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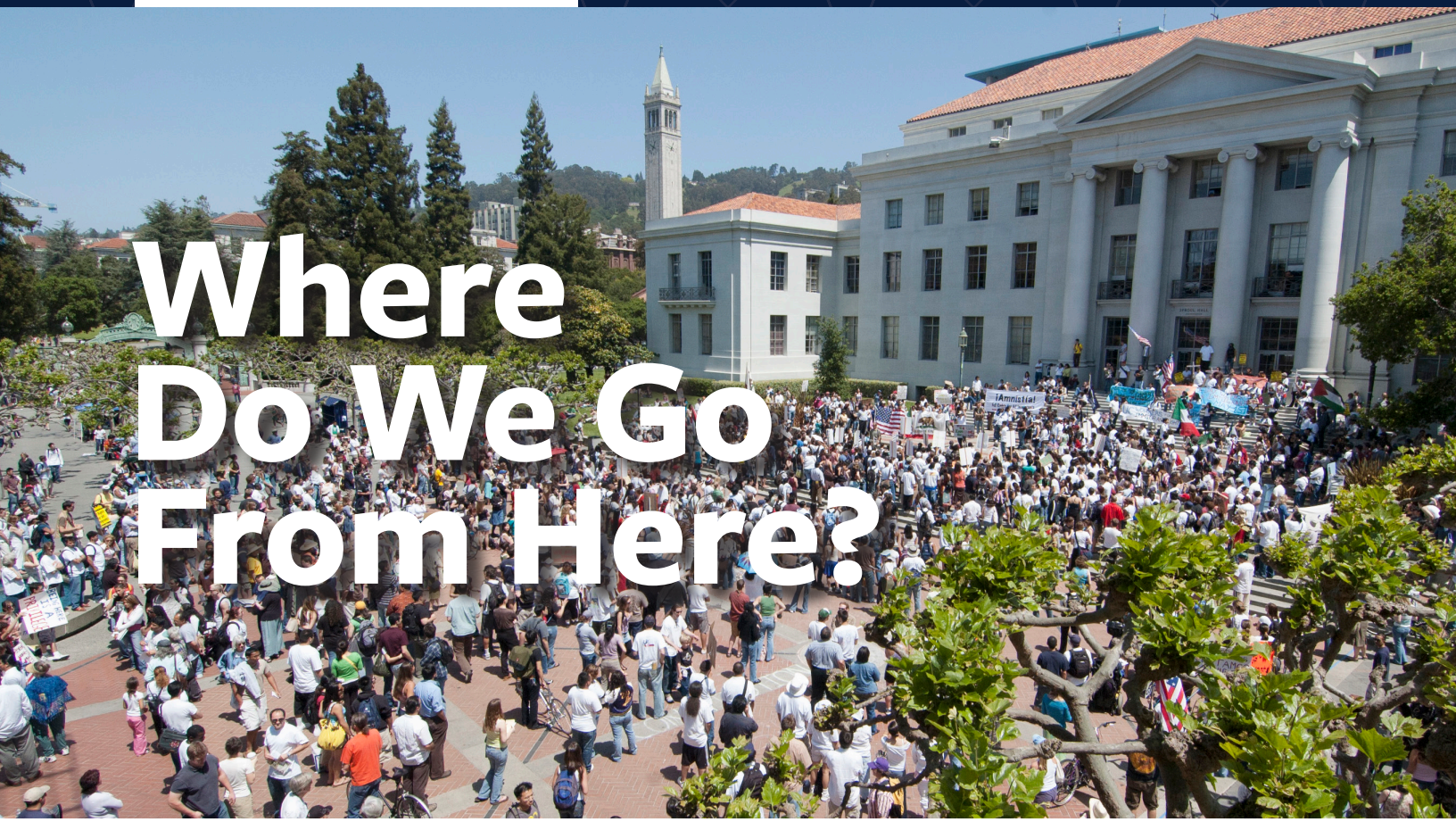

Where Do We Go From Here?

Highlights from the Campus Climate Survey at the University of California, Berkeley

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Contents

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The data have informed us— now where do we go from here?

