

Assessment of Climate for Learning, Living, and Working



KEAN



**Rankin & Associates
Consulting, LLC**

Assessment · Planning · Intervention



Thank you!

- Thank you !
 - CSWG committee
 - CSWG committee leadership: Dr. A. Tamika Quick, Dr. Mia Zamora, and corresponding admin support
 - Hong Gao from Institutional Research
 - Margaret McCorry, with help from multiple others in coordinating communications and survey marketing



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 for **enhancing learning outcomes.**³

¹ Harper & Hurtado, 2009; Maramba. & Museus, 2011; Mayhew et al., 2016; Patton, 2011; Strayhorn, 2012; Buckley & Park, 2019; Fernandez et al., 2019.

² Mayhew et al., 2016; Shelton, 2019; Yosso et. al., 2009; Crisp et al., 2015;

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



Campus Climate & Faculty/Staff



The personal and professional development of employees is 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 decreased 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



The Online Survey

Instrument

- 115 questions including 20 open-ended questions to provide commentary
- All community members were invited to take the survey by President Lamont O. Repollet
- The survey was available from March 2 – April 15, 2022.

Structure

- Personal Experiences of Campus Climate
- Workplace Climate for Employees
- Demographic Information
- Perceptions of Campus Climate
- Institutional Actions



Protecting Confidentiality

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.

Some qualitative comments were redacted to protect confidentiality of respondents.



Response Rates Sample Based on Population



Response Rates by Position

14% overall response rate ($n = 1,971$)

Faculty

32% ($n = 408$)

Undergraduate

11% ($n = 1,066$)

Graduate

8% ($n = 169$)

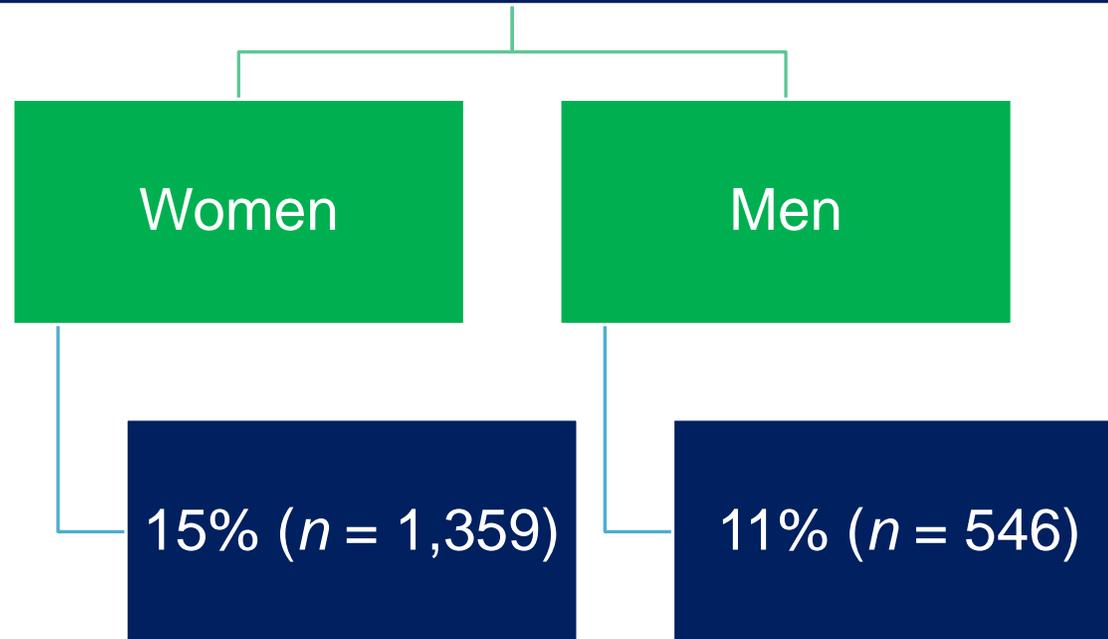
Staff

53% ($n = 328$)



Response Rates by Gender Identity

14% overall response rate ($n = 1,971$)





Response Rates by Racial Identity

14% overall response rate ($n = 1,971$)

Black/African American

13% ($n = 332$)

Hispanic/Latinx

9% ($n = 353$)

