



2018-2019 CAMPUS CLIMATE SURVEY

INTRODUCTION

In Fall 2018, 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; and employee and student experiences with, impressions of, and concerns about campus inclusion.

METHODS AND SAMPLE

The LSU Campus Climate Survey Committee utilized a survey designed in 2016, which drew on past LSU climate studies as well as climate surveys previously administered at universities around the country. 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. One quarter (25%) of employees (n=1,279) and 9% of students (n=2,935) took the survey. A total of 18% of employees (n=929) and 6% of students (n=1,914) 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. 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 use 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 exhibits 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 (87%), staff (77%), and faculty (74%) reported satisfaction with their job. These numbers are up compared to 2016. Most graduate and undergraduate students (78%) reported satisfaction with their LSU education, a slightly lower percentage than 2016 (82%).

Higher proportions of Asian/Pacific Islander (90%), other race (86%), White (79%), and multiracial¹ (78%) employees agreed with the statement “Overall, I am satisfied with my job at LSU,” compared to Black (73%) and Hispanic/Latinx (75%), employees. Employees of color typically reported feeling neutral rather than disagreeing with the statement. A somewhat greater proportion of White (81%), multiracial (81%), and Black (79%) students reported overall satisfaction with their LSU education than Asian/Pacific Islander (75%) and Hispanic/Latinx (73%) students—numbers that are all down from 2016.

Approximately 76-80% of cisgender² men/women respondents and non-LGBTQ employees reported overall satisfaction, compared to 63% of LGBTQ employees. More LGBTQ employees disagreed (20%) rather than reporting feeling neutrally (18%). Slightly larger proportions of trans/genderqueer (84%) students reported satisfaction compared to men, women, LGBTQ, and non-LGBTQ students (76-80%).³

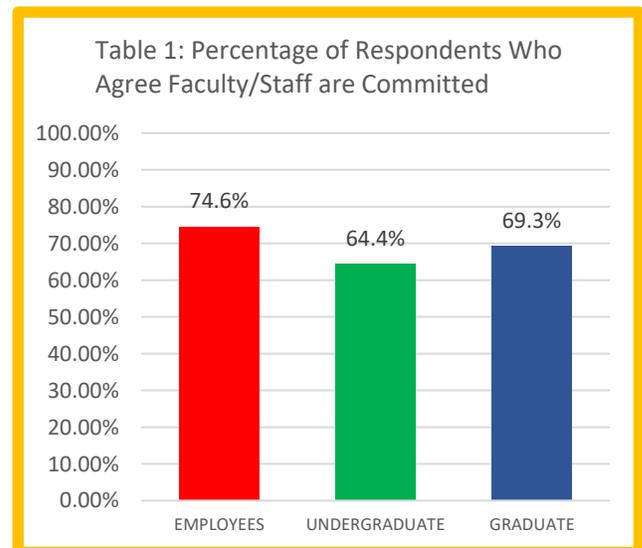
Respondents could leave comments after each block of survey questions. Employees left 17 remarks about overall satisfaction. Students left 58. Non-LGBTQ, men, and Black respondents and other or unknown race students disproportionately left comments about satisfaction. Nearly one-third of employee comments (29%) and a small portion of student comments (9%) were positive. One employee, for example, wrote: “I’m very grateful to be a part of the staff at LSU, I’m honored to work at such a great university.” One student commented: “Although this is only my first semester as a Tiger, I am thoroughly enjoying my LSU experience.”

Most comments provided critical feedback, however. The largest number of negative employee remarks on work satisfaction focused on resource-related issues such as understaffing, low compensation levels, or lack of raises (n=6). One simply wrote: “Severely underpaid.” Another commented: “Too many years of no raises and budget cuts have created an every person for themselves mentality.”

The largest proportion of student comments had to do with resources (28%) or teaching (28%). Some addressed infrastructure, such as: “Add more sidewalks. Renovate old buildings.” Others had to do with costs of attending, understaffed departments or programs needing more resources, or low pay for graduate students. One graduate student wrote, “We are not paid a living wage” and commented on “monstrous fee(s)” taking a large portion of those wages. Many student comments were specific critiques of LSU teachers and instructional quality. One, for example, expressed concern about LSU being “riddled with researchers who have no desire to impart understanding of the subject matter of the curriculum,” saying, “There are, truly, only rare exceptions.”

COMMITMENT TO LSU

When asked if faculty/staff are committed to LSU’s welfare, most respondents agreed. As Table 1 shows, this was especially true for employees (75%). A higher proportion of multiracial students (70%) reported positive beliefs, compared to White, Black, Hispanic/Latinx, or Asian/Pacific Islander students (64-66%). Most men (79%) and women (75%) employees and men/women and trans/gender queer (65-68%) students reported believing faculty/staff are committed to LSU’s welfare. Similar proportions of LGBTQ (64%) and non-LGBTQ (66%) students and LGBTQ (71%) and non-LGBTQ (75%) employees reported positive beliefs about faculty/staff commitment. Compared to 2016, these proportions are similar, but that year, trans/genderqueer students and LGBTQ respondents reported these beliefs in comparatively smaller proportions.



Two employees and 48 students commented on faculty/staff commitment to LSU. Most (29%) shared negative feedback about a particular program, department, or person. Many (25%) argued some employees, but not all are committed to LSU’s welfare. Another large proportion (23%) commented on LSU and/or employees’ focus not being on students enough—expressing critical views of a disproportionate focus on research or athletics, for example, rather than students. White, male, and LGBTQ students 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 it is meaningful, how well their supervisor or chair communicates expectations, and how well that person exhibits people management skills. The majority of employees reported their work is meaningful, especially faculty (96%), compared to staff (85%) and administrators (91%). Higher proportions of Hispanic/Latinx (97%), and Asian/Pacific Islander (93%) employees agreed with the statement “The work I do is meaningful to me,” compared to White or Black employees (89-90%). Higher proportions of men (92%) and non-LGBTQ (89%) employees, compared to women (88%) and LGBTQ (84%) employees reported the same.

Most employees agreed their supervisor or chair “clearly communicates expectations” or demonstrates “good people management skills,” but at lower proportions (65% and 71%) than 2016 (70% and 74%). A larger proportion of men (76%) than women (71%), but similar proportions of LGBTQ and non-LGBTQ employees agreed their supervisor/chair communicates expectations clearly. A slightly larger proportion of Asian/Pacific Islander (72%), White, and Black (74%), and other race (76%) employees agreed compared to Hispanic/Latinx (66%) employees. Many of these numbers were up compared to 2016, however.

Similar proportions of women and men employees (66-68%) reported their chair/supervisor has good people management skills. A smaller proportion of LGBTQ employees (58%) than non-LGBTQ employees (66%) agreed. The same was true for Hispanic/Latinx employees (56%), compared to Black (72%), White (67%), other race (67%), and Asian/Pacific Islander (62%) employees.

