



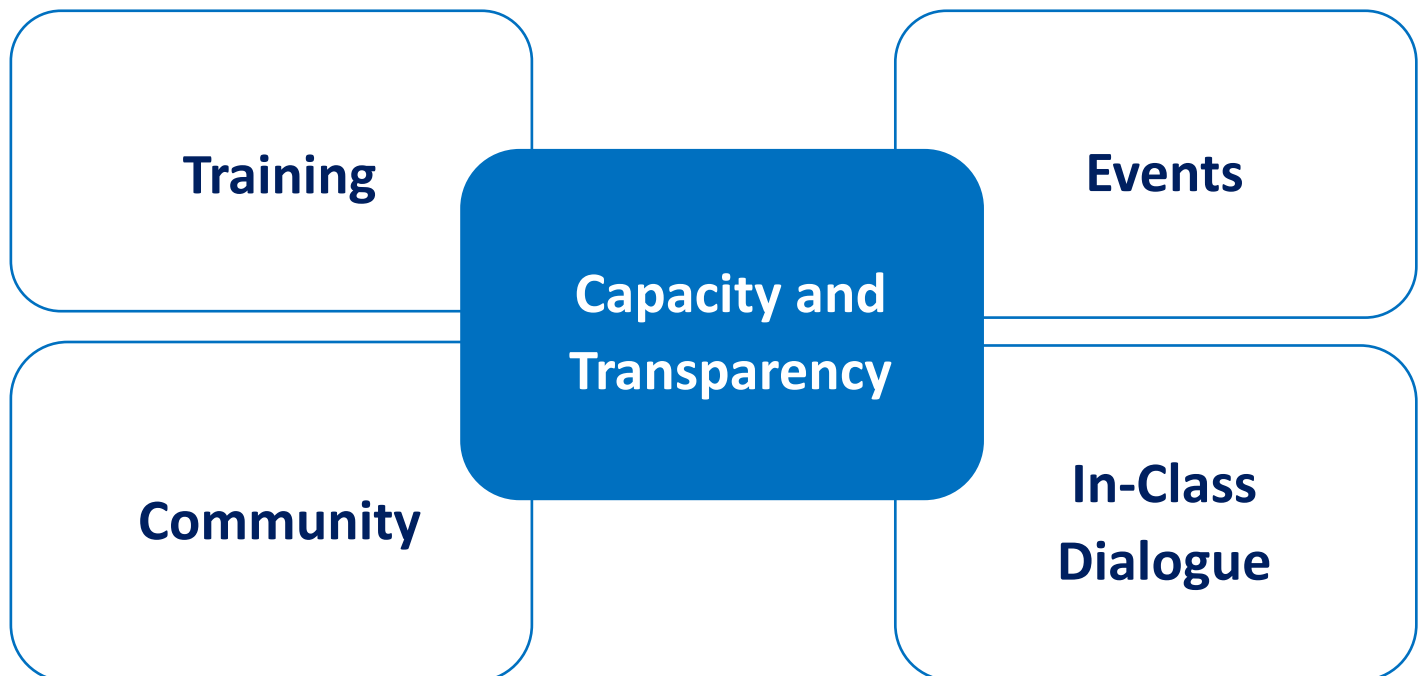
University of
New Haven

IDEA COUNCIL

2025

CAMPUS CLIMATE SURVEY FOR DIVERSITY AND INCLUSION

ONGOING THEMES



FULL REPORT OF THEMES, RECOMMENDATIONS, AND
FINDINGS FOR THE UNIVERSITY OF NEW HAVEN'S
CAMPUS COMMUNITY

Acknowledgments

This report reflects the collective effort of many employees and students at the University of New Haven. Over a decade of work has been made possible by the tireless work of all IDEA Council members. Thanks to their unwavering commitment to fostering diversity, equity, inclusion, access, and belonging at the University, this initiative has continued since 2011. From 2024–2025, the IDEA Council was co-chaired by Ms. Barbara Lawrence (Former Vice President of Institutional Equity and Diversity) and Dr. Danielle Cooper (Associate Professor of Criminal Justice). Additionally, we extend our sincere appreciation to the members of the IDEA Council’s Campus Climate and Accessibility Committee, led by Ms. Linda Copney-Okeke (Former Director of the Accessibility Resource Center) and Dr. Danielle Cooper (Associate Professor of Criminal Justice). This committee is comprised of individuals who devoted months to the design, implementation, analysis, and synthesis of the 2025 Campus Climate Survey. Their dedication to inclusive excellence has shaped the themes and recommendations presented in this report. The 2024-2025 committee members participating in the analysis and reporting are:

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Cooper, D.T., Afari-Agyei, P., and Haded Mubashir, H. (2025). *2025 Campus climate survey for diversity and inclusion: Full report of themes, recommendations, and findings for the University of New Haven’s campus community*. IDEA Council of the University of New Haven. <https://mycharger.newhaven.edu/deiab/>

About the IDEA COUNCIL

The IDEA (Inclusion, Diversity, Equity, and Access) Council is committed to bringing together students, faculty, staff, administrators, and alumni of all identities. These identities—including, among others, gender, race, ethnicity, culture, sexual orientation, religion, varying physical and mental abilities, marital status, national origin, socioeconomic status, creed, class, age, profession, veteran status, and regional identity—carry socially constructed meaning and value.

At the University of New Haven, diversity means embracing and celebrating the many differences that exist among the members of a dynamic, intellectual and inclusive community, and welcoming the full spectrum of human characteristics, ideas, and world views. Diversity stimulates learning, encourages imagination, and benefits all – students, employees, and the greater community. It creates an environment that fosters appreciation of the values, skills, and abilities of everyone. As such, the IDEA Council strongly values the broad range of perspectives arising from our diverse society and the campus community.

The mission of the IDEA Council is to serve as an advisory group to the president and campus community, providing strategic advice and recommendations based on observations, reports, and monitoring concerning diversity on the University of New Haven campus. As members of the Council, our commitment is to the cultural competency, intercultural and personal development that is best supported in a climate that respects differences and provides a sense of belonging and inclusion.

Past Campus Climate Survey reports (2019, 2021, 2023) and this current report (2025) are available on the myCharger portal's Inclusive Excellence Division page (icon with three people in community on main page) at <https://mycharger.newhaven.edu/deiab/>. Additionally, this page is where you can find the Diversity, Equity, Inclusion, Access, and Belonging Baseline Curriculum Assessment report that was completed by Dr. Jessica Holzer in August 2023, as well as more information about the IDEA Council, our membership, and our ongoing work at the University.

About the Campus Climate Survey for Diversity and Inclusion

For more than 40 years, school administrators nationally have used surveys to assess the climate experienced by students in the educational setting, with most of the focus being on K-12 schools. This also aligns with the 2009 policy recommendations of the Center for Disease Control and Prevention to strengthen connections between students and schools as a strategy to protect youth from harm. Without this approach, schools might miss the opportunity to empower their students—but also their faculty and staff. To take full advantage of these opportunities, schools need to encourage a climate where their stakeholders are not only fully engaged in their own pursuits but also supporting each other.

In a [2024 review](#) of different types of assessment used to measure campus climate, researchers detailed the many features used at different colleges and universities. Their findings highlight that almost half (47%) of the assessments were conducted for students only; however, the number of assessments inclusive of all students, faculty, staff, and administrators increased from 2016 to 2021. It dropped back down to pre-2020 levels by 2023. Overall, a quarter (25%) of the assessments were inclusive of all populations. The development of the assessments was most commonly completed by external consultants (54%) and not by individuals internal to the organization (25%).

The University of New Haven has conducted a student climate survey focused on diversity and inclusion since at least 2011 as part of its ongoing commitment to get feedback from key stakeholders about areas to improve, as well as the positive experiences they would like to see continue. In 2017, under the advisement of an external consulting company, the employees of the University of New Haven were invited to participate in a survey.

In order to improve the usefulness of the data, student and employee data collection was streamlined to collect more similar items at the same time from the entire campus. As of 2019, the campus has been invited every other year to provide feedback through this survey. This invitation is extended to every student, staff, faculty, and administrator. Additional efforts have been made to incorporate more commuter and study abroad students, as well as a greater variety of employees, especially those who may not be easily reachable through email.

What activities have the IDEA Council been focused on based on prior recommendations?

Creating access to meaningful information that will demand/hold the community accountable for diversity, equity, access, inclusion, and belonging

- Campus Climate Survey for Diversity and Inclusion (moved to bi-annual implementation)
- Implementation of relevant outstanding success possibilities (OSPs) from the University's Strategic Plan

- Informing and consulting with students, staff, faculty, and administration regarding diversity, equity, and inclusion initiatives

Facilitating the institutionalization of DEIAB by incorporating diverse voices in all departments and governing bodies of the university.

- Adequate representation by students, staff, and faculty on the IDEA Council
- Providing input on institutional policies and procedures to address DEIAB

Requiring ongoing engagement and holding everyone accountable using the different processes available at the university.

- Monitoring the development, implementation, and evaluation of standards for cultural competence for students, staff, and faculty
- Inclusive excellence and antiracism ongoing professional development training

Providing advice and support to various university entities (President, senior leadership, Deans, Provost, student groups)

- Recruitment and retention of a diverse faculty, staff, and students
- Academic leadership on the implementation of the undergraduate general education requirement for diversity
- Monitor progress on the climate and culture at the university
- Ensuring the maintenance and dissemination of best practices for diversity, equity, and inclusion in institutional policies, teaching, training, hiring, and retention of students and employees

How does the bi-annual implementation of the Campus Climate Survey align with other initiatives and priorities at the University of New Haven?

The [University of New Haven's Core Values](#) encourage a campus climate that encourages being student-centered, connecting with an engaged and inclusive community, and experiencing an impactful education. These values are also central to the [University's Employee Core Competencies](#) (selected in 2022), which were designed to support our institutional priorities and a performance-based culture. In order of relevance and alignment with the 2025 Campus Climate Survey findings, the seven competencies selected are Values Differences, Communicates Effectively, Trust & Integrity, Development of Self and Others, Problem Solving & Continuous Improvement, Effective Hiring & Staffing, and Customer Focus.

Focusing on the students, [the Charger Compact](#) is the University's statement of community values. Also, there is a new framework to build and enhance students' competencies that was introduced in 2024 and is now known as the "Charger 11". In order of relevance and alignment with the 2025 Campus Climate Survey findings, the eleven competencies are Leadership, System Thinking, Critical Thinking, Communication, Interpersonal, Self-Management, Resource Management, Information Literacy, Industry Skills, and Technology.

students

diversity

events

campus

trainings

community

people

university

faculty

staff

opportunities

leadership

target

department

administrators

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Part 1: Executive Summary

On Monday, February 3, 2025, the campus community of the University of New Haven was sent an invitation link by email to participate in the Campus Climate Survey for Diversity and Inclusion. After three weeks of data collection, the survey was closed on February 21, 2025. Over 1600 participants—made up of over 1100 students and over 500 employees—took time to share their perceptions about the University, their own personal experiences, and their thoughtful recommendations for what additional steps could be taken to further advance the campus climate of diversity and inclusion for everyone at the University of New Haven.

Survey Invitations, Participation, and Completions

For the student survey, 8288 students were invited, 1103 started the survey, and 407 completed the survey to the end—for a response rate (completed/invited) of 4.9% and a completion rate (completed/started) of 36.8%. For the employee survey, 1405 employees were invited, 518 started the survey, and 345 completed the survey to the end—for a response rate (completed/invited) of 24.5% and a completion rate (completed/started) of 66.6%. Both the response rate and completion rate are lower for all populations in 2025, in comparison to prior years of survey implementation. This may be indicative of the tumultuous climate produced by the numerous Executive Orders impacting higher education and DEIAB efforts in 2025.

Overview of Five Key Themes

The findings in this report have been summarized into five key themes: capacity & transparency, training, events, community, and in-class dialogue. Each of these themes is derived from the data provided by participants of the survey. The themes were selected to represent areas of focus that can be achieved by individuals and offices, together and separately (See action items and individuals/offices responsible for action). While discussed separately, there is a connected nature among each theme with the others and the success of each is also intertwined with the others.

Theme 1: Capacity and Transparency

For a third time in the Campus Climate Survey for Diversity and Inclusion, the first theme is “Capacity and Transparency”. The responses to the survey have indicated a desire for growth and sustainability in DEIAB leadership, as well as an increase in participation among the entire university community in DEIAB initiatives. Considering the continued desire for progress, the recommendation for the next steps is to further develop DEI capacity and transparency among the university community.

Theme 2: Training

One of the most repeated words throughout survey comments is “Training” and it is the second theme of this report. Across campus many different types of training take place, but this recommendation is not just about having more training. Many offices and organizations offer trainings specific to DEIAB issues, and students and employees in various leadership positions are more likely to have been provided specialized training to help deal with difficult discussions, conflicts, and bias incidents. Instead of being about quantity, the recommendation for the next steps is to standardize expectations and increase accessibility of training opportunities. Since different jobs have different schedules and duties, the accessibility of the training is essential to helping a wide range of key stakeholders get similar chances to build their skillsets—both synchronously and asynchronously.

Theme 3: Events

Beyond trainings and programs that are DEIAB focused, the campus climate survey responses have emphasized the importance of all events around our campus. Throughout the course of a semester, hundreds of events take place and they are promoted through different approaches. Over the past few years, it has been much easier to find out about events through university emails, website, and myCharger portal, but there is still a large need for more information ahead, as well as after, the events have occurred. As a next step, it is recommended that we more clearly promote event details and outreach through static and dynamic communications.

Theme 4: Community

Since COVID-19, we have all experienced unprecedented loss and isolation. This continues to impact the flow of campus through limited event attendance, pro-social engagements, and overall morale. While the transition back to “normal” has been difficult for students, it has also been difficult for the employees. Shifts in environments lead to shifts in opportunities, moods, and relationships. As we cannot always know what is happening within another person, a proactive approach is necessary to strengthen our bonds. Therefore, it is recommended that we celebrate community values and initiatives aimed at building bridges and retaining talents.

Theme 5: In-Class Dialogue

One of the unique spaces of a college campus is the classroom. In this place, laughing and listening along with talking and sharing are what make learning possible. The dynamics of the students and teachers vary from classroom to classroom, but they also vary within the discussions that are planned or unplanned in the class. Progress in this area has led to the development of a freshman/transfer student course related to DEI, a compendium of resources on critical conversations, guest speakers, and more. The survey responses requesting more of these things

varied widely. Overall, they indicated the importance of maximizing the dialogues in classroom to be productive and respectful, while also challenging and educating in the space. In support of this, it is recommended that we develop in-class dialogues to activate critical thinking around DEIAB topics.

Part 2: Summary of Survey Responses

Close-Ended Responses

For each close-ended question, its responses were reviewed, and summary aggregate (group) statistics were produced for this report. Unless stated otherwise, below are summary statistics for the percentage (%) of participants that selected “Strongly Agree” or “Moderately Agree” for each item. The parentheses represent the students and then the employees’ percentages (i.e., Student %; Employees %). Several of the highest and lowest items (based on ranking by percentage of agreement) are discussed to provide preliminary insight into the survey responses. Throughout this section, all tables are referenced located in [Appendix B](#) at the end of this report.

Perceptions of Diversity

Participants were asked direct statements about “The University...” and the responses range from strongly agree to strongly disagree. The top two items with the highest percentages for students and employees that indicated “Strongly Agree” or “Moderately Agree” were 1) “Encourages appreciation for a multicultural environment on campus” (87.55%; 90.73%), and 2) “Promotes the celebration of cultural differences” (85.99%; 85.41%). For the next highest items, “Encourages students to share their ideas openly” (82.54%) was third for students, and “Accurately reflects the diversity of its student body in university marketing and communication” (80.98%) was third for employees. Of all the items, the item for students and employees with the lowest percentage of agreement was “Promotes the celebration of differences in sexual orientation” (73.2%; 72.26%). The full breakdown of the percentages for these general perception items is in *Table 3*.

Sufficient Steps to Recruit and Retain Students

Participants were asked how much they agree with five different items starting with “the University is taking sufficient steps to...” The results listed below are the combined percentage of “Strongly Agree” and “Moderately Agree”. The top item with the highest percentage for both student and employee respondents were “diverse nationalities” (77.13%; 79.22%). For student respondents, the item with the second highest percentage was “Diverse gender identities” (70.73%) and third highest was “Diverse sexual orientations” (69.33%). Whereas for employee respondents, “Underrepresented racial and ethnic backgrounds in their field of study or work” (63.32%) was second highest and “Diverse gender identities” (53.71%) had the third highest

percentage. For both students and employees, the item with the lowest percentage of agreement was “Underrepresented biological sex groups in their field of study or work” (57.69%; 47.70%). The full breakdown of the percentages for these recruitment and retainment is in *Table 4*.

Sufficient Steps to Recruit and Retain Staff

Participants were asked how much they agree with five different items starting with “the University is taking sufficient steps to...” The results listed below are the combined percentage of “Strongly Agree” and “Moderately Agree”. The top two items with the highest percentages for both student and employee respondents were “Diverse nationalities” (71.47%; 53.88%) and “Underrepresented racial and ethnic backgrounds in their field of study or work” (59.04%; 48.58). For both student and employee responses, the item with the lowest percentage was “Underrepresented biological sex groups in their field of study or work” (52.35%; 36.85). The full breakdown of the percentages for these recruitment and retention items is in *Table 4*.

