

CASD / CASE

2005 National Diversity Conference

Assessing Organizational Climate

Part I:

Why Assess?

What is the Process

Where do I Start?



Setting the Context for Beginning the Work

- ✓ Examine the Research
- ✓ Preparation = Readiness
- ✓ Addressing the Challenges





Change Agent States for Diversity



- ◆ The Change Agent States for Diversity (CASD) project represents a catalytic step in leading change within the Land Grant University System.
- ◆ In December 1998, the National Sub-Committee on Extension Diversity (SED) developed this visionary project in which eight states were selected to participate in a pilot effort focusing on diversity.





Change Agent States for Diversity



- ◆ In October 1999, representatives from the eight states and selected members of the SED began working together to develop and implement a plan of action to address diversity in their organizations and institutions.
- ◆ The Assessment Subcommittee of the CASD was charged with developing plans, related tools, and an implementation strategy for the eight states individually, and the CASD as a whole, to use in determining the organizations' status and climate as it relates to diversity.
- ◆ The committee determined that the first step in this process was an internal assessment of the current climate at each location.





Change Agent States for Diversity



- ◆ Beginning in fall 2000, CASD contracted with an outside consultant to identify challenges confronting the CASD community with respect to underrepresented groups through an internal assessment.



Why conduct a climate assessment?

- ◆ To foster a caring organizational community that provides leadership for constructive participation in a diverse, multicultural world.
- ◆ To open the doors wider for underrepresented groups is to create a welcoming environment
- ◆ To improve the environment for working and learning



What should a climate assessment provide?

- ◆ Who are we?
 - Determine community member's demographic information

- ◆ What are our Experiences?
 - Review community member's personal experiences

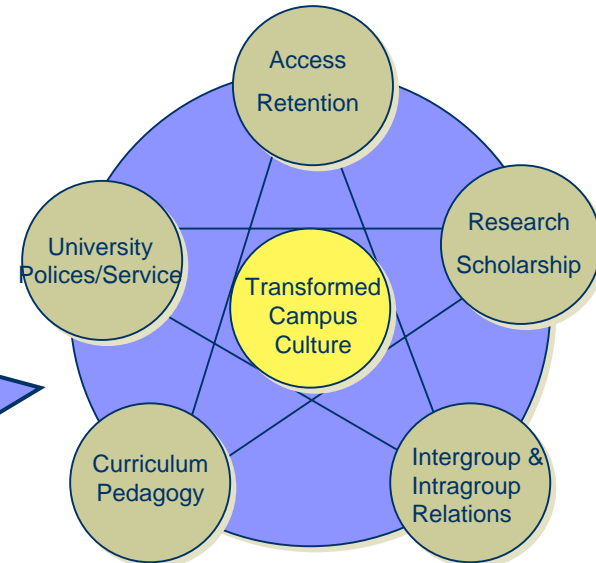
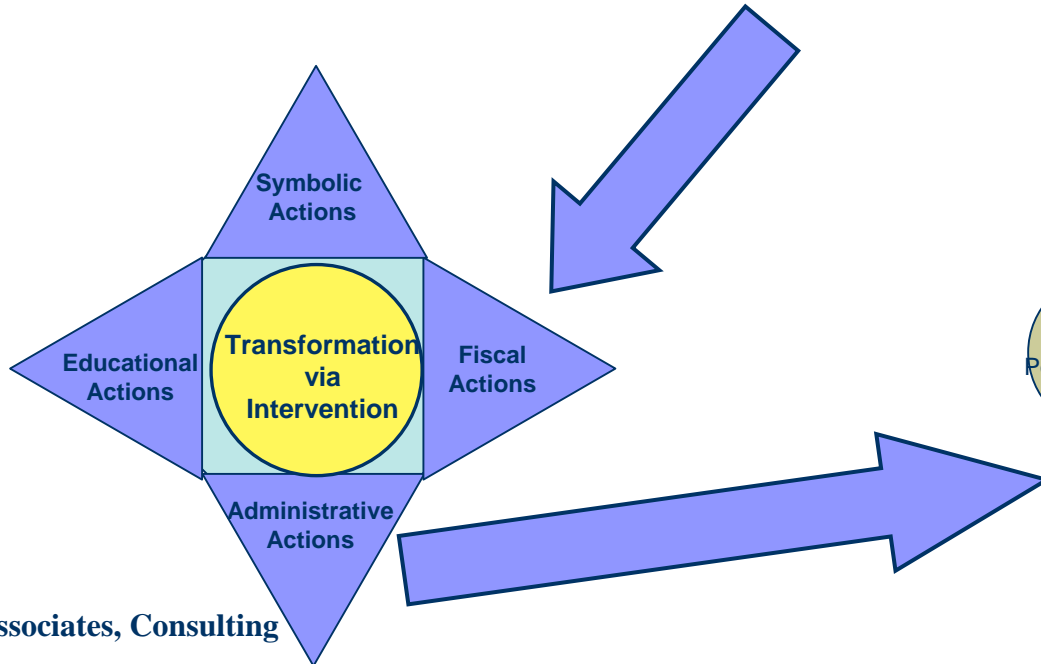
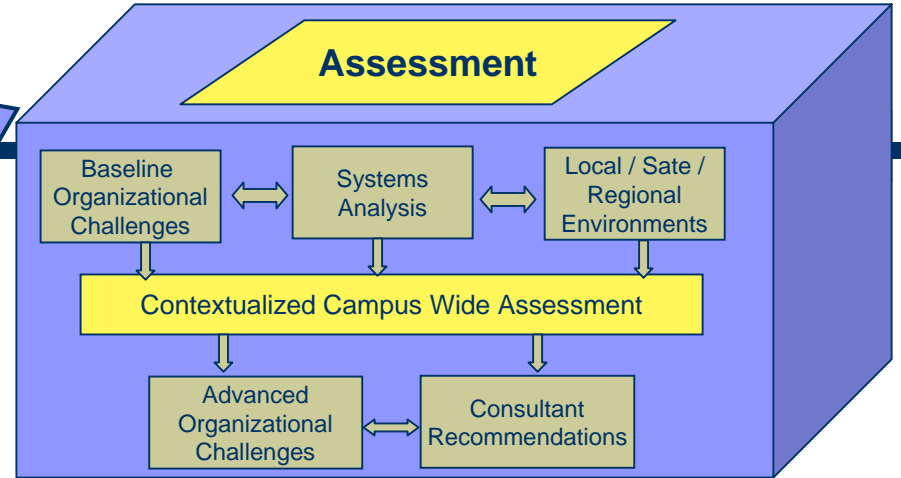
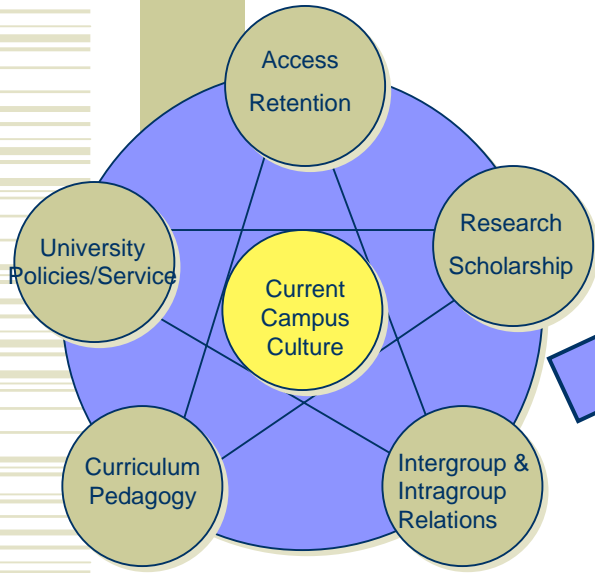
- ◆ What are our Perceptions?
 - Understand community member's perceptions of the organizational climate

