Executive Summary

The University of Massachusetts Boston is dedicated to fostering a caring university community that provides leadership for constructive participation in a diverse, multicultural world. The University has a long history of supporting initiatives that foster an inclusive living, learning, and working environment. The University’s mission statement\(^1\) offers the commitment of the institution to supporting an inclusive environment. The University also includes diversity and inclusion among its seven core values\(^2\) indicating its importance.

UMass Boston’s long term commitment to diversity and inclusion is evident in the curriculum, in research, and in the commitment to community engagement and participation. As an example, UMass Boston initiated a diversity general education requirement supporting the belief that “the explicit study of the diversity of the world’s peoples is an essential component of an undergraduate education”.\(^3\)

The commitment to diversity and inclusion is also manifested in the broad array of Centers and Institutes, and student support services offered by the University. For example some of the Student Resource Centers\(^4\) include the International Student and Scholar Services, the Institute for Community Inclusion, Student Veterans' Center, Women’s Center, CASA Latina, Black Student Center, and Queer Student Center. UMass Boston also has 52 interdisciplinary research organizations that bring faculty and students together from across the university to pursue research, teaching, and service on broad scholarly and social topics.\(^5\) Some of these include the Center for Social Development and Education; Institute for Community Inclusion, Institute for New England Native American Studies, Center for Peace, Democracy, and Development, and the Center for the Study of Gender, Security, and Human Rights.

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\(^1\) http://www.umb.edu/the_university/mission_values
\(^2\) http://www.umb.edu/the_university/mission_values
\(^3\) http://www.umb.edu/academics/vpass/undergraduate_studies/general_education_requirements/diversity_requirement
\(^4\) For more information on Student Resource Centers at UMass Boston, please visit http://www.umb.edu/life_on_campus/student_involvement/activities/resource_centers
\(^5\) For more information on UMass Boston Centers and Institutes please visit http://www.umb.edu/research/institutes_centers
The implementation of the campus climate assessment is further evidence of UMass Boston’s commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of the project was to conduct a campus-wide assessment to gather data related to institutional climate, inclusion, and work-life issues in order to examine the learning, living, and working environments at the University for students, faculty, and staff. The study includes two major phases: 1) data gathering from a population survey informed by extensive campus community input; and 2) the development of strategic initiatives by the University to build on institutional successes, address institutional climate challenges and promote institutional quality. This is the first ever such climate assessment at the University, and will provide information that will assist the University in achieving its strategic planning goals. 6

This report provides an overview of the results of the campus-wide survey. The report only offers the results from UMass Boston and does not include comparisons to other institutions. Qualitative comments offered by participants are provided throughout the narrative. These comments are in response to specific quantitative questions and are offered to provide “voice” to the data. Appendix A contains the commentary offered by respondents for the last two open-ended questions that were not linked to any particular quantitative question. A summary of the findings is presented in bullet form below.

6 http://www.umb.edu/the_university/strategicplan/implementation
Sample Demographics

UMass Boston community members completed 2,193 surveys for a response rate of twelve percent. Researchers suggest that when response rates are less than a 30% that caution should be used in generalizing those results to a population. Therefore, while the overall response rate requires caution in generalizing the results of this assessment to the entire population at UMass Boston there are several sub-groups where generalizations may be offered. These include all women, all faculty members, and all staff members. More detailed information on the response rates of various sub-groups is offered in Table 1 of the narrative.

The sample included:

- 1,462 (67%) students; 259 (12%) faculty; 470 (21%) staff
  - Tenure-Track Faculty (n = 71); Non-tenure track faculty; (n = 58); Non-unit staff; (n = 39); Classified staff (n = 60); Professional staff (n = 129)

- 792 (36%) People of Color; 1,293 (59%) White respondents

- 441 respondents (20%) who self-identified as having disabilities or conditions that affect major life activities

- 1,711 (80%) heterosexual people, and 234 (11%) people who identified as lesbian, gay, bisexual, or queer; 25 respondents (1%) who were questioning their sexuality, and 117 people (5%) who identified as asexual.

