Indiana University
School of Education 2014 Cultural Climate Survey
Executive Summary
by the Committee on Diversity

Background

In Spring 2014, the Committee on Diversity of the School of Education (SoE) conducted a survey to assess SoE faculty, staff, and students' perceptions of the cultural climate and the SoE's efforts to address diversity issues. Survey items were derived from several existing surveys from other universities, and were modified or written for the purpose of this survey. There were 16 demographic questions and 40 survey items (some with sub-items) that were organized under the seven diversity strategic objectives of the SoE. Respondents were also asked to write in comments for each of the seven diversity objectives. The survey items addressed general diversity issues as well as specific cultural dimensions such as sexual orientation, gender identity, disability, religion, race/ethnicity, and gender. The survey was approved by the Institutional Review Board before administration. The online survey link was sent via email to SoE faculty, staff, and student listservs of the IUB and IUPUI campuses. Multiple reminders were sent, and announcements were posted to SoE Teacher Education Newsletter, electronic bulletin boards, and Associate Instructor listservs.

Demographics of Respondents

A total of 476 persons responded to the survey. Below is a breakdown of different demographic groups.

71% IUB, 29% IUPUI
76% female, 23% male
2% administrators, 25% faculty, 17% staff, 55% students
92% heterosexual; 7% lesbian, gay, or bisexual; 1% other
6% with a disability, 92% without a disability
10% African American, 7% Asian American, 4% Latino/a American, 74% White American, 3% multiracial, 2% international

Among student respondents:
37% undergraduate, 20% master's, 4% EdS, 37% doctoral, and 2% others
9% lived in residence halls, 91% lived off campus

Quantitative Analysis Results

The quantitative analysis team performed group comparisons for each survey item and for the average score for each of the seven diversity strategic objectives. Some smaller groups were combined (e.g., lesbian, gay, bisexual respondents; those from small cities and rural areas) or dropped from analyses as predictor variables in group comparisons (e.g., Asian Americans, Latino/a Americans, transgender persons, international students) due to small sample sizes. It is beyond the scope of this executive summary to report group differences at the item level (such

results are available in the comprehensive report submitted to the Dean's Office). Group differences are reported below for the seven diversity strategic objectives. The predictor variables used for group comparisons included campus (IUB & IUPUI), IU status (administrator, faculty, graduate student, undergraduate student), disability (with & without), race/ethnicity (African Americans & White Americans), gender (male & female), sexual orientation (heterosexual & LGB persons), and size of community prior to being at IU (large cities & small communities). Mean scores ranged from 1 to 5, with higher scores denoting more positive views of the cultural climate (after reverse scoring for negatively phrased items; 3 = neutral).

Objective 1: Preparing excellent teachers of diverse cultural backgrounds. Significant differences were found between IUB and IUPUI respondents (M = 2.83 & 3.05, respectively); among administrators, faculty, graduate students, and undergraduate students (M = 2.86, 2.80, 2.76, & 3.23, respectively); between African Americans and White Americans (M = 2.42 & 3.07, respectively); between men and women (M = 2.85 & 2.93, respectively); and between those from large cities and those from smaller communities (M = 2.73 & 3.07, respectively). No significant difference was identified between respondents with and without disabilities, and between heterosexual and LGB persons. Overall, respondents had somewhat negative to neutral views of how well SoE prepares excellent teachers of diverse cultural backgrounds. However, undergraduate students, White Americans, and people from smaller communities had more positive views on these efforts than graduate students/faculty/staff, African Americans, and those from large cities, respectively. Differences attributed to campus and gender were small, although statistically significant.