What should a climate assessment provide?

- ◆ What is the organization doing to address climate issues?
 - Community member's Perceptions of Organizational Actions Relative to Diversity Issues
- ◆ What are our recommendations to make it better?
 - Participant Input into Recommendations for Improving the Organizational Climate



Institutional Transformation Model: Maximizing Equity©



Proposed Phases in Transformational Process

- ◆ Assessment
- ◆ Strategic Planning
- ◆ Implementation & Accountability



Assessment Initial Focus Groups

- ✓ to identify baseline organizational challenges
- ✓ to assist in developing survey questions



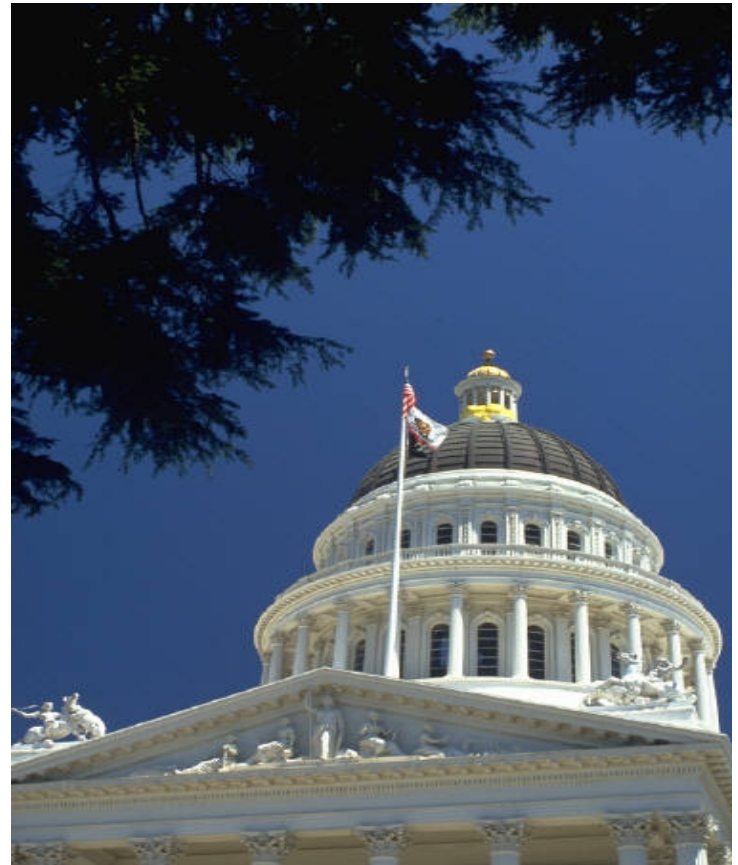
Assessment Systems Analysis

- ✓ to examine mission, structure, current policies, etc. in the organization
- ✓ to assist in developing survey questions



