

# Results of the 2015 UW-Eau Claire Climate Study

Presented by Melissa Bonstead-Bruns and Jeff Goodman

The Power of

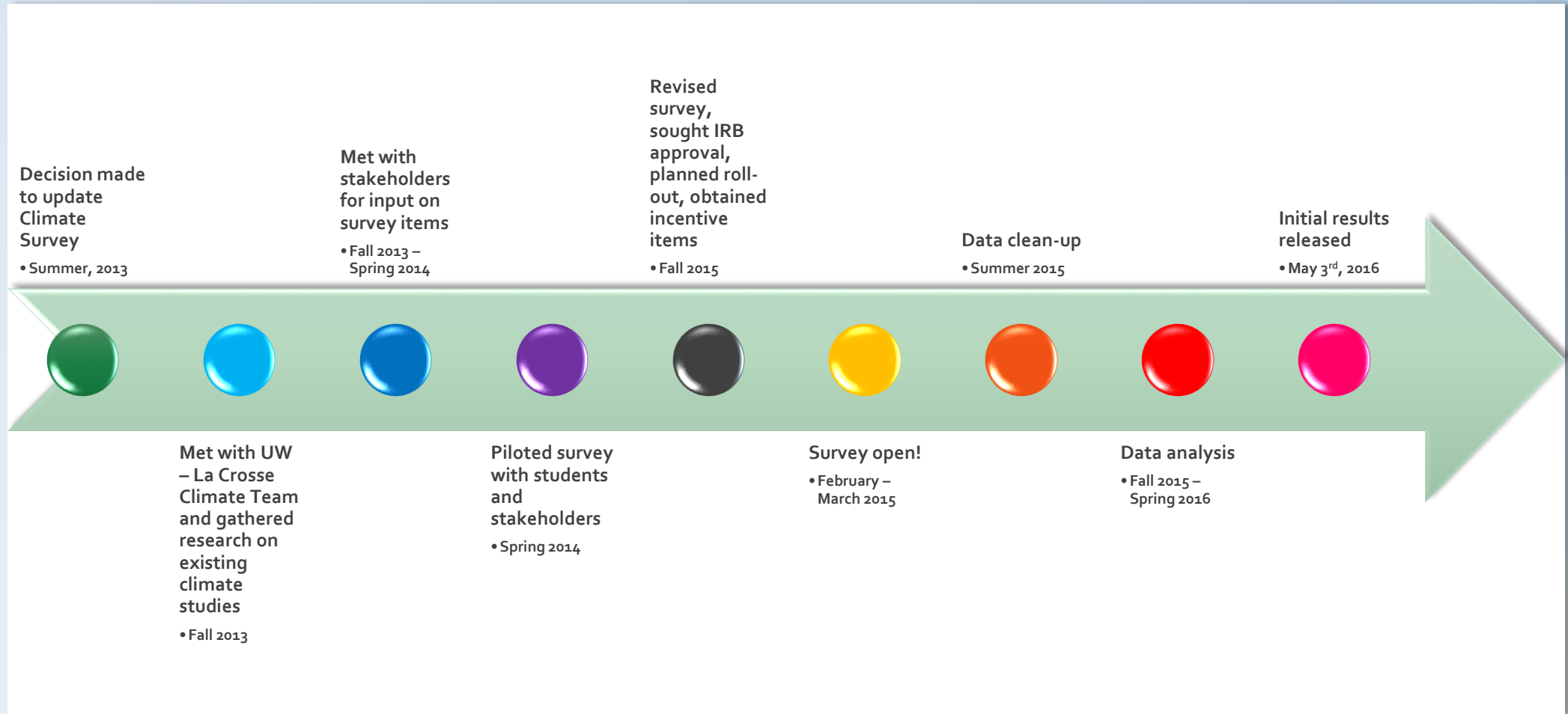


- Teresa O'Halloran – Affirmative Action
- Caitlin Lee – Affirmative Action
- Mary Canales – Nursing (Previous EDI Fellow)
- Erik Hulman – Student
- Jeff Goodman – Psychology (Current EDI Fellow)
- Melissa Bonstead-Bruns – Sociology (Current EDI Fellow)

Climate Study Committee



The Big Question...



# Climate Study Timeline

- Problems with previous survey (Rankin, 2009)
  - The same survey was used for employees and students.
  - Questions did not reflect unique needs of UW – Eau Claire.
  - Numerous measurement issues were discovered.
  - UW – Students and other stakeholders did not have input.
- Some items from the Rankin survey were included to allow for comparisons to be made over time.

## Why Develop a New Climate Survey?

1. Overall Climate
2. Bias Incidents
3. Perceptions of Climate
4. Sexual Assault
5. Disability: Access and Accommodation
6. Work/Life Balance (Employee only)
7. Inclusive Pedagogy
8. Improving Climate

Areas of Focus for Preliminary Report:



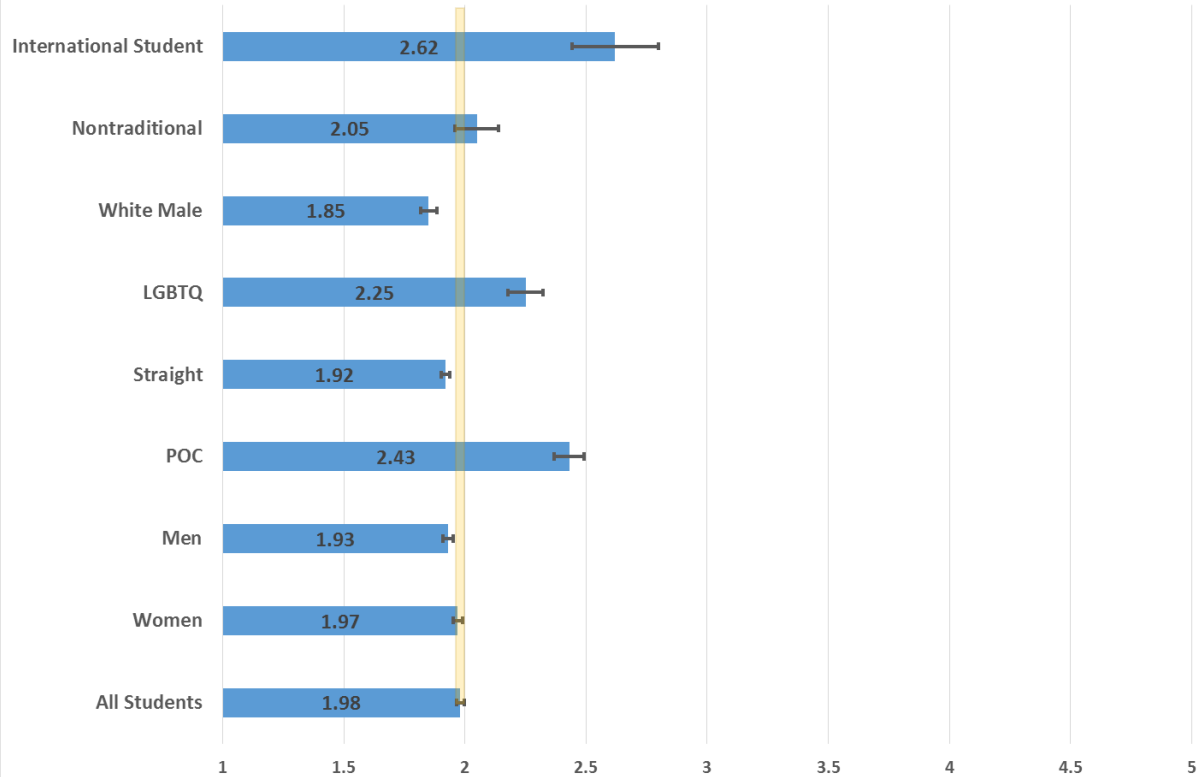
	Students		Employees
<b>Gender Identity:</b>			
Female	1398	Female	347
Male	581	Male	200
Transgender, Non-Binary, Gender Queer, or Self Identify	31	Other	5
Other/Prefer not to ID	24		18
<b>Racial/Ethnic Identity:</b>			
Black	13		
White	1719	White	508
Asian	140		
Latina	24		
Native	7		
Pacific	1		
Multi	69		
Total POC	254	POC	57
Other	43	Other	14

	Students		Employees
<b>Sexual Orientation:</b>			
LGBTQ	135	LGBTQ	36
Straight	1744	Straight	472
Other/Prefer not to ID	154		42
<b>Age:</b>			
Traditional	1241	Range	19-72
Non-Traditional	82	Mean	44.7
		Std. Dev.	12
<b>Nativity:</b>			
U.S. born	1932		522
Nat. or Perm. Res.	49		32
Other	41		17
<b>Total:*</b>			
	3168		779

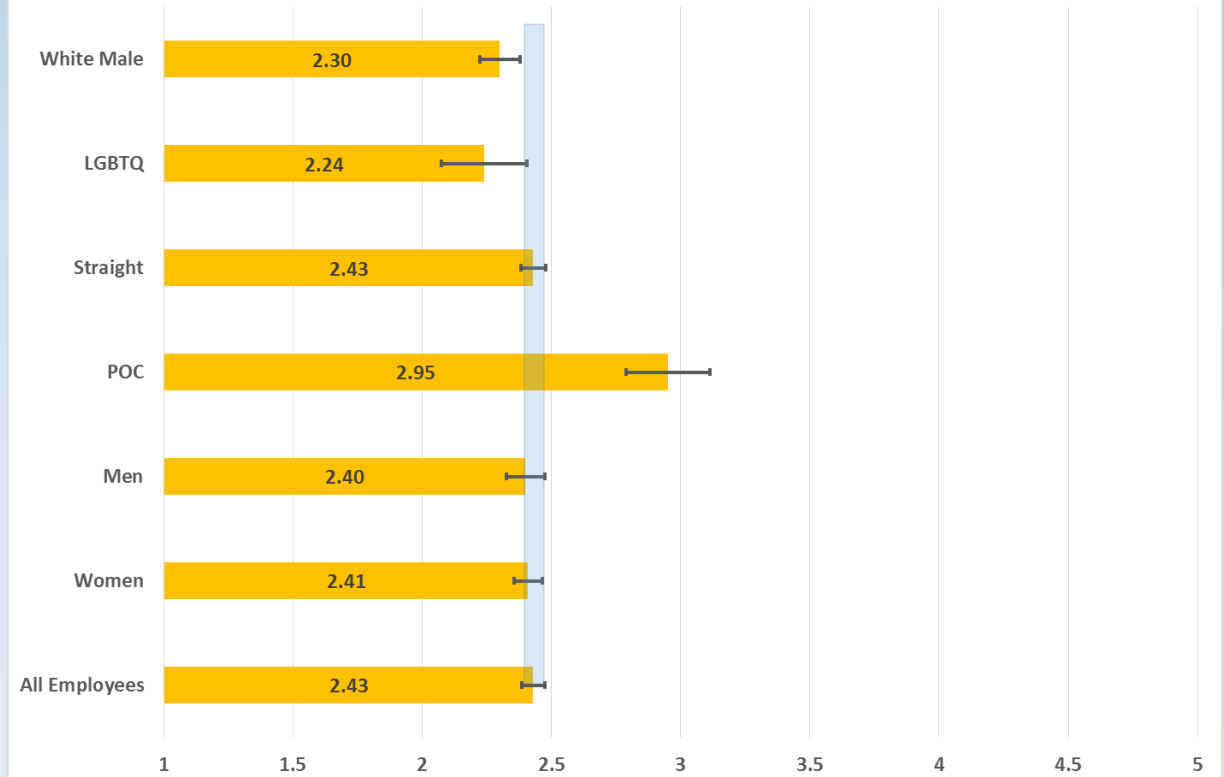
# Demographics of Respondents

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Overall Discomfort with Campus Climate--Student Respondent Means  
(1 = Very Comfortable -- 5 = Very Uncomfortable)



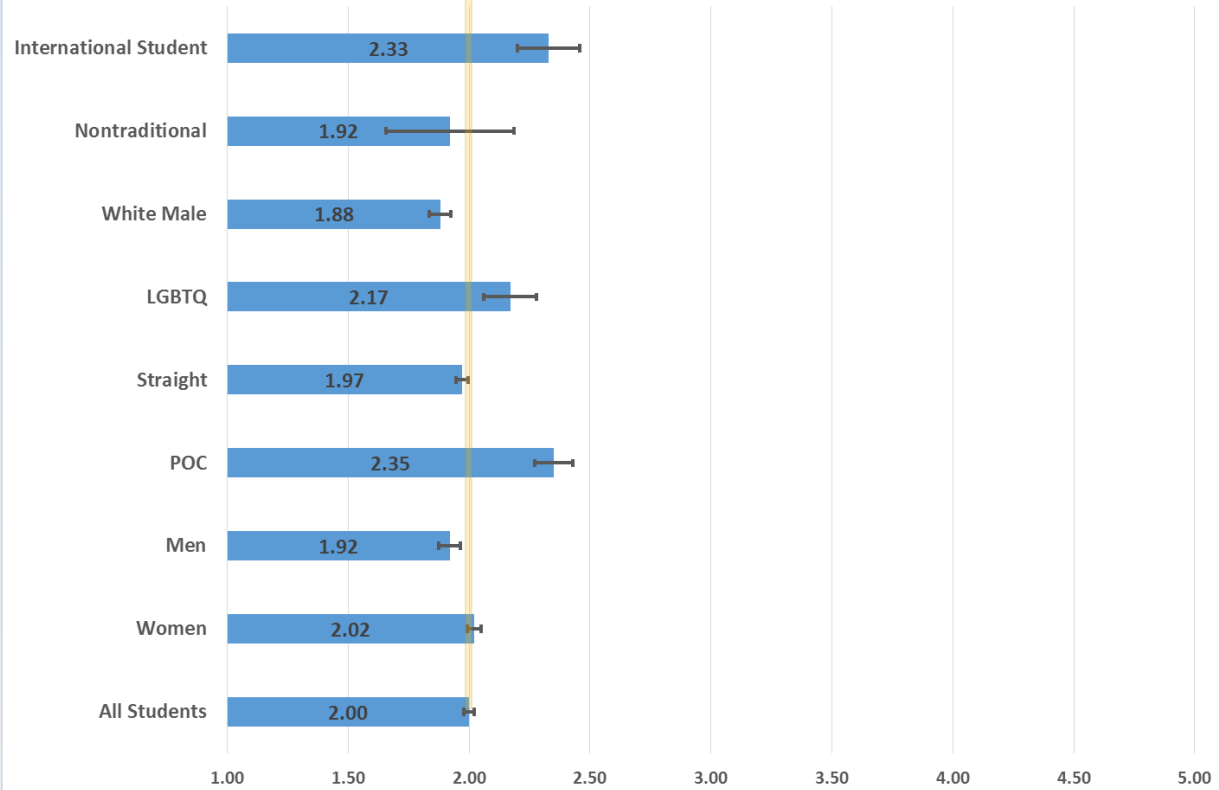
Overall Discomfort with Campus Climate--Employee Respondent Means  
(1 = Very Comfortable -- 5 = Very Uncomfortable)



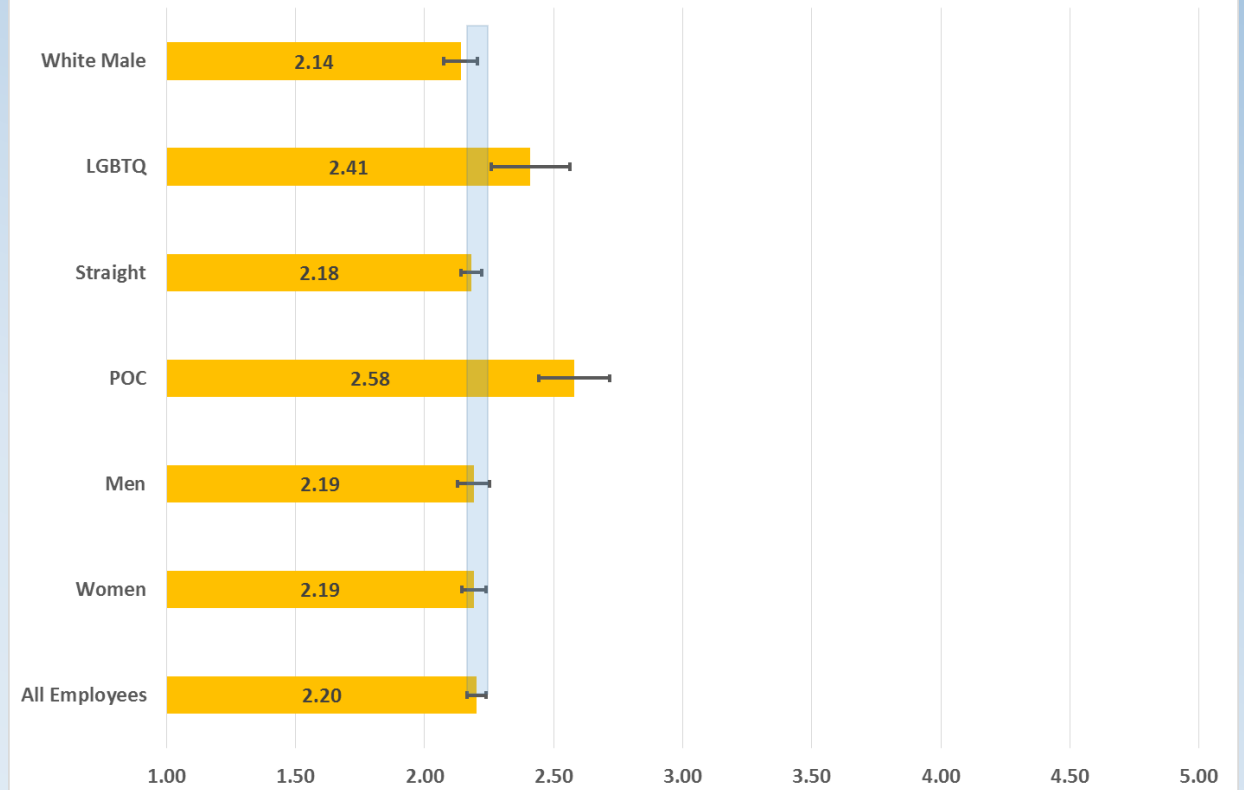
## Overall Climate – Students and Employees



Discomfort with Climate in Eau Claire Community--Student Respondent Means  
(1 = Very Comfortable -- 5 = Very Uncomfortable)

