# Climate Study for Learning, Living, and Working

University of Missouri System Offices
September 12, 2017

# 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

Rankin & Reason, 2008

# 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; Harper & Hurtado, 2009, Maramba. & Museus, 2011, Patton, 2011, Strayhorn, 2012
[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, Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013

# Campus Climate & Faculty/Staff

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

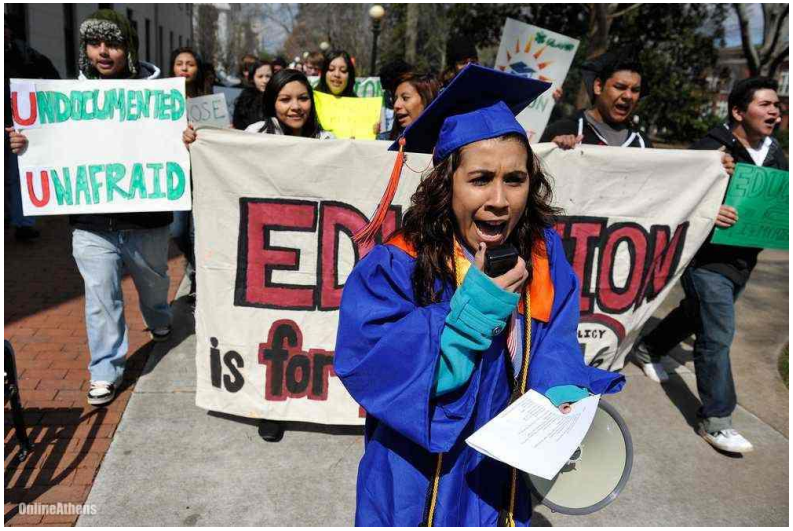
Faculty members who judge their campus **climate more positively** are more likely to feel personally **supported** and perceive their work unit as more supportive.[2]

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]

[1]Settles, Cortina, Malley, and Stewart , 2006, Gardner, S. 2013; Jayakumar, Howard, Allen, & Han, J. 2009
[2]Costello, 2012; Sears, 2002; Kaminski, & Geisler, 2012; Griffin, Pérez , Holmes, & Mayo 2010
[3]Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999

# Climate Matters

## Student Activism in 2016




# Climate Matters

## Student Activism in 2016

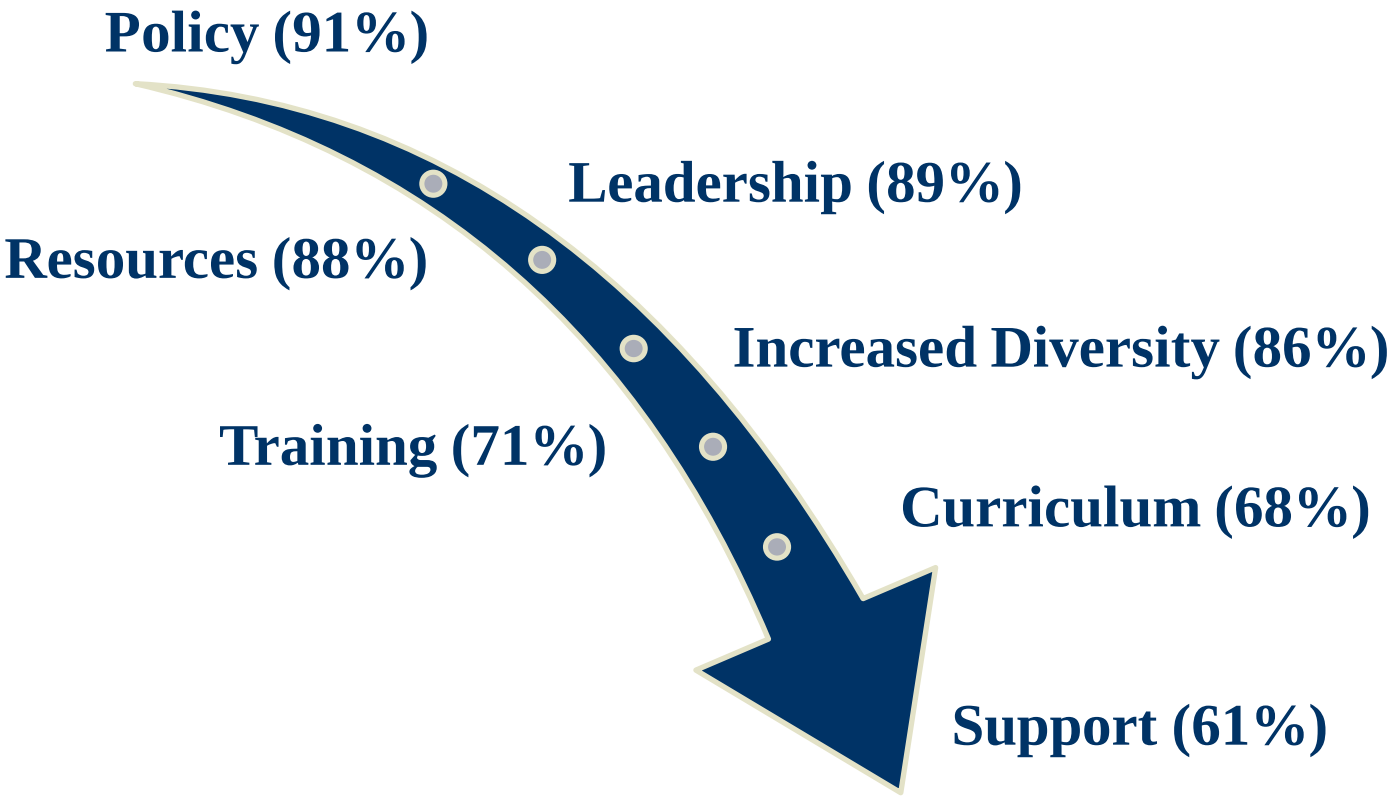
# What Are Students Demanding?

While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)

Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today's students in the heated context of racial or other bias-related incidents on college and university campuses.

Source: Chessman & Wayt, 2016 ; http://www.thedemands.org/

# Seven Major Themes




Source: Chessman & Wayt, 2016 ; http://www.thedemands.org/

# Responses to Unwelcoming Campus Climates

What are students' behavioral responses?

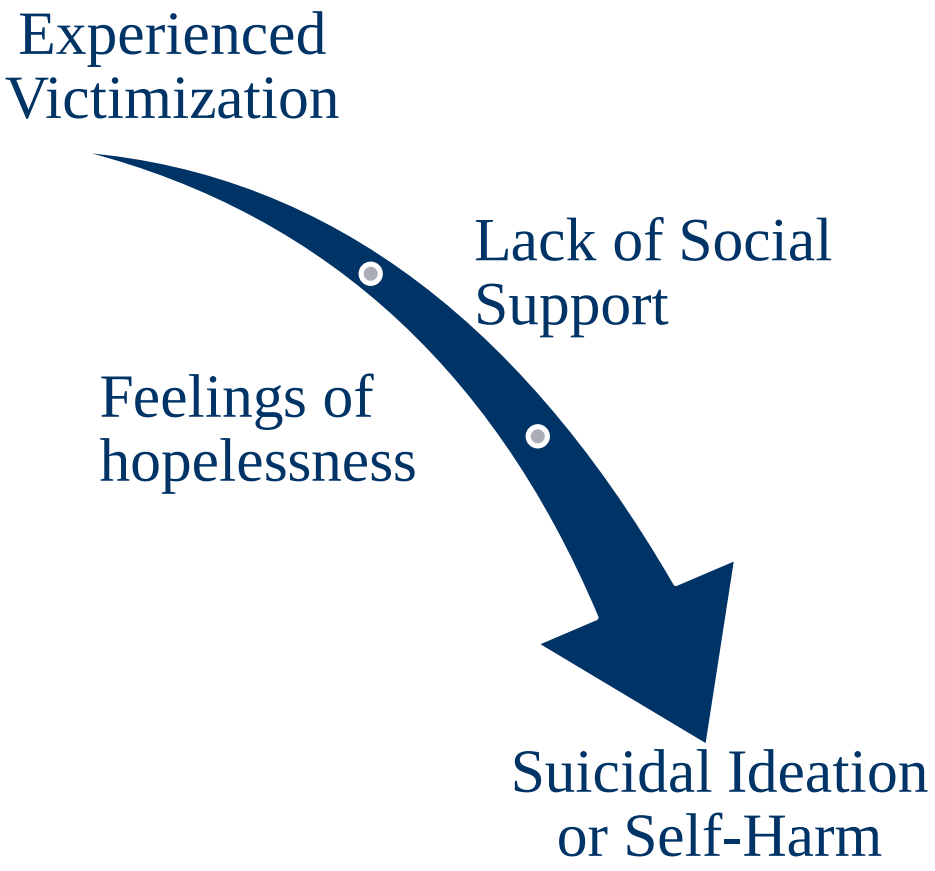
# Lack of Persistence

30% of respondents have seriously considered leaving their institution due to the challenging climate

What do students offer as the main reason for their departure?

Source: R&A, 2015; Rankin, et al., 2010; Strayhorn, 2012

# Suicidal Ideation/Self-Harm




Source: Liu & Mustanski 2012

# Projected Outcomes

UM System Offices 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).

