



# Ramapo College of New Jersey

## Campus Climate Assessment Results of Report, Draft 1

March 29-30, 2006



# Background<sup>1</sup>



Invited by the Diversity Action Committee (DAC) to:

- ✓ Evaluate the climate at Ramapo College
- ✓ Present findings in a report to the Ramapo College Community

<sup>1</sup>all work in collaboration with DAC Campus Climate Survey Sub-Committee

# Climate In Higher Education

- ◆ Climate on college campuses not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the campus environment (Bauer, 1998, Kuh & Whitt, 1988; Peterson, 1990; Rankin, 1994, 1998, 1999; Smith, 1999; Tierney, 1990).
- ◆ Preserving a climate that offers equal learning opportunities for all students and academic freedom for all faculty – an environment free from discrimination – is one of the primary responsibilities of educational institutions.



# Ramapo Mission

- ◆ Establish a Diversity Initiative with a committee that reports to the President
  - A Message From Interim President, William Sanborn Pfeiffer

# Ramapo Mission

Ramapo College is committed to maintaining strength and opportunity through diversity of age, race, gender, sexual orientation, ethnicity, and economic background among faculty, staff, and students. Ramapo College is a selective institution committed to providing equal access to under-represented populations. Barrier-free, the College maintains a continuing commitment to persons with disabilities.



---

# Ramapo College Campus Climate Project Objectives

---

- ◆ Ramapo College will learn how constituent groups currently feel about living and learning at the College and how they feel the institution responds to community challenges and concerns.
- ◆ Ramapo College will develop specific objectives and action plans to address institutional changes and cultural shifts needed to embrace and enhance the working and learning environment (i.e., employee development seminars).

# Process to Date



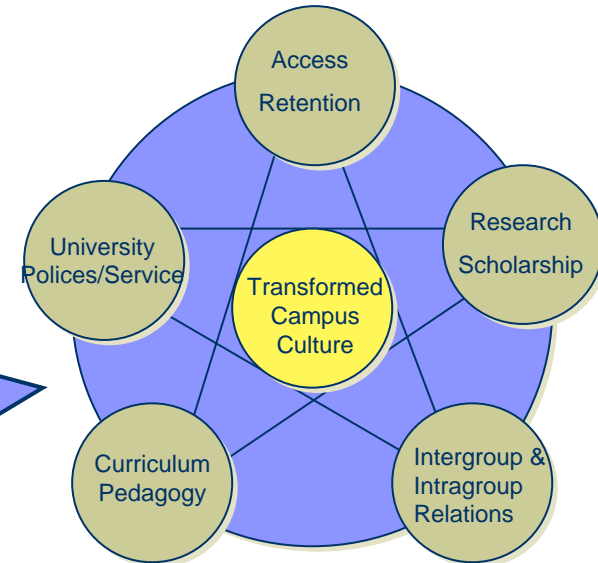
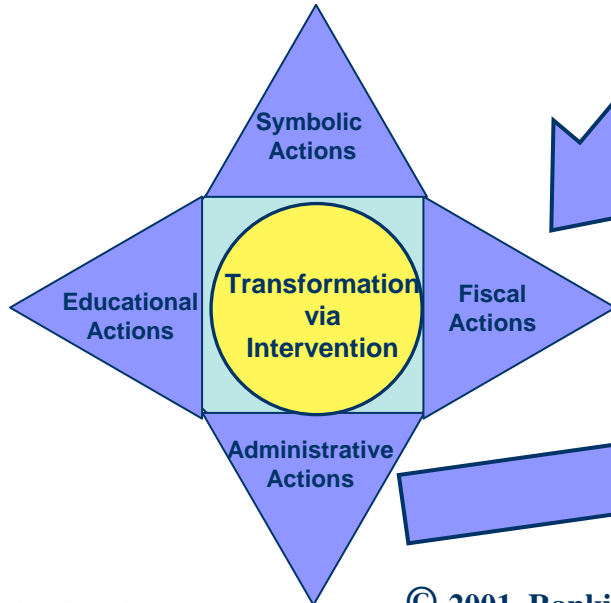
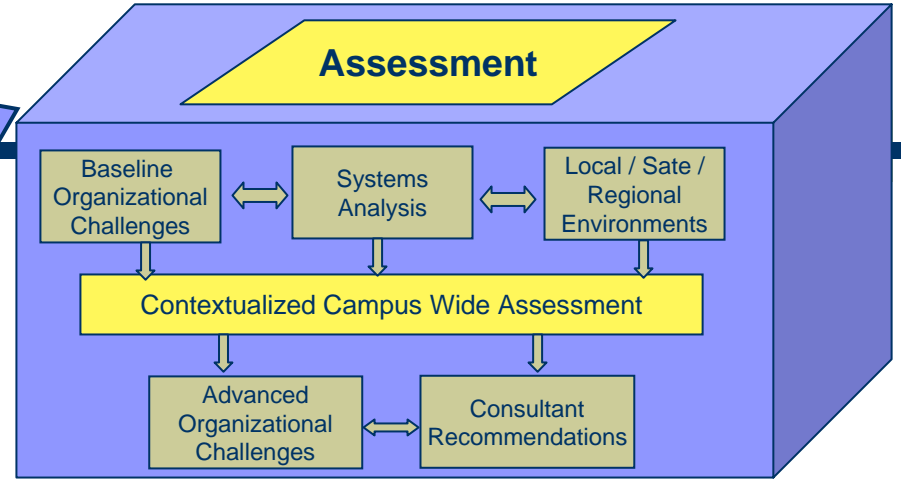
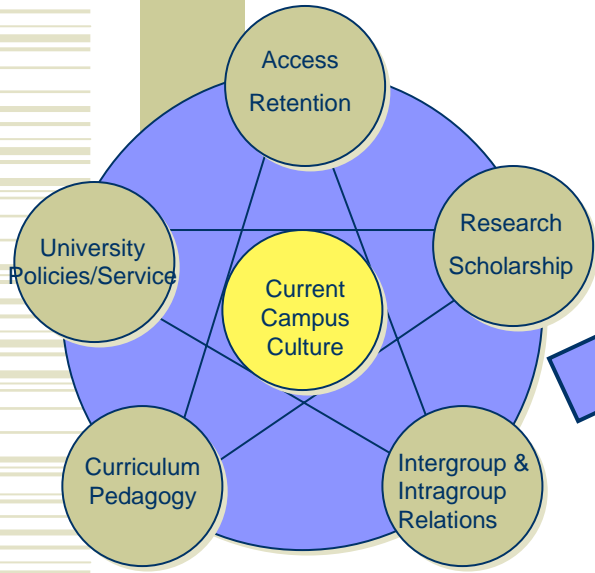
- ◆ July-August 2005
  - ✓ Fact-finding groups held with various constituent groups on campus to present the project process and assist in informing questions for the survey
- ◆ September 2005
  - ✓ Survey developed, reviewed, and revised with continued input from DAC Campus Climate Survey Sub-Committee and constituent groups (8 drafts)
  - ✓ Both on-line and paper/pencil forms created

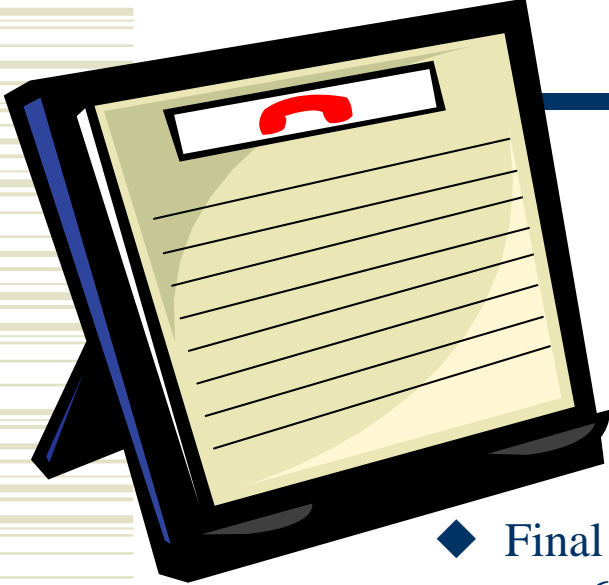
# Process to Date



- ◆ September 29, 2005
  - ✓ Project approved by Ramapo College Institutional Review Board
- ◆ October/November 2005
  - ✓ Survey made available to all members of the Ramapo community via an invitation from President Mercer
- ◆ February/March 2006
  - ✓ Drafts 1-3 of report results shared with DAC Campus Climate Survey Sub-Committee, full DAC, and the President's Cabinet
  - ✓ Draft 4 shared with Ramapo community

# Institutional Transformation Model: Maximizing Equity©





# Survey Instrument

- ◆ Final instrument
  - ✓ 69 questions and additional space for respondents to provide commentary
  - ✓ On-line or paper & pencil options
  - ✓ Survey was made available for non-English speaking individuals
  
- ◆ Sample = Population
  - ✓ All members of the Ramapo community were invited to participate
  
- ◆ Results include information regarding:
  - ✓ Respondents' personal experiences at Ramapo
  - ✓ Respondents' perceptions of climate at Ramapo
  - ✓ Respondents' perceptions of institutional actions
  - ✓ Respondents' input into recommendations for change

# Who are the respondents?

- ◆ 2,091 people responded to the call to participate in fall semester 2005
- ◆ Between 27% and 38% of respondents contributed comments via four open-ended questions





# Limitations



- ◆ Self-selection bias
- ◆ Successful deliberate attempt to over-sample underrepresented populations
- ◆ Caution in generalizing the results due to significantly low response rates for graduate students and adjunct faculty

# Faculty Response Rates

Faculty = 39% (n=176) of all faculty

Lecturer/Adjunct = 14% (n=39)

Assistant Professor = 81% (n=55)

Associate Professor = 55% (n=36)

Professor = 72% (n=48)



# Staff Response Rates



Administrators = 32% (n=29)

Staff = 77% (n=277)

# Student Response Rates

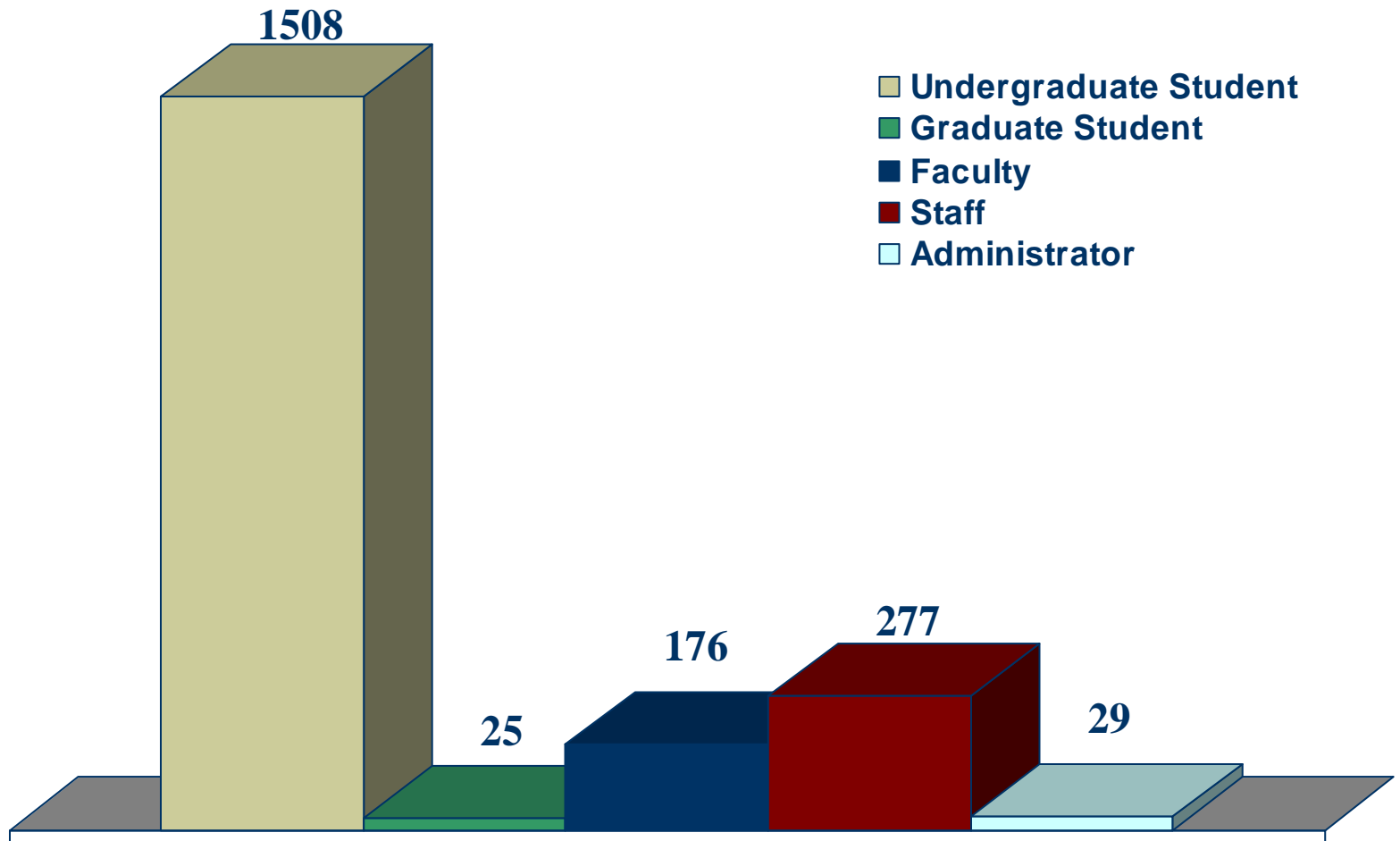
Undergraduate Students = 29% (n=1508)

Students of color = 40% (n=415)

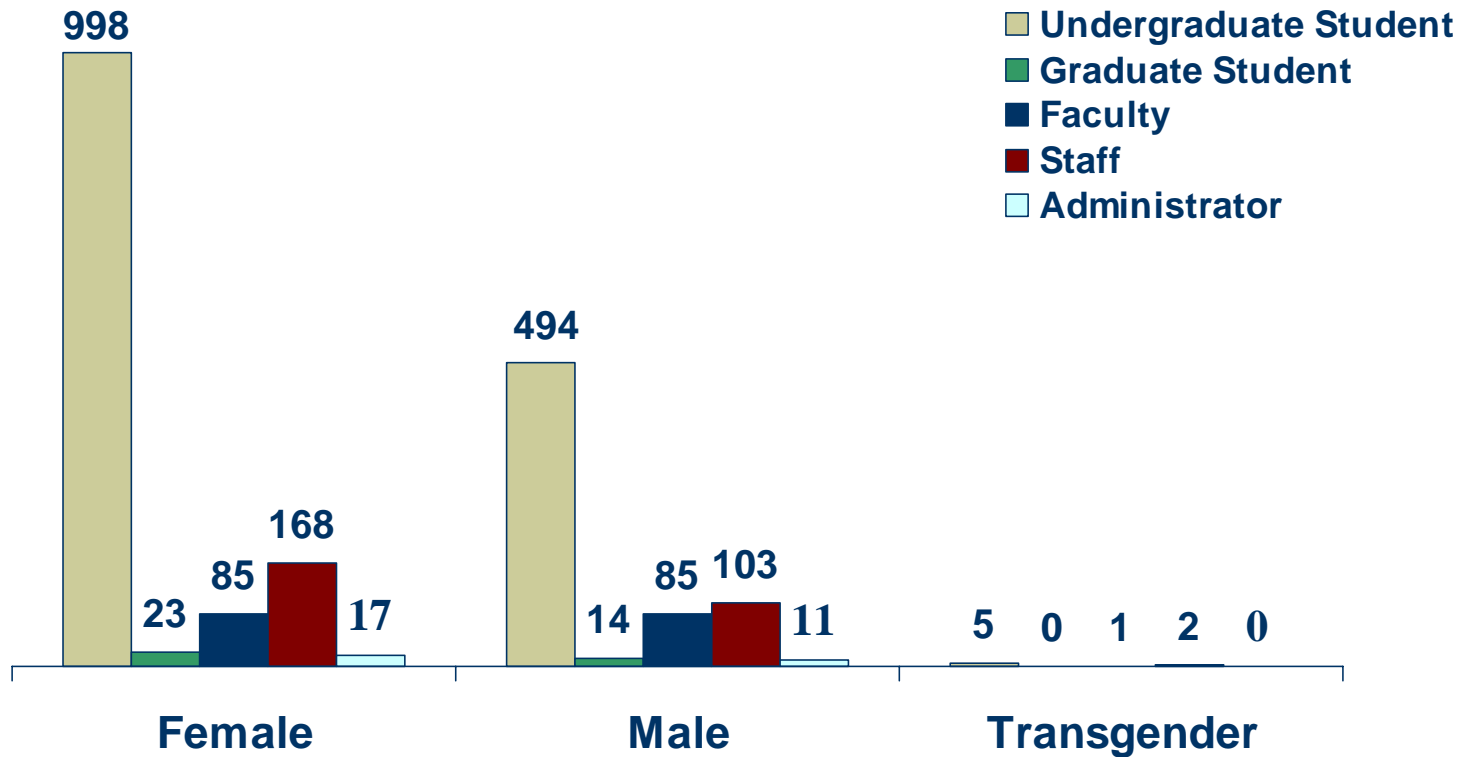
Women students = 32% (n=998)

Graduate Students = 13% (n=39)

# Respondents by Position (n)

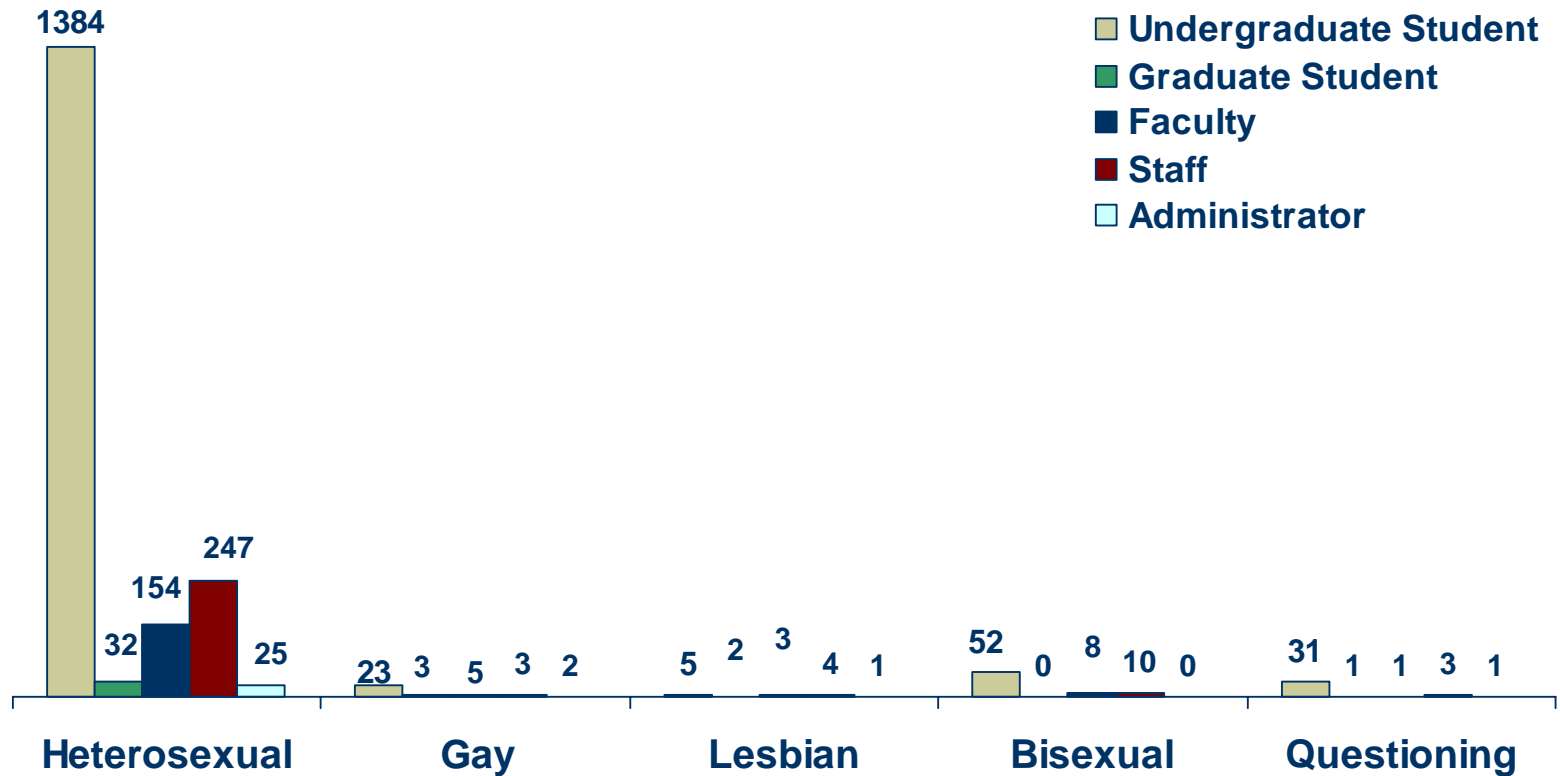


# Respondents by Gender & Position<sup>1</sup> (n)

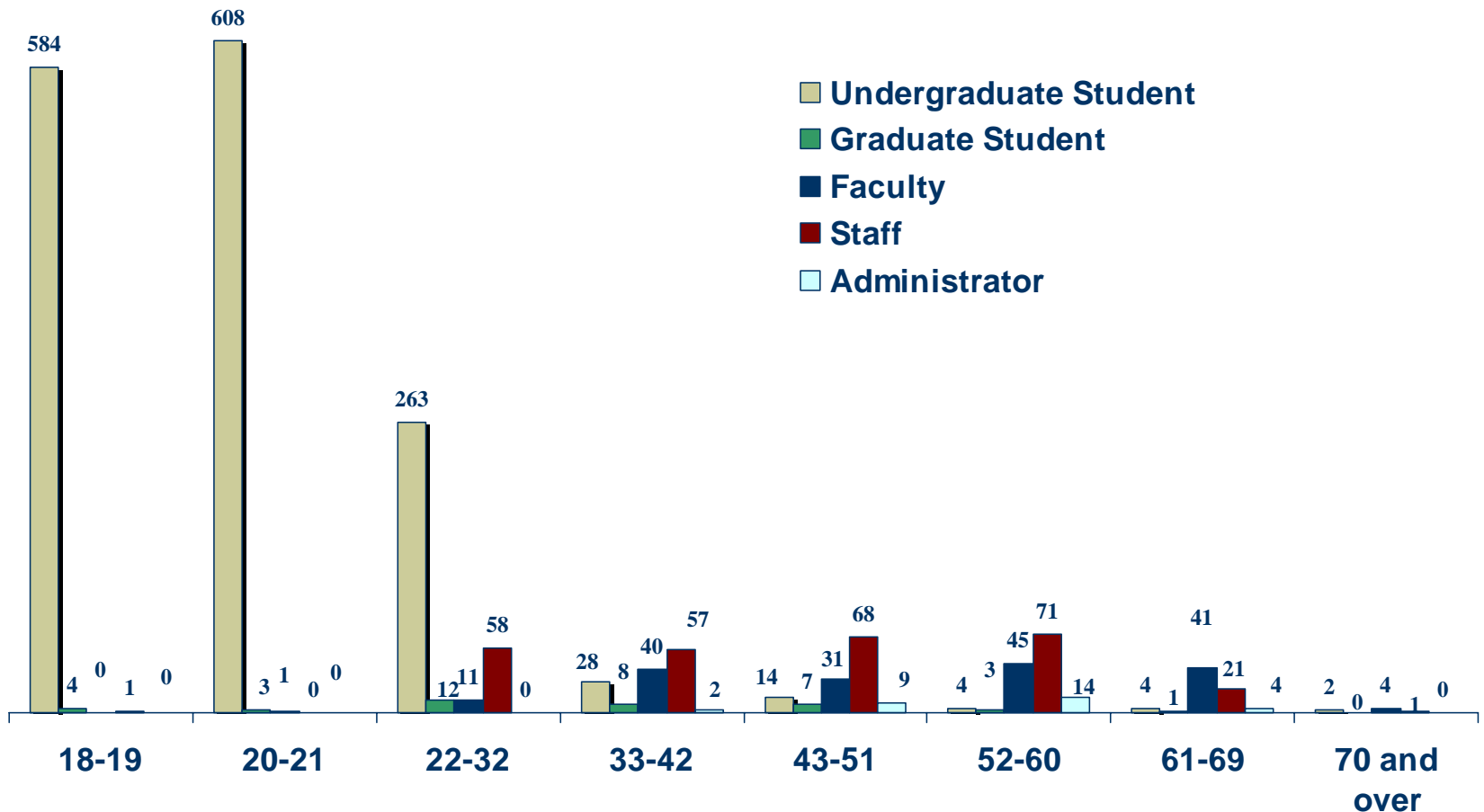


<sup>1</sup>Self-identification as “transgender” does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been separately reported in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

