

University of Wisconsin System



Campus Climate Assessment

Board of Regents Meeting
University of Wisconsin-La Crosse

University of Wisconsin System
Thursday, December 4, 2008

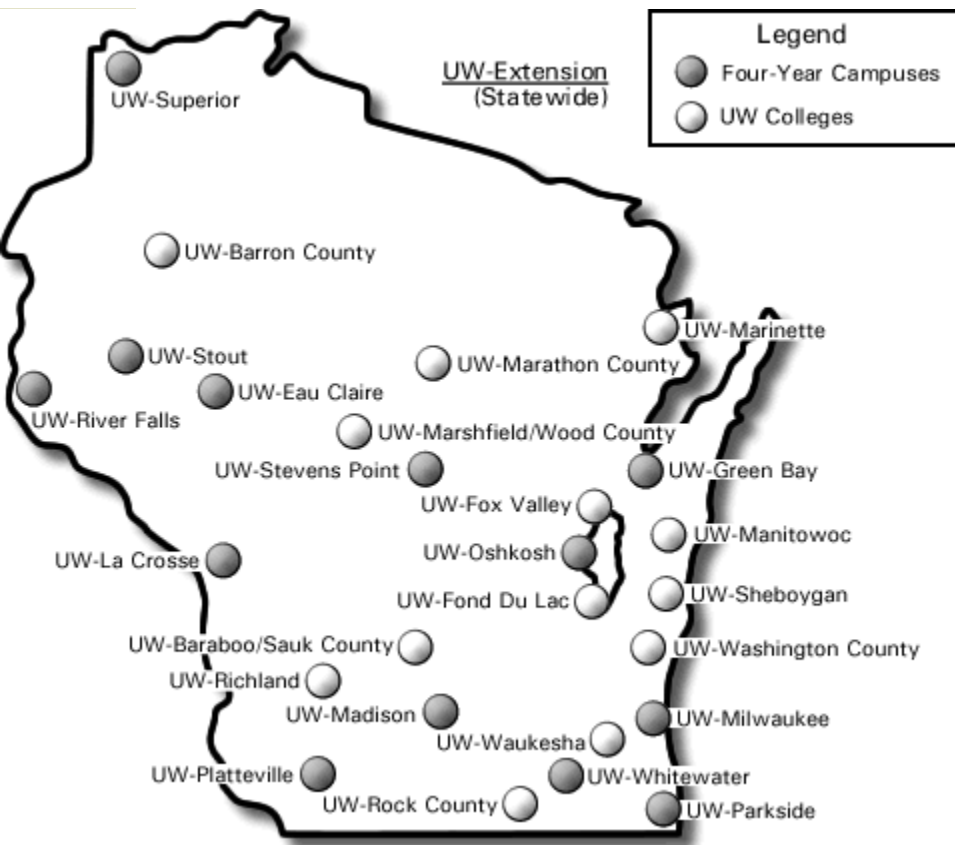
Assessing Institutional Climate

Why Assess Climate?
What was the Process?

Why conduct a climate assessment?

- ✚ To foster a caring University community that provides leadership for constructive participation in a diverse, multicultural world.
- ✚ To open the doors wider for underrepresented groups is to create a welcoming environment.
- ✚ To improve the environment for working and learning on campus.





Project Objectives

Provide the UW System with institutional information, analysis, and recommendations as they relate to campus climate.

This information will be used in conjunction with other data to provide UW System institutions with an inclusive view of both their respective campuses and a system-wide review.

Projected Outcomes

- ✦ Learn constituent groups' perceptions about campus climate
- ✦ Understand groups' perceptions about campus responses to climate issues (e.g., pedagogy, curricular issues, professional development, inter-group/intra-group relations, respect issues).
- ✦ Use results to inform current/on-going work regarding diversity (e.g., previous Climate Studies, Equity Scorecard).

