

Assessing our Learning, Living, and Working



November 9-10, 2016

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; Harper & Hurtado, 2009; Maramba & Museus, 2011; Patton, 2011; Strayhorn, 2012

² Cabrera, Nora, Terenzini, Pascarella, & Hagedorn, 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

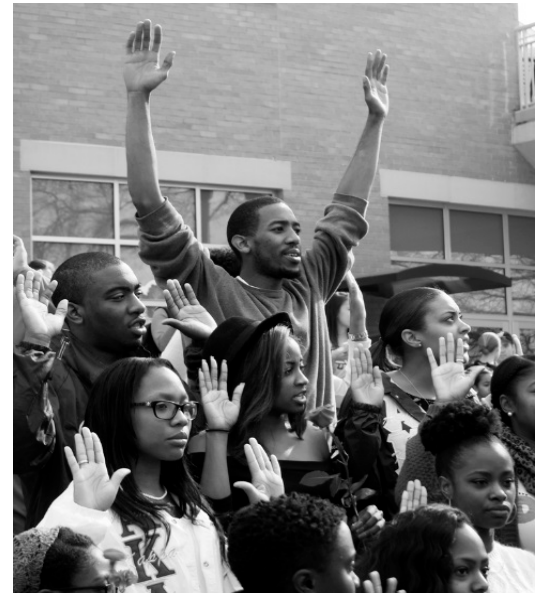


Research underscores the **relationships** between (1) workplace **discrimination** and negative job/career **attitudes** and (2) workplace encounters with **prejudice** and lower health/**well-being**.³

¹Settles, Cortina, Malley, and Stewart, 2006; Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009

²Costello 2012; Sears, 2002; Kaminski & Geisler, 2012; Griffin, Pérez, Holmes, & Mayo, 2010

³Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999



Climate Matters

Student Activism in 2016





Climate Matters

Student Activism in 2016



What Are Students Demanding?



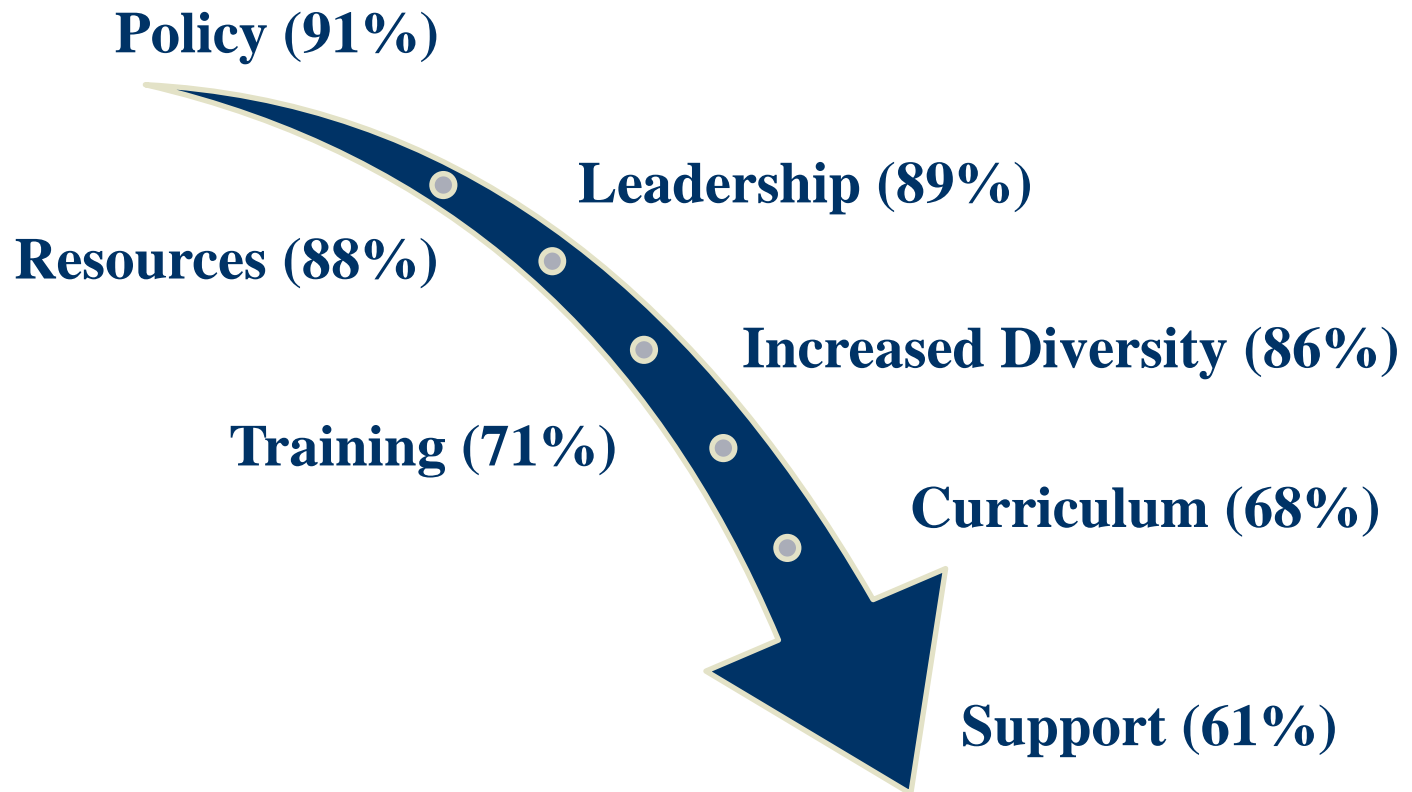
While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)



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.



Seven Major Themes



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?

Similarly, 33% of Queer spectrum
and 38% of Transpectrum
respondents have seriously
considered leaving their institution
due to the challenging climate

Suicidal Ideation/Self-Harm

Experienced
Victimization

Lack of Social
Support

Feelings of
hopelessness

Suicidal Ideation
or Self-Harm

Projected Outcomes



CSI 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).



CSI 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

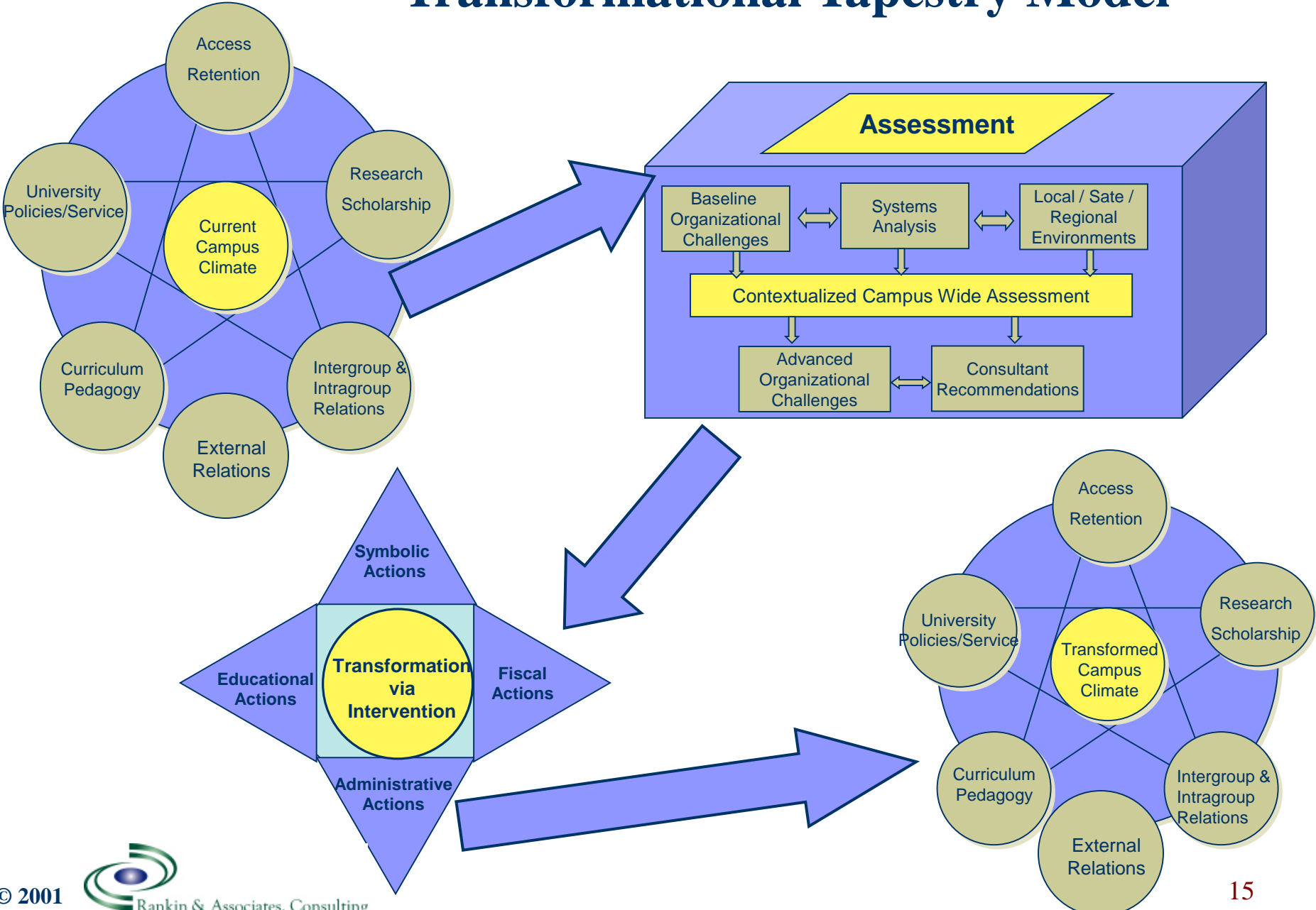
Assessment

- Examine the climate

Follow-up

- Building on the successes and addressing the challenges

Transformational Tapestry Model[©]



Project Overview

Phase I

- **Focus Groups**

Phase II

- **Assessment Tool Development and Implementation**

Phase III

- **Data Analysis**

Phase IV

- **Final Report and Presentation**

Phase I

Fall 2015

In collaboration with R&A, the Campus Study Working Group (CSWG; comprised of students, faculty, staff, and administrators) was created.

19 focus groups were conducted at CSI's campus by R&A (117 participants in total)

Data from the focus groups informed the CSWG and R&A in constructing questions for the campus-wide survey.

Phase II Spring 2016



Meetings with the CSWG to develop the survey instrument

The CSWG reviewed multiple drafts of the survey and approved the final survey instrument.

The final survey was distributed to the entire CSI community (students, faculty, staff, and administrators) via an invitation from President Fritz.

Instrument/Sample



Final instrument

- 106 questions and additional space for respondents to provide commentary (20 qualitative, 86 quantitative)
- On-line or paper & pencil options



Sample = Population

- All community members were invited to take the survey.
- The survey was available from March 1 to April 8, 2016.

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 III

Spring/Summer 2016

Quantitative and qualitative analyses conducted



Phase IV Fall 2016

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graph TD; A[Phase IV Fall 2016] --> B[Report draft reviewed by the CSWG]; B --> C[Final report submitted to CSI]; C --> D[Presentation to CSI campus community];
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Report draft reviewed by the
CSWG

Final report submitted to CSI

Presentation to CSI campus
community

Results: Response Rates





Who are the respondents?



3,688 people responded to the call to participate

24.3% overall response rate



Response Rates by Student Position

22%

- Undergraduate ($n = 2,621$)

21%

- Graduate ($n = 200$)

Response Rates by Employee Position

84%

- Executive (ECP) ($n = 16$)

49%

- Staff ($n = 529$)

28%

- Faculty ($n = 322$)

Response Rates by Gender Identity

27%

- Woman ($n = 2,357$)

19%

- Man ($n = 1,271$)

N/A

- Genderqueer ($n = 21$)

N/A

- Transgender ($n = 8$)

Response Rates by Racial Identity

>100%

- Pacific Islander/Native Hawaiian ($n = 13$)

28%

- Hispanic/Latin@/Chican@ ($n = 570$)

26%

- American Indian/Alaska Native ($n = 7$)

25%

- Black/African American ($n = 445$)

Response Rates by Racial Identity

24%

- Asian/Asian American/South Asian ($n = 400$)

20%

- White/European American ($n = 1,630$)

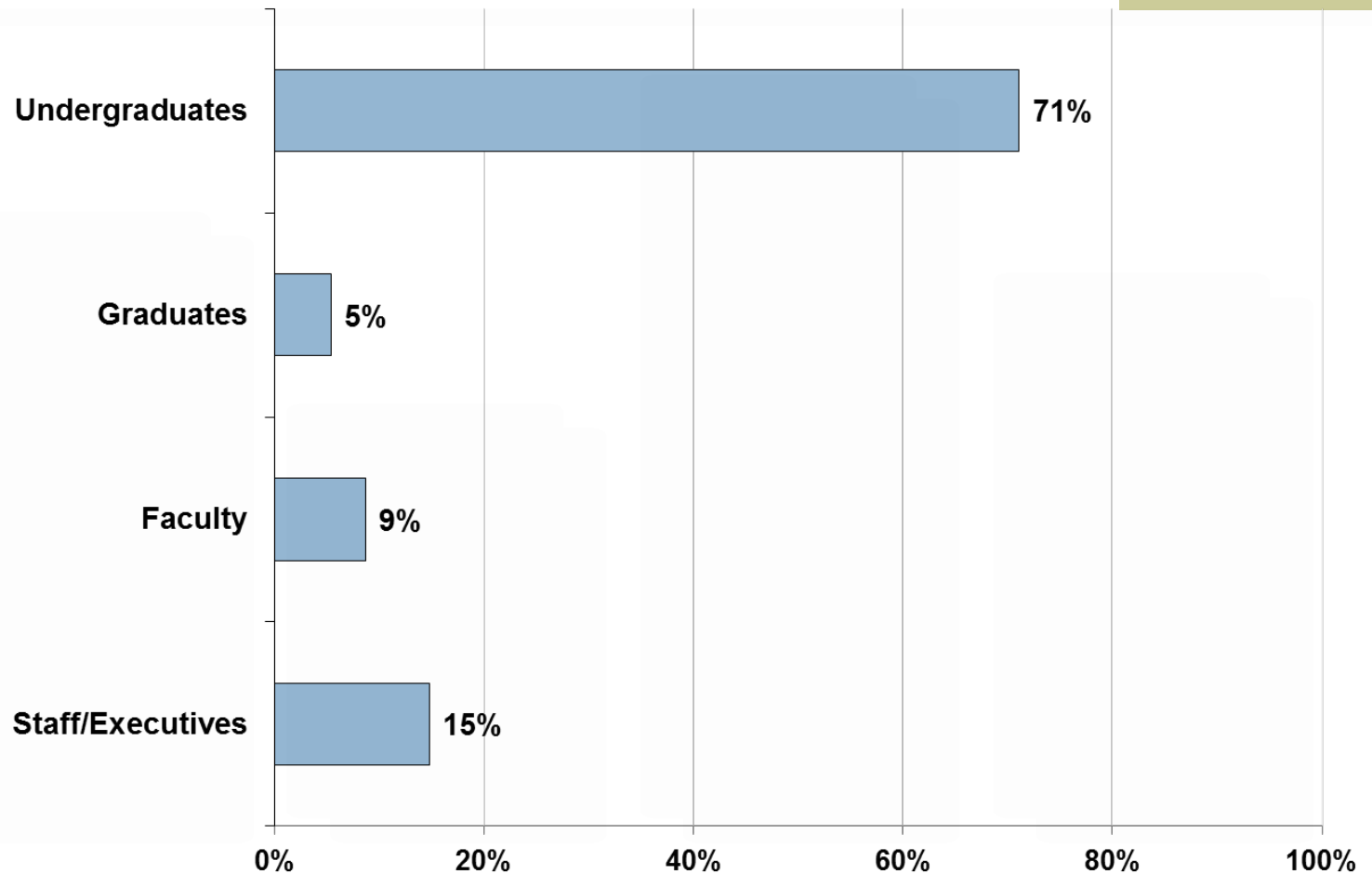
N/A

- Central Asian/Middle Eastern/North African ($n = 114$)

Additional Demographic Characteristics



Respondents by Position (%)



Undergraduate Student Respondents' Academic Degrees

Academic degree	<i>n</i>	<i>%</i>
Bachelor Degree		
Bachelor of Arts (BA)	750	28.6
Bachelor of Science (BS)	1,653	63.1
Bachelor of Fine Arts	57	2.2
Associate Degree		
Associates in Arts (AA)	195	7.4
Associates in Applied Science (AAS)	222	8.5
Associates in Science (AS)	107	4.1
Certificate		
Modern China Studies	6	19.4

Graduate Student Respondents' Academic Degrees

Academic degree	<i>n</i>	%
Master of Arts (MA)	49	24.5
Master of Science (MS)	57	28.5
Master of Science – Education (MSED)	47	23.5
Master of Social Work (MSW)	22	11.0
Doctor of Nursing (DNP), Doctor of Physical Therapy (DPT)	15	7.5

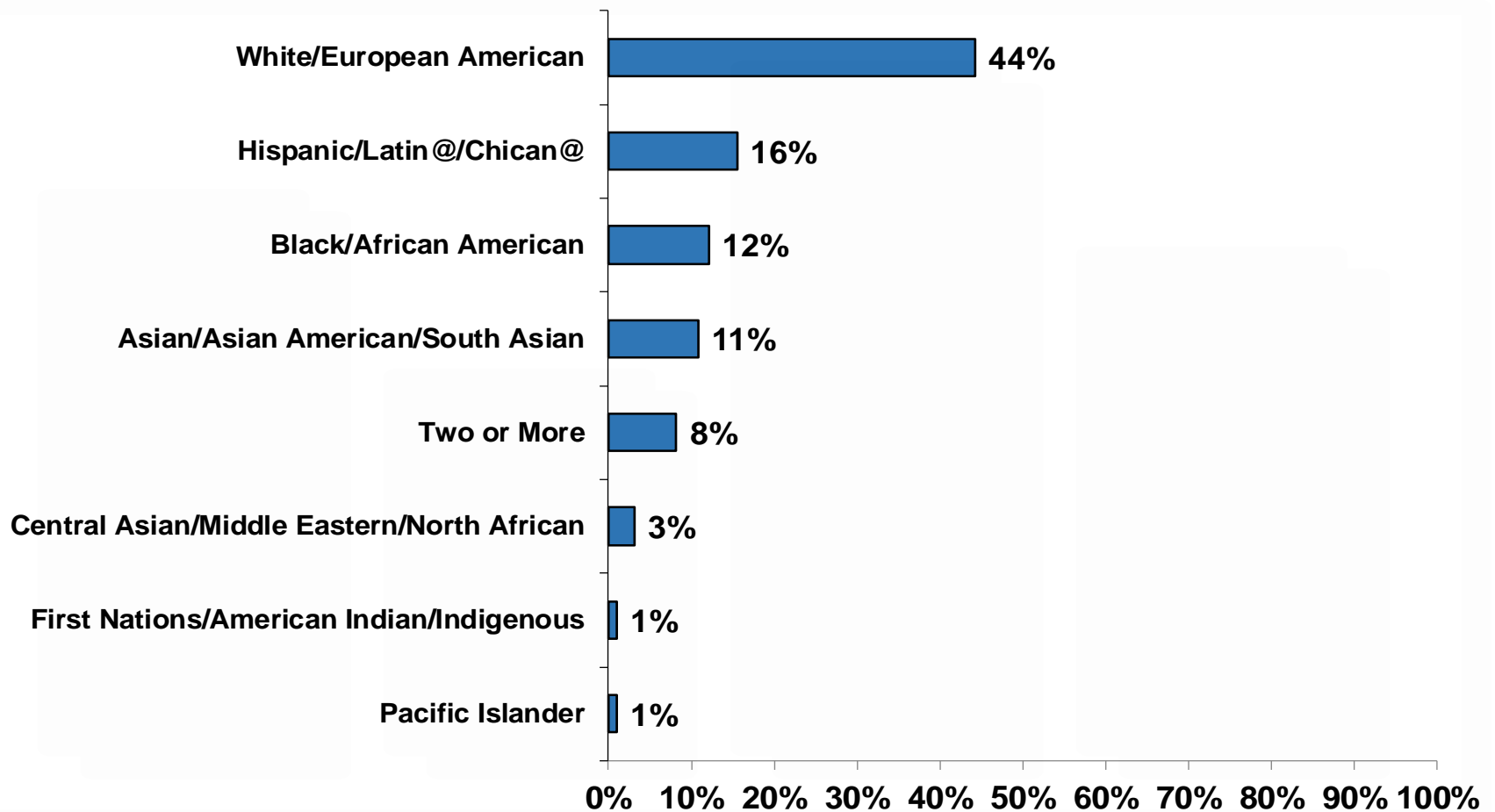
Undergraduate Student Respondents Years Attended CSI

Year	<i>n</i>	%
One year or less	1,361	51.9
Two years	489	18.7
Three years	395	15.1
Four years	209	8.0
Five years	100	3.8
Six or more years	62	2.4

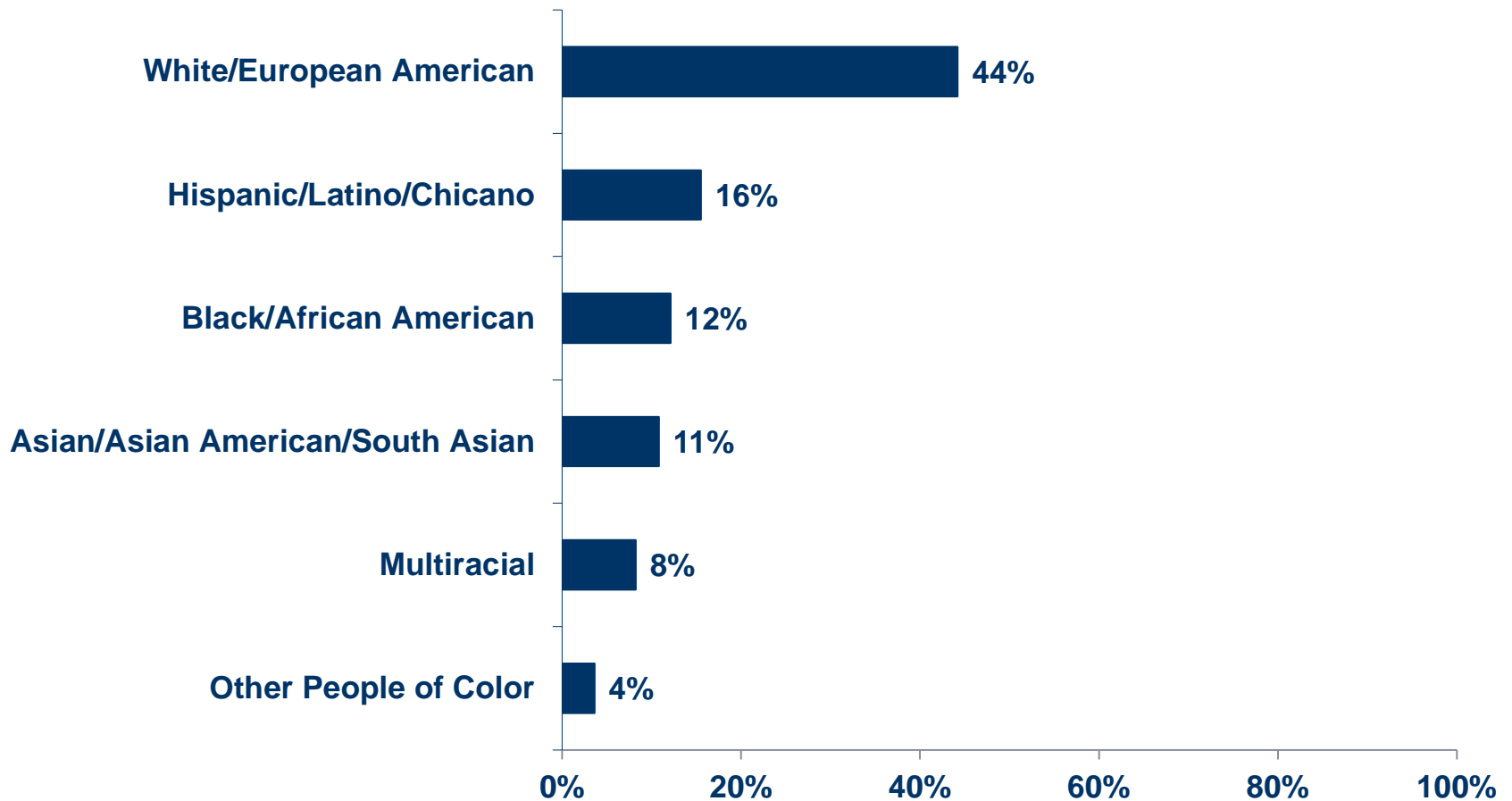
Undergraduate Student Respondents Who Were Enrolled in Honors College

