



Learning, Living, and Working Climate Assessment

October 14-15, 2021





Climate In Higher Education



Barcelo, 2004; Bauer, 1998; Harper, 2012; Hurtado, Griffin, Arellano, & Cuellar, 2008; Ingle, 2005; Kuh & Whitt, 1998; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008; Maramba & Museus, 2011; Soria, 2018; Strayhorn, 2019



Assessing Campus Climate

Definition

- Climate is defined by R&A as the current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential

Measurement

- 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 Harper & Hurtado, 2009; Maramba. & Museus, 2011; Mayhew, Rockenbach, Bowman, Seifert, & Wolniak, 2016; Patton, 2011; Strayhorn, 2012; Buckley, & Park, 2019; Fernandez, Merson, Ro, & Rankin, 2019.

² Mayhew, Rockenbach, Bowman, Seifert, & Wolniak, 2016; Shelton, 2019; Yosso, Smith, Ceja, & Solórzano, 2009; Crisp, Taggart, & Nora, 2015;

³ Hale, 2004; Harper & Hurtado, 2009; Harper & Quaye, 2004; Hurtado, 2003; Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013; Samura, 2016; Museus, Shiroma, & Dizon, 2016.



Campus Climate & Faculty/Staff



The personal and professional development of employees 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 and career attitudes and (2) workplace encounters with prejudice and lower health and well-being..³

¹ Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009; Smith, 2015; Urrieta, Méndez, & Rodríguez, 2015

² Costello, 2012; Griffin, Pérez, Holmes, & Mayo, 2010; Kaminski & Geisler, 2012; Vaccaro, 2012; Griffin, Pifer, Humphrey, & Hazelwood, 2011; Vaccaro, 2012

³ Young, Anderson, & Stewart, 2014; Costello, 2012; Garcia, 2016; Mayhew, Grunwald, & Dey, 2006



Climate Matters





Climate Matters





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.)

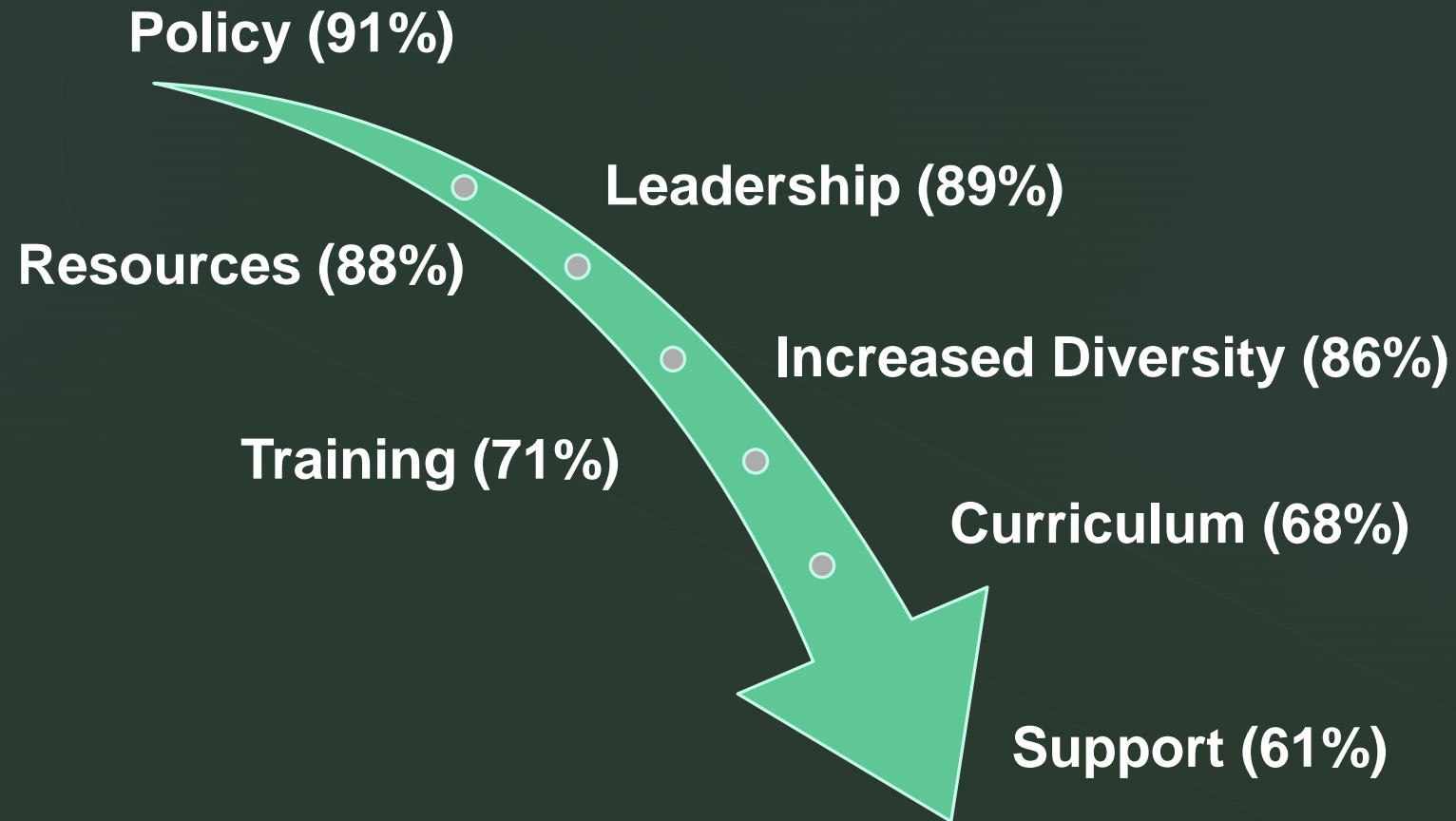


Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today's students in the heated context of racial or other bias-related incidents on college and university campuses.





Seven Major Themes





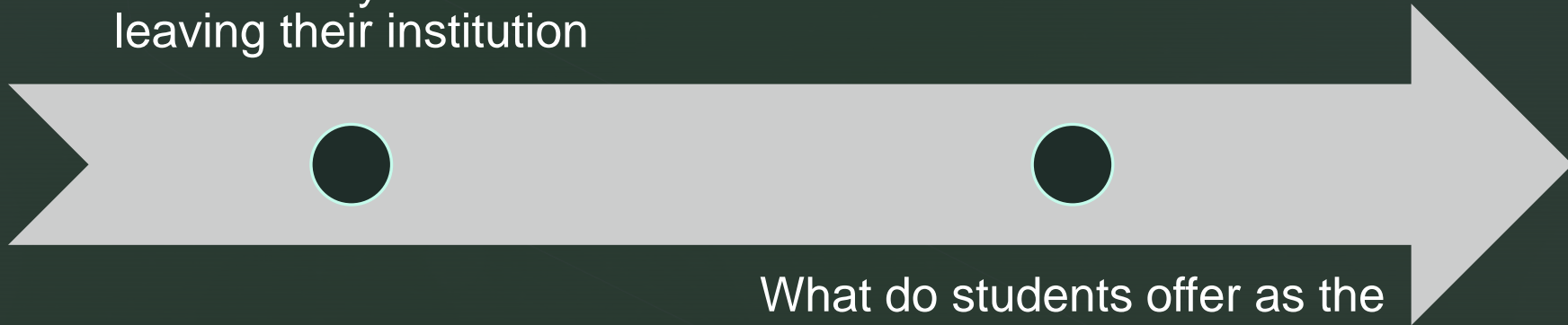
Responses to Unwelcoming Campus Climates

What are students' behavioral responses?



Lack of Persistence

30% of student respondents
have seriously considered
leaving their institution



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



Projected Outcomes



University of Rhode Island (URI) 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).



URI 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

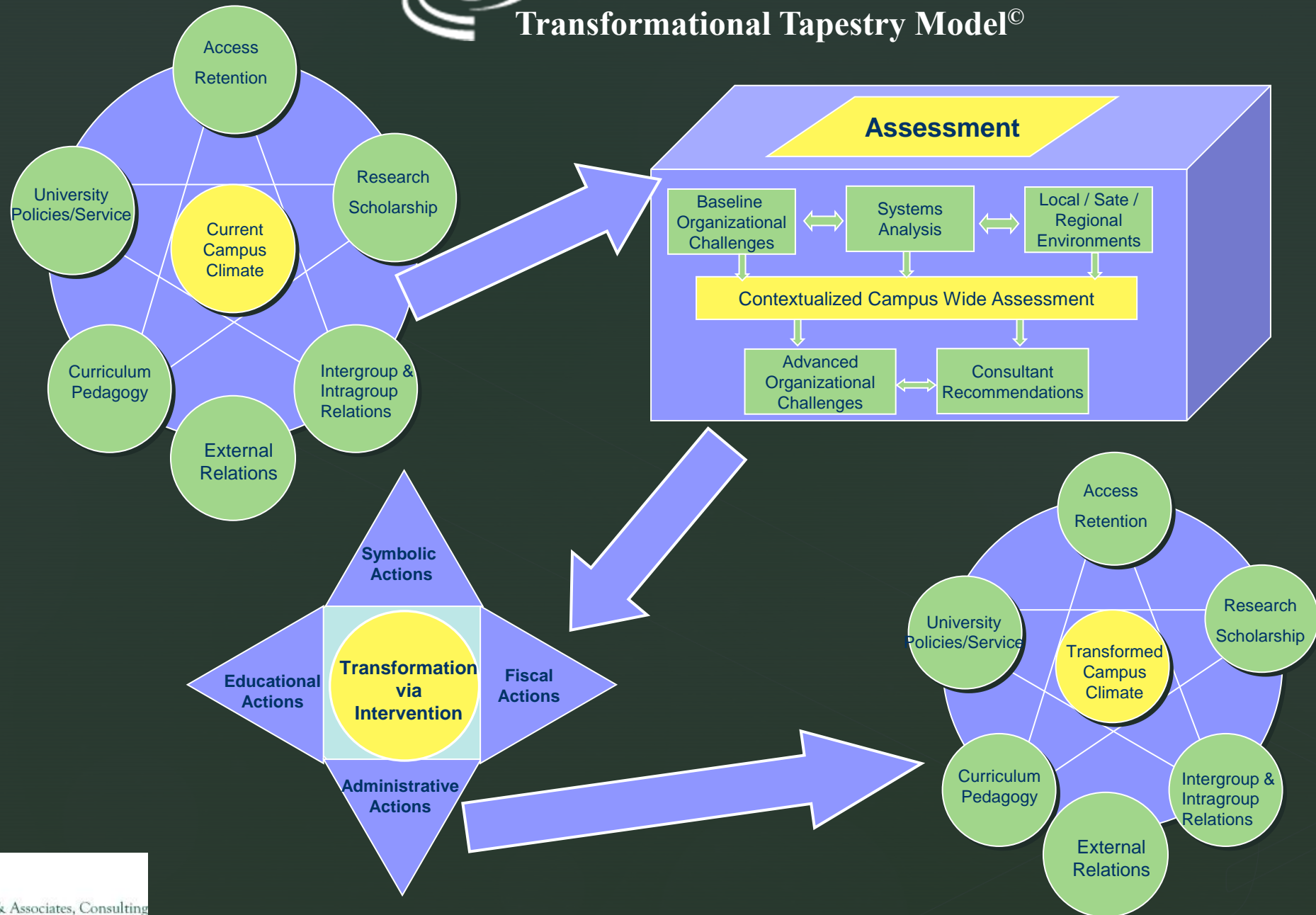
- Examine the climate

Follow-up

- Building on the successes and addressing the challenges



Transformational Tapestry Model[®]





Project Overview

Phase I

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

Phase II

- Data Analysis

Phase III

- Final Report and Presentation
- Develop Actions

Phase I

Fall 2020 – Spring 2021

The URI Climate Study Working Group (CSWG) was created and included URI faculty, staff, and students.

Meetings were held with the CSWG to develop the survey instrument.

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

The final survey was distributed in Spring 2021 to all URI faculty, staff, and students via an invitation from President David M. Dooley.

Phase II

Spring 2021

Quantitative and qualitative analyses conducted

Phase III

Summer 2021 – Fall 2021

Report draft reviewed by the CSWG

Final report submitted to URI

Presentation to URI campus community

Identify process to develop actions

The mascot is a brown ram wearing a blue t-shirt with "THE UNIVERSITY OF RHODE ISLAND" and blue shorts. It is pointing upwards with its right hand.

Take the survey.

Speak your truth.

Online Survey Instrument

- 119 questions including 18 open-ended questions to provide commentary

Sample = Population

- All community members were invited to take the survey
- Available from March 2nd through April 2nd, 2021

THE
UNIVERSITY
OF RHODE ISLAND



Structure of the Survey

Section

1: Personal Experiences of Campus Climate

2: Workplace Climate for Employees

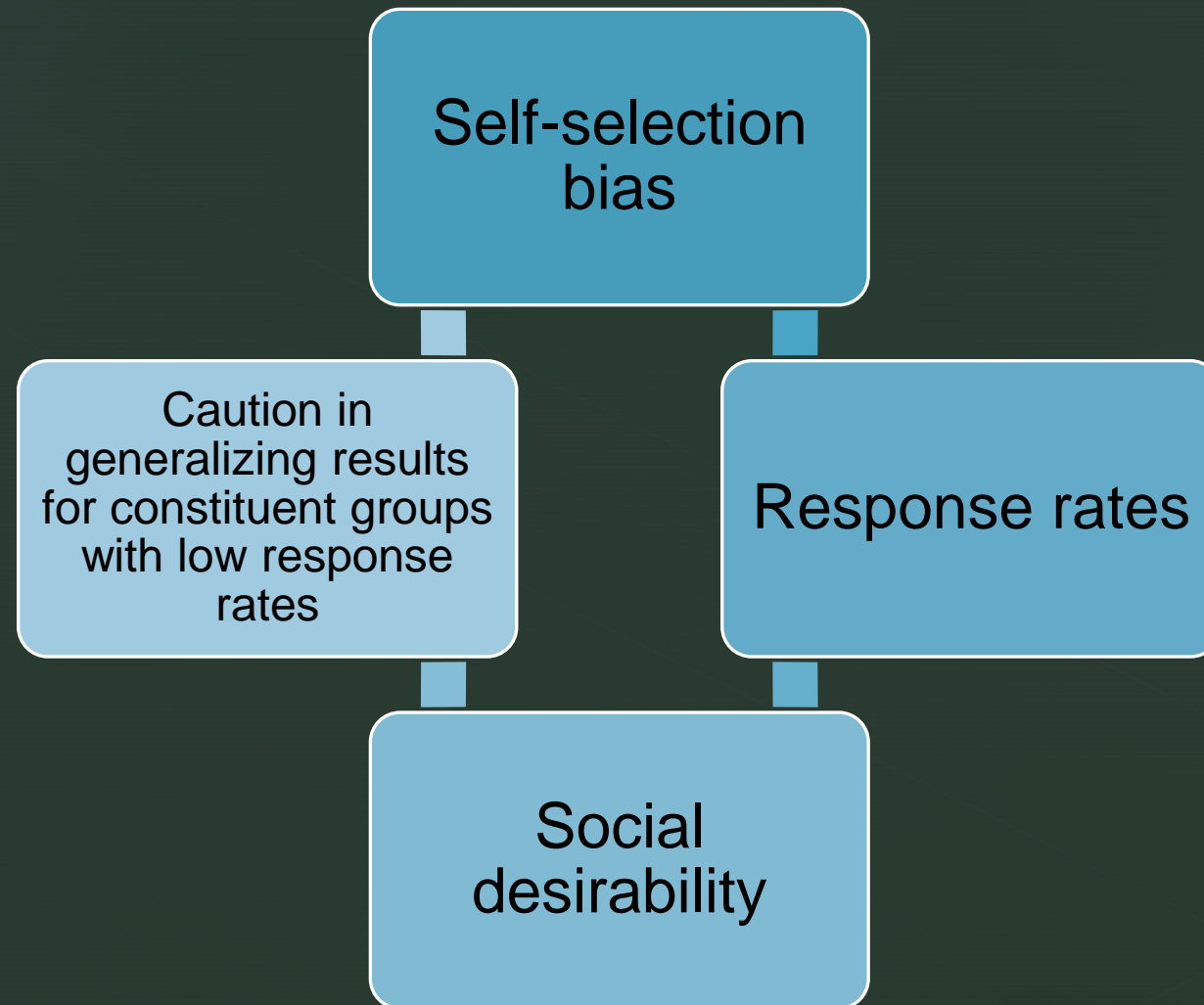
3. Demographic Information

4. Perceptions of Campus Climate

5. Institutional Actions

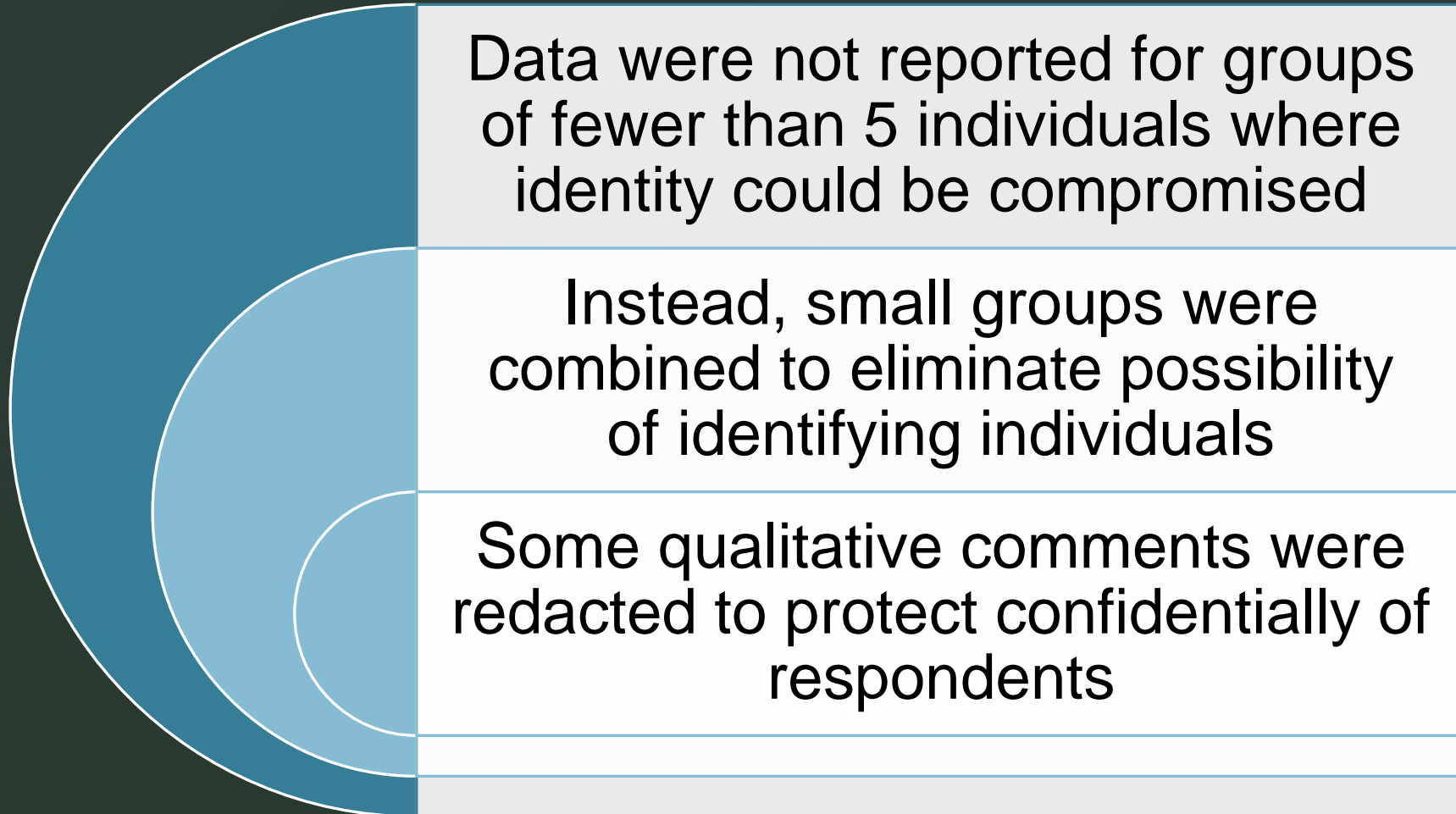


Survey Limitations





Protecting Confidentiality





Results: Response Rates



Who are the respondents?

22.4% overall response rate

4,555 surveys were returned



Response Rates by Position

18%

- Student ($n = 3,225$)

42%

- Faculty ($n = 510$)

43%

- Staff ($n = 820$)



Response Rates by Racial/Ethnic Identity

32%

- Asian Pacific Islander Desi American (APIDA, $n = 261$)

17%

- Black/African/African American ($n = 175$)

13%

- Latinx ($n = 229$)

86%

- Additional Respondents of Color ($n = 44$)



Response Rates by Racial/Ethnic Identity

23%

- White ($n = 3,370$)

ND

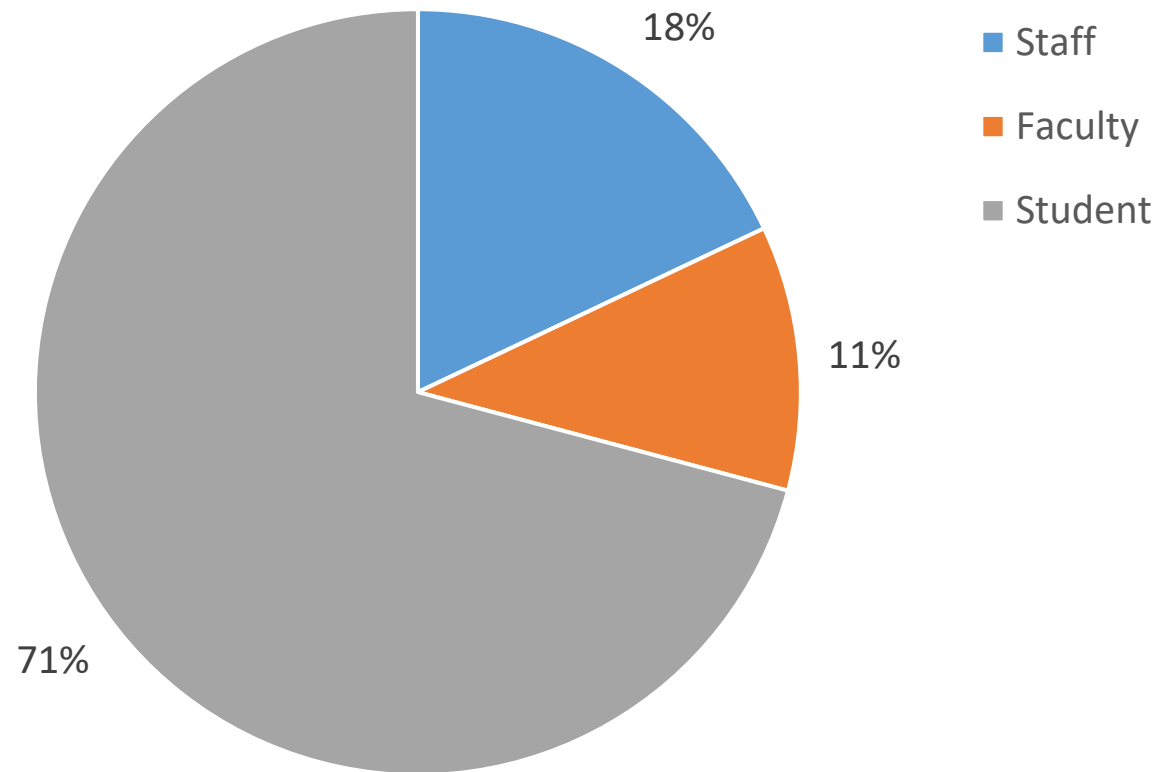
- Multiracial ($n = 331$)



