “campus climate index” and a “support for DEI index.” Each of these is a single index score produced by averaging the responses to four independent questions. Within each of these indices, however, there was a single component that gave us concern. As a result, we recalculated each index based on three questions each. We then examined each index by breaking it out across the response categories of five different demographic variables: Gender, race, school of affiliation, role, and disability status. The table on the left below reports the recalculated “climate” index; the table on the right reports the recalculated “support” index.

Note: In order to assist with visual interpretation, each demographic category has been sorted from high-to-low based on the mean of the index (blue columns).

Campus Climate Index				Support Index			
Average index of three questions: "Please indicate your level of satisfaction with the following at Willamette University:" > Overall campus climate > Campus exper/enviro, r.e., diversity > Extent you exper. belonging or community				Average index of three questions: "Please indicate your agreement with the following statements about Willamette University:" > Rec of hist marginalized ... is instn'l priority > Ret of hist marginalized ... is instn'l priority > Sr ldrshp demons commit to div & equity			
	Climate	N	Mean*		Support	N	Mean*
All	All	743	3.4	All	All	757	3.2
Gender	Male	229	3.6	Gender	Male	232	3.5
	Female	359	3.4		Female	367	3.2
	NB/Trans	98	3.1		No Answer	59	2.8
	No Answer	57	2.9		NB/Trans	99	2.8
Race	Intl	12	3.9	Race	Intl	13	3.9
	White	475	3.5		Asian	23	3.3
	Asian	22	3.4		White	480	3.3
	Black	7	3.3		All Other	15	3.1
	Hisp/Lat	34	3.2		No Answer	66	3.0
	Multiple	114	3.1		Hisp/Lat	36	3.0
	No Answer	64	3.0		Multiple	117	2.9
	All Other	15	2.8		Black	7	2.8
School	Central Admin	91	3.7	School	Central Admin	93	3.5
	AGSM	56	3.5		AGSM	56	3.4
	SCIS	7	3.5		Law	72	3.2
	CAS	372	3.4		SCIS	7	3.2
	PNCA	107	3.3		CAS	378	3.1
	Law	70	3.2		PNCA	109	3.1
	No Answer	40	3.0		No Answer	42	3.0
Role	Staff/Adm	206	3.6	Role	Staff/Adm	208	3.3
	Fac	141	3.4		Fac	144	3.3
	U_Grad	288	3.3		Grad	112	3.2
	Grad	108	3.3		U_Grad	293	3.0
Disability	No	555	3.5	Disability	No	565	3.3
	Yes	117	3.3		No Answer	61	3.0
	No Answer	59	3.1		Yes	118	3.0
	Temporary	12	3.0		Temporary	13	2.7

* 5-point Likert-type scale, where 5 = Very Satisfied

* 5-point Likert-type scale, where 5 = Very Satisfied

Discussion

Almost every subcategory within the response population that we looked at averaged a score on both the Climate index and the Support Index that was between 3.0 and 4.0, suggesting neutral to positive averages on both.

⁴ The element dropped from the Climate Index was the fourth one, which asks about the perception that others experience a sense of community. The element dropped from the Support Index was the first one, which asks whether the campus is free from tensions or not.

The difference between the highest and lowest average within a particular subgroup ranges from .3 to 1.1. On both the recalculated Climate Index and Support Index, the greatest range of average scores was in the Race subcategories; the smallest range was across scores in the Role subcategories. While each reader of these tables might find different elements of interest, one item of note to us is the fact that those respondents who chose not to identify their subcategory within any given group often had the lowest or nearly the lowest average scores. For instance, in response to the Climate Index, those who indicated “No Answer” had the lowest average score among the Gender and School groups, and the second lowest average score among the Race and Disability groups.

EXPERIENCED DISCRIMINATION

We also broke responses out across categories of the different demographic variables for the question, “Have you ever been discriminated against or harassed on the Willamette University campus, at an off-campus residence, or at an off-campus program/event affiliated with Willamette University?” Response options were Yes, Unsure, and No. The table below reports both percentages and raw counts across demographic categories and question-response categories.

