

HDFS 2017 CLIMATE SURVEY FIELD REPORT

About + Methods

A climate survey was conducted among students enrolled in Human Development and Family Sciences (HDFS) courses at the University of Delaware in April 2017. The goal was to gauge student perceptions of the climate in HDFS courses. Students were asked open-ended, qualitative questions as well as close-ended, quantitative questions (see Appendix 1 for full measures). Students who completed the survey were eligible for a raffle prize. A total of 156 students accessed the survey, and 121 students completed it. Results of the survey are summarized within this field report (see Appendix 2 for more detailed results).

Curricular Experiences

Students felt that curricular experiences were culturally broadening and prepared them for their future careers.

- Coming into the Human Services major I had no awareness of issues related to diversity. My HDFS classes opened my mind to this awareness and have inspired me to advocate for disadvantaged people.
- In multiple HDFS classes, I have learned about cultural humility which has drastically changed my outlook on working in this field but also about life.
- In every class, we learn how to incorporate diverse cultures and backgrounds within the classroom.
- Conversations about diversity in class are always done as open discussions
- I think the HDFS professors are very good at finding helpful material that will broaden our cultural competency and give us a little bit more perspective.

Experiences with Professors & Peers

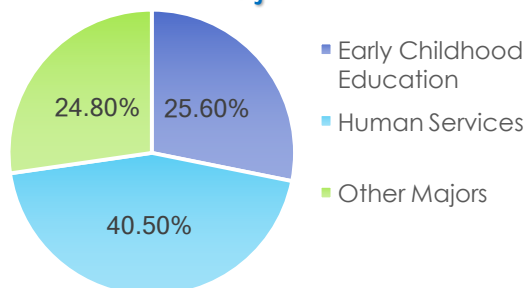
Students noted primarily positive experiences in interacting with professors and peers in HDFS classes regarding diversity.

- I had a professor that was very culturally competent and welcoming. He/she would invite panels of LGBTQ+ students, minority students, and welcomed conversations about all different experiences. Each week, we focused on a different diverse experience and talked about it (poverty, foster children, imprisonment, etc.)
- I think that within the program professors and students are welcoming to everyone, and practice what they teach.
- I have never experienced a time in an HDFS class in which a student or faculty member was disrespectful in terms of diversity. Everyone is very aware and respectful in the HDFS department.
- In terms of race I feel that in some classes, some more than others, being white invalidates what is said if it's about diversity in class discussions.

The climate survey and field report were generated by Jesse Chen, Kendell Daughtry, Valerie Earnshaw, and Jennifer Carrano with input from several HDFS students and faculty members. For further information including copies of the appendices, please contact Valerie Earnshaw (earnshaw@udel.edu)

Demographics

Majors



	Mean (Standard Deviation)
Age	21 (3.28)
Race	Number (Percentage)
Asian	13 (10.7)
Black	5 (4.1)
Hispanic	0 (0)
Native American	0 (0)
Native Hawaiian or Other Pacific Islander	1 (.8)
White or European American	99 (81.8)
Two or More Races	3 (2.5)
Gender	
Male	5 (4.1)
Female	116 (95.9)
Sexual Orientation	
Straight or Heterosexual	109 (90.1)
Gay or Lesbian	2 (1.7)
Bisexual	6 (5.0)
Other	1 (.8)
Minors	
Human Development and Family Studies	21 (17.4)
Medical Social Services	2 (1.7)
Disability Studies	29 (24.0)
Other Minors	29 (24.0)

Notes: Percentages may not equal 100% due to missing data; Some students had multiple majors/minors.

Findings

Faculty Support and Department Commitment*

- White students on average strongly agreed (3.49) with that their HDFS professors and staff were committed to diversity, while students of color somewhat agreed (3.19) with these statements ($p < .05$).

Race and Gender Based Relations*

- Both white students and students of color on average rated race- (3.43) and gender-based (3.57) relations in HDFS as good/excellent.

Climate for Diverse Groups**

- Both white students and students of color on average rated the climate for women (4.88), men (4.64), and people with disabilities (4.59) as welcoming.
- White students on average rated the overall climate (4.72), climate for racial/ethnic minorities (4.74), LGBTQ students (4.74), religious minorities (4.68), and immigrants (4.73) as welcoming, while students of color rated those climates as somewhat welcoming (4.39, 4.18, 4.14, 4.18, 4.23 respectively) ($p < .05$).

Unfair Treatment*

- Both white students and students of color on average described never being harassed due to gender (1.08), religion (1.05), age (1.07), or SES (1.06).
- White students on average rated that they have never been treated unfairly in an overall (1.04), due to their race (1.12), sexual orientation (1.01), accent (1.00), national origin (1.00), or any disability they may have (1.00). Students of color reported more frequent unfair treatment (1.14, 1.48, 1.10, 1.05, 1.05, 1.10, respectively) ($p < .05$).

Experiencing Insensitive Remarks and Materials*

- Both white students and students of color on average have never observed insensitivity about women (1.19), men (1.19), people with disabilities (1.22), LGBTQ people (1.23), immigrants (1.24), or religious minorities (1.25).
- White students on average reported never (1.35) observing insensitivity about race, whereas students of color reported rarely (1.71) observing insensitive remarks about race ($p < .05$).

Fair Treatment*

- Both white students and students of color on average rated that they have been treated somewhat fairly (1.53).

Cultural Competence**

- Both white students and students of color on average agree that they are culturally competent (4.20).

Student Course Engagement**

- Both white students and students of color on average reported that it is characteristic of them (3.91) to be engaged during class.

Notes: *Construct was measured on a 1-4 point Likert scale;

**Construct was measured on a 1-5 point Likert scale. See Appendix 1 for scale anchors.