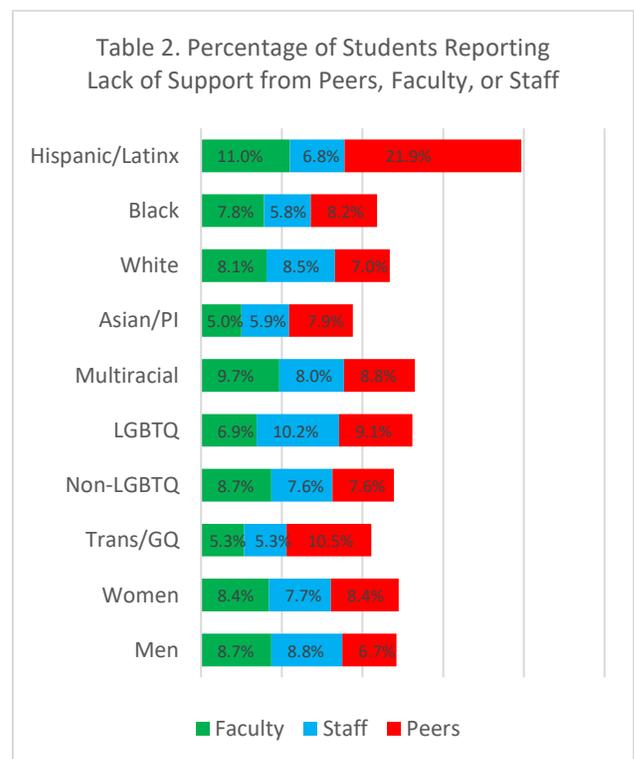
Forty-six employees wrote comments about supervisors. Most (61%) provided critical feedback, typically remarking on supervisors: lacking leadership or people skills, communicating poorly, or micromanaging. As one said, “A PhD is not a predictor of having management skills.” A

smaller proportion (22%) left positive feedback. For example, one person commented: “I have an amazing supervisor!” White employees disproportionately commented on this topic. Women employees disproportionately left positive remarks.

STUDENT SOURCES OF SUPPORT

Most students (52%) reported never thinking about leaving LSU before graduating. Slightly larger proportions of trans/genderqueer (18%), Hispanic/Latinx (19%), multiracial (17%), and LGBTQ (16%) students reported many times or always thinking about it, compared to smaller proportions of their peers (6-13%).

Students left 101 written comments relevant to leaving LSU. A good proportion (21%) had to do with not leaving. As one said, “I kept getting discouraged thinking I was going to lose my scholarship, but there is no university I would rather call home.” The rest articulated factors that made them consider departing without a degree or transferring. The two most common reasons cited were scarce resources (22%) and problems with a specific program (20%). Among students mentioning scarce resources as a reason they have considered leaving, many brought up the expense of tuition and fees. Many graduate students mentioned low compensation rates and high expenses putting strain on them.



Students answered questions about two sources of support at LSU: social networks and campus offices. Most

agreed or strongly agreed their peers (71%), LSU faculty (71%), and LSU staff (67%) 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, multiracial and LGBTQ students disagreed with statements about people being there for them when they need help. This suggests greater proportions of these students feel unsupported in times of need, compared to their peers.

STUDENT USE OF CAMPUS SERVICES

Most students said they were likely to use broad-audience campus offices like the LSU Student Health Center (86%) or Career Services (89%). Slightly smaller proportions said the same of the Center for Academic Success (82%), Student Life (68%), and the Student Financial Management Center (66%). A smaller percent reported being likely to use offices more specific in mission such as campus ministries or faith communities (55%); Student Advocacy and Accountability (56%); the Office of Diversity including Multicultural Affairs, the Women's Center, and/or the African American Cultural Center (50%); and the Office of Disability Services (38%). Answers varied by demographic background.

Student Health Center

Smaller proportions of men (83%), White (85%), and Asian/Pacific Islander (86%) students reported being likely to use the Student Health Center than trans/genderqueer (95%), Hispanic/Latinx (93%), multiracial (93%), women (88%), or Black (88%) students. LGBTQ (88%) and non-LGBTQ (86%) students reported using the center in similar proportions.

Student Advocacy and Accountability

Larger proportions of Black (65%), LGBTQ (61%), Hispanic/Latinx (60%), women (60%) multiracial (59%), and trans/genderqueer (58%) students reported being likely to use Student Advocacy and Accountability, compared to men (48%), Asian/Pacific Islander (54%), White (54%), and non-LGBTQ (55%) students.

Student Life

A greater proportion of women (73%) students said they were likely to use Student Life than men (60%) or trans/genderqueer (53%) students. A slightly larger proportion of non-LGBTQ students (69%) reported being likely to use the office, compared to LGBTQ students (66%). A greater proportion of Asian, Black, and multiracial students (77-78%) reported being likely to use Student Life, compared to White (66%) and Hispanic/Latinx students (58%). Many of these figures were up compared to 2016.

Office of Disability Services

Slightly larger proportions of LGBTQ (48%) and trans/genderqueer (53%) students reported being likely to use the Office of Disability Services, compared to women (40%), non-LGBTQ (36%), and men (31%) students. With the exception of Asian/Pacific Islander students, who reported using the office in lower proportions (32%), similar proportions of students across race reported being likely to use the office (37-40%).

Campus ministries or faith communities

A much greater proportion of men (50%) and women (58%) students reported being likely to use campus ministries or faith communities, compared to trans/genderqueer students (16%). Black students reported being likely to utilize these support systems in the highest proportions (63%), followed by multiracial (59%), White (54%), Hispanic/Latinx (44%), and Asian/Pacific Islander (40%) students. A much smaller proportion of LGBTQ students (25%) than non-LGBTQ students (60%) reported being likely to use campus ministries or faith communities.

Office of Diversity

A majority of Black (88%), trans/genderqueer (71%), multiracial (70%), Hispanic/Latinx (64%), Asian/Pacific Islander (60%), LGBTQ (67%), and women (58%) 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 (32%), White (40%), and non-LGBTQ (47%) students reported being likely to use these offices. Many of these numbers were up from 2016.

Career Services

A higher proportion of men/women (89-90%) reported being likely to use Career Services compared to trans/genderqueer students (76%). Higher proportions of Black (93%), multiracial (92%), Asian/Pacific Islander (90%), and White (89%) students reported being likely to use this office, compared to Hispanic/Latinx (82%) students. A slightly higher proportion of non-LGBTQ (90%) students, compared to LGBTQ students (86%) reported being likely to use Career Services.

Center for Academic Success

Greater proportions of men (80%) and women (84%), students reported being likely to use the Center for Academic Success, compared to trans/genderqueer (71%) students. LGBTQ (82%) and non-LGBTQ (83%) students reported using it in similar proportions. A higher percent of Black students (90%) reported being likely to use CAS,

compared to Asian/Pacific Islander or multiracial (83%), Hispanic/Latinx or White (82%) students.

Student Financial Management Center

Larger proportions of trans/genderqueer (68%) and women (69%) students reported being likely to use the Student Financial Management Center than men students (59%). Greater proportions of Black (81%) students reported being likely to use it, compared to multiracial (73%), Asian/Pacific Islander (69%), Hispanic/Latinx (64%), or White (62%) students.

Sixty-eight students left written comments about campus support systems. Most (84%) focused on specific program. While a portion said they were previously unaware of some offices in the survey or praised particular campus programs, the majority were specific and critical. The Student Health Center (29%) and Mental Health Services (22%) had the most remarks. A common theme running through them involved arguing the Health Center and Mental Health Services are not equipped to handle the needs of large numbers of students. Respondents mentioned long wait periods for appointments. As one said, "The Student Health Center is understaffed, ill equipped (i.e.: no x-ray machine), and always backlogged with appointments." This was especially true for comments about mental health services, such as: "I am displeased with the amount of time I would have to wait to see a therapist about my mental health."