White

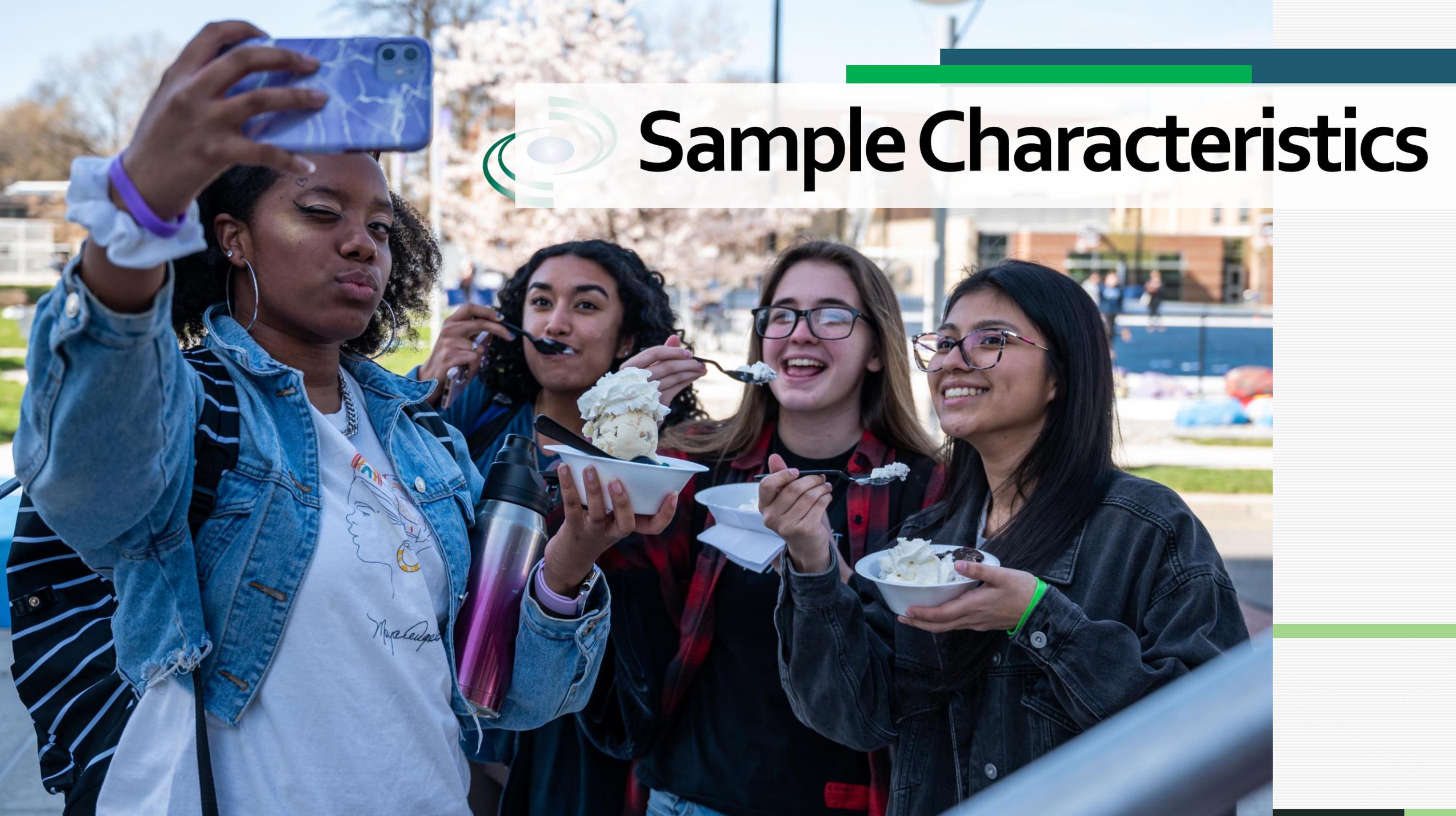
14% ($n = 722$)

Additional Racial/Ethnic

23% ($n = 203$)

Multiracial

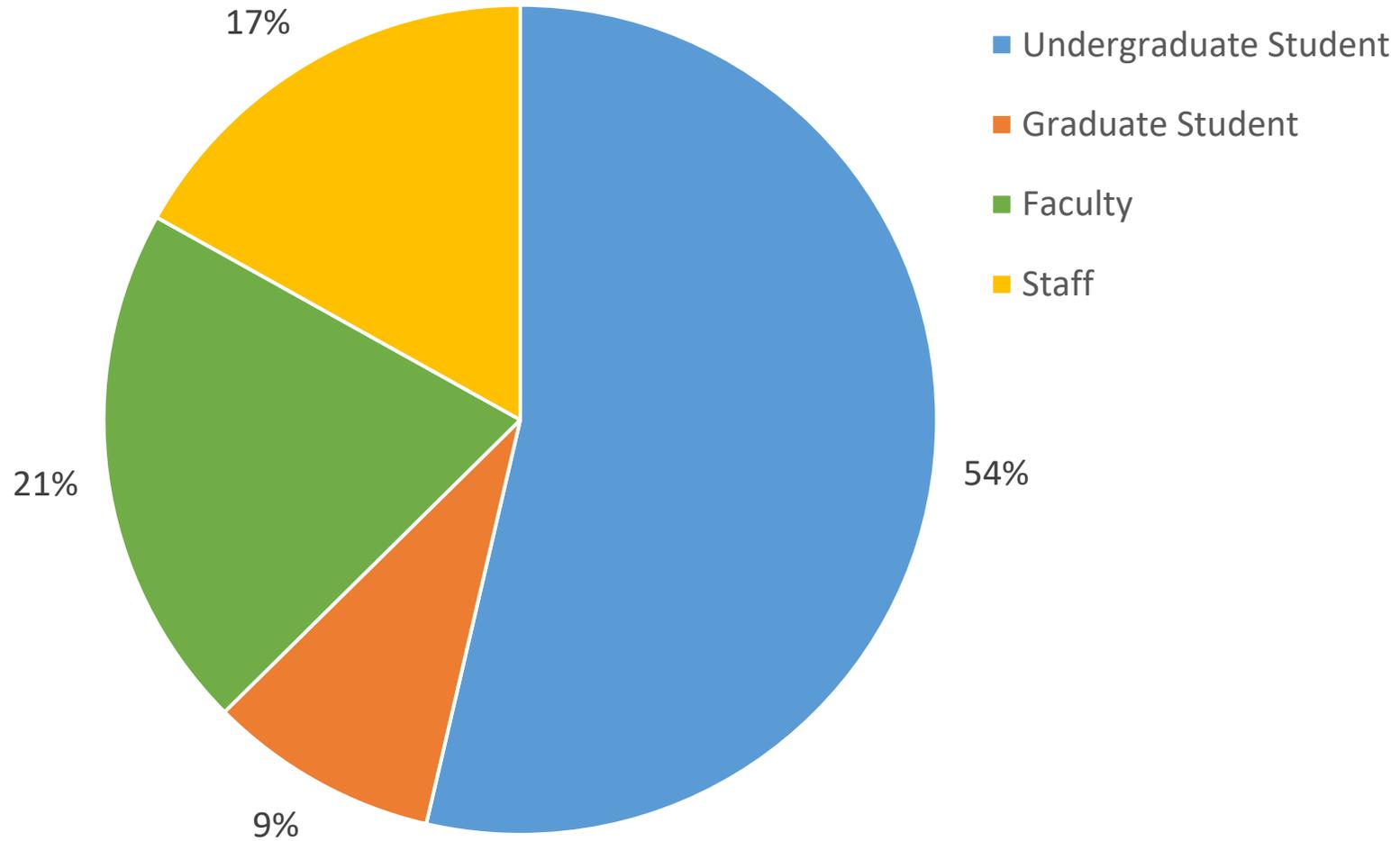
94% ($n = 274$)

