

University of Massachusetts Boston

## ScholarWorks at UMass Boston

---

Office of Diversity and Inclusion Publications

Office of Diversity and Inclusion

---

10-1-2013

### Campus Climate Assessment Report Results

Georgianna Melendez

University of Massachusetts Boston, [georgianna.melendez@umb.edu](mailto:georgianna.melendez@umb.edu)

Office of Diversity and Inclusion, University of Massachusetts Boston

Follow this and additional works at: [https://scholarworks.umb.edu/odi\\_pubs](https://scholarworks.umb.edu/odi_pubs)



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Higher Education Commons](#), and the [Higher Education Administration Commons](#)

---

#### Recommended Citation

Melendez, Georgianna and Office of Diversity and Inclusion, University of Massachusetts Boston, "Campus Climate Assessment Report Results" (2013). *Office of Diversity and Inclusion Publications*. 2. [https://scholarworks.umb.edu/odi\\_pubs/2](https://scholarworks.umb.edu/odi_pubs/2)

This Presentation is brought to you for free and open access by the Office of Diversity and Inclusion at ScholarWorks at UMass Boston. It has been accepted for inclusion in Office of Diversity and Inclusion Publications by an authorized administrator of ScholarWorks at UMass Boston. For more information, please contact [scholarworks@umb.edu](mailto:scholarworks@umb.edu).

# UMass Boston

## Campus Climate Assessment Report Results

October 1, 2013

# 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.**<sup>1</sup>



Discriminatory environments have a **negative effect** on student learning.<sup>2</sup>



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

<sup>1</sup> Pascarella & Terenzini, 1991, 2005

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

<sup>3</sup> 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.<sup>1</sup>



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



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

<sup>1</sup>Settles, Cortina, Malley, and Stewart, 2006

<sup>2</sup>Sears, 2002

<sup>3</sup>Silverschanz, Cortina, Konik, & Magley, 2007; Costello, 2012

# Projected Outcomes



UMass Boston 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).



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

# Overview of the Project

## Phase I

- **Assessment Tool Development and Implementation**

## Phase II

- **Data Analysis**

## Phase III

- **Final Report and Presentation**



# 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 2013

Quantitative and qualitative  
analyses conducted



# Phase III

## Spring - Fall 2013



Report Draft reviewed by UMass Boston's Climate Study Working Group (CSWG)



Presentation of survey results to the campus community

# Results

## Response Rates



# Student Response Rates

9%

- Undergraduate (n = 1,118)

10%

- Graduate (n = 317)

# Employee Response Rates

29%

- Staff (n = 453)

27%

- Faculty (n = 259)

19%

- Senior Admin/Exec (n = 17)

