

HEDS Campus Living, Learning, and Working Environment Survey
Key findings from Fall 2017 administration

Survey information:

The Campus Living, Learning, and Working Environment (CLLWE) survey is a pilot instrument developed by the Higher Education Data-Sharing Consortium (HEDS), a professional association of institutional researchers and assessment specialists from selective liberal arts institutions. HEDS also hosts other surveys St. Olaf administers regularly, such as the Alumni Survey, the First Destination Survey, and the Research Practices Survey. The CLLWE was administered to students, faculty, and staff at St. Olaf in late November and early December 2017. The comparison group consists of respondents from five other liberal arts institutions that administered the pilot in Spring 2017. Results should be interpreted with caution, because the overall response rates both for St. Olaf (28%, including 20% of current students, 47% of faculty, and 47% of staff) and for the other participating institutions (averaging 25%) aren't high enough to know whether the survey respondents are representative of all the invited participants.

The campus as a welcoming environment:

- *Overall community satisfaction with both diversity and inclusiveness on campus is decidedly mixed.* On balance, just under half of all St. Olaf respondents (49% of students, faculty and staff together) indicated they were “very” or “somewhat” satisfied with campus diversity, and just over half (51%) were “very” or “somewhat” satisfied with campus inclusiveness. Student and faculty responses almost identical to one another and somewhat less positive than staff responses.
- *Staff are more satisfied than students and faculty with their experience regarding diversity.* 61% of staff said they were very satisfied or somewhat satisfied with their campus experience regarding diversity. Faculty and students were more aligned in their responses, with 47% and 46% reporting the same, respectively.
- *Staff are also more satisfied than students and faculty with their experience regarding inclusiveness.* 57% of staff said they were very satisfied or somewhat satisfied with their campus experience/environment regarding inclusiveness. While students reported less satisfaction with diversity (46% from above), they seem to be more satisfied with their campus experience regarding inclusiveness (51% very satisfied or somewhat satisfied). Faculty reported satisfaction with inclusiveness at the same rate as their satisfaction with diversity.
- *Overwhelmingly, all groups to a great extent or some extent, experience a sense of belonging at St. Olaf.* 85% of students experience a sense of belonging to some extent or a great extent. Staff and faculty reported 85% and 83%, respectively. Only 4% of faculty indicated they feel no sense of belonging at all while 2% of students and 1% of staff reported the same.
- *While most participants felt some sense of belonging, their perception of how others experience belonging is that it is different from their own.* This is true across the board. Whereas 42% of

students indicated that they feel a sense of belonging to a great extent, only 13% said they feel all community members share the same sense of belonging. Whereas 47% of faculty indicated that they feel a sense of belonging to a great extent, only 8% said they feel all community members share the same sense of belonging. And, while 47% of staff indicated that they feel a sense of belonging to a great extent, only 13% said they feel all community members share the same sense of belonging.

- *Participants' perceptions of others' sense of belonging seems to be less tied to their own sense of belonging and more to their satisfaction with their campus experience regarding diversity.* Staff, who reported the highest level of satisfaction with diversity (61%), also were the most likely to feel that all community members experience a sense of belonging to some or a great extent (78%). Students, who reported the lowest level of satisfaction with diversity (46%), were the least likely to feel that all community members experience a sense belonging to some or a great extent (61%).

Attitudes:

- *Across the board, all groups at St. Olaf reported the least comfort interacting with people who have a different political affiliation or view.* 44% of both faculty and staff reported that they are very comfortable interacting with people who have different political views than they do while 41% of students reported the same.
- *While participants may not be comfortable interacting with people who have a different political affiliation, they can work closely and share responsibility with those individuals.* 56% of students said they are very comfortable working with others who have different views. 67% of faculty and 65% of staff indicated the same.

Actions:

- *All groups indicated that they are somewhat or very interested in participating in discussions, training, or activities on racial/ethnic issues.* 72% of students said they were somewhat or very interested in this action. 77% of faculty said they were somewhat or very interested and 65% of staff said they were somewhat or very interested. Though all groups reported interest in this action, rates of frequent participation were low. 46% of students said that they participate in discussions, training, or activities on racial/ethnic issues 6 or more times a year since coming to St. Olaf. 41% of faculty and 23% of staff said the same.

Experiences with diversity:

- *At St. Olaf, all groups hear someone make an insensitive or disparaging remark about persons with a particular political affiliation/view on a monthly basis or more often.* 74% of students said they hear these remarks this often while 64% of faculty and 44% staff said the same thing. For students, the two other topics that often come up are gender (50%) and race/ethnicity (48%).

For faculty, remarks about generation (27%) and religion (26%) are commonly heard. Comments on generation (19%), gender (14%) and race/ethnicity (14%) are commonly heard for staff.

