



■ Campus Climate Survey: How welcomed, supported and respected do students feel?

Final Report

**Institutional Planning and Assessment
November 2014**



EXECUTIVE SUMMARY

Introduction

Included as a priority area in [Promise and Potential](#), the third integrated plan, the Campus Climate Survey project was initiated in the spring of 2013. The project was a collaborative effort between Institutional Planning and Assessment and Student and Enrolment Services Division, and was carried out in order to determine how welcoming, supportive and respectful the University of Saskatchewan is for students.

In light of a diverse campus community at the U of S, and past research highlighting the relationship between campus climate and outcomes for students, it was important to obtain a clear picture of students' experiences and perceptions of what it's like to attend the University of Saskatchewan. As well, results will assist with determining how to address identified issues and to build on our successes.

Methodology

Following an extensive literature review of the topic and of campus climate surveys implemented at other post-secondary institutions, the campus climate survey (CCS) working group developed an online survey which included questions pertaining to five main areas:

- overall campus climate
- campus experiences
- classroom experiences and interactions with staff/faculty
- support services
- improving campus climate

While the survey mainly included close-ended questions, there were also numerous opportunities for survey respondents to provide additional comments.

Starting on November 12, 2013, the entire student population (approximately 21,000 students) was invited to complete the online survey. Both leading up to and during the 3.5 weeks that the survey was open, an extensive communication plan was initiated to help inform the campus community about the project, to increase awareness of the term "campus climate" and to help increase response rates.

Results

Presented below is a summary of survey participant demographics, as well as key findings for each of the five main sections of the survey.

Participant Demographics

- A total of 5,205 students completed the survey, representing a 25% response rate.



- The survey sample was representative of the student population in terms of Aboriginal status and international student status. Females and graduate students were slightly overrepresented in the sample.

Overall Campus Climate

Results of this section revealed that survey respondents had a positive perception of the overall campus climate. For example:

- most students felt the U of S was committed to the issue of diversity (76%) and many partook in activities promoting diversity
- the majority of students felt safe and comfortable on campus and felt a strong sense of belonging to the campus community
- 76% of students were satisfied with their academic experience and 80% were likely to recommend the university to others

However, it was also found that:

- one-third of students considered leaving or did leave the U of S, with 36% reporting they were struggling personally
- students who reported they had a mental health condition were overall, more likely to rate the environment at the U of S as being less positive
- on average, those with a learning disability and sexual minority students rated the U of S less positively on many of the survey items assessing overall campus climate

Campus Experiences

The results pertaining to specific campus experiences revealed the following:

- the majority of survey respondents did not experience negative behaviours during the past year
 - for those that did indicate experiencing negative incidents, the most common was insensitive behaviour, such as inappropriate jokes or language (23%), with harassment being least common (6%)
- minority groups experienced insensitive behaviour, exclusion, harassment and discrimination more frequently as compared to their counterparts
 - those with a mental health condition and sexual minority students were twice as likely to experience each of the negative behaviours as compared to the overall survey population
- negative behaviours were most often experienced and/or witnessed based on race/ethnicity and English language proficiency/accent
- the main source of negative behaviours was other students
- when asked how they reacted to the negative behaviour, students most often ignored it or talked to a friend or another individual (45% to 54%), with very few indicating they reported the incident(s) (2% to 8%)



- 15% of students agreed or strongly agreed that sexual harassment and sexual assault are a problem at the U of S
 - those with a mental health condition were most likely to feel that sexual harassment/assault are issues (27% and 28%, respectively)
- just under half of students reported they would know where to go for help if they or a friend were sexually harassed (44%) or sexually assaulted (46%)
- less than one-quarter (19%) understood the U of S's formal procedures for addressing complaints of sexual harassment or sexual assault

Classroom Experiences and Interactions with Staff and Faculty

Numerous items were included in the survey to assess experiences within the classroom, as well as interactions with staff and faculty. Results revealed the following:

- overall, the vast majority of students had a positive experience in the classroom
 - specific minority groups, including sexual minority, visible minority, international students, those with a learning disability and those with a mental health condition were more likely to experience negative incidents in the classroom as compared to their counterparts.
- 77% of students reported they felt comfortable/very comfortable in the classroom
 - participants with a physical disability or mental health condition reported feeling less comfortable in the classroom (65% and 67%, respectively)
- students perceived the classroom to be most welcoming based on gender and least welcoming based on socioeconomic status, followed closely by psychological disability status
- the majority of students felt they were treated fairly by professors (89%), teaching assistants (84%) and staff (90%)
 - those with a mental health condition and visible minority students were somewhat less likely to feel they were treated fairly
- nearly one-third of students were unlikely to turn to their professors or staff for help with personal matters
- undergraduates and graduate students were found to have very positive experiences with their thesis advisors

Support Services

When asked about the level of helpfulness of various services on campus, the following was found:

- all student centres received a rating of 3.50 (out of 5) or higher, suggesting that students were satisfied with the services they utilized
- of the other services asked about, parking services received the lowest rating (3.06) and library services the highest (4.30)



Improving Campus Climate

The last section of the survey asked survey respondents to rate five different strategies to improve how welcoming, supportive and respectful the U of S is for students. It was found that:

- providing diversity training for students was the lowest endorsed strategy (47% agreed/strongly agreed), while 59% of students supported providing diversity training for staff and faculty.
- minority groups, older students and those with liberal political views were more likely to support the various strategies.
- when asked to provide additional recommendations for improving campus climate, six themes emerged:
 - provide more opportunities for students to connect with others with similar interests and/or backgrounds
 - increase advertising about existing services and groups that are available to students
 - provide additional supports for international students, students from rural/northern communities and first-year students
 - offer events/celebrations (e.g., multi-cultural week) to increase awareness of the diversity of the student population and to increase opportunities for cross-cultural interactions
 - provide clearer instructions on where to go for help if issues with other students, faculty and/or staff arise
 - make changes to physical spaces such as increased wheelchair accessibility, more gender neutral washrooms and more childcare spaces

Key Findings

This survey represents a first step in gaining a comprehensive picture of the campus climate at the University of Saskatchewan. Overall, results revealed the campus climate was perceived positively by most of the survey respondents. However, issues were also identified that require further attention. These issues include the following:

- some students in minority groups had less positive experiences as compared to their counterparts, especially some Aboriginal students, other visible minority students, sexual minority students, and some students with a disability, particularly those with a self-reported mental health condition
- some students were unsure of where to go for help and/or were afraid of negative consequences if they reported an incident
- feelings of reverse discrimination and special treatment of minority groups were expressed by some members of the majority group

Next Steps

In order to address the findings of the campus climate survey and to continue to understand the issues facing students at the U of S, the following key areas were identified:

- work to gain a deeper understanding of the experiences of minority group students, paying particular attention to those with mental health issues, and determine what additional supports are needed



- examine how the process of reporting incidents is communicated to students and address beliefs that reporting will lead to negative repercussions
- further examine the experiences of majority group members and help ensure reverse discrimination and the belief that minority group students receive special treatment are addressed
- develop a plan of action in relation to the identified issues
- continue implementing campus climate surveys to determine the success of initiatives and if there are any emerging issues facing students
- include staff and faculty in future iterations of the campus climate survey



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1. INTRODUCTION

One of the many values outlined by the University of Saskatchewan includes valuing the diversity of the campus community. As research has demonstrated that a diverse student body and faculty can enhance learning outcomes (Chang, 2001; Hurtado & Guillermo-Wann, 2013), examining this value has become especially pertinent. That is, do students, regardless of their gender, sexual orientation, ethnicity, age, etc. feel that they are a valued member of the campus community? To explore this question, the Campus Climate Survey project was initiated in the spring of 2013.

1.1. What is Campus Climate?

Generally speaking, campus climate refers to the perceptions of the campus environment. While there are numerous definitions of campus climate, the following definition was adopted and helped to guide the development of the Campus Climate Survey (CCS) project: *“The current perceptions and attitudes of faculty, staff and students regarding issues of diversity on a campus”* (Rankin & Reason, 2005). As work on the project progressed, this definition was revised to reflect the context of the University of Saskatchewan and the third integrated plan. Thus, campus climate was referred to as how welcomed, supported and respected students felt at the U of S.

Working definition of campus climate:

***How welcomed, supported and respected students
feel at the University of Saskatchewan***

As noted in a campus climate report by the University of California, a healthy climate can be characterized by the following:

“A healthy climate is grounded in respect for others, nurtured by dialogue between those of differing perspectives, and is evidenced by a pattern of civil interactions among community members. Not all aspects of a healthy climate necessarily feel positive — indeed, uncomfortable or challenging situations can lead to increased awareness, understanding, and appreciation. Tension, while not always positive, can be healthy when handled appropriately” (University of California Regents, n.d., pg.1).

On the other hand, an unhealthy campus climate can be evidenced by individuals or groups feeling isolated, marginalized or unsafe (University of California Regents, n.d.).

1.2 Importance of Campus Climate

Past research has clearly identified the strong relationship between campus climate and outcomes for students. For example, it has been found that campus climate influences students’ attitudes about staying in school. In a study about student satisfaction in 65 post-secondary education (PSE) institutions in the United States, it was found that campus climate was the most important predictor of retention, especially for first-year students;


students who feel welcome, know what’s happening on campus and feel that they belong have much greater odds of persisting (Schreiner, 2009).

Numerous studies have also found that how students experience their campus environment influences both learning and developmental outcomes (Pascarella & Terenzini, 2005). In particular, discriminatory environments are found to have a negative effect on student learning (Cabrera, Nora, Terenzini, Pascarella, & Hagedorn, 1999).

1.3 Purpose of Campus Climate Survey Project

As outlined in the third integrated plan, one of the strategic goals of the University of Saskatchewan is to “provide a safe and welcoming environment in attitude, support services, and infrastructure” and to “carry out efforts to encourage and support activities that lead to the development of a more diverse and inclusive community”. However, the university not only wants to work towards creating a more diverse campus community, we also want to know what students’ experiences are like from the time they arrive at the University of Saskatchewan to completion of their educational career.

Therefore, it was important to gain a clear picture of what it is like to be a student at the U of S and to determine how welcoming, supportive and respectful the university is. The information collected from students will establish a baseline of data about their experiences and perceptions of the University of Saskatchewan’s campus climate. As well, the results will assist with determining how to address identified issues and to build on the university’s successes.



The University of Saskatchewan has an institutional commitment to:

“provide a safe, secure, and inclusive environment for all members of the university community.”

(U of S Learning Charter, 2010)



2. METHODOLOGY

2.1 Survey Development

The Campus Climate Survey project was a collaborative effort between Institutional Planning and Assessment (IPA) and Student Enrollment Services Division (SESD). Prior to developing the survey, a working group was formed consisting of directors, research analysts and communications officers from both offices. Once the working group was established, development of the CCS began by first reviewing the third integrated plan to get a sense of the purpose of the survey. In addition, a literature review was conducted in order to learn more about campus climate and the impact it has on students, faculty and staff, and to learn what has been done elsewhere in relation to conducting campus climate surveys.

The literature review yielded four campus climate surveys that have been implemented at PSE institutions in the United States, along with various national surveys in which a small portion of the survey measured campus climate. While all of the surveys differed somewhat in content and were specific to diversity issues facing American colleges and universities, common themes emerged which helped guide the development of the U of S survey. In particular, the majority of the surveys contained questions pertaining to:

- overall campus climate experiences/perceptions
- campus safety
- personal experience and/or witnessing negative behaviours
- classroom experiences
- interactions with faculty and staff
- interactions with others
- participation in diversity-related activities
- experience with support services
- improving/enhancing campus climate
- detailed demographics

Following its development, the survey instrument was reviewed extensively by the working group members, executive sponsor of the project and senior administrators. Key groups on campus were also consulted with, such as the Pride Centre and Disability Services for Students, to ensure the appropriateness of wording for the demographic questions. In addition, the University of Saskatchewan Students' Union (USSU) and Graduate Students' Association (GSA) were consulted. Once the survey was finalized, an online version was developed and pilot tested with a small number of students, including the student presidents who subsequently endorsed the project and lent their names to the invitation email and reminders. A hard-copy version of the survey can be found in Appendix A.



2.2 Survey Implementation

In order to allow all students the opportunity to have their voice heard on the issue of campus climate, the survey was administered to the entire student population at the University of Saskatchewan (including satellite campuses), totaling approximately 21,000 students. Following the finalization of the online survey, all students were sent an email invitation on November 12, 2013 that contained a unique link to the survey. The survey was open for 3.5 weeks and two email reminders were sent to those who had not yet participated.

Along with sending reminders, other initiatives were undertaken to help increase response rates and to ensure that the experiences of underrepresented groups at the U of S were recognized. In particular, participants had the opportunity to enter to win substantial prizes upon completion of the survey, including three top prizes of \$1,000.00. An extensive communications plan was also developed and implemented, which included the following:

- media releases
- two large advertisements in the student newspaper, *The Sheaf*
- posters distributed throughout the university
- advertisements on the U of S plasma screens
- articles in *On Campus Now* (OCN) and the electronic student newsletter
- memo to communicators requesting assistance in promoting the survey
- memo to deans and department heads regarding the importance of students completing the survey
- creation of a website to provide additional information about the project

2.3 Data Analysis

Responses to close-ended survey questions were analyzed using SPSS (version 21). Throughout the results section, frequencies and means (i.e., average ratings) are presented for all participants, as well as for various demographic groups. Additional analysis was conducted using Pearson's chi-squared test and independent samples *t*-tests to determine differences among the demographic groups, such as gender, sexual orientation, age, disability status, Aboriginal status, ethnicity, international student status and program level, among others. Please note that all demographic differences reported on throughout the report, including in the figures, are of statistical significance at the $p < .05$ level.

Included throughout the survey were open-ended questions that provided students with an opportunity to expand on their responses to the close-ended questions and/or to provide additional information. The open-ended responses were reviewed and coded thematically, with some additional analysis carried out using the qualitative software NVivo (version 10). Throughout the results section, direct quotes were used to highlight the findings from the close-ended questions. As well, a separate section was included that reports solely on additional findings that emerged from the qualitative data.

2.4 Limitations

As with most survey research, there is the risk of a self-selection bias. That is, participation in the survey was voluntary, and it is therefore possible that those who chose to complete the survey may be different from those



who did not, resulting in a non-representative sample. However, as described in Section 3.1 (page 15), survey respondents were found to be representative of the student population on a number of key demographic characteristics including age, gender, Aboriginal status, international student status, parental status, program level, home community and current living arrangement.

3. RESULTS

3.1 Description of the Sample

Of the 21,027 students who were invited to participate in the CCS, a total of 5,205 students completed the survey, representing a 25% response rate. The results presented in this report are based on the 4,393 participants who reported they primarily attended the main Saskatoon campus, and does not include those who either attended a satellite campus or primarily took online courses.¹

Presented in Table 1 and 2 is information pertaining to the demographic characteristics of the survey respondents. In particular, one-sample *t* tests revealed the sample was representative of the student population in terms of Aboriginal status and international student status, while female and graduate students were slightly overrepresented in the sample.^{2,3,4,5} As well, based on data from other institutional sources, the survey population was also found to be representative in terms of parental status, home community and current living arrangement. Please note, a complete breakdown of the demographic characteristics of the participants can be found in Appendix B.

Table 1. Description of the Sample

Demographics	Categories	N	%
Gender	Female	2,682	62%
	Male	1,621	38%
Age (average = 24)	Under 20	1,044	24%
	20-25	2,238	52%
	26-30	577	14%
	31-40	314	7%
	41-55	100	2%
	Over 55	17	<1%
Sexual Orientation	Heterosexual ⁶	3,579	92%
	Sexual Minority ⁷	310	8%

¹ Additional analysis will be carried out in the future on the results for those attending satellite campuses.

² Student population: Aboriginal students = 9%; $t(4336) = -1.27, p = .20$.

³ Student population: international students = 13%; $t(4360) = -1.80, p = .07$.

⁴ Student population: males = 42%, females = 58%; $t(4302) = 7.21, p < .001$.

⁵ Student population: undergraduates = 84%, graduates = 16%; $t(4383) = 5.17, p < .001$.

⁶ "Heterosexual" was defined as those who self-identified as heterosexual and those who wrote in other terms such as "normal" or "regular".

⁷ "Sexual Minority" was defined as those who self-identified as bisexual, gay, lesbian, pansexual, queer, questioning, two spirited and those who wrote in other terms such as "fluid" or "homoflexible".

21,027 students were invited to participate.

5,205 students completed the survey, representing a **25%** response rate.

The survey sample was largely representative of the student population and represents the diversity of students at the U of S.



Ethnicity⁸	White/Caucasian	3,050	70%
	Visible minority	914	21%
	Aboriginal	367	9%
Religious/Spiritual Affiliation	Non-affiliated	1,583	37%
	Christian	1,991	47%
	Other than Christian	702	16%
Political Views	Liberal/far left	1,596	38%
	Middle of the road	1,768	42%
	Conservative/far right	844	20%
Relationship Status	Single	2,296	53%
	In a relationship	2,061	47%
Parental Status	No children	3,922	92%
	Children (under 18)	354	8%
Disability Status	No disability	3,502	87%
	Mental health condition	269	7%
	Physical disability	187	5%
	Learning disability	159	4%
Home Community	City in SK	2,220	51%
	Small town in SK	1,052	24%
	Out of province	626	14%
	International	477	11%
Current Living Arrangement	Off campus housing	3,776	86%
	Student housing	587	14%
International Student Status	Domestic student	3,875	89%
	International student	486	11%
Educational Attainment of Parents/Guardians	Not first generation PSE student	3,618	85%
	First generation PSE student	635	15%

⁸ Ethnicity categories were defined based on Statistics Canada classifications. For additional information, visit: <http://www.statcan.gc.ca/concepts/definitions/minority01-minorite01a-eng.htm>


Table 2. Description of the Sample: Educational Information

Demographics	Categories	N	%
Year of Study	1 st year	1,248	29%
	2 nd year	1,077	25%
	3 rd year	926	21%
	4 th year or above	1,111	25%
Program Level	Undergraduate	3,595	82%
	Graduate	789	18%
Undergraduate Program	Agriculture and Bioresources	213	6%
	Arts and Science	1,741	49%
	Dentistry	18	1%
	Edwards School of Business	455	13%
	Education	185	5%
	Engineering	369	10%
	Kinesiology	149	4%
	Law	56	1%
	Medicine	68	2%
	Nursing	129	4%
	Open Studies	7	<1%
	Pharmacy and Nutrition	122	3%
	Veterinary Medicine	53	1%
Other	18	<1%	
Graduate Program	Agriculture and Bioresources	80	10%
	Arts and Science	223	29%
	Dentistry	1	<1%
	Edwards School of Business	11	1%
	Education	68	9%
	Engineering	86	11%
	Johnson Shoyama School of Public Policy	16	2%
	Kinesiology	16	2%
	Law	16	2%
	Medicine	53	7%
	Nursing	11	1%
	Pharmacy and Nutrition	24	3%
	School of Environment and Sustainability	30	4%
	School of Physical Therapy	24	3%
	School of Public Health	49	6%
Veterinary Medicine	23	3%	
Other	44	6%	

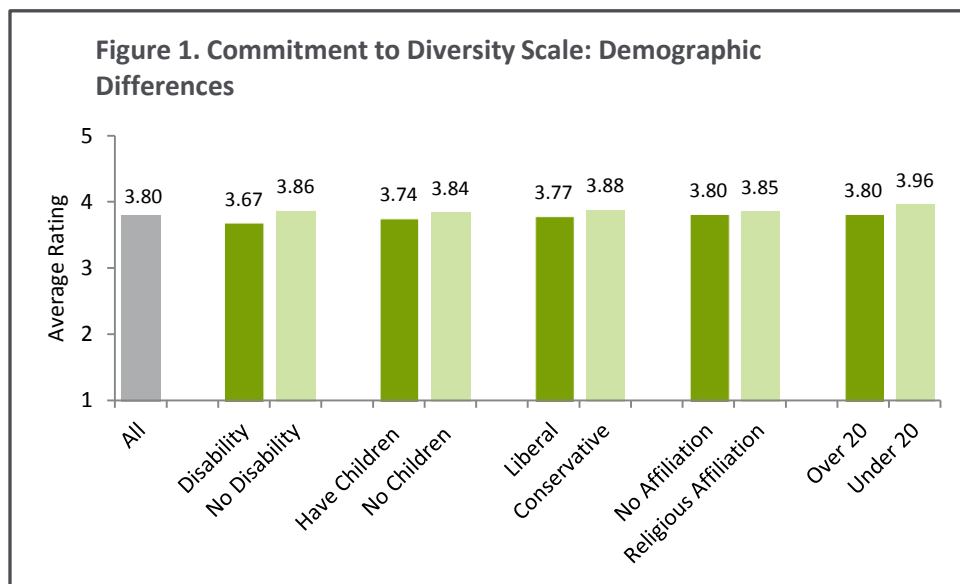


3.2 Overall Campus Climate

In the first section of the Campus Climate Survey, students were asked to respond to numerous items pertaining to the overall campus climate. This included topics such as the university’s commitment to diversity, how safe students feel on campus, overall level of comfort at the U of S, sense of belonging, academic experiences, action promoting diversity, and if they had ever considered leaving and/or did leave the university.