Setting the Context

- ✚ Examine the Research
 - ✓ Review work already completed
- ✚ Preparation
 - ✓ Readiness of the campus
- ✚ Assessment
 - ✓ Examine the climate
- ✚ Follow-up
 - ✓ Building on the successes and addressing the challenges

Research on Climate In Higher Education

- ✦ *Campus climate not only affects creating knowledge, but also impacts members of academic community who, in turn, contribute to creating campus environment (Hurtado, 2003; Milem, Chang, & Antonio, 2005).*
- ✦ *Preserving climate that offers equal learning opportunities for all students and academic freedom for all faculty – an environment free from discrimination – is a primary responsibility of educational institutions.*

Transformational Tapestry Model

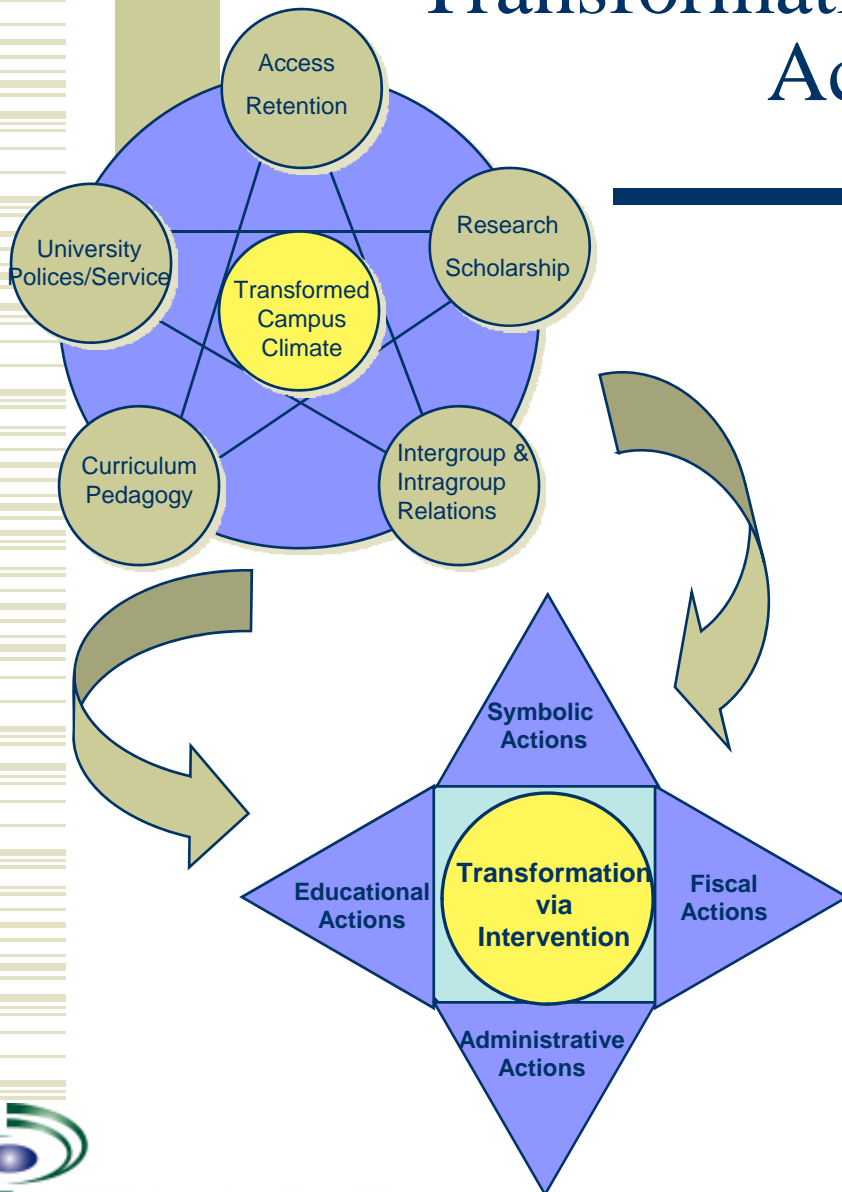
Development of Strategic Initiatives

Areas for consideration

- + Access/Retention
- + Research/Scholarship
- + Curriculum/Pedagogy
- + Inter-group/Intra-group Relations
- + University Policies/Service
- + External Relations



Transformational Tapestry Model Action Areas



- ✓ Symbolic actions
- ✓ Fiscal actions
- ✓ Administrative actions
- ✓ Educational actions



Process to Date

August 07 – December 08

- ✦ UW System became aware of bias incidents at several campuses
- ✦ Hired Rankin & Associates
- ✦ Formed Climate Study Working Group
- ✦ Convened fact-finding groups with stakeholders
- ✦ Developed protocol and survey instrument
- ✦ Administration of survey
- ✦ Analysis of Data
- ✦ Presentation of survey results on campuses

Five institutions volunteered to participate in the pilot year 07-08

- ✦ University of Wisconsin Colleges
- ✦ University of Wisconsin-La Crosse
- ✦ University of Wisconsin-Milwaukee
- ✦ University of Wisconsin-Oshkosh
- ✦ University of Wisconsin-Stevens Point

Assessment Methods

Research Model
Survey Instrument
Limitations





Survey Instrument

+ Final instrument

- ✓ 87 questions – institutions added additional questions
- ✓ Space for respondents to provide commentary
- ✓ On-line or paper & pencil options

+ Sample = Population

- ✓ All members of each institutional community were invited to participate

+ Results include information regarding:

- ✓ Respondents' personal experiences
- ✓ Respondents' perceptions of climate
- ✓ Respondents' perceptions of institutional actions
- ✓ Respondents' input into recommendations for change



Survey Assessment Limitations



- ✓ Self-selection bias
- ✓ Response rates
 - ✓ Caution in generalizing results less than 30%
- ✓ Method limitation
 - ✓ Groups smaller than 10 not reported to protect confidentiality.

Overall Response Rates

13,469 people responded
to the call to participate in
Spring 2008

9% - 23% response rate
range for 5 participating
campuses



Response Rates

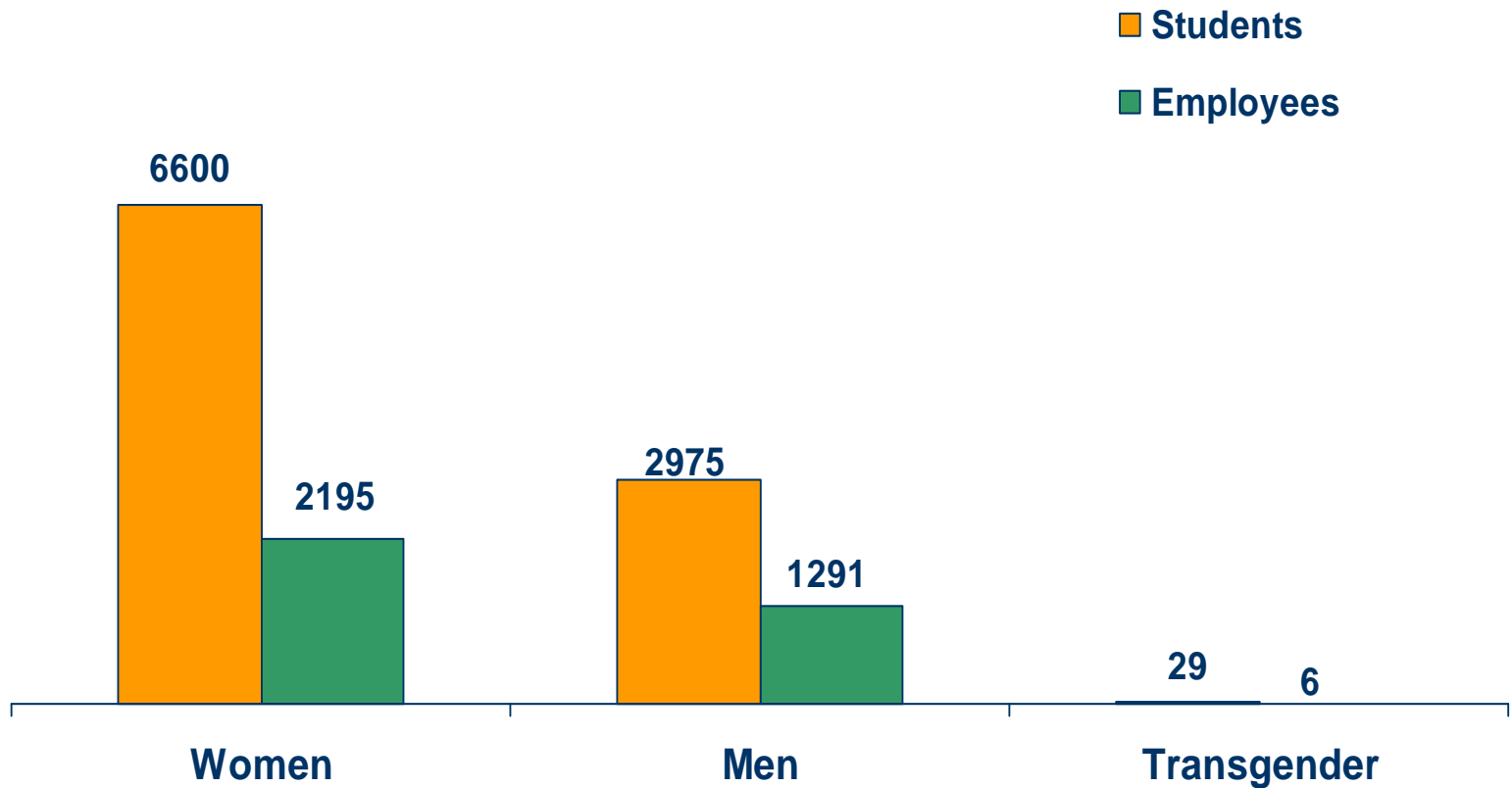
Faculty = 34% (n = 1322)

Academic Staff = 42% (n = 1037)

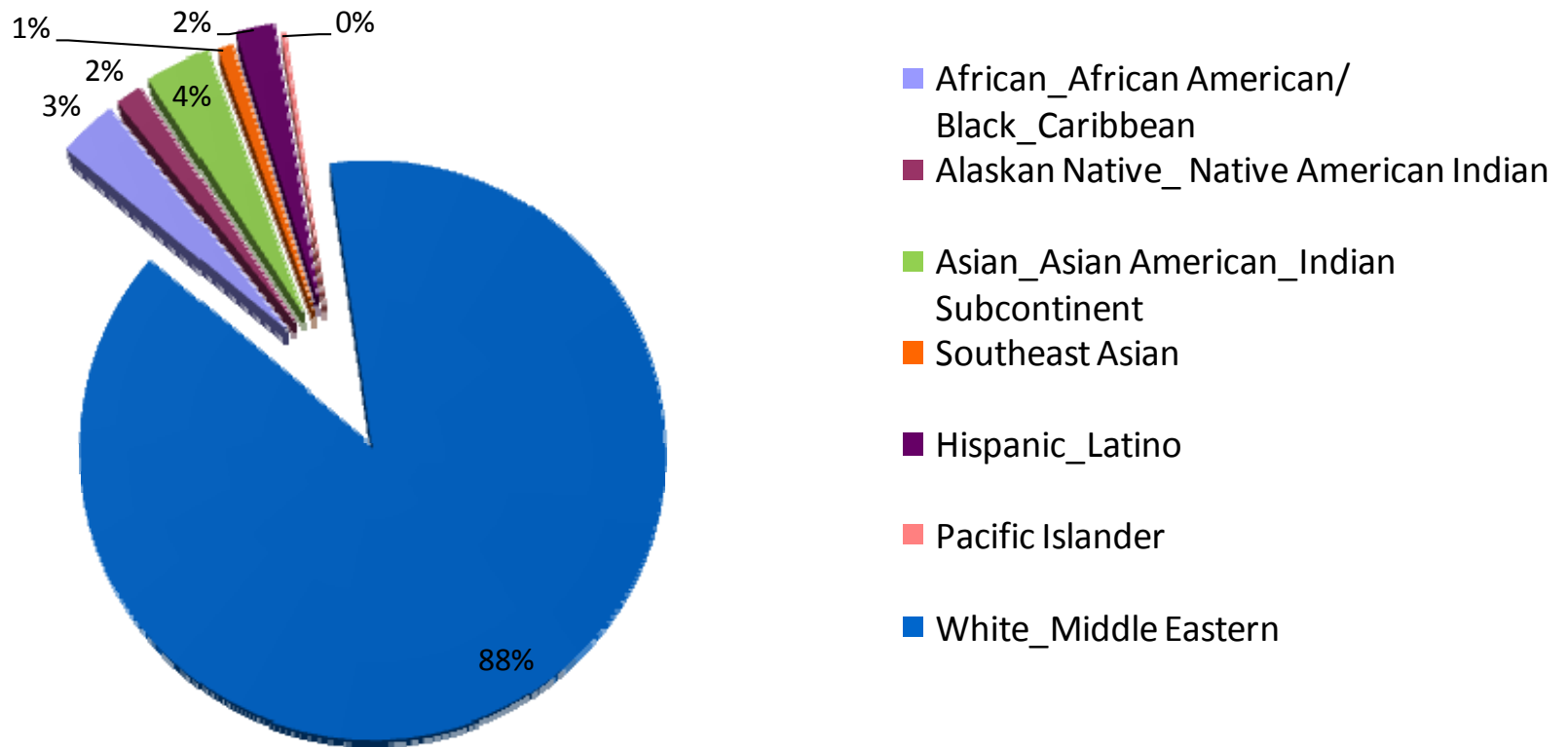
Classified Staff = 40% (n = 929)

Students 14 % (n = 9686)

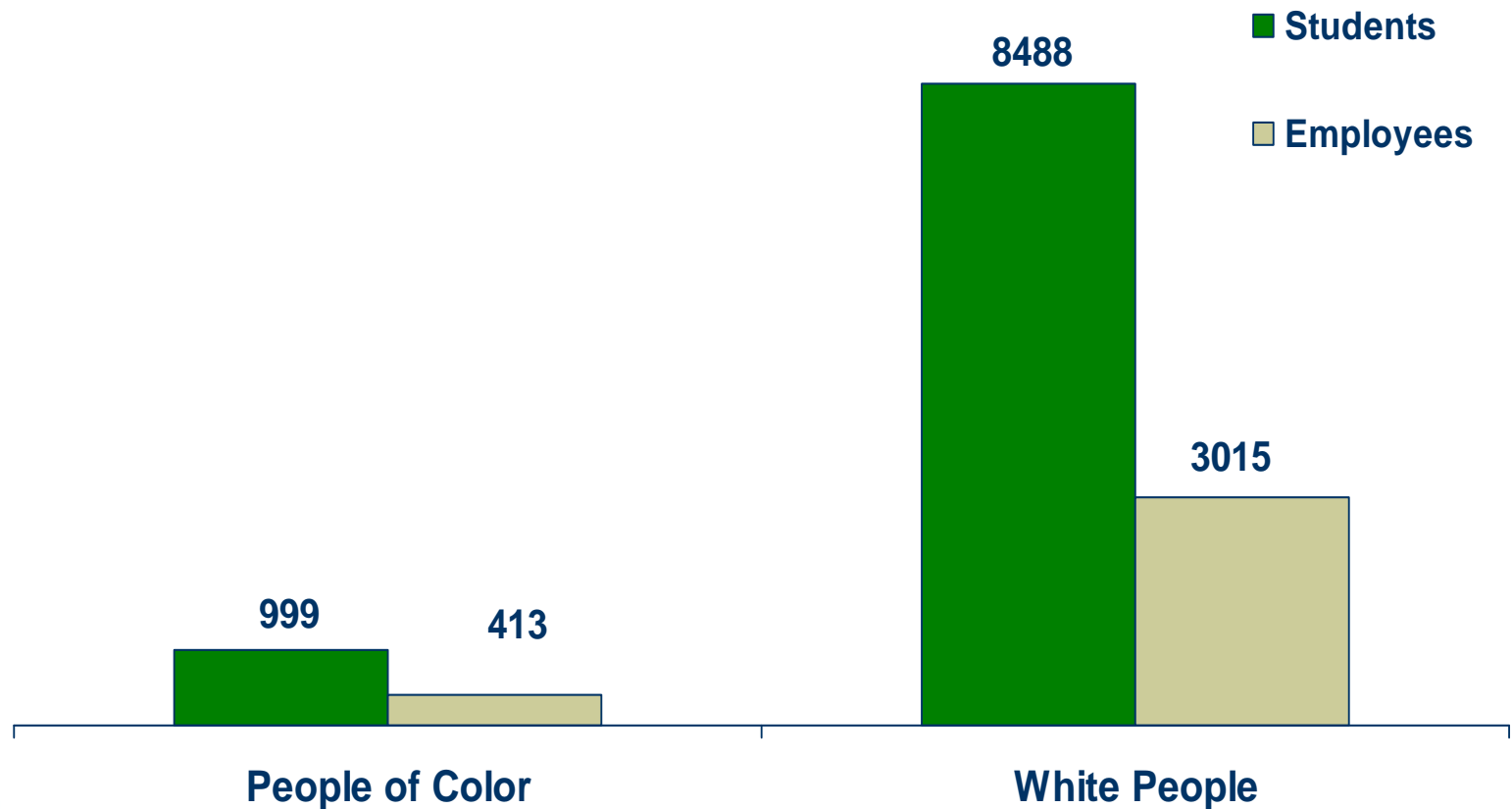
Respondents by Gender & Position



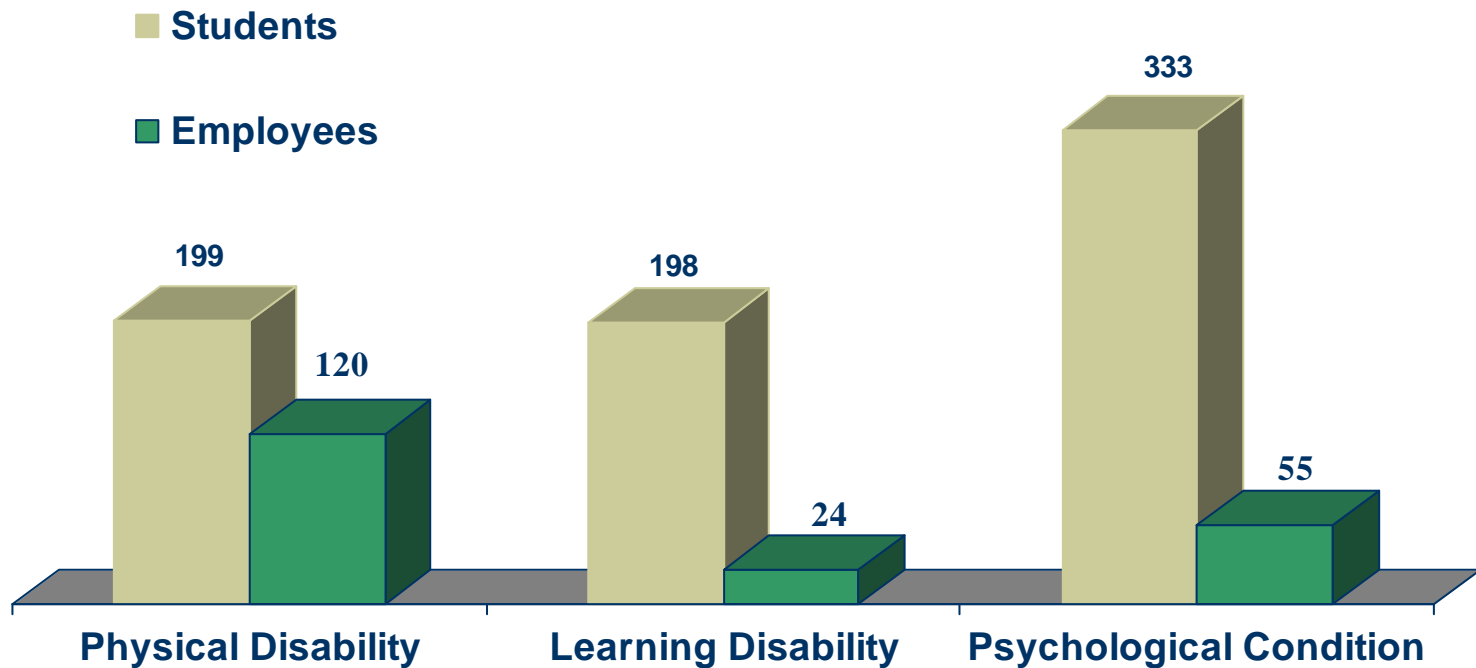
Respondents by Racial Identity



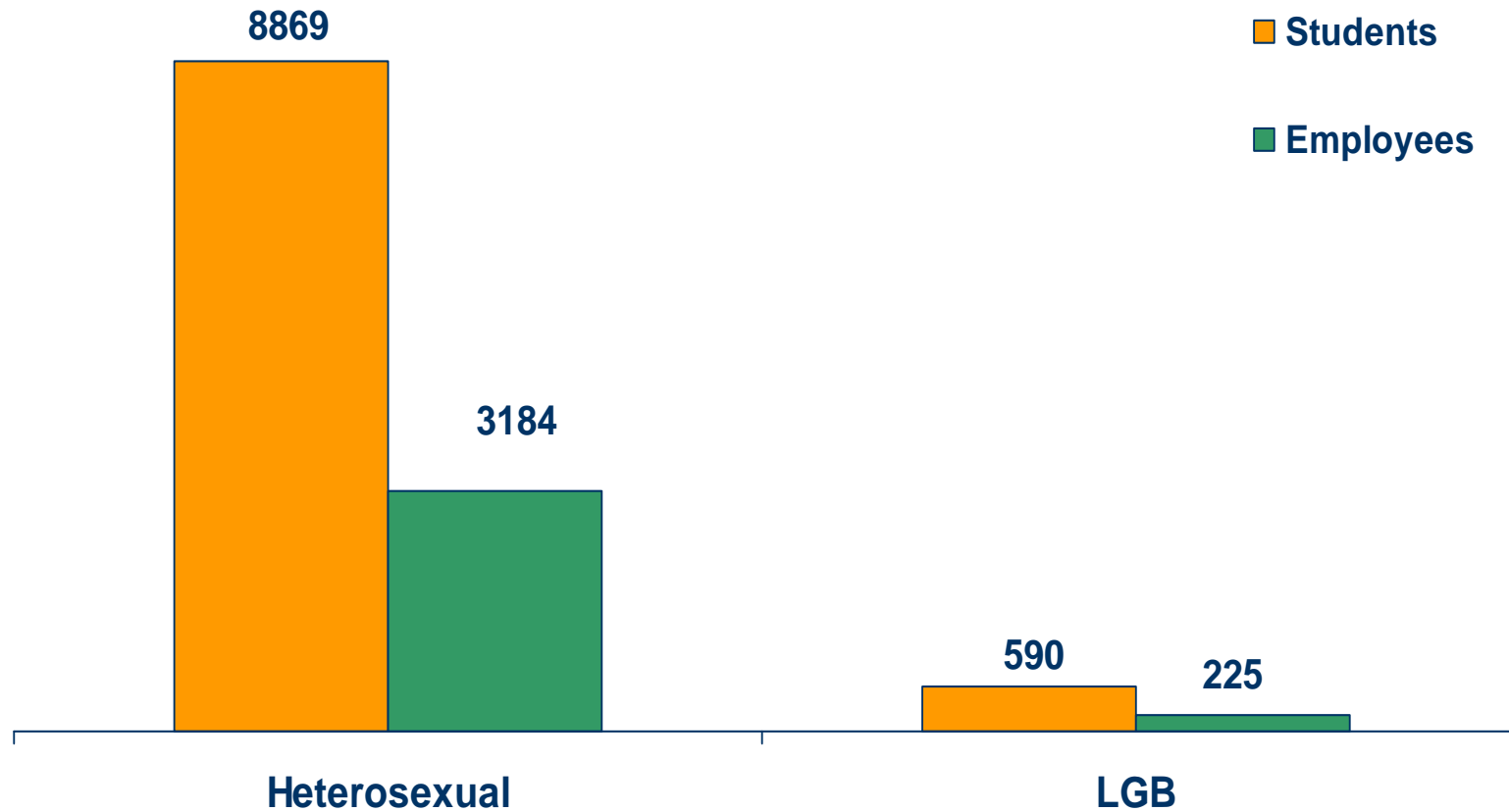
Respondents by Racial Identity



Respondents with Disabilities



Respondents by Sexual Orientation & UW System Status





Successes Uncovered At Five Institutions

- ◆ 72% to 87% of respondents indicated they were comfortable with the climate.
- ◆ The majority of students indicated they were satisfied with their educations.
- ◆ The majority of employees were satisfied with their jobs.

Challenges Uncovered At Five Institutions

- ◆ Widespread institutional classicism between and among peer groups (faculty, academic staff, classified staff).
- ◆ High incidence of sexual assault occurring on or off campus.
- ◆ Numerous incidents of racial profiling were reported at most campuses.
- ◆ Retention of students of difference, especially students of color & sexual minorities.

