



Diversity & Inclusion

2018 Climate Survey Report

Introduction

The University of Saint Joseph (USJ) is a Catholic institution living the Mercy Core Values: in line with these USJ is committed to hospitality, respect and the inclusion of diverse populations. As a direct result of this commitment, President Free directed the implementation of a biennial Climate Survey. The administrators of the Climate Survey sought to obtain information about the University community's perception about acceptance and inclusion of diversity. Given the current and anticipated demographic changes and the USJ educational model transition to a co-educational environment, it is imperative that the university commits to a culture where each member contributes, is valued, and is enriched by the diversity of the community.

This is the second Diversity and Inclusion Climate Survey, sponsored by the Human Resources department and the Diversity and Inclusion Coordinator. The Office of Institutional Research & Planning administered the survey late October through mid-December 2017. The survey results provide baseline information about the current culture and perception of the different stakeholders (students, faculty and staff). It identifies areas in which we are doing well, as well as areas that need attention.

In addition to the raw data, respondents supplied a number of comments expressing their feelings (both positive and negative) about the questions raised by the survey. In order not to lose this important information, these comments have been redacted and appended to this document. The comments provide a fuller and more nuanced picture of the current campus climate. A qualitative analysis of these comments will be released in the fall of 2018, along with a complete demographic breakdown.

In interpreting the responses, data were analyzed by race/ethnicity, gender, and status within the University.

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Table 1. USJ Community Members by Role, Gender, Race/Ethnicity, Fall 2017

	Administrator/ Staff	Faculty/ Adjunct	Graduate/Professional Students			Undergraduate Students		
			ALL	On Campus/ Pharmacy	Off Campus/ Online	All	Commuter	Resident
Population Size	527	266	1595	1048	547	810	585	225
Female	394	187	1315	873	442	790	565	225
Male	133	79	280	175	105	20	20	0
American Indian or Alaska Native	1	0	2	2	0	2	0	2
Asian	8	9	106	97	9	38	30	8
Black or African American	47	20	155	126	29	112	81	31
Hispanic of Any Race	37	16	152	120	32	122	89	33
Native Hawaiian or Other Pacific Islander	0	0	4	2	2	0	0	0
Two or More Races	13	4	31	25	6	9	6	3
White	421	216	985	583	402	431	302	129
Non- resident Alien	0	0	20	19	1	7	4	3
Race or Ethnicity Unknown	0	1	140	74	66	89	73	16

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The Climate Survey identified ten subpopulations of diversity, which are referenced throughout this report.

- | | |
|----------------------------------|-------------------------|
| 1. Age | 6. Nationality |
| 2. Cognitive/Physical Disability | 7. Socioeconomic Status |
| 3. Culture | 8. Race/Ethnicity |
| 4. Gender | 9. Religion |
| 5. Gender Identity | 10. Sexual Orientation |

930 USJ community members responded to the survey:

- 26% of respondents were faculty and staff, representing 40% of all employees. 76% of administrators, 52% of regular faculty, and 27% of staff responded.
- 74% of respondents were students, representing 28% of all students. 46% of undergraduate students responded; this included 74% of residential undergraduates; 25% of PAL undergraduates and 19% of graduate students responded.

The Diversity Survey results will help inform several of the current strategic plan objectives, specifically the following three objectives within Goal 2 Strength and Stability.

- Objective 2.2.3 Achieve target rates of retention, persistence and four-year graduation by aligning office operations and policies with the diverse needs of undergraduate, adult and graduate students.
- Objective 2.4 Effectively allocate, develop, and retain a diverse and engaged faculty and staff.
- Objective 2.8 Implement programs and policies that support diversity and inclusive excellence.

Overall, the 2018 Climate Survey indicates a generally healthy environment for diversity and inclusiveness at the University of Saint Joseph, but one with room for improvement. Issues of race, ethnicity, gender identity and nationality emerged as the areas of difference of most significant concern. This report presents the responses to the topics explored in the survey.

Respect

A high percentage of respondents indicate they personally feel respected by other members of the USJ community (*Chart 1*). This response indicates that we are strongly adhering to our Core Values. When analyzed by Race/Ethnicity, 85% of Hispanic/Latina, 83% of Black/African-Americans, and 93% of Other Race/Ethnicity report feeling personally treated with respect by Administration, Faculty and Staff, while only 79% of White/Caucasian respondents feel the same.

Responses from the past 2016 survey indicated that 22% of Black/African American respondents did not feel respected by Administration, Faculty and Staff. This year Black/

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African American respondents show increased satisfaction indicating that 8% or less of Black/African American respondents did not feel respected by Administration, Faculty and Staff.



Chart 1: Perception of personal respect by Administration/Faculty/Staff and by Students

It is interesting to note that respondents are much more likely to feel personally respected than to perceive generalized respect toward the various diversity factors (*Chart 2*). When the responses are inclusive of “all respondents”, the diversity factors that are least likely to be perceived as respected are Sexual Orientation (64%), Gender Identity (65%), and Cognitive/Physical Disability (67%). The survey results for each diversity factors listed has a high percentage of “Do Not Know/No Opinion” responses, indicating a lack of familiarity with individuals in these categories or no opinion.

The feeling of equity among Black/African American respondents has the lowest percent of agreement when compared to the other Race/Ethnicities categories. Over time, the perception of equitable treatment for Black/African American respondents increased across all categories, when compared to results from the 2016 Climate Survey.

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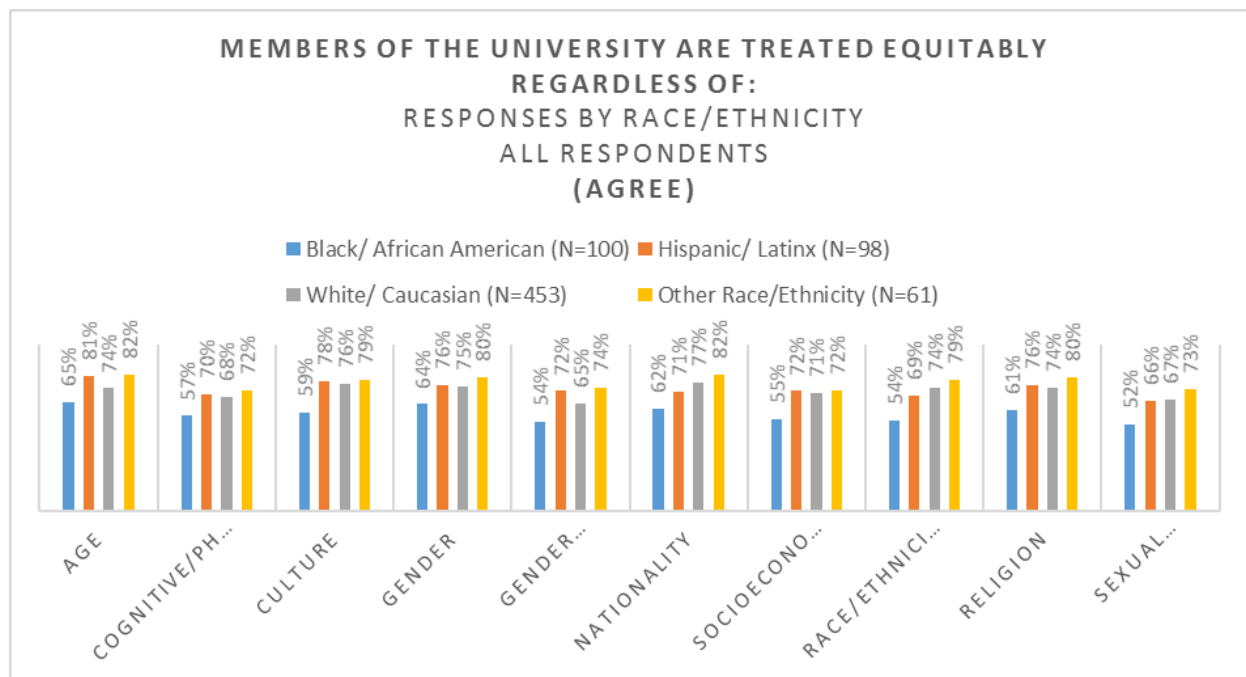


Chart 2: Perception of equitable treatment based on diversity factors

Importance and Perception of Diversity

Regarding the importance of diversity, there is strong consensus that it is important to have diverse students, faculty, staff and administrators, very few respondents, fewer than 5%, Disagree that diversity is important at USJ. However, there is a significant gap between the perception of importance and the perception of USJ's actual diversity, as illustrated in *Chart 3 and Chart 4*.

The USJ Strategic Plan 2020 states as an objective to “[e]ffectively allocate, develop, and retain a diverse and engaged faculty and staff.” Given the importance that all stakeholders place on diversity and the perception of diversity, a key goal for the University of Saint Joseph needs to include diversity at all levels. The lowest percent of perceived diversity was found in the perception of diversity within the Administration. It is important to make note that 31% of all respondents believe USJ has a diverse Administration and 68% of all respondents believe it is important that USJ has “a diverse administration”. White/Caucasian respondents were less likely to agree that it is important that USJ has diverse Administrators, Faculty, Staff and Students.

In an effort to meet the goals of the strategic plan, increase awareness, appreciation and knowledge about the benefits of having a diverse environment, there needs to be increased education and/or training opportunities focused on the Core Value of

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Multiculturalism/Diversity. Sustained efforts must also be made to recruit and retain a diverse population of students, faculty, staff and administrators, and to ensure that, once recruited, individuals from diverse backgrounds experience a welcoming culture that values and encourages diversity.

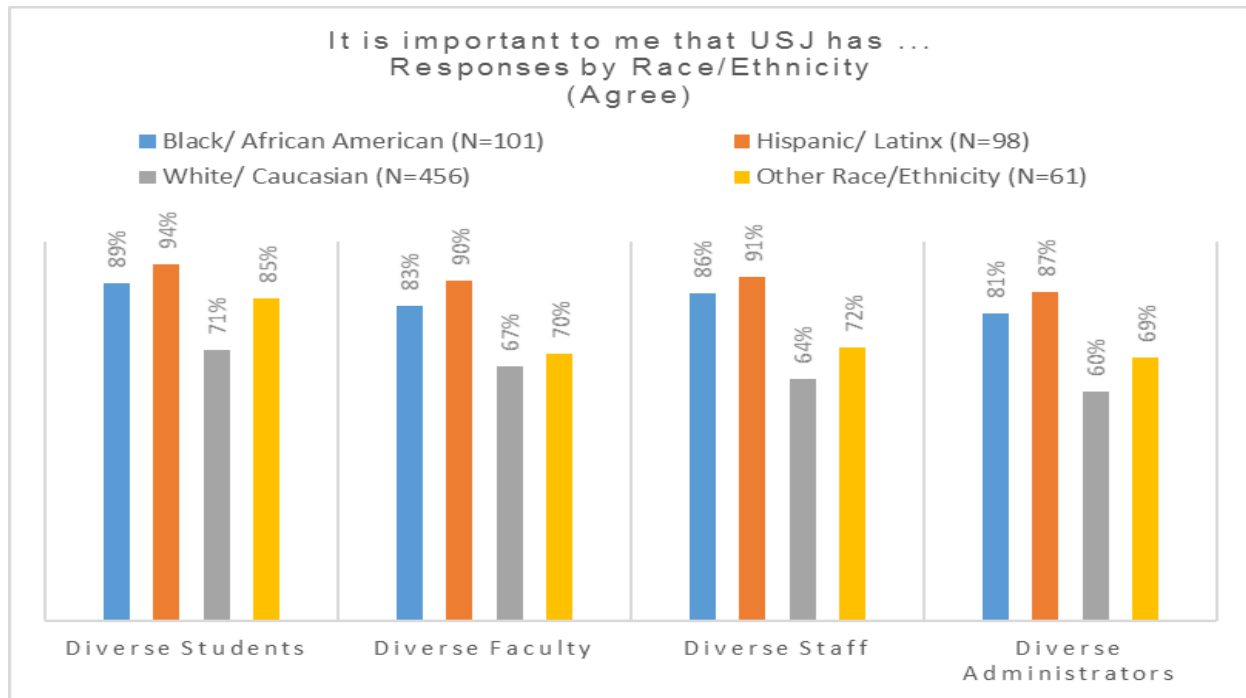


Chart 3: Perceived Importance of Diverse Administrators, Faculty, Staff and Students

