WORK TOWARDS INCLUSION

Campus Climate Action Planning Guide

JUNE 2024

We mapped the climate, asked questions, and are working to improve it.

RUTGERS UNIVERSITY
University Equity and Inclusion

WORK TOWARDS INCLUSION

> "The work of improving the campus climate – our shorthand for it is working toward inclusion, will take all of us. Our ask is that you don't let this just be a data point or a report that sits on a shelf. Take this as an opportunity to get informed, and to think about the actions that you want to take to improve the climate."

Enobong (Anna) Branch, Senior Vice President for Equity

We are called to integrate the values of diversity, equity and inclusion into all aspects of our university.

DIVERSITY

The variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender and gender identity, age, religion, language, disability status, sexual orientation, socioeconomic status, geographic region, and more.

EQUITY

Actively working to identify and eliminate barriers that have prevented full participation across differences in culture and circumstance, specifically redressing the exclusion of underrepresented groups in higher education. Attention to equity involves ensuring access, opportunity, and advancement for all students, faculty, and staff in every stage of education and career development.
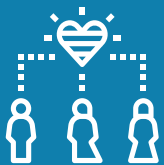
INCLUSION

The act of creating environments in which individuals and groups feel welcomed, respected, supported, and valued by eliminating practices and behaviors that marginalize. An inclusive climate embraces differences and offers respect in words and actions so that all people can fully participate in the University's opportunities.

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Rutgers Forward

University Diversity Strategic Plan

PUBLISHED MARCH 2022

Updated September 2022

The plan introduced the university-wide diversity goal, shared strategies that support the fulfillment of Chancellor-led unit goals, and specified how we will invest resources to realize the institutional commitment to diversity.

A Shared Commitment to Assess Campus Climate

University Diversity Strategic Plan *Administrative Anchor*
Conduct a climate survey of students, faculty, and staff and promote review of results specific to schools and programs to identify areas in need of change.

Rutgers—New Brunswick *Goal 5*
Identify, coordinate, and expand existing comprehensive studies that measure campus climate and engagement for students, staff, and faculty in a scholarly and rigorous manner that allows for an assessment of longitudinal changes.

Rutgers—Newark *Goal 4*
Administer regular climate surveys for students, faculty, and staff that are beneficial to the university community.

Rutgers—Camden *Goal 4*
Advance a climate that fosters and ensures inclusive excellence and a commitment to diversity, equity, and inclusion through leadership development, robust support, and accountability.

Rutgers Health *Priority 5*
Coordinate and align with the university-wide systematic efforts to measure dimensions of campus climate and engagement for students, staff, and faculty in a scholarly and rigorous manner that allows for an assessment of longitudinal changes.
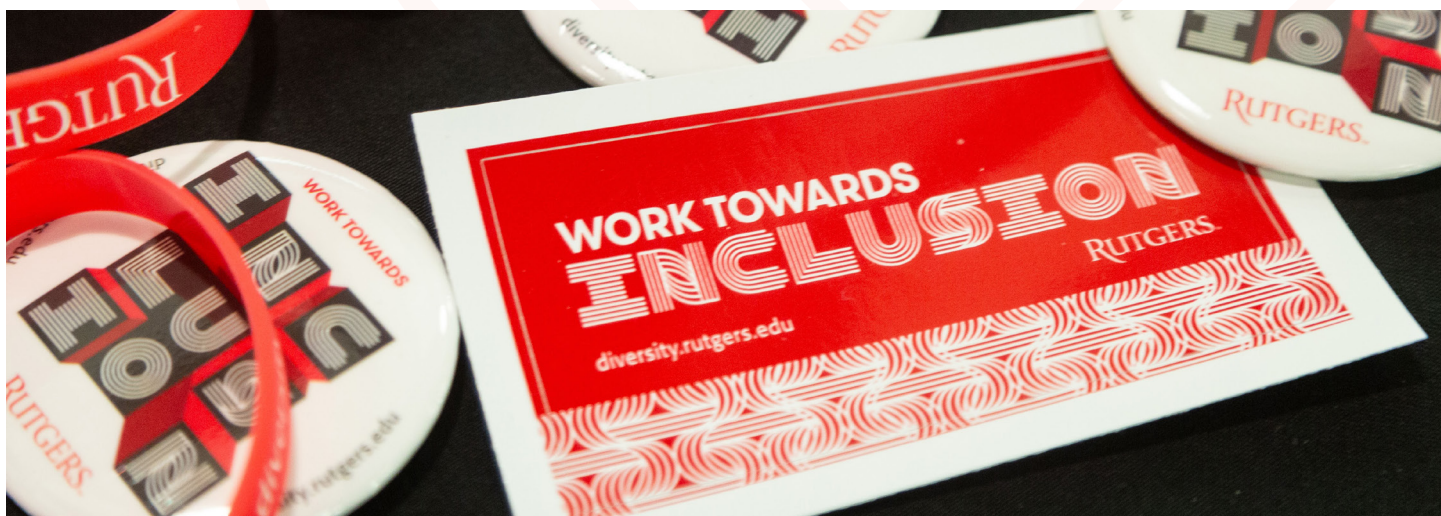
The Need for Campus Climate Action

Every organizational unit should engage in campus climate action planning. Planning offers an opportunity to engage and reflect on the tensions of the present moment in conversation with insights from the community about the climate in the past.

Campus climate action planning enables us to consider how to best manage challenging times that can constrain our ability to execute our educational mission when disagreements prohibit dialogue and make visible fractures in our community. It asks us to consider how we pursue ideals of education rooted in communication and reflection when those very ideals are contested. It recognizes that shared spaces do not translate into shared beliefs and opinions. It asks instead how leaders can foster explicit community agreements that enable individuals to deliberately engage one another through a frame of mutual respect that centers on the fact that we must share space and facilitate learning despite our differences.

A focus on campus climate asks us to take stock of where we were, where we are now, and what we are willing to do to foster a more inclusive campus climate in the future. The campus climate action planning process will help you to:

- **Respond to students, faculty, and staff who shared their perceptions and experiences to make Rutgers a better place to learn and work.**

- **Recognize that while we are sharing campus spaces, we are having different experiences.**

- **Consider how to build an organizational climate that enables everyone to thrive.**

- **Navigate current tensions and prepare for future moments of challenge by increasing awareness of nuances within the community.**

WHO CAN I ASK FOR HELP?