UW-Colleges - Concerns

- Staff members were more likely than faculty and student respondents to experience harassment.
- Staff members reported that they had less status and, consequently, less privilege within the institution than other employees.
- A higher percentage of sexual minority respondents believed they had experienced harassment.



UW-La Crosse - Concerns

- 14% of responding students, and 30% of responding employees have personally experienced “exclusionary, intimidating, offensive and/or hostile conduct.”
- A significant percentage of employees who experienced such conduct felt it was due to “institutional status,” i.e. academic & classified staff versus faculty.
- 96 students and employees (4% of respondents) believed they had been the victim of sexual assault; 86 of 96 were students; 57% occurred off campus.



UW-Milwaukee - Concerns

- One third of all respondents (31% of white respondents and 38% of respondents of color) indicated they were aware of harassment on campus within the past two years.
- Most of the observed harassment was based on race (36%), ethnicity (36%), gender (33%) sexual orientation (28%).
- 61% of respondents with learning disabilities (& 51% with physical disabilities) believed they had experienced offensive, hostile or intimidating behavior based on their disability.



UW-Oshkosh - Concerns

- Overall, classified staff members and students of color are less satisfied and comfortable on campus than others.
- One quarter of all respondents indicated that they were aware of or had observed harassment on campus within the last two years.
- Most of the observed harassment was based on sexual orientation (49%), gender (30%), ethnicity (29%), race (28%), gender identity (24%), gender expression (24%).
- The culture of drinking plays a significant role in sexual assaults. Assault victims' comments indicate they had been drinking and, when they knew the assailant, that person had also been drinking.



UW-Stevens Point - Concerns

- 51 respondents (3%) believed they were victims of sexual assault and the majority of those did nothing.
- 17% of respondents believed they had experienced some form of exclusionary, intimidating, offensive or hostile conduct, and the majority those did not report it.
- The greatest source of perceived harassment was generally within the status (e.g. student against student, faculty against faculty).
- 50% of Lesbian, Gay and Bisexual respondents believed they had experienced harassment in the form of derogatory remarks.



Next Steps

- ◆ Action Plans: Chancellors and Provosts at the five institutions are working with their Diversity Leadership Committees to develop action plans.
- ◆ Three additional UW institutions have elected to participate in the Climate Study in the second round (Dec 08 – Dec 09):
 - UW-Eau Claire
 - UW-Parkside
 - UW-River Falls
 - UW-Whitewater

Questions..?