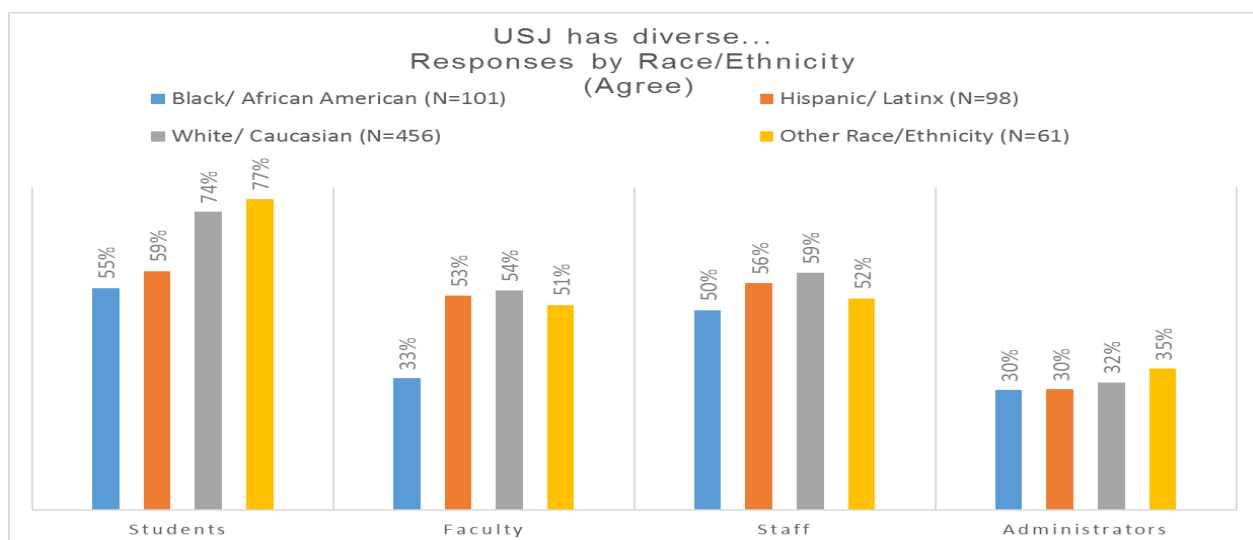


Chart 4: Perception of diversity within the USJ community

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Interactions with Diverse Community Members

When analyzing responses by all respondents, less than 54% of all respondents indicated they spend time with others with a different Gender, Gender Identity and Sexual Orientation. There is an unequal number of gendered females in comparison to gendered males on our campus, and there is a relatively small percentage of the USJ population that identifies as part of the LGBTQ community. It is also important to note that Gender Identity and Sexual Orientation are non-visible characteristics. A higher percent of all respondents, 81% indicate they spend time with people with different Race/Ethnicities, indicating more sharing within the USJ community regarding this factor.

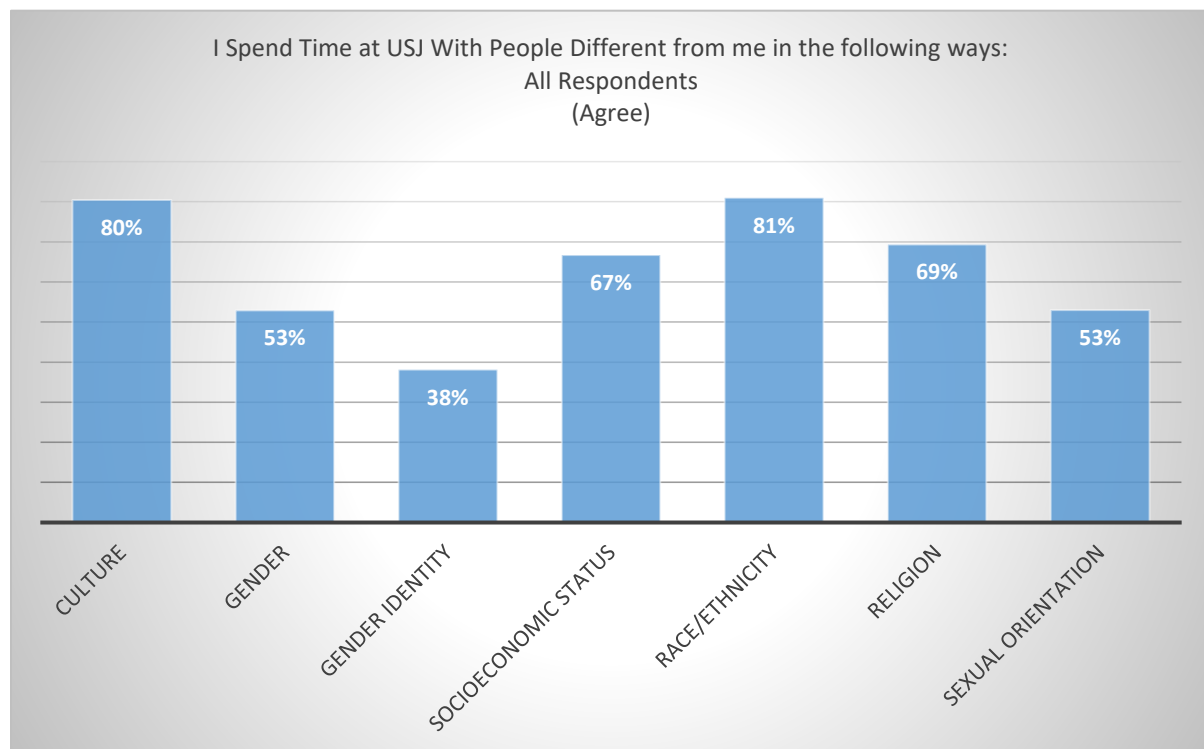


Chart 5: I spend time with people who are different from me

The percentages indicate that while there is a significant amount of time spent among people in racially/ethnically diverse groups (*Chart 5*), it is important to continue providing opportunities for interaction among people representing a variety of diversity factors. USJ is well-positioned to encourage interaction among community members. There are established events and activities that promote this, such as Campus Ministry Interfaith events. Additionally, several student and student/faculty/staff groups serve to increase interaction; these include the Diversity Committee, Diversity Council, DIA, and Campus for Compassion.

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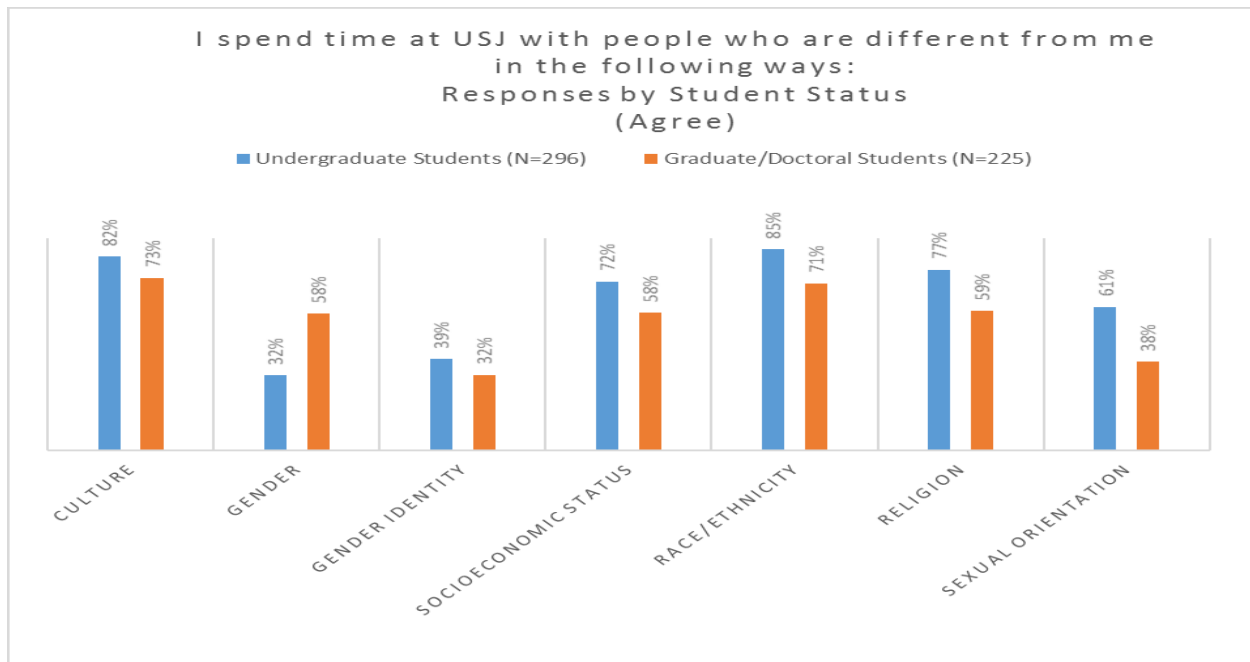
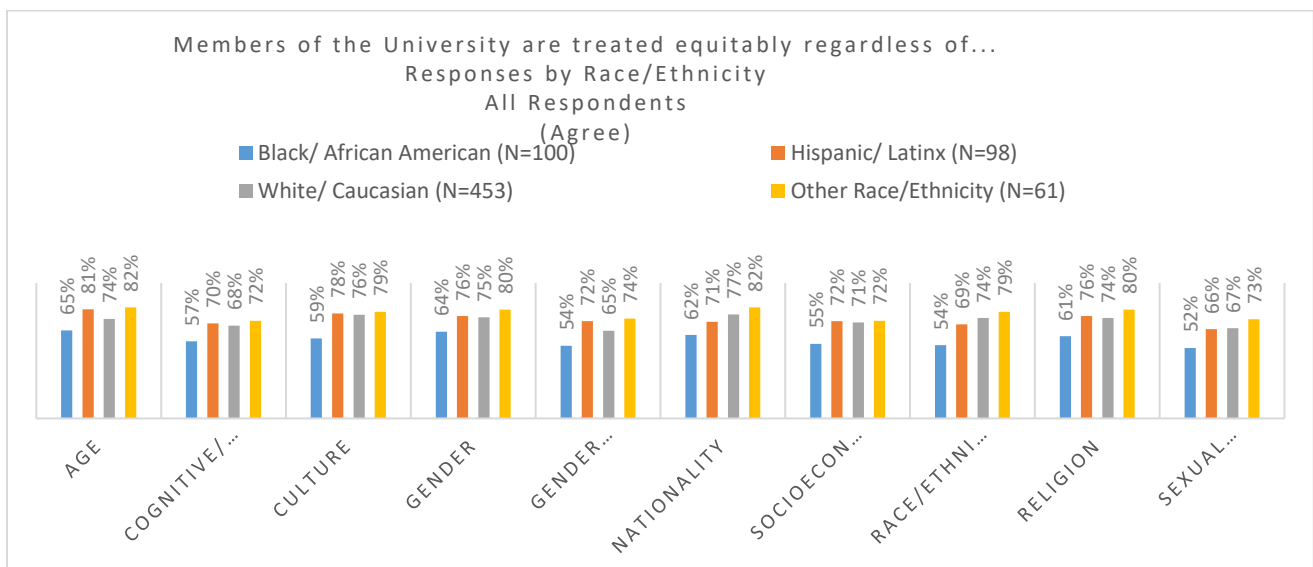


Chart 5a: I spend time with people who are different from me, analyzed by status

Analyzed by status (Chart 5a), similar to 2016 findings, Undergraduate students are least likely to interact with people of other genders (32%); these responses are reflective of the fact that USJ's full-time Undergraduate program is a women's program and male students are currently only present in the Graduate, Doctor-Professional Practice and PAL programs. Similarly, approximately 74% of Faculty and Staff are women, further limiting the gender diversity. Similar patterns emerge regarding the opportunity to discuss various diversity factors at USJ.