University Equity and Inclusion provides central support for DEI campus climate. We work closely with your Chancellor-led unit planning team to provide resources and tools to support their progress. Contact us at diversity@rutgers.edu.

Campus Climate Action Steps

1   **UNDERSTAND Your Organizational Unit Climate Report** *(Suggested Timeline: July-August)*
Set aside time to review your organizational unit DEI campus climate report closely.
The report is about 75 pages long and consists mostly of comparative tables across the four population groups: undergraduate students, graduate students, staff, and faculty. Use the Quick Start Guide to Unpack Your Organizational Unit DEI Campus Climate Report Tool as a resource to help you review. The prompts offer a way to think through and digest the data. Deliberately create ways to promote a shared understanding of the DEI campus climate report. Use the Guiding Questions for a Leadership DEI Conversation Tool to hold a conversation with your leadership team about what the data means and how insights it contains can inform your path forward.

2   **GATHER Additional Information to Triangulate the Results** *(Suggested Timeline: July-onward)*
Your organizational unit DEI campus climate report is one important source of data on campus climate, but it is not the only source of data. For our student populations, in particular, who had a low response rate to the DEI Campus Climate Survey, we will be drawing on the Student Experience in the Research University (SERU) Survey to better understand their experiences. Similarly, the COACHE Faculty Job Satisfaction Survey offers a set of complementary questions about faculty perceptions of climate that are worth reviewing. In addition to these surveys, there is a wealth of additional information for faculty and students, indicators of success and retention that you should consider alongside the DEI campus climate results.

3   **SHARE How Your Unit Will Work Towards Inclusion** *(Suggested Timeline: Fall 2024)*
Understanding your data is only the beginning. **Look for ways to engage with your community and share two to three things you have identified as areas to focus on this year.*** The ask is not to create a new diversity plan. For most units, and certainly across the university and in each Chancellor-led unit, a plan already exists. The ask is to look within those plans and/or your unit plan and identify areas that overlap with work you need to do to move forward. People took the survey in hopes that the results would help to make Rutgers a better place to learn and work, show them where you plan to start.

4   **COLLABORATE to Envision Change** *(Suggested Timeline: Spring 2025)*
Thus far you have been focused on engagement within your organizational unit. Now zoom out and identify and share areas where broader collaboration is required to envision and enable change. **Partner across your Chancellor-led unit to strategize around solutions to challenges that are beyond any single organizational unit.**

* To better support unit climate action, University Equity and Inclusion will be collecting the 2 to 3 items you have identified as areas to focus on this year. *The deadline for submission is December 15.*

Leadership Do's and Don'ts for DEI Campus Climate Engagement

Organizational leaders play a critical role in ensuring that the institutional spoken commitment to improve the campus climate is reflected in experiences on the ground. The do's and don'ts outlined below identify important actions to take and avoid to support forward movement.

DO'S: LEADERS WILL…

- Own the data, it is your responsibility to make sense of the results within your area and think about how to work towards inclusion.

  - **Identify 2 to 3 findings to keep at the top of your mind for your community. Articulate priorities, making connections to your existing diversity commitments and/or plan.*** Use this opportunity to refine further, if needed.

  - Look for opportunities to engage with data - organize and take action (act on), using the climate data to inform work that you are already doing or planning to do.

  - Send a message to your community that incorporates what you learned.

- Data is the beginning, not the end, of working to build an inclusive community. Think about ways to engage with your community around the path forward.

  - Utilize the campus climate action planning guide to support ongoing engagement within your unit and be deliberate about how your unit will work towards inclusion.

  - Work with other leaders within the larger organization to strategize around solutions that are beyond the scope of your individual unit.

  - This is baseline data for everyone, take the opportunity to imagine what improvements in climate data would look like. How can you facilitate making that future a reality?

  - Attend to variability within your community, everyone is not having the same experience. Be thoughtful about how you recognize and acknowledge differences, integrating that knowledge into your climate response and organizational behavior going forward.

* To better support unit climate action, University Equity and Inclusion will be collecting the 2 to 3 items you have identified as areas to focus on this year. *The deadline for submission is December 15.*

DON'TS: LEADERS WILL NOT...

- Ignore the data at the local level.

- Offload it onto support staff without leadership engagement.

- Refer to the climate data as "out of our hands" or "don't have the capacity, tools, resources to engage."

- Blame or displace responsibility onto other offices to respond to challenges.

- Be satisfied with successful efforts in the past and do nothing to ensure continuity.

- Scapegoat and point out other units who are worse off as a reason to not engage further.

- Single out groups and/or individuals that articulated poor campus climate experiences to serve as representatives who can provide an explanation of the perspectives of their group. The campus climate data was collected at an aggregate level and anonymously so that individuals could reflect honestly on their experiences in the campus environment.

FACE THE FACTS

Our commitment is strong.

68% of all respondents agree or strongly agree that Rutgers University has a strong commitment to diversity.

[1] undergraduate and graduate students, staff, and faculty

Source: 2023 DEI Campus Climate Survey

68%

A Quick Start Guide to Unpack Your Organizational Unit DEI Climate Report

The survey was designed to help administrators develop shared knowledge around diversity, equity, and inclusion issues by learning about the community's perspectives, opinions, and experiences related to these topics. This quick start guide will help leaders unpack the data tables and promote understanding of their DEI climate results.

1. Begin by reviewing the high-level findings narrative to orient yourself to the campus climate survey results. The key takeaways identified point to differing perceptions of the DEI climate at Rutgers. Most of the data points included in the high-level findings can be found in the executive summary. The high-level findings narrative is available for Rutgers University – All Campuses as well as by Chancellor-led unit: New Brunswick, Newark, Camden, and Rutgers Health.

2. Next review the executive summary, which consists of comparative tables for undergraduate students, graduate students, staff, and faculty. The executive summary begins with a demographic overview that captures our community's compositional diversity along several dimensions: race/ethnicity, gender identity, sexual orientation, religious affiliation, first-generation in the US, disability, and veteran status. It concludes with a high-level overview of campus climate indicators, specifically satisfaction with the overall climate, perceptions of institutional commitment, inclusive and equitable treatment, unfair treatment, and reported discrimination experiences. The executive summary is available for Rutgers University – All Campuses as well as by Chancellor-led unit: New Brunswick, Newark, Camden, Rutgers Health, and the University Central Administration.

3. Before turning to your organizational unit, take a moment to orient yourself to the primary report that is available for Rutgers University – All Campuses as well as by Chancellor-led unit: New Brunswick, Newark, Camden, Rutgers Health, and the University Central Administration. Unlike the executive summary, the primary report separates the results by population: students (undergraduate and graduate) and employees (staff and faculty). The primary report is the template for the organizational unit report to enable direct contrast between the organizational unit, the Chancellor-led unit, and/or Rutgers overall.

    One important difference between the organizational unit report and the primary report is the level of information provided about race/ethnicity. Both include a race/ethnicity breakdown of the White and Non-White racial categories. However, because Rutgers is such a richly diverse community the Non-White category potentially masks the range of perceptions and differences in experiences that range by race and ethnicity. So, the primary report also includes a detailed race/ethnicity breakdown: African American/Black, Asian American and Native American Pacific Islander (AANAPISI), Hispanic/Latino/a, Another Race (which includes Middle Eastern/North African, Other Race/Ethnicity, and More Than One Race/Ethnicity), and White).

4. Turn now to your organizational unit report. Start with the executive summary keeping the data for your Chancellor-led unit or University Central Administration in mind. Review the demographic tables that summarize the compositional makeup of your organizational unit. As you go through, consider the following questions:

   - How does satisfaction with the overall climate for your Chancellor-led unit or the University Central Administration compare to satisfaction with your organizational unit climate?

   - What information shared aligned with what you thought you knew about your organizational unit?

   - What information surprised you? Why?

   - How does this information compare to other climate-related data you have access to, for example, internal climate surveys, the COACHE Faculty Job Satisfaction Survey, and/or the Student Experience in the Research University (SERU) Survey? Also consider indicators of success and retention, as well as indicators of challenges, such as HR complaints, or feedback given in public forums, like town halls.

   - Given the demographic mix of your organization, what opportunities for education and enrichment may be useful for leaders in your unit to better understand and meet the needs of your community? What opportunities for learning and development would benefit the unit as a whole?

5. Turn now to section A of the report, which focuses on the perceptions and experiences of undergraduate and graduate students. As a starting point, review Table 13, levels of agreement with statements about campus aspects. Consider the following questions:

   - How do undergraduate and graduate students' perceptions of sufficient programs and resources for their success compare across demographic groups?

   - Are there noticeable differences in how undergraduate and graduate students, across demographic groups, report identifying a community or group where they find belonging?

   - Overall, what information affirmed your suspicions? What information surprised you? What are you curious to know more about?

   Consider the questions below that direct you to other tables and experiences of potential interest:

   - How does participation in DEI activities for students compare across types of engagement (e.g., seminar, book, service, peer-to-peer conversation), roles (undergraduate/graduate), or demographic identity (race, gender, etc.)? (Table 6)

   - Review the perceptions of the overall DEI aspects, how do students describe your organizational unit? (Table 10)

   - What are your takeaways from the differences in the perceptions of the overall DEI aspects compared to the general climate? How does this compare to your chancellor-led unit or Rutgers overall? (Table 11)

   - How are students describing their experiences in and out of the classroom? (Tables 24 & 25)

   - Are there noticeable differences in the adverse impacts of COVID across demographic groups? (Tables 27)

6. Turn now to section B of the report, which focuses on the perceptions and experiences of employees, staff, and faculty. As a starting point, review Table 13, levels of agreement with statements about campus aspects. Consider the following questions:

- How do employees' perceptions of sufficient programs and resources to foster success compare across demographic groups?

- Are there noticeable differences in whether employees (staff or faculty) feel valued or treated with respect?

- Overall, what information affirmed your suspicions? What information surprised you? What are you curious to know more about?

Consider the questions below that direct you to other tables and experiences of potential interest:

- Review the perceptions of the overall DEI aspects, how do employees describe your organizational unit? (Table 10)

- What are your takeaways from the differences in the perceptions of the overall DEI aspects compared to the general climate? How does this compare to your chancellor-led unit or Rutgers overall? (Table 11)

- How does participation in DEI activities for employees compare across types of engagement (e.g., seminar, book, service, peer-to-peer conversation), roles (staff/faculty), or demographic identity (race, gender, etc.)? (Table 6)

- Are there noticeable differences in overall campus climate satisfaction for employees across roles (Staff/Faculty) or demographic breakdowns (gender identity; race & ethnicity)?

- Are there noticeable differences in the adverse impacts of COVID across demographic groups? (Tables 27)

7. Section B – Part VI reflects the final set of questions where employees (faculty and staff) were asked specifically to reflect on conditions in their primary college/work unit, keeping their immediate work environment in mind. As you review, these tables consider the following questions:

- What information shared aligned with what you thought you knew about your organizational unit?

- What information surprised you? Why?

- For faculty, do perceptions of what they are valued for vary by type of activity (e.g., teaching, research, scholarship, and/or creativity, service, mentoring of students, mentoring of faculty, clinical practice, community-engaged scholarship, DEI work)? Compare the total to the different demographic groups, are there sizable gaps? (Table 20)

- For faculty and staff, what do variations in the levels of agreement with perceptions of fairness and equity on a myriad of dimensions suggest needs attention? (Table 21 and 22)

The quick start guide is a non-exhaustive list. It is intended as a frame to approach the DEI campus climate data and contemplate the results. Feel free to use it in a non-linear way and as a model to develop additional questions to make sense of your organizational unit report.

Guiding Questions for a Leadership DEI Climate Conversation

The purpose of the DEI Climate Survey was to establish a baseline understanding of the present climate, help inform current and future decisions about supporting a diverse, inclusive, and vibrant campus community, and serve as a benchmark against which to measure change over time. The questions below aim to promote a shared understanding of the DEI climate results among the organizational unit leadership and provide a structured opportunity for reflection on how to shape the path forward.

Allot one hour for an initial conversation. Aim to promote an honest conversation, ensure that everyone participates, and manage resistance so the leadership team can work together to foster a more inclusive climate.

1. What is the most important story that the data is telling you?

2. What is successful? What can you point to in terms of how your unit is working towards inclusion?

3. What needs to change? What 2 to 3 things do we want to prioritize this year?*

4. What issues need to be raised for the institution (CLU or university-wide) to tackle?

5. How do we create a shared desire to change? Where do we start?

Once complete, set a target time (perhaps 6 months) to revisit the discussion and assess the impact, if any, of actions taken. Consider this an iterative process to promote leadership engagement and attention to the DEI climate.

* To better support unit climate action, University Equity and Inclusion will be collecting the 2 to 3 items you have identified as areas to focus on this year. *The deadline for submission is December 15.*

15 Actions Leaders Can Take to Improve the Organizational Unit Climate

Everyone has a role to play in improving the DEI climate. We especially encourage leaders to take an active role in promoting inclusion within their organizational unit. This guide outlines fifteen simple actions utilizing existing resources across the Rutgers ecosystem that will help foster a more inclusive working and learning environment.

1. Encourage at least 2 members of your leadership team to join the Inclusive Leadership Academy, a cohort-based program that aims to equip academic and administrative leaders to engage in critical self-reflection, foster positive relationships, and work toward institutional transformation within their scope and areas of responsibility.

2. Review the performance management leadership competencies. The inclusive leader competency focuses on the following key characteristics: displays commitment, promotes inclusive relationships, encourages collaboration, facilitates belonging, and demonstrates curiosity. Incorporate development along these domains into annual performance management conversations with supervisors and integrate into ongoing conversations about leadership development.

3. Encourage those with teaching responsibilities to complete the Classroom Inclusivity Series, which builds three core competencies: 1) understand and begin to address your and your students' identities, biases, prejudices, and fears and the impact they have on learning and the classroom environment; 2) infuse inclusive teaching practices into your educational practices by course re-design or adopting new teaching activities; and 3) ensure course content, web pages, activities, and assessments are accessible to all students.

4. Invite the Organizational and Talent Development team in University Human Resources (UHR) to a leadership meeting to review the range of resources and tools available to promote a culture of continuous learning and professional growth.

5. Familiarize yourself with the bias reporting mechanism and possible outcomes of reported bias for your Chancellor-led unit (New Brunswick, Newark, and Camden). At Rutgers Health, bias reporting is not centralized. Instead, it is done through the individual schools, please visit their websites for more details.

6. Learn how to better support people impacted by violence and trauma in the workplace and learning environment by inviting the Office of Violence Prevention & Victim Assistance (VPVA) from your Chancellor-led unit (New Brunswick, Newark, Camden, and Rutgers Health) or the Center on Research to End Violence (REV) to lead a workshop.

7. Leverage University Equity and Inclusion's diversity education resources to support ongoing learning and engagement. For example, host a book discussion group for *What If I Say the Wrong Thing? 25 Habits for Culturally Effective People* or promote the curated LinkedIn Learning Starting Points to encourage self-directed learning and growth related to bias disruption, inclusion building, and belonging.

8. Visit the University Ethics and Compliance Title IX website to familiarize yourself with the confidential/non-confidential resources and promote completion of the online Title IX and Harassment mandatory training.

9. Encourage faculty to take advantage of the resources available through the Faculty Diversity Collaborative, from grant funding to cohort programs, workshops, and membership to the National Center for Faculty Development and Diversity, there is something for everyone.

10. Promote the Inclusion, Diversity, Equity, and Advocacy (IDEA) Innovation Grant Program within your unit as a way to garner additional funding for an inclusion-building initiative that serves a broad audience. IDEA grants fund grassroots efforts to encourage understanding and learning, enable relationship building across differences, and offer new ways to promote equity and diversity.

11. Recognize members of your unit or other colleagues by nominating them for awards across the university, such as the Committee to Advance Our Common Purposes Awards or the Presidential Employee Excellence Recognition Program, or within your Chancellor-led unit, and prestigious awards within your discipline.

12. Audit your organizational unit calendar for conflicts with the days of significance calendar found on the Respect Faith Practices page. Remind faculty to keep this in mind when creating their syllabi.

13. Communicate departmental values and expectations often. Establish departmental values and expectations if none exist. Not sure where to start? Review the Good Start Guide to Developing Shared Value Statements.

14. Set aside time in a department meeting to review Our Community Commitments, which outlines four actions we commit to take as a community to reject hatred and offer respect in words and actions toward each other, especially when we disagree.

15. Purposefully meet the needs of community members with disabilities by using resources on the Advancing Access to Everyone webpage to remove barriers for participation in events and gatherings and ensure digital accessibility with trainings provided by the Office of IT Accessibility.

Leveraging Diversity Education to Shape Your Path Forward

Learning goes beyond the classroom walls. University Equity and Inclusion has curated diversity education resources that provide creative ways for students, staff, and faculty to learn from one another, engage deeply to develop understanding across differences, building our collective capacity to engage in a diverse community. Explore the selections below, visit the website to learn more, or schedule a consultation to determine which offerings best meet your unit's needs.

Self-Directed Learning:

Self-directed learning opportunities provide individuals with an opportunity to learn at their own pace. The selections below include multiple media forms, i.e., videos, podcasts, etc., to meet people where they are in their learning journey.

LinkedIn Learning pathways provide clustered content on diversity, equity, inclusion, and belonging topics to promote incremental but substantive growth at one's own pace.

Unpacking Hate resources and panel discussion, which provide a nuanced and thoughtful discussion of how hate emerges, how it is perpetuated, and how we can fight against it.

The Inclusive Academy Symposium and Resource List provide tools for intentionally investing and normalizing equity and inclusion within the academy to better serve students, faculty and staff.

Holding Space Podcast explores and defines diversity, equity, inclusion, and justice concepts, language, services, and initiatives.

In moments of heightened conflict, we individually and collectively demonstrate our commitment to being an inclusive community by holding space for those with whom we disagree. Listen to the speakers in the Navigating Tensions, Affirming Community Speaker Series and stay tuned for the Conversations that Ignite Change Miniseries, launching this fall, which will adapt the engaging talks into short and digestible clips to promote conversation.

Visit the Rutgers University Diversity YouTube Channel to view past featured speakers, expert panels, informational sessions, and more.

Workshops and Trainings:

Workshops and trainings provide learning opportunities for colleagues to work together to improve their understanding and work collaboratively to foster an inclusive department/school climate. The workshops listed below range from 1-hour sessions to full-day events across a range of topics. They are useful foundation to support the change process.

The Speak Up! Disrupt Everyday Bigotry bias prevention campaign featuring resources for interrupting bias, bias reporting information, guidebook, and other resources.

Annually in March, University Equity and Inclusion (UEI) hosts the Education as Disruption Intensive, featuring interactive breakout sessions presented by partners across Rutgers. Here participants build capacity to engage across difference, explore tools for institutional transformation, and promote community as we collectively work towards inclusion.

The Office of Veterans and Military Programs and Services offers Green Zone Training to expand cultural competency around military culture, structure and norms that govern those who serve in the military and enhance communication with military-affiliated students.

The Faculty Diversity Collaborative offers the Culturally Aware Mentoring training to enhance the ability of mentors to recognize their own culturally shaped beliefs and value the differences and/or similarities between themselves and their mentees to foster effective mentoring relationships.

The Office of Teaching Evaluation and Assessment Research (OTEAR) offers inclusive teaching workshops and resources open to all with teaching responsibilities.

University Equity and Inclusion offers the following workshops (by request, availability is limited):

- **Equity Fundamentals:** This workshop helps attendees develop a shared understanding of key concepts (including diversity, inclusion, equity, intersectionality, and social justice) and strategies for purposeful reflection and growth.
- **Introduction to CLARA:** This hour-long workshop unpacks the CLARA (calm, listen, affirm, respond, add) method of communication as a tool for engaging in difficult conversations respectfully.
- **Centering Respect:** Unpacks what disrespect looks like, its impacts on climate, and outlines elements and strategies that foster respect, including practices that support a culture of respect during organizational meetings.

The Diversity Education Network (DEN) amplifies, connects, and expands equity, diversity, inclusion, accessibility, and justice capacity building across the university. Learn more about the DEN member workshops and trainings here.

Sustained Learning Opportunities:

While workshops and trainings have their place, the sustained learning opportunities presented below are designed for deeper reflection, learning, and practice. Designed to break complex topics into digestible concepts and actions, these opportunities help to bridge the gap between learning and application.

Over six sessions, participants in UEI's virtual learning communities (VLC) develop tools for more thoughtful interactions across difference, and understand how our attempts at finding connections can be improved with greater awareness and skill development. Departments and Schools interested in hosting their own learning community can access all the facilitation guides directly on the website.

The Inclusive Leadership Academy is a cohort-based program to equip academic and administrative leaders to engage in critical self-reflection, foster positive relationships, and work toward institutional transformation within their scope and areas of responsibility through a series of active learning workshops.

The Office of Teaching Evaluation and Assessment Research (OTEAR) also hosts the Classroom Inclusivity Series to support sustained engagement and skill-building in inclusive pedagogy.
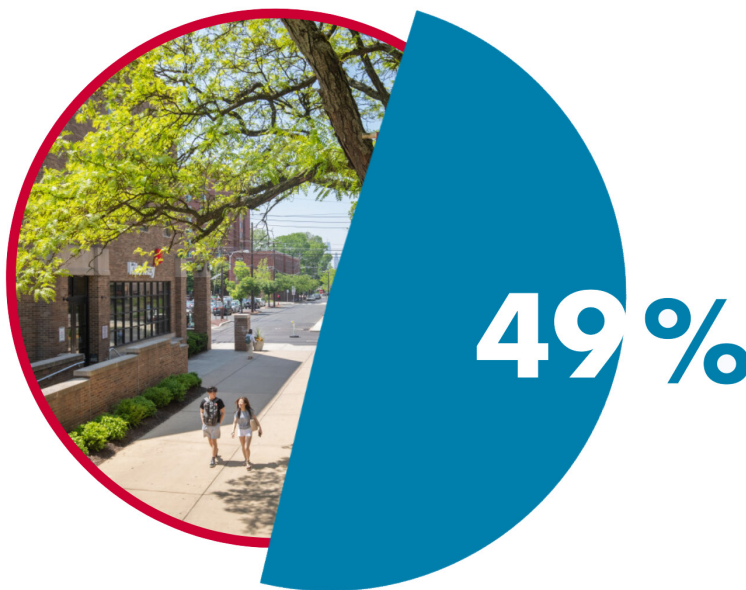
FACE THE FACTS

⇒ **Enabling Institutional Progress**

49% of all respondents are satisfied with the institution's actions in support of its commitment to diversity in the last 3 years.

Source: 2023 DEI Campus Climate Survey

49%

Your Voice, Our Rutgers

Take the DEI Campus Climate Survey

March 20 to April 10, 2023

DEI Campus Climate Survey Questionnaire

Rutgers University conducted a DEI Campus Climate Survey in 2023. This survey was designed to help university leaders and campus communities develop a baseline understanding of the climate relating to diversity, equity, and inclusion. The survey was circulated via email and administered by SoundRocket, a social science survey research firm. Survey links were personalized and included pre-populated data on an individual's Chancellor-led unit (or University Central Administration) as well as their organizational unit to ensure accuracy. Data on an individual's role (undergraduate students, graduate students, staff, faculty) was prepopulated as well since there were different versions of the survey depending on your role. Questions that were asked of select groups are indicated below.

DEI Campus Climate Survey Questionnaire

PART I

What is your current sex?

1. Male
2. Female
3. Preferred response not listed (Please specify):

What is your gender/gender identity? *Multiple responses allowed.*

1. Man
2. Woman
3. Transgender/Gender Non-Conforming
4. Preferred response not listed (Please specify):

If gender/gender identity was transgender/gender non-conforming, then the following question was asked:

Please indicate which of the following best describes you. *Multiple responses allowed.*

1. Transgender man
2. Transgender woman
3. Gender non-conforming
4. Genderqueer
5. Preferred response not listed (Please specify):

What is your sexual orientation? *Multiple responses allowed.*

1. Heterosexual
2. Bisexual
3. Gay/Lesbian
4. Queer
5. Questioning
6. Asexual
7. Preferred response not listed (Please specify):

Please indicate the racial or ethnic group(s) with which you identify. *Multiple responses allowed.*

1. African American/Black
2. Asian American/Asian
3. Hispanic/Latino/a
4. Middle Eastern/North African
5. Native American/Alaskan Native
6. Native Hawaiian/Other Pacific Islander
7. White
8. Preferred response not listed (Please specify):

DEI Campus Climate Survey Questionnaire

If the racial or ethnic group was African American/Black, then the following question was asked:

Please identify any appropriate subcategory of African American/Black that you identify as, if any:

Multiple responses allowed.

1. U.S. born African American

2. Afro-Caribbean or West Indian

3. Sub-Saharan African

4. Other African American/Black (Please specify):

5. None of the above, I just identify as African American/Black {EXCLUSIVE}

If the racial or ethnic group was Asian American/Asian, then the following question was asked:

Please identify any appropriate subcategory of Asian American/Asian that you identify as, if any:

Multiple responses allowed.

1. Asian American

2.Asian Indian

3.Chinese

4.Filipino

5.Japanese

6. Korean

7. Other Southeast Asian (Please specify):

8. Other Asian American/Asian (Please specify):

9. None of the above, I just identify as Asian American/Asian {EXCLUSIVE}

If the racial or ethnic group was Hispanic/Latino/a, then the following question was asked:

Please identify any appropriate subcategory of Hispanic/Latino/a that you identify as, if any:

Multiple responses allowed.

1. Cuban

2. Central American

3. Dominican

4. Mexican

5. Puerto Rican

6. South American

7. Other Hispanic/Latino/a (Please specify):

8. None of the above, I just identify as Hispanic/Latino/a {EXCLUSIVE}

If the racial or ethnic group was Middle Eastern/North African, then the following question was asked:

Please identify any appropriate subcategory of Middle Eastern/North African that you identify as, if any:

Multiple responses allowed.

1. Egyptian

2. Iraqi

3. Iranian

4. Israeli

5. Jordanian

6. Lebanese

7. Palestinian

8. Syrian

9. Yemeni

10. Other Middle Eastern/North African (Please specify):

11. None of the above, I just identify as Middle Eastern/North African {EXCLUSIVE}

DEI Campus Climate Survey Questionnaire

Please indicate your tribal affiliation, if any:
1. Tribal Affiliation (Please specify):
2. None, I just identify as Native American/Alaskan Native {EXCLUSIVE}

Please identify any appropriate subcategory of Native Hawaiian/Pacific Islander that you identify as, if any: *Multiple responses allowed.*
1. Native Hawaiian
2. Samoan
3. Other Pacific Islander (Please specify):
4. None, I just identify as Native Hawaiian/Pacific Islander {EXCLUSIVE}

Of the following, please mark the one racial or ethnic group with which you most strongly identify.
1. African American/Black
2. Asian American/Asian
3. Hispanic/Latino/a
4. Middle Eastern/North African
5. Native American/Alaskan Native
6. Native Hawaiian/Other Pacific Islander
7. White

Were you born in the United States, Puerto Rico, a U.S. Island area, or born abroad of U.S. citizen parents?
1. Yes
0. No

Please indicate your generation status:
1. All of my grandparents and both of my parents were born in the United States
2. Both of my parents were born in the United States
3. One of my parents was born in the United States
4. Neither of my parents were born in the United States

In which country were you born?

DEI Campus Climate Survey Questionnaire

This question was asked of faculty and staff only. What is the highest degree you have earned?

1. High school diploma or GED
2. Two-year college degree (Associate's)
3. Four-year college degree (Bachelor's)
4. Master's degree in the Arts and Sciences (MA, MS)
5. Professional Master's degree (e.g., MBA, MPA, MSW, MSE, MSN, MPH, MFA, etc.)
6. Ph.D.
7. Other Doctoral degree (e.g., EdD, DDiv, DrPH, DBA, etc.)
8. Medical degree (e.g., MD, DO, DDS, DVM)
9. Law degree (e.g., JD, LLM, SJD)
10. Other degree (Please specify):

Which of the following statements best describe your religious and spiritual orientation?

1. Religious and spiritual
2. Religious but not spiritual
3. Spiritual but not religious
4. Neither spiritual nor religious

With what religion (if any) do you most identify?

1. Atheist
2. Agnostic
3. Baha'i
4. Buddhist
5. Catholic
6. Christian (nonspecific)
7. Confucian
8. Hindu
9. Jewish
10. Muslim
11. Native American Tradition(s)
12. Protestant
13. Sikh
14. Taoist
15. The Church of Jesus Christ of Latter-day Saints (Mormons)
16. Wiccan
17. Zoroastrian
18. Nothing in particular
19. Something else (Please specify):

_____

Do you have a disability?

1. Yes, I have a disability
2. No, I do not have a disability

DEI Campus Climate Survey Questionnaire

What type(s) of disability/disabilities do you have? *Multiple responses allowed.*

1. Acquired/Traumatic Brain Injury
2. Attention Deficit/Hyperactivity Disorder
3. Autism Spectrum
4. Blind/Low Vision
5. Deaf/Hard of Hearing
6. Cognitive or Learning Disability
7. Chronic Illness/Medical Condition
8. Chronic Illness/Medical/Neurological Condition
9. Mental Health/Psychological Condition
10. Physical/Mobility condition that affects walking
11. Physical/Mobility condition that does not affect walking
12. Physical/Mobility Impairment
13. Speech/Communication Condition
14. Sensory Impairment
15. Other (please specify):

Have you ever served in the U.S. Armed Forces, Military Reserves, or National Guard?

1. I am currently serving
2. I am no longer serving
3. I have never served

When it comes to politics, where would you place yourself on the scale below arranged from "Very liberal" to "Very conservative"?

1. Very liberal
2. Liberal
3. Slightly liberal
4. Moderate/Middle of the road
5. Slightly conservative
6. Conservative
7. Very conservative
8. Not thought about it/Don't know

How would you describe the racial/ethnic composition of the community where you grew up?

1. All or nearly all people of my race/ethnicity
2. Mostly people of my race/ethnicity
3. Half my race/ethnicity and half people of other races/ethnicities
4. Mostly people of other races/ethnicities
5. All or nearly all people of other races/ethnicities

How would you describe the racial/ethnic composition of the school that you graduated from prior to attending Rutgers University?

1. All or nearly all people of my race/ethnicity
2. Mostly people of my race/ethnicity
3. Half my race/ethnicity and half people of other races/ethnicities
4. Mostly people of other races/ethnicities
5. All or nearly all people of other races/ethnicities

DEI Campus Climate Survey Questionnaire

This question was asked of undergraduate and graduate students only. What is your current housing status?

1. Rutgers residence hall, dormitory or university housing on campus
2. Off campus housing
3. Uncertain housing/no stable housing

This question was asked of undergraduate and graduate students only. Approximately how many hours per week are you spending in each of the following types of paid employment during this academic year? Select a time for each category of work:

1. None
2. 10 or less
3. 11-15
4. 16-20
5. More than 20

1. Work-study employment
2. On-campus employment (not including work-study)
3. Off-campus employment (not including work-study)

PART II

The following questions ask you to rate conditions on your Rutgers campus.

How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Rutgers University within the past 12 months? (If you have been at the university for under 12 months, please consider the time that you have been here.)

1. Very Dissatisfied
2. Dissatisfied
3. Neither Satisfied nor Dissatisfied
4. Satisfied
5. Very Satisfied

In 2021, Rutgers University identified the need to recruit, retain, and develop a diverse community as one of five university diversity priorities. This work involves all academic and administrative units and included commitments to build the capacity of individuals to engage across differences in identity and experience, attending to the difference between compositional diversity and an inclusive community. The following four questions ask about your perceptions of and experiences with diversity, equity, and inclusion efforts you have experienced.

DEI Campus Climate Survey Questionnaire

Over the past 12 months, please indicate whether you have participated in any of the following DEI-related activities and events at Rutgers University: (If you have been at the university for under 12 months, please consider the time that you have been here.)
0. Never, 1. 1-2 times, 2. 3 or more times

a. Attended a DEI-related event (training, seminar, film series, etc.)
b. Listened to a DEI-related podcast or read a book on a DEI-related topic
c. Served on a DEI-related committee or taskforce
d. Had a DEI-related conversation with a colleague/peer

How satisfied are you with the institution's actions in support of its commitment to diversity in the last three years? (If you have been at Rutgers University for less than 3 years, please consider the progress you have seen during the time that you have been here.)
1. Very Dissatisfied
2. Dissatisfied
3. Neither Satisfied nor Dissatisfied
4. Satisfied
5. Very Satisfied

Compared to the DEI climate 3 years ago, how would you rate the current DEI climate at Rutgers University? (If you have been at the university for less than 3 years, please consider the progress you have seen during the time that you have been here.)
1. Much worse now than it was before
2. Somewhat worse now than it was before
3. About the same now as it was before
4. Somewhat better now than it was before
5. Much better now than it was before

How well do you think Rutgers University is doing in relation to DEI compared to other institutions?
1. Among the very worst
2. Worse than most
3. About equal
4. Better than most
5. Among the very best

DEI Campus Climate Survey Questionnaire

If "among the very worst or worse than most" was selected, then the following question was asked: Please list up to 3 other institutions that you feel are doing better.

_____   _____   _____

For the next several questions, select one option between each set of adjectives that best represents how you would rate **your Rutgers campus** based on **your direct experiences**:

For the next few questions, we will ask you to think about a scale from one to seven. You will be presented with a word pair where one represents the first word of the pair, and 7 represents the second word of the pair.

"Thinking of the words [LOW] and [HIGH], where 1 represents [LOW] and 7 represents [HIGH]. On the scale of 1 to 7, including all values in between, which adjective best represents how you would rate Rutgers University based on your direct experiences."

Hostile	1	2	3	4	5	6	7	Friendly
Racist	1	2	3	4	5	6	7	Non-racist
Homogenous	1	2	3	4	5	6	7	Diverse
Disrespectful	1	2	3	4	5	6	7	Respectful
Ableist	1	2	3	4	5	6	7	Accessible

Contentious	1	2	3	4	5	6	7	Collegial
Sexist	1	2	3	4	5	6	7	Non-sexist
Individualistic	1	2	3	4	5	6	7	Collaborative
Competitive	1	2	3	4	5	6	7	Cooperative
Transphobic	1	2	3	4	5	6	7	Non-transphobic

Homophobic	1	2	3	4	5	6	7	Non-homophobic
Unsupportive	1	2	3	4	5	6	7	Supportive
Ageist	1	2	3	4	5	6	7	Non-ageist
Unwelcoming	1	2	3	4	5	6	7	Welcoming
Elitist	1	2	3	4	5	6	7	Non-elitist

DEI Campus Climate Survey Questionnaire

Considering your experiences over the past 12 months at Rutgers University, please indicate your level of agreement with each of the following statements: (If you have been at the university for under 12 months, please consider your experiences during the time that you have been here.)

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

a. I feel valued as an individual at Rutgers University.

b. I feel I belong at Rutgers University.

c. Rutgers University has a strong commitment to diversity, equity, and inclusion.

d. I have considered leaving Rutgers University because I felt isolated or unwelcomed.

e. I am treated with respect at Rutgers University.

f. I feel others don't value my opinions at Rutgers University.

g. Rutgers University is a place where I am able to perform up to my full potential.

This question was asked of undergraduate and graduate students only.
I have opportunities at Rutgers University for academic success that are similar to those of my peers.

This question was asked of faculty and staff only.
I have opportunities at Rutgers University for professional success that are similar to those of my colleagues.

i. I have found one or more communities or groups where I feel I belong at Rutgers University.

j. There is too much emphasis put on issues of diversity, equity, and inclusion here at Rutgers University.

This question was asked of undergraduate and graduate students only.
Rutgers University provides sufficient programs and resources to foster the success of a diverse student body.

This question was asked of staff only.
Rutgers University provides sufficient programs and resources to foster the success of a diverse staff.

This question was asked of faculty only.
Rutgers University provides sufficient programs and resources to foster the success of a diverse community of scholars.

l. I have to work harder than others to be valued equally at Rutgers University.

This question was asked of undergraduate and graduate students only.
My experience at Rutgers University has had a positive influence on my academic growth

DEI Campus Climate Survey Questionnaire

My experience at Rutgers University has had a positive influence on my professional growth

During the past 12 months, how often have you interacted in a meaningful way with other people on your Rutgers campus. (If you have been at Rutgers University for under 12 months, please consider your experiences during the time that you have been here.)

1. Never, 2. Seldom, 3. Sometimes, 4. Often, 5. Very Often

a. …whose religious beliefs are different than your own

b. …whose political opinions are different from your own

c. …who are immigrants or from an immigrant family

d. …who are of a different nationality than your own

e. …who are of a different race or ethnicity than your own

f. …whose gender is different than your own

g. …whose sexual orientation is different than your own

h. …who are from a different social class

i. …who have physical or other observable disabilities

j. …who have learning, psychological or other disabilities that are not readily apparent

In general over the past 12 months, have you felt discriminated against on your Rutgers University campus? (If you have been at Rutgers University for under 12 months, please consider the time that you have been here.) *1. Yes, 0. No*

a. Ability or Disability status

b. Racial or ethnic identity

c. Sex

d. Sexual orientation

e. Gender identity or gender expression

f. Veteran status

g. Relationship status

h. National origin

i. Age

j. Religion

k. Height or weight

l. Political orientation

m. Social class

n. Mental health status

Over the past 12 months, how often have YOU experienced discriminatory events at Rutgers University because of your: (If you have been at Rutgers University for under 12 months, please consider your experiences during the time that you have been here.)

0. Never, 1. 1-2 times, 2. 3 or more times

How much do you agree/disagree with the following statement: I am treated fairly and equitably on campus in general.

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

DEI Campus Climate Survey Questionnaire

PART III

This statement was shown to faculty and staff only.

The questions in this section ask you about your current job and to rate conditions in your primary college/department. Please answer questions about your work department with your immediate work environment in mind.

If you have multiple appointments, we would like you to rate the work department that you consider to be your primary appointment. Normally this would be the work department in which you spend the most time (regardless of percentage of budgeted appointment). If you work in two departments to an equal degree, please simply choose one to rate for the remainder of this survey.

This question was asked of faculty and staff only.

What is your primary campus location?

1. New Brunswick
2. Newark
3 . Camden

This question was asked of staff only.

Are you a postdoctoral associate or trainee?

1. Yes
2. No

This question was asked of staff only.

What is your supervisory status?

1. I supervise or manage other employees or students
2. I don't supervise others

DEI Campus Climate Survey Questionnaire

This question was asked of undergraduate and graduate students only.

Considering your experiences within your college/department over the past 12 months, please indicate your level of agreement with each of the following statements: (If you have been in your college/department for under 12 months, please consider the time that you have been there.)

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

a. I feel valued as an individual in my college/department.

b. I feel I belong in my college/department.

c. My college/department has a strong commitment to diversity, equity, and inclusion.

d. I have considered leaving my college/department because I felt isolated or unwelcomed.

e. I am treated with respect in my college/department.

f. I feel others don't value my opinions in my college/department.

g. My college/department is a place where I am able to perform up to my full potential.

This question was asked of faculty and staff only.

I have opportunities in my college/department for professional success that are similar to those of my colleagues

This question was asked of undergraduate and graduate students only.

I have opportunities in my college/department for academic success that are similar to those of my peers

This question was asked of faculty only.

Please indicate your level of agreement with the following statements:

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree, 6. N/A

I am valued in college/department for my...

a. Teaching

b. Research, scholarship, and/or creativity

c. Service contributions

d. Community-Engaged scholarship

e. DEI Work

e. Mentoring of students

g. Mentoring of faculty

h. Clinical practice

DEI Campus Climate Survey Questionnaire

Please indicate your level of agreement with the following statements:

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

a. I have a voice in the decision-making that affects the direction of my college/department.

b. The teaching workload is fairly and equitably distributed in my college/department.

c. There are fair and equitable expectations regarding research in my college/department.

d. There are fair and equitable expectations regarding service in my college/department.

e. There are fair and equitable processes for determining compensation in my college/department.

f. Support is provided fairly and equitably in my college/department.

g. Rewards for work performance are fairly and equitably distributed in my college/department.

h. DEI work is valued in my college/department.

The questions in this section ask you about the conditions in your college/department. If you are in a joint program, we would like you to rate the college/department that you think of as your primary college/department. Normally this would be the college/department in which you spend the most time. If you spend time in multiple colleges/departments to an equal degree, please simply choose one to rate for the remainder of this survey. Overall, in my classrooms and classroom settings (e.g., labs, recitation sessions, clinical environments, etc.), I feel listened to by:

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

a. Faculty instructors (faculty/postdocs/lecturers)

b. Student instructors (e.g., GSIs, TAs, etc.)

c. Other students

d. Staff members

In spaces outside the classroom, I feel valued by:

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

a. Faculty instructors (faculty/postdocs/lecturers)

b. Other faculty members

c. Student instructors (e.g., GSIs, TAs, etc.)

d. Other students

e. Staff members

f. University administrators

g. Other University mentors/advisors

DEI Campus Climate Survey Questionnaire

This question was asked of staff only.

Please indicate your level of agreement with the following statements:

1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, 5. Strongly Agree

a. My ideas are seriously considered in my college/department.

b. I have a voice in the decision-making that affects my work in my college/department.

c. The workload is fairly and equitably distributed in my college/department.

d. There are fair and equitable processes for determining compensation in my college/department.

e. Support is provided fairly and equitably in my college/department.

f. Rewards for work performance are fairly and equitably distributed in my college/department.

This question was asked of faculty and staff only.

In general over the past 12 months, have you felt discriminated against in your college/department?

1. Yes

0. No

This question was asked of faculty and staff only.

Over the past 12 months, how often have YOU experienced discriminatory events in your college/ department because of your:

0. Never, 1. 1-2 times, 2. 3 or more times

a. Ability or Disability status

b. Racial or ethnic identity

c. Sex

d. Sexual orientation

e. Gender identity or gender expression

f. Veteran status

g. Relationship status

h. National origin

i. Age

j. Religion

k. Height or weight

l. Political orientation

m. Social class

n. Mental health status

DEI Campus Climate Survey Questionnaire

COVID.

In general over the past 2 years, how much have you been adversely affected by COVID-19 in the following areas?

0. Not at all affected, 1. Somewhat affected, 2. Affected a great deal

COVID_1.   My own physical health

COVID_2.   My own mental health

COVID_3.   The health of a loved one

COVID_4.   My ability to maintain social relationships

COVID_5.   My financial situation

COVID_6   My housing situation

COVID_7   My work or academic performance

COVID_8.   My experience of discrimination related to one or more of my identities