



# 2016-2017 CAMPUS CLIMATE SURVEY EXECUTIVE SUMMARY

## INTRODUCTION

In Fall 2016, Louisiana State University administered a Campus Climate Survey asking employees and students questions about their overall employment/educational satisfaction and their experiences with, perceptions of, and concerns about campus inclusion. A total of 28% of employees (n=1,489) and 8% of students (n=2,494) participated in the survey. The executive summary highlights its major findings. For more detail, please refer to the full campus climate survey report.

## MAJOR FINDINGS

- Most employees and students (70-82%) reported overall satisfaction with their LSU job/education.
- Most respondents (69-81%) agreed faculty/staff are committed to LSU's welfare.
- Most LSU employees (87-94%) reported believing their work is meaningful.
- Over half (55-56%) of students reported never thinking about leaving LSU without graduating.
- Most students (70-74%) agreed their peers, LSU faculty, and/or LSU staff are there for them when they need help.
- Most employees (74%) reported never being made uncomfortable by colleague/coworker comments about their gender at LSU and most students (79%) reported never being made uncomfortable by peer comments of this type. One-third of women employees reported experiencing discomfort due to colleague/coworker comments about their gender, compared to 12% of men employees. Nearly one-third (27%) of women students and 59% of trans/genderqueer students reported experiencing discomfort due to peer comments about their gender, compared to 7% of men students.
- Over 90% of White respondents reported never experiencing discomfort due to comments about their race/ethnicity at LSU. The majority of Black respondents reported experiencing it at least occasionally, as did 37-48% of Asian/Pacific Islander and 41-45% of Hispanic/Latinx respondents.
- More than 90% of respondents reported never being made uncomfortable by comments about their sexual orientation at LSU. About half of LGBTQ employees (49%), LGBTQ students (56%), and trans/genderqueer students (51%) reported at least sometimes being made uncomfortable due to colleague/coworker or peer comments about their sexual orientation at LSU.
- The overwhelming majority of employees (93%) and students (95%) reported never being a victim of crime on campus and nearly all employees (99%) and a majority of students (89%) reported never experiencing sexual harassment at LSU.
- Most students and employees (56-68%) reported believing LSU values diversity. Most also reported believing LSU respects and welcomes employees from all racial/ethnic backgrounds, women employees, and LGBTQ employees and students.

## CONCLUSIONS

While the survey contains overall positive findings about campus community members' job/educational satisfaction; use of formal and informal support systems; and experiences with, perceptions of, and concerns about campus inclusion, variations emerged across demographic groups. To work toward high quality educational and employment experiences and a more open and inclusive atmosphere for all, these divergent patterns could be addressed. The data suggests campus experiences for students, faculty, staff, and administrators from underrepresented groups could use additional attention and specifically targeted quality-enhancement efforts.



# 2016-2017 CAMPUS CLIMATE SURVEY

## INTRODUCTION

In Fall 2016, Louisiana State University administered a Campus Climate Survey to employees and students to assess overall satisfaction and experiences with, perceptions of, and concerns about inclusion on campus. This report summarizes the results. It presents key findings about employee and student job and educational satisfaction, work experiences, and student use of available support systems, in addition to employee and student experiences with, impressions of, and concerns about campus inclusion.

## METHODS AND SAMPLE

The LSU Campus Climate Survey Committee created the survey by drawing on past LSU climate studies as well as climate surveys previously administered at universities around the country. The committee also crafted new measures based on pressing concerns about inclusion on campus expressed by employees and students across colleges, divisions, departments, and programs. It was essential for LSU to conduct its own independent survey with tailored questions that would provide data specific to our community. The Qualtrics survey was made available to all students, faculty, staff, and administrators at the LSU main campus. Pencil and paper administration was also available for any staff member who was unable to complete an online survey. Nearly one-third (28%) of employees (n=1,489) and 8% of students (n=2,494) took the survey. A total of 20% of employees (n=1,061) and 5.5% of students (n=1,729) completed the entire survey by responding to every question. Data in this report comes only from respondents who recorded answers for all substantive (non-demographic) questions in the survey. Appendix A breaks down respondent demographics by race/ethnicity, gender, sexuality, and student/employee status.

## ORGANIZATION

This report is a broad summary of the survey's findings. It is broken into four parts. *Part 1: Satisfaction and Support Systems* examines respondent perceptions of LSU as an employer or educational institution, in addition to looking at student willingness to access existing campus support services. *Part 2: Campus Inclusion Experiences* explores students' and employees' sense of connection to LSU; their experiences with discomfort related to campus members' comments about their gender, race/ethnicity, sexual orientation, physical appearance, or religion; and their experiences with crime, fear, and sexual harassment. *Part 3: Perceptions of Campus Inclusion* covers student and employee beliefs about how well LSU values diversity, welcomes and demonstrates respect for people from a wide variety of backgrounds, and demonstrates fairness. *Part 4: Concerns about Campus Inclusion* presents results relevant to employee and student concerns about various forms of inequality at LSU. Each part contains a discussion of descriptive statistics for survey responses, a qualitative analysis of respondents' written comments, and a conclusion summarizing the significance of the findings for campus climate at LSU.

# PART 1: SATISFACTION AND SUPPORT SYSTEMS

## OVERALL SATISFACTION

LSU employees and students reported relatively high levels of overall satisfaction. Most administrators (73%), staff (73%), and faculty (70%) reported satisfaction with their job. Most graduate and undergraduate students (82%) reported satisfaction with their LSU education.

Approximately 77% of White employees reported job satisfaction. A smaller proportion of Black (67%) Asian/Pacific Islander (67%), other race (58%), and Hispanic/Latinx (56%), employees said the same. With the exception of Hispanic/Latinx employees, who disagreed or responded neutrally in similar proportions, employees of color typically reported feeling neutral rather than disagreeing with the statement “Overall, I am satisfied with my job at LSU.” A somewhat greater proportion of multiracial<sup>1</sup> (89%), White (84%), and Black (83%) students reported overall satisfaction with their LSU education than Asian/Pacific Islander (79%) and Hispanic/Latinx (77%) students.

Approximately 72-74% of cisgender<sup>2</sup> men/women respondents and non-LGBTQ employees reported overall satisfaction, compared to 63% of LGBTQ employees. Like most employees of color, more LGBTQ employees reported feeling neutrally (21%) rather than disagreeing (17%). A slightly smaller proportion of LGBTQ (79%) and trans/genderqueer (76%) students reported satisfaction compared to men, women, and non-LGBTQ students (82-84%).

Respondents could leave comments after each block of survey questions. Employees left 39 remarks about overall satisfaction. Students left 56. A small portion (10% and 20%, respectively) were positive. For example, one employee wrote, “I’ve always enjoyed working for LSU.” One student wrote, “LSU 4 Life... Bleed Purp and Gold.” Most comments provided critical feedback, however. The majority of employee remarks on work satisfaction (67%) focused on negative impacts of scarce resources, especially low compensation levels and lack of raises. As one person said: “My work is very satisfying on a personal level. My frustration is with the low salary and lack of even small cost-of-living increases from year to year.” Some employees spoke of being given additional job duties in recent years without additional pay. As one wrote: “People would be more satisfied with their job if they got raises every once in a while. We take on more projects, bring in additional money to the

university, and do not get additional compensation.” A few people (n=4) specifically mentioned Workday implementation negatively impacting their jobs.

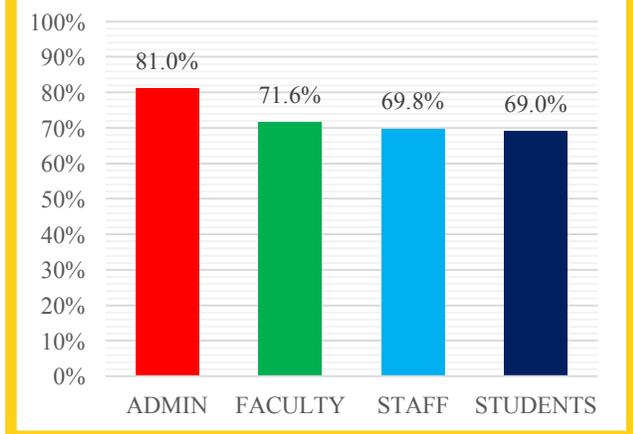
A comparatively smaller portion of students’ critical remarks (16%) had to do with scarce resources impacting their LSU experiences. One graduate student wrote, “Budget cuts are making everyone weary of their future at the university and tensions are high. Graduate student funding is being cut and makes me reconsider if LSU was the best choice.” One undergraduate wrote: “My program is underfunded, under respected, and our facilities and resources are very limited.” A larger proportion of student comments were specific critiques of LSU policies, professors, or programs rather than talk about budget and resources. Quite a few mentioned teaching or curriculum. For example, one student said LSU “need[s] a lower student to faculty ratio.” Another wrote “Do away with +/- system.”

Black and non-LGBTQ employees and men and White students disproportionately left comments about satisfaction. Men and non-LGBTQ students disproportionately made negative remarks. While small in number, two types of comments came only from specific groups: Only Black employees (n=2) brought up concerns about work environment for underrepresented groups. Only White students (n=3) brought up criticisms of political correctness or perceived restrictions on free speech.

## COMMITMENT TO LSU

Most employees and students agreed faculty/staff are committed to LSU’s welfare. As Table 1 shows, this was especially true for administrators. Comparatively smaller proportions of Black (64%), Hispanic/Latinx (53%), and other race employees (54%) expressed positive beliefs about faculty/staff commitment to LSU than Asian/Pacific Islander (74%) or White (76%) employees. Smaller proportions of Asian/Pacific Islander (67%), Black (65%), and Hispanic/Latinx (64%) students reported positive beliefs about faculty/staff commitment to LSU, relative to their White (72%) and multiracial (69%) counterparts. Most men/women employees (71-72%), men (72%) and women (68%) students, and non-LGBTQ respondents (71-72%) reported believing faculty/staff are committed to LSU’s welfare, compared to 61% of trans/genderqueer students and 62% of LGBTQ respondents.

Table 1: Percentage of Respondents Who Agree Faculty/Staff are Committed



Three employees and ten students commented on faculty/staff commitment to LSU. Most argued some, but not all are committed to LSU’s welfare. Women and students of color disproportionately commented on this topic. Men students disproportionately left negative remarks.