Sufficient Steps to Recruit and Retain Faculty

Participants were asked how much they agree with five different items starting with “the University is taking sufficient steps to...” The results listed below are the combined percentage of “Strongly Agree” and “Moderately Agree”. The top two items with the highest percentages for both student and employee respondents were “Diverse nationalities” (71.7%; 58.52%) and “Underrepresented racial and ethnic backgrounds in their field of study or work” (60.47%; 49.74%). For both student and employee responses, the item with the lowest percentage was “Underrepresented biological sex groups in their field of study or work” (52.3%; 37.44%). The full breakdown of the percentages for these retention and retainment items is in *Table 4*.

Respect on Campus

Participants were asked, “How respectful is the treatment on campus for people with the following backgrounds and experiences?” The results listed below are the combined percentage of “Very Respectful” and “Moderately Respectful”. Both students and employees had the same top one response which was “Heterosexual” (94.86%; 93.64%). For students the top two responses include “Native English Speakers” (94.33%) and “People who are born in the U.S.” (94.17%), whereas for employee respondents “People who are born in the U.S.” (93.26%) and “People who identify as male” (93.18%).

The remaining two responses in the top five varied in order of agreement for both students and employees with “Caucasian/ White (not Latin(x/a/o) / Hispanic)” (93.61%), “People who identify as male” (92.87%) for students and “Cisgender” (92.43%), “Caucasian / White (not Latino(a) / Hispanic)” (91.94%) for employees. The three responses with the lowest agreement varied between students and employees. Students reported “People who are socioeconomically insecure” (78.33%); “Non-native English speakers” (74.62%); and “International students, staff or faculty” (68.71%). Whereas employees reported, “International students, staff or faculty”

(79.16%); “Non-native English speakers” (78.06%); and “People who are socioeconomically disadvantaged” (77.71%) as being in their bottom three lowest groups. The full breakdown of the percentages for items about respect is in *Table 5*.

School Characteristics

Eleven adjectives were presented to participants, and they were asked to report “How characteristic of the University's climate is each of the following adjectives?” The top two answers with the highest percentage for “Extremely Characteristic” and “Moderately Characteristic” were the same for students and employees: “Accepting” (83.78%; 81.73%) and “Respectful” (79.62%; 79.52%). Students reported their third top response as “Collaborative” (78%) while employees’ third top response was “Supportive” (74.26%). Additionally, both students and employees reported, “Racist” (21.65%; 11.25%) as the lowest percentage of agreement. Likewise, both reported, “Sexist” (26.65%; 19.08%) and “Xenophobic” (26.27%; 11.04%) in the bottom three responses however varying in order of agreement. The full breakdown of the percentages for these school characteristics items is in *Table 6*.

Visible Leadership

Thirteen on-campus organizations and offices were presented to participants, and they indicated their level of agreement with “There is visible leadership to foster diversity/inclusion on campus from...” The top three responses varied between students and employees with one common response in the top three. “The Myatt Center for Diversity and Inclusion” (85.51%; 84.91%) was a top three response for both students and employees. For students, the other top responses in the top three were for “Student Organizations” (88.12%) and “Faculty Members” (85.03%). The lowest response for students was “Provost/Interim Provost” (57.97%). For employees, the other responses in the top three were for “VP of Diversity and Inclusion” (82.28%) and “Dean of Student Affairs” (82.22%). The response with the lowest percentage of agreement was for “University Police Department (47.99%). The full breakdown of the percentages for these visible leadership items is in *Table 7*.

Campus Diversity Initiatives

Participants were asked to “Please indicate your level of agreement with the following statement” and were then shown nine items discussing campus diversity initiatives. Of the top three responses, two responses were shared for both students and employees while not in the same order: “Diversity and inclusion events are well advertised” (76.45%; 81.43%), and “I feel that I am welcome at diversity and inclusion events” (72.82%; 80.64%). The response with the lowest percentage of agreements was also the same for both groups: “I am not aware of whether the

events I attend are diversity and inclusion events” (32.23%; 10.09%). The full breakdown of the percentages for the items about campus diversity initiatives is in *Table 8*.

Beliefs and Engagement with Diversity

Participants were asked “What are your thoughts about the number of diversity and inclusion initiatives/efforts at the University?” and three response options were provided to indicate too many, too few, or just enough diversity and inclusion initiatives. For both students and employees, the response with the highest percentage was “I am satisfied with the number of diversity and inclusion initiatives at the University” (64.06%; 63.41%) and the response with the lowest percentage was “I believe there are too many diversity and inclusion initiatives at the University” (5.38%; 12.20%).

Additionally, participants were asked “Overall, how many times would you estimate a campus program or event happened in 2024?” where responses provided ranged from “0” to “150”. When asked about “Educational Program or Trainings”, students reported approximately (\bar{x} =58) programs or events occurred while employees estimated approximately (\bar{x} =51) campus events or programs happening in 2024. When asked about “Events/Commemorations”, students estimated on average (\bar{x} =70) events or commemorations happening in 2024 with employees estimating (\bar{x} =51) events and commemorations occurred.

Participants were asked “How many times did you attend ANY campus programs or events that happened in 2024?” with responses ranging from “0” to “150” for students and “0” to “150” for employees. When asked about “Educational Programs or Trainings” students reported to have attended approximately (\bar{x} =21) programs or events while employees reported to have attended on average (\bar{x} =9) programs or events in 2024. Students estimated they attended approximately (\bar{x} =28) events/commemorations while employees reported attending approximately (\bar{x} =10) events or commemorations in 2024. The full breakdown of the percentages for the items about beliefs and engagement with campus diversity initiatives is in *Table 9*.

Frequency of Engagement with Diversity Issues

Participants were asked to “Please indicate the number of times you have engaged in the following (either on or off campus/virtually) in 2024” and they were provided four items where they could respond from “0” to “51 or more”. For students, engaging 1 to 10 times was the response with the highest percentage for all four items: “Take advantage of opportunities for intensive dialogue with others from different backgrounds and beliefs” (43.38%), “Discuss issues of discrimination with others” (42.12%), “Make an effort to discuss social issues with others” (40.32%) and “Discuss issues related to sexism, gender differences, or gender equity with

others” (38.13%). For the employees, each of the four items had engaging 1 to 10 times as the response with the highest percentage: “Discuss issues of discrimination with others” (55.26%), “Make an effort to discuss social issues with others” (47.54%), “Take advantage of opportunities for intensive dialogue with others from different backgrounds and beliefs” (46.57%) and “Discuss issues related to sexism, gender differences, or gender equity with others” (46.04%). The full breakdown of the percentages for the items about frequency of engagement with campus diversity initiatives is in *Table 10*.

Exposure to Forms of Hostile Conduct

Participants were asked “In 2024, how many times have you personally been the target of any conduct on or near the University's campus that you believe has created an exclusionary, offensive and/or hostile environment?” and the response options ranged from “0” to “6 or more”. For both students and employees, “0” times was the response with the highest percentage (69.81%; 73.71%). The next most common response for students was “2-3 times” (11.79%). For employees, the next most common response was “2-3 times” (7.71%). Additionally, participants were asked “In 2024, how often have you observed or been made aware of any conduct directed toward a person or group of people on or near the University's campus that you believe has created an exclusionary, offensive, and/or hostile environment?” and the responses ranged from “0” to “6 or more”. Again, for both students and employees, “0” times was the response with the highest percentage (56.13%; 52.72%); and the next most common response was for “2-3 times” (19.34%; 16.62%). The full breakdown of the percentages for items about exposure to forms of hostile conduct is in *Table 11*.

Participants who indicated that they had one or more experience (personally or otherwise) with hostile conduct were asked details about those experiences since the start of 2024. When asked “What do you believe was the basis for this conduct”, multiple options were provided, and participants were encouraged to mark all that apply. The responses selected with the highest percentage of respondents for both students and employees was “Ethnicity/Race” (54.70%; 43.80%). The other two highest percentage responses differed for students and employees with students reporting “Gender identity or expression (39.23%)”, “sexual orientation” (38.12%) and employees reporting “Country of origin” (31.39%) and “Gender identity or expression (29.93%)”. The response with the lowest percentage of agreements was also the same for both groups: “Military” (4.42%; 2.19%).

When asked “Based on this conduct, what outcomes have you experienced, observed, or been made aware of?” participants had a variety of responses to choose from and were encouraged to check all that apply. The top three responses differed between students and employees. Students reported, “Stared at” (51.55%), “Racial/ethnic profiling” (47.83%) and “Deliberately

ignored or excluded” (44.72%) as the top three responses with the highest percentage; whereas employees reported, “Deliberately ignored or excluded” (43.44%), “Intimidated/bullied” (36.07%) and “Derogatory phone calls, written or verbal comments/emails” (29.51%). When asked “Where did this conduct occur?” students and employees reported the same conduct most commonly occurred “In a public space on campus” (42.41%; 28.36%). Both also identified all three of the same responses with the top percentage of respondents for the sources of the conduct: “Student” (84.97%, 48.51%), “Faculty member” (20.92%, 32.09%), and “Staff member” (7.84%; 27.61%).

Open-Ended Responses

Throughout the survey, participants were provided with twelve different opportunities to provide details of their experiences and opinions captured in the close-ended questions. Following each of the major question segments, a prompt invited further elaboration. Near the end of the survey, direct questions were asked to open feedback and recommendations for next steps. Quotes from these questions, as well as throughout the survey, have been incorporated into the recommendations discussed in the next section. These text responses were collaboratively reviewed by over a dozen people (see Acknowledgement on page 2) as part of the development of the themes, recommendations, and action items. Below is a summary of the qualitative findings.

Sense of Belonging

When participants were asked to “name any group or organization that helped them feel a sense of belonging during their time at the University”, they offered a wide array of responses—over 40 collections of groups, organizations, events, programs and individuals were mentioned. This reflects the diverse spaces where community and connection are being cultivated, including well-known organizations and offices, such as the Myatt Center, Men of Color Collective, and the Dean of Students Office; responses also included several less commonly known offices, task forces, and informal teams. Staff, supervisors, and affinity groups were frequently credited for fostering inclusion.

At the same time, some participants expressed feelings of exclusion or disappointment with institutional follow-through, highlighting the persistence of racism, Islamophobia, antisemitism, and inconsistent DEIAB practices. While many voices affirmed appreciation for efforts in progress, others emphasized the need for more visibility, responsiveness, and continuity in support. Collectively, the responses show both the breadth of positive work being done and the significant opportunities that remain for strengthening the campus community.

Visible Leadership

Participants were invited to specify “any group, office, department, or individual that has helped them feel a sense of belonging” during their time at the University. Their responses reflected a strong presence of visible leadership across a diverse range of areas. Over 40 unique responses included groups, organizations and individuals. Organizations, such as the Myatt Center, Men of Color Collective, Dean of Students Office, and Administrative Staff Council, were frequently mentioned for their inclusive initiatives and community-building. Several individuals, such as Barbara Lawrence, Ophelia Rowe-Allen, and Matt Caporale, were named multiple times for creating safe and welcoming environments. While appreciation was voiced for inclusive events, affinity groups, and DEI efforts, some participants also expressed disappointment in inconsistent follow-through or unaddressed acts of discrimination. Overall, the responses show a community in active pursuit of equity, with both meaningful progress and clear opportunities for stronger, more consistent leadership. As a token of appreciation, those listed in the 2025 survey results were contacted to notify them that their name or the office/organization that they lead was directly mentioned as exemplary for visible leadership.

DEI Initiatives on Campus

When participants were asked to “name up to three initiatives or efforts that promoted diversity and inclusion since January of 2024,” they highlighted a rich variety of events and programs across campus. In total, 13 unique responses were brought up from events, 17 unique initiatives/programs, and 11 other general initiatives and efforts that promoted diversity were pointed out. A few standout efforts included the MLK Celebration, International Festival (aka iFest), Black History Month, and the Courageous Conversations Series. All were mentioned dozens of times, showing strong awareness and participation. Other programs such as the Myatt Center’s events, Title IX trainings, and the 100-Day Challenge were also frequently named.

Altogether, responses reflected a broad ecosystem of DEI engagement on campus, even if not all efforts are equally known. This signals both the vibrant presence of inclusion-focused programming and an opportunity to better publicize the full spectrum of DEI activities. Some responses suggested improvements in certain areas—discussed further towards the end of this section—as well, and thus, collectively, the responses show both the breadth of positive work being done and the significant opportunities that remain for strengthening the campus community.

Additional Areas of Consideration

Across multiple responses, several areas of concern were raised that need further attention. The most frequently mentioned need was improved onboarding and clearer communication around employee resources. Participants noted a lack of guidance when beginning their roles and

emphasized the need for consistent training on platforms and available support services, including disability accommodations and mental health resources.

Another common theme was the call for increased visibility and inclusivity in campus-wide communication. Many participants noted that DEI initiatives, events, and opportunities are often poorly publicized or sent to incomplete email lists, leaving out adjuncts or part-time staff. Suggestions included using more inclusive language in invitations and improving coordination across departments to ensure all employees are informed and included.

Respondents also expressed a desire for more accountability and shared responsibility in DEI efforts. Several noted that the labor often falls on a small group of individuals, and called for greater leadership engagement, clearer follow-through on DEI goals, and improved collaboration between offices and faculty/staff.

Finally, there were comments calling for a stronger sense of community and respect. These included suggestions to better support faculty and staff well-being, improve responsiveness to reported bias or harm, and foster open dialogue about difficult or conflicting perspectives in respectful ways.

Part 3: Recommendations with Quotes and Action Items

Below are five recommendations that align with the five themes of the 2025 Campus Climate Survey. These recommendations were derived by a dedicated and diverse group of students, staff, faculty, and administrators after detailed discussion during the summer of 2025 and contemplation about strategies to improve the campus climate related to diversity and inclusion at the University of New Haven. At the start of each recommendation, direct quotes have been included to highlight the words offered by respondents that helped shape the recommendations. For each recommendation, action items are listed to encourage every single person to see steps they can take to join in this work.

REC1: Develop DEIAB Capacity and Transparency among the University Community

Summary of Recommendation 1:

Although Theme 1 has been carried over from the 2021 Campus Climate Survey recommendation, we affirm it is of the utmost importance that we present concerns still prevalent at the university. Asking for transparency and strengthening DEIAB capacity was evident from the responses in the survey. Thus, we recommend that at the beginning of each fall and spring semester, the Dean's Offices communicate each college's DEIAB efforts to the campus. The IDEA Council shall be providing progress updates on DEIAB initiatives identified in the most recent Campus Climate Survey every fall of odd-numbered years, prior to the next survey. Clear instructions for reporting bias incidents by students, staff, and faculty should be promoted on the myCharger portal through

the websites for Human Resources and the Dean of Students Office. A standardized campus-wide Crisis Communication Strategy should be established. This will be led by DEIAB staff/employees/offices in collaboration with the Office of Marketing and Communications, the Department of Human Resources, and the Dean of Students Office, outlining triggers, response protocols, and responsibilities. Moreover, engagement in campus events must be documented based on roles such as guest speaker, performer, audience member, event leader, or advisor. Finally, by fall 2026, the Provost and the Dean of Students Office, in collaboration with the IDEA Council and College DEIAB Committees, will release a comprehensive Diversity Work Plan outlining DEIAB values and initiatives.

Direct Quotes about Capacity and Transparency:

"More value building, DEI is not a trend topic, it is based on your values on how you treat people, and how much you recognize structural disadvantages and how they affect other people's lives, and are willing to fight for justice;"

"It would be nice to hear from other members of university leadership about DEI, as opposed to only hearing from Barbara Lawrence, Ophelie Rowe-Allen and Nancy Savage, it gives the impression that they are the only ones who care."

"It seems like we are not clear where we want to stand about diversity and inclusion. It seems as if we are attempting to be neutral about something we once felt was a core value and competency for us to work on improving."

"I believe that the challenges that might impact the implementation of any recommendations made would be whether or not the person truly wants to make a change. Just because someone says something that could benefit the future, doesn't mean that everyone will agree."

"Student groups do the most work to provide leadership on DEI which is sad because we as adults should be providing more of an example especially in this dangerous climate."

"Sometimes reporting is hard because you just have a feeling of the situation but then it is hard to find legal words to express the mistake or the discrimination without proof; also MyCharger is a mess, you never find stuff when you need it, it takes forever to find the website for such things like reporting."

"Engage in some kind of Crisis Comms exercise or Red Teaming. It's not good enough to wait and see and then react. All evidence shows that being prepared for multiple scenarios is the most effective way to move forward. The faculty have expertise that can help in either creating such an exercise or recommending who to work with. This is not the time to say "we can do this ourselves,

we don't need outside help." When the world is falling apart, its an act of hubris and weakness to not look for help."