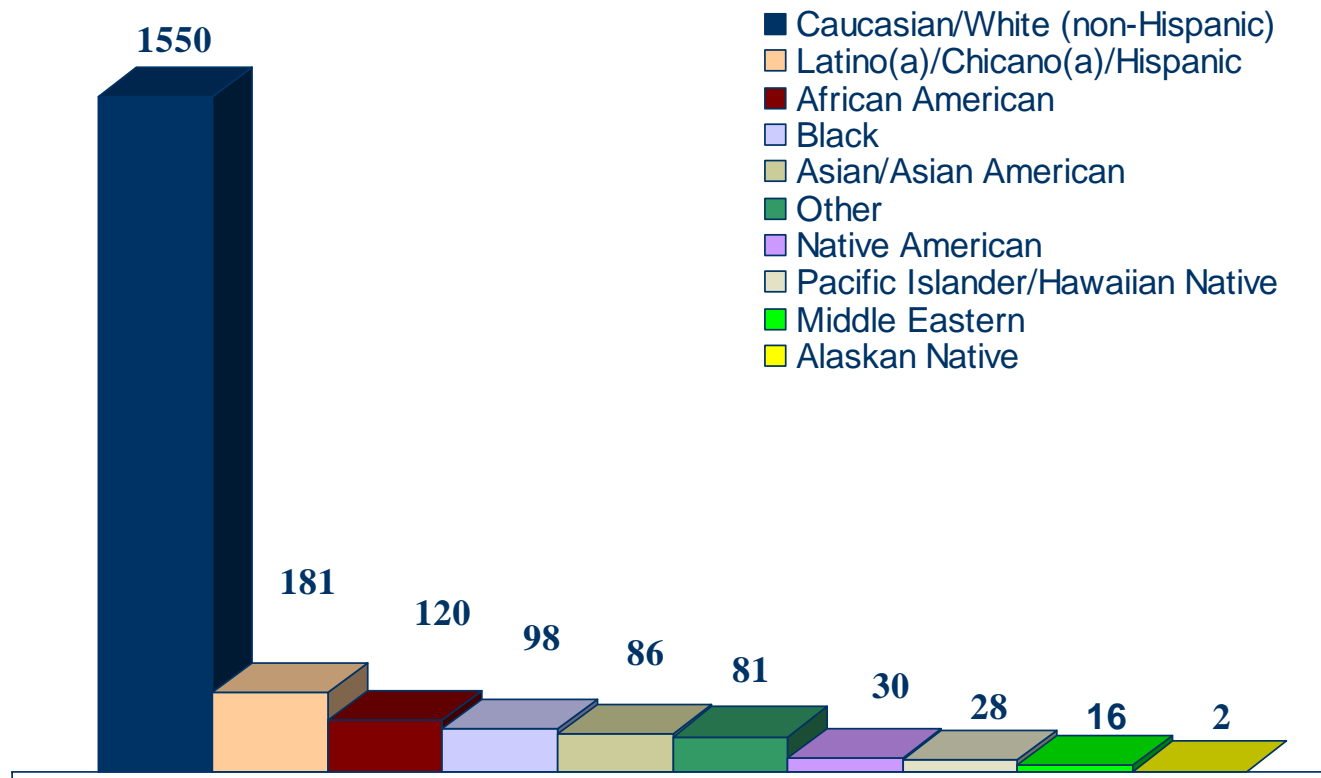
# Respondents by Sexual Orientation & Position (n)



# Respondents by Age and Position(n)

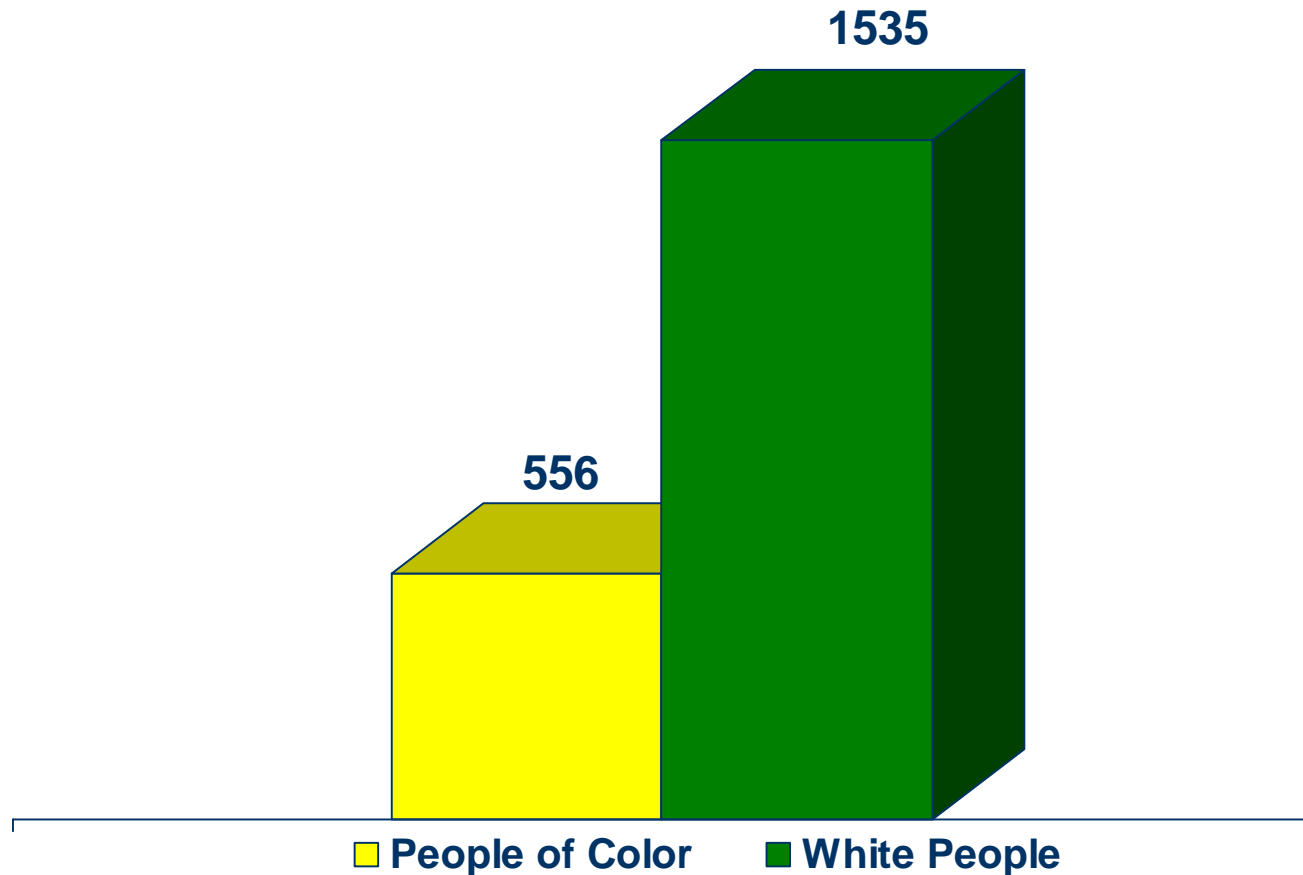


# Respondents by Racial/Ethnic Identity (n)<sup>1</sup>

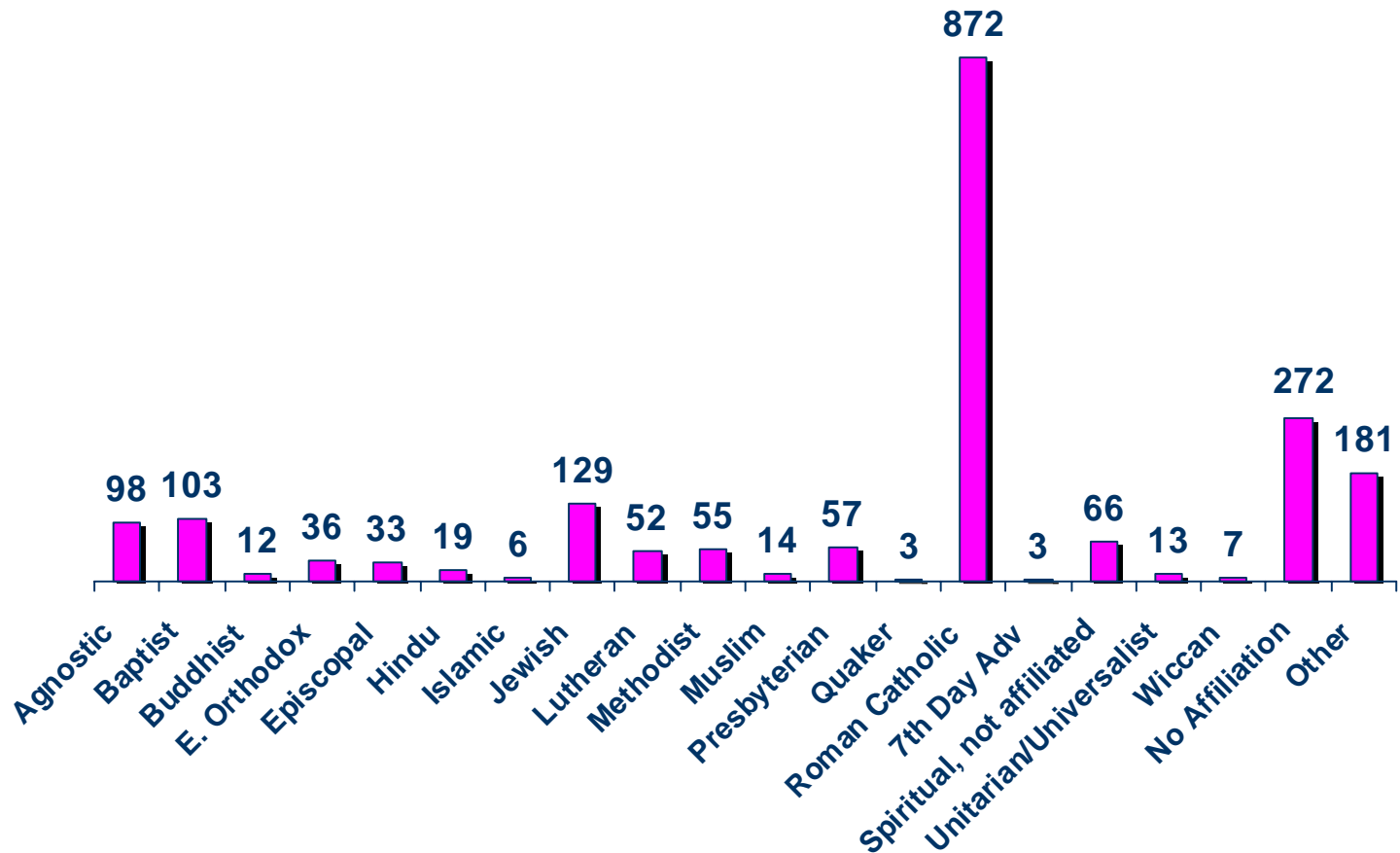


<sup>1</sup>Inclusive of multi-racial and/or multi-ethnic

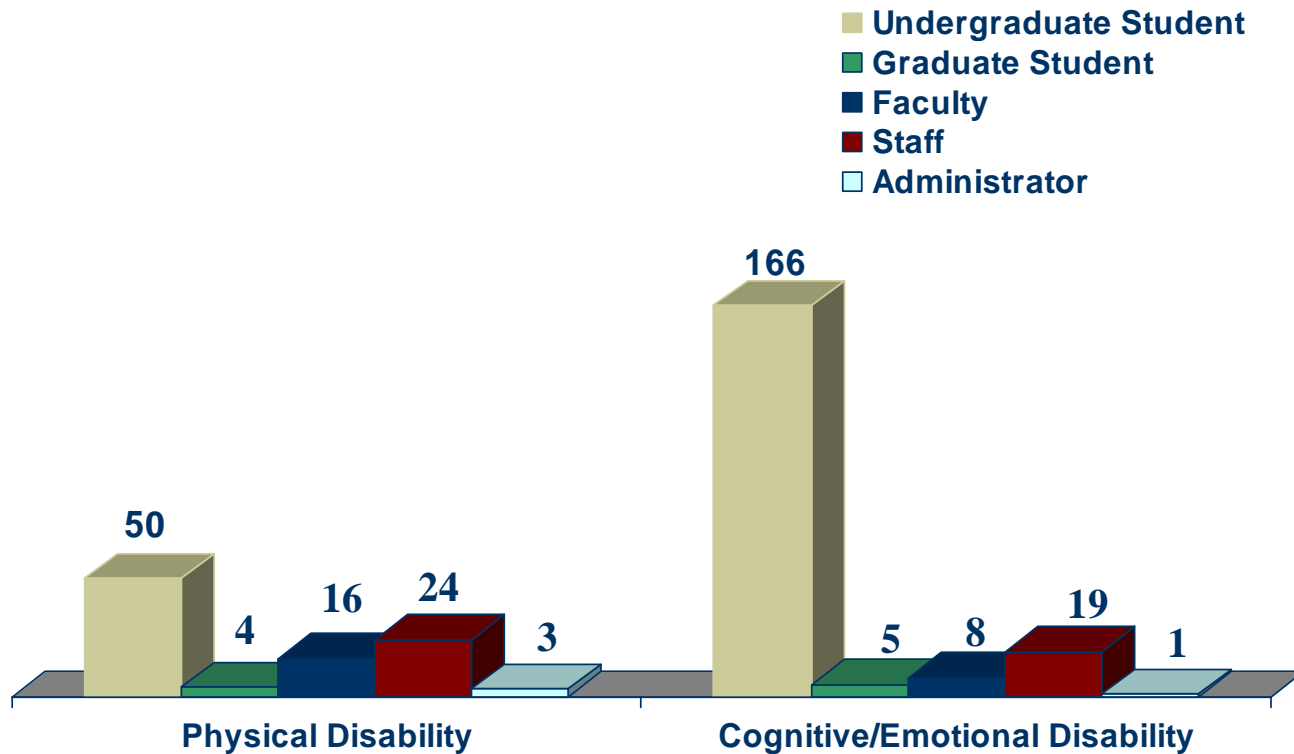
# Respondents by Racial/Ethnic Identity (n)



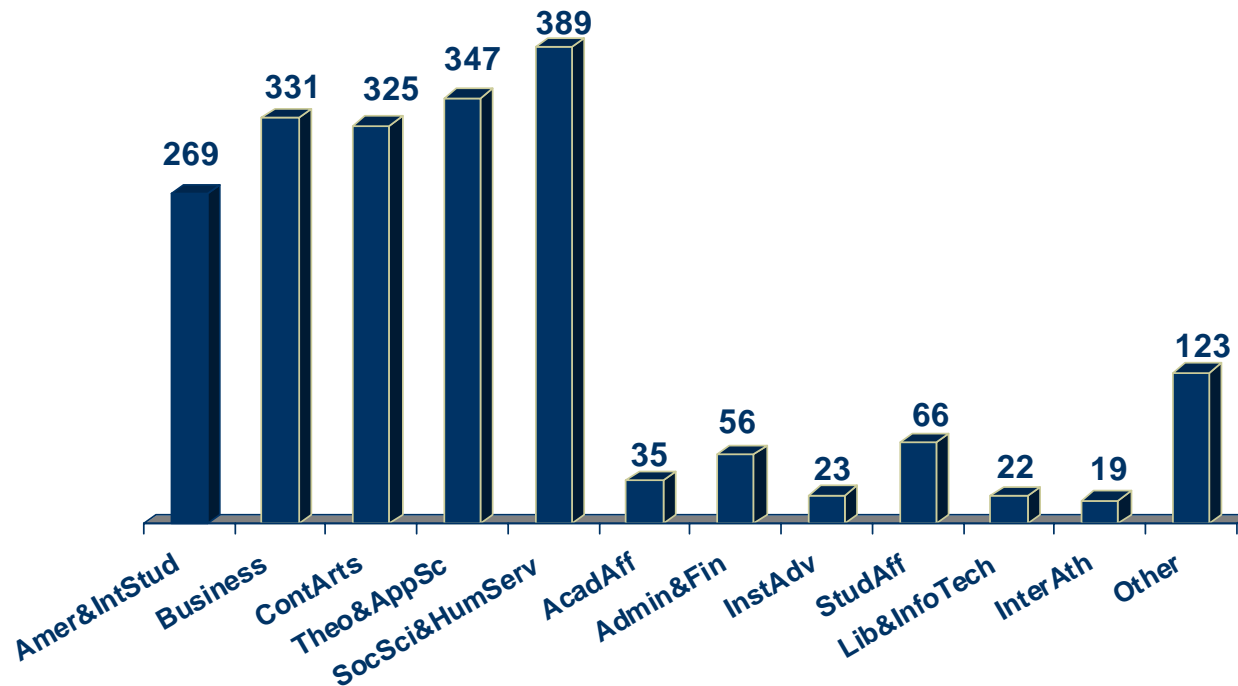
# Respondents by Spiritual Affiliation (n)



# Respondents with Conditions that Substantially Affect a Major Life Activity (n)



# Respondents by Academic Department & Administrative Unit (n)



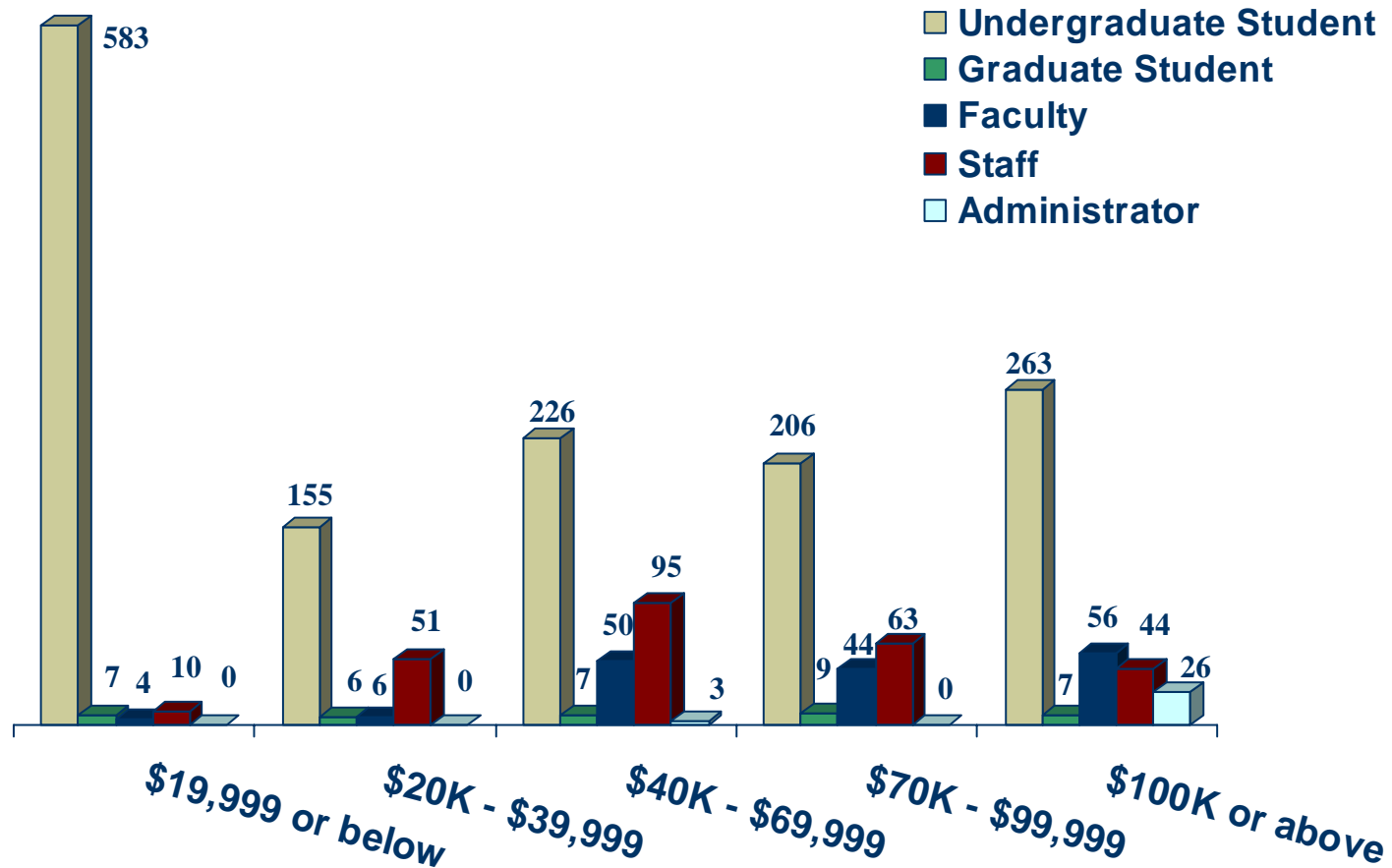
# Student Residence

**Table 8**

**Residence**

	%	n
Residence hall	66.5	1050
Off-campus apartment	2.7	43
Off-campus house	5.2	82
With partner or spouse	5.3	84
With parent(s)/family/relative(s)	17.9	282
Other	2.3	37

# Income Status by Position (n)

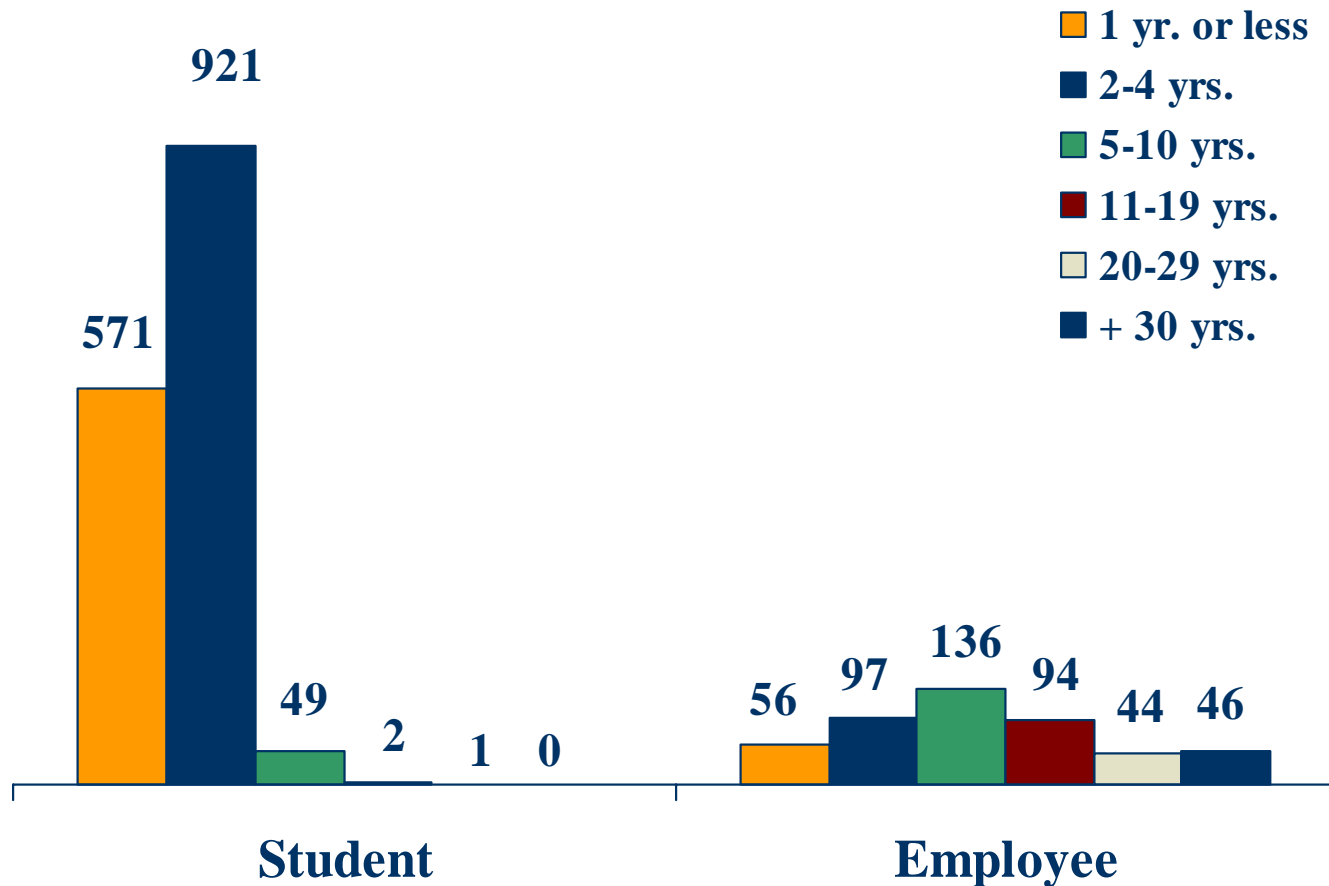


# Citizenship Status by Position (n)

**Table 4**

Citizenship status	Undergraduate		Graduate		Faculty		Staff		Administrators	
	%	n	%	n	%	n	%	n	%	n
U.S. citizen—born in the United States	62.5	1307	1.7	36	6.8	143	11.6	242	1.2	25
U.S. citizen—naturalized	3.8	80	<1	1	<1	17	1.2	24	<1	3
Permanent resident (immigrant)	2.6	55	0	0	<1	5	<1	3	<1	2
Permanent resident (refugee)	<1	1	0	0	0	0	<1	1	0	0
International (F-1, J-1, or H1-B, or other visa)	2.7	56	<1	2	<1	8	<1	2	<1	1

