



2021 Campus Climate Survey

Key findings from the HERI DLE Survey



UWL Indigenous Land Recognition Statement

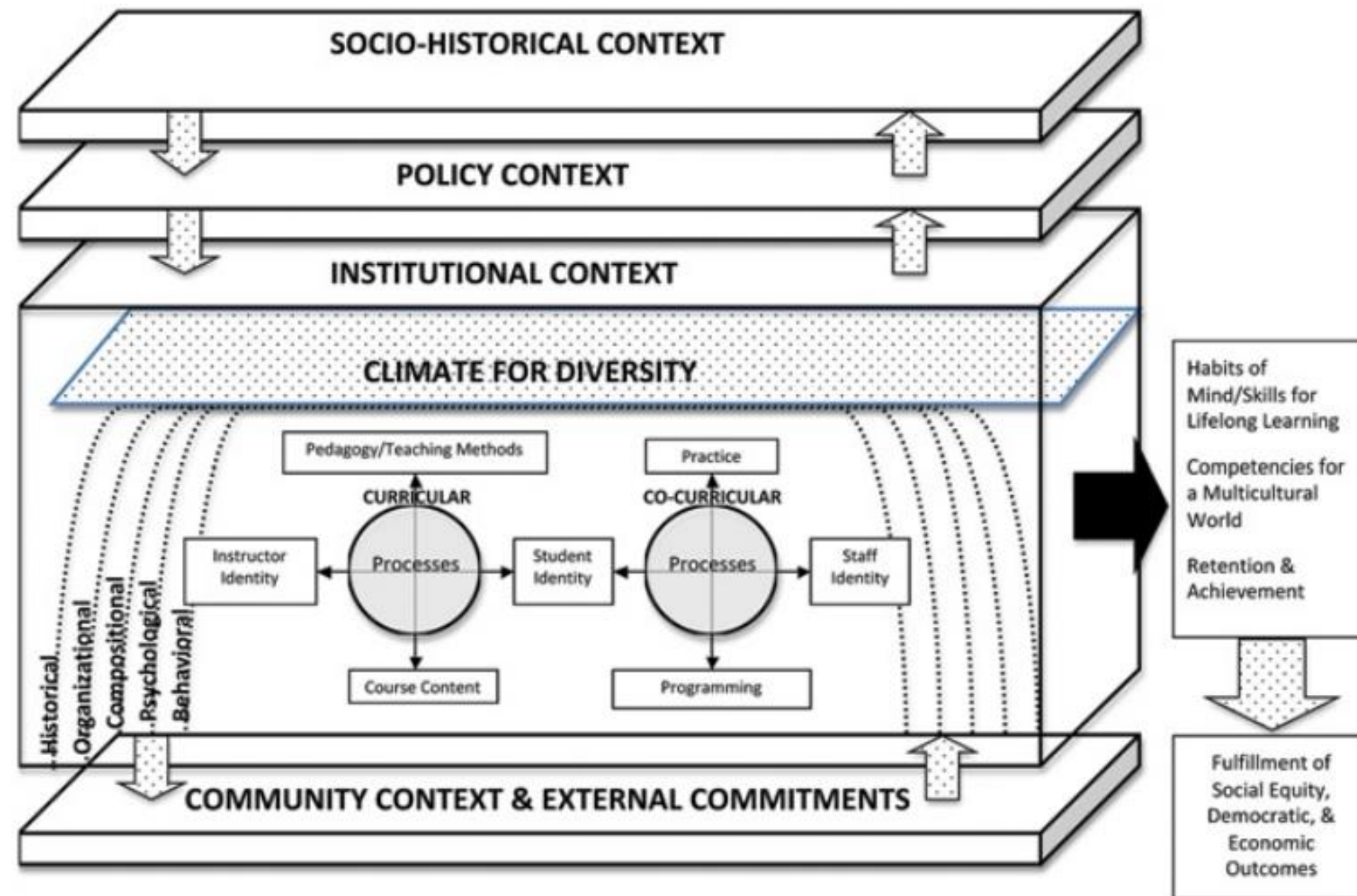
We would like to recognize that the University of Wisconsin La-Crosse occupies the land of the Ho-Chunk people. Please take a moment to celebrate and honor this ancestral Ho-Chunk Land, and the sacred lands of all Indigenous peoples.