Sample Characteristics

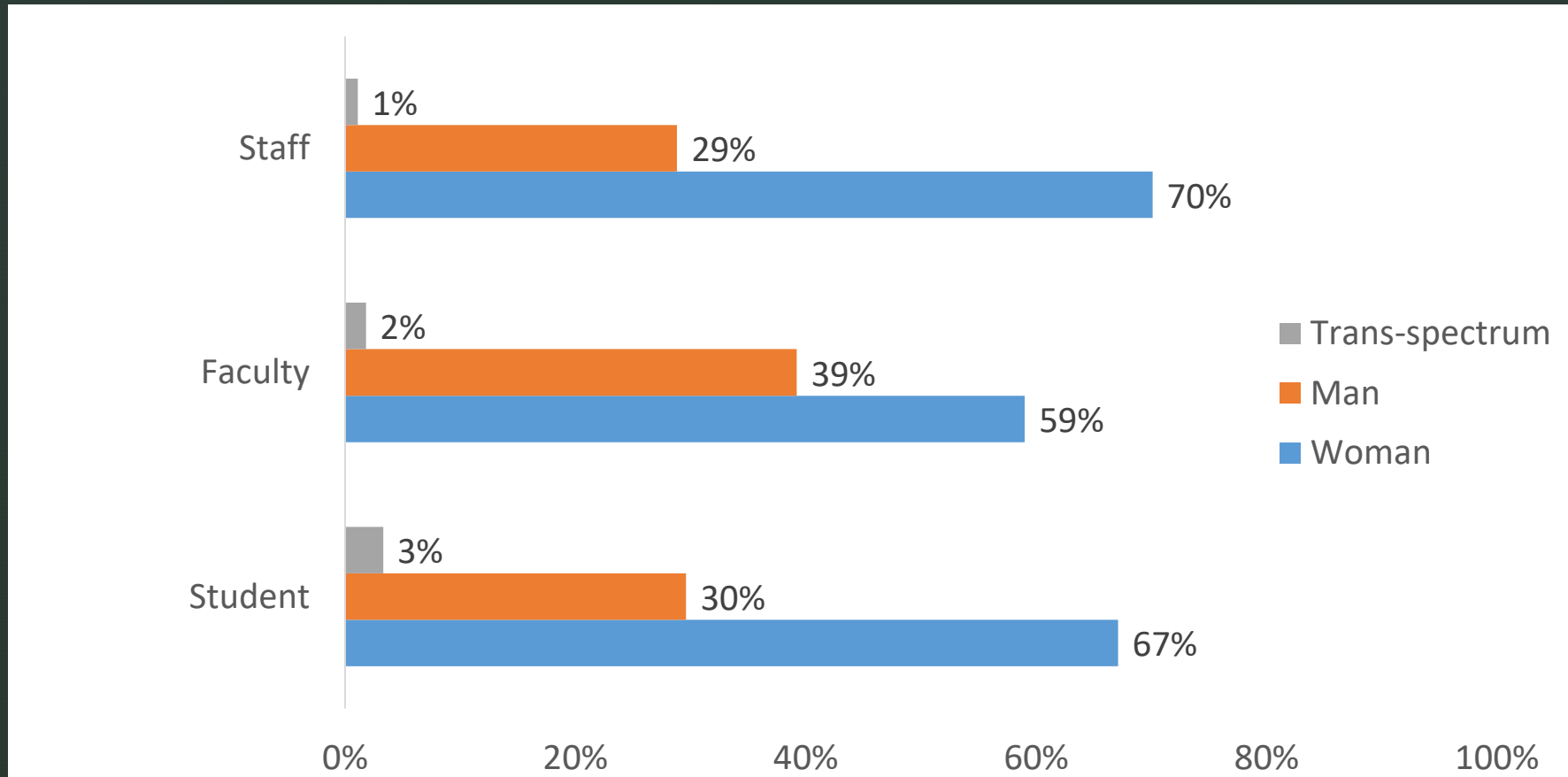


Respondents by Position (%)





Respondents by Gender Identity and Position Status (%)

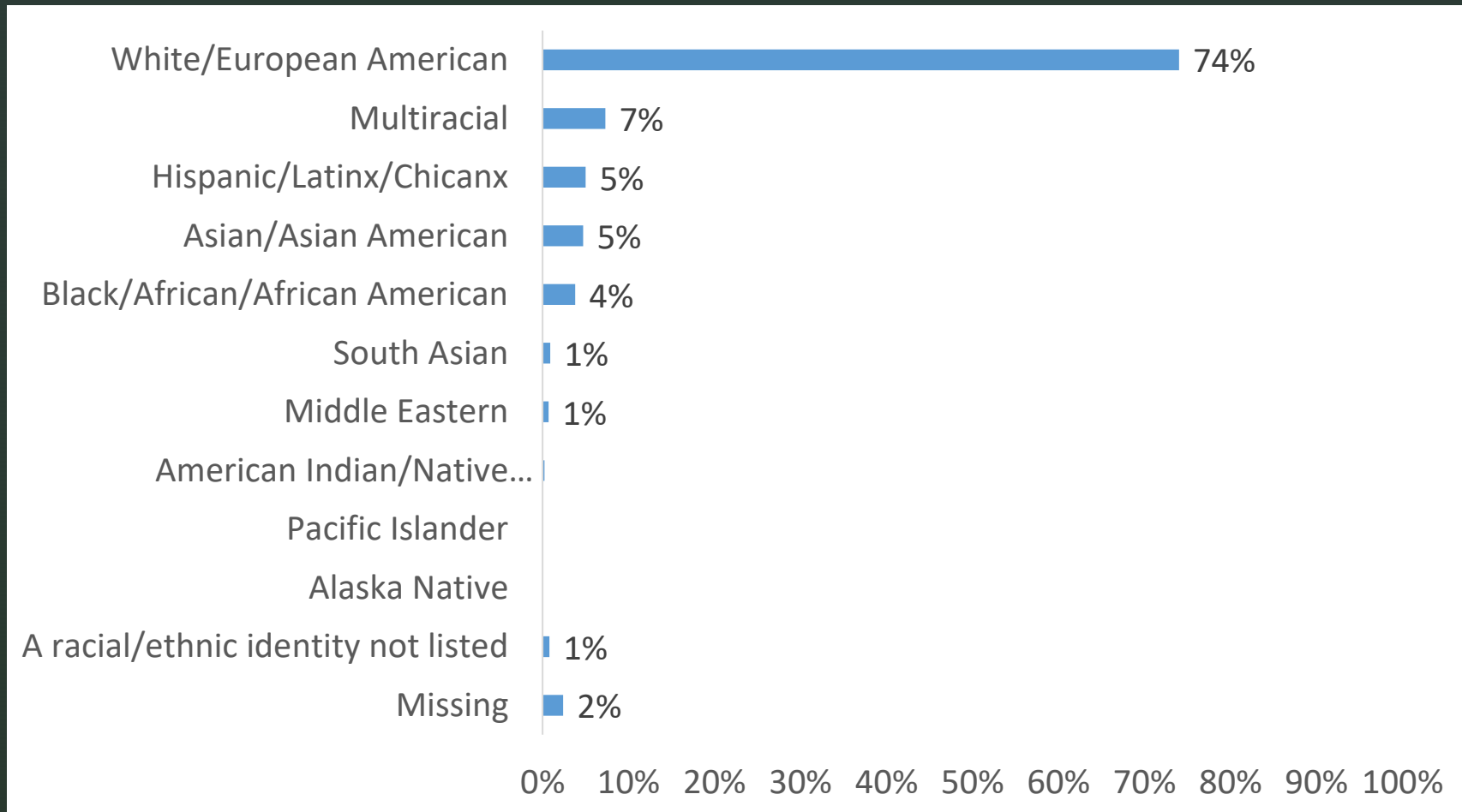


Trans-spectrum respondents ($n = 123$) – sample n too small to conduct some subsequent analyses

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



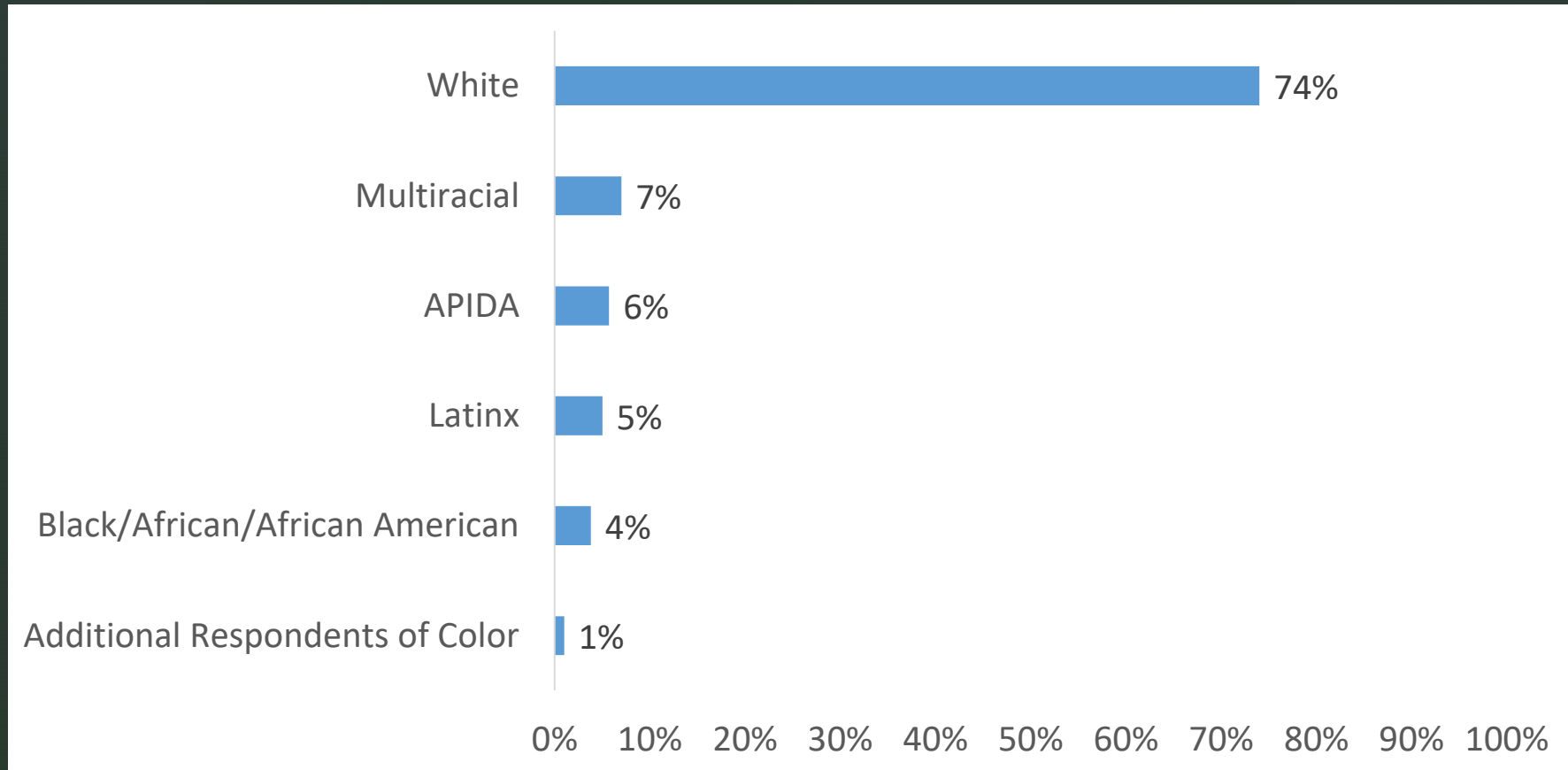
Respondents by Racial Identity (%)



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

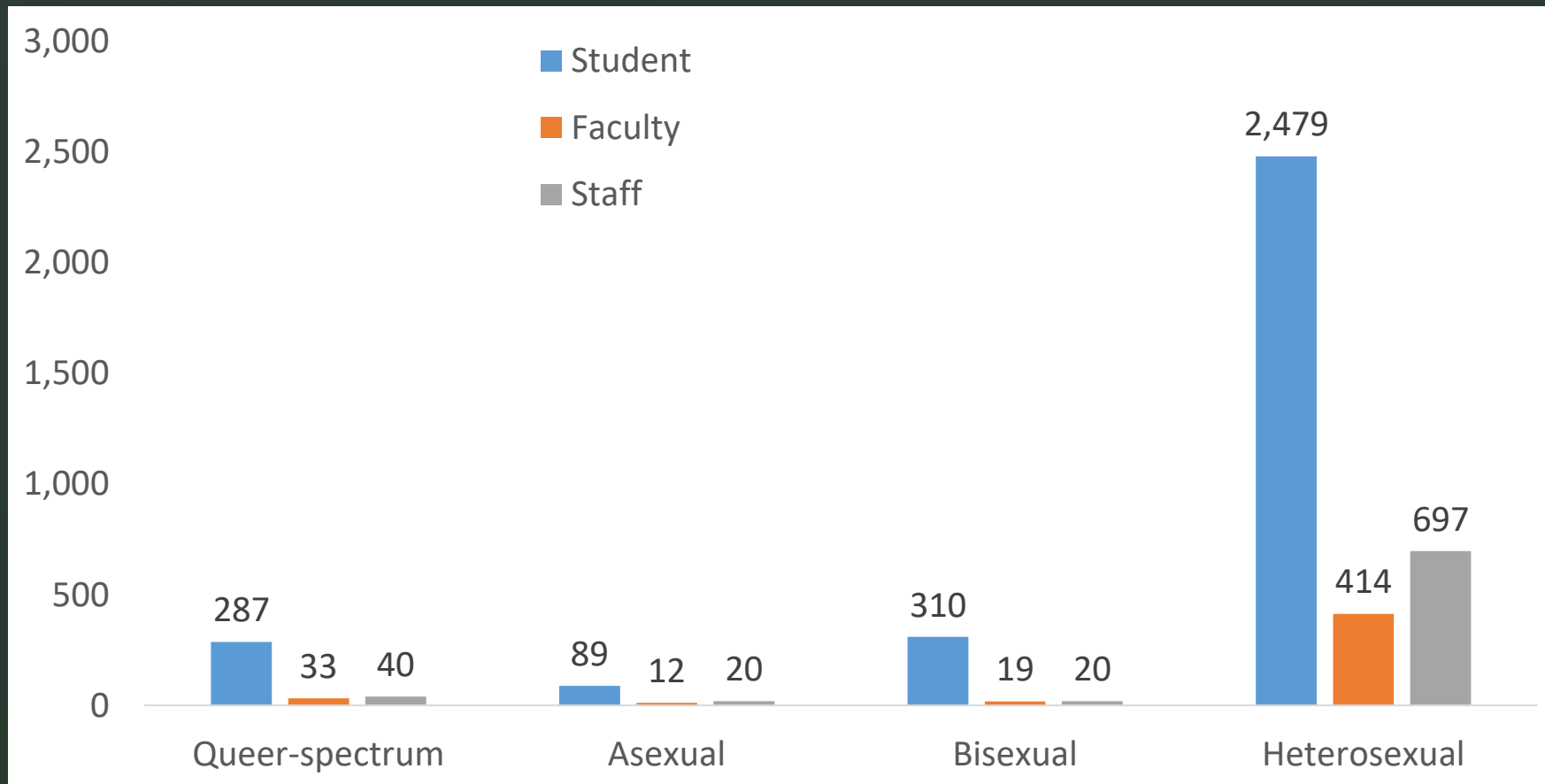


Respondents by Racial Identity (%) – Recoded for Analysis





Respondents by Sexual Identity and Position Status (n)



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



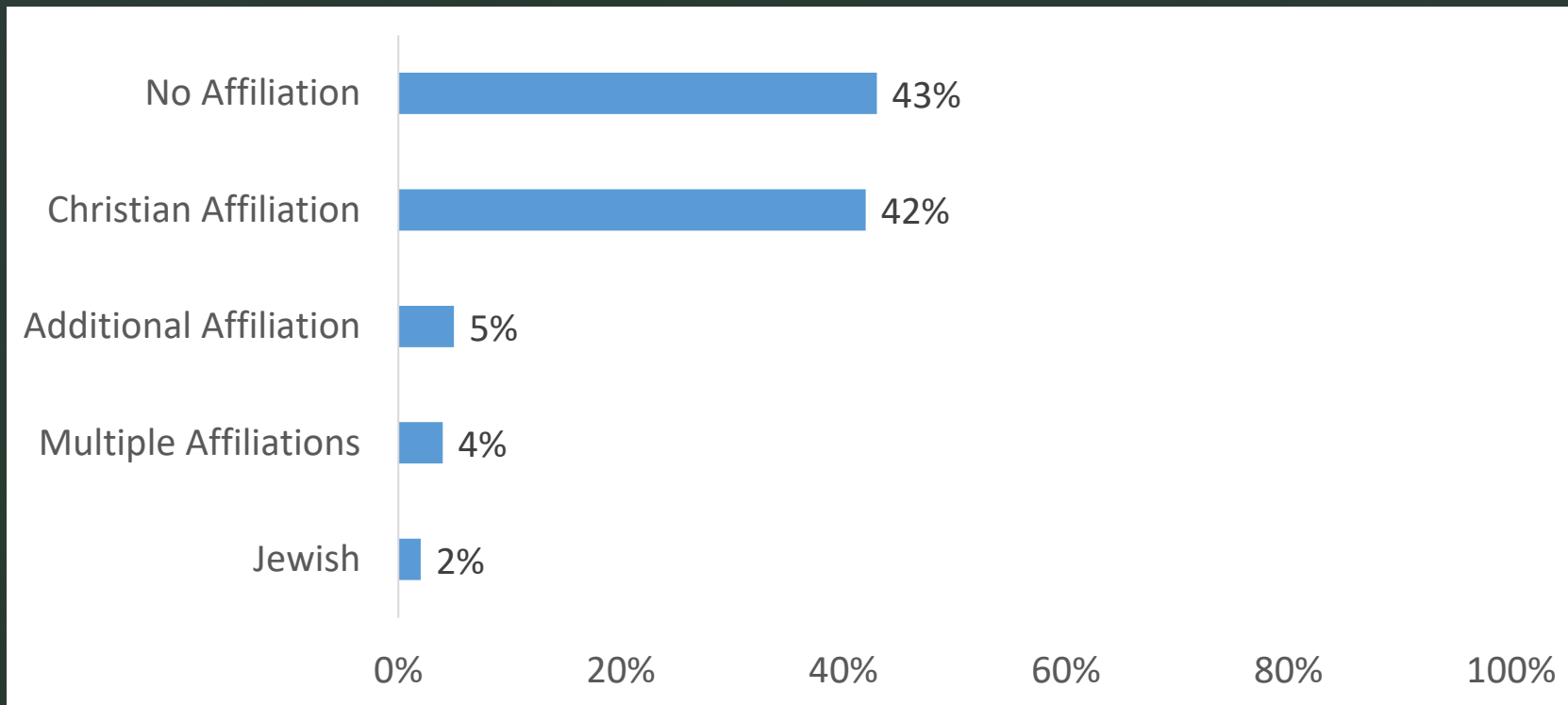
18% ($n = 836$) of Respondents Had a Condition that Influenced Their Learning, Living, or Working Activities

Top conditions for those with a disability	<i>n</i>	%
Mental health/psychological condition	575	68.8
Learning difference/disability	256	30.6
Chronic diagnosis or medical condition	132	15.8

Only top disabilities/conditions listed here. For details on all disabilities/conditions, please refer to report.
Percentages do not sum to 100 due to multiple responses.



Respondents by Religious/Spiritual Affiliation (%)



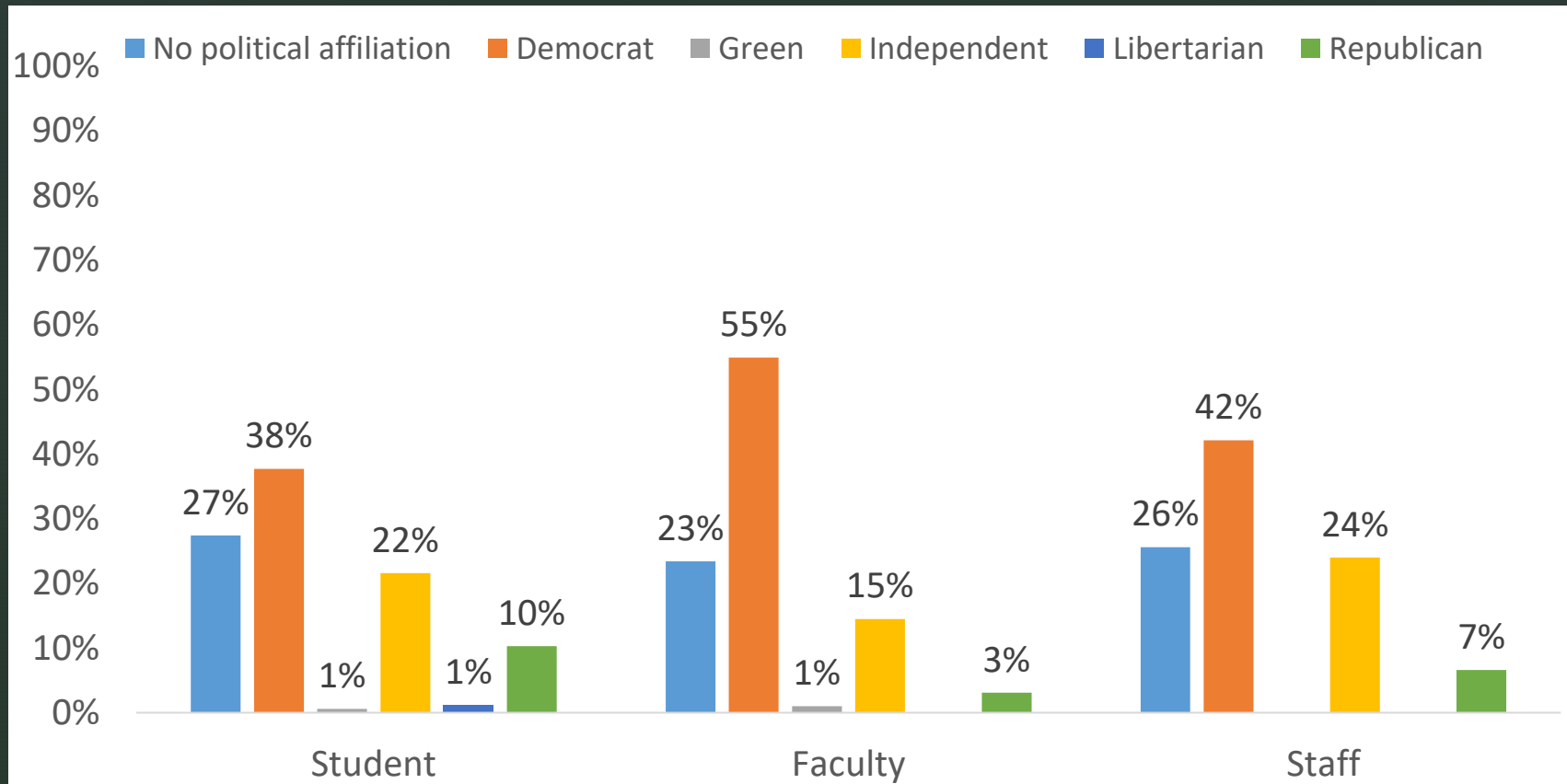


Respondents by Citizenship/Immigration Status

Citizenship/Immigration Status	<i>n</i>	%
U.S. citizen by birth	3,995	87.7
Naturalized U.S. citizen	209	4.6
Permanent immigrant status (e.g., lawful permanent resident, refugee, asylee, T visa, VAWA)	122	2.7
Temporary resident – international student	123	2.7
Temporary resident – dual intent worker (e.g., H-1B visa holder) or other temporary worker status	33	0.7
Other legally documented status	9	0.2
Unprotected status (no protections)	< 5	---



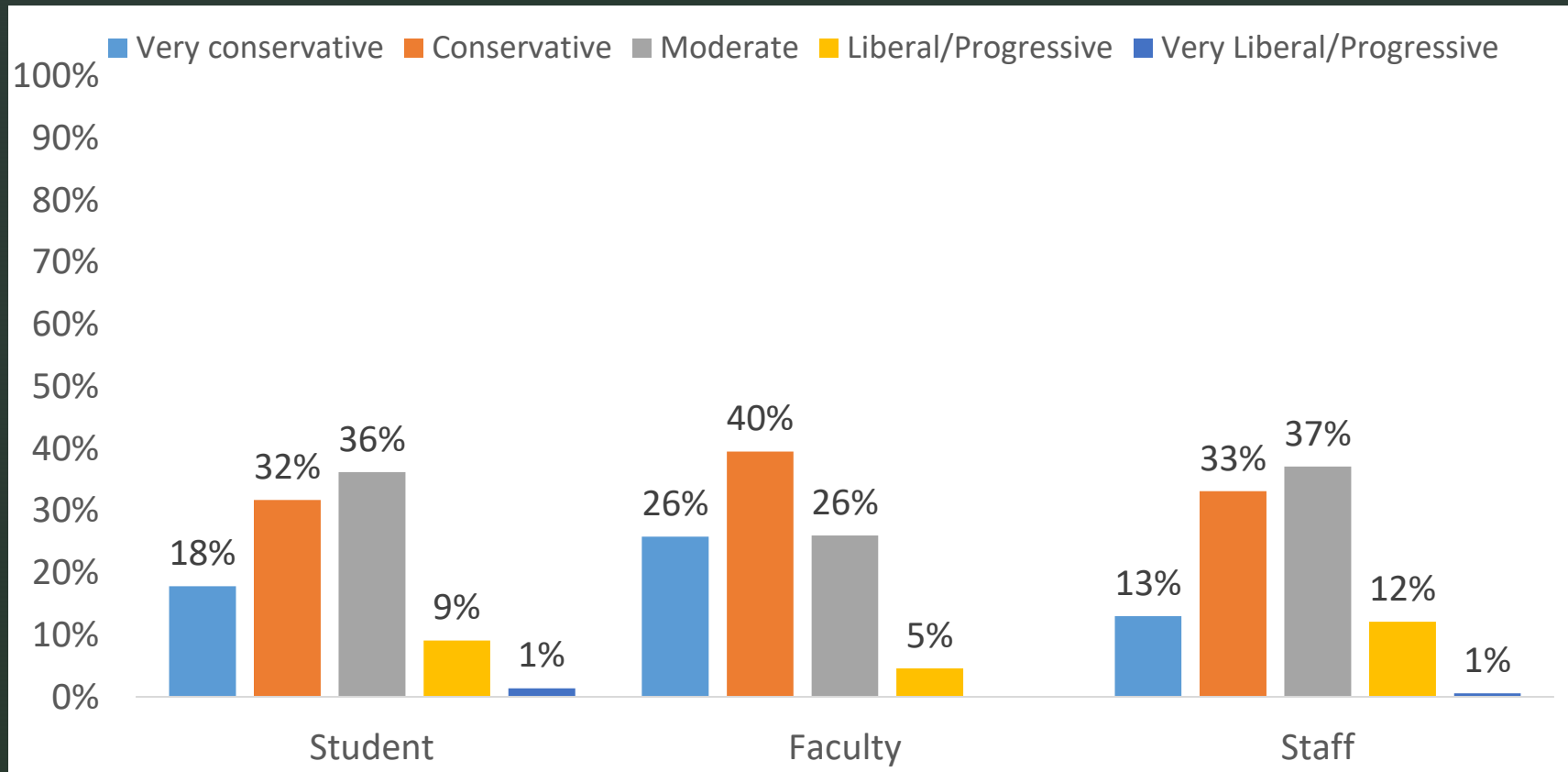
Respondents by Political Party Affiliation and Position Status (%)



