

2009

Campus Climate Study

CISAT Diversity Council

Matthew Lee & Dena Pastor
James Madison University
9/30/2009



Table of Contents

Purpose of Study.....	4
Methods.....	6
Instrument Development.....	6
Procedures.....	6
Participant Recruitment.....	7
Demographics.....	8
Sample Size.....	8
Age.....	8
Class year.....	8
Reason for completing survey.....	8
Gender.....	8
Race/Ethnicity.....	8
Citizenship.....	9
Religion.....	10
Sexual Orientation.....	10
Ability Status.....	10
SES.....	10
JMU Athlete Status.....	11
Overall Results.....	12
General Campus Climate.....	12
<i>Comfort at JMU & Sense of Belonging</i>	12
<i>Student Perceptions of Diversity: Student Body & Faculty</i>	13
Experienced or Witnessed Discrimination.....	14
<i>Perceptions and Experiences of Discrimination at JMU</i>	14
<i>Types of Discrimination Experienced or Witnessed</i>	14
<i>Involvement of Drugs/Alcohol in Discrimination</i>	16
Classroom Experiences.....	17
<i>Percent of Students Reporting Coursework in Diversity</i>	17
<i>Number of Diversity Courses Taken</i>	17
<i>Number of Extracurricular Diversity Events Attended</i>	18
<i>Subject Areas for Best Diversity Course</i>	19
<i>Why Course Chosen as Best for Learning about Diversity</i>	20
<i>Best Professor to Promote or Discuss Diversity</i>	24
<i>Why Professors Chosen as Best to Discuss or Promote Diversity</i>	25
<i>Professor Comfort in Discussing Diversity</i>	30
<i>Other Professor Behavior</i>	31
<i>General Questions about Classroom Experiences</i>	32
Recruitment.....	33
Harrisonburg.....	33
Safety.....	34
Perceptions of Diversity at JMU vs. Student’s High-School.....	35
Results by Group.....	36
General Campus Climate.....	36
<i>Comfort at JMU & Sense of Belonging</i>	36
<i>Student Perceptions of Diversity: Student Body</i>	38
<i>Student Perceptions of Diversity: Faculty</i>	40
Experienced or Witnessed Discrimination.....	41
<i>Perceptions and Experiences of Discrimination at JMU</i>	41
<i>Experiencing Discrimination</i>	44
<i>Involvement of Drugs/Alcohol When Experiencing Gender Discrimination</i>	46
Safety.....	47
Recruitment.....	49
Harrisonburg.....	52
Conclusions.....	57

<i>Discrimination</i>	57
<i>Safety</i>	57
<i>Comfort and Belonging.</i>	57
<i>Structural Diversity.</i>	57
<i>Recruitment.</i>	58
<i>Diversity Courses and Events.</i>	58
<i>Professors.</i>	58
Limitations.....	59

Purpose of Study

The purpose of this study is to examine student perceptions of campus climate at JMU. Campus climate research is a great concern of faculty and administration at many universities desiring to promote positive outcomes reflecting an increasing attention and sensitivity to multiculturalism and diversity on their campuses. A novel and important aspect of the present study is the introduction of a measure of campus climate that concerns more than experiences of racial diversity, as has been well-documented in the literature (e.g., Rankin & Reason, 2005; Reid & Radhakrishnan, 2003), by adding additional areas of concern relevant to student diversity, including religious backgrounds, socioeconomic status, gender, sexual orientation, and ability status.

A secondary objective of this study is to evaluate results relevant to different campus units and student communities of the JMU campus. This assessment can foster further opportunities for creative programming to address areas participants in the study express as necessary to increase positive perceptions and experiences of diversity in the campus environment.

From a *structural diversity* perspective, examining demographic percentages of different constituencies, the JMU campus is not ethnically diverse. In the previous academic year, only 18% and 14% of the student body and faculty, respectively, were non-White, which is a significant difference from more diverse U.S. Census data as recent as 2004. This lack of ethnic diversity combined with the homogeneity of the student body and faculty in many other respects raises concerns regarding the experiences of students in underrepresented groups on campus. The lack of campus diversity also leads to questions regarding the university's effectiveness to prepare students for employment and citizenship in a diverse society.

These concerns combined with the results of a qualitative assessment in Spring 2008 (Thelk, 2008) prompted our the College of Integrated Science and Technology (CISAT) Diversity Council to gather information from JMU students regarding their experiences, perceptions, and attitudes as they pertain to diversity issues. The collection of such information is commonly known as an assessment of campus climate (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, 1999). There are two key decisions to be made in executing a campus climate study. First the researchers must ask themselves, "Which demographic groups will we study?" Researchers must also ask themselves, "Which factors influencing the campus climate will we examine?" Our answers to each of these two questions are provided below.

Which demographic groups will we study?

The majority of campus climate studies focus solely on racial climate, with the purpose of documenting racial differences in how majority (White) students experience diversity and campus climate, compared to minority students. Many studies have found that racial minority students tend to experience a worse campus climate, and this has been associated with poorer psychological and educational outcomes (e.g., Rankin & Reason, 2005; Tan, 1994). However, given the continually diversifying demographics of college students and increased attention and openness to cultural diversity by college administrations, it is important to understand multiple dimensions or domains of campus climate, and not simply *racial* climate. In the present climate study, we sought a more encompassing view of campus diversity and explicitly focused on a wider variety of historically under-examined campus minority populations. For example, we

asked students how racially diverse they perceived the student body to be and also asked students how diverse they felt the student body was in terms of gender, sexual orientation, socioeconomic background, religious background, and ability status. Similarly, demographic differences in the responses to the survey were examined not only for different racial groups, but also for groups differing in their gender, sexual orientation, socioeconomic background, religious background, and ability status. Thus, six aspects of multiculturalism (race/ethnicity, sex, sexual orientation, socioeconomic background, religious background, and ability status) were considered when creating questions and examining the results.

Which factors influencing the campus climate will we examine?

Hurtado et al. (1998, 1999) refer to four factors influencing an institution's diversity climate:

- 1) ***Structural Diversity***. This dimension refers to the physical presence or absence of historically underrepresented groups on campus.
- 2) ***Psychological Dimension***. In the landmark paper by Hurtado, Milem, Clayton-Pedersen, and Allen (1999), they describe the psychological aspect of campus climate as "individuals' views of group relations, institutional responses to diversity, perceptions of discrimination or racial conflict, and attitudes held toward others from different racial/ethnic backgrounds." (p. 21)
- 3) ***Behavioral Dimension***. Hurtado et al. (2008) describe this dimension as capturing the intergroup relations and level of engagement with diversity on campus. This includes the interactions of students and faculty with demographic groups different than their own and the presence and attendance of diversity related classes and events at the institution.
- 4) ***Institution's History of Inclusion or Exclusion***. This dimension captures the extent to which policies, traditions, and practices at an institution have limited or extended the recruitment of minorities.

In the present study, some attention was paid to structural diversity, but a much larger emphasis was placed on the psychological and behavioral dimensions of the campus climate. How each of these factors was assessed is described below.

Structural Diversity. Because facts regarding structural diversity at JMU are already well known, we focused instead on *perceptions* of structural diversity. In other words, students were asked how diverse they perceived the student body and faculty to be. The responses to these questions were examined by six different demographic groups to explore differences in how diverse the campus feels to students of varying backgrounds. We also asked students to report whether they perceived JMU to be more diverse, less diverse or equally diverse than their high school.

Psychological Dimension. A variety of different psychological factors pertaining to the campus climate were addressed in the current study. For example, students were asked if they felt comfortable on campus, if they felt a sense of belonging to JMU, how accepting they felt JMU is of different types of diversity, and how comfortable they feel their professors are at discussing different types of diversity. Students were also asked whether they have experienced or witnessed discrimination on campus or in Harrisonburg due to their minority group status. As well, students were asked whether they feared for their safety on campus because of their demographic background.

Behavioral Dimension. To assess the behavioral dimension, we asked students if they have taken a course at JMU dealing with diversity issues and if so, how many. Students were also asked what made their diversity course effective. Students were asked to name a professor that was effective at promoting or discussing diversity and explain why they felt the professor was effective. Information was also collected regarding the number of extracurricular diversity events students have attended at JMU.

Institution's History of Inclusion or Exclusion. Although not an emphasis of our climate study, we did ask some questions that capture institutional recruitment practices of students that may affect the enrollment of minority groups at JMU.

Methods

Instrument Development

As has been the practice at several other leading research universities who have conducted campus climate research, a measure of campus climate was constructed with the input of several constituencies. Items from the survey were collected from existing, internally reliable, and published measures of campus climate. Items were reworded specifically for the present campus. Also, to increase the measure's breadth to cover more aspects of cultural diversity, four undergraduate female psychology majors from the Cultural and Racial Diversity Studies (CARDS) Lab in the Department of Psychology at JMU created additional items that could easily be formatted with an identical syntax to the items from existing, published studies.

Several of these items were based from focus group information collected in 2007-2008 in a prior examination of campus climate performed by an outside consultant (Thelk, 2008). All survey items were refereed by members of a subgroup of the university's College of Integrated Science and Technology Diversity Council, and deemed appropriate for the survey. Various student and faculty members participated in focus groups in the spring semester of 2008 and were inquired about their perceptions of campus diversity and relations. The focus groups included faculty and student leaders from two major colleges at the university, an LGBT student group, and an academic scholars group composed of primarily African American students. Transcriptions from these focus groups were analyzed by a team of four undergraduate students in the Department of Psychology from the CARDS Lab for relevant themes that could be coded into items for a larger-scale survey of campus climate.

Unless otherwise described below, the majority of the items were rated on a 6-point Likert-type scale with "Strongly Agree" at one pole and "Strongly Disagree" at the other pole.

Procedures

All data were collected using a secure website hosted at JMU using the online Qualtrics survey creation program. Participants were asked to respond to a series of survey items inquiring about their perceptions of campus climate. At the end of the survey, participants provided their demographic information (e.g., age, race) and received a debriefing. The data collection process for each individual subject lasted anywhere between approximately 20 and 45 minutes.

Participant Recruitment

Participants were solicited from several large survey courses with students from a wide range of academic majors, specifically, GPSYC101 (Introduction to Psychology) and GPSYC160 (Lifespan Human Development). These participants could earn course credit for completion of this study. To increase the amount of participant diversity, students from upper-division courses within the purview of the departments of the diversity council were also solicited. Undergraduates from the CARDS Lab contacted professors to post the weblink to the survey on their Blackboard websites, or to spread the word about the survey by announcing it in their class. In addition, student leaders from minority group-serving organizations were contacted, such as Centennial Scholars (a scholarship-based undergraduate organization), Madison Equality (an organization that advocates for LGBT-related issues), and the Office of Disability Services). Finally, students from the CARDS Lab handed out flyers on campus that had the url of the study.

The incentive to participate for all students not in GPSYC101 or GPSYC160 was entry into a lottery to win one of approximately 32 prizes including a portable DVD player, a digital camera, or a portable hard drive. These prizes were funded by a special allocation of \$1600 from the Office of the Special Assistant to the President on Diversity.

Demographics

Sample Size

A total of 535 students completed the survey.

Age

The average age of the respondents was 19.90, with ages ranging from 18 to 36. The majority of respondents were between 18 and 22.

Class year

Each undergraduate class year was represented by at least 88 students and the majority of respondents were freshmen. Less than 2% of the respondents were graduate students. The frequency and percentage of respondents by class year is shown in the table below.

Class year				
class	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Freshman	193	36.07	193	36.07
Sophomore	132	24.67	325	60.75
Junior	113	21.12	438	81.87
Senior	88	16.45	526	98.32
Graduate student	9	1.68	535	100.00

Reason for completing survey

About 50% of the students were filling out the survey for GPSYC101 (17%) or GPSYC160 (31%). The remaining 50% were filling out the survey to acquire extra credit (22%), to win a prize (20%), or for other reasons (9%).

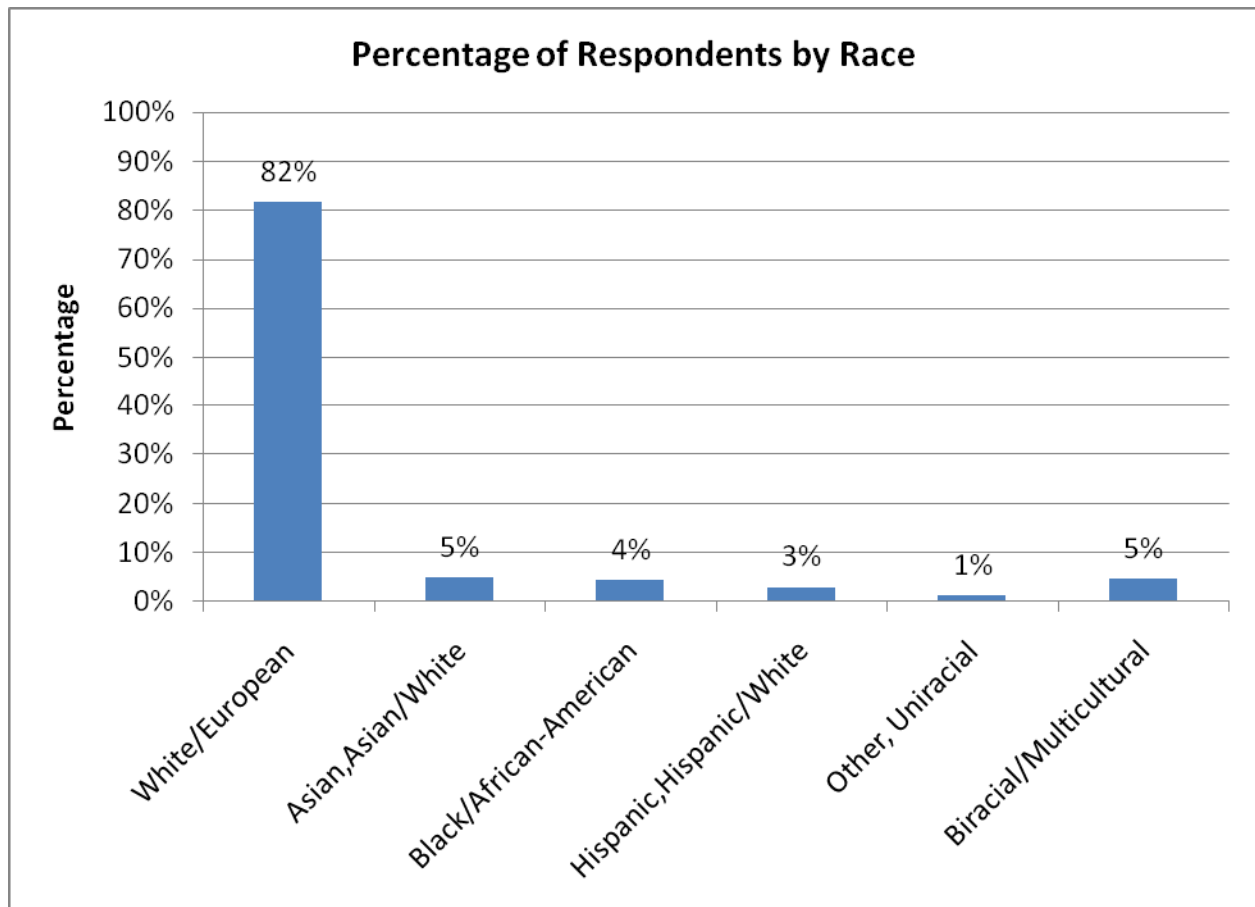
Gender

69% of the respondents reported their gender as female, 31% reported their gender as male and <1% reported their gender as transgender.

Race/Ethnicity

The majority of respondents are White/European (82%) and each ethnic minority group is represented by about 3-5% of the respondents, with the exception of the monoracial/other category (1%). The frequency and percentage of respondents by race/ethnicity is shown in the table and figure below.

Race/Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
White/European	437	81.68	437	81.68
Asian,Asian/White	26	4.86	463	86.54
Black/African-American	24	4.49	487	91.03
Hispanic,Hispanic/White	16	2.99	503	94.02
Other, Monoracial	7	1.31	510	95.33
Biracial/Multicultural	25	4.67	535	100.00



Citizenship

The majority of respondents were US citizens born in the US (93%). The remaining respondents were citizens of another country (2%), naturalized citizens (< 2%), permanent US resident by green card (< 2%), or had dual citizenship (< 2%).

Religion

All but one of the 535 respondents reported their religion. The majority of respondents reported being Christian (74%), whereas 20% reported being non-religious or non-Christian (6.7%).

Sexual Orientation

The majority of respondents reported their sexual orientation as heterosexual (98%). No respondent reported being a gay male. Less than 1% of the respondents responded in each of the following categories: lesbian (0.37%), bisexual (0.75%), uncertain/questioning (0.75%). Three students (0.56%) did not want to report their sexual orientation.

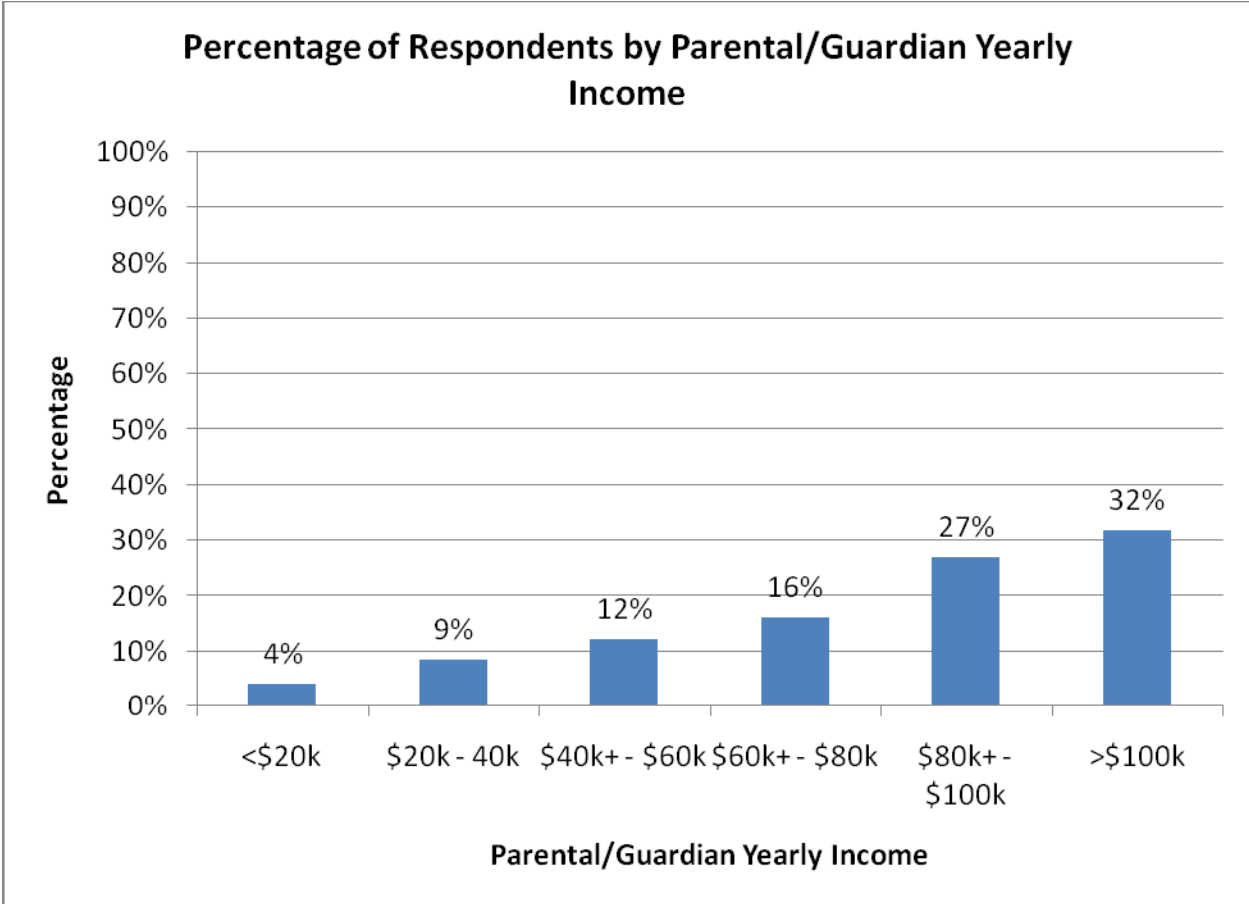
Ability Status

77% of respondents reported no disabilities. The most common disability reported was “other” (7%), followed by psychological disability (7%), ADD/ADHD (5%), and multiple disabilities (4%).

SES

Respondents were asked to report their parental or guardian yearly income. Based on this variable, a large majority of respondents would be considered to be of middle to high SES, with 32% reporting a yearly income of > \$100,000 and 27% reporting a yearly income between \$80,000 and \$100,000. Some respondents reported yearly incomes less than \$20,000. The frequency and percentage of respondents by parent/guardian yearly income is shown in the table and figure below.

9. In terms of income, your parents or guardians per year earn:				
Parent Income	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<\$20k	22	4.11	22	4.11
\$20k - 40k	46	8.60	68	12.71
\$40k+ - \$60k	66	12.34	134	25.05
\$60k+ - \$80k	86	16.07	220	41.12
\$80k+ - \$100k	144	26.92	364	68.04
>\$100k	171	31.96	535	100.00



JMU Athlete Status

Only 5% of the respondents reported currently being a member of a JMU athletics team.

