

Campus Climate

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For questions regarding the WASC Self Study contact the [WASC Coordinating Office](#).

The examination of the Campus Climate at Cal Poly focused on questions concerning the relationships between the processes of learning and an increasingly multicultural, multiracial, and international campus environment. The Cal Poly **Strategic Plan** affirms that the university "[values diversity](#)" and strives to "create academic and cultural programs to demonstrate . . . contributions of culturally diverse groups" and to "support academic and cultural programs to assist members of the campus community in developing global competencies"

The university's **Commitment to Visionary Pragmatism** document states:

Graduates of Cal Poly will:

- Understand and function in an increasingly multicultural, multiracial, and international environment.
- Effectively communicate with others – orally, in writing, and visually.
- Demonstrate tolerance for and support of constructive ideas, attitudes, and behaviors that differ from their own.

This means that Cal Poly intends to create and to sustain a stimulating learning environment that brings together people from diverse backgrounds and enriches the learning experiences and lives of those in the campus community.

The university's commitment to encourage diversity in the campus community is clear. Exactly how best to achieve and to maintain it is not always clear. Diversity does not always occur naturally or automatically. There are times when it needs to be developed, nurtured, and maintained, and the university needs regularly to

examine itself in order to make certain it is, in fact, achieving what it claims it desires. Such an examination is the purpose and the work of the subcommittee on the Campus Climate.

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Statement of Questions Addressed

The subcommittee developed five main researchable questions regarding the Campus Climate:

1. How do the members of Cal Poly demonstrate tolerance and support for constructive ideas, attitudes, and behaviors that differ from their own?
2. How does the environment contribute to communicating effectively with others?
3. How does Cal Poly create an environment that welcomes and supports diverse members of the community?
4. How can recruitment and retention of diverse faculty, staff, students, and administrators be improved?
5. How can the campus use vacancies to be created by upcoming retirements to encourage an increasingly diverse campus community?

The subcommittee developed the following eight additional questions that elaborate on these main research questions and that were utilized to develop questions for the subcommittee's preliminary survey instrument.

To what extent does Cal Poly:

- foster the respect for, the support and integration of, diverse ideas, attitudes, projects and scholarly activities?
- establish, foster and support an environment that welcomes all members of the community?
- establish, foster and enhance situations that promote an effective and positive working environment for all members of the university community?
- commit itself to continue and to expand programs that foster greater recruitment and retention of diverse communities?

To what extent does Cal Poly's:

- intellectual and social environments contribute to communication with others who have different points of view?

To what extent has Cal Poly:

- extended itself within and outside the university environment to recognize the great diversity of needs of its community?
- developed and assessed programs that assure the recruitment of a more diverse university community?
- developed and assessed programs that assure the retention of a more diverse university community?

The subcommittee recognized that it was not possible to address each of these questions in depth within the time constraints imposed upon this study. Therefore, it should be noted that the depth of review and related responses to the questions vary and that additional examination of these questions should be part of an ongoing assessment.

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Methodology

The members of the subcommittee represent a broad spectrum of individuals who have had extensive involvement in issues of diversity. They have had experience working in such areas as Ethnic Studies, Educational Equity Commission, Disabled Students, Equal Opportunity Advisory Council, Status of Women Committee, Human Resources & Employee Equity, Academic Personnel, Judicial Affairs, University Ombudsman's Office, Women's Studies, and the Academic Senate. Their experience and knowledge greatly enhance the credibility of the information in this report.

During Fall Quarter, 1998, the subcommittee developed preliminary survey instruments for each of the primary audiences of the university: students ([See Appendix III.1.A](#)), faculty ([See Appendix III.1.B](#)), and staff ([See Appendix III.1.C](#)). All three of the preliminary survey instruments utilized the Academic Senate's definition of diversity as "specifically inclusive of, but not limited to, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation" (Academic Senate Resolution AS-506-98). The subcommittee members recognized possible shortcomings in these instruments and acknowledged that they may require modification in any follow-up study.

At the end of February 1999, surveys were distributed to all faculty and staff members, including members of the campus auxiliaries, Foundation and ASI. For the preliminary student surveys, the Assessment and Testing Office provided a representative, random draw of class sections based on a desired number of respondents of 1,200. Provost and Vice President for Academic Affairs, Paul Zingg, sent faculty members selected in this process a letter requesting class time to administer the survey. The survey administrator met with some resistance in

scheduling the surveys with some faculty members and was unable to schedule all of the desired number of surveys. The fact that during this period there was discussion of a faculty strike because of the lack of a collective bargaining contract may have contributed to the resistance.

The preliminary student surveys were administered in class between February 22 and March 5 1999. Only 345 surveys, representing 2.19% of the student population were completed. Of the student respondents, 6.5% identified themselves as disabled. This was representative of the disabled student population which over the last ten years ranged from 5 to 7 percent of the population. The low response rate combined with the acknowledged flaws of the survey instruments suggests treating the results with some degree of caution.

To supplement the preliminary survey data, forums for students, faculty, and staff were held at the beginning of Spring Quarter, 1999. In addition to the review of the documentation, the subcommittee explored campus-climate efforts and programs at CSU-San Bernardino, CSU-San Francisco State, and the University of Minnesota-Duluth.

After reviewing and discussing the preliminary survey data, members of the subcommittee formed teams to interpret and to analyze the findings related to each of the respective segments. An important component of the methodology was appropriate use of the documentation and studies that had been developed by other committees since the last accreditation study. The subcommittee held discussions on all findings, finalized recommendations and incorporated changes into the final report.

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Findings, Interpretations, and Analysis

This section provides findings, interpretations, and analyses of data pertaining to each of the major segments of the campus community. The data was generated from surveys, forums, documentation, and material provided by other committees or individuals. For brevity, a summary of the data has been provided in the accompanying tables. However, more extensive information upon which the committee's analysis and findings are based and presented in this report is available in the Academic Programs Office.

Students

Student Perceptions – Preliminary Survey

The Preliminary Student Campus Climate Survey yielded information that allowed us to compare attitudes expressed among various student groups. These attitudes related to:

- the importance of learning about individuals who are different;

- the efficacy of the Cal Poly curriculum and extracurricular activities in providing education about individuals from identifiable different groups; and
- the frequency of hurtful incidents experienced or witnessed in Cal Poly classrooms and at extracurricular activities.

For the purposes of discussion and reporting, the categories of "Agree/Disagree" and "Strongly Agree/Strongly Disagree" were collapsed into "Agree" and "Disagree."

Intellectual Environment

Approximately 17% of students surveyed agree with the proposition that "Learning about individuals who are different from me is an important part of my education at Cal Poly." This result holds across the spectrum of student groups, including females and non-whites. In aggregate, 37.1% of the students surveyed disagree with the proposition, 35.6% indicate a neutral attitude toward the proposition, and 27.3% indicate some agreement with the proposition.

Survey results suggest that fewer than 20% of students agreed with the claim that courses in their majors resulted in an expanded knowledge and understanding about individuals in identifiable diverse groups. The figure for General Education (GE) courses was higher, but well short of a majority. Approximately 28% of students agreed with the statement that GE courses resulted in an expanded knowledge and understanding about individuals. Engineering students reported the greatest difference between the two types of courses; 8.8% of engineering students agreed that courses in their majors resulted in expanded knowledge and understanding about individuals in diverse groups while 34.6% agreed that GE courses had this effect.

Almost 60% of the students surveyed indicated that they never experienced or witnessed hurtful incidents in the classroom; 7.8% indicated that such events occurred frequently or somewhat frequently in classrooms. The survey results suggest that the highest frequency of hurtful incidents in the classroom resulted more from differences in gender than from any other personal characteristic. ([See Appendix III.1.D](#))

Social Environment

What effect do extracurricular activities at Cal Poly have in expanding students' knowledge and understanding about individuals who are different from themselves? In aggregate, 40.8% of students reported that extracurricular activities did not contribute to greater knowledge or understanding about individuals who are different; 35.7% were neutral on this question; and 23.5% agreed that extracurricular activities did contribute to increased knowledge and understanding.

