



2022 EIU Campus Climate Survey

Executive Summary

The Campus Climate Survey was available to all faculty, staff, and students from September 8 through September 30, 2022 through an online Qualtrics survey. Three email invitations sent from the President's office invited all to complete the survey during this period.

Participants could respond to multiple questions about race and ethnicity. Those we refer to hereafter as "Underrepresented" include only those who indicated sufficient information to determine that they belong to a traditionally underrepresented group including Hispanic or Latino, Black or African American, Asian, American Indian or Alaska native, native Hawaiian or other Pacific Islander, or multiracial. This sample also includes those who indicated "white" in combination with one or more of the other options. "White" participants include only those who indicated sufficient information to determine that they were White, non-Hispanic, and not multiracial.

Student Responses: Of the 925 survey entries, 48 were identified by Qualtrics as spam and removed, 57 participants did not complete any questions, 348 completed some portion of the survey, and 472 completed the entire survey, resulting in 820 partial or complete responses, which is a response rate of approximately 12.6%. Of those with partial or complete responses, 309 (37.6%) identified as White, 159 (19.4%) as being from underrepresented groups, and 352 (42.9%) did not sufficiently answer the race/ethnicity questions.

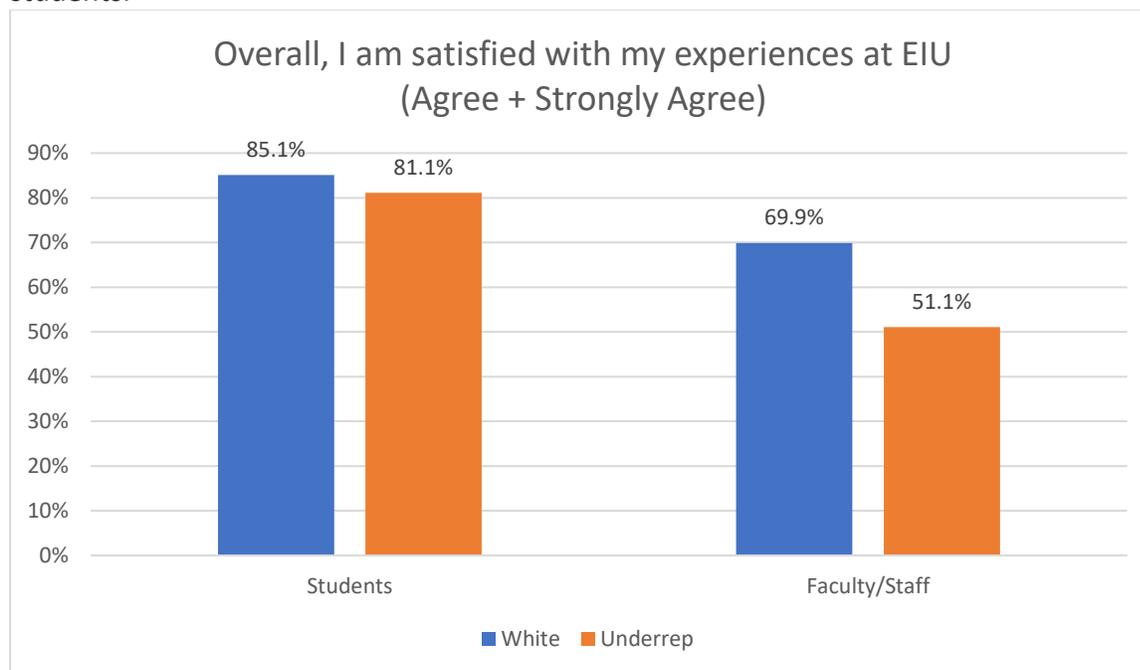
Faculty/Staff Responses: Of the 499 people who clicked on the survey link, 1 duplicate response was received and removed, 39 did not answer any questions, 62 completed some portion of the survey, and 397 completed the entire survey, resulting in a response rate of approximately 37%. Of those with partial or complete responses, 317 (69.1%) identified as White, 53 (11.5%) as being from underrepresented groups, and 89 (19.4%) did not sufficiently answer the race/ethnicity questions.

This round of the campus climate survey did not encompass the many other forms of diversity that deserve attention, such as (though not limited to) gender and sexual identity, religion, and

physical and cognitive ability—identities that often intersect with racial and ethnic identities. This Quality Initiative focuses on faculty and staff of color because these identities are most visible on campus and they represent a form of diversity that we can track using federally-mandated data collection. The aim of the plan is to foster an inclusive and equitable working and learning environment at EIU.