Objective 2: Collaborative partnerships for equity. Significant differences were found among administrators, faculty, graduate students, and undergraduate students (M = 3.30, 3.02, 3.20, & 3.65, respectively); between African Americans and White Americans (M = 2.86 & 3.43, respectively); and between those from large cities and smaller communities (M = 3.07 & 3.50, respectively). No significant difference was found between IUB and IUPUI respondents, those with and without a disability, between men and women, and between heterosexual and LGB persons. Overall, respondents had somewhat positive views on collaborative efforts within SoE and between SoE and other campus units and community organizations in providing resources for enhancing diversity. However, administrators/undergraduate students, White Americans, and those from smaller communities had more positive views on these efforts than faculty, African Americans, and those from large cities, respectively.

Objective 3: Recruiting, retaining, and supporting diverse students, faculty, and staff. Significant differences were found among administrators, faculty, graduate students, and undergraduate students (M = 3.02, 2.91, 2.77, & 3.41, respectively); between African Americans and White Americans (M = 2.29 & 3.23, respectively); between heterosexual and LGB persons (M = 3.02 & 2.48, respectively); and between those from large cities and smaller communities (M = 2.81 & 3.16, respectively). No significant difference was found between IUB and IUPUI respondents, those with and without a disability, and between men and women. Overall, respondents had diverse opinions between somewhat negative and somewhat positive views on SoE's recruitment and retention of diverse students, faculty, and staff. However, undergraduate students, White Americans, heterosexual persons, and those from smaller communities had more

positive views on these efforts than faculty/staff, African Americans, LGB persons, and those from large cities, respectively.

Objective 4: Curricula, teaching strategies, and resources for diversity. Significant differences were found among administrators, faculty, graduate students, and undergraduate students ($M =$ 3.48, 3.81, 3.68, & 4.06, respectively); between African Americans and White Americans ($M =$ 3.33 & 3.94, respectively); between men and women ($M = 3.71$ & 3.82, respectively); between heterosexual and LGB persons ($M = 3.83$ & 2.91, respectively); and between those from large cities and smaller communities ($M = 3.60$ & 3.92, respectively). No significant difference was found between IUB and IUPUI respondents, and between those with and without a disability. Overall, respondents had positive views on SoE's instructional cultural climate. However, undergraduate students/faculty, White Americans, heterosexual persons, and those from smaller communities had more positive views on the instructional cultural climate than administrators, African Americans, LGB persons, and those from large cities, respectively.

Objective 5: Climate and culture supporting diversity. Significant differences were found between those with and without a disability ($M = 4.01$ & 4.37, respectively), between African Americans and White Americans ($M = 4.19$ & 4.39, respectively), between men and women ($M = 4.27$ & 4.35, respectively), and between heterosexual and LGB persons ($M = 4.34$ & 3.72, respectively). No significant difference was found between IUB and IUPUI respondents; among administrators, faculty, graduate students, and undergraduate students; and between those from large cities and those from smaller communities. Overall, respondents had positive to very positive perceptions on the cultural climate of the SoE. However, those without a disability, White Americans, men, and heterosexual persons had more positive views on the cultural climate than persons with a disability, African Americans, women, and LGB persons, respectively.

Objective 6: Research and scholarship on diversity. Significant differences were found between African Americans and White Americans ($M = 3.17$ & 3.85, respectively), between men and women ($M = 3.73$ & 3.70, respectively), and between heterosexual and LGB persons ($M = 3.78$ & 2.69, respectively). There was no significant difference between IUB and IUPUI respondents; among administrators, faculty, graduate students, and undergraduate students; between those with and without a disability; and between those from large cities and those from smaller communities. Overall, respondents had slightly positive views on SoE's support for research and scholarship on diversity. However, White Americans and heterosexual persons had more positive views on these efforts than African Americans and LGB persons, respectively. Gender difference was small, although statistically significant.

Objective 7: Advocacy for diversity and internationalization. Significant differences were found among administrators, faculty, graduate students, and undergraduate students ($M = 3.13, 3.23,$ 3.21, & 3.76, respectively); between African Americans and White Americans ($M = 2.78$ & 3.48, respectively); between men and women ($M = 3.19$ & 3.37, respectively); and between heterosexual and LGB persons ($M = 3.42$ & 2.36, respectively). There was no significant difference between IUB and IUPUI respondents, between those with and without a disability, and those from large cities and those from smaller communities. Overall, respondents had slightly positive views on efforts within SoE's to advocate for diversity and internationalization.

