



# Shaping Campus Climate

Gateway's Benchmarking Climate Survey

# Why campus climate is important?

- Educational value of a diverse campus climate and its role in positively affecting student-learning outcomes (Gurin, 1999; Hurtado, 2001; Gurin, Dey, Hurtado, 2002) retention and the sustainability of the institutions
- Mission-centered and high-performing institution
  - Supports-data driven decision-making
- Campus climate is about moving beyond the [demographic] numbers (Hurtado, 2007) with focus on student-centered, campus engagement and global preparation for a diverse world

# Project Overview

- The road to achieving a diverse, inclusive and equitable learning and working environment requires an examination of the campus climate.  
Goals:
  - To gain a systemic understanding of Gateway's campus climate
  - Establish a baseline for measuring change in campus climate over time
  - Inform the institution's mission, Vision 2021 and Diversity, Equity and Inclusion Strategic Plan
- Funding
  - 2018 Innovation Grant
  - Lumina Foundation - Talent Hub

# Survey Overview

- Exploratory survey to develop a picture of the current campus cultural climate according to students, faculty, staff and administrators perspectives on a broad range of issues and experiences.
  - Provide benchmark data
  - Qualitative and quantitative data collection
    - Online survey instrument (90-days - March 26th - June 30th)
      - 50 to 60 questions
        - Proximal and overall institution
    - Focus groups (2-days, district-wide)
      - Demographics survey (anonymous)
      - 5 questions

Research:

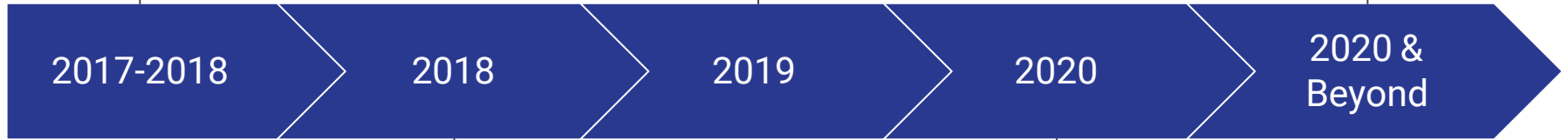
- Available historical data
- Credible Instruments

Data Collection & Analysis:

- Surveys go live (90 days)
- Focus groups
- Report published

Implementation:

- Strategic plan implementation



Funding and RFPs:

- Grant opportunities
- Cost analysis

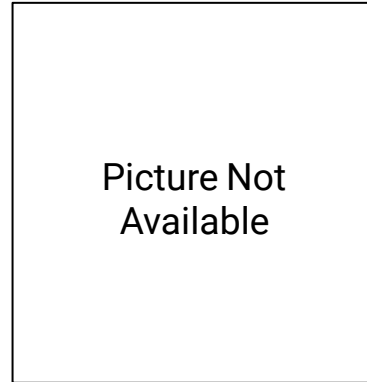
Foundation:

- Strategic plan
- Equity report
- Visibility

# The team



**Lenore Pearlstein**



**Debra Boyd**

# The team



**Dr. Ken  
Coopwood**



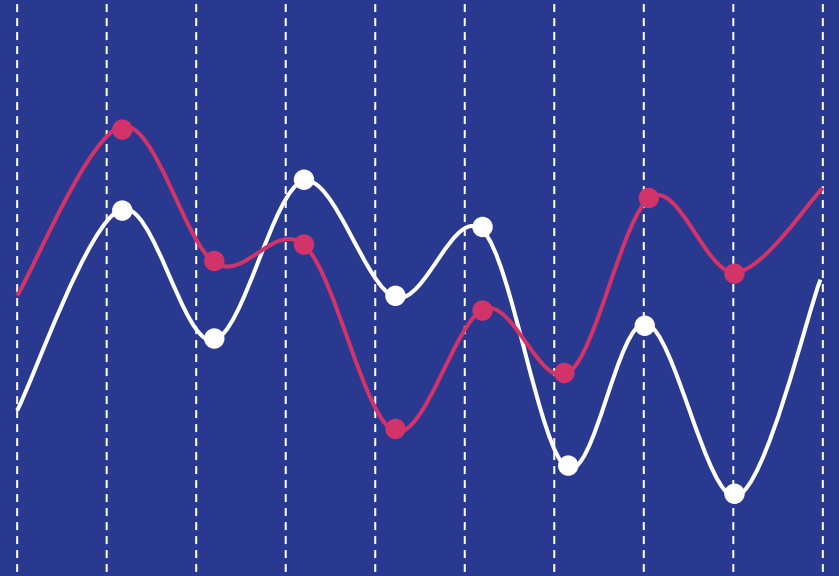
**Dr. William Lewis**



**Christen Priddie  
PhD student**

# Data

Benchmarks





## The data collection strategies:

- Designed to follow best practices in collecting information from key campus stakeholders (students, faculty, staff and administrators)
- Obtaining both quantitative and qualitative data
- Captured a multitude of experiences and dimensions of campus climate
- Maintaining anonymity

