

University of California Riverside

Campus Climate Assessment Report Results May 28, 2014



Climate In Higher Education



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

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

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

Results

Response Rates





Who are the respondents?



4,433 people responded to the call to participate
(18% overall response rate*)



Student Response Rates

14%

- Undergraduate ($n = 2,598$)

19%

- Graduate ($n = 465$)

Employee Response Rates

40%

- Staff ($n = 1,071$)

20%

- Post-Docs/Trainees ($n = 30$)

19%

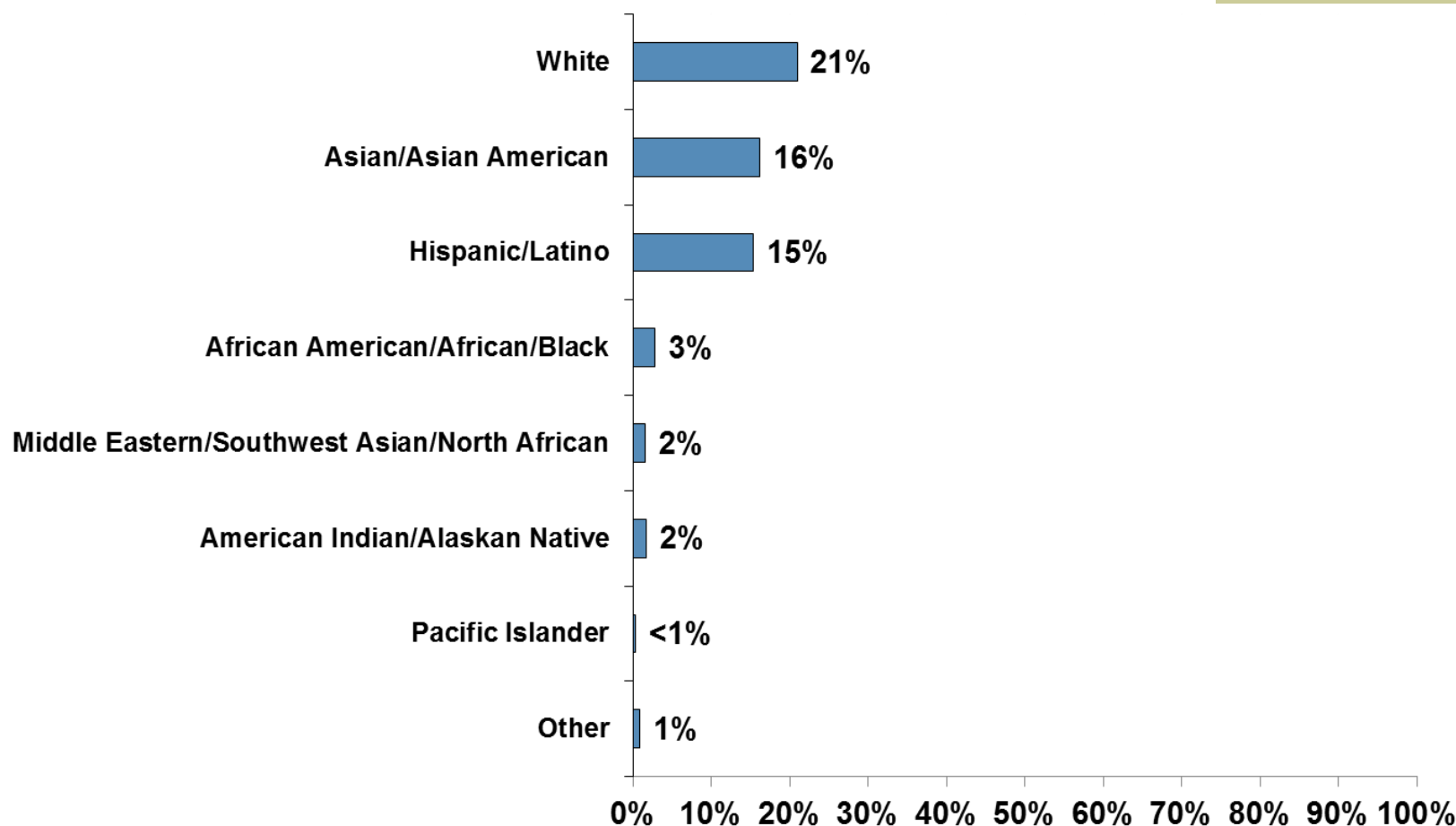
- Faculty ($n = 269$)

