

Fall 2019

UNI 2019-20 Climate Survey: Summary of Findings

University of Northern Iowa. Center for Social and Behavioral Research

Let us know how access to this document benefits you

Copyright ©2020 University of Northern Iowa

Follow this and additional works at: https://scholarworks.uni.edu/ire_documents



Part of the [Higher Education Administration Commons](#)

Recommended Citation

University of Northern Iowa. Center for Social and Behavioral Research, "UNI 2019-20 Climate Survey: Summary of Findings" (2019). *Institutional Research Documents*. 239.
https://scholarworks.uni.edu/ire_documents/239

This Survey is brought to you for free and open access by the Institutional Research & Effectiveness at UNI ScholarWorks. It has been accepted for inclusion in Institutional Research Documents by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

UNI 2019-20 Climate Survey

Summary of Findings

Conducted by the Center for Social and Behavioral Research
Fall 2019

Survey Administration

- Sent to entire campus community on October 30, 2019
 - Faculty, staff, and administrators (N=2,122)
 - 677 respondents (32% response rate)
 - Students (N=10,378)
 - 717 respondents (7% response rate)

Key Findings: Strengths

- Students, faculty, staff, and administrators rate the climate as generally friendly, positive for women, welcoming, respectful, and positive for active military/veterans.
- The majority of participants in each campus group reported that they agree or strongly agree that they are treated with respect at UNI, that their opinions are valued by others at UNI, that they feel valued as an individual at UNI, that they have found communities or groups where they feel they belong at UNI, and that UNI is a place where they are able to perform up to their full potential.
- The overwhelming majority of participants in each campus group reported that they think campus diversity greatly or somewhat improves experiences and interactions in the classroom (Fac: 98%; Staff: 99%; Admin: 100%; Stud.: 96%).
- More than three-quarters of students (77%) reported that they agree or strongly agree that they have opportunities at UNI for academic success that are similar to the majority of other students.

Key Findings: Strengths (continued)

- A large majority of all respondent groups reported they are somewhat comfortable or very comfortable interacting with various groups that might be different from themselves.
- The majority in all four respondent groups disagree or strongly disagree that there is too much emphasis put on issues of diversity, equity, and inclusion at UNI.
- Approximately two-thirds or more of each respondent group agree or strongly agree that as a result of their experiences at UNI they could/have:
 - Communicate effectively with people who are different from themselves (Fac: 75%; Staff: 82%; Admin: 73%; Stud.: 86%)
 - Discuss issues related to diversity (Fac: 69%; Staff: 72%; Admin: 95%; Stud.: 69%)
 - Critically evaluate their position on diversity issues (Fac: 74%; Staff: 73%; Admin: 95%; Stud.: 72%)
 - Develop a greater understanding of the world and the people in it (Fac: 74%; Staff: 75%; Admin: 73%; Stud.: 86%)
 - Make an effort to get to know people from diverse backgrounds (Fac: 79%; Staff: 77%; Admin: 95%; Stud.: 73%)
 - Felt challenged to think more broadly about diversity issues (Fac: 64%; Staff: 74%; Admin: 91%; Stud.: 75%)
 - Recognized biases that affect their thinking (Fac: 73%; Staff: 76%; Admin: 100%; Stud.: 80%)

Key Findings: Challenges and Opportunities

- People of color (POC) report the climate as more negative than do white respondents and in multiple cases, the rating averages for POC fall on the negative rather than positive side of the semantic differential scale.
 - A similar pattern emerged for LGBTQA+ respondents – especially for faculty.
 - This also held for gender where female faculty, staff, administrators, and transgender/non-binary students viewed the climate as more negative than positive on most dimensions of climate relative to males within the same constituency groups.
- A lower proportion of students of color than white students reported that they agree or strongly agree that:
 - They are treated with respect (55% vs 82%)
 - Their opinions are valued by others (41% vs 63%)
 - They are valued as an individual (42% vs 65%)
 - They have found one or more communities or groups where they feel they belong (56% vs 70%)
 - UNI is a place where they are able to perform up to their full potential (45% vs 75%).
- A higher proportion of students of color than white students indicated that they agree or strongly agree that they have to work harder than others to be valued equally at UNI (62% vs 21%).