3.2.1 Commitment to Diversity

A scale containing six items was included in order to assess how committed students felt the university is to the issue of diversity. The scale was comprised of items such as, “Faculty demonstrate a commitment to diversity”, “The U of S accurately reflects the diversity of the campus community in publications” and “Regardless of gender, sexual orientation, race/ethnicity, or ability, every student has an equal opportunity to succeed at the U of S”. Based on a scale from 1 to 5 where 5 equaled “strongly agree”, it was found that the majority of students felt the university was committed to diversity (*Mean* = 3.80).⁹ In particular, younger students provided the highest rating, while those with a disability were the least likely to agree there is a commitment to diversity at the U of S. Presented in Figure 1 is the overall score for this scale as well as the results for demographic groups in which statistically significant differences were found.¹⁰



3.2.2 Actions Promoting Diversity

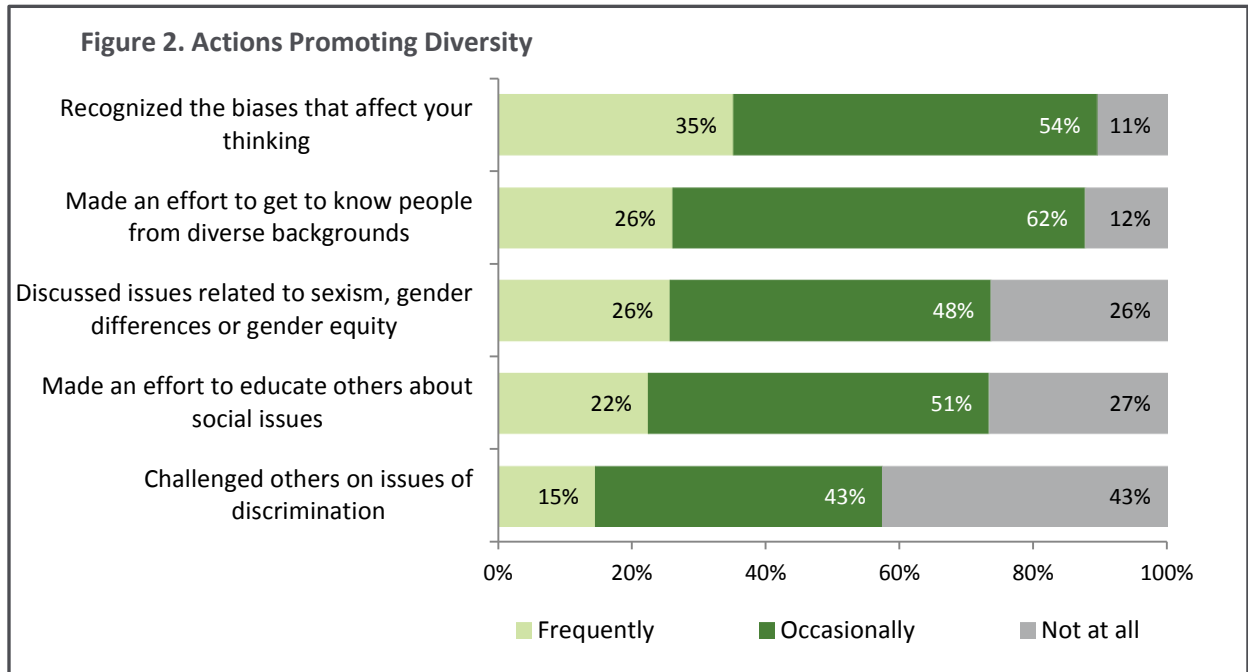
In addition to asking about the university’s commitment to diversity, five items were included to assess how often students engage in actions to promote diversity, such as getting to know others from diverse backgrounds and educating others about social issues. As shown in Figure 2, students most frequently recognized biases affecting their own thinking (89%) and least frequently challenged others on issues of discrimination (58%).

⁹ “Mean” refers to the average rating.

¹⁰ All demographic differences presented in the figures throughout the report are of statistical significance at the $p < .05$ level.



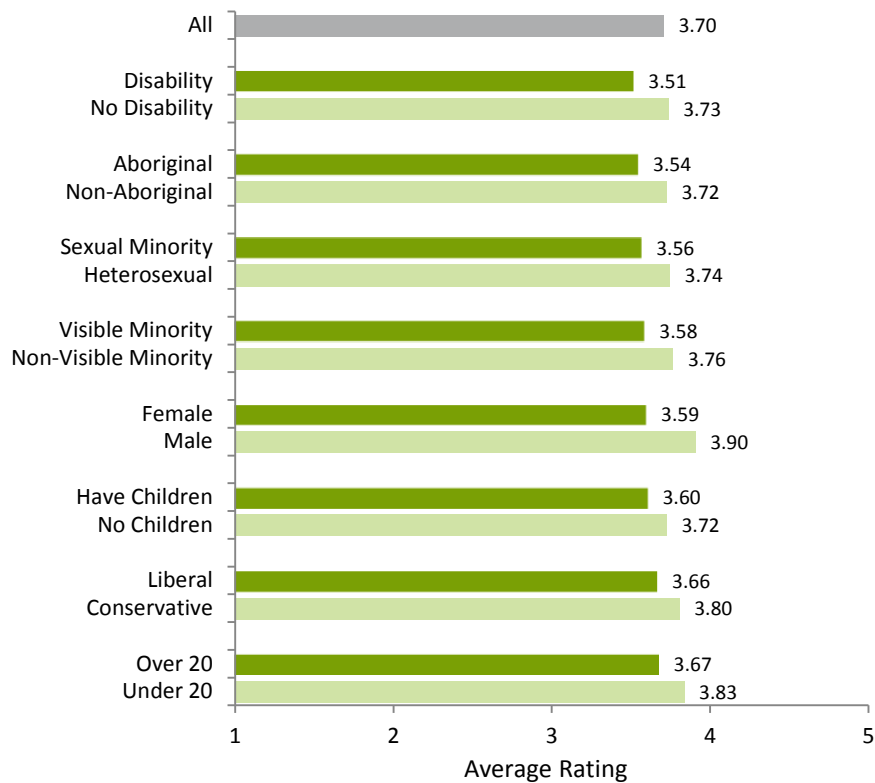
However, it is important to note this percentage may be lower in part due to few students experiencing a situation where it was pertinent to challenge others on issues of discrimination.



3.2.3 Safety on Campus

Included in the survey was also a scale to measure how safe students felt on campus. The safety scale consisted of two items: *“I perceive racial/ethnic tensions in on-campus social situations”* and *“There are times when I have felt physically unsafe on campus”*. As shown in Figure 3, the majority of survey respondents indicated they felt the U of S campus was relatively safe (*Mean = 3.70*), based on a scale from 1 to 5 where 5 equaled “strongly agree”. Males were found to feel the safest, while those with a disability, particularly those who reported a mental health condition (*Mean = 3.46*), felt the least safe on campus. As presented in Figure 3, other demographic groups also felt less safe as compared to their counterparts.

Figure 3. Safety on Campus: Demographic Differences



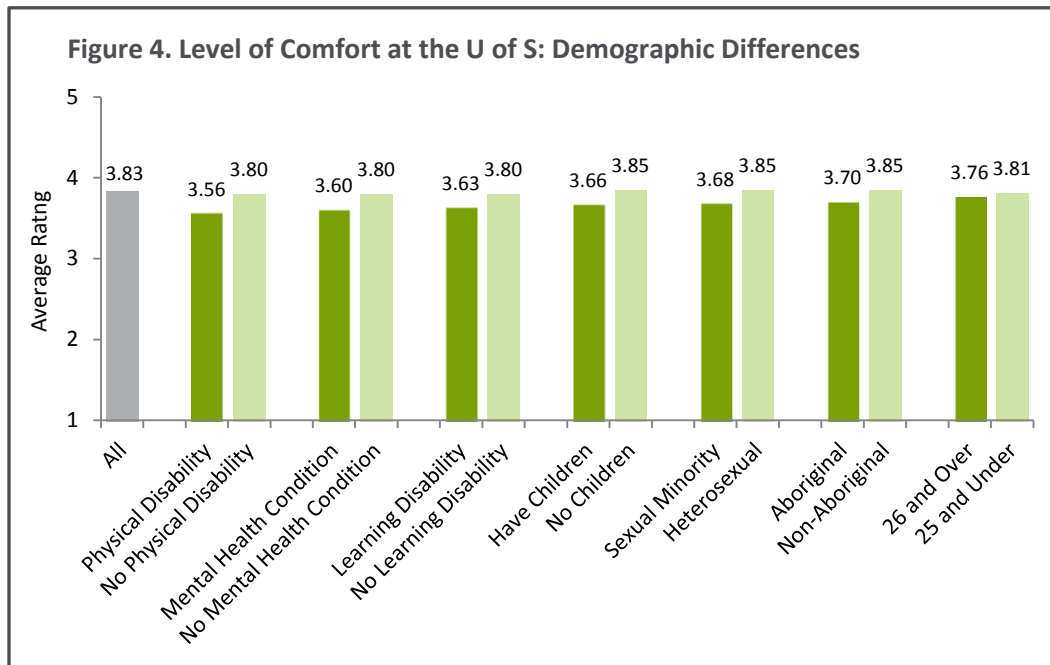
3.2.4 Overall Comfort Level on Campus

The campus climate was also measured by asking survey respondents to indicate how comfortable they feel at the U of S. The majority of students (79%) responded that they felt comfortable or very comfortable at the U of S (*Mean* = 3.83), based on a scale from 1 to 5 where 5 equaled “very comfortable”. But as with the previous results, statistically significant differences were found, and in particular, those with a physical disability were somewhat less likely to feel comfortable/very comfortable (69%), followed closely by those with a mental health condition (71%). Presented in Figure 4 are the average ratings of numerous demographic groups who were found to be less comfortable on campus as compared to their counterparts.

79% felt comfortable or very comfortable at the U of S.

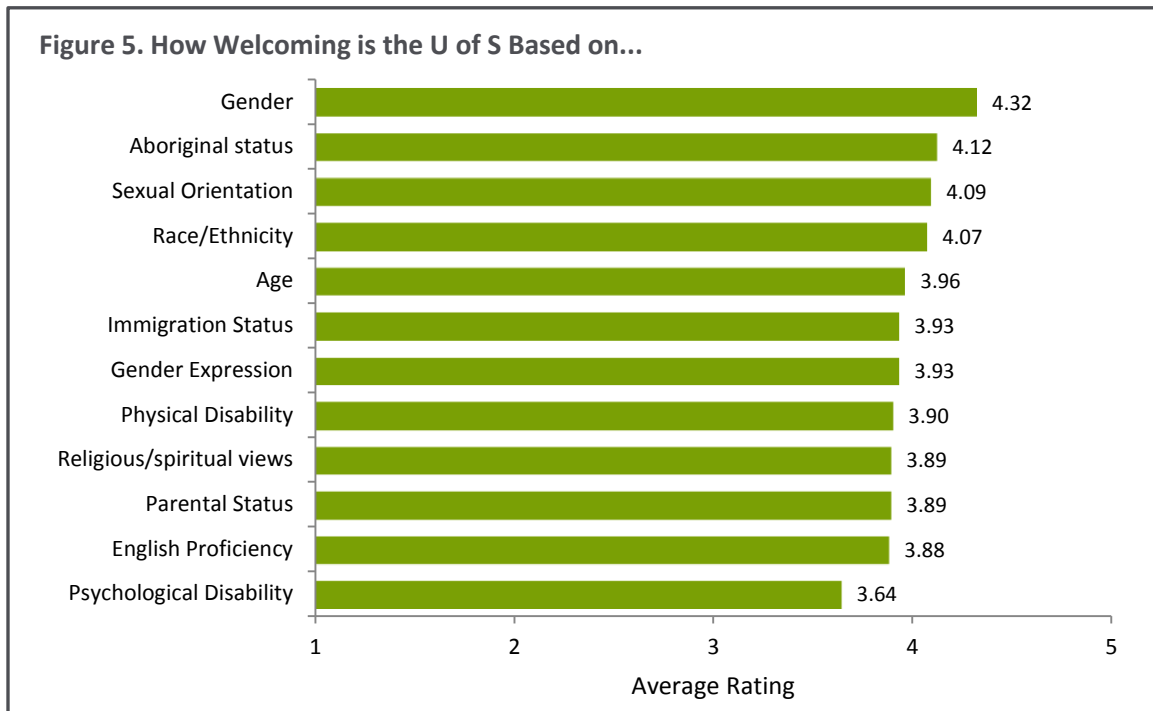
76% were satisfied or very satisfied with their academic experience at the U of S.

80% would recommend the U of S to others.



3.2.5 Sense of Belonging

Three items were included in the survey that provided information about students' sense of belonging at the U of S, as well as how welcoming they perceived the university to be for different demographic groups. In particular, when asked how welcoming the U of S was based on gender, males and females gave similar average ratings (*Mean* = 4.33 and 4.32, respectively). As shown in Figure 5, students also perceived the university to be very welcoming regardless of sexual orientation and Aboriginal status. However, closer examination of these two demographic groups revealed that Aboriginal students and sexual minority students did not perceive the university to be as welcoming compared to their counterparts. Specifically, the average rating for Aboriginal students was 3.97 (versus 4.15 from non-Aboriginal students) and 3.90 for sexual minority students (versus 4.11 from heterosexual students). Lastly, survey respondents perceived the U of S to be least welcoming based on psychological disability.



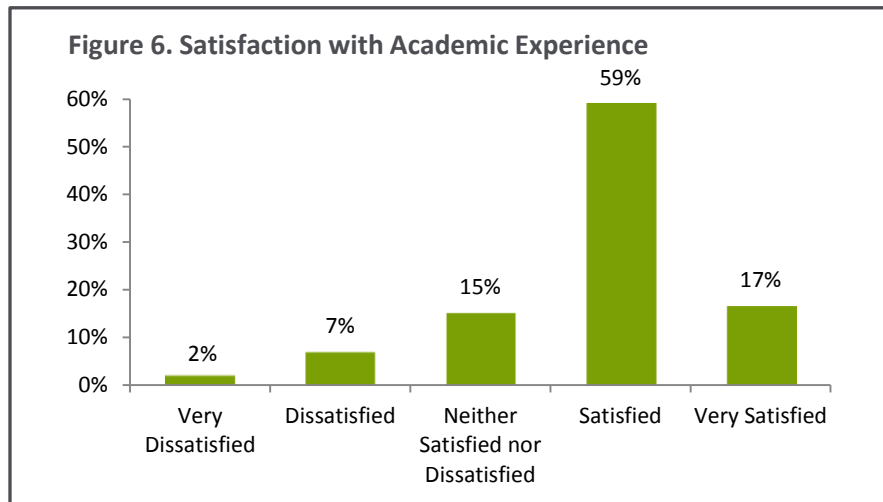
Sense of belonging was also measured by asking if students see themselves as being a part of the campus community and if they feel isolated on campus. It was found that only 17% of survey respondents felt isolated on campus and 60% saw themselves as being a part of the campus community.

While the majority of students indicated having a strong sense of belonging, differences were found based on demographics. Analysis revealed that sexual minority students, those with a learning disability and those with a mental health condition were more likely to feel isolated on campus as compared to their counterparts. In particular, students with a self-reported mental health condition were most likely to agree/strongly agree that they felt isolated on campus (35%).

3.2.6 Academic Experience

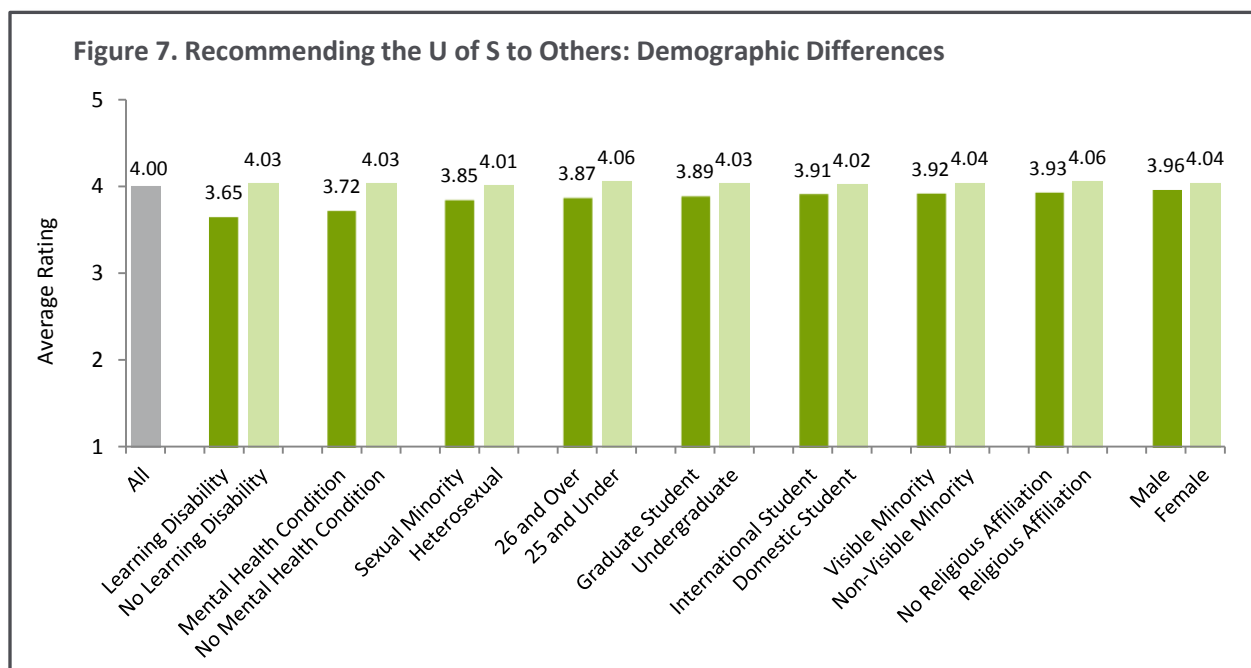
Overall, it was found that three-quarters of students (76%) were satisfied or very satisfied with their academic experience (see Figure 6). When examining demographic differences, students with a mental health condition were somewhat less satisfied, with 62% reporting that they were satisfied/very satisfied with their academic experience at the U of S.

In line with previous research, positive associations were found between student satisfaction with academic experiences and items indicative of perceived campus climate such as level of comfort at the U of S ($r = .33, p < .01$) and seeing oneself as part of the campus ($r = .36, p < .01$). That is, those who felt more comfortable on campus or felt that they were part of the campus community were more likely to feel satisfied with their academic experience.