Assessment Environmental Considerations

- ✓ Examine local, regional, and state environments
- ✓ to assist in developing survey questions



Assessment Contextualized Campus-Wide Survey

- ✓ Organizational input
(students, faculty, staff,
& administrators)
- ✓ Web-based; paper &
pencil; combination of
both



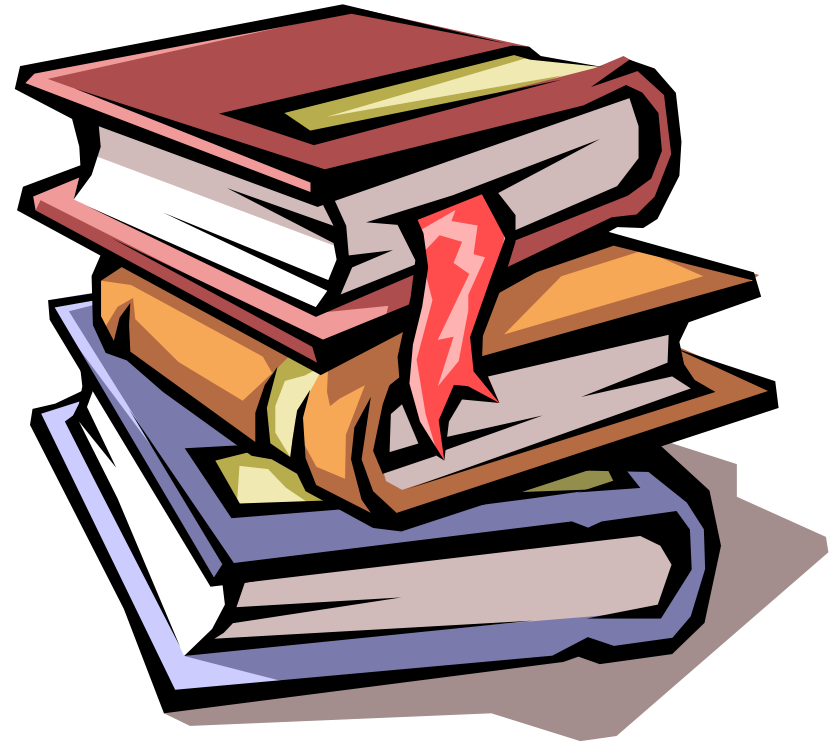
Assessment Reconvened Focus Groups

- ◆ to identify advanced organizational challenges / recommendations
- ◆ to assist in developing strategic plan



Assessment Additional Recommendations

- ✓ Benchmarking, best practices, current research, etc.
- ✓ to assist in developing strategic plan



Organizational Prerequisites¹

1. Committed Top Leaders
2. Written description of the changed institution
3. Conditions that preclude maintenance of the Status Quo
4. Likelihood of a Critical Mass of Support
5. Awareness of resistance and the need to honor it