## EMPLOYEE WORK EXPERIENCES

Employees were asked three questions about their work experiences at LSU: whether or not they feel their work is meaningful and how well their supervisor/chair communicates expectations and exhibits people management skills. The majority of employees reported their work is meaningful, especially faculty (94%). Approximately 87-88% of staff and administrators reported the same. Employees across racial/ethnic, LGBTQ, and gender categories agreed with the statement “The work I do is meaningful to me” in similar proportions.

Most employees positively assessed their supervisor or chair. Approximately 70-74% agreed that person “clearly communicates expectations” and 63-67% reported they demonstrate “good people management skills.” A similar proportion of men and women agreed their supervisor/chair communicates expectations clearly. A slightly larger proportion of LGBTQ (19%) employees disagreed with the statement compared to men, women, and non-LGBTQ (13%) employees. A slightly larger proportion of Asian/Pacific Islander employees agreed (78%) compared to White (74%), Black (70%), other race (63%), and Hispanic/Latinx (59%) employees. The same proportion of women and men employees (67%) reported their chair/supervisor has good people management skills. A smaller proportion of LGBTQ employees (54%) than non-

LGBTQ employees (65%) agreed. The same was true for Hispanic/Latinx employees (53%) compared to White (67%), Asian/Pacific Islander (67%), other race (63%), and Black (60%) employees.

Forty employees wrote comments about supervisors. Most (88%) provided critical feedback, typically remarking on supervisors: lacking leadership (n=6) or people skills (n=6), communicating poorly (n=5), or micromanaging (n=5). Non-LGBTQ and women employees disproportionately commented on this topic, but White and non-LGBTQ employees disproportionately left negative remarks.

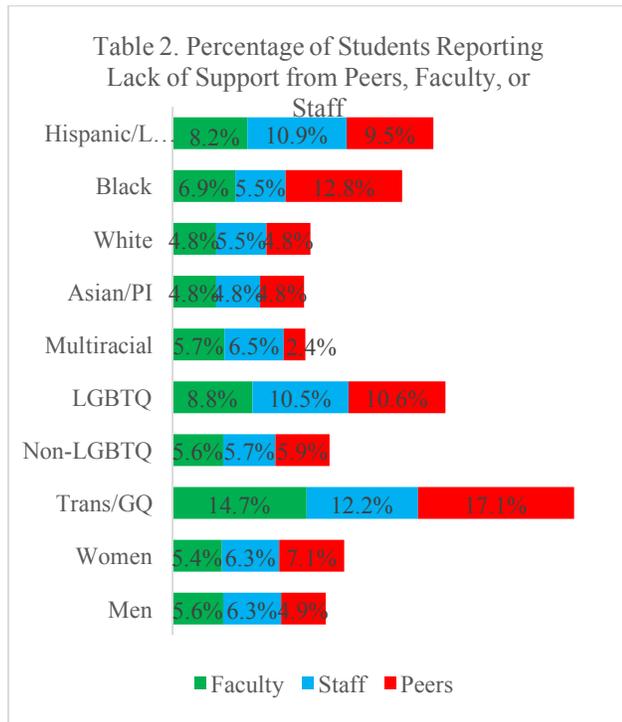
## STUDENT SOURCES OF SUPPORT

Most students (55-56%) reported never thinking about leaving LSU before graduating. Larger proportions of Black (12%), Hispanic/Latinx (16%), multiracial (13%), trans/genderqueer (15%), and LGBTQ (14%) students reported many times or always thinking about it, compared to smaller proportions of their peers (7-10%).

Students left 102 written comments relevant to leaving LSU. A few (8%) had to do with not leaving. The rest articulated factors that made them consider departing without a degree. The two most common reasons cited were scarce resources (27%) and difficulty of curriculum or grades (23%). A comparatively larger proportion of White and men students’ comments mentioned curriculum difficulty or trouble making grades. A comparatively larger proportion of comments from students of color and LGBTQ students mentioned scarce resources. Among students mentioning scarce resources as a reason they have considered leaving, many brought up one or more of the following: inability to afford increasing fees/tuition, budget cuts hurting LSU’s offerings or reputation, and reduced TOPS funding. For example, one wrote: “Between TOPS reductions and departmental cutbacks, I have been concerned about the quality of education I am receiving and thought about transferring.”

Students answered questions about two sources of support at LSU: social networks and campus offices. Most agreed or strongly agreed their peers (74%), LSU faculty (73%), and LSU staff (70%) are there for them when they need help. Important variations emerged with regard to gender, race, and sexual orientation. As Table 2 shows, larger proportions of Hispanic/Latinx, Black, trans/genderqueer, and LGBTQ students disagreed with statements about faculty, staff, or peers being there for them when they need help. This suggests greater proportions of these

students feel unsupported in times of need, compared to men, women, non-LGBTQ, multiracial, Asian/Pacific Islander, or White students.



Forty-five students left written comments about this topic. The majority (87%) focused on LSU employees. Some were critical of staff and administrators (31%) and some were critical of faculty (27%). A higher proportion of comments about faculty (36%) were positive, compared to those about staff or administrators (17%). However, most negative comments were carefully worded, applied to specific experiences, or said things like “Some of my professors are very supportive,” while expressing negative views of others.

## STUDENT USE OF CAMPUS SERVICES

Most students (86%) said they were likely to use broad-audience campus offices like the LSU Student Health Center or Career Services. Slightly smaller proportions said the same of the Center for Academic Success (78%), Student Life (66%), and the Student Financial Management Center (65%). A smaller percent reported being likely to use offices more specific in mission such as campus ministries or faith communities (50%); Student Advocacy and Accountability (50%); the Office of Diversity including Multicultural Affairs, the Women’s Center, and/or the African American Cultural Center (45%); and the Office of Disability Services (31%). Answers varied by demographic background, however.

## Student Health Center

Smaller proportions of Men (83%), Black (84%), White (86%), and non-LGBTQ students (86%) reported being likely to use the Student Health Center than Hispanic/Latinx (93%), Asian/Pacific Islander (93%), LGBTQ (90%), multiracial (89%), women (88%), or trans/genderqueer (87%) students.

## Student Advocacy and Accountability

Larger proportions of trans/genderqueer and LGBTQ students (61%) reported being likely to use Student Advocacy and Accountability, compared to non-LGBTQ (49%), men (50%), and women (51%) students. Larger proportions of Asian/Pacific Islander (60%) or multiracial (57%) students reported being likely to use the office, compared to Hispanic/Latinx, White, or Black students (49-52%).

## Student Life

A greater proportion of women (71%) and men (64%) students said they were likely to use Student Life than did trans/genderqueer (52%) students. A larger proportion of non-LGBTQ students (68%) reported being likely to use the office, compared to LGBTQ students (58%). A greater proportion of Asian, Black, and multiracial students (72%) reported being likely to use Student Life, compared to White and Hispanic/Latinx students (66%).

## Office of Disability Services

Slightly larger proportions of LGBTQ (42%) and trans/genderqueer (37%) students reported being likely to use the Office of Disability Services, compared to men (27%), women (32%), and non-LGBTQ (30%) students. Across race, similar proportions of students reported being likely to use the office (31-34%).

## Campus ministries or faith communities

A greater proportion of men (49%) and women (54%) students reported being likely to use campus ministries or faith communities, compared to trans/genderqueer students (31%). Black students reported being likely to utilize these support systems in the highest proportions (63%), followed by multiracial or White (49%), Hispanic/Latinx (38%), and Asian/Pacific Islander (34%) students. A smaller proportion of LGBTQ students (26%) than non-LGBTQ students (55%) reported being likely to use campus ministries or faith communities.

## Office of Diversity

A majority of Black (85%), multiracial (65%), Hispanic/Latinx (59%), Asian/Pacific Islander (59%), LGBTQ (62%), trans/genderqueer (59%), and women (52%) students reported being likely to use the Office of Diversity and its affiliates (i.e. Multicultural Affairs, the Women's Center, and the African American Cultural Center). A smaller proportion of men (29%), White (32%), and non-LGBTQ (42%) students reported being likely to use these offices.

## Career Services

A slightly higher proportion of men/women (86%) reported being likely to use Career Services compared to trans/genderqueer students (82%). Slightly higher proportions of Asian/Pacific Islander (93%), multiracial (88%), and Black (88%) students reported being likely to use this office, compared to White (86%) and Hispanic/Latinx (79%) students. A smaller proportion of LGBTQ (80%) students, compared to non-LGBTQ students (87%) reported being likely to use Career Services.

## Center for Academic Success

Greater proportions of men (79%), women (80%), and non-LGBTQ (80%) students reported being likely to use the Center for Academic Success, compared to trans/genderqueer (67%) and LGBTQ (72%) students. A slightly higher percent of Black students (86%) reported being likely to use CAS, compared to White or Hispanic/Latinx (78%), Asian/Pacific Islander (81%), or multiracial (77%) students.

## Student Financial Management Center

Larger proportions of women (67%), men (63%), and non-LGBTQ (66%) students reported being likely to use the Student Financial Management Center than trans/genderqueer (57%) or LGBTQ students (62%). Greater proportions of Black (75%) students reported being likely to use it, compared to Hispanic/Latinx (70%), Asian/Pacific Islander (66%), White (63%), or multiracial (62%) students.

Students left a total of 55 comments about formal campus support systems. While a portion said they were previously unaware of some offices in the survey (n=6), that they are unable to use them due to a busy schedule or being a particular type of student (most commonly a grad student) (n=8), or praised particular campus programs (n=8), the majority of these comments (55%) were specific and critical. Most programs/offices in the survey had zero or a few negative comments. The Student Health Center had the most remarks (n=13). A common theme running

through them involved arguing that the Health Center is not equipped to handle the needs of large numbers of students. Respondents mentioned long wait periods for appointments, lack of doctor's notes for excused class absences, and limited hours as obstacles to access. Some students focused on it "[taking] weeks to get an appointment" for mental health services, in particular, and being referred to practitioners off campus because of a lack of services available at LSU. For example, one wrote: "I tried to go to the mental health center because I was experiencing extreme depression and anxiety and LSU couldn't even help me." Multiple respondents suggested more doctors or practitioners be hired and/or that the Health Center be better funded and expanded. Most of these comments were left by White and/or women students. LGBTQ students also disproportionately commented on the Student Health Center.

When asked, 30 students named other offices they could get support from in times of need, including: Student Support Services, department/college advising, the International Service Office, Residential Life, the International Cultural Center, Financial Aid, Greek Life, the library, the McNair program, the Center for Advising and Counseling, Law Center Career Services, the Honors College, the Writing Center, the Scholarship Office, University Center for Freshman Year, the Veterans Rep in the Registrar's Office, and the Student Veterans Center.