Overall Results

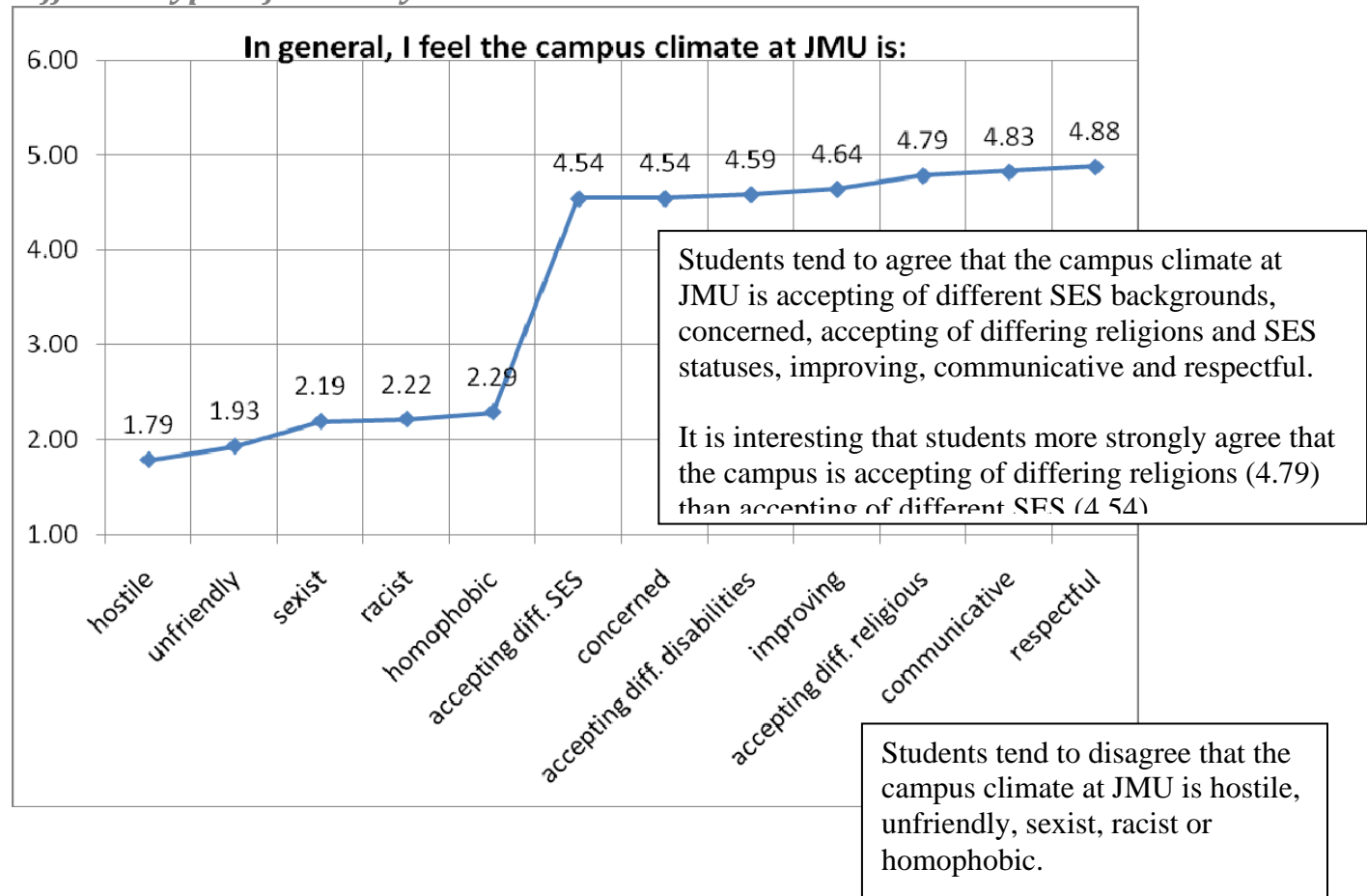
General Campus Climate

Comfort at JMU & Sense of Belonging

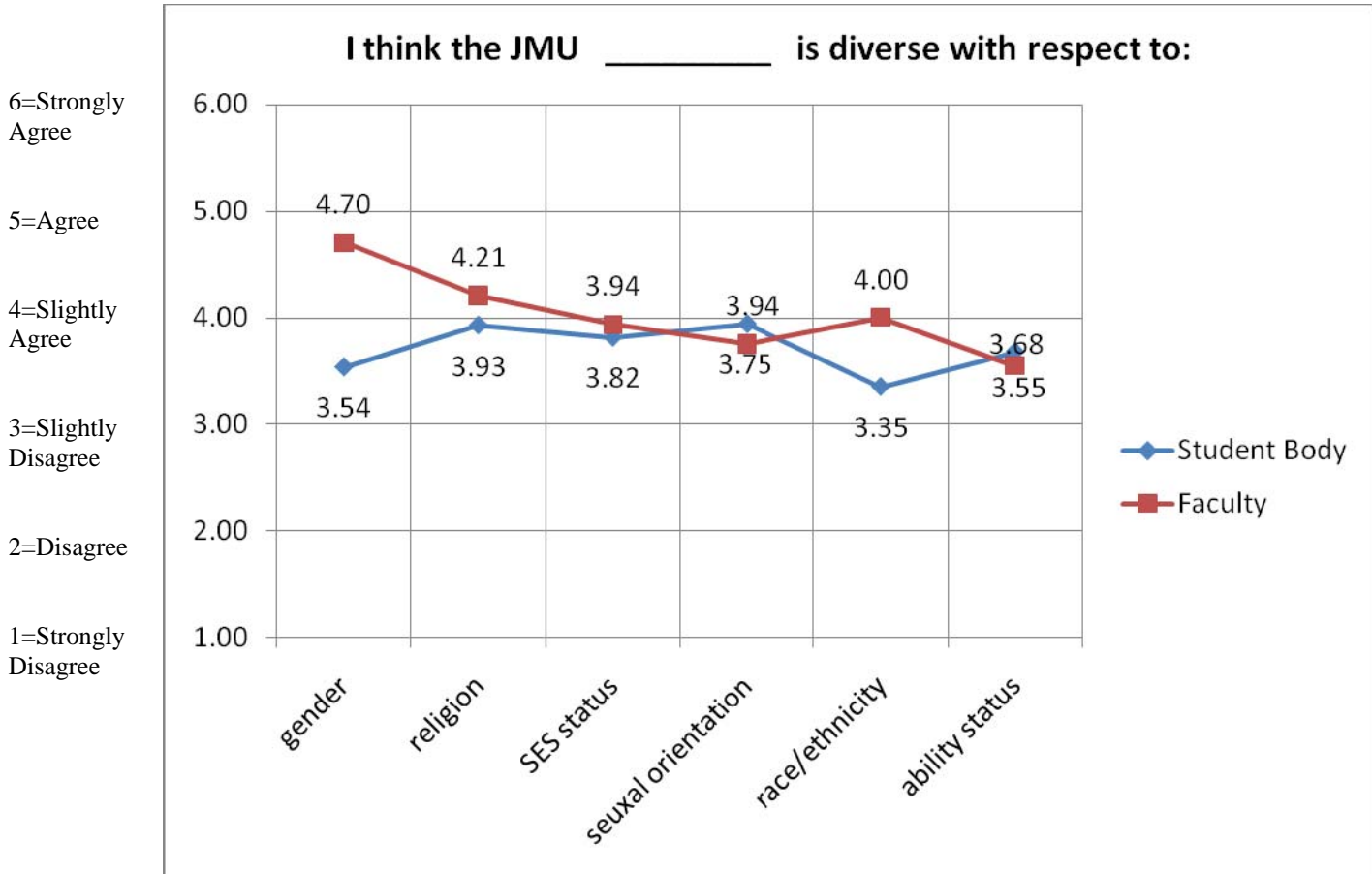
Variable	Label	N	Mean	Std Dev
gcc1	I feel comfortable on campus.	535	5.31	0.82
gcc2	My college is supportive of me.	535	5.08	0.88
gcc3	I feel that I am a member of the JMU campus community.	535	5.03	0.95
gcc4	I feel a sense of belonging to the JMU campus community.	535	4.98	1.02
ewd6	Most faculty, staff, and administrators at JMU are welcoming to people of diverse backgrounds.	535	5.02	0.77
ewd7	Most students at JMU are welcoming to people of diverse backgrounds.	535	4.67	0.99

The average response to the items above is close to 5, which is “Agree” on the response scale. Students feel comfortable on campus, supported by JMU, and feel a sense of belonging to the JMU community. Although students agree that JMU faculty, staff and administrators are welcoming to people of diverse backgrounds, they agree less strongly that the *student body* is also welcoming.

Adjectives to Describe Campus Climate & Perceptions of How Accepting JMU is to Different Types of Diversity



Student Perceptions of Diversity: Student Body & Faculty



For the most part, students perceive the faculty as being as diverse or more diverse than the student body.

STUDENT BODY:

Students' average responses are between slightly disagree (3) and slightly agree (4) when asked if the student body at JMU is diverse. Average responses are closer to "slightly disagree" in regard to the student body being diverse in regard to race/ethnicity (3.35) and closer to "slightly agree" in regard to it being diverse in religion (3.93) and sexual orientation (3.94).

FACULTY:

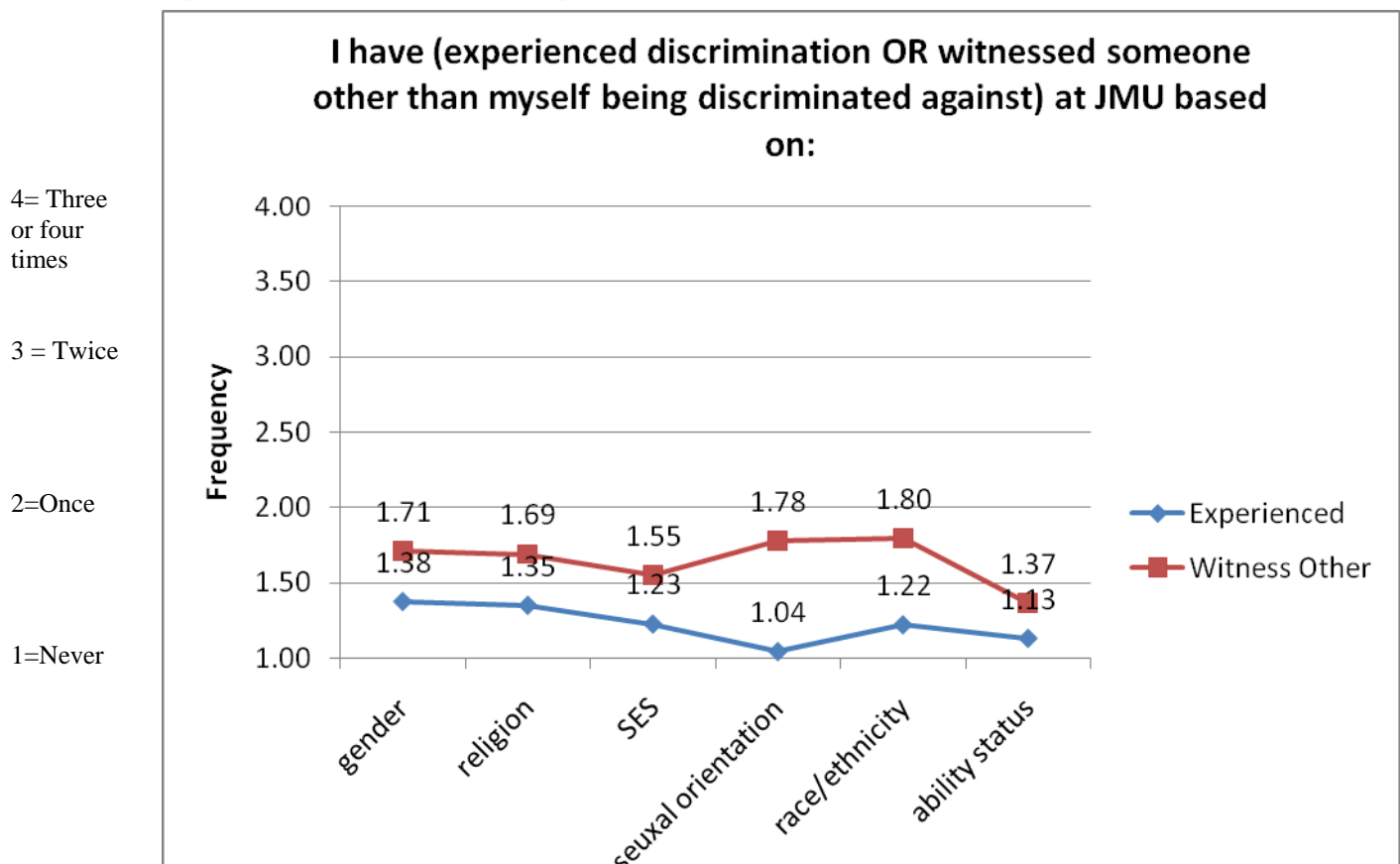
Students' average responses are mostly toward agreement when asked if the faculty at JMU is diverse. Average responses are closer to a minor level of agreement in regard to the faculty being diverse in ability status (3.55) but closer to significant agreement in regard to the faculty being diverse in gender (4.70).

Experienced or Witnessed Discrimination

Perceptions and Experiences of Discrimination at JMU

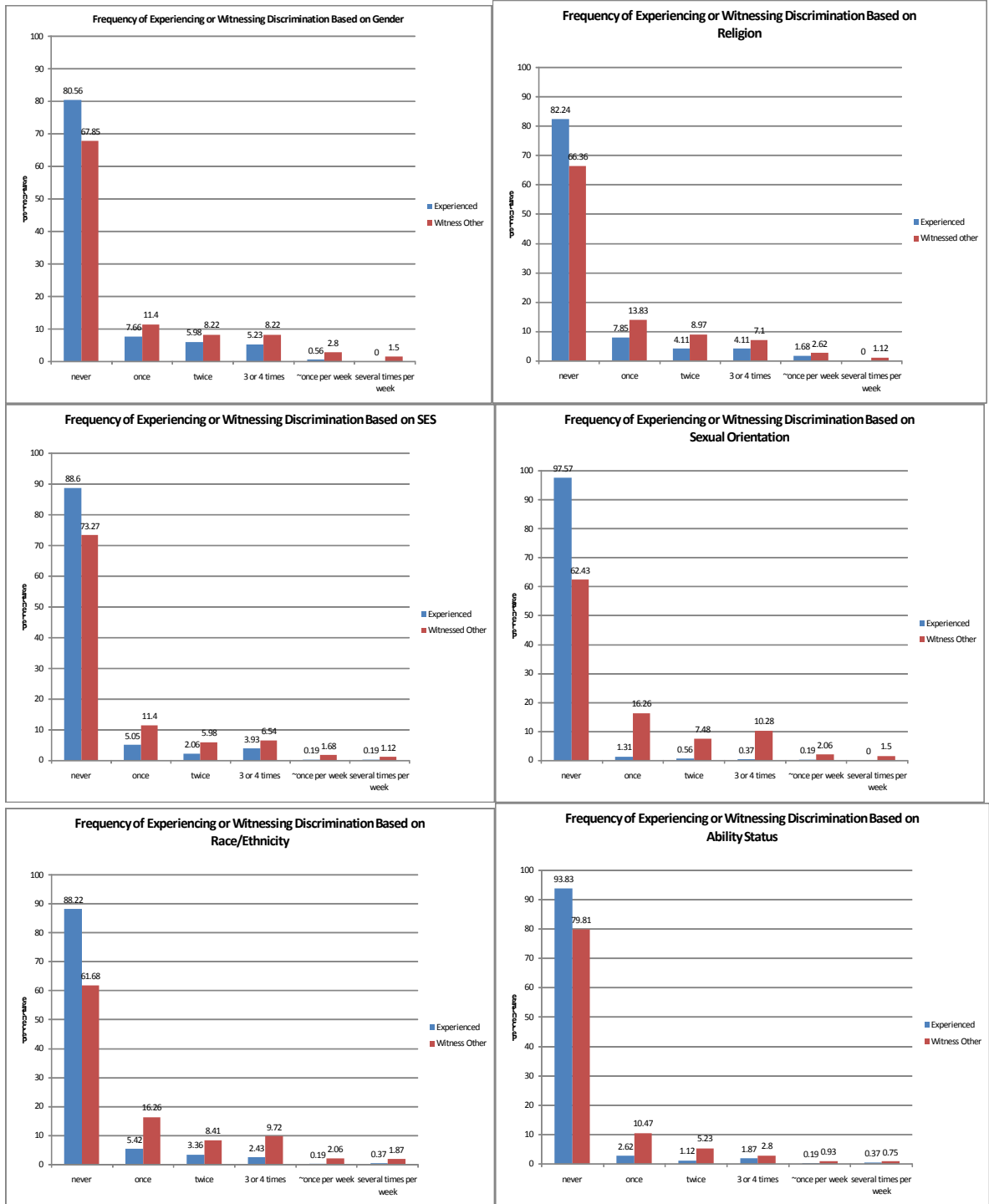
	Label	N	Mean	Std Dev
ewd1	Discrimination is a major problem at JMU.	535	2.18	0.92
ewd2	Problems with discrimination at JMU are rare, isolated situations.	535	4.38	1.01
ewd3	If I were to experience discrimination at JMU, I would feel comfortable reporting it to faculty, staff, or administration.	535	4.22	1.22
ewd4	If I were to witness discrimination at JMU, I would feel comfortable reporting it to faculty, staff, or administration.	535	4.26	1.16
ewd5	If I were to report discrimination at JMU, I am confident that my institution would respond to it appropriately.	535	4.46	1.04

On average, students disagree that discrimination is a major problem at JMU. Students slightly agree to agree that they would feel comfortable reporting discrimination they experience or witness and confident that JMU would respond to such a report appropriately.

Types of Discrimination Experienced or Witnessed

Overall, students report that they have never or only once have experienced discrimination themselves. When discrimination was experienced, it was based more on gender and religion and rarely on sexual orientation. Students report that they have witnessed discrimination at a slightly higher frequency than they report experiencing discrimination. Averages for witnessing discrimination range from a low of 1.37 (between never and once for discrimination based on ability status) to 1.80 (between once and twice for discrimination based on race/ethnicity). Interestingly, one type of discrimination they report witnessing most frequently, discrimination based on sexual orientation, is the type of discrimination experienced by themselves the least frequently. On average, students have witnessed discrimination based on race/ethnicity, sexual orientation, gender and religion once or twice. Slightly lower frequencies of witnessing discrimination based on SES and ability status were reported.

Although the average frequency of experiencing or witnessing discrimination was quite low, there were some respondents who reported experiencing or witnessing discrimination quite frequently. The bar graphs below represent the percentage of students reporting in each frequency category. As can be seen from the graphs, there is a small percentage of students reporting that they have either experienced or witnessed discrimination quite frequently.



Involvement of Drugs/Alcohol in Discrimination

Two items on the JMU specific portion of the survey addressed this issue. These items inquired whether drugs or alcohol were involved when discrimination was experienced or witnessed. The averages below are based only on those respondents who felt they had enough information to report and answer.

Variable	Label	N	Mean	Std Dev	Min	Max
jsi3	During at least one incident of discrimination I have personally experienced as a JMU student, alcohol or drugs were involved in the incident.	328	3.39	1.73	1	6
jsi4	During at least one incident of discrimination I have witnessed occurring while I have been a JMU student, alcohol or drugs were involved in the incident	373	3.85	1.67	1	6

Average responses are between slightly agree and slightly disagree to both items. The average is closer to slightly disagree to the involvement of drugs or alcohol during discrimination that was experienced and closer to slightly agree to the involvement of drugs or alcohol during discrimination that was witnessed.

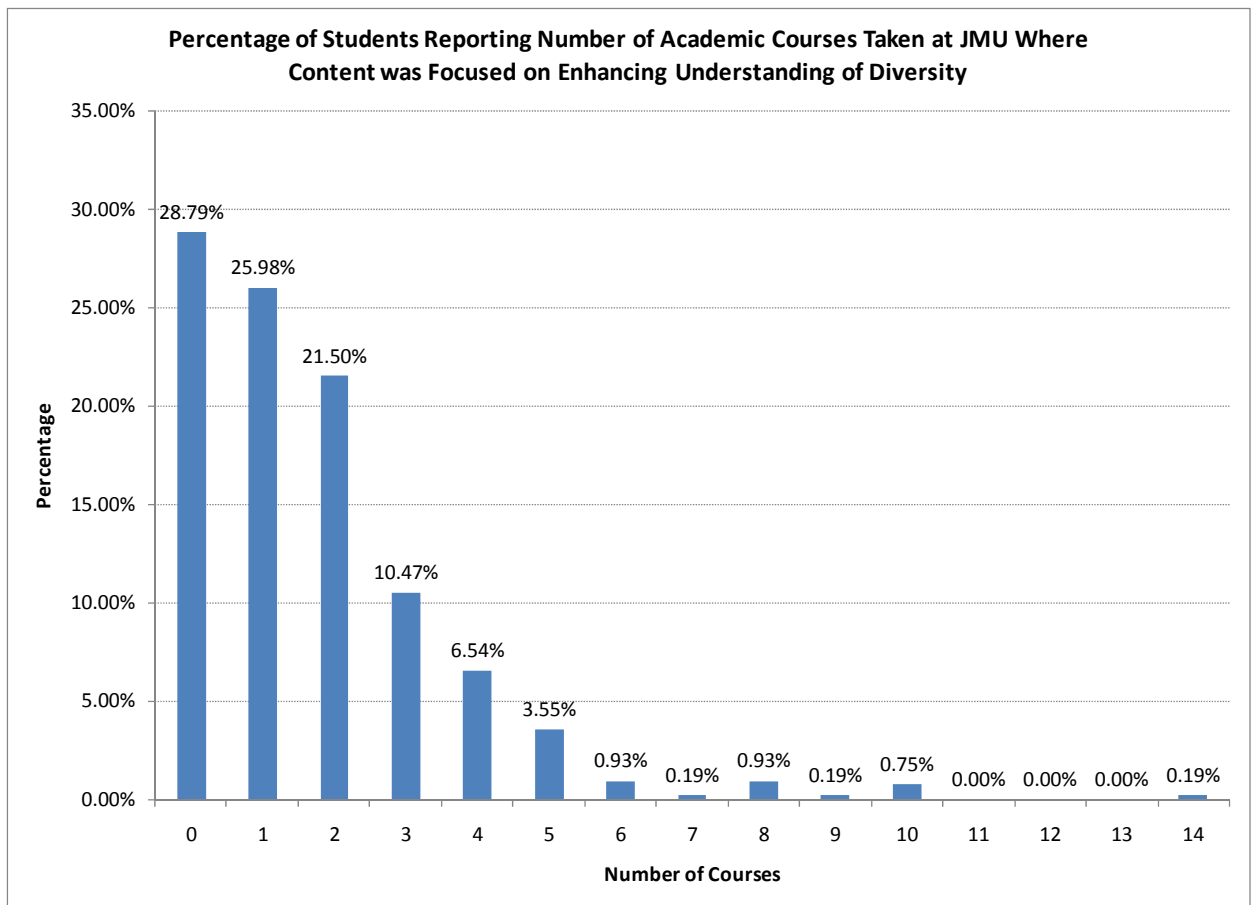
Classroom Experiences

Percent of Students Reporting Coursework in Diversity

Of the 535 students responding to the survey, 199 (37%) reported that they have taken a class at JMU dealing with diversity issues.

