

The College of New Jersey (TCNJ)

Campus Climate Assessment
Report Results
September 8, 2014



Climate In Higher Education



Barcelo, 2004; Bauer, 1998, Kuh & Whitt, 1998; Hurtado, 1998, 2005; Ingle, 2005; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008

Assessing Campus Climate

What is it?

- Campus Climate is a construct

Definition?

- *Current attitudes, behaviors, and standards and practices of employees and students of an institution*

How is it measured?

- Personal Experiences
- Perceptions
- Institutional Efforts

Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes.**¹



Discriminatory environments have a **negative effect** on student learning.²



Research supports the pedagogical value of a **diverse student body** and faculty on **enhancing learning outcomes.**³

¹ Pascarella & Terenzini, 1991, 2005

² Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005.

³ Hale, 2004; Harper & Quaye, 2004; Harper, & Hurtado, 2009; Hurtado, 2003.

Campus Climate & Faculty/Staff



The **personal and professional development** of employees including faculty members, administrators, and staff members are impacted by campus climate.¹



Faculty members who judge their campus **climate more positively** are more likely to feel personally **supported** and perceive their work unit as more supportive.²



Research underscores the **relationships** between (1) workplace **discrimination** and negative job/career **attitudes** and (2) workplace encounters with **prejudice** and lower health/**well-being**.³

¹Settles, Cortina, Malley, and Stewart, 2006

²Sears, 2002

³Costello, 2012; Silverschanz, Cortina, Konik, & Magley, 2007;

Projected Outcomes



The College of New Jersey (TCNJ) will add to their knowledge base with regard to how constituent groups currently feel about their particular campus climate and how the community responds to them (e.g., work-life issues, curricular integration, inter-group/intra-group relations, respect issues).



TCNJ will use the results of the assessment to inform current/on-going work.



Setting the Context for Beginning the Work

Examine the Research

- Review work already completed

Preparation

- Readiness of each campus

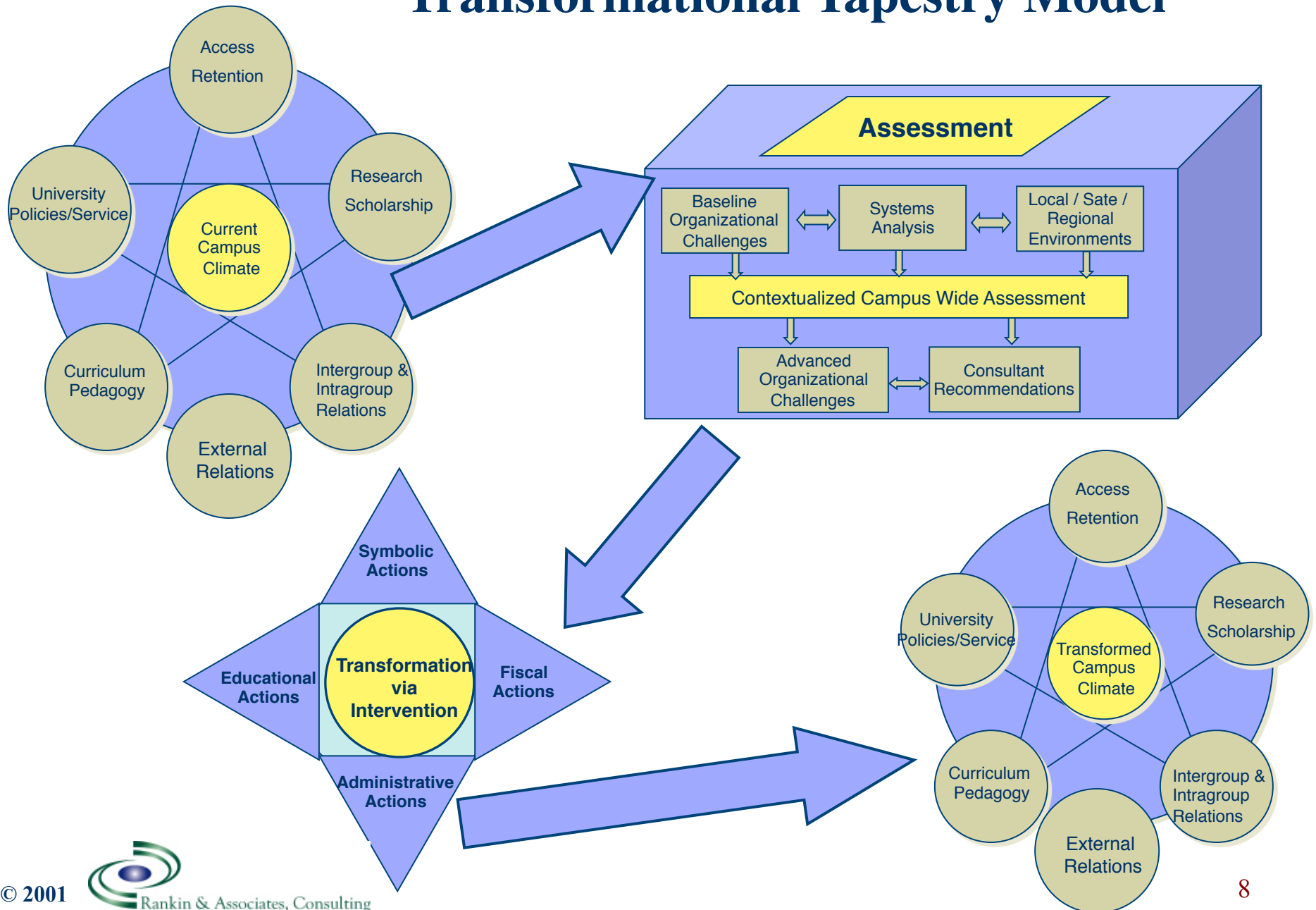
Assessment

- Examine the climate

Follow-up

- Building on the successes and addressing the challenges

Transformational Tapestry Model[©]



Overview of the Project

Phase I

- **Assessment Tool Development and Implementation**

Phase II

- **Data Analysis**

Phase III

- **Final Report and Presentation**

Phase I

Spring 2012-Summer 2013

```
graph TD; A[Phase I  
Spring 2012-Summer 2013] --> B[Meetings with TCNJ's Climate Study Working Group (CSWG) to develop the survey instrument.]; B --> C[The CSGW (which comprised faculty, staff, students and administrators) reviewed multiple drafts of the survey and approved the final survey instrument.]; C --> D[The final survey was distributed to the entire TCNJ community (students, faculty, and staff) from October 20, 2013 – January 30, 2014.];
```

Meetings with TCNJ's Climate Study Working Group (CSWG) to develop the survey instrument.

The CSGW (which comprised faculty, staff, students and administrators) reviewed multiple drafts of the survey and approved the final survey instrument.

The final survey was distributed to the entire TCNJ community (students, faculty, and staff) from October 20, 2013 – January 30, 2014.



Instrument/Sample



Final instrument

- 88 questions and additional space for respondents to provide commentary
- On-line or paper & pencil options



Sample = Population

- All students, faculty and staff of TCNJ's community received an invitation to participate.

Survey Limitations

Self-
selection
bias

Response
rates

Social
desirability

Caution in
generalizing results
for constituent
groups with low
response rates



Method Limitation



Data were not reported for groups of fewer than 5 individuals where identity could be compromised

Instead, small groups were combined to eliminate possibility of identifying individuals

Phase II Spring 2014



Quantitative and qualitative
analyses conducted



Phase III

Summer/Fall 2014

```
graph TD; A[Phase III  
Summer/Fall 2014] --> B[Report draft reviewed by the  
CSWG.]; B --> C[Final report submitted to TCNJ.]; C --> D[Presentation to TCNJ campus  
community.];
```

Report draft reviewed by the
CSWG.

Final report submitted to TCNJ.


Presentation to TCNJ campus
community.

Results






Who are the respondents?



939 people responded to the call to participate
(11% overall response rate*)



* There is a participation bias for the Student group. The low response rates of Students limits TCNJ's ability to generalize the findings.

Response Rates

8%

- Students ($n = 582$)

31%

- Staff ($n = 212$)

38%

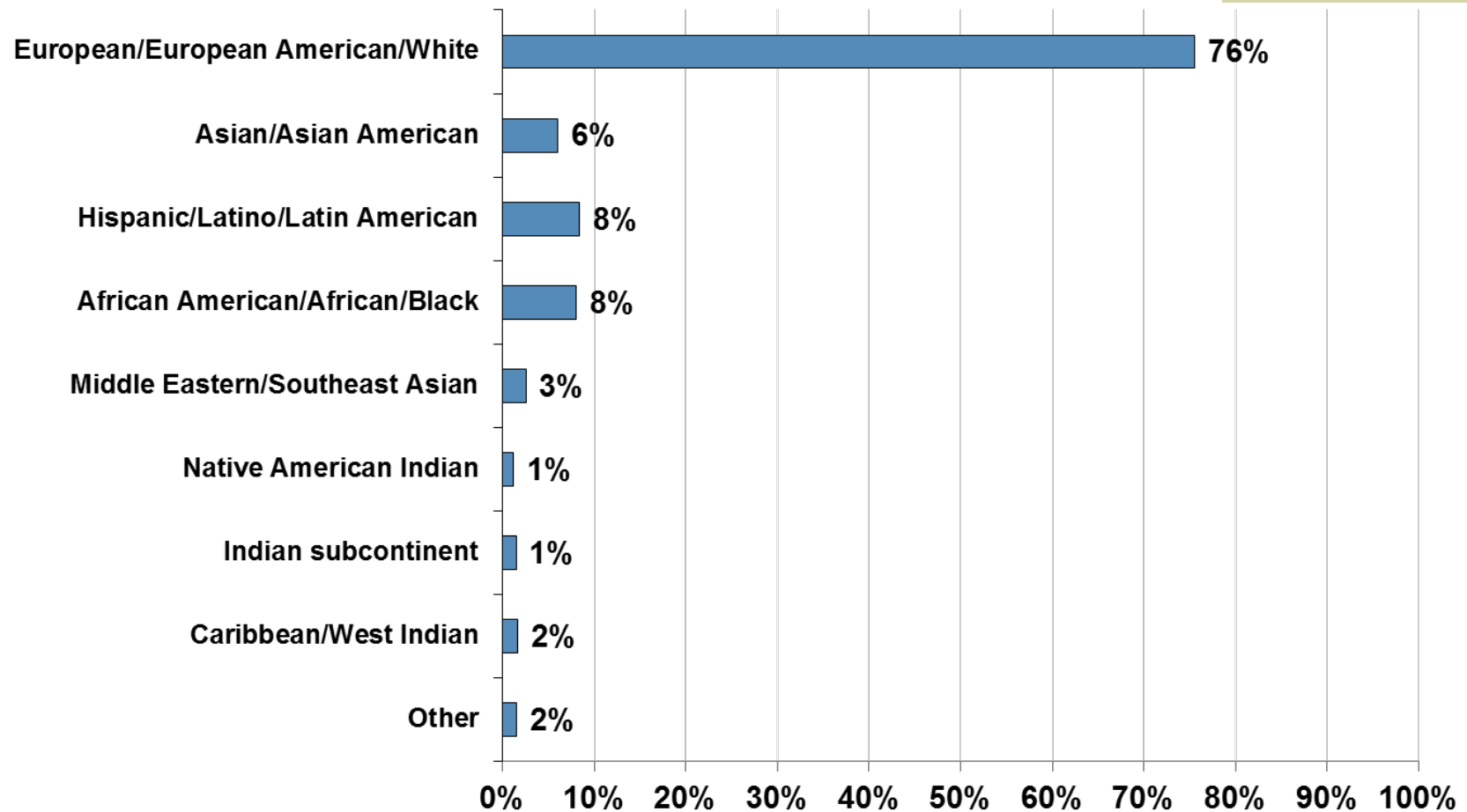
- Faculty ($n = 145$)

Results

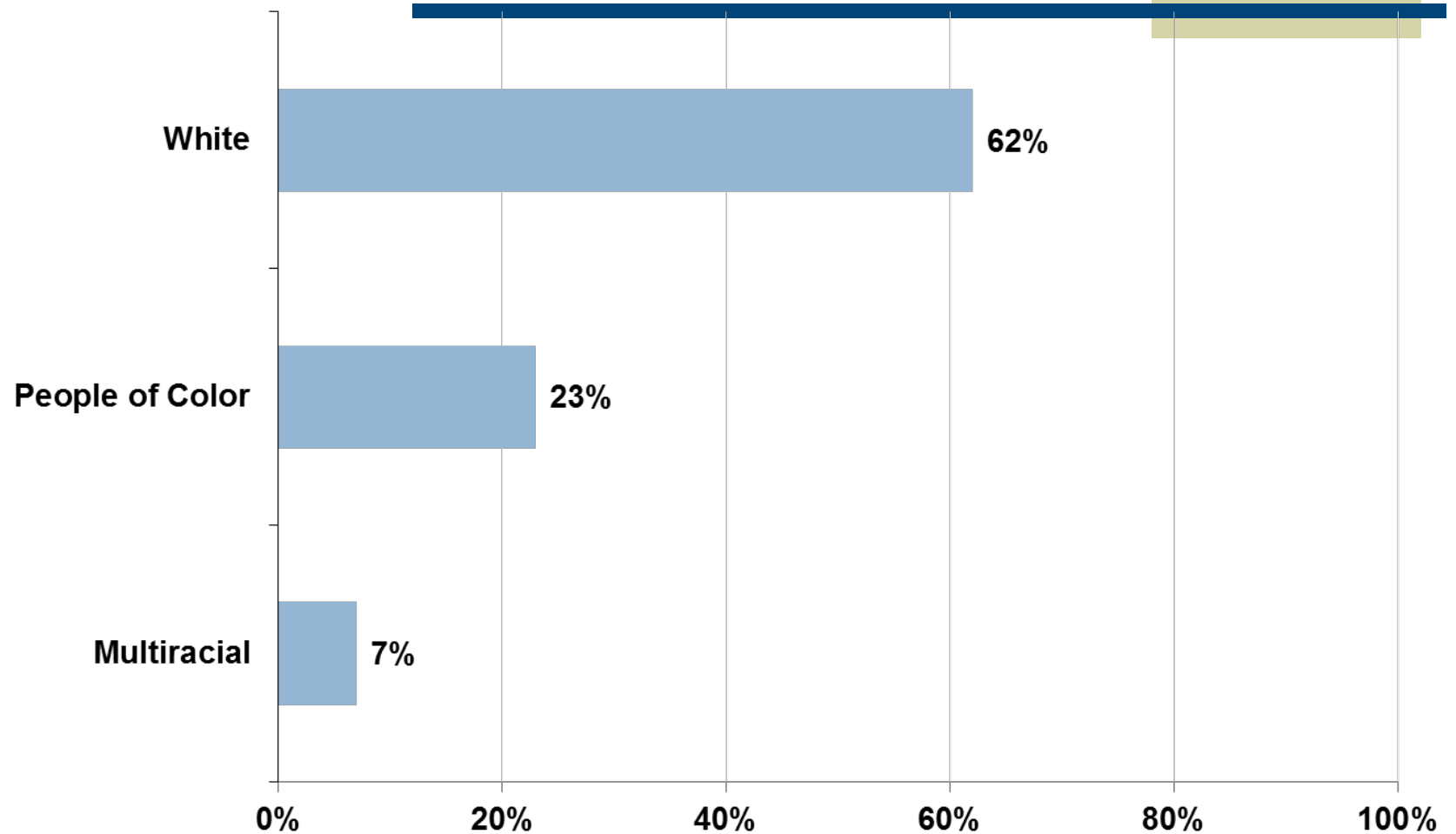
Additional Demographic Characteristics



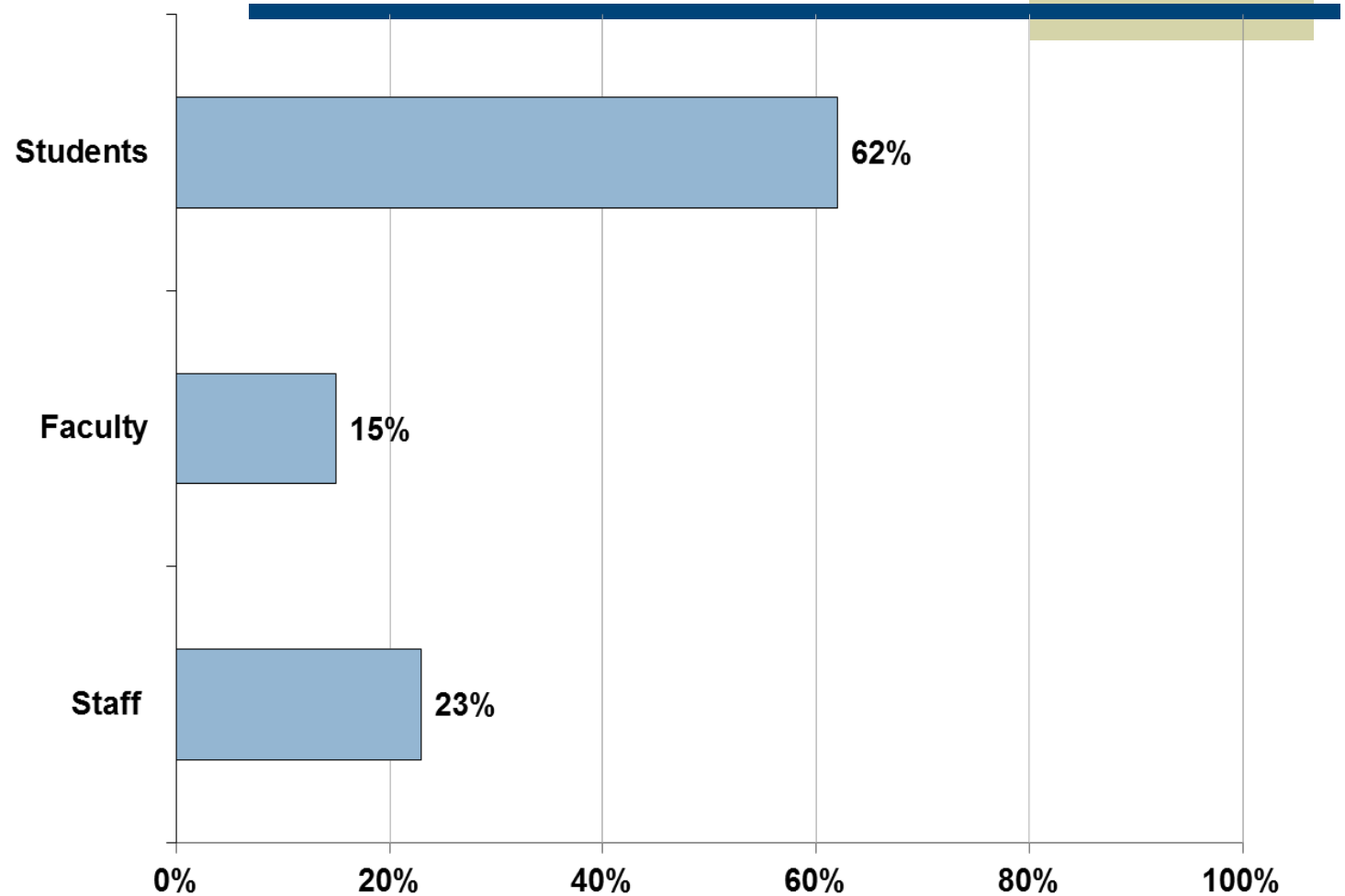
Respondents by Racial/Ethnic Identity (%) (Duplicated Total)



