UCCS Campus and Workplace Culture Survey Literature-Based Action Inspiration Guide

Spring 2022

ADVANCE PROJECT CREST

Our Goal: Responsive and Informed DEI Action to the CWC Survey

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The results of the **2021 Campus and Workplace Culture** (CWC) survey are in. But survey results are only useful insofar that they generate reflection on what is working well and action for areas of concern. From faculty and students to staff, our entire campus community has much to gain from careful and strategic interventions that foster an inclusive culture at UCCS.

The purpose of this guide is to provide resources to stakeholders, leaders, and change agents who want to generate an informed action plan for DEI. No space is too small or too large to enact change; look around at the spaces you navigate and ask yourself "how can I do my part?" From systemic changes to individual behaviors, taking considered action will add to the inclusive environment of UCCS.

The ADVANCE Project CREST Team developed this guide to assist you in the important work of creating action plans in response to the CWC data. CREST is dedicated to the adaption of evidence-based practices that bring about equity through sustainable transformation.

As academics, scholars, artists, and engaged campus citizens we know that knowledge is power. So, we invite you to roll up those sleeves and do what we do best – consult the literature, consider the evidence, and adapt the strategies for your unique needs based on your data. This is not an exhaustive list by any means. This guide is simply a reflection of a few exemplar possibilities.

We hope you are inspired to explore the literature to see for yourself the evidence-based possibilities that can transform the culture of our campus from good to great.

Sincerely,

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About this Guide

Background: The University of Colorado system and campuses launched the Campus and Workplace Culture (CWC) Survey in fall of 2021. Per the website "The University of Colorado is committed to creating an inclusive environment where all members of our community feel respected, supported, and valued. The purpose of the Campus and Workplace Culture Survey is to gather information from CU students, staff, and faculty about their academic, workplace, and residential environments."

Objective: Evidence-Based Action Planning: Per the website "Diversity, equity, and inclusion are integral parts of the CU strategic plan and specific metrics will result from the initial survey and **action plans developed post-survey**. Progress will be monitored through metrics, action plans and future survey administration. We will use the results from this survey to better understand our existing culture and to identify both strengths and areas of concern in order to make recommendations for creating and sustaining a just, equitable, and inclusive culture at CU."

CWC Constructs: Data from faculty students and staff are divided into nine constructs (e.g., belonging). What might work for faculty in one area might not work for students. As you think about action planning consider the scale and scope of the intervention and tailor per your specific data.

> ## *Learn more about the CWC at*
> ## *www.cu.edu/campus-and-workplace-culture-survey*

Campus and Workplace Culture (CWC) Survey Constructs
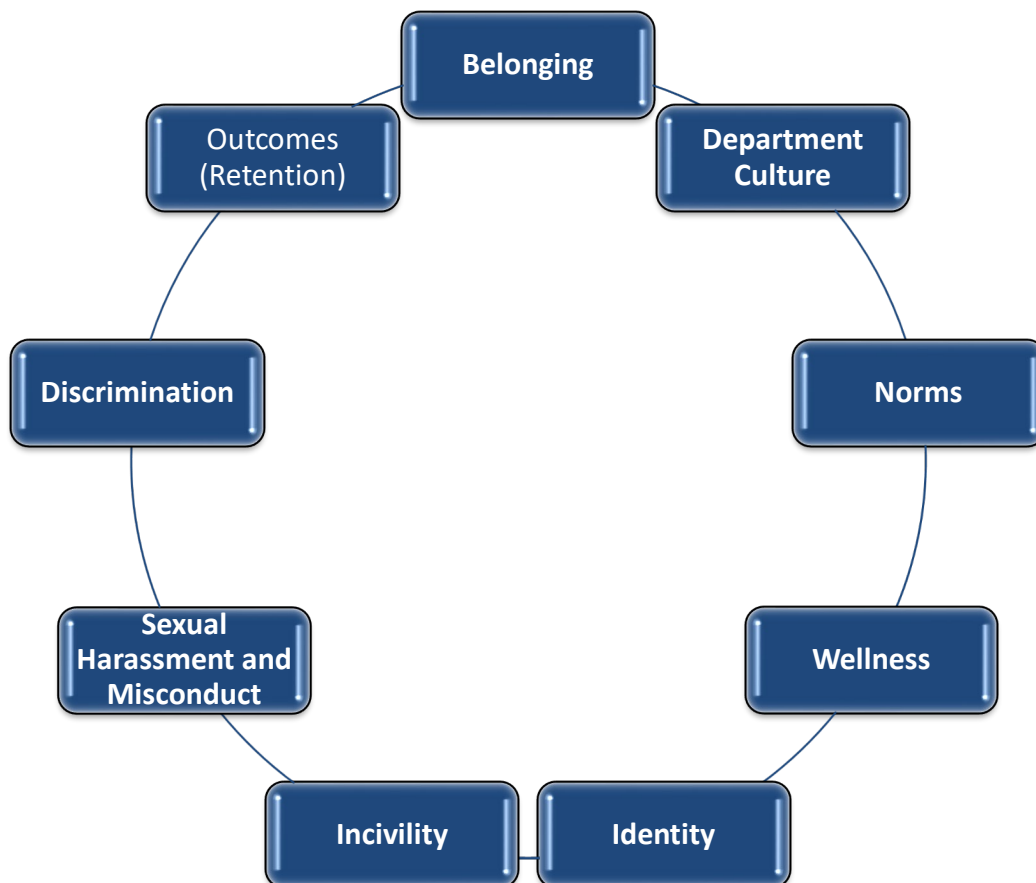
Belonging

A Customized Belonging Intervention Improves Retention of Socially Disadvantaged Students at a Broad-Access University

Abstract

Broad-access institutions play a democratizing role in American society, opening doors to many who might not otherwise pursue college. Yet these institutions struggle with persistence and completion. Do feelings of nonbelonging play a role, particularly for students from groups historically disadvantaged in higher education? Is belonging relevant to students' persistence—even when they form the numerical majority, as at many broad-access institutions? We evaluated a randomized intervention aimed at bolstering first-year students' sense of belonging at a broad-access university (N = 1,063). The intervention increased the likelihood that racial-ethnic minority and first-generation students maintained continuous enrollment over the next two academic years relative to multiple control groups. This two-year gain in persistence was mediated by greater feelings of social and academic fit one-year post-intervention. Results suggest that efforts to address belonging concerns at broad-access, majority-minority institutions can improve core academic outcomes for historically disadvantaged students at institutions designed to increase college accessibility.