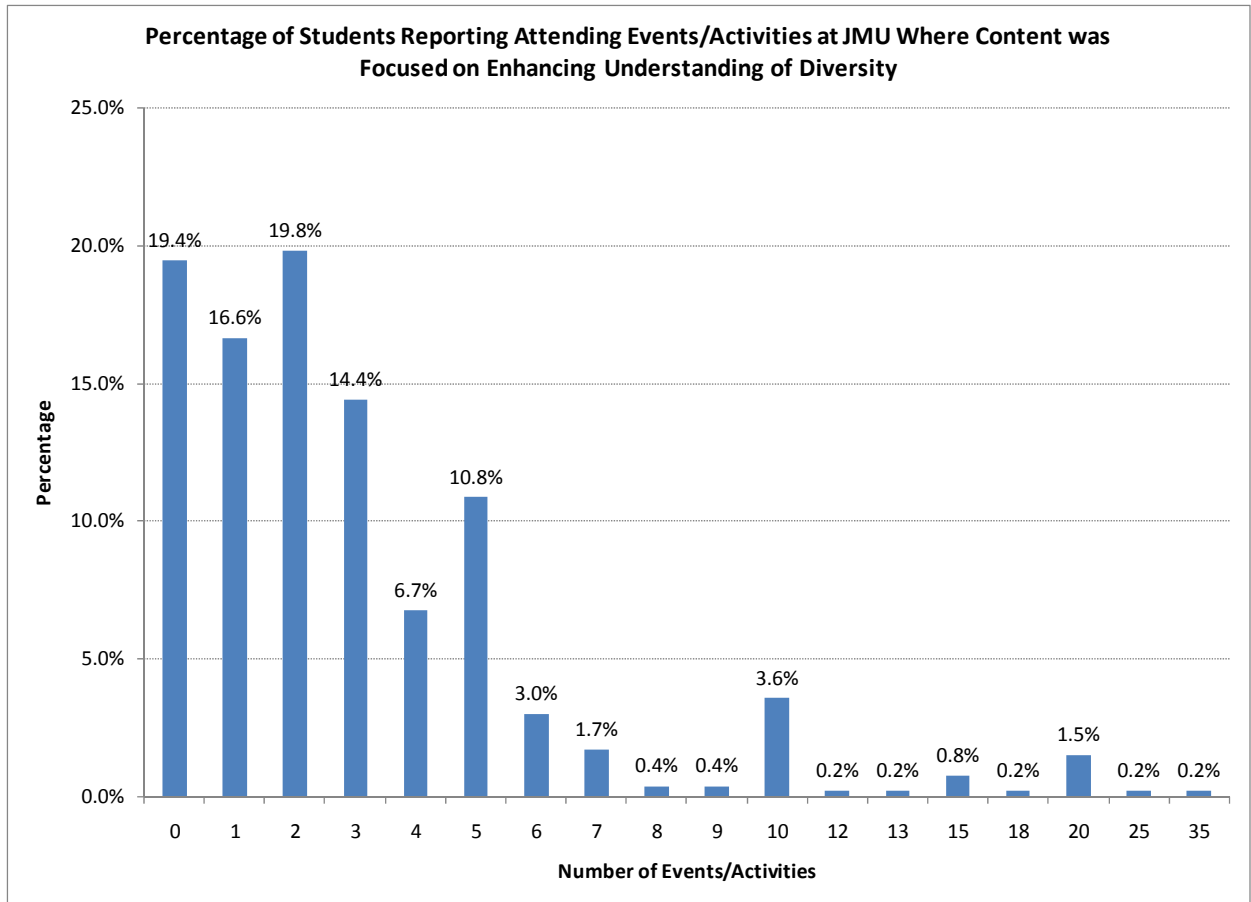
Number of Diversity Courses Taken

On average, respondents reported taking 1.7 academic courses at JMU where the content was focused on enhancing their understanding of diversity. Although most students reported taking 5 or fewer of such courses, there were a collection of students who reported taking 5 or more. The distribution of number of courses taken is shown below.



Number of Extracurricular Diversity Events Attended

On average, respondents reported attending about 3 extracurricular events or activities (e.g., guest speakers, awareness events, cultural festivals) on the JMU campus to enhance their understanding of diversity. Although most students reported attending 5 or fewer of such events, there was a collection of students who reported taking 5 or more. The distribution of number of events attended is shown below.



Subject Areas for Best Diversity Course

Students who had taken a class were asked to provide the *best* class they have ever taken to learn about diversity issues. The frequency of the courses provided classified by course subject are shown below.

Course Subject	<i>n</i>	%
psychology	51	26%
social work	25	13%
other	12	6%
gen ed: psychology	9	5%
gen ed: sociology	9	5%
gen ed:communications	9	5%
anthropology	8	4%
sociology	8	4%
women's studies	6	3%
business	5	3%
education	5	3%
gen ed: history	5	3%
gen ed: english	4	2%
gen ed: geography	4	2%
gen ed: humanities	4	2%
gen ed: religion	4	2%
management	3	2%
none	3	2%
communication studies	2	1%
ethics	2	1%
gen ed: communications	2	1%
gen ed: isat	2	1%
kinesiology	2	1%
speech communications	2	1%
african studies	1	1%
csd	1	1%
english	1	1%
gen ed: american studies	1	1%
gen ed: political science	1	1%
health	1	1%
history	1	1%
individualized study	1	1%
justice	1	1%
marketing	1	1%
philosophy	1	1%
political science	1	1%
spanish	1	1%
Total	199	100%

The majority of courses listed were Psychology and Social Work courses. Students also listed other academic opportunities such as internships and honors seminars that provided an experience for learning about diversity issues.

It is noteworthy that 27% of the courses listed are general education courses.

Why Course Chosen as Best for Learning about Diversity

Students were asked why they considered the course they listed to be the best. The responses provided by 199 of the 535 students were read and several themes emerged. The themes are listed below.

Themes	% of respondents providing theme in response
Course provided information on racism, discrimination, privilege, oppression, racial profiling, etc.	8%
Course gave me insight into people different from me, why they act they way they do or believe what they do, how they feel.	9%
Course gave me skills or opportunities (may have provided student with an opportunity to work in a diverse community or taught them how to be open-minded).	8%
Course provided me with intercultural communication skills.	2%
Course conveyed the points of view of different people.	5%
I learned about different cultures, religions, types of diversity.	29%
I learned about the history or politics of different cultures or minority groups.	1%
The course stressed the importance of diversity to society; illustrated the benefits of diversity.	3%
There was class discussion and students shared their feelings, opinions and experiences.	14%
Focus on diversity at JMU or the "JMU bubble".	4%
Professor was amazing; shared their own experiences, brought in speakers, etc.	5%
Course made me look inside myself, evaluate my own behaviors.	2%
<i>Vague comment about course being eye opening or that it challenged student's thinking</i>	6%
<i>It was a diversity course.</i>	16%
<i>Didn't like it, took it because I had to.</i>	2%
<i>Nonsensical response</i>	7%

The unitalicized themes characterize positive and informative responses whereas the italicized themes were relatively uninformative. The extent to which each theme was present in each response was then rated with individual responses sometimes characterized by multiple themes. Specifically, 19% of the responses were characterized by 2 themes and 1% by 3 themes. The percentage of the 199 students whose response was characterized by each theme is shown in the table above.

The characteristic mentioned most (29% of students) was that the course taught or exposed students to different cultures, religions or types of diversity. Fourteen percent of the respondents considered the course they listed to be the "best" because class discussion occurred, allowing students to share their opinions, feelings and experiences. Students also mentioned that the course provided them with insight into people different than themselves and helped them understand people better (9%). Students also classified their listed course as the "best" because it provided information on such topics as racism and discrimination (8%) or provided them with skills and opportunities (8%).

Examples responses for each theme in shown in the table below.

Themes	% of respondents providing theme in response	Example responses (different responses separated by semi-colons)
Course provided information on racism, discrimination, privilege, oppression, racial profiling, etc.	8%	We learned the psychology of discrimination and hate of other people, whether it be due to race, religion, or any other cause of discrimination; We covered just about every area of diversity and talked about the interaction of privilege and oppression in society.
Course gave me insight into people different from me, why they act they way they do or believe what they do, how they feel.	9%	When assessing a community's needs for change in substance abuse we learned about how different our lives would be if we were someone completely different from who we are today. We had to put ourselves in the shoes of someone else and think of all the ways our life would be completely different; I got to walk in the shoes of people who believe different religions around the world. I didn't just learn the tenants and facts of the religions, but why people think the way they do about the universe. It helped to see through people's eyes who are different from me.
Course gave me skills or opportunities (may have provided student with an opportunity to work in a diverse community or taught them how to be open-minded).	8%	We were forced to go out into the community and do two activities in which we were the minority. I went to a black church and to a Mennonite church and really learned a lot about those two cultures and about how it feels to be the minority in a group; It gave us the opportunity to work in the Hispanic community and apply what we learned in class; it showed you how to accept people who are different from you. also it taught us to try to learn more about different people.
Course provided me with intercultural communication skills.	2%	We learned about communicating with different types of people

Course conveyed the points of view of different people.	5%	It gave the point of views of African Americans; It offered an in-depth look at how others of different sexual orientation deal with issues regarding their everyday life.
I learned about different cultures, religions, types of diversity.	29%	It gave a general overview of all populations including race, ethnicity, religion, gender, disability, and sexual orientation; It really explored the differences of the major world religions while emphasizing their core similarities;It introduced us to many different types of people and cultures.
I learned about the history or politics of different cultures or minority groups.	1%	I learned about history across the world involving not only men but women as well;it went over the history and reasons for gender discrimination
The course stressed the importance of diversity to society; illustrated the benefits of diversity.	3%	It showed how diversity is a helping factor in everyday life and business. By turning your back on diversity more often then not you are just going to be hurting yourself. Diversity gives you an out of the box thinking system.
There was class discussion and students shared their feelings, opinions and experiences.	14%	We were able to have many class discussions on our personal opinions and situations which really helped to broaden my horizon;We all got to share our opinions and experiences openly;We got to talk about our issues and feelings and hear other people's opinions and experiences as well
Focus on diversity at JMU or the "JMU bubble".	4%	...we talked about the influence JMU's diversity has on the surrounding area. We concluded that as JMU's community becomes more and more diverse, the surrounding area's future generations will become more diverse and accepting.
Professor was amazing; shared their own experiences, brought in speakers, etc.	5%	We had a lot of activities that helped us learn about diversity and the teacher was very enthusiastic; Both were taught by minority teachers who really understood discrimination...; The professor had lots of first hand examples...
Course made me look inside myself, evaluate my own behaviors.	2%	Covered diversity for several weeks (all different aspects) and made you look inside yourself.

Vague comment about course being eye opening or that it challenged student's thinking

6%

I learned a lot, and it really opened my eyes;challenged my thinking;it really opened my eyes to what happens in the world around me that I never noticed before. It was personally relevant and relatable.

It was a diversity course.

16%

Discussing diversity was part of the class. Also, the textbook discussed diversity and how cultures and societies reflect upon diversity.

Didn't like it, took it because I had to.

2%

i did not enjoy it; major requirement

Nonsensical response

7%

talked about all issues and addressed them;I meant to select "no" on the previous question; it looked at new topics not usually taught

Best Professor to Promote or Discuss Diversity

Students were asked to provide the name of the **best** professor they have ever had when it comes to promoting and discussing diversity. There were 207 responses to this question. The table below provides information for instructors whose names were listed more than once. Of these instructors, 25% were from the Psychology department. The names of instructors from Social Work, Sociology & Anthropology and Philosophy & Religion were also provided.

Department		Instructor		
Name	%	Name	<i>n</i>	%
College of Business	1%	cavazos	2	1%
Counseling Center	1%	thomas	3	1%
ISAT	2%	tacy	3	1%
ISAT		walker	2	1%
Justice Studies	1%	spivey	2	1%
Philosophy & Religion	4%	king	4	2%
Philosophy & Religion		ge baas	3	1%
Philosophy & Religion		mittal	2	1%
Psychology	25%	lee	24	12%
Psychology		gibson	12	6%
Psychology		evans	4	2%
Psychology		west	4	2%
Psychology		kahn	3	1%
Psychology		karr	3	1%
Psychology		abrahamson	2	1%
Social Work		6%	shakoor	10
Social Work	ford		3	1%
Sociology & Anthropology	5%	bryson	10	5%
Sociology & Anthropology		imani	5	2%
Sociology & Anthropology		eck	3	1%
Sociology & Anthropology		buckley	2	1%
Speech Communication	3%	aleman	2	1%
Speech Communication		clarke	2	1%
Speech Communication		owens	2	1%
University Studies	1%	hazard	2	1%
Affiliate	1%	wilson	3	1%
		other	90	43%
		Total	207	100%

Why Professors Chosen as Best to Discuss or Promote Diversity

Students were asked why they considered the professor they listed to be the best. The responses provided by 199 of the 535 students were read and several themes emerged. The themes are listed below.

Themes	% of respondents providing theme in response
accepting, unbiased, non-judgmental, respectful	12%
enthusiastic, passionate	6%
knowledgeable, informative	12%
interesting	3%
Instructor was described as: open themselves or made students open	11%
challenging (as in challenged my thinking)	2%
comfortable themselves or made students comfortable	2%
open-minded	3%
an advocate, involved	3%
truthful, honest, "kept it real"	7%
Instructor shared their own experiences or brought in others to share their experiences	11%
Instructor promoted class discussion, promoted students sharing their thoughts and experiences	16%
Instructor exposed students to variety of different cultures or types of/issues in diversity	12%
Instructor had students consider JMU's diversity (or lack thereof); stressed need for JMU to become more diverse	3%
Instructor stressed importance or benefits of diversity	5%
Instructor encouraged or taught students how: to change their own behavior, to accept people who are different from themselves, to see things through the eyes of others, to look inside themselves	12%
Instructor provided hands on opportunities, interesting in-class activities	4%
Instructor learned from students; was interested in what students had to say	2%
<i>Instructor taught class</i>	2%
<i>Instructor was the only or first professor to deal with the issue of diversity</i>	6%
<i>Instructor diversity was discussed</i>	4%
<i>Instructor don't know, meant to say "no" to having a course in diversity, etc.</i>	4%
<i>unable to provide a rating</i>	2%

The unitalicized themes characterize positive and informative responses whereas the italicized themes were relatively uninformative. The extent to which each theme was present in each response was then rated with individual responses sometimes characterized by multiple themes. Specifically, 32% of the responses were characterized by 2 themes, 6% by 3 themes and 1% by 4 themes. The percentage of 199 students whose response was characterized by each theme is shown in the table above.

The characteristic mentioned the most (16% of students) was the instructor's ability to promote class discussion and to encourage students to share their thoughts and experiences. Students also mentioned the instructor's ability to exposure the students to a variety of different cultures and/or types of diversity (12%). Students also mentioned that their instructor helped them

change their behavior or viewpoint and made them more accepting of others (12%). Many students also mentioned that their instructor shared their own experiences or brought others into the classroom to share their experiences (11%). Instructors considered “the best” were described often by the following adjectives: accepting/unbiased/non-judgmental/respectful (12%), knowledgeable/informative (12%), and open (11%).

Examples responses for each theme in shown in the table below.

Description	% of respondents providing theme in response	Example responses (different responses separated by semi-colons)
Instructor was described as:	accepting, unbiased, non-judgmental, respectful	She was so accepting of everyone; he was accommodating, listened and didn't judge what you said.
	enthusiastic, passionate	He is so passionate about the topic and making a difference and that rubs off on students
	knowledgeable, informative	She was very knowledgeable about different cultures and taught us a lot about cultural relativism and how to understand cultures without judging them.
	interesting	He made the class interesting, even though the topic of diversity can be tough to instruct.
	open themselves or made students open	She was open to discussion and open to our ideas no matter who you were.
	challenging (as in challenged my thinking)	He constantly challenges your thinking about prejudices, stereotypes, ethnocentricity, and oppression.
	comfortable themselves or made students comfortable	She is openly comfortable with being in diverse environments; They were able to discuss diversity in a creative and comfortable way.
	open-minded	He is very open minded and sensitive to diversity issues; He is very open minded and very cultured, and he is able to get the class to open their minds to different cultures.
	an advocate, involved	Not only is Dr. Gibson an advocate for women's rights, she also advocates for the rights of other minorities which she isn't even a part of.
	truthful, honest, "kept it real"	He keeps it real when it comes to race and discrimination. He's very honest; She didn't hold back about anything. She told us the good the bad and the ugly about history and discrimination. She promoted diversity in an engaging way.

Instructor shared their own experiences or brought in others to share their experiences

11%

Being from Korea, she shared her personal experiences being discriminated against in her life; He gave us a very personal way to relate with his culture; He had lots of first hand experience in teaching at a school with a high level of diversity. ; She realized not only how she was discriminated against, but instances where she, in her head, discriminated against someone; She actually had a panel of members from the LGBTQIQA organization come in and answer questions we had and tell their experiences about being gay in America.

Instructor promoted class discussion, promoted students sharing their thoughts and experiences

16%

He allowed us to really open up, to both teach others from our experiences and opinions as well as to learn from others, both in a positive manner in which the class felt extremely comfortable; He didn't just lecture and have us listen to his perspective. He wanted us to have open and honest discussions with our classmates and to get to know one another for our similarities and differences.

Instructor exposed students to variety of different cultures or types of/issues in diversity

12%

she makes her students aware of diversity issues that they might not otherwise be aware of; He really exposed us to all types controversial issues and told us the truth behind our views of society; he took time to discuss how media different races

Instructor had students consider JMU's diversity (or lack thereof); stressed need for JMU to become more diverse

3%

Dr. McAllister is the one that brought up how JMU's diversity will influence the acceptance of diversity amongst the harrisonburg community. The more diverse faculty we have, the more diverse the local school will become as well with their children and ten in the future we will be able to accept each other more.

Instructor stressed importance or benefits of diversity

5%

We discussed issue with diversity and the importance of diversity in the military; In his MGT450 class we dicuss how diversity impacts the creativity of our country and the products/processes it affects. Without diversity to bounce ideas and thoughts off of one-another we would not have many of the things we have today

Instructor encouraged or taught students how: to change their own behavior, to accept people who are different from themselves, to see things through the eyes of others, to look inside themselves

12%

He really allowed me to understand and relate to someone who was of another culture, and he taught me how to communicate and learn from someone with a different culture than me; He really emphasized the point, that "this may seem weird to you, but to them it is life"; She let us do a project that involved the demographic we most feared and knew the least about which led to a better understanding of how similar everyone really is despite how different they appear to be; Dr. Lee just wants you to be open minded and understanding, and he will do whatever it takes to make you want to learn about people who are different from yourself, be it from within your own culture, or halfway across the world

Instructor provided hands on opportunities, interesting in-class activities

4%

She had us do different activities that dealt with discrimination and diversity.

Instructor learned from students; was interested in what students had to say

2%

She seemed genuinely interested in what we had to say and learning about us and the diversity we have in our backgrounds

Instructor taught class

2%

He taught the diversity class I took.

Instructor was the only or first professor to deal with the issue of diversity

6%

Only professor I have had dealing with diversity issues.

Instructor diversity was discussed

4%

He discussed diversity throughout his lectures.

Instructor don't know, meant to say "no" to having a course in diversity, etc.