BUILDING AND FACILITIES ACCESS

The overwhelming majority of employees (91%) 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 approximately 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. Twenty-six students and 22 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

When comparing measures of satisfaction and commitment in 2016 to those reported in 2018, we see employee job satisfaction has improved in all status categories, except for LGBTQ employees, where it remained stable. The increase in the number of positive employee written comments also reflects this improvement. Most negative comments from employees were related to issues of compensation. Next, fewer students are satisfied with their education across status categories in 2018 in comparison to 2016. An important departure here is among trans/genderqueer students, who reported satisfaction in greater proportions in 2018 than in 2016. Lastly, smaller proportions of students and administrators reported believing faculty/staff are committed to LSU's welfare 2018 than in 2016, while this belief among staff and faculty increased. The 2016 proportion of underrepresented and women students who expressed believing faculty/staff are committed remained stable in 2018. In contrast, there was a marked decrease in the proportion of white and male students who reported these positive beliefs. This suggests LSU employee morale and views of LSU commitment have improved from 2016 to 2018. However, student concerns continue to need additional attention. Student written comments point to concerns about resources, graduate student pay, and lack of student-focused teaching as areas in need of improvement.

When looking at student support, a majority of students still reported not considering leaving LSU without graduating. However, a greater proportion of students across status groups reported thinking about it than in 2016. Written comments attributed this to increasing costs, lack of resources, and (for graduate students) low pay. These responses differ from 2016, when difficulty of curriculum was among the most common reasons given for thinking about leaving LSU. Larger proportions of trans/genderqueer students reported an ability to rely on all forms of support at LSU in 2018 than in 2016. Lack of informal peer support is still an area higher proportions of Hispanic/Latinx, multiracial, and LGBTQ students reported issues with.

Student involvement with formal support systems in 2018 is similar to 2016. Written comments continue to reflect respondents believing the Student Health and Mental Health Centers are not equipped to handle the needs of LSU's student body, based on their experiences with appointment backlog and lack of proper staff, facilities, and equipment.

PART 2: CAMPUS INCLUSION EXPERIENCES

FEELINGS OF INCLUSION

Most respondents reported feeling like “part of the family at LSU.” Higher proportions of administrators (70%), staff (61%), and undergraduates (57%) agreed with this statement, compared to graduate students (54%) and faculty (52%). These numbers are up from 2016.

Answers were not uniform across racial, gender, and sexual orientation groups. Most other race employees either disagreed or responded neutrally rather than agreeing. The same was true for LGBTQ respondents and trans/genderqueer students. Larger proportions of White and Asian/Pacific Islander students (60%) and Asian/Pacific Islander employees (72%) agreed with this statement, compared to respondents in other racial categories. Similar proportions of women/men students (56-57%) and employees (59-62%) and non-LGBTQ students and employees (59-60%) agreed.

When asked how often they “felt like an outsider” among colleagues/peers at the university, a near-majority of administrators (46%) and staff (43%) said “never,” compared to 34% of faculty. This was true for comparable proportions of undergraduate (37%) and graduate students (34%). Race, gender, and sexual orientation shaped answers to this question. A near-majority of White (43%) and Hispanic/Latinx (41%) employees said they never felt this way, but most other race (76%), Asian/Pacific Islander (66%), and Black (63%) employees reported at least sometimes feeling like an outsider.

Across racial categories, most students also reported at least sometimes feeling like an outsider. However, a larger proportion of White (39%) and Hispanic/Latinx or Asian/Pacific Islander (37%) students reported never feeling this way, compared to multiracial (30%) and Black students (32%). More men (45 and 47%) respondents reported never feeling like an outsider, compared to women (34 and 38%) respondents and trans/genderqueer students (13%). Larger proportions of LGBTQ employees/students (14/15%) reported very often feeling this way, compared to men, women, and non-LGBTQ respondents (3-7%).

Five employees and 25 students left comments about feeling like part of the family or an outsider at LSU. For comments about LSU family, some respondents pointed out they were new here and were not fully integrated; felt connected in their home department or program, but not elsewhere; or felt positively about their connection to LSU. Others pointed out problems fitting in, such as: “I feel

like an outsider to most of the population at LSU” or “I feel alone and sometimes college life seems to be so hectic here and unenjoyable in comparison to my friends that go to other schools. The bright side is that I started trying harder so I don't feel as bad as I once did.”

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/ethnicity, sexual orientation, religion, or physical appearance. Employees reported on colleague/coworker and student comments. Students reported on peer and faculty/staff comments. 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 (69%) or student (87%) comments about their gender at LSU. Most students (80%) reported never being made uncomfortable by peer or faculty/staff 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. A near majority of women employees (40%), compared to just 14% of men employees, reported at least sometimes being made uncomfortable by colleague or coworker comments about their gender. A small percentage of men students (8-9%) reported being made uncomfortable by faculty/staff or peer comments about their gender, compared to 23-24% of women and 55-63% of trans/genderqueer students.

About 16-17% of non-LGBTQ students reported this type of discomfort, compared to 30-38% 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 (30%). Students reported discomfort related to peer (rather than faculty/staff) comments in larger proportions, across demographic categories.

Higher percentages of Hispanic/Latinx (44%), White (32%), and other race (29%) employees reported being made uncomfortable by colleague or coworker comments about their gender, compared to other racial groups. Slightly higher proportions of White (21-22%) and Hispanic/Latinx (17-20%) students reported being made uncomfortable by faculty/staff or peer comments about their gender, compared to other students (12-15%).

Comments based on race/ethnicity

Most respondents across racial categories reported never experiencing discomfort due to comments about their race/ethnicity at LSU, with two exceptions: half of Black employees and 55% of Asian/Pacific Islander employees reported at least sometimes being made uncomfortable by colleague/coworker comments about their race. Over 90 percent of White employees reported never being made uncomfortable by comments about their race or ethnicity from colleagues/coworkers (91%) or students (95%). The overwhelming majority of White students also said they were never made uncomfortable by these types of comments from faculty/staff (94%) or peers (91%).