Results

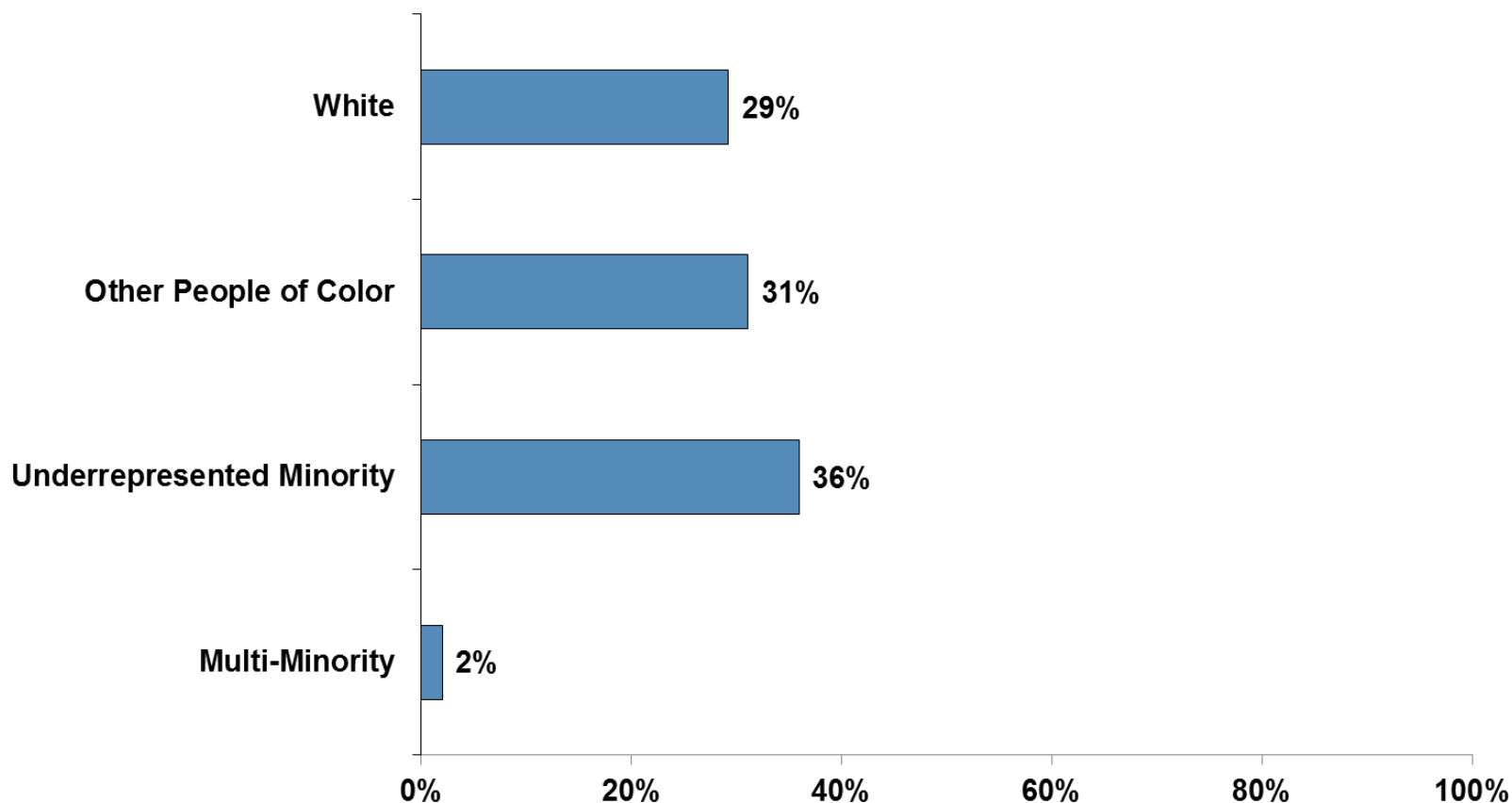
Additional Demographic Characteristics



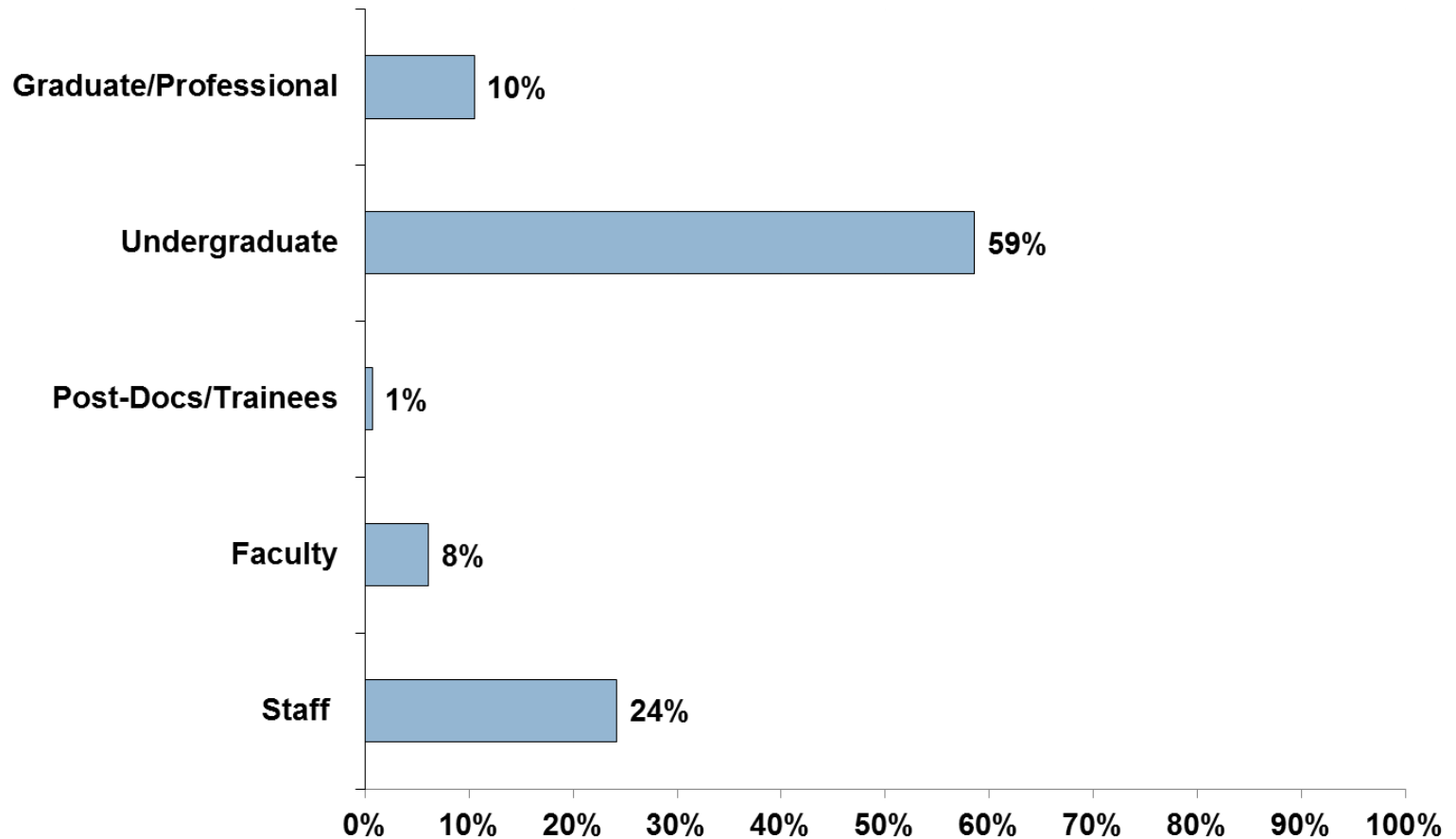
Respondents by Racial/Ethnic Identity (%) (Duplicated Total)



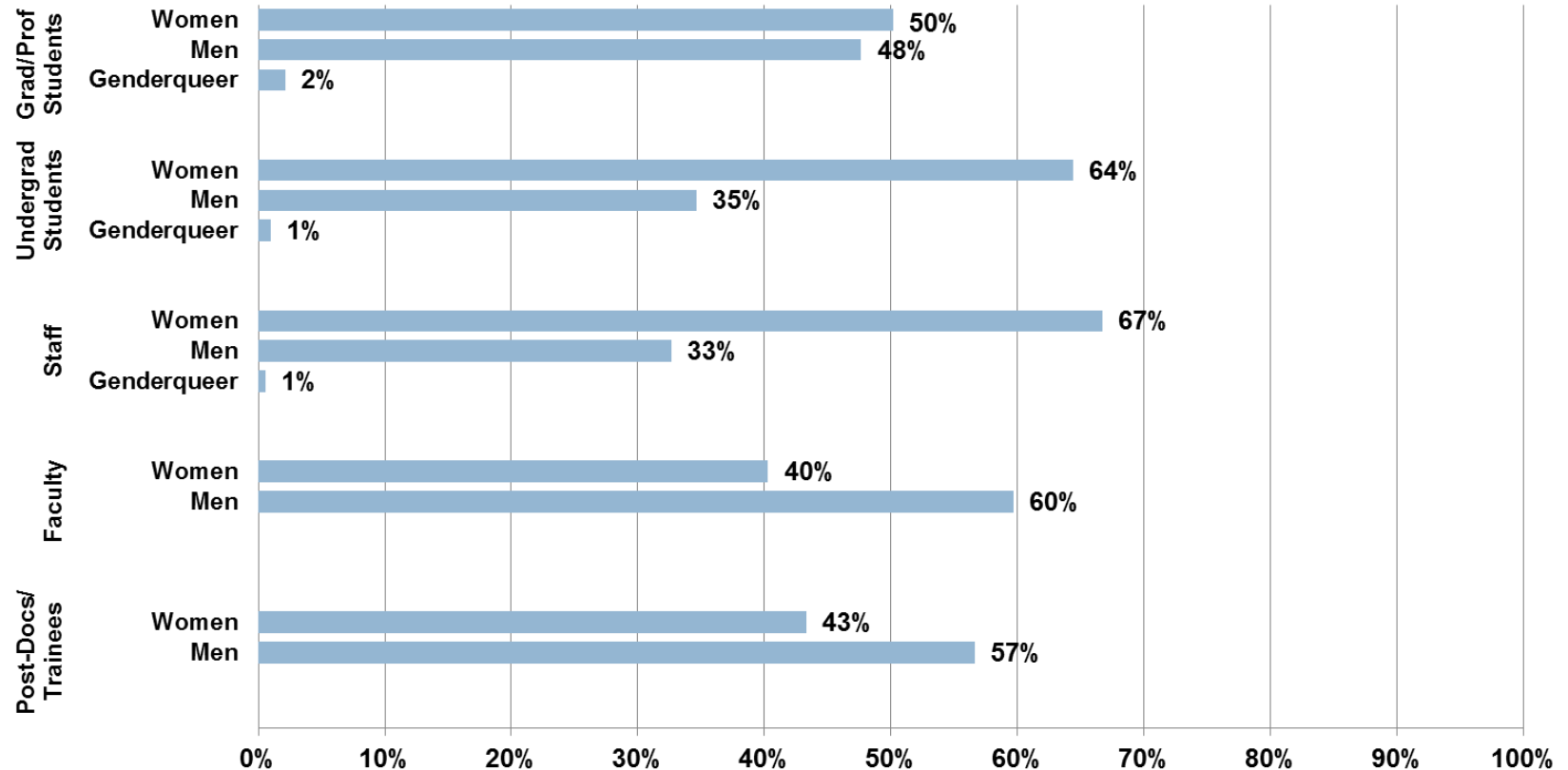
Respondents by Racial/Ethnic Identity (%) (Unduplicated Total)



Respondents by Position (%)

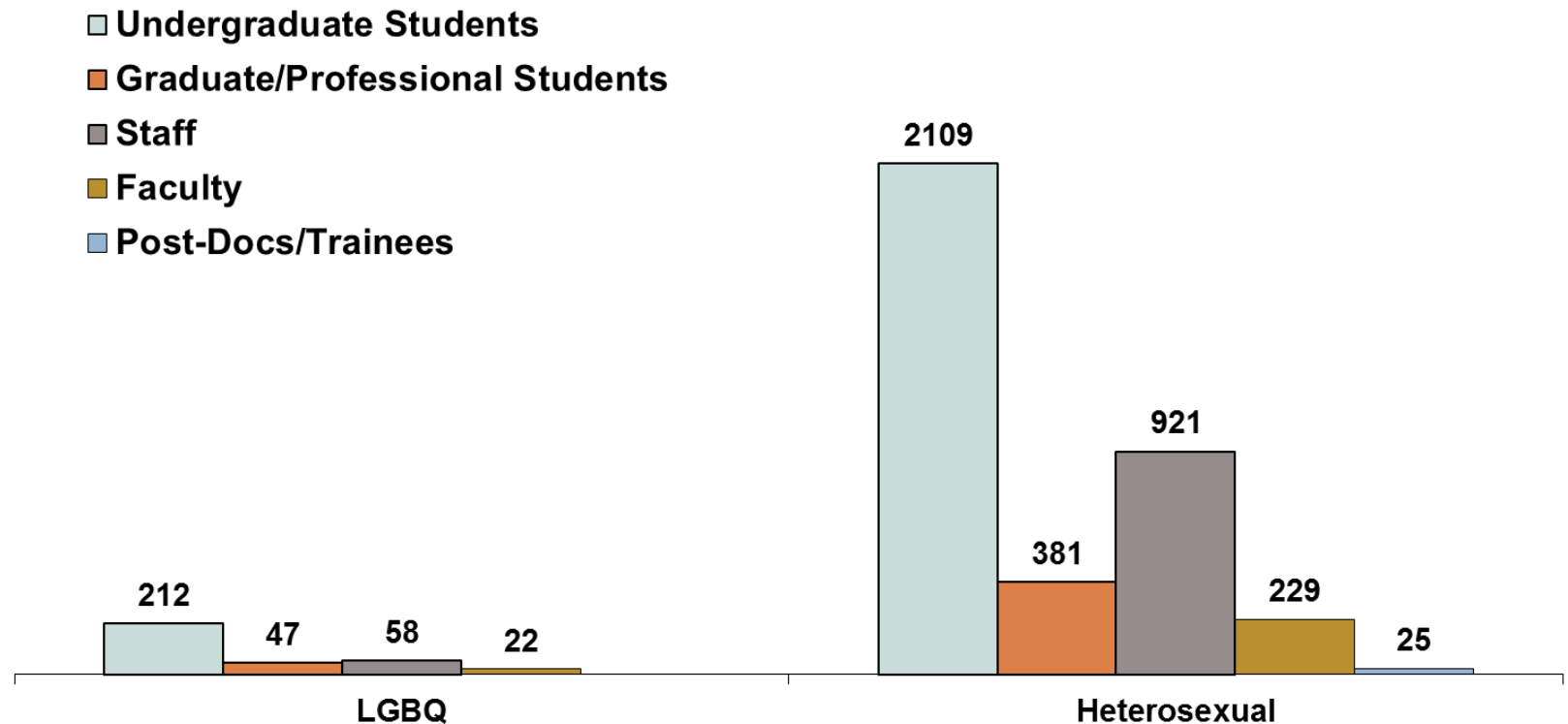


Respondents by Gender Identity and Position Status (%)