¹Adpated from Beckhard, 1992

Organizational Prerequisites

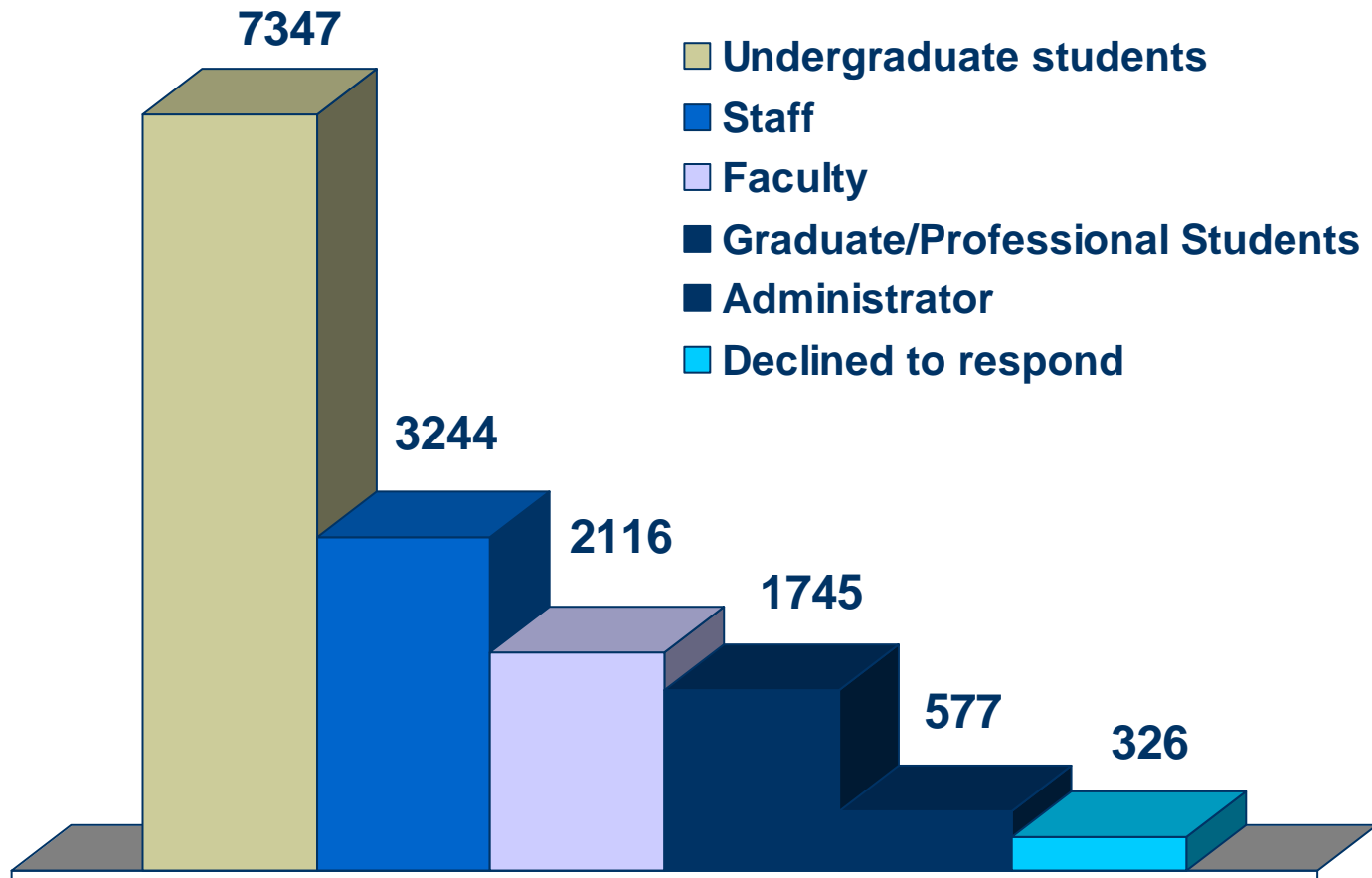
6. A medium – long range perspective
7. Awareness of the need for education
8. The conviction that the change must be tried
9. Willingness to use resources
10. Commitment to maintaining the flow of information