3.2.7 Recommending the U of S to Others

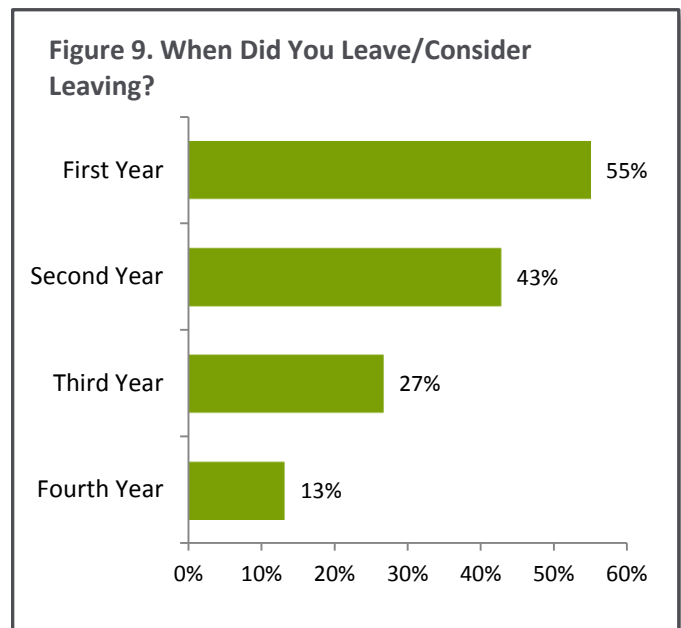
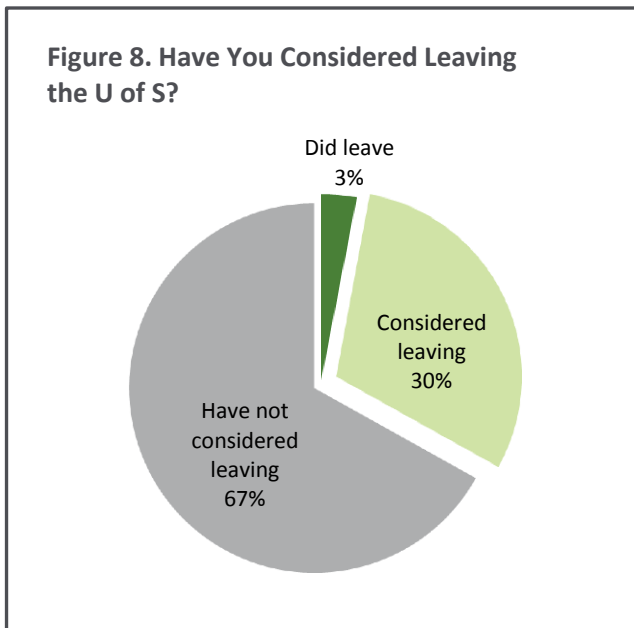
An additional indicator of the overall campus climate was whether students would recommend the University of Saskatchewan to others. Based on a scale from 1 to 5 where 5 equaled “strongly agree”, it was found that the majority of survey respondents agreed or strongly agreed they would recommend the U of S (80%, *Mean* = 4.00). However, as shown in Figure 7, many demographic differences did emerge. Specifically, it was found that students with a self-reported learning disability were the least likely to recommend the university to others (63%, *Mean* = 3.65), followed closely by those with a mental health condition (67%, *Mean* = 3.72). However, it is important to note that average scores for the various demographic groups presented in Figure 7 were still on the positive end of the scale.





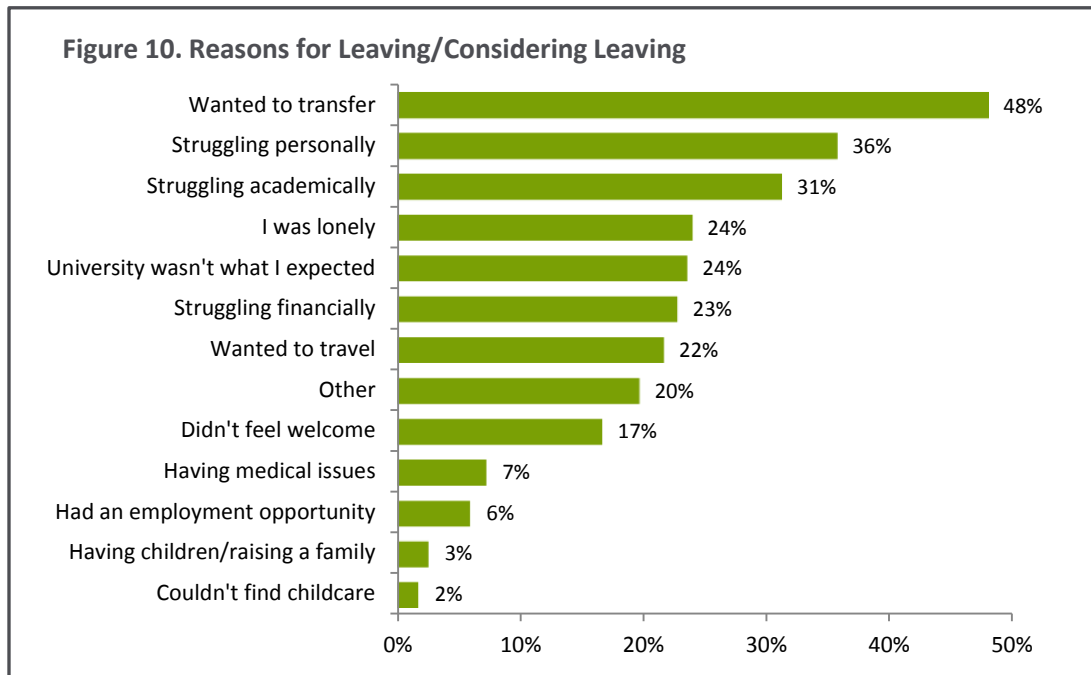
3.2.8 Leaving the U of S

The last items included in the survey to assess overall campus climate were in relation to leaving the U of S. Specifically, survey respondents were asked if they had ever considered leaving/did leave, when, reasons for considering leaving/leaving and why they decided to stay/return. As shown below, one-third of students had considered leaving or, at one time, did leave the U of S. As well, students indicated that they were most likely to leave and/or consider leaving earlier on in their academic career (see Figure 9), a finding that is in line with U of S data on student retention. When analyzing results of specific demographic groups, it was found that those with a mental health condition were significantly more likely to consider leaving/did leave (57%), followed closely by participants with a learning disability (54%). Conversely, international students were least likely to report that they had considered leaving/did leave (23%).



In order to determine why they considered leaving/did leave, students were provided with a list of options from which they could check all that applied. As shown below, the main reason was due to wanting to transfer to another PSE institution. Other reasons possibly related to the campus climate were also chosen quite frequently, with 36% indicating that they were struggling personally, 24% were lonely and 17% did not feel welcome (see Figure 10). In addition, it was found that students belonging to minority groups were more likely to indicate they left/considered leaving due to struggling personally, feeling lonely and not feeling welcome. The following demographic groups were most likely to report these three reasons for considering leaving/leaving:

- those with a *mental health condition* and *sexual minority participants* were most likely to report they were *struggling personally* (58% and 51% respectively)
- those with a *mental health condition* were most likely to report *feeling lonely* (39%)
- those with a *physical disability* were most likely to report they *did not feel welcome* (30%)



In response to an open-ended question asking why participants decided to stay/return, the following key themes emerged:

- to obtain a degree
- financial reasons
- support from friends, family and/or faculty
- situation improved (e.g., academically, personally)



Overall Campus Climate: Summary

Results of this section revealed that survey respondents had a positive perception of the overall campus climate. For example:

- most felt that the U of S was committed to the issue of diversity and many participants partook in activities promoting diversity
- the majority of participants felt safe and comfortable on campus and felt a strong sense of belonging to the campus community
- participants were satisfied with their academic experience and were likely to recommend the university to others

However, it was also found that:

- almost one-third of participants (30%) considered leaving the U of S, with 36% reporting they were struggling personally
- participants who reported they had a mental health condition were overall more likely to rate the environment at the U of S as being less positive
- those with a learning disability and sexual minority students also rated the campus climate less positively on many of the survey items



3.3 Campus Experiences

Included in the CCS were numerous questions pertaining to negative behaviours students may have experienced and/or witnessed during the past year at the University of Saskatchewan. Specifically, survey respondents were asked if they had experienced and/or witnessed insensitive behaviour, exclusion, harassment or discrimination, the source of the negative behaviour and what action they took as a result of the negative behaviour. Lastly, students were asked questions regarding sexual harassment and sexual assault. As will be shown, the majority of students did not experience or witness negative behaviours, but differences based on demographics were found.

3.3.1 Experiencing/Witnessing Negative Behaviours¹¹

Presented below are the percentages of students who experienced insensitive behaviour, exclusion, harassment or discrimination at the U of S during the past year, as well as the top five demographic groups who were found to most frequently experience these negative behaviours. Overall, students were most likely to experience insensitive behaviours (23%) and least likely to experience harassment (6%). However, as shown in Figures 11 to 14, some demographic groups were nearly twice as likely to experience these behaviours, with sexual minority students and those reporting a mental health condition being more likely to experience each of the four behaviours as compared to their counterparts.

¹¹ Examples of negative behaviours included in the Campus Climate Survey:

Insensitive behaviour: inappropriate jokes or language

Exclusionary behaviour: being shunned or ignored

Harassing behaviour: intimidation, offensive/hostile conduct

Discrimination: differential treatment based on a personal characteristic which has an adverse impact on an individual or group

Figure 11. Experienced Insensitive Behaviour

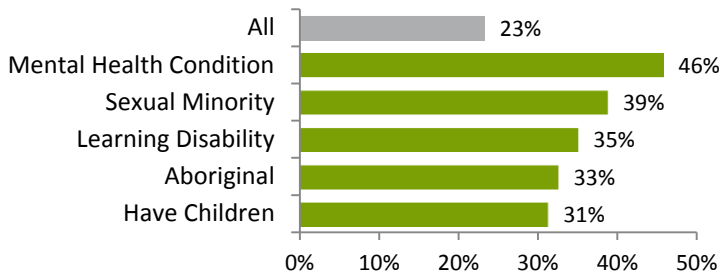


Figure 12. Experienced Exclusion

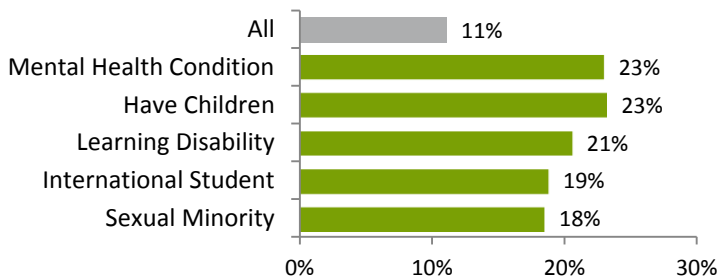


Figure 13. Experienced Harassment

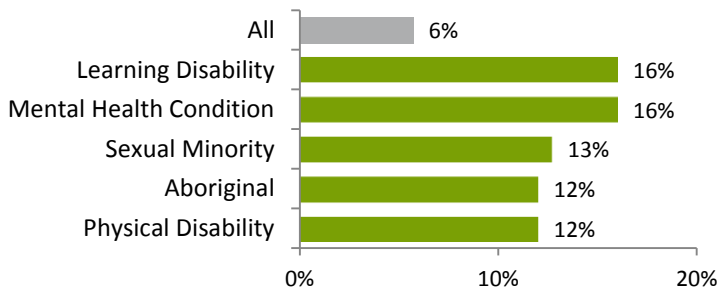
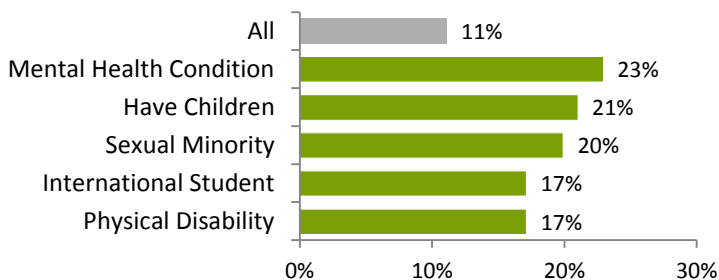


Figure 14. Experienced Discrimination



23% experienced insensitive behaviour.

11% experienced exclusion.

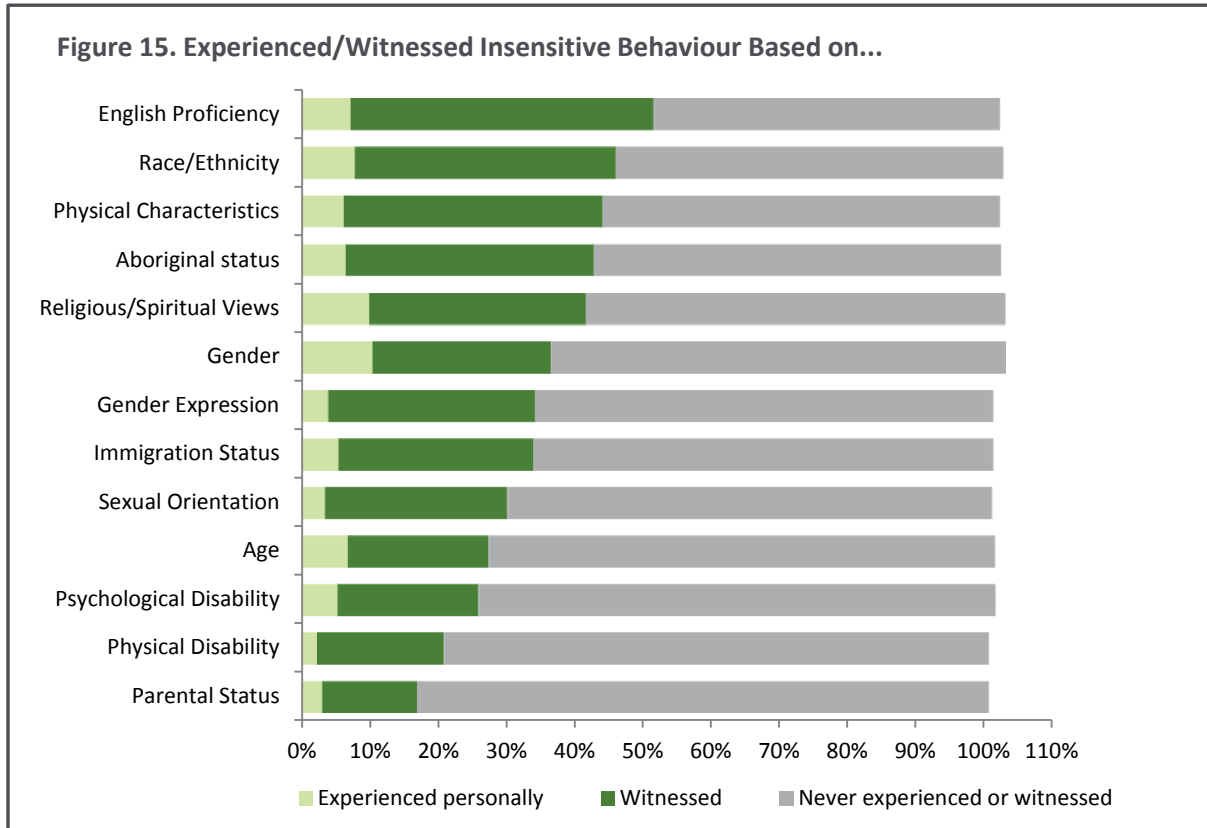
6% experienced harassment.

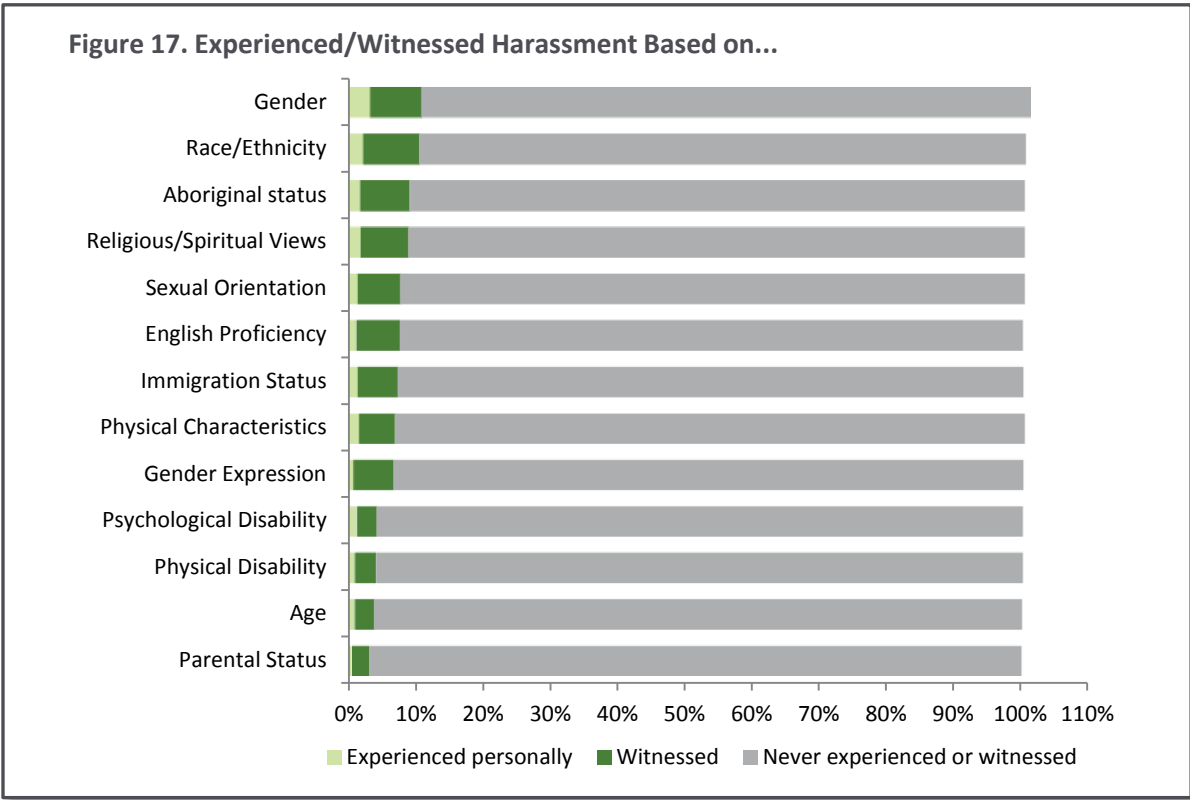
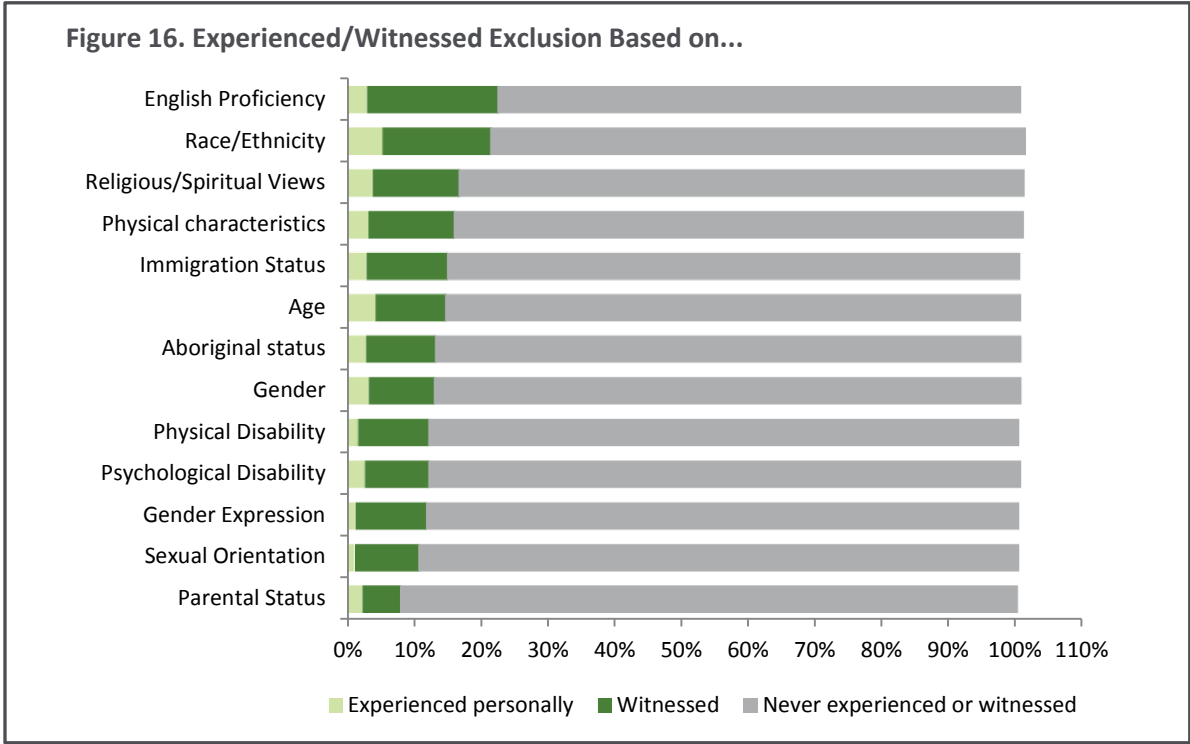
11% experienced discrimination.

