



EDGEWOOD COLLEGE

2016 Campus Climate Survey

Executive Summary:

Faculty/Staff Responses

In Spring 2016, Edgewood College conducted its second Campus Climate Survey of all faculty, staff, and students. This survey seeks to help us better understand the health of our campus climate and is administered on a triennial basis to explore the experiences, perceptions and behaviors of our campus community members. A positive campus climate sets the tone for a successful experience at Edgewood College and the study helps identify areas that may need to be addressed to ensure all feel welcome and supported at Edgewood College.

This executive summary presents results by areas of reflection so that each of us can review the results and create our own answers to each reflective question and identify actions for improvement. The results are presented in a way that allows each reader to form their own impressions and ideas regarding the results.

Introduction, Survey Background & Methodology

In the Spring of 2016, Edgewood College conducted its second Campus Climate Study that was distributed via an online survey to each of our 319 faculty and 279 staff. The survey contained questions organized in five main sections: Overall Campus Climate, Personal Experiences, Perceptions of Campus Climate, Improving Campus Climate, and Demographics. A 50.2% (64.5% of staff and 37.6% of faculty) response rate for the survey emphasizes the commitment that Edgewood’s faculty and staff demonstrate in making our campus community a healthier one—together.

For the purposes of this particular survey, the term “campus climate” is defined as the experiences, perceptions and behaviors of employees and students, and to the extent to how one feels valued and supported at Edgewood. Campus feedback provided through this survey encourages dialogue to foster open, caring, and thoughtful engagement with one-another as a campus community.

The table below illustrates the demographic breakdown of faculty and staff respondents by identity groups explored in the Campus Climate Survey:

Identity Group	Faculty Respondents (%)	Staff Respondents (%)
Catholic	23.8	25.4
GLBPA (Gay, Lesbian, Bisexual, Pansexual, Asexual)	9.8	7.3
Has Physical Impairment/Disability	8.2	10.1
ALANA (African-American, Latin@, Asian, Native American)	11.7	12.3
Male	32.3	30.2
Gender non-conforming: (Genderqueer, Transgender, Gender Other, Agender, Demigender, and Intersex)	5.5	1.5
Female	56.2	65.4
Total # of Faculty and Staff Respondents for CCS (Count)	120	180

The key findings included in this document provide an overview of some of the more important takeaways from the survey and also include results related to two distinct populations: the experiences of Gay, Lesbian, Bisexual, Pansexual, and Asexual (GLBPA) faculty/staff and of African-American, Latin@, Asian, Native American (ALANA) faculty/staff.

Key Findings by Reflective Area: ** (ALANA) (GLBPA) for ALANA and GLBPA faculty/staff responses

Do we create and nurture a positive working climate? (Overall reported)

93.7% understand how their work contributes to the mission of the college. (100%) (87.5%)

87.7% are proud to be a part of Edgewood College. (82.4%) (83.3%)

86.4% (85.2%) (87.5%) feel the importance of working at a values-based institution, while 18.2% (26.4%) (12.5%) feel the importance of working at a Catholic institution.

81.8% have someone they would consider a good friend at Edgewood College that they are able to confide in. (76.5%) (75%)

80.2% would recommend Edgewood College as a great place to work. (73.5%) (76.2%)

78.7% of faculty and 74.9% of staff are satisfied working at Edgewood College. (70.6%) (75%)

71.9% (77.8%) (76.9%) of faculty and 80.9% (62.5%) (90.9%) of staff feel comfortable with their working climate in their department, school, or office.

70.2% of staff have a voice in decision making that affects their work in their department or office. (68.8%) (63.7%)

66% believe they have opportunities to grow professionally at Edgewood College. (76.4%) (62.5%)

65.1% of faculty have a voice in decision making that affects their work in their academic department or school. (72.2%) (61.6%)

35.6% believe they have a voice in decision making at the institution level. (23.5%) (25%)

36% believe they have a voice in development of campus policies/procedures. (26.5%) (29.1%)

53.2% of all faculty and staff believe their voice is heard by administration. (41.2%) (41.7%)

Are we compassionate, welcoming, and supportive of each other?

85.6% believe the veteran community is welcomed at Edgewood College. (79.5%) (69.6%)

81.7% of all staff believe staff are supportive of each other. (60%) (80%)

74.1% believe the lesbian, gay, and bisexual community is welcomed at Edgewood College. (61.7%) (60.9%)

73.9% believe racially diverse populations are welcomed at Edgewood College. (53.0%) (43.5%)

73.7% believe members from different religious and nonreligious traditions/beliefs are welcomed at Edgewood College. (61.7%) (52.2%)

70.7% of all faculty believe faculty are supportive of each other. (83.3%) (61.5%)

50.9% believe the transgender community is welcomed at Edgewood College. (35.3%) (21.7%)

Faculty and staff open-ended responses suggested being more welcoming and inclusive of adjunct faculty.

Do we create and nurture a culture of respect, diversity, and inclusion?