## BUILDING AND FACILITIES ACCESS

The overwhelming majority of employees (92%) and students (95%) reported never being unable to get into a building, classroom, office, or bathroom on campus because it was inaccessible to people with disabilities. While these are large majorities, the numbers also mean 1:10 employees and 1:20 students reported at least sometimes being unable to access space on campus because it was not accessible.

Race, gender, and sexuality did not significantly impact responses to this survey item. Fourteen students and eleven employees left remarks about campus accessibility. While some spoke of LSU's general lack of accessibility, the majority identified buildings or spaces on campus that are not accessible to people with physical disabilities and/or argued campus needs to be ADA compliant.

## CONCLUSIONS

Looking across basic measures of satisfaction, it is clear that the majority of LSU employees and students are satisfied with their job or education. Most employees find meaning in their work and rate their supervisor/chair positively. Most students rarely think about leaving LSU prior to finishing a degree and identify willingness to draw on informal and formal support systems in times of need.

However, there are two important caveats. First, the most common type of employee comment about work environment and student comment about thoughts of leaving LSU had to do with scarce resources. Employees remarking on negative impacts of comparatively low compensation levels and lack of pay raises suggests this is a fruitful path to address LSU employee morale and quality of life. Students remarking on expense-related strain making them think about leaving before graduation also suggests this could be an area for potential action.

Second, some clear patterns across status categories exist for satisfaction and support measures. Simply put, students and employees did not equally report high levels of overall satisfaction or support. Smaller proportions of employees of color and LGBTQ employees reported overall job satisfaction and expressed the belief that faculty/staff are committed to LSU's welfare, for example. Similar, but less pronounced patterns emerged among students. This suggests campus experiences for students, faculty, staff, and administrators from underrepresented groups could use additional attention and specifically targeted quality-enhancement efforts.

Looking at student support systems, respondents from underrepresented race, gender, or sexual orientation status positions disproportionately reported often or always thinking about leaving LSU without graduating. In addition, larger proportions of trans/genderqueer, LGBTQ, Black, and Hispanic/Latinx students reported not being able to rely on some informal sources of support (like peers) in times of need. This suggests shoring up support systems for these students is a worthwhile venture.

Formal support systems on campus could be useful in this regard. Students from underrepresented groups disproportionately reported being likely to use programs and centers associated with the Office of Diversity, for example. In addition, a slightly higher proportion of trans/genderqueer and LGBTQ students said they were likely to use the Office of Disability Services. As such, those formal supports could be instrumental for students from underrepresented groups who reported lower levels of informal support. The same could be true for the Student Health Center, which trans/genderqueer, women, LGBTQ, and (some) students of color disproportionately reported being likely to use and which student comments suggest could use further development and expansion to meet their needs. Student and employee comments also indicate ADA compliance could be made a priority on campus to promote full accessibility for people with physical disabilities. Future efforts to improve campus conditions for underrepresented and broader populations on campus could focus on bolstering these types of programs and initiatives at LSU.

## PART 2: CAMPUS INCLUSION EXPERIENCES

### FEELINGS OF INCLUSION

Most respondents reported feeling like “part of the family at LSU.” Slightly higher proportions of administrators (63%), undergraduates (59%) and staff (56%) agreed with this statement, compared to graduate students (52%) and faculty (51%).

These answers were not uniform across racial, gender, and sexual orientation groups. Most Black respondents either disagreed (21-23%) or responded neutrally (33%) rather than agreeing. The same was true for LGBTQ respondents, Hispanic/Latinx employees, and trans/genderqueer students. Larger proportions of White (61%) and multiracial (60%) students and other race (58%), Asian/Pacific Islander (67%), and White employees (60%) agreed with this statement. Larger proportions of Hispanic/Latinx students agreed (61%) *and* disagreed (20%). Similar proportions of women/men students (58-60%) and employees (55-57%) and non-LGBTQ students and employees (61%/56%) agreed.

When asked how often they had “felt like an outsider” among colleagues/peers at the university, a near-majority of faculty and staff (46%) and a majority of administrators (53%) said “never.” This was true for smaller proportions of undergraduate (40%) and graduate students (35%). Race, gender, and sexual orientation shaped answers to this question. A majority of White employees (51%) said they never felt this way, but the majority of Hispanic/Latinx (56%), Asian/Pacific Islander (67%), Black (67%), and other race (63%) employees reported at least sometimes feeling like an outsider.

Across racial categories, most students reported at least sometimes feeling like an outsider. However, a larger proportion of White students (45%) reported never feeling this way, compared to Hispanic/Latinx (41%), Asian/Pacific Islander (32%), multiracial (31%), and Black students (22%). Most men (50-54%) reported never feeling like an outsider, but most women students (66%) and employees (57%) and trans/genderqueer students (78%) reported feeling this way at least sometimes. Larger proportions of trans/genderqueer students (22%) and LGBTQ employees/students (10-12%) reported very often feeling this way, compared to men, women, and non-LGBTQ respondents (4-6%).

Eight employees and seven students left comments about feeling like part of the family at LSU. Very few commented on feeling like an outsider. For comments about LSU family, some respondents pointed out they were new here and were not fully integrated (n=4); felt connected in their home department, but not elsewhere (n=2); or felt positively about their connection to LSU (n=2). Almost half (44%) pointed out problems with feeling like part of the family. For example, one multiracial student said, “As a minority woman on this campus, I have not found a sense of family at LSU.” Two commented on feeling disconnected because of their status as graduate students. Two employees mentioned their work environment being “sterile” or “impersonal.”

### INCLUSION-RELATED EXPERIENCES

To assess people’s experiences with inclusion, the survey asked how frequently individuals were made to feel uncomfortable due to comments about their gender, race or ethnicity, sexual orientation, religion, or physical appearance. Employees reported on colleague/coworker and student comments. Students reported on peer and faculty/staff comments. While quite different in scope and seriousness, this section of the survey also included questions about fearing for one’s personal safety or being a victim of crime or sexual harassment on campus. Respondents could indicate they never, once in a while, somewhat often, or very often experienced these things. For simplicity, we report results using three response categories: never, once in a while, and (somewhat/very) often.

#### Comments based on gender

Most employees reported never being made uncomfortable by colleague/coworker (74%) or student (90%) comments about their gender at LSU. Most students reported never being made uncomfortable by peer (79%) or faculty/staff (80%) comments of this type. These patterns varied by gender and sexual orientation, however. Greater proportions of trans/genderqueer students and women and LGBTQ respondents reported experiencing this type of discomfort. One-third of women employees, compared to 12% of men employees, reported at least sometimes being made uncomfortable by colleague or coworker comments about their gender. A small percentage of men students (7%) reported being made uncomfortable by

peer comments about their gender, compared to 27% of women and 59% of trans/genderqueer students. About 26% of non-LGBTQ students reported this type of discomfort stemming from peer comments, compared to 44% of LGBTQ students. A larger proportion of LGBTQ employees reported discomfort stemming from colleague or coworker comments based on their gender (36%) than non-LGBTQ employees (25%).

Over 91% of men students said they never experienced this due to faculty/staff comments, compared to 75% of women students and 49% of trans/genderqueer students. Almost all men employees (97%) reported never being made uncomfortable by student comments about their gender, compared to 87% of women employees. Ninety percent of non-LGBTQ employees and 84% of non-LGBTQ students reported never experiencing this type of discomfort, compared to 85% of LGBTQ employees and 60% of LGTBQ students.

A slightly higher percentage of Black employees reported being made uncomfortable by colleague/coworker comments about their gender, compared to other racial groups. Slightly higher proportions of Black and multiracial students speaking of peer comments and multiracial students speaking of faculty/staff comments reported being made uncomfortable in this way. Otherwise, race did not significantly impact reported experiences with discomfort due to comments about one's gender by LSU community members.

### **Comments based on race/ethnicity**

Most respondents reported never experiencing discomfort due to comments about their race/ethnicity at LSU, with one exception: a majority of Black respondents reported experiencing this at least occasionally. Over 90 percent of White employees reported never being made uncomfortable by comments about their race or ethnicity from colleagues/coworkers (93%) or students (96%). The overwhelming majority of White students also said they were never made uncomfortable by these types of comments from faculty/staff (95%) or peers (92%). People of color, particularly Black employees and students, reported very different experiences.

The majority of Black employees (53%) reported at least sometimes being made uncomfortable by colleague/coworker comments about their race or ethnicity. The same was true for 68% of Black students speaking of comments by peers. Smaller proportions of employees reported student comments leading to discomfort, as did smaller proportions of students speaking of faculty/staff comments. As these findings and Tables 3 and 4 indicate, race patterned respondents' experiences with this type of discomfort. In addition, comparatively larger proportions of women and trans/genderqueer students reported experiencing discomfort due to comments about their race or ethnicity at LSU.

Table 3. Employee Experiences of Discomfort Due to Comments About Their Race/Ethnicity