Enrolled	<i>n</i>	<i>%</i>
No	2,411	92.0
Yes, Macaulay	58	2.2
Yes, Verrazano	129	4.9
Yes, Teacher Education Honors Academy	10	0.4

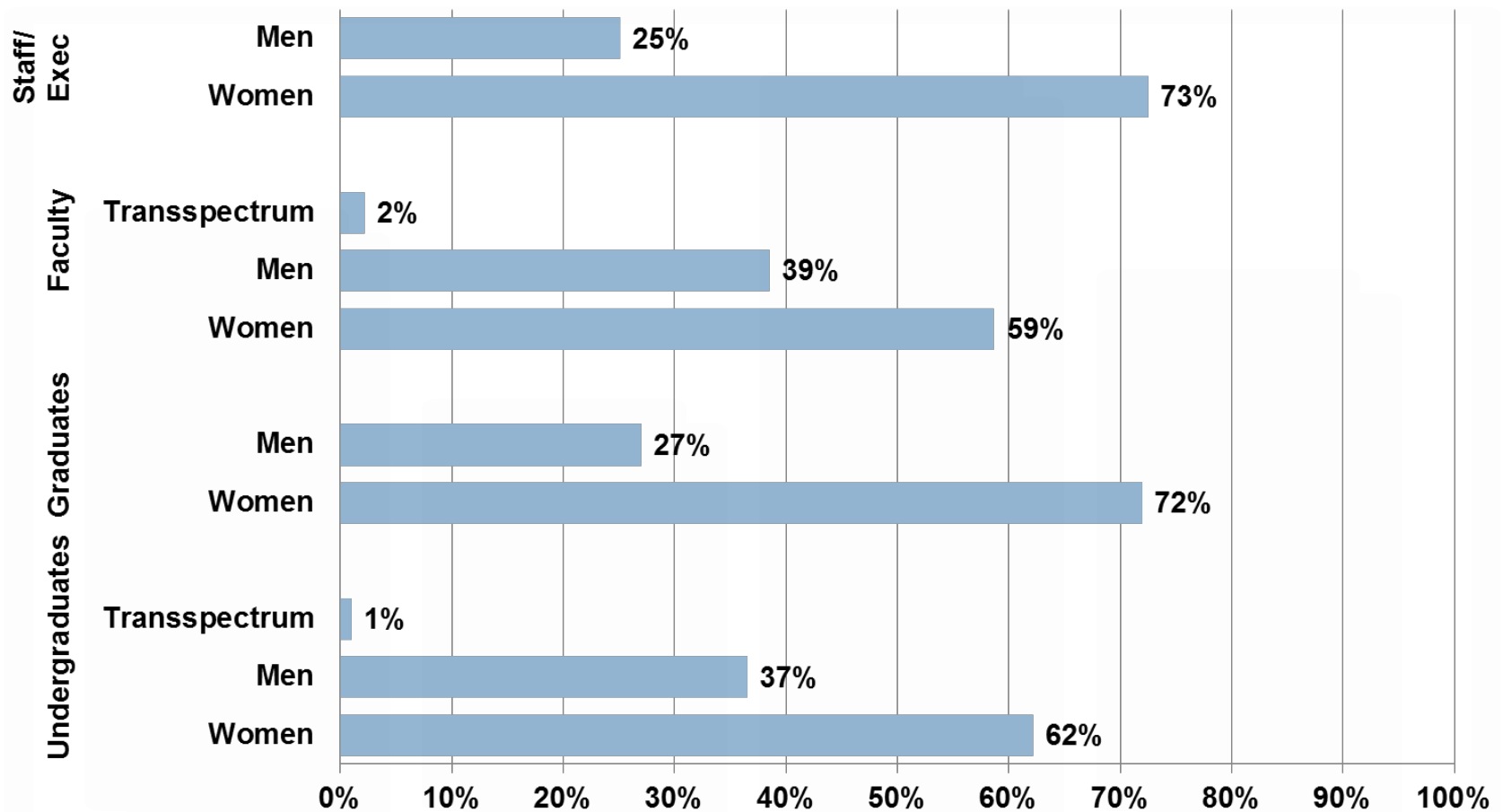
Respondents by Racial/Ethnic Identity (%) (Duplicated Total)



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



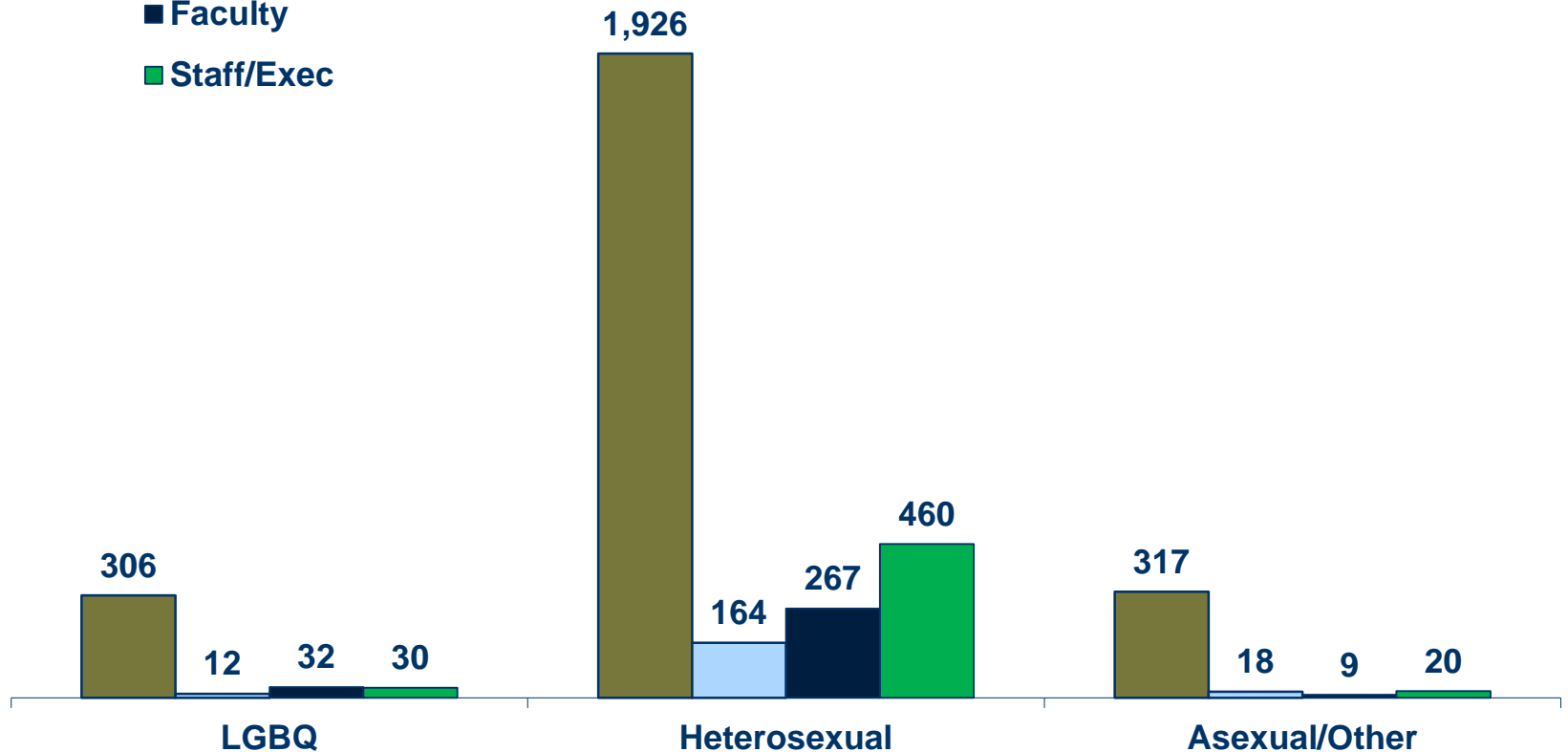
Respondents by Gender Identity and Position Status (%)



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

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

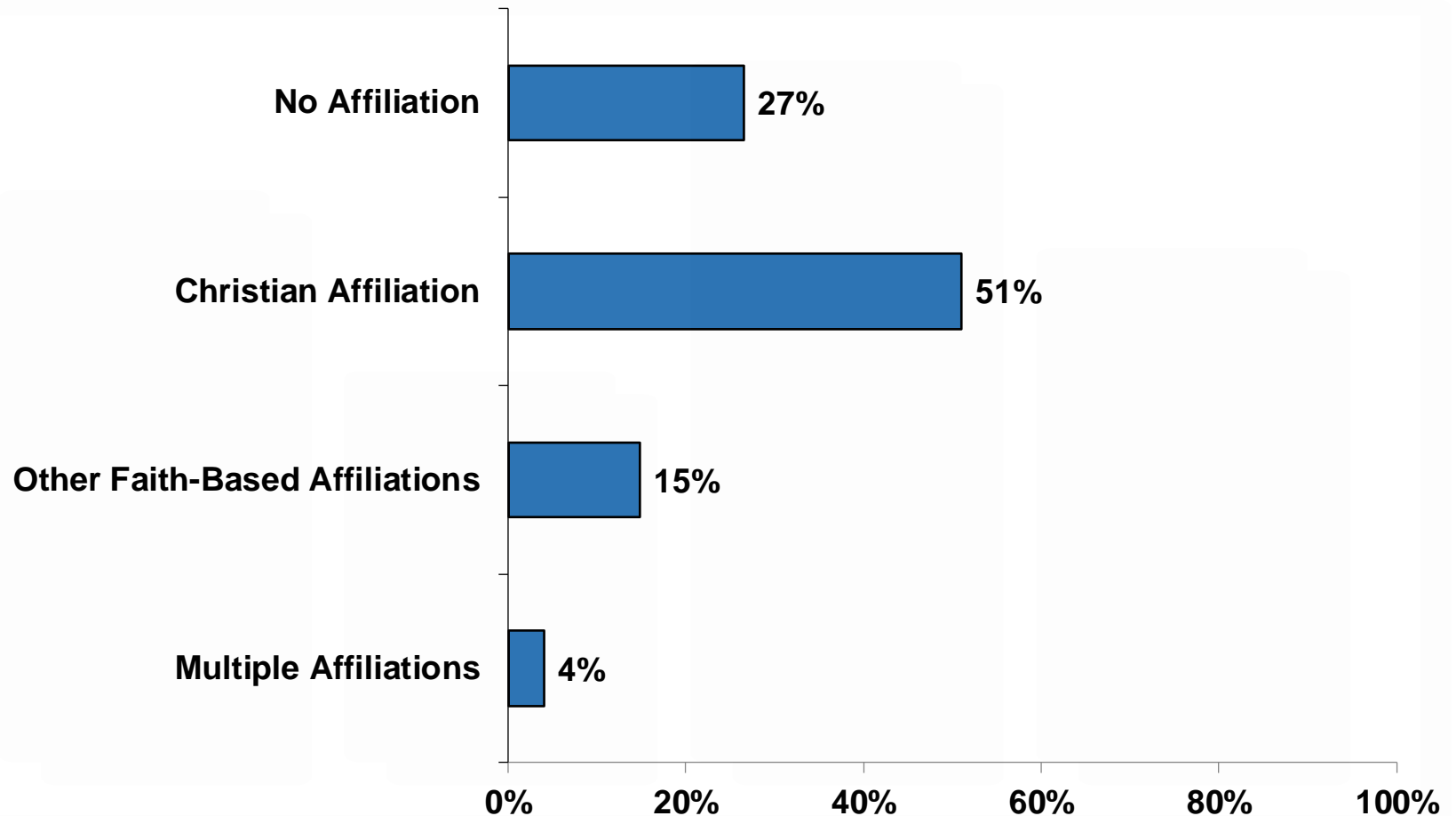
- Undergraduates
- Graduates
- Faculty
- Staff/Exec



9% ($n = 331$) of Respondents Had Conditions that Influenced Their Learning, Working, or Living Activities

Condition	<i>n</i>	%
Mental health/psychological condition	122	36.9
Learning disability	109	32.9
Chronic diagnosis or medical condition	61	18.4
Physical/mobility condition that affects walking	31	9.4
Hearing impaired or deaf	17	5.1
Asperger's/autism spectrum	15	4.5
Physical/mobility condition that does not affect walking	9	2.7
Speech/communication condition	9	2.7
Visually impaired or blind	8	2.4
Acquired/traumatic brain injury	6	1.8
A disability/condition not listed here	17	5.1

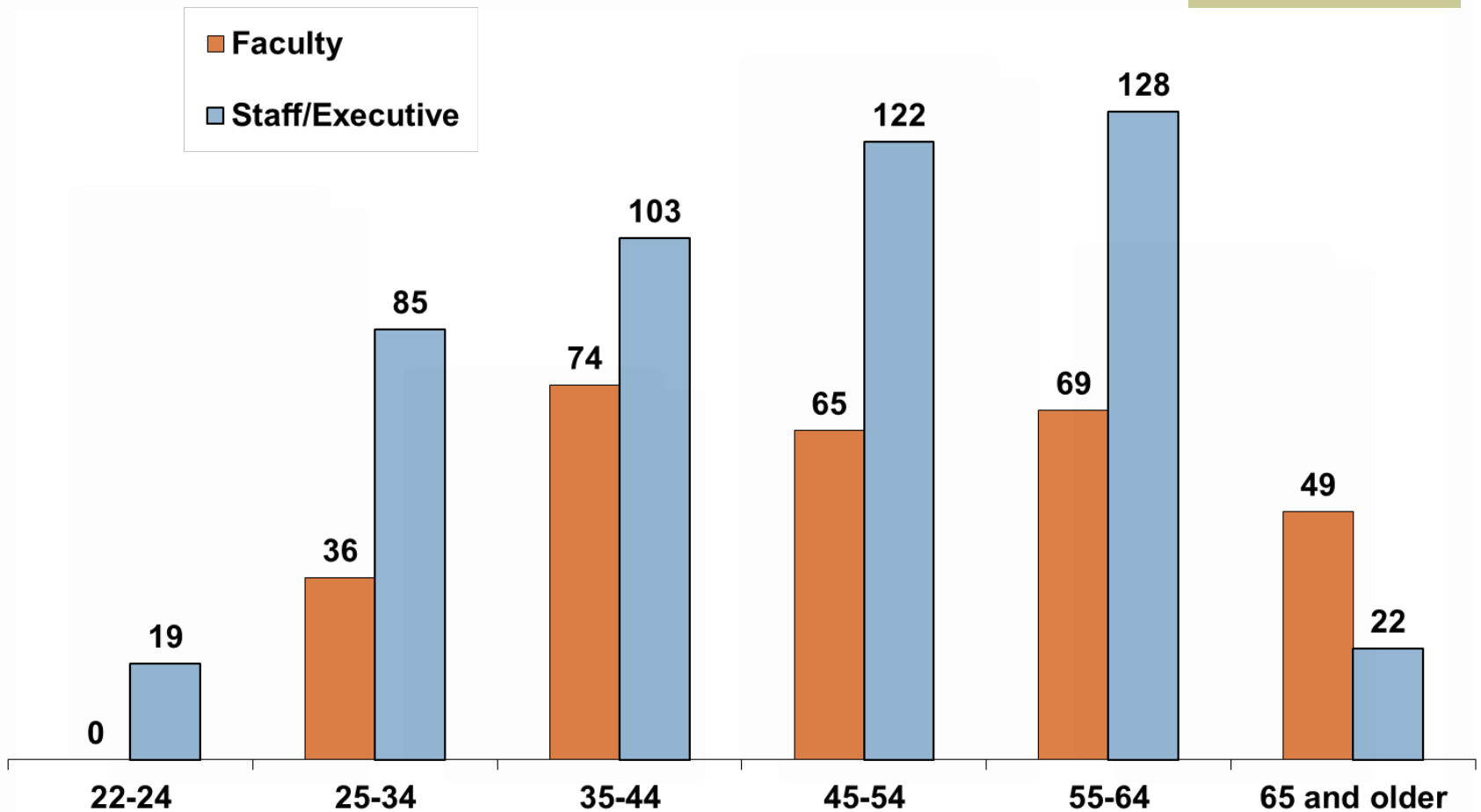
Respondents by Faith-Based Affiliation (%)



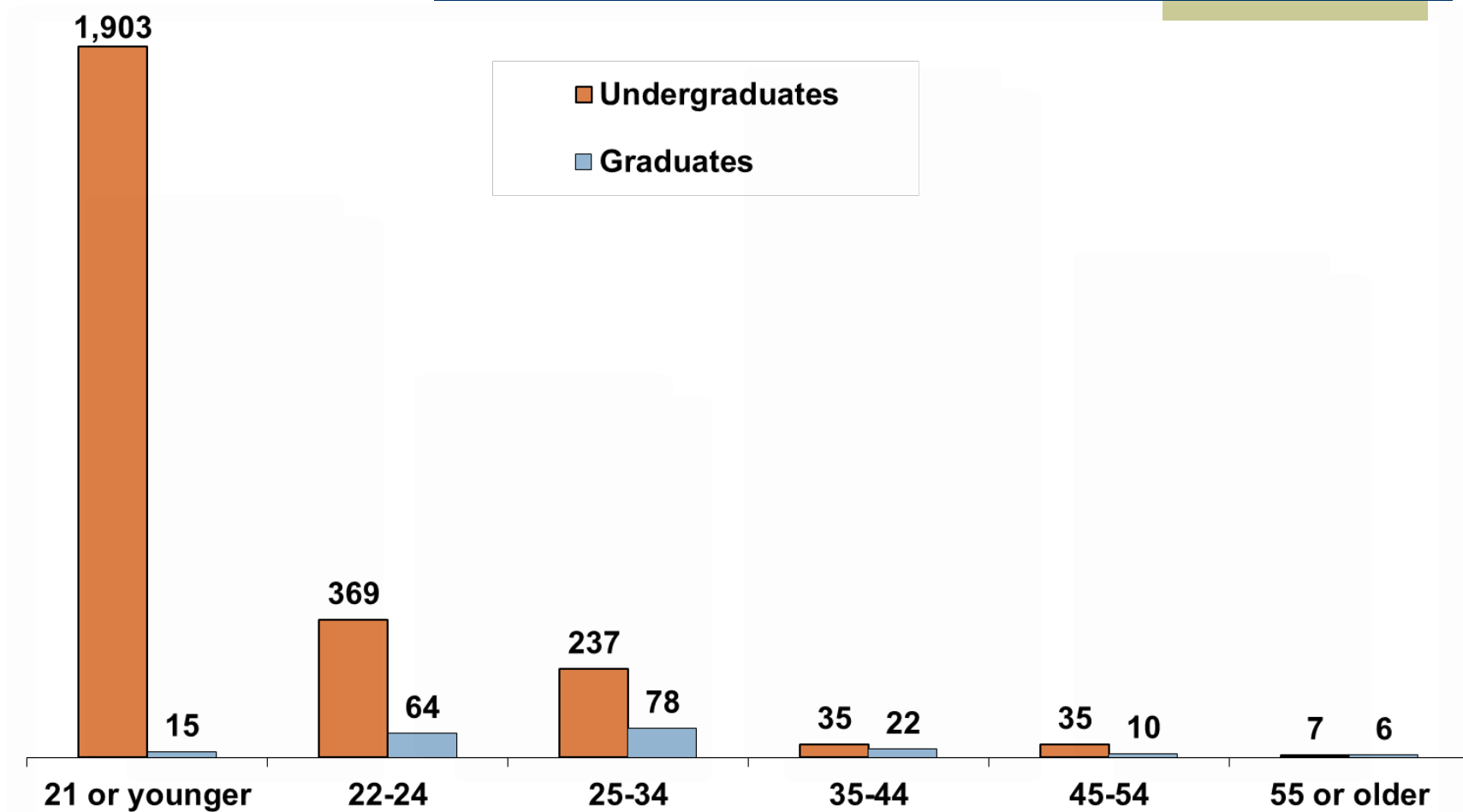
Citizenship Status

Citizenship	<i>n</i>	<i>%</i>
U.S. citizen, birth	2,789	75.6
Lawful permanent resident (green card holder)	226	6.1
A visa holder (such as F-1, J-1, H1-B, and U)	92	2.5
U.S. citizen, naturalized	438	11.9
DACA (Deferred Action for Childhood Arrival)	52	1.4
Other legally documented status	18	0.5
Undocumented resident	14	0.4
DAPA (Deferred Action for Parental Accountability)	0	0.0
Currently under a withholding or removal status	<i>n</i> < 5	---
Refugee status	<i>n</i> < 5	---