# Respondents Time at the College by Position (n)



# Findings



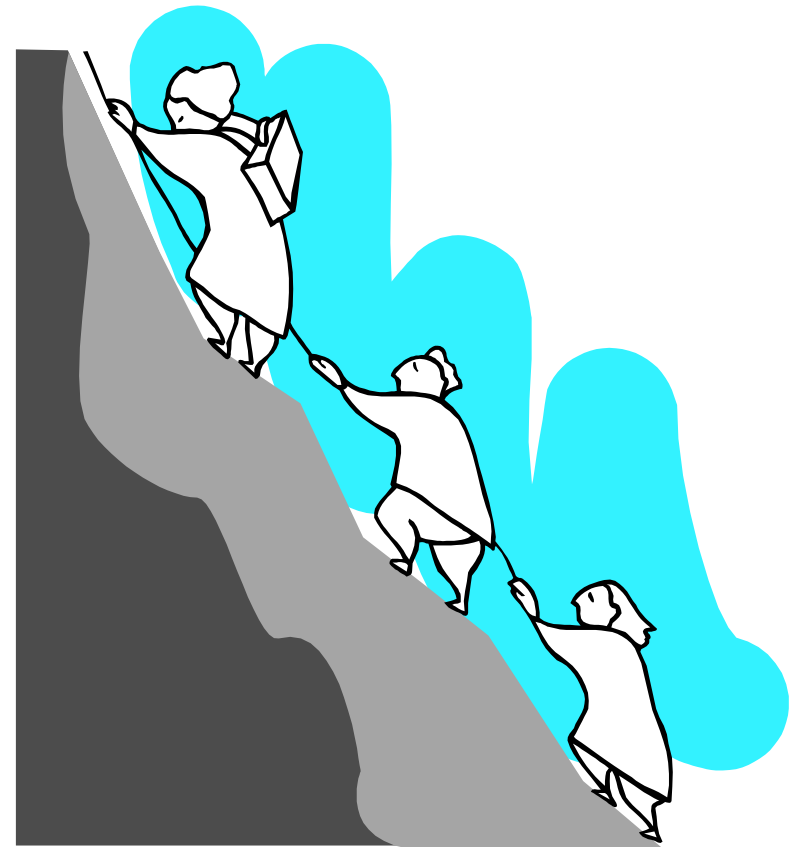
# Aggregate Findings

- ◆ 83% of respondents were “very comfortable” or “comfortable” with the climate at Ramapo.
- ◆ 81% of respondents were “very comfortable” or “comfortable” with the climate in their academic school or administrative division
- ◆ 80% of respondents were “very comfortable” or “comfortable” with the climate in their departments

# Aggregate Findings

- ◆ 79% of respondents have not personally experienced any conduct that has interfered with their ability to work or learn at Ramapo.
- ◆ 69% of respondents have not observed or personally been made aware of any conduct that has interfered with their ability to work or learn at Ramapo.
- ◆ 57% of undergraduate students feel that the classroom climate is welcoming for people from underrepresented groups.
- ◆ 64% of employees feel that the workplace climate is welcoming for people from underrepresented groups.

# Challenges and Opportunities

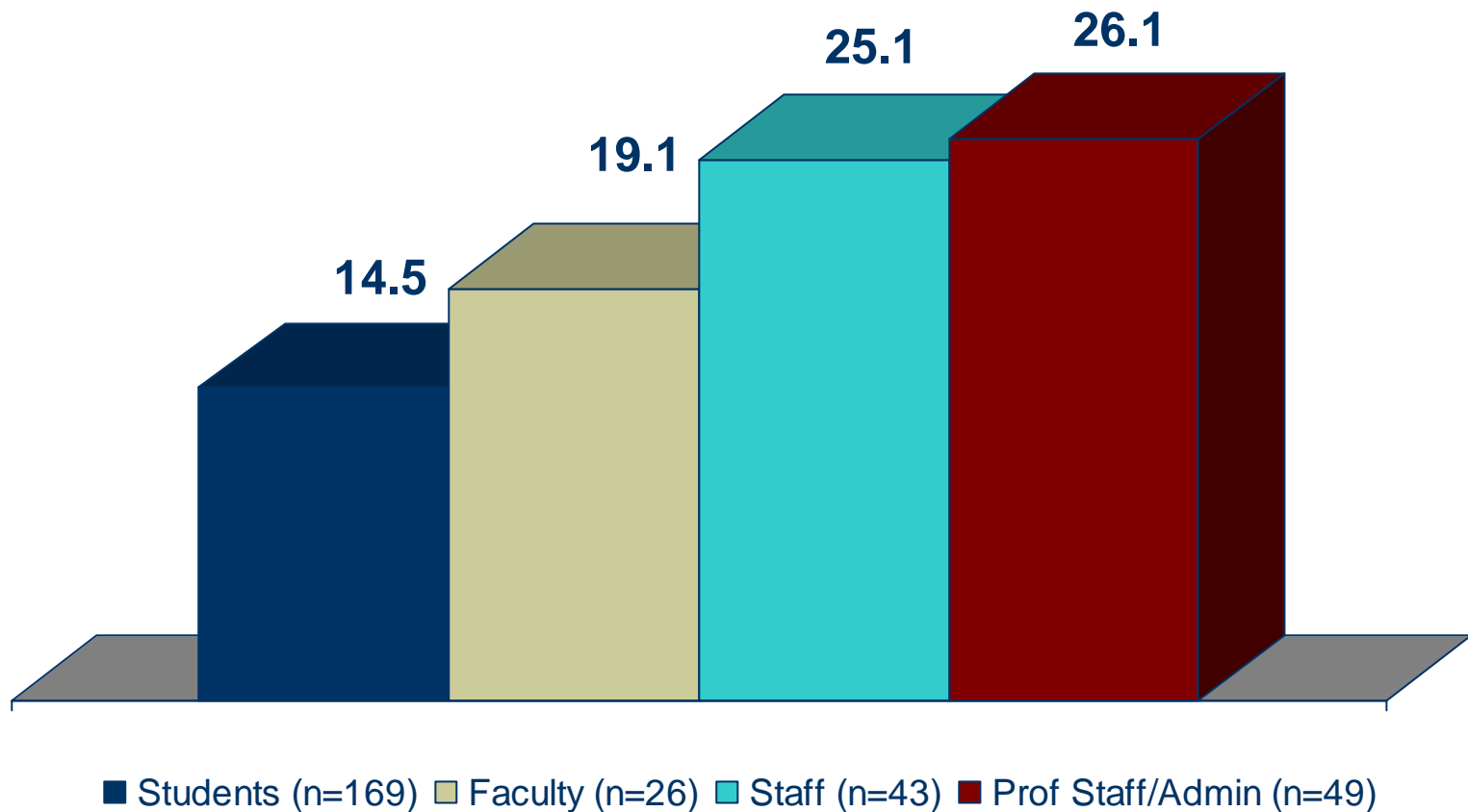


# Personally Experienced Conduct that has Interfered with Your Ability to Work/Learn

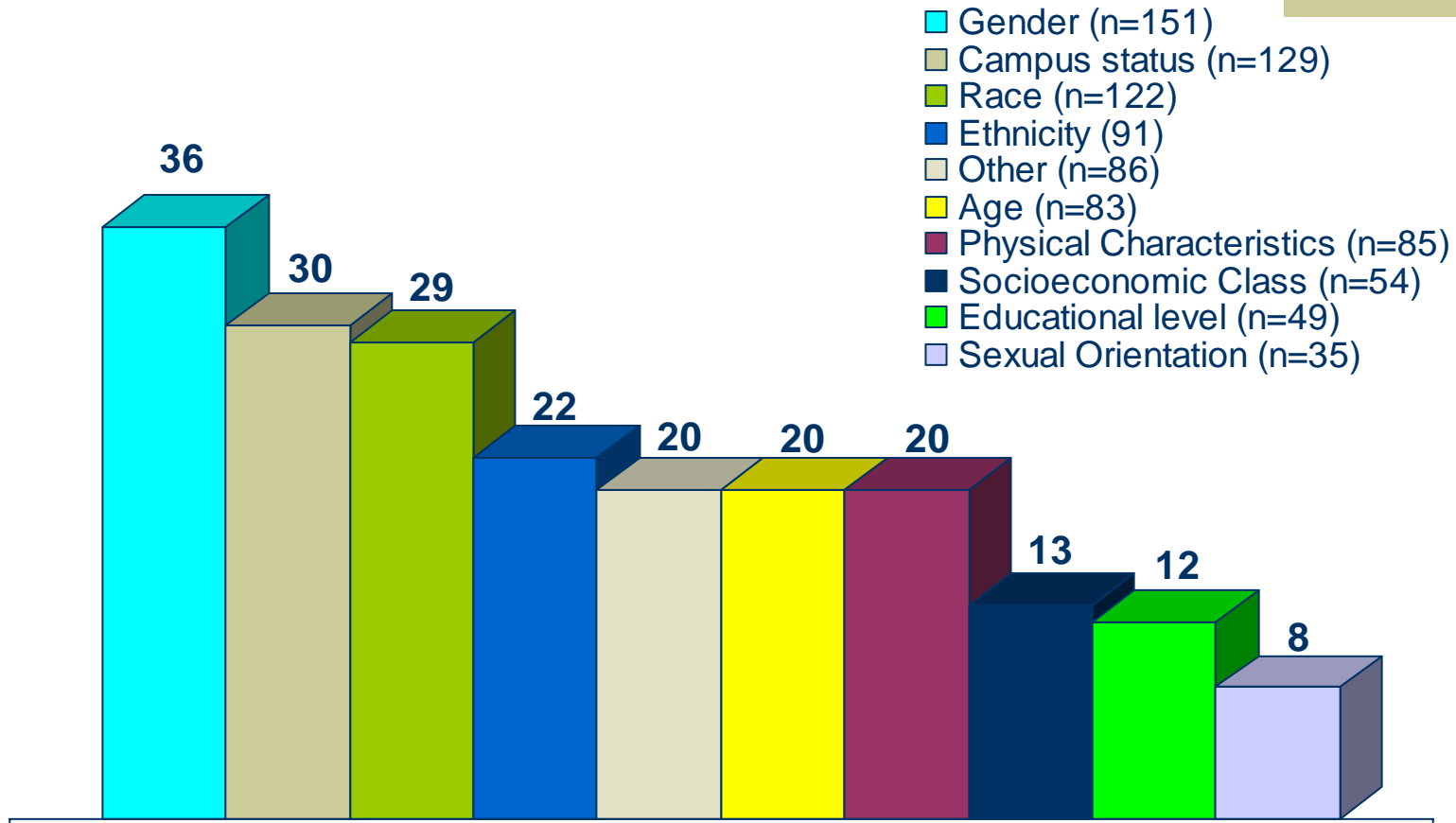


	%	n
Yes	20.5	424
No	79.5	1641

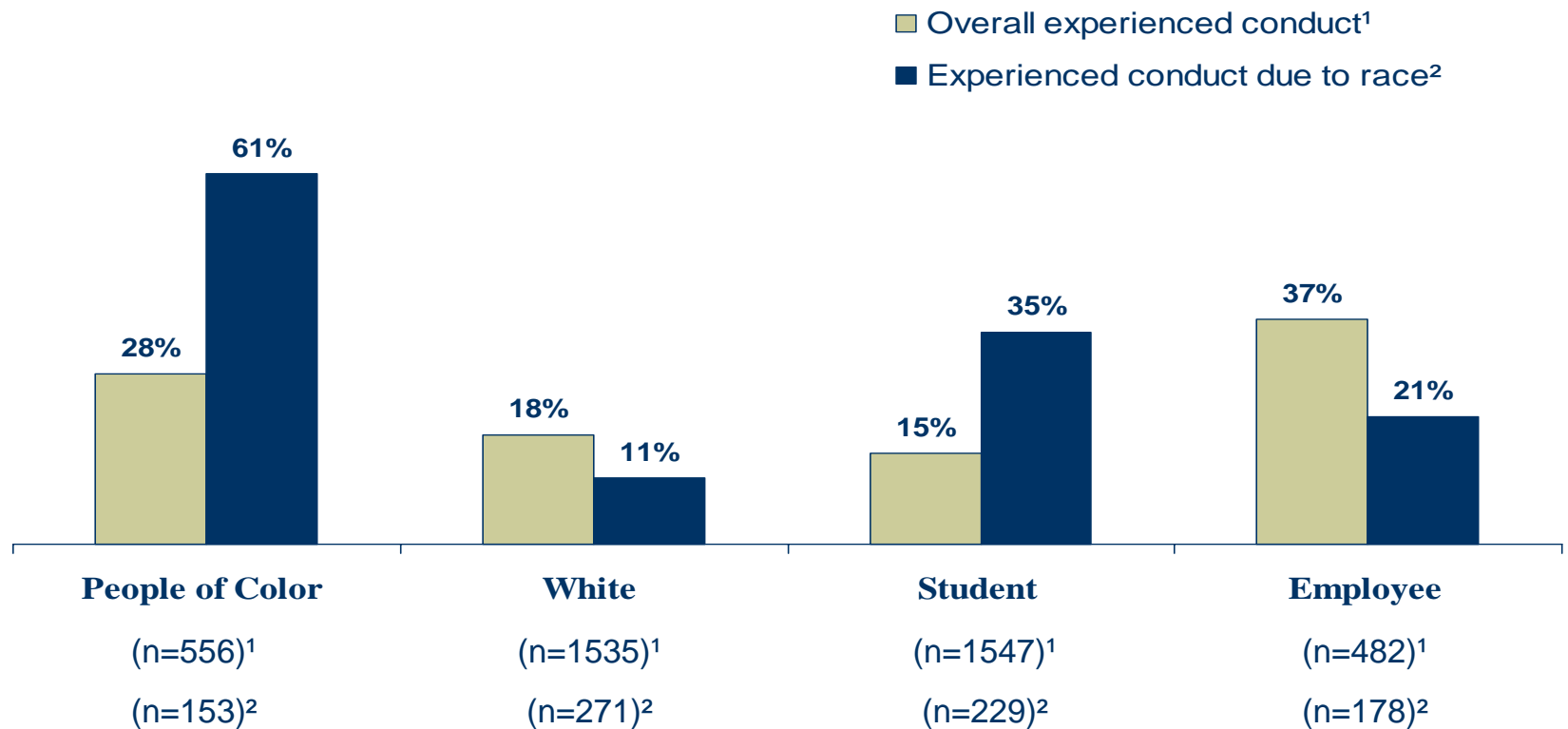
# Personally Experienced Offensive, Hostile, or Intimidating Conduct by Position (%)



# Personally Experienced Based on...(%)



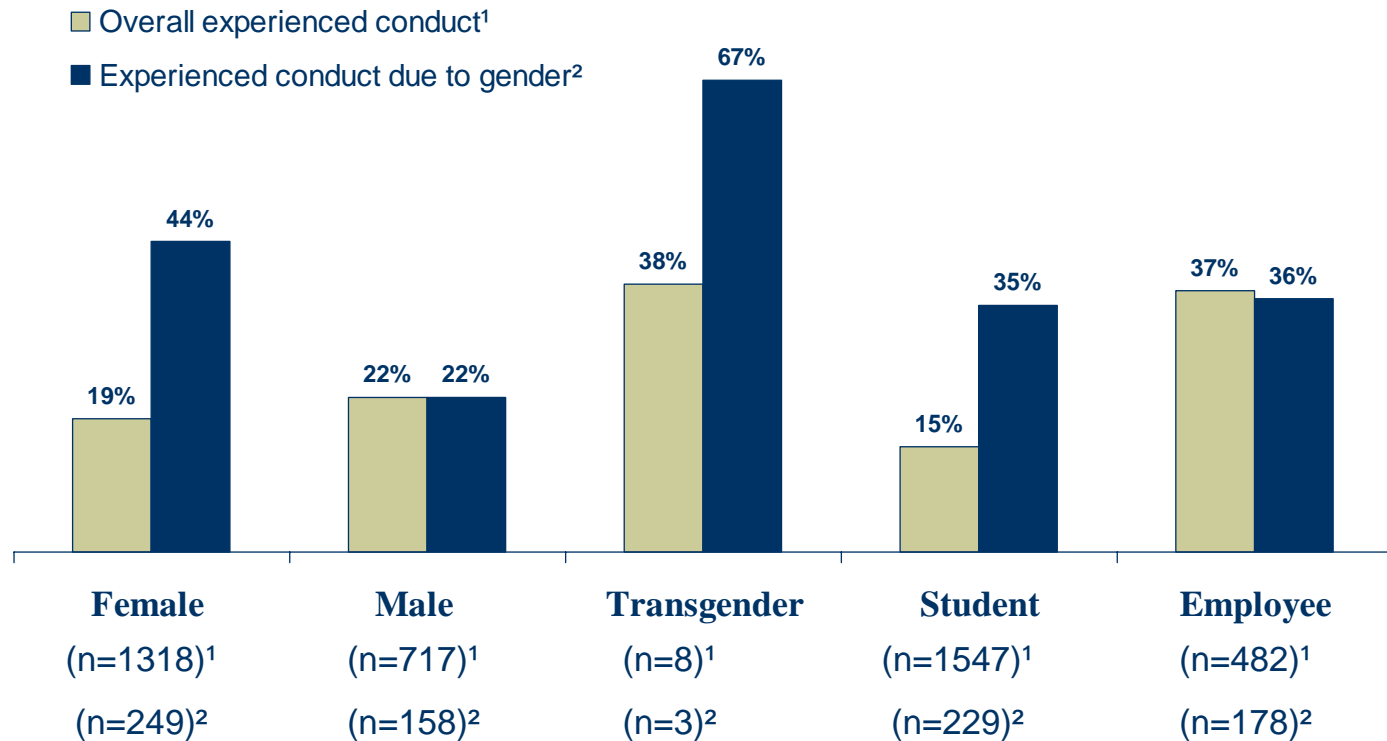
# Overall Personal Experiences of Offensive, Hostile, or Intimidating Conduct and of that Conduct the Percent due to Race by Race and Position



<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who have personally experienced this conduct.

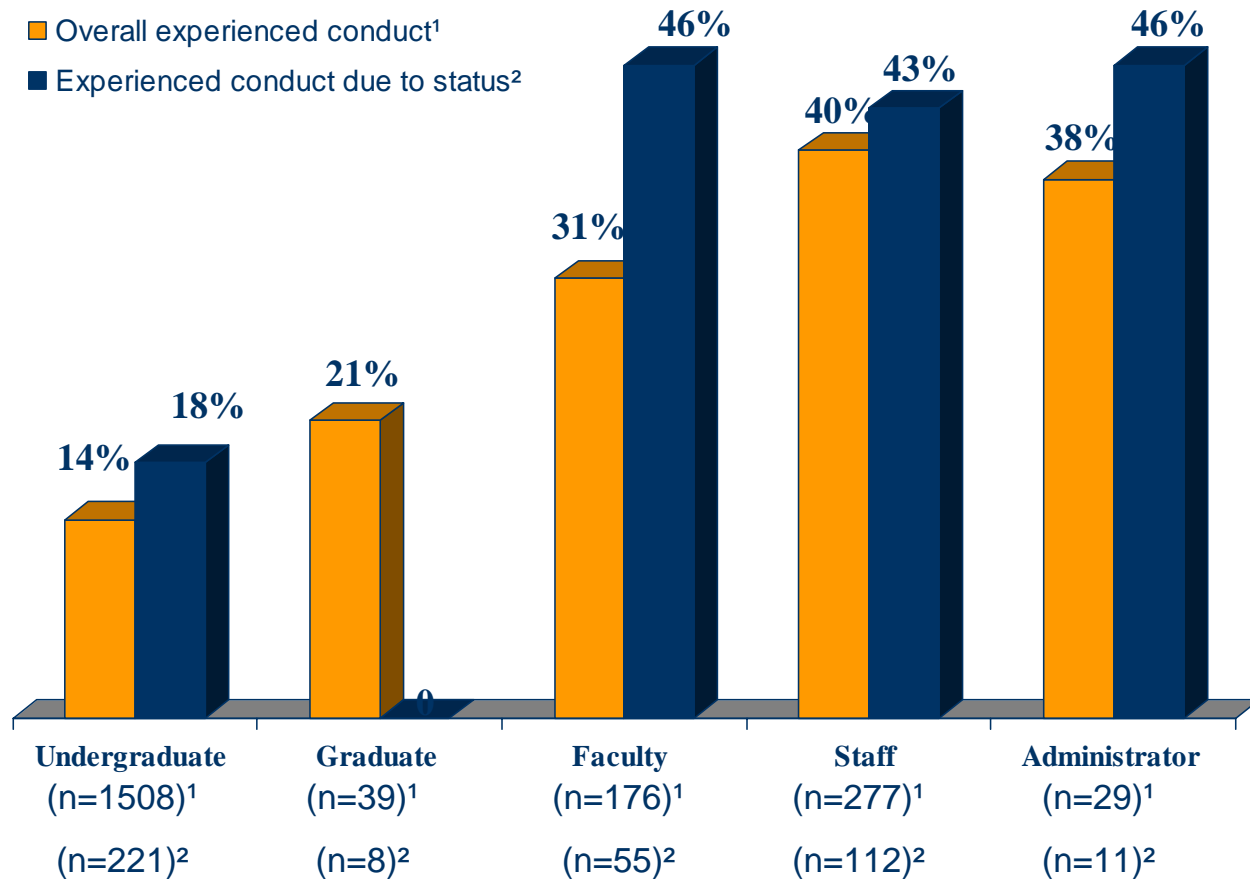
# Overall Personal Experiences of Offensive, Hostile, or Intimidating Conduct and of that Conduct the Percent due to Gender by Gender and Position(%)



<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who have personally experienced this conduct.

