



**SIU Campus Climate Survey Summary – Faculty, Staff, and Students**

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## Introduction

The following summary was derived from the Southern Illinois University (SIU) System Campus Climate Survey administered in March of 2022 which gathered data from 378 SIU Carbondale faculty, 732 staff, and 1,491 students. This condensed summary is followed by more detailed, individual summaries for each: Faculty, Staff and Students.

### Faculty, Staff, and Student Campus Climate Survey Summary in Brief

- SIU faculty and students who participated in the survey were predominantly from the College of Health and Human Services and the College of Agriculture, Life, & Physical Sciences. The staff were primarily from Student Affairs (12.14%) and Facilities Management (10.29%).
- Majority of staff and faculty were full time employees who have worked at SIU between 1-5 years, and most students were full-time students pursuing a bachelor's degree.
- Majority of faculty, staff, and students identified as White, with the next largest ethnic/racial group being African American/Black among staff and students, and Asian American/Asian among faculty.
- The main reasons that faculty chose to work at SIU included research opportunities, distance from home and alum status; and for staff, employee benefits, distance form home, and their alum status. Reasons students chose to attend SIU include cost of attendance, distance from home, offering the desired degree program and receipt of scholarships. Students are paying for their SIU education with loans, part-time employment, family contributions, scholarships, personal savings, and grants.
- Both faculty and staff first learned about their job openings from job boards, colleagues, and friends.
- **Veteran Services:** Most service members respondents indicated “N/A” for each item – which suggests that approximately half of them have not engaged at all with the office for veterans. For those who have engaged with the office for veterans, most of them do not feel that the office has facilitated their adjustment to civilian life, indicating a possible area for improvement.
- **Office of Disability Services:**

- The majority of faculty and staff indicated that the disability was related to a medical/chronic health condition, followed by psychological conditions. Among students, the most commonly reported were predominantly psychological disability, followed by a medical/chronic health condition.
  - Most individuals with disability have never connected with the Office for Disability Services suggesting an opportunity for SIU to raise awareness and increase visibility of its disability services. Respondents are mostly satisfied with staff training, with the name of the office for disability services and felt that their accommodation expectations were met.
  - Most expressed that they are treated with respect by faculty, staff, and students, and feel welcome on campus. However, they feel mostly neutral about whether individuals with a disability are well-represented on the diversity council.
- **Religious/Spiritual Affiliation**
    - Christians and Catholics comprised most respondents, followed Atheists and Agnostics.
    - On average, faculty agreed that their religious beliefs were respected by staff, faculty, administrators, and students. However, a few expressed that cannot openly express their religious/spiritual beliefs on campus, and strongly disagreed with their religious beliefs had a dedicated space for prayer. These data are difficult to parse since most respondents are of the majority religious group (Christians) and the questions were not separated to help indicate which religious/spiritual groups felt what about each concern.
- **Political Views**
    - Among faculty, most faculty identified their political views as being Liberal, followed by “middle of the road”, and conservatives. Among students and staff, most identified their views as being “middle of the road”, followed by Liberal, and conservatives.
    - Faculty political views are being treated with respect by SIU faculty and students, but less so by staff. Most staff feel neutrally about whether their views are treated with respect by students, staff, faculty, and administrators. Students’ political views are being treated with respect by SIU faculty and staff, but less so by students.
    - Most felt neutral, disagreed and/or strongly disagreed that they can openly express their political views on campus, suggesting an opportunity for SIU to promote and raise awareness concerning political tolerance.
- **Office of LGBTQIA+**
    - On average, staff and students expressed satisfaction with the services provided by the office; however, faculty were less satisfied.
    - Most were dissatisfied with the number of staff and the availability of appointment times, suggesting that hiring staff and expanding appointment availability maybe options for improvements to this office.
    - Most indicate they are respected by SIU students, faculty, and staff but feel less welcome in the surrounding community, indicating SIU provides an overall supportive culture for LGBTQIA+ students.

- **Racial/ethnic minorities**

- Most people of color reported feel welcome on campus and reported feeling equally respected by SIU students, staff, faculty, and administrators. However, most also indicated that they did **not** feel that they are treated as equal to their white counterparts.
- The majority agree that SIU is committed to being an antiracist community and indicated they were aware of SIU’s anti-racist policies. Respondents indicated that racism was most often discussed in conversations among friends and in the classroom.

- **International Faculty, Staff, and Students**

- Most international students and staff consistently reported being satisfied with the services provided by the office for international students/HR office. However, most faculty reported being neutral or somewhat satisfied with the services provided by the Human Resources office.
- The training and friendliness of staff was rated as being mostly ‘good’ and ‘excellent’.
- On average, most internationals reported feeling welcome on campus and feeling respected by students, faculty, staff, and administrators, but less so in the surrounding community.
- During COVID-19, most students reported they felt supported by their campus community and reported that campus leadership adequately communicated COVID-19 safety protocols. Of the 21.11% of students that reached out to the counseling during the pandemic, 57.79% were satisfied with the assistance they received. Twelve percent of students indicated that they did not have adequate access to technology during the pandemic.