Action Items Relevant to Capacity and Transparency:

- ☐ Inform the campus [through the Academic Dean's Offices] of plans for DEIAB efforts in each college at the beginning of fall and spring semesters
- ☐ Provide an update [by the IDEA Council] about progress on DEIAB initiatives recommended in the immediate past Campus Climate Survey during the fall of odd numbered years and before the next survey
- ☐ Promote the steps outlined [by Human Resource and the Dean of Students Office] clearly on the myCharger portal about how to proceed with reporting bias incidents experienced by students, staff, and faculty
- ☐ Standardize a campus-wide Crisis Communication Strategy [to be led by DEIAB staff/employees/offices, in collaboration with the Office of Marketing and Communications, the Department of Human Resources, and the Dean of Students Office] and include information about what triggers a campus-wide message/meeting and who responds to what issues
- ☐ Document engagement in events [by Event Hosts/Attendees/Supporters] around the following categories: participating in events as a guest speaker/performer vs. attending events as the audience vs. planning events as the lead vs. advising an event planned by others
- ☐ Release a Diversity Work Plan [by the Office of the Provost and Dean of Students Office, in collaboration with the IDEA Council and College DEIAB Committees], that identifies DEIAB values and initiatives by the fall of 2026

REC2: Standardize Expectations and Increase Accessibility of Training Opportunities

Summary of Recommendation 2:

Upon reviewing the responses from the 2025 Campus Climate survey, we found an emphasized need for more extensive training related to DEIAB topics as well as accountability, transparency, and accessibility concerning training. Thus, to standardize expectations and increase accessibility of training opportunities we recommend active engagement by collective attendance of clubs, RSOs, units, departments and offices at the trainings. The needs of the community must be understood by collecting ideas and feedback for future trainings. Moreover, the Center for Teaching Excellence, the Department of Human Resources or other relevant offices will be targeting training to discuss every kind of topic around DEIAB, such as bias and oppression.

Additionally, they will also be responsible for release of a training calendar at the start of fall and spring semesters ensuring that DEIAB training opportunities are highlighted, and to promote recording of the training that are currently accessible via the myCharger portal.

Direct Quotes about Training:

"I am realizing as I am filling this out that I have been unaware of many events and training."

"People may be adverse to doing this, but that's why it is important. A short lecture/course that will take an hour max could be incredibly useful and helpful to everyone."

"One of the things I love about this university is the constant cheering for students to participate in all the activities the university offers. There are so many great and inspiring activities that promote inclusion and diversity. I wish I could attend but I am a remote student."

"I feel as though the University does a lot for most of the populations on campus, with tensions so high in the world. I think the University should rely on education to teach students about what is happening in the Gaza Strip."

"Myatt Center initiatives should be more available to faculty. I was made aware of events through word of mouth, I would like to be able to get direct emails from the Myatt Center for their events. I also think a dedicated Safe Zone Training at faculty development day is something we should do in August 2025 as a breakout session."

"Regular and required training for faculty that enhances both the understanding of these concepts but also the procedures to address, respond, and report any observed conduct. Far too often, faculty permit discriminatory or biased actions within their courses due to a lack of competence with how to effectively address the behavior and then promptly report it. This leaves student witnesses responsible for addressing their peers and/or reporting, despite the power imbalance."

"Hold events at various times during the day. Evening does not work for many due to family obligations and if an employee work/life balance. Events during the workday seem to be always at the same time and should not be held during lunch times."

"When the bias forms are submitted follow up with those students to see what they would also like done. At times, I have seen various incidents passed over with no repercussions."

Action Items Relevant to Training:

- ☐ Collectively attend a training [as a club, RSO, unit, department, or office]
- ☐ Invite feedback [as Event Hosts/Organizations] from attendees and supporters on what topics are desired for future trainings

- ☐ Target trainings [by the Center for Teaching Excellence, the Department of Human Resources, or other relevant offices] to address a wider array of topics related to DEIAB (e.g., bias and oppression, including but not limited to racism, sexism, xenophobia, classism, ableism, and ageism)
- ☐ Release a training calendar [by the Center for Teaching Excellence, the Department of Human Resources, or other relevant offices] at the start of the fall and spring semesters highlighting DEIAB training opportunities
- ☐ Promote recordings of trainings [by the Center for Teaching Excellence, the Department of Human Resources, or other relevant offices] that are currently available on myCharger Portal

REC3: Clearly Promote Event Details and Outreach through Static and Dynamic Communications

Summary of Recommendation 3:

Events for students and employees were a common theme throughout the 2025 Climate Campus Survey. We found that the University and its members reported interest in attending events as well as an insistence on better organization, accessibility, and clarity of those events. Therefore, to ensure that the event details are clearly promoted and audience are outreached through static and dynamic ways of communication, we recommend event hosts/organizations to provide clear and comprehensive information about events, including the target audience, program length, accessibility features, mode of delivery, and where post-event resources will be available. Moreover, they should collaborate with other hosts to foster unity, encourage broader participation across diverse groups, and promote inclusivity. Finally, organizers should specify whether events or training sessions are in-person, online, or asynchronous and release all event details at least one month in advance, accompanied by an Outlook calendar invite to support effective planning and engagement.

Direct Quotes about Events:

"We must create events that bring together both the Undergraduate and the Graduate students as there seems to be two parallel worlds at the moment."

"It would be helpful if we created clearer communication with students. There is a lot happening, and it does not seem like they are being involved in decision-making that might impact them. If they cannot be included, then more effort should be made to keep them informed."

"There needs to be more inclusive events, these need to be promoted and at a time that both faculty, staff and students can make an effort to attend."

“I wish more faculty took the time to attend all the events that are so well organized to support more diversity and inclusion events here.”

“Very few virtual programming available for remote workers to participate in. Don't have the same opportunity to participate in university events as on-campus counterparts.”

Action Items Relevant to Events:

- ☐ Specify details in event invitations sent by [Event Host/Organization] about the target audience (all, members, target group), length of program, level of accessibility (building/location, closed-caption transcription, microphones in use, etc.), mode of delivery (in-person or online), in addition to where post-event resources will be shared online
- ☐ Collaborate [among Event Hosts/Organizations] in planning and hosting events—formally and informally—to expand unity within the Charger community/key stakeholders, engagement across social and cultural identities, and exploration of each other’s lived experiences
- ☐ Invite and encourage others to join events coordinator [by Event Host/Organization] that they might not have considered attending or previously felt unwelcome to attend
- ☐ Promote details [by the Event Host/Organization] about the event on whether training/event opportunities will be in-person or online, as well as where to access pre-recorded or asynchronous training
- ☐ Release event details [by the Event Host/Organization] at least one month in advance with an Outlook calendar invite, through an email sent by the Office of Marketing and Communications (Thursday/Sunday), or online through an online calendar (e.g., Charger Connection or Happening On Campus in the myCharger portal)

REC4: Celebrate Community Values and Initiatives Aimed at Building Bridges and Retaining Talents

Summary of Recommendation 4:

To support the goal of strengthening community connections and retaining talent, we recommend the Center for Teaching Excellence, Human Resources, or other relevant offices to be welcoming new employees through campus-wide announcements organized during their first semester. It is also important to acknowledge and appreciate under-recognized employees, including staff, non-tenure track faculty, and adjunct faculty, for their significant contributions and sacrifices. Moreover, the University should be amplifying support systems that address safety, social, mental health, and academic challenges, particularly for incoming and transfer students. Finally, fostering communication beyond existing silos will help create more

interdisciplinary opportunities and collaborations, strengthening community connections and talent retention.

Direct Quotes about Community:

“From my remote location, it seems that there have been more diversity and inclusion initiatives in recent years as compared to when I started working at the university ten years ago. It has been a welcome change. I have also been impressed with the level of action university offices have taken versus what I have seen at other universities, where surveys such as this are only used to pay lip service to this important aspect of life but little action is taken from results. I have spoken highly of the University of New Haven for how it stands ahead in its actions and initiatives.”

“Other than celebrating cultural events, encouraging interdisciplinary collaborations and research projects between faculty members with diverse backgrounds might further enhance inclusivity and innovation.”

“Implementation of mental health/self-care breaks; we are equally as tired as students and faculty but get the least amount of acknowledgment and time off; we should be given Fall break, unable to take time off during SOAR, unable to take time off in August, etc. there are so many restrictions. There is limited ability to balance family work-life balance. STOP asking us to work on MLK day, it's disrespectful to have a Black University Holiday but black folks have to work. They don't require us to work on Presidents day.”

“People are not willing to give up power or distribute power equitably in a room: so people in power no matter their PR game of stating that their care about DEI, won't give up resources that they own, so it's really a radical call and I don't know if UNH is ready for that;”

“In my department, I have not been recognized for advancing my education, nor have I been engaged in conversation about career advancement here. I have spoken with my chair about this, but his reaction has been negative, with the attitude that it is hard to be promoted, making me feel discouraged and excluded. My talents are not being utilized to the fullest.”

“International students face discrimination off campus, particularly at nearby rental properties. These students often develop health problems due to the poor indoor environments that they live in.”

“To advance the climate of diversity and inclusion for students at the University, I think that there should be more programs held on weekends. While there have been plenty of programs in the past, many of them have been during the week, preventing some students from being able to attend.”

Action Items Relevant to Community:

- ☐ Welcome new employees [by Center for Teaching Excellence, the Department of Human Resources, or other relevant offices] with a campus-wide announcement during their first semester
- ☐ Acknowledgement [by the Department of Human Resources, the Office of the Provost, and the Dean of Students Office, in collaboration with the Center for Teaching Excellence and the IDEA Council] of underappreciated employees, especially staff, non-tenure track faculty, and adjunct faculty, who make great sacrifices as part of the University service that may go unrecognized
- ☐ Amplify supports [by the Department of Human Resources, the Office of the Provost, and the Dean of Students Office, in collaboration Department of Public Safety and other relevant offices] that reduce issues experienced related to safety, social, mental health, and academic performance, especially among incoming/transfer students
- ☐ Communicate beyond existing silos [by the Office of the Provost and Dean of Students Office, in collaboration with the Academic Dean's Offices] to create more interdisciplinary opportunities and collaborations

REC5: Develop In-Class Dialogues to Activate Critical Thinking around DEIAB Topics**Summary of Recommendation 5:**

To foster meaningful engagement and critical thinking around DEIAB topics, we recommend that the instructors and students should intentionally create space for structured discussions and dialogues multiple times throughout the semester, both in courses and other gatherings. Educators should guide students in understanding how DEIAB has influenced their professions, including the field's historical challenges, innovations, and past harms before integrating inclusive practices. Moreover, establishing class agreements between instructors and students will help build accountability and manage conflicts related to DEIAB conversations. Instructors should also clearly communicate the role of everyone in providing feedback on incidents involving bias or conflict. Finally, incorporating ongoing DEIAB issues and relevant popular culture topics into lessons, trainings, guest speaker sessions, and competency-building activities will deepen understanding and encourage active participation.

Direct Quotes Relevant to In-Class Dialogue:

"The majority of my engagement with diversity has been because of class. I was in the Uncommon Course where we talked about diversity a lot."

“There is an overall feeling that the University promotes DEI in theory but not in practice. While statements of support exist on paper, they do not translate into meaningful action. DEI-related topics in class often feel like an afterthought rather than a foundational part of training.”

“Make classrooms more diverse and inclusive. If we started out every class like we do in my Restorative Justice class, where we all get to know each other well and build a positive environment, where each class we build a better relationship and get to know each other more when asked at least two questions (doesn't matter what).”

“Administrators should know all of their faculty well, not just the full-time faculty. In my department, there used to be a stronger relationship between the chair and their faculty, but that is no longer the case with our most recent chair.”

“I believe that there should be more support for nonwhite people who have professional experience and need mentorship to transition into teaching roles. Representation is important, and some people with advanced degrees are still not supported in teaching because they may not have the same research experiences or didn't attend certain universities. Faculty often seem to be supported in teaching when they are friends with a program coordinator or director.”

“Make DEI events an opportunity for students to get extra credit or as a mandatory part of class -- This can encourage students to go and hopefully foster the desire to attend again later without the extra credit incentive.”

“My concern is that colleges show little interest in working with other colleges-- there seems to be both a competitive nature between the colleges (rather than collaboration).”

“I feel like the audiences that need to learn and hear the message of diversity the most would ignore the optional events and classes unless they were more implemented academically.”

Action Items Relevant to Theme 5:

- ☐ Hold space intentionally [by Instructors and Students] for discussions/dialogues about DEIAB (ideally at more than one point in the semester) as a planned engagement in courses and other gatherings
- ☐ Educate individuals [by Instructors and Students] about how DEIAB has shaped those working in their professions, the field's historical and modern challenges/innovations, and the levels of harm/injustice created by the field in its earlier operations prior to integrating DEI
- ☐ Build accountability in the classroom [by Instructors and Students] using class agreements agreed upon for dealing with conflicts around DEIAB topics
- ☐ Promote clarity [by Instructors] about the role of everyone in class in providing feedback about incidents with bias or causing conflict in class
- ☐ Incorporation [by Instructors] of ongoing DEIAB issues and popular culture topics into course lesson, trainings, speakers, and other competency building activities

APPENDICES

Appendix A- List of Action Items by Recommendation

Recommendation 1: Develop DEIAB Capacity and Transparency among the University Community

Action Items Relevant to Capacity and Transparency

- ☐ Inform the campus [through the Academic Dean's Offices] of plans for DEIAB efforts in each college at the beginning of fall and spring semesters
- ☐ Provide an update [by the IDEA Council] about progress on DEIAB initiatives recommended in the immediate past Campus Climate Survey during the fall of odd numbered years and before the next survey
- ☐ Promote the steps outlined [by Human Resource and the Dean of Students Office] clearly on the myCharger portal about how to proceed with reporting bias incidents experienced by students, staff, and faculty
- ☐ Standardize a campus-wide Crisis Communication Strategy [to be led by DEIAB staff/employees/offices, in collaboration with the Office of Marketing and Communications, the Department of Human Resources, and the Dean of Students Office] and include information about what triggers a campus-wide message/meeting and who responds to what issues
- ☐ Document engagement in events [by Event Hosts/Attendees/Supporters] around the following categories: participating in events as a guest speaker/performer vs. attending events as the audience vs. planning events as the lead vs. advising an event planned by others
- ☐ Release a Diversity Work Plan [by the Office of the Provost and Dean of Students Office, in collaboration with the IDEA Council and College DEIAB Committees], that identifies DEIAB values and initiatives by the fall of 2026

Recommendation 2: Standardize Expectations and Increase Accessibility of Training Opportunities

Action Items Relevant to Training

- ☐ Collectively attend a training [as a club, RSO, unit, department, or office]
- ☐ Invite feedback [as Event Hosts/Organizations] from attendees and supporters on what topics are desired for future trainings
- ☐ Target trainings [by the Center for Teaching Excellence, the Department of Human Resources, or other relevant offices] to address a wider array of topics related to DEIAB

(e.g., bias and oppression, including but not limited to racism, sexism, xenophobia, classism, ableism, and ageism)

- ☐ Release a training calendar [by the Center for Teaching Excellence, the Department of Human Resources, or other relevant offices] at the start of the fall and spring semesters highlighting DEIAB training opportunities
- ☐ Promote recordings of trainings [by the Center for Teaching Excellence, the Department of Human Resources, or other relevant offices] that are currently available on myCharger Portal

Recommendation 3: Clearly Promote Event Details and Outreach through Static and Dynamic Communications

Action Items Relevant to Events

- ☐ Specify details in event invitations sent by [Event Host/Organization] about the target audience (all, members, target group), length of program, level of accessibility (building/location, closed-caption transcription, microphones in use, etc.), mode of delivery (in-person or online), in addition to where post-event resources will be shared online
- ☐ Collaborate [among Event Hosts/Organizations] in planning and hosting events—formally and informally—to expand unity within the Charger community/key stakeholders, engagement across social and cultural identities, and exploration of each other’s lived experiences
- ☐ Invite and encourage others to join events coordinator [by Event Host/Organization] that they might not have considered attending or previously felt unwelcome to attend
- ☐ Promote details [by the Event Host/Organization] about the event on whether training/event opportunities will be in-person or online, as well as where to access pre-recorded or asynchronous training
- ☐ Release event details [by the Event Host/Organization] at least one month in advance with an Outlook calendar invite, through an email sent by the Office of Marketing and Communications (Thursday/Sunday), or online through an online calendar (e.g., Charger Connection or Happening On Campus in the myCharger portal)

Recommendation 4: Celebrate Community Values and Initiatives Aimed at Building Bridges and Retaining Talents

Action Items Relevant to Community

- ☐ Welcome new employees [by Center for Teaching Excellence, the Department of Human Resources, or other relevant offices] with a campus-wide announcement during their first semester
- ☐ Acknowledgement [by the Department of Human Resources, the Office of the Provost, and the Dean of Students Office, in collaboration with the Center for Teaching Excellence and the IDEA Council] of underappreciated employees, especially staff, non-tenure track faculty, and adjunct faculty, who make great sacrifices as part of the University service that may go unrecognized
- ☐ Amplify supports [by the Department of Human Resources, the Office of the Provost, and the Dean of Students Office, in collaboration Department of Public Safety and other relevant offices] that reduce issues experienced related to safety, social, mental health, and academic performance, especially among incoming/transfer students
- ☐ Communicate beyond existing silos [by the Office of the Provost and Dean of Students Office, in collaboration with the Academic Dean's Offices] to create more interdisciplinary opportunities and collaborations

Recommendation 5: Develop In-Class Dialogues to Activate Critical Thinking around DEIAB Topics

Action Items Relevant to Theme 5

- ☐ Hold space intentionally [by Instructors and Students] for discussions/dialogues about DEIAB (ideally at more than one point in the semester) as a planned engagement in courses and other gatherings
- ☐ Educate individuals [by Instructors and Students] about how DEIAB has shaped those working in their professions, the field's historical and modern challenges/innovations, and the levels of harm/injustice created by the field in its earlier operations prior to integrating DEI
- ☐ Build accountability in the classroom [by Instructors and Students] using class agreements agreed upon for dealing with conflicts around DEIAB topics
- ☐ Promote clarity [by Instructors] about the role of everyone in class in providing feedback about incidents with bias or causing conflict in class
Incorporation [by Instructors] of ongoing DEIAB issues and popular culture topics into course lesson, trainings, speakers, and other competency building activities

