Campus Climate Report – Executive Summary, Key Findings, and Recommendations

An initiative of the Community for Inclusive Excellence, Leadership, and Opportunity (CIELO)

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Executive Summary

Project Structure and Process
The 2014 Campus Climate Survey originated as an undertaking of a special subcommittee formed under the auspices of the Community for Inclusive Excellence, Leadership, and Opportunity (CIELO) Working Group. This group of five individuals met during Fall Semester 2013 and Spring Semester 2014 to identify key areas for analysis and to develop a set of questions. The Survey was circulated for responses during the week of 28 April-2 May, the final week of instruction for the 2013-2014 Academic Year. A sixth committee member was added during the summer of 2014 to assist with data analysis.

The Survey was offered exclusively in English and administered via Survey Monkey (http://www.surveymonkey.com).

Description of the Sample
Three distinct surveys were administered to faculty, staff, and students. In total, 213 individuals completed one of the three surveys. The proportion of respondents in each category varied substantially:

- Faculty: 111 Full-time, 52 Part-time, n = 39, 35.14% Full-time
- Staff: 267 Full-time, 51 Part-time, n = 60, 22.47% Full-time
- Students: 1894 Undergrad, 876 Grad, n = 114, 4.12% All Students

Key Findings – Areas of Strength
- High levels of satisfaction with existing campus climate at ASU among some populations and with regard to some key items surveyed.
- Broad awareness of what is meant by diversity and inclusive excellence.
- Generally positive reviews of ASU’s support for a broad array of course offerings and programming initiatives.
- Widespread student satisfaction with the presentation of diverse perspectives in the classroom.
- A stable foundation on which to build future initiatives and forge lasting partnerships.

Key Findings – Opportunities for Improvement
- Low levels of satisfaction with existing campus climate at ASU for persons of specific racial, ethnic, social class, gender, and sexual backgrounds.
- Faculty recognition that ASU could do more to promote inclusive excellence within and beyond the classroom.
- Staff dissatisfaction with existing opportunities for professional development and low levels of support for inclusive excellence from supervisors.
- Broad acknowledgement among all three categories of respondents that ASU should do more to engage with the residents of Alamos and the surrounding San Luis Valley.
Poor levels of recognition for ASU’s status as a Hispanic-Serving Institution among students.

Selected highlights related to campus climate and Inclusive Excellence:
• Transformation of the Center for Equity in Learning and Teaching (CELT) into the Community for Inclusive Excellence, Leadership, and Opportunity (CIELO) in order to broaden the mission of the former and to encourage the participation of all university employees, including administrative personnel and support staff; and the appointment of a President’s Advisory Group on Inclusive Excellence.
• Leadership provided by the Cultural Awareness and Student Achievement (C.A.S.A.) Center and the recent re-appropriation of existing campus facilities to designate a permanent home for this program.
• Continuation of the San Luis Valley Lifeways course (ID 179) and speaker series which showcases the unique cultural heritage of the region and invited numerous community members to partake in on-campus programming.
• Creation of annual Women’s Week associated with International Women’s Day.
• Ongoing promotion of the Hilos Culturales Summer Retreat with support of the Title V Institutional Grant.
• Reformulation of the existing Equity Retreat into a two-part program to better accommodate the needs of returning and first-time faculty and staff participants.
• Launch of the College Assistance Migrant Program (CAMP) with support from Title V.
• Continual faculty and staff development around HSI capacity building including workshops on barriers to increasing faculty diversity, Kindred Spirits mini-workshops, guest presenters such as Dr. Brenda J. Allen; and Thomas Brown and Dr. Mario Rivas at the all-campus convocation and workshops.
• Assignment of faculty development “fellow” to expand development opportunities for new and continuing faculty.

Process and next steps for developing actions and initiatives based on survey findings:
• Designation of a full-time professional administrator to expand the role of the Inclusive Excellence Liaison.
• Addition of a diversity component to the requirements for fulfillment of General Education.
• Formation of Heritage Language Program to support Spanish instruction for native speakers.
• Reformulation of the Lifeways course as a permanent offering of ASU.
• Full-bodied recognition and promotion of HSI designation and the university mission by campus leadership for the purposes of branding/marketing, recruitment/retention, and building a stronger campus identity.
• Support of programming advancing a broader array of ethnic, sexual, and religious issues and perspectives.
- Improvement of policies and practices for all equity concerns protected under Title VII and Title IX.
- Designation of a gender and sexualities resource center (Women’s Resource Center)
- Securement of additional administrative and financial support for ongoing programming towards the advancement of inclusive excellence at the university.
- Expansion of community outreach programming to welcome the participation of the residents of Alamosa and surrounding the San Luis Valley in university social, cultural, and educational activities.
- Incorporation of executive personnel and staff supervisors into equity training.

