Report on
the Review
of the
2000
Climate Study

Presented in
April 2001
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1. Introduction

This report of the 2000 Climate Study represents the first step in the process of reviewing campus climate at the University of St. Thomas. Noted in this report are statistically significant differences between various demographic groups who compose the University of St. Thomas community. Comments from the survey's open-ended questions that provide a sample of the perceptions and experiences of students, faculty and staff are included as a way to add depth and texture to some of the quantitative statistics. The intent of this report is to let the data speak for itself. The 2000 Climate Study Analysis Task Force has not included recommendations for action as part of this report.

The Task Force recognizes that the next step in the process needs to include a wide discussion of the data analysis and its implications. Though the statistical analysis of the data is limited, as noted in section 2.D., the evidence is sufficient to warrant the following conclusion:

- The majority of undergraduate and graduate students, faculty and staff have positive perceptions and experiences of the climate.
- There are statistically significant numbers of undergraduate and graduate students, faculty and staff who report negative perceptions and experiences of the climate.

Two questions must be asked in light of this conclusion:

To what extent does the St. Thomas community acknowledge that there are members of this community for whom the climate is negative?

To what extent will the St. Thomas community respond to the concerns of those who experience the climate as negative?

The answers to these questions are beyond the scope of the Task Force and the purpose of this report but reside in the entire community itself.

A. Development of the 2000 Climate Study Survey Instrument

In spring 1995, under the direction of Dr. Charles Keffer, provost, the University of St. Thomas conducted a "Campus Climate Survey." A task force was appointed to analyze the survey data and results were reported to the campus community in December 1996. In the report, the task force recommended that another climate study be conducted in three years to assess progress made toward addressing climate concerns and to identify emerging problems.

In March 1999, Dr. Judith Dwyer, executive vice president, called an open meeting to discuss questions, concerns and suggestions for a new climate study. Several key issues emerged from that discussion that were also noted in the 1995 Climate Study Report:
• The low response rate of the 1995 survey may have been due to the concern that demographic items might identify respondents.

• The 1995 survey was very long as it measured both workplace/classroom satisfaction and climate issues.

• The 1995 survey was confusing because of a number of double negatives.

In addition, the group recommended that the objective or mission of the study be determined before it was conducted.

Under the direction of the Office of Institutional Research and Planning, a committee was formed to develop a new climate survey instrument. The committee was comprised of IR&P staff, undergraduate faculty, graduate faculty, staff and administration, including representatives from the University Committee on Women, International Student Services, Multicultural Student Services, the University Diversity Steering Committee and the 1995 Climate Task Force.

In response to the issues noted above, the committee agreed on the following:

• To eliminate the possibility that combinations of demographic items could potentially identify respondents, items linking faculty and staff respondents to departments or divisions of the university would be removed from the survey. To further assuage any concerns regarding confidentiality, respondents would mail completed surveys directly to an external data processing firm for entry.

• The survey would focus only on climate issues. Surveys measuring workplace satisfaction, classroom interactions and overall morale would be conducted at a later date.

• Questions should be reworded for clarity. The ability to compare results with the 1995 survey was considered desirable, but should not drive the entire instrument.

• A clear statement of the purpose of the climate study was developed:

  Climate Study Mission: to assess whether the campus is perceived by members of the community to be a welcoming, supportive, accepting and inclusive environment for all members, to identify areas of greatest concern, and to provide a catalyst for action.

2. Methods and Procedures

A. Population and Response Rates

Once developed, the campus climate survey instrument was administered the week of March 6, 2000 via campus mail and the U.S. Postal Service to all University of St.
Thomas faculty (N=715), staff (N=1061), undergraduate students (N=4931), and graduate students (N=5310). The tables below indicate the response rates.

Table 2.1
Faculty and Staff Group

<table>
<thead>
<tr>
<th></th>
<th>Sent</th>
<th>Returned</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>715</td>
<td>300</td>
<td>42%</td>
</tr>
<tr>
<td>Staff</td>
<td>1061</td>
<td>451</td>
<td>43%</td>
</tr>
<tr>
<td>Did Not Self Identify Status</td>
<td>43</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1776</td>
<td>794</td>
<td>45%</td>
</tr>
</tbody>
</table>

Table 2.2
Student Group

<table>
<thead>
<tr>
<th></th>
<th>Sent</th>
<th>Returned</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>4931</td>
<td>1025</td>
<td>21%</td>
</tr>
<tr>
<td>Graduate</td>
<td>5310</td>
<td>1179</td>
<td>22%</td>
</tr>
<tr>
<td>Did Not Self Identify Status</td>
<td>124</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10241</td>
<td>2328</td>
<td>23%</td>
</tr>
</tbody>
</table>

In summary, of the twelve thousand seventeen (12,017) University of St. Thomas faculty, staff, and students sent the campus climate survey, just over three thousand (3,122) returned the questionnaire for a global response rate of twenty-six percent (26%).

B. How Representative are Respondents of the Population?

Analysis of comparisons between the faculty and staff population versus survey respondents (see Table 2.3) shows that although fairly representative, there were 3.4% more female respondents, 9% fewer male respondents, 3.7% fewer minority group status respondents and 1.7% fewer majority group status respondents than in the population.

Table 2.3
Faculty-Staff Group Demographics

<table>
<thead>
<tr>
<th>Population</th>
<th>%</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>869</td>
<td>48.9%</td>
<td>415</td>
</tr>
<tr>
<td>Male</td>
<td>907</td>
<td>51.1%</td>
<td>337</td>
</tr>
<tr>
<td>Unknown/Did Not Self Identify</td>
<td>42</td>
<td>5.3%</td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>1776</td>
<td>100.0%</td>
<td>794</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Population</th>
<th>%</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority Group Status</td>
<td>144</td>
<td>8.1%</td>
<td>35</td>
</tr>
<tr>
<td>Majority Group Status</td>
<td>1608</td>
<td>90.5%</td>
<td>705</td>
</tr>
<tr>
<td>Unknown/Did Not Self Identify</td>
<td>24</td>
<td>1.4%</td>
<td>54</td>
</tr>
<tr>
<td>total</td>
<td>1776</td>
<td>100.0%</td>
<td>794</td>
</tr>
</tbody>
</table>
Analysis of comparisons between the undergraduate student population versus survey respondents (see Table 2.4) shows that there were 14% more female respondents and 14.2% fewer male respondents than in the population. The undergraduate minority and majority group status respondents were nearly identical to the undergraduate population parameters.

<table>
<thead>
<tr>
<th>Table 2.4</th>
<th>Undergraduate Student Group Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Population</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2649</td>
</tr>
<tr>
<td>Male</td>
<td>2282</td>
</tr>
<tr>
<td>Unknown/Did Not Self Identify</td>
<td>2</td>
</tr>
<tr>
<td>total</td>
<td>4931</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>Population</td>
</tr>
<tr>
<td>Minority Group Status</td>
<td>501</td>
</tr>
<tr>
<td>Majority Group Status</td>
<td>4415</td>
</tr>
<tr>
<td>Unknown/Did Not Self Identify</td>
<td>15</td>
</tr>
<tr>
<td>total</td>
<td>4931</td>
</tr>
</tbody>
</table>

Analysis of comparisons between the graduate student population versus survey respondents (see Table 2.5) shows that there were 8.7% more female respondents and 9% fewer male respondents than in the population. There were 5.7% fewer minority group status respondents and 6.6% more majority group status respondents than in the population.

<table>
<thead>
<tr>
<th>Table 2.5</th>
<th>Graduate Student Group Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Population</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2659</td>
</tr>
<tr>
<td>Male</td>
<td>2651</td>
</tr>
<tr>
<td>Unknown/Did Not Self Identify</td>
<td>4</td>
</tr>
<tr>
<td>total</td>
<td>5310</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>Population</td>
</tr>
<tr>
<td>Minority Group Status</td>
<td>825</td>
</tr>
<tr>
<td>Majority Group Status</td>
<td>4382</td>
</tr>
<tr>
<td>Unknown/Did Not Self Identify</td>
<td>103</td>
</tr>
<tr>
<td>total</td>
<td>5310</td>
</tr>
</tbody>
</table>

C. Survey Instrument and Key Measures

Separate surveys were created for the undergraduate/graduate student group and the faculty/staff group for this research project. However, the surveys contained a significant number of identical items in order to further the goal of obtaining a climate measure for campus-wide evaluation. For the purposes of this report, data obtained from five questions common to both surveys will be explicated in greater detail.
Question 1 asked respondents to rate campus climate at St. Thomas by choosing their position on a five point semantic differential scale for thirteen pairs of items:

The following pairs of descriptors represent a range of perceptions people might hold about the climate at UST. Circle a number to indicate where your perception of UST’s climate falls along the continuum.

- Trusting......1 2 3 4 5..... Suspicious
- Friendly......1 2 3 4 5..... Hostile
- Concerned......1 2 3 4 5..... Indifferent
- Respectful......1 2 3 4 5..... Disrespectful
- Non-racist......1 2 3 4 5..... Racist
- Non-sexist......1 2 3 4 5..... Sexist
- Non-homophobic......1 2 3 4 5..... Homophobic
- Freedom of speech......1 2 3 4 5..... Suppression of speech
- Tolerant......1 2 3 4 5..... Intolerant
- Welcoming......1 2 3 4 5..... Unwelcoming
- Supportive......1 2 3 4 5..... Unsupportive
- Civil......1 2 3 4 5..... Uncivil
- Academic freedom......1 2 3 4 5..... Restriction of academic freedom

Question 2 consisted of a series of Likert-type items that asked respondents to state their level of agreement:

In general, the St. Thomas community is accepting of people from various...

<table>
<thead>
<tr>
<th>Ethnic groups</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
<th>NA/Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual orientations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious affiliations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socio-economic statuses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nationalities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 3 consisted of a series of Likert-type items that asked respondents to state their level of agreement with either seven (Faculty/Staff survey) or eight (Student survey) items:

*Please rate your agreement with the following items using the numbers on this scale. Use '0' to indicate "NA - Not Applicable" or "Don't Know."

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
<th>NA/Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel like I belong to the St. Thomas community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>I feel free to express my opinion regarding sensitive issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>I would recommend UST to others as a place to attend school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>(Student survey only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The morale in my department is positive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>(Faculty/Staff survey only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The morale at St. Thomas is positive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Most faculty with whom I interact at St. Thomas treat me with respect</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Most staff/administrators with whom I interact at St. Thomas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most students with whom I interact at St. Thomas treat me with respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The climate at UST encourages students to respect other people who are different than themselves</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>(Student survey only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 5 consisted of a series of Likert-type items that asked respondents to state how often they have felt unwelcome or excluded due to a number of demographic variables.

*At St. Thomas, I have felt unwelcome or excluded due to my...*

<table>
<thead>
<tr>
<th>Demographic Variable</th>
<th>Often</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race or ethnicity</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Gender</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Disability</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Age</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Political affiliation</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Socio-economic status</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Job classification</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Nationality</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

8
Question 6 consisted of a series of Likert-type items that asked respondents to state how often they had experienced discrimination due to the same demographic variables as Question 5:

*At St. Thomas, I have been discriminated against due to my.* . .

<table>
<thead>
<tr>
<th>Discrimination Factor</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race or ethnicity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Gender</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Disability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Age</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Political affiliation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Socio-economic status</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Job classification</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Nationality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

The report also includes a number of responses to three open-ended questions:

*Regardless of how long you’ve been at St. Thomas, please explain in what ways (if any) the climate has changed during your time at UST.*

*What specific efforts should be made, or actions should be taken, to improve the climate at UST?*

*In the space below, feel free to include any additional comments about the current climate at St. Thomas.*

**D. Reliability and Validity Assessment of Key Measures**

Measures of institutional climate are complex and difficult to develop. Social and organizational scientists have noted a number of complications in measuring climate that are similar to challenges faced when measuring many attitudes and perceptions. These include the fact that such measures are “time bound,” subject to respondent biases such as social desirability of responses, and/or prone to validity issues related to measuring multi-dimensional, complex phenomena.

Traditionally a complex research project such as the climate study would follow a specific methodology when measuring such phenomena. Typically, this process includes developing a list of climate (or attitude) facets that are separable but often related to each other, and developing a number of items that might measure each facet. This process results in a series of *a priori* conceptualized additive scales that are hypothesized from existing research to construct and test the underlying dimensions in the concept of “climate.” Instrument validity is greatly improved when prior research that has been
psychometrically tested and replicated is used to identify and select concepts for study. Content validity is a critical component to model based research. This process is furthered by the creation of additive scales to measure the underlying concepts. By adding the scores of individual items with other “like” items, a scale score is then derived. Individual items can be tested for their contribution to the scale. Items that do not contribute to measuring the underlying concept can be identified and eliminated through item and scale testing procedures. If the scale is constructed correctly demographic independent variables can be tested for significant differences between categories – for example, between women and men on a given scale score. Each individual item within an additive scale must be a sub-construct of the concept. Researchers constructing additive scales traditionally test the scale to identify and determine if two or more items are measuring the same sub-concept (multi-collinearity). When two or more items measure the same sub-concept, results are skewed by over weighting.