- **Awareness of SIU’s campus-wide diversity plan**

- 45.99% of faculty, 34.87% of staff indicated that they were not aware of the diversity plan.
- Most agree that diversity and inclusion are important to SIU leadership, however, most also disagree that SIU does a good job of promoting racial and cultural interaction between groups.
- A majority indicated that SIU is most welcoming to whites and current military and veterans and least welcoming to undocumented students and Muslims, indicating an opportunity to raise awareness regarding inclusivity for these groups.
- A majority agree that SIU administrative leadership, faculty, board of trustees, the search committee heads, staff members, and students should participate in diversity training.
- Levels of interaction among ethnic groups were rated as being most integrated on campus, during student activities on campus, during employee events, and during sporting events on campus.

- **SIU’s Responsiveness to reports of discrimination, bias, and harassment**

- Most indicated that reports would be taken seriously, and their privacy would be maintained if they were to file a report.

- A majority are electing not to report incidents of discrimination, bias, and harassment to SIU and the most cited reasons include, that they “didn’t feel anything would happen”, that they “feared retaliation”, and that they “decided it wasn’t important enough”.
  - Most cited experiences of discrimination and harassment were bullying, discrimination based on gender, and their race/ethnicity.
  - Of those surveyed who had filed a written complaint, most indicated that “nothing was done”, while some indicated that their complaint was taken seriously.
- **Campus Safety**
    - Most indicated that they and their family feel safe both on and off campus but slightly safer on campus.
    - Most indicated overall that people are supportive of others who have experienced incidents of physical harm or emotional confrontations.
    - A majority feel campus police should be required to participate in ongoing diversity training and that the campus police force should be reflective of the diversity of the student body. While most staff agreed that campus police should be armed at all times, faculty and students disagreed on the same.
    - Most ranked “anonymous reporting of safety concerns about a student or employee” and “parking lot, walkway, and street lighting” most highly on the list of measures that would make them feel safer on campus.
  - **Overall Climate on campus**
    - **Faculty and Staff:** Most agree that the campus is diverse, are satisfied with their interactions with other employees, would recommend SIU to others considering working here and feel respected on campus. However, many also disagreed that campus personnel are held to the same code of professional ethics and conduct and that campus leaders are held accountable for campus climate.
    - Most indicated that their work-life balance is appropriate and are satisfied with the employee benefits and performance evaluations. However, many also strongly agreed that they are underpaid for the work that they do, and that there are pay disparities, and that the merit and promotion processes are unfair.
    - A little over 40% have experienced bias and stereotypes on camps, and approximately 35% have experienced sexism.
    - Top reasons cited for why they have considered leaving SIU include: “Salary/benefits are not adequate”, “Work not appreciated”, a “feeling of not belonging” and “No career advancement opportunities” (staff). Approximately 18% have not considered leaving.
    - **Students:** Free tutoring services, community service opportunities, faculty office hours and ease of communication with faculty were rated highly. Students were least satisfied with, the availability of need-based scholarships, open campus dialogue sessions, emergency funding for financially distressed students, and meetings between administrators and students.

- On average, students agree that the campus is diverse, and inclusive and that they are satisfied overall with the faculty. Students agree that faculty create a safe and welcoming environment, and that students of all backgrounds interact together in the classroom.
- Regarding their overall learning experience, students slightly tend to agree that their workload is too heavy, and while some students have reported experiencing stereotypes on campus, more students than not, feel like there is a sense of belonging on campus and do not want to leave SIU.

### **Faculty Campus climate Summary in brief**

The following summary was derived from the Southern Illinois University (SIU) System Campus Climate Survey administered in March of 2022 which gathered data from 378 SIU Carbondale faculty.

#### **Summary in Brief**

SIU faculty from the Carbondale IL, campus predominantly from the College of Health and Human Services (26.05%), College of Agriculture, Life, & Physical Sciences (14.57%), College of Liberal Arts (12.04%), the School of Education (11.75%), and the College of Arts and Media (10.64%) made up a majority (75%) of faculty responding to the Campus Climate Survey; most of them (44%) full-time faculty. Most faculty have been working at SIUC between 1-5 years (21.73%) followed by 6-10 years (20.89%) and over 21 years (20.33%)

Of the 310 faculty (68 skipped) reporting demographic data,

- 49.68% identified as female, 50% as male, 0.32% as non-Binary, 0.32% as transgender man and 0.32% as transgender woman
- 77.32% were White, 9.90% Asian American/Asian, 4.62% African American, 4.29% Hispanic/Latinx, and 3.96% multi-racial
- Most faculty (31.05%) are between 51-60 years old, 29.41% are between 41-50 years, 23.53% are 61 years or older and 16.01% are 31 years or younger.
- Faculty are predominantly married (72.94%) and born in the U.S. (79.48%).

Research opportunities, distance from home, being an alum, and work-life balance were the most cited reasons for choosing to work at SIU. The least often reasons selected were: on-campus child care, college sports reputation, employee resource/affinity groups, and administrator diversity. Faculty first learned about job openings at SIU through a job board (32.70%) followed by colleagues (19.50%) and friends (16.98%).

