2016 Campus Climate Survey Task Force Report

Campus Climate Survey Task Force

Fall 2017

WISCONSIN

UNIVERSITY OF WISCONSIN–MADISON

Contents

Executive Summary

UW-Madison is strongly committed to providing an inclusive and welcoming environment for all. In response to a call put forth in the UW-Madison Diversity Framework, the Division of Diversity, Equity and Educational Achievement and the UW Survey Center administered a campus-wide survey in fall 2016. The goal was to understand students' experiences with and perceptions about campus climate and diversity, including how people of different backgrounds and identities experience life at UW-Madison.

All undergraduate, graduate, professional, and non-degree-seeking students were invited to participate in the survey: 8,652 students completed the survey, a 21% response rate. The demographic characteristics of the survey participants were similar to the overall UW-Madison student population.

WHAT DID THE SURVEY FIND?

1. Most students, especially majority students, reported a positive campus climate at UW-Madison. Across many survey questions, students from historically underrepresented and disadvantaged groups reported less positive views of campus climate.

2. Approximately 80% of students reported very or extremely often feeling safe, welcome, and respected; 70% felt like they belong very or extremely often. However, while 81% of students overall felt welcome on campus, the same was true for only 69% of LGBQ students, 67% of students with a disability, 65% of Students of Color, and 50% of trans/non-binary students. Similarly, 69% of students overall felt as though they belong on campus, but this feeling was shared by only 56% of students with a disability, 51% of LGBQ students, 50% of Students of Color, and 35% of trans/non-binary students.

3. Students generally felt that their comments and questions were respected by instructors in the classroom. However, a smaller share (65%) of students felt that their comments and questions were respected by other students in class. One-quarter of students reported that they felt expected to represent their identity in class at some point in the semester, an experience that was described as negative by most Students of Color, trans/non-binary students, LGBQ students, and students with a disability.

4. About 11% of students reported experiencing incidents of hostile, harassing, or intimidating behavior directed at them personally. Women (14%), Students of Color (19%), LGBQ students (21%), students with a disability (28%), and trans/non-binary students (33%) were more likely to report experiencing this behavior direct at them personally.

5. Students reported valuing diversity. Nearly three out of four students said it is very or extremely important to them that UW-Madison has a strong commitment to diversity. Four out of five students indicated that valuing diversity is very or extremely important to one's future success and that they often try to create a welcoming environment for other students here at UW-Madison.

6. Students said they want a strong and authentic institutional response to hate and bias incidents on campus. They said they value transparency and promptness.

7. First-generation, international, transfer, Muslim, and Buddhist students and students from a working class background reported a less positive campus climate on some measures. In contrast, Jewish, Hindu, and Christian students were as likely as other students to say they feel welcome and respected. White and

politically conservative students were more likely to feel respected, welcome, and like they belong compared to other students.

OUR INTERPRETATION

While most UW-Madison students reported a generally positive campus climate, students belonging to historically underrepresented and disadvantaged groups reported less positive feelings and experiences. The results of the survey are consistent with students' input in listening sessions during the development of the R.E.E.L Change document, and were an important motivator behind the deployment of the climate survey. To promote a campus climate that gives all students the opportunity to strive and succeed, it is essential to continue to work on initiatives that bring students, staff, and faculty in conversation about diversity-related issues and help individuals identify behaviors that can promote a positive campus experience for everyone. The implementation of these initiatives is supported by the fact that the majority of students said they value diversity and try to behave in an inclusive way.

Across the country, Students of Color and other underrepresented students experience a different campus climate than majority students. This common struggle does not absolve us of our responsibility to think and act locally to address unequal experiences on our own campus. In addition to the results of the survey, student leaders and activists have spoken about what they see as the shortcomings of UW-Madison's campus climate. The task force reviewed the results of the survey and offers its recommendations in light of these national and local concerns.

The results of the survey suggest most students support UW-Madison's commitment to diversity, though there is room for growth by encouraging the entire student body to welcome and value the contributions of their peers. Survey results confirm what students had already articulated as needs and concerns, prior to the survey analysis.

NEXT STEPS

Building on work in progress, the Campus Climate Survey Task Force (CCSTF)—a group of 20 faculty, staff, and students—met from June through October 2017 to review the survey results and generate recommendations to the challenges we face.

From discussing the data, task force members identified a foundational need to **ensure all campus community members feel like they belong**; this is especially true for students from underrepresented backgrounds. All students have to feel they have a place at UW-Madison. The CCSTF also felt strongly the institution would be well served to **empower students by actively including their voices in the decision-making and implementation** of campus climate initiatives. Finally, the institution should commit to **ongoing measurement of student perceptions of campus climate** through student surveys and commit to **evaluating initiatives** created to promote a diverse and inclusive climate.

RECOMMENDATIONS

1. **Ensure inclusive learning environments.**
   1.1. Promote instructional best practices to ensure teaching pedagogy fosters an inclusive learning environment.

2. **Increase campus safety for all members of the UW community.**
   2.1. Identify and address on-campus issues that create disparities in sense of safety among students.

3. **Improve institutional responses to incidents of hate and bias that promptly communicate a clear commitment to diversity and inclusion.**
   3.1. Provide values-driven responses to instances of hate and bias.

4. **Increase the number of faculty, staff, and students from underrepresented groups.**
   4.1. Increase matriculation and graduation rates for underrepresented students.
   4.2. Increase retention and recruitment rates for underrepresented faculty and staff.
   4.3. Refine and enhance strategies to recruit and retain a diverse faculty, staff, and student body.

5. **Promote our shared value of diversity and inclusion.**
   5.1. Encourage broad-based campus involvement in the work of equity and inclusion.

6. **Increase capacity of students, faculty, and staff to respond effectively to hostile, harassing, or intimidating behavior.**
   6.1. Provide more training in how to perform positive bystander engagement.

7. **Promote dialogue across differences to emphasize mutual respect and understanding.**
   7.1. Increase students' interactions across social differences that lead to frequent engagements with genuine efforts towards mutual respect and understanding.