Contact

http://www.adams.edu/diversity
Chapter 3: Faculty-Specific Data

Background and Overview
Faculty members have spearheaded several initiatives related to diversity and inclusive excellence at ASU. Notable achievements include the creation of the Center for Equity in Learning and Teaching (CELT), its institutionalization as the Community for Inclusive Excellence, Leadership, and Opportunity (CIELO), and the incorporation of the annual Common Reading Experience into the classroom. Better use of modern instructional techniques, “flipped” classrooms, and active learning strategies have enhanced the educational experience of students, especially with regard to the interrogation of complex ideas and exposure to complicated social issues; however, more could be done to promote diversity within and beyond the walls of the classroom.

Key Findings – Areas of Strength
- Over half of faculty (58.82%) felt as though the administration does enough to support efforts promoting diversity in the classroom.
- On a scale of 1 to 10, faculty members rated an overall score of 5.72 for the significance of inclusive excellence work in their decision to stay at ASU.

Key Findings – Opportunities for Improvement
- Less than half of faculty (44.44%) felt as though the university does enough to support efforts to promote diversity in the classroom.
- An overwhelming number of faculty (82.86%) felt as though the faculty could do more to support inclusive excellence in the classroom.
- An even higher number of faculty (85.71%) felt as though faculty could do more to support inclusive excellence outside the classroom.

Observations
- Faculty members overwhelmingly felt that they could do more to support inclusive excellence in the classroom setting and beyond.
- Although some faculty members feel that the administration does enough to support inclusive excellence in the classroom, many faculty feel that the university at large, and even more so, faculty themselves, could do more to promote inclusive excellence in and beyond the classroom.

Recommendations
- Clearer recommendations from campus leadership for strategies to improve diversity in the classroom.
- Creation of new courses and the redevelopment of existing ones to stress the themes of intercultural interaction, group dynamics, and individual perspectives.
- Furtherance of service-related coursework and study abroad programs.
- Funding for faculty development related to promotion of diversity and inclusive excellence within the classroom.
• Better identification of the ways in which faculty members can contribute to inclusive excellence-related work outside of the classroom.
Chapter 4: Staff-Specific Data

Background and Overview
Staff members figure as some of the strongest and most vocal proponents of fostering a more diverse and inclusive campus community. Indeed, it is largely staff members who lead institutional efforts related to diversity and inclusive excellence with students, often through means of student life-related programs and initiatives. With closer ties to Alamosa and the San Luis Valley than faculty members and students as a whole, staff members also possess a unique understanding of the university's place within the local community. Notably, staff members were, as a whole, the least satisfied group when it came to campus climate.

Key Findings – Areas of Strength
No major areas of strength to reference here

Key Findings – Opportunities for Improvement
- Nearly three-quarters of staff (74.55%) felt that the university did not do enough to promote inclusive staff development.
- Over two-thirds of staff (70.91%) felt that their supervisors could do more to support inclusive excellence in the workplace.
- On a scale of 1 to 10, staff members rated an overall score of 4.56 for the significance of inclusive excellence work has been in their decision to stay at ASU.

Observations
- As a unique subset of the campus community, staff members were less satisfied with the university's efforts to promote inclusive excellence than faculty and students.
- In particular, staff members were dismissive of university efforts to promote inclusivity in the workplace.

Recommendations
- Encouragement for staff to become involved in programs and initiatives related to diversity and inclusive excellence.
- Funding for staff development related to promotion of diversity and inclusive excellence beyond the classroom.
- Better training for staff supervisors on the role of inclusive excellence in the workplace.
- Greater support by supervisors for staff participation in development opportunities in both time and finances.
- More campus engagement with the local community to promote better town/gown relations.
Chapter 5: Student-Specific Data

Background and Overview
Students play a key role in the development of a healthy campus climate. Because of the sheer size of this group within the larger campus community, students are instrumental in crafting campus climate whether conscious of that fact or not. Indeed, as a subset of the general campus population at ASU, the student population is far more diverse than either faculty or staff. Student leaders have taken evident steps in recognition of this fact, including the creation of social organizations and related programming. The survival and growth of campus student organizations like the Black Student Union (BSU), Diversity Multicultural Club (DMC), El Parnaso Spanish Club, ASU P.R.I.D.E., and Suicide Watch Awareness Gang (SWAG) are critical to the furtherance of a welcoming environment for ASU’s diverse student population.