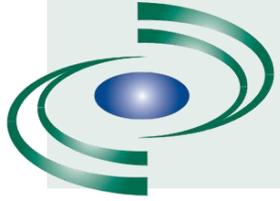


Sample Characteristics

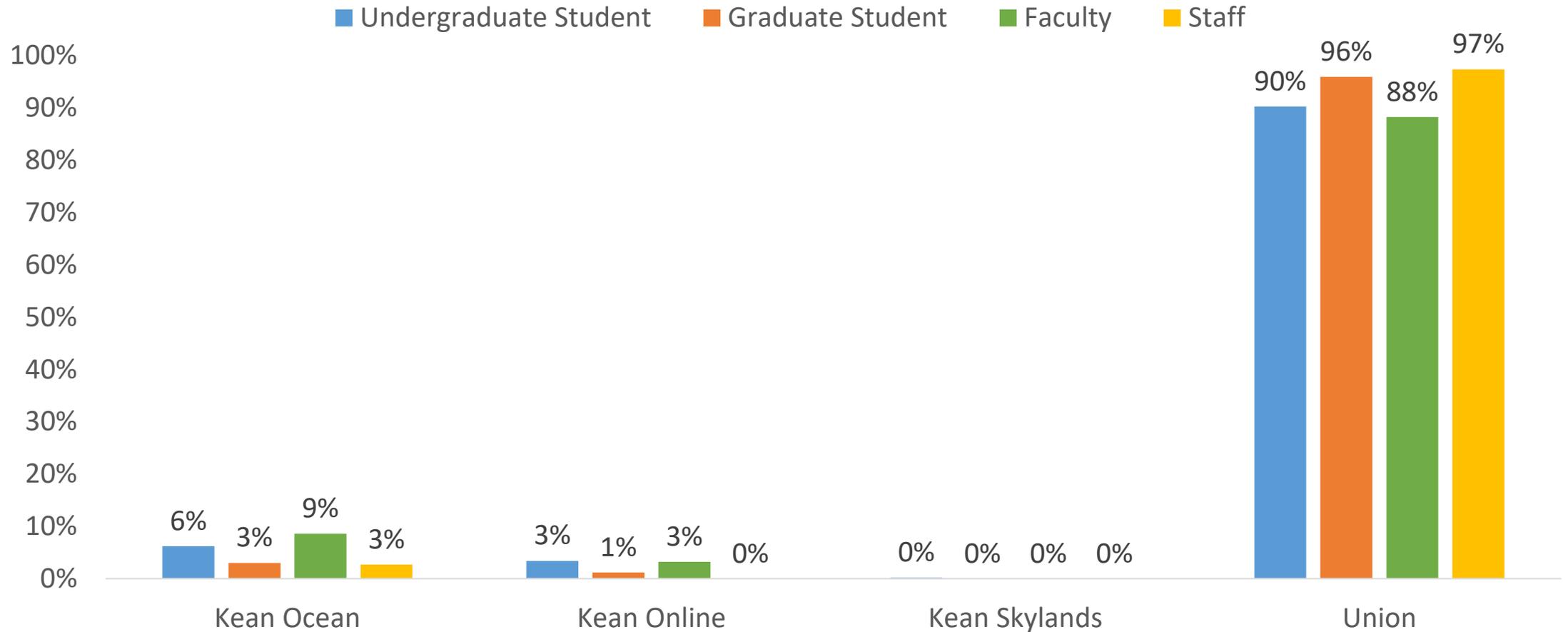


Respondents by Position (%)





Respondents by Campus Location (%)





Analysis Variables

STUDENTS	FACULTY/STAFF
Position	Position
Transfer status	Faculty status
Gender identity	Gender identity
Racial identity	Racial identity
Sexual identity	Sexual identity
First-generation status	Years of employment
Disability status	Religious affiliation