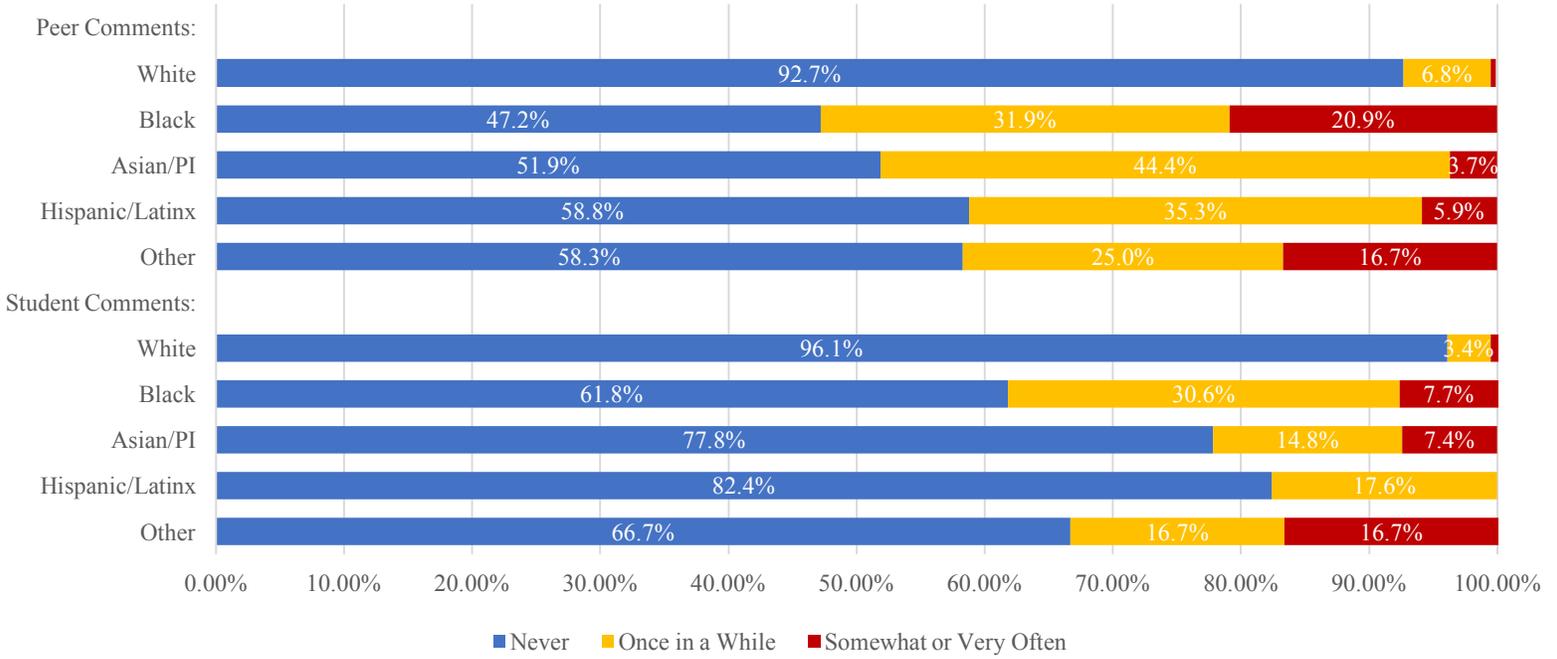
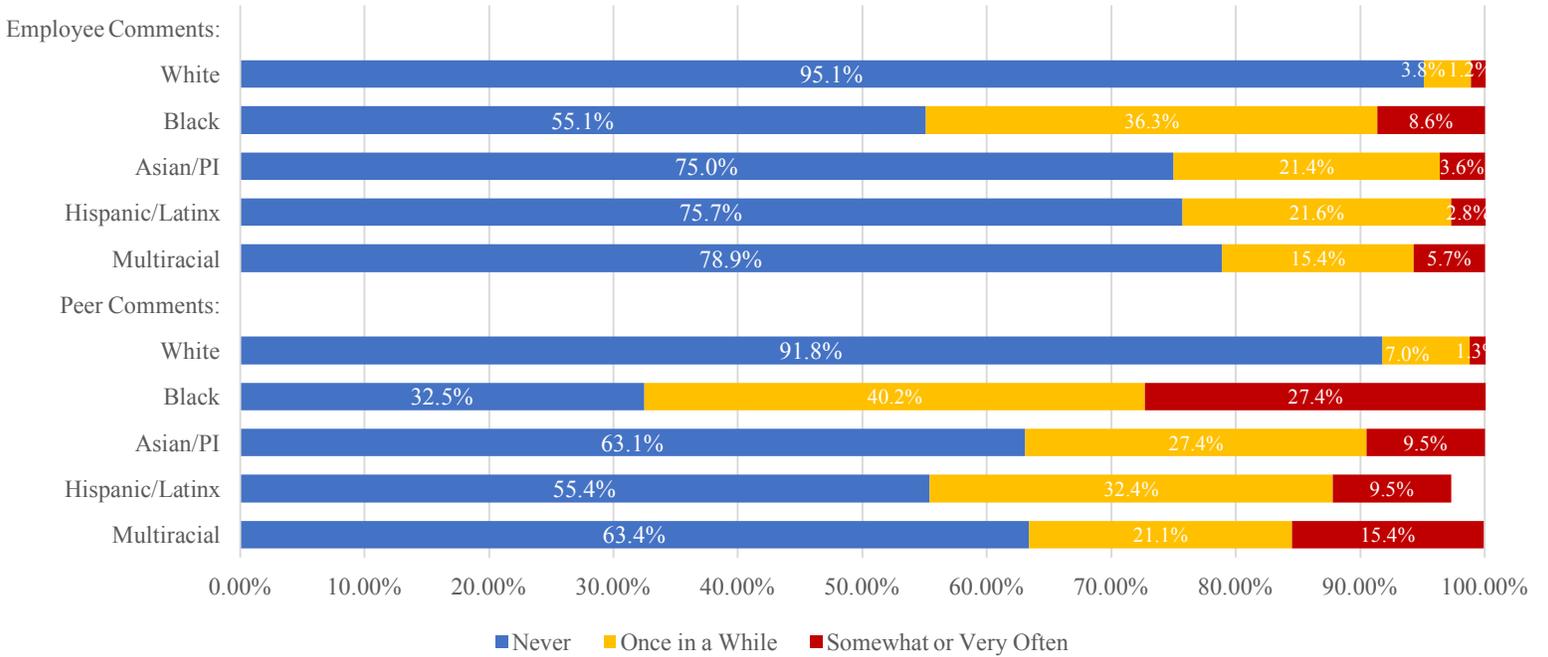


Table 4. Student Experiences of Discomfort Due to Comments About Their Race/Ethnicity



### Comments based on physical appearance

Most respondents (77-88%) reported never experiencing discomfort due to comments about their physical appearance at LSU. Comparatively larger proportions of Black and LGBTQ respondents, trans/genderqueer students, and other race employees reported experiencing this, however.

Between 80-88% of White, Hispanic/Latinx, and Asian/Pacific Islander employees reported never being made uncomfortable by colleague/coworker comments about their physical appearance, compared to 75% of Black and 63% of other race employees. For discomfort tied to student comments about their physical appearance, 89-96% of White, Asian, Hispanic/Latinx employees said they had never experienced it, compared to 82% of Black and 71% of other race employees. Similar patterns applied to students: 85-92% of White, Asian/Pacific Islander, Hispanic/Latinx, and multiracial students reported never experiencing this due to faculty/staff comments, compared to 83% of Black students. Over 75% of students from the same groups reported never being made uncomfortable by peer comments of this type, compared to 67% of Black students.

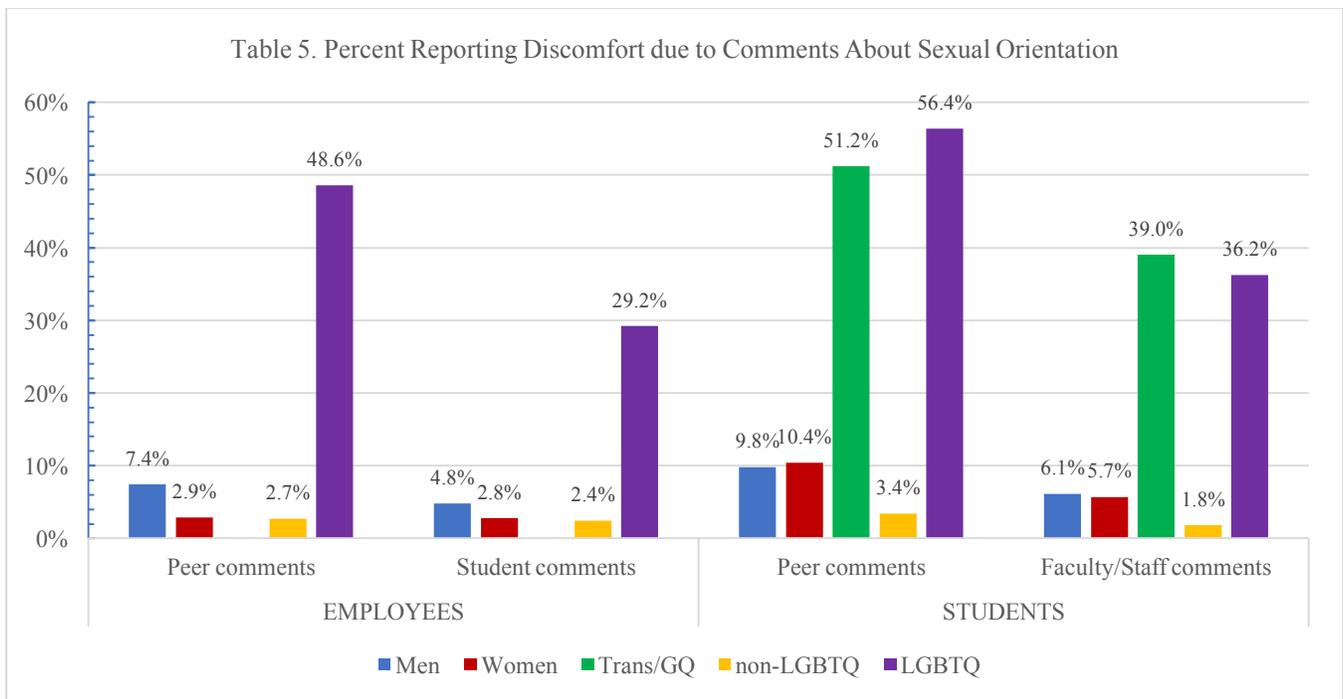
A slightly larger proportion of men (87%) than women (76%) employees reported never being made uncomfortable by colleague/coworker comments about their physical appearance. Experiences with student comments were more similar for men and

women employees: 90% of men and 87% of women reported never experiencing that kind of discomfort. A larger proportion of trans/genderqueer students reported discomfort due to faculty/staff or peer comments about their physical appearance, compared to men or women students. A total of 81% of non-LGBTQ employees reported never being made to feel uncomfortable by colleague/coworker comments of this sort, compared to 67% of LGBTQ employees. Similar patterns applied to LGBTQ employees' experiences with student comments and LGBTQ students' experiences with faculty/staff or peer comments.

### Comments based on sexual orientation

Around 94% of respondents reported never being made uncomfortable by comments about their sexual orientation at LSU. However, larger proportions of trans/genderqueer students and LGBTQ respondents reported being made uncomfortable by people's comments about their sexuality (see Table 5).

Race did not significantly impact reported discomfort due to comments about one's sexual orientation, with two exceptions: First, a slightly higher proportion of other race employees reported experiencing this at least occasionally (21%, compared to 5-12%); Second, looking at comments made by peers, a slightly higher proportion of multiracial students (17%) reported these experiences, compared to 8-11% of others.