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

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

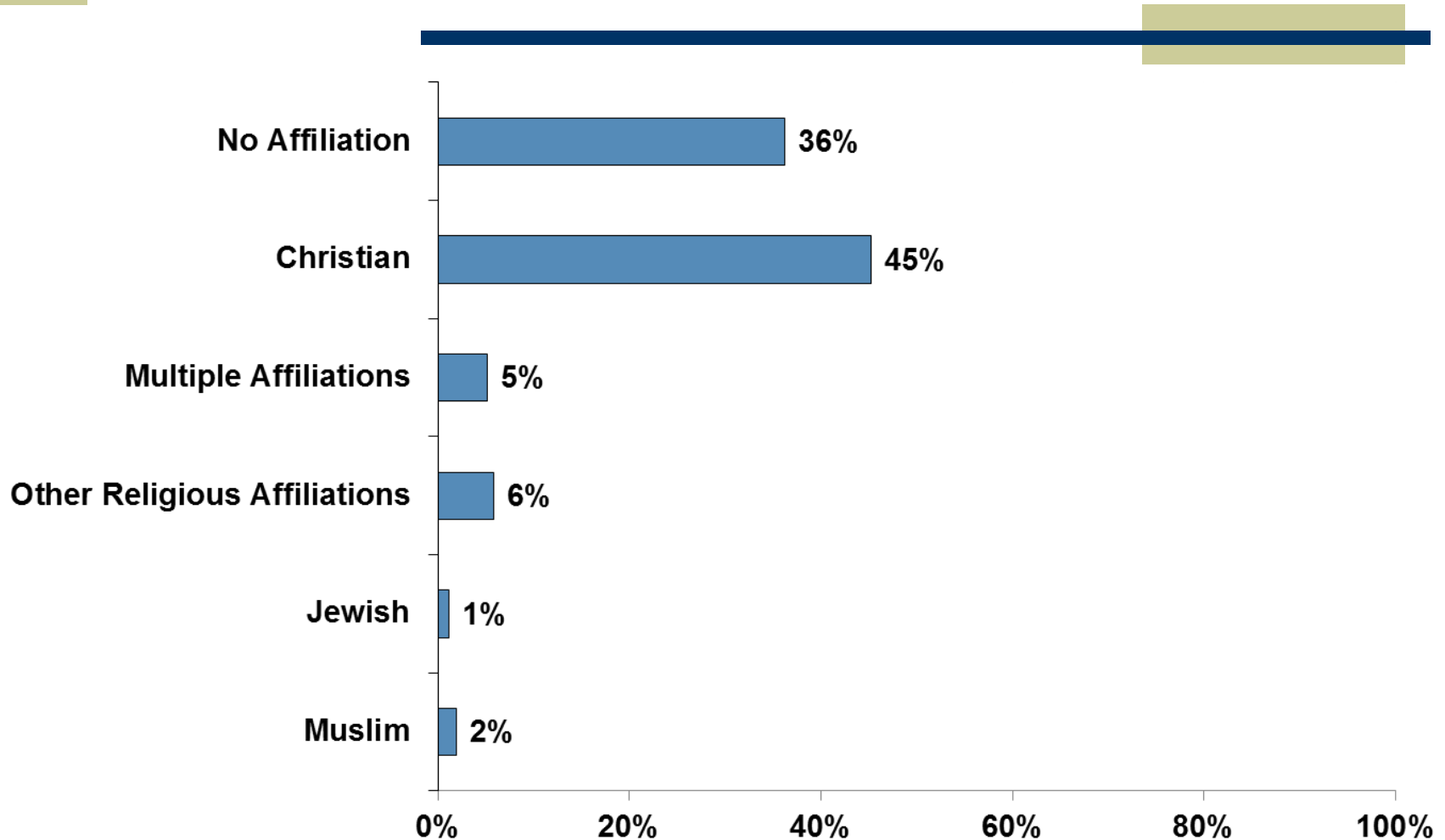


Note: Responses with *n*'s less than 5 are not presented in the figure

Respondents with Conditions that Substantially Affect Major Life Activities

Disability	<i>n</i>	%
Acquired/Traumatic Brain Injury	16	0.4
Attention Deficit/Hyperactivity Disorder	113	2.5
Asperger's/Autism Spectrum	15	0.3
Blind	<5	--
Low vision	186	4.2
Deaf	5	0.1
Hard of hearing	73	1.6
Learning disability	47	1.1
Medical condition	167	3.8
Mental health/psychological condition	202	4.6
Physical/Mobility condition that affects walking	51	1.2
Physical/Mobility condition that does not affect walking	49	1.1
Speech/Communication	45	1.0
Other	23	0.5

Respondents by Religious/Spiritual Affiliation (%)

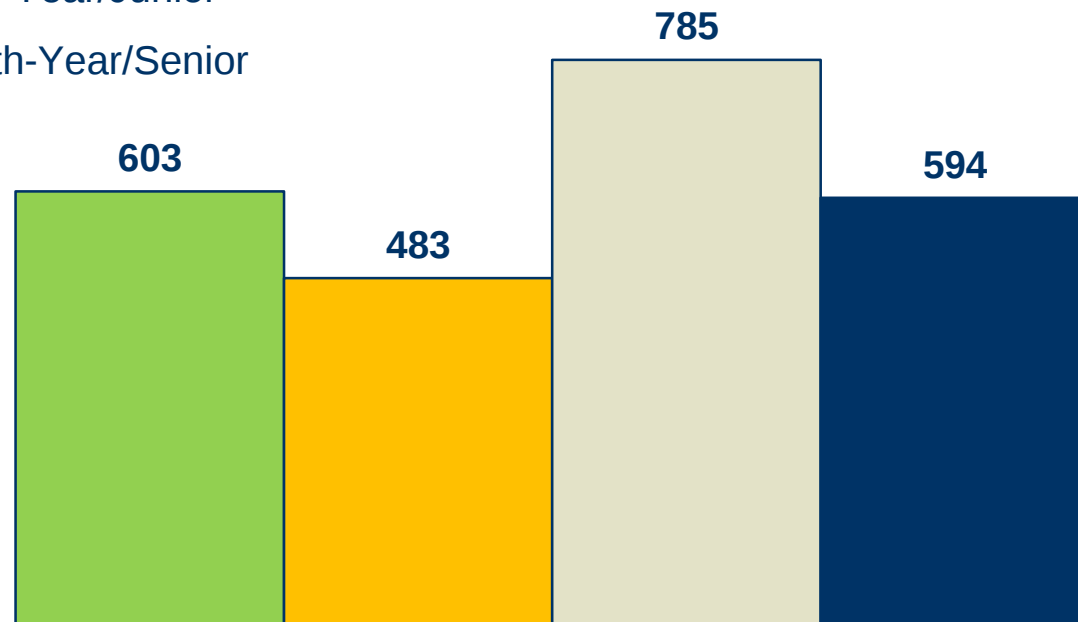


Citizenship Status

Citizenship	<i>n</i>	%
U.S. citizen	4,030	90.9
Permanent Resident	299	6.7
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	162	3.7
Other legally documented status	7	0.2
Undocumented resident	16	0.4

Undergraduate Students by Current Year (n)

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

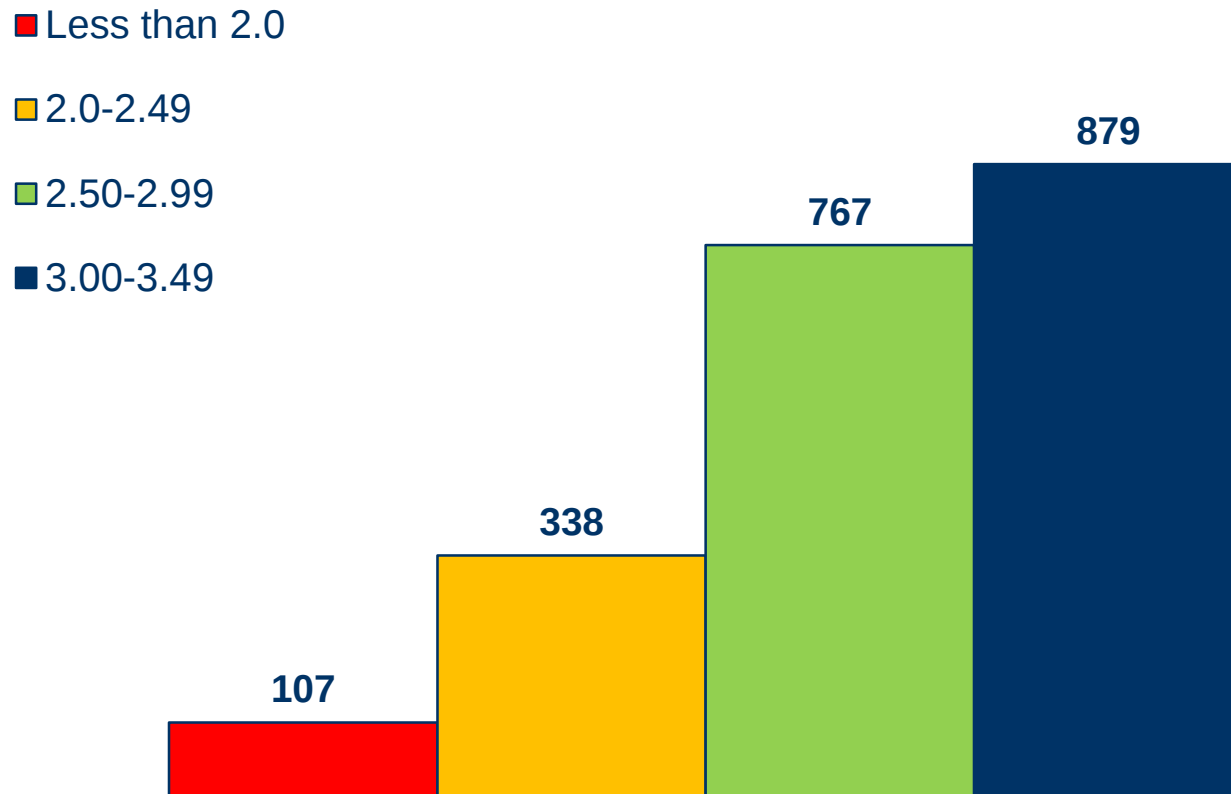


Students' Residence

Residence	<i>n</i>	%
Campus Housing	1,009	32.9
Non-Campus Housing	2,035	66.4
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	8	0.3

Note: Table includes undergraduate student respondents (n = 3,063).

