Marquette University

Assessment of Climate for Learning, Living, and Working

September 14-16, 2015





Climate In Higher Education



Barcelo, 2004; Bauer, 1998, Kuh & Whitt, 1998; Hurtado, 1998, 2005; Ingle, 2005; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008

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

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.

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, and Stewart, 2006

²Sears, 2002

³Costello, 2012; Silverschanz, Cortina, Konik, & Magley, 2007;

Projected Outcomes



Marquette University 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, intergroup/intra-group relations, respect issues).



Marquette will use the results of the assessment to inform current/on-going work.

Setting the Context for Beginning the Work

Examine the Research

 Review work already completed

Preparation

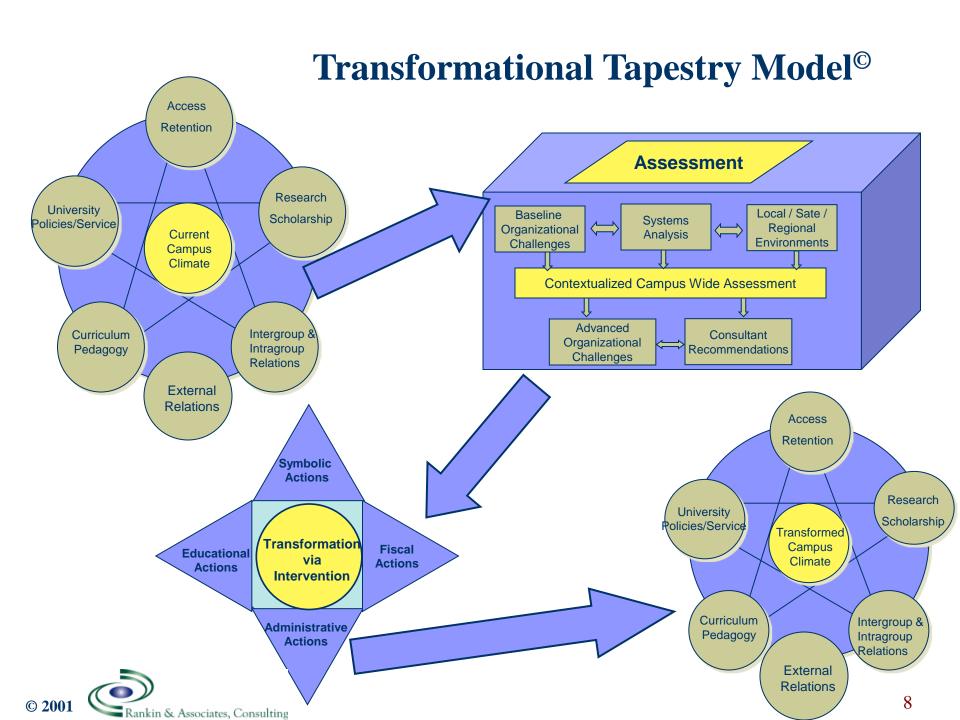
• Readiness of each campus

Assessment

• Examine the climate

Follow-up

 Building on the successes and addressing the challenges



Project Overview

Phase I

• Focus Groups

Phase II

Assessment Tool Development and Implementation

Phase III

• Data Analysis

Phase IV

Final Report and Presentation

Phase I Spring/Fall 2014

Marquette created the Climate Study Working Group (CSWG; comprised of faculty, staff, students and administrators) in April 2014

15 focus groups were conducted by R&A (127 participants – 50 students; 77 faculty, staff, and administrators) on October 16, 2014

Data from the focus groups informed the CSWG and R&A in constructing questions for the campus-wide survey.

Phase II Fall 2014/Winter 2015

Meetings 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 to the entire Marquette community (students, faculty, staff, and administrators) via an invitation from President Michael R. Lovell.



Instrument/Sample

Take Our Survey Click here

Final instrument

- 99 questions and additional space for respondents to provide commentary (21 qualitative, 78 quantitative)
- On-line or paper & pencil options



Sample = Population

• All students, faculty, staff, and administration of Marquette's community received an invitation to participate.

Survey Limitations

Self-selection bias

Response rates

Social desirability

Caution in generalizing results for constituent groups with low response rates

Method Limitation

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

Phase III Spring 2015

Quantitative and qualitative analyses conducted

Phase IV Summer/Early Fall 2015

Report draft reviewed by the CSWG

Final report submitted to Marquette

Presentation to Marquette campus community

Results

Response Rates



Who are the respondents?

4,293 people responded to the call to participate

31% overall response rate

Student Response Rates

31%

• Undergraduate (n = 2,491)

21%

• Graduate (n = 661)

Employee Response Rates



• Faculty (n = 420)



• Staff/Administration (n = 721)

Response Rates by Gender

37%

• Women (n = 2,680)

24%

• Men (n = 1,578)

Response Rates by Racial Identity

21%

• American Indian/Alaskan Native (n = 8)

27%

• Asian/Asian American (n = 269)

31%

• African American/Black (n = 197)

21%

• Hispanic/Latino(a)/Chicano(a) (n = 210)

Response Rates by Racial Identity

27%

• Native Hawaiian/Pacific Islander (n < 5)

32%

• White (n = 3,265)

69%

• Two or More (n = 252)

9%

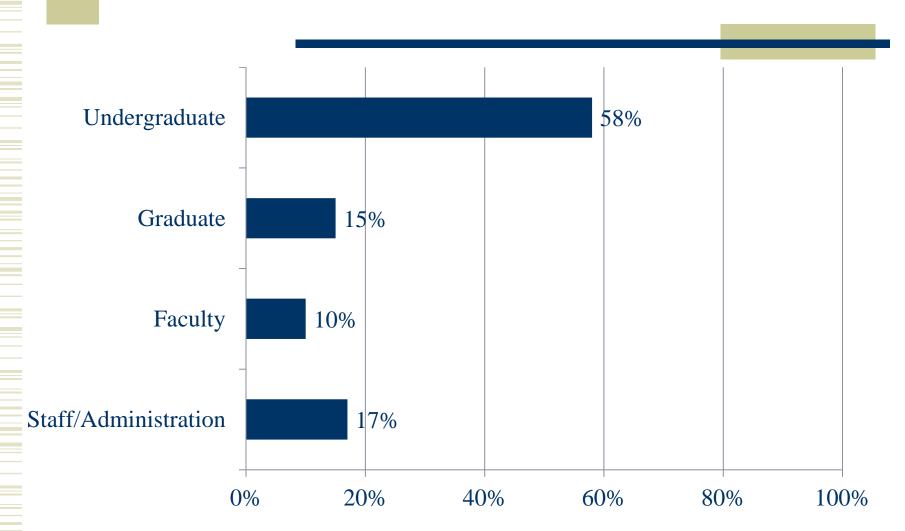
• Other/Unknown/Not Reported (n = 54)