People of color, particularly Black employees and students, reported different experiences. Comparably smaller majorities of Black (68%), Hispanic/Latinx (74%),

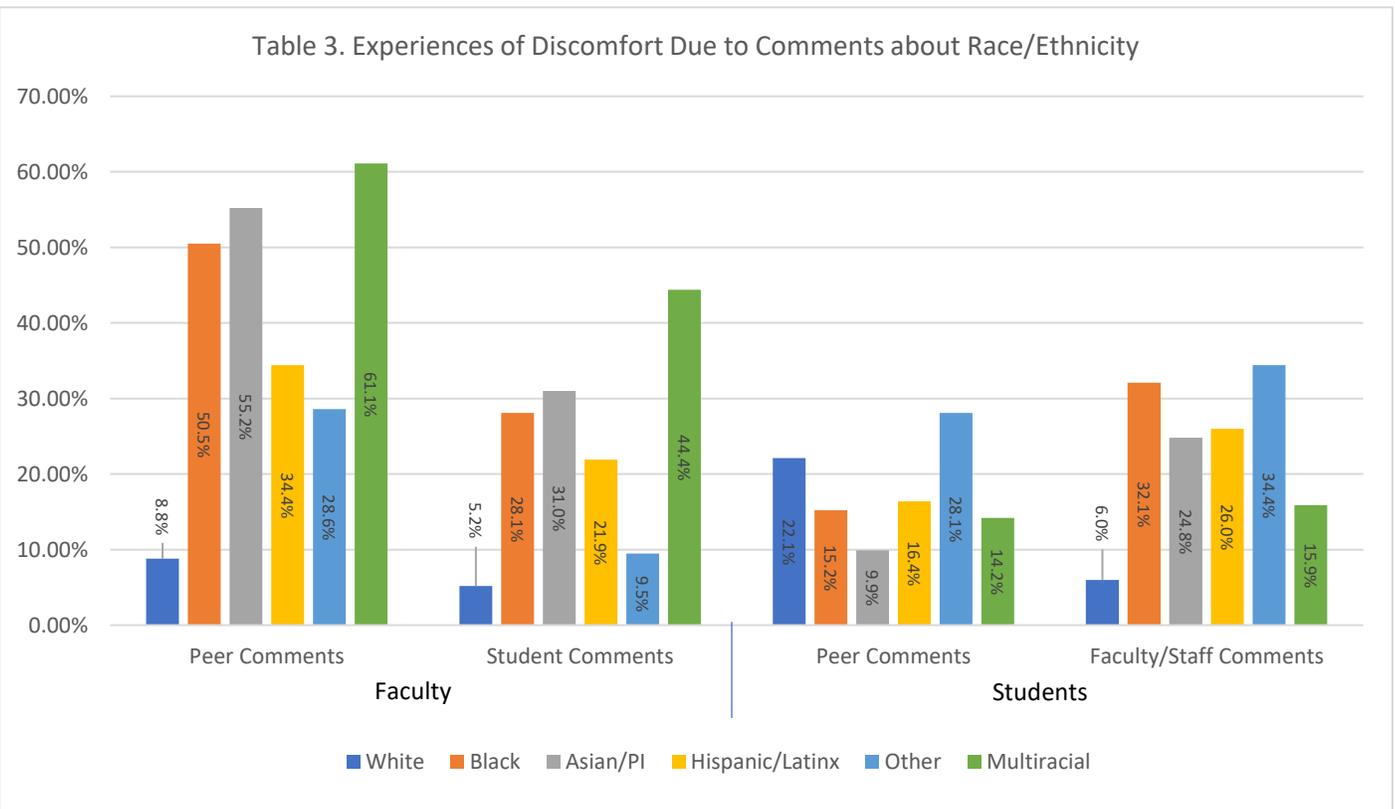
Asian/Pacific Islander (75%), and multiracial (84%) students reported never being made uncomfortable in this way due to faculty/staff comments. Looking at comments by peers, however, a larger proportion of students of color reported at least sometimes being made uncomfortable by comments about their race. Only 9% of White students reported ever having these experiences, compared to 44% of Black students, 36% of Hispanic/Latinx students, 33% of multiracial students, and 28% of Asian/Pacific Islander students.

Smaller proportions of employees reported student comments about their race leading to discomfort. Proportions of White (5%) and other race (10%) employees were especially low, compared to Black (28%), Hispanic/Latinx (22%), and Asian/Pacific Islander (31%) employees. Gender and sexual orientation did not significantly impact student or employee experiences with comments about their race.

Comments based on physical appearance

Most respondents (76-88%) reported never experiencing discomfort due to comments about their physical appearance at LSU. Answers varied by demographic background, however.

Table 3. Experiences of Discomfort Due to Comments about Race/Ethnicity



Between 77-84% of White, Black, and Asian/Pacific Islander employees reported never being made uncomfortable by colleague/coworker comments about their physical appearance, compared to 69% of Hispanic/Latinx and 71% of other race employees. For discomfort tied to student comments about their physical appearance, 87-95% of White, Black, and other race employees said they had never experienced it, compared to 81% of Hispanic/Latinx and 82% of Asian/Pacific Islander employees. Slightly different patterns applied to students: 89-91% of White, Asian/Pacific Islander, and multiracial students reported never experiencing this due to faculty/staff comments, compared to 83% of Black and 84% of Hispanic/Latinx students. Between 78-83% of White, Black, and Asian/Pacific Islander students reported never being made uncomfortable by peer comments of this type, compared to 73-74% of Hispanic/Latinx or multiracial students.

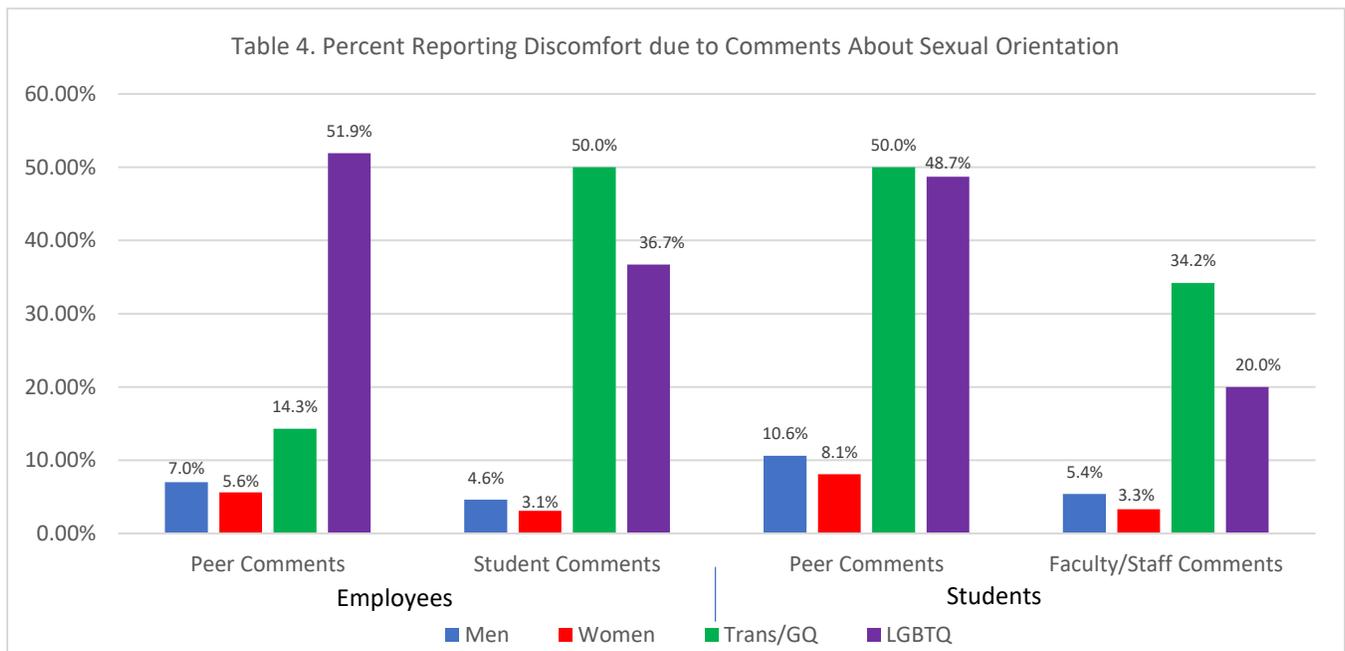
A larger proportion of men (84%) than women (74%) employees reported never being made uncomfortable by colleague/coworker comments about their physical appearance. Experiences with student comments were more similar for men and women employees: 89% of men and 87% of women reported never experiencing that kind of discomfort. A larger proportion of trans/genderqueer students reported experiencing discomfort due to faculty/staff (18%) or peer comments (26%) about their

physical appearance, compared to men or women students (10-12% and 15-25%). A total of 77% of non-LGBTQ employees reported never being made to feel uncomfortable by colleague/coworker comments of this sort, compared to 65% of LGBTQ employees. The same pattern applied to LGBTQ (76%) versus non-LGBTQ (87%) employees speaking of student comments. Similar proportions of LGBTQ and non-LGBTQ students reported never experiencing this due to faculty/staff comments, but a larger proportion of LGBTQ (35%) compared to non-LGBTQ (19%) students reported discomfort due to peer comments about their physical appearance.