As a reminder, it is important to look at the “n” or “Row Total” when reading each percentage. As an example, of the seven Black community members that completed the survey, six reported that they had not experienced discrimination/harassment and one reported being unsure. This results in 0% of Black respondents indicating “Yes” on this question. Given the small number of respondents, though, this should not be generalized to suggest that Black community members at Willamette do not experience discrimination/harassment.

Note: To assist in interpretation, each demographic group is sorted high-to-low on the response category of “Yes” (blue column).

"Have you ever been discriminated against or harassed on the Willamette University campus, at an off-campus residence, or at an off-campus program/event affiliated with Willamette University?"								
		Percentages			Counts			Row Total
		Yes	Unsure	No	Yes	Unsure	No	
All	All	25.8	10.6	63.6	194	80	478	752
Gender	NB/Trans	42.4	14.1	43.4	42	14	43	99
	No Answer	41.8	18.2	40.0	23	10	22	55
	Female	22.7	10.4	66.8	83	38	244	365
	Male	19.7	7.7	72.5	46	18	169	233
Race	No Answer	40.0	16.7	43.3	24	10	26	60
	Multiple	39.3	12.8	47.9	46	15	56	117
	All Other	33.3	20.0	46.7	5	3	7	15
	Intl	23.1	7.7	69.2	3	1	9	13
	White	21.8	9.3	68.9	105	45	332	482
	Hisp/Lat	19.4	8.3	72.2	7	3	26	36
	Asian	18.2	9.1	72.7	4	2	16	22
	Black	0.0	14.3	85.7	0	1	6	7
School	No Answer	47.2	0.0	52.8	17	0	19	36
	Law	35.2	9.9	54.9	25	7	39	71
	CAS	27.2	11.3	61.5	103	43	233	379
	PNCA	24.8	11.9	63.3	27	13	69	109
	AGSM	15.8	8.8	75.4	9	5	43	57
	SCIS	14.3	28.6	57.1	1	2	4	7
	Central Admin	12.9	10.8	76.3	12	10	71	93
Role	Grad	31.3	11.6	57.1	35	13	64	112
	U_Grad	30.3	13.1	56.6	88	38	164	290
	Fac	25.2	9.8	65.0	36	14	93	143
	Staff/Adm	16.9	7.2	75.8	35	15	157	207
	Temporary	53.8	7.7	38.5	7	1	5	13
Disability	Yes	38.7	17.6	43.7	46	21	52	119
	No Answer	34.5	17.2	48.3	20	10	28	58
	No	21.5	8.5	69.9	121	48	393	562

Of the community members that completed the survey, non-binary/trans, multiracial, and community members with a disability reported notably higher percentages compared to subgroup peers. Community members that provided “No Answer” to demographic questions also reported some of the highest percentages of discrimination/harassment in each of the disaggregated categories.

The previous responses were further examined with respect to whether the discrimination had occurred in the past year or not. The table below reports percentages and counts of how often those who reported “yes” on the discrimination question had experienced this discrimination within the last year or not.

Note: Each demographic category is sorted high-to-low based on the raw count (blue column).

You indicated that you have experienced discrimination or harassment during your time at Willamette University. Did any of these incidents of discrimination or harassment at Willamette University occur in the last year?						
		Percentages		Counts		Row
		Yes	No	Yes	No	Total
All	All	70.5	29.5	136	57	193
Gender	Female	62.7	37.3	52	31	83
	Male	77.8	22.2	35	10	45
	NB/Trans	73.8	26.2	31	11	42
	No Answer	78.3	21.7	18	5	23
Race	White	66.7	33.3	70	35	105
	Multiple	80.4	19.6	37	9	46
	No Answer	66.7	33.3	16	8	24
	Hisp/Lat	50.0	50.0	3	3	6
	All Other	100.0	0.0	5	0	5
	Asian	75.0	25.0	3	1	4
	Intl	66.7	33.3	2	1	3
	Black	0.0	0.0	0	0	0
School	CAS	68.0	32.0	70	33	103
	PNCA	85.2	14.8	23	4	27
	Law	84.0	16.0	21	4	25
	No Answer	56.3	43.8	9	7	16
	Central Admin	50.0	50.0	6	6	12
	AGSM	66.7	33.3	6	3	9
	SCIS	100.0	0.0	1	0	1
Role	U_Grad	78.2	21.8	68	19	87
	Fac	61.1	38.9	22	14	36
	Staff/Adm	48.6	51.4	17	18	35
	Grad	82.9	17.1	29	6	35
Disability	No	68.3	31.7	82	38	120
	Yes	80.4	19.6	37	9	46
	No Answer	65.0	35.0	13	7	20
	Temporary	57.1	42.9	4	3	7

