



EDGEWOOD COLLEGE

2013 Edgewood College Campus Climate Survey

Executive Summary

In spring 2013, Edgewood College conducted a Campus Climate Survey that was distributed to all faculty, staff, and students. The purpose of this survey was to better understand how “healthy” of a campus climate we currently have at Edgewood College and identify areas of strength and opportunities for improvement.

Introduction, Survey Background & Methodology

In the spring of 2013, Edgewood College conducted its first Campus Climate Study that was distributed via an online survey to all faculty, staff, and students, totaling 3432 individuals. The purpose of this survey was to better understand how healthy of a campus climate we currently have at Edgewood College and to identify areas of strengths, challenges, and opportunities that may exist for improvement. The survey contained five main sections, which included: Overall Campus Climate, General Perceptions and Personal Experiences, Improving Campus Climate, Experiences & Perception of Members of Select Underrepresented Groups (based on Disability/Ability, Faith Tradition/Religious Identity, Gender Identity, Race/Ethnicity, and Sexual Orientation), and Demographic Questions.

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.

There were three specific objectives we hoped to accomplish by conducting this study:

1. To establish a baseline that will allow us to monitor and improve the campus climate at Edgewood College and to inform decision-making.
2. To encourage dialogue to foster open, caring, and thoughtful engagement with one-another as a campus community.
3. To develop a systematic and comprehensive approach that will guide the direction of the 2014-2017 institution-wide Inclusion Plan.

The survey was developed by the Inclusion Council, in partnership with the Office of Institutional Assessment & Research, and was piloted throughout the early spring to various constituent groups. Revisions were made to the survey to better tailor the instrument to fit Edgewood’s unique campus needs. Ultimately three versions of the survey were created for the three distinct populations: students, faculty, and staff. Upon administration, the survey remained open for three weeks and data analysis began in early May.

The high response rate for the survey emphasizes the commitment that Edgewood’s students and employees demonstrate in making our campus community a healthier one—together. Overall, the response rate for students was 36% and for employees, even higher, with an incredible 65% response rate between faculty and staff. During the 2013-14 academic year, the Inclusion Council held a series of Campus Climate Luncheons, engaging in thoughtful and open discussion with faculty and staff on campus while examining different pieces of our findings. Council members also met with a variety of different affinity groups and departments/programs on campus to continue discussion throughout the academic year. The table below illustrates the demographic breakdown of respondents by faculty/staff (employees) and students¹ by the five identity groups explored in the Campus Climate Survey:

Identity Group	Faculty/Staff Respondents	Undergraduate Student Respondents	Overall
Catholic	27.1%	32.4%	30.7%
GLB (Gay, Lesbian, Bisexual)	7.0%	7.4%	7.3%
Disabled	9.4%	9.7%	9.6%
ALANA (African-American, Latin@, Asian, Native American)	10.2%	13.3%	12.3%
Male	29.8%	17.9%	21.6%
Gender non-conforming (Genderqueer, Transgender, & More than one gender)	4.3%	6.2%	5.6%
Total (Count)	373	822	1195

The Executive Summary is organized to include an introduction, key findings (strengths, challenges, and opportunities) and a set of next steps for Edgewood’s Campus Climate Initiative. Each page is grouped by the employee, student, or campus community experience (this includes both students and employees) and verbatim responses are included to provide a voice to the quantitative findings. The key findings included in this document provide an overview of some of the more important takeaways from the survey and are related to two distinct populations:

1. The Gay, Lesbian, Bisexual (GLB) **student** experience
2. The experience of African-American, Latin@, Asian, Native American (ALANA) **campus community members**

¹ For the purposes of this executive summary, we only present the results for undergraduate students; however, all students (including undergraduate, graduate, RAAD, online, etc.) were asked to respond to the survey.