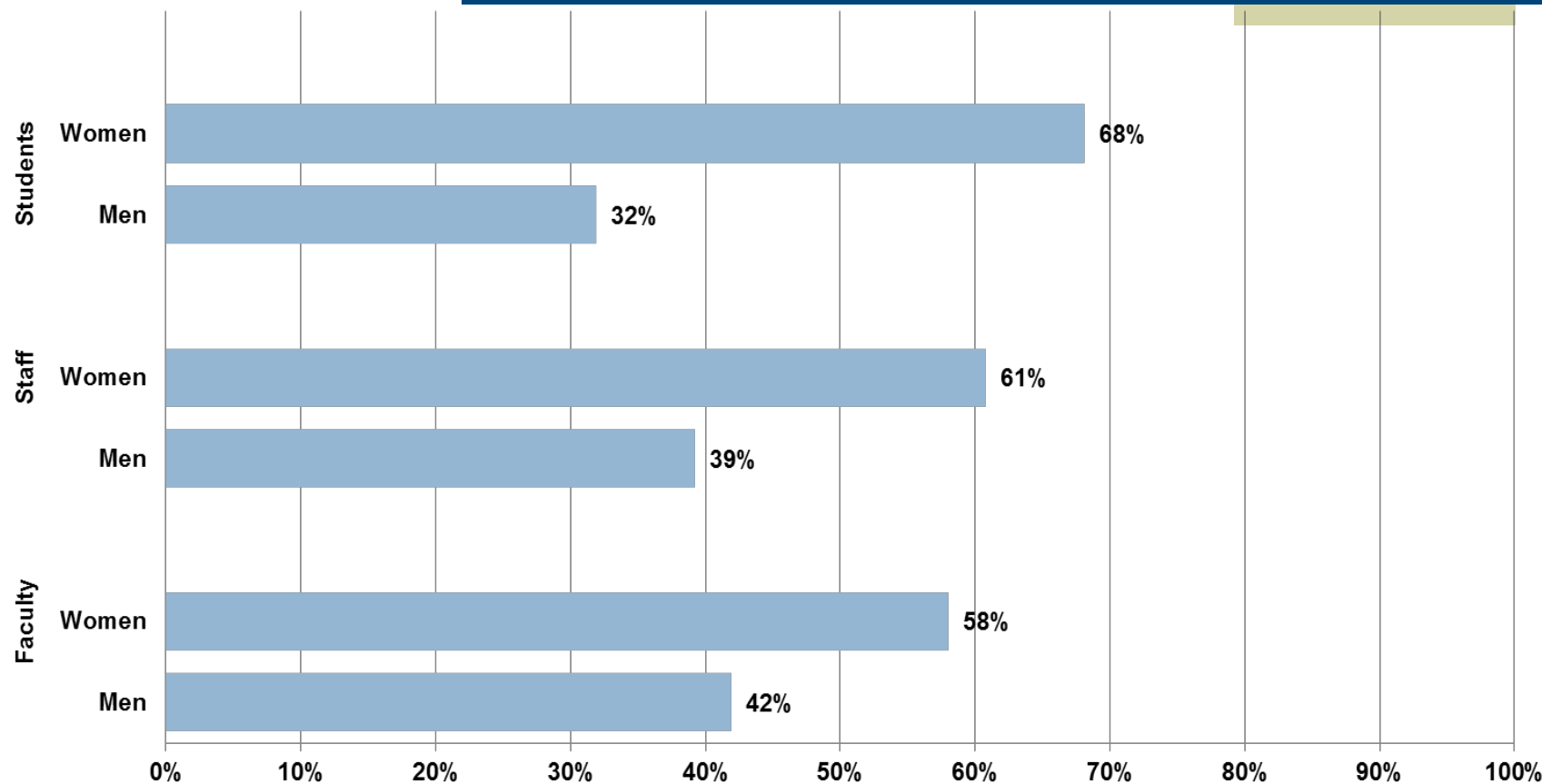
Respondents by Racial/Ethnic Identity (%) (Unduplicated Total)



Employee Respondents by Position (%)

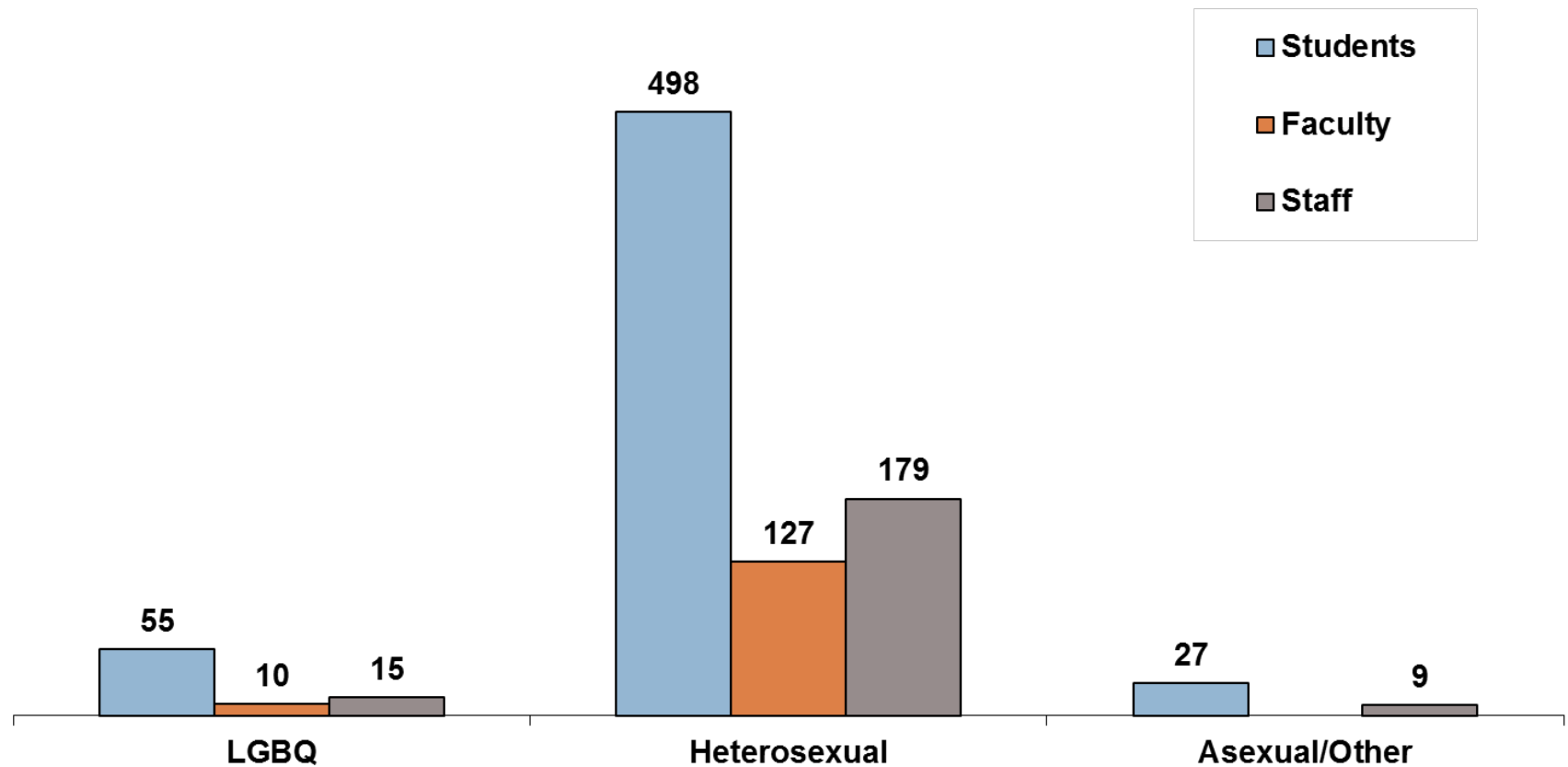


Respondents by Gender Identity and Position Status (%)



Note: Responses with n 's less than 5 are not presented in the figure

Respondents by Sexual Identity and Position Status (*n*)

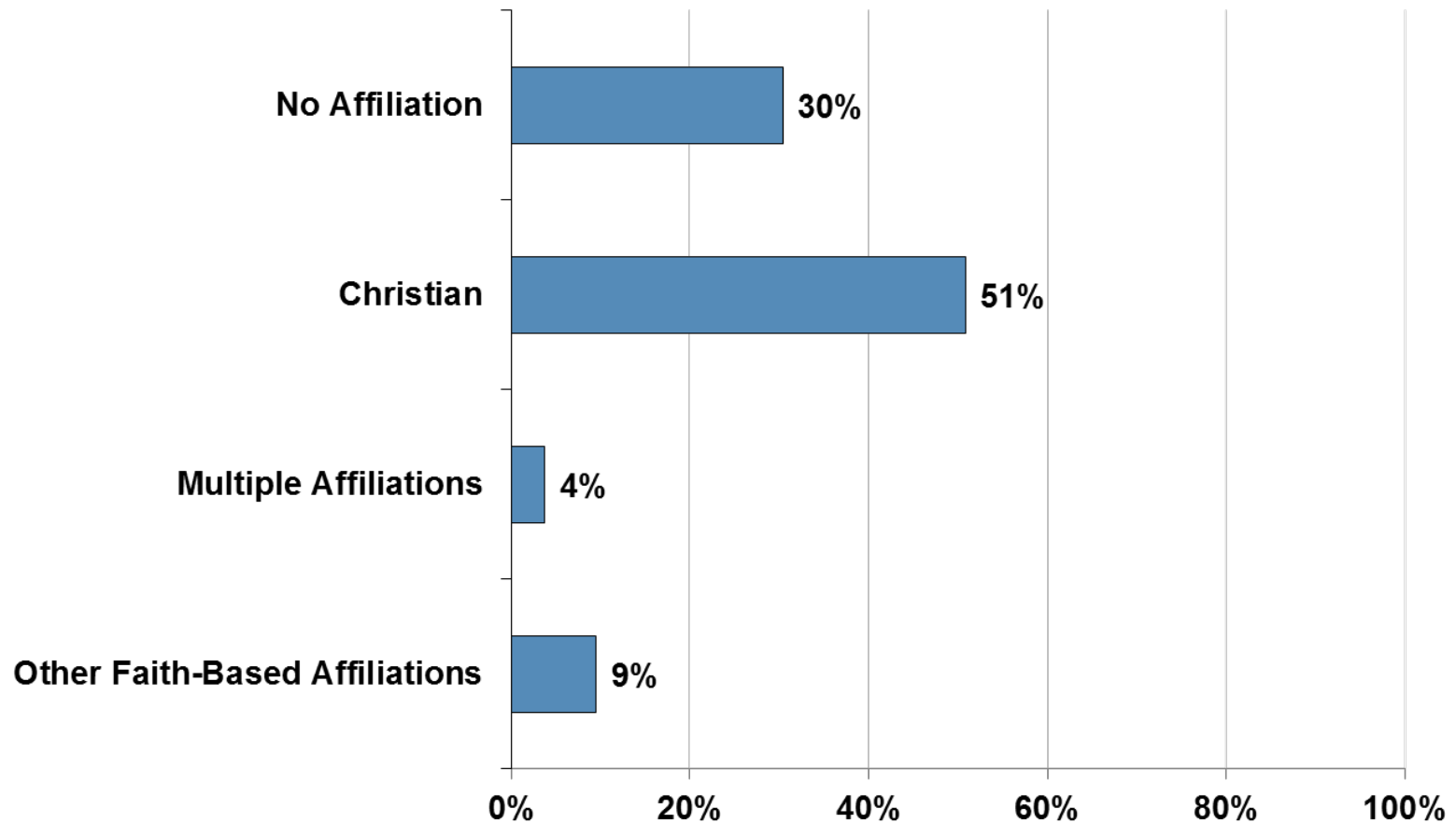


Note: Responses with *n*'s less than 5 are not presented in the figure

Respondents with Conditions that Substantially Affect Major Life Activities

Disability	<i>n</i>	%
Acquired/Traumatic Brain Injury	7	0.7
Attention Deficit/Hyperactivity Disorder	32	3.4
Asperger's/Autism Spectrum	7	0.7
Low vision	16	1.7
Hard of hearing	19	2.0
Learning disability	15	1.6
Medical condition	64	6.8
Mental health/psychological condition	83	8.8
Physical/Mobility condition that affects walking	16	1.7
Physical/Mobility condition that does not affect walking	7	0.7
Speech/Communication	9	1.0
Other	4	0.4

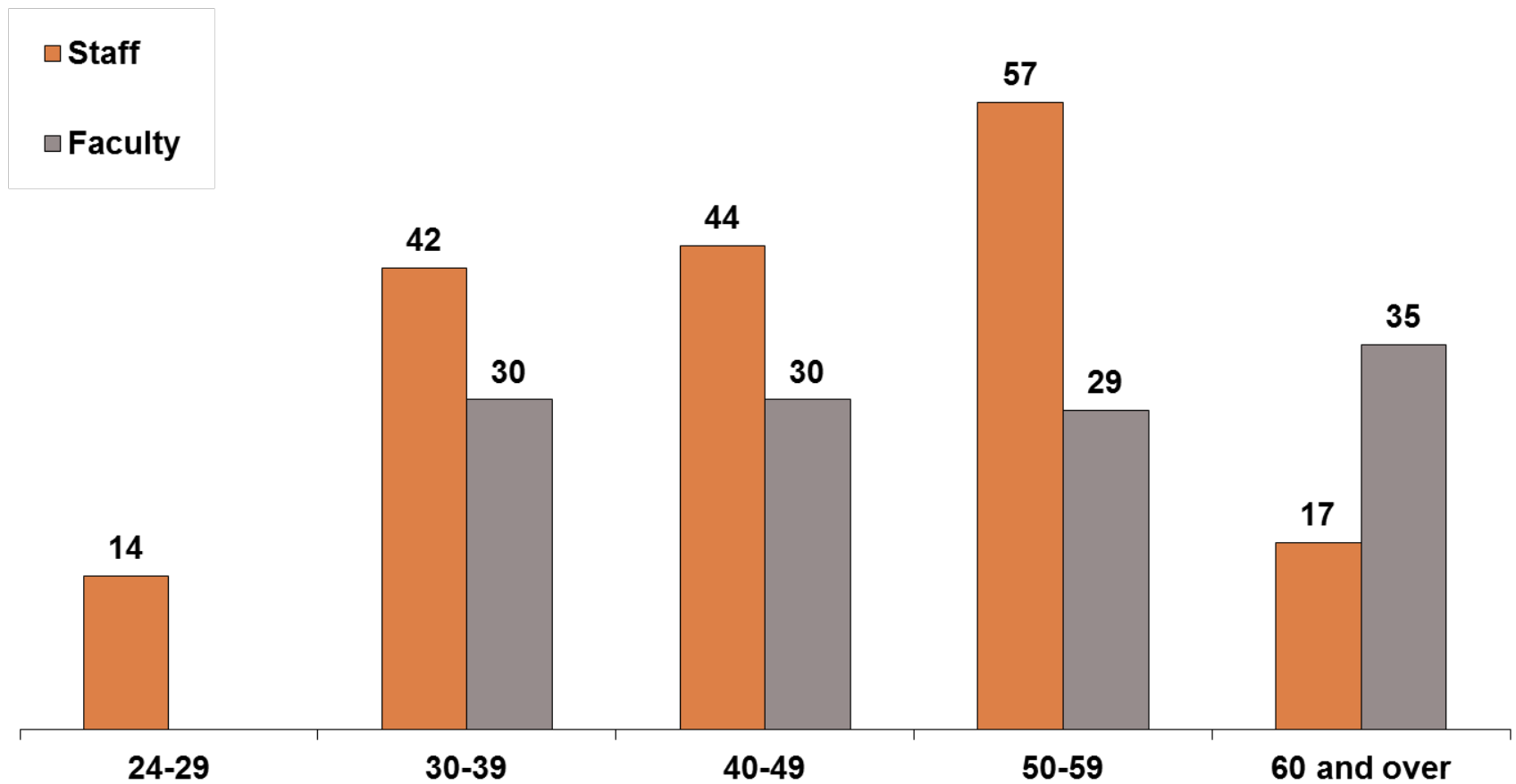
Respondents by Religious/Spiritual Affiliation (%)



Citizenship Status

Citizenship	<i>n</i>	%
U.S. citizen	870	92.7
U.S. citizen - naturalized	32	3.4
Dual citizenship	20	2.1
Permanent Resident – immigrant	16	1.7
Permanent Resident - refugee	0	0.0
International (F-1, J-1, H1-B, A, L, G, E, and TN)	5	0.5
Undocumented Resident	<5	--

Employee Respondents by Age (*n*)