JOIN THE CONVERSATION

The following is a list of public information sessions sharing highlights of the survey results and possible next steps:

Session 1: DDEEA Diversity Forum, Union South　　November 7, 2017 @ 12:45pm – 1:30pm
Session 2: Multicultural Student Center (MSC)　　December 4, 2017 @ 6:30pm – 8pm
Session 3: DDEEA Diversity Forum 2nd & 3rd Shift　　December 4, 2017 @ 11:30pm – 12:30am (Note time!)
Session 4: Spring 2018　　Date and Time: TBA
Session 5: Spring 2018　　Date and Time: TBA

Message from the Task Force

…a few words about us.

We are a diverse group of students, staff, faculty, administrators, and survey specialists. Together we reviewed and discussed students' responses to the Campus Climate Survey and explored the key differences we found in student perspectives. Our task was to write a set of actionable goals and recommendations based on the survey results (See Appendix A).

We worked closely with survey specialists who guided us through the massive amount of student data collected, which included personal stories and experiences, as well as student perceptions of the campus climate and their suggestions for improving campus climate. After spending several weeks reviewing and analyzing the student data, we reviewed the student recommendations to identify clear themes.

Our discussions of the data were honest and open; strongly held beliefs were expressed as well as challenged, the relevance of weathered insights were tested, and cautious concerns were addressed. As we developed committee recommendations, we used the following question as a litmus test to help ground our work: does this recommendation closely connect to the survey results? In addition to numerical responses on survey questions, many students made specific suggestions on what they thought would improve the campus climate. The committee developed recommendations that either directly reflected students' most frequently voiced suggestions or that the committee believed were critical to the ongoing work of creating a more welcoming climate for all students.

This report describes the major findings of the student survey and recommendations that will serve to help create a just and inclusive campus climate. Although four-fifths of the students stated they frequently feel welcome at UW-Madison, one-fifth said they only feel welcome sometimes, rarely, or never. These results show that Students of Color, students with a disability, trans/non-binary students, and LGBQ students have a less inclusive campus experience; in our view, this warrants attention and action. Our goals and recommendations seek to increase reports of campus inclusivity among all students on our campus.

The 2016 Campus Climate Survey was an important measurement of student experiences and opinions taken at a single point in time. Historically, UW Madison has created major initiatives and programs designed to recruit and retain a diverse student body and encourage a welcoming campus. These initiatives have had significant positive impacts. Guided by this new survey data and the recommendations of the committee, campus leaders can evaluate current programs and focus future efforts to specifically target issues most relevant to students.

We hope by aligning our goals and recommendations with those proposed in the R.E.E.L. Change report and new campus initiatives, we will continue to challenge ourselves to meet our expectations of excellence. More importantly, we hope to see recognizable positive changes in campus climate.

The Campus Climate Study Task Force

Introduction and Background

UW-Madison is strongly committed to providing an inclusive and welcoming environment for all. The university's institutional statement on diversity is clear:

> Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

> The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background - people who as students, faculty, and staff serve Wisconsin and the world.

In 2013-14, an ad-hoc committee representing students, faculty, staff, and community members developed *Forward Together: A Framework for Diversity and Inclusive Excellence.*[1] This framework describes the importance of diversity and inclusion at UW-Madison and outlines goals to maintain and improve campus climate. The Division of Diversity, Equity, and Educational Achievement (DDEEA) worked with numerous campus groups to develop an action plan for implementing the framework, titled *R.E.E.L. Change: Retain, Equip, Engage, Lead for Diversity and Inclusion*, released in April 2015.[2] Both the *Diversity Framework* and the *R.E.E.L. Change* document called for UW-Madison to conduct a campus-wide climate survey. This recommendation was motivated by the need to assess student experiences at UW-Madison and by reports of incidents of hate and bias on campus.

University climate—the extent to which individuals feel personally safe, listened to, valued, and treated fairly and with respect[3]—plays an important role in a person's success in achieving educational goals and in the overall success of the university. The purpose of the survey was to understand students' experiences with and perceptions about campus climate and diversity, including how people of different backgrounds and identities experience life at UW-Madison. DDEEA sought input from campus governance groups, faculty, staff, students, and administrators to develop survey topics. The survey focused on core themes connected to specific items in the R.E.E.L. Change document.

The Diversity Framework defines diversity for faculty, staff, and students broadly: "This framework defines diversity as: race and ethnicity; sex; gender and gender identity or expression; marital status; age; sexual orientation; country of origin; language; disability; socioeconomic status; and affiliations that are based on cultural, political, religious, or other identities." Therefore, the survey asked respondents to provide information about their race and ethnic background, gender and gender identity, socioeconomic status, sexual orientation, disability status, political views, international student status, and religious background.

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[1] https://diversity.wisc.edu/wp-content/uploads/2017/02/FrameworkforDiversityMay192014_2.pdf

[2] https://diversity.wisc.edu/wp-content/uploads/2017/04/Patricks-preferred-04.08.15-DF-REEL-Report-FINAL_Updated.pdf

[3] University of Wisconsin-Madison, Office of the Provost, 2004.

Survey Methodology

DDEEA contracted with the University of Wisconsin Survey Center (UWSC) to administer the survey. UWSC worked collaboratively with staff in DDEEA to develop the survey instrument. These efforts included provision of a full survey review and assistance collating input from various campus stakeholders. UWSC also conducted two focus groups with students to test and review draft surveys. The survey included multiple-choice and open-ended questions. UWSC was responsible for reviewing the responses to the open-ended questions and categorizing them according to key themes.

UWSC fielded the campus-wide survey of 41,956 students between October 17 and November 8, 2016. All students enrolled in courses for credit in the fall semester, including graduate and professional students, undergraduates, and special students (not enrolled in a degree program), were sent an email inviting them participate. Overall, 8,652 students (21% of eligible students) completed to the online survey. Demographic characteristics of students who completed the survey were similar to the overall UW-Madison student population. Survey details are discussed further in the 2016 Campus Climate Survey Technical Report.[4]

UW-Madison Student Climate Survey: Student Characteristics

Student Characteristics	Survey Participants		UW-Madison
	Count	Percent	Students
Total	8,652	100%	100%
Student Enrollment Category			
Undergraduate	5,980	69%	69%
Graduate or Professional	2,533	29%	29%
Special/Non-Degree	138	2%	2%
Gender			
Male	3,664	43%	49%
Female	4,889	57%	51%
Gender Identity			
Cisgender	8,518	99%	
Trans/Non-Binary	113	1%	
Sexual Orientation			
Heterosexual	7,556	91%	
LGBQ	786	9%	
Student of Color and International Status			
Student of Color	1,441	17%	16%
White	5,784	69%	70%
International	1,199	14%	13%
Disability Status			
Student with a Disability	485	6%	
Not Disabled	7892	94%	

Consistent with federal reporting categories, Student of Color is defined as domestic students that identify as African American or Black; American Indian or Alaska Native; Pacific Islander or Native Hawaiian; Southeast Asian; Asian or Asian American other than Southeast Asian; Chicano(a), Latino(a) or Latinx; or Multi-Racial or Biracial.

