

Assessment of Climate for Learning, Living, and Working



August 26, 2019

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, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005

³ Hale, 2004; Harper & Quaye, 2004; Harper & Hurtado, 2009; Hurtado, 2003; Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013

Campus Climate & Faculty/Staff



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



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

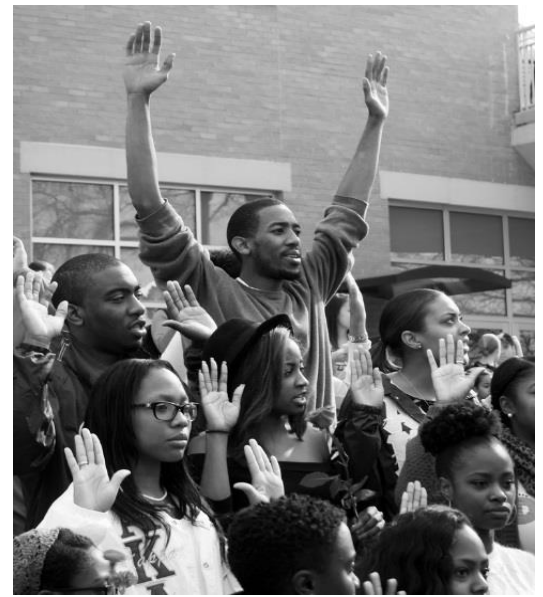


Research underscores the **relationships** between (1) workplace **discrimination** and negative job/career **attitudes** and (2) workplace encounters with **prejudice** and lower health/**well-being**.³

¹Settles, Cortina, Malley, & 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





CLIMATE MATTERS





Academic Freedom



Hate Speech



What Are Students Demanding?



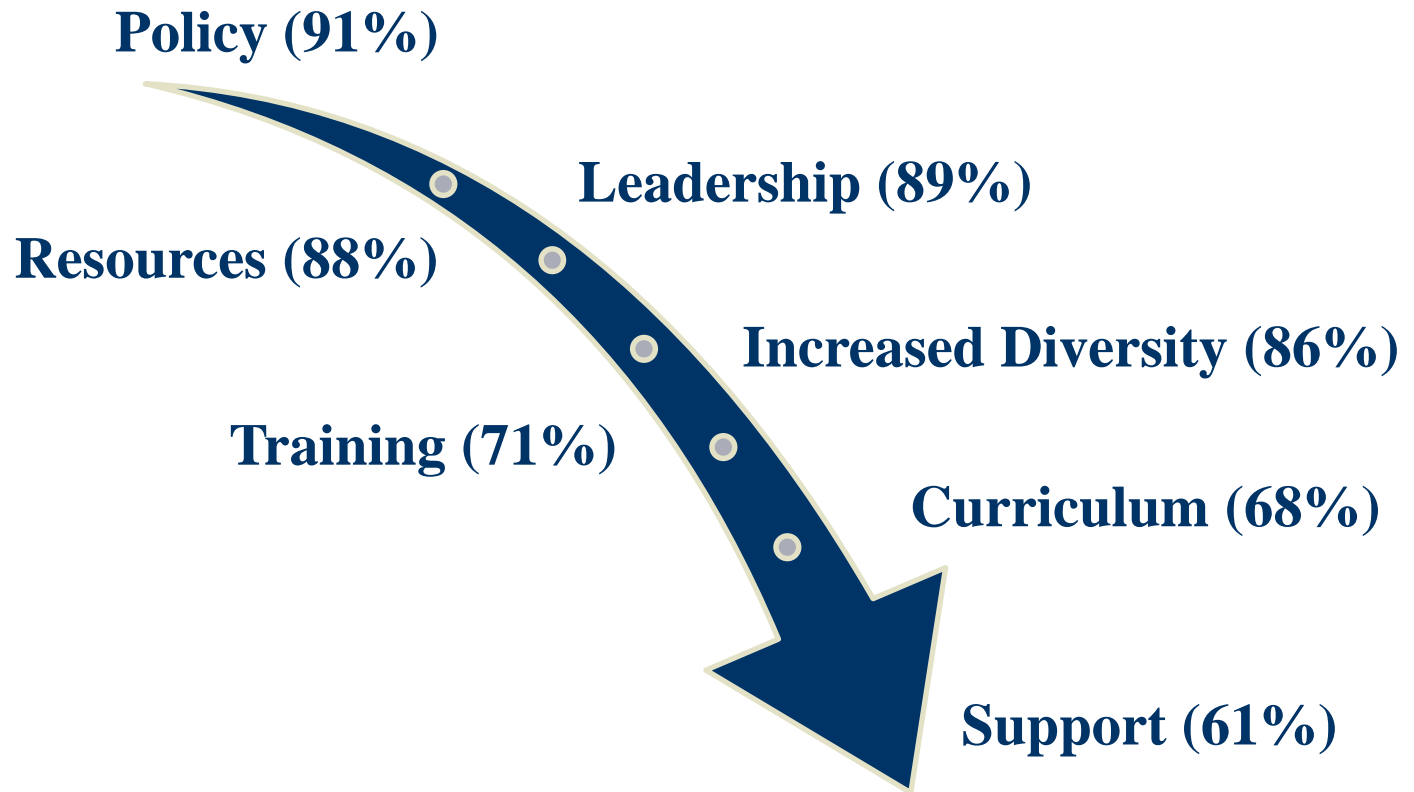
While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)



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

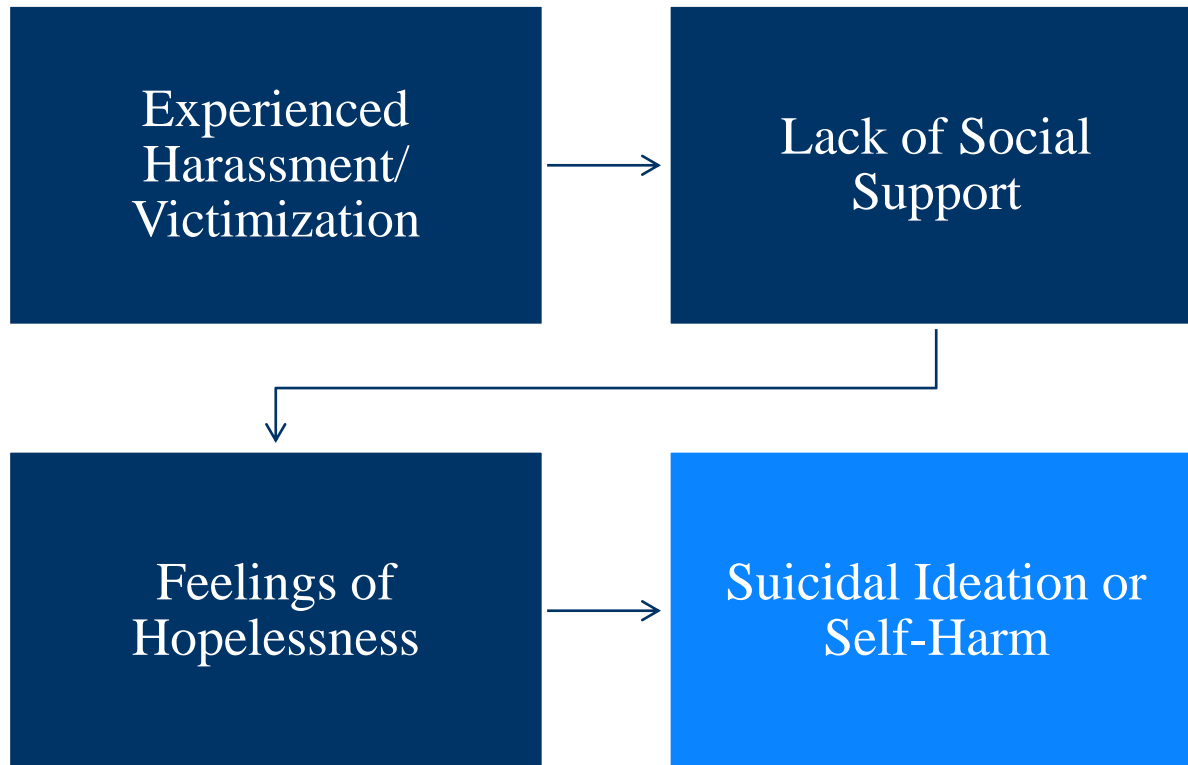
What are students'
behavioral
responses?

Lack of Persistence

30% of respondents have seriously considered leaving their institution

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

Student Departure



Projected Outcomes



FLCC 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).



FLCC will use the results of the survey 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

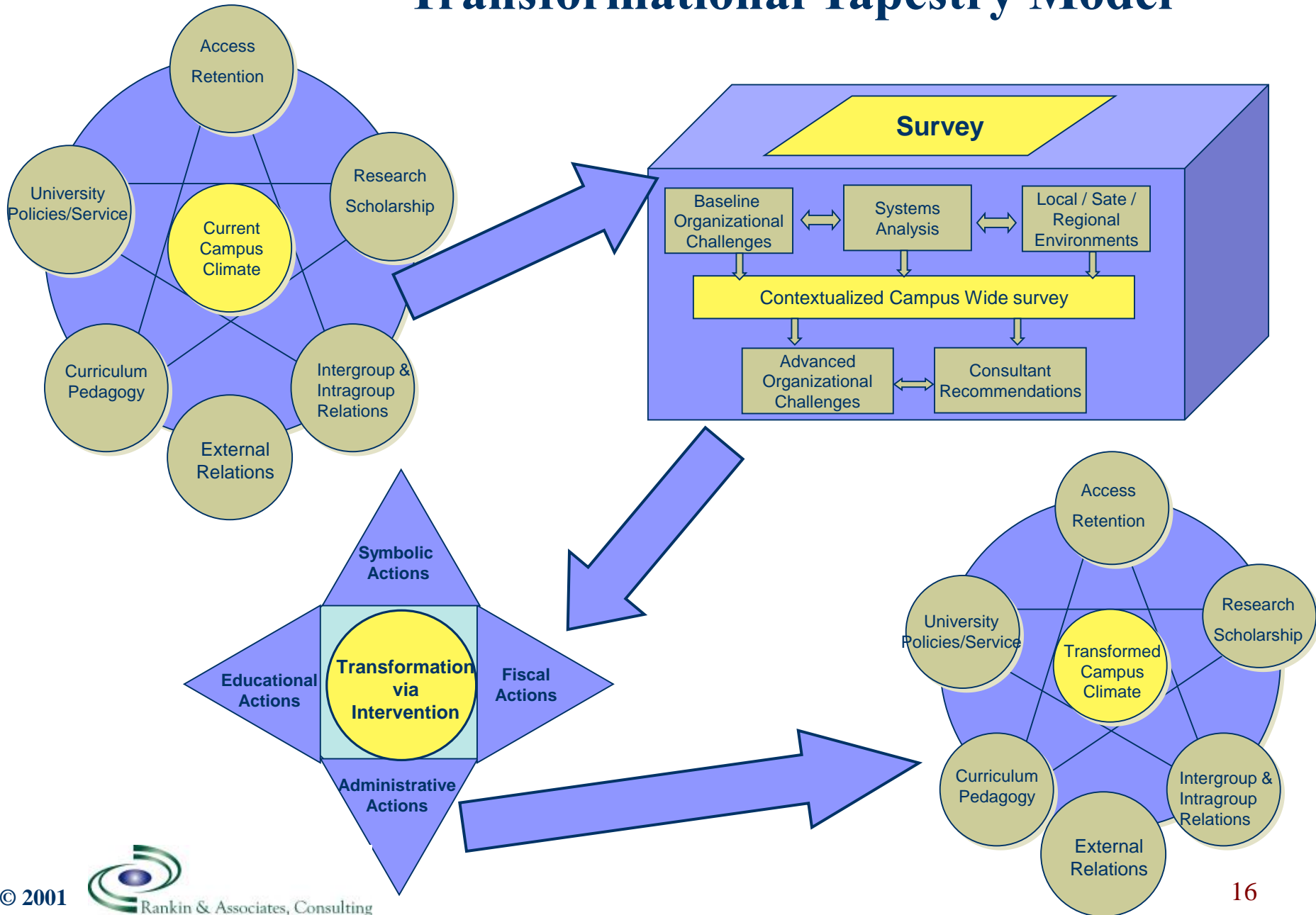
Survey

- Examine the climate

Follow-up

- Building on the successes and addressing the challenges

Transformational Tapestry Model[©]



Project Overview

Phase I

- **Initial Proposal Meetings**
- **Outreach Plan**
- **Survey Tool Development and Implementation**

Phase II

- **Data Analysis**

Phase III

- **Final Report and Presentation**

Phase I

Summer 2018 - Winter 2019

The Climate Study Working Group (CSWG; includes students, staff, faculty) was created.

Meetings with the CSWG to develop the survey instrument

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

The survey was distributed to the entire FLCC community (students, staff, faculty) via an invitation from President Robert Nye.

Phase II

Spring 2019

Quantitative and qualitative analyses conducted

Phase III

Summer 2019

Report draft reviewed by the CSWG

Final report submitted to FLCC

Presentation to FLCC campus community

Instrument/Sample



- ◆ **Online Survey Instrument**
 - 117 questions including space for respondents to provide commentary

- ◆ **Sample = Population**
 - All community members were invited to take the survey
 - Available from February 4th through March 1st, 2019

Structure of the Survey

Section

1: Personal Experiences of Campus Climate

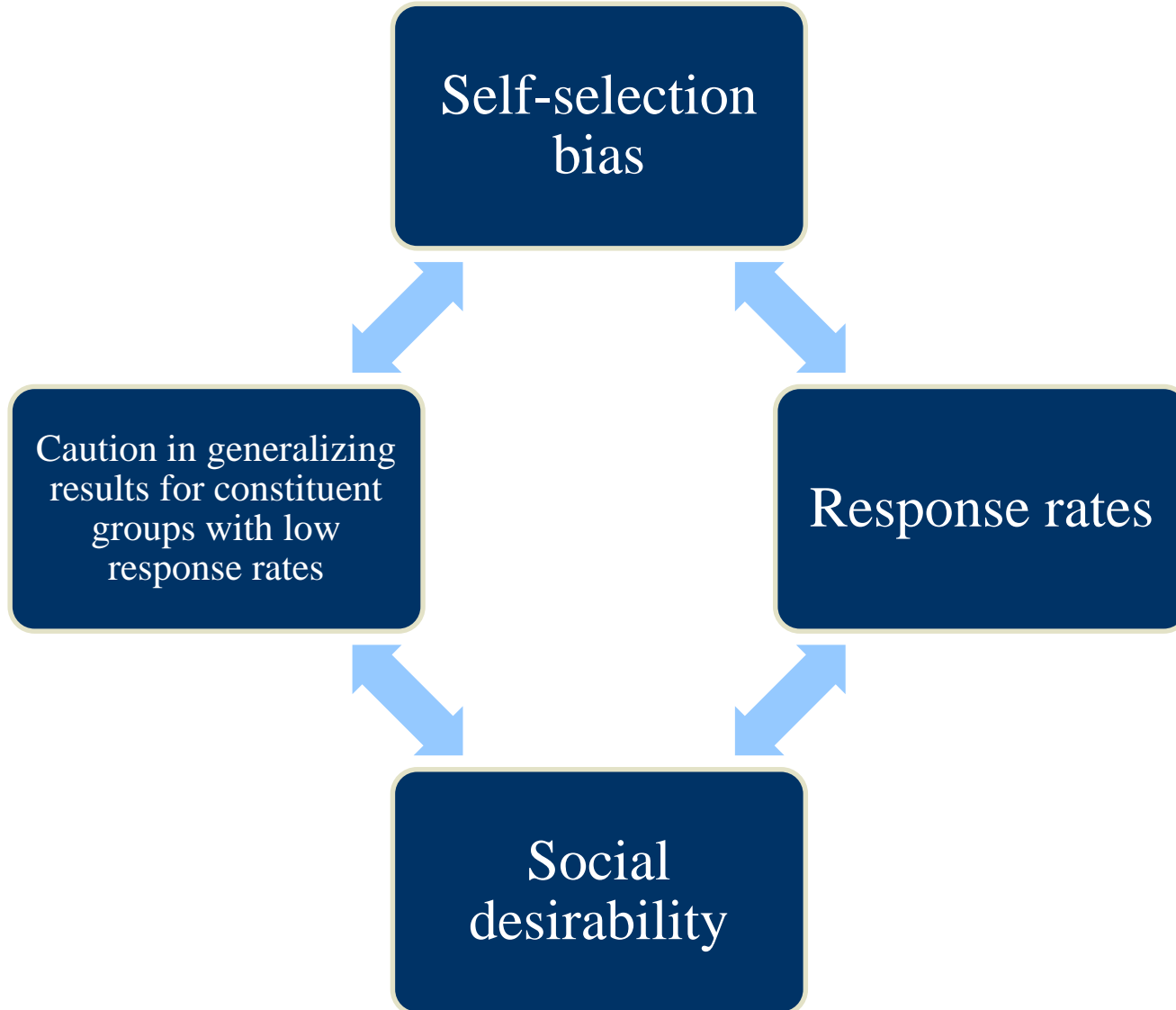
2: Workplace Climate for Employees

3. Demographic Information

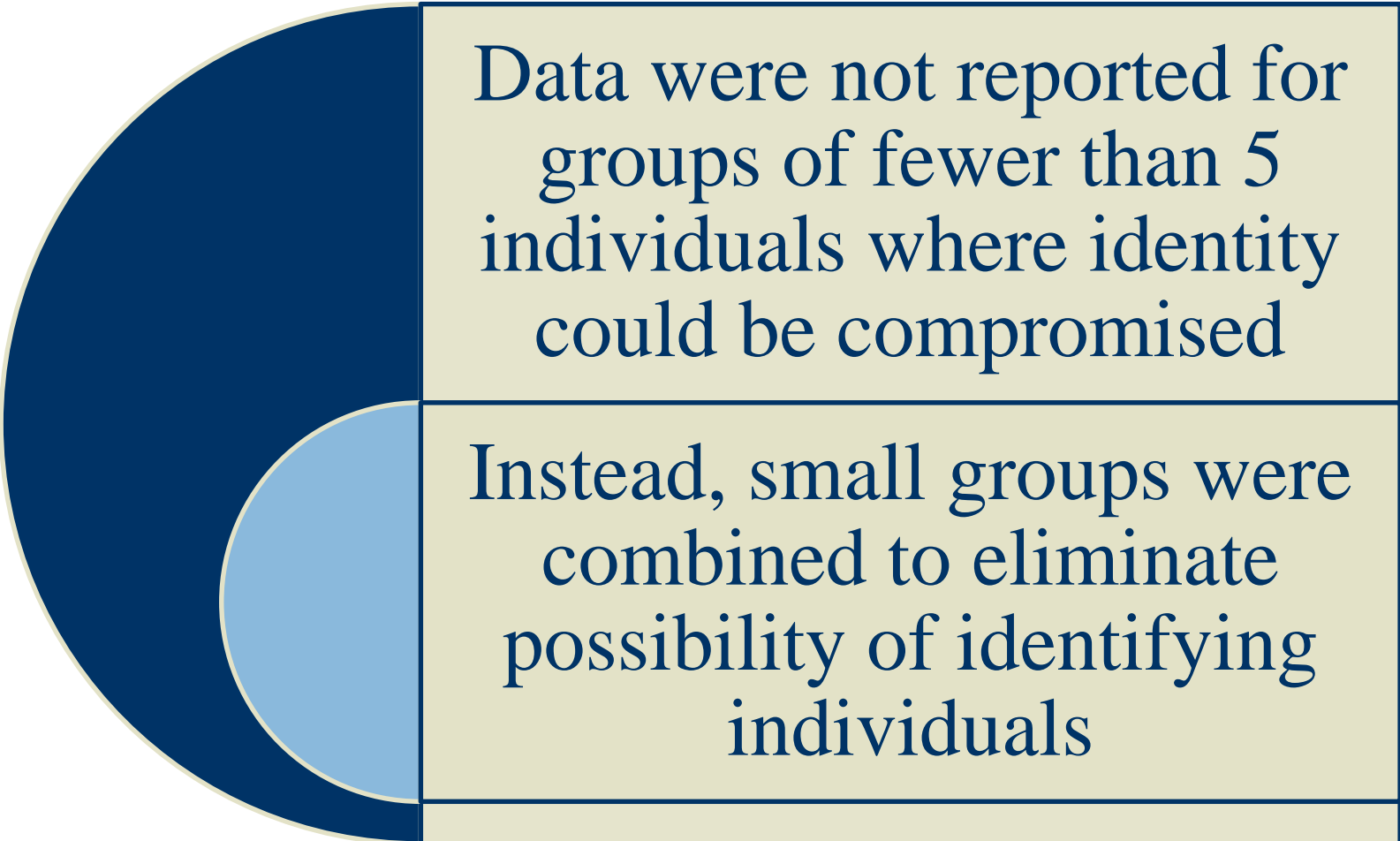
4. Perceptions of Campus Climate

5. Institutional Actions

Survey Limitations



Protecting Confidentiality



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

Results: Response Rates

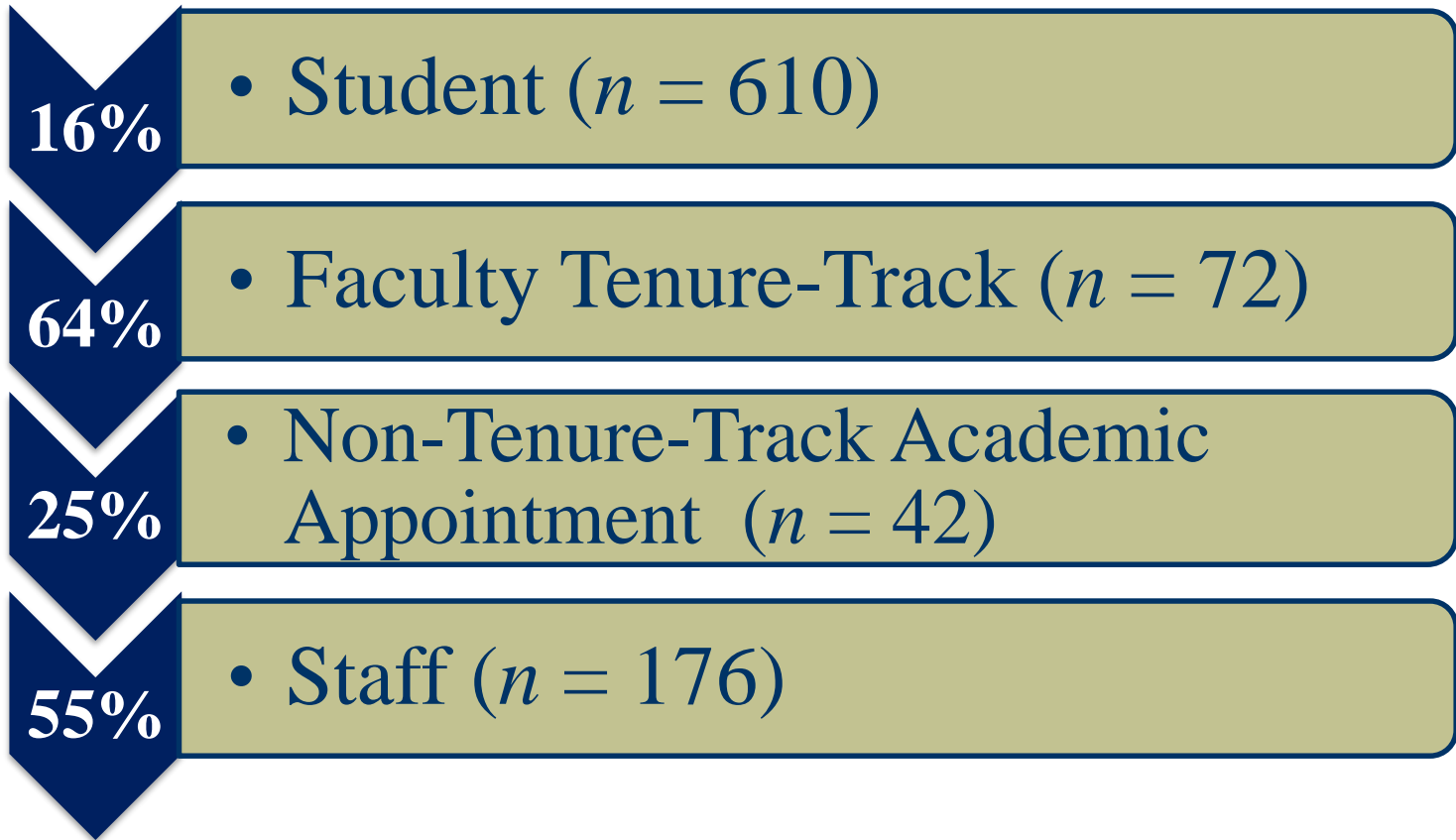


Who are the respondents?