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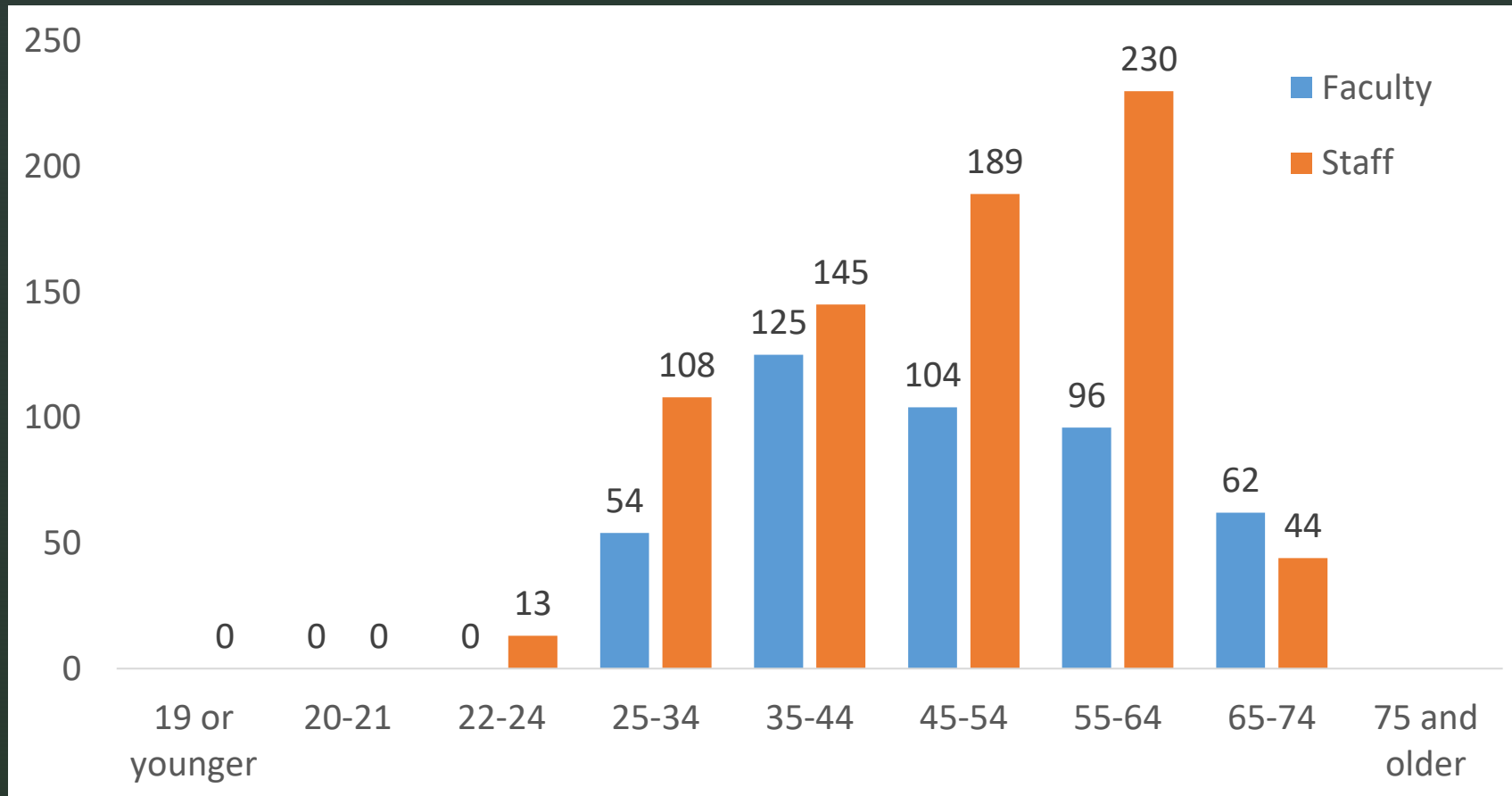
Respondents by Current Political Views and Position Status (%)



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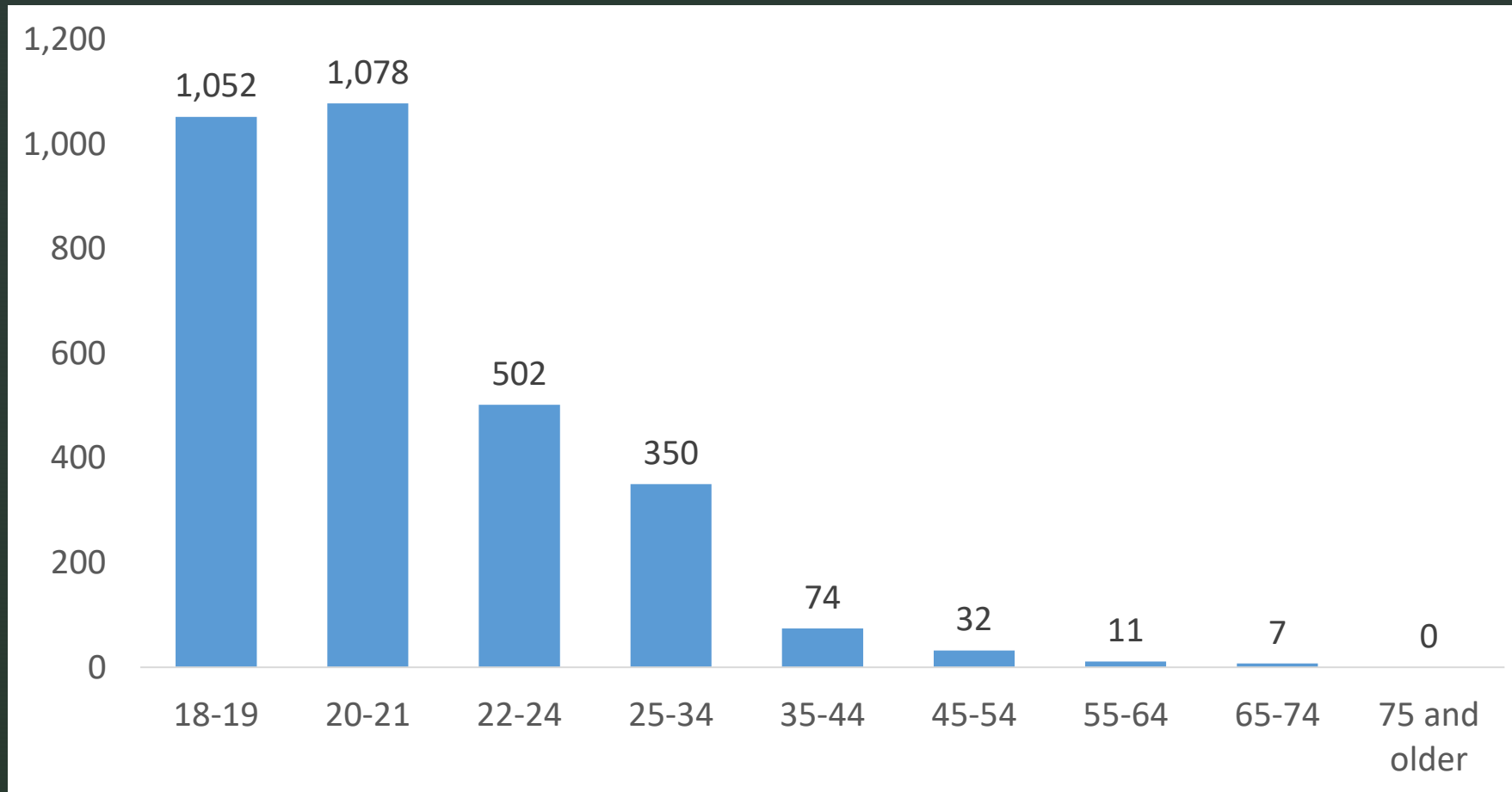
Employee Respondents by Age (*n*)



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



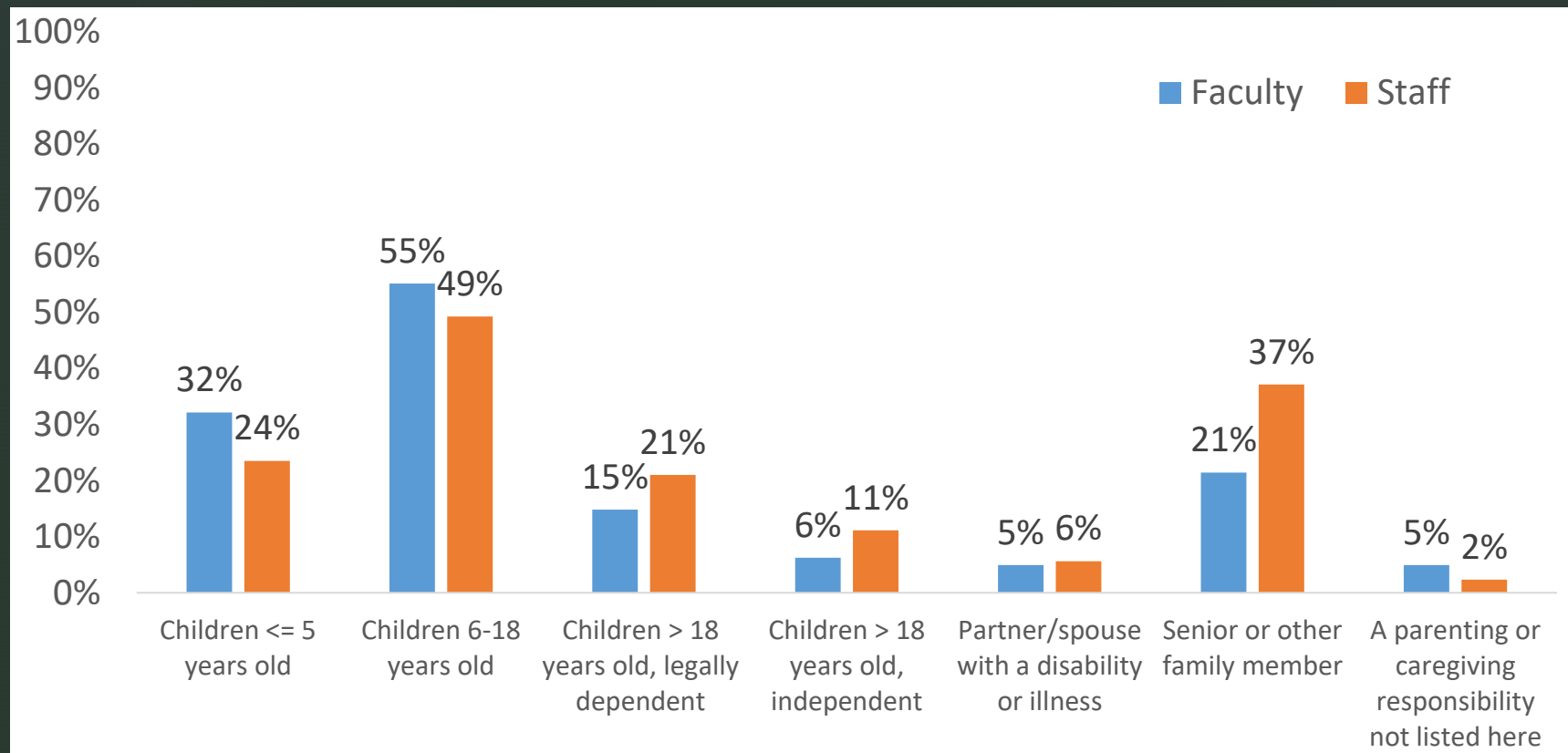
Student Respondents by Age (n)



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



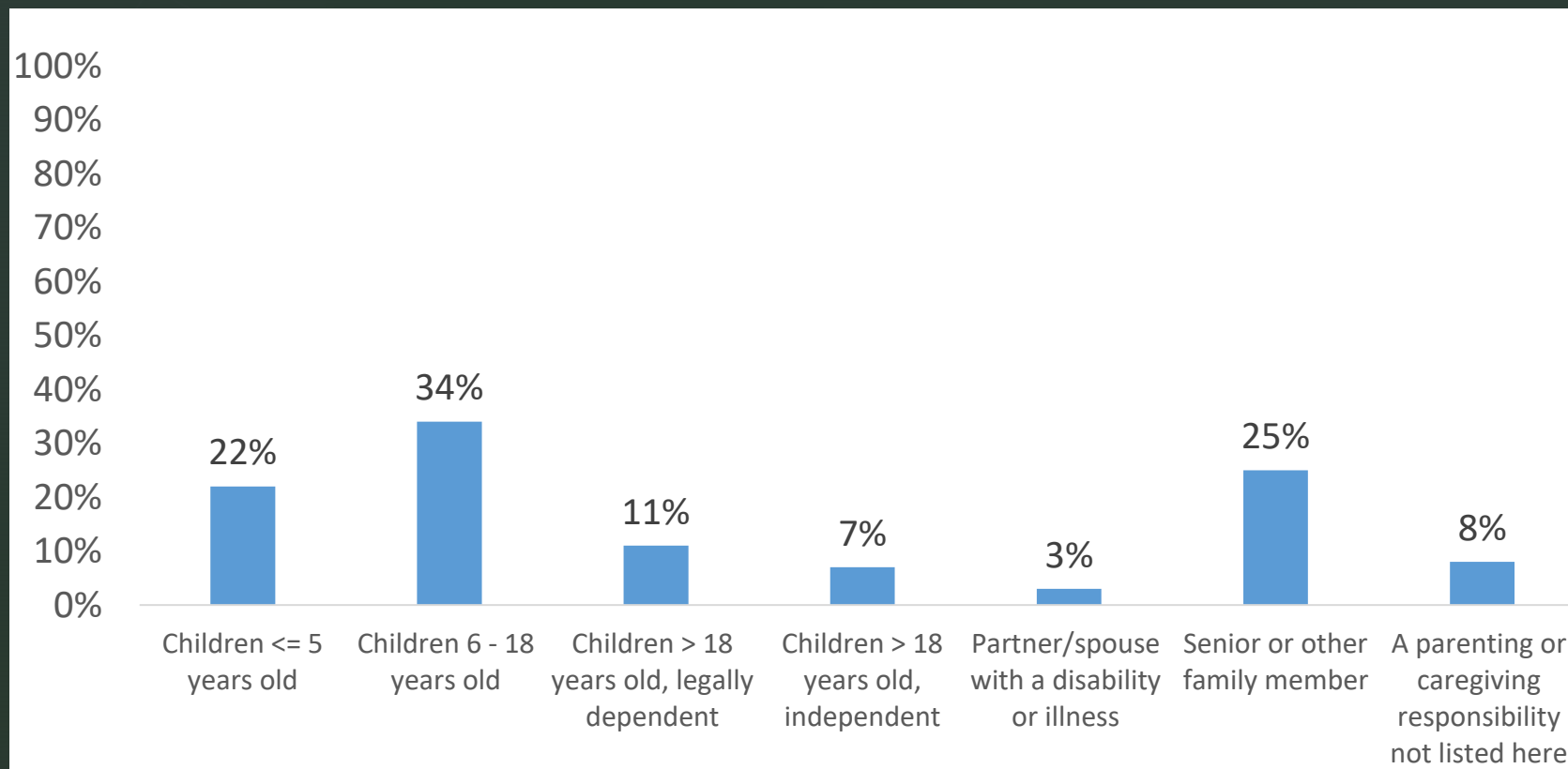
Employment Respondents by Caregiving Responsibilities (%)



Percentages are based on respondents who indicated that they had dependent care responsibilities.



Student Respondents by Caregiving Responsibilities (%)



Percentages are based on respondents who indicated that they had dependent care responsibilities.



Employee Respondents' Length of Employment

Time	Faculty		Staff	
	<i>n</i>	%	<i>n</i>	%
Less than 1 year	29	5.8	41	5.1
1–6 years	161	32.5	304	37.5
7–10 years	61	12.3	114	14.1
11–15 years	62	12.5	118	14.5
16–20 years	57	11.5	92	11.3
21–30 years	73	14.7	92	11.3
More than 30 years	53	10.7	50	6.2

For a list of Staff respondents' primary division/college/department affiliations please see the full report.
For a list of Faculty respondents' primary college/academic unit affiliations please see the full report.



Undergraduate Student Respondents' Years at URI

Year	<i>n</i>	%
Less than one year	855	32.1
One year	147	5.5
Two years	646	24.3
Three years	533	20.0
Four years	372	14.0
Five years	74	2.8
Six or more years	32	1.2

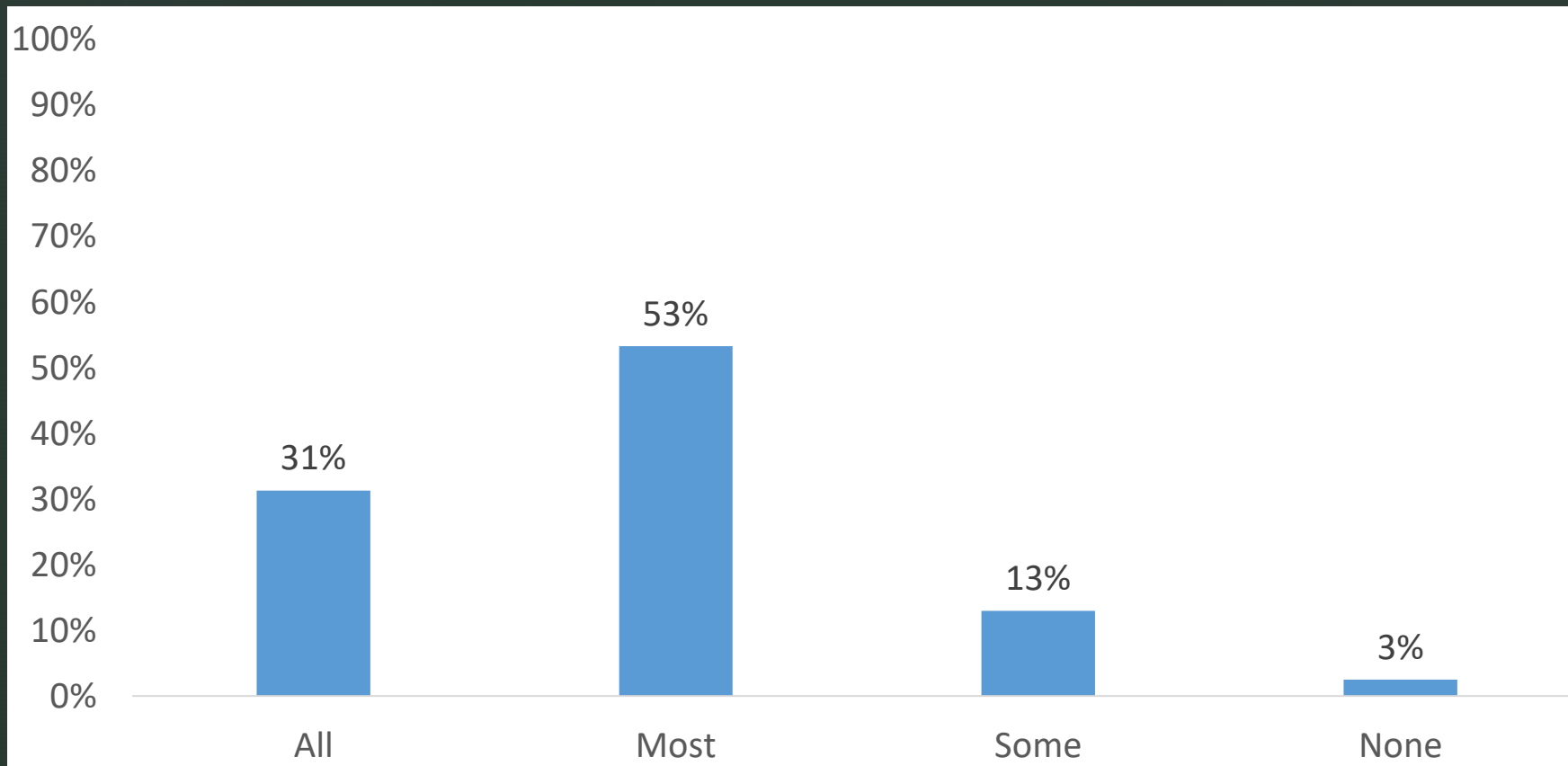


Graduate Student Respondents' Years at URI

Year	<i>n</i>	%
First year	214	37.9
Second year	161	28.5
Third year	93	16.5
Fourth year	42	7.4
Fifth year	34	6.0
Sixth year or more	---	---*
Missing	< 5	---

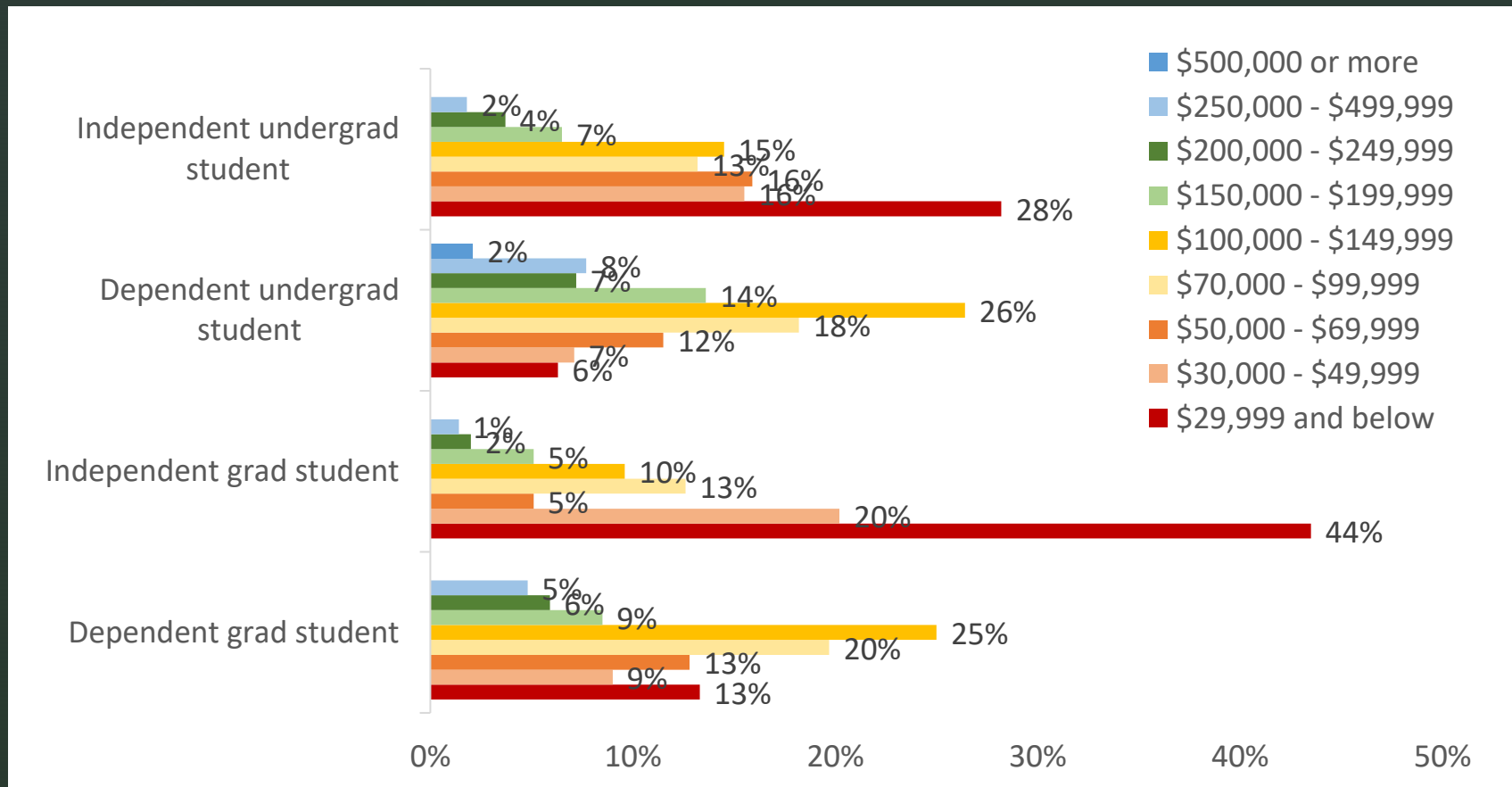


Student Respondents Percentage of Classes Taken Exclusively Online





Student Respondents' Income by Dependency Status



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



Student Respondents' Residence

Residence	<i>n</i>	%
Off campus in apartment or house	1,490	46.2
Undergraduate residence hall	803	24.9
Living with family member/guardian	727	22.5
Graduate Village	53	1.6
Other	50	1.6
Sorority house	46	1.4
Fraternity house	20	0.6
International Engineering Program housing	19	0.6
Housing insecure (e.g., on a friend's couch, sleeping in a car, sleeping in a campus office/laboratory)	5	0.2



Student Respondents' Participation in Clubs/Organizations/Societies at URI

Top responses	n	%
I do not participate in any clubs, organizations, or societies at URI.	1,215	37.7
Greek Life (e.g., Kappa Delta, Sigma Alpha Mu)	540	16.7
Academic/major (e.g., Psychology Club, CELS Seeds of Success [SOS], Society for Women in Marine Science [SWMS])	493	15.3



43% ($n = 1,133$) of Undergraduate Student respondents experienced financial hardship while attending URI

Top financial hardships	<i>n</i>	%
Tuition	761	67.2
Books/course codes/materials	656	57.9
Housing	529	46.7