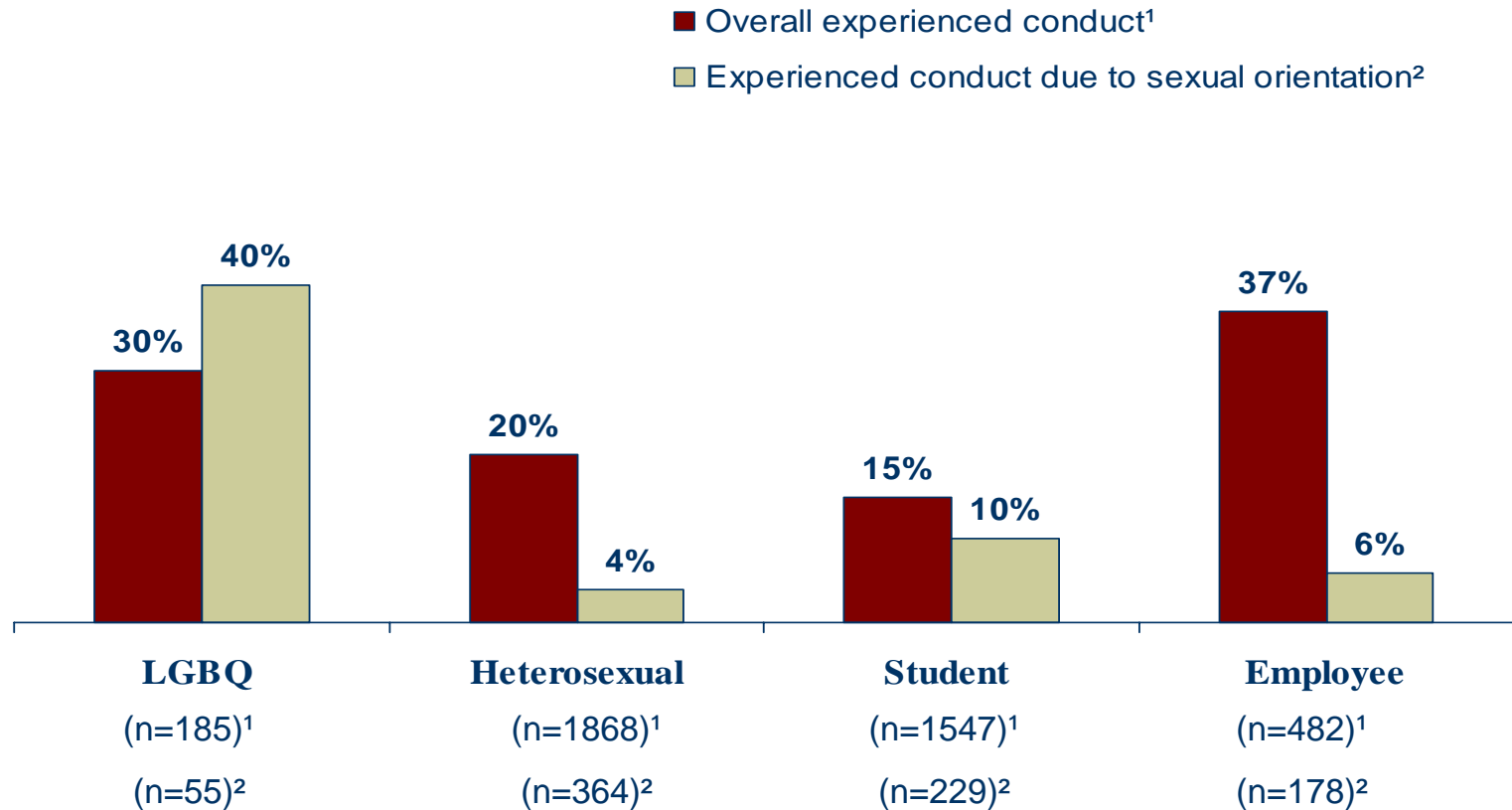
# Overall Personal Experiences of Offensive, Hostile, or Intimidating Conduct and of that Conduct the Percent due to Ramapo Status



<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who have personally experienced this conduct.

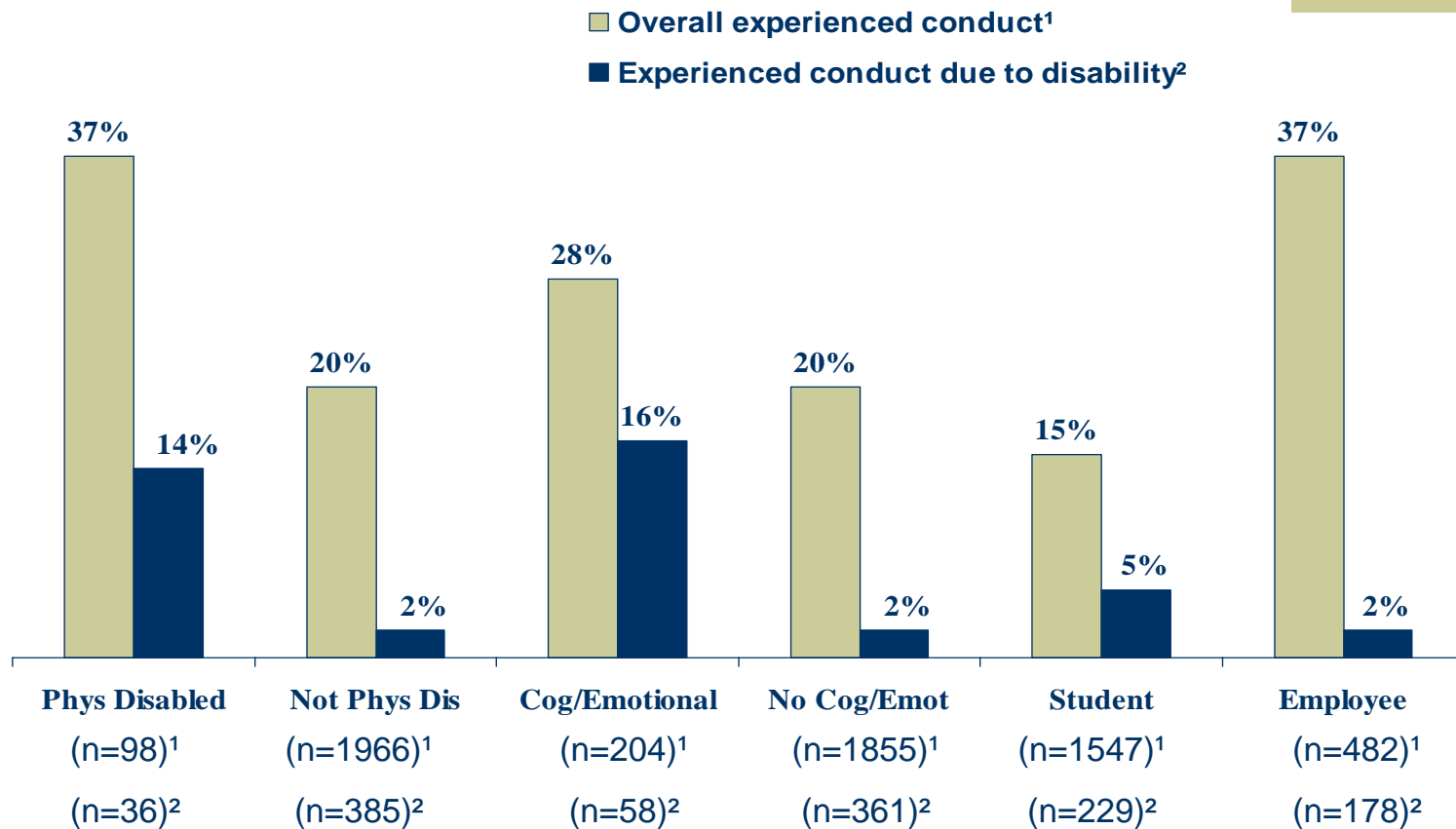
# Overall Personal Experiences of Offensive, Hostile, or Intimidating Conduct and of that Conduct the Percent due to Sexual Orientation by Sexual Orientation and Position



<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who have personally experienced this conduct.

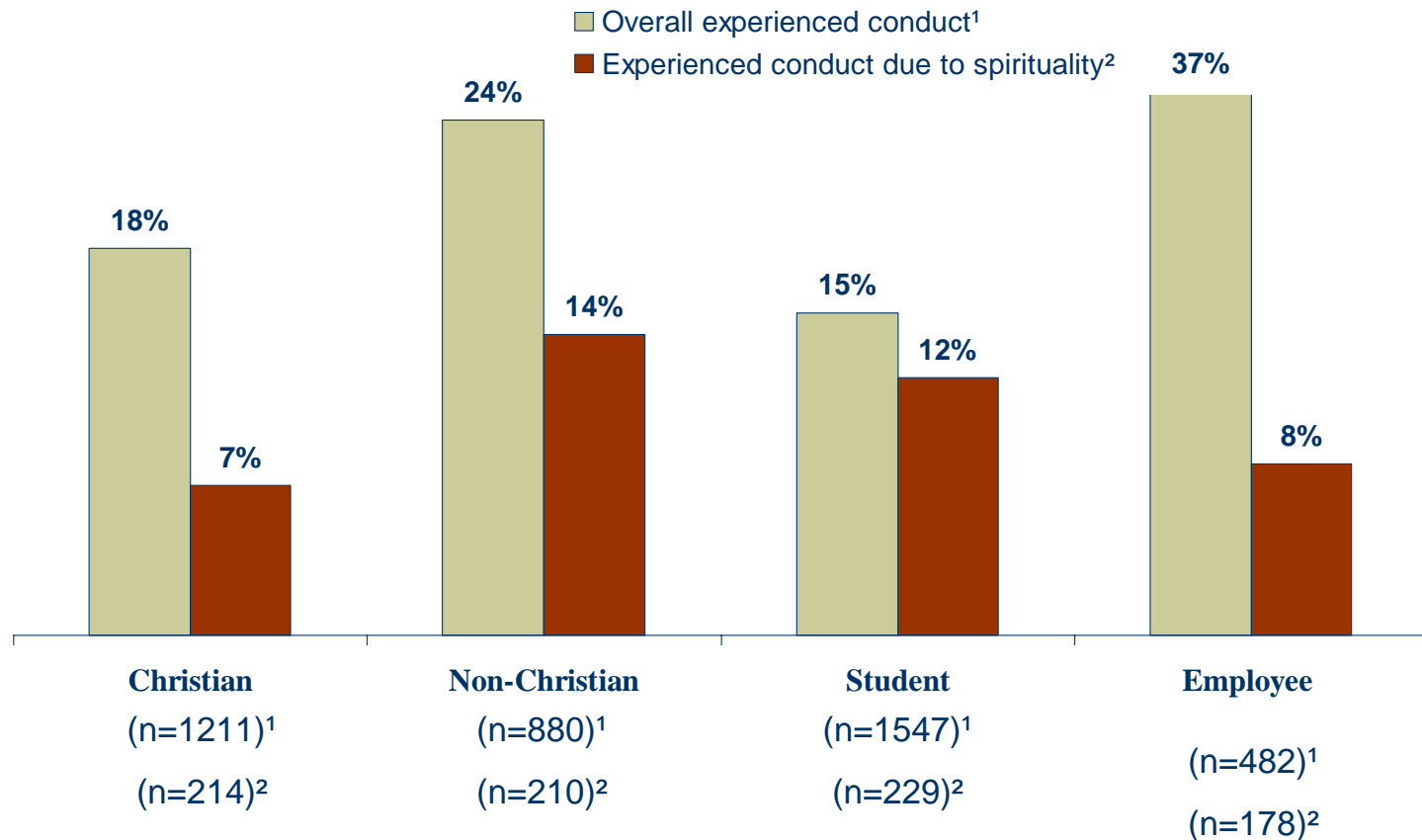
# Overall Personal Experiences of Offensive, Hostile, or Intimidating Conduct and of that Conduct the Percent due to Disability Status and Position



<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who have personally experienced this conduct.

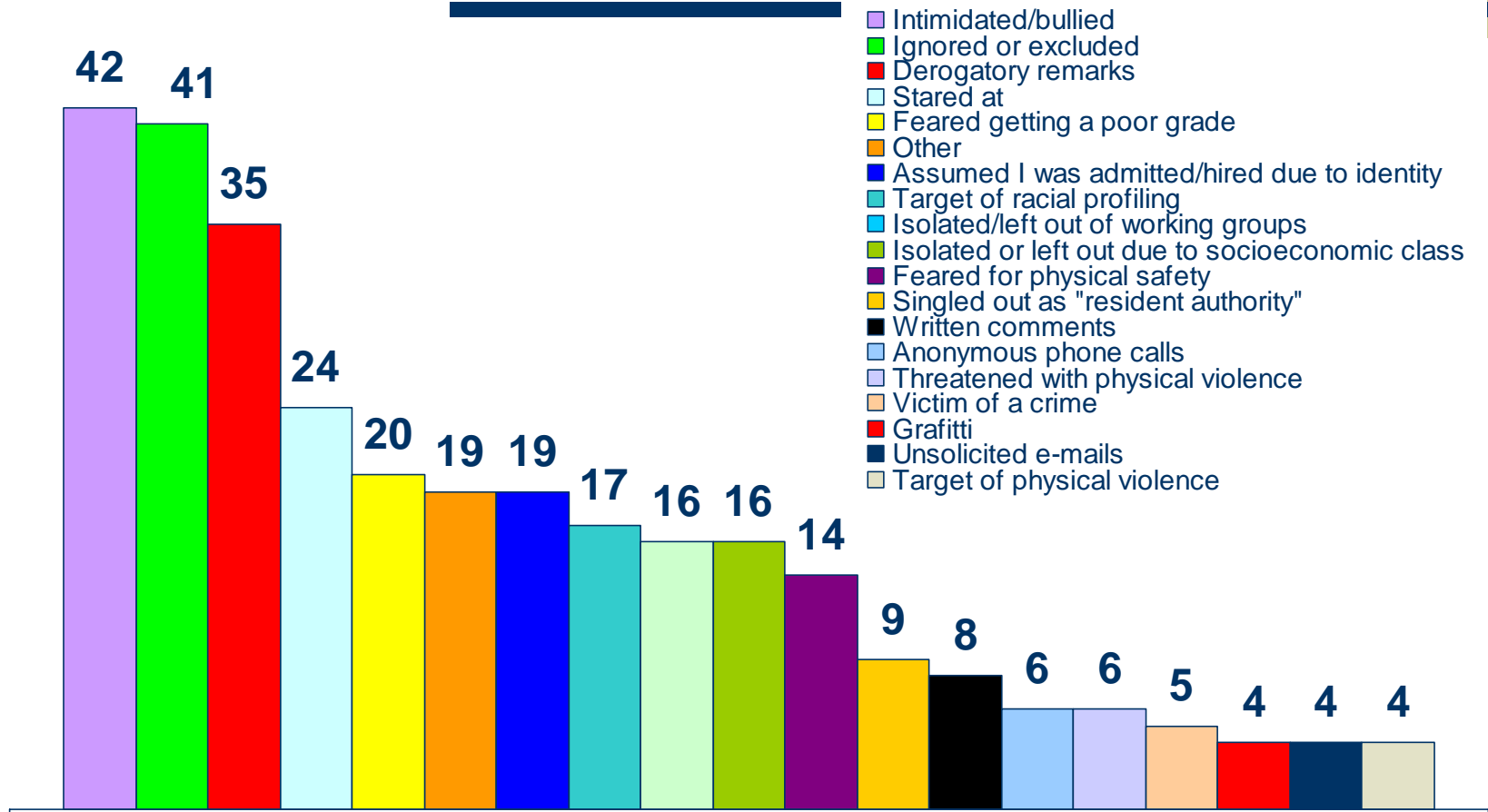
# Overall Personal Experiences of Offensive, Hostile, or Intimidating Conduct and of that Conduct the Percent due to Spiritual Affiliation and Position



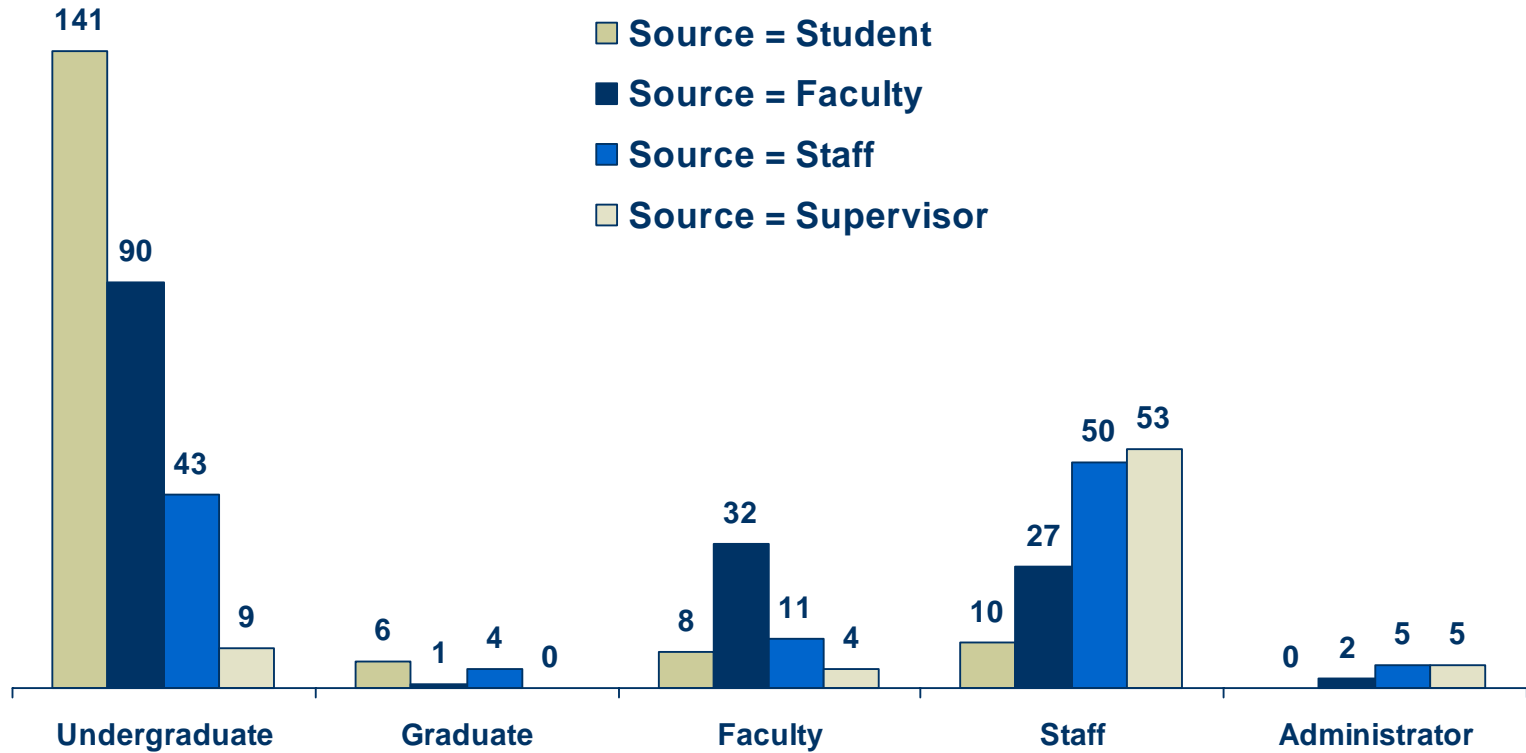
<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who have personally experienced this conduct.

# Form of Offensive, Hostile, or Intimidating Conduct (%)



# Source of Conduct by Position (n)



# Where did the conduct occur?

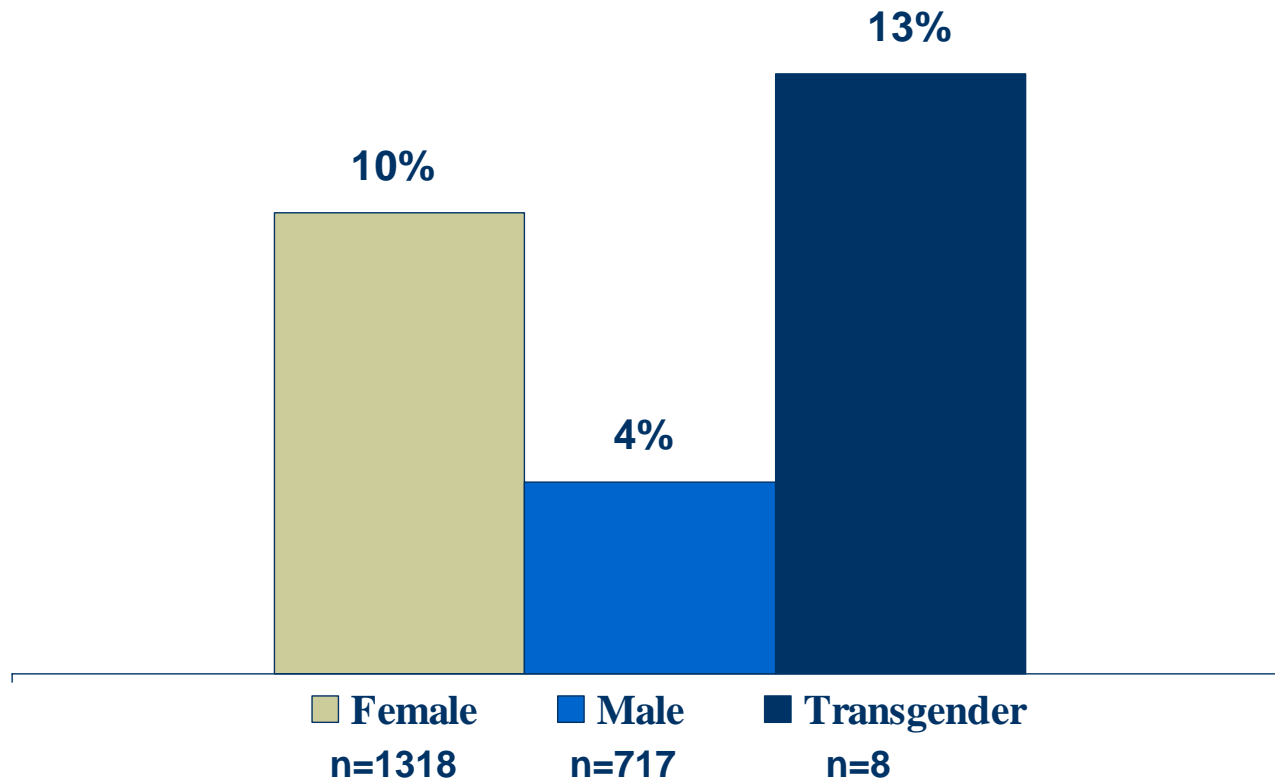


- ◆ While working at a college job (40%)
- ◆ In a class (30%)
- ◆ College housing (24%)
- ◆ Meeting with a group (23%)
- ◆ Walking on campus (21%)
- ◆ Campus office (16%)
- ◆ Meeting with one person (15%)
- ◆ Public space on campus (15%)

# What did you do?

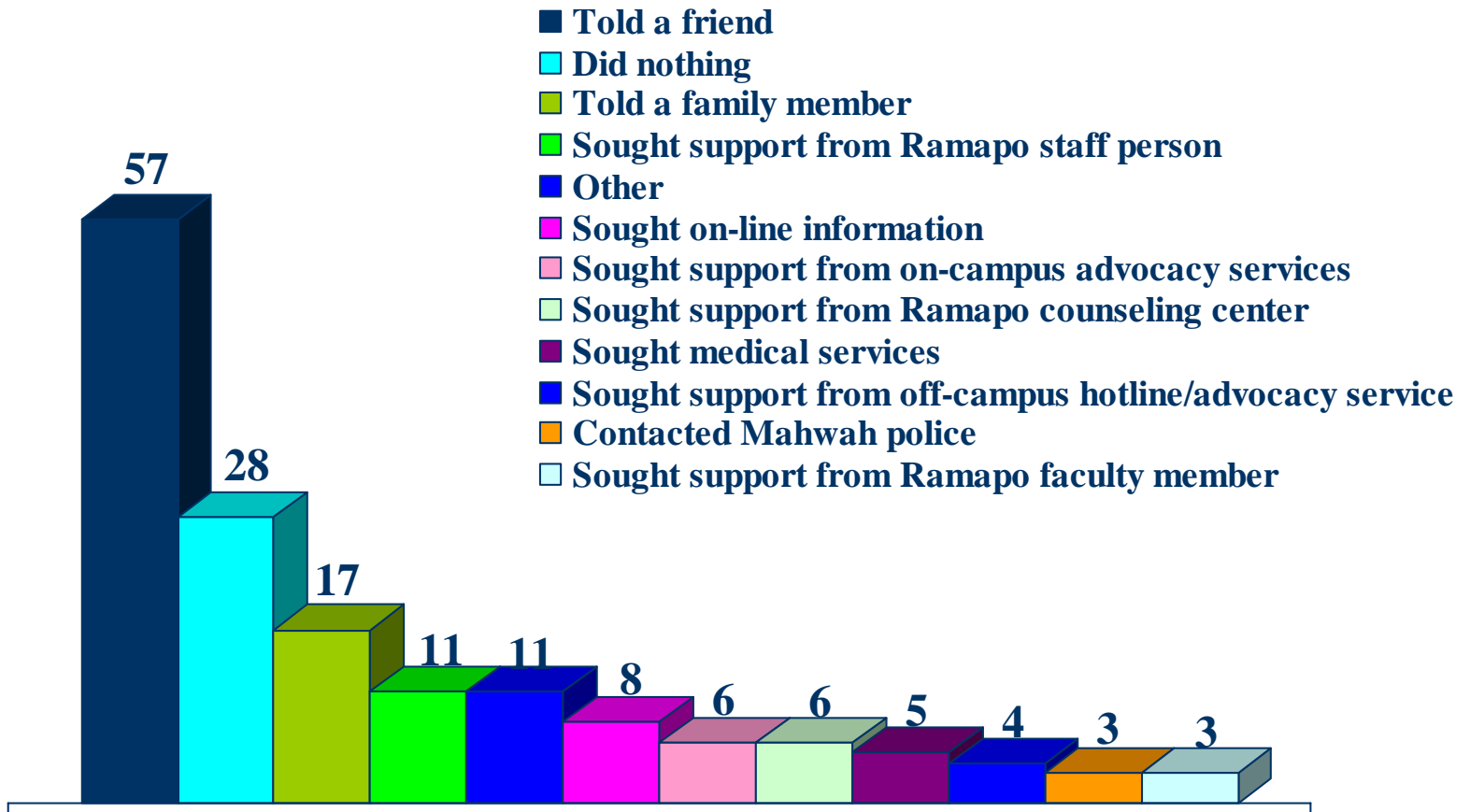
- ◆ Told a friend (43%)
- ◆ Felt embarrassed (42%)
- ◆ Avoided the harasser (31%)
- ◆ Confronted the harasser at the time (26%)
- ◆ 29% made a complaint to a Ramapo official
- ◆ 19% did not know to whom they should report the incident
- ◆ 20% did not report the incident for fear of retaliation