- 1,390 (63%) women; 777 (35.4%) men; 5 (<1%) transgender

- 40% of respondents (n = 871) were affiliated with Christian religious denominations

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7 Respondents that selected "Other" for their primary status were recoded as faculty, staff, or students whenever possible. Those recoded from "Other" to "Student" did not see student-only questions, so are not included in the “student only” analyses and tables throughout the narrative and in Appendix B. Those recoded from "Other" to "Faculty" or "Staff" were able to answer faculty and staff-only questions and so are included in all tables.

8 Respondents could choose to not identify their rank.

9 While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories. For demographics by individual racial categories, please see Figure 5 (p. 16).

10 “Transgender” refers to identity that does not conform unambiguously to conventional notions of male or female gender, but combines or moves between these (Oxford English Dictionary 2003). OED Online, March 2004. Oxford UW Press. Feb. 17, 2006 http://dictionary.oed.com/cgi/entry/00319380. Given the small number of transgender respondents, subsequent gender analyses do not include analyses by transgender. These respondents are included in all group analyses.
The survey instrument was designed for respondents to provide information about their personal experiences with regard to climate issues and work-life experiences, their perceptions of the campus climate, and their perceptions of institutional actions (e.g., administrative policies and academic initiatives regarding climate issues and concerns) on campus. The report offers the results on these three aspects of climate.

Quantitative Findings

Experiences with Campus Climate

- 22% of respondents (n = 478) believed they had personally experienced exclusionary (e.g., stigmatized, shunned, ignored) intimidating, offensive, and/or hostile conduct (hereafter referred to as harassment) within the past year. This includes respondents who indicated that the conduct interfered with their ability to work or learn and those who indicated that the conduct did not interfere with their ability to work or learn. Respondents most often indicated the harassment was based on their position at UMass Boston, age, ethnicity, race, or the respondent indicated that they did not know the basis for the harassment. The data reported is based on participants’ ability to respond to more than one response (e.g., a respondent could offer that the observed conduct was based on position and gender).

  - 28% of respondents who experienced such behavior (n = 132) said the conduct was based on their position at UMass Boston. Others said they experienced such conduct based on their age (20%, n = 94), ethnicity (18%, n = 87), or race (16%, n = 78).

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11 The quantitative statistics reflect the n’s and percentages of participants who responded to each question. The percentages may not add to 100 and the n’s may not add to the total N for the question because respondents in some instances could mark more than one response. There are also sub-questions within sections where participants only chose those response choices that were salient for them.

12 Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix B in the full report.

13 The modifier “believe(d)” is used throughout the report to indicate the respondents’ perceived experiences. This modifier is not meant in any way to diminish those experiences.

14 Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (http://www.eeoc.gov/laws/vii.html). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interfered with one’s ability to work or learn on campus. The questions used in this survey to uncover participants’ personal and observed experiences with harassment were designed using these definitions.

15 The literature on microaggressions is clear that this type of conduct has an negative influence on people who experience it even if they feel at the time that it had no impact (Sue, 2010; Yosso, et al., 2009).
Manners in which respondents experienced harassment included: 44% felt deliberately ignored or excluded; 37% felt intimidated and bullied; 30% felt isolated or left out, and 17% were the targets of derogatory remarks.

24% of Respondents of Color (n = 186) believed they had experienced this conduct as did 20% of White respondents (n = 259). Of those respondents who believed they had experienced the conduct, 31% of Respondents of Color (n = 58) said it was based on their race, while 5% of White respondents (n = 13) thought the conduct was based on race.

A higher percentage of women (24%, n = 330) believed they had experienced offensive, hostile, or intimidating conduct than did men (18%, n = 137). Eleven percent of women (n = 37) and 4% of men (n = 6) who believed they had experienced this said it was based on gender identity.

Greater percentages of classified staff respondents (53%, n = 32) believed they had been harassed than did tenure track faculty (41%, n = 29), non-tenure track faculty (14%, n = 8), non-unit staff (41%, n = 23), and professional staff (36%, n = 46). Fifty percent (n = 16) of classified staff members and 44% of non-unit staff members (n = 10) who believed they were harassed said the conduct was based on their position status at UMass Boston.