Murphy, M. C., Gopalan, M., Carter, E. R., Emerson, K. T. U., Bottoms, B. L., & Walton, G. M. (2020). A customized belonging intervention improves retention of socially disadvantaged students at a broad-access university. *Science Advances*. https://doi.org/10.1126/sciadv.aba4677

> *Having trouble finding the complete original source?*
> *Be sure you log into the KFL website for access!*

Making Campuses More Inclusive of Transgender Students

Abstract

This article examines a number of areas of campus life where transgender students experience discrimination because of gender-exclusive policies and practices: health care, residence halls, bathrooms, locker rooms, records and documents, public inclusion, and programming, training, and support. The specific obstacles faced by transgender students in a given area are discussed, followed by examples of how different colleges and universities are addressing these issues.

Beemyn, B. G. (2005). Making campuses more inclusive of transgender students. *Journal of Gay & Lesbian Issues in Education*, *3*(1), 77–87. https://doi.org/10.1300/J367v03n01_08

What Works: Creating Diverse and Inclusive Graduate Campuses

Summary
Diversity is a frequent topic of conversation within graduate schools and across a broad range of graduate and professional programs. These conversations are essential, and leaders in graduate schools are trying to learn from each other what works. There is no handbook for the best way to increase diversity and foster inclusion on campus. But it is achievable, and programs that have done it well are ready and willing to share their secrets, because they know the benefits of creating inclusive campuses extend well beyond our institutional walls into communities and society as a whole.

DePauw, K. (2020, May). What works: Creating diverse and inclusive graduate campuses. *Higher Education Today.* American Council on Education.

Inclusive Teaching

Abstract
Over the past two decades, science, technology, engineering, and mathematics (STEM) faculty have been striving to make their teaching practices more inclusive and welcoming to the variety of students who enter college. However, many STEM faculty, even those at teaching-focused institutions, have been educated in a traditional environment that emphasizes research and may not include classroom teaching. This can produce a deficit in training that leaves many STEM faculty feeling uncertain about inclusive teaching practices and their essential undergirding principles. This essay describes an online, evidence-based teaching guide (https://lse.ascb.org/evidence-based-teaching-guides/inclusive-teaching) intended to help fill this gap, serving as a resource for science faculty as they work to become more inclusive, particular with regard to differences in race, ethnicity, and gender. The guide describes the importance of developing self-awareness and empathy for students as a precursor to considering classroom practices. It also explores the role of classroom climate before turning to pedagogical choices that can support students' sense of belonging, competence, and interest in the course. Finally, the guide suggests that true inclusivity is a community effort and that instructors should leverage local and national networks to maximize student learning and inclusion. Each of these essential points is supported by summaries of and links to articles that can inform these choices. The guide also includes an instructor checklist that offers a concise summary of key points with actionable steps that can guide instructors as they work toward a more inclusive practice. We hope that the guide will provide value for both faculty who are just beginning to consider how to change their teaching practices and faculty seeking to enrich their current efforts.

Dewsbury, B., & Brame, C. J. (2019). Inclusive teaching. *CBE—Life Sciences Education, 18*(2). https://doi.org/10.1187/cbe.19-01-0021

Department Culture

Equity Minded Faculty Workloads: What We Can and Should Do Now

Abstract
Recent social movements have revealed the systemic ways that racism and sexism remain entrenched in academic cultures. Faculty workload is taken up, assigned, and rewarded in patterns, and these patterns show important yet overlooked areas where inequity manifests in academe. Faculty from historically minoritized groups are disproportionately called upon to do diversity work and mentoring, while women faculty do more teaching and service. These activities are vital to the functioning of the university, yet are often invisible and unrewarded, leading to lower productivity and decreased retention. The COVID19 pandemic, which has disproportionately affected the lives and careers of women and faculty from historically minoritized groups, makes calls for equity-minded workload reform critical. Using a randomized experiment with treatment and control groups, we found that there are actions that academic units can take to promote workload equity. The treatment groups participated in a four-part workload intervention that included training on workload inequity, creating a faculty work activity dashboard, developing an equity action plan, and individual faculty professional development on managing time-use. Based on this research, this report then makes recommendations for how academic units can promote workload equity.

O'Meara, K., Culpepper, D., Misra, J. & Jaeger, A. (2020, January 8th). *Equity-minded faculty workloads: What we can and should do now.* American Council on Education Report.

Developing Departmental Communication Protocols

Summary
A "Communication Protocol" is a set of guidelines for day-to-day communication and informal problem solving developed in a mediation context involving a group of co-workers. These "Protocols" are most effective when developed with the full participation of both staff and management. Although difficult to achieve, in academic units the chair needs to participate. The more inclusive the group, the more the "Protocol" will reflect the culture and norms of the organization.

Hoover, L. (2003). Developing departmental communication protocols. *Conflict Management in Higher Education Report, 4*(1). https://www.creducation.net/resources/cmher_vol_4_1_hoover.pdf

The Usual Error: Why We Don't Understand Each Other and 34 Ways to Make It Better

Summary
This is a down-to-earth communication guidebook filled with methods we've learned and tested, and punctuated with actual stories from our lives. You'll learn why miscommunication happens so often, how to avoid needless conflict, how to resolve arguments peacefully, what societal myths block clear understanding, and how to be happier by changing the way you speak.

Smith, P. & Smith, K. (2008). *The usual error: Why we don't understand each other and 34 ways to make it better*. Connection Paradigm Press.