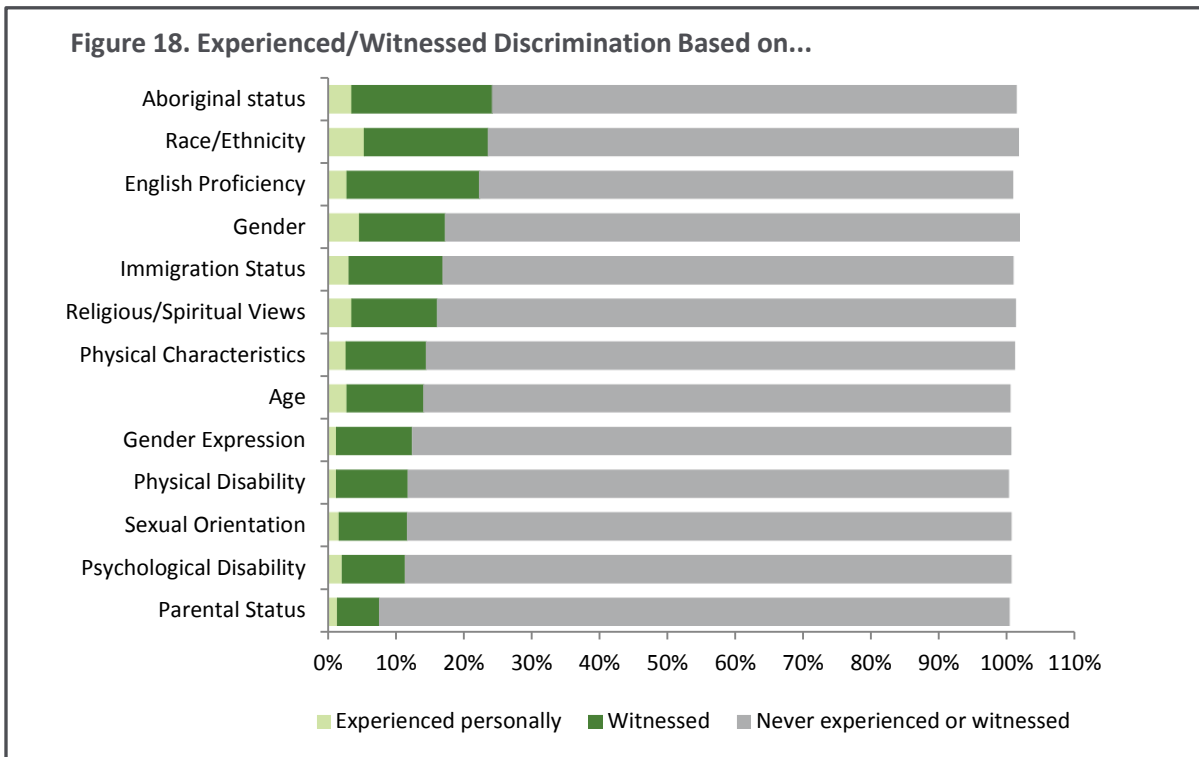
The main source of the four negative behaviours was **other students**.



In addition to learning about the percentage of students who experienced each of the four negative behaviours, information was also collected to help determine what the behaviour was perceived to be based on, such as ethnicity, gender, sexual orientation, immigration status, etc. As shown below in Figures 15 to 18, experiencing and/or witnessing insensitive behaviour and exclusion was perceived to be based most often on English language proficiency/accent, followed closely by race/ethnicity. For harassment, experiencing and/or witnessing the behaviour was most often attributed to gender and race/ethnicity. Lastly, students believed the discrimination they experienced and/or witnessed was frequently based on Aboriginal status and race/ethnicity.







Qualitative Feedback

Following each set of questions pertaining to the four negative behaviours, respondents had the opportunity to provide additional information about the incidents they witnessed and/or experienced while at the University of Saskatchewan. A total of 1,020 comments were provided by approximately 800 students related to insensitive behaviour, exclusion, harassment and discrimination. Presented below is a brief summary of the themes which emerged for each of the four negative behaviours as well as direct quotes, where applicable.

Insensitive Behaviour. Additional comments provided were often in relation to specific incidents that were witnessed and/or experienced by participants. In particular, many of the comments described insensitive behaviours directed towards ethnic minority students and those students, teaching assistants and professors whose first language was not English. Numerous students also commented they had experienced or witnessed insensitive behaviours due to religion, most notably as a result of expressing Christian beliefs.

Demographic groups targeted by insensitive comments:

"I've heard a few insensitive comments in regards to Aboriginal students. There appears to be a lack of understanding about treaty rights amongst a lot of students."

"I am Métis and it isn't visibly recognizable. Someone made an insensitive comment about Aboriginal students to me without realizing that I was Aboriginal."

"There seems to be quite a bit of negativity and misinformed attitudes towards Aboriginal and immigrant populations among U of S students, particularly on social media sites."

"A lot of criticism is directed towards students with poor English in classes that assign group projects where writing is involved."

"... many derogatory comments from students directed at professors with a strong accent or poor knowledge of English language."

"So much emphasis is put towards gender, sexual, expressive diversity, yet anyone believing in any type of religion is openly mocked and belittled in all university public forums. It's become accepted and commonplace to mock the 'ignorance', 'stupidity', or 'lack of common sense' of anyone believing or practicing a religion."

"...I've never had the sense that affording Christian's an accepted environment has ever been considered valuable by the U of S...the number of uneducated generalizations I've heard from students and profs regarding Christianity has bothered me on numerous occasions."

In addition to providing specific examples of incidents personally experienced or witnessed, some comments pertained to the behaviours being representative of the larger society and not indicative of the environment at the U of S.

Source of insensitive behaviour:

"While I think the U of S is taking steps in the right direction to be inclusive, I think the majority of insensitivity stems from Saskatchewan culture and is not directly linked to being in a university setting."

"Anything I've ever witnessed seems to be the types of comments we grow up hearing that people might not realize are inappropriate. However, I think that once someone spends more time at the U of S, they realize that insensitive behaviour is a real social faux pas and they likely also educate themselves (or become educated) in the area. I don't feel that any insensitive behaviour, therefore, is due to a lack within the university."

"Behaviour is more due to the individuals and their morals/values than the culture/community at the U of S."

Another key theme which emerged was that of the intention of the insensitive behaviours observed. That is, many students noted that the insensitivity was in the form of jokes and were not malicious in nature. However, many students also noted that regardless of intention, the "jokes" may be hurtful.



Insensitive behaviour not intentionally hurtful:

"I don't believe the insensitive behavior I witnessed was meant to be insensitive but more of a joke, but some people may find it insensitive."

"Although I do not consider these jokes to be insidious or hateful, hence why I did not do anything about them, I could see how others may take them as offensive."

"It wasn't anything serious, more so just "jokes" that were taken too far that you could tell bothered the victim."

Mostly "harmless jokes". I wish they knew they were hurting people."

"Most insensitive behaviour that I have seen has been in jokes and language that people use. It almost seems as though people say such things without thought of how their words are affecting other."

Lastly, some students noted that the jokes and comments demonstrated a lack of education and exposure to diverse environments.

Underlying cause of insensitive behaviour:

"Mostly just insensitive comments from individual who are uneducated or misinformed on certain topics..."

"Unfortunately, diversity is limited in small towns in Saskatchewan, and if you have not been exposed to people of other race, sexual orientation, etc. it can be difficult to handle for some."

"Most comments were made purely from ignorance so once people were better educated I heard less of those remarks."

Exclusion. The majority of the comments pertaining to witnessing or personally experiencing exclusion at the U of S were in relation to the exclusion of international students and those whose first language is not English. As demonstrated in the comments below, this exclusion often occurred during in-class group work.

Exclusion based on international status and English language proficiency:

"I find in a lot of classes that international students are ignored when selecting project or lab partners."

"Professors should take care when instructing students to form groups that everyone is included and given support to ensure they have found groups etc."

"I'm an international student from Asia. I learned English, but we don't have many English background. In a group work, sometimes my ideas were ignored, especially in the first year."

"It's a negative feeling that sticks with you and creates a feeling of loss and like you do not belong and as a black woman I really feel like I do not belong at the UofS, not only from the treatment of students but by school related functions that do nothing to promote diversity."



Many students also wrote of feeling excluded on the basis of age, with this theme emerging most commonly from those who were mature students, but also students not old enough to participate in many of the social events.

Exclusion based on age:

“As a mature student I feel excluded socially and often in classroom situations. I don't think it's meant to be hurtful, it's just human nature for different generations to not associate as much. Still i do miss the social aspect of university that I had when I was younger...”

“I am almost double the AGE of the majority of students at the U of S, so that makes it hard to make connections with fellow students, for fear of being labelled the "creepy old guy." If my self-esteem were more fragile, I could see this being a troublesome issue.”

“A lot of groups and fundraisers are targeted around parties or pub crawls that are unavailable to minors who may be interested in the group.”

“The students on this campus need to be more accepting of students of a diverse age group, especially high-school aged students who are auditing classes. This needs to be a welcoming learning environment for everyone.”

Harassment. While very few survey respondents witnessed or experienced harassment at the U of S, the small number of additional comments provided largely pertained to harassment based on gender or religious beliefs.

Harassment based on gender and religious beliefs:

“As a female on campus I am worried about walking around campus at night because of the frequencies of sexual harassment.”

“Many comments are thrown about casually...but some are intentional, such as male students cat-calling female students...”

“Although the university tries to be inclusive, some faculty make the mistake of excluding some beliefs by trying to include others. For example, Christianity is often ridiculed whereas the faculty are quite open to the beliefs of other faiths being discussed.”



Discrimination. As represented by the quotes below, students provided examples of discrimination witnessed or personally experienced that was based on gender, religion or disability status.

Demographic groups targeted by discrimination:

“I worked on campus over the summer...and as a woman, I found the way work was assigned by supervisors was sometimes based on the sexual division of labour that gave the men different, and sometimes better jobs, than females.”

“Though tolerance (and better yet, acceptance) are tenets of a healthy social environment, I observed intolerance and demonization of certain spiritual beliefs (namely, Christianity)...”

“University policy of a prayer (even a multi-faith prayer) at U of S convocation is also discriminatory against those Canadians who hold no faith whatsoever and do not attribute the functioning of their governments or major events in their lives (graduation) to a higher power...”

“Some places are just not very physically accessible for individuals with disabilities...and the way a lot of classes are structured does not lend itself well to individuals who may be suffering from mental illness, or even just a phase of grief.”

“...mental health concerns are still deeply stigmatized and students are not encouraged to discuss these matters when they are affecting their academic performance.”

As well, some noted much of the discrimination that occurs is not easily visible.

Covert discrimination:

“There has probably been discrimination on most or all of these grounds--discrimination is insidious and not always easy to articulate or identify.”

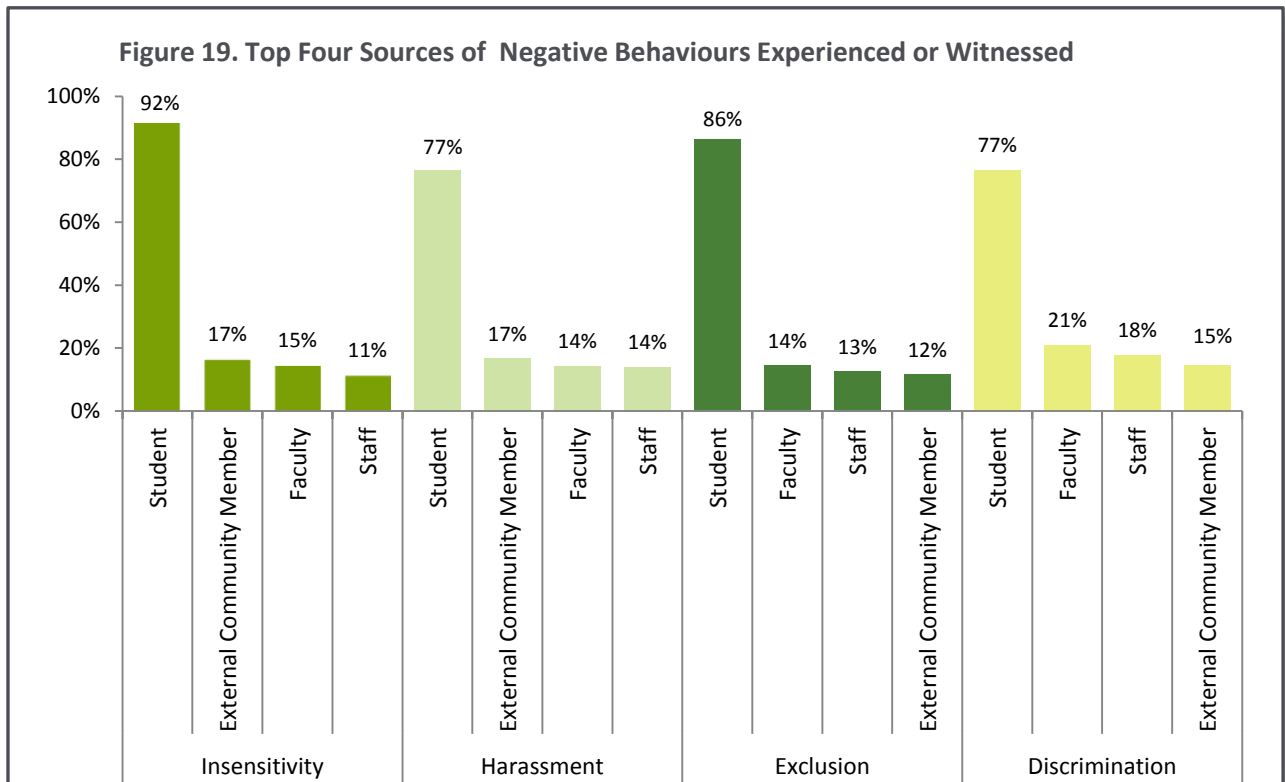
“Any discrimination that I witness at the university is usually quite under the radar and is not necessarily pinpointed very easily. It is often behind an individual’s back and not face-to-face.”

“Lots of closet racists and bigots still out there although some now attempt to appear politically correct on the surface at least.”

“I don't think the problem is explicit discrimination...but more the implicit vibe they [female students] get on campus. My friend said she sometimes just feels vulnerable just from the looks she gets, not from any actual discourse.”

3.3.2 Sources of Negative Behaviours

Students who indicated they had experienced or witnessed insensitive behaviour, exclusion, harassment or discrimination, were also asked to indicate the source(s) of the negative behaviours. For each of the individual behaviours, survey respondents were presented with a list of eight possible sources from which they could choose all that applied. Presented in Figure 19 are the top four sources of the negative behaviours. As shown, the main sources were the same for each of the four behaviours, with students overwhelmingly chosen as being the main source of the negative behaviours that were experienced or witnessed.



Additional comments provided about the different negative behaviours revealed many survey respondents witnessed or personally experienced insensitive behaviours and harassment by other students via social media and in particular the Facebook page, Usask confessions.

Negative behaviours via social media:

“Usask confession page is a prime example of high school bullying. I feel that people should not be documenting their issues with other genders or races on social media sites...The Usask confessions page give a negative feel to this university. I personally do not take any of it seriously but there will be some people that it offends.”

“I have witnessed nothing in this category in person, but rather over the internet...there is a Facebook group called “Usask Confessions” in which students (and others) anonymously post their thoughts and experiences about any subject...While I value such an outlet for personal burden sharing, I find at times the comments made about posts to be quite insensitive, and at times harassing of particular groups of people.”

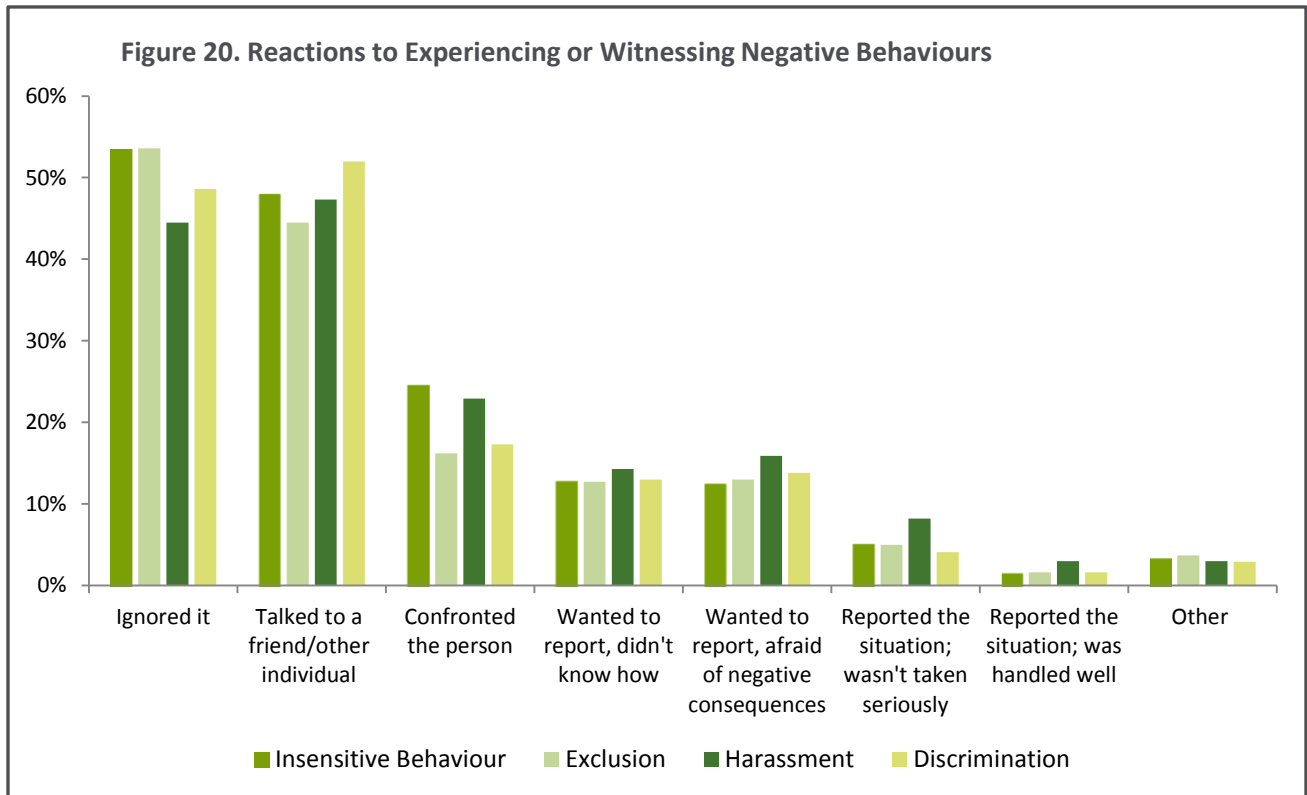
“The Facebook page “Usask Confessions” makes the U of S look bad. It has tons of anonymous posts that are full of racism, sexism or are completely immature and ridiculous in nature.”

“For the most part the environment on campus is quite good. However social media, such as Facebook, shows just how much discrimination there is and that can change how I feel when I am on campus.”



3.3.3 Reactions to Negative Behaviours

Along with indicating the source, survey respondents were also asked to report how they reacted to the negative behaviour they had experienced or witnessed. As shown in Figure 20, the most common reaction for all four of the behaviours was to ignore it or talk to a friend or other individual about it. Very few of the students reported the incidents, with harassment being the behaviour most likely reported. In the small number of cases where students did come forward, they were more likely to feel it was not taken seriously rather than being well-handled.



If a student experienced or witnessed insensitive behaviours, exclusion, harassment or discrimination, they were most likely to **ignore it** or **talk to a friend/other individual** about the incident.



Lastly, 12-15% of students indicated they wanted to report the incident but either did not know how or were afraid of negative consequences. Not knowing how, and fear of reporting incidents, is exemplified by the quotes below:

Deterrents to reporting negative behaviours:

"I haven't experienced any difficulties myself in the past year, but previously I experienced discrimination from faculty and fellow students, and not only didn't know how to report it, I also was afraid to. In every instance I decided it would be safer for me to not make an issue of the discrimination, harassment...than to lodge a formal complaint."