Percentages in the table indicate the recency of a respondent’s discriminating or harassing experience. For instance, of the 46 multiracial students that reported experiencing discrimination/harassment, 37 (80%) reported experiencing this within the last year.

We must keep in mind that community members may be reporting discrimination/ harassment throughout their time at Willamette, which could mean, among other possibilities, (a) that it had happened once or a few times somewhere in the past, or (b) that it has occurred more recently and could be on-going. The nature of the question does not isolate the various possibilities, and indicates only if a respondent has ever experienced it or not.

For all but a few subcategories of the groups, at least 50% of respondents indicate that their experience with discrimination or harassment occurred within the last year. Several of the row counts, though, are relatively small, and the meaning of potential differences across groups must be considered very cautiously.

QUALITATIVE ANALYSIS OUTCOMES

A small working group was established, within the confines of the HEDS data sharing agreement, to analyze qualitative data. Qualitative answers focused on descriptions of sense of community and how to enhance the sense of community at Willamette as well as reporting of discrimination and harassment. The qualitative data is not generalizable and sharing of direct quotes from this data both risks defying the anonymity of the

survey and goes against the agreed upon data-sharing policy with HEDS. However, the small group has coded feedback in both of these areas and will use this data for internal processes that will help inform decisions related to building a stronger sense of community and processes for discrimination/harassment. The larger themes of what that analysis provided are listed below:

Staff/Faculty

1. A want for more events related to diversity, equity, and inclusion
2. Events that encourage community connection
3. Recruitment/Retention of staff and faculty
4. Feelings of performative engagement with diversity, equity, and inclusion

Students

1. Greater dialogue in relation to political, religious, and social bias
2. Concerns related to classroom environment (closely related to the above theme)
3. Support for disabled and neurodivergent students
4. Recruitment/Retention of staff and faculty
5. Feelings of performative engagement with diversity, equity, and inclusion

NEXT STEPS AND RESPONSES

Our collective responsibility for the cultivation of Willamette's climate for diversity, equity, and inclusion does not end with the release of this report. The University DEI Committee will be tasked with identifying key areas to continue the conversation with our community throughout the spring 2024 semester. These opportunities could look like forums, workshops, or focus groups and will be held to further dig into climate trends, learning more from community members on how to take care of our climate for diversity, equity, and inclusion. When these

opportunities present themselves, we hope that our community will show up and come together to engage. Outside of these formal opportunities we also understand that much of this survey is measuring individual interactions, community member to community member. We hope that reading this report will also allow for individual reflection on how we can enter into conversations and spaces in ways that center including others so that they may feel a stronger sense of belonging and community at Willamette.



2022–2023 HEDS Diversity and Equity Campus Climate Survey

This is a PDF representation of the online version of the survey. It includes all questions and response options, as well as notes (in italics) about how questions will display to survey takers.

In this survey, we will ask you about your perceptions of [Institution Name]’s climate, your perceptions of how [Institution Name] supports diversity and equity, and your experiences with discrimination and harassment at [Institution Name].

We are administering this survey to students, faculty, staff, and administrators at [Institution Name] to develop a better understanding of the extent to which our campus climate supports diversity and equity. The survey usually takes less than 15 minutes to complete.

Your participation is **voluntary**. We are grateful for your cooperation and willingness to provide information that will help us better understand [Institution Name]’s climate. We are committed to ensuring that our campus has an inclusive, engaging, and supportive environment, and your participation in this survey will help us work toward this goal.