Approximately 62% of the students surveyed indicated that they never experienced or witnessed hurtful incidents at extracurricular activities; 8.8% indicated that such

events occurred frequently or somewhat frequently at extracurricular activities. The highest frequency of hurtful incidents was related to race/ethnicity. In particular, 20.4% of non-white students reported that they experienced or witnessed hurtful incidents related to race/ethnicity at extracurricular activities.

Students expressed a higher rate of agreement, approximately 23%, with the proposition that extracurricular activities have helped to expand their knowledge and understanding of people who are different. In addition, non-white students also expressed a higher rate of agreement about the efficacy of extracurricular activities in raising student knowledge and understanding of people who are different.

The student responses suggest that the impact of extracurricular activities in expanding knowledge and understanding of others is significantly smaller when differences are based on disability or sexual orientation. Both white and non-white students exhibited a significantly higher rate of agreement about the effect of extracurricular activities on raising student knowledge and understanding of people who are different. Extracurricular activities appear to have a smaller impact on juniors and seniors than they have on freshmen and sophomores.

Additional information regarding students' perceptions includes:

- Approximately one-third of students did not agree that academic activities or extracurricular activities made them better prepared to work compatibly with someone who is different; one-third were neutral; and one-third agreed that these two activities did make them better prepared.
- The results for students who agree that "learning about others who are different is important" provide a somewhat more optimistic note. They exhibit a significantly higher rate of agreement with the proposition that academic activities and extracurricular activities have helped to prepare them to work compatibly with people who are different. ([See Appendix III.1.D](#))

Student Experiences and Perceptions

Few students attended the campus forum held for them; however, there have been other opportunities this year for students to express their perceptions of the campus climate. These opportunities included the year-long discussions of the ad-hoc student group, the Coalition for Diversity, which has been critical of campus efforts to promote and support diversity related institutional change. The Gay, Lesbian and Bisexual Union (GLBU) and the University Ombudsman's staff held discussions concerning campus perceptions of insensitivity toward gays, lesbians and bisexuals, and the Women's Center and the Multicultural Center have sponsored many discussions that have explored student perceptions of the campus climate. In addition to these forums, the Ombudsman's Office has been involved with assisting several students to address incidents of perceived and actual discrimination or insensitivity related to race, gender, sexual orientation or disability. These sources of information related to student perception of the campus climate offer findings that are more negative than student survey results suggest.

The Coalition for Diversity

A group of student leaders from several of the multicultural clubs began meeting in the Spring Quarter of 1998 to discuss what should be done to address the effect Proposition 209 had on the ethnic diversity of students being accepted to Cal Poly. From these discussions students came to the conclusion that, although Cal Poly claimed to promote and to support the educational value of diversity and its importance to the institutional mission, little if anything had been done in order to bring about diversity related institutional change. Specifically, the students concluded that there was no clear infrastructure in place that was responsible for outreach and retention efforts for students of color. These students were so frustrated with the lack of action related to diversity matters that they successfully lobbied the student government to dedicate \$100,000 over 3 years to assist the university with diversity focused outreach and retention efforts. The group was an integral part of developing and implementing the new Retention and Outreach Center.

Women's Center and Multicultural Center

Two programs that are important in influencing campus climate are the Women's Center and the Multicultural Center. Women (especially in nontraditional majors), lesbians and gay men, older women (re-entry students), and students of color often express that they feel unwelcome at Cal Poly. Some women students have indicated that they are subject to gender and sexual harassment from faculty and peers. Some are afraid to report this behavior because they feel that to do so might endanger their futures, their grades, or references for jobs or grad schools. The former Staff Council Cultural Awareness Committee sponsored a student panel discussion a couple of years ago in which students voiced their feelings of isolation. Some participants in programs such as "Take Back the Night" have been subjected to verbal abuse which has led to curtailing some campus activities.

Gay, Lesbian, Bisexual Union (GLBU)

After the much publicized, tragic murder of a gay college student in Montana, members of Cal Poly's GLBU charged in the university's student newspaper that they had experienced numerous incidents of insensitivity on campus. They asserted that the campus had not responded appropriately. In order to get a better understanding of GLBU student's perceptions of campus climate related to sexual orientation issues, the university Ombudsman met with the membership of the GLBU. At that meeting, students relayed past incidents of insensitivity toward sexual orientation. Students described the campus as "homophobic" and were not optimistic about campus acceptance of them or their issues. Although the students gained a better understanding of what should be done if they experienced an incident of insensitivity, their expressed perception of the campus climate related to sexual orientation issues was extremely negative.

Incidents of Perceived and Actual Discrimination or Insensitivity

The University Ombudsman's office is the designated resource for students who feel they have been the victim of an incident of discrimination or insensitivity based on the traditionally protected categories of race, gender, national origin, sexual orientation, and disability. Although privacy laws limit the availability of details regarding the cases that have come to the Ombudsman's attention, it is safe to say that several students have reported incidents of perceived and actual discrimination or insensitivity. Most of these incidents allege that faculty or staff members are responsible for the discriminatory or insensitive treatment. These incidents have had a negative effect on how the involved student perceives campus climate at Cal Poly and often students pass this perception on to peers. Although policies and procedures are in place to address these incidents when they arise, they can be complicated and do not guarantee sensitive treatment of the reporting student. In addition, there is the perception that there are not enough efforts underway to educate the university community regarding diversity awareness and sensitivity.

However, the following current developments that have been initiated by the administration are expected to increase diversity and the awareness of its importance at the university:

- The university developed a Multi-Criteria Assessment (MCA) model for admissions, which recognizes family income and education levels.
- The California State University System requires that one-third of the funding of any new fees be set-aside for financial aid. This policy is also part of the Cal Poly Plan.
- The Cal Poly Plan supports academic workshops such as Supplemental Instruction, Math Workshop Program, and Retention and Outreach Center.
- The student government allocated \$100,000 for three years for diversity outreach and retention.

Faculty

Faculty perceptions are critical in understanding campus climate. The findings presented in this report were gathered from various documents pertaining to the campus climate that have been provided to the WASC Campus Climate Subcommittee to facilitate our work. In addition, faculty perceptions were provided by the preliminary campus climate survey, by perceptions and experiences of the WASC Campus Climate Subcommittee members and faculty who attended the forum on this issue, and by individuals who have privately shared their viewpoints with subcommittee members.

The committee also drew upon the experiences and expertise of the university Status of Women Committee, the Ethnic Studies Department, and the Women's Studies Program. The actions of the Status of Women Committee include,

- reviewing university policy on sexual harassment, initiated the drive to adopt

a university statement on amorous relationships,

- investigating the opportunities for the placement of faculty children at the ASI Children's Center, and
- requesting the information on "Faculty by Composition and Salary" ([See Appendix III.1.E](#)), which was provided by the Director of Human Resources and Employment Equity.

The Ethnic Studies Department and Women's Studies Program are leaders in the area of curricular reform with respect to diversity issues. They play an instrumental role in the design of new courses and minor programs that attempt to meet the U.S. Cultural Pluralism requirement, and in attempt to incorporate diversity considerations in GE 2001. The Women's Studies Program sponsored its own forums on campus climate in the 1998-1999 academic year. These forums were well attended by Cal Poly faculty, staff, and students and contributed significantly to the committee's understanding of the issues before it.

Faculty Perceptions – Preliminary Survey

The demographics of the respondents to the faculty survey represent the faculty population at Cal Poly with respect to ethnicity and gender. The proportion of faculty respondents with full-time assignments (84%) exceeds the campus percentage (60%) and is considered significant in that it increases the likelihood that respondents have greater familiarity with campus climate issues. The 266 completed faculty surveys represent 24.88% of the faculty population. The results of the surveys for the "Intellectual Environment" and the "Social Environment" are described below.

Intellectual Environment

Responses to questions about whether or not scholarly activities and/or faculty interactions expand faculty members' knowledge and understanding of individuals were relatively evenly distributed, with roughly one-third tending to agree or disagree. The results were similar, with one third tending to disagree or disagree, in responses to questions about whether or not experiences in work-related assignments prepared faculty members to work compatibly with those with different characteristics than the respondent's. However, over 47% disagreed that both scholarly activities and work-related assignments better prepared them to work compatibly with individuals whose sexual orientation differed from the respondent's.