## Comments based on religion

Over 80% of respondents reported never being made uncomfortable by comments about their religion at LSU. A very large proportion of employees said this of student comments (94%). A larger proportion of other race employees reported being made uncomfortable by comments about their religion, compared to employees from other racial groups. Race did not significantly impact student answers to this question. A slightly higher proportion of trans/genderqueer and LGBTQ students reported experiencing discomfort due to comments about their religion. Nearly one-third (27%) of LGBTQ students reported peer comments about their religion making them uncomfortable and 21% said the same of faculty/staff comments, compared to 13/16% of non-LGBTQ students. For students speaking of faculty/staff comments, 78% of trans/genderqueer students reported never feeling uncomfortable for this reason, compared to 85-88% of other students. Larger proportions of women respondents and trans/genderqueer students also reported at least sometimes being made uncomfortable by colleague/coworker or peer comments about their religion.

Compared to other topics in the survey, respondents left a wider variety of written remarks relevant to questions about discomfort associated with status-based comments. The single most common type of remark involved explaining how/why they had not or were unlikely to experience these things due to their gender, race, sexuality, religion, and/or able-bodied status. This kind of remark accounted for about one-third of student (28%) and employee (35%) comments in this section. For example, one employee said "I am an old white guy - I would not expect much discrimination." Many of these respondents also spoke about knowing of or witnessing discriminatory comments about or treatment of LSU community members from underrepresented groups. For example, one student remarked: "I am a straight white female, I personally have never experienced any of this, but have friends who have and have been around when it has happened." White students and employees and white men employees disproportionately left this kind of comment.

One quarter of employee and 16% of student comments focused on gender. All but one came from women respondents. About half of student comments about gender brought up being catcalled in a variety of contexts: on game day, when walking the LSU lakes, at gathering places like the bus stop, and/or near fraternity row. Women employees remarked primarily on gender in the workplace,

saying things about a "culture that privileges male colleagues and still underpays female faculty" or describing experiences with sexual harassment or differential negative treatment of women.

Two employees and seven students, most of whom were white, other race, and non-LGBTQ, remarked on religion affecting whether or not people feel included on campus. One employee stated "Christians are not welcome in academia," while the other said something quite dissimilar: "People automatically assume you are Christian. If you are not, you will feel uncomfortable sometimes." Student comments were similarly split: four spoke of feeling Christianity is discouraged on campus. Three said nearly the opposite.

Similar divergence in opinion emerged among employees commenting on how race influences campus inclusion. A small portion of employee (13%) and student (12%) comments in this section spoke about race. Among employees, two Black and one unknown race respondent spoke about concerns over racism on campus. For example: "White students and alums feel very privileged on this campus and in the community at large. They are very straight forward with the fact that blacks and others are not welcomed at LSU and in Baton Rouge." Two White women employees spoke of feeling negatively impacted by race-related diversity efforts at LSU. As one wrote: "The programs focused on black students seem to make me, white, like I am a problem."

All students who left comments about race and inclusion on this part of the survey (n=6) echoed the latter sentiment. These remarks came from five men and one woman, all of whom were non-LGBTQ, White, other race, or who did not report their race and/or sexuality. They remarked critically on efforts relevant to diversity at LSU. As one male, White, non-LGBTQ student said of efforts to create a more welcoming environment at LSU for historically marginalized communities: "I see more people rhetorically defending historically marginalized communities to the point of hypersensitivity creating a shame culture for 'cis white males.' I think this shaming has created a meritless guilt complex for white males, basically marginalizing white males."

A final 14-15% of comments in this section were similar, but focused on critically assessing the survey or its topical content. Some brought up free speech, writing things like: "I am frequently made to feel ashamed of my opposing viewpoints. LSU has shifted from protecting free speech to protecting

those who wish to silence it. This is unacceptable. Let people say what they want." Others were critical of people who experience discomfort due to comments, often remarking on their own resilience in the face of such (actual or imagined) experiences. For example, one student wrote, "People have made jarring comments to me a number of times, but I choose not to be made uncomfortable by ignorant remarks." One employee similarly remarked, "Can we grow up already? Why so sensitive?" With the exception of one non-LGBTQ Black male student who wrote about being "beyond [other people's] personal hang-ups," all these comments came from White, other race, non-LGBTQ respondents or those who did not report their race or sexual orientation. Men disproportionately left this type of written comment.

## **CRIME AND SAFETY**

Most LSU employees (59%) reported never fearing for their safety on campus. The majority of students (54%) reported experiencing fear at least occasionally. Most said they feared for their safety once in a while (42%) rather than often (12%). A slightly higher proportion of other race employees (54%) reported fearing for their safety on campus, compared to 39-44% of employees from other racial groups. Race did not significantly impact students' reported fear.

Gender significantly influenced fear. The majority of men employees (74%) said they never fear for their safety on campus, but most women employees (52%) reported feeling afraid at least once in a while. Similarly, most men students (66%) reported never fearing for their safety on campus, but the majority of women (64%) and trans/genderqueer (72%) students reported fearing for their safety at least once in a while. Sexuality did not significantly impact employee fear, but did influence students'. Over two-thirds of LGBTQ students (68%), but 52% of non-LGBTQ students reported experiencing it.

### **Crime victimization**

The majority of employees (93%) and students (95%) reported never being criminally victimized at LSU. Race, gender, and sexuality did not significantly impact reported crime victimization on campus.

### **Sexual harassment**

Nearly all employees (99%) and most students (89%) reported never experiencing sexual harassment at LSU. A slightly larger percentage of other race employees (13%) and multiracial students (18%) reported being victims, compared to 1-4% of employees and 7-12% of students from other racial groups. Gender and sexuality did not significantly

impact employee reports of campus sexual harassment. However, both impacted student reports. Nearly all men students (98%) reported never being victims, compared to 85% of women and 59% of trans/genderqueer students. Most non-LGBTQ students (91%) reported never experiencing it, compared to 73% of LGBTQ students.

Students left 38 written comments about safety. Employees left 13. Most were general in nature, many focusing on issues like feeling fear at night on campus and/or as a woman. Many (n=12) mentioned campus being poorly lit contributing to their fear. Other comments provided additional detail on specific experiences with crime and harassment at LSU (n=15). White and women students and women and non-LGBTQ employees disproportionately left comments about crime and safety.

## **CONCLUSIONS**

Most employees and students reported feeling they are a part of the LSU family and rarely experiencing discomfort due to comments by LSU community members about their race/ethnicity, sexual orientation, physical appearance, or religion. Furthermore, an overwhelming majority of LSU respondents reported never being the victim of crime or sexual harassment on campus.

However, these experiences present differently across race, gender, and sexuality. For example, most Black and/or LGBTQ respondents and trans/genderqueer students reported at least sometimes feeling like an outsider at LSU, while most White, non-LGBTQ, and men/women respondents reported never feeling that way. Similar patterns appeared for who felt like part of the LSU family.

Data from this survey suggest one possible factor that could help explain these differences. Larger proportions of women respondents and a majority of trans/genderqueer students reported at least sometimes experiencing discomfort due to comments about their gender. Larger proportions of Black respondents and other race employees reported experiencing discomfort due to comments about their race/ethnicity by other students and by employees. Additionally, though only a small percentage of respondents reported experiencing discomfort due to comments about their physical appearance, a comparatively higher percentage of Black, other race, trans/genderqueer, and LGBTQ people reported experiencing these comments and discomfort. Finally, a significant percent of trans/genderqueer and LGBTQ students indicated they had been made

uncomfortable by comments from other students or employees about their sexual orientation. Taken together, these findings appear to indicate that Black, other race, women, trans/genderqueer, and LGBTQ respondents could experience more strain in interactions with their colleagues and peers at LSU, which could contribute to greater feelings of

“outsider” status and feeling less like part of the LSU family. However, additional factors contributing to these phenomena deserve exploration and consideration when planning for solutions that could help make people across demographic groups at LSU feel more connected to and accepted by one another as part of the broader campus community.

## PART 3: PERCEPTIONS OF CAMPUS INCLUSION

### VALUING DIVERSITY

When asked if diversity is valued at LSU, a majority of employees and students agreed. Over 68% of administrators expressed the belief that LSU values diversity, compared to 65% of undergraduate students, 61% of staff, 57% of graduate students, and 56% of faculty.

With the exception of Asian/Pacific Islander (67%) and multiracial students (63%), a smaller proportion of respondents from underrepresented racial groups reported believing diversity is valued at LSU. Relative to White (70%) students, there was generally lower agreement with this statement among students of color, especially Black (39%) and Hispanic/Latinx (57%) students. A larger percentage of White (68%) and Hispanic or Latinx (62%) employees agreed than did Asian/Pacific Islander (52%), Black (35%), and other race (29%) employees.

Almost two-thirds (61-63%) of men and women employees reported believing LSU values diversity. A higher proportion of men (66%) and women (64%) students reported the same belief, compared to trans/genderqueer (32%) students. A comparatively smaller percent of LGBTQ students (42%) and employees (28%) reported believing LSU values diversity than did their non-LGBTQ counterparts (68% and 63%).

### TOLERANCE OF INAPPROPRIATE JOKES AND COMMENTS

Participants were asked a single question regarding tolerance of inappropriate jokes/comments at LSU. Employees reported if they believe inappropriate jokes or comments are tolerated in their department or unit. Students were asked whether they believe inappropriate jokes/comments are tolerated at LSU generally. Most employees indicated their department(s) or unit(s) do not tolerate inappropriate jokes/comments. A larger proportion of administrators (86%) expressed the belief, compared to faculty (74%) or staff (72%). Most students disagreed: only 31-35% reported believing this is not tolerated on the LSU campus, broadly speaking.

A smaller percentage of employees of color (53-71%) than White employees (77%) reported believing inappropriate jokes and comments are not tolerated in their department/unit. Comparatively larger proportions of Black (45%), multiracial (36%), and

Hispanic/Latinx (39%) students than Asian or White students (27-32%) reported believing LSU tolerates inappropriate jokes and comments. Most men (75%) and women (74%) employees reported believing their departments/units do not tolerate inappropriate jokes and comments. Among students, 26% of men and 31% of women reported believing that about LSU as a whole, compared to 10% of trans/genderqueer students. In fact, 61% of trans/genderqueer students disagreed with the statement. Smaller proportions of LGBTQ employees (53%) and students (19%) agreed with the statements than their non-LGBTQ counterparts (75% and 34%).

### RESPECT FOR PEOPLE OF COLOR

Participants were asked a single question regarding respect for racial diversity at LSU. The question was status-specific: Employees were asked whether they believe faculty and staff of all races and ethnicities are welcomed and respected at LSU. Students were asked if they believe students of all races and ethnicities are welcomed and respected at LSU. Most employees agreed, with a lower proportion of faculty (64%) agreeing relative to staff (71%) and administrators (70%). Similarly, most students reported believing LSU welcomes and respects students of all races/ethnicities. A higher percentage of undergraduates (69%) agreed than did graduate students (58%).