83.3% feel accepted at Edgewood College for "who I am." (67.7%) (75%)

79.1% (58.8%) (87.5%) believe that administrators regularly speak about the value of diversity, and 54.9% (38.3%) (29.2%) believe that administrators demonstrate their commitment to diversity through their actions.

78.7% reported the importance to have a process in place at Edgewood College to allow a student to use their preferred name, instead of their legal name. (79.4%) (87.5%)

Faculty and staff open-ended responses strongly supported single stall (gender inclusive) restrooms.

70.7% believe issues related to discrimination are taken seriously on campus. (52.9%) (45.8%)

69.9% are comfortable with the campus climate at Edgewood College. (67.6%) (58.3%)

63.1% agree that Edgewood College fosters an environment that embraces diversity and inclusion. (38.2%) (39.1%)

61.9% of staff believe their department/office makes genuine efforts to recruit and retain staff from underrepresented groups. (80%) (60%)

59% of faculty believe their academic department or school makes genuine efforts to recruit and retain faculty from underrepresented groups. (50%) (66.7%)

56.7% of faculty and staff have participated in a campus activity on the topic of diversity and inclusion at Edgewood College. (75%) (62.5%)

56.3% of faculty and staff believe that Edgewood College actively demonstrates a commitment to diversity and inclusion in its day-to-day operations. (44.1%) (29.2%)

56.2% feel comfortable expressing their religious beliefs at Edgewood College. (55.9%) (54.2%)

46.6% feel comfortable expressing their political views at Edgewood College. (44.1%) (66.7%)

46% (35%) (46.7%) of all staff believe faculty are respectful of staff while 76.8% (83.3%) (61.6%) of all faculty believe staff are respectful of faculty.

39.1% report that microaggressions are a problem at Edgewood College. (47%) (66.7%)

32% of faculty and 21.7% of staff have challenged others who have used stereotypes or made derogatory comments at Edgewood College. (40.6%) (50%)

20.5% of faculty and 13.3% of staff have witnessed a student express a stereotype or derogatory comment about someone's identity (31.3%) (33.3%), and 18.9% of faculty and 25.6% of staff have witnessed a colleague express a stereotype or derogatory comment about someone's identity (28.1%) (58.3%).

15.3% have suspected that a student or colleague was sexually assaulted. (11.8%) (20.8%)

11.8% of faculty and staff believe that they have been discriminated against because of "who I am or my identity" while on campus. (20.6%) (26.1%)

9% of faculty and 18.3% of staff (a total of 44 faculty and staff respondents) have witnessed an incident that involved discrimination at Edgewood College. (21.9%--7 ALANA faculty/staff) (33.3%--8 GLBPA faculty/staff)

4.1% of faculty and 4.4% of staff have reported an incident of discrimination at Edgewood College. (9.4%) (4.2%)

Key Findings: Opportunities & Next Steps

The 2016 Campus Climate Survey results, reports, and executive summaries convey important faculty and staff input. In the **(what do we) Know—Think—Do** process, these reports and summaries provide our campus community with the **Know**. The next step is to **Think**—to reflect upon these results and how these results answer the Reflective Area questions—we all bring different and valuable context to interpreting these results and finding solutions. A powerful comment from the campus community directed us to *“Figure out a way to use this survey to bring about real change; or at a minimum create some actionable items that can be implemented within 6-months.”* Some opportunities for next steps are listed below as a start for our reflection so that we can move quickly to action and **Do** to create the best experience at Edgewood College and provide a welcoming, diverse, inclusive, compassionate for all in our campus community. The faculty and staff feedback provided through this survey encourages dialogue to foster open, caring, and thoughtful engagement with one another as a campus community to reflect together and identify actions together toward a vibrant, welcoming, inclusive Edgewood College.

Opportunities based on analysis of results and campus community open-ended suggestions:

Provide spaces, processes, and a culture for LGBT students to feel truly welcomed, such as an LGBT center and use of preferred name in classes and on Blackboard. *“A preferred name option for students would be excellent—so that faculty are given lists of students based on the names they use. Please focus on fixing the IT issues surrounded by legal name vs. preferred name. This is especially difficult for transgender students.”*

Provide faculty, staff, and students with tools and resources needed to enhance our skills for inclusion so we all feel the benefit of a campus where derogatory comments, stereotypes, and microaggressions aren't communicated because we have strengthened our understanding. Campus community quote: *“Encourage me and all of us to strengthen our Actions that welcome others who are different from me...along with focusing on how I am feeling, perceiving, experiencing.”*

“Provide opportunities for ALANA faculty to mentor ALANA students within their area. Or at the very least, organize opportunities for interactions in a group setting (similar to the CAP program faculty mentor program where faculty, staff, and students meet a few times throughout the semester.”

“Provide a more centralized, coordinated, effort for professional development for faculty and staff. Edgewood College would really benefit from having a leadership development plan that is rooted in our 5 core values.”

Consider single-stall, gender-inclusive restrooms.

Provide more campus discussions and workshops on a regular basis with rotating topics toward personal and professional growth.

Provide opportunities for adjunct faculty to become more involved and contribute to our campus community.