We will ask you many questions about your identity in this survey to develop a better sense of the diversity on our campus. However, your responses are **anonymous**. The survey is being administered by an independent organization, the [Higher Education Data Sharing Consortium \(HEDS\)](#). **They will exclude any personal information, such as your name, email address, student or employee identification number, and your IP address, from the data they send to our institution. We have also agreed to the organization’s requirements for maintaining the security and confidentiality of the data they send us.**

You may stop taking the survey at any time or choose not to answer particular questions. You may also go back and change your responses. If you wish to stop taking the survey, simply leave the survey without hitting the “Submit” button at the end. We will not record your responses until you hit the “Submit” button.

The information you provide will be used to inform and improve support, policies, and practices at [Institution Name] and **will not** be used to investigate specific individuals. Disclosing an incident here does not constitute reporting the incident to your campus and will not result in any action, disciplinary or otherwise. Please do not include your name or accuse anyone of discrimination or harassment by name in your survey responses. If you include your name or accuse anyone by name, these names will be removed before we receive the data.

The [Institution Name] leader(s) of this survey effort [is/are] [name(s)], and [he/she/they] can be reached at [email address(es) and/or phone number(s)].

By clicking on the “Continue” button below, you indicate that you are at least 18 years old, have read and considered the above information about the survey, and agree to participate in the survey.

[Respondents see a “Continue” button.]

Campus Climate

For this survey, we define *diversity* and *equity* as follows:

- **Diversity:** differences among people in their race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, culture, national origin, religious beliefs and identity, age, disability status, and political perspective.
- **Equity:** a commitment to working to challenge and respond to bias, harassment, and discrimination against people from diverse identities and backgrounds.

1. Please indicate your level of satisfaction with the following at [Institution Name].

	Very satisfied	Generally satisfied	Neither satisfied nor dissatisfied	Generally dissatisfied	Very dissatisfied
Overall campus climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The campus experience/environment regarding diversity at [Institution Name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The extent to which you experience a sense of belonging or community at [Institution Name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The extent to which you feel all community members experience a sense of belonging or community at [Institution Name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate your level of agreement with each of the following statements about [Institution Name].

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The campus environment is free from tensions related to individual or group differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment of historically marginalized students, faculty, and staff is an institutional priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retention of historically marginalized students, faculty, and staff is an institutional priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior leadership demonstrates a commitment to diversity and equity on this campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We will randomize the items listed in Question 3 in the electronic survey.

3. In the last year, about how often have you interacted with the following people while at [Institution Name]?

	Daily	Weekly	Monthly	A few times	Not at all/ not that I'm aware of
People who have a racial and/or ethnic identity other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a socioeconomic background other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who have a sexual orientation other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People whose gender differs from yours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People for whom English is not their native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a religious background other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are undocumented immigrants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a country other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who hold a political affiliation, philosophy, or view that differs from yours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are significantly older or younger than you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We will randomize the items listed in Question 4 in the electronic survey.

4. How comfortable are you interacting with the following people?

	Very comfortable	Somewhat comfortable	Neither comfortable nor uncomfortable	Somewhat uncomfortable	Very uncomfortable
People who have a racial and/or ethnic identity other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a socioeconomic background other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who have a sexual orientation other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People whose gender differs from yours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People for whom English is not their native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a religious background other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are undocumented immigrants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a country other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who hold a political affiliation, philosophy, or view that differs from yours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are significantly older or younger than you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. To what extent do you agree that diversity on campus improves experiences and interactions within the classroom, the workplace, and the overall community?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

6. Overall, how comfortable would you be sharing your views on diversity and equity at [Institution Name]?

- Very comfortable
- Somewhat comfortable
- Neither comfortable nor uncomfortable
- Somewhat uncomfortable
- Very uncomfortable

We will randomize the items listed in Question 7 in the electronic survey.

7. How have the following activities influenced your support for diversity and equity?

	Greatly increased my support	Somewhat increased my support	Somewhat decreased my support	Greatly decreased my support	Have not engaged in this activity
Performed community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaged in discussions or activities concerning political issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended presentations, performances, or art exhibits related to diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on racial/ethnic issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on gender issues and/or gender identity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on sexual orientation issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on socioeconomic status issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on religious diversity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on disability issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on immigration issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. What one word or sentence would you use to describe the sense of community you feel at [Institution Name]?