38% ($n = 215$) of Graduate Student respondents experienced financial hardship while attending URI

Top financial hardships	<i>n</i>	%
Housing	105	48.8
Tuition	104	48.4
Books/course codes/materials	79	36.7
Other campus fees (e.g., course fees, health services fees, lab fees, program fees)	79	36.7



How Student Respondents Were Paying For College

Top sources of funding	<i>n</i>	%
Family member contribution	1,699	52.7
Loans	1,585	49.1
Scholarship: University merit (e.g., athletic, presidential, university, music)	1,085	33.6
Federal/state grant (e.g., Pell, Rhode Island Promise)	914	28.3
Personal contribution/job (resident assistant, off campus job)	622	19.3



Undergraduate Student Respondents' Employment

Hours	<i>n</i>	%
No	1,136	42.7
Yes, I work on campus	617	23.2
1–10 hours/week	307	50.6
11–20 hours/week	265	43.7
21–30 hours/week	31	5.1
31–40 hours/week	< 5	---
More than 40 hours/week	0	0
Yes, I work off campus	1,037	39.0
1–10 hours/week	307	30.5
11–20 hours/week	390	38.8
21–30 hours/week	207	20.6
31–40 hours/week	71	7.1
More than 40 hours/week	31	3.1



Graduate Student Respondents' Employment

Hours	<i>n</i>	%
No	137	24.2
Yes, I work on campus	266	47.1
1–10 hours/week	47	18.0
11–20 hours/week	165	63.2
21–30 hours/week	26	10.0
31–40 hours/week	11	4.2
More than 40 hours/week	12	4.6
Yes, I work off campus	211	37.3
1–10 hours/week	44	21.7
11–20 hours/week	64	31.5
21–30 hours/week	22	10.8
31–40 hours/week	43	21.2
More than 40 hours/week	30	14.8



Undergraduate Student Respondents' Reported Cumulative GPA at the End of Fall 2020 Semester

GPA	<i>n</i>	%
No GPA at the time – first semester at URI	74	2.8
3.75 – 4.00	804	30.4
3.50 – 3.74	569	21.5
3.25 – 3.49	477	18.0
3.00 – 3.24	317	12.0
2.75 – 2.99	199	7.5
2.50 – 2.74	75	2.8
2.25 – 2.49	55	2.1
2.00 – 2.24	43	1.6
1.99 and below	34	1.3

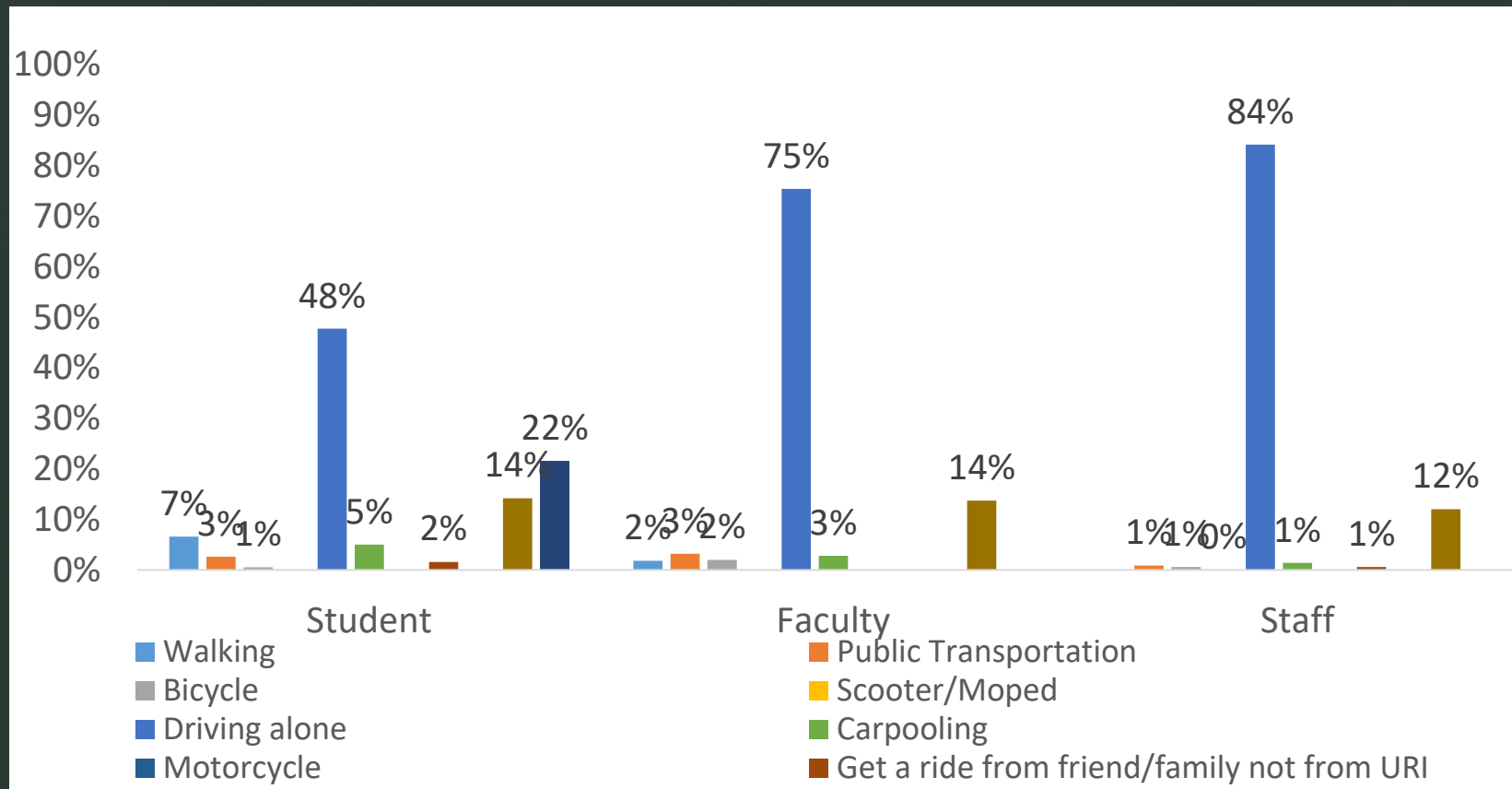


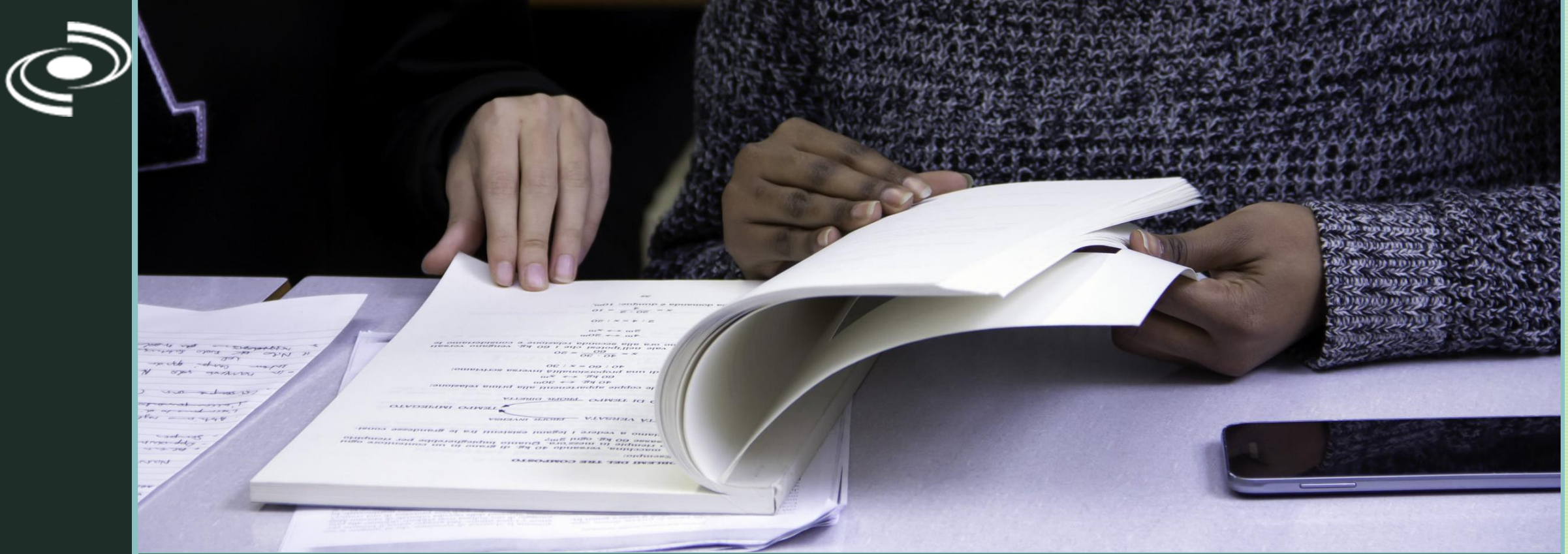
Graduate Student Respondents' Reported Cumulative GPA at the End of Fall 2020 Semester

GPA	<i>n</i>	%
No GPA at the time – first semester at URI	15	2.7
3.75 – 4.00	356	63.9
3.50 – 3.74	114	20.5
3.25 – 3.49	42	7.5
3.00 – 3.24	25	4.5
2.75 – 2.99	< 5	---
2.50 – 2.74	< 5	---
2.25 – 2.49	0	0
2.00 – 2.24	0	0
1.99 and below	0	0



Respondents' Primary Methods of Transportation to Campus (%)





Challenges and Opportunities



Comfort With Climate

69%

Overall climate (all respondents)

70%

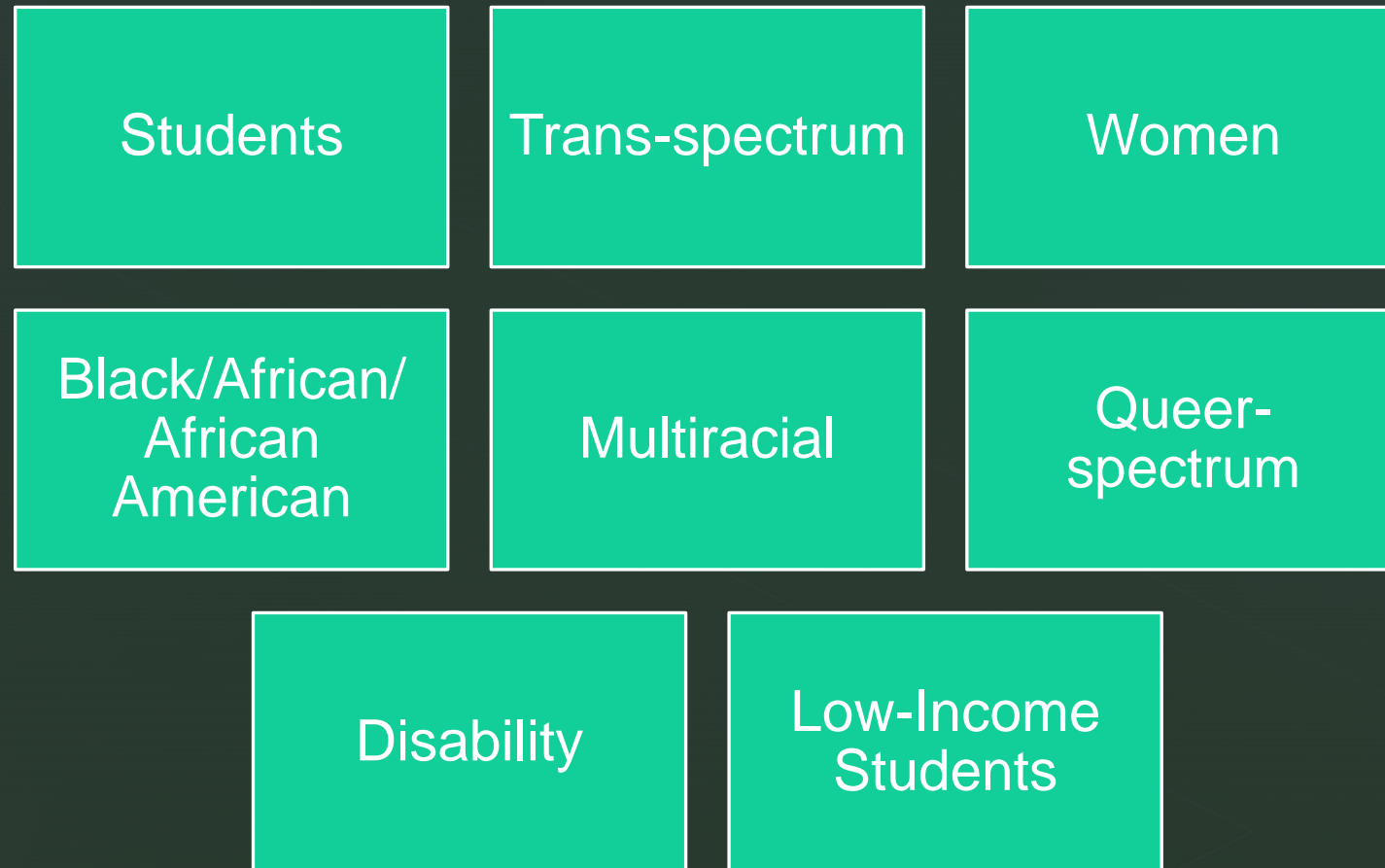
Climate in departments, division, or college (employees)

73%

Climate in classes (students and faculty)



Less comfortable with the overall climate (all respondents)





Less comfortable with the department,
division, or college climate (employee
respondents)

Women

Multiracial



Less comfortable with the classroom climate (faculty and student respondents)

Students

Women

Black/African/
African American

Bisexual

Disability



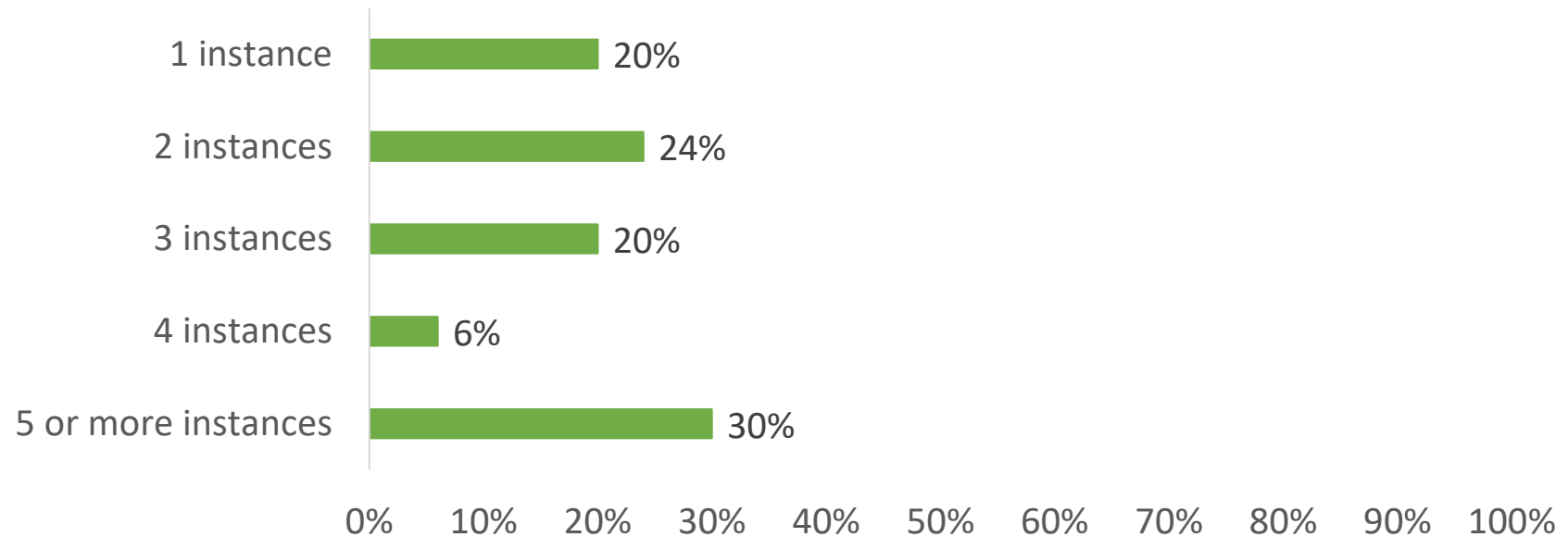
Respondents who experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to learn, live, or work at URI within the past year



15% ($n = 685$)

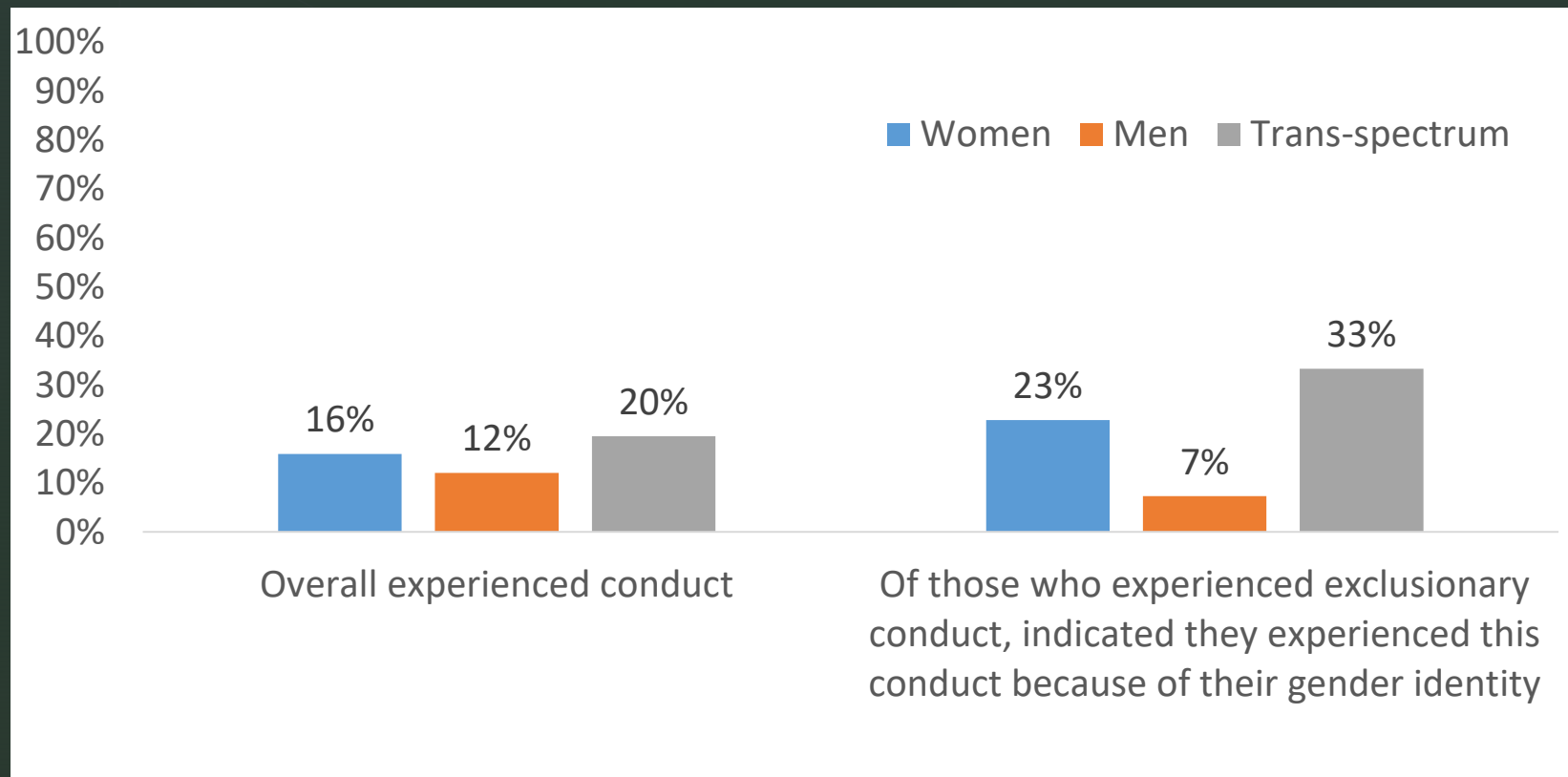


Number of Instances of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct



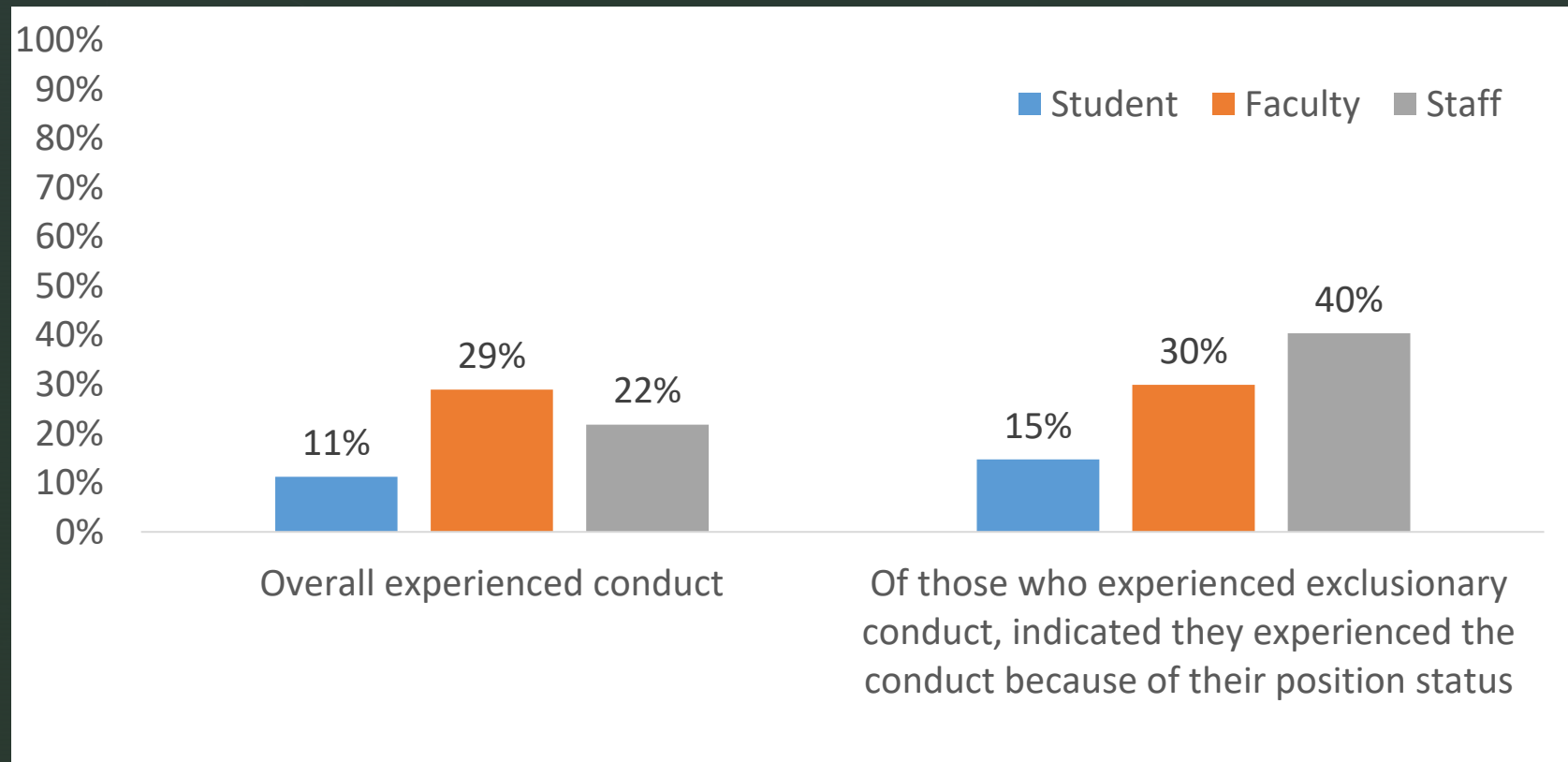


Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Gender (%)