# Demographic Data

73.7%

**Four or less semesters**

of those 25.2% are second semester

29.8%

**have a disability**

of those 41.8% identify having a learning disability

5.03%

**are Veterans**

The majority served in Operation Enduring Freedom and Operation Iraqi Freedom

41.1%

**Are millennials or younger generation**

7.6%

**Non-US Born**

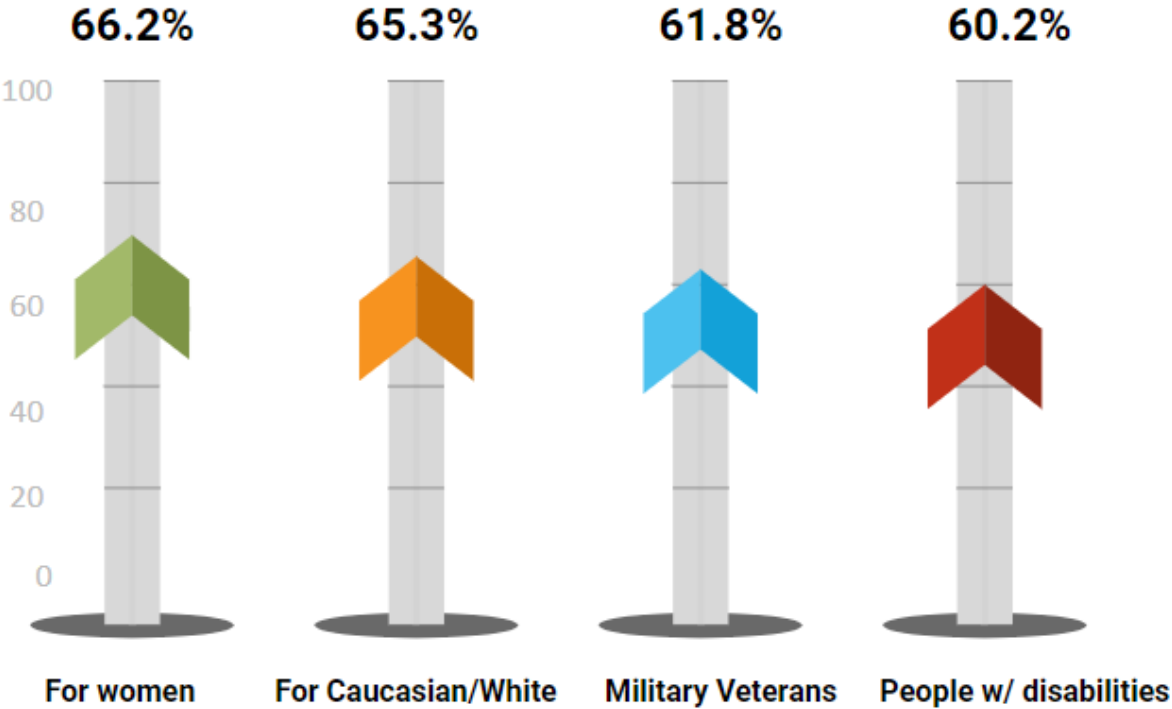
of those 2.1% are DACA/Dreamers

6.5%

**LGBTQ+**

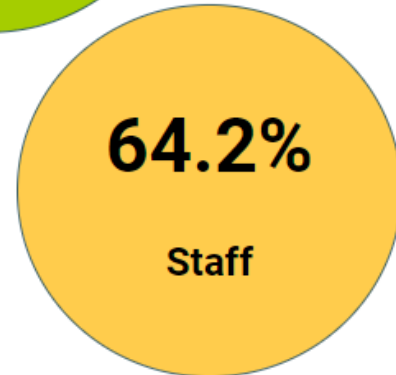
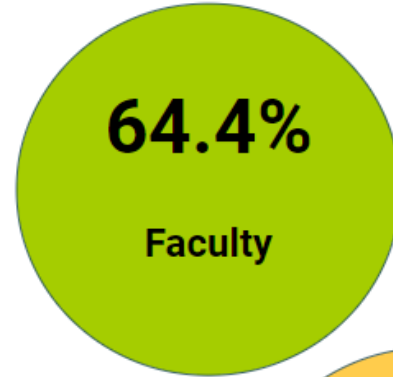
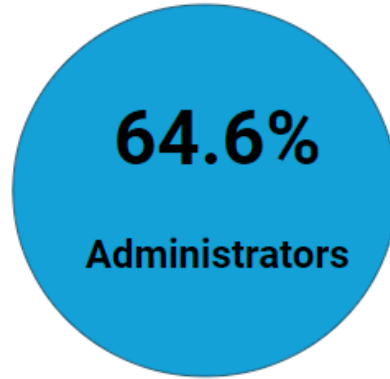
# Welcoming Environment

**How welcoming is our campus to the following groups?**



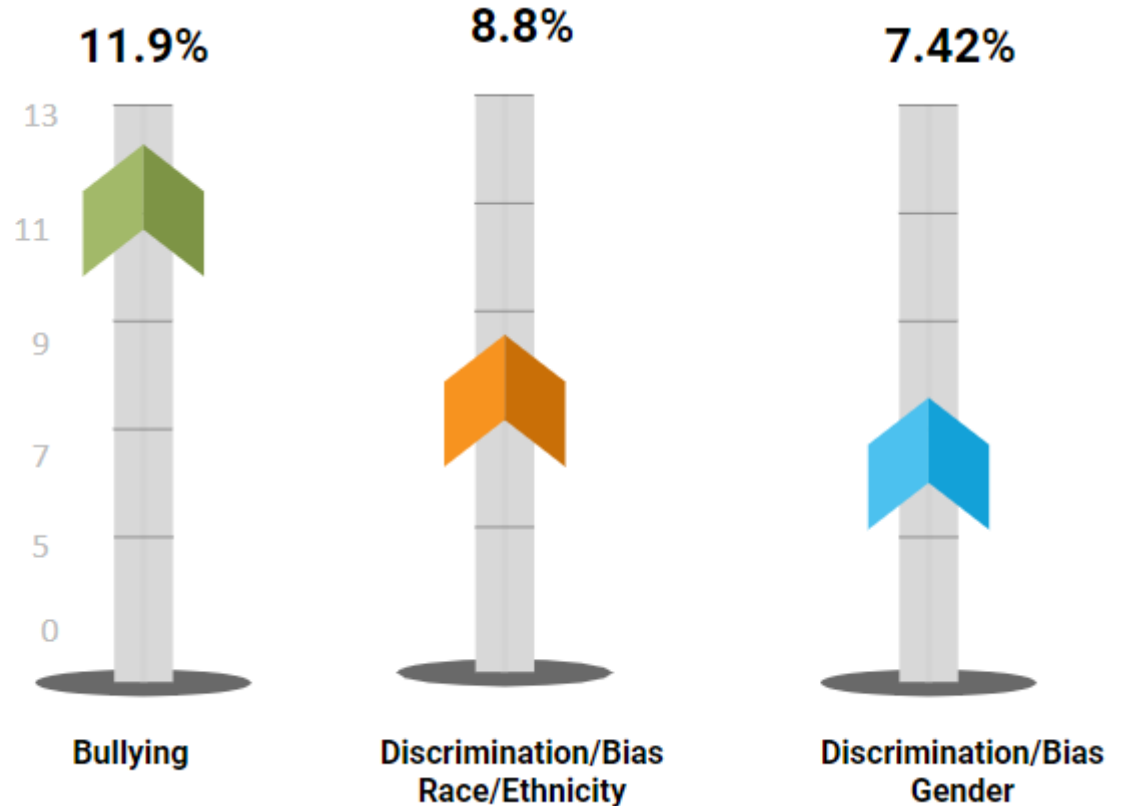
# Diversity Training

The following groups should be required to participate in mandatory diversity training.