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[4] https://apir.wisc.edu/diversity/climate-study-surveys/

Summary of Key Findings

The Campus Climate Survey's core themes constitute two major areas of focus: students' perceptions of campus climate and their views on diversity. Climate measures included assessments of how welcome and respected students felt at UW-Madison, the classroom environment, and whether they had personally witnessed or experienced hostile, harassing, or intimidating behavior while at UW-Madison.

The survey also measured the importance of diversity to students, asking about their perceptions of UW-Madison's commitment to diversity, whether they tried to create a welcoming environment for others, and whether they felt that valuing diversity, understanding and managing biases, and understanding others' perspectives were important to one's future success. Students also reported on whether their experience at UW-Madison encouraged them to think seriously and analytically about aspects of a diverse society such as race, gender identity, disability, sexual orientation, socioeconomic class, cultures outside the US, religion, and political views.

Analysts in the UW-Madison Office of Academic Planning and Analysis summarized the results of the student climate survey in a technical report.[5] The survey results revealed two important findings:

- **Most students, especially majority students, reported a positive campus climate at UW-Madison.**
- **Across many survey questions, students from historically underrepresented and disadvantaged groups reported less positive views of campus climate.**

The survey allowed us to examine perceptions of campus climate across many student characteristics, including race and ethnic background, gender and gender identity, socioeconomic status, sexual orientation, disability status, political views, international status, graduate or undergraduate status, and religious beliefs. Across nearly all measures on the survey, perceptions of campus climate were significantly less positive for four groups: Students of Color, students with a disability, trans/non-binary students, and LGBQ students. This report highlights the experiences of these students. For some measures, differences were reported for students from a working class background, first-generation college students, and transfer students, as well as Buddhists and Muslims.[6]

A summary of key findings from the 2016 Campus Climate Survey Technical Report referenced in this report may be found in Appendix B.

To promote a campus climate that gives all students the opportunity to strive and succeed, it is essential to continue to work on initiatives that bring students, faculty, and staff in conversation about diversity-related issues and help individuals identify behaviors that can promote a positive campus experience for everyone. The implementation of these initiatives is supported by the fact that the majority of students said they value diversity and try to behave in an inclusive way.

Across the country, Students of Color and other underrepresented students experience a different campus climate than majority students. This common struggle does not absolve us of our responsibility to think and act locally to address unequal experiences on our own campus.

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[5] https://apir.wisc.edu/diversity/climate-study-surveys/

[6] More detailed information about these groups and other breakdowns are available in the 2016 Campus Climate Survey Technical Report (https://apir.wisc.edu/diversity/climate-study-surveys/). Selected findings are briefly summarized in Key Finding 13, Appendix B.

Goals and Recommendations

1. **Ensure inclusive learning environments.**

    1.1. Promote instructional best practices to ensure teaching pedagogy fosters an inclusive learning environment.

    BACKGROUND:

    Feeling welcome and respected in classes and instructional activities is critical for student success. Most students reported a positive classroom experience, but not all. The survey revealed that some groups of students do not feel respected in the classroom or are not comfortable approaching instructional staff with questions or concerns (Key Finding 4). Others felt expected to represent the "point of view" of their identity—an experience many viewed negatively (Key Finding 5). Some students struggled to find others to study with (Key Finding 2).

    CURRENT RELATED EFFORTS:
    - Graduate Student Bias Habit-Breaking Trainings/Workshops for Teaching Assistants (Fall 2016)
    - The Discussion Project, a pilot program designed to offer instructors training on how to facilitate discussion on challenging issues (Spring 2017)

2. **Increase campus safety for all members of the UW-Madison community.**

    2.1. Identify and address on-campus issues that create disparities in sense of safety among students.

    BACKGROUND:

    Everyone deserves to be and feel safe on campus. The survey showed some large differences in how safe certain groups feel (Key Finding 1) and whether students feel comfortable contacting UWPD if they had a problem (Key Finding 6). Students also mentioned safety concerns in open-ended suggestions (Key Finding 8).

    CURRENT RELATED EFFORTS:
    - UWPD advocacy campaign to address sexual assault prevention and awareness "Don't Be That Guy" and "We Believe You" (Fall 2015, Spring 2017)
    - University Health Services expanded mental health services and increased the number of counselors available for marginalized students (Spring 2016)
    - Campus has engaged in Badger Step Up and Green Dot, bystander intervention strategies

3. **Improve institutional responses to incidents of hate and bias that promptly communicate a clear commitment to diversity and inclusion.**

    3.1. Provide values-driven institutional responses to instances of hate and bias.

    BACKGROUND:

    Diversity is a source of strength, creativity, and innovation for UW-Madison. Incidents of hate and bias threaten our entire community and our shared values. Many students told us on the survey that the university needs to respond promptly and forcefully to incidents of hate, discrimination, and sexual assault. Students want an authentic, values-driven response that lets them know the university "has their back" (Key Finding 8). Tepid or delayed responses to incidents may erode student perceptions of UW-Madison's commitment to diversity (Key Finding 9).

CURRENT RELATED EFFORTS:
- Hire a full-time bias response coordinator (Spring 2017)
- Develop a website where all bias incidents can be accessed (Spring 2017)
- Increased the number of capacity-building experiences for campus leaders related to diversity, equity, and inclusion (Fall 2016)
  - Chancellor's Executive Committee Diversity Professional Development experiences
  - University Relations unit-wide participation in Learning Community (Spring 2017)
  - Dean's Diversity Retreat (Spring 2016)

4. **Increase the number of faculty, staff, and students from underrepresented groups.**
   4.1. Increase matriculation and graduation rates for underrepresented students.
   4.2. Increase retention and recruitment rates of underrepresented faculty and staff.
   4.3. Refine and enhance strategies to recruit and retain a diverse faculty, staff, and student body.

