

Kansas State University (K-State)

Climate Assessment for
Learning, Living and Working

April 29, 2015



KANSAS STATE
UNIVERSITY

Climate In Higher Education



Assessing Campus Climate

What is it?

- Campus Climate is a construct

Definition?

- *Current attitudes, behaviors, and standards and practices of employees and students of an institution*

How is it measured?

- Personal Experiences
- Perceptions
- Institutional Efforts

Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes.**¹



Discriminatory environments have a **negative effect** on student learning.²



Research supports the pedagogical value of a **diverse student body** and faculty on **enhancing learning outcomes.**³

¹ Pascarella & Terenzini, 1991, 2005

² Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005.

³ Hale, 2004; Harper & Quaye, 2004; Harper, & Hurtado, 2009; Hurtado, 2003.

Campus Climate & Faculty/Staff



The **personal and professional development** of employees including faculty members, administrators, and staff members are impacted by campus climate.¹



Faculty members who judge their campus **climate more positively** are more likely to feel personally **supported** and perceive their work unit as more supportive.²



Research underscores the **relationships** between (1) workplace **discrimination** and negative job/career **attitudes** and (2) workplace encounters with **prejudice** and lower health/**well-being**.³

¹Settles, Cortina, Malley, and Stewart, 2006

²Sears, 2002

³Costello, 2012; Silverschanz, Cortina, Konik, & Magley, 2007;

Projected Outcomes



K-State will add to their knowledge base with regard to how constituent groups currently feel about their particular campus climate and how the community responds to them (e.g., work-life issues, curricular integration, inter-group/intra-group relations, respect issues).



K-State will use the results of the assessment to inform current/on-going work.