Appendix B- Univariate Statistics for 2025 Comparison (Tables 1-11)

Table 1. School Demographics							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
Academic College	College of Arts and Sciences	27.68%	23.55%	22.03%	21.68%	25.46%	20.09%
	Pompea College of Business	9.44%	8.72%	14.02%	7.89%	16.27%	9.82%
	Henry Lee College of Criminal Justice and Forensic Sciences	40.00%	12.79%	32.82%	13.98%	36.48%	15.40%
	Lyme Academy College of Fine Arts	0.28%	0.58%				
	School of Health Sciences	9.38%	7.12%	10.25%	7.53%	10.24%	8.71%
	Tagliatela College of Engineering	12.94%	9.01%	20.42%	11.83%	16.93%	11.16%
	Does not apply				37.10%		41.29%
	Undecided/ Major Unknown	0.28%	38.23%	0.46%		0.26%	
Class Standing	Freshman	21.39%		17.32%		20.21%	
	Sophomore	20.97%		17.48%		17.45%	
	Junior	19.17%		14.47%		13.78%	
	Senior	14.44%		14.23%		12.47%	
	Fifth-year senior or more	0.90%		1.22%		1.31%	
	Graduate Student	22.53%		34.07%		33.60%	
	Graduate Student- PhD Degree	0.60%		1.22%		1.18%	
Student Status	Full-Time	95.93%		96.59%		96.06%	
	Part-Time	4.07%		3.41%		3.94%	
Previously completed a degree from the University of New Haven	No	96.45%	78.56%	97.48%	76.32%	95.14%	
	Yes	3.55%	21.44%	2.52%	23.68%	4.86%	
	I completed an undergraduate degree from the University	74.58%	37.36%	74.19%	42.26%	91.67%	
	I completed a graduate degree from the University	20.34%	60.34%	22.58%	56.55%	13.89%	
	Other (please specify)				5.08%	0.00%	

Table 2. Personal Demographics

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
Gender Identity	Male	26.67%	41.76%	28.89%	43.75%	29.29%	37.31%
	Female	67.82%	57.06%	62.22%	53.01%	66.41%	61.47%
	Transgender	1.40%	0.20%	2.92%	0.46%	2.02%	0.31%
	Nonbinary	2.88%	0.59%	4.68%	1.39%	3.79%	0.92%
	Gender Fluid	0.66%	0.20%	0.82%	0.46%	1.52%	0.31%
	Other	0.58%	0.20%	0.47%	0.93%	1.01%	0.31%
Sexual Orientation	Transgender						
	Genderqueer						
	Asexual	6.38%	2.69%	9.16%	3.81%	9.56%	1.89%
	Bisexual	13.41%	3.52%	17.33%	4.57%	15.85%	6.62%
	Gay	2.53%	3.31%	1.98%	2.79%	1.37%	3.15%
	Heterosexual	65.33%	86.54%	54.08%	83.50%	62.30%	85.17%
	Lesbian/Gay woman	2.94%	1.86%	4.21%	0.76%	4.10%	0.95%
	Pansexual	2.86%	1.24%	5.82%	1.78%	5.19%	1.89%
	Questioning	4.09%	0.62%	3.84%	1.02%	4.10%	0.32%
	Other	2.45%	0.21%	3.59%	1.78%	3.83%	0.95%
Race/Ethnicity	American Indian/Alaska Native	1.51%	1.38%	1.36%	0.98%	2.37%	0.32%
	Asian or Asian American	10.60%	6.10%	16.42%	5.87%	18.47%	6.73%
	Black or African- American	9.92%	8.07%	10.65%	8.56%	15.57%	12.18%
	Hispanic or Latino	12.72%	4.53%	13.02%	7.82%	17.94%	6.09%
	Middle Eastern / North African	1.74%	2.17%	1.81%	1.22%	2.37%	1.92%
	Native Hawaiian or Pacific Islander	0.68%	0.00%	1.81%	0.00%	0.53%	0.00%
	White or European American	60.26%	75.79%	53.34%	74.08%	53.03%	73.08%
	Other	2.57%	1.97%	3.17%	1.47%	2.90%	3.21%
Citizenship Status	Not an International Student						
	U.S. citizen (born in the United States)	85.62%	85.38%	74.11%	86.84%	74.36%	85.54%
	Permanent resident (immigrant)	1.18%	4.09%	0.98%	2.87%	0.77%	3.61%
	U.S. citizen (naturalized)	3.45%	8.58%	3.42%	8.37%	0.77%	8.43%
	Permanent resident (refugee)	0.08%	0.00%	0.12%	0.00%	0.00%	0.00%
	International (F-1, or other visa)	9.67%	1.95%	21.37%	1.91%	24.10%	2.41%

Table 2. Personal Demographics

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
Religious/ Spiritual Identity	Agnostic	10.30%	8.15%	10.51%	10.08%	9.07%	7.67%
	Atheist	8.00%	7.93%	11.44%	9.02%	8.24%	9.33%
	Buddhist	0.92%	1.76%	0.40%	1.33%	2.20%	2.00%
	Hindu	6.53%	0.88%	13.03%	1.33%	11.54%	2.00%
	Jewish	3.22%	4.63%	2.66%	3.18%	2.47%	3.00
	Latter Day Saints/Mormon	0.18%	0.00%	0.00%	0.00%	0.27%	0.33%
	Muslim	2.48%	0.88%	3.86%	0.80%	5.77%	1.33%
	Non-denominational Christian	8.65%	9.69%	8.24%	9.02%	9.34%	9.00%
	Pagan	0.92%	0.00%	2.26%	1.33%	1.92%	1.00%
	Protestant	7.27%	11.89%	6.52%	9.81%	6.59%	11.33%
	Roman Catholic	26.13%	30.40%	19.55%	32.36%	18.96%	31.33%
	Spiritual, but no religious affiliation	8.83%	10.57%	6.25%	8.22%	7.42%	8.67%
	No affiliation	12.79%	9.47%	11.70%	9.55%	12.64%	8.33%
	Other	3.77%	3.74%	3.59%	3.95%	3.57%	4.67%
Disability Status	Yes (Has a physical, learning, psychological disability)	18.66%	7.87%	23.00%	13.43%	22.48%	11.08%
	No (Does not have a physical, learning, psychological disability)	81.34%	92.13%	77.00%	86.57%	77.52%	88.92%
	Decline to Answer						
Disability Type	Physical condition	13.61%	41.67%	15.41%	33.85%	25.00%	36.67%
	Learning disability	28.91%	16.67%	32.97%	21.54%	51.19%	40.00%
	Psychological condition	50.00%	31.25%	48.39%	40.00%	65.48%	53.33%
	Other	7.48%	10.42%	3.23%	4.62%	8.33%	3.33%
	Decline to Answer						

Table 3. Perceptions of Diversity (A) - “The University...”

Variable	Survey Responses	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
Encourages appreciation for a multicultural environment on campus	Strongly Agree	36.56%	44.29%	44.03%	55.58%	47.90%	56.53%
	Moderately Agree	44.94%	39.52%	42.32%	34.42%	39.65%	34.20%
	Neither Agree Nor Disagree	11.59%	9.84%	9.13%	7.88%	8.54%	6.41%
	Moderately Disagree	5.30%	4.92%	3.24%	1.54%	1.74%	1.90%
	Strongly Disagree	1.60%	1.43%	1.28%	0.58%	2.17%	0.95%
	Decline to Answer	0.00%	0.00%				
Encourages students to share their ideas openly	Strongly Agree	36.86%	44.27%	39.10%	48.93%	43.87%	48.18%
	Moderately Agree	41.42%	37.58%	42.42%	35.09%	38.67%	37.71%
	Neither Agree Nor Disagree	12.92%	10.19%	11.50%	12.28%	10.68%	10.46%
	Moderately Disagree	5.66%	5.57%	5.37%	2.53%	4.76%	2.92%
	Strongly Disagree	3.14%	2.39%	1.62%	1.17%	2.02%	0.73%
	Decline to Answer						
Has a long-standing commitment to diversity and inclusion	Strongly Agree	36.54%	32.85%	40.21%	40.28%	45.73%	44.79%
	Moderately Agree	36.60%	30.10%	38.23%	34.18%	36.32%	33.66%
	Neither Agree Nor Disagree	17.31%	20.39%	14.18%	15.72%	12.74%	15.01%
	Moderately Disagree	6.65%	12.14%	5.93%	6.29%	3.47%	4.36%
	Strongly Disagree	2.90%	4.53%	1.46%	3.54%	1.74%	2.18%
	Decline to Answer						
Accurately reflects the diversity of its student body in university marketing and communication (e.g., brochures, website)	Strongly Agree	31.76%	35.08%	34.31%	38.87%	39.04%	44.88%
	Moderately Agree	37.34%	38.85%	39.04%	37.30%	36.57%	36.10%
	Neither Agree Nor Disagree	17.71%	14.59%	16.25%	17.38%	15.97%	11.46%
	Moderately Disagree	8.92%	8.36%	7.05%	5.08%	5.08%	4.88%
	Strongly Disagree	4.27%	3.11%	3.35%	1.37%	3.34%	2.68%
	Decline to Answer						
Promotes the celebration of differences in sexual orientation	Strongly Agree	32.48%	27.80%	39.37%	40.08%	39.62%	36.25%
	Moderately Agree	36.68%	30.41%	37.10%	34.52%	33.58%	36.01%
	Neither Agree Nor Disagree	21.57%	29.11%	17.76%	19.25%	20.03%	20.44%
	Moderately Disagree	7.15%	10.57%	4.20%	5.16%	4.71%	6.08%
	Strongly Disagree	2.13%	2.11%	1.57%	0.99%	2.06%	1.22%
	Decline to Answer						

Table 3. Perceptions of Diversity (A) - “The University...”							
Variable	Survey Responses	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
Promotes the celebration of cultural differences	Strongly Agree	37.66%	37.28%	45.38%	46.92%	50.87%	52.87%
	Moderately Agree	40.88%	40.48%	37.95%	41.54%	35.12%	32.54%
	Neither Agree Nor Disagree	14.52%	12.80%	11.03%	9.23%	8.38%	10.77%
	Moderately Disagree	4.90%	6.88%	4.10%	1.73%	3.32%	2.63%
	Strongly Disagree	2.05%	2.56%	1.54%	0.58%	2.31%	1.20%
	Decline to Answer						
Has faculty who regularly speak about the value of diversity and inclusion	Strongly Agree	24.64%	25.94%	29.04%	30.06%	30.78%	23.95%
	Moderately Agree	40.81%	40.95%	42.26%	39.28%	42.19%	40.25%
	Neither Agree Nor Disagree	21.98%	24.80%	19.48%	24.05%	19.07%	28.15%
	Moderately Disagree	10.36%	6.69%	7.48%	4.81%	6.31%	5.43%
	Strongly Disagree	2.21%	1.63%	1.74%	1.80%	1.65%	2.22%
	Decline to Answer						
Has staff who regularly speak about the value of diversity and inclusion	Strongly Agree	20.47%	17.74%	24.58%	25.45%	31.21%	24.69%
	Moderately Agree	34.90%	39.97%	36.08%	37.37%	38.03%	37.41%
	Neither Agree Nor Disagree	32.42%	30.68%	28.71%	28.89%	25.30%	28.85%
	Moderately Disagree	9.22%	8.29%	8.43%	5.66%	4.24%	6.60%
	Strongly Disagree	2.99%	3.32%	2.19%	2.63%	1.21%	2.44%
	Decline to Answer						
Has students who regularly speak about the value of diversity and inclusion	Strongly Agree	31.46%	32.13%	31.94%	34.40%	35.89%	26.12%
	Moderately Agree	44.07%	36.72%	41.69%	33.60%	40.54%	37.31%
	Neither Agree Nor Disagree	16.77%	24.10%	18.89%	27.20%	17.72%	30.35%
	Moderately Disagree	6.12%	6.23%	5.74%	3.00%	4.65%	4.73%
	Strongly Disagree	1.58%	0.82%	1.74%	1.80%	1.20%	1.49%
	Decline to Answer						
Has administrators who regularly speak about the value of diversity and inclusion	Strongly Agree	25.54%	26.38%	28.16%	33.73%	31.62%	28.40%
	Moderately Agree	37.74%	42.35%	37.02%	38.29%	34.19%	41.75%
	Neither Agree Nor Disagree	25.22%	20.36%	25.35%	19.05%	24.96%	19.17%
	Moderately Disagree	8.07%	7.17%	7.37%	6.35%	5.75%	7.28%
	Strongly Disagree	3.43%	3.75%	2.11%	2.58%	3.48%	3.40%
	Decline to Answer						

Table 4. Perceptions of Diversity (B) - "The University is taking sufficient steps to and retain recruit ..."

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
<u>Students:</u> Diverse Nationalities	Strongly agree	31.76%	37.31%	39.53%	46.95%	42.83%	48.12%
	Moderately agree	39.63%	31.43%	38.63%	32.93%	34.30%	31.08%
	Neither agree nor disagree	20.67%	22.69%	13.81%	14.02%	16.59%	15.29%
	Moderately disagree	5.45%	6.72%	5.23%	4.27%	3.86%	3.76%
	Strongly disagree	2.49%	1.85%	2.80%	1.83%	2.42%	1.75%
	Decline to answer						
Diverse gender identities	Strongly agree	30.55%	20.95%	37.91%	30.15%	35.77%	28.13%
	Moderately agree	36.27%	26.24%	34.34%	23.70%	34.96%	25.58%
	Neither agree nor disagree	24.49%	43.44%	21.34%	38.67%	24.88%	40.15%
	Moderately disagree	6.39%	6.81%	4.67%	4.27%	2.93%	4.86%
	Strongly disagree	2.30%	2.56%	1.74%	1.83%	1.46%	1.28%
	Decline to answer						
Diverse sexual orientations	Strongly agree	31.04%	20.95%	39.08%	28.99%	36.87%	27.95%
	Moderately agree	34.88%	24.02%	33.46%	23.11%	32.46%	24.36%
	Neither agree nor disagree	26.87%	45.49%	21.94%	40.55%	26.10%	41.54%
	Moderately disagree	5.36%	6.89%	3.96%	6.30%	2.77%	4.87%
	Strongly disagree	1.85%	2.56%	1.57%	1.05%	1.79%	1.28%
	Decline to answer						
Underrepresented biological sex groups in their field of study or work	Strongly agree	21.99%	24.19%	26.19%	21.20%	28.43%	23.85%
	Moderately agree	35.38%	30.15%	31.81%	23.34%	29.26%	23.85%
	Neither agree nor disagree	30.51%	33.22%	32.55%	45.82%	36.53%	43.59%
	Moderately disagree	7.93%	9.20%	5.33%	7.28%	3.14%	6.41%
	Strongly disagree	4.20%	3.24%	4.12%	2.36%	2.64%	2.31%
	Decline to answer						
Underrepresented racial and ethnic backgrounds in their field of study or work	Strongly agree	21.97%	16.01%	28.78%	27.39%	30.88%	31.16%
	Moderately agree	31.48%	22.72%	33.27%	31.33%	31.86%	32.16%
	Neither agree nor disagree	35.03%	48.88%	27.04%	30.71%	28.76%	27.64%
	Moderately disagree	7.90%	9.47%	6.87%	7.88%	4.41%	6.53%
	Strongly disagree	3.62%	2.93%	4.03%	2.70%	4.08%	2.51%
	Decline to answer						

Table 4. Perceptions of Diversity (B) - “The University is taking sufficient steps to and retain recruit ...”

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
Staff: Diverse Nationalities	Strongly agree	27.89%	22.49%	33.67%	26.78%	36.14%	25.81%
	Moderately agree	38.56%	29.30%	37.73%	28.24%	35.33%	28.07%
	Neither agree nor disagree	24.28%	32.37%	21.49%	32.01%	21.88%	36.84%
	Moderately disagree	6.74%	11.58%	4.89%	9.83%	4.38%	6.77%
	Strongly disagree	2.54%	4.26%	2.21%	3.14%	2.27%	2.51%
	Decline to answer						
Diverse gender identities	Strongly agree	21.32%	16.96%	26.24%	20.34%	27.59%	17.56%
	Moderately agree	28.11%	21.11%	31.21%	22.48%	26.77%	25.95%
	Neither agree nor disagree	36.18%	48.85%	32.61%	46.25%	36.45%	49.11%
	Moderately disagree	9.82%	11.07%	7.03%	7.07%	6.57%	4.83%
	Strongly disagree	4.57%	5.02%	2.91%	3.85%	2.63%	2.54%
	Decline to answer						
Diverse sexual orientations	Strongly agree	20.85%	17.27%	25.64%	20.04%	26.41%	18.72%
	Moderately agree	25.39%	21.24%	27.43%	21.12%	27.57%	23.33%
	Neither agree nor disagree	42.59%	48.19%	37.98%	48.71%	39.70%	50.77%
	Moderately disagree	7.38%	9.15%	6.79%	6.68%	3.65%	4.87%
	Strongly disagree	3.79%	4.15%	2.17%	3.45%	2.66%	2.31%
	Decline to answer						
Underrepresented racial and ethnic backgrounds in their field of study or work	Strongly agree	19.45%	19.20%	23.89%	20.18%	28.03%	20.05%
	Moderately agree	31.47%	27.16%	33.21%	27.60%	31.01%	28.53%
	Neither agree nor disagree	36.26%	37.54%	32.46%	38.00%	31.67%	41.13%
	Moderately disagree	8.64%	11.76%	6.02%	8.70%	5.47%	6.68%
	Strongly disagree	4.19%	4.33%	4.42%	4.88%	3.81%	3.60%
	Decline to answer						
Underrepresented biological sex groups in their field of study or work	Strongly agree	17.34%	13.96%	21.56%	16.49%	23.66%	16.75%
	Moderately agree	28.18%	19.37%	30.20%	18.87%	28.69%	20.10%
	Neither agree nor disagree	43.22%	52.53%	38.94%	53.15%	39.43%	54.12%
	Moderately disagree	7.66%	10.47%	5.51%	6.94%	4.87%	5.93%
	Strongly disagree	3.59%	3.66%	3.80%	4.56%	3.36%	3.09%
	Decline to answer						

Table 4. Perceptions of Diversity (B) - “The University is taking sufficient steps to and retain recruit ...”

