

Campus Climate at Rollins College: Results from the 2017 Student Survey

Sponsored by the Office of the President and the Rollins Diversity Council

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Executive Summary

Through its mission, Rollins College is firmly committed to creating a just community that embraces diversity and inclusion. To meet this goal, we must engage in efforts and actions to foster such diversity and inclusion; we must also frequently look inward to gauge where we succeed or fall short in these efforts.

The 2017 Campus Climate survey gathers students' perceptions and experiences related to diversity and inclusion on campus. This result presents an overview of these reports, and examines relationships between student characteristics and their experiences on campus.

The central findings are summarized below.

1. *Response rates* – The student response rate was quite low (even compared to the 2014 Student Survey at Rollins) and that makes it difficult for us to interpret this as broadly representative of student opinion. It does give useful information about the perceptions of those most interested in the campus climate, but may not work well to establish a benchmark for future years. Given the deluge of emails students receive (they often miss emails from instructors and advisors), and the number of surveys they get, this is not too surprising. The Council and the analyst discussed several strategies for improving response rates next time, including working more with faculty to encourage survey responses, using social media, tabling, and changing the instrument name from *Student Campus Climate Report* to *Student Perceptions of Campus Life* (or something similar). Student feedback on the instrument itself and incentives was positive.
2. *Polarization* – Within the survey results we see some of the same polarization that was visible in the Faculty/Staff survey last year, as well as in the larger culture. We have a large group of students that value D/I, and are concerned about the trends they see. But we also have a vocal minority of students (between 15-20 respondents in this survey sample) who feel that the prioritization of D/I has made them (conservatives, Christians, and men) the victim of reverse discrimination.
3. For the most part, students rate the campus climate positively, especially in areas that are overseen by faculty and staff (e.g., major/minor department, campus jobs, campus housing) but are less comfortable in the student controlled spaces like campus organizations, and especially FSL. They also are much less likely to agree that the students are supportive of D/I. In the open-ended responses, many students suggested that their peers were the biggest obstacle to a diverse and inclusive campus culture.
4. *Socioeconomic Status*: In numerous ways, students suggest that the campus climate around socioeconomic status is the biggest problem they face. They rate the campus as significantly more negative towards people with low SES, and SES is indicated as one of the most likely factors in unfair treatment on campus. These perceptions are further illustrated in the open-ended data. Despite Rollins' progress in becoming more

socioeconomically diverse, the students perceive a dominant culture of economic privilege.

5. *Diverse Interactions*: Students report a high level of interactions with people who are different than them, and a somewhat lower incidence of taking part in discussions about D/I. Notably, those who are mostly likely to argue reverse discrimination (see #2 above) are also the least likely to report these diverse interactions.
6. *D/I proposals*: Respondents are overall very supportive of increasing the diversity of the faculty and student body. However, just about half of students agree that there should be required education for students (via a General Education requirement) and/or faculty (as D/I training). In the open-ended data, students reported more mixed reactions to this idea, suggesting either that such a requirement waters down the academic rigor of the program, or alternatively, that courses like this are unnecessary for those who support D/I efforts, and ineffective for those who do not.

Introduction

Through its mission, Rollins College is firmly committed to creating a just community that embraces diversity and inclusion. To meet this goal, we must engage in efforts and actions to foster such diversity and inclusion; we must also frequently look inward to gauge where we succeed or fall short in these efforts.

In 2014, the College engaged a team of external consultants to survey students about campus climate related to diversity and inclusion. In 2016, the College used an in-house social scientist to continue the measurement of campus climate among faculty in staff. The 2017 Campus Climate Survey again returns to students, our largest constituency, to consider changes and stability in campus climate.

The 2017 Student Survey takes stock of students' perceptions of climate and self-reports of their behaviors and interactions. These dimensions are an important part of campus climate, but not the whole of it. Hurtado et al. put forward a multi-dimensional framework for campus climate. They articulate four major dimensions, including "(a) an institution's historical legacy of inclusion or exclusion of various racial/ethnic groups, (b) its structural diversity, or the numerical representation of various racial/ethnic groups, (c) the psychological climate of perceptions and attitudes between and among groups, and (d) the behavioral climate, of campus intergroup relations."¹ This survey and report provide some insight on (c) and (d), but in future years, the college may wish to engage in some self-study of the institutional context as suggested above.

In this report, we will examine the results of the 2017 Student Survey to answer three broad questions:

1. What are students' perceptions of the Rollins College campus climate with relation to diversity and inclusion? Our answers to this question will include consideration of the overall climate, as well as climate specific to particular parts of the College, and to particular aspects of diverse identities.
2. To what extent do students engage social and academically with a diverse set of people, and engage in issues related to diversity and inclusion?
3. How do students evaluate recent changes to campus climate and proposals for improvement?

1. ¹ Sylvia Hurtado et al., "Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice," *The Review of Higher Education* 21, no. 3 (March 1, 1998): 279–302, doi:10.1353/rhe.1998.0003.

For each of these questions, we will explore overall trends in responses, as well differences between subgroups in the survey sample.

Recommendations for the President

Based upon our review of the survey data and the subsequent analysis presented later in this report, the Diversity Council would summarize the following areas of concern to be addressed in academic year 2017-2018:

- A. The student response rate was low at just over 10% and respondents were overwhelmingly female (72.4%).
- B. Students continue to perceive the Rollins culture as one of economic privilege and they perceive a campus climate that is more negative than positive for students of low SES.
- C. Students are less comfortable in student-controlled spaces on campus than in areas overseen by faculty and staff (particularly concerning is Fraternity and Sorority Life, with almost 40% of student respondents reporting that they feel very or somewhat uncomfortable with FSL at Rollins).
- D. The majority of students express a desire to see more faculty and students from underrepresented groups.

Responding to these concerns will therefore require a collaborative effort among faculty, staff, students, and administration. As a result, the Diversity Council recommends the following 6 strategies for responding to the results of the 2017 Student Climate Survey:

1. A sub-committee of the Diversity Council should be charged with researching and consulting with students/faculty/staff on campus about the best way to entice students to respond to the survey in the future (see Concern A above). Given the barrage of emails students receive, we believe that email should not be the sole (nor is it necessarily the best) mode of student recruitment or data collection. The sub-committee should complete their work by the end of the 2017-2018 academic year with a clear plan for recruiting students and administering the student climate survey in spring 2019. We also recommend changing the instrument name from *Student Campus Climate Report* to *Student Perceptions of Campus Life*.
2. Given the persistent perception of Rollins as an institution that serves economically privileged students (see Concern B above), we recommend that the Diversity Council work with the Associate Dean of Curriculum to make a summer reading selection for the first year class in fall 2018 (Class of '22) that addresses issues of social class, privilege and economic inequality. Further, we recommend that the President charge the Dean of Curriculum with developing materials to accompany the summer reading to help faculty discuss these topics with students. Past readings often have addressed issues of SES, but without guidance, faculty may not know how to discuss such issues in their classes.
3. Recognizing that students do better at promoting an inclusive environment when faculty and staff are supporting and guiding them (see Concern C above), we recommend that the Associate Director of Admission for Diversity and Inclusion and members of the Center for Inclusion and Campus Involvement and Residential Life be charged with developing a "Campus Ambassador" program. The goal of this program would be to train student leaders (in a manner similar to the Bonner Scholars program) on how to redirect, respond to, and engage microaggressions in productive ways. Such students could be recruited purposefully from areas of the Rollins campus where leadership is needed (e.g., Fraternity and Student Life). This program also should be developed in consultation and cooperation with staff and student leaders who are involved with CICI's EMBARK program.
4. Conduct focus groups with students that create opportunities to voice specific concerns (see Concerns B – D above). These dialogues should be facilitated by experienced leaders (internal and external) on each topic. Topics could include socioeconomic status, religious affiliation, race/ethnicity, fraternity and student life, and dis/ability. Drawing upon the model applied by Ball State University, we can frame these conversations as "beneficence dialogues" that are intended to create spaces for students to share their experiences in an effort to move toward greater understanding of themselves and our community. We should hold at least one such event each semester during the 2017-2018 academic year.
5. Small workgroups consisting of members of the Diversity Council should address issues of recruitment and retention of faculty from underrepresented groups (see Concern D above). The work of these groups will take place during the 2017-2018 academic year and will involve researching our current practices regarding recruitment and retention, as well as researching what our benchmark institutions are doing (specifically, what they are doing well), and developing a formal system of guidelines for recruiting and

retaining faculty from underrepresented groups as a result of this research. These guidelines will be presented to the administration by the end of the 2017-2018 academic year. Related to this, we also recommend that a member of the Diversity Council serve on every search for key administrative positions, starting with the upcoming search for a Director of the Christian A. Johnson Institute for Effective Teaching.