Gibor Basri
Vice Chancellor of Equity & Inclusion at UC Berkeley

Campus climate describes the social interactions – both positive and negative – that contribute to a person feeling welcomed, valued, and respected as a part of a campus community. Broader societal factors influence and are often replicated in campus climate. Positive contributions range from small basic social niceties to the standards of community set and enforced by an institution. Negative contributions to campus climate range from daily microaggressions to rare hate crimes. Poor campus climate – whether in classrooms, in workspaces, or in living spaces – inhibits learning and negatively affects the productivity and well-being of both individuals and our collective community.[1]

The University of California, Berkeley is dedicated to fostering a caring university community that provides leadership for constructive participation in a diverse, multicultural world. As noted in a University of California Regents Diversity Study Group, "diversity and inclusion efforts are not complete unless they also address climate [and] addressing campus climate is an important and necessary component in any comprehensive plan for diversity."[2] In Spring 2013, as part of a system-wide effort, UC Berkeley administered the **Campus Climate Survey** of students, faculty, and staff to improve its knowledge about how members of the campus community relate to one another on a daily basis – with a goal of using the data to reinforce what is working and address what is not.

The UC Berkeley Campus Climate Survey found that in aggregate, when all populations, ethnicities, genders, sexual orientations, and all other demographics characteristics are taken together, three out of four respondents said they felt "comfortable on campus." While this finding may make good public relations, it glosses over areas of concern which become apparent when important aspects of diversity are disaggregated. When the findings are broken down—by dimensions such as race/ethnicity, gender, sexual orientation, and ability/disability—we find significant and pervasive differences of experience that are inconsistent with our values as an institution.

This report, produced by the Division of Equity & Inclusion at UC Berkeley and written by our staff after months of extensive data analysis, provides a synthesis of findings from the 2013 Campus Climate Survey as well as highlights from new initiatives designed to improve the environment at UC Berkeley.

Ultimately what the Campus Climate Survey forces us to ask of ourselves as members of this campus community is: **Where do we go from here?**

Gibor Basri, Ph.D.
Vice Chancellor of Equity & Inclusion
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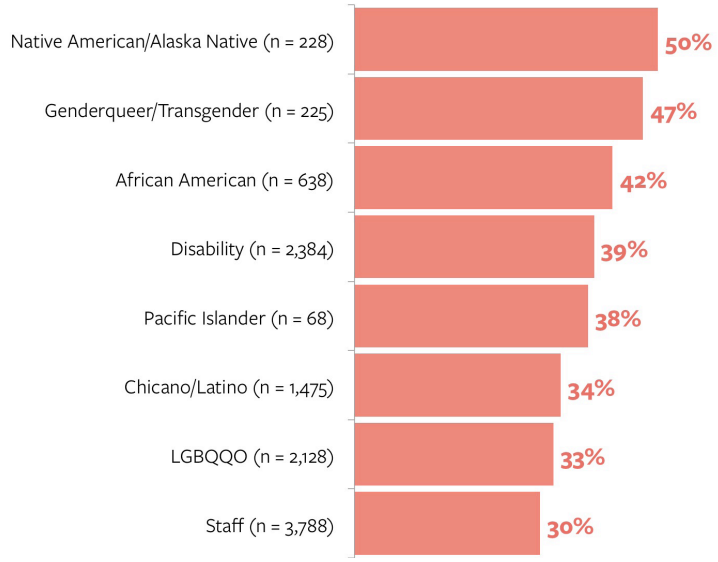
Exclusion

UC Berkeley is committed to creating an environment where all students, faculty, and staff feel respected, valued, and supported. Our Principles of Community "affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated." However, the survey found that one quarter (25%) of campus respondents reported experiencing exclusionary behavior[3] in the past year, and that marginalized groups and staff were most likely to report this behavior. As shown in **Figure 1**, these experiences were not uniform across groups, and many groups experienced more widespread exclusion. Approximately half of Native American/Alaska Native (50%) and genderqueer/transgender (47%) respondents experienced exclusion in the past year. Roughly two in five African American respondents (42%), respondents with a disability (39%), and Pacific Islander respondents (38%) experienced exclusion. Roughly one third of Chicano/Latino (34%), non-heterosexual (33%), and staff (30%) respondents experienced exclusionary behavior.