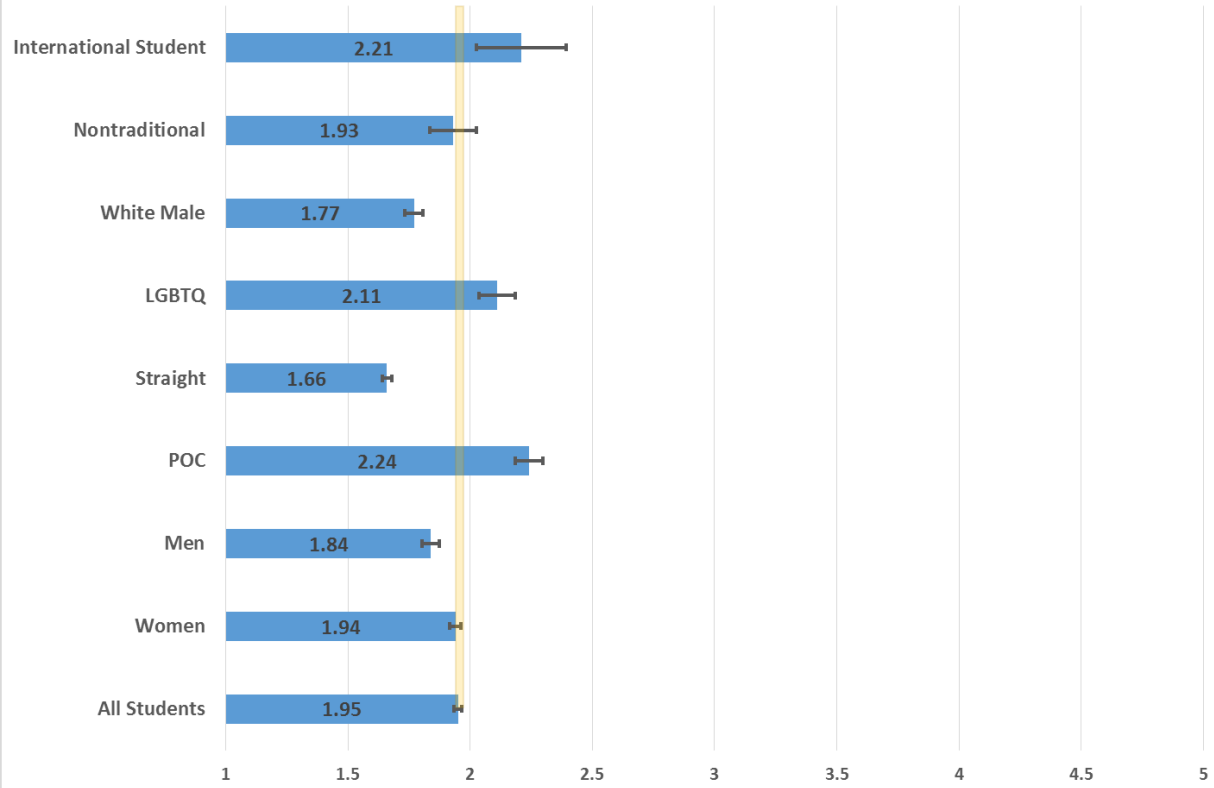


Discomfort with Climate in Eau Claire Community -- Employee Respondent Means  
(1 = Very Comfortable -- 5 = Very Uncomfortable)

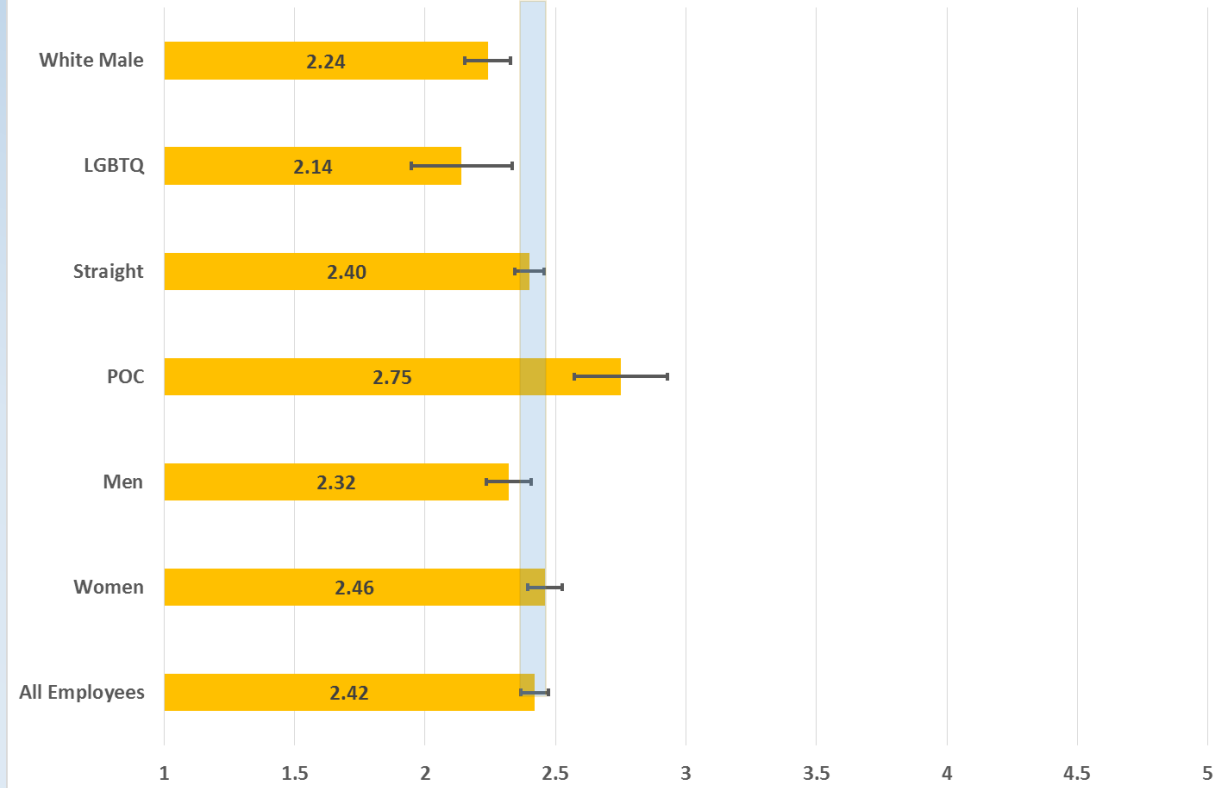


# Climate in Eau Claire Community – Students and Employees

Discomfort with Climate in Major Department--Student Respondents  
(1 = Very Comfortable -- 5 = Very Uncomfortable)

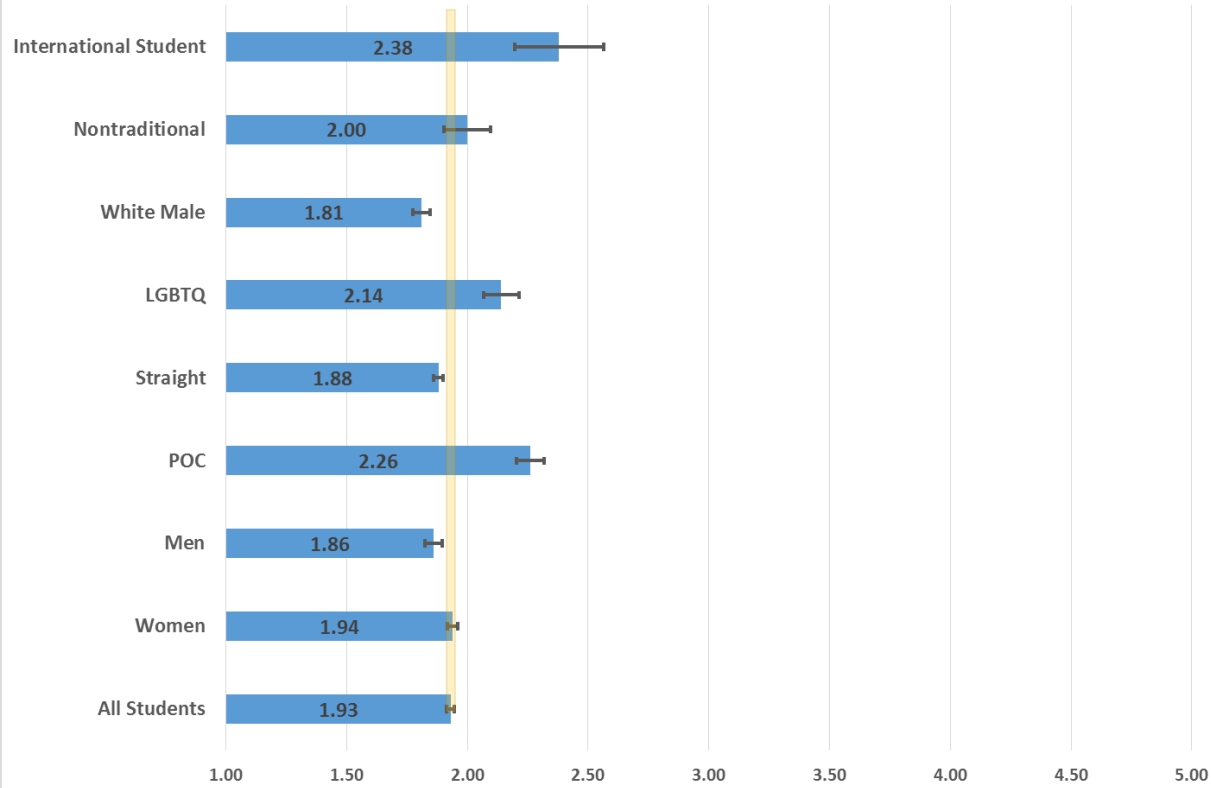


Discomfort with Department/Unit -- Employee Respondent Means  
(1 = Very Comfortable -- 5 = Very Uncomfortable)

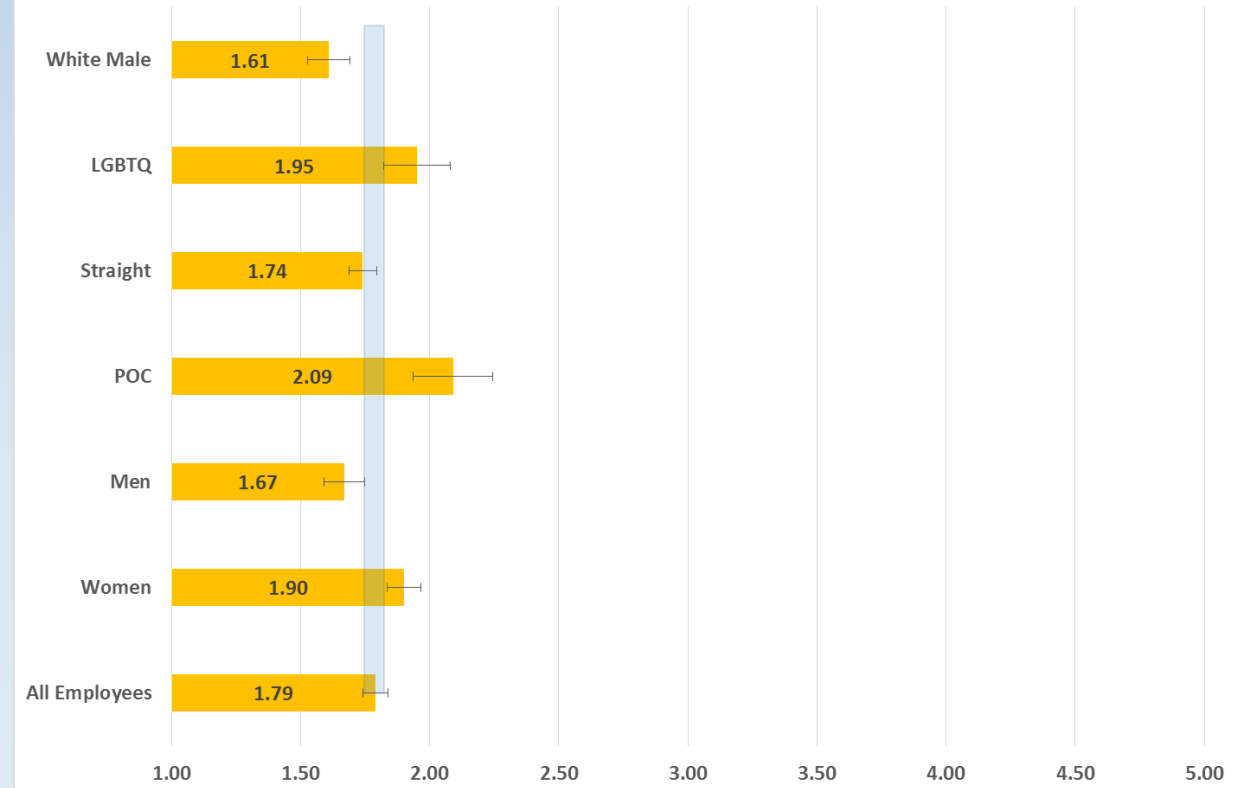


## Climate in Major Department/Unit – Students and Employees

Discomfort with Climate in Classes--Student Respondent Means  
(1 = Very Comfortable -- 5 = Very Uncomfortable)

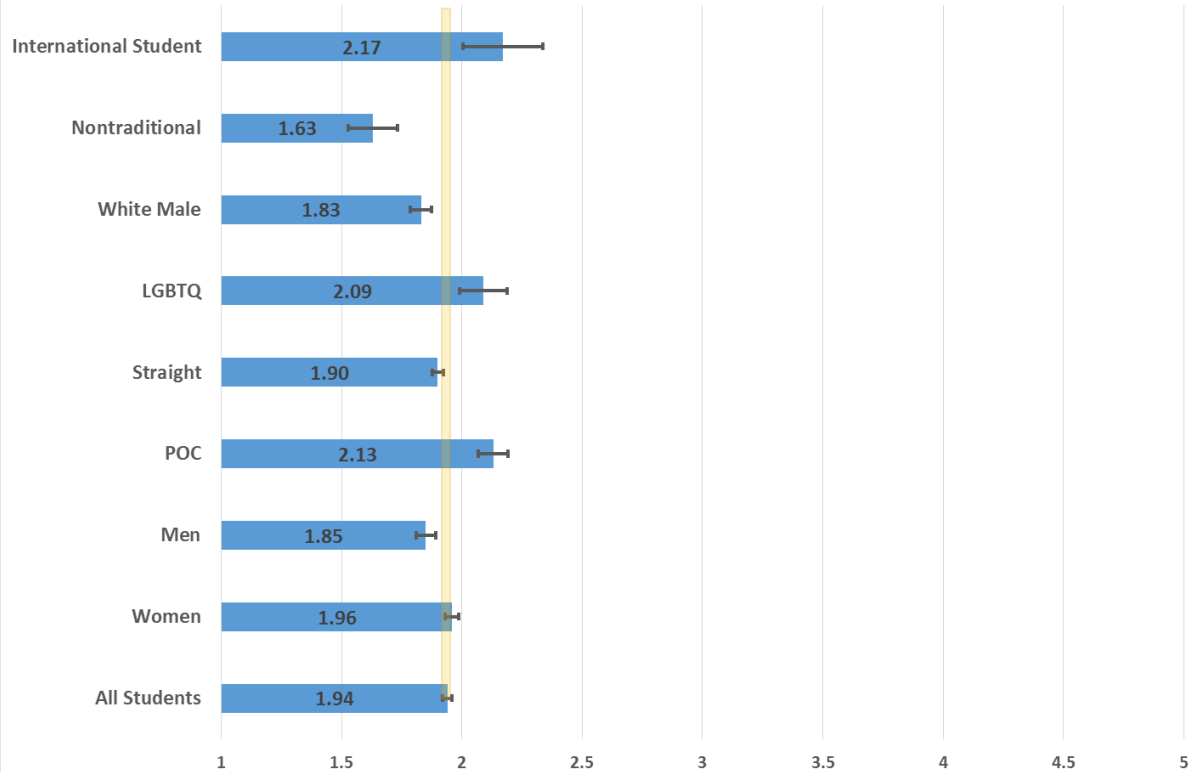


Discomfort with Climate in Classes -- Faculty Respondent Means  
(1 = Very Comfortable -- 5 = Very Uncomfortable)

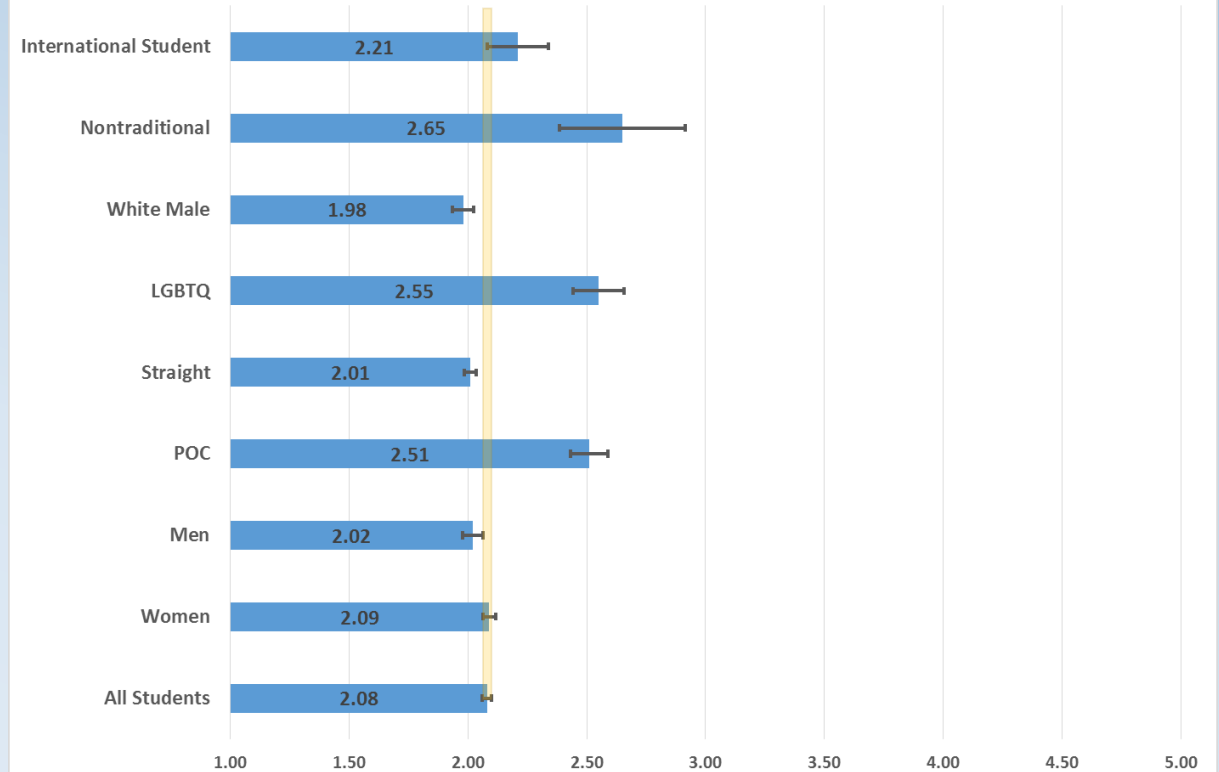


# Climate in Classes – Students and Employees (Instructors Only)

Discomfort with Adviser--Student Respondent Means  
(1 = Very Comfortable -- 5 = Very Uncomfortable)