Setting the Context for Beginning the Work

Examine the Research

- Review work already completed

Preparation

- Readiness of each campus

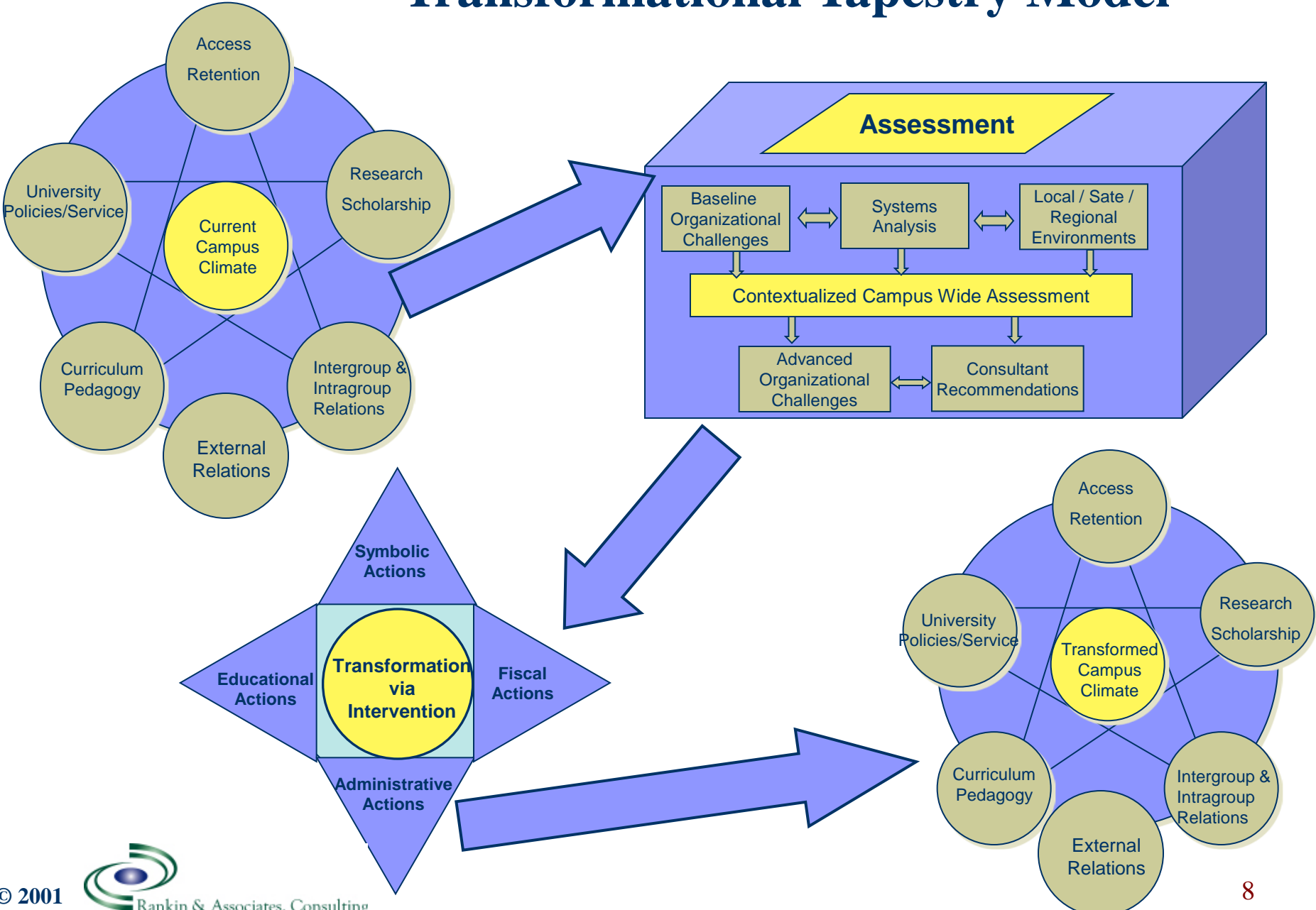
Assessment

- Examine the climate

Follow-up

- Building on the successes and addressing the challenges

Transformational Tapestry Model[©]



Project Overview

Phase I

- **Focus Groups**

Phase II

- **Assessment Tool Development and Implementation**

Phase III

- **Data Analysis**

Phase IV

- **Final Report and Presentation**

Phase I

Fall 2013 - Spring 2014

K-State created the University Climate Study Committee (UCSC; comprised of faculty, staff, students and administrators)


13 focus groups were conducted by R&A (comprised of 40 students, and 73 faculty/staff)

Data from the focus groups informed the UCSC and R&A in constructing questions for the campus-wide survey.


Phase II Fall 2014



Meetings with the UCSC to develop the survey instrument



The UCSC reviewed multiple drafts of the survey and approved the final survey instrument.



The final survey was distributed to the entire K-State community (students, faculty, staff, and administrators) via an invitation from President Schulz.



Instrument/Sample



Final instrument

- 100 questions and additional space for respondents to provide commentary (20 qualitative and 80 quantitative)
- On-line or paper & pencil options



Sample = Population

- All students, faculty, staff, and administrators of K-State's community received an invitation to participate.

Survey Limitations

Self-
selection
bias

Response
rates

Social
desirability

Caution in
generalizing results
for constituent
groups with low
response rates

Method Limitation

Data were not reported for groups of fewer than 5 individuals where identity could be compromised

Instead, small groups were combined to eliminate possibility of identifying individuals

Phase III

Fall 2014/Winter 2015

Quantitative and qualitative analyses conducted



Phase IV Spring 2015

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graph TD; A[Phase IV Spring 2015] --> B[Report draft reviewed by the UCSC]; B --> C[Final report submitted to K-State]; C --> D[Presentation to K-State campus community];
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Report draft reviewed by the UCSC

Final report submitted to K-State

Presentation to K-State campus
community

Results

Response Rates





Who are the respondents?



