East Carolina University

Campus Climate Assessment
Results of Report

September, 2007
Chancellor Ballard’s View on Diversity

“Diversity is a central value at East Carolina University, and we are committed to creating a campus culture that reflects the world we live in.

Diversity encompasses much, but at its heart it means that we respect the differences among us and we know that true learning communities are empowered by these differences. Diversity means that we respect different cultures, intellectual traditions, ways of knowing, races/ethnicities, religions, and origins of birth.”

https://www.ecu.edu/cs-admin/chancellor/Communications_from_Chancellor-Ballard.cfm
Background

Invited in Fall 2006, by the Chancellor’s Diversity Council (CDC) to:

✓ Evaluate the climate at ECU
✓ Present findings in a report to the ECU Community

¹all work in collaboration with CWC
Survey Instrument

◆ Final instrument
  ✔ 76 questions and additional space for respondents to provide commentary
  ✔ On-line or paper & pencil options
  ✔ Available to ECU Community March 15-April 16, 2007

◆ Sample = Population
  ✔ All members of the ECU community were invited to participate

◆ Results include information regarding:
  ✔ Respondents’ personal experiences at ECU
  ✔ Respondents’ perceptions of climate at ECU
  ✔ Respondents’ perceptions of institutional actions
  ✔ Respondents’ input into recommendations for change
Who are the respondents?

- 3237 people responded to the call to participate in spring semester 2007

<table>
<thead>
<tr>
<th>Students</th>
<th>Undergraduate Students of Color = 11% (n=444)</th>
<th>Undergraduate Women students = 11% (n=1223)</th>
<th>Masters Degree Candidates = 6% (n=308)</th>
<th>Doctoral Degree Candidates = 34% (n=129)</th>
<th>Total Undergraduate Students = 7% (n=1920); Graduate Students = 7% (n=437)</th>
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</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Non-exempt SPA/CSS = 15% (n=337)</td>
<td>Exempt Staff SPA/CSS = 41% (n=274)</td>
<td>Non-faculty EPA = 43% (n=199)</td>
<td>Employees taking classes = n/a (n=74)</td>
<td>Total SPA and EPA Staff = 26% (n=810)</td>
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<tr>
<td>Faculty</td>
<td>Instructors = 36% (n=94)</td>
<td>Assistant Professors = 27% (n=164)</td>
<td>Associate Professors = 33% (n=138)</td>
<td>Professor = 36% (n=118)</td>
<td>Total 32% (n=514) of all full-time faculty</td>
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Rankin & Associates, Consulting
Aggregate Findings

- 71% of respondents were “very comfortable” or “comfortable” with the climate at ECU.
- 75% of student respondents were “very comfortable” or “comfortable” with the climate in their department
- 65% of faculty respondents were “very comfortable” or “comfortable” with the climate in their department/work unit
- 66% of staff respondents were “very comfortable” or “comfortable” with the climate in their department/work unit
Aggregate Findings

- 79% of respondents have not personally experienced any conduct that has interfered with their ability to work or learn at ECU.
- 68% of respondents have not observed or personally been made aware of any conduct that has interfered with their ability to work or learn at ECU.
- About half of student respondents feel that the classroom climate is welcoming for people from underrepresented groups.
- Less than half of employees feel that the workplace climate is welcoming for people from underrepresented groups.
Perceived Discriminatory Practices

Observed Discriminatory Hiring (30%)
- Due to race (36%)
- Due to gender (26%)
- Due to ethnicity (26%)
- Due to age (17%)

Observed Discriminatory Firing (8%)
- Due to race (24%)
- Due to ethnicity (19%)
- Due to gender (20%)
- Due to ECU positional status (16%)
- Due to political views (15%)

Promotion (28%)
- Due to race (31%)
- Due to gender (31%)
- Due to positional status (19%)
- Due to ethnicity (18%)
- Due to educational level (13%)
Employee Attitudes about Climate for Diversity and Work-Related Issues

**Potential Successes**
- 71% of respondents strongly agreed/agreed that they were comfortable asking questions about performance expectations.
- 54% of respondents agreed that their colleagues solicit their opinions about their work.

**Potential Challenges**
- 36% of respondents were reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or tenure review.
- 41 percent of respondents believe there are many unwritten rules concerning how one is expected to interact with colleagues in their work units.
- Twenty-seven percent thought their research interests were valued by their colleagues.
Employee Attitudes about Climate for Work-Life Issues

**Potential Successes**

- 67% of respondents strongly agree/agree that they are satisfied with the way in which they were able to balance their professional and work lives.

**Potential Challenges**

- 15% of respondents strongly agree/agree that ECU is supportive of domestic partner leave.
- 21% of respondents strongly agree/agree that personal responsibilities and commitments have slowed down their career progression.
- 20% of respondents strongly agree/agree that employees who have children are considered less committed to their careers.
Employees’ Perceptions of Resources Available at ECU

Potential Successes

- 62% of respondents strongly agree/agree that they have colleagues or peers at ECU that give them career advice or guidance
- 63% of respondents receive regular maintenance/upgrades of their equipment
- 70% of respondents strongly agree/agree that they have the equipment and supplies they need to adequately perform their work,
- 64% of respondents strongly agree/agree that they had sufficient office space, in terms of quantity and quality
Summary of Challenges
Institutional Classism

- Staff and faculty reported experiencing offensive, hostile or intimidating conduct most often due to their position status at ECU.
- Interestingly, the source of the conduct was reported as within cohort (e.g., faculty on faculty; staff on staff).
- In particular, the perception among staff respondents is that they are devalued and underappreciated for their work.
Summary of Challenges Concerns in Regard to Race

- Student respondents reported experiencing offensive, hostile or intimidating conduct most often due to their race or ethnicity.
- Students of color most often experience this conduct due to their race through acts of racial profiling or through their perceptions of being ignored or excluded.
- Among all respondents, irrespective of race or position status at ECU, racial profiling was noted as one of the most often observed forms of offensive, hostile or intimidating conduct on campus.
Summary of Challenges
Safety Concerns Among Women

- 114 respondents reported being sexually assaulted while enrolled at ECU.
- Of these, 100 were women and 78 were students (70 undergraduate students and seven graduate students).
- The offender was most often reported as another student.
- The underreporting of sexual assault is a national campus concern

Summary of Challenges “Invisibility” of Many Underserved Communities on Campus

- This is due, in part, to the small number of “visible” members of these communities and include, but are not limited to lesbian, gay, bisexual people, transgender people, people who are “other than Christian”, Native American people and Latino/Hispanic people.

- The climate is not welcoming for these communities. For example, 29 percent of LGB respondents reported experiencing offensive, hostile, or intimidating conduct due to their sexual orientation.
Summary of Challenges
Lack of Recognition of Efforts Toward Creating Equity & Community at ECU

- Less than half of the respondents indicated that the major administrative offices and individuals have visible leadership that fosters diversity.
- More than half of respondents suggested that they did not know if there was visible leadership in these offices suggesting that perhaps there is a lack of awareness of ECU’s efforts.
Questions..?
Other Ideas..?
Next Steps...

Completed

• Survey Implementation
• Town Hall Meetings

Pending

• Draft Action Plan
• Approval of Action Plan

In Progress

• Brief Colleges, Departments, Units and Students
• Collection of Action Steps/Ideas from Colleges, departments, Units and Students