# Sexual Victimization<sup>1</sup> by Gender Identity (%)



<sup>1</sup>Sexual victimization, as used here, includes any unwelcome intentional sexual conduct. This includes sexual intercourse, sexual touching that is direct or through clothing, or and sexually explicit words or invitations. This refers to conduct that is unwelcome, meaning unwanted or offensive

# What did you do? (%)



# Sexual Victimization Perpetrator (%)

	%	n
Acquaintance	34.0	53
Classmate	19.9	31
Stranger	16.7	26
Friend	14.7	23
Co-worker	14.1	22
Professor	10.9	17
Staff member	8.3	13
Other	8.3	13
Ex-partner/spouse	6.4	10
Roommate	1.3	2
Relative	.6	1
Current partner/spouse	.6	1



# Where Sexual Victimization Occurred

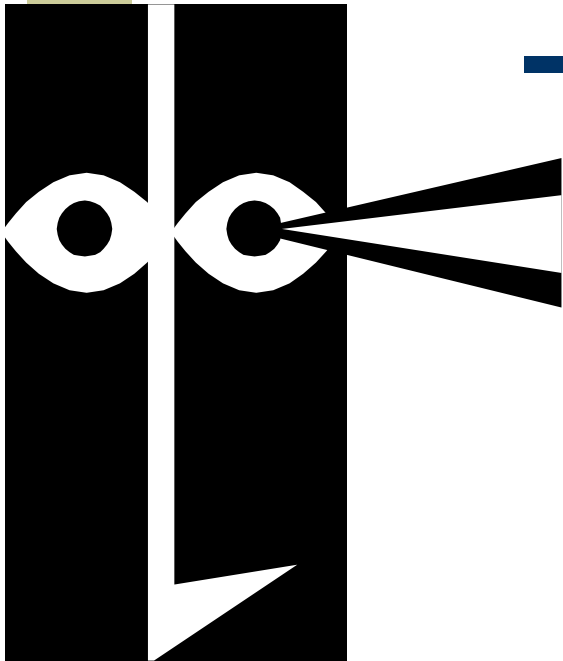


- ◆ On campus (86%)
- ◆ Off campus (11%)

# Sexual Harassment and Fear of Sexual Victimization (Female Respondents only)

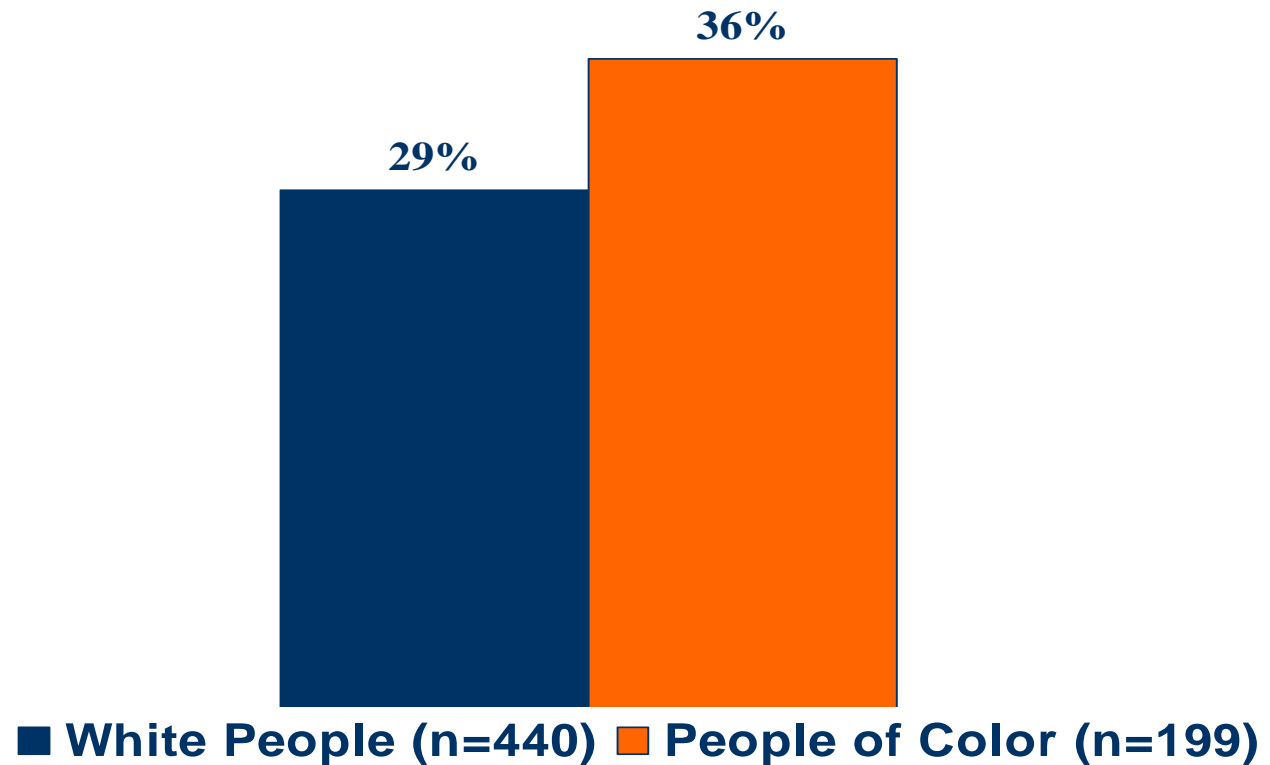
	Student		Employee	
	%	n	%	n
<b>Experienced Sexual Harassment<sup>1</sup></b>				
Very often	0.4	4	0.8	2
Often	1.7	18	0.8	2
Sometimes	6.7	68	8.2	22
Rarely	15.1	154	10.5	28
Never	76.1	775	79.7	212
<b>Total</b>	<b>100</b>	<b>1019</b>	<b>100</b>	<b>266</b>
<b>Experienced Fear of Sexual Victimization<sup>2</sup></b>				
Very often	1.0	10	0.0	0
Often	2.0	20	0.0	0
Sometimes	11.3	115	4.9	13
Rarely	35.8	364	17.2	46
Never	49.9	507	77.9	208
<b>Total</b>	<b>100</b>	<b>1016</b>	<b>100</b>	<b>267</b>

# Observed Harassment

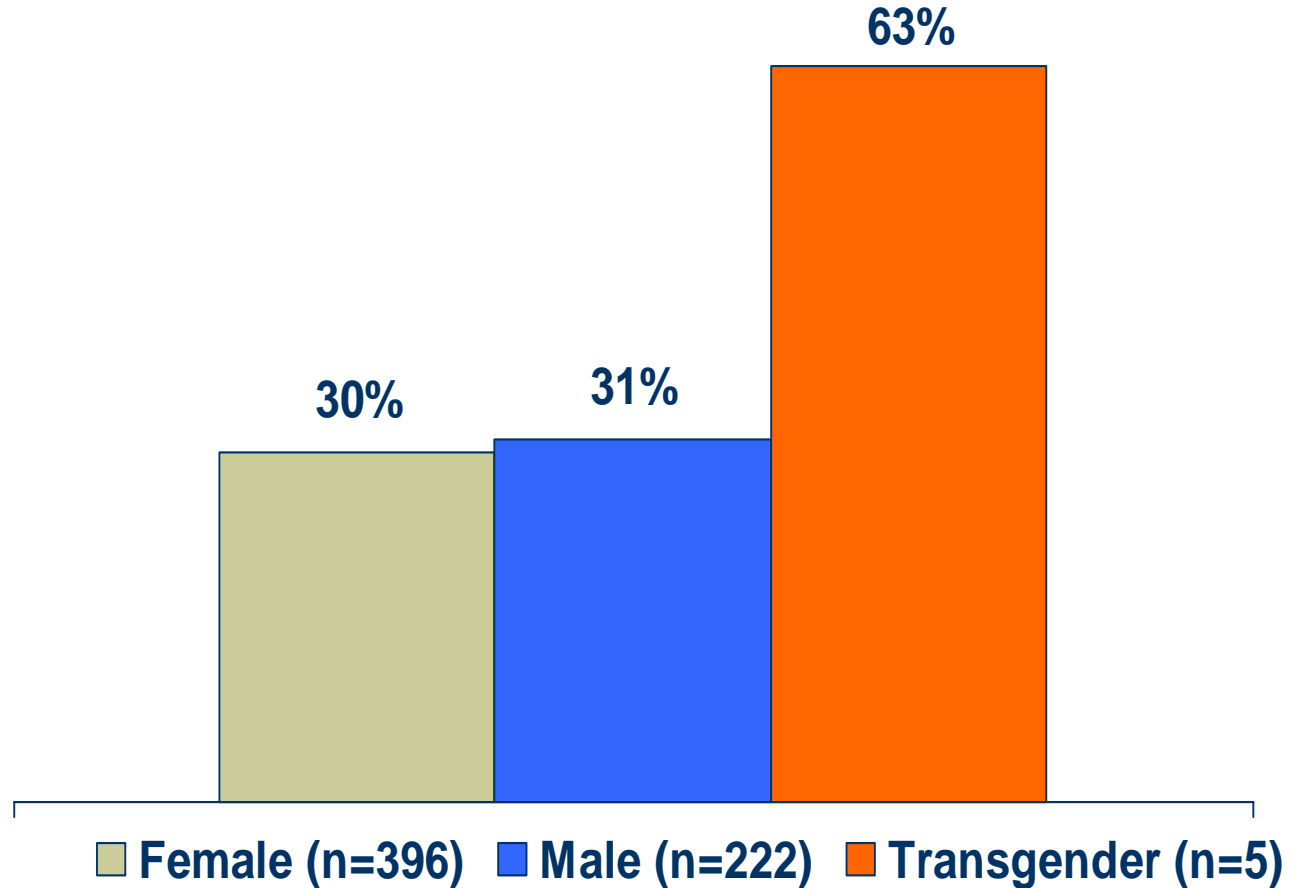


Observed	%	n
Yes	31.0	639
No	69.0	1425

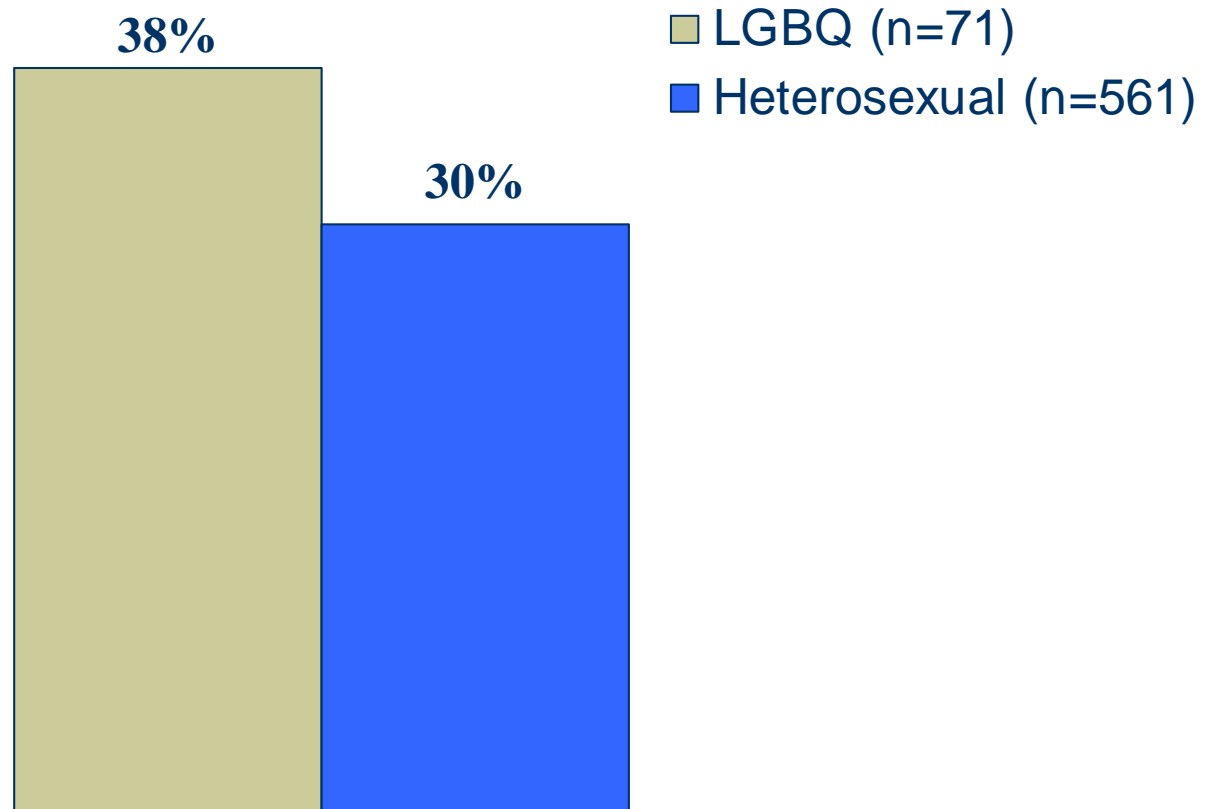
## Observed Offensive, Hostile, or Intimidating Conduct by Race/Ethnicity



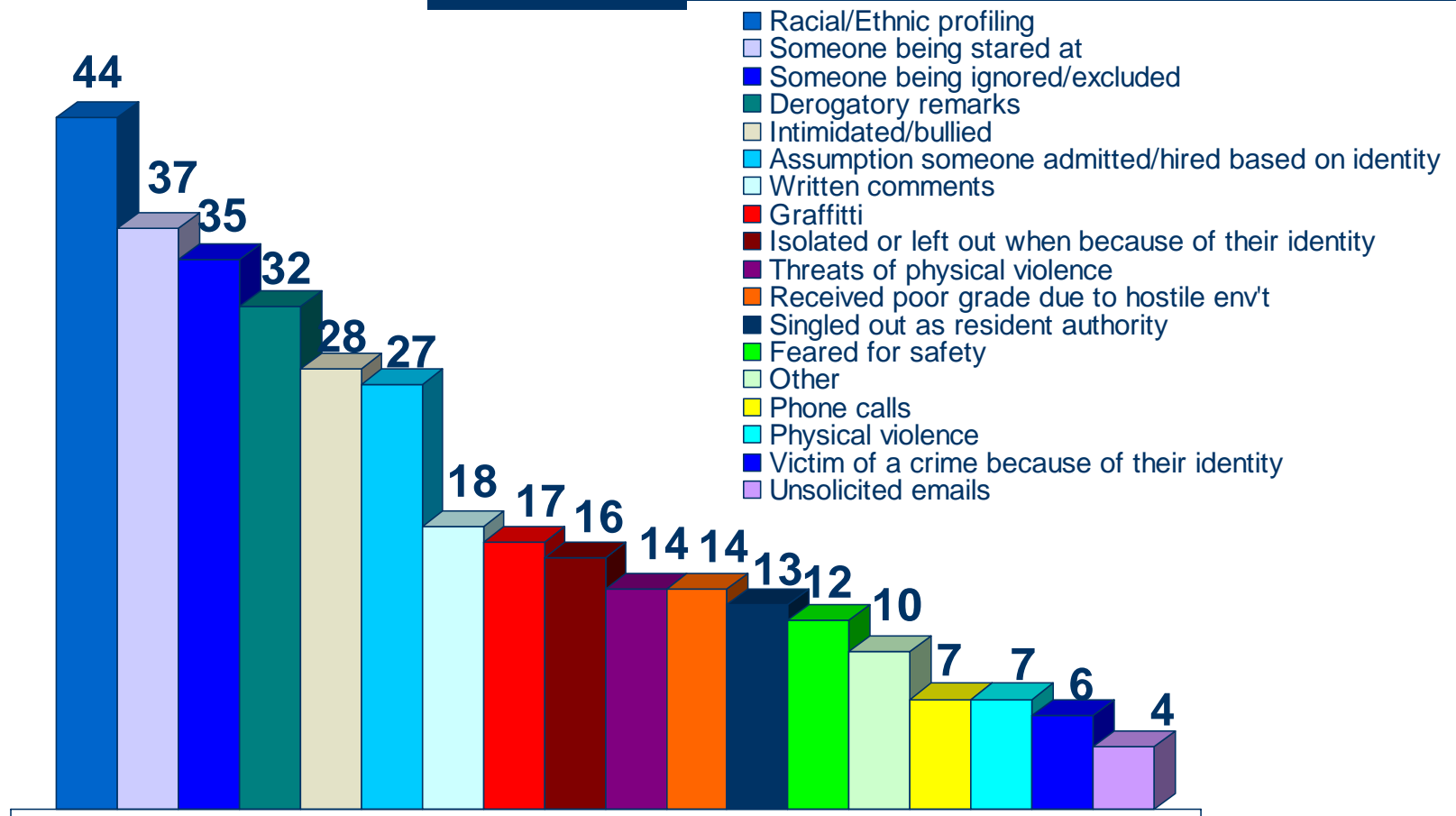
## Observed Offensive, Hostile, or Intimidating Conduct by Gender



# Observed Offensive, Hostile, or Intimidating Conduct by Sexual Orientation



# Form of Observed Offensive, Hostile, or Intimidating Conduct (%)



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

- ◆ Students (60%)
- ◆ Faculty (29%)
- ◆ Staff (26%)
- ◆ Ramapo security (12%)
- ◆ Student groups (12%)
- ◆ Supervisor/manager (11%)



# Perceived Discriminatory Practices



## Observed Discriminatory Hiring (14%)

- Due to race (47%)
- Due to gender (20%)
- Due to personal motivation (17%)

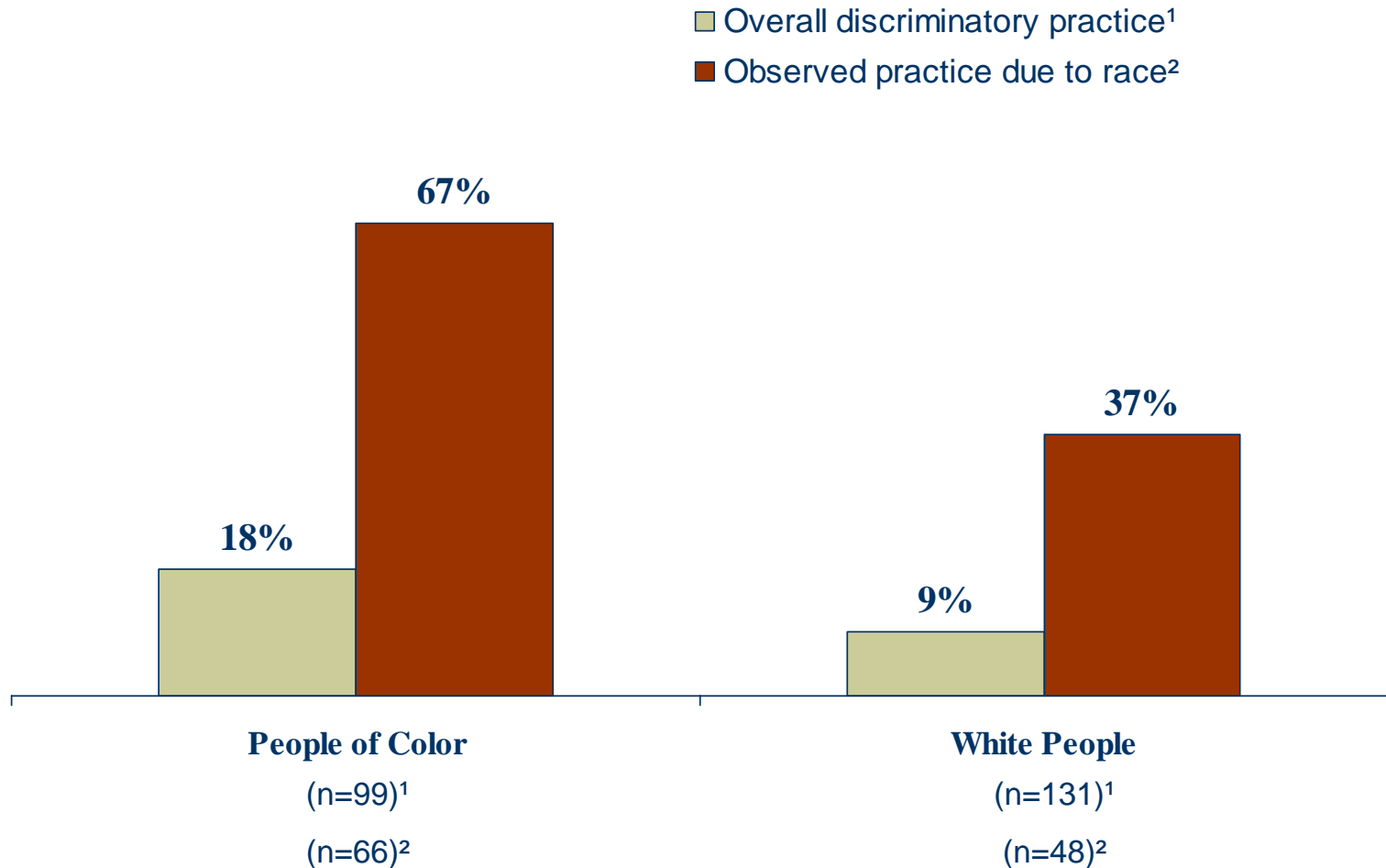
## Observed Discriminatory Firing (4%)

- Due to race (38%)
- Due to personal motivation (27%)
- Due to ethnicity (30%)