6. Continue the new practice of delivering a yearly presidential “State of the College” address to the entire college community, which articulates (in addition to other concerns) an assessment of our campus climate and the efforts we are making to improve and enrich that climate.

Data and Methodology

The survey instrument for this project was designed in an iterative process to make use of knowledge from previous surveys at Rollins and other institutions and the academic literature on campus climate. We began with the 2014 survey, retaining items that might be useful for benchmarking, and aiming to reduce the overall length of the survey. The two student assistants, Sabdie Alvarado and Katherine Hoover, reviewed the academic literature available and campus climate reports that were publicly available on the internet. The first draft of the survey was piloted by Alvarado and Hoover for student feedback, and reviewed by the Diversity Council chairs, and President Cornwell.

The final version of the survey was administered via Qualtrics, with several invitations sent out from the President’s office during the field period. The field period was three weeks long, from March 20 to April 7, 2017. Participants were given the incentive of being entered into a lottery for ten prizes worth \$50 each.

The Qualtrics survey was completed 382 times during the field period, with 382 completed surveys. We took special pains to shorten the survey compared to the 2014 instrument, but there is still some evidence of survey fatigue. Approximately 50 respondents stopped answering the survey about halfway through. Approximately 335 students completed the survey fully. Each analysis within the reports includes the sample size.

The overall population of students solicited by email is approximately 3,240. The resulting response rate of just over 10% is troublesome, but characteristic of response rates that are declining as email volume on campus is rising. We cannot really look at this survey as broadly representative of student opinion with such a low response rate, but it does provide some information about student perceptions and concerns. In future years, the Council may wish to explore other modes of data collection that might insure more representative data. These changes might include making use of other available institutional data, combining institutional surveys to reduce the number of solicitations, or engaging students in face-to-face data collection.

The survey instrument is in the Appendix to this report. The survey began with a section that gathered demographic and other characteristics that are of interest in analyzing campus climate. After this first section, the survey progressed through sections meant to measure different dimensions of campus climate. Students were asked a series of questions measure climate globally, and specific to certain locations (e.g., one's major, campus housing, athletics, etc) and groups of people. Students were asked about negative experiences, including an indirect measure of climate about thoughts of transferring, and a direct measure of negative experiences. Next, students were asked about social and academic interactions on campus with others who were different from them, and about topics related to diversity and inclusion. Finally, students were asked a series of questions to gauge their perceptions of and attitudes towards other efforts on campus.

Respondent characteristics

The demographic and student characteristics of the sample are presented in Table 1, and summarized below.

Of the 382 students who completed the survey, 75.6% were enrolled in the College of Liberal Arts, 14% in the Hamilton Holt School Undergraduate Programs, 5% in Holt Graduate programs, and 5% in the Crummer Graduate School of Business. This represents an overrepresentation of CLA students (who are 64% of the College population), and underrepresentation of Holt undergraduate and graduate students, and Crummer students (19.7%, 7.3%, and 9.5% of the College population, respectively). The CLA students who responded were about equally distributed into the four class years, with 24.5% each reporting freshman or sophomore status, 28% junior status, and 23% senior status.

Women were also overrepresented in the sample, with 72% identifying as women (compared to 59% of the college population), 24% identifying as men, and about 3% identifying as transgender, gender queer, or other. Approximately 82% identified as heterosexual/straight, and 18% identifying as a member of the LGBTQ+ community.

In terms of racial/ethnic identity, 73% of respondents identified as White/Caucasian, 16.5% as Hispanic or Latino, 8.6% as Black or African-American, 5.5% as Asian or Asian-American, 1.6% as Middle Eastern, 1.3% as American Indian or Alaskan Native, 1% as South Asian or Desi, 0.3% as Native Hawaiian or Pacific Islander, and 5% as Other. Percentages do not total to 100% because respondents were able to check more than one category, and approximately 13% of them did so. Our racial/ethnic background categories differ from those used by the college, so we are limited in our ability to test for representativeness on this variable. However, in our sample, approximately 63% of our sample identify as White/Caucasian and nothing else, with 37% identifying as another group or more than one group. This is not very different from the estimate in the 2016-17 Fact Book that 57% of the College population is White/Caucasian.

The majority of the respondents (65%) are U.S. born with both parents also born in the U.S. Nineteen percent are U.S. born with at least one parent born outside the U.S. Eight and a half percent are foreign born, naturalized citizens, and 6.6% are foreign nationals on student visas.

The sample is about equally split between those who live on campus (51%) and off-campus (49%). If we look just at CLA students, about two-thirds are campus residents (65%).

The majority of students identify as being in the upper part of the socioeconomic distributions, with 6% saying they are upper class, 28% upper middle class, 44% middle class, 46% lower middle class, and 7% poor or working poor.

Student respondents reported involvement in a wide range of campus activities and organizations, with 16% identifying as varsity athletes, 26% as Fraternity/Sorority members, 57% involved in other student organizations, and 40% holding a campus job.

Politically, the respondents lean center-left, with 22% identifying as very liberal, 34% as liberal, 30% as moderate, 13% as conservative, and 2% as very conservative. In terms of religious affiliation, the largest groups of respondents reported that they were Christian (29%), Catholic (23%), Agnostic (18%), or had no affiliation (15%).

Finally, 14% of the respondents reported that they had a disability (physical, learning, psychological, or other) that substantially affects a major life activity.

Analysis Strategy

This survey elicits student perceptions of climate on from a range of dimensions, mostly in closed-ended questions (plus one open-ended question at the end). Univariate analysis of the closed-ended questions are presented below. Where sample sizes are large enough, bivariate analyses were also performed to look for significant relationships between respondent perceptions and characteristics. Significant relationships are presented in the appropriate section. To ensure adequate sample sizes and maintain anonymity for respondents, respondent groups were combined to create the following contrasts:

- Program of study: CLA versus other groups
- Year in College: 1st, 2nd, 3rd, 4th (CLA only)
- Gender: Men versus Women only
- Sexual Orientation: Heterosexual versus other groups.
- Race/Ethnicity: White versus other groups
- Immigration status: U.S. born versus non-U.S. born
- Housing: On campus or Off campus
- Socioeconomic Status: Poor to Lower Middle Class versus Middle Class versus Upper Middle and Upper Class
- Activities: Varsity Athletes, FSL, Other organization, Campus job

- Political Views: Conservative versus Moderate versus Liberal
- Religious Beliefs: Catholic and Christian, Agnostic and no affiliation, and Other groups.
- Disability Status: Yes versus No.

