Findings from the *Campus Racial Climate Survey of Spring 2018*

A handout of slides that summarize the results prepared for a forum on 2/13/2018

Made available by efforts of:

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...and the 800 Canisius members who took time to answer these survey questions.
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The survey itself: context

• Purpose: to investigate the “campus racial climate”

• Survey sent to all students, faculty, staff 4/9/18-5/22/18

Instructions: “The Canisius College Racial Diversity Team seeks to better understand the campus racial climate through the experiences of our students, faculty, and staff. Please take a few minutes to respond to this survey and share with us your experiences at Canisius.”

• 4 reminder messages

• About 15 questions (some directed only to students or only to faculty/staff)

• 12 mostly open ended questions
Who responded?

- 20% response rate
  - ~ 800 responses of 3868 surveys sent
- 552 student responses (69% of responses)
- 109 faculty responses (14%)
- 136 staff responses (17%)

- Gender coding breakdown (% of all responses)
  - 57% female
  - 41% male
  - 2% decline, N/A, or other

- Race/ethnicity coding breakdown (% of all responses)
  - 76% white
  - 11% Black/African American
  - 4% more than one race
  - 2% N/A or decline
  - 3% Latinx or Hispanic
  - 2% Asian
  - < 1% Native American, Alaska native, American Indian, Native Hawaiian or other Pacific Islander
Student Respondents

• 550+ responses

• Q3: What is your gender? (coded from text responses)
  • 58% female
  • 40% male

• Q4: What is your race/ethnicity? (coded from text responses)
  • 72% White/Caucasian
  • 12% African American/Black (over representation)
  • 5% more than one race
  • 4% Hispanic/Latina/o/x (under representation)
  • 3% Asian
  • 3% N/A, decline, or other
Faculty/staff respondents

• 240+ responses

Q3: What is your gender? (coded from text responses)
  • 55% female; 44% male

Q4: What is your race/ethnicity? (coded from text responses)
  • 8% Black/African American
  • 86% White/Caucasian
  • 4% N/A
  • 2% decline, N/A, other
  • 2% More than one race
  • 1% Hispanic/Latino/a/x
The questions, abbreviated (slide 1 of 2)

- **Q1**: What is your position at Canisius?
- **Q2**: What is your gender? (text)
- **Q3**: Q2 responses coded
- **Q4**: What is your race/ethnicity? (text)
- **Q5**: Q4 responses coded
- **Q6**: Have you experienced a racially motivated incident (RMI), including microaggressions, either as a witness or a victim?
- **Q7**: If yes, explain
- **Q8**: Have you experienced any of following as result of ethnic/racial bkgd? (checkboxes)
  - feeling unsafe; not welcome; isolated; voice ignored
- **Q9**: Please explain what caused you to feel unsafe
- **Q10**: Please explain what caused you to feel unwelcome
- **Q11**: Please explain what caused you to feel isolated
- **Q12**: Please explain what caused you to feel your voice was ignored
The questions (slide 2 of 2)

- **Q13**: (students) How would you like the culture at Canisius to change in regards to racial diversity? (checkboxes & text for “other”)

- **Q14**: (fac/staff) How would you like the culture at Canisius to change in regards to racial diversity? (checkboxes & text)

- **Q15**: How do you want to be involved in this change? (text)

- **Q16**: 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? (Y/N & text)

- **Q17**: What does a safe, just, anti-racist college look like to you? (text box)

- **Q18**: 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?
Processing and dissemination

• Analysis
  • Summer-Fall of 2018 a group of students, faculty and staff (the Racial Diversity working group) examined results from students w/focus on text responses
  • Fall of 2018 a group of faculty and staff examined results from faculty/staff

• Dissemination
  • Terri Mangione presented basic results to Trustees’ Student Life Committee on 10/1/18
  • Terri Mangione presented results to ULLC members
  • The working group presented an Executive Summary focusing on the students’ responses to the visiting Mission Examen team on 11/13
  • Informal presentations for discussion with a group of faculty & staff, brought together by AAVP Peg McCarthy on 11/19 and 11/29 meeting
  • Further survey analysis presented to the Student Life Committee of the Trustees on 12/3/18
  • A written summary submitted for the Faculty Senate’s 12/2018 meeting
  • Presentation for Senior Leadership Team on 1/15/19
  • Presentation for faculty who participate in the forum on 2/13/2019
  • Presentation(s) for staff at date(s) TBD
All survey responses
Q6: Have you experienced a racially motivated incident (RMI), including microaggressions, either as a witness or a victim?