Assessing Institutional Climate: Results of a National Study



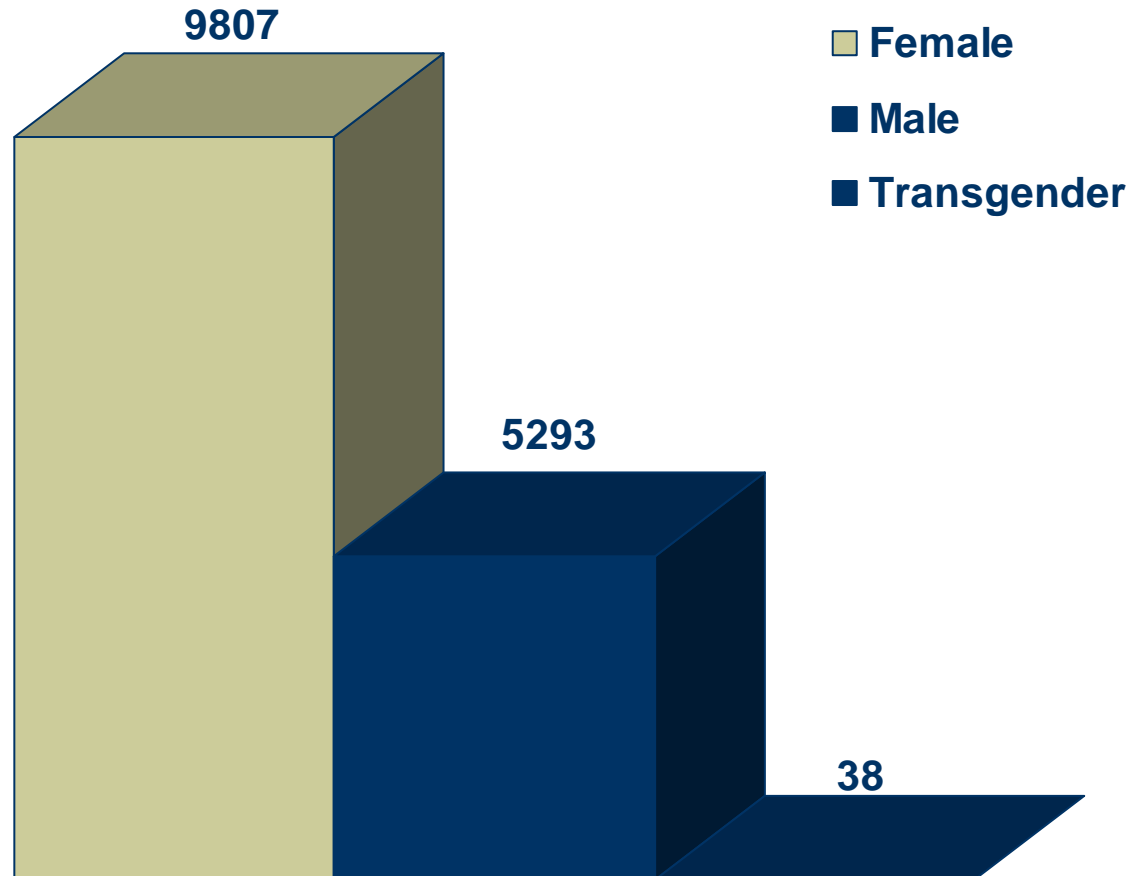
Survey Respondents Position



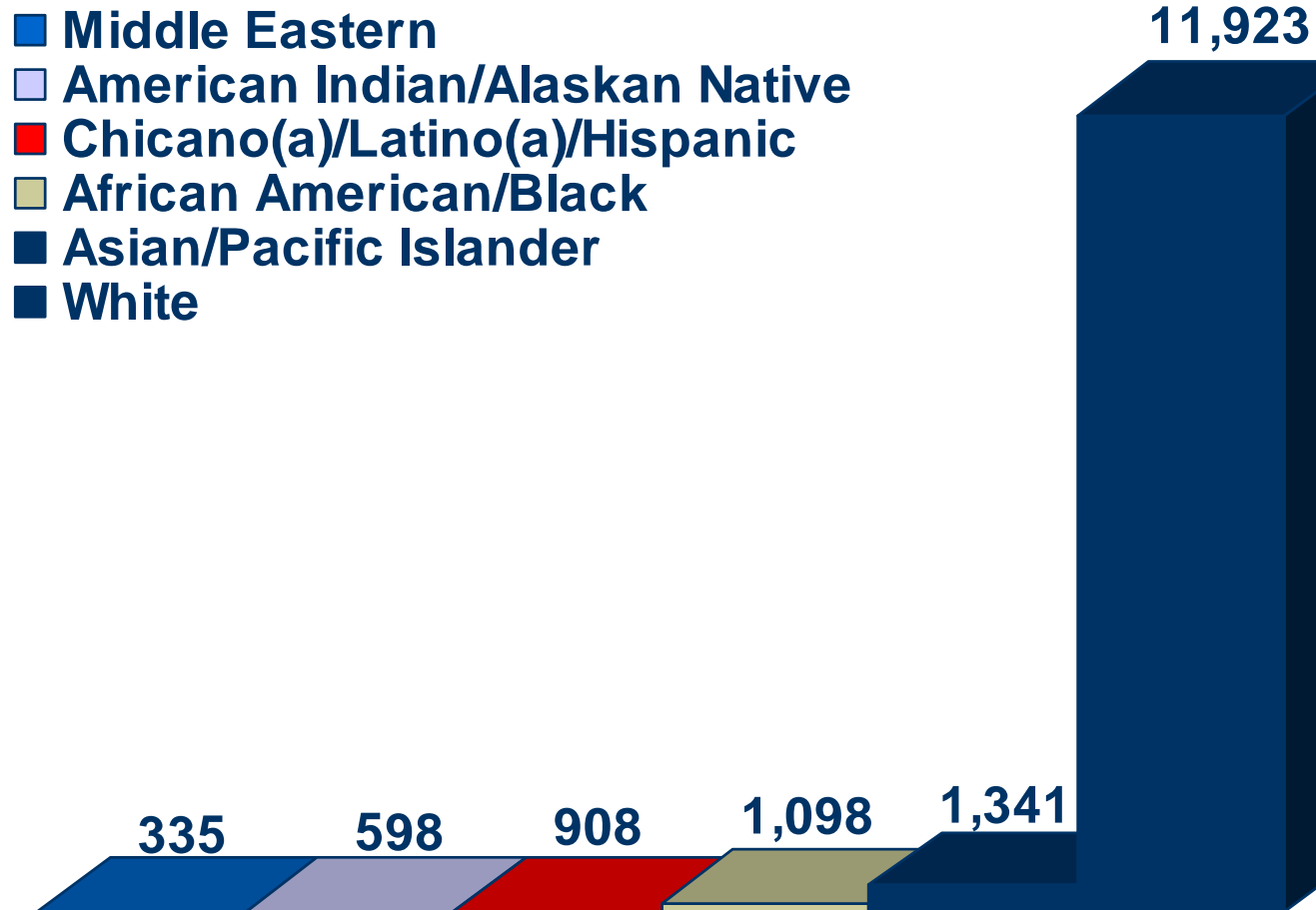
Survey Respondents Sexual Identity

Sexual Identity	%	(n)
Gay	1.6	(207)
Lesbian	1.6	(204)
Bisexual	2.4	(318)
Heterosexual	92.9	(12,189)
Uncertain	1.6	(208)