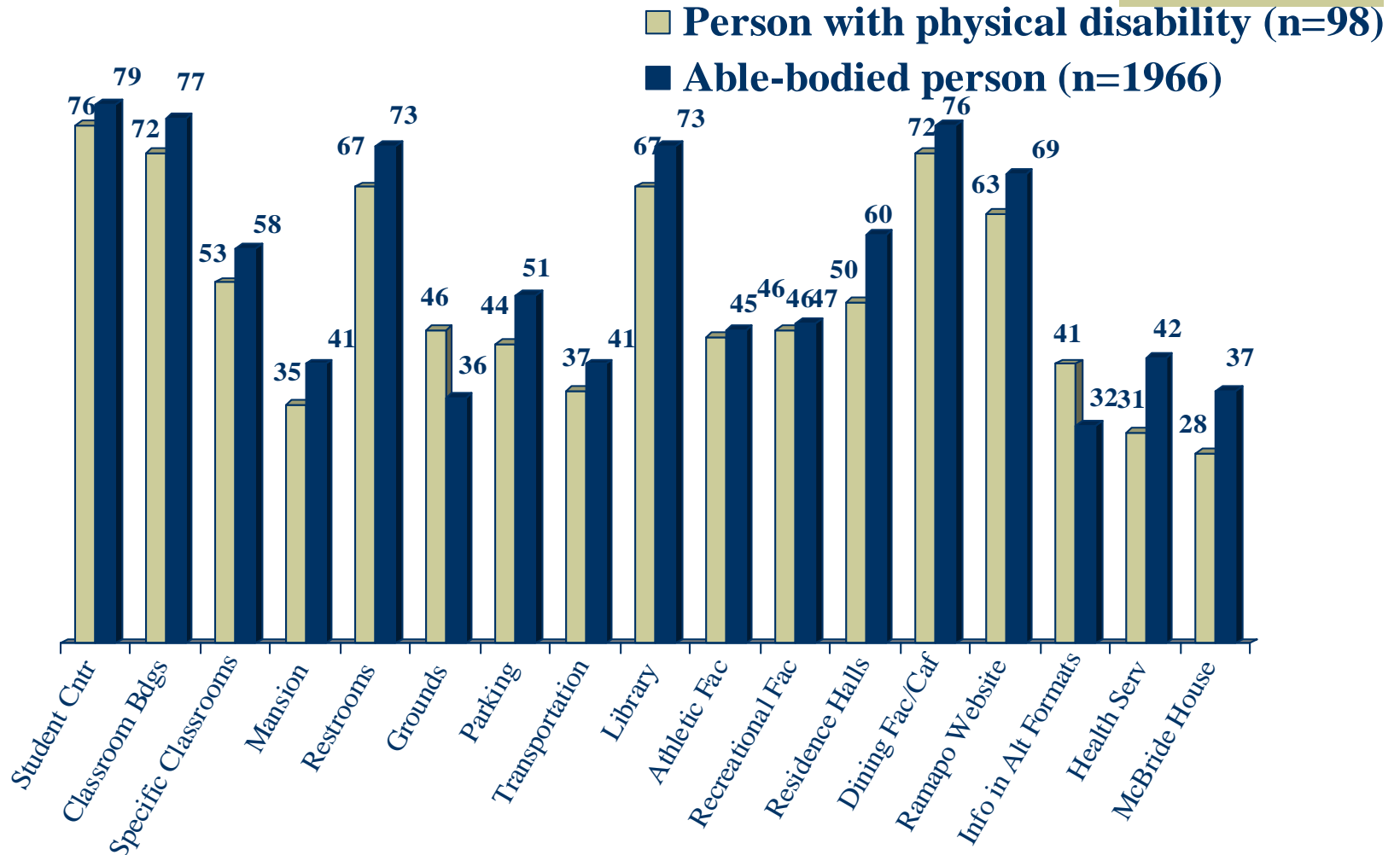
## Promotion (11%)

- Due to race (49%)
- Due to ethnicity (30%)
- Due to political motivation (26%)
- Due to gender (22%)

# Observed Discriminatory Promotion Practices and of those Observations the Percent due to Race



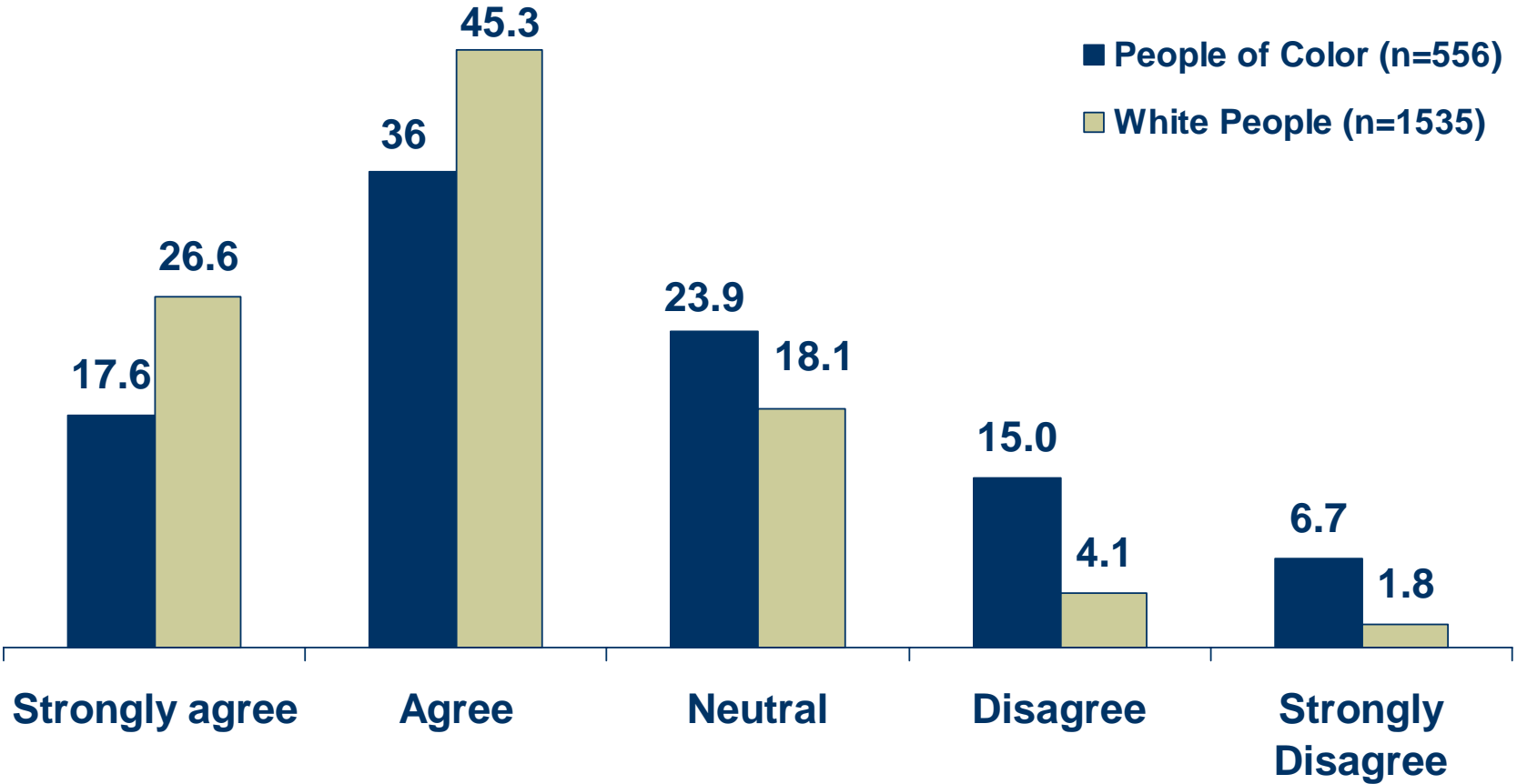
# Campus Accessibility (%)



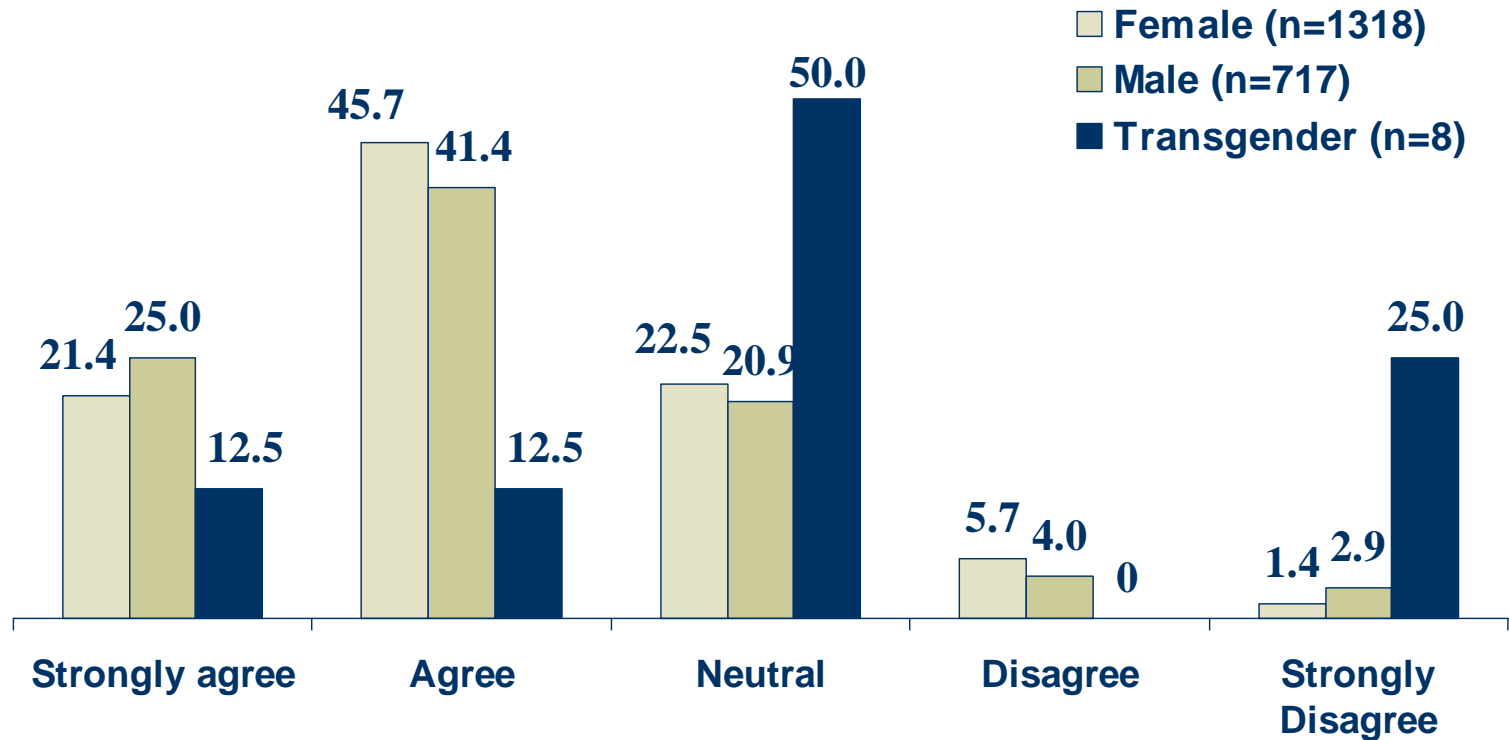
# Ramapo proactively addresses (takes actions designed to prevent) issues related to...

	Strongly agree		Agree		Do not agree nor disagree		Disagree		Strongly disagree	
	%	n	%	n	%	n	%	n	%	n
Age	15.4	308	36.3	729	37.0	743	7.9	159	3.3	67
Ethnicity	23.8	472	44.4	881	21.9	435	6.6	131	3.3	66
Employee status	12.9	256	36.9	730	38.9	771	8.2	162	3.1	62
Gender	23.5	466	45.9	911	22.9	455	5.4	107	2.3	45
International students, faculty, and staff	20.7	413	43.6	869	29.3	585	3.8	75	2.7	53
Mental/emotional disabilities	21.9	434	40.9	812	29.9	592	5.1	101	2.2	44
Non-native English speakers	16.5	330	38.5	771	36.0	722	6.2	124	2.8	56
Physical disabilities	30.1	605	44.2	888	20.7	416	3.1	63	1.8	37
Race	25.2	506	44.5	895	20.4	411	6.7	134	3.2	65
Religion	18.5	370	43.2	863	29.6	592	5.4	108	3.4	67
Sexual Orientation	26.5	531	45.3	909	22.8	458	3.1	62	2.3	46
Socioeconomic class	15.9	319	36.2	728	34.6	696	8.4	168	4.9	98

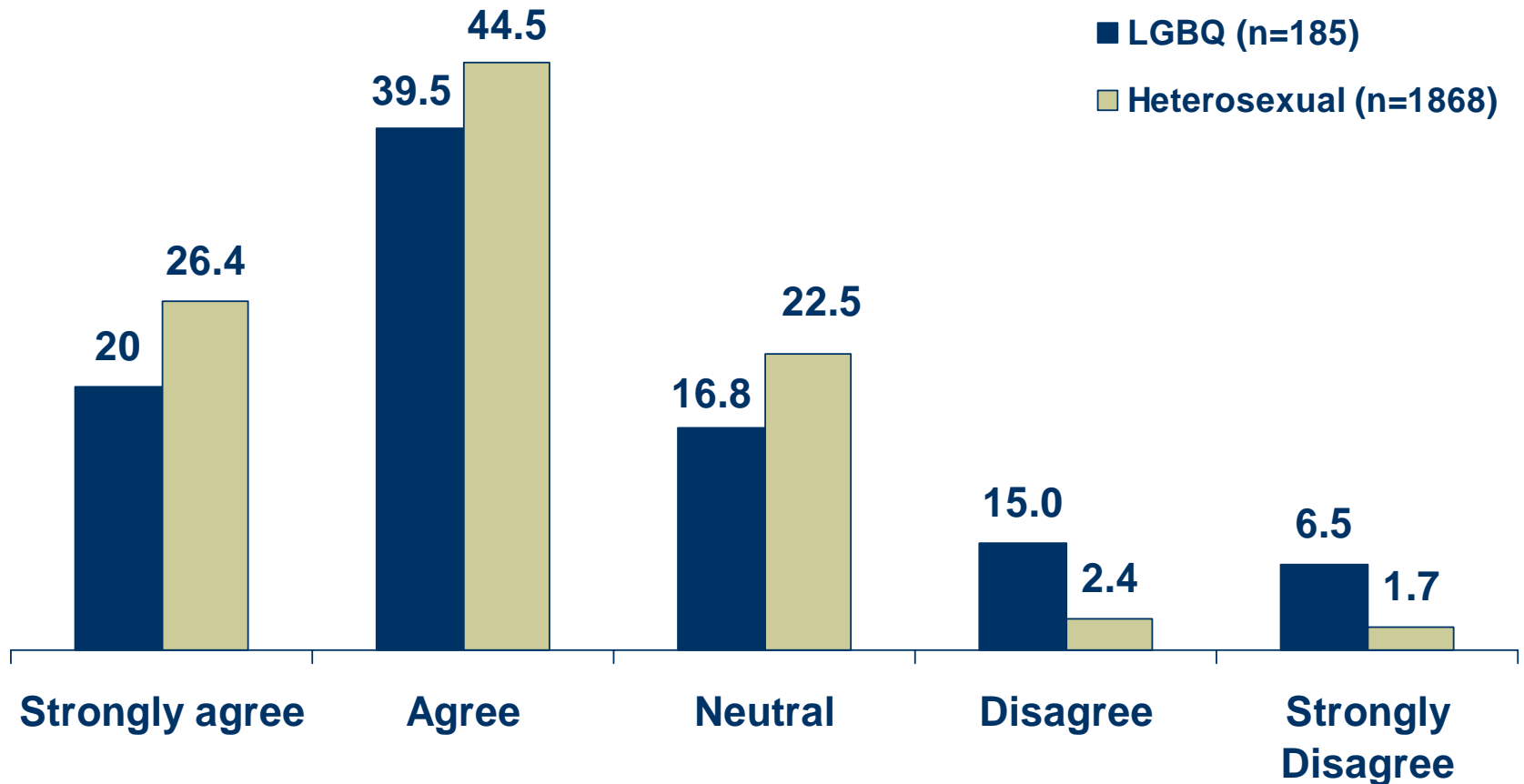
# College Addresses Issues of Race (%)



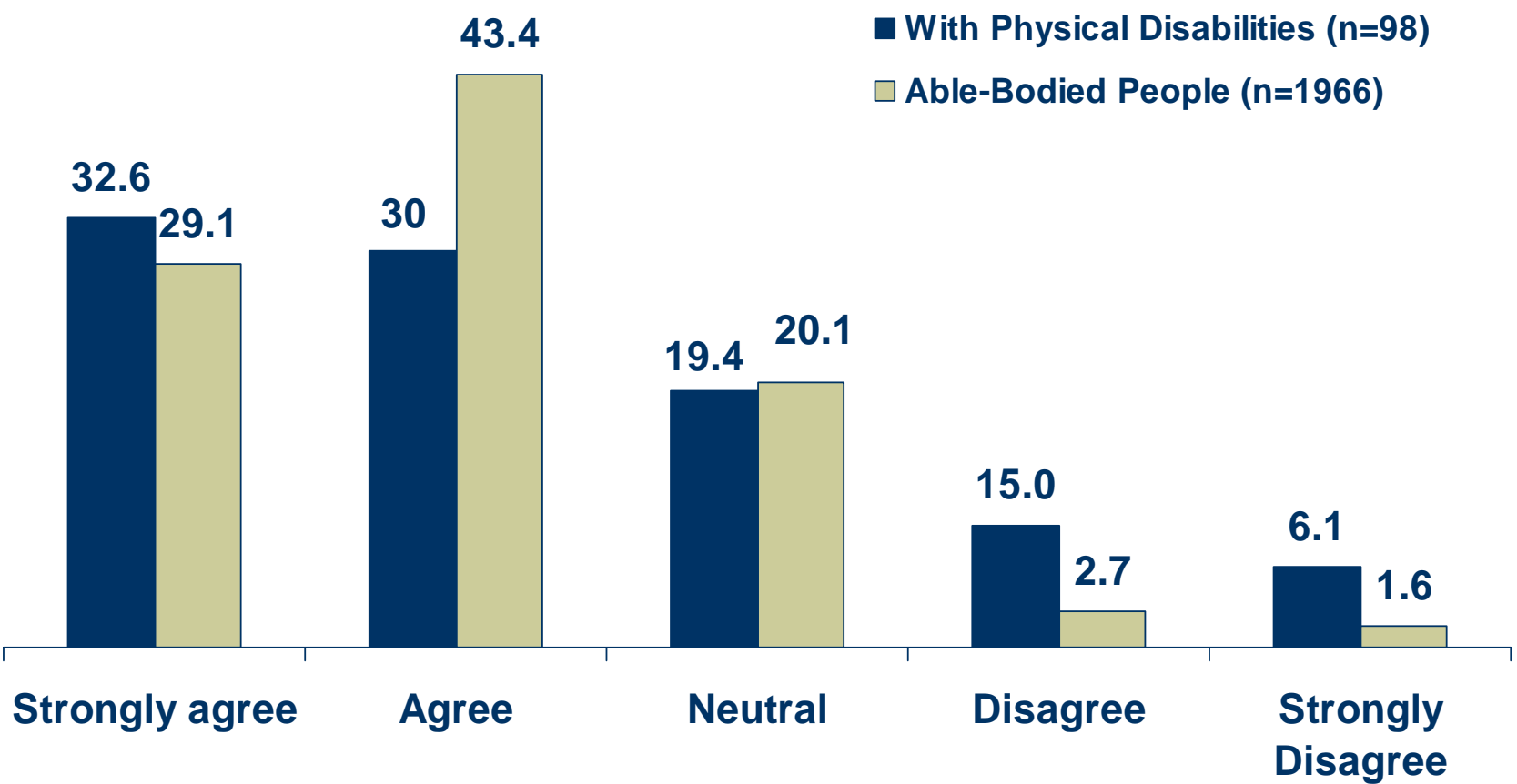
# College Addresses Issues of Gender (%)



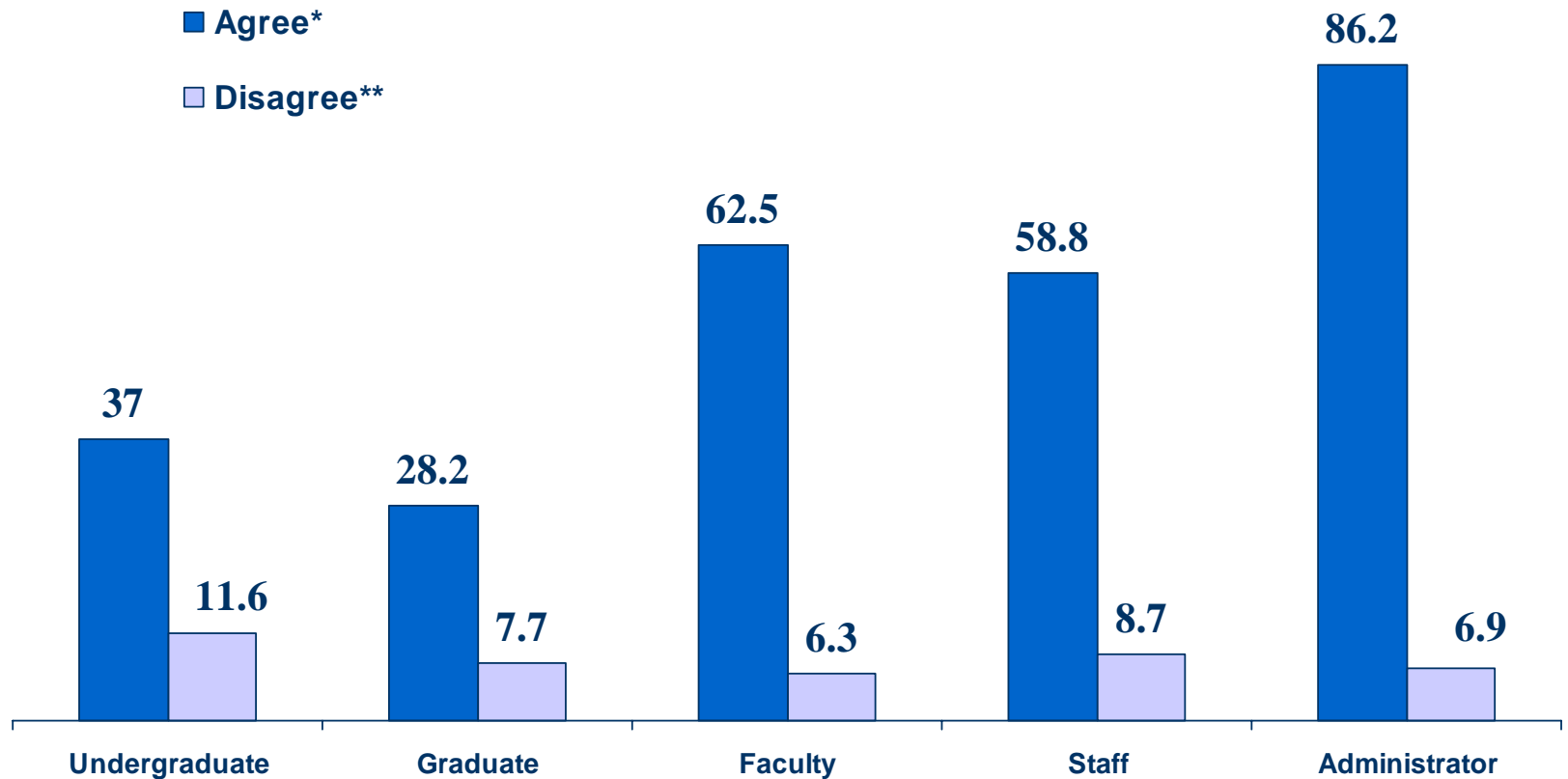
# College Addresses Issues of Sexual Orientation (%)



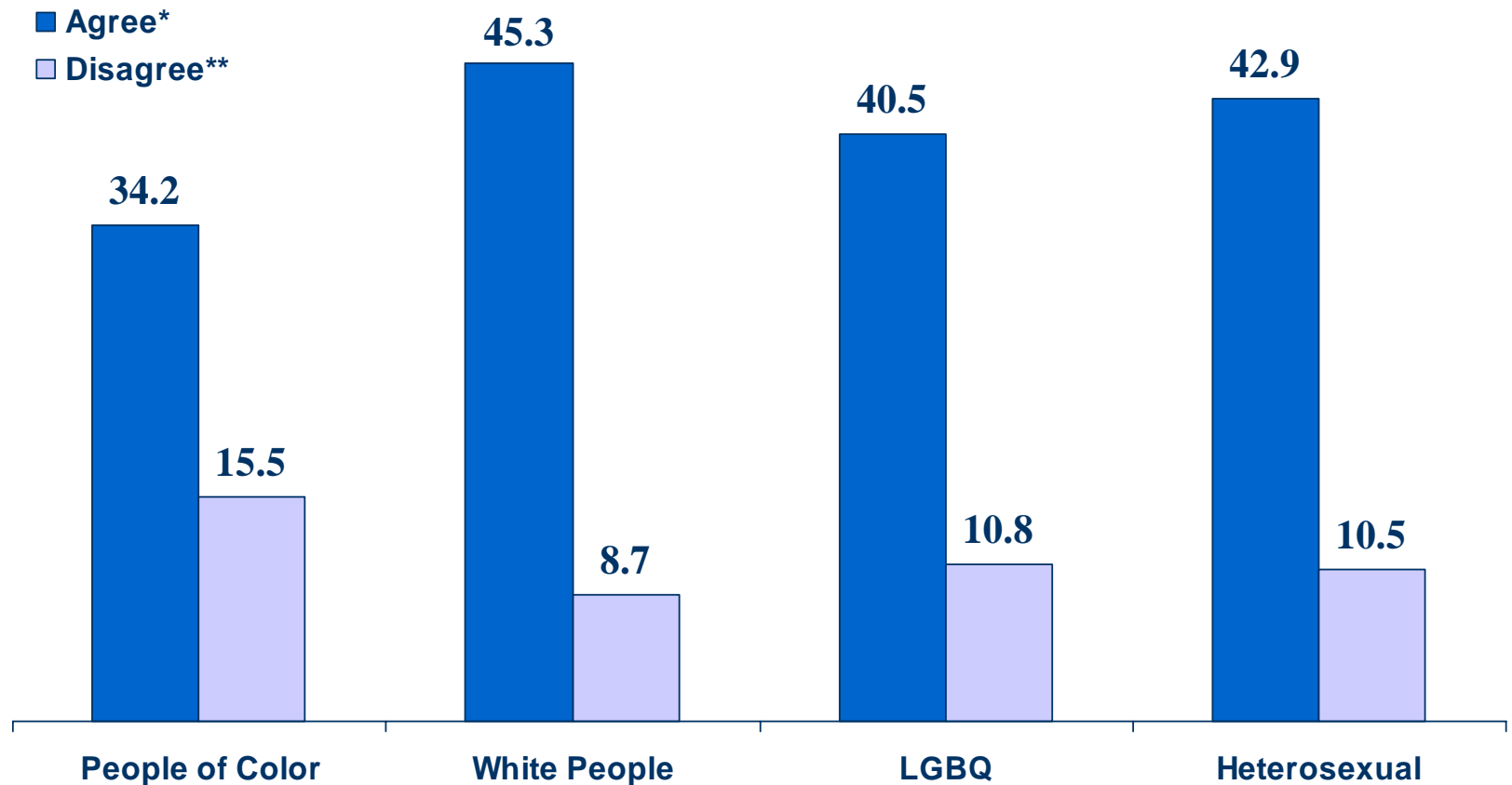
# College Addresses Issues of Physical Disability(%)