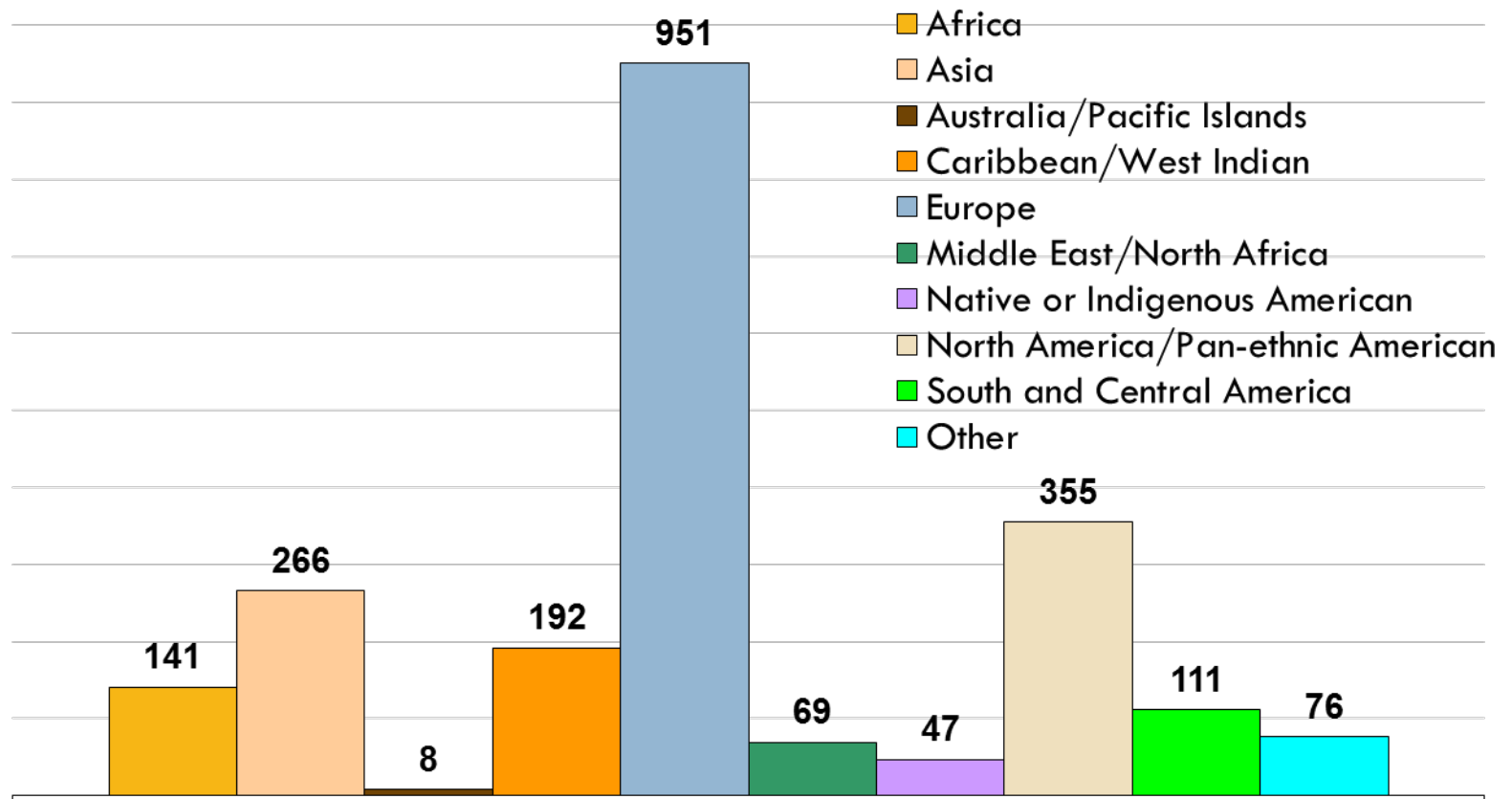
# Results

## Additional Demographic Characteristics

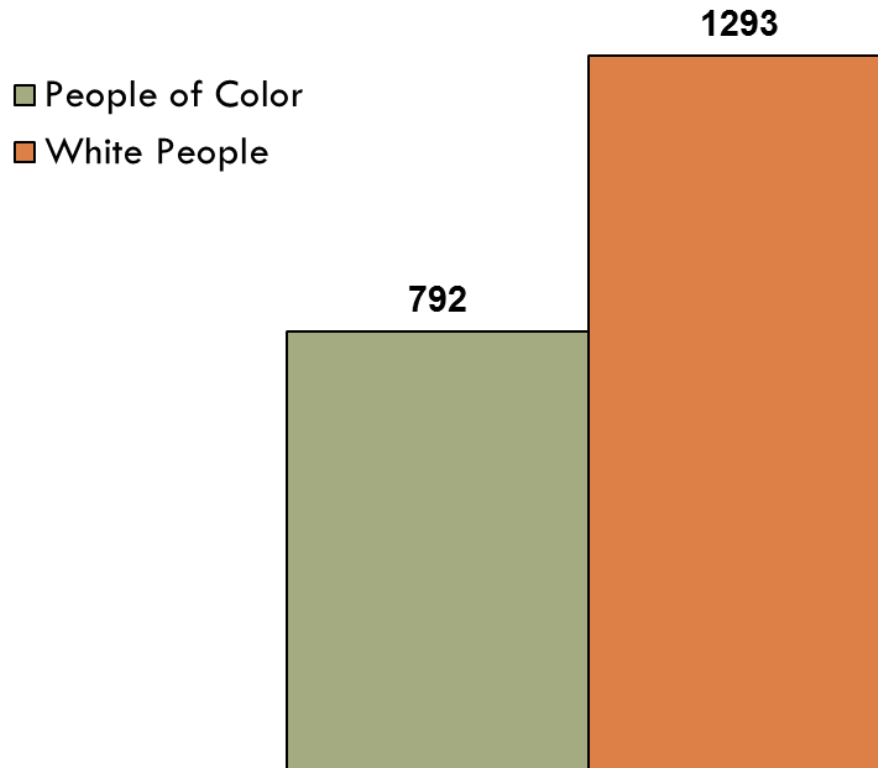




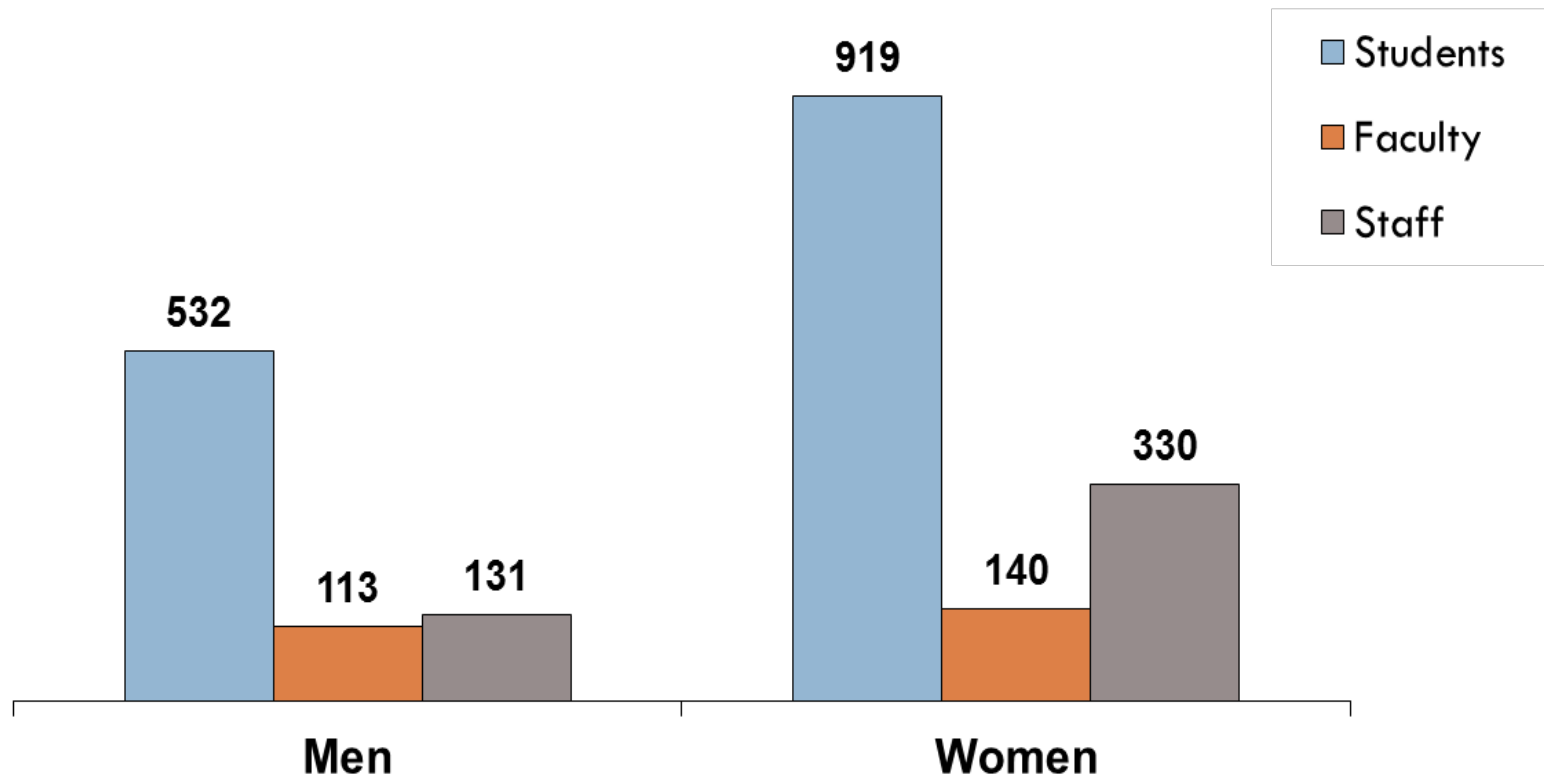
# Respondents by Racial/Ethnic Identity (n) (Duplicated Total)



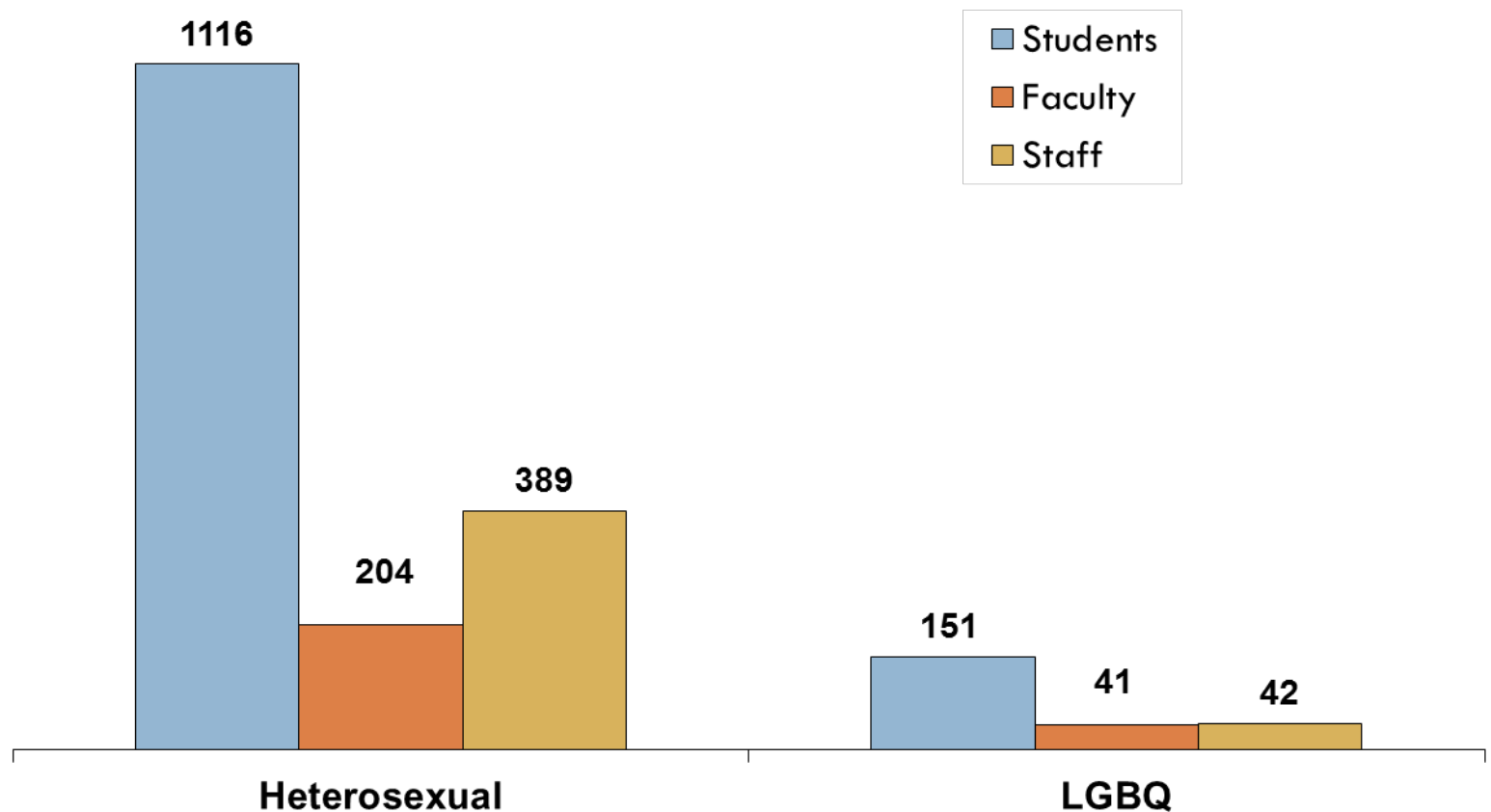
# Respondents by Racial/Ethnic Identity (n) (Unduplicated Total)



# Respondents by Gender Identity and Position Status (n)



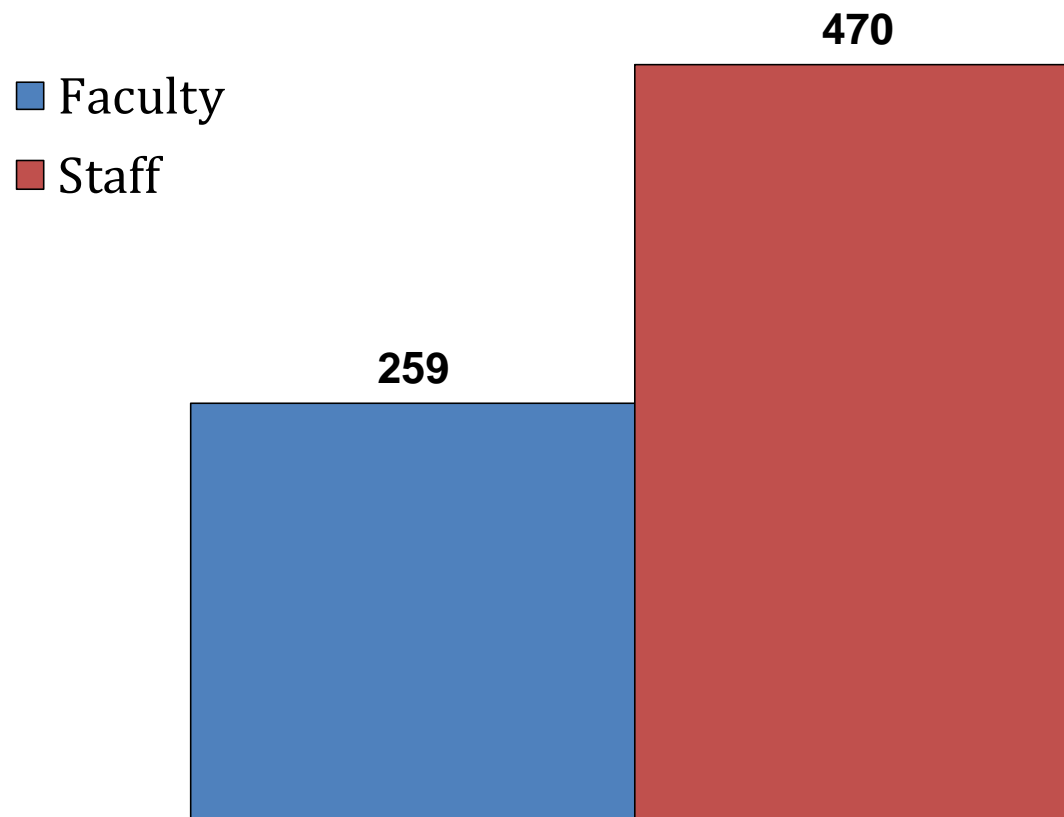
# Respondents by Sexual Identity and Position Status (n)