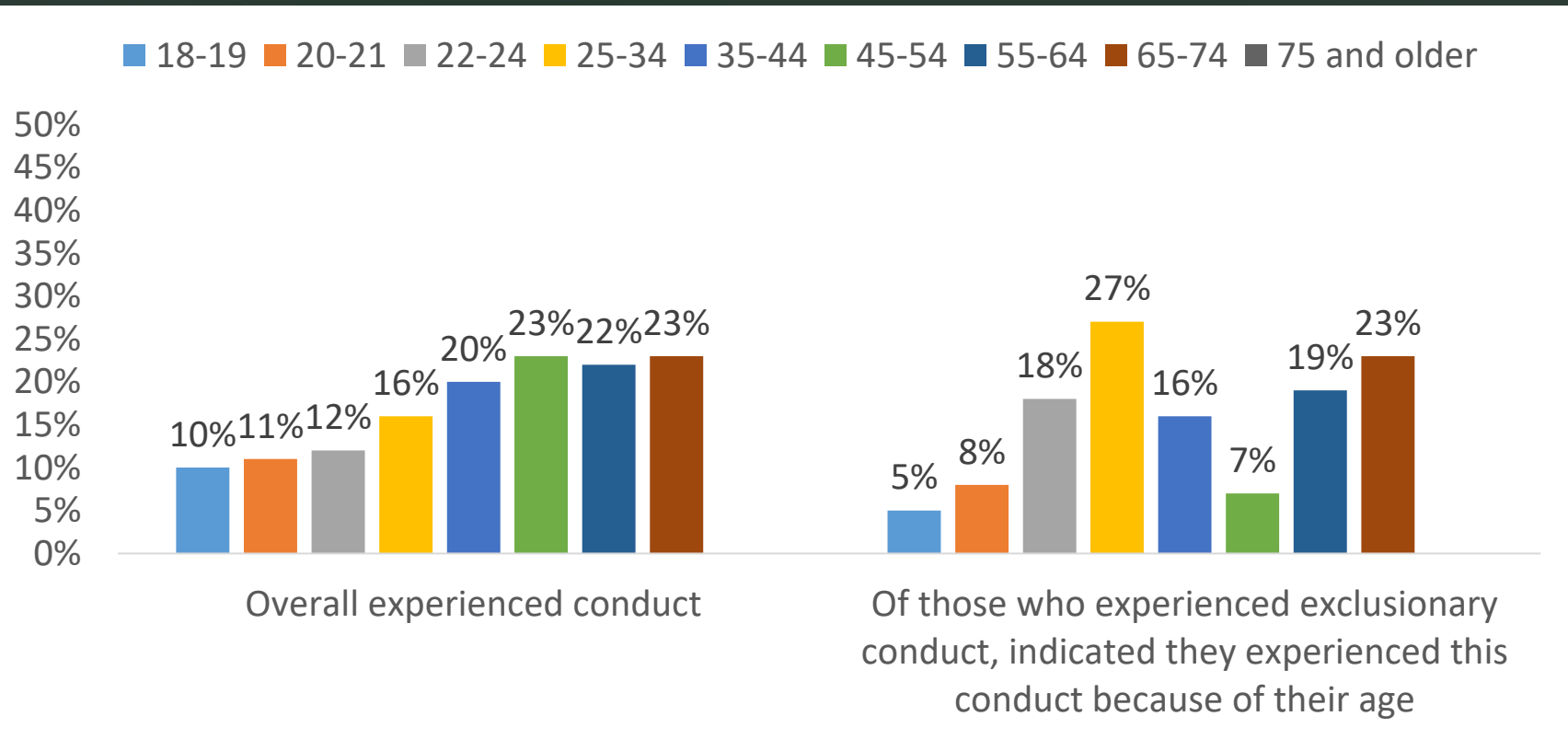


Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Position (%)



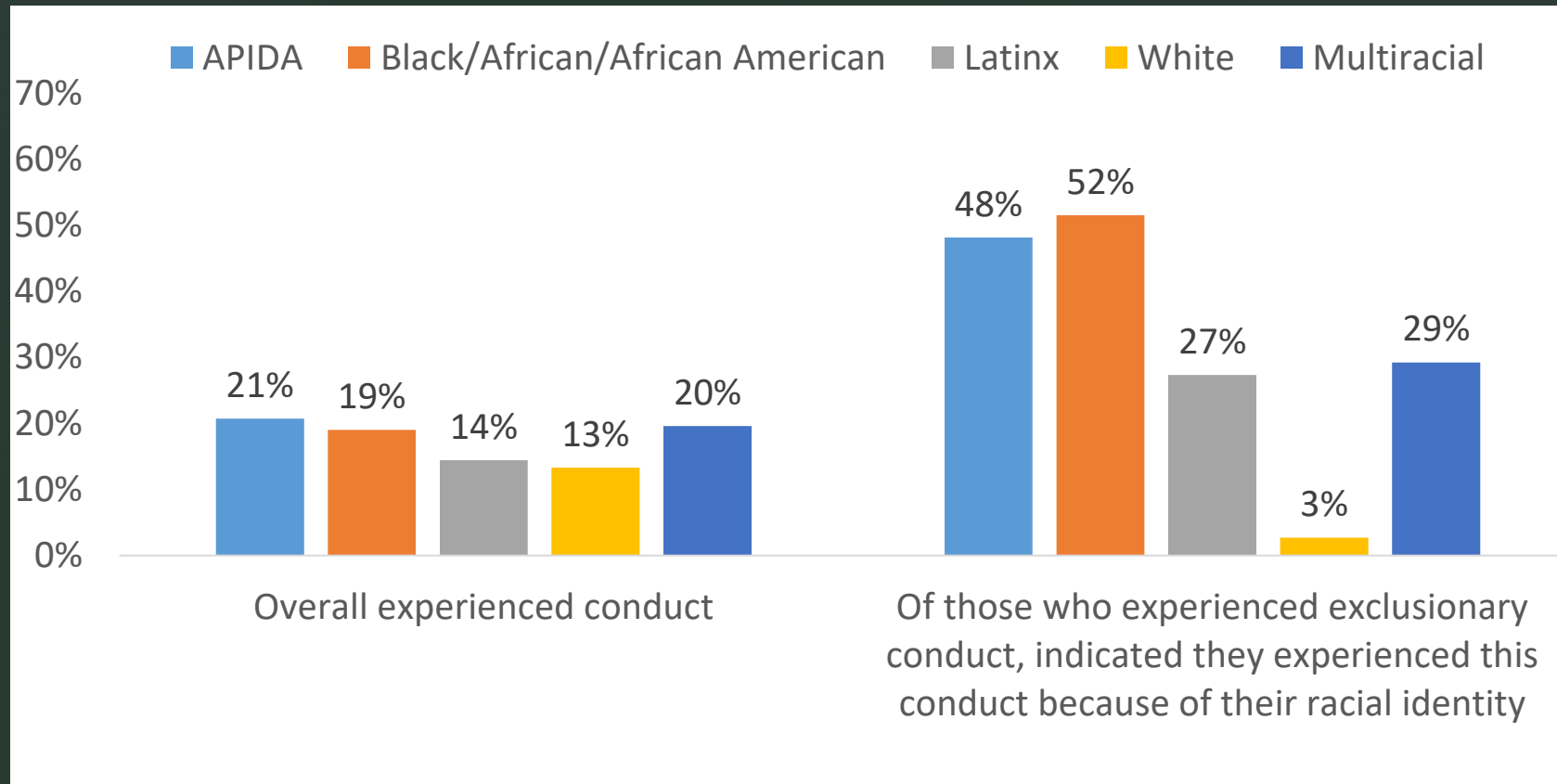


Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Age (%)





Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Race (%)





Respondents' Top Bases of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Position
(40%)

Staff

Gender
identity;
Position
(30%)

Faculty

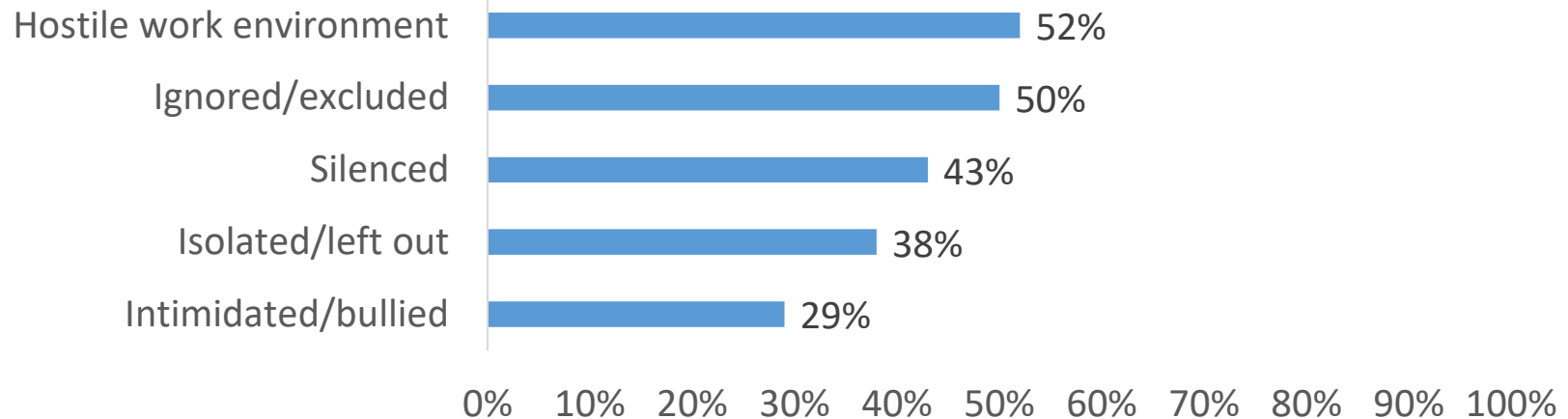
Mental
health/
psych
disability
(19%)

Student

Reports only responses from respondents who indicated on the survey that they experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct ($n = 685$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



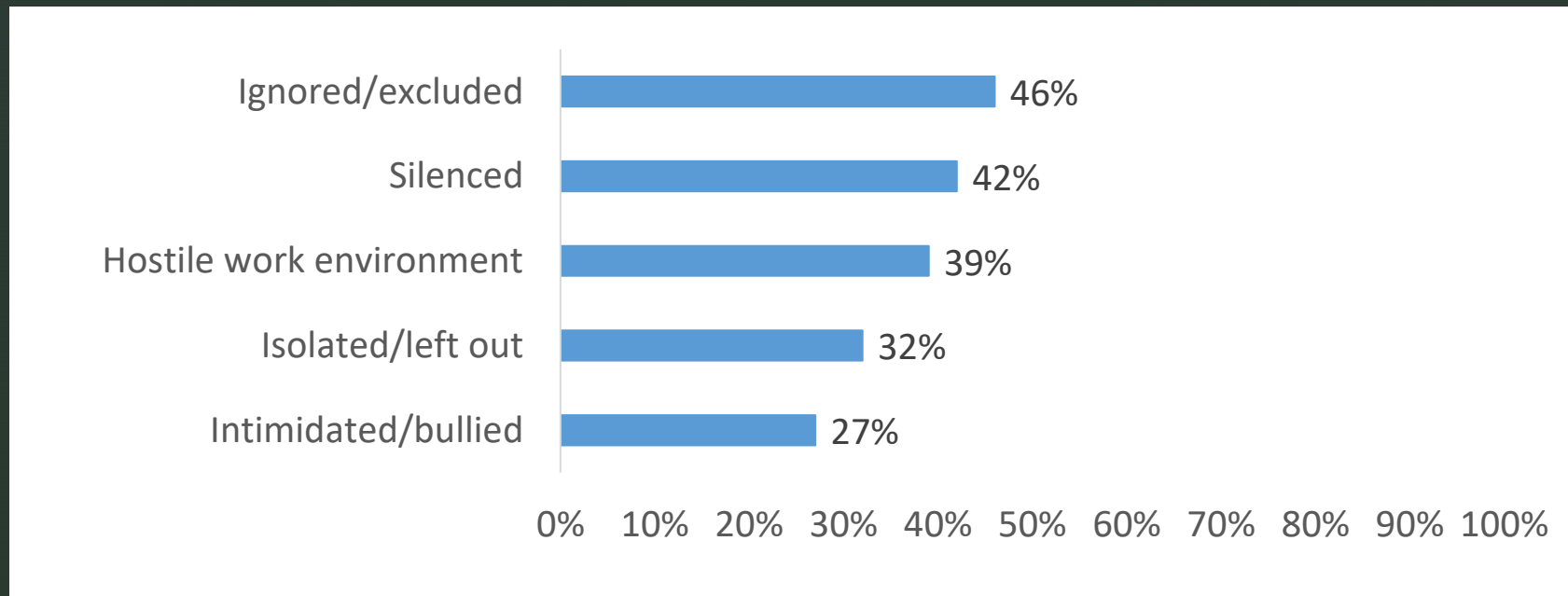
Staff Respondents' Top Forms of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct



Reports only responses from respondents who indicated on the survey that they experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct ($n = 685$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



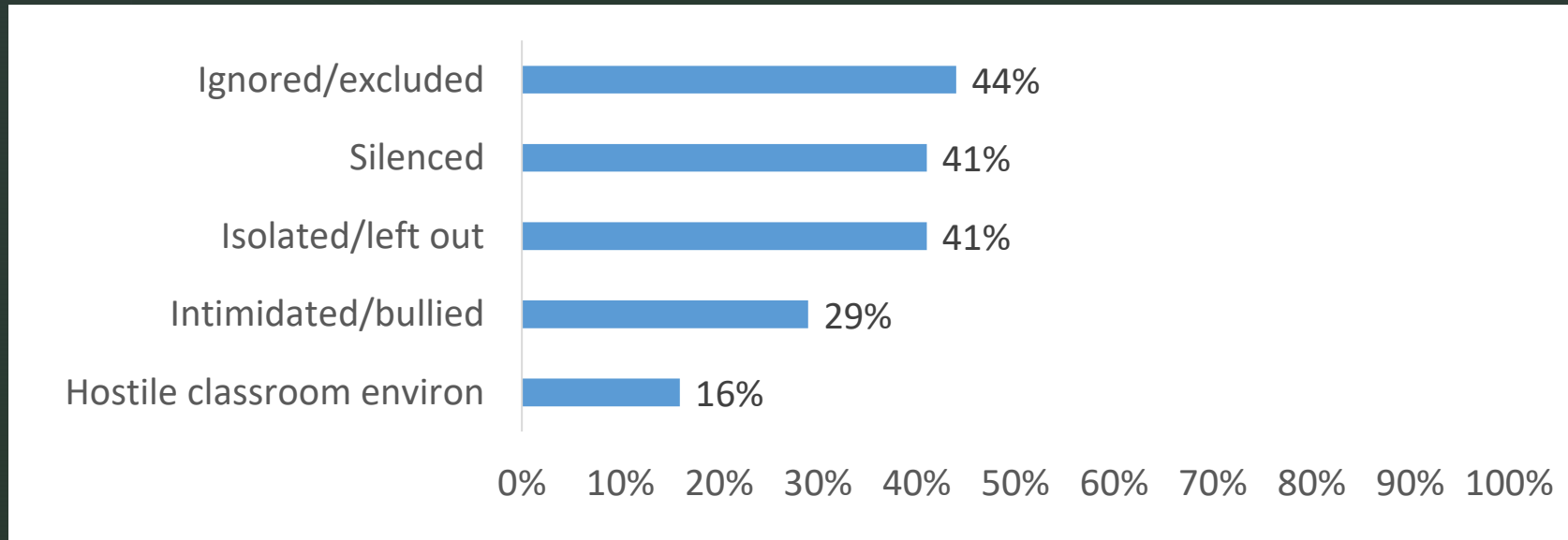
Faculty Respondents' Top Forms of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct



Reports only responses from respondents who indicated on the survey that they experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct ($n = 685$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Student Respondents' Top Forms of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct



Reports only responses from respondents who indicated on the survey that they experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct ($n = 685$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Respondents' Top Locations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

In meeting
with a group
of people
(65%)

Staff

On phone
calls/text
messages/
email
(37%)

Faculty

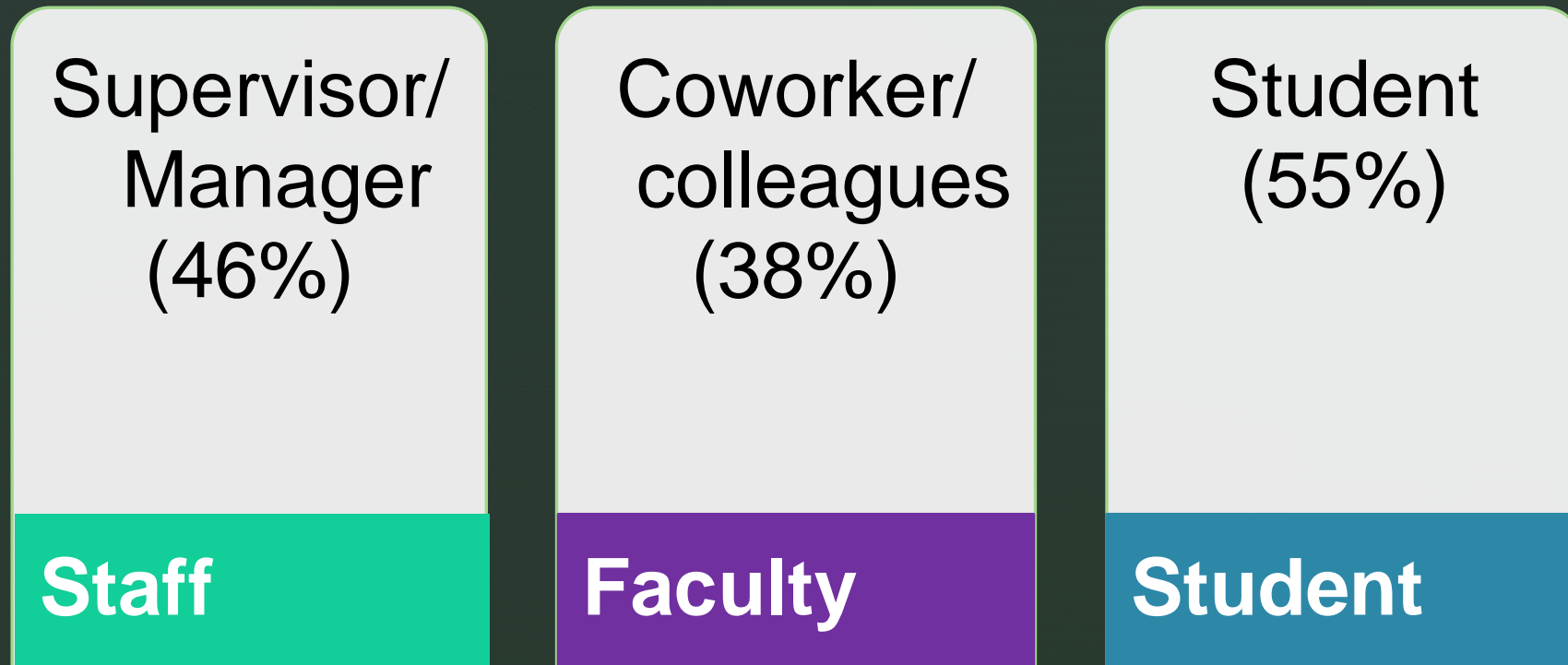
In campus
housing
(26%)

Student

Reports only responses from respondents who indicated on the survey that they experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct ($n = 685$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



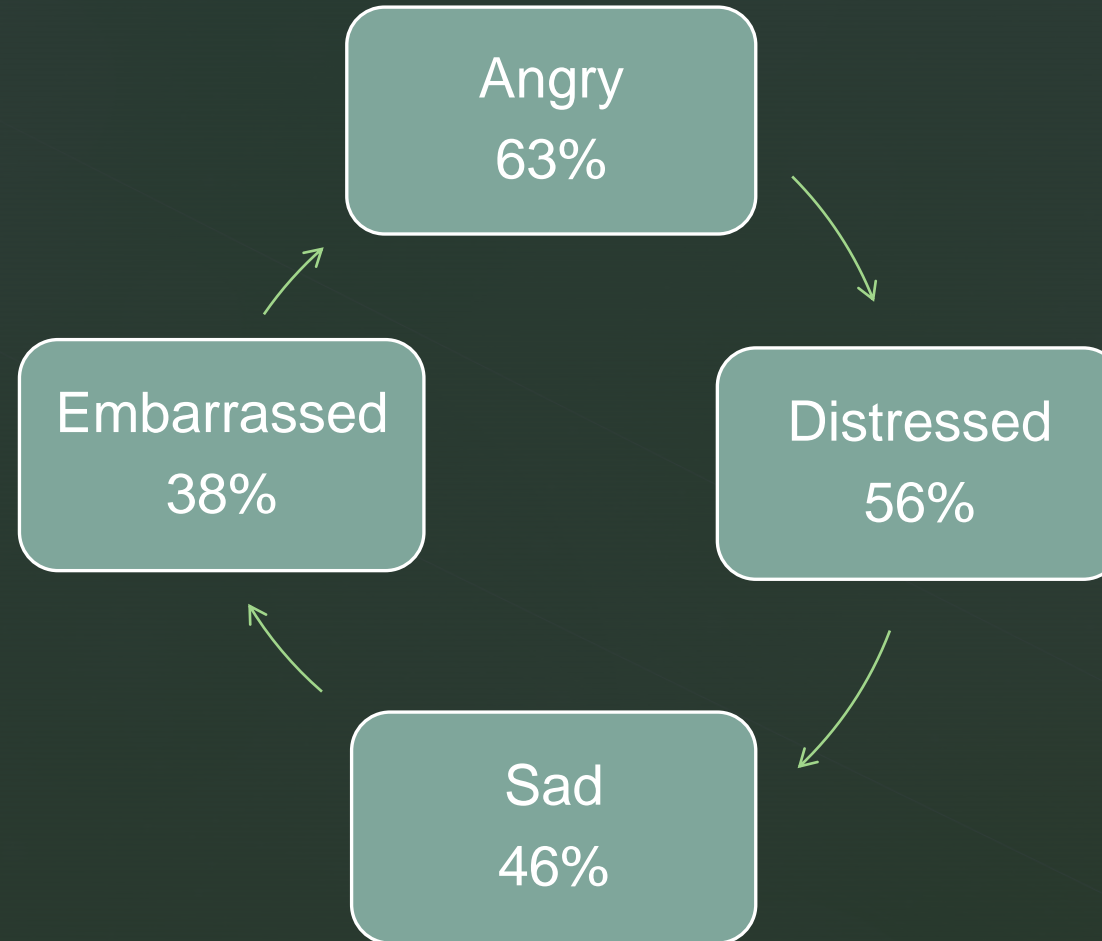
Respondents Top Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct



Reports only responses from respondents who indicated on the survey that they experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct ($n = 685$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



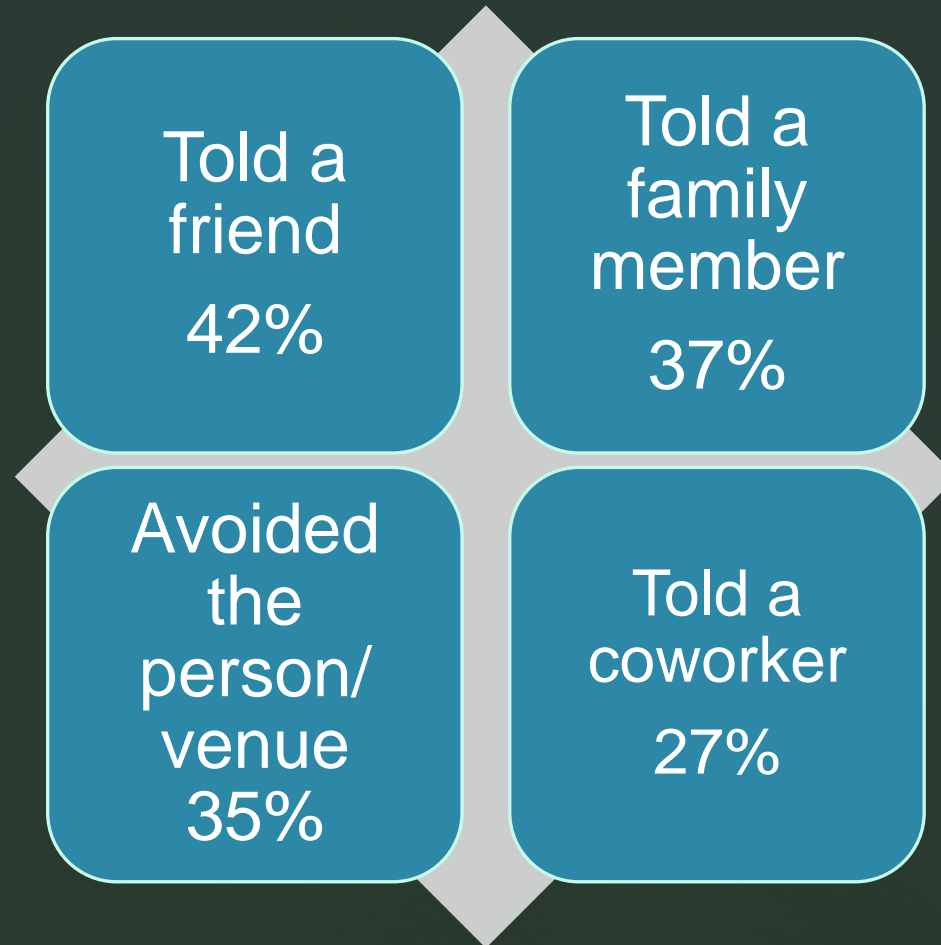
How did you feel after experiencing the conduct?



Reports only responses from respondents who indicated on the survey that they experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct ($n = 685$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



What did you do in response to experiencing the conduct?



Reports only responses from respondents who indicated on the survey that they experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct ($n = 685$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



13% ($n = 88$) Officially Reported the Conduct

Felt it was not addressed
appropriately (51%)

Felt that it was addressed
appropriately (11%)

Felt satisfied with the
outcome (20%)

The outcome was not
shared (10%)

The outcome is still
pending (9%)

Reports only responses from respondents who indicated on the survey that they experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct ($n = 685$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Qualitative Themes – Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Unwelcoming and hostile

Welcoming and supportive



Accessibility



Responses regarding accessibility based on gender identity from individuals who indicated on the survey that they were genderqueer, gender non-conforming, nonbinary, transgender, transman, and transwoman are not reported here. Please see full report for these findings.



Barriers for Respondents with Disabilities

Facilities	<i>n</i>	%
Classroom buildings	114	14.6
Classrooms, laboratories (including computer labs)	95	12.1
College housing	88	11.3
Campus transportation/parking	78	10.1

Technology/online	<i>n</i>	%
Brightspace/Sakai	72	9.5
Accessible electronic format	72	9.4



Barriers for Respondents with Disabilities

Resources/Support Services	<i>n</i>	%
Learning technology	60	7.9
Electronic databases (e.g., e-Campus)	59	7.8

Instructional/Campus Materials	<i>n</i>	%
Textbooks	67	8.8
Video-closed captioning and text descriptions	47	6.3

Support Services	<i>n</i>	%
Accommodations from faculty	90	11.9



Qualitative Themes – Accessibility for Respondents with Disabilities

Facilities and environments not conducive for those with physical disabilities

Issues with services related to disability and mental health

Problems with online learning

Faculty and staff were not accommodating



Barriers for Genderqueer, Gender Non-Conforming, Nonbinary, Transgender, Transman, and Transwoman Respondents

Facilities	<i>n</i>	%
Restrooms	39	34.5
Signage	33	29.5
Changing rooms/locker rooms	18	16.1
Athletic and recreational facilities	16	14.4

Identity accuracy	<i>n</i>	%
Electronic databases (e.g., e-Campus)	24	21.4
Intake forms (e.g., Health Services)	24	21.2
URI ID card	21	18.8

Reports only responses from individuals who indicated their gender identity as genderqueer, gender non-conforming, nonbinary, transgender, transman, and transwoman ($n = 123$). For list of all barriers refer to full report.



Qualitative Themes – Accessibility for Genderqueer, Gender Non-Conforming, Nonbinary, Transgender, Transman, and Transwoman Respondents

Limited interactions

Exclusionary university practices



Unwanted Sexual Experiences



Trigger warning – the following slides address sensitive topics related to unwanted sexual experiences. If the material causes you discomfort or stress, please contact Violence Prevention and Advocacy Services (VPAS) at URI - 401.874.9131 or vpas@etal.uri.edu.



10% ($n = 457$) Reported Unwanted Sexual Experiences

1% ($n = 49$) → Relationship Violence

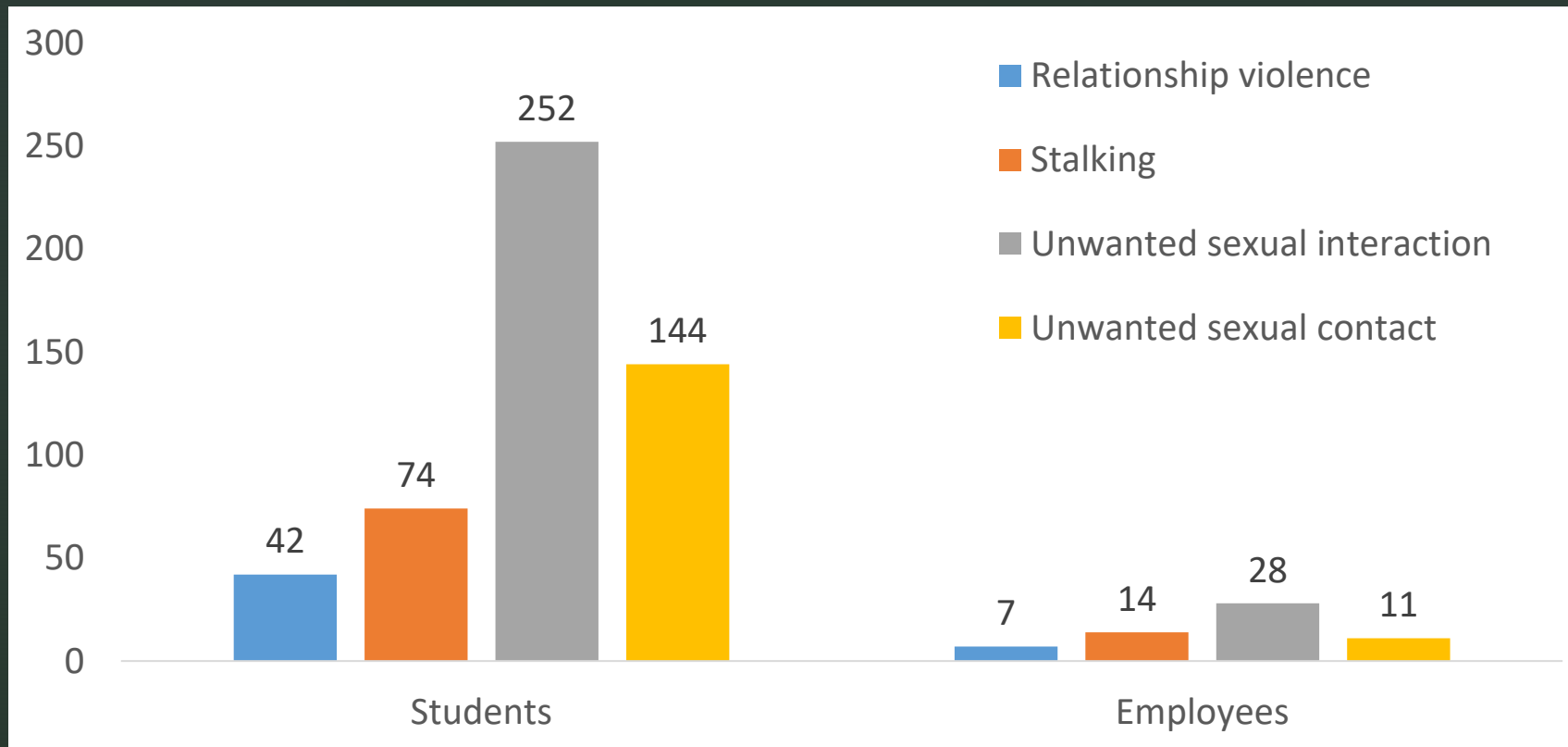
2% ($n = 88$) → Stalking

6% ($n = 280$) → Unwanted Sexual Interaction

3% ($n = 155$) → Unwanted Sexual Contact



Unwanted Sexual Experiences by Position Status (*n*)



Only some high-level findings for unwanted sexual experiences are published here. For detailed findings by each type of unwanted sexual experience refer to full report.



Relationship Violence

49% ($n = 24$) indicated it happened within the past year

50% ($n = 21$) noted that it occurred in their first year as an undergraduate student

31% ($n = 14$) indicated alcohol and drugs were involved



Relationship Violence

76% ($n = 37$) indicated the perpetrator was a current/former dating/intimate partner

69% ($n = 34$) indicated the conduct occurred off campus and 43% ($n = 21$) indicated on campus

74% ($n = 36$) felt distressed; 71% ($n = 35$) felt sad; 47% ($n = 23$) told a friend; 18% ($n = 9$) officially reported the conduct



Stalking

44% ($n = 39$) indicated it happened within the past year

55% ($n = 41$) noted that it occurred in their first year as an undergraduate student

9% ($n = 8$) indicated alcohol and drugs were involved



Stalking

58% ($n = 51$) indicated the perpetrator was a URI student

43% ($n = 38$) indicated the conduct occurred off campus and 72% ($n = 63$) indicated on campus

60% ($n = 53$) felt distressed; 56% ($n = 49$) felt afraid; 64% ($n = 56$) told a friend; 28% ($n = 24$) officially reported the conduct



Unwanted Sexual Interaction

60% ($n = 167$) indicated it happened within the past year

72% ($n = 182$) noted that it occurred in their first year as an undergraduate student

35% ($n = 97$) indicated alcohol and drugs were involved



Unwanted Sexual Interaction

63% ($n = 176$) indicated the perpetrator was a URI student

40% ($n = 112$) indicated the conduct occurred off campus and 70% ($n = 197$) indicated on campus

51% ($n = 142$) felt distressed; 50% ($n = 141$) felt angry; 58% ($n = 162$) told a friend; 11% ($n = 31$) officially reported the conduct



Unwanted Sexual Contact

37% ($n = 57$) indicated it happened within the past year, 36% ($n = 56$) noted 13-23 months

54% ($n = 78$) noted that it occurred in their first year as an undergraduate student

58% ($n = 87$) indicated alcohol and drugs were involved



Unwanted Sexual Contact

56% ($n = 87$) indicated the perpetrator was a URI student

54% ($n = 83$) indicated the conduct occurred off campus and 50% ($n = 77$) indicated on campus

66% ($n = 102$) felt embarrassed; 67% ($n = 104$) told a friend; 9% ($n = 14$) officially reported the conduct



Qualitative Themes – Reporting of Unwanted Sexual Experiences

Handled independently

Inaction after reporting / No consequence

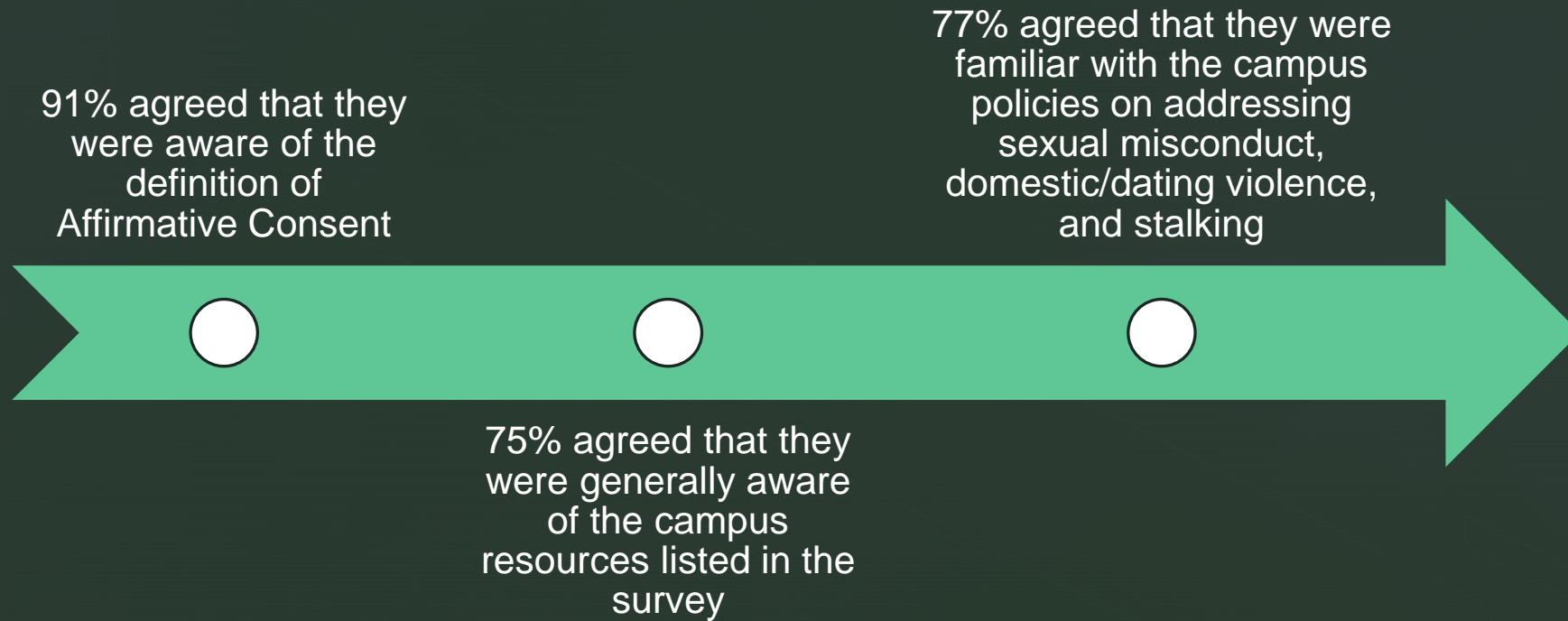
Downplayed the incident

Consideration for the assailant

Fear of retribution



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



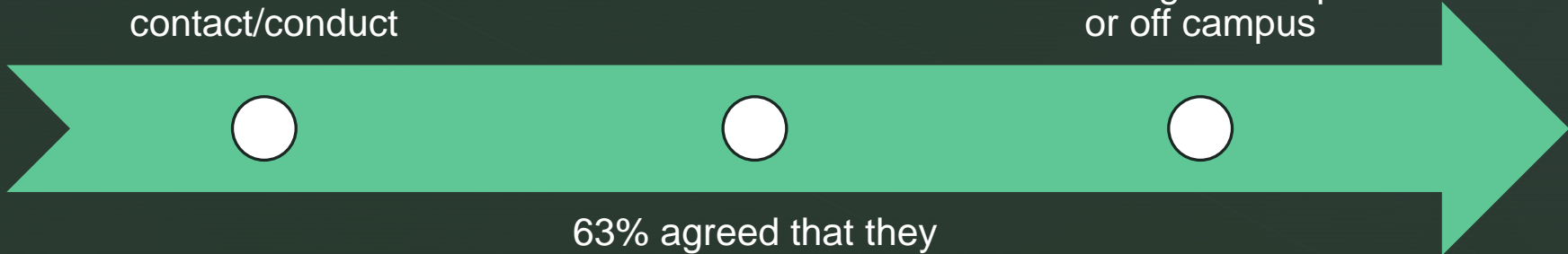


Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies and Resources

80% agreed that they were generally aware of the role URI Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct

92% agreed that they had a responsibility to report such incidents when they saw them occurring on campus or off campus

63% agreed that they knew how and where to report such incidents





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

16% agreed that URI standards of conduct and penalties differed from standards of conduct and penalties under the criminal law

67% agreed that they knew that Northwestern University sends a Time Warning/Public Safety Alert to the campus community when such an incident occurs

65% agreed that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in Clery Act Reports



Intent to Persist





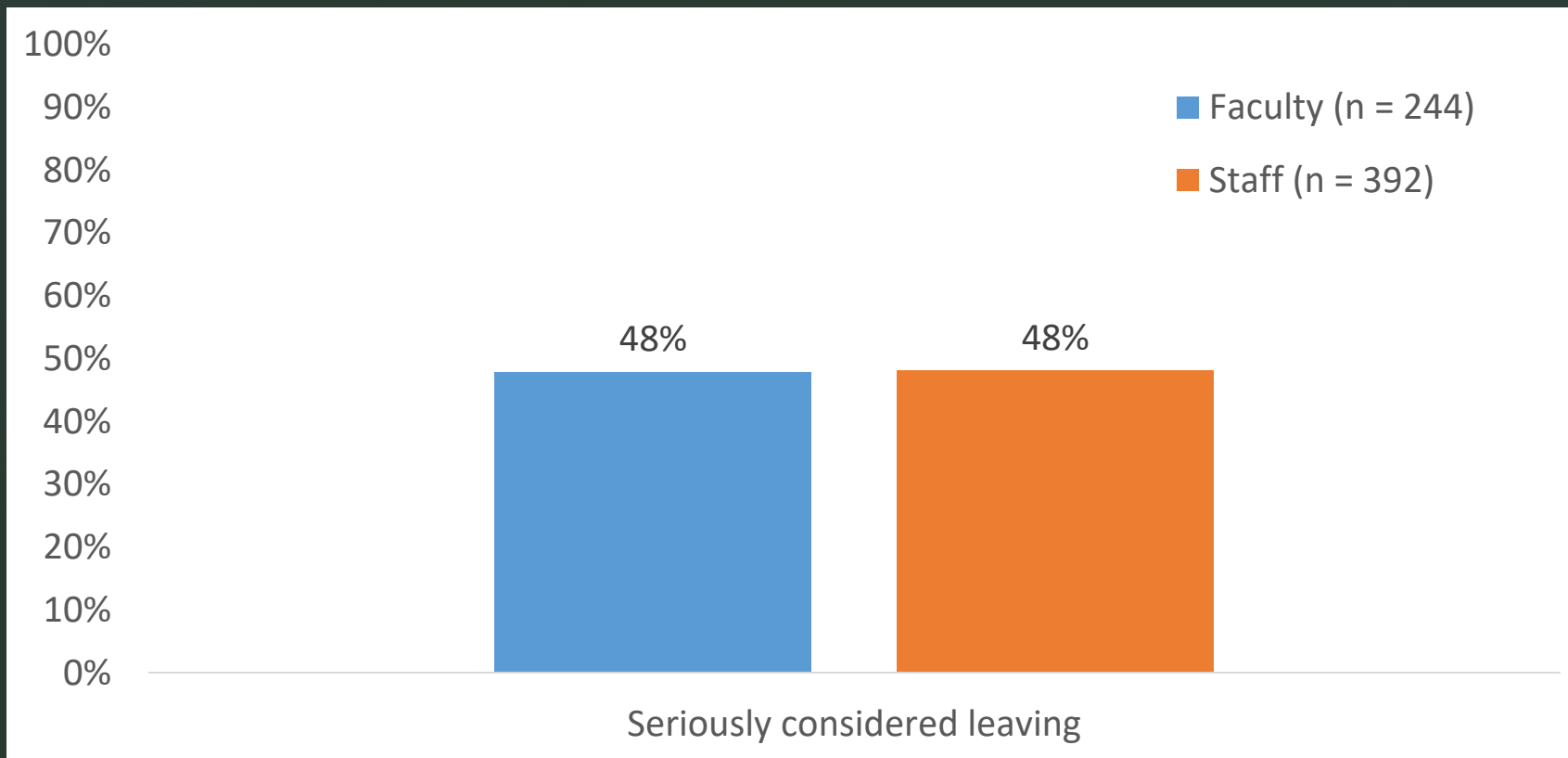
Who has seriously considered leaving
URI?

32% ($n = 1,465$)





Employee Respondents Who Seriously Considered Leaving URI (%)





Top Reasons Why Employee Respondents Seriously Considered Leaving URI

Low salary/pay rate (58%)

Limited opportunities or advancement (54%)

Tension with supervisor/manager (36%)

Staff

Low salary/pay rate (41%)

Increased workload (37%)

Institutional support (37%)

Lack of institutional resources (36%)

Faculty



Qualitative Themes for Employee Respondents - Why Considered Leaving...

Issues with compensation and workload

Conflicts with supervisors and coworkers

Shortage of career advancement opportunities



Qualitative Themes for Employee Respondents - Why Considered Leaving...

Issues with leadership

Lack of commitment to equity

Experiences of discrimination and
marginalization

Lack of respect for conservative ideologies



27% ($n = 724$) of Undergraduate Student respondents had seriously considered leaving URI ... **WHY?**

Lack of sense of belonging (51%)

Wanted to transfer to another institution (47%)

Lack of social life (46%)

Undergraduate Students



38% ($n = 40$) of Graduate Student respondents had seriously considered leaving URI ... **WHY?**

Lack of sense of belonging (38%)

Climate was not welcoming (31%)

Lack of social life (26%)

Personal reasons (26%)

Graduate Students



When Student Respondents Seriously Considered Leaving URI

75% in their first year

38% in their second year

17% in their third year

10% in their fourth year +

Table reports only responses from Student respondents who indicated on the survey that they had seriously considered leaving URI ($n = 764$). For list of all response choices refer to full report.



Qualitative Themes for Student Respondents - Why Considered Leaving...

Issues with the quality of and lack of support
in academics

Cost of attending URI

Lacking a sense of social integration at the
institution

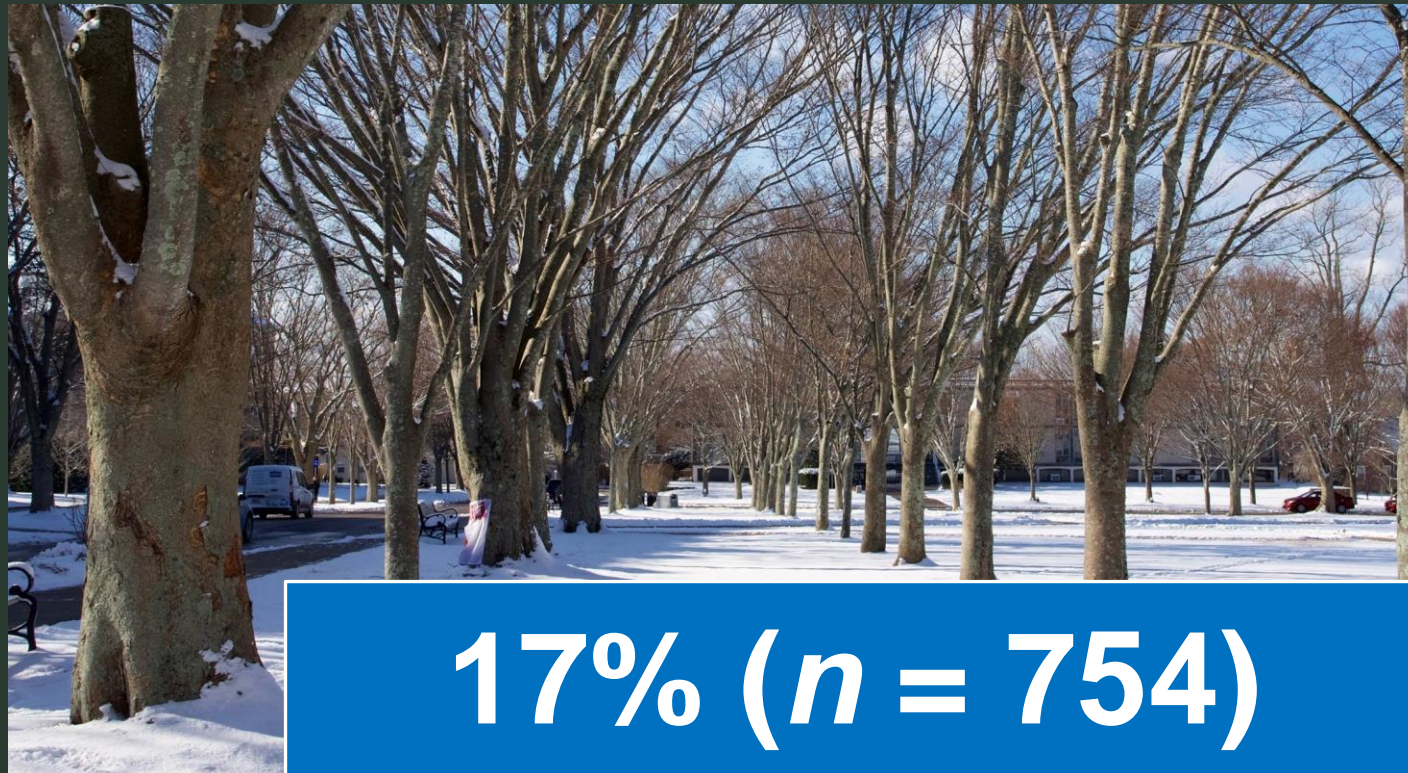
Experiences with marginalization on campus



Perceptions



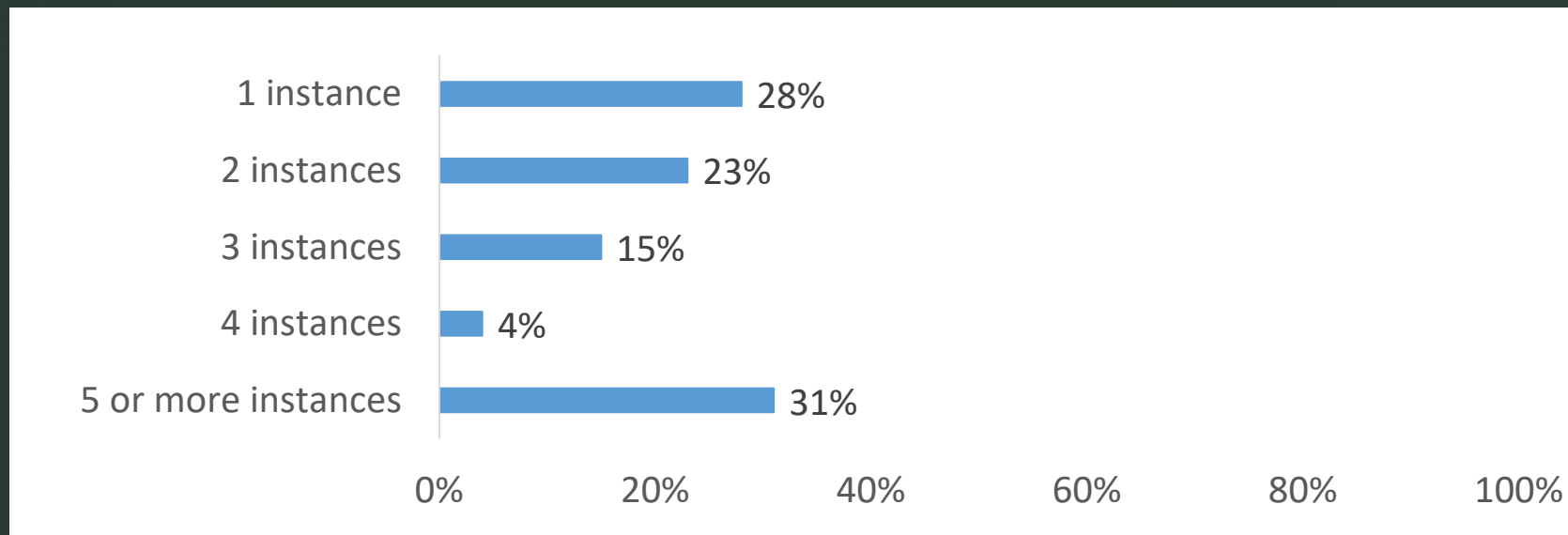
Observations of conduct directed toward a person or group of people on campus that created a exclusionary, intimidating, offensive, and/or hostile conduct learning or working environment.