The climate survey instrument used in this study was not constructed according to this methodology. Although it is thought that items constructed for this questionnaire do, at some level, measure the underlying concepts of “climate” there is no empirical foundation for this assertion. There is sufficient concern that multi-collinearity is affecting instrument reliability and therefore additive scales could not be constructed even post hoc.

Without an empirical road map, it was impossible to consider any multi-variate applications for statistical analysis on this project. It was not possible to apply standard item analysis techniques due to the absence of identified scales. Therefore, it is not possible to determine within an acceptable degree of certainty the content or construct validity or reliability of this instrument.

Individual items in questions 1, 2, 3, 5, and 6 were identified for the purposes of analysis for this report. For the most part they are individual level measures that are specific to the attitudes, experiences, or affect (i.e. feelings or emotions) of the respondent. The face validity of these items appears to be consistent with expectations of the UST community in terms of elucidated results.

Other items were discarded on the basis of face validity. For example, the items in question 4 asked respondents to indicate the extent to which they have “observed” or “experienced” a number of discriminatory interactions. These items were excluded from analysis on the basis they are "double-barreled" and results would not reflect attribute, observation or experience.

Statistical analyses of the items chosen for this report were restricted to the simplest techniques. Cross-tabulation and Chi-square tests of independence were applied to test for statistical differences between demographic groups for each item.
3. Analyzing the Data

The Task Force decided to focus the analysis of the data on questions 1, 2, 3, 5 and 6 of the 2000 UST Climate Study because of the limitations of the survey instrument (noted in Section 2. D. above). These questions, along with responses to the open ended questions of the survey, provide a snapshot of student and faculty/staff respondents perceptions of climate and actual experiences of exclusion and/or discrimination.

The demographic variables gender, race/ethnicity, disability status, religious affiliation, and sexual orientation were used as independent variables for the data analysis. Responses to each question were grouped according to these demographic variables which made it possible to perform within and between group comparisons. Detailed breakdowns of positive, neutral and negative student and faculty/staff responses to each item according to gender, race/ethnicity, sexual orientation, disability status and religious affiliation are provided in a series of tables in the Appendix to this report.

The following points concerning the re-coding of a demographic variable and the collapsing of data must be noted:

- In order to utilize fully the independent demographic variable Race/Ethnicity the category of “White/Caucasian” was re-coded into “Majority Group Status.” The categories of “Black, Asian, Native American, or Hispanic” and “Multi-racial” were collapsed and re-coded into the variable “Minority Group Status.” The remaining category of “Other” was dropped from analysis because there was no way to determine if persons identifying themselves as Other were of minority or majority group status.

- Question 1 asked students and faculty/staff to rate their perception of the UST climate using a five-point semantic differential scale. By collapsing the two points at each end of the continuum, positive perceptions (ratings of 1 and 2) were differentiated from negative perceptions (ratings of 4 and 5). Ratings of 3 were neutral.

- Questions 2 and 3 asked students and faculty/staff to rate their perceptions of UST climate using a Likert-type scale. By collapsing the two points at each end of the continuum, "Strongly Agree" and "Somewhat Agree" were considered "Agree." "Somewhat Disagree" and "Strongly Disagree" were considered "Disagree." Ratings of 3 were neutral.

- Questions 5 and 6 asked students and faculty/staff to report their actual experiences of exclusion and discrimination using a Likert-type scale. For purposes of data analysis, the categories "Seldom," "Sometimes" and "Often" were collapsed into one category, YES. The category “Never” was re-coded as NO and theoretically represents a positive (or at least a non-exclusionary, non-discriminatory) climate. The rationale for collapsing the data into YES/NO categories is based on the premise that any experience of exclusion or
discrimination (whether seldom, sometimes or often) is unacceptable and indicative of a less than desirable climate.

The focus of analysis, consistent with the quantitative design of this portion of the study, is on statistically significant differences between groups (chi-square test of independence, $p = .05$). Issues of practical significance, however, are also important in a study of this nature. Non-statistical yet practical significance often occurs when one subgroup is very large (e.g., heterosexual undergraduates, $N=996$ and majority faculty, $N=271$) and the comparison subgroup is very small (e.g., GLBT undergraduates, $N=22$ and minority faculty, $N=14$). While statistical significance is useful for determining causal relationships and for making accurate predictions from the data, this research was not explanatory by design. Given the descriptive and exploratory purposes of this study, practically significant differences between groups are therefore of interest and also reported. Non-statistically significant differences are so noted in the text. In the complete series of tables found in the Appendix to this report, statistically significant differences are shaded.

The data analysis and reporting of statistically and practically significant differences focus on negative perceptions since these reflect the antithesis of an ideal climate at UST and suggest issues requiring further attention.

This study also produced qualitative data – comments from undergraduate and graduate students, faculty and staff in response to the open-ended questions. As with the statistical analysis, the comments selected for inclusion focus on negative perceptions. This is not meant to imply that all comments were negative. There were many positive comments about the respondents’ experiences and perceptions of St. Thomas. A comprehensive analysis of these comments could be the focus of another study. However, when the external data processing firm returned the data to St. Thomas, all comments were separated from their corresponding demographic information. In other words, while faculty/staff comments are separate from undergraduate/graduate student comments, it is not possible to tell whether individual comments were made, for example, by a faculty or staff member, or a person of color, or a male or female unless the identifier is included in the text of the comment itself.

For this report a few of these comments have been integrated as a way of giving texture and depth to the quantitative data. Individual members of the Task Force selected the comments to include. No claim is made that these comments are statistically representative of all the comments. Comments are reported verbatim (with the exception of some language and spelling errors corrected to ease the reader's task). They are incorporated throughout the remainder of the report and are set apart by being listed in a different font.
4. Student Findings

This section details a number of student findings. First, overall student findings for questions 1, 2, 3, 5 and 6 are presented. Next, differences between undergraduates and graduate students are presented. This is followed by an in-depth look at undergraduate responses grouped according to gender, race/ethnicity, sexual orientation, disability status and religious affiliation. A similar profile of graduate students is then presented. Finally, other notable findings related to student data are presented.

A. Overall Student Findings

On two of the semantic differential items in Question 1, five percent or less of the combined total of undergraduate and graduate student respondents chose the negative climate measure (Suspicious 4.8% and Uncivil 2.9%). This contrasts with the six items ranging from five to ten percent on the negative pole: Hostile (5.7%), Disrespectful (6.0%), Unsupportive (6.1%), Sexist (7.8%), Unwelcoming (8.0%), and Restriction of Academic Freedom (9.5%). Four more of the items are rated slightly above ten percent: Intolerant (10.1%), Racist (10.3%), Suppression of Speech (10.7%), and Indifferent (12.4%). One in five student respondents (21.5%) chose the negative climate measure for Homophobic.

On two of the six items in Question 2, Age (7.0%) and Nationalities (7.8%), less than ten percent of all student respondents chose the negative climate measure. This is in contrast to one in ten students choosing the negative climate measure for Ethnic Groups (11.9%) and Religious Affiliation (12.5%). Slightly more than one in five student respondents chose the negative climate measure for Sexual Orientation (23.4%), and one in four chose the negative climate measure for Socio-economic Status (27.4%).

On five of the eight items in Question 3, less than ten percent of all student respondents choose the negative climate measure as follows: I would recommend UST to others as a place to attend school (8.1%); The morale at St. Thomas is positive (6.5%); Most faculty with whom I interact treat me with respect (2.6%); Most Staff/administrators with whom I interact treat me with respect (6.0%); and Most students with whom I interact treat me with respect (7.3%). This is in contrast to the nearly one in five students choosing the negative climate measure for: I feel like I belong to the St. Thomas community (18.7%); I feel free to express my opinion regarding sensitive issues (16.2%); and The climate at St. Thomas encourages students to respect other people who are different than themselves (15.3%).

On three of the nine items in Question 5, less than ten percent of the student respondents chose the negative climate measure: I have felt unwelcome or excluded based on my Sexual Orientation (6.4%), Disability (5.6%) and Nationality (8.0%). This is in contrast to the one in ten student respondents indicating that they have felt unwelcome or excluded due to Race or Ethnicity (10.1%) and Political Affiliation (13.7%). One in five student respondents chose a negative climate measure for Gender (19.8%), Religion (21.4%), Age (17.4%) and Socio-economic Status (26.8%).
On seven of the nine items in Question 6, less than ten percent of the student respondents chose the negative climate measure indicating that they had experienced discrimination based on Race or Ethnicity (6.5%), Sexual Orientation (4.4%), Disability (3.4%), Religion (3.4%), Age (8.2%), Political Affiliation (6.4%) and Nationality (6.1%). On the remaining two items, one in ten students reported that they have experienced discrimination due to their Gender (10.7%) and Socio-economic Status (12.2%).

**UST does a good job of creating a supportive environment for upper middle class Caucasian Catholics [but] for the rest of the students it is very different.**

**St. Thomas has become more filled with students who are not concerned with welcoming students who are not from the same socio-economic or racial backgrounds.**

**St. Thomas is too expensive and its goals and views are too elitist to truly attract a variety of peoples – people of color, minorities, different socio-economic statuses don’t feel comfortable here and most of them can’t afford it!**

**B. Differences Between Undergraduate and Graduate Student Respondents**

Undergraduate student respondents are more likely than graduate students to perceive the campus climate as negative as evidenced by the following statistically significant differences:

**Question 1**
- More than twice as many undergraduate students (7.2%) as graduate students (2.7%) see the St. Thomas campus climate as Suspicious. This is equally true for the item Unsupportive where the difference is 8.9% (undergraduate) and 3.9% (graduate).
- More than three times as many undergraduate students as graduate students see the climate as Indifferent (18.8% compared to 6.2%), Racist (16.3% compared to 4.6%), Sexist (12.4% compared to 3.6%), and indicative of Restriction of Academic Freedom (15.1% compared to 4.5%).
- Undergraduate students are four to six times more likely than graduate students to hold negative views of climate with respect to the following items; Suppression of Speech (17.7% / 4.3%), Intolerant (17.0% / 4.1%), Uncivil (5.0% / 1.2%), Disrespectful (10.1% / 2.1%), Homophobic (37.4% / 7.5%), Unwelcoming (14.3% / 2.5%), and Hostile (10.2% / 1.7%).

**Question 2**
- Undergraduate students are nearly four times more likely (19.7%) than graduate students (5.0%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Ethnic Groups.*
- Undergraduate students are four times more likely (40.3%) than graduate students (9.0%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Sexual Orientations.*
• Undergraduate students are over two times more likely (19.3%) than graduate students (6.5%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Religious Affiliations.*

• Undergraduate students are over two times more likely (42.4%) than graduate students (14.8%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Socio-economic Statuses.*

• Undergraduate students are over two times more likely (10.6%) than graduate students (3.7%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Age Groups.*

• Undergraduate students are three times more likely (12.5%) than graduate students (3.6%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Nationalities.*

**Question 3**

• Undergraduate students are more likely (21.6%) than are graduate students (16.2%) to disagree with the statement, *I feel like I belong to the St. Thomas community.*

• Undergraduate students are over two times more likely (22.8%) than are graduate students (10.3%) to disagree with the statement, *I feel free to express my opinion regarding sensitive issues.*

• Undergraduate students are over three times more likely (13.0%) than are graduate students (4.0%) to disagree with the statement, *I would recommend St. Thomas to others as a place to attend school.*

• Undergraduate students are five times more likely (11.1%) than are graduate students (2.5%) to disagree with the statement, *The morale at St. Thomas is positive.*

• Undergraduate students are nearly two times more likely (7.8%) than are graduate students (4.2%) to disagree with the statement, *Most staff/administrators with whom I interact treat me with respect.*

• Undergraduate students are six times more likely (13.3%) than graduate students (2.0%) to disagree with the statement, *Most students with whom I interact treat me with respect.*

• Undergraduate students are six times more likely (27.7%) than are graduate students (4.5%) to disagree with the statement, *The climate at St. Thomas encourages students to respect other people who are different than themselves.*

**Question 5**

• Nearly four times as many undergraduate students (43.8%) as graduate students (12.1%) reported feeling unwelcome or excluded because of their *Socio-economic Status.*

• More than twice as many undergraduate students (30.5%) as graduate students (13.0%) reported feeling unwelcome or excluded because of their *Religion.*
• Twice as many undergraduate students (13.5%) as graduate students (6.7%) are likely to report feeling unwelcome or excluded because of their **Race or Ethnicity**.

• Nearly twice as many undergraduate students (26.4%) as graduate students (14.4%) reported feeling unwelcome or excluded because of their **Gender**.

• Nearly twice as many undergraduate students (10.3%) as graduate students (5.5%) reported feeling unwelcome or excluded due to their **Nationality**.

• Undergraduate student respondents (19.8%) are more likely than graduate students (15.4%) to have felt unwelcome or excluded due to their **Age**.

• Undergraduate students respondents (17.7%) are more likely than graduate students (10.1%) to have felt unwelcome or excluded due to their **Political Affiliation**.

**Question 6**

• Graduate students (9.5%) are more likely than undergraduate students (8.2%) to report they have been discriminated against due to their **Race or Ethnicity**.

• More than twice as many undergraduate students (15.0%) as graduate students (7.0%) are likely to report they have been discriminated against due to their **Gender**.

• More than twice as many undergraduate students (14.3%) as graduate students (4.9%) are likely to report they have been discriminated against due to their **Religion**.

• Nearly twice as many undergraduate students (10.9%) as graduate students (5.6%) are likely to report they have been discriminated against due to their **Age**.

• Nearly twice as many undergraduate students (8.6%) as graduate students (4.5%) are likely to report they have been discriminated against due to their **Political Affiliation**.

• More than three times as many undergraduate students (18.8%) as graduate students (5.8%) are likely to report they have been discriminated against due to their **Socio-economic Status**.

*Intellectual curiosity is discouraged, particularly if it is different from staff views. I find it odd that in an institute of higher learning, the one area that is not open and encouraged is intellectual diversity. One must think like the homogeneous staff to excel.*

*I knew coming in that UST had a pretty homogeneous student population, and frankly I don’t think I’d feel as welcome if I were another race, had a disability, or even if I were overweight.*

*People are more intolerant of differences. They are not willing to expand their minds and listen to others’ opinions.*
C. Undergraduate Student Perceptions and Experiences

I. Gender Differences
The following statistically significant differences exist between male and female undergraduate student respondents:

Question 1
- Males (11.9%) are over two times more likely than females (4.9%) to perceive the climate as Suspicious.
- Males (21.6%) are more likely than females (17.4%) to perceive the climate as Indifferent.
- Females (16.3%) and males (16.1%) are equally as likely to perceive the climate as Racist. Females (32.3%) are more likely to be Neutral on the Racist measure than males (22.2%).

Question 2
- Females (43.2%) are more likely than males (34.3%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Sexual Orientations.
- Females (13.7%) are more likely than males (9.7%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Nationalities.

Question 3
- Females (23.1%) are more likely than males (18.2%) to disagree with the statement, I feel like I belong to the St. Thomas community.

Question 5
- Females (32.4%) are over two times more likely than males (13.7%) to have felt unwelcome or excluded due to their Gender.
- Females (46.5%) are more likely than males (38.0%) to have felt unwelcome or excluded due to their Socio-economic Status.

Question 6
- Females (17.7%) are more likely than males (9.1%) to report having been discriminated against due to their Gender.
- Males (6.7%) are more likely than females (3.5%) to report having been discriminated against due to their Sexual Orientation.

The racial/ethnic diversity has improved somewhat, but the sexist attitude towards women has worsened. I feel excluded from the community because I don't look perfect or wear perfect clothes.

As a woman athlete at St. Thomas, I find that covert sexism is quite frequent.
II. Race/Ethnicity Differences
The following statistically significant differences exist between Minority and Majority undergraduate student respondents:

Question 1
• Minority undergraduates (14.0%) are over two times more likely than are Majority undergraduates (6.0%) to perceive the climate as Suspicious.
• Minority undergraduates (10.0%) and Majority undergraduates (9.9%) are equally as likely to perceive the climate as Hostile. Minority undergraduates (40.0%) are nearly twice as likely to be Neutral on the Hostile measure than are Majority undergraduates (24.7%).
• Minority undergraduates (26.0%) are more likely than are Majority undergraduates (14.9%) to perceive the climate as Racist.
• Minority undergraduates (26.0%) are more likely than are Majority undergraduates (15.9%) to perceive the climate as indicative of the Suppression of Speech.
• Minority undergraduates (21.0%) are more likely than are Majority undergraduates (13.4%) to perceive the climate as Unwelcoming.
• Minority undergraduates (17.0%) are over two times more likely than are Majority undergraduates (7.7%) to perceive the climate as Unsupportive.
• Minority undergraduates (11.0%) are over two times more likely than are Majority undergraduates (4.1%) to perceive the climate as Uncivil.

Question 2
• Minority undergraduates (31.0%) are more likely than Majority undergraduates (17.9%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Ethnic Groups.
• Minority undergraduates (27.0%) are over two times more likely than Majority undergraduates (10.0%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Nationalities.

Question 3
• Minority undergraduates (30.0%) are more likely than Majority undergraduates (20.1%) to disagree with the statement, I feel like I belong to the St. Thomas community.
• Minority undergraduates (37.0%) are more likely than Majority undergraduates (21.2%) to disagree with the statement, I feel free to express my opinion regarding sensitive issues.
• Minority undergraduates (14.0%) are more likely than Majority undergraduates (10.6%) to disagree with the statement, The morale at St. Thomas is positive.
• Minority undergraduates (5.0%) are more likely than Majority undergraduates (2.3%) to disagree with the statement, Most faculty with whom I interact treat me with respect.

• Minority undergraduates (12.0%) are more likely than Majority undergraduates (7.4%) to disagree with the statement, Most staff/administrators with whom I interact treat me with respect.

• Minority undergraduates (20.0%) are more likely than Majority undergraduates (12.1%) to disagree with the statement, Most students with whom I interact treat me with respect.

Question 5
• Minority undergraduates (65.0%) are ten times more likely than Majority undergraduates (6.3%) to have felt unwelcome or excluded due to Race or Ethnicity.

• Minority undergraduates (50.0%) are ten times more likely than Majority undergraduates (5.2%) to have felt unwelcome or excluded due to Nationality.

Question 6
• Minority undergraduates (45.0%) are twelve times more likely than are Majority undergraduates (3.7%) to report having been discriminated against due to their Race or Ethnicity.

• Minority undergraduates (10.0%) are nearly three more likely than are Majority undergraduates (3.7%) to report having been discriminated against due to their Sexual Orientation.

• Minority undergraduates (23.0%) are more likely than are Majority undergraduates (13.2%) to report having been discriminated against due to their Religion.

• Minority undergraduates (17.0%) are more likely than are Majority undergraduates (10.0%) to report having been discriminated against due to their Age.

• Minority undergraduates (31.0%) are nearly eight times more likely than are Majority undergraduates (3.9%) to report having been discriminated against due to their Nationality.

Stop pushing diversity so hard. This is an expensive school in a white state. We the students can't help that.

Typically, I am the only person of color in my classes.

This school not only does minimal efforts to diversify but harbors the ignorance that far too many people have. It's going to take more than a few more students and staff of color, and a few more non-wealthy, non-Catholics to change that. You have over 100 years of prejudice here. I hope people have the strength and pride in the human race to be honest and say the truth on these surveys. Though I doubt anything will be done about it.

It has become slightly more diverse, but remains racially divided.
III. Sexual Orientation Differences
The following are statistically significant differences between Gay, Lesbian, Bisexual and Transgender (GLBT) undergraduate students and Heterosexual undergraduate students:

Question 2
- GLBT undergraduates (72.7%) are nearly two times more likely than Heterosexual undergraduates (39.5%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Sexual Orientations.
- GLBT undergraduates (40.9%) are over two times more likely than Heterosexual undergraduates (18.7%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Religious Affiliations.

Question 3
- GLBT undergraduates (18.2%) are more likely than Heterosexual undergraduates (12.9%) to disagree with the statement, I would recommend St. Thomas to others as a place to attend school.
- GLBT undergraduates (50.0%) are nearly two times more likely than Heterosexual undergraduates (27.0%) to disagree with the statement, The climate at St. Thomas encourages students to respect other people who are different than themselves.

Question 5
- GLBT undergraduates (59.1%) are ten times more likely than Heterosexual undergraduates (5.4%) to have felt unwelcome or excluded due to Sexual Orientation.

Question 6
- GLBT undergraduates (50.0%) are nearly fifteen times more likely than are Heterosexual undergraduates (3.4%) to report having been discriminated against due to their Sexual Orientation.
- GLBT undergraduates (27.3%) are two times more likely than are Heterosexual undergraduates (10.6%) to report having been discriminated against due to their Age.

Though not statistically significant there are also a number of practically significant differences between undergraduate students of differing sexual orientations as follows:

Question 1
- Gay, Lesbian, Bisexual, and Transgender (GLBT) undergraduates (13.6%) are nearly two times more likely than are Heterosexual undergraduates (7.0%) to perceive the climate as Suspicious.
• GLBT undergraduates (27.3%) are more likely than are Heterosexual undergraduates (18.7%) to perceive the climate as **Indifferent**.

• GLBT undergraduates (22.7%) are over two times more likely than are Heterosexual undergraduates (9.7%) to perceive the climate as **Disrespectful**.

• GLBT undergraduates (59.1%) are more likely than are Heterosexual undergraduates (36.8%) to perceive the climate as **Homophobic**.

• GLBT undergraduates (31.8%) are nearly two times more likely than are Heterosexual undergraduates (16.6%) to perceive the climate as **Intolerant**.

• GLBT undergraduates (31.8%) are over two times more likely than are Heterosexual undergraduates (14.0%) to perceive the climate as **Unwelcoming**.

• GLBT undergraduates (22.7%) are over two times more likely than are Heterosexual undergraduates (8.5%) to perceive the climate as **Unsupportive**.

*Sexual orientation - I am in the field of education, and topics such as this need to be discussed, otherwise UST will not have equipped me to be the best teacher possible.*

**IV. Disability Status Differences**

There are statistically significant differences between undergraduate students with disabilities and those with no identified disabilities as follows:

**Question 1**

• Undergraduate students with Disabilities (26.5%) are over two times more likely than are non-disabled undergraduates (11.8%) to perceive the climate as **Sexist**.

**Question 2**

• Undergraduate students with disabilities (26.5%) are over two times more likely than non-disabled undergraduates (10.0%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Age Groups.*

**Question 3**

• Undergraduate students with disabilities (23.5%) are over three times more likely than non-disabled undergraduates (7.2%) to disagree with the statement, *Most staff/administrators with whom I interact treat me with respect.*

**Question 5**

• Undergraduate students with disabilities (44.1%) are nearly two times more likely than non-disabled undergraduates (25.7%) to have felt unwelcome or excluded due to **Gender**.

• Undergraduate students with disabilities (44.1%) are nearly ten times more likely than non-disabled undergraduates (4.6%) to have felt unwelcome or excluded due to **Disability**.
Question 6

- Undergraduate students with disabilities (17.6%) are six times more likely than non-disabled undergraduates (2.8%) to report having been discriminated against due to their Disability.
- Undergraduate students with disabilities (32.4%) are nearly two times more likely than non-disabled undergraduates (18.2%) to report having been discriminated against due to their Socio-economic Status.

Many buildings on campus are not wheelchair accessible.

V. Religious Affiliation Differences

The following statistically significant differences exist between undergraduates of differing religious affiliations:

Question 1

- Undergraduate students identifying None as their religious affiliation (15.2%) are more likely than Catholics (5.6%), Other Christians (7.3%) and those of Other Religions (9.1%) to perceive the climate as Suspicious.
- Undergraduate students identifying Other Religion (20.5%) and None as their religious affiliation (18.2%) are more likely than Catholics (6.4%) and Other Christians (12.5%) to perceive the climate as Hostile.
- Undergraduate students identifying None (30.3%) and Other Religion (29.5%) as their religious affiliation are more likely than Catholics (15.4%) and Other Christians (19.5%) to perceive the climate as Indifferent.
- Undergraduate students identifying None (24.2%) and Other Religion (18.2%) as their religious affiliation are more likely than Catholics (8.6%) and Other Christians (7.3%) to perceive the climate as Disrespectful.
- Undergraduate students identifying Other Religion (31.8%) and None as their religious affiliation (28.3%) are more likely than Catholics (11.8%) and Other Christians (17.8%) to perceive the climate as Racist.
- Undergraduate students identifying None (23.2%) and Other Religion (18.2%) as their religious affiliation are more likely than Catholics (9.8%) and Other Christians (12.5%) to perceive the climate as Sexist.
- Undergraduate students identifying None (62.6%) and Other Religion (40.9%) as their religious affiliation are more likely than Catholics (33.1%) and Other Christians (35.9%) to perceive the climate as Homophobic.
- Undergraduate students identifying None (38.4%) and Other Religion (31.8%) as their religious affiliation are more likely than Catholics (13.9%) and Other Christians (15.5%) to perceive the climate as indicative of Suppression of Speech.
- Undergraduate students identifying None as their religious affiliation (34.3%) are more likely than Catholics (15.0%), Other Christians (14.3%) and those of Other Religions (20.5%) to perceive the climate as Intolerant.
Undergraduate students identifying None (22.2%) and Other Religion (18.2%) as their religious affiliation are more likely than Catholics (11.8%) and Other Christians (15.5%) to perceive the climate as **Unwelcoming**.

Undergraduate students identifying None (18.2%) and Other Religion (18.2%) as their religious affiliation are more likely than Catholics (5.5%) and Other Christians (9.9%) to perceive the climate as **Unsupportive**.

Undergraduate students identifying Other Religion (13.6%) and None as their religious affiliation (9.1%) are more likely than Catholics (4.5%) and Other Christians (3.5%) to perceive the climate as **Uncivil**.

Undergraduate students identifying None (33.3%) and Other Religion (25.0%) as their religious affiliation are more likely than Catholics (10.9%) and Other Christians (15.2%) to perceive the climate as indicative of **Restriction of Academic Freedom**.

**Question 2**

Undergraduate students identifying None as their religious affiliation (38.4%) are more likely than Catholics (14.5%), Other Christians (21.0%) and those of Other Religions (29.5%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Ethnic Groups*.

Undergraduate students identifying None as their religious affiliation (65.7%) are more likely than Catholics (37.6%), Other Christians (36.7%) and those of Other Religions (40.9%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Sexual Orientations*.

Undergraduate students identifying None as their religious affiliation (43.4%) are more likely than Catholics (12.0%), Other Christians (21.6%) and those of Other Religions (29.5%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Religious Affiliations*.

Undergraduate students identifying Other Religions (15.9%) as their religious affiliation are more likely than Catholics (10.9%), Other Christians (9.0%) and those reporting None (12.1%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Age Groups*.

Undergraduate students identifying Other Religions (31.8%) as their religious affiliation are more likely than Catholics (9.0%), Other Christians (11.4%) and those reporting None (25.3%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Nationalities*.

**Question 3**

Undergraduate students identifying None as their religious affiliation (38.4%) are more likely than Catholics (17.7%), Other Christians (22.4%) and those of Other Religions (25.0%) to disagree with the statement, *I feel like I belong to the St. Thomas community*.

Undergraduate students identifying None as their religious affiliation (34.3%) are more likely than Catholics (20.1%), Other Christians (22.7%) and those of Other
Religions (29.5%) to disagree with the statement, *I feel free to express my opinion regarding sensitive issues.*

- Undergraduate students identifying None as their religious affiliation (26.3%) are more likely than Catholics (9.8%), Other Christians (12.8%) and those of Other Religions (20.5%) to disagree with the statement, *I would recommend St. Thomas to others as a place to attend school.*

- Undergraduate students identifying Catholic (10.0%) as their religious affiliation are **less likely** than are Other Christians (12.0%) those of Other Religions (13.6%), and those reporting None (14.1%) to disagree with the statement, *The morale at St. Thomas is positive.*

- Undergraduate students identifying None as their religious affiliation (25.3%) are more likely than Catholics (11.3%), Other Christians (12.8%) and those of Other Religions (13.6%) to disagree with the statement, *Most students with whom I interact treat me with respect.*

- Undergraduate students identifying None as their religious affiliation (47.5%) are more likely than Catholics (23.7%), Other Christians (28.0%) and those of Other Religions (27.3%) to disagree with the statement, *The climate at St. Thomas encourages students to respect other people who are different than themselves*

**Question 5**

- Undergraduate students identifying Other Religion (47.7%) as their religious affiliation are more likely than Catholics (12.0%), Other Christians (11.7%) and those reporting None (10.1%) to have felt unwelcome or excluded due to **Race or Ethnicity**.

- Undergraduate students identifying Other Religion (11.4%) and None (12.1%) as their religious affiliation are more likely than Catholics (5.3%) and Other Christians (6.7%) to have felt unwelcome or excluded due to **Sexual Orientation**.

- Undergraduate students identifying Other Religion (15.9%) as their religious affiliation are more likely than Catholics (4.9%), Other Christians (5.8%) and those reporting None (6.1%) to have felt unwelcome or excluded due to **Disability**.

- Undergraduate students identifying Catholic (12.6%) as their religious affiliation are **less likely** than Other Christians (45.2%), Other Religions (59.1%) and those reporting None (60.6%) to have felt unwelcome or excluded due to **Religion**.

- Undergraduate students identifying Other Religion (27.3%) and None (31.3%) as their religious affiliation are more likely than Catholics (15.6%) and Other Christians (15.2%) to have felt unwelcome or excluded due to **Political Affiliation**.

- Undergraduate students identifying Other Religion (45.5%) as their religious affiliation are more likely than Catholics (8.8%), Other Christians (7.6%) and those reporting None (10.1%) to have felt unwelcome or excluded due to **Nationality**.
Question 6

- Undergraduate students identifying Other Religion (29.5%) as their religious affiliation are more likely than Catholics (6.4%), Other Christians (7.3%) and those reporting None (8.1%) to report having been discriminated against due to their Race or Ethnicity.

- Undergraduate students identifying Other Religion (36.4%) and None (33.3%) as their religious affiliation are more likely than Catholics (7.0%) and Other Christians (16.6%) to report having been discriminated against due to their Religion.

- Undergraduate students identifying Other Religion (20.5%) and None (14.1%) as their religious affiliation are more likely than Catholics (8.3%) and Other Christians (5.5%) to report having been discriminated against due to their Political Affiliation.

- Undergraduate students identifying Other Religion (27.3%) and None (26.3%) as their religious affiliation are more likely than Catholics (16.0%) and Other Christians (19.2%) to report having been discriminated against due to their Socio-economic Status.

- Undergraduate students identifying Other Religion (31.8%) as their religious affiliation are more likely than Catholics (5.5%), Other Christians (5.0%) and those reporting None (6.1%) to report having been discriminated against due to their Nationalities.

St. Thomas should be proud of its Catholic identity and should not feel the need to accommodate people of other denominations.

I realize this is a Catholic school but that shouldn’t limit students’ academic freedom. UST seems to want to confine what we learn to what is acceptable in the Catholic doctrine.

I have felt discriminated against because of my Christian faith. UST does too much to promote Catholicism, rather than Christianity.

As a somewhat conservative Catholic, I sometimes feel afraid to speak up.

UST should hold to the Catholic mission and traditions and develop a Catholic culture on campus.

D. Graduate Student Perceptions and Experiences

I. Gender Differences

There are statistically significant differences between female and male graduate student respondents as follows:

Question 1

- Females (6.2%) are over two times more likely than are males (2.3%) to perceive the climate as Racist.
• Females (5.1%) are over three times more likely than are males (1.5%) to perceive the climate as **Sexist**.

**Question 5**

• Females (20.1%) are more likely than males (6.2%) to have felt unwelcome or excluded due to their **Gender**.

• Females (14.1%) are more likely than males (9.3%) to have felt unwelcome or excluded due to their **Socio-economic Status**.

**Question 6**

• Females (8.9%) are two times more likely than are males (4.4%) to report having been discriminated against due to their **Gender**.

*I have truly enjoyed my time at St. Thomas and have always felt respected and understood. However, since I do not live in a bubble I have seen displays of sexual harassing behaviors which trouble me. Further, the perception of women in this campus is horrendous.*

II. **Race/Ethnicity Differences**

There are statistically significant differences between minority and majority graduate students as follows:

**Question 1**

• Minority graduate students (7.0%) are over two times more likely than Majority graduate students (2.3%) to perceive the climate as **Suspicious**. Minority graduate students (20.0%) are nearly twice as likely to be Neutral on the Suspicious measure than Majority graduate students (10.9%).

• Minority graduate students (2.6%) are more likely than Majority graduate students (1.6%) to perceive the climate as **Hostile**. Minority graduate students (19.1%) are nearly twice as likely to be Neutral on the Hostile measure than Majority graduate students (9.4%).

• Minority graduate students (4.3%) are more likely than Majority graduate students (1.9%) to perceive the climate as **Disrespectful**.

• Minority graduate students (13.9%) are over three times more likely than Majority graduate students (3.6%) to perceive the climate as **Racist**. Minority graduate students (23.5%) are also more likely to be Neutral on the Racist measure than Majority graduate students (16.0%).

• Minority graduate students (5.2%) are more likely than Majority graduate students (4.0%) to perceive the climate as **Intolerant**. Minority graduate students (27.0%) are also more likely to be Neutral on the Intolerant measure than Majority graduate students (17.5%).

• Minority graduate students (4.3%) are more likely than Majority graduate students (2.4%) to perceive the climate as **Unwelcoming**. Minority graduate students (19.1%) are also more likely to be Neutral on the Unwelcoming measure than Majority graduate students (11.0%).
• Minority graduate students (2.6%) are more likely than Majority graduate students (1.0%) to perceive the climate as Uncivil. Minority graduate students (20.9%) are nearly twice as likely to be Neutral on the Uncivil measure than Majority graduate students (8.9%).

Question 2
• Minority graduate students (11.3%) are over two times more likely than Majority graduate students (4.3%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Ethnic Groups.
• Minority graduate students (9.6%) are more likely than Majority graduate students (8.8%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Sexual Orientations.
• Minority graduate students (8.7%) are more likely than Majority graduate students (2.9%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Nationalities.

Question 3
• Minority graduate students (12.2%) are more likely than Majority graduate students (10.0%) to disagree or to be neutral with the statement, I feel free to express my opinion regarding sensitive issues
• Minority graduate students (3.5%) are more likely than Majority graduate students (2.3%) to disagree with the statement, Most faculty with whom I interact treat me with respect.
• Minority graduate students (8.7%) are more likely than Majority graduate students (1.3%) to disagree with the statement, Most students with whom I interact treat me with respect.
• Minority graduate students (6.1%) are more likely than Majority graduate students (4.4%) to disagree with the statement, The climate at St. Thomas encourages students to respect other people who are different than themselves.

Question 5
• Minority graduate students (34.8%) are ten times more likely than Majority graduate students (3.4%) to have felt unwelcome or excluded due to their Race or Ethnicity.
• Minority graduate students (10.4%) are two times more likely than Majority graduate students (4.3%) to have felt unwelcome or excluded due to their Disability.
• Minority graduate students (22.6%) are nearly seven times more likely than Majority graduate students (3.4%) to have felt unwelcome or excluded due to their Nationality.
Question 6

- Minority graduate students (19.1%) are nearly seven times more likely than Majority graduate students (2.8%) to report having been discriminated against due to their Race or Ethnicity.
- Minority graduate students (12.2%) are nearly two times more likely than are Majority graduate students (6.5%) to report having been discriminated against due to their Gender.
- Minority graduate students (14.8%) are nearly four times more likely than are Majority graduate students (3.8%) to report having been discriminated against due to their Nationality.

I am getting more disillusioned with my classes as I progress with my graduate program because of the remarks, attitudes, and biases that are shared in my classes. I have been shocked that some of the faculty not only allow the above, but are part of it… I don’t feel this way where I work, it’s not tolerated.

I haven't seen a change. There is less racial/age diversity in my graduate classes than I expected.

Although the climate is respectful, at times one can not help but feel like a black bean in a sea of white rice.

III. Sexual Orientation Differences

There are statistically significant differences between Gay, Lesbian, Bisexual, and Transgender (GLBT) graduate student respondents and Heterosexual graduate student respondents as follows:

Question 1

- GLBT graduate students (13.3%) are six times more likely than are Heterosexual graduate students (2.2%) to perceive the climate as Suspicious.
- GLBT graduate students (6.7%) are over four times more likely than are Heterosexual graduate students (1.4%) to perceive the climate as Hostile.
- GLBT graduate students (17.8%) are three times more likely than are Heterosexual graduate students (5.8%) to perceive the climate as Indifferent.
- GLBT graduate students (8.9%) are nearly five times more likely than are Heterosexual graduate students (1.8%) to perceive the climate as Disrespectful.
- GLBT graduate students (22.2%) are nearly six times more likely than are Heterosexual graduate students (3.8%) to perceive the climate as Racist.
- GLBT graduate students (17.8%) are six times more likely than are Heterosexual graduate students (2.9%) to perceive the climate as Sexist.
- GLBT graduate students (44.4%) are seven times more likely than are Heterosexual graduate students (6.1%) to perceive the climate as Homophobic.
• GLBT graduate students (8.9%) are two times more likely than are Heterosexual graduate students (3.9%) to perceive the climate as indicative of Suppression of Speech.

• GLBT graduate students (11.1%) are three times more likely than are Heterosexual graduate students (3.7%) to perceive the climate as Intolerant.

• GLBT graduate students (8.9%) are four times more likely than are Heterosexual graduate students (2.2%) to perceive the climate as Unwelcoming.

• GLBT graduate students (13.3%) are nearly four times more likely than are Heterosexual graduate students (3.4%) to perceive the climate as Unsupportive.

• GLBT graduate students (2.2%) are more likely than are Heterosexual graduate students (1.1%) to perceive the climate as Uncivil. GLBT graduate student respondents (28.9%) are three times as likely to be Neutral on the Uncivil measure than are Heterosexual graduate students (9.2%).

• GLBT graduate students (15.6%) are four times more likely than are Heterosexual graduate students (3.9%) to perceive the climate as indicative of Restriction of Academic Freedom.

Question 2

• GLBT graduate students (26.7%) are nearly two times more likely than Heterosexual graduate students (14.2%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Socio-economic Statuses.

• GLBT graduate students (13.3%) are nearly four times more likely than Heterosexual graduate students (3.4%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Age Groups.

• GLBT graduate students (13.3%) are four times more likely than Heterosexual graduate students (3.2%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Nationalities.

• GLBT graduate students (17.8%) are nearly four times more likely than Heterosexual graduate students (4.5%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Ethnic Groups.

• GLBT graduate students (40.0%) are five times more likely than Heterosexual graduate students (7.7%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Sexual Orientations.

• GLBT graduate students (15.6%) are over two times more likely than Heterosexual graduate students (6.2%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Religious Affiliations.
Question 3

- GLBT graduate students (28.9%) are more likely than Heterosexual graduate students (15.6%) to disagree with the statement, *I feel like I belong to the St. Thomas community.*

- GLBT graduate students (26.7%) are two times more likely than Heterosexual graduate students (9.5%) to disagree with the statement, *I feel free to express my opinion regarding sensitive issues.*

- GLBT graduate students (28.9%) are over four times more likely than Heterosexual graduate students (6.5%) to be neutral with the statement, *I would recommend St. Thomas to others as a place to attend school.*

- GLBT graduate student (6.7%) are three times more likely than Heterosexual graduate students (1.8%) to disagree with the statement, *Most students with whom I interact treat me with respect.*

- GLBT graduate students (17.8%) are over four times more likely than Heterosexual graduate students (3.9%) to disagree with the statement, *The climate at St. Thomas encourages students to respect other people who are different than themselves.*

Question 5

- GLBT graduate student respondents (33.3%) are nearly two times more likely than Heterosexual graduate students (13.5%) to have felt unwelcome or excluded due to their Gender.

- GLBT graduate student respondents (73.3%) are nearly twenty-three times more likely than Heterosexual graduate students (3.2%) to have felt unwelcome or excluded due to their Sexual Orientation.

- GLBT graduate student respondents (13.3%) are nearly three times more likely than Heterosexual graduate students (4.4%) to have felt unwelcome or excluded due to their Disability.

- GLBT graduate student respondents (26.7%) are two times more likely than Heterosexual graduate students (12.4%) to have felt unwelcome or excluded due to their Religion.

- GLBT graduate student respondents (33.3%) are two times more likely than Heterosexual graduate students (14.9%) to have felt unwelcome or excluded due to their Age.

- GLBT graduate student respondents (26.7%) are nearly three times more likely than Heterosexual graduate students (9.3%) to have felt unwelcome or excluded due to their Political Affiliation.

- GLBT graduate student respondents (24.4%) are two times more likely than Heterosexual graduate students (11.5%) to have felt unwelcome or excluded due to their Socio-economic Status.
• GLBT graduate student respondents (15.6%) are three times more likely than Heterosexual graduate students (5.1%) to have felt unwelcome or excluded due to their **Nationality**.

**Question 6**

• GLBT graduate student (11.1%) are nearly three times more likely than are Heterosexual graduate students (4.1%) to report having been discriminated against due to their **Race or Ethnicity**.

• GLBT graduate student (20.0%) are three times more likely than are Heterosexual graduate students (6.3%) to report having been discriminated against due to their **Gender**.

• GLBT graduate student (35.6%) are fifteen times more likely than are Heterosexual graduate students (2.3%) to report having been discriminated against due to their **Sexual Orientation**.

• GLBT graduate student (13.3%) are nearly three times more likely than are Heterosexual graduate students (4.5%) to report having been discriminated against due to their **Religion**.

• GLBT graduate student (15.6%) are three times more likely than are Heterosexual graduate students (5.0%) to report having been discriminated against due to their **Age**.

• GLBT graduate student (13.3%) are three times more likely than are Heterosexual graduate students (3.9%) to report having been discriminated against due to their **Political Affiliation**.

• GLBT graduate student (15.6%) are three times more likely than are Heterosexual graduate students (5.2%) to report having been discriminated against due to their **Socio-economic Status**.

*Coming from a family with a homosexual sibling, I often find the school’s and the students’ attitudes towards homosexuals inappropriate and offensive.*

*I think a lot needs to be done to make people of different sexual orientations feel welcome and respected for who they are.*

**IV. Disability Status Differences**

There are statistically significant differences between Graduate student respondents with disabilities and those with no identified disability as follows:

**Question 1**

• Graduate students with disabilities (6.7%) are nearly five times more likely than are non-disabled graduate students (1.5%) to perceive the climate as **Hostile**.

• Graduate students with disabilities (11.1%) are nearly three times more likely than are non-disabled graduate students (3.8%) to perceive the climate as **Intolerant**.
Question 2
- Graduate students with disabilities (8.9%) are more likely than non-disabled graduate students (3.5%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Age Groups*

Question 3
- Graduate students with disabilities (8.9%) are nearly five times more likely than non-disabled graduate students (1.8%) to disagree with the statement, *Most students with whom I interact treat me with respect.*

Question 5
- Graduate students with disabilities (15.6%) are over two times more likely than non-disabled graduate students (6.4%) to have felt unwelcome or excluded due to their Race or Ethnicity.
- Graduate students with disabilities (26.7%) are nearly seven times more likely than non-disabled graduate students (4.0%) to have felt unwelcome or excluded due to their Disability.
- Graduate student respondents with disabilities (26.7%) are nearly two times more likely than non-disabled graduate students (15.1%) to have felt unwelcome or excluded due to their Age.
- Graduate student respondents with disabilities (24.4%) are two times more likely than non-disabled graduate students (11.7%) to have felt unwelcome or excluded due to their Socio-economic Status.

Question 6
- Graduate students with disabilities (17.8%) are seven times more likely than are non-disabled graduate students (2.4%) to report having been discriminated against due to their Disability.
- Graduate students with disabilities (13.3%) are two times more likely than are non-disabled graduate students (5.3%) to report having been discriminated against due to their Age.
- Graduate students with disabilities (11.1%) are two times more likely than are non-disabled graduate students (4.3%) to report having been discriminated against due to their Political Affiliation.
- Graduate students with disabilities (15.6%) are nearly three times more likely than are non-disabled graduate students (5.4%) to report having been discriminated against due to their Socio-economic Status.

V. Religious Affiliation Differences
There are statistically significant differences between graduate student respondents of differing religious affiliations as follows:
Question 1

- Graduate students identifying None as their religious affiliation (11.3%) are more likely than are Catholics (4.2%), Other Christians (3.1%) and those of Other Religions (5.5%) to perceive the climate as **Racist**.

- Graduate students identifying None as their religious affiliation (8.1%) are more likely than are Catholics (4.2%), Other Christians (2.1%) and those of Other Religions (2.2%) to perceive the climate as **Sexist**.

- Graduate students identifying None as their religious affiliation (17.7%) are more likely than are Catholics (7.6%), Other Christians (5.0%) and those of Other Religions (7.7%) to perceive the climate as **Homophobic**.

- Graduate students identifying None as their religious affiliation (5.6%) are more likely than are Catholics (4.4%), Other Christians (3.7%) and those of Other Religions (2.2%) to perceive the climate as **Intolerant**.

- Undergraduate students identifying Other Religion (7.7%) as their religious affiliation are more likely than are Catholics (3.2%), Other Christians (3.3%) and those who reported None (5.6%) to perceive the climate as **Unsupportive**.

Question 2

- Graduate students identifying None as their religious affiliation (12.1%) are more likely than Catholics (4.6%), Other Christians (3.9%) and those of Other Religions (3.3%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Ethnic Groups*.

- Graduate students identifying None as their religious affiliation (22.6%) are more likely than are Catholics (8.0%), Other Christians (6.4%) and those of Other Religions (9.9%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Sexual Orientations*.

- Graduate students identifying Other Religions (13.2%) and None as their religious affiliation (11.3%) are more likely than are Catholics (4.2%) and Other Christians (6.4%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Religious Affiliations*.

Question 3

- Graduate students identifying None as their religious affiliation (8.1%) are more likely than are Catholics (4.0%), Other Christians (2.3%) and those of Other Religions (6.6%) to disagree with the statement, *I would recommend St. Thomas to others as a place to attend school*.

- Graduate students identifying Catholic (3.2%) and None (3.2%) are more likely than are Other Christians (1.7%) and those of Other Religions (2.2%) to disagree with the statement, *The morale at St. Thomas is positive*.

- Graduate students identifying Catholic (2.9%) are more likely than are Other Christians (1.7%), those of Other Religions (0.0%), and those reporting None (1.6%) to disagree with the statement, *Most students with whom I interact treat me with respect*.
Graduate students identifying None as their religious affiliation (12.1%) are more likely than Catholics (4.0%), Other Christians (2.9%) and those of Other Religions (5.5%) to disagree with the statement, *The climate at St. Thomas encourages students to respect other people who are different than themselves.*

**Question 5**

- Graduate students identifying Other Religion as their religious affiliation (13.2%) are more likely than Catholics (5.9%), Other Christians (5.4%) and those reporting None (9.7%) to have felt unwelcome or excluded due to their **Race or Ethnicity**.
- Graduate students identifying None as their religious affiliation (20.2%) are more likely than Catholics (16.2%), Other Christians (11.0%) and those of Other Religions (16.5%) to have felt unwelcome or excluded due to their **Gender**.
- Graduate students identifying Other Religion as their religious affiliation (11.0%) are more likely than Catholics (5.9%), Other Christians (4.3%) and those reporting None (8.9%) to have felt unwelcome or excluded due to their **Sexual Orientation**.
- Graduate students identifying Other Religion (28.6%) and None as their religious affiliation (25.0%) are more likely than Catholics (6.9%) and Other Christians (13.0%) to have felt unwelcome or excluded due to their **Religion**.
- Graduate students identifying Other Religion (14.3%) and None as their religious affiliation (16.9%) are more likely than Catholics (8.2%) and Other Christians (9.5%) to have felt unwelcome or excluded due to their **Political Affiliation**.
- Graduate students identifying Other Religion as their religious affiliation (16.5%) are more likely than Catholics (5.3%), Other Christians (3.3%) and those reporting None (7.3%) to have felt unwelcome or excluded due to their **Nationality**.

**Question 6**

- Graduate students identifying Other Religion as their religious affiliation (9.9%) are more likely than are Catholics (3.9%), Other Christians (3.9%) and those selecting None (6.5%) to report having been discriminated against due to their **Race or Ethnicity**.
- Graduate students identifying Other Religion as their religious affiliation (13.2%) are more likely than are Catholics (5.8%), Other Christians (5.8%) and those selecting None (9.7%) to report having been discriminated against due to their **Gender**.
- Graduate students identifying Other Religion as their religious affiliation (9.9%) are more likely than are Catholics (2.7%), Other Christians (2.7%) and those selecting None (5.6%) to report having been discriminated against due to their **Sexual Orientation**.
• Graduate students identifying Other Religion (14.3%) and None as their religious affiliation (10.5%) are more likely than Catholics (3.7%) and Other Christians (3.7%) to report having been discriminated against due to their Religion.

• Graduate students identifying Other Religion as their religious affiliation (12.1%) are more likely than are Catholics (4.1%), Other Christians (4.1%) and those selecting None (5.6%) to report having been discriminated against due to their Age.

• Graduate students identifying Other Religion as their religious affiliation (9.9%) are more likely than are Catholics (3.3%), Other Christians (3.3%) and those selecting None (5.6%) to report having been discriminated against due to their Political Affiliation.

• Graduate students identifying Other Religion as their religious affiliation (12.1%) are more likely than are Catholics (4.8%), Other Christians (3.7%) and those selecting None (6.5%) to report having been discriminated against due to their Nationality.

Give up on anything Catholic. I did not choose GSB because of any religious reasons.

I have enjoyed taking classes at St. Thomas. However, I am not sure what differentiates this "Catholic" school from a secular one…there is no discussion of faith in classes – or even a chapel (at the downtown location).

E. Other Notable Student Findings

It is important to note that nearly one in five undergraduate students chose the negative climate measure on Question 1 for Indifferent (18.8%), Racist (16.3%), Suppression of Speech (17.7%), and Intolerant (17.0%). More than one-third of undergraduate students perceived the climate as Homophobic (37.4%).

It is also important to note that nearly one in five undergraduate students chose the negative climate measure on Question 2 for Ethnic Groups (19.7%) and Religious Affiliation (19.3%) while over one in three undergraduate students chose the negative climate measure for Sexual Orientation (40.3%) and Socio-economic Statuses (42.4%). Also noteworthy is the fact that over one in five undergraduate students chose the negative climate measure on Question 3 for I feel like I belong to the St. Thomas community (21.6%), I feel free to express my opinion regarding sensitive issues (22.8%), and The climate at St. Thomas encourages students to respect other people who are different than themselves (27.7%).

Nearly one in two (43.8%) undergraduate students report feeling unwelcome or excluded and nearly one in five (18.8%) reported being discriminated based on their Socio-economic Status. One in four undergraduates report feeling unwelcome or excluded due to their Gender (26.4%) and Religion (30.5%) and nearly one in five due to their Age (19.8%) and Political Affiliation (17.7%).
Teachers need to be more inclusive in approaching students and not just assess everyone as having homogeneous beliefs or perspectives. I frequently hear racist and crude comments regarding sexual orientation among both faculty and students.

I think an educational institution like UST needs to reflect in its staff, administration and faculty the soul and content of the curricula it offers. Among UST’s educational themes are diversity, learning and open-mindedness. I think you should purposefully fill positions with these themes in mind. To me, this means heterogeneity in race, gender, politics, religion, etc.

Though the survey did not ask any questions regarding growth at St. Thomas, comments were made about St. Thomas’ size:

The enrollment is too large. Financial issues have taken priority over academic issues.

UST seems to be overextending itself – no longer the small university I was initially attracted to. The law school, developing along Summit, the “Rome campus” seem to take away from the University’s concern with the individual.

UST is expanding too much, which lowers the quality of academics.

We are getting too big. Either build new buildings or stop accepting so many freshmen each year.

5. Faculty/Staff Findings

This section details a number of faculty/staff findings. First, overall faculty/staff data related to questions 1, 2, 3, 5 and 6 are presented. Next, differences between faculty and staff responses are reported. This is followed by an in-depth look at staff responses grouped according to gender, race/ethnicity, sexual orientation, disability status and religious affiliation. A similar profile of faculty respondents is then presented. Finally, other notable findings related to faculty/staff are presented.

A. Overall Faculty/Staff Findings

The faculty/staff group is comprised of 300 faculty and 451 staff respondents (roughly 40% and 60%, respectively). When every respondent is included (N = 751), the most negative climate dimension according to Question 1 is Homophobic (33.0%), followed by Suppression of Speech (25.8%) and Sexist (24.1%). Seven items received ratings ranging from ten to twenty percent on the negative pole: Disrespectful (10.8%), Unsupportive (13.6%), Racist (14.6%), Indifferent (15.0%), Restriction of Academic Freedom (16.2%), Suspicious (16.9%), and Intolerant (19.6%). The remaining 3 items received negative ratings of ten percent or less from faculty/staff respondents (6.0%, Unwelcoming 8.8%, Uncivil 6.5% and Hostile 6.0%).

On Question 2, UST is perceived as being least accepting of people from various sexual orientations (48.0%), socio-economic statuses (28.1%), religious affiliations (24.4%), and ethnic groups (19.0%). Approximately ten percent of the faculty/staff respondents chose the negative climate measure for Age Groups (10.1%) and Nationalities (11.5%).
More than one third (39.3%) of faculty/staff disagree with the statement, *I feel free to express my opinion regarding sensitive issues*, and one in five faculty/staff respondents chose the negative climate measure for Departmental Morale (28.3%) and Overall Morale at UST (23.6%). On the remaining items for Question 3, roughly ten percent or less chose a negative climate measure (*Most faculty with whom I interact treat me with respect* 11.0%; *Most staff/administrators with whom I interact treat me with respect* 9.3%; and *Most students with whom I interact treat me with respect* 4.4%).

Faculty/staff report feeling most unwelcome and excluded based on Job Classification (51.3%), followed by Gender (43.2%), Religion (40.4%), and Age (30.1%). Experiences of exclusion based on Socio-economic Status and Political Orientation are next in line (23.8% and 22.5), followed by Race/Ethnicity (12.3%), Sexual Orientation (10.8%), Disability (9.2%), and Nationality (8.7%).

Similarly, nearly one in three faculty/staff respondents indicated that they had been discriminated against due to their Job Classification (29.0%) and Gender (28.2%). Ten to twenty percent of the respondents indicated that they felt discriminated against based on their Religion (18.8%), Age (19.0%), Political Affiliation (10.5%), and Socio-economic Status (14.0%), and ten percent or less chose the negative climate measure indicating that they had been discriminated against based on Sexual Orientation (9.3%), Race/Ethnicity (8.8%), Disability (7.6%) and Nationality (7.3%). These numbers, however, tend to obscure some of the significant differences between faculty and staff at UST.

### B. Differences Between Faculty and Staff Respondents

Overall, staff experience a more negative climate than do faculty. Notably, there are statistically significant differences between faculty and staff on perceiving the climate as Disrespectful (staff 12.6% vs. faculty 8.0%), Suppressive of Speech (staff 27.1% vs. faculty 23.7%), and Uncivil (staff 8.4% vs. faculty 4.0%).

Staff members were significantly more likely than faculty to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Socio-economic Statuses* (32.4% as compared to 22.7%).

Staff members (42.4%) were more likely than faculty members (34.3%) to disagree with the statement, *I feel free to express my opinion regarding sensitive issues*, and staff members (16.0%) were four times more likely than faculty members (3.7%) to disagree with the statement, *Most faculty with whom I interact treat me with respect*.

Staff were two times more likely to feel unwelcome or excluded due Job Classification (64.5% compared to 32.3% of faculty) and Socio-economic status (27.5% compared to 17.7% of faculty), whereas faculty were more likely to feel unwelcome or excluded due to their Political Affiliation (26.7% compared to 19.3% of staff), Race or Ethnicity (15.0% compared to 10.0% of staff), and Nationality (11.0% compared to 6.4% of staff).
Faculty were more likely to report being discriminated against due to their Political Affiliation (14.3% compared to 7.1% of staff) and Nationality (9.7% compared to 5.1% of staff), and staff were more likely to report being discriminated against due to their Job Classification (34.1% compared to 21.0% of faculty), and Socio-economic Status (15.7% as compared to 10.7% of faculty).

As a UST staff member, I have served on several committees and task forces. Many of these committees also involved faculty members. I have ALWAYS felt that my ideas, suggestions, and comments were disregarded as trite by faculty members serving on the same committees. I have often felt that I was treated in a condescending way by Ph.D. faculty members.

I’d like to see more respect accorded to the University’s administrative, salaried staff. Many of us feel nearly invisible and underrepresented. We also have little respect from faculty members, who tend to think (at least from my perspective) that their contributions to UST are most valuable, and ours don’t count.

When our administrators speak, they talk of “faculty, students and administration” and frequently leave staff out. Treat staff as more valued members. They are imperative.

C. Staff Perceptions and Experiences

I. Gender Differences

There are a number of statistically significant differences between female and male staff as follows:

**Question 1**

- Male staff (8.4%) are two times more likely than are female staff (3.8%) to perceive the climate as **Hostile**.
- Female staff (27.7%) are more likely than are male staff (17.4%) to perceive the climate as **Sexist**.
- Female staff (26.0%) and male staff (29.0%) are equally likely to perceive the climate as indicative of **Suppression of Speech**. Female staff (33.9%) are more likely than are male staff (21.9%) to choose Neutral on the Suppression of Speech item.
- Female staff (17.5%) and male staff (19.4%) are equally likely to perceive the climate as **Intolerant**. Female staff (39.4%) are more likely than are male staff (27.1%) to choose Neutral on the Intolerant item.
- Male staff (19.4%) are more likely than are female staff (11.6%) to perceive the climate as **Unsupportive**.

**Question 5**

- Female staff (55.5%) are over two times more likely than male staff (23.9%) to have felt unwelcome or excluded due to their **Gender**.

**Question 6**

- Female staff (32.9%) are more likely than are male staff (20.0%) to report having been discriminated against due to their **Gender**.
Female staff (22.6%) are more likely than male staff (13.5%) to report having been discriminated against due to their Age.

I have heard men making demeaning remarks about women faculty and administrators. An "old boys club" network exists

Men still look down on women and consider them not to be the bread winner of the family. In my department our Supervisor has come right out with no hesitation and told us that. And there is nothing we can do about this.

There is somewhat of a double standard here. It seems to be O.K. to make jokes about men, but if men made similar jokes about women, it would be a problem.

II. Race/Ethnicity Differences
There are statistically significant differences between Minority and Majority staff as follows:

Question 1
• Minority staff (47.6%) are four times more likely than are Majority staff (11.9%) to perceive the climate as Racist.
• Minority staff (47.6%) are two times more likely than are Majority staff (22.1%) to perceive the climate as Sexist.
• Minority staff (23.8%) are nearly four times more likely than are Majority staff (6.7%) to perceive the climate as Unwelcoming.

Question 5
• Minority staff (57.1%) are over eight times more likely than Majority staff (6.7%) to have felt unwelcome or excluded due to their Race or Ethnicity.
• Minority staff (33.3%) are over seven times more likely than Majority staff (4.3%) to have felt unwelcome or excluded due to their Nationality.

Question 6
• Minority staff (57.1%) are over twelve times more likely than Majority staff (4.5%) to report having been discriminated against due to their Race or Ethnicity.
• Minority staff (19.0%) are five times more likely than Majority staff (3.6%) to report having been discriminated against due to their Nationality.

UST often publicly states, for instance, that it wants to serve the urban population yet we have trouble retaining racial and ethnic minorities, so somewhere there is a problem between the public rhetoric and the implementation.

III. Sexual Orientation Differences
There are statistically significant differences between Gay, Lesbian, Bisexual, and Transgender (GLBT) staff and Heterosexual staff as follows:
Question 1
• GLBT staff (26.9%) are over two times more likely than Heterosexual staff (11.6%) to perceive the climate as Disrespectful.
• GLBT staff (76.9%) are over two times more likely than Heterosexual staff (29.8%) to perceive the climate as Homophobic.
• GLBT staff (26.9%) are two times more likely than Heterosexual staff (12.8%) to perceive the climate as Restrictive of Academic Freedom.

Question 2
• GLBT staff (84.6%) are two times more likely than Heterosexual staff (43.8%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Sexual Orientations.
• GLBT staff (26.9%) are over two times more likely than Heterosexual staff (10.8%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various... Age Groups.

Question 3
• GLBT staff (73.1%) are more likely than Heterosexual staff (39.9%) to disagree with the statement, I feel free to express my opinion regarding sensitive issues.
• GLBT staff (42.3%) were more likely than heterosexual staff (27.3%) to disagree with the statement, The morale in my department is positive.

Question 5
• GLBT staff (80.8%) are twenty times more likely than Heterosexual staff (4.2%) to have felt unwelcome or excluded due to their Sexual Orientation.
• GLBT staff (34.6%) are over five times more likely than Heterosexual staff (6.4%) to have felt unwelcome or excluded due to their Disability.

Question 6
• GLBT staff (53.8%) are ten times more likely than Heterosexual staff (5.2%) to report having been discriminated against due to their Sexual Orientation.
• GLBT staff (42.3%) are nearly three times more likely than Heterosexual staff (14.5%) to report having been discriminated against due to their Religion.
• GLBT staff (53.8%) are more likely than Heterosexual staff (33.5%) to report having been discriminated against due to their Job Classification.

There are also a number of practical (non-statistically significant) differences between GLBT and heterosexual staff as follows:

• A smaller proportion of GLBT staff feel that they belong at UST (57.7% as compared to 74.1% of heterosexual staff and to 73.3% of GLBT faculty).
• Nearly half of GLBT staff (46.2%) perceive the climate as Suppressive of Speech, as contrasted with 26.1% of heterosexual staff.
• Over one fourth of GLBT staff (26.9%) see the climate as Intolerant, as contrasted with 17.5% of heterosexual staff.

• Twice as many GLBT staff disagree that staff/administrators treat them with respect (19.2% compared to 8.4% of heterosexual staff).

There are few outward signs – as a University – of welcome to people on the margins. As a gay person, I feel invisible. I wish UST would look at dealing with racism and NOT JUST diversity. Diversifying the people is no improvement if they enter a racist system.

IV. Disability Status Differences
There are statistically significant differences between staff member respondents with Disabilities and those with no identified disabilities on one of the thirteen semantic differentials.

Question 1
• Staff members with Disabilities (21.7%) are more likely than are non-disabled staff members (13.8%) to perceive the climate as Unsupportive.

Question 5
• Staff with disabilities (21.7%) are two times more likely than non-disabled staff (9.2%) to have felt unwelcome or excluded due to their Race or Ethnicity.

• Staff with disabilities (65.2%) are more likely than non-disabled staff (43.2%) to have felt unwelcome or excluded due to their Gender.

• Staff with disabilities (26.1%) are nearly three times more likely than non-disabled staff (8.2%) to have felt unwelcome or excluded due to their Sexual Orientation.

• Staff with disabilities (52.2%) are nearly ten times more likely than non-disabled staff (5.6%) to have felt unwelcome or excluded due to their Disability.

• Staff with disabilities (52.2%) are more likely than non-disabled staff (30.5%) to have felt unwelcome or excluded due to their Age.

• Staff with disabilities (39.1%) are two times more likely than non-disabled staff (18.1%) to have felt unwelcome or excluded due to their Political Affiliation.

• Staff with disabilities (21.7%) are over three times more likely than non-disabled staff (5.6%) to have felt unwelcome or excluded due to their Nationality.

Question 6
• Staff with disabilities (21.7%) are nearly three times more likely than are non-disabled staff (7.3%) to report having been discriminated against due to their Sexual Orientation.

• Staff with disabilities (43.5%) are ten times more likely than are non-disabled staff (4.0%) to report having been discriminated against due to their Disability.

• Staff with disabilities (39.1%) are two times more likely than are non-disabled staff (15.3%) to report having been discriminated against due to their Religion.
• Staff with disabilities (21.7%) are three times more likely than are non-disabled staff (6.3%) to report having been discriminated against due to their Political Affiliation.

Though not statistically significant, there are several practically significant differences between staff with disabilities and non-disabled staff as follows:

• Staff with disabilities perceive the climate as more suspicious (30.4%), more intolerant (30.4%), more disrespectful (21.7%), and more indifferent (21.7%) than staff who are not disabled. Staff with disabilities also see the climate as Restrictive of Academic Freedom (30.4% as compared to 13.4% of non-disabled staff).

• Staff with disabilities are more likely to disagree that they feel like they belong at UST, that they feel free to express their opinions, and that morale in their department and at UST in general is positive.

• Over half of the staff with disabilities (52.2%) report that they have been discriminated against due to Job Classification in contrast to 33.3% of staff without disabilities.

The biggest need I see is to make all buildings at UST accessible, including upgrading ones that are nominally accessible. For example, the seminary library is accessible by calling ahead and having a staff member let someone in with a key – the bathrooms in the building are not accessible for those in wheelchairs.

There are some…on campus who need to educate themselves on the meaning and function of the Americans with Disabilities Act.