All quantitative analyses were conducted in SPSS v22 or Stata v14.

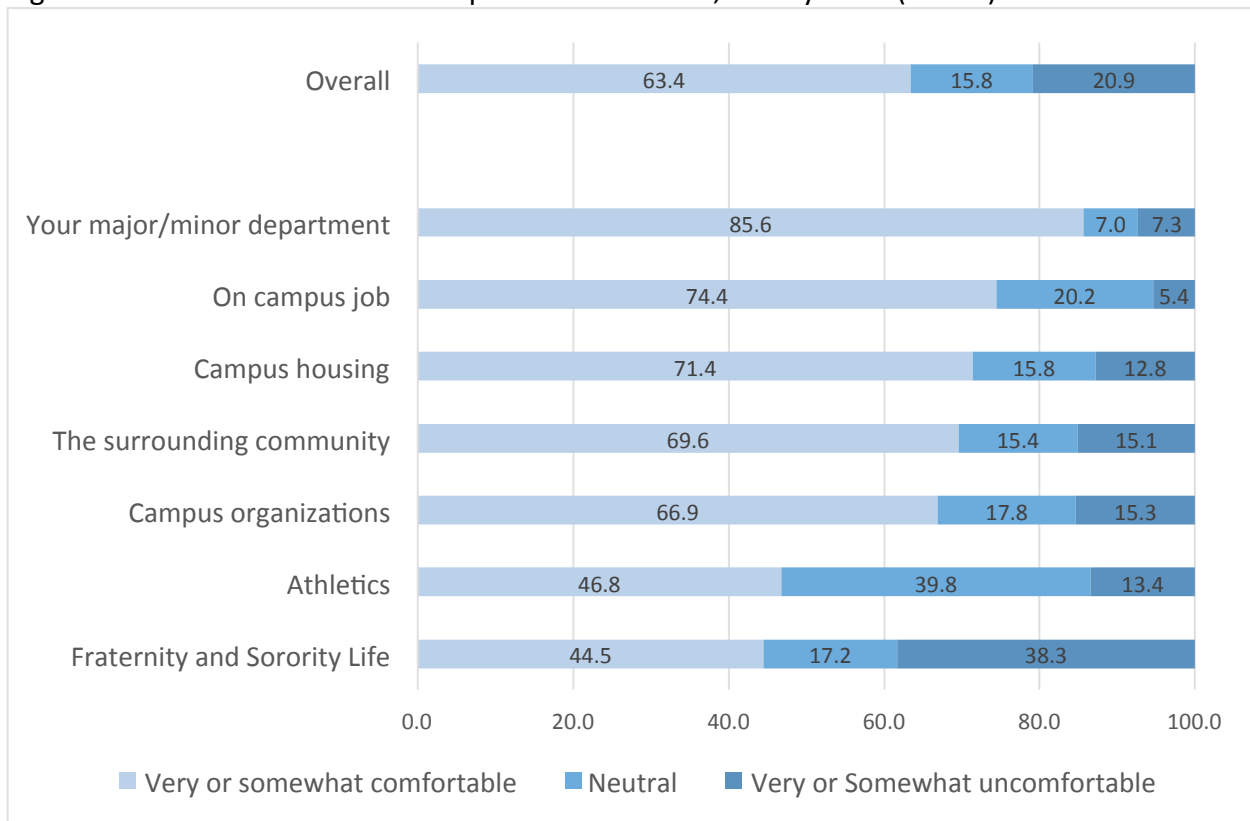
Responses to the final open-ended question were examined separately from demographic/student characteristics to preserve anonymity. These responses were read by all members of the research team to identify common themes. The primary investigator then re-read and coded all responses using those categories and others that were derived inductively.

Results

Student comfort with campus climate

In the first section of the survey, students were asked about their perceptions of campus climate (and their comfort levels) in general and in specific areas of the College. The distribution of responses on these questions is displayed in Figure 1.

Figure 1: Student comfort with campus climate overall, and by area. (n=355)



The majority of students report feeling comfortable overall (63.4%). They are also more likely to report comfort in their major/minor department (85.6%), on campus job (74.4%) and campus housing (71.4%). A majority also report feeling comfortable with the surrounding community (69.6%) and campus organizations (66.9%). In contrast, fewer than half of respondents report feeling comfortable in athletics (46.8%) and Fraternity/Sorority Life (44.5%). These two areas are also distinct from each other, with larger groups of students feeling “neutral” about their comfort with the athletics organizations, and a larger group reporting feeling uncomfortable in FSL.

There are some significant differences among groups, both in the overall comfort levels and in specific areas. Reports of overall comfort were significantly different by socioeconomic status, athletic involvement, and FSL involvement. There was a positive relationship between socioeconomic status and comfort, with upper middle class and upper class students more likely to report comfort than middle class and poor to poor/working poor/lower middle class students (70.3% to 64.7% to 50% respectively). Athletes were also more likely to report feeling comfortable than non-athletes (78.3% to 60.3%). FSL members and non-FSL members were similar in their likelihood of reporting feeling comfortable, but FSL members were more likely than non-FSL to report feeling neutral (23.3% to 13.2%) and non-FSL members were more likely to report feeling uncomfortable (23.4% to 13.3%).

In specific areas of campus, the following contrasts were significant. CLA students were more likely than other groups to feel comfortable in athletics and FSL. Students who identified as LGBTQ+ were less likely to report feeling comfortable in athletics and the surrounding community. Non-US born students were less likely than U.S. born students to report feeling comfortable in campus housing. Students of higher socioeconomic status report feeling more comfortable in the surrounding community than those of lower SES.

Those who live on campus reported higher levels of comfort in campus housing, campus organizations, athletics, and FSL. The direction of relationship is unclear. Discomfort in particular parts of campus life may motivate students to move off-campus; in turn, off campus students may feel less comfortable and connected in different parts of student life.

Not surprisingly, those who were members of FSL felt higher levels of comfort in FSL; those in student organizations felt more comfortable in student organizations; and those in campus jobs felt more comfortable in campus jobs than those who were not involved in those areas.

Finally, student who reported having a disability reported lower levels of comfort in campus organizations, athletics, and the surrounding community.

Importance of diversity and inclusion

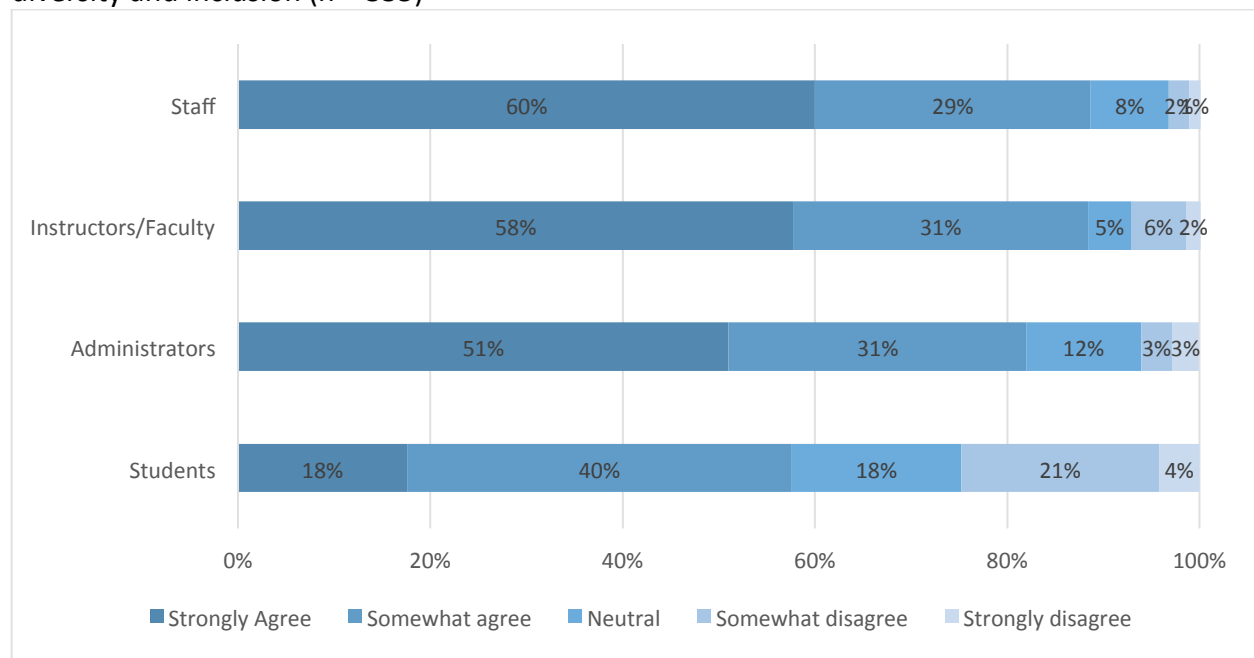
Students were also asked how important it was to them personally that the College promote diversity and inclusion. Two-thirds of respondents indicated that it was “very important” and another 19% reported that it was somewhat important. The remainder of students reported