Results

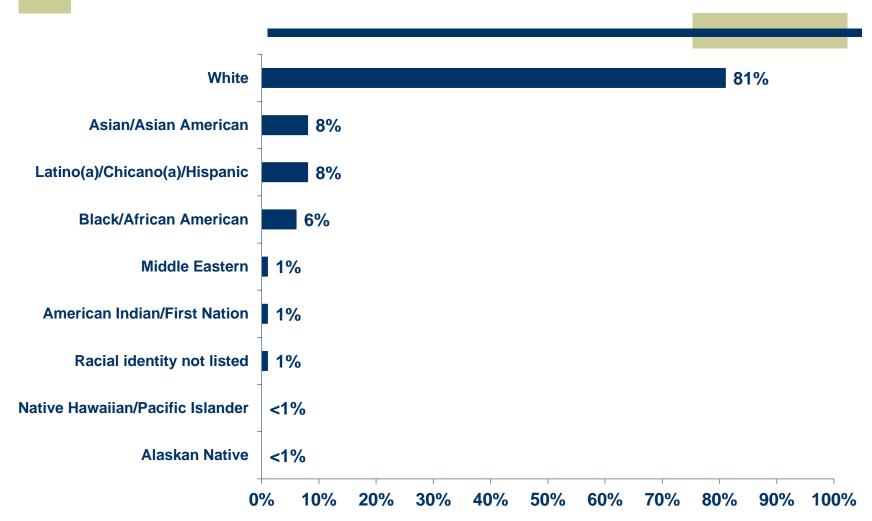
Additional Demographic Characteristics



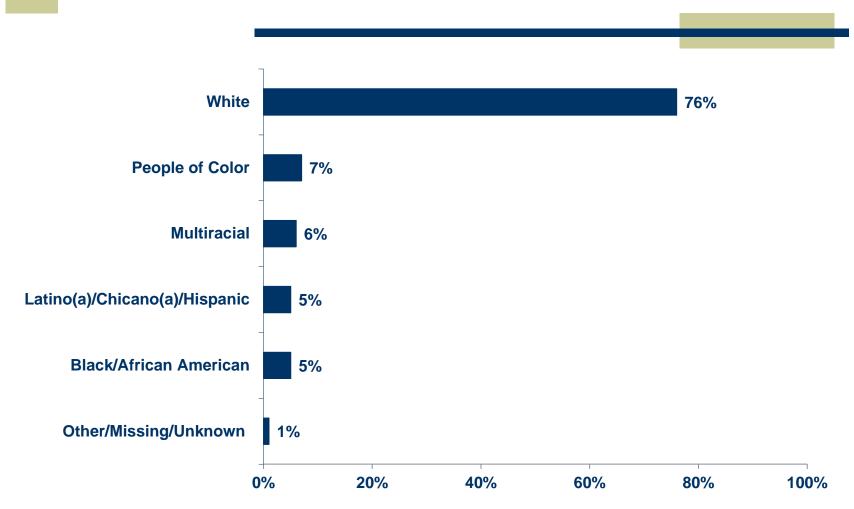
Respondents by Position (%)



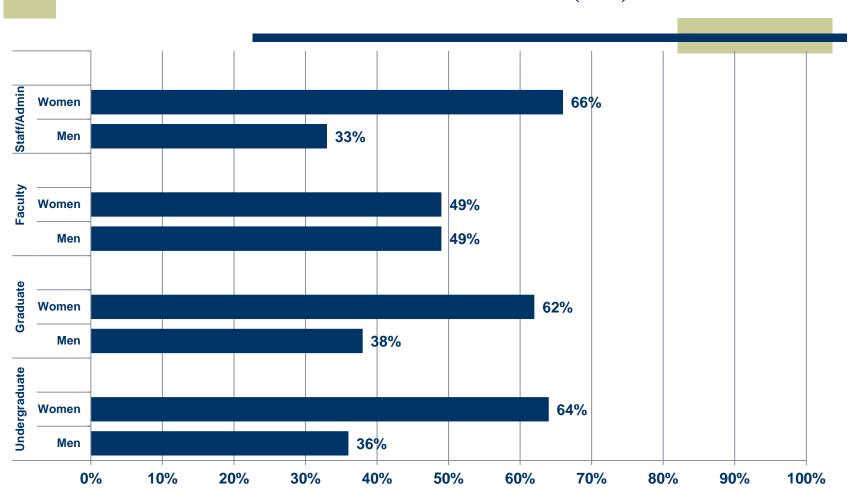
Respondents by Racial/Ethnic Identity (%) (Duplicated Total)



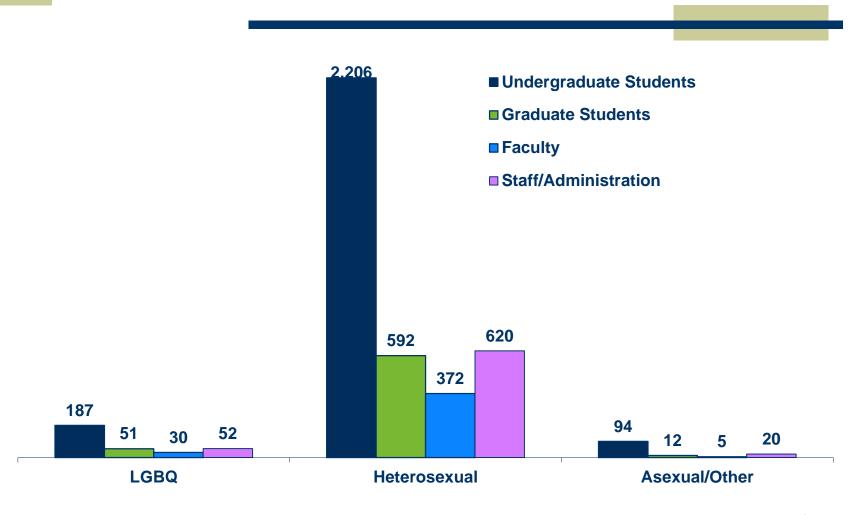
Respondents by Racial/Ethnic Identity (%) (Unduplicated Total)



Respondents by Gender Identity and Position Status (%)



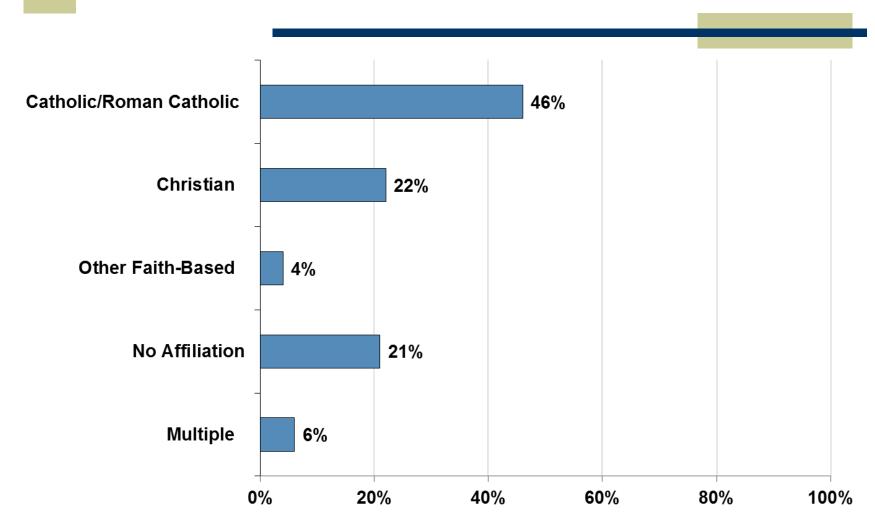
Respondents by Sexual Identity and Position Status (n)



13% (*n* = 433) of Respondents Identified as Having a Single Disability or Multiple Disabilities that Substantially Affected Major Life Activities

Condition	n	%
Physical/Medical	103	2.4
Psychological	160	3.7
Attention disorders	115	2.7
Cognitive	66	1.5
Visual	19	0.4
Hearing	14	0.3
A disability/condition not listed here	6	0.1

Respondents by Religious/Spiritual Affiliation (%)



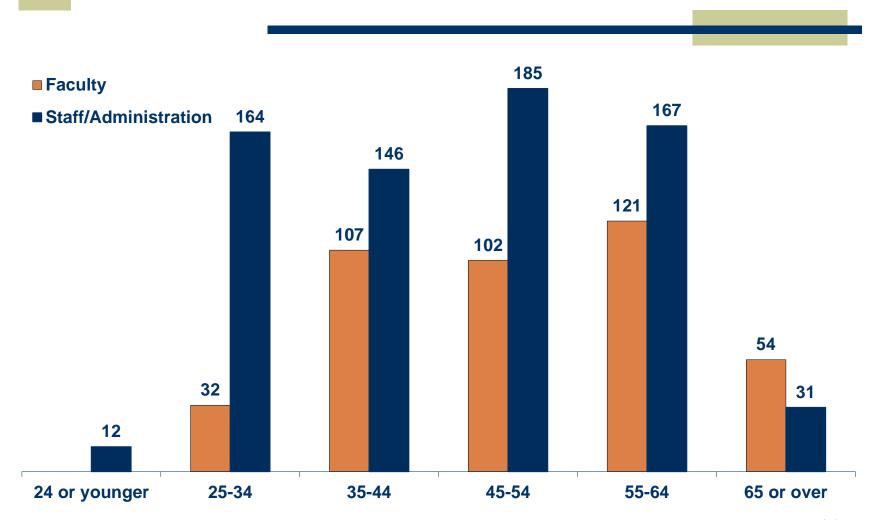
Citizenship Status

Citizenship	n	%
U.S. citizen	3,900	90.8
Permanent resident	332	7.7
A visa holder (F-1, J-1, H1-B, A, L, G, E, or TN)	150	3.5
Undocumented resident	11	0.3
Other legally documented status	9	0.2

