

Assessment of Climate for Learning, Living, and Working

October 18th, 2022



WELCOME TO
LEHMAN COLLEGE



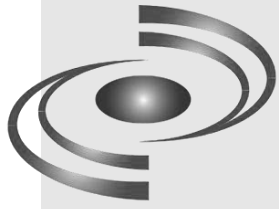
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Assessment · Planning · Intervention



Thank you!

- CCSWG Committee Leadership:
 - Dawn Ewing-Morgan, Vice President, Diversity and Human Resources
 - Bartholomew Bland, Executive Director, Lehman College Art Gallery
 - Rosa Rivera-McCutchen, Professor, Leadership; Affiliate Faculty, Urban Education PhD Program
- Media Relations team for coordinating communications and marketing
- Maritza Rivera, Associate Director, Compliance and Diversity
- Michael Goldberg, Associate Director, Institutional Research
- Edi Ruiz and the Information Technology team



Thank you, Campus Climate Survey Working Group!

Aarti Deshmukh	Senior Applications Systems Developer, Information Technology Resources
Alicia Cruz	Lieutenant, Public Safety
Bartholomew Bland*	Executive Director, Lehman College Art Gallery
Dawn Ewing-Morgan*	Vice President, Diversity and Human Resources
Ediltrudys Ruiz	Interim Vice President and Chief Information Officer
Emile Zounon	Former SGA President
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Jose Higuera Lopez	Deputy Director (HEA), Mexican Studies Institute, Mexican Studies Institute
Julie Maybee	Department Chair, Philosophy/Professor and Coordinator for Disability Studies Program, Philosophy/Arts and Humanities
Kelly Phung	Director, Bursar
Levi Diaz	Student Disability Services
Lisa Hirschfield	Communication Specialist and Research, Communications and Marketing
Mario Acosta	Administrative Superintendent, B&G
Maritza Rivera	Associate Director, Compliance and Diversity
Michael Goldberg	Associate Director, Institutional Research
Nicole Saunders	Interim Director, Communications and Marketing
Rebecca Arzola	Lecturer/Government Documents Librarian, Library
Rene Parmar	Dean, School of Education
Rosa Rivera-McCutchen*	Professor, Leadership; Affiliate Faculty, Urban Education PhD Program
Yajaira Alvarez	IR Senior Analyst, Institutional Research
Yeara Milton	Comms Electronic Media Manager, Communications and Marketing

* Co-chairs



Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes.**¹



Discriminatory environments have a **negative effect** on student learning.²



Research supports the pedagogical value of a diverse student body and faculty for **enhancing learning outcomes.**³

¹ Harper & Hurtado, 2009; Maramba. & Museus, 2011; Mayhew et al., 2016; Patton, 2011; Strayhorn, 2012; Buckley & Park, 2019; Fernandez et al., 2019.

² Mayhew et al., 2016; Shelton, 2019; Yosso et. al., 2009; Crisp et al., 2015;

³ Hale, 2004; Harper & Hurtado, 2009; Harper & Quaye, 2004; Hurtado, 2003; Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013; Samura, 2016; Museus et al., 2016.



Campus Climate & Faculty/Staff



The personal and professional development of employees is impacted by campus climate.¹



Faculty members who judge their campus climate more positively are more likely to feel personally supported and perceive their work unit as more supportive.²



Research underscores the relationships between (1) workplace discrimination and negative job/career attitudes and (2) workplace encounters with prejudice and decreased health and well-being.³

¹ Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009; Smith, 2015; Urrieta, Méndez, & Rodríguez, 2015

² Costello, 2012; Griffin, Pérez, Holmes, & Mayo, 2010; Kaminski & Geisler, 2012; Vaccaro, 2012; Griffin, Pifer, Humphrey, & Hazelwood, 2011; Vaccaro, 2012

³ Young, Anderson, & Stewart, 2014; Costello, 2012; Garcia, 2016; Mayhew, Grunwald, & Dey, 2006



The Online Survey

Instrument

- 120 questions including 21 open-ended questions to provide commentary
- All community members were invited to take the survey by President Fernando Delgado
- The survey was available from March 1 – April 8, 2022.

Structure

- Personal Experiences of Campus Climate
- Workplace Climate for Employees
- Demographic Information
- Perceptions of Campus Climate
- Institutional Actions

**Your Voice Is
Our Strength.** 

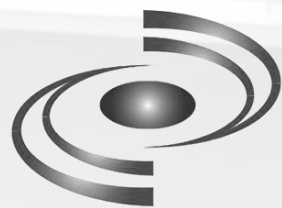


Protecting Confidentiality

Data were not reported for groups of fewer than 5 individuals where identity could be compromised.

Instead, small groups were combined to eliminate possibility of identifying individuals.

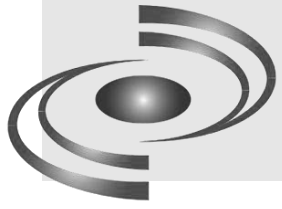
Some qualitative comments were redacted to protect confidentiality of respondents.