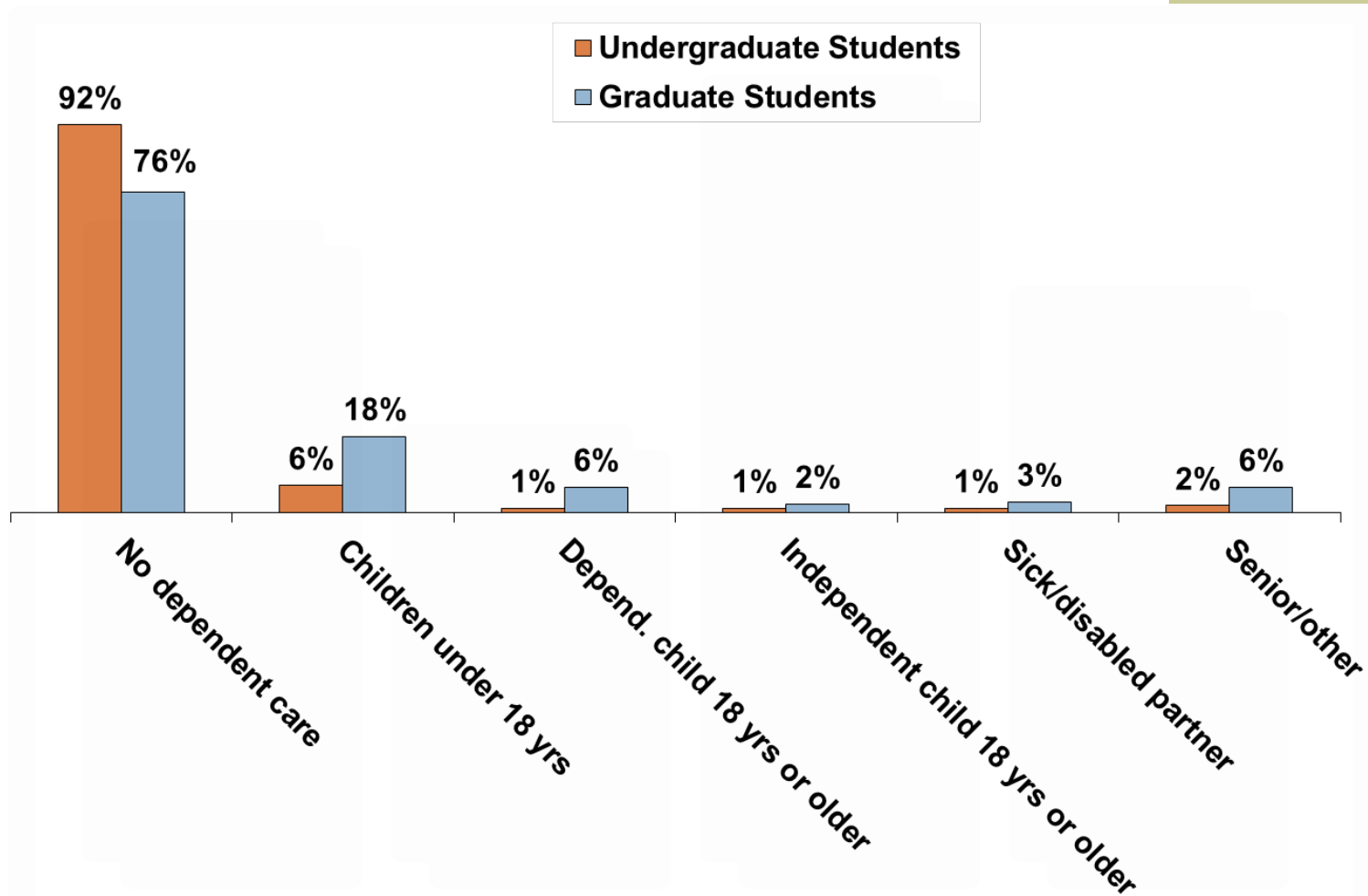
Employee Respondents by Age (*n*)



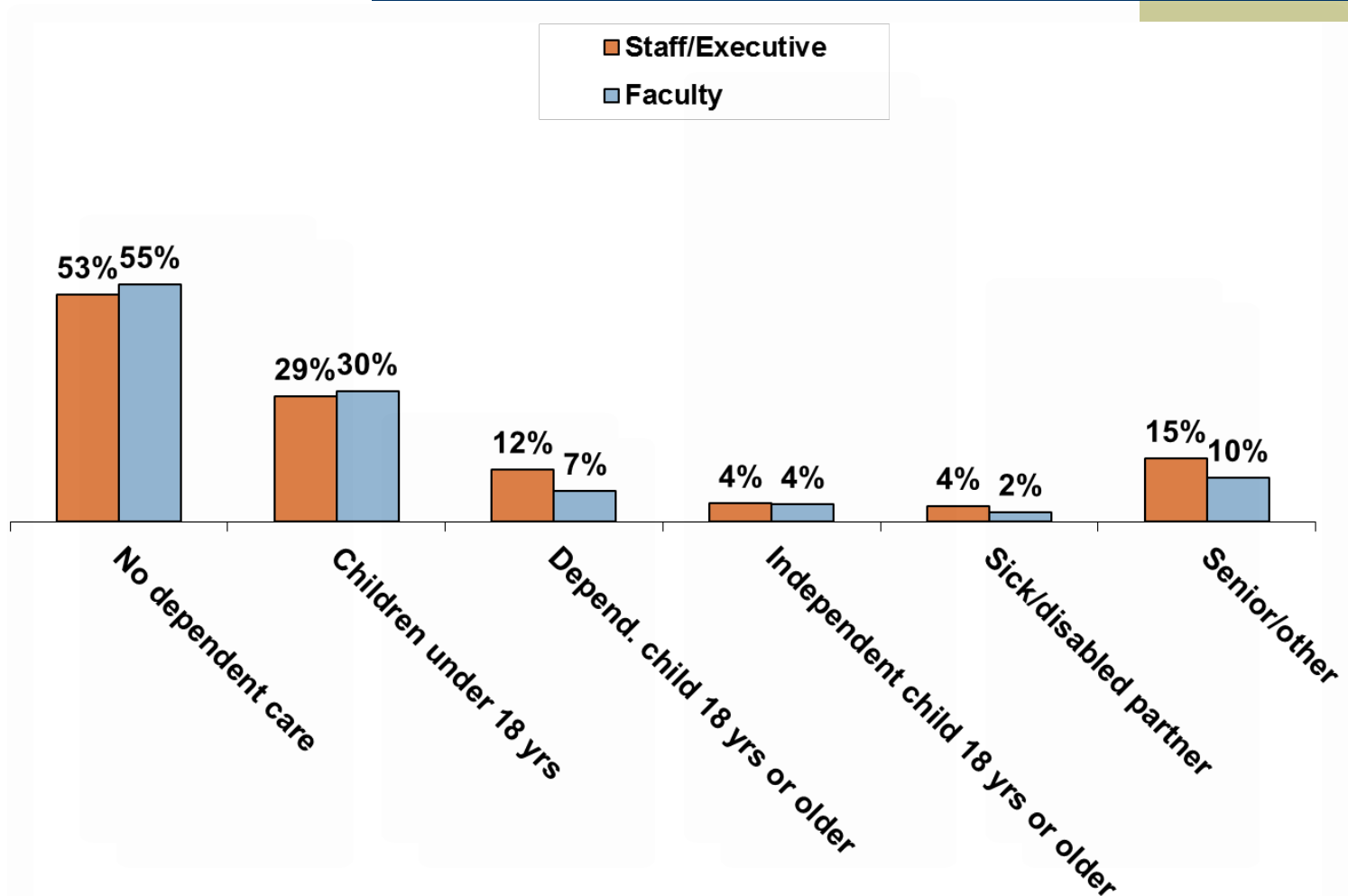
Student Respondents by Age (*n*)



Student Respondents by Caregiving Responsibilities (%)



Employee Respondents by Caregiving Responsibilities (%)



Student Respondents' Employment

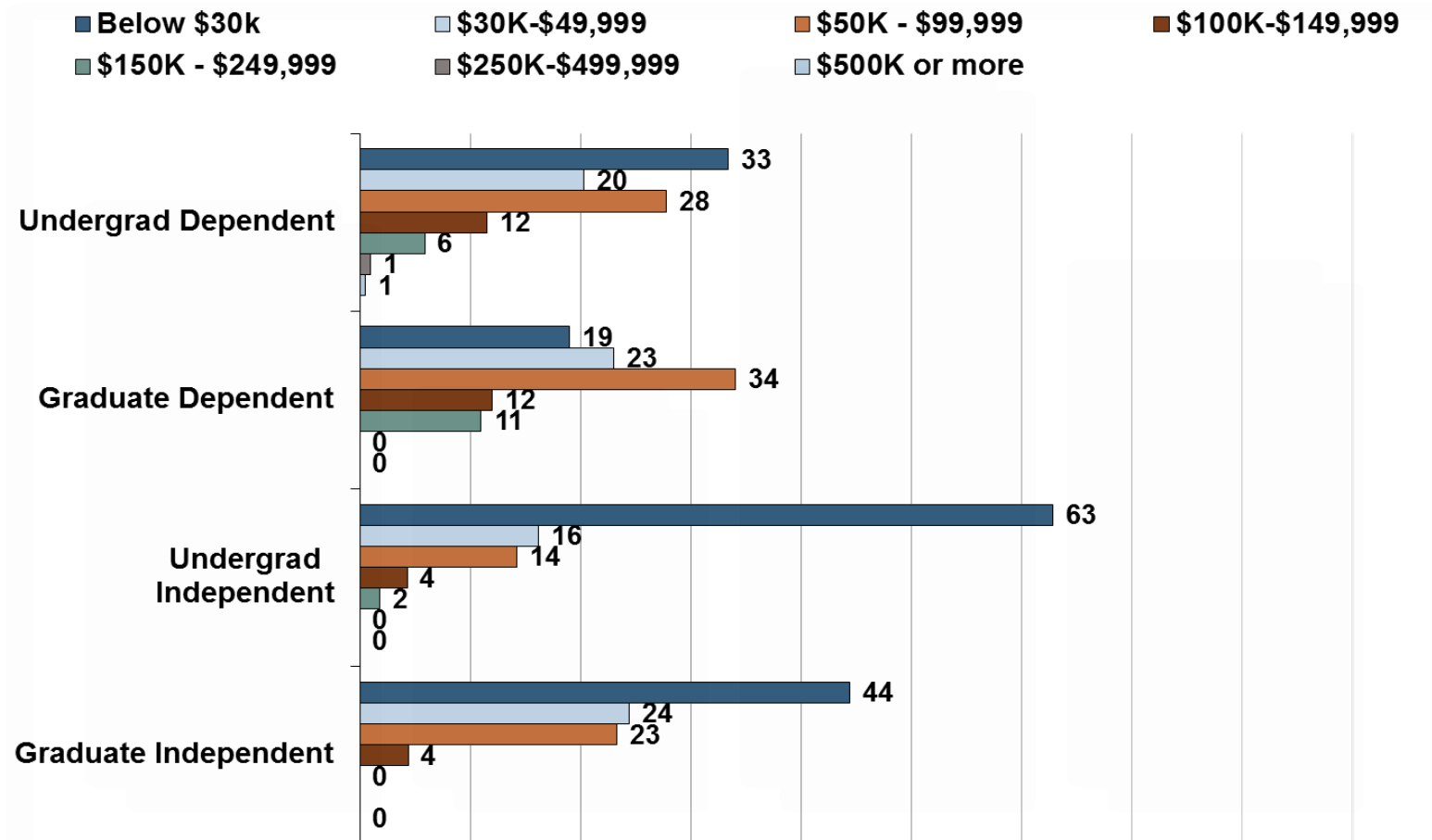
Employment	<i>n</i>	%
No	1,197	42.4
Yes, I work on campus	302	10.7
1-10 hours/week	149	52.1
11-20 hours/week	108	37.8
21-30 hours/week	14	4.9
31-40 hours/week	10	3.5
More than 40 hours/week	5	1.7
Yes, I work off campus	1,340	47.5
1-10 hours/week	214	17.2
11-20 hours/week	445	35.7
21-30 hours/week	320	25.7
31-40 hours/week	197	15.8
More than 40 hours/week	70	5.6

Student Respondents' Residence

Campus Housing
(5%, $n = 139$)

Non-Campus
Housing
(93%, $n = 2,632$)

Student Respondents' Income by Dependency Status (%)



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

48% ($n = 1,340$) of Student Respondents Reported Experiencing Financial Hardship...

Financial hardship	<i>n</i>	%
Purchasing my books	929	69.3
Affording tuition	830	61.9
Transportation	592	44.2
Affording food	436	32.5
Affording housing	331	24.7
Affording other campus fees	305	22.8
Participating in social events	210	15.7
Participating in co-curricular events or activities	200	14.9
Affording health care	168	12.5
Traveling home during CSI breaks	146	10.9
Affording child care	60	4.5
Other	60	4.5

Note: Table includes Student respondents who reported having experienced financial hardship ($n = 1,340$) only. Sum does not total 100% as a result of multiple response choices.

How Student Respondents Were Paying For College

Form	<i>n</i>	%
Grant (e.g., Pell, Petrie)	964	34.2
Family contribution	863	30.6
Loans	721	25.6
Credit card	458	16.2
Personal contribution/job	432	15.3
Non-need based scholarship (e.g., Student Government)	146	5.2
Work study	105	3.7
Need-based scholarship (e.g., Gates)	93	3.3
Resident assistant	16	0.6
A method of payment not listed here	270	9.6

Student Respondents' Participation in Clubs or Organizations at CSI

Clubs/Organizations	<i>n</i>	%
I do not participate in any clubs/organizations	2,074	73.5
Special Interest	225	8.0
Sports & Recreation	198	7.0
Academic Departmental Honor Societies	194	6.9
Community Service	180	6.4
Cultural Heritage and Religious	120	4.3
Political and Social Interest	56	2.0

Student Respondents' Cumulative G.P.A.

G.P.A.	<i>n</i>	%
3.5 – 4.00	688	24.4
3.0 – 3.49	749	26.6
2.5 – 2.99	605	21.4
2.0 – 2.49	284	10.1
1.5 – 1.99	122	4.3
1.0 – 1.49	46	1.6
0.0 - .999	24	0.9
No GPA as yet	276	9.8

Findings



Comfort Levels

“Very Comfortable”/“Comfortable”

**Overall Campus
Climate
(73%)**

**Department/Work
Unit Climate
(71%)**

**Classroom
Climate
(77%)**

Comfort With Overall Climate

Staff/Executive respondents less comfortable than were Faculty, Graduate Student, and Undergraduate Student respondents

White respondents less comfortable than were Black/African American, Multiracial, Other People of Color, Asian/Asian American/South Asian, and Hispanic/Latin@/Chican@ respondents

Women respondents less comfortable than were Men respondents

Comfort With Overall Climate

Respondents from Multiple Affiliations less comfortable than were respondents with Other Faith-Based Affiliations, with Christian Affiliations, and with No Affiliation

Respondents with a Single Disability less comfortable than were respondents with No Disability or Multiple Disabilities

Student respondents who lived in Campus Housing less comfortable than were Student respondents who lived in Non-Campus Housing

Comfort With Department/Work Unit Climate

Staff/Executive respondents less comfortable than were Faculty respondents

Respondents with At Least One Disability less comfortable than were respondents with No Disability

Comfort With Classroom Climate

Undergraduate
Student respondents
less comfortable
than were Graduate
Student respondents
and Faculty
respondents

Women Faculty and
Student respondents
less comfortable
than were Men
Faculty and Student
respondents

Faculty and Student
respondents with At
Least One Disability
less comfortable
than were Faculty
and Student
respondents with No
Disability

Comfort With Classroom Climate

Student respondents
who lived in Campus
Housing less
comfortable than
were Student
respondents who
lived in Non-Campus
Housing

Challenges and Opportunities

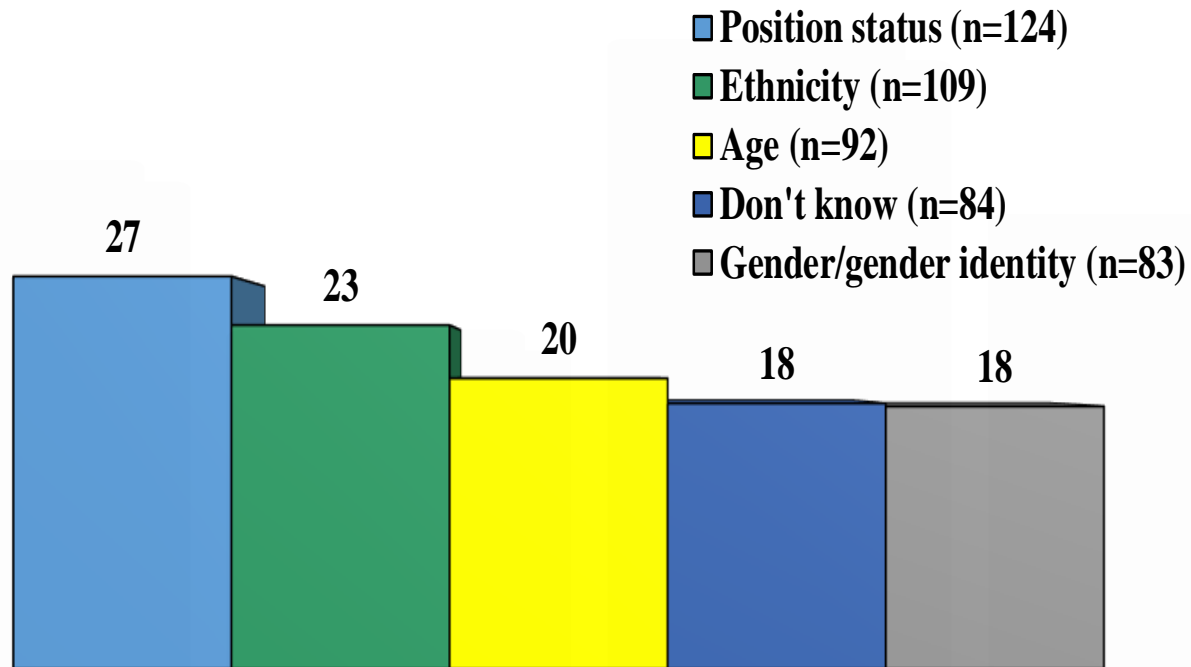


Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

13%

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

Personally Experienced Based on...(%)



Note: Only answered by respondents who experienced exclusionary conduct ($n = 467$). Percentages do not sum to 100 due to multiple responses.

Forms of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

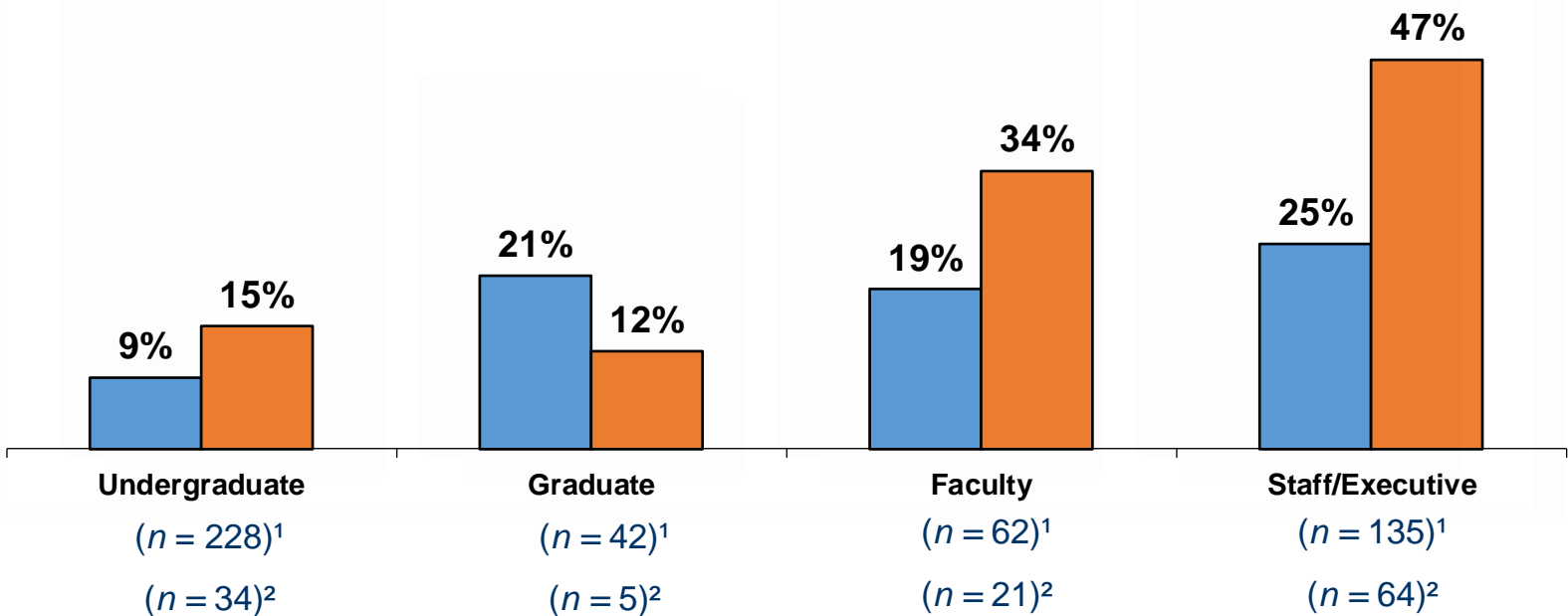
Form	<i>n</i>	%
Ignored or excluded	193	41.3
Intimidated/bullied	148	31.7
Isolated or left out	141	30.2
Experienced a hostile work environment	123	26.3
Felt others staring at me	95	20.3
Target of derogatory verbal remarks	88	18.8
Experienced a hostile classroom environment	75	16.1

Note: Only answered by respondents who experienced exclusionary conduct ($n = 467$). 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 (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of position status²



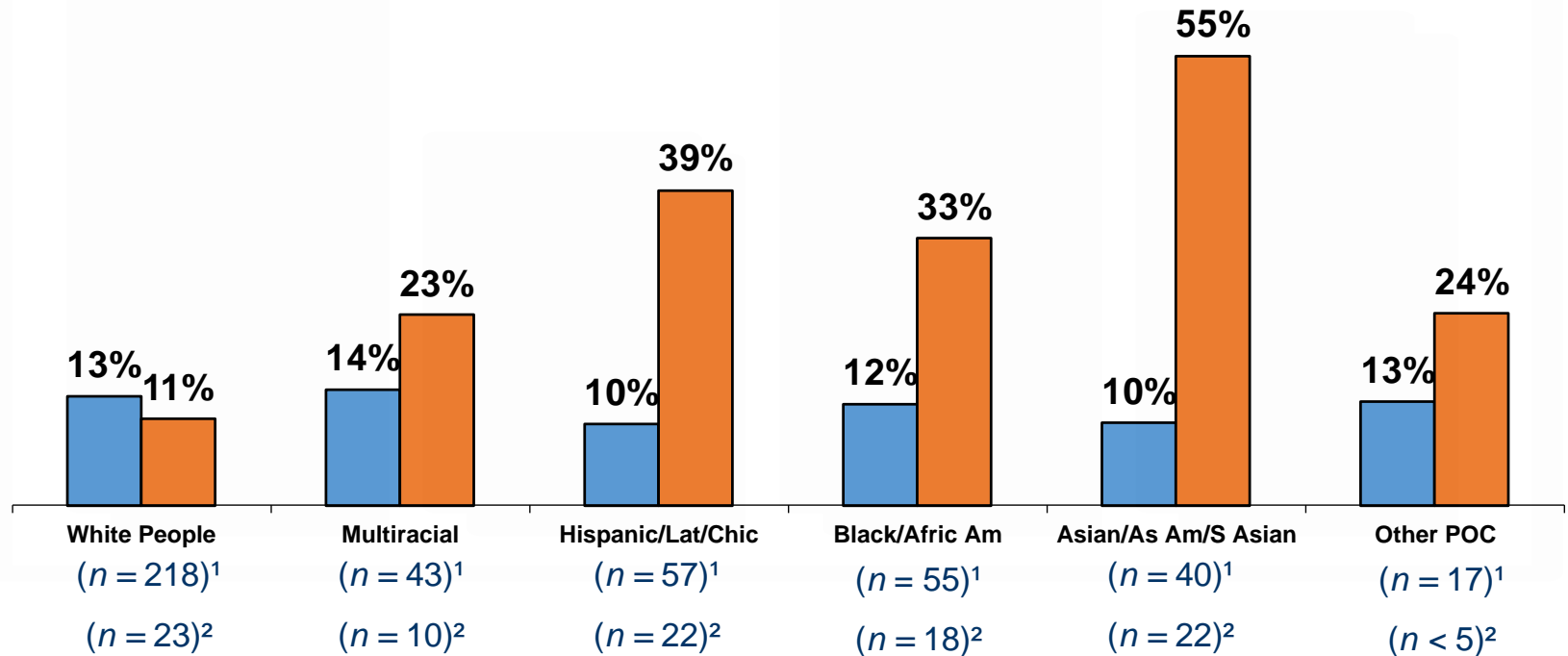
¹ Percentages are based on total n split by group.