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



Findings



“Comfortable”/ “Very Comfortable” with:

Overall Campus Climate (73%)

Department/Work Unit Climate (75%)

Classroom Climate (Undergraduates, 75%)

Classroom Climate (Graduates, 77%)

Classroom Climate (Faculty/Post-Docs, 73%)

Comfort With Overall Climate

Differences

- Faculty less comfortable than other groups by position
- Other People of Color respondents less comfortable than other groups by race
- Genderqueer respondents less comfortable than other groups by gender
- Respondents with Disabilities less comfortable than respondents with No Disabilities

Comfort With Department/Work Unit Climate

Differences

- Faculty and Staff less comfortable than other groups by position
- Multi-Minority respondents less comfortable than other groups by race
- Genderqueer respondents less comfortable than other groups by gender identity
- Respondents with Disabilities less comfortable than respondents with No Disabilities

Comfort with Classroom Climate

Differences

- Other People of Color respondents and Multi-Minority respondents less comfortable than other groups by race
- Genderqueer respondents less comfortable than other groups by gender identity
- LGBTQ respondents less comfortable than heterosexual respondents
- Respondents with Disabilities less comfortable than respondents with No Disabilities

Challenges and Opportunities



Experiences with Exclusionary Conduct

23%

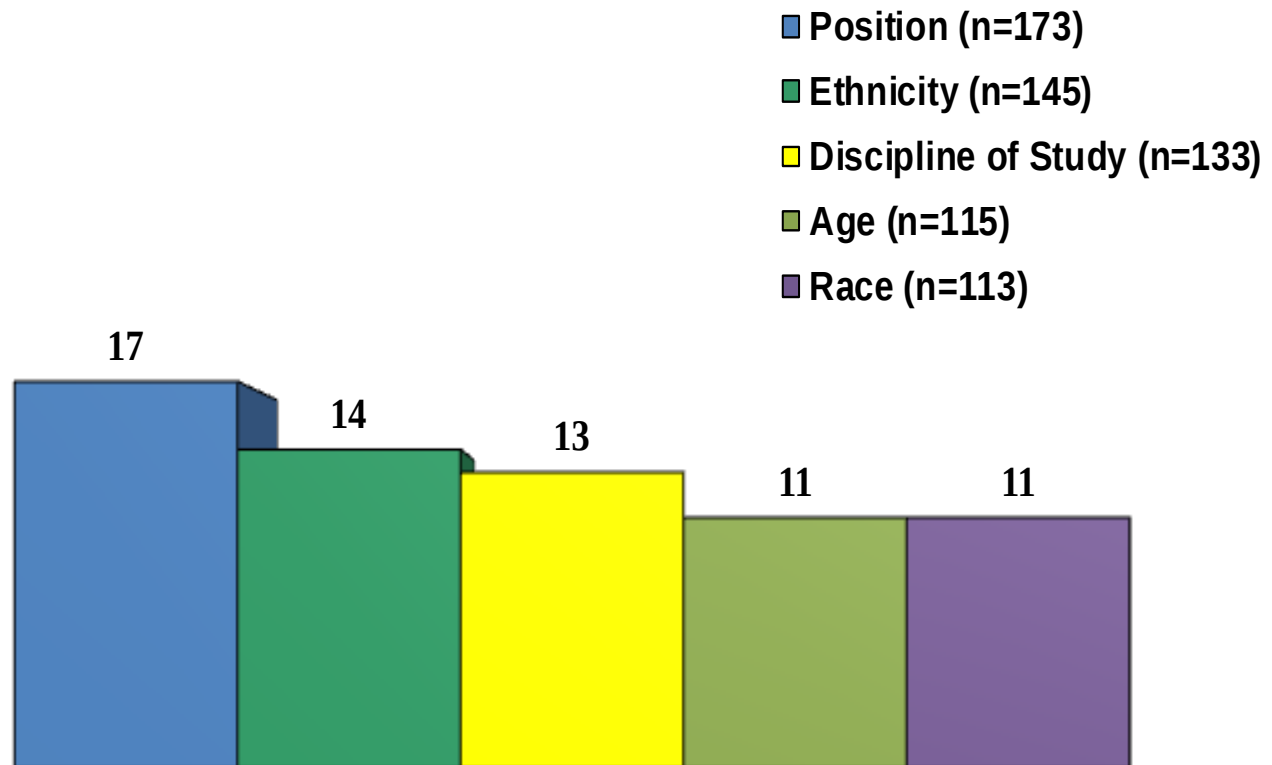
- 1,006 respondents indicated that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at UCR

Form of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

	<i>n</i>	%
Isolated or left out	509	50.6
Deliberately ignored or excluded	459	45.6
Intimidated/bullied	394	39.2
Observed others staring at me	212	21.1
Target of derogatory verbal remarks	201	20.0

Note: Only answered by respondents who experienced harassment (*n* = 1,006).
Percentages do not sum to 100 due to multiple responses.

Personally Experienced Based on...(%)

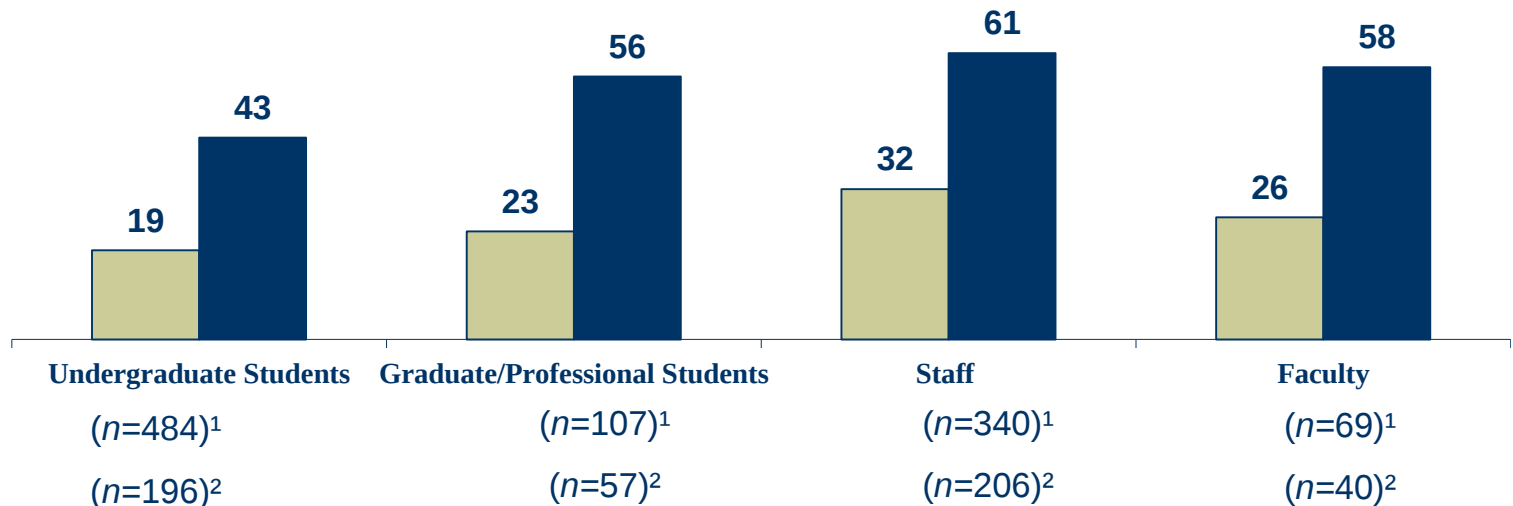


Note: Only answered by respondents who experienced harassment ($n = 1,006$).
Percentages do not sum to 100 due to multiple responses.