With the exception of Black employees (32%) and students (38%), a majority of respondents from other racial groups reported believing people of all races and ethnicities are welcomed and respected at LSU. White employees expressed this belief in the highest proportion (78%). A majority of Asian/Pacific Islander (59%), Hispanic/Latinx (65%), and other race employees (54%) also agreed with the statement. A greater proportion of White students (74%) also agreed, compared to Asian/Pacific Islander (66%), Hispanic/Latinx (57%), and multiracial students (67%). Similar proportions of women and men employees (70-71%) reported believing faculty/staff of all races and ethnicities are welcomed and respected at LSU. Among students, a higher proportion of men (76%) than women (62%) or trans/genderqueer students (32%) reported believing this. A smaller proportion of LGBTQ employees (47%) and students (42%) agreed with this statement relative to non-LGBTQ employees and students (71%).

## RESPECT FOR WOMEN

Most students reported believing women students are welcomed and respected at LSU, with a larger proportion of undergraduates (76%) expressing this belief than graduate students (68%). A majority of employees agreed women faculty/staff are welcomed and respected at LSU, though a slightly larger percentage of staff (70%) expressed this belief than did administrators (66%) or faculty (64%).

A slightly higher proportion of Black (14%) students disagreed with this statement relative to students from other racial groups (6-11%). The same was true for Black employees (21% vs. 12-15%). A greater proportion of trans/genderqueer students (37%) reported disagreeing with these sentiments, relative to men (5%) and women (9%) students and men (7%) and women (17%) employees. A larger percent of LGBTQ students (21%) and employees (29%) disagreed with the statement compared to their non-LGBTQ counterparts.

## RESPECT FOR LGBTQ POPULATIONS

Beliefs about how well LSU welcomes and respects LGBTQ students and faculty/staff were unequally allocated across student and employee groups. Nearly two-thirds (62%) of undergraduates expressed the belief that LGBTQ students are welcomed and respected at LSU. The majority of graduate students either disagreed (18%) or responded neutrally (33%). Most faculty (53%) and staff and administrators (57%) reported believing LGBTQ faculty/staff are welcomed and respected. White (60%), Hispanic/Latinx (56%), and other race (54%) employees agreed with this statement in greater proportions than Asian/Pacific Islander (37%) or Black (38%) employees. A smaller percentage of Black students (38%) agreed than did students from other racial groups (51-62%).

Most men (59%) and women (55%) employees reported believing LSU welcomes and respects LGBTQ employees. Nearly two-thirds of men (62%) and women students (57%) agreed, compared to 34% of trans/genderqueer students. While differences appeared between LGBTQ (43%) and non-LGBTQ (57%) employees agreeing with the statement, a much larger proportion of LGBTQ employees disagreed than did non-LGBTQ employees (36% vs. 8%). Similar patterns applied to students. Nearly two-thirds (62%) of non-LGBTQ students and 41% of LGBTQ students agreed, but 36% of LGBTQ students disagreed, compared to only 10% of non-LGBTQ students.

Students left 84 comments relevant to their beliefs about whether or not LSU values diversity, tolerates inappropriate jokes/comments, or welcomes and respects students of all races/ethnicities and women and/or LGBTQ students. Employees left 41 comments about LSU valuing diversity, their department/unit tolerating inappropriate jokes or comments, or LSU valuing and respecting employees of color, women, and LGBTQ employees. Excluding a small number of comments (n=10) from respondents who said they could not easily answer the questions (e.g. because they are not part of a marginalized group or have been on campus a very short time), written remarks on these issues were deeply polarized.

A majority of student (62%) and employee (66%) comments can be classified as contending that *inequality exists* at LSU. These comments focused on discrimination respondents had seen or experienced on campus and/or expressed the belief that LSU rhetorically values diversity, but struggles to follow through in action. The remaining student (38%) and employee (34%) comments could be classified as contending *inequality does not exist* at LSU or that it does exist, but is not a problem. These comments either remarked that there is little/no discrimination on campus, argued against diversity as a public good, and/or objected to topics covered in the survey.

Women, LGBTQ, and respondents of color and trans/genderqueer students disproportionately left the first type of written remark. Among them, some wrote about LSU valuing diversity in words more than action. As one employee commented, "Diversity/inclusion are supported as words, but are not valued as part of the culture at LSU. There are gender pay gaps and major deficits with the number of people of color and women in leadership positions." Some students expressed similar sentiments. For example: "'Diversity' is an issue that LSU pretends to care about but doesn't do anything that actually matters to improve things."

Among respondents who left comments about witnessing or experiencing discrimination at LSU, many focused on one issue, such as race or gender. For example, one employee wrote, "Salary gaps suggest that contributions of women in particular are not valued at LSU," and one student said: "I hear many racial slurs and racist comments that are made on campus towards the African-American community quite often." Quite a few respondents, however, commented on more than one issue contributing to inequality on campus. For example, one student wrote: "I've heard teachers in multiple

departments make racist jokes in front of the whole class on multiple occasions. I've seen the LGBT community be harassed by brimstone fire preachers on Tuesdays and I've had professors look me in the eye and say that as a woman I should take the path of raising a family instead of going into a STEM career."

Comments of the second type, contending *inequality does not exist* at LSU (or that it does exist, but is not a problem), contrasted sharply with the first. Unlike the previous set, White and non-LGBTQ respondents disproportionately left this type of remark. In fact, with the exception of a very small number of Asian, Hispanic, multiracial (White and American Indian or White, American Indian, and Hispanic), and/or LGBTQ students (total n=5), only White, non-LGBTQ, other race, or respondents who did not report their race/sexuality left this type of comment.

In this category, some remarks expressed the belief that LSU does not have problems with diversity or inequality. For example, one student wrote: "I find no significant problem with there being no diversity on this campus. I look at my fellow peers on campus the same no matter what regardless of race or ethnicity." One employee wrote, "We don't have diversity issues." However, the larger portion of these comments involved critique of the survey's topics and/or critique of the idea that diversity is a public good. For example, one employee wrote: "All this BS about 'diversity' is really more about forcing perverse groupthink on everyone, and it's creating disunity. Please just leave us alone. Enough Already!!!" Students left more comments like this than employees did. One wrote, "Oh for pity's sake! This is ridiculous! Diversity is not that valuable that such time and money ought be wasted to ensure we've made everyone 'comfortable'. Didn't your mom ever teach you, you CAN'T please everyone?" Quite a few student comments stressed freedom of speech. For example: "Diversity of thought has been sacrificed for superficial diversity. White men are discriminated against with impunity and it is disgusting. I am likely to switch schools due to LSU's refusal to respect free speech on campus. Safe spaces are moronic."

## **POLICE FAIRNESS**

Employees and students were asked whether they strongly agreed, agreed, felt neutrally, disagreed, or strongly disagreed with two statements about police fairness on campus: "LSU police officers treat all persons fairly regardless of race/ethnicity" and "LSU police officers treat all persons fairly regardless of gender, gender identity, or sexual orientation."

## **Race and ethnicity**

Students and employees reported moderate levels of agreement with the statement "LSU police officers treat all persons fairly, regardless of race/ethnicity." A higher percentage of undergraduates (59%) agreed than did graduate students (42%). An identical proportion of staff and administrators (54%) agreed, compared to a smaller percentage of faculty (38%). Most faculty members (51%) reported neutral responses.

Most Asian/Pacific Islander (63%), White (60%), and multiracial (51%) students said they believe LSU police officers treat people fairly regardless of race or ethnicity. Most Black and Hispanic/Latinx students responded neutrally (48% and 39%) or disagreed (18% and 15%). Similar patterns emerged among employees. White (53%) and Asian/Pacific Islander and Hispanic/Latinx (56%) employees agreed with the statement in greater proportions than Black or other race employees. Most Black and other race employees responded neutrally (45% and 58%) or disagreed (24% and 8%).

About half of men and women employees agreed with the statement. A slightly higher percentage of men (61%) than women (52%) students (61%) agreed. Most trans/genderqueer students were neutral (39%) or disagreed (32%). Smaller proportion of LGBTQ students (31%) and employees (35%) than non-LGBTQ respondents (50-59%) agreed.

## **Gender and Sexual Orientation**

When asked if LSU police officers treat all persons fairly regardless of gender, gender identity, or sexual orientation, very few employees or students disagreed (8%). Overall, they reported moderate levels of agreement, especially undergraduate students (60%), staff (55%), and administrators (54%). Though smaller proportions of graduate students and faculty members reported agreement relative to their counterparts (42% and 38% respectively), most responded neutrally rather than disagreeing.

Most Asian/Pacific Islander (59%), White (52%), and Hispanic/Latinx (56%) employees agreed with the belief that LSU police treat people fairly regardless of gender, gender identity, or sexual orientation. Lower proportions of Black (31%) and other race (29%) employees agreed with the statement. A similar pattern existed among students. Most Asian/Pacific Islander (66%), White (60%), Hispanic/Latinx (51%), and multiracial (54%) students agreed while most Black students either responded neutrally (53%) or disagreed (12%).

Larger proportions of men (62%) and women (53%) than trans/genderqueer students (37%) reported believing LSU police treat people fairly regardless of gender, gender identity, or sexual orientation. About half of men and women employees agreed. A significantly smaller percentage of LGBTQ students (33%) positively assessed the LSU police on this measure compared to non-LGBTQ students (60%). Similar patterns emerged among employees.

Employees left 76 comments about the LSU police. A few were positive, saying, for example: “They are great” (n=4) or “some officers are okay, but some are not” (n=1). A small portion (n=5) commented on race or gender unfairly impacting policing on campus. The overwhelming majority (83%), however, stated they had little or no interaction with the campus police and therefore did not feel capable of answering the questions (other than clicking on “neutral”). The same pattern applied to student comments. A couple left positive comments, a couple left critical feedback about gender and policing (specifically, LSU PD’s handling of sexual assault and stalking offenses). However, the overwhelming majority (89%) of the 65 comments students left stated they did not have any/enough experience with police to answer.

## CONCLUSIONS

Survey findings suggest the majority of LSU community members believe the university values diversity, their departments/units do not tolerate inappropriate jokes or comments, and that LSU welcomes and respects faculty/staff and students from all racial/ethnic backgrounds and women and

LGBTQ faculty/staff and students. Findings also indicate most employees and students believe LSU police treat people fairly regardless of race/ethnicity, gender, gender identity, or sexual orientation.