UM System Offices 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

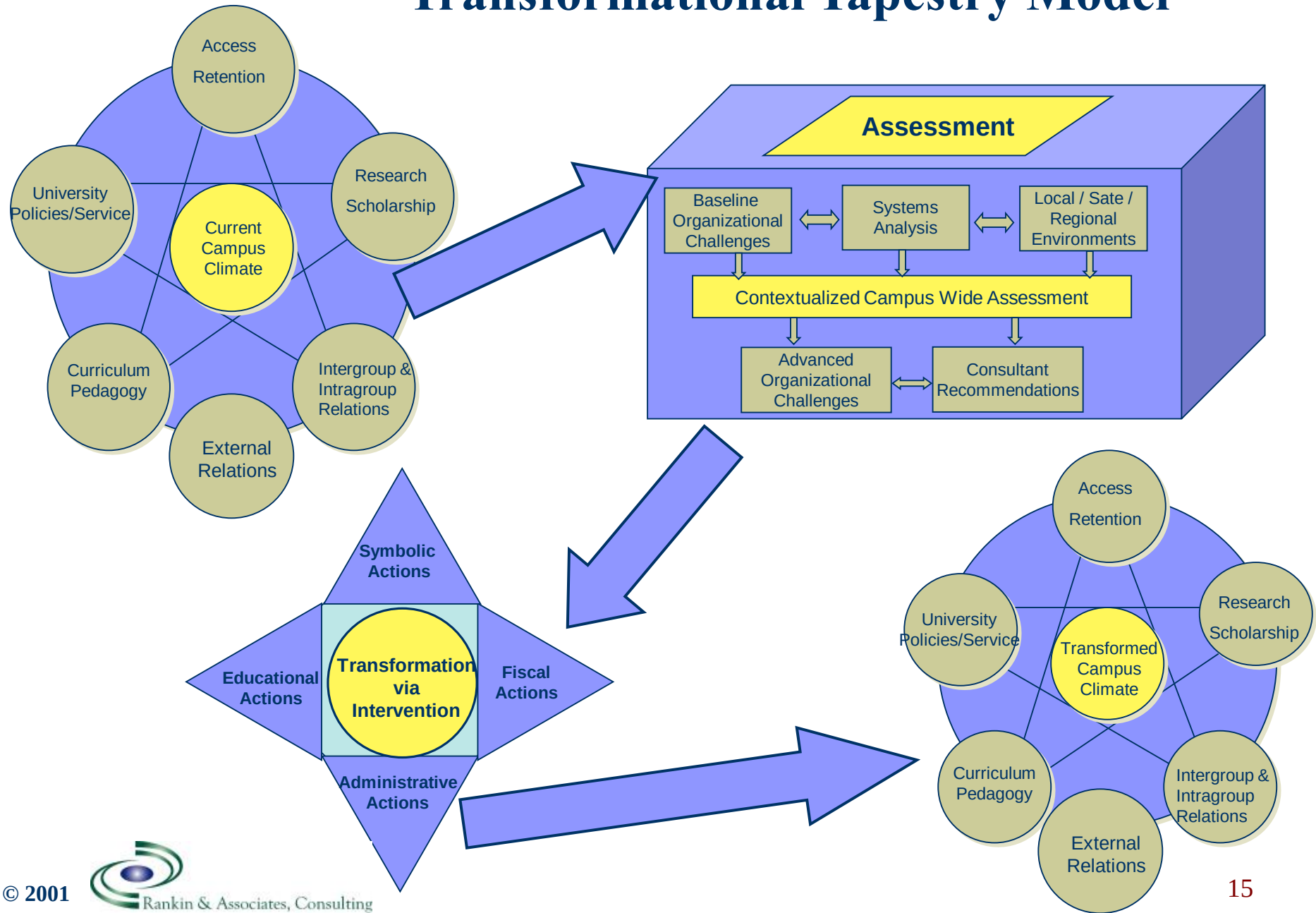
## Assessment

- Examine the climate

## Follow-up

- Building on the successes and addressing the challenges

# Transformational Tapestry Model©

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# Project Overview

## Phase I

- **Review of Institutional Data**
- **Assessment Tool Development and Implementation**

## Phase II

- **Data Analysis**

## Phase III

- **Final Report and Presentation**

# Phase I
# May 2016

In collaboration with R&A, the Systemwide Climate Study Team (SCST; composed of faculty, staff, and administrators across the UM System) was created.

In meetings, the SCST developed the survey instrument; reviewed multiple drafts; and approved the final survey instrument.

# Phase I
# Fall 2016

The final survey was distributed to the entire UM System Offices community via an invitation from Interim President Michael A. Middleton.

The survey was available from November 15th to December 16th.

# Instrument/Sample

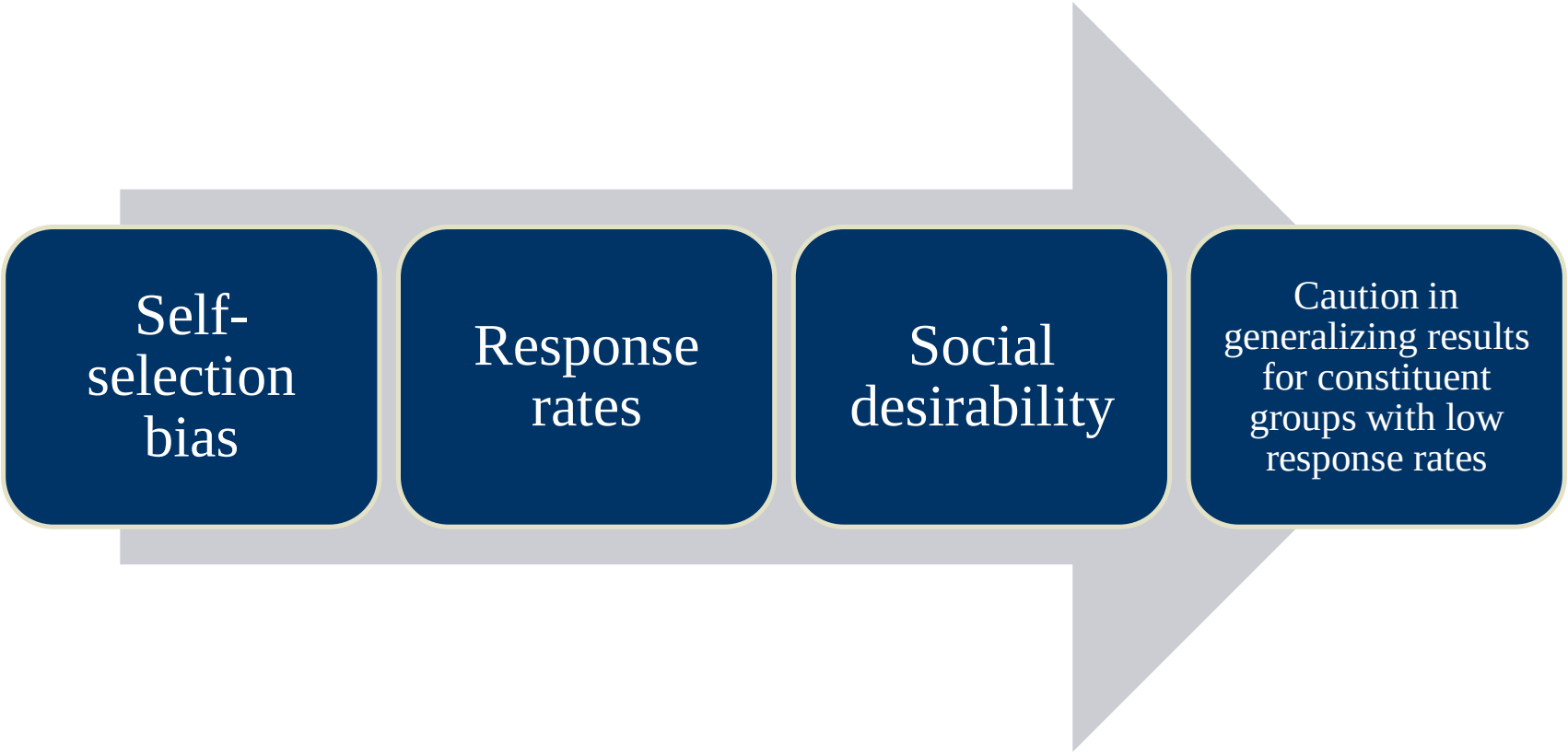
## Final instrument

- 120 questions including space for respondents to provide commentary
- On-line or paper & pencil options

## Sample = Population

- All community members were invited to take the survey
- The survey was available from November 15th to December 16th, 2016

# Survey Limitations



# Phase II
# Spring 2017

Quantitative and qualitative analyses conducted

# 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 III
# Summer/Fall 2017

Report draft reviewed by the Local Campus Study Team (LCST) at UM System Offices

Final report submitted to UM System Offices

Presentation to UM System Offices campus community

# Results: Response Rates

# Who are the respondents?

142 surveys were returned for a 27% overall response rate

# Response Rates by Employee Position

| | |
|---|---|
| **25%** | • Staff – Salary ($n$ = 94) |
| **24%** | • Staff – Hourly ($n$ = 37) |
| **N/A** | • Administrator without Faculty Rank ($n$ = 9) |
| **N/A** | • Administrator with Faculty Rank ($n$ < 5) |

# Response Rates by Gender Identity

| | |
|---|---|
| **27%** | • Woman (*n* = 80) |
| **24%** | • Man (*n* = 57) |
| **N/A** | • Transspectrum (*n* = 0) |

# Response Rates by Racial Identity

| | |
|---|---|
| **100%** | • Multiracial ($n$ = 5) |
| **25%** | • White/European American ($n$ = 116) |
| **23%** | • Black/African American ($n$ = 6) |
| **N/A** | • Asian/Asian American ($n$ < 5) |

# Response Rates by Racial Identity

N/A
- Hispanic/Latin@/Chican@ ($n < 5$)

N/A
- American Indian/Alaska Native ($n < 5$)

N/A
- Native Hawaiian/Pacific Islander ($n = 0$)

N/A
- Middle Eastern/Southwest Asian ($n = 0$)

# Response Rates by Citizenship Status

**46%**

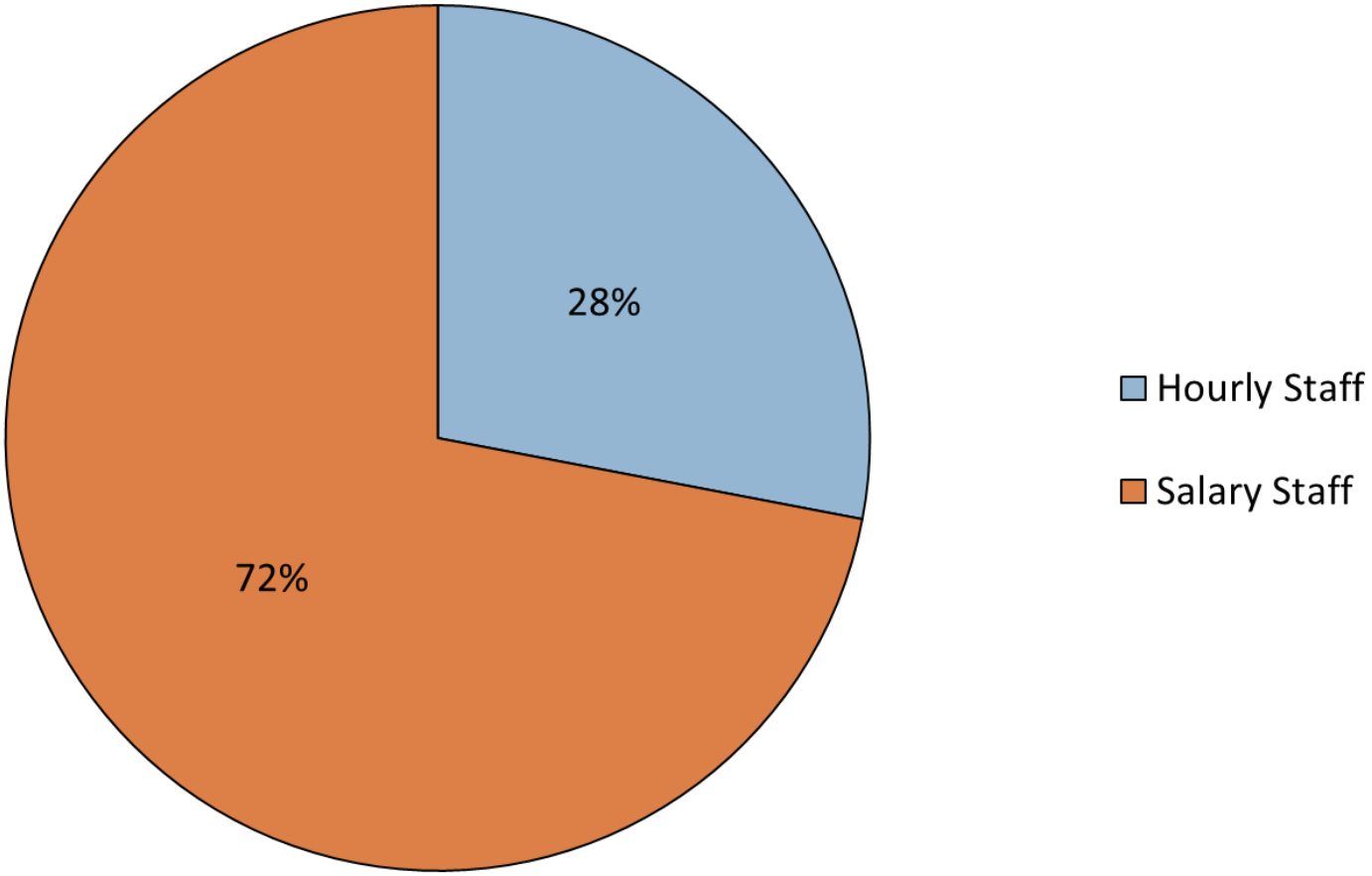
- Non-U.S. Citizen (*n* = 6)