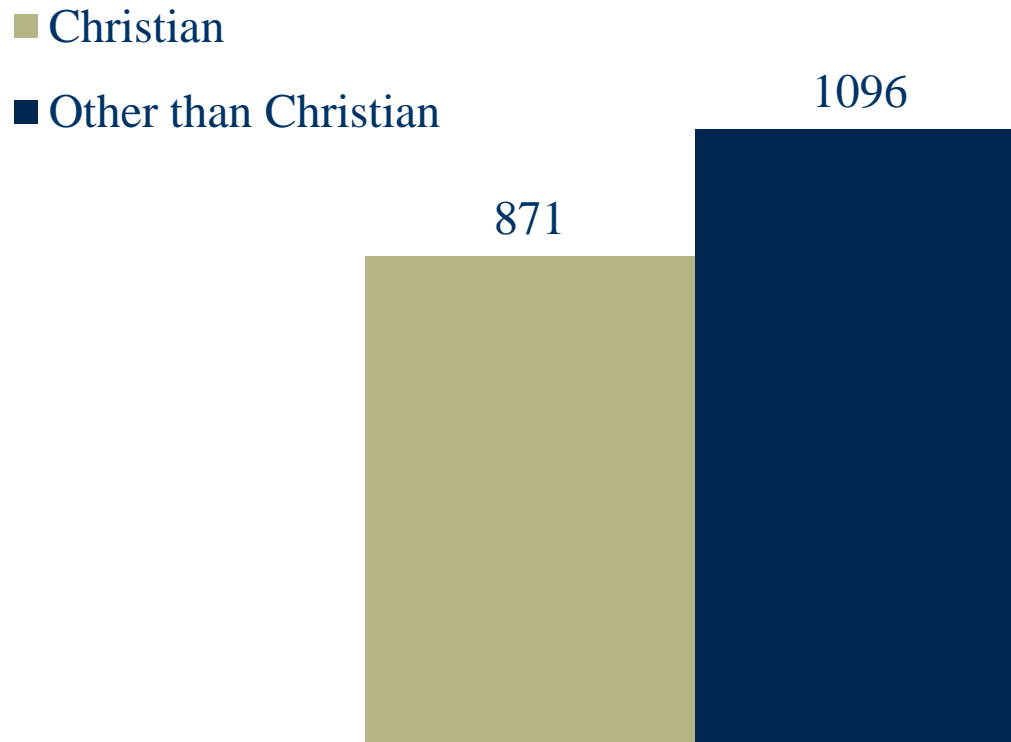
## Respondents with Conditions that Substantially Affect Major Life Activities

<b>Disability</b>	<b>n</b>	<b>%</b>
Acquired/Traumatic Brain Injury	12	0.5
Attention Deficit/Hyperactivity Disorder	130	5.9
Asperger's/ Spectrum Disorder	14	0.6
Blind	6	0.3
Chronic health impairment	66	3.0
Low vision	48	2.2
Deaf	1	0.0
Hard of Hearing	37	1.7
Learning disability	66	3.0
Mental health/psychological	121	5.5
Physical/Mobility condition that affects walking	34	1.6
Speech/Communication	25	1.1
Other	36	1.6

# Employee Position (n)



# Respondents by Religious/Spiritual Affiliation

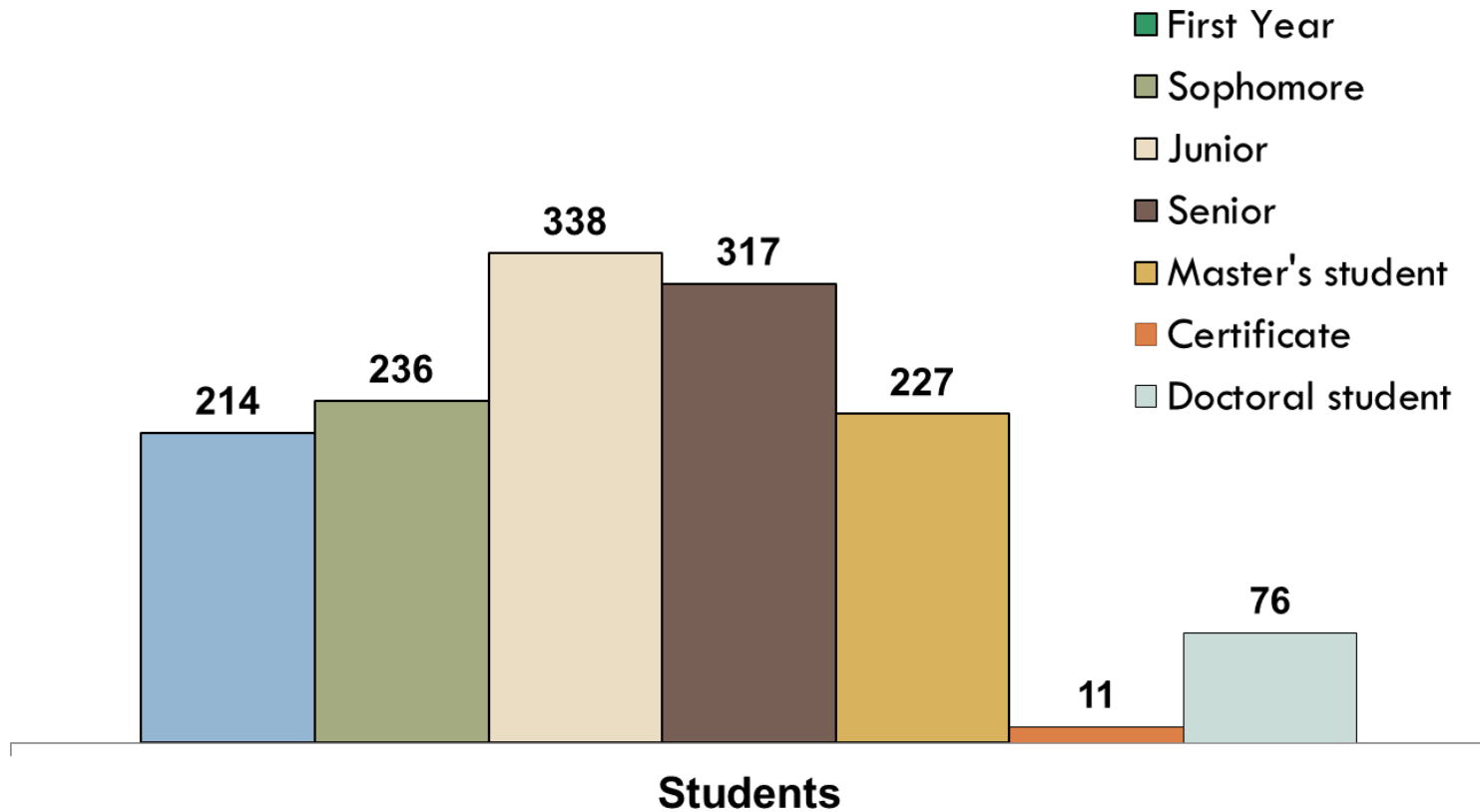


# Citizenship Status by Position

	Faculty/Staff		Students	
	n	%	n	%
International Student (student or temporary visa)	12	1.7	76	5.3
Permanent US Resident/Green card holder	27	3.8	138	9.6
Dual citizenship, U.S. and Another	19	2.7	60	4.2
U.S. citizen, naturalized	124	17.4	289	20.1
U.S. Citizen, Foreign Born Parent(s)	59	8.3	228	15.8
U.S. Citizen, U.S. Born Parents	471	66.2	650	45.1



# Students by Class Standing (n)



# Students' Residence

<b>Residence</b>	<b>n</b>	<b>%</b>
Independently in apartment/house	625	43.0
Living with family member/guardian	595	40.9
Non-campus housing	216	14.8
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	6	0.4

Note: Table includes undergraduate student respondents (n = 1,455).