A slightly higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this conduct (24%, n = 57 versus 21%, n = 359). Of those who believed they had experienced this type of conduct, 21% of LGBQ respondents (n = 12) versus 1% of heterosexual respondents (n = 5) indicated that this conduct was based on sexual orientation.

Similar percentages of respondents with other than Christian religious/spiritual affiliations (22%, n = 239) and Christian respondents (20%, n = 170) experienced harassing behavior in the past year. Very few respondents (7% of Christian respondents and 3% of other than Christian respondents) indicated that the indicated the harassment was based on religious/spiritual affiliation.

In response to experiencing harassment, 54% (n = 258) of respondents were angry, 37% (n = 175) told a friend or colleague, 35% (n = 167) felt embarrassed, 27% (n = 127) told a family member, and 26% (n = 124) ignored it.

Twelve percent (n = 55) told their union representatives. While 6% of participants (n = 28) made complaints to campus officials, 14% (n = 65) did not report the incident for fear of negative treatment, 12% (n = 55) didn’t report it for fear their complaints would not be taken seriously, and 11% (n = 51) did not know who to go to.

Less than one percent of respondents believed they had experienced unwanted sexual contact.

16 respondents believed that they had experienced unwanted sexual contact while at UMass Boston.

Of these respondents, 5 respondents believed the incident happened off-campus and 7 respondents believed the incident happened on campus.
The alleged perpetrators of the perceived unwanted sexual contact were most often students (25%, n = 4).

Those respondents who experienced unwanted sexual contact most often made a complaint to campus employee/official (31%, n = 5), felt afraid (19%, n = 3), felt embarrassed (19%, n = 3), were angry (18%, n = 3), told a friend/colleague (18%, n = 3), told a family member (18%, n = 3), or contacted a local law enforcement official (18%, n = 3). One person contacted local law enforcement officials, and one made an official complaint to a campus employee/official.

**Perceptions of Campus Climate**

- **76% of respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at University of Massachusetts Boston (n = 1,655) and 73% (n = 1,590) were comfortable in their departments or work units.** The figures in the narrative show slight disparities based on position, race, gender, disability, and sexual orientation.
  - 78% of students (n = 1,137) reported being “very comfortable” or “comfortable” with the climate in the classes they are taking.
  - 90% of faculty members (n = 230) reported being “very comfortable” or “comfortable” with the climate in the classes they taught.

- **Slightly more than one-fifth of all respondents indicated that they observed conduct or communications directed towards a person or group of people at UMass Boston that they believe created an exclusionary, intimidating, offensive and/or hostile (bullied, harassing) working or learning environment within the past year.** The perceived harassment was most often based on race, position, and ethnicity. Students were the most frequently observed targets and observed sources of perceived harassment. The data reported is based on participants’ ability to respond to more than one response (e.g., a respondent could offer that the observed conduct was based on position and gender).
  - 21% of the participants (n = 457) believed that they had observed conduct on campus that created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or or hostile (harassing) working or learning environment within the past year.
  - Most of the observed harassment was based on race (17%, n = 77), position (15%, n = 69), ethnicity (15%, n = 67), gender identity (11%, n = 51), age (10%, n = 46), political views (10%, n = 44), sexual orientation (9%, n = 42), and philosophical views (8%, n = 37).
  - Respondents most often believed they had observed this conduct in the form of someone subjected to derogatory remarks (45%, n = 204), or someone being deliberately ignored or excluded (34%, 155), intimidated/bullied (27%, n = 122), or isolated/left out (26%, n = 119).
Respondents most often were angry (38%, n = 172). Thirty percent (n = 136) told a friend or colleague, and 25% (n = 116) intervened/assisted the targeted person in response.

28% (n = 126) of the respondents who observed harassment said it happened in a class/lab/clinical/community placement setting.

These incidents were reported to an employee or official only 5% of the time (n = 21).