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

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct due to position status²



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

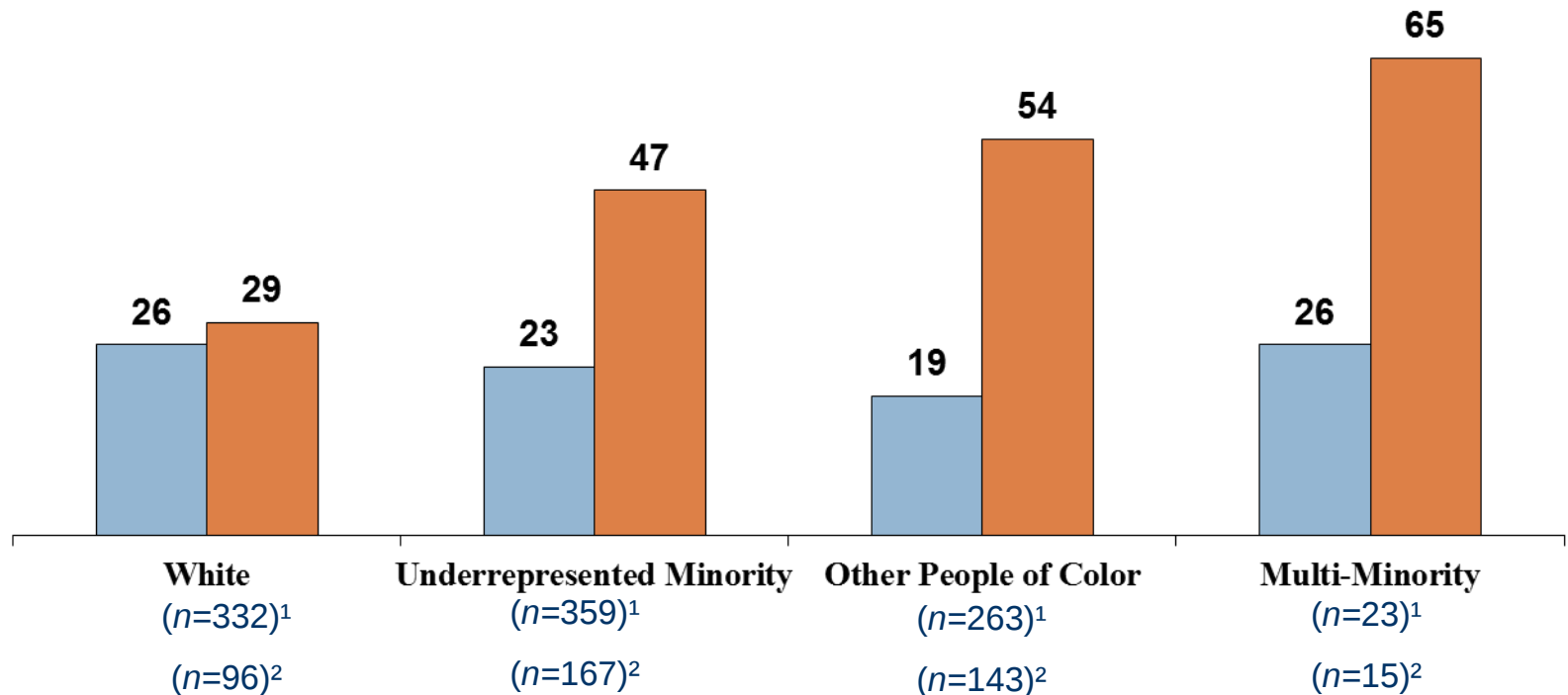
¹ Percentages are based on total n split by group.

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 (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct due to race²



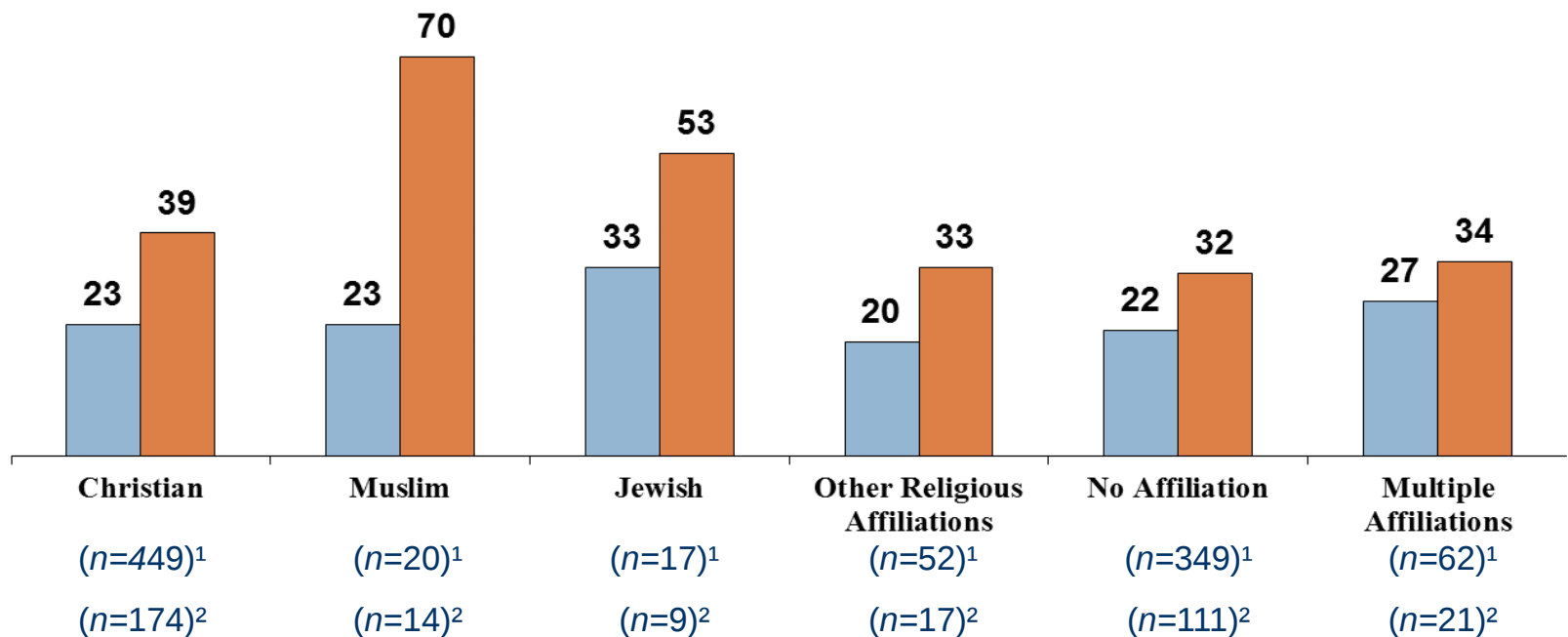
¹ Percentages are based on total n split by group.

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 due to religious/spiritual affiliation²



¹ Percentages are based on total n split by group.

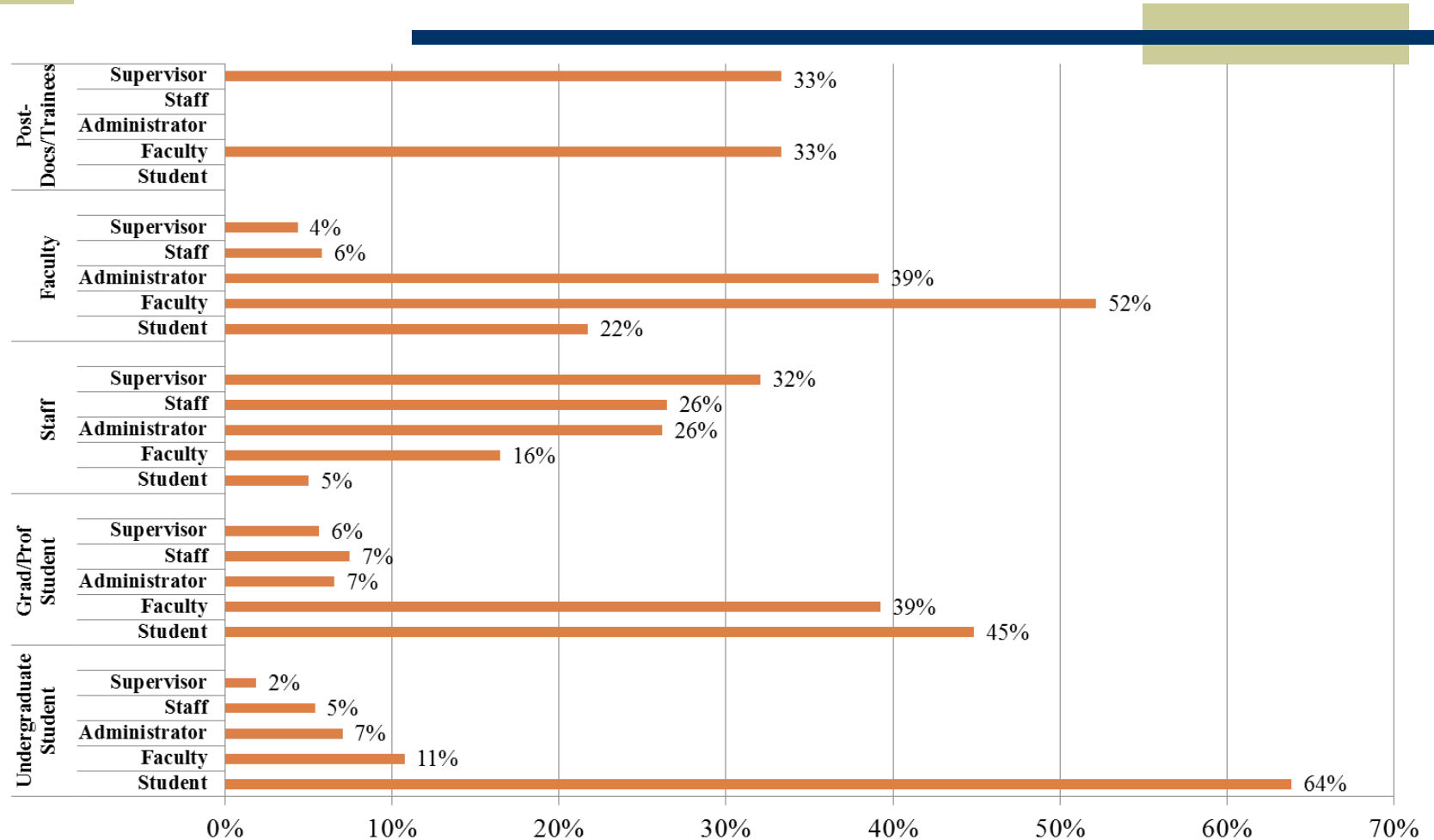
² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Location of Experienced Conduct

	<i>n</i>	%
While working at a UCR job	269	26.7
In a meeting with a group of people	245	24.4
In a UCR office	239	23.8
In a public space at UCR	235	23.4
In a class/lab/clinical setting	219	21.8

Note: Only answered by respondents who experienced harassment ($n = 1,006$).
Percentages do not sum to 100 due to multiple responses.

Source of Experienced Conduct by Position Status (%)



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

What did you do?