# Findings



“Comfortable”/ “Very Comfortable” with:

**Overall Campus Climate (76%)**



**Department/Work Unit Climate (73%)**



**Classroom Climate for Students (78%)**



**Classroom Climate for Faculty (90%)**

# Comfort With Overall Climate

## Differences

- People of Color less comfortable than White People
- Women less than men
- People with disabilities less than those without disabilities

# Comfort With Department/Work Unit Climate

## Differences

- People of Color less comfortable than White People
- Women less than men
- People with disabilities less than those without disabilities

# Comfort with Classroom Climate for Students

## Differences

- Students of Color were less comfortable than White students
- Women students less than men students
- Students with disabilities less than those without disabilities

# Comfort with Classroom Climate for Faculty

## Differences

- Faculty of Color less comfortable than White faculty
- Faculty with disabilities less than those without disabilities
- Other than Christian faculty less than Christian faculty



# Employees' Overall Satisfaction

75%

- “highly satisfied” or “satisfied” with their jobs/careers

65%

- “highly satisfied” or “satisfied” with the way their jobs/careers have progressed

54%

- “highly satisfied” or “satisfied” with their compensation as compared to that of colleagues

# Employee Satisfaction with Job/Careers

**Women less satisfied than men**

**People of Color less satisfied than White**

**Staff less satisfied than Faculty**

# Employee Satisfaction with Job/Career Progression

**LGBQ less satisfied than heterosexual**

**Men less satisfied than Women**

**People of Color less satisfied than White**

**People with disabilities less satisfied than those without disabilities**

**Staff less satisfied than Faculty**

# Challenges and Opportunities



# Experiences with Harassment

**22%**

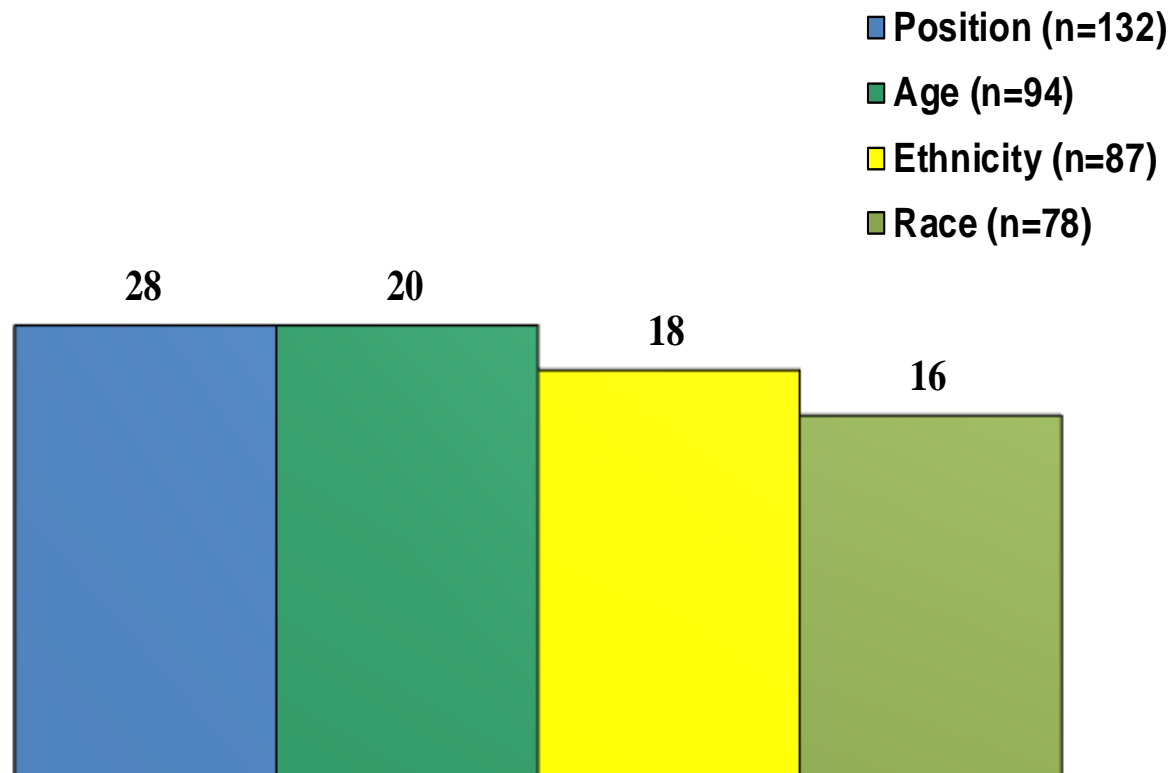
- **478 respondents indicated that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) at UMass Boston.**

# Form of Perceived Offensive, Hostile, or Intimidating Conduct

	n	%
Deliberately ignored or excluded	209	43.7
Intimidated/bullied	176	36.8
Isolated or left out	143	29.9
Target of derogatory verbal remarks	82	17.2
Isolated or left out when work was required in groups	75	15.7

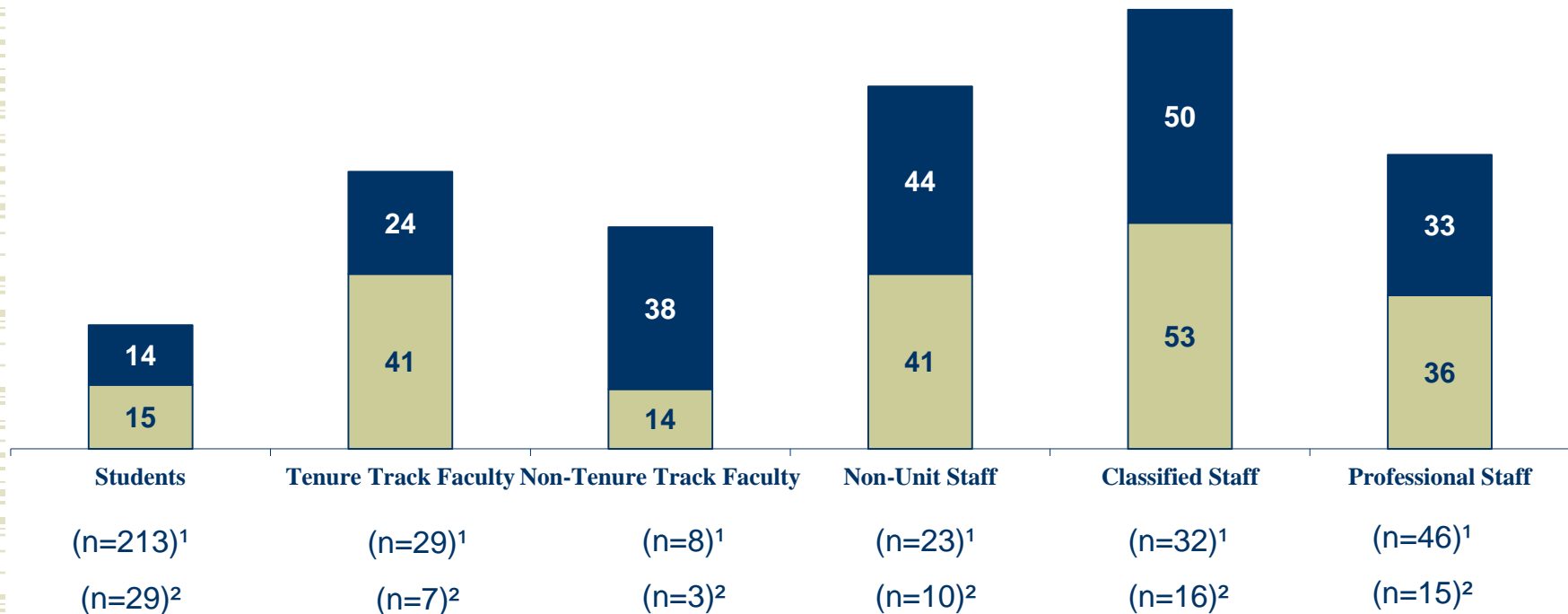
Note: Only answered by respondents who experienced harassment (n = 478).  
Percentages do not sum to 100 due to multiple responses.