Responses to survey questions 20-25 addressed hurtful incidents either experienced or witnessed in the academic environment. Except for the sex/gender category the majority of the respondents had not experienced and/or witnessed hurtful incidents in the academic work environment. Fifty-eight percent of the respondents reported experiencing or witnessing hurtful incidents with regard to sex/gender; followed by 50% for race/ethnicity; 47% for cultural heritage; 43% for socioeconomic factors; 40% for sexual orientation; and 34% for disability. ([See](#)

[Appendix III.1.F\)](#)

Social Environment

Responses to questions about whether or not social activities and/or informal interactions at Cal Poly expanded knowledge and understanding of individuals different from the respondent were relatively evenly distributed for the categories of ethnicity, gender, and cultural heritage. The respondents disagreed to a larger extent that the social environment at Cal Poly expanded their knowledge and understanding of individual differences with respect to disability, socioeconomic status, and sexual orientation.

Approximately 25% of the respondents agreed that social activities and informal interactions at Cal Poly have better prepared them to work compatibly with others who have different characteristics than themselves. More than 36% of the faculty respondents disagreed that social activities and informal interactions contribute toward expanding the knowledge and the understanding needed to work compatibly with others.

Results of responses to questions regarding hurtful interactions between groups either in the "Intellectual Environment" or in the "Social Environment" were inconclusive because the majority of the respondents (76%) chose not to respond. Nevertheless, for those who did respond the number of respondents reporting having never experienced or witnessed hurtful incidents during social or informal interactions at Cal Poly ranged between 54% and 69%. Conversely, between 31% and 46% did experience hurtful incidents to some extent in the context of social/informal interactions. The categories with the highest percentages of perceived hurtful incidents were related to sex/gender (46%) followed by race/ethnicity (43%).

Scholarly activities and academic work assignments of the respondents do not tend to have a significant impact on expanding the knowledge or the understanding of individuals whose characteristics differ from the respondents. ([See Appendix III.1.F\)](#)

Faculty Experiences and Perceptions

Faculty Recruitment, Retention, and Compensation

From 1993-1998, some progress was made in increasing the percentages of female and minority professors, particularly at the associate professor rank. There were, also, increases in median minority salaries in comparison to median majority salaries in all faculty ranks. However, overall the percentages of female and minority professors have increased only slightly, and the percentage of female and minority professors has fallen at the assistant professor rank. This finding is particularly worrisome since assistant professors are important to the future of the institution. In addition, disparities in median salaries between female and male faculty have worsened at every faculty rank.

There has also been recognition of diversity in the Retention, Promotion, Tenure

(RPT) process. The [Faculty Evaluation Form](#), Section III requires evaluative statements and supporting evidence of service to the university, students, and community. One of the factors within this section is the faculty member's participation in diversity-related activities.

Housing costs and the lack of employment opportunities in the area that make it difficult for partners to find professional work at the university and in the larger community impede recruitment efforts. In addition, minimal official coordination exists to assist new faculty in entering into the Cal Poly and San Luis Obispo County communities, other than Fall Conference and the efforts of Faculty Instructional Development Opportunity Committee (FIDO).

Additional findings include:

- There is little provision for on-site childcare. The ASI Children's Center is only able to accept a few children of faculty every year.
- At the department and college level, the experience of the committee members indicates that a sincere commitment to recruit, retain, and reward a diverse faculty has not been demonstrated and department chairs find it difficult to take leadership roles in these efforts.
- Goals for affirmative action and diversity are not routinely evaluated on the basis of progress achieved. Based on committee input, some Affirmative Action facilitators are perceived as not assuring compliance with guidelines.
- The political climate in California, as it is perceived through the national publication of various state propositions dealing with immigration and/or affirmative action, often adds to difficulties in recruiting and retaining a diverse faculty.

Curriculum

Diversity issues addressed through the curriculum include the establishment of an Ethnic Studies Department, the requirement for a United States Cultural Pluralism course, and the incorporation of a "diversity component" into [General Education 2001](#) (GE 2001) which states:

Cal Poly seeks to provide its students with an education rich in diverse experiences and perspectives. Such an education is intended to provide students with knowledge and perspectives fostering adaptability and flexibility in a changing world, as well as enhancing students understanding of, and tolerance for, differences among people. The General Education Program affirms the university's commitment to diversity as a value central to the education of Cal Poly students. All GE courses are expected to address issues of gender and diversity within the context of the material presented in the course. Effective general education creates an awareness of those figures, male and female, who have made a significant impact on our society

or a major contribution to science, mathematics, philosophy, literature, the arts, history, economics, and other areas of human endeavor. Students completing Cal Poly's GE Program should have a clear sense of the intellectual roots creating and contributing to American society and of the ways that various cultures, and both women and men have contributed to knowledge and civilization and to transforming American society over time.

Although the GE 2001 statement has been incorporated into the general education template, it is not as pointed as the Academic Senate Resolution (AS –506-98/DTF). (See page 2)

There are no official training programs or real incentives for faculty to learn how best to incorporate scholarship on gender and cultural pluralism into their courses. This has been a long-standing problem, in particular, for the United States Cultural Pluralism (USCP) Subcommittee of the Academic Senate's Curriculum Committee. Efforts to reconcile U.S.C.P. and GE 2001 are only now being initiated.

University Leadership

University leadership has taken action to develop and to disseminate a Sexual Harassment policy that is periodically revised and updated. Annual training is also offered to inform the campus community of the policy. The President sponsors an annual competition for campus entities that have been successful in promoting diversity. The Academic Senate recommended and the President approved policy statements regarding amorous relationships between faculty and students. In addition, the Academic Senate published a resolution on the Academic Value of Diversity (AS-505-98/DTF), stating the resolve to:

- Accept and endorse the American Association of University Professors' *The Educational Value of Diversity*, the Association of American Universities' *On the Importance of Diversity in University Admissions*, and the American Council on Education's *On the Importance of Diversity in Higher Education*;
- Recommend to its administration that they actively reaffirm the academic value of diversity among its faculty, staff, students, and within the curriculum;
- Devise plans and strategies in partnership with its administration to promulgate and implement the diversity and educational objectives outlined in the above three documents; and,
- Recommend to its administration that the Provost/Vice President for Academic Affairs provide an annual assessment of the previously mentioned partnership's diversity related activities to the Academic Senate.

The coordination of efforts with regard to established "diversity issue" committees (i.e. the Equal Opportunity Advisory Council, Educational Equity Commission and Diversity Management Oversight Team) and other diversity efforts have been poor. Communication regarding diversity accomplishments and assessment of progress

has been limited. Moreover, institutional priorities regarding the value of diversity do not translate into coordinated actions such as the support of resources and training. However, to address these problems, the university is currently developing a new administrative infrastructure to direct, to coordinate and to support all university efforts and initiatives regarding diversity related institutional change. Assigning direct responsibility and insuring accountability must be a part of the new administrative infrastructure to affect the desired change.

The International Education Programs office has been redesigned with the intent to increase the presence of international students on campus, as well as to support faculty scholarship in international studies. However, that the administrative processes utilized within this program, such as the approval process for new exchange programs, are too lengthy and duplicative.

Staff

Methods used to assess staff perceptions of campus climate included a preliminary campus climate survey, a campus climate forum, and a review of documents produced by other committees or task force efforts relating to campus climate and/or diversity.

Staff Perceptions – Preliminary Survey

The preliminary surveys were sent to all staff employees, and 411, or 28.76%, were completed and returned. The resulting sample consists of voluntary responses from the total staff population and may or may not reflect the opinions of the majority of staff employees.

Intellectual Environment

Individuals completing the preliminary survey indicated that Cal Poly provided the greatest opportunities for expanded knowledge and understanding of individuals with disabilities (33.8% agree), individuals from diverse racial/ethnic backgrounds (32.4% agree), and individuals from diverse cultural heritages (30.9% agree). For sexual orientation and socioeconomic status the percentages were lower: for sexual orientation 18.7% agree and for socioeconomic status 23.1% agree.