Theoretical Background

- Campus Climate: measured by examining the perceived daily experience of its members including how individuals think and act within the institution¹.
 - Day to day weather.

Theoretical Background

Figure 1
A Model for Diverse Learning Environments²



Summary of campus climate literature: The identity of students profoundly effects their lived daily experiences within their collegiate ecosystem, including that of curricular and cocurricular sectors, and is correlated to student retention and achievement.

DLE Survey (HERI)

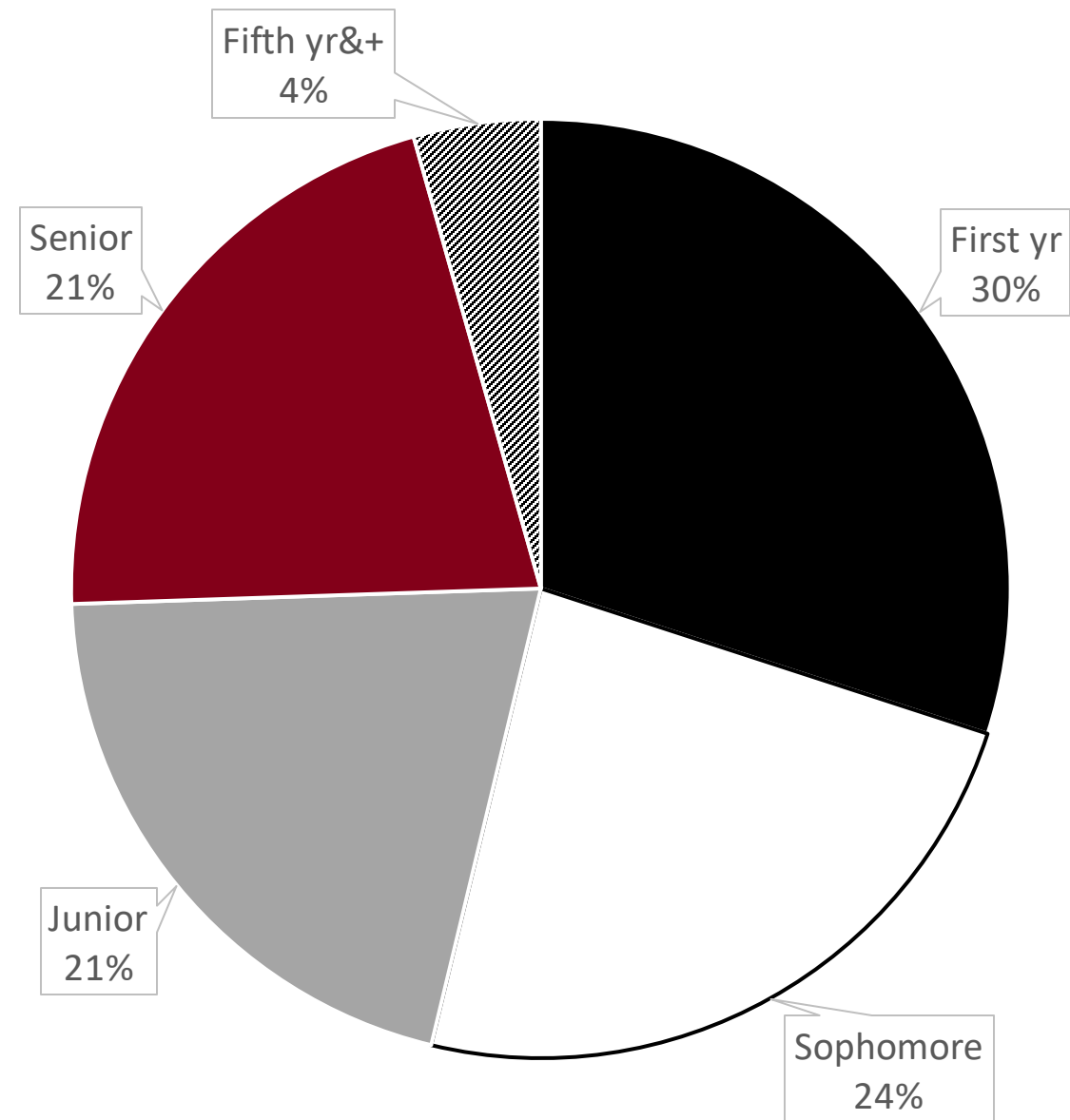
- Assess impact of environment that help shape learning on the intersection of campus climate
 - Sense of Belonging
 - Academic Validation
 - General Interpersonal Validation
 - Discrimination and Bias
 - Institutional Commitment to Diversity
 - Harassment
 - Conversations Across Difference