they were neutral (8.3%) or thought it was somewhat unimportant (2.7%) or very unimportant (4.2%).

There were some significant differences in this variable by group. Political views had the strongest relationship with importance of diversity and inclusion, with conservatives far less likely to say it was important than moderates or liberals (56% to 78% to 97%). In addition to this factor, SES had an effect, with the students at the lowest rungs of the economic ladder more likely to report that diversity and inclusion was important to them. In addition, students who identified as LGBTQ+ were also more invested in diversity and inclusion efforts than heterosexual students.

Students were also asked how much they agreed that particular groups are supportive of diversity and inclusion. The overall results of these items are in Figure 2. Sizable majorities of the respondents see faculty, staff, and administration as supportive of diversity and inclusion, with greater than 80% of them agreeing or strongly agreeing. Their assessment of their fellow students is somewhat less positive, with 57.6% agreeing or strongly agreeing that students are supportive of diversity and inclusion.

Figure 2: To what extent respondent agrees that the following groups are supportive of diversity and inclusion (n = 335)

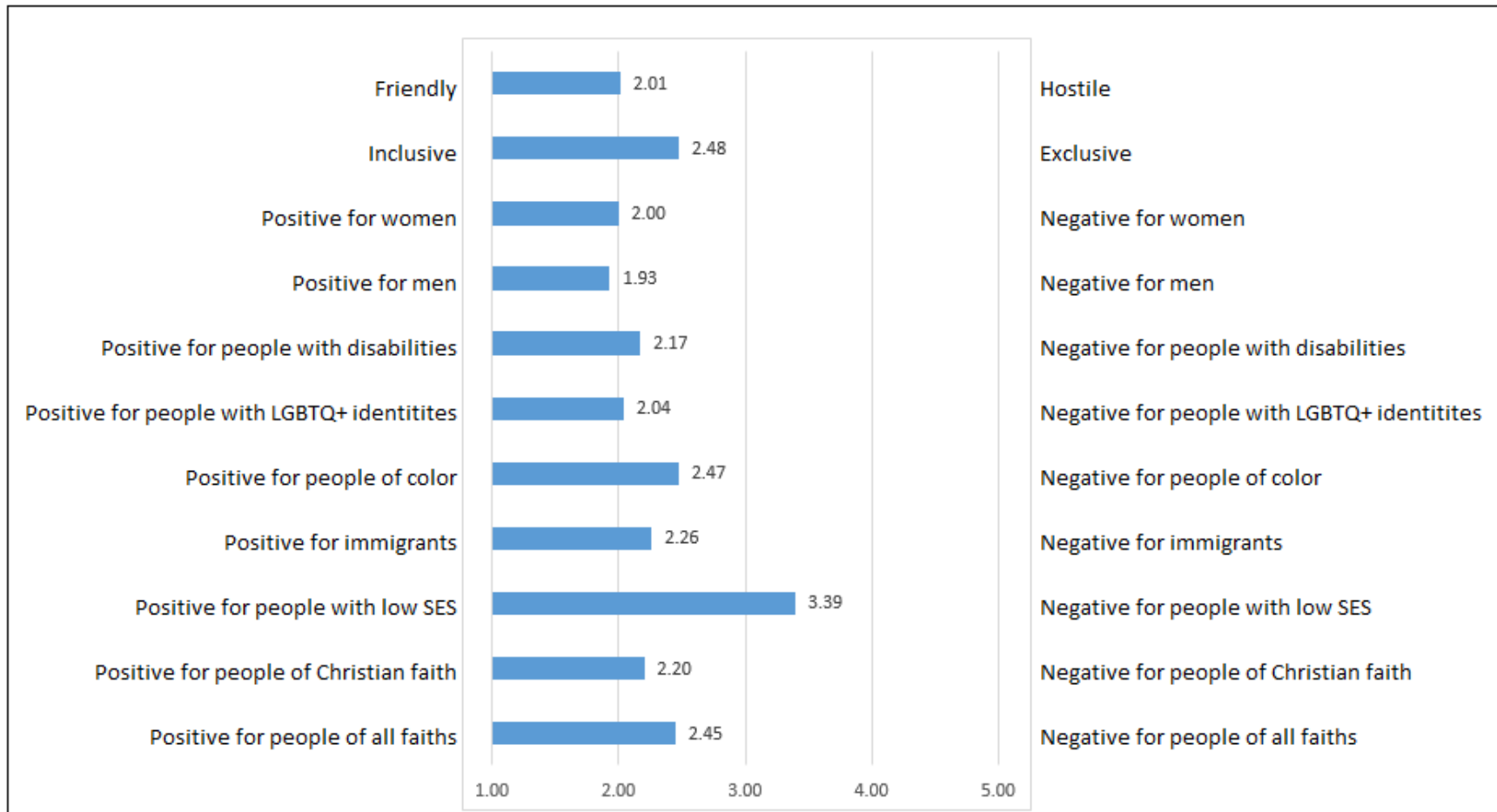


Dimensions of campus climate

Students were also given the opportunity to rate different dimensions of campus climate using a slider from one end of a scale to the other. The slider scored from 1 to 5, with 1 as the positive end and 5 as the negative end. The means for these questions are in Figure 2. Students generally reported perceptions of campus as positive on most of these items (around a 2, on

the scale from 1 to 5). The only item that scored closer to the negative end was for people with low socioeconomic status.

Figure 2: Perceptions of dimensions of campus climate (n= 337)



Along with the description of the ratings separately, we conducted a principal component analysis to look for underlying patterns in this set of variables. Principal component analysis is a statistical method to detect underlying patterns (believed to be latent variables) from a set of related items. In our principal component analysis, we were able to detect two underlying patterns or factors that explained a significant amount of variation in the responses.

The first factor was a measure of the critique of traditionally marginalized groups, with higher negative scores (factor loadings) for all items except “negative for men” and “negative for people of Christian” faith. In essence, this factor represents a set of views that reflect a more negative climate for traditionally marginalized groups. This factor is driven by a group of 30-50 students who view the campus climate as negative for women, persons of color, and LGBTQ+ groups.

The second factor reflected higher (negative) scores for “negative for men” and “negative for people of Christian faith.” This factor reflects the viewpoints often associated with contemporary conservative movements that argue that diversity and inclusion efforts have resulted in “reverse” discrimination among those groups that have traditionally experienced privilege. This factor is driven by a relatively small group (about 15 students) who perceive a negative campus climate for men and Christians.