17% ($n = 754$)



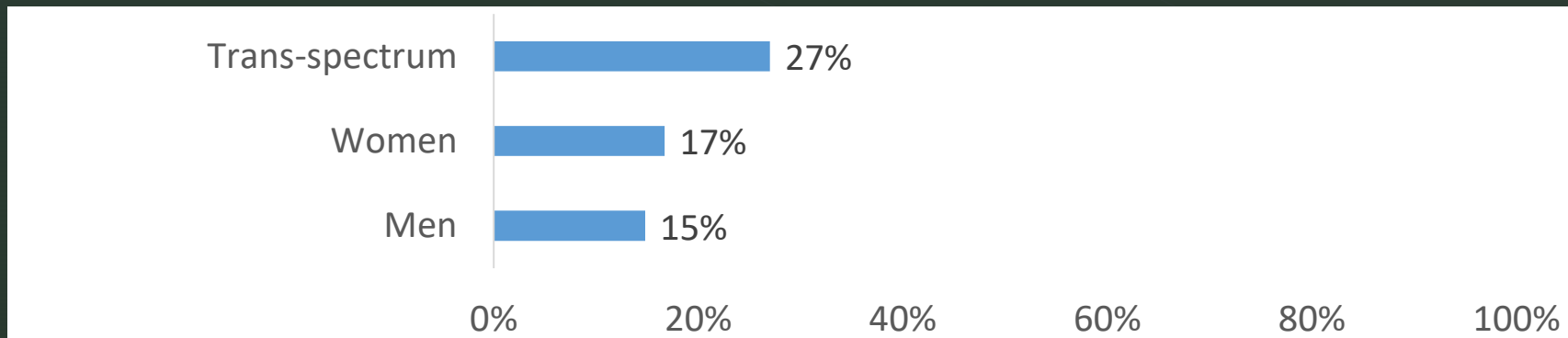
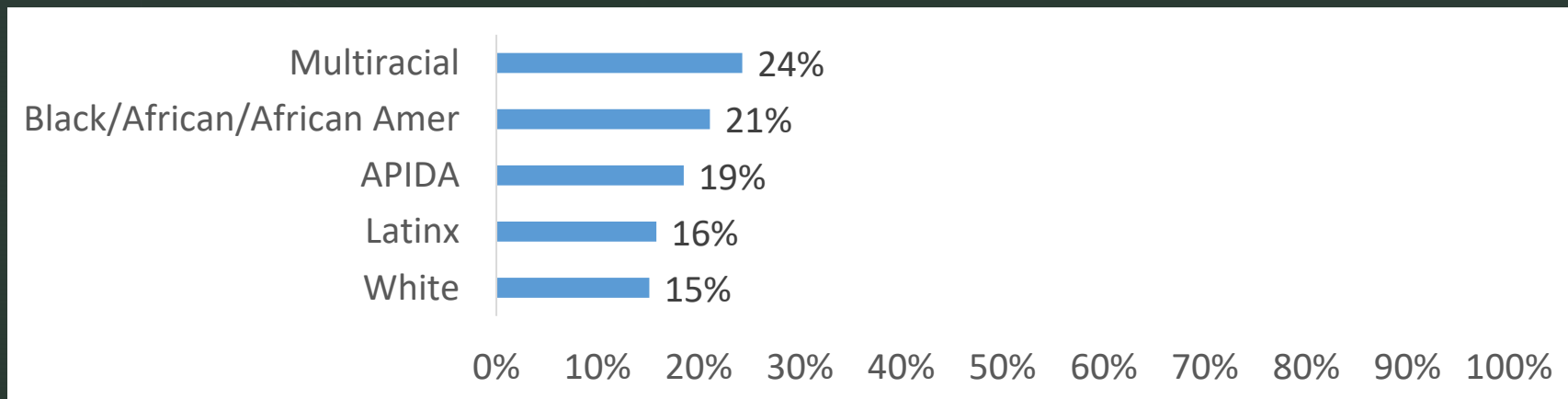
Number of Instances of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)



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

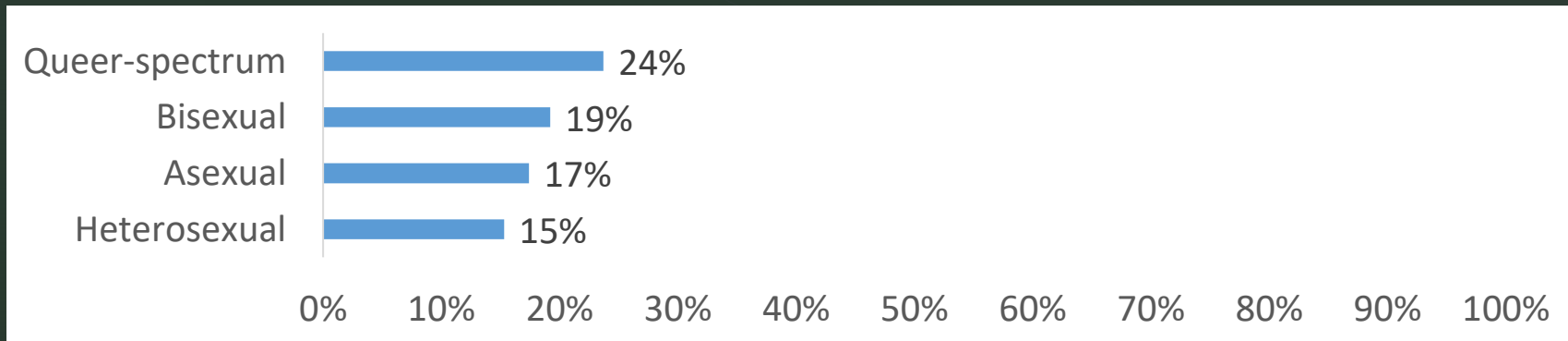
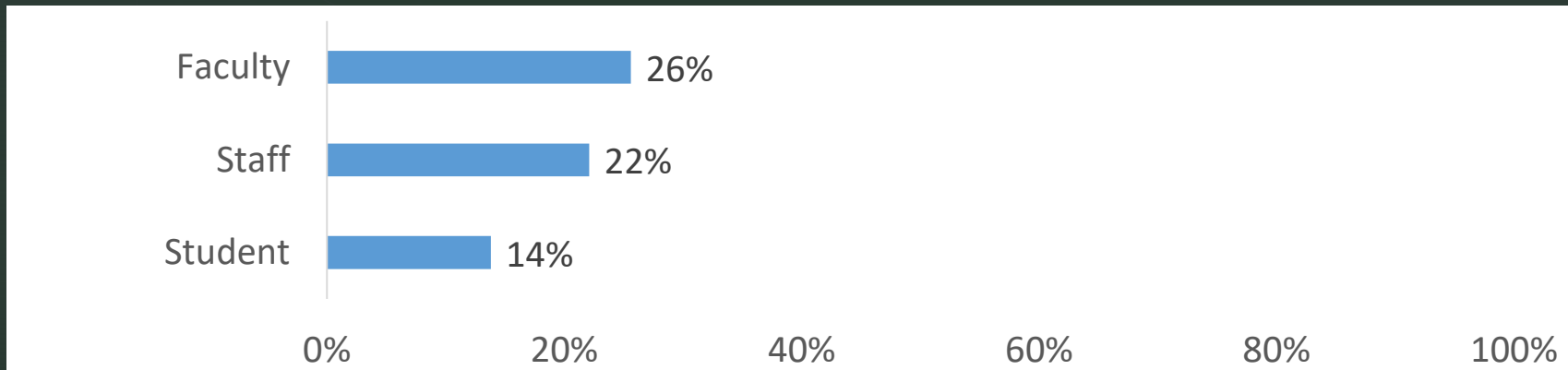


Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial and Gender Identity (%)





Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position and Sexual Identity (%)





Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Racial identity (30%)

Gender/gender identity (23%)

Ethnicity (22%)

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Person ignored or excluded (33%)

Derogatory verbal remarks (33%)

Person isolated or left out (31%)

Person intimidated or bullied (30%)



Target and Source of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target: Student (53%)

Source: Student (36%)

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Top Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

In an online meeting/class

19%

In a meeting with a group of people

18%

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



How ***did you feel*** in response to observing exclusionary, intimidating, offensive, and/or hostile conduct?

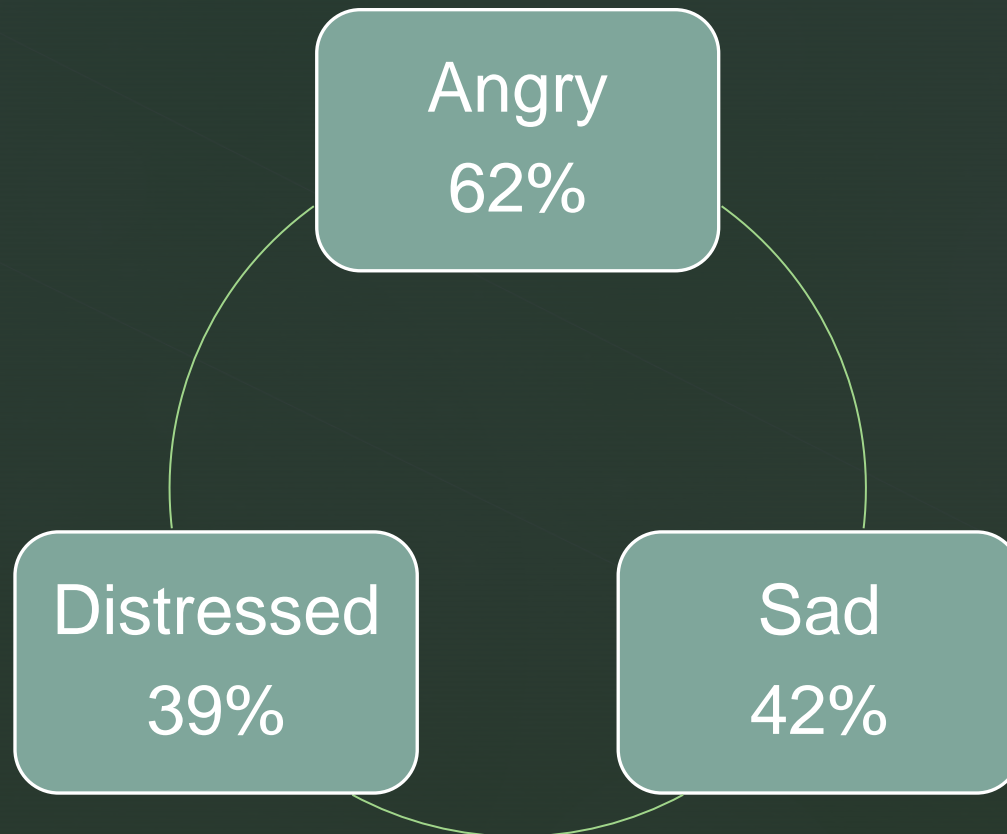


Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



What ***did you do*** in response to observing exclusionary, intimidating, offensive, and/or hostile conduct?

Told a friend
32%

Did nothing
22%

Told a
coworker
22%

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



10% ($n = 70$) Officially Reported the Conduct

Felt it was not addressed
appropriately (39%)

Felt that it was addressed
appropriately (< 5)

Felt satisfied with the
outcome (< 5)

The outcome was not
shared (22%)

The outcome is still
pending (17%)

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Qualitative Themes – Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Race-based, LGBTQ-based, and gender-
based discrimination

Marginalization by faculty members

Targeted comments toward conservative and
white people



Employee Perceptions



Employee Perceptions of Unjust Hiring Practices

32% ($n = 162$) of Faculty

28% ($n = 229$) of Staff



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

27% ($n = 137$) of Faculty

28% ($n = 229$) of Staff



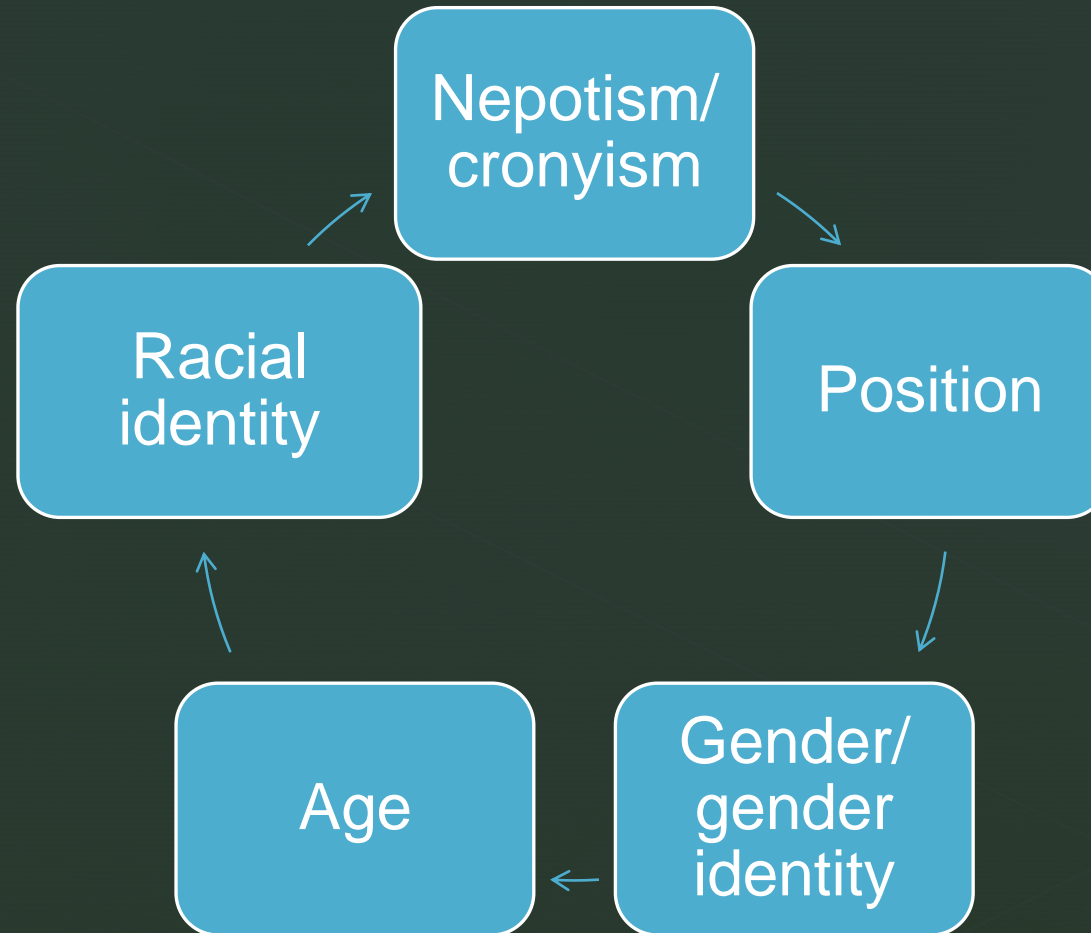
Employee Perceptions of Unjust Employment-Related Disciplinary Actions

11% ($n = 55$) of Faculty

12% ($n = 97$) of Staff



Most Common Perceived Bases for Unjust Employment Practices



For list of all response choices refer to full report.



Qualitative Themes – Unjust Employment Practices

Barriers to advancement

Gender biased practices

Cronyism



Work-Life Issues Successes & Challenges

Faculty expressed positive views about their work

Tenured and Tenure-Track Faculty

- Majority felt that research (78%) and teaching (73%) were valued at URI

Non-Tenure-Track Faculty

- Majority felt that the process for review (79%) and process for promotion (74%) were clear

PTF/per course faculty

- 74% felt that clear expectations of their responsibilities existed

Faculty expressed positive views about their work

All Faculty

- Majority felt valued by other faculty (74%), staff (81%), and students (79%) at URI
- 77% felt that clear expectations of their responsibilities existed
- 71% felt that they were not pressured to change their research/scholarship agenda to achieve promotion



Tenure-Track Faculty Challenges with Climate

41%

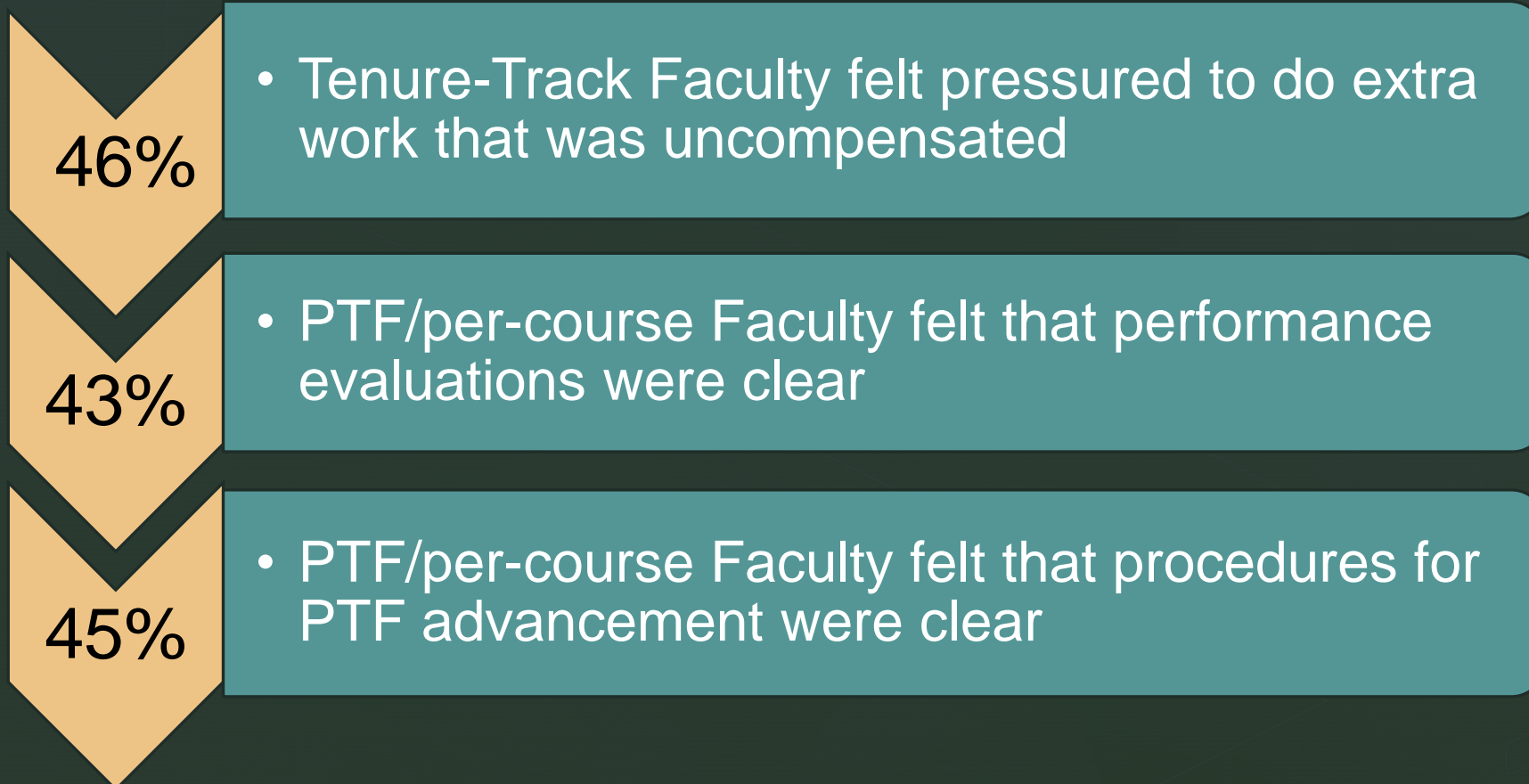
- Felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations

46%

- Felt that they performed more work to help students than did their colleagues



Non-Tenure Track and PTF/Per-Course Faculty Challenges with Climate





All Faculty Challenges with Climate

20%

- Felt that URI provided adequate resources to manage work-life balance

14%

- Felt that salaries for adjunct faculty were competitive

35%

- Felt that salaries for tenure-track faculty were competitive



Faculty Respondents *Sense of Belonging*

By disability status:

Faculty Respondents with No Disability had greater *Sense of Belonging* than Faculty Respondents with At Least One Disability



Qualitative Themes for Tenured or Tenure-Track Faculty: Work-Life Issues

Lack of clarity in promotion/tenure processes

Issues with leadership

Perceptions of workloads not being appropriately recognized



Qualitative Themes for Non-Tenure-Track Faculty: Work-Life Issues

Issues with unfair compensation and workloads

Lack of representation in decision-making
processes

Unclear or unfair promotion and evaluation
processes



Qualitative Themes for PTF/per-course Faculty: Work-Life Issues

Unwelcoming and undervalued

Welcomed and valued

Lack of compensation



Qualitative Themes for All Faculty: Work-Life Issues

Issues with low compensation

Limited professional development opportunities
and funds

Lack of support for faculty with families



Staff expressed positive views about their work

Staff

- 72% felt that their coworkers/colleagues gave them job/career advice when needed
- 73% felt that their supervisor provided adequate support to manage work-life balance
- 71% felt that their supervisor was supportive of flexible work schedules



Staff Challenges with Climate

53%

- Felt that a hierarchy existed within staff positions that allowed some voices valued more than others

48%

- Felt that their workload increased without additional compensation due to staff departures

35%

- Felt that they felt positive about their career opportunities at URI



Staff Challenges with Climate

22%

- Felt that salaries were competitive



Staff Respondents *Sense of Belonging*

By years of employment:

Staff respondents with Less Than 7 Years of Employment had greater *Sense of Belonging* than did Staff respondents with 7 to 15 Years of Employment and Staff respondents with More Than 15 Years of Employment.



Qualitative Themes for Staff: Work-Life Issues

Issues with inequitable work distributions

Job responsibilities not in alignment with
compensation

Engaging in job responsibilities outside of one's
position description and work hours



Qualitative Themes for Staff: Work-Life Issues

Lack of consistent evaluation

Issues with supervisors

A shortage of support for those with children



Qualitative Themes for Staff: Work-Life Issues

Lack of career advancement opportunities

Issues with compensation and benefits

Lack of professional development opportunities

Disconnect between faculty and staff



Student Respondents' Perceptions





Students expressed positive views about the climate

66% of Student respondents felt that they belonged at URI



84% of Graduate students felt that they had adequate access to their advisors



72% of Graduate students felt that they were satisfied with the quality of advising they received from their departments





Students expressed positive views about the climate

Many Graduate students felt that their major professors (80%) and advisors (77%) provided clear expectations.





Students' Challenges with Climate

31% felt that faculty prejudged their abilities based on their perceptions of their identity/background



Statistical differences existed based on gender identity, racial identity, sexual identity, citizenship status, first-generation status, and disability status – where marginalized identities felt less welcome and more judged





Student Respondents' Use of URI Resources in the Past Year

Academic Support

Chaplain's Association
(43%)

Academic Enhancement
Center
(26%)

University College for
Academic Success
(25%)

Non-Academic Support

Office of International
Education (Study Abroad)
(7%)

Academic Advising
(6%)

Chaplain's Association
(5%)

Note: The majority of Student respondents indicated that they have not sought support from the resources listed in the survey.



Qualitative Themes for Students: Where They Felt Safe and Supported

Everywhere on campus

Classrooms and with faculty

In residence halls

With friends and in student organizations



Qualitative Themes for Undergraduate Students: Where They Did Not Feel Safe and Supported

Athletic facilities

The academic environment

Greek life

Campus pathways and lots



Qualitative Themes for Graduate Students: Where They Did Not Feel Safe and Supported

Spaces within their departments or academic
homes

Campus pathways and lots

Everywhere



Qualitative Themes for Graduate Students: Perceptions of Advising, Professors, Staff

Inadequate advising and support

Adequate advising and support

Issues attributed to the pandemic



Student Respondents'



Perceived Academic Success



Student Respondents' *Perceived Academic Success*

By racial identity:

White Undergraduate Student respondents had greater *perceived academic success* than APIDA and Black/African/African American Undergraduate Student respondents.

White Undergraduate Student respondents had greater *perceived academic success* than Latinx and Multiracial Undergraduate Student respondents.



Student Respondents' *Perceived Academic Success*

By income status:

Not-Low-Income Undergraduate Student respondents had greater *perceived academic success* than Low-Income Undergraduate Student respondents

By first-generation status:

Not-First-Generation Undergraduate Student respondents had greater *perceived academic success* than First-Generation Undergraduate Student respondents



Student Respondents' *Perceived Academic Success*

By gender identity:

Women Undergraduate Student respondents had greater *perceived academic success* than did Men Undergraduate Student respondents



Student Respondents'



Sense of Belonging



Student Respondents *Sense of Belonging*

By racial identity:

White Student respondents had greater *Sense of Belonging* than APIDA and Black/African/African American Student respondents and Multiracial Student respondents.