Community Members Perception of Equity



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Chart 6: Perception of equity based on diversity factor

When analyzed by race/ethnicity categories, the Other Race/Ethnicity respondents were more likely to perceive the environment as equitable when compared to other race/ethnicity groups. Almost 30% of All Respondents expressed that some members of the USJ community are not treated with respect based on diversity factors. Black/African American respondents (followed by Hispanic/Latinx) had the largest percentage of responses that disagreed with the statement of equity as evidenced in (*Chart 6*). White/Caucasian respondents had the lowest level of disagreement with the statement “Members of the University are treated equitably regardless of Race/Ethnicity”.

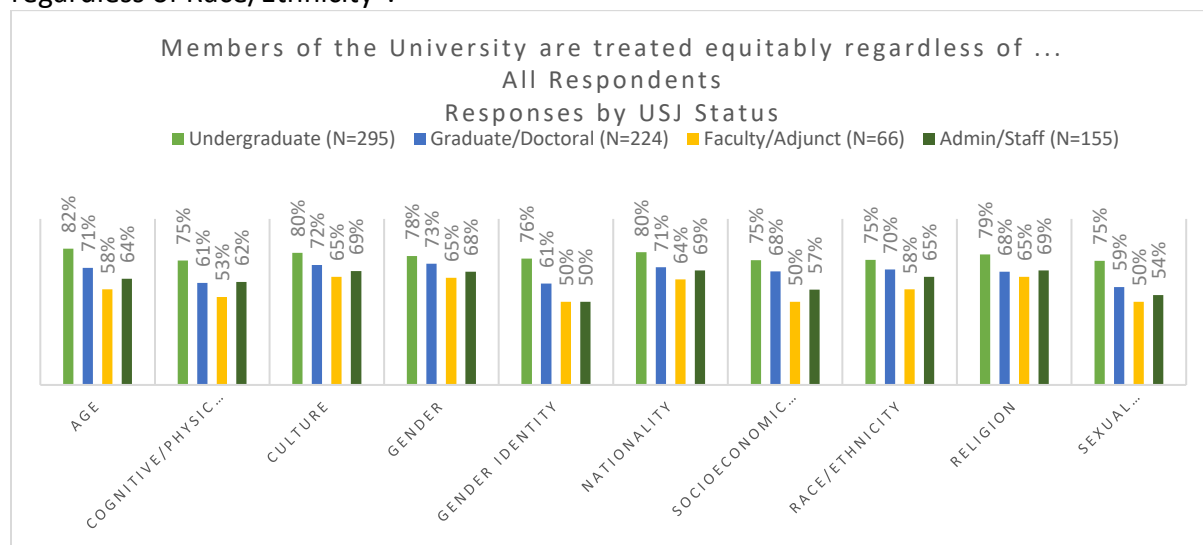


Chart 6a: Perception of equity based on diversity factors, analyzed by status

Diversity and Inclusion Principles in Courses

An aspect of inclusiveness is the degree to which issues of diversity are addressed in coursework. As USJ is educating students for an increasingly diverse environment, the inclusion of diversity in curricula is an important dimension.

Overall, 29% of all respondents indicate that all the areas of Diversity and Inclusion are adequately addressed in courses. The top three categories that respondents overall indicate need to be better addressed in University courses are Race/Ethnicity (37%), Sexual Orientation (36%), and Gender Identity (36%).

When student respondents were placed into two groups (Undergraduate Students and Graduate/Doctoral Students) the findings are very different (*Chart 7*). Undergraduate Student respondents indicated there is a need for more Diversity and Inclusion learning opportunities within academic courses. The four top categories that overall undergraduate students indicate

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need to be better addressed in courses offered by the university are (46%) Culture, (45%) Gender Identity, (45%) Race/Ethnicity and (45%) Sexual Orientation.

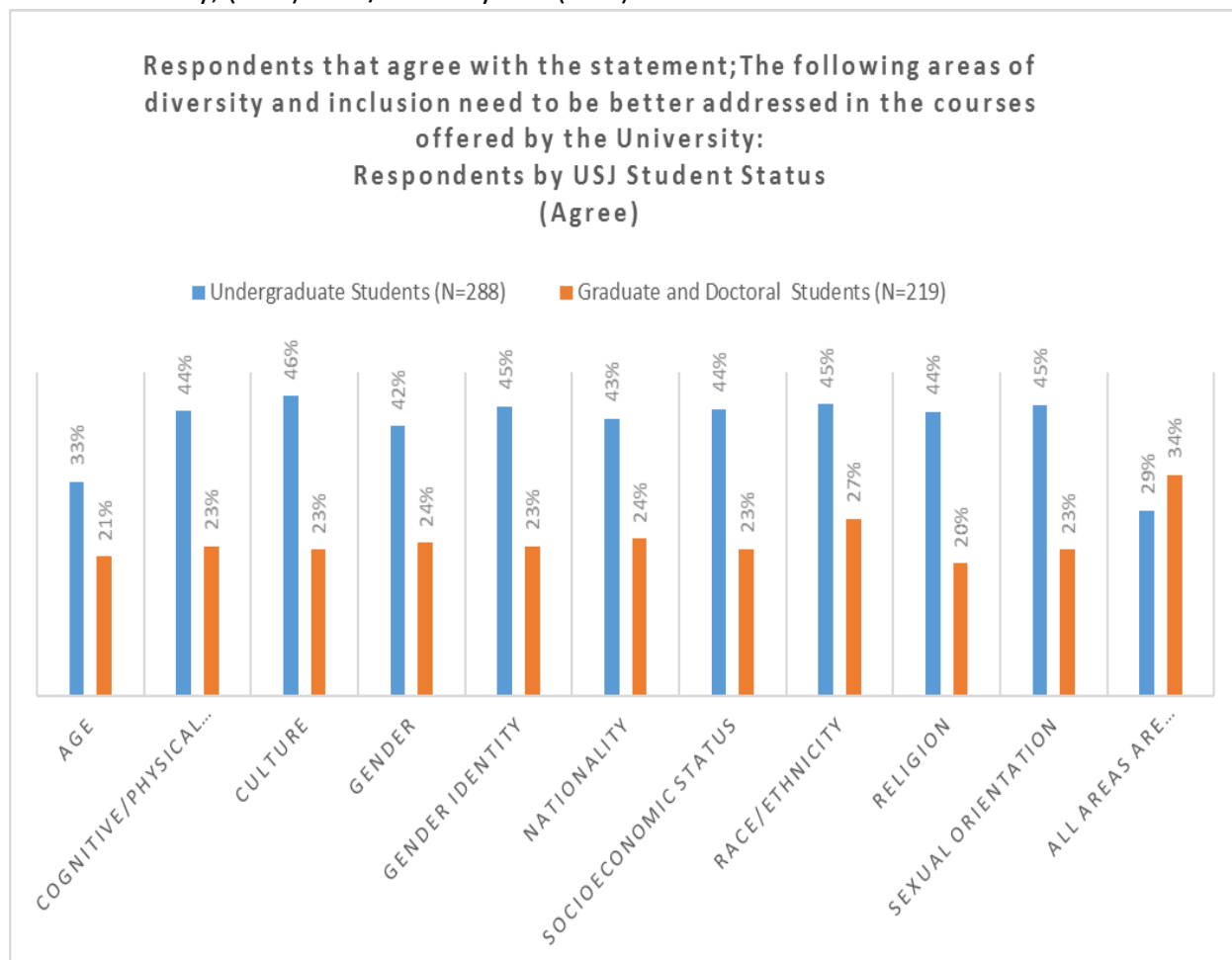


Chart 7: Respondents perception of courses and the inclusion of diversity factors

When analyzing student respondents, 34% of Graduate and Doctoral Students and 29% of Undergraduate Students indicate that all the areas of Diversity and Inclusion are adequately addressed in courses.

This may indicate a need for faculty to utilize more opportunities to integrate diversity content in the classroom; to utilize USJ diversity and inclusion programming in creating classroom lesson plans; to discuss diversity factors when opportunity arises in the classroom.

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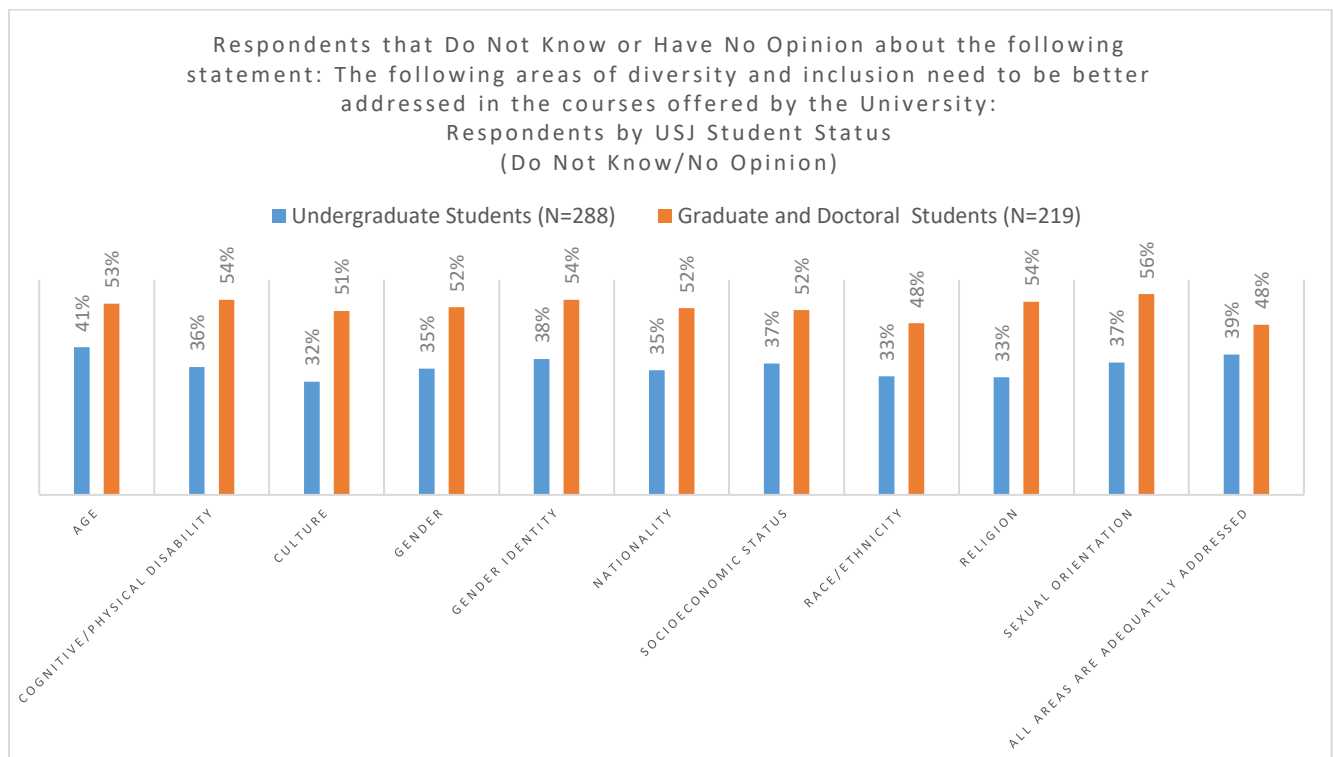