DLE Survey (HERI)

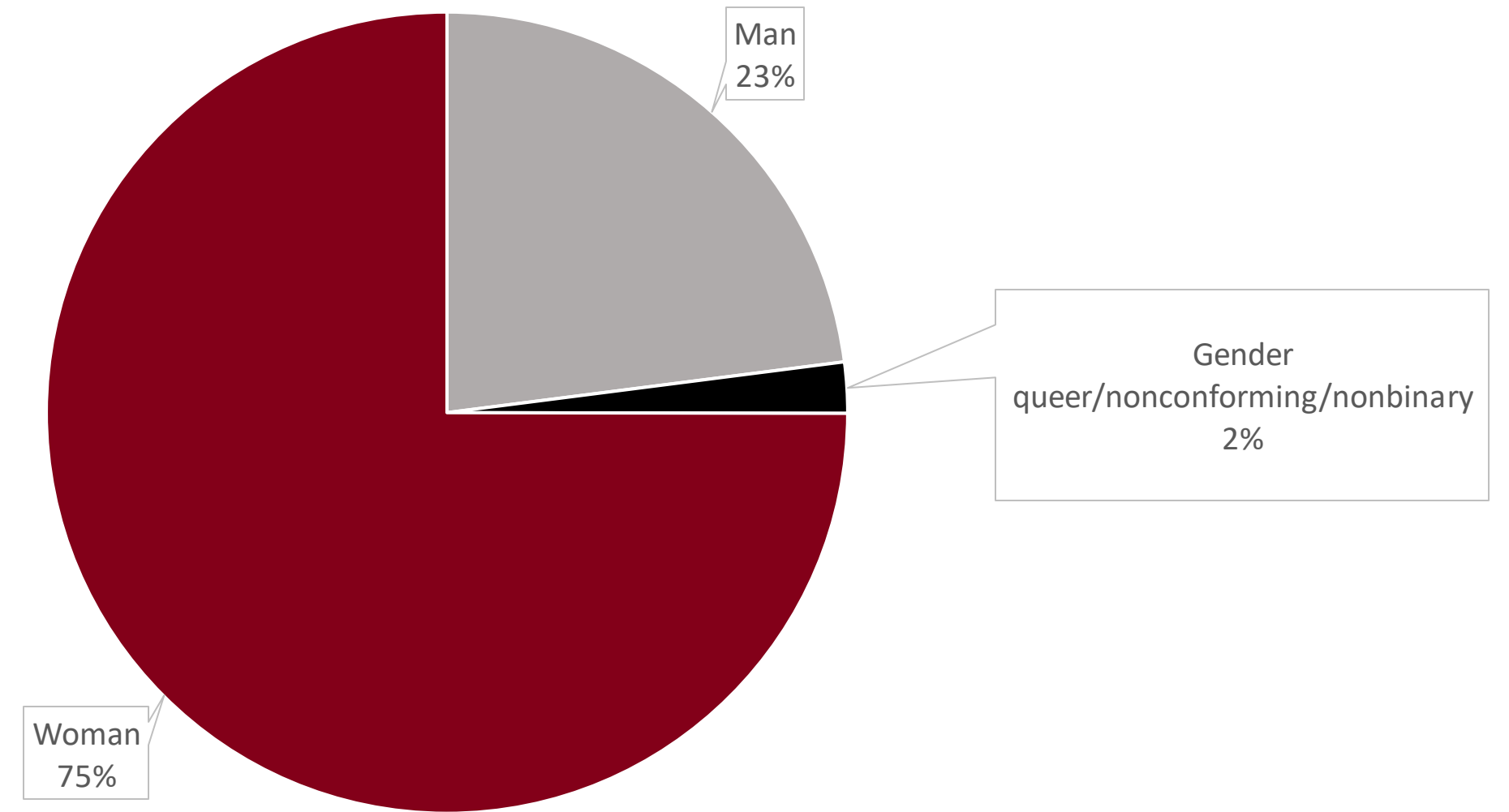
- Administered in (Spring, 2021)
- Initial Results from HERI and UW System, Oct 2021
- 1868 participants; 22% response rate
 - Participation incentives; 120, \$25 Amazon gift cards
 - Undergraduate students only