Key Findings – Areas of Strength
- Over three-quarters of students (75.25%) felt that their professors do enough to support efforts to promote diversity and inclusion in the classroom.
- Well over two-thirds of students (71.29%) felt that their courses and degree programs provide enough opportunities to increase their understanding of diverse perspectives.
- On a scale of 1 to 10, students rated an overall score of 6.10 for the significance of inclusive excellence work in their decision to stay at ASU.

Key Findings – Opportunities for Improvement
- Well over half of students (56.44%) felt that their course offerings do not do enough to promote, represent, and increase their understanding and knowledge of the San Luis Valley and the Upper Rio Grande Region.
- Cross-tabulations by reported group affiliation produce significance variations as regard satisfaction with campus climate (see Chapter 3) and indicate the need for targeted responses to unique student populations.

Observations
- Students were generally quite positive of overall campus climate at ASU and the efforts of faculty and coursework to address to address critical issues in the classroom.
- However, students felt that the university could do more to integrate knowledge of the surrounding community into the classroom.

Recommendations:
- Assess the causes for groups of students whose responses showed lower than average satisfaction in specific areas, and implement targeted solutions.
- Increase educational offerings, service-related opportunities, and outreach programming for students to learn more about the San Luis Valley and Upper Rio Grande region. Since this survey was given, initiatives including a course in SLV
Latino History requiring the gathering of oral histories, and the sociology field studies courses including trips to several valley locations, have been offered. Community oriented program, such as the well-attended COINTEL-pro in 203-14 about the history of the Chicano movement in the SLV, and programming in cultural practices at C.A.S.A. should be continually developed and supported.

- Designate a gender and sexualities resource center (The Women’s Resource Center might include programming for men and women and the LGBTQ community).
Chapter 6: HSI Status

Background and Overview
ASU was the first institution of higher learning in the state of Colorado to receive distinction as a Hispanic-Serving Institution (HSI). By definition, Hispanic students must comprise a minimum overall enrollment of 25% at an HSI. HSIs are eligible to receive grant support from the U.S. Department of Education. HSI status-dependent grants support existing Title V programs at ASU, including the Hilos Culturales Summer Institute, several STEM-related initiatives, and community events. Although HSI is a government definition based on enrollment numbers, it is the responsibility of institutions so designated to foster strategies to indeed serve this population. Grants with this designation focus on strengthening its capacity to serve students in every respect. Despite the uniqueness of ASU’s status as a HSI, substantial disparities exist between campus constituencies regarding awareness of this fact.

Key Findings – Areas of Strength
- All faculty and staff respondents reported knowing that ASU carries the distinction of being a HSI. Fully 86.11% of faculty and 75% of staff expressed an appreciation for what this distinction entailed.

Key Findings – Opportunities for Improvement
- Although nearly two-thirds (66.35%) of student respondents knew that ASU carried the designation of HSI, more than one-third (33.62%) did not. Indeed, more than a quarter (26.92%) of student respondents did not even know what HSI status entailed.
- Only 44.12% of faculty, 49.06% of staff, and 67.01% of students felt ASU campus buildings and grounds were reflective of ASU’s status as a HSI.

Observations
- Designation as a HSI is key to ASU’s academic mission and campus identity.
- A higher proportion of ASU students should be aware of the HSI designation.

Recommendations
- The university should promote its designation as a HSI as a route towards building a distinct brand for marketing and publicity purposes, for example, in its web presence.
- Students and community members should be involved in planning and creating a physical campus identity more reflective of our diverse population and our HSI designation.
Chapter 7: Community Engagement

Background and Overview
ASU is the premier institution of higher learning in the San Luis Valley. Its mission includes a commitment to supporting the cultural, economic, and social vitality of the region. At an academic level, this includes sustaining an Associate in Arts degree program and transfer credit system that serve as vehicles for promoting social mobility within southern Colorado. Additionally, its library and other facilities are available for public use. At another level, the university seeks the active involvement of non-degree-seeking community members at athletic events, gallery openings, special lectures, and variety of other events.

Key Findings – Areas of Strength
• Over half of students (56.70%) felt that ASU does enough to engage with the community of Alamosa.

Key Findings – Opportunities for Improvement
• Well over half of faculty (58.33%) and nearly two thirds of staff (66.04%) felt that ASU does not do enough to engage with the community of Alamosa.
• Over two-thirds of faculty (68.57%) and staff (69.81%) felt that ASU does not do enough to engage with the San Luis Valley. More than half of students (58.76%) felt similarly.

Observations
• Community engagement is critical to the public educational mission of ASU.
• The campus community does not feel as though ASU does enough to engage with the communities of Alamosa or the larger San Luis Valley.

Recommendations
• The university should expand its outreach programs at the local level to build sustainable partnerships with community groups and broaden its presence.
• Include community stakeholders in developing further recommendations.