9. What one change would you make in order to enhance the sense of community at [Institution Name]?

Experiences with Discrimination and Harassment

We will randomize the items listed in Question 10 in the electronic survey.

10. During your time at [Institution Name], about how often have you heard someone make an insensitive or disparaging remark about:

	Never	Rarely	Sometimes	Often	Very often
People who have a particular racial and/or ethnic identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of a particular sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of a particular gender or gender identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a particular socioeconomic background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a particular religious background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with a particular disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are immigrants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with a particular political affiliation/view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of a particular age or generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People for whom English is not their native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. If you heard someone make an insensitive or disparaging remark, about how often was the source of that remark a member of the following groups?

	Never	Rarely	Sometimes	Often	Very often
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For this survey, we define *discrimination* and *harassment* as follows:

- **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.

12. Please indicate your level of agreement with the following items.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
If I experienced or observed an act of discrimination or harassment while at [Institution Name], I know whom to contact to report the incident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The process for reporting acts of discrimination or harassment at [Institution Name] is clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The process for investigating acts of discrimination or harassment at [Institution Name] is clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Have you ever been discriminated against or harassed on the [Institution Name] campus, at an off-campus residence, or at an off-campus program/event affiliated with [Institution Name]?

- Yes
- No
- Unsure

Respondents who selected “No” for Question 13 will skip to the first question of the demographic section of the survey (Question 21). Respondents who selected “Unsure” for the previous question will see Question 13A. After they see Question 13A, they will skip to Question 21.

13A. In responding to the previous question, you indicated that you were unsure about whether you have experienced discrimination or harassment at [Institution Name]. Please tell us more about why you selected that response.

Respondents who selected “Yes” for the question about experiencing discrimination or harassment (Question 13) will see Questions 14 and 15.

The items listed in Question 14 are randomized in the electronic survey.

14. How often have you been discriminated against or harassed on the [Institution Name] campus, at an off-campus residence, or at an off-campus program/event affiliated with [Institution Name] for the following reasons?

	Never	Rarely	Sometimes	Often	Very often
Because of my racial and/or ethnic identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my gender or gender identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my socioeconomic background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my religious background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because I am an immigrant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my political affiliation/views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my age or generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my physical appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of some other aspect of my identity: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. You indicated that you have experienced discrimination or harassment during your time at [Institution Name].

Did any of these incidents of discrimination or harassment at [Institution Name] occur in the last year?

- Yes
- No

Respondents who selected “Yes” for Question 15 will see Questions 16-19 which ask them to provide details about their recent experiences with discrimination or harassment. Respondents who selected “No” will skip to Question 20.

For the next several questions, please consider all instances in the past year in which you were discriminated against or harassed on the [Institution Name] campus, at an off-campus residence, or at an off-campus program/event affiliated with [Institution Name].

16. Please indicate which of the following forms of discrimination or harassment you have experienced in the past year. (Check all that apply)

- Stared at
- Deliberately ignored, isolated, left out, or excluded
- Singled out as the "resident authority"
- Racial/ethnic profiling
- Graffiti or other forms of vandalism on campus
- Derogatory written comments
- Derogatory remarks
- Derogatory posts on social media
- Derogatory phone calls
- Derogatory/unsolicited e-mails
- Received a poor grade because of a hostile classroom environment
- Received a low performance evaluation
- Denied service or access to resources
- Intimidated/bullied
- Threatened with physical violence
- Feared for your physical safety
- Feared for your family's safety
- Physical violence
- Sexual assault/harassment
- Other form of discrimination or harassment: _____

17. Did any of these incidents of discrimination or harassment occur in the following locations? (Check all that apply)

- In a classroom
- In a departmental office or conference room
- In an individual faculty or staff member's office
- In on-campus housing/residences
- At a house or residence off-campus
- At a program/event affiliated with or sponsored by [Institution Name]
- At a dining hall, recreational space, or athletic facility
- Via the internet or social media
- During a virtual meeting or class via Zoom, Microsoft Teams, Google Meet, etc.
- Other location: _____

18. Was the source of the discrimination/harassment a member of the following groups? (Check all that apply)

- Students
- Faculty
- Staff
- Administration
- Local community

19. Did you report any incident(s) to campus officials?

- Yes
- No

Respondents who selected “No” for the previous question will see Question 19A.

