OVERVIEW:

What We’ve Learned and What’s Next

- A Brief Review
- Survey Design
- Findings & Analysis of Faculty/Staff Responses
- Findings & Analysis of Student Responses
- Moving the Campus Forward: A Framework
- Recommendations
- Questions
Canisius Racial Diversity Team

A BRIEF REVIEW

2016
- April: President Hurley meets with Afro American Society
- September: President Hurley raises issues of racial diversity at his fall convocation and challenges members of the Canisius community to reflect

2016
- November: Election night "Doll incident"

2016-2017
- December: President Hurley creates Campus Conversations on Race Task Force, including faculty, staff, students, alumni, and neighbors
- May: Task Force Committees present final reports

2017
- September: CCoR Committees transition to Racial Diversity Team (faculty/staff committee and student committee)

2018
- January: Begin designing the Campus Racial Climate Survey
- April: Survey sent to campus community
- September: Analysis process started
Design

- Administered using Baseline
- Remained open April 9 - May 22, 2018
- Survey sent to all students, faculty, and staff
- 12 questions - primarily open ended
- 4 reminder emails

Responses

- ~800 responses
- 552 student responses, 20% response rate
- 109 faculty responses
- 136 staff responses
CAMPUS RACIAL CLIMATE SURVEY:

Findings & Analysis of Faculty/Staff Responses

Nancy Rourke, PhD & Dave Sheets, PhD
Racial Diversity Team
Associate Professor, Religious Studies and Theology
### Faculty & Staff Responses: Race & Ethnicity

Demographic information was self-reported | Comparison with 2017 CDS Data

<table>
<thead>
<tr>
<th></th>
<th>Faculty of Color</th>
<th>White</th>
<th>Male</th>
<th>Female</th>
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<tr>
<td>Faculty Respondents (Counts)</td>
<td>21</td>
<td>88</td>
<td>55</td>
<td>51</td>
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<td>Faculty Counts (CDS)</td>
<td>37</td>
<td>331</td>
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<td>Faculty Respondents (Percentages)</td>
<td>19.3</td>
<td>80.7</td>
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<tr>
<td>Faculty Percentages (CDS)</td>
<td>10.1</td>
<td>89.9</td>
<td>56.3</td>
<td>43.8</td>
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</tbody>
</table>

*All faculty, including adjuncts*
## Faculty & Staff Responses: Race & Ethnicity

Demographic information was self-reported | Raw counts

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>African American/Black</th>
<th>Caucasian/White</th>
<th>Hispanic/Latino/a/x</th>
<th>First peoples</th>
<th>Asian or Asian American</th>
<th>Oceanic</th>
<th>Bi- or Multi-Racial</th>
<th>NA/None/Decline to Answer</th>
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<tbody>
<tr>
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<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Staff</td>
<td>62</td>
<td>38</td>
<td>8</td>
<td>88</td>
<td>1</td>
<td>0</td>
<td>1</td>
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</table>

Total Faculty Respondents: 109
Total Staff Respondents: 136
Have you experienced a racially motivated incident (RMI), including microaggressions, either as a witness or a victim?
QUESTION 7:
FACULTY RESPONSES

Term Frequencies

- Happened to student(s): 2
- Happened to faculty: 7
- Carried out by faculty: 3
- Carried out by students: 6
- Carried out by administration: 2

Categories of RMI:
- Stereotyping mentioned: 3
- Micro-aggressions: 2
- Systemic racism: 2
- Comments were made: 2
- No concerns/no RMI: 2

Please explain what RMI you experienced, where it occurred, and when it occurred.
"There have been many. The most severe case I have ever seen were made by white male students and directed at neighborhood residents during Springfest...I actually felt alarmed and frightened by these students."

"...student who has repeatedly submitted aggressively racist essays and exams that promote white supremacy and advocate slavery and genocide."