Personal responses:

- ◆ Was angry (48%)
- ◆ Felt embarrassed (37%)
- ◆ Told a friend (37%)
- ◆ Ignored it (33%)
- ◆ Told a family member (29%)

Reporting responses:

- ◆ Didn't report it for fear the complaint wouldn't be taken seriously (13%)
- ◆ Didn't know who to go to (11%)
- ◆ Reported it to a UCR employee/official (10%)
- ◆ Did report it but did not feel the complaint was taken seriously (7%)

Unwanted Sexual Contact at UCR

117 respondents (3%) experienced unwanted sexual contact at UCR

Undergraduate
students
(*n* = 105)

Women
(*n* = 102)

Respondents
with
disabilities
(*n* = 41)

LGBQ
respondents
(*n* = 19)



Employees who Seriously Considered Leaving UCR

45% of Staff respondents ($n = 481$)

47% of Faculty respondents ($n = 125$)

Faculty and Staff Who Seriously Considered Leaving UCR

By Gender Identity

- 41% of Women
- 36% of Men

By Racial Identity

- 57% of Multi-Minority
- 42% of Underrepresented Minority
- 40% of White
- 31% of Other People of Color

By Disability Status

- 47% with disability
- 37% without disability

Why employees considered leaving ...

- ◆ Respondents considered leaving the institution to pursue better career opportunities, higher salaries, more supportive work environments, career advancement, and more meaningful work.
- ◆ They also considered leaving to relocate to another geographical region, for personal reasons, to accompany a spouse/partner, move closer to family, to retire, to reduce stress, feel more appreciated, find a more rigorous academic and research climate, workload issues, working conditions, budget cuts, etc.

24% (n = 626) of Undergraduate Students Seriously Considered Leaving UCR

By Gender Identity

- 25% of Women
- 23% of Men

By Racial Identity

- 28% of Other People of Color
- 25% of Multi-Minority
- 23% of White
- 21% of Underrepresented Minority

By Disability Status

- 28% with disability
- 23% without disability

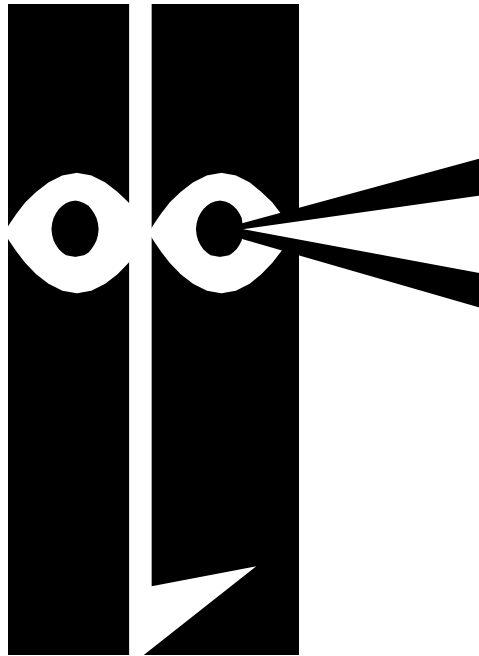
Why students considered leaving...

- ◆ A few shared the University was too expensive and they couldn't afford to stay (e.g., tuition almost not affordable”).
- ◆ Other factors included academic reasons; family issues; issues with advisors (e.g., “advisors showed very little interest in my concerns”); lack of mentoring; "UCR was not challenging”; “departmental problems”; homesickness”; "inability to get classes that get filled up quickly”, "the surrounding area of Riverside".

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...



19% (*n* = 857)

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

	<i>n</i>	%
Derogatory remarks	429	50.1
Deliberately ignored or excluded	298	34.8
Isolated or left out	257	30.0
Intimidated/bullied	246	28.7
Assumption that someone was admitted/hired/promoted based on his/her identity	150	17.5
Racial/ethnic profiling	149	17.4

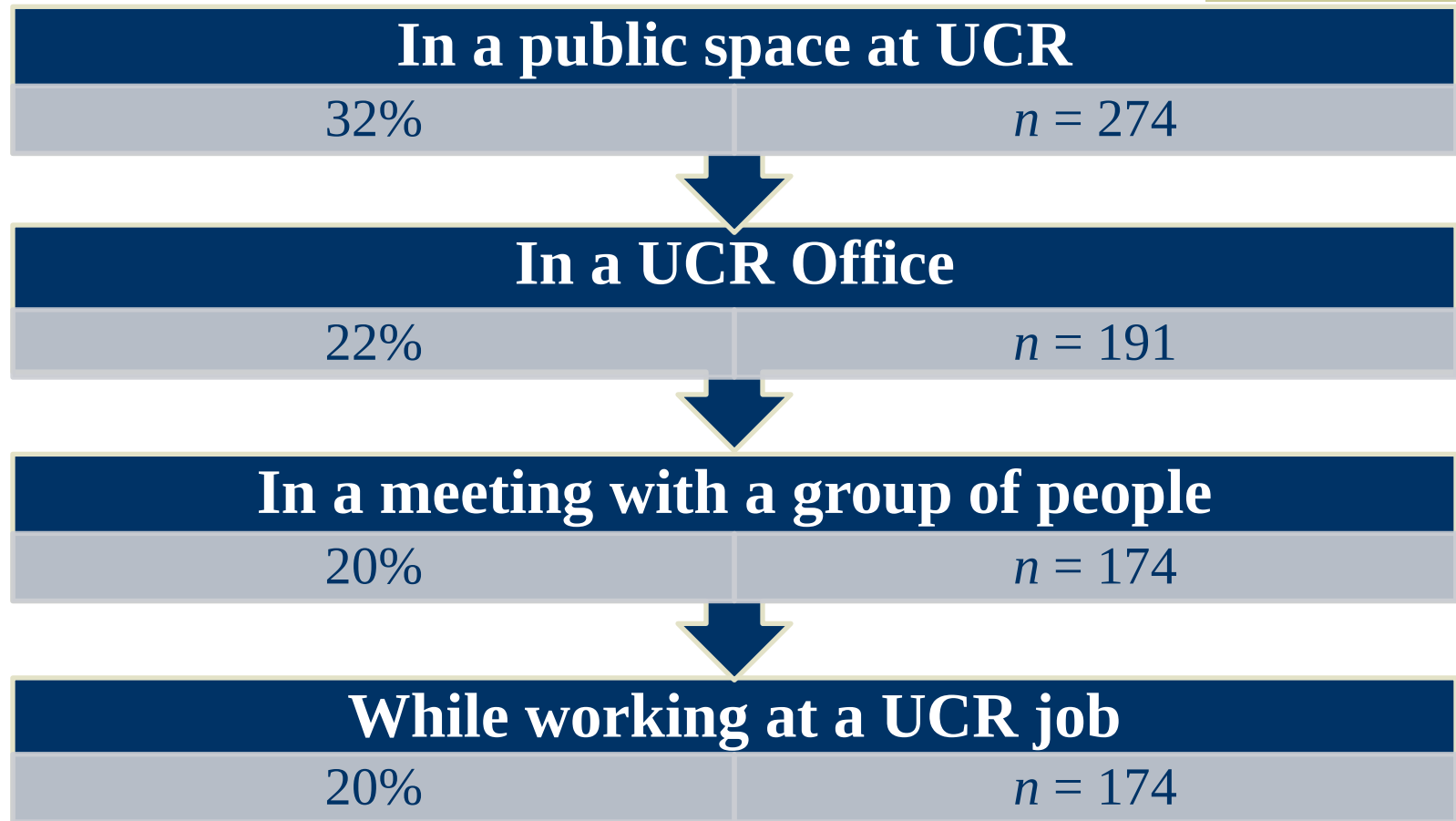
Note: Only answered by respondents who observed harassment (*n* = 857).
Percentages do not sum to 100 due to multiple responses.

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



Note: Only answered by respondents who observed harassment ($n = 857$).
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 ($n = 857$).
Percentages do not sum to 100 due to multiple responses.

Discriminatory Employment Practices

Hiring Practices

19% of Staff
12% of Faculty

Employment-Related Disciplinary Actions

12% of Staff
9% of Faculty

Employment Practices Related to Promotion

24% of Staff
25% of Faculty

Discriminatory Employment Practices

Personal relationships, position, and race/ethnicity were offered by respondents as the most common bases for all discriminatory employment practices.

Work-Life Issues SUCCESSES & CHALLENGES

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



Work-Life Issues

Successes

- More than half of all employees believed that they had colleagues or co-workers (76%) and supervisors (65%) who gave them career advice or guidance when they needed it.
- Most thought the college demonstrated that it values a diverse faculty (79%) and staff (83%).