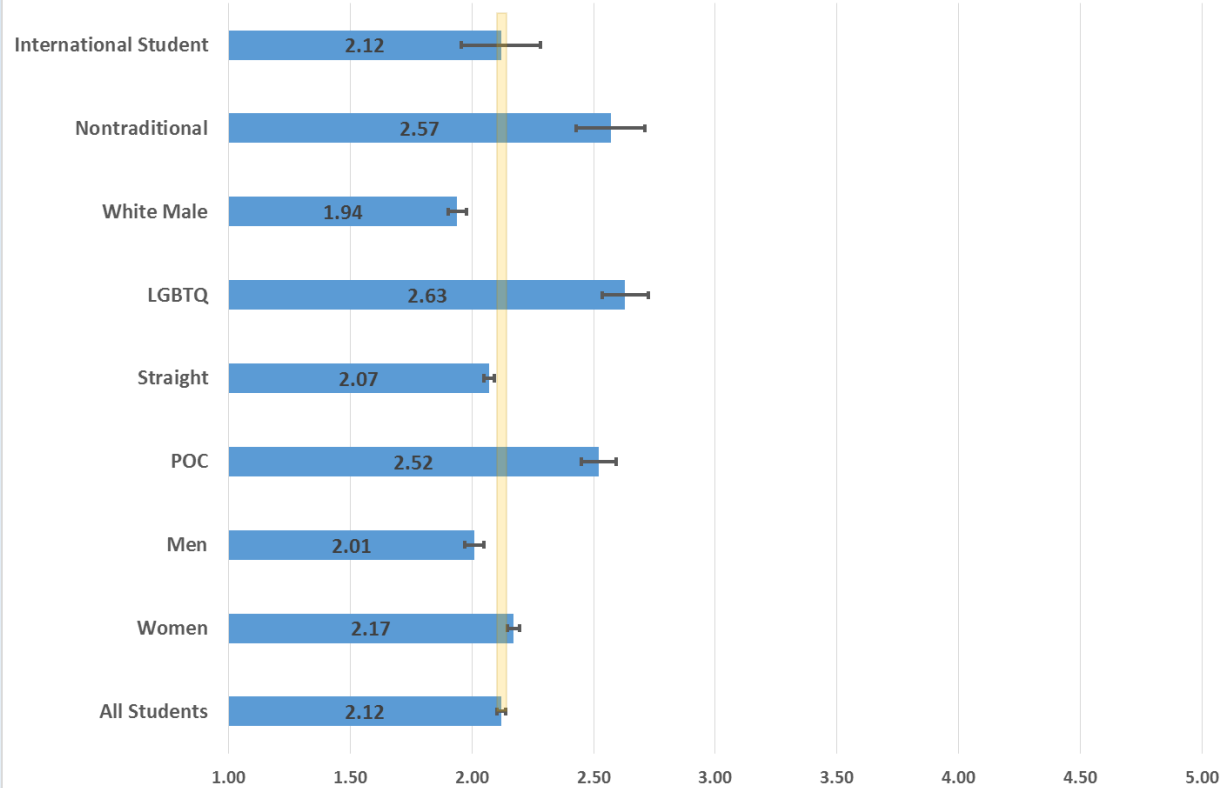


Discomfort with Climate in the Residence Halls--Student Respondents  
(1 = Very Comfortable -- 5 = Very Uncomfortable)

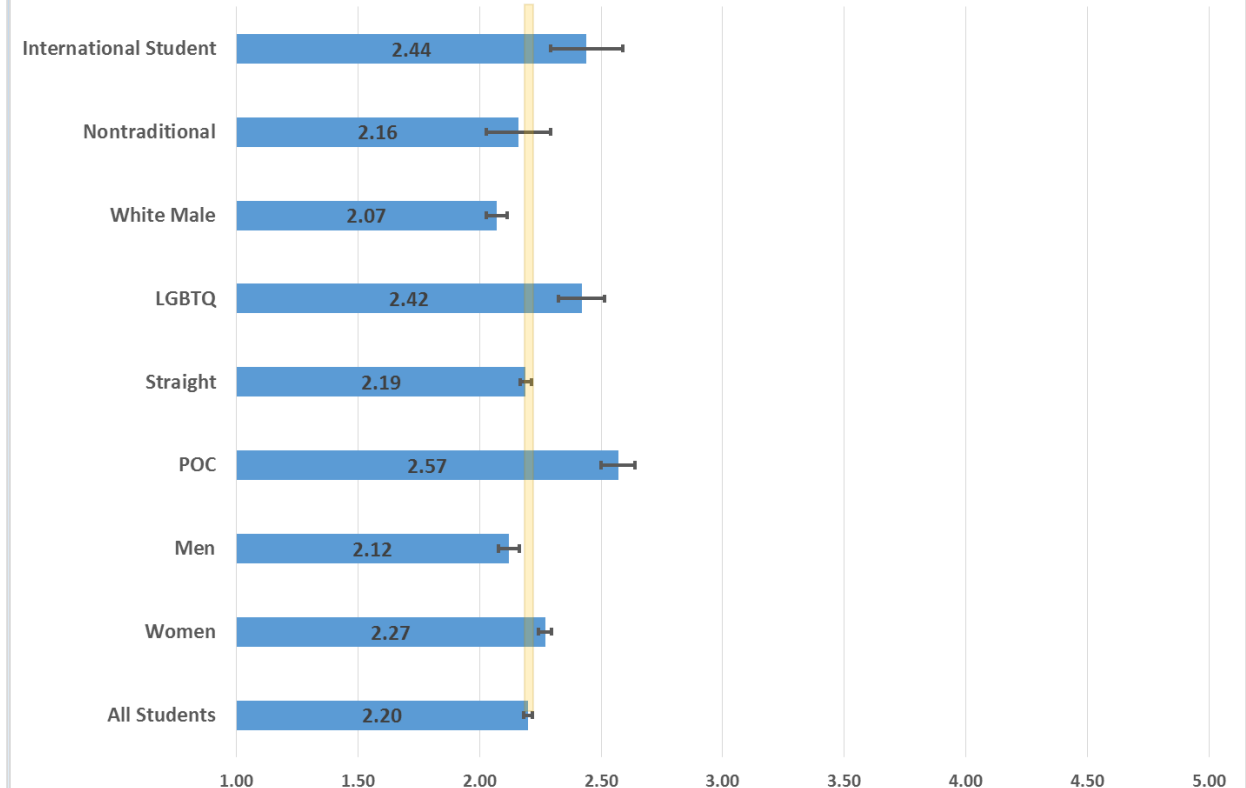


## Additional Measures of Overall Climate - Students

Discomfort with Climate in Social Areas On-Campus--Student Respondent Means  
(1 = Very Comfortable -- 5 = Very Uncomfortable)



Discomfort with Climate in Social Areas Off-Campus--Student Respondent Means  
(1 = Very Comfortable -- 5 = Very Uncomfortable)



## Additional Measures of Overall Climate - Students

**Number of Students Reporting Having Experienced Each Bias Incident Type (Respondents may report more than one incident)**

	All Students	POC	Women	LGBTQ	Students with Mental Health Disabilities
Racial Profiling	198	104	96	11	21
Graffiti	145	39	68	18	21
Threat of Violence	94	24	30	9	19
Being a Target of Physical Violence	46	12	10	4	6
Being Stared At	345	120	177	42	51
Derogatory Remarks	415	87	230	55	70
Intimidated/Bullied	322	65	180	37	61
Admitted because of ID	168	98	87	10	15
Poor Grade because of ID	63	18	35	3	4
Speak on Behalf of ID	281	109	134	38	30
Ignored	306	104	159	41	39
Unwanted Physical Contact	297	44	166	36	57
Total # of <i>Types</i> of Incidents Reported	2680	824	1372	304	394
Total Number of Students Reporting Being the Target of at Least One Bias Incident	893	172	491	92	136
Total Respondents	3168	256	1398	135	243
Percent Experiencing at Least One Bias Incident	<b>28.19%</b>	<b>67.19%</b>	<b>35.12%</b>	<b>68.15%</b>	<b>55.97%</b>

## Bias Incidents - Students



**Number of Employees Reporting Having Experienced Each Bias Incident Type  
(Respondents may report more than one incident)**

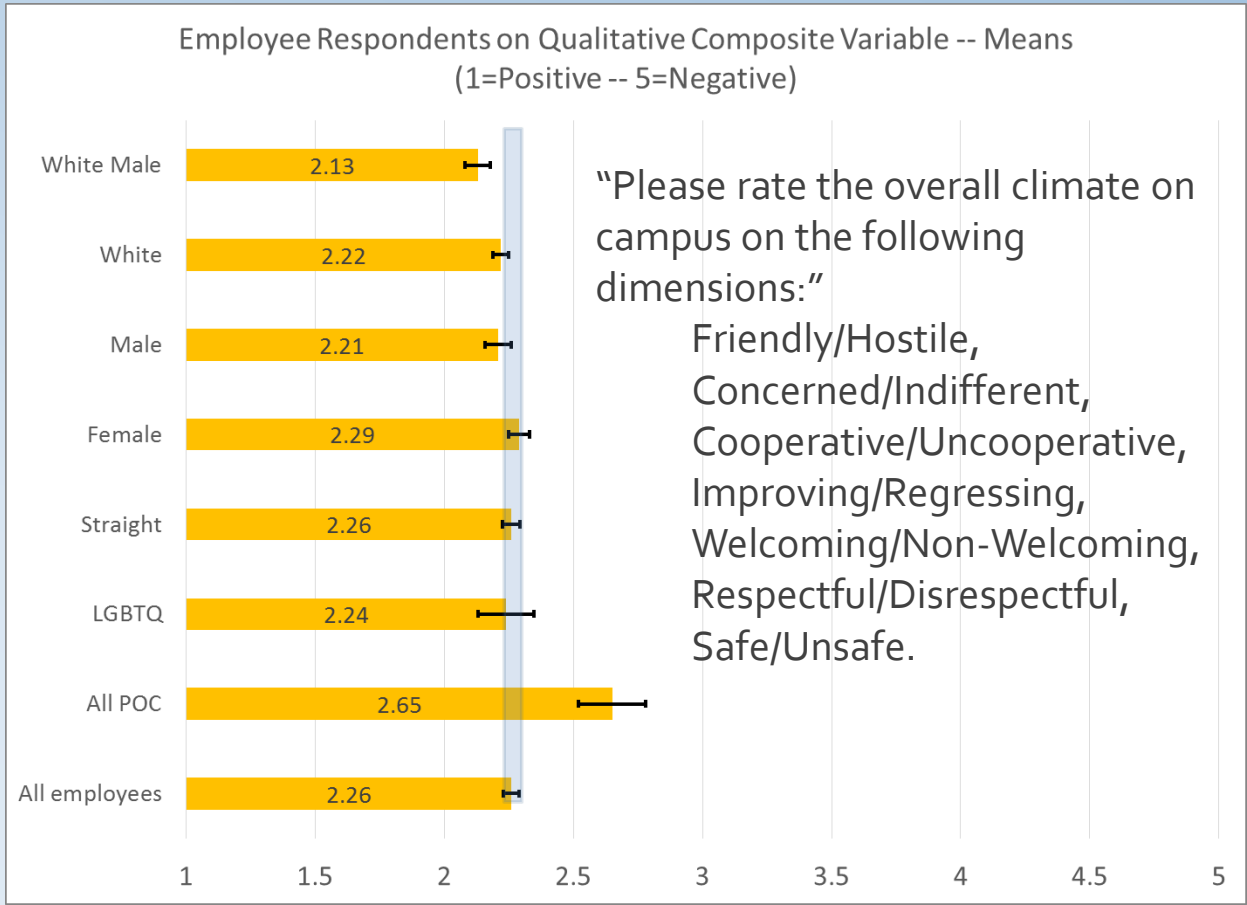
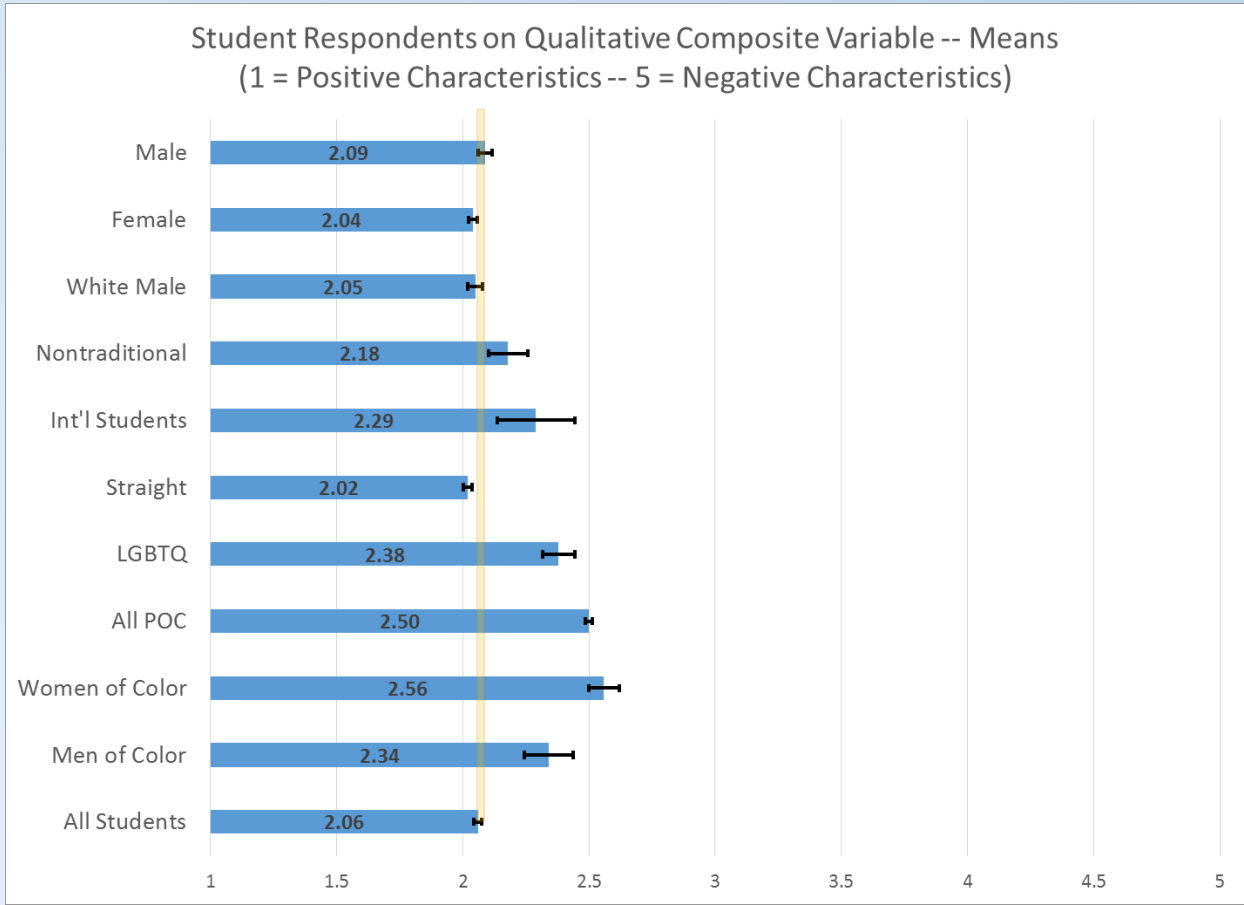
	All Employees	POC	Women	LGBTQ
Racial Profiling	25	12	11	0
Graffiti	18	4	9	2
Threat of Violence	18	2	5	0
Being a Target of Physical Violence	7	1	1	0
Being Stared At	91	19	45	4
Derogatory Remarks	152	22	73	10
Intimidated/Bullied	161	23	94	8
Hired Because of ID	28	13	13	0
Speak on Behalf of My ID	76	25	36	9
Ignored	94	23	50	6
Poor Evaluation Because of ID	39	15	18	3
Target of Unwanted Physical Contact	24	2	11	1
Total # of <i>Types</i> of Incidents Reported	733	161	366	43
Total Number of Employees Reporting Being the Target of at Least One Bias Incident	274	41	147	17
Total Respondents	674	55	332	35
Percent Experiencing Bias	40.65%	74.55%	44.28%	48.57%

Bias Incidents - Employees

## Composite Measures:

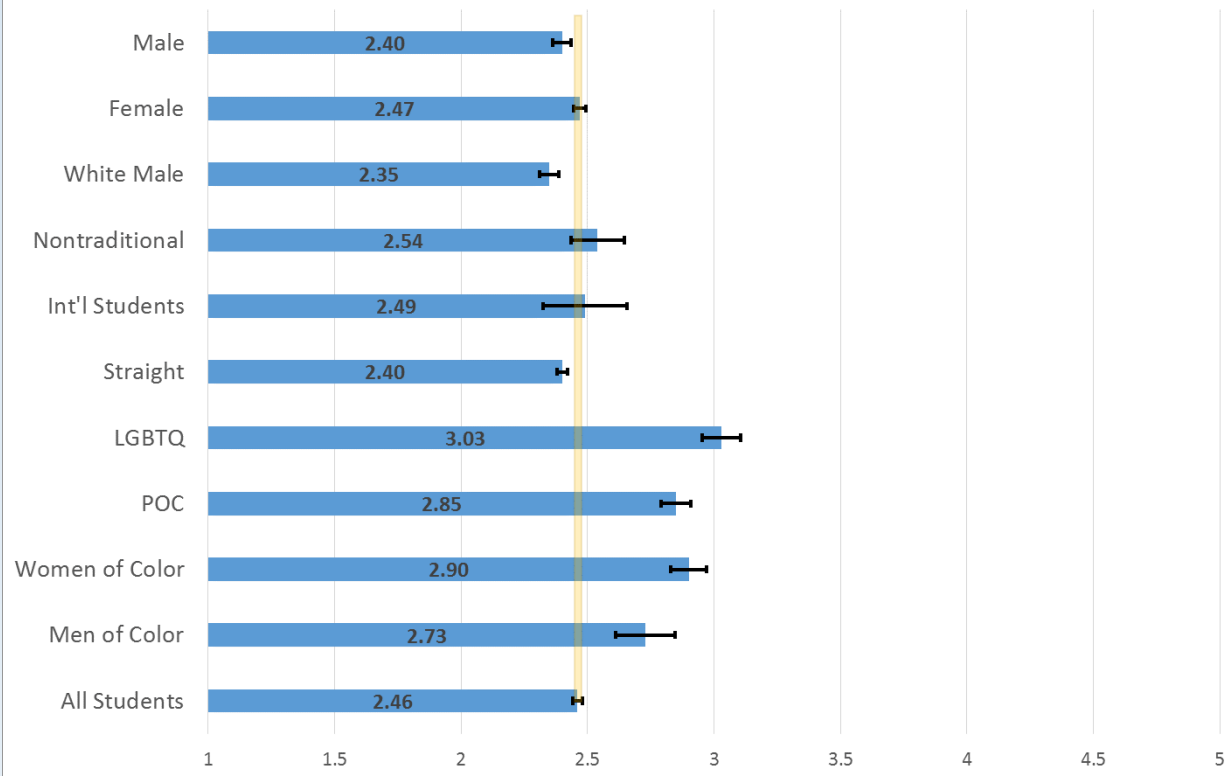
- Qualitative Composite:
  - “Please rate the overall climate on campus on the following dimensions:”
    - Friendly/Hostile, Concerned/Indifferent, Cooperative/Uncooperative, Improving/Regressing, Welcoming/Non-Welcoming, Respectful/Disrespectful, and Safe/Unsafe.
- Personal Experience Composite:
  - “Based on your own experiences and observations, rate the overall climate on campus on the following dimensions:”
    - Non-racist/Racist, Non-sexist/Sexist, Non-homophobic/Homophobic, Not age-biased/Age-biased, Tolerant/Not tolerant of all types of religious beliefs, and Positive/Negative for non-native English speakers.
- What Respondents Would Tell Others About Climate Composite:
  - “If someone were to ask about the climate at UW – Eau Claire, how positive do you think most people would say the campus is on the following dimensions:”
    - Positive/Negative for people who identify as LGBTQ, Positive/Negative for people of my faith or worldview, Positive/Negative for non-native speakers, Positive/Negative for people who are immigrants, Positive/Negative for international people, Positive/Negative for people who are parents, Positive/Negative for people with disabilities, and Positive/Negative for people with low socioeconomic status.