FIGURE 1

Marginalized Groups are Most Likely to Report Experiences with Exclusionary Behavior

Percent reporting experiences of exclusionary behavior within the past year



Peers and co-workers were the most common source of exclusionary behavior. Among undergraduate students who reported experiencing exclusionary behavior in the past year, almost three quarters (71%) reported another student as the source of the behavior (**Table 1**). Among graduate students, over half (52%) reported other students as the source while over two in five (43%) reported faculty as the source. Over half (57%) of faculty reported other faculty as the source. Among

TABLE 1

Exclusion is Most Often Peer-to-Peer

Sources of exclusionary behavior reported by population

Source	Undergraduate	Graduate	Faculty	Staff
Student	71%	52%	16%	5%
Faculty	12%	43%	57%	14%
Co-worker	2%	16%	26%	40%
Staff	6%	6%	10%	33%
Supervisor	2%	2%	3%	30%
Department Head	2%	5%	21%	20%

staff, the most common sources of exclusion were from co-workers (40%), other staff (33%), and supervisors (30%).

Exclusion was most frequently reported as occurring in classrooms, workplaces, and public spaces. Roughly two in five undergraduate respondents who reported experiencing exclusion within the past year indicated that it took place in classes, labs, and clinical settings (42%) as well as in public spaces (39%). Over half (55%) of graduate students said it took place in classes, labs, and clinical settings. Almost half (49%) of faculty and almost one third (32%) of staff who reported experiencing exclusion said it took place in meetings with other people.

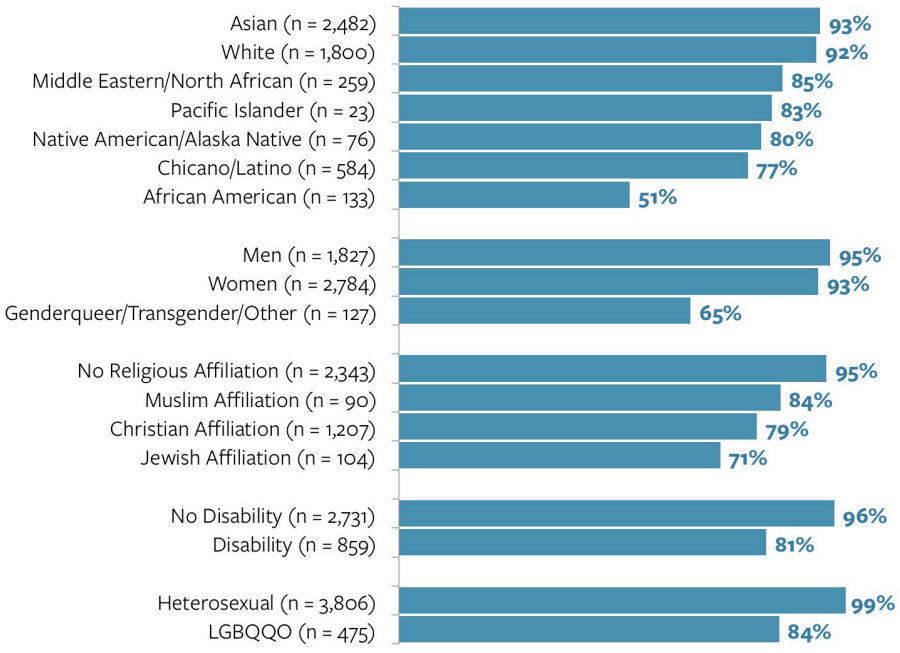
Respect

Respect is a key component of positive campus climate – a cornerstone of Berkeley's **Principles of Community** is that we "respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions." As with exclusion, the study found that marginalized groups feel less respected on campus than dominant or majority groups (see **Figure 2**). Respondents were asked a set of questions about how respected their affinity group was on campus (e.g., "Students of my race/ethnicity are respected on this campus"). The respect rate is the percentage in each group responding Strongly Agree, Agree, or Somewhat Agree. Only half to two thirds of African Americans (50% to 69% of respondents across students, faculty, and staff) felt that their race/ethnicity is respected at UC Berkeley. Low levels of respect were also found for genderqueer/transgender persons (62% to 80%), persons with disabilities (61% to 80%), and