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 as a Result of Ethnicity (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of ethnicity²



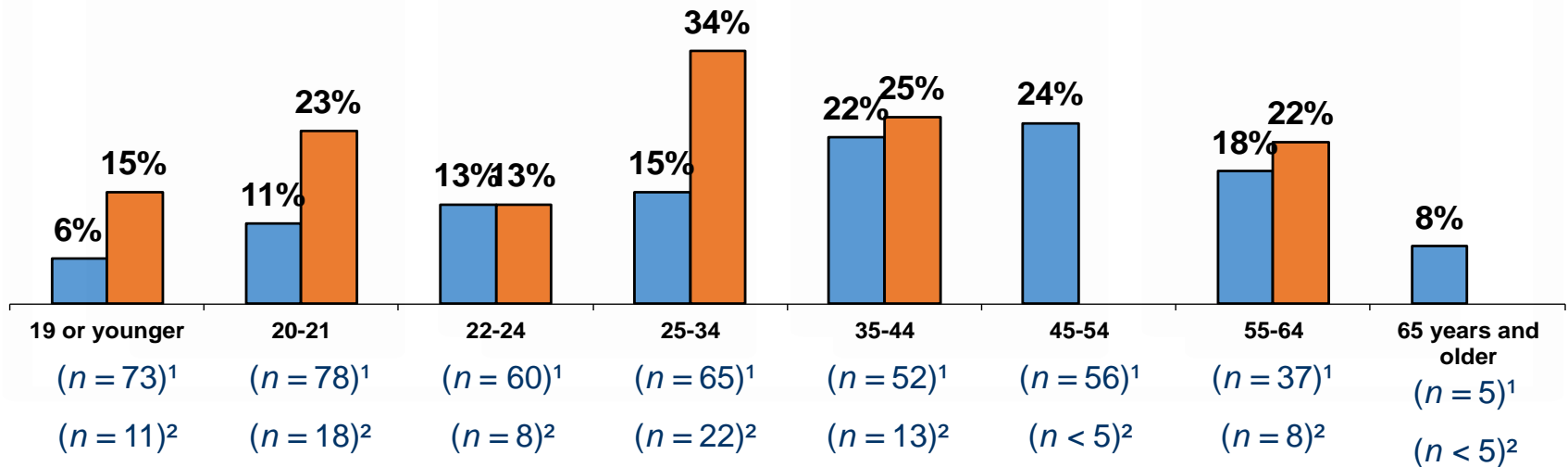
¹ Percentages are based on total n split by group.

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 as a Result of Age (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of age²



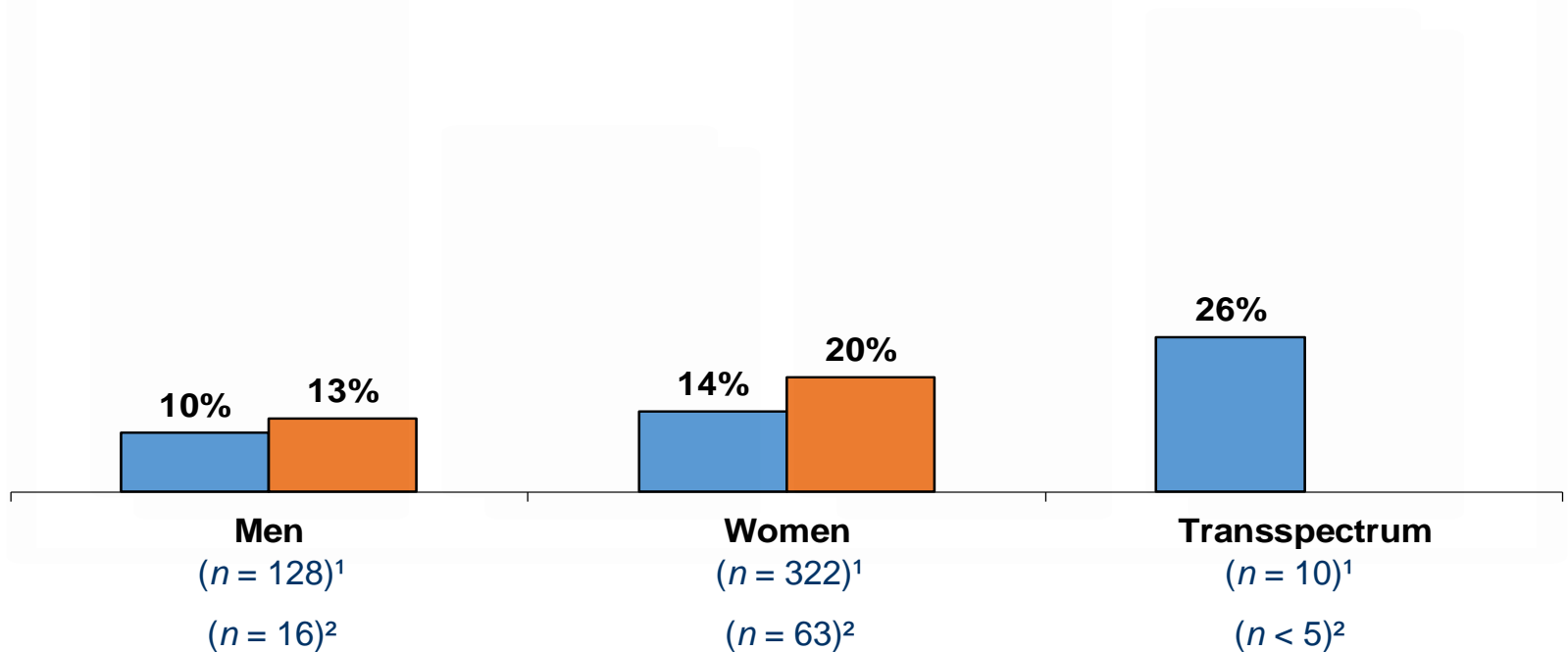
¹ Percentages are based on total n split by group.

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 as a Result of Gender Identity (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their gender identity²



¹ Percentages are based on total n split by group.

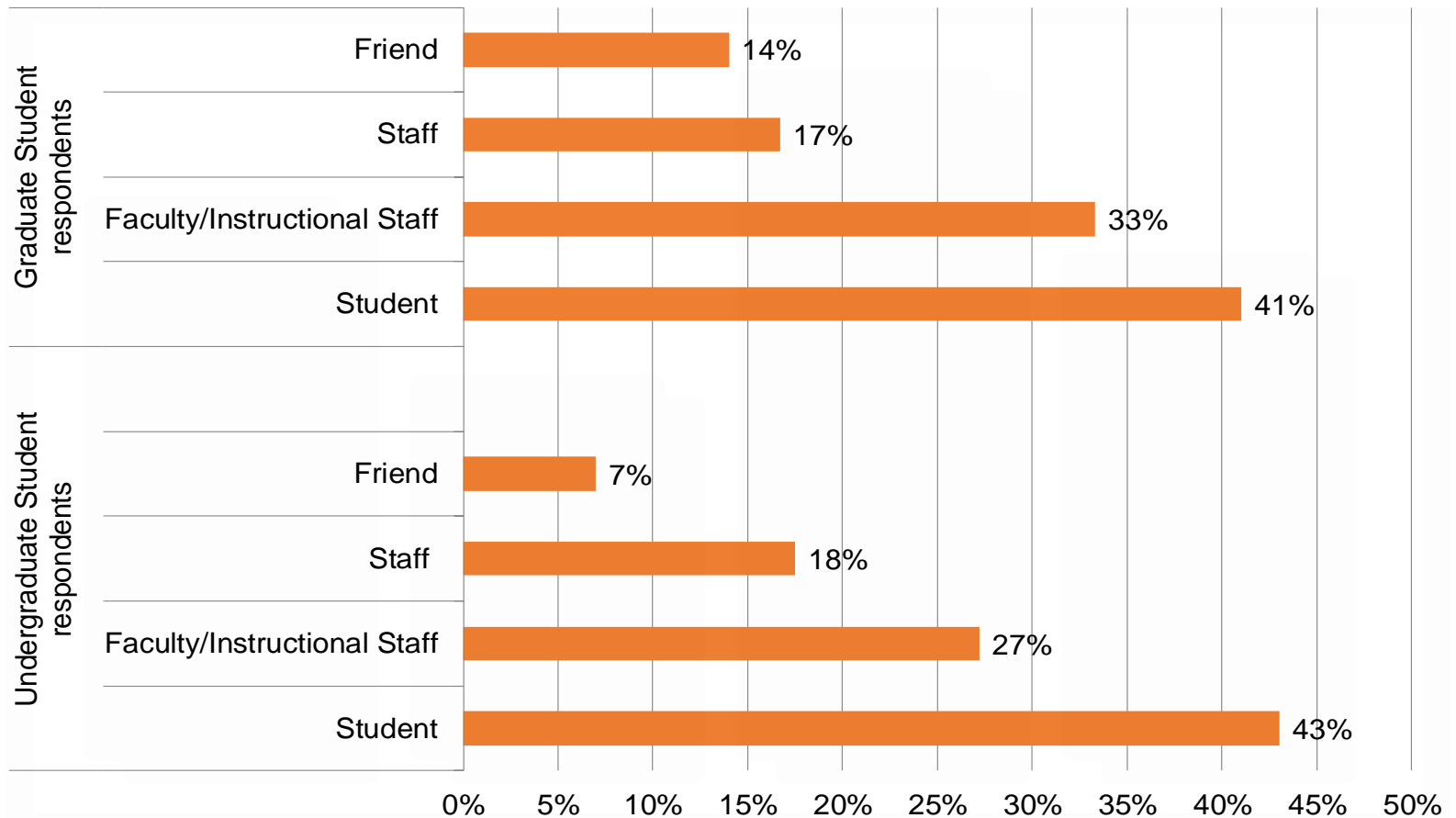
² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Location of Experienced Conduct

	<i>n</i>	%
In a class/lab	154	33.0
In a CSI administrative office	89	19.1
While working at a CSI job	85	18.2
In a meeting with a group of people	75	16.1

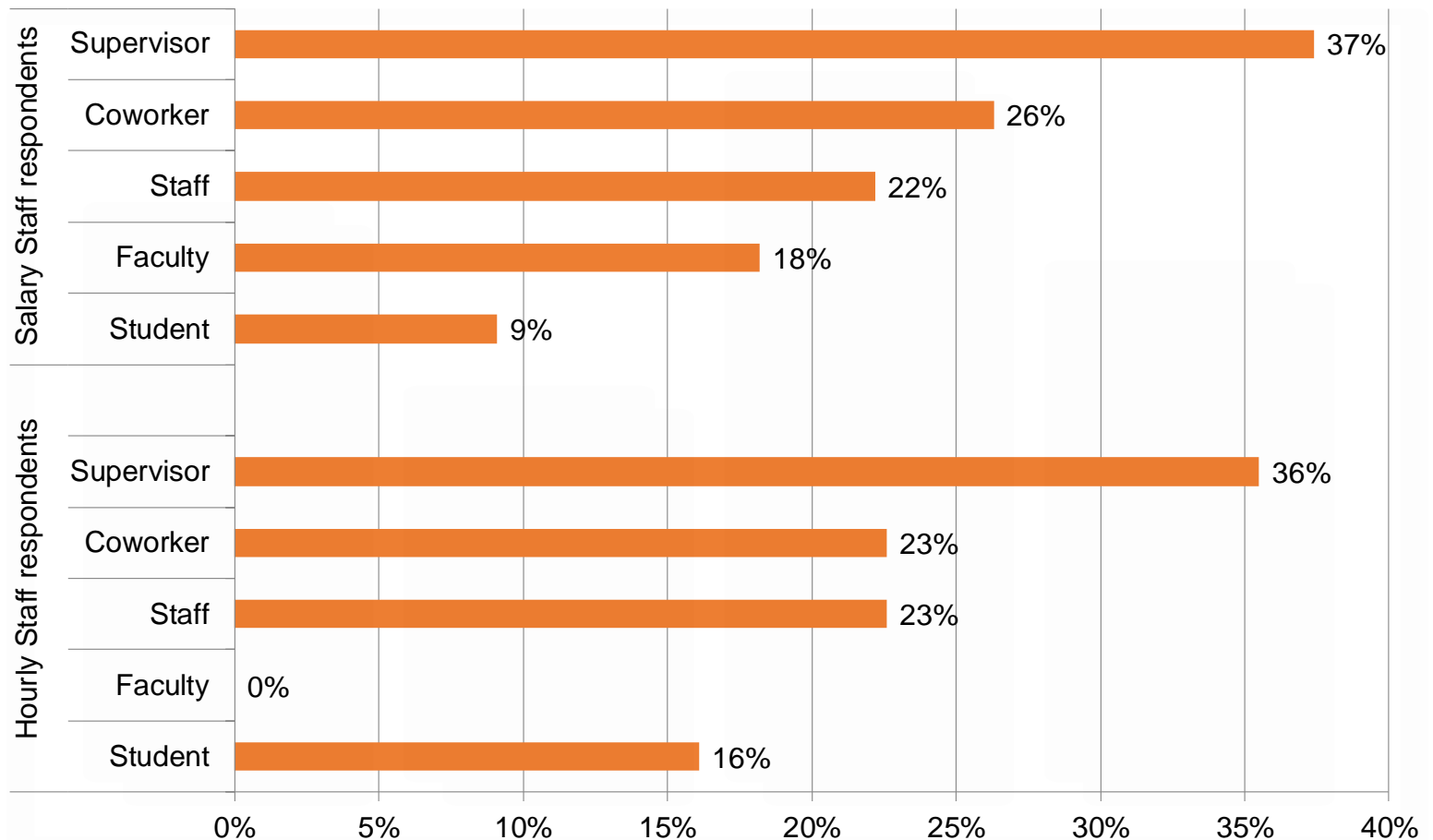
Note: Only answered by respondents who experienced exclusionary conduct ($n = 467$). Percentages do not sum to 100 due to multiple responses.

Source of Experienced Conduct by Student Position (%)



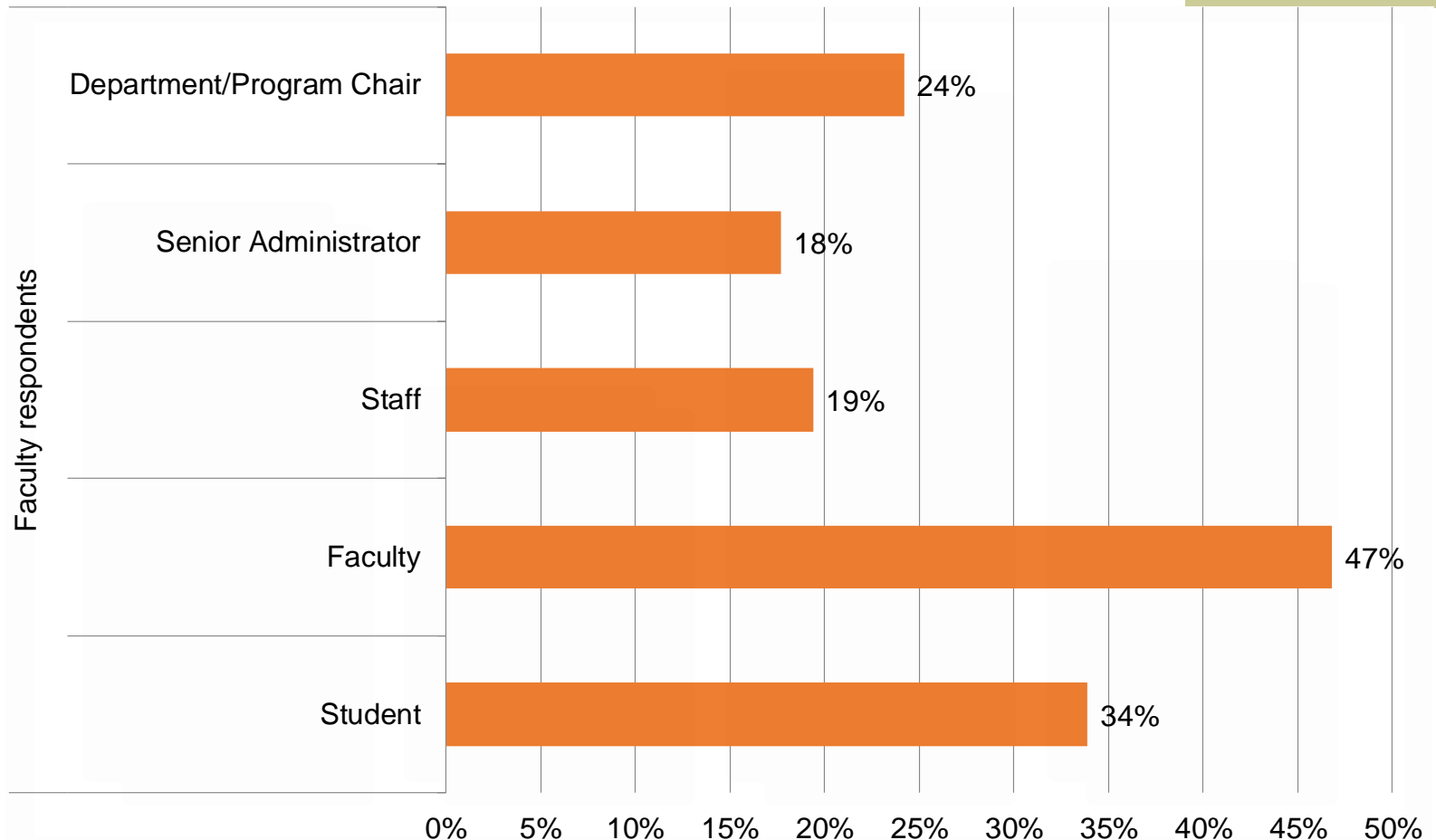
Note: Only answered by respondents who experienced exclusionary conduct ($n = 467$). Percentages do not sum to 100 due to multiple responses.

Source of Experienced Conduct by Staff Position (%)



Note: Only answered by respondents who experienced exclusionary conduct (n = 467). Percentages do not sum to 100 due to multiple responses.

Source of Experienced Conduct by Faculty Position (%)



Note: Only answered by respondents who experienced exclusionary conduct ($n = 467$). Percentages do not sum to 100 due to multiple responses.

What did you do? Emotional Responses

- ◆ Felt angry (55%)
- ◆ Felt embarrassed (43%)
- ◆ Ignored it (33%)
- ◆ Was afraid (22%)
- ◆ Felt somehow responsible (11%)

What did you do? Actions

- ◆ Didn't do anything (42%)
- ◆ Avoided the person/venue (30%)
- ◆ Told a friend (30%)
- ◆ Told a family member (25%)
- ◆ Didn't know to whom to go (14%)
- ◆ Contacted a CSI resource (14%)
 - Faculty member (44%)
 - Senior administrator (33%)

19% ($n = 84$) of Respondents who Experienced Conduct Reported It

It was not responded to
appropriately
(46%)

While the outcome was not what I
had hoped for, I felt as though my
complaint was responded to
appropriately
(35%)

I was satisfied with the outcome
(19%)



Qualitative Themes
Experienced Exclusionary Conduct

Ineffective reporting process

Student behavior

Students only: Unwelcoming
professors

Students only: Mistreatment by staff



Qualitative Themes
Experienced Exclusionary Conduct

Employees only: Hostile colleagues

Employees only: Role of
administration

Unwanted Sexual Misconduct at CSI

136 respondents (4%) had
experienced unwanted sexual
misconduct at CSI

Types of Unwanted Sexual Experiences at CSI

Relationship Violence

20% ($n = 27$)

Stalking

32% ($n = 44$)

Unwanted Sexual Interaction

41% ($n = 56$)

Unwanted Sexual Contact

10% ($n = 13$)

Note: Percentages based on those respondents who indicated that they experienced a form of unwanted sexual misconduct ($n = 136$). Findings for unwanted sexual contact are not reported here because of low response numbers.

Relationship Violence Alcohol and/or drugs involved?



- 24% ($n = 5$)

Note: Only answered by Student respondents who indicated on the survey that they experienced relationship violence ($n = 21$).

Year in Which Student Respondents Experienced Relationship Violence

	<i>n</i>	%
First year	14	66.7
<i>Fall semester</i>	7	50.0
<i>Winter session</i>	<i>n</i> < 5	---
<i>Spring semester</i>	8	57.1
<i>Summer sessions</i>	<i>n</i> < 5	---
Second year	7	33.3
<i>Fall semester</i>	<i>n</i> < 5	---
<i>Winter session</i>	<i>n</i> < 5	---
<i>Spring semester</i>	<i>n</i> < 5	---
<i>Summer sessions</i>	<i>n</i> < 5	---

Note: Only answered by Student respondents who indicated on the survey that they experienced relationship violence (*n* = 21), Third and fourth years not published due to low response numbers..

Location of Relationship Violence

On Campus (44%, $n = 12$)

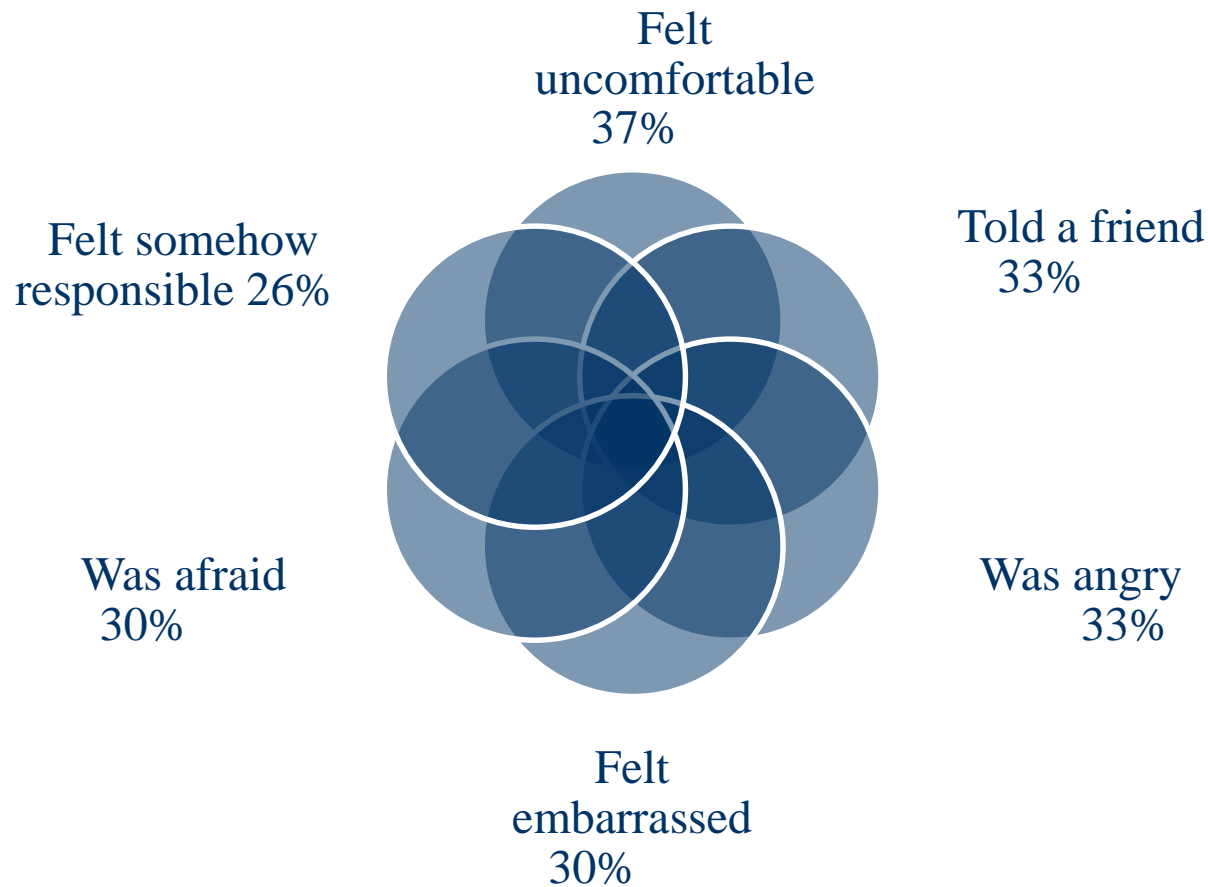
Off Campus (56%, $n = 15$)

Perpetrator of Relationship Violence

	<i>n</i>	%
CSI student	5	18.5
CSI staff	5	18.5

Note: Only answered by respondents who indicated on the survey that they experienced relationship violence ($n = 27$).

