Presentation Roadmap

• Background and Context
  – What is Climate?

• Previous Survey Design
  – Feedback and Recommendations
  – Factor analysis
  – Modifications

• Current Survey Design
What is Campus Climate?

• An environmental factor of our campus with behavioral, psychological, historical, and compositional dimensions that affect educational and occupational outcomes

• **Historical Legacy of Inclusion** – previous institutional missions, policies, and procedures

• **Compositional Diversity** – demographics of students, faculty, and staff

• **Psychological Dimension** – perceptions and attitudes related to prejudice and discrimination

• **Behavioral Dimension** – social interaction and campus involvement, current practices

Hurtado et al. (1999; 2008)
Background and Context

Government/Policy Context

Sociohistorical Context

Historical Legacy of Inclusion/Exclusion

Structural Diversity

Psychological Climate

Behavioral Dimension

Institutional Context

(Hurtado, Milem, Clayton-Pedersen, & Allen, 1999)
Background and Context

- Government/Policy Context
  - Historical Legacy of Inclusion/Exclusion
    - Psychological Climate
  - Institutional Context
    - Behavioral Dimension
    - Structural Diversity

(Hurtado, Milem, Clayton-Pedersen, & Allen, 1999)
Background and Context

Government/Policy Context

- Historical Legacy of Inclusion/Exclusion
- Psychological Climate

Sociohistorical Context

- Structural Diversity
- Behavioral Dimension

Institutional Context

(Hurtado, Milem, Clayton-Pedersen, & Allen, 1999)
Background and Context

(Hurtado, Milem, Clayton-Pedersen, & Allen, 1999)
Inclusive Excellence Campus Climate Survey

- To address any existing conflicts within a school at UCI

- To provide a benchmark and encourage deans to be proactive in addressing campus climate issues, especially as they relate to diversity

- To provide a tool for the university and its stakeholders in anticipation of potential conflicts that might emerge, especially as the institution increasingly diversifies its faculty, staff, and student populations
Inclusive Excellence Campus Climate Survey

• Focused on “school climate”
  – Faculty, staff, and students’ personal experiences and perceptions of climate within their schools or departments

• Distributed separately to faculty, staff, and students
  – Some distinct questions for each group, but mostly common questions across all three groups

• Included questions about the department as well as the overall UCI campus
  – Also includes personal perspectives on topics like the value or importance of diversity and inclusion
PLA Workgroup Feedback

• Survey instrument has changed over time
  – Difficult to compare or consolidate key indicators if they were measured differently across the schools
  – Recommendation: Standardize survey instrument and conduct pilot process to identify consistency problems before distribution

• General suggestions to enhance survey questions
  – Define key concepts within the survey
  – Clarify questions so respondents easily understand intent
  – Include questions about additional topics (e.g., bullying, hostile work environment, complaints and responses to complaints, diversity as it relates to specific research methods/topics)
PLA Workgroup Feedback

- Improve participation rates
  - Invite Professors of Teaching and any other faculty or staff that might have been overlooked
  - Clearly explain the purpose and objectives of the survey
  - Be explicit about confidentiality and protection of identity in order to encourage more open responses

- Remaining recommendations dealt more with analysis and reporting rather than design and distribution
  - Encourage schools to report their findings and develop appropriate action plans; develop tool-kits to help do this
  - Try to coordinate results with other departmental or school-level data (e.g., student outcomes, faculty exit surveys, etc.)
Survey Analysis and Modifications

• Conducted factor analysis data from the most recent version of the survey
  – 1,012 responses from faculty, staff, and students
  – Analyses also conducted for undergraduates, grad students, and postdocs (N = 616), as well as faculty and staff (N = 396)
    • Both yielded similar results to the overall group analysis

• Factors determined using maximum likelihood extraction and direct oblimin rotation
  – Factor 1: Satisfaction with Department Climate
  – Factor 2: Promotion of Diversity Beliefs and Practices
Survey Analysis and Modifications

- Original survey reliability = 0.931
- Modified survey reliability = 0.934

- Factor 1 (Department Climate Satisfaction) examples:
  - “I am comfortable with the overall climate in my school or department.” \textit{Coefficient} = 0.881
  - “How friendly is the climate in your school/department?” \textit{Coefficient} = 0.859
  - “My colleagues and I work well as a team.” \textit{Coefficient} = 0.803
  - “I am proud to tell people that I [work for/am a student in] this school or department.” \textit{Coefficient} = 0.746
Survey Analysis and Modifications