Comments based on sexual orientation

An overwhelming majority 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 4).

Race did not significantly impact reported discomfort due to comments about one’s sexual orientation, with one exception: Looking at comments made by peers, a slightly higher proportion of multiracial (13%) and Hispanic/Latinx (15%) students reported these experiences, compared to 7-10% of other students.



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 (93%). Race did not significantly impact answers to this question, with one exception: a higher percentage of White (18%) and multiracial (19%) students reported experiencing this due to peer comments, compared to other students (7-12%).

A slightly higher proportion of trans/genderqueer, women, and LGBTQ students reported experiencing discomfort due to peer comments about their religion. About one-fifth (21%) of LGBTQ students reported peer comments about their religion making them uncomfortable, compared to 16% of non-LGBTQ students. Similar patterns applied to trans/genderqueer (21%) and women (19%) students compared to men (13%).

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. Of 56 student remarks, a few had to do with experiencing gender discrimination (n=5), racial bias (n=7), or social class obstacles (n=2). For example, one student wrote: "I have felt looked down on by certain faculty, staff, and peers because I have a working class background and almost no financial/economic advantages." Another shared an experience of being called a racial slur and having a full drink thrown at their car after telling someone they were parked where they might get a ticket. Four students left comments about free speech alley, like "Free speech alley can be a problem, the religious groups attack us."

Of 30 employee comments in this section, some had to do with gender discrimination (n=3), racial bias (n=3), ageism (n=3), political differences (n=3), or religion (n=4). For example, one wrote: "I have hear[d] many students make derogatory comments about people of color and sexual minorities – although they weren't directed toward me they were very hurtful." Two comments talked about feeling like Christianity or religion/faith are looked down upon. Two spoke of awkwardness associated with being non-religious on campus, two of being judged for being religious.

The majority of student remarks (61%) and nearly a third of employee comments (27%) in this section reported thoughts about being white, male, Christian, politically conservative, and/or heterosexual on campus. A minority of student comments (n=8) and nearly all employee comments of this type simply made their status known, to provide context for why they answered as they did in the survey. For example, one wrote "I am white and straight,

so no, I haven't had these issues based on my race or orientation." The bulk of this type of student comment, however, shared negative feelings. For example, one wrote: "The climate is worse for a white male than anywhere else, especially if you are religious and straight." Another said, "when watching videos in class or discussing slavery, I feel that that all eyes are upon me because of what my face did 150 years ago." Remarks like these accounted for a larger proportion of comments in this section than they did in 2016.

CRIME AND SAFETY

Most LSU employees (54%) reported never fearing for their safety on campus. The majority of students (60%) reported experiencing fear at least occasionally. Most said they feared for their safety once in a while (41%) rather than often (19%). A slightly higher proportion of Hispanic/Latinx (53%), White (49%), and other race employees (43%) reported fearing for their safety on campus, compared to about one-third of Black (31%) and Asian/Pacific Islander (28%) employees. A larger proportion of White and multiracial students (63%) reported at least sometimes fearing for their safety on campus, compared to other students (46-56%).

Gender significantly influenced fear. Most men employees (72%) and students (65%) reported never fearing for their safety on campus, but most women employees (57%) and students (70%) and trans/genderqueer students (74%) reported feeling afraid at least once in a while. Sexuality did not significantly impact reported employee fear, but did influence students'. Over two-thirds of LGBTQ students (71%), compared to 58% of non-LGBTQ students reported experiencing it.

Crime victimization

The overwhelming majority of employees (93%) and students (94%) reported never being criminally victimized at LSU. Race, gender, and sexuality did not significantly impact victimization experiences.

Sexual harassment

A majority of employees and students (87%) reported never experiencing sexual harassment at LSU. Race did not significantly affect reports of sexual harassment. Women employees (17%) and students (16%) and trans/genderqueer students (29%) reported experiencing sexual harassment in greater proportions than men employees and students (4%). LGBTQ employees and students (24%) reported experiencing it in greater proportions than did non-LGBTQ employees (12%) and students (10%).

Students left 60 written comments about safety and 15 about sexual harassment, employees left 21 and 5. Most comments about sexual harassment relayed details of personal experiences (75%) rather than someone witnessing such conduct (25%). The largest proportion of comments about safety (40%) had to do with poor lighting on campus or experiencing fear at night. These comments came disproportionately from women respondents. For example, one student wrote, "Walking around campus at night is generally considered unsafe." An employee similarly commented, "Some areas of campus do not have good lighting and walking at night does not feel safe."

CONCLUSIONS

The overwhelming majority of LSU employees and students expressed feeling included within the LSU community. Most respondents seldom faced discomfort due to comments about their gender, race/ethnicity, physical appearance, religion, or sexual orientation. Most

students and employees also reported feeling like part of the LSU family. A moderate proportion of respondents reported never fearing for their safety on campus and nearly all respondents reported never experiencing crime victimization or sexual harassment on campus.

Despite these overall figures, data from the survey, when teased out across race/ethnicity, gender, and sexuality, revealed varying patterns. Consistent with findings from 2016, higher proportions of LSU employees and students of color expressed feeling fear on campus, as well as facing discomfort due to comments based on race and ethnicity. Further, comments about gender and sexual orientation more frequently negatively impacted trans/genderqueer students and LGBTQ respondents. Greater proportions of White and non-LGBTQ respondents reported rarely feeling like an outsider on campus in comparison to LGBTQ and respondents of color and trans/genderqueer students.

PART 3: PERCEPTIONS OF CAMPUS INCLUSION

VALUING DIVERSITY

When asked if diversity is valued at LSU, a majority of respondents agreed. Over 70% of administrators and undergraduate students expressed believing LSU values diversity, compared to 69% of staff, 60% of faculty, and 56% of graduate students.

With the exception of Hispanic/Latinx employees (72%) and multiracial students (70%), a smaller proportion of respondents from underrepresented racial groups reported believing diversity is valued at LSU. Relative to White (73%) students, there was generally lower agreement with this statement among students of color, especially Black (50%) and Hispanic/Latinx (51%) students. Many of these numbers were up from 2016, however. A larger percentage of White (71%) and Hispanic or Latinx (72%) employees agreed than did Asian/Pacific Islander (59%), Black (47%), and other race (62%) employees. All these employee numbers were higher than 2016.

