

Campus Climate Survey: A 2014-2016 Comparison

Introduction

In 2014 and 2016, the Office of Institutional Research conducted the Faculty and Staff Climate survey. The following report compares results from the two administrations of this survey and describes some of the between-group differences that were noted within each dataset. For details about the individual administrations of the survey, please refer to the reports produced for each survey.

Comparisons were made between questions that were worded in the same way across measures using Pearson's chi-squared test to determine if responses differed significantly between 2014 and 2016. Additional chi-squared analyses were conducted to determine if responses differed across groups such as gender, ethnicity or ability. Throughout the report, a 95% confidence interval ($p < .05$) was used to determine statistical significance.

Understanding of University's Larger Purpose

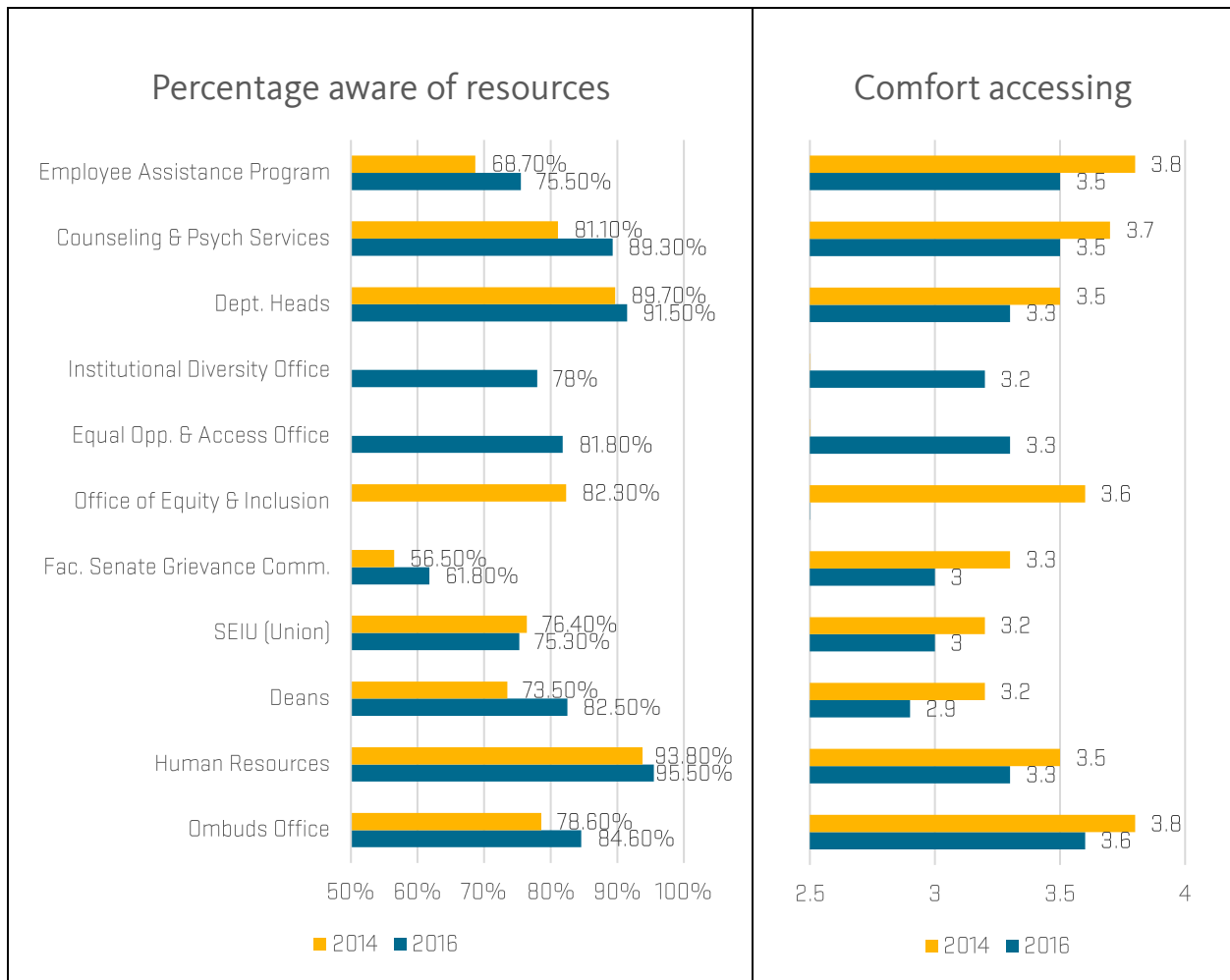
Participants were asked to indicate their level of understanding about the university's larger purpose and how their work fits into it. Prompts were used to gauge faculty and staff understanding of strategic goals and how their job helps to meet those goals, and their opportunities to shape policy at the unit/department or university levels. The scale for these questions changed between the 2014 and 2016 surveys to allow for more nuance. Therefore, tests for significant differences were not used. The percentage of faculty and staff who reported that they do not understand how their job helps the university meet strategic goals decreased between 2014 and 2016. Additionally, faculty and staff who reported that they do not have opportunities to shape policy within their unit/department or at the university decreased from 2014 to 2016.