- *For the most part, insensitive or disparaging remarks come from peers.* 66% of students said that of the remarks that they hear on a monthly basis or more often, other students are the source of those remarks. 19% of staff said that remarks they hear are from other staff members. Only 22% of faculty reported that remarks come from other faculty while 32% said that these comments are coming from local community members.
- *Across all St. Olaf groups, participants are most likely to intervene when derogatory comments or jokes based on people with disabilities are made.* 50% of faculty who have observed this behavior almost always intervene in these situations. Of the students who have observed this behavior, 44% said they almost always intervene. 40% of staff said the same.
- *Just as all groups are the least comfortable interacting with people who have different political affiliations, they are also less likely to intervene when derogatory comments or jokes are made about a specific political affiliation.* Of faculty who have observed this behavior, 19% said they almost always intervene, while 12% of students and 9% of staff said the same.
- *Staff and faculty identified that their gender has been the most frequent basis of discrimination or harassment directed at them on campus, at an off-campus residence, or at a college-affiliated event.* 44% of students said they've felt discriminated against or harassed monthly or more often based on their gender. 30% of faculty indicated this too. 17% of staff also indicated that they've frequently been discriminated against because of their gender, but 31% said they've felt discriminated against or harassed because of their age/generation on a monthly basis or more.
- *The most frequent form of discrimination or harassment for all groups has been verbal comments.* When asked to consider all instances in which they felt discriminated against or harassed on campus, at an off-campus residence, or at a college-affiliated event, 25% of students said they've experienced verbal comments. This is true for 20% of faculty and 15% of staff. For all three groups, the next most frequent form of discrimination they've experienced has been deliberate exclusion.
- *Similar to how St. Olaf groups most often hear insensitive or disparaging remarks from their peers, participants also indicated that they most often feel discriminated or harassed by their peers.* 68% of students said that other students were the source of discrimination or harassment on a monthly basis or more. 36% of faculty said other faculty discriminate or harass them while 30% of staff indicated other staff discriminate against or harass them on a monthly basis or more.

Beliefs:

- *The overwhelming majority of St. Olaf participants agree or strongly agree that diversity improves experiences and interactions within the classroom, workplace and overall community*

(90% of students, 96% faculty, and 90% staff). However, fewer participants agree that recruitment of historically marginalized students, faculty, and staff is an institutional priority (50% of students, 80% of faculty, 65% staff) and even fewer participants agree that retention of these marginalized groups is an institutional priority (48% of students, 60% faculty, 55% staff).

- *The majority of all groups at St. Olaf agree or strongly agree that senior leadership demonstrates commitment to diversity and inclusiveness on campus.* Faculty are the most likely to agree; 70% said that they agree that senior leadership demonstrates commitment to diversity and 64% said leadership demonstrates commitment to inclusiveness. Students are least likely to agree; 52% see a demonstrated commitment to diversity while 54% see a demonstrated commitment to inclusiveness.

Reporting:

- *Staff and faculty are more aware than are students of the individuals or offices to whom to report acts of discrimination to.* 85% of staff said they know where to report an act of discrimination or harassment. 85% of faculty know while 58% of students said they know.
- *The process for reporting acts of discrimination of harassment is still unclear, particularly for students.* Only 38% of students said they agree or strongly agree that the process is clear. Faculty and staff are more familiar, with 63% and 69%, respectively, reporting that the process is clear.

Comparisons with other participating institutions:

Overall, St. Olaf is very similar to its comparison group. Compared to other institutions that participated in the CLLWE, St. Olaf participants expressed similar levels of satisfaction with their campus environment in regards to both diversity and inclusiveness. St. Olaf participants appear to share the same attitudes, expressing the least comfort interacting with the following groups (in no particular order): people with a different political affiliation, transgender people, undocumented immigrants, and non-native English speakers. St. Olaf participants also expressed the strongest interest in and frequently participated in activities related to: diversity, race/ethnicity, gender, and socioeconomic status. Verbal comments and deliberate exclusion were cited as the most common forms of discrimination or harassment for both St. Olaf and other institutions. Acts of discrimination most often occur in spaces that groups most often occupy. For students, these acts most often take place in the classroom, in on-campus housing, and in dining halls. For staff and faculty, incidents occur in a department office or conference room, in an individual's office, or at institution-sponsored events.

There is one marked difference between St. Olaf and its comparison group. Students at other institutions were more familiar with reporting protocols. 58% of St. Olaf students agreed or strongly agreed that they know to whom to report an act of discrimination or harassment compared to 64% of students from other institutions. Furthermore, only 38% of St. Olaf students agreed or strongly agreed that the process for reporting acts of discrimination or harassment is clear to them while 51% of students from other institutions reported the same.