However, undergraduate students, White Americans, men, and heterosexual persons had more positive views on such advocacy efforts than administrators/faculty/graduate students, African Americans, women, and LGB persons, respectively.

Qualitative Analysis Results

A total of 419 comments were provided in response to seven open-ended survey questions corresponding to the seven diversity strategic objectives. There were 278 responses from IUB and 141 responses from IUPUI. The responses were categorized in relationship to the respondents' (1) campus location (IUB, IUPUI), and (2) position/role. Due to a small number of responses in some categories, and a commitment to maintain anonymity, some sections include fewer representative quotes than others.

Undergraduate Students at IUB

Climate of Respect within the SoE

Most undergraduate respondents expressed a positive attitude towards the climate within the SoE. Specifically, seven undergraduate respondents expressed that there was a positive climate in the SoE and that some of the classes they attended had at least one multicultural discussion within which they felt safe to participate.

Increased Programming Related to Diversity

Although most undergraduate respondents were positive in their descriptions of the climate of the SoE, some respondents indicated that there was a need to design curriculum that ensures that every student completes multicultural training. Other undergraduate respondents noted there was a need to more actively recruit students of color for undergraduate programs and engage in explicit discussions about identities that go beyond race/ethnicity.

Awareness towards SoE Partnerships and Programs

Eight comments were made in relationship to partnerships that the SoE maintains that serve to expand and/or sustain a diverse climate. Knowing about these partnerships was minimal among the undergraduate respondents. Only three undergraduate respondents expressed awareness of the partnerships or programs, such as GGT, Hudson, and Holland. Four undergraduate respondents expressed that they were unaware of the partnerships.

Unaware of Efforts to Sustain Diversity

All of the undergraduate respondents who answered the open-ended question related to the sustainability of diversity indicated little to no awareness of the efforts that the SoE is taking to sustain diversity. Five respondents reported not being aware of or only having partial knowledge of the SoE's efforts to recruit, retain, and support diverse students, faculty, and staff populations. One undergraduate respondent reported seeing a more diverse faculty than student body.

Diversity Issues in the Classroom

Several undergraduate respondents described how diversity issues were frequently and explicitly embedded in their curriculum, giving both positive and negative examples to illustrate this point. Undergraduate respondents also noted that efforts should occur outside of the classroom, as there was a need to be better prepared to teach in "non-White classrooms." While some undergraduate respondents felt that diversity was a major theme included in the undergraduate curriculum, others suggested that there was a need to expand how diversity issues were conceived of and introduced within the curriculum.

Graduate Students at IUB

Concerns Regarding Diversity in the SoE

Of the graduate students who replied, some agreed that the SoE does well with diversity issues, noting a range of examples. However, a majority of graduate student respondents (> 25) stated that the SoE could do more to establish, promote, and incorporate diversity.

A Need to Increase Diversity: Recruiting and Retaining

The respondents also agreed that a more diverse population, for both students and faculty, is needed in the SoE. The graduate student respondents felt that little was being done to effectively recruit and retain diverse students and faculty. While some respondents pointed to the lack of diversity, others emphasized concerns related to recruiting and retaining students of color.

A Need for Diversity-Related Curriculum, Training, and Programming

Similar to undergraduate student respondents at IUB, some graduate student respondents felt that additional diversity training and related programming was needed. Three respondents offered explicit examples of events or programs that they believed would strengthen the SoE. Comments highlighted the need for continued discussion around curriculum design, programming, and other activities that serve to create, expand, and sustain diversity efforts in the SoE.