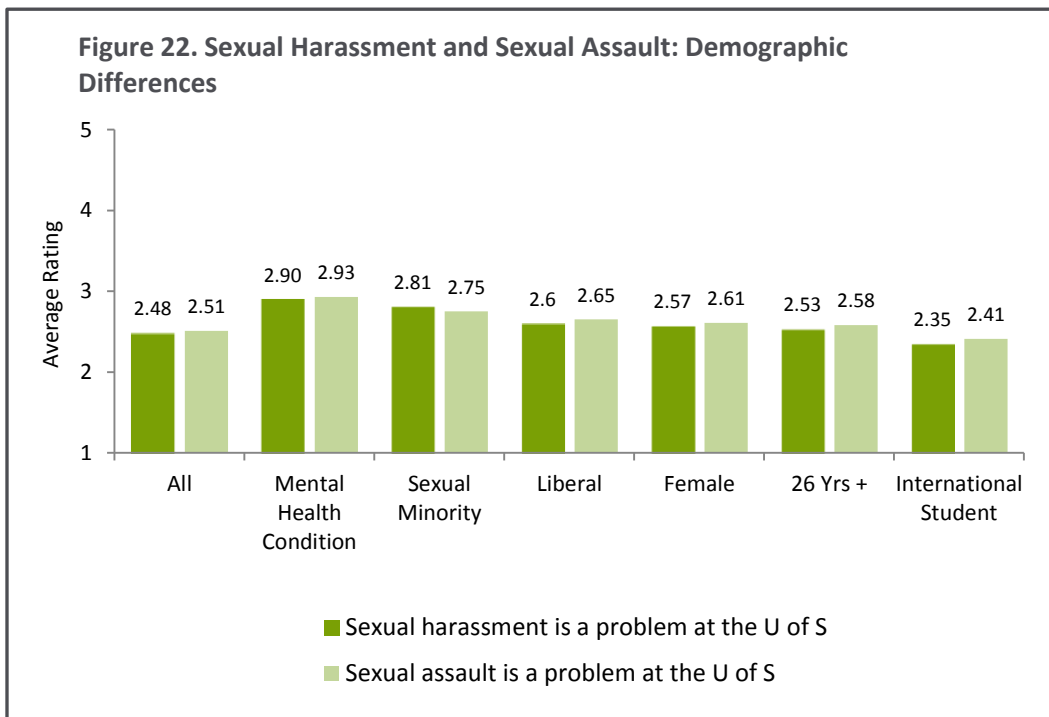
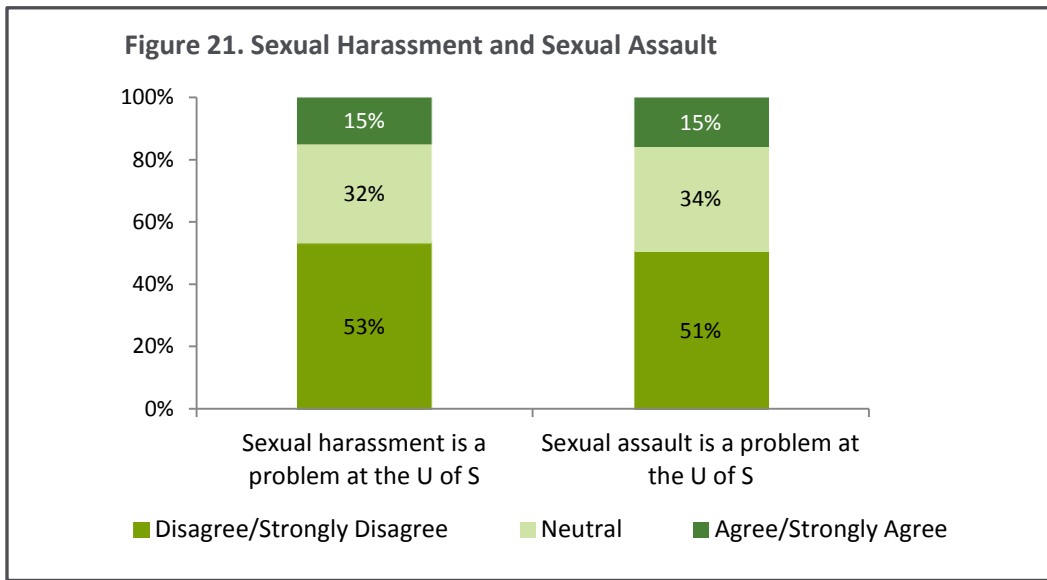
"It would be good for students to know how to report a professor, without feeling like they could be targeted in class for it. Often students don't feel it will make a difference to report a prof because of their authority."

"...People I know who have experienced discrimination or harassment have not known the process of reporting this behaviour and have not wanted to investigate for fear of being found out and being on the receiving end of reprisals."

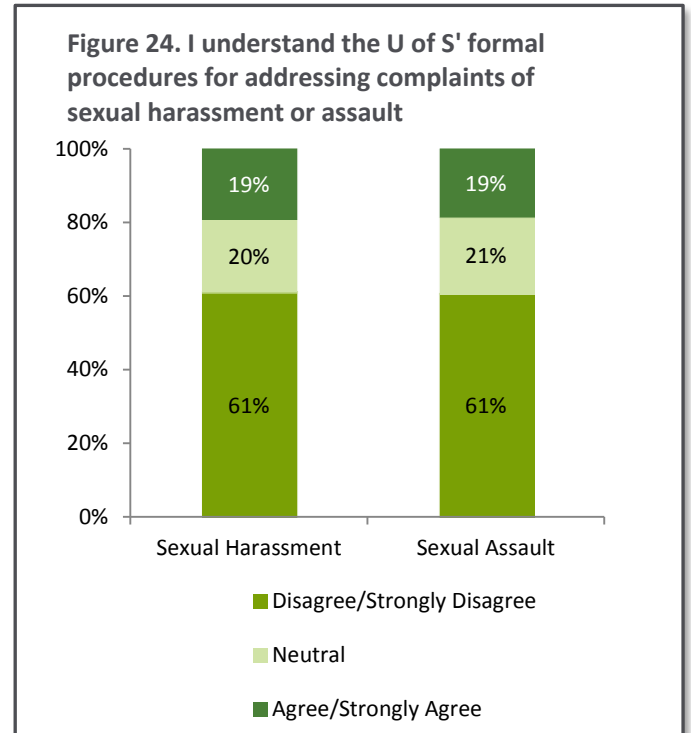
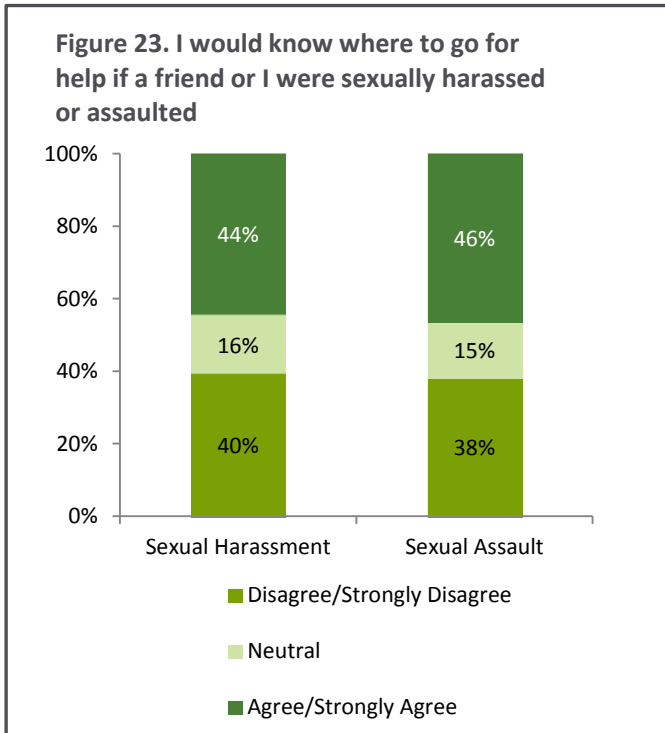
3.3.4 Sexual Harassment and Sexual Assault

In the last section of the survey pertaining to campus experiences, students were asked to indicate how strongly they agreed or disagreed in regards to sexual harassment and/or sexual assault being a problem at the University of Saskatchewan. As well, they were asked to indicate if they knew where to turn for help if they or a friend was sexually harassed or assaulted, and if they understood the university's formal procedures for addressing complaints of sexual harassment/assault. Overall, it was found that only 15% of students viewed sexual harassment or sexual assault as a problem at the U of S (see Figure 21).

However, as shown in Figure 22, certain minority groups as well as older students and those with liberal political views, were more likely to believe sexual harassment and sexual assault are a problem at the U of S, as compared to their counterparts. In particular, students with a self-reported mental health condition were most likely to believe that sexual harassment and sexual assault are issues at the university (27% and 28%, respectively), while international students were the least likely to feel that they were issues (11% and 12%, respectively).



When presented with the statements, “If a friend or I were sexually harassed/sexually assaulted, I would know where to go for help”, less than half of the survey respondents agreed or strongly agreed (see Figure 23). As shown in Figure 24, less than one quarter of students (19%) indicated they understood the university’s formal procedures for addressing complaints of sexual harassment or assault.



Once again reliable differences were found when analyzing the results of the demographic groups. For example:

- females, Caucasian students, those with a disability, undergraduates, students 25 and younger, those with no children and domestic students were less likely to indicate they would know where to go for help or that they understood the university's formal policies as compared to their counterparts.

Participants with a self-reported mental health condition were the most likely to feel that **sexual harassment and sexual assault are a problem at the U of S** and the least likely to understand the **university's formal procedures for addressing complaints of sexual harassment or sexual assault**.



Campus Experiences: Summary

The results from this section revealed the majority of students did not experience negative behaviours during the past year. For those who did report negative behavior, the most common form was insensitive behaviour (e.g., inappropriate jokes or language). However, specific minority groups experienced insensitive behaviour, exclusion, harassment and discrimination more frequently as compared to their counterparts. In particular, those reporting a mental health condition and sexual minority students were twice as likely to experience each of the negative behaviours as compared to the overall survey population.

It was also found that the negative behaviours were most often experienced and/or witnessed based on race/ethnicity and English language proficiency/accent, and that the main source of the negative behaviours was other students. When asked how they reacted, students most often ignored it or talked to a friend or another individual, with very few indicating they reported the incident(s).

Lastly, less than one-quarter of students agreed or strongly agreed that sexual harassment and sexual assault are a problem at the U of S. Of the various demographic groups, those with a mental health condition were most likely to feel that sexual harassment/assault are issues. It was also found that less than half of the students reported they would know where to go for help if they or a friend were sexually harassed or assaulted. As well, less than one-quarter understood the university's formal procedures for addressing complaints involving sexual harassment or assault.

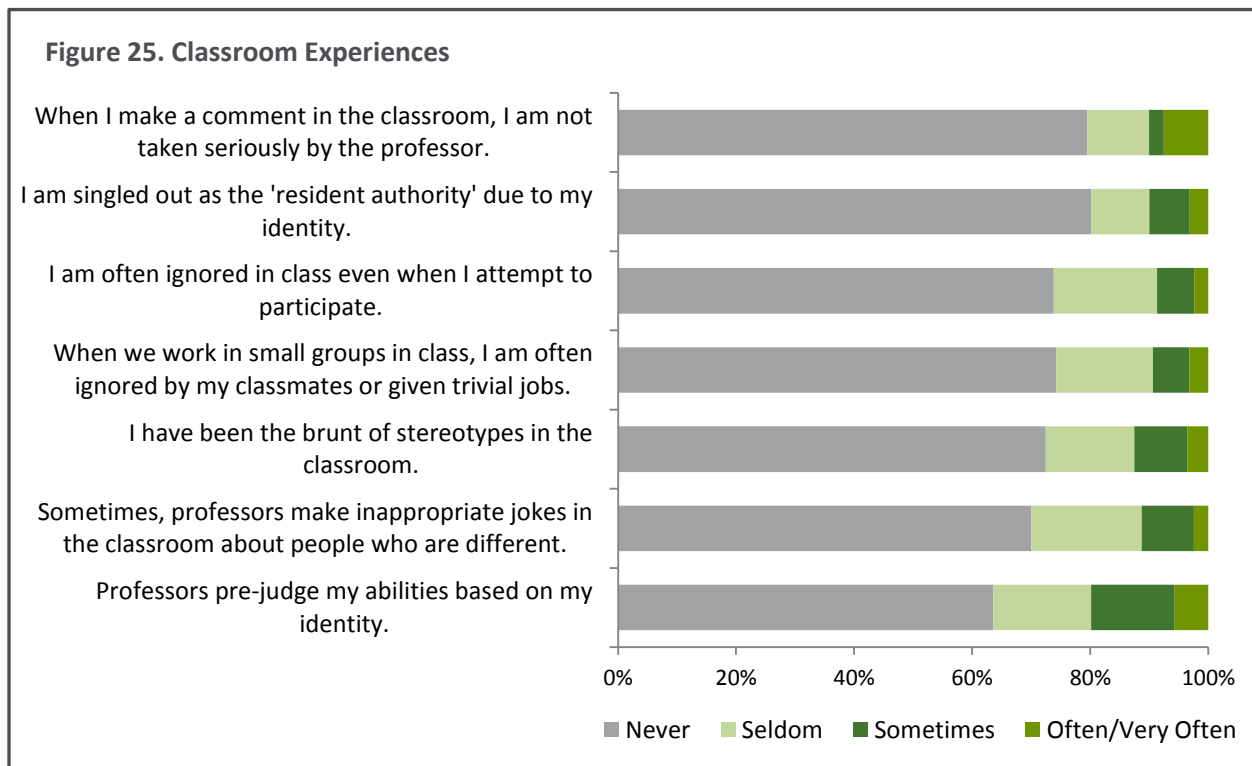


3.4 Classroom Experiences and Interactions with Staff and Faculty

The following section provides results pertaining to survey respondents' experiences in the classroom, perceptions of how welcoming the classroom is, and interactions with staff, professors and thesis advisors.

3.4.1 Classroom Experiences

Survey respondents were asked about specific negative experiences they may have witnessed or been the brunt of in the classroom. As shown in Figure 25, the vast majority of students reported they never or seldom had negative experiences in the classroom. Of the negative experiences asked about, the most common occurrence was feeling like their professors had pre-judged their abilities based on their identity (20%).



When examining the results for demographic groups, it was found that most students belonging to minority groups reported having positive experiences in the classroom. However, some demographic differences did emerge, with sexual minority, visible minority, international students and those with a learning disability or mental health condition more frequently experiencing a less welcoming classroom environment as compared to their counterparts. For example:

- approximately one-third of those with a learning disability and those with a mental health condition felt *prejudged by their professors* (31% and 32%, respectively)
- international students and visible minority students most frequently felt they were *not taken seriously by their professors* (34% and 26% respectively)

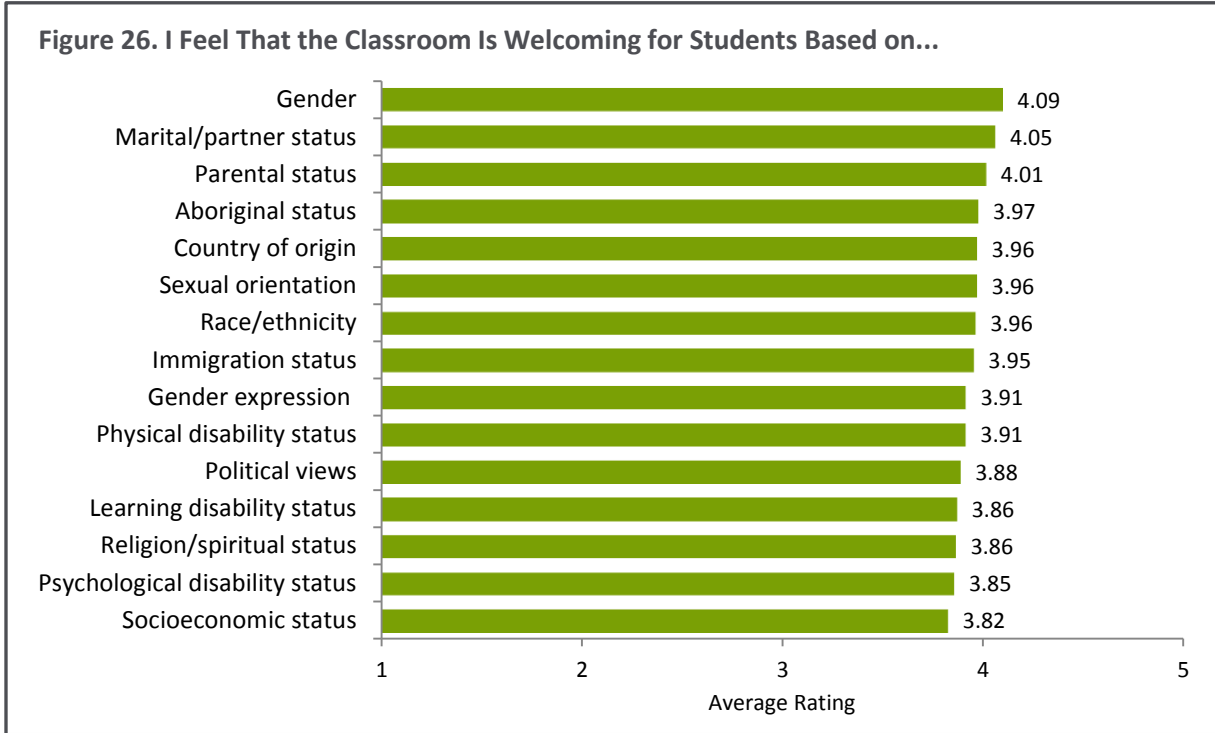


- one-quarter of students who identified as visible minority, international students, being a sexual minority or having a mental health condition reported being the *brunt of stereotypes in the classroom*
- students with a mental health condition were more likely to report they felt *ignored in class* (16%) and were *ignored or given trivial jobs during in-class group work* (19%)
- sexual minority students and those with a mental health condition more frequently reported that their *professors made inappropriate jokes in the classroom* (18% and 17%, respectively)

Sexual minority students and those with a self-reported mental health condition were more likely to have **negative experiences in the classroom.**

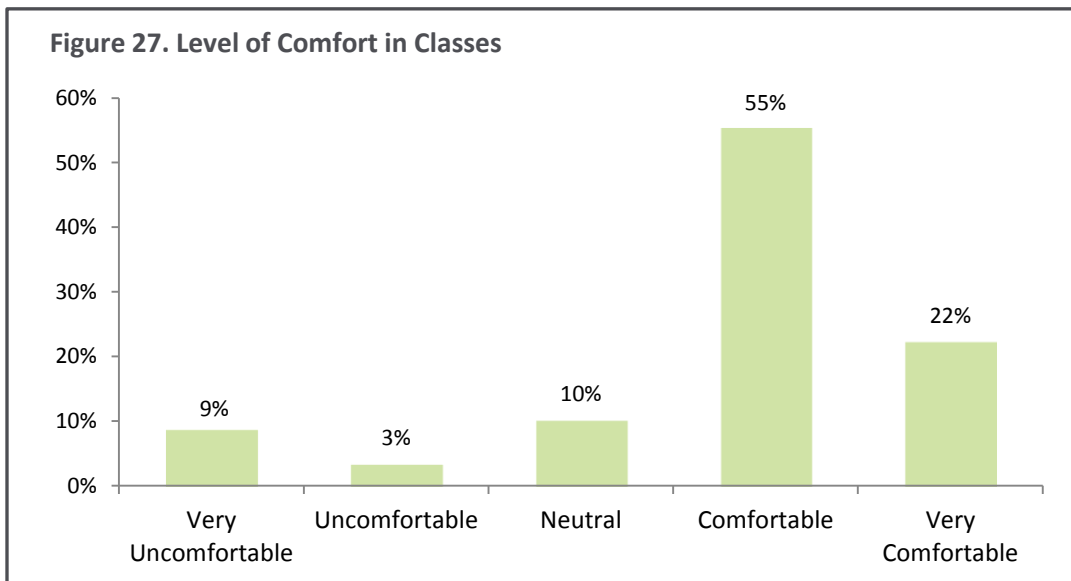
3.4.2 Perceived Welcoming Environment of the Classroom

In addition to asking about specific experiences in the classroom, participants were asked to indicate how welcoming they felt the classroom environment was for other students based on different demographics such as ethnicity, sexual orientation, gender, etc. Presented in Figure 26 are the average ratings based on a scale from 1 to 5, where 5 equaled “strongly agree”. As shown, all average ratings were close to or above 4.0, indicating participants felt the classroom was welcoming regardless of which demographic group a student may belong to. Specifically, survey respondents felt the classroom was most welcoming based on gender, with female participants providing the highest average rating (*Mean* = 4.12). While still on the positive end of the scale, it was found that participants felt the classroom was somewhat less welcoming based on socioeconomic status (*Mean* = 3.82), followed closely by psychological disability status (*Mean* = 3.85). In particular, those participants with a mental health condition provided the lowest average rating with a score of 3.48.