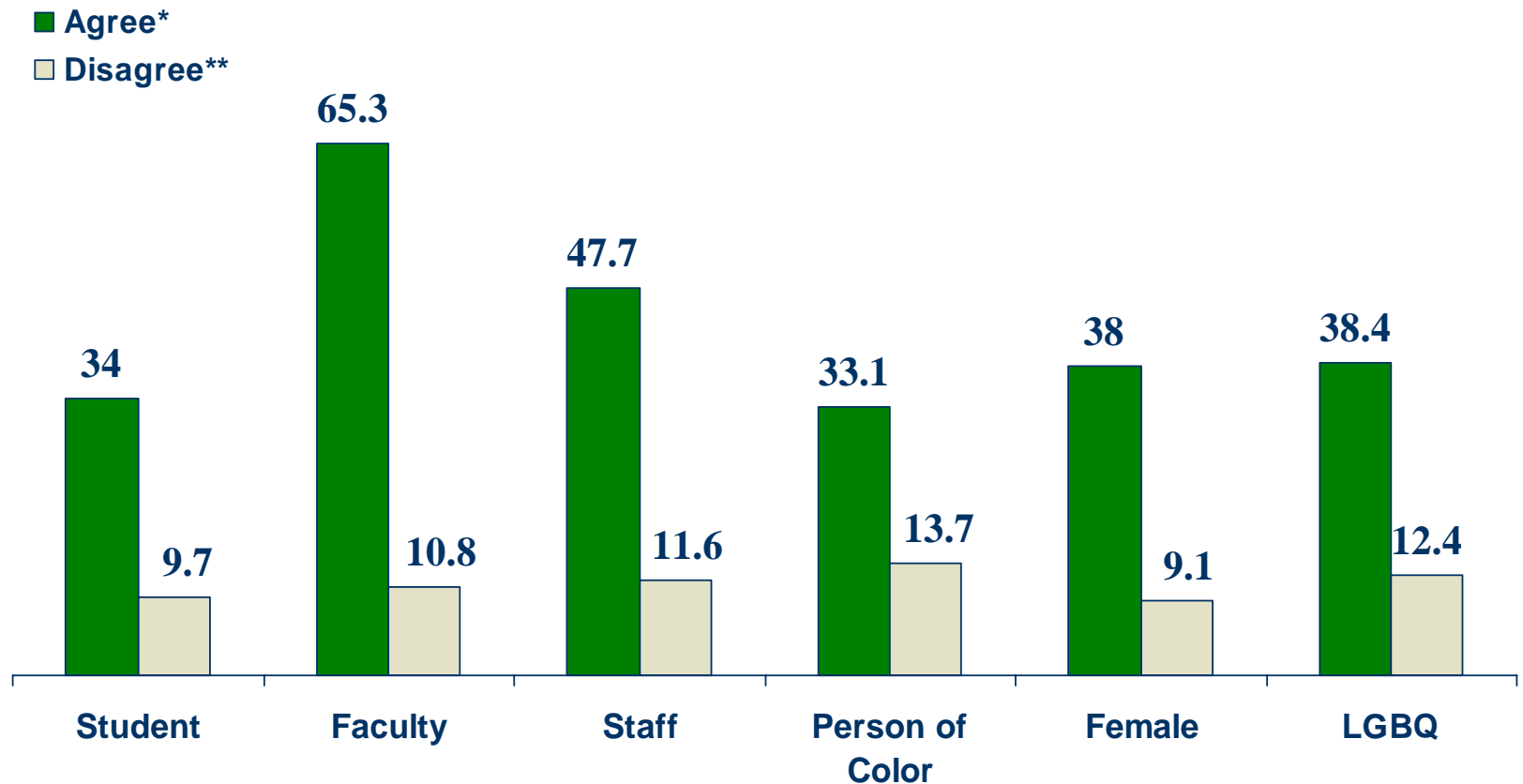
# President's Office Visibly Fosters Diversity (%)



# President's Office Visibly Fosters Diversity (%)



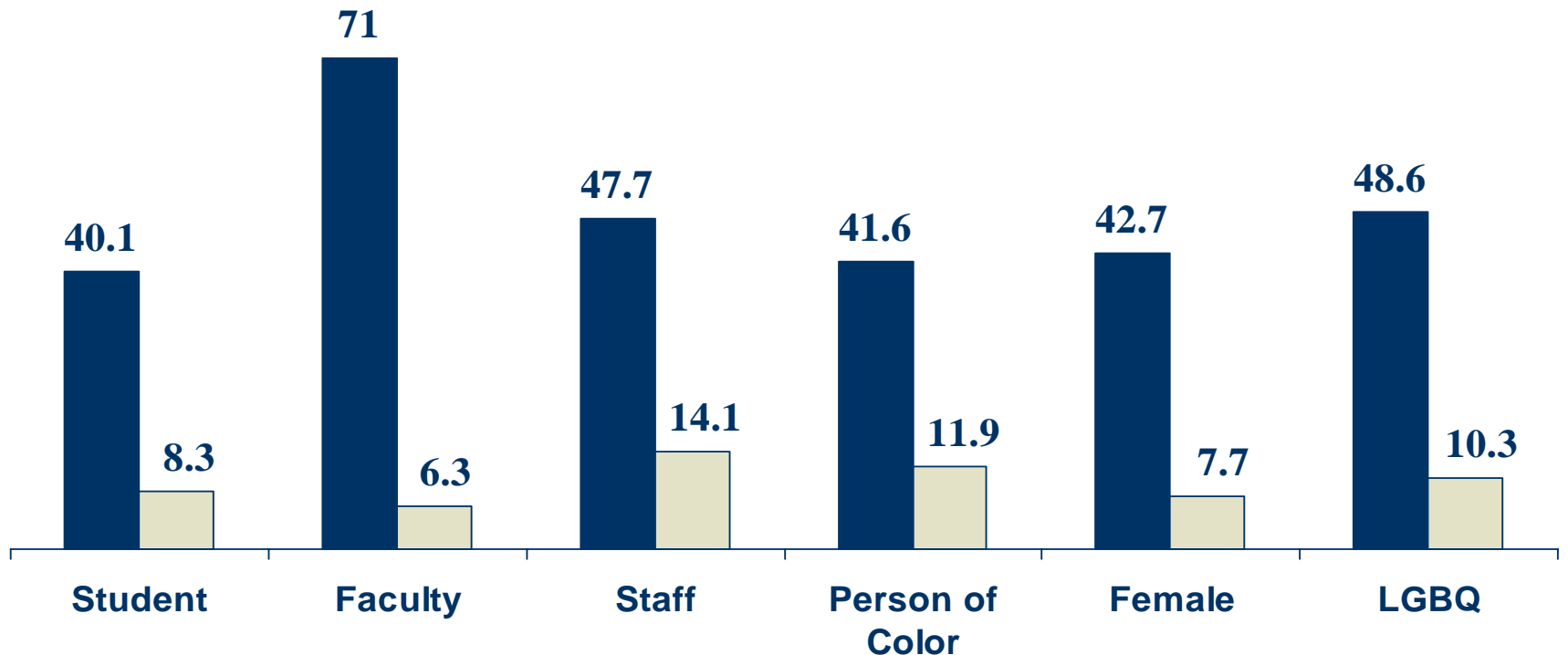
# My Academic Dean/Unit Head Visibly Fosters Diversity (%)



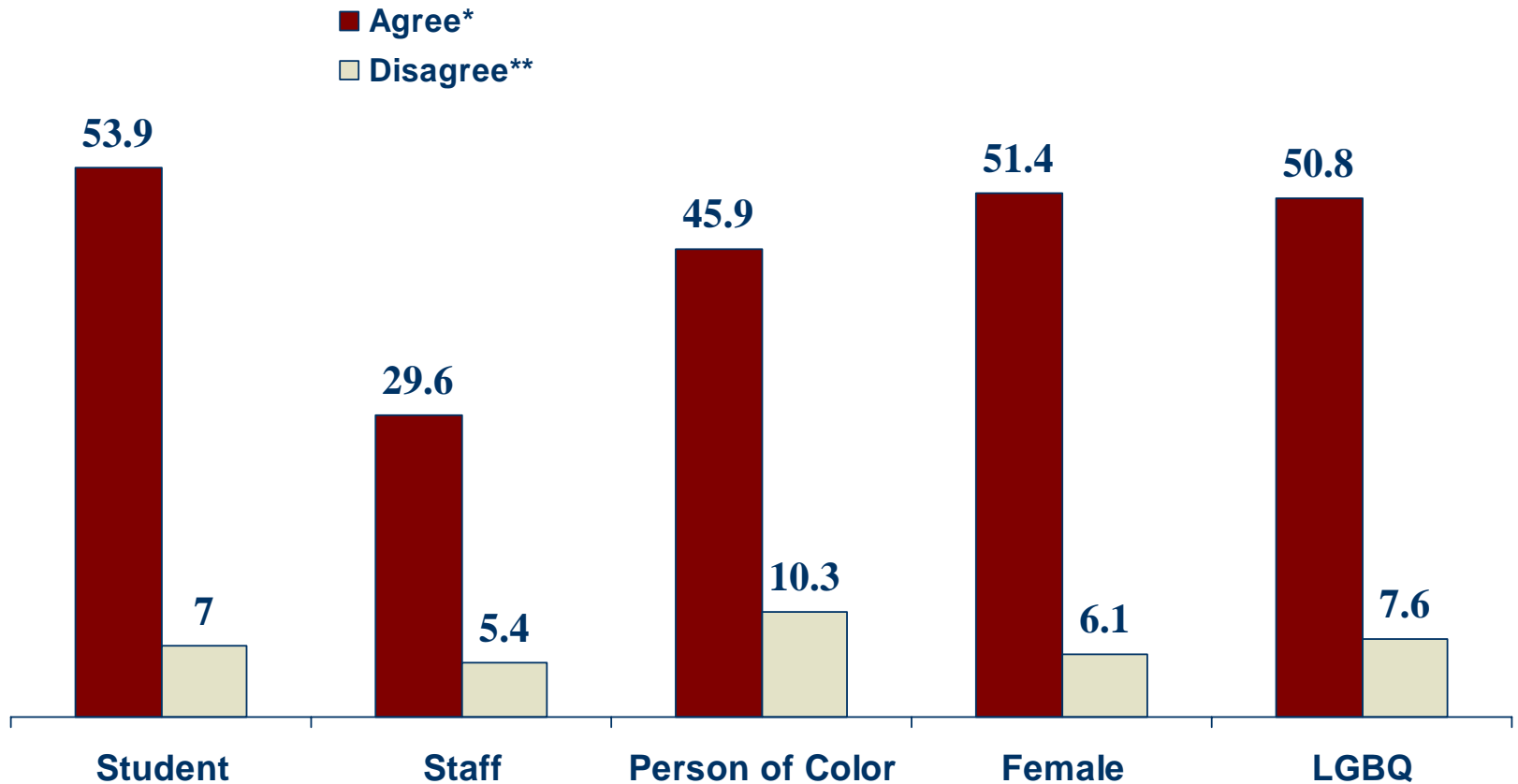
# My Program Convener/Supervisor Visibly Fosters Diversity (%)

■ Agree\*

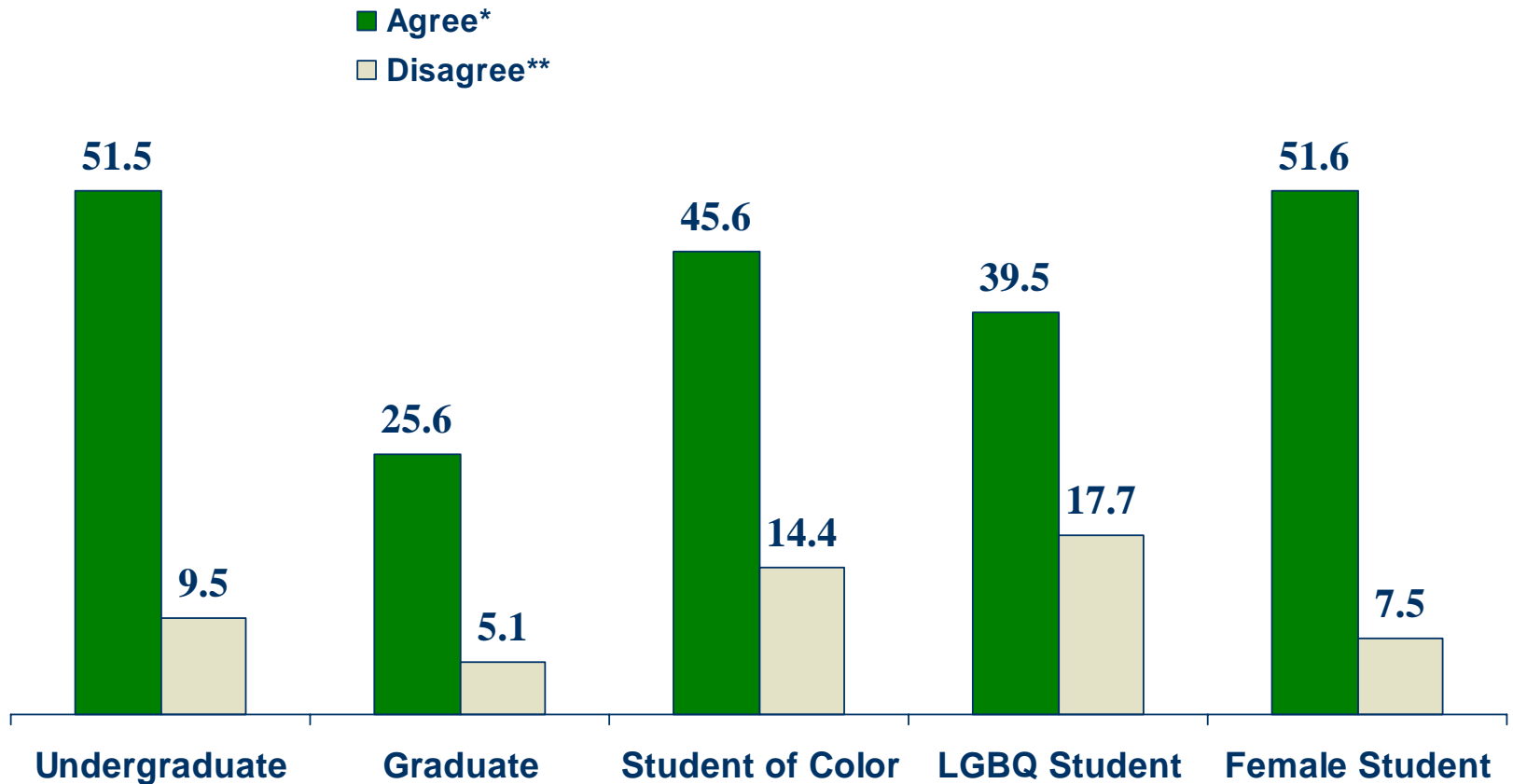
□ Disagree\*\*



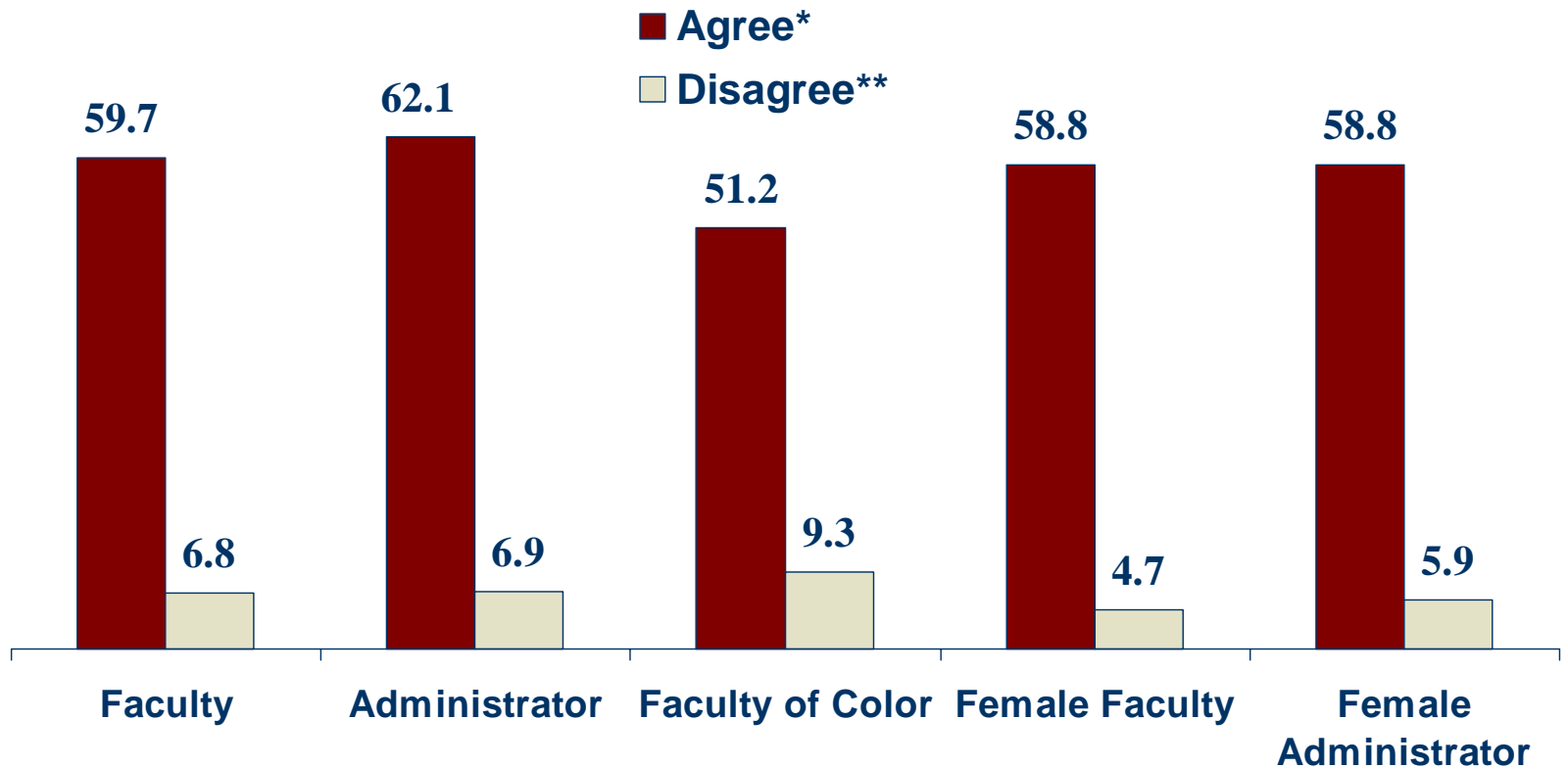
# Faculty in my Program Visibly Foster Diversity (%)



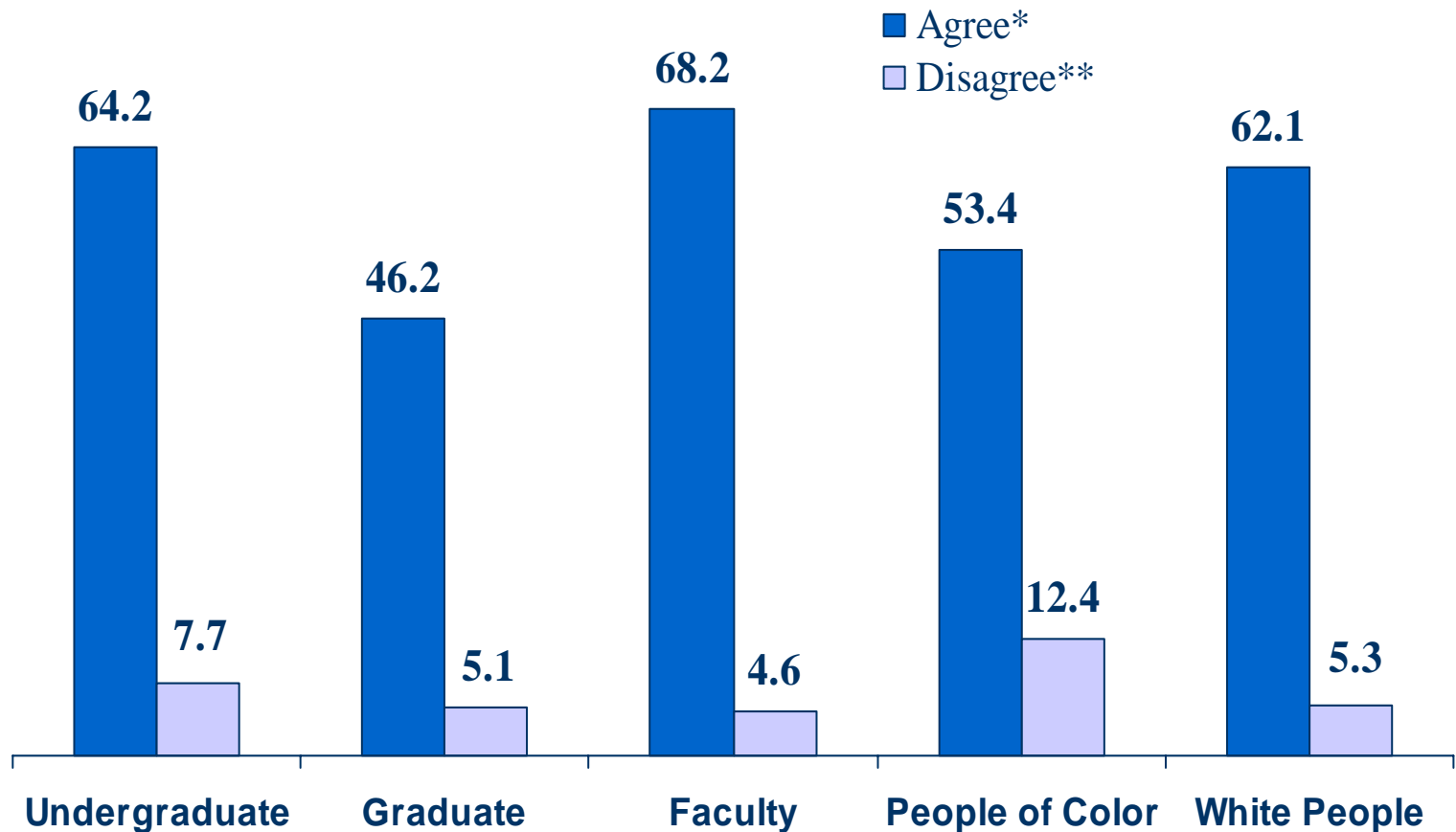
# Student Government Visibly Fosters Diversity (%)