Questions regarding the respondents' preparedness to work compatibly with persons different from themselves yielded responses somewhat parallel to earlier questions regarding the opportunities to expand knowledge and understanding. Individuals completing the survey indicated that Cal Poly provided the greatest opportunities for expanded knowledge and understanding of individuals from diverse racial/ethnic backgrounds (34.1% agree), with disabilities (30.7% agree) and individuals from diverse cultural heritages (28.7% agree) as well as sex/gender (29.0% agree). Lower percentages were obtained for socioeconomic status (22.4% agree) and sexual orientation (20.4% agree).

The lowest incidence of experiencing and/or witnessing hurtful incidents were

reported for persons with disabilities (6.1% frequently), and the highest for sex/gender (22.9% frequently). The ranked percentages for the other groups were: race/ethnicity (13.9% frequently), sexual orientation (11.7% frequently), cultural heritage (11.6% frequently), and socioeconomic status (10.5% frequently).

A slight majority indicated that witnessing and/or experiencing a hurtful incident did not affect their professional growth (staff and faculty 46.8% disagree, staff and student 56.4% disagree, staff and staff 50% disagree). Hurtful incidents between staff and staff were the most likely to have a negative impact on professional growth (25.9% agree). Incidents involving staff and students were the least likely to affect professional growth (11.8% agree). While these figures reflect that the majority of Cal Poly community members reported a positive campus experience, the slim margin suggests that there are opportunities to address the needs of those who experience the community differently. ([See Appendix III.1.G](#))

Social Environment

The lowest incidence of experiencing and/or witnessing hurtful incidents was reported for persons with disabilities (5.1% frequently) and the highest for sex/gender (12.4% frequently). The ranked percentages for the other groups were: race/ethnicity (10.4% frequently), sexual orientation (9.3% frequently), socioeconomic status (8.7% frequently) and cultural heritage (8.1% frequently)

A large percentage of respondents indicated that witnessing and/or experiencing a hurtful incident in a social setting did not adversely affect collegiality (staff and faculty 66.8% agree, staff and student 73.7% agree, staff and staff 66.3% agree). Hurtful incidents between staff and staff were reported to be the most likely to affect collegiality (35.7% agree). Incidents involving staff and students were the least likely to affect collegiality (19.4% agree). Collegiality was more negatively affected by hurtful incidents in a social setting than by similar incidences in the work environment.

The results of the surveys concerning expansion and increase in knowledge of persons from different groups by means of social interaction at Cal Poly are similar to the results for the intellectual environment. For the social interactions the top three groups were race and ethnicity (33.1% agree), cultural heritage (30.4% agree) and disability (27.5% agree). The percentages were lower for sex and gender (25.8% agree), socioeconomic status and sexual orientation (19.2% agree).

The pattern of responses indicating improved work compatibility due to opportunities for social interactions at Cal Poly were similar to responses for the intellectual environment. For the social interactions the top three groups were race and ethnicity (30.9% agree), cultural heritage (29.4% agree) and disability (29.4% agree). Lower percentages were obtained for sex and gender (27.7% agree), socioeconomic status (21.2% agree) and sexual orientation (20.4% agree). ([See Appendix III.1.G](#))

Staff Experiences and Perceptions

The Staff Forum was unattended. This may be interpreted as reflective of campus climate. Several staff members who were unable to attend the Staff Forum did attend the Faculty Forum and offered a number of comments and suggestions related to campus climate, and in particular, campus diversity issues.

The following comments typify the important themes expressed:

- "We need institutional priorities to reflect the value of diversity and for those priorities to be translated into action."
- "There are many disincentives in place that preclude interested staff and faculty from moving this agenda (i.e., diversity) forward."
- "We need to have release time from work to attend staff development activities related to diversity. Perhaps we could close other campus activities to allow staff and faculty to participate in flex activities or have teacher in-service days similar to the way the K-12 districts and community colleges do."
- "People want to be involved; they just need a mechanism to express their desires."
- "The university is not taking full advantage of staff potential."

These statements express the frustration that staff members attending the forum felt about the issue of diversity within the campus climate.

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Discussion, Recommendations, and Conclusions

This section provides discussion, conclusions, and recommendations related to each of the segments (students, faculty, and staff). It should be noted that the basis for these conclusions is not limited to the preliminary survey. The preliminary survey was problematic for a number of reasons (i.e., sample size, question interpretation, collective bargaining negotiations, limited time frame for completion, etc.) Historical documents, focus groups, open forums and the expertise of the committee members also contributed to the recommendations and conclusions.

Students

Both the quantitative and anecdotal data suggest that students feel that Cal Poly's campus climate is not reflective of the value statements the university has made about the importance of diversity in our institutional mission. Based on the data, the opportunities for students to learn actively about the differences that exist among students at Cal Poly and develop sensibilities that foster positive social interactions need to be expanded. Intra-curricular and extra-curricular programs are offered, but the campus must take a more proactive approach in assuring that all students are exposed to dialogue that would promote greater understanding, tolerance, and

sensitivity. It is important for these opportunities to occur early and often throughout a student's career. This would help set the stage for more successful academic experiences leading to productive and fulfilling years of employment. It is expected that students exposed to discussions related to diversity would embrace opportunities to create an environment of dialogue and support for one another.

It is much easier in many instances to avoid discussing issues that are personal in nature or that reinforce a recognition that differences exist among individuals. It is clear that avoiding dialogue encourages students to ignore the importance of understanding one another, whether differences are based on race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and/or sexual orientation. Topics and programs of this nature cannot be force fed, nor can they be superficial. Anything short of an authentic, well-developed strategy for infusing genuine diversity in the academic and social experiences of students would be a disservice.

Following are the recommendations for students:

- The admission process may be limited in attention given to special populations, but recruitment and outreach efforts must be fortified to enlarge the competitive application pool of diverse groups of students.
- Retention efforts must be increased and should focus on minimizing any negative effects resulting from admitting students from diverse backgrounds who may find it difficult to find success when peer support may not be available.
- The orientation process strives to create a positive environment by means of specialized programming. Unfortunately, not all students enroll in First Year Seminar courses that are designed to increase the potential success of first-time students. All majors should be encouraged to develop orientation courses based on the model that includes topics of diversity. These courses can aid in the retention of students.
- The topic of diversity should be integrated in the total curriculum and not reserved only for those courses traditionally identified as diversity-oriented courses.
- More resources need to be identified and dedicated to assisting the campus increase enrollment and retention of a diverse student community.

Faculty

As an integral part of the campus community, it is important for the faculty to be diverse, to have knowledge and an understanding of individuals with different characteristics, and to incorporate diversity into the curriculum.

Following are the recommendations for faculty:

- Analyze hurtful incidents that are detrimental to the learning environment, particularly with respect to gender, ethnicity, and cultural heritage
- Develop workshops to increase the sensitivity of creating a welcoming climate for all faculty, particularly those who are from under-represented groups
- Hold focus groups with probationary faculty members to determine unmet needs and ways that the working/learning environment can be improved
- Conduct exit interviews with departing faculty members to ascertain reasons for leaving; Suggest areas to improve working/learning climate
- Prepare yearly reports for the Academic Senate with publication in the Cal Poly Report on the composition and salaries of faculty by college, rank, gender, and majority/minority status
- Specify yearly diverse faculty recruitment goals to deans
- Provide incentives to deans for progress in the recruitment of a diverse faculty; increase accountability through performance evaluation
- Review yearly the impact of faculty merit increases on salaries by college, rank, gender, and majority/minority
- Investigate ways to increase the ability of Affirmative Action Facilitators to take a stronger role in faculty searches
- Refine the definition of diversity in General Education 2001 to conform to the Academic Senate definition; re-assess the United States Cultural Pluralism requirement especially in relation to GE 2001
- Add a section on diversity to the course proposal form
- Increase funding for the Women's Studies Program (full-time director and secretary, faculty lines, and increased office space)
- Provide release time and training workshops for faculty to learn about incorporating diversity content into the curriculum; pursue linkages where appropriate to other workshops
- Initiate and expand university, college, and department awards to recognize achievements in diversity
- Designate a contact person appointed by Department Chair's to assist new faculty in becoming settled into the university and the larger community; coordinate such efforts with FIDO
- Assist new faculty in finding housing in the area, as well as exploring the possibility of a guest faculty on the campus