## Perceptions of Climate

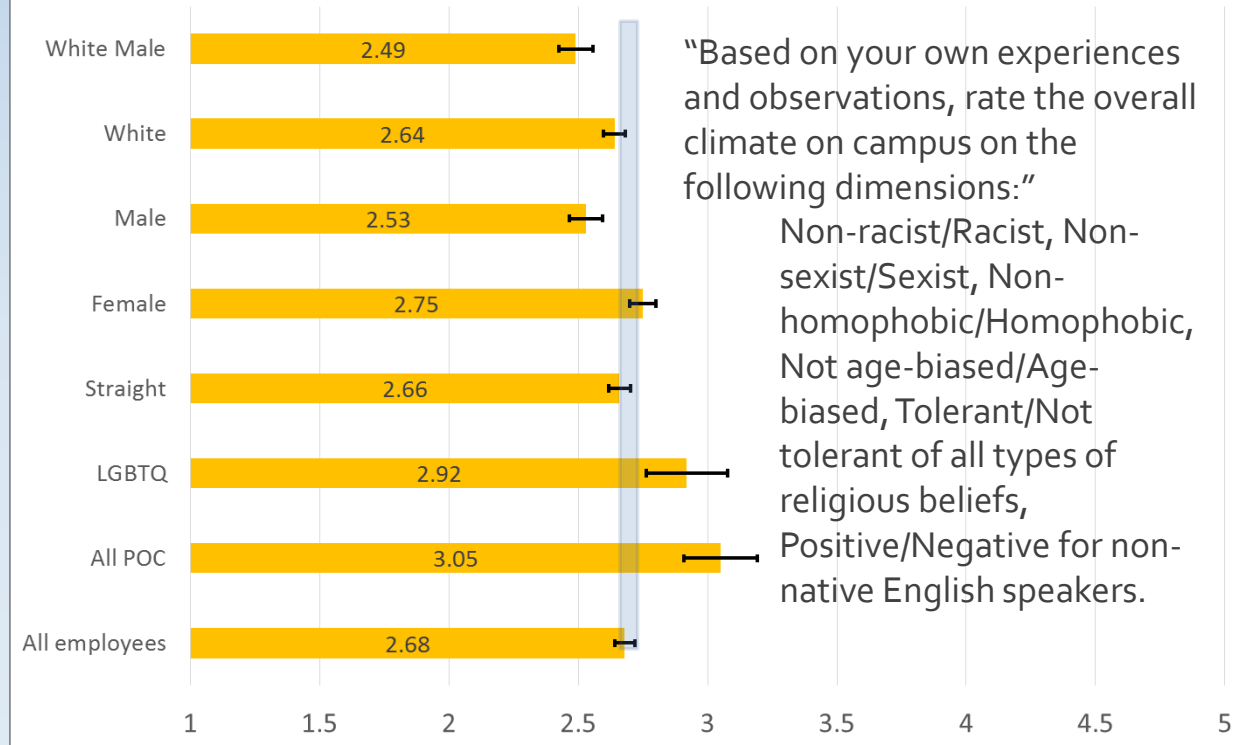


# Perceptions of Climate: Qualitative Composite

Student Respondents on Climate Based on Personal Experience  
Composite Variable -- Means  
(1 = Positive Characteristics -- 5 = Negative Characteristics)

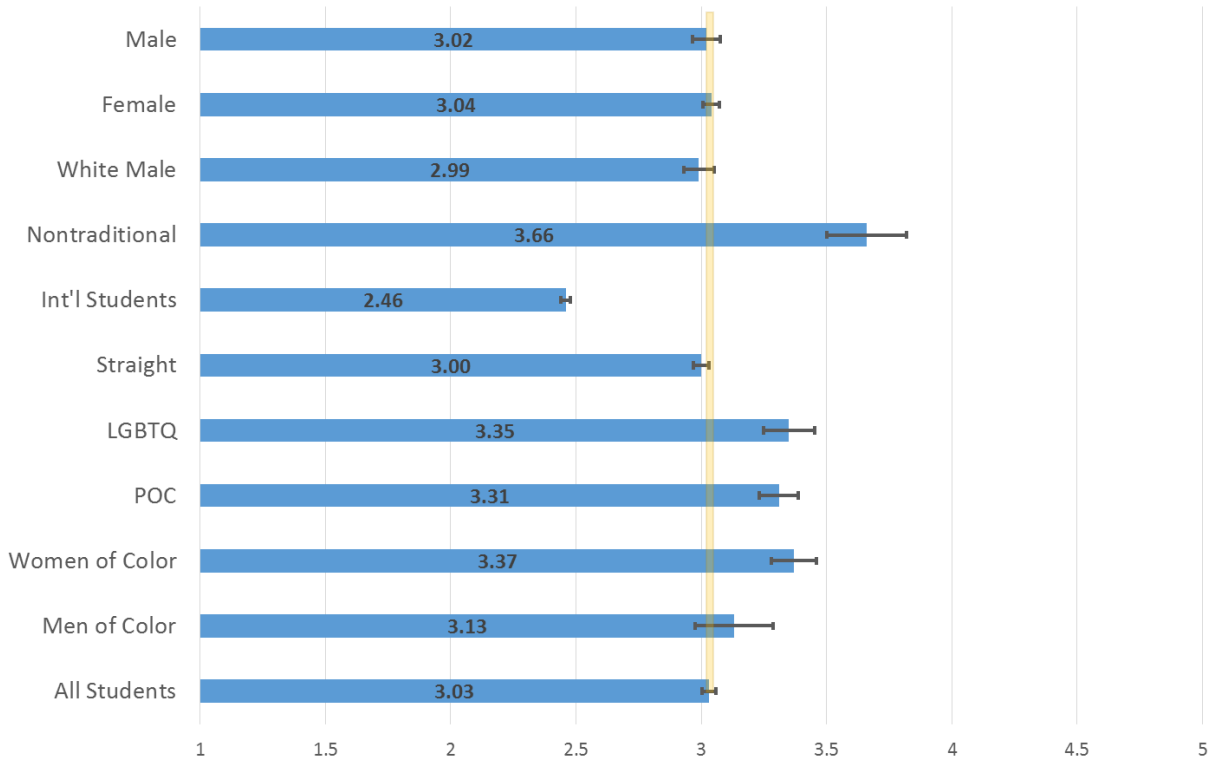


Employee Respondents on Climate Based on Personal Experience  
Composite Variable -- Means  
(1=Positive -- 5=Negative)

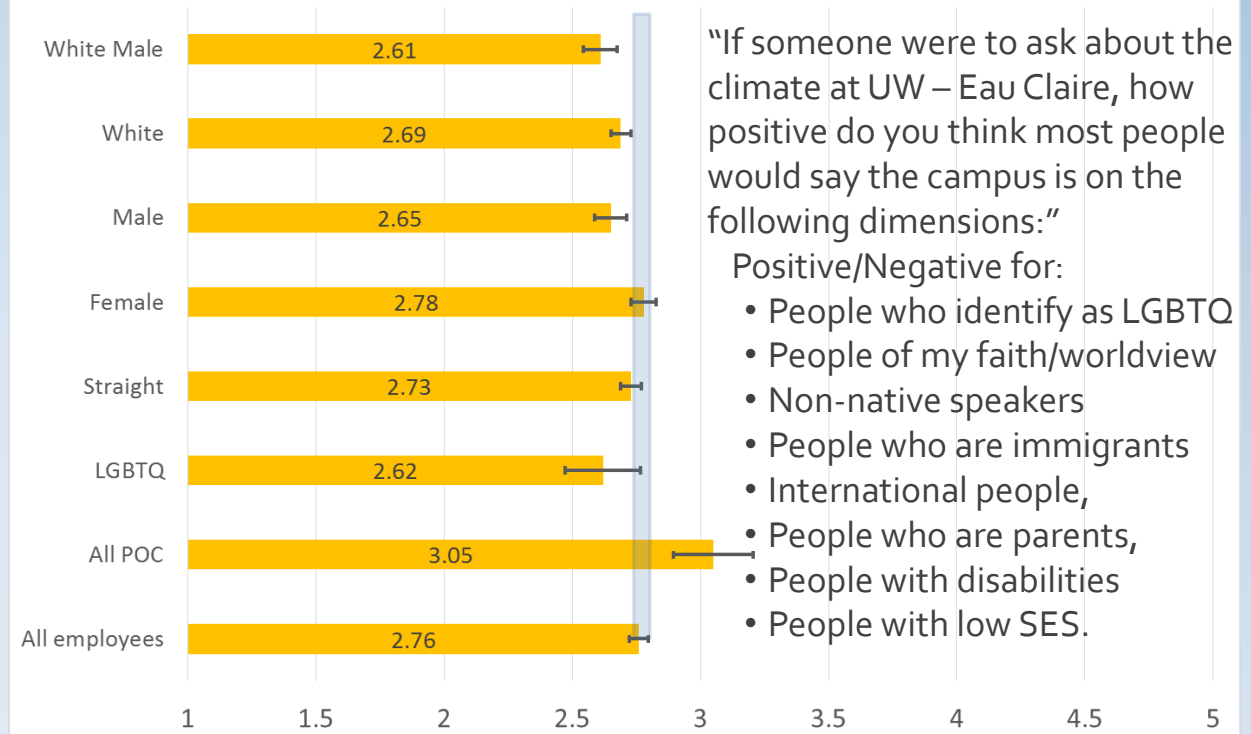


## Perceptions of Climate: Personal Experience Composite

Student Respondents on Composite Measure of  
What They Would Tell Others about Climate at UWEC  
(1 = Positive Characteristics -- 5 = Negative Characteristics)



Employee Respondents Composite Measure of What they Would Tell  
Others about Climate at UW - Eau Claire -- Means  
(1=Positive -- 5 - Negative)



## Perceptions of Climate: What to Tell Others Composite

- A total of 4 transgender and 10 Gender Non-Binary, and Gender Queer students provided responses to climate and bias incident questions.
- Campus Climate:
  - These 14 students reported the highest levels of discomfort with climate on nearly all of the aforementioned items (Ms 2.3 to 3.0 on the 5-point scale)
- Bias Incidents:
  - Fifty % or more reported incidents of feeling intimidated, being stared at, and receiving derogatory remarks

Transgender, Gender Non-Binary, and Gender Queer Students

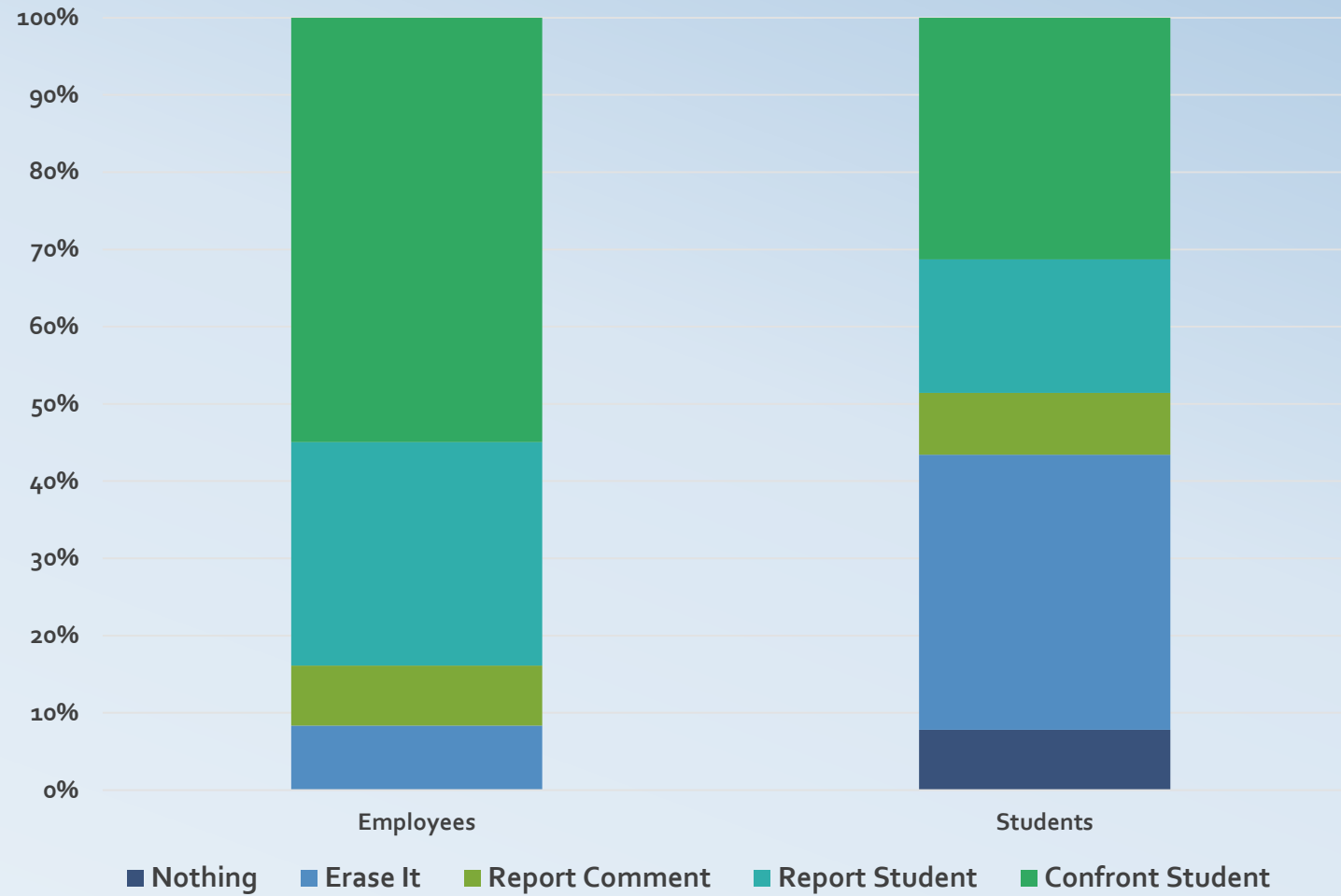


## Percent of students in various groups who reported they have seriously considered leaving UW-Eau Claire

• Men	30.5%
• Women	30.8%
• POC	45.3%
• Black/African American	61.5%
• White	28.9%
• Asian American	42.3%
• Latino/Latina American	50.0%
• Straight	28.9%
• LGBTQ	46.7%
• White Men	27.7%
• Women of Color	41.4%
• Men of Color	51.5%
• Trans, Non-Binary	71.4%

## Consider Leaving University

## What would you do if you observed a student writing a racist statement on a restroom mirror?



# Bystander Effects

2015

Sexual Assaults/Attempted Sexual Assaults - Students: 124 (4.5%)

Sexual Assaults/Attempted Sexual Assaults - Employees: 0 (0.0%)

2009

Sexual Assaults – Students and Employees: 88 (2.0%)

### Racial/Ethnic Identity of Victim

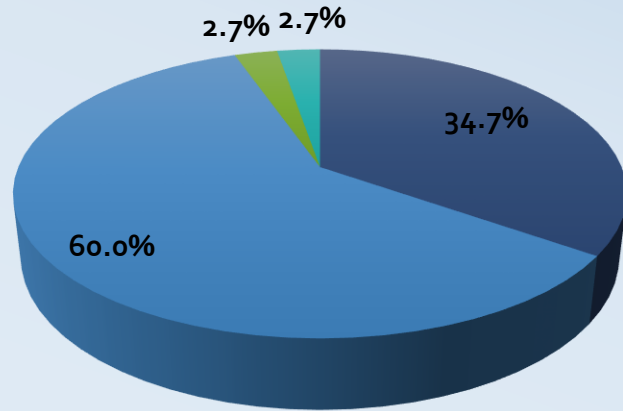
Black	0.0%
White	89.3%
Asian	2.7%
Latino	2.7%
More than one race	4.0%
Person of color	9.4%

### Sexual Orientation of Victim

Asexual	2.7%
Bisexual	9.5%
Homosexual	6.8%
Heterosexual	70.3%
Pansexual	1.4%
Questioning	1.4%
Identifies as more than one	8.1%
Total LGBTQ	19.4%