Examining Models of Departmental Engagement for Greater Equity: A Case Study of Two Applications

Abstract
The purpose of this paper is to examine two types of departmental interventions focused on creating healthier and more equitable academic departments as well as enhancing faculty members' capacity for collective dialogue, goals and work. Both interventions were informed by the "dual-agenda" approach and focused on targeted academic units over a prolonged period. This paper uses a variety of qualitative and quantitative data (including National Science Foundation (NSF) ADVANCE indicator data) to assess the potential of dual-agenda informed interventions in reducing gendered structures and gendered dynamics. The authors outline essential components of a dual-agenda model for maximizing success in creating more gender equitable work organizations and discuss why the authors are more optimistic about the dual-agenda approaches than many past researchers have been in terms of the potential of the dual-agenda model for promoting more equal opportunities in work organizations. Most previous dual-agenda projects referenced in the literature have been carried out in non-academic contexts. The projects examined here, however, were administered in the context of multiple academic departments at two medium-sized, public US universities. Although other NSF ADVANCE institutional transformation institutions have included extensive department-focused transformation efforts (e.g. Brown University, Purdue University and Syracuse University), the long-term benefits of these efforts are not yet fully understood; nor have systematic comparisons been made across institutions.

Bird, S., & Latimer, M. (2019). Examining models of departmental engagement for greater equity: A case study of two applications. *Equity, Diversity, and Inclusion: An International Journal, 38*(2), 211-225
https://doi.org/10.1108/EDI-09-2017-0182

Norms

Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.

Summary
When we dare to lead, we don't pretend to have the right answers; we stay curious and ask the right questions. We don't see power as finite and hoard it; we know that power becomes infinite when we share it with others. We don't avoid difficult conversations and situations; we lean into vulnerability when it's necessary to do good work. But daring leadership in a culture defined by scarcity, fear, and uncertainty requires skill-building around traits that are deeply and uniquely human. The irony is that we're choosing not to invest in developing the hearts and minds of leaders at the exact same time as we're scrambling to figure out what we have to offer that machines and AI can't do better and faster. What can we do better? Empathy, connection, and courage, to start.

Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. Random House.
https://brenebrown.com/book/dare-to-lead/

From Safe Spaces to Brave Spaces: Historical Context and Recommendations for Student Affairs

Summary
The term safe space has become part of recent controversy surrounding a larger debate regarding freedom of expression on college campuses. An exploration of the term's use, however, shows that it has been appropriated by the media and campus administrators without a clear understanding of the nuanced context from which it has been drawn. Furthermore, a 2013 publication by Brian Arao and Kristi Clemens described how the term brave space may more aptly describe the practice of safely fostering challenging dialogue within the classroom environment. This paper provides a thorough background on the history of safe spaces and brave spaces within the contexts of movement building, academic theory, student support services, and the classroom; the paper then uses campus-based research and case studies to exemplify the kinds of safe and brave spaces that actually work. Finally, this paper provides recommendations for student affairs professionals to better understand safe and brave spaces and challenges these individuals and their campuses to prioritize the use of these spaces to ensure educational access and success for the entire campus community.

Ali, D. (2017). *From safe spaces to brave spaces: Historical context and recommendations for student affairs*. National Association of Student Personnel Administrators (NASPA) Research and Policy Institute.
https://www.naspa.org/images/uploads/main/Policy_and_Practice_No_2_Safe_Brave_Spaces.pdf

Access Needs: Centering Students and Disrupting Ableist Norms

Summary
The normalization of stating access needs and creating access check-ins is a regular practice used in disability justice activist circles, but it has not yet been normalized. Just as normalizing the use of pronouns has been an important step for supporting gender justice, we argue that normalizing access talk is an important step for advancing disability justice in STEM fields. Moreover, we argue that all individuals have access needs, regardless of whether they are disabled or nondisabled. We provide concrete suggestions and techniques that STEM educators can use today.

Reinholz, D. L., & Ridgway, S. W. (2021). Access needs: Centering students and disrupting ableist norms in STEM. *CBE—Life Sciences Education*, *20*(3), es8. https://doi.org/10.1187/cbe.21-01-0017

Making Departments Diverse, Equitable, and Inclusive: Engaging Colleagues in Departmental Transformation Through Discussion Groups Committed to Action

Abstract
The geosciences have a pervasive, persistent, and deeply troubling lack of diversity, despite the availability of a suite of well-documented, research-based strategies for broadening participation in STEM (Science, Technology, Engineering, and Mathematics). The pervasiveness, persistence, and depth of the problem indicate that the lack of diversity is systemic, and is embedded in the culture of our discipline, including in the academic departments where future geoscientists are educated. Shifting the demographics of our community will therefore require changing the culture of geoscience, including within our departments. Departmental change is possible and can be accelerated intentionally. Levers for cultural change include using data to illuminate the need; incentivizing the work that closes equity gaps and builds inclusive environments; and developing a departmental community of practice committed to just, equitable outcomes. Departmental discussion groups can facilitate and support both the development of a community of practice and the ongoing work of the community, including identifying context-appropriate solutions from the research literature. The SAGE 2YC project (Supporting and Advancing Geoscience Education at Two-Year Colleges) has used discussion groups to raise awareness and understanding of the factors leading to homogeneity in the geoscience community and of the strategies for achieving equity and inclusion. SAGE 2YC participants have successfully closed or narrowed equity gaps. As scientists, we have the skills necessary to gather, analyze, and interpret relevant data and to evaluate the efficacy of strategies we implement. As humans, we have the moral and ethical responsibility to do this work to improve equity and inclusion in STEM.