24% overall response rate

900 surveys were returned

Response Rates by Position



Response Rates by Gender Identity

22%

- Women ($n = 537$)

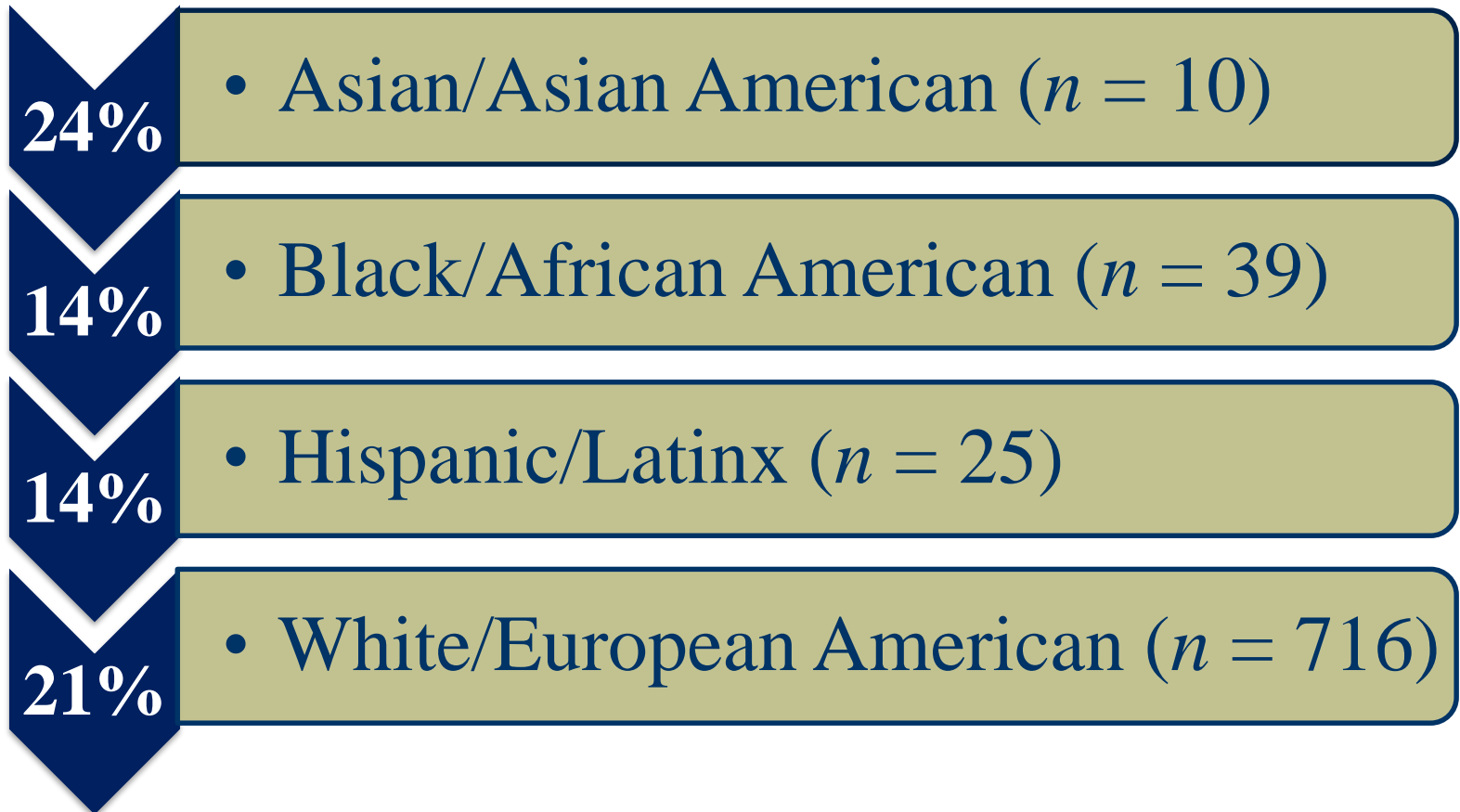
17%

- Men ($n = 321$)

N/A

- Trans-spectrum ($n = 28$)

Response Rates by Racial Identity



Response Rates by Racial Identity

0%

- Middle Eastern ($n = 0$)

0%

- Amer Ind/Native/Alaska Native ($n = 0$)

N/A

- South Asian ($n < 5$)

N/A

- Native Hawaiian/Pacific Islander ($n < 5$)

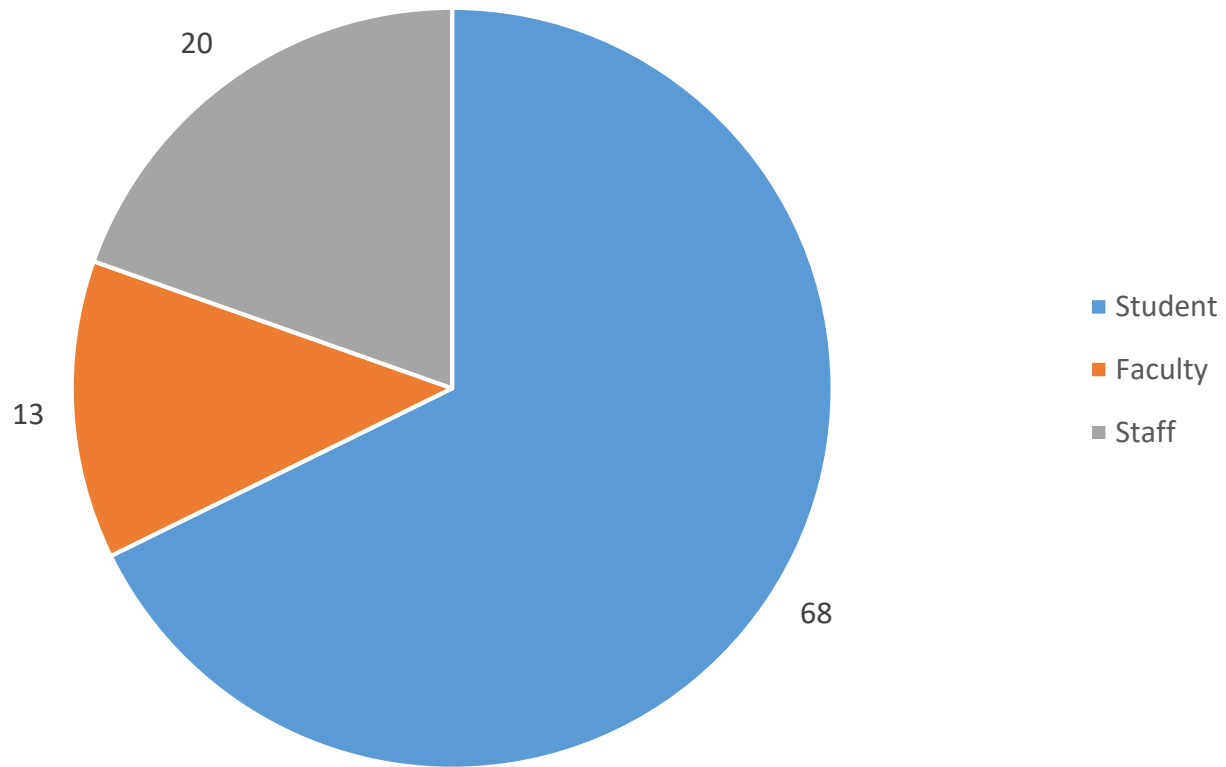
38%

- Multiracial ($n = 51$)

Sample Characteristics



Respondents by Position (%)



Respondents' Full-Time Status in Primary Positions

81% ($n = 492$) of Students

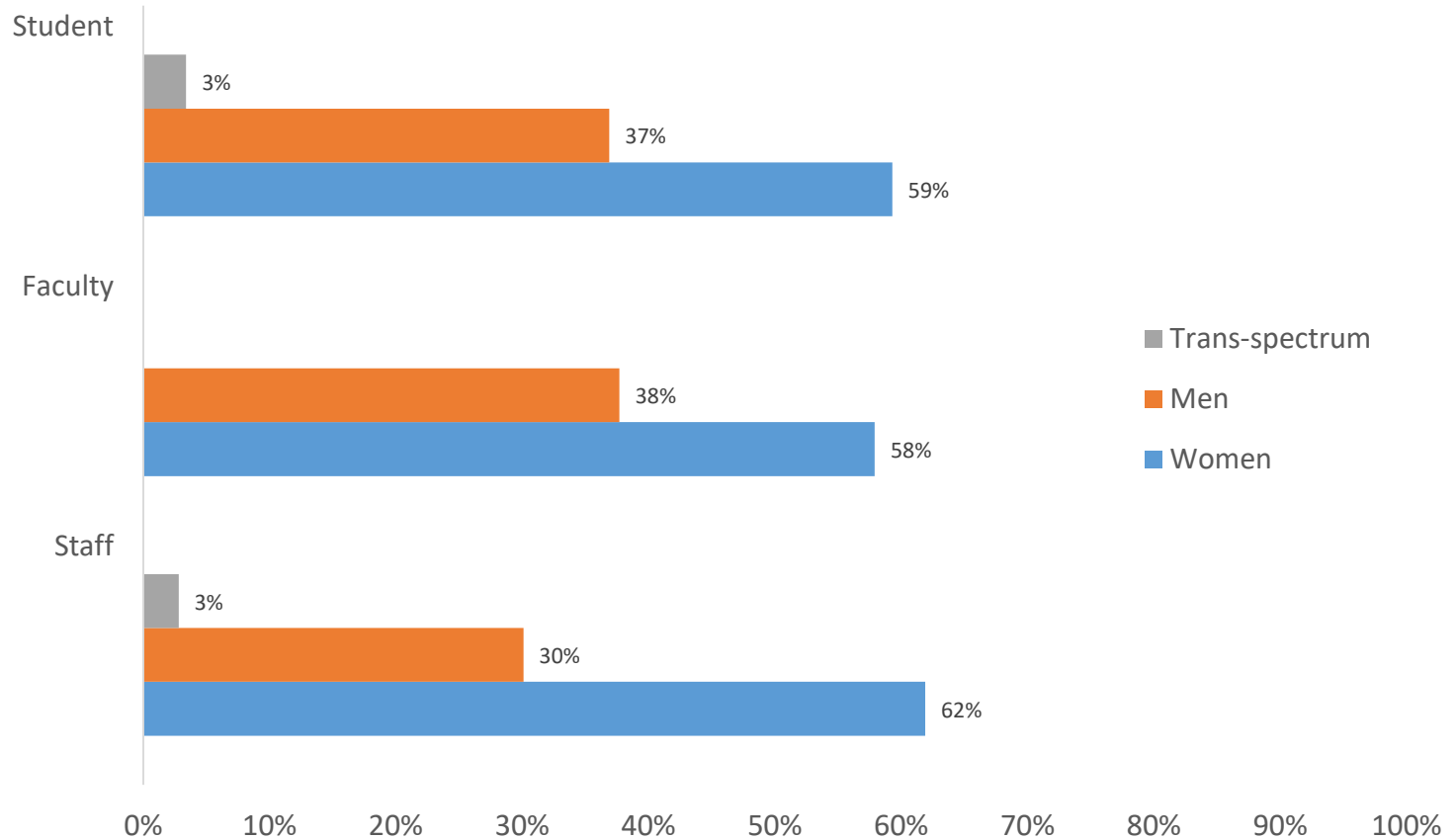
64% ($n = 73$) of Faculty

89% ($n = 156$) of Staff

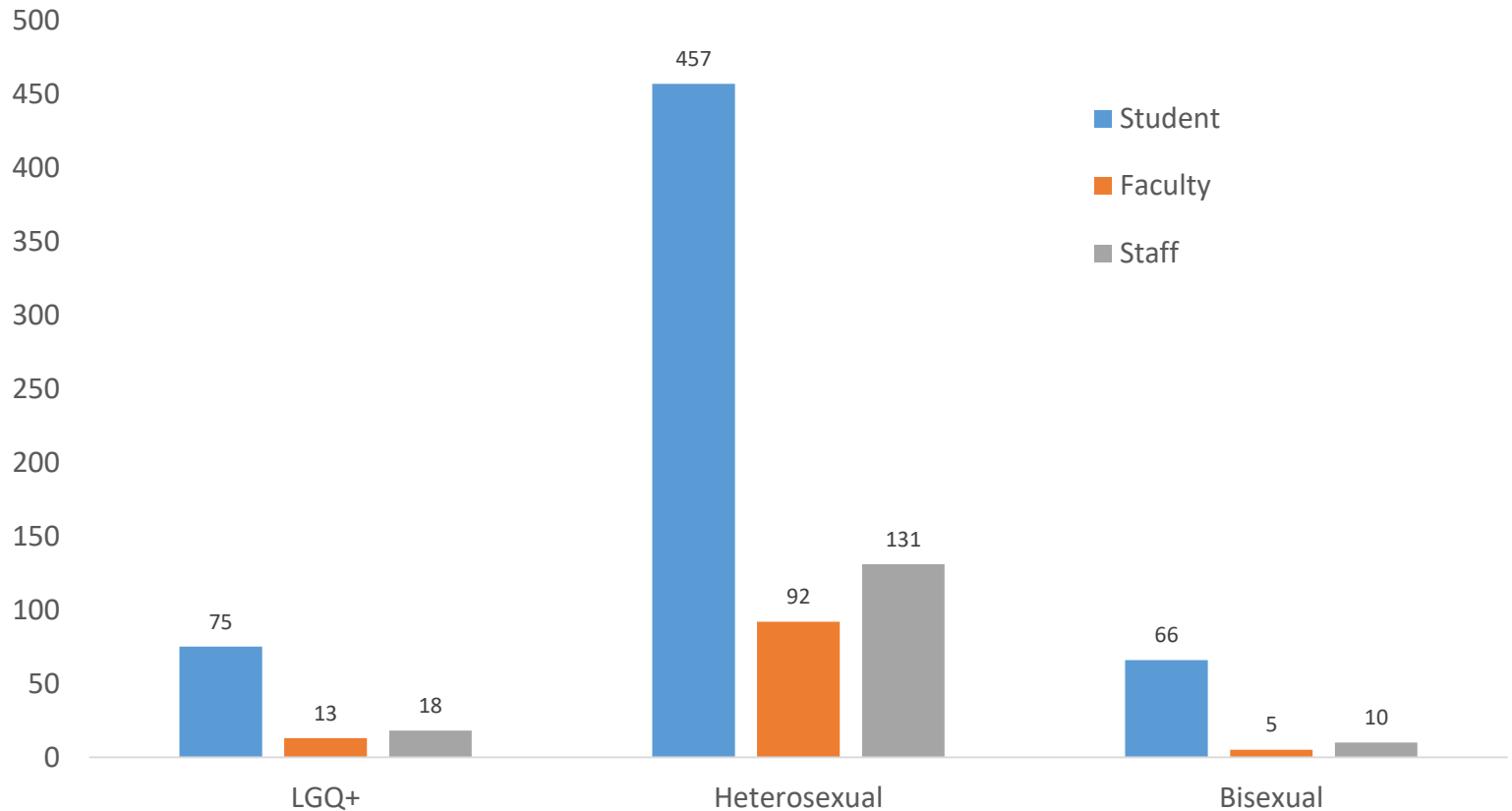
FLCC Location Where Respondents Spend the Majority of Their Time

Location	<i>n</i>	%
Canandaigua Main Campus	755	83.9
FLCC Online	64	7.1
Geneva Campus Center	35	3.9
Newark Campus Center	31	3.4
Victor Campus Center	7	0.8
Viticulture	5	0.6

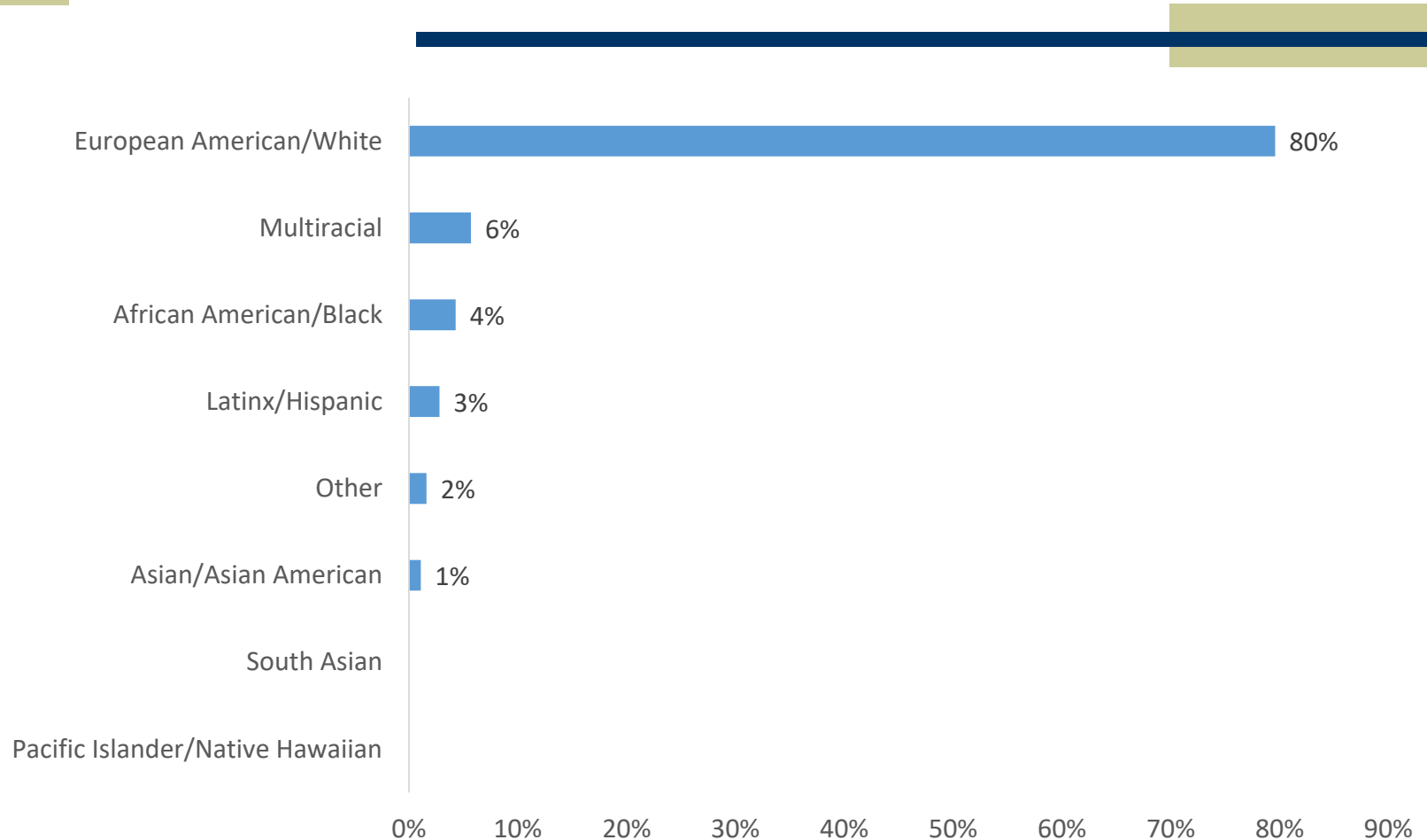
Respondents by Gender Identity and Position Status (%)



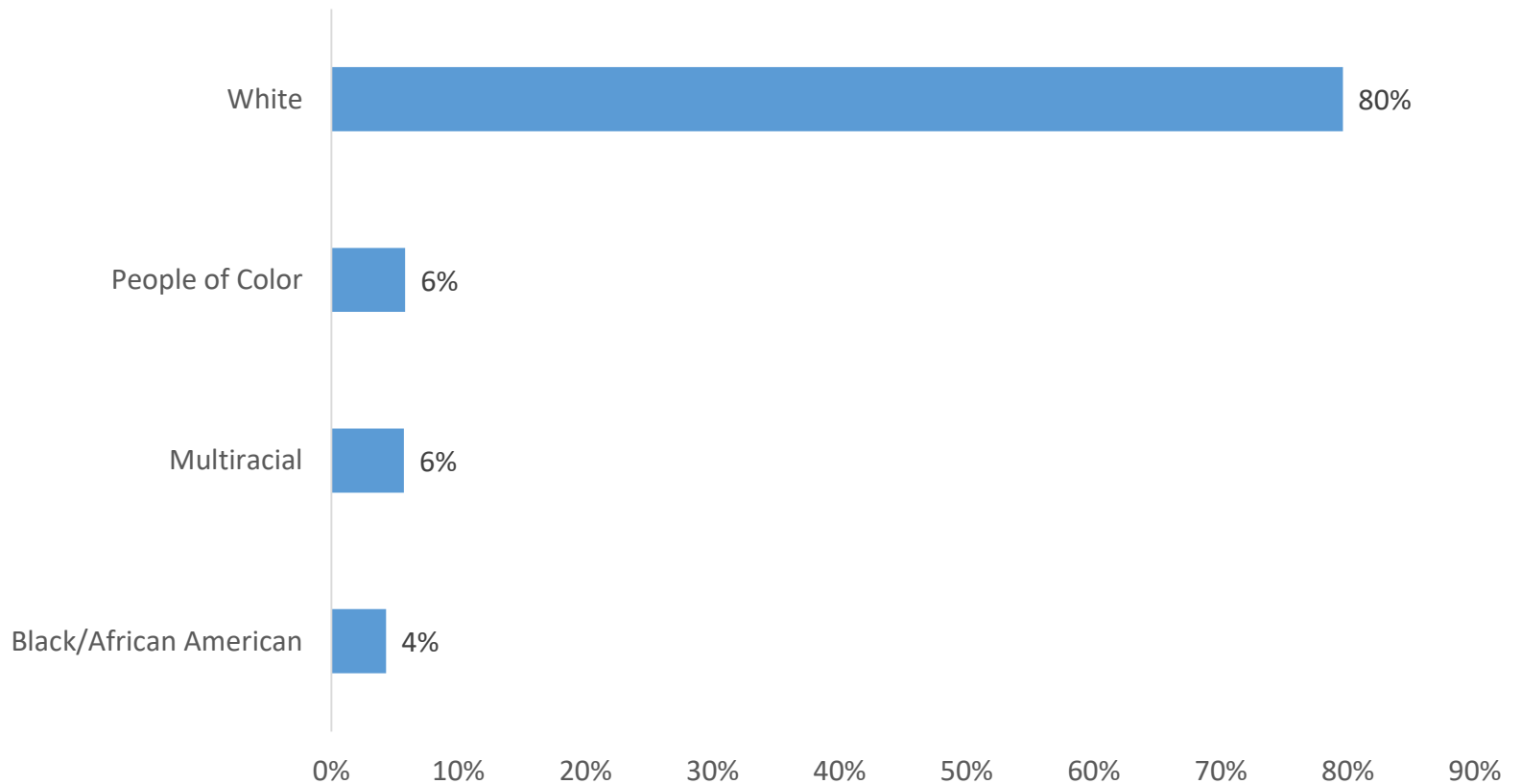
Respondents by Sexual Identity and Position Status (*n*)