Faculty at IUB

Varied Perspectives on the SoE's Culture

Twenty-two comments were made in relation to the culture of the SoE, with these comments displaying a range of experiences and perspectives. Broadly, the comments pointed to a diverse perspective on the culture, with the majority of comments highlighted areas where further consideration and discussion are needed in order to improve the current climate in the SoE.

Perspectives on the SoE's Recruitment and Retention Efforts

Faculty respondents also shared extensively in relation to recruitment and retention of faculty and students from diversity populations. Generally, there was agreement that the SoE is making efforts to recruit faculty and students of color. However, some respondents noted that retention was far more difficult than recruitment. Alongside positive perspectives on recruitment, two respondents noted concerns related to recruitment of students of color.

Promoting and Sustaining Diversity in the Classroom

Faculty respondents offered examples of some of the ways in which they promote diversity in the classroom, ranging from "letting students bring in reflections and arguments that are not forced into normative frames of thinking about education" to "engaging in educational activism" to striving "for [a] sense-of-community within the classroom." Generally, there was consensus among the faculty respondents that some effective strategies were being employed to promote diversity in the classroom and curriculum, but that additional efforts were needed.

Staff at IUB

Limited Perceptions Related to Diversity Issues

Of the staff who replied, there were four respondents who felt that they had limited ability to speak to issues of diversity in the SoE due to a variety of factors, ranging from being a "new staff member," feeling "isolated" from the rest of the department, and/or "not included on most communications." Thus, the responses were minimal, with the above justifications for so few detailed responses provided.

SoE's Climate

Most staff respondents agreed that the SoE supports diversity, noting that there is a "strong climate of welcome and respect for all persons" and that "school leadership is invested and demonstrate perspective." Alongside these comments, several staff respondents felt that more could be done through "different cultural festivals…," as well as more awareness.

Recruitment and Retention

While there were relatively few responses from the responding staff about recruitment and retention of diverse students and faculty at SoE, there were a variety of thoughts regarding this issue. For example, one staff respondent noted that, "The dean and administrators are making efforts in regards to recruitment." In contrast, three staff respondents offered more critical perspectives about recruitment.

Undergraduate Students at IUPUI

Promotion of Inclusion and Success of Diverse Populations

Most respondents applauded the efforts of SoE in terms of ensuring the success of future teachers of color. Similar to the undergraduate respondents at IUB, there was also one comment focused on the need to embrace identities in addition to race/ethnicity. This respondent suggested that there is "not enough" inclusion of other identities, such as sexual orientation, in addition to race/ethnicity. In contrast, four respondents agreed that the SoE at IUPUI does a "good job" in preparing students to promote inclusion and support persons of color.

Lack of Awareness of Efforts to Sustain Diversity

When asked about the SoE's partnerships, several respondents indicated a lack of knowledge of such efforts. For instance, three respondents indicated being either unaware of the SoE's partnerships, while also indicating that they do not have enough exposure to people outside of their program. In addition, several respondents indicated not being aware of the SoE's efforts to recruit and retain diverse students, faculty, and staff.

Graduate Students at IUPUI

General Culture of the SoE

In general, many of the respondents made comments expressing positive feelings about the culture of the SoE at IUPUI. Many graduate students felt that the environment was very supportive and specifically highlighted the importance of diversity. Alongside these positive comments, a similar number of responses qualified their positive feelings with the idea that the culture of the SoE could be much better than it currently is.

The Varying Diversity of the Curriculum

Positive comments about the graduate school curriculum were mentioned in seven of the open-ended responses. Many of the students commented that the coursework outlined for them was particularly well attuned to issues of diversity. Across the comments, it was clear that many students had gained valuable lessons about working with individuals from diverse backgrounds and with diverse perspectives. However, three respondents argued that while coursework on diversity is important, it is not enough.

Perspectives on Faculty Members

Many of the respondents mentioned that they had encountered faculty members who understood and celebrated diversity. There were only three such responses. These students expressed positive experiences with the SoE faculty members in numerous settings.