Response Rates

Sample Based on Population





Response Rates by Position

11% overall response rate ($n = 1,594$)

Students

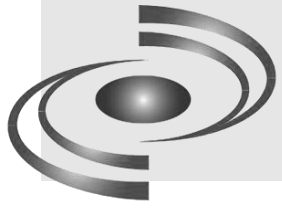
10% ($n = 1,191$)

Faculty

15% ($n = 178$)

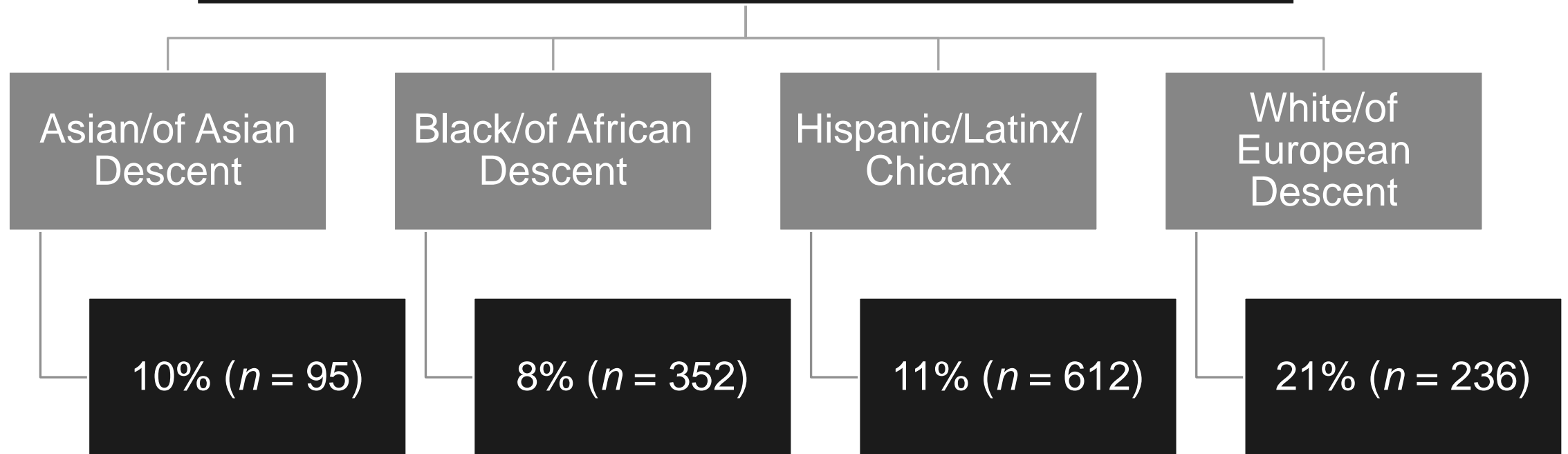
Staff

21% ($n = 225$)



Response Rates by Racial Identity

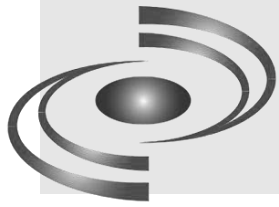
11% overall response rate ($n = 1,594$)