Faculty Academic Department/Work Unit Affiliations

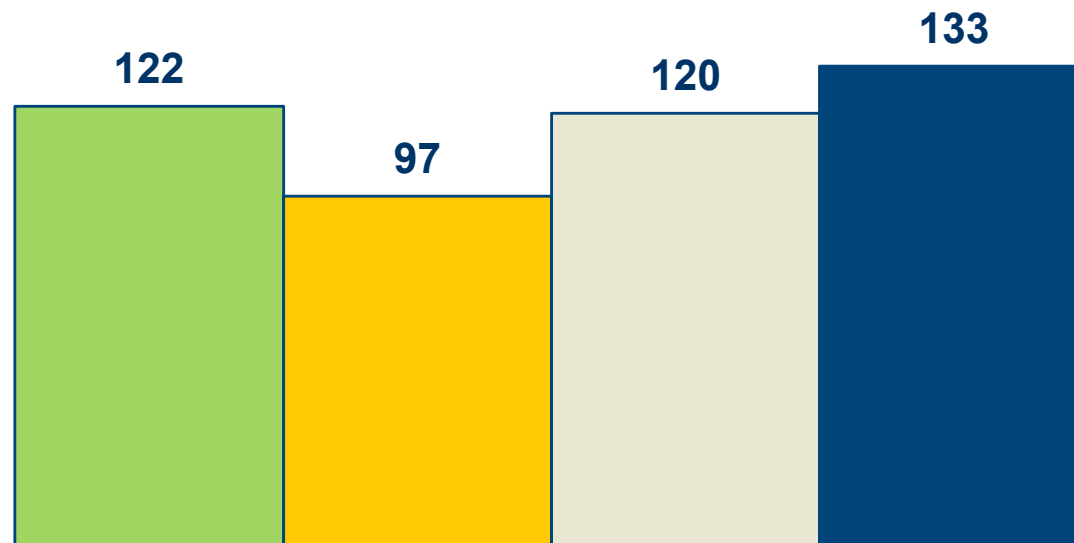
Academic Division/Department	<i>n</i>	%
Business Administration	11	7.6
Chemistry	7	4.8
Elementary Education	5	3.4
English	13	9.0
Mathematics	10	6.9
Psychology	8	5.5
Sociology & Anthropology	5	3.4
Spanish	5	3.4

Staff Academic Department/Work Unit Affiliations

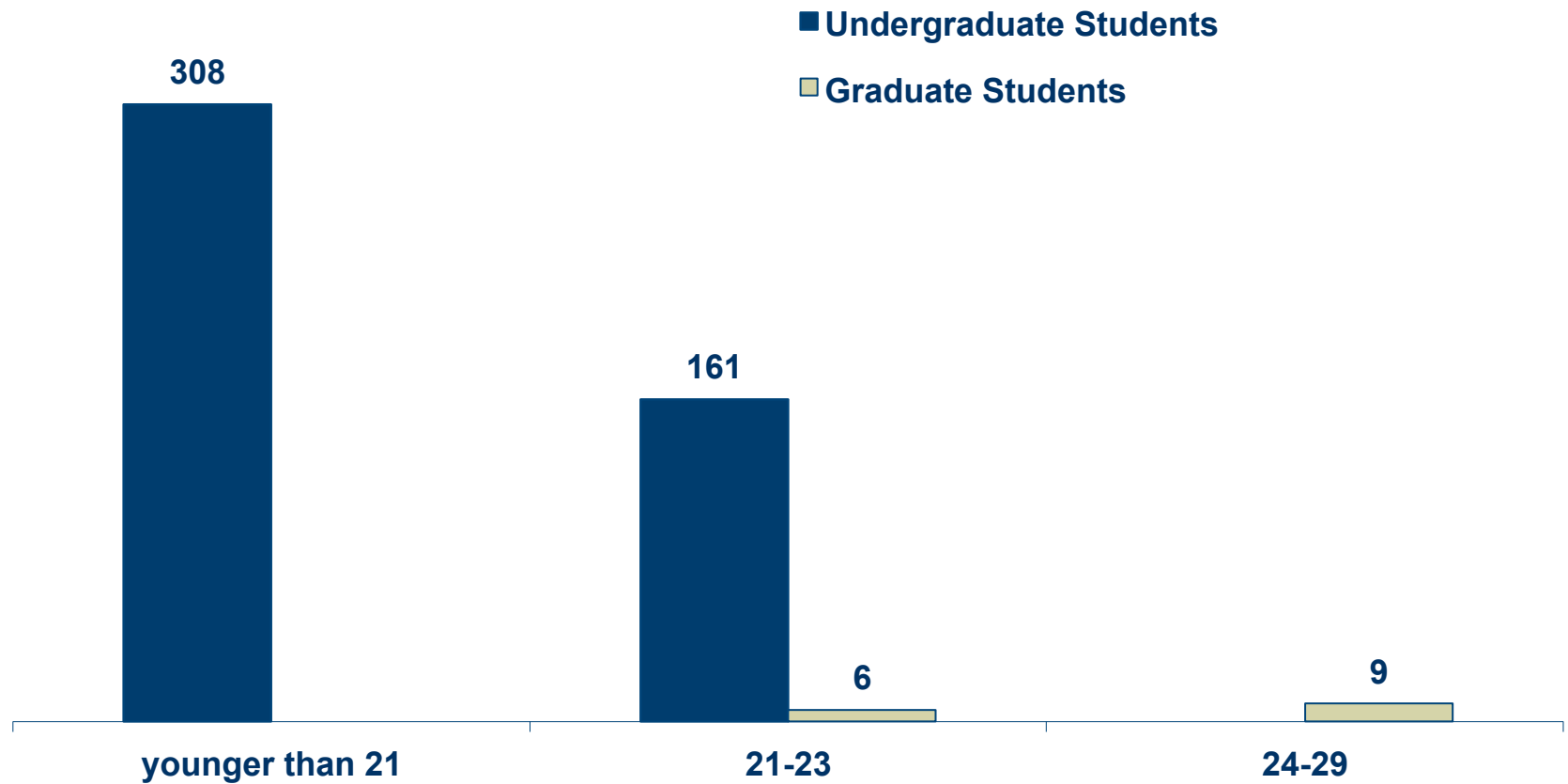
Work Unit	<i>n</i>	%
Gitenstein	<5	--
Heuring	45	22.4
Ricketts	5	2.5
Donohue	11	5.5
Taylor	41	20.4
Angeloni	27	13.4
Hecht	32	15.9
Pogue	6	3.0
Mahoney	<5	--

Undergraduate Students by Current Year (n)

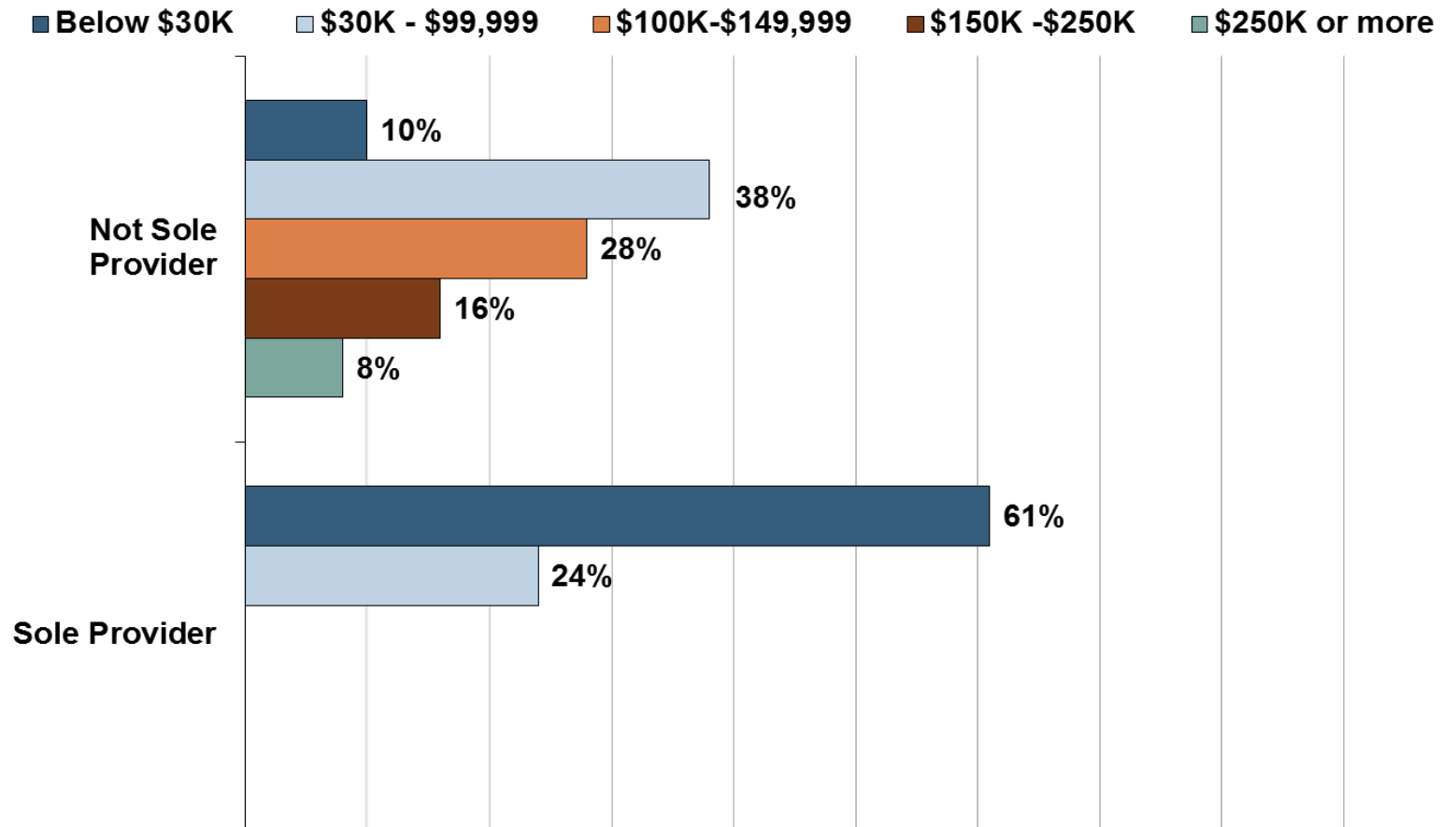
- First-Year/Freshman
- Second-Year/Sophomore
- Third-Year/Junior
- Fourth-Year/Senior



Student Respondents by Age (*n*)



Students' Family Income by Dependency Status (%)



Note: Responses with n 's less than 5 are not presented in the figure

Student Respondents' One-Way Commute to TCNJ

Commute	<i>n</i>	%
Live on campus	360	38.3
Less than 3 miles	176	18.7
3–9 miles	99	10.5
10–19 miles	97	10.3
20–29 miles	62	6.6
30–39 miles	67	7.1
40–80 miles	63	6.7
80 and over	3	0.3

Students' Residence

Residence	<i>n</i>	%
Campus Housing	372	63.9
Non-Campus Housing	205	35.2
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	1	0.6

Note: Table includes student respondents ($n = 582$).

Student Participation in Clubs or Organizations at TCNJ

Clubs/Organizations	<i>n</i>	%
Academic/Professional Organizations	176	30.3
Special Interest Organizations	144	24.8
Honor Societies	125	21.6
Sports and Recreation	121	20.9
Greek Letter Social Organization	103	17.8
Service Organizations/Civic Engagement	93	16.0
I do not participate in any student organizations	79	13.6

Student Participation in Clubs

(*Cont.*)

Clubs/Organizations	<i>n</i>	%
Religious/Spiritual Organizations	75	12.9
Cultural Organizations	71	12.2
Governance Organization	48	8.3
Performance Arts Organizations	46	7.9
Advocacy Organizations	45	7.8
Campus Media Organization	17	2.9
Other	43	7.4

Students' Cumulative G.P.A. (*n*)

■ Less than 2.0

■ 2.00-2.50

■ 2.51-3.00

■ 3.01-3.50



Findings



“Comfortable”/ “Very Comfortable” with:

Overall Campus Climate (82%)

Department/Work Unit Climate (79%)

Classroom Climate (Students, 82%)

Classroom Climate (Faculty, 88%)

Comfort With Overall Climate

Differences

- Faculty and Staff respondents less comfortable than Student respondents
- People of Color respondents less comfortable than White respondents and Multiracial respondents
- LGBTQ and Asexual/Other respondents less comfortable than Heterosexual respondents
- Respondents with Disabilities less comfortable than respondents with No Disabilities
- Low-Income Student respondents less comfortable than Not-Low-Income Student respondents

Comfort With Department/Work Unit Climate

Differences

- LGBQ and Asexual/Other respondents less comfortable than Heterosexual respondents
- Respondents with Disabilities less comfortable than respondents with No Disabilities
- Low-Income Student respondents less comfortable than Not-Low-Income Student respondents

Comfort with Classroom Climate

Differences

- Student respondents less comfortable than Faculty respondents
- Women Student respondents less comfortable than Men Student respondents
- Multiracial Student respondents and People of Color Student Respondents less comfortable than White Student respondents

Comfort with Classroom Climate

Differences

- LGBTQ Student respondents and Asexual/Other Student respondents less comfortable than Heterosexual Student respondents
- Student respondents with Disabilities less comfortable than Student respondents with No Disabilities
- Low-Income Student respondents less comfortable than Not-Low-Income Student respondents

Challenges and Opportunities



Experiences with Exclusionary Conduct

24%

- **226 respondents indicated that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at TCNJ**

Experiences with Exclusionary Conduct

39%

- **89 of those respondents** said the conduct interfered with their ability to work or learn at TCNJ

61%

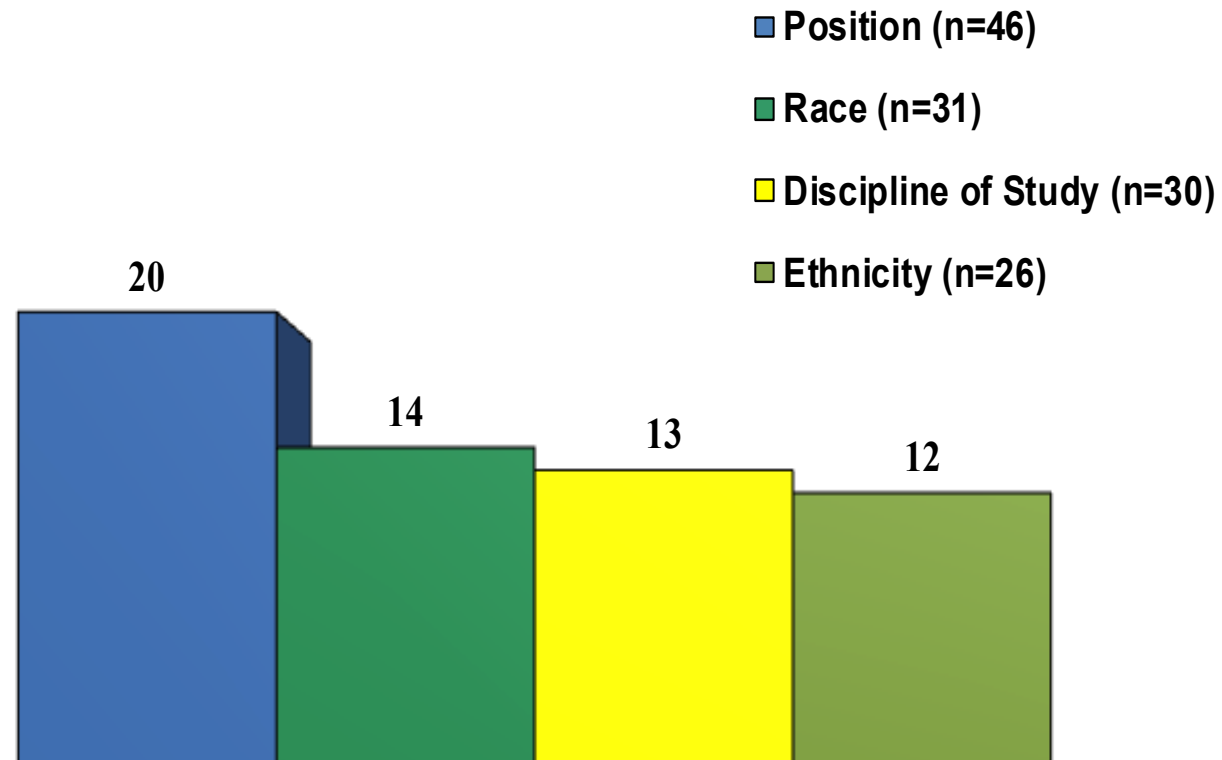
- **137 of those respondents** said the conduct did not interfere with their ability to work or learn at TCNJ

Top Three Forms of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

	<i>n</i>	%
Deliberately ignored or excluded	128	56.6
Isolated or left out	115	50.9
Intimidated/bullied	98	43.4

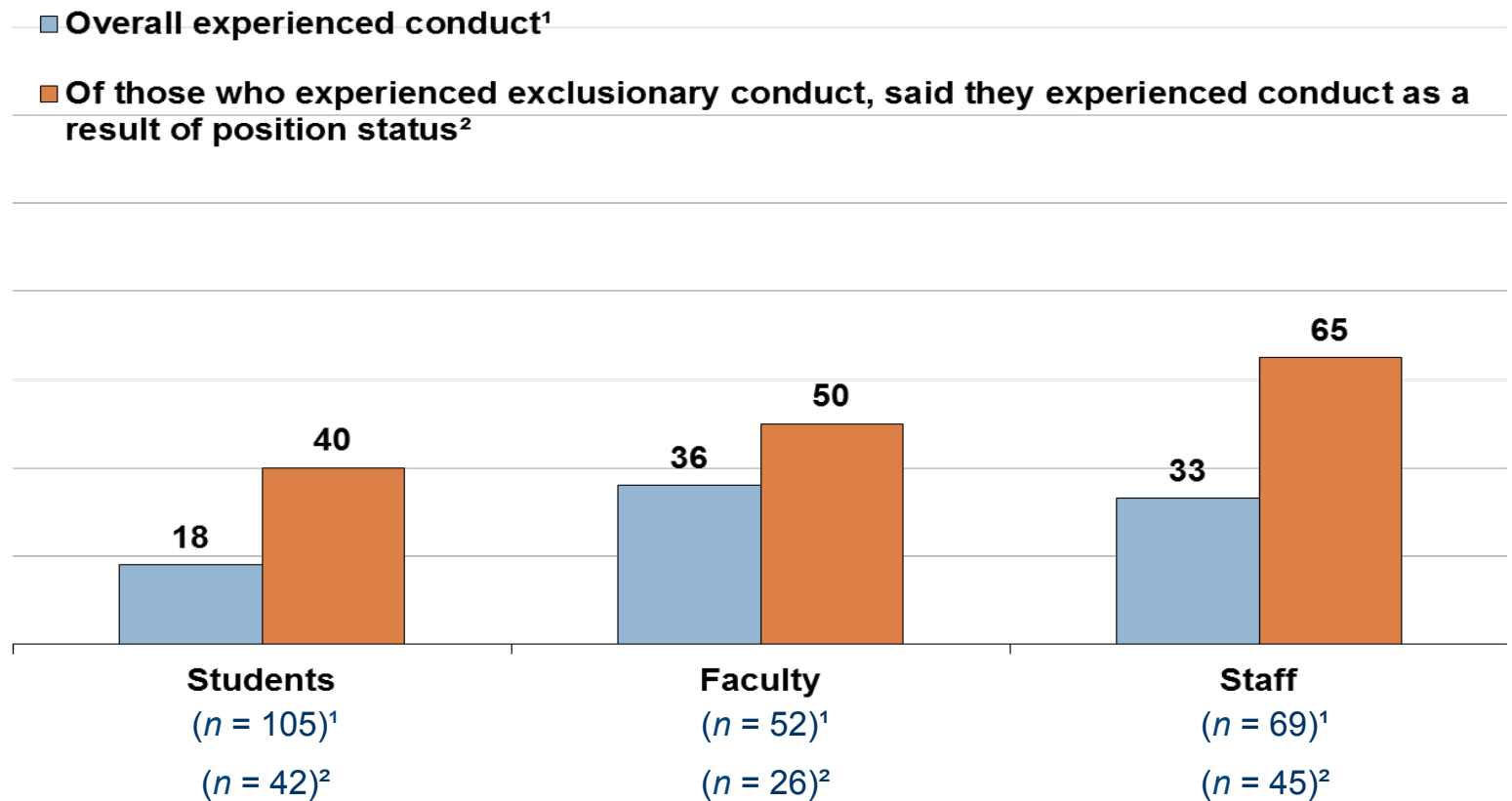
Note: Only answered by respondents who experienced harassment (*n* = 226).
Percentages do not sum to 100 due to multiple responses.