Key Findings: Challenges and Opportunities (continued)

- A lower proportion of staff of color than white staff *agree* or *strongly agree* that:
 - They are treated with respect (47% vs 72%)
 - Their opinions are valued by others (25% vs 54%)
 - They are valued as an individual (42% vs 61%)
 - They have found one or more communities or groups where they feel they belong (44% vs 58%)
 - UNI is a place where they are able to perform up to their full potential (30% vs 63%).
- More staff of color than white staff *agree* or *strongly agree* that they have to work harder than others to be valued equally (61% vs 29%).
- A lower proportion of faculty of color than white faculty reported that they *agree* or *strongly agree* that:
 - They are treated with respect (50% vs 66%)
 - Their opinions are valued by others (42% vs 58%)
 - They are valued as an individual (48% vs 54%)
 - They have found one or more communities or groups where they feel they belong (42% vs 69%)
 - UNI is a place where they are able to perform up to their full potential (41% vs 58%).
- More than twice the percentage of faculty of color than white faculty *agree* or *strongly agree* that they have to work harder than others to be valued equally (69% vs 32%).

Key Findings: Challenges and Opportunities (continued)

- LGBTQA+, females and transgender/non-binary respondents are less likely than straight or male respondents to agree that they are treated with respect, feel their opinions are valued by others, feel valued as an individual, have found one or more communities or groups where they feel they belong, that UNI is a place where they are able to perform up to their full potential or that they have to work harder than others to be valued equally.
- Substantially lower proportions of POC than white respondents agreed that:
 - UNI has a strong commitment to diversity (Fac.: 33% v 44%; Staff: 19% v 61%; Stud.: 32% v 57%), equity (Staff: 16% v 56%; Stud.: 37% v 58%), and inclusion (Fac.: 33% v 45%; Staff: 14% v 56%; Stud.: 38% v 60%).
- A lower proportion of POC than white respondents agreed that UNI students respect other students of different racial/ethnic backgrounds (Fac: 22% v 33%; Staff: 23% v 45%; Stud.: 43% v 69%), and that UNI provides sufficient programs and resources to foster the success of a diverse student body (Staff: 16% v 45%; Stud.: 36% vs 59%).
- Among women, POC, LGBTQA+ and transgender/non-binary respondents, the following proportion of subgroups reported at least one type of microaggression in the past year:
 - 70% of faculty
 - About half of staff (49%) and
 - Almost half of students (48%)
 - Over four in ten administrators (43%)
- Three-quarters or more of faculty and staff of color, LGBTQA+ faculty and staff and transgender/non-binary students reported experiencing microaggressions on campus during the past year.

Key Findings: Challenges and Opportunities (continued)

- A quarter to more than a third of marginalized respondents within the faculty and staff indicated that they felt they needed to minimize various characteristics of their identity to fit in with administrators and department colleagues and a third of marginalized respondents among the faculty indicated that they felt the need to do so with their students.
- Among marginalized students, 29% indicated they felt they needed to minimize various characteristics of their identity to fit in with others in their major and 36% indicated they felt the need to do so with other classmates generally. These perceptions were magnified for most items for POC, LGBQA+ and transgender/non-binary respondents.
- Overall, with the exception of administrators, the majority of participants reported that they were unfamiliar with the policies and process for investigating and reporting acts of discrimination or harassment at UNI or thought they are unclear. This was especially true for students – the majority of whom indicated they were unfamiliar with the policies for investigating discrimination and harassment.
- With regard to reporting acts of discrimination or harassment, only in the case of staff subgroups did any majority indicate the reporting process was clear (white staff: 51%; straight staff: 52%; male staff: 60%).
- Almost half of faculty of color and staff of color (Fac: 48%; Staff: 48%) reported having been discriminated against on the UNI campus.
- More than four in ten students of color reported having been discriminated against on the UNI campus.

Key Findings: Challenges and Opportunities (continued)

- Almost two-thirds of LGBTQA+ faculty (63%) and almost three in ten LGBTQA+ staff (29%) reported having been discriminated against on the UNI campus.
- About a quarter (24%) of LGBTQA+ students reported having been discriminated against.
- A higher proportion of female faculty than male faculty reported having been discriminated against (39% vs 27%) and harassed (25% vs 9%) on the UNI campus.
- Almost half of female administrators reported having been discriminated against (46%) compared to 29% of male administrators.
- A higher proportion of trans/non-binary students (38%) than female (16%) and male students (16%) reported discrimination on campus.
- Almost four in ten staff of color (38%) reported having been harassed on the UNI campus.
- A higher proportion of trans/non-binary students reported having been harassed (43%) than did female (15%) and male students (15%).