**26%**

- U.S. Citizen (*n* = 133)

# Additional Demographic Characteristics

# Respondents by Position (%)



# Full-Time Status/Benefits Eligible

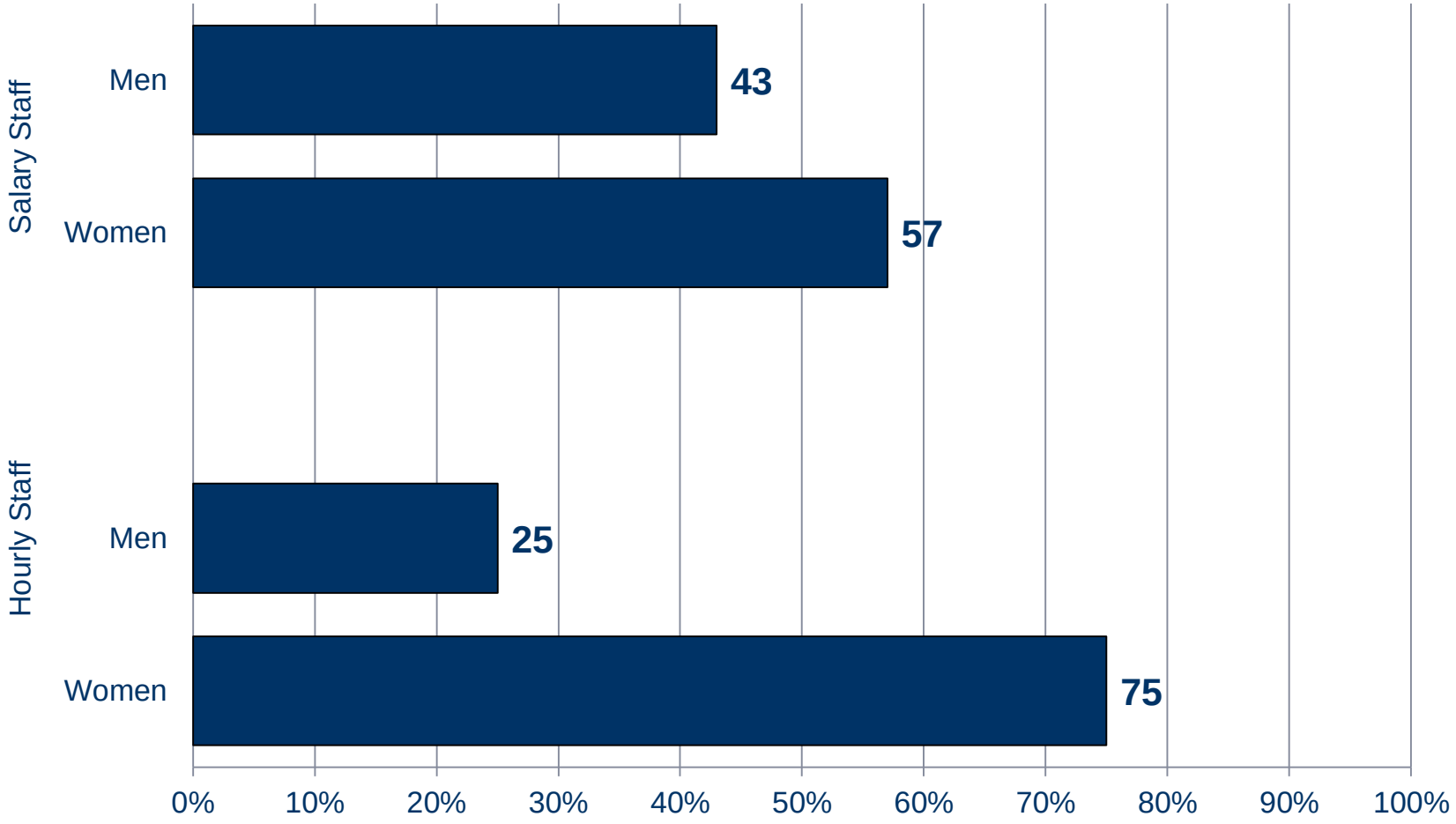
99% (*n* = 140) were full-time in their primary positions

99% (*n* = 141) were benefits eligible

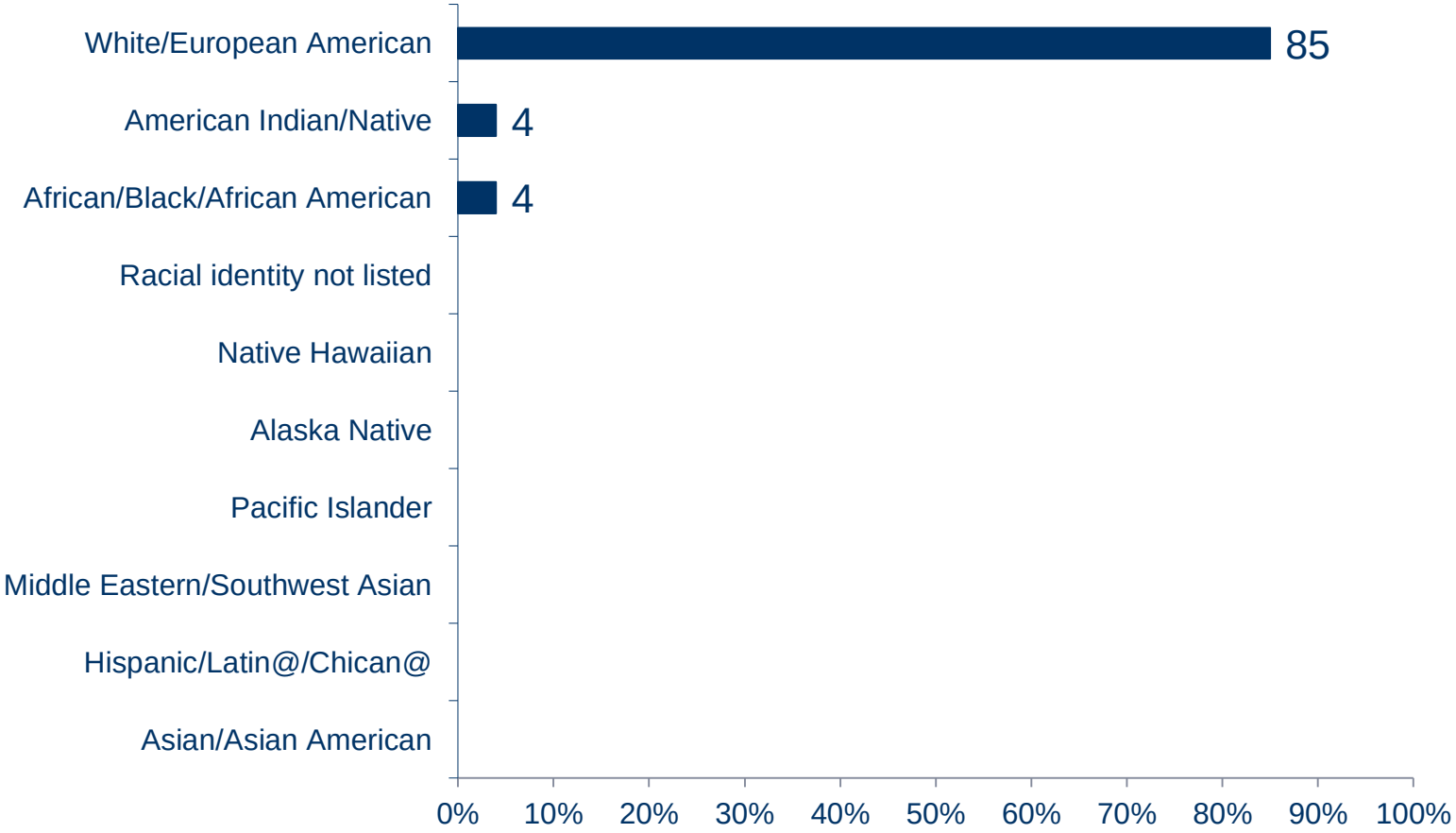
# Primary UM System Offices Location

| **Location** | ***n*** | **%** |
|---|---|---|
| Woodrail Center | 37 | 26.1 |
| University Hall | 25 | 17.6 |
| Old Alumni Building | 15 | 10.6 |
| Lemone Building | 11 | 7.7 |
| Locust St. Building | 9 | 6.3 |
| Telecom Building | < 5 | --- |
| Other | 43 | 30.3 |