Work-Life Issues

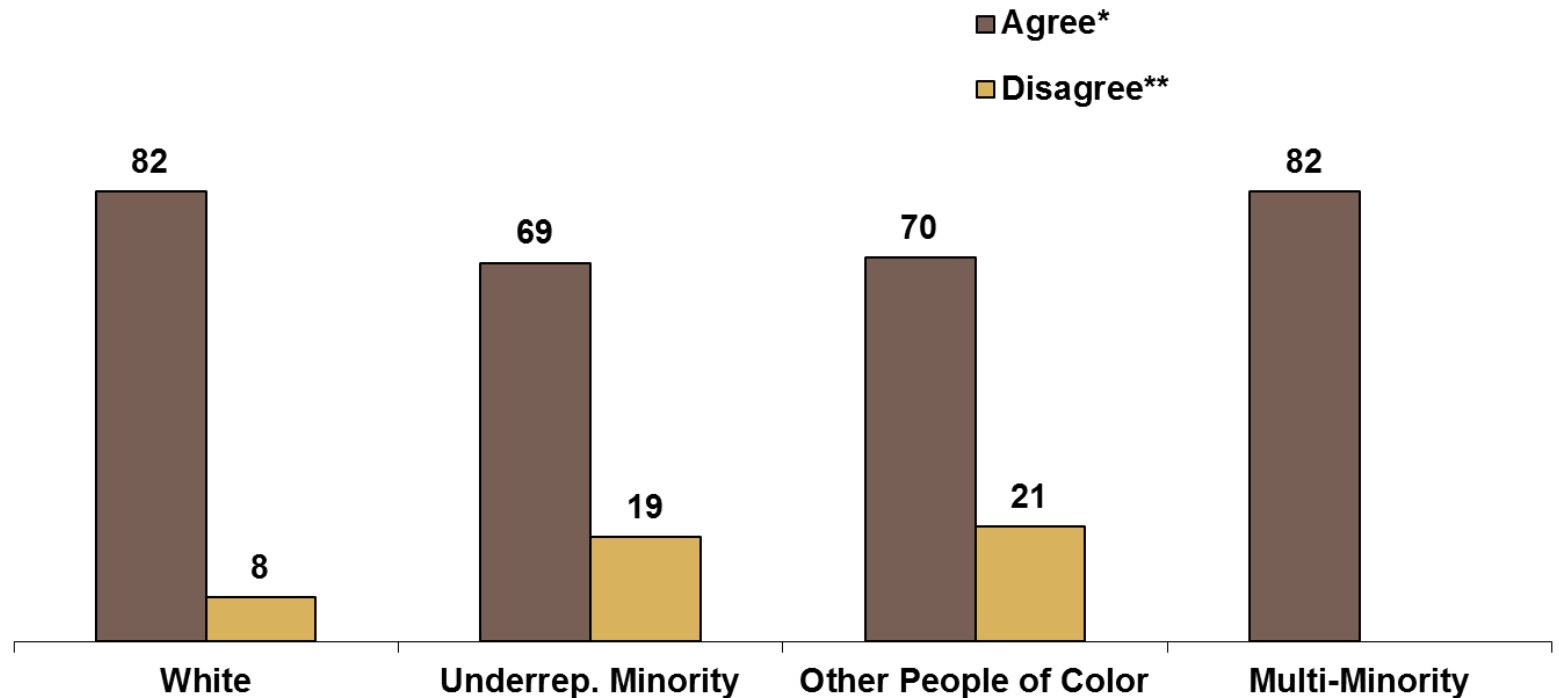
Challenges

- 63% reported their supervisors provided ongoing feedback to help improve their performance.
- 60% reported their supervisors provided them with resources to pursue professional development.
- 32% felt they had to work harder than they believed their colleagues do in order to achieve the same recognition.
- 32% were reluctant to bring up issues that concern them for fear that it will affect their performance evaluation.
- 20% believed their colleagues expected them to represent the “point of view” of their identities.

Welcoming Workplace Climate



Workplace Climate was Welcoming Based on Race

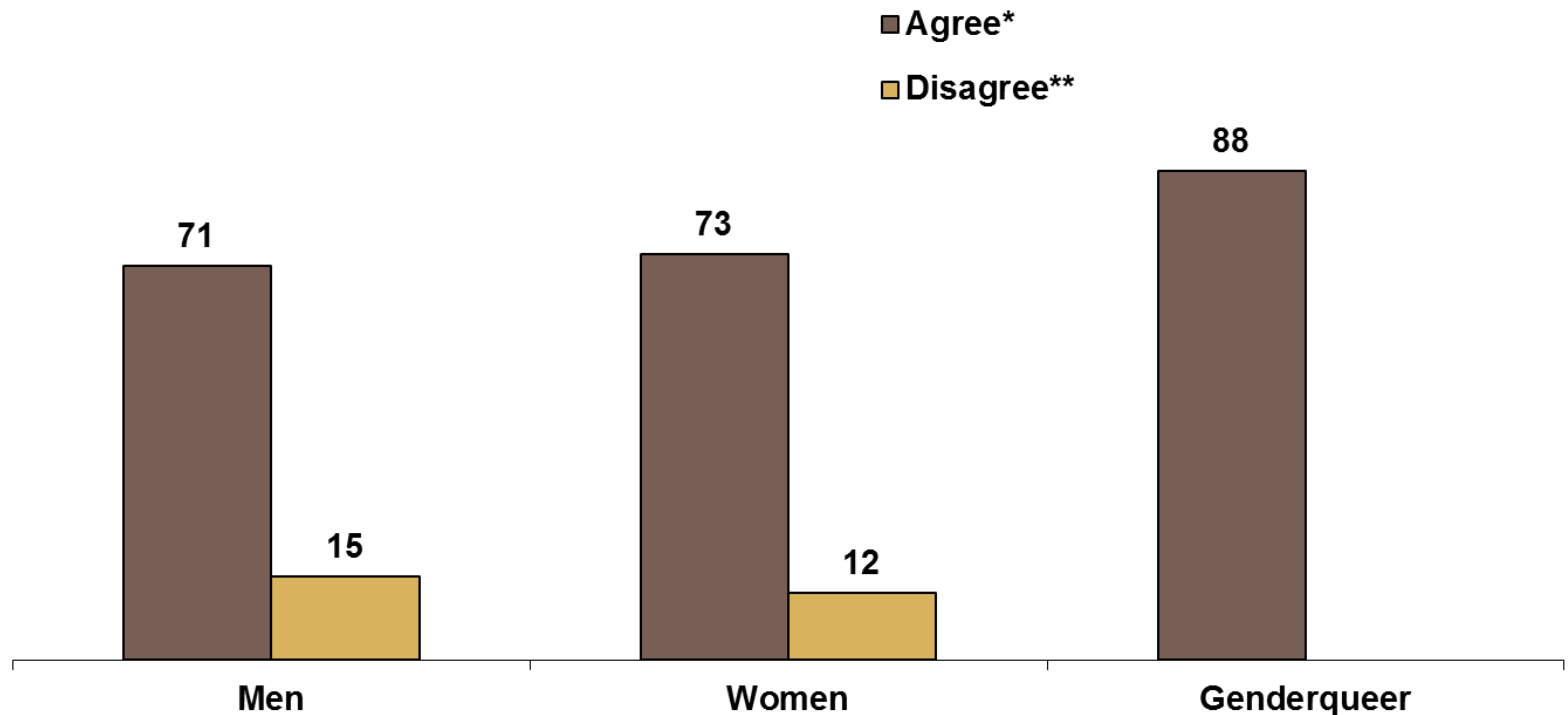


* Agree and strongly agree collapsed into one category.