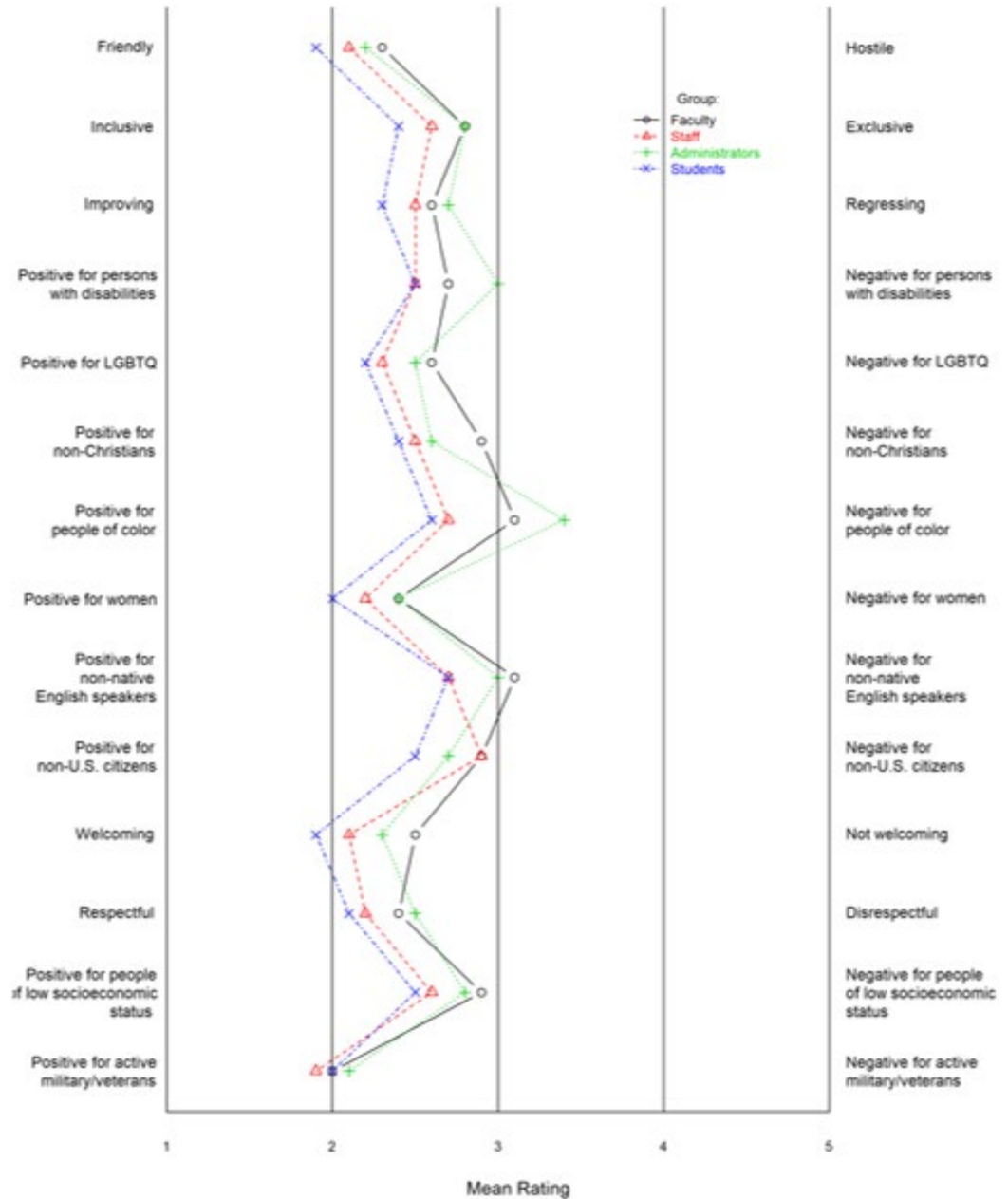
Key Findings: Challenges and Opportunities (continued)