BACKGROUND:
A diverse student body, faculty, and staff is essential to fulfilling the mission of UW-Madison. Seeing others like yourself in the classroom and on campus fosters a sense of belonging. Students told us that we should increase the numbers of underrepresented minority students, faculty, and staff (Key Finding 8). Students of Color were more likely to consider leaving UW-Madison (Key Finding 3).

CURRENT RELATED EFFORTS:
- Initiated the Badger Promise to attract first-generation students (Fall 2017)
- Designed and implemented dialogue-based learning communities and reworked existing curriculum for advisors training.
- Learning communities include: Art of Advising, Community Gatherings for First Generation College Graduates, Advising Supervisor Community of Practice, and the New Advisor Academy.
- Increased funding for recruitment and retention of faculty from traditionally underrepresented groups through the Faculty Diversity Initiative and Strategic Hiring Initiative
- Renewed the Cluster Hire Initiative to attract faculty whose research interests provide new and diverse areas of scholarship within their respective fields (Fall 2017)

5. **Promote our shared value of diversity and inclusion.**
   5.1. Encourage broad-based campus involvement in the work of equity and inclusion.

BACKGROUND:
For the UW-Madison community to move forward together, we must ensure that everyone appreciates the importance and value of diversity. We all must work to make our campus a welcoming environment. The survey results indicate that most students think UW-Madison's commitment to diversity is important, but fewer think we are demonstrating that commitment (Key Findings 9 and 10).

CURRENT RELATED EFFORTS:
- Created statement on the institutional commitment to diversity, equity, and inclusion (Spring 2016)
- Developed Diversity Inventory Program (Spring 2017, planning began in Fall 2015)
- Opened the Black Cultural Center (Spring 2017, planning began in Fall 2015)

6. **Increase capacity of students, faculty, and staff to respond effectively to hostile, harassing, or intimidating behavior.**

6.1. Provide more training in how to perform positive bystander engagement.

BACKGROUND:
Incidents of hostile, harassing, or intimidating behavior happen on our campus (Key Finding 7). As we continue working to eliminate such incidents, we must ensure that everyone—students, faculty, and staff—has the tools to respond effectively, whether they are the target of the behavior or see someone else targeted. Many students said they do not feel confident they have the tools to respond effectively (Key Finding 7) and many said they were not comfortable contacting UWPD if they had a problem (Key Finding 6).

CURRENT RELATED EFFORTS:
- In partnership with students, developed the *Our Wisconsin* Program—a community-building program for new students that introduces them to the UW Madison community and our expectations for them (Fall 2016)
- Created a new training module for House Fellows to respond to behaviors in their residence hall communities (Fall 2016)
- Campus has engaged in Badger Step Up and Green Dot, bystander intervention strategies
- All incoming undergraduate students now required to take Alcohol.Edu, which also emphasizes bystander intervention strategies
- Required training on sexual assault and sexual violence prevention expanded to include all graduate and professional students, faculty, and staff

7. **Promote dialogue across differences to emphasize mutual respect and understanding.**
   7.1. Increase students' interactions across social differences that lead to frequent engagements with genuine efforts towards mutual respect and understanding.

   BACKGROUND:
   We learn about ourselves and the world by interacting with a wide range of people, having new experiences, and exploring new ideas. We must ensure that every student has the opportunity to benefit from connecting with people different from themselves (Key Finding 12). Students told us that they want more opportunities to interact with people outside of their majors, from different countries, and from different backgrounds generally (Key Finding 8). We must also ensure that the UW-Madison experience promotes serious consideration of issues like race and ethnicity, gender identity, sexual orientation, disability, religious and political beliefs, socioeconomic status, and cultures outside the US (Key Finding 11).

   CURRENT RELATED EFFORTS:
   - In partnership with students, developed the *Our Wisconsin* program (Fall 2016)—a community-building program for new students that introduces them to the UW Madison community and our expectations for them
   - Initiated the Diversity Liaison Program, providing peer-led workshops on promising practices to improve climate in the classroom and beyond (Fall 2017)
   - Conduct a comprehensive review of the Undergraduate Ethnic Studies Requirement (Fall 2016)

Community Engagement

Between the release of survey findings on November 1, 2017 and the end of Spring Semester 2018, members of the Climate Survey Task Force will engage the campus community in dialogue around survey findings and recommendations. This includes public information sessions sharing highlights of the survey results and gathering feedback that will be used to identify possible next steps.

Session 1: DDEEA Diversity Forum   **November 7, 2017 @ 12:45 – 1:30pm**

Patrick Sims, Lori Berquam, and Margaret Harrigan discuss survey background, results, and Task Force recommendations with time for questions by Diversity Forum participants.

Session 2: Multicultural Student Center (MSC)   **December 4, 2017 @ 6:30pm – 8pm**

Open Forum for students to hear more about the survey and weigh in with questions, thoughts on next steps.

Session 3: DDEEA Diversity Forum 2nd & 3rd Shift   **December 4, 2017 @ 11:30pm – 12:30am (Note time!)**

Patrick Sims reviews survey results with staff and gathers feedback to continue the conversation.

Session 4: Spring 2018 Forum   **Date and Time: TBA**

Chance for students, faculty, and staff to review report and discuss next steps with task force members.

Session 5: Spring 2018 Forum   **Date and Time: TBA**

Further outreach and sharing of survey with LGBTQ Center, McBurney Center, ISS, and other student organizations is being planned for early Spring Semester.

Shared Governance Review of Survey:

In addition to the above outreach opportunities, Campus Climate Survey Task Force members will present findings at Shared Governance Committees in Spring 2018, including University Staff Congress, Faculty Senate, Academic Staff Assembly, and Associated Students of Madison.

Non-University Community Engagement:

Survey findings will be shared via email to UW-Madison Campus Community Advisory Board with a January 2018 briefing planned to strengthen partnerships as UW-Madison moves forward with recommendations.

Appendix A: Campus Climate Survey Task Force Membership and Charge

Task Force Co-Chairs
Patrick J. Sims, Vice Provost and Chief Diversity Officer
Lori Berquam, Vice Provost and Dean of Students

Task Force Members
Jim Ackerman, University Staff Representative, Center for Educational Opportunity (CeO)
Kirk Anderson, Graduate Student Representative, School of Education
Markus Brauer, Professor, Department of Psychology
Kweku Brewoo, University Staff Representative, School of Education
Mary Fitzpatrick, Academic Staff Representative, College of Engineering
Joan Fujimura, Professor, Department of Sociology
Tiffany Ike, Undergraduate Student Representative, College of Letters and Science
Ruth Litovsky, Professor, Department of Communication Sciences and Disorders
John Lucas, University Communications
Mari Magler, Assistant Dean/Director, McBurney Disability Resource Center, Division of Student Life
Linda Denise Oakley, Professor, School of Nursing
Tracy Schroepfer, Professor, School of Social Work
Jennifer T. Sheridan, Women in Science and Engineering Leadership Institute (WISELI)

Ex Officio Members
Jeffrey Brown, Division of Diversity, Equity, and Educational Achievement (DDEEA)
Mary Carr Lee, Division of Diversity, Equity, and Educational Achievement (DDEEA)
Torsheika Maddox, Division of Diversity, Equity, and Educational Achievement (DDEEA)
Margaret Harrigan, Academic Planning and Institutional Research (APIR)
James Yonker, Academic Planning and Institutional Research (APIR)

The UW-Madison Campus Climate Survey Task Force is charged to:

1. Review the survey findings – including response rates, sample characteristics, and results – and identify key findings.
2. Develop a set of recommendations for the Chancellor, Provost, Chief Diversity Officer, and others to address the key findings.
3. Plan and undertake community engagement activities regarding the survey results and recommendations.
4. Work with University Communications to create a comprehensive plan for communicating the survey findings and recommendations.

Appendix B: Selected Key Findings from Technical Report

Key Finding 1: General Perceptions of Campus Climate
Most students reported experiencing a positive campus climate. However, some groups of students reported a less positive climate. About 4 out of 5 students reported frequently feeling safe, welcome, and respected. More than 2 out of 3 students reported frequently feeling like they belong. Relatively few students reported frequently feeling excluded.

| | How often do you feel … ?[1] | | | | |
	Safe	Welcome	Respected	Like You Belong	Excluded
Overall	78%	81%	79%	69%	12%
Men	90%	--	--	--	--
Women	70%	--	--	--	--
Trans/Non-Binary	55%	50%	52%	35%	25%
Cisgender	79%	81%	80%	69%	12%
LGBQ	67%	69%	69%	51%	16%
Heterosexual	80%	83%	81%	71%	11%
Students of Color	68%	65%	64%	50%	23%
White	80%	87%	84%	75%	9%
International	84%	73%	78%	60%	12%
Disabled	65%	67%	64%	56%	20%
Not Disabled	80%	82%	81%	70%	11%

Only significant differences shown.
[1]Percent Very or Extremely Often.

- Women reported feeling safe less frequently than men.
- Trans/non-binary, LGBQ, and students with a disability reported feeling safe, welcome, respected, and like they belong less frequently than other students; they reported feeling excluded more often.
- Students of Color reported feeling safe less often than White or International students. They were more likely than International and White students to report often feeling excluded. White students were most likely to report often feeling welcome, respected, and like they belong, Students of Color the least likely, and International students in between.

Key Finding 2: Finding Others to Study and Socialize

Overall, about 2 out of 3 students reported often finding others to study or socialize with them. However, some groups of students struggle to make these connections regularly.

	This semester, how often have you been able to find people you feel comfortable … with?[1]	
	Studying	Socializing
Overall	61%	67%
Trans/Non-Binary	48%	45%
Cisgender	61%	67%
LGBQ	51%	56%
Heterosexual	62%	69%
Students of Color	54%	60%
White	64%	72%
International	53%	52%
Disabled	48%	53%
Not Disabled	62%	68%

Only significant differences shown.
[1]Percent Very or Extremely Often.

- Trans/non-binary, LGBQ, and students with a disability were less likely to report often finding others to study or socialize with them.
- Students of Color and International students were less likely than White students to report often finding others to study with them. White students were the most likely to report finding others to socialize with them, International students the least likely, and Students of Color in between.

Key Finding 3: Seriously Thinking of Leaving UW-Madison
Few students seriously considered leaving UW-Madison this semester.

- About one in eight students (12%) said they seriously considered leaving UW-Madison this semester.
- Students of Color (19%), trans/non-binary (25%), and students with a disability (26%) were more likely to seriously consider leaving.
- For the 12% of students who seriously considered leaving:
    - Students of Color were more likely to report campus culture or climate as a reason for considering leaving (58%).
    - Trans/non-binary students (31%), LGBQ students (20%), Students of Color (30%), and students with a disability (19%) were more likely to report unsafe or hostile environment as a reason for considering leaving.

Key Finding 4: Classroom and Instructional Environment

Most students reported a positive classroom and instructional environment and often feeling respected in study groups or during group project work. More than 3 out of 4 students reported feeling that their comments and questions were respected by teaching assistants and faculty. About 2 out of 3 students reported feeling that their comments and questions were respected by other students. More than half of students reported feeling comfortable approaching teaching assistants and faculty or instructors with questions or concerns.

	How often do you feel respected in study groups or during group project work?[1]	How much do you feel your comments and questions are respected in your classes by your … ?[2]			How comfortable do you feel approaching your … with questions or concerns?[3]	
		Teaching Assistants	Faculty or Instructors	Other Students	Teaching Assistants	Faculty or Instructors
Overall	86%	78%	79%	65%	68%	58%
Trans/Non-Binary	63%	60%	66%	50%	47%	40%
Cisgender	86%	78%	79%	65%	69%	58%
LGBQ	--	--	--	56%	61%	50%
Heterosexual	--	--	--	66%	69%	58%
Student of Color	75%	74%	--	54%	64%	53%
White	90%	78%	--	68%	68%	56%
International	80%	86%	--	66%	79%	73%
Disabled	76%	66%	70%	55%	59%	--
Not Disabled	87%	79%	80%	66%	69%	--

Only significant differences shown.
[1]Percent Very or Extremely Often; [2]Percent Very or Extremely Respected; [3]Percent Very or Extremely Comfortable.