Chart 7a: Respondents perception of courses and the inclusion of diversity factors, analyzed by status

Of note, there was a high percentage of “Do Not Know/No Opinion” responses to this question. Overall, Graduate/ Doctoral Students responded (Do Not Know/No Opinion) in higher percentages than Undergraduate Students when asked about the inclusion of diversity and inclusion principles in their courses (*Chart 7a*). This may be partially due to their stage in development. Over 90% of the undergraduate respondents are between the ages of 18-22 years old and 83% of Graduate and Doctoral Student Respondents are between the ages of 23-45years old.

Experience of Social Segregation

Although very few respondents perceive the environment at USJ to be exclusionary, 31% of all respondents report experiencing at least one form of social segregation. The Climate Survey identified five types of social segregation:

1. Apathy/Being Ignored;
2. Bias;
3. Discrimination;
4. Exclusion;
5. Isolation.

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The lowest number of respondents (7%) report a personal experience of Isolation and the highest reported experience is Bias (29%). While these numbers are relatively low, the existence of any of these is contrary to our Core Values.

The data appears significantly different, however, when analyzed by race/ethnicity (*Chart 8*). Hispanic/Latinx respondents report the highest level of social segregation in the apathy/being ignored (23%), exclusion (22%) and isolation (14%) categories (*Chart 8*). The highest levels of bias (29%) and discrimination (24%) were reported by Black/African-Americans. Black/African Americans also reported the highest frequency of negative experiences, with 41% reporting experiencing at least one of the five categories of social segregation of note, this response has decreased from 56% reported in 2016. The lowest frequency was reported by White/Caucasians, of whom 28% have experienced at least one of the five categories.

The lower percentage of White/Caucasian respondents who experience social segregations based on race and ethnicity indicate that the environment at USJ is perceived as significantly more inclusive by White/Caucasian community members than by those of other Races/Ethnicities. Hispanic/Latinx respondents are most likely to experience the USJ environment as exclusionary, indicating a need for action to address the underlying causes of this disparity.

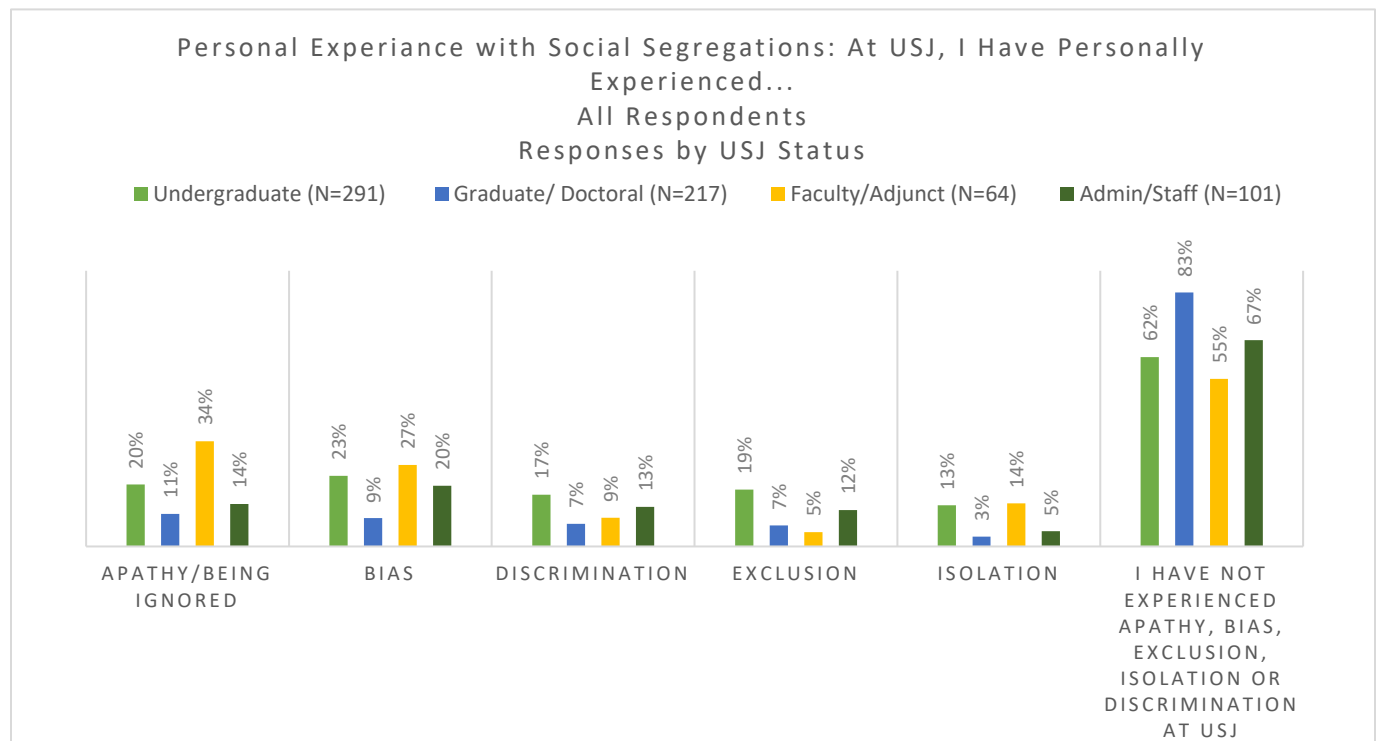


Chart 8: Personal experience with social segregations

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As illustrated in *Chart 8*, Faculty are more likely to report experiencing at least one of the five categories of negative behavior (45%) compared to Administration/Staff respondents (33%), and Undergraduate Student respondents are more likely to report experiencing at least one of the five categories of Social Segregation (38%) in comparison with the Graduate/Doctoral Student respondents (17%). In regard to Graduate Students there may be many contributing factors that have provided an environment where they have not experienced any of the Social Segregation behaviors below at USJ. It may be that Graduate Students/Doctoral have limited involvement in the USJ community, interactions and experiences with others have been inclusive, their stage in their life stage, etc. At the Graduate/Doctoral level, USJ offers programs exclusively online, at satellite locations throughout the state, and at the School of Pharmacy. Results for this population may reflect the impact these different modalities have on students' overall University experience. In the 2016 and 2018 Climate Survey, it is unclear why Faculty report more experience of social segregation than Administrators/Staff, and this bears further examination.

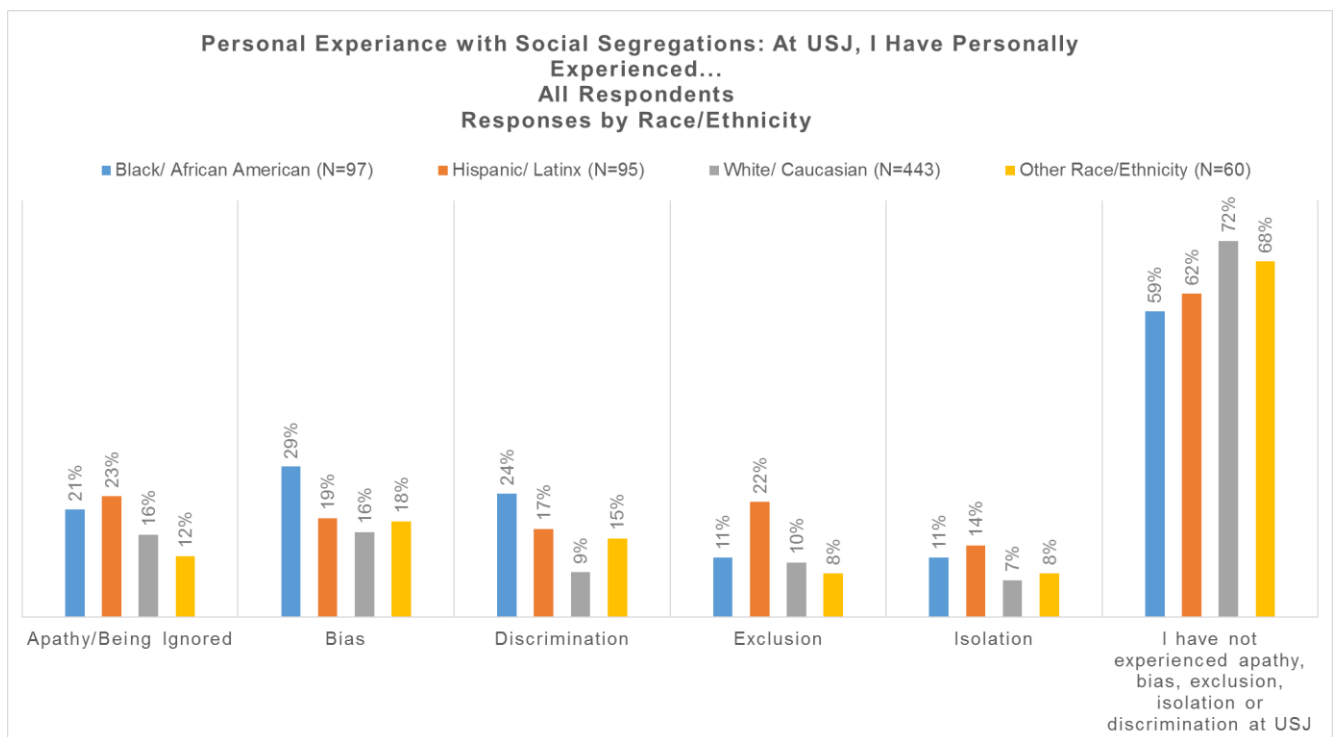


Chart 8a: Personal experience with social segregations, analyzed by Race/Ethnicity

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Basis of Social Segregation Experience

When considering the diversity factors that led to the experience of social segregations, aggregated student responses varied significantly based on Graduate/Doctoral or Undergraduate Student Status. In respondents grouped by USJ student status 82% of Graduate/Doctoral Students responded they have not experienced bias, exclusion or discrimination. Graduate/Doctoral Students reported <9% social segregation based on any of the listed selections (*Table 1*).

