

# CAMPUS CLIMATE SURVEY

## - RESULTS AND NEXT STEPS -

10/30/2017

*UW–Madison is strongly committed to providing an inclusive and welcoming environment for all. In response to a call put forth in the UW–Madison Diversity Framework, the Division of Diversity, Equity and Educational Achievement and the UW Survey Center administered a campuswide survey in fall 2016. The goal was to understand students’ experiences with and perceptions about campus climate and diversity, including how people of different backgrounds and identities experience life at UW–Madison.*

*All undergraduate, graduate, professional, and non-degree-seeking students were invited to participate in the survey: 8,652 students completed the survey, a 21% response rate. The demographic characteristics of the survey participants were similar to the overall UW–Madison student population.*

## WHAT DID THE SURVEY FIND?

1. Most students, especially majority students, reported a positive campus climate at UW–Madison. Across many survey questions, students from historically underrepresented and disadvantaged groups reported less positive views of campus climate.
2. Approximately 80% of students reported very or extremely often feeling safe, welcome, and respected; 70% felt that they belong very or extremely often. However, while 81% of students overall felt welcome on campus, the same was true for only 69% of LGBTQ students, 67% of students with a disability, 65% of Students of Color, and 50% of trans/nonbinary students. Similarly, 69% of students overall felt as though they belong on campus, but this feeling was shared by only 56% of students with a disability, 51% of LGBTQ students, 50% of Students of Color, and 35% of trans/nonbinary students.
3. Students generally felt that their comments and questions were respected by instructors in the classroom. However, a smaller share (65%) of students felt that their comments and questions were respected by other students in class. One-quarter of students reported that they felt expected to represent their identity in class at some point in the semester, an experience that was described as negative by most Students of Color, trans/nonbinary students, LGBTQ students, and students with a disability.
4. About 11% of students reported experiencing incidents of hostile, harassing, or intimidating behavior directed at them personally. Women (14%), Students of Color (19%), LGBTQ students (21%), students with a disability (28%), and trans/nonbinary students (33%) were more likely to report experiencing this behavior directed at them personally.
5. Students reported valuing diversity. Nearly three out of four students said it is very or extremely important to them that UW–Madison has a strong commitment to diversity. Four out of five students indicated that valuing diversity is very or extremely important to one’s future success and that they often try to create a welcoming environment for other students here at UW–Madison.
6. Students said they want a strong and authentic institutional response to hate and bias incidents on campus. They said they value transparency and promptness.
7. First-generation, international, transfer, Muslim, and Buddhist students and students from a working class background reported a less positive campus climate on some measures. In contrast, Jewish, Hindu, and Christian students were as likely as other students to say they feel welcome and respected. White and politically conservative students were more likely to feel respected, welcome, and like they belong compared to other students.



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### RECOMMENDATIONS

#### 1. Ensure inclusive learning environments.

1.1. Promote instructional best practices to ensure teaching pedagogy fosters an inclusive learning environment.

#### 2. Increase campus safety for all members of the UW community.

2.1. Identify and address on-campus issues that create disparities in sense of safety among students.

#### 3. Improve institutional responses to incidents of hate and bias that promptly communicate a clear commitment to diversity and inclusion.

3.1. Provide values-driven responses to instances of hate and bias.

#### 4. Increase the number of faculty, staff, and students from underrepresented groups.

4.1. Increase matriculation and graduation rates for underrepresented students.

4.2. Increase retention and recruitment rates for underrepresented faculty and staff.

4.3. Refine and enhance strategies to recruit and retain a diverse faculty, staff, and student body.

#### 5. Promote our shared value of diversity and inclusion.

5.1. Encourage broad-based campus involvement in the work of equity and inclusion.

#### 6. Increase capacity of students, faculty, and staff to respond effectively to hostile, harassing, or intimidating behavior.

6.1. Provide more training in how to perform positive bystander engagement.

#### 7. Promote dialogue across differences to emphasize mutual respect and understanding.

7.1. Increase students' interactions across social differences that lead to frequent engagements with genuine efforts towards mutual respect and understanding.

### JOIN THE CONVERSATION

*The following is a list of public information sessions sharing highlights of the survey results and possible next steps:*

**Session 1:** DDEEA Diversity Forum, Union South

November 7, 2017, 12:45–1:30 p.m.

**Session 2:** Multicultural Student Center (MSC), Memorial Union TITU

December 13, 2017, 6:30–8 p.m.

**Session 3:** DDEEA Diversity Forum 2nd & 3rd Shift,  
Gordon Commons Concerto Room

December 13, 2017, 11 p.m.–1 a.m.

*For more information, visit  
[diversity.wisc.edu/climate/survey](http://diversity.wisc.edu/climate/survey)*