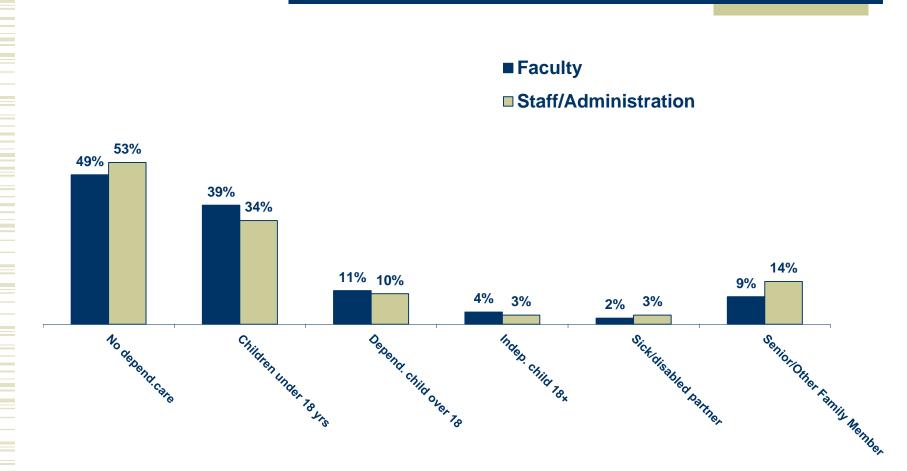
Military Status

Military	\boldsymbol{n}	%
I have not been in the military	4,120	96.0
Active military	8	0.2
Reservist/National Guard	17	0.4
ROTC	52	1.2
Veteran	52	1.2
Missing	44	1.0

Employee Respondents by Age (n)



Employee Respondents' Dependent Care Status by Position (%)



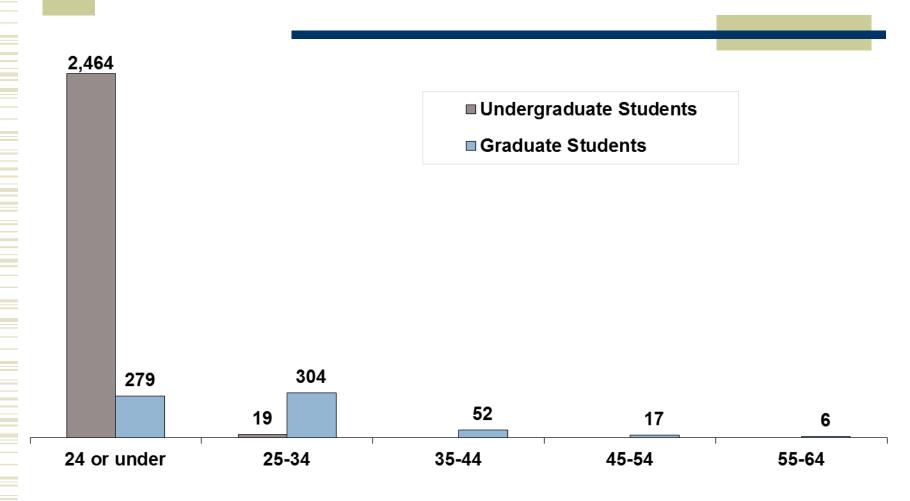
Faculty Academic Division/Department Affiliations

Academic Division	n	%
Klingler College of Arts and Sciences	151	36.0
College of Business Administration	41	9.8
Diederich College of Communication	28	6.7
College of Education	16	3.8
Opus College of Engineering	21	5.0
College of Health Sciences	32	7.6
College of Nursing	30	7.1
College of Professional Studies	< 5	
Law School, Law Library	27	6.4
Office of the Provost; Office of International Education	< 5	
Raynor and Memorial Libraries	19	4.5
School of Dentistry	33	7.9
		36

Staff/Administration Primary Work-Unit Affiliations

Work Unit	n	%
Custodians represented by the union	31	4.3
Division of Student Affairs units/departments	105	14.6
Intercollegiate Athletics; Spirit Shop	35	4.9
Office of Finance units/departments	48	6.7
Office of the General Counsel; Human Resources	11	1.5
Office of Marketing and Communication	19	2.6
Office of Mission and Ministry; Campus Ministry	17	2.4
Office of the President staff	< 5	
Office of the Provost area: Colleges, Schools and Academic		
Support units	291	40.4
Public Affairs; Special Events	11	1.5
University Advancement	65	9.0

Student Respondents by Age (n)



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

Undergraduate Student Academic Majors

Program	n	%
Klingler College of Arts and Sciences	748	30.0
College of Business Administration	378	15.2
Diederich College of Communication	335	13.4
College of Education	107	4.3
Opus College of Engineering	366	14.7
College of Health Sciences	357	14.3
College of Nursing	178	7.1
College of Professional Studies	7	0.3

Graduate Student Academic Majors

Риссиом	10	%
Program	n	% 0
Arts and Sciences programs	143	21.6
Communication programs	10	1.5
Education programs	71	10.7
Engineering programs	49	7.4
Health Sciences programs	98	14.8
Nursing programs	41	6.2
Professional Studies programs	< 5	
Graduate School programs	55	8.3
Graduate School of Management	55	8.3
Law School	137	20.7
School of Dentistry	41	6.2

Student Respondents' Employment

Employment	n	%
No	1,050	33.3
Yes, I work on campus	1,547	49.1
1-10 hours/week	502	16.5
11-20 hours/week	489	16.1
More than 20 hours/week	448	14.7
Yes, I work off campus	769	24.4
1-10 hours/week	261	8.5
11-20 hours/week	216	7.1
21-30 hours/week	195	6.4
31-40 hours/week	<5	
More than 40 hours/week	0	0.0
		41

41

Student Respondents' Residence Non-Campus Housing (51%, n = 1,619)

Residence	n	%
Independently in an apartment/house	586	20.9
Living with family member/guardian	607	21.7
Fraternity/Sorority housing	75	2.7
Homeless (e.g., couch surfing, sleeping in car,)	< 5	

Student Respondents' Residence

Residence Hall (38%, n = 1,204)

Residence	n	%
Abbotsford Hall	127	4.2
Carpenter Tower	117	3.8
Cobeen Hall	137	4.5
Mashuda Hall	112	3.7
McCabe Hall	117	3.8
McCormick Hall	111	3.6
O'Donnel Hall	142	4.7
Schroeder Hall	123	4.0
Straz Tower	109	3.6

Student Respondents' Residence

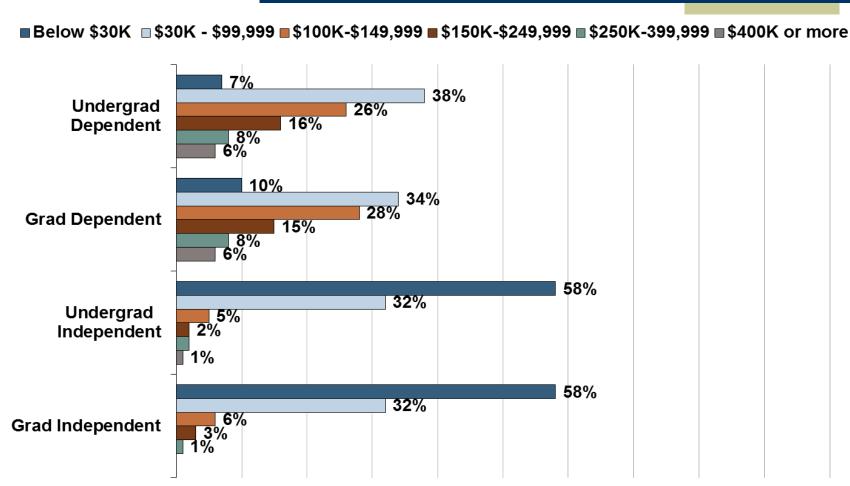
University-Owned Apartment (10%, n = 322)

Residence	n	%
Campus Town East	55	1.8
Campus Town West	54	1.7
Gilman Building	50	1.6
Frenn Building	57	1.8
Humphrey Hall	61	2.0

Student Respondents' Residence in a Living/Learning Community

Residence	n	%
I did not live in a living/learning community	2,617	83.0
Cultural Leadership CommUNITY (McCormick Hall)	111	3.5
Engineering Community (Carpenter Tower)	86	2.7
Honors Community (Straz Tower)	174	5.5
Nursing Community (Cobeen Hall)	53	1.7
Dorothy Day Social Justice Community (Straz Tower)	57	1.8
Global Village (Campus Town East)	30	1.0

Student Respondents' Income by Dependency Status and Position (%)



3,152 Student Respondents Reported Experiencing Financial Hardship...