4%

I meant to select "no" on the previous question; don't know; not sure

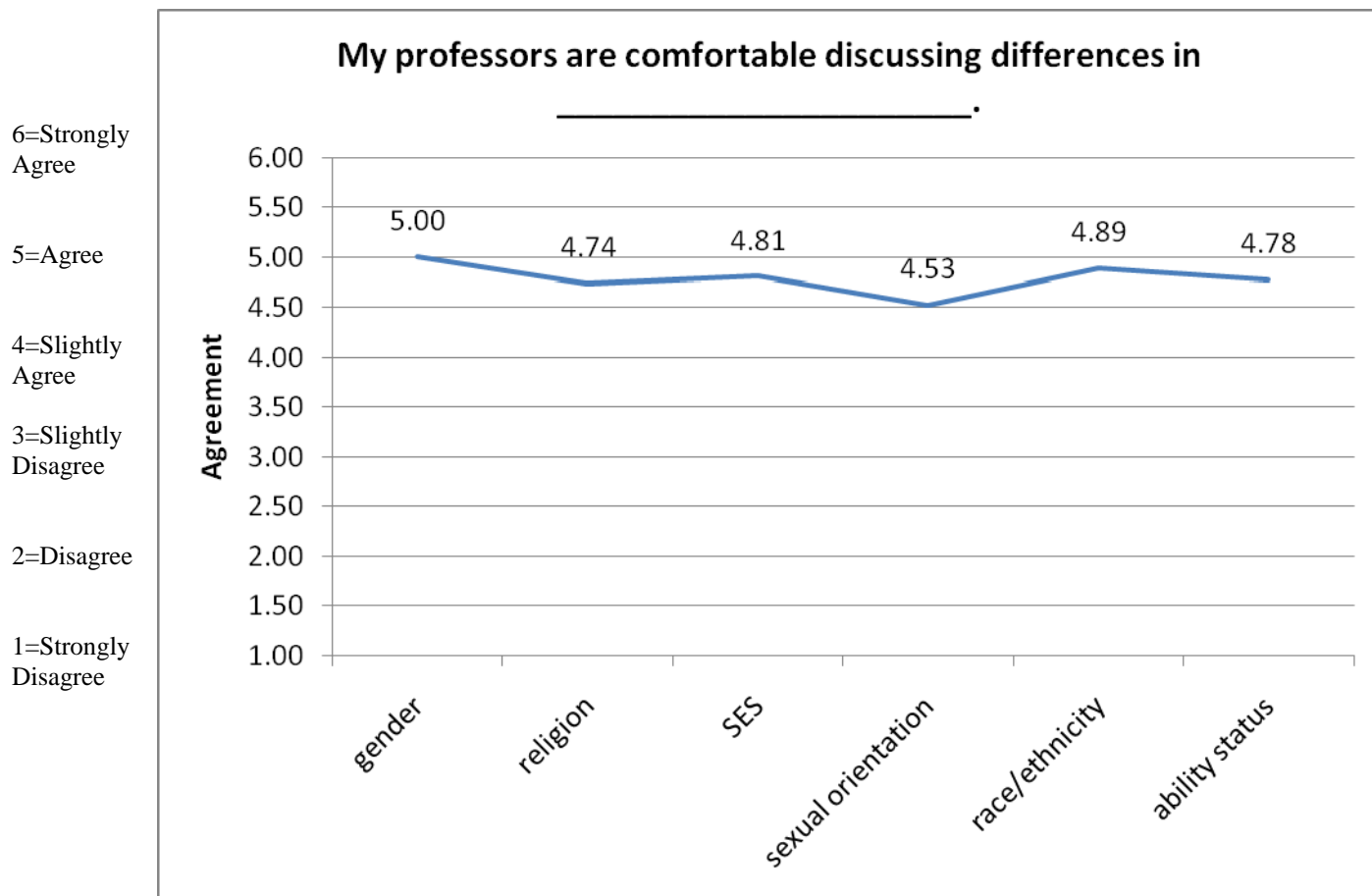
unable to provide a rating

2%

Encouraged student from a diverse race; she was cool and was having a baby; he had good points

Professor Comfort in Discussing Diversity

Students were asked how comfortable their professors were in discussing different types of diversity class.



The averages above are based only on those students who felt they had enough information to make a judgment. On average, students slightly agree to agree that their professors are comfortable discussing different types of diversity. Student perceive professors as being more comfortable discussing differences in gender ($M = 5.00$) than differences in sexual orientation ($M = 4.53$).

Other Professor Behavior

Other questions about professor behavior were posed to the students. Again, averages are based on only those students who felt they had enough information to make a judgment.

Variable	Label	N	Mean	Std Dev	Min	Max
ce13	Students are discriminated against by professors.	496	2.24	1.12	1	6
ce15	My professors create opportunities to openly discuss diversity issues.	467	4.37	1.20	1	6
jsi11	The textbook materials my professors select are inclusive of many types of cultural diversity.	479	4.49	1.01	1	6
jsi12	The classroom examples my professors select are inclusive of many types of cultural diversity.	491	4.50	1.00	1	6
jsi13	Professors have a good sense of what the current diversity issues are that are most important to students.	484	4.63	0.90	1	6
ce9	Professors make students aware of the harm of stereotyping people.	492	4.76	1.13	1	6
jsi6	Professors are accommodating of students with psychological disabilities.	354	4.80	1.02	1	6
jsi10	Most of my professors can handle discussions of controversial issues regarding cultural diversity.	492	4.97	0.82	1	6
ce12	Professors have the same expectations for all students, regardless of their backgrounds.	509	5.01	0.99	1	6
jsi5	Professors are accommodating of students with physical disabilities.	394	5.10	0.79	1	6
ce10	Professors encourage students to express different views and perspectives.	501	5.15	0.89	1	6

On average, students *disagree*:

- that they are discriminated against by their professors

On average, students *slightly agree* that their professors:

- create opportunities to openly discuss diversity issues.

On average, students *tend to agree* (average between slightly agree and agree) that their professors:

- select textbook materials that are inclusive of many types of cultural diversity.
- use classroom examples that are inclusive of many types of cultural diversity.
- have a good sense of what the current diversity issues are that are most important to students.
- make them aware of the harm of stereotyping people,
- are accommodating of students with psychological disabilities.

On average, students *agree* that their professors:

- can handle discussions of controversial issues regarding cultural diversity.
- have the same expectations for all students.
- are accommodating of students with physical disabilities.
- encourage students to express different views and perspectives.

Student In-Class Behavior

Questions were also posed regarding the behavior of students in the classroom. Averages are based on only those students who felt they had enough information to make a judgment.

Variable	Label	N	Mean	Std Dev	Min	Max
ce11	In classes, students' verbal comments sometimes indicate a lack of respect for minority group members.	514	3.58	1.35	1	6
ce17	Students openly discuss diversity issues in my courses.	495	4.23	1.23	1	6

On average, students were neutral regarding whether students' verbal comments in class indicated a lack of respect for minority group members; the average response to this item was in between slightly disagree and slightly agree. Students slightly agreed that students openly discuss diversity issues in courses.

General Questions about Classroom Experiences

Other general questions about classroom experiences with diversity were posed to the students.

Variable	Label	N	Mean	Std Dev	Min	Max
ce16	I am exposed to history, culture, and perspectives of diverse people in my courses.	505	4.67	1.05	1	6
ce18	In my general education courses, issues of diversity are discussed.	498	4.18	1.21	1	6
ce20	My education at this institution has increased my understanding of discrimination.	497	4.22	1.32	1	6
ce19	All students should be required to complete at least one course that includes analysis and skills needed for dismantling discrimination.	517	4.33	1.44	1	6

Students tended to agree that they are exposed to the history, culture and perspectives of diverse people in their courses. Students slightly agreed that issues of diversity are discussed in their Gen Ed courses and that their education at JMU has increased their understanding of discrimination. Respondents only slightly agreed that students should be required to complete at least one course that includes analysis and skills needed for dismantling discrimination.

Recruitment

Students were asked various questions regarding their perceptions about how diversity at JMU prior to coming to the university.

Variable	Label	N	Mean	Std Dev	Min	Max
jsi8	Information I received about JMU prior to starting school here was misleading about how diverse JMU really is.	484	3.32	1.43	1	6
jsi19	During tours and recruitment, JMU staff try to make the campus appear more diverse than it actually is.	463	3.82	1.37	1	6
jsi20	The range of diversity represented to me at JMU impacted my decision to attend the university.	488	2.60	1.31	1	6

Students slightly disagreed that the information they received about JMU prior to starting school was misleading. They tended to slightly agree that the staff tried to make the campus seem more diverse than it is during tours and recruitment. Students disagreed to slightly disagreed that the range of diversity represented to them at JMU impacted their decision to attend the university.

Harrisonburg

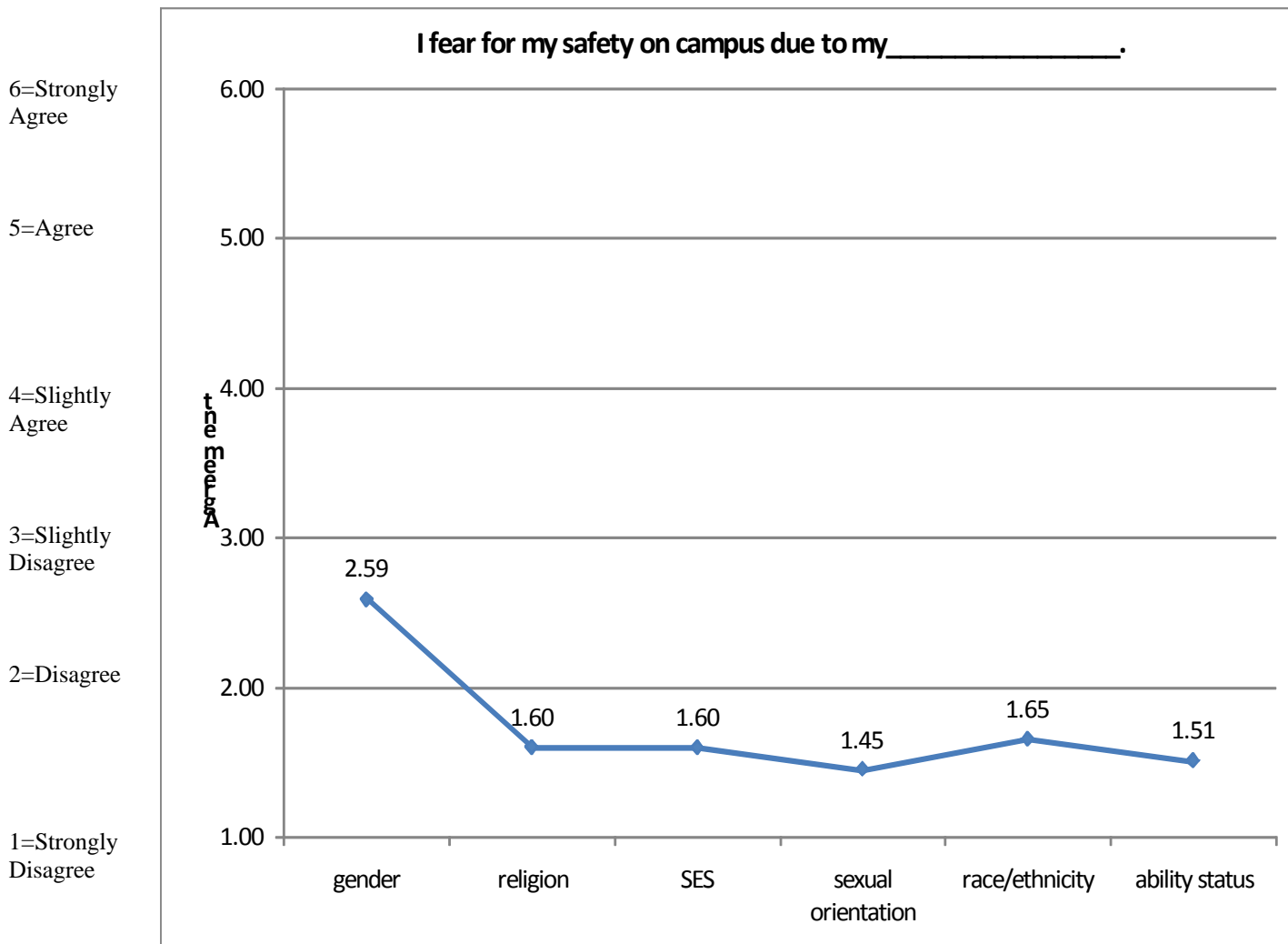
Students were asked various questions regarding city in which the university is located and how the surrounding area affects their diversity experiences and education.

Variable	Label	N	Mean	Std Dev	Min	Max
jsi1	There is a "JMU bubble" that separates the campus from the surrounding Harrisonburg community.	530	4.95	1.06	1	6
jsi2	The "JMU bubble" prevents me from learning more about cultural diversity.	524	3.02	1.39	1	6
jsi16	I have prejudices against the local residents of Harrisonburg ("townies").	517	2.88	1.53	1	6
jsi17	I have felt discriminated against by the local residents of Harrisonburg.	509	3.35	1.60	1	6
jsi18	Discussions of diversity in the classroom avoid references to the local residents of Harrisonburg.	455	3.70	1.42	1	6

Although students agreed that there is a "JMU bubble" that separates the campus from the surrounding Harrisonburg community, they only slightly disagreed that this bubble prevents them from learning more about cultural diversity. On average, students tended to slightly disagree that they have prejudices against the local residents and slightly agree that they have felt discriminated against by the local residents. Students tended to slightly agree that discussions of diversity in the classroom avoid references to the local residents of Harrisonburg.

Safety

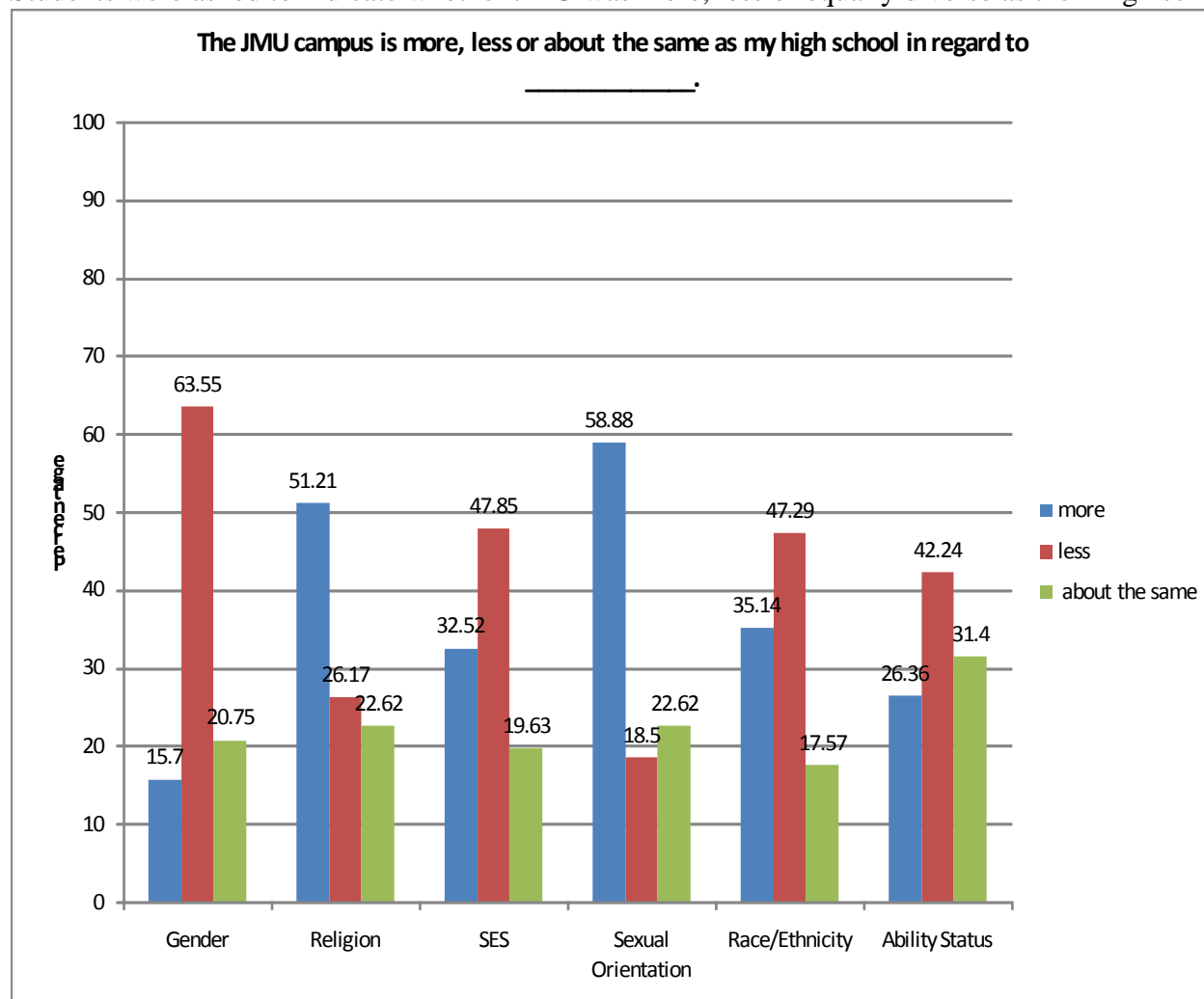
Students were asked to indicate whether they have feared for their safety at JMU due to their cultural background.



On average, students strongly disagreed that they feared for their safety at JMU based on same aspect of their cultural background, with the exception of gender.

Perceptions of Diversity at JMU vs. Student's High-School

Students were asked to indicate whether JMU was more, less or equally diverse as their high school.



JMU is *more diverse* than high-school:

- 51.21% of students feel that JMU is more diverse in religious beliefs than their high-school
- 58.88% of students feel that JMU is more diverse in sexual orientation than their high-school

JMU is *less diverse* than high-school:


- 63.55% of students feel that JMU is less diverse than their HS in terms of gender.
- 47.85% of students feel that JMU is less diverse than their HS in terms of SES.
- 47.29% of students feel that JMU is less diverse than their HS in terms of race/ethnicity.
- 42.24% of students feel that JMU is less diverse than their HS in terms of ability status.

Results by Group

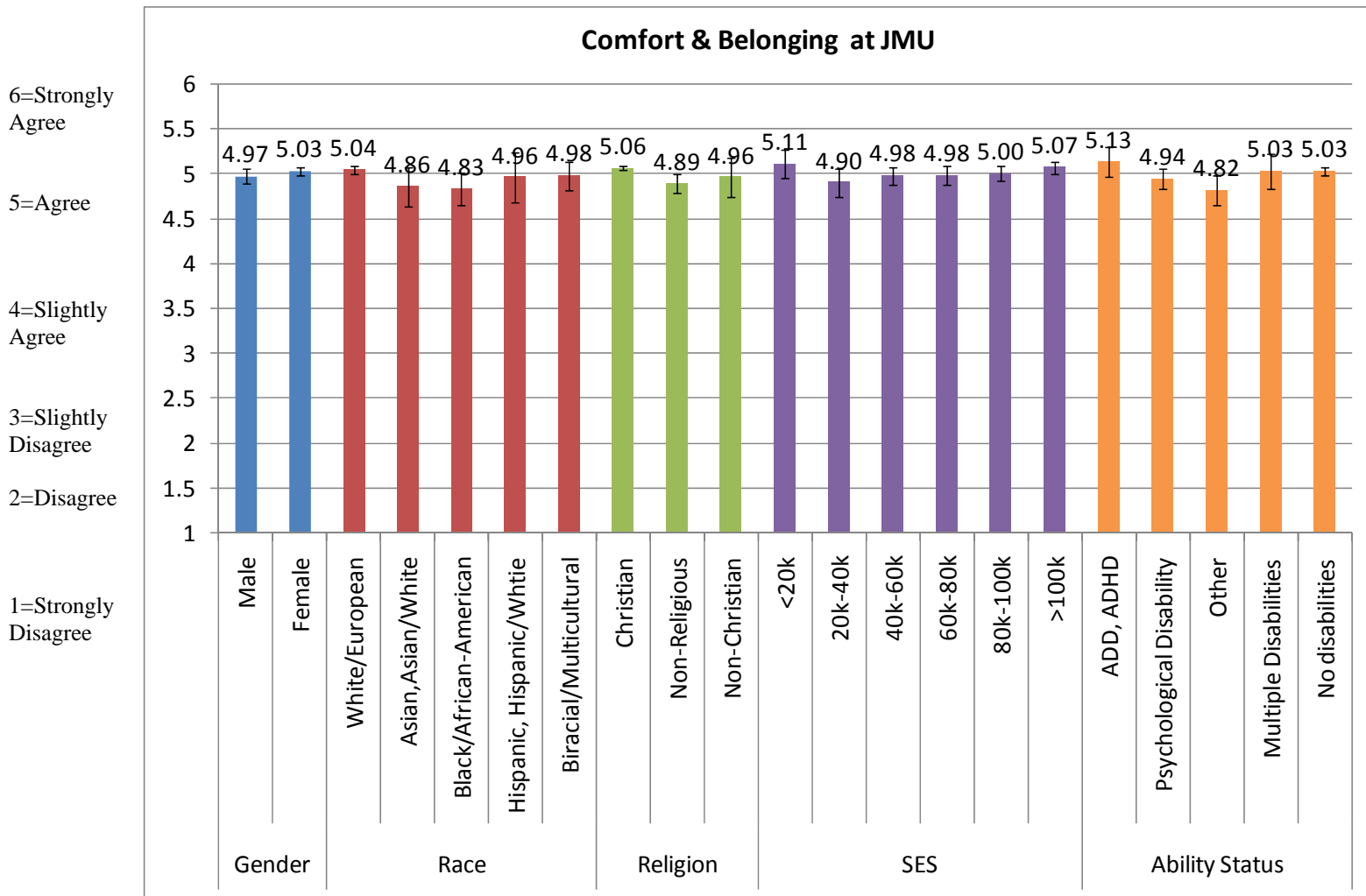
Note about graphs and analyses. Confidence intervals were created around the means in the graphs in this section such that non-overlapping confidence intervals indicate a statistically significant difference between means at $p < .05$. ANOVAs were used to examine whether the differences among means within a demographic group were statistically significant. The results of each ANOVA were evaluated using an $\alpha=.01$ to control for Type I error rate. To examine the practical significance of the differences among means within a demographic group, the effect size measure known as R^2 was calculated. This effect size is referred to as “ES” in this section and can be interpreted as the proportion of variance in the variable accounted for by demographic group. Rules of thumb were used to evaluate the size of the effect size, with .01 .09 and 25 interpreted as small, medium, and large effects, respectively. The actual difference between means of groups in relation to the range of the response scale was also used to assess practical significance.

General Campus Climate

Comfort at JMU & Sense of Belonging

The average response to the following 6 items was used as an indicator of students' comfort and sense of belonging at JMU.		gcc1	I feel comfortable on campus.
		gcc2	My college is supportive of me.
		gcc3	I feel that I am a member of the JMU campus community.
		gcc4	I feel a sense of belonging to the JMU campus community.
		ewd6	Most faculty, staff, and administrators at JMU are welcoming to people of diverse backgrounds.
		ewd7	Most students at JMU are welcoming to people of diverse backgrounds.

The averages for the comfort and belonging at JMU total scores by demographic group are shown below.