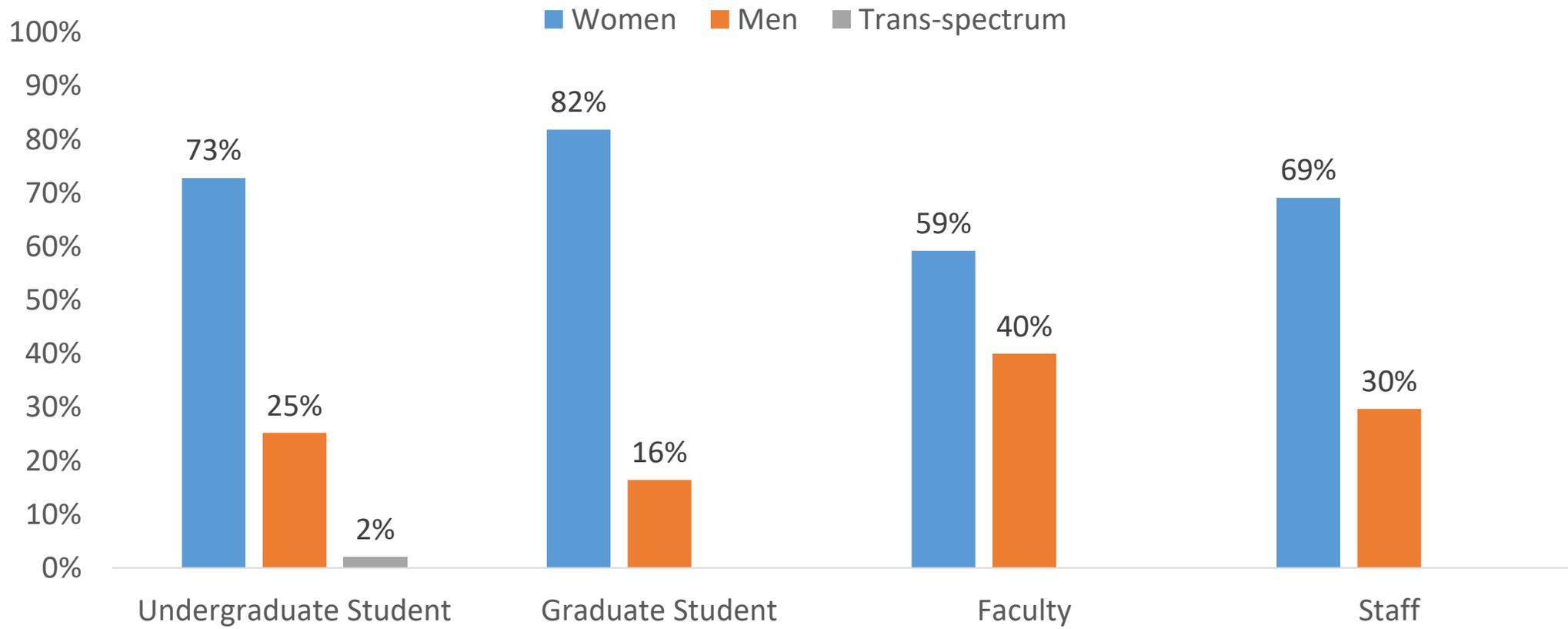
Recoded Variable - Gender Identity

Survey response options	Recoded Variable
Man	Man
Woman	Woman
Genderqueer	Trans-spectrum
Nonbinary	
Transgender Man	
Transgender Woman	

Recoded variables were approved by CSWG. For the purposes of some analyses, this report uses two gender identity categories (Men and Women), where Trans-spectrum was excluded owing to the low number of respondents and to protect their confidentiality.



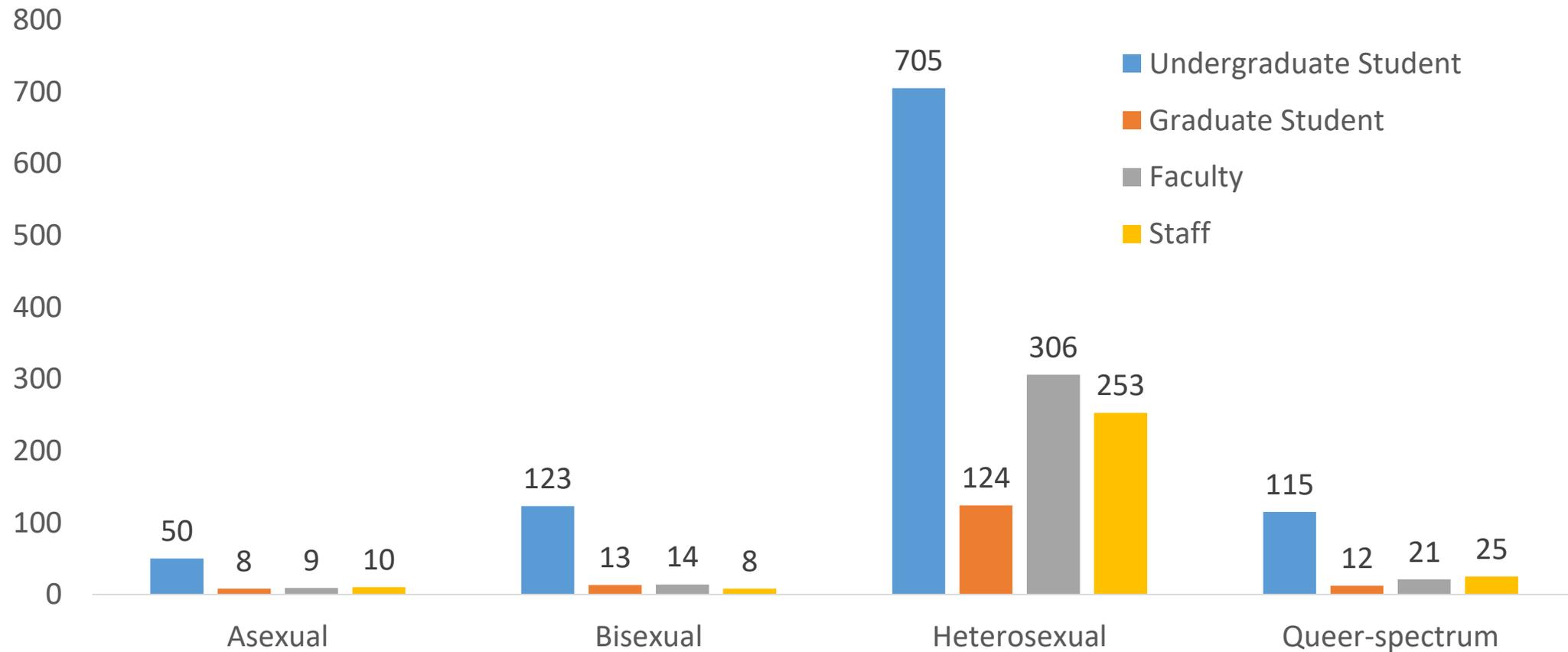
Respondents by Gender Identity (%)