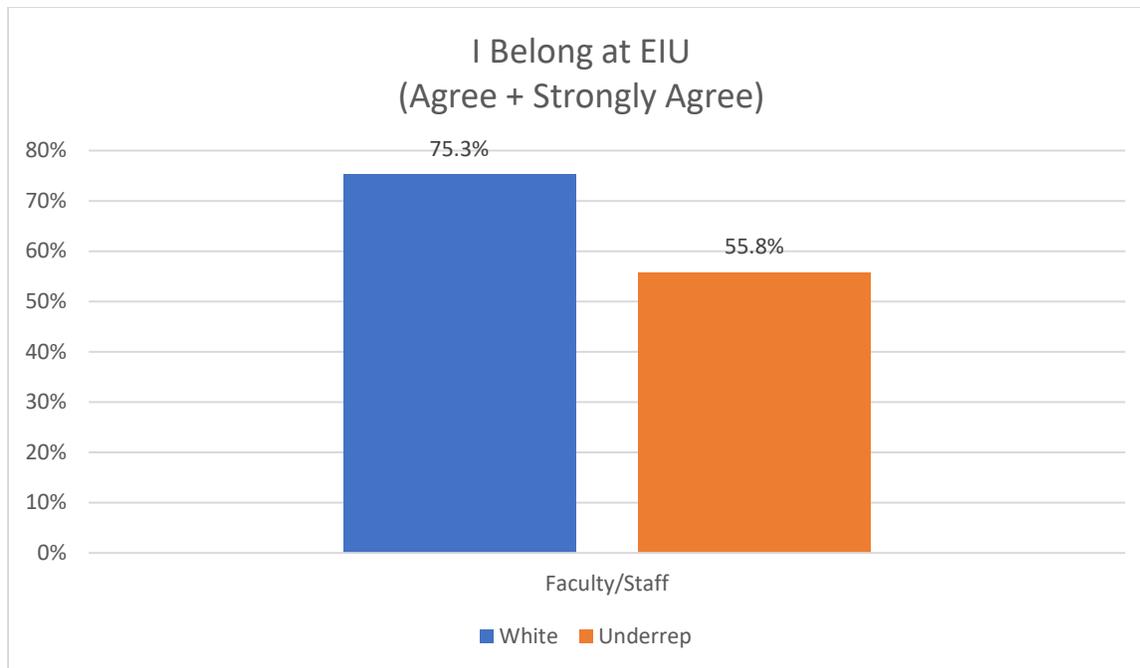
Satisfaction with EIU

Broadly speaking, the survey results seem to suggest that when asked about the institution, most faculty, staff, and students are satisfied with EIU. A majority percentage—67.2% of faculty and staff and 80.3% of students—agree or strongly agree that they are satisfied with their experiences at EIU. Among white faculty and staff, 69.9% of survey respondents agree or strongly agree, while only 51.1% of respondents of color agree or strongly agree. Among students, an encouraging 81.1% of underrepresented students responded that they agree or strongly agree that they are satisfied with their experience at EIU, compared to 85.1% of white students.



Belonging

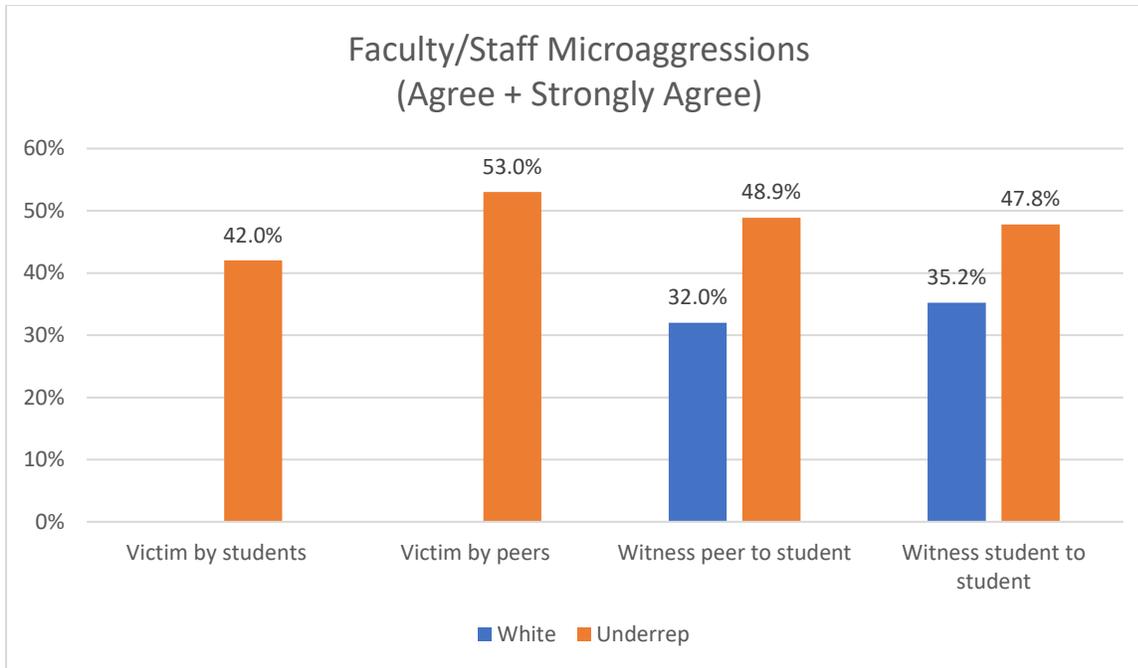
The question of satisfaction is rather different from the question of belonging. Responses to “I belong at EIU” indicate a greater discrepancy between the experiences of faculty/staff of color and those of their white counterparts. On this question, a majority agreed that they belonged, but among faculty/staff respondents of color, a smaller proportion expressed agreement (55.8%) than did their white counterparts (75.3%). This disparity in responses was statistically significant.