FIGURE 2

Marginalized Groups Less Respected on Campus than Dominant or Majority Groups

Percent of undergraduate students agreeing that their affinity group is respected on campus



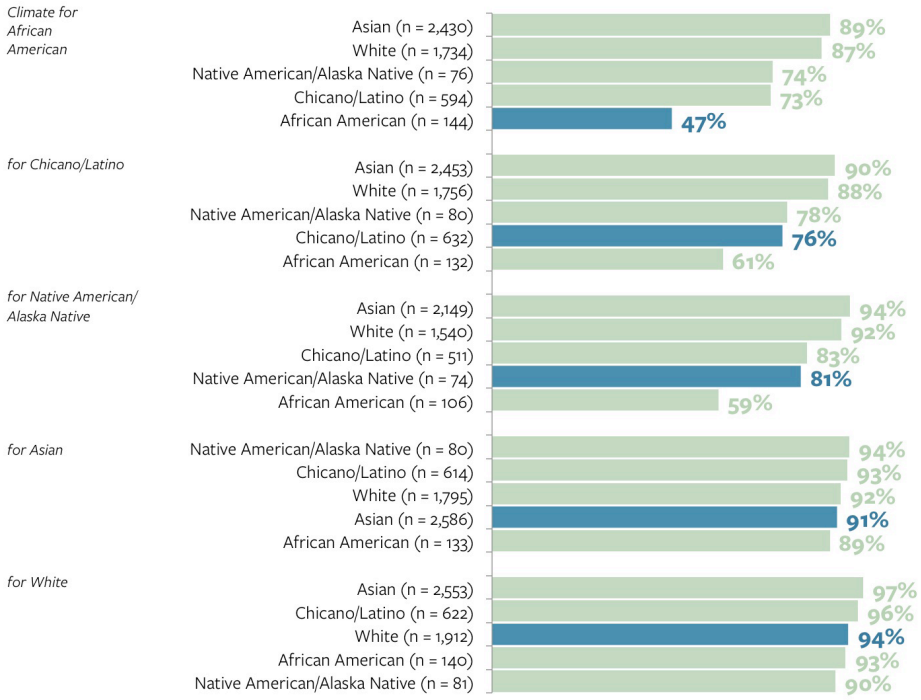
non-heterosexuals (84% to 91%). These lower levels of respect contrast with uniformly high levels of respect from 92% to 99% for Whites, Asians[4], heterosexuals, non-disabled, and men. Among graduate students, faculty, and staff, Muslims reported lower levels of respect (55% to 84%) than those with other religious affiliations – while among undergraduates, Jewish respondents reported the lower levels of respect (71%). Among faculty, women reported lower levels of respect (82%) than men (97%).

Racial/ethnic groups differ on how they view climate for themselves compared to other groups. In particular, non-African Americans overestimate the level of respect toward African Americans. **Figure 3** shows that fewer than half [5] (47%) of African American undergraduate respondents reported that the climate at UC Berkeley was *Respectful* or *Very Respectful* for African Americans, while a majority of Asian (89%), White (87%), Native American/Alaska Native (74%), and Chicano/Latino (73%) undergraduate reported a respectful climate for African Americans. White and Asian undergraduates also overestimate the level of respect towards Chicano/Latinos and Native American/Alaska Natives. All groups are reasonably accurate in gauging the levels of respect for Whites and Asians. Similar findings hold for graduate students, faculty, and staff. These findings highlight how the lived experience for marginalized groups is quite different than the perceived reality from the vantage point of non-group members.

FIGURE 3

Non-Group Members Inaccurately Gauge Climate for Underrepresented Groups

Percent of undergraduate students reporting that different racial/ethnic groups are respected on campus