Ormand, C. J., Macdonald, R. H., Hodder, J., Bragg, D. B., Baer, E. M. D., & Eddy, P. (2021). Making departments diverse, equitable, and inclusive: Engaging colleagues in departmental transformation through discussion groups committed to action. *Journal of Geoscience Education*. https://doi.org/10.1080/10899995.2021.1989980

Wellness

A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students

Abstract

A brief intervention aimed at buttressing college freshmen's sense of social belonging in school was tested in a randomized controlled trial (N = 92), and its academic and health-related consequences over 3 years are reported. The intervention aimed to lessen psychological perceptions of threat on campus by framing social adversity as common and transient. It used subtle attitude-change strategies to lead participants to self-generate the intervention message. Over the 3-year observation period the intervention raised African Americans' grade-point average (GPA) relative to multiple control groups and halved the minority achievement gap. This performance boost was mediated by the effect of the intervention on subjective construal: It prevented students from seeing adversity on campus as an indictment of their belonging. Additionally, the intervention improved African Americans' self-reported health and well-being and reduced their reported number of doctor visits 3 years postintervention. Senior-year surveys indicated no awareness among participants of the intervention's impact. The results suggest that social belonging is a psychological lever where targeted intervention can have broad consequences that lessen inequalities in achievement and health.

Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*. https://doi.org/10.1126/science.1198364

Lessons from the Pandemic: Trauma-Informed Approaches to College, Crisis, Change

Summary:

- Offers a pedagogical guide for college educators across disciplines and population groups in higher education
- Presents evidence-based strategies for employing trauma-informed approaches during crisis
- Written accessibly to invite a deep dive into practice and methodology

Carello, J., & Thompson, P. (2021). Lessons from the pandemic: Trauma-informed approaches to college, crisis, change. Palgrave Macmillian, Springer Nature Switzerland AG. https://rd.springer.com/book/10.1007/978-3-030-83849-2#about

Brief Daily Self-Care Reflection for Undergraduate Well-Being: A Randomized Control Trial of an Online Intervention

Abstract
There is limited research on the effects of self-care, specifically the importance of taking time to reflect on one's self-care habits. Healthy undergraduate students (N = 95) were assigned to either a self-care intervention or passive control condition. The intervention group (N = 52) was prompted daily via email with questions about self-care habits and plans over three weeks, whereas the control group (N = 43) only completed baseline and post-assessments. Primary outcome variables included subjective happiness, positive and negative affect, and stress. Explanatory variables included mindfulness, self-compassion, and active coping tendency. Stress and negative affect decreased in the intervention group relative to the control group, but no interaction was observed for happiness and positive affect. There was no evidence that these effects were moderated by participant mindfulness, coping tendency, or self-compassion. These results suggest that even a very brief daily reflection on self-care can have powerful effects in promoting resilience against the accumulation of negative affect and stress over the term.

Fiodorova, A., & Farb, N. (2021). Brief daily self-care reflection for undergraduate well-being: A randomized control trial of an online intervention. *Anxiety, Stress, & Coping*, *0*(0), 1–13. https://doi.org/10.1080/10615806.2021.1949000

A Faculty Wellness Workshop Series: Leveraging On Campus Expertise

Abstract
Centers for Teaching and Learning (CTL) that suffer from funding and staffing issues must rely on outside resources to enhance their effectiveness. Even if funds and staff are adequate, most CTL can improve their reach and effectiveness by the partnerships they establish across their campuses. In this article, we describe a faculty wellness workshop series that illustrates the strategic leveraging we have been able to accomplish on our campus. The series included free standing faculty workshops devoted to stress management (partnering with Counseling Services), work life balance and workplace civility (with members of our faculty learning communities), voice coaching (with our Communication Studies Department), healthy eating and physical activity (with our campus's Director of Health Promotion), and health coaching (with our Campus Recreation department). Members of each of the partnering entities presented workshops in collaboration with our center staff. We summarize the individual workshops, report data from the faculty participants' evaluations of the program, and provide lessons learned for other institutions that might be interested in creating a similar program.

Brinthaupt, T. M., Neal, A., & Otto, S. (2016). A faculty wellness workshop series: Leveraging on campus expertise. *To Improve the Academy: A Journal of Educational Development*, *35*(2). http://dx.doi.org/10.3998/tia.17063888.0035.207

How Universities can Enhance Student Mental Wellbeing: The Student Perspective

Abstract
The growing prevalence and severity of mental health difficulties across university student populations is a critical issue for universities and their wider communities. Yet little is known about student perspectives on the stressors in university environments and the steps that universities could take to better support student mental wellbeing. This article reports on a study that collected and analyzed 2776 student responses to the question: What can be done to improve student wellbeing? Students made diverse recommendations that fell into seven categories: Academic teachers and teaching practices; student services and support; environment, culture and communication; course design; program administration; assessment; and student society activities. The findings from our study offer important insight to university educators and administrators about the role they can play in better supporting student wellbeing and preventing the high rates of psychological distress. We argue that the process of seeking and acting on students' suggestions fosters students' sense of inclusion and empowerment, and this is critical given that the goal of improving student mental wellbeing can only be achieved through an effective partnership between students and institutional actors.

Chi Baik, Wendy Larcombe & Abi Brooker (2019) How universities can enhance student mental wellbeing: the student perspective, *Higher Education Research & Development*, 38:4, 674-687. https://10.1080/07294360.2019.1576596

Employee Resilience: Directions for Resilience Development

Abstract
Resilience in organizations denotes system agility and robustness, essential to survival and thriving in increasingly challenging contexts. Contemporary scholarship has acknowledged the relationship between employee resilience and organizational resilience. Yet interventions aimed at developing employee resilience tend to use stress and well-being as proxy resilience indicators, focusing primarily on individual rehabilitation or the development of personal resources. We argue that these interventions should also consider the development of organizational resources that ensure both the inherent and adaptive resilience of employees. This article introduces employee resilience as behavioral capability, signaled by adaptive, learning, and network-leveraging behaviors, and it discusses ways in which supportive organizational contexts enable the development and enactment of these behaviors. The article proposes a series of resilience-building initiatives, embedded in everyday practice, and elucidates how leading and organizing for the development of employee resilience contributes to improved well-being and performance.