- Provide sensitivity training workshops for faculty on diversity in the workplace; create incentives on the department level to encourage attendance
- Provide department chairs and deans flexibility and resources to assemble appointment/compensation packages (e.g., moving expenses, summer funding, course reduction, etc.) which are attractive to prospective
- Enable selected programs (e.g. Women's Studies, Ethnic Studies, etc.) to provide greater university leadership in the area of curriculum development including such areas as courses on gay and lesbian studies
- Revise the International Education Program's processes to eliminate non-value-added steps and to streamline the process

Staff

Following are the recommendations for staff:

- Within institutional priorities, reflect the value of diversity as a priority with corresponding action items identified
- Provide diversity incentives and assure accountability through the performance evaluation process
- Provide release time from work to attend staff development activities related to diversity; identify days within the schedule that are devoted to in-service training
- Provide mentors, that have the responsibility for orientation, for new staff
- Require attendance at training programs considered a high priority by the university
- Conduct exit interviews with departing staff members and ask for suggestions of ways to improve campus climate

Summary Recommendations

Following are summary recommendations:

1. Devise a clear plan and administrative structure devoted to promoting and supporting diversity that is reflective of the California population and consonant with the many statements and resolutions made about the value of diversity
2. Under the new administrative infrastructure, assign direct responsibility for specific initiatives and insure accountability through appropriate evaluative processes

3. Provide appropriate resources and authority to effect comprehensive institutional change toward diversity enhancement
4. Combine current diversity efforts into a more unified and coordinated body assigned with the responsibility for review and action of the recommendations offered in this report
5. Provide more diversity awareness and sensitivity education and training to the entire campus community
6. Utilize the survey in this research as merely a foundation. The Campus Climate Subcommittee recognizes that the survey used in this report is only preliminary. We recommend the refinement of the survey; we further recommend that regularly scheduled surveys and other assessment instruments be adopted in an effort to continue to gauge campus climate and evaluate actions taken by the campus for improvement.
7. Alternate means of gathering data and engaging people in discussion should be explored
8. Utilize the campus environment to celebrate diversity. This could be done through the visual arts in the form of murals, statues, etc. and other means of artistic affirmation.

Conclusion

The analysis reflects that the majority of the Cal Poly community members report a positive campus experience. However, to meet our vision as a **Center of Learning**, the campus must recognize the need for all of its members to experience a positive learning environment. Attention must be given to the identifiable groups who report a less positive campus experience than other members of the population. Since our last self-study, there has been an increased emphasis on issues of diversity and some actions have been taken to address the issue. However, to improve campus climate the university must focus its attention and strengthen its resolve to achieve the diversity goals articulated in many campus documents. Although there have been substantial efforts in the past to address issues of campus climate, the committee members believe that solutions to problems identified in this self-study lie in assigning responsibility and assuring accountability at individual, departmental, and administrative levels of the university.

New Initiatives

Ongoing and new Cal Poly initiatives designed to respond to campus climate issues raised in this self-study report include the establishment of the Recruitment and Outreach Center "Partners for Success" Program with seventeen northern and southern California schools; partnerships through grant-funded programs with local and statewide school districts to impact pre-collegiate preparation and admission to Cal Poly; innovative college-based initiatives such as the College of Business

approach to setting diversity goals that are in compliance with Proposition 209 yet move the college forward in meeting educational goals for a diverse learning environment; the appointment of the Diversity Council to centralize oversight of setting university goals and objectives for a diverse learning community and to develop a body of "in-house experts" to serve as resources for Cal Poly; and the initiatives that include the advancement of specific WASC recommendations.

For questions regarding the WASC Self Study contact the [WASC Coordinating Office](#)

Appendix III.1.A

[\(Back to report\)](#)

Preliminary Campus Climate Survey

For Students – Winter Quarter 1999

The purpose of this survey is to examine specific experiences that may effect the learning climate at Cal Poly. Our goal is to gain useful information to enhance the learning environment for all members of the campus community. This preliminary survey serves as a foundation on which to build future efforts. The initial focus of this survey is on the impact of diversity and learning throughout intellectual and social experiences.

Please record your responses on the attached answer form using a No. 2 pencil.

Demographic Data Requested:

1. What is your College?

Agriculture

Architecture and Environmental Design

Business

U.C.T.E.

Engineering

Liberal Arts

Science & Mathematics

2. What is your class level?

Freshman

Sophomore

Junior

Senior

Graduate

3. Are you a Transfer Student?

Yes

No

4. Gender

Male

Female

5. Sexual Orientation

Heterosexual

Homosexual

Bisexual

Decline to report

6. Ethnicity

American Indian

Asian

Black

Filipino

Hispanic

Pacific Islander

White

Other non-white

Decline to report

7. Disability

Yes

No

8. Number of Campus Clubs/Organizations to which you belong?

0

1

2

3

4

5

More than 5

INTELLECTUAL ENVIRONMENT – Defined as those activities and/or materials that include classroom experiences, course syllabi, laboratory assignments, supplemental readings, group projects, and faculty interactions.

9. Learning about individuals who are different from me is an important part of my education at Cal Poly.

Strongly Disagree Strongly Agree

A B C D E

Reading assignments, writing assignments, and project activities in courses for my **major** at Cal Poly expanded my knowledge and understanding of individuals in the following categories:

Strongly Disagree Strongly Agree

10. Race/ethnicity A B C D E

11. Sex/gender A B C D E

12. Socio-economic status A B C D E

13. Cultural heritage A B C D E

14. Disability A B C D E

15. Sexual orientation A B C D E

Reading assignments, writing assignments, and project activities in **general education courses** at Cal Poly expanded my knowledge and understanding of individuals in the following categories:

Strongly Disagree Strongly Agree

16. Race/ethnicity A B C D E

17. Sex/gender A B C D E

18. Socio-economic status A B C D E

19. Cultural heritage A B C D E

20. Disability A B C D E

21. Sexual orientation A B C D E

My learning experience in **classrooms, laboratories, with faculty, group projects and related assignments** at Cal Poly has made me better prepared to work compatibly with someone of a different:

Strongly Disagree Strongly Agree

22. Race/ethnicity A B C D E

23. Sex/gender A B C D E

24. Socio-economic status A B C D E

25. Cultural heritage A B C D E

26. Disability A B C D E

27. Sexual orientation A B C D E

I have experienced and/or witnessed hurtful incidents **in the classroom** at Cal Poly that were due to someone's:

Never Frequently

28. Race/ethnicity A B C D E

29. Sex/gender A B C D E

30. Socio-economic status A B C D E

31. Cultural heritage A B C D E

32. Disability A B C D E

33. Sexual orientation A B C D E

Hurtful interactions I have experienced and/or witnessed between the following individuals **in the classroom** at Cal Poly have adversely effected my ability to learn:

Strongly Disagree Strongly Agree

34. Faculty and student A B C D E

35. Student and student A B C D E

SOCIAL ENVIRONMENT – Defined as those activities and/or experiences in a social setting, club activities, and informal interactions that occur between members of the campus community.