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
Faculty: Diverse Nationalities	Strongly agree	28.29%	27.01%	32.35%	28.69%	35.93%	26.97%
	Moderately agree	37.63%	32.48%	38.63%	34.18%	35.77%	31.55%
	Neither agree nor disagree	24.88%	30.26%	20.89%	29.32%	21.95%	32.06%
	Moderately disagree	6.54%	5.98%	6.01%	6.33%	4.93%	6.87%
	Strongly disagree	2.67%	4.27%	2.13%	1.48%	1.95%	2.54%
	Decline to answer						
Diverse gender identities	Strongly agree	21.69%	17.42%	27.24%	19.74%	26.04%	15.80%
	Moderately agree	28.14%	21.95%	29.97%	24.08%	29.68%	26.17%
	Neither agree nor disagree	36.94%	46.69%	32.70%	45.77%	35.32%	48.70%
	Moderately disagree	8.80%	9.58%	6.88%	8.46%	6.47%	7.25%
	Strongly disagree	4.43%	4.36%	3.20%	1.95%	2.49%	2.07%
	Decline to answer						
Diverse sexual orientations	Strongly agree	20.11%	16.03%	25.71%	19.69%	25.80%	16.19%
	Moderately agree	25.44%	21.08%	26.38%	21.01%	26.80%	23.24%
	Neither agree nor disagree	43.39%	50.70%	38.67%	50.33%	40.20%	51.96%
	Moderately disagree	7.15%	8.71%	6.95%	7.66%	5.19%	6.53%
	Strongly disagree	3.91%	3.48%	2.29%	1.31%	2.01%	2.09%
	Decline to answer						
Underrepresented racial and ethnic backgrounds in their field of study or work	Strongly agree	20.00%	20.80%	24.69%	20.51%	27.47%	20.51%
	Moderately agree	30.00%	28.08%	33.36%	30.77%	33.00%	29.23%
	Neither agree nor disagree	36.22%	36.40%	32.33%	36.75%	31.49%	39.49%
	Moderately disagree	8.72%	8.84%	6.13%	9.19%	4.69%	7.18%
	Strongly disagree	5.07%	5.89%	3.49%	2.78%	3.35%	3.59%
	Decline to answer						
Underrepresented biological sex groups in their field of study or work	Strongly agree	18.13%	15.11%	22.83%	16.70%	24.27%	15.71%
	Moderately agree	27.54%	20.04%	28.18%	21.98%	28.03%	21.73%
	Neither agree nor disagree	42.83%	52.02%	38.87%	51.87%	39.83%	52.88%
	Moderately disagree	7.51%	8.26%	7.16%	7.03%	4.62%	6.61%

Table 4. Perceptions of Diversity (B) - “The University is taking sufficient steps to and retain recruit ...”

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
	Strongly disagree	3.99%	4.57%	2.96%	2.42%	3.25%	2.88%
	Decline to answer						

Table 5. Respect on Campus - “How respectful is the treatment on campus for people with the following backgrounds and experiences?”

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
African American / Black (not Hispanic)	Very respectful	44.61%	45.45%	48.46%	55.71%	52.50%	53.63%
	Moderately respectful	37.47%	35.98%	37.86%	32.14%	35.25%	34.92%
	Somewhat respectful	14.72%	16.48%	12.04%	10.48%	11.13%	10.06%
	Not at all respectful	3.20%	2.08%	1.65%	1.67%	1.11%	1.40%
	Decline to answer						
American Indian / Alaska Native	Very respectful	45.77%	48.74%	48.65%	55.24%	51.79%	54.17%
	Moderately respectful	37.46%	32.49%	34.23%	31.16%	31.47%	30.45%
	Somewhat respectful	14.25%	16.70%	15.32%	11.61%	13.75%	13.14%
	Not at all respectful	2.52%	2.06%	1.80%	1.98%	2.99%	2.24%
	Decline to answer						
Asian / Asian American	Very respectful	45.59%	47.52%	47.94%	54.41%	48.87%	51.29%
	Moderately respectful	37.47%	35.64%	36.30%	34.80%	36.32%	34.67%
	Somewhat respectful	15.17%	14.46%	13.65%	9.31%	12.45%	12.32%
	Not at all respectful	1.76%	2.38%	2.12%	1.47%	2.45%	1.72%
	Decline to answer						
Caucasian / White (not Latinx / Hispanic)	Very respectful	65.60%	68.58%	64.52%	67.99%	67.15%	69.72%
	Moderately respectful	27.49%	25.51%	27.92%	25.70%	26.46%	22.22%
	Somewhat respectful	5.45%	4.07%	6.45%	4.91%	5.11%	6.67%
	Not at all respectful	1.45%	1.85%	1.11%	1.40%	1.28%	1.39%
	Decline to answer						
Hispanic / Latinx	Very respectful	44.87%	45.66%	47.69%	52.66%	50.65%	53.28%
	Moderately respectful	38.95%	36.61%	37.61%	35.99%	37.94%	34.76%
	Somewhat respectful	14.20%	16.57%	12.61%	9.66%	10.28%	11.68%
	Not at all respectful	1.97%	1.16%	2.10%	1.69%	1.12%	0.28
	Decline to answer						

Table 5. Respect on Campus - “How respectful is the treatment on campus for people with the following backgrounds and experiences?”							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
Middle Eastern/ North African	Very respectful	44.77%	43.95%	46.31%	51.87%	46.29%	48.55%
	Moderately respectful	36.17%	31.45%	35.94%	29.68%	35.81%	32.95%
	Somewhat respectful	16.25%	20.56%	14.22%	16.21%	14.67%	16.18%
	Not at all respectful	2.81%	4.03%	3.53%	2.24%	3.24%	2.31%
	Decline to answer						
Native Hawaiian/ Pacific Islanders	Very respectful	46.51%	48.93%	49.26%	54.91%	52.11%	53.90%
	Moderately respectful	38.04%	34.20%	37.03%	30.64%	35.21%	31.82%
	Somewhat respectful	13.80%	15.68%	12.00%	13.01%	11.67%	13.96%
	Not at all respectful	1.64%	1.19%	1.70%	1.45%	1.01%	0.32%
	Decline to answer						
Multiracial, multiethnic	Very respectful	45.20%	46.55%	48.67%	55.04%	49.90%	52.62%
	Moderately respectful	39.79%	35.31%	38.26%	32.19%	37.90%	33.43%
	Somewhat respectful	13.34%	16.57%	12.11%	11.79%	10.86%	12.79%
	Not at all respectful	1.68%	1.58%	0.96%	0.98%	1.33%	1.16%
	Decline to answer						
International students, staff or faculty	Very respectful	46.84%	42.83%	45.99%	50.58%	41.67%	49.72%
	Moderately respectful	35.47%	34.03%	32.69%	30.63%	27.04%	29.44%
	Somewhat respectful	14.98%	20.08%	16.04%	16.47%	22.04%	18.61%
	Not at all respectful	2.71%	3.06%	5.28%	2.32%	9.26%	2.22%
	Decline to answer						
Veterans / active military/ ROTC	Very respectful	62.77%	63.48%	60.53%	64.73%	61.26%	66.19%
	Moderately respectful	30.09%	28.49%	31.44%	27.54%	31.49%	25.00%
	Somewhat respectful	6.38%	7.27%	7.06%	6.28%	6.87%	7.39%
	Not at all respectful	0.76%	0.76%	0.96%	1.45%	0.38%	1.42%
	Decline to answer						
Native English Speakers	Very respectful	69.63%	69.29%	68.81%	70.60%	69.47%	69.77%
	Moderately respectful	25.61%	25.28%	25.55%	24.07%	24.86%	22.03%
	Somewhat respectful	4.48%	4.49%	5.03%	4.40%	5.30%	7.34%
	Not at all respectful	0.29%	0.94%	0.60%	0.93%	0.37%	0.85%
	Decline to answer						
Non-native English speakers	Very respectful	41.83%	41.10%	41.42%	45.69%	42.29%	44.73%
	Moderately respectful	35.82%	34.05%	36.84%	31.58%	32.33%	33.33%

Table 5. Respect on Campus - “How respectful is the treatment on campus for people with the following backgrounds and experiences?”							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
	Somewhat respectful	18.78%	20.55%	17.38%	18.66%	20.30%	20.23%
	Not at all respectful	3.57%	4.31%	4.37%	4.07%	5.08%	1.71%
	Decline to answer						
Gay, lesbian, bisexual, transgender, questioning	Very respectful	46.53%	46.33%	48.53%	50.52%	48.18%	52.94%
	Moderately respectful	34.99%	34.29%	34.95%	28.09%	36.71%	33.82%
	Somewhat respectful	15.91%	16.73%	14.21%	16.49%	13.38%	12.06%
	Not at all respectful	2.56%	2.65%	2.32%	4.90%	1.72%	1.18%
	Decline to answer						
Heterosexual	Very respectful	68.43%	69.02%	68.13%	70.66%	68.76%	72.54%
	Moderately respectful	24.80%	24.31%	25.21%	22.49%	26.10%	21.10%
	Somewhat respectful	6.18%	5.10%	5.63%	5.87%	4.76%	5.20%
	Not at all respectful	0.60%	1.57%	1.04%	0.98%	0.38%	1.16%
	Decline to answer						
People who are born in the U.S.	Very respectful	72.15%	69.75%	73.05%	73.07%	73.04%	73.88%
	Moderately respectful	24.39%	25.71%	22.34%	22.72%	21.13%	19.38%
	Somewhat respectful	3.25%	3.21%	4.01%	3.28%	4.92%	5.90%
	Not at all respectful	0.22%	1.32%	0.60%	0.94%	0.91%	0.84%
	Decline to answer						
People who are not born in the U.S.	Very respectful	45.43%	41.84%	44.54%	48.68%	44.81%	73.88%
	Moderately respectful	37.86%	35.12%	36.60%	33.33%	36.67%	19.38%
	Somewhat respectful	14.24%	20.15%	15.67%	15.35%	15.37%	5.90%
	Not at all respectful	2.47%	2.88%	3.20%	2.64%	3.15%	0.84%
	Decline to answer						
People who are from Christian affiliations	Very respectful	58.27%	57.17%	59.08%	58.96%	56.59%	62.09%
	Moderately respectful	32.92%	32.76%	31.36%	30.91%	31.20%	27.46%
	Somewhat respectful	7.89%	7.92%	8.27%	7.79%	11.05%	8.06%
	Not at all respectful	0.92%	2.14%	1.29%	2.34%	1.16%	2.39%
	Decline to answer						
People who are not affiliated with the religious majority	Very respectful	48.46%	46.65%	52.81%	52.25%	52.47%	51.65%
	Moderately respectful	37.92%	38.44%	34.20%	32.63%	33.27%	32.43%
	Somewhat respectful	11.46%	12.31%	10.71%	12.20%	12.93%	8.96%
	Not at all respectful	2.15%	2.59%	2.27%	2.92%	1.33%	2.39%

Table 5. Respect on Campus - “How respectful is the treatment on campus for people with the following backgrounds and experiences?”							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
	Decline to answer						
People who are affected by psychological health issues (e.g., depression, anxiety, bi-polar, PTSD)	Very respectful	41.92%	41.70%	45.51%	51.87%	46.67%	51.32%
	Moderately respectful	33.88%	35.27%	30.79%	27.18%	33.14%	29.62%
	Somewhat respectful	18.71%	18.67%	18.48%	15.96%	16.95%	15.54%
	Not at all respectful	5.48%	4.36%	5.22%	4.99%	3.24%	3.52%
	Decline to answer						
People who have a learning condition (e.g., dyslexia, ADHD)	Very respectful	43.45%	48.89%	45.62%	52.84%	51.35%	55.52%
	Moderately respectful	33.82%	32.80%	33.33%	31.85%	34.42%	29.46%
	Somewhat respectful	18.64%	17.30%	16.88%	11.85%	12.31%	12.46%
	Not at all respectful	4.08%	1.01%	4.17%	3.46%	1.92%	2.55%
	Decline to answer						
People who have physical condition (e.g., seeing, hearing)	Very respectful	45.82%	47.79%	48.26%	50.50%	53.24%	53.98%
	Moderately respectful	31.11%	30.72%	31.13%	29.25%	31.11%	26.70%
	Somewhat respectful	17.65%	16.67%	15.94%	15.75%	13.17%	15.91%
	Not at all respectful	5.42%	4.82%	4.66%	4.50%	2.48%	3.41%
	Decline to answer						
People who identify as male	Very respectful	68.07%	70.43%	66.87%	70.36%	66.42%	72.73%
	Moderately respectful	26.39%	22.96%	26.52%	23.86%	26.45%	20.45%
	Somewhat respectful	4.51%	5.25%	5.88%	4.34%	6.75%	6.25%
	Not at all respectful	1.03%	1.36%	0.72%	1.45%	0.38%	0.57%
	Decline to answer						
People who identify as female	Very respectful	50.62%	49.51%	50.20%	57.93%	53.54%	55.71%
	Moderately respectful	38.52%	36.65%	38.27%	33.41%	33.77%	34.57%
	Somewhat respectful	9.83%	11.89%	10.51%	6.73%	11.19%	8.86%
	Not at all respectful	1.03%	1.95%	1.02%	1.92%	1.49%	0.86%
	Decline to answer						
People who are socioeconomically disadvantaged	Very respectful	40.98%	41.94%	41.16%	44.14%	45.45%	45.75%
	Moderately respectful	32.77%	29.34%	30.98%	28.43%	32.88%	31.96%
	Somewhat respectful	19.26%	21.49%	19.83%	18.95%	17.21%	16.72%
	Not at all respectful	6.98%	7.23%	8.04%	8.48%	4.45%	5.57%
	Decline to answer						

Table 6. School Characteristics - "Indicate the extent to which the following adjectives characterize the University's climate"							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
Accepting	Extremely characteristic	36.23%	34.72%	37.19%	43.14%	42.37%	45.43%
	Moderately characteristic	43.62%	41.23%	44.57%	38.27%	41.41%	36.29%
	Somewhat characteristic	14.93%	18.81%	13.32%	13.05%	12.21%	13.44%
	Slightly characteristic	3.55%	4.52%	3.79%	3.98%	2.48%	2.69%
	Not at all characteristic	1.67%	0.72%	1.13%	1.55%	1.53%	2.15%
	Decline to answer						
Sexist	Extremely characteristic	7.28%	9.88%	10.62%	6.74%	10.74%	6.94%
	Moderately characteristic	13.62%	17.39%	13.80%	15.12%	15.91%	12.14%
	Somewhat characteristic	12.99%	15.42%	16.32%	14.65%	13.22%	15.61%
	Slightly characteristic	22.93%	20.36%	21.25%	19.77%	19.83%	18.21%
	Not at all characteristic	43.19%	36.96%	38.01%	43.72%	40.29%	47.11%
	Decline to answer						
Respectful	Extremely characteristic	36.75%	35.02%	39.01%	41.58%	42.50%	42.05%
	Moderately characteristic	43.60%	42.42%	39.43%	39.61%	37.12%	37.47%
	Somewhat characteristic	13.76%	17.69%	16.02%	14.00%	14.42%	15.09%
	Slightly characteristic	4.15%	3.79%	4.41%	2.84%	4.62%	2.96%
	Not at all characteristic	1.75%	1.08%	1.13%	1.97%	1.35%	2.43%
	Decline to answer						
Ageist	Extremely characteristic	9.99%	11.79%	12.12%	10.60%	11.57%	7.92%
	Moderately characteristic	11.16%	17.07%	14.61%	18.80%	15.08%	13.49%
	Somewhat characteristic	11.99%	18.50%	11.21%	15.42%	10.33%	19.65%
	Slightly characteristic	16.07%	18.09%	12.57%	17.35%	14.67%	15.25%
	Not at all characteristic	50.79%	34.55%	49.49%	37.83%	48.35%	43.70%
	Decline to answer						
Collegial	Extremely characteristic	31.81%	28.65%	33.29%	35.00%	33.65%	36.72%
	Moderately characteristic	35.47%	41.94%	34.42%	36.59%	34.35%	36.44%
	Somewhat characteristic	22.12%	19.92%	21.90%	19.32%	19.29%	18.36%
	Slightly characteristic	6.03%	6.07%	6.13%	5.00%	7.53%	5.08%
	Not at all characteristic	4.57%	3.42%	4.26%	4.09%	5.18%	3.39%
	Decline to answer						
Xenophobic	Extremely characteristic	9.08%	4.57%	11.26%	5.38%	9.91%	4.42%