On average, veteran faculty (15) report being least satisfied with availability of appointments, and most satisfied with the mental health services at SIU' office for veterans. Administrative staff were rated highest for their level of training as compared to the physical health staff and mental health staff. Most participants indicated that SIU's office of veterans have either not at all helped facilitate their adjustment to civilian life or are neutral to this service. However, it is important to note that of the 14 responses, most (7-9) respondents selected N/A for all questions.

Disabled faculty (25) report having predominantly a medical/chronic health type disability, followed by a psychological disability, and deaf/hard of hearing being third most common. Of the 25 faculty having a

disability, only 5 of them have engaged with the Office for Disability Services (ODS), suggesting an opportunity for SIU to raise awareness and increase visibility of its disability services. Participants indicated dissatisfaction with the accessibility at the office location and office hours, and high satisfaction with availability of appointments, number of staff and friendliness and knowledge of staff. Most indicated that the application process, interview process, and on-boarding process met their expectations while some indicated dissatisfaction with the on-boarding process and online training process. Most faculty with a disability expressed that they are treated with respect by faculty and students, and feel welcome on campus.

Christians and Catholics comprised 32.33% of the faculty respondents, followed Atheists (14.2%) and Agnostics (13.6%) with 17.22% preferring not to answer. On average, faculty agreed that their religious beliefs were respected by staff, faculty, administrators, and students. However, at least 23 faculty expressed that cannot openly express their religious/spiritual beliefs on campus, and 26 strongly disagreed employees with their religious beliefs had a dedicated space for prayer.

Of the 337 respondents, most faculty identified their political views as being Liberal (30.86%), followed by “middle of the road” (28.49%), and conservatives (13.35%), indicating a predominantly left leaning faculty political orientation. Faculty political views are being treated with respect by SIU faculty and students, but less so by staff. Over a quarter of faculty (35%), disagreed and/or strongly disagreed that they can openly express their political views on campus, suggesting an opportunity for SIU to promote and raise awareness concerning political tolerance.

Of the 348 responses, 6.32% of faculty identifying as LGBTQIA+. While some report being satisfied with the friendliness and knowledgeability of the office for LGBTQIA+ staff, on average, most respondents expressed being dissatisfied with the overall services provided by the office for LGBTQIA+, suggesting a need for improvement in the services provided to the LGBTQIA+ community. On a positive note, most LGBTQIA+ faculty report being able to express their sexual orientation & gender identity on campus and agree or strongly agree indicate they are respected by SIU students, faculty, and staff; however, feel less welcome in the surrounding community, indicating that SIU provides an overall supportive culture for LGBTQIA+ faculty.

Of the 346 faculty, 67 identified as a person of color (POC), On average, most faculty reported feeling equally respected by SIU students, faculty, staff, and administrators, however, indicated that they did not feel as welcome in the surrounding community. Additionally, roughly 46% of faculty identifying as a POC, indicated they **did not** feel they were treated as equal to their white counterparts.

The majority of SIU faculty agree that SIU is committed to being an antiracist community and 68.25% of faculty ( $N=337$ ) indicated they were aware of SIU’s anti-racist policies. However, many held a neutral stance regarding SIU’s antiracism policies and procedures with more respondents holding the view that faculty, staff, and administrators are held less accountable than students for racist behavior. Faculty reported that racism was most often discussed in conversations among friends (64.36%), in the classroom (59.9%), and on social networking sites (33.17%).

Most international faculty (46) reported being neutral or somewhat satisfied with the services provided by the Human Resources office. The training of administrative staff in the HR office was rated as being mostly ‘fair’ or ‘good’. In terms of the HR office’s contribution to international faculty’s adjustment to campus life in the U.S., the responses were quite varied, with 15.2% indicating ‘very much’, 23.9% indicating ‘somewhat’ and 19.5% indicating ‘not at all’ ( $N=46$ ). On average, most international faculty reported feeling welcome on campus and feeling respected by students, faculty, staff, and administrators, but less so in the surrounding community.

52.35% of the faculty indicated that they had served on the faculty search for the last 2 years. While many (78%) agreed that their search committee was made up of diverse members, at least 49% disagreed that their

department has pipeline programs to attract diverse faculty and that their department participates in faculty exchange programs.

While 49.85% ( $N=337$ ) indicated that they are aware of SIU's campus-wide strategic diversity plan, 45.99% indicated that they were not aware of it. A majority of faculty (52.44%) indicate that diversity and inclusion are important to SIU leadership, however, less than 20% indicate that SIU does a good job of promoting racial and cultural interaction between groups. Faculty indicated that SIU is most welcoming to whites and current military and veterans and least welcoming to undocumented students and Muslims, indicating an opportunity to raise awareness regarding inclusivity for these groups. Faculty strongly indicated that SIU Administrative leadership, faculty, board of trustees, staff, and residence assistants should participate in diversity training, and indicated students should as well, but less so than campus leadership.

Levels of interaction among ethnic groups were categorized by faculty as most integrated during sporting events, faculty meetings and employee events and least integrated in residence halls and dining areas.