# Respondents by Gender Identity and Position Status (%)



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



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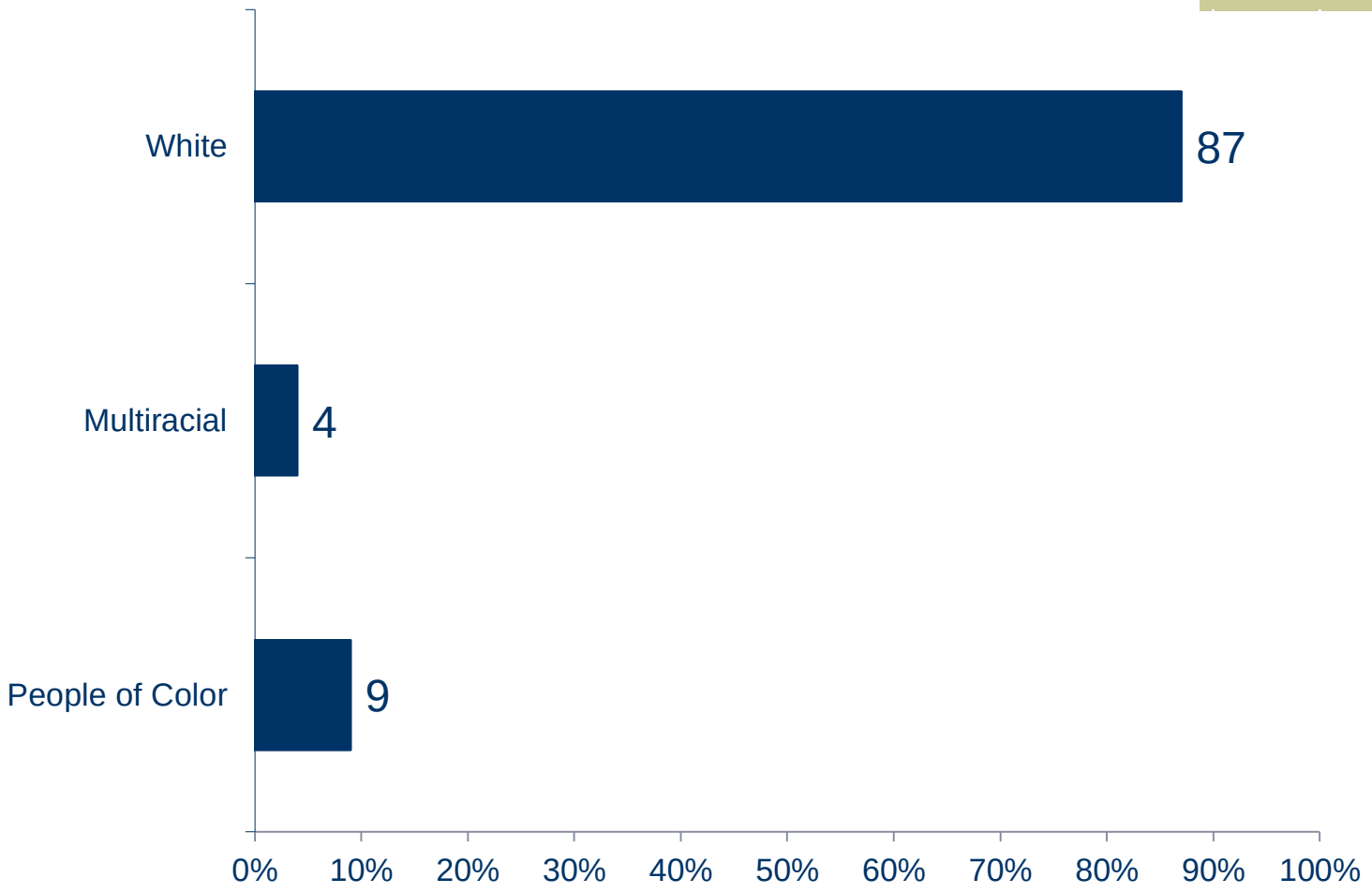
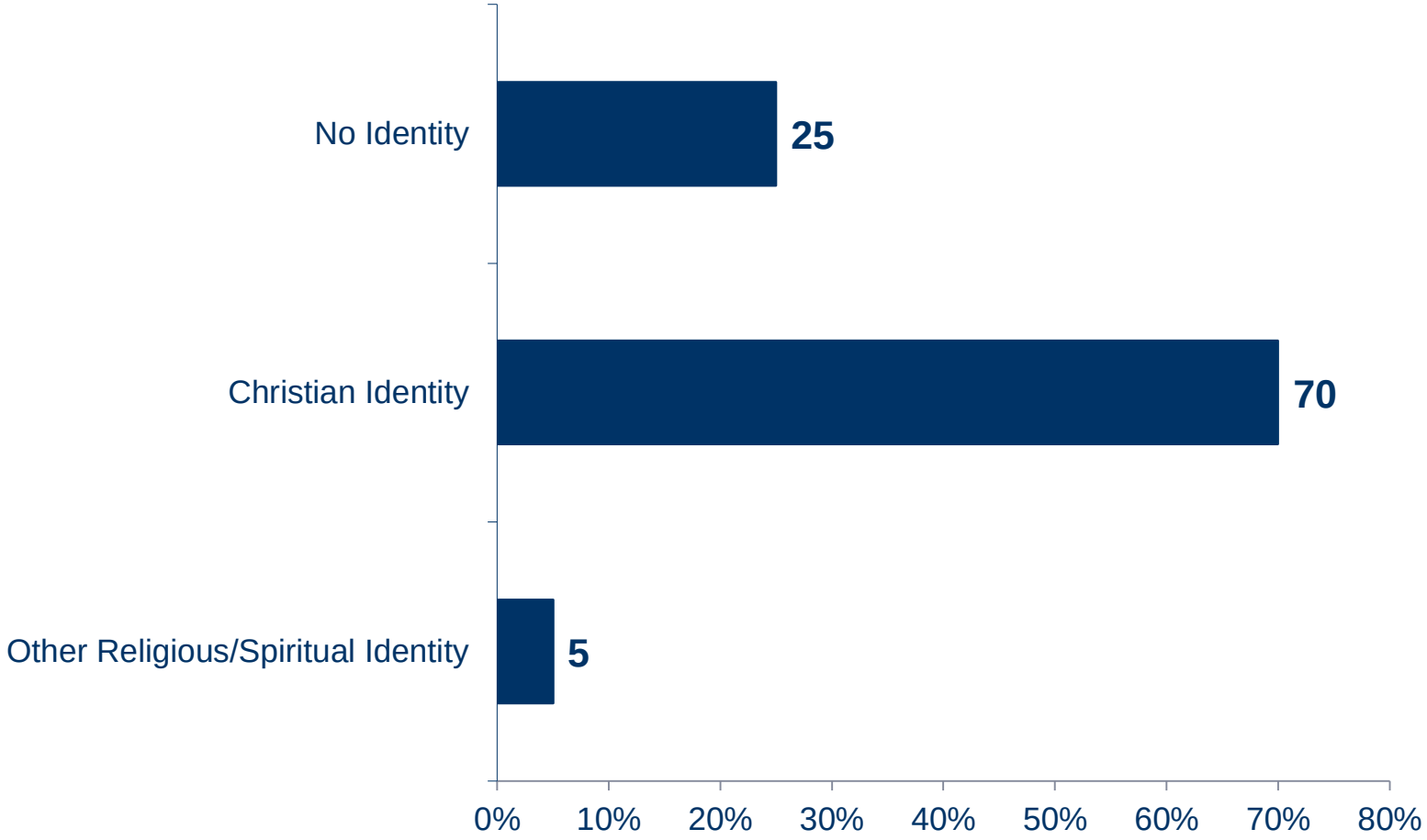


# 12% ($n$ = 17) of Respondents Had a Condition/Disability that Influenced Their Learning, Working, or Living Activities

| **Condition** | ***n*** | **%** |
|---|---|---|
| Chronic Diagnosis or Medical Condition | 9 | 52.9 |
| Mental health/Psychological Condition | 5 | 29.4 |
| Developmental/Learning difference/Disability | < 5 | --- |
| Physical/Mobility condition that affects walking | < 5 | --- |
| Low vision or blind | < 5 | --- |
| Hard of hearing or deaf | 0 | 0.0 |
| Physical/Mobility condition that does not affect walking | 0 | 0.0 |
| Acquired/Neurological/Traumatic Brain Injury | 0 | 0.0 |
| Speech/communication condition | 0 | 0.0 |
| A disability/condition not listed here | 0 | 0.0 |

# Respondents by Religious/Spiritual Identity (%)



# Respondents with a Disability - Accommodations

77% ($n$ = 13) of respondents indicated that they were not receiving accommodations

# Citizenship/Immigration Status

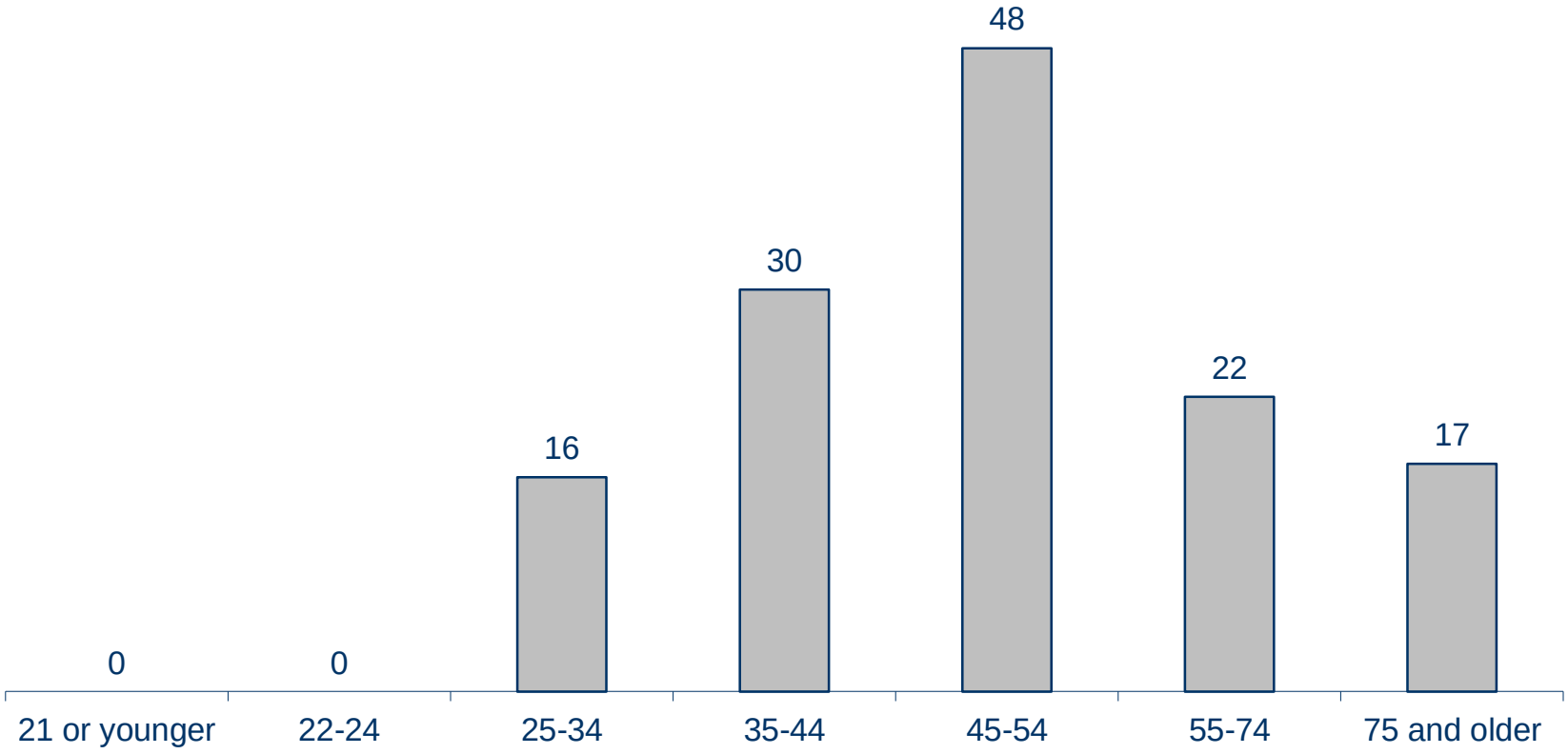
U.S. Citizen

(94%, *n* = 133)