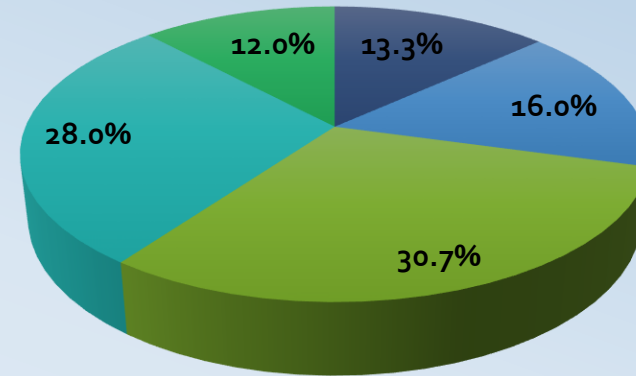
# Sexual Assault Data

Victim Residence



- Live in residence halls
- Live off-campus
- Live with partner/spouse
- Live with parents/family/relatives

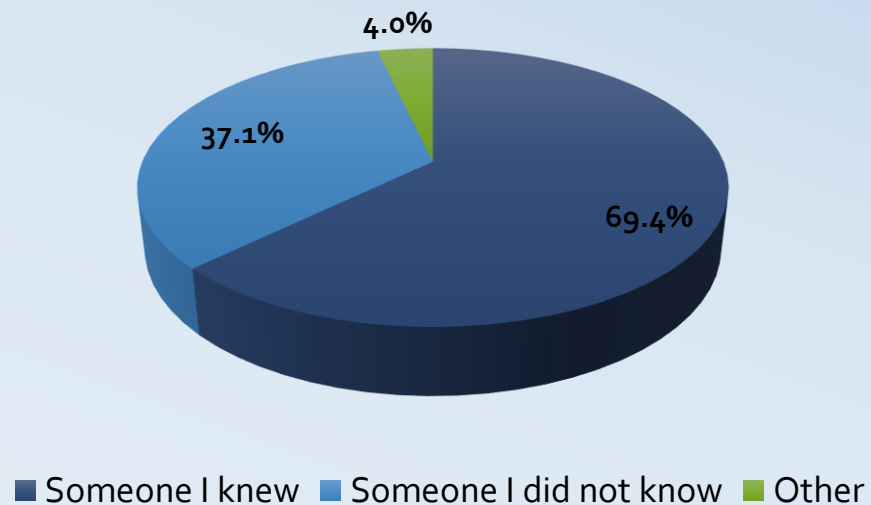
University Status of Victim



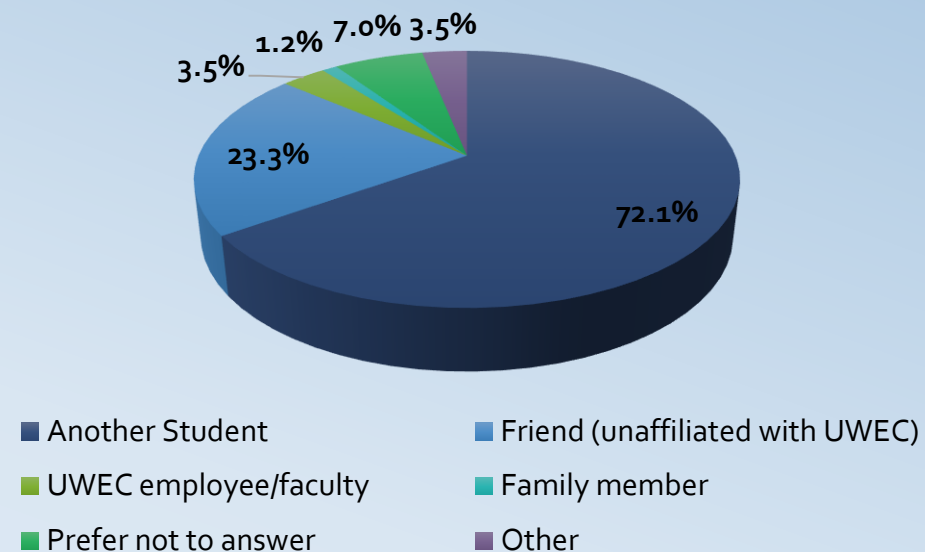
- First year UG
- Second year UG
- Third year UG
- Fourth year UG
- Fifth year+ UG

## Sexual Assault Data

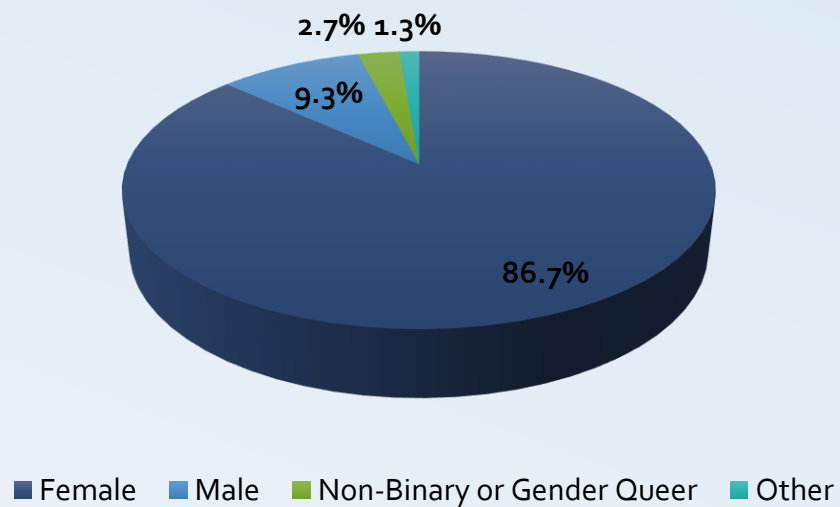
### Offender Characteristics



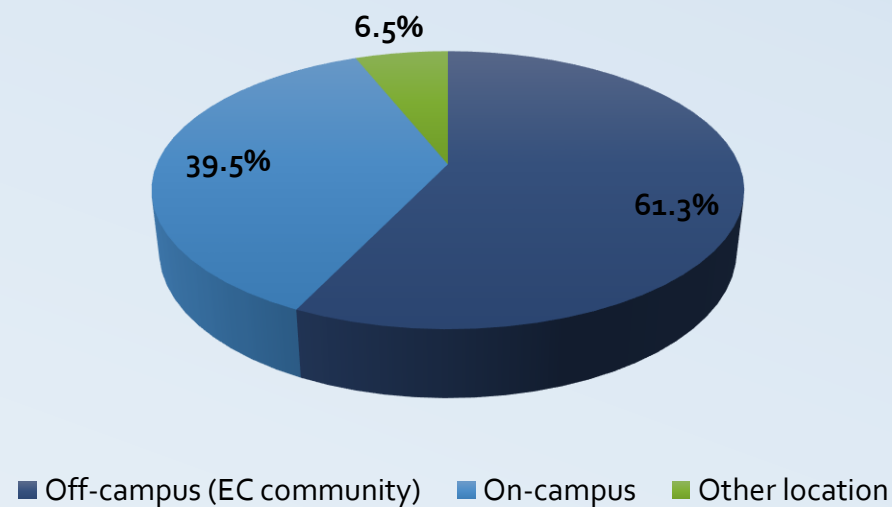
### Characteristics of Known Offenders



### Victim Demographics



### Location of Incidents



## Response to incidents:

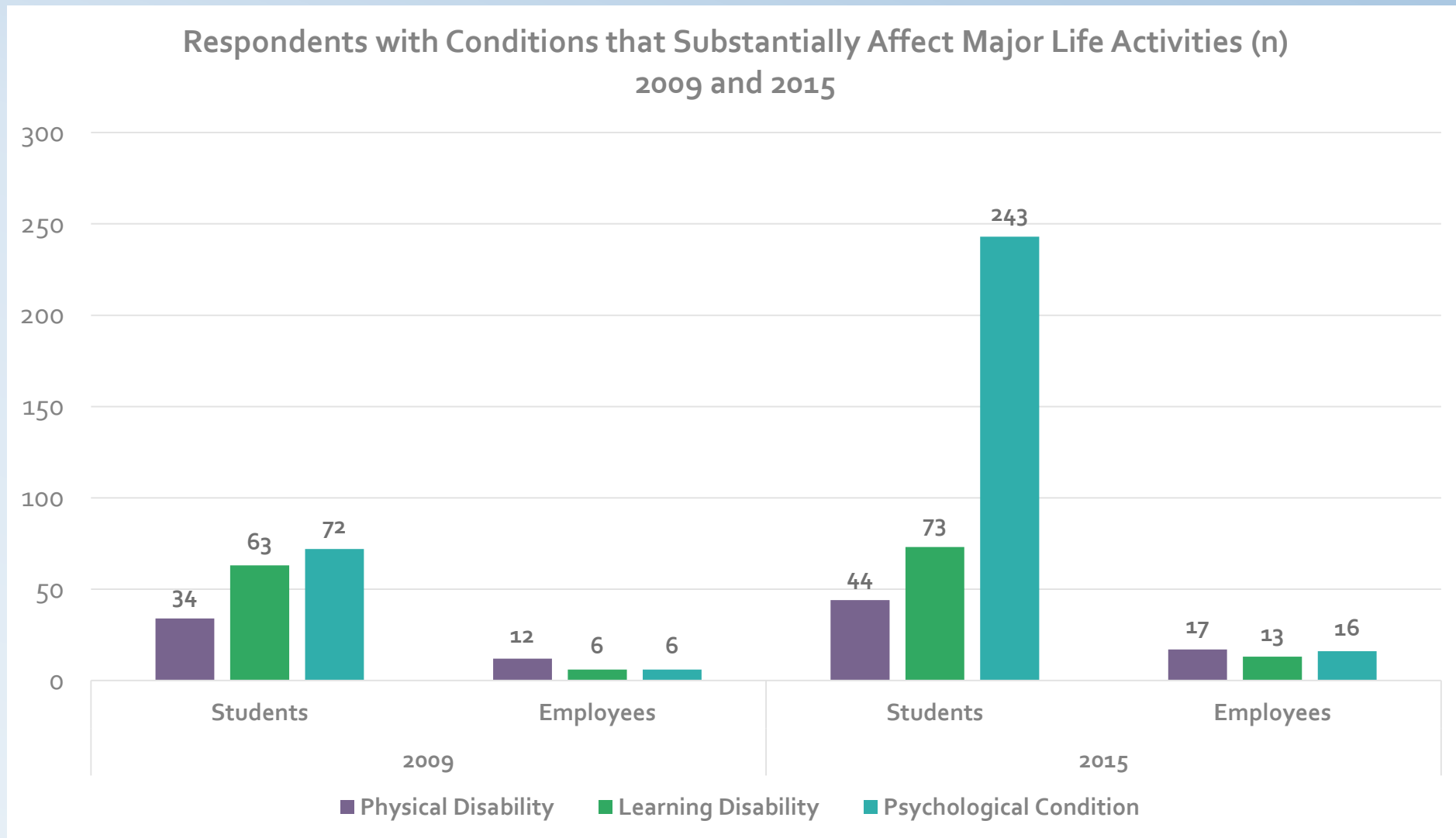
Sought support from off-campus services	4.0%
Told a friend	72.7%
Told a family member	17.4%
Sought support from CASA	5.8%
Sought medical services	7.4%
Sought support from staff	8.3%
Sought support from faculty	4.1%
Sought support from spiritual adviser	5.8%
Sought support online	7.4%
Told no one	17.4%
Sought no support	24.2%
Reported to Campus Police	4.1%
Reported to other law enforcement	2.5%
Did not file report	85.1%
Did not file report but sought support	12.4%

## Percent answering 'Agree' or 'Strongly Agree'

UWEC officials responded appropriately	60.0%
I was taken seriously	60.0%
Corrective action was taken	25.0%
Steps were taken to protect my safety	25.0%
I was referred to appropriate services	45.0%
Appropriate steps were taken	40.0%
Not enough was done	35.0%
I received the support I needed	35.0%

# Response to Assault and Satisfaction with Support





## Accessibility and Accommodations

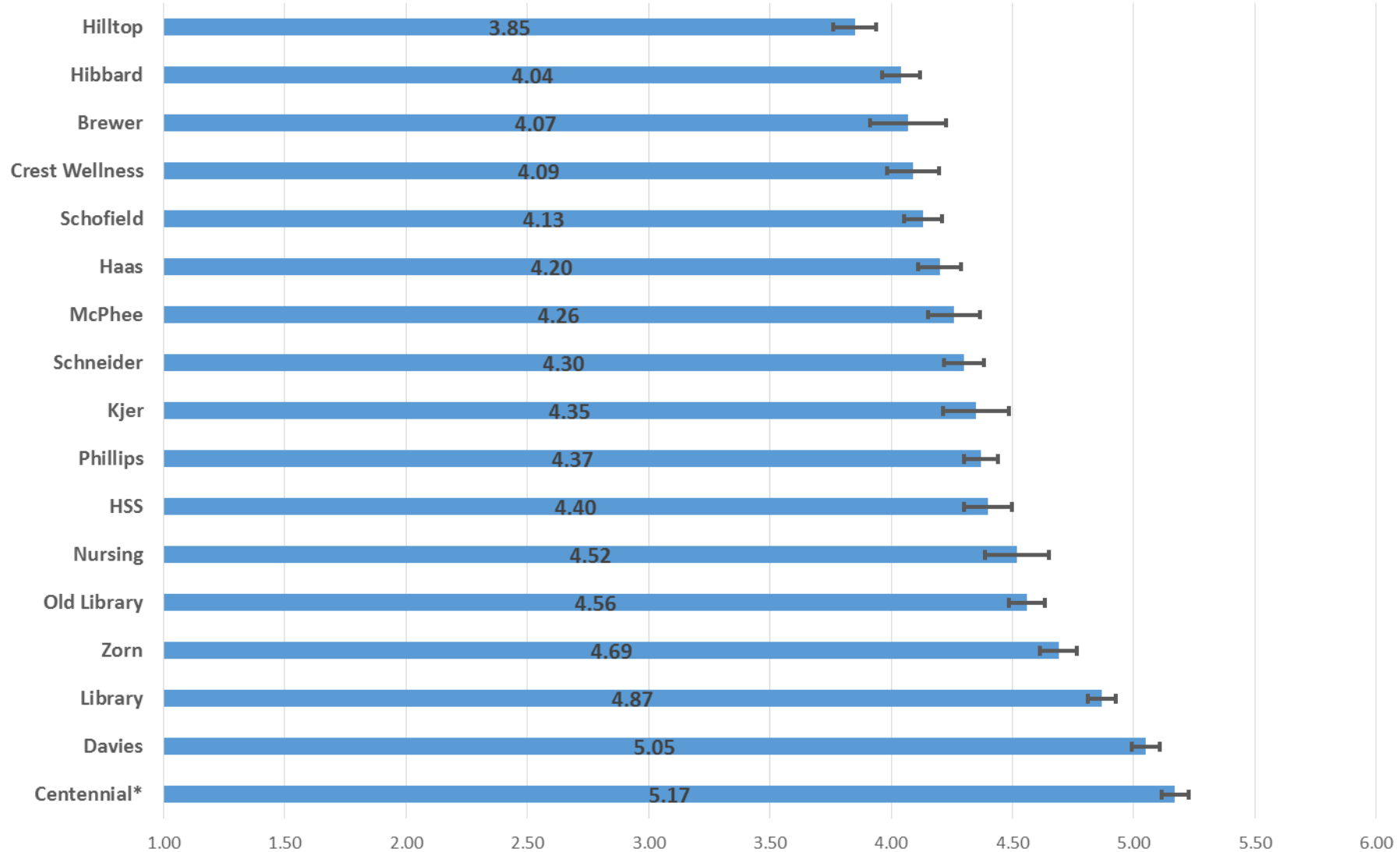
## Of the (61) students who reported being issued a VISA, 59\* reported on their experiences obtaining accommodations:

- 34.0% have worked with instructors who were resistant to providing needed accommodations (18 of 53);
- 87.5% reported that instructors are friendly when discussing accommodations (49 of 56);
- 66.7% reported that instructors know how to get them the accommodations they need (36 of 54);
- 24.3% have had difficulty finding financial resources to support their accommodations (9 of 37);
- 21.7% report that getting the accommodations they need is so difficult, they rarely request them anymore (10 of 46);
- 21.3% indicated that one or more instructors they have worked with has refused to provide them accommodations or has made the process too difficult to be practical (10 of 47).

\* Students who responded N/A are not included in the percentages given.

## Accessibility and Accommodations

**Level of Building Accessibility as Indicated by  
Respondents with a Disability - Means  
(1=Very Inaccessible -- 6=Very Accessible)**



\* Centennial was inadvertently left off of the Employee Survey. Data presented represents student responses only.