Personally Experienced Based on...(%)



Note: Only answered by respondents who experienced harassment ($n = 226$).
Percentages do not sum to 100 due to multiple responses.

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Position Status (%)



Responses with n's less than 5 are not presented in the figure.

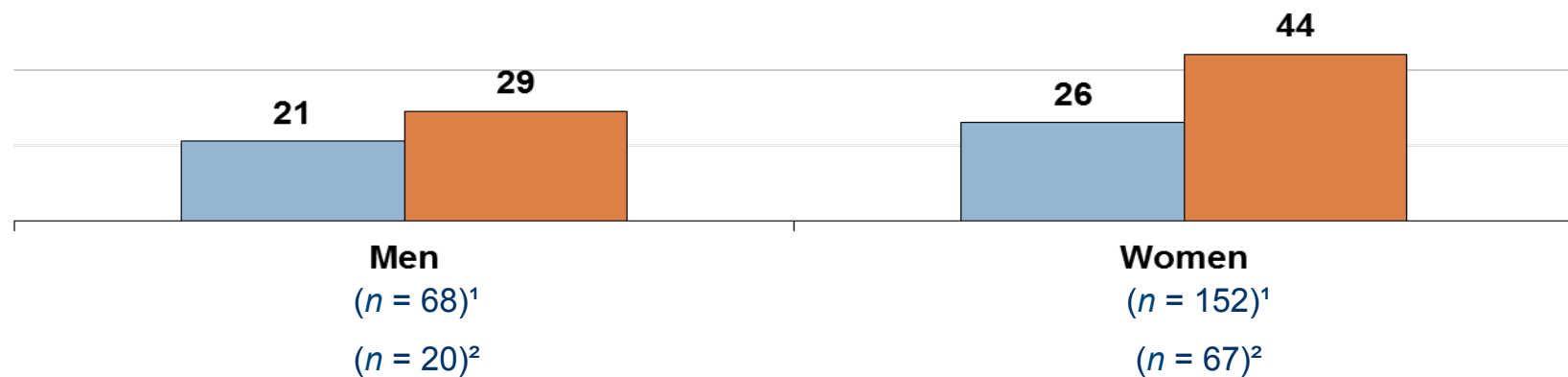
¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Gender Identity (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of gender identity²

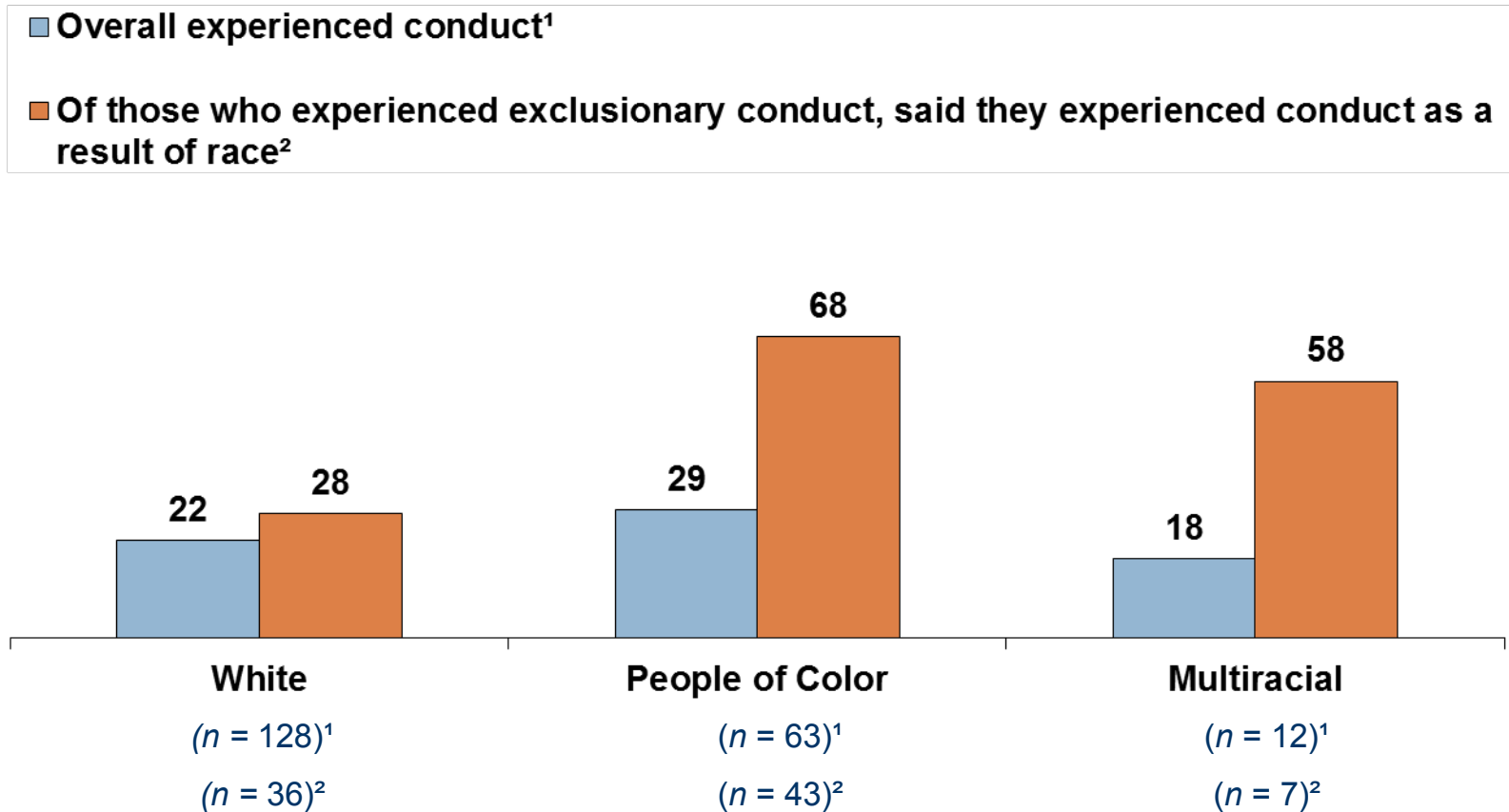


Responses with n's less than 5 are not presented in the figure.

¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Race (%)



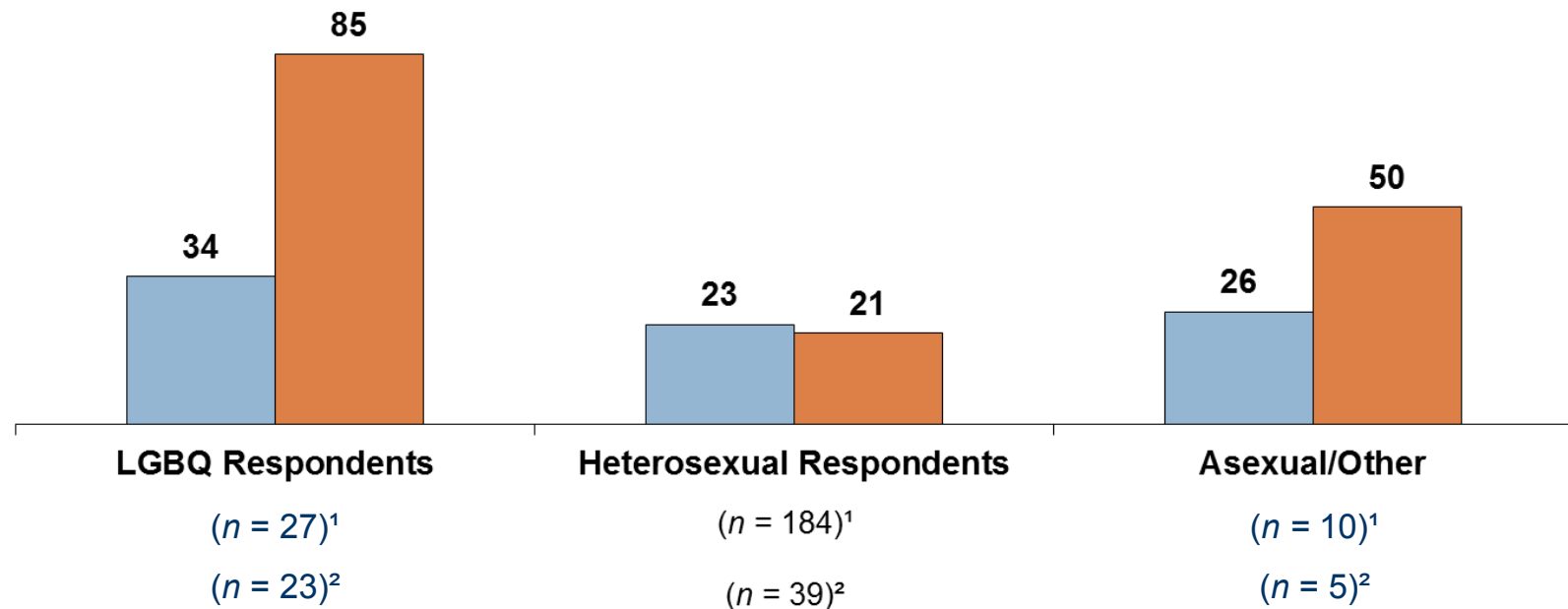
¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Sexual Orientation (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of sexual orientation²



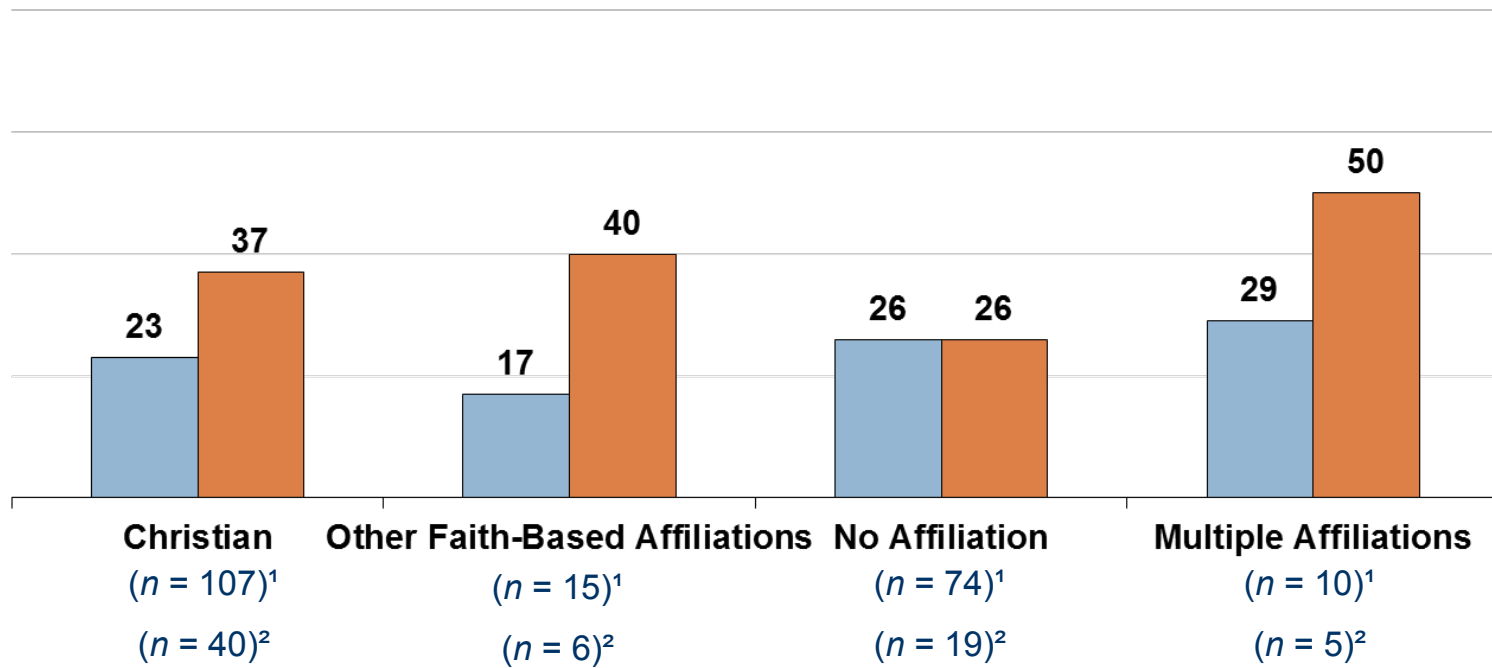
¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Religious/Spiritual Affiliation (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of religious/spiritual affiliation²



¹ Percentages are based on total n split by group.

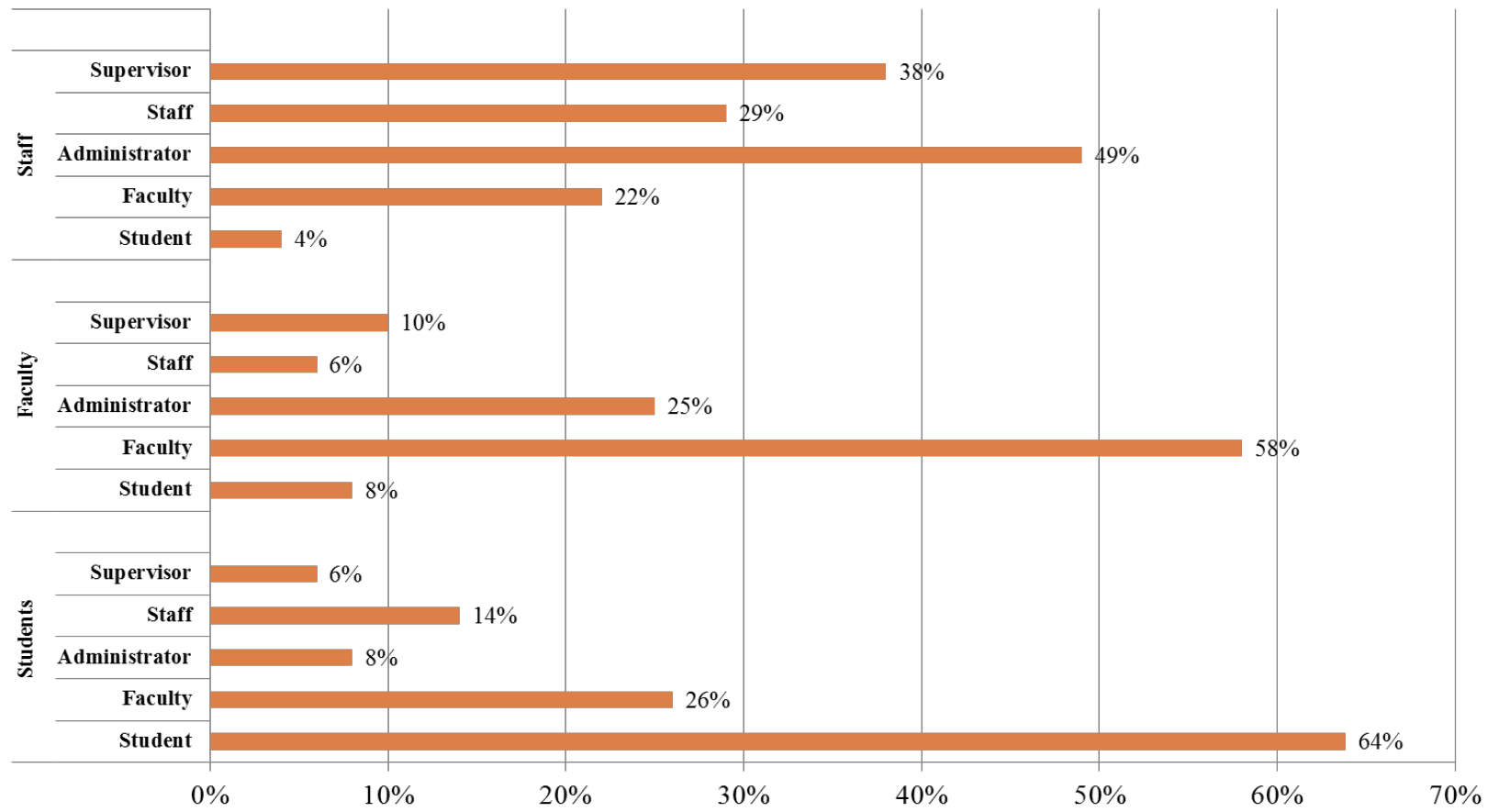
² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Location of Experienced Conduct

	<i>n</i>	%
While working at a TCNJ job	84	37.2
In a meeting with a group of people	81	35.8
In a public space at TCNJ	70	31.0
In a class/lab/clinical setting	51	22.6
At a TCNJ event	40	17.7

Note: Only answered by respondents who experienced harassment (*n* = 226).
Percentages do not sum to 100 due to multiple responses.

Source of Experienced Conduct by Position Status (%)



What did you do?

