

Schools and Colleges Unit Reports Overview

Background

In November 2016, UMass Amherst conducted a Campus Climate Survey to better understand the challenges of creating a community respectful of and inclusive for all. The abridged report, released in May 2017, provided an overview of the data gathered and an initial analysis at the campus level. We are sharing the data at the unit level to identify avenues for improvement within and across schools and colleges. Our aim is to develop local goals to join with campus-wide strategies to move us toward our aspirational campus climate.

Overview

Across the colleges, the demographics of faculty, graduate students, and undergraduate students differ from each other. For example, among faculty, many more cisgender, heterosexual participants are represented than LGB, trans/genderqueer participants, or individuals identifying with another gender or sexuality. The faculty percentages are often different than the percentages of graduate students or undergraduates for these same identities. Furthermore, in some colleges, the gender composition is particularly distinct, as a number of the colleges are male-dominated or female-dominated. In some of the colleges, as well, the percentage of students with particular disabilities or from a particular racial group is especially small.

The academic division across colleges can recognize a variety of positive indicators with regard to the climate overall. Sense of belonging is high, while recognizing this perception varies by race, gender identity, sexuality, and disability status. Participants did report less connection to their college than overall belonging; connection to their college varied by role, race, political identity, disability status, gender identity, and sexuality. Overall, students would recommend UMass as a good place to go to school, across political affiliation and disability status, but with variation by race and gender identity. Faculty would also recommend UMass as a good place to work, with variation on the degree to which they would do so by gender identity, sexual identity, and rank. Racial climate is also positive overall. Most agree that differences are valued, whether they are diverse perspectives or topics addressing diversity in the classroom. There is also endorsement across groups that the university is committed to inclusion.



While the overall population measures are encouraging, some social identity groups report lower levels of belonging and often report higher levels of negative treatment, such as:

- Most often, Latino/a and Black undergraduates, in some cases Asian and multiracial undergraduates, domestic ALANA graduate students, international graduate students, ALANA faculty
- Undergraduates who are transgender, genderqueer, or another gender identity, LGB graduate students
- Politically conservative undergraduates and undergraduates who are veterans/military-active
- Undergraduates with disabilities—particularly those with a mental health disability, sensory disability, or multiple disabilities
- Women faculty, LGB faculty, associate professors, and lecturers

To emphasize, within each college, the particulars do vary. However, across colleges, almost all of the groups listed above have had a more negative experience, particularly in the classroom environment.

Unit Report Contents

The unit report replicates the survey items shared in the abridged report at the level of schools and colleges to make it easy to compare the performance of a unit with the institution as a whole. The unit report includes the unit participation rate, as well as several additional items pertaining to feelings of connection to the unit, perceptions of unit administrators' commitment to inclusion, use of university resources/offices to report incidents of unfair treatment based on social identity, perceptions of the effectiveness of these resources, as well as the likelihood of recommending UMass as a good place to work or go to school.

The unit report contains the following sections by population.

1. Undergraduate Students:

- Sense of Belonging
- Perceptions of Campus Climate
- Perceived Commitment to Inclusion
- Experiences with Unfair Treatment
- Classroom Climate Snapshot

2. Graduate Students:

- Sense of Belonging
- Perceptions of Campus Climate
- Perceived Commitment to Inclusion
- Experiences with Unfair Treatment

- Classroom Climate Snapshot

3. Faculty:

- Sense of Belonging
- Perceptions of Campus Climate
- Perceived Commitment to Inclusion
- Experiences with Unfair Treatment
- Workplace Climate Snapshot

4. **Staff:** Staff who are affiliated with a particular school or college are aggregated in the Academic Affairs–College report. Staff in Academic Affairs who are not affiliated with a particular school or college, such as the Library, Graduate School, etc., are aggregated in the Academic Affairs–Unit report.

Key Findings

1. Sense of belonging is high overall, but varies by race, gender identity, sexuality, and disability status.

Overall, 90 percent or more of undergraduates, graduate students, and faculty agree to some extent that they belong. Men and women report a similar sense of belonging. *Groups that report the lowest sense of belonging include:*

- Latino/a undergraduates and Black undergraduates
- Domestic ALANA graduate students and ALANA faculty
- Transgender, genderqueer students, and students of another gender identity
- LGB graduate students
- Undergraduates who have a mental health disability or multiple disabilities

2. Participants report less connection to their college than overall belonging.

Connection to the college varied by role, race, political identity, disability status, gender identity, and sexuality. Participants also indicated to what degree they connected to their college. Overall, connection was lower than the sense of belongingness. Over 80 percent of undergraduates perceive some connection to their college, whereas among graduate students, it is about 10 percentage points less. Faculty connection is more similar to undergraduates. *The groups with the lowest sense of connection to their college include:*

- Black and Latino/a undergraduates, conservative undergraduates, and undergraduates with a learning disability (especially mental, learning, and multiple disabilities)
- Trans/genderqueer undergraduates, undergraduates of another gender, undergraduates of another sexuality, and LGB undergraduates
- LGB graduate students and, to a lesser extent, LGB faculty

- ALANA faculty, women faculty, and lecturers

3. Most recommend UMass as a good place to go to school and work.

Overall, students would recommend UMass as a good place to go to school, across political affiliation and disability status, but with variation by race and gender identity. Faculty would recommend UMass as a good place to work, with variation on the degree to which they would do so by gender identity, sexual identity, and rank. For undergraduates, virtually all endorsed this sentiment overall. Graduate students agreed (95 percent overall). Political conservatives and liberals were similar in ratings. *Those with the lowest endorsements of this sentiment:*

- ALANA domestic graduate students
- Trans/genderqueer undergraduates

Faculty would also recommend UMass as a good place to work, at over 85 percent. There is variation by gender, sexual identity, and rank for the degree to which they would endorse this sentiment. Larger percentages of men, full professors, and heterosexual individuals were very likely to recommend, whereas smaller percentages of women and LGB faculty echoed this sentiment.

4. Campus climate is viewed positively, but the degree of positivity varied by role, race, and gender identity.

The rating of overall campus climate was high, with about 70 percent of undergraduates rating the campus a 4 or 5. In contrast, graduate students rated campus climate lower overall, when compared to undergraduates, with just under half rating the campus a 4 or 5. Faculty were in between these ratings with just over 60 percent rating a 4 or 5. *Among those with the smallest proportion of top ratings:*

- Black and trans/genderqueer undergraduates
- ALANA domestic graduate students
- ALANA and women faculty, lecturers, and associate professors

5. Perceptions of campus diversity ranged widely across race, gender identity, and role.

Nearly one third of undergraduates say the campus is diverse and nearly 10 percent say it is not diverse. For graduate students, in contrast, 15 percent say it is very diverse, and a similar percentage says it is not diverse at all. Faculty are much more moderate in their views, with a similar percentage saying it is very diverse and a very small percentage (less than 10 percent) saying it is not diverse at all. It is notable that the perceptions of diversity vary so greatly across role. *Among those with the strongest perception that the campus is not diverse:*

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- Black, Latino/a, and multiracial undergraduates
 - Trans/genderqueer undergraduates
 - ALANA domestic graduate students and ALANA faculty

6. The perception that the campus is inclusive was endorsed strongly by faculty, graduate students, and undergraduates across political identity.

7. Satisfaction with racial climate varies.

The racial climate of the campus was perceived as satisfactory by over 80 percent of undergraduates and faculty. Graduate students were modestly more dissatisfied by a few percentage points. *Among those with the least satisfaction with racial climate:*

- Asian, Latino/a, and multiracial undergraduates
- Transgender/genderqueer undergraduates
- ALANA domestic graduate students
- ALANA faculty and women faculty

8. Perception of campus commitment to inclusion varies.

Overall, participants see the institution as committed to inclusion, with undergraduates and faculty endorsing that view, and graduate students modestly less likely to endorse. *Of those less likely to endorse:*

- Latino/a undergraduates (SBS) and Black undergraduates (CNS)
- Transgender/genderqueer undergraduates
- Domestic ALANA graduate students

Faculty respondents saw administrators as committed to inclusion, but women faculty were less likely than men to say they see administrators as strongly committed.

9. The experience of unfair treatment is shared across demographic groups and populations, although it varies in degree.

A significant proportion of undergraduates, graduate students, and faculty experience unfair treatment sometimes or often at UMass, ranging from about 10 percent to upward of nearly 50 percent. *The groups that report more intense unfair treatment include:*

- Asian, Black, Latino/a, and multiracial undergraduates
- Conservative undergraduates and international undergraduate students
- Trans/genderqueer and undergraduates of another gender
- Undergraduates with a disability
- Undergraduates with veteran or active military status
- LGB and undergraduates of another sexual identity

- Domestic ALANA and international graduate students, women graduate students, and graduate students of another sexual identity
- ALANA faculty, women faculty, LGB faculty, faculty for whom English is not a first language, lecturers, and associate professors

10. Low levels of resource use among faculty who report unfair treatment.

Only 25 percent of faculty respondents who experienced unfair treatment used a resource to address it. While resources exist to address unfair treatment, not all groups use these resources equally, with white participants more likely to use resources than ALANA participants. Among those who do use the resources, the results vary widely, with women participants saying they are less effective than men. The most commonly used resources were the Ombuds Office and union processes, with very few using EOD, Workplace Bullying Grievance, or the Faculty Staff Assistance program. When asked how effective the response was, the majority said it was somewhat or very effective, while 39 percent said not at all or not too effective.