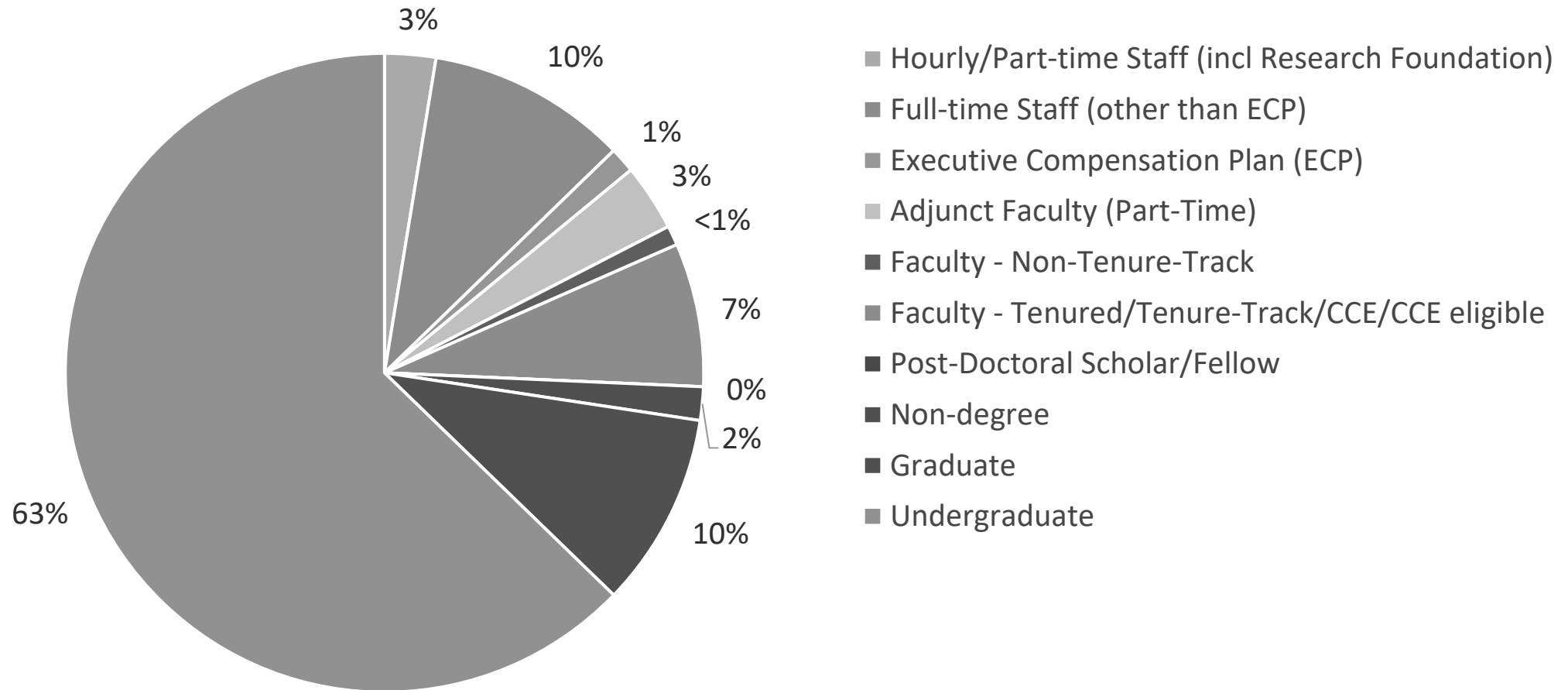


Sample Characteristics

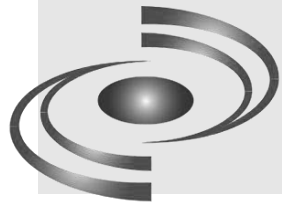




Respondents by Position

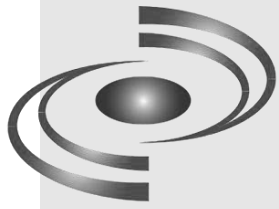


Staff includes Hourly/Part-time Staff (including Research Foundation), Full-time Staff, and Executive Compensation Plan (ECP)



Analysis Variables

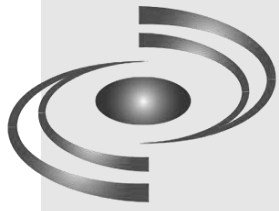
STUDENTS	FACULTY/STAFF
Position status	Position status
Gender identity	Gender identity
Racial identity	Racial identity
First-Generation status	Years of employment
Household income status	Caregiving status
Disability status	
Sexual identity	