Table 6. School Characteristics - "Indicate the extent to which the following adjectives characterize the University's climate"							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
	Moderately characteristic	10.54%	11.09%	13.86%	9.74%	16.36%	6.62%
	Somewhat characteristic	11.90%	15.22%	12.25%	10.77%	10.60%	14.51%
	Slightly characteristic	15.44%	17.39%	14.98%	16.92%	15.44%	15.46%
	Not at all characteristic	53.04%	51.74%	47.65%	57.18%	47.70%	58.99%
	Decline to answer						
Competitive	Extremely characteristic	23.11%	19.92%	26.25%	20.14%	24.35%	17.88%
	Moderately characteristic	35.21%	37.16%	33.62%	34.10%	31.34%	29.89%
	Somewhat characteristic	26.73%	29.31%	24.87%	27.00%	24.75%	33.52%
	Slightly characteristic	10.32%	10.15%	9.61%	11.90%	12.18%	12.57%
	Not at all characteristic	4.62%	3.45%	5.66%	6.86%	7.39%	6.15%
	Decline to answer						
Tolerant	Extremely characteristic	28.07%	26.42%	30.08%	33.41%	31.38%	31.30%
	Moderately characteristic	36.24%	39.62%	35.46%	37.64%	35.83%	40.44%
	Somewhat characteristic	23.41%	24.53%	23.27%	18.49%	20.85%	18.28%
	Slightly characteristic	8.79%	6.23%	7.68%	5.57%	8.50%	4.99%
	Not at all characteristic	3.50%	3.21%	3.51%	4.90%	3.44%	4.99%
	Decline to answer						
Racist	Extremely characteristic	7.89%	5.00%	10.75%	4.34%	8.94%	5.33%
	Moderately characteristic	10.09%	12.40%	11.54%	7.47%	13.16%	5.92%
	Somewhat characteristic	12.86%	14.60%	11.43%	13.49%	10.83%	10.65%
	Slightly characteristic	19.12%	23.40%	18.10%	18.07%	19.75%	18.93%
	Not at all characteristic	50.04%	44.60%	48.19%	56.63%	47.77	59.17%
	Decline to answer						
Supportive	Extremely characteristic	35.30%	29.53%	38.06%	37.17%	40.78%	37.00%
	Moderately characteristic	37.00%	40.40%	33.79%	35.87%	36.31%	37.27%
	Somewhat characteristic	17.28%	19.93%	19.19%	15.65%	15.34%	15.55%
	Slightly characteristic	7.90%	6.34%	5.32%	7.83%	5.63%	6.43%
	Not at all characteristic	2.51%	3.80%	3.65%	3.48%	1.94%	3.75%
	Decline to answer						
Collaborative	Extremely characteristic	38.16%	29.62%	38.82%	34.57%	41.65%	35.85%

Table 6. School Characteristics - "Indicate the extent to which the following adjectives characterize the University's climate"							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
	Moderately characteristic	36.53%	39.31%	33.16%	32.39%	36.35%	35.58%
	Somewhat characteristic	16.78%	20.29%	18.89%	19.57%	15.32%	16.71%
	Slightly characteristic	7.13%	7.86%	7.03%	7.83%	4.52%	5.39%
	Not at all characteristic	1.41%	2.93%	2.10%	5.65%	2.16%	6.47%
	Decline to answer						

Table 7. Visible Leadership- “There is visible leadership to foster diversity/inclusion on campus from the ... ?”:							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
University President	Strongly agree	34.87%	44.88%	31.07%	35.51%	48.36%	48.15%
	Moderately agree	30.79%	28.73%	25.78%	28.27%	27.66%	26.76%
	Neither agree nor disagree	17.36%	11.85%	29.46%	25.93%	16.19%	16.52%
	Moderately disagree	8.68%	8.62%	6.79%	7.24%	3.89%	2.85%
	Strongly disagree	8.30%	5.92%	6.90%	3.04%	3.89%	5.70%
	Decline to answer						
Provost	Strongly agree	26.51%	38.70%	29.82%	33.18%	32.97%	42.78%
	Moderately agree	28.65%	27.22%	24.68%	27.61%	25.00%	24.65%
	Neither agree nor disagree	31.05%	21.11%	31.23%	31.55%	30.82%	22.95%
	Moderately disagree	7.60%	7.41%	6.78%	4.87%	6.25%	5.38%
	Strongly disagree	6.19%	5.56%	7.49%	2.78%	4.96%	4.25%
	Decline to answer						
Dean of Student Affairs	Strongly agree	39.63%	60.11%	47.88%	68.14%	51.65%	60.00%
	Moderately agree	32.93%	22.71%	31.01%	20.13%	27.16%	22.22%
	Neither agree nor disagree	21.13%	14.69%	13.49%	8.63%	15.43%	11.67%
	Moderately disagree	3.91%	1.91%	3.92%	1.55%	3.29%	2.22%
	Strongly disagree	2.39%	0.57%	3.70%	1.55%	2.47%	3.89%
	Decline to answer						
VP of Diversity & Inclusion	Strongly agree	46.24%	56.69%	38.42%	60.00%	44.68%	59.14%
	Moderately agree	29.70%	26.21%	29.01%	18.39%	21.71%	23.14%
	Neither agree nor disagree	17.48%	10.78%	24.54%	18.16%	25.89%	12.57%
	Moderately disagree	4.00%	3.53%	3.78%	1.61%	5.22%	2.57%
	Strongly disagree	2.59%	2.79%	4.24%	1.84%	2.51%	2.57%
Myatt Center for Diversity And inclusion	Strongly agree	51.28%	55.41%	54.95%	63.47%	63.98%	61.17%
	Moderately agree	30.63%	27.51%	29.61%	21.38%	21.53%	23.74%
	Neither agree nor disagree	14.69%	14.42%	11.29%	12.03%	11.07%	10.89%
	Moderately disagree	2.47%	1.71%	2.56%	1.11%	2.62%	1.12%
	Strongly disagree	0.93%	0.95%	1.60%	2.00%	0.80%	3.07%
	Decline to answer						
Athletics Department	Strongly agree	27.85%	32.81%	30.22%	31.23%	37.08%	34.92%

Table 7. Visible Leadership- “There is visible leadership to foster diversity/inclusion on campus from the ... ?”:							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
	Moderately agree	26.17%	21.80%	27.71%	18.39%	24.79%	18.41%
	Neither agree nor disagree	35.07%	36.40%	29.53%	43.32%	28.33%	40.00%
	Moderately disagree	6.04%	5.39%	7.98%	3.27%	6.67%	5.08%
	Strongly disagree	4.87%	3.60%	4.56%	3.78%	3.13%	1.59%
	Decline to answer						
Human Resources (HR)	Strongly agree	27.82%	31.91%	31.78%	30.95%	36.32%	31.47%
	Moderately agree	25.98%	24.59%	25.61%	22.38%	22.44%	21.76%
	Neither agree nor disagree	37.18%	29.88%	34.69%	35.71%	33.97%	31.47%
	Moderately disagree	4.85%	9.15%	3.84%	7.62%	4.27%	8.53%
	Strongly disagree	4.18%	4.47%	4.07%	3.33%	2.99%	6.76%
	Decline to answer						
University Police Department	Strongly agree	31.94%	27.21%	34.11%	27.63%	40.08%	29.10%
	Moderately agree	25.99%	22.46%	26.22%	16.63%	24.79%	18.89%
	Neither agree nor disagree	28.24%	36.29%	23.67%	44.25%	27.27%	39.01%
	Moderately disagree	8.21%	7.56%	9.67%	7.33%	4.13%	8.36%
	Strongly disagree	5.63%	6.48%	6.33%	4.16%	3.72%	4.64%
	Decline to answer						
Other Student Service Offices (e.g., Health Services, ResLife)	Strongly agree	33.79%	33.55%	34.92%	33.75%	39.51%	34.17%
	Moderately agree	35.54%	29.00%	34.25%	28.50%	30.55%	25.71%
	Neither agree nor disagree	23.16%	31.39%	24.09%	34.25%	21.38%	36.99%
	Moderately disagree	4.55%	4.11%	4.31%	2.50%	4.68%	2.19%
	Strongly disagree	2.96%	1.95%	2.43%	1.00%	3.87%	0.94%
	Decline to answer						
Other Administrative Offices (e.g. Registrar's Office)	Strongly agree	29.47%	29.19%	35.07%	32.05%	37.89%	32.59%
	Moderately agree	30.83%	22.44%	28.41%	25.54%	26.71%	24.37%
	Neither agree nor disagree	30.91%	39.00%	27.86%	36.39%	26.78%	35.76%
	Moderately disagree	4.87%	7.19%	5.55%	4.10%	3.93%	4.43%
	Strongly disagree	3.91%	2.18%	3.11%	1.93%	2.69%	2.85%
	Decline to answer						
Faculty Members	Strongly agree	38.61%	33.52%	37.63%	33.70%	47.11%	35.38%

Table 7. Visible Leadership- “There is visible leadership to foster diversity/inclusion on campus from the ... ?”:							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
	Moderately agree	40.05%	42.59%	41.12%	40.09%	37.92%	35.65%
	Neither agree nor disagree	16.35%	18.52%	16.38%	19.60%	11.98%	22.28%
	Moderately disagree	3.63%	4.26%	3.38%	5.29%	2.00%	3.90%
	Strongly disagree	1.36%	1.11%	1.48%	1.32%	1.00%	2.79%
	Decline to answer						
Staff Members	Strongly agree	36.09%	31.95%	37.49%	34.75%	46.36%	35.13%
	Moderately agree	37.32%	43.42%	39.19%	38.79%	35.22%	42.78%
	Neither agree nor disagree	22.15%	20.49%	18.96%	21.08%	15.38%	18.89%
	Moderately disagree	3.37%	3.01%	2.98%	4.26%	2.63%	1.42%
	Strongly disagree	1.07%	1.13%	1.38%	1.12%	0.40%	1.70%
	Decline to answer						
Student Organizations	Strongly agree	47.47%	44.34%	48.12%	48.27%	53.86%	49.57%
	Moderately agree	35.75%	34.77%	35.67%	28.41%	34.26%	31.01%
	Neither agree nor disagree	13.23%	17.38%	12.45%	20.55%	8.71%	16.23%
	Moderately disagree	2.49%	2.73%	2.62%	2.08%	1.39%	1.74%
	Strongly disagree	1.06%	0.78%	1.15%	0.69%	1.78%	1.45%
	Decline to answer						
University Chancellor	Strongly agree			29.90%	30.00%		
	Moderately agree			22.92%	20.91%		
	Neither agree nor disagree			22.92%	21.82%		
	Moderately disagree			9.52%	12.95%		
	Strongly disagree			15.50%	14.32%		
	Decline to answer						
Assistant Provost of Diversity and Inclusion	Strongly agree			38.42%	60.00%		
	Moderately agree			29.01%	18.39%		
	Neither agree nor disagree			24.54%	18.16%		
	Moderately disagree			3.78%	1.61%		
	Strongly disagree			4.24%	1.84%		
	Decline to answer						

Table 8. Campus Diversity Initiatives- “Please indicate your level of agreement with the following statements”:

Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
Diversity and inclusion initiatives are relevant to my academic and/or career goals.	Strongly agree	47.80%	54.58%	44.42%	51.88%	50.00%	49.28%
	Moderately agree	29.69%	25.42%	36.51%	26.83%	32.42%	26.65%
	Neither agree nor disagree	15.42%	14.58%	13.37%	14.19%	11.64%	14.33%
	Moderately disagree	4.81%	2.80%	2.79%	3.99%	2.97%	2.58%
	Strongly disagree	2.28%	2.62%	2.91%	3.10%	2.97%	7.16%
	Decline to answer						
Diversity and inclusion events are well advertised.	Strongly agree	31.90%	28.33%	33.76%	44.18%	38.34%	42.57%
	Moderately agree	39.71%	45.56%	37.70%	40.00%	38.11%	38.86%
	Neither agree nor disagree	16.60%	16.85%	15.66%	10.77%	15.94%	10.86%
	Moderately disagree	10.25%	6.48%	9.51%	3.52%	5.54%	4.86%
	Strongly disagree	1.55%	2.78%	3.36%	1.54%	2.08%	2.86%
	Decline to answer						
Diversity and inclusion events fit into my schedule	Strongly agree	13.45%	9.62%	17.57%	9.53%	18.98%	14.08%
	Moderately agree	24.17%	30.00%	24.17%	26.16%	24.54%	26.10%
	Neither agree nor disagree	33.09%	37.36%	25.12%	29.93%	29.40%	28.45%
	Moderately disagree	21.20%	16.98%	22.64%	22.17%	16.67%	19.06%
	Strongly disagree	8.09%	6.04%	10.50%	12.20%	10.42%	12.32%
	Decline to answer						
I am expected to attend diversity and inclusion events.	Strongly agree	13.39%	14.50%	17.46%	15.83%	20.55%	16.47%
	Moderately agree	18.02%	28.44%	19.00%	23.85%	19.40%	24.86%
	Neither agree nor disagree	39.26%	37.48%	33.02%	36.01%	30.48%	34.68%
	Moderately disagree	17.11%	8.47%	16.03%	11.01%	15.47%	10.69%
	Strongly disagree	12.23%	11.11%	14.49%	13.30%	14.09%	13.29%
	Decline to answer						
I feel that I am welcome at diversity and inclusion events.	Strongly agree	33.31%	47.54%	36.36%	53.76%	42.17%	58.96%
	Moderately agree	34.38%	27.84%	31.40%	22.78%	30.65%	21.68%
	Neither agree nor disagree	21.10%	18.94%	19.36%	16.63%	19.35%	12.72%
	Moderately disagree	8.49%	3.60%	9.33%	3.64%	4.84%	3.47%
	Strongly disagree	2.72%	2.08%	3.54%	3.19%	3.00%	3.18%
	Decline to answer						

Table 8. Campus Diversity Initiatives- “Please indicate your level of agreement with the following statements”:							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
I learn from diversity and inclusion events.	Strongly agree	33.56%	45.19%	35.47%	47.29%	39.71%	48.80%
	Moderately agree	33.22%	32.31%	34.11%	29.65%	32.78%	28.14%
	Neither agree nor disagree	27.34%	17.50%	25.86%	18.59%	21.77%	17.66%
	Moderately disagree	3.24%	3.27%	2.34%	1.88%	3.83%	2.69%
	Strongly disagree	2.64%	1.73%	2.22%	2.59%	1.91%	2.69%
	Decline to answer						
My work/school load prevents me from attending diversity and inclusion events	Strongly agree	26.03%	19.17%	28.02%	26.19%	25.23%	19.01%
	Moderately agree	33.25%	32.26%	39.16%	37.25%	38.07%	39.47%
	Neither agree nor disagree	25.45%	30.74%	19.46%	18.51%	23.62%	18.71%
	Moderately disagree	9.61%	10.25%	6.80%	10.84%	6.88%	11.70%
	Strongly disagree	5.67%	7.59%	6.57%	7.22%	6.19%	11.11%
	Decline to answer						
My home commitments prevent me from attending diversity and inclusion events	Strongly agree	15.79%	16.44%	19.19%	24.49%	20.33%	14.58%
	Moderately agree	18.30%	29.64%	22.75%	32.43%	22.20%	32.65%
	Neither agree nor disagree	29.47%	29.83%	25.95%	22.45%	25.23%	25.95%
	Moderately disagree	17.38%	12.62%	12.80%	9.98%	11.92%	9.62%
	Strongly disagree	19.06%	11.47%	19.31%	10.66%	20.33%	17.20%
	Decline to answer						
I am not aware whether the events I attend are diversity and inclusion events	Strongly agree	7.65%	3.02%	12.17%	2.42%	11.14%	2.75%
	Moderately agree	16.07%	9.46%	21.90%	7.97%	21.09%	7.34%
	Neither agree nor disagree	32.56%	30.78%	30.78%	29.23%	32.23%	26.61%
	Moderately disagree	16.67%	13.68%	15.94%	15.22%	13.03%	13.15%
	Strongly disagree	27.06%	43.06%	19.22%	45.17%	22.51%	50.15%
	Decline to answer						

Table 9. Beliefs and Engagement with Diversity							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
What are your thoughts about the number of diversity and inclusion initiatives/efforts at the University?	I believe there should be more diversity and inclusion initiatives at the University.	39.64%	43.71%	36.82%	26.08%	30.56%	24.39%
	I am satisfied with the number of diversity and inclusion initiatives at the University.	54.37%	49.90%	56.40%	65.07%	64.06%	63.41%
	I believe there are too many diversity and inclusion initiatives at the University.	5.99%	6.39%	6.77%	8.85%	5.38%	12.20%
	Decline to answer						
“Overall, how many times would you estimate a campus program or event happened in 2024?” ... Educational Program or Trainings	Minimum	0	0	0.00	0	0	0
	Maximum	150	150	150.00	150	150	150
	Mean	41.64	42.52	51.95	45.23	58	51
	Standard Deviation	34.53	40.11	39.46	40.93	39	42
	Variance	1192.50	1609.00	1556.78	1675.01	1529	1759
	Decline to answer						
“Overall, how many times would you estimate a campus program or event happened in 2024?” ... Events /Commemorations	Minimum	0	0	0	0	0	0
	Maximum	150	150	150	150	150	150
	Mean	48.65	37.94	65.76	45.12	70	51
	Standard Deviation	38.13	40.40	43.55	40.78	44	46
	Variance	1454.18	1632.46	1896.78	1662.77	1937	2083
	Decline to answer						
“How many times did you attended ANY campus programs or events that happened in 2024?” Educational Programs or Trainings	Minimum	0	0	0.00	0	0	0
	Maximum	150	129	150.00	150	150	150
	Mean	10.67	9.00	18.23	8.05	21	9
	Standard Deviation	22.76	12.83	33.43	12.98	33	14
	Variance	517.91	164.62	1117.84	168.43	1087	203