Manner	n	%
Affording tuition	1,280	40.6
Purchasing my books	1,020	32.4
Affording housing	716	22.7
Participating in social events	610	19.4
Participating in co-curricular events or activities	583	18.5
Participating in study abroad programs	581	18.4
Affording food	484	15.4
Affording other campus fees	398	12.6
Traveling home during Marquette University breaks	395	12.5
Affording health care	268	8.5
Commuting to campus	205	6.5
Affording child care	29	0.9
A financial hardship not listed here	65	2.1

Note: Table includes Student respondents who reported having experienced financial hardship (n = 3,152) only. Sum does not total 100% as a result of multiple response choices.

How Student Respondents Were Paying For College

Form	70	0/0
	n	
Marquette scholarship	2,153	68.3
Family contribution	1,937	61.5
Loans	1,699	53.9
Personal contribution/job	1,040	33.0
State and/or federal grant	784	24.9
Marquette grant	587	18.6
Work study	547	17.4
Non-Marquette scholarship	530	16.8
Credit card	254	8.1
Graduate assistantship	203	6.4
Employee/Spousal or dependent tuition remission	85	2.7
Resident assistantship	78	2.5
Graduate fellowship	29	0.9
A method of payment not listed here	85	2.7

Student Respondents' Participation in Clubs or Organizations at Marquette

Clubs/Organizations	n	%
I do not participate in any clubs/organizations	653	20.7
Leadership & Mentorship	786	24.9
Fraternity/Sorority	367	46.7
Student government	279	35.5
Peer mentor	140	17.8
Peer educator	58	7.4

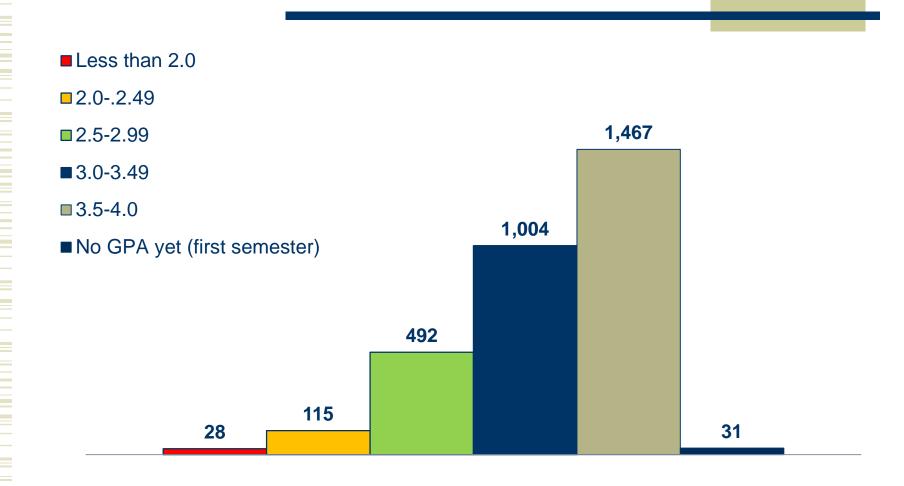
Student Respondents' Participation in Clubs or Organizations (cont'd)

Clubs/Organizations	n	%
Clubs & Activities	1,945	61.7
Academic and professional	961	49.4
Service	717	36.9
Special interest	419	21.5
Spiritual & religious	384	19.7
Cultural	303	15.6
Performing arts	249	12.8
Social awareness	247	12.7
Student media & publications	160	8.2
Political	146	7.5

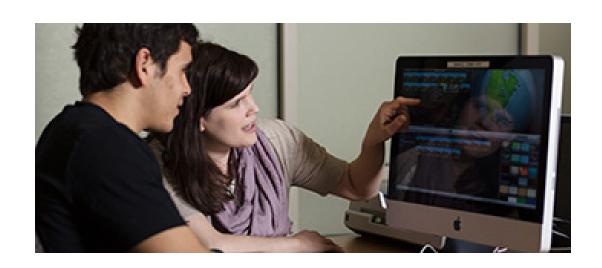
Student Respondents' Participation in Clubs or Organizations(cont'd)

Clubs/Organizations	\boldsymbol{n}	0/0
Sports & recreation	1,057	33.5
Intramural sports	717	67.8
Club sports	392	37.1
Athletics (NCAA varsity teams)	78	7.4
An organization not listed here	305	9.7

Student Respondents' Cumulative G.P.A. (n)



Findings



"Comfortable"/"Very Comfortable" with:

Overall Campus Climate (74%)

Department/Work Unit Climate (68%)

Classroom Climate (Undergraduate, 81%; Graduate, 88%; Faculty, 87%)

Comfort With Overall Climate

- Faculty respondents and Staff/Administration respondents less comfortable than Student respondents
- Women respondents less comfortable than Men respondents
- Black/African American Respondents, Multiracial respondents, Latino(a)/Chicano(a)/Hispanic respondents, and Respondents of Color less comfortable than White respondents
- Respondents with other religious/spiritual affiliations or no affiliation less comfortable than Catholic/Roman Catholic respondents

Comfort With Overall Climate

- LGBQ respondents and Asexual respondents less comfortable than Heterosexual respondents
- Respondents with Multiple Disabilities and a Single Disability less comfortable than respondents with No Disability
- U.S. Citizen respondents and respondents with Multiple Citizenships less comfortable than Non-U.S. Citizen respondents
- Low-Income Student respondents less comfortable than Not Low-Income Student respondents
- First-Generation Student respondents less comfortable than Not First-Generation Student Respondents

Comfort With Department/Work Unit Climate

- Staff/Administration respondents less comfortable than Faculty respondents
- Tenure-Track Faculty respondents less comfortable than Participating/Non-Tenure Track Faculty respondents
- Black/African American Employee respondents less comfortable than other Employee respondents
- Employee respondents with Multiple Disabilities and with a Single Disability less comfortable than Employee respondents with No Disabilities

Comfort With Classroom Climate

- Women Faculty and Student respondents less comfortable than Men Faculty and Student respondents
- Black/African American Faculty and Student Respondents less comfortable than other Faculty and Student respondents by racial identity
- Faculty and Student respondents with other religious/spiritual affiliations or no affiliation less comfortable than Catholic/Roman Catholic Faculty and Student respondents

Comfort With Classroom Climate

- LGBQ Faculty and Student respondents less comfortable than Heterosexual Faculty and Student respondents and Asexual Faculty and Student respondents
- Low-Income Student respondents less comfortable than Not Low-Income Student respondents
- First-Generation Student respondents less comfortable than Not First-Generation Student Respondents

Challenges and Opportunities





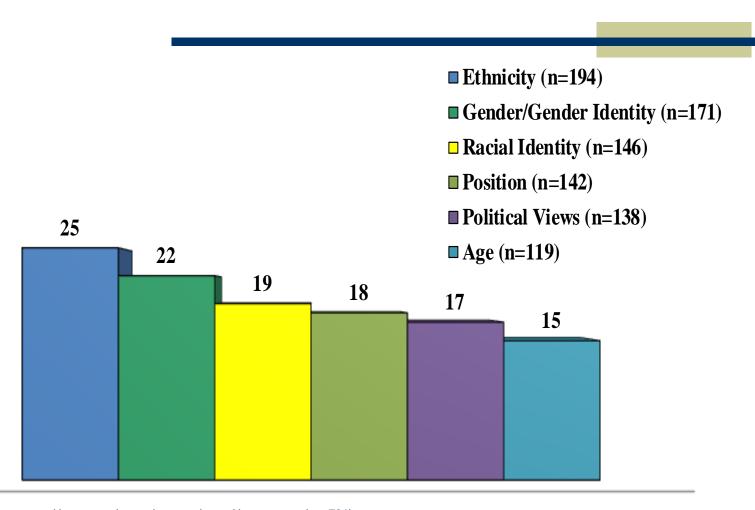


Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

19%

• 791 respondents indicated that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at Marquette in the past year