Response to Relationship Violence



Note: Only answered by respondents who indicated on the survey that they experienced relationship violence ($n = 27$).



Qualitative Themes for Respondents:
Why they did not report the relationship violence

Consequences of reporting

No big deal

Stalking Alcohol and/or drugs involved?



- 18% ($n = 7$)

Note: Only answered by Student respondents who indicated on the survey that they experienced stalking ($n = 38$).

Year in Which Student Respondents Experienced Stalking

	<i>n</i>	%
First year	22	57.9
<i>Fall semester</i>	14	63.6
<i>Winter session</i>	<i>n</i> < 5	---
<i>Spring semester</i>	13	59.1
<i>Summer sessions</i>	0	0.0
Second year	10	26.3
<i>Fall semester</i>	<i>n</i> < 5	---
<i>Winter session</i>	<i>n</i> < 5	---
<i>Spring semester</i>	7	70.0
<i>Summer sessions</i>	7	70.0

Note: Only answered by Student respondents who indicated on the survey that they experienced stalking (*n* = 38).

Location of Stalking

On Campus (71%, $n = 31$)

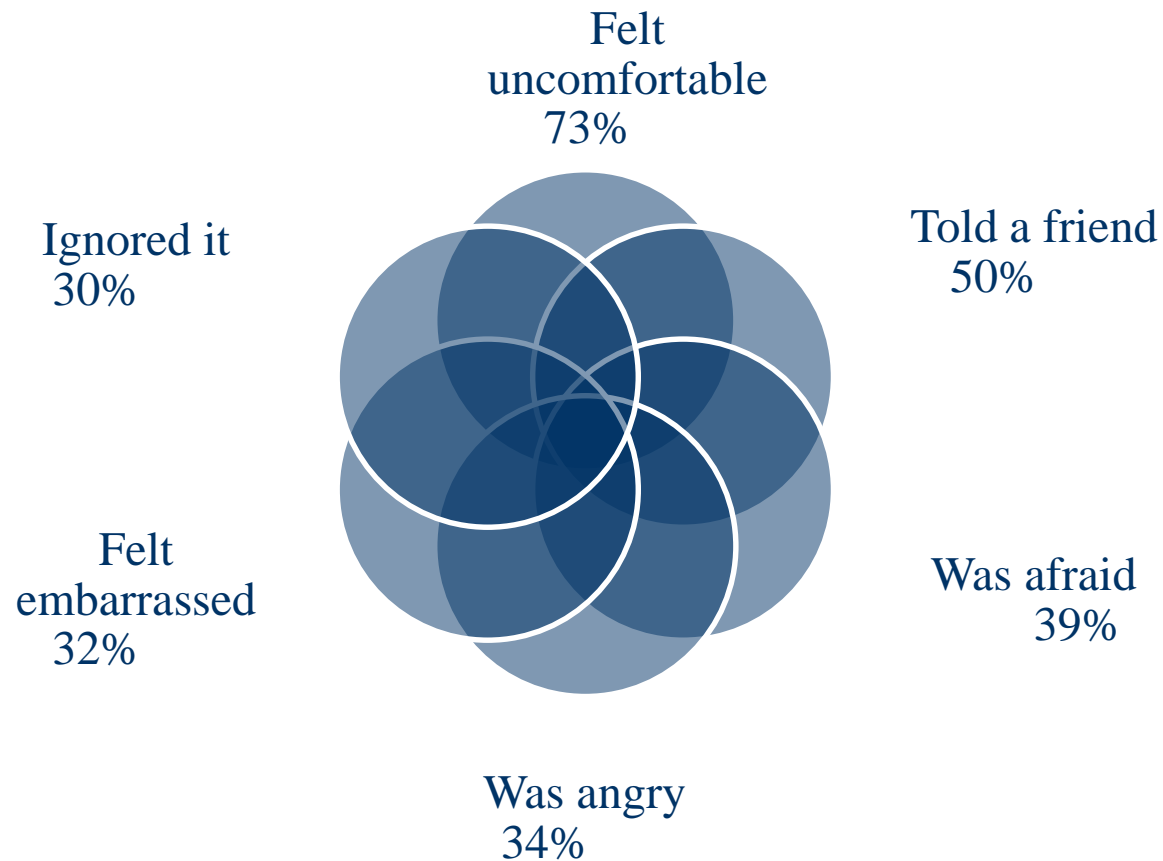
Off Campus (46%, $n = 20$)

Perpetrator of Stalking

	<i>n</i>	%
CSI student	22	50.0
Stranger	10	22.7
Acquaintance/friend	8	18.2
A person not listed above	7	15.9
CSI staff	6	13.6

Note: Only answered by respondents who indicated on the survey that they experienced stalking ($n = 44$).

Response to Stalking



Note: Only answered by respondents who indicated on the survey that they experienced stalking ($n = 44$).



Qualitative Themes for Respondents:
Why they did not report the stalking



No big deal

Emotions as barrier to reporting

Nothing will be done

Year in Which Student Respondents Experienced Unwanted Sexual Interaction

	<i>n</i>	%
First year	15	41.7
<i>Fall semester</i>	8	53.3
<i>Winter session</i>	<i>n</i> < 5	---
<i>Spring semester</i>	8	53.3
<i>Summer sessions</i>	<i>n</i> < 5	---
Second year	16	44.4
<i>Fall semester</i>	10	62.5
<i>Winter session</i>	<i>n</i> < 5	---
<i>Spring semester</i>	8	50.0
<i>Summer sessions</i>	<i>n</i> < 5	---

Note: Only answered by Student respondents who indicated on the survey that they experienced unwanted sexual interaction (*n* = 36).

Location of Unwanted Sexual Interaction

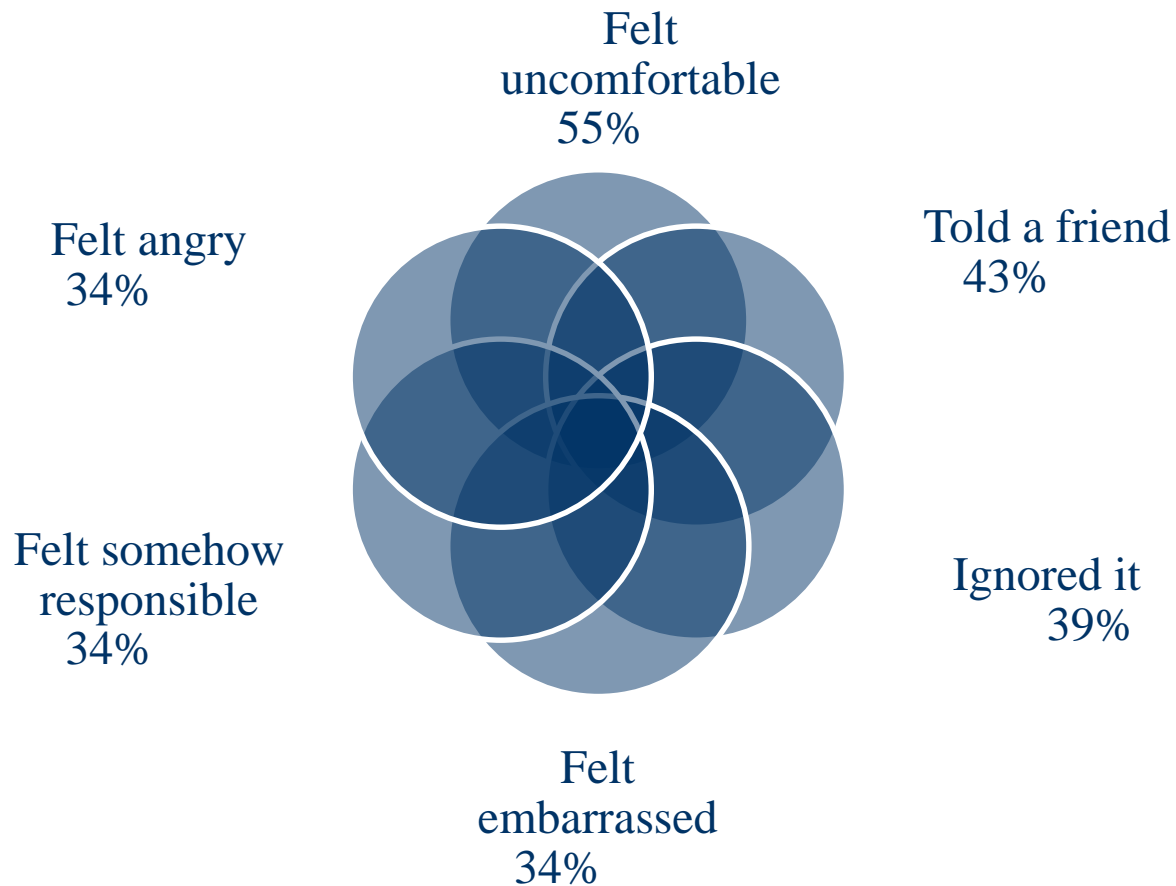
On Campus (84%, $n = 47$)

Off Campus (16%, $n = 9$)

Perpetrator of Unwanted Sexual Interaction

	<i>n</i>	%
CSI student	34	60.7
Stranger	14	25.0
CSI staff	10	17.9
CSI faculty	7	12.5
Other CSI community member	5	8.9

Response to Unwanted Sexual Interaction





Qualitative Themes for Respondents:
Why they did not report the unwanted sexual
interaction



No big deal

Would get no response

Limited to no consequences for the
perpetrator

Facilities Barriers for Respondents with Disabilities

Facilities	<i>n</i>	<i>%</i>
Walkways, pedestrian paths, crosswalks in inclement weather	119	38.4
Construction or maintenance	101	32.1
Campus transportation/parking	92	29.4
Walkways, pedestrian paths, crosswalks in clear weather	88	28.1
Restrooms	84	27.0
Administrative building	64	20.2
Classroom buildings	64	20.5
Classrooms	61	19.4
Office furniture (e.g., chair, desk)	59	18.8
Doors	58	18.4
Elevators/lifts	53	17.0
Campus Center	52	16.6
Library	47	15.0

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 331$).

Technology/Online Environment Barriers for Respondents with Disabilities

Technology/Online	<i>n</i>	%
Computer equipment (e.g., screens, mouse, keyboard)	93	30.4
Blackboard	79	25.6
Website	73	24.3
Accessible electronic format	72	23.7
Electronic forms	61	20.0
Phone/phone equipment	55	18.2
Software (e.g., voice recognition/audiobooks)	47	15.4
Library database	46	15.0

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 331$).

Identity Accuracy Barriers for Respondents with Disabilities

Identity Accuracy	<i>n</i>	<i>%</i>
Electronic databases (e.g., CUNYfirst)	98	31.9
Email account	89	28.7
Learning technology	40	13.2
Surveys	40	13.3
Intake forms (e.g., Health Center)	30	9.9

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 331$).

Instructional Campus Materials Barriers for Respondents with Disabilities

Instructional Campus Materials	<i>n</i>	%
Textbooks	63	20.5
Forms	43	14.1
Journal articles	42	13.6
Syllabi	42	13.6
Video-closed captioning and text description	40	13.2
Library books	39	12.7
Food menus	38	12.5
Other publications	34	11.2
Brochures	29	9.5

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 331$).



Qualitative Themes for Respondents: Accessibility of CSI Campus



Building concerns

Technology issues

Outdoor mobility

Student support

Barriers at CSI for Transgender or Genderqueer Respondents

Facilities	<i>n</i>	%
Athletic and recreational facilities	6	26.1
Restrooms	6	26.1

Identity Accuracy	<i>n</i>	%
CSI College ID card	7	30.4
Electronic databases (e.g., Blackboard)	6	26.1
Email account	5	21.7
Intake forms (e.g., Health & Wellness Center)	5	21.7

Note: Only answered by respondents who indicated on the survey that they identified as transgender or genderqueer and did not have a disability ($n = 24$).

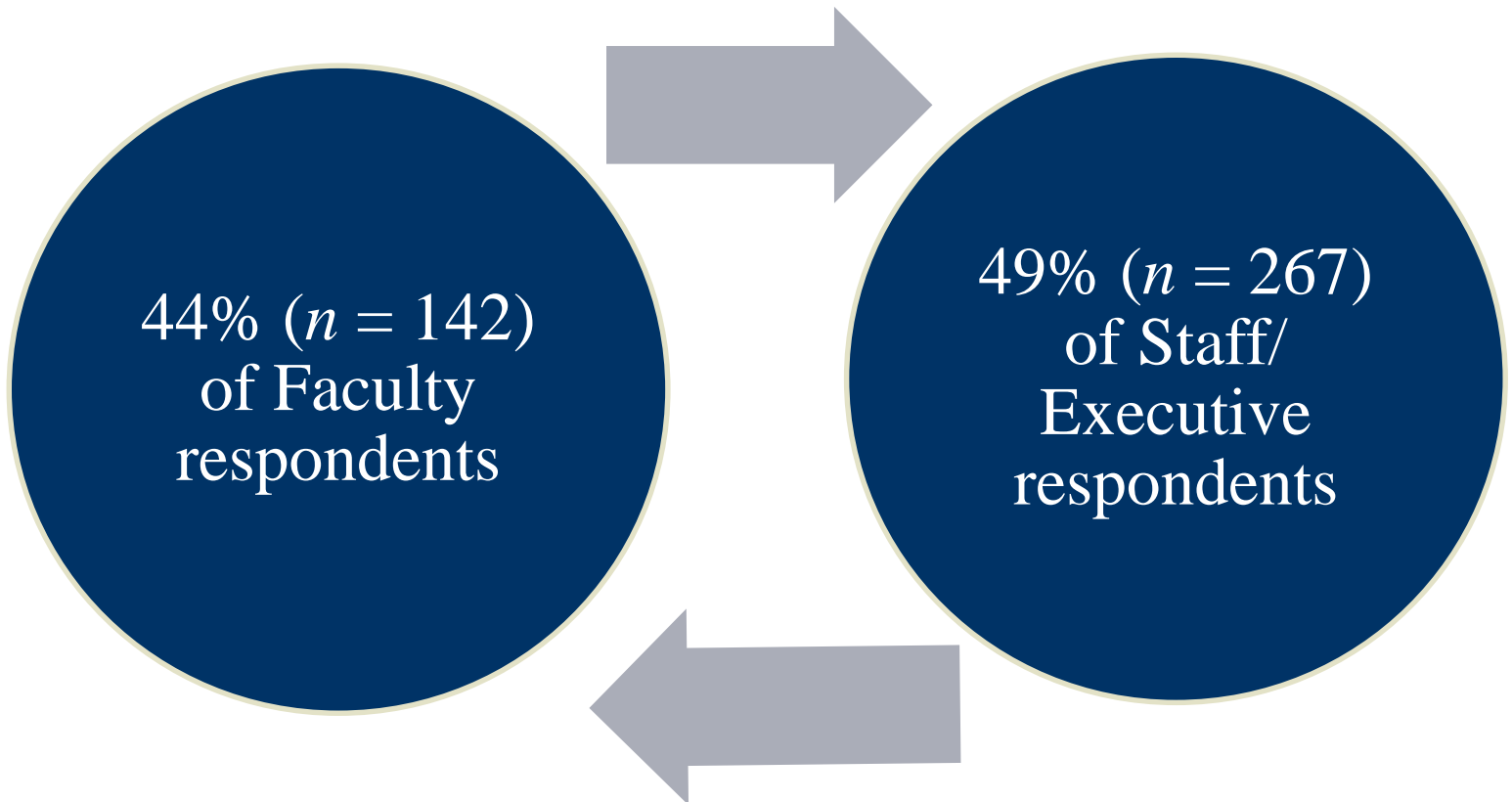


Persistence at CSI

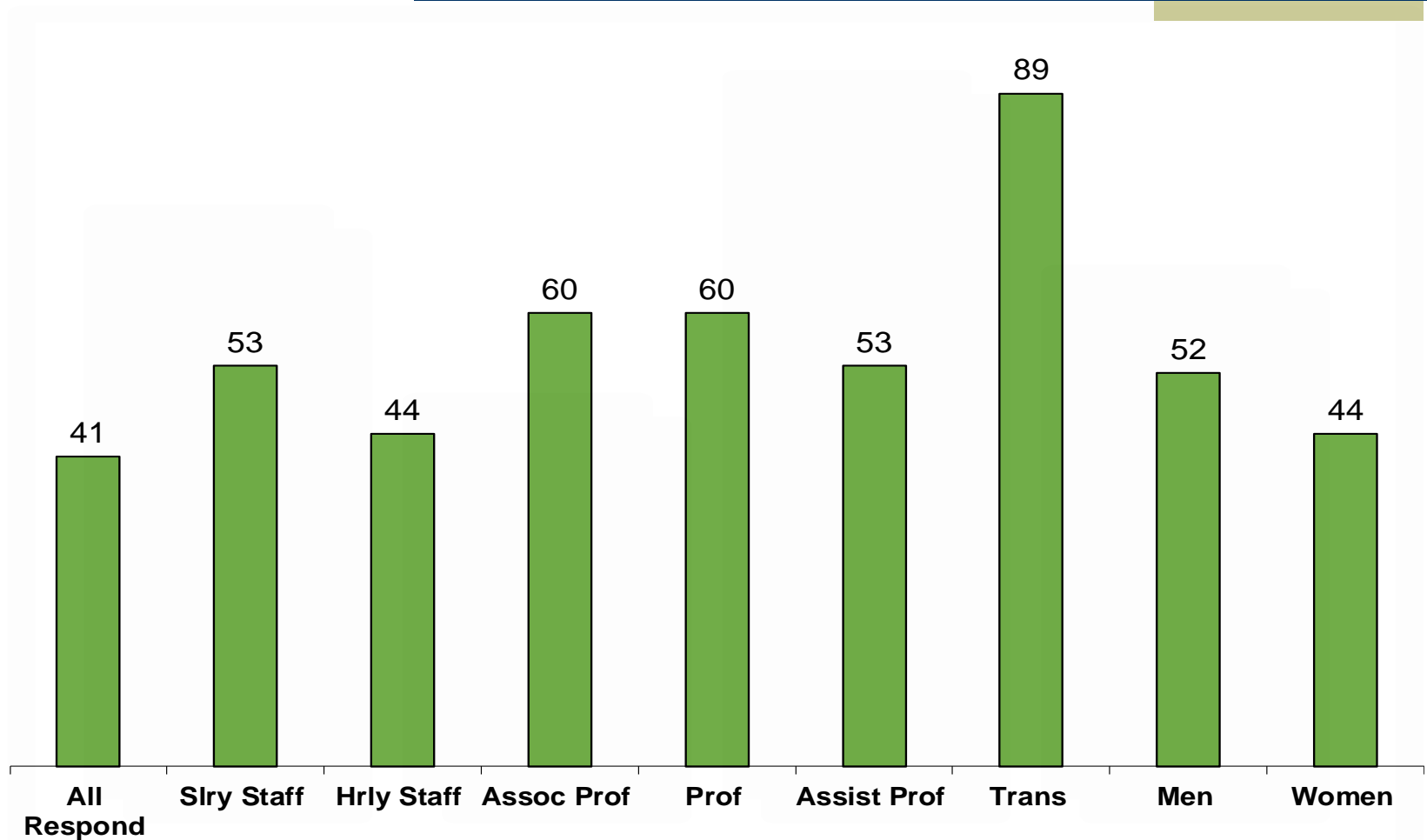


1,506 respondents (41%) had seriously considered leaving CSI

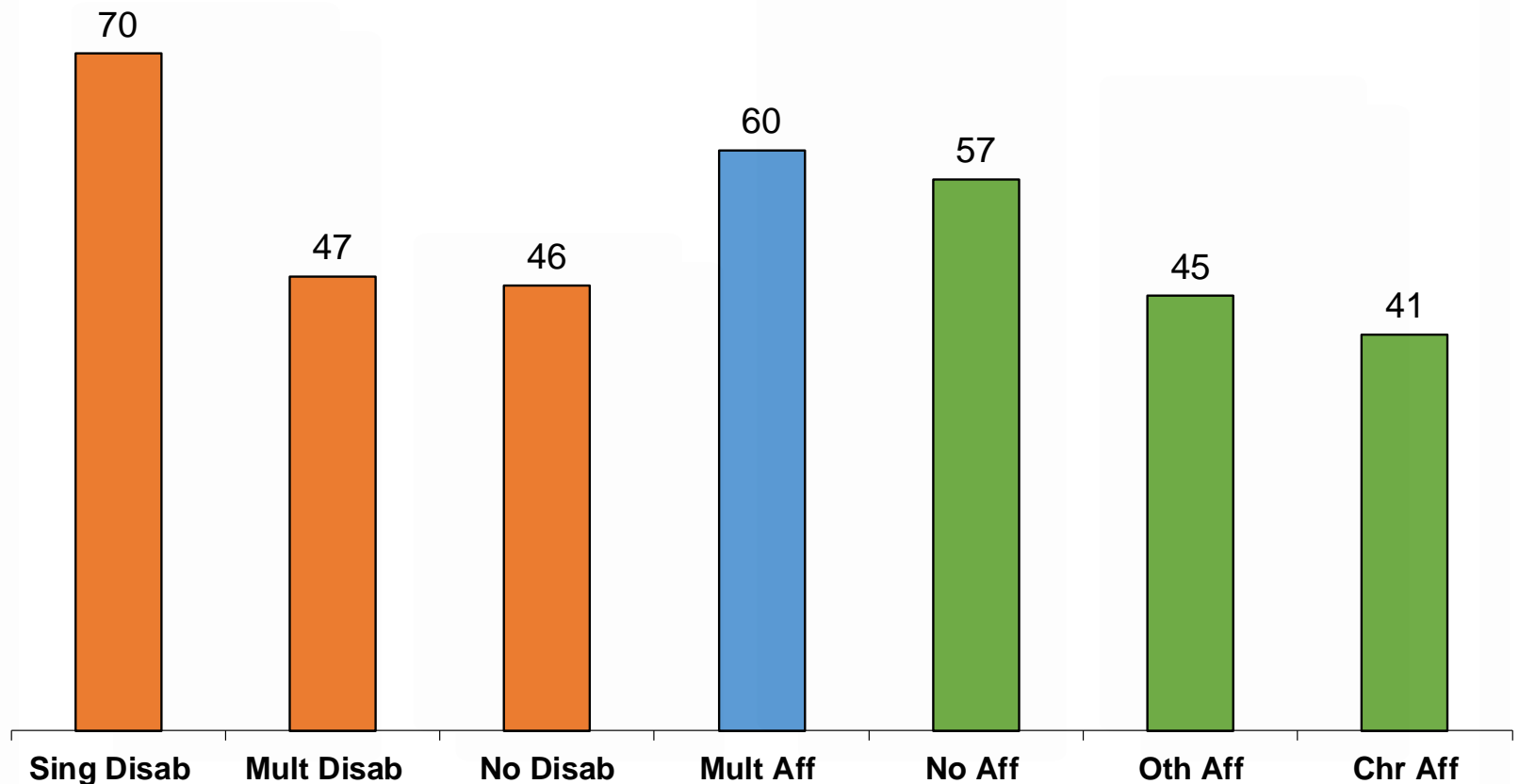
Employee Respondents Who *Seriously Considered Leaving* CSI