R&A uses "trans-spectrum" as an umbrella term to describe the gender identity of individuals who do not identify as cis-gender. Identities may include transgender, nonbinary, gender queer, transgender man, and transgender woman, in addition to other non-cis-gender identities.



Respondents by Sexual Identity (*n*)



R&A uses the term “queer-spectrum” to identify non-heterosexual sexual identities (excluding bisexual and asexual). Identities may include lesbian, gay, queer and/or pansexual as well as other sexual identities.



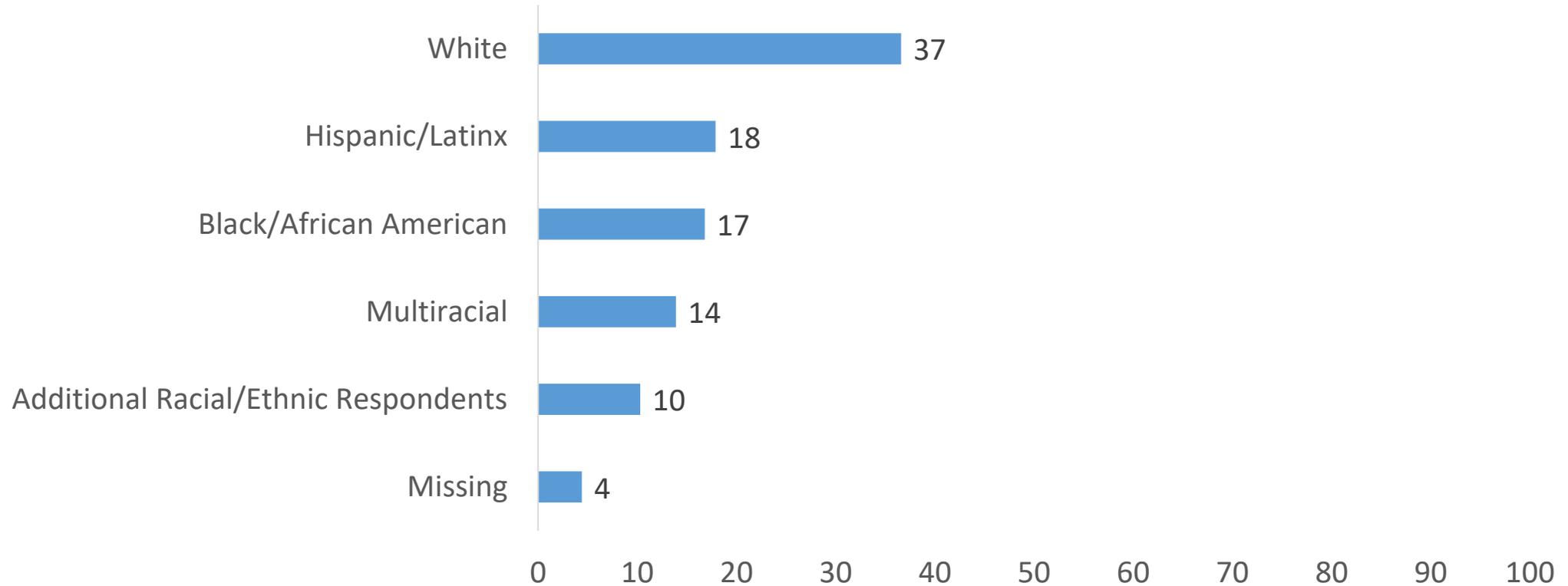
Recoded Variable - Racial Identity

Survey response options	Recoded Variable
African/Afro-Caribbean/Black/African American	Black/African American
Hispanic/Latinx/Chicanx	Hispanic/Latinx
White/European American	White
Alaska Native	Additional Racial/Ethnic Respondents
American Indian/Native	
American Indian/Native American/Indigenous	
Middle Eastern	
Native Hawaiian	
Pacific Islander	
South Asian	
Southeast Asian	
Multiracial	Multiracial

With the CSWG's approval, the Additional People of Color category included respondents who identified as Alaska Native, American Indian/Native, American/Indigenous, Middle Eastern/North African/of Arab descent, Native Hawaiian, and Pacific Islander. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as Respondents of Color). Also, respondents who identified as more than one racial identity were recoded as Multiracial.