Analysis of mean differences in these factors by our demographic/student characteristics reflect some expected patterns. Higher (more negative) ratings in factor 1 are reported by LGBTQ+ respondents, students of color, students with low SES, non-athletes, those involved in campus organizations, and liberal students (compared to other groups).

High factor 2 scores (those seeing the climate as more negative for men and Christians) emerge for juniors and seniors, men, heterosexuals, white students, conservatives, and Christians/Catholics.

These analyses reveal a narrative that is well understood on campuses today, and perhaps in the nation at large. The majority of students, especially those in traditionally marginalized groups, continue to see challenges related to diversity and inclusion. Meanwhile, a smaller group, a subset of those who have been traditionally privileged, perceive the climate as hostile to men and Christians.

Negative experiences and consequences of climate

In the survey, measured negative experiences and consequences of campus climate in two ways. We directly asked respondents whether they had been “treated in an unfair/inequitable

manner at Rollins” in the last year based on one of a list of characteristics. We also looked at consideration of transferring as an indirect measurement of negative climate.

Approximately 40% of the respondents reported having been treated in an unfair/inequitable manner in the past year at Rollins. The most common reasons chosen were political views (20.4%), gender (12.6%), socioeconomic status (11.3%), and religious identification (8.9%).

Political conservatives were much more likely to report unfair treatment than moderates or liberals (43.4% to 18.3% to 17.5%, respectively). Those reporting unfair treatment by gender included all of the respondents who identified as non-binary gender identities (trans, gender queer, etc.) and 12.5% of women, compared to 7.6% of men. Unfair treatment related to socioeconomic status was reported by 25.9% of poor to lower middle class students, compared to 8.5% of middle class, and 5.5% of those identifying as upper middle and upper class. Unfair treatment related to religious identification was reported by 11.8% of Catholics/Christians, 10.5% of those affiliated with other religions, and 4.9% of agnostics or those with no affiliation.

Over a third of respondents (37.8%) report having seriously considered transferring from Rollins. While campus climate is certainly not the only influence on this, we can understand this as a potential indirect measure of discomfort. Indeed, given the opportunity to designate reasons for considering transferring, the most commonly chosen was “feeling like I don’t fit in” (59.9% of those who considered transferring). The other most commonly chosen reasons were financial (43.9%) and to attend a college with different majors/minors (30.7%). (Total percentages exceed 100% because respondents could choose more than one reason.)

Those more likely to report considering transferring are CLA students (43.6% versus 19.3% of others), those involved in student organizations (though this may be an artifact of the preponderance of these students in CLA rather than Holt or Crummer), and conservative students (55% versus 34% of other groups).

Social interactions

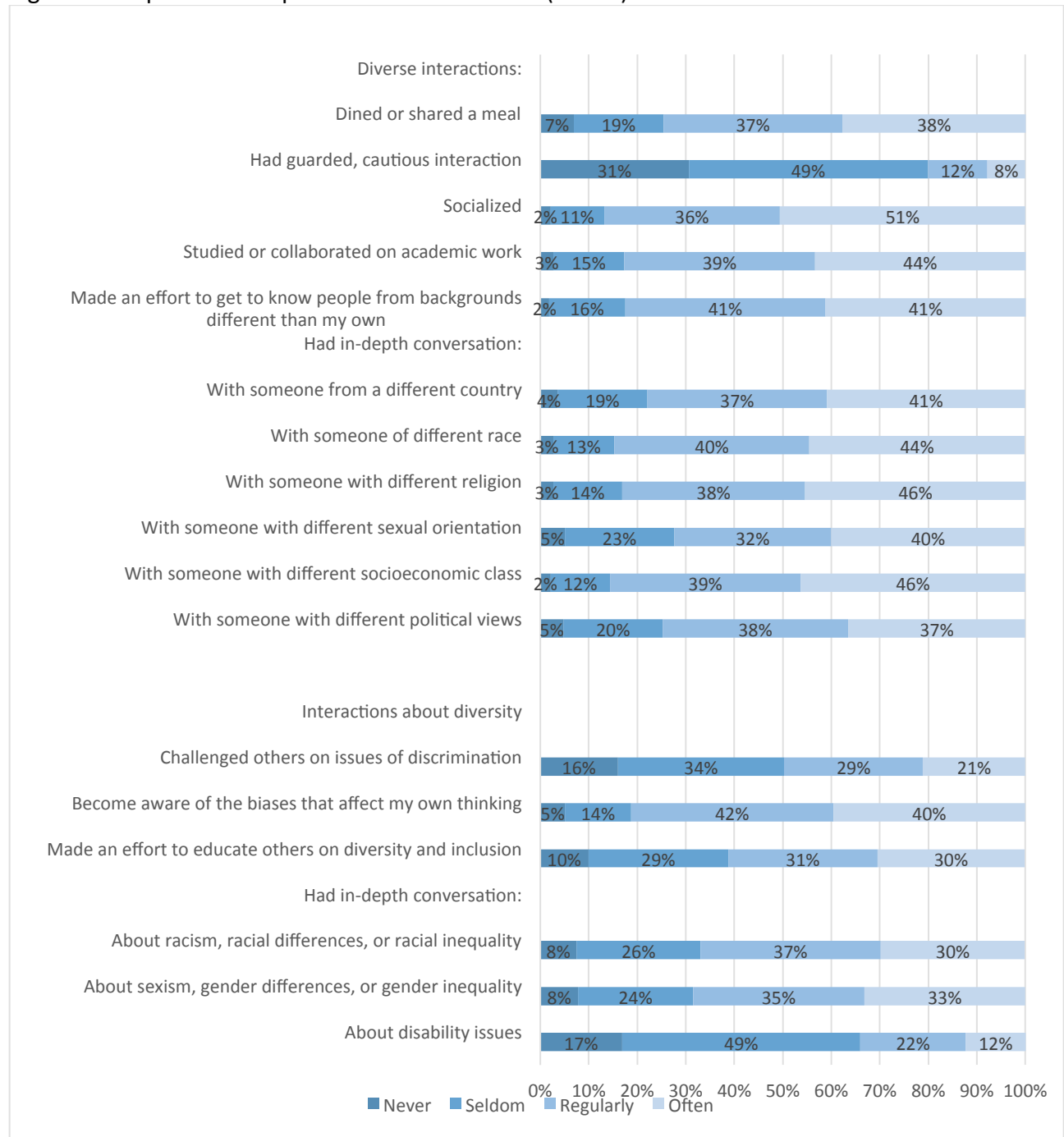
Respondents were also asked a series of questions about their interactions on campus, including those with students different than themselves, and on topics related to diversity and inclusion. The full descriptive results on these items are in Figure 3.

The vast majority of respondents report regularly or often having social interactions with others from different groups. On most items, more than three-quarters of student report having conversations, sharing a meal, or collaborating, with those from other groups. A majority of students, around two-thirds, also report that they regularly or often have in-depth conversations with others at Rollins about racism and sexism. Somewhat fewer report conversations about disability (34% report regularly or often). Eighty-one percent report that they have regularly or often become aware of the biases that affect their own thinking. Somewhat fewer translate this awareness into action; 60% report making an effort to educate

others about diversity and inclusion, and 49% report challenging others on issues of discrimination.

The inter-item correlation between all of these items was quite high (Cronbach's alpha = .89), which suggests that we might reasonably combine these into a scale of social interactions. We created this scale and tested for relationships with our student characteristics. The following groups showed significantly higher scores on this social interaction scale: CLA students, LGBTQ+ students, those in on-campus housing, FSL members, student organization members, those with campus jobs, those with liberal political views, and those who did not identify as Christian/Catholics.