I have participated in **social activities, club activities, and informal interactions** at Cal Poly that expanded my knowledge and understanding of different individuals in the following categories:

Strongly Disagree Strongly Agree

36. Race/ethnicity A B C D E

37. Sex/gender A B C D E

38. Socio-economic status A B C D E

39. Cultural heritage A B C D E

40. Disability A B C D E

41. Sexual orientation A B C D E

My learning experience through **social activities, club activities, and informal interactions** at Cal Poly made me better prepared to work compatibly with someone of a different:

Strongly Disagree Strongly Agree

42. Race/ethnicity A B C D E

43. Sex/gender A B C D E

44. Socio-economic status A B C D E

45. Cultural heritage A B C D E

46. Disability A B C D E

47. Sexual orientation A B C D E

I have experienced and/or witnessed hurtful incidents during **social activities, club activities, and informal interactions** at Cal Poly that were due to someone's:

Never Frequently

48. Race/ethnicity A B C D E

49. Sex/gender A B C D E

50. Socio-economic status A B C D E

51. Cultural heritage A B C D E

52. Disability A B C D E

53. Sexual orientation A B C D E

Hurtful interactions between the following individuals during **social activities, club activities, and informal interactions** at Cal Poly have adversely effected my ability to learn.

Strongly Disagree Strongly Agree

54. Staff and student A B C D E

55. Student and student A B C D E

Appendix III.1.B

[\(Back to report\)](#)

Preliminary Campus Climate Survey

For Faculty – Winter Quarter 1999

The purpose of this survey is to examine specific experiences that may affect the learning climate at Cal Poly. Our goal is to gain useful information to enhance the learning environment for all members of the campus community. This preliminary survey serves as a foundation on which to build future

efforts. The initial focus of this survey is on the impact of diversity and learning throughout intellectual and social experiences.

Please record your responses on the attached answer form and return it to the WASC coordinating staff in Academic Programs, 01-317, **no later than March 5, 1999.**

Demographic Data Requested:

What is your College or Division?

Agriculture

Architecture and Environmental Design

Business

U.C.T.E.

Engineering

Liberal Arts

Science and Mathematics

Library

Student Affairs (SSP-AR's)

Athletics

Are you a temporary/part-time employee?

Yes

No

Ethnicity

American Indian

Asian

Black

Filipino

Hispanic

Pacific Islander

White

Other non-white

Decline to Report

Gender

Male

Female

Sexual Orientation

a) Heterosexual

b) Homosexual

c) Bisexual

d) Decline to report

Disability

a) Yes

b) No

INTELLECTUAL ENVIRONMENT – Defined as scholarly activities and/or interactions that include classroom experiences, course syllabi development, committee assignments, and faculty interactions within an academic context.

Learning about individuals who are different from me is an important part of my scholarly experience at Cal Poly.

Strongly Disagree Strongly Agree

A B C D E

Scholarly activities and/or interactions including classroom experiences, course syllabi development, committee assignments, and faculty interactions at Cal Poly expanded my knowledge and understanding of individuals in the following categories:

Strongly Disagree Strongly Agree

Race/ethnicity A B C D E

Sex/gender A B C D E

Socio-economic status A B C D E

Cultural heritage A B C D E

Disability A B C D E

Sexual orientation A B C D E

Experience in **classrooms, laboratories, with faculty, committees and related assignments** at Cal Poly has made me better prepared to work compatibly with someone of a different:

Strongly Disagree Strongly Agree

Race/ethnicity A B C D E

Sex/gender A B C D E

Socio-economic status A B C D E

Cultural heritage A B C D E

Disability A B C D E

Sexual orientation A B C D E

I have experienced and/or witnessed hurtful incidents **in the classroom, in my department, on committees or other academic processes** at Cal Poly that were due to someone's:

Never Frequently

Race/ethnicity A B C D E

Sex/gender A B C D E

Socio-economic status A B C D E

Cultural heritage A B C D E

Disability A B C D E

Sexual orientation A B C D E

Hurtful interactions I have experienced and/or witnessed between the following individuals **in the classroom, in my department, on committees or other academic processes** at Cal Poly have adversely affected my academic/scholarly pursuits.

Strongly Disagree Strongly Agree

Faculty and faculty A B C D E

Faculty and student A B C D E

Faculty and staff A B C D E

SOCIAL ENVIRONMENT – Defined as those activities and/or experiences in a social setting and/or informal interactions that occur between members of the campus community.

Social activities and/or informal interactions at Cal Poly expanded my knowledge and understanding of different individuals in the following categories:

Strongly Disagree Strongly Agree

Race/ethnicity A B C D E

Sex/gender A B C D E

Socio-economic status A B C D E

Cultural heritage A B C D E

Disability A B C D E

Sexual orientation A B C D E

Learning experience through **social activities and/or informal interactions** at Cal Poly made me better prepared to work compatibly with someone of a different:

Strongly Disagree Strongly Agree

Race/ethnicity A B C D E

Sex/gender A B C D E

Socio-economic status A B C D E

Cultural heritage A B C D E

Disability A B C D E

Sexual orientation A B C D E

I have experienced and/or witnessed hurtful incidents during **social activities and/or informal interactions** at Cal Poly that were due to someone's:

Never Frequently

Race/ethnicity A B C D E

Sex/gender A B C D E

Socio-economic status A B C D E

Cultural heritage A B C D E

Disability A B C D E

Sexual orientation A B C D E

Hurtful interactions between the following individuals during **social activities and/or informal interactions** at Cal Poly have adversely affected my collegiality.

Strongly Disagree Strongly Agree

Faculty and faculty A B C D E

Faculty and student A B C D E

Faculty and staff A B C D E

Appendix III.1.C

[\(Back to report\)](#)

Preliminary Campus Climate Survey

For Staff – Winter Quarter 1999

The purpose of this survey is to examine specific experiences that may affect the learning climate at Cal Poly. Our goal is to gain useful information to enhance the learning environment for all members

of the campus community. This preliminary survey serves as a foundation on which to build future efforts. The initial focus of this survey is on the impact of diversity and learning throughout intellectual and social experiences.

Please record your responses on the attached answer form and return it to the WASC coordinating staff in Academic Programs, 01-317, **no later than March 5, 1999.**

Demographic Data Requested:

What is your Division?

Academic Affairs

Administration and Finance

Student Affairs

University Advancement

President's Office

Foundation

Associated Students, Inc. (ASI)

Other

If employed in Academic Affairs, to which college/unit are you assigned?

Agriculture

Architecture and Environmental design

Business

Engineering

Liberal Arts

Science and Mathematics

UCTC, Library, Research & Grad. Studies, and/or Athletics

Enrollment Student Services

Information Technology Services

Academic Administration (Provost, Academic Personnel, AP&UP, IS&A, or EUPS)

Are you temporary/part-time employee?

Yes

No

Gender

a) Male

b) Female

5. Ethnicity

American Indian

Asian

Black

Filipino

Hispanic

Pacific Islander

White

Other non-white

Decline to report

6. Sexual Orientation

Heterosexual

Homosexual

Bisexual

Decline to report

Disability

a) Yes

b) No

INTELLECTUAL ENVIRONMENT – Defined as career-related activities and/or interactions that include business/administrative work assignments, program/project development, committee assignments, and career/business interactions within a professional/administrative context.

Learning about individuals who are different from me is an important part of my career experience at Cal Poly.

Strongly Disagree Strongly Agree

A B C D E

Career-related activities and/or interactions including business/administrative work assignments, program/project development, committee assignments, and career/business interactions at Cal Poly expanded my knowledge and understanding of individuals in the following categories:

Strongly Disagree Strongly Agree

Race/ethnicity A B C D E

Sex/gender A B C D E

Socio-economic status A B C D E

Cultural heritage A B C D E

Disability A B C D E

Sexual orientation A B C D E

Experience with **business/administrative work assignments, program/project development, committee assignments, and career/business interactions** at Cal Poly has made me better prepared to work compatibly with someone of a different:

Strongly Disagree Strongly Agree

Race/ethnicity A B C D E

Sex/gender A B C D E

Socio-economic status A B C D E

Cultural heritage A B C D E

Disability A B C D E

Sexual orientation A B C D E

I have experienced and/or witnessed hurtful incidents **in my department, on committees or in other business/administrative interactions** at Cal Poly that were due to someone's:

Never Frequently

Race/ethnicity A B C D E

Sex/gender A B C D E

Socio-economic status A B C D E

Cultural heritage A B C D E

Disability A B C D E

Sexual orientation A B C D E

Hurtful interactions I have experienced and/or witnessed between the following individuals **in my department, on committees or in other business/administrative interactions** at Cal Poly have adversely affected my professional growth.