Regarding SIU's responsiveness to reports of discrimination, bias, and harassment, faculty indicated that reports would be taken seriously, and their privacy would be maintained if they were to file a report, however, there was less agreement on whether people who file reports and accused of committing an offense are treated fairly during an investigation. Almost 17% of faculty reported **not** knowing where to file a report. Of 291 responses, most indicated experiencing bullying (31.62%) followed by discrimination, bias, or harassment based on gender (21.65%), and their race/ethnicity (16.84%). 42.6% of faculty indicated not experiencing any type of discrimination, bias, or harassment. Of those who did indicate having these experiences, a majority (76.58%) specified that the offence was caused by another faculty member, followed by other administrators (35.44%) and students (31.65%). Only 30.12% ( $N=166$ ) of faculty selected having reported the incidents suggesting that many are electing not to report incidents of discrimination, bias, and harassment to SIU. Of the 50 faculty who did indicate reporting, the majority (46.94%) reported to their supervisor. Respondents also reported to senior administrators and other faculty.

Of those surveyed who had filed a written complaint of bias, discrimination, or harassment (30), the most common response was that "nothing was done" (43.33%), and an additional 30% reported that their complaint was addressed but not resolved to their satisfaction. Only 16.67% indicated that their complaint was taken seriously.

For those 104 faculty who did not report their bias, discrimination, or harassment experience, the most cited reasons were: that they "didn't feel anything would happen, that they "feared retaliation", and that they did not think that the school would support them.

In response to questions about campus safety, faculty indicated feeling safer on campus than off campus and indicate overall that people are supportive of others who have experienced incidents of physical harm or emotional confrontations. Faculty feel campus police should be required to participate in ongoing diversity training and that the campus police force should be reflective of the diversity of the student body, however significantly fewer faculty felt that campus police should be armed at all times. Faculty ranked "anonymous reporting of safety concerns about a student or employee", "parking lot, walkway, and street lighting" most highly on the list of measures that would make them feel safer on campus.

Regarding the overall climate on campus, most faculty, on average, agree that the campus is diverse, are satisfied with their interactions with other employees and feel respected on campus. However, many also disagreed that campus personnel are held to the same code of professional ethics and conduct and that campus leaders are held accountable for campus climate.



Regarding the work-load, most faculty indicated that their work-life balance is appropriate and are satisfied with the employee benefits and performance evaluations. However, many also strongly agreed that they are underpaid for the work that they do, and that there are pay disparities. Around 20% of faculty indicated that SIU has a hostile working environment, a little over 40% have experienced bias and stereotypes on campus, and 34% have experienced sexism. Most faculty indicated that their unit/department has created a climate that encourages women to apply and be hired for faculty positions, but less so to retain women in faculty positions. Top reasons cited for why faculty have considered leaving SIU include: “Salary/benefits are not adequate”, “Work not appreciated”, and a “feeling of not belonging”. Of the 298 responses, 20% have not considered leaving.

## STAFF CAMPUS CLIMATE SUMMARY IN BRIEF

### Summary in Brief

The survey sample consisted of SIUC staff from across the campus across all departments, but respondents were predominantly from Student Affairs (12.14%), Facilities Management (10.29%), College of Agriculture, Life, & Physical Sciences (8.09%), Administration (6.58%), and the College of Health and Human Services (6.24%), Information Technology Services (5.73%). The majority of staff respondents were full time employees (92.5%), salaried employees (18.39%), and hourly employees (9.19%) that have worked at SIUC between 1-5 years (23.55%), 6-10 years (16.6%), 11-15 years (14.75%), 16-20 years (15.18%), and 21 years or more (20%). The majority of respondents were female (64.92%), and 6 respondents identify as non-binary. The majority of respondents identified as white (86.53%) with the next largest racial/ethnic group being African American/Black (6.39%) – indicating disproportionate hiring practices (Carbondale consists of 61.07% White people and 26.81% Black people). Most staff are US citizens (97.18%) between ages 51-60 (33.9%), 41-50 (25.46%), and 31-40 (16.69%) and have a bachelor's degree (33.72%) or a master's degree (33.89%). Most staff also own their own home (78.6%) and are married (61.21%).

The main reasons that staff chose to work at SIU is because of the employee benefits (69.16%), the location (51.69%), their alum status (38.77%), work-life balance (28.34%), and career advancement opportunities (25.11%). Respondents indicate that they first learned about their job opening from the job board (35%), from a friend (30.33%), and from a colleague (17.67%).

Fifty respondents of the staff sampled in the survey are members of the US military or military veterans (7.08%). For those service members and veterans that indicated their satisfaction with each item related to SIUC's office for veterans, most items were rated as neutral (17.02% - 21.28%) followed by very satisfied (10.64% - 19.15%). However, most service member respondents indicated "N/A" for each item – which suggests that approximately half of them have not engaged at all with the office for veterans. For those who have engaged with the office for veterans (23 service members in the survey), most of them do not feel that the office has facilitated their adjustment to civilian life (56.52% not at all). The majority of military service members and veterans in the survey sample feel mostly neutral about whether they feel welcomed on campus (29.79% neutral, 25.53% agree, 23.4% strongly agree) but feel more welcomed in the surrounding community (31.91% agree, 34.04% strongly agree) and feel treated with respect by students (31.91% agree, 12.77% strongly agree) by staff (31.91% agree, 17.02% strongly agree), by staff (31.91% agree, 17.02% strongly agree), and by administrators (29.79% agree, 12.77% strongly agree). Military members and veterans however feel mostly neutral about whether they are well-represented on the diversity council (36.17% neutral).