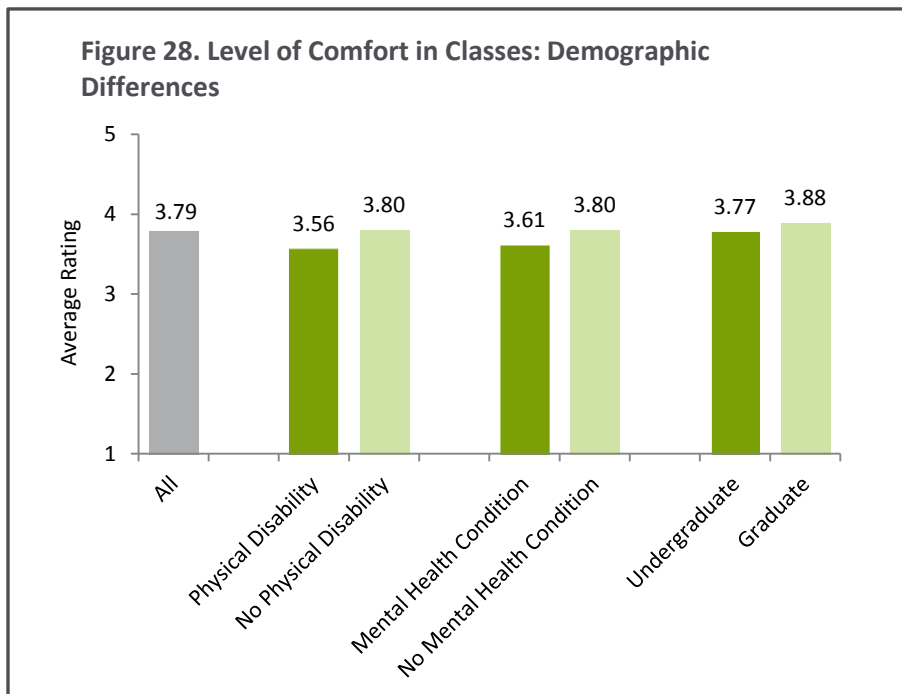


3.4.3 Comfort Level in the Classroom

Students were asked to indicate overall, how comfortable they were in their classes, based on a scale from 1 to 5 where 5 equaled “very comfortable”. As shown below, 77% of respondents reported feeling comfortable or very comfortable in their classes, with an average rating of 3.79.



When examining comfort level for different demographic groups, statistically significant differences were found based on mental health status, physical disability and program level (see Figure 28 for the average ratings of these demographic groups). In particular, students with a physical disability reported being the least comfortable in their classes, with 65% reporting feeling comfortable/very comfortable. Students with a self-reported mental health condition were also found to have a lower average rating, with 67% feeling comfortable/very comfortable in the classroom. Lastly, it was found that graduate students had a slightly higher average rating compared to undergraduate students, with 79% of graduate students reporting they were comfortable/very comfortable in their classes.



3.4.4 Interactions with Staff and Faculty

Along with examining students' experiences in the classroom, it was also important to learn about their interactions with staff and faculty. As shown in Figure 29, the majority of students felt they were often or very often treated fairly by professors (89%), teaching assistants (84%) and staff (90%). However, visible minority and students with mental health conditions were somewhat less likely to feel they were treated fairly. As well, nearly one-third of students indicated they never felt comfortable turning to their professors for advice on personal matters or talking to a staff member about their needs. Caucasian students, those 25 and younger, and those

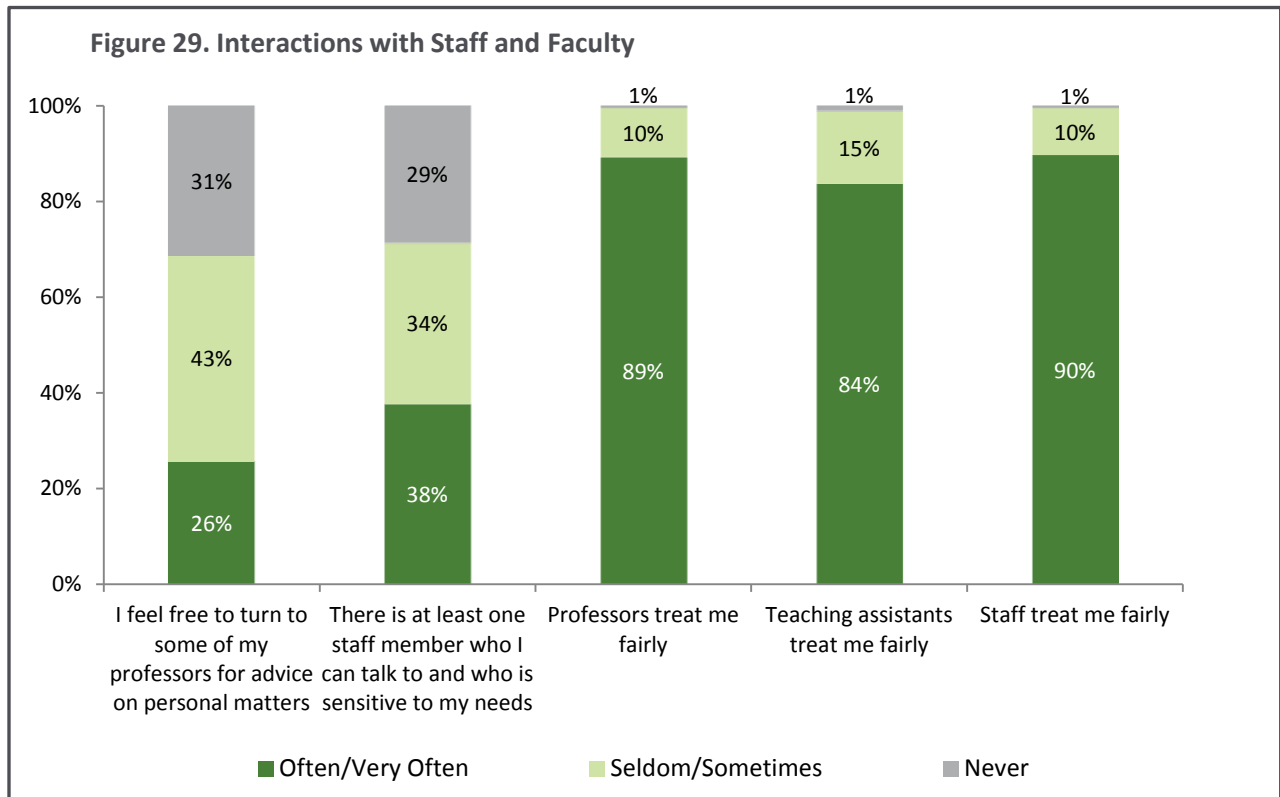
79% of graduate students and **77%** of undergraduate students reported feeling comfortable or very comfortable in their classes.

Those with a physical disability felt the least comfortable in their classes (**65%**).

89% of participants felt they were treated fairly by professors.



with no children were significantly less likely to turn to a staff or faculty member as compared to their counterparts. On the other hand, those with a learning disability were more likely to approach staff or faculty as compared to those with no disability.



Qualitative Feedback. A total of 89 students provided additional comments about their classroom experiences and/or interactions with staff and faculty. Many of the comments pertained to positive experiences in the classroom and interactions with staff and faculty.

Positive classroom/staff/faculty experiences:

"[Name of professor] is an amazing person to have on campus. She is an excellent mentor and persistent in her efforts to make this campus a better place for Aboriginal students, both academically and otherwise."

"I have no complaints whatsoever about the classroom and/or the professors, my program is very diverse and inclusive and that spirit is fervent in the classrooms."

"The climate of the program has always been sensitive toward diversity. The material we learn emphasizes being aware of potential discrimination or bias toward a person because of their race, sexuality, education, [socioeconomic status], etc. The professors always modeled acceptance and sensitivity."

"The professors with [name of program] have played a significant role in making me feel welcome at the university. During my undergrad studies, that department felt like my second home."



However, some students also provided specific examples of negative experiences they had, either in the classroom or in interactions with staff/faculty. These comments echo the findings that sexual minority, visible minority and those with a disability are more likely to have negative classroom experiences and find the classroom environment less comfortable.

Negative classroom/staff/faculty experiences:

“Faculty and Staff VERY often presume that an individual is heterosexual which is problematic. When one discovers an individual is not heterosexual, the typical response is “you’re gay...you don’t seem gay!” as if that somehow constitutes a compliment.”

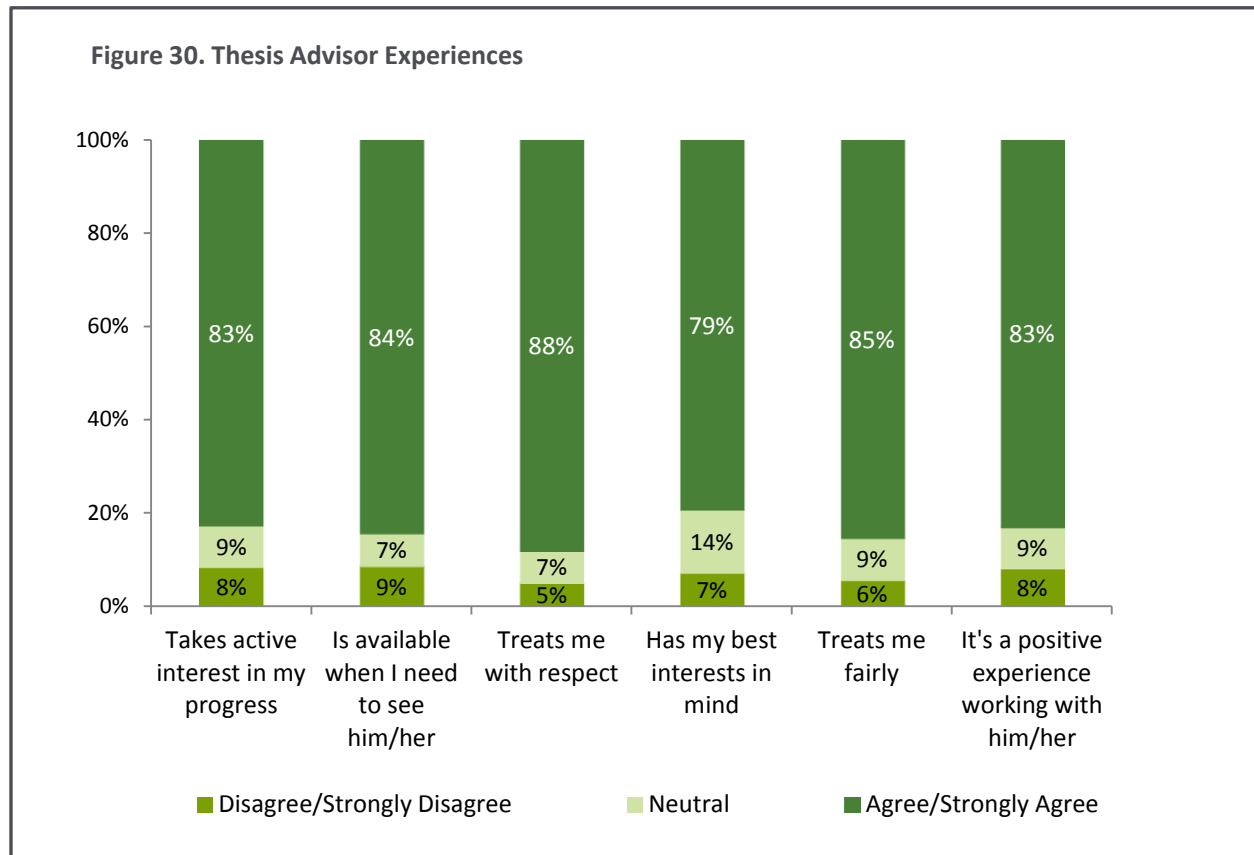
“I would rather not be judged by where I am from, on the assumption that I am not exposed. There is no need to clarify everything said. It is pretty condescending and narrow-minded to assume that only people from developed countries have been exposed to a “good life” and are aware of modern concepts.”

“There are members of faculty at the [name of program] who are very biased against those with a learning disability, psychological problems or physical illness. They seem to see the requirements for assistance as a crutch, or an excuse, and do everything possible to make students with one of these issues feel inferior and unsuccessful.”

“Staff need to be more fair to international students.”

3.4.5 Thesis Advisor Experiences

Lastly, survey respondents were asked to indicate if they currently had a thesis advisor and if yes, to rate a number of items regarding their experiences based on a scale from 1 to 5 where 5 equaled “strongly agree”. A total of 593 graduate students (76%) and 72 undergraduates (2%) reported having a thesis advisor and as shown in Figure 30, students were found to have very positive experiences with average ratings ranging from 4.15 (“has my best interests in mind”) to 4.35 (“treats me with respect”). No statistically significant differences were found when examining the results for graduate students as compared to undergraduates.



Qualitative Feedback. A total of 169 students took the opportunity to provide additional comments about working with their thesis advisor. The majority of these comments further supported the finding that most survey respondents had a positive experience working with their thesis advisor. For example, students commented on how respectful, kind and caring their thesis advisor was, their positive working relationship and how fortunate they were to have such a good advisor.

Positive thesis advisor experiences:

“The best relationship I’ve had in university is the one I have with my supervisor. She is a key component in my academic success. Without her to help me, guide me, teach and mentor me, I would not be doing graduate studies. I owe much of my success to her mentorship and care.”

“He has been a great mentor. We have a great professional relationship which has provided me with the necessary skill to succeed in the future.”

“I am lucky to have such a good supervisor. Many other people do not.”

“It is a pleasure working with my supervisor because he is extremely knowledgeable in my topic area and is renowned for his work, but also because he is a fair and kind man who respects me, other students and staff and my work.”



However, some negative experiences were also reported. These comments related to not feeling supported, the thesis advisor being unavailable and experiencing disrespectful, insensitive or abusive comments.

Negative thesis advisor experiences:

“Not supportive at all, always blaming you, offensive behaviour, his judgment is based on the number of papers you produce...”

“I feel disrespected and not taken seriously.”

“My thesis advisor actively made it difficult for me to feel welcome, by belittling me multiple times in front of the research team in my first month of classes.”

“Even though my supervisor is available to meet, he is not as engaged with my research as I hoped...My co-supervisor has been difficult to get a hold of at key times due to him being on sabbatical. This is quite disappointing...”

Classroom Experiences and Interactions with Staff/Faculty: Summary

In this section of the results, it was found that most survey respondents had a positive experience in the classroom. However, specific minority groups, including sexual minority, visible minority, international students, those with a learning disability and those with a mental health condition were somewhat more likely to experience negative incidents in the classroom. Students with a mental health condition or physical disability also reported feeling less comfortable in the classroom. As well, students perceived the classroom to be most welcoming based on gender and least welcoming based on socioeconomic status, followed closely by psychological disability status.

When asked about interactions with staff and faculty, the majority of students felt they were treated fairly by professors, teaching assistants and staff. However, those with a mental health condition and visible minority students were slightly less likely to feel they were treated fairly. As well, nearly one-third of survey respondents were unlikely to turn to their professors or staff for help with personal matters.

Lastly, undergraduates and graduate students were largely found to have very positive experiences working with their thesis advisors.

3.5 Support Services

In addition to asking about overall campus and classroom experiences, survey respondents completed questions in the fourth section of the survey pertaining to use of and level of helpfulness of various services on campus. It was important to determine how helpful students were finding university services as this can impact how welcomed, supported and respected they feel. A total of 20 services were presented and students were asked to indicate how helpful they were based on a scale from 1 to 5 where 5 equaled “very helpful”. Respondents could also indicate if they had not used the service.

Presented in Figure 31 are the average ratings for services most directly related to supporting students’ well-being in a variety of ways, including each of the student centres, Disability Student Services, student counselling and protective services. As shown, all of the support services scored above three, with ratings increasing substantially when presenting the results for only the students the particular student centre targets. These findings suggest that those utilizing the various student centres found on campus have been satisfied with the services offered.

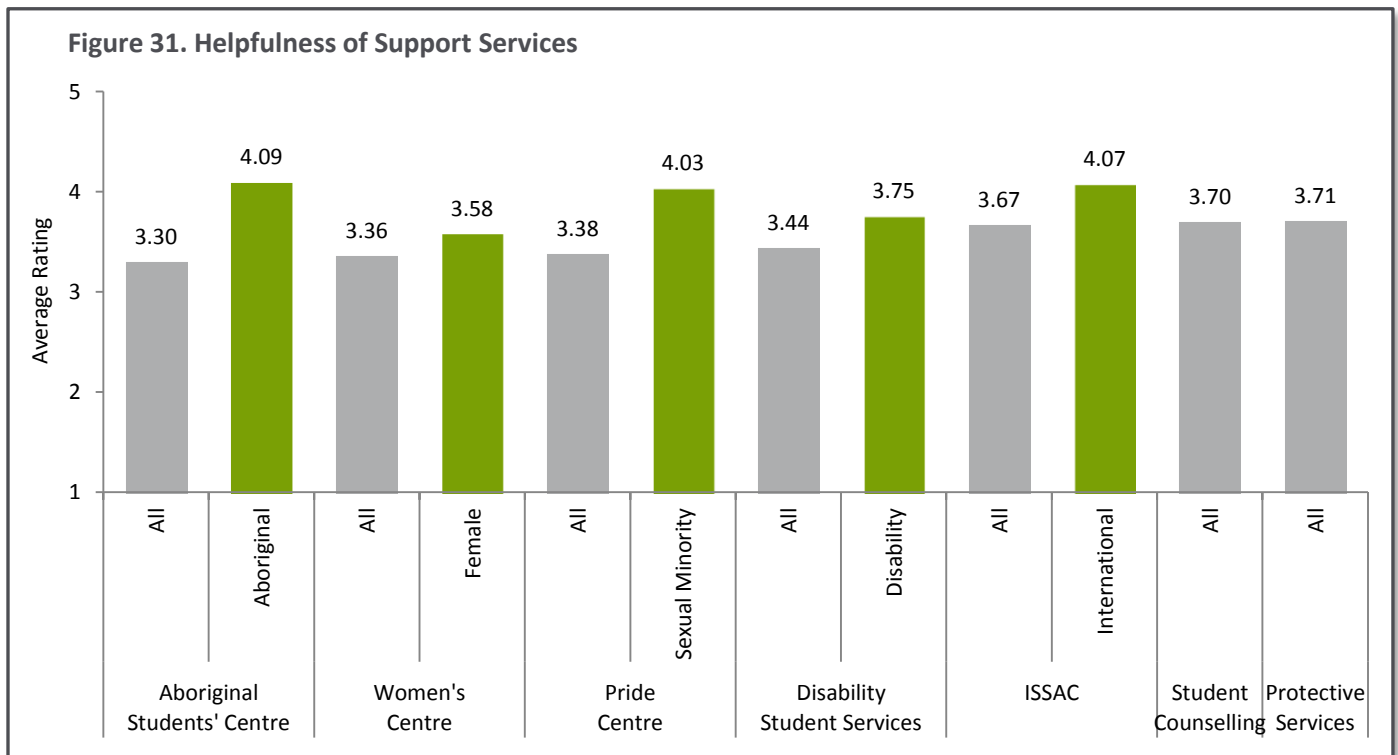
81% of international student participants found the **International Student & Study Abroad Centre (ISSAC)** helpful/very helpful.

76% of Aboriginal participants found the **Aboriginal Students' Centre** helpful/very helpful.

72% of sexual minority participants found the **Pride Centre** helpful/very helpful.

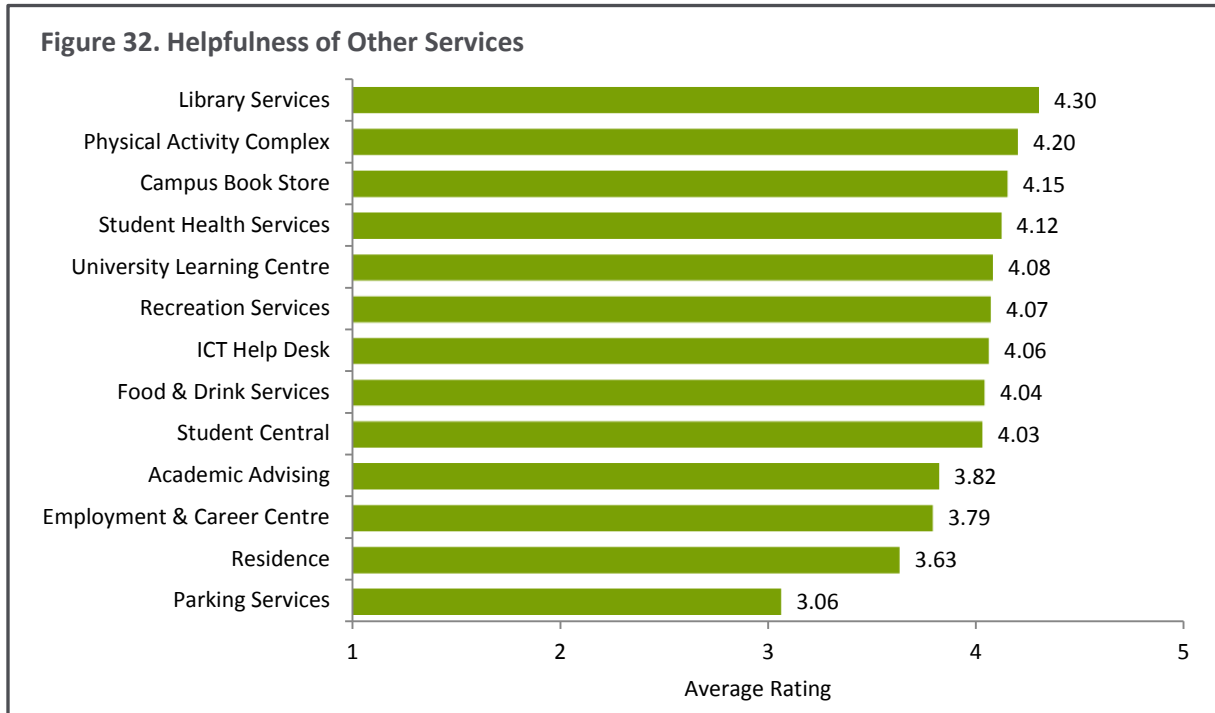
66% of participants with disabilities found **DSS** helpful/very helpful.