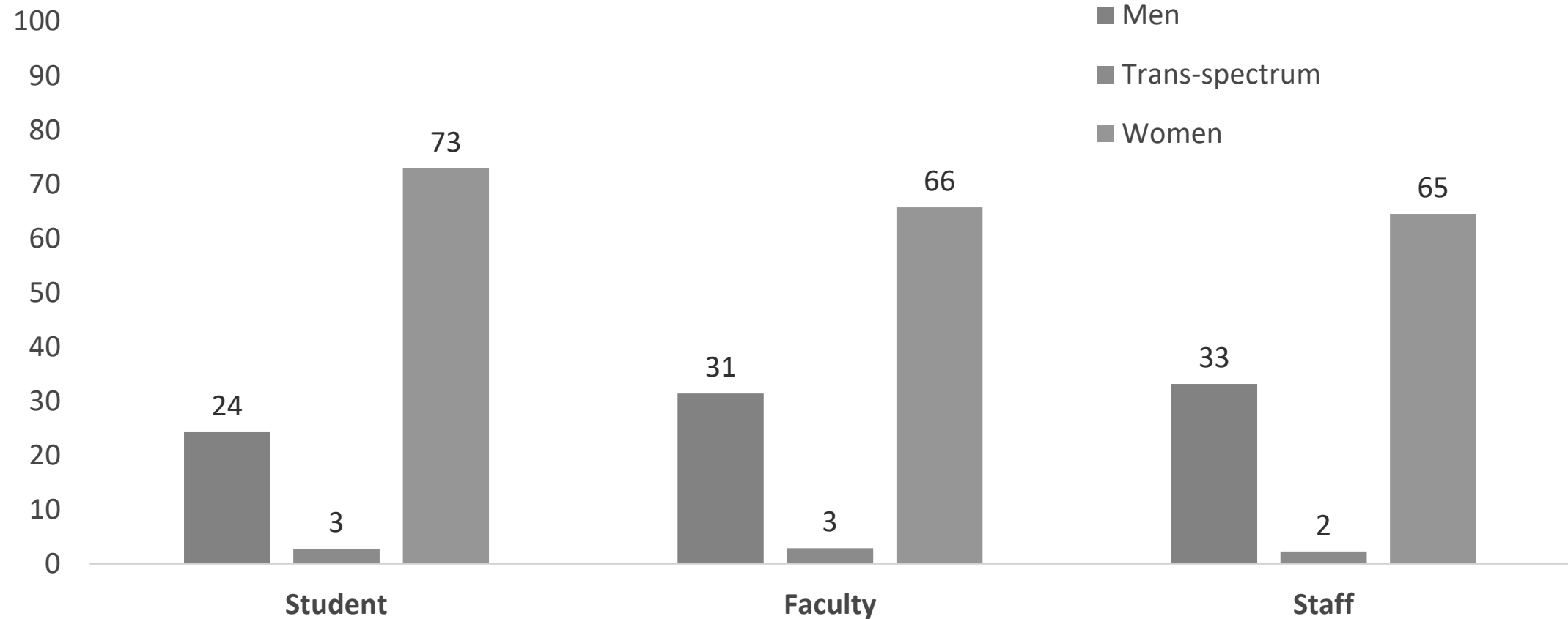
Recoded Variable Gender Identity

Survey response options	Recoded Variable
Man	Man
Woman	Woman
Genderqueer	Trans-spectrum
Nonbinary	
Transgender	
Transgender Man	
Transgender Woman	

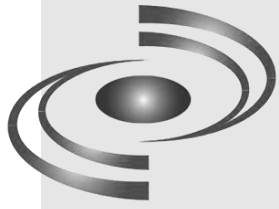
Recoded variables were approved by CSWG. For the purposes of some analyses, this report uses two gender identity categories (Men and Women), where Trans-spectrum was excluded owing to the low number of respondents and to protect their confidentiality.



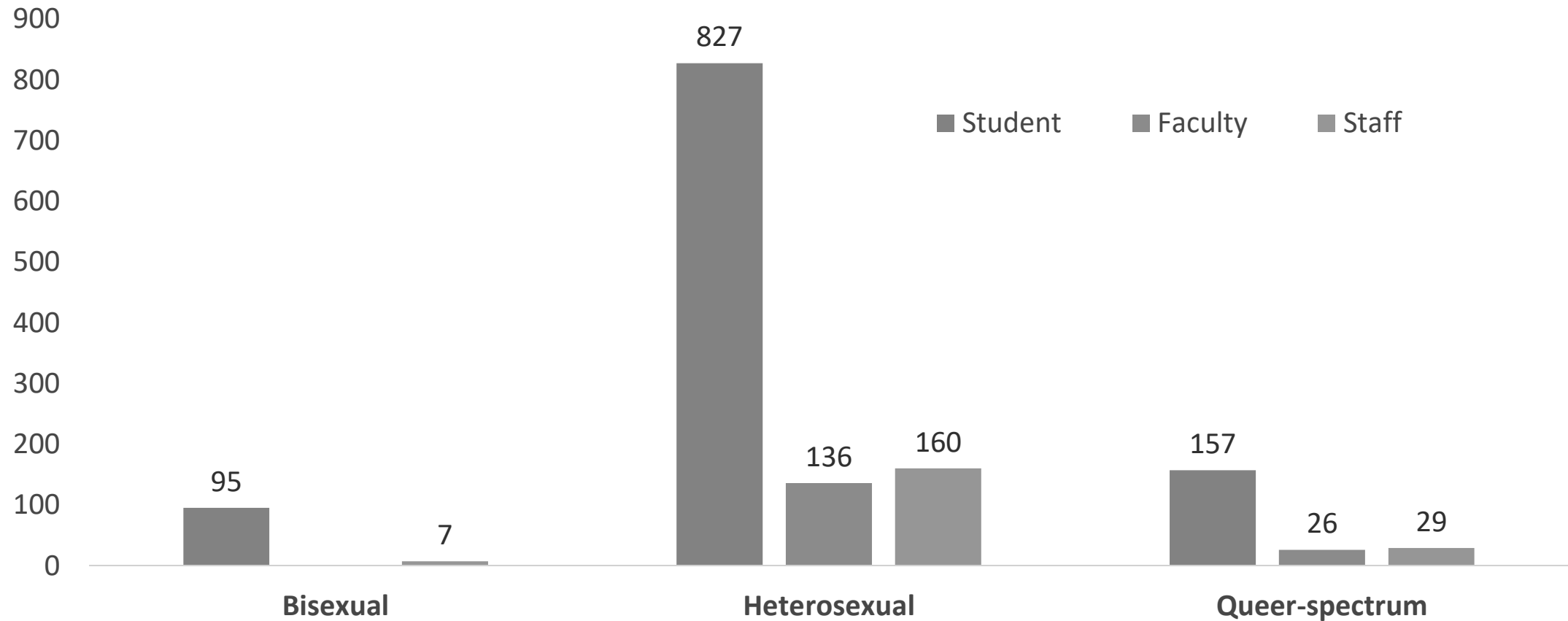
Respondents by Gender Identity (%)



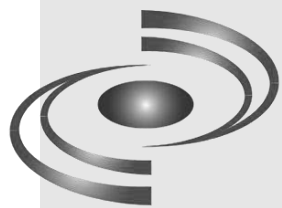
R&A uses “trans-spectrum” as an umbrella term to describe the gender identity of individuals who do not identify as cis-gender. Identities may include transgender, nonbinary, gender queer, transgender man, and transgender woman, in addition to other non-cis-gender identities.