Personally Experienced Based on...(%)

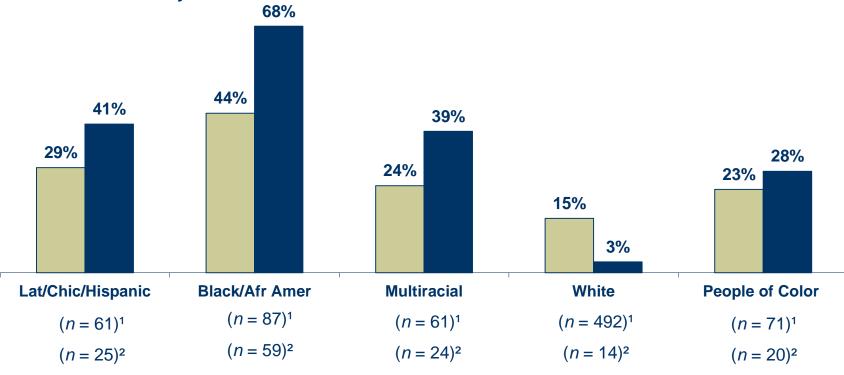


Forms of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

	n	%
Disrespected	517	65.4
Ignored or excluded	437	55.2
Isolated or left out	364	46.0
Intimidated/bullied	251	31.7
Target of derogatory verbal remarks	190	24.0
Observed others staring at me	178	22.5

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Racial Identity (%)

- Overall experienced conduct¹
- Of those who experienced exclusionary conduct, said they experienced conduct as a result of their racial identity²

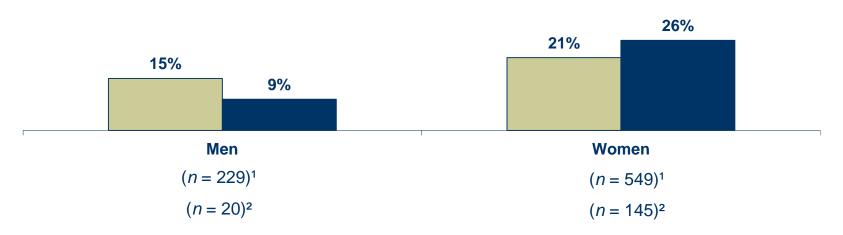


¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

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

- Overall experienced conduct¹
- Of those who experienced exclusionary conduct, said they experienced conduct as a result of their gender identity²

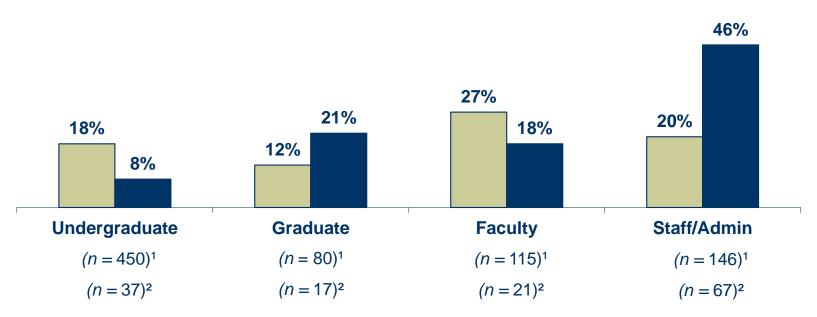


¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

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

- **Overall experienced conduct¹**
- Of those who experienced exclusionary conduct, said they experienced conduct as a result of position²



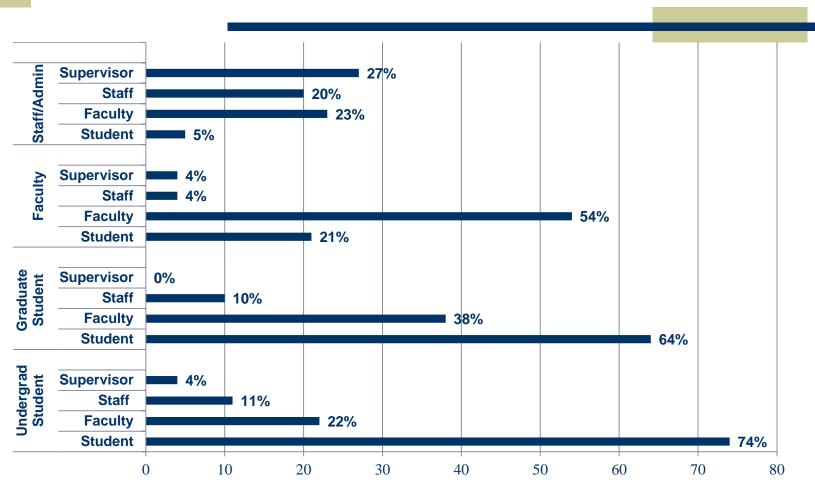
¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Location of Experienced Conduct

	n	<u>%</u>
In a class/lab/clinical setting	221	27.9
In a public space at Marquette	197	24.9
In a meeting with a group of people	195	24.7
While working at a Marquette job	157	19.8
In campus housing	156	19.7

Source of Experienced Conduct by Position Status (%)



Note: Only answered by respondents who experienced harassment (n = 791). Percentages do not sum to 100 due to multiple responses.

What did you do? Personal Responses

- Was uncomfortable (79%)
- Angry (62%)
- Told a friend (47%)
- Felt embarrassed (45%)
- Told a family member (42%)
- Avoided the harasser (32%)

What did you do? Reporting Responses

- Sought support from a faculty member (16%)
- Didn't report it for fear the complaint would not be taken seriously (15%)
- Sought support from a staff person (13%)
- Didn't know to whom to go (13%)
- Sought support from a Marquette resource (12%)
- Reported it to an Marquette employee/official (6%)

Qualitative Theme **Experienced Exclusionary Conduct**

Discrimination

Hostility

Unwanted Sexual Contact at Marquette

186 respondents (4%) experienced unwanted sexual contact at Marquette University

Unwanted Sexual Contact at Marquette by Selected Demographics

Undergraduate Student respondents (7%, n = 164)

LGBQ respondents (9%, n = 30)









Women respondents (6%, n = 164)

Respondents with Multiple Disabilities (13%, n = 13)

Students - Location of Unwanted Sexual Contact

On Campus (54%, n = 101)

Off Campus (49%, n = 91)

Students - Source of Unwanted Sexual Contact

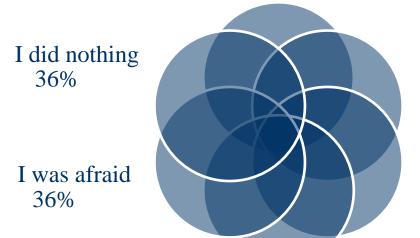
Acquaintance/Friend (48%, n = 89)

Student

(51%, n = 94)

Student Responses to Unwanted Sexual Contact

I felt uncomfortable 72%



I felt somehow responsible 51%

I felt embarrassed 48%

I was angry 39%

54% of Faculty respondents (n = 228)

57% of Staff/Administration respondents (n = 408)

By Staff Position Status

- 60% of Non-Exempt Staff
- 54% of Exempt Staff

By Faculty Position Status

- 67% of Tenure-Track Faculty
- 39% of Participating/Non-Tenure Track

By Gender Identity

- 56% of Women respondents
- 55% of Men respondents

By Racial Identity

- 70% of Multiracial respondents
- 63% of Black/African American respondents
- 57% of Latino(a)/Chicano(a)/Hispanic respondents
- 55% of Employee Respondents of Color
- 54% of White respondents

By Sexual Identity

- 73% of LGBQ respondents
- 55% of Heterosexual respondents
- 35% of Asexual/Other respondents

By Disability Status

- 65% of respondents with Single Disabilities
- 55% of respondents with No Disability

By Military Status

- 56% with No Military Service
- 54% with Military Service

By Citizen Status

- 57% U.S. Citizen respondents
- 49% Non-U.S. Citizen respondents

By Religious/ Spiritual Affiliation

- 76% with Multiple Affiliations
- 63% with Other Faith-Based Affiliations
- 62% with No Affiliations
- 52% with Christian Affiliations
- 51% with Catholic/Roman Catholic Affiliations

Reasons Employee Respondents Seriously Considered Leaving Marquette

	n	%
Financial reasons	328	51.6
Limited opportunities for advancement	291	45.8
Tension with supervisor/manager	212	33.3
Interested in a position at another institution	207	32.5
Increased workload	203	31.9
Campus climate was unwelcoming	148	23.3
Recruited or offered a position at another institution	136	21.4
Tension with coworkers	128	20.1

Note: Table includes answers from only those Faculty and Staff/Administration respondents who indicated that they considered leaving (n = 636).