V. Religious Affiliation Differences
There are statistically significant differences between staff who identify their religious affiliation as Catholic, Other Christian, Other Religion, or None as follows:

Question 1
• Staff identifying Other Religion as their religious affiliation (33.3%) are more likely than are Catholics (10.0%), Other Christians (12.8%) and those reporting None (7.7%) to perceive the climate as Disrespectful.

• Staff identifying Other Religion (26.2%) and those reporting None as their religious affiliation (23.1%) are more likely than are Catholics (9.0%) and Other Christians (15.7%) to perceive the climate as Racist.

• Staff identifying Other Religion as their religious affiliation (40.0%) are more likely than Catholics (18.5%), Other Christians (25.0%) and those reporting None (30.8%) to perceive the climate as Sexist.

• Staff identifying Other Religion (66.7%) and those reporting None as their religious affiliation (51.3%) are more likely than are Catholics (24.5%) and Other Christians (32.0%) to perceive the climate as Homophobic.
• Staff members identifying Other Religion (40.0%) and those reporting None as their religious affiliation (43.6%) are more likely than Catholics (20.0%) and Other Christians (29.1%) to perceive the climate as indicative of **Suppression of Speech**.

• Staff identifying Other Religion (40.0%) and those reporting None as their religious affiliation (38.5%) are more likely than are Catholics (10.5%) and Other Christians (17.4%) to perceive the climate as **Intolerant**.

• Staff identifying Catholic (4.0%) as their religious affiliation are less likely than are Other Christians (11.0%), those of Other Religions (10.0%), and those who reported None (12.8%) to perceive the climate as **Unwelcoming**.

• Staff identifying Catholic (10.5%) as their religious affiliation are less likely than are Other Christians (16.9%), those of Other Religions (13.3%), and those who reported None (17.9%) to perceive the climate as **Unsupportive**.

• Staff identifying Other Religion as their religious affiliation (33.3%) are more likely than Catholics (8.5%), Other Christians (14.5%), and those reporting None (23.1%) to perceive the climate as indicative of **Restriction of Academic Freedom**.

**Question 2**

• Staff identifying None as their religious affiliation (38.5%) are more likely than Catholics (17.5%), Other Christians (17.4%), and those reporting Other Religion (16.7%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various ... Ethnic Groups*.

• Staff identifying Other Religion (70.0%) and those reporting None as their religious affiliation (64.1%) are more likely than Catholics (39.5%) and Other Christians (46.5%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various ... Sexual Orientations*.

• Staff identifying Other Religion (46.7%) and those reporting None as their religious affiliation (43.6%) are more likely than Catholics (13.5%) and Other Christians (27.3%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various ... Religious Affiliations*.

• Staff identifying Other Religion (43.3%) and those reporting None as their religious affiliation (53.8%) are more likely than Catholics (30.5%) and Other Christians (27.9%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various ... Socio-economic Statuses*.

• Staff identifying None as their religious affiliation (28.2%) are more likely than Catholics (11.5%), Other Christians (9.9%), and those reporting Other Religions (16.7%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various ... Nationalities*.

**Question 3**

• Staff identifying Other Religion (70.0%) as their religious affiliation are more likely than Catholics (34.5%), Other Christians (43.0%), and those reporting None
(53.8%) to disagree with the statement, I feel free to express my opinion regarding sensitive issues.

Question 5
- Staff identifying Other Religion (23.3%) as their religious affiliation are more likely than Catholics (7.5%), Other Christians (8.1%), and those reporting None (10.3%) to have felt unwelcome or excluded due to their Sexual Orientation.
- Staff identifying Catholic (18.0%) as their religious affiliation are less likely than Other Christians (57.0%), Other Religions (43.3%) and those reporting None (59.0%) to have felt unwelcome or excluded due to Religion.
- Staff identifying Other Religion (26.7%) and those reporting None as their religious affiliation (33.3%) are more likely than Catholics (19.0%) and Other Christians (14.0%) to have felt unwelcome or excluded due to Political Affiliation.

Question 6
- Staff identifying Other Religion (26.7%) and Other Christian as their religious affiliation (24.4%) are more likely than Catholics (8.5%) and those identifying None (10.3%) to report having been discriminated against due to their Religion.

While I understand I am in a Catholic university, it is assumed by many of the students that I am Catholic (I work in a public services area) and feel uncomfortable if I respond with a “Thank you, but I am not interested” when confronted with proselytizing. Students need more opportunity to see that not everyone is Catholic or believes what they do. They also need to ACCEPT that other opinions exist.

As a Catholic, I’m uncomfortable with how conservative Catholic views … have negatively influenced our campus with respect to non-Catholics, non-conservative Catholics and the general sense of welcoming community.

We should take more steps to preserve the distinctive Catholic [character] of the University while we continue to welcome people of other faiths. There is not a conflict between these two noble objectives.

D. Faculty Perceptions and Experiences

I. Gender Differences
There are statistically significant differences between male and female faculty as follows:

Question 1
- Female faculty (21.8%) are over two times more likely than are male faculty (9.6%) to perceive the climate as Racist.
- Female faculty (36.1%) are over two times more likely than are male faculty (14.1%) to perceive the climate as Sexist.
- Female faculty (47.9%) are two times more likely than are male faculty (23.7%) to perceive the climate as Homophobic.
• Female faculty (26.9%) are more likely than are male faculty (16.9%) to perceive the climate as **Intolerant**.

• Female faculty (24.4%) are nearly two times more likely than are male faculty (13.0%) to perceive the climate as indicative of **Restriction of Academic Freedom**.

**Question 2**
• Female faculty (25.2%) are nearly two times more likely than male faculty (13.0%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Ethnic Groups*.

• Female faculty (60.5%) are more likely than male faculty (45.8%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Sexual Orientations*.

• Female faculty (32.8%) are more likely than male faculty (20.3%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Religious Affiliations*.

• Female faculty (34.5%) are more likely than male faculty (14.7%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Socio-economic Statuses*.

**Question 3**
• Female faculty (20.2%) are nearly two times more likely than male faculty (10.2%) to disagree with the statement, *I feel like I belong to the St. Thomas community*.

• Female faculty (50.4%) are two times more likely than male faculty (22.0%) to disagree with the statement, *I feel free to express my opinion regarding sensitive issues*.

**Question 5**
• Female faculty (63.9%) are over two times more likely than male faculty (25.4%) to have felt unwelcome or excluded due to their **Gender**.

• Female faculty (49.6%) are more likely than male faculty (36.2%) to have felt unwelcome or excluded due to their **Religion**.

**Question 6**
• Female faculty (41.2%) are two times more likely than are male faculty (17.5%) to report having been discriminated against due to their **Gender**.

*Having a woman department chair has made a big difference for me.*
II. Race/Ethnicity Differences

There are statistically significant differences between Minority and Majority faculty as follows:

Question 1
- Majority faculty (14.2%) are more likely than Minority faculty (7.1%) to perceive the climate as Racist. Minority faculty are more than twice as likely to be Neutral on the Racist measure than Majority faculty (64.3% as compared to 28.5%).

Question 2
- Minority faculty (28.6%) are three times more likely than Majority faculty (8.4%) to disagree with the statement, In general, the St. Thomas community is accepting of people from various ... Nationalities.

Question 3
- Minority faculty (14.3%) are four times more likely than Majority faculty (3.3%) to disagree with the statement, Most students with whom I interact treat me with respect.

Question 5
- Minority faculty (64.3%) are over five times more likely than Majority faculty (11.7%) to have felt unwelcome or excluded due to their Race or Ethnicity.
- Minority faculty (50.0%) are two times more likely than Majority faculty (25.2%) to have felt unwelcome or excluded due to their Age.
- Minority faculty (35.7%) are nearly four times more likely than Majority faculty (9.5%) to have felt unwelcome or excluded due to their Nationality.

Question 6
- Minority faculty (50.0%) are nearly six times more likely than Majority faculty (8.4%) to report having been discriminated against due to their Race or Ethnicity.
- Minority faculty (42.9%) are two times more likely than Majority faculty (19.3%) to report having been discriminated against due to their Religion.
- Minority faculty (28.6%) are three times more likely than Majority faculty (8.4%) to report having been discriminated against due to their Nationality.

Several practically significant findings are noted as follows:

- Minority faculty are more than twice as likely to perceive the climate as Unsupportive (28.6% as contrasted with 10.6% of Majority faculty).
• Minority faculty (35.7%) are more likely than Majority faculty (16.4%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Ethnic Groups.*

• Minority faculty are more likely to disagree that they feel they belong (21.4%) and feel free to express their opinions on sensitive issues (50.0%) than Majority faculty (13.1% and 31.8%, respectively).

The racism, ethnocentrism, and homophobia at UST are not often open, explicit, or aggressive. However, attitudes of bigotry are frequently evident in many comments, responses and reactions heard from students in classes, among students in casual discussion, and in attitudes that are deemed “natural” among many students. I feel constrained, in particular, in treating racial, ethnic, or gender issues in class (usually as part of historical topics), because of the resentful and hostile reactions of so many students to such issues.

Many of our student workers are from very homogenous backgrounds, i.e., went to high schools where almost everyone was white, well-off, either Catholic or Christian. They seem somewhat unprepared for a more diverse environment. For example, the students commonly refer to the Target store on University as “Targhetto.” One student told me she was afraid of black people because she had never met any in the small town where she grew up.

III. Sexual Orientation Differences

There are statistically significant differences between gay, lesbian, bisexual and transgender faculty and heterosexual faculty as follows:

**Question 1**
• Gay, Lesbian, Bisexual, and Transgender (GLBT) faculty (66.7%) are two times more likely than are Heterosexual faculty (31.6%) to perceive the climate as Homophobic.

**Question 2**
• GLBT faculty (46.7%) are two times more likely than Heterosexual faculty (21.2%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Socio-economic Statuses.*

**Question 5**
• GLBT faculty (66.7%) are nearly seven times more likely than Heterosexual faculty (9.7%) to have felt unwelcome or excluded due to their Sexual Orientation.

**Question 6**
• GLBT faculty (40.0%) are four times more likely than Heterosexual faculty (8.9%) to report having been discriminated against due to their Sexual Orientation.
The following is a practically, though not statistically, significant finding:

- GLBT faculty (66.7%) are more likely than Heterosexual faculty (48.7%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Sexual Orientations.*

Students have told me that it would be unacceptable to have a gay professor (they do not know I am gay). Their feelings are strong on this issue. This is not the case at the U of MN. They [students] speak with the empowerment of those who feel they have structural support. They silence those with more accepting standpoints. I had no idea UST wanted to be embracing of different sexual orientations.

IV. Disability Status Differences
There are statistically significant differences between faculty members with disabilities and those who do not have disabilities:

**Question 1**
- Faculty with Disabilities (7.7%) are two times less likely than are non-disabled faculty (15.1%) to perceive the climate as **Racist**.
- Only faculty with no identified disabilities (23.9%) reported perceiving the climate as **Sexist**. Nearly three times as many Disabled faculty (69.2%) as non-disabled faculty (25%) chose Neutral, with 30.8% of Faculty with disabilities and 51.1% of non-disabled faculty choosing the positive pole (Non-Sexist).

**Question 5**
- Faculty with disabilities (38.5%) are nearly five times more likely than are non-disabled faculty (8.5%) to have felt unwelcome or excluded due to their **Disability**.

**Question 6**
- Faculty with disabilities (30.8%) are four times more likely than are non-disabled faculty (7.0%) to report having been discriminated against due to their **Disability**.

Considering how many dollars are spent on extras at UST, such as stone-faced buildings and nice furniture, it is outrageous that so many campus buildings remain inaccessible to people who must use wheelchairs or crutches to get around. This is an ethical and legal issue being ignored by an institution that wants to be seen as caring.

V. Religious Affiliation Differences
Statistically significant differences between faculty of various religious affiliations are noted below:

**Question 1**
- Faculty members identifying Other Religion as their religious affiliation (33.3%) are more likely than are Catholics (10.6%), Other Christians (13.4%) and those reporting None (13.3%) to perceive the climate as **Racist**.
• Faculty members identifying Other Religion as their religious affiliation (44.4%) are more likely than are Catholics (14.6%), Other Christians (25.9%) and those reporting None (23.3%) to perceive the climate as **Sexist**.

• Faculty members identifying Other Religion as their religious affiliation (55.6%) and those reporting None (46.7%) are more likely than are Catholics (22.0%) and Other Christians (34.8%) perceive the climate as **Homophobic**.

**Question 2**

• Faculty members identifying Other Religion as their religious affiliation (40.7%) are more likely than Catholics (10.6%), Other Christians (21.4%) and those reporting None (13.3%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Ethnic Groups*.

• Faculty members identifying Other Religion as their religious affiliation (77.8%) are more likely than Catholics (39.8%), Other Christians (51.8%) and those reporting None (66.7%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Sexual Orientations*.

• Faculty members identifying Other Religion (48.1%) and those reporting None (43.3%) as their religious affiliation are more likely than Catholics (14.6%) and Other Christians (26.8%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Religious Affiliations*.

• Faculty members identifying Catholic as their religious affiliation (17.1%) are **less** likely than Other Christians (27.7%), those of Other Religions (29.6%) and those reporting None (20.0%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Socio-economic Statuses*.

• Faculty members identifying Other Religion as their religious affiliation (29.6%) are more likely than Catholics (7.3%), Other Christians (8.0%) and those reporting None (6.7%) to disagree with the statement, *In general, the St. Thomas community is accepting of people from various... Nationalities*.