- 797 respondents
  - 30% yes
  - 70% no
Q6: all responses by gender

- Female
  - 67% No
  - 33% yes

- Male
  - 75% no
  - 24% yes
Q6: all responses by race/ethnicity

- White/Caucasian
  - 77% No
  - 23% Yes

- Black/African American
  - 34% No
  - 66% Yes

- More than one
  - 52% No
  - 49% Yes

- Hispanic/Latino/a/x
  - 48% No
  - 52% Yes
Q6: student responses

• All students
  • 60% No
  • 32% Yes

• White/Caucasian students
  • 78% No
  • 22% Yes

• Students of color
  • 43% No
  • 57% Yes
Q6: Student responses

Q6 student responses: Experienced RMI, by race/ethnicity
Q6: Student responses

Reported Experiencing an RMI (Percentages)

POC-yes
POC-no
White-yes
White-no
Q6: Faculty & Staff responses by race/ethnicity

- Faculty white
- Faculty of color
- Staff white
- Staff of color

[Bar chart showing responses for different categories]
Q6: faculty & staff responses

Q6 faculty & staff by race

Black, African American, or multiracial

White or caucasian

Yes  No
Q6: faculty and staff responses

![Q6 faculty and staff responses](image)
Q7: Please explain what RMI you experienced, where it occurred, and when it occurred.

• 158 responses
• Open-ended question
Q7: students of color

• 10 responses mention election night 2016 doll incident
• 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.
• Being asked "What are you?“
• Assuming that I got in through HEOP, happened throughout all four years.
• “I was told by a professor that I was mistaken for another student because we were both mixed raced people.”
Q7: White/ “Caucasian” students

- 17% mention specific incidents (doll incident; incident in Old Main Cafe)
- 9% mention microaggression
- 6% mention “small” things that were said/done
- 8% mention Public safety
- 11% describe something that happened in a classroom
- 17% describe something students did/said
- 6% describe a professor’s comments or behavior
- 9% mention that the respondent was called racist or that white people are targets of poor treatment
Q7: 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
Q7: sampled faculty responses

• "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."
Q7: staff responses (term frequencies)

- Happened to an employee: 4
- Happened to staff: 3
- Happened to student(s): 4
- Happened to faculty: 1

- Carried out by faculty: 2
- Carried out by student(s): 5
- Carried out by staff: 2
- Carried out by parent(s): 2

- White person treated unfairly: 2
- Person of color treated unfairly: 7
- Mention of the doll incident: 3

Categories of RMI
- Stereotyping or unequal treatment: 5
- Microaggressions: 1
- Comments made: 5
- Someone called racist: 3
- Racial epithet used: 2
- Being ignored: 2
Q7: sampled staff responses

• "Faculty member telling a student they received a specific benefit because of their race."
• "There have been many including nasty comments about my hair and the neighborhood I live in."
Q8: As a member of Canisius Community, have you experienced any of the following because of your ethnic/racial background? (Check all that apply)

- Checkboxes:
  - Feeling unsafe
  - Feeling not welcome
  - Feeling isolated
  - Your voice was ignored
  - None of the above

- 730+ respondents; 890+ responses total
Q8: all responses by gender

- Female
  - 6% Unsafe
  - 11% Not welcome
  - 12% Isolated
  - 11% Voice ignored
  - 61% None

- Male
  - 4% Unsafe
  - 10% Not welcome
  - 7% Isolated
  - 11% Voice ignored
  - 68% None
Q8: All responses by race/ethnicity

• White/Caucasian
  • 3% Unsafe
  • 5% Not welcome
  • 4% Isolated
  • 8% Voice ignored
  • 80% None

• Black/African American
  • 11% Unsafe
  • 28% Not welcome
  • 29% Isolated
  • 21% Voice ignored
  • 13% None