Access to Resources

A two-part question asked respondents whether they were aware of and/or have used specific key resources on campus and to rate their level of comfort with accessing the list of resources. The question regarding the respondent's level of comfort was only presented to those who were aware of the resources. There were no significant differences in awareness of resources between 2014 and 2016.

Table 1

Awareness of campus resources and comfort accessing them: The question about comfort asked participants to rate their agreement with the following statement for each resource, "I would feel comfortable accessing the following resources when dealing with conflicts in the workplace." A five-point scale was used, with 1 being strongly disagree and 5 being strongly agree.



Significant differences were found when examining comfort with accessing resources for the Human Resources and Ombuds departments, with more people reporting “agree” and less people reporting “strongly agree” in both cases. See Table 1 for details.

Physical Workspace

Respondents were asked to indicate their level of agreement with regard to the attractiveness, comfort, accessibility and safety of their physical workspace. Significant differences were not seen between the 2014 and 2016 responses, though, some between-group differences were observed within each administration of the survey. Selected differences are detailed in Table 2.

Table 2

Physical workspace differences by gender and ability

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<i>2016: “I feel my physical workspace at OSU is accessible” by “Do you have a disability?” (p=.000)</i>					
Yes	13.8%	8.8%	12.5%	43.8%	21.3%
No	4.2%	7.9%	16.3%	47.7%	23.9%
<i>2014: “I feel my physical workspace at OSU is safe” by “Do you have a disability?” (p=.001)</i>					
Yes	5.6%	12.2%	12.2%	42.1%	28.0%
No	2.9%	7.7%	12.4%	48.2%	28.8%
<i>2016: “I feel my physical workspace at OSU is safe” by “Do you have a disability?” (p=.000)</i>					
Yes	14.6%	11.0%	20.7%	32.9%	20.7%
No	3.7%	8.0%	12.7%	47.5%	28.1%
<i>2014: “I feel my physical workspace at OSU is safe” by gender identity/expression (p=.005)</i>					
Woman	3.3%	8.0%	13.8%	47.6%	27.3%
Man	2.0%	8.5%	10.2%	48.3%	31.0%
<i>2016: “I feel my physical workspace at OSU is safe” by gender identity/expression (p=.030)</i>					
Woman	5.0%	9.5%	14.5%	45.0%	25.9%
Man	5.5%	6.1%	10.8%	47.1%	30.5%