*Satisfaction with University of Massachusetts Boston*

- **75% of University of Massachusetts Boston faculty and staff (n = 524) were “highly satisfied” or “satisfied” with their jobs/careers at University of Massachusetts Boston.**
  - 65% (n = 451) were “highly satisfied” or “satisfied” regarding the way their careers have progressed at UMass Boston.
  - 81% (n = 572) of faculty and staff respondents were “highly satisfied” or “satisfied” with their access to health benefits at UMass Boston.
  - 69% of respondents (n = 482) were “highly satisfied” or “satisfied” with the size and quality of their work space.
  - 49% (n = 337) of faculty respondents were “highly satisfied” or “satisfied” with their access to research support as compared to their colleagues access to research support.

- **Students thought very positively about their academic experiences at University of Massachusetts Boston.**
  - 71% (n = 1,022) of students felt they were performing up to their full academic potential.
  - Students were satisfied with their academic experience at UMass Boston (71%, n = 1,006); and were satisfied with the extent of their intellectual development since enrolling at UMass Boston (74%, n = 1,050).
  - Additionally, the majority of students felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (79%, n = 1,125) and that their interest in ideas and intellectual matters has increased since coming to UMass Boston (73%, n = 1028)).
    - 46% (n = 656) felt few of their courses this year have been intellectually stimulating.
  - Two-thirds of all student respondents felt they performed academically as well as they had anticipated they would (65%, n = 916).
  - 17% (n = 246) were considering transferring to another college or university.
• 30% of all respondents (n = 659) have seriously considered leaving the University of Massachusetts Boston in the past year.

Faculty/Staff respondents who seriously considered leaving UMass Boston in the past year
  o When examining this data by position, 47% of tenure track faculty respondents (n = 33), 47% of classified staff respondents (n = 28), 47% of professional staff respondents (n = 60), 43% (n = 24) of non-unit staff respondents, and 33% (n = 19) of non-tenure track faculty respondents have seriously considered leaving UMass Boston.
  o With regard to gender, 33% of men faculty/staff respondents (n = 80) and 42% of women faculty/staff respondents (n = 196) have seriously considered leaving the institution.
  o 48% of faculty/staff of color respondents (n = 79) and 35% of White faculty/staff respondents (n = 184) have seriously considered leaving UMass Boston.
  o 41% of LGBQ faculty/staff respondents (n = 34) and 39% of heterosexual faculty/staff respondents (n = 230) have seriously thought of leaving the institution.

Student respondents who seriously considered leaving UMass Boston in the past year
  o Among students, 27% of women (n = 243) and 24% of men (n = 127) considered leaving UMass Boston.
  o 27% of Students of Color (n = 171) and 24% of White students (n = 180) thought of leaving UMass Boston, as did 17% of LGBQ students (n = 26) and 26% of heterosexual students (n = 289).
  o 25% (n = 110) of first-generation students and 26% (n = 263) of students who were not considered first-generation students considered leaving UMass Boston.
  o 26% of students whose annual family incomes were less than $30,000 (n = 142) and 26% of students whose family incomes were $30,000 or greater (n = 231) also seriously considered leaving UMB.

• Faculty and Staff Work-Life Issues
  o 45% of all faculty and staff respondents (n = 315) felt that salary determinations were fair, and 44% (n = 312) felt salary determinations were clear.
  o Most faculty and staff respondents thought the university demonstrated that it values a diverse faculty (82%, n = 579) and staff (83%, n = 584).
  o 87% (n = 616) of all faculty and staff respondents were comfortable asking questions about performance expectations.
  o 83% (n = 593) felt their colleagues treated them with the same respect as other colleagues, and 81% (n = 594) thought their colleagues had similar expectations of them as other colleagues/co-workers.
30% (n = 216) of employee respondents were reluctant to bring up issues that concern them for fear that it would affect their performance evaluations or tenure decisions.

24% (n = 167) believed their colleagues expected them to represent the “point of view” of their identities.

Two-thirds of all faculty and staff respondents (66%, n = 465) felt comfortable taking leave that they were entitled to without fear that it might affect their jobs/careers.