• More than one
  • 3% Unsafe
  • 18% Not welcome
  • 12% Isolated
  • 13% Voice ignored
  • 50% None

• Asian
  • 0% Unsafe
  • 17% Not welcome
  • 26% Isolated
  • 13% Voice ignored
  • 44% None

• Hispanic/Latino/a/x
  • 11% Unsafe
  • 18% Not welcome
  • 23% Isolated
  • 18% Voice ignored
  • 30% None
Q8: student responses

Question 8 Responses, by Percentage

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

White vs. POC
Q8: faculty and staff responses

Nature of RMI by Position and Race, percentages
Q8: faculty and staff responses

Nature of RMI by Position and Gender, percentages

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

Fac, Female  Fac, Male  Staff, Female  Staff, Male
Q9-Q12: faculty and 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
Q9-Q12: sampled faculty and staff responses

• 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.
Q13: How would you like the culture at Canisius to change in regards to racial diversity? (Check all that apply)

• Students only
• 471 respondents; 1050 responses
• Possible answers:
  • Increase in social programming
  • Increase in educational programming
  • Diversity training
  • More diverse authors/materials in courses
  • Additional clubs/organizations
  • Other – with a textbox for more
  • I don’t think it needs to change
Q13: Responses from white students

• Checkboxes
  • 20% Increase in social programs
  • 19% Increase in educational programs
  • 15% Diversity training
  • 16% More diverse authors and voices in course materials
  • 8% Additional clubs and organizations
  • 8% Other
  • 16% I don’t think Canisius culture needs to change

• Among the “other” text responses
  • 18% more diverse leadership
  • 10% curriculum issues
  • 16% focus on race less
  • 6% more diverse student body
  • 6% do more workshops/training
  • 6% do not do workshops/training
Q13: Student responses

Q13: Actions to Promote Diversity, Students

Social | Education | DivTraning | DivCourses | AddClubs | Other | No Change | No Response

Bar chart showing the responses to actions promoting diversity.
Q13: student responses

Q13: Form of Response to Question, as Percentages

- 1 suggestion
- 2 suggestions
- No Change
- No Response

Blue-White
Orange-POC
Q13: students of color

• Checkboxes
  • 58% Increase in social programs
  • 53% Increase in educational programs
  • 46% Diversity training
  • 56% More diverse authors and voices in course materials
  • 40% Additional clubs and organizations
  • 15% I don’t think the Canisius culture needs to change

• Among the “other” text responses
  • 29% mention more diverse faculty
  • 19% mention more diverse staff
  • 10% mention curriculum
  • 14% mention a diversity center or coordinator
Q14: How would you like the culture at Canisius to change in regards to racial diversity? (Check all that apply)

- Faculty and staff only
- 230 respondents; 531 responses
- Answers
  - Increase in educational programming
  - Diversity training
  - More diverse authors/materials in courses
  - Support for course development that would include more diverse topics and voices
  - Other – with a textbox
  - I don’t think it needs to change
Q14: faculty & staff responses

• Checkboxes:
  • 21% Increase in educational programming
  • 19% Diversity training
  • 19% More diverse authors/materials in courses
  • 22% Support for course development that would include more diverse topics and voices
  • 11% Other – with a textbox
  • 7% I don’t think it needs to change

• Among the “other” responses:
  • Hiring for diversity: 15%
  • Diversity training/cultural competency: 5%
  • More diverse student body: 7%
  • More diverse faculty: 11%
  • More diverse staff: 4%
Q14: faculty & staff responses by position (%)
Q14: “no change needed” responses by position, race, gender
Q14: faculty responses (“other” term frequencies)

• 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
Q14: “other” sampled faculty responses

• "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!"
Q14: staff responses ("other" term frequencies)

- Diversity training: 2
- Recruit or support for people of color: 4
- Better communication: 2
- More diverse population in general: 12
- More diversity among students: 2
- More diversity among faculty: 4
- More diversity in leadership/administration: 3
Q14: “other” sampled staff responses

• "A more diverse population with training! Also ways to better communicate our feelings with departments such as Public Safety."
• "Just because one group complains does not mean that there’s a problem."
• "Hire for diversity."
Q15: How do you want to be involved in this change?