# Personally Experienced Based on...(%)



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

- Of those who experienced harassing conduct, said they experienced conduct due to status<sup>2</sup>
- Overall experienced conduct<sup>1</sup>



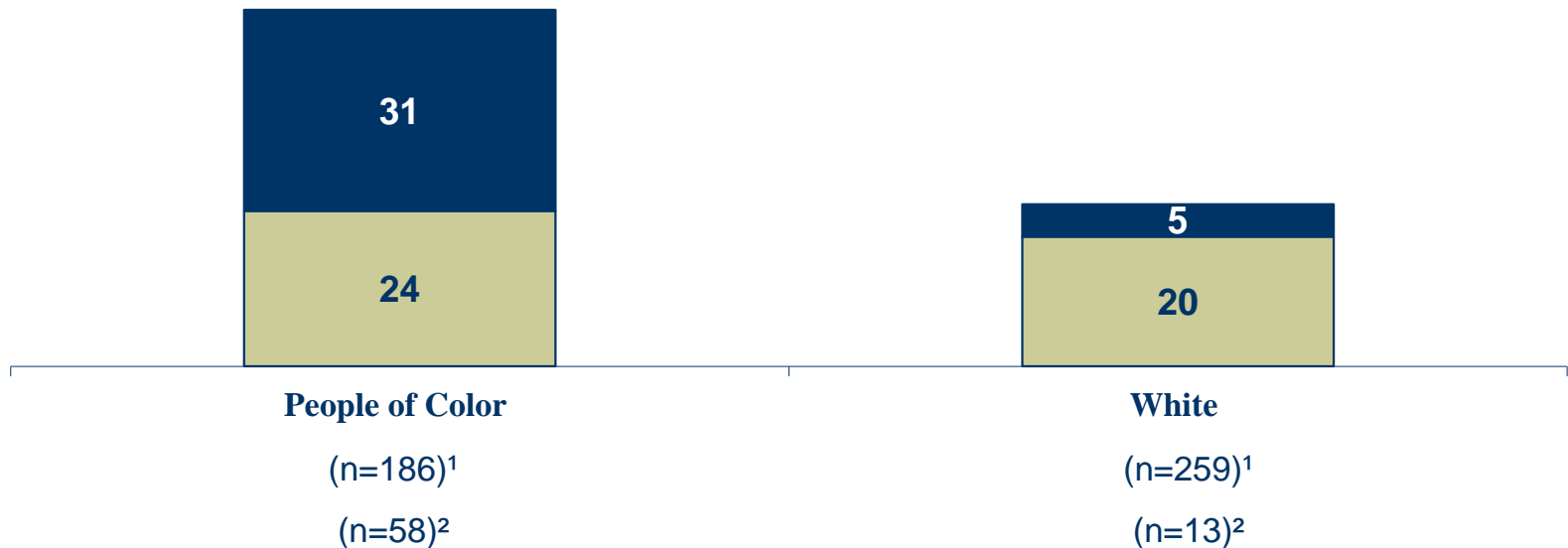
<sup>1</sup> Percentages are based on total n split by group.

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



# Overall Personal Experiences of Perceived Offensive, Hostile, or Intimidating Conduct Due to Racial Identity (%)

- Of those who experienced harassing conduct, said they experienced conduct due to race<sup>2</sup>
- Overall experienced conduct<sup>1</sup>



<sup>1</sup> Percentages are based on total n split by group.

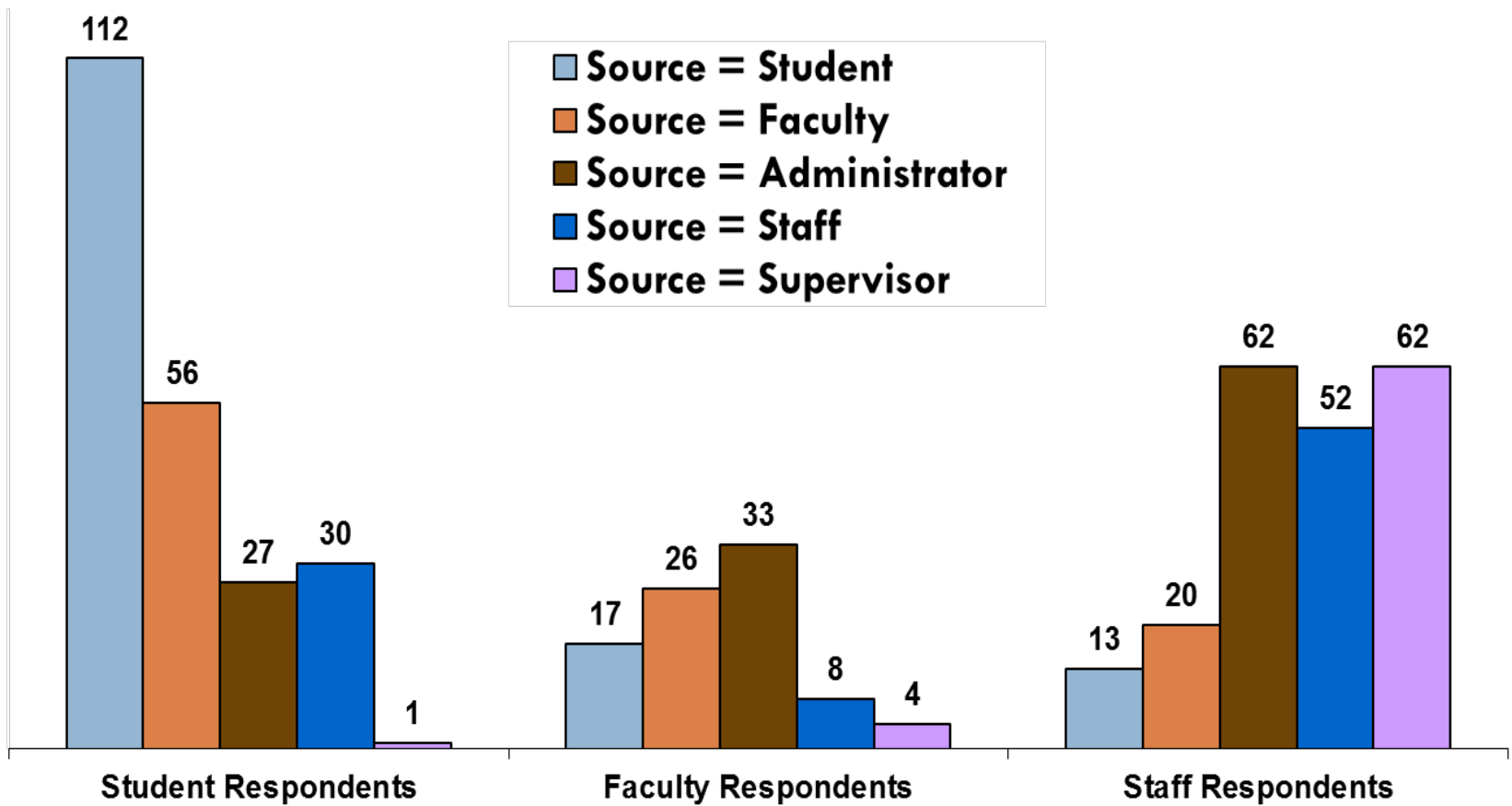
<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

# Location of Perceived Harassment

	<b>n</b>	<b>%</b>
In a UMass Boston office	140	29.3
While working at a UMass Boston job	137	28.7
In a class/lab/clinical/community placement setting	117	24.5
In a meeting with a group of people	100	20.9
In a public space at UMass Boston	86	18.0

Note: Only answered by respondents who experienced harassment (n = 478).  
Percentages do not sum to 100 due to multiple responses.

# Source of Perceived Conduct by Position Status (n)



# What did you do?<sup>1</sup>

## **Personal responses:**

- ◆ Was angry (54%)
- ◆ Told a friend (37%)
- ◆ Felt embarrassed (35%)
- ◆ Told a family member (27%)
- ◆ Ignored it (26%)

## **Reporting responses:**

- ◆ Told union representatives (12%)
- ◆ Didn't know who to go to (11%)
- ◆ Didn't report it for fear of negative treatment (14%)
- ◆ Didn't report it for fear their complaints wouldn't be taken seriously (12%)
- ◆ Made complaints to campus officials (6%)

# Unwanted Sexual Contact at UMass Boston

16 (<1%) respondents experienced unwanted sexual contact at UMass Boston

When?

56% of respondents indicated it happened within the last four years

Where?

On-campus (44%); Off-campus (31%)

# Employee Respondents Who *Seriously Considered* Leaving UMass Boston

Tenure-Track Faculty (47%)

Classified Staff (47%)

Professional Staff (47%)

Non-Unit Staff (43%)

Non-Tenure Track Faculty (33%)

# Employee Respondents Who *Seriously Considered* Leaving UMass Boston

## Gender Identity

- Women (42%)
- Men (33%)

## Racial Identity

- Employees of Color (48%)
- White Employees (35%)

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

- ◆ Many employees who **considered leaving** did so due to limited opportunities based on departmental relationships (48%), limited opportunities for advancement (42%), climate (37%), stress (35%), and lack of institutional resources (32%).
- ◆ 43% of employees who considered leaving UMass Boston in the last year **stayed** for financial reasons, 32% needed the benefits, and 24% had good working relationships with supervisors, colleagues, and students.



**26% (n = 373) of Student Respondents**  
*Seriously Considered* Leaving  
UMass Boston

**Gender  
Identity**

- Women students (27%)
- Men students (24%)

**Racial  
Identity**

- Students of Color (27%)
- White Students (24%)

# Student Respondents Who *Seriously Considered* Leaving UMass Boston

## First Generation Status

- First-Generation (25%)
- Not First-Generation (26%)

## Family Income

- Less than \$30k (26%)
- \$30k or greater (26%)

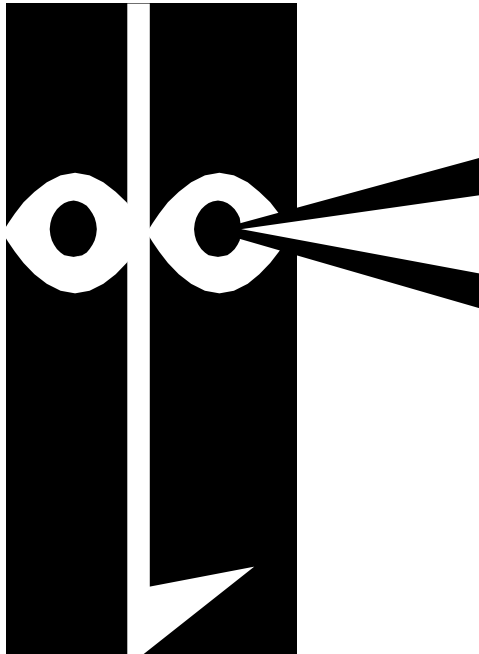
# Why students considered leaving and why they stayed...