Respondents by Racial Identity (%)



With the CSWG's approval, the Additional Racial/Ethnic Respondents category included respondents who identified as Asian/Asian American, Pacific Islander, Middle Eastern, South Asian, Southeast Asian, Native Hawaiian, Alaska Native, or Jewish. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as Additional Racial/Ethnic (including Hispanic/Latinx and Black/African American) Respondents)



13% ($n = 272$) 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	125	46.0
Learning difference/disability	97	35.7
Chronic diagnosis or medical condition	62	22.8

Recoded variables were approved by CSWG. For the purposes of analyses, disability status was collapsed into five categories (No Disability, Multiple Disabilities, Learning and/or Attention Issues, Mental Health Issue/Condition, and Physical Disability/Condition). For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and At Least One Disability), where Learning and/or Attention Issues, Mental Health Issue/Condition, and Physical Disability/Condition were collapsed into the At Least One Disability category.



51% ($n = 632$) of Students Experienced Financial Hardship While Attending Kean

Top financial hardships	<i>n</i>	%
Books/course materials	454	71.8
Tuition	378	59.8
Commuting to campus	207	32.8
Food	202	32.0
Housing	164	25.9



Undergraduate Students' Residence

Residence	<i>n</i>	%
Non-Kean housing	983	79.6
Campus housing	226	18.3
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	11	0.9
Displaced due to emergent situation	0	0.0

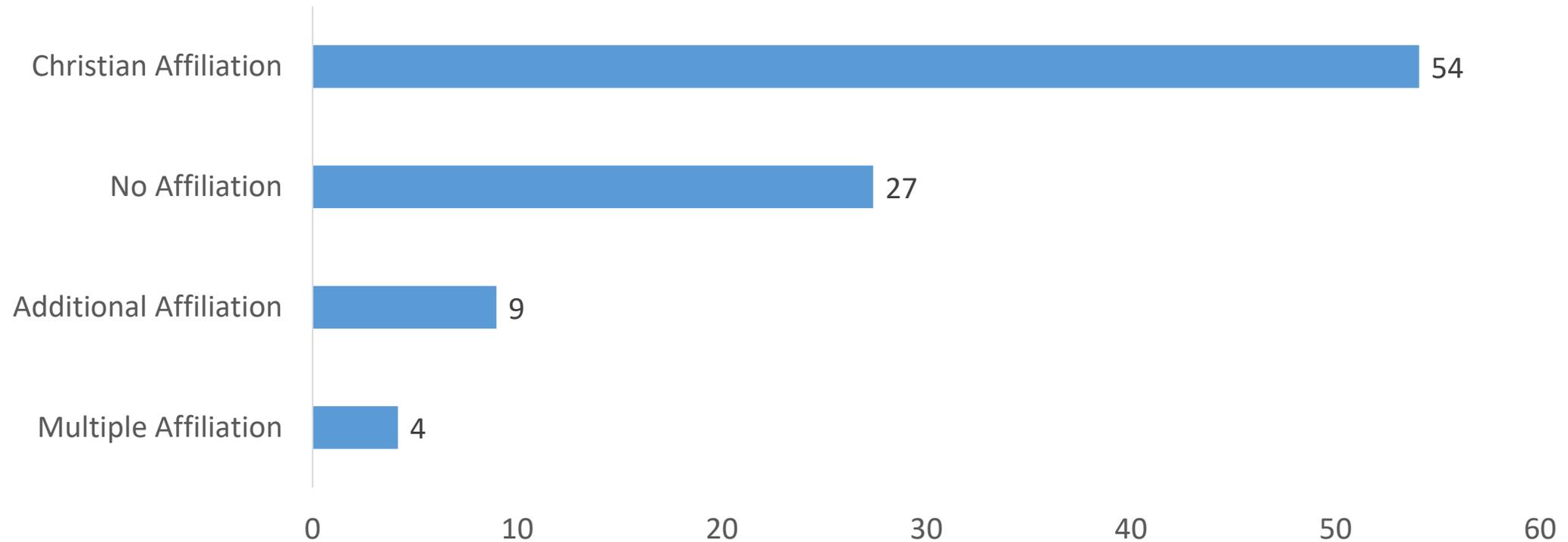


Employees' Length of Employment

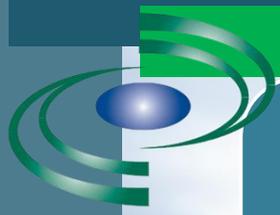
Time	Faculty		Staff	
	<i>n</i>	%	<i>n</i>	%
Less than two years	53	13.4	59	18.4
2–5 years	107	27.0	95	29.6
6–10 years	75	18.9	46	14.3
11–15 years	55	13.9	40	12.5
16–20 years	42	10.6	43	13.4
More than 20 years	64	16.2	38	11.8



Respondents by Religious Affiliation (%)



With the CSWG's approval, religious/spiritual affiliation was collapsed into four categories: No Affiliation, Christian Affiliation, Multiple Affiliation, and Additional Affiliations.



Key Findings Strengths & Successes





Comfort with Climate

76% of the survey respondents were “very comfortable” or “comfortable” with the overall climate.

71% of the survey respondents were “very comfortable” or “comfortable” with the climate in their department/program, or work unit.

83% of Student and Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes.



Students expressed positive views about their academic experiences.

74% felt valued by faculty in general

71% felt valued by staff

79% felt valued by faculty in the classroom



Faculty views about their workplace climate.

Tenured and Tenure-Track Faculty

- Majority strongly agreed/agreed that research is valued (63%) and that teaching is valued (63%)

Not-on-Tenure- Track Faculty

- Majority strongly agreed/agreed that research is valued (74%) and teaching is valued (75%)



Staff views about their workplace climate.

Staff

- 74% strongly agreed/agreed that their colleagues/coworkers who gave them job/career advice when needed.
- 68% strongly agreed/agreed that their supervisor provided adequate support to manage work-life balance.
- 62% strongly agreed/agreed that Kean was supportive of flexible work schedules.