Over two-thirds (68%) of men and women employees reported believing LSU values diversity. A higher proportion of men (67%) and women (69%) students reported the same belief, compared to trans/genderqueer (45%) students. A comparatively smaller percent of LGBTQ students (55%) and employees (48%) reported believing LSU values diversity than did their non-LGBTQ counterparts (70% and 68%). Again, all these proportions were higher than those reported in 2016.

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 if 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 (87%) expressed the belief, compared to faculty (71%) and staff (76%). Most students disagreed. Only 35% reported believing this conduct is not tolerated on the LSU campus, broadly speaking.

With the exception of Asian/Pacific Islander employees (83%), a smaller percentage of employees of color (63-74%) than White employees (77%) reported believing inappropriate jokes and comments are not tolerated in their department/unit. Half of Asian/Pacific Islander

students (50%) and about one-third of students across all other racial groups reported believing LSU does not tolerate inappropriate jokes and comments. Most men (78%) and women (74%) employees reported believing their departments/units do not tolerate such conduct. Among students, 36% of men and 35% of women reported believing that about LSU as a whole, compared to 18% of trans/genderqueer students. In fact, 63% of trans/genderqueer students disagreed with the statement. Smaller proportions of LGBTQ employees (63%) and students (24%) agreed with the statements than their non-LGBTQ counterparts (77% and 37%).

RESPECT FOR PEOPLE OF COLOR

Participants were asked a single question regarding respect for racial diversity at LSU: 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, but a lower proportion of faculty (63%) agreed relative to staff (71%) and administrators (78%). Similarly, most students reported believing LSU welcomes and respects students of all races/ethnicities. A higher percentage of undergraduates (75%) agreed than did graduate students (62%). Most of these figures were higher compared to 2016.

With the exception of Black employees (50%), a majority of respondents from other racial groups reported believing people of all races and ethnicities are welcomed and respected at LSU. Other race (77%) and White (74%) employees expressed this belief in the highest proportions. A majority of Hispanic/Latinx (63%), and Asian/Pacific Islander (52%) employees also agreed with the statement. A greater proportion of White students (77%) agreed, compared to Asian/Pacific Islander (75%), Hispanic/Latinx (63%), multiracial (66%), and Black (54%) students. Three-quarters of men and 68% of women employees reported believing faculty/staff of all races and ethnicities are welcomed and respected at LSU. Among students, a higher proportion of men (76%) and women (72%) compared to trans/genderqueer students (50%) reported believing this. A smaller proportion of LGBTQ employees and students (54%) agreed with this statement relative to non-LGBTQ employees (70%) and students (76%).

RESPECT FOR WOMEN

Most students reported believing women students are welcomed and respected at LSU, with a larger proportion of undergraduates (79%) expressing the belief than graduate students (69%). Most employees agreed women faculty/staff are welcomed and respected at LSU, though a slightly larger percentage of staff and administrators (69%) expressed this belief than did faculty (64%).

Similar proportions of students across racial groups agreed with this statement. Smaller proportions of Hispanic/Latinx (53%) employees agreed, compared to others. A greater proportion of trans/genderqueer students (18%) and women employees (17%) reported disagreeing with these sentiments, relative to men (6%) and women (8%) students and men (7%) employees. A larger percent of LGBTQ students (18%) and employees (26%) disagreed with the statement compared to their non-LGBTQ counterparts (6% and 12%).

RESPECT FOR LGBTQ POPULATIONS

Beliefs about LSU welcoming and respecting LGBTQ students and faculty/staff differed across demographic groups. Nearly two-thirds (65%) of undergraduates and most graduate students (52%) expressed believing LGBTQ students are welcomed and respected at LSU. Most faculty (54%) and 61% of staff and administrators reported believing LGBTQ faculty/staff are welcomed and respected. White (61%), Asian/Pacific Islander (62%), and other race (67%) employees agreed with this statement in greater proportions than Hispanic/Latinx (56%), or Black (53%) employees. White (66%) and Asian/Pacific Islander (60%) students agreed in higher proportions than other students (53-58%).

Most men (66%) and women (56%) employees reported believing LSU welcomes and respects LGBTQ employees. Nearly two-thirds of men and women students (63-64%) agreed, compared to 45% of trans/genderqueer students. A smaller percentage of LGBTQ employees (40%) agreed than did non-LGBTQ employees (61%). Similar patterns applied to students. Two-thirds (66%) of non-LGBTQ students agreed, compared to 46% of LGBTQ students.

Students left 99 comments relevant to 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 48 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. Written remarks on these issues were fairly polarized.

A majority of student (53%) and employee (81%) comments can be classified as contending *inequality exists* at LSU. These comments focused on discrimination respondents had seen or experienced on campus and/or expressed the belief that LSU still has work to do on inclusion and diversity. The remaining student (47%) and employee (19%) comments could be classified as contending *inequality does not exist* at LSU; that it does exist, but is not a problem; or that it does exist, but in a way that disadvantages majority rather than minority groups. These comments either claimed there is little/no discrimination on campus, argued against diversity as a public good, objected to topics covered in the survey, or made claims of discrimination against groups not asked about in the survey, such as White people, men, Christians, heterosexuals, political conservatives, or Greek-affiliated persons.

Women and employees of color disproportionately left comments about inequality existing. Students did so fairly evenly across demographic groups. Some of these comments spoke of LSU valuing diversity, but having more work to do. As one employee wrote: "Although the university has made strides, there is still much more the university can do to hire more diverse faculty and staff." Some students expressed similar sentiments. For example: "I think the University as an institution is great at promoting/instilling diversity, but I think some students still have a long way to go in truly accepting everyone."

Among respondents who left comments about witnessing or experiencing discrimination at LSU, some focused on one issue, such as race or gender. For example, one employee commented: "Women are not paid equally and their knowledge/input is typically ignored." Other respondents concentrated on intersecting aspects of social status and how they impact experiences on campus. For example, one student wrote, "As an LGBGT person of color I do not feel completely safe or accepted at this university."

Comments of the second type, contending *inequality does not exist* at LSU (or that it does exist, but is not a problem or is directed against groups not asked about in the survey), contrasted sharply with the first. Men respondents, students who declined to indicate their race, and non-LGBTQ employees disproportionately left this type of remark.

In this category, some remarks expressed the belief that LSU does not have problems with diversity or inequality. For example, one student wrote: "LSU does not have a diversity, inclusion, or tolerance problem." However, a 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 student wrote: "I'm not

so sure why we care so much about diversity. From my point of view, inclusiveness is when all people are treated the same regardless of skin color or sexual preference. At LSU, they are so concerned with diversity that they make those people stick out like a sore thumb and let the 'diverse' people have more opportunities than the regular person all to say LSU helps with diversity." One employee commented: "Diversity for diversity's sake and at the cost of individual excellence is wrong. We should always strive for excellence, regardless of the shape, form, background, etc. we find it."

