Community and Belonging
Campus Climate Survey
Executive Summary

2019-2020

Respect for the dignity of all people is an essential part of Nazareth College's tradition, mission, and vision for the future as we advance a just and equitable community. The College is dedicated to inclusion, the active pursuit of conscious and sustained practices and processes that value and respect differences and promote a community of belonging for all community members. To further these values, the College established the Division for Community and Belonging and adopted a Strategic Plan for Diversity and Inclusion.

As part of the Strategic Plan, the College conducted a Climate Survey of faculty and staff in the Spring 2019 term. The purpose of the Survey is threefold. First, it assesses the current views of faculty and staff on issues relating to diversity and inclusion. Second, it provides benchmarks for use in the future to determine the progress we are making to ensure an inclusive community. Finally, it will be used to develop specific practices and processes that promote a community of belonging. This Executive Summary presents the findings of the Survey, highlighting the areas of strength as well as the opportunities for improvement.

The 110-question survey was sent, via email, to 761 employees. 409 employees completed the survey (54% of total). Several survey questions asked respondents to self-identify along a number of demographic dimensions (*e.g.*, gender, race/ethnicity, sexual identity, disability). This is the first time the College has gathered underrepresented demographic information about Nazareth employees. Respondents also had the option to not report their demographic category, and on average, about 20% of the respondents opted not to report.

Questions asked respondents to rate their level of agreement with different statements regarding campus climate based on a 5-step Likert scale. A score of 1 means that the respondent "strongly disagrees" with the statement and is interpreted as a "negative" score while a score of 5 means that the respondent "strongly agrees" with the statement and is interpreted as a "positive" score.

To facilitate the analysis of the campus climate questions, similarly related questions were grouped into "thematic constructs." This is a common survey method that creates fewer, higher-level conceptual categories to measure the many survey items. Each question was categorized by one of the following thematic constructs:

- Leadership (LDR)
- Welcoming Campus Environment (WEL)
- Culture of Respect (RSP)
- Growth, Development, & Support Opportunities (GDS)

- Prevention, Education & Training Opportunities (PET)
- Safe Campus Environment Free of Discrimination/Bias (SAF)
- Equity & Fairness in Performance Evaluation (EQF)

Strengths:

The responses along the Leadership, Welcoming Campus Environment, and Culture of Respect constructs are positive across all demographic groups. Respondents believe that senior leadership and their local supervisor are doing a good job supporting and emphasizing diversity and inclusion initiatives on campus. They believe that the campus is a welcoming place for individuals from all backgrounds, and that there is a strong level of respect among faculty and staff.

The highlight of the survey is that the highest-scoring question concerns the respondents' belief that their work contributes to the mission of the College. Even when the data were disaggregated by academic division or number of years of service at Nazareth, there is consensus in the belief that everyone's work contributes to the mission of the campus.

Opportunities:

The survey illuminates areas of concern to particular segments of employees that the College can address in order to improve the environment for everyone. Most of these areas are related to the Equity & Fairness in Performance Evaluation, which is the lowest-scoring construct.

Even among majority respondents, questions around fairness in the tenure and promotion policy on campus receive some of the lowest overall scores. Employees who identify in certain demographic groups believe that they have to work harder for the same recognition and that they have to do more work than others in their department. The average score is lower for faculty in comparison to staff. Some respondents noted:

> ***On working harder for the same recognition***: *"Marginalization and the otherness of the several identity groups that I am a part of does make it seem like I need to work harder than my colleagues and prove that I belong in my department. This can make for an arduous early career here at Nazareth."*
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> ***On doing more work***: *"Whenever an issue comes up about any aspect of sexuality (LBTQ), everyone looks at me to be the expert, the one who understands it when in reality, they need to take more ownership here in order to better serve all of our students."*
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> ***On tenure/promotion***: *"When I see how departments on other campuses are not exclusively white, I wish it could be that way here too. When I visit colleagues at other colleges and see that their senior employees are routinely recognized by promotion in title and rank, I wish it could be that way here too."*

Another area for improvement is around incidences and reporting of bias and discrimination. While most majority respondents believe that Nazareth College provides a safe environment free of discrimination, members of some cultural identity groups were not as positive.

The survey asks if respondents have personally experienced any incidents of bias or discrimination within the last two years on campus (*e.g.*, derogatory emails, having one's credentials questioned based on identity, bullying), and over a quarter of all respondents report that they have. In most of these incidents, the discrimination is based on the target individual's race/ethnicity, age, gender, or ability status.

Over half of those who experienced an incident of bias or discrimination on the survey further report that they did not report the incident because they did not think it was worth reporting or that anything would be done about it.

A third area for improvement is the need for more mentoring support when it comes to tenure and promotion. This is the lowest-scoring question, across all respondents in all groups, on the entire survey. Even when the average scores are disaggregated by staff and faculty, both groups report an equal need for mentoring.

Overall scores are high for each construct, but because such a large percentage of the total population is comprised of white heterosexual persons without a disability, the overall scores are skewed toward the "majority score." And among "majority" respondents, scores are very positive.

The scores for some cultural identity groups are not as positive, especially among racial/ethnic minority and LGBTQ+ faculty. Individuals in these groups report that they are not as comfortable bringing their entire identity to the workplace. They are less likely to agree that a safe workplace, free of discrimination, is provided for them. Their scores regarding the perceived equity and fairness of workload and promotion opportunity are lower than the scores of "majority" respondents.

Recommendations:
The following initial set of recommendations was informed by the survey results to improve supports, policies, and diversity and inclusion educational practices in order to better prevent and respond to discrimination, harassment, and bias moving forward:

- Create an anti-bias team and reporting protocol that will improve the reporting rate for future incidents (spring 2021).
- Increase anti-bias training using restorative justice practices that embrace community empowerment and participation, multi-partial active accountability, and social support (fall 2020-spring 2021).
- Implement bystander training in all academic departments.

- Ensure every staff member has a goal defined on annual performance review that addresses their contributions to diversity and inclusion (spring 2020)
- Create intentional training programming with senior leadership, directors, deans, department chairs to reduce microaggressions and biases (fall 2020-spring 2021).
- Begin discussions with department chairs, deans, supervisors on how to institutionalize stronger mentorship for faculty and staff (ongoing).
- Ask the Faculty Task Force to propose recommendations for creating diversity and inclusive practices in curriculum and co-curriculum (fall 2020).
- Re-administer the campus climate survey every 3-5 years in order to create internal longitudinal benchmark data which will become available for comparison.