7,411 people responded to the call to participate

25% overall response rate



Employee Response Rates

49%

- Faculty ($n = 914$)

49%

- Staff ($n = 1,477$)

55%

- Administrators ($n = 215$)

Student Response Rates

20%

- Undergraduate ($n = 3,986$)

19%

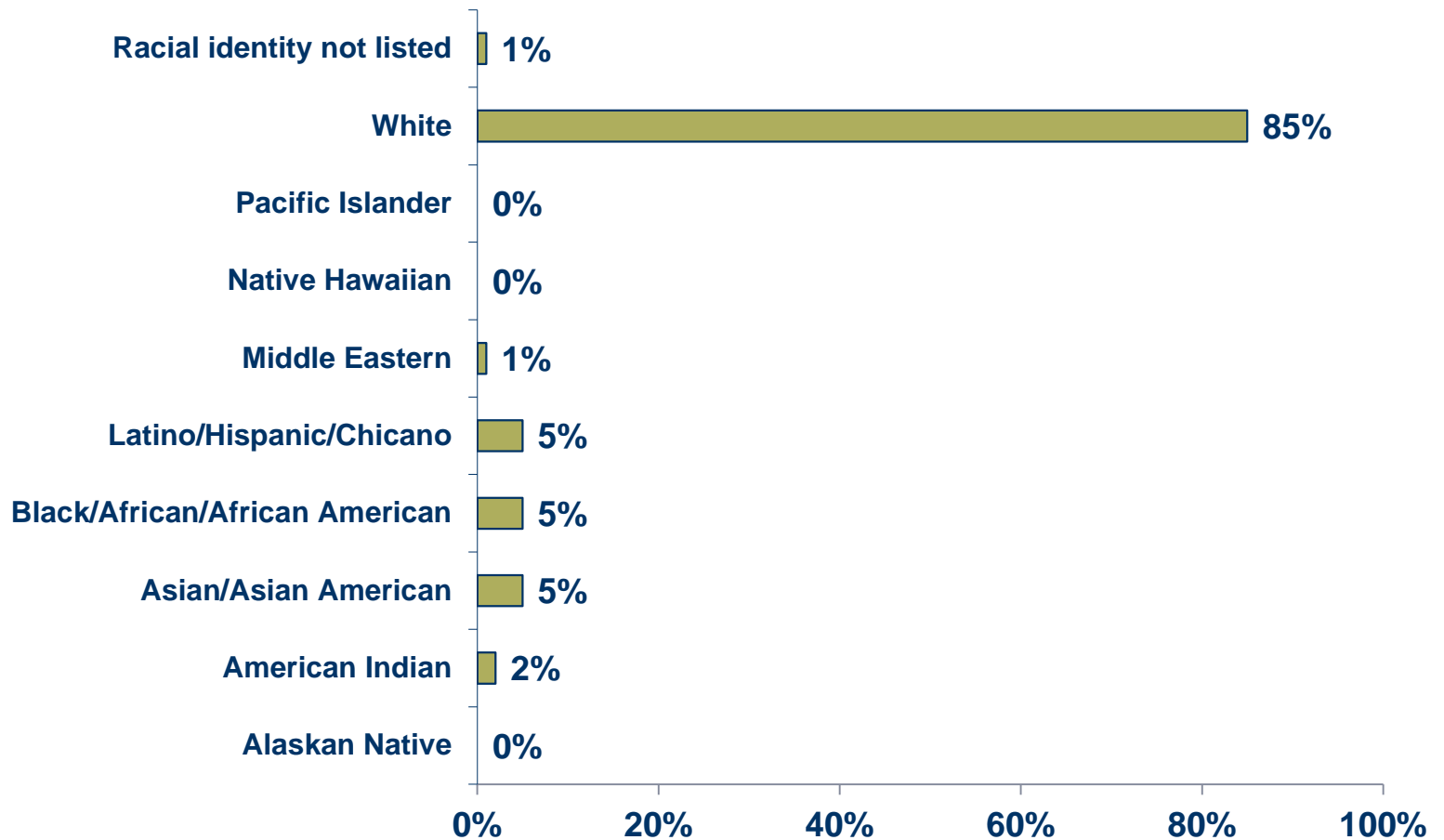
- Graduate ($n = 819$)