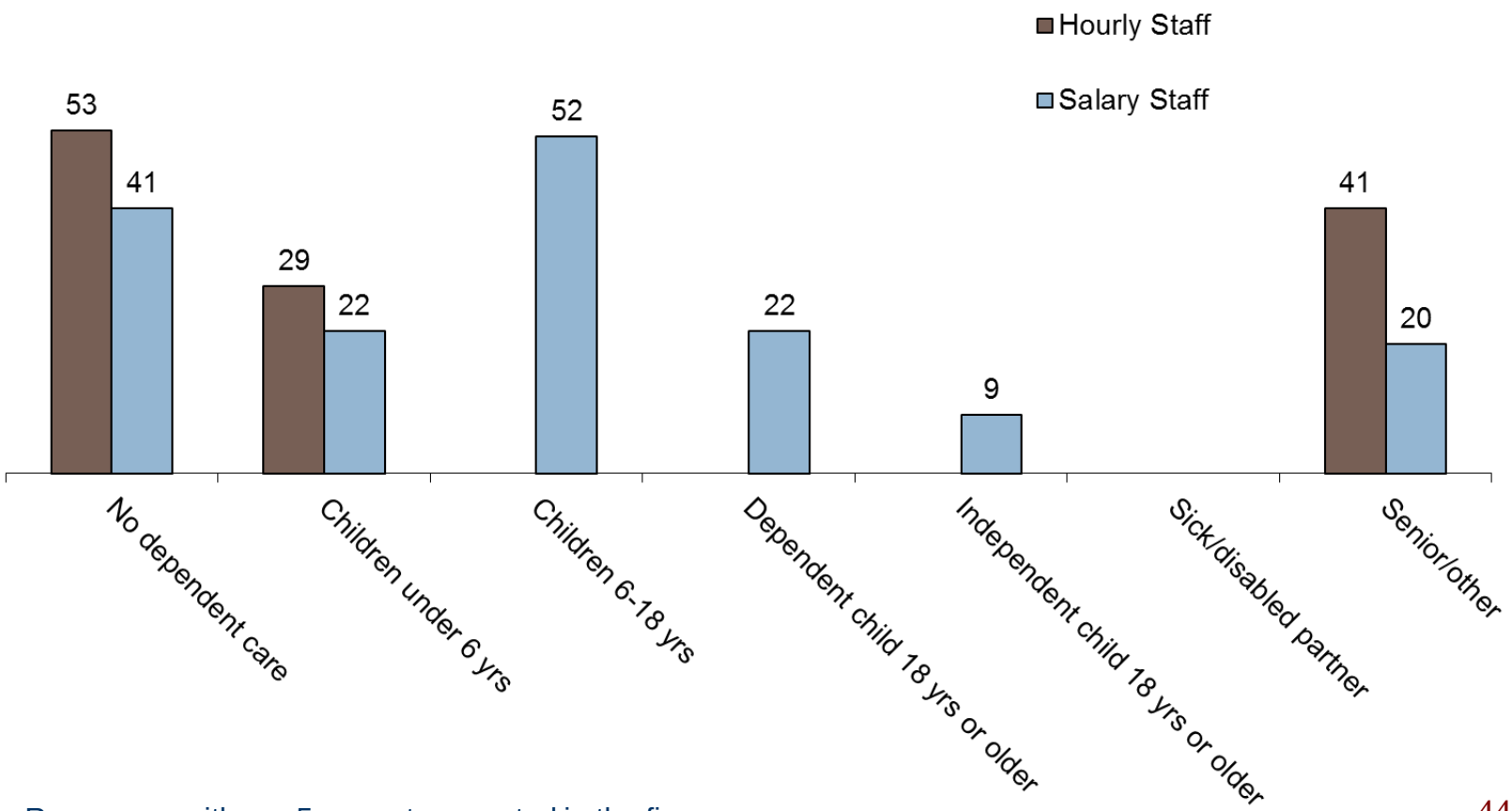
# Military Status

| **Military** | ***n*** | **%** |
|---|---|---|
| Never served in the military | 127 | 89.7 |
| On active duty in the past, but not now | 11 | 7.7 |
| Now on active duty (including Reserves or National Guard) | 0 | 0.0 |
| ROTC | 0 | 0.0 |

# Respondents by Age (*n*)



# Respondents by Caregiving Responsibilities (%)




Note: Responses with *n* < 5 are not presented in the figure.

# Years Employed at UM

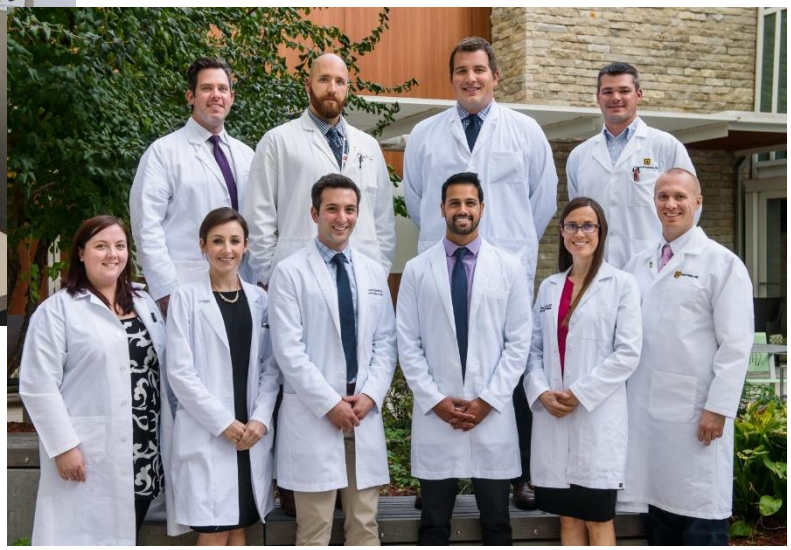
| **Years employed** | ***n*** | **%** |
|---|---|---|
| Less than 1 year | 17 | 12.0 |
| 1-5 years | 45 | 31.7 |
| 6-10 years | 18 | 12.7 |
| 11-15 years | 18 | 12.7 |
| 16-20 years | 24 | 16.9 |
| More than 20 years | 13 | 9.2 |

# 35% ($n$ = 50) of Respondents Reported Experiencing Financial Hardship…

| **Financial hardship** | ***n*** | **%** |
|---|---|---|
| Affording housing | 23 | 46.0 |
| Affording health care | 20 | 40.0 |
| Affording food | 20 | 40.0 |
| Affording professional development | 18 | 36.0 |
| Affording childcare | 13 | 26.0 |
| Affording travel to and from UM System Office/MU | 10 | 20.0 |
| Affording benefits | 8 | 16.0 |
| Affording other campus fees (e.g., parking) | < 5 | --- |
| A financial hardship not listed here | 16 | 32.0 |

Note: Table includes respondents who reported having experienced financial hardship ($n$ = 50) only.

# Findings



# Comfort Levels

**Overall Campus Climate (63%)**

**Work Areas (80%)**

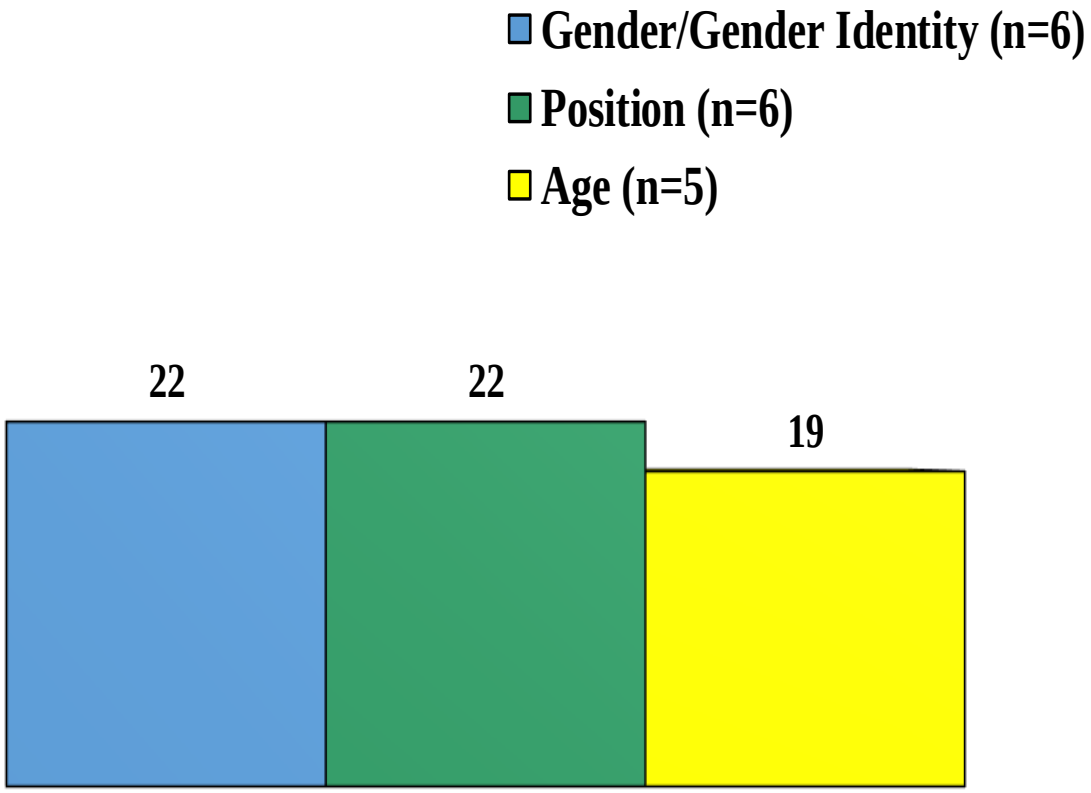
# Challenges and Opportunities

# Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

**19%**

- **27 respondents indicated that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) conduct at UM System Offices within the past year**

# Personally Experienced Based on…(%)



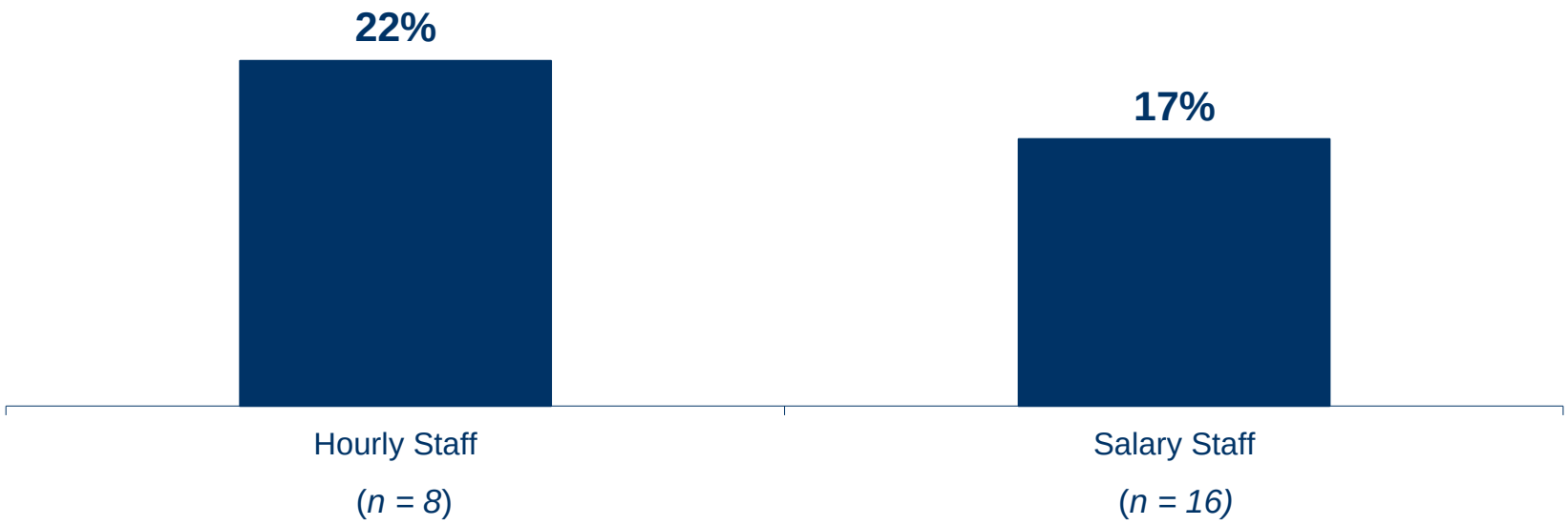

Note: Only answered by respondents who experienced exclusionary conduct (*n* = 27).
Percentages do not sum to 100 due to multiple responses.