These beliefs are not equally held across status categories, however. For example, most students reported believing inappropriate jokes or comments are tolerated on campus, broadly speaking. Additionally, smaller proportions of respondents of color, trans/genderqueer, and LGBTQ respondents indicated they believe LSU values diversity and does not tolerate inappropriate jokes/comments. These impressions could be tied to findings from Part 2, which suggest comparatively larger proportions of people from underrepresented groups at least sometimes experience discomfort due to LSU community members’ comments about their race/ethnicity, gender, sexual orientation, physical appearance, and/or religion.

A comparatively larger proportion of respondents of color, trans/genderqueer, and LGBTQ respondents also indicated they do not believe LSU respects and welcomes all people and/or that the university police treat everyone fairly. In sum, while the overall findings about campus community members’ impressions of fairness and inclusion on campus are largely positive, divergent patterns across demographic categories and a large gap in people’s beliefs about the existence of inequality on campus and the value of diversity suggest work remains to be done if LSU seeks to create a welcoming, respectful, and cohesive campus community for all.

## PART 4: CAMPUS INCLUSION CONCERNS

### CONCERNS ABOUT INCLUSION

Survey respondents were asked “How concerned are you with the following issues at LSU?” for a series of topics. They could indicate they were not at all, slightly, moderately, very, or extremely concerned about racial/ethnic discrimination, sexism, homophobia/heterosexism, Islamophobia, access for students with disabilities, and economic disparity.

#### Racial and ethnic discrimination

Most students, faculty, staff, and administrators reported concern about racial and ethnic discrimination at LSU. Answers varied across demographic groups. White employees and students reported being “not at all” concerned about this issue in the largest proportions. Black students answered that way in the smallest proportions. Nearly one-third (32%) of White employees and almost half (42%) of White students said they are not at all concerned, compared to just 13% of Black employees and 10% of Black students. Approximately 20-25% of Asian/Pacific Islander, Hispanic/Latinx, and other race employees reported being not at all concerned, as did 21-36% of multiracial, Asian/Pacific Islander, and Hispanic/Latinx students.

The most common answers to this question differed across racial groups. White employees (32%) and students (42%) and multiracial students (36%) most often reported being not at all concerned. Asian/Pacific Islander employees most often reported being extremely (30%) or slightly (26%) concerned. Asian/Pacific Islander students most often reported slight concern (30%). Hispanic/Latinx employees most often reported being slightly (32%) or moderately (24%) concerned. Hispanic/Latinx students most often reported being not at all (31%) or slightly (28%) concerned.

A greater proportion of LGBTQ employees than non-LGBTQ employees expressed concern over racial/ethnic discrimination at LSU. One-third of men, 27% of women, and 32% of non-LGBTQ employees said they were not at all concerned about the issue. A smaller proportion of LGBTQ employees (14%) said the same. The most common answer from men, women, and non-LGBTQ employees was not at all concerned. By contrast, the largest proportion of LGBTQ employees indicated they are moderately concerned (28%). Among students, the most common answer for men (46%), women (30%), and non-

LGBTQ students (38%) was not at all concerned. Trans/genderqueer and LGBTQ students’ answers were fairly even across response categories, but trans/genderqueer students most often reported being very concerned (27%) and the largest proportion of LGBTQ students reported being moderately concerned (23%).

#### Sexism

Most faculty (74%), staff (63%), administrators (70%), undergraduate (57%), and graduate students (66%) reported being at least somewhat concerned about sexism at LSU. However, the most common answer across a majority of demographic groups was not at all concerned. This was true for all racial categories. Large proportions of multiracial or Hispanic/Latinx (43%) and White students (42%), and Asian/Pacific Islander employees (48%) answered this way. Compared to peers (37-50%), a smaller proportion of Black students (30%) said they were not at all concerned. The same was true for Black employees: 25% said they were not at all concerned, compared to 33-48% of other employees. Black employees reported being slightly (19%), moderately and very (22%) concerned in similar proportions.

Gender and sexuality impacted concerns about sexism at LSU. The most common answer among men (41%), women (27%), and non-LGBTQ employees (34%) was not at all concerned, but similar proportions of women employees were slightly (21%) or moderately (24%) concerned. The largest number of LGBTQ (26%) employees reported being very concerned about sexism at LSU. Over half of men students (56%) said they were not at all concerned, as did nearly one third of women (33%) and 44% of non-LGBTQ students. The most common answer among LGBTQ (25%) and trans/genderqueer (27%) students was very concerned.

#### Homophobia and Heterosexism

Most faculty (69%), staff (54%), administrators (62%), undergraduate (52%), and graduate (63%) students reported being at least slightly concerned about homophobia and heterosexism at LSU. The most common response category, however, was not at all concerned. This was true across racial groups, but a slightly larger proportion of Asian/Pacific Islander employees (48% vs. 37-41%) and a comparatively smaller proportion of Black students (37% vs. 46-50%) reported being not at all concerned.

Gender and sexuality impacted reported concerns about homophobia/heterosexism at LSU. Most men (55%) and non-LGBTQ (51%) students said they were not at all concerned about the issue. This was also the most common answer from men (44%), women (37%), and non-LGBTQ (43%) employees and women students (41%). Trans/genderqueer students and LGBTQ respondents gave very different answers. The most common answer for LGBTQ employees (33%) was extremely concerned. Similar proportions of LGBTQ students said they were very (25%), moderately (23%), or extremely (23%) concerned with homophobia and heterosexism at LSU. Similar proportions of trans/genderqueer students said they were extremely (24%), moderately (27%), or not at all concerned (19%) with the issue.

### **Islamophobia**

Most faculty (72%), staff (58%), administrators (61%), undergraduate (53%), and graduate students (68%) reported being at least slightly concerned with Islamophobia at LSU. Here, too, the most common answer for most demographic groups was not at all concerned, however. This was true across racial groups. Most men students (51%) reported being not at all concerned with Islamophobia. It was also the most common answer given by men (41%), women (34%), and non-LGBTQ (39%) employees and women (39%) and non-LGBTQ (47%) students. Identical proportions of LGBTQ and trans/genderqueer students (27%) reported being very concerned. The largest proportion of LGBTQ employees reported being moderately concerned (33%) with Islamophobia at LSU.

### **Safety**

Most faculty (78%), staff (77%), administrators (72%), undergraduate (77%), and graduate students (78%) reported being at least slightly concerned about safety at LSU. Slightly concerned was the most common answer among Black (24%), White (32%), Hispanic/Latinx (33%), and other race employees (38%). Similar proportions of Black employees, however, said they were not at all (22%), moderately (23%), or very (22%) concerned. Slightly concerned was also the most common response among Asian/Pacific Islander (30%), White (29%), and Black students (25%). The same proportion of Hispanic/Latinx students said they were slightly or not at all concerned (32%). Similar proportions of multiracial students said they were slightly or moderately concerned (28-29%). The most common response for Asian/Pacific Islander (37%) employees was moderately concerned.

A comparatively smaller proportion of men employees and students expressed concern with safety. Similar proportions of men employees reported being not at all (31%) or slightly (30%) concerned. The most common answer among men students was not at all concerned (36%). The largest proportion of women employees reported being slightly (32%) or moderately (28%) concerned. The same pattern applied to women, trans/genderqueer, and LGBTQ students. LGBTQ employees (33%) most commonly said they were moderately concerned. Non-LGBTQ employees (32%) and students (28%) most often reported being slightly concerned.

### **Accessibility for Persons with Disabilities**

Most faculty (78%), staff (71%), administrators (70%), undergraduate (67%), and graduate students (64%) reported being at least slightly concerned about accessibility for persons with disabilities at LSU. However, the most common answer given by students and employees across racial groups was not at all concerned. Most men students (53%) said they were not at all concerned. That was also the most common answer given by men (35%) and non-LGBTQ (28%) employees and women (36%), LGBTQ (28%), and non-LGBTQ students (44%). Trans/genderqueer students most commonly said they were moderately concerned (27%), as did LGBTQ (31%) and women (26%) employees.

### **Economic disparity**

Most faculty (84%), staff (76%), administrators (70%), undergraduate (67%), and graduate students (76%) reported being at least slightly concerned about economic disparity at LSU. A comparatively larger proportion of White students (35%) said they were not at all concerned about the issue. That was also the most common response from Hispanic/Latinx (28%) students. Similar proportions of Asian/Pacific Islander and multiracial students reported being not at all (26-28%) or moderately concerned (27%). Hispanic/Latinx employees most commonly said they are slightly concerned (29%), while Asian/Pacific Islander employees' most common response was moderately concerned (33%). Other race employees most often reported being extremely concerned (25%). The largest proportion of Black employees reported being very concerned (29%). White employees reported being not at all (22%), slightly (20%), moderately (24%), and very (23%) concerned in similar proportions. Black students' responses were also similarly allocated across all five response categories.

Men employees (28%) and students (38%) and women (28%) and non-LGBTQ students (34%) most commonly reported being not at all concerned with economic disparity at LSU. LGBTQ employees most commonly reported being extremely concerned (29%) about the issue and trans/genderqueer students most frequently reported being very concerned (29%). Women employees reported being slightly, moderately, and very concerned in similar proportions (22-23%). A comparatively smaller percent of LGBTQ students said they were not at all concerned. Their responses across the four remaining response categories were fairly equally distributed (around 20%). Finally, 22-29% of LGBTQ employees said they were moderately, very, or extremely concerned about economic disparity at LSU.

Employees left 61 comments about inclusion on this portion of the survey. The overwhelming majority (93%) gave more detail on concerns. The most common type of comment (25%) focused on pay gaps or overall low levels of compensation contributing to economic issues for campus members. For example, one employee wrote, "salary compression is a major concern." The second most frequently mentioned issue was access for people with disabilities. For example: "Not all buildings are equipped with basic handicap accessibility. This can affect the elderly and people with injuries as well. Injuries seem to happen regularly in my division." Men and White employees disproportionately left comments in this section.

Students left 59 comments on this portion of the survey. Like employees, a majority (72%) expanded on concerns about campus inclusion. Most wrote about access for physically disabled students or concerns over money/economic disparity. For example, "Economic disparity is probably the biggest issue these days due to rising tuition and the flood crisis." Many who commented on accessibility mentioned specific places on campus that are not accessible for people with physical disabilities.