Strongly Disagree Strongly Agree

Staff and faculty A B C D E

Staff and student A B C D E

Staff and staff A B C D E

SOCIAL ENVIRONMENT – Defined as those activities and/or experiences in a

social setting and/or informal interactions that occur between members of the campus community.

Social activities and/or informal interactions at Cal Poly expanded my knowledge and understanding of different individuals in the following categories:

Strongly Disagree Strongly Agree

Race/ethnicity A B C D E

Sex/gender A B C D E

Socio-economic status A B C D E

Cultural heritage A B C D E

Disability A B C D E

Sexual orientation A B C D E

Learning experience through **social activities and/or informal interactions** at Cal Poly made me better prepared to work compatibly with someone of a different:

Strongly Disagree Strongly Agree

Race/ethnicity A B C D E

Sex/gender A B C D E

Socio-economic status A B C D E

Cultural heritage A B C D E

Disability A B C D E

Sexual orientation A B C D E

I have experienced and/or witnessed hurtful incidents during **social activities and/or informal interactions** at Cal Poly that were due to someone's:

Never Frequently

Race/ethnicity A B C D E

Sex/gender A B C D E

Socio-economic status A B C D E

Cultural heritage A B C D E

Disability A B C D E

Sexual orientation A B C D E

Hurtful interactions between the following individuals during **social activities and/or informal interactions** at Cal Poly have adversely affected my collegiality:

Strongly Disagree Strongly Agree

Staff and faculty A B C D E

Staff and student A B C D E

Staff and staff A B C D E

Appendix III.1.D

Student Survey Results

In the following sections, the percentages reported for "Agree" represent answers of "Agree" and "Strongly Agree" and for "Disagree" they represent answers of "Disagree" and "Strongly Disagree."

The data presented in this table is only a summary and does not represent the complete analysis utilized in the development of the findings provided in the report.

Intellectual Environment - ([Back to report](#))

Defined as those activities and/or materials that include classroom experiences, course syllabi, laboratory assignments, supplemental readings, group projects, and faculty interactions.

Question #	Learning about individuals who are different from me is an important part of my education	Disagree	Neutral	Agree
9		27.3	35.6	37.1

Question #	My major has expanded my knowledge and understanding of individuals in the following categories:	Disagree	Neutral	Agree
10	Race/ethnicity	48.8	32.2	19.0
11	Sex/gender	50.2	32.8	17.0
12	Socioeconomic status	40.3	35.5	24.2
13	Cultural heritage	48.7	28.6	22.7
14	Disability	56.3	27.1	16.6

15	Sexual orientation	67.6	20.7	11.7
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Question #	General education courses have expanded my knowledge and understanding of individuals in the following categories:	Disagree	Neutral	Agree
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16	Race/ethnicity	26.0	36.7	37.3
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17	Sex/gender	31.8	39.4	28.8
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18	Socioeconomic status	28.8	37.1	34.1
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19	Cultural heritage	26.4	35.4	38.2
----	-------------------	------	------	------

20	Disability	47.8	36.0	16.2
----	------------	------	------	------

21	Sexual orientation	56.6	26.3	17.1
----	--------------------	------	------	------

Question #	Experience has made me better prepared to work compatibly with someone of a different:	Disagree	Neutral	Agree
------------	--	----------	---------	-------

22	Race/ethnicity	29.6	34.3	36.1
----	----------------	------	------	------

23	Sex/gender	30.6	33.9	35.5
----	------------	------	------	------

24	Socioeconomic status	30.8	37.8	31.4
----	----------------------	------	------	------

25	Cultural heritage	29.8	36.3	33.9
----	-------------------	------	------	------

26	Disability	38.1	35.8	26.1
----	------------	------	------	------

27	Sexual orientation	50.8	28.0	21.2
----	--------------------	------	------	------

Question #	Experienced and/or witnessed hurtful incident's due to someone's:	Never	Yes
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28	Race/ethnicity	60.3	39.7
----	----------------	------	------

29	Sex/gender	53.3	46.7	
30	Socioeconomic status	66.4	33.6	
31	Cultural heritage	61.3	38.7	
32	Disability	68.9	31.1	
33	Sexual orientation	64.5	35.5	
Question #	Hurtful interactions that adversely affected ability to learn	Disagree	Neutral	Agree
34	Faculty and student	68.2	19.8	12.0
35	Student and student	69.6	20.4	10.0

Social Environment - ([Back to report](#))

Defined as those activities an/or experiences in a social setting, club activities, and informal interactions that occur between members of the campus community.

Question #	Expanded my knowledge and understanding of different individuals in the following categories:	Disagree	Neutral	Agree
36	Race/ethnicity	34.8	33.9	31.3
37	Sex/gender	34.7	37.5	27.8
38	Socioeconomic status	36.2	38.8	25.0
39	Cultural heritage	34.7	39.9	25.4
40	Disability	51.1	32.0	16.9
41	Sexual orientation	53.3	32.2	14.5

Question #	Learning experience made be better prepared to work compatibly with someone of a different:	Disagree	Neutral	Agree
42	Race/ethnicity	28.8	39.8	31.4
43	Sex/gender	26.0	40.8	33.2
44	Socioeconomic status	30.7	40.4	28.9
45	Cultural heritage	31.1	39.3	29.6
46	Disability	40.6	37.5	21.9
47	Sexual orientation	44.4	36.6	19.0

Question #	Experienced and/or witnessed hurtful incidents due to someone's:	Never	Yes
48	Race/ethnicity	58.2	41.8
49	Sex/gender	61.6	38.4
50	Socioeconomic status	61.9	38.1
51	Cultural heritage	61.1	38.9
52	Disability	66.6	33.4
53	Sexual orientation	63.6	36.4

Question #	Hurtful interactions that adversely affected my ability to learn	Disagree	Neutral	Agree
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54	Staff and student	78.4	13.2	8.4
55	Student and student	72.3	17.4	10.3

Appendix III.1.E

Faculty Survey Results

In the following sections, the percentages reported for "Agree" represent answers of "Agree" and "Strongly Agree" and for "Disagree" they represent answers of "Disagree" and "Strongly Disagree."

The data presented in this table is only a summary and does not represent the complete analysis utilized in the development of the findings provided in the report.

Intellectual Environment - ([Back to report](#))

Defined as scholarly activities and/or interactions that include classroom experiences, course syllabi development, committee assignments, and faculty interactions within an academic context.

Question #	Learning about individuals who are different from me is an important part of my education	Disagree	Neutral	Agree
7		27.3	26.0	46.7

Question #	Expanded my knowledge and understanding of individuals in the following categories:	Disagree	Neutral	Agree
8	Race/ethnicity	36.9	27.4	35.7
9	Sex/gender	33.7	33.7	32.6

10	Socioeconomic status	38.0	40.4	21.6
11	Cultural heritage	32.3	29.5	38.2
12	Disability	37.1	34.0	28.9
13	Sexual orientation	47.3	34.4	18.3

Question Experience has made me better prepared to work compatibly with someone of a different:

		Disagree	Neutral	Agree
14	Race/ethnicity	32.4	33.2	34.4
15	Sex/gender	30.6	33.7	35.7
16	Socioeconomic status	39.5	35.6	24.9
17	Cultural heritage	32.1	35.9	32.0
18	Disability	36.2	31.5	32.3
19	Sexual orientation	47.3	31.9	20.8

Question Experienced and/or witnessed hurtful incident's due to someone's:

		Never	Yes
20	Race/ethnicity	53.4	46.6
21	Sex/gender	43.6	56.4
22	Socioeconomic status	59.1	40.9
23	Cultural heritage	54.2	45.8
24	Disability	67.0	33.0

25	Sexual orientation	61.2		38.8
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Question	Hurtful interactions that adversely affected academic/scholarly pursuits	Disagree	Neutral	Agree
----------	--	----------	---------	-------

26	Faculty and faculty	65.2	13.0	21.8
----	---------------------	------	------	------

27	Faculty and student	73.9	15.2	10.9
----	---------------------	------	------	------

28	Faculty and staff	74.0	14.8	11.2
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Social Environment - [\(Back to report\)](#)

Defined as those activities and/or experiences in a social setting and/or informal interactions that occur between members of the campus community.