** 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

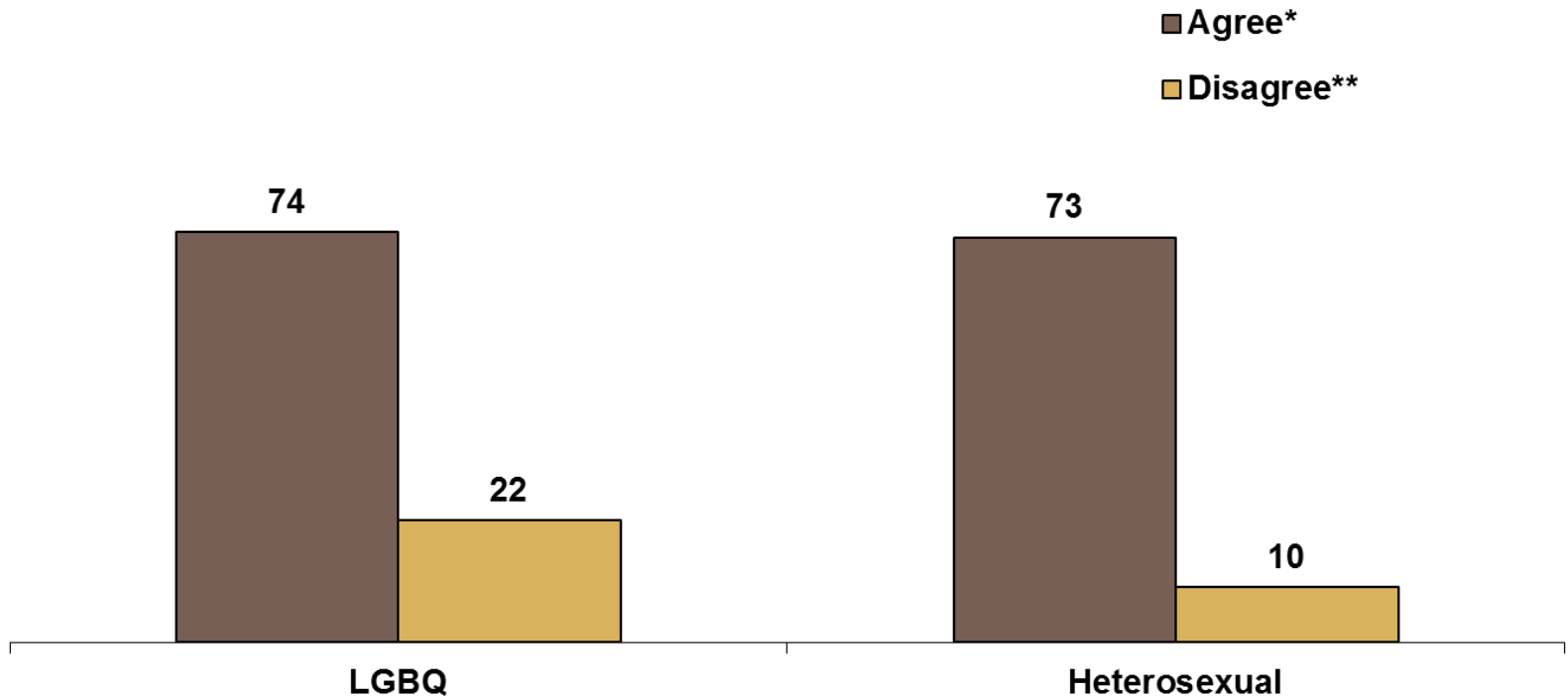


* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

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

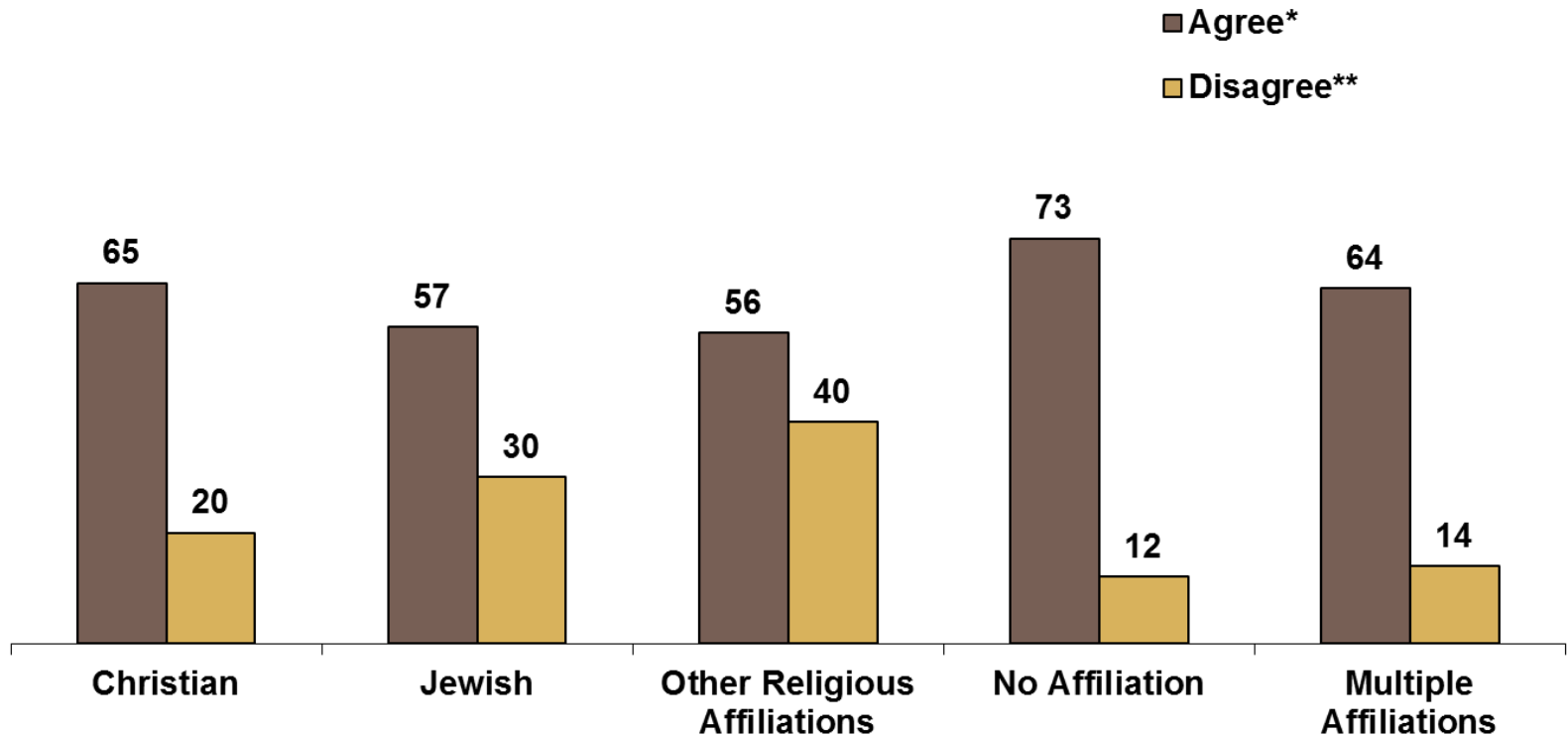
Workplace Climate was Welcoming Based on Sexual Orientation



* 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.

Students Perceptions of Campus Climate

Majority felt valued by faculty (79%) and other students (74%) in the classroom.



Many reported that UCR faculty (72%), staff (70%), and administrators (61%) were genuinely concerned with their welfare.



The majority had faculty (73%), staff (59%), and administrators (46%) who they perceived as role models.



44% felt faculty pre-judged their abilities based on their identities/backgrounds.

Students Perceptions of Campus Climate

51% did not see enough faculty and staff with whom they identify.



83% had academic opportunities that were similar to those of their classmates.



80% believed the campus climate encouraged free and open discussion of difficult topics.

Institutional Actions



Campus Initiatives

Employees

Majority of employees thought the following positively affected the climate:

Providing access to counseling for people who have experienced exclusionary conduct

Providing mentorship for new staff

Providing a clear and fair process to resolve conflicts

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

Campus Initiatives

Employees

Majority of employees thought the following positively affected the climate:

Providing
diversity
training for
staff, faculty,
& students

Providing
career
development
opportunities
for staff

Providing
back-up family
care

Providing
lactation
accommodations

Campus Initiatives

Students

Majority of students thought the following positively affected the climate:

Providing
effective
faculty
mentorship of
students

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.



Overall Strengths & Successes

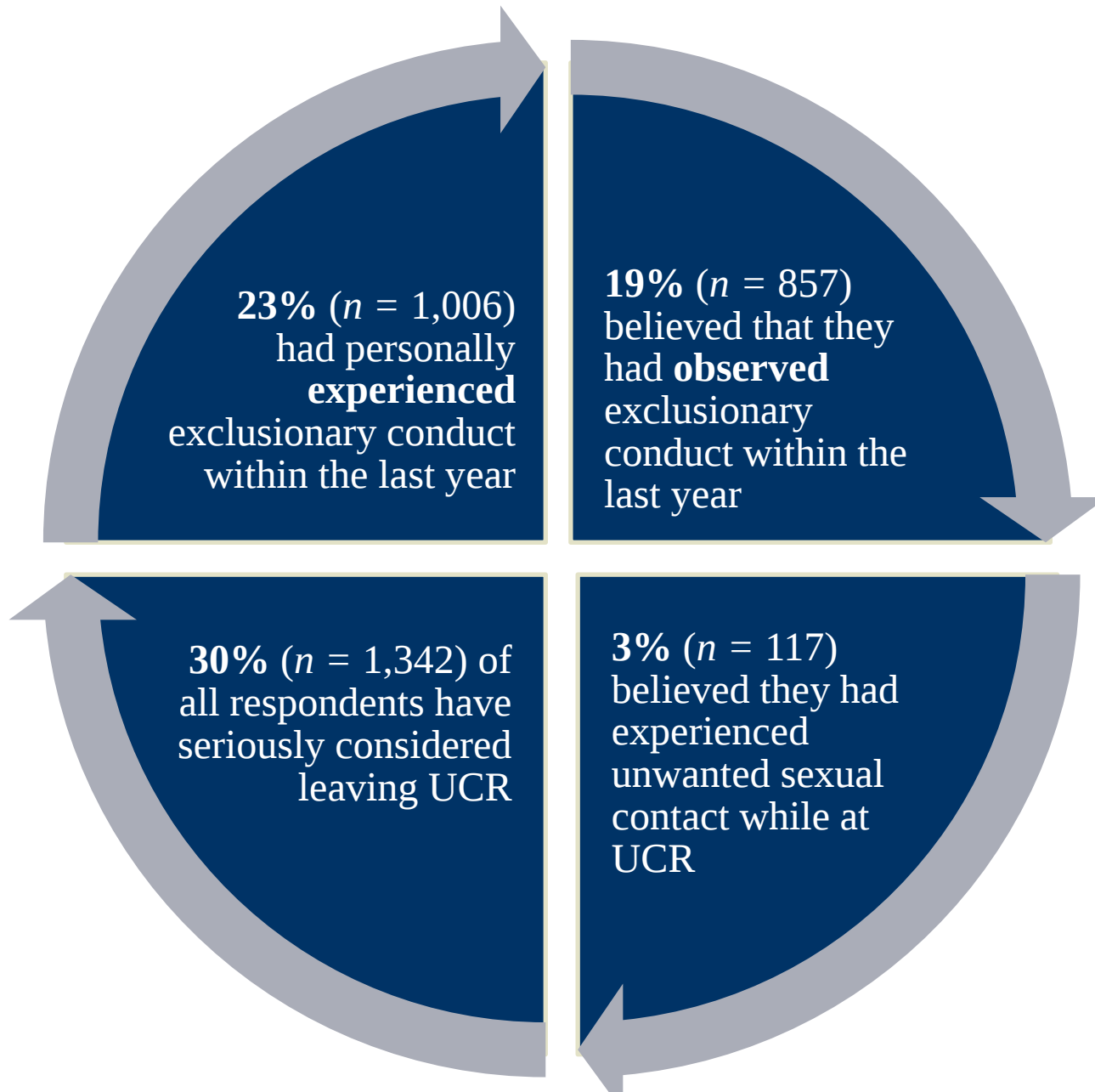
73% of respondents were comfortable with the overall climate, and 75% with dept/work unit climate

The majority of students thought very positively about their academic experiences at UCR

75% of Undergraduates and 77% of Graduate/Professional Students were comfortable with classroom climate

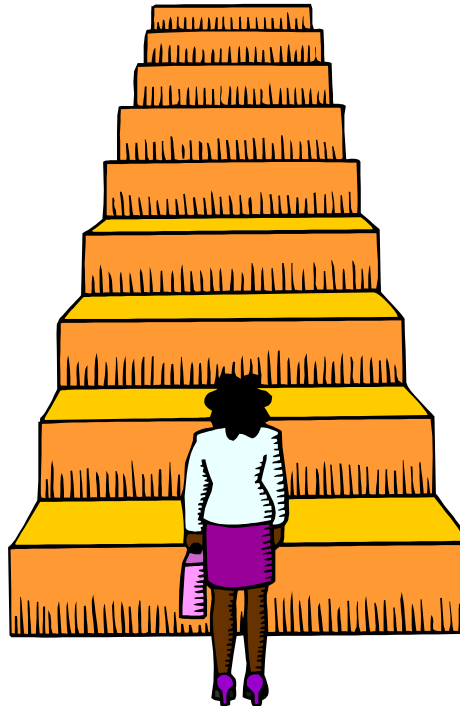
The majority of employees expressed positive attitudes about work-life issues at UCR

Overall Opportunities for Improvement



Next Steps

www.diversity.ucr.edu/climatesurvey



Questions