## Percent of students with disabilities who indicated “Accessible” or “Very Accessible” for various campus buildings and services:

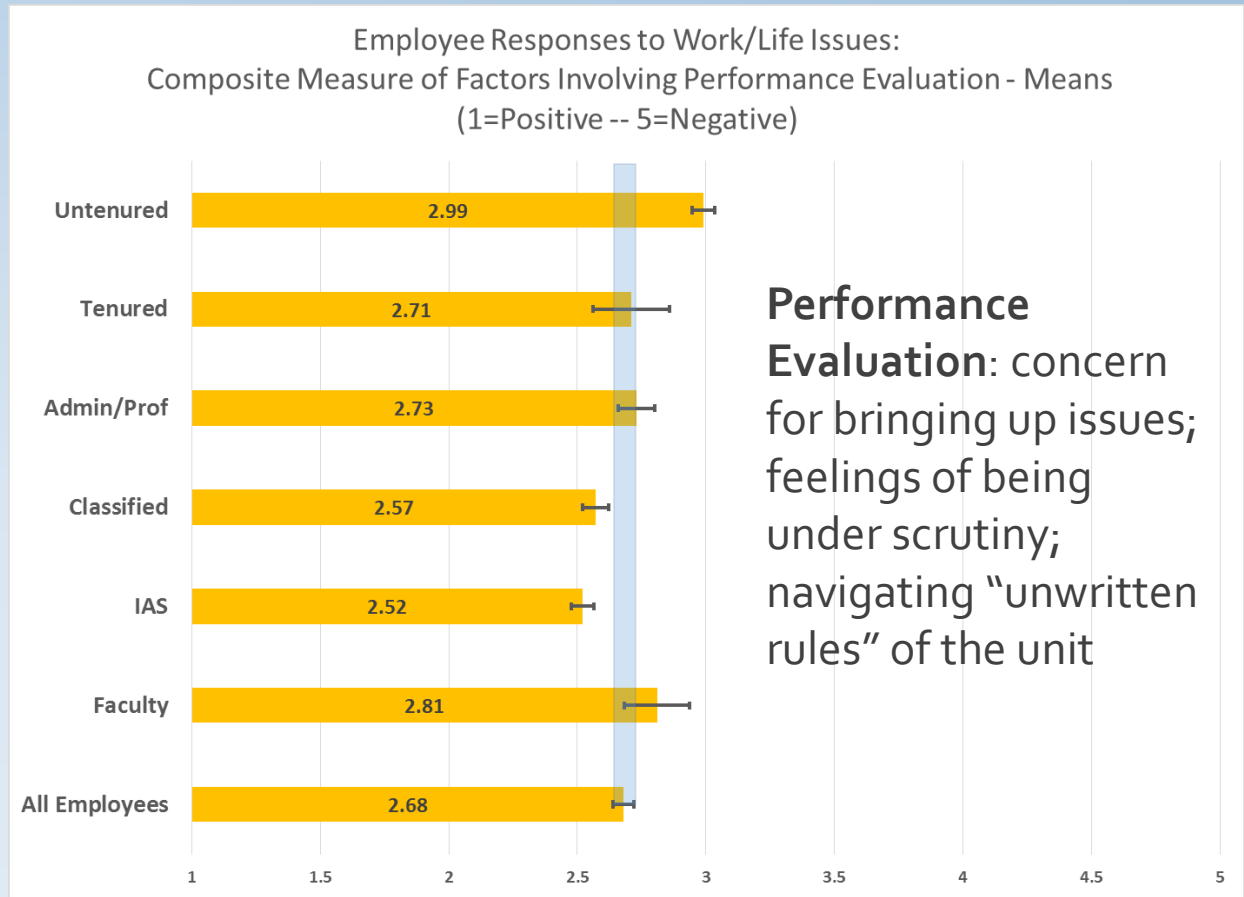
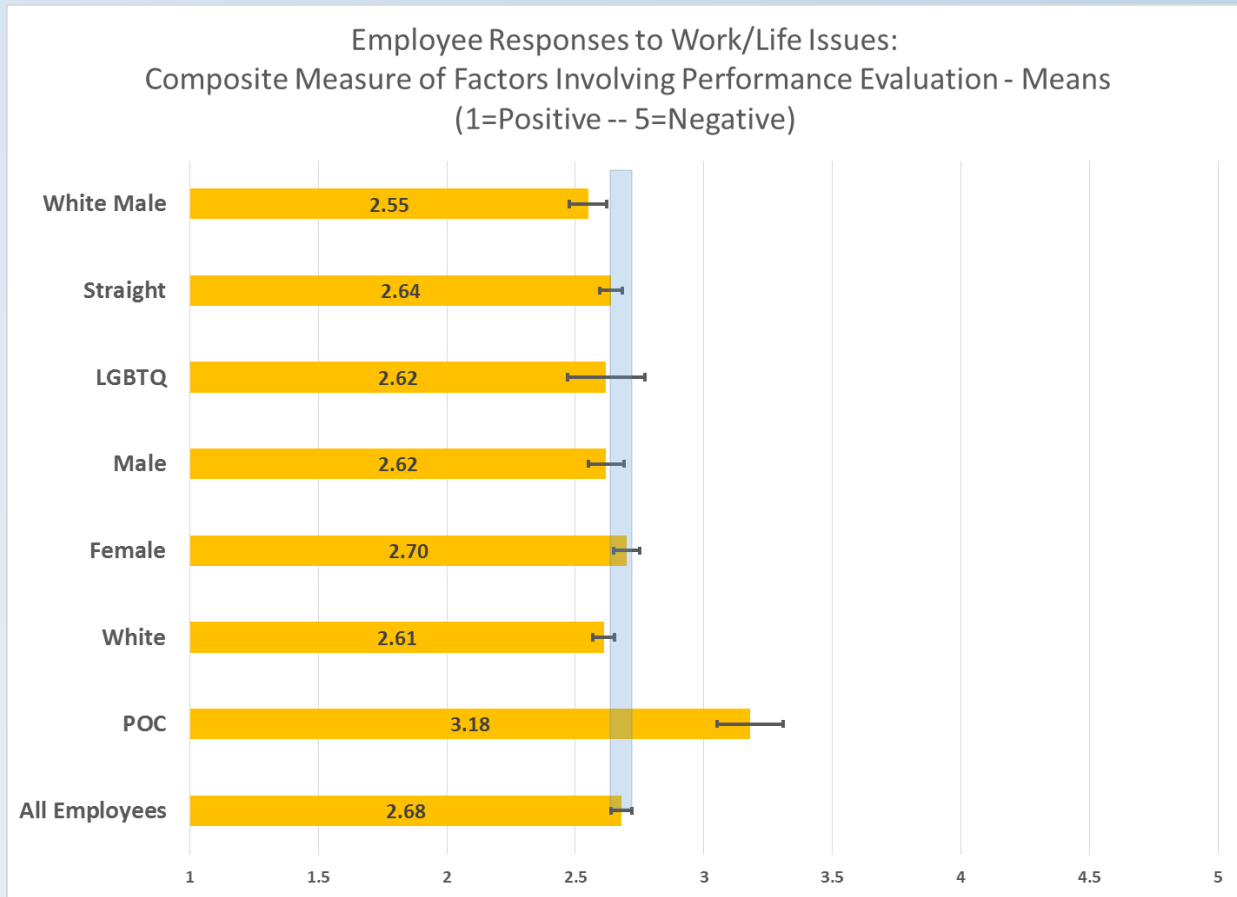
• Dining Facilities	60.0%
• Residence Halls	28.0%
• Classroom labs and studios	47.1%
• Computer labs	59.9%
• D2L	83.3%
• In-class instruction	67.6%
• Online and hybrid courses	73.0%
• UW – Eau Claire website	66.7%
• Classrooms in general	54.1%

## Student Responses to Selected Accessibility Items

## Composite Measures:

- **Performance Evaluation:** concern for bringing up issues; feelings of being under scrutiny; navigating “unwritten rules” of the unit
- **Collegial Pressure:** feeling as though one is asked to speak on behalf of their identity; feeling pressure to modify one’s research and/or work harder in order to succeed
- **Career Priority:** feelings of being reluctant to take leave; feeling like the object of higher expectations
- **Commitment/Children:** feeling like employees with children are seen as less committed to their careers; feeling like employees without children feel burdened with extra work, seeing the University as unfair in health benefits provided to single parents
- **Balance:** concern over balancing work and personal life; feeling as though one misses out on things because of work; feeling as though one is not compensated fairly
- **Equity:** feeling as though one has equitable access to work-related resources such as laboratory space, classroom resources, equipment/technology, and supplies; feeling as though one has equitable access to health care and domestic partner benefits
- **Collegial Support:** feeling that one has support and/or can seek advice from colleagues and decision makers

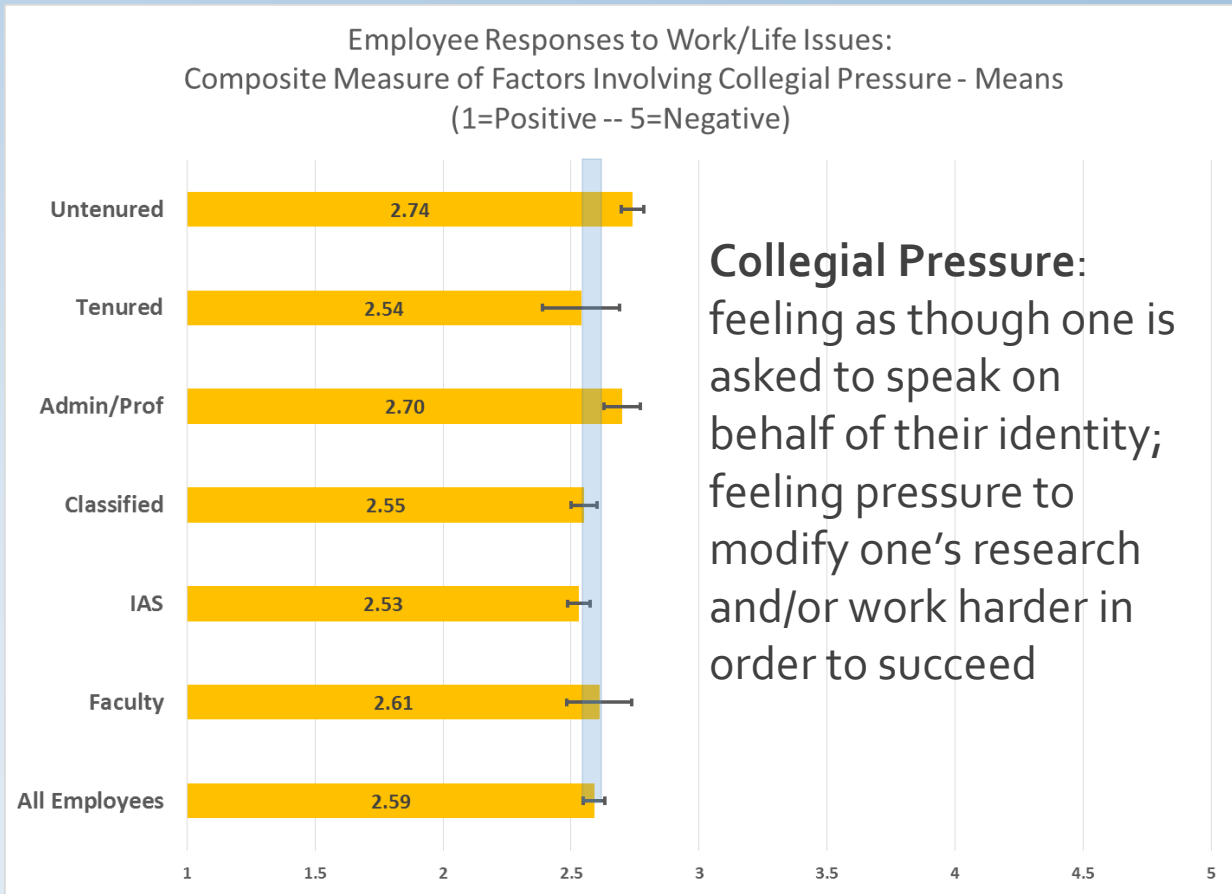
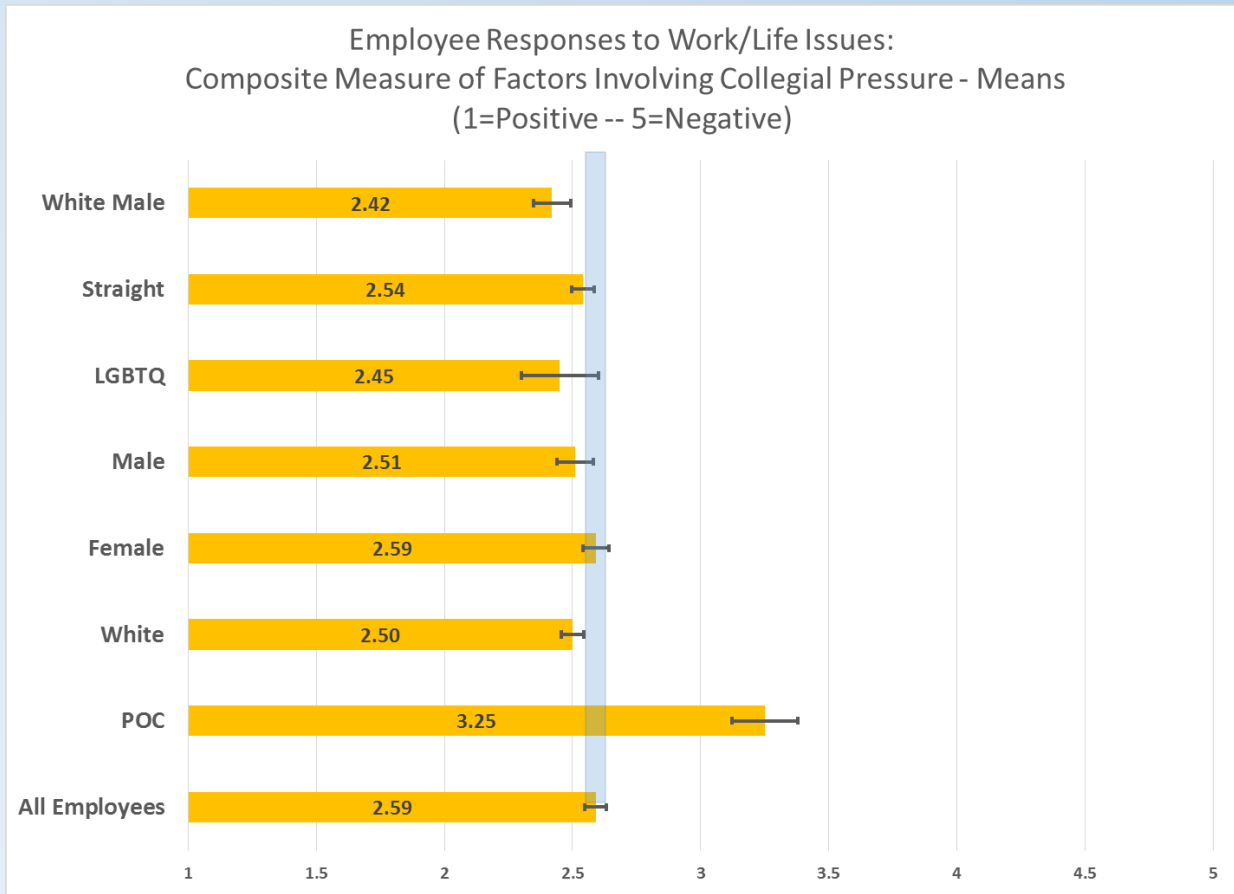
## Work/Life Balance – Employees Only



(The larger the mean, the greater the concern over performance evaluation issues.)

## Work/Life Balance – Performance Evaluation Scale



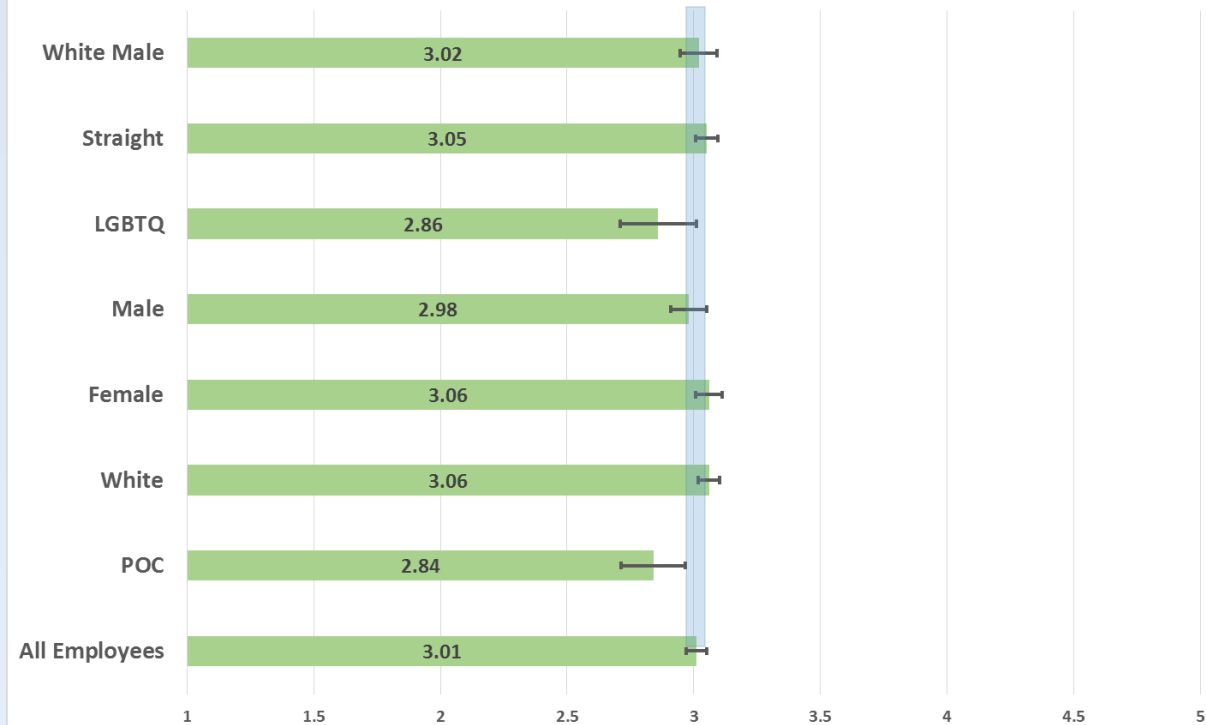


**Collegial Pressure:**  
feeling as though one is  
asked to speak on  
behalf of their identity;  
feeling pressure to  
modify one's research  
and/or work harder in  
order to succeed

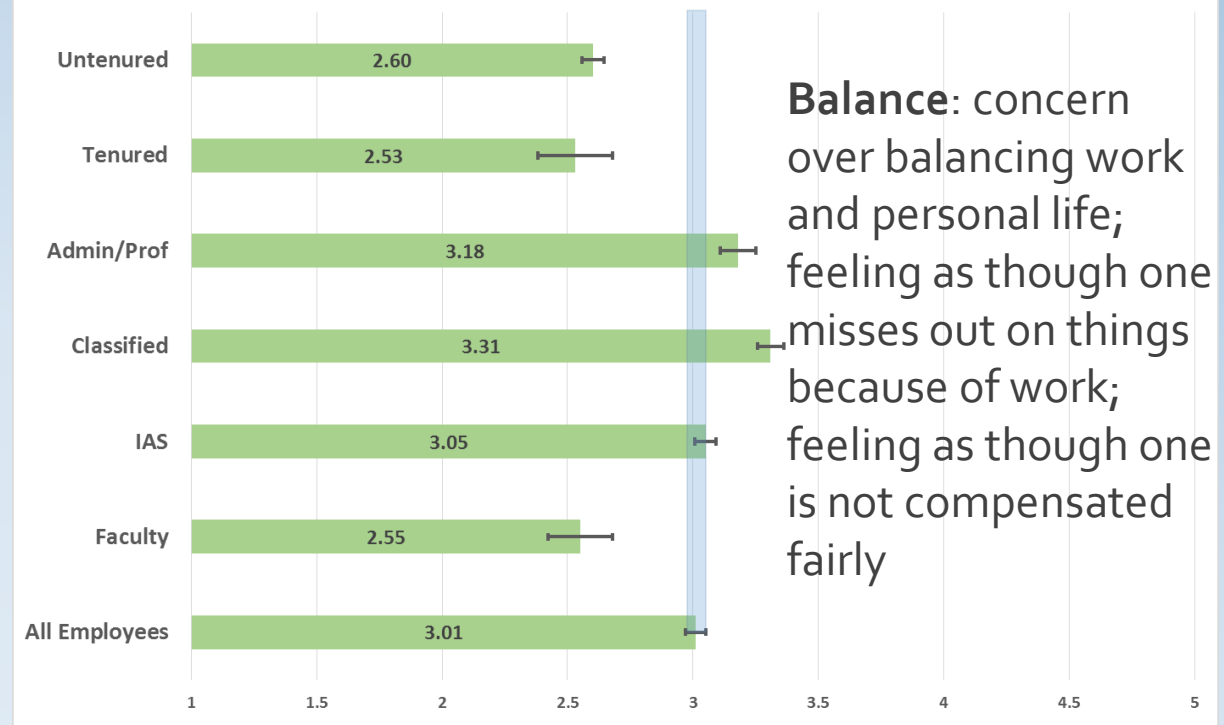
(The larger the mean, the greater the collegial pressure.)