Kuntz, J. R. C., Malinen, S., & Näswall, K. (2017). Employee resilience: Directions for resilience development. *Consulting Psychology Journal: Practice and Research, 69*(3), 223-242. http://dx.doi.org.libproxy.uccs.edu/10.1037/cpb0000097

Identity

Redoubling Our Efforts: How Institutions Can Affect Faculty Diversity

Summary
While the American professoriate has long been predominantly White and male, there has been an increased emphasis on the lack of faculty diversity in higher education, particularly in the last five years. Given the challenges and opportunities inherent in efforts to move the needle on faculty diversity, it is important to consider and better understand the barriers that limit progress toward increased representation, as well as the efficacy of solutions at hand. To make substantive progress, colleges and universities must innovate, test, and replicate new strategies. This includes attending to the multiple ways that academic environments limit the success of talented scholars of color

Griffin, K. A. (2019). Redoubling our efforts: How institutions can affect faculty diversity. *Race and Ethnicity in Higher Education. A Status Report.* American Council on Education.
 https://www.equityinhighered.org/resources/ideas-and-insights/redoubling-our-efforts-how-institutions-can-affect-faculty-diversity/

Making Invisible Intersectionality Visible Through Theater of the Oppressed in Teacher Education

Abstract
The arts generally and theater specifically offer effective strategies to help educators recognize and make visible the multiple student and teacher identities within classrooms. Without student and teacher agency in schools, there cannot be equitable and liberatory learning environments. Noted Brazilian theater artist and activist Augusto Boal's Theater of the Oppressed (TO) offers promising opportunities to embody Crenshaw's notion of intersectional identities and Purdie-Vaughns and Eibach's concept of Invisible Intersectionality. This article shares research conducted in a teacher education course on culturally relevant pedagogy where students engaged in TO activities to explore the multiplicity of their and their future students' identities. The authors suggest that embodied and artistic approaches in preservice teacher education create so-called small openings where students may recognize their and their future students' identities and move toward including varied identities in their future classroom communities.

Powers, B., & Duffy, P. B. (2016). making invisible intersectionality visible through theater of the oppressed in teacher education. *Journal of Teacher Education*, *67*(1), 61–73. https://doi.org/10.1177/0022487115607621

Empirically Validated Strategies to Reduce Stereotype Threat

Summary
Stereotype threat, a form of identity threat, is the fear that arises when people become concerned that their behavior might confirm negative stereotypes held about their group. Consult this list of empirically validated strategies to reduce stereotype threat in the university classroom.

Carr, P. et al. (2013). *Empirically validated strategies to reduce stereotype threat.* Stanford University, College of Education. https://ed.stanford.edu/sites/default/files/interventionshandout.pdf

Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping

Summary
Inside Graduate Admissions presents admissions from decision makers' point of view, including thought-provoking episodes of committees debating the process, interviewing applicants, and grappling with borderline cases. Who ultimately makes the admit list reveals as much about how professors see themselves—and each other—as it does about how they view students. Professors in these programs say that they admit on merit, but they act on different meanings of the term. Disciplinary norms shape what counts as merit, as do professors' ideas about intelligence and their aversions to risk, conflict, ambiguity, and change. Professors also say that they seek diversity, but Posselt shows that their good intentions don't translate into results. In fact, faculty weigh diversity in only a small fraction of admissions decisions. Often, they rely upon criteria that keep longstanding inequalities in place. More equitable outcomes occur when admissions committees are themselves diverse and when members take a fresh look at inherited assumptions that affect their judgment. To help academic departments promote transparency and accountability, Posselt closes with concrete strategies to improve admissions review.

Posselt, J. R. (2016). *Inside graduate admissions: Merit, diversity, and faculty gatekeeping*. Harvard University Press.

Incivility

The Impact of Civility Interventions on Employee Social Behavior, Distress, and Attitudes

Abstract
Although incivility has been identified as an important issue in workplaces, little research has focused on reducing incivility and improving employee outcomes. Health care workers (N = 1,173, Time 1; N = 907, Time 2) working in 41 units completed a survey of social relationships, burnout, turnover intention, attitudes, and management trust before and after a 6-month intervention, CREW (Civility, Respect, and Engagement at Work). Most measures significantly improved for the 8 intervention units, and these improvements were significantly greater than changes in the 33 contrast units. Specifically, significant interactions indicating greater improvements in the intervention groups than in the contrast groups were found for coworker civility, supervisor incivility, respect, cynicism, job satisfaction, management trust, and absences. Improvements in civility mediated improvements in attitudes. The results suggest that this employee-based civility intervention can improve collegiality and enhance health care provider outcomes. (PsycINFO Database Record (c) 2019 APA, all rights reserved)

Leiter, M. P., Laschinger, H. K. S., Day, A., & Oore, D. G. (2011). The impact of civility interventions on employee social behavior, distress, and attitudes. *Journal of Applied Psychology, 96*(6), 1258–1274. https://doi.org/10.1037/a0024442

Bullying in Higher Education: Culture Change Requires More Than Policy

Abstract
This paper argues that higher education managers continually confront the pervasive and corrosive impact of workplace bullying, which appears culturally resilient despite extensive policy regimes. This paper provides a framework for strategic culture change, to reduce the prevalence of bullying behaviour within higher education. While the adverse social impact upon staff provides an ethical rationale for instituting culture change, the organizational cost of bullying provides an additional incentive. The results of our higher education study that was based on academic staff within universities in Croatia and Australia indicated that despite well-engineered policy regimes, levels of bullying remained significantly high, with over one third of staff indicating recent experience of bullying behaviour at work. While staff indicated that a significant gap existed between the rhetoric and reality within the institutions studied, they also indicated actions that might effect cultural change. These options are presented within as a change management model, providing a framework to manage strategic culture change within higher education institutions.

Barratt-Pugh, L. G., & Krestelica, D. (2019). Bullying in higher education: Culture change requires more than policy. *Perspectives: Policy and Practice in Higher Education*, *23*(2–3), 109–114. https://doi.org/10.1080/13603108.2018.1502211

How to Blow the Whistle on an Academic Bully

Summary

Keashly and Mahmoudi, along with six other higher-education professionals who research bullying in academia, tell Nature about some of the options available to those who are faced with a bullying supervisor, and how researchers can protect their careers and mental well-being in the process. They also outline how universities are putting in place policies and reporting procedures — often despite the absence of national laws to offer protection from workplace bullying.