Results

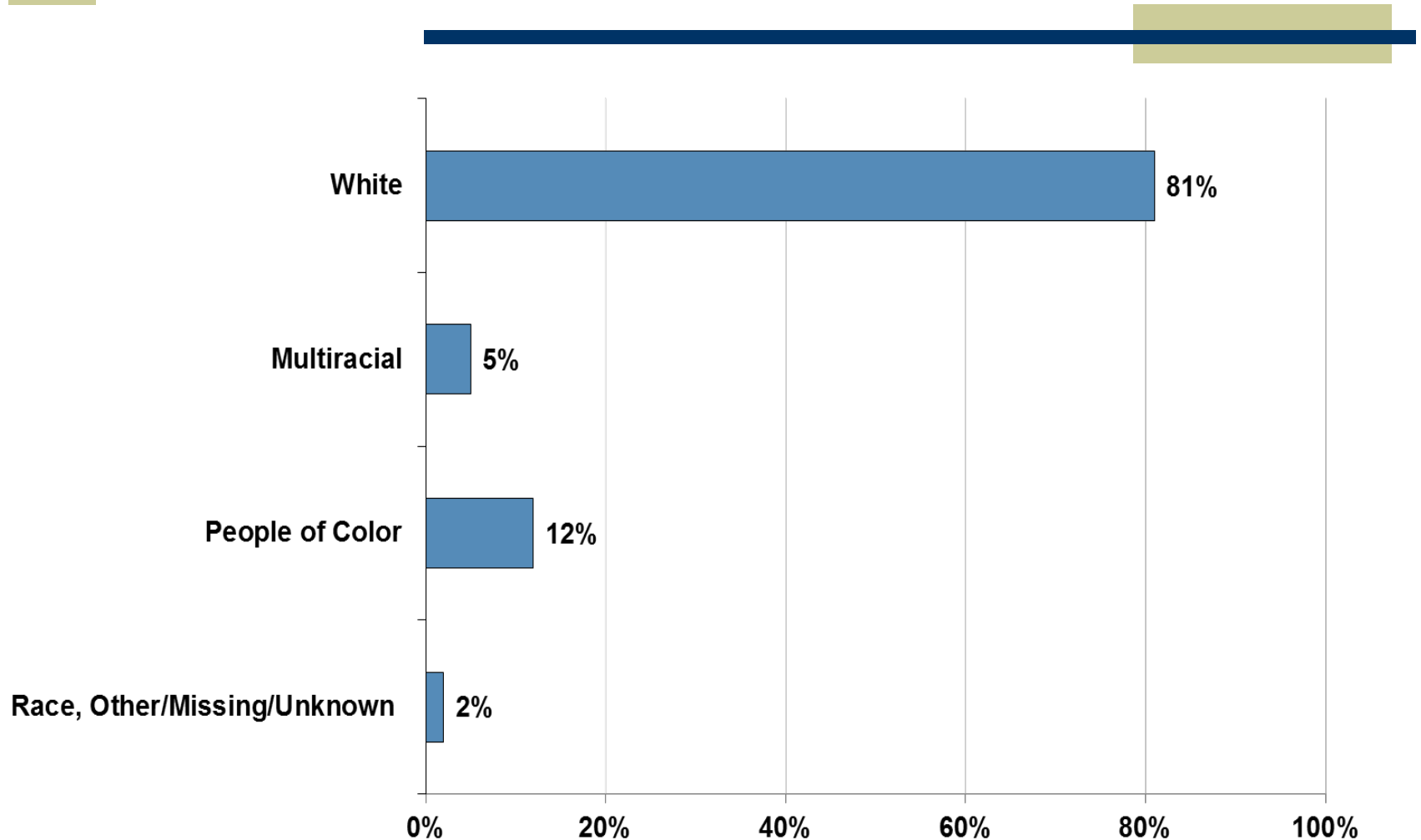
Additional Demographic Characteristics