Comfort & Belonging Total Score at JMU

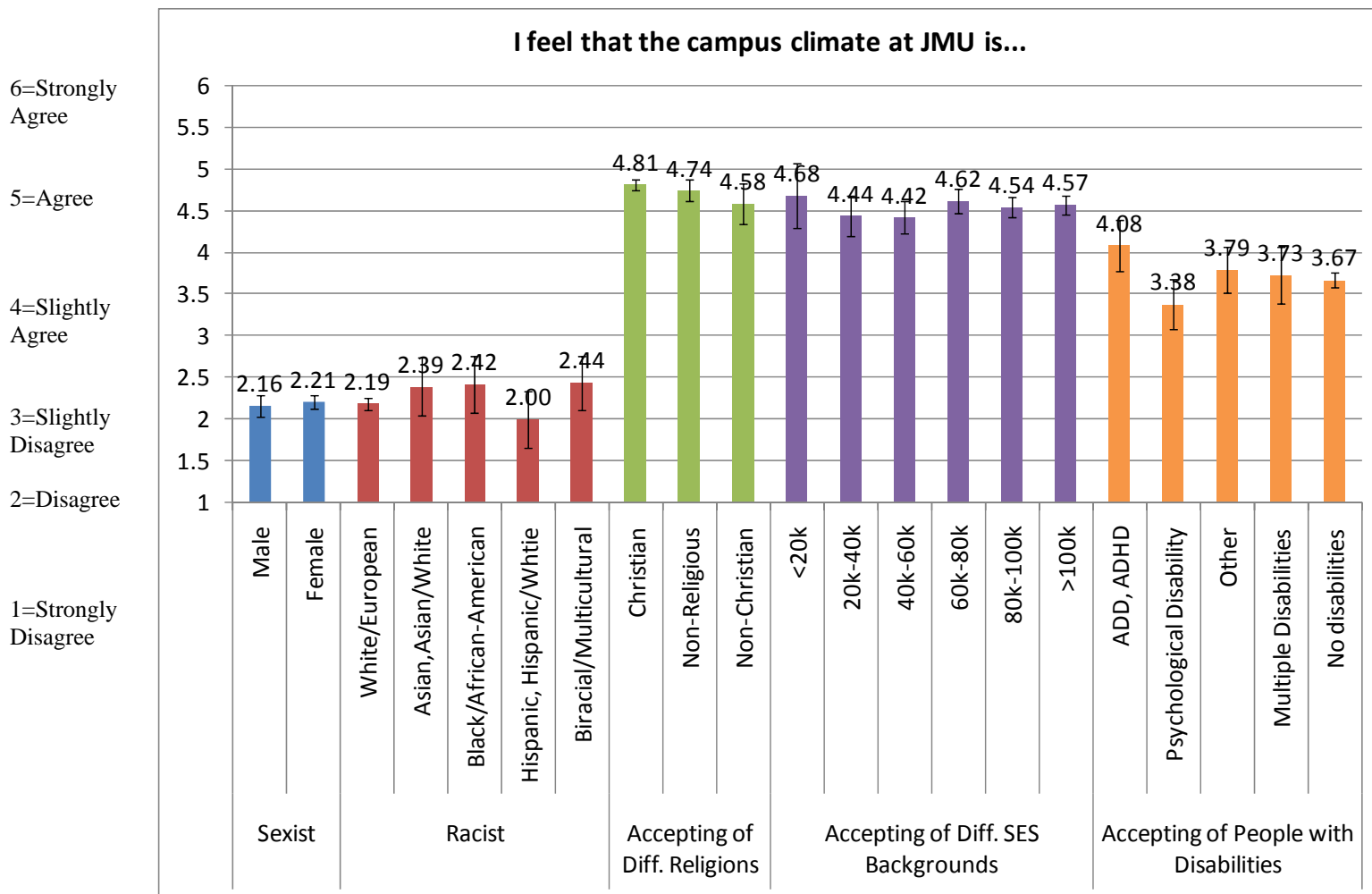
Group	<i>p</i>	ES Value	ES Size
Gender	0.526	0.002	Small
Race	0.405	0.008	Small
Religion	0.063	0.010	Small
SES	0.617	0.007	Small
Ability	0.293	0.009	Small

This table provides the *p*-values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group.

The results indicate that within each demographic group, the differences among average scores are not statistically or practically significant.

Adjectives to Describe Campus Climate & Perceptions of How Accepting JMU is to Different Types of Diversity

The average response by group for those responses associated with the adjectives or perceptions most relevant to the each demographic group are shown below. For instance, average responses to the item “I feel that the campus climate at JMU is sexist” were only examined by gender.



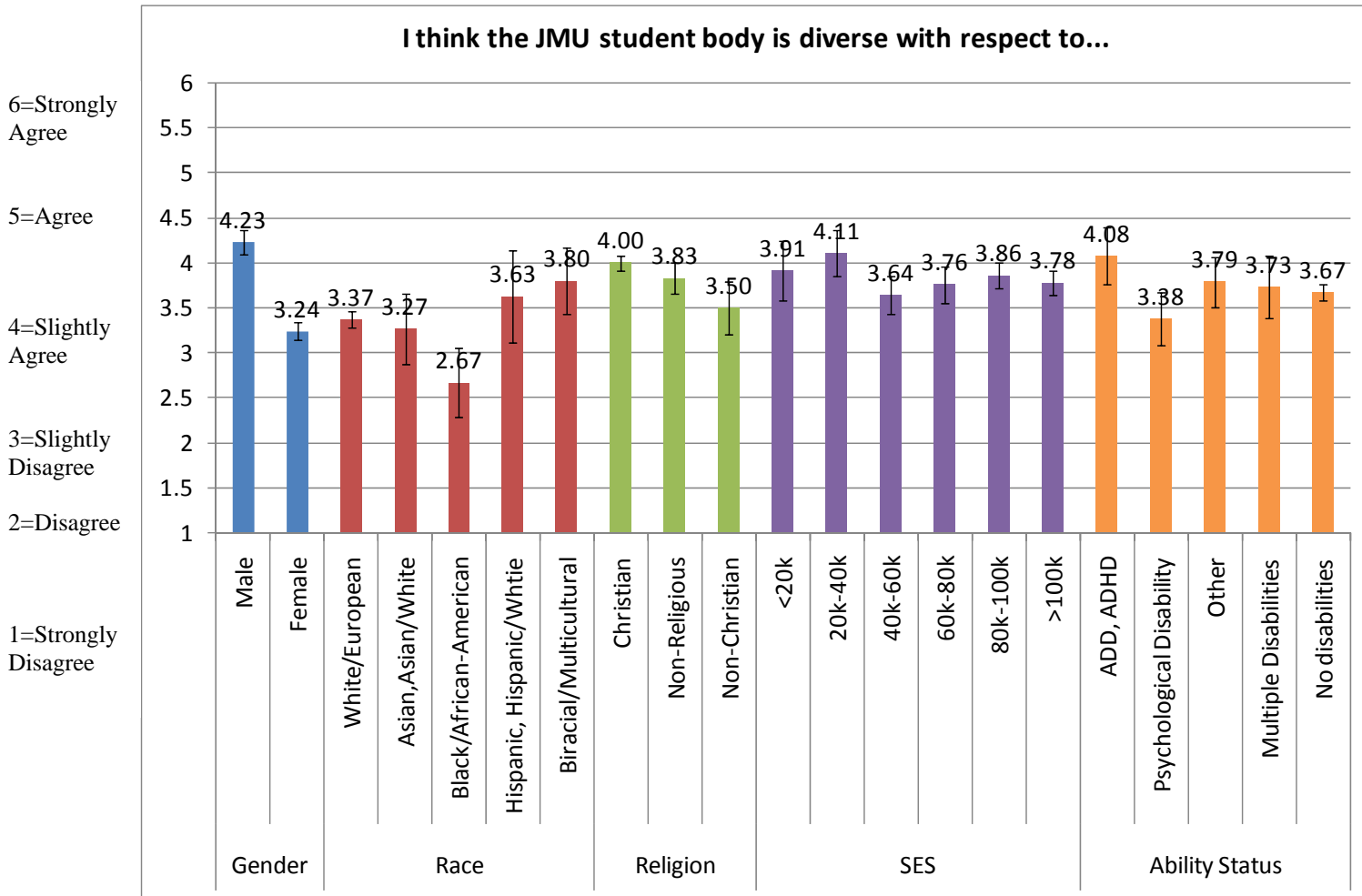
Perceptions of Campus Climate as...	Group	p	ES Value	ES Size
Sexist	Gender	0.696	<0.001	Small
Racist	Race	0.495	0.006	Small
Accepting of Different Religions	Religion	0.332	0.004	Small
Accepting of Different SES	SES	0.818	0.004	Small
Accepting of Different Abilities	Ability	0.326	0.009	Small

This table provides the p-values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group.

The results indicate that within each demographic group, the differences among scores are not statistically or practically significant.

Student Perceptions of Diversity: Student Body

The average response by group for the item associated with the aspect of diversity most relevant to the each demographic group is shown below. For instance, average responses to the item “I feel that the student body is diverse with respect to gender” were only examined by gender.



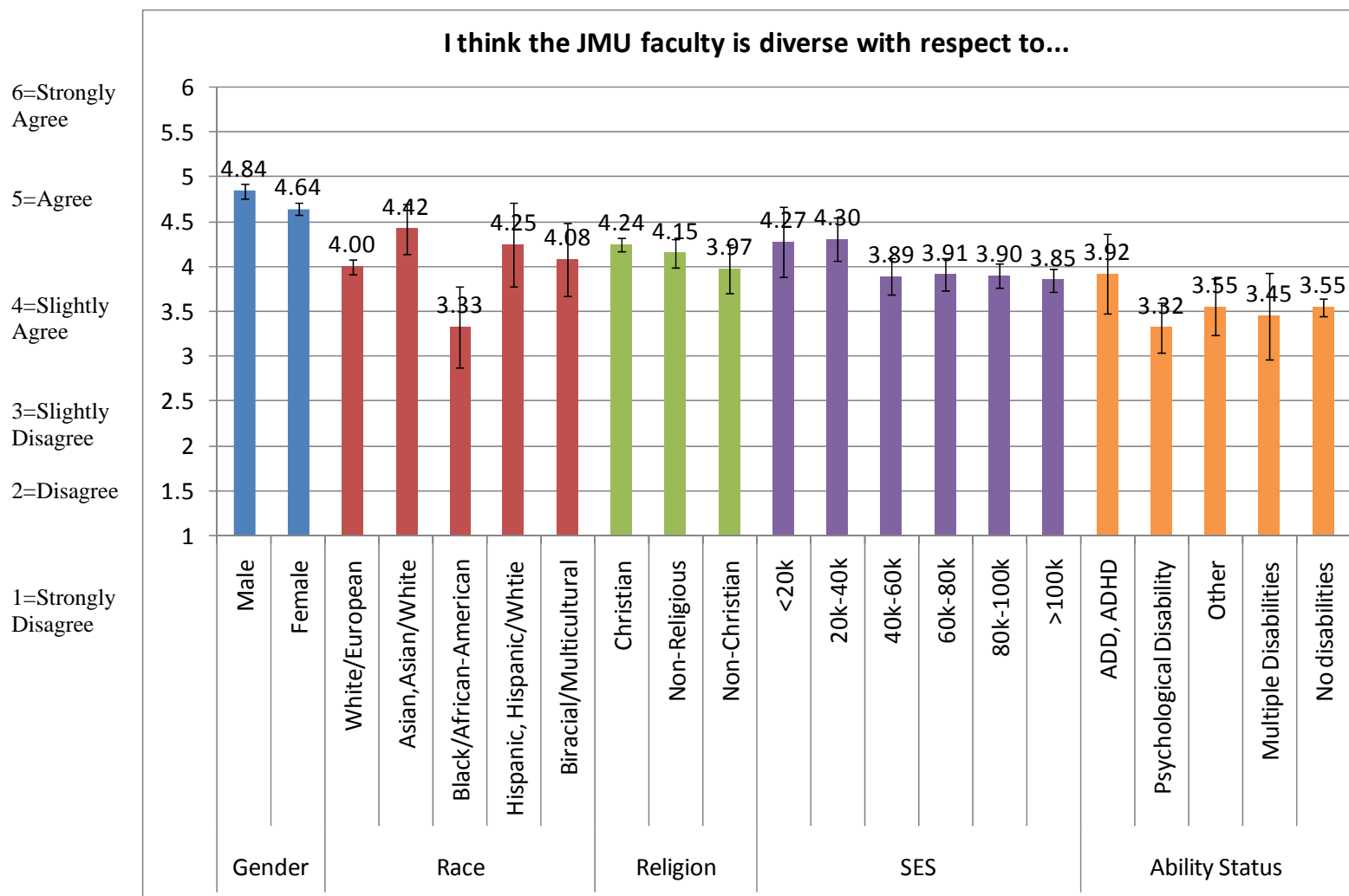
I think the JMU student body is diverse with respect to...

to...	Group	p	ES Value	ES Size
Gender	Gender	<.001	0.105	Small
Race	Race	0.064	0.017	Small
Religion	Religion	0.039	0.012	Small
SES	SES	0.495	0.008	Small
Ability Status	Ability	0.293	0.009	Small

This table provides the p-values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group. The only statistically significant difference was between males and females in the perception of the diversity of the student body in regard to gender. The average for males is higher than the average for females by about 1 point, indicating that on average, males perceive the student body as being more diverse in gender than females do. Although rules of thumb dictate the effect size associated with this effect as small, the difference of 1 point in a 6 point scale between means indicate that the difference is somewhat meaningful.

A similar 1 point difference was found between in perceptions of the student body being diverse in terms of race. The Hispanic, Hispanic/White and Biracial/ Multicultural groups perceived greater diversity in race than Black/African-American students.

Student Perceptions of Diversity: Faculty



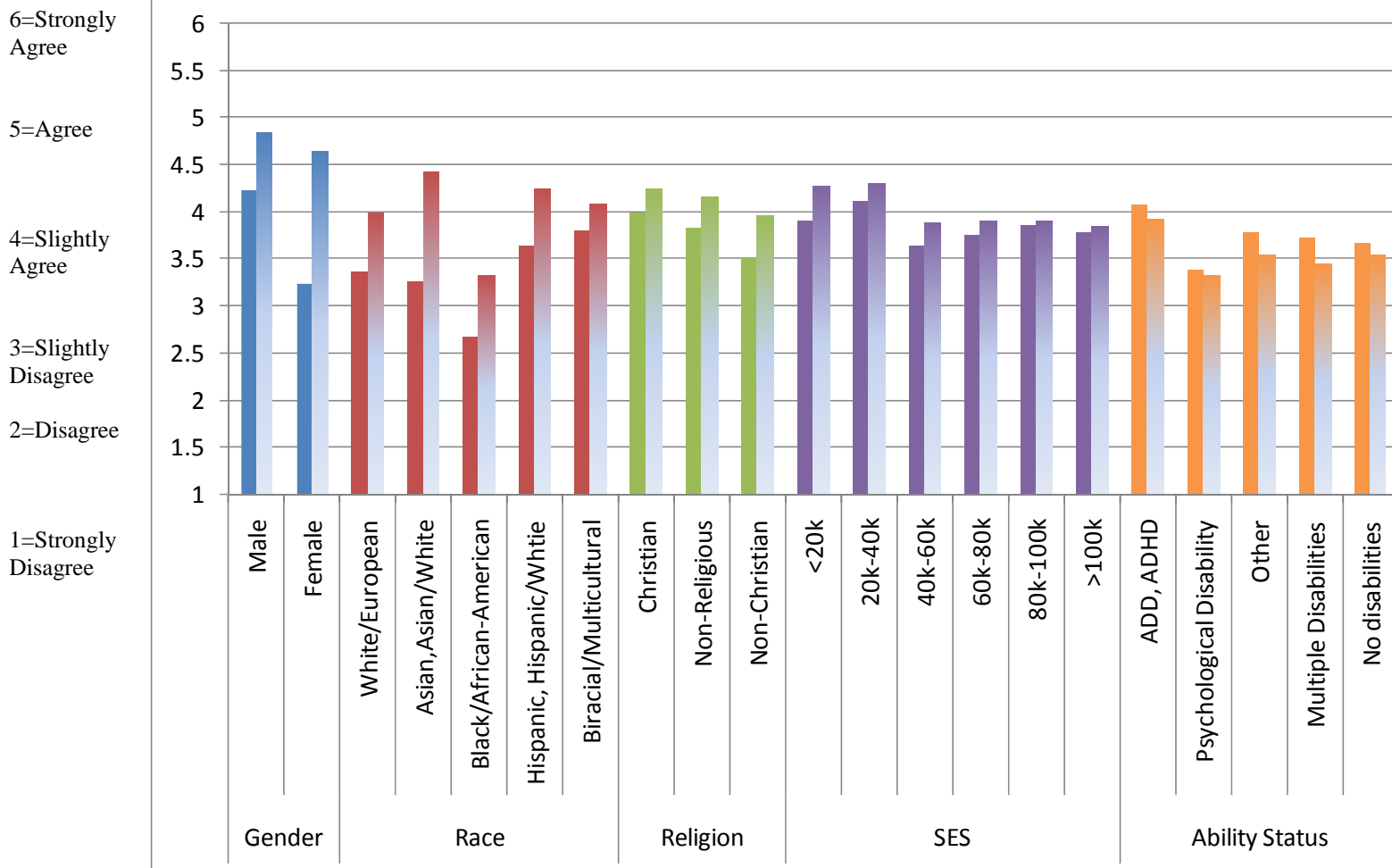
I think the JMU faculty is diverse with respect to...	Group	p	ES Value	ES Size
Gender	Gender	0.025	0.010	Small
Race	Race	0.043	0.019	Small
Religion	Religion	0.299	0.005	Small
SES	SES	0.208	0.013	Small
Ability Status	Ability	0.593	0.005	Small

This table provides the p -values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group.

The results indicate that within each demographic group, the differences among scores are not statistically or practically significant.

Although the results did not indicate any significant differences, it is noteworthy that the mean for Asian, Asian/White is over one point higher than that of Black, African-American. This indicates that the Asian, Asian/White respondents tend to perceive the faculty as being more diverse in race than the Black, African-American students.

I think the JMU student body(left bar)/faculty(right bar) is diverse with respect to...



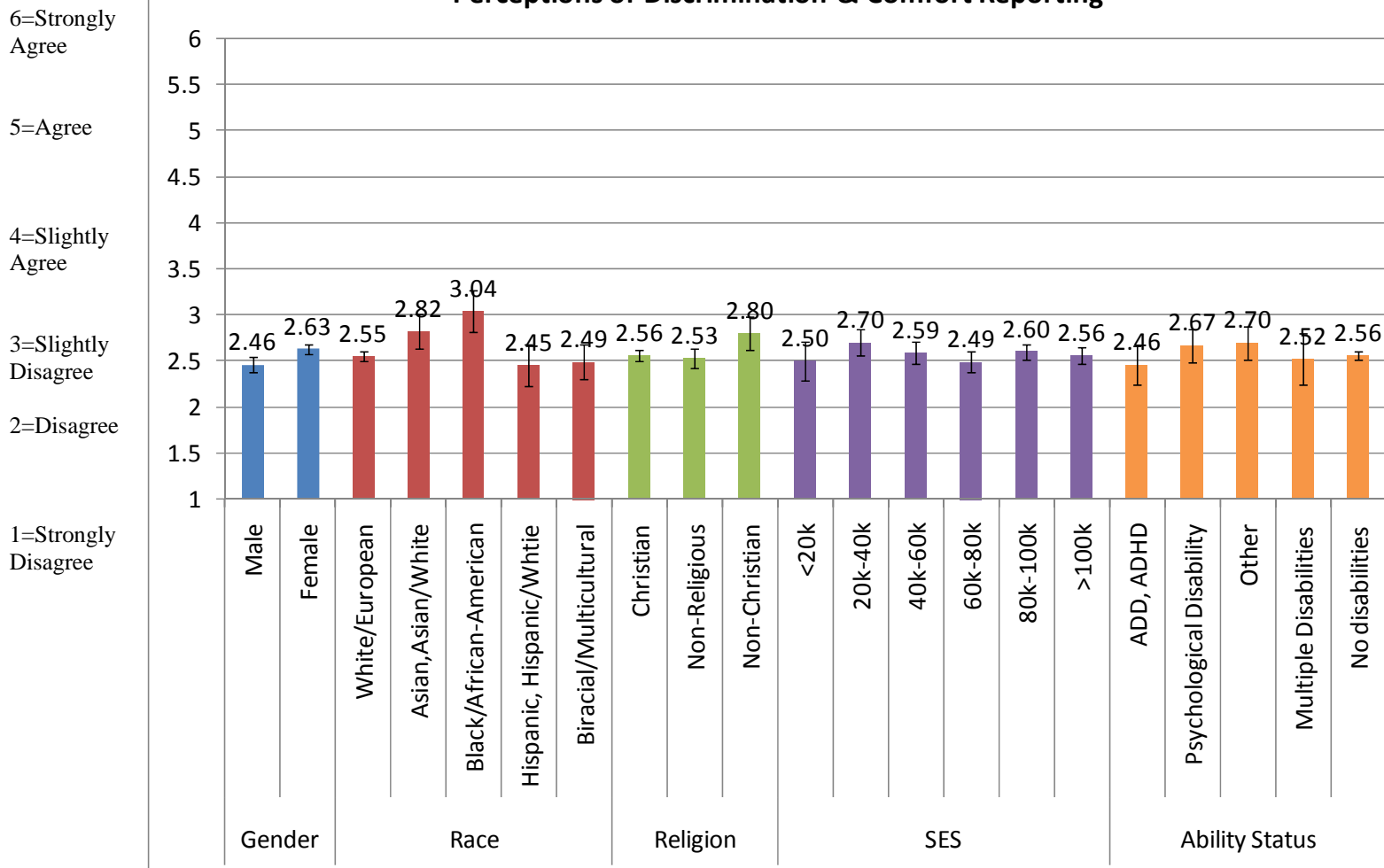
Experienced or Witnessed Discrimination

Perceptions and Experiences of Discrimination at JMU

The average response to the following 5 items was used as an indicator of students' perceptions of discrimination at JMU and their comfort in reporting discrimination. The last 4 items were reverse scored such that higher scores indicate that students feel that discrimination is problematic and/or the student does not feel at ease reporting incidences.