Key Findings: Strengths

Employees:

- 1) **Employees** reported a high level of **agreement** with the statement, “I understand how my work contributes to the overall mission of Edgewood College.”
 - “... I totally feel connected with the Dominican values!”
- 2) On average, **employees** reported that they **agree** with the sentiment that their colleagues at the College are respectful and supportive of each other.
 - “I have worked at Edgewood for about 6 months and have found all staff and students to be great... It feels like home.”
- 3) Overall, **employees** reported **feeling comfortable** with the **working climate** in their department/office.
 - “I have always enjoyed full support and encouragement from the administration as well as my own department...”
- 4) On average, **employees** reported a **high level of satisfaction** with the spirit of cooperation among those with whom they work.
 - “I think the atmosphere at Edgewood is very accepting and encouraging for different folks. I believe that we all work together quite well in a certainly a better manner than the rest of the world.”
- 5) **Employees** generally **agreed** with the statement, “I have someone who I would consider a good friend at Edgewood College that I am able to confide in.”
 - “I enjoy working at Edgewood and have met people who are very important to me.”
- 6) Overall, **employees** feel it is **important** to increase the support for underrepresented students, as well as graduation rates for underrepresented students.
 - “Significantly improve support and resources for prospective and enrolled underrepresented students.”
- 7) **Employees** across campus feel that it is **important/very important** to foster an environment that respects diversity and inclusion. It is important to note that this is the highest mean score found on the Campus Climate Survey, with exception of the section that ranks the aspects that are essential to creating workplace that is positive and productive on level of importance.
 - “I believe that Edgewood does a good job of being inclusive and respectful of everyone.”
- 8) **Employees** also agree that it is **important** for the College to actively demonstrate a commitment to diversity and inclusion in its day-to-day operations.
 - “I believe Edgewood College is a positive forward thinking campus.”

Campus Community (Employees & Students):

- 9) Overall, the campus community graded Edgewood College with a “**B+**” when asked how well they believed the College is fulfilling its mission.
 - “I like going to school and working at Edgewood College. I feel and see the College is true to their mission and vision.”
- 10) **Both employees and students** reported a level of **agreement** about feeling proud to be part of Edgewood College and for feeling accepted at the College for who they are.
 - “Thank you for taking this topic seriously. The fact that we look inward to measure our progress and take actions to continually improve is one of the reasons I’m proud to work here.”
- 11) Overall, **employees and students** feel that the LGBT community is welcomed at Edgewood College.
 - “The GLBT community is doing great work...”

Students:

- 12) **89%** of **students** reported that Edgewood College community members (*i.e. students, professors, staff, and administrators*) are **respectful and supportive** of each other.
 - “I believe Edgewood is a wonderful school with great, supportive staff members. There is a great support system and all kinds of people to interact with. The Edgewood atmosphere is positive and accepting.”
- 13) **88%** of **students** reported that they **feel comfortable** with the **learning climate** in their classes.
 - “This is a good place to learn. I like the small classes and individual attention. I feel like I get to know a good percentage of my fellow students and I enjoy being able to see them regularly.”
- 14) Overall, **students** reported that they believe professors at Edgewood College **treat students fairly** regardless of their identity.
 - Edgewood does a great job of treating people fairly of all backgrounds.
- 15) **85%** of **student** respondents reported that if they could start over again, they **would still** enroll at Edgewood College.

Key Findings: Challenges

Employees:

- 1) When asked if, "I would recommend to a friend that Edgewood College is a great place to work," **74% of white employees** responded **favorably (agree/strongly agree)** to this question, whereas nearly half (**49%**) of **ALANA employees** remained **neutral or disagreed** with this statement.
 - **"It is quite shocking to my peers in the Madison community that I work at Edgewood College as a person of color. I have on more than one occasion received gasps from people in shock that I work here."**
- 2) **60%** of **ALANA employees** reported the level of racial/ethnic discrimination that occurs at Edgewood College as **"moderate, somewhat high or very high"**. On the other hand, **49%** of **white employees** reported they felt this form of discrimination at Edgewood College was **very low**.²
 - **"Students have treated me disrespectfully in some cases, looking down at me because I am minority."**
- 3) **49%** of **ALANA employees** reported they often feel the need to **change a personal characteristic** to "fit in" at Edgewood, whereas only **15%** of **white employees** reported the same feeling.
 - **"I love to hear talk of a person fitting Edgewood College. This is the argument that kept women, minorities, and other underrepresented groups out of academia for years. They didn't fit in."**
- 4) **39%** of **ALANA employees** reported that within the last year they **have felt a sense of alienation or isolation** while at Edgewood College, whereas **27%** of **white employees** reported the same sentiment.
 - **"Hire more minorities at all levels and give support to the incoming hired people of diverse background. I have had a terrible first year trying to find my niche at Edgewood as an incoming faculty member of color."**
 - **"I feel silenced as a community member."**
- 5) **27%** of the **ALANA employees** **agreed** with the statement, "I am seriously considered **leaving Edgewood College** within the next twelve months," whereas **16%** of **white employees** **agreed** with this statement.
 - **"...Just this year a staff member quit her job "for personal reasons" and did not make a fuss about the real reason (an unpleasant one) because she's also a student and feared retaliation..."**
- 6) **170 employees** have reported that since coming to Edgewood College they have **challenged others** who have made **derogatory comments** about different identities. Although this data demonstrates a willingness for employees to challenge such remarks, the mere fact that derogatory comments are being made is a concern.
 - **"Casual comments made by one's "superiors" can become oppressive when no one is comfortable in their ability to stand up for themselves and what they believe is just, or worse, when some staff members believe it is ok to support offensive behavior and views because they were made by or condoned by their supervisors."**
- 7) While at Edgewood College, employees reported hearing **448 stereotypes** or **negative remarks** about someone's race, ability, gender, sexual orientation, and/or religious identity. **208 (43%)** of these incidents involved someone's racial/ethnic identity or gender.
 - **"I have been the recipient of many sexist remarks, some related to my presumed sexual orientation, some related to my civil status, some related to my abilities, some related to my ethnicity, or faith. But they were mostly having to do with my gender in combination with one or more of the others."**
- 8) For the eight items listed in the Campus Climate Survey (rated on level of importance and satisfaction) that are essential to creating a workplace that is positive and productive³ **ALANA employees** rated the level of importance for each item higher than their **white counterparts**; however, **ALANA employees** were **less satisfied** than their white counterparts on all eight items.⁴
- 9) **71 employees** have taken action to counter or remove offensive messages.

² Question #2 and question #17 were asked on a five point scale: very low =1, somewhat low =2, moderate =3, somewhat high =4, very high =5

³ The 8 elements that are essential to create a workplace that is positive and productive are: spirit of cooperation, clarity of roles & responsibilities, resources to do work well, feeling appreciated for ones work, encouragement to grow professionally, being cared about as a person, ample opportunities to do what one does best, and that differences are valued

⁴ For this item, qualitative data is not included because this statement encompasses an entire set of individual items and no single verbatim response could be representative.

Key Findings: Challenges (Continued)

Campus Community:

- 10) **529** members of the Edgewood College community **agree** or **strongly agree** with the statement, “On the surface people treat each other equally at Edgewood College, but underneath there is tension.”
- **“It feels like an attempt is being made to be inclusive but it feels like there is underlying discrimination and tension.”**

As an Inclusion Council, we feel that it is important to note that key challenge #10 (above) captures a central theme that is seen throughout the entire results of the survey. There is a surface commitment to inclusion and campus community members respect (and understand) the need for a more inclusive campus community; however, the picture that is painted by the results from the survey inform us that embracing diversity and truly cultivating a campus climate of inclusion continues to remain a challenge.

- 11) There were **295 instances** of **direct discrimination** based on someone’s identity (i.e., race/ethnicity, religious identity, ability, sexual orientation, gender) that were reported on the Campus Climate Survey.
- **“I've been called every epithet in the book to my face and behind my back from two faculty in particular. I've been threatened with violence, reported it, and nothing was done...”**
 - **“I was asked if I had my "papers." My legal status was questioned. I was "ganged" up on by at least 4 other staff members and told I was hired only to fill a quota not because I deserved it. From a professor in a class I was taking, and on another occasion a staff member- "Your English is so good- you almost don't have an accent" (English is my first language).”**

Students:

- 12) **One in four ALANA students** reported that they **have been singled out** in the classroom because of one of their identities (i.e., ability, gender, sexual orientation, race, and /or religion), whereas only **14%** of white students felt as such. **GLB students** also frequently reported being singled out in class due to their identity.
- **“I was taken aside and was told by my professor that she didn't believe I was capable of writing such a "good paper." I was the only minority in my class.”**
- 13) **Nearly one quarter** of **ALANA** student respondents overall reported that they have **directly experienced discrimination** based on their race/ethnicity.
- **“It was a racial comment that was overlooked and hardly recognized.”**
- 14) **Students** reported hearing **1266 stereotypes** or **negative remarks** about one’s identity (ability, gender, sexual orientation, race, and/or religion) while at Edgewood College.
- **“I've heard very crude comments about Mexicans and African Americans, this kind of thinking should not be tolerated.”**
- 15) **321 students** reported challenging others who made a **derogatory comment** about different identities since coming to campus.
- **“A student asked why do Mexicans get offended when people call them wetbacks and myself being half Mexican I was very offended and I felt I had to stand up for myself since no one had nothing to say.”**
- 16) **101 students** reported that they have heard a **professor express a stereotype or negative remark** based on one’s identity (i.e., ability, gender, sexual orientation, race, religion).
- **“I also know of a professor in a course who made a horrible remark about immigrants directly to my immigrant friend.”**
- 17) **201 students** reported the **level of discrimination** they believe that occurs at Edgewood College as **“moderate, somewhat high or very high”** when examining race/ethnicity.
- **“I felt very visible and unwelcome on campus due to my appearance. My partner, who is queer, gender non-conforming, and brown, is often stared at unabashedly by students when on campus. You would think people have never seen a queer person of color before.”**
- 18) **42%** of **GLB** students reported that they **do not feel accepted** at the College for who they are relative to **11%** of **non-GLB (heterosexual)** students.
- **“Bullying in the residence halls. My roommates drew penises on my personal belongings (for example the white board on my door), and said they didn't want my girlfriend coming over ever, even though one roommate had a boyfriend who stayed over just about every weekend. I heard negative comments being made about me in the living room when they didn't think I was in my room (I was called a "dyke", and it was said that they wished I would just leave).”**
 - **“I feel like sometimes I get "the look" as I walk past people.”**

Key Findings: Opportunities & Next Steps

Employees:

- 1) When faculty and staff were asked if they felt they had **a voice in decision-making at the institutional level** (e.g. strategic and academic planning, space, staffing & finances),” only **4 in 10 employees** agreed or strongly agreed.
 - This number is even smaller when looking at ALANA employees, as only **3 in 10 ALANA** employees agreed with this statement.
- 2) **49%** of employees that participated in the Campus Climate Survey have **not attended a workshop or conference** that challenged their beliefs about diversity & inclusion since coming to Edgewood College.
- 3) **32%** of employees that participated in the Campus Climate Survey have **not** participated in a campus activity that was aimed at promoting diversity & inclusion since coming to Edgewood College.
- 4) **Nearly half** of Edgewood **employees** do not know the steps to take if they are discriminated against while at the College.
 - **Steps Taken:** Since the implementation of the Campus Climate Study, leaders from across campus have met to develop an internal process to report incidents of discrimination. An internal protocol and electronic incident/bias reporting form has since been developed. This reporting form will be shared with the campus community twice/semester.

Students:

- 5) Overall, **60%** of **students** reported that they felt like their voice **is not** heard by administration (i.e. *President, Vice Presidents, and Deans*). Moreover, **two thirds of GLB students** reported that their voice is **not** heard by administration.
- 6) Similarly, **GLB students** reported that they viewed administrators as **less approachable** relative to their counterparts.
 - **Steps Taken:** Maggie Balistreri-Clark met with SAFE on Friday, 10/31/14, to discuss this analysis and to gather student feedback.
- 7) **38% of student respondents** had **not** taken a course that challenged their beliefs about diversity and inclusion.
- 8) **55% of students** had **not** participated in a campus activity that was aimed at promoting diversity and inclusion.
- 9) Nearly **three quarters of students** had **not** visited the Center for Diversity and Inclusion.
 - **Steps Taken:** Beginning in the fall of 2014, we are adding a question to the First Impression Survey to better understand how freshmen view the Center for Diversity & Inclusion (CDI). We have also incorporated branch questions to help paint the picture of what attracts/deters freshmen from visiting the Center for Diversity & Inclusion. CDI staff also plan on hosting follow-up focus groups to delve deeper into the analysis.

Next Steps:

“Will the survey produce any meaningful change or is it just another window dressing exercise?”

- **Review:** Campus Leadership to review the Campus Climate Survey Executive Summary.
- **Disseminate:** Share Executive Summary with the entire campus community.
- **Engage:** Develop recommendations for the “Opportunities,” engaging the entire campus community.
- **Establish:** Approve Charter for the creation of the Campus Climate Assessment Taskforce.
- **Identify:** Probe deeper into data and analysis with focus groups.
- **Study:** Campus Climate data to be made available for further study and reflection.