Recruitment and Retention Policies

One of the topical areas most commented on was the SoE's recruitment and retention policies. Nearly half of all the comments related to these policies in particular. The graduate students who completed the open-ended questions often disagreed or had differing levels of

knowledge and approval of school policies. Across the graduate student comments, it was clear that recruitment and retention was a key issue of concern–one which elicited varied perspectives.

Faculty at IUPUI

Quality of Instruction on Diversity

Within the faculty members' comments, the high standard to which the SoE educates its students about diversity was mentioned six times. This relatively common comment highlighted that the faculty members felt as though students were learning a lot about how to deal with learners from diverse backgrounds, with diverse perspectives, and with diverse needs. Although the comments were relatively specific in regards to programs and courses, they often pointed to how the SoE provides a range of in-class and field-based experiences.

Administration Needs to Do More

Faculty members praised the SoE administration fairly consistently, but in six comments, respondents outlined that the administration was "not doing enough," and should increase its efforts to improve diversity. These comments dealt primarily with systemic needs for change and integration. Overall, the faculty respondents seemed to believe that the administration is trying to achieve diversity, but to some extent falls short of the goals.

Recruitment of Students of Color

One of the most common comments throughout the faculty's responses was the lack of students of color. Although two faculty members believed that the SoE was doing an adequate job with recruitment and retention, an overwhelming majority disagreed. Overall, these comments highlighted that faculty respondents were somewhat critical of the current recruitment efforts of students of color, and believe that more needs to be done.

Not All Diversity Supported

Six comments from the faculty at IUPUI described a lack of understanding about diversity. These comments explained that much discussion about diversity is at the "surface" level, and does not get into the more nuanced aspects of equity. In general, it appeared that some of the faculty respondents felt that not all forms of diversity were equally supported on campus or in research.

Disunity of Faculty Efforts

Another set of particularly common comments surrounded the idea that faculty efforts to support and celebrate diversity are rarely (if ever) united. Across these comments, the faculty respondents noted not feeling adequately connected to each other in regards to diversity initiatives, and would like to see more unity across efforts.

Staff at IUPUI

Instructors' Sensitivity to Diversity is Key

The staff respondents mostly perceived that the issues of diversity depend on the sensitivity of the instructors. Three respondents shared that the degree to which the SoE can help prepare students to become excellent and culturally aware teachers and future leaders is dependent upon the instructor. Many of the comments positioned the primary responsibility on the classroom instructor.

Discrimination and Systemic Concerns

A few staff respondents raised concerns related to discrimination, the perpetuation of racism, and concern around the power or position to make executive decisions. Two respondents stated that there may be discrimination against White students and faculty. Another respondent noted that there has been little done to deal "…with structural racism and biases that impede the work we do in programs such as teacher education." Some staff respondents also noted that not enough efforts were being made to recruit faculty and/or staff of color.

Summary

The quantitative analyses provided a somewhat consistent picture of how respondents perceived the cultural climate in the SoE. Generally respondents had somewhat neutral to very positive views on the cultural climate across the seven diversity strategic objectives. There was not much difference between IUB and IUPUI respondents. However, group comparisons revealed that undergraduate students, those from smaller communities, and dominant group members (i.e., persons without disabilities, White Americans, men, and heterosexual persons) had significantly more positive views of the cultural climate than administrators/faculty/staff, those from large cities, and marginalized group members, respectively. Some of these group differences were quite large (according to standard deviations), and suggest negative perceptions among the latter groups.

Across the qualitative dataset, survey respondents offered comments that suggested there is a continuum of experiences in the SoE with respect to diversity issues. Comments centred on the (a) organizational culture and climate of the SoE; (b) learning environments within the SoE; and (c) SoE policies and initiatives related to students and scholars of color, as well as issues related to diversity more generally. Within each of the categories, students, faculty, and staff were generally supportive of the SoE; however, comments also indicated that there are areas in which further growth and development is needed.