Campus Climate Gaps

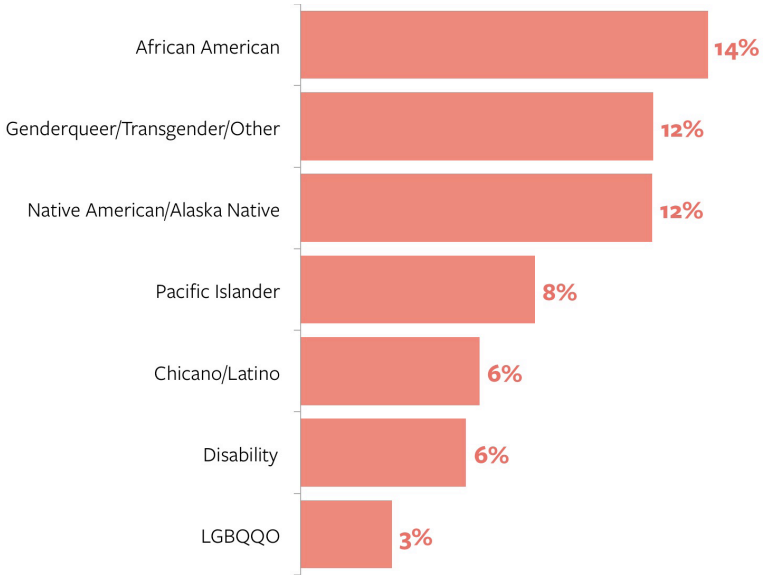
Previous sections have only looked at two climate metrics: exclusion and respect. While a clear pattern emerged with excluded groups also having low respect, additional metrics need to be examined to see if the pattern holds across other measures such as "having channels for reporting discrimination readily available" to thinking that the campus "values a diverse staff or faculty." The new metrics need to be considered not in the aggregate but with an eye to relative differences between groups. For each metric, we looked at the difference between a given affinity group (e.g., Native American/Alaska Native) and the overall campus (i.e., all respondents). For example, 50% of Native American/Alaska Natives said they experienced exclusionary behavior compared to 25% of the overall population – resulting in a gap or difference of 25 percentage points. **Gaps were calculated for each of almost 100 metrics and then averaged.** This allowed us to see which groups consistently had the largest gaps in campus climate.

This methodology confirmed the findings noted earlier: marginalized groups (historically underrepresented racial/ethnic minorities, LGBT, and disabled) consistently experience worse campus climate than dominant or majority groups. As shown in **Figure 4**, African Americans, Native American/Alaska Natives, and genderqueer/ transgender individuals all had climate gaps of 10-15

FIGURE 4

Marginalized Groups Experience Worse Campus Climate than Dominant or Majority Groups

Average campus climate gap between affinity group and campus average including all populations



percentage points. This means that on average, these groups were 10-15 percentage points worse for a given climate metric than the campus as a whole. Pacific Islanders, Chicano/Latinos, and persons with disabilities had climate gaps of 5-10 percentage points. Non-heterosexuals had an overall campus climate gap of 3 percentage points.[6] Dominant or majority groups all had better climate than the campus as a whole.

Top Campus Climate Areas of Concern

The campus climate gaps in the previous section are averages with variation from question to question. Some questions, such as experiences with exclusionary behavior, have larger gaps than other questions. The areas of the greatest concern among survey respondents are those with the largest and most consistent campus climate gaps for marginalized groups. These include:

- not feeling that there are readily available channels for reporting discrimination;
- not believing that top campus administrators are genuinely committed to promoting respect for and understanding of group differences;
- not believing that faculty are genuinely committed to promoting respect for and understanding of group differences as a top concern (reported by ladder faculty, staff, graduate students, and female undergraduates);
- feeling pre-judged about their abilities by faculty based on perceived identity/background (reported by students);
- not feeling faculty and administrators are genuinely concerned with their welfare;
- not seeing enough faculty or staff with whom they identify (reported by graduate students and female undergraduates);
- not thinking that the campus values a diverse staff or faculty (reported by graduate students, faculty, and staff);
- not feeling comfortable taking leave to which they are entitled for fear of it affecting their job or career (reported by graduate students, faculty, and staff); and
- being reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or tenure/merit/promotion decision (reported by graduate students, faculty, and staff).