Qualitative Themes Why Considered leaving...

Campus climate

Inclusion/Exclusion

Salary/Raises

Student Respondents Who Seriously Considered Leaving Marquette

37% of responding Undergraduate Students (n = 915)

24% of responding Graduate Students (n = 155)

When Student Respondents Seriously Considered Leaving Marquette

78% in their first year

41% in their second year

13% in their third year

Top Reasons Why Student Respondents Seriously Considered Leaving Marquette

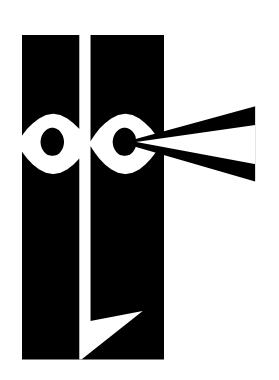
Reason	n	%
Lack of a sense of belonging	683	63.8
Climate was not welcoming	451	42.1
Lack of a support group	348	32.5
Financial reasons	332	31.0
Homesick	214	20.0
Personal reasons	177	16.5

Note: Table includes answers from only those Student respondents who indicated that they considered leaving (n = 1,070).

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...

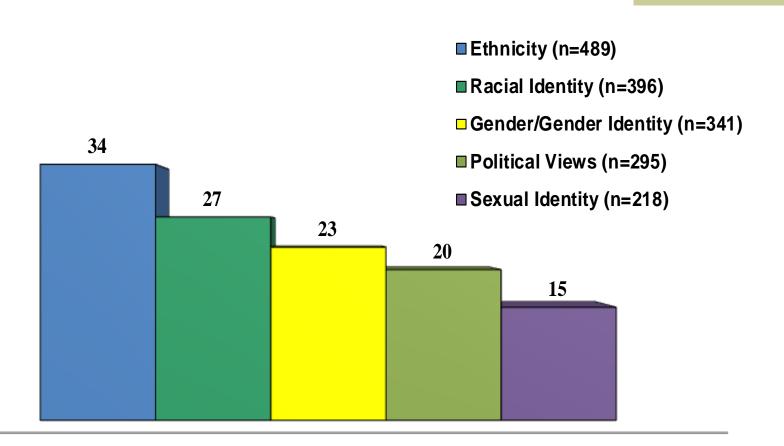


$$34\%$$
 $(n = 1,461)$

Form of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

· · · · · · · · · · · · · · · · · · ·		
	n	0/0
Ignored or excluded.	609	41.7
Intimidated/bullied.	572	39.2
Isolated or left out.	525	35.9
Target of derogatory verbal remarks.	405	27.7
Target of racial/ethnic profiling.	339	23.2
Singled out as the spokesperson for his/her identity group.	299	20.5
Others staring at the person.	270	18.5

Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct Based on...(%)



Source of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct (%)

Source

- Student (61%)
- Faculty Member (26%)
- Stranger (16%)

Target of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct (%)

Target

- Stranger (67%)
- Friend (27%)
- Student (17%)
- Faculty Member (16%)

Location of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

In a public space at Marquette

31%

n = 445

In a class/lab/clinical setting

25%

n = 370

On social networking sites/Facebook/Twitter

18%

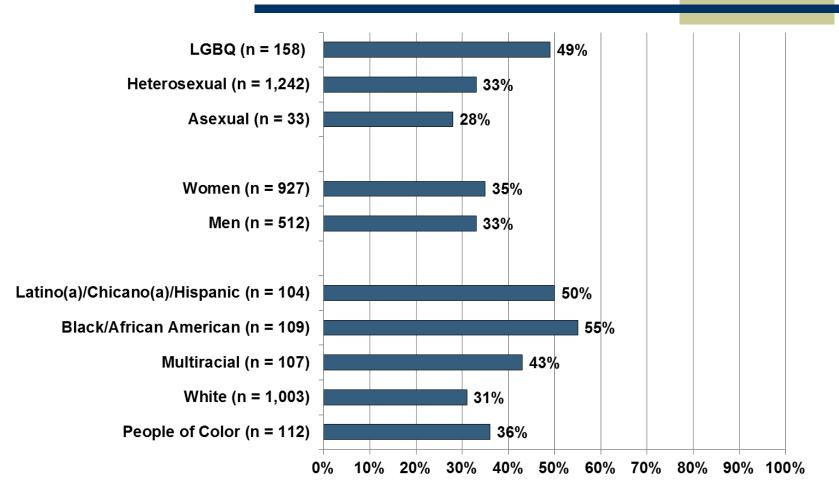
n = 262

In campus housing

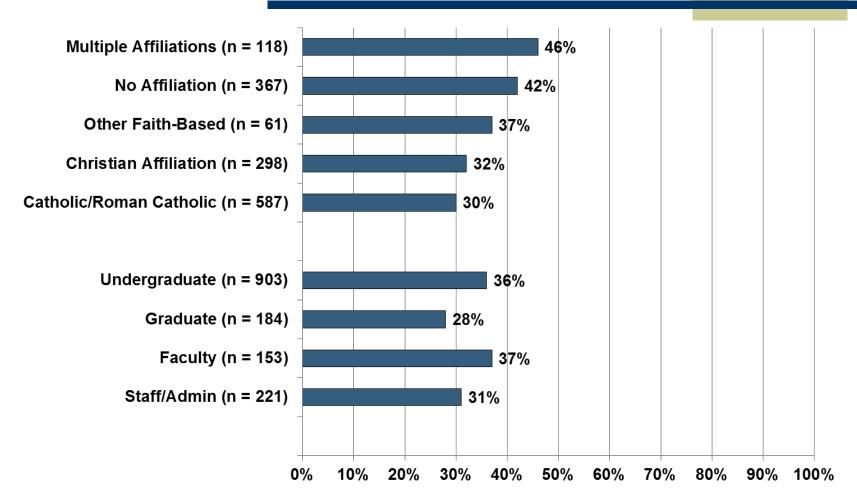
17%

n = 248

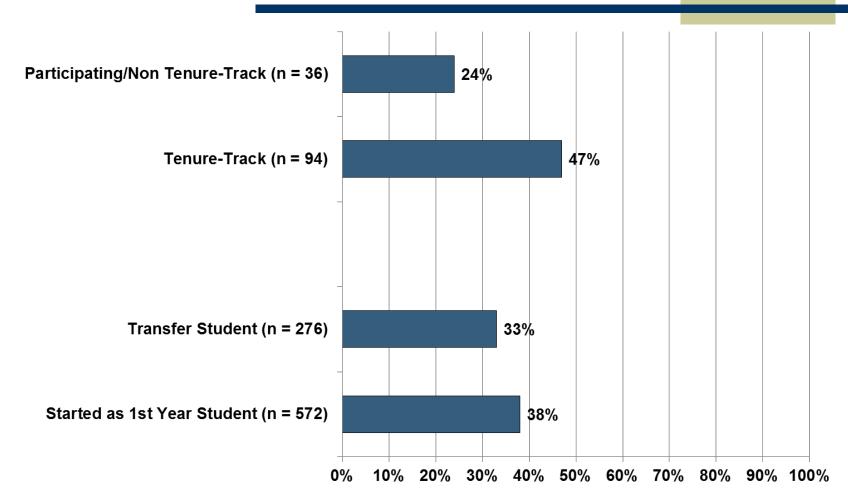
Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)



Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)



Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)



Qualitative Themes

Observed Conduct

Discrimination

McAdams/Abbate incident

Employee Perceptions



Employee Perceptions of Unfair/Unjust Hiring Practices

21% (n = 149) of Staff/Administration respondents
21% (n = 87) of Faculty respondents