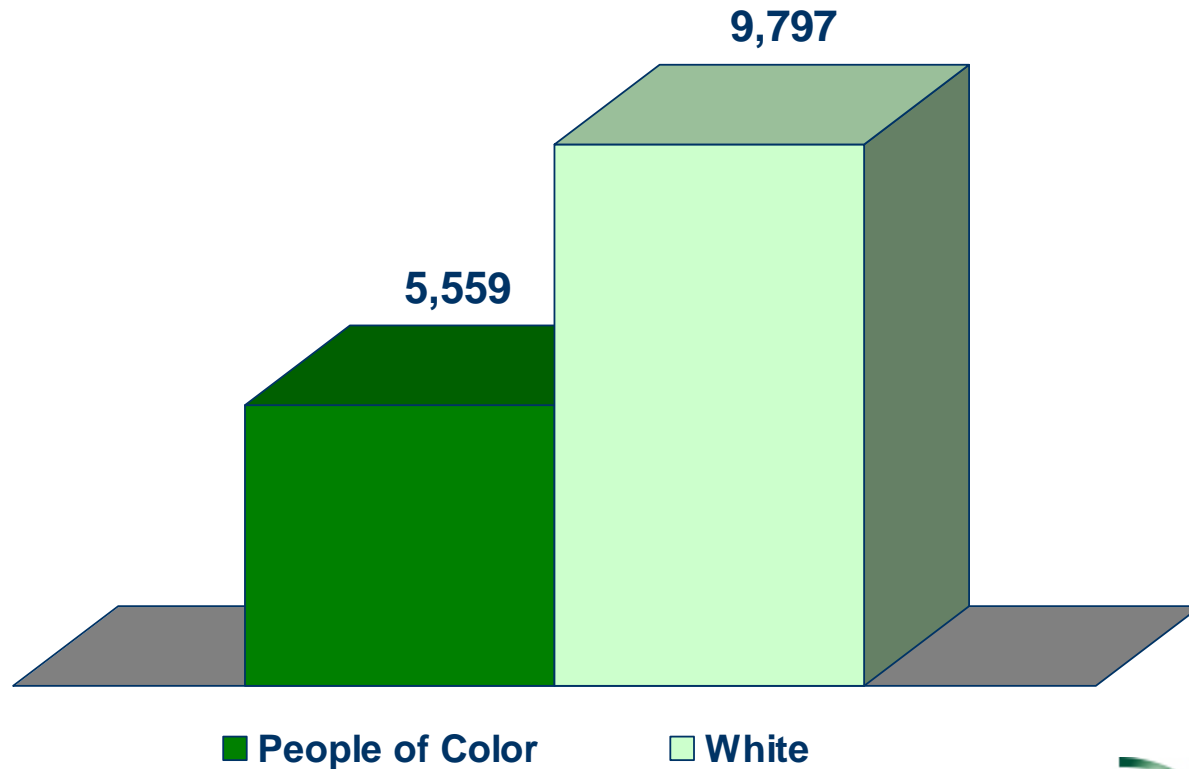
Survey Respondents Gender Identity



Racial/Ethnic Identity (Duplicated Total)



People of Color & White People (Unduplicated Total)



Other Selected Demographics

- ◆ Citizenship

- ✓ 90% U.S.citizen (born in U.S.)

- ◆ Age

- ✓ 22 and under = 45.2%
- ✓ 23 – 32 = 18.3%
- ✓ 33 – 42 = 12.5%
- ✓ 43 – 52 = 14.7%
- ✓ 53 and over = 9.3%