Nearly one-third (27%) of student comments criticized the survey or asserted discrimination does not exist at LSU. For example, one student wrote "there is no evidence whatsoever of anyone being discriminated against for religion, race, etc." Another commented: "Heterosexism? I see the jagged nails of liberalism are slowly but surely being driven through the palms of our university." Men students disproportionately left comments in this section. Men, non-LGBTQ, and White students disproportionately criticized the survey or argued discrimination is not an issue at LSU.

## CONCLUSIONS

A majority of respondents expressed some level of concern with racial/ethnic discrimination, sexism, homophobia, heterosexism, and Islamophobia at LSU. A majority of respondents also indicated they were concerned about safety on campus, accessibility for individuals with disabilities, and economic disparity. However, concern for these issues was not equally distributed across racial/ethnic, gender, or sexual orientation categories.

There were large gaps between White and Black students' and LGBTQ and non-LGBTQ employees' concerns about racial/ethnic discrimination at LSU. A near-majority of White students reported they are not at all concerned about racial or ethnic discrimination at LSU, compared to a very small proportion of Black students. A larger proportion of LGBTQ employees than non-LGBTQ employees expressed concern about this issue. In addition, the data indicate gender and sexuality deeply impact LSU community members' level of concern for sexism, homophobia, and heterosexism. Larger proportions of women and LGBTQ respondents and trans/genderqueer students expressed concern about these issues than did their counterparts. A comparatively larger proportion of Black students expressed concern about homophobia and heterosexism at LSU. Greater proportions of trans/genderqueer students and LGBTQ respondents reported concern about racial or ethnic discrimination at LSU. Furthermore, though a majority of individuals reported at least slight concern for Islamophobia, comparatively larger proportions of trans/genderqueer and LGBTQ individuals reported being moderately or very concerned about the issue. Finally, larger proportions of LGBTQ, Black, and women employees and trans/genderqueer students expressed concern regarding accessibility for individuals with disabilities and economic disparity at LSU. Put together, these findings suggest a degree of empathy might exist across underrepresented racial, gender, and sexual orientation groups at the university.

These results highlight how comparatively larger proportions of respondents from historically marginalized groups expressed concern about forms of discrimination/inequality they might not be directly affected by. This indicates potential for intersectional coalition-building and creating support and action teams that bring students and employees together across boundaries of difference. Future action relevant to inclusion and enhancing campus climate at LSU might draw on this potential strength

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## **FOR MORE INFORMATION ABOUT DIVERSITY AND INCLUSION AT LSU**

Please visit the Office of Diversity Website at [www.lsu.edu/diversity](http://www.lsu.edu/diversity). You can contact LSU's Vice Provost and Chief Diversity Officer, Dr. Dereck J. Rovaris, Sr. at [drovaris@lsu.edu](mailto:drovaris@lsu.edu).

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<sup>1</sup> Students who selected two or more races are referred to as multiracial. We do not have comparable data for employees, who, due to survey error, were asked to select only one racial/ethnic group. The largest proportion of students classified as multiracial (65%) are those who selected “White” and one/more other racial designation(s), typically American Indian/Alaskan Native or Hispanic/Latinx (but not Black). Fewer multiracial students (29%) selected “Black” and one/more other racial category/ies.

<sup>2</sup> A cisgender man/woman is someone whose gender identity and performance correspond with the sex they were assigned at birth. In this report, the terms man/men, and woman/women refer to cisgender persons (i.e. people who selected either male or female, some of whom also selected “cis”). Individuals who selected trans; non-binary or genderqueer; and/or male, female, or both (but not “cis”) are referred to as trans/genderqueer in this report.

<sup>3</sup> Populations that comprise less than two percent of the overall sample (American Indian/Alaskan Native respondents, other race students, and trans/genderqueer employees) do not appear in the quantitative analyses because their numbers are too small to make meaningful comparisons with descriptive statistics. While other groups with lower levels of representation in the sample (Asian/Pacific Islander and Hispanic/Latinx respondents, other race employees, and trans/genderqueer students) appear in the descriptive statistics and analysis, any patterns relevant to their data should be interpreted with caution, since answers from just a few people can significantly change proportional distributions for the group due to their overall low numbers.



### ***Programs in Place to Promote Campus Inclusion***

#### **Established Programs**

**-Black Male Leadership Initiative (BMLI)**

*The BMLI Fellows Program is designed to improve the retention, graduation and participation rates for black male students through mentoring, leadership development and academic support, while connecting these students with faculty, staff and the campus community.*

**-President's Millennial Scholars Program (PMSP)**

*The President's Millennial Scholars Program is a four year retention and professional preparation initiative designed to provide undergraduates from underrepresented populations and students of color with necessary skills for success during and after college.*

**-Pre-Doctoral Scholar's Institute (PDSI)**

*The Pre-Doctoral Scholar's Institute (PDSI) is a four-week summer intensive program designed to promote the entrance of promising and talented undergraduates from diverse backgrounds into graduate programs within the humanities and social sciences*

**-Genesis Mentoring**

*The Genesis Mentoring Program works with traditionally underrepresented students during their first semester to ensure a successful transition, both personally and academically, to college life.*

**-Genesis Tutoring**

*The Genesis Tutoring program works with traditionally underrepresented students, but is open to all LSU students. The mission of Genesis Tutoring is to provide pathways to successful completion of college courses.*

-“Chat and Chew”: A Campus Diversity and Inclusion Lecture Series for Faculty, Administration, and Staff

*“Chat and Chew” sessions are designed to provide greater insight into areas that promote the goals of Diversity and Inclusion outlined in our plan, as well as, to engage faculty, administration and staff in thoughtful conversations that will aid in shifting the climate at LSU.*

-Safe Space Campaign

*The goal of the Safe Space Campaign is to identify and educate individuals who will affirm and support all people regardless of sexual orientation and gender identity/expression. People displaying the Safe Space symbol are committed to combating hatred and discrimination through assistance and support.*

-Take Back the Night

*Take Back the Night is a candlelight vigil and walk to honor the women, men, and children who have survived violent crime and to bring awareness to victims of rape, murder or domestic violence in the Baton Rouge area. This event also remembers the impact on families and children.*

-Spring Fest Recruitment Weekend

*A recruitment weekend that targets ethnic minority high school juniors (rising seniors) and provides the opportunity for students to spend three days and two nights on the LSU Campus at the end of Spring.*

-Multicultural Student Leadership Conference

*The Multicultural Student Leadership Conference is intentionally designed for students, educators, practitioners and administrators to share their knowledge and skills.*

-Louisiana Queer Conference (LAQC)

*The Louisiana Queer Conference provides leadership development, networking opportunities, and social support to lesbian, gay, bisexual, transgender, and queer (LGBTQ) college students and their allies in Louisiana. The conference provides an annual venue for individuals to discuss ideas and collaborate on projects, while building a statewide network to advance the LGBTQ movement.*

-African American Cultural Center (AACC) Robing Ceremony

*The Robing Ceremony celebrates, recognizes, and honors African American undergraduate and graduate students who successfully complete their college careers at LSU.*

## New Programs

### -LSU Diversity Ambassadors

*Diversity Ambassadors serve as role models, mentors, and tutors while conducting hands-on activities and Diversity and Inclusion talks and programs and are comprised of undergraduate and graduate students from various disciplines.*

### -STEM Women of Color Initiative

*This brand new initiative will provide an opportunity for students to join a supportive social network that will promote dialogue on intersectionality, offer guidance on professional and personal development, and provide networking opportunities within STEM fields.*

### -Rep Your Flag Day

*The whole university represents their ethnicity/nationality this day! Students and faculty bring the flags of their home country to the LSU Parade Grounds to share cultural pride, music, food, and fun.*

### -LGBTQ Resource Room

*LSU encourages students to visit the resource room to learn more about LGBTQ, and to help create more acceptance and diversity in the broader community.*

### -National Coalition Building Institute (NCBI) Diversity and Inclusion Workshops and Training

*As an NCBI-trained Affiliate, LSU is able to offer year-round leadership workshops that create a more inclusive campus environment. The team can also intervene when tough conflicts arise, either between campus groups or between the campus and the surrounding community.*

### -Interfaith Reflection Room at the African American Cultural Center and the Muslim Prayer Rooms at Hatcher Hall

*The Interfaith Reflection Room allows for individuals and small groups to come together in a quiet space for prayer, mediation, and/or reflection throughout the day. The room promotes communication and productive discussions between individuals of similar and different faiths and backgrounds. The Muslim Prayer Rooms provide space for congregational prayers throughout the day for students, faculty, staff, and visitors of LSU.*

### -Diversity Abroad

*Enhancing intercultural learning experiences, international leadership, and multinational collaboration and partnerships on our campus will attract highly productive faculty and excellent students at all levels. By providing international programs and opportunities that foster diversity, Diversity Abroad raises cross-cultural awareness and understanding in our university community and beyond.*

-Dialogue on Race

*The Dialogue on Race offers a 6-week seminar designed to engage LSU students, faculty, and staff in a serious discussion on race relations and the importance of open communication and cross-cultural dialogue.*

APPENDIX A

*Survey Respondents*

<b>Status Category</b>	<b>Students (n=1,729)</b>	<b>Employees (n=1,061)</b>
	Percent of Respondents	Percent of Respondents
<b>Race/Ethnicity<sup>3</sup></b>		
American Indian or Alaskan Native	0.2% (n=3)	0.6% (n=6)
Asian/Pacific Islander	4.9% (n=84)	2.5% (n=27)
Black/African American	13.5% (n=234)	13.6% (n=144)
White/Caucasian	63.1% (n=1091)	67.5% (n=716)
Hispanic/Latinx	4.3% (n=73)	3.2% (n=34)
Other	1.6% (n=28)	2.3% (n=24)
Multiracial	7.1% (n=123)	-
Unknown	5.3% (n=92)	10.4% (n=110)
<b>Gender</b>		
Male	33.1% (n=572)	39.6% (n=420)
Female	62.1% (n=1073)	53.7% (n=570)
Trans/Genderqueer/Non-binary	2.4% (n=41)	0.8% (n=9)
Unknown	2.5% (n=43)	5.8% (n=62)
<b>LGBTQ</b>		
Yes	13.1% (n=227)	6.8% (n=72)
No	82.4% (n=1423)	92.0% (n=976)
Unknown	4.5% (n=79)	1.2% (n=13)
<b>Rank</b>		
Undergraduate	73.8% (n=1,276)	-
Graduate	26.2% (n=452)	-
Faculty	-	28.4% (n=299)
Staff	-	64.1% (n=676)
Administration	-	7.5% (n=79)
Unknown	0.06% (n=1)	0.7% (n=7)