

Campus Climate Report

WILLIAM
PATERSON
UNIVERSITY

Office of Employment, Equity, and Diversity
Office of Human Resources
William Paterson University
Report published: Spring 2021



Context and Background

- ❑ To understand how members of our campus community perceived the institution in terms of commitment to diversity, equity, and inclusion.
- ❑ To examine three key campus climate areas and how they varied by race and gender:
 - the overall campus climate
 - sense of belonging
 - support for the recruitment and retention of students, faculty and staff who are members of historically marginalized groups.
- ❑ To administer the HEDS Diversity and Equity Campus Climate Survey to full-time faculty, staff and students, December 2019 through February 2020, we partnered with the Higher Education Data Sharing Consortium (HEDS).
- ❑ To analyze the data, we assembled an internal data analysis team; Sesime Adanu, PhD, Annette Baron, MBA, PHR; Wendy Christensen, PhD; Jacob Felson, PhD and David E. Jones, EdD.

Acknowledgements

- ❑ Office of Employment Equity and Diversity.
- ❑ Office of Human Resources.
- ❑ **Campus Stakeholders:** Sesime Adanu, Annette Baron, Allison Boucher-Jarvis, Yolany Gonell, Tony Krucinski, Balmuri Natrajan, LaShauna Dean, Loretta McLaughlin Vignier, Sue Tardi, Francisco Diaz, Wendy Christensen, Jacob Felson, and David E. Jones.
- ❑ **Campus Participants:** 50% of faculty and staff, and 16% of students who participated in the campus climate survey.

Purpose

To identify key findings from the Campus Climate Survey and make recommendations that can help move the University toward a sustainable inclusive environment.

The survey measured

Campus Climate

Sense of Belonging

Perception of Institutional support for historically marginalized individuals

Campus Climate

- Overall Climate
- Diversity experience

Sense of belonging

- Personal belonging
- Group belonging

Perceptions of institutional support for historically marginalized individuals

- Recruitment priority
- Retention priority

Key findings: An overview

WP appears to be doing well in the following respects:

- ❑ The majority of faculty, staff, and students in all race/ethnic categories report general satisfaction with the campus climate.
- ❑ Faculty and students at William Paterson tend to be more satisfied with the campus experience of diversity than are their HEDS counterparts.
- ❑ Black-White gaps in the campus experience, personal belonging, and sense of group belonging are all narrower among WP students than among students at other HEDS participating campuses.
- ❑ Faculty and students at WP are more likely than their counterparts at other institutions to agree that their institution prioritizes recruitment and retention of historically marginalized students, faculty, and staff.

Key findings: An overview, cont'd.

The following findings suggest areas for improvement:

- ❑ Black faculty report markedly greater dissatisfaction in all three key areas than do other WP faculty.
- ❑ Black faculty at WP are considerably more likely than other WP faculty to report feeling that minority retention and recruitment is *not* a priority at WP (47%). Indeed, the Black-White gap on this issue appears higher at WP than at other institutions.

Of particular note:

- ❑ Black students at WP report higher levels of personal belonging than do White students.
- ❑ Hispanic faculty and students at WP report higher levels of personal belonging than do White faculty and students, and higher levels than comparative HEDS institutions.

Summary: *How perceptions at William Paterson differ from other HEDS participating institutions*

Question	Faculty	Staff/Admin	Students
Campus diversity experience	(+)		(+)
Personal belonging		(-)	(-)
Group belonging		(-)	
Minority recruitment is a priority	(+)		(+)
Minority retention is a priority			(+)

Campus Climate: *Diversity Experience*

❑ Satisfaction by race:

- ❑ Highest - Asian faculty, students, and staff
- ❑ Mid-level – White faculty and students.
- ❑ Neutral - Hispanic faculty and staff.
- ❑ Dissatisfaction - highest among Black faculty

❑ Satisfaction by gender:

- ❑ Differ only among faculty with males reporting greater satisfaction than females.

❑ Participant Quotes:

- ❑ “There is an effort for inclusiveness on campus, but we still have ways to go before the entire community of WP can feel like they belong.” -- Undergraduate student, female, non-white
- ❑ “Diversity of student body is not reflected in diversity of faculty hires (faculty of color are in the minority numerically speaking).” – Faculty member, female, white

Campus Climate: *Hearing insensitive or disparaging remarks about people from particular racial or ethnic identities*

By Race	Sometimes, very often, often
Black	41%
White	31%
Hispanic	25%

Campus Climate: *Sense of Belonging*

❑ Satisfaction by race:

- ❑ Highest - Hispanic faculty, students, and staff
- ❑ Neutral – Asian and White faculty and students.
- ❑ Dissatisfaction - Black faculty and staff, with the most dissatisfaction (27%) among Black faculty

❑ Satisfaction by gender:

- ❑ No notable difference. Faculty, staff, and students all reported experiencing a sense of belonging or community.

❑ Participant Quote:

- ❑ “Increase opportunities for faculty and students to collaborate and engage in meaningful community service projects or course projects designed to support growth and advancement in our local communities, especially in Paterson NJ.” -- Faculty member, female, white

Campus Climate: *Perception of institutional support for the recruitment and retention of historically marginalized individuals*

Perception by race:

- Agreement - Students of all races and Asian and White faculty and staff
- Disagreement – Asian, Black, and Hispanic staff
- High disagreement – Almost 50% of Black people disagreed that there is institutional support for recruiting historically marginalized students, faculty, and staff.

Perception by gender:

- No significant differences. Faculty, staff, and students all reported that generally there is recruitment support.

Participant Quote:

- “I would implement MANDATORY diversity training or classes for all students, administrators, and faculty (especially on their route to tenure, so they cannot opt-out of it). It is imperative for everyone to understand the issues that students face, especially traditionally marginalized groups.” – Graduate student, woman, non-white

Recommendations: Currently in practice

- ❑ Moving forward on recommendations from the HSI Task Force and LGBTQIA+ Task Force reports.
- ❑ Institutionalizing a Black and Latinx Male Student Success Initiative.
- ❑ Continuing the Community Dialogue Series for faculty and staff.
- ❑ Expanding the anti-bias workshop requirement for all full-time faculty and new employees.
- ❑ Establishing a university Council for Equity and Justice (CEJ).
- ❑ Participating in the USC Race and Equity Center Equity Institute.
- ❑ Launching the inaugural President Diversity Lecture program.
- ❑ Advancing faculty diversity by implementing a Pre-Doctoral Fellows Program.
- ❑ Improving staff professional and learning development with programs such as Summer Learning, mentoring, and supervisor development programs.
- ❑ Expanding student resources and services in the Center for Diversity and Inclusion and the Black Cultural Center

Recommendations: Future practice

- ❑ Create a bias prevention and education committee to structure a reporting process and examine on-campus student bias incidents.
- ❑ Improve the employee harassment and discrimination reporting process.
- ❑ Increase institutional visibility, engagement and partnership among faculty, students and staff with the Office of Employment, Equity, and Diversity.
- ❑ Establish a task force to address challenges highlighted in the campus climate report regarding the experiences of Black members of the WP community.
- ❑ Work toward decolonizing curriculum and structural institutional barriers that systemically disenfranchise marginalized populations.
- ❑ Create raced-based affinity groups for employees to develop the support needed for intersectionality, belonging, and retention.
- ❑ Develop increased opportunities for cultural competency, anti-bias, inclusion and racial equity workshops for student, faculty, and staff development.
- ❑ Work to develop a University diversity strategic plan to advance equity, justice, and inclusion goals.
- ❑ Publish an annual report on hiring and promotions.
- ❑ Increase investment to increase the number of pre-doctoral fellowship offerings and widen recruitment strategies.
- ❑ Create a Land Acknowledgement that honors Indigenous persons and begins the work toward the University reconciling with institutional history
- ❑ Improve town gown relationships between Paterson Township and the University to increase sense of belonging and connectedness within the University and neighboring towns.

From recommendation to practice

You can help move WP toward a sustainable inclusive environment by working with your department and colleagues to:

- 1) Understand how the three dimensions of this campus climate report impact the experiences of yourself and others
 - Campus Climate
 - Sense of Belonging
 - Perception of Institutional support for historically marginalized individuals
- 2) Identify and execute three measurable and sustainable culturally responsible action steps you can take based on what you learned from this report.
- 3) Share your steps, actions, and results with a partner to ensure accountability.

“Social justice education itself is decidedly activist, it is decidedly transformational, it is about awakening consciousness, about inciting movements for change, and for structural and systemic redress of long standing problems that have persistently disadvantaged particular populations; people of color, persons with disabilities, gay & lesbian persons, trans people, low income people and so on.”

Dr. Shaun R. Harper

University of Southern California

Clifford and Betty Allen Chair in Urban Leadership

Provost Professor of Education and Business

Founder and Executive Director, USC Race and Equity Center