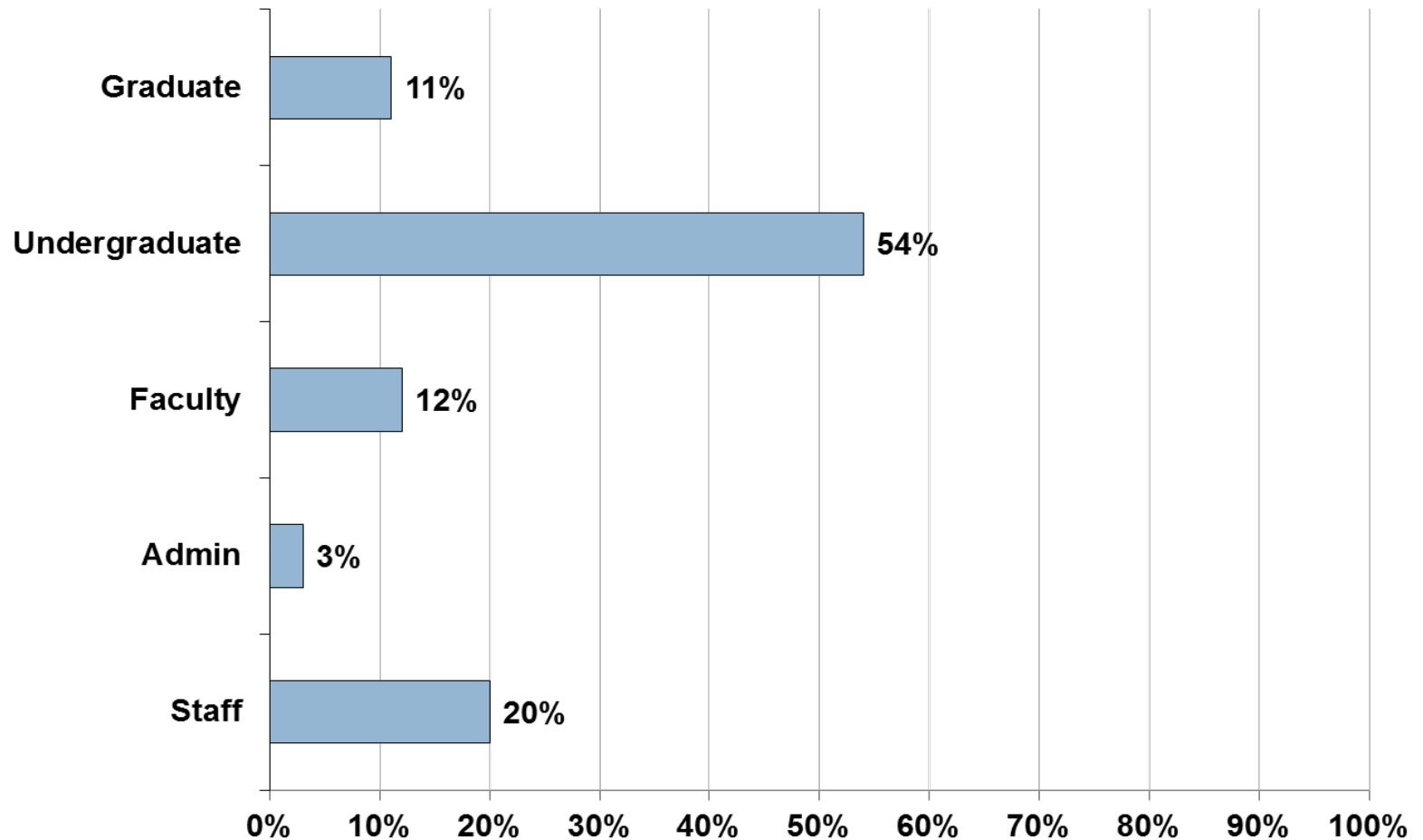
Respondents by Racial/Ethnic Identity (%) (Duplicated Total)