Gewin, V. (2021). How to blow the whistle on an academic bully. *Nature*, *593*(7858), 299–301. https://doi.org/10.1038/d41586-021-01252-z

Student Incivility: A Domain Review

Abstract

A review of the literature was conducted on student incivility in higher education, with an eye toward implications for instructors in business. The incivility construct is defined in the context of numerous associated concepts that have been studied in the higher education literature. Evidence is shared about the prevalence of student incivility and its causes, both student- and instructor-related, with a targeted focus on establishing what is known (and not known) based on prior empirical research. Ultimately, practical strategies for instructors as well as meaningful, theoretically grounded directions for future research are outlined.

Burke1, L. A., Karl, K., Peluchette, J., Evans, W. R. (2014). Student incivility: A domain review. *Journal of Management Education, 38*(2), 160–191. https://doi.org/10.1177/1052562913488112

Reducing Incivility in the University/College Classroom

Abstract

Uncivil student behavior against faculty in higher education has gained increased media attention. According to recent reports, such behavior may be increasing, thus jeopardizing the welfare of faculty, students, and the overall educational process. This paper identifies factors contributing to uncivil interactions between students and faculty and provides practical strategies designed to avoid or diffuse student-faculty conflicts.

Morrissette, P. J. (2001). Reducing incivility in the university/college classroom. *IEJLL: International electronic journal for leadership in learning* 5 (4).

Sexual Harassment and Misconduct

Harassment, Workplace Culture, and the Power and Limits of Law

Abstract
This article asks why it remains so difficult for employers to prevent and respond effectively to harassment, especially sexual harassment, and identifies promising points for legal intervention. It is sobering to consider social-science evidence of the myriad barriers to reporting sexual harassment- from the individual-level and interpersonal to those rooted in society at large. Most of these are out of reach for an employer but workplace culture stands out as a significant arena where employers have influence on whether harassment and other discriminatory behaviors are likely to thrive. Yet employers typically make choices in this area with attention to legal accountability rather than cultural contribution. My central claim is that these judgment calls-about policy, procedures, training, and operations-shape workplace culture and that it is a mistake to view them only through a compliance lens. The good news is that there are specific steps an employer can take to have harassment prevention and response become part of the workplace culture rather than being sidelined as compliance. Thoughtfully crafted legislative and policy interventions, along with litigation settlements, also can bridge this gap and create a more seamless set of cultural expectations for how employees interact with each other at work and what they can expect from their employer when challenges arise

Goldberg, S. (2020). Harassment, workplace culture, and the power and limits of law, 70 AM. U. L. REV. 419. https://scholarship.law.columbia.edu/faculty_scholarship/2730

Use Science to Stop Sexual Harassment in Higher Education

Summary
Sexual harassment abounds in academia. We know this from a 2018 report published by the National Academies of Sciences, Engineering, and Medicine. Academia should lead and inspire change in other organizations. Instead, we have the highest rate of sexual harassment after the military. Several problems stand in the way of effective institutional response to sexual harassment: oversexualization of the problem, overreliance on fast fixes that fail to grapple with long histories of exclusion in the academy, and overemphasis on formal legal compliance. We need a radical redesign of anti-harassment efforts in higher education. This is a tall order, but decades of research can guide this work and brave leaders can implement it.

Clancy, K. B. H., Cortina, L. M., & Kirkland, A. R. (2020). Opinion: Use science to stop sexual harassment in higher education. *Proceedings of the National Academy of Sciences, 117*(37), 22614–22618. https://doi.org/10.1073/pnas.2016164117

Supporting Students in Responding to Disclosure of Sexual Violence: A Systematic Review of Online University Resources

Abstract

How support providers respond to disclosure of sexual victimization influences recovery. Scripts may be useful in preparing support providers to respond appropriately to disclosure of sexual violence, however little is known regarding how institutions of higher education inform community members on appropriate responses to sexual assault disclosure. The current review analyzed the websites of 60 members of the Association of American Universities (AAU) to examine how online resources educated students, faculty, family members and residential advisors on appropriately responding to disclosure of sexual violence. University websites often included information on positive and negative social reactions to disclosure. Websites infrequently included scripts of what to say/not to say to a survivor or provided information on vicarious traumatization. As information on how to support a survivor was not consistently located on a single webpage, work is needed to consolidate information to insure that information on how to support survivors is easily accessed.

Bogen, K. W., Leach, N. R., Meza Lopez, R. J., & Orchowski, L. M. (2019). Supporting students in responding to disclosure of sexual violence: A systematic review of online university resources. *Journal of Sexual Aggression*, *25*(1), 31–48. https://doi.org/10.1080/13552600.2018.1509576

College Sexual Assault and Campus Climate for Sexual- and Gender-Minority Undergraduate Students

Abstract

Sexual- and gender-minority (e.g., lesbian, gay, bisexual, and transgender) undergraduate students are at greater risk for sexual assault victimization than their cisgender (i.e., nontransgender) heterosexual peers. Cross-sectional surveys were completed by sexual- and gender-minority undergraduate students (*N* = 1,925) from higher education institutions in all 50 U.S. states in 2010. Overall, 5.2% of the sample reported ever being victims of sexual assault at college. Controlling for sexual orientation, gender identity, race/ethnicity, and year in school, greater perceived inclusion of sexual- and gender-minority people on campus was associated with significantly lower odds of experiencing sexual assault victimization. Our study suggests that improving campus climate for sexual- and gender-minority individuals may reduce their prevalence of college sexual assault, which has potential implications for college practitioners and administrators as well as sexual assault prevention programs and policies.

Coulter, R. W. S., & Rankin, S. R. (2020). College sexual assault and campus climate for sexual- and gender-minority undergraduate students. *Journal of Interpersonal Violence, 35*(5-6), 1351–1366. https://doi.org/10.1177/0886260517696870

How are universities using Information and Communication Technologies to face sexual harassment and how can they improve?

Abstract

Sadly, in 2020, sexual harassment and harassment on the grounds of sex are still a major social problem. In the digital era, these have acquired new aspects, but there are also new technological tools to fight against them. Usually public organizations have instruments to deal with these issues, but the presence of Information and Communication Technologies (ICT) is minimal if at all. In this paper, we will show the scarce presence of these new technological measures in universities, and with a review of the literature, offer a set of measures to improve the management of sexual harassment and harassment on the grounds of sex. As a case study, we will present the situation of ICT in sexual harassment management in Spanish public universities.

Discrimination

Creating Inclusive Environments: The Mediating Effect of Faculty and Staff Validation on the Relationship of Discrimination/Bias to Students' Sense of Belonging

Abstract

This study reexamines notions of student integration given continuing experiences of discrimination and bias on college campuses. Building on the scholarship on inclusion, the authors test the mediating effect of student experiences with faculty and staff validation on the relationship of discrimination and bias to students' sense of belonging. The Diverse Learning Environments Survey was used to assess the model among 20,460 students attending broad access and selective institutions. Results show direct effects of validating experiences with faculty and staff on students' sense of belonging, and that such experiences mitigate the effects of discrimination and bias. Creating inclusive environments for student development remains a responsibility of faculty and staff, which we rarely assess even as research begins to uncover principles for transformative practice.

Hurtado, S., Alvarado, A. R., & Guillermo-Wann, C. (2015). Creating inclusive environments: The mediating effect of faculty and staff validation on the relationship of discrimination/bias to students' sense of belonging. *JCSCORE, 1*(1), 59–81. https://doi.org/10.15763/issn.2642-2387.2015.1.1.59-81

Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation

Summary

Presents an introduction to the concept of microaggressions, classifies the various types of microaggressions, and offers solutions for ending microaggressions at the individual, group, and community levels. The text covers: researching microaggressions, exploring microaggressions in education, identifying best practices teaching about microaggressions, understanding microaggressions in the counseling setting, as well as guidelines for combating microaggressions. Each chapter concludes with a section called "The Way Forward" that provides guidelines, strategies, and interventions designed to help make our society free of microaggressions.

Sue, D. W. & Spanierman, L. (2020). *Microaggressions in everyday life (2nd edition)*. John Wiley & Sons.

Reducing STEM gender bias with VIDS

Abstract

Gender biases contribute to the underrepresentation of women in STEM. In response, the scientific community has called for methods to reduce bias, but few validated interventions exist. Thus, an interdisciplinary group of researchers and filmmakers partnered to create VIDS (Video Interventions for Diversity in STEM), which are short videos that expose participants to empirical findings from published gender bias research in 1 of 3 conditions. One condition illustrated findings using narratives (compelling stories), and the second condition presented the same results using expert interviews (straightforward facts). A hybrid condition included both narrative and expert interview videos. Results of two experiments revealed that relative to controls, VIDS successfully reduced gender bias and increased awareness of gender bias, positive attitudes toward women in STEM, anger, empathy, and intentions to engage in behaviors that promote gender parity in STEM. The narratives were particularly impactful for emotions, while the expert interviews most strongly impacted awareness and attitudes. The hybrid condition reflected the strengths of both the narratives and expert interviews (though effects were sometimes slightly weaker than the other conditions). VIDS produced substantial immediate effects among both men and women in the general population and STEM faculty, and effects largely persisted at follow-up.

Moss-Racusin, C. A., Pietri, E. S., Hennes, E. P., Dovidio, J. F., Brescoll, V. L., Roussos, G., & Handelsman, J. (2018). Reducing STEM gender bias with VIDS (video interventions for diversity in STEM). *Journal of Experimental Psychology: Applied, 24*(2), 236–260. https://doi.org/10.1037/xap0000144

Linguistic Discrimination in U.S. Higher Education: Power, Prejudice, Impacts, and Remedies

Abstract

This volume examines different forms of language and dialect discrimination on U.S. college campuses, where relevant protections in K-12 schools and the workplace are absent. Real-world case studies at intersections with class, race, gender, and ability explore pedagogical and social manifestations and long-term impacts of this prejudice between and among students, faculty, and administrators. With chapters by experts including Walt Wolfram and Christina Higgins, this book will be useful for students in courses in language & power and language variety, among others; researchers in sociolinguistics, education, identity studies, and justice & equity studies; and diversity officers looking to understand and combat this bias.

Clements, G., Petray, M. J. (2021). *Linguistic discrimination in U.S. higher education: Power, prejudice, impacts, and remedies.* Routledge.

Selected Innovations in Higher Education Designed To Enhance the Racial Climate for Students of Color in Predominately White Colleges and Universities

Abstract

This paper reviews the literature on campus climate as it relates to gaps in participation rates and attainment levels among White, African American, and Latino students. The paper cites reports noting that a large number of African American students perceive racism as a problem on campus, and that a majority perceive themselves to be potential targets of discrimination. It reviews legislation in passed in California to improve campus climate, and examines studies of predominately white institutions that have developed innovative programs to address the problem. The report also examines research studies that provide contexts for inclusion; these focus, for example, on peer groups, student activities that improve racial attitudes, and how perceptions of discrimination have a negative effect on students' grades. Another section in the paper examines many innovative strategies to improve the racial climate, citing papers by Tinto and Sedlacek among others, as well as programs developed by various universities throughout the United States. Still another section cites papers that examine the role of academic institutions and states in building and maintaining a welcoming campus atmosphere.

Outcome Considerations (Retention)

Increasing Persistence of College Students in STEM

Abstract

The President's Council of Advisors on Science and Technology (PCAST) predicts that the U.S. workforce will suffer a deficit of one million college graduates in science, technology, engineering, and mathematics (STEM) over the next decade. The report calls for addressing the shortfall by increasing retention of college students in STEM. But many academic leaders have not responded aggressively to workforce needs by implementing measures that increase retention. Some of this nonaction is likely due to lack of knowledge about proven retention strategies.