Key Findings Opportunities for Improvement





Statistically Significant Findings by Select Demographics

OVERALL CLIMATE

- By Gender Identity:
 - Women respondents were less “very comfortable” than Men respondents
- By Position:
 - Staff respondents were less “very comfortable” than Faculty and Undergraduate Student respondents
 - Faculty respondents were less “comfortable” both Graduate and Undergraduate Student respondents
- By Racial Identity:
 - White and Multiracial respondents less “very comfortable” than Hispanic/Latinx and Additional Racial/Ethnic Identity respondents
 - Black respondents less “very comfortable” than Hispanic/Latinx and Additional Racial/Ethnic Identity respondents



Statistically Significant Findings by Select Demographics

OVERALL CLIMATE

- By Religious Affiliation:
 - No Affiliation respondents less “very comfortable” than Religious Affiliation respondents
- By Disability Status:
 - Respondents with At Least One Disability less “very comfortable” than Respondents with No Disability



Experiences of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with one's ability to learn, live, or work at Kean University within the past year

16% ($n = 308$)

25% of these 308 respondents experienced the conduct five or more times in the past year.



Undergraduate Student Experiences with Conduct ($n = 119$)

Basis

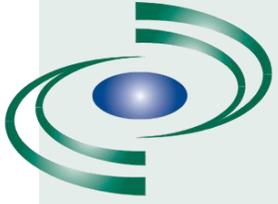
- Ethnicity
- Position
- Age
- Gender/gender identity

Type of Experience

- Ignored/excluded
- Silenced
- Isolated left out
- Felt others staring
- Hostile class environment

Source of Experience

- Student
- Faculty
- Staff



Graduate Student Experiences with Conduct ($n = 34$)

Basis

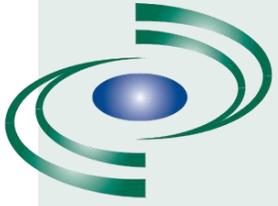
- Position
- Racial Identity
- Age
- Political views

Type of Experience

- Silenced
- Hostile class environment
- Intimidated/bullied
- Ignored/excluded
- Isolated/left out

Source of Experience

- Faculty
- Student
- Staff



Staff Experiences with Conduct ($n = 86$)

Basis

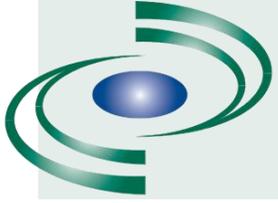
- Position
- Length of service
- Age
- Gender/gender identity

Type of Experience

- Ignored/excluded
- Hostile work environment
- Silenced

Source of Experience

- Supervisor/manager
- Coworkers
- Senior administrator
- Staff



Faculty Experiences with Conduct ($n = 69$)

Basis

- Position
- Age
- Length of service
- Gender/gender identity

Type of Experience

- Ignored/excluded
- Silenced
- Hostile work environment
- Isolated/left out
- Workplace incivility

Source of Experience

- Faculty/instructional staff
- Senior administrator
- Department chair
- Student
- Coworker



Voices of Respondents

Of the 308 respondents, 15% officially reported, and of those 18% sought support from a Kean resource

Qualitative Themes

All Respondents

- Fearing retaliation
- Feeling excluded and isolated from others
- Witnessing and experiencing identity-based discrimination

Students:

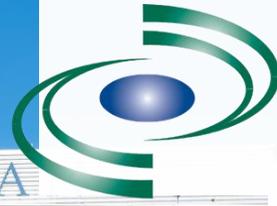
- Encountering problems with faculty



Unwanted Sexual Experiences

5% ($n = 98$) of all respondents indicated they had experienced unwanted sexual contact/conduct while a member of the Kean community

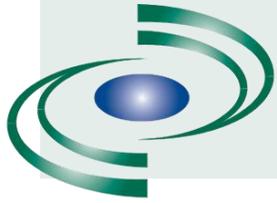
- 1% ($n = 11$) experienced relationship violence (e.g., ridiculed, controlling, hitting)
- 2% ($n = 37$) experienced stalking (e.g., following me, on social media, texting, phone calls)
- 3% ($n = 61$) experienced sexual harassment (e.g., catcalling, repeated sexual advances)
- 1% ($n = 9$) experienced forcible sexual assault (e.g., fondling, rape, sexual assault, penetration without consent)
- 0% ($n = 0$) experienced non-forcible sexual assault (e.g., incest or statutory rape)



Employee Perceptions

Workplace Climate Challenges





All Faculty Challenges with Workplace Climate

30% agreed that salaries for tenure-track faculty positions were competitive

30% agreed that salaries for adjunct faculty were competitive

26% agreed that salaries for not-on-tenure-track faculty were competitive

31% agreed that Kean supported Not-on-Tenure Track Faculty who were interested in transitioning to tenure track positions

37% agreed that they had job security



Tenured/Tenure-Track Faculty Challenges with Workplace Climate

59% disagreed that the criteria for tenure was clear

62% disagreed that tenure standards/promotion standards were applied equally

59% agreed that they were burdened by service responsibilities

60% agreed that they performed more work to help students than did their colleagues



Not-On-Tenure-Track Faculty Challenges with Workplace Climate

35% agreed that current senior administrators take not on tenure-track faculty opinions seriously

54% agreed that the criteria used for contract renewal were clear

42% agreed that the criteria used for contract renewal were applied equally to positions



Staff Challenges with Workplace Climate

36% agreed that the performance evaluation process was productive

37% agreed that Kean provided adequate resources to help manage work-life balance

39% agreed Kean committees valued staff opinions

31% agreed that faculty valued staff opinions

44% that senior administrators valued staff opinions



Staff Challenges with Workplace Climate

45% disagreed that they felt positive about promotion/reclassification opportunities at Kean

59% agreed that they would recommend Kean as a good place to work

50% agreed that they had job security



Student Perceptions

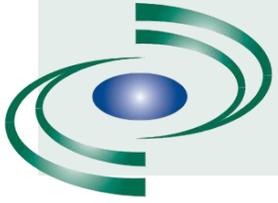
Academic Experiences
Challenges



Student Challenges by Analysis Variables



Students who hold minoritized identities (first-generation, students of color, trans-spectrum, with disability) held less positive views of the campus and their overall academic experience.



Student Challenges by Analysis Variables

25% strongly agreed/agreed that their English-speaking skills limited their ability to be successful at Kean

Black/African American

Hispanic/Latinx

Additional Racial/Ethnic Respondents

First-Generation



Outcomes





Seriously Considered Leaving

**22% ($n = 239$) of Undergraduate Students and
17% ($n = 29$) of Graduate Students indicated they
had seriously considered leaving Kean
University.**

60% ($n = 160$) in their first year

44% ($n = 117$) in their second year

22% ($n = 45$) in their third year

6% ($n = 20$) in their fourth year



Undergraduate Students Who Seriously Considered Leaving by Analysis Variables

Higher percentages when compared with peer group within identity:

- Those Who Began College at Kean
- Trans-spectrum
- Bisexual and Queer-spectrum
- Black/African American and Multiracial
- With Disability



Top Reasons Undergraduate Students Seriously Considered Leaving Kean University ($n = 239$)

Lack of social life at Kean

Wanted to transfer to another institution

Lack of a sense of belonging

Personal reasons

Financial reasons

Academic reasons

Course availability/scheduling



Top Reasons Graduate Students Seriously Considered Leaving Kean University ($n = 29$)

Personal reasons

Financial reasons

Lack of a sense of belonging

Lack of support services

Lack of support group

Academic reasons

Climate was not welcoming

Experiences related to microaggressions, bias, prejudice



Voices of Student Respondents

One hundred sixty-five Student respondents at Kean described why they seriously considered leaving the institution.

Qualitative Themes

- Cost of attending
- Discontent with faculty
- Experiencing and witnessing discrimination
- Lack of courses or specific programs
- Not feeling connected to the community at Kean



Self-Perceived Academic Success Students' Statistically Significant Differences

By Gender Identity

- Women Undergraduate Student respondents had greater *Perceived Academic Success* than Men Undergraduate Student respondents.

By Disability Status

- Undergraduate Student respondents with no disabilities had greater *Perceived Academic Success* than Undergraduate Student respondents with multiple disabilities.



Sense of Belonging Students' Statistically Significant Differences

	<h2>By Gender Identity</h2>	<ul style="list-style-type: none">• Women and Men Undergraduate Student respondents had greater <i>Student Sense of Belonging</i> than Trans-spectrum Undergraduate Student respondents.
	<h2>By Sexual Identity</h2>	<ul style="list-style-type: none">• Heterosexual Undergraduate Student respondents had greater <i>Student Sense of Belonging</i> than Bisexual and Queer-spectrum Undergraduate Student respondents.
	<h2>By Disability Status</h2>	<ul style="list-style-type: none">• Undergraduate Student Respondents with No Disabilities had greater <i>Student Sense of Belonging</i> than Undergraduate Student respondents with multiple disabilities.



Seriously Considered Leaving Employees

42% ($n = 170$) of Faculty respondents and

60% ($n = 197$) of Staff respondents

had seriously considered leaving Kean University in the past year.



Top Reasons Faculty Seriously Considered Leaving Kean University ($n = 170$)

Limited opportunities for advancement

Increased workload

Lack of institutional resources

Institutional support

Fear of retaliation

Lack of professional development opportunities

Low salary/pay rate



Top Reasons Staff Seriously Considered Leaving Kean University ($n = 197$)

Low salary/pay rate

Limited opportunities for advancement

Increased workload

Lack of remote work options

Tension with supervisor/manager

Lack of professional development opportunities



Voices of Employee Respondents

Seriously Considered Leaving – Employees Qualitative Themes

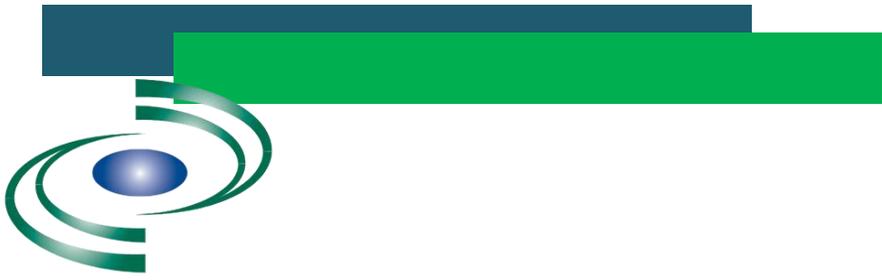
- Being overworked and needing more compensation
- Concerns about career mobility and stability
- Issues with administration/leadership at the institution
- Lack of respect/support from managers and supervisors



Sense of Belonging Staff Statistically Significant Differences

By Gender Identity

- Men Staff respondents had greater *Staff Sense of Belonging* than Women Staff respondents.



Next Steps

Q & A

QUESTION & ANSWER