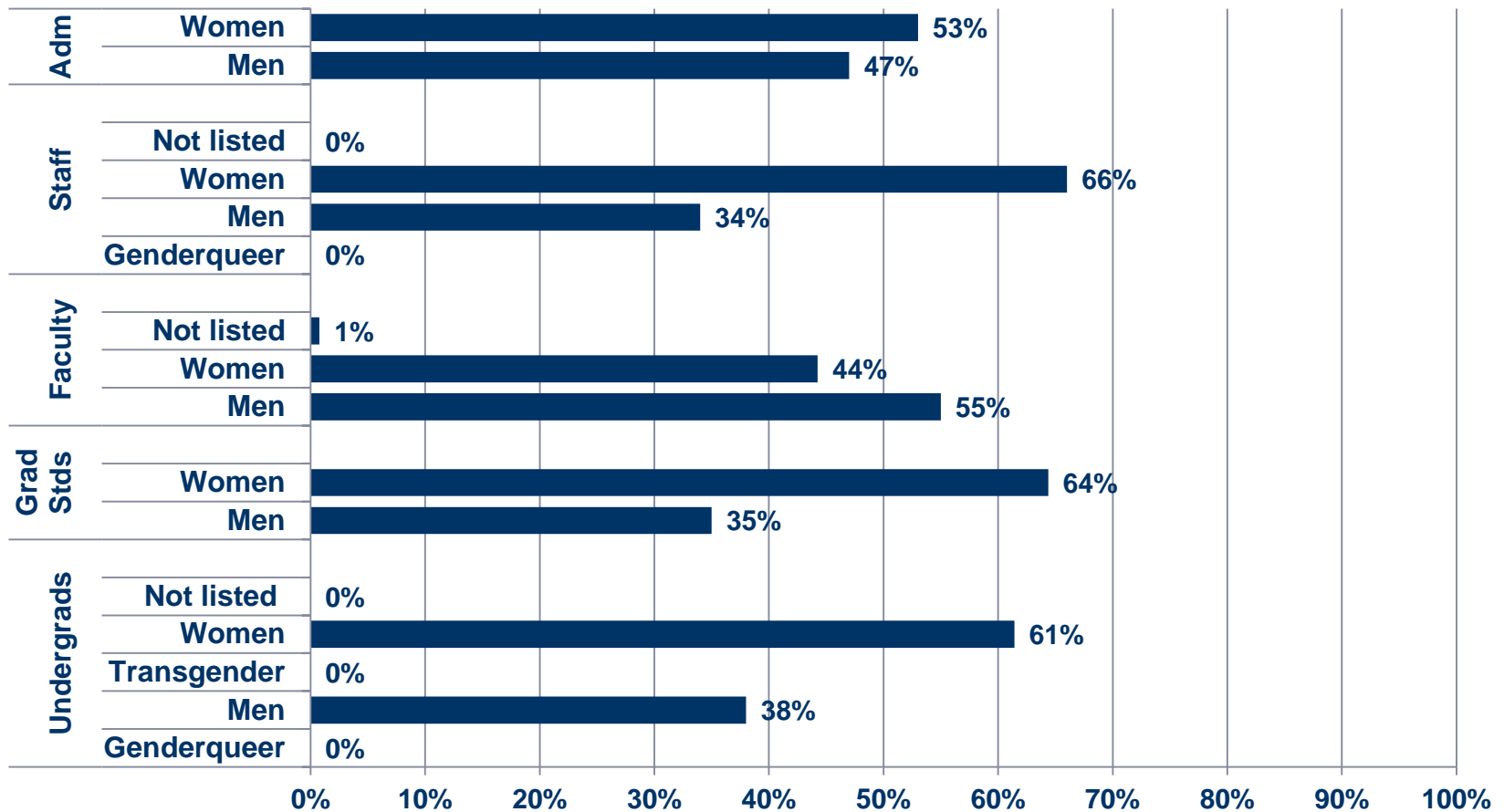
Respondents by Racial/Ethnic Identity (%) (Unduplicated Total)



Respondents by Position (%)