Personal responses:

- ♦ Was angry (50%)
- ♦ Felt embarrassed (44%)
- ♦ Told a friend (42%)
- ♦ Told a family member (35%)
- ♦ Ignored it (32%)

Reporting responses:

- ♦ Didn't know to whom to go (14%)
- ♦ Didn't report it for fear the complaint wouldn't be taken seriously (12%)
- ♦ Did report it but did not feel the complaint was taken seriously (10%)
- ♦ Reported it to a TCNJ employee/official (9%)



Unwanted Sexual Contact at TCNJ



45 respondents (5%) experienced
unwanted physical sexual contact at TCNJ

Unwanted Sexual Contact at TCNJ

Undergraduate
Students
(7%, $n = 39$)

LGBQ
respondents
(15%, $n = 12$)

Women
(6%, $n = 35$)

Respondents
with
disabilities
(11%, $n = 22$)



Employees Who *Seriously Considered Leaving* TCNJ



43% of Staff
respondents ($n = 89$)

37% of Faculty
respondents ($n = 54$)

Faculty & Staff Who *Seriously Considered Leaving TCNJ*

By Gender Identity

- 50% of Men respondents
- 35% of Women respondents

By Racial Identity

- 46% of People of Color respondents
- 38% of White respondents

By Sexual Identity

- 56% of LGBTQ respondents
- 39% of Heterosexual respondents

By Disability Status

- 43% of respondents With Disability
- 33% of respondents Without Disability

Why employees considered leaving ... and why they stayed...

◆ Why considered leaving:

- “outside circumstances,” such as “to be near spouse’s employment,” and “husband may have the opportunity to relocate.”
- Adjunct faculty and temporary or part-time employees, sought full-time employment elsewhere.
- Others were dissatisfied with the climate.

◆ Why stayed:

- “benefits,” “lack of opportunities elsewhere,” “tenure, familiarity, location,” and “tough economic times.”
- “because of the students” and “enjoyed working around and with them.”
- “close to retirement” or that “the bond between myself and my co-workers kept me from leaving.”

19% ($n = 109$) of Students *Seriously Considered Leaving TCNJ*

By Gender Identity

- 21% of Women Student respondents
- 14% of Men Student respondents

By Racial Identity

- 25% of Multiracial Student respondents
- 23% of People of Color Student respondents
- 16% of White Student respondents

By Sexual Identity

- 31% of LGBTQ Student respondents
- 17% of Heterosexual Student respondents

By Disability Status

- 30% of Student respondents With Disability
- 14% of Student respondents Without Disability

By Citizenship Status

- 29% of Non-U.S. Citizen Student respondents
- 18% of U.S. Citizen Student respondents

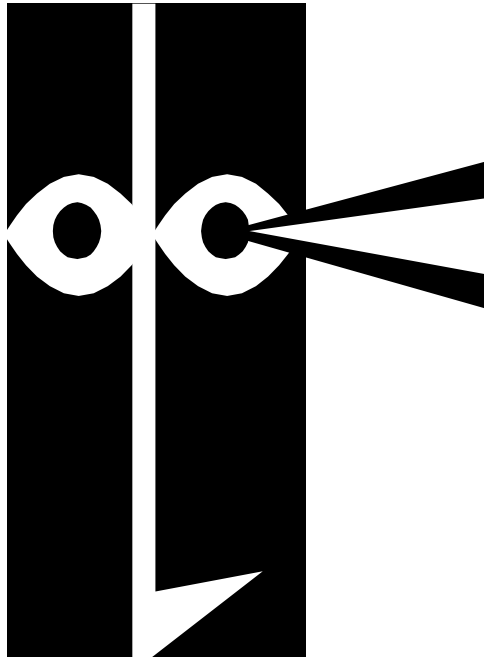
Why students considered leaving... and why they stayed...

- ◆ Why they considered leaving:
 - TCNJ did not offer the majors they sought
 - Slow in creating friendships or becoming involved in co-curricular activities at TCNJ
 - Faced medical or other personal issues
- ◆ Why they stayed:
 - Students decided to stay because they felt welcomed and comfortable at TCNJ
 - Liked the small class sizes and appreciated TCNJ's academic reputation
 - Understood that they “need a college education and degree for future career goals”
 - “too lazy to transfer,” while others were planning on submitting applications to transfer in the coming months

Perceptions



Respondents who observed conduct or communications directed towards a person/group of people that created an exclusionary, intimidating, offensive and/or hostile working or learning environment...



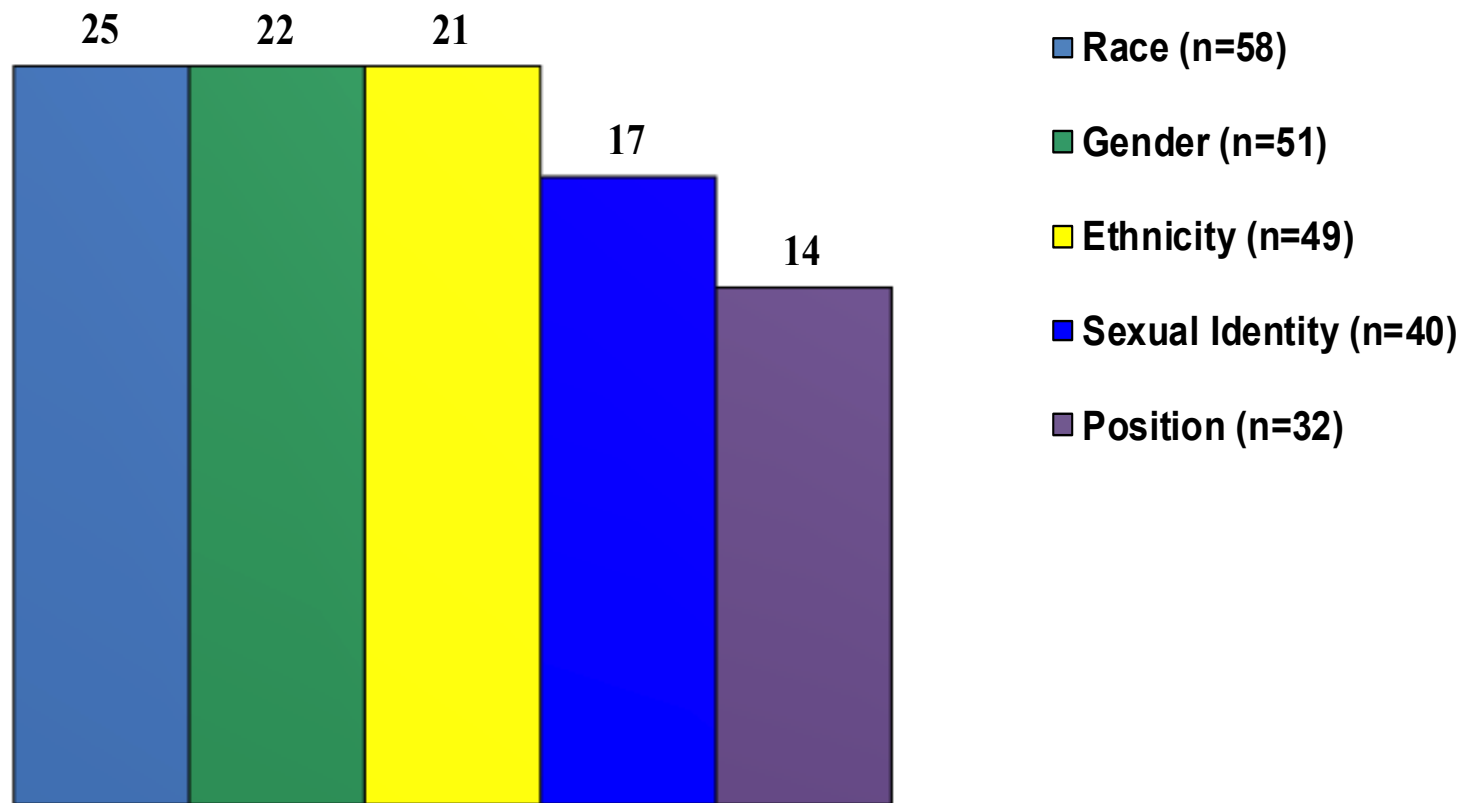
25% (*n* = 233)

Form of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

	<i>n</i>	%
Derogatory remarks	118	50.6
Deliberately ignored or excluded	93	39.9
Isolated or left out	84	36.1
Intimidated/bullied	75	32.2
Racial/ethnic profiling	55	23.6
Isolated or left out when work was required in groups	54	23.2
Assumption that someone was admitted/hired/promoted based on his/her identity	47	20.2
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	34	14.6

Note: Only answered by respondents who observed harassment ($n = 233$).
Percentages do not sum to 100 due to multiple responses.

Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct Based on... (%)



Note: Only answered by respondents who observed harassment ($n = 233$).
Percentages do not sum to 100 due to multiple responses.

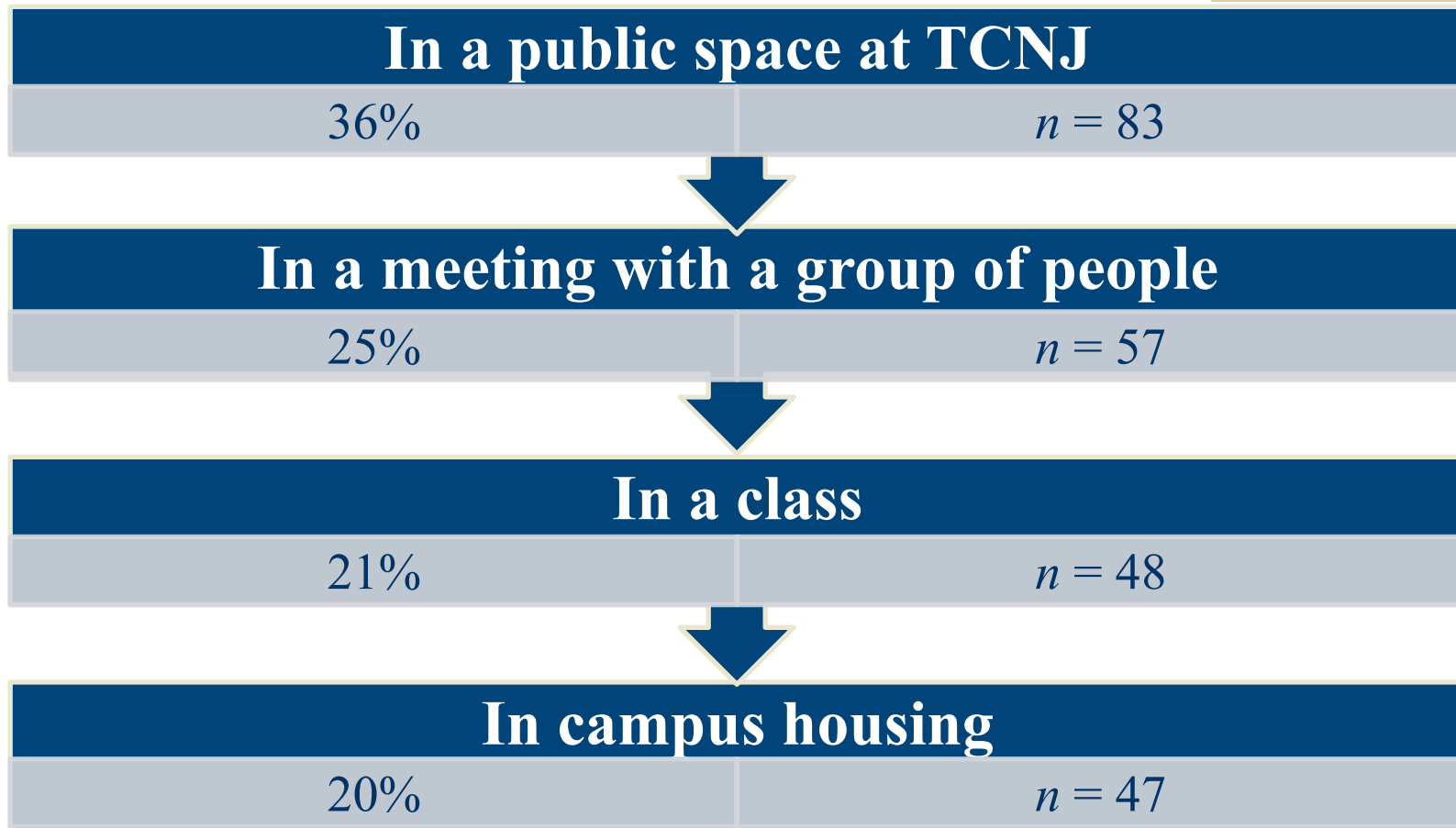
Source of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct (%)

Source

- Student (47%)
- Faculty Member (27%)
- Administrator (15%)
- Stranger (14%)
- Staff Member (9%)

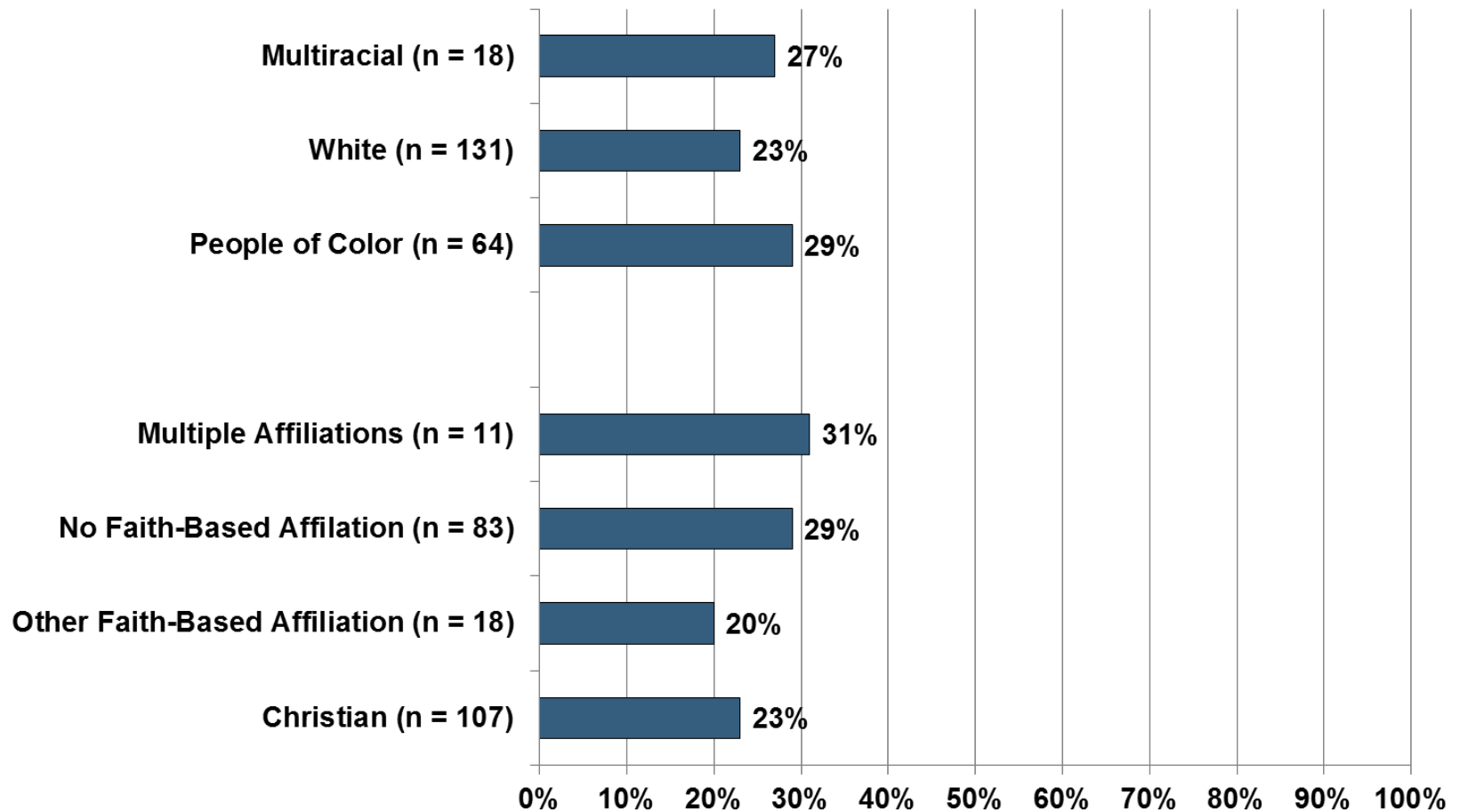
Note: Only answered by respondents who observed harassment ($n = 233$).
Percentages do not sum to 100 due to multiple responses.

Location of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

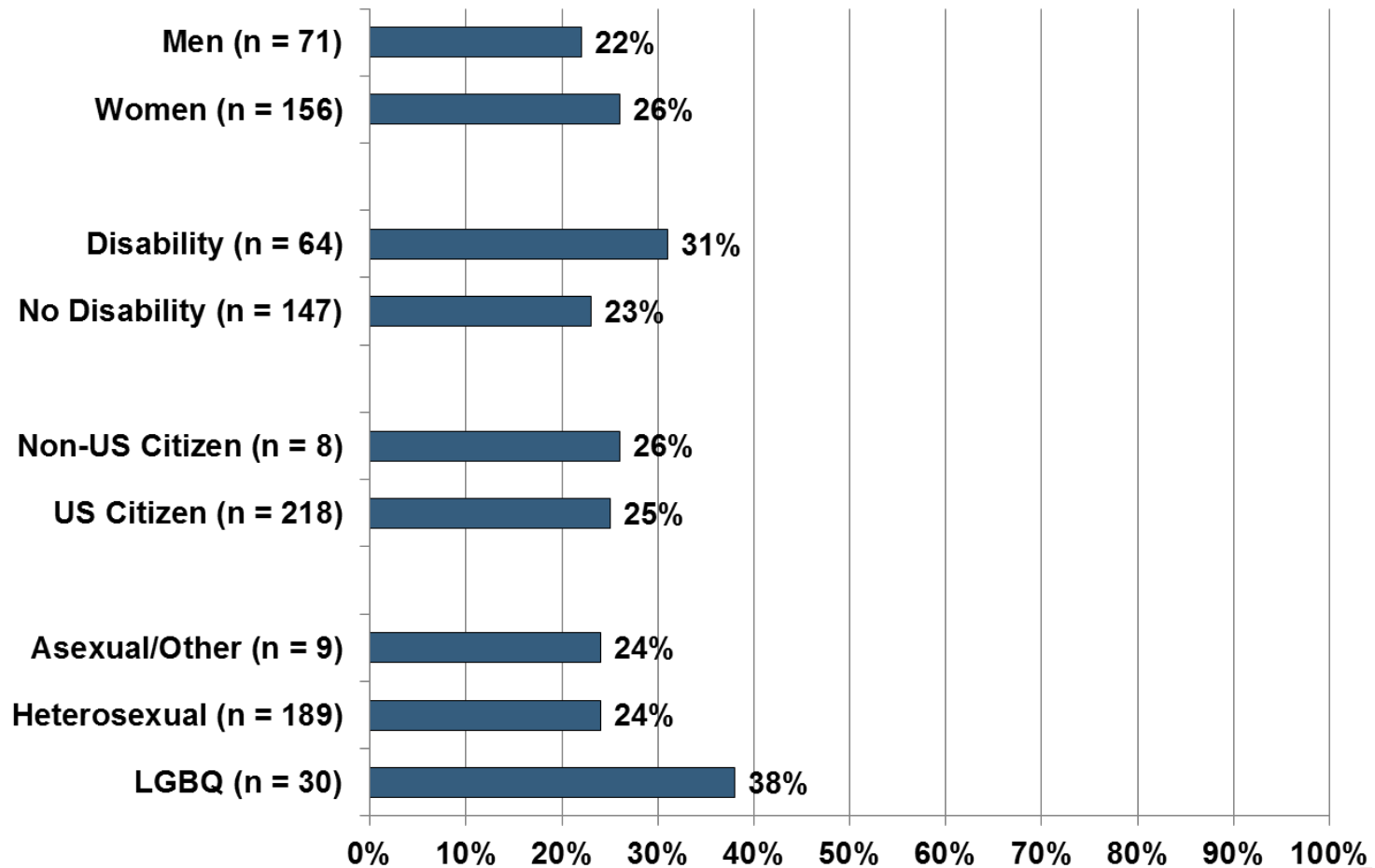


Note: Only answered by respondents who observed harassment ($n = 233$).
Percentages do not sum to 100 due to multiple responses.

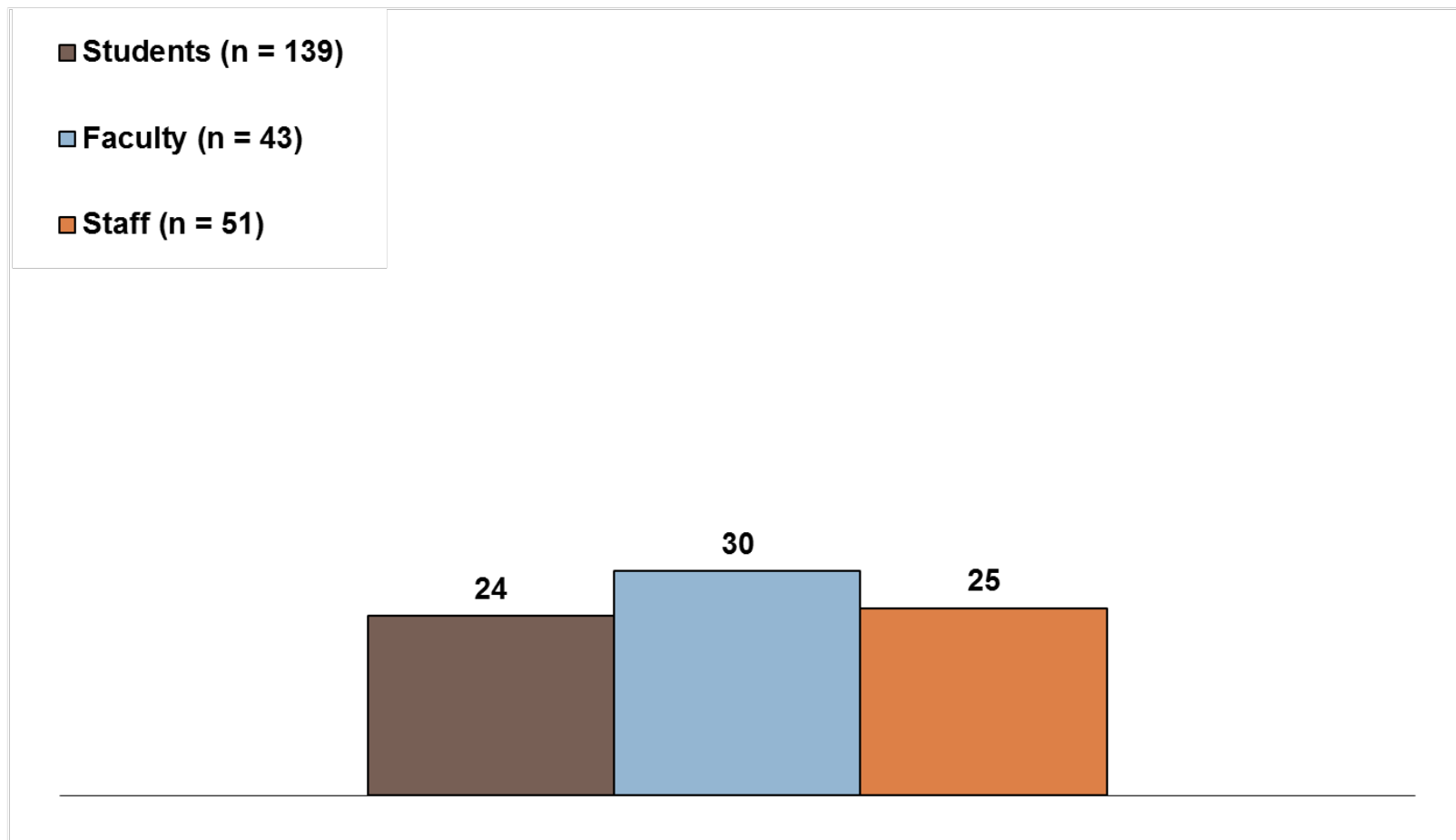
Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)



Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)



Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Position Status (%)



Perceptions of Unfair/Unjust Employment Practices

20% ($n = 29$) of Faculty respondents
16% ($n = 33$) of Staff respondents

Perceptions of Unfair/Unjust Employment Practices by Select Demographics

By Gender Identity

- 21% of Women Faculty and Staff respondents
- 12% of Men Faculty and Staff respondents

By Racial Identity

- 21% of Faculty and Staff People of Color respondents
- 16% of White Faculty and Staff respondents

Work-Life Issues SUCCESSES & CHALLENGES

The majority of employee respondents expressed positive attitudes about work-life issues.



Work-Life Issues – All Employees

Successes

- 70% of all Faculty and Staff respondents were satisfied with their jobs at TCNJ
- 70% were satisfied with the size and quality of their work space
- 70% were comfortable asking questions about performance expectations
- 64% were satisfied with their health benefits package
- 61% found that their workloads were usually manageable
- More than half thought TCNJ demonstrated the value of a diverse faculty (56%) and staff (56%)

Work-Life Issues – All Employees

Successes

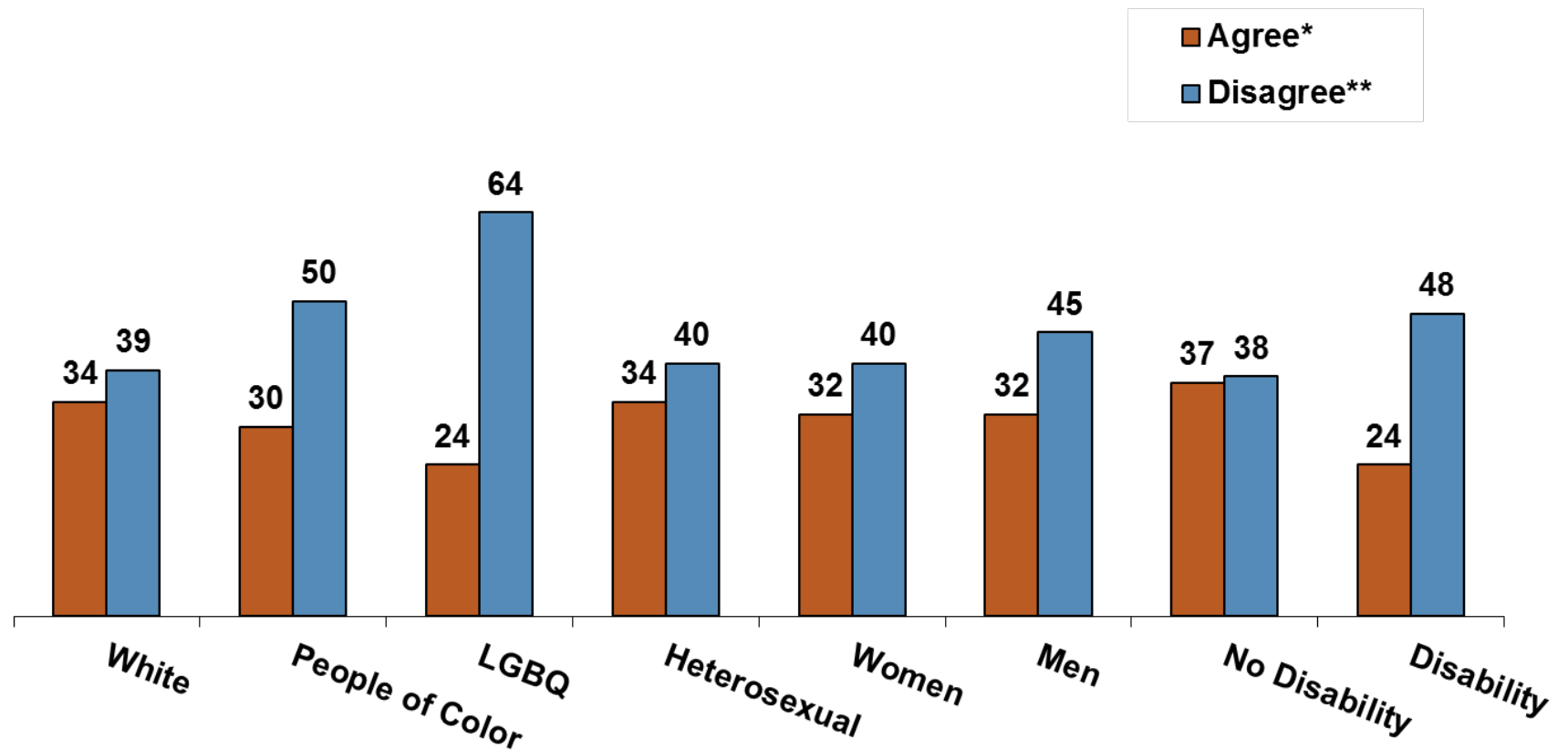
- 54% felt that they had colleagues or co-workers at TCNJ who gave them career advice or guidance when they needed it
- 52% felt that supervisors/managers consistently communicate, interpret, and implement TCNJ policies
- 47% had support from decision makers/colleagues/co-workers regarding their job/career advancement
- 46% were satisfied with their career progression
- 46% had access to funding for professional development opportunities

Work-Life Issues – All Employees

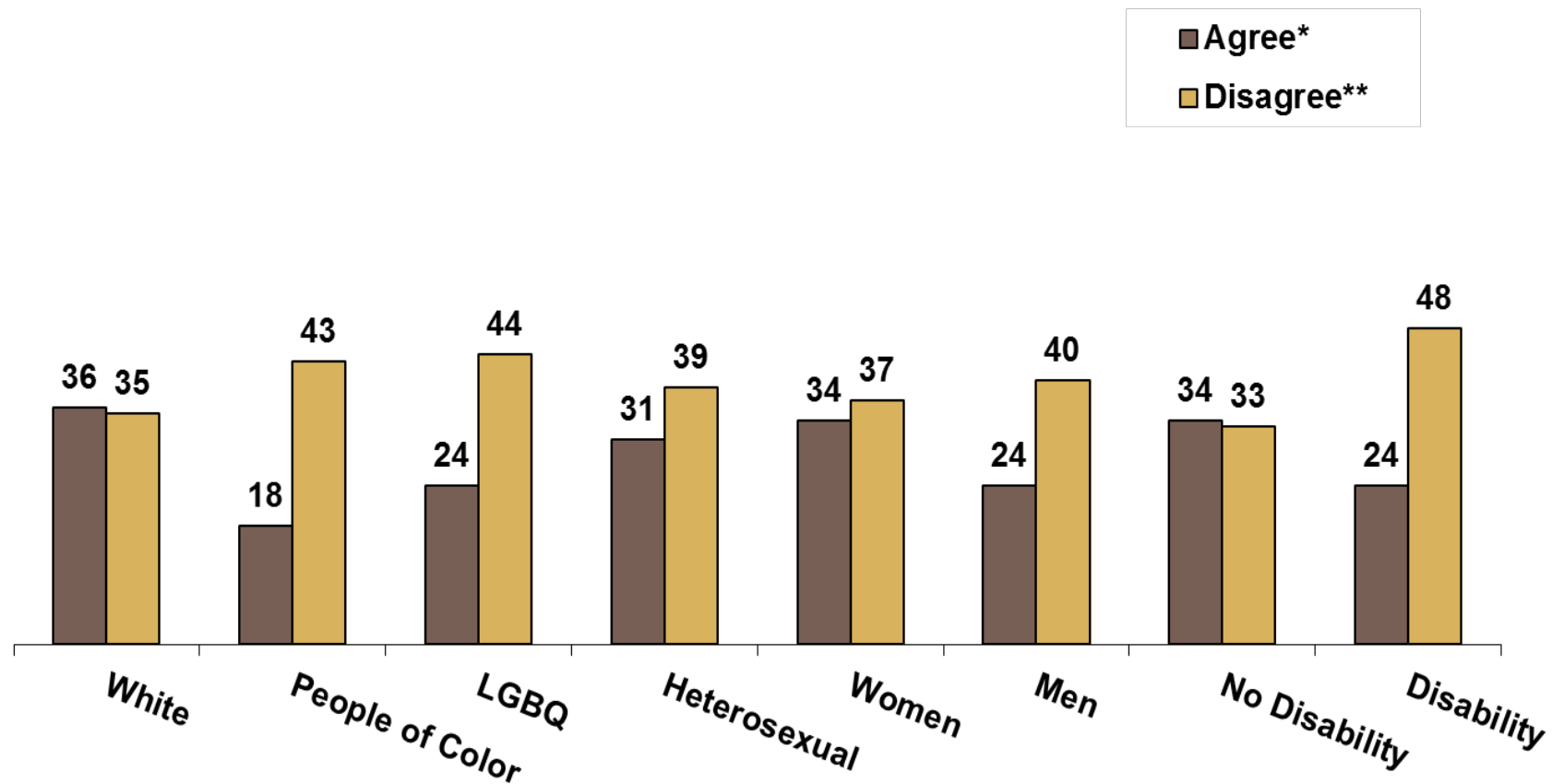
Challenges

- Less than half (40%) of all Faculty and Staff respondents were satisfied with their compensation
- Only 33% found that TCNJ was supportive of taking leave
- Only 33% believed that TCNJ treats all Faculty and Staff equitably
- Only 31% felt that their departments or colleagues actively mentor them

Employees Who Believed TCNJ Treated all Faculty and Staff Equitably by Select Demographics (%)



Employees Who Believed that Department/ Colleagues Actively Mentored Them by Select Demographics (%)



Work-Life Issues – All Employees

Challenges

- 31% were reluctant to bring up issues that concern them for fear it would affect their performance evaluations/tenure decisions
- 29% often had to forgo professional development because of work responsibilities
- 21% believed that their colleagues expected them to represent the “point of view” of their identities
- 21% found that personal responsibilities and commitments have slowed down their job/career progression

Work-Life Issues – All Employees

Challenges

- 17% were reluctant to take leave that they were entitled to for fear that it may affect their jobs/careers
- 16% found it difficult to balance child care with their work responsibilities
- 16% felt that they often had to forgo professional activities because of personal responsibilities
- 15% believed that their colleagues treated them with less respect than other faculty/staff
- 15% indicated that they constantly felt under scrutiny by their colleagues

Tenure/Teaching Issues - Faculty

Successes

- 51% of all Faculty respondents felt that their workload expectations and requirements were similar to those of their colleagues/co-workers at TCNJ
- 49% agreed that their research interests were valued by their colleagues
- Few felt pressure to change their research agenda to achieve tenure (9%) or promotion (16%)
- Few (14%) felt pressure to change their methods of teaching to achieve tenure/promotion

Tenure/Teaching Issues - Faculty

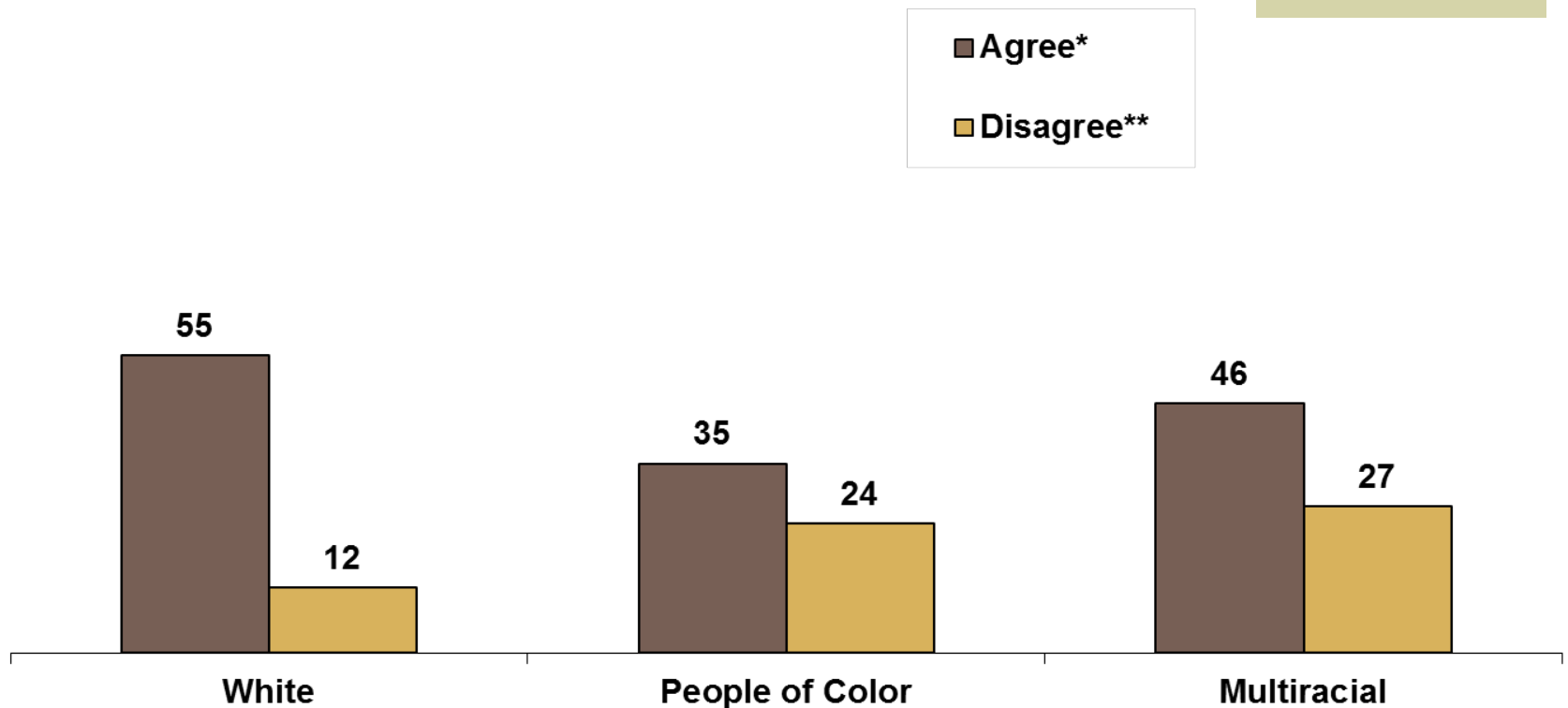
Challenges

- Less than half of Faculty respondents felt the tenure or promotion process was clear (44%)
- Less than half felt tenure standards were used fairly and objectively by their tenure committees in determining whether they received tenure (43%) or promotions (29%).
- 33% felt burdened by college service responsibilities beyond those of their colleagues
- 33% believed that their service contributions were valued by their colleagues for tenure/promotion
- 24% felt that they received constructive feedback on their progress toward tenure/promotion

Welcoming Workplace Climate



Workplace Climate was Welcoming Based on Race

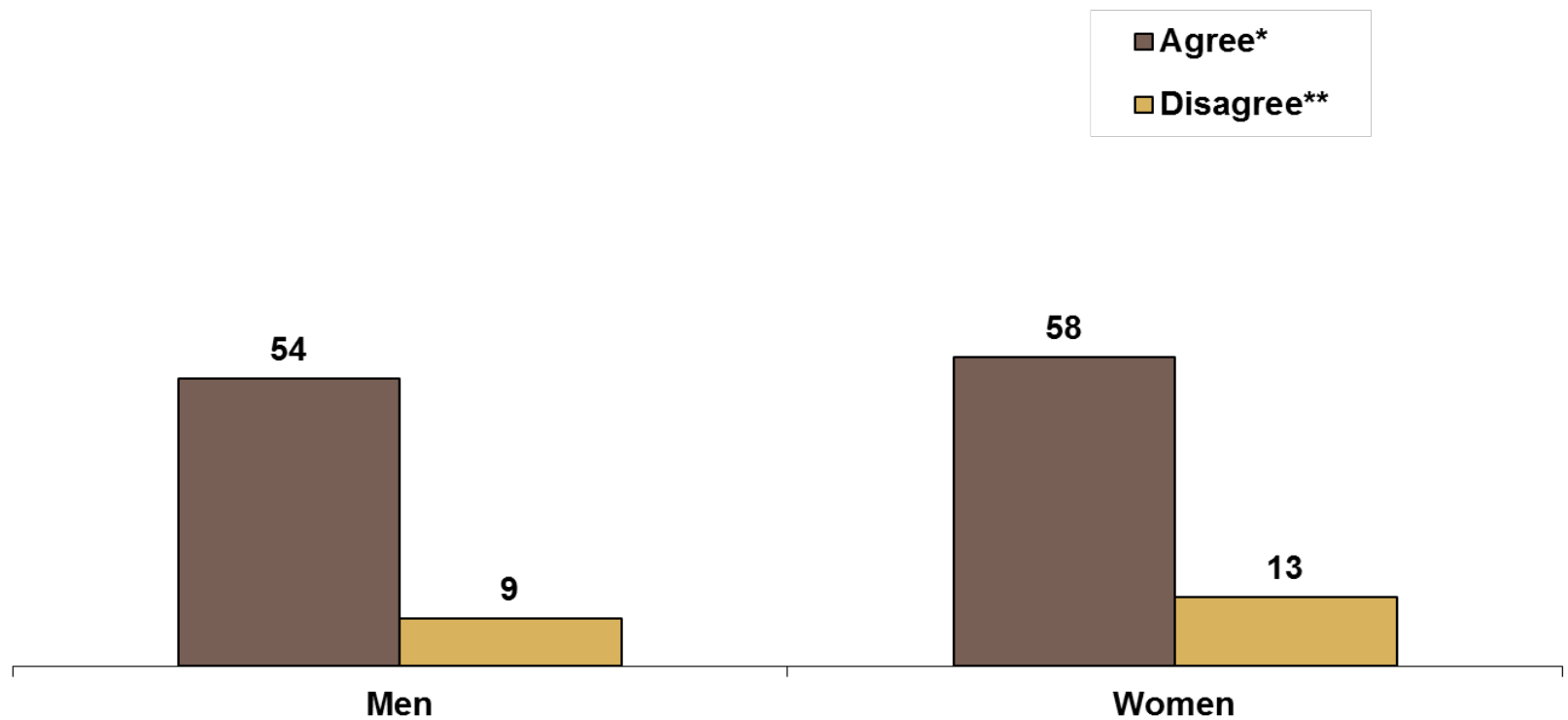


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Responses with n's less than 5 are not presented in the figure.

Workplace Climate was Welcoming Based on Gender

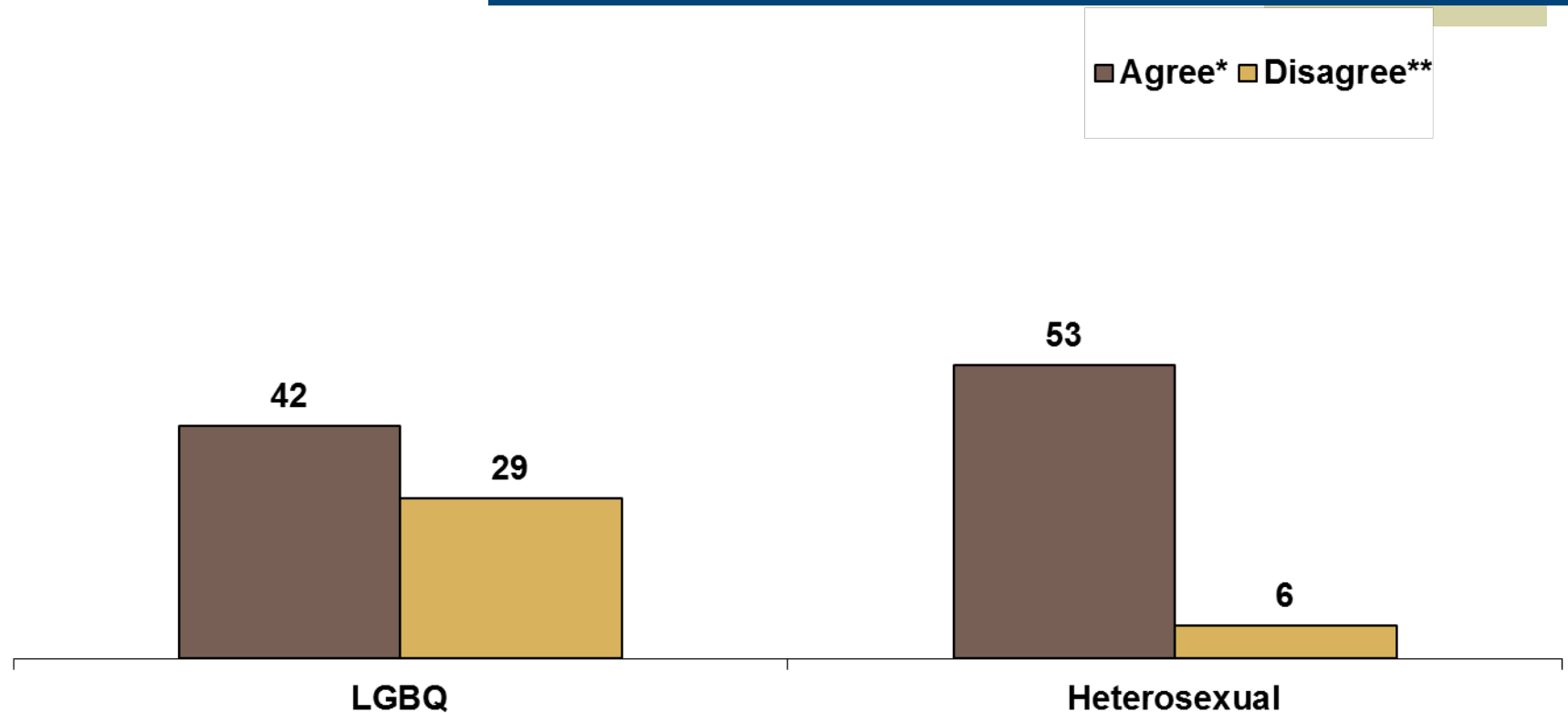


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Responses with n's less than 5 are not presented in the figure.

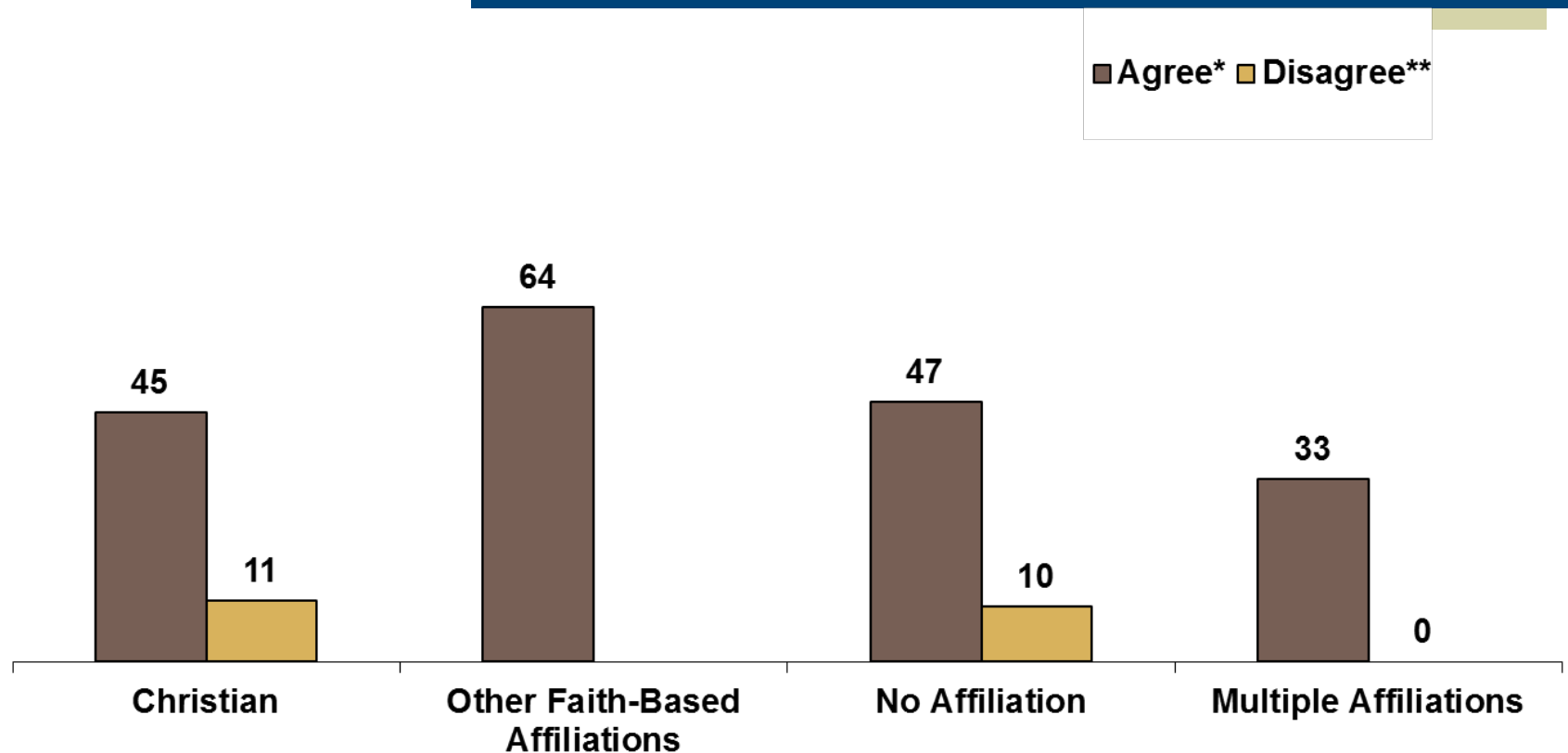
Workplace Climate was Welcoming Based on Sexual Orientation



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Workplace Climate was Welcoming Based on Religious/Spiritual Affiliation



* Agree and strongly agree collapsed into one category.


** Disagree and strongly disagree collapsed into one category.

Student Perceptions of Campus Climate




Student Perceptions of Campus Climate

Majority of students felt valued by faculty (82%) and other students (68%) in the classroom.



Majority of students reported that TCNJ faculty (79%), staff (63%), and administrators (52%) were genuinely concerned with their welfare.



Majority of students had faculty (78%) and staff (54%) who they perceived as role models.

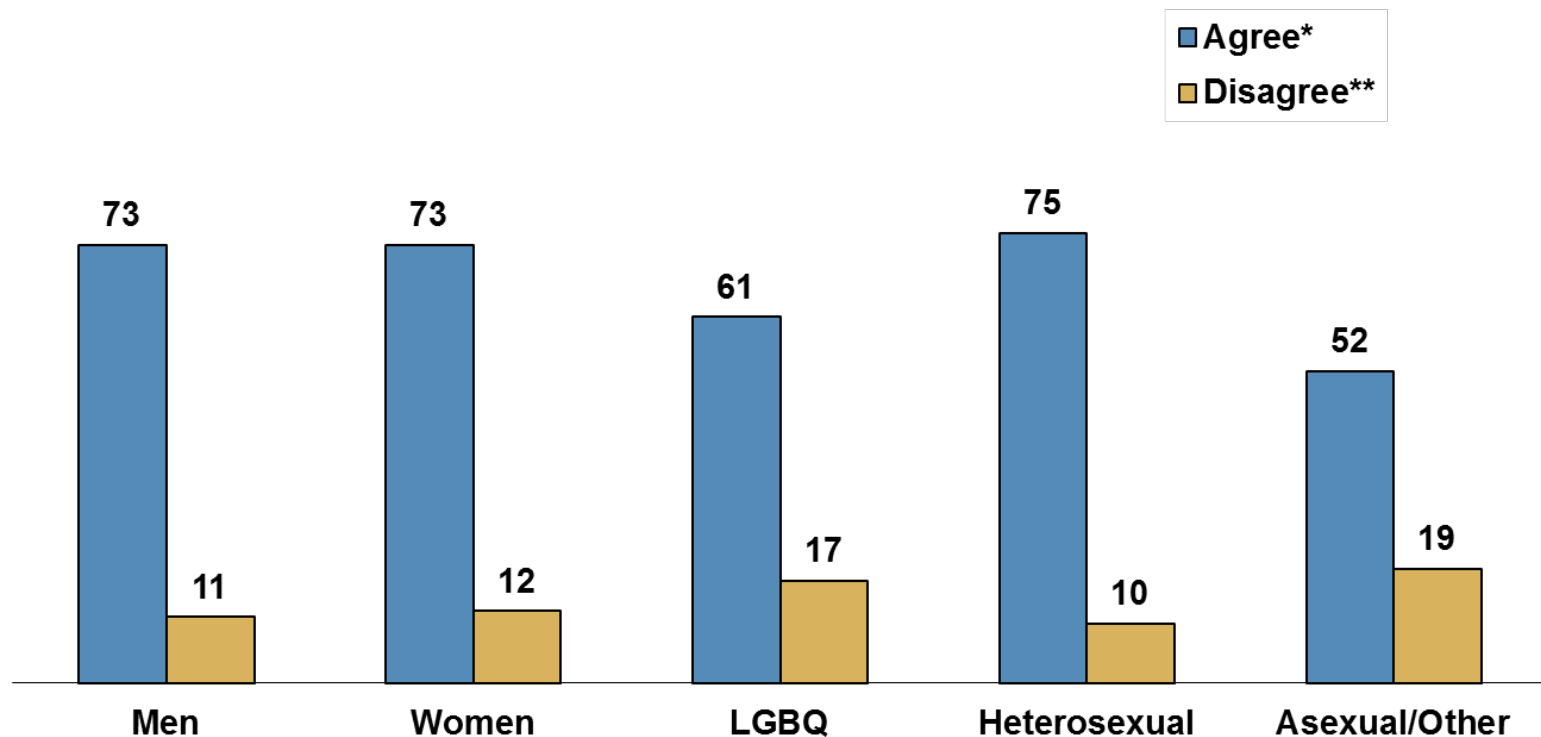
Student Perceptions of Campus Climate

34% of students felt faculty pre-judged their abilities based on their identities/backgrounds.



73% of students believed the campus climate encouraged free and open discussion of difficult topics.