Graham, M. J., Frederick, J., Byars-Winston, A., Hunter, A.-B., & Handelsman, J. (2013). Science education. Increasing persistence of college students in STEM. *Science, 341*(6153), 1455–1456. https://doi.org/10.1126/science.1240487

Executive Management Team Demography and Minority Student Retention: Does Executive Team Diversity Influence the Retention of Minority Students?

Abstract

Many colleges and universities are expected to produce more graduates while responding to an increasing level of racial and ethnic diversity among students. While the importance of diversity within executive management leadership teams may be accepted among nonprofit higher education institutions, the connection between diversity among the leadership in higher education and the retention of minority students has not been empirically established. This study, focusing on Texas public colleges and universities, finds that: 1) a diverse executive management team makes a positive difference in minority student retention at community colleges and 4-year universities institutions; and 2) the impact of a diverse executive management team on retention is not limited to race and ethnicity, but instead includes other demographic aspects.

Fincher, M., Katsinas, S., & Bush, V. B. (2010). Executive management team demography and minority student retention: Does executive team diversity influence the retention of minority students? *Journal of College Student Retention, 11*(4), 459–481. https://doi.org/10.2190/CS.11.4.b

Preventing Student Veteran Attrition: What More Can We Do?

Abstract
Student veterans face many challenges when transitioning to college. This two-phase study first examined their retention and persistence through the use of archival data at one Midwestern public university. Results indicated a 50% graduation rate, comparable to the national average and above that for nonveterans at the same university. The second, phenomenological study entailed interviewing degree-seeking student veterans about personal, administrative, or academic issues related to college success. Emerging themes included (a) transitioning to civilian life; (b) managing multiple identities; (c) attitudes about civilian peers, faculty, and staff; and (d) medical or psychiatric issues that may interfere with retention or persistence. Interviewees recommended the university might help student veterans succeed by offering a faculty and student orientation on military culture, increasing interdepartmental communication within student affairs' various offices, and expanding services provided by the campus veteran's resource center.

Alschuler, M., & Yarab, J. (2018). Preventing student veteran attrition: What more can we do? *Journal of College Student Retention: Research, Theory & Practice*, *20*(1), 47–66. https://doi.org/10.1177/1521025116646382

Early Identification of Students' Social Networks: Predicting College Retention and Graduation via Campus Dining

Summary
Colleges and universities have long sought to improve their students' adjustment, retention, and likelihood of graduation. To help with this goal, institutions have increasingly attempted to identify students who are struggling early in college so that they can provide timely support and assistance. These early efforts can include a variety of institutional assessments or commercial tools. Results of these efforts support the potential importance of understanding these initial experiences and perceptions; however, a problem with this strategy is that it depends on students voluntarily completing a survey, and students who are struggling to adjust may be the least likely to respond. Therefore, the present study explored an alternative to traditional early-alert systems at residential institutions: using campus dining data to create an indicator of students' social networks. Key benefits of this approach are that students do not need to respond to institutional requests to provide information and that data collection is automatic and starts almost immediately when students arrive on campus. As a result, it is possible to use student behavior from as early as the first week or two of classes to inform individualized outreach efforts and support.

Bowman, N. A., Jarratt, L., Polgreen, L. A., Kruckeberg, T., & Segre, A. M. (2019). Early identification of students' social networks: Predicting college retention and graduation via campus dining. *Journal of College Student Development, 60*(5), 617–622. https://muse.jhu.edu/article/735234

Satisfaction and discontent: Voices of non-tenure-track faculty

Summary

They go by a number of names: lecturers, instructors, adjuncts, part-timers, and contingent faculty, among others. Whatever they are called, non-tenure-track (NTT) faculty--who represent 48 percent of faculty at doctoral and research universities, and 68 percent at all U.S. degree-granting institutions (AAUP Contingent Faculty Index 2006)--are integral to academia. Given NTT faculty's large numbers and valuable contributions, colleges and universities must attend to their needs and make efforts to optimize their career satisfaction. We have amassed considerable data about the lives of NTT faculty, and our research has offered insight into a number of questions, including "What can we do to optimize the NTT career path for everyone: institutions, administrators, tenure-track colleagues, students, and the NTT faculty themselves? "In order to answer this question, we must understand what NTT faculty members seek in their positions and work environments. What do NTT instructional faculty want? In our conversations with NTT faculty, five themes emerged: focus on teaching, flexibility, job security, professional growth opportunities, and respect and belongingness. This article focuses on the responses of those whose primary career focus is classroom instruction

Bergom, I., & Waltman, J. (2009). Satisfaction and discontent: Voices of non-tenure-track faculty. *On Campus with Women*, *37*(3).

Integrating Theory and Practice to Increase Scientific Workforce Diversity: A Framework for Career Development in Graduate Research Training

Training and Education to Advance Minority Scholars in Science (TEAM-Science) is a program funded by the National Institute of General Medical Sciences at the University of Wisconsin–Madison with the twin goals of increasing the number of URM students entering and completing a PhD in BBS and increasing the number of these students who pursue academic careers. A framework for career development in graduate research training is proposed using social cognitive career theory. Based on this framework, TEAM-Science has five core components: 1) mentor training for the research advisor, 2) eight consensus-derived fundamental competencies required for a successful academic career, 3) career coaching by a senior faculty member, 4) an individualized career development plan that aligns students' activities with the eight fundamental competencies, and 5) a strengths, weaknesses, opportunities, and threats personal career analysis. This paper describes the theoretical framework used to guide development of these components, the research and evaluation plan, and early experience implementing the program. We discuss the potential of this framework to increase desired career outcomes for URM graduate trainees in mentored research programs and, thereby, strengthen the effectiveness of such interventions on participants' career behaviors.

Angela Byars-Winston, Belinda Gutierrez, Sharon Topp, and Molly Carnes. (2011).) Integrating Theory and Practice to Increase Scientific Workforce Diversity: A Framework for Career Development in Graduate Research Training. *CBE—Life Sciences Education*, *10*(4), 357-367. https://doi.org/10.1187/cbe.10-12-0145

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