Respondents by Sexual Identity (*n*)



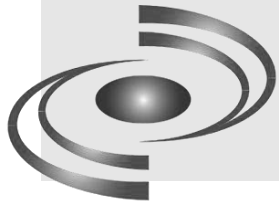
R&A uses the term “queer-spectrum” to identify non-heterosexual sexual identities. Identities may include lesbian, gay, bisexual, queer, asexual, and/or pansexual as well as other sexual identities.



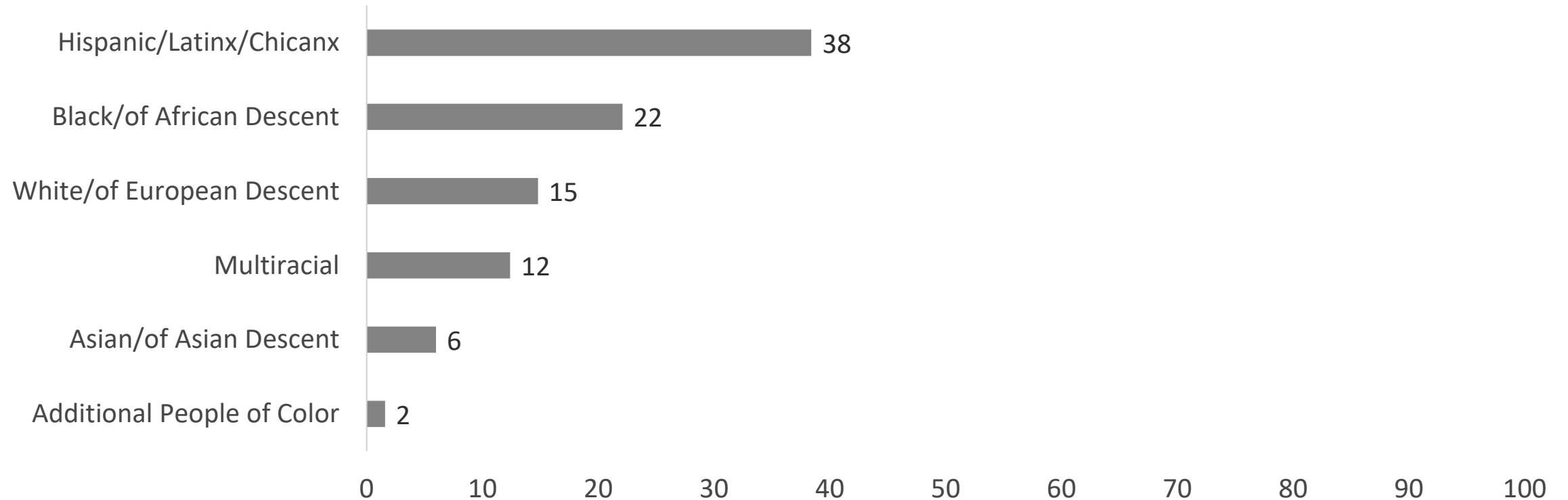
Recoded Variable Racial Identity

Survey response options	Recoded Variable
Black/of African descent	Black/of African descent
Hispanic/Latinx/Chicanx	Hispanic/Latinx/Chicanx
White/of European descent	White/of European descent
Asian/of Asian descent	Asian/of Asian descent
Alaska Native	Additional People of Color
American Indian/Native	
Middle Eastern/North African/of Arab descent	
Native Hawaiian	
Pacific Islander	
Multiracial	Multiracial

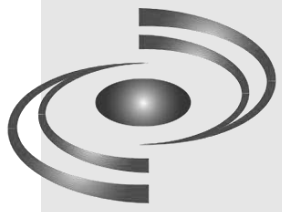
With the CSWG's approval, the Additional People of Color category included respondents who identified as Alaska Native, American Indian/Native, American/Indigenous, Middle Eastern/North African/of Arab descent, Native Hawaiian, and Pacific Islander. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as Respondents of Color). Also, respondents who identified as more than one racial identity were recoded as Multiracial.



Respondents by Racial Identity (%)



With the CSWG's approval, the Additional People of Color category included respondents who identified as Alaska Native, American Indian/Native, American/Indigenous, Middle Eastern/North African/of Arab descent, Native Hawaiian, and Pacific Islander. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as Respondents of Color). Also, respondents who identified as more than one racial identity were recoded as Multiracial.



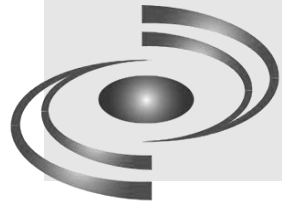
12% ($n = 184$) had a Condition that Influenced their Learning, Living, or Working Activities

Top conditions for those with a disability	<i>n</i>	%
Mental health/psychological condition/psychiatric	75	40.8
Learning difference/disability	57	31.0
Chronic diagnosis or medical condition	47	25.5



51% ($n = 609$) of Students Experienced Financial Hardship While Attending Lehman

Top financial hardships	<i>n</i>	%
Tuition	367	60.3
Books/course materials	357	58.6
Food	240	39.4
Housing	183	30.0
Commuting to campus	153	25.1