# Work/Life Balance – Collegial Pressure Scale

Employee Responses to Work/Life Issues:  
Composite Measure of Factors Involving Balance - Means  
(1=Strongly Agree -- 5=Strongly Disagree)



Employee Responses to Work/Life Issues:  
Composite Measure of Factors Involving Balance - Means  
(1=Strongly Agree -- 5=Strongly Disagree)



**Balance:** concern over balancing work and personal life; feeling as though one misses out on things because of work; feeling as though one is not compensated fairly

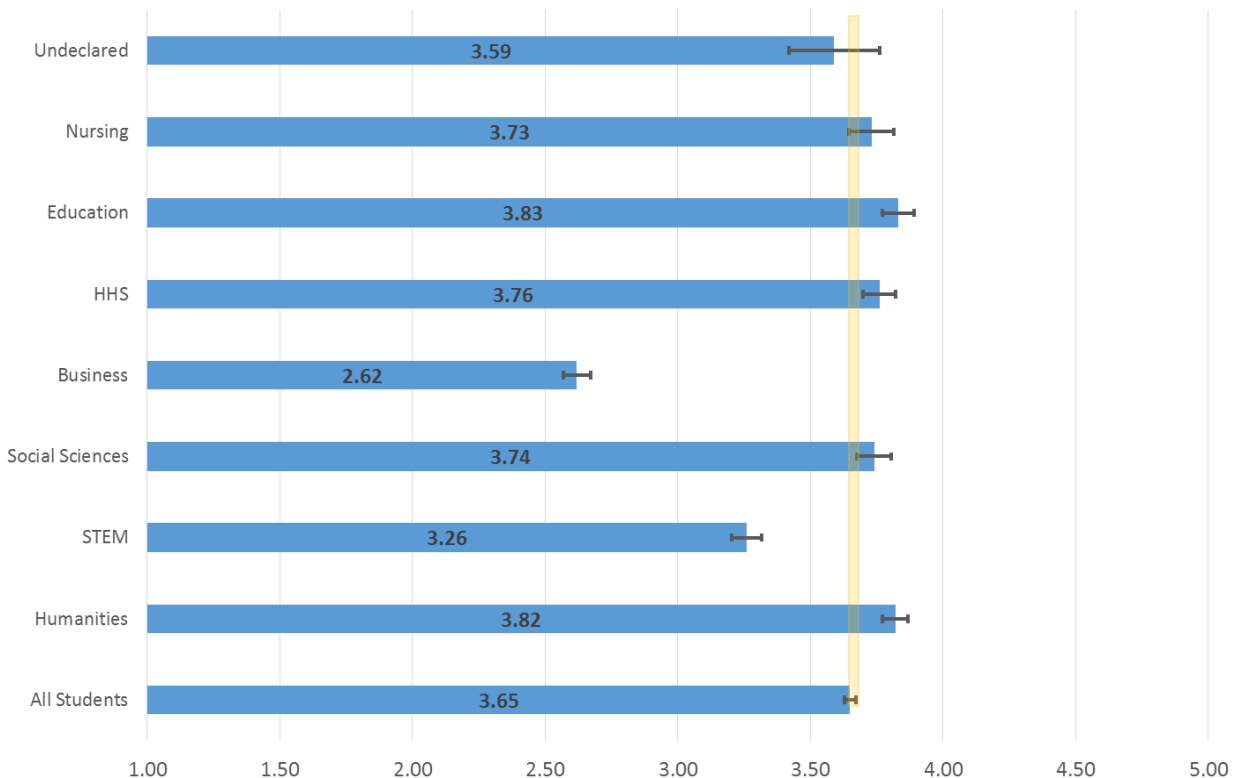
(The smaller the mean, the greater the concern over balance and compensation.)

## Work/Life Balance – Balance Scale

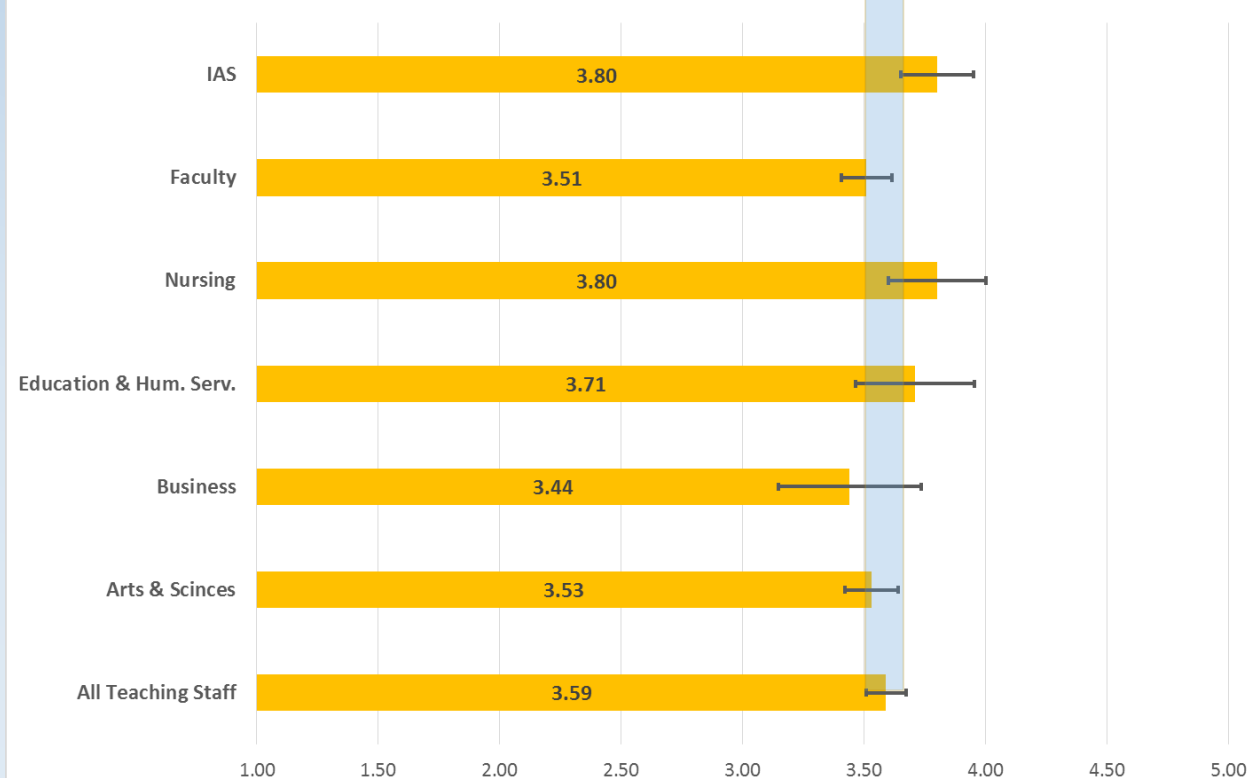
- Classified staff were significantly less likely than all employees to feel they have collegial support (mean = 3.37 vs. 3.53 for all employees).
- Women are significantly more likely than men to feel that their family obligations will make them seem less committed to their job (mean = 2.55 vs. 2.36).
- POC are significantly more likely than all employees to feel that their family obligations will make them seem less committed to their job (mean = 2.80 vs. 2.49).
- On the whole, most employees feel they have equitable access to resources, though the mean for POC was marginally lower than employees as a whole (mean = 3.65 vs. 3.83).

## Work/Life Balance – Other Issues of Note

Student Response for How Often Faculty Include Material on  
Diverse Cultures - Means  
(1 = Very Rarely -- 5 = Very Often)

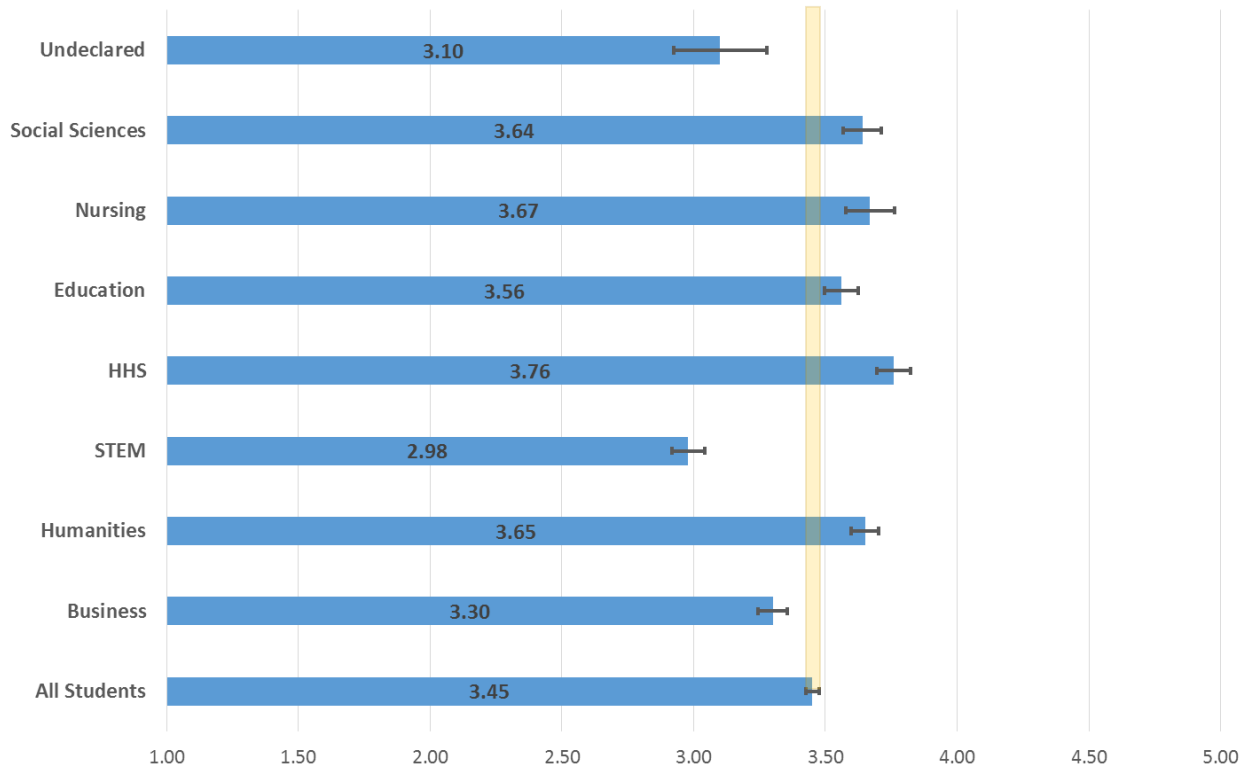


Faculty Response for How Often They Include Material on  
Diverse Cultures - Means  
(1 = Very Rarely -- 5 = Very Often)

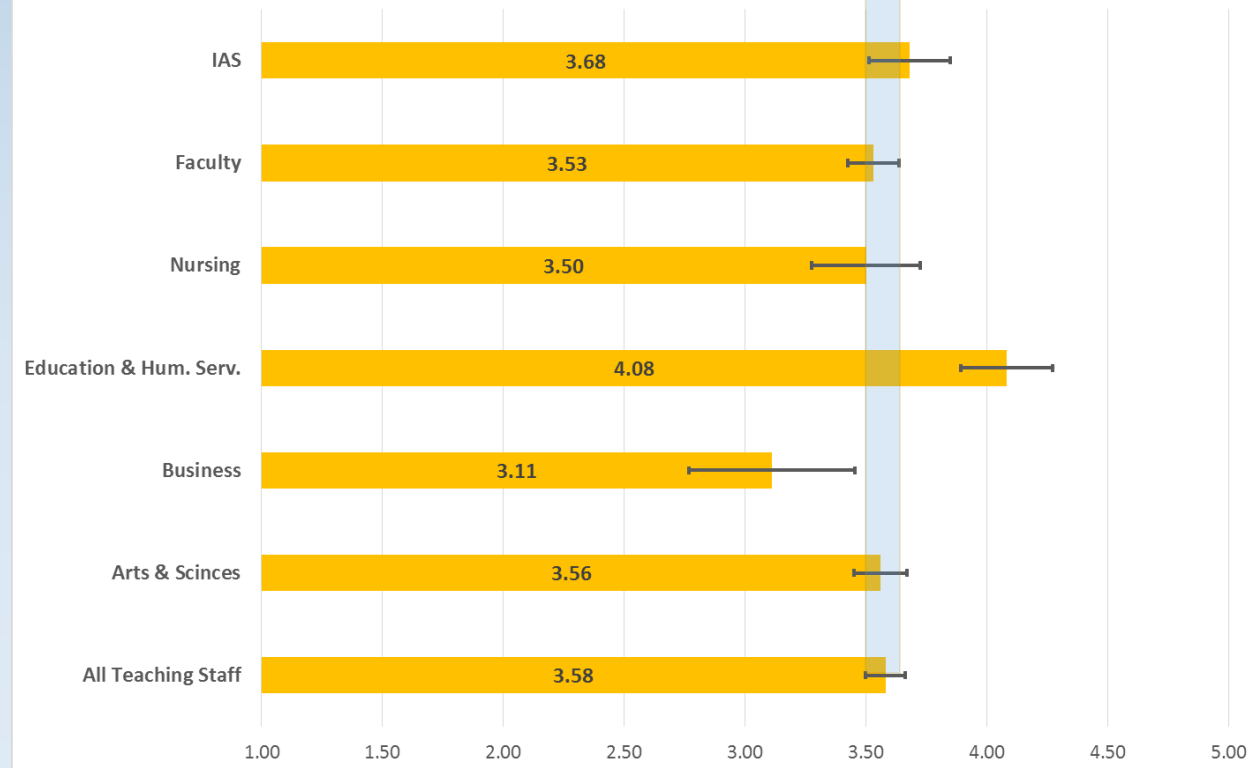


# Inclusive Pedagogy: Diverse Cultures

Student Response for How Often Faculty Include Material on  
Gender - Means  
(1 = Very Rarely -- 5 = Very Often)

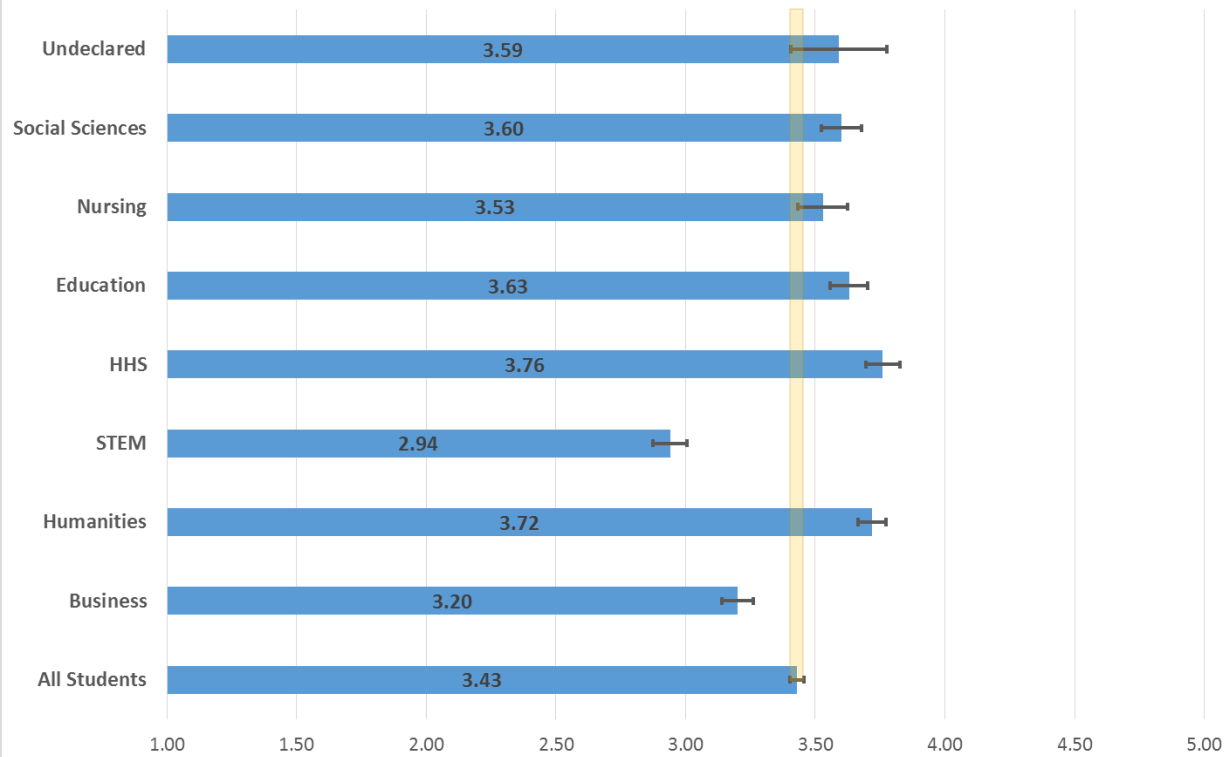


Faculty Response for How Often They Include Material on  
Gender - Means  
(1 = Very Rarely -- 5 = Very Often)