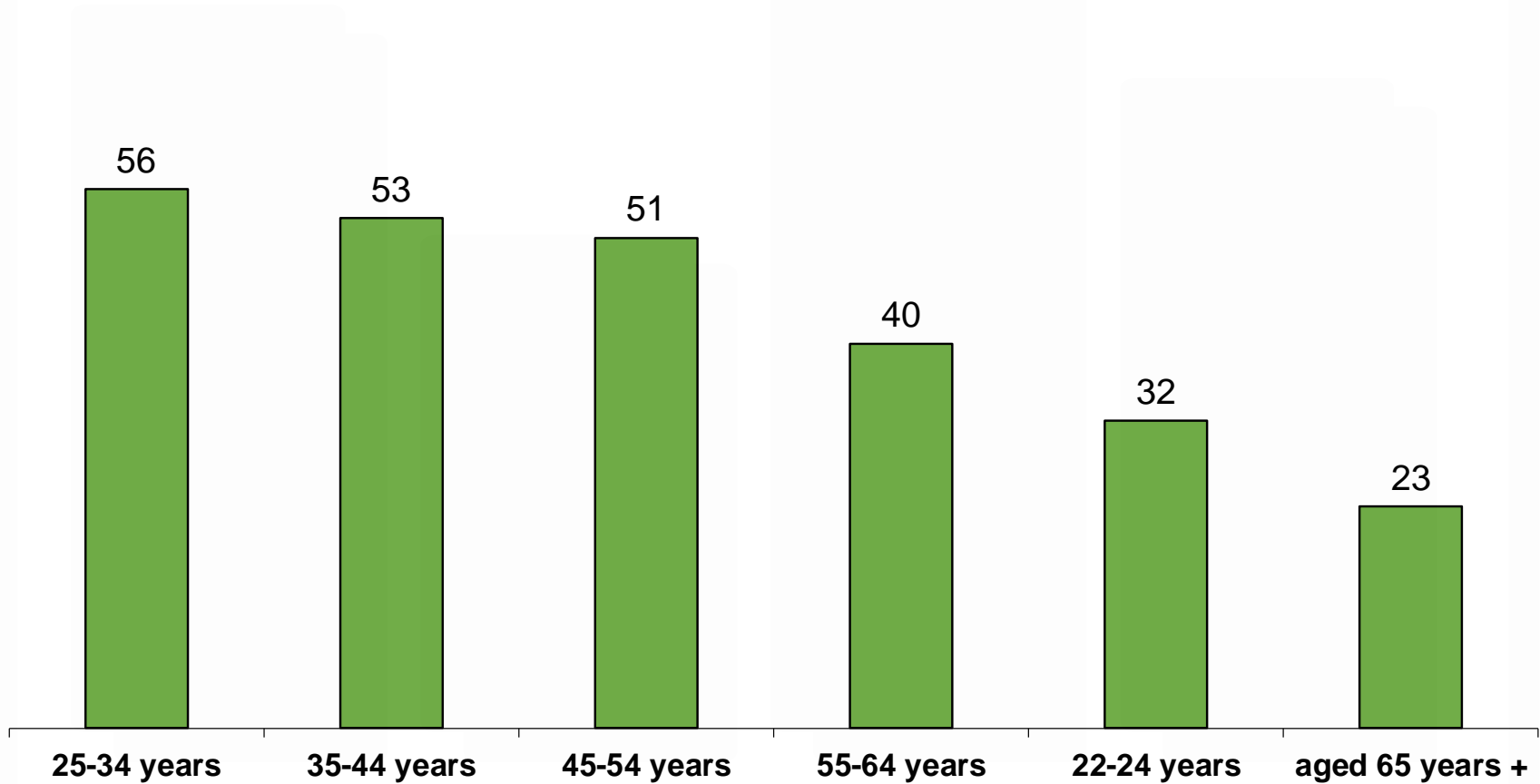
Employee Respondents Who *Seriously Considered Leaving* CSI by Staff Status, Faculty Status, and Gender Identity (%)



Employee Respondents Who *Seriously Considered Leaving* CSI by Disability Status and Faith-Based Affiliation (%)



Employee Respondents Who *Seriously Considered Leaving* CSI by Age (%)



Reasons Employee Respondents *Seriously Considered Leaving CSI*

	<i>n</i>	%
Financial reasons (salary, resources, etc.)	249	60.9
Limited opportunities for advancement	206	50.4
Increased workload	138	33.7
Lack of sense of belonging	117	28.6
Interested in a position elsewhere	112	27.4
Campus climate was unwelcoming	105	25.7
Dissatisfied with current benefits	104	25.4

Note: Table includes answers from only those Faculty and Staff respondents who indicated that they considered leaving ($n = 409$).



Qualitative Themes for Employee Respondents
Why Considered leaving...

Salary concerns

Incivility in the workplace

Lack of advancement opportunities



Qualitative Themes for Employee Respondents
Why Considered leaving...

Untenable workload

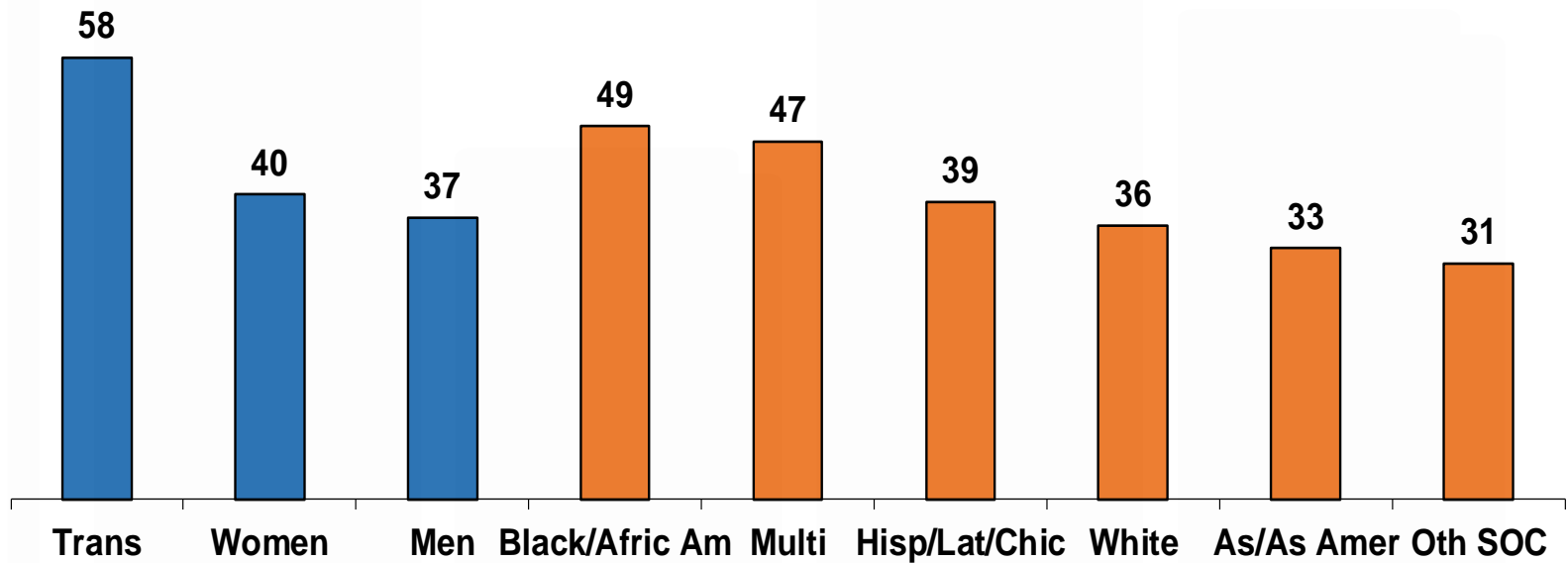
Lack of appreciation for work performed

Student Respondents Who *Seriously Considered Leaving CSI*

40% ($n = 1,032$) of
Undergraduate
Student respondents

33% ($n = 65$) of
Graduate Student
respondents

Undergraduate Student Respondents Who *Seriously Considered Leaving* CSI by Select Demographics (%)



Note: Table includes answers from only Undergraduate Student respondents who indicated that they considered leaving ($n = 1,032$).

When Student Respondents *Seriously Considered Leaving* CSI

66% in their first year

36% in their second year

17% in their third year

7% in their fourth year

5% in their fifth + year

Top Reasons Why Student Respondents *Seriously Considered Leaving CSI*

Reason	<i>n</i>	%
Lack of a sense of belonging	279	25.4
Difficulty making a course schedule	224	20.4
Climate was not welcoming	212	19.3
Didn't have my major	172	15.7
Financial reasons	165	15.0
Lack of support group	163	14.9

Note: Table includes answers from only Student respondents who indicated that they considered leaving ($n = 1,097$).



Qualitative Themes for Student Respondents

Why Considered leaving...



Length of commute

Lack of major options

Availability and difficulty of courses



Qualitative Themes for Student Respondents
Why Considered leaving...

Lack of student support

Unprepared/under-qualified faculty

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...



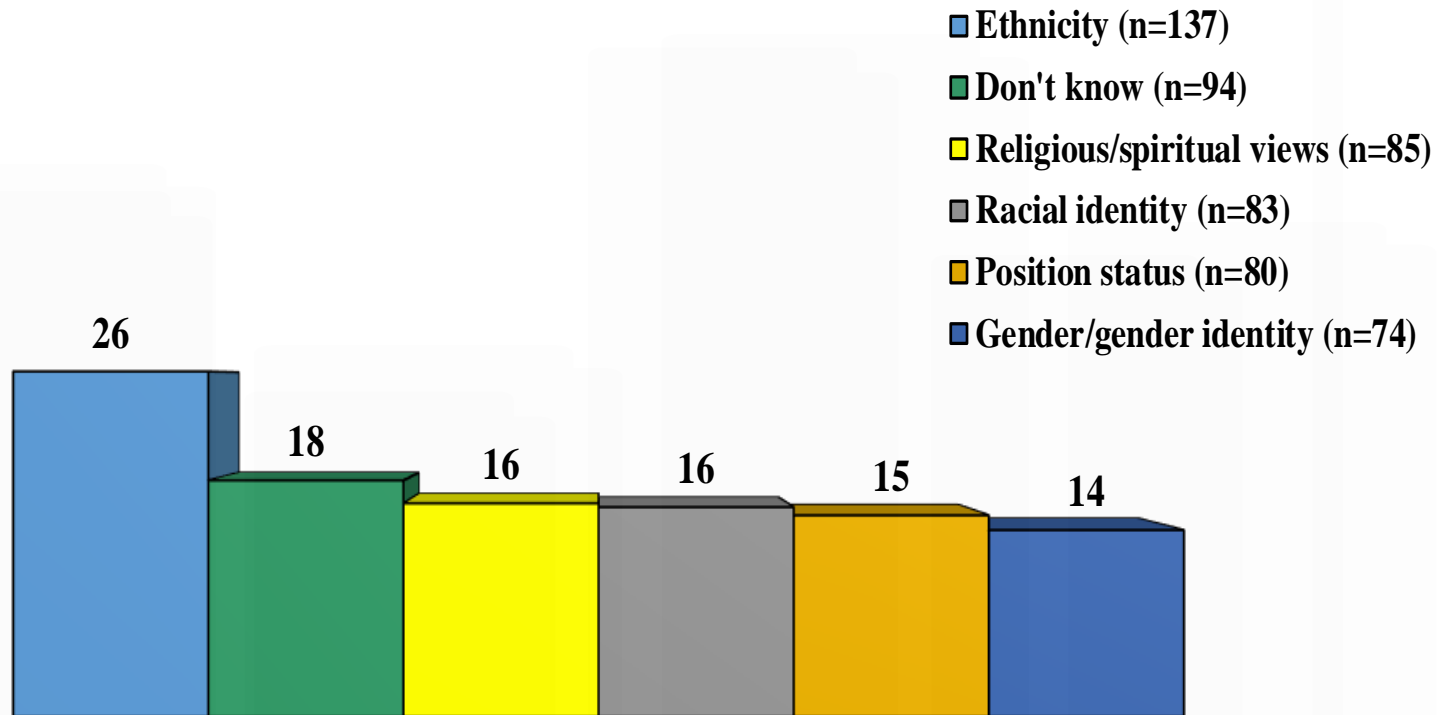
15% (*n* = 533)

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

	<i>n</i>	%
Person received derogatory verbal remarks	253	47.5
Person was intimidated/bullied	160	30.0
Person was ignored or excluded	150	28.1
Person was isolated or left out	134	25.1
Person was stared at	100	18.8
Person experienced a hostile work environment	79	14.8
Person was the target of racial/ethnic profiling	78	14.6

Note: Only answered by respondents who observed exclusionary conduct (*n* = 533). 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 = 533). Percentages do not sum to 100 due to multiple responses.

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

Source

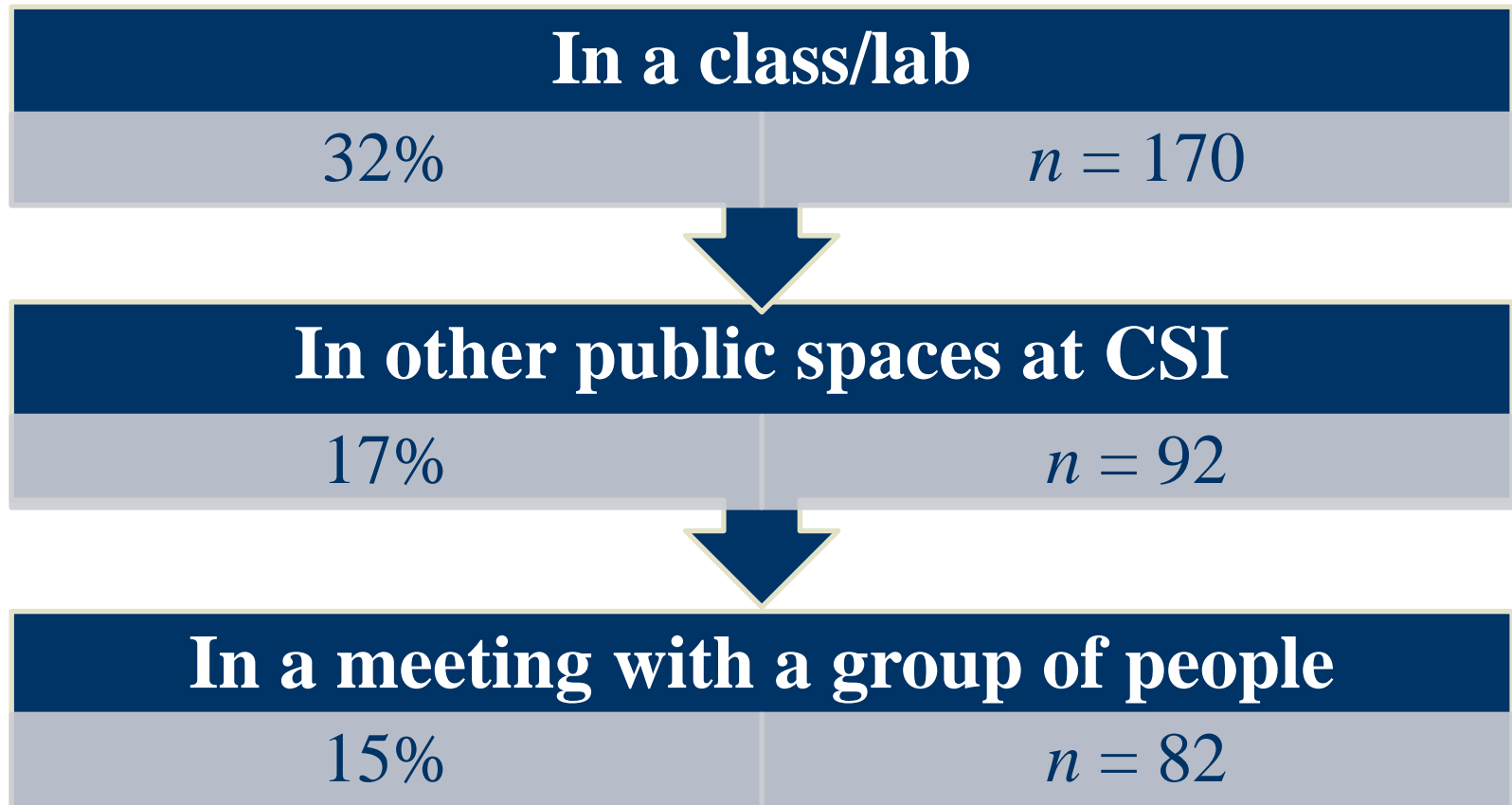
- Student (47%)
- Faculty member/other instructional staff (17%)
- Staff member (13%)

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

Target

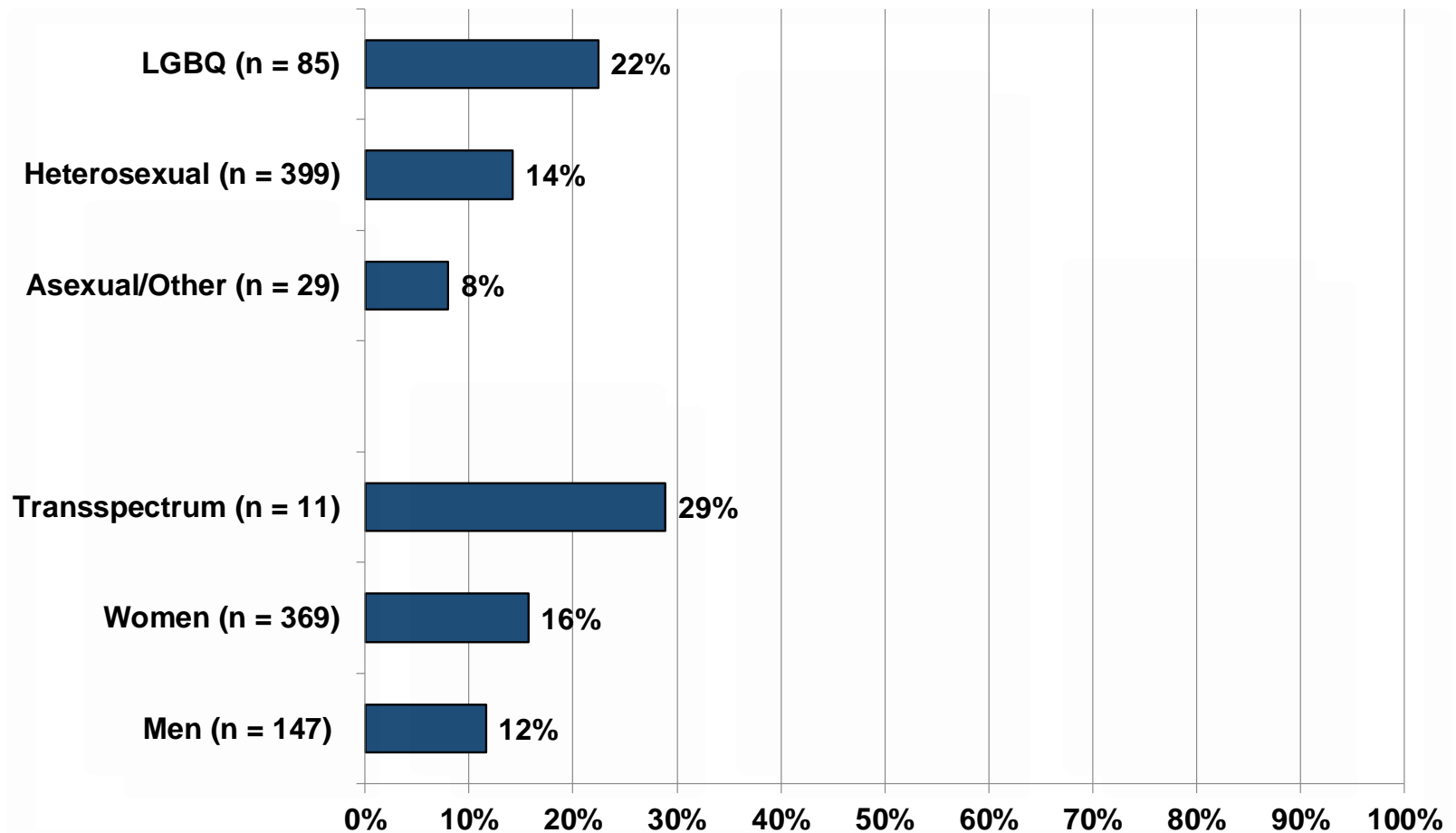
- Student (55%)
- Coworker (16%)
- Staff member (14%)
- Friend (13%)

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

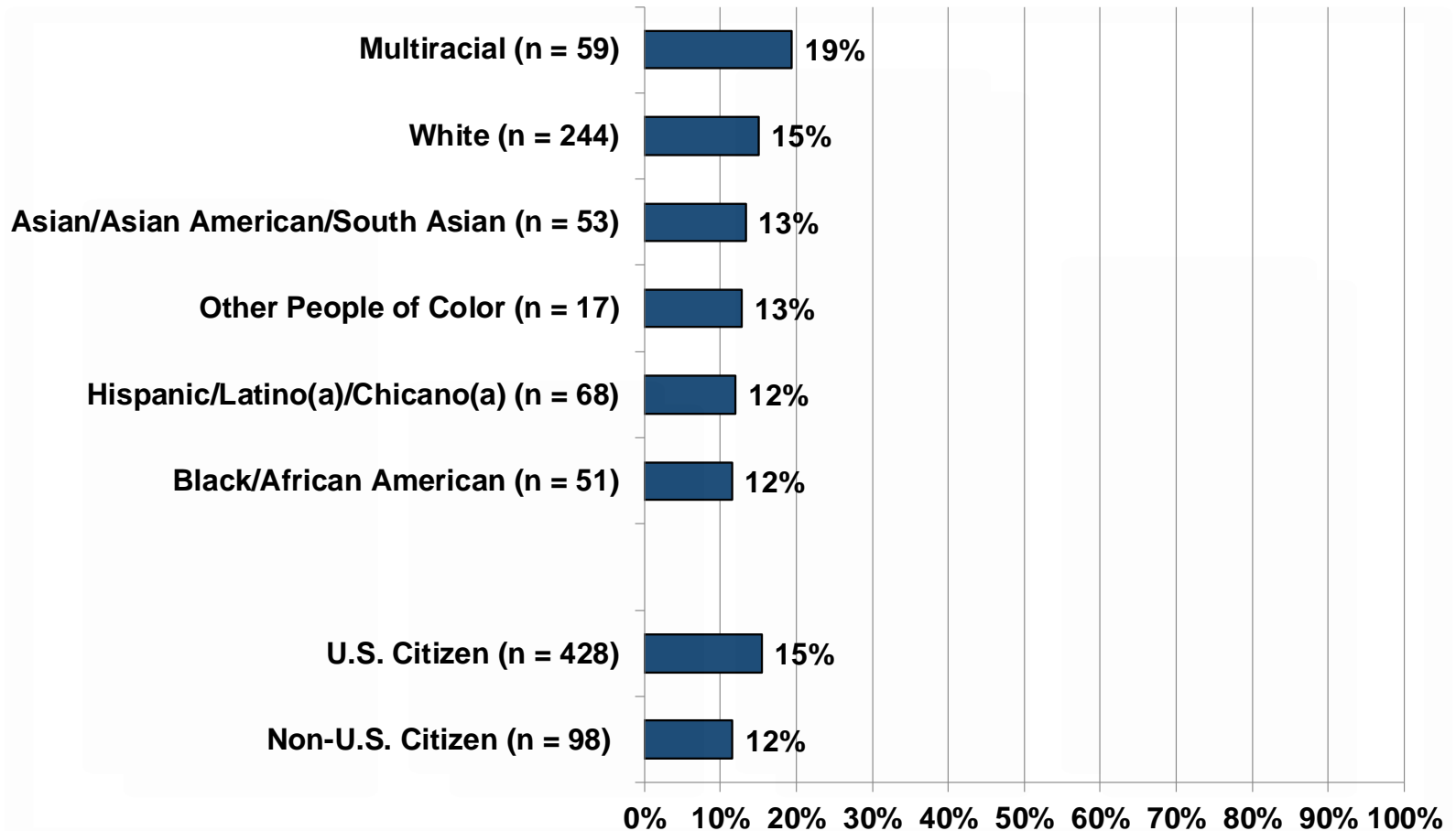


Note: Only answered by respondents who observed exclusionary conduct ($n = 533$). Percentages do not sum to 100 due to multiple responses.