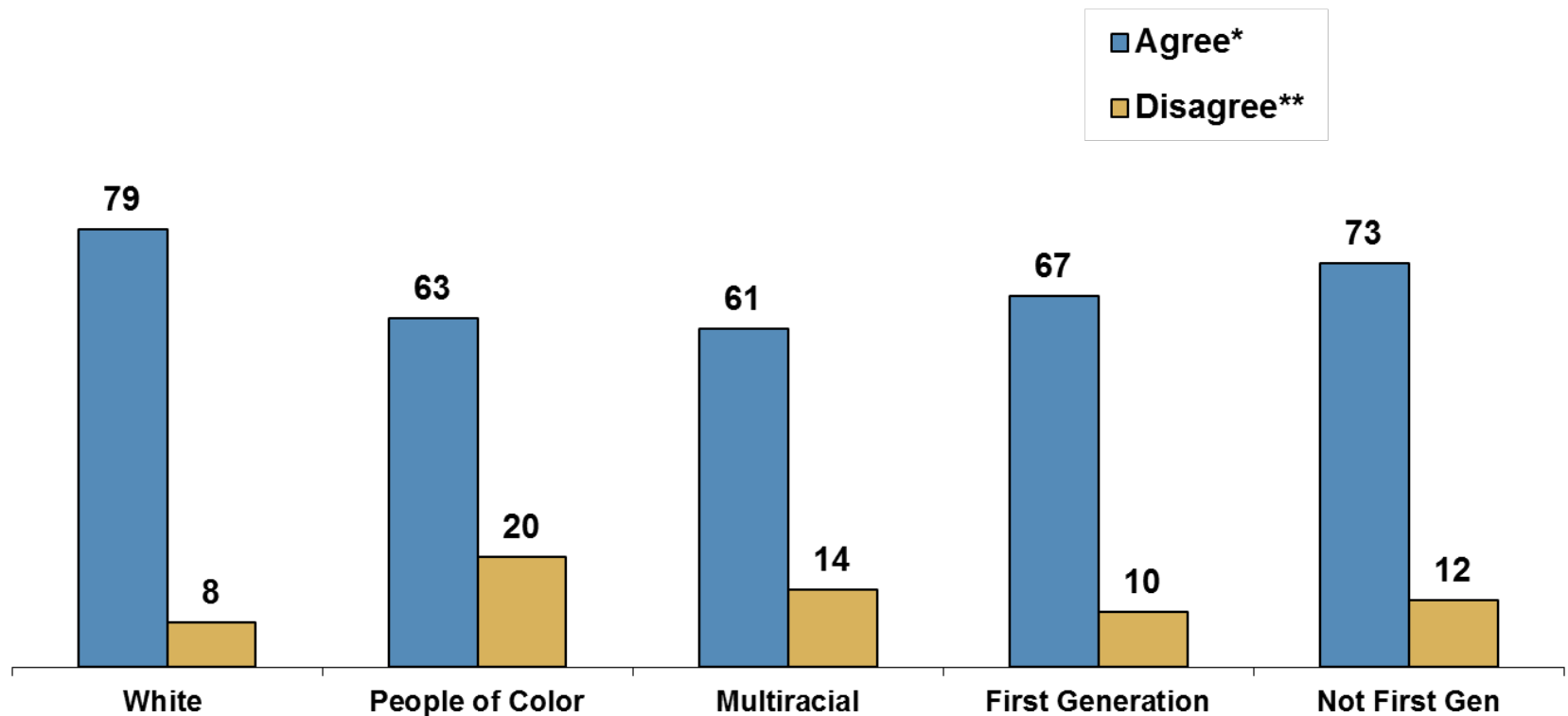
Student Respondents Who Believed that Campus Climate Encouraged Free and Open Discussion of Difficult Topics by Gender and Sexual Identity (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

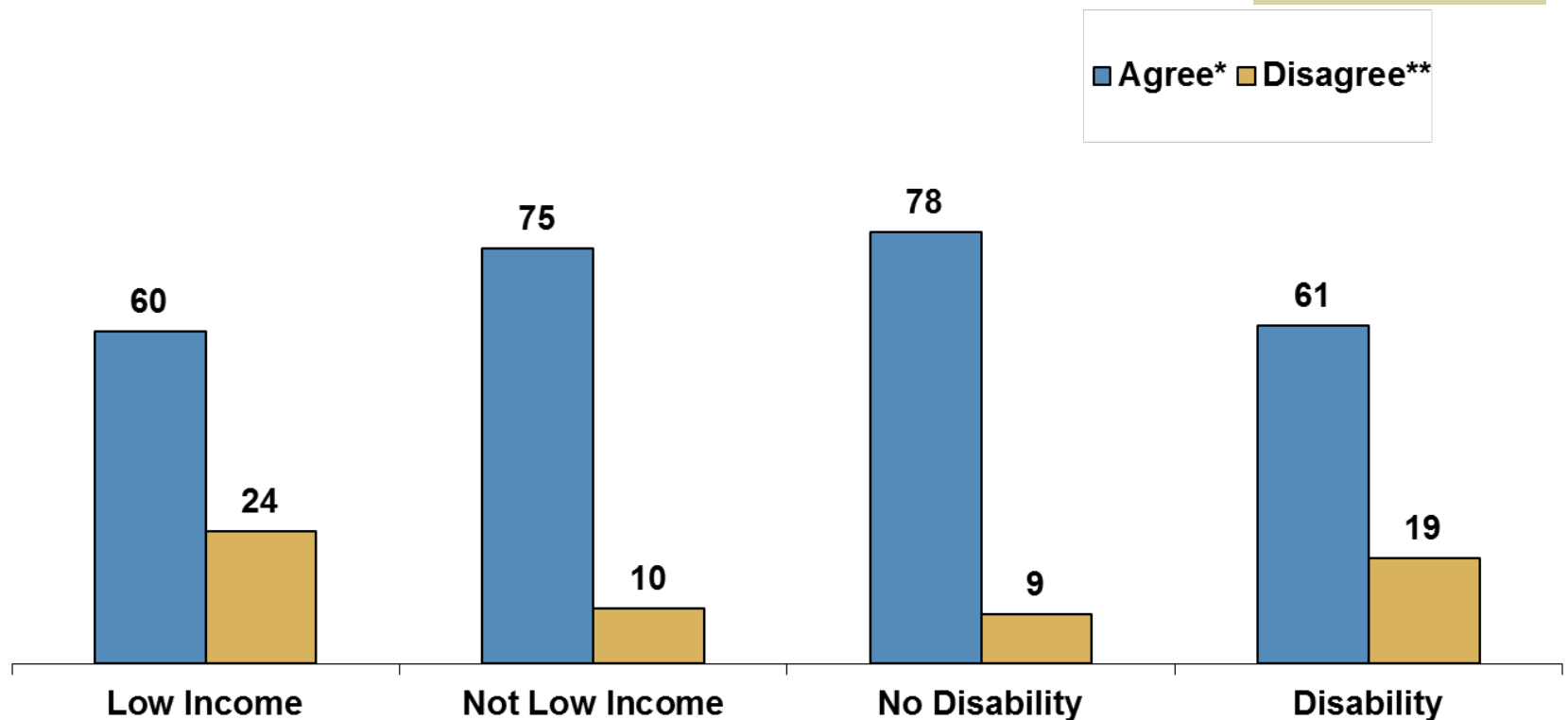
Student Respondents Who Believed that Campus Climate Encouraged Free and Open Discussion of Difficult Topics by Race and First Generation Status (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Student Respondents Who Believed that Campus Climate Encouraged Free and Open Discussion of Difficult Topics by Socioeconomic and Disability Status (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Institutional Actions



Campus Initiatives

Employees

More than half of Faculty and Staff thought the following positively influenced the climate:

Providing access to counseling for people who have experienced exclusionary conduct

Providing mentorship for new faculty and staff

Providing a clear and fair process to resolve conflicts

Increasing diversity of faculty, staff, administration, & student body

Campus Initiatives

Students

The majority of Students thought the following positively affected the climate:

Providing
diversity
training for
faculty, staff &
students

Providing a
person to
address student
complaints of
classroom
inequity

Providing
effective faculty
mentorship of
students

Campus Initiatives

Students

The majority of Students thought the following positively affected the climate:

Increasing
diversity of the
faculty, staff, &
student body

Incorporating
issues of
diversity & cross-
cultural
competence more
effectively into
the curriculum

Increasing
opportunities for
cross-cultural
dialogue among
students; between
faculty, staff &
students

Summary

Strengths and Successes
Opportunities for Improvement



Context

Interpreting the Summary



Although colleges and universities attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors.



As a microcosm of the larger social environment, college and university campuses reflect the pervasive prejudices of society.

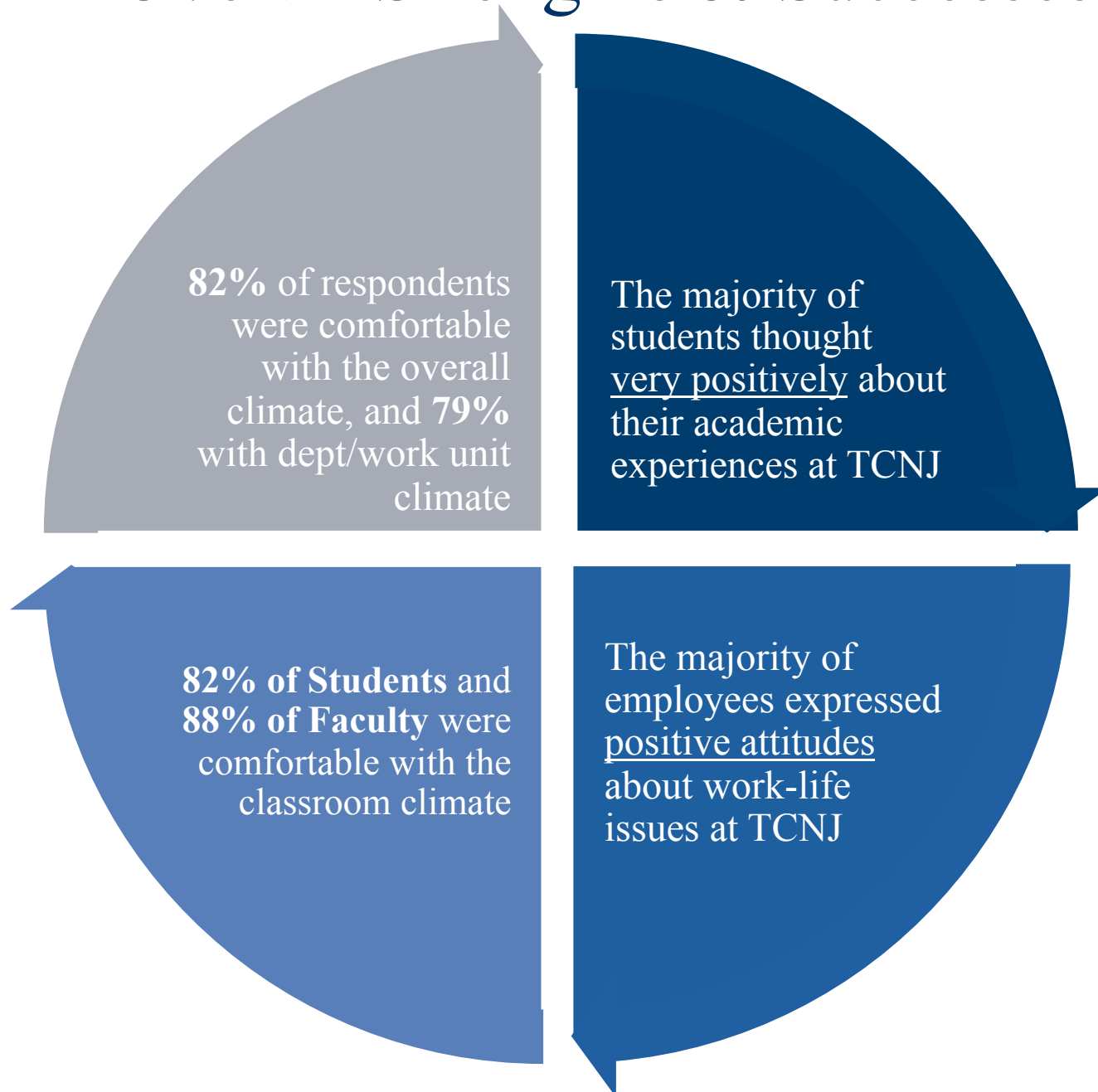


Classism, Racism, Sexism, Genderism, Heterosexism, etc.

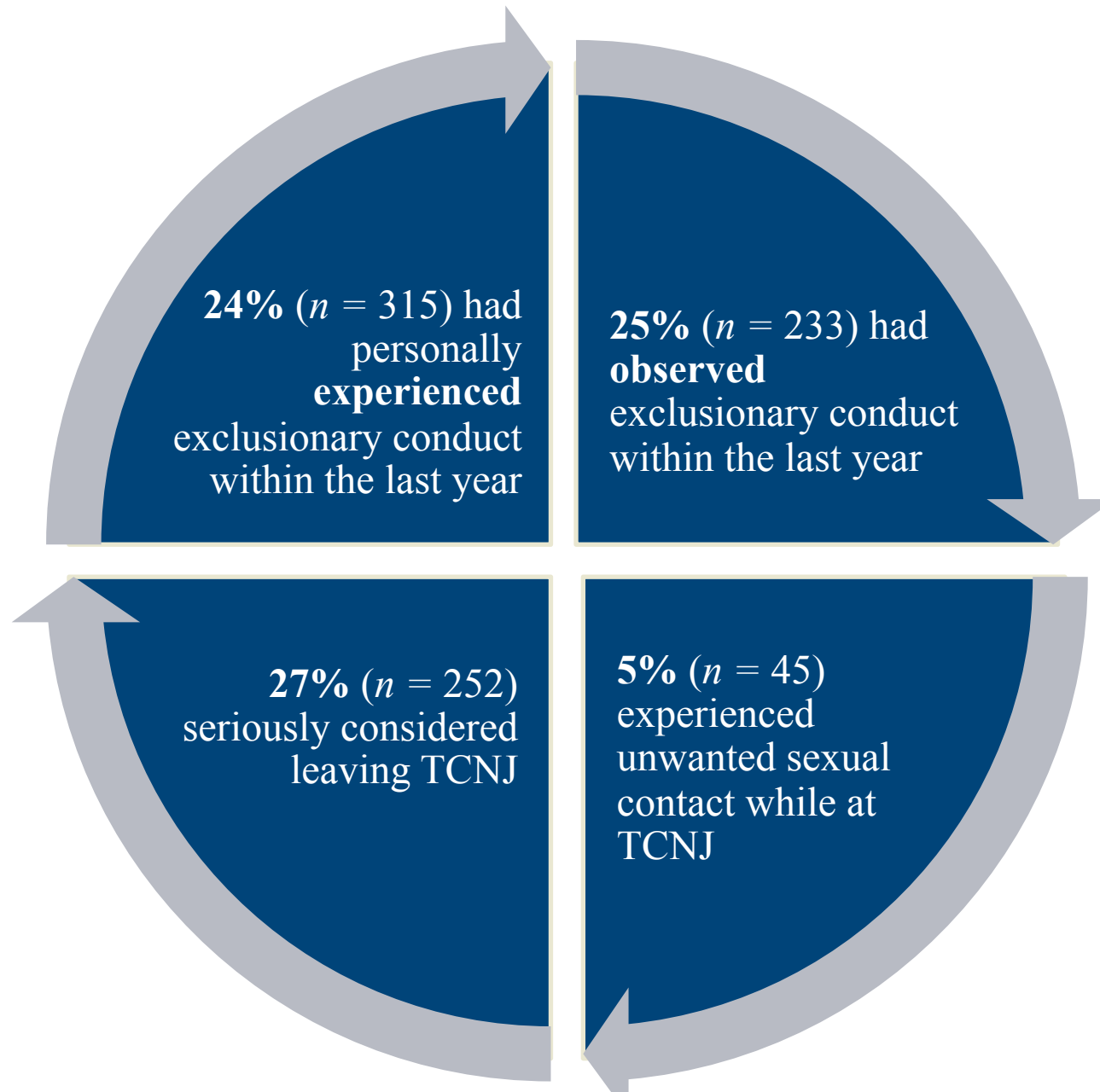


(Eliason, 1996; Hall & Sandler, 1984; Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Malaney, Williams, & Gellar, 1997; Rankin, 2003; Rankin & Reason, 2008; Rankin, Weber, Blumenfeld, & Frazer, 2010; Smith, 2009; Worthington, Navarro, Loewy & Hart, 2008)

Overall Strengths & Successes



Overall Opportunities for Improvement



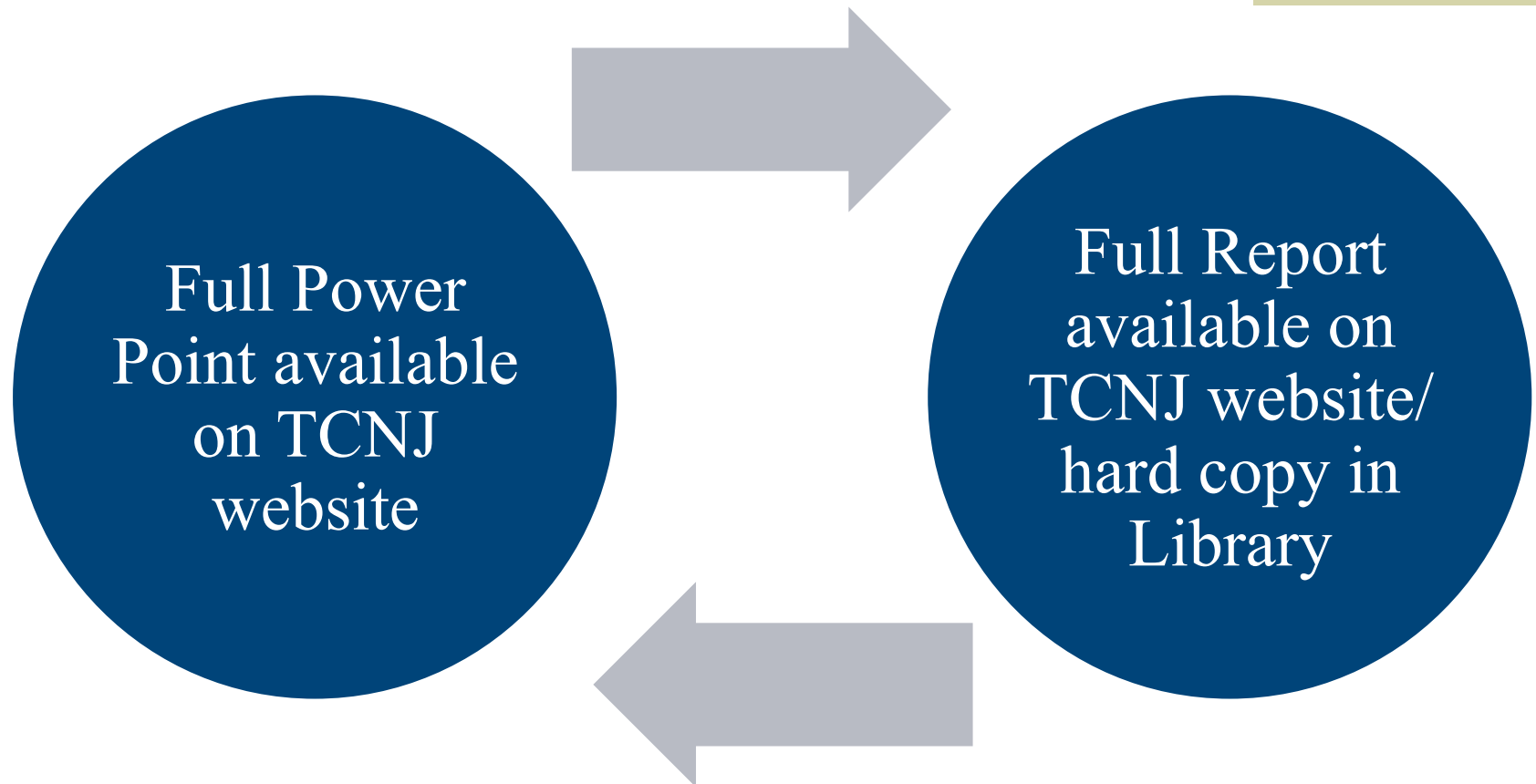
Next Steps



Process Forward

Sharing the Report with the Community

Fall 2014



Next Steps

- Develop strategic actions and a subsequent implementation plan.
- Use the assessment data to build on the successes and address the challenges uncovered in the report.
- Repeat the assessment process regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

Questions and Discussion