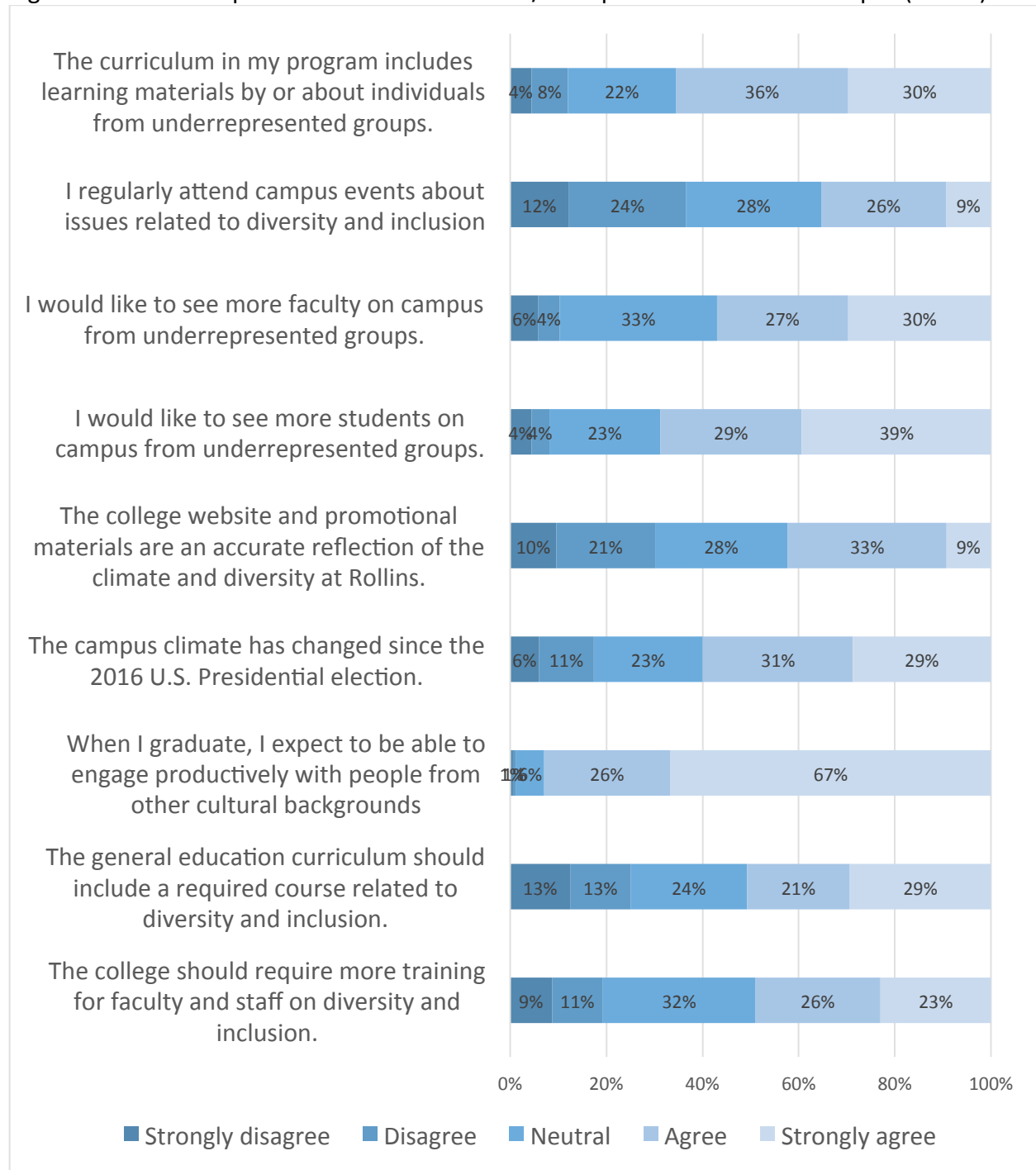
Figure 3: Respondents' reports about interactions (n=332)



Current Efforts and Future Plans

In the last section of closed-ended questions, students were asked a series of questions about current events on campus, as well as ideas for improving campus climate. Each item is reviewed below, with the overall distribution in Figure 4, and any significant relationships discussed in the text.

Figure 4: Student responses to current state of D/I and possible actions for campus (n=320)



About two-thirds (66%) of students agree or strongly agree that the curriculum in their program includes learning materials by or about individuals from underrepresented groups. LGBTQ+ students are somewhat less likely to agree with this than other students.

A little more than a third of students (34%) agree or strongly agree that they regularly attend campus events about issues related to diversity and inclusion. Those groups more likely to

agree with this include students of color, those of lower socioeconomic status, those involved in student organizations, and politically liberal students.

A majority of respondents agree or strongly agree that they would like to see more faculty (57%) and students (68%) from underrepresented groups. Those more likely to agree with these statements are: women, LGBTQ+ students, students of color, and politically liberal students.

Respondents are divided by whether they agree that the college website and promotional materials are an accurate reflection of campus climate and diversity at Rollins, with about 41% agreeing/strongly agreeing, and 31% disagreeing/strongly disagreeing. Students who identify as LGBTQ+, of low socioeconomic status, and non-athletes are more likely to disagree with this statement.

The majority of respondents (60%) agree or strongly agree that the campus climate has changed since the presidential election, with LGBTQ+ students, non-athletes, and liberal students more likely to agree than others.

Nearly all students (93%) report that they expect to be able to engage productively with people from other cultural backgrounds when they graduate, with higher levels of agreement among those who hold a campus job and liberals.

About half of students endorse more mandatory education on campus related to diversity and inclusion, with 50% in favor of a general education requirement for students, and 49% favoring more training for faculty and staff. The groups most likely to agree with these requirements are women, LGBTQ+ students, students of color, and liberal. In addition, student in their junior or senior year, non-US born, and non-FSL agreed in higher numbers with the general education requirement, and low socioeconomic students agreed in higher numbers with the faculty/staff training requirement.

Open-ended responses

In the final section of the survey, respondents were given a chance to elaborate on their responses, further describe their experiences, or offer additional thoughts about these issues. One hundred twenty respondents provided open-ended comments. The open-ended comments were separated from the survey response before analysis to preserve anonymity. All three members of the research team read through these comments to come up with a list of emergent themes, and the primary investigator coded the responses on these themes. Dominant themes are described below, in order of their frequency.

Responses from the open-ended questions should not be taken as representative, given the response rate for the survey overall, and the framing of this question as eliciting additional description or further thoughts. But the responses to provide illustration of some of the themes covered above, and some new information emerges from respondents.

The two dominant themes in open-ended responses illustrate some of the same polarization that existed in the closed-ended responses, and they tell conflicting narratives about campus climate. The largest group comments on a student culture that they find exclusive and off-putting, especially related to socioeconomic class, and a smaller, but still sizable group depicts Rollins as a place where conservative and Christian students felt unwelcome. Below, we outline the concerns of the first group,

The first group shares concerns that Rollins has not moved on from its reputation as a “country club” college. Respondents note specifically that faculty, staff, and administrators work hard to increase diversity and inclusion, but that the student culture remains exclusive. Many of these comments also point on a lack of socioeconomic diversity among students, and a social culture that is dominated by costly material goods, parties, and Fraternity/Sorority Life. Some illustrative quotes include:

I believe the faculty and staff does an excellent job of being inclusive and welcoming to those of different backgrounds. I say that the problem lies with the students. I personally haven't felt mistreated so to say, but there is an issue at Rollins when it comes to socioeconomic diversity. Although there are students of different backgrounds, the majority of students are from upper classes. While many of these students are still kind, understanding, humble, and open to diversity, many are not. There have been issues where Rollins students have flaunted their socioeconomic status. Whether intentionally or unintentionally, it could cause students of lower socioeconomic classes to feel uncomfortable and like they don't belong.