- Discrimination is a major problem at JMU.
- Problems with discrimination at JMU are rare, isolated situations.
- If I were to experience discrimination at JMU, I would feel comfortable reporting it to faculty, staff, or administration.
- If I were to witness discrimination at JMU, I would feel comfortable reporting it to faculty, staff, or administration.
- If I were to report discrimination at JMU, I am confident that my institution would respond to it appropriately.

Perceptions of Discrimination & Comfort Reporting

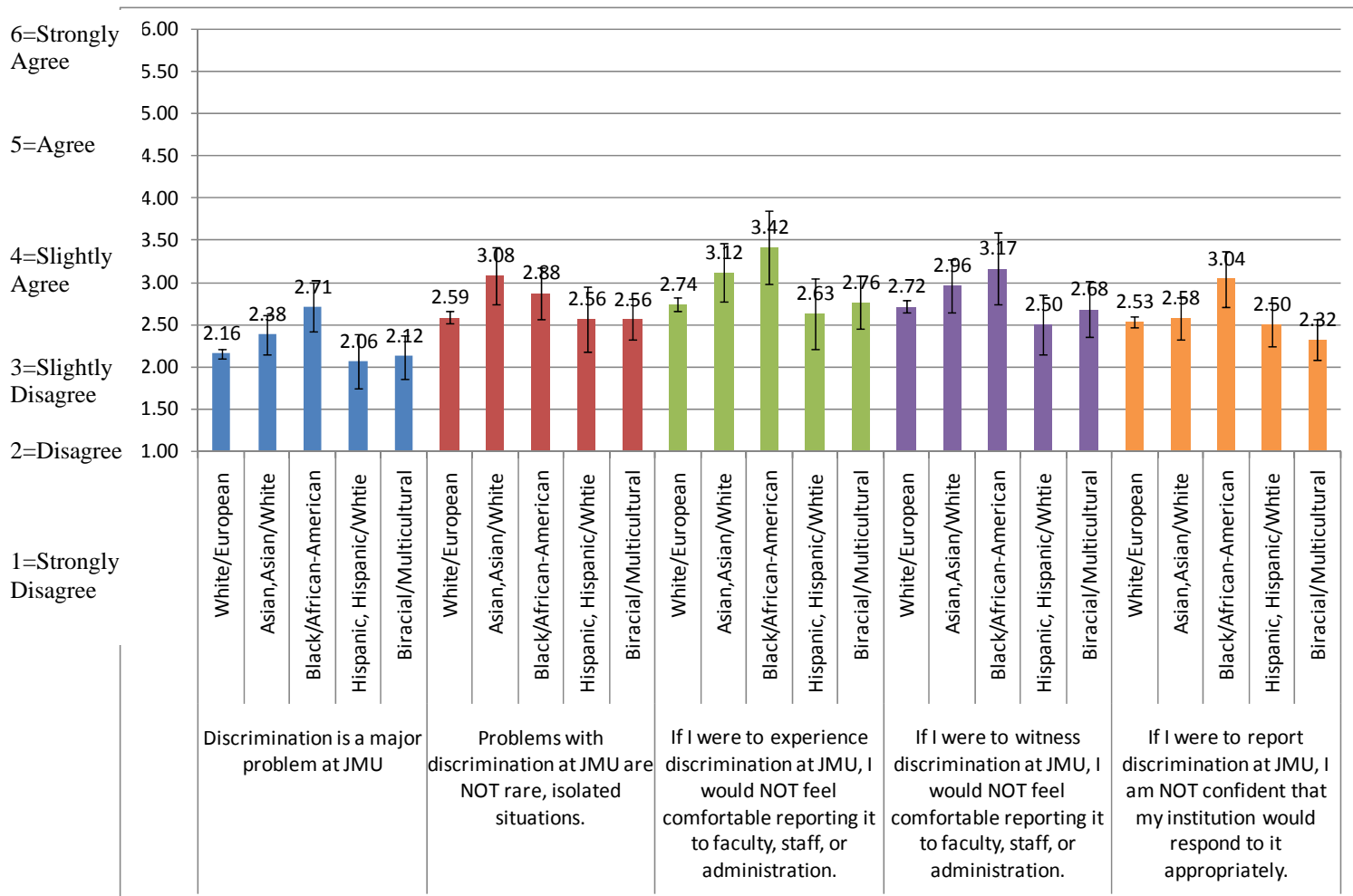


Perceptions of Discrimination & Comfort Reporting

Group	p	ES Value	ES Size
Gender	0.017	0.011	Small
Race	0.010	0.025	Small
Religion	0.171	0.007	Small
SES	0.727	0.005	Small
Ability	0.688	0.004	Small

This table provides the p -values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group. The only statistically significant difference was between racial groups. Follow-up tukey tests of all pair-wise comparisons indicated that the Black/African-American students have a significantly higher average than White/European students. Therefore, Black/African-American students feel discrimination is more of a problem at JMU and feel less comfort in reporting discrimination at JMU than White/European students.

To further explore the differences in perceptions of discrimination and ease in reporting, the item means comprising this total score were examined by racial group.



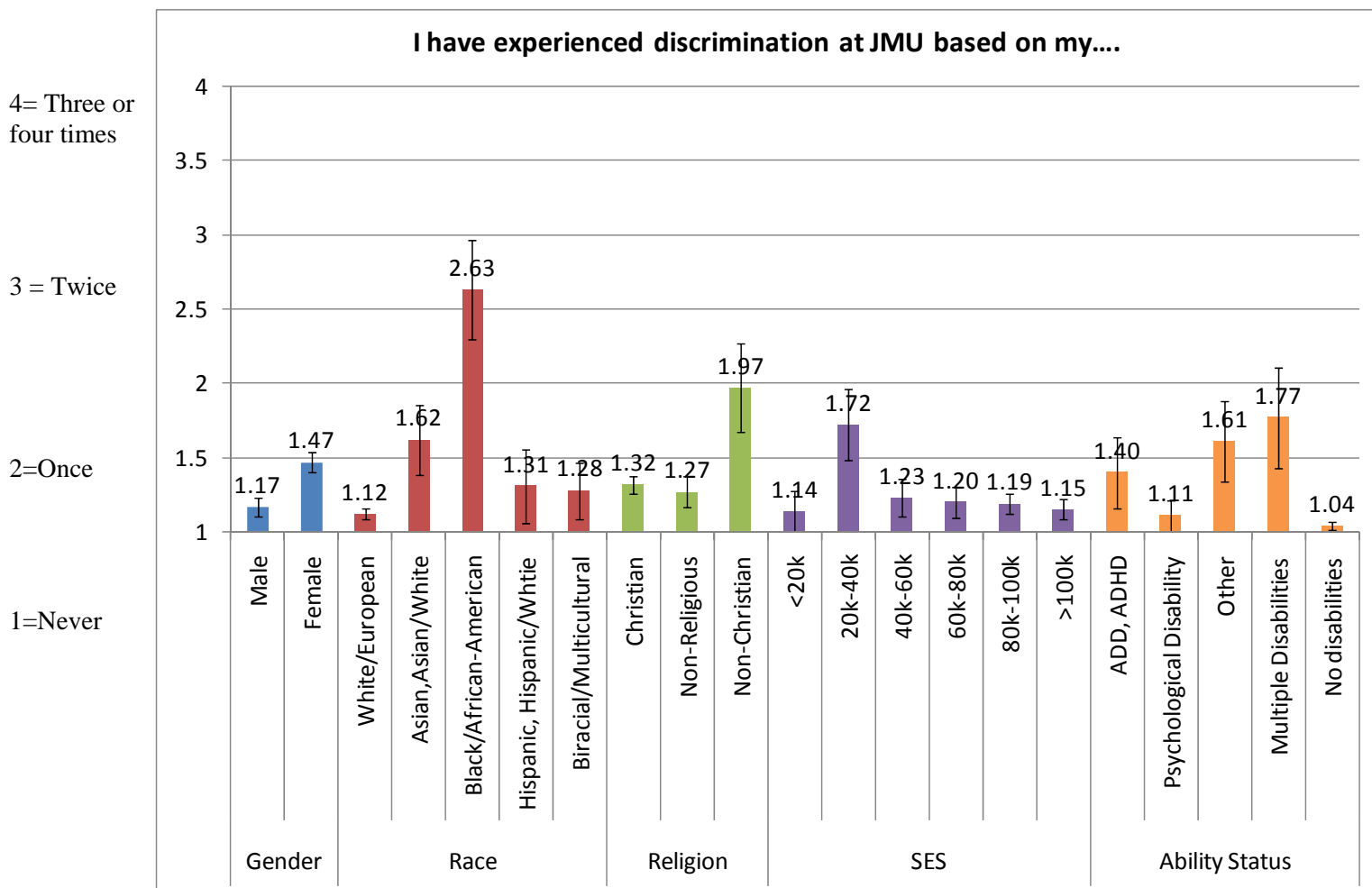
The item means by racial group indicate relatively higher means for the Black/African-American respondents and relatively lower means for the White/European students on several items. In comparison to White/European students, Black/African-American students more strongly agree that:

- discrimination is a major problem at JMU
- if they were to experience or witness discrimination at JMU, they would not feel comfortable reporting it to faculty, staff or administration
- if they were to report discrimination, that is would be responded to appropriately by JMU.

It is important to note that although the means for Black students are higher than White student, they are still in the lower range of the response scale, indicating that Black students tend to disagree with these statements.

Experiencing Discrimination

The average response by group for the item associated with the aspect of diversity most relevant to the each demographic group is shown below. For instance, average responses to the item “I have experienced discrimination at JMU based on my gender” were only examined by gender.



Experienced Discrimination at JMU			
Group	p	ES Value	ES Size
Gender	<0.001	0.027	Small
Race	<0.001	0.219	Large
Religion	<0.001	0.037	Small
SES	<0.001	0.046	Small
Ability	<0.001	0.124	Medium

This table provides the p -values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group. For all demographic groups, there were statistically significant differences among means.

In terms of practical significance, the differences among means were largest among racial groups and ability groups.

Given the important of this question, the results for each group will be discussed in more detail below.

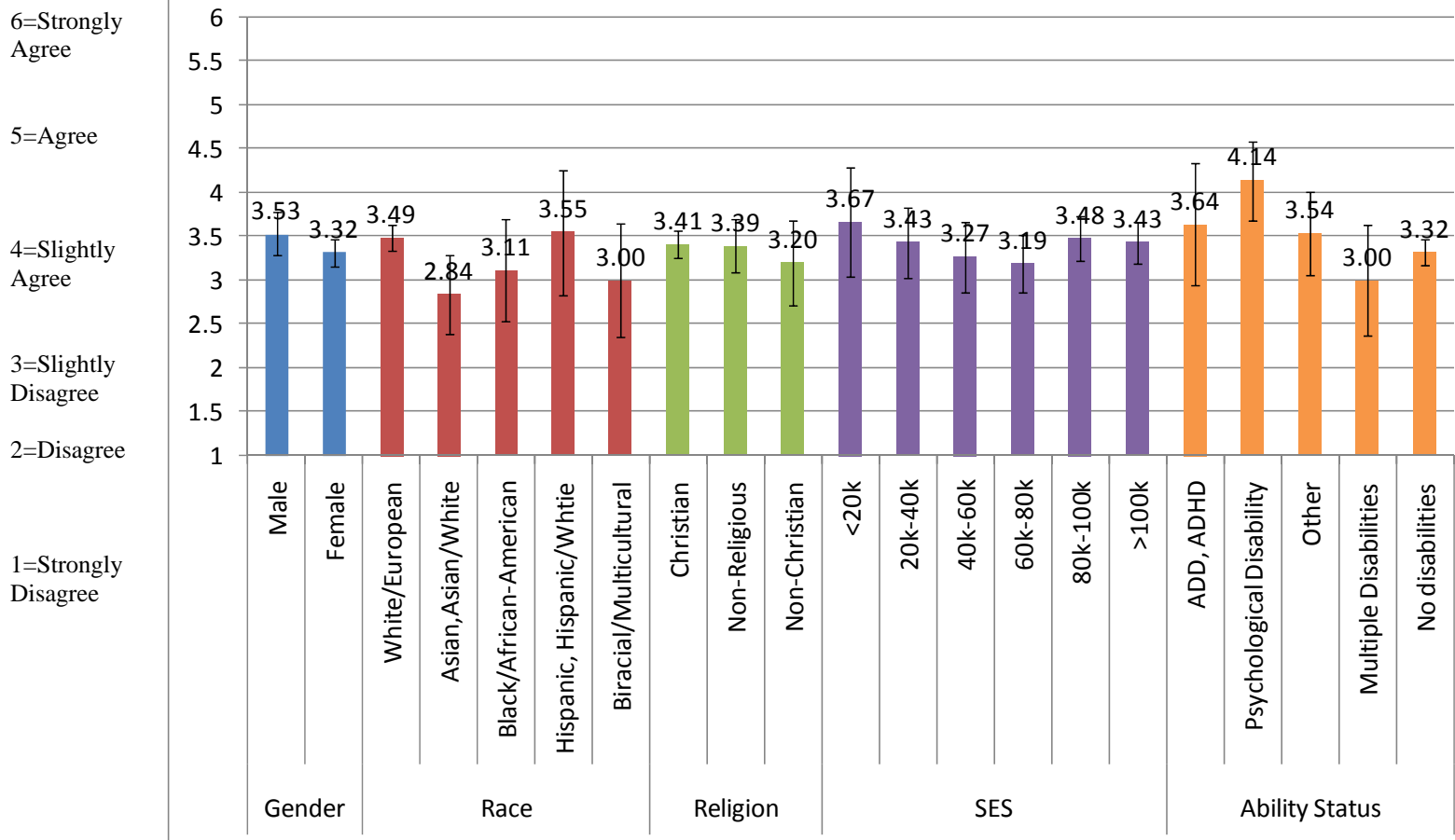
Within each demographic group, the following groups have experienced discrimination at JMU the most frequently:

- Gender discrimination has been experienced most often by females; on average, they have experienced gender discrimination between never and once ($M = 1.47$)
- Racial discrimination has been experienced most often by Blacks/African-Americans; on average, they have experienced racial discrimination between once and twice ($M = 2.63$)
- Discrimination based on religion has been experienced most often by Non-Christian students; on average, they have experienced discrimination about once ($M = 1.97$)
- Discrimination based on SES has been experienced most often by students whose parental annual income is between \$20,000-\$40,000; on average, they have experienced discrimination between never and once ($M = 1.72$). It is interesting that the students in the lowest income group report experiencing discrimination based on SES less frequently ($M = 1.14$) than those in the \$20,000-\$40,000 group.
- Discrimination based on ability has been experienced most often by students with multiple disability or other disabilities; on average, they have experienced discrimination between never and once ($M = 1.61, 177$).

Across demographic groups, the group experiencing discrimination most frequently on campus is the Black/African-American group. Their average response on this item is substantially higher compared to all other groups.

Involvement of Drugs/Alcohol When Experiencing Gender Discrimination

During at least one incident of discrimination I have personally experienced as a JMU student, alcohol or drugs were involved in the incident



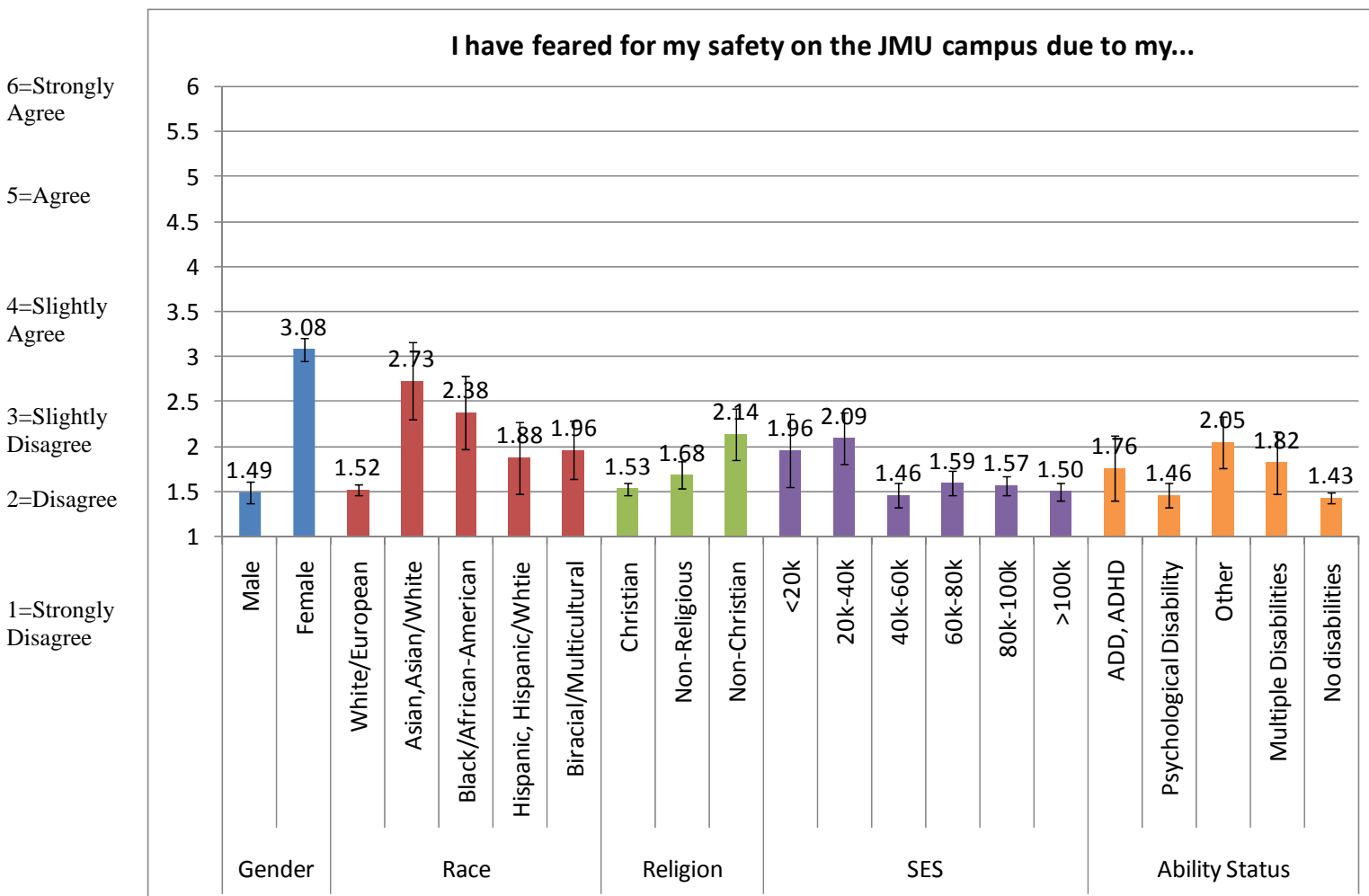
Drugs/Alcohol Involved when Experienced Discrimination at JMU

Group	<i>p</i>	ES Value	ES Size
Gender	0.308	0.003	Small
Race	0.414	0.012	Small
Religion	0.847	0.001	Small
SES	0.907	0.005	Small
Ability	0.215	0.018	Small

This table provides the *p*-values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group.

The results indicate that within each demographic group, the differences among scores are not statistically or practically significant.

Safety



Fearing for Safety on JMU Campus

Group	p	ES Value	ES Size
Gender	<0.001	0.190	Large
Race	<0.001	0.086	Medium
Religion	0.001	0.025	Small
SES	0.004	0.032	Small
Ability	<0.001	0.040	Small

This table provides the p -values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group. For all demographic groups, there were statistically significant differences among means.

In terms of practical significance, the differences among means were largest among gender and racial groups.

