“We derive strength and vitality from each other and from the diverse communities we serve. We envision an academic and social environment that is conducive to intellectual and personal development by promoting the safety and welfare of all members of the university community. We promote excellence through individuals participating in decisions and value cooperation for the common good.”
"The interplay among people, processes, institutional culture, and represent important aspects of an organization including perceptions and expectations of people in the academic community."

"Behaviors in the workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect."


Campus Climate Network Group (2002)
Research has shown that campuses that are perceived as being welcoming and supportive of diversity are more likely to retain students, faculty, and staff.

Key Considerations

- Inform institutional efforts for diversity and inclusion
- Quality assurance to strategic plan, HLC accreditation, and campus policies
- Alignment of work with campus mission and vision
- Employee engagement & motivation
- Relationships with unit head/chair/director
- Relationships with campus administration

Timeline
OCT 8 - 29 2019
OIRA / Faculty & Equity
Response Rates

**27.9%**

207 of 742 Faculty who completed 20% or more of the survey

**21.2%**

353 of 1668 Staff who completed 20% or more of the survey

Three Instruments:
- Qualtrics Staff
- Qualtrics Faculty
- Paper Staff (6/7000 job bands excluding dining services)

*Items with six (6) or less participants not calculated in various reports to ensure confidentiality*
demographics

College of Agriculture, ... 
College of Arts, Humanities, and Social Sciences 
College of Business 
College of Engineering 
College of Health Professions 
College of Human Sciences and Education 
College of Science and Mathematics 
Agricultural Affairs 
Finance and Administration 
Information Technology 
Office of the Provost* 
Research and Creativity 
Other

Percent of Responses

63%
65% women, n = 206

37%
55% women, n = 99

62% 36% 2%
woman man transgender, non-binary, third gender, prefer to self describe

*Office of Provost includes academic affairs, student affairs, enrollment management
demographics

- 39% caring for dependent minor child(ren)
- 13% caring for or managing affairs for aging adult
- 5% people of color

- 92% US born citizen
- 4% naturalized citizen
- 2% not a US citizen
- 2% prefer not to answer

5% sexual minority

*12.5% of campus identify as people of color*
About the Data

- Demographic averages
- Most questions 1-6, strongly disagree to strongly agree
- 4 - slightly agree
Campus Means

Strongly Disagree (1) to Strongly Agree (6)

I believe that my work supports the mission of my department: 5.66
I believe that my work is congruent with the mission of my department: 5.61
I believe that my work supports the mission of NDSU: 5.55
I am motivated to complete my work to the best of my abilities: 5.50
I seek out new skills to improve my work: 5.44

1 strongly disagree to 6 strongly agree
How do the TOP 5 campus means relate, if at all?

Strongest Relationships

I believe my work is congruent to mission of my department

I believe my work supports the mission of my department

I believe my work supports the mission of my department

I believe my work supports the mission of NDSU
Employee Engagement

Individual's perceptions within their working role in relation to the mission of the organization (Shrotryia & Dhanda, 2019)

1 strongly disagree to 6 strongly agree

- I receive adequate resources to support the mission of NDSU in my work: 3.475 (Faculty), 4.462 (Staff)
- I seek out new skills to improve my work: 5.537 (Faculty), 5.346 (Staff)
- I am motivated to complete my work to the best of my abilities: 5.507 (Faculty), 5.462 (Staff)
- I am motivated to go "above and beyond" in my position: 5.079 (Faculty), 5.196 (Staff)
- I feel happy when I am working: 4.709 (Faculty), 4.738 (Staff)
- Time seems to "fly by" when I'm working: 4.891 (Faculty), 4.671 (Staff)

**Significant at p ≤ 0.05**
Employee Engagement

Respect

1. I am treated with respect by colleagues in my unit.
   - Faculty: 4.598
   - Staff: 5.047

2. I am treated with respect by my department chair/head/director.
   - Faculty: 4.835
   - Staff: 5.050

3. I am treated with respect by faculty.
   - Faculty: 4.775
   - Staff: 4.674

4. I am treated with respect by staff.
   - Faculty: 5.260
   - Staff: 5.165

Teamwork

1. I can depend on my colleagues within my department to do their share of the work.
   - Faculty: 4.338
   - Staff: 4.754