Demographics

Academic Standing

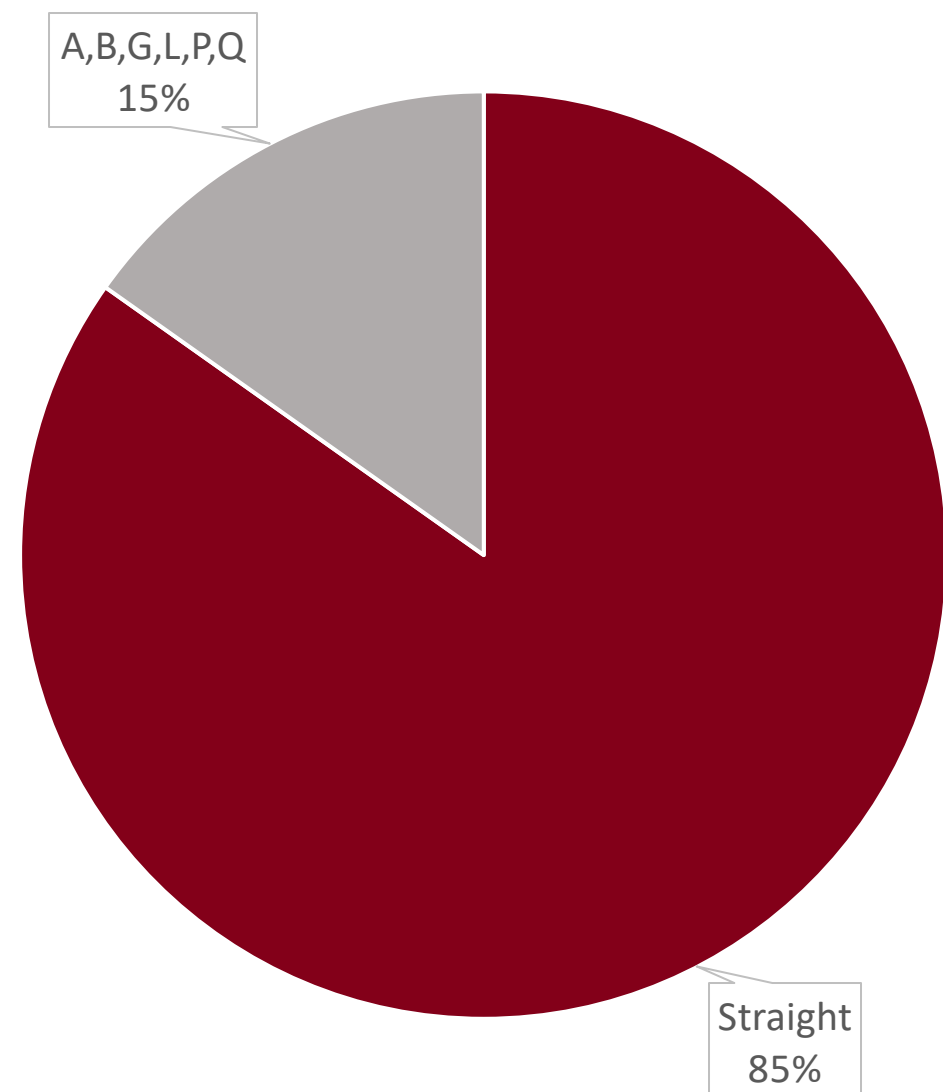


Gender



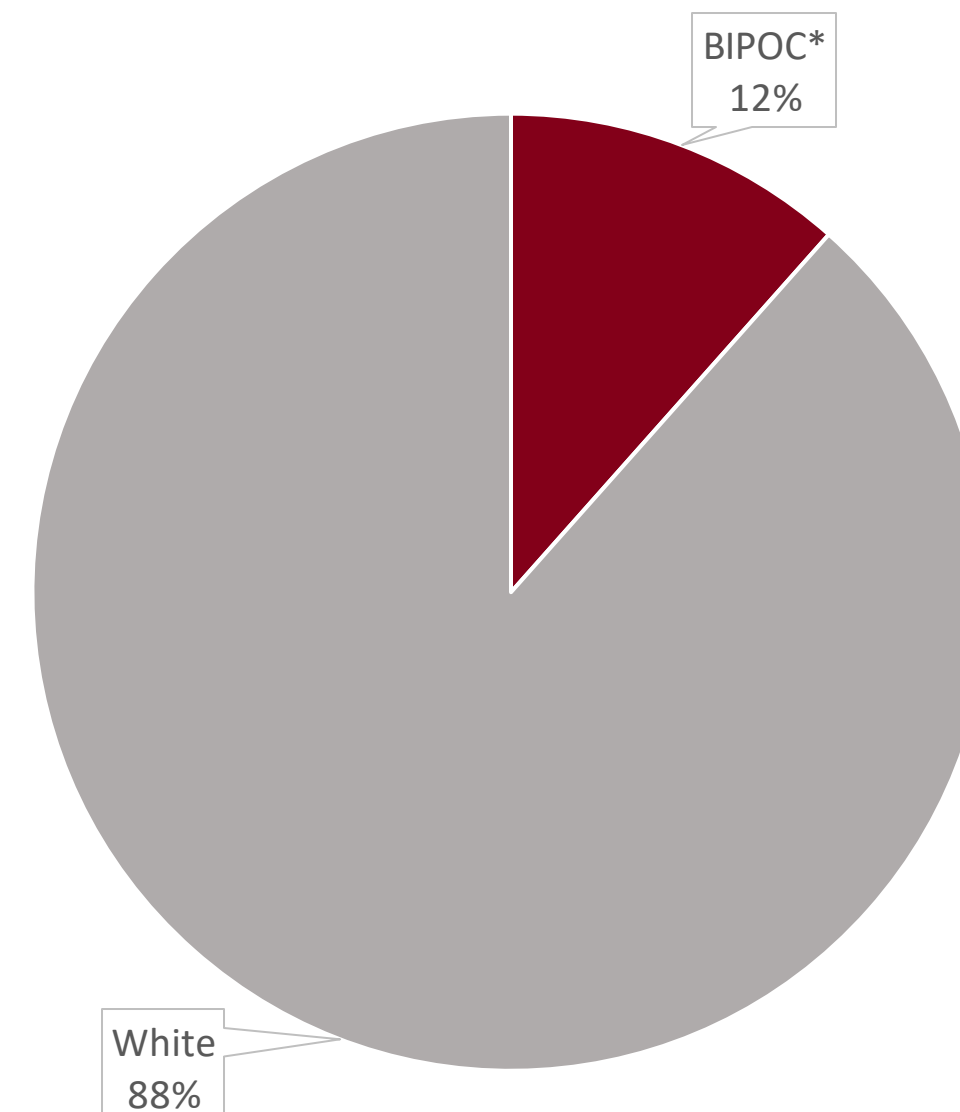
Demographics

Sexual Orientation