51% of female participants found the **Women's Centre** helpful/very helpful.





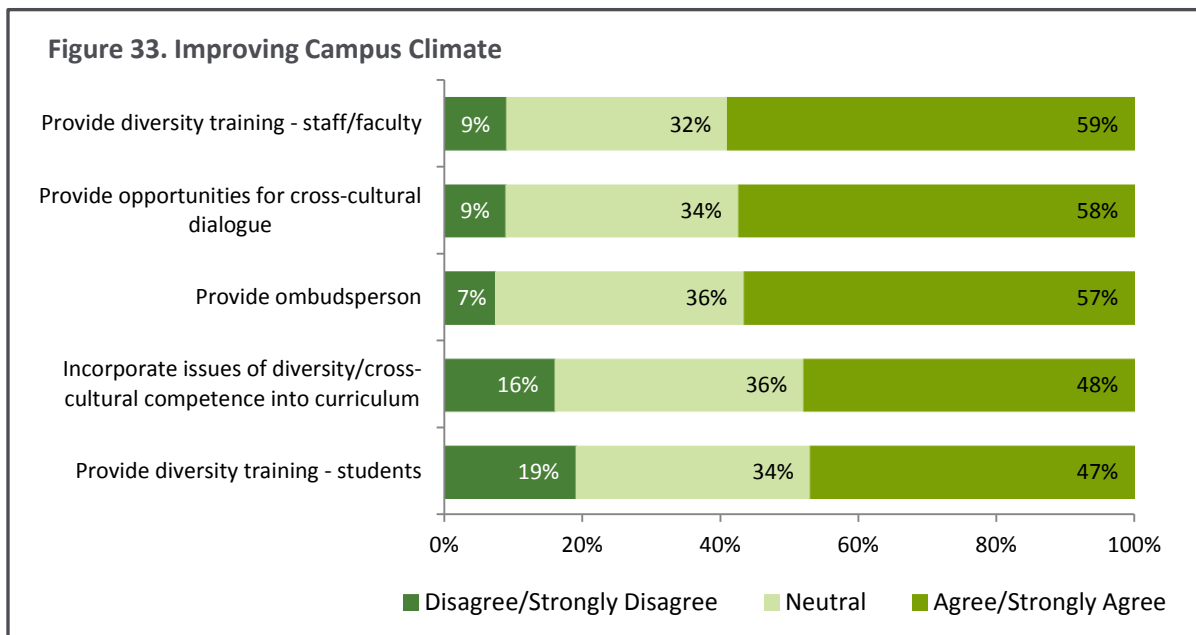
In addition to the support services presented in Figure 32, survey respondents were also asked to indicate how helpful services were that more indirectly affect campus climate. Results revealed that the majority of services had an average rating of four or higher, with library services receiving the highest rating (*Mean* = 4.30).





3.6 Improving Campus Climate

In the final section of the survey, respondents were asked to indicate their level of agreement with five different strategies to improve how welcoming, supportive and respectful the U of S is for students. It was found that approximately 50% of students endorsed each of the strategies. In particular, providing diversity training for students was the lowest endorsed strategy, while diversity training for faculty was the highest endorsed (see Figure 33). Although support for the list of strategies was not overwhelming, further analysis revealed that some minority groups, as well as older students and those who identified as having liberal political views, were significantly more likely to support the various strategies to improve campus climate.



Participants belonging to a **sexual minority group** were most likely to endorse **four of the five initiatives** to improve campus climate.



Qualitative Feedback. In addition to the five strategies survey respondents were asked about, they also had the opportunity to provide other recommendations for improving campus climate. In total, 500 students responded to this question. Upon reviewing the comments provided, six themes emerged:

Provide more opportunities for students to connect with others:

“A student in one of my classes is from China and he said the hardest part was making friends with Canadians because of the stereotype that he only wanted to be friends with other Chinese people. Maybe something that connects Canadians and [international] students more closely.”

“Provide more events for students (not just 19+ events) because a lot of new students or new immigrants need a way to connect with the community.”

Increase advertising about existing services and groups:

“Have a campus community club night where all clubs gather to show new and current students what groups they could belong to if they want. It would help others appreciate the diversity we see on campus.”

“I think, in general, the University of Saskatchewan makes an attempt at making students feel welcomed, supported and respected. However, I do feel like a lot of resources are not always communicated to students properly. Especially for students in their first year of university when they are not aware of how everything works at the U of S. Perhaps virtual online tours of what support systems are offered at the U of S would be a good idea.”

Provide additional supports for international students, students from rural/northern communities and new students:

“A closer relationship between the university and Aboriginal students coming from up north or reserves. The transition can be overwhelming and support for those students is crucial to their success. The same can be said for students coming from very small communities.”

“It would be good if new students were paired with a mentor/big brother sister who would follow-up on their progress especially during the first term. It gets scary for persons who are studying in a new country and have to adjust.”

Offer events/celebrations to increase awareness of the diversity of the student population and to increase opportunities for cross-cultural interactions:

“Have a multicultural week celebrating the diversity of all students at U of S. It can include fashion/talent show, dances, cultural displays, etc. from all ethnic clubs at the university. This was done at my previous university every year with great success promoting multiculturalism and was fun to watch.”

“I would say having culture celebrations or events, like a ‘folk fest’ at the U of S.”



Make changes to physical spaces such as increased wheelchair accessibility, more gender neutral washrooms and more childcare spaces:

“Ensure that all learning spaces are wheelchair accessible.”

“More gender neutral bathrooms. CLEARLY marked as gender neutral. Create a gender neutral safe space.”

“Provide affordable child care...and allow for the accumulation of maternity benefits for those on internal fellowships. Then, and only then, I can truly say that the U of S has made an effort to make me feel welcomed.”

Provide clearer instructions on where to go for help if issues arise:

“To provide a center where students can file complaints and suggestions in regard to courses and curriculums.”

“Easier, faster access to routes for bringing up concerns...”

“The process of filing a complaint, and the assurance of anonymity and safety, should be made known to all students and employees...”

3.7 Additional Qualitative Results

Along with the qualitative comments that were provided when presenting the results of the five main sections of the survey, additional themes emerged which warrant further examination. These themes provide information not captured by the analysis of the quantitative data, and speak to the beliefs held by some students regarding issues of diversity and more specifically, what is considered fair treatment of students and feelings of reverse discrimination. While the university honours diversity of opinion and welcomes the honesty of viewpoints expressed in the survey, it is also important to recognize the views held by some pertaining to the fair treatment of students may have an impact on how others (i.e., minority groups) experience the campus climate.

3.7.1 “Special Treatment” of Students

A key theme which emerged from the analysis was a belief that particular students attending the U of S were provided with additional supports and academic advantages, and that these advantages were a part of institutional policy. In particular, the minority group most often believed to receive “special treatment” was Aboriginal students. Some students commented that in order to improve the campus climate, everyone must be treated equally and the university needs to stop “favouring” particular minority groups.

3.7.2 Feelings of Reverse Discrimination

In addition to comments pertaining to the belief that particular minority groups received special treatment at the U of S, some students also described how they felt they were victims of reverse discrimination.¹² In particular, these participants felt discriminated against based on gender and ethnicity/race. As well, comments were provided specific to feeling discriminated against based on the lack of scholarships available for what is historically considered the majority group (i.e., Caucasian males). Lastly, a few comments were provided by male participants about the “Don’t be that guy” posters.¹³ In particular, the respondents believed the poster campaign was sexist and reporting feeling unfairly targeted as a male student at the U of S.

3.7.3 Positive Campus Climate Comments

While the results presented above exemplify there are some students with feelings of animosity on campus regarding issues of diversity, other survey respondents spoke very positively about the welcoming environment at the U of S, embracing the increasing diversity of the campus community.

¹² *Reverse discrimination* is “discrimination against members of a dominant or majority group or in favor of members of a minority or historically disadvantaged group. Groups may be defined in terms of race, ethnicity, gender or other factors.” It can also refer to “the unequal treatment of members of the majority groups resulting from preferential policies, as in college admissions or employment, intended to remedy earlier discrimination against minorities” (“Reverse Discrimination”, 2014, para. 1).

¹³ This slogan was a part of a poster campaign initiated at the U of S which aims to prevent sexual assault.



Embracing the diversity of the campus community:

"I had a great experience at the U of S. I was able to meet a lot of great, diverse people that helped me grow as a person."

"I've been here for 7 years and I have seen incredible growth regarding inclusion, multicultural opportunities, and a proactive approach to diversity in and outside the classrooms."

"Overall, I feel very welcomed by staff members, professors, classmates and senior students. I have found that most people, if not all, are very willing to help. I feel very comfortable at the U of S and so far I have had a good time."

"I can still remember my very first day at the U of S - it was the only place I had ever felt like I belonged. I still feel that way. It's my home and where the people I love to be around are."

4. SUMMARY OF FINDINGS

The findings from the 2013 Campus Climate Survey have helped to provide not only a clearer picture of the environment for students attending the U of S, but also captured the diversity of the student population. As demonstrated by the demographic information collected, students at the U of S comprise a wide range of ages; represent many different sexual orientations; embrace different religious affiliations and political views; represent numerous ethnicities; are from various places, from small town Saskatchewan to countries throughout the world; and many are the first in their family to attend a post-secondary institution.

With this ever-growing diversity comes the opportunity to experience and learn about cultures, religions, ideologies and lived experiences vastly different from one's own, further enriching students' time at the university. However, in order for these positive experiences to actually take place, the environment on campus must be one in which diversity is honoured and embraced. Conducting the campus climate survey was one of the first steps in determining how issues of diversity are viewed by the student population and if all students feel welcomed, supported and respected at the University of Saskatchewan.

Overall, students were found to have positive perceptions of the campus climate, with the majority reporting they:

- felt like they were a part of the campus community
- felt safe and comfortable on campus
- believed the university was committed to issues of diversity
- engaged in actions promoting diversity, such as discussing issues related to sexism and gender equity and getting to know people from diverse backgrounds
- would recommend the university to others
- felt the support services utilized on campus were helpful

Experiences within the classroom and interactions with staff and faculty were also found to be representative of a positive environment at the U of S. In particular, it was found most students:

- did not experience negative incidents within the classroom and perceived it to be a welcoming environment for all students regardless of demographic characteristics
- were treated fairly by professors, teaching assistants and staff
- had very positive experiences working with their thesis advisor

Lastly, campus climate was also measured by asking students if they had witnessed or personally experienced incidents of insensitive behaviour, exclusion, harassment or discrimination. Once again, results based on the overall survey sample were indicative of a campus climate in which experiencing or witnessing negative incidents was not the norm. However, a closer examination of the results revealed the campus climate may not be as positive for some groups of students.

Although the overall findings speak to an environment in which most students feel welcomed, supported and respected, three key themes emerged from the analysis of findings that suggest additional work can be done to further improve the campus climate at the U of S. These themes are listed below along with a brief overview of each one.

Theme 1: Campus climate perceived less positively by some students in minority groups

Demographic differences were found for all survey items indicative of the campus climate, with minority groups being less likely to perceive the environment on campus positively, to have more negative experiences in the classroom and to be more likely to experience or witness incidents such as insensitive behaviour, exclusion, harassment and discrimination. While this was especially true of some Aboriginal students, sexual minority students, those with a physical or learning disability, and visible minority groups, those who self-reported as having a mental health condition were most likely to have negative perceptions and experiences in regards to campus climate.

Theme 2: Lack of awareness of how to report incidents and/or afraid of potential negative consequences

Another theme which emerged from both the close-ended survey questions and the additional comments was that some students were not aware of how to report incidents they may have experienced or witnessed. This was true of all four types of negative behaviours asked about, as well as the more specific issues of sexual harassment and sexual assault. Additionally, a notable proportion of survey respondents indicated they did not feel comfortable turning to a professor or staff member to discuss personal matters. This suggests students are not only unfamiliar with institutional policies around reporting incidents, but may also not feel comfortable turning to those who may be in a position to offer guidance and the necessary support to deal with potentially serious issues.

Along with indicating they were unaware of where to turn for help, a significant number of students shared they were fearful of the possible negative consequences that could result from reporting an incident and that they felt powerless in the situation.

Overall, the **campus climate was perceived positively** by most of the survey respondents.

However, it was also found that:

- some students in minority groups had less positive experiences
- some students were unsure of where to go for help or were afraid of negative consequences if they reported an incident
- feelings of reverse discrimination were expressed



Theme 3: Perceived special treatment of minority groups and feelings of reverse discrimination

One final key theme which emerged solely from the additional comments provided has a potentially large impact on the campus climate at the U of S. In particular, it was found that some survey respondents belonging to the majority group felt they experienced reverse discrimination and that minority group students (namely Aboriginal students, visible minorities and females) receive special treatment by the university. This finding represents two issues as it relates to campus climate. Firstly, it speaks to the fact that some members of the majority group are not feeling as valued by the university. Secondly, it can be hypothesized that these feelings can result in resentment and even hostility towards particular minority groups, thereby creating a less welcoming environment at the university.



5. NEXT STEPS

The campus climate survey represents the first attempt to gain a comprehensive picture of what it is like to be a student at the University of Saskatchewan. That is, do students feel the university values issues related to diversity, do they experience negative incidents such as exclusion or discrimination, do they have positive experiences within the classroom and when interacting with staff and faculty, are they satisfied with the various support services available to them, and do they support initiatives to improve campus climate?

Overall, results revealed that students have a positive perception of the campus climate. However, based on findings of the survey, the following next steps are proposed:

1. The three key themes identified require additional attention in order to help improve students' post-secondary experiences at the U of S. Specifically:
 - a. It must be better understood what unique issues are being faced by minority group students, and in particular, those with a mental health condition. Recent research has demonstrated an increasing number of students suffering from mental health issues, that student centres are struggling to meet the increasing needs of students, and the harmful effect mental health issues can have on a student's academic success (American College Health Association, 2013; MacKean, 2011). Thus, it is of significant importance to determine what additional supports are needed to ensure students' time at university is a positive experience.
 - b. Communication around reporting incidents experienced and/or witnessed by students must be examined to ensure they are aware of where to go for help and are not afraid of possible repercussions, real or perceived.
 - c. The experiences and feelings of majority group students must be better understood to ensure all students feel they are valued members of the campus community, and to address possible feelings of resentment towards particular minority groups. This is of special importance as the university works to create a more diverse student population and increases efforts to recognize and value Aboriginal culture.
2. In addition to gaining a deeper understanding of the key findings that emerged from the campus climate survey, a plan of action must be developed that addresses these issues.
3. Although time will be needed to develop and implement anything arising from the plan of action, it will be important to continue conducting campus climate surveys in the future to determine if initiatives have been successful, if additional work is needed to address identified issues, or if new areas of focus emerge.
4. Results of this survey provided a picture of the campus climate for students, but it must be recognized that staff and faculty also play a key role in shaping the campus climate, and in turn, are impacted by it. It is therefore important that staff and faculty be included in future iterations of the survey. Doing so will lead to an even more comprehensive understanding of what it means to work and learn at the U of S.



In conclusion, it is important to recognize that although an individual's time at university is relatively short, it can be a transformational experience. Attending university can help to ensure a bright and successful future, and it can also be a time when one finally feels accepted for who they are. However, if adequate supports are not in place and if particular groups of students feel they bear the brunt of negative experiences, it can be a time of great difficulty – emotionally and academically – thereby diminishing one's chances of successfully completing post-secondary education. We must continue to work to ensure this is not the case; that the university truly values the diversity that exists on our campus and that all students feel welcomed, supported and respected during their time here.



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APPENDICES

Appendix A **Campus Climate Survey**

Appendix B **Participant Demographics**



APPENDIX A

Campus Climate Survey (paper version)



UNIVERSITY OF SASKATCHEWAN - CAMPUS CLIMATE SURVEY

The University of Saskatchewan is conducting a survey to examine how welcomed, supported and respected students feel at the U of S. Some people refer to this as the “**campus climate**”. Results of this survey will help us determine how we can continue to make the University of Saskatchewan a welcoming place. Please take a few minutes to complete this survey – your opinion matters!

Please remember that the information you provide will be kept confidential and no personally identifiable information will be shared. Answering these questions is completely voluntary and will in no way affect your academic standing. As well, there are no right or wrong answers – please answer the questions as openly and honestly as possible. Some of the questions ask you to share some personal information and you might feel uncomfortable answering them. However, you may skip questions if you wish and you may exit the survey at any time.

The survey will take approximately 20 minutes to complete. By completing and submitting the survey, your consent is provided.

As a thank you for completing the survey, you will be entered to win one of **60** prizes valued between \$20 and \$1000. If you complete the survey by **November 21, 2013**, your name will be entered into the draw **five** additional times! The prizes include:

- **\$1000 prepaid credit card (3)**
- **\$250 prepaid credit card (7)**
- **\$20 Starbucks gift cards (50)**

If you have any questions about the survey, please contact the survey coordinator:
Tanya Robertson-Frey, Research Analyst, Institutional Planning and Assessment, U of S at
tanya.robertson-frey@usask.ca

Thank you in advance for your participation in this important survey!

Pauline Melis
Assistant Provost, Institutional Planning and Assessment, U of S

Max FineDay
USSU president

Ehimai Ohiozebau
GSA president



Overall Campus Environment

The first set of questions asks about the overall environment at the University of Saskatchewan and your experiences (negative or positive) here. Please remember there are no right or wrong answers and to be as open and honest as possible when responding to the questions. All of your responses will be kept confidential and no personally identifiable information will be shared.

Q1. Please indicate your level of agreement with each of the following statements about the U of S:

(Scale: 1=Strongly Disagree, 2= Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree)

- I see myself as part of the campus community
- In general, the environment on campus is conducive to learning
- I feel isolated on campus
- If asked, I would recommend this university to others
- The U of S has a commitment to diversity
- The U of S accurately reflects the diversity of the campus community in publications (*e.g. brochures, website*)
- I perceive racial/ethnic tensions in on-campus social situations
- Regardless of gender, sexual orientation, race/ethnicity, or ability, every student has an equal opportunity to succeed at the U of S
- The U of S provides an environment for the free and open expression of ideas, opinions, and beliefs
- Faculty demonstrate a commitment to diversity
- Staff demonstrate a commitment to diversity
- There are times when I have felt physically unsafe on campus
- Learning about people from different cultures is a very important part of university education

Q2. Based on your own perceptions, please indicate how welcoming you feel the U of S campus is based on:

(Scale: 1=Very Unwelcoming, 2= Unwelcoming, 3=Neither Welcoming nor Unwelcoming, 4= Welcoming, 5= Very Welcoming, Don't Know)

- Aboriginal status
- Age
- English language proficiency/accents
- Gender
- Gender expression (*refers to "how a person outwardly represents his/her gender, regardless of the physical characteristics that might typically define them as male or female"*)
- Immigration status
- Parental status (*i.e. being a parent*)
- Physical disability
- Psychological disability
- Race/ethnicity
- Religious/spiritual views
- Sexual orientation



Q3. Since attending the U of S, how often have you:

(Scale: Not at All, Occasionally, Frequently)

- Made an effort to get to know people from diverse backgrounds
- Felt challenged to think more broadly about an issue
- Challenged others on issues of discrimination
- Recognized the biases that affect your own thinking
- Made an effort to educate others about social issues
- Discussed issues related to sexism, gender differences, or gender equity

Q4. Overall, how comfortable are you at the U of S?

(Scale: 1=Very uncomfortable, 2=Uncomfortable, 3=Neither comfortable nor uncomfortable, 4=Comfortable, 5=Very comfortable)

Q5. Overall, how satisfied are you with your academic experience at the U of S?

(Scale: 1=Very Dissatisfied, 2= Dissatisfied, 3=Neither Satisfied nor Dissatisfied, 4= Satisfied, 5= Very Satisfied)

Q6. Have you ever seriously considered leaving the U of S?