- ◆ Status

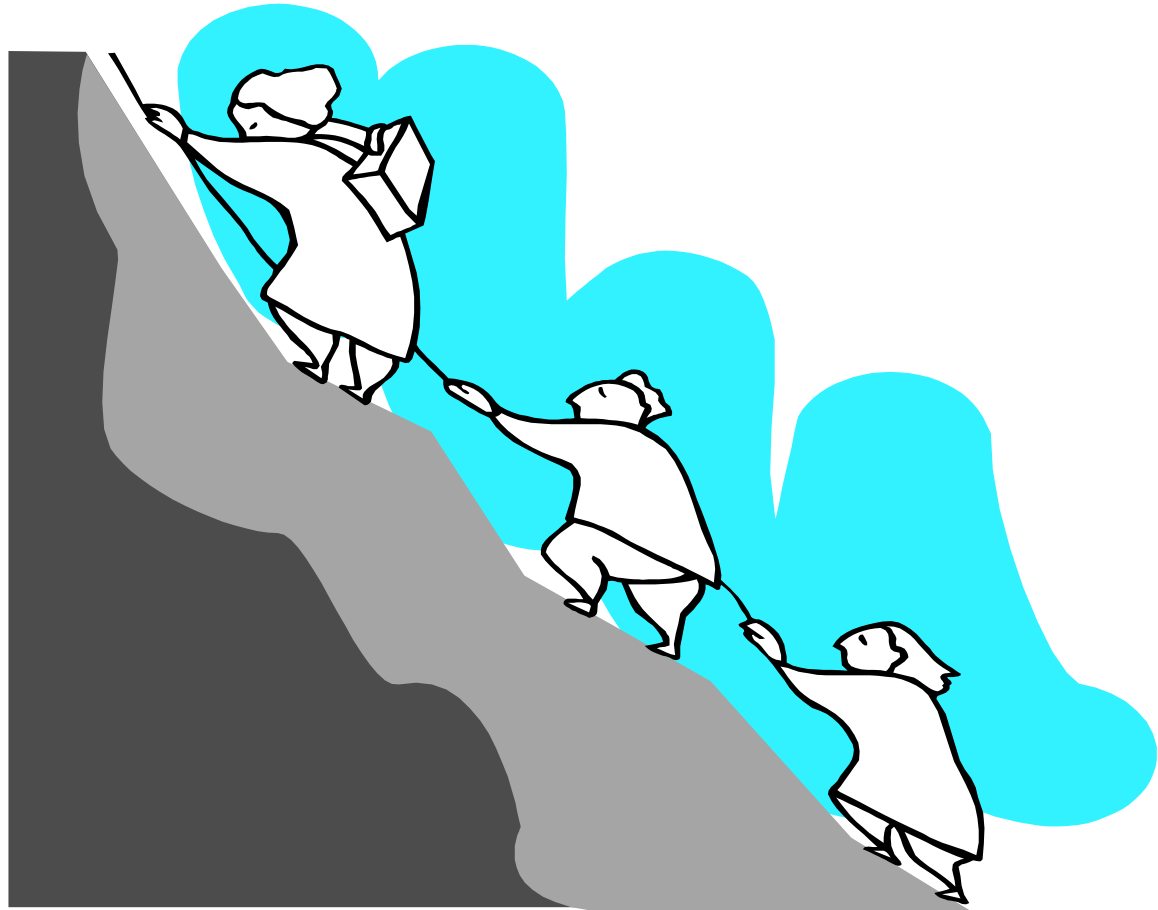
- ✓ 94% of respondents were full-time students or employees

Other Selected Demographics

- ◆ Physically/mentally challenged
 - ✓ 4% of respondents (n=491)

- ◆ Student Residence
 - ✓ Off campus = 45.2% (n=4,253)
 - ✓ Residence hall = 43.3% (n=4,071)
 - ✓ Fraternity/sorority house = 6.4% (n=605)
 - ✓ Other campus housing = 3.1% (n=296)
 - ✓ Family student housing = 2.0% (n=185)

Challenges and Opportunities



Personal Experiences

25% (n=3767) of respondents reported experiencing conduct that interfered with their ability to work/learn on campus within the past year



Who is experiencing the conduct?

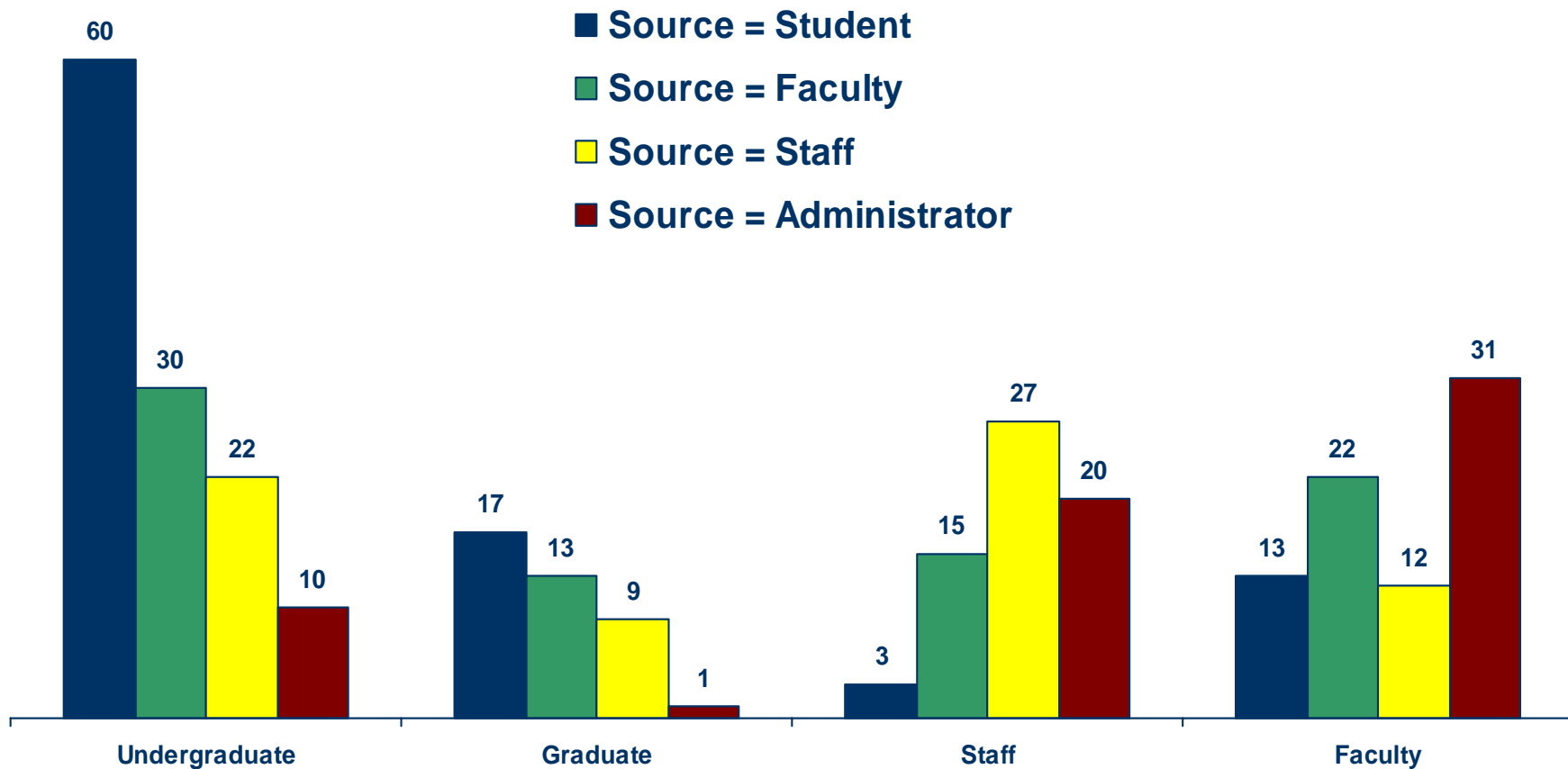
- ◆ Similar by position; e.g. equal percentages of students, faculty, staff, and students
- ◆ More often experienced by members of underrepresented groups:
 - 30% of people of color; 22% of white people
 - 28% of women; 19% of men
 - 42% sexual minorities; 24% heterosexual