- Trans/non-binary students reported feeling less respected in study groups, that their comments and questions were less respected in class, and less comfortable approaching teaching assistants, faculty, or instructors with questions or concerns.
- LGBQ students reported feeling that their comments and questions were less respected by other students and that they were less comfortable approaching teaching assistants and faculty or instructors with questions or concerns.
- White students were the most likely to report feeling respected in study groups or during group project work, Students of Color the least likely, and International students in between. International students reported feeling that their comments and questions were more respected by teaching assistants than either White students or Students of Color. Students of Color reported feeling their comments and questions were less respected by other students. International students reported feeling more comfortable approaching teaching assistants and faculty or staff than White students or Students of Color.

- Students with a disability reported feeling less respected in study groups, that their comments and questions were less respected in class, and were less comfortable approaching teaching assistants with questions or concerns.

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Key Finding 5: Asked to Represent Identity or Point of View in Class

Just over 1 in 4 students reported feeling expected to represent the "point of view" of their identity in class. Among those, many reported this was either a negative (40%) or neutral (33%) experience. Only 28% reported the experience was positive.

	This semester, have you ever felt expected to represent the "point of view" of your identity in your classes?	How do you feel about being expected to represent the "point of view" of your identity?		
		Negative	Neutral	Positive
Overall	27%	40%	33%	28%
Trans/Non-Binary	58%	66%	22%	13%
Cisgender	27%	39%	33%	28%
LGBQ	40%	56%	25%	19%
Heterosexual	26%	38%	34%	29%
Student of Color	45%	58%	25%	17%
White	21%	38%	37%	26%
International	36%	16%	35%	50%
Disabled	41%	52%	28%	20%
Not Disabled	26%	38%	33%	29%

Only significant differences shown.

- Trans/non-binary, LGBQ, and students with a disability were more likely to report feeling expected to represent the "point of view" of their identity in classes. Students of Color were more likely than White or International students to report feeling this way, White students the least, and International students in between.
- In most cases, marginalized and historically underrepresented groups reported that this type of expectation to be a negative experience.
- There is one exception: half of International students reported that the experience was positive and 35% reported it was neutral. Only 16% of International students reported that the experience was negative.

Key Finding 6: Relations with UW-Madison Police Department

Some students were hesitant to contact UWPD if they had a problem.

	How comfortable would you feel contacting the UW-Madison Police Department if you had a problem?		
	Not at all/Slightly	Somewhat	Very/Extremely
Overall	19%	29%	53%
Trans/Non-Binary	46%	30%	24%
Cisgender	18%	29%	53%
LGBQ	33%	29%	38%
Heterosexual	17%	29%	54%
Students of Color	32%	30%	38%
White	16%	28%	56%
International	16%	31%	54%
Disabled	29%	26%	45%
Not Disabled	18%	29%	54%

- About half of students overall (53%) reported feeling very or extremely comfortable contacting UWPD if they had a problem. An addition 29% reported feeling somewhat comfortable. One in five students (19%) reported feeling not at all or slightly comfortable.
- Trans/non-binary, LGBQ, Students of Color, and students with a disability were less likely to report feeling comfortable contacting UWPD if they had a problem.

Key Finding 7: Experiences with Hostile, Harassing, or Intimidating Behavior at UW-Madison

Nearly 1 in 3 students mentioned at least one incident on the survey where they personally experienced or personally witnessed anything that they would consider to be an act of hostile, harassing, or intimidating behavior. About 1 in 10 mentioned at least one incident where they were the target of this behavior. Less than 4 in 10 students (37%) reported feeling confident they have the tools to respond effectively to these types of incidents.

	Incidents Mentioned on the Survey		How confident are you that you have the tools to respond effectively if you witness hostile, harassing, or intimidating behaviors?[2]
	Any Incident[1]	Incident Where Respondent was the Target[1]	
Overall	31%	11%	37%
Men	--	7%	48%
Women	--	14%	29%
Trans/Non-Binary	51%	33%	22%
Cisgender	31%	11%	37%
LGBQ	46%	21%	28%
Heterosexual	30%	10%	38%
Students of Color	43%	19%	33%
White	31%	10%	39%
International	18%	9%	27%
Disabled	49%	28%	--
Not Disabled	30%	10%	--

Only significant differences shown.
[1]Percent that mentioned at least one incident; [2]Percent Very or Extremely Confident.

- Overall
  - o Trans/non-binary, LGBQ, Students of Color, and students with a disability were more likely to mention at least one incident on the survey—regardless of the target.
  - o Women, trans/non-binary, LGBQ, Students of Color, and students with a disability were more likely to mention at least one incident on the survey where they were the target of the hostile, harassing, or intimidating behavior.
- Skills
  - o Many students did not feel confident that they have the tools to respond effectively to hostile, harassing, or intimidating behavior.
  - o Women, trans/non-binary, LGBQ, Students of Color, and students with a disability were less likely to report feeling confident they had these tools.

Summary of Incidents where Student was the Target

- Person Responsible
  - Most incidents involved other students (54%) or strangers (25%).
  - For graduate students, about 1 in 4 incidents involved a faculty member, instructor, advisor, or other UW-Madison employee.
- Reason
  - Students most often attributed incidents to gender (39%) or race (30%).
- Location
  - About 20% of incidents occurred on State Street, 11% in the classroom, 11% in off-campus housing, and 10% in UW-Housing residence halls.
- Impact
  - For about 42% of incidents, the student reported that the incident at least somewhat impacted their ability to learn at UW-Madison.
- Reported Incident to Authorities
  - About 16% of incidents were reported to UW-Madison offices or authorities.
  - Of the incidents that were reported to authorities, nearly 1 in 3 were reported to a faculty member or instructor, 25% to the UWPD, and 18% to the Dean of Students Office.

Key Finding 8: Student Suggestions to Improve Campus Climate

Students were asked, "If there were two actions that UW-Madison could take to improve campus climate for all students, what would they be?" UWSC coded raw text responses into themes, which were then collapsed by the task force into the following domains.