I guess it is just what I get for coming to a private school, but I have been genuinely blown away by some of the kids at this school in the worst way possible. Whenever I speak to others about my experience at Rollins my answer is always the same; "The education is phenomenal, but the children here are pathetic." The social environment feels like that of a high school where the person who gets the most wasted and goes out the most is the ideal figure.

Rollins has done a great job in its inclusion efforts recently. I've noticed a change since President Cornwell. I think it's great. The problem is the students. It seems like the majority of students are upper class and white, including myself, but I hate that. When I first came to Rollins I was very disappointed by the lack of diversity in the student body. The admissions team needs to work on bringing in more minority students. Also, let's get rid of greek life. It's pointless, intentionally exclusive, and unnecessary at such a small school.

Being a poor, working, and off-campus student is very difficult at Rollins. Being an off-campus student who works can sometimes make it difficult for me to participate in events on campus, especially for FSL. The climate of Rollins towards poor people is not

the most understanding and I have difficulty dealing with students who come from privileged backgrounds that look down on poorer people.

These comments reflect a perception that upper class students remain culturally dominant, even though the student body is actually more socioeconomically diverse than many students realize. Whether this is simply culture lag, or the product of institutional factors that still privilege upper class students is something that still needs to be investigated.

While socioeconomic status was the dominant climate issue mentioned by these students, a number of students who identified themselves as students of color reported feeling uncomfortable or unsafe on campus and in the nearby community of Winter Park.

One young woman of color writes:

...It gets a bit uncomfortable and intimidating for me at times at Rollins and within the Winter Park community; especially with the multiple hate crimes that has been going on a bit too regularly this year.

Another shares this story:

When I first started at Rollins, I overheard a group of people in the library saying "I can't believe that girl has a scholarship". She was referring to me. A young man then laughed and said "people like her are only here to fill a quota. She probably got the scholarship because she needed the money". I was horrified from this and ever since then I try to keep my distance from everyone.

Other issues that emerged in terms of campus culture was the difficulty for off-campus or non-traditional students to find welcoming groups and spaces.

The off-campus students have a lounge, but it's very crowded and loud... There used to be a study room, but it was given to the Veteran's Association... I don't think the college seems to care a lot for off-campus students.

Others highlighted the helpfulness of particular spaces or groups on campus in making them feel welcome on campus. This included Voices for Women, the Lucy Cross Center, and particular departments/majors that were known to be more diverse or inclusive.

A number of respondents also commented on the lack of racial diversity among faculty as concerning for the culture and for their education. As one student wrote:

As a Business Management student, in a globalized world like the one we live in, it is unbelievable that I only had one professor of a different background other than Caucasian. Top management team, faculty and students are not diverse enough at Rollins.

Several students suggested that campus climate had declined recently as result of political changes, and noted the frequency of Timely Notifications received about racial/ethnic based hate incident on campus.

Certainly the dominant narrative that emerges from the open-ended comments is one shared by marginalized and mainstream groups that value diversity and inclusion, and are frustrated by the persistence of an exclusive climate on campus, especially among students. A counter-narrative is also present, however, among a smaller but vocal group of respondents. In this group, the college community (administration, faculty, and students) have gone too far stressing the issues of traditionally marginalized groups. The primary arguments made are about the suppression of conservative and Christian students and thoughts on campus.

For example, some respondents write:

I think there should be a group supporting white men. We are being attacked by all classes and races. It's not fair to have a support group for others without having it for others. I feel that as a white, I am looked down upon by all other classes and have no right to be on this earth.

I was disappointed, even though this happened before I became a student here, to hear the president basically claim that Rollins needed fewer white students and faculty members and more non-white students and faculty members.

I am disheartened by the hostility displayed by students towards those of conservative views. The assumption that white males are automatically hateful and ignorant people is just as wrong and assuming that a minority females like I are ignorant and hateful.

A handful of other respondents suggested that the college did not have necessary supports (like student organizations) for Christian students, but only for other religious groups.

Finally, a group of students used the open-ended section to elaborate their responses related to a diversity-related General Education requirement. While a couple of respondents reiterated the need for such classes, especially for students in majors that did not typically cover such material, most respondents (who wrote in the open-ended section) argued against the requirement for one of two reasons. One group suggested that a diversity Gen Ed course would do little except “preach to the choir,” and was unlikely to enlighten those who needed it. Another group suggested that a diversity Gen Ed was a bad idea because it would water down the academic standards of the education at Rollins.

Tables

Table 1: Demographic and Student Characteristics of Respondents (n = 382)^a

Program of study	Percentage
College of Liberal Arts	75.6%
Hamilton Holt Undergraduate	14.2
Hamilton Holt Graduate	5.3
Crummer Graduate School of Business	5.0
For CLA only (n = 286), year in college	
1 st year	24.5%
2 nd year	24.5
3 rd year	28.0
4 th year	23.1
Gender ^c	
Male	24.4%
Female	72.4
Trans/Genderqueer/Other	3.2
Sexual orientation ^c	
Heterosexual	82.5%
Lesbian, Gay, Bisexual, Queer, Other ^b	17.5
Race/ethnicity ^d	
White	62.8%
Non-white ^b	37.2
Immigration/Nativity status	
Parents/legal guardians and R born in U.S.	65.3%
At least one parent born outside the U.S.	19.3
Foreign-born, naturalized U.S. citizen	8.5
Foreign national, on student visa	6.6
Housing	
On-campus	51.1%
Off-campus	48.9
Reported socioeconomic status	
Poor or working poor	6.9%
Lower middle class	15.7
Middle class	43.5
Upper-middle class	28.1
Upper class	5.8

Involvement in campus activities (all that apply)	
Varsity athlete	16.5%
Fraternity/Sorority Life	26.4
Student Organization	57.1
Campus job	39.8
Political views	
Very conservative	2.3
Conservative	12.8
Moderate or Center	29.6
Liberal	33.6
Very liberal	21.7
Religious/Spiritual Beliefs	
Christian	28.5%
Catholic	23.4
Agnostic	18.4
None	15.4
Other groups ^b	14.3
Has disability that affects major life activity	
No	86.1%
Yes	13.9

^a Totals may not equal 100% due to rounding

^b Additional options were given for these questions, but responses in these categories were very small

Appendix A: Campus Climate Survey for Students, 2017

2017 Student Campus Climate Survey

Thank you for volunteering to complete this survey. It is intended to gauge the climate at Rollins College. For purposes of this survey, "campus climate" will be defined as the academic and social atmosphere, as it relates to diversity and inclusion, of the Rollins community in general.

As part of the Rollins mission, we all share an important responsibility for cultivating a caring, inclusive, and welcoming community for all that embraces diversity on many levels. To make progress in this responsibility, we must hear from as many of you as possible about your thoughts and experiences.

Through this survey, we hope to better understand your perceptions, experiences and behaviors as they relate to your sense of belonging on campus. The survey includes two main sections. The first requests background and demographic information so that we can better understand the group surveyed. In the second section, you will be asked a series of questions about your perceptions and experiences at Rollins College. You will also have a chance to leave comments, suggestions, and to share your personal stories at the end, if you would like to.