"They are numerous, from the excision of images on posters, to comments about immigrants, refugees, and minority populations in Buffalo, including significant fear among the study body about site placements for service learning."
QUESTION 8: FACULTY & STAFF

As a member of the Canisius community, have you experienced any of the following because of your ethnic/racial background? (Check all that apply)

% of each group- by race/ethnicity
QUESTIONS 9-12: FACULTY & STAFF

Term Frequencies

Where:
- Meeting/committee work: 9
- Classroom: 0
- "On the job"/At the College: 8
- In the neighborhood: 0
- Casual/social/unclear: 4

Experience described:
- Minority experience/low diversity: 6
- Stereotyping: 2
- Input was rejected, ignored, deemed irrelevant: 4
- Not invited, left out, not asked, not heard: 26
- Unequal treatment: 4

Please explain what caused you to feel unsafe, not welcomed, isolated, and/or your voice was ignored.
"Racial verbal attack from students."

"Public safety is more likely to stop me or run my license plate as I drive past."

"Being white in a non white setting."

"I often feel like an affirmative action box that the college is checking off and it makes me not want to support this institution."

"Faculty is not open to work on race issues, gender issues."

"It is sometimes difficult to work in an environment where not many look like you. The most you see people of color are working in the Dining Hall and Tim Hortons."

"...I often feel like the staff and students as a whole are marginalized and ignored. Our concerns are generally not fully acknowledged and take care of."
QUESTION 14:
FACULTY & STAFF

How would you like the culture at Canisius to change in regards to racial diversity? (Check all that apply)

- Educational Programs
- Diversity Training
- Diversity in Courses
- Support of course dev.
- Other
- I don't think Canisius Needs to Change

% of each group

[Bar chart showing responses for each category]
QUESTION 14: FACULTY & STAFF

A closer look at respondents who indicated "No Change Needed"
How would you like the culture at Canisius to change in regards to racial diversity? (Check all that apply)

Listed under "Other"

- Diversity training/cultural competency: 5
- Mention of academic programming or curriculum: 2
- Stop making race an issue: 2

- More diversity among employees: 15
- More diversity among students: 7
- More diversity among faculty: 11
- More diversity among staff: 4
"MEANINGFUL cultural competency for all students, faculty, and staff, not one-off powerpoint diversity trainings or outsiders coming in without knowledge of the campus."

"Stop making race an issue where it isn't. Stop emphasizing differences that are outside a person's control."

"HIRE FOR DIVERSITY!"
QUESTION 15:
FACULTY RESPONSES

How would you like to be involved in this change?

- I don't want to be involved: 2
- N/A: 3
- I already am: 17
- I'm not sure: 3
- Too late for me: 2

Specific forms of help:
- I will organize/plan: 4
- I will show up to events: 4
- I will attend diversity training: 5

Ideas:
- Mention courses/curriculum: 18
- Mention advisement/advising: 4
- Mention hiring/recruiting employees: 4
- Mention of speakers/speaker series: 6

Term Frequencies

Willingness:
- I don't want to be involved: 2
- N/A: 3
- I already am: 17
- I'm not sure: 3
- Too late for me: 2
"Hiring of more diverse faculty and building of new academic programs to help attract a more diverse student body."

"By judging people one at a time based on their character, ability, and observed actions. A person's skin pigmentation is about as relevant to evaluating their humanity as their blood type."

"I am willing to share my experiences and ideas. I will participate in team projects and extracurricular activities for diversity."

"I'd be happy to be involved in any way. I could certainly use more training in working with diverse populations and goodness knows a lot of other faculty could as well. I also think opening up the conversation is really important...I think a lot of times people who really want to do well and be better are so scared they are going to say something wrong that they don't engage in the first place."
QUESTION 16:
FACULTY & STAFF

As a member of the Canisius community, do you feel like you've had to hide some aspects of your racial identity in order to fit in?

All Yes/No Answers by Race/Ethnicity

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<tr>
<th>Race/Ethnicity</th>
<th>No</th>
<th>Yes</th>
</tr>
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<td>White/Caucasian</td>
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<tr>
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<td>50</td>
</tr>
<tr>
<td>Hispanic/Latina/o/x</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

% of each group
"A place where any one of a "minority" population filled out this survey as a completely satisfied participant."

"A student body that is committed to counteracting racism in the US during and after they graduate; white students and employees willing to speak up to one another when we fail to speak/act/plan with awareness of white privilege; a constant message from administration and faculty that engaging issues related to racism is not a specific political issue about which we must respect other views."