The majority of staff respondents indicated that they do not have a disability (94.02%). Of the 42 respondents that did indicate that they have a disability, the majority indicated that the disability was related to a medical/chronic health condition (24 respondents), followed by psychological (12 respondents), attention deficiency (8 respondents), deaf/hard of hearing (7 respondents), mobility/orthopedic (6 respondents), and learning disability (5 respondents). 31 of the 42 staff with a disability have never connected with the Office for Disability Services. Because so few have actually utilized their services, only a handful rated their satisfaction with those services. While the limited data should not be over generalized from the 5 to 9 ratings from each item, most services were rated with high satisfaction. The similarly limited data on satisfaction with staff from the office for disability services indicate that people are mostly satisfied with staff training. Of the 11 that were asked to rank their satisfaction with the name of the office for disability services, the majority were satisfied (5). The majority of staff with a disability felt that their accommodation expectations were met in terms of the application process, the interview process, the on-boarding process, and online training.

Most staff with a disability indicated that they feel welcome on campus (40% agree, 17.5% strongly agree), feel welcome in the surrounding community (37.5% agree, 20% strongly agree), feel respected by students (32.5% agree, 25% strongly agree), staff (27.5% agree, 20% strongly agree), staff (30%, 22.5% strongly agree), and administrators (20% agree, 25% strongly agree). The majority also feel that the events on campus are accessible to them (22.5% agree, 27.50% strongly agree). However, they feel mostly neutral about whether employees with a disability are well-represented on the diversity council

In terms of religious/spiritual affiliation, most of the staff identify as Christian (other than Roman Catholic; 45.48%), followed by Roman Catholic (9.95%), Agnostic (13.32%), Atheist (8.27%), Protestant (5.82%). Most respondents feel neutrally about whether they feel they can openly express their religious/spiritual beliefs on campus (29.19% neutral, but 27.7% agree) and about whether they feel their religious/spiritual beliefs are treated with respect by students (34.18% neutral, but 25.85% agree), by staff (33.48% neutral, but 23.56% agree), staff (31.9% neutral, but 31.31% agree), and administrators (34.76% neutral, but 25.89% agree). Most respondents feel that the religious/spiritual holidays they celebrate are respected by the campus community (31.56% agree, 12.59% strongly agree, but 29.63% neutral). Most staff indicated they felt neutrally about whether employees with their religious/spiritual beliefs have dedicated space for prayer (29.63% neutral, but 40.15% “N/A”) and neutrally about whether they felt well-represented on the diversity council (43.92% neutral). These data are difficult to parse since most respondents are of the majority religious group (Christians) and the questions were not separated to help indicate which religious/spiritual groups felt what about each concern.

Of the 337 respondents, most staff identified their political views as being Middle-of-of-the-road (28.4%), followed by Liberal (24.51%), and conservatives (22.27%), indicating a predominantly moderate staff political orientation. Staff feel neutrally or negatively about whether they can openly express their political views on campus (26.27% neutral, 23.58% disagree) but more positively in the surrounding community (27.8% neutral, 30.49% agree). Most staff feel neutrally about whether their views are treated with respect by students, staff, staff, and administrators and about whether employees with their political beliefs are well-represented on the diversity council.

Of the 675 responses, 48 of those staff identify as LGBTQIA+. While most of those 48 staff reported being satisfied with the overall services, transgender services, mental health services, support services, and friendliness of the office for LGBTQIA+ support, on average, most respondents expressed being dissatisfied with the number of staff at the office for LGBTQIA+ and more neutrally about the office hours they hold. Most LGBTQIA+ staff report being able to express their sexual orientation & gender identity on campus and agree or strongly agree indicate they are respected by SIU students, staff, and staff; however, feel less welcome in the surrounding community. LGBTQIA+ staff also indicate that they feel mostly neutral to negative about their representation on the diversity council (22.92% disagree, 33.33% neutral).

Of the 664 staff that reported their racial identity, 83 (12.5%) identified as a person of color (POC). In Carbondale, 38.93% of the population are people of color. These rates suggest a disproportionate hiring of white people over people of color. On average, most staff of color reported feel welcome in the surrounding community and on campus and reported feeling equally respected by SIU students, staff, staff, and administrators. However, staff of color indicated that they did not feel that they are treated as equal to their white counterparts (32.5% disagree). Most SIUC staff agree that SIU is committed to being an antiracist community and 76.32% of staff (N=493) indicated they were aware of SIU’s anti-racist policies. Staff reported that racism was most often discussed in conversations among friends (72.95%), on social networking sites (50.68%), and in the classroom (29.45%).