Who is the **source** of the conduct?

- ◆ Students (53%)
- ◆ Faculty (30%)
- ◆ Staff (22%)
- ◆ Administrators (17%)



Who was the source of the conduct (%)?



What form is the conduct?

- ◆ Derogatory remarks were the most common form of harassment (82%)
- ◆ More recent institutional studies indicate more subtle forms of harassment (ignored, excluded, intimidated, etc.)



Perceptions of Climate People in Offices Accepting of:

Characteristics	Yes		No	
	%	(n)	%	(n)
Gender	92.4	(9239)	7.6	(758)
Race	90.9	(9057)	9.1	(904)
Sexual orientation	86.4	(8427)	13.6	(1329)
Disability	90.3	(8864)	9.6	(946)
Religious background	91.6	(9030)	8.4	(832)
Non-English speaking	85.6	(8405)	14.4	(1413)
Ethnicity	90.9	(8975)	9.0	(890)

Perceptions of Climate “ism’s”

◆ Racist?

- People of color (33%)
- White respondents (17%)

◆ Sexist?

- Women (26%)
- Men (18%)
- Transgender (46%)

◆ Heterosexist?

- LGB (55%)
- Heterosexual (35%)

Institution Addresses Race/Racism

56% respondents agree;
21% respondents disagree

People of color 49% agree; 28% disagree

White people 60% agree; 17% disagree



Institution Addresses Gender/Sexism

54% of respondents agree
23% of respondents disagree

Women 50% agree; 26% disagree

Men 61% agree; 16% disagree



Institution Addresses Homophobia/Heterosexism

49% of respondents agree

23% of respondents disagree

Heterosexual 51% agree; 21% disagree

LGB 35% agree; 45% disagree



“Often times I keep my mouth shut or don’t rock the boat so that I don’t fear for my job.”

VOICES

“...I have heard or seen many cases of as chilly gender climate, not based on sexual harassment but rather on issues of power. That is men in power sending messages and behaving as if women belong in inferior positions.”

“As a Chicana, I felt ostracized even more. Forget about feeling a sense of community when you’re a member of two minority groups”.

“The events of Sept. 11 have generated a strong anti-Muslim, anti-Arab sentiment among many people in the country. The campus is, unfortunately, no exception.”

Next Steps...CASE

- ◆ In June 2004, seven new states were selected to participate in Change Agent States for Engagement (CASE), under the umbrella of the national Extension Diversity Task Force. These included the following states:
 - Western Region: Idaho, New Mexico, Washington
 - North Central Region: South Dakota
 - Eastern Region: Delaware
 - Southern Region: Louisiana, Mississippi



Questions.....??



Last Thoughts

“Resistance begins with people confronting pain, whether it’s theirs or somebody else’s, and wanting to do something to change it”

--- bell hooks, “Yearning”



What did we Find?

“Resistance begins with people confronting pain, whether it’s theirs or somebody else’s, and wanting to do something to change it”
--- bell hooks, “Yearning”

TO BE CONTINUED.....