• 300+ respondents total
  • 190+ student respondents
  • 50+ Faculty respondents
  • 50 staff respondents
Q15: faculty responses (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

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
Q15: sampled faculty responses

• "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."
Q15: staff responses (term frequencies)

Willingness
• I want to help: 2
• Do not want to/reluctant to: 3
• I already am: 2
• N/A: 2
• Not sure: 2

Specific forms of help
• I will organize/plan: 2
• I will participate/attend: 8
• I want/will do diversity training: 10
• Anyway I can: 4
• Serve as an ally/advocate: 2
• Committee work: 3
• I want to be asked how I can help: 3
Q15: sampled staff responses

• "I would be interested in hearing speakers and in attending diversity training."
• "I'm not sure I'd want to be involved because I am a bit fearful that my job will be in jeopardy for even speaking against the current culture."
• "Ask opinions of everyone and not just a select few that you know will give you the answer you want to hear."
Q16: 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?

• 610+ respondents total
• Yes/No question with “Explain” textbox for “Yes” responses
Q16: all Y/N responses by gender

• Female
  • 87% No
  • 11% Yes

• Male
  • No 88%
  • 12% Yes
Q16: all Y/N responses by race/ethnicity

• Black/African American
  • 52% No
  • 48% Yes

• White/Caucasian
  • 94% No
  • 6% Yes

• Asian
  • 58% No
  • 42% Yes

• More than one race/ethnicity
  • 83% No
  • 17% Yes

• Hispanic/Latina/o/x
  • 81% No
  • 19% Yes
Q16: all responses by race/ethnicity

Q16 by race/ethnicity

- Black/African American
- White/Caucasian
- Asian
- More than one race/ethnicity
- Hispanic/Latina/o/x

Responses:
- **No**
- **Yes**
Q16: responses by student/faculty/staff

- 610+ respondents total
  - 87% No
  - 13% Yes
- 410+ student respondents
  - 85% No
  - 15% Yes
- 90+ faculty responses
  - 90% No
  - 10% Yes
- 110+ staff respondents
  - 92% No
  - 8% Yes
Q16: Responses from students of color

• Checkbox answers
  • 61% No
  • 39% Yes

• Examples: text answers with “Y”
  • “Called myself Italian”
  • “Changing my accent when I speak”
  • “I do not delve too much into my cultural background and experiences, because I don't feel like constantly acting as the "representative" to my group of people that identify similarly.”
  • “People automatically assume I am white due to my skin complexion. It makes me fit in with other white students but then I get out casted by the other minorities too sometimes.”
  • “Yes because everything is so white and eurocentric I feel like there is no room, no platform for me to share parts of myself.”
Q17: What does a safe, just, anti-racist college look like to you?

• Open-ended question
• 430+ respondents total
• 290+ student respondents
• 70+ faculty responses
• 60+ staff responses
Q17: sampled responses from students of color

• “A college that is very diverse with different ethnic groups where students are able to enhance learning through different experiences.”

• “A college that, despite the views of some individuals, strives not to ignore race, however to embrace it and do the best possible job to make people of all races/ethnicities to feel welcome.”

• “A place where everyone interacts with each other and you see a diverse group of people everywhere. A place where opinions are heard and everyone receives equal opportunities to be great.”

• “It looks inclusive, welcoming, and accepting of everyone's philosophical beliefs no matter their race, gender, of sexual identity.”
Q17: Faculty & staff responses (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
• Acceptance: 6
• Respect: 11
• Better integration/unity: 12

Staff responses noted
• Diversity training: 2
• Feeling of safety: 2
• Relaxed, comfortable, no worrying: 5

Faculty responses noted
• Curriculum: 5
• Zero tolerance: 6
Q17: sampled faculty & staff responses

- "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 nextone. 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."
Q18: 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?