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

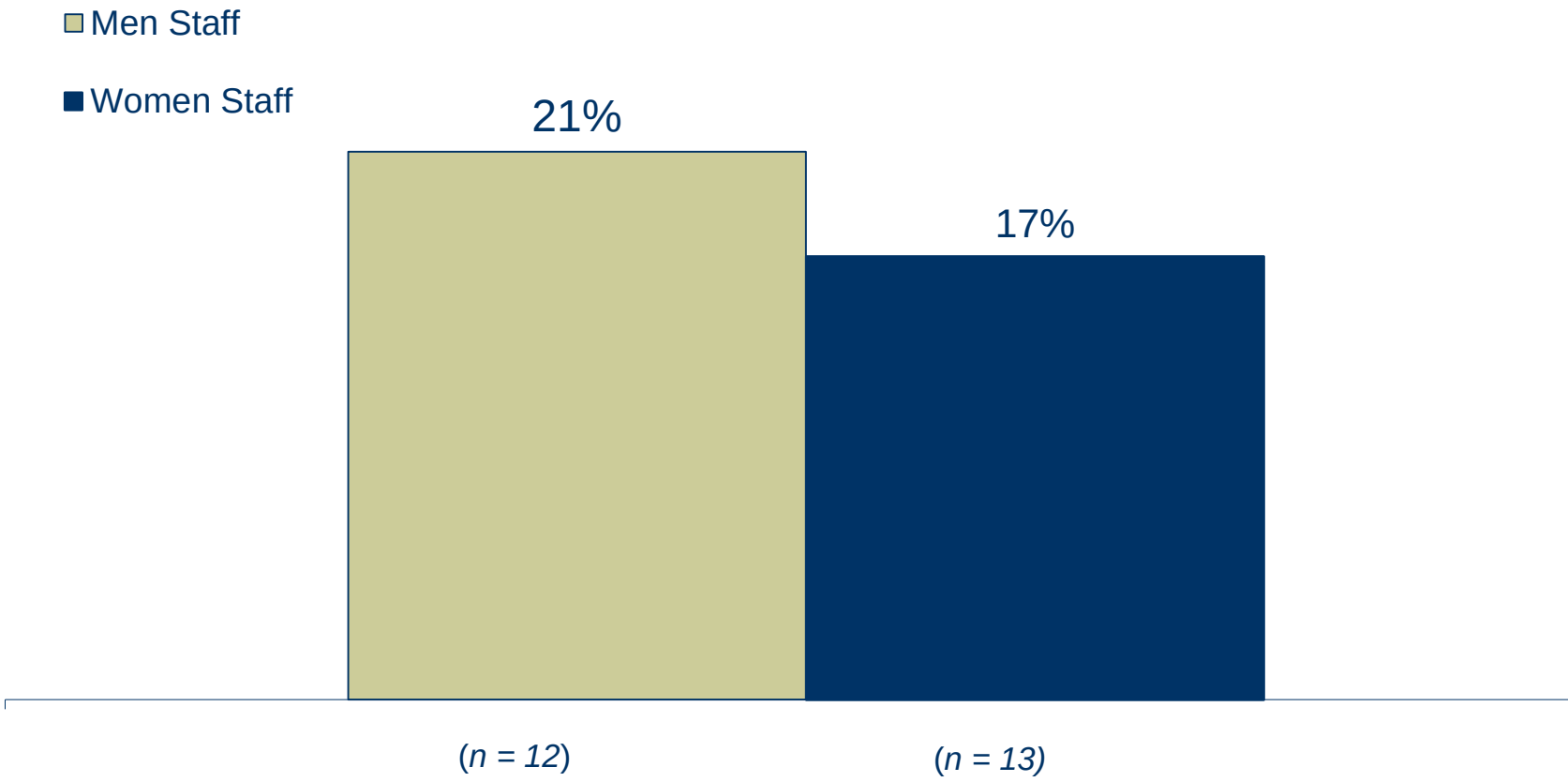
| **Form** | ***n*** | **%** |
|---|---|---|
| I was ignored or excluded | 13 | 48.1 |
| I was isolated or left out | 13 | 48.1 |
| I was the target of workplace incivility | 7 | 25.9 |
| I was intimidated/bullied | 6 | 22.2 |
| I experienced a hostile work environment | 5 | 18.5 |
| I was the target of derogatory verbal remarks | 5 | 18.5 |
| I received a low or unfair performance evaluation | 5 | 18.5 |

Note: Only answered by respondents who experienced exclusionary conduct ($n$ = 27).
Percentages do not sum to 100 due to multiple responses.

# Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Position Status (%)



# Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Gender Identity (%)

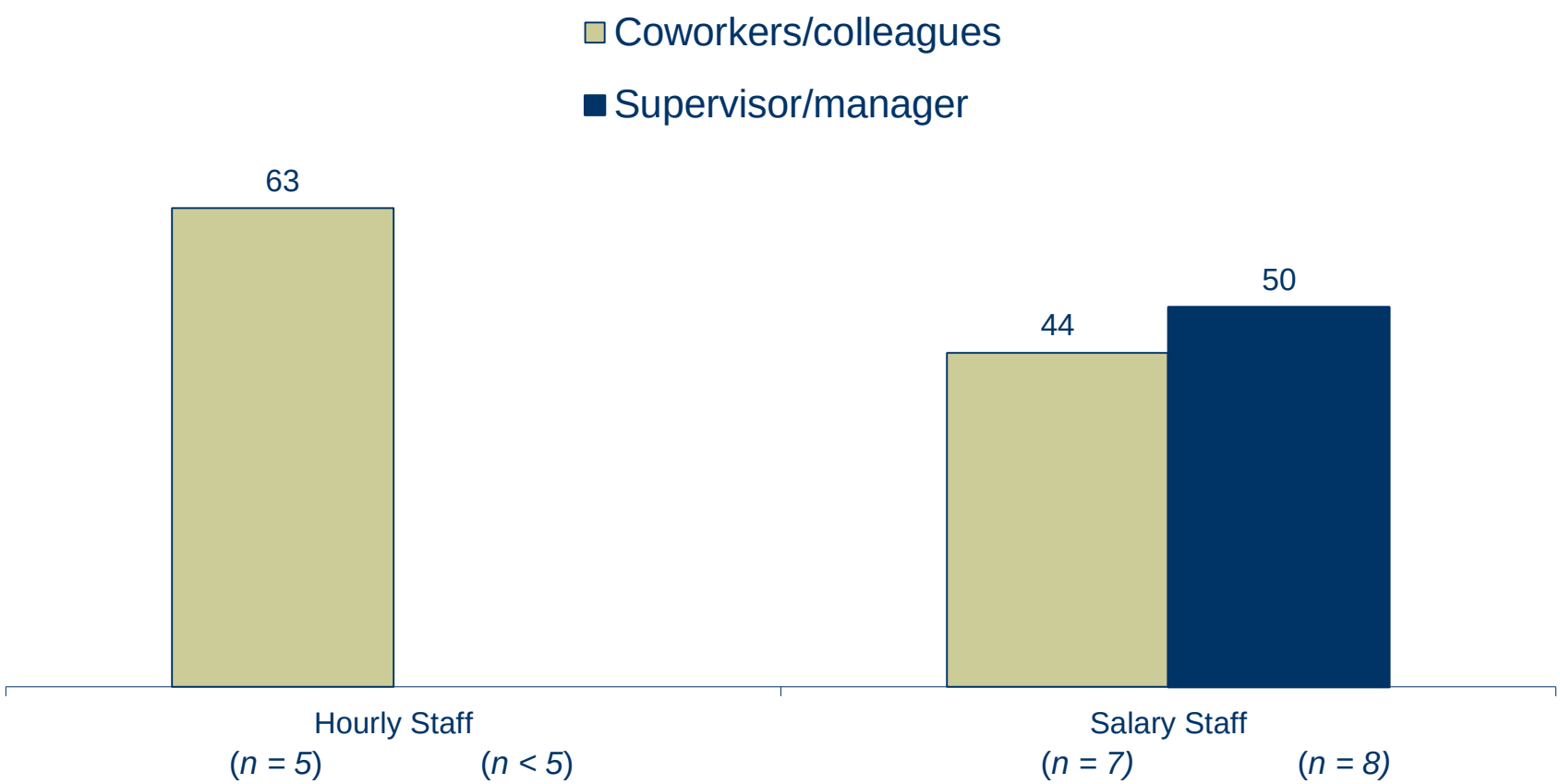


# Location of Experienced Conduct

| **Location** | ***n*** | **%** |
|---|---|---|
| In a staff office | 11 | 40.7 |
| In a meeting with a group of people | 9 | 33.3 |
| While working at a UM System Office/MU job | 9 | 33.3 |
| In a(n) UM System Office/MU administrative office | 7 | 25.9 |

Note: Only answered by respondents who experienced exclusionary conduct ($n$ = 27).
Percentages do not sum to 100 due to multiple responses.

# Source of Experienced Conduct by Position (%)




Note: Only answered by respondents who experienced exclusionary conduct (*n* = 27).
Percentages do not sum to 100 due to multiple responses.

# What did you do? Emotional Responses

- Felt angry (67%)
- Felt embarrassed (44%)
- Was afraid (22%)
- Ignored it (22%)

Note: Only answered by respondents who experienced exclusionary conduct (*n* = 27).
Percentages do not sum to 100 due to multiple responses.

# What did you do? Actions

- Told a family member (33%)
- Didn’t do anything (30%)
- Told a friend (26%)
- Avoided the person/venue (22%)
- Confronted the person(s) later (22%)
- Contacted a UM System Office/MU resource (19%)

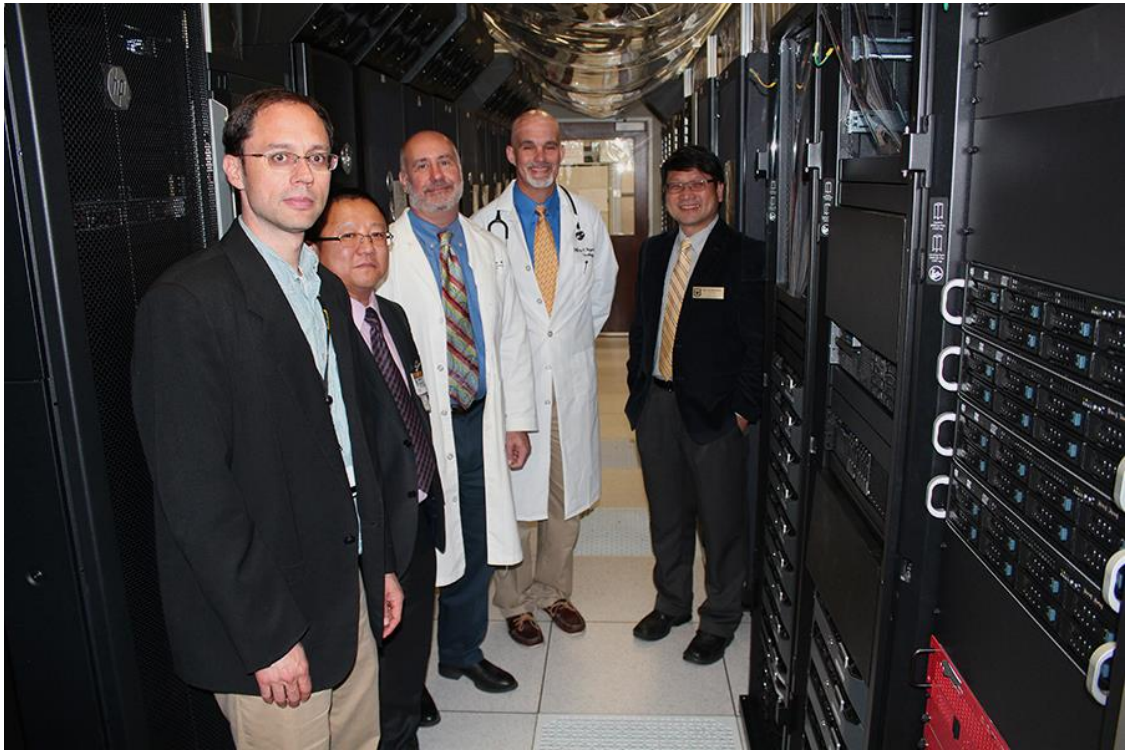
Note: Only answered by respondents who experienced exclusionary conduct (*n* = 27).
Percentages do not sum to 100 due to multiple responses.