Table 9. Beliefs and Engagement with Diversity							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
	Decline to answer						
“How many times did you attended ANY campus programs or events that happened in 2024?” Events/Commemorations	Minimum	0	0	0.00	0	0	0
	Maximum	150	150	150.00	150	150	150
	Mean	13.47	7.90	23.84	8.47	28	10
	Standard Deviation	22.77	13.98	34.81	14.62	36	17
	Variance	518.68	195.32	1211.60	213.62	1319	280
	Decline to answer						

Table 10. Campus Diversity Initiatives- “Please indicate your level of agreement with the following statements”							
Variable	Survey Response	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
Discuss issues of discrimination with others	0	26.79%	21.41%	30.29%	23.33%	31.08%	22.22%
	1-10	47.69%	49.71%	46.90%	50.00%	42.12%	55.26%
	11-30	14.86%	15.68%	14.04%	15.47%	15.99%	12.57%
	31-50	5.64%	5.93%	3.63%	5.54%	6.31%	6.43%
	51 or more	5.01%	7.27%	5.15%	5.54%	4.50%	3.51%
	Decline to answer						
Make an effort to discuss social issues with others	0	21.02%	14.56%	21.49%	18.33%	23.92%	17.10%
	1-10	46.89%	45.79%	45.76%	47.80%	40.32%	47.54%
	11-30	18.87%	20.69%	19.16%	16.94%	19.36%	15.94%
	31-50	7.17%	8.62%	7.67%	8.58%	10.25%	10.43%
	51 or more	6.05%	10.34%	5.92%	8.35%	6.15%	8.99%
	Decline to answer						
Discuss issues related to sexism, gender differences, or gender equity with others	0	27.42%	23.80%	26.64%	28.17%	27.85%	24.05%
	1-10	42.69%	45.68%	40.07%	43.19%	38.13%	46.04%
	11-30	17.03%	18.81%	18.69%	12.44%	18.95%	18.48%
	31-50	6.71%	6.33%	7.13%	10.56%	7.76%	5.57%
	51 or more	6.16%	5.37%	7.48%	5.63%	7.31%	5.87%
	Decline to answer						
Take advantage of opportunities for intensive dialogue with others from different backgrounds and beliefs	0	30.73%	24.13%	28.57%	25.30%	29.00%	25.07%
	1-10	43.85%	49.23%	44.51%	50.12%	43.38%	46.57%
	11-30	16.25%	14.09%	16.53%	14.89%	15.53%	14.93%
	31-50	5.07%	6.37%	5.67%	6.15%	7.31%	7.16%
	51 or more	4.10%	6.18%	4.72%	3.55%	4.79%	6.27%
	Decline to answer						

Table 11. Forms of Hostile Conduct – “Based on this conduct, what outcomes have you experienced, observed, or been made aware of?”						
Variable	2021 Students	2021 Fac/Staff	2023 Students	2023 Fac/Staff	2025 Students	2025 Fac/Staff
Victim of a reported crime	4.39%	0.95%	6.19%	3.68%	12.42%	10.66%
Racial/ethnic profiling	14.09%	13.27%	16.34%	11.05%	47.83%	34.43%
Bias-related graffiti	3.48%	4.27%	2.90%	2.37%	9.94%	14.75%
Derogatory phone calls, written or verbal comments/emails	7.73%	12.80%	7.54%	11.84%	24.84%	29.51%
Threatened or actual physical violence	5.30%	0.47%	4.35%	3.42%	11.80	9.02%
Stared at	16.21%	3.79%	16.83%	6.32%	51.55%	19.67%
Deliberately ignored or excluded	15.15%	16.11%	13.25%	14.74%	44.72%	43.44%
Intimidated/bullied	11.36%	13.74%	11.90%	17.11%	26.71%	36.07%
Feared for their or their family's physical safety	5.61%	1.90%	4.45%	3.95%	14.29%	7.38%
Assumed that someone was admitted or hired	4.09%	9.95%	4.55%	6.84%	14.91%	18.85%
Received a poor grade because of a prejudicial/hostile classroom environment	4.55%	1.90%	3.77%	3.42%	8.70%	9.84%
Received a low performance evaluation	1.97%	9.00%	2.61%	5.26%	6.21%	18.03%
Singled out as the "resident authority"	3.33%	6.64%	2.90%	4.21%	4.35%	9.02%
Other	2.73%	5.21%	2.42%	5.79%	4.97%	15.57%
Decline to Answer						

Appendix C- Charts on Hostile Conduct (Clustered Count and % Stacked Bars) for 2021, 2023, 2025 Comparison

Chart 1A. Student Experiences Hostile Conduct – Personal (100% Stacked Bar)

“In 2024, how many times have you personally been the target of any conduct on or near the University's campus that you believe has created an exclusionary, offensive and/or hostile environment?”

0 1 2 to 3 4 to 5 6-more Decline to answer

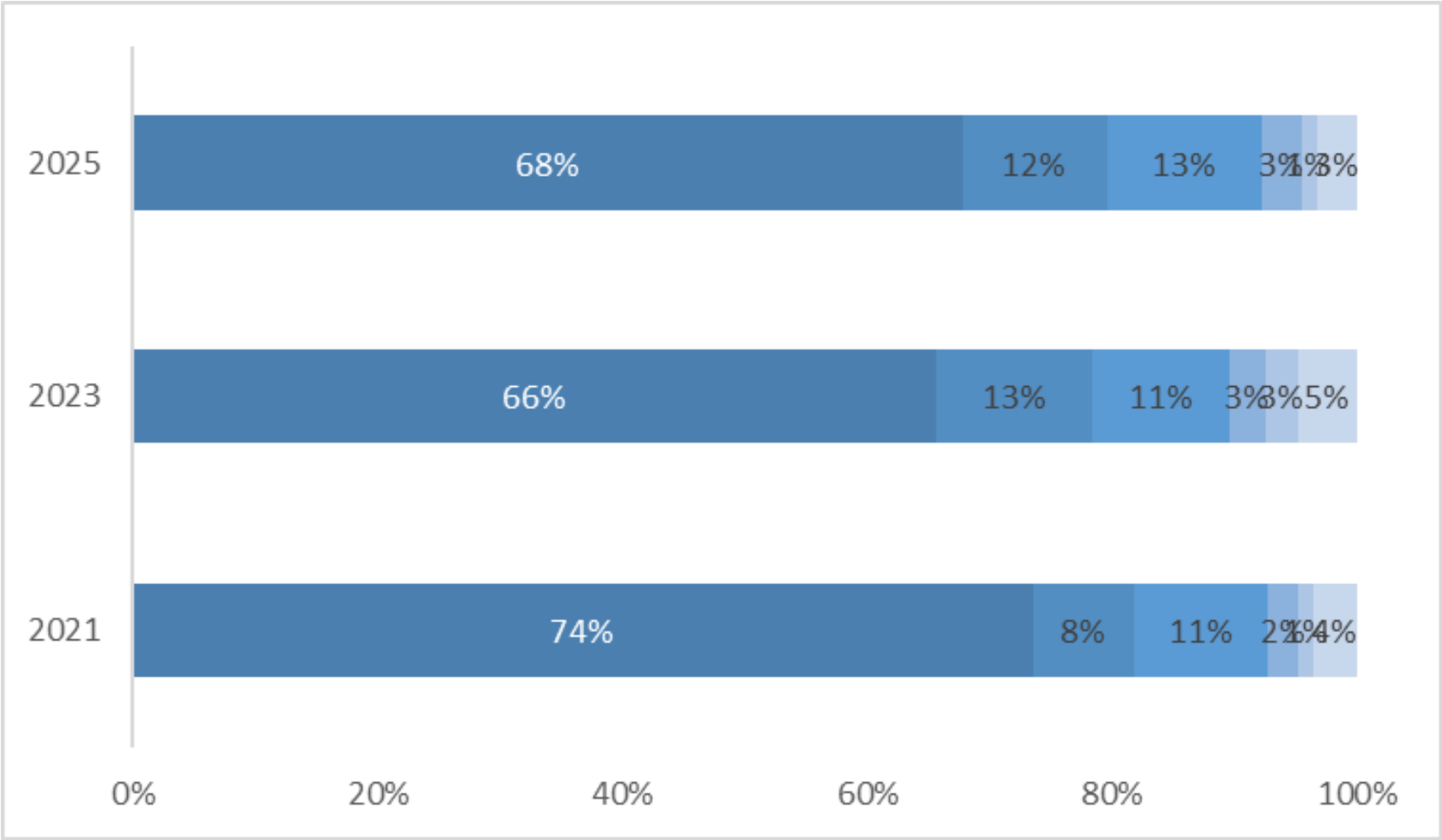


Chart 1B. Student Experiences Hostile Conduct – Personal (Clustered Bar -Counts)

“In 2024, how many times have you personally been the target of any conduct on or near the University's campus that you believe has created an exclusionary, offensive and/or hostile environment?”

0 1 2 to 3 4 to 5 6-more Decline to answer

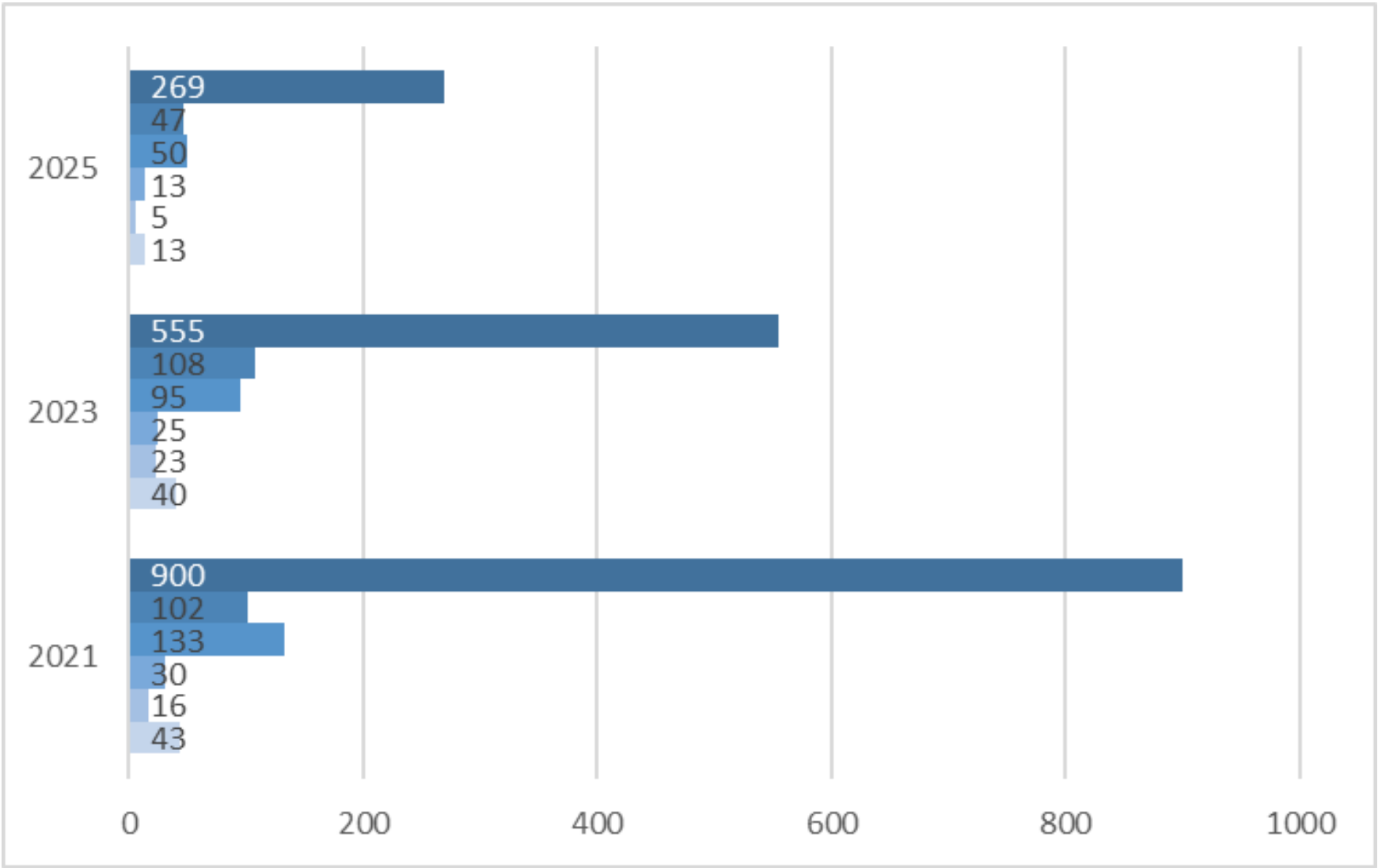


Chart 2A. Student Experiences Hostile Conduct – Observed (100% Stacked Bar)

“In 2024, how often have you observed or been made aware of any conduct directed toward a person or group of people on or near the University's campus that you believe has created an exclusionary, offensive, and/or hostile environment?”

■ 0 ■ 1 ■ 2 to 3 ■ 4 to 5 ■ 6-more ■ Decline to answer

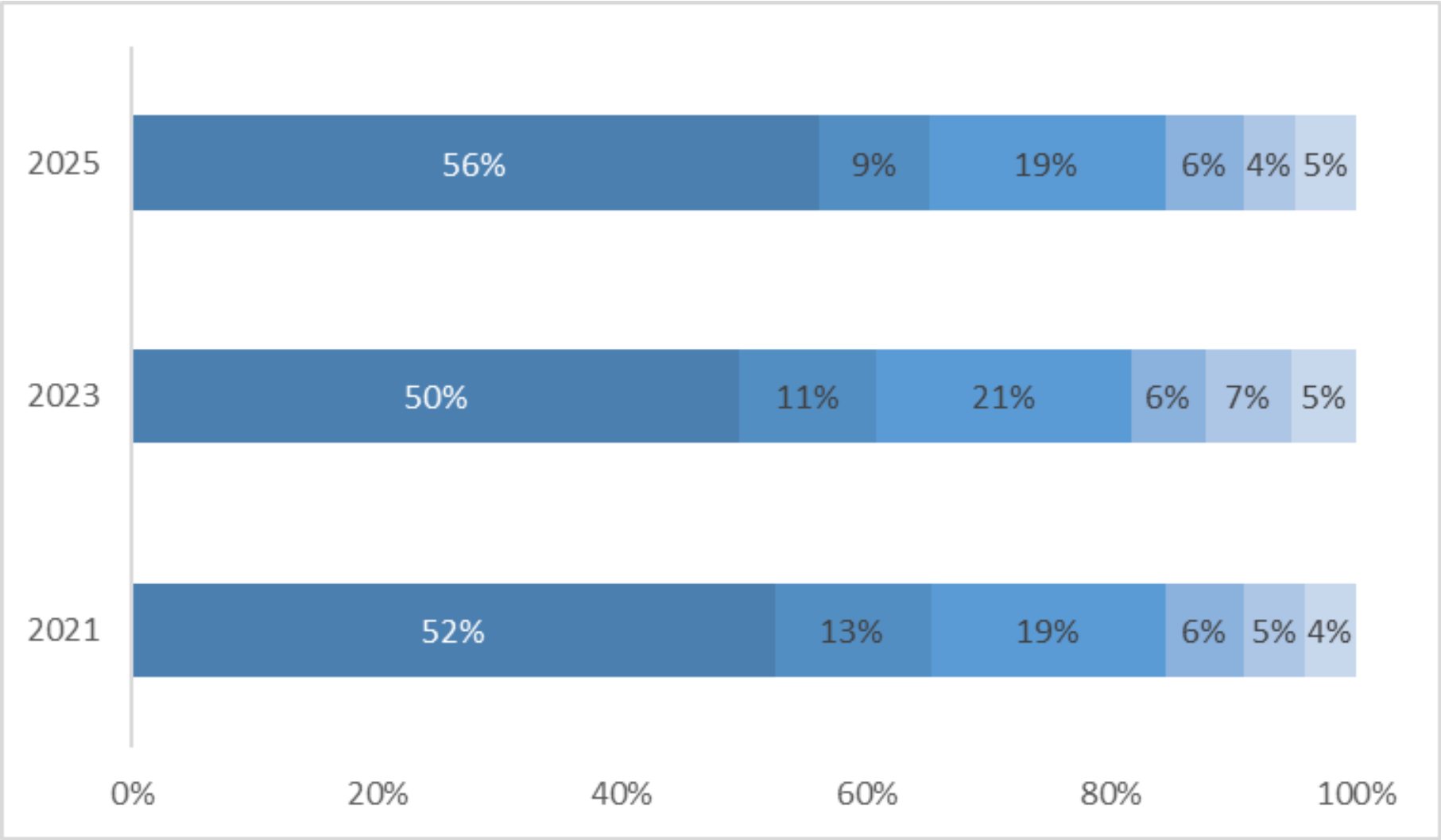


Chart 2B. Student Experiences Hostile Conduct – Observed (Clustered Bar -Counts)

“In 2024, how often have you observed or been made aware of any conduct directed toward a person or group of people on or near the University's campus that you believe has created an exclusionary, offensive, and/or hostile environment?”