- Original survey reliability = 0.931
- Modified survey reliability = 0.934

- Factor 2 (Promotion of Diversity Beliefs) examples:
  - “How important is increasing the diversity of the faculty and staff to the climate on campus?” *Coefficient = 0.862*
  - “How important is increasing the diversity of the student body to the climate on campus?” *Coefficient = 0.815*
  - “Diversity should be an important criterion in hiring and retention of faculty.” *Coefficient = 0.787*
  - “A diverse team improves work/research quality.” *Coefficient = 0.731*
Survey Analysis and Modifications

- Items removed from the survey due to low factor loadings:
  - “I am able to stay involved in non-[School] interests and activities.”
  - “I am able to meet my family responsibilities while still doing what is expected of me at [School].”
  - “I maintain a good balance between [School] and other aspects of my life.”
  - “I have a social life outside of school/work.”
  - “I am able to see the world from someone else’s perspective.”
  - “I am open to having my own views challenged.”
Survey Analysis and Modifications

• Items removed from the survey due to low factor loadings:
  – “I am tolerant of others with different beliefs.”
  – “I often critically evaluate my own position on issues.”
  – “I often use different points of view to make an argument.”
  – “Diversity impedes discussion of substantive issues.”
  – “Diversity creates tension and arguments.”
  – “This university has campus administrators who regularly speak about the value of diversity.”
  – “Providing a clear and fair process to resolve conflicts is important to the climate on campus.”
Just to Recap:

• The old Campus Climate Survey was lengthy, comprehensive, and distributed to various groups, asking about overall campus climate as well as departmental
  – We’ve divided that original survey into two new designs:

• Campus Climate Survey
  – Short survey of the overall campus climate

• Unit Equity Review Instrument
  – Lengthier, in-depth survey designed for reviewing a specific academic unit, school, or department
Unit Equity Review Instrument

• Original survey had ~84 items. 13 items removed without compromising instrument’s scale reliability.

• New survey includes ~12 additional questions designed to address PLA Workgroup feedback and other potential components or topics missing from the original design.
  – Includes questions adapted from Higher Education Research Institute’s (HERI) Diverse Learning Environment survey and the Higher Education Data Sharing Consortium’s (HEDS) Diversity Equity Climate Survey
New Survey Items

- Items related to PLA Workgroup suggestions:
  - “If I witnessed inappropriate behavior (e.g., harassment, bullying, microaggression), I would feel comfortable intervening without fear of retaliation.”
  - “I feel comfortable bringing up issues about diversity and inclusion to my Supervisor, Dean, or Advisor.”
  - “Have you ever expressed a diversity or inclusion-related concern to your Supervisor, Dean, or Advisor?”
    - “If you have expressed [such a concern], what was the response?”
    - “How quick or timely was the response?”
    - “How competent or effective was the response?”
    - “Overall, how would you rate the quality of the response?”
  - “My work/scholarship/contributions are valued in my school or department.”
    - “Why or why not?”
New Survey Items

• Other items:
  – “What does this school/department do well [or poorly] in terms of inclusion?”
  – “I believe opportunities are distributed fairly to people of all identities.”
  – “I can present my whole, authentic self to this school/department without worrying about repercussions.”
  – “I would recommend this school/department to a ______ looking for an inclusive environment.”

• Options include: a person of color, woman, LGBTQ+ individual, person with disability, person from a different religious background, parent or guardian of a child, and “I would not recommend this school/department to those seeking inclusive environments.”
Feedback

• Does the survey take too long to complete?
• Are the instructions clear?
  – For the introduction to the survey itself?
  – For the different question types on the survey?
• Are there any questions that were too difficult to answer?
  – Because the question itself was difficult?
  – Because the wording was confusing or difficult to understand?
• Does the order of the questions make sense?
• Is there anything that should be added to the survey?
• Is there anything that should be removed from the survey?
Unit Equity Review Pilot

- **Unit Equity Review Instrument**
  - https://tinyurl.com/UClUnitEquityPilot

- QR Code: 📆

- Please provide your feedback about the survey!
  - Survey length
  - Clarity of instructions
  - Question order, difficulty, and wording
  - Adding or removing questions and content
Survey Timeline (Tentative)

- September 24th – Pilot Testing Begins

- October 21st – Finalized Survey Distribution
  – Reminders sent out in early November, mid-November, and early December

- December 6th – Survey Closes

- January 15th – Report Delivered/Presented