42% (n = 292) thought there were many unwritten rules concerning how one was expected to interact with colleagues in their work units.

The majority of faculty respondents felt the expectations of their teaching and research requirements (77%, n = 190) were similar to those of their colleagues, and 68% (n = 172) felt their research interests were valued by their colleagues.

Less than half of all faculty respondents felt the tenure processes (46%, n = 115) or promotion processes (47%, n = 118) were clear.

Half of the faculty respondents felt the tenure standards (52%, n = 129) and promotion standards (55%, n = 137) were reasonable.

Close to half of all faculty respondents felt their service contributions were important to tenure (43%, n = 108) or promotion (52%, n = 129).

- Some faculty and staff respondents believed that they had observed unfair or unjust employment practices and indicated that they were most often based on race or position at University of Massachusetts Boston.
  - 21% of faculty and staff respondents (n = 151) believed that they had observed unfair or unjust hiring.
  - 12% (n = 84) believed that they had observed unfair or unjust employment-related disciplinary actions at UMass Boston (up to and including dismissal).
  - 25% (n = 179) believed that they had observed unfair or unjust promotion practices.

- Students expressed financial concerns.
  - 66% of student respondents (n = 948) indicated they experienced financial hardship at UMass Boston. Of those students, 63% (n = 596) had difficulty purchasing their books, 59% (n = 561) had difficulty affording tuition, and 44% (n = 413) had difficulty affording parking.
  - 50% (n = 723) of student respondents said they were primarily paying for university expenses with Federal Loans. Thirty-seven percent (n = 543) of students relied on Federal Grants to pay for university expenses. In addition, 28% (n = 403) of student respondents relied on family contributions to pay for university expenses. Many students offered multiple means used to pay for their education.
  - 12% (n = 175) used their credit cards to pay for university expenses.
**Perceptions of Institutional Actions**

**Faculty and Staff**

- Some faculty and staff thought providing flexibility for promotion for faculty (45%, n = 278) and providing recognition and rewards for including diversity issues in courses across the curriculum (55%, n = 347) positively affects the campus climate.

- Three-quarters (n = 474) thought providing access to counseling to those who experienced harassment positively affected the climate at UMass Boston. Some also thought that diversity training for staff (67%, n = 423), faculty (65%, n = 412), and students (64%, n = 399) positively affected the climate.

- A great number of respondents felt mentorship for new faculty (73%, n = 455) and staff (75%, n = 462) positively influenced the climate.

- 70% (n = 418) thought providing on-campus year-round child care would positively affect the campus climate at UMass Boston, and 55% (n = 332) thought providing lactation accommodations on campus would positively influence UMass Boston.

- 80% of all faculty/staff respondents (n = 499) thought providing career development opportunities for staff would positively influence the climate.

**Qualitative Findings**

Of the 2,193 surveys received, 1,009 people responded to one or more of the open-ended questions. No respondents commented on all open-ended questions. Respondents included students, faculty, exempt staff members, and non-exempt staff. The open-ended questions asked for general elaboration on personal experiences and thoughts and additional comments on the survey.

The last two open-ended items (Questions 109 and 110) allowed respondents to elaborate on any of their survey responses, further describe their experiences, or offer additional thoughts about climate issues. Four hundred thirty-nine (439) respondents offered a wide range of comments. Several individuals applauded UMass Boston for promoting diversity and inclusion and gave examples of the positive steps they have seen. Faculty and students of color described instances of subtle and overt racism. Additionally, staff members suggested that their supervisors and the

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16 The complete survey is available in Appendix C in the full report.
administration and its policies devalue their work. Several respondents commented on institutional classism at UMass Boston, where staff were treated like “second-class citizens” who performed at the “whims of faculty and supervisors.” Several individuals described instances of nepotism where people were hired, favored, and promoted based on their relationships with administrators and supervisors at the university. Many respondents wanted to see the campus go smoke-free.