The web survey is completely anonymous and is designed to protect the confidentiality of individual students. Your name cannot be connected with your responses on this survey. You may choose to not answer any questions that make you uncomfortable, and you may stop taking the survey at any point. Results will be reported for groups only when they are shared with the community. At the end of this survey is link where you will be asked for your name and email to enter in the drawing for one of ten prizes of \$50 of TarBUCs.

Your name will not be attached to your survey responses. If you experience any stress, anxiety, or psychological discomfort as a results of participation in this survey, please contact Dr. Mamta Accapadi, Vice President for Student Affairs, at maccapadi@rollins.edu. Clicking the button to start the survey implies your consent to participate in this study. Thank you! Your voice matters!

Click to show that you are a real person and choose to participate.

Q2 In this section, we will ask you a few demographic questions about yourself.

Q3 What is your program of study at Rollins College?

- College of Liberal Arts (1)
- Hamilton Holt School Undergraduate Programs (2)
- Hamilton Holt School Graduate Programs (3)
- Crummer Graduate School of Business (4)

If Program of study == College of Liberal Arts

Q4 What is your year in college?

- Freshman/1st year (1)
- Sophomore/2nd year (2)
- Junior/3rd year (3)
- Senior/4th year (4)

Q5 What is your gender identity?

- Man (1)
- Woman (2)
- Transgender (3)
- Gender queer/non-conforming/fluid (4)
- Other (5) _____

Q6 What is your sexual orientation?

- Heterosexual/Straight (1)
- Bisexual (2)
- Gay (3)
- Lesbian (4)
- Queer (5)
- Questioning/unsure (6)
- Other (7) _____

Q7 What is your race and/or ethnicity? Mark all that apply.

- American Indian or Alaska Native (1)
- Asian or Asian-American (2)
- Black or African-American (3)
- Hispanic or Latino/a/x (4)
- Middle Eastern (5)
- Native Hawaiian or Pacific Islander (6)
- South Asian/Desi (7)
- White or Caucasian (8)
- Other (9) _____

Q8 Which of the following best describes your background?

- My parents/legal guardians and I were born in the United States. (1)
- I was born in the United States; at least one of my parents/guardians was not. (2)
- I am a foreign born naturalized citizen or legal permanent resident. (3)
- I am a foreign born student, on a student visa. (4)
- Other (5)

Q9 Do you live:

- In campus housing (1)
- In off-campus housing (2)

Q10 How would you describe your socioeconomic status?

- Poor or working poor (1)
- Lower middle class (2)
- Middle class (3)
- Upper middle class (4)
- Upper class (5)

Q11 Are you involved in any of the following types of campus activities? Check all that apply.

- Varsity athletics (1)
- Fraternity and Sorority Life (2)
- Other student organizations (academic, cultural, student government) (3)
- Campus employment (4)

Q12 How would you describe your political views?

- Very conservative (1)
- Conservative (2)
- Moderate or center (3)
- Liberal (4)
- Very liberal (5)
- None of the above (6)

Q13 What are your religious/spiritual beliefs?

- Agnostic (1)
- Buddhist (2)
- Catholic (3)
- Christian (4)
- Jewish (5)
- Hinduism (6)
- Mormon (7)
- Muslim (8)
- Orthodox-Christian (9)
- Pagan or Wicca (10)
- Inter- or non-denominational (11)
- None (12)
- Other (13) _____

Q14 Do you have any disability (physical, learning, psychological, or other) that substantially affects a major life activity?

- Yes (1)
- No (2)

Q15 In this next section, you will be asked questions about your experiences and perceptions of the campus climate at Rollins College. Climate, for purposes of this survey, will be defined as the academic and social atmosphere as it relates to diversity and inclusion, of the Rollins community in general.

Q16 Overall, how comfortable are you with the campus climate at Rollins College?

- Very comfortable (1)
- Somewhat comfortable (2)
- Neutral (3)
- Somewhat uncomfortable (4)
- Very uncomfortable (5)

Q17 How comfortable are you with the campus climate in these specific areas of Rollins College?

	Very comfortable (1)	Somewhat comfortable (2)	Neutral (3)	Somewhat uncomfortable (4)	Very uncomfortable (5)	N/A (6)
Your major/minor department (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus housing (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus organizations (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fraternity and Sorority Life (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On campus job (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The surrounding community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 Since your arrival at Rollins College, have you seriously considered transferring?

- Yes (1)
- No (2)

If R indicates that they seriously considered transferring.

Q19 What were the reasons you considered transferring? Check all that apply.

- Financial reasons (1)
- Feeling like I don't fit in (2)
- To attend a college with different majors/minors available (3)
- To attend a college with different sports or activities (4)
- To be closer to home (5)
- Was bored with my coursework (6)
- Was struggling with academics (7)
- Other (8) _____

Q20 How important is it to you, personally, that Rollins College promote diversity and inclusion?

- Very important (1)
- Somewhat important (2)
- Neutral (3)
- Somewhat unimportant (4)
- Very unimportant (5)

Q21 Based on your own experiences and observations, how would you describe the campus climate at Rollins using the scales below?

	1	2	3	4	5	
Friendly (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Inclusive (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exclusive
Positive for women (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for men (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for people with disabilities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people with disabilities
Positive for people with LGBTQ+ identities (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people with LGBTQ+ identities
Positive for people of color: (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of color
Positive for immigrants: (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for immigrants
Positive for people with low socioeconomic status: (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people with low socioeconomic status
Positive for people of Christian faith (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of Christian faith
Positive for people of all faith backgrounds (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of all faith backgrounds

Q22 To what extent do you agree that the following groups are supportive of diversity and inclusion on campus?

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Instructors/faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 In the last year, I have been treated in an unfair/inequitable manner at Rollins College based on the following characteristic(s). Please choose all that apply.

- Age (1)
- Country of origin (2)
- Disability (3)
- Religious identification (4)
- Gender (5)
- Race/ethnicity (6)
- Sexual orientation (7)
- Gender presentation (8)
- Socioeconomic status (9)
- Political views (10)
- Student status (year, program) (11)
- None of the above (12)
- Other (13) _____

Q24 How frequently have you done the following at Rollins with people from a different background than yours?

	Never (1)	Seldom (2)	Regularly (3)	Often (4)
Dined or shared a meal (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had guarded, cautious interaction (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied or collaborated on academic work (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 How often have you done the following at Rollins?

	Never (1)	Seldom (2)	Regularly (3)	Often (4)
Made an effort to get to know people from backgrounds different than my own. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenged others on issues of discrimination (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become aware of the biases that affect my own thinking (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made an effort to educate others on diversity and inclusion (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26 How often have you had in-depth conversation at Rollins:

	Never (1)	Seldom (2)	Regularly (3)	Often (4)
With someone from a country other than your own (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With someone whose race is different than your own (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With someone whose religion is different than your own (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With someone whose sexual orientation is different than your own (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With someone whose socioeconomic class is different than your own (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With someone whose political views are different than your own (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
About racism, racial differences, or racial inequality (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
About sexism, gender differences, or gender inequality (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
About disability issues (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 To what extent do you agree or disagree with the following statements?

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	N/A (6)
The curriculum in my program includes learning material by or about individuals from underrepresented groups. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly attend campus events about issues related to diversity and inclusion. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to see more faculty on campus from underrepresented groups. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to see more students on campus from underrepresented groups. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college website and promotional materials are an accurate reflection of the climate and diversity at Rollins. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus climate has changed since the 2016 U.S. Presidential election. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I graduate, I expect to be able to engage productively with people from other cultural backgrounds. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The general education curriculum should include a required course related to diversity and inclusion. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college should require more training for faculty and staff on diversity and inclusion. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28 This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple choice format. If you would like to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the college might improve the climate, we encourage you to do so in the space provided below.