A lower number of Undergraduate Student respondents (62%) report they have not experienced bias, exclusion or discrimination (*Table 1*). Greater numbers of Undergraduate Student respondents report experiencing social segregation based on (*Table 1*): age (10%), socioeconomic status (10%), race (19%) and culture (10%). When comparing the Graduate/Doctoral and Undergraduate student responses there is a distinct difference between their personal experiences with race/ethnicity, undergraduate students report at about double the amount of experiences with Social Segregations with the exception of gender identity (0%). The largest percentage of exclusion reported is based on race/ethnicity (19%).

Personal Experience With Social Segregations: Such Experiences of Bias, Exclusion and/or Discrimination Have Been Based on... Responses By USJ Student Status	Undergraduate Students (N=284)	Graduate and Doctoral Students (N=208)
Age	10%	5%
Cognitive/Physical Disability	4%	2%
Culture	10%	4%
Gender	4%	4%
Gender Identity	0%	0%
Nationality	7%	3%
Socioeconomic Status	10%	3%
Race/Ethnicity	19%	8%
Religion	5%	1%
Sexual Orientation	3%	1%
Other	8%	4%
I have not experienced bias, exclusion or discrimination at USJ/Gengras/SYC.	62%	82%

Table 2: Students Basis of personal experience with social segregations

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When asked to identify the diversity factors that led the social segregations, aggregated responses varied significantly when respondents were separated by USJ Employment Status. 66% of Administration/Staff respondents responded they have not experienced bias, exclusion or discrimination at USJ/Gengras/SYC. The largest reported form of social segregation reported by the Administration/Staff respondents (*Table 2*) is social segregation based on age (12%). The faculty/adjunct respondents responded that more than >50% have experienced some form of bias, exclusion or discrimination. They reported approximately double the amount of social segregation based on Race/Ethnicity in comparison with responses from Administrators/Staff (*Table 2*).

Personal Experience With Social Segregations: Such Experiences of Bias, Exclusion and/or Discrimination Have Been Based on...	Faculty/Adjunct (N=59)	Admin/Staff (N=92)
Age	12%	12%
Cognitive/Physical Disability	2%	2%
Culture	12%	7%
Gender	10%	7%
Gender Identity	2%	2%
Nationality	3%	2%
Socioeconomic Status	5%	4%
Race/Ethnicity	17%	7%
Religion	5%	4%
Sexual Orientation	7%	3%
Other	17%	8%
I have not experienced bias, exclusion or discrimination at USJ/Gengras/SYC.	49%	66%

Table 3: Employees Basis of personal experience with social segregations

Offensive Remarks or Behaviors

When asked whether they had witnessed offensive remarks or behaviors at USJ, 69% of all respondents indicate that they have not (*Chart 9*). Our Core Value of Respect/Integrity is violated with the presence of any offensive remarks. The highest frequency offensive remarks reported as being witnessed concern (17%) race/ethnicity.

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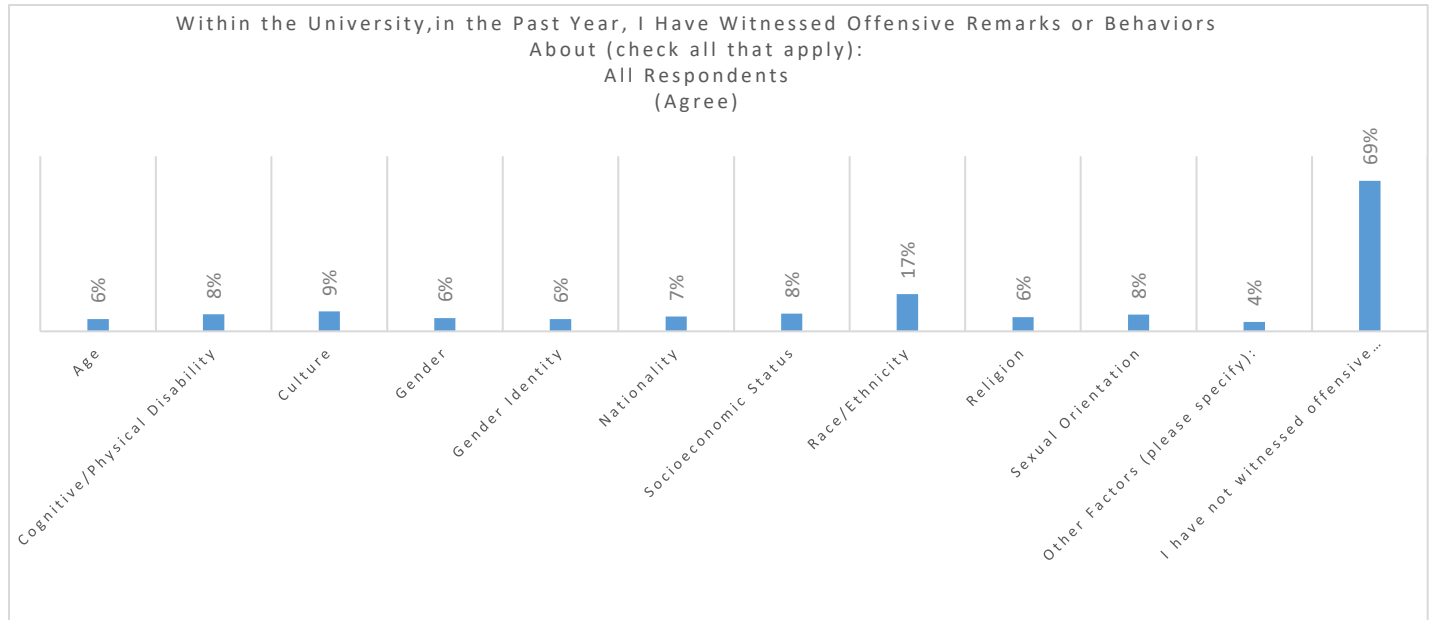


Chart 9: Personal witness to offensive remarks/behaviors, all respondents

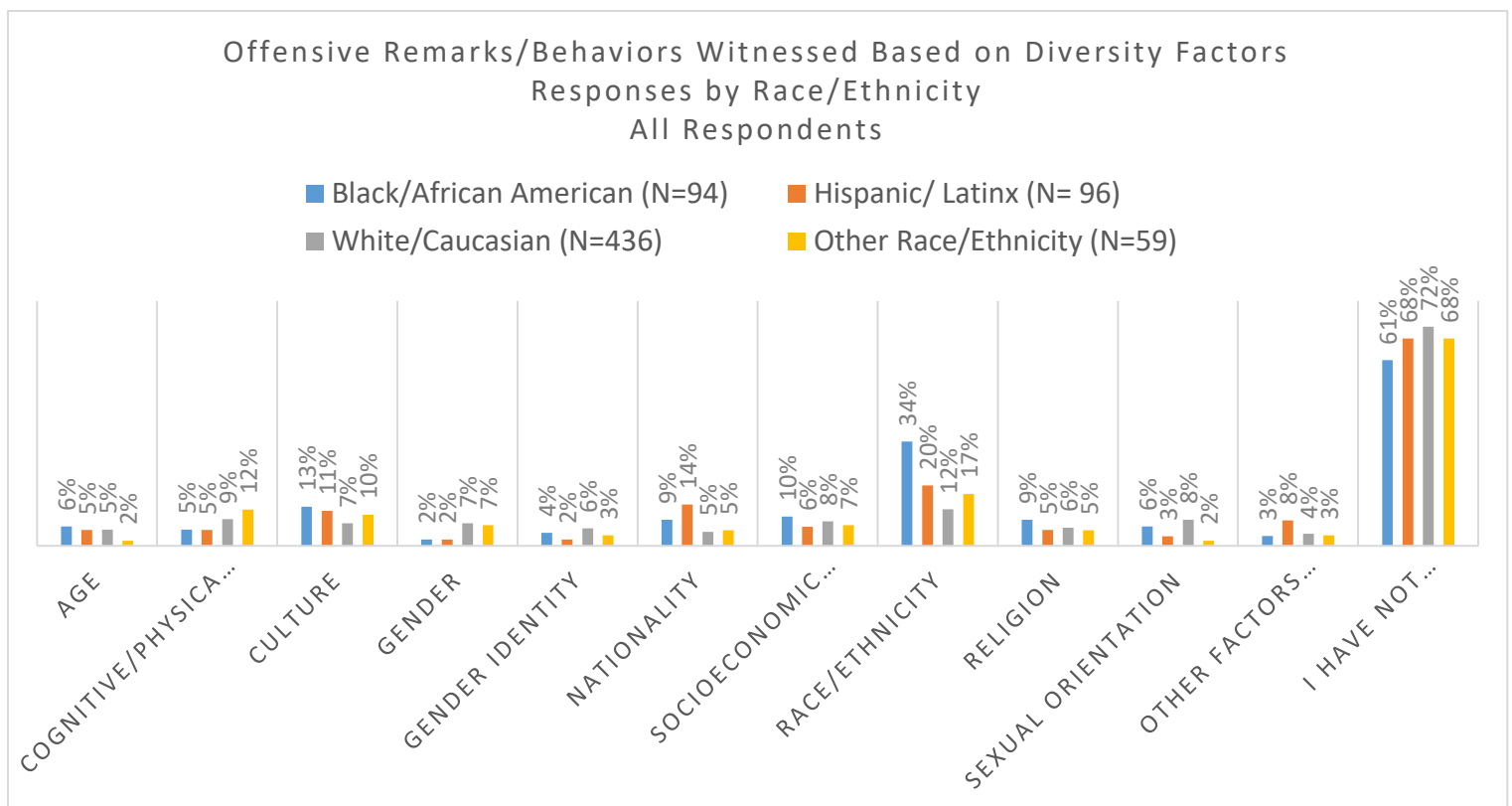


Chart 10: Personal witness to offensive remarks/behaviors, all respondents, by race/ethnicity

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Approximately 34% of Black/African American respondents have witnessed offensive remarks and/or behaviors concerning race/ethnicity (*Chart 10*). White/Caucasian respondents report witnessing offensive remarks or behaviors less often than respondents of other Races/Ethnicities. White/Caucasian respondents may be exposed to a similar frequency of problematic remarks and behaviors, but are less likely to consider such remarks and behaviors “offensive” than are respondents of other races. Although Black/African Americans are most likely to report that offensive remarks or behaviors are based on race and ethnicity (34%), this result has decreased from 44% in 2016.

Catholic Identity and Diversity of Religion

In 2016, the majority of the USJ community (78%) understood the meaning of Catholic identity and how it impacts them individually; in 2018, only 66% responded they understood (*Chart 11*). Over the past year, the Office of Campus Ministry has changed their marketing procedures and this has potentially contributed to this result. With consideration to status, Graduate/Doctoral Students report the lowest level of understanding the University’s Catholic identity, likely because they spend limited amounts of time on campus and are less involved in community life.

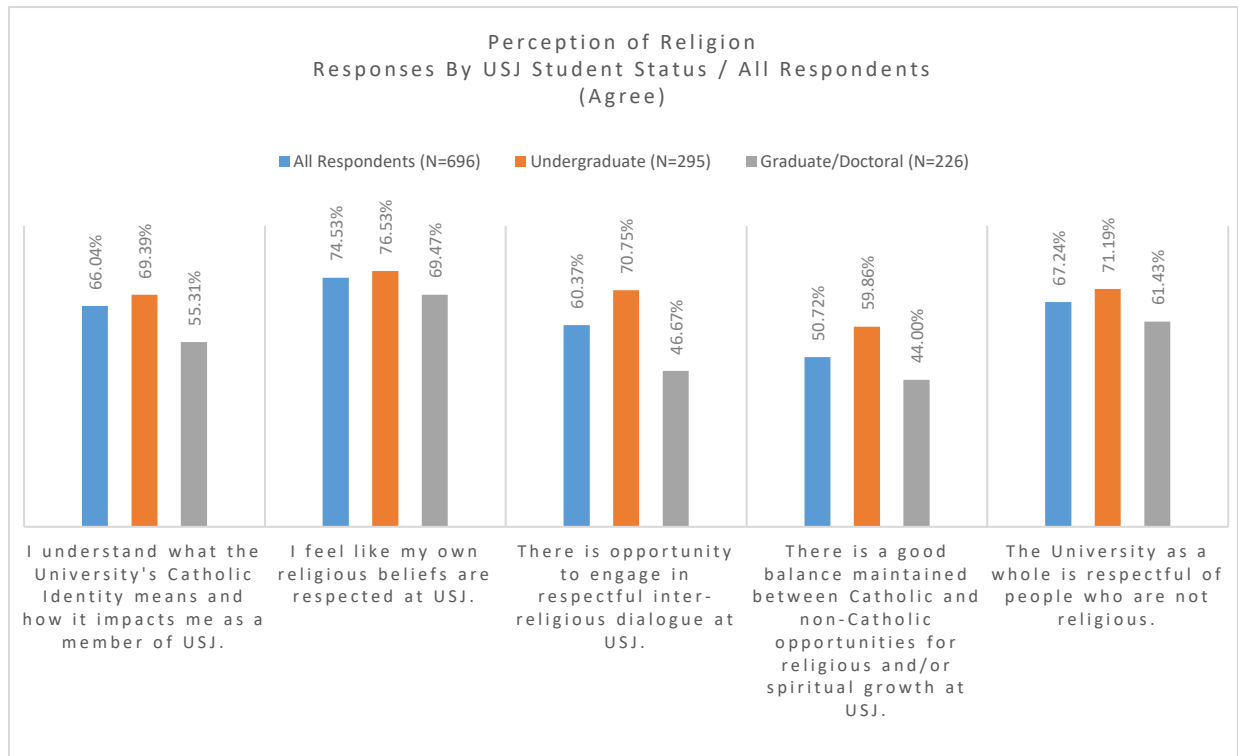


Chart 11: Perception of Catholic identity and respect for diversity of religion

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The majority of respondents (75%) feel their religious beliefs are respected (*Chart 11*). When considering Race/Ethnicity, the lowest degree of agreement on this factor is Black/African-Americans (71%). Only (11%) of all Black/African-American Respondents identified as Catholic, significantly fewer than White/Caucasian (47%) and Hispanic/Latina (51%) populations.

Although 75% of respondents feel their own religious beliefs are respected, there is a lower degree of agreement (67%) that the USJ community is respectful of people who are not religious.

There is modest agreement that USJ provides opportunities to engage in inter-religious dialogue and a balance between Catholic and non-Catholic experiences, with generally between 51%-60% responding positively. This indicates a need for increased understanding through educations, dialogue, and interaction, with a focus on interfaith aspects. The Director of Campus Ministry has organized many activities that promote interfaith interaction and has invited everyone to express and share their religious beliefs in an atmosphere of acceptance and respect.

Next Steps

When reviewing this material, it is noteworthy that the quantitative and narrative responses enrich each other. By and large, the survey indicates a fairly positive environment for diversity and inclusion at USJ. In particular areas, however, there is clearly a need for improvement and increased focus. Together quantitative and narrative responses provide a more complete picture of the campus climate than either alone can do.

Thus, final recommendations need to be determined after the analysis of the narrative responses has been completed. It is recommended that future actions focus heavily on these factors.

Outreach into all sectors of the USJ community will be forthcoming in an effort to solicit recommendations and plan the next courses of action. Observations, ideas, comments and improvements (ex. activities, policy, programming, resources or training) can be provided to the Office of Diversity and Inclusion at ODI@usj.edu.

If you have specific concerns about bias, exclusion, or discrimination at USJ, we encourage you to report them to one of the following.

- EthicsLine - 855-297-5106 (Toll Free) -
<https://secure.ethicspoint.com/domain/media/en/gui/33024/index.html>
- Office of Academic Affairs / Provost - mkalis@usj.edu - 860-231-5897
- Office of Diversity and Inclusion - ODI@usj.edu - 860-231-5499
- Office of Human Resources - dspencer@usj.edu - 860-231-5390
- Office of Student Affairs / Dean of Students - kbedini@usj.edu - 860-231-5430
- President's Office - rfree@usj.edu - 860-231-5221

APPENDIX: Qualitative Responses

What follows are the responses to questions where people replied “other” or made further comments not captured within the range of available categories.

These responses were classified into seven subsets:

- Accessibility
- Atmosphere
- Communication/Programming
- Human Resources
- Leadership/Administration
- Learning/Academic Content
- Office for Diversity and Inclusion
- Other

Question 16

Such experiences of bias, exclusion and/or discrimination have been based on (check all that apply):

Atmosphere

- Being a commuter student
- Political affiliation - moderate conservative
- Body image
- Political views
- I have heard/witnessed mostly about discrimination/bias based on race. I have not witnessed it.
- My personality being too much and I am too annoying
- Political Ideology / Beliefs
- Isolation based on ideology or world view
- Conservative v. tolerant/celebratory of diversity in views
- Personal cliques
- Social judgement
- Political party
- Political Views

Human Resources

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- Responsibilities outside of work, or having to take blame for things other coworkers have done
- Administration & Human Resources not addressing issues due to being in cahoots.
- my adjunct status
- Position
- Lower pay due to being white

Learning/Academic Content

- Discipline
- I was ignored when a professor said "you must have a mental disability if you can't understand this." I brought the matter to a higher power and he just did not care.
- Wasn't a feminist in an all-women's course so I didn't receive the grade I deserved because the professor believed my opinion wasn't accurate.
- I am not perceived as knowledgeable and wise as peers with higher degrees
- Education level
- Has not been determined, faculty may not be aware of being bias.
- Ageism - by professors who may be younger than me... it's subtle
- My area of study is discriminated against by this administration.
- Being a transfer student
- Appeal process/academics
- A student in my program made fun of my husband (in front of several classmates) about his job in regards to how much money she thinks he makes. I have marked SES to reflect this, though I do not feel this way from the school as a whole.

Other

- Not sure
- Purely based on clicks
- I cannot expound upon the thoughts or actions of others
- Personal responsibilities
- Previously formed social groups
- I think they just didn't like the nice people I chose to befriend.
- I have no idea why this happened to me
- Because of my area of expertise.
- Unrelated to above choices
- I don't know
- Residency Status
- Idk
- Not sure why
- Unknown

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- Since there is not yet a space for comments, I feel it's necessary to point out that as I am white, I have certain privileges that people of other race, etc. don't, so if I answered "Don't Know", it's due to not having personally experienced that point.
- Self
- Everything
- Speaking up on behalf of others who have experienced

Question 18

I feel that the populations I belong to are missing completely in the university's curriculum, events, marketing materials, social media, student organizations, and website (please explain).

Accessibility

- Physical Diversity

Atmosphere

- I don't really feel as if I fit in
- I feel there are only trying to represent African Americans when there are so many other cultures, for example Latino or Indo Caribbean cultures that I feel are prominent but under represented. Economic status is also very much downplayed, so are acceptance of gender differences
- Up until recently only one body has been represented within the school, on the website and staff as well. There is barely a variety of professors teaching within the school which is a disadvantage because minorities sometimes feel misunderstood and not at all represented.
- LGBT folk seem unimportant to USJ administration.
- My race (Caucasian) is over represented.

Communication/Programing

- Men are now on the website to the exclusion of women. This is NOT good.
- As a non-binary person, I have not noticed many student organizations specifically for gender nonconforming individuals with the exception of the Diversity in Action club. It would be nice to have a GSA where I would be surrounded by other individuals similar to me.
- Would like to see more protests (similar to the one about the Dreamers) and protest-like events regarding social justice; especially BLM-related issues.
- Adult students are very rarely featured in your advertising campaigns or Outlook magazine.
- I haven't seen information in website that are in Spanish or other languages that represent students from different cultures. I have heard on the radio the Spanish

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version of the University of Saint Joseph inviting students, but I think there should be more.

- SAGA seems to have disbanded, and as a closeted queer student, I worry that I won't be able to find a queer community within USJ. DIA also seems to be relatively inactive.
- Opportunities, activities, programs, and advertisement for adults of a particular age (over 30).
- I am Native American and I am not aware of anything that the University does that promotes or acknowledges Native American culture. Classes talk a lot about being Latino or black but make no mention of how Native Americans are treated or experience relations in the US.
- Older students and commuters are often left out and have little involvement in the campus life or events. This is due to quality and timing of events...
- Majority of the events that receive public recognition on campus, minority students are not acknowledged or captured.
- Student organizations are dormant. They need to be reinvigorated, and supported by Office of student Affairs. I think that we should have a women's organization, as we prepare to become coed.

Leadership/ Administration

- As long as USJ's senior administration and the number of tenured faculty and full professors are reflective of the US Population I will feel that I am not a fully welcome and integrated member of this community.

Other

- I think we need to be more careful to include pictures reflecting the diversity on campus.
- I don't really care about these. I am married and have five children and between family responsibilities and college work, I don't have the time to be involved with any of these categories.
- I would have to look at all these entities to determine if older white ladies show up. As I recall, I am not represented but I could be mistaken.
- This is a questionable item. As a 65year old Caucasian male I don't think I should be represented in the areas that I checked "disagree" because we should be shooting for an different demographic.
- LGBTQ population
- Such as being a first born citizen in a family of immigrants or focusing on Asian culture that is not Chinese for once.

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Question 19

The following areas of diversity and inclusion need to be better addressed in the courses offered by the University:

Accessibility

- Just bathrooms for males are very difficult to find
- The buildings on campus should be more handicap accessible especially the residents halls and the academic buildings
- Have all doors are not handicap accessible with a handicap button makes going into buildings difficult.

Atmosphere

- For a while, I have seen people laugh at my friend. She's unique and many would snap-chat videos about the way she dresses up and acts. I don't think that is okay.
- multi-political opinions - not just one-sided and argumentative/denigrating
- This school seems very open to suggestion, and wants their students to be comfortable. Improvement is always possible, but a good job is being done now.
- I think specific courses address these issues but larger community culture doesn't necessarily reflect learning in all ways. Like most places, we don't have ways to discuss our own class differences. And immigration status remains a sore point.
- Even if all of these areas are addressed in formats that include groups that have been historically excluded within higher education the informal curriculum at USJ conveys that this institution values Eurocentric values, cultural, linguistic and class sensibilities. I believe this has become more emphasized under President Free.
- I think it is very important to discuss these matters from varied perspectives. Presenting only one perspective, assuming the perspective of others, is a problem.
- Gender has been addressed, but blanket generalizations have been made about women and about men.
- Political party, conservative values

Learning/Academic Content

- In practice rather than in inclusion in curriculum
- I am in the social work department where the Council of Social Work Education ensures that these topics are discussed but I do not know how this plays out across the University.
- If these areas are connected to my course of study then I want to know about it. Otherwise, I don't care.
- I can only speak to the nursing curriculum
- Perhaps in some areas but from what I have seen there are courses that touch on each of these areas.

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- Areas of diversity are addressed but not sufficiently. Faculty need to be better prepared to address them.

Other

- All of these areas need to be addressed continually, as this is a cyclical process. Once you think you fix one area, another one is lacking, so please take this as a holistic view of how to handle diversity and inclusion. Except gender. More female than male.

Question 21

The University could improve diversity and inclusion by focusing its efforts on:

Accessibility

- Make buildings more accessible. It seems very difficult for students with disabilities to get into buildings and get through heavy doors.

Atmosphere

- my or anyone seeking higher education should be based on abilities not gender, race, or sexual orientation, everyone deserves the chance
- some clubs who try to promote diversity are constantly blocked or have to jump through hoops to get things done, they feel it is because of their race
- As a Latina student I can attest that while there is some diversity in our university this is very minimal. I was fortunate enough to come across a group that I could belong to but this was by accident. Had I had not found the Institute for Latino Community Practice (I-LCP), I would unfortunately not be in the school any longer. I would like to express the importance of I-LCP, their programs, faculty and staff who have provided Latino/a students with support, guidance and courage to pursue our dreams.
- specifically focus on gender identity
- Stop encouraging feminism
- I feel that the college is doing very well in terms of diversity and do not feel that there should be changes solely for the purpose of diversity.
- Maybe if the University wasn't so damn expensive, more peoples who look like me with my ideals and beliefs would WANT to come here because they COULD afford it.
- The University needs to be real about Diversity and Inclusion on our campus. Many of the efforts are not genuine and being micro managed into non-existence. The administration needs to support inclusion and design an effective plan to improve the University environment for people that are not White and culturally different. However, none of the aforementioned will be conducted.
- I really enjoy the school, the faculty/staff and I have never once felt that anyone was discriminating based on diversity. For me, as an online learner I have experienced nothing but inclusion, despite that I am in an older age category than some. Everyone is treated with respect, that is my experience and I am very happy with this university.

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- Not tokenizing your "diverse" students. Administration should always be a reflection of its base.
- ...inclusion as it relates to Adult Learners.
- University is making an effort, but it's not easy to overcome centuries of bias.
- I think I could respond to this item better in a year once there are male students on campus.
- All of these areas need to be addressed continually, as this is a cyclical process. Once you think you fix one area, another one is lacking, so please take this as a holistic view of how to handle diversity and inclusion.
- The university in my opinion ignores the idea of diversity on campus. Any efforts implemented to address the issue of diversity would be a great start for the classes to come.

Communication/Programing

- More events on campus related to important race-related problems seen throughout the nation.
- This is difficult question to answer - if I think an activity is adequate for addressing diversity already, do I disagree or agree?
- I have recently heard that other Universities are creating anti-bias, anti-racist trainings available to the entire campus community. This sounds like something we could benefit from. The times we are living in with instances happening throughout the country and on University campuses demands that we engage with learning and sharing on USJ campus and work to address the issues that are happening on campus before they grow into any "instances" for us.
- There have been many events in our world, nation, and even our state that have not been addressed by the Administration to demonstrate a support for the students, faculty, and staff.
- In terms of student organizations "DIA" and other groups are a good start but there is always room for expansion according to student interest. Also there have been good conversation and hiring efforts recently, but there is a well based intent by USJ to continually improve in this area and I agree with that.
- Opportunities for rich debates/discussions about diversity issues related to gender, socio-economic background, and mental health should be generated.
- Reorganization of the website. Having a static form posted, and one / more notification (s) by email does not constitute organization, in any way.
- Anti-bullying campaign with students.

Human Resources

- I want to see qualified persons both as faculty/staff and students. It bothers me that someone, who is not qualified, might be chosen because of diversity alone.

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- I think it's important to mention that some of the Departments are more inclusive than others. I see that the Department of Education is in much need of inclusion. Some professors are not culture sensitive at all or inclusive to students from different backgrounds.
- Retention of adjuncts/faculty of diverse backgrounds.
- Faculty should be chosen on the basis of skills not diversity.
- Recruiting/retention of administration from diverse backgrounds.

Leadership/ Administration

- My suggestion for improvement is not listed: more visible diversity at the administrative level.
- The fact that this item does not include Senior Administration underscores the complicity of the University's diversity efforts with an Administration that I perceive (based on its action or inaction) as not willing to share power with people of color who are qualified to serve as senior leaders and does not see current faculty and staff as capable or worthy of such roles.
- The president and leadership group is not diverse and overall seem to not value diversity and inclusion. Without anyone from a diverse group on the leadership team, I feel that the decisions reflect dominant group ideology. They don't get it: for example not taking a position on DACA, failing to hire a diverse administrative team, failing to hire a diversity and inclusion staff, etc. Each of these situations provide an opportunity to send a message of support and investment in members of the community who come from underrepresented groups.
- Administration that articulates commitment to diversity through actions like speaking out about injustices effecting our students
- There is no leadership in this area on campus. We are only concerned about saving money.

Learning/Academic Content

- Being a grad student I am not exposed to much of the information the university has to offer regarding information about diversity. I come to class and leave not spending much time on campus
- As a social work grad student incorporating this content into learning is a key point so my survey is skewed as not all students have a profession like this.
- Have a curriculum that takes into account the age, race, social economic status and such can ensure that student's in the MSW program do not run to another school
- The school of Ed grad program is white. Maybe the state of CT changed their praxis test scores for a good reason.

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Office for Diversity and Inclusion

- A university-funded staff position devoted to all of the above. Students need to have focal point to which to turn.
- VP or cabinet level Equity and Inclusion office. More money dedicated to diversity programming and initiatives

Other

- This is an interesting question. Even if we excelled in this areas or would agree we could do better.

Question 22

Please share any additional information you would like to provide about USJ's diversity and inclusion climate.

Accessibility

- I have heard from students that have disabilities that sometimes the faculty are reluctant to give them their accommodations. Also, just because we are going co-ed doesn't mean we should fall into untrue stereotypes- for example, not all girls like pink and not all boys like blue. I am happy we are going co-ed but I have been hearing so many stereotypes about what we have to do for when the male students come here. It's a very backwards way of thinking. I also don't think we should hire male staff and faculty for openings just because we are going co-ed. We should hire the BEST and most qualified candidate who applies. An unqualified person was recently hired just because he is male while the qualified candidates were not considered. If we continue to hire unqualified people just because of their sex then the quality of the university will decrease. We also need to talk about the difference between gender and sex.
- People with physical disabilities aren't treated right! Please do more for them.
- All doors are not handicap accessible with a handicap button. This makes going into buildings difficult.
- Being an individual with a physical mobility, and living in the handicap accessible room, it is impossible to do my laundry on campus because the laundry room is on the second floor and there is only stairs to get there, no elevator.
- It is very hard to get into the library. While a door bell was installed, not all library staff members listen for the doorbell. Therefore, I end up having to call the library to ask them to please open the door for me. I have been stuck outside of the library waiting minutes in the cold and in the rain while I wait for someone to come open the door.
- Going to the student affairs office provides a real challenge because there is numerous stairs to reach the offices, no elevator and no other way to get up there. Then having a physical disability, this provides a real challenge. "

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Atmosphere

- In my three classes at USJ I have experienced diversity in the professors, students, and curriculum (2 of my classes were focused on diversity). I do not participate much in on-campus activities or groups so I can't really speak to those experiences.
- The college campus should be a setting where ALL people of any political affiliation can agree to disagree and discuss topics in a respectful manner. Faculty especially NEED to be able to model this behavior. The example should be set by the adults on the campus for the students to follow. If you have any conservative views here, you are judged harshly and there is a lot of pressure to either be silent or not be true to yourself.
- It was hard to be objective while giving feedback as a lot of these issues I am fortunate to not have to experience.
- While I have experienced bias at the university based on sex/gender, it has been rare and generally superficial, without significant negative impact on my education.
- I became ill last fall semester which necessitating divulging the information. Both the professor and the dean of my program reached out to me personally, offered me support- because of their response I was able to complete my course requirements and access appropriate services to regain my wellbeing. After this incident, my treatment has not changed- I am honored and respected as a colleague. I am so impressed by academic staff's willingness to accommodate that assistance- I feel lucky to be within this institution.
- I am a USJ alum that recently came back to teach, and while it has been (ahem) over twenty years, I am still proud to say that you've come a long way. There is much more diversity in pretty much every way, and much more genuine inclusion. As a student, it was not uncommon for me to hear ""dyke"" yelled out the window at me as I passed. Now, students are out, engaged in organizing, facilitating events. It's a gift to witness.
- I'm not trying to say USJ is all there. The student body is still much more diverse than the faculty and administration. But you have grown so much. Same is true in regards to religious openness. I remain proud to be an alum.
- My very first year I was asked by a faculty "what a nice little Jewish girl is doing wearing a USJ sweatshirt"
- I feel the University staff and students is very diverse. To be honest, I wish the school would focus on other problems and stop wasting so much time and resources on this non-existent issue. Time to move on. Please.
- I have been disappointed to see that there has been no emphasis on ensuring diversity in political viewpoints. This variable is every bit as important to campus diversity as sexuality, religion, and race if we want to have vibrant, productive, nuanced, and balanced conversations in our community. I am concerned that it is being ignored. I would like to see a "conservative-liberal" spectrum added to demographic polls, and I

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would like to see an effort to ensure that a broad range of political viewpoints is being represented on campus.

- Overall, I think USJ is an inclusive environment. Any inclusion issues that I have witnessed has been due to a small body of women who personally chose to not be inclusive and welcoming people, forming cliques and a sense of superiority.
- At an employee meeting a comment was made. An employee struggled to pronounce the name of a new employee who is from a minority race, she then thanked the person who came next for having an easy-to-pronounce name.
- Some lack of religious diversity and understanding
- There are general inequities on campus that impact climate. Workload is uneven for graduate/undergraduate faculty. Pay is better for faculty of color. Staff are treated unfairly overall (having lost winter break for example).
- Too much emphasizing diversity, calling attention to differences, causes division not unity.
- One of the problems that I have seen while working towards my Master's is that professor will say that I have made mistakes because I know two languages. What really bothers me is that they have the audacity to say this but not to tell me where the mistakes are being made. This makes me believe that they are just saying this to offend me, yet they are the ones that are monolingual and cannot be culturally competent.
- A senior administrator was reported to have made comments about "middle-aged women" relating to their efficacy in connecting with students. Baseless and insulting.
- This university gives black people a hard time. As a predominantly white campus, there are racist, and prejudice actions that minorities face on campus. We could use our platform to raise awareness on the harsh world. For example, the incident at UHart, there was no dialogue regarding that. This school sucks when it comes to diversity. I can't wait to receive my diploma and leave. It's shocking that we do not have a diversity coordinator. What a shame.
- I use to be associated with a group of girls that were very prejudiced and mean to people of different nationalities, identities and culture and when I tried to explain why they were being prejudiced or bias they completely shut me down and made me feel as a person of color I couldn't know possibly what I was talking about. They didn't believe in racism and even at a point told me I blame white people for my problems, they were also extreme conservatives that bashed liberals and basic human rights. I was so shocked about how these people were and acted, With the incident also happening in UHart my family now worries I may be a victim of a hate crime. I don't feel safe as I use to
- I have not had much experience on campus as I am only first year, but so far i see many races and religions and cultures. I would love to see open discussion of these

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matters among students, but have not yet had much opportunity to witness that, but all that I have witnessed is positive.