2. I can depend on my colleagues within my department when I ask for help.
   - Faculty: 4.624
   - Staff: 5.055

3. I consider my colleagues as part of a team.
   - Faculty: 4.510
   - Staff: 5.064

1 strongly disagree to 6 strongly agree

Faculty
Staff
★ Sig at p ≤ 0.05
Employee Engagement

Work load

- The work is divided equitably within my department.
  - Faculty: 3.385
  - Staff: 4.000

- I do a great deal of work that is not formally recognized by my department/unit.
  - Faculty: 4.326
  - Staff: 4.155

Implicit norms

- I feel excluded from the informal networks in my department/unit.
  - Faculty: 3.184
  - Staff: 2.976

- I encounter unwritten rules within my department/unit.
  - Faculty: 3.706
  - Staff: 3.710

1 strongly disagree to 6 strongly agree
Work Life Balance

Faculty

1 strongly disagree to 6 strongly agree

I am usually satisfied with the way in which I balance my professional and personal life

- Female: 3.062
- Male: 4.272

I often have to prioritize personal responsibilities over professional activities

- Female: 2.10
- Male: 4.214

I often have to prioritize professional responsibilities over family or personal activities

- Female: 3.81
- Male: 4.680

Most faculty in my department/unit are supportive of colleagues balancing their family and career lives

- Female: 4.272
- Male: 4.680

Sig at p ≤ 0.05
Campus Administrators celebrate work accomplishments of faculty in formal settings

Campus Administrators celebrate work accomplishments of staff in formal settings

I trust NDSU Campus Administrators' ability to make decisions that support the mission of NDSU

I feel comfortable sharing my thoughts, ideas, or opinions with Campus Administrators when necessary

Campus Administrators communicate campus decisions transparently

1 strongly disagree to 6 strongly agree
Academic Deans

Faculty

- My dean celebrates work accomplishments of faculty in formal settings.
- My dean celebrates work accomplishments of staff in formal settings.
- I feel comfortable sharing my thoughts, ideas, or opinions with my dean when necessary.
- I trust my dean's ability to make decisions that support NDSU's mission.

0 strongly disagree to 6 strongly agree

1 strongly disagree to 6 strongly agree

Female
Male

Sig at p ≤ 0.05
The campus is built upon an inclusive environment: 3.764
Diversity is important to the campus community: 4.759
The campus is sensitive to issues of accessibility, equity, and inclusion: 4.66
The campus has a positive atmosphere: 4.56
Hostile or Intimidating Behavior

Treated Seriously

1. I know the steps to take if a person comes to me with a problem with hostile or intimidating behavior

- **Faculty**
  - Women: 4.526
  - Men: 4.595

- **Staff**
  - Women: 1.117
  - Men: 1.211

2. Hostile or intimidating behavior is treated seriously on campus.

- Faculty: 3.682
- Staff: 4.469
- Women: 4.161
- Men: 4.323

3. Hostile or intimidating behavior is treated seriously in my department/unit.

- Faculty: 4.079
- Staff: 4.586
- Women: 4.381
- Men: 4.475

**t tests - Faculty vs Staff, Women vs Men (Campus)**
Hostile or Intimidating Behavior

**Frequency**

1 strongly disagree to 6 strongly agree

1: Never 2: 1-2 times 3: 3-5 times 4: 6 or more times

**Hostile or intimidating behavior is common in my department/unit.**
- Faculty: 2.749
- Staff: 2.500
- Women: 2.656
- Men: 2.406

**Personally experienced hostile or intimidating behavior on the NDSU campus?**
- Faculty: 1.969★
- Staff: 1.773
- Women: 1.880
- Men: 1.709

**Personally experienced hostile or intimidating behavior in your department/unit?**
- Faculty: 1.979
- Staff: 1.738
- Women: 1.876★
- Men: 1.651

**Personally witnessed hostile or intimidating behavior directed at someone else?**
- Faculty: 2.200★
- Staff: 1.816
- Women: 2.014★
- Men: 1.805

Low means are desired for these questions

**t tests - Faculty vs Staff, Women vs Men (Campus)**

Sig at p ≤ 0.05
Sexual Harassment

"unwelcome sexual advances, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, written, graphic, physical or otherwise."