# Incidents of Discrimination/Bias

Have you experienced/  
witnessed any of the  
following while at our  
institution?



# Major Findings

# Perceptions of Diversity Training

- Administrators/staff were more likely than students to feel that faculty should be required to participate in mandatory diversity training.
  - Faculty were more likely than administrators/staff to agree that they have received adequate diversity training to engage with students and employees.
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# Perceptions of Welcoming Environment

- Students were more likely to than faculty to agree that the campus was welcoming to International, low-income, and Middle Eastern individuals.
- Students were more likely to than both faculty and administrators/staff to agree that the campus is welcoming for undocumented individuals







# Reports of Incidents & Discrimination

- Bullying and discrimination based on gender, race/ethnicity, age and political views were the incidents students and administrator/staff group reported experiencing the most
  - Bullying, retaliation, and discrimination based on political views, race/ethnicity, gender and age were the incidents faculty reported experiencing the most
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# Reports of Incidents & Discrimination

- Around 80% of the students who responded suggested that inequalities and discrimination should be addressed in student orientation
  - Around 72% of students who responded suggested that inequalities and discrimination should be addressed in their program/major classes
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# Other Data Points & Major Findings

- Perceptions of safety on campus
  - Ethnic and Personnel Groups: (Students of Color, LGBTQ+, Hispanic/Latino, Faculty, Administrator/Staff)
  - Religious/Spiritual Affiliations
  - Political Views/Worldviews
  - Veterans
  - Students with Disabilities
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# Recommendations