Student Respondents *Sense of Belonging*

By gender identity:

Women Student respondents had greater *Sense of Belonging* than Men Student respondents

By sexual identity:

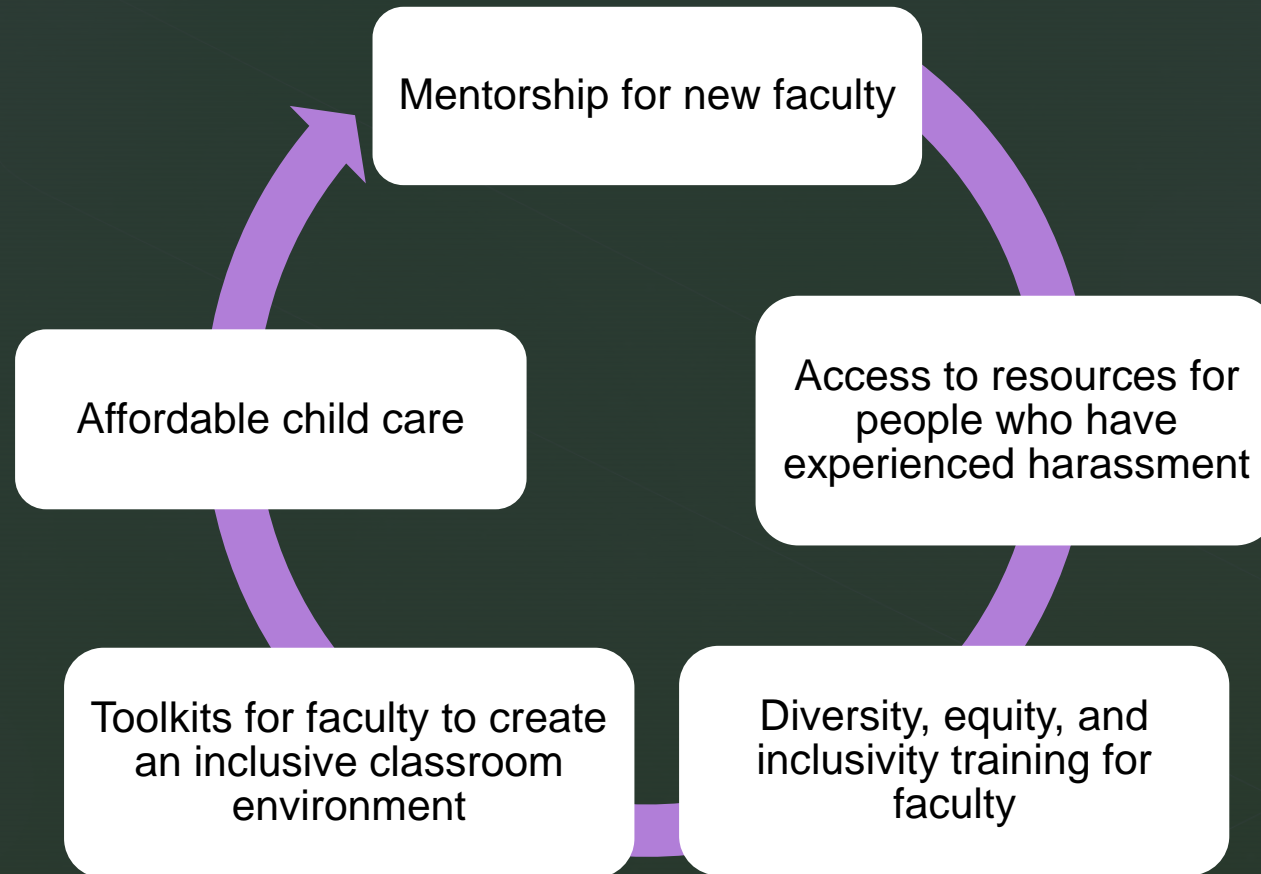
Heterosexual Student respondents had greater *Sense of Belonging* than Queer-spectrum Student respondents and Bisexual Student respondents.



Institutional Actions



Campus Initiatives Faculty Respondents Thought *Were Available* Which Positively Influenced Climate



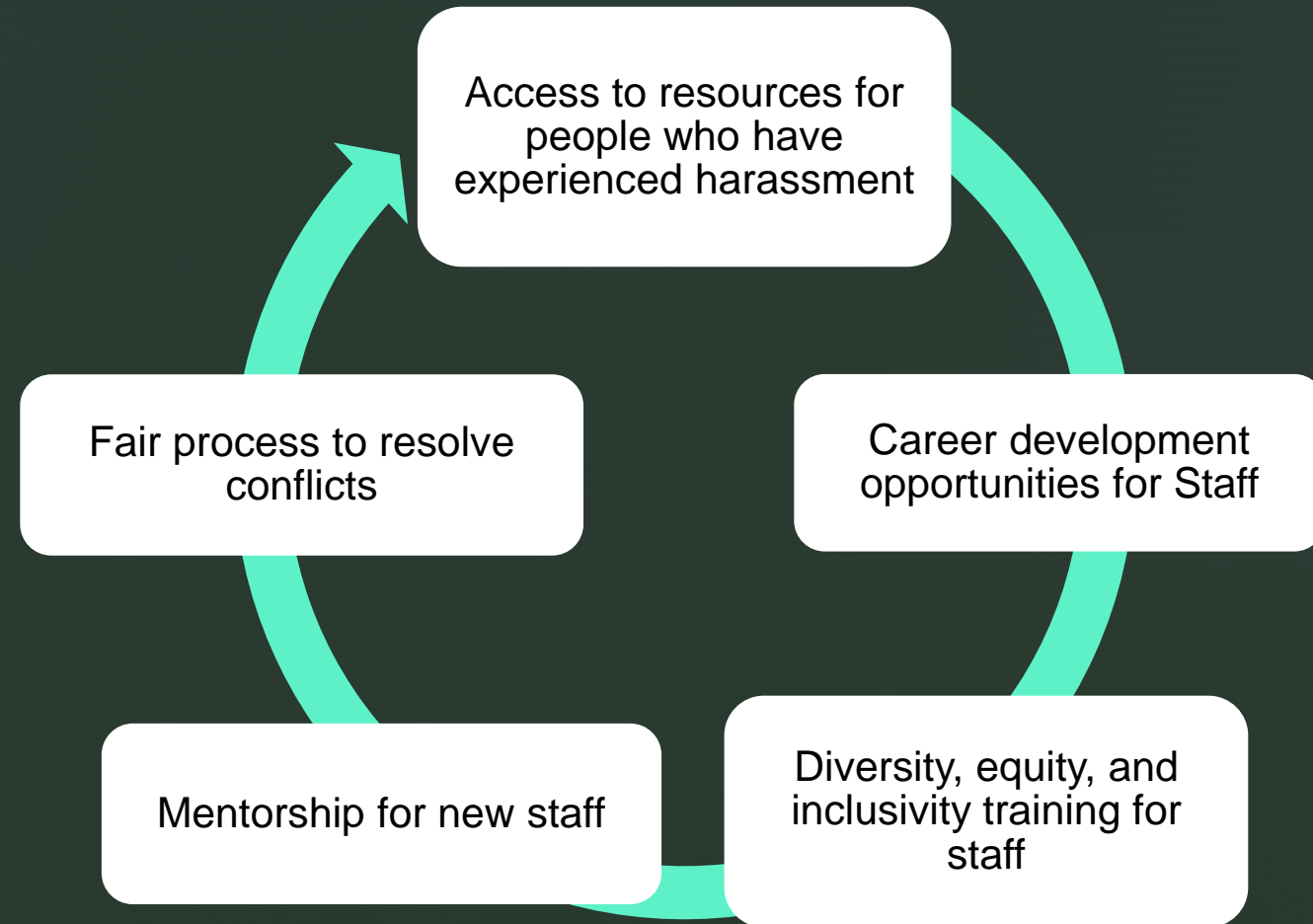


Campus Initiatives Faculty Respondents Thought *Were Not Available* But Would Positively Influenced Climate





Campus Initiatives Staff Respondents Thought *Were Available* Which Positively Influenced Climate





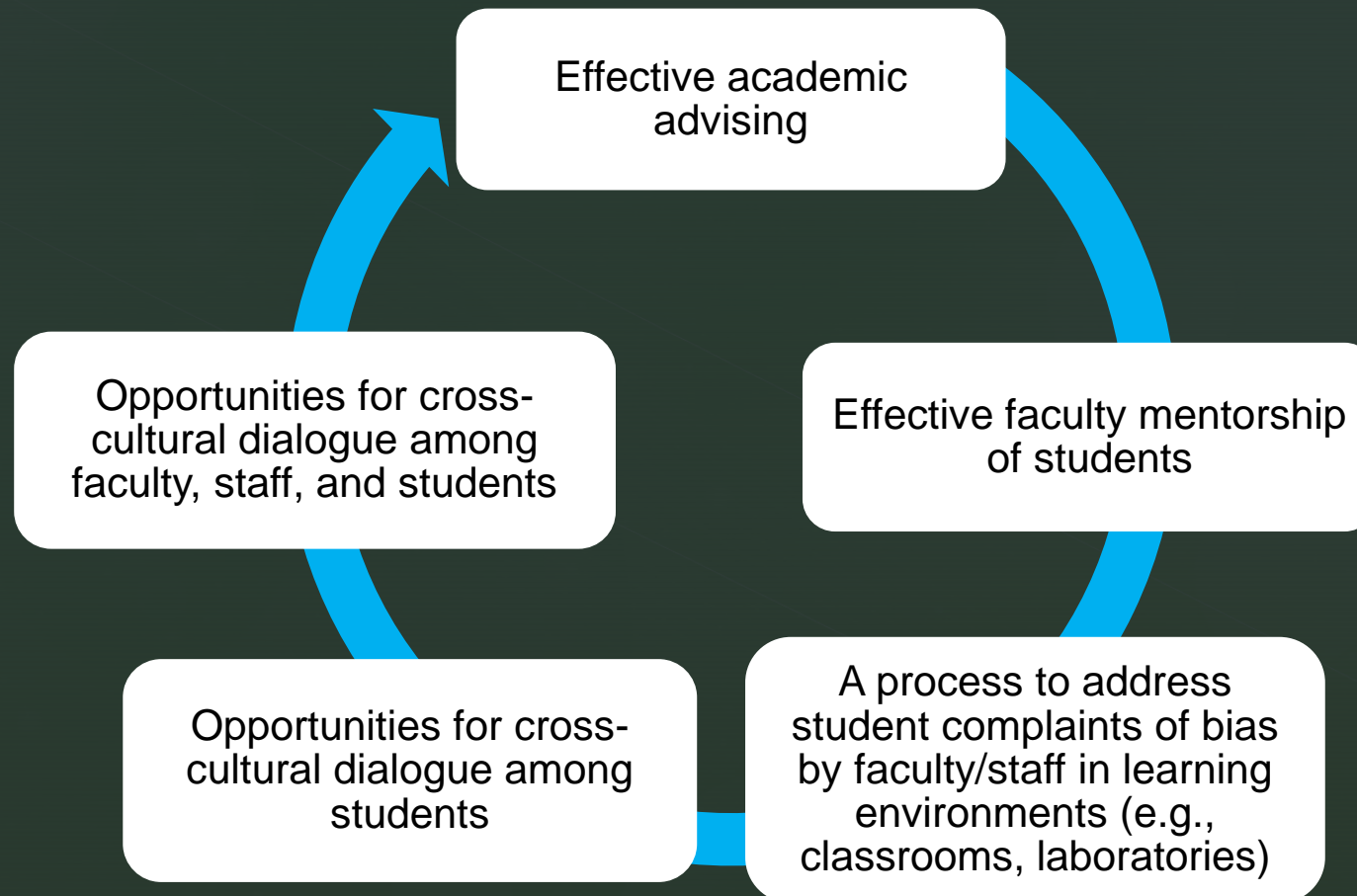
Campus Initiatives Staff Respondents Thought *Were Not Available* But Would Positively Influenced Climate



■ Campus Initiatives Student Respondents Thought *Were Available* Which Positively Influenced Climate



■ Campus Initiatives Student Respondents
Thought *Were Not Available* But Would
Positively Influenced Climate





Qualitative Themes for Employees – Campus Initiatives

Improvements to the compensation package
offered

Training at the university

Better measures of transparency

Diversity recruitment



Qualitative Themes for Students – Campus Initiatives

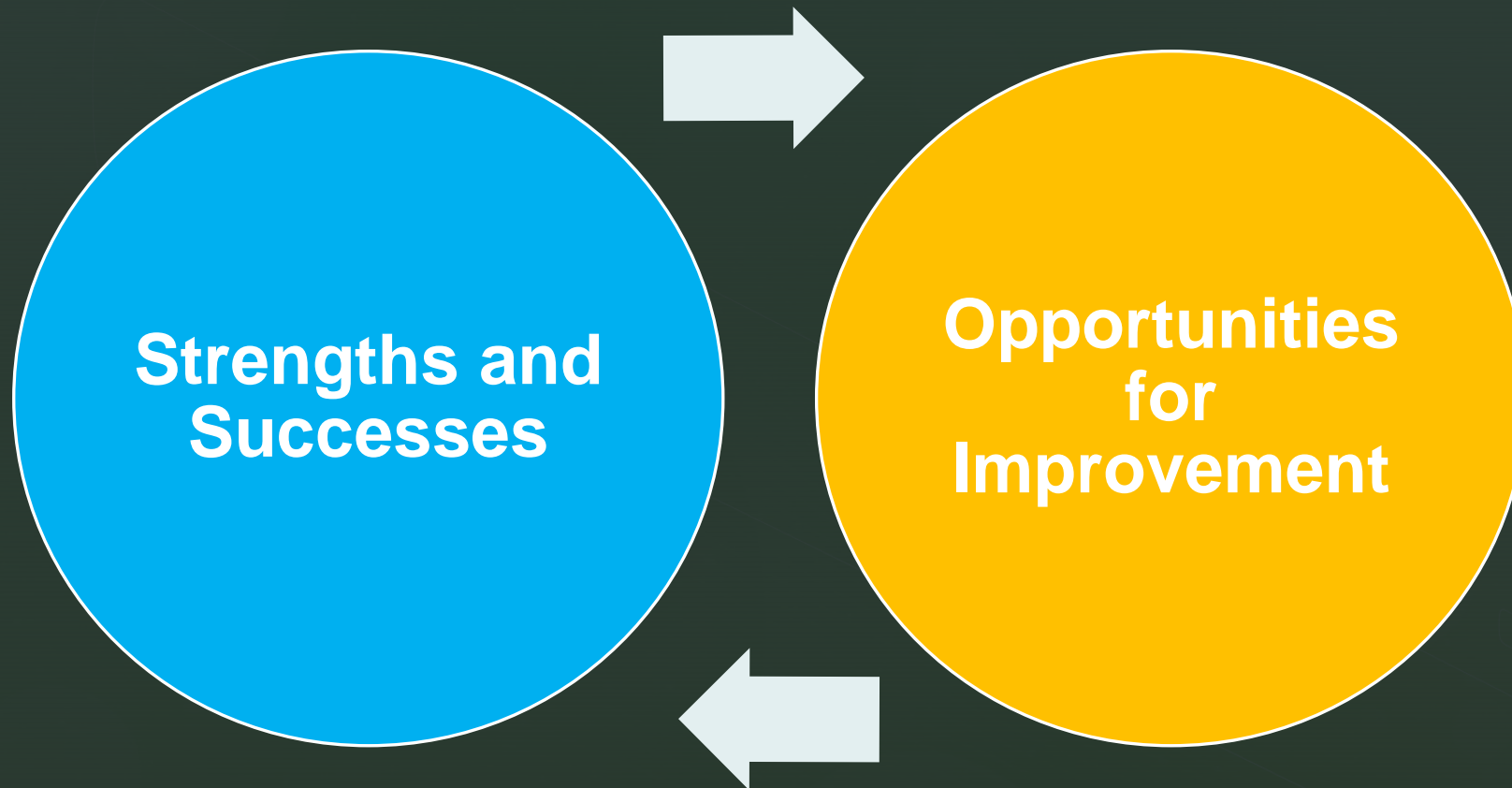
No recommendations for improvement

Recommendations around trainings

Accessibility



Summary





Context - Interpreting the Summary



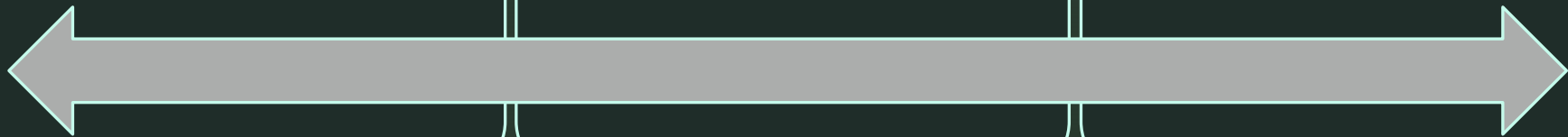
Although colleges and universities attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors.



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



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





Successes: The majority of...



Faculty respondents felt valued by other faculty (74%), staff (81%), and students (79%) at URI



Staff respondents felt valued by other faculty (74%), staff (81%), and students (79%) at URI



Student respondents felt that they belonged at URI (66%)



Student respondents felt comfortable with the climate in their classes (76%)



Challenges and Opportunities for Improvement

30% of respondents who experienced and or observed exclusionary, intimidating, offensive, and/or hostile conduct at URI in the last year said it happened more than five times

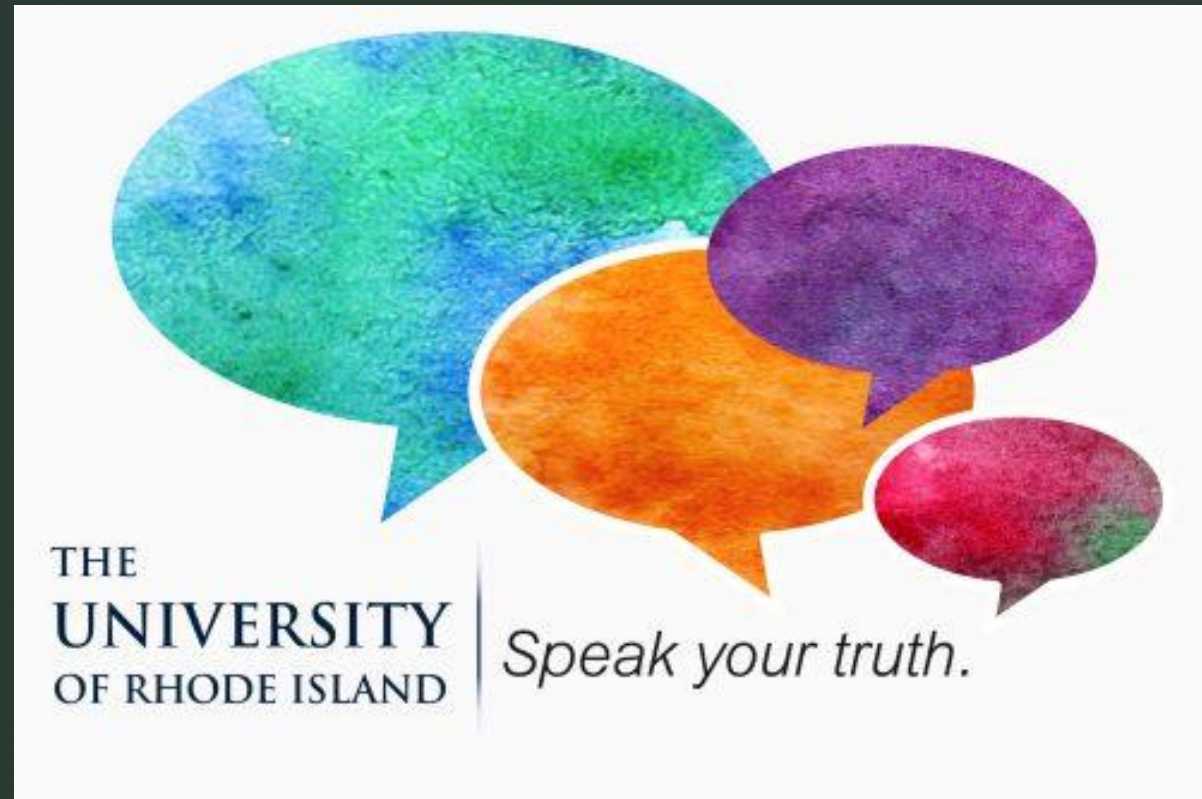
49% of Faculty and **48%** of Staff respondents seriously considered leaving URI

31% of Student respondents felt that faculty prejudged their abilities based on their perceptions of their identity/background

10% of all respondents indicated that they had experienced unwanted sexual contact/conduct while at URI

Next Steps

Access to Report and Additional Reports





Access to Report/Presentation

The full report, executive summary, and presentation slide decks are available at:
<https://web.uri.edu/climate-survey/>

A hard copy of the report will be available in the Kingston Campus Library. Details to be communicated here: <https://web.uri.edu/climate-survey/>.

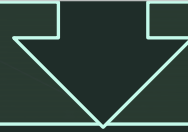


Development of Additional Reports

- College/Academic Unit Reports

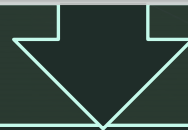
Rankin & Associates will provide the final data set to URI's Primary Investigator (PI)

Office of Institutional Research



College/Academic Unit reports will be developed by Office of Institutional Research

All data in the reports are aggregated (no *n*'s with <5 respondents) to protect the confidentiality of respondents

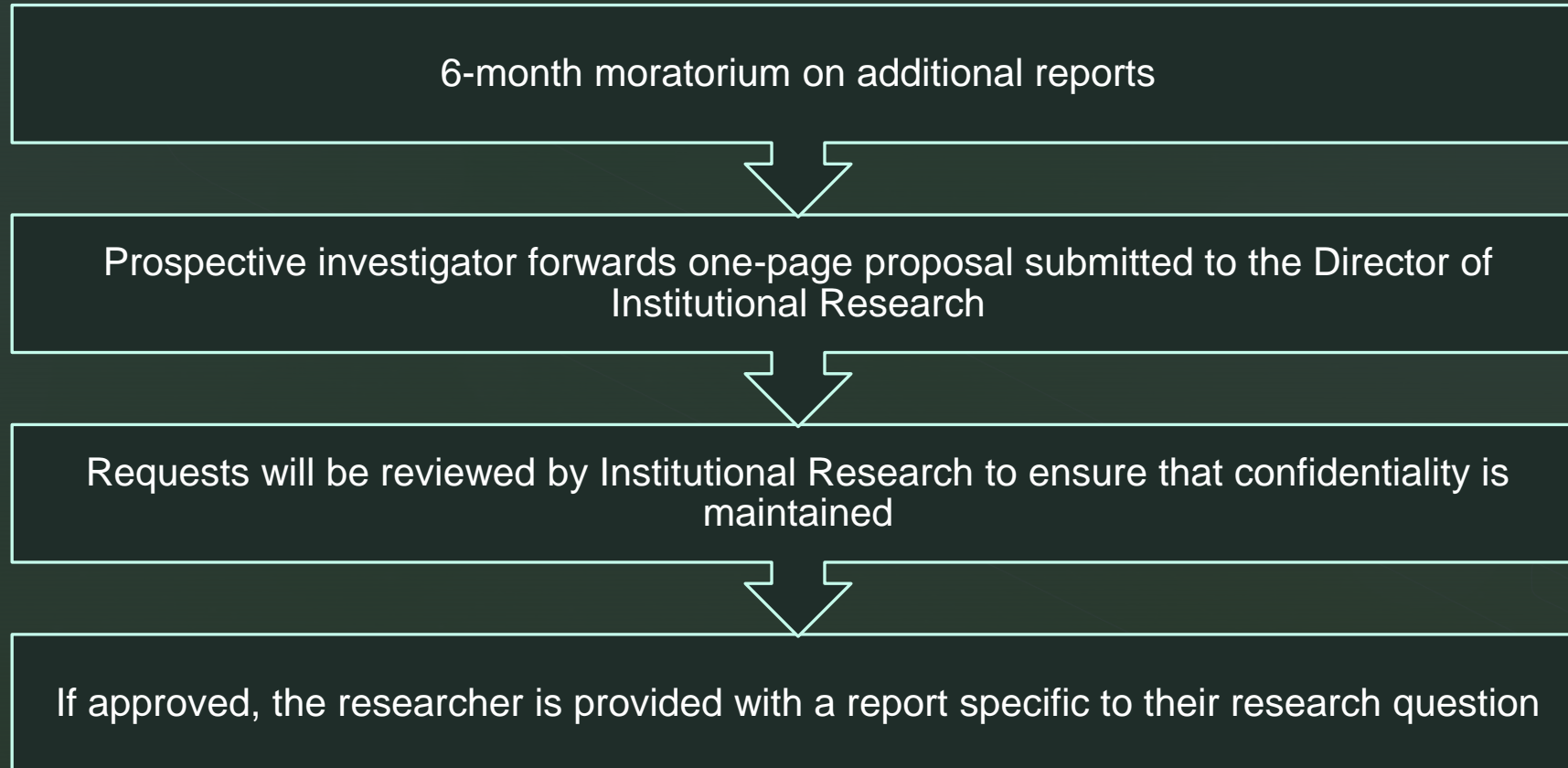


Whereas all data collected is important, use discretion around issues of generalizability



Development of Additional Reports

- For Inquiries and Requests



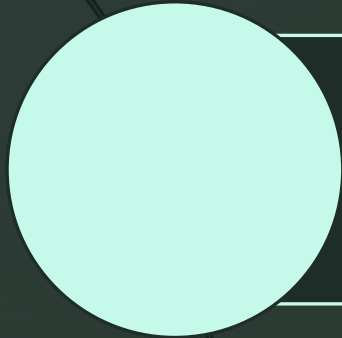


Next Steps Developing Actions

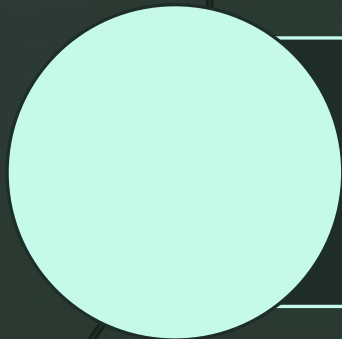




Purpose of Community Forums



To review, discuss, and engage in the results of URI campus-wide Climate Survey



To identify successful initiatives and uncover challenges facing the URI community



Community Forums

- Forums facilitated by the CSWG
- The themes/suggestions received will be forwarded to the President's Leadership Council



Forum Schedule

Group	Date	Time	Location
Faculty Forum	November 2 (T)	10:30 am-12:00 pm	TBD
	November 17 (W, virtual)	3:00-4:30 pm	
Student Forum	November 4 (R, virtual)	5:00-6:30 pm	TBD
	November 5 (F, virtual)	12:00-1:30 pm	
	November 17 (W)	5:00-6:30 pm	
Staff Forum	November 2 (T, virtual)	12:00-1:30 pm	TBD
	November 9 (T)	10:30 am-12:00 pm	



Community Forums

Can't attend a Forum??

Provide your suggestions for actions on the Climate Study Project Feedback site:

- <https://web.uri.edu/climate-survey/>



Community Forums

- Spring 2022

Action Updates

Updates on the progress of actions will be provided monthly to the URI community via the Campus Climate website



Questions..?



Thoughts..?



Thank You!



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