11. Overall, a significant percentage (in many cases 1 out of 4) of undergraduates reported being silenced in class on the basis of their social identity sometimes if not often. For graduate students, this percentage was even higher.

The percentages of students who report being silenced sometimes or often were highest among the following groups:

- Black, Latino/a, Asian, and multiracial undergraduates
- Trans or genderqueer undergraduates and undergraduates of another gender
- Conservative undergraduates and undergraduates with disabilities
- ALANA domestic graduate students and LGB graduate students

12. Students report instructors stereotyping, making negative remarks, and telling jokes frequently.

All students are impacted, although not to the same degree. The ratios below provides a scope of the problem.

- All undergraduates: 1 in 10
- Black students, Asian, Latino/a, and multiracial undergraduates: 1 in 5
- Students with disabilities: 1 in 4
- Conservative students: 3 out of 10
- LGB undergrads: 2 in 5
- Trans or genderqueer students: 1 in 2
- Undergraduate students of another gender: 2 in 5

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- All graduate students: 1 in 5
 - ALANA graduate students: 2 in 5
 - LGB or another gender graduate students: 9 out of 10

13. Students and faculty report negative remarks more generally in the classroom environment.

Overall, 40 percent or more of undergraduate or graduate students report hearing or seeing negative remarks in class, lecture, or lab about an aspect of their social identity or others, sometimes or often. There are similar patterns for conservative and liberal students and for male and female students. Faculty report modestly lower, but similar percentages. *Groups that report the highest rates for this item include:*

- Black undergraduates
- Trans, genderqueer, or another gender undergraduates
- Students with disabilities
- ALANA graduates students and graduate students of another sexual identity
- LGB faculty and associate professors

14. About 1 in 3 professors say they encounter negative remarks in their immediate work environment sometimes or often.

Faculty who report higher rates include:

- ALANA faculty, women faculty, and associate professors

15. Faculty report high levels of workplace cooperation.

Overall, 3 out of 4 faculty say they experience a spirit of cooperation at work. ALANA and white faculty both endorse this sentiment at 20–30 percent, respectively, similarly so do faculty across varied sexual identities.

Those who strongly agreed less often include:

- Women faculty
- Associate professors

16. Perceptions of service faculty do relative to others varies.

Some faculty perceive they do less, the same as, or more than other faculty.

Among those who perceive they do much more than other faculty, at 65 percent or more, include:

- Whites, women, LGB faculty, and associate professors

17. Differences are valued.



Most faculty agree that differences are valued with 77 percent agreeing with this statement to some degree. *Similar to other items, the following groups were more likely to disagree, and less likely to strongly agree:*

- ALANA and women faculty, as well as associate professors

Taking a Closer Look at Areas of Concern

The classroom climate is an area of concern. A significant percentage of students across all demographic groups report being silenced or hearing negative remarks about their group or another group—in the classroom—at least sometimes if not often. One in 10 undergraduates overall and one in five ALANA undergraduates say their professor stereotypes, makes negative remarks, or tells jokes about their social identity group. Graduate students report an even more negative classroom environment than undergraduates. For example, over 50 percent of graduate students who identify as domestic ALANA or LGB say they are silenced in the classroom. Trans and genderqueer students, as well as students with disabilities report the most negative classroom environments. On the faculty side, over 30 percent of faculty say in their immediate work environment they encounter negative messages about their group or another group. It is concerning that nearly 40–50 percent of ALANA faculty, women faculty, and associate professors note negative remarks in their immediate work environment. This will require departmental- and college-level investments to provide an inclusive and supportive environment within which faculty can work so they can support their students. Improving classroom climate will require focused attention from all.

The work environment for faculty and graduate students also requires a closer look. On the positive side, the vast majority report a positive spirit of cooperation in their immediate work environment and that they are doing similar amounts of service as others. When faced with unfair treatment at work, fewer ALANA faculty seek the university resources available to address unfair treatment. In addition, women report that when they used the university resources, fewer found the resources to be effective for them. One next step will be to examine what barriers individuals face to access university resources and how they perceive the lack of effectiveness. In addition, learning more about how different forms of service is perceived and what work is valued within each college may help to improve faculty experiences across rank and identity. The concerns of graduate students across the board require a closer look at why their experiences, in the classroom and beyond, are more negative than undergraduates. As faculty overall report very positive relations and interactions with their graduate students, it is important to understand which components of graduate students' experiences rest with the faculty, such as the classroom experience, and in what other domains attention could be paid to improve the experience of graduate students.