Students did not have the same question as faculty/staff, but of those who indicated they would not choose EIU again if they were starting their college career over, the number one reason besides “other” was “I don’t feel like I belong at EIU” (23.5% of 34 White students, n = 8); 22.2% of 27 students of color, n = 6).

Microaggressions

There is additional evidence in the survey that might help us understand the differences in belonging. The most troubling responses on the survey are with respondents’ individual experiences on campus, where we found some of the largest differences between racial groups. Microaggression is defined as “a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.” By this definition, white (majority) participants could not experience microaggressions. However, about half of underrepresented participants indicated victimization from student or peers. They were also more likely to report witnessing microaggressions between others.



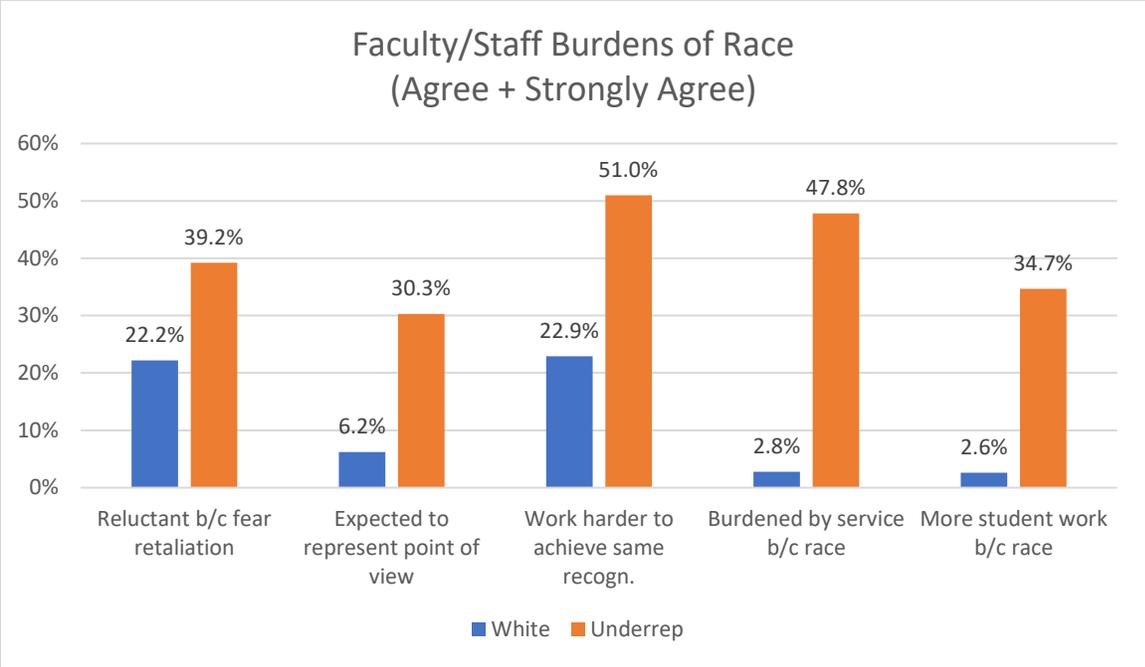
It is important to note that both groups (71% of White and 77% of underrepresented faculty/staff) agree that microaggressions exist on campus.

Interestingly, there is not a statistical difference between white students and students of color in witnessing microaggressions. However, underrepresented students report greater victimization from peers than white students (mean of 2.61 on a 5-point scale where 1 = strongly disagree and 5 = strongly agree versus 2.16 among white students).

Whereas 77% of underrepresented faculty/staff agreed or strongly agreed that microaggressions exist on campus, only 44% of underrepresented students did.

Burden of Representing One's Identity Group

Underrepresented faculty/staff report feeling uncomfortable raising issues of concern for fear of retribution. They are also more likely to feel as if they must "represent" their identity group and must work harder than their colleagues to achieve the same level of recognition. The most striking disparity, however, can be found in the responses to the questions about the extended burden of university service responsibilities due to their race and feeling like they perform more work to support students because of their racial identity.



Summary

The results indicate that ours is a “friendly” campus, but that students of color experience racial tension on campus. Even more pronounced is the experience of faculty and staff of color, who are more likely to experience interpersonal racism and are more likely to feel unsupported in their pursuit of professional success.

Next Steps

1. Focus groups to better understand the nature and extent of the problem
2. Development of training to improve the climate on campus

Summary Prepared by Angela Vietto, Catherine Polydore, Sace Elder, and Jeff Stowell.
Fall 2022.