- Of those who said they experienced discrimination or harassment, only
 - 21% of administrators,
 - 12% of faculty,
 - 8% of staff and
 - 8% students indicated that they had reported any incident to campus officials.
- Only 15% of faculty and 8% of staff who said they experienced job-related discrimination indicated that they had reported any incident to campus officials. The primary reason for not reporting was lack of confidence in process and the view that nothing would be done.
- Almost a third of faculty with disabilities and 10% of students with disabilities disagree or strongly disagree that they can easily access campus buildings. Between 16-23% of disabled participants reported that they disagree or strongly disagree that they can easily access campus sidewalks.
- Thirteen percent of faculty and 12% of students reported being treated differently because of their race/ethnicity during the past year. Twelve percent of administrators reported being racially/ethnically profiled while 11% of students reported that someone caused them to fear for their physical safety.

Summary of Findings



Please rate the overall campus climate at UNI on the following dimensions:



Ratings of campus climate by respondent groups: Overall Group

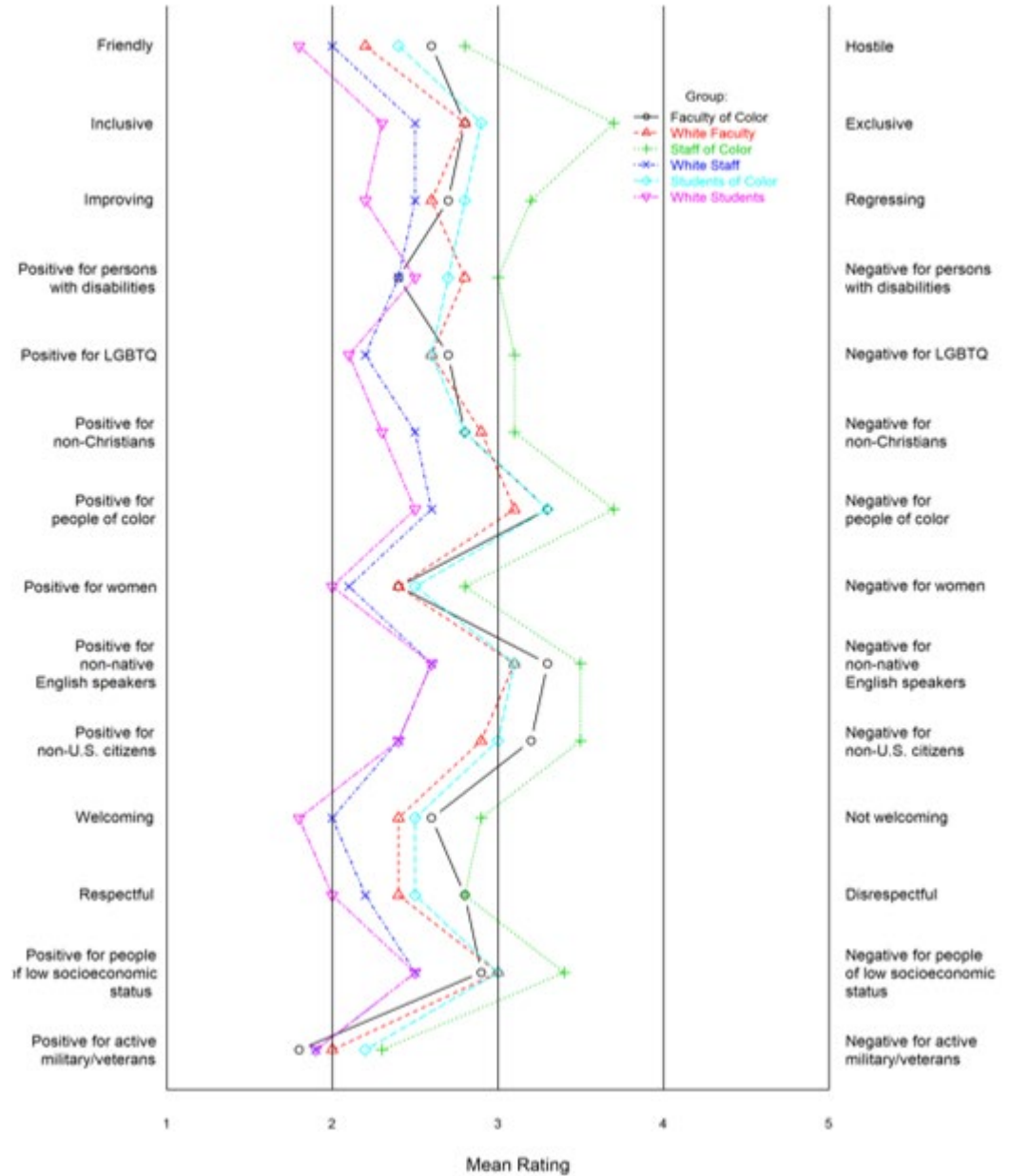




Ratings of campus climate by respondent groups: Race/Ethnicity

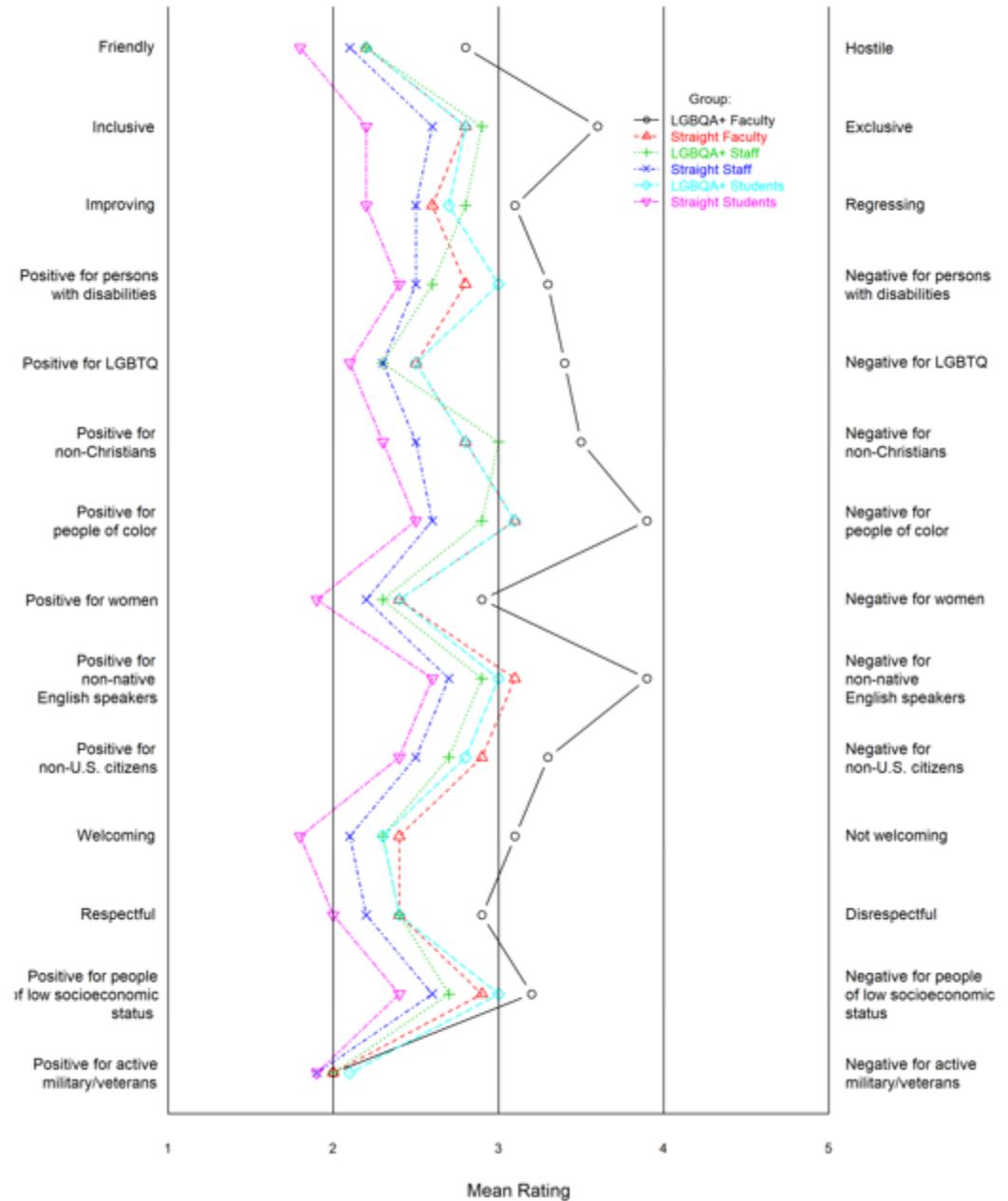


Please rate the overall campus climate at UNI on the following dimensions:



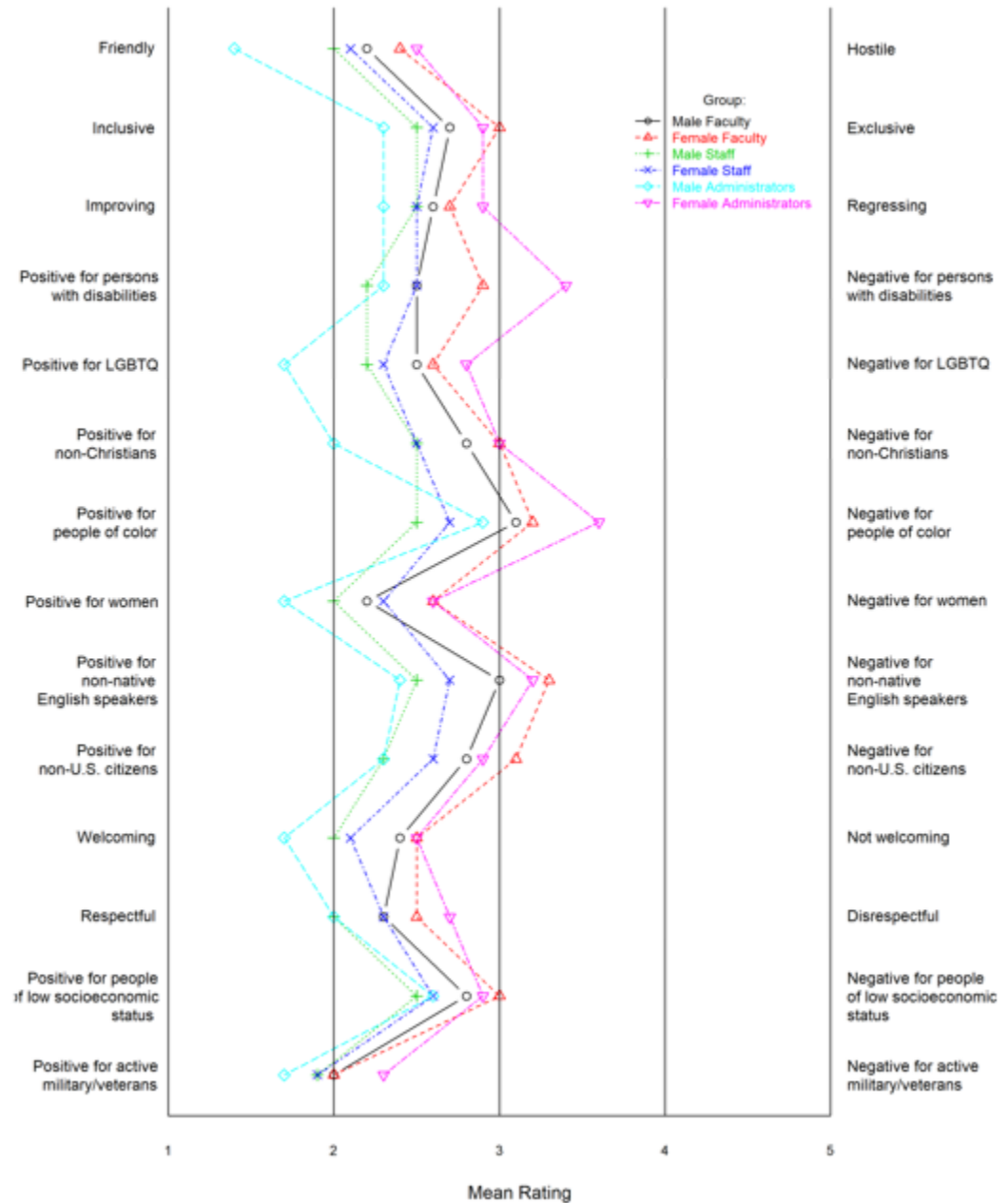
Ratings of campus climate by respondent groups: Sexual Orientation

Please rate the overall campus climate at UNI on the following dimensions:



Ratings of campus climate by respondent groups: Gender

Please rate the overall campus climate at UNI on the following dimensions:



Ratings of campus climate by respondent groups: Gender (Students Only)

Please rate the overall campus climate at UNI on the following dimensions:

