



# EDGEWOOD COLLEGE

## 2019 Campus Climate Survey

### Executive Summary:

### Faculty/Staff Responses

This is our **third** Campus Climate Survey provided to all faculty, staff, and students that began in Spring 2013 and has been conducted every three years thereafter to assess our campus climate and bring forward ideas to implement as we work to continually improve diversity, inclusion, and the student experience at Edgewood. This survey seeks to help us better understand the health of our campus climate and allows us to explore the experiences, perceptions and behaviors of our campus community members. A positive campus climate sets the tone for a successful experience at Edgewood College; the results and ideas generated from the prior two Campus Climate Surveys allowed us to gather, discuss, and implement ideas as we strive for all to feel welcome and supported here. The results of this 2019 survey show us that while we are making progress, there is much still to be done as we work to be a diverse and an inclusive campus.

This executive summary presents results by areas of reflection so that each of us can review the results and develop our own answers to each reflective question to identify actions for improvement. The results are presented in a way that allows each reader to form their own impressions and ideas regarding the results.

## Introduction, Survey Background & Methodology

In the Spring of 2019, Edgewood College conducted its third Campus Climate Study, distributed via an online survey to each of our 619 faculty and staff. The survey contained questions organized in five main sections: Overall Campus Climate, Personal Experiences, Perceptions of Campus Climate, Improving Campus Climate, and Demographics. A 42% response rate for the survey emphasizes the commitment that Edgewood’s faculty and staff demonstrate to making our campus community more diverse and inclusive—together.

For the purposes of this particular survey, the term “campus climate” is defined as the experiences, perceptions and behaviors of employees and students, and the extent to how one feels valued and supported at Edgewood. Campus feedback provided through this survey encourages dialogue to foster open, caring, and thoughtful engagement with one another as a campus community.

The table below illustrates the demographic breakdown of faculty and staff respondents by identity groups explored in the Campus Climate Survey:

<b>Identity Group</b>	<b>Faculty Respondents (%)</b>	<b>Staff Respondents (%)</b>
Catholic	22.9	32.4
GLBPA (Gay, Lesbian, Bisexual, Pansexual, Asexual)	10.8	12.5
Has Physical Impairment/Disability	10.8	5.8
ALANA (African-American, Latinx, Asian, Native American)	11.8	10.0
Male	28.4	27.3
Gender non-conforming: (Genderqueer, Transgender, Gender Other, Agender, Demigender, and Intersex)	3.0	1.2
Female	53.9	68.2
<b>Total # of Faculty and Staff Respondents for CCS (Count)</b>	<b>104</b>	<b>156</b>

The key findings included in this document provide an overview of some of the more important takeaways from the survey and also include results related to two distinct populations: the experiences of Gay, Lesbian, Bisexual, Pansexual, and Asexual (GLBPA) faculty/staff and of African-American, Latinx, Asian, Native American (ALANA) faculty/staff.

## Key Findings by Reflective Area: \*\* (ALANA) (GLBPA) for ALANA and GLBPA faculty/staff responses

### How is the Edgewood working and teaching climate? (Overall reported unless noted)

75.7%↑ (62.5%↓↓) (66.6%↓) of faculty and 79.2%↘ (72.2%↑) (86.6%↘) of staff feel comfortable with their working climate in their department, school, or office.

75%↓ have someone they would consider a good friend at Edgewood College that they are able to confide in. (69.7%↓) (70%↘)

73.8%↓↓ are proud to be a part of Edgewood College. (64.7%↓↓) (76.7%↘)

70.6%↑ of faculty have a voice in decision making that affects their work in their academic department or school. (50.1%↓↓) (53.4%↓)

70.3%↔ of staff have a voice in decision making that affects their work in their department or office. (55.6%↓↓) (60.0%↘)

69%↓ of faculty & staff are satisfied working at Edgewood College. (61.8%↓) (66.7%↓)

64%↘ believe they have opportunities to grow professionally at Edgewood College. (61.7%↓) (60%↘)

60.6%↓↓ would recommend Edgewood College as a great place to work. (56.3%↓↓) (60.7%↘)

44.9%↓ of all faculty & staff believe their voice is heard by administration. (29.4%↓↓) (30%↓)

34.6%↘ believe they have a voice in decision making at the institution level. (32.3%↑) (26.7%↗)

14.1 %↑ are seriously considering leaving Edgewood College within the next six months. (15.2%↓↓) (20%↓↓)

### How are we with each other?

84%↘ believe the veteran community is welcomed at Edgewood College. (85.3%↑) (73.4%↗)

77.8%↑ of all faculty believe faculty are supportive of each other. (62.6%↓↓) (66.7%↑)

76.8%↘ of all staff believe staff are supportive of each other. (68.4%↑) (66,7%↓)

72.3%↘ believe racially diverse populations are welcomed at Edgewood College. (41.2%↓↓) (60%↑↑)

70.6%↘ believe members from different religious and nonreligious traditions/beliefs are welcomed at Edgewood College. (41.2%↓↓) (56.6%↗)

70.3%↘ believe the lesbian, gay, and bisexual community is welcomed at Edgewood College. (50%↓↓) (66.6%↗)

59%↑ believe the transgender community is welcomed at Edgewood College. (44.2%↑) (26.6%↗)

#### Key for symbols reflecting change from 2016 to 2019 CCS

↑↑	↑	↗	↔	↘	↓	↓↓
up a lot	up	up slightly	same	down slightly	down	down a lot
>10%	1-9.9%	<1%	<.3%	<1%	1-9.9%	>10%

## How is our culture of respect, diversity, and inclusion?

86.4%↑ (76.5%↑↑) (80%↓) believe that administrators regularly speak about the value of diversity, and 54.1%↔ (17.6%↓↓) (26.7%↘) believe that administrators demonstrate their commitment to diversity through their actions.

79.3%↘ feel accepted at Edgewood College for "who I am." (58.5%↓↓) (83.3%↑)

75.3%↑ believe issues related to discrimination are taken seriously on campus. (44.2%↓) (73.3%↑↑)

63.9%↓ are comfortable with the campus climate at Edgewood College. (47%↓↓) (53.3%↓)

63.3%↑ of staff believe their department/office makes genuine efforts to recruit and retain staff from underrepresented groups. (63.1%↓↓) (55.6%↓)

61%↓ agree that Edgewood College fosters an environment that embraces diversity and inclusion. (32.3%↓) (50%↑)

58.6%↑ of faculty & staff believe that Edgewood College actively demonstrates a commitment to diversity and inclusion in its day-to-day operations. (29.4%↓↓) (53.4%↑↑)

58%↗ feel comfortable expressing their religious beliefs at Edgewood College. (57.6%↗) (56.7%↗)

57.9%↘ of faculty believe their academic department or school makes genuine efforts to recruit and retain faculty from underrepresented groups. (50.1%↔) (40%↓↓)

53.5%↑ feel comfortable expressing their political views at Edgewood College. (44.1%↔) (56.6%↓)

50.6%↑ (44.4%↑) (33.3%↓) of all staff believe faculty are respectful of staff while 74.6%↘ (56.3%↓↓) (60%↘) of all faculty believe staff are respectful of faculty.

43.5%↑ report that microaggressions are a problem at Edgewood College. (69.7%↑↑) (63.3%↘)

69.5%↑↑ of faculty & staff have participated in a campus activity on the topic of diversity and inclusion at Edgewood College. (67.6%↓) (65.5%↗)

35.6%↑ of faculty & staff have challenged others who have used stereotypes or made derogatory comments at Edgewood College. (44.1%↗) (51.7%↗)

14.9%↑ of faculty & staff believe that they have been discriminated against because of "who I am or my identity" while on campus. (42.4%↑↑) (10%↓↓)

16.4%↔ of faculty & staff have witnessed a student express a stereotype or derogatory comment about someone's identity (35.3%↗) (24.1%↓), and 21.9%↘ of faculty & staff have witnessed a colleague express a stereotype or derogatory comment about someone's identity (35.3%↑) (34.5%↓↓).

12.9%↓ of faculty & staff (a total of 33 faculty and staff respondents) have witnessed an incident that involved discrimination at Edgewood. (32.4%--11 ALANA faculty/staff↑) (20.7%--6 GLBPA faculty/staff↓)

4.7%↔ of faculty & staff reported an incident of discrimination at Edgewood. (8.8%--3 ALANA faculty/staff↘) (3.4%↘)

### Key for symbols reflecting change from 2016 to 2019 CCS

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## Key Findings: Opportunities & Next Steps

The 2019 Campus Climate Survey results, reports, and executive summaries convey important faculty and staff input. As we again apply the **(what do we) Know—Think—Do** process to the CCS results, these reports and summaries provide our campus community with the **Know**. It's now time for us to individually and collectively **Think**—to reflect upon these results and how these results answer the Reflective Area questions—we all bring different and valuable context to interpreting these results and finding solutions, ultimately to **Do** for our work in being both a diverse and inclusive college community.

As a start for our reflection, ideas shared via the survey are shared so that we can move quickly to action and **Do**. The faculty and staff feedback provided via this survey encourages dialogue to foster open and thoughtful engagement with one another as a campus community. It's time to **Know, Think**, and ultimately, **Do**.

### Opportunities based on analysis of results and campus community open-ended ideas:

*Recruit diverse students including from disadvantaged socioeconomic backgrounds w/more scholarships*

*Increase support for our growing number of ALANA students*

*Create a faculty learning community centered on diversity and inclusion in the classroom*

*Bring child care center back – would also be a good revenue source and bring more students*

*Offer paid time-off volunteer opportunities at organizations serving diverse populations*

*Participate in Madison's Pride Parade*

*Host national conferences about LGBTQ and diversity-related topics and issues*

*Reach out to the Urban League and Hispanic professional organizations for potential adjuncts*

*Be open to innovation and cultural change brought by our diverse members and provide ways for this change to be understood and brought forward*

*More intentional faculty – student opportunities to talk and share about issues of race, etc.*

*Three annual events that focus on diversity (Annual Diversity Forum, event at August Seminar, and event at January Seminar)*

*Address microaggressions related to gender differences as well as gender identity*

*Provide spaces for students, staff, and faculty from marginalized groups (along lines of race, gender, sexual orientation, etc.) to come together to support each other*

*Renewed focus on first generation students for all races and ethnicities*

*Find ways to make the Monroe Street campus more welcoming for graduate programs and adult students*

*Address two-tiered faculty system of NTT and tenured/tenure track faculty if the college is going to rely on NTT faculty to teach 50% of the credits*

*Communicate through the media the diversity and inclusion work we do and promote those events outside of just Madison*

*Find ways to improve morale on campus during challenging financial times*