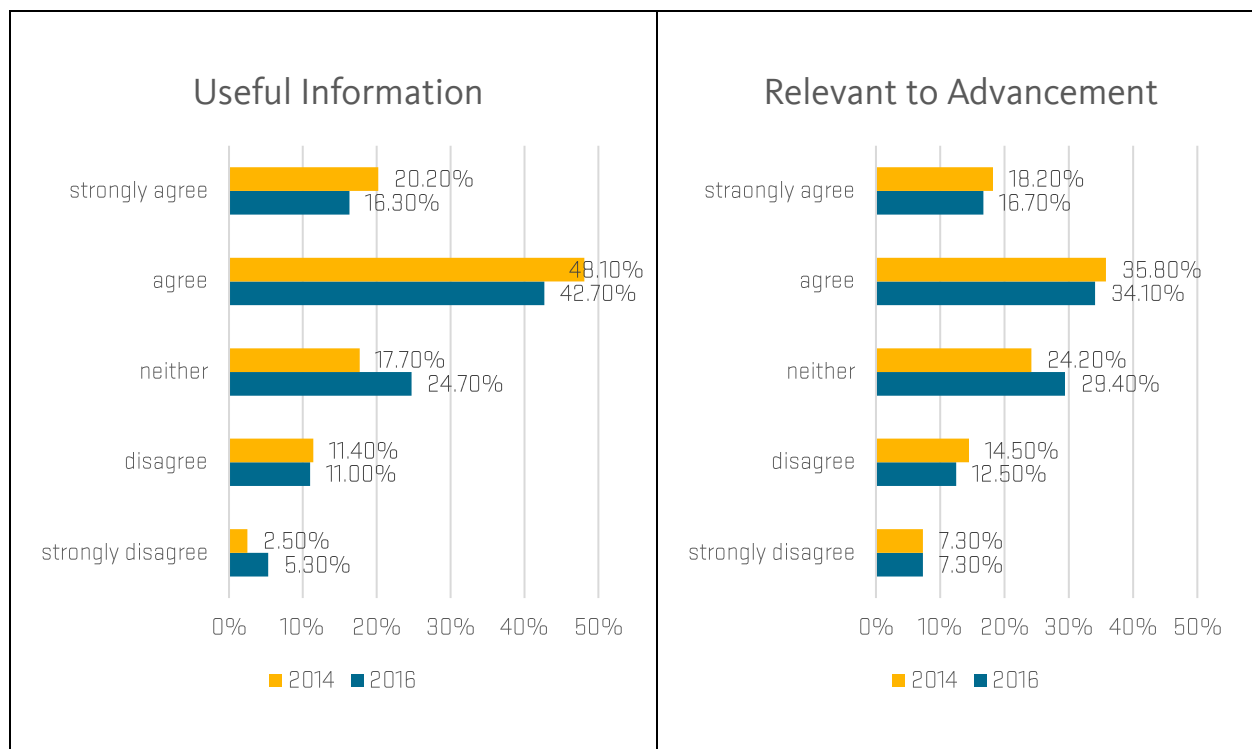
Performance Reviews

In both 2014 and 2016, participants were asked whether they received regular (2014) or annual (2016) performance reviews. There was no significant difference in responses across the years, with about 76% reporting each year that they do receive performance reviews. Those who receive

performance reviews were asked if the reviews provide useful information about their performance, and whether their reviews are relevant to their advancement. In 2016, participants reported significantly less agreement with the statement “My reviews provide useful information on my actual performance” with more people responding “neither agree nor disagree.” See Table 3 for details.

Table 3

Reviews provide useful information on my actual performance and are relevant to my advancement



Compensation, Professional Development and Advancement

A series of four questions asked participants about their level of compensation, feeling of support with regard to professional development, and their understanding about how to advance at the university. While responses across 2014 and 2016 were not found to be significantly different, it is important to note some responses that were consistent across the years. When asked about their level of agreement with the statement “my compensation/benefits allow me to meet my basic needs,” overall faculty and staff

agree or strongly agree with this statement, however, 18.4% disagreed or strongly disagreed in 2014 and 16.5% disagreed or strongly disagreed in 2016.