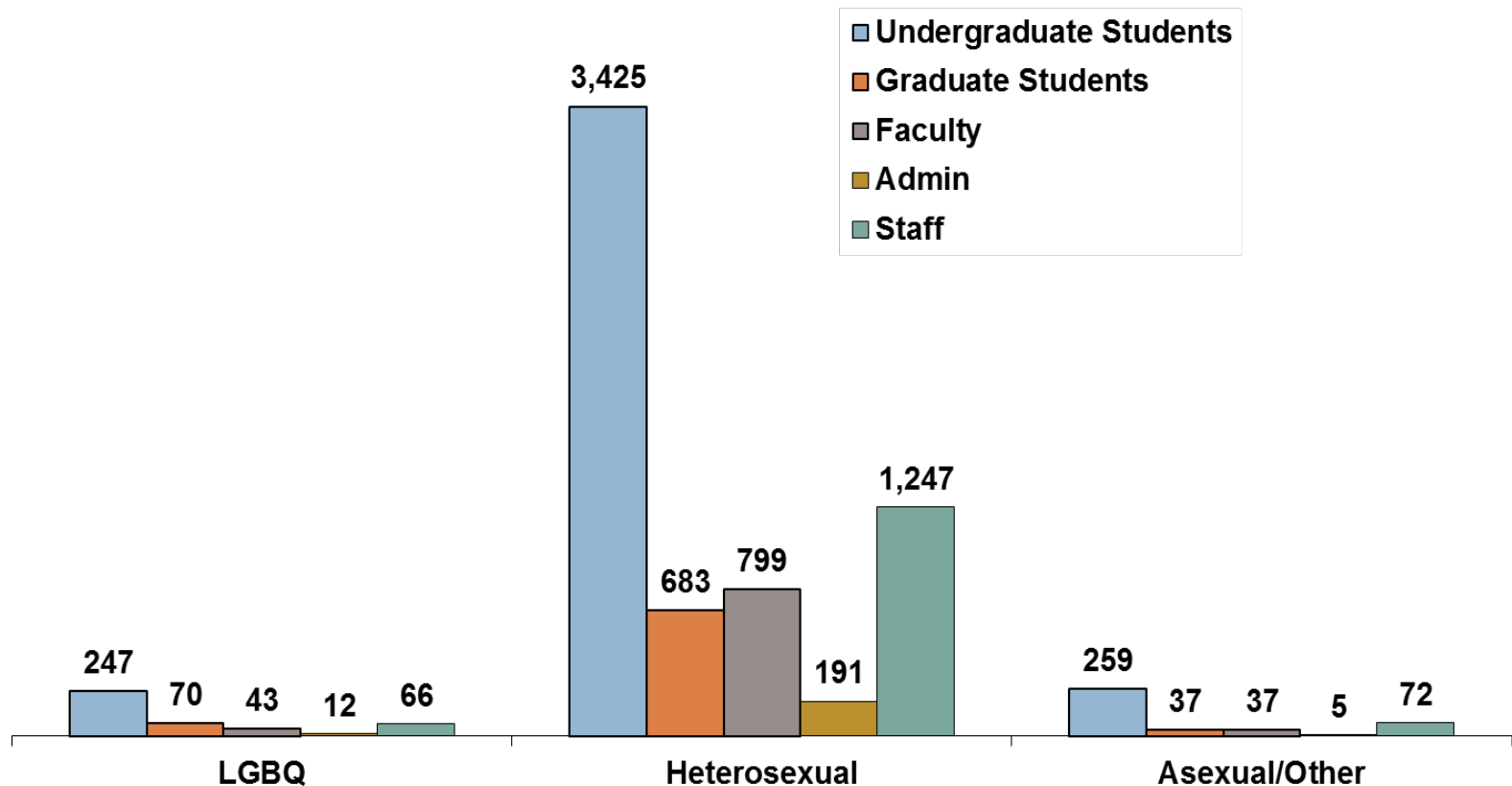


Respondents by Gender Identity and Position Status (%)



Note: Responses with *n*'s less than 5 are not presented in the figure

Respondents by Sexual Identity and Position Status (*n*)