**Question 3**

• Faculty members identifying Other Religion as their religious affiliation (55.6%) are more likely than Catholics (24.4%), Other Christians (33.9%) and those reporting None (46.7%) to disagree with the statement, *I feel free to express my opinion regarding sensitive issues*.

• Faculty members identifying Other Religion as their religious affiliation (22.2%) are more likely than Catholics (6.5%), Other Christians (3.6%) and those reporting None (10.0%) to disagree with the statement, *Most staff/administrators with whom I interact treat me with respect*.

**Question 5**

• Faculty members identifying Other Religion as their religious affiliation (33.3%) are more likely than Catholics (15.4%), Other Christians (9.8%) and those
reporting None (16.7%) to have felt unwelcome or excluded due to their Race or Ethnicity.

- Faculty members identifying Catholic (22.0%) as their religious affiliation are less likely than Other Christians (50.0%), Other Religions (74.1%) and those reporting None (60.0%) to have felt unwelcome or excluded due to Religion.

The emphasis on being Catholic has been pretty unnerving.

The lack luster enthusiasm for our authentic Catholic environment is palpable. For UST it seems diversity means the Catholic faith is not welcome.

I am concerned that the efforts to emphasize our Catholic nature are making non-Catholics feel marginalized.

As a person who is not Catholic, I have felt a noticeable chill in the air these days. I regret to say that the chilly climate has invaded my classroom, where I am no longer comfortable discussing certain issues openly. This is tremendously harmful to our students.

Overall, a very pleasant environment. The biggest issue is the silence on certain issues or the assumption that the standard here is Catholic & straight & married with children. I feel safe with individuals, but don’t feel safe in the larger community. Safe is not physical safety, but safe in terms of acceptance.

E. Other Notable Faculty/Staff Findings

Faculty/staff are fairly homogeneous in their responses to all thirteen of the semantic differential items in Question 1. Overall, fifteen to twenty percent of faculty/staff perceive the climate at UST as Indifferent (15.0%), Restrictive of Academic Freedom (16.2%), Suspicious (16.9%), and Intolerant (19.6%). One in four perceive the climate as Suppressive of Speech (25.8%) and one in three report the climate as Homophobic (33.0%).

F. Comparisons Between the Faculty/Staff and All Student Group

The faculty/staff group is more homogeneous than the student group, and tends to choose more negative climate measures than students for Questions 1 and 2 across the board with the exception of their perceptions related to Socio-economic Status. Nearly one third of both groups disagree that the UST community is accepting of people from various Socio-economic Statuses (Students 27.4% and Faculty/Staff Group 28.1%).

Faculty/staff were more likely than students to have felt unwelcome or excluded on the basis of the demographic characteristics. This was particularly true for Gender (43.2% of faculty/staff vs. 19.8% of students), Religion (40.4% of faculty/staff vs. 21.4% of students), and Political Affiliation (22.5% of faculty/staff vs. 13.7% of students).

Faculty/staff were also more likely than students to report experiences of discrimination based on certain demographic characteristics. This is particularly true for Gender (28.2% of faculty/staff vs. 10.7% of students), Sexual Orientation (9.3% of faculty/staff vs. 4.4% of students), Disability (7.6% of faculty/staff vs. 3.4% of students), Religion (18.8% of
faculty/staff vs. 3.4% of students), Age (19.0% of faculty/staff vs. 8.2% of students), and Political Affiliation (10.5% of faculty/staff vs. 6.4% of students).

6. Comparisons to the 1995 Campus Climate Survey

The redesign of the survey instrument, noted in the Introduction, limits the ability to do a comprehensive comparison between the 1995 and the 2000 Climate Surveys. However, several items that were worded the same way on both surveys do allow a limited comparison. These items are noted in the tables below.

Table 7.1
Differences Between 1995 and 2000 Faculty and Staff Responses

<table>
<thead>
<tr>
<th></th>
<th>2000 Climate Survey</th>
<th>1995 Climate Survey</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>All Faculty N=300</td>
<td>All Staff N=451</td>
</tr>
<tr>
<td>The morale in my department is positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>29.0</td>
<td>28.2</td>
</tr>
<tr>
<td>Neutral</td>
<td>9.7</td>
<td>10.9</td>
</tr>
<tr>
<td>Agree</td>
<td>61.3</td>
<td>61.0</td>
</tr>
<tr>
<td>The morale at UST is Positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>20.7</td>
<td>24.8</td>
</tr>
<tr>
<td>Neutral</td>
<td>27.7</td>
<td>20.8</td>
</tr>
<tr>
<td>Agree</td>
<td>51.7</td>
<td>54.3</td>
</tr>
<tr>
<td>Most faculty with whom I interact treat me with respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>3.7</td>
<td>16.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>9.3</td>
<td>11.8</td>
</tr>
<tr>
<td>Agree</td>
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<td>72.3</td>
</tr>
<tr>
<td>Most students with whom I interact treat me with respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>4.3</td>
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<tr>
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<td>11.3</td>
</tr>
<tr>
<td>Agree</td>
<td>85.7</td>
<td>84.3</td>
</tr>
</tbody>
</table>

The general trend for the four comparison items for faculty and staff respondents is a slight decrease in agreement (positive climate measure) and a slight increase in the neutral category from 1995 to 2000. This is indicative of a climate that has not undergone significant positive change from 1995 to 2000.

There are two notable exceptions to the trend: While faculty respondents decreased in agreement (-6.8%) and the neutral category (-3.0%) they increased nearly ten percent (+9.9%) in disagreement with the statement, The morale in my department is positive. Staff respondents decreased in disagreement (-1.4%) and agreement (-3.0%) and increased in the neutral category (+4.5%) on the same item.
Staff members had a much larger decrease in disagreement (-12.2% compared to -1.7% of faculty) with the statement, *The morale at UST is positive*. Both faculty (+10.6%) and staff (+4.4%) increased responses in the neutral category. While faculty members (-8.8%) decreased in agreement staff (+7.7%) increased in agreement with this item.

The general trend for the five comparison items is a decrease in agreement and in the neutral category with the statement, *In general, the St. Thomas community is accepting of people from various...* (five demographic groups compared) from 1995 to 2000. This is particularly true for undergraduate student respondents where there were nearly ten-percent decreases in agreement for Sexual Orientations (-8.8%), Religious Affiliations (-7.2%), Socio-economic Statuses (-8.6%), and Age Groups (-9.7%).

There has been a slight increase (+1.8% for undergraduate and +4.6% for graduate students) in agreement with the statement, *In general, the St. Thomas community is accepting of people from various...* Ethnic Groups.

### Table 7.2
Differences Between 1995 and 2000 Undergraduate and Graduate Student Responses

*In general, the St. Thomas community is accepting of people from various...*

<table>
<thead>
<tr>
<th></th>
<th>2000 Climate Study</th>
<th>1995 Climate Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Undergrads N=1025</td>
<td>All Grads N=1179</td>
</tr>
<tr>
<td><strong>Ethnic Groups</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>19.7</td>
<td>5.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>13.7</td>
<td>10.5</td>
</tr>
<tr>
<td>Agree</td>
<td>66.6</td>
<td>84.5</td>
</tr>
<tr>
<td><strong>Sexual Orientations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>40.3</td>
<td>9.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>22.0</td>
<td>19.3</td>
</tr>
<tr>
<td>Agree</td>
<td>37.7</td>
<td>71.8</td>
</tr>
<tr>
<td><strong>Religious Affiliations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>19.3</td>
<td>6.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>17.3</td>
<td>16.6</td>
</tr>
<tr>
<td>Agree</td>
<td>63.4</td>
<td>76.8</td>
</tr>
<tr>
<td><strong>Socio-economic Statuses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>42.4</td>
<td>14.8</td>
</tr>
<tr>
<td>Neutral</td>
<td>18.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Agree</td>
<td>39.5</td>
<td>67.3</td>
</tr>
<tr>
<td><strong>Age Groups</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>10.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Neutral</td>
<td>21.5</td>
<td>10.4</td>
</tr>
<tr>
<td>Agree</td>
<td>67.9</td>
<td>85.8</td>
</tr>
</tbody>
</table>
Table 7.3
Additional Differences Between 1995 and 2000 Undergraduate and Graduate Student Responses

<table>
<thead>
<tr>
<th></th>
<th>2000 Climate Study</th>
<th>All Undergrads N=1025</th>
<th>All Grads N=1179</th>
<th>All STUDENTS N=2204</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most faculty with whom I interact treat me with respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>2.7</td>
<td>2.5</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td>5.1</td>
<td>3.1</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>92.2</td>
<td>94.4</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2000 Climate Study</td>
<td>All Undergrads N=271</td>
<td>All Grads N=244</td>
<td>All STUDENTS N=515</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most students with whom I interact treat me with respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>13.3</td>
<td>2.0</td>
<td>7.3</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td>16.1</td>
<td>5.4</td>
<td>10.2</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>70.6</td>
<td>92.5</td>
<td>82.6</td>
<td></td>
</tr>
</tbody>
</table>

Undergraduate student respondents have decreased slightly in their agreement (-1.2%) with the statement: *Most faculty with whom I interact treat me with respect* and decreased by over one in ten (-12.3%) in agreement with the statement, *Most students with whom I interact treat me with respect* from 1995 to 2000. Graduate students remained essentially the same from 1995 to 2000 on these items.

There are several factors that must be noted when comparing the 1995 Climate Study respondents to the 2000 respondents. The 1995 instrument was delivered to all faculty and staff with a stratified random sample sent to students. The student sample included all students of color and international students (this over sampling technique is often employed when small N’s are expected), and to a random sample of 1000 white/non-international undergraduates and 500 white/non-international graduate students. The samples of white/non-international students were chosen utilizing a stratified sampling technique which ensured that students from all programs, regardless of size, would be included in the sample. The 2000 Climate Study instrument was distributed to the entire census (population) of students, faculty, and staff. While the student respondents to both studies appear to approximate population values it is not clear how comparable the two student response sets are. Non-scientific trends are reported for the purpose of indicating changes over the past five years to determine the movement across time for the indicated items.
7. Conclusion

As noted in the Introduction, this report of the 2000 Climate Study represents the first step in the process of reviewing campus climate at the University of St. Thomas. The next step is campus-wide reflection that results in concrete, positive action.

More than any other group, respondents who are Gay/Lesbian/Bisexual/Transgender report negative perceptions and experiences of the climate. This is recognized by more overall respondents as evidenced by the higher percentages who perceive the climate as homophobic when compared to the other twelve pairs of descriptors in Question 1. (It must be noted that the survey instrument does not provide sufficient data to differentiate whether or not homophobia is perceived as a positive or negative attribute. Without this, it is not possible to state with any degree of certainty that this recognition supports a desire for change.)

Respondents who are of Minority Group Status are more likely to report having negative perceptions and experiences of the climate than are respondents who are of Majority Group Status.

Respondents who report having no religious affiliation are more likely to report having negative perceptions and experiences of the climate than are Catholics and those of other Christian religions. Respondents of other religious are also more likely to report having negative perceptions and experiences of the climate than are Catholics and those of other Christian religions, though more positive than those having no religious affiliation.

Women respondents are more likely to report having negative perceptions and experiences of the climate than are men respondents, though this is not true in all cases. For example, more men perceive the climate as suspicious than do women.

There are other significant issues contained in the data. For example, more than one-third of faculty/staff respondents report not feeling free to express their opinions regarding sensitive issues. More than one-fourth of faculty/staff respondents report that the morale in their department is not positive.

Within the qualitative data, the issues that generated the greatest number of comments were those dealing with diversity and Catholic identity. There is a wide spectrum of opinion on these two topics. The Strategic Planning Study Group process that occurred during the same time period as the 2000 Climate Survey (Spring 2000) brought to light the same variety of opinion. (Refer to the UST Strategic Planning web page for links to the Study Group reports.)

The next step in this process presents both a challenge and an opportunity for the St. Thomas community. A criticism of past undertakings such as this one is that issues are discussed but nothing of substance changes. Having heard this criticism, the 2000 Climate Study Analysis Task Force will continue to elicit feedback during spring semester 2001 as key issues and priorities are yet to be identified. Members of the Task Force will gather
the feedback and issue a second report that will include the discussion and recommendations of the St. Thomas community.

Because of the difficulties encountered in doing the statistical analysis of the survey data, the Task Force recommends that the next student/faculty/staff survey (whether on climate, workplace satisfaction, student satisfaction or other attitudes or perceptions) be constructed according to the traditional social science and survey research methodology outlined in Section 2.D of this report.

Two comments from respondents conclude this report:

*Diversity doesn’t really matter to me. I didn’t come here to be diverse. I came here to get a good education that would prepare me for the future.*

*I greatly appreciate this opportunity. My rather harsh remarks on racism, sexism and homophobia at UST ARE NOT SPECIFIC TO THIS ENVIRONMENT; they are larger cultural issues that we, as a predominantly white, male, heterosexual community BRING WITH US. I believe Catholic social teaching and scripture – as with that of other wisdom traditions – call us to face and transform these cultural “sins.” I think we have the spirit, intelligence and will as a community – with direction – to deal with these.*