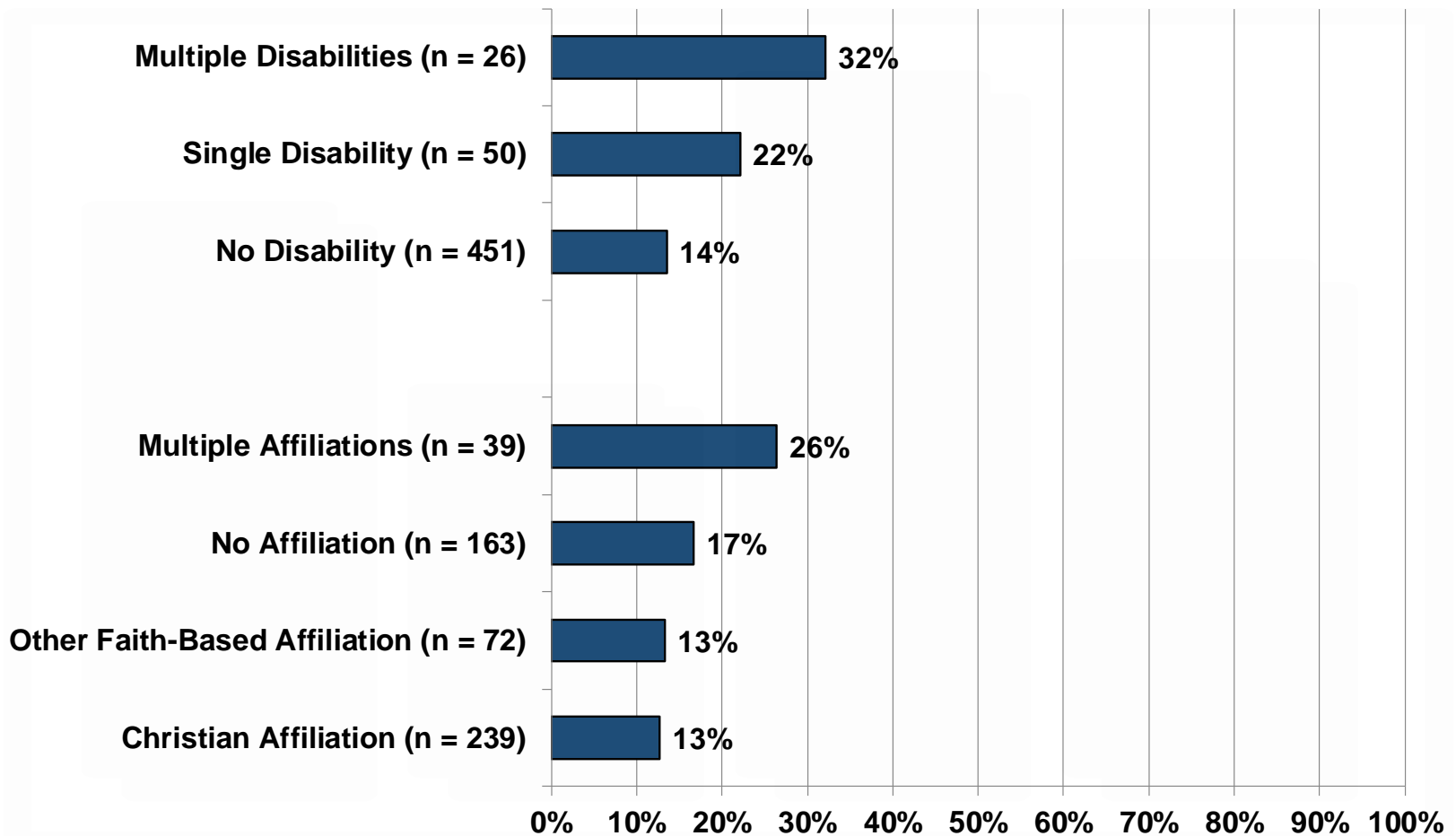
Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)



Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)

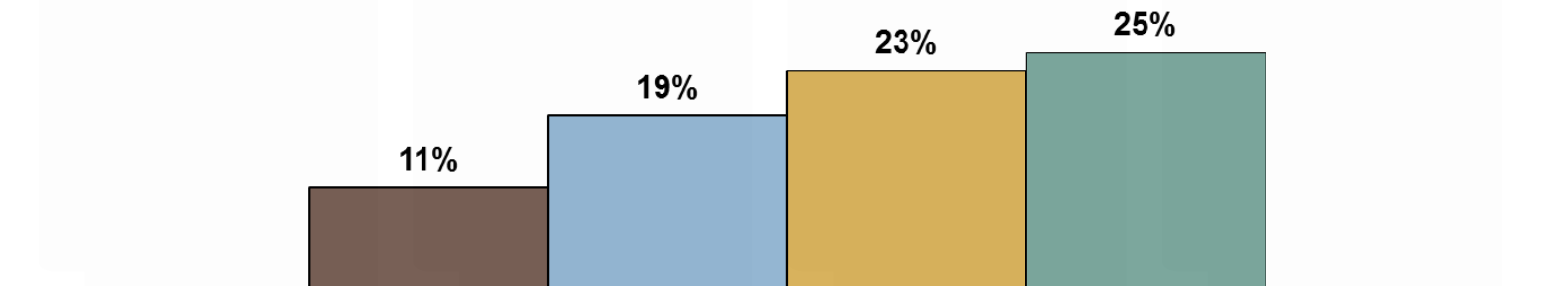


Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)

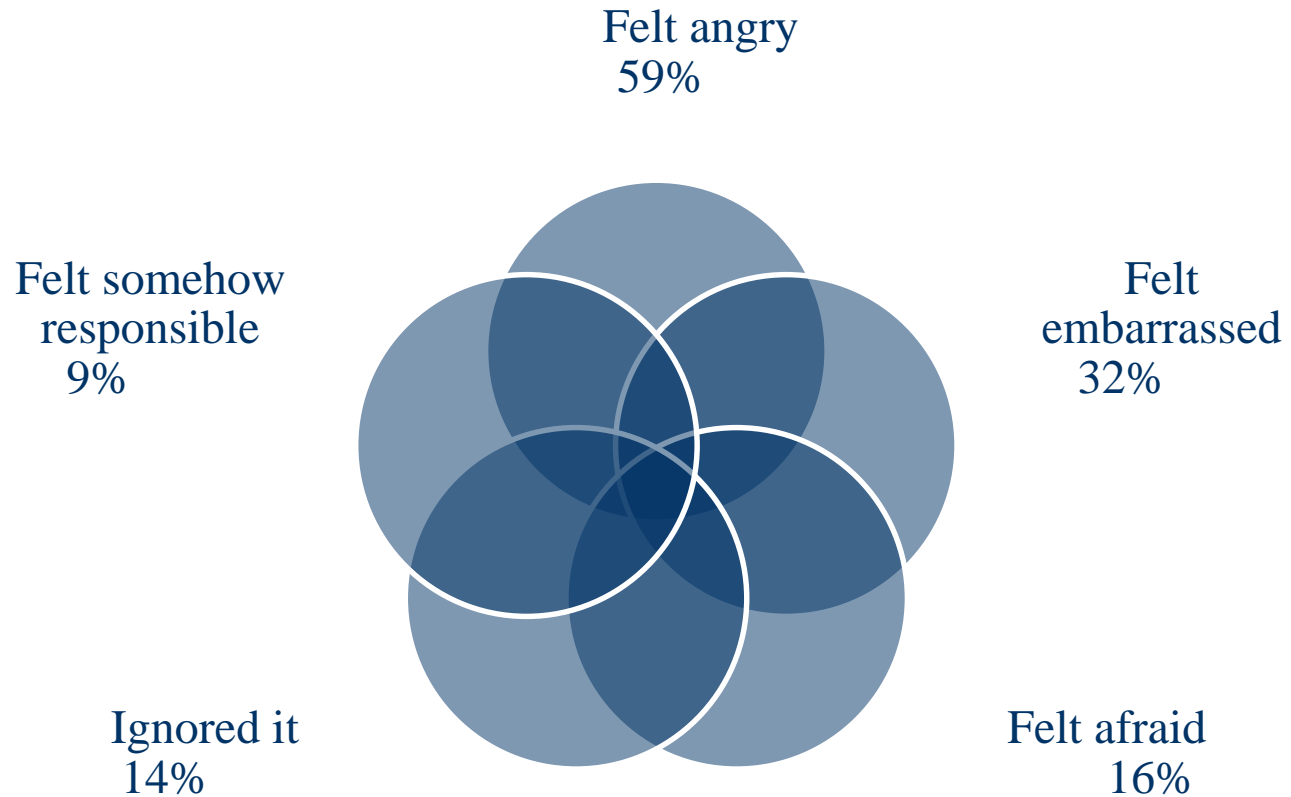


Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Position Status (%)

- Undergraduate Students (n = 283)
- Graduate Students (n = 37)
- Faculty (n = 75)
- Staff/Executive (n = 138)

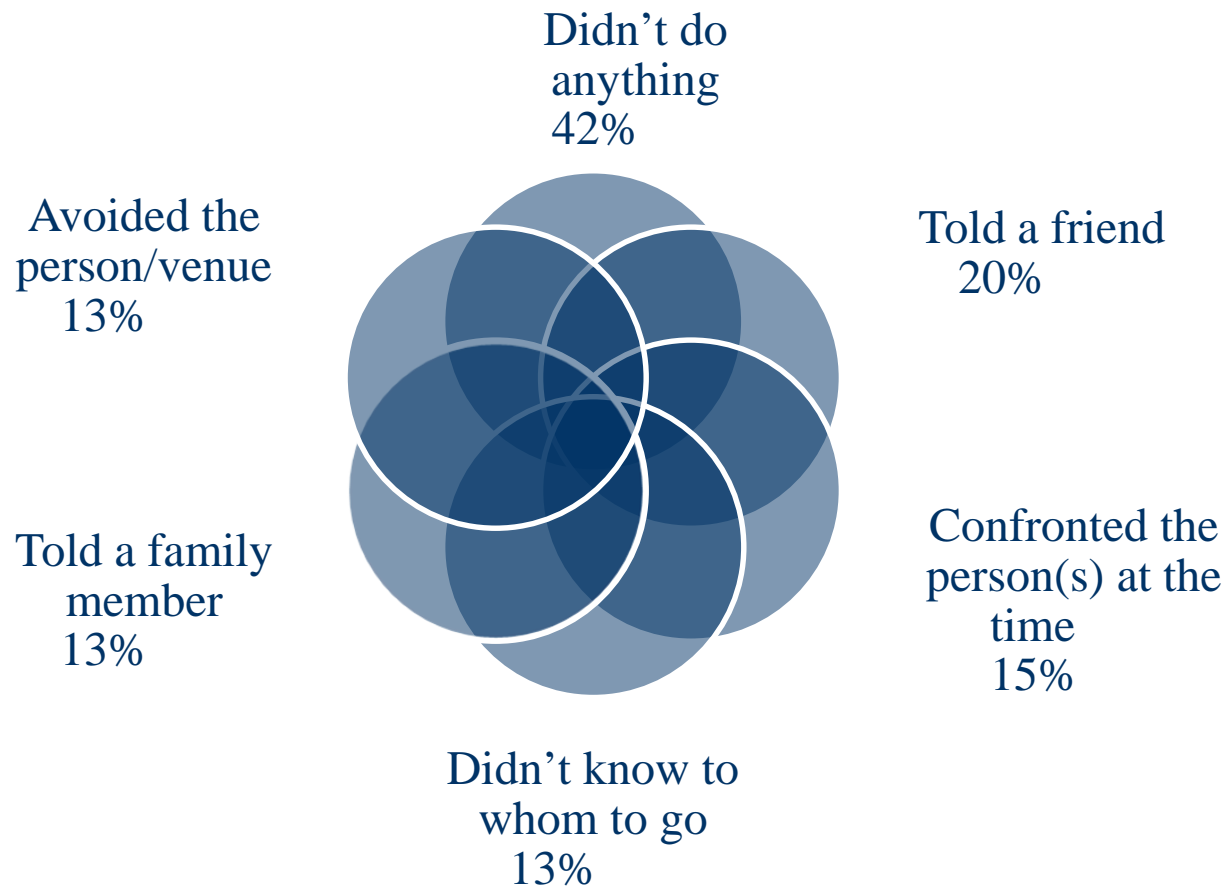


Emotional Response to Observed Conduct



Note: Only answered by respondents who observed exclusionary conduct ($n = 533$). Percentages do not sum to 100 due to multiple responses.

Actions in Response to Observed Conduct



Note: Only answered by respondents who observed exclusionary conduct ($n = 533$). Percentages do not sum to 100 due to multiple responses.

11% ($n = 56$) of Respondents who Observed Conduct Reported It

Felt that it was not responded to appropriately
(49%)

While the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately
(30%)

Satisfied with the outcome
(22%)



Qualitative Themes

Observed Conduct

Based on race/ethnicity

Student behavior

Religion

Employee Perceptions



Employee Perceptions of Unfair/Unjust Hiring Practices

20% ($n = 63$) of Faculty respondents

24% ($n = 128$) of Staff/Executive respondents



Qualitative Themes
Discriminatory Hiring Process



Favoritism

Diversity issues

Search committee process

Employee Perceptions of Unfair/Unjust Employment-Related Disciplinary Actions

28% ($n = 87$) of Faculty respondents

32% ($n = 169$) of Staff/Executive respondents



Qualitative Themes
Discriminatory Employment-Related
Disciplinary Actions

Favoritism

Issues of inequity

Unclear rules for promotion

Employee Perceptions of Unfair/Unjust Practices Related to Promotion

11% ($n = 34$) of Faculty respondents

14% ($n = 72$) of Staff/Executive respondents

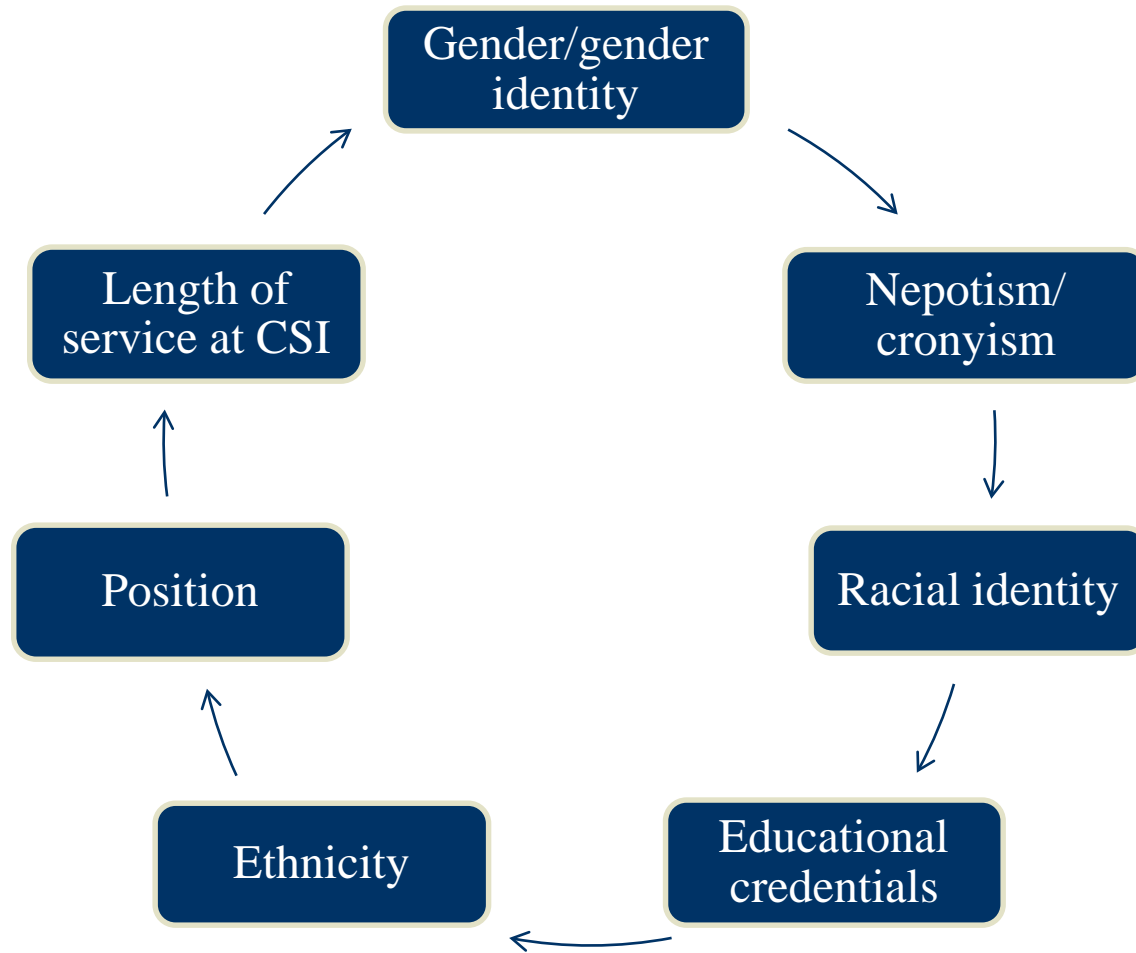


Qualitative Themes
Discriminatory Practices Related to
Promotion

Being disliked

Based on identity

Most Common Bases for Discriminatory Employment Practices



Work-Life Issues SUCSESSES & CHALLENGES

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



Staff/Executive Respondents

Examples of Successes

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

83% felt that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it

82% felt that their supervisors provided adequate support for them to manage work-life balance

Staff/Executive Respondents

Examples of Successes

81% felt that they
were given a
reasonable time frame
to complete assigned
responsibilities

80% felt that there
were clear
expectations of their
responsibilities

78% felt that CSI
policies (e.g., FMLA)
were fairly applied
across CSI

Staff/Executive Respondents

Examples of Successes

Majority felt valued by coworkers in their department (81%), supervisors/managers (73%), and CSI students (67%)

76% felt that the performance evaluation process was clear

75% felt that they had supervisors who gave them job/career advice or guidance when they needed it

Staff/Executive Respondents

Examples of Challenges

62%

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

56%

- Felt that their workload was permanently increased without additional compensation as a result of other staff departures

43%

- Felt they performed more work than colleagues with similar performance expectations

Staff/Executive Respondents Examples of Challenges

38%

- Thought procedures on how they could advance at CSI were clear

27%

- Felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations

27%

- Felt pressured by departmental/program work requirements that occur outside of normally scheduled hours

Staff/Executive Respondents

Examples of Challenges

17%

- Felt coworkers in their work units prejudged their abilities based on their perceptions of their identity/background

17%

- Felt faculty prejudged their abilities based on their perception of their identity/background



Qualitative Themes
Staff/Executive Respondents
Work-Life Attitudes

Overwhelming workload

Inequity in the workplace

Desire for child care



Qualitative Themes
Staff/Executive Respondents
Work-Life Attitudes



Challenge to take leave

Difficulty of advancement

Salary concerns

All Faculty Respondents

Examples of Successes

Majority felt that research (83%),
teaching (70%), and service
contributions (65%) were valued by
CSI

Majority felt valued by students in
the classroom (86%),
department/program chairs (76%),
and faculty in their
department/program (75%)

All Faculty Respondents Examples of Successes

72% felt that faculty opinions were
valued at CSI

66% felt that their teaching was
valued

All Faculty Respondents

Examples of Challenges

52%

- Felt people who had children or elder care were burdened with balancing work and family responsibilities

51%

- Felt they performed more work to help students than did their colleagues

24%

- Felt pressured to change their research/scholarship agenda to achieve tenure/promotion

All Faculty Respondents

Examples of Challenges

43%

- Felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations

43%

- Felt tenure standards/promotion standards were applied equally to all faculty in their college

29%

- Felt CSI provided adequate resources to help them manage work-life balance

All Faculty Respondents

Examples of Challenges

29%

- Felt salaries for Tenure-Track faculty positions were competitive

28%

- Felt salaries for adjunct professors were competitive

26%

- Felt salaries for Non-Tenure-Track faculty positions were competitive

Adjunct Faculty Respondents

Examples of Challenges

75%

- Disagreed that they had job security

40%

- Disagreed that colleagues included them in opportunities that will help their career as much as they did others in their position

25%

- Disagreed that they felt valued by CSI senior administrators



Qualitative Themes

All Faculty Work-Life Attitudes



Adjunct concerns (e.g., low pay, felt invisible, job security)

Tenure and promotion criteria (e.g., heavy focus on research yet teaching institution)



Qualitative Themes

All Faculty Work-Life Attitudes



Administrative decision-making (e.g.,
lack of faculty input)

Lack of faculty support

Service requirements


Salary

Student Respondents' Perceptions




Student Respondents' Perceptions of Campus Climate

Majority felt valued by faculty in the classroom (68%),
CSI faculty (62%), and CSI staff (56%)




Majority felt valued by other students in the classroom
(59%) and outside of the classroom (52%)



Less felt valued by CSI senior administrators (47%)

Student Respondents' Perceptions of Campus Climate

Many had faculty (56%) and staff (47%) whom they perceived as role models



38% felt faculty pre-judged their abilities based on their perception of their identities/backgrounds




64% felt that the campus climate encouraged free and open discussion of difficult topics

Student Respondents' Perceived Academic Success



Student Respondents' Perceived Academic Success

Black/African American Undergraduate Student respondents had less *Perceived Academic Success* than Hispanic/Latin@/Chican@ and White Undergraduate Student respondents



Multiracial Undergraduate Student respondents had less *Perceived Academic Success* than White Undergraduate Student respondents