Most international staff (only 11 people) reported being very satisfied with the services provided by the Human Resources office, except the number and knowledge of staff – which were rated mostly neutrally. The training of administrative staff in the HR office was rated as being mostly ‘good’ and ‘excellent’. In terms of the HR

office's contribution to international staff's adjustment to campus life in the U.S., the responses indicate that staff felt that the office did not help much (33.33% not much). On average, most international staff reported feeling welcome on campus and feeling respected by students, staff, staff, and administrators, but less so in the surrounding community.

While 62.37% ( $N=406$ ) indicated that they are aware of SIU's campus-wide strategic diversity plan, 34.87% ( $N=227$ ) indicated that they were not aware of it. The majority of staff indicated that they agree that senior leadership establishes the campus vision for diversity, creates a culture of accountability, and shows a visible commitment to campus diversity. Staff feel mostly neutral about whether a written diversity plan is required in their division/unit, about whether there is adequate financial support to drive campus diversity efforts, and about whether SIUC has a way to effectively measure their division/unit's diversity success. Staff indicated they were neutral to positive about whether the diversity committee is effective at engaging the campus in diversity activities (33.07% neutral, 34.88% agree), about whether their division/unit is accountable for diversity progress (30.21% neutral, 34.64% agree), about whether the Board of Trustees is supportive of campus diversity efforts (30.13% neutral, 37.14% agree), and about whether diversity efforts should be led by each school with oversight by a central office (31.35% neutral, 34.97% agree).

Approximately half of the staff (54.46%) indicate that diversity and inclusion are important to SIU leadership, however, less than 20% indicate that SIU does "very well" at promoting racial and cultural interaction between groups (32.7% somewhat, 22.17% neutral, 16.75% not very well, 1.12% not at all). Staff indicated that SIU is most welcoming to whites and current military and veterans and least welcoming to undocumented students and Muslims, indicating an opportunity to raise awareness regarding inclusivity for these groups. About half of the staff indicated that they strongly agree that SIU administrative leadership, faculty, board of trustees, the search committee heads, staff members, and students should participate in diversity training.

Among staff members, the levels of interaction among ethnic groups were rated as being most integrated on campus, during student activities on campus, during employee events, and during sporting events on campus.

Regarding SIU's responsiveness to reports of discrimination, bias, and harassment, staff indicated that reports would be taken seriously, that their privacy would be maintained if they were to file a report, that SIUC would take steps to protect their safety if they were to file a report, and that they knew where to file a report. However, staff felt more neutrally about whether people who file reports and people accused of committing an offense are treated fairly during an investigation.

Of 548 responses, 28.47% indicated experiencing discrimination, bias, or harassment based on gender, 25.91% indicated experiencing bullying, 16.97% indicated experiencing discrimination, bias, or harassment based on age, 12.96% indicated experiencing discrimination, bias, or harassment based on race/ethnicity, 11.5% indicated experiencing retaliation, and 10.58% indicated experiencing discrimination, bias, or harassment based on religion/worldview/spiritual affiliation. Of those who did indicate having these experiences, a majority (63.12%) specified that the offense was caused by another staff member, followed by other administrators (42.20%), faculty members (32.62%), and students (20.21%). Only 24.23% ( $N=71$ ) of staff indicate that they reported the incidents suggesting that many are electing not to report incidents of discrimination, bias, and harassment to SIU. Of the 69 staff who did indicate reporting, the majority (62.32%) reported to their supervisor, followed by a senior administrator (31.88%), human resources (24.64%) and a friend (24.64%).

Of those surveyed who had filed a written complaint of bias, discrimination, or harassment (30), the most common response was that "nothing was done" (43.33%), and an additional 30% reported that their complaint was addressed but not resolved to their satisfaction. Only 16.67% indicated that their complaint was taken seriously. For those who did report the instance, 56% report nothing being done about it. For those who did not report their bias, discrimination, or harassment experience, the most cited reasons were: that they didn't feel

anything would happen, that they “feared retaliation”, that they decided it wasn’t important enough, that there was not enough evidence, and that they did not think that the school would support them.

In response to questions about campus safety, staff indicated that they and their family feel safe both on and off campus but slightly safer on campus. Staff also indicated overall that people are supportive of others who have experienced incidents of physical harm or emotional confrontations. Staff feel campus police should be required to participate in ongoing diversity training and that the campus police force should be reflective of the diversity of the student body. Significantly fewer staff felt that campus police should be armed at all times, but the majority still agreed that they should be armed at all times. Staff ranked parking lot, walkway, and street lighting, maintenance of improperly working safety items, emergency call boxes, and anonymous reporting of safety concerns about a student or employee most highly on the list of measures that would make them feel safer on campus.

Regarding the overall climate on campus, most staff, on average, agree that they are satisfied with their interactions with other employees and feel respected on campus, that multiculturalism is a core value for SIUC, that they have received adequate diversity training to engage with students and employees on campus, that they would recommend SIU to others considering working here, that they are satisfied with the off-campus community engagement, that the goals of the university are relevant to preparation for the world students will graduate into, and that the campus is diverse, inclusive, and antiracist. However, many also disagreed that SIUC puts too much emphasis on diversity, that campus personnel are held to the same code of professional ethics and conduct, and that campus leaders are held accountable for campus climate. Staff members were much more varied in whether they agreed that SIUC engages with external communities to understand their interests and responds to their needs, that if there were recognitions for contributions to campus diversity, they would participate in advancing those efforts, that the welfare of our campus takes precedence over donor demands, investment matters, and political interests, and that campus leaders are held to appropriate measures of accountability and responsibility for our campus climate.