Given the importance of this question, the results for each group will be discussed in more detail below

Within each demographic group, the following groups fear for their safety the most on the JMU campus:

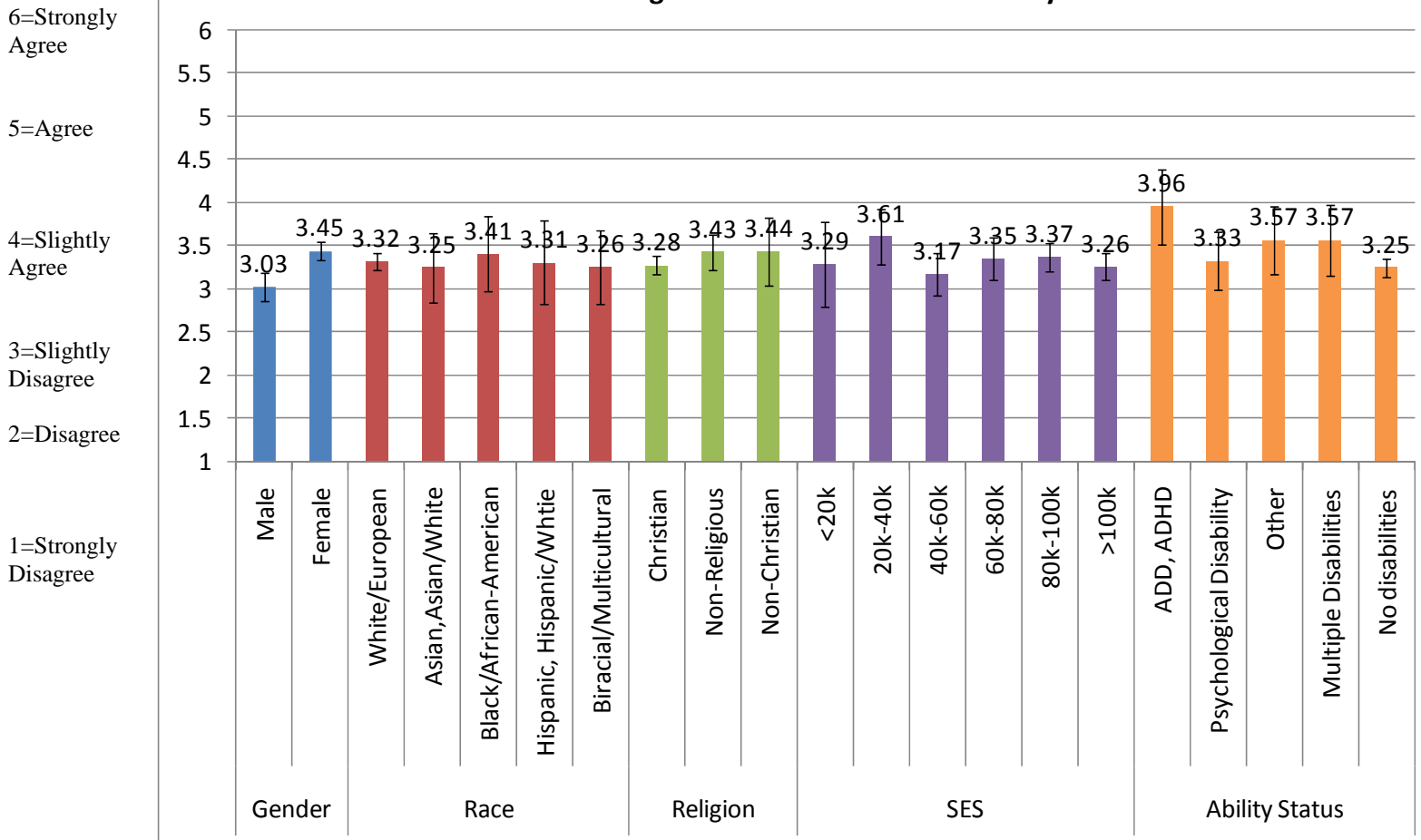
- The average response for females is twice as large as that for males; females fear more for their safety on campus. Their average is 3.08, indicating that females slightly disagree that their fear for their safety on campus because of their gender.
- Follow-up tukey tests of all pair-wise comparisons for race indicated that Asian, Asian/White and Black/African-American students have significantly higher averages than White/European students. Asian, Asian/White and Black/African-American students fear more for their safety on campus than White/European students. The averages of Asian, Asian/White and Black/African-American students are 2.73 and 2.38, respectively, indicating that these groups disagree to slightly disagree that their fear for their safety on campus because of their race.

- Follow-up tukey tests of all pair-wise comparisons for religion indicated that the Christian and non-religious groups did not differ from one another, but that the non-Christian group had a significantly higher average than both the Christian and non-religious groups. Non-Christians therefore fear for their safety more on the JMU campus than Christians or non-religious students. Non-Christians' average response to the item was 2.14, indicating that they disagree on average that their fear for their safety at JMU.
- Follow-up tukey tests of all pair-wise comparisons for SES indicated that the mean of the 20k-40k group was significantly higher than any group with parental annual income above 60k. The average of the 20k-40k group is 2.09, indicating that, on average, they disagree that their fear for their safety on campus because of their SES.
- Follow-up tukey tests of all pair-wise comparisons for ability status indicated that the mean for the Other group was significantly higher than that of the Psychological Disability group and the no disability group. The average for the Other group was 2.09, indicating that, on average, they disagree that their fear for their safety on campus because of their ability status.

Across demographic groups, the groups fearing for their safety the most on campus is females and to a lesser extent, Asians, Asian/Whites.

Recruitment

Information I received about JMU prior to starting school here was misleading about how diverse JMU really is.

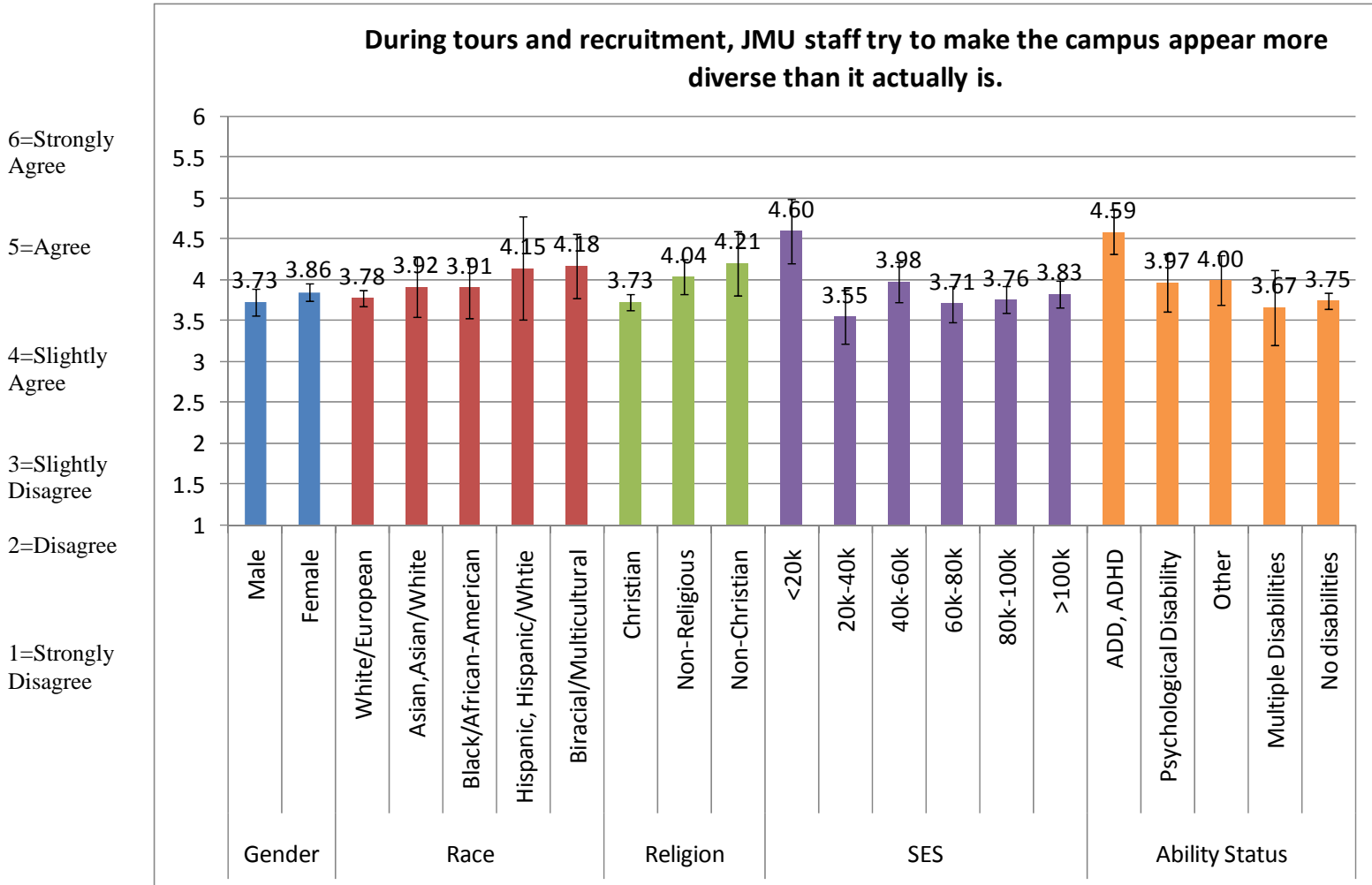


Information I received about JMU prior to starting school here was misleading about how diverse JMU really is.

Group	p	ES Value	ES Size
Gender	0.003	0.018	Small
Race	0.996	<.001	Small
Religion	0.603	0.002	Small
SES	0.729	0.006	Small
Ability	0.139	0.014	Small

This table provides the p -values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group.

The results indicate that for most demographic groups, the differences among scores are not statistically or practically significant. The exception is gender, where the average response for female is higher than that of males. The difference between the male and female means is less than half a point.



During tours and recruitment, JMU staff try to make the campus appear more diverse than it actually is. school here was misleading about how diverse JMU really is.

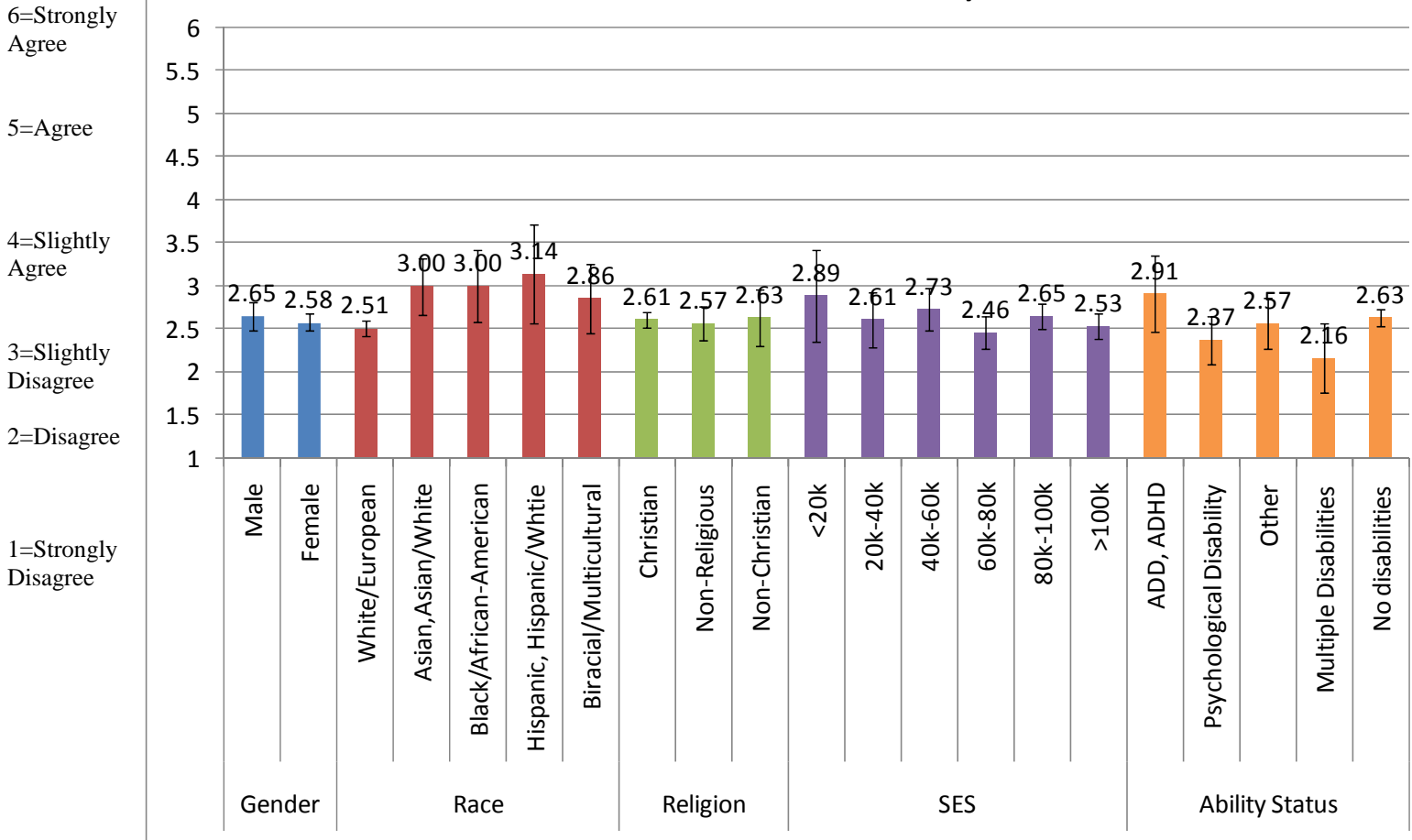
Group	<i>p</i>	ES Value	ES Size
Gender	0.368	0.002	Small
Race	0.581	0.006	Small
Religion	0.041	0.014	Small
SES	0.091	0.021	Small
Ability	0.056	0.020	Small

This table provides the p-values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group.

The results indicate that within each demographic group, the differences among scores are not statistically or practically significant.

It is noteworthy that students in the lowest SES category and ADD, ADHD student have the highest mean responses to this item, indicating that they agree relatively more strongly that JMU staff try to make the campus appear more diverse than it actually is during tours and recruitment.

The range of diversity represented to me at JMU impacted my decision to attend the university.



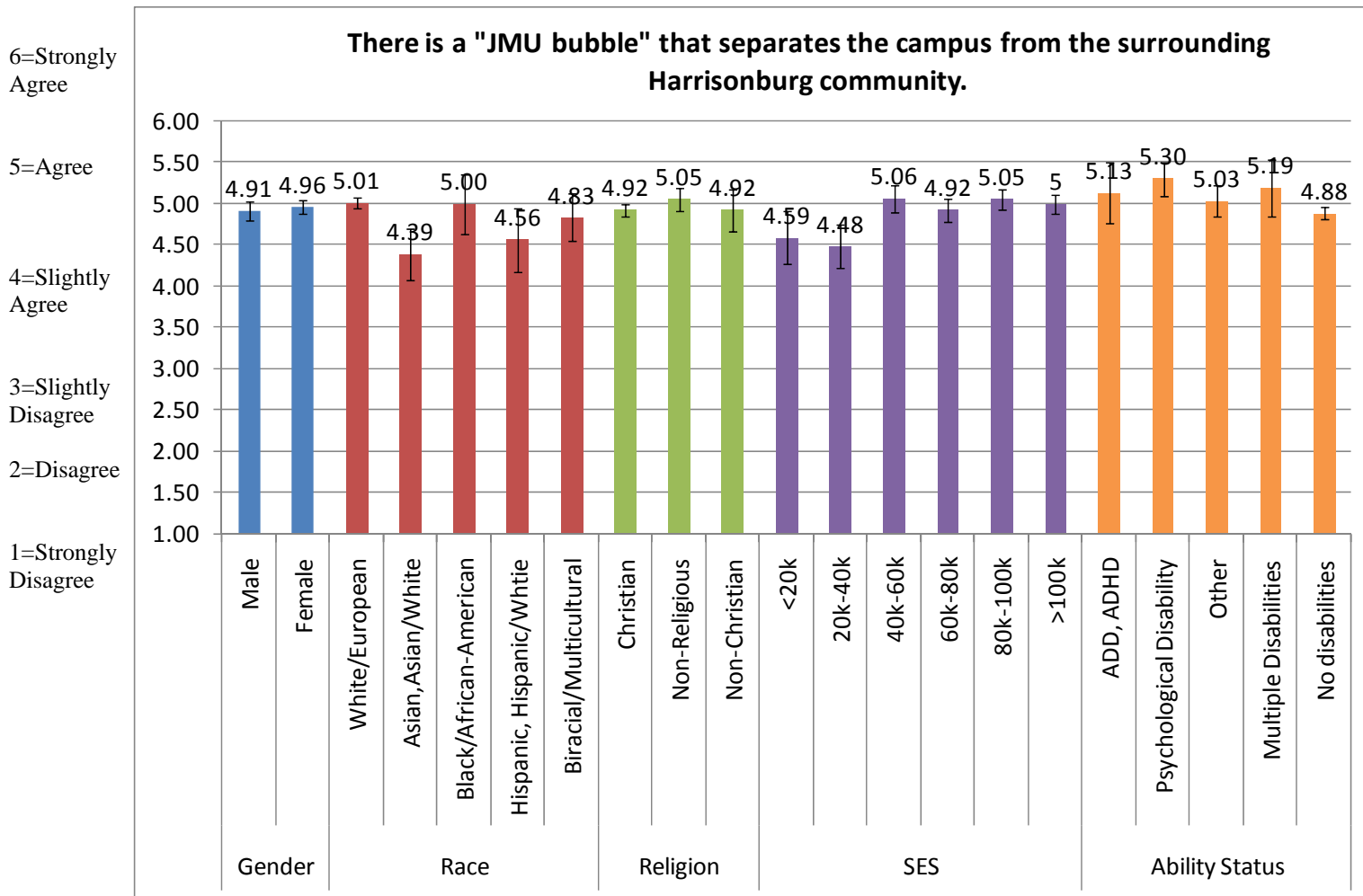
The range of diversity represented to me at JMU impacted my decision to attend the university.

Group	p	ES Value	ES Size
Gender	0.556	<.001	Small
Race	0.052	0.020	Small
Religion	0.327	0.010	Small
SES	0.696	0.006	Small
Ability	0.960	<.001	Small

This table provides the p-values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group.

The results indicate that within each demographic group, the differences among scores are not statistically or practically significant.

Harrisonburg

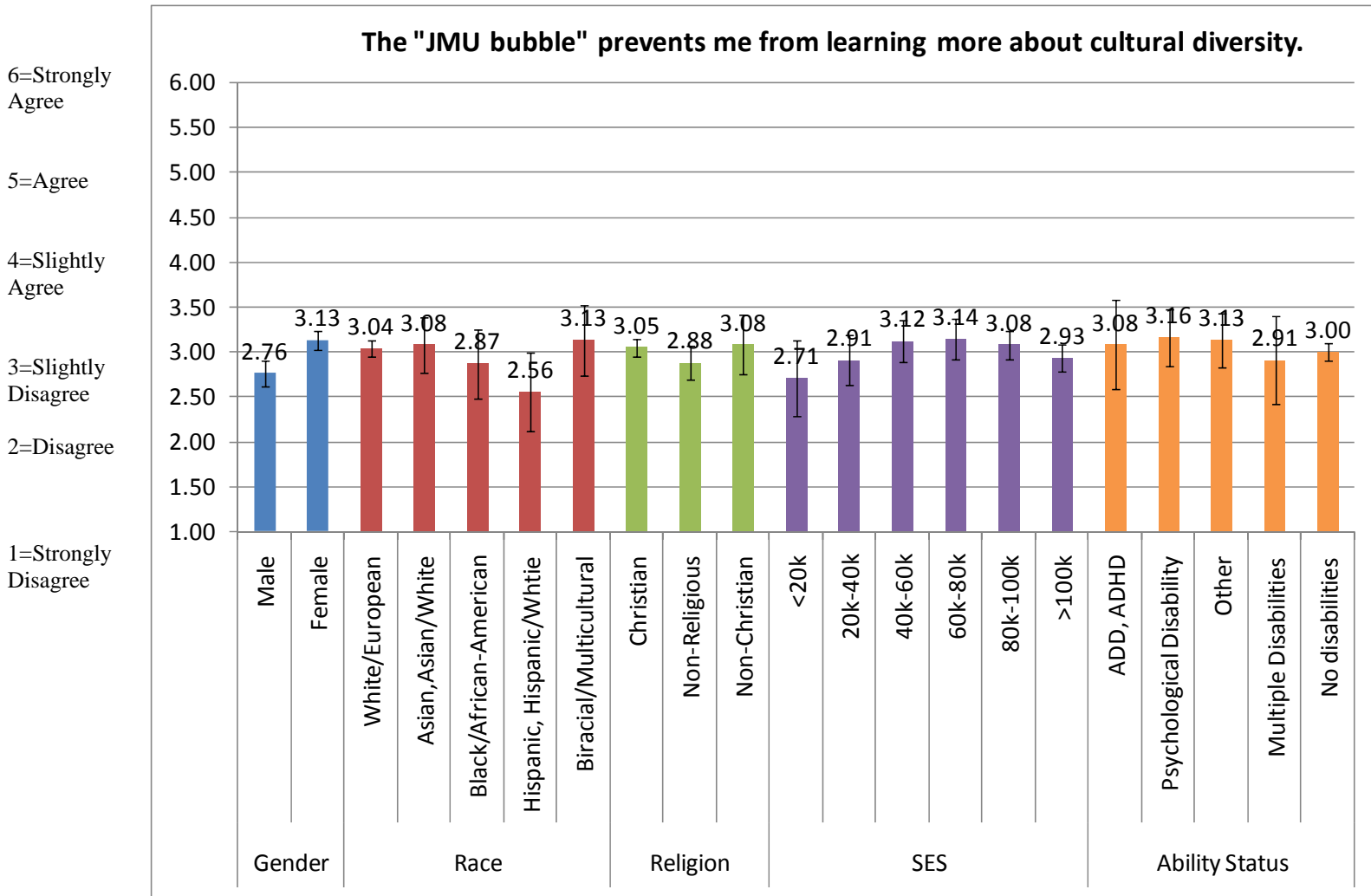


There is a "JMU bubble" that separates the campus from the surrounding Harrisonburg community.

Group	<i>p</i>	ES Value	ES Size
Gender	0.661	<.001	Small
Race	0.022	0.022	Small
Religion	0.368	0.004	Small
SES	0.023	0.025	Small
Ability	0.070	0.017	Small

This table provides the p-values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group.

The results indicate that within each demographic group, the differences among scores are not statistically or practically significant.