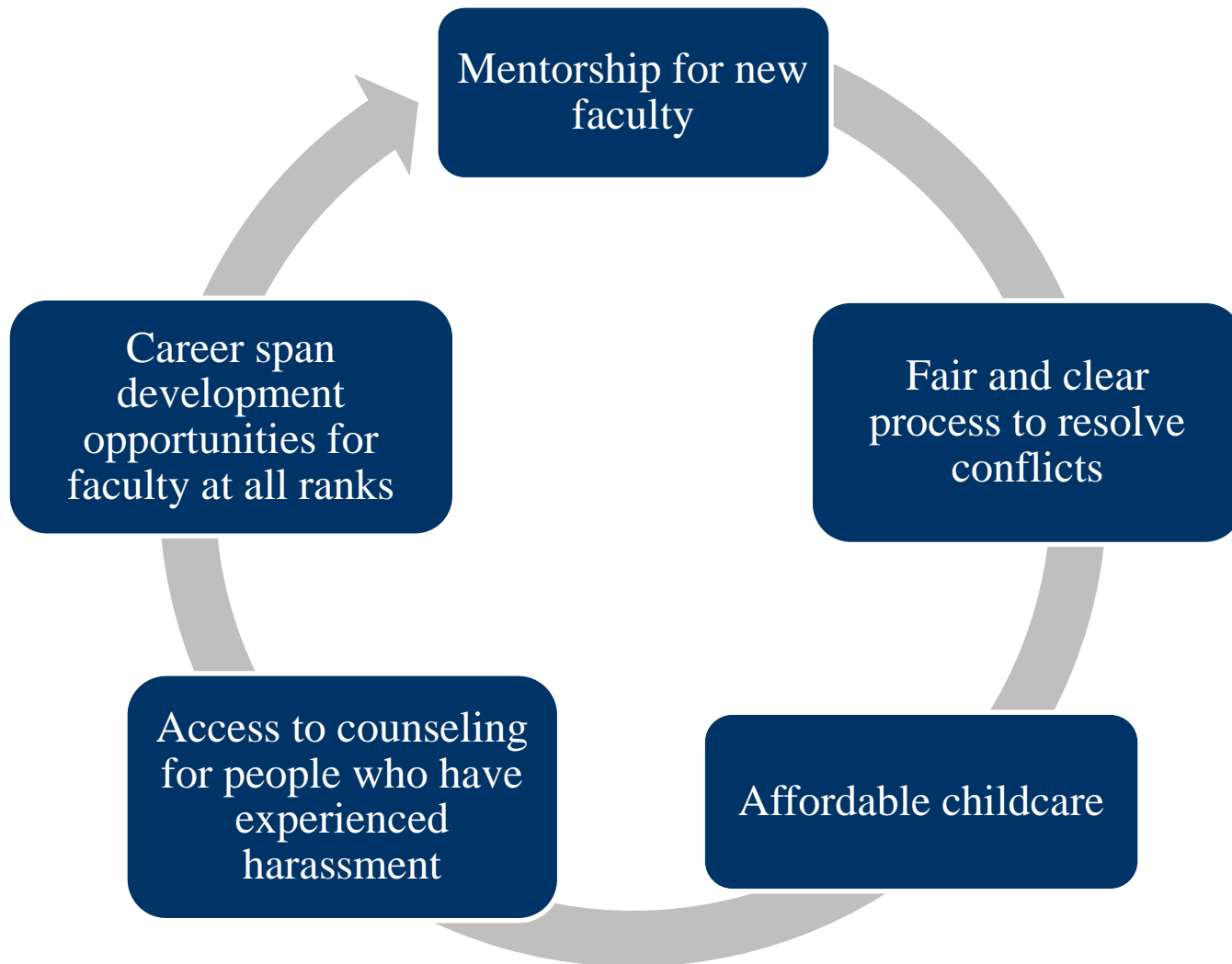


LGBQ Graduate Student respondents had greater *Perceived Academic Success* than Heterosexual Graduate Student respondents

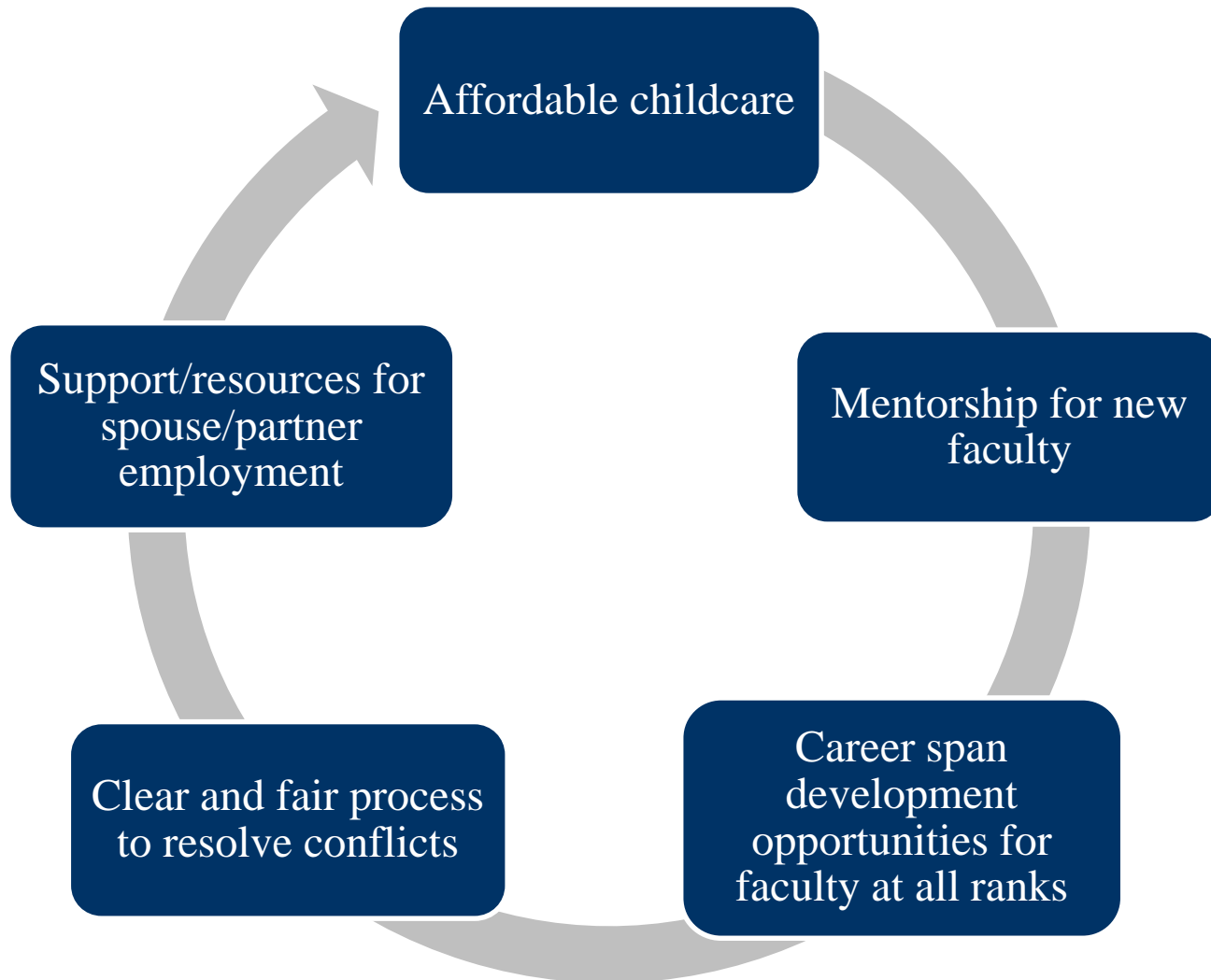
Institutional Actions



Top Five Available Campus Initiatives that Positively Influenced Climate for Faculty Respondents



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





Qualitative Themes
Campus Initiatives – Faculty Respondents



Did not know what's available

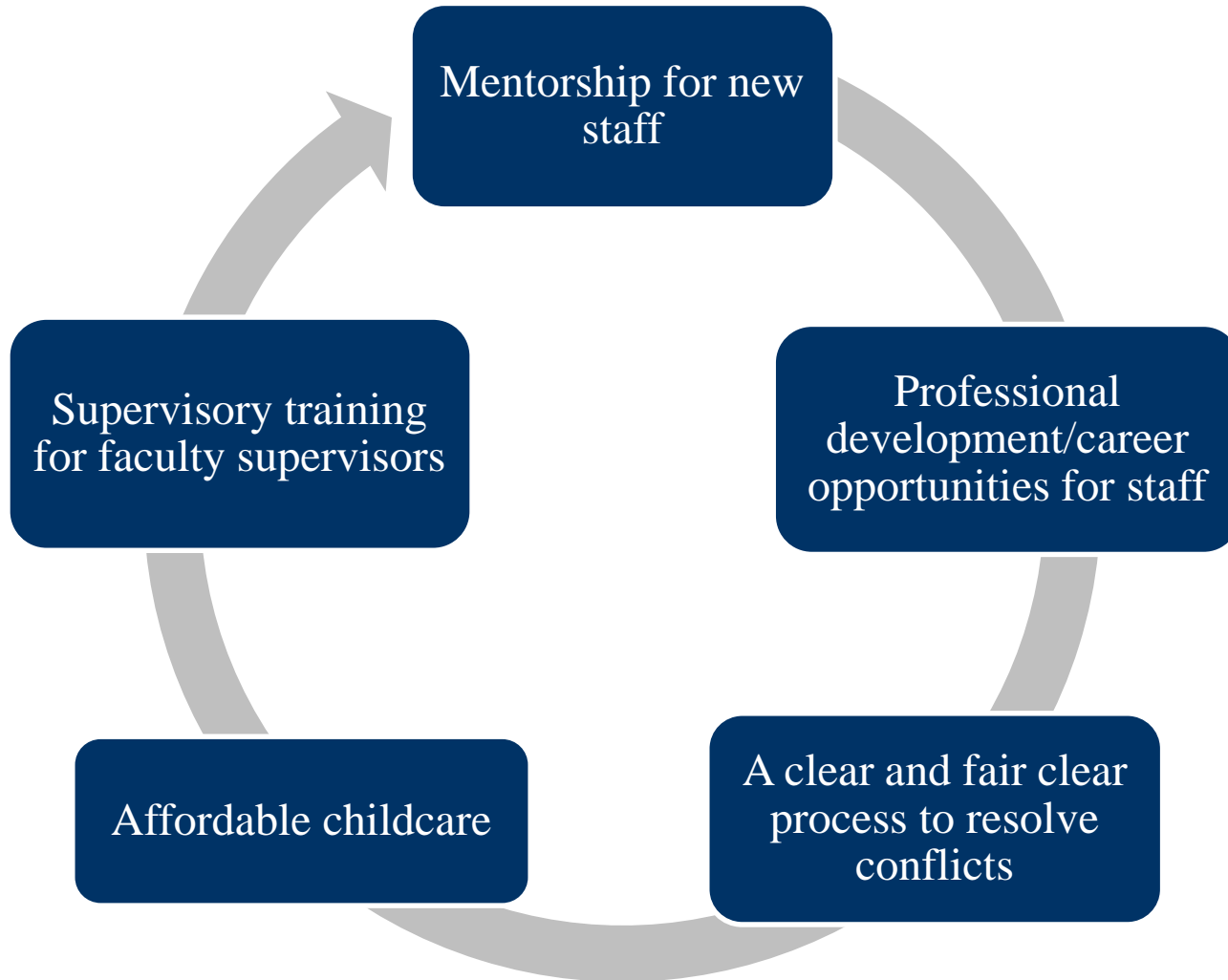
Desire for child care

Adjunct concerns

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



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





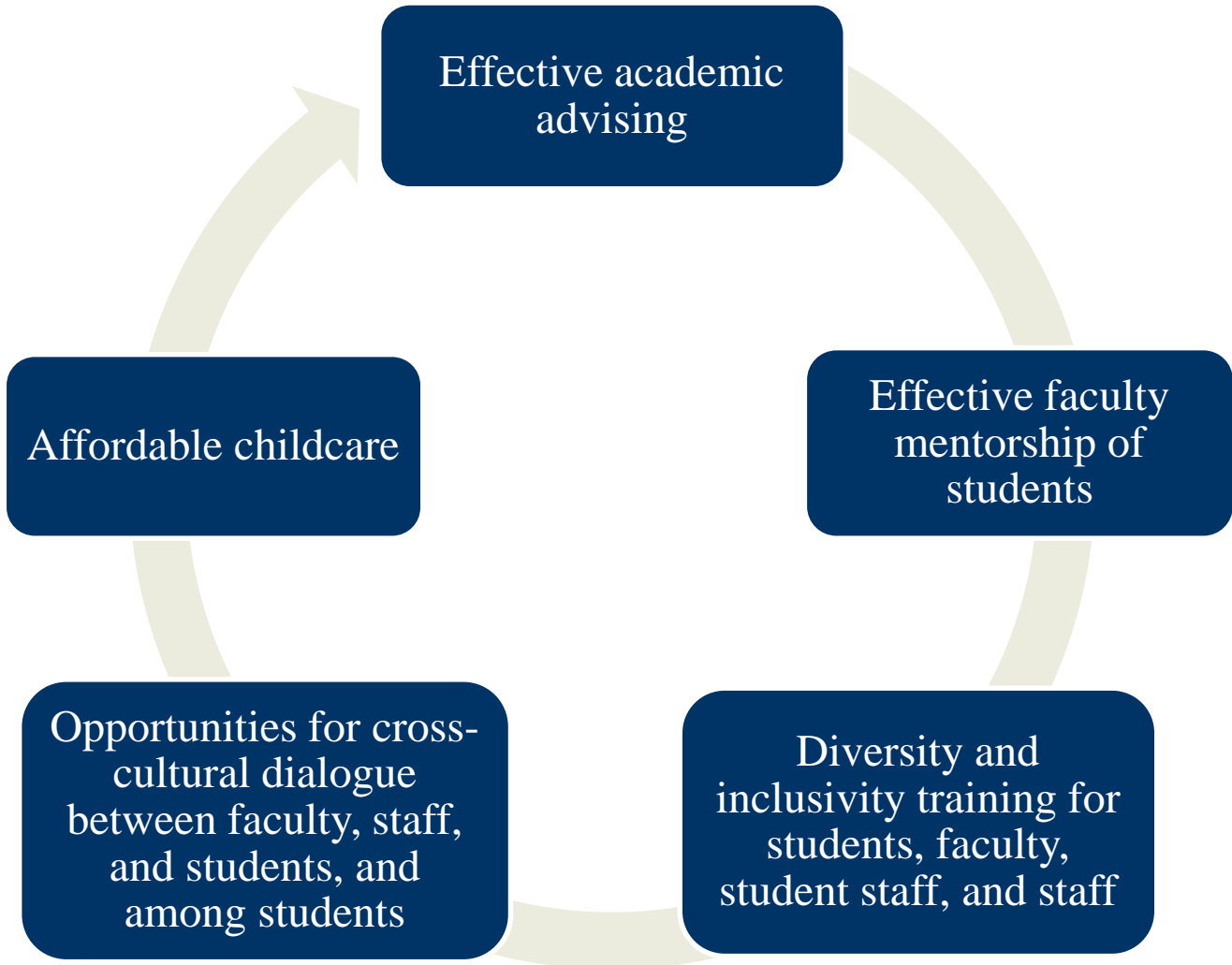
Qualitative Themes
Campus Initiatives – Staff/Executive
Respondents



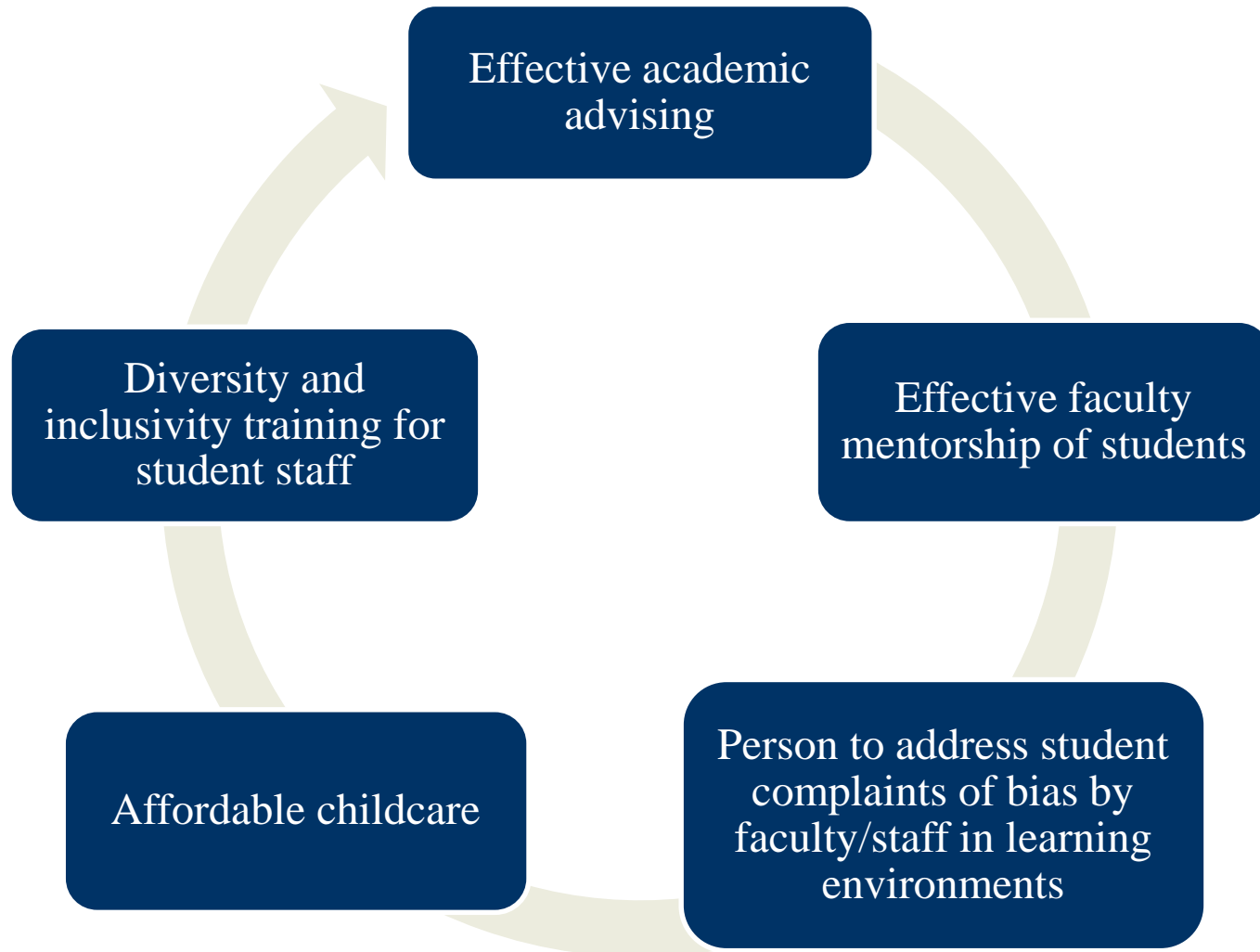
Child care concerns

Training (e.g., supervisory training)

Top Five Campus Initiatives that Positively Influenced Climate for Student Respondents



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





Qualitative Themes
Campus Initiatives – Student Respondents



Praise for CSI

Student support concerns

Transportation issues

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 and Successes

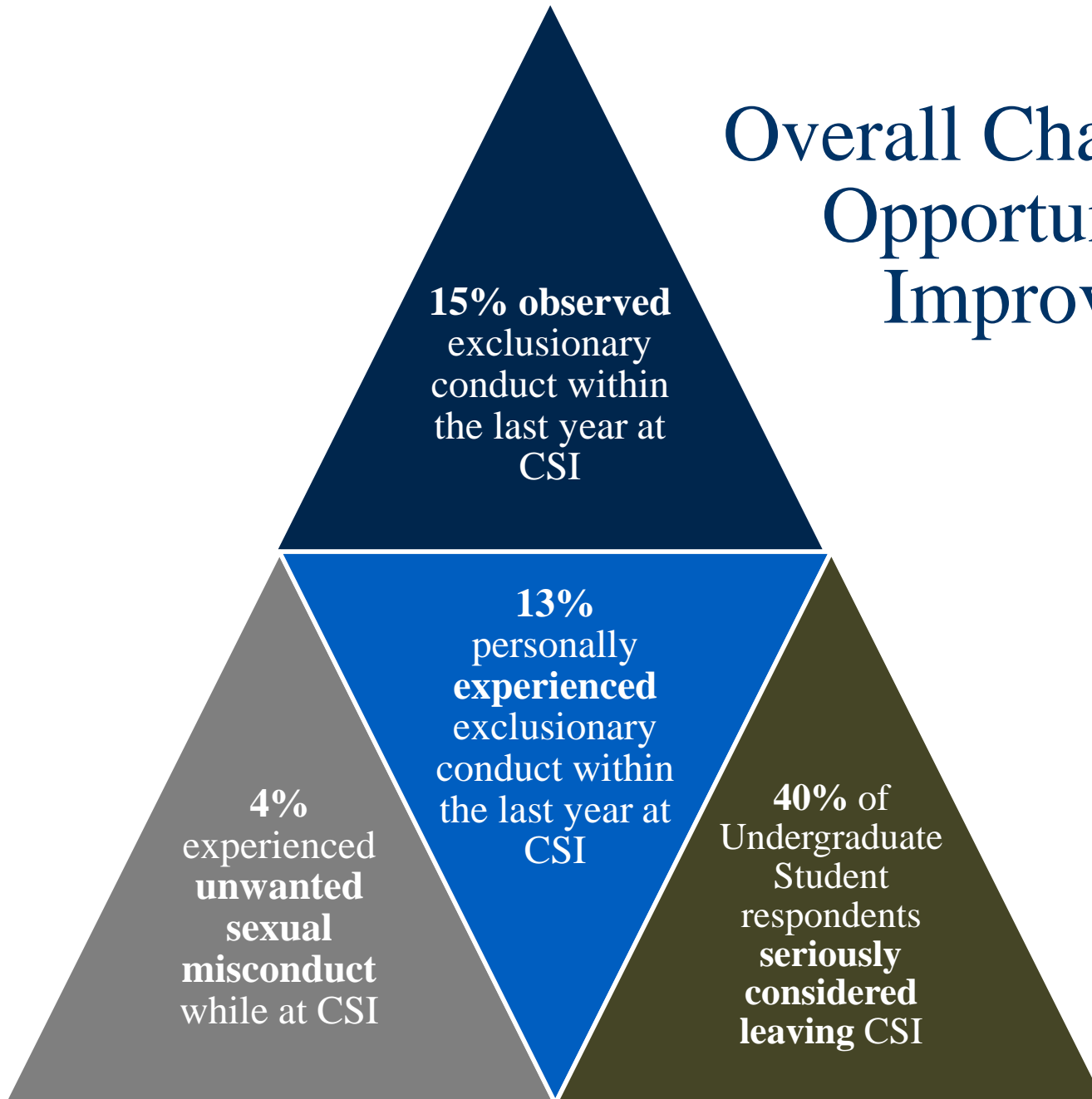
Majority of respondents were comfortable with the overall climate (73%) and department/work unit climate (71%) at CSI

77% of Student and Faculty respondents were comfortable with their classroom climate

68% of Student respondents felt valued by CSI faculty in the classroom

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

Overall Challenges and Opportunities for Improvement



Next Steps



Sharing the Report with the Community

Executive Summary and Power Point available at
www.csi.cuny.edu/climatesurvey/



Hard copies available for review
in office of Danielle Dimitrov (Chief Diversity
Office; Bldg. 1A Room 103) and the Library (on
reserve and archive)

Community Input Campus Conversations

November
2016 –
January
2017

- To solicit community input
- To offer “next steps” based on climate report results that will be used to inform actions



Campus Conversations
Dates/Times
Library Video Conference Room (1L-220A)

November 15th: 11:00am-12:30pm; 3:00pm-4:30pm

December 7th: 11:00am-12:30pm; 3:00pm-4:30pm

January 18th: 11:00am-12:30pm; 3:00pm-4:30pm



Can't Attend a Conversation?...
We Still Need Your Voices!

Provide your suggestions for actions
on the Climate Project Feedback site

<http://bit.ly/ClimateSurveyFeedback>

Development of Actions Process Forward

CSWG processes
community feedback



CSWG recommends 3-5
specific actions that can
be accomplished within
12-15 months

Reporting Back to the Community

March 2017

Actions are distributed to the community



March 2017 – April 2018

Monthly progress updates provided to the community

Questions and Discussion