Nearly half of student (47%) and one-third of employee (33%) comments in this category articulated believing majority populations (such as white people, heterosexual persons, or men) or groups not asked about in the survey (Greeks, Christians, or political conservatives) are discriminated against at LSU. One employee wrote: "Women and LGBTQ have superior privileges." Many students expressed similar beliefs. For example, one commented: "Are there ANY classes that begin with the word 'white'?? Are there any clubs that have 'white' in their names?? Yes, LSU has a diverse culture... unless you are white." Another said: "As a white male, I feel as though every year this campus takes more and more steps to make this a safe and great space for minorities and females. However, when was the last time that the interests of white men were taken into account?" Other students argued Greek organizations and their affiliates are targeted for unfair treatment or that Christianity and/or conservative politics are unwelcome on campus.

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 (62%) agreed than did graduate students (41%). Similar proportions of staff (47%) and administrators (52%) agreed, compared to a smaller percentage of faculty (37%). Most faculty members (57%) reported neutral responses.

Most White (51%), Black (52%), and multiracial (50%) employees (52%) felt neutrally about the statement. Most other race employees (52%) and White (61%), Asian/Pacific Islander (59%), multiracial (56%), and

Hispanic/Latinx (51%), students agreed with the statement. Most Black students agreed (45%) or responded neutrally (44%).

Half of men and 41% of women employees agreed with the statement. Similar proportions of men (61%) and women (58%) students agreed. Most trans/genderqueer students were neutral (55%). Smaller proportions of LGBTQ students (38%) and employees (20%) than non-LGBTQ students (61%) or employees (46%) 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 (6-7%). Overall, they reported moderate levels of agreement, especially undergraduate students (62%) and administrators (52%). Most faculty (59%), graduate students (50%), and staff (49%) responded neutrally.

Most other race (62%) and Asian/Pacific Islander (52%) employees agreed LSU police treat people fairly regardless of gender, gender identity, or sexual orientation. One-third of Black and similar proportions of White (43%) and Hispanic/Latinx (44%) employees agreed. Most Asian/Pacific Islander (57%), multiracial (60%), Hispanic/Latinx (51%), and White (62%) students agreed while the greatest proportion of Black students responded neutrally (48%) rather than agreeing (45%).

Larger proportions of men (60%) and women (58%) than trans/genderqueer students (24%) reported believing LSU police treat people fairly regardless of gender, gender identity, or sexual orientation. About half (47%) of men employees and 39% of women employees agreed. A smaller percentage of LGBTQ students (40%) positively assessed the LSU police on this measure compared to non-LGBTQ students (62%). Similar patterns emerged among employees.

Employees left 68 comments about the LSU police. Students left 66. Two employee and two student comments were positive saying, for example: "LSU PD is dope!" or "...all interactions I have had with them are positive." A small portion of employees (n=4) and 13 students left negative comments about policing on campus. The overwhelming majority (86%), 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 "neutral").

CONCLUSIONS

The large majority of respondents expressed feeling LSU values diversity. This was overwhelmingly true for

university employees. Smaller proportions of underrepresented populations, including LGBTQ and students of color reported agreeing LSU is committed to diversity and inclusion. Further, when asked specifically about inclusion efforts for people of color, LGBTQ populations, and women, smaller proportions of Black employees and students reported perceiving campus is welcoming for employees/students from those backgrounds. White students and employees consistently expressed positive perceptions of inclusion on campus.

It is also important to note many students and employees reported feeling some issues of inequality on campus do in fact exist. Particularly among graduate students and Black students, feelings of unfairness in regards to how police officers treat all persons were comparatively more present. Concerning feelings of inclusion based on gender and sexual orientation, trans/genderqueer students

reported different experiences than their peers. Consistent with 2016 findings, disparities between racial/ethnic, gender, and LGBTQ group members contribute to variant understandings of inclusion in the LSU community.

Ultimately, however, large proportions of LSU employees and students believe the university is committed to creating a diverse community atmosphere and is welcoming to all people. Further, LSU students and employees largely carry beliefs of fairness on campus, particularly regarding LSU police officers. Despite this, many students and employees report beliefs about inequality on campus in an array of arenas. Written comments make clear than some respondents feel this applies to majority groups and/or groups not asked about in the survey, including White people, men, Christians, and Greek organization members.

PART 4: CAMPUS INCLUSION CONCERNS

CONCERNS ABOUT INCLUSION

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

Racial and ethnic discrimination

Most students, faculty, staff, and administrators reported some concern about racial and ethnic discrimination at LSU. Answers varied across demographic groups. White students reported being “not at all” concerned about this issue in the largest proportions (48%). Black and other race employees answered that way in the smallest proportions (14%), followed by Asian/Pacific Islander employees (17%) and Black students (22%). Around one-third of White employees (27%), Hispanic/Latinx employees (28%) and students (34%), and multiracial (34%) students said they were not at all concerned.

The most common answer to this question differed across racial groups. White employees (27%) and students (48%) and Hispanic/Latinx (34%), Asian/Pacific Islander (39%), or multiracial students (34%) most often reported being not at all concerned. The largest proportions of Black (36%) and Hispanic/Latinx (41%) employees reported being very concerned. Asian/Pacific Islander employees (31%) and Black students (24%) most often reported being moderately concerned.

A greater proportion of LGBTQ employees (89%) and students (80%) than non-LGBTQ employees (73%) and students (54%) expressed concern over racial/ethnic discrimination at LSU. Around one-third of men (30%), 23% of women, and 27% of non-LGBTQ employees said they were not at all concerned. A smaller proportion of LGBTQ employees (11%) said the same. The most common answer from men and non-LGBTQ employees was “not at all concerned.” Larger proportions of women and LGBTQ employees expressed some level of concern. Among students, the most common answer for men (54%), women (38%), and non-LGBTQ students (46%) was not at all concerned. The largest proportion of trans/genderqueer and LGBTQ students were moderately concerned and the largest proportion of LGBTQ students reported being slightly concerned (28%).

Sexism

Most faculty (78%), staff (71%), administrators (76%), undergraduate (57%), and graduate students (69%) reported being 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 White and Asian/Pacific Islander (42%), multiracial (37%), other race, and Hispanic/Latinx (38%) students answered this way. Compared to peers, a smaller proportion of Black students (32%) said they were not at all concerned.

Gender and sexuality impacted concerns about sexism at LSU. The most common answer among men (32%) and non-LGBTQ employees (28%) was not at all concerned, but the most common answer from women employees was moderately (25%) concerned. The largest number of LGBTQ (25%) employees reported being extremely concerned about sexism at LSU. Over half of men students (55%) said they were not at all concerned, as did about one-third of women (34%) and 44% of non-LGBTQ students. LGBTQ and trans/genderqueer students expressed concern in greater proportions, comparatively.

Homophobia and Heterosexism

Most faculty (70%), staff (59%), administrators (75%), undergraduate (52%), and graduate (61%) 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.

Gender and sexuality impacted reported concerns about homophobia/heterosexism at LSU. Most men (57%) and non-LGBTQ (52%) students said they were not at all concerned about the issue. This was also the most common answer from men (41%), women (33%), and non-LGBTQ (39%) employees and women students (43%). Trans/genderqueer students and LGBTQ respondents gave very different answers. The most common answer for LGBTQ employees (33%) and students (27%) was moderately concerned. Identical proportions of trans/genderqueer students said they were moderately or very concerned with the issue (24%).