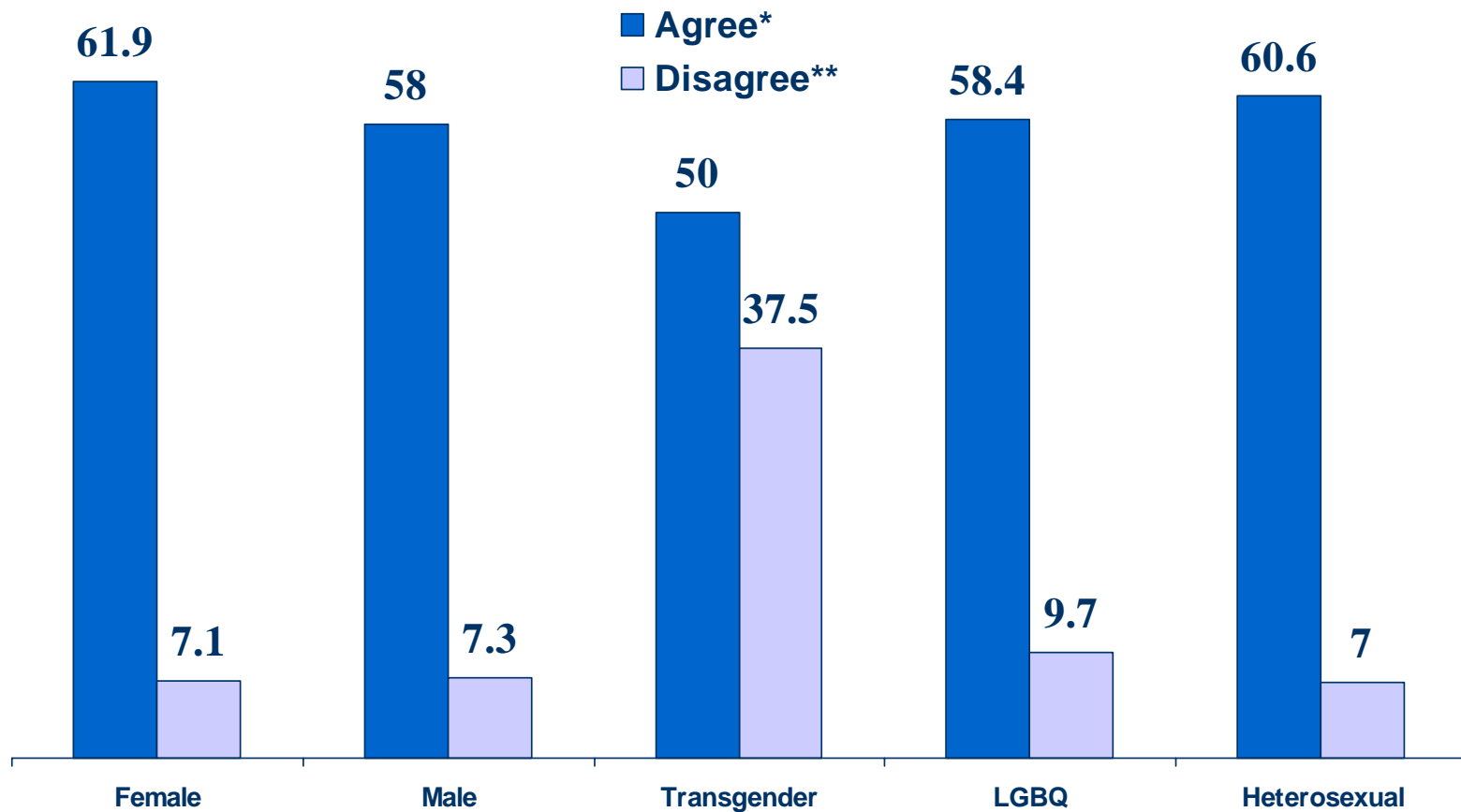
# Faculty Assembly Visibly Fosters Diversity (%)



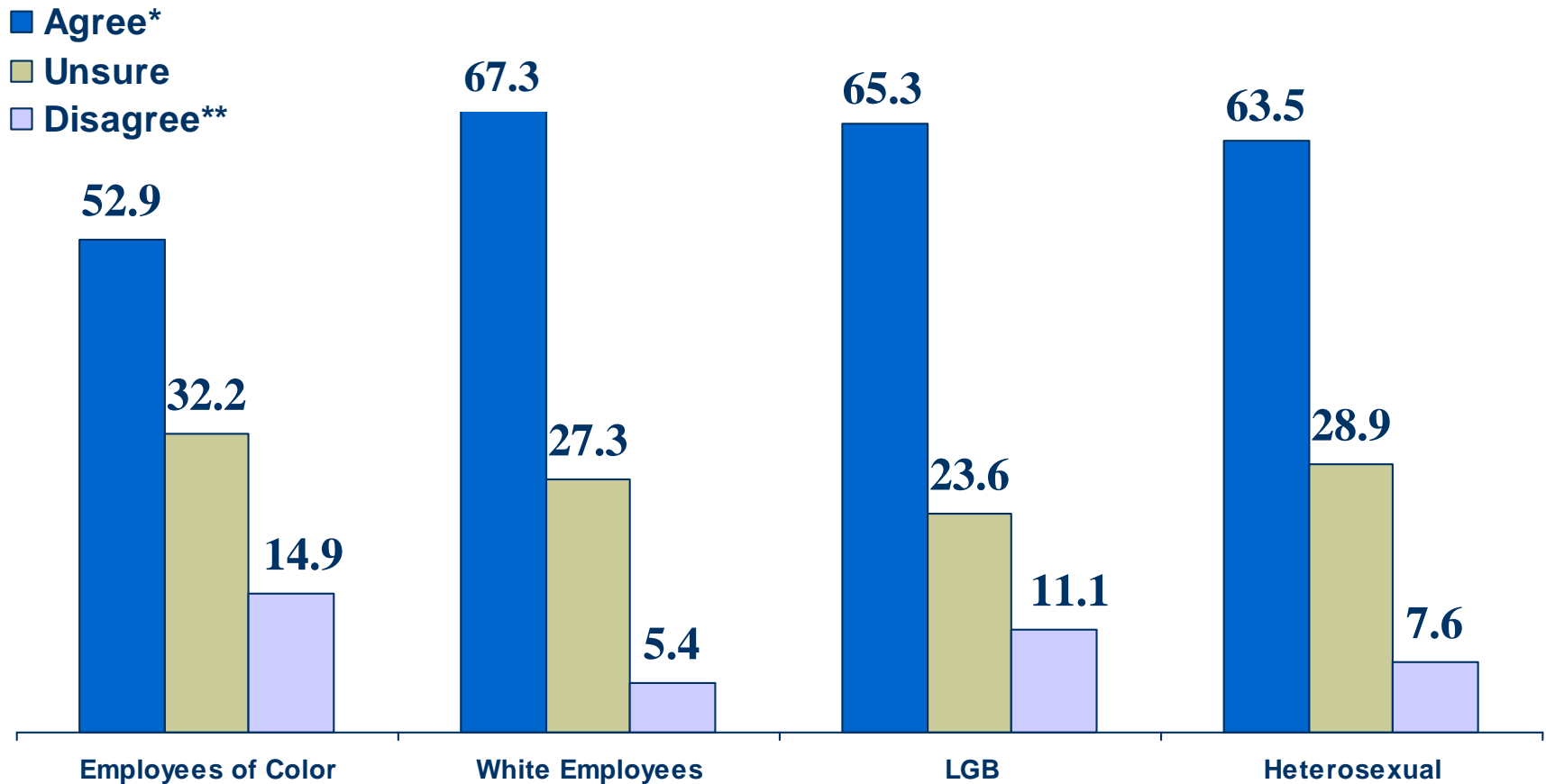
# Course Content Inclusive of Difference (%)



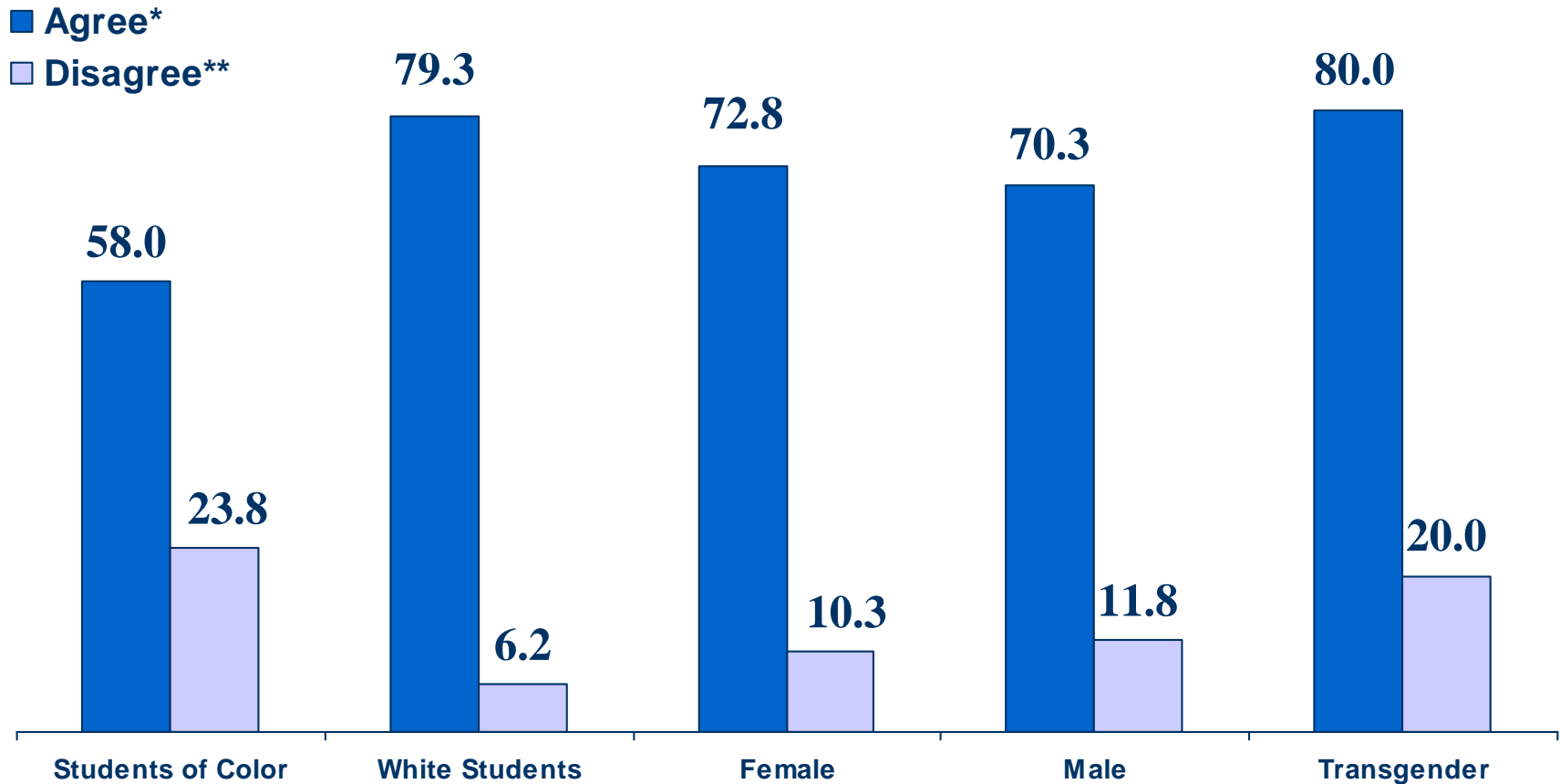
# Course Content Inclusive of Difference (%)



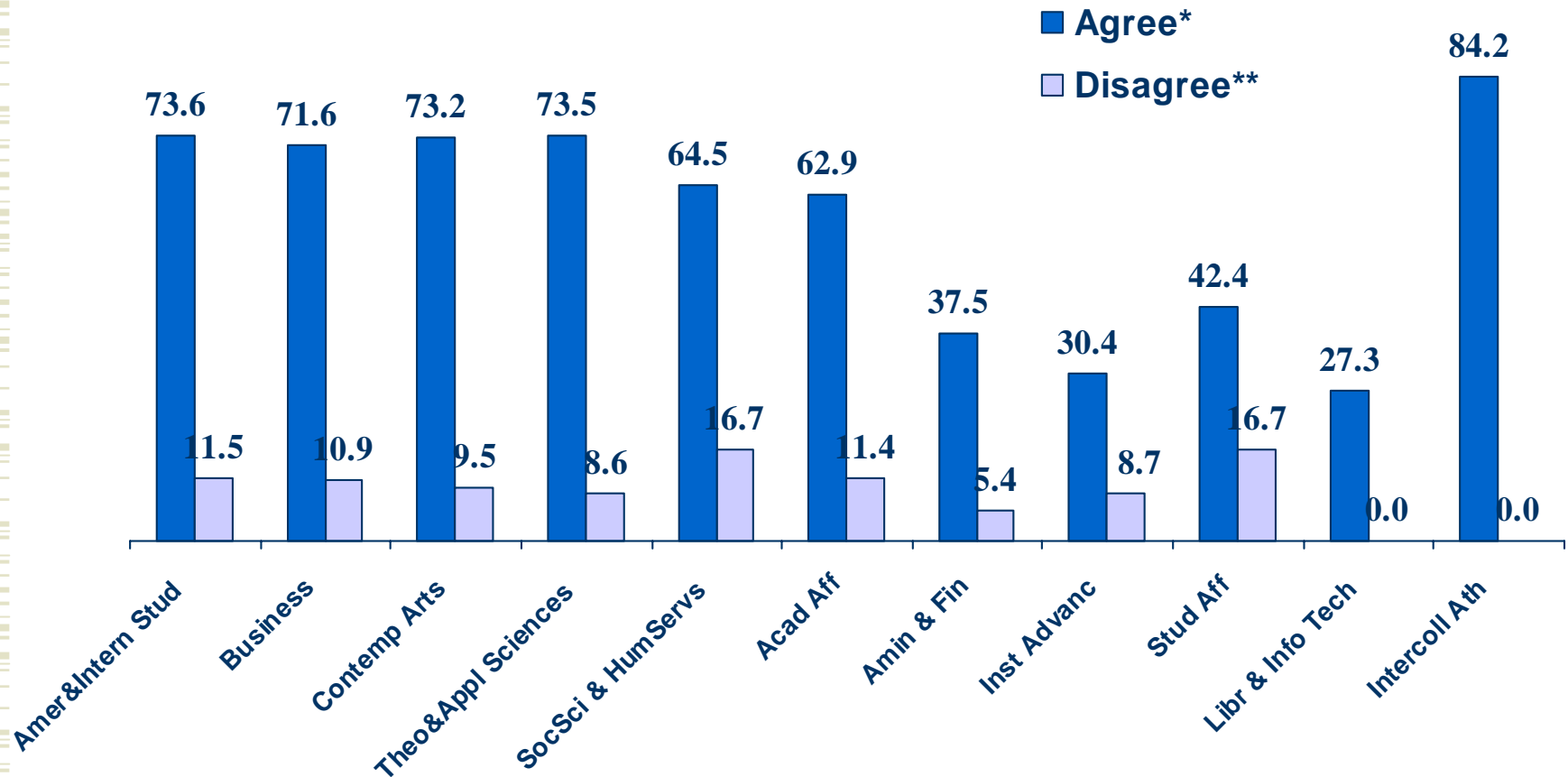
# Employee Perceptions of Welcoming Workplace Climate (%)



# Student Perceptions of Welcoming Classroom Climate (%)



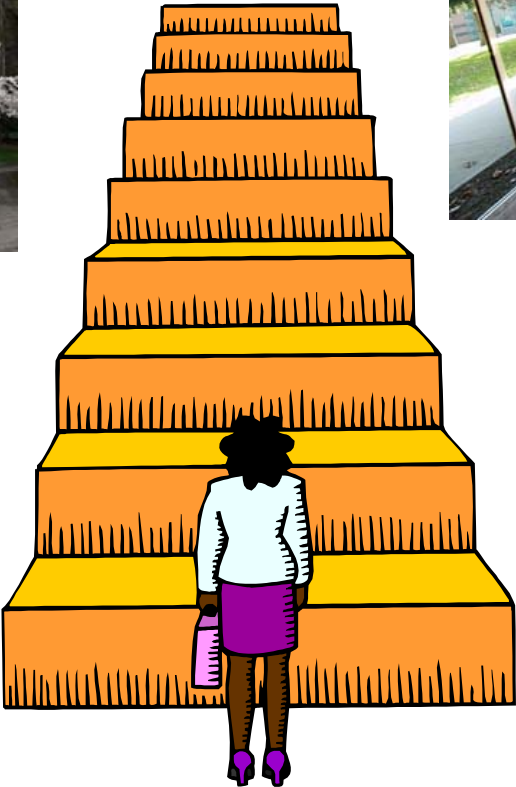
# Welcoming Classroom Climate (%) Student Response by College/School



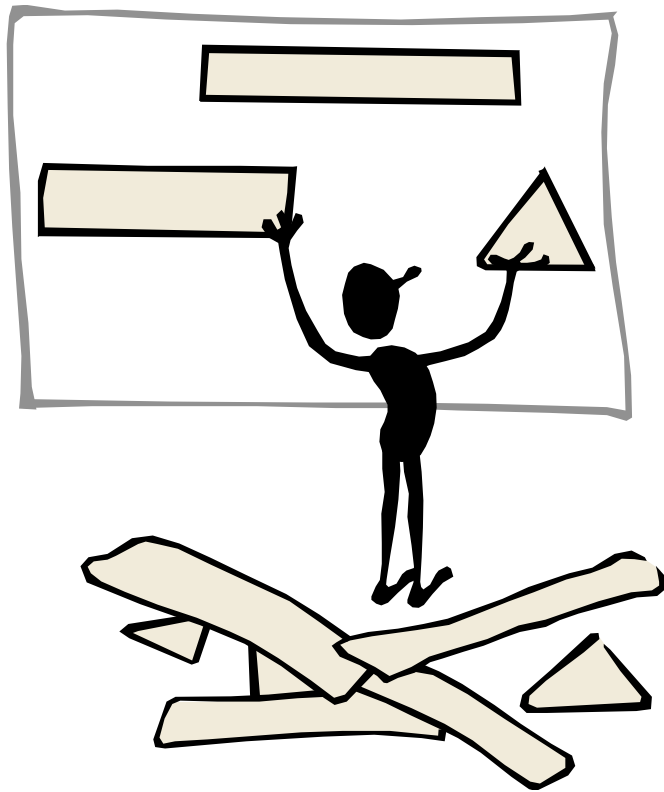
Questions.....??  
Other Ideas.....??



# Next Steps...



# Transformational Change



A change in the institution's:

- ◆ Shape – how the institution looks which allows it to function effectively in the dynamic world in which it operates.
- ◆ Structure – the basic parts of the institution that are responsible for its character.
- ◆ Nature – values, beliefs, reward systems, ownership, patterns, etc.

# Institutional Prerequisites<sup>1</sup>

- 1) Commitment of top leaders
- 2) Written description of the changed institution
- 3) Conditions that foster positive change
- 4) Likelihood of a critical mass of support
- 5) Awareness of resistance and the need to honor it

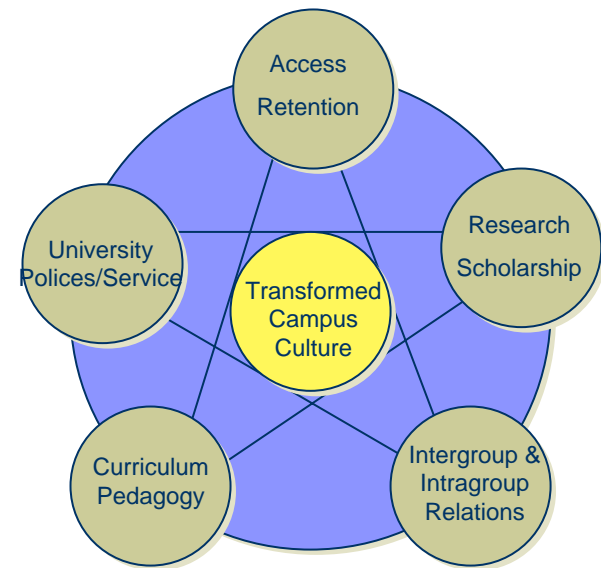
<sup>1</sup>Adpated from Beckhard (1992)

# Institutional Prerequisites

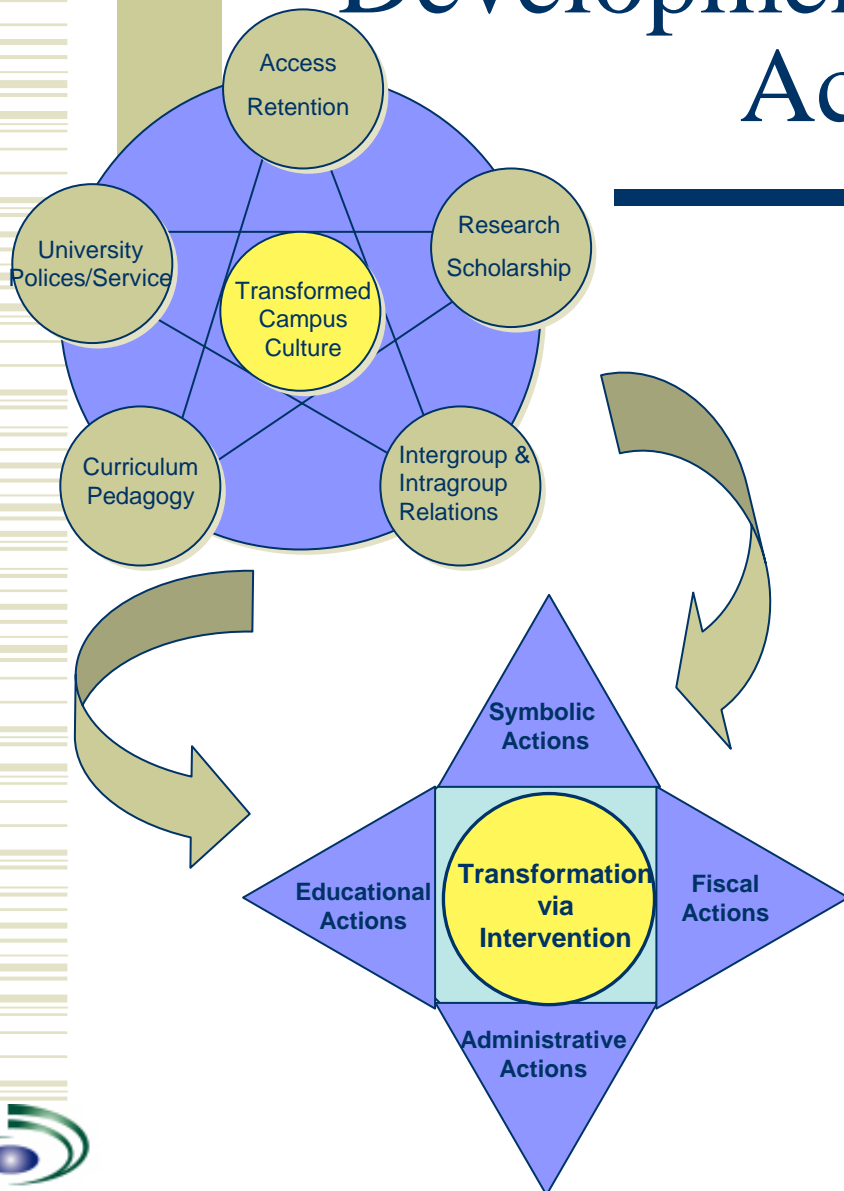
- 6) A medium to long range perspective
- 7) Awareness of the need for education
- 8) The conviction that the change must be undertaken
- 9) Willingness to use resources
- 10) Commitment to maintaining the flow of information

# Development of Strategic Plan Areas for consideration

- ◆ Access/Retention
- ◆ Research/Scholarship
- ◆ Curriculum/Pedagogy
- ◆ Inter-group/Intra-group Relations
- ◆ University Policies/Service



# Development of Strategic Plan Action areas



- ✓ Symbolic actions
- ✓ Fiscal actions
- ✓ Administrative actions
- ✓ Educational actions



# Process Forward – 2006

- ◆ March 2006
  - Draft report shared with the Ramapo community
  
- ◆ May 2006
  - Final Report submitted inclusive of requested revisions
  
- ◆ Summer/Fall 2006
  - Development of Strategic actions to address challenges and opportunities



---

# What thoughts do you have?

---

- ✓ **Additional questions/comments on results?**
- ✓ **Thoughts on process?**
- ✓ **Suggested actions?**

**Contact S. Rankin at [sue@rankin-consulting.com](mailto:sue@rankin-consulting.com)**



# Last Thoughts

*“Resistance begins with people confronting pain, whether it’s theirs or somebody else’s, and wanting to do something to change it”*

*--- bell hooks, “Yearning”*