# Qualitative Themes
## **Experienced Exclusionary Conduct**

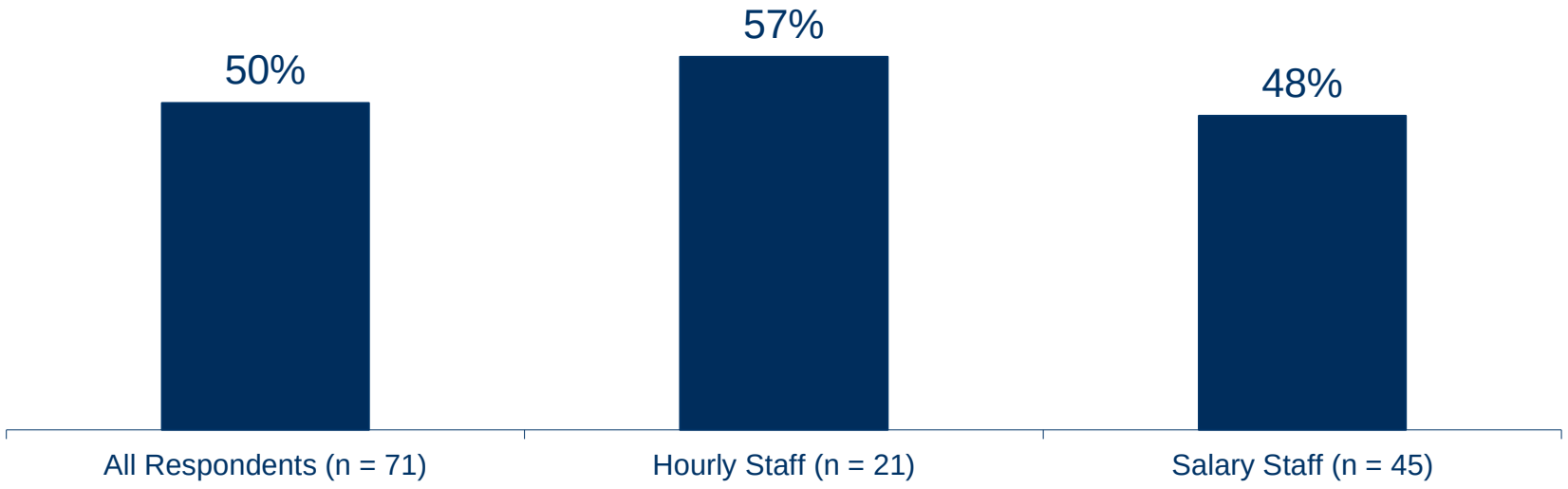
Lack of support

Harassment based on age, sexuality, or nationality

# Intent to Persist



# 50% (*n* = 71) of Respondents *Seriously Considered Leaving* UM System Offices



# Top Reasons Respondents *Seriously Considered Leaving* UM System Offices

| **Reason** | ***n*** | **%** |
|---|---|---|
| Low salary/pay rate | 37 | 52.1 |
| Limited opportunities for advancement | 34 | 47.9 |
| Lack of a sense of belonging | 27 | 38.0 |
| Increased workload | 22 | 31.0 |
| Tension with supervisor/manager | 22 | 31.0 |
| Interested in a position at another institution | 18 | 25.4 |
| Lack of professional development opportunities | 18 | 25.4 |

Note: Table includes answers from only those respondents who indicated that they considered leaving ($n$ = 71).

# Qualitative Themes for Respondents
## **Why Considered leaving…**

Low and/or static salary

Lack of quality leadership

# 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…

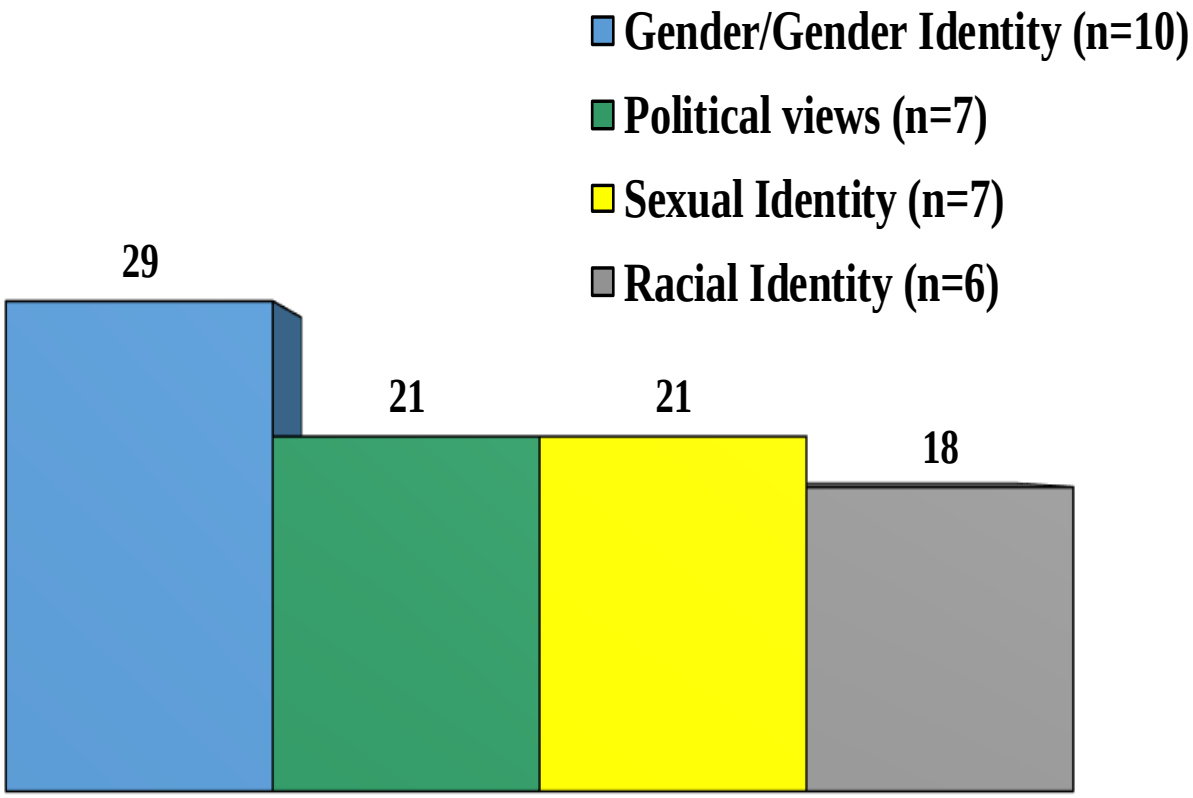
**24% (*n* = 34)**

# Top Forms of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

| **Forms** | ***n*** | **%** |
|---|---|---|
| Derogatory verbal remarks | 18 | 52.9 |
| Person intimidated/bullied | 11 | 32.4 |
| Person ignored or excluded | 7 | 20.6 |
| Person isolated or left out | 6 | 17.6 |
| Person experienced a hostile work environment | 6 | 17.6 |
| Person was the target of workplace incivility | 6 | 17.6 |

Note: Only answered by respondents who observed exclusionary conduct ($n$ = 34).
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 exclusionary conduct (*n* = 34).
Percentages do not sum to 100 due to multiple responses.

# **Source** of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

Source

- Supervisor or manager (35%)
- Coworker/colleague (21%)
- Faculty member/other instructional staff (18%)
- Staff member (18%)
- Student (15%)

Note: Only answered by respondents who observed exclusionary conduct (*n* = 34).
Percentages do not sum to 100 due to multiple responses.

# **Target** of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

**Target**

- Coworker/colleague (44%)
- Staff member (29%)
- Student (27%)

Note: Only answered by respondents who observed exclusionary conduct (*n* = 34).
Percentages do not sum to 100 due to multiple responses.

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

| In a staff office | |
|---|---|
| 35% | *n* = 12 |

| In a meeting with a group of people | |
|---|---|
| 24% | *n* = 8 |

| In other public spaces at UM System Office/MU | |
|---|---|
| 18% | *n* = 6 |

Note: Only answered by respondents who observed exclusionary conduct (*n* = 34).
Percentages do not sum to 100 due to multiple responses.

# Actions in Response to Observed Conduct

**Told a family member**

**18%**

**Confronted the person(s) at the time**

**15%**

Note: Only answered by respondents who observed exclusionary conduct (*n* = 34).
Percentages do not sum to 100 due to multiple responses.

# Qualitative Themes

## Observed Conduct

Excluding or attacking the perspectives of individuals in the majority

# Perceptions of Climate

# Perceptions of Unjust Hiring Practices

19% ($n$ = 7) of Hourly Staff respondents

17% ($n$ = 16) of Salary Staff respondents

# Perceptions of Unjust Employment-Related Disciplinary Actions

($n < 5$) of Hourly Staff respondents

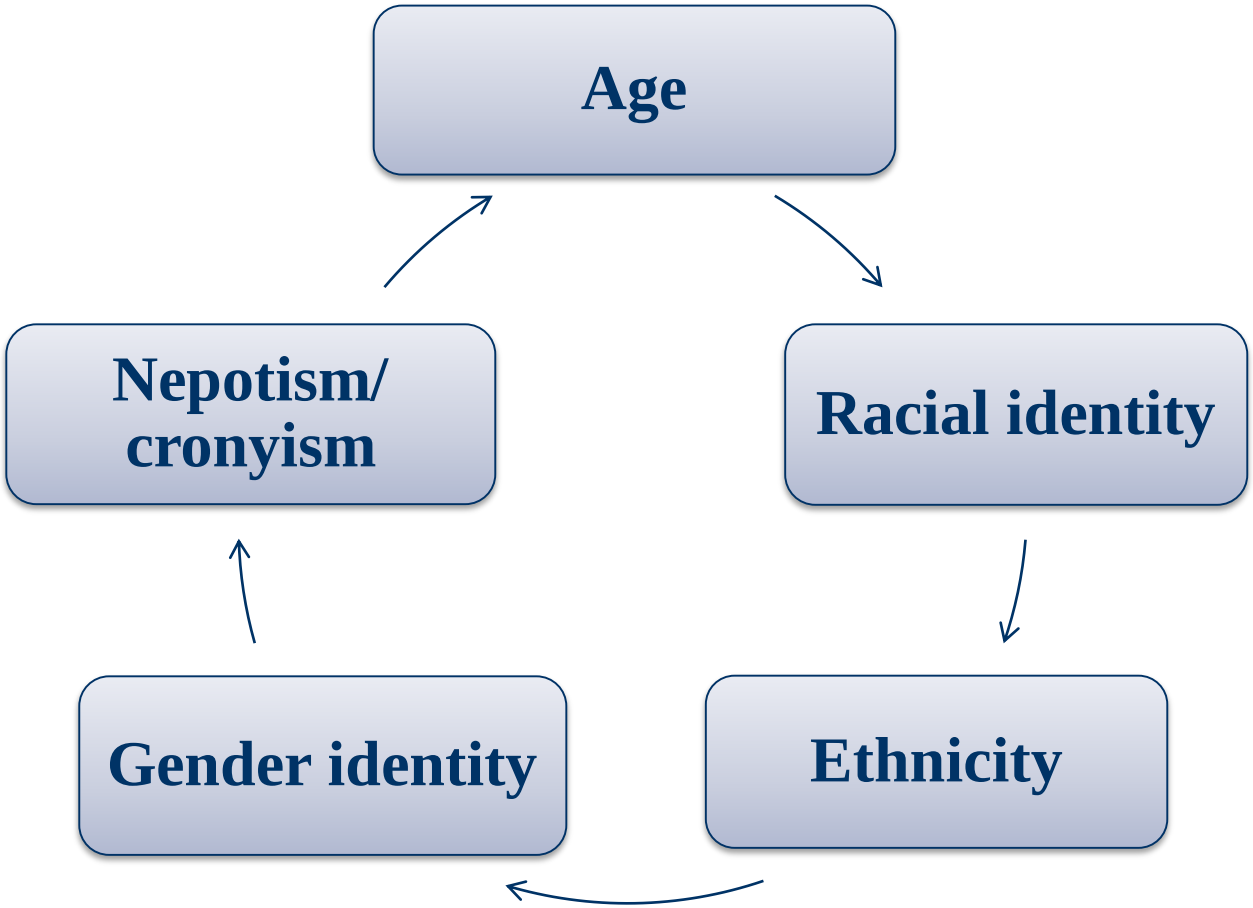
5% ($n = 5$) of Salary Staff respondents

# Perceptions of Unjust Practices Related to Promotion

22% ($n$ = 8) of Hourly Staff respondents

24% ($n$ = 22) of Salary Staff respondents

# Most Common Bases for Discriminatory Employment Practices



# Work-Life Issues
# SUCCESSES & CHALLENGES

The majority of Staff respondents expressed positive views of campus climate.