19A. You indicated that you did not report incident(s) of discrimination/harassment that you experienced at [Institution Name] to campus officials. We would appreciate it if you would explain why you chose not to report the incident(s).

All respondents who selected “Yes” for the question about experiencing discrimination or harassment (Question 13), regardless of whether it occurred in the last year, will see Question 20, which is the last question in this section of the survey.

20. If there is any other information that you would like to provide about your experiences with discrimination or harassment at [Institution Name], please use the box below.

Demographic Information

In the next section, we ask questions about your identity, background, and affiliation with [Institution Name]. You may choose not to respond to any of these questions. We use responses to these questions to develop a picture of how different people experience our campus. We will not use this information to identify individuals. In addition, the organization that is administering this survey will combine the responses to many of these questions before we receive them to obscure potentially identifiable information.

21. What is your gender?

- Man
- Woman
- Non-binary, please self describe: _____
- Prefer not to respond

22. Are you transgender?

- Yes
- No
- Unsure
- Prefer not to respond

23. What is your current age?

- Younger than 18
- 18–24
- 25–34
- 35–44
- 45–54
- 55–64
- 65 or older
- Prefer not to respond



24. Which term best describes your sexual orientation? (Select one)

- Asexual
- Bisexual
- Gay
- Lesbian
- Pansexual
- Queer
- Questioning
- Straight (Heterosexual)
- Prefer to self describe: _____
- Prefer not to respond

25. What is your religious affiliation? (Select one)

- | | |
|--|---|
| <input type="checkbox"/> Agnostic | <input type="checkbox"/> Lutheran |
| <input type="checkbox"/> Atheist | <input type="checkbox"/> Methodist |
| <input type="checkbox"/> Baptist | <input type="checkbox"/> Muslim |
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Nondenominational Christian |
| <input type="checkbox"/> Catholic | <input type="checkbox"/> Orthodox Christian |
| <input type="checkbox"/> The Church of Jesus Christ of Latter-day Saints | <input type="checkbox"/> Other Christian |
| <input type="checkbox"/> Episcopalian | <input type="checkbox"/> Presbyterian |
| <input type="checkbox"/> Hindu | <input type="checkbox"/> Spiritual, but not religious |
| <input type="checkbox"/> Jehovah's Witness | <input type="checkbox"/> Other religion: _____ |
| <input type="checkbox"/> Jewish | <input type="checkbox"/> Prefer not to respond |

26. How would you characterize your political views?

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right
- Prefer not to respond

27. Are you now or have you ever served with the U.S. Armed Forces?

- Yes
- No
- Prefer not to respond

28. Do you currently have a physical or mental impairment that substantially limits one or more major life activities such as seeing, hearing, learning, interacting with others, walking, etc.?

- Yes
- Temporary disability
- No
- Prefer not to respond

29. What is your citizenship status?

- U.S. citizen
- U.S. permanent resident but not a U.S. citizen
- Not a U.S. citizen or permanent resident
- Prefer not to respond

30. Which of the following racial or ethnic categories applies to your identity? (Check all that apply)

- African
- African American/Black
- Alaska Native
- Asian
- Asian American
- Caribbean/West Indian
- Hispanic or Latino/a
- Latin American
- Middle Eastern
- Native American/American Indian
- Native Hawaiian or other Pacific Islander
- South Asian
- Southeast Asian
- White
- Some other race or ethnicity: _____
- Prefer not to respond

31. What is the highest level of education completed by either of your parents (or those who raised you)?

- Did not finish high school
- High school diploma or G.E.D.
- Attended college but did not complete degree
- Associate's degree (A.A., A.S., etc.)
- Bachelor's degree (B. A., B. S., etc.)
- Master's degree (M.A., M.B.A., M.S., etc.)
- Doctoral or professional degree (Ph.D., J.D., M.D., etc.)
- Prefer not to respond

32. What is your primary role at [Institution Name]?

- Undergraduate Student
- Graduate Student
- Faculty
- Staff
- Administrator
- Other role: _____
- Prefer not to respond

Respondents who selected "Undergraduate Student" or "Graduate Student" in Question 32 will see Questions 33 and 34.