• Checkboxes, 1-5
• 610+ respondents total
Q18: all responses by gender

• Male
  • 23% 5
  • 36% 4
  • 30% 3
  • 8% 2
  • 3% 1

• Female
  • 16% 5
  • 35% 4
  • 40% 3
  • 7% 2
  • 2% 1
Q18: all responses by race/ethnicity

- **Black/African American**
  - 3% 5
  - 17% 4
  - 58% 3
  - 16% 2
  - 6% 1

- **White/Caucasian**
  - 22% 5
  - 38% 4
  - 31% 3
  - 7% 2
  - 2% 1

- **Asian**
  - 8% 5
  - 58% 4
  - 33% 3
  - 0% 2
  - 0% 1

- **More than one race/ethnicity**
  - 4% 5
  - 30% 4
  - 65% 3
  - 0% 2
  - 0% 1

- **Hispanic/Latina/o/x**
  - 14% 5
  - 24% 4
  - 48% 3
  - 14% 2
  - 0% 1
Q18: student responses by race/ethnicity

- **White/Caucasian**
  - 27% 5
  - 40% 4
  - 27% 3
  - 5% 2
  - 2% 1

- **Black/African American**
  - 3% 5
  - 24% 4
  - 55% 3
  - 12% 2
  - 6% 1

- **All students of color**
  - 6% 5
  - 27% 4
  - 50% 3
  - 12% 2
  - 5% 1
Q18: Student responses

Percentage Responses for Question 18

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Q18: responses 1-5, percentages of students, faculty and staff

Question 18- 1:5 scale, percentages of Students, Faculty Staff

- Students
- Staff
- Faculty
Q18: 1-5 responses by race & position (%)
Q18: faculty & staff responses

Means
Faculty: 3.3
Staff 3.6
Selected survey responses correlated
Q6 student responses by race/ethnicity

Q6 student responses: Experienced RMI, by race/ethnicity

- Black or African American
- White, Caucasian
- Native American, American Indian, or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- More than one race
- N/A, None, Decline to answer, etc.
- Hispanic or Latino/a/x

Graph showing the percentage of students who responded "Yes" and "No" to experiencing RMI by race/ethnicity.
Q6: Experienced RMI

Faculty white
Faculty POC
Staff white
Staff POC

Yes
No
Q18: student responses with Q6 (RMI) responses

**QUESTION 18:**

**STUDENTS**

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?
Q18 faculty & staff responses with Q6 (RMI) responses

Means
Faculty: RMI 3.1, No RMI 3.4
Staff: RMI 3.1, No RMI 3.8
Patterns and analysis

Student responses
CAMPUS RACIAL CLIMATE SURVEY:

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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<td>African American or Black</td>
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<td>2.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Hispanic or Latino/a/x</td>
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<td>7</td>
<td></td>
<td>24</td>
<td>4.3</td>
<td>6.6</td>
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<tr>
<td>Bi- or Multi-Racial</td>
<td>18</td>
<td>9</td>
<td>1</td>
<td>28</td>
<td>5.1</td>
<td>1.8</td>
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<tr>
<td>No Response</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
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<td>2</td>
<td></td>
<td>3</td>
<td>0.5</td>
<td>0.3</td>
</tr>
<tr>
<td>Oceanic</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td>0.4</td>
<td>0.2</td>
</tr>
<tr>
<td>Questioning</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>14</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>216</td>
<td>171</td>
<td>6</td>
<td>393</td>
<td>71.2</td>
<td>75</td>
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</table>

Total Student Respondents: 552
Have you experienced a racially motivated incident (RMI), including microaggressions, either as a witness or a victim?

- African American/Black
- Asian/Asian American
- Hispanic/Latino/a/x
- Bi- or Multi-Racial
- NA or No Response
- Native American
- Oceanic
- Questioning
- Caucasian/White

% of each group

CAMPUS RACIAL CLIMATE SURVEY: STUDENT FINDINGS
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)

![Bar chart showing percent of each group]

CAMPUS RACIAL CLIMATE SURVEY: STUDENT FINDINGS
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."
THEME #1:
LANGUAGE & COMMUNICATION

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."
THEME #2: 
IDENTITY & ISOLATION

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."
THEME #3: PUBLIC SAFETY

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)

CAMPUS RACIAL CLIMATE SURVEY: STUDENT FINDINGS
MOVING THE CAMPUS CULTURE FORWARD: A FRAMEWORK FOR FUTURE ACTION

Canisius Core Values

Education & Training

Inclusion

Authenticity

Student Clubs & Organizations

Faculty, Staff & Administration
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