I know the steps to report sexual harassment

Faculty

1 Yes 1.062
2 No 1.013

Staff

1 Yes 1.044
2 No 1.093

Sexual harassment is treated seriously on campus.

- Faculty: 4.782
- Staff: 5.356
- Women: 5.112
- Men: 5.278

Sexual harassment is treated seriously in my department/unit.

- Faculty: 5.214
- Staff: 5.414
- Women: 5.356
- Men: 5.365

1 strongly disagree to 6 strongly agree
t tests - Faculty vs Staff, Women vs Men (Campus)
Sexual harassment is common in my department/unit.

- Faculty: 1.810
- Staff: 1.640
- Women: 1.648
- Men: 1.699

Personally experienced sexual harassment on the NDSU campus?

- Faculty: 1.108
- Staff: 1.101
- Women: 1.107
- Men: 1.080

Personally experienced sexual harassment in your department/unit?

- Faculty: 1.062
- Staff: 1.072
- Women: 1.073
- Men: 1.063

Personally witnessed sexual harassment directed at someone else?

- Faculty: 1.273
- Staff: 1.172
- Women: 1.180
- Men: 1.218

Low means are desired for these questions.

T tests - Faculty vs Staff, Women vs Men (Campus)

Sig at $p \leq 0.05$
Sources of Stress

1. Managing competing demands on your time at work (3.380)
2. Campus politics (3.058)
3. Securing external funding for research or creative work (2.914)
4. Teaching responsibilities (2.823)
5. Scholarly or creative productivity (2.778)

1. Managing competing demands on your time at work (3.063)
2. Administrative roles/responsibilities (2.702)
3. Campus politics (2.451)
4. Departmental/unit politics (2.438)
5. Service Responsibilities (2.415)
### Top reasons for leaving NDSU

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Quality of administrators</td>
<td>Salary and Benefits</td>
</tr>
<tr>
<td><strong>2.</strong> Salary and Benefits</td>
<td>Climate of depart./unit/lab</td>
</tr>
<tr>
<td><strong>3.</strong> Climate of depart./unit/lab</td>
<td>Workload allocation</td>
</tr>
<tr>
<td><strong>4.</strong> Workload allocation</td>
<td>Lack of opportunities for promotion</td>
</tr>
</tbody>
</table>

- **57%** of staff who’ve considered leaving NDSU (n=173)
- **71%** of faculty who’ve considered leaving NDSU (n=139)
- **62%** of faculty and staff who’ve considered leaving NDSU

- Men: 33%
- Women: 57%
Salary

- Women staff more satisfied than male staff
- Women faculty less satisfied than male faculty

Resources

- Women (faculty and staff) more satisfied with campus resources and trainings than male (faculty and staff)

Support in Position

- Men (faculty and staff) agree less to receiving formal recognition and encouragement to grow in position

Diversity

- Women (faculty and staff) agree more to importance of diversity in the classroom
- BUT in practice, agree less to campus entities implementing diversity (i.e. departments enhancing the climate, developing policies, and recruiting diverse staff)
Inclusion
How can we identify the needs of colleagues from marginalized populations in building an inclusive environment at NDSU?

Recognition
How can we provide recognition where faculty and staff feel valued for their work contributions?

Relationships
How can we build relationships that are built upon trust and communication?

Roles
How can we build transparency regarding our roles on campus?
what's next?

Qualitative analysis
Student research project, IRB XX20068

Additional analysis on OIRA website
Questions?