Respondents by Racial Identity (%) - Duplicated Total



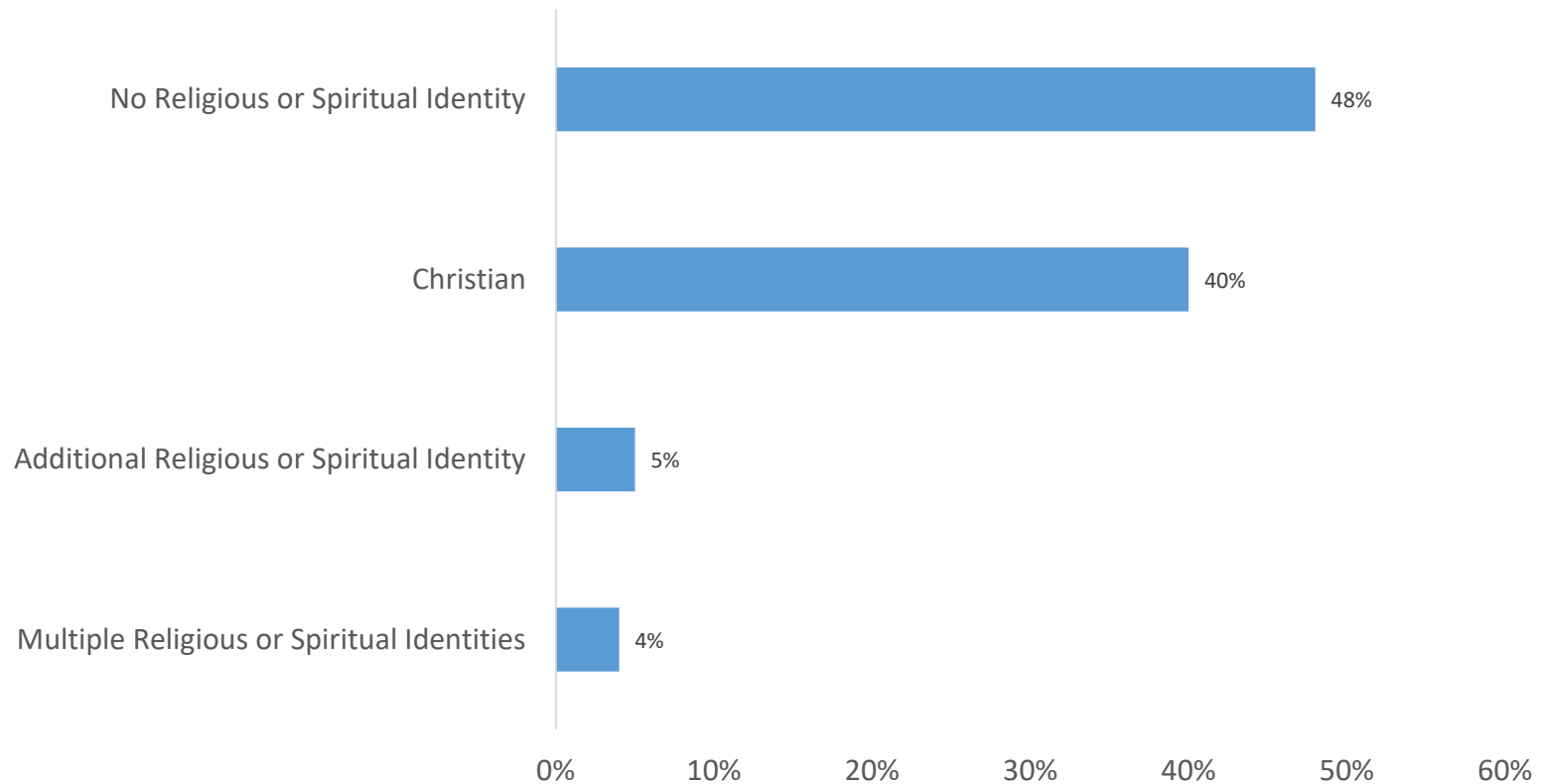
Respondents by Racial Identity (%) - Unduplicated Total



23% ($n = 206$) of Respondents Had a Condition that Influenced Their Learning, Living, or Working Activities

Top conditions for those with a disability	<i>n</i>	%
Mental health/psychological condition	99	48.1
ADD/ADHD	79	38.3
Learning disability	55	26.7
Basic/Chronic medical condition	41	19.9

Respondents by Religious or Spiritual Identity (%)



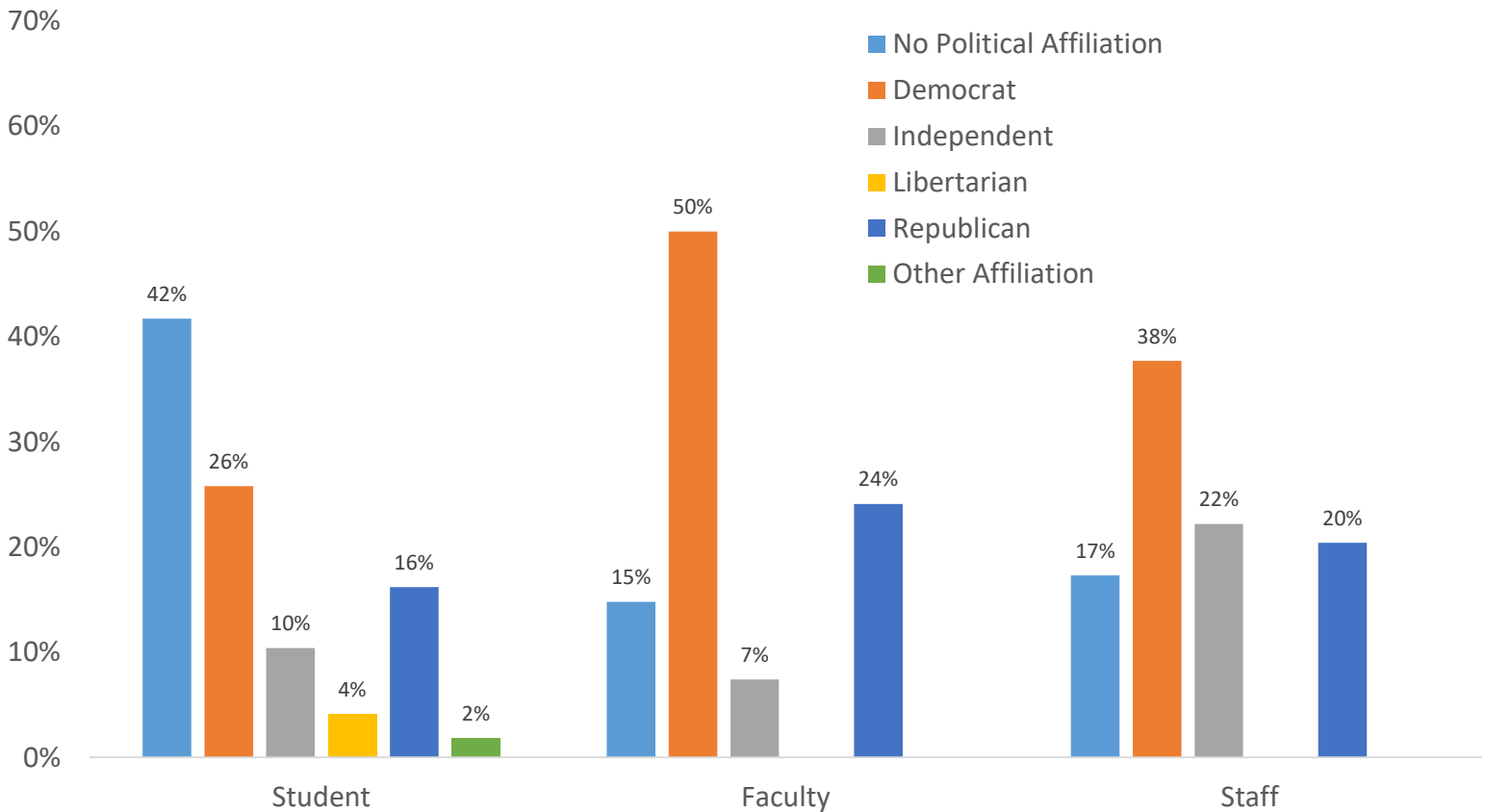
Citizenship Status

Citizen	<i>n</i>	<i>%</i>
U.S. citizen, birth	838	93.1
U.S. citizen, naturalized	28	3.1
Permanent resident	13	1.4
A visa holder (such as F-1, J-1, H1-B, U)	< 5	---
Undocumented resident	< 5	---
DACA (Deferred Action for Childhood Arrival)	< 5	---
Currently under a withholding of removal status	0	0.0
Other legally documented status	0	0.0
Refugee status	0	0.0

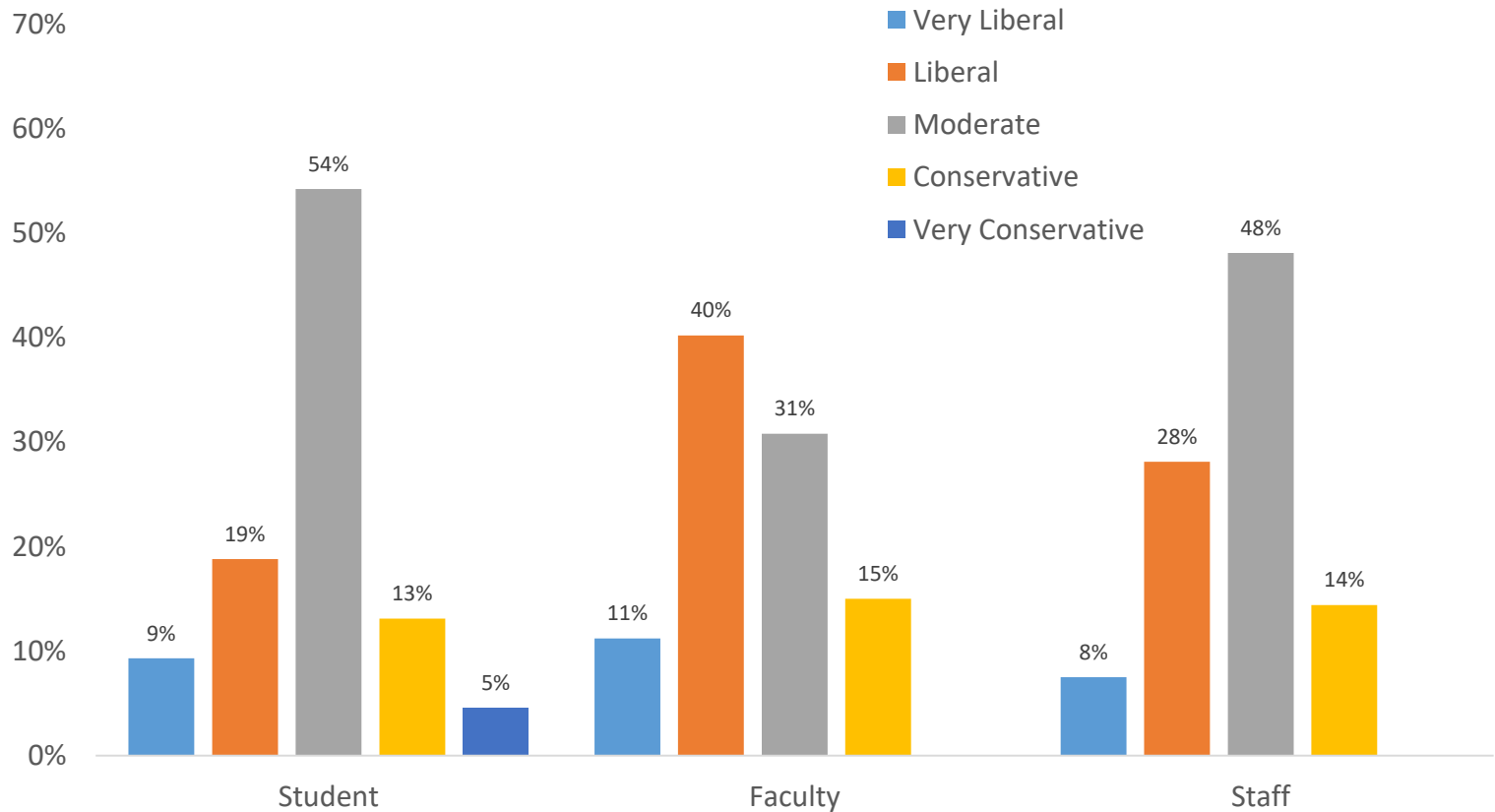
Military Status

Military	<i>n</i>	<i>%</i>
I have never served in the U.S. Armed Forces.	766	85.1
I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	54	6.0
I am not currently serving, but have served (e.g., retired/veteran).	26	2.9
I am currently a member of the National Guard.	7	0.8
I am currently a member of the Reserves.	< 5	---
I am currently on active duty.	< 5	---
I am in ROTC.	0	0.0

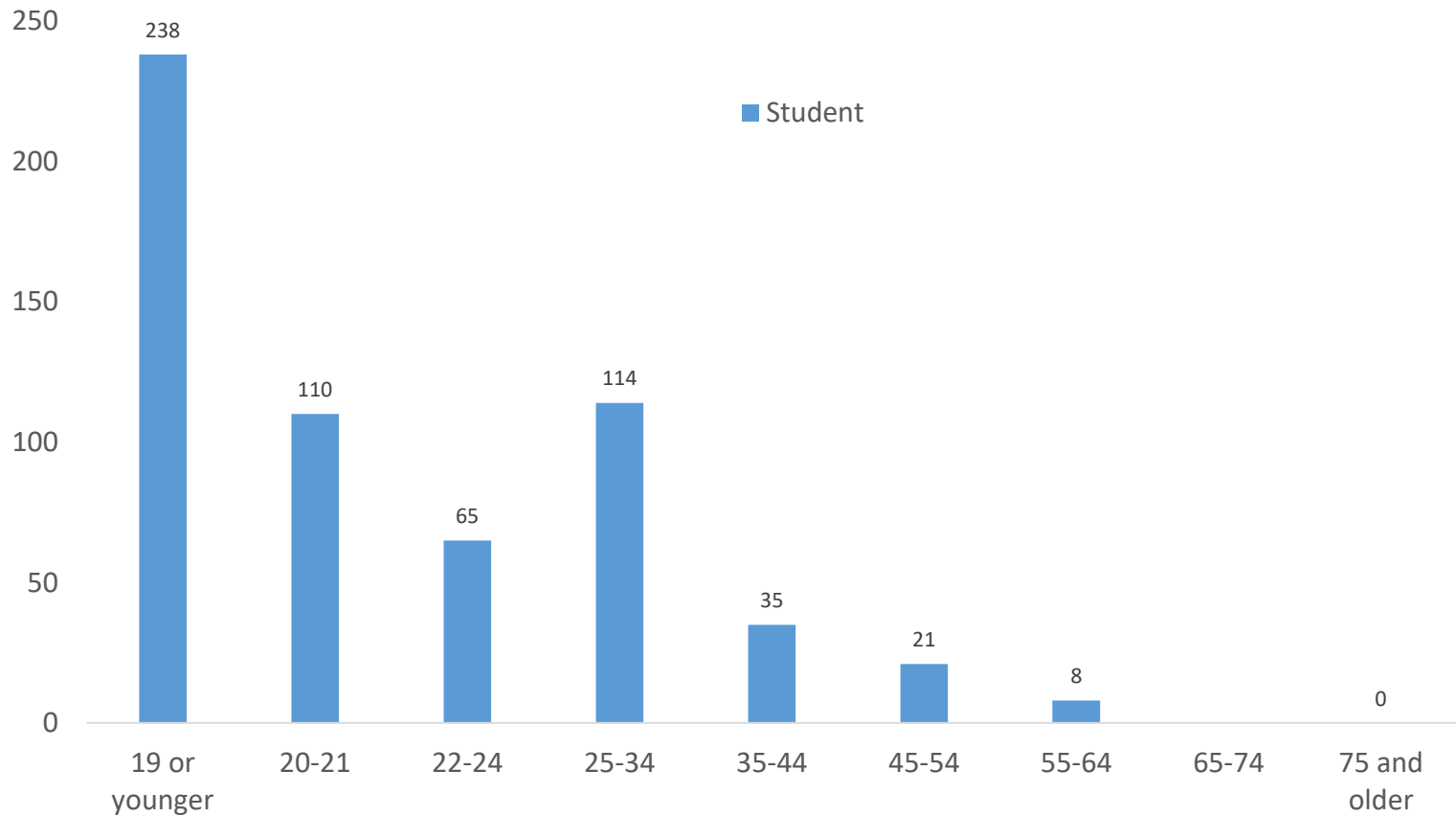
Respondents by Political Party Affiliation and Position Status (%)



Respondents by Current Political Views and Position Status (%)

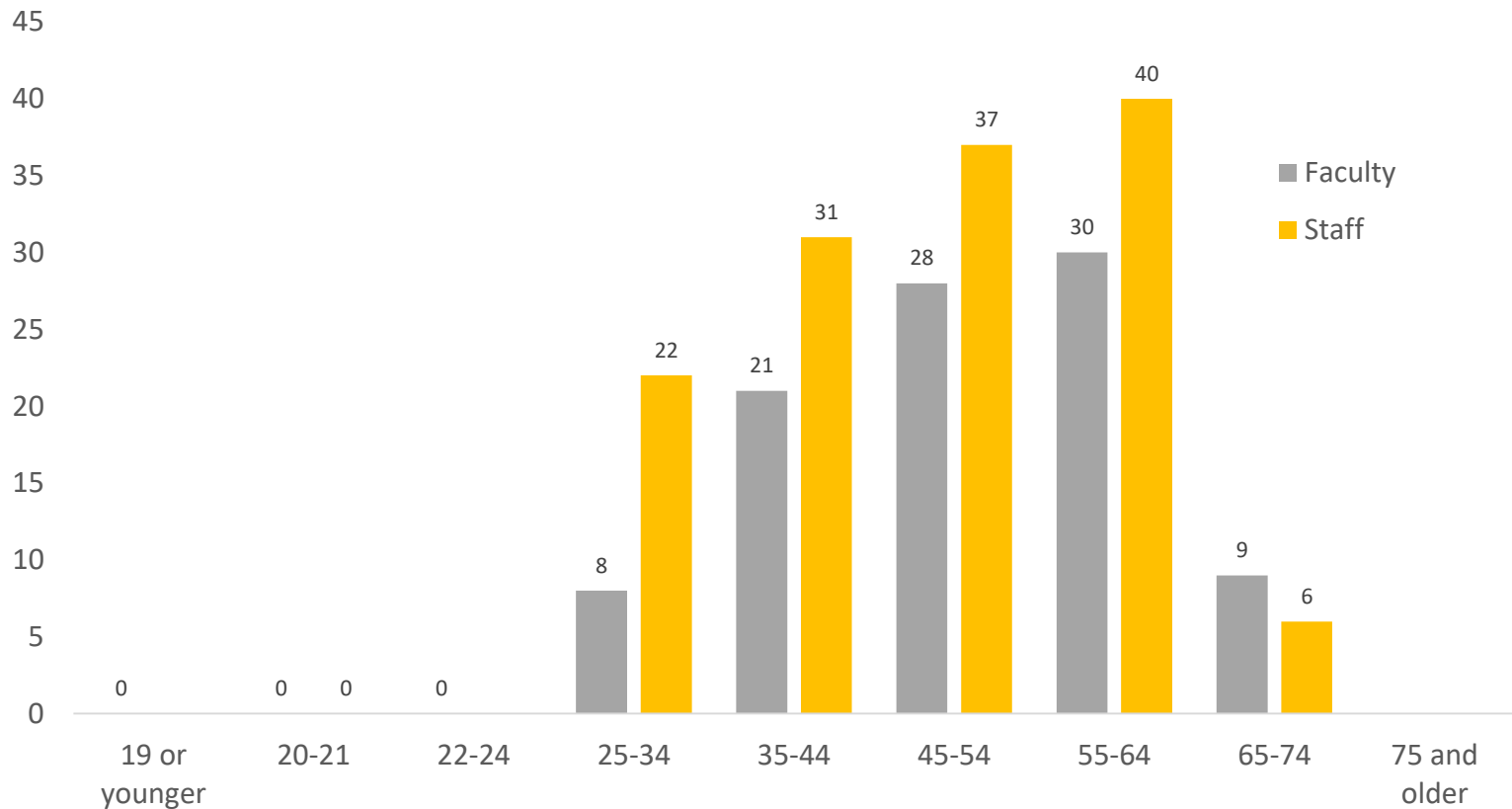


Student Respondents by Age (*n*)



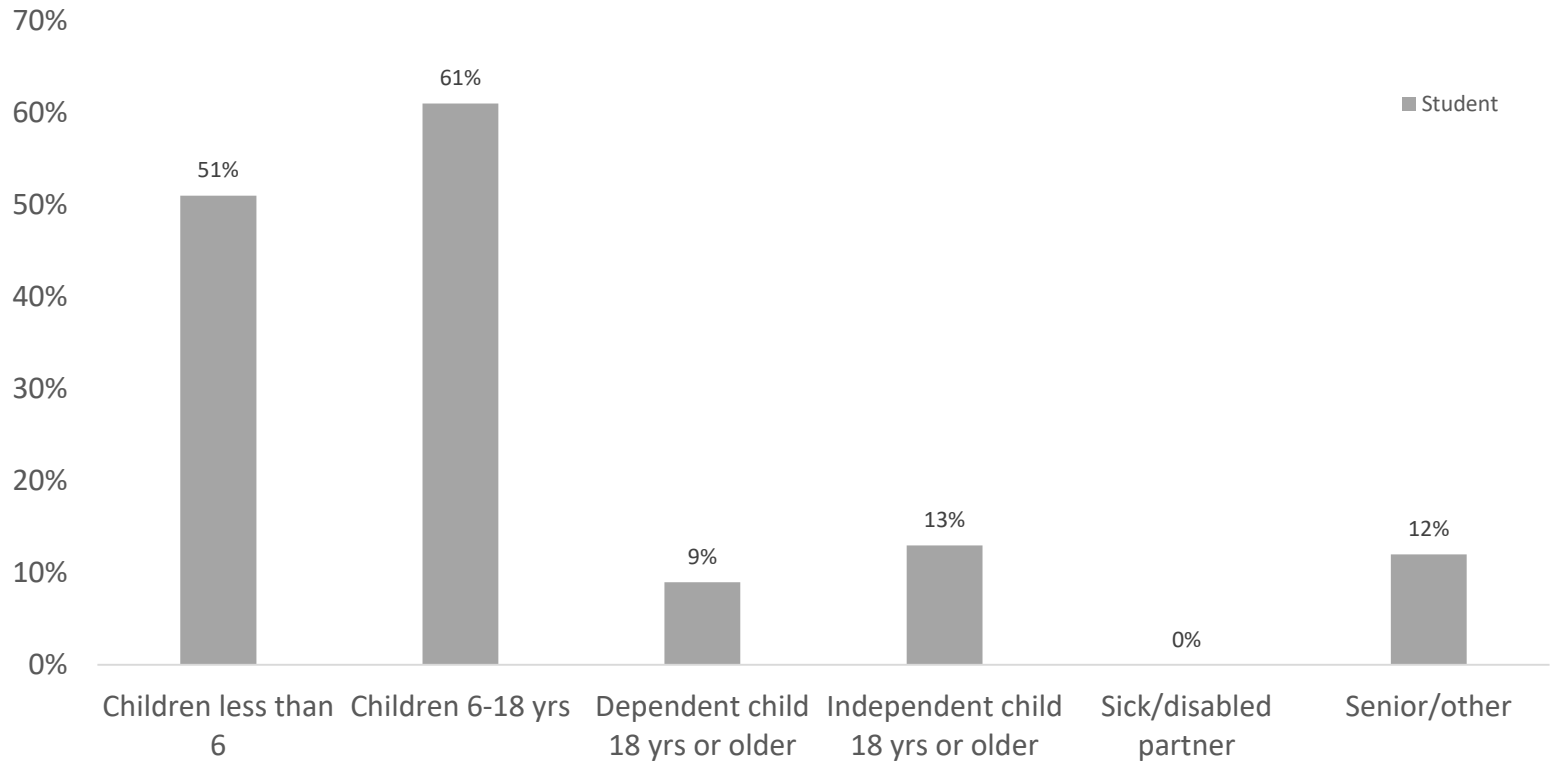
Note: Responses with $n < 5$ are not presented in the figure.