"Canisius is perfectly safe. An anti-racist college is one where race doesn't come up. Want to put a dent in racism? Stop talking about race."
"In a safe anti-racist college it should be normal to talk about race, The student body at Canisius are not there yet and I believe they need to get comfortable with talking about race and learning about some historical forces that constructed the idea of race."

"Hopefully more integration among groups at the college."

"My impression is that Canisius is safe and anti-racist. However, I do think diversity could be greatly improved. I would like to add that I do not like this question or the next one. A campus that lacks diversity is hardly ideal but is not necessarily “racist” or “unsafe”."

"I place that looks diverse in terms of the faculty, staff and students."
What does a safe, just, anti-racist college look like to you?

- Acceptance: 6
- Respect: 11
- Better integration/unity: 12

**Staff answers noted:**
- Diversity training: 2
- Feeling of safety: 2
- Relaxed, comfortable, no worrying: 5

**Faculty answers noted:**
- Curriculum: 5
- Zero tolerance: 6

**Term Frequencies**
- Diversity: 26
- Conversations about race: 19
- Less talk about race: 2
- It is Canisius: 18
- We are working toward this: 3
- Hard question: 4
- Impossible/miracle: 3
QUESTION 18: FACULTY & STAFF

On a scale of 1-5 (with 1 being not at all and 5 the ideal) where would you rate Canisius now in terms of a safe, just, anti-racist college?

Means
Faculty: 3.3
Staff 3.6

% of each group
QUESTION 18: FACULTY & STAFF

On a scale of 1-5 (with 1 being not at all and 5 the ideal) where would you rate Canisius now in terms of a safe, just, anti-racist college?

Means
Faculty: RMI 3.1, No RMI 3.4
Staff: RMI 3.1, No RMI 3.8
Findings & Analysis of Student Responses

KATHLEEN M. BRUCATO
Chair, Student Committee - Racial Diversity Team
Director, International Student Programs
## Student Responses: Race & Ethnicity

Demographic information was self-reported | Raw counts

<table>
<thead>
<tr>
<th>Racial Grouping</th>
<th>Female</th>
<th>Male</th>
<th>Other/No Response</th>
<th>All Genders</th>
<th>Racial Percentages of Respondents</th>
<th>Racial Percentages CDS Data, 2017, Canisius Student Population</th>
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<tbody>
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<td>Hispanic or Latino/a/x</td>
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<td>6</td>
<td>393</td>
<td>71.2</td>
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</table>

Total Student Respondents: 552
QUESTION 6: STUDENTS

Have you experienced a racially motivated incident (RMI), including microaggressions, either as a witness or a victim?

% of each group
QUESTION 8: STUDENTS

As a member of the Canisius community, have you experienced any of the following because of your ethnic/racial background? (Check all that apply)

- Feeling Unsafe
- Feeling Not Welcome
- Feeling Isolated
- Your Voice was Ignored
- None of the Above

% of each group
THEME #1: LANGUAGE & COMMUNICATION

Inside the Classroom

Faculty comments
"I was told by a professor that I was mistaken for another student because we were both mixed raced people."

"My freshman year I had a professor express to me that I could read black authors for extra credit because they struggled with ways to make things more diverse...they could not fit that into the syllabus."

Online discussion board posts
"In one of my online classes, we had to discuss a personal bias that we have and how we can handle it. A white female student said her bias was against people of “different skin tones”...She was able to say that she is racist against black people for a grade..."

Classroom discussions
"My insistence that racial issues are important has led to ridicule by classmates in class..."

"I’ve listened to students talk about poverty in other nations with racial motivations. Several times, in several classrooms."
Outside the Classroom

Use of social media
"Social media racial slurs from Canisius students towards other Canisius students. Usually Snapchat."

Afro-American Society's Clubroom Door
"The African American Society's "White Privilege" Board is incredibly demeaning to anyone who is not an African-American, and is excluding to all other minorities who also face the same injustices."

Use of the n-word by White people
"People who aren't POC's using the "N" word as well as just feeling left out and targeted for being a non white student."

Doll incident on Election Night 2016
"I have felt unsafe because a black baby doll was lynched on campus and nothing about campus culture has changed since. Many seem to have forgotten."