- **Training, Education, and Instructional Environment**
  Students commented that both students and faculty/staff need more training in cultural sensitivity and diversity-related issues. Many students suggested increasing the ethnic studies requirement or mandating that students complete it in their first year.
- **Events and Activities that Increase Connections**
  Students want more cultural appreciation events and events designed to get different types of people to interact. For example, international students want more opportunities to interact with domestic students. Students also want cross-discipline events and events that get different types of students together based on common interests. They want more and stronger connections with other students and with faculty and staff, including mentoring and research experience.
- **Institutional Responses to Incidents**
  Students gave feedback regarding the official university response to events and crises, including both policy and process. Students wanted the university to be serious about responding to acts of hate or discrimination or sexual assault. Some students noted the university's official response to high-visibility incidents appeared disingenuous and stated that the university needs to respond promptly and forcefully. Other students also wanted the university to regulate protest activities. Some students suggested the need for an improved process for reporting bias incidents.
- **Increase UW-Madison Diversity**
  Students called for greater diversity on campus, often mentioning the desire for more Students of Color. They also requested increased diversity among faculty and staff. Many students specifically referred to racial diversity, but others stressed the need for more political, religious, cultural, or intellectual diversity.
- **Support, Resources, and Accommodations**
  Students mentioned the need for more financial resources, including lower tuition or more aid, or greater awareness of existing resources. Others asked for more institutional resources or specific programs for various groups, including minority, international, low income, transfer, working, and LGBTQ students. Students also mentioned the need for additional supports for students with disabilities and those struggling with mental health issues.
- **UW Community, Brand, and Values**
  Students wanted the university to foster certain values or ideas—not specific actions or policies—like celebrating diversity or promoting a welcoming, inclusive environment. They also wanted the university to highlight the positive aspects of the UW community and encourage school pride.
- **Already Doing Enough**
  Students noted that the university is already engaged in many actions to provide a welcoming and inclusive campus climate. These students had no suggestions for further actions.
- **Don't Emphasize Diversity**
  Some students told us that we need to reduce the emphasis on diversity or scale back diversity efforts. They argued against segregated events that, to them, only highlight differences. They also wanted the university to emphasize merit over diversity and did not think race and ethnicity is a valid basis for financial aid or support. Some also believed we should remove safe spaces.
- **Safety and UW-Madison Police Department**
  Students wanted a safer campus and an improved relationship with UWPD. Students were particularly concerned with safety when walking on or around campus. Some students also stated that campus police must take responsibility for recent incidents on campus that students felt UWPD handled poorly.

Key Finding 9: Institutional Commitment to Diversity

Most students reported that UW-Madison having a strong commitment to diversity is important to them. About half said that UW-Madison is very or extremely committed to diversity.

	How committed is UW-Madison to diversity?[1]	How important is it to you that UW-Madison has a strong commitment to diversity?[2]
Overall	50%	72%
Men	59%	61%
Women	44%	79%
Trans/Non-Binary	21%	76%[3]
Cisgender	50%	72%[3]
LGBQ	36%	85%
Heterosexual	52%	71%
Students of Color	33%	85%
White	53%	68%
International	56%	80%
Disabled	38%	78%
Not Disabled	51%	71%

Only significant differences shown.
[1]Percent Very or Extremely Committed; [2]Percent Very or Extremely Important.
[3]Large difference in Extremely Important.

- Women, trans/non-binary, LGBQ, Students of Color, and students with a disability were less likely to report that UW-Madison is very or extremely committed to diversity.
- Women, trans/non-binary, LGBQ, Students of Color, students with a disability, and International students were more likely to say that UW-Madison having a strong commitment to diversity is important to them.

Key Finding 10: Personal Skills and Values Relating to Diversity and Inclusion

About 4 out of 5 students reported often trying to create a welcoming environment. More than 4 out of 5 students reported that valuing diversity, noticing and managing biases, and being sensitive to others' perspectives are important to one's future success.

	How often do you try to create a welcoming environment for other students here at UW-Madison?[1]	How important is … to one's future success?[2]		
		Valuing Diversity	Noticing and Managing Biases	Being Sensitive to Others' Perspectives
Overall	80%	82%	86%	87%
Men	--	72%	79%	80%
Women	--	89%	91%	92%
LGBQ	--	89%	92%	--
Heterosexual	--	82%	86%	--
Student of Color	81%	89%	90%	91%
White	83%	81%	86%	88%
International	64%	80%	83%	77%
Disabled	86%	86%[3]	89%[3]	91%[3]
Not Disabled	79%	82%[3]	86%[3]	87%[3]

Only significant differences shown. No significant differences for Cisgender versus Trans/Non-binary.
[1]Percent Very or Extremely Often; [2]Percent Very or Extremely Important.
[3]Large difference in Extremely Important.

- Women were more likely than men to report that valuing diversity, noticing and managing biases, and being sensitive to others' perspectives are important to one's future success.
- LGBQ students were more likely than heterosexual students to report that valuing diversity and noticing and managing biases are important to one's future success.
- White students and Students of Color reported more often trying to create a welcoming environment than International students. Students of Color were more likely than White or International students to report that valuing diversity and noticing and managing biases are important to one's future success. Students of Color were the most likely to report that being sensitive to others' perspectives is important to one's future success, International students the least, and White students in between.
- Students with a disability reported more often trying to create a welcoming environment than students without a disability. They were also more likely to report that valuing diversity, noticing and managing biases, and being sensitive to others' perspectives are important to one's future success, though the overall differences were largely because they were more likely to view these as extremely important.

Key Finding 11: UW-Madison Impact on Critical Thinking about Diversity

Most students reported that their experience at UW-Madison encouraged them to think seriously and analytically about diversity issues.

- A majority of students reported being encouraged quite a bit or a great deal to think analytically about race and ethnicity (67%), cultures outside of the US (60%), political beliefs (54%), and social class and economic status (52%).
- Nearly half of all students reported being encouraged to think quite a bit or a great deal about gender identity (48%) and sexual orientation (46%).
- Fewer students felt encouraged quite a bit or a great deal to think seriously and analytically about disability (36%) or religious beliefs (41%).
- Women were more likely to report that their experience at UW-Madison encouraged them to think seriously and analytically about race, gender identity, sexual orientation, social or economic class, and disability.
- Students with a disability were more likely to feel their experience encouraged them to think quite a bit or a great deal about disability.
- Students of Color were more likely to report their experience at UW-Madison encouraged them to think a great deal about race and ethnicity and social or economic class.