- ◆ Many students who **considered leaving** did so due to academic reasons (38%), transportation/commuting costs/commuting distance/[parking] (32%), wanting to transfer to another institution (28%), lack of faculty support (27%), climate (26%), and stress (26%).
- ◆ 40% of students who considered leaving UMass Boston in the last year **stayed** for financial reasons, 35% stayed for academic reasons, and 20% stayed for personal reasons.

# Perceptions



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



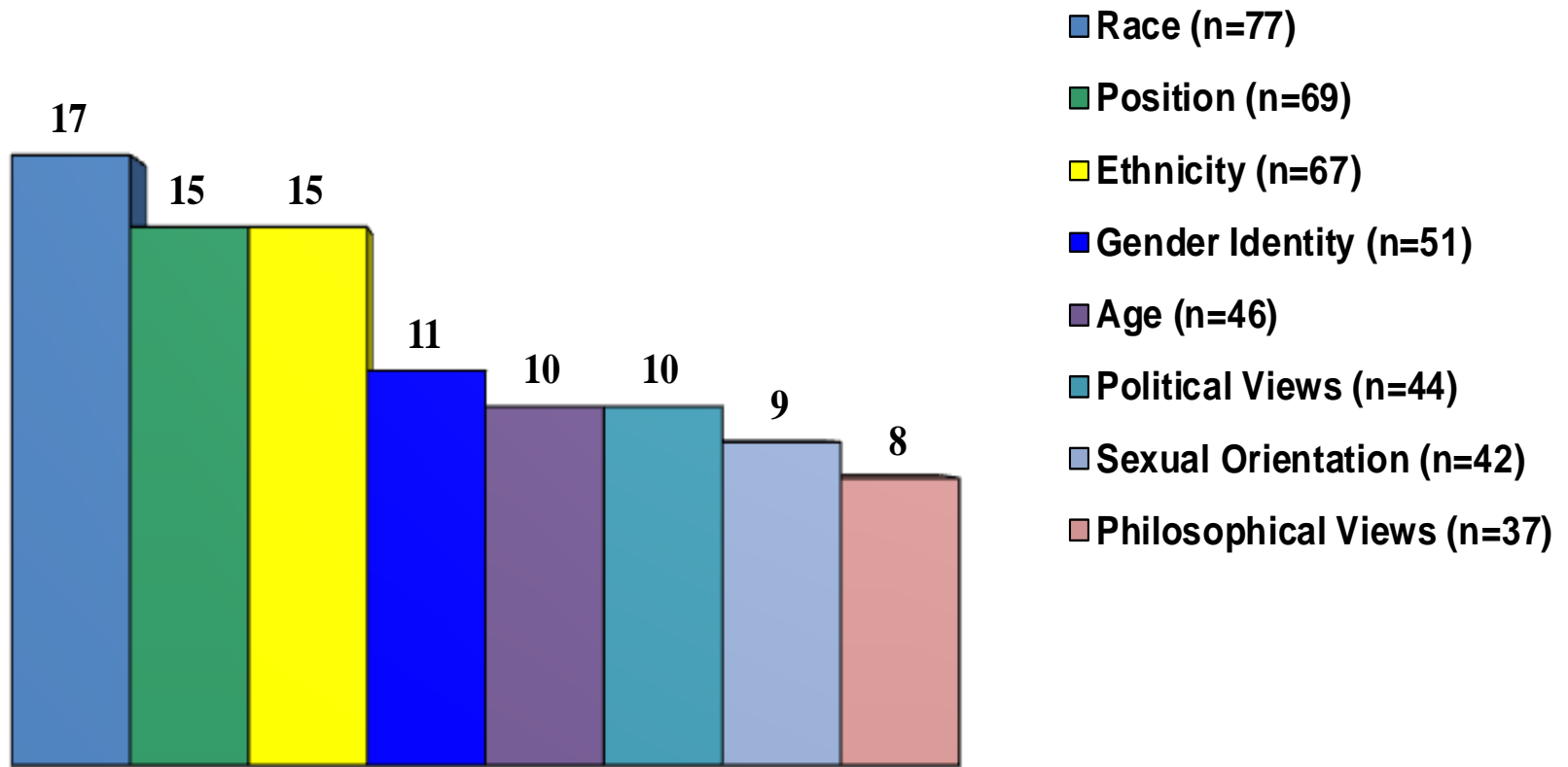
21% (n = 457)

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

	n	%
Derogatory remarks	204	44.6
Deliberately ignored or excluded	155	33.9
Intimidated/bullied	122	26.7
Isolated or left out	119	26.0
Assumption that someone was admitted/hired/promoted based on identity	80	17.5
Isolated or left out when working in groups	80	17.5
Racial/ethnic profiling	64	14.0
Receipt of a low performance evaluation	49	10.7
Assumption that someone was not admitted/hired/promoted based on his/her identity	46	10.1

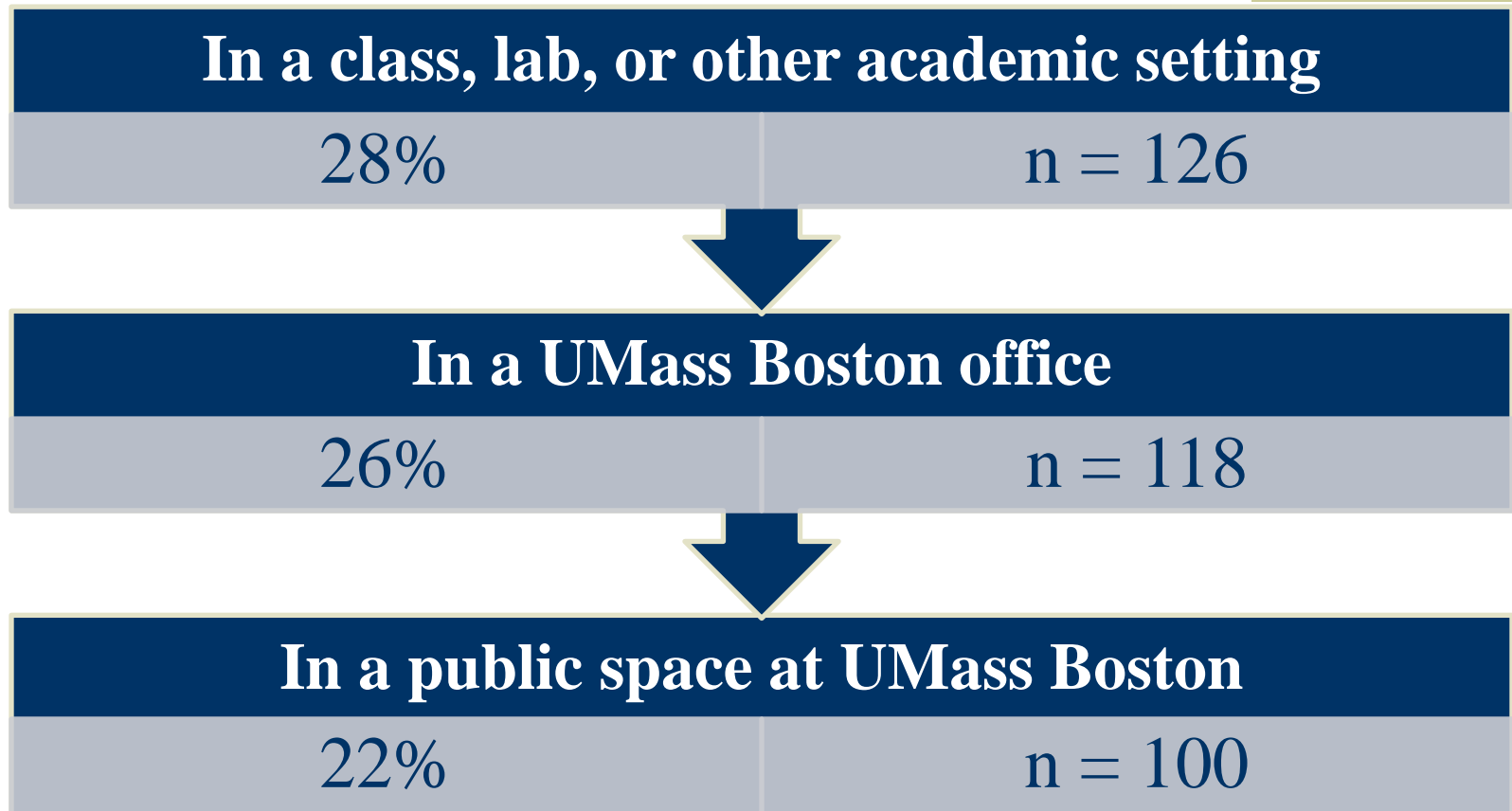
Note: Only answered by respondents who observed harassment (n = 457). Percentages do not sum to 100 due to multiple responses.