Note. A = asexual, B = bisexual, G = gay, L = lesbian, P = pansexual, Q = queer

Race



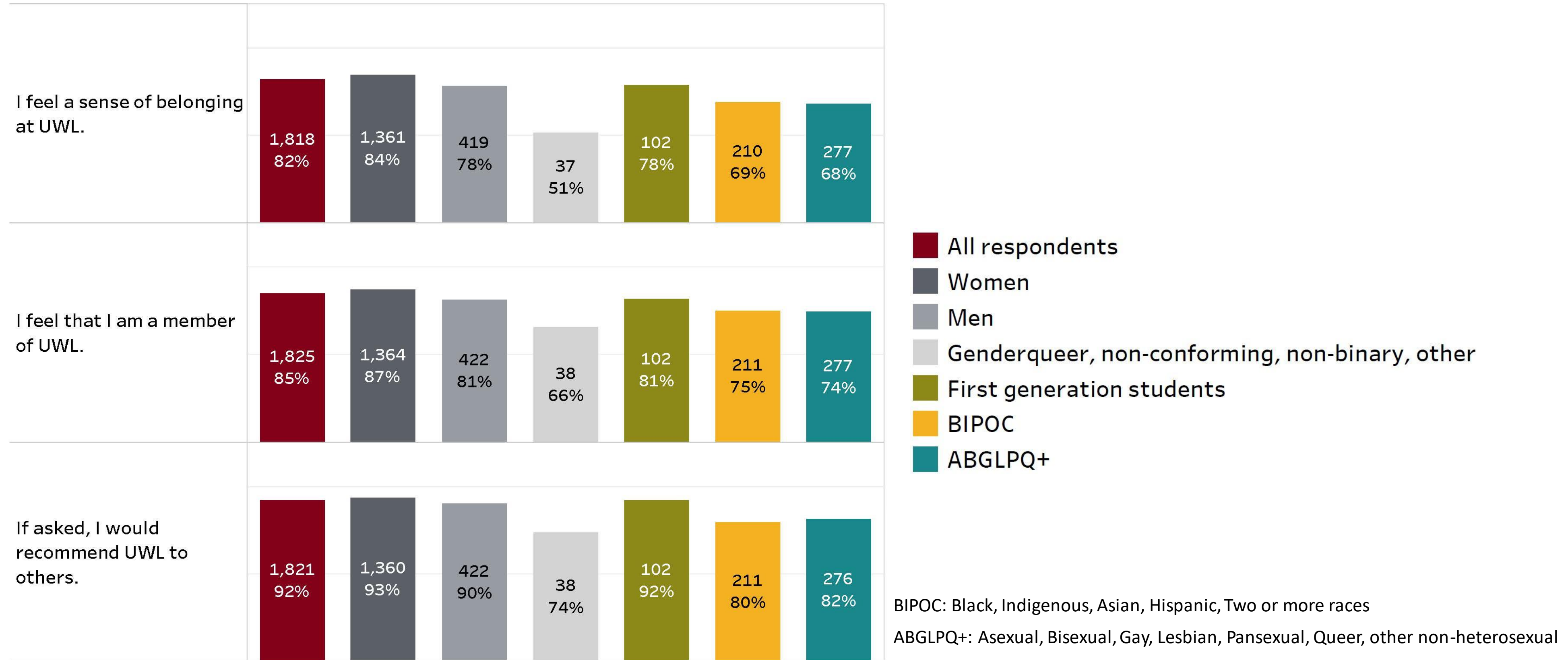
Note. BIPOC* = Black, Indigenous, Asian, Hispanic, Two or more races

Campus Climate Factors

- Sense of Belonging 
- Academic Validation
- General Interpersonal Validation
- Discrimination & Bias 
- Institutional Commitment to Diversity 
- Harassment
- Conversations Across Difference