33. How do you attend classes at [Institution Name]?

- Primarily or entirely on campus
- Primarily or entirely online
- Split between on campus and online
- Prefer not to respond

34. Which of the following best describes where you are currently living?

- Dormitory or other campus housing (not a fraternity or sorority house)
- Fraternity or sorority house (including college-owned housing)
- Residence (house, apartment, etc.) *within* walking distance to the institution
- Residence (house, apartment, etc.) *farther than* walking distance to the institution
- None of the above
- Prefer not to respond

Respondents at 4-year institutions who selected “Undergraduate Student” in Question 32 will see Question 35.

35. What is your academic classification for the 2022–2023 academic year?

- Freshman/First Year
- Sophomore
- Junior
- Senior
- Other academic classification: _____
- Prefer not to respond

Respondents at 2-year institutions who selected “Undergraduate Student” in Question 32 will see Questions 36 and 37.

36. How many credits did you enroll in at the beginning of this semester?

- Less than 12
- 12 or more
- Prefer not to respond

37. How many total academic terms have you been enrolled at [Institution Name]?

- This is my first academic term
- This is my second academic term
- This is my third or fourth academic term
- This is my fifth or sixth academic term
- I have been enrolled more than six academic terms
- Prefer not to respond

Respondents who selected “Undergraduate Student” for Question 32 will see Question 38.

38. How often did you have a drink containing alcohol in the past year?

- Never
- Monthly or less
- 2-4 times a month
- 2-3 times a week
- 4 or more times a week
- Prefer not to respond

Respondents who selected “Monthly or less”, “2-4 times a month”, “2-3 times a week”, or “4 or more times a week” in Question 38 will see Questions 39 and 40.

39. A typical alcohol drink size is 12 ounces of beer, 8-9 ounces of malt liquor, 5 ounces of wine, or 1.5 ounces of hard liquor. How many drinks did you have on a typical day when you were drinking in the past year?

- 1 or 2
- 3 or 4
- 5 or 6
- 7 to 9
- 10 or more

40. How often did you have five or more drinks on one occasion in the past year?

- Never
- Less than monthly
- Monthly
- Weekly
- Daily or almost daily

Respondents who selected “Faculty,” “Staff,” or “Administrator” in Question 32 will see Questions 41, 42, and 43.

41. How do you work at [Institution Name]?

- Primarily or entirely on campus
- Primarily or entirely remotely
- Split between on campus and remotely
- Prefer not to respond

42. How long have you worked at [Institution Name]?

- Less than 1 year
- 1–4 years
- 5–9 years
- 10 or more years
- Prefer not to respond

43. Are you a part-time or full-time employee at [Institution Name]?

- Part-time
- Full-time
- Prefer not to respond

Respondents who selected “Faculty” in Question 32 will see Questions 44 and 45.

44. Which of the following best describes your academic rank?

- Professor
- Associate Professor
- Assistant Professor
- Lecturer/Instructor/Adjunct
- Prefer not to respond

45. Which of the following best describes your primary area of teaching?

- Biological Sciences
- Business and Management
- Communications
- Education
- Engineering
- Fine and Performing Arts
- Health Sciences
- Humanities
- Physical Sciences, Mathematics, and Computer Science
- Social Sciences
- Other academic areas
- Prefer not to respond

Respondents who selected “Staff” or “Administrator” in Question 32 will see Question 46.

46. Which category best describes your primary role?

- Hourly (non-exempt)
- Salaried (exempt)
- Prefer not to respond

[Optional Module for Undergraduate Students]

Below we ask a few additional questions about specific aspects of your identity and your experiences. We appreciate you taking the time to answer them. Thank you.

In your day-to-day life as a student at [Institution Name], how often do the following things happen to you?