Question	Expanded my knowledge and understanding of different individuals in the following categories:	Disagree	Neutral	Agree
----------	---	----------	---------	-------

29	Race/ethnicity	32.7	34.6	32.7
----	----------------	------	------	------

30	Sex/gender	32.9	37.6	29.5
----	------------	------	------	------

31	Socioeconomic status	44.3	35.9	19.8
----	----------------------	------	------	------

32	Cultural heritage	36.7	34.8	28.5
----	-------------------	------	------	------

33	Disability	40.6	37.9	21.5
----	------------	------	------	------

34	Sexual orientation	46.1	33.2	20.7
----	--------------------	------	------	------

Question	Learning experience made me better prepared to work compatibly with some of a different:	Disagree	Neutral	Agree
35	Race/ethnicity	37.4	31.9	30.7
36	Sex/gender	35.8	35.0	29.2
37	Socioeconomic status	43.3	35.9	20.8
38	Cultural heritage	36.8	36.0	27.2
39	Disability	39.8	34.7	25.5
40	Sexual orientation	45.0	32.1	22.9

Question	Experienced and/or witnessed hurtful incidents due to someone's:	Never	Yes
41	Race/ethnicity	61.0	39.0
42	Sex/gender	54.6	45.4
43	Socioeconomic status	66.8	33.2
44	Cultural heritage	64.0	36.0
45	Disability	71.8	28.2
46	Sexual orientation	63.8	36.2

Question	Hurtful interactions that adversely affected collegiality	Disagree	Neutral	Agree
47	Race/ethnicity	66.0	15.4	18.6

48	Sex/gender	76.0	16.7	7.3
49	Socioeconomic status	75.9	15.4	8.7

Appendix III.1.F

Staff Survey Results

In the following sections, the percentages reported for "Agree" represent answers of "Agree" and "Strongly Agree" and for "Disagree" they represent answers of "Disagree" and "Strongly Disagree."

The data presented in this table is only a summary and does not represent the complete analysis utilized in the development of the findings provided in the report.

Intellectual Environment - ([Back to report](#))

Defined as scholarly activities and/or interactions that include classroom experiences, course syllabi development, committee assignments, and faculty interactions within an academic context.

Question #	Learning about individuals who are different from me is an important part of my education	Disagree	Neutral	Agree
8		19.1	35.2	45.7

Question #	Expanded my knowledge and understanding of individuals in the following categories:	Disagree	Neutral	Agree
9	Race/ethnicity	24.7	40.3	35.0
10	Sex/gender	26.6	46.4	27.0
11	Socioeconomic status	31.5	44.2	24.3

12	Cultural heritage	28.8	38.5	32.7
13	Disability	24.6	39.8	35.6
14	Sexual orientation	41.9	38.6	19.5

Question Experience has made me better prepared to work compatibly with someone of a different:

		Disagree	Neutral	Agree
15	Race/ethnicity	26.0	38.4	35.6
16	Sex/gender	26.4	43.5	30.1
17	Socioeconomic status	32.8	44.1	23.1
18	Cultural heritage	26.8	43.6	29.6
19	Disability	25.8	42.4	31.8
20	Sexual orientation	36.4	42.2	21.4

Question Experienced and/or witnessed hurtful incident's due to someone's:

		Never	Yes
21	Race/ethnicity	50.8	49.2
22	Sex/gender	37.3	62.7
23	Socioeconomic status	55.7	44.3
24	Cultural heritage	50.4	49.6
25	Disability	58.3	41.7
26	Sexual orientation	53.8	46.2

Question	Hurtful interactions that adversely affected professional growth	Disagree	Neutral	Agree
27	Staff and Faculty	66.0	18.2	15.8
28	Staff and Student	74.9	18.1	7.0
29	Staff and Staff	64.3	17.6	18.1

Social Environment - ([Back to report](#))

Defined as those activities and/or experiences in a social setting and/or informal interactions that occur between members of the campus community.

Question	Expanded my knowledge and understanding of different individuals in the following categories:	Disagree	Neutral	Agree
30	Race/ethnicity	24.4	41.1	34.5
31	Sex/gender	25.9	46.8	27.3
32	Socioeconomic status	34.9	45.0	20.1
33	Cultural heritage	26.5	42.2	31.3
34	Disability	32.1	39.6	28.3
35	Sexual orientation	39.1	40.9	20.0

Question	Learning experience made me better prepared to work compatibly with some of a different:	Disagree	Neutral	Agree
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36	Race/ethnicity	27.1	40.2	32.7
37	Sex/gender	26.0	45.3	28.7
38	Socioeconomic status	30.9	47.2	21.9
39	Cultural heritage	26.0	43.9	30.1
40	Disability	28.1	41.8	30.1
41	Sexual orientation	37.1	41.6	21.3

Question	Experienced and/or witnessed hurtful incidents due to someone's:	Never	Yes
42	Race/ethnicity	54.8	45.2
43	Sex/gender	49.9	50.1
44	Socioeconomic status	57.9	42.1
45	Cultural heritage	55.6	44.4
46	Disability	60.9	39.1
47	Sexual orientation	57.5	42.5

Question	Hurtful interactions that adversely affected collegiality	Disagree	Neutral	Agree
48	Staff and Faculty	66.8	19.2	14.0
49	Staff and Student	73.5	19.0	7.5
50	Staff and Staff	66.3	15.5	18.2

The data should be further analyzed to take into account the opportunities that exist for staff to interact with particular target groups. By adjusting for the "conditional probability" of particular groups interacting with staff, the responses could provide more meaningful data. In any case, because this preliminary survey was not based upon a random sample of staff members, the results would still only pertain to the respondents and could not be generalized to the entire staff population with any predictable degree of accuracy.

Appendix III.1.G

(Back to report) - [Intellectual](#)

(Back to report) - [Social](#)

Faculty by Composition and Salary

(Retirees, lecturers, and staff not included)

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Assistant	%	Cou nt	Low	Media n	High	Rati o (1)	Assist ant	%	Cou nt	Low	Media n	High	Ratio (1)
male	48%	26	2,989	3,597	4,384		male	69%	64	3,313	3,806	4,924	
female	52%	28	3,130	3,432	4,384	0.95	female	31%	29	3,313	3,632	5,675	0.95
minority	24%	13	2,989	3,432	4,183	0.95	minority	18%	17	3,391	3,812	4,699	1.01
majority	76%	41	2,989	3,597	4,384		majority	82%	76	3,313	3,763	5,675	

Associate	%	Cou nt	Low	Media n	High	Rati o (1)	Assoc iate	%	Cou nt	Low	Media n	High	Ratio (1)
male	80%	80	3,597	4,466	5,232		male	63%	62	3,632	4,870	5,954	
female	20%	20	3,432	4,136	5,144	0.92	female	37%	37	3,806	4,378	5,948	0.899

minority	15%	157	3,597	4,337	5,144	0.98	minority	22%	228	3,632	4,928	5,948	1.07
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majority	85%	852	3,432	4,337	5,232		majority	78%	774	3,632	4,589	5,954	
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Profession	%	Count	Low	Median	High	Ratio (1)	Profession	%	Count	Low	Median	High	Ratio (1)
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male	88%	4781	4,211	5,232	7,536		male	87%	4491	3,448	5,675	7,521	
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female	12%	677	4,337	5,232	6,032	1.00	female	13%	698	4,589	5,537	6,848	0.97
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minority	9%	507	4,337	5,232	5,652	1.00	minority	11%	553	5,040	5,809	6,543	1.02
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majority	91%	4951	4,211	5,232	7,536		majority	89%	4631	3,448	5,675	7,521	
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(1) Ratio of median female/male income and median minority/majority income.

Note: Individuals identified as either white or other non-white are grouped under "Majority"; all others are grouped under "Minority"

5/26/99 - SOWC/WASC