# Institutional Pillars for Transformation

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graph TD; P1[Institutional Leadership & Commitment]; P2[Institutional Curricula & Co-Curricula Accountability]; P3[Institutional Climate]; P4[Institutional Senior-Level Representation / Composition]; P1 --- Roof; P2 --- Roof; P3 --- Roof; P4 --- Roof; Roof --- Base[ ];
```

Institutional  
Leadership  
&  
Commitment

Institutional  
Curricula  
&  
Co-Curricula  
Accountability

Institutional  
Climate

Institutional  
Senior-Level  
Representation  
/  
Composition

# Institutional Pillars for Transformation

## Institutional Leadership & Commitment

- Develop and distribute policy and accountability measures for administrative leaders and board member diversity training (start from the top)
- Position diversity as a core responsibility for all Gateway personnel (institutional culture)
- Expand on-going campus climate assessments
  - Every 3 to 4 years
- Reconstruct award and recognition criteria to include diversity-based innovation

# Institutional Pillars for Transformation

## Institutional Curricula & Co-Curricula Accountability

- Create scenario-based diversity issues to explore faculty efficacy and demonstration of classroom equity and inclusion
- Support student and staff affinities that forward Gateway's aspirations for climate change
- Create a campus culture where diversity and inclusion initiatives are made more visible
  - Develop training modules that provoke measurable behavioral and perception change

# Institutional Pillars for Transformation

## Institutional Climate

- Conduct forums to assess staff perceptions about the plight of Caucasian/White and undocumented students
  - Seek to establish accountability for all for equity in behavior towards all Gateway students
- Improve campus aesthetics with cultural and historical artifacts from all populations and eras represented in the Gateway community
- Address perceptions on gender privilege at Gateway



# Institutional Pillars for Transformation

## Institutional Senior-Level Representation / Composition

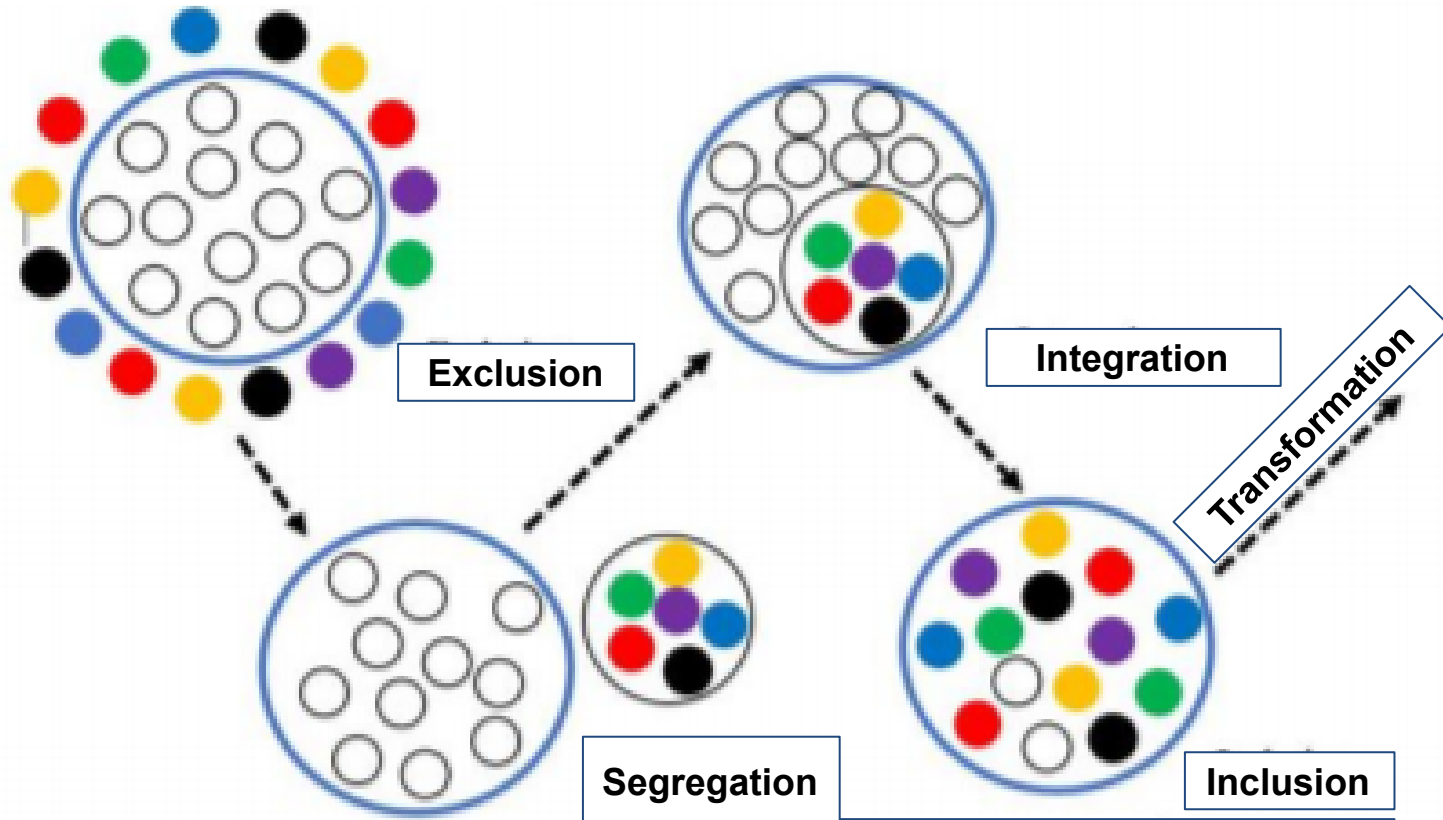
- Refine data collection processes to assess turnover circumstances for underrepresented professionals
- Centralize plans and accountability for Gateway's attractiveness to underrepresented populations
  - Identify core system-wide responsibilities needing diversity administrative leadership
  - Plan to create and support the position of Chief Diversity Officer (CDO)
    - Identify and preparing unit leaders for reporting and support of CDO

# Next Steps

Deep-dive



# The Path of Climate Transformation



# Cultural Climate Survey: Deep-dive

## Phase I

### Data

- Review of data
- Reporting on findings
- Identifying patterns in themes with other survey instruments

## Phase II

### Visibility

- Creation on webpage with public facing information
- Intranet page for staff resource
- Equity report to WTCS

## Phase III

### Strategic Plan

- Alignment of recommendations with Vision 2021 and other DEI related resources in the development of a comprehensive plan
- Measurable metrics to assess impact