	Never	Less than once a year	A few times a year	A few times a month	At least once a week	Almost every day
You are treated with less courtesy than other people are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are treated with less respect than other people are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You receive poorer service than other people in campus offices, dining facilities, or the bookstore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People act as if they think you are not smart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People act as if they are afraid of you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People act as if they think you are dishonest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People act as if they’re better than you are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are called names or insulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are threatened or harassed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Respondents who selected “A few times a year” or more frequently to one or more of the statements in the previous question will see the following question.

What do you think is the main reason for these experiences? (Check all that apply)

- My racial and/or ethnic identity
- My sexual orientation
- My gender/gender identity
- My gender expression
- My identity as non-binary and/or transgender
- My socioeconomic background
- My religious background
- My disability
- I am an immigrant
- My political affiliation/views
- My age or generation
- My physical appearance
- Some other aspect of my identity: _____

Respondents who identify as a racial/ethnic minority in the Demographic Information section of the survey (i.e., respondents who select anything other than “White” only or “Prefer not to respond” in Question 30) will see the following question.

In your day-to-day life as a student at [Institution Name], how often do the following things happen to you in your online interactions?

	Never	Less than once a year	A few times a year	A few times a month	At least once a week	Almost every day
People make you feel intellectually inferior on the Internet because of your race/ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You feel excluded by others on the Internet because of your race/ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You feel that your opinions or contributions are minimized or dismissed on the Internet because of your race/ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are made to feel like the way you communicate on the Internet is inferior because of your race/ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on the Internet assume that you will behave aggressively because of your race/ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are singled out by moderators or authority figures on the Internet because of your race/ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on the Internet act as if all of the people in your race/ethnicity are alike.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on the Internet deny that people of your race/ethnicity face extra obstacles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on the Internet hold sexual stereotypes about you because of your racial/ethnic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Respondents who identify as a gender/sexual minority in the Demographic Information section of the survey (i.e., respondents who select “Non-binary” in Question 21, “Yes” in Question 22, and/or anything other than “Straight (Heterosexual)” in Question 24) will see the following question.

In your day-to-day life as a student at [Institution Name], how often do the following things happen to you?

	Never	Less than once a year	A few times a year	A few times a month	At least once a week	Almost every day
You are treated unfairly by strangers because you are an LGBTQ+ individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are treated unfairly by people in service jobs on campus (e.g., dining facilities, bookstore, registrar, financial services) because you are an LGBTQ+ individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are verbally insulted because you are an LGBTQ+ individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are made fun of, picked on, pushed, shoved, hit, or threatened with harm because you are an LGBTQ+ individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are called heterosexist or transphobic names like dyke, lezzie, faggot, queer, tranny, or other names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are denied a job, an honor, an award, an opportunity to do research with a faculty member, an internship, or other such recognition of good work that you deserve because you are an LGBTQ+ individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are treated unfairly by professors, staff, or administrators because you are an LGBTQ+ individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are treated unfairly by your boss or supervisor because you are an LGBTQ+ individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are rejected by friends because you are an LGBTQ+ individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****To submit your answers, please click on the “Submit” button below. We will not record your responses until you click this button. Your name will not be connected in any way with your survey responses.****

[The following language appears after respondents click the “Submit” button.]

Thank you for participating in the Diversity and Equity Campus Climate Survey.

The information you have given us is anonymous. Your name is not connected in any way with your responses to this survey, and any identifying information from the computer on which you took the survey was removed before we received the data.

We deeply appreciate your cooperation and willingness to provide information that will help us improve the policies and tools we use to create a diverse, equitable, and supportive environment at [Institution Name].

The [Institution Name] leader(s) of this survey effort [is/are] [name(s)], and [he/she/they] can be reached at [email address(es) and/or phone number(s)]. He/She/They can answer additional questions you may have about the survey.

If you would like to report an incident of discrimination or harassment that you have not previously reported, please go to [URL for website that describes the Institution’s reporting procedures] to learn how to make a report. [OPTIONAL:] For additional resources related to diversity and equity, please visit: [Institutions provide list of organizations and/or resources.]

THANK YOU AGAIN FOR YOUR PARTICIPATION IN THIS SURVEY.