



The University of Vermont

## SUMMARY OF THE 2019 UVM CAMPUS CLIMATE SURVEY

Prepared by  
The Office of Institutional Research  
in collaboration with  
The Division of Human Resources, Diversity and Multicultural Affairs  
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"Our goal from this effort has been to use the data to inform a plan of action that ensures an environment where individual differences are respected and valued by all members of the campus community."

President Garimella & Provost Prelock

A climate survey provides data that can assist in driving culture change by helping to identify areas on which to focus attention while also helping to monitor progress. At the University of Vermont, inclusive excellence is embedded in [Our Common Ground](#) values. Periodic climate surveys can help ensure that we are honoring those values and can help us understand how well we are sustaining a welcoming and inclusive environment.

### BACKGROUND

- The goals of the 2019 UVM Campus Climate Survey are to:
  - Assess the experiences of students, faculty and staff, as they relate to the values and the principles embodied in [Our Common Ground](#).
  - Compare 2019 results to the 2011 UVM Campus Climate Survey.
  - Identify challenges that impact community members, both individually and collectively.
  - Develop strategies to build on successes and to address challenges.
- The Office of Institutional Research (OIR) at UVM analyzed the survey data.
- A Campus Climate Survey Steering Committee, chaired by Dr. Wanda Heading-Grant, Vice President for Human Resources, Diversity and Multicultural Affairs, helped to develop and coordinate the survey's administration.
- The climate survey was administered during the Winter of 2019 to all faculty, staff, and students affiliated with UVM at the time of the survey.
  - **2,221** faculty and staff and **3,663** students participated in the survey.
  - **53%** of faculty and staff and **29%** of students participated in the survey.

### METHODOLOGY

The 2019 survey used many of the same questions used in the 2011 Campus Climate Survey in order to help assess progress made since 2011. Demographic questions were vetted by experts on campus, including but not limited to the Office of Affirmative Action and Equal Employment Opportunity (AAEO), Interfaith Center, Office of International Education, Mosaic Center for Students of Color,

For more detailed information regarding the campus climate survey: [go.uvm.edu/climatesurvey](http://go.uvm.edu/climatesurvey)



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Women's Center, and Prism Center. The survey was administered online; however, paper surveys were available. Descriptive statistics (e.g., frequencies and means) were calculated for all questions. To determine whether progress was made in creating a more inclusive environment at UVM, t-tests and Cohen's h were calculated for questions that appeared on both the 2011 and 2019 campus climate surveys. T-tests examine whether progress was made, while Cohen's h provides the magnitude of the progress (i.e., was the impact small, moderate, or large). Generally, a Cohen's h of .20 to .49 is considered a small effect size, while anything equal to or greater than .80 is considered a large effect. The differences highlighted in the Key Findings are of those that were significant and had small effect size. No moderate or large differences between the 2011 and 2019 survey were found.

A dashboard that will allow for the disaggregation by unit and another dashboard that will allow for the disaggregation by identity with results from the 2019 survey will be available to current UVM students, faculty and staff by Friday, September 27, 2019, via Catamount Data.

### KEY FINDINGS

- 80% of faculty and staff and 84% of students are “somewhat satisfied or very satisfied” with their UVM experience. This is relatively unchanged from 2011 for both faculty/staff and students.
- 75% of faculty and staff and 79% of students characterize the general climate at UVM as “somewhat or very inclusive.” This is relatively unchanged from 2011 for both faculty/staff and students.
- Faculty and staff awareness of information regarding campus support services (e.g., AAEO, Employee Assistance Program, Campus Victim's Advocate) increased from 71% in 2011 to 87% in 2019.
  - 76% of students responded they were aware of these services, which did not change from 2011.
- Faculty and staff awareness of the protocol for reporting a bias incident at UVM increased from 55% in 2011 to 74% in 2019.
  - 33% of students said they were aware of the protocol for reporting a bias incident at UVM, which remains relatively unchanged from 2011.
- Faculty and staff confidence in requesting information or accommodation regarding a disability increased from 74% in 2011 to 85% in 2019.
  - 69% of students responded they had confidence in requesting information or accommodation regarding a disability, which remains relatively unchanged from 2011.
- Overall, among students, faculty and staff, the belief that their department or college was upholding the principles of inclusivity as laid out in [Our Common Ground](#)<sup>1</sup> remains relatively unchanged from 2011.
- Among faculty and staff there was an increase in satisfaction regarding progress towards equity on the basis of: age; disability; gender identity and expression; religion, spirituality, or philosophy; sexual orientation; socioeconomic status; and veteran status.

<sup>1</sup> Respect, Integrity, Innovation, Openness, Responsibility, and Justice.



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- Since 2011, there was a decrease in insulting or disparaging remarks or behaviors witnessed by students with regard to: age; disability; religion, spirituality, or philosophy; sexual orientation; and socioeconomic status.
  - Witnessing of insulting or disparaging remarks or behaviors by students with regard to: ethnicity; gender; gender identity and expression; national origin; race; and veteran status remains relatively unchanged from 2011.
- Witnessing of insulting or disparaging remarks or behaviors by faculty and staff with regard to political affiliation increased from 44% in 2011 to 57% in 2019.
- Students believed fewer people were discriminated against with regard to age and sexual orientation.
  - On the other hand, more students in 2019 (48%) than in 2011 (36%) believed people were discriminated against with regard to political affiliation.
- More faculty and staff believed people were discriminated against with regard to political affiliation in 2019 (31%) than in 2011 (22%).

## NEXT STEPS

As stated during the October 2018 Board of Trustees meeting, the sixth and last phase of the campus climate survey process is to “Utilize Results to Inform Plans.” Dr. Alex Yin, Executive Director of the Office of Institutional Research, and Paul Suk-Hyun Yoon, Senior Advisor for Strategic Diversity Assessment and Research from the Division of Human Resources, Diversity and Multicultural Affairs have scheduled meetings with every Dean and Vice President and other key leaders, including representatives from the Student Government Association, Graduate Student Senate, Staff Council, Faculty Senate, Identity Centers, and the President’s Commission for Inclusive Excellence to review the overall climate survey results and, where applicable, their own unit’s results. These meetings will include discussion regarding how the University and each unit might be able to utilize this information to inform their Inclusive Excellence Action Plans or Strategic Action Plans.

- Going forward, one of UVM’s goals should be to move beyond increasing awareness about the value of diversity and focus on facilitating interactions around issues of diversity important to the campus:
  - Faculty/staff (86%) and students (82%) want to learn about identity groups that are different from their own (a 6% and 4% increase, respectively, from 2011). However, a much smaller percentage of faculty/staff and students feel it is important to educate others about the identity groups to which they belong (faculty/staff = 30%; students = 42%).
  - Both faculty/staff (47%) and students (50%) agree that they try to avoid conflicts when discussing identity issues, even though the majority of them (62% for faculty/staff and 77% for students) agree that conflict enriches the learning process.

The University’s leadership looks forward to working with faculty, staff and students across units on campus to address our collective commitment to diversity, equity, and inclusive excellence.