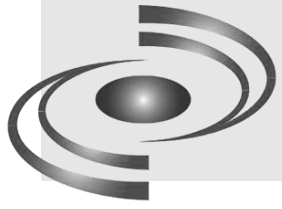
Employees' Length of Employment

Time	Faculty		Staff	
	<i>n</i>	%	<i>n</i>	%
Less than 1 year	11	6.3	19	8.8
1–5 years	37	21.1	51	23.6
6–10 years	35	20.0	50	23.1
11–15 years	28	16.0	38	17.6
16–20 years	28	16.0	26	12.0
21-30 years	23	13.1	20	9.3
More than 30 years	13	7.4	12	5.6



Key Findings

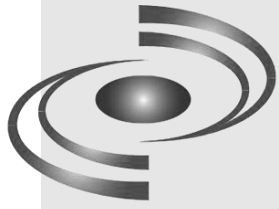
Strengths & Successes



Comfort with Climate

72% of all survey respondents were “very comfortable” or “comfortable” with the overall climate.

82% of Student and Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes.



Students expressed positive views about their academic experiences.

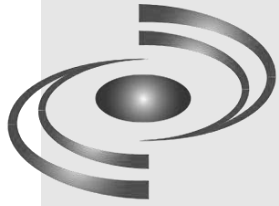
79% felt valued by faculty in the classroom.

73% felt valued by faculty.

71% felt valued by staff.

75% felt valued by other students in the classroom.

74% felt that Lehman College climate encouraged open discussion of difficult topics.

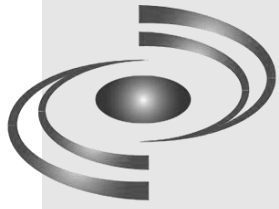


Students expressed positive views about their academic experiences.

80% of students indicated that their academic experience at Lehman College has had a positive influence on their intellectual growth and interest in ideas.

76% of students were satisfied with their academic experience at Lehman College.

77% of students were satisfied with the extent of their intellectual development since enrolling at Lehman College.



Faculty expressed positive views about their workplace climate.

All Faculty

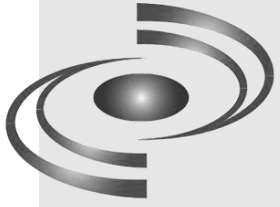
- 92% felt valued by students in the classroom.
- 80% felt valued by faculty in their department/program.
- 66% would recommend Lehman as a good place to work.
- 67% felt that they had job security.

Tenured/Tenure-Track/CCE/CCE-Eligible Faculty

- Majority agreed that research (74%) and teaching (70%) were valued by Lehman College.
- 62% agreed that the criteria for tenure were clear.

Adjunct Faculty

- 83% agreed that clear expectations of their responsibilities existed.
- 83% agreed that the process for performance evaluation was clear.
- 70% agreed that the process for course assignments was clear.



Staff expressed positive views about their workplace climate.

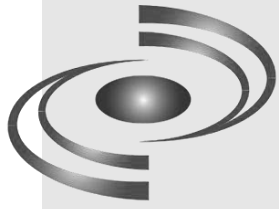
Staff

- 83% felt valued by coworkers in their department.
- 74% felt valued by their supervisor/manager.
- 70% had colleagues/coworkers who gave them job/career advice or guidance when they needed it.
- 71% felt that clear expectations of their responsibilities existed.



Key Findings – Opportunities for Improvement





Statistically Significant Findings by Select Demographics

OVERALL CLIMATE

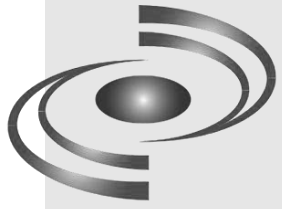
- Staff respondents less comfortable than Faculty respondents
- Student Respondents who Transferred to Lehman less comfortable than Student Respondents who Started at Lehman
- Trans-spectrum and Women respondents less comfortable than Men respondents

DEPARTMENT CLIMATE (FACULTY/STAFF)

- Tenured/Tenure-Track /CCE/CCE-Eligible Faculty respondents less comfortable than Non-Tenure-Track/Adjunct Faculty respondents

CLASSROOM CLIMATE (STUDENTS AND FACULTY)

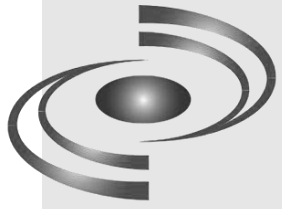
- Queer-spectrum (including Bisexual) respondents less comfortable than Heterosexual respondents



Experiences of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with one's ability to learn, live, or work at Lehman College within the past year

10% ($n = 160$)

31% of these 160 respondents experienced the conduct five or more times in the past year.



Student Experiences with Conduct ($n = 70$)

Basis

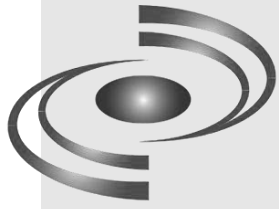
- Did not know
- Position

Type of Experience

- Ignored or excluded
- Was silenced/felt silenced

Source of Experience

- Faculty/instructional staff



Faculty Experiences with Conduct ($n = 41$)

Basis

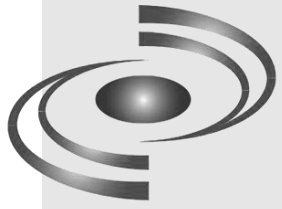
- Racial identity
- Position

Type of Experience

- Workplace incivility
- Ignored or excluded

Source of Experience

- Coworker/colleague
- Faculty/instructional staff



Staff Experiences with Conduct

(*n* = 41)

Basis

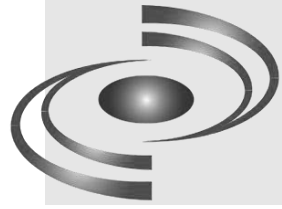
- Position
- Racial identity

Type of Experience

- Hostile work environment
- Was silenced/felt silenced

Source of Experience

- Supervisor/manager (41%)



Voices of Respondents

80% of 160 respondents did not report the conduct to a campus resource or staff member.

Qualitative Themes

Students:

- No themes

Faculty/Staff:

- Distrust in the process and outcome of reporting instances of exclusionary behavior to campus officials



Unwanted Sexual Experiences

3% ($n = 49$) of all respondents indicated they had experienced unwanted sexual contact/conduct while a member of the Lehman College Community.

Of these 49 respondents (could mark more than one)...

6 respondents experienced Relationship Violence

19 respondents experienced Stalking

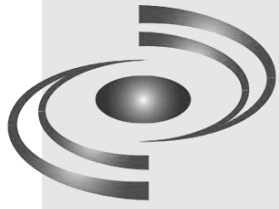
25 respondents experienced Unwanted Sexual Interaction

< 5 respondents experienced Unwanted Sexual Contact



Employee Perceptions

Workplace Climate
Challenges

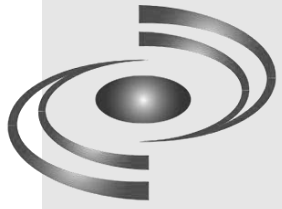


All Faculty Challenges with Workplace Climate

Salaries for Tenure-Track/CCE/CCE-eligible faculty positions were competitive
(39%)

Salaries for Non-Tenure-Track faculty positions were competitive
(20%)

Lehman College provided adequate information to help manage work-life balance
(22%)

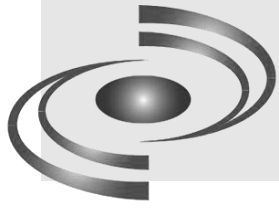


Tenured/Tenure-Track/CCE/CCE-Eligible Faculty Challenges with Workplace Climate

Performed more work to help students than did their colleagues
(50%)

Burdened by service responsibilities beyond those of their colleagues with similar performance expectations
(50%)

Senior administrators valued faculty opinions
(29%)



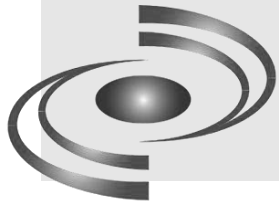
Staff Challenges with Workplace Climate

Valued by Lehman College senior administrators (e.g., President, Provost, Vice President, Dean)
(48%)

Lehman College climate encourages open discussion of difficult topics
(45%)

Lehman College provided adequate information to help them manage work-life balance
(37%)

Workload increased without additional compensation as a result of other staff departures
(53%)



Staff Challenges with Workplace Climate

A hierarchy existed within staff positions that allowed some voices to be valued more than others
(52%)

Staff salaries were competitive
(37%)

Clear procedures existed on how they could advance at Lehman College
(31%)

Felt positive about their career opportunities at Lehman College
(40%)



Student Perceptions

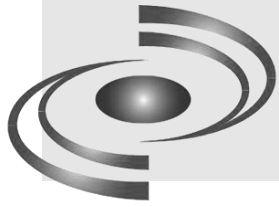
Academic Experiences
Challenges



Student Challenges by Analysis Variables



Students who hold minoritized identities (first-generation, lower income, students of color, trans-spectrum) held less positive views of the campus and their overall academic experience.

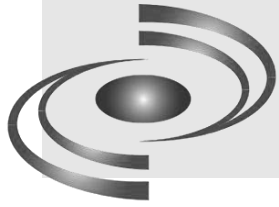


Student Challenges by Analysis Variables

36% of students felt that faculty pre-judged their abilities based on perceptions of their identity/background.

Students who
Transferred to Lehman

Student Respondents
with Below \$50,000
Household Income



Student Challenges by Analysis Variables

32% of students felt that their English-speaking skills limited their ability to be successful at Lehman College.

Students who
Transferred to
Lehman

Hispanic/Latinx/
Chicanx Student
respondents

First-Generation
Students

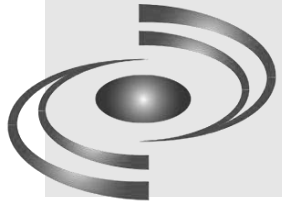
Student Respondents
with Below \$50,000
household income



Outcomes

LEHMAN COLLEGE
The City University of New York





Seriously Considered Leaving

22% ($n = 218$) of Undergraduate Students and 16% ($n = 25$) of Graduate Students had seriously considered leaving Lehman College.

124 in their first year
89 in their second year
45 in their third year
20 in their fourth year
23 in their fifth year



Seriously Considered Leaving by Analysis Variables

**Higher percentages when compared
with peer group within identity:**

- Trans-spectrum**
- White/of European Descent**
- Not-First Generation**
- With Disability**



Top Reasons Students Seriously Considered Leaving Lehman College ($n = 243$)

Wanted to transfer to another institution

Course availability/scheduling

Lack of social life

Lack of support services

Academic reasons

Lack of sense of belonging



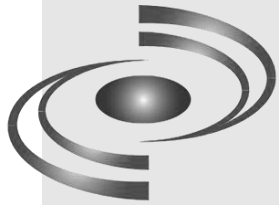
Self-Perceived Academic Success Students' Statistically Significant Differences

By Position status

- Undergraduate Student Respondents who Transferred to Lehman had greater *Perceived Academic Success* than Undergraduate Student Respondents who Started at Lehman

By Gender identity

- Men and Women Student respondents had greater *Perceived Academic Success* than Trans-spectrum Student respondents.

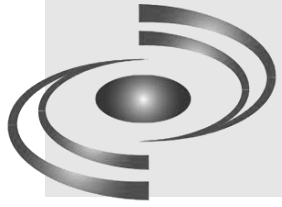


Voices of Respondents

Seriously Considered Leaving - Students

Qualitative Themes

- Covid-19 effects
- Unresponsive and unavailable advisors
- Financial challenges
- Major and course availability/difficulty
- Moving to a new area
- Lack of communication and support from administrative offices
- Teacher quality



Seriously Considered Leaving Employees

42% ($n = 74$) of Faculty respondents and

54% ($n = 121$) of Staff respondents

**had seriously considered leaving Lehman College in
the past year.**



Top Reasons Faculty Seriously Considered Leaving Lehman College (*n* = 74)

Low salary pay rate

Lack of institutional resources

Increased workload

Institutional support

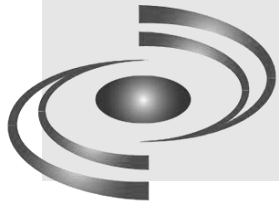


Top Reasons Staff Seriously Considered Leaving Lehman College (*n* = 121)

Limited advancement opportunities

Increased workload

Low salary/pay rate

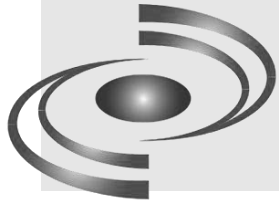


Voices of Respondents

Seriously Considered Leaving – Faculty and Staff

Qualitative Themes

- Compensation
- Institutional support (e.g., resources for collaborative teaching and research, inefficient paperwork procedures)
- Discriminatory behavior
- Lack of advancement opportunities
- Increased workload



Interpreting the Findings



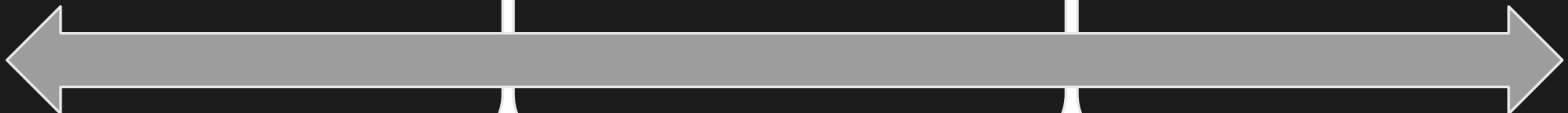
Although colleges and universities attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors.

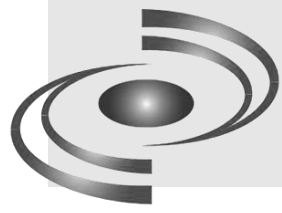


As a microcosm of the larger social environment, college and university campuses reflect the pervasive prejudices of society.



**Classism, Racism,
Sexism, Genderism,
Heterosexism,
Ageism, etc.**

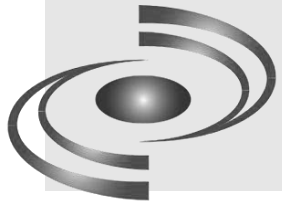




Next Steps

Follow-up Forums

Community Feedback

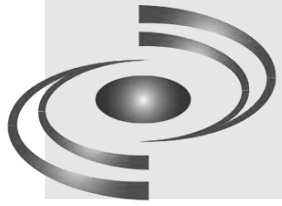


Reflection/Action-Planning Forums

Forums will be
held early
November virtually
via Zoom

Rankin & Associates will
lead forums to:

- reflect on and discuss the findings.
- identify action steps connected to those reflections.



Reflection/Action-Planning Forums

**We want to hear
from you!**

You may join a pre-
scheduled online
group.

- Please check the Lehman College homepage and the Lehman online newsletter for registration information.

Q & **A**

QUESTION & ANSWER