- Yes, considered leaving
- Yes, did leave
- No → SKIP TO Q9

Q7. When did you leave/consider leaving? (check all that apply)

- During my first year as a student
- During my second year as a student
- During my third year as a student
- During my fourth year as a student
- Other (please specify when) [text box]

Q8a. Why did you leave/consider leaving? (check all that apply)

- I was struggling financially
- I didn't feel welcome
- I was struggling academically
- I was struggling personally
- I was having medical issues
- I was lonely
- I felt that university life was not what I was expecting
- I wanted to transfer to another post-secondary institution
- I wanted to travel
- I had an employment opportunity
- I was having children/raising a family
- I couldn't find childcare
- Other (please specify) [text box]



Q8b. Why did you return/decide to stay? [text box]

Campus Experiences

The next set of questions asks about specific incidents that you may have experienced and/or witnessed at the U of S. The questions will ask about **four** different types of behaviours including: insensitivity, exclusion, harassment and discrimination.

Q9. During the past year, have you personally experienced and/or witnessed **insensitive behaviour (e.g., inappropriate jokes or language)** at the U of S based on any of the following: *(check all that apply)*

(Scale: Experienced Myself, Witnessed, Never Experienced or Witnessed)

- Aboriginal status
- Age
- English language proficiency/accent
- Gender
- Gender expression
- Immigration status
- Parental status *(i.e. being a parent)*
- Physical characteristics
- Physical disability
- Psychological disability
- Race/ethnicity
- Religious/spiritual views
- Sexual orientation
- Other *(please specify)* [text box]

(If participant responds 'Never Experienced or Witnessed' for all of the above items, SKIP to Q13)

Q10. Who was the source of the insensitive behaviour? *(check all that apply)*

- Co-worker
- Community member from outside the U of S
- Faculty
- Institutional policy
- Staff
- Student
- Teaching assistant
- Other *(please specify)* [text box]
- Don't know
- Skip this question

Q11. When you personally experienced and/or witnessed insensitive behaviour, how did you react? *(check all that apply)*

- I ignored it
- I talked to a friend or other individual about the situation
- I confronted the person



- I reported the situation but it wasn't taken seriously
- I reported the situation and it was well handled
- I wanted to report the situation but I didn't know how
- I wanted to report the situation but I was afraid of negative consequences
- Other (*please specify*) [text box]
- Skip this question

Q12. Do you have any comments you'd like to add about the insensitive behaviour you experienced and/or witnessed while at the U of S? [text box]

Q13. During the past year, have you personally experienced and/or witnessed **exclusionary behaviour (e.g., shunned, ignored)** at the U of S based on any of the following: (*check all that apply*)

(Scale: Experienced Myself, Witnessed, Never Experienced or Witnessed)

- Aboriginal status
- Age
- English language proficiency/accent
- Gender
- Gender expression
- Immigration status
- Parental status (*i.e. being a parent*)
- Physical characteristics
- Physical disability
- Psychological disability
- Race/ethnicity
- Religious/spiritual views
- Sexual orientation
- Other (*please specify*) [text box]

(If participant responds 'Never Experienced or Witnessed' for all of the above items, SKIP to Q17)

Q14. Who was the source of the exclusionary behaviour? (*check all that apply*)

- Co-worker
- Community member from outside the U of S
- Faculty
- Institutional policy
- Staff
- Student
- Teaching assistant
- Other (*please specify*) [text box]
- Don't know
- Skip this question



Q15. When you personally experienced and/or witnessed exclusionary behaviour, how did you react? (*check all that apply*)

- I ignored it
- I talked to a friend or other individual about the situation
- I confronted the person
- I reported the situation but it wasn't taken seriously
- I reported the situation and it was well handled
- I wanted to report the situation but I didn't know how
- I wanted to report the situation but I was afraid of negative consequences
- Other (*please specify*) [text box]
- Skip this question

Q16. Do you have any comments you'd like to add about the exclusionary behaviour you experienced and/or witnessed while at the U of S? [text box]

Q17. During the past year, have you personally experienced and/or witnessed **harassing behaviour (e.g., intimidation, offensive/hostile conduct)** at the U of S based on any of the following: (*check all that apply*)
(Scale: Experienced Myself, Witnessed, Never Experienced or Witnessed)

- Aboriginal status
- Age
- English language proficiency/accent
- Gender
- Gender expression
- Immigration status
- Parental status (*i.e. being a parent*)
- Physical characteristics
- Physical disability
- Psychological disability
- Race/ethnicity
- Religious/spiritual views
- Sexual orientation
- Other (*please specify*) [text box]

(If participant responds 'Never Experienced or Witnessed' for all of the above items, SKIP to Q21)

Q18. Who was the source of the harassing behaviour? (*check all that apply*)

- Co-worker
- Community member from outside the U of S
- Faculty
- Institutional policy
- Staff
- Student
- Teaching assistant
- Other (*please specify*) [text box]



- Don't know
- Skip this question

Q19. When you personally experienced and/or witnessed harassing behaviour, how did you react? (*check all that apply*)

- I ignored it
- I talked to a friend or other individual about the situation
- I confronted the person
- I reported the situation but it wasn't taken seriously
- I reported the situation and it was well handled
- I wanted to report the situation but I didn't know how
- I wanted to report the situation but I was afraid of negative consequences
- Other (*please specify*) [text box]
- Skip this question

Q20. Do you have any comments you'd like to add about the harassing behaviour you experienced and/or witnessed while at the U of S? [text box]

Q21. During the past year, have you personally experienced and/or witnessed **discrimination** at the U of S based on any of the following (discrimination refers to "*differential treatment based on a personal characteristic which has an adverse impact on an individual or group*"): (*check all that apply*)

(Scale: Experienced Myself, Witnessed, Never Experienced or Witnessed)

- Aboriginal status
- Age
- English language proficiency/accent
- Gender
- Gender expression
- Immigration status
- Parental status (*i.e. being a parent*)
- Physical characteristics
- Physical disability
- Psychological disability
- Race/ethnicity
- Religious/spiritual views
- Sexual orientation
- Other (*please specify*) [text box]

(If participant responds 'Never Experienced or Witnessed' for all of the above items, SKIP to Q25)

Q22. Who was the source of the discrimination? (*check all that apply*)

- Co-worker
- Community member from outside the U of S
- Faculty
- Institutional policy



- Staff
- Student
- Teaching assistant
- Other (*please specify*) [text box]
- Don't know
- Skip this question

Q23. When you personally experienced and/or witnessed discrimination, how did you react? (*check all that apply*)

- I ignored it
- I talked to a friend or other individual about the situation
- I confronted the person
- I reported the situation but it wasn't taken seriously
- I reported the situation and it was handled well
- I wanted to report the situation but I didn't know how
- I wanted to report the situation but I was afraid of negative consequences
- Other (*please specify*) [text box]
- Skip this question

Q24. Do you have any comments you'd like to add about the discrimination you experienced and/or witnessed while at the U of S? [text box]

Q25. Please indicate your level of agreement with each of the following statements:

(Scale: 1=Strongly Disagree, 2= Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree)

- I think sexual *harassment* is a problem at the U of S
- If a friend or I were sexually harassed, I know where to go for help
- I understand the U of S's formal procedures for addressing complaints of sexual harassment
- I think sexual *assault* is a problem at the U of S
- If a friend or I were sexually assaulted, I would know where to go for help
- I understand the U of S's formal procedures for addressing complaints of sexual assault

Classroom Experiences and Interactions with Faculty/Staff

The following questions deal with your experiences within the classroom as well as your interactions with U of S faculty and staff.

Q26. During the past year, please indicate how often each of the following have occurred:

(Scale: 1=Never, 2=Seldom, 3=Sometimes, 4=Often, 5=Very Often, Don't Know)

- Professors pre-judge my abilities based on my identity (*e.g. race/ethnicity, gender, sexual orientation*)
- I am singled out as the 'resident authority' due to my identity
- When I make a comment in the classroom, I am usually taken seriously by the professor
- I have been the brunt of stereotypes in the classroom
- I am often ignored in class even when I attempt to participate



- Sometimes, professors make inappropriate jokes in the classroom about people who are different
- When we work in small groups in class, I am often ignored by my classmates or given trivial jobs
- I feel free to turn to some of my professors for advice on personal matters
- There is at least one staff member who I can talk to and who is sensitive to my needs
- Professors treat me fairly
- Teaching assistants treat me fairly
- Staff treat me fairly

Q27. I feel that the classroom is welcoming for students based on their:

(Scale: 1=Strongly Disagree, 2= Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree, Don't know)

- Aboriginal status
- Country of origin
- Ethnicity/race
- Gender
- Gender expression
- Immigration status
- Learning disability status
- Marital/partner status
- Parental status (*i.e., being a parent*)
- Physical disability status
- Political views
- Psychological disability status
- Religion/spiritual status
- Sexual orientation
- Socioeconomic status

Q28. Overall, how comfortable are you in your classes?

(Scale: 1=Very uncomfortable, 2=Uncomfortable, 3=Neither comfortable nor uncomfortable, 4=Comfortable, 5=Very comfortable)

Q29. Do you have a thesis supervisor?

- Yes
- No → SKIP TO Q32

Q30. Please indicate your level of agreement with each of the following statements about your thesis advisor:

(Scale: 1=Strongly Disagree, 2= Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree)

- Takes an active interest in my progress
- Is available when I need to see him/her
- Treats me with respect
- Has my best interests in mind
- Treats me fairly
- It's a positive experience working with him/her



Q31. Do you have any comments you'd like to add about working with your thesis supervisor? [text box]

Q32. Do you have any comments you'd like to add about your classroom experiences and/or experiences with staff/faculty? [text box]

Support Services

The following question asks about various services available at the University of Saskatchewan.

Q33. How helpful have the following services been:

(Scale: 1=Not at all Helpful, 2=Not Helpful, 3=Neither helpful nor Unhelpful, 4=Helpful, 5=Very Helpful, 0=Never Used)

- Aboriginal Student's Centre
- Academic advising
- Campus Book Store
- Disability Students' Services
- Food and Drink Services
- ICT Help Desk (*in-person assistance or online*)
- International Student and Study Abroad Centre (*ISSAC*)
- Library Services
- Parking Services
- Physical Activity Complex (*PAC*)
- Pride Centre
- Protective Services (*formally Campus Safety*)
- Recreation Services
- Residence
- Student Central
- Student Counselling Services
- Student Employment and Career Centre
- Student Health Services
- University Learning Centre
- Women's Centre

Improving the Campus

The next set of questions asks about possible strategies for improving how welcoming, supportive, and respectful the U of S is for students.

Q34. Please indicate your level of agreement with each of the following statements:

(Scale: 1=Strongly Disagree, 2= Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree)

- Provide diversity training for all students
- Provide diversity training for all staff/faculty



- Provide an ombudsperson (*an impartial resource to respond to students' complaints of inequity or unfairness*)
- Incorporate issues of diversity and cross-cultural competence more effectively into the curriculum
- Provide opportunities for cross-cultural dialogue across campus

Q35. Do you have any recommendations for enhancing how welcomed, supported and respected students feel at the University of Saskatchewan? **[text box]**

Demographics

The following questions are for demographic purposes only and will not be linked to any identifying information. Your responses to these questions will give us an idea of the sample of students who responded to our survey. *Please remember that you can skip any questions that you do not wish to answer.*

Q36. What is your gender?

- Male
- Female
- Other (*please specify -optional*): **[text box]**
- Prefer not to say

Q37. In what year were you born?

_____ (year)

Q38. Which term best describes your sexual orientation?

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Queer
- Questioning
- Two spirited
- Other (*please specify*) **[text box]**

Q39. Do you consider yourself to be an Aboriginal person?

- No
- Yes, Status First Nations → **SKIP TO Q41**
- Yes, Métis → **SKIP TO Q41**
- Yes, Inuit → **SKIP TO Q41**
- Yes, Non-Status First Nations → **SKIP TO Q41**
- Yes, Indigenous from outside Canada



Q40. What is your ethnicity? (check all that apply)

- Black (e.g. African, African American, African Canadian, Caribbean)
- East Asian (e.g. Chinese, Japanese, Korean, Polynesian)
- South Asian (e.g. Indian, Pakistani, Sri Lankan, Bangladeshi)
- Southeast Asian (e.g. Burmese, Cambodian, Filipino, Laotian, Malaysian, Thai, Vietnamese)
- West Asian (e.g. Arabian, Armenian, Iranian, Israeli, Lebanese, Palestinian, Syrian, Turkish)
- Latin American (e.g. Mexican, Indigenous Central and South American)
- White/Caucasian
- Mixed origin (please specify) [text box]
- Other (please specify) [text box]

Q41. What is your religious or spiritual affiliation?

- Agnostic
- Anglican
- Atheist
- Baha'i
- Baptist
- Buddhist
- Catholic
- Christian Orthodox
- Church of Jesus Christ of Latter-day Saints
- Evangelical Christian
- Hindu
- Humanist
- Jehovah's Witness
- Jewish
- Lutheran
- Mennonite
- Muslim
- New Age
- Non-denominational Christian
- Pagan
- Pentecostal
- Presbyterian
- Sikh
- Seventh-Day Adventist
- Traditional (Aboriginal) Spirituality
- United Church
- Unitarian
- Wiccan
- Spiritual, but no religious affiliation



- No religious affiliation
- Other (*please specify*) [text box]

Q42. How would you characterize your political views?

- Far left
- Liberal
- Middle of the road
- Conservative
- Far right

Q43. What is your current relationship status?

- Single (*never married*)
- In a serious relationship (*but not living together*)
- Married, common-law, or cohabiting
- Separated, widowed, or divorced

Q44. What is your current parental status? (*check all that apply*)

- No children
- Pregnant or partner is pregnant
- Single parent of child(ren) under the age of 18
- Parent (with a partner/spouse) of child(ren) under the age of 18
- Parent of child(ren) 18 years of age and older
- Other (*please specify*) [text box]

Q45. Do you have a disability? (*check all that apply*)

- None
- Mobility
- Hearing
- Speech
- Partial sight or blind
- Learning disability
- Head injury
- Other physical disability
- Mental health
- Other (*please specify*) [text box]

Q46. What is your home community?

- Saskatoon
- Regina
- Other city in Saskatchewan
- Small town or community in Saskatchewan
- First Nations Reserve in Saskatchewan



- Rural Saskatchewan
- Out of province
- International

Q47. Where are you currently living?

- In on-campus student housing (*e.g. Voyageur Place*)
- In off-campus student housing owned by the U of S (*e.g. College Quarter, McEown Park*)
- With parents, guardians, or relatives
- In housing rented off-campus, sharing at least some of the costs with others
- In housing rented off-campus, paying all costs yourself
- In a home that you personally own
- Other (*please specify*) [text box]

Q48. How are you **primarily** taking courses? (*please select one*)

- Attending the main **Saskatoon campus**
- Attending a **satellite campus** (*e.g. Prince Albert, Yorkton, Regina, etc.*)
- Taking **online** courses
- Other (*please specify*) [text box]

Q49. What is your program level?

- Undergraduate
 - Agriculture and Bioresources
 - Arts and Science
 - Dentistry
 - Edwards School of Business
 - Education
 - Engineering
 - Kinesiology
 - Law
 - Medicine
 - Nursing
 - Open Studies
 - Pharmacy and Nutrition
 - Veterinary Medicine
 - Other (*please specify*) [textbox]
- Graduate
 - Agriculture and Bioresources
 - Arts and Science
 - Dentistry
 - Edwards School of Business
 - Education
 - Engineering



- Johnson Shoyama School of Public Policy
- Kinesiology
- Law
- Medicine
- Nursing
- Pharmacy and Nutrition
- School of Environment and Sustainability
- School of Physical Therapy
- School of Public Health
- Veterinary Medicine
- Other (please specify) [textbox]

Q50. What is your current year of study? (please select one)

- 1st year
- 2nd year
- 3rd year
- 4th year
- 5th year
- 6th year or above

Q51. Are you an international student studying on a *student authorization, study permit* or *visa*?

- Yes
- No

Q52. What is the **highest level** of education that your parent(s)/legal guardian(s) completed?

Parent/Legal Guardian 1

Parent/Legal Guardian 2



-
-
-
-
-
-
-
-
-
-
-



- Some high school
- Graduated from high school
- Some college or university
- College diploma (e.g., technical school, SIAST)
- Completed a Bachelor's degree (B.A., B.Sc. etc.)
- Some graduate work
- Completed a Master's degree (M.A., M.Sc. etc.)
- Completed a Ph.D. degree
- Completed a professional degree (M.D., L.L.B., D.D.S)
- Don't Know/Not Sure
- Not applicable

Additional Comments

Q53. Do you have any other comments you would like to add about your experiences at the University of Saskatchewan? [text box]



Thank you for participating in this survey!

Thank you for taking the time to complete the Campus Climate Survey. The opinions and experiences you have shared will help us gain a better understanding of the current environment at the University of Saskatchewan. This information will also assist with developing a plan to address areas of concern and further enhance the positive aspects of our campus.

Results will be posted on the Campus Climate Website in the spring of 2014.

Please note that there are a number of supports and services available to U of S students:

- [Student Health and Counselling Services](#)
- [Disability Services for Students](#)
- [International Student and Study Abroad Centre](#)
- [Aboriginal Students' Centre](#)
- [Multi-faith Chaplins](#)
- [Discrimination and Harassment Prevention Services](#)
- [Protective Services](#)
- [USSU Academic Advocacy Office](#)
- [Grad Students' Association](#)

If you would like to enter yourself into a draw for a chance to win one of 60 prizes valued between \$20 and \$1000, please click on the 'Draw' link below. Please note that your survey responses will be stored in a database separate from your personal information for the draw.

[{link to draw}](#)

[{link to finish}](#)

If you have any questions about the survey, please contact the survey coordinator:
Tanya Robertson-Frey, Research Analyst, Institutional Planning and Assessment, U of S
tanya.robertson-frey@usask.ca



APPENDIX B

Participant Demographics



Demographics	Categories	N	%
Sexual Orientation	Bisexual	125	3%
	Gay	45	1%
	Heterosexual	3,579	92%
	Lesbian	27	<1%
	Pansexual	17	<1%
	Queer	24	<1%
	Questioning	44	1%
	Two Spirited	13	<1%
	Other	15	<1%
Aboriginal Status	Status First Nations	161	43%
	Métis	183	48%
	Inuit	1	<1%
	Non-Status First Nation	22	6%
	Indigenous from outside Canada	12	3%
Ethnicity	Black (e.g., African, African American, African Canadian, Caribbean)	113	3%
	East Asian (e.g., Chinese, Japanese, Korean, Polynesian)	323	8%
	South Asian (e.g., Indian, Pakistani, Sri Lankan, Bangladeshi)	225	6%
	Southeast Asian (e.g., Burmese, Cambodian, Filipino, Laotian, Malaysian, Thai, Vietnamese)	80	2%
	West Asian (e.g., Arabian, Armenian, Iranian, Israeli, Lebanese, Palestinian, Syrian, Turkish)	90	2%
	Latin American (e.g., Mexican, Indigenous Central and South American)	50	1%
	White/Caucasian	3,050	77%
	Mixed origin	27	1%
	Other	15	<1%
Relationship Status	Single (never married)	2,239	51%
	In serious relationship (not living together)	1,151	26%
	Married, common-law or cohabiting	910	21%
	Separated, widowed or divorced	57	2%



Parental Status	No children	3,927	90%
	Pregnant or partner is pregnant	37	1%
	Single parent of child(ren) under age of 18	77	2%
	Parent (with spouse/partner) of child(ren) under age of 18	249	6%
	Parent of child(ren) 18 yrs or older	69	1%
Disability Status	No disability	3,502	87%
	Mobility	24	1%
	Hearing	44	1%
	Speech	15	<1%
	Partial sight or blindness	41	1%
	Other physical disability	63	2%
	Learning disability	138	3%
	Head injury	21	1%
	Mental health	269	7%
	Other	17	<1%
Home Community	Saskatoon	1,721	39%
	Regina	154	4%
	Other city in SK	345	8%
	Small town or community in SK	644	15%
	First Nations reserve in SK	57	1%
	Rural SK	351	8%
	Out of province	626	14%
	International	477	11%
Current Living Arrangement	On-campus student housing	184	4%
	Off-campus student housing	403	9%
	With parents, guardians or relatives	1,218	28%
	Housing rented off-campus, sharing some costs with others	1,482	34%
	Housing rented off-campus, paying all costs yourself	567	13%
	Home you personally own	462	10%
	Other off-campus housing	47	<1%
	Other	15	1%