Note: Responses with *n*'s less than 5 are not presented in the figure

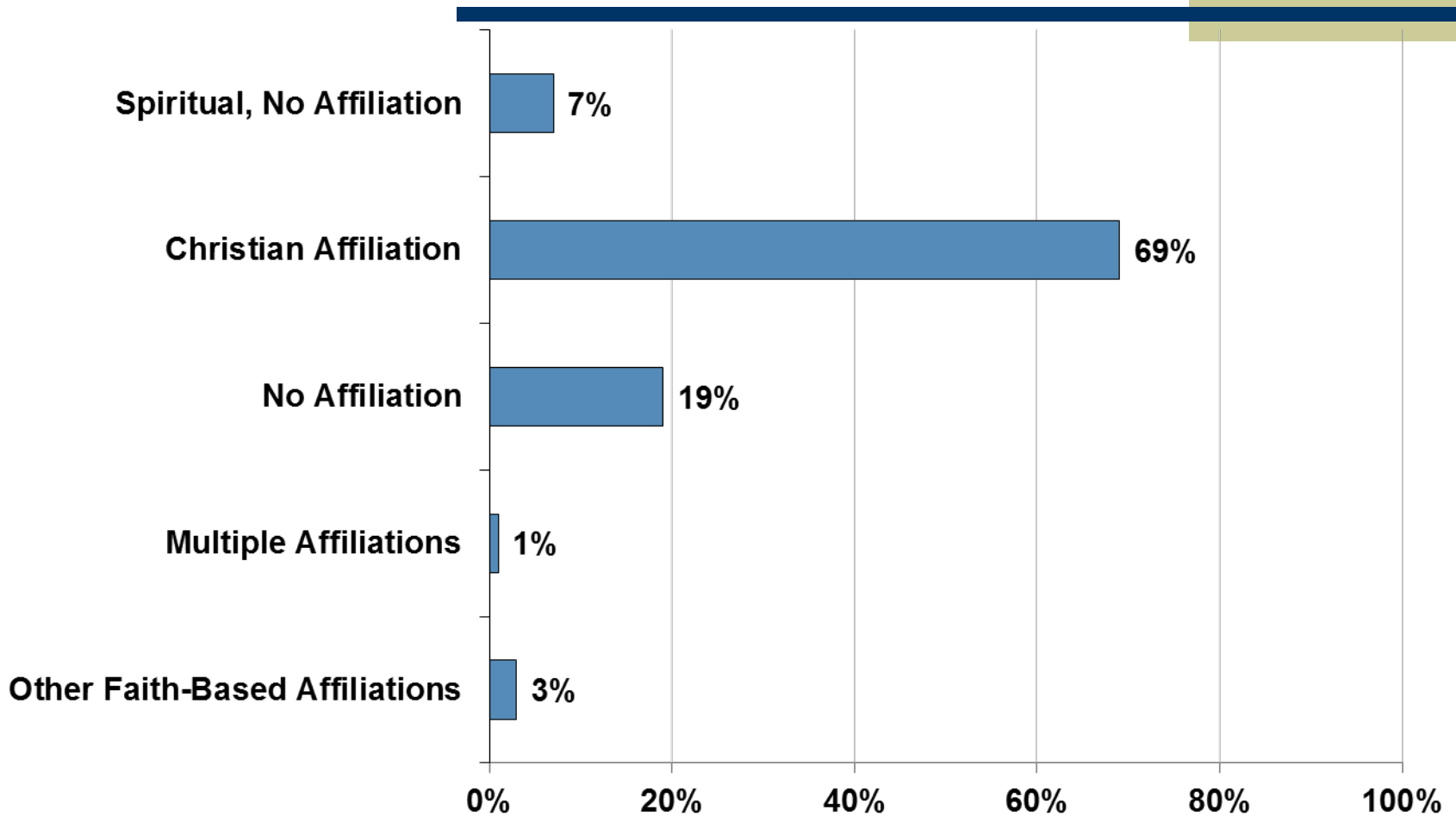
Respondents' Primary K-State Geographic Location

Location	<i>n</i>	<i>%</i>
Manhattan	6,904	93.2
Salina	177	2.4
Olathe	61	0.8
Other	261	3.5
Missing	8	0.1

17% ($n = 1,256$) of Respondents Identified as Having a Single Disability or Multiple Disabilities that Substantially Affected Major Life Activities

Disability	<i>n</i>	%
Mental health/psychological condition	433	5.8
Medical condition	350	4.7
Cognitive disability	301	4.1
Hard of hearing or deaf	159	2.1
Physical disability	113	1.5
Low vision or blind	103	1.4
Mobility impairment	58	0.8
Speech/communication disorders	53	0.7
Other	49	0.7
Acquired/Traumatic Brain Injury	45	0.6