When asked about their level of agreement with the statement “I feel that I am compensated for the level of work I’m expected to perform,” 46.2% disagreed or strongly disagreed in 2014 and 41.4% disagreed or strongly disagreed in 2016. Gender differences exist across years, showing that women are less likely to agree with this statement, though the differences were not found to be statistically significant ($p=.051$ in 2014 and $p= .105$ in 2016).

Faculty and staff generally reported feeling that their supervisor supports their professional development, but their understanding of how to advance at the university is consistently lacking. In response to the statement, “I understand how I can advance at the university,” about one-third of respondents disagreed or strongly disagreed each year (30.5% in 2014 and 33.8% in 2016). This suggests a need for advancement opportunities to be created or better communicated where they exist.

Respect and Open Communications

Participants were asked to respond to nine positive statements related to respect and open communications, using a five-point scale ranging from strongly disagree to strongly agree. For example, one statement read, “I work in a unit where the leader fosters respect amongst employees.” No significant differences were observed in responses in 2014 and 2016; between 62%-81% agreed or strongly agreed with all of the statements across both years.

Participants were asked how often they experienced uncivil or disrespectful interactions within their unit, on campus, with stakeholders or customers and with the local community on a five-point scale ranging from “never” to “always.” Statistically significant differences were observed between 2014 and 2016 in terms of reports of uncivil or disrespectful interactions with units or on campus. In 2016, more people (49.4% in 2014 and 53.5% in 2016) reported “never” experiencing uncivil or disrespectful

interactions on campus and more people (7.4% in 2014 and 8.6% in 2016) reported “often” experiencing uncivil or disrespectful interactions in their unit.

In both 2014 and 2016, women reported experiencing uncivil or disrespectful interactions in their unit more often than men. Both years, about 30% of women reported sometimes, often or always experiencing disrespectful interactions in their unit while only about 21% of men reported the same ($p=.007$ in 2014, $p=.002$ in 2016). In 2014, 31.8% of people of color reported experiencing uncivil or disrespectful interactions sometimes, often or always within their units at rates significantly higher ($p=.008$) than white faculty and staff who reported sometimes, often or always experiencing disrespectful interactions within their unit at a rate of 26.5%. Differences were still present in 2016, though not statistically significant ($p=.161$). In both 2014 and 2016, people of color reported experiencing uncivil or disrespectful interactions on campus, with stakeholders and customers, and in the local community at higher rates than white people. See Table 4 for details.

Table 4

Percentage of people who reported experiencing uncivil or disrespectful interactions sometimes, often or always on campus, with stakeholders and customers, or in the local community

		On campus		With stakeholders and customers		In the local community	
2014	People of color	25.4%	$p=.000$	20.4%	$p=.016$	14.2%	$p=.008$
	White people	14.0%		18.3%		9.6%	
2016	People of color	23.5%	$p=.000$	23.4%	$p=.000$	18.3%	$p=.002$
	White people	13.8%		15.4%		8.4%	

Fostering Diversity

Between 2014 and 2016, there were no statistically significant differences when participants were asked to rate their level of agreement with statements about there being visible attempts to foster diversity at OSU from four areas: the president’s office, their academic dean/unit head, their department head/direct supervisor or colleagues in their department. In both 2014 and 2016, people of color consistently reported lower levels of agreement with these statements

than white people. The percentage of people who are involved and who would like to become involved with diversity initiatives grew between 2014 and 2016. See Table 5 for details.

Table 5

I am involved with diversity initiatives on campus

	2014		2016		Chi Square
	#	%	#	%	
Yes	540	31.8%	453	38.2%	$p=.570$
No	993	58.5%	549	46.3%	
I would like to be	163	9.6%	184	15.5%	
TOTAL	1696	100.0%	1186	100.0%	

Those who were not involved in diversity initiatives were asked why they have not been involved.