Many respondents also offered suggestions to improve the UMass Boston climate. Several of the participants called for better communication and more transparency from the administration. Several individuals called for on-campus child care facilities, lower tuition and parking costs, and a smoke-free campus. Others suggested workshops and training based on issues of equity and inclusion for faculty, staff, and students. Additionally, several respondents wanted training that would help supervisors become effective managers, and avenues to report and remedy bullying, harassment, and discrimination in the workplace.

Lastly, a few respondents commented on the survey and process itself. Respondents were grateful to be asked their opinions, and some suggested the survey was too long in length. Some individuals applauded the University’s participation in the study and wanted to make certain that the results of the survey were made public and used to better UMass Boston. Some respondents feared retribution for completing the survey. Several respondents insisted that UMass Boston leadership share with its constituents the climate assessment findings and initiatives instituted as a result.

**Summary of Strengths and Opportunities for Improvement**

Three strengths/successes emerged from the quantitative data analysis. These findings should be noted and credited. First, employees showed high levels of satisfaction with University of Massachusetts Boston. In particular, three-quarters of all employee respondents were highly satisfied or satisfied with their jobs at UMass Boston (75%, n = 524); and, 65 percent (n = 451) were highly satisfied or satisfied with how their careers have progressed. More than half of
respondents (54%, n = 378) were “highly satisfied” or “satisfied” with their compensation as compared to that of other UMass Boston colleagues/co-workers with similar positions.

Second, 76% (n = 1,655) of respondents reported that they were very comfortable and comfortable with the overall climate at UMass Boston, and 73% (n = 1,590) with their department or work unit. Seventy-eight percent of students (n = 1,137) were very comfortable and comfortable with the climate in the classes they were taking, and 90% (n = 230) of faculty members were very comfortable and comfortable with the climate in the classes they taught.

Third, students felt and thought very positively about their academic experiences at UMass Boston. The majority of students (71%, n = 1,022) felt they were performing at their full academic potential; 71% (n = 1,006) were satisfied with their academic experience at UMass Boston; and, 74% (n = 1,050) were satisfied with the extent of their intellectual development since enrolling at UMass Boston. Less than one in five students (17%, n = 246) was considering transferring to another college or university.

These quantitative results were also supported by various voices offered in response to the open-ended questions. The respondents’ voices echoed the positive experiences with the UMass Boston campus climate. However, disparities existed where respondents from particular constituent groups typically reported less satisfaction and comfort with the overall campus climate, their department/work unit climate, and their classroom climate at UMass Boston than their majority counterpart respondents. These underrepresented groups include People of Color, women, LGBQ people, and staff members.

Four potential challenges were also raised in the assessment. The first challenge relates to the inequitable treatment of UMass Boston members based on university position and differential treatment among different types/categories of university positions. Greater percentages of classified staff respondents believed they had experienced harassment than did other respondents by position. Fifty percent (n = 16) of classified staff members and 44% of non-unit staff members (n = 10) who believed they were harassed said the conduct was based on their position status at UMass Boston.
Classified staff (45%, n = 27) and professional staff (42%, n = 53) were more likely to believe they had observed offensive, hostile, or intimidating conduct. Position status was offered by respondents as the primary basis for experienced harassment and the secondary basis offered by all respondents for observed harassment.

Classified staff members reported that they had more often experienced discriminatory hiring, discriminatory employment-related disciplinary actions, and discriminatory practices related to promotion than other positions. University position was cited as the primary basis for observed discriminatory employment-related disciplinary actions and practices related to promotion. Classified staff and professional staff were least satisfied with their jobs/careers Forty-seven percent of all tenure track faculty (n = 33), classified staff (n = 28), and professional staff (n = 60) members considered leaving UMass Boston.

The second challenge relates to issues and concerns regarding race and ethnicity. Respondents of Color (24%, n = 186) more often reported personally experiencing exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn at UMass Boston when compared to their White counterparts (20%, n = 259). Of Respondents of Color who reported experiencing harassment, 31% (n = 58) said the harassment was based on their race, while five percent (n = 13) of White respondents indicated the basis as race. Race was also the primary basis (17%, n = 77) for observed harassment for all respondents within the past year.

Employees of Color (71%) were less likely to agree that their workplace climate was welcoming based on race than White employees (80%). Employees of Color were also substantially more likely than White Employees to believe they had observed discriminatory hiring practices, discriminatory employment-related disciplinary actions, and discriminatory practices related to promotion at UMass Boston. Race or ethnicity was cited among the top three bases for all discriminatory employment practices. Employees of Color were less satisfied than their White counterparts with their jobs/careers, how their jobs/careers have progressed, and their compensation as compared to peers with similar positions at UMass Boston. Furthermore,
Employees of Color (48%, n = 79) were more likely than their White counterparts (35%, n = 184) to have seriously considered leaving UMass Boston. This also extended to students: 27% (n = 171) of Students of Color versus 24% (n = 180) of White students seriously considered leaving UMass Boston. Students of Color (75%, n = 431) were also less likely to believe the classroom climate was welcoming based on race when compared with White students (83%, n = 593).

A third challenge is in regard to issues and concerns experienced or perceived between women and men. Women (24%, n = 330) were more likely than men (18%, n = 237) to report experiences with harassment; of those respondents, more women than men indicated the harassment was based on gender (11% compared with 4%, respectively). Women (23%, n = 321) were also more likely than men (16%, n = 124) to report they had observed offensive, hostile, or intimidating conduct within the past year. Gender identity was indicated as the fourth basis for observed harassment within the past year. Women were slightly less comfortable than men with the overall climate and the climate in their departments/work units. Women students were also slightly less comfortable with the climate in their classes than were men students.

Although overall employee job satisfaction was high for all respondents, there were differences by gender: women employees were less satisfied than men with their jobs (74% and 79%). Women were more likely to have witnessed discriminatory hiring and unfair or unjust practices related to promotion/tenure/reappointment/reclassification. Women employees (42%, n = 196) were more likely than men employees (33%, n = 80) to have seriously considered leaving the institution. Women were also three times as likely as men to have perceived they had experienced unwanted sexual contact at UMass Boston.

The analyses revealed major differences between men/women with regard to work-life issues. With regard to faculty and staff attitudes about work-life issues, women employees were more likely to agree that: they used or would use college policies on stopping the tenure clock; people who have children are considered by UMass Boston to be less committed to their jobs/careers; they are disadvantaged by a need to balance their dependent care responsibilities with their professional responsibilities; there are many unwritten rules concerning how one is expected to interact with colleagues in their work unit; they are less comfortable taking leave that they are
entitled to without fear that it may affect their job/career; and, faculty members who use family-related leave policies are disadvantaged in advancement or tenure.

Issues and concerns for Lesbian, Gay, Bisexual, and Queer (LGBQ) individuals call attention to the fourth challenge at UMass Boston. LGBQ respondents (24%, n = 57) were slightly more likely than heterosexual respondents (21%, n = 359) to believe that they had experienced harassment. Of those who believed they had experienced this type of conduct, 21% (n = 12) of LGBQ respondents versus 1% (n = 5) of heterosexual respondents indicated that this conduct was based on sexual orientation. A higher percentage of LGBQ respondents (27%, n = 63) believed they had observed offensive, hostile, exclusionary, or intimidating conduct than did heterosexual respondents (21%, n = 352). Almost three times as many LGBQ respondents than heterosexual respondents perceived they had experienced unwanted sexual contact at UMass Boston. LGBQ employees, however, were most likely to believe the workplace climate was welcoming based on sexual orientation when compared with other demographic groups.

The data also revealed several other areas where subsequent analyses are recommended. Specifically, these include (1) immigrant or foreign-born respondents including second generation, U.S. born people who are members of immigrant families; (2) persons with disabilities, disaggregated by physical disability, learning disability, and mental health/psychological conditions; and (3) age.

It is the intention of the CSWG that the results be used to identify specific strategies to address the opportunities for improvement facing their community and to support positive initiatives on campus. The results of this internal assessment are intended to help to lay the groundwork for future initiatives and for those initiatives to be included in the University’s strategic plan.