Climate in Departments

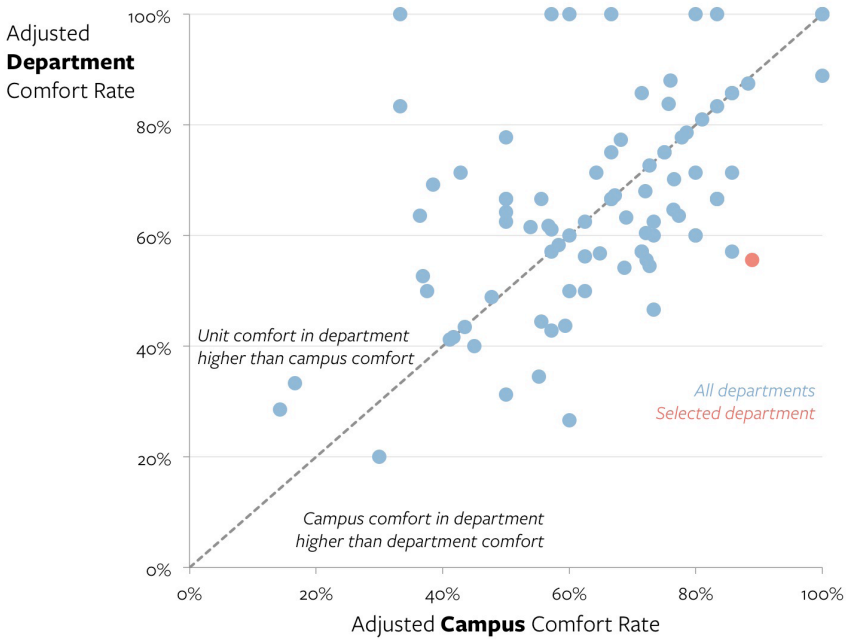
In addition to the wide variation found among different demographic groups, we found wide variation in campus climate among different campus departments. To better understand how respondents felt about the climate in their department relative to the overall campus climate, we looked at climate specific to a department and compared it to the overall climate reported by a department. The survey asked two questions – "How comfortable are you with the overall campus climate?" and "How comfortable are you with the climate in your unit [department]?" – which were used to create a department comfort rate and a campus comfort rate for each departmental respondent. To control for demographic variation across departments, comfort rates within department are adjusted by a statistical model. While respondents in a majority of departments are comfortable both in the department and on campus, there is considerable variation between departments. Some department respondents are more comfortable within their department compared to campus, while others are more comfortable on campus than in their department. Only a handful of respondents are uncomfortable both within their department and on campus overall.

The dashed line in **Figure 5** delineates the boundary between where respondents in a department are more comfortable within their department than on campus (above the line) and where respondents are more comfortable on campus than in their department (below the line). For the highlighted department in **Figure 5** the respondents are generally comfortable on the campus (89% adjusted comfort) while they are less comfortable within their department (56% adjusted comfort). This suggests that there may be climate issues particular to that department.

FIGURE 5

Departmental Campus Climate Varies Greatly

Adjusted campus comfort versus adjusted department comfort by department



In Fall 2014, the findings for each control unit, division, school, and college were shared with their respective leadership. The department heads were encouraged to review the results with leaders and constituents in their areas and to develop actions to improve the climate in their department, as well as on campus more generally.

Where Do We Go from Here?

When the results of the UC Campus Climate Study were released in March 2014, UC Berkeley Chancellor Nicholas Dirks announced a series of initial steps and decisions in support of our goals and aspirations regarding campus climate at Berkeley (http://diversity.berkeley.edu/message-chancellor-dirks). He subsequently awarded funding through the campus budget process to the Division of Equity & Inclusion to support and implement new projects and ideas.

Over the summer and early fall of 2014, Equity & Inclusion formed working groups and solicited ideas across the campus for ways in which to create a campus where all Berkeley students, faculty, and staff feel respected valued and supported. After reviewing these proposals and ideas, Equity & Inclusion provided funding and resources for the following new projects for 2014-15 and 2015-16:

- **Intergroup Dialogue Curriculum:** During the 2015-16 academic year, a Berkeley faculty member will develop and implement new undergraduate curricula in which students will develop the language and capacity for dialogue in a diverse society as well as the skills to work with differences and conflicts as opportunities for deeper understanding.