Employee Respondents by Age (*n*)



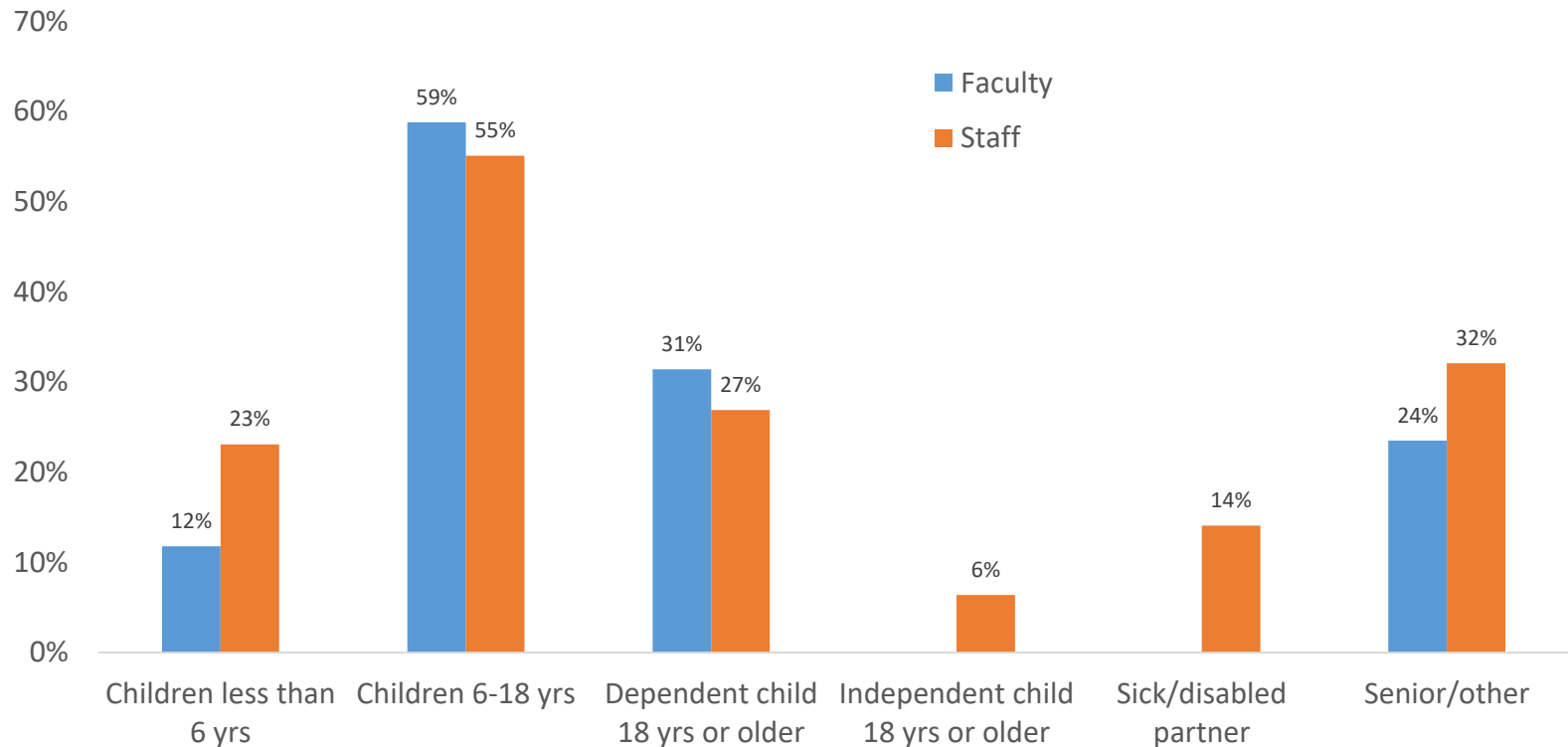
Note: Responses with $n < 5$ are not presented in the figure.

Student Respondents by Caregiving Responsibilities (%)



Note: Percentages are based on respondents who indicated that they had dependent care responsibilities. Responses with $n < 5$ are not presented in the figure.

Employee Respondents by Caregiving Responsibilities (%)



Note: Percentages are based on respondents who indicated that they had dependent care responsibilities. Responses with $n < 5$ are not presented in the figure.

Employee Respondents' Length of Employment

Time	Faculty		Staff	
	<i>n</i>	%	<i>n</i>	%
Less than 1 year	< 5	---	18	10.7
1 – 5 years	25	22.5	64	37.9
6 – 10 years	30	27.0	32	18.9
11 – 15 years	18	16.2	18	10.7
16 – 20 years	21	18.9	20	11.8
More than 20 years	15	13.5	17	10.2

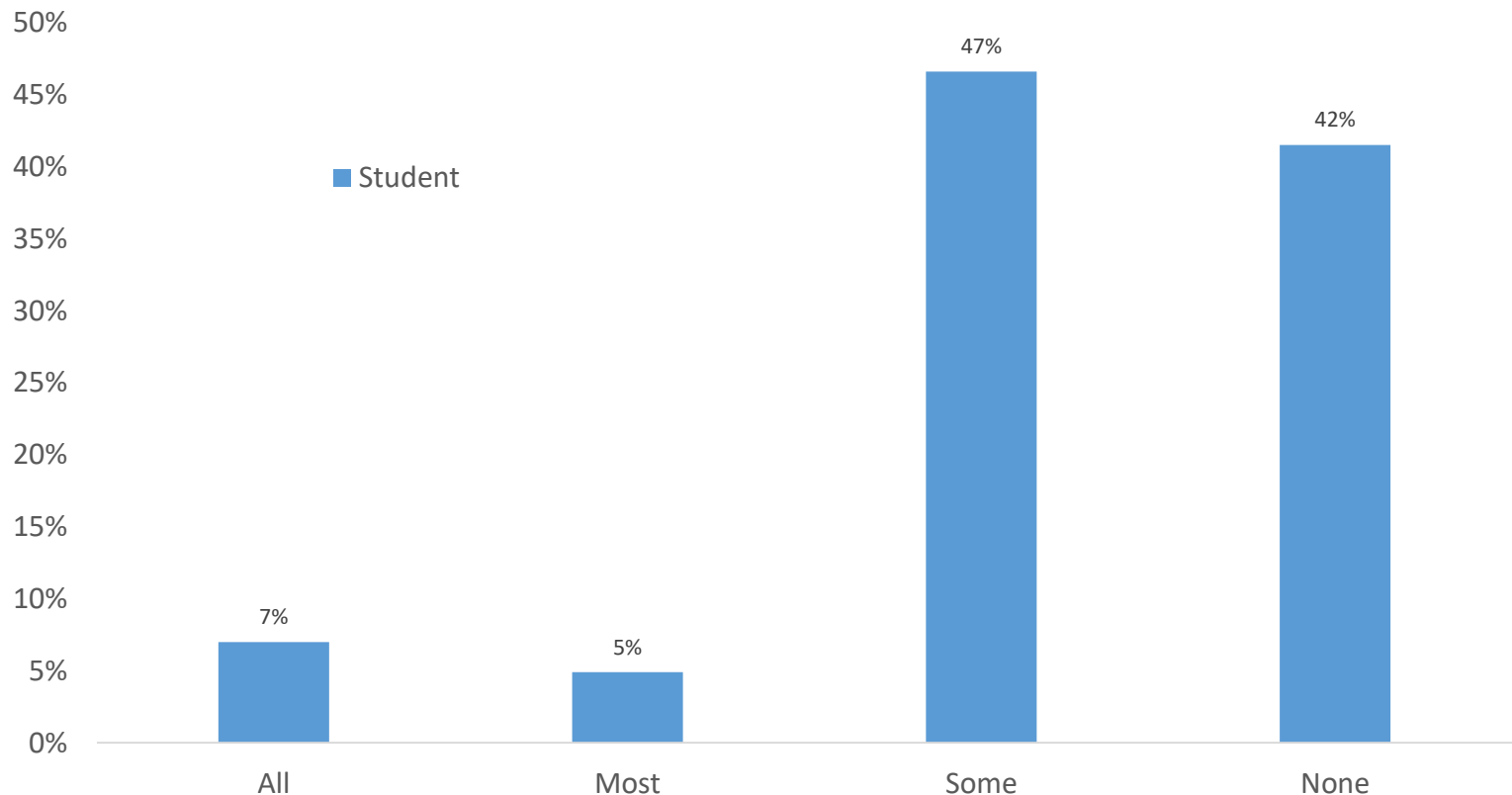
Staff Respondents' Division Affiliations

Division	<i>n</i>	%
Academic and Student Affairs	72	40.9
Administration and Finance	24	13.6
Enrollment Management	17	9.7
Information Technology	9	5.1
Assessment, Planning and Continuous Improvement	8	4.5
Advancement	< 5	---
Human Resources	< 5	---

Faculty Respondents' Primary Academic Department Affiliations

Academic department	<i>n</i>	%
Humanities	18	15.8
Science and Technology	16	14.0
Social Sciences	13	11.4
Visual and Performing Arts	13	11.4
Business	9	7.9
Conservation and Horticulture	8	7.0
Integrated Health	8	7.0
Mathematics	7	6.1
Computing Sciences	< 5	---
Nursing	< 5	---

Student Respondents' Percentage of Classes Taken Exclusively Online

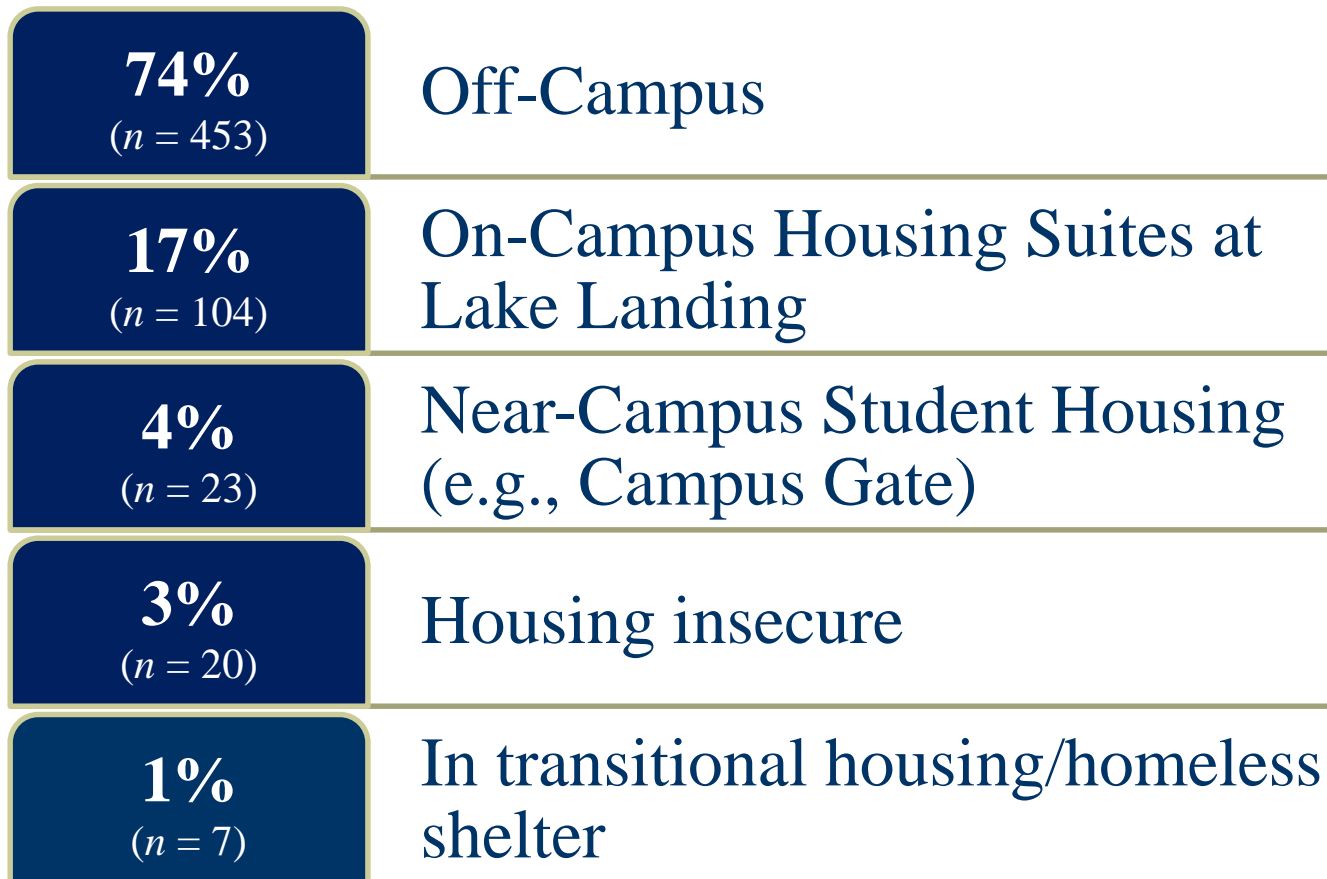


Student Respondents' Years at FLCC

<u>Year</u>	<i>n</i>	<i>%</i>
Less than one year	268	43.9
1 – 3 years	306	50.2
4 – 6 years	28	4.6
7 – 9 years	< 5	---
10 or more years	< 5	---

Note: For a list of Student respondents' programs of study, please see Table 13 in full report.

Student Respondents' Residence

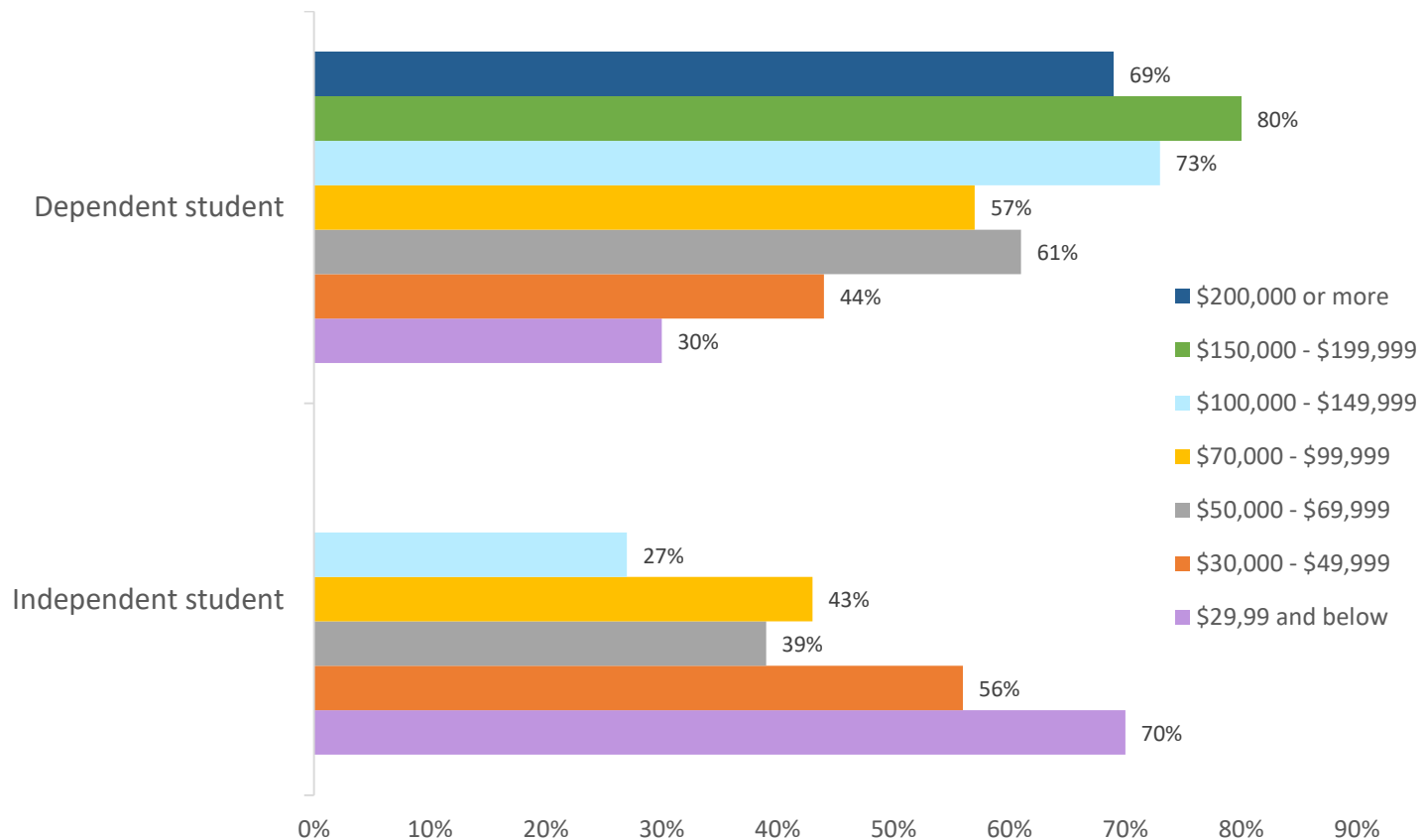


Student Respondents' Participation in Clubs/Organizations at FLCC

Top five responses	<i>n</i>	%
I do not participate in any clubs or organizations at FLCC	374	61.3
Phi Theta Kappa	60	9.8
African American, Latino, Asian, & Native American (AALANA) Club	24	3.9
PRISM (LGBTQIA) Club	17	2.8
Campus Activities Board (CAB)	16	2.6

Note: For a complete list of Student respondents' participation in clubs/organizations, please see Table 18 in full report.

Student Respondents' Income by Dependency Status (%)



49% ($n = 301$) of Student respondents experienced financial hardship while attending FLCC

Top financial hardships	<i>n</i>	%
Automobile costs (e.g., gas, tolls, maintenance)	164	54.5
Books/course materials	149	49.5
Food	135	44.9
Housing/rent	126	41.9
Debt payments (e.g., credit card, loans)	101	33.6

Note: For a complete list of how Student respondents experienced financial hardship, please see Table 15 in full report.

How Student Respondents Were Paying For College

Funding	<i>n</i>	%
Financial Aid/Grants (e.g., PELL, NYS TAP, SEOG, Work Study)	354	58.0
Financial Aid/Loans (e.g., Federal Loans, Private Loans, Plus Loans)	217	35.6
Self-Pay (e.g., 529 account, personal savings, credit card, ACH, check, NelNet payment plan)	204	33.4
Financial Aid/Scholarships (e.g., FLCC scholarships, private scholarships, Excelsior Scholarship)	113	18.5
Third Party (e.g., Access VR, Workforce Development, employer sponsorship, military benefits)	23	3.8

Note: For a complete list of how Student respondents were paying for college, please see Table 18 in full report.

Student Employment

Hours	<i>n</i>	%
No	240	39.3
Yes, I work on campus	82	13.4
1-10 hours/week	37	50.7
11-20 hours/week	29	39.7
21-30 hours/week	< 5	---
31-40 hours/week	< 5	---
More than 40 hours/week	< 5	---
Yes, I work off campus	303	19.7
1-10 hours/week	43	16.5
11-20 hours/week	85	32.7
21-30 hours/week	59	22.7
31-40 hours/week	41	15.8
More than 40 hours/week	32	12.3

Student Respondents' GPA

GPA	<i>n</i>	%
No GPA at this time – first semester at FLCC	0	0.0
3.50 – 4.00	221	36.2
3.00 – 3.49	160	26.2
2.50 – 2.99	88	14.4
2.00 – 2.49	71	11.6
1.50 – 1.99	21	3.4
1.00 – 1.49	6	1.0
Below 1.00	11	1.8

Respondents' One-Way Commute Time to their Primary FLCC Campus

Minutes	Student		Faculty/Staff	
	<i>n</i>	%	<i>n</i>	%
10 or less	171	28.0	37	12.8
11 – 20	99	16.2	69	23.8
21 – 30	118	19.3	70	24.1
31 – 40	91	14.9	48	16.6
41 – 50	61	10.0	31	10.7
51 – 60	32	5.2	10	3.4
60 or more	26	4.3	13	4.5

Respondents' Primary Method of Transportation to FLCC

Method	Student		Faculty/Staff	
	<i>n</i>	%	<i>n</i>	%
Bicycle	0	0	< 5	---
Carpool	30	4.9	7	2.4
Personal vehicle	436	71.5	272	93.8
Public transportation (e.g., RTS)	20	3.3	< 5	---
Walk	101	16.6	< 5	---
Ride-sharing services (e.g., Lyft, Uber)	< 5	---	0	0
Taxi	< 5	---	0	0

Findings



78% of Respondents were Comfortable with Overall Climate at FLCC

Significant Differences

- Staff respondents less comfortable than Faculty and Student respondents
- Respondents of Color less comfortable than White respondents
- LGQ+ respondents less comfortable than Heterosexual respondents

78% of Respondents were Comfortable with Overall Climate at FLCC

Significant Differences

- Respondents with Multiple Disabilities less comfortable than Respondents with No Disability
- Not-First-Generation respondents less comfortable than First-Generation respondents

69% of Faculty and Staff Respondents were Comfortable with Division Climate

Significant Difference

- Women Faculty and Staff respondents less comfortable than Men Faculty and Staff respondents

71% of Faculty and Staff Respondents were Comfortable with Department Climate

Significant Difference

- Men Faculty and Staff respondents less comfortable than Women Faculty and Staff respondents

87% of Faculty and Student Respondents were Comfortable with Classroom Climate

Significant Difference

- Not-First-Generation Faculty and Student respondents less comfortable than First Generation Faculty and Student respondents

Challenges and Opportunities

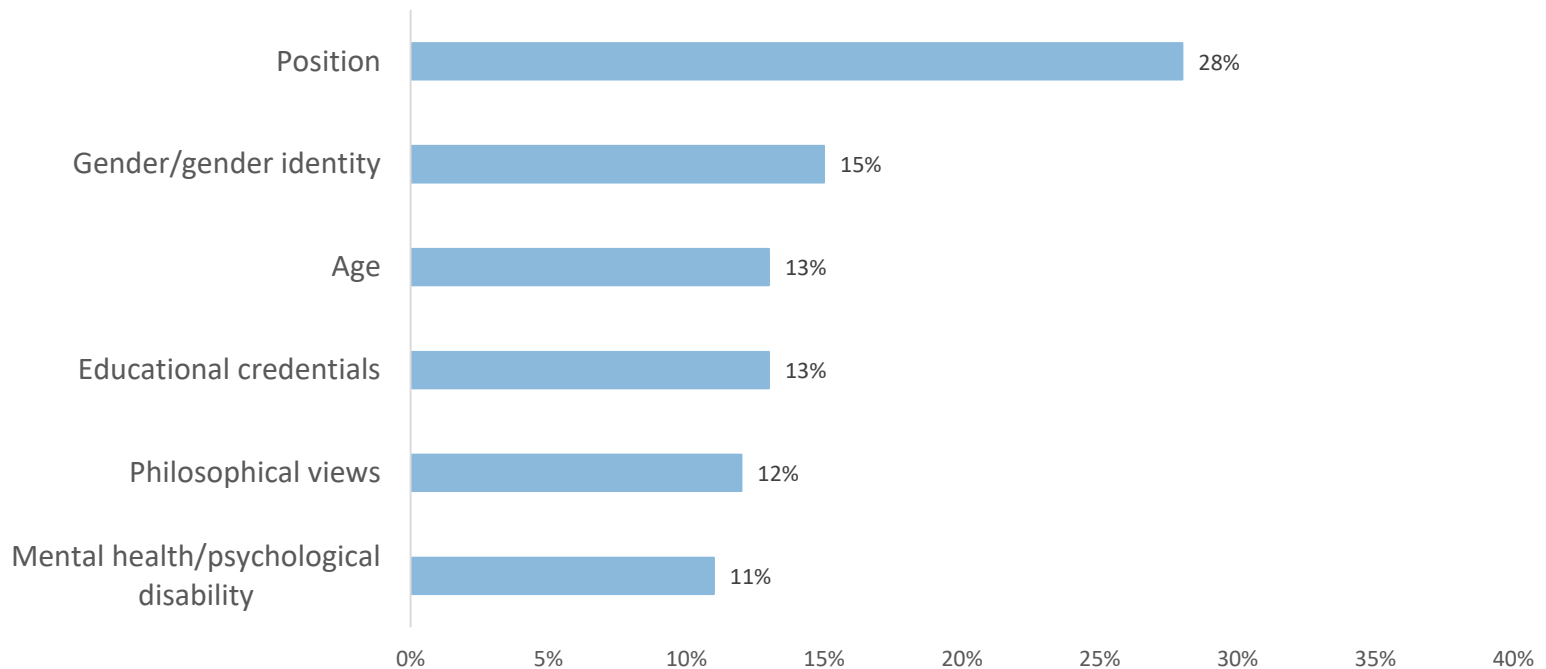


Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

17% ($n = 151$) of respondents

- **experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) conduct at FLCC within the past year**