Employee Perceptions of Unfair/Unjust Employment-Related Disciplinary Actions

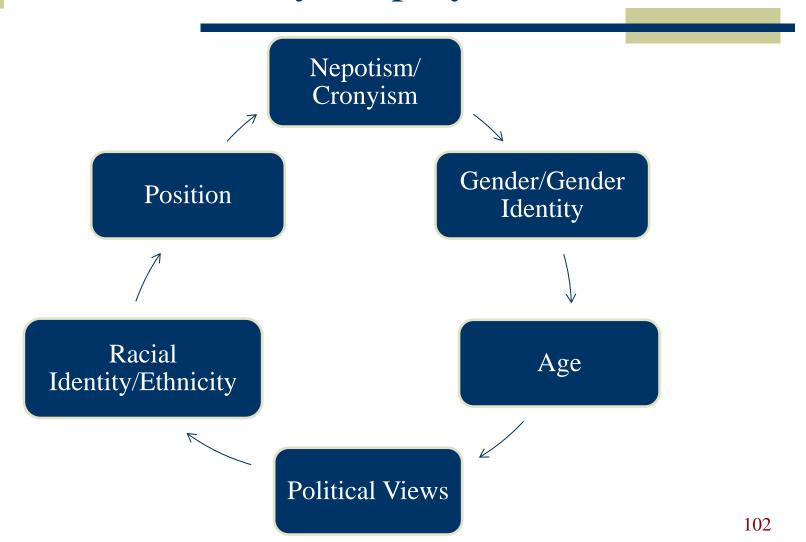
15% (n = 109) of Staff/Administration respondents

15% (n = 61) of Faculty respondents

Employee Perceptions of Unfair/Unjust Practices Related to Promotion

20% (n = 144) of Staff/Administration respondents
22% (n = 93) of Faculty respondents

Most Common Bases for Discriminatory Employment Practices



Qualitative Themes **Discriminatory Employment Practices**

Catholic/Conservative views not accepted

Discrimination based on gender, race, and sexual identity

Favoritism

Work-Life Issues SUCCESSES & CHALLENGES

The majority of Employee respondents expressed positive attitudes about work-life issues.



All Employee Respondents Examples of Successes

88% found that
Marquette
University was
supportive of taking
leave

81% suggested that Marquette provided resources to help employees balance work-life needs, such as childcare and elder care

87% agreed that their work unit/department was supportive of participation in service/spiritual opportunities that Marquette supports

All Employee Respondents Examples of Challenges

38% were reluctant to bring up issues that concerned them for fear that it would affect their performance evaluations or tenure/merit/promotion decisions

36% had to work harder than their colleagues/coworkers did to achieve the same recognition

All Employee Respondents

Other Successes

- 81% of Faculty and Staff/Administration respondents indicated that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it
- 78% reported believing that the parental leave policy was clear and easy to understand
- A majority reported believing that the parental leave policy was applied consistently across individuals (78%) and departments (75%)
- 75% of were comfortable taking leave that they were entitled to without fear that it may affect their job/careers

All Employee Respondents

Other Successes

- 75% agreed that they had adequate support (administrative staff, resources, etc.) to complete their assigned duties
- 68% indicated that they had supervisors who gave them job/career advice or guidance when they needed it

All Employee Respondents

Other Challenges

- Only 36% believed that the process for determining salaries was clear
- 32% indicated that their colleagues/coworkers expected them to represent "the point of view" of their identities
- 21% agreed that people who do not have children were burdened with work responsibilities beyond those who do have children

Qualitative Themes All Employee's Work-Life Attitudes

Taking leave

Children/Work-Life balance

Staff/Administration Respondents Successes

87% agreed that their supervisors were supportive of flexible work schedules

77% agreed that their supervisors provided them with resources to pursue professional development opportunities

82% agreed that
Marquette provided
them with resources to
pursue professional
development
opportunities

Staff/Administration Respondents Challenges

37% disagreed that they were able to complete their assigned duties during regular scheduled hours

27% disagreed that the person to whom they report was appropriately trained as a supervisor

Less than half (46%) believed that the University Staff Assembly had an authentic impact on university governance

Qualitative Themes Staff/Administration Work-Life Attitudes

University Staff Assembly

Professional development

Faculty Respondents Tenure/Teaching Issues Examples of Successes

81% found that Marquette was supportive of faculty taking sabbatical/faculty enhancement leave

74% believed their colleagues included them in opportunities that will help their careers as much as they do others in their position

The majority of
Faculty respondents
agreed that
Marquette's tenure/
promotion process
was clear (71%) and
standards were
reasonable (78%)

Faculty Respondents Tenure/Teaching Issues Challenges

52% felt they performed more work to help students than did their colleagues

35% felt burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of their colleagues

One-quarter of Faculty respondents felt pressured to change their research agendas (21%) or their teaching pedagogy (23%) to achieve tenure/promotion/renewal

Faculty Respondents Tenure/Teaching Issues

Other Successes

- 68% believed that the person to whom they report was appropriately trained as a supervisor
- 66% reported that Marquette provided them with resources to pursue professional development opportunities
- 54% of Faculty respondents felt that their service contributions were important to tenure/promotion/renewal
- 52% reported feeling that tenure standards/promotion standards were applied equally to all Marquette faculty.

Qualitative Themes Faculty **Tenure/Teaching Issues**

Tenure/Promotion standards applied equally (or unequally)

Resources/Support

Student Respondents' Perceptions



Student Respondents' Perceptions of Campus Climate

Majority of Student respondents felt valued by faculty (81%) and other students (66%) in the classroom



Majority reported that Marquette faculty (77%) and staff (72%) were genuinely concerned with their welfare



Majority had faculty/instructors (80%) and staff (63%) who they perceived as role models

Student Respondents' Perceptions of Campus Climate

The majority indicated that they had advisers who provided them with career advice (69%) and advisers who provided them with advice on core class selection (72%)

52% of Student respondents believed that the campus climate encourages free and open discussion of difficult topics.

35% reported feeling that faculty/instructors pre-judged their abilities based on their perception of students' identities/backgrounds

Student Respondents' Perceptions of Campus Climate

Less Student respondents reported feeling Marquette University Student Government's voice (29%) and the Graduate Student Organization's voices are valued in campus dialogues (21%)



85%

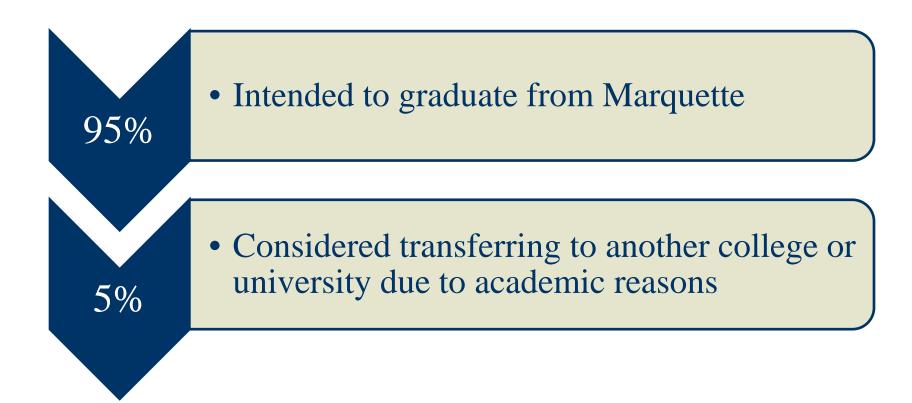
• Satisfied with the extent of their intellectual development since enrolling at Marquette

84%

 Academic experience had a positive influence on their intellectual growth and interest in ideas

83%

• Interest in ideas and intellectual matters had increased since coming to Marquette



Student Respondents' Academic Success

Women Undergraduate Student respondents experienced greater academic success than did Men Undergraduate Student respondents.



Undergraduate Student respondents with No Disability had greater academic success than Undergraduate Student respondents with a Single Disability.



Graduate Student respondents with No Disability had greater academic success than Graduate Student respondents with a Single Disability.

Student Respondents' Academic Success

Heterosexual Student respondents had more academic success than LGBQ Student respondents.