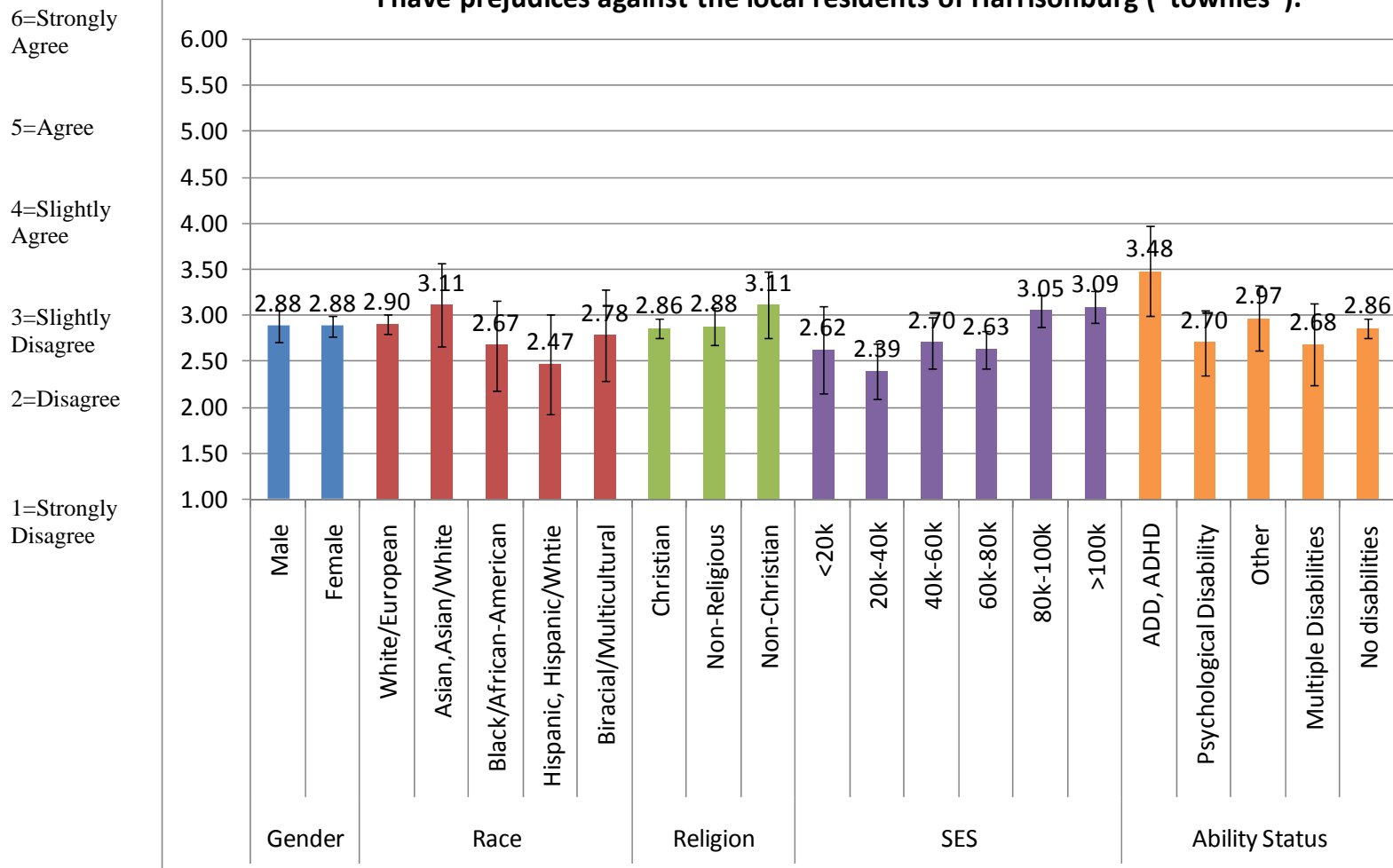
The "JMU bubble" prevents me from learning more about cultural diversity.

Group	<i>p</i>	ES Value	ES Size
Gender	0.005	0.015	Small
Race	0.692	0.004	Small
Religion	0.534	0.002	Small
SES	0.735	0.005	Small
Ability	0.922	0.002	Small

This table provides the p-values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group.

The results indicate that for most demographic groups, the differences among scores are not statistically or practically significant. The exception is gender, where the average response for female is higher than that of males. The difference between the male and female means is less than half a point.

I have prejudices against the local residents of Harrisonburg ("townies").



I have prejudices against the local residents of Harrisonburg ("townies").

Group	p	ES Value	ES Size
Gender	0.987	<.001	Small
Race	0.682	0.005	Small
Religion	0.573	0.002	Small
SES	0.020	0.026	Small
Ability	0.454	0.007	Small

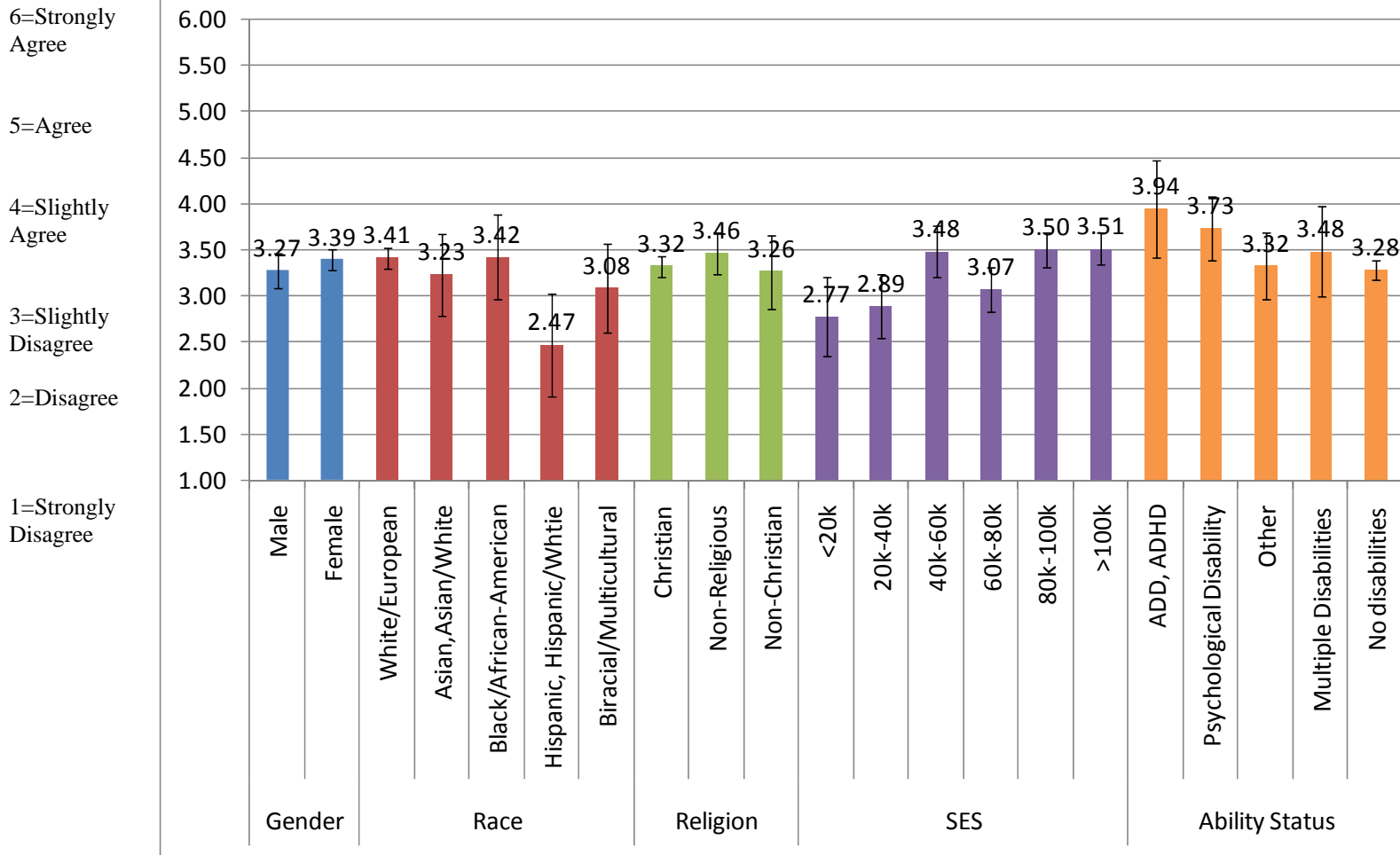
This table provides the p -values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group.

The results indicate that within each demographic group, the differences among scores are not statistically or practically significant.

Within the SES group, it is interesting that the higher SES groups have higher averages than the lower SES groups.

It is also interesting that the ADD/ADHD group has a relatively higher average to this item. The ADD/ADHD group is comprised of relatively high SES (40% in >100k group) students with a large proportion of these students being male (44%).

I have felt discriminated against by the local residents of Harrisonburg.



I have felt discriminated against by the local residents of Harrisonburg.

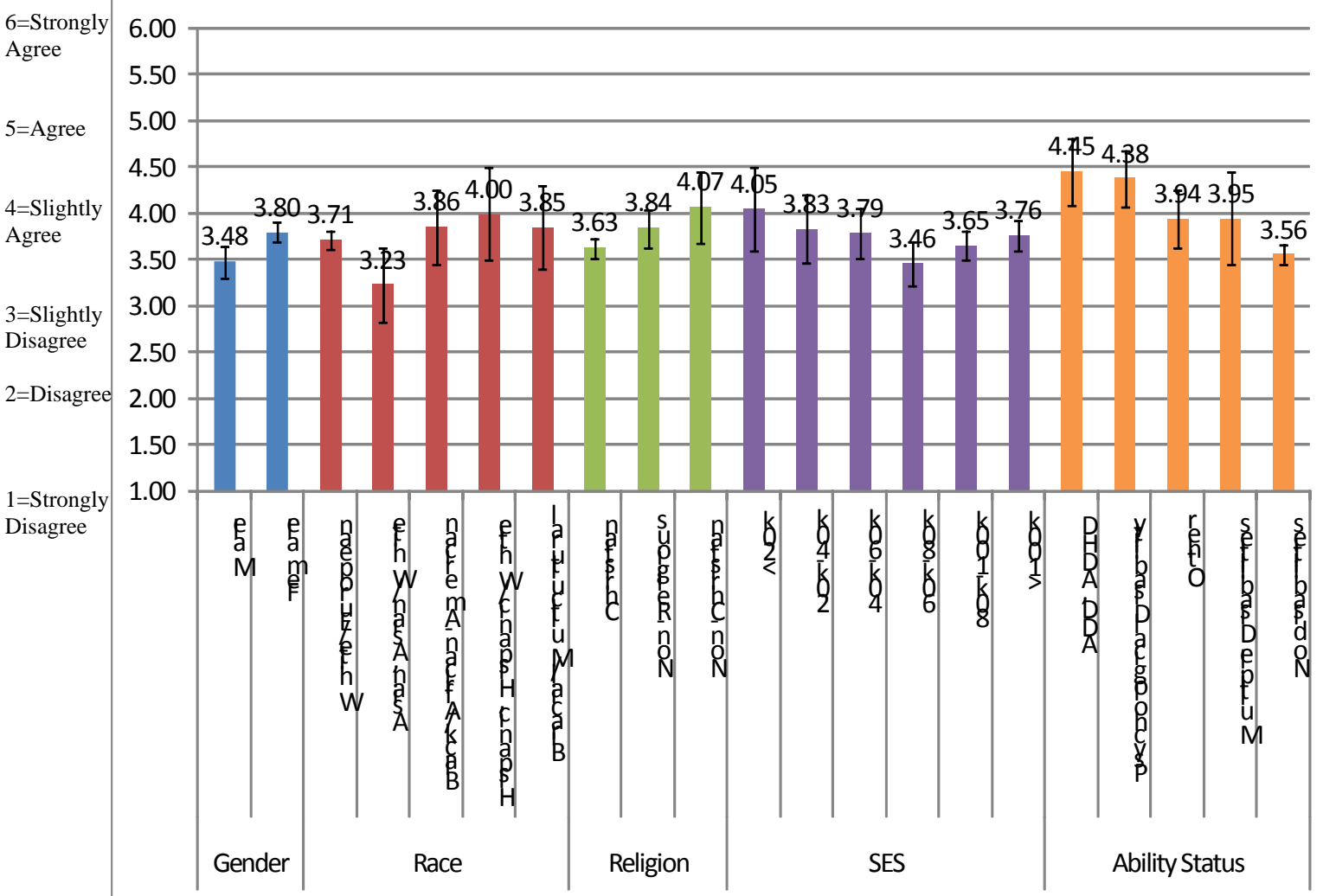
Group	<i>p</i>	ES Value	ES Size
Gender	0.445	0.001	Small
Race	0.199	0.012	Small
Religion	0.715	0.001	Small
SES	0.028	0.025	Small
Ability	0.304	0.001	Small

This table provides the p-values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group.

The results indicate that within each demographic group, the differences among scores are not statistically or practically significant.

It is interesting that the groups that feel the least discriminated against by the local residents of Harrisonburg include Hispanic, Hispanic/Whites (M = 2.47) and the lowest SES groups (<20k, M

Discussions of diversity in the classroom avoid references to the local residents of Harrisonburg.



Discussions of diversity in the classroom avoid references to the local residents of Harrisonburg.

Group	<i>p</i>	ES Value	ES Size
Gender	0.027	0.011	Small
Race	0.474	0.008	Small
Religion	0.080	0.011	Small
SES	0.372	0.012	Small
Ability	<.001	0.043	Small

This table provides the *p*-values and effect sizes (ES) associated with ANOVAs used to assess the significance of the differences among the means within each demographic group.

The results indicate that for most demographic groups, the differences among scores are not statistically or practically significant. The exception is ability status. Follow-up tukey tests of all pair-wise comparisons for ability status indicated that the mean for the ADD, AHDH and Psychological Disability groups were higher than that of the no disability group.

Conclusions

Discrimination. In the ideal situation, no student would ever experience discrimination based on their cultural or demographic group status at JMU. Although students are reporting infrequent experiences of discrimination, the fact discrimination is being experienced at all is undesirable. One of our most troubling results was the finding that the average Black student has experienced racial discrimination between once and twice. As well, this ethnic group reports not feeling incredibly comfortable reporting discrimination or confident that JMU would respond appropriately. It is important to note that students were also asked to what extent they had witnessed discrimination and the rates of witnessing discrimination were somewhat higher than those associated with experiencing discrimination. Other demographic groups experiencing discrimination include non-Christians, who have experienced discrimination once on average. Of the 36 non-Christians in our sample, 20 were Jewish. Other groups experiencing discrimination include those of low SES (but not the lowest SES), Asians, certain disability groups, and women. To eradicate this problem, it is suggested that future research focus on finding out what kind of discrimination experiences these subgroups of students are having on campus. It did not appear that drugs or alcohol were involved when discrimination was experienced or witnessed.

The extent to which students have experienced discrimination from the local residents of Harrisonburg was also explored. Most responses in this section indicated that students only slightly disagreed to slightly agreed that they have experienced such discrimination. The highest mean, nearest to slightly agree, was associated with ADD/ADHD students. Why this group would be discriminated against (more so than other groups) by Harrisonburg residents is unclear. We speculate that other characteristics of this group might be prompting the discrimination (e.g., this group is 88% White, 44% male, and 40% in the highest SES bracket), although further research is needed. The ADD/ADHD students also had the highest mean response, between slightly agree and agree, to the item asking whether the student had prejudices against the local residents of Harrisonburg. Not only does this subgroup feel the most discriminated against by the local residents, but they also are the most likely to have prejudices against the local residents. It is interesting to note that the groups feeling least discriminated against by Harrisonburg residents are Hispanics and those with low SES. Perhaps it is because the Harrisonburg community consists of a sizeable proportion of residents in these subgroups.

Safety. When students were asked if they feared for the safety on campus due to their minority group status, the means of all subgroups were in the disagreement range. The finding that all groups disagreed with this statement is desirable; however we were alarmed by the marked differences of the average response to this item across subgroups. For instance, the female average was twice as high as the male average, indicating that females feel less safe than males. Similarly, the averages for Asians and Blacks were significantly higher than that of Whites and the average for the non-Christian group (which is comprised largely of Jewish students) is significantly higher than the non-Christian and Christian group means. Because JMU wants all students to feel equally safe on campus, further research is needed to find out why these students feel relatively less safe than other students. Only with such information can JMU intervene to increase students feelings of safety on campus.

Comfort and Belonging. Despite the concerns raised above regarding discrimination and feelings of safety, students in all demographic subgroups agree that they feel comfortable on campus, sense of belonging to JMU, and supported and welcomed by the JMU campus community. There is agreement that JMU is respectful, communicative, concerned - and that JMU is *not* hostile, unfriendly, sexist, racist or homophobic. Students also agree that JMU is accepting of those with disabilities, differing religious backgrounds and SES.

Structural Diversity. Institutional Research compiles data informing us as to how diverse our student body and faculty is with respect to such characteristics as gender and race. From that data, we are aware that

structural diversity at our institution is lacking. Our study also indicates that structural diversity with respect to sexual orientation in the student body is lacking. Of the 535 students surveyed, 98% report their sexual orientation as being heterosexual. Due to the very small number of non-heterosexual respondents, we were unable to examine the survey results for respondents of differing sexual orientations. This study did very little, therefore, to further understand the differences between non-heterosexuals and heterosexuals in their experiences and perceptions related to diversity.

The intent of our study, however, was not to assess structural diversity per se, but to assess *perceptions* of structural diversity. Our findings indicate that the campus, which is not diverse in many respects, is not perceived to be incredibly diverse by students. Students tend to have similar perceptions of diversity in the student body and faculty, with the exception of finding the faculty to be relatively more diverse in terms of gender and race. Yet again, perceptions may be reflective of reality - the faculty do indeed tend to be more diverse than the student body in these specific ways.

These findings further support JMU's efforts to recruit more students and faculty from historically underrepresented groups. Our campus is not diverse and the students know it. Our study also failed to gather enough data from homosexual and bisexual students, therefore further studies of their experiences and perceptions in regard to diversity are needed.

Recruitment. Students did not strongly feel misled about JMU's diversity by recruitment materials, but some groups (e.g., low SES, Hispanics) felt that JMU staff tried to make campus look more diverse than it is during recruitment. Perhaps staff can be reminded to resist the urge during tours and recruitment of potential students to make JMU look more diverse than it is. Interestingly, diversity at JMU did not appear to impact students' decision to attend JMU, however it is unknown whether students accepted to JMU who decided not to attend did so on the basis of their perceptions of campus diversity.

Diversity Courses and Events. On average, students have attended 3 diversity-related events, and more than 1 in 3 reported having taken a diversity course, with 71% reporting that the course enhanced their understanding of diversity. Diversity courses taken by students are in a wide variety of subject areas. Although the majority of students reported that their diversity course was in psychology or social work, we anticipate that the heavy emphasis on these two subjects is a function of how subjects were recruited for the study. It is noteworthy that 27% of students listed General Education courses, suggesting that students are getting exposed to diversity in the Gen Ed program.

When students were asked why a course was chosen as being the best for learning about diversity, the most frequent response (29%) was that they learned about different cultures, religions or types of diversity. The next most frequent response (14%) had to do with there being class discussions where students were allowed to share their opinions, experiences and feelings. Both of these responses are desirable in that students are being exposed to different perspectives and worldviews. However, learning about a different perspective or belief does not guarantee that a student will be more accepting and respectful of other perspectives or better able to see the world through someone else's eyes. Some students who had taken a diversity course (9%) did note that the course allowed them to better understand others, that it provided insight into the perspectives and behaviors of people different from themselves. Other students (8%) went a step further and taught students how to be open-minded or gave them opportunities to work in a diverse community. Perhaps diversity coursework should more strongly emphasize teaching students skills, changing behavior, or immersing students in another culture rather than just imparting knowledge.

Professors. When students were asked who the best professor was for promoting or discussing diversity, the most frequently named professors (25%) were in psychology. Again, this might be a function of how participants were recruited. Professors were also listed in Social Work, Sociology & Anthropology, Philosophy & Religion, and Speech Communication. When students were asked why these professors were

the best, the characteristic mentioned the most (16% of students) was the instructor's ability to promote class discussion and to encourage students to share their thoughts and experiences. Students also mentioned the instructor's ability to expose the students to a variety of different cultures and/or types of diversity (12%). Students also mentioned that their instructor helped them change their behavior or viewpoint and made them more accepting of others (12%). Many students also mentioned that their instructor shared their own experiences or brought others into the classroom to share their experiences (11%). Instructors considered "the best" were described often by the following adjectives: accepting/unbiased/non-judgmental/respectful (12%), knowledgeable/informative (12%), and open (11%).

The fact that students identified professors as being the best who were accepting, unbiased, non-judgmental, respectful is important. Often professors outside of the social sciences find it awkward to incorporate diversity into the classroom because incorporating information about different cultures, etc. does not align naturally with the content of their courses. Our study indicates that if a professor is accepting, unbiased, non-judgmental, respectful to students, their colleagues, even other perspectives in their field, that they are promoting good diversity practices by serving as role models to students. They are teaching students how one should to react to ideas that are different from their own or people who are different than themselves.

Perhaps the CISAT Diversity Council could ask professors identified in this survey to share their in-classroom approaches for discussing and promoting diversity with other professors.

When students were asked about professor behavior more generally, students tended to agree that professors were comfortable in discussing different types of diversity in class and agreed that they were able to handle discussions on controversial issues regarding cultural diversity. Students also agreed that professor used textbooks and examples in class that were inclusive of many types of cultural diversity. As well, students did not feel discriminated against by their professors and agreed that professors are accommodating of students with physical disabilities and encourage students to express different views and perspectives.

Limitations

Our study sought to capture the attitudes, experiences, and perspectives of students in CISAT as they pertain to diversity related issues. Because simple random sample was not employed to recruit participants, our sample may be representative of the CISAT student population. Although the majority of respondents came from GPSYC 101 and GPSYC 160, it is important to note that these students were not necessarily psychology majors. All students at JMU, regardless of their major, are required to take a Sociocultural domain course in General Education, and most students choose to take these two courses. Therefore, a variety of different majors were probably captured. However, because most students complete their Sociocultural domain course prior to their Junior year we had a somewhat higher proportion of lower classmen in this sample.

Another limitation has to do with the number of minority students recruited into this study. Although attempts were made to capture the responses of historically underrepresented populations (e.g., asking Madison Equality and Centennial Scholars to have their students complete the survey), our numbers for certain subgroups were still rather small. The statistics computed for subgroups with a small sample size might not be stable (if we were to do the study again, we may get a different mean for that subgroup). For this reason, any actions based on subgroup results should be supported with additional information.