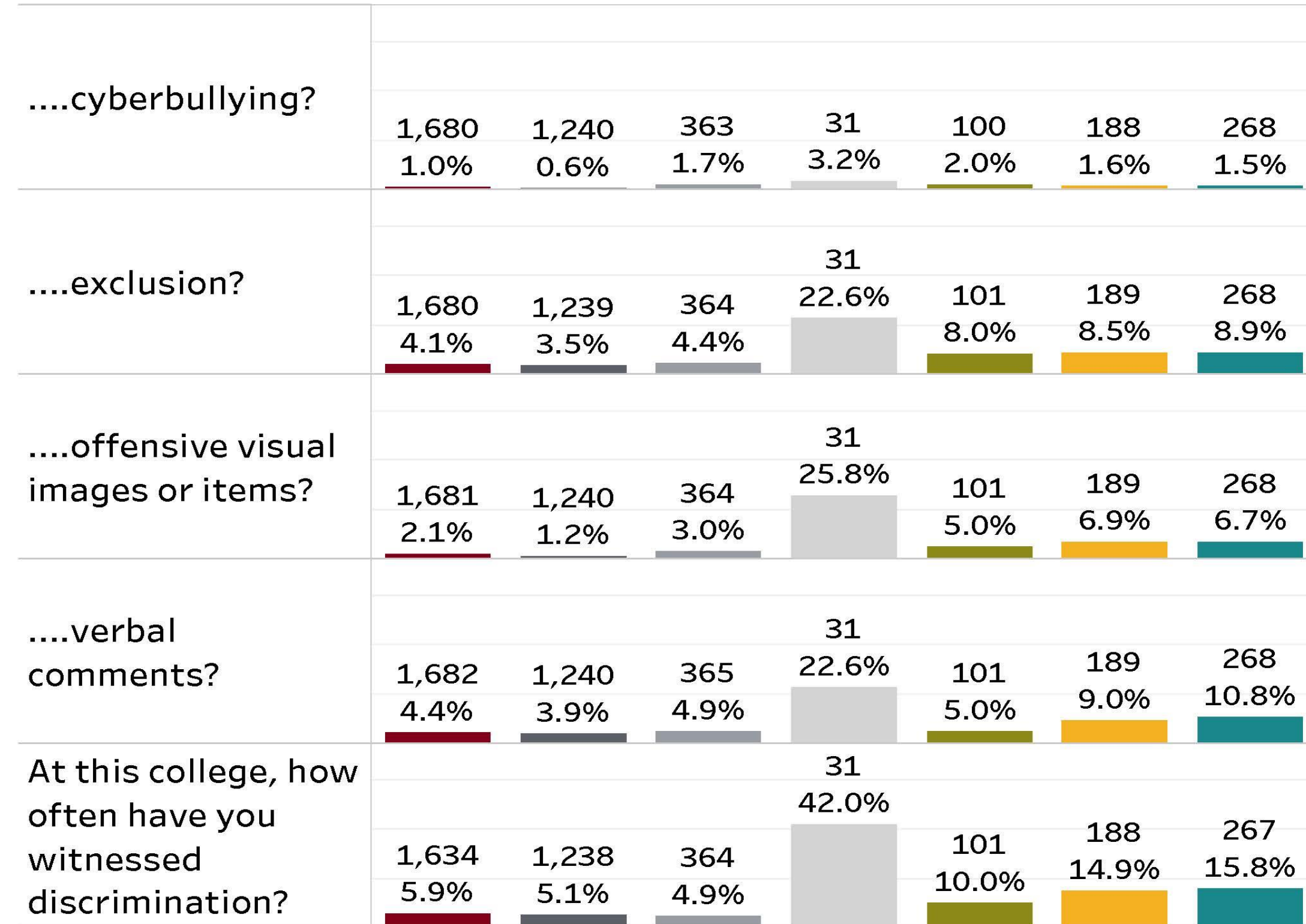


Sense of Belonging: Strongly Agree or Agree



Discrimination & Bias: Very Often or Often

At this college, how often have you personally experienced bias/harassment/discrimination in the form of...