- **Faculty Leadership Series on Inclusive Classroom and Departmental Practices:** Equity & Inclusion will recruit 10 Berkeley faculty leaders to design and pilot a series of peer-led departmental dialogues. Topics will include improving departmental climate and creating classroom environments that are more welcoming and responsive to students with diverse background and identities.
- **GSI Training in Classroom Climate:** Equity & Inclusion will support the Graduate Division in developing and implementing a new interactive-theater-based training for Graduate Student Instructors (GSIs) in diversity and inclusion in classroom and teaching practices. The training will reach all new GSIs and feed into ongoing graduate-level pedagogy courses.
- **Innovation Grants for Improving Campus Climate:** Using a combination of campus funds and a grant from the Evelyn & Walter Haas, Jr. Fund, Equity & Inclusion will award grants to spur innovative practices that address exclusion, build intergroup connections, and create a more welcoming campus climate with a focus on proposals to enhance the graduate and undergraduate student experience. (http://diversity.berkeley.edu/innovationgrants).
- **Town Halls and Symposia:** Berkeley's Multicultural, Sexuality and Gender Centers will be working with the student government (ASUC and Graduate Assembly), Dean of Students Offices, and other organizations to coordinate a series of events to engage students, staff, and faculty in the dialogue and discussion of campus climate, diversity and inclusion.
- **Multicultural Education Program:** The campus' Multicultural Education Program, operated out of Staff Diversity Initiatives, will continue to provide open enrollment workshops to staff, faculty, and students as well as customized coaching and facilitation on topics such as Leading Diverse Teams, Creating Inclusive Classrooms, Uncovering Unconscious Bias, and Expanding Cross-Cultural Communication. (http://mep.berkeley.edu/workshops)
- **NOW Conference and Professionals of Color Leadership Development**: Under this initiative, the Third Annual Next Opportunity at Work (NOW) Staff Career Development Conference will be offered in July 2015, providing workshops and coaching to Berkeley staff on career planning and development. The Rising Together conference in April 2015 provided professional development for staff of color at Berkeley. Staff Diversity Initiatives will also pilot a new leadership development program to identify and prepare high potential staff of color for middle and senior management positions.

These projects will complement our many existing efforts in campus climate and inclusion. These include: support services for underrepresented minorities, low-income students, disabled persons, LGBT persons, student parents, and undocumented immigrant students; advocacy and prevention of sexual harassment and violence; faculty diversity and equity initiatives; and staff diversity and professional development work. In addition, Equity & Inclusion will continue its work in helping academic and administrative departments review the survey results for their areas and to develop departmentally-based strategies and actions. Equity & Inclusion will monitor and assess campus climate progress as well as short- and long-term outcomes or impacts. The Chancellor's Council on Campus Climate, Culture, and Inclusion will continue to convene to review progress and provide feedback and guidance when appropriate.

The survey has done its job: It has informed us. It also confirms what many have long felt – UC Berkeley needs a cultural change. It's tempting, perhaps even easy, to say the problems identified by the campus climate survey are too big to tackle. But this is the logic that has contributed to our current state. It's now up to us — collectively and individually — to transform UC Berkeley into a place where everyone is respected and valued.

Data Source

The UC Berkeley Campus Climate Survey was administered in Spring 2013 by Rankin & Associates. The final report, produced in March 2014, is available, along with reports from other UC campuses, at http://campusclimate.ucop.edu/results/index.html.

Endnotes

1. For a literature review on the influence of campus climate on academic and professional success, see *UC Campus Climate Assessment Project: UC Berkeley Final Report*, March 2014, Rankin & Associates Consulting, pp. 5-8.
2. UC Regents' Study Group on University Diversity Campus Climate Report, p.1
3. Exclusionary behavior is defined as intimidating, offensive, hostile, bulling, or harassing behavior.
4. Asian is a broad racial/ethnic category encompassing many groups with varied cultures, histories, and experiences with the United States. Despite these differences, only minor variations between intra-Asian ethnic groups were found in survey responses. Pacific Islanders are not included in the Asian racial/ethnicity category and were found to have persistently lower climate than many other groups.
5. Figure 2 shows a respect rate of 51% for African American undergraduates compared to a respect rate of 47% shown in Figure 3 – with similar slight discrepancies for other race/ethnicities. The discrepancies are due to two different questions with similar wording being used for the two figures. The responses to the two questions are statistically indistinguishable and provide evidence of reliability of the survey.
6. While the overall climate gap for non-heterosexuals is a mild but still troubling 3%, the climate gap is over 5% for non-staff populations – from 4% for ladder faculty to 7% for non-ladder faculty.

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