# Observed Harassment Based on...(%)



Note: Only answered by respondents who observed harassment (n = 457). 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 = 457).  
Percentages do not sum to 100 due to multiple responses.



# Perceived Discrimination Employees

Hiring Practices

21%  
n=151

Employment-  
Related Disciplinary  
Actions

12%  
n=84

Employment  
Practices Related to  
Promotion

25%  
n=179

# Perceived Employment Discrimination

Race, ethnicity, and position status were offered by faculty/staff respondents as the most common bases for all discriminatory employment practices.

# Work-Life Issues

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



# Work-Life Issues – All Employees

## Successes

- 87% of employee respondents were comfortable asking questions about performance expectations.
- 83% felt their colleagues treated them with the same respect as other colleagues.
- 81% thought their colleagues had similar expectations of them as other colleagues/co-workers.

# Work-Life Issues – All Employees

## Successes

- More than half of all employees believed that they had colleagues or co-workers (73%) and supervisors (60%) who gave them career advice or guidance when they need it.
- Most thought the college demonstrated that it values a diverse faculty (82%) and staff (83%).

# Work-Life Issues – All Employees

## Challenges

- Less than half of all employees felt that salary determinations were fair (45%) and clear (44%).
- 42% thought there were many unwritten rules concerning how one was expected to interact with colleagues in their work units.
- 31% felt they had to work harder than they believed their colleagues do in order to achieve the same recognition.
- 30% were reluctant to bring up issues that concern them for fear that it will affect their performance evaluation.

# Tenure/Teaching Issues - Faculty

## Successes

- 77% felt their teaching and research requirements were similar to those of their colleagues.
- 68% believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions.
- Few faculty felt pressured to change their teaching methods (15%) to achieve tenure or be promoted.
- Few felt pressured to change their research agendas to achieve tenure (8%) or be promoted (12%).

# Tenure/Teaching Issues - Faculty


## Challenges

- Less than half of faculty believed that tenure standards/advancement standards are applied equally to all faculty.
- Less than half of faculty reported the tenure processes (46%) or promotion processes (47%) were clear.
- 45% reported they performed more work to help students than did their colleagues.
- 34% felt burdened by university service responsibilities beyond those of their colleagues.



# Student Perceptions of Campus Climate


Students felt valued by faculty (72%), staff (62%), and other students (79%) in the classroom.



Students reported that UMass Boston faculty (72%) and staff (62%) were genuinely concerned with their welfare.



The majority had faculty (74%) and staff (53%) who they perceived as role models.



41% of all students felt faculty pre-judge their abilities based on their identities/backgrounds.

# Student Perceptions of Campus Climate

45% did not see enough faculty and staff with whom they identify.



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



94% had access to academic support that was similar to that of their classmates.

# Institutional Actions



# Campus Initiatives That Positively Affected the Climate - **Employees**

The majority of employees thought the following would positively affect the climate:

**Access to counseling for people who have experienced harassment**

**Mentorship for new faculty and staff**

**Clear and fair process to resolve conflicts**

**Increasing diversity of faculty, staff, administration, and student body**

# Campus Initiatives That Positively Affected the Climate - **Employees**

The majority of employees thought the following would positively affect the climate:

**Recognition and rewards for including diversity issues in courses across the curriculum**

**Diversity training for staff, faculty, and students**

**Diversity and equity training to search and tenure committees**

**On-campus year-round child care and lactation accommodations on campus**

# Campus Initiatives That Positively Affected the Climate - **Students**

The majority of students (more than 70%) thought the following would positively affect the climate:

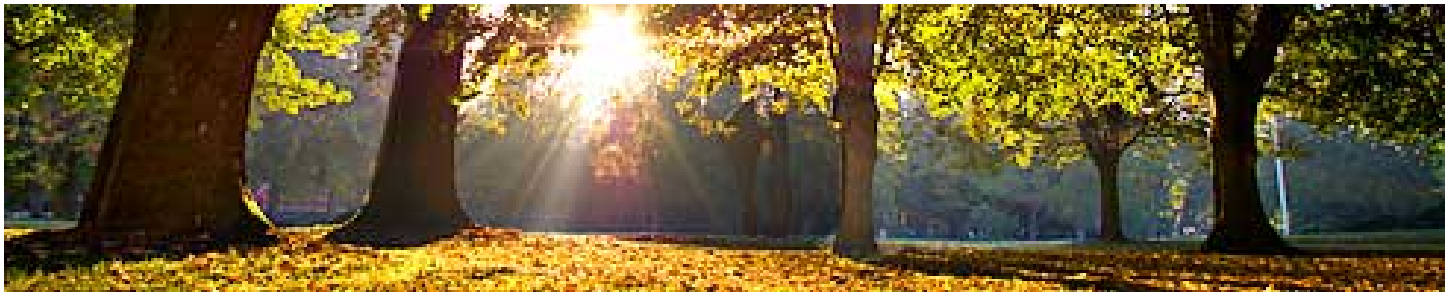
**Person to address student complaints of classroom inequity**

**Opportunities for cross-cultural dialogue among students, and between faculty, staff, and students**

**Provide staff/faculty mentorship of 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

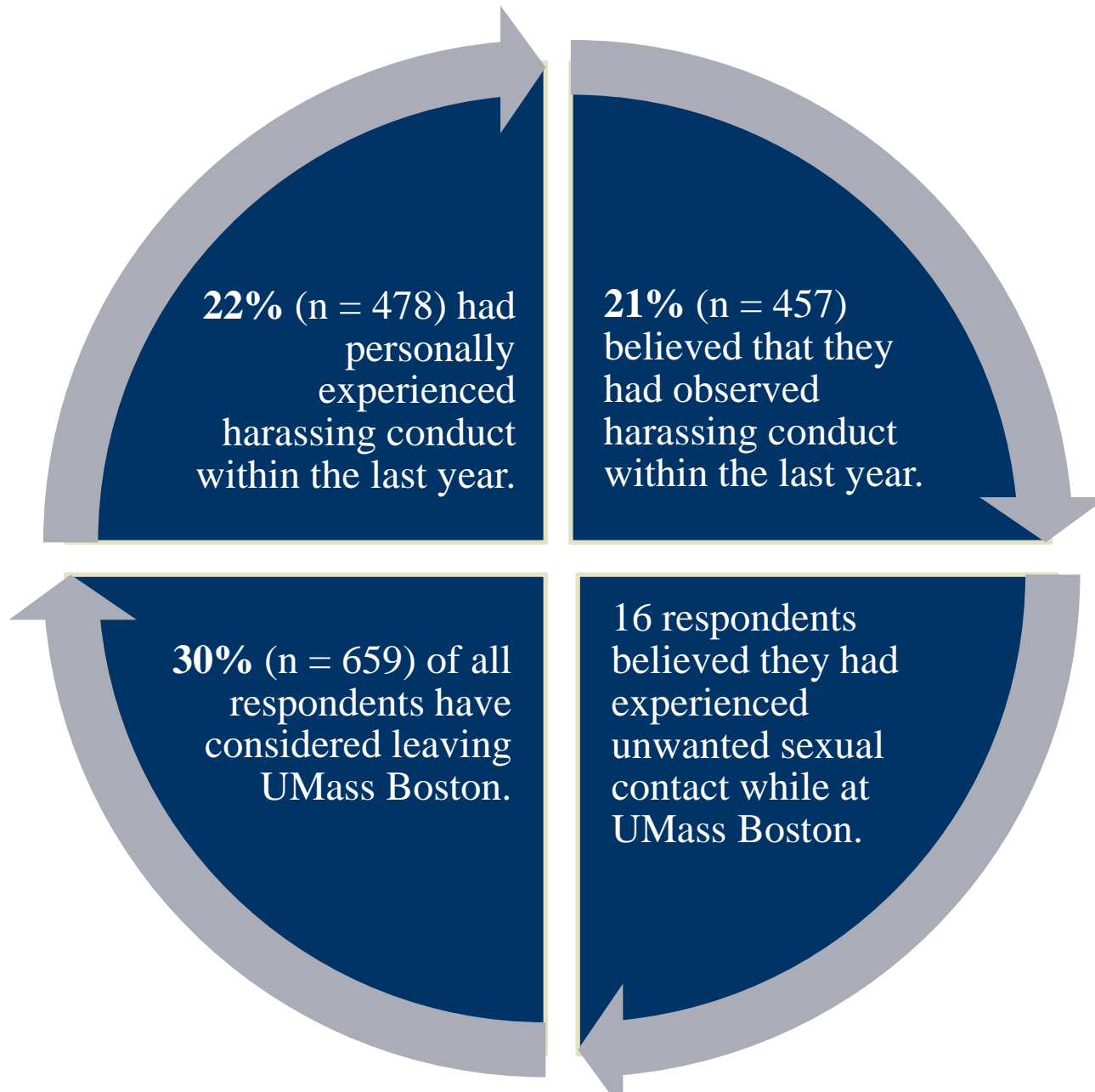
76% of respondents were comfortable with the overall climate, and 73% with dept/work unit climate