Islamophobia

Most faculty (69%), staff (61%), administrators (72%), and graduate students (61%) 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 for undergraduate

students generally and for employees and students across racial groups. It was also the most common answer given by men, women, and non-LGBTQ students and employees. The largest number of LGBTQ students (29%) and employees (26%) reported being moderately concerned. The largest number of trans/genderqueer students (29%) reported being extremely concerned.

Safety

Most faculty (83%), staff or administrators (82%), undergraduate (78%), and graduate students (81%) reported being concerned about safety at LSU. Slightly concerned was the most common answer among White (33%), Black (29%), Asian/Pacific Islander (28%), and other race (52%) employees and among Black (24%) and Asian/Pacific Islander (25%) students. The largest number of White (25%), Hispanic/Latinx (32%), and multiracial (27%) students reported being moderately concerned. The largest proportion of Hispanic/Latinx (25%) and Asian/Pacific Islander (31%) employees reported being not at all concerned.

A comparatively smaller proportion of men employees and students expressed concern with safety, but about one-third of men and women employees reported slight concern. The largest number of men students reported no concern (36%), while for women students the most common answer was moderately concerned (27%) and trans/genderqueer students was very concerned (29%). LGBTQ (34%) and non-LGBTQ (33%) employees and students (25%) most commonly said they were slightly concerned. LGBTQ students most often reported being moderately concerned (29%).

Accessibility for Persons with Disabilities

Most faculty and staff (77%), administrators (88%), and undergraduate (55%) and graduate students (66%) reported being at least slightly concerned about accessibility for persons with disabilities at LSU. However, the most common answer for most racial groups and for students across gender and sexuality categories was not at all concerned, with the exception of LGBTQ students, who most often reported being slightly concerned (26%) and trans/genderqueer students (26%) and women (23%) and LGBTQ (25%) employees, who most often said moderately concerned.

Economic disparity

Most faculty (83%), staff (78%), administrators (82%), undergraduate (62%), and graduate students (74%) reported being at least slightly concerned about economic disparity at LSU. The most common answer for students across racial groups was not at all concerned. Employees across racial groups most commonly expressed at least

slight concern, with the exception of Asian/Pacific Islander respondents, who most often said they were not at all concerned (31%).

Men employees (26%) and students (44%) and women (32%) and non-LGBTQ students (39%) most commonly reported being not at all concerned with economic disparity at LSU. One-third of LGBTQ employees reported being extremely concerned. Non-LGBTQ and women employees (25%) most often reported moderate concern, as did LGBTQ (26%) and trans/genderqueer (29%) students.

Employees left 25 substantive comments about inclusion on this portion of the survey. Students left 55. White respondents, men students, women employees, and non-LGBTQ employees disproportionately left these types of comments. Most employee (68%) and student (52%) comments gave more detail on concerns related to issues such as gender discrimination, ageism, racism, or lack of inclusion for LGBTQ individuals. For example, one employee wrote: "Student evals notoriously target women professors' appearance." One student wrote: "I never understood privilege until moving to Louisiana. I am white, straight and Christian. I hear horrible things about other races and religions but I stopped speaking out because my defense (not only seemed futile but also) provoked name-calling about me too."

Nearly half (48%) of student and third (32%) of employee comments criticized the survey or asserted discrimination against white, male, Christian, Greek-affiliated and/or politically conservative persons exists at LSU. Men, non-LGBTQ, other race, and unknown race students and other race and non-LGBTQ employees disproportionately left this kind of comment. As one employee wrote "Religion and Faith seems to be looked down on LSU campus." One student commented: "The climate is worse for a white male than anywhere else, especially if you are religious and straight." Another similarly wrote: "many times I am made to feel uncomfortable about being white."

CONCLUSIONS

Similar to responses from 2016, a majority of students and employees reported some degree of concern with sexism, racial/ethnic discrimination, heterosexism, homophobia, and sexism at LSU. The majority of respondents also indicated they have concerns about safety on campus, accessibility for all persons, and economic disparity in similar proportions as 2016. Responses also follow the same patterns across status groups, compared to 2016, with underrepresented group members often reflecting different experiences.

There is a distinct difference in responses across status groups regarding concern about racial/ethnic discrimination. Student responses reflect a decrease in concern over racial/ethnic discrimination from 2016. In contrast, there is an increase in concern reflected in the responses from employees. White, men, women, and non-LGBTQ students reported they are not all concerned about racial or ethnic discrimination, compared to a smaller proportions of other status groups. Student comments support these responses with white, men, and Christian students disproportionately commenting about feeling they are victims of discrimination.

Although a majority of employees and students feeling some concern about sexism, heterosexism, and homophobia at LSU, these concerns are not equally distributed among demographic groups. Gender and sexuality continue to impact the level of concern LSU employees have about these issues. Overall, the level of this type of concern decreased among students and

increased among faculty in 2018, compared to 2016. However, like 2016, women and LGBTQ respondents and trans/gender queer students express more concern about these issues than men and white members of the LSU community. Consistent with 2016, most respondents indicated some concern about Islamophobia at LSU. However, the most common response for most groups except LGBTQ employees and trans/genderqueer and LGBTQ students was “not at all concerned.” There was an increase from 2016 in employee and student concern about accessibility and economic disparity at LSU. However, the proportion of faculty expressing concern about economic disparity remained relatively unchanged while concern of undergraduates about both accessibility for persons with disabilities and economic disparity decreased. Sex and gender also played a role in concern for accessibility and economic disparity with women and LGBTQ respondents and trans/genderqueer students reporting higher levels of concern about these issues than their counterparts.

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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. You can contact LSU's Vice Provost and Chief Diversity Officer, Dr. Dereck J. Rovaris, Sr. at drovaris@lsu.edu.

¹ Respondents who selected two or more races are referred to as multiracial. 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 selected “Black” and one/more other racial category/ies.

² 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.

³ Populations that comprise less than two percent of the overall sample (American Indian/Alaskan Native respondents, other race students, multiracial employees, 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.

APPENDIX A

Survey Respondents

Status Category	Students (n=1,914)	Employees (n=929)
	Percent of Respondents	Percent of Respondents
Race/Ethnicity³		
American Indian or Alaskan Native	0.6% (n=12)	0.4% (n=4)
Asian/Pacific Islander	5.3% (n=101)	3.1% (n=29)
Black/African American	12.7% (n=243)	10.4% (n=97)
White/Caucasian	65.7% (n=1258)	68.1% (n=633)
Hispanic/Latinx	3.8% (n=73)	3.4% (n=32)
Other	1.7% (n=32)	2.2% (n=21)
Multiracial	5.9% (n=113)	1.9% (n=18)
Unknown	4.3% (n=82)	10.2% (n=95)
Gender		
Male	30.2% (n=578)	35.5% (n=330)
Female	66.0% (n=1263)	55.7% (n=517)
Trans/Genderqueer/Non-binary	2.0% (n=38)	0.9% (n=8)
Unknown	1.8% (n=35)	8.0% (n=74)
LGBTQ		
Yes	14.4% (n=275)	8.6% (n=80)
No	81.3% (n=1557)	89.7% (n=832)
Unknown	4.3% (n=82)	1.8% (n=13)
Rank		
Undergraduate	80.9%(n=1,549)	-
Graduate	19.1%(n=365)	-
Faculty	-	33.0%(n=307)
Staff	-	59.7%(n=555)
Administration	-	7.2% (n=67)