# Staff Respondents Examples of Successes

94% indicated that their supervisors provided adequate support for them to manage work-life balance

89% had adequate resources to perform their job duties

Majority had supervisors (81%) or colleagues/ coworkers (79%) who gave them job/career advice or guidance when they needed it

# Staff Respondents Examples of Successes

83% believed that they were given a reasonable time frame to complete assigned responsibilities

76% believed that their supervisors were supportive of flexible work schedules

86% believed that their supervisors were supportive of their taking leave

# Staff Respondents
# Examples of Successes

A majority felt valued by coworkers in their department (83%) and outside their department (79%), and by supervisors/ managers (82%).

A majority felt that their skills (76%) and work (79%) were valued.

# Staff Respondents
# Examples of Challenges

62%

- A hierarchy existed within staff positions that allowed some voices to be valued more than others

33%

- People who have children or elder care were burdened with balancing work and family responsibilities

39%

- Performed more work than colleagues with similar performance expectations

# Staff Respondents
# Examples of Challenges

23%

- Child care benefits were competitive

25%

- Clear procedures existed on how they could advance at UM System Office

25%

- Staff opinions were valued by University of Missouri faculty

# Staff Respondents
# Examples of Challenges

24%

- Felt valued by University of Missouri students

30%

- Felt valued by University of Missouri faculty

39%

- Felt valued by University of Missouri senior administrators

# Qualitative Themes
# Staff Respondents
# **Work-Life Attitudes**

Short-comings of staff evaluations

Workload/salary imbalances

Qualitative Themes

**Staff Respondents**

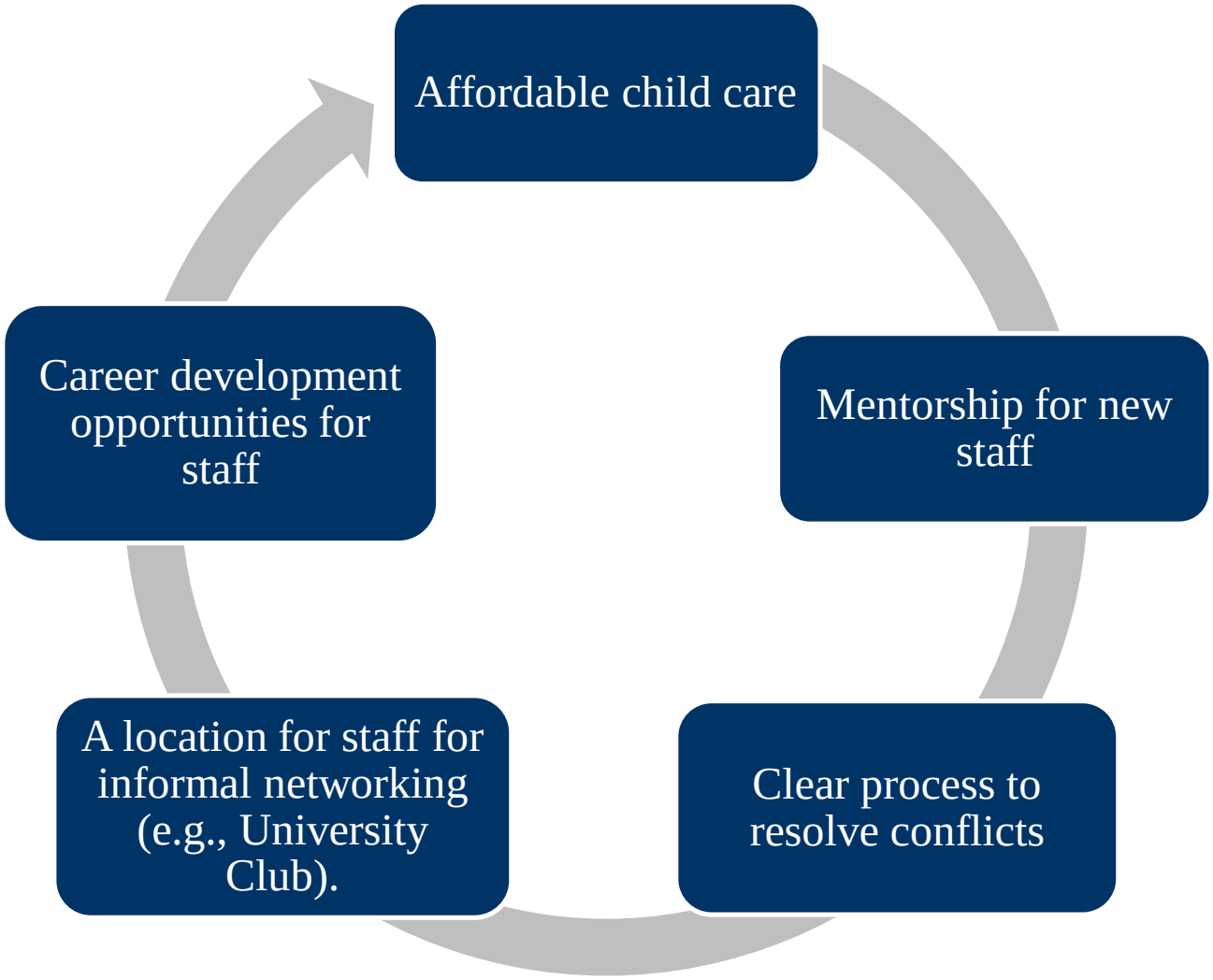
**Professional Development, Leave, Flexible Work Schedule, Salary, Benefits**

# Lack of job security

# Institutional Actions

# Top Five Available Campus Initiatives that Positively Influenced Climate for Staff Respondents

# Top Five Unavailable Campus Initiatives that *Would* Positively Influence Climate for Staff Respondents



# Qualitative Themes
## **Campus Initiatives – Staff Respondents**

Administrative support for diversity programs and initiatives

# 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 and Successes

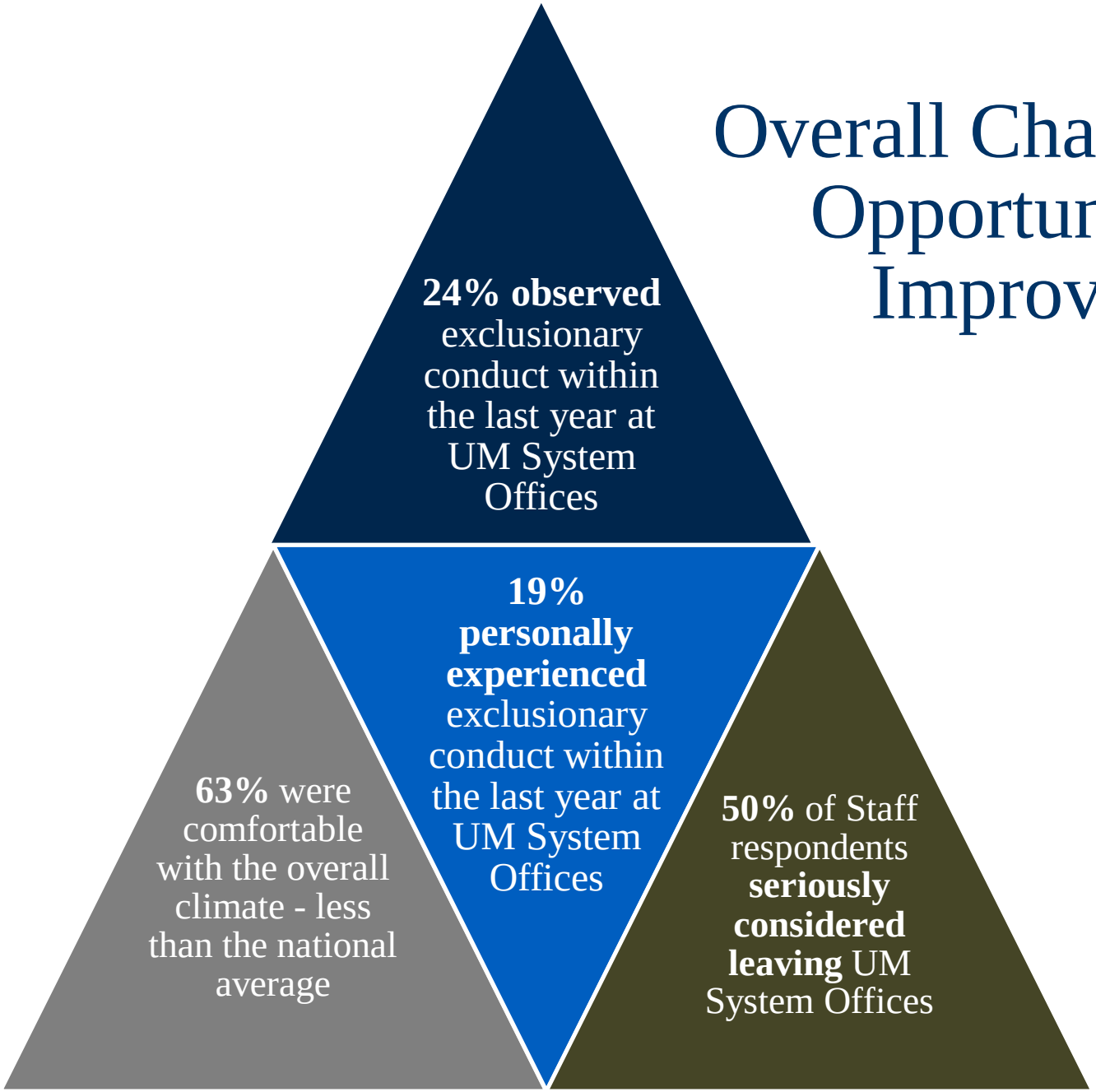
**80%** of respondents were comfortable with the climate in their primary work area

**83%** felt valued by coworkers and **82%** felt valued by supervisors/ managers

**81%** believed that they had supervisors who gave them job/career advice or guidance when they needed it

**76%** believed that their supervisors were supportive of flexible work schedules

# Overall Challenges and Opportunities for Improvement



# Sharing the Report with the Community

Executive Summary, Full Report, and Power Point will be available at https://www.umsystem.edu/ums/dei/campus-climate-survey

# Questions and Discussion