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

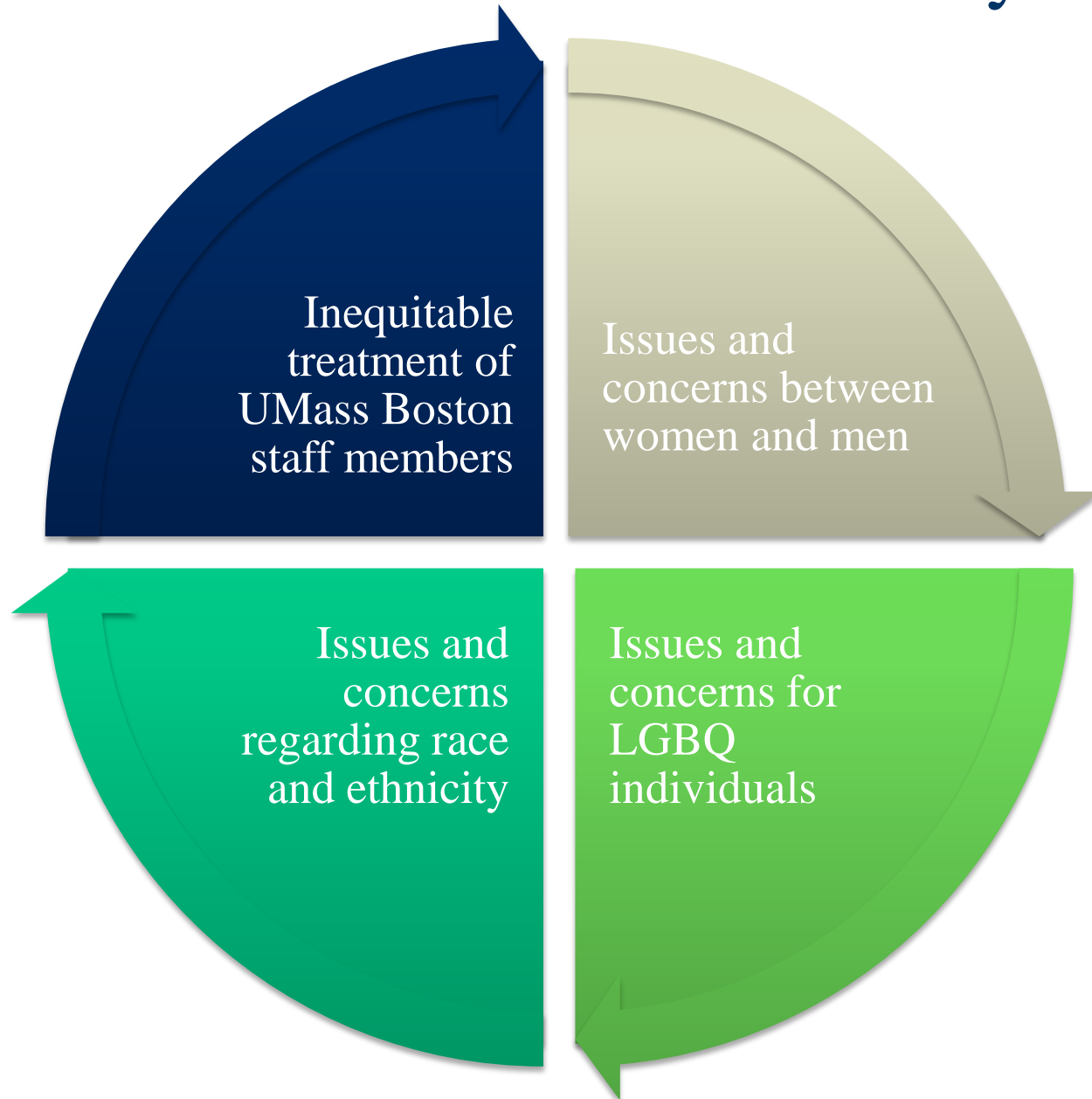
78% of students and 90% of faculty were comfortable with the classroom climate.

75% of employees were satisfied with their jobs/careers, and 65% with how their jobs/careers have progressed.

# Overall Opportunities for Improvement



# Four Areas of Focus for Community Actions



# Opportunities for Improvement

## Other Areas of Concern at UMass Boston

- Immigrant or foreign-born respondents including second generation, U.S. born people who are members of immigrant families;
- Persons with disabilities, disaggregated by physical disability, learning disability, and mental health or psychological conditions
- Differential treatment based on age.

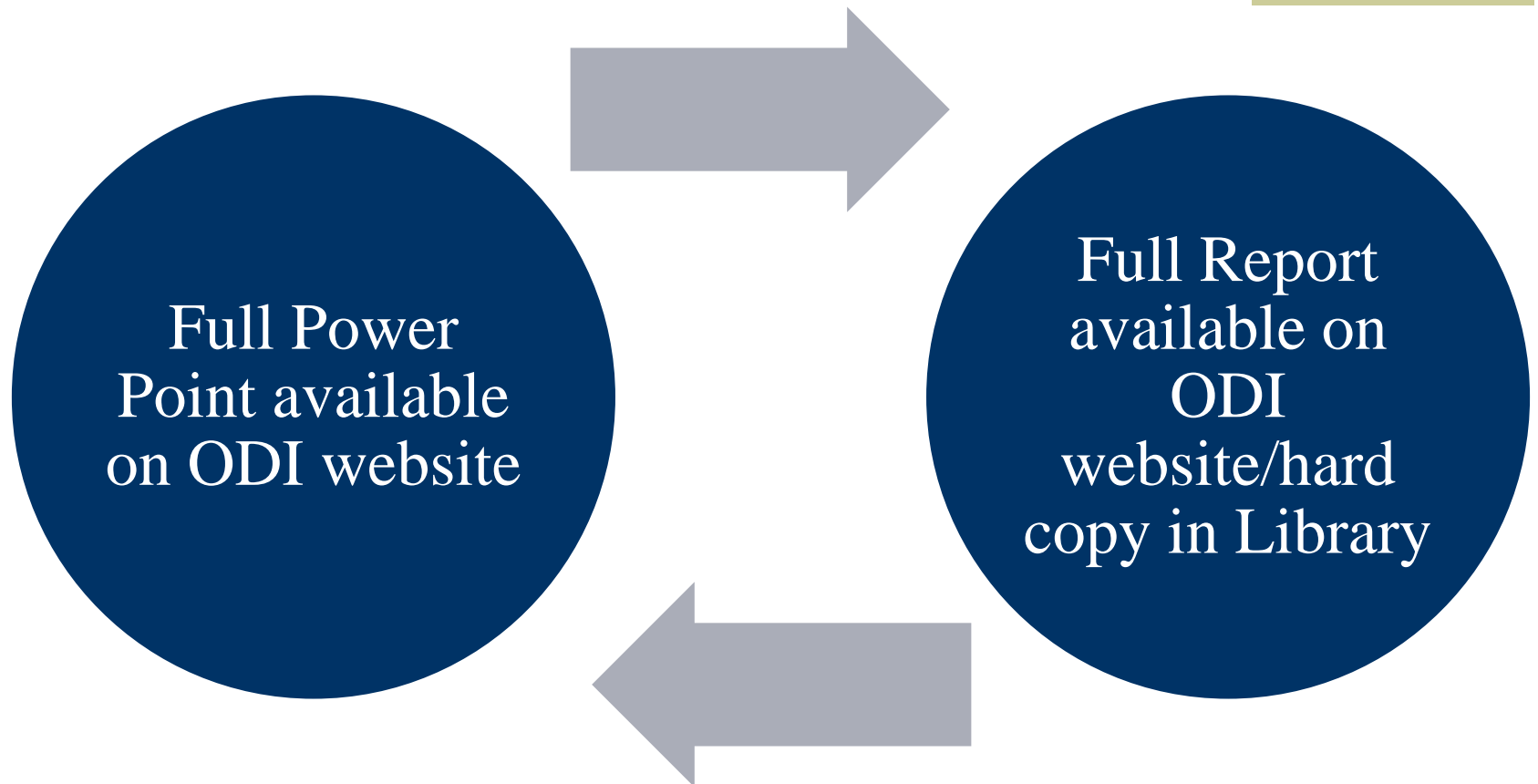
# Next Steps



# Process Forward

## Sharing the Report with the Community

### Fall 2013



# Next Steps

## Listening, Learning, and Planning

- Host four in-person debriefing sessions to review the four main challenges identified in the report
- Continue to seek/solicit opportunities to provide presentations - please invite us
- Make ourselves available to hear additional feedback
- Provide other ways for feedback to be communicated
- Develop Action Initiatives

# Next Steps

## Planning and implementation

- Ongoing process that is inclusive
- Requires input from all constituents
- Implement action initiatives





# Next Steps



**More information will be posted on the ODI website  
AND you will receive campus wide notifications of the  
session dates and times.**

**Please direct questions to the UMass Boston Office of  
Diversity and Inclusion:**

**diversity@umb.edu  
617-287-4818**

# Questions and Discussion

