

HEDS DIVERSITY AND EQUITY CAMPUS CLIMATE SURVEY

GRADUATE STUDENTS,
POSTBACCALAUREATE
STUDENTS, FACULTY,
AND STAFF SPRING 2021
REPORT

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HEDS SURVEY BACKGROUND

The Higher Education Data Sharing Consortium is an organization of colleges and universities committed to sharing data, knowledge, and expertise to advance undergraduate liberal arts education, inclusive

NOTES ON ANALYSIS METHODOLOGY

HEDS provided Bryn Mawr with a set of analyses based on the data provided. Although Bryn Mawr was provided with the data in order to perform further analysis, this analysis was limited due to how HEDS provided anonymity to participants. HEDS collapsed smaller groups of respondents to create two categories – dominant and non-dominant groups. For example, although participants were allowed to choose from many different races/ethnicities, all analyses of differences were conducted between two groups, White respondents and respondents of color. Therefore, analyses of differences between smaller groups of respondents of color were not possible.

Given the low number of participants who were non-binary/transgender, international, conservative, or had a long-term or short-term disability, there was often not enough statistical power to test for differences. Additionally, the low numbers of respondents made identification of these participants more likely. For those reasons, the remainder of the report focuses on

PERCEPTIONS OF CLIMATE

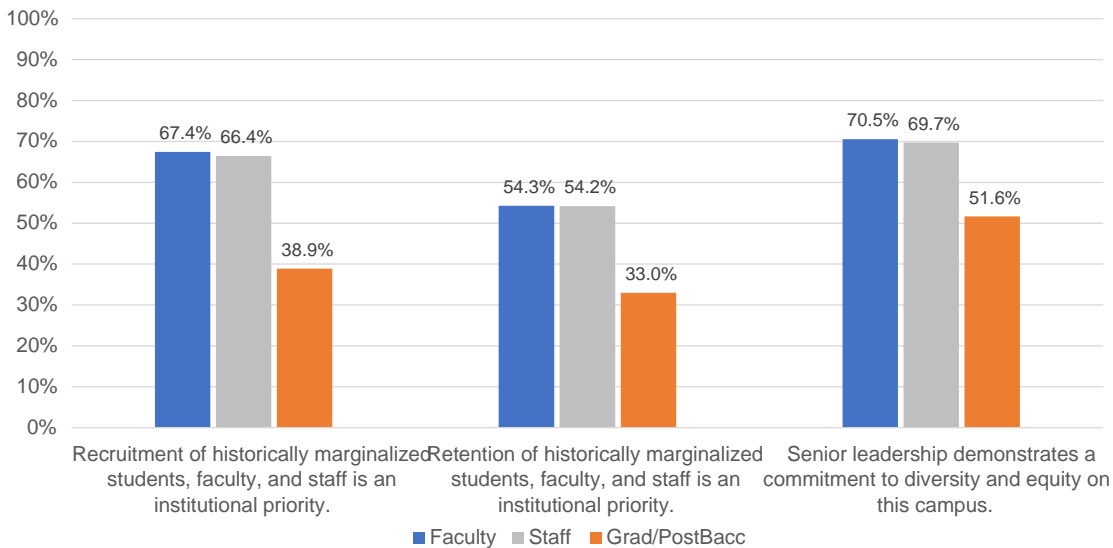
When asked in the abstract whether they were satisfied that “all community members experience a sense of belonging or community at this institution,” participants showed no statistical difference between levels of satisfaction (Figure 4, first comparison). Satisfaction levels were, however, fairly low (under one third of respondents). When participants were asked if they were satisfied with their own sense of belonging, participants of color were less likely to report being satisfied (Figure 4, second comparison).

When asked about tensions on

INSTITUTIONAL SUPPORT OF DIVERSITY AND EQUITY

Figure 7 shows agreement with several questions related to institutional support of diversity and equity. Graduate and Postbaccalaureate students were significantly less likely to perceive institutional support across all measures.

Figure 7. Percent agreeing or strongly agreeing with questions of institutional support by campus group



Additionally, respondents of color were significantly less likely to agree than White respondents (Figure 8).

Figure 8. Percent agreeing or strongly agreeing with questions of institutional support by race

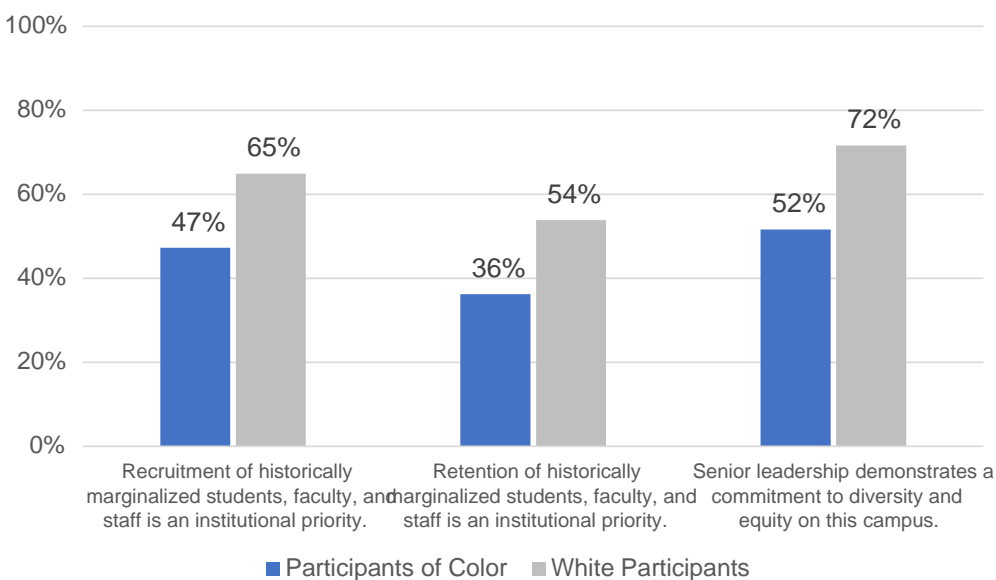


Figure 10 shows the breakdown of the above question by race. Respondents of color were more likely than White respondents to have experienced such acts