Key Finding 12: Spending Time with Students Different from You

- Most students reported that they often spent time with others who are different from them.
    - About 70% of students frequently spent time with others of a different religion, 65% frequently spent time with others from a different social or economic background, 53% frequently spent time with students of another race, and 57% with those from another political viewpoint.
    - Fewer than half reported that they frequently spent time with students of a different sexual orientation or students from another country.
- Students from a minority group were more likely to report that they often spent time with others different from themselves.
    - Students of Color reported they spent more time with people of another race or ethnic background, International students with students from another country, LGBQ and trans/non-binary students with students of a different sexual orientation.

Key Finding 13: Other Student Characteristics

The Diversity Framework defines diversity for faculty, staff, and students broadly. In addition to the results presented in Key Findings 1-12, the survey also included questions about socioeconomic background, religion, and political views. Unlike the consistent pattern of findings for gender and gender identity, sexual orientation, race, and disability status, the pattern of results for socioeconomic background, religion, and political views was mixed. Below is a brief summary; detailed results may be found in the 2016 Campus Climate Survey Technical Report.[7]

Socioeconomic Background

- Students from a working class background and first-generation college students sometimes reported a less positive campus climate.
- There were no differences across socioeconomic background for:
  o Relations with UWPD
  o Experiences with Hostile, Harassing, or Intimidating Behavior
  o Institutional Commitment to Diversity
  o Personal Skills and Values Relating to Diversity and Inclusion
  o UW-Madison Impact on Critical Thinking about Diversity
- General Perceptions of Campus Climate
  o First-generation students and students from a working class background were less likely to report feeling welcome, respected, or like they belong; they were more likely to report feeling excluded.
  o First generation college students were less likely to report feeling safe.
- First-generation students and student from a working class background were less likely to find others to study or socialize with them.
- Students from a working class background were more likely to consider leaving UW-Madison.
- Classroom and Instructional Environment
  o First-generation college students and students from a working class background were less likely to feel respected in group project work; students from a working class background were less likely to feel their comments and questions were respected by other students in class.
- First-generation students and students from a working class background more often felt expected to represent the point of view of their identity and felt less positive about it.
- Working class students spent more time with others from a different social or economic class.

Religion

- Students from different religious backgrounds sometimes reported different views of campus climate, though the pattern of results was mixed.
- General Perceptions of Campus Climate
  o Hindu students were more likely to report feeling safe than any other religious group.
  o Muslim and Buddhist students were less likely to report feeling welcome, respected, and like they belong. They were more likely to report feeling excluded.
  o Christian students were more likely to report feeling like they belong at UW-Madison.

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[7] https://apir.wisc.edu/diversity/climate-study-surveys/

- Finding Others to Study and Socialize
  - Muslim and Buddhist students were less likely to find others to study with them; Jewish students were more likely to find others to study with them.
  - Muslim, Buddhist, and Hindu students were less likely to find others to socialize with them; Christian students were more likely to find others to socialize with them.
- Muslim and Buddhist students were more likely to consider leaving UW-Madison.
- Classroom and Instructional Environment
  - Muslim and Buddhist students felt less respected in group project work and that their comments and questions were less respected by other students in class.
  - Buddhist and Hindu students felt more comfortable approaching teaching assistants with questions or concerns; Hindu students also felt more comfortable approaching faculty or instructors.
  - Buddhist and Muslim students more frequently felt expected to represent the point of view of their identity in class.
- Buddhist students felt less comfortable contacting UWPD.
- Buddhist students were more likely to experience hostile, harassing, or intimidating behavior directed at them personally.
- Institutional Commitment to Diversity
  - Jewish and Muslim students viewed UW-Madison as less committed to diversity than other groups; Christian students viewed UW-Madison as more committed to diversity.
  - Muslim, Buddhist, and Hindu students were more likely to report that it was important to them that UW-Madison has a strong commitment to diversity; Christian students were less likely.
- Muslim students were more likely to say that valuing diversity is important to ones' future success.
- Muslim students were more likely to report that their experience at UW-Madison encouraged them to think seriously and analytically about religion or belief systems; Hindu students were less likely to report that their experience at UW-Madison encouraged them to think seriously and analytically about political beliefs.
- Spending time with Students Different from You
  - Muslim and Hindu students were more likely to spend time with students of a different race/ethnicity.
  - Christian and Muslim students were less likely to spend time with students of a different sexual orientation.
  - Muslim, Buddhist, and Hindu students were more likely to spend time with students from a different country; Jewish students were less likely to do so.
  - Jewish and Hindu students were more likely to spend time with students from another religion.
  - Buddhist and Atheist/Agnostic students were less likely to spend time with students with different political views; Christian students were more likely.

Political Views

- Students with different political views sometimes reported different views of campus climate, though the pattern of results was mixed.
- There were no differences across political views for:
  - Seriously Thinking of Leaving UW-Madison
  - Classroom and Instructional Environment
- Politically conservative students reported feeling more welcome, more respected, and more like they belong than other students.

- Politically conservative students were more likely to find others to socialize with them.
- Politically moderate and liberal students were more likely to consider being expected to represent the point of view of their identity as a negative experience.
- Politically liberal students felt less comfortable contacting UWPD; political conservative students felt more comfortable.
- Politically liberal students felt less confident they had the tools to respond effectively to incidents of hostile, harassing, or intimidating behavior; political conservative students felt more confident.
- Politically conservative students view UW-Madison as more committed to diversity than politically moderate or liberal students; politically liberal and moderate students were more likely to say it is important to them that UW-Madison has a strong commitment to diversity.
- Politically liberal students are more likely to consider valuing diversity, noticing and managing biases, and being sensitive to others' perspectives as important to one's future success; politically conservative students were less likely.
- Politically liberal students were more likely to say their experience at UW-Madison encouraged them to think seriously and analytically about race/ethnicity, gender identity, sexual orientation, social or economic class, and cultures outside the US; politically conservative students were less likely to say so about race/ethnicity, gender identity, sexual orientation, and social or economic class.
- Politically liberal students were more likely to spend time with students of a different sexual orientation; politically conservative students less likely.
- Politically conservative students were more likely to spend time with students who have different political views; politically liberal students were less likely; politically moderate students in between.