The open-ended responses to this question largely fell within the following themes:

- Involvement requires too much time and/or work load is too intensive to allow for involvement
- Uncertain about opportunities and/or how to become involved
- Discouraged or prevented from involvement by supervisor or due to position responsibilities
- Not interested and/or do not feel welcome in initiatives
- Perception that diversity work is already happening in their work or work communities

Employee Belonging and Retention

In 2016, a new question was introduced which asked faculty and staff how they would describe their sense of belonging during the time they have worked at OSU. More than 26% of respondents reported that they either often wondered whether they belonged (22.4%) or that they rarely felt welcome (3.7%). Some statistically significant differences exist across gender identity and expression ($p=.002$), with a smaller percentage of women (29.5%) than men (37.9%) reporting that they always felt like they belonged. Significant differences ($p=.003$) exist across ethnic groups as well, with people of color reporting that they rarely felt welcome (6.8%) at higher rates than white people (3.1%) and that they have

often wondered whether they belonged (29.3%) at higher rates than white people (19.7%).

Response options for the question about whether faculty and staff have seriously considered leaving OSU during the last 12 months changed from 2014 to 2016 to add more nuance about why people are actively seeking or seriously considering other employment. Between 2014 and 2016, a 6.7% higher percentage of participants reported that they were actively seeking other employment, while 10.1% fewer participants reported that they are seriously considering leaving their job.

The new response options allowed respondents to indicate if they are seeking other employment opportunities because they are disappointed with their job. In 2016, 32.6% reported that they were actively seeking or seriously considering other employment because of disappointment with their job and 15.0% are actively seeking or seriously considering other employment but are not disappointed with their job. More than 49% have no intention of leaving (short term or in general), and 2.9% are unable to leave OSU. See Table 6 for details.

Table 6

During the past 12 months, have you seriously considered leaving OSU?

2014		2016	
Yes, I have been actively seeking other employment	12.3%	Yes, I have been actively seeking other employment because of disappointment with my job	14.5%
		Yes, I have been actively seeking other employment but I'm not disappointed with my job	4.5%
Yes, I have considered/thought about leaving	38.7%	Yes, I have seriously considered leaving because of disappointment in my job	18.1%
		Yes, I have seriously considered leaving but I'm not disappointed with my job	10.5%
No, I have no intention of leaving OSU in the short term	25.8%	No, I have no intention of leaving OSU in the short term	27.6%
No, I have no intention of leaving OSU	20.9%	No, I have no intention of leaving OSU	21.8%
No, I am unable to leave OSU	2.2%	No, I am unable to leave OSU	2.9%

Recommend OSU as an Employer

Participants were asked whether they would recommend their current department or OSU as an employer; no statistically significant differences were seen across reporting years. While not statistically significant ($p=.078$), agreement with the statement “I would recommend OSU as an employer” declined, both with the agree response option (dropped from 46.1% to 43.5%) and the strongly agree response option (dropped from 33.0% to 29.4%).

Discussion

Results from these surveys provide evidence for areas in which campus leaders need to focus energy to improve the experience of faculty and staff at OSU. For example, given these results, those involved in employee retention efforts should make special considerations for how to retain people of color and women. Additional inquiries may be necessary to better understand what might make these populations feel like they belong. Similarly, since people of color do not see visible attempts to foster diversity at the same levels as white people, it would be worthwhile to ask people of color what meaningful attempts would look like. This paired with research and an examination of good practices at other institutions may yield a plan for improving efforts to foster diversity in meaningful ways.

These results also inform important areas of focus when it comes to employee compensation and advancement. In terms of compensation, about 1 in 6 employees reported that their compensation/benefits do not allow them to meet their basic needs. Further examination of this finding is needed to understand more about what groups feel this way, perhaps followed by an examination of compensation practices. Finally, while faculty and staff feel supported in pursuing professional development opportunities, they could use more support when it comes to understanding how they can advance at the university.

The continued administration of the Faculty and Staff Climate Survey will serve as a tool to monitor employee perceptions on these important topics. Employee retention and satisfaction play an important role in OSU's student success goals. When employees are treated well, feel like they belong and feel valued, they are better positioned to serve students effectively.