- I am part of the pharmacy school which I feel is very diverse. It's wonderful, and as a faculty member I feel very enriched by our student and faculty who are from diverse backgrounds. Our pharmacy school I feel sets an example.
- The University does an overall good job at focusing on diversity and the environment is conducive to all individuals. I would like to see the area of ageism improved upon as pointed out in this survey. Thank you.
- I witnessed a white manager yell at a black employee in front of everyone for a small infraction that made my friends and the worker very uncomfortable. I reported the incident and spoke to the manager about how what she did was inappropriate.
- Diversity and inclusion here is just pandering to the very basics. Students feel ignored by the lack of programming, the lack of unity, and the lack of administrative comments on current events.
- I feel that although there is diversity in the culture of the students, a lot of students I know personally lack empathy towards students of different cultures/ethnic backgrounds, religions, and sexualities they don't know much about. A friend has had her Indian traditions mocked and traditional wear labeled as 'stupid' and 'ugly', another friend was told (by the same individual) to major in "lesbian dance poetry", and I have been told I worship the devil (which I do not). I feel certain individuals can be very hateful, and I'm not sure what can change their prejudice in this university. This is how some people were raised, and by teaching more about diversity I know some will claim that we're getting too "political", "liberal", and care too much about being "PC". I think diversity is something that needs to be taught and instilled, so that students don't go off into fields like nursing misrepresenting what we stand for and allow here in a community like St. Joe's.
- Experienced discrimination based on sexual orientation, reported to appropriate channels at USJ, I never got any response about results of investigation. Due to lack of response, when I was sexually assaulted at USJ, I did not report it due to not receiving response about racial discrimination that I reported. Would have just appreciated a follow up, whether it was investigation was unfounded or even a simple email saying nothing could be done if that was the case.
- I feel as though we need to do more for those with physical disabilities. We don't have elevators or simple ramps for residence halls. Please do more for them, they deserve this!!
- Last week the cafeteria served sushi for lunch, but had Chinese props to promote the Asian dish, although China definitely does not have anything to do with sushi, which I thought was thoughtless and offensive.

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- My biggest personal difficulty this past year has been in regards to bias about my age and misunderstanding/assumptions of my socioeconomic status.
- I am one of the few males at this school. Time and Time again, there has been bias, exclusions, and poor treatment directed towards me. Almost all of it is from the students, but not all of it. I once told a staff member that I felt like people were giving me looks like I didn't belong here on campus, and instead of sympathy, I was told to "consider it a learning experience." I have had professors say in class "this class wasn't created with male students in mind..." As they then go on to say something offensive towards my gender. I tried to attend a USJ event on rape once, and was told that my presence as a male was disturbing and I was asked to leave even though I was there to learn like everyone else. When I walk around on campus, I consistently get looks that say to me "what are you doing on our campus?" I have never once felt like I belong at this school. For a school that is supposed to be going co-ed in fall of 2018, as of right now, I would never under any circumstances recommend USJ to another male. This place is an awful place to attend, and if I were able to transfer and get my degree elsewhere, I would.
- I've been an undergraduate resident student for the past three years and have witness the university only getting worst in the past years. Diversity is important on campus not only for the students but the staff as well.
- The speech at investiture was very upsetting to students, families and faculty members who are conservative politically.

Communication/Programing

- I feel that I can't answer these questions because I don't know if there are any opportunities for discussion on these topics at USJ. I have never had one, nor have any of my friends. I also feel that I can't answer any questions about staff and administrators because I do not know them all. I think that USJ does have a diverse population, but I do not think that there are many opportunities to discuss diversity on campus.
- May I make a suggestion - having designed and analyzed many surveys, I consider, for analysis and action, "I don't know" and "No opinion" as two different responses. For example, I do not know if there are inclusion activities associated with sexual orientation. I have an opinion that there should be, but I genuinely do not know. If many people do not know and there are activities, they could be made better known. If many people have no opinion, the issue is just not important to focus on.
- The incidents of which I am aware were not malicious on the part of those perpetrating, but those on the receiving end still felt very offended and communication in regards to diversity is still lacking in such a way that the offense was never discussed between the parties. So, I think that USJ as a community is lacking in

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communication, which has contributed to the students I am aware of reporting feelings of being both discriminated against and unheard.

- The University can also improve on communicating and emphasizing these diversity and inclusion efforts to the adjunct staff.
- Having the ability to self-advocate is priceless. Making forms and processes available on the website (so that students know when such essential processes are due is not a mystery, that can only be revealed by reading the entire site, or by email)

Human Resources

- I think it would be really beneficial to include staff that are diverse.
- I believe the school can benefit from having a more diverse staff and well as further including students that are not catholic.
- Hiring faculty and staff and picking students to come to the University should not be based on physical characteristics, or based on the mere fact that they are a different race or ethnicity. Picking someone should solely be based on qualifications and what they will bring to the University. I think that many times the University has chosen not only students but some faculty based on filling the requirements of the diversity spectrum instead of focusing on qualifications.
- I am a new employee and have felt well respected and welcomed.
- I noticed that many of the cafeteria staff are women and men of color. Seems like a disproportionate number. Many of the professors are white women and men. Need more Hispanic and Black women and men in nursing professor roles, perhaps will draw more graduate students of color.
- Climate has worsened this year since University has not taken a stand against racism on the outside. There has always been a pay differential in that candidates of color get higher salaries. If you are white and have been at USJ for a long time your salary will be much lower than others in your department - especially if your department is diverse.

Leadership/Administration

- The president's lack of response to current events
- It is important that the administration utilized the people they have on their campus. When you exclude people from the process, you are eliminating their voices and their ability to make a difference. Stop thinking you have everything under control and be open to change! The only way to make our university more inclusive is together and we will never fully be at that point if we are not invited to the table.

Learning/Academic Content

- Teachers should teach students how to think, not what to think.
- Again, qualifications, rather than diversity, is important to me.

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- When Special Education is overly represented by students of Colors and minorities and the professor decides to skip an entire chapter of culture and diversity, I see this as a problem.
- In my religion class, I was not permitted to leave early to observe Yom Kippur after I finished the quiz.
- After addressing a concern with an adjunct professor, the following class the issue that was addressed was mentioned and I was identified in front of the class as being the one with the issue.
- The biggest issue is faculty. I have witnessed employees treat students differently because of their race/ethnicity and it rubs off on other students who start to do the same. The white students do not want to be associated with nonwhite students because they are afraid they will then get targeted by the racist employees. I have witnessed white faculty members treat nonwhite faculty members different. The nonwhite faculty members (the very few of them) tend to be more caring towards the students.
- I believe because of the lack of international students in the university of Saint Joseph, (some) of the professor does not understand what it means when you just came from another country in order to study in USA for a college only , and does not know how is it feel when you study with a new language for a college only for your first time, so when it comes to grading the international student they assume that he/she has the same strength of English language as the native speaker then they equal them.
- I wish I could give you a better answer than above. Unfortunately I am a remote student, so I do not get the chance to interact with on-campus faculty or students. However, every interaction I have had via phone call has been great - the people have been communicative and helpful, which I sincerely appreciate. The instructor for the class I'm taking is incredibly helpful and willing to work with those who are not full time students because they are working or are otherwise older than the usual students, and the class itself is a deviation from every chemistry class I have ever taken - for the better! All in all, based on what I have seen and experience, I would recommend this school to anyone who was looking.
- Diverse faculty is very much needed. Faculty that are non-white tend to be more supportive to diverse students (from experience and stories) compared to white faculty members. More are also needed because I have seen non-white faculty members targeted by other faculty members who view them as less important or less competent but for diverse students, they are very helpful.
- A professor stated "Well I didn't get your email on my phone, but maybe I got it on my laptop. I blame Obama for that." She also completely tossed my work and raised her voice stating "what's this? Who did this?" in front of students that we were working with at a partnership school. I dropped the course because I was so embarrassed and

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humiliated, but because others have given her negative feedback about her character and she continues to be a professor there, I just honestly feel as if she's too highly regarded for anyone to hear me out.

- Last year there was a student who was extremely smart, but was on the autism spectrum. She was not spoken to with empathy and teachers were not willing to accommodate her. As a result, this student left the University.

Office for Diversity and Inclusion

- Creating a senior leadership position that oversees diversity efforts and that has legitimacy with faculty and other key stakeholders is a strategy that I have heard discussed and while it may be an important step I worry that this role would become tokenized if not hired in conjunction with other senior leaders who reflect the communities in the US most in need of higher education. The longer it takes for this to happen the less legitimacy that the senior administration of this institution will have with these communities (and this writer).

Other

- Commuters are the main population of this school, we asked for a commuter lounge to benefit some who are stuck here all day and none of the wishes were met. It's more of a study room. We asked for lockers to put our stuff in so we don't have to lug it around and go back to our cars. We asked for a fridge so we could bring better food when here. We asked for a comfy space to call our own and it wasn't met. The residents have their own space to relax and unwind we want the same. I have an 8hr break between classes i live and hour away i should have a place to relax and do homework too besides the library.
- I had no opinion on many of the questions because I take the courses off campus and am not exposed to many of the situations presented.
- In order to respect diversity we need: 1. Affirmative Action Office 2. International Office and Services
- Homelessness and hunger. Financial issues
- I think the survey itself is limiting--should include different levels of agreeing and disagreeing, and "don't know" should be different from "no opinion." It's difficult for me to know how people are treated outside of my own (and possibly my departments) experience, but that doesn't mean I don't have an opinion about it.
- I find that you guys do not respect those who do not believe in God or people who hate God. Yes this is Catholic school but you expect us to do not one but TWO Religion courses for our Gen ED requirement. Even if you lowered it to one that would make a difference.
- I am in the adult learning program and I only have classes on Saturdays. The way my schedule is set up is that I am not able to participate in on campus student events. But

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when I am on campus, USJ never ever has things for students to do during our lunch break. Mostly all of the offices are closed on Saturdays except financial aid and there is never an event put on by student affair for the adult learners. It's frustrating at times because we pay so much to attend to this amazing school and all we participate in is our classes. We pay for student affair fees but never ever are able to actually do any of those events.

- I am an online graduate student. I don't have as much of a perception as someone who had been to the campus. I gave as much input as I was aware of.
- This survey is an attempt to gather information & to state to the public, board of directors, and the community at large that a survey was conducted on the continuous lack of diversity and inclusion measures by USJ.
- Item 12 - Equity suggests equal treatment - as in all workers earn the same salary. If the item had been worded "fairly" I could have endorsed "Agree" across all domains. Item 20 - Once male students are on campus, USJ will be much more inclusive.
- This school needs to do better. I haven't seen any improvements in any area over the past few years. You guys know that there is no sense of diversity here on campus that's why you're sharing this message. It's sad & it makes our university look bad. Fix this issue so that people can feel more welcoming and open to others. By making this school co-Ed that's just adding more into the mix of things that needs to be fixed. You Guys say how much you listen to the students but that is Incorrect. There are other flaws here at USJ but this is one that can actually be fixed if it gets enough attention. This is probably going to be ignored, but hey, I tried to get the message across. It's now in your hands to make the change for this University.