■ 0 ■ 1 ■ 2 to 3 ■ 4 to 5 ■ 6-more ■ Decline to answer

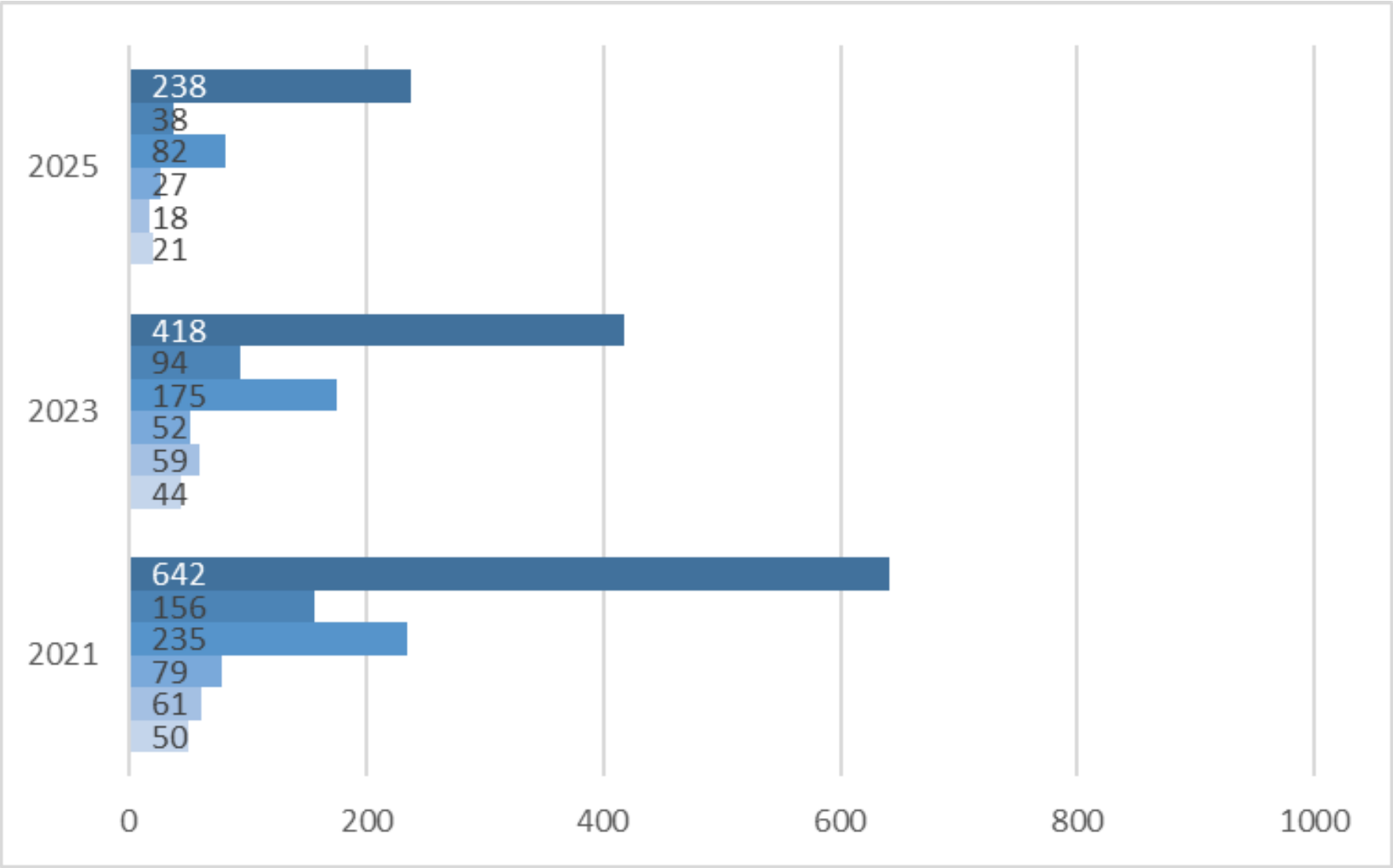


Chart 3A. Employee Experiences Hostile Conduct – Personal (100% Stacked Bar)

“In 2024, how many times have you personally been the target of any conduct on or near the University's campus that you believe has created an exclusionary, offensive and/or hostile environment?”

■ 0 ■ 1 ■ 2 to 3 ■ 4 to 5 ■ 6-more ■ Decline to answer

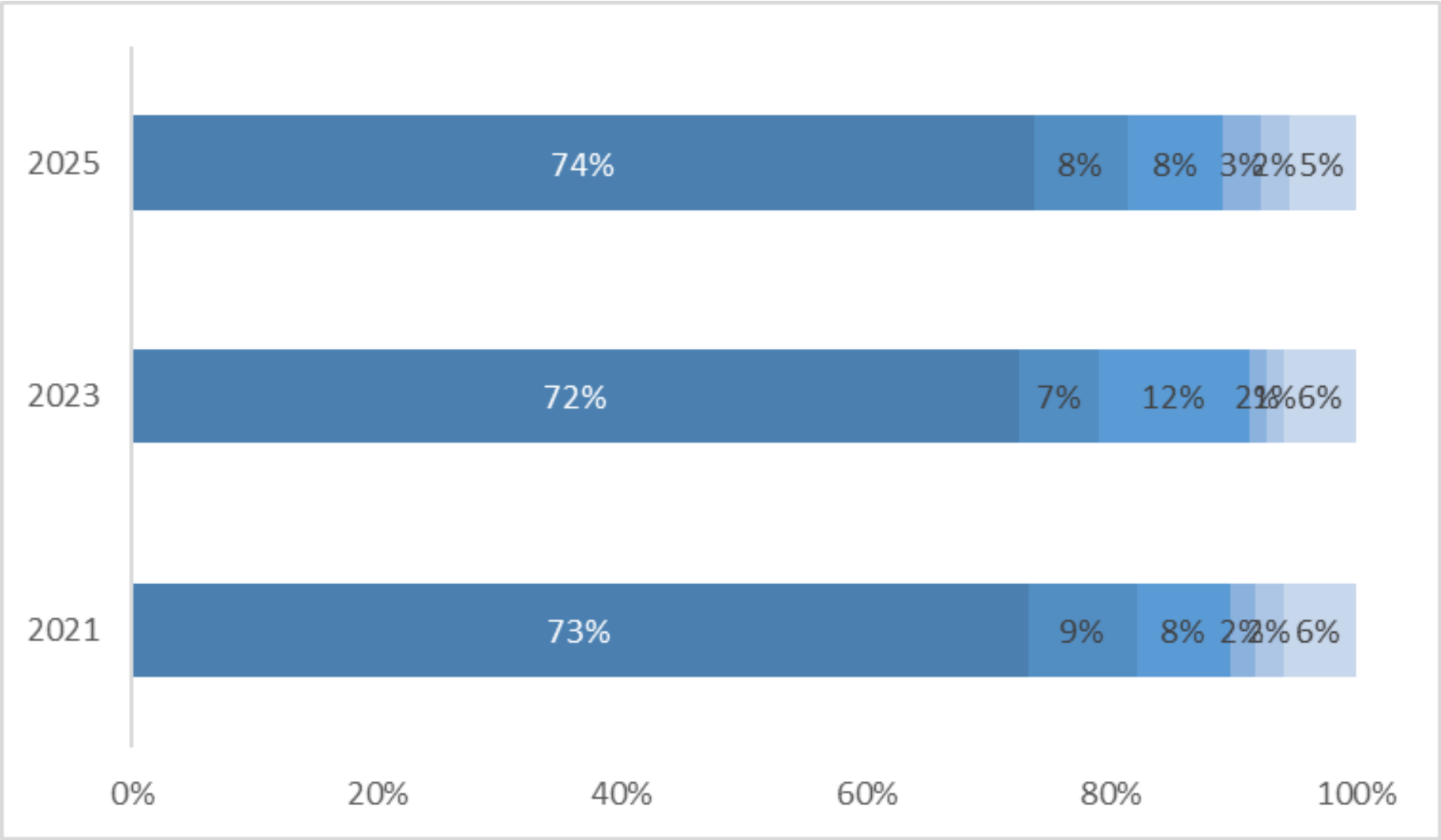


Chart 3B.Employee Experiences Hostile Conduct – Personal (Clustered Bar -Counts)

“In 2024, how many times have you personally been the target of any conduct on or near the University's campus that you believe has created an exclusionary, offensive and/or hostile environment?”

0 1 2 to 3 4 to 5 6-more Decline to answer

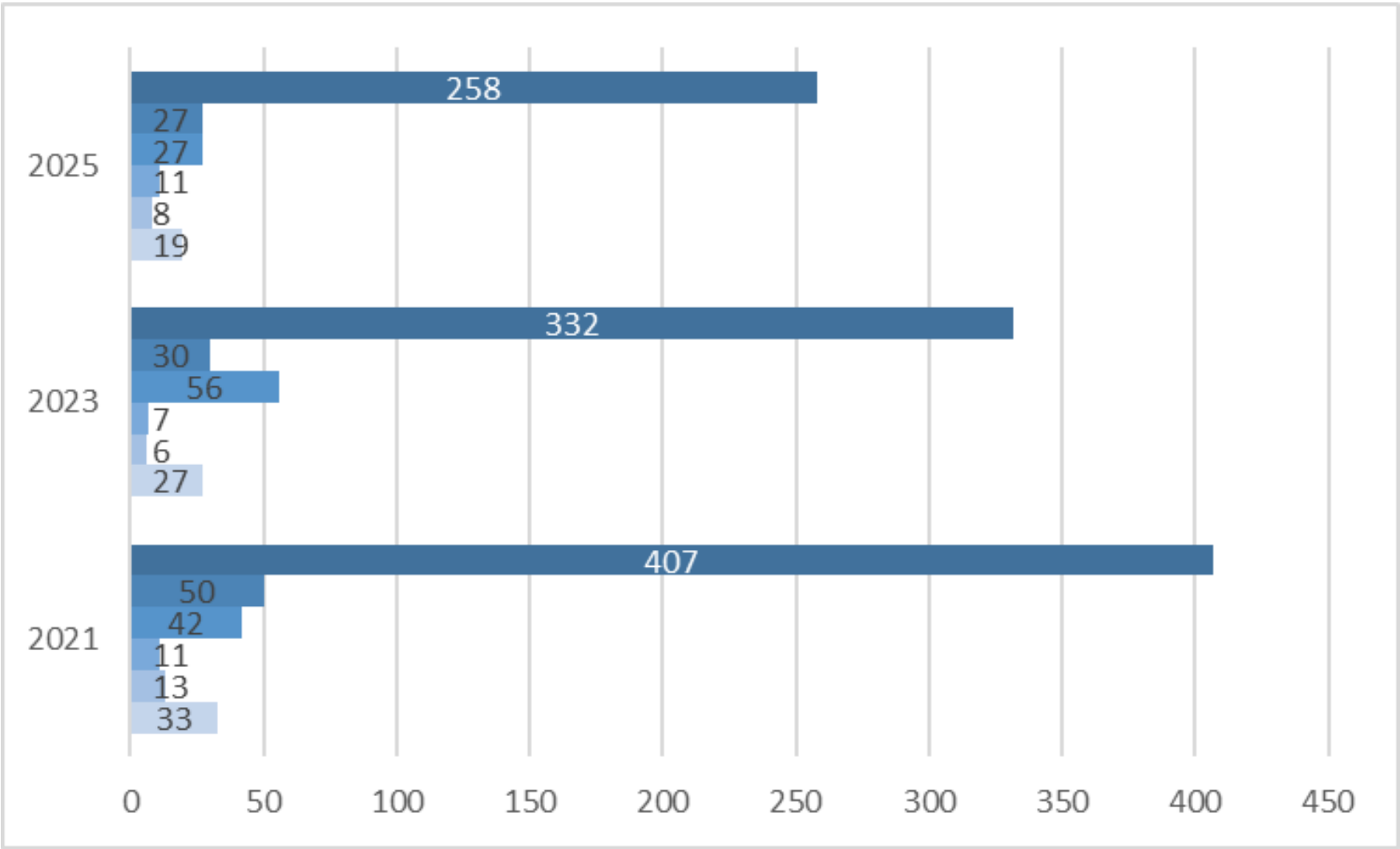


Chart 4A. Employee Experiences Hostile Conduct – Observed (100% Stacked Bar)

“In 2024, how often have you observed or been made aware of any conduct directed toward a person or group of people on or near the University's campus that you believe has created an exclusionary, offensive, and/or hostile environment?”

■ 0 ■ 1 ■ 2 to 3 ■ 4 to 5 ■ 6-more ■ Decline to answer

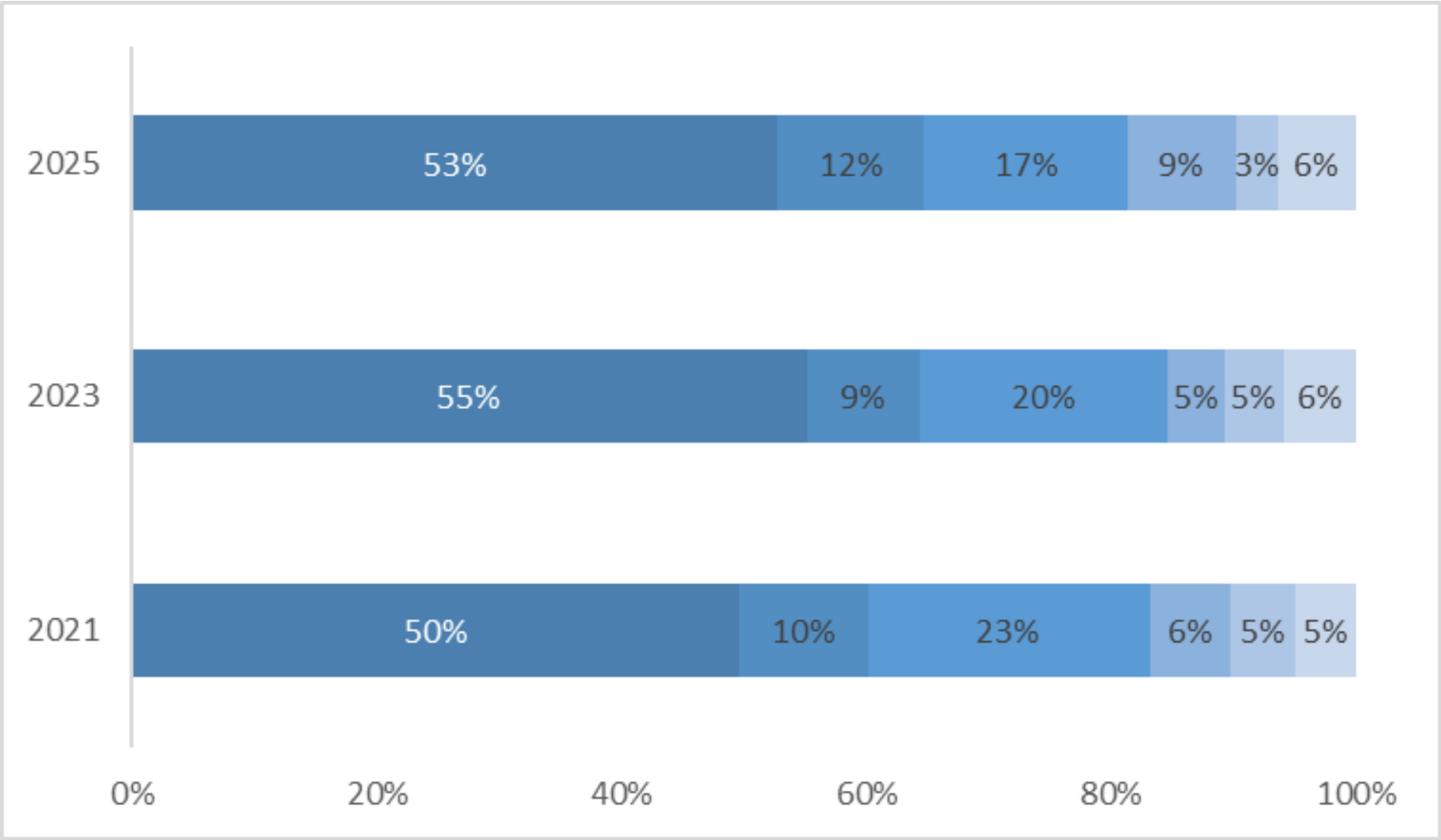


Chart 4B. Employee Experiences Hostile Conduct – Observed (Clustered Bar -Counts)

“In 2024, how often have you observed or been made aware of any conduct directed toward a person or group of people on or near the University's campus that you believe has created an exclusionary, offensive, and/or hostile environment?”

■ 0 ■ 1 ■ 2 to 3 ■ 4 to 5 ■ 6-more ■ Decline to answer