Communication between students
"Seeing as people said that I should go back home, I assume that I am not welcome in "their" country. It's funny seeing as I am American, too."
In the Classroom
"Being the only black student/student of color/one of two students of color, in a class where people of color are essentially not taught or acknowledged to exist beyond my presence."

"Being the only Hispanic in most of my classes."

Outside the Classroom
"I cannot always relate to things that are only associated with America."

"Not having many of my peers or professors look like me. Canisius is not as diverse as it should be."

"I wore a Trump sweatshirt and immediately a black person in the library said I was a racist despite the fact that I have many black friends."

"With the lack of diversity, majority of white prefer to socialize and communicate with those people which they were comfortable which left me many times feeling I didn't belong at a [pre]dominantly white institution."
Unfair targeting due to race
"Public Safety only checks ID’s at the [Koessler Athletic Center] when there is a large group of Black people in the gym. I have witnessed it time and time again."

"In the basement of Old Main by Subway about a month ago. A young African American girl had been accused by a worker of stealing a drink cup without purchasing it. Public Safety had been called down to handle the situation. I witnessed a total of five Public Safety officers call the girl away from her friends at a table and bring her to the far corner of the room where people at the tables could not watch them talk."

Presence in residence halls
"Dorms. People who lived in Village in my building would call [Public Safety] on me all the time for no reason. They would lie to them and say I had weed when in all reality I don’t even smoke."

Lack of unity
"[There is] no sense of unity between [the] campus Public Safety Department and the rest of campus"
QUESTION 13: STUDENTS

How would you like the culture at Canisius to change in regards to racial diversity? (Check all that apply)

<table>
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<tr>
<th>Suggestion</th>
<th>% of each group</th>
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<tr>
<td>1 suggestion</td>
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<td>2 suggestions</td>
<td>Orange-POC: 50%</td>
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<td>No Change</td>
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<tr>
<td>No Response</td>
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% of each group
MOVING THE CAMPUS CULTURE FORWARD:
A FRAMEWORK FOR FUTURE ACTION
RECOMMENDATIONS

Short Term Goals

**Academic Initiatives**
- Provide a section in the syllabus on how to report bias related incidents in the classroom using the Bias Report Hotline and website
- Provide training and development opportunities for faculty, especially for programs where bias related incidents may tend to be increased due to course content
- Create an overview of courses and majors that focus on diverse topics, beyond what the course catalog describes

**Student Life Initiatives**
- Club Summit in the spring semester: Need to prepare future student leaders for collaboration and relationships with other organizations
- Training at Club Summit on diversity and inclusion
- VP for Student Affairs position: Very important role
RECOMMENDATIONS

Long Term Goals

Academic Initiatives

• Design a workshop for freshmen that highlights important topics within diversity and inclusion, such as privileges, biases, civil discourse, etc.
• Revisit Honors curriculum and require a diversity attribute, just as for all students
• Encourage the inclusion of diverse literature and authors
• Service Learning: outreach to more diverse areas, race needs to be a part of the reflection process and follow-up discussion, discussion of White savior complex, more preparation for students

Student Life Initiatives

• Require an online course for incoming freshmen, like Diversity Edu (i.e. Boston College)
• Consider doing programs differently (i.e. Thanksgiving Sit Down Dinner - Soul Food Dinner)
• Encourage more collaboration of student clubs (i.e. UB's Latin & Black student groups' potluck)
RECOMMENDATIONS

Long Term Goals

Student Life Initiatives (continued)

- Club funding: certain events are important for that group
- Deconstruct the stigma (i.e. the amount of people who go to Semi-formal vs. Afro Ball)
- How are events advertised? Is this helping or hindering student participation?
- USA members can attend general body meetings for other clubs - get to know club leaders and who they are working with

Campus Wide Initiatives

- Establish a campus wide commitment (See SLU's Oath of Inclusion - student created, campus supported)
- Canisius Core Values: Need to be represented visually on campus and in Student Handbook
On a scale of 1-5 (with 1 being not at all and 5 the ideal) where would you rate Canisius now in terms of a safe, just, anti-racist college?
Questions