Respondents' Top Bases of Experienced Exclusionary Conduct (%)



Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

Staff Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	<i>n</i>	%
Position (e.g., staff, faculty, student)	30	46.2
Did not know	16	24.6
Educational credentials	13	20.0

Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

Faculty Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	<i>n</i>	%
Position (e.g., staff, faculty, student)	7	35.0
Philosophical views	6	30.0

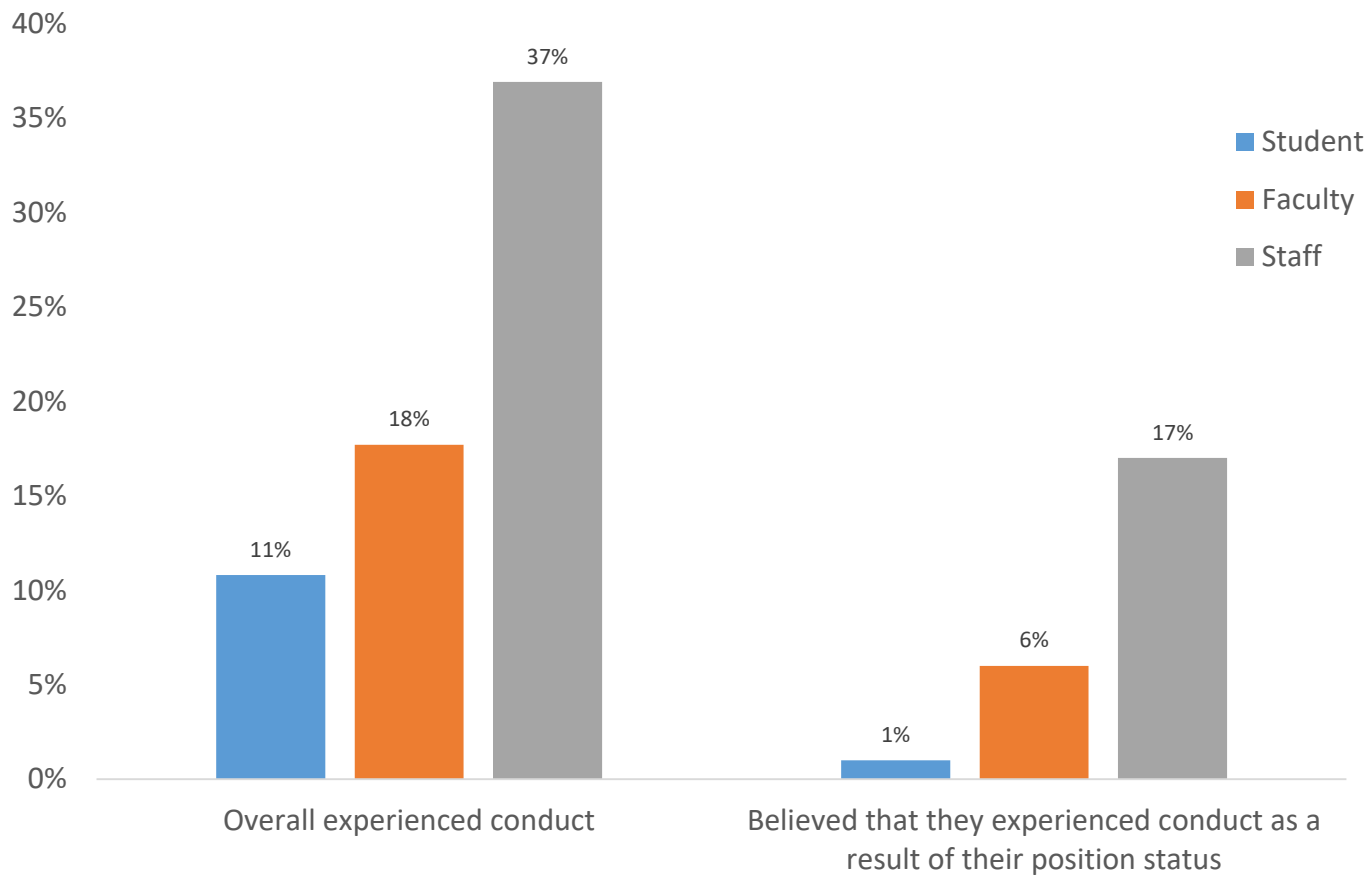
Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

Student Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	<i>n</i>	%
Did not know	12	18.2
Learning disability/condition	11	16.7
Mental health/psychological disability/condition	11	16.7

Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

Personal Experiences of Exclusionary Conduct as a Result of Gender Identity (%)

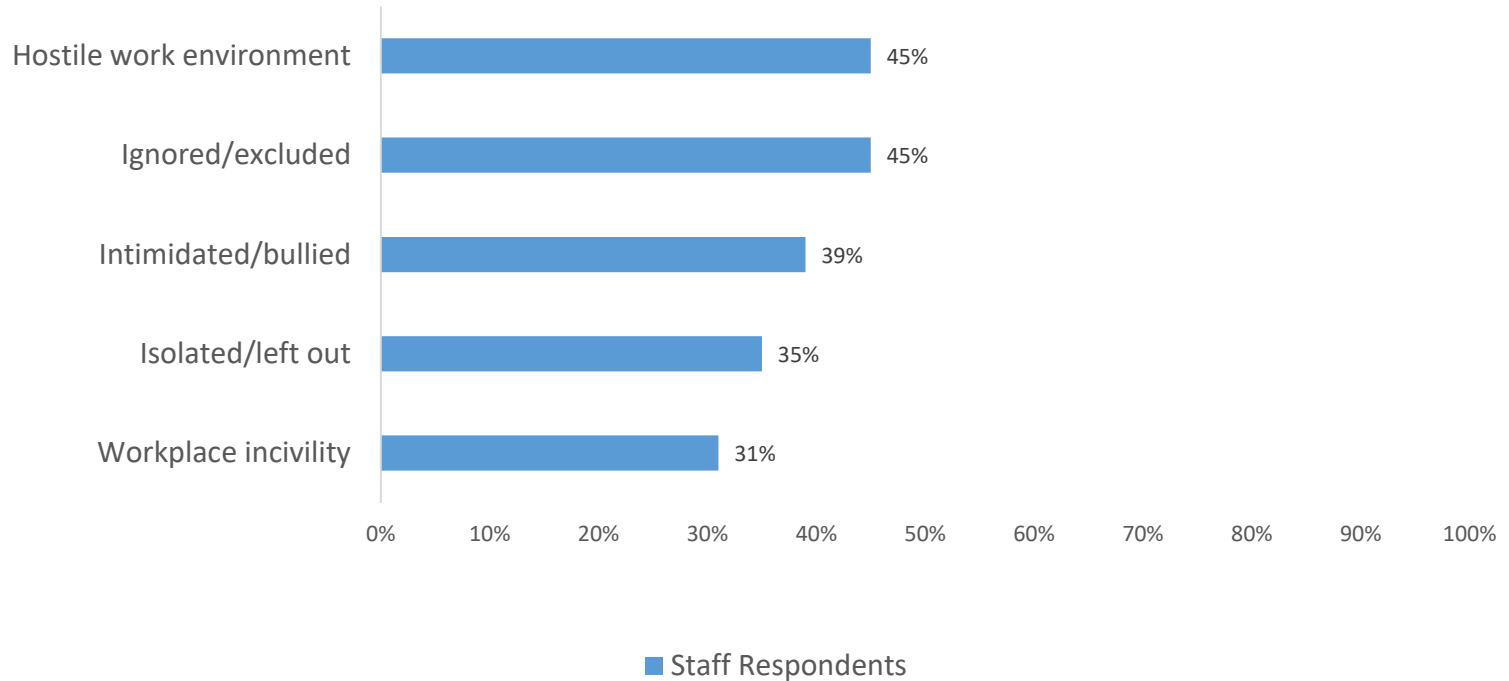


Top Forms of Experienced Exclusionary Conduct

Form	<i>n</i>	%
Intimidated/bullied	55	36.4
Ignored or excluded	52	34.4
Isolated or left out	45	29.8
Experienced a hostile work environment	44	29.1
Target of workplace incivility	33	21.9
Target of derogatory verbal remarks	31	20.5
Experienced a hostile classroom environment	22	14.6

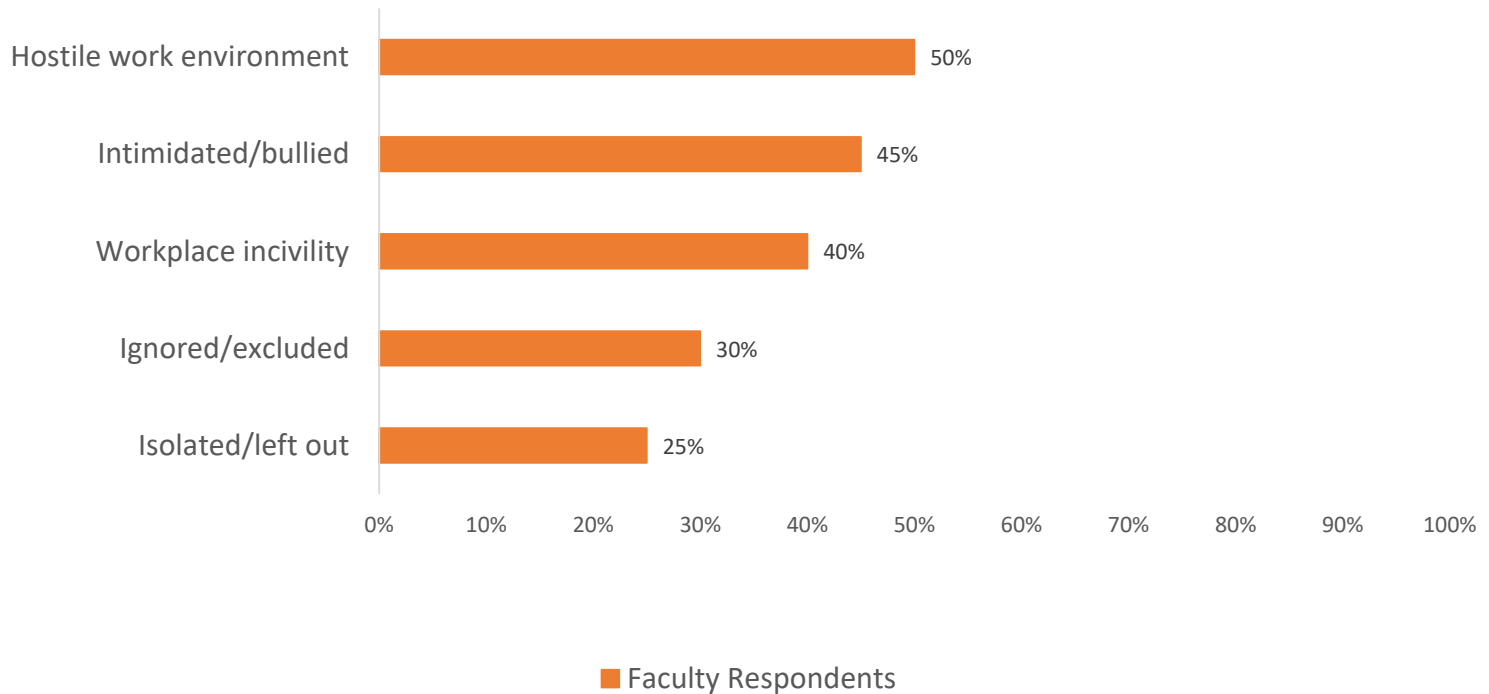
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Staff Respondents' Top Forms of Experienced Exclusionary Conduct



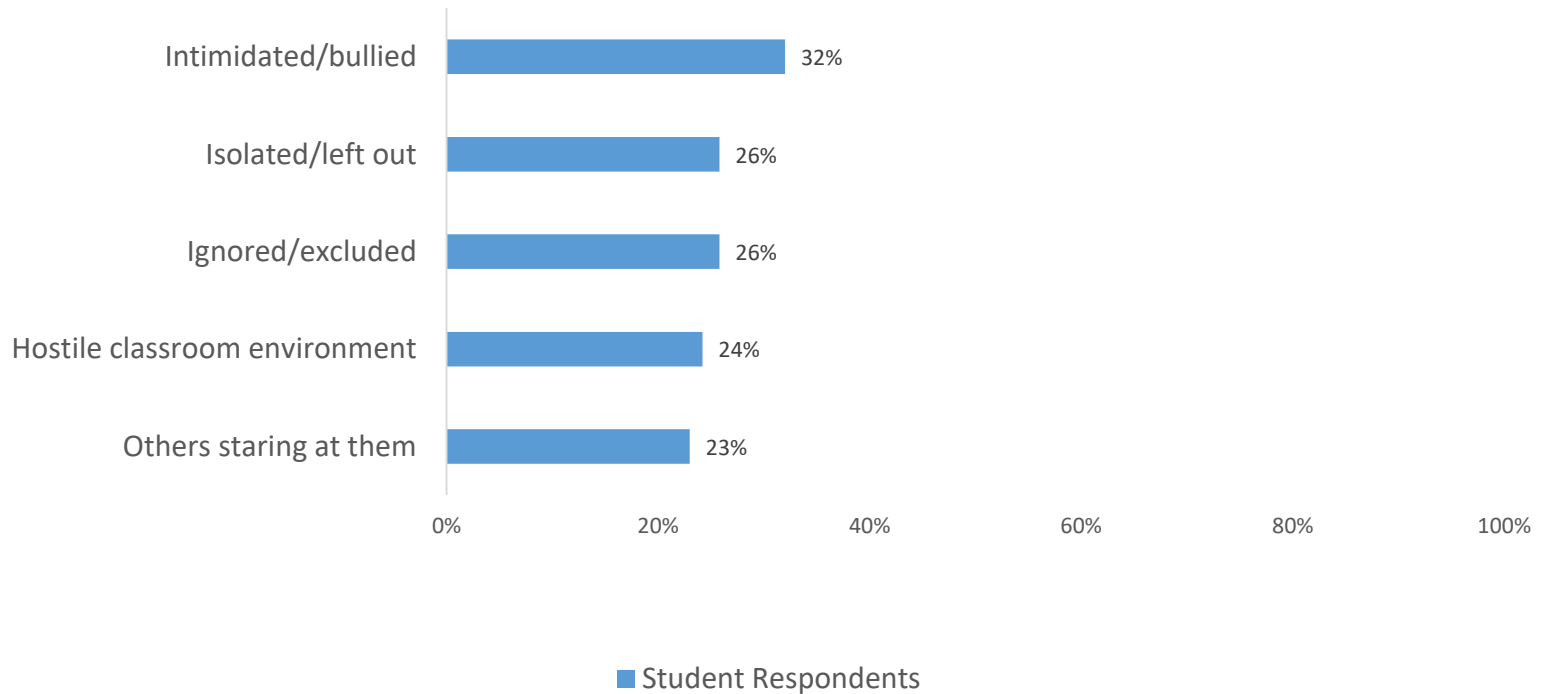
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Faculty Respondents' Top Forms of Experienced Exclusionary Conduct



Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

Student Respondents' Top Forms of Experienced Exclusionary Conduct



Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
While working at an FLCC job	51	33.8
In a meeting with a group of people	39	25.8
In a class/laboratory	28	18.5
In a meeting with one other person	25	16.6

Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

Staff Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
While working at an FLCC job	39	60.0
In a meeting with a group of people	24	36.9
In a meeting with one other person	16	24.6

Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

Faculty Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
In a meeting with a group of people	8	40.0
While working at a FLCC job	8	40.0
In a faculty office	7	35.0
In a class laboratory	5	25.0

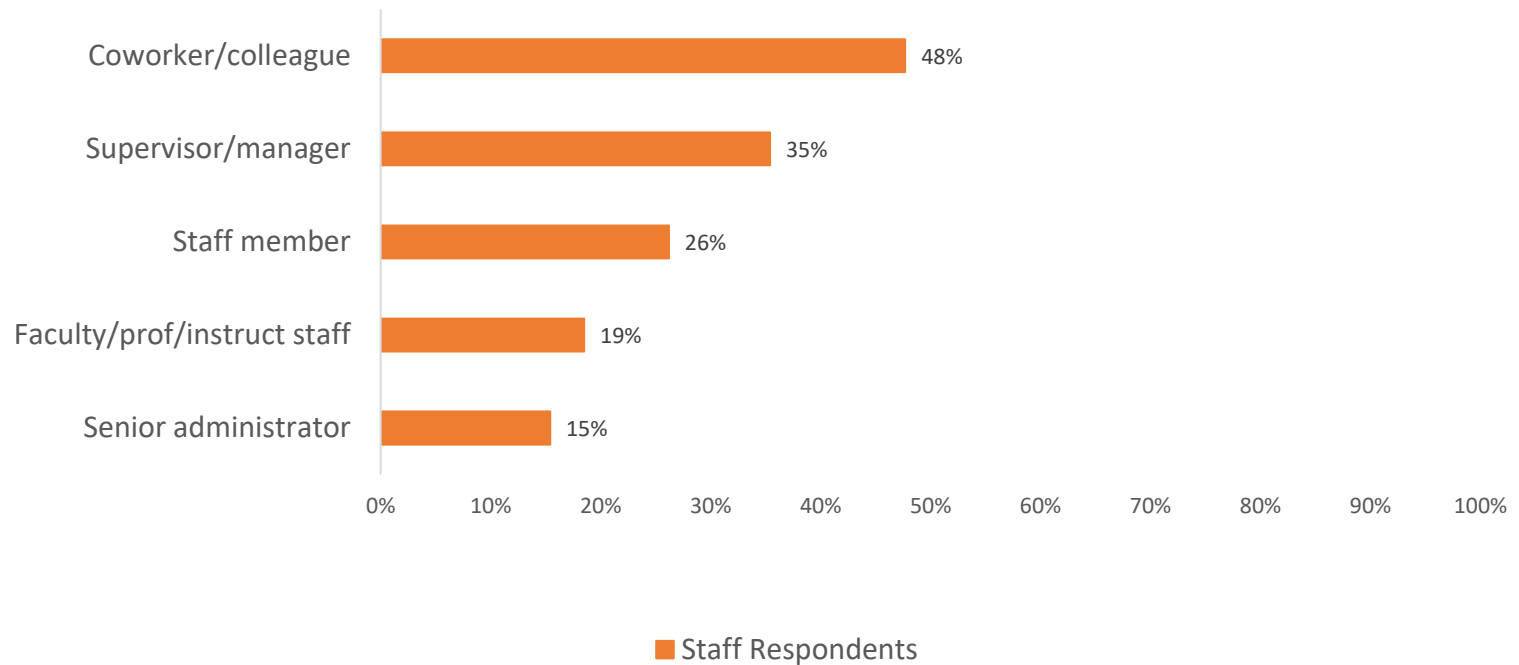
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Student Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
In a class/laboratory	22	33.3
While walking on campus	10	15.2
At a campus center	10	15.2

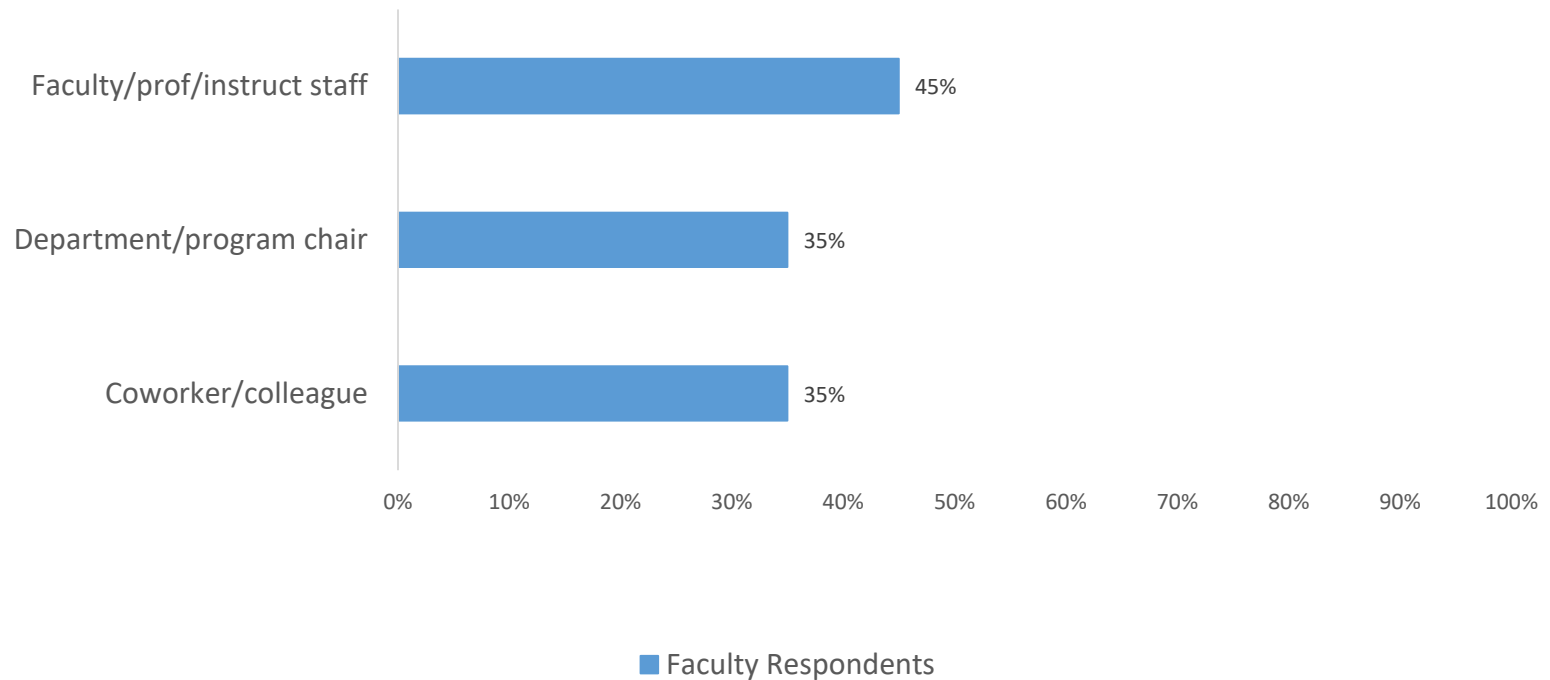
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Top Sources of Experienced Exclusionary Conduct by Staff Position (%)



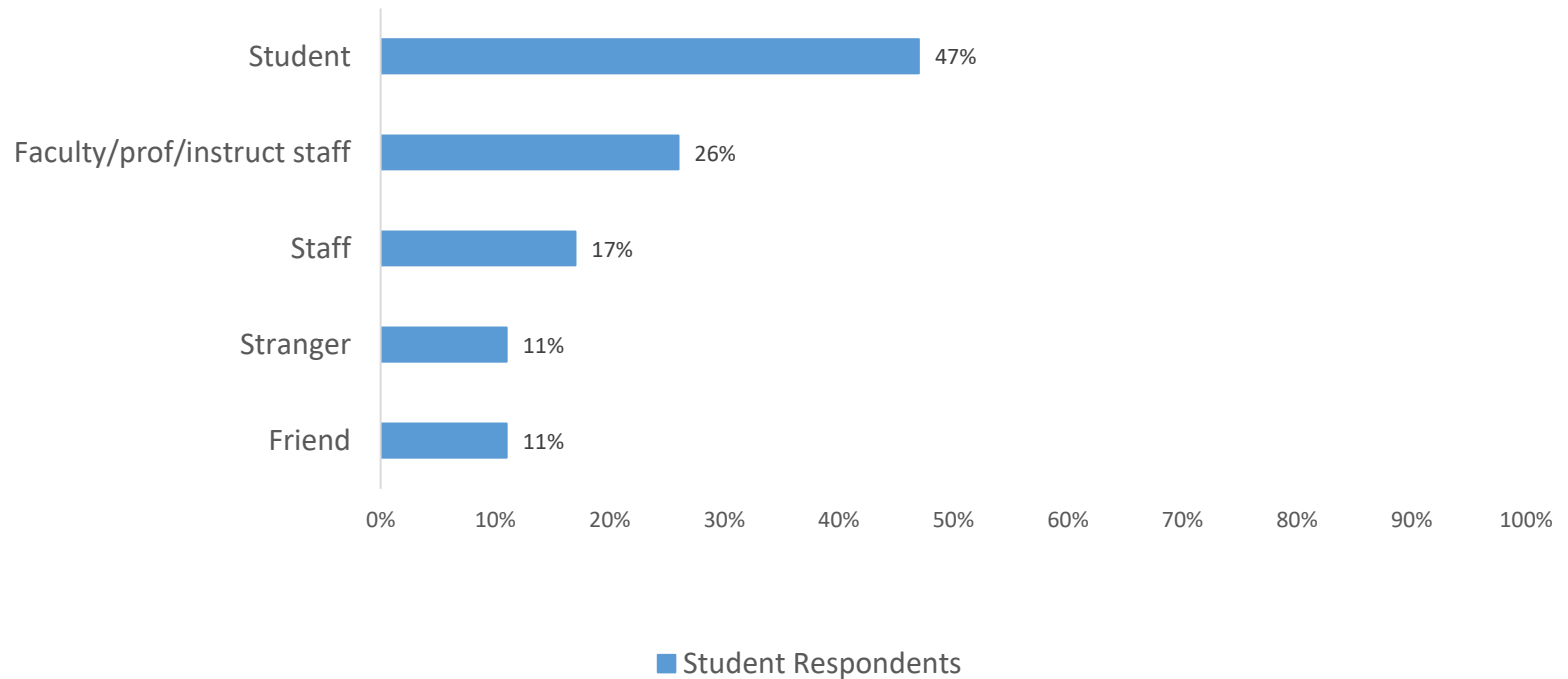
Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

Top Sources of Experienced Exclusionary Conduct by Faculty Position (%)



Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

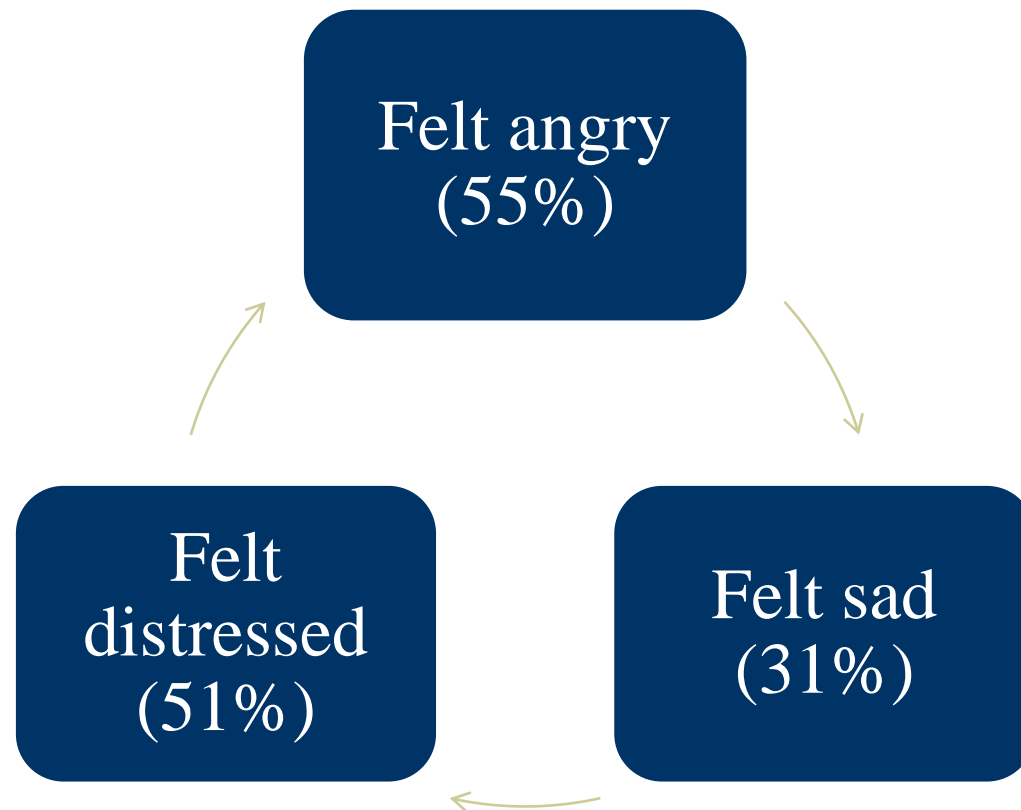
Top Sources of Experienced Exclusionary Conduct by Student Position (%)



Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

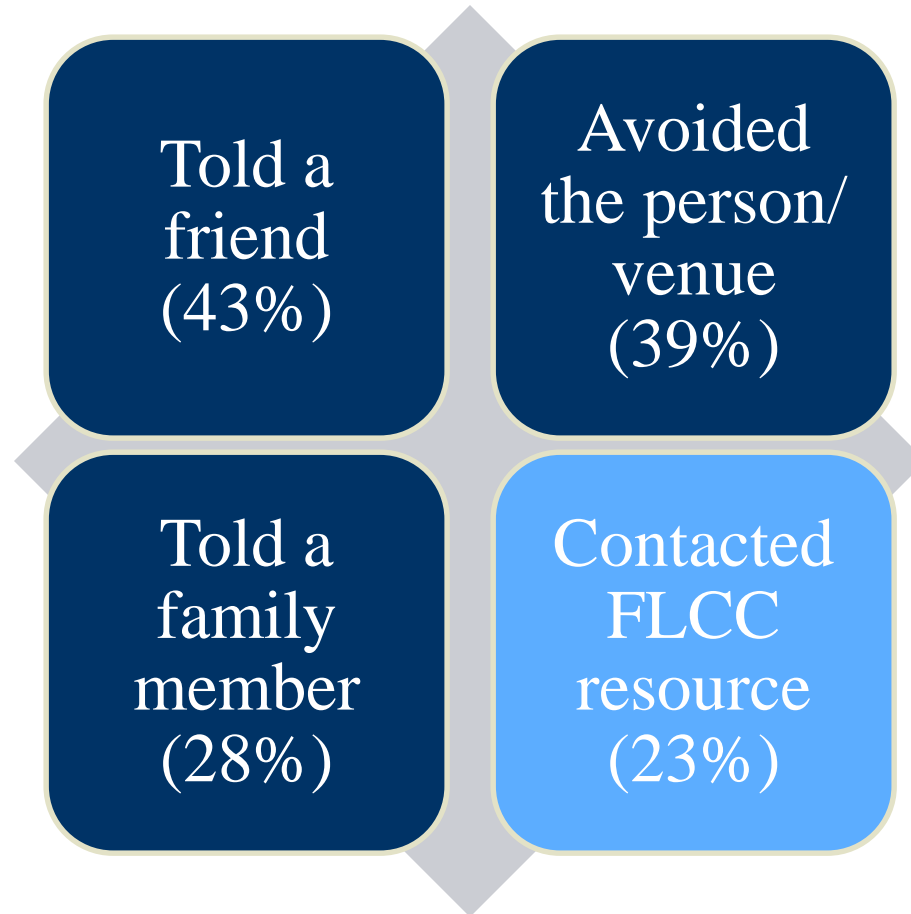
What did you do?

Top Emotional Responses



Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

What did you do? Top Actions



Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

Which FLCC resources did respondents contact?

- ◆ Office of Human Resources
- ◆ Counseling Services
- ◆ Faculty Member/Professor
- ◆ Senior Administrator
- ◆ Campus Safety

Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.

25% ($n = 36$) Reported the Conduct

Felt satisfied with the outcome
($n < 5$)

Felt that it was addressed
appropriately
(21%)

Felt it was not addressed
appropriately
(42%)

Outcome is still pending
(21%)

Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 151$). Percentages do not sum to 100 due to multiple responses.



Qualitative Themes

Experienced Exclusionary Conduct

Problems with the conflict report process
(e.g., received no response, poor
execution of the report process, lack of
accountability)

Sharing different opinions provoked
negative conduct



Qualitative Themes
Experienced Exclusionary Conduct

Student Respondents only:
Misconduct by professors

Accessibility



Top Facilities Barriers for Respondents with Disabilities

Facilities	<i>n</i>	<i>%</i>
Campus transportation/parking	23	11.7
Classrooms and laboratories	22	11.3
Classroom buildings	21	10.8
Office furniture (e.g., chair, desk)	20	10.3
Faculty and student support staff offices	19	9.8

Top Technology/Online Barriers for Respondents with Disabilities

Technology/online environment	<i>n</i>	%
Accessible electronic format	23	12.0
Moodle/Blackboard/Canvas	19	9.9
Phone/phone equipment	18	9.4
Website	17	9.1
Computer equipment (e.g., screens, mouse, keyboard)	17	8.9
Video/video audio description	17	8.9

Note: Reports only responses from individuals who indicated on the survey that they had a disability ($n = 206$).

Top Identity Barriers for Respondents with Disabilities

Identity	<i>n</i>	%
Learning technology (e.g., Blackboard)	22	11.9
Electronic databases (e.g., Starfish, WebAdvisor)	20	10.5
FLCC email account	16	8.5
Intake forms (e.g., Health Center, Disability Services, Counseling)	16	8.5

Note: Reports only responses from individuals who indicated on the survey that they had a disability ($n = 206$).

Top Instructional/Campus Materials Barriers for Respondents with Disabilities

Instructional/campus materials	<i>n</i>	%
Textbooks	17	9.1
Video-closed captioning and text description	17	9.1
Library books	15	7.9
Syllabi/course outline	15	7.9
Food menus	14	7.4
Journal articles	14	7.4



Qualitative Themes for Respondents with
Disabilities:
Accessibility of FLCC Campus

Faced limited to no barriers

Experienced struggles for
accommodations

Had challenges accessing technology

Provided praise for FLCC

Unwanted Sexual Experiences



4% ($n = 39$) of All Respondents Experienced Unwanted Sexual Contact/Conduct

1% ($n = 5$) → Relationship Violence

2% ($n = 16$) → Stalking

2% ($n = 15$) → Unwanted sexual Interaction

($n < 5$) → Unwanted Sexual Contact

Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

93% were aware of the definition of Affirmative Consent

88% were aware of the role of FLCC University Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct

79% knew how and where to report such incidents

Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

84% were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking

80% were aware of the campus resources listed on the survey

95% had a responsibility to report such incidents when they saw them occurring on campus or off campus

Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

85% understood that FLCC standards of conduct/penalties differed from standards of conduct/penalties under the criminal law

81% knew that information about the prevalence of sex offenses were available in FLCC Annual Security Report

80% knew that FLCC sends an FLCC Alert to the campus community when such an incident occurs

Intent to Persist

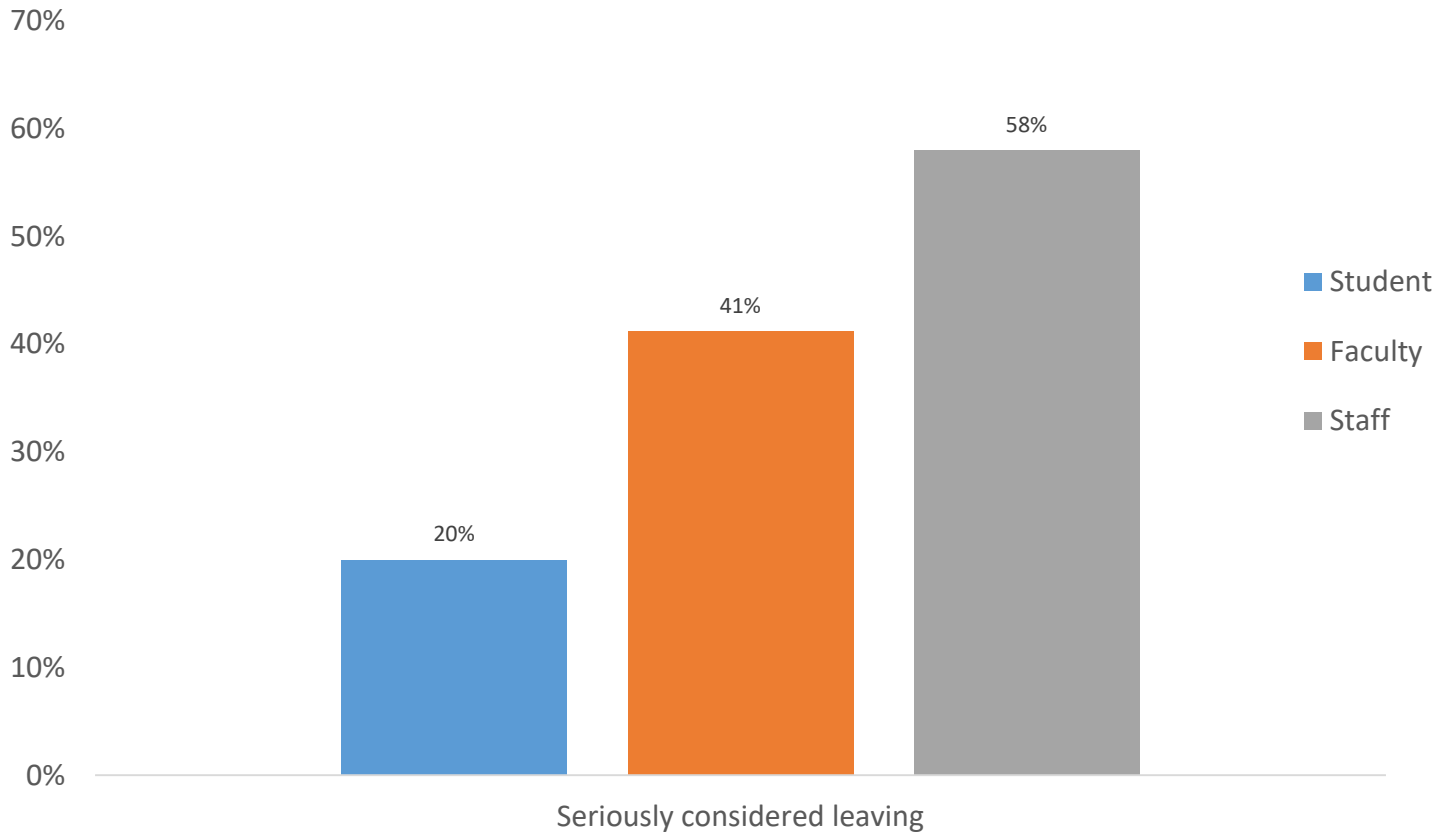


Who has seriously considered leaving FLCC?

30% ($n = 271$)



Seriously Considered Leaving FLCC by Position (%)



Top Reasons Staff Respondents Seriously Considered Leaving FLCC

Reason	<i>n</i>	%
Lack of institutional support	49	48.0
Organizational inefficiencies	48	47.1
Low salary/pay rate	45	44.1

Note: Table reports only responses from Staff respondents who indicated on the survey that they had seriously considered leaving FLCC (*n* = 102).

Top Reasons Faculty Respondents Seriously Considered Leaving FLCC

Reason	<i>n</i>	%
Low salary/pay rate	25	53.2
Organizational inefficiencies	18	38.3
Tension with coworkers	15	31.9

Note: Table reports only responses from Faculty respondents who indicated on the survey that they had seriously considered leaving FLCC ($n = 47$).

Employee Respondents

Why Considered leaving...

Felt undervalued, unappreciated, and disrespected

Low salaries

Negative workplace environment including bullying, unprofessionalism, and inappropriate coworker behavior

Top Reasons Student Respondents Seriously Considered Leaving FLCC

Reason	<i>n</i>	%
Personal reasons	42	34.4
Lack of social life at FLCC	34	27.9
Lack of a sense of belonging	31	25.4

Note: Table reports only responses from Student respondents who indicated on the survey that they had seriously considered leaving FLCC ($n = 122$).

When Student Respondents Seriously Considered Leaving FLCC

44% in their first semester

41% in their second semester

32% in their third semester

15% in their fourth + semester

Note: Table reports only responses from Student respondents who indicated on the survey that they had seriously considered leaving FLCC ($n = 122$).

Seriously Considered Leaving by Campus Housing (%)

36% ($n = 37$)

- Students who lived in On-Campus Housing

16% ($n = 72$)

- Students who lived in Off-Campus Housing



Student Respondents

Why considered leaving...



Lack of support from the college
(e.g., academic support)

Interested in another school

Coursework complications (e.g., courses
cancelled, communication issues around
registration)

Perceptions

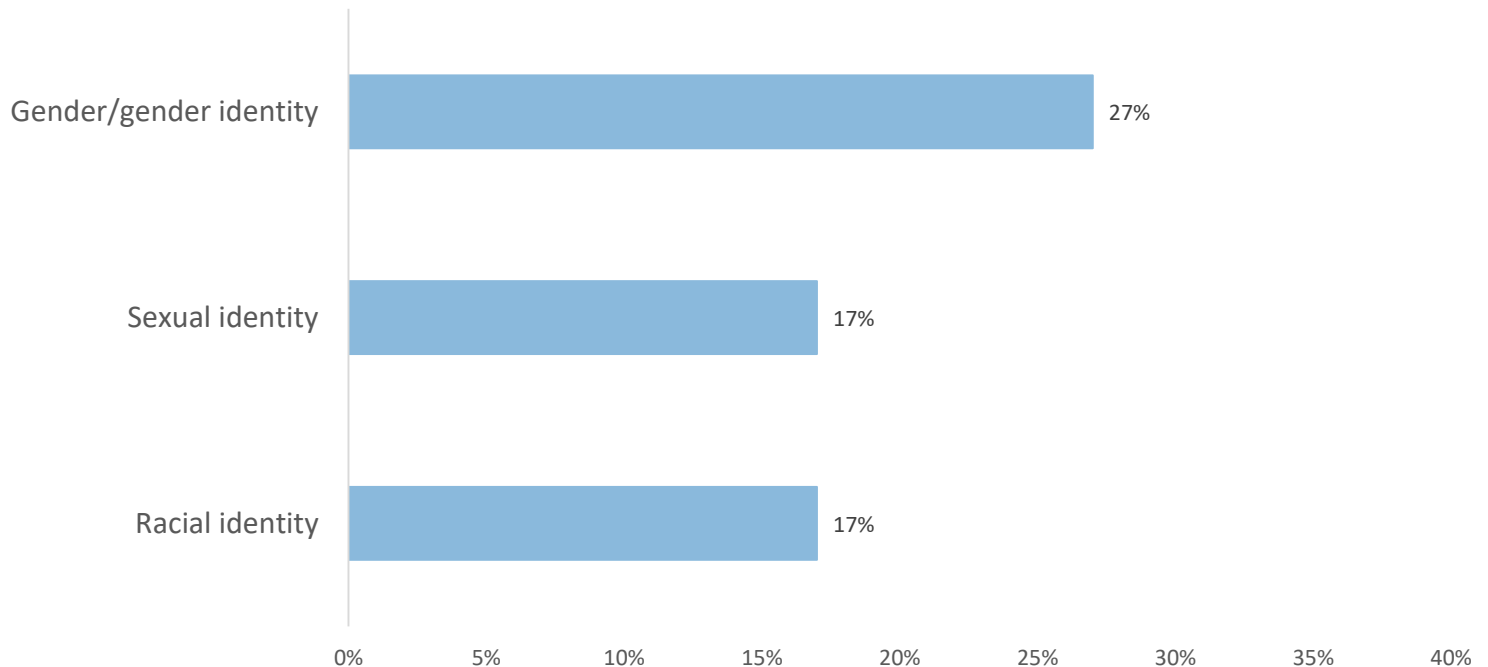


Respondents who observed conduct or communications directed towards a person/group of people that created an exclusionary, intimidating, offensive and/or hostile working or learning environment...



16% (*n* = 145)

Top Bases of Observed Exclusionary Conduct (%)



Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 145$). Percentages do not sum to 100 due to multiple responses.

Top Forms of Observed Exclusionary Conduct

Form	<i>n</i>	<i>%</i>
Person intimidated or bullied	48	33.1
Person isolated or left out	45	31.0
Person ignored or excluded	42	29.0
Derogatory verbal remarks	41	28.3
Person experienced a hostile work environment	31	21.4

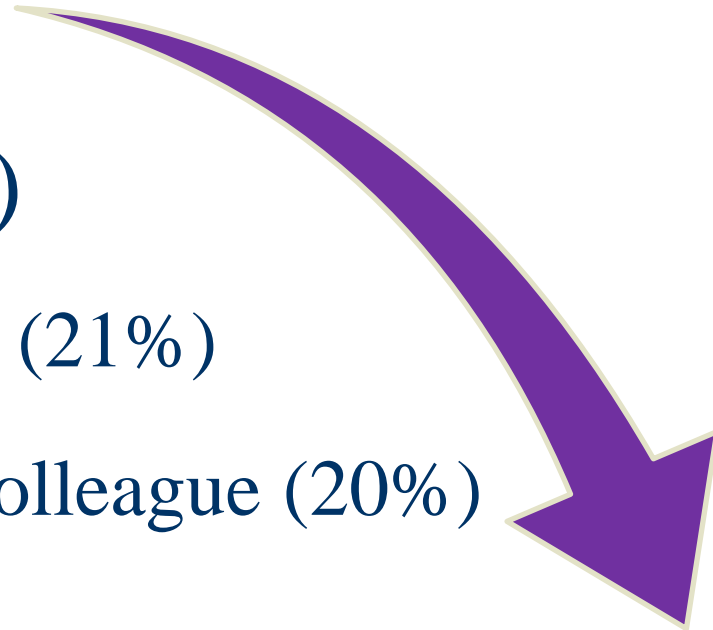
Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 145$). Percentages do not sum to 100 due to multiple responses.

Top Targets of Observed Exclusionary Conduct

Student (41%)

Staff member (21%)

Coworker/colleague (20%)



Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 145$). Percentages do not sum to 100 due to multiple responses.

Top Sources of Observed Exclusionary Conduct

Student (35%)

Faculty member/
professor/other instructional
staff (35%)



Top Locations of Observed Exclusionary Conduct

In other public spaces at FLCC

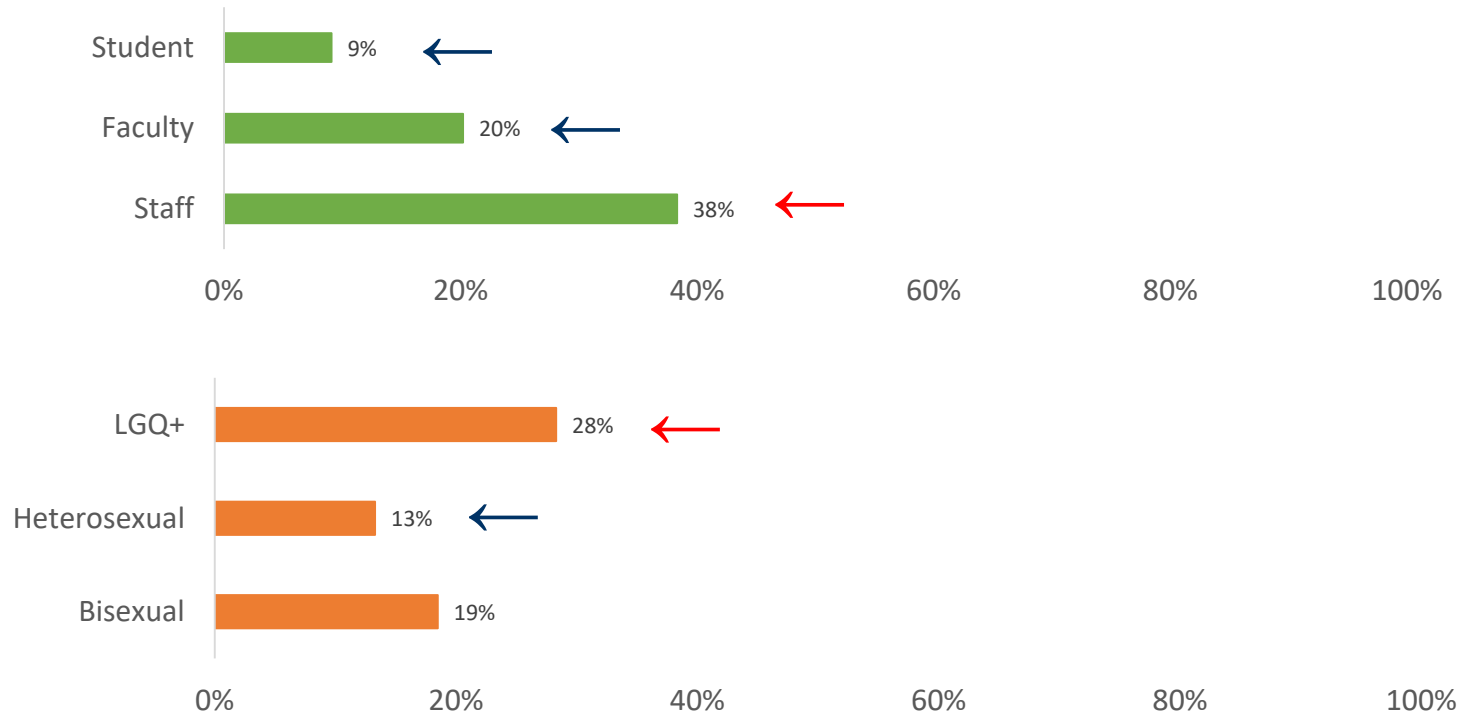
21%

While working at FLCC job

21%

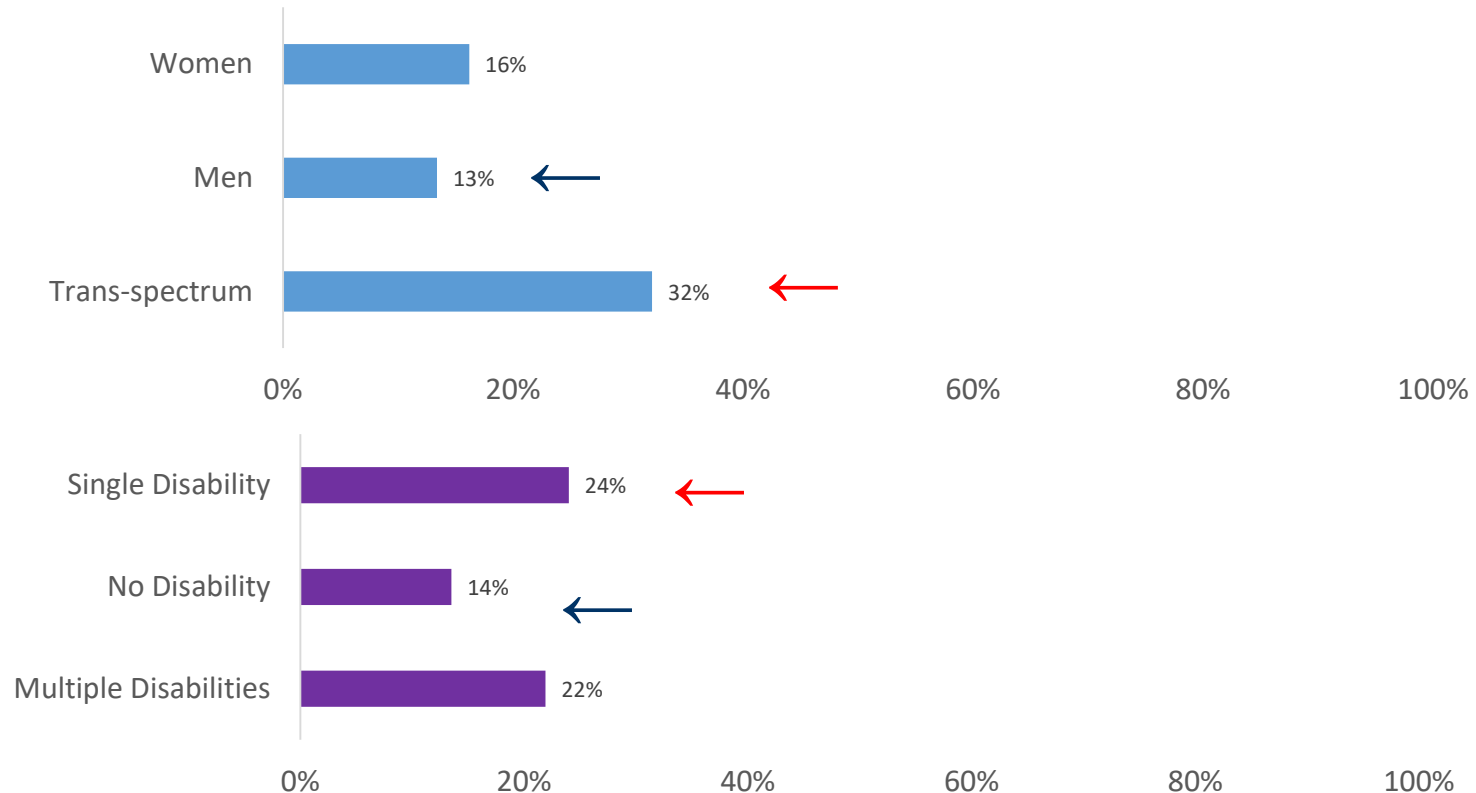
Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 145$). Percentages do not sum to 100 due to multiple responses.

Observed Exclusionary Conduct by Respondents' Position and Sexual Identity (%)



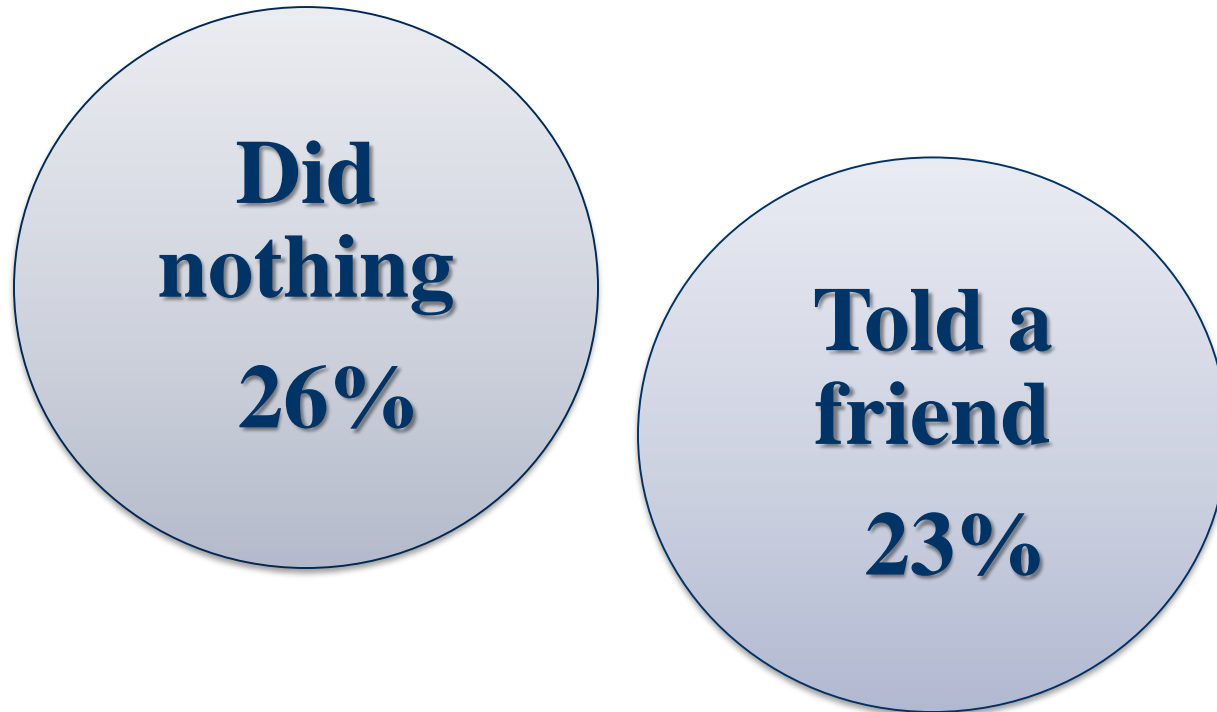
Note: Red arrows indicate where statistically significant differences existed.

Observed Exclusionary Conduct by Respondents' Gender Identity and Disability Status (%)



Note: Red arrows indicate where statistically significant differences existed.

Top Actions in Response to Observed Exclusionary Conduct



Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 145$). Percentages do not sum to 100 due to multiple responses.

10% ($n = 13$)
Reported the
Conduct

Felt satisfied with the outcome
($n < 5$)

Felt as though my complaint was
responded to appropriately
($n < 5$)

Felt that it was not responded to
appropriately
($n < 5$)

Outcome is still pending
($n < 5$)

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 145$). Percentages do not sum to 100 due to multiple responses.



Qualitative Themes

Observed Exclusionary Conduct



Instances of exclusion (e.g., left out of conversations, passed over for opportunities)

Employee Perceptions



Employee Perceptions of Unjust Hiring Practices

18% of Faculty respondents

34% of Staff respondents



Qualitative Themes

Unjust Hiring Process



Preferential hiring based on identity over qualifications

Inconsistent or improper hiring protocol

Nepotism (e.g., hiring of children and siblings, job descriptions written with specific applicant in mind)

Employee Perceptions of Unjust Employment-Related Disciplinary Actions

24% of Faculty respondents

28% of Staff respondents



Qualitative Themes
Unjust Employment-Related
Disciplinary Actions

Process for addressing conflict applied
improperly

Personal bias in how and when discipline
was enforced

Employee Perceptions of Unjust Promotion, Tenure, Reappointment, and/or Reclassification Practices

26% of Faculty respondents

25% of Staff respondents

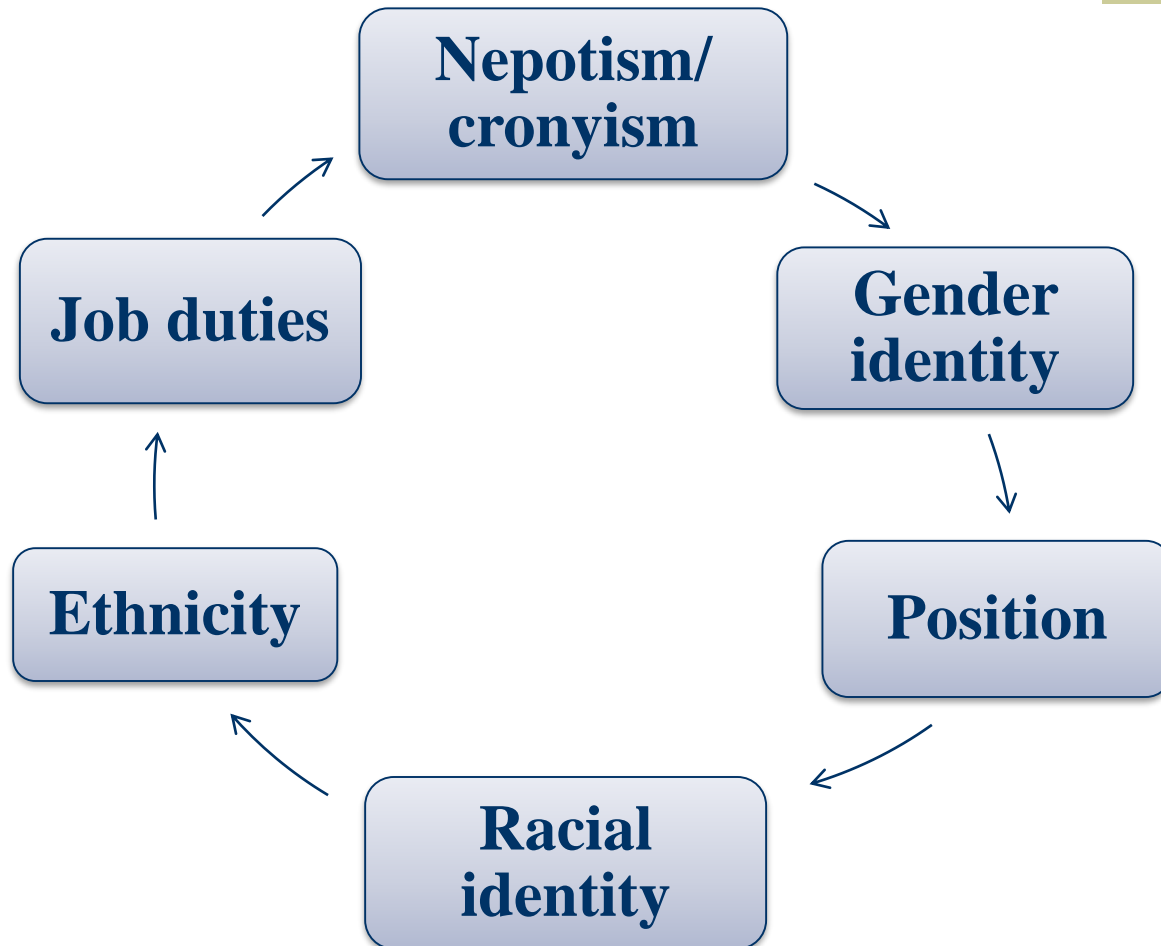


Qualitative Themes
**Unjust Promotion, Tenure, Reappointment,
and/or Reclassification Practices**

Lack of accountability for poor job performance or professional misconduct

Favoritism in promotion, scheduling of instructors, etc.

Most Common Perceived Bases for Unjust Employment Practices



Work-Life Issues

SUCCESSSES & CHALLENGES

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

Staff Respondents

Examples of Successes

75% had supervisors who were supportive of their taking leave

73% had supervisors who provided adequate support for them to manage work-life balance

72% noted FLCC provided them with resources to pursue training/professional development opportunities

Staff Respondents

Examples of Successes

71% were given a reasonable time frame to complete assigned responsibilities

71% had colleagues/coworkers who gave them job/career advice or guidance when they needed it

Majority felt valued by coworkers in their department (78%) and their supervisors/managers (75%)

Staff Respondents

Examples of Challenges

55%

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

54%

- Workload has increased without additional compensation

31%

- Pressured by departmental/program work requirements that occurred outside of their job title/description

Staff Respondents

Examples of Challenges

19%

- Clear procedures existed on how they could advance at FLCC

30%

- Staff opinions were valued by FLCC faculty and administration

31%

- Performance evaluation process was productive

Staff Respondents

Examples of Challenges

33%

- Felt positive about career opportunities at FLCC

36%

- FLCC was supportive of flexible work schedules



Qualitative Themes
Staff Respondents
Work-Life Attitudes

Increasing workloads (feeling overworked, understaffed, and underpaid)

Performance evaluation was not a valuable tool for improving performance nor did it lead to any sort of reward (e.g., increase in compensation or promotion)

Qualitative Themes
Staff Respondents
**Compensation, Professional Development, and Work
Environment**

Low salaries (e.g., inequity of salaries,
salaries limiting qualified candidates)

Lack of job security

Flexible work schedules (varies by
supervisor)

Tenured/Tenure-Track Faculty Respondents

Example of Success

83% felt that the criteria for tenure were clear

75% felt that they had job security

70% felt that they were supported and mentored during the tenure-track years

Tenured/Tenure-Track Faculty Respondents

Examples of Challenges

40%

- Performed more work to help students

38%

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



Qualitative Themes
Tenured/Tenure-Track Faculty Respondents
Faculty Work



Effectiveness of committees

Adjunct Faculty Respondents

Examples of Successes

85% felt that clear expectations of their responsibilities existed

78% felt that teaching was valued by FLCC

Adjunct Faculty Respondents

Examples of Challenges

22%

- Had job security

24%

- Opinions were taken seriously by senior administrators



Qualitative Themes
Adjunct Faculty Respondents
Faculty Work

Lack of job security (e.g., classes can be taken away right before semester starts, job security is tied to enrollment)

Support for adjuncts (both positive and lacking)

All Faculty Respondents

Example of Successes

Majority felt valued by faculty in their departments/programs (73%), by their department/program chairs (81%), by other faculty at FLCC (73%), and by students in the classroom (90%).

75% felt that their teaching was valued

All Faculty Respondents

Examples of Challenges

15%

- Salaries for tenure-track faculty positions were competitive

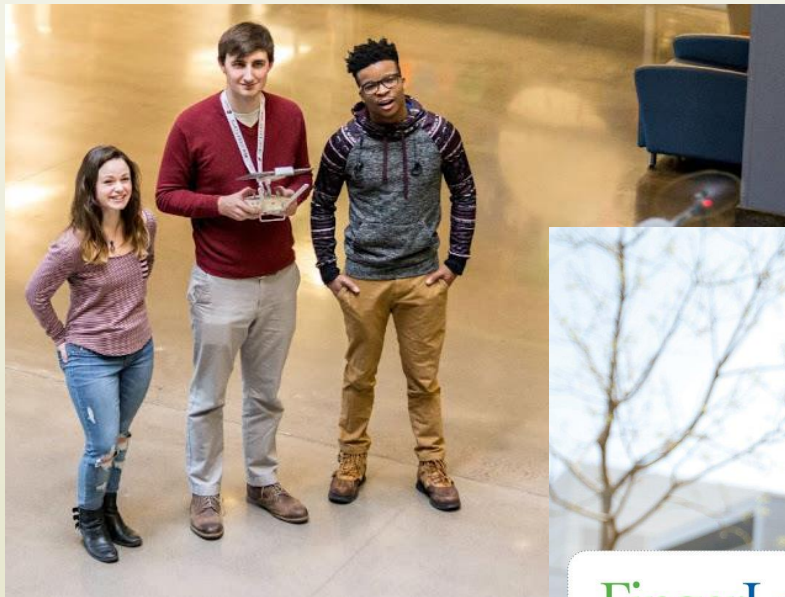
20%

- Salaries for adjunct professors were competitive

29%

- FLCC provided adequate resources to help them manage work-life balance

Student Respondents' Perceptions



Student Respondents' Perceptions

Examples of Successes and Challenges

84% felt valued by FLCC faculty/professors



Student Respondents of Color felt less valued than White Student respondents.

Student respondents with Military Service felt less valued than those with No Military Service.

Student Respondents' Perceptions Examples of Successes and Challenges

71% felt valued by other students in the classroom



LGBQ+ Student respondents felt less valued than
Heterosexual Student respondents.

Student Respondents with At Least One Disability
felt less valued than those with No Disability.

Student Respondents' Perceptions

Examples of Successes and Challenges

77% felt the campus climate at FLCC encouraged free and open discussion of difficult topics



LGBQ+ Student respondents felt FLCC was less open than Heterosexual Student respondents.

Student Respondents' Perceptions Examples of Successes and Challenges

80% felt that they that they had faculty members/professors whom they perceived as role models

No statistically significant differences existed.

Student Respondents' Perceptions Additional Challenges

44%

- Abilities were prejudged by a faculty member/professor based on their perception of their identity/background

42%

- Abilities were prejudged by a staff member based on their perception of their identity/background

Student Respondents' Perceived Academic Success



Student Respondents' Perceived Academic Success

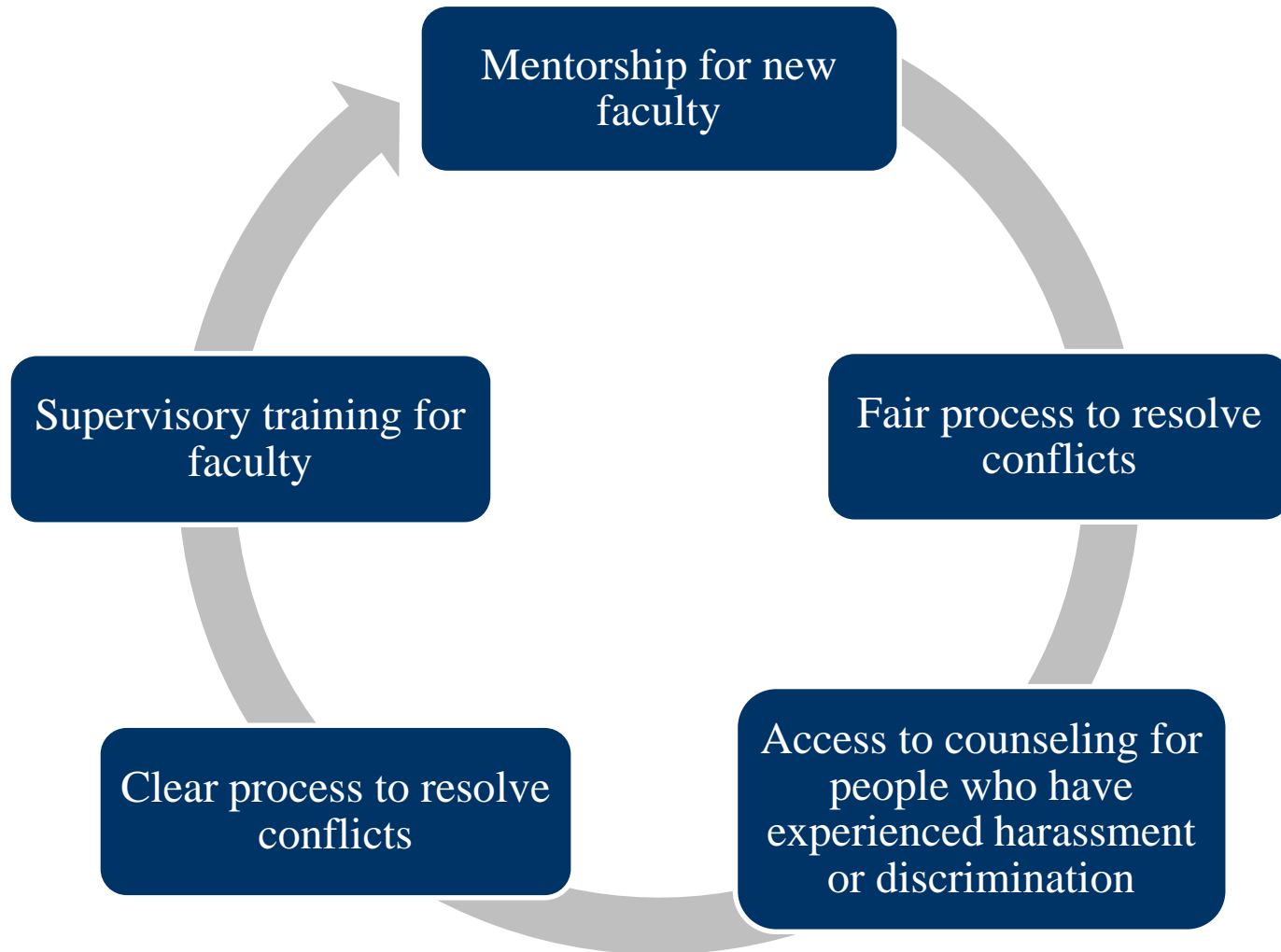
Women Student respondents had greater *Perceived Academic Success* than Men Student respondents.

White Student respondents had greater *Perceived Academic Success* than People of Color/Black/Multiracial Student respondents.

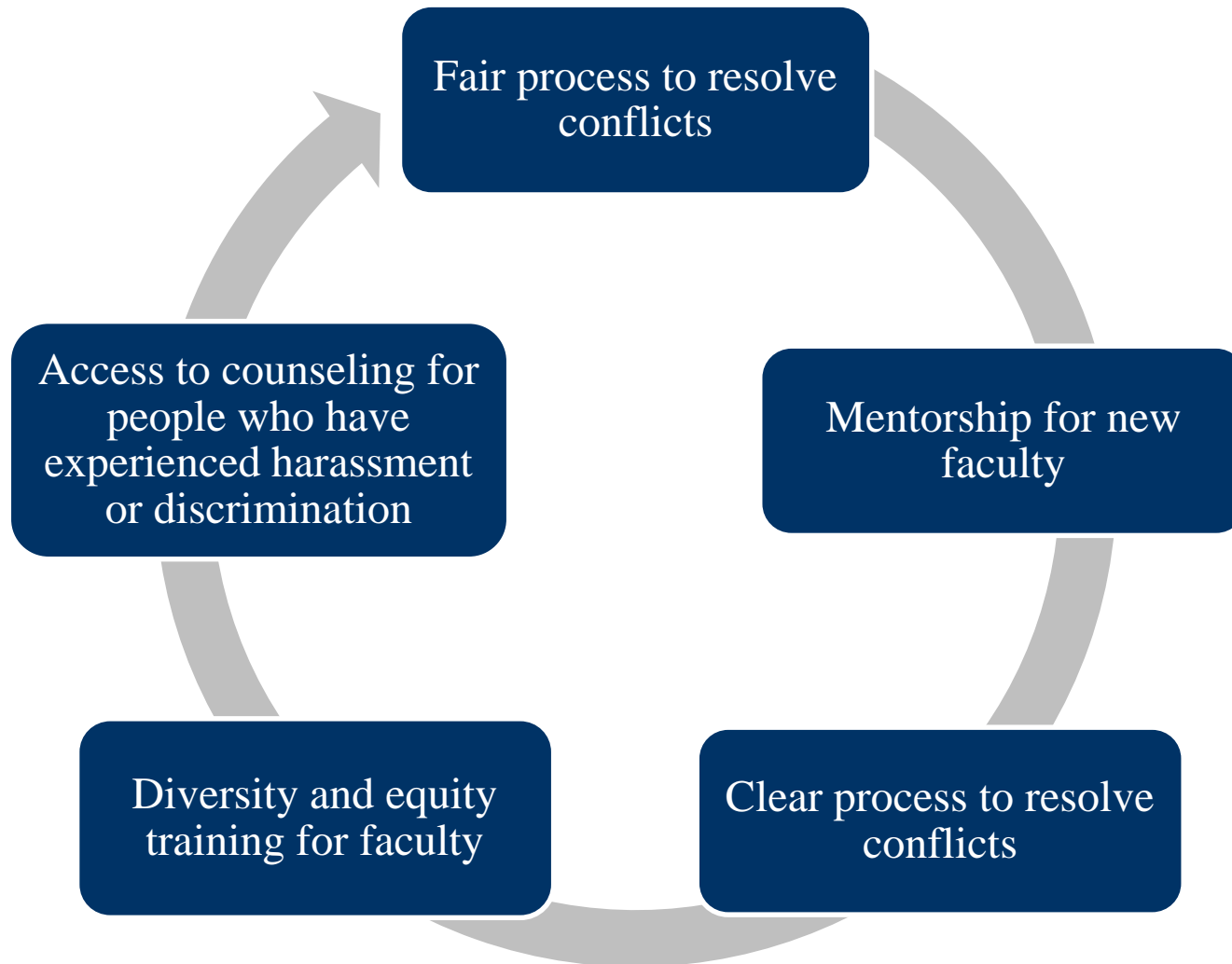
Institutional Actions



Available Campus Initiatives that Positively Influenced Climate for Faculty Respondents



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





Qualitative Themes
Campus Initiatives –Faculty Respondents



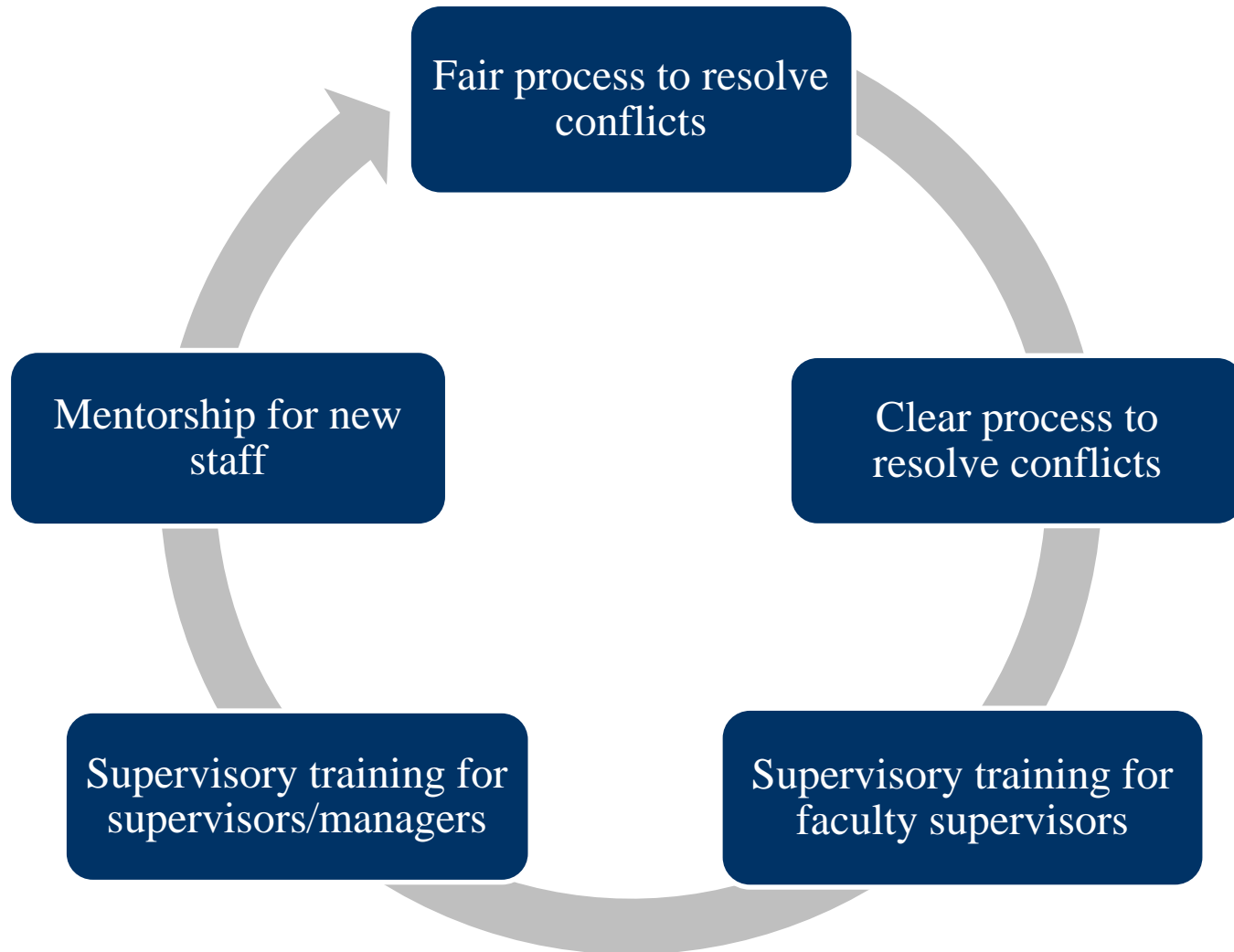
Mixed views on whether FLCC should require diversity-related experiences as criteria for hiring

Concern about the emphasis placed on diversity initiatives

Available Campus Initiatives that Positively Influenced Climate for Staff Respondents



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





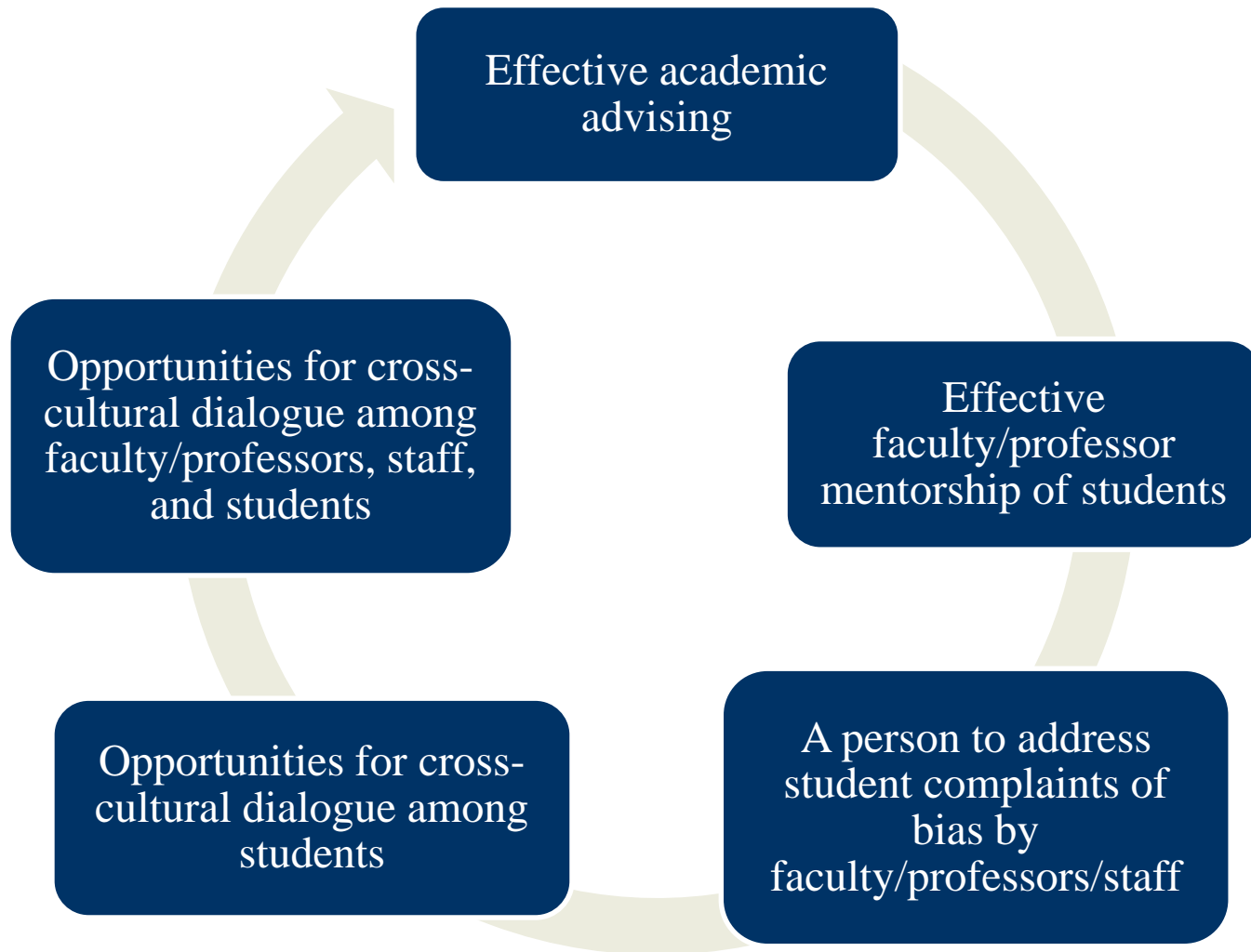
Qualitative Themes
Campus Initiatives –Staff Respondents



General comments about the initiatives (and a lack of awareness of their availability)

Lack of support from Human Resources

Available Campus Initiatives that Positively Influenced Climate for Student Respondents



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





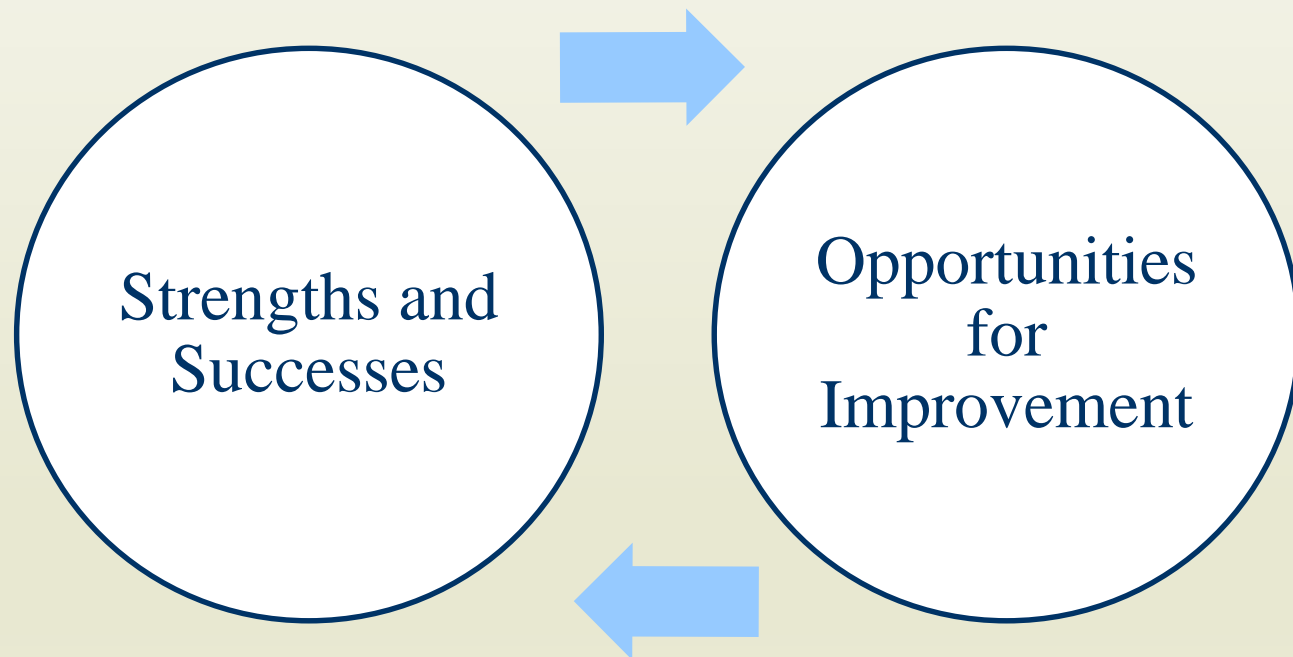
Qualitative Themes
Campus Initiatives – Student Respondents

Praise for FLCC (e.g., “love the overall climate,” “It’s a great college)

Nothing to add

Call for increased student support

Summary



Context

Interpreting the Summary



Although colleges and universities attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors.



As a microcosm of the larger social environment, college and university campuses reflect the pervasive prejudices of society.

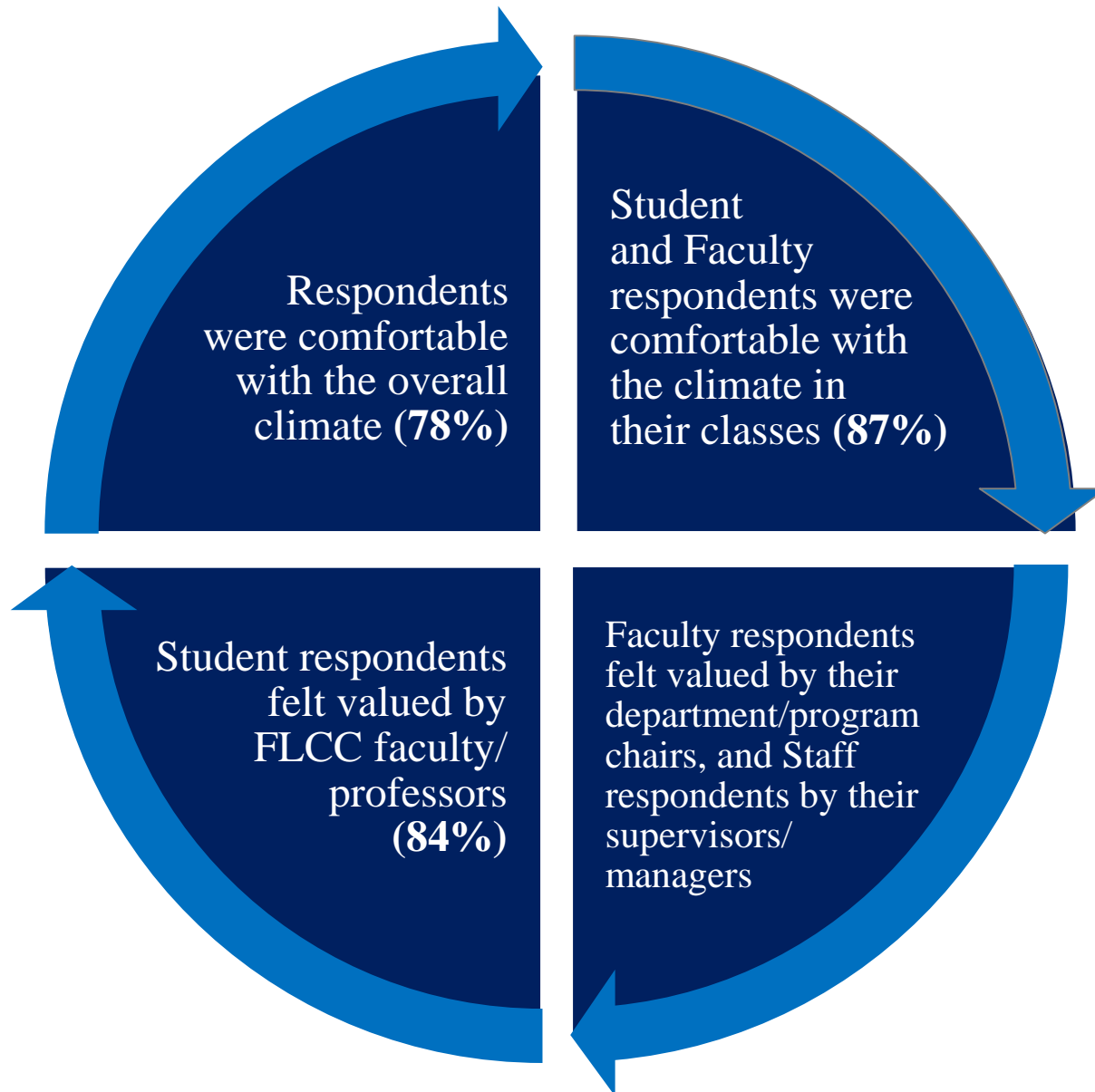


Classism, Racism,
Sexism, Genderism,
Heterosexism, etc.

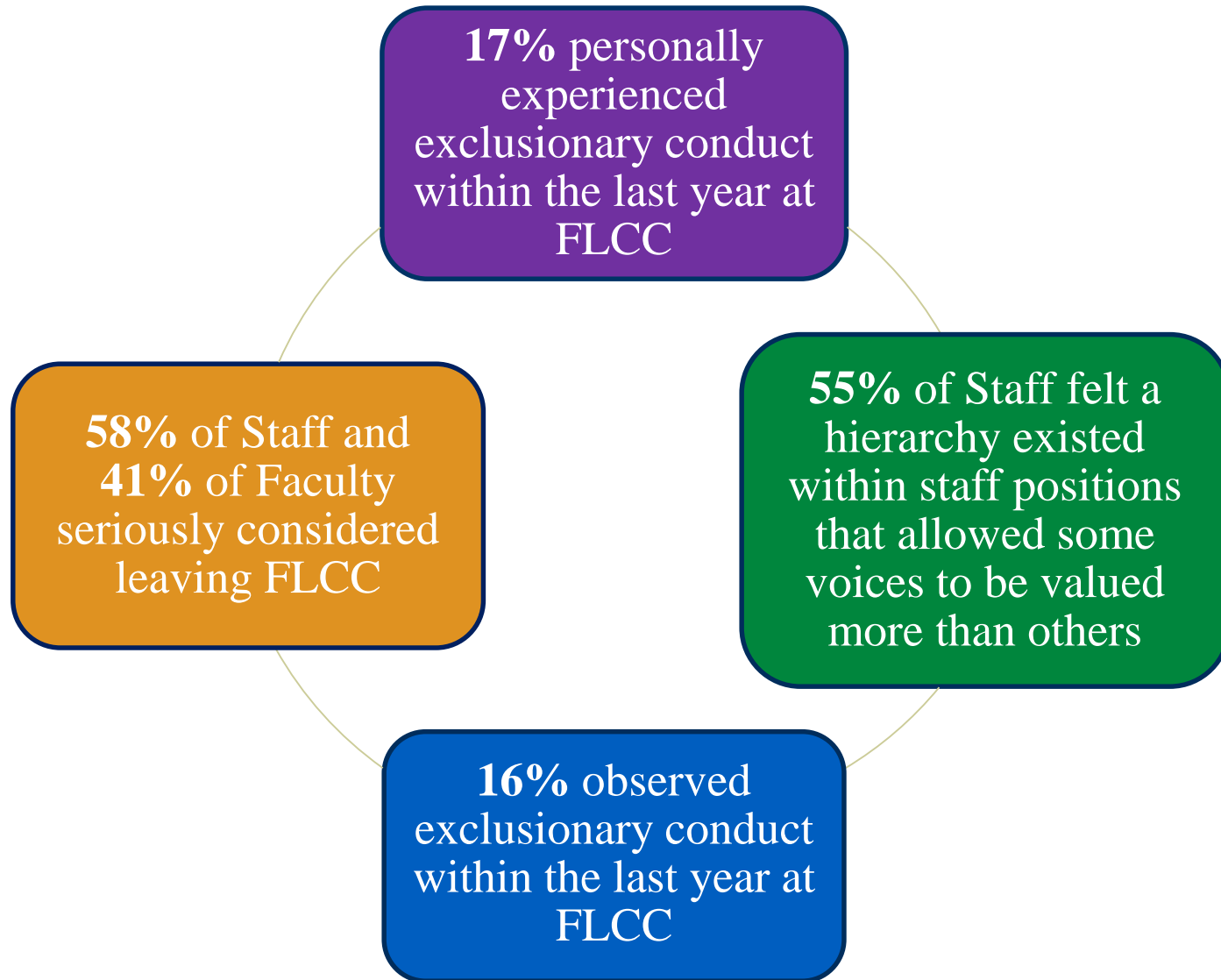


(Eliason, 1996; Hall & Sandler, 1984; Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Malaney, Williams, & Gellar, 1997; Rankin, 2003; Rankin & Reason, 2008; Rankin, Weber, Blumenfeld, & Frazer, 2010; Smoth, 2009; Worthington, Navarro, Loewy & Hart, 2008)

Successes: The majority of...



Challenges and Opportunities for Improvement



Next Steps

The full report, executive summary, and R&A's presentation will be available on the climate survey website.

<https://www.flcc.edu/laker-voices/>

A hard copy of the report will be available in the Library.

Data Request Policy

Data requests will be accepted starting November 2019

Data requests should be submitted using the “Flick Tic” research request form on the APCI intranet site

Also, if request is approved, must submit for IRB approval (forms also on APCI intranet site)

Questions and Discussion