Not First-Generation/Low-Income Student respondents experienced greater academic success than First-Generation/Low-Income Student respondents.



Non-U.S. Citizen Graduate Student respondents experienced greater academic success than U.S. Citizen Graduate Student respondents.

Student Respondents' Academic Success by Racial Identity

White Student respondents had more academic success than Student Respondents of Color, Black/African American Student respondents, and Latino(a)/Chicano(a)/Hispanic Student respondents



Black/African American Student respondents experienced greater academic success than Student Respondents of Color



Multiracial Student respondents experienced greater academic success than Black/African American Student respondents



• Performed up to their full academic potential

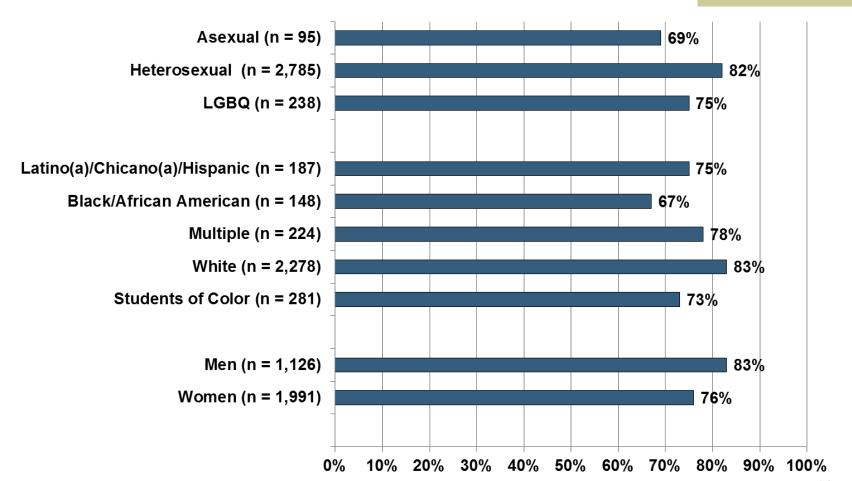
64%

 Performed academically as well as they anticipated they would

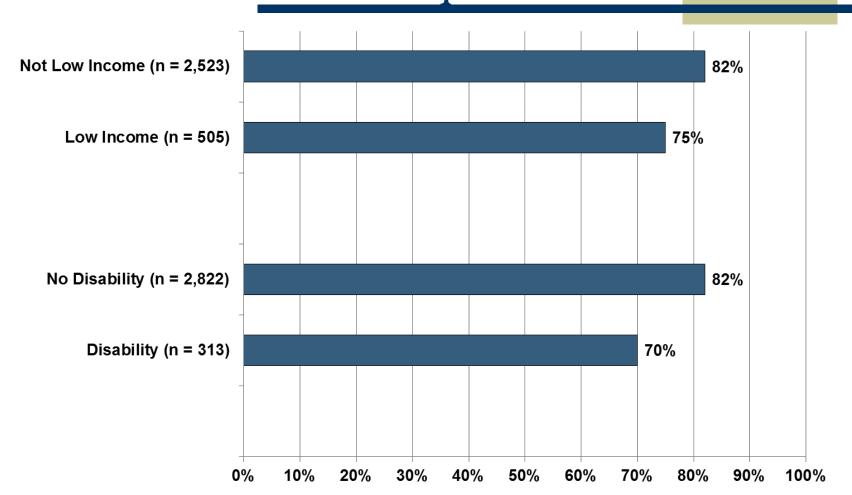
37%

• Few of their courses this year have been intellectually stimulating

81% of Student Respondents were satisfied with their academic experience at Marquette...



81% of Student Respondents were satisfied with their academic experience at Marquette...



Institutional Actions



Many Faculty respondents thought the following POSITIVELY INFLUENCED the climate:

Providing access to counseling for people who have experienced harassment

Providing a clear and fair process to resolve conflict

Many Faculty respondents thought the following POSITIVELY INFLUENCED the climate:

Providing flexibility for computing the probationary period for tenure

Providing mentorship for new faculty

Many Faculty respondents thought the following WOULD POSITIVELY INFLUENCE the climate:

Providing career-span development opportunities for faculty

Providing equity and diversity training to search, promotion & tenure committees

Providing recognition and rewards for including diversity issues in courses across the curriculum

Less Faculty respondents thought the following POSITIVELY INFLUENCED or WOULD POSITIVELY INFLUENCE the climate:

Including
diversity-related
professional
experiences as
one of the criteria
for hiring of
staff/faculty

Providing diversity and equity training for faculty

Qualitative Themes Institutional Actions - Faculty

Diversity resources and training

Mixed perspectives

Many Staff/Administration respondents thought the following POSITIVELY INFLUENCED the climate:

Providing diversity and equity training for staff

Providing
access to
counseling for
people who
have
experienced
harassment

Many Staff/Administration respondents thought the following POSITIVELY INFLUENCED the climate:

Providing a clear and fair process to resolve conflicts

Providing career development opportunities for staff

Many Staff/Administration respondents thought the following WOULD POSITIVELY INFLUENCE the climate:

Providing mentorship for new staff

Less Staff/Administration respondents thought the following POSITIVELY INFLUENCED or WOULD POSITVELY INFLUENCE the climate:

Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty

Qualitative Themes Institutional Actions -Staff/Administration

Diversity training (mixed views)

Campus Initiatives STUDENT RESPONDENTS

Many Student respondents thought the following POSITIVELY INFLUENCED the climate:

Providing diversity and equity training for staff, faculty, and student staff

Providing effective faculty mentorship of students

Providing effective academic advisement

Campus Initiatives STUDENT RESPONDENTS

Student respondents thought the following WOULD POSITIVELY INFLUENCE the climate:

Providing a person to address student complaints of classroom inequality

Increasing opportunities for cross-cultural dialogue among students, and between faculty, staff, and students

Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum

Campus Initiatives STUDENT RESPONDENTS

Less Student respondents thought the following POSITIVELY INFLUENCED or WOULD POSITIVELY INFLUENCE the climate:

Providing diversity and equity training for students

Qualitative Themes Institutional Actions - Students

Diversity training (mixed views)

Academic advising

Summary

Strengths and Successes Opportunities for Improvement



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; Smith, 2009; Worthington, Navarro, Loewy & Hart, 2008)

Overall Strengths & Successes

74% of respondents were comfortable with the overall climate

The majority of student respondents thought positively about their academic experiences at Marquette

81% of Undergraduate
Student, 88% of
Graduate Student, &
87% of Faculty
respondents were
comfortable with
classroom climate

The majority of employee respondents expressed <u>positive</u> attitudes about worklife issues at Marquette

Overall Challenges and Opportunities for Improvement

19% (n = 791) had personally experienced exclusionary conduct within the last year

37% (*n* = 915) of students seriously considered leaving Marquette – lack of sense of belonging #1 reason

57% (n = 408) of Staff/Administration and 54% (n = 228) of Faculty respondents seriously considered leaving Marquette

4% (*n* = 186) of all respondents experienced unwanted sexual contact while at Marquette

Next Steps



Process Forward Sharing the Report with the Community Fall 2015

Full Power Point available on Marquette website

http://www.marquette.edu/provost/ climate-welcome.php Full Report available on Marquette website/hard copy in Library

Access to Data Process Summary

Prospective investigator forwards one-page proposal to sub-committee (Alix Riley, Cheryl Maranto, Eva Martinez Powless, Jodi Blahnik)

Sub-committee reviews the proposal to see if the research question can be examined with the current data without compromising confidentiality

If approved by the sub-committee, the prospective researcher is contacted and advised to submit an IRB application requesting secondary use of the data set

If approved by the IRB, the researcher is provided only with the summarized data necessary to respond to the question

6 month moratorium on access to the data

Campus Community Forums

Purposes
Sign-up for a forum or add your voice on the web site

- To solicit community input
- To offer "next steps" based on climate report results that will be used to inform actions
- To identify 3 specific actions that can be accomplished in the next 12-18 months

Projected Calendar

Monday November 9 – Friday November 13

- Time: 8:00 am 8:00 pm
- Locations: Will be posted on the climate project website

Can't Attend a Forum?... We Still Need Your Voices!

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

www.marquette.edu/provost/climate-feedback.php

Questions