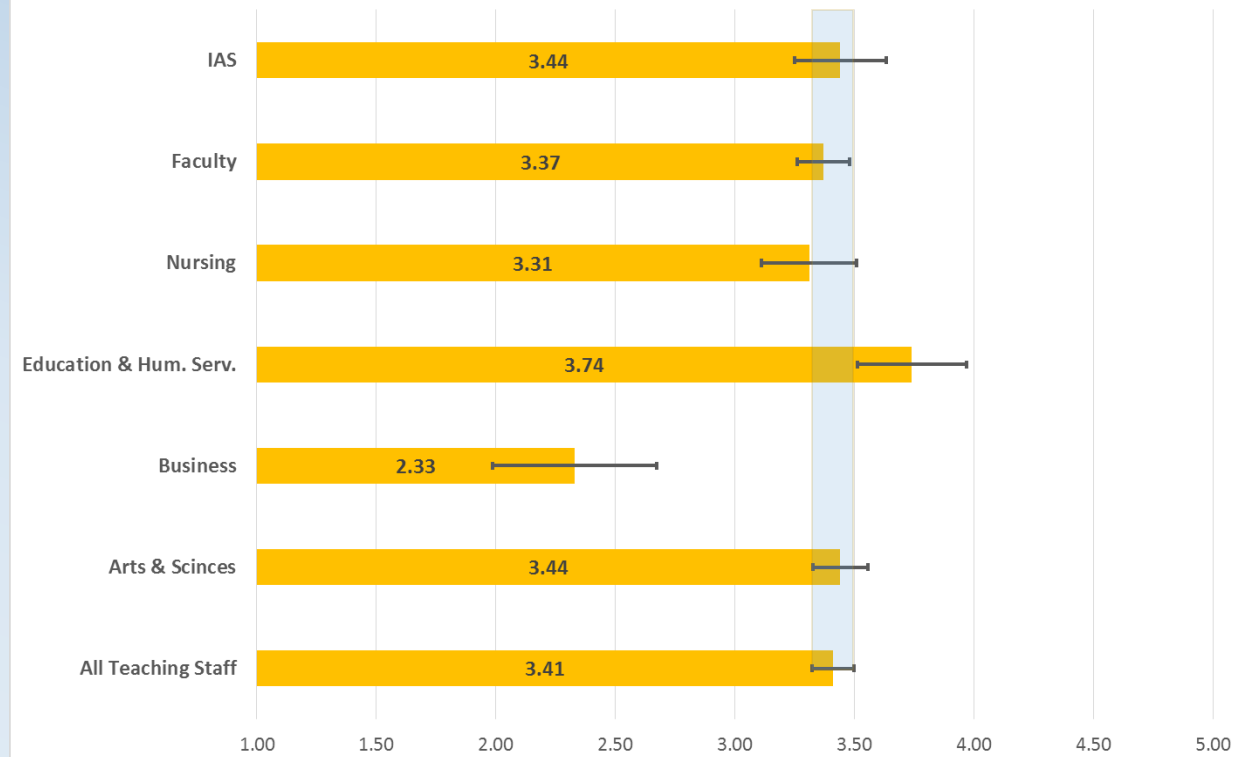


# Inclusive Pedagogy: Gender

Student Response for How Often Faculty Include  
Material on Race - Means  
(1 = Very Rarely -- 5 = Very Often)

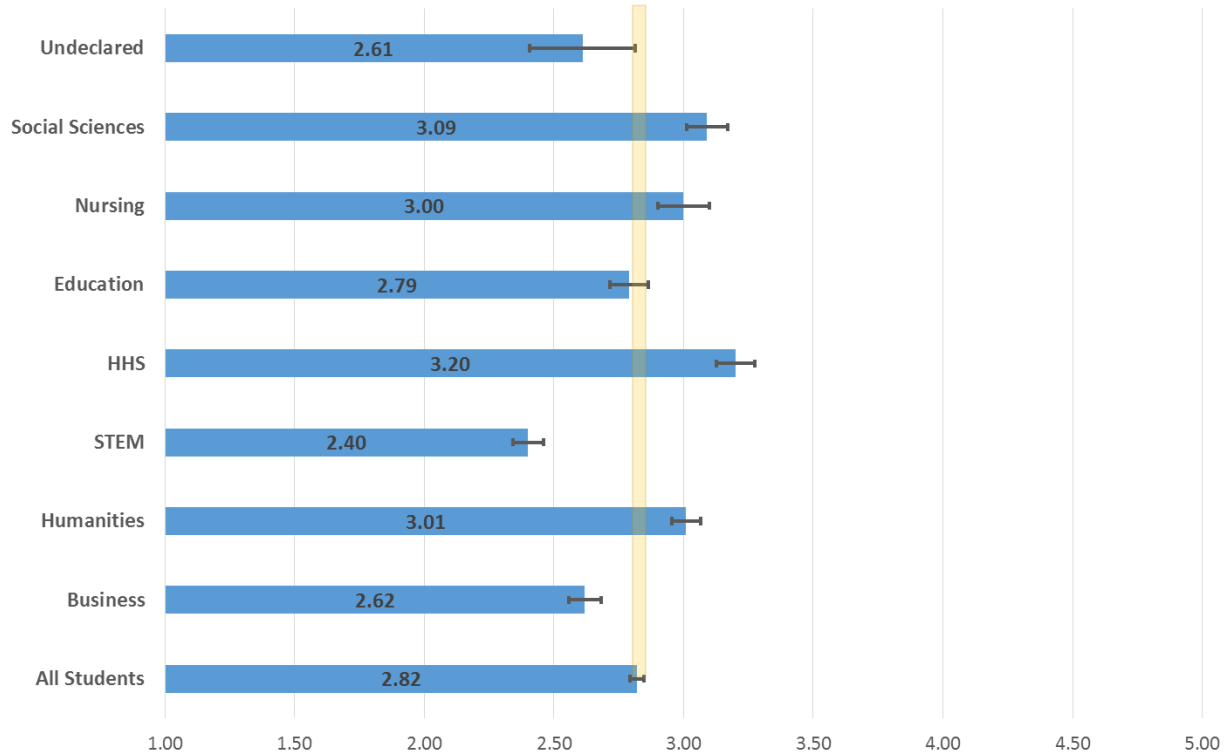


Faculty Response for How Often They Include Material on  
Race - Means  
(1 = Very Rarely -- 5 = Very Often)

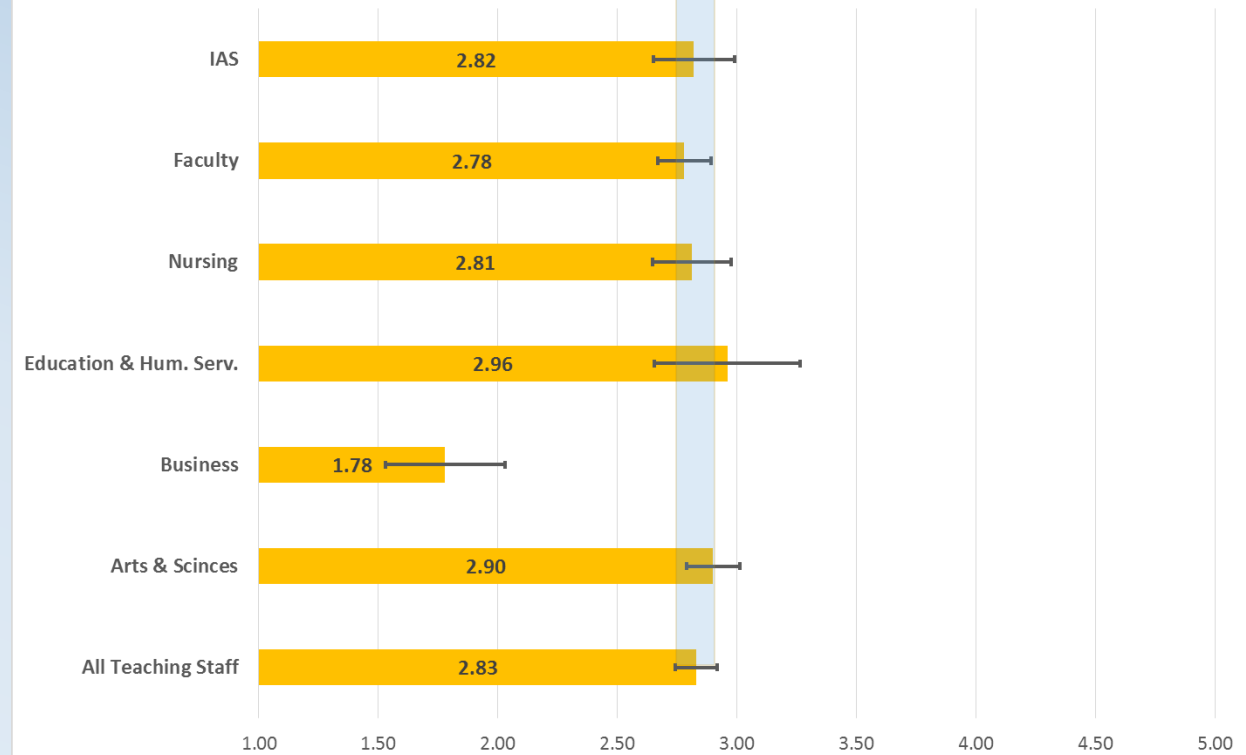


# Inclusive Pedagogy: Race

Student Response for How Often Faculty Include  
Material on Sexual Orientation - Means  
(1 = Very Rarely -- 5 = Very Often)



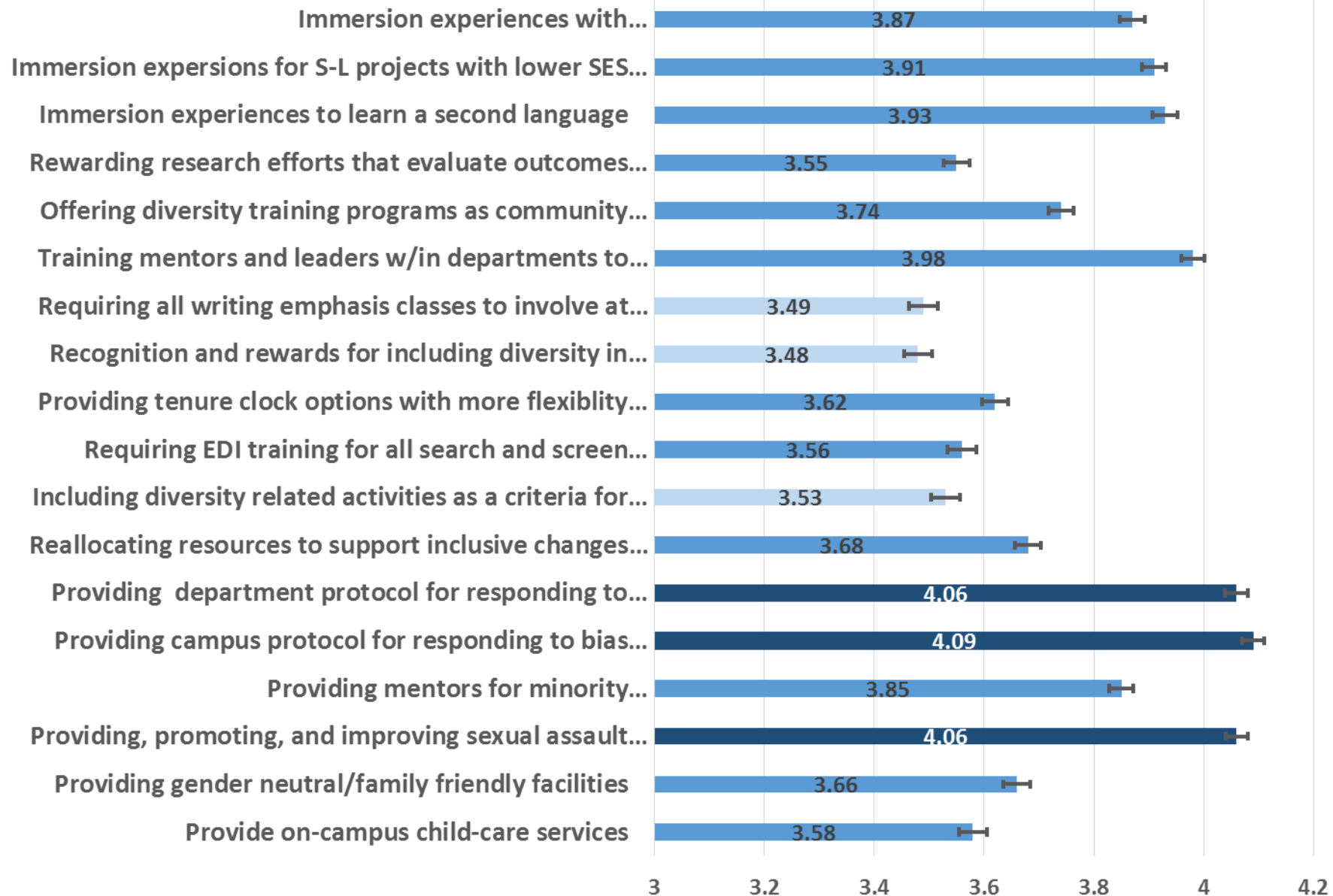
Faculty Response for How Often They Include Material on  
Sexual Orientation - Means  
(1 = Very Rarely -- 5 = Very Often)



# Inclusive Pedagogy: Sexual Orientation

## Student Response on Ways to Improve Climate - Means

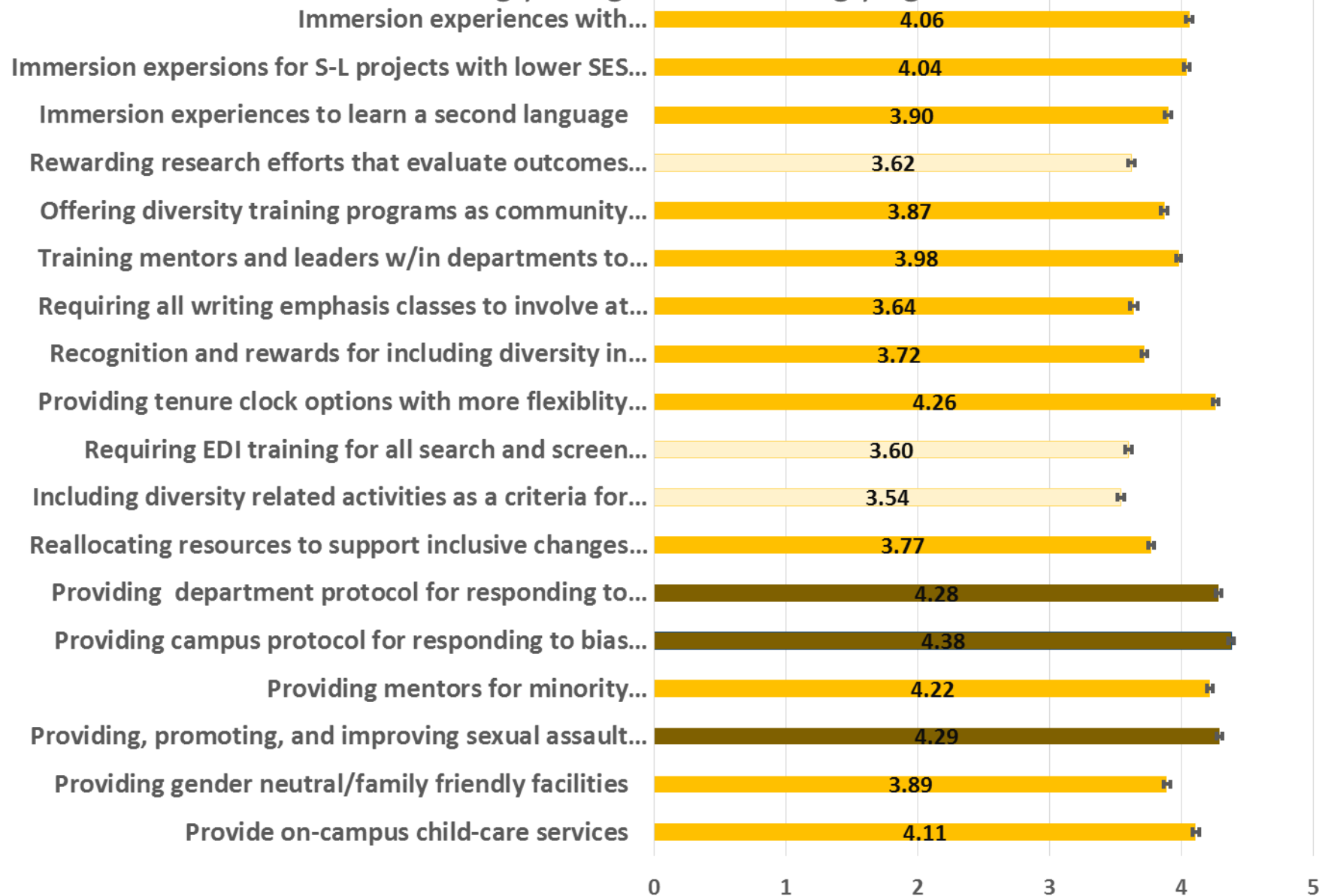
1 = Strongly Disagree -- 5= Strongly Agree





## Faculty Response on Ways to Improve Climate - Means

1 = Strongly Disagree -- 5= Strongly Agree



Eighteen Items from the Symbolic Racism Scale (Henry & Sears, 2002) were modified to evaluate attitudes toward a number of different social groups. Factor analysis resulted in 3 factors:

- Acknowledging the Continued Effects of Racial Discrimination (8-items;  $\alpha = .89$ ):
  - “e.g., Discrimination against Hmong Americans in the US has limited their chances to get ahead”
  - “e.g., White Americans are responsible for most of the racial tension in the US today”
- Support for LGBTQ and Diverse Religious Beliefs (5-items;  $\alpha = .85$ ):
  - “e.g., Lesbian couples should be allowed to adopt children the same as straight couples”
  - “e.g., People who are atheists share my vision of America”
- Endorsement of Meritocracy and Social Dominance (4-items;  $\alpha = .85$ ):
  - “e.g., Irish, Italian, Jewish, and many other groups overcame prejudice and worked their way up. African Americans should do the same”
  - “e.g., On the whole, men make better political leaders than women do”

## General EDI Attitudes: Employees

- Whites and POC did not differ on any of the 3 scales
- Women reported lower, while Men and White Men reported higher endorsement of Meritocracy
- LGBTQ reported higher Acknowledgment of Racism and Support for LGBTQ and Diverse Religious Beliefs; lower endorsement of Meritocracy than all others
- Christians reported lower Acknowledgment of Racism and Support for LGBTQ and Diverse Religious Beliefs; higher endorsement of Meritocracy than all others

## General EDI Attitudes: Employees

- Climate Report published on University website
- Public datasets released
- Additional analysis completed
- Use results to inform campus decisions on EDI Initiatives

Where Do We Go From Here?