Regarding the workload, most staff indicated that their work-life balance is appropriate and are satisfied with the employee benefits and performance evaluations. However, the majority of staff report that they are underpaid for the work that they do, that there are pay disparities, and that the merit and promotion processes are unfair. Over 40% have experienced bias and stereotypes on campus, and around 37% have experienced sexism. Most staff indicated that their unit/department has created a climate that encourages women to apply and be hired for staff positions, but less so to retain women in staff positions. Top reasons cited for why staff have considered leaving SIU include: “Salary/benefits are not adequate”, “No career advancement opportunities”, “Work not appreciated”, and a “feeling of not belonging”. Of the 578 responses, 17.30% have not considered leaving.



## STUDENT CAMPUS CLIMATE SUMMARY IN BRIEF

### Introduction

The following summary was derived from the Southern Illinois University (SIU) System Campus Climate Survey administered in March of 2022 which gathered data from 1,491 SIU Carbondale students.

### Summary in Brief

SIU students from the Carbondale IL, campus predominantly from the College of Health and Human Services (20.94%), College of Agriculture, Life, & Physical Sciences (19.26%), College of Engineering, Computing, Technology, & Math (12.61%), and College of Liberal Arts (11.13%) made up a majority (63.94%) of the students responding to the Campus Climate Survey. Most of them (86.87%) were full-time students pursuing a Bachelor's degree (65.02%).

Of the 1,176 students reporting demographic data,

- 54.45% identified as female, 39.75% as male, 4.75% as non-Binary
- 73.98% were White, 9.44% African American, 6.55% Asian American/Asian, 5.61% Hispanic/Latinx, and 3.57% multi-racial
- 40.03% of students are 21-25 years old, 29.27% 20 or younger, 11.93% age 26-30, 10.59% age 31-40, 4.92% age 41-50 and 3.25% 51 or older
- Students were predominantly single (79.37%) and born in the U.S. (87.19%). Approximately a third of students work 11-20 hours a week, and 26.77% report not being employed.

Cost of attendance, distance from home, offering the desired degree program and receipt of scholarships were the most cited reasons for choosing to attend SIU. The least often reasons selected were: college sports reputation, five-year program for my academic interest, Greek life, international reputation, and community service. Students are paying for their SIU education with; loans, part-time employment, family contributions, scholarships personal savings and grants.

On average, veteran students (59) report being least satisfied with SIU's mental and physical health services but are satisfied with the friendliness and knowledgeability of the staff at SIU's office for Veterans. They report administrative staff are doing an excellent job & that they feel respected by faculty and students but do not report SIU has helped them to adjust to civilian life very much, indicating a possible area for improvement.

Disabled students (164) report having predominantly psychological disability, or a medical/chronic health type disability, with attention-based disorders being third most common. Although 164 students reported having a disability, 85 of them have engaged with the Office for Disability Services (ODS), suggesting an opportunity for SIU to raise awareness and increase visibility of its disability services. Students indicated less satisfaction with ODS support services and career/intern placement services but are very satisfied with the friendliness of the staff. Most students have a neutral or satisfied stance toward the name of the office, and feel respected by other students and SIU staff, but less so by faculty and administrators.

Christians and Catholics comprised half (50.46%) of the student respondents. Agnostics (16.55%) and Atheists (12.99%) were the next most represented religious groups with 15.93% preferring not to answer. Students agreed that their religious beliefs were respected by staff, faculty, administrators, and to a small degree less so

by students. At least 155 students disagreed that “students with their religious beliefs had a dedicated space for prayer.”

Most students identified their political views as being “middle of the road” (28.04%), Liberal (25.24%), Far Left (11.57%), with Conservatives comprising 17.88%, indicating a predominantly left leaning student political orientation, (14.99% preferring not to answer). Students’ political views are being treated with respect by SIU faculty and staff, but less so by students. Over a quarter of students (26.49%), disagreed and/or strongly disagreed that they can openly express their political views on campus, suggesting an opportunity for SIU to promote and raise awareness concerning political tolerance.

Students identifying as LGBTQIA+ represented 22.38% of the survey sample ( $N=1363$ ), and report being most satisfied with the friendliness and knowledgeability of the office for LGBTQIA+ staff, and least satisfied with the Transgender services offered and the number of staff and the availability of appointment times. Suggesting that hiring staff and expanding appointment availability as options for improvements to this office. LGBTQIA+ students report being able to express their sexual orientation & gender identity on campus and agree or strongly agree indicate they are respected by SIU students, faculty, and staff but feel less welcome in the surrounding community. Indicating SIU provides an overall very supportive culture for LGBTQIA+ students.

Students identifying as a person of color (POC), 21.25% ( $N=1341$ ) reported feeling equally respected by SIU students, faculty, staff, and administrators, however, indicated that they did not feel as welcome in the surrounding community. Additionally, roughly one quarter (25.63%) of students identifying as a POC, indicated they did not feel they were treated as equal to their white counterparts.

The majority of SIU students agree that SIU is committed to being an antiracist community and 53.62 % of students ( $N=1300$ ) indicated they were aware of SIU’s anti-racist policies. Students reported that racism was most often discussed in conversations among friends (65.29%), in the classroom (52.64%), and on social networking sites (50.00%).

International students (122) consistently reported being satisfied with the services provided by the office for international students. Though all ratings were high for this office’s services, writing and tutoring services, as well as number of staff were ranked lowest, while office hours and friendliness of staff were scored highest. International students reported feeling welcome on campus and feeling respected by students, faculty, staff, and administrators, however, they did not feel as welcome in the surrounding community.

Majority of students (78.23%) reported being aware of COVID-19 emergency funds and 65.74% of them reported receiving the funds. During COVID-19, 69.53% of students reported they felt supported by their campus community and 84.57% of students reported that campus leadership adequately communicated COVID-19 safety protocols. Of the 21.11% of students that reached out to the counseling during the pandemic, 57.79% were satisfied with the assistance they received. Twelve percent of students indicated that they did not have adequate access to technology during the pandemic.

A majority of students (76.47%) indicate that diversity and inclusion are important to SIU leadership, however, only 57.93% indicate that SIU does a good job of promoting racial and cultural interaction between groups. Students indicated that SIU is most welcoming to whites and women with over 70% agreeing, and least welcoming to, Middle Easterners and Muslims, indicating an opportunity to raise awareness regarding inclusivity for these groups. Students indicated that SIU Administrative leadership, faculty, board of trustees, staff, and residence assistants should participate in diversity training, and indicated students should as well, but less so than campus leadership.



Levels of interaction among ethnic groups were categorized by students as most integrated during sporting events and least integrated in residence halls and dining areas.

Regarding SIU's responsiveness to reports of discrimination, bias, and harassment, students indicated that reports would be taken seriously, and their privacy would be maintained if they were to file a report, however, 36.22% (over on third) of students reported **not** knowing where to file a report. Of 1,062 students responding, most indicated experiencing discrimination, bias, or harassment based on their political views (18.55%), gender (16.95%), and their race/ethnicity (16.38%). Bullying was reported by 14.78% of students, while 52.82% of students indicated not

experiencing any type of discrimination, bias, or harassment. Of those who did indicate having these experiences (495 students), a majority (69.49%) specified that the offence was caused by another student, while faculty represented 37.98% and members of the surrounding community, 19.39%. Only 15.55% of students selected having reported the incidents suggesting that many students are electing not to report incidents of discrimination, bias, and harassment to SIU. Of the 66 students who did indicate reporting, the majority (62.12%) reported to a faculty member. Students also reported to friends and family members, and the Title IX coordinator, and less often to police or senior administrators.

Of those surveyed who had filed a written complaint of bias, discrimination, or harassment, the most common response was that "nothing was done" (43.40%), and an additional 22.64% reported that their complaint was dismissed, however, 18.87% (10 of the 53 reporting students) indicated that their complaint was taken seriously.

For those 398 students who did not report their bias, discrimination, or harassment experience, 55.78% selected that they "didn't feel anything would happen," 48.74% "decided it wasn't important enough," 36.93% "didn't think the school would support them", and 27.89% "feared retaliation." While 31.41% selected they felt there was not enough evidence or had no witnesses to support them (22.36%).

In response to questions about campus safety, students indicated feeling safer on campus than off campus and indicate overall that people are supportive of others who have experienced incidents of physical harm or emotional confrontations. Students feel campus police should be required to participate in ongoing diversity training and that the campus police force should be reflective of the diversity of the student body, however significantly fewer students felt that campus police should be armed at all times. Students ranked "anonymous reporting of safety concerns about a student or employee", "parking lot, walkway, and street lighting" most highly on the list of measures that would make them feel safer on campus.

Regarding opportunities available to SIU students, free tutoring services, community service opportunities, faculty office hours and ease of communication with faculty were rated highly. Students were least satisfied with, the availability of need-based scholarships, open campus dialogue sessions, emergency funding for financially distressed students, and meetings between administrators and students.

SIU students do not clearly indicate that the process by which their voices can be heard is effective. They also do not strongly indicate that they predominantly feel that the welfare of the school takes precedence over donor demands, investment matters and political interests, or that leaders are held to appropriate measures of accountability and responsibility for campus climate, suggesting that a focus improvement in communication between the student body and the administrative body could be beneficial.

However, students do agree that the campus is diverse, and inclusive and that they are satisfied overall with the faculty. Students agree that faculty create a safe and welcoming environment, and that students of all backgrounds interact together in the classroom. Regarding their overall learning experience, students slightly tend to agree that their workload is too heavy, and while some students have reported experiencing stereotypes

on campus, more students than not, feel like there is a sense of belonging on campus and do not want to leave SIU.