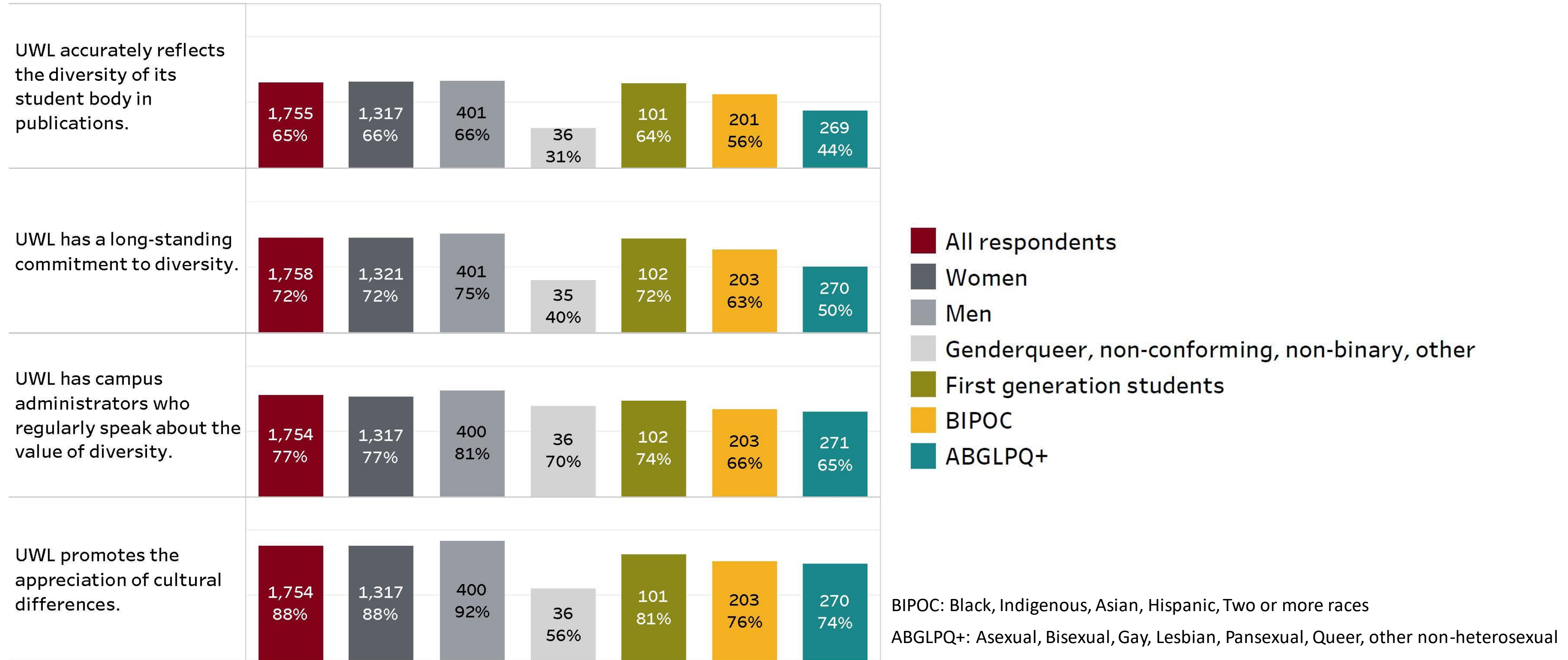


- All respondents
- Women
- Men
- Genderqueer, non-conforming, non-binary, other
- First generation students
- BIPOC
- ABGLPQ+

BIPOC: Black, Indigenous, Asian, Hispanic, Two or more races

ABGLPQ+: Asexual, Bisexual, Gay, Lesbian, Pansexual, Queer, other non-heterosexual

Institutional Commitment to Diversity: Strongly Agree or Agree



Key Takeaways

- Sense of Belonging
 - Historically excluded populations experience less to overall campus, particularly gender queer, gender nonconforming, and nonbinary students
- Discrimination & Bias
 - Students most frequently experience discrimination and bias in the form of verbal comments
- Institutional Commitment to Diversity
 - Of all campus climate factors, this factor had the lowest agreement scores

What can you do based on the data?

- Education
 - Participate in training to learn and incorporate best practices
 - D&I, CTJ, and Pride Center
 - Social Justice Week 2023
- Policy and Research
 - Get to know your Equity Liaison(s)
 - Support Trans Taskforce and Policy Group on Race recommendations
 - Equity audits that measure consistent interactions across identities
- Personal Accountability
 - Familiarize yourself with resources on campus
 - Mentoring
 - Give grace, kindness, and compassion with yourself & others

Where do we go from here?

- Focus groups for fall 2022
 - Institutional Commitment to Diversity
 - How can UWL show greater institutional commitment to diversity according to UWL students?

References

1. Tierney, W. (Ed.). (1990). *Assessing academic climates and cultures*. Jossey-Bass.
2. Hurtado, S., Alvarez, C.L., Guillermo-Wann, C., Cuellar, M. & Allano, L. (2012). A model for diverse learning environments. In J. C. Smart & M. B. Paulsen (Eds.). *Higher education: Handbook of theory and research* (pp. 41-122). Springer. [10.1007/978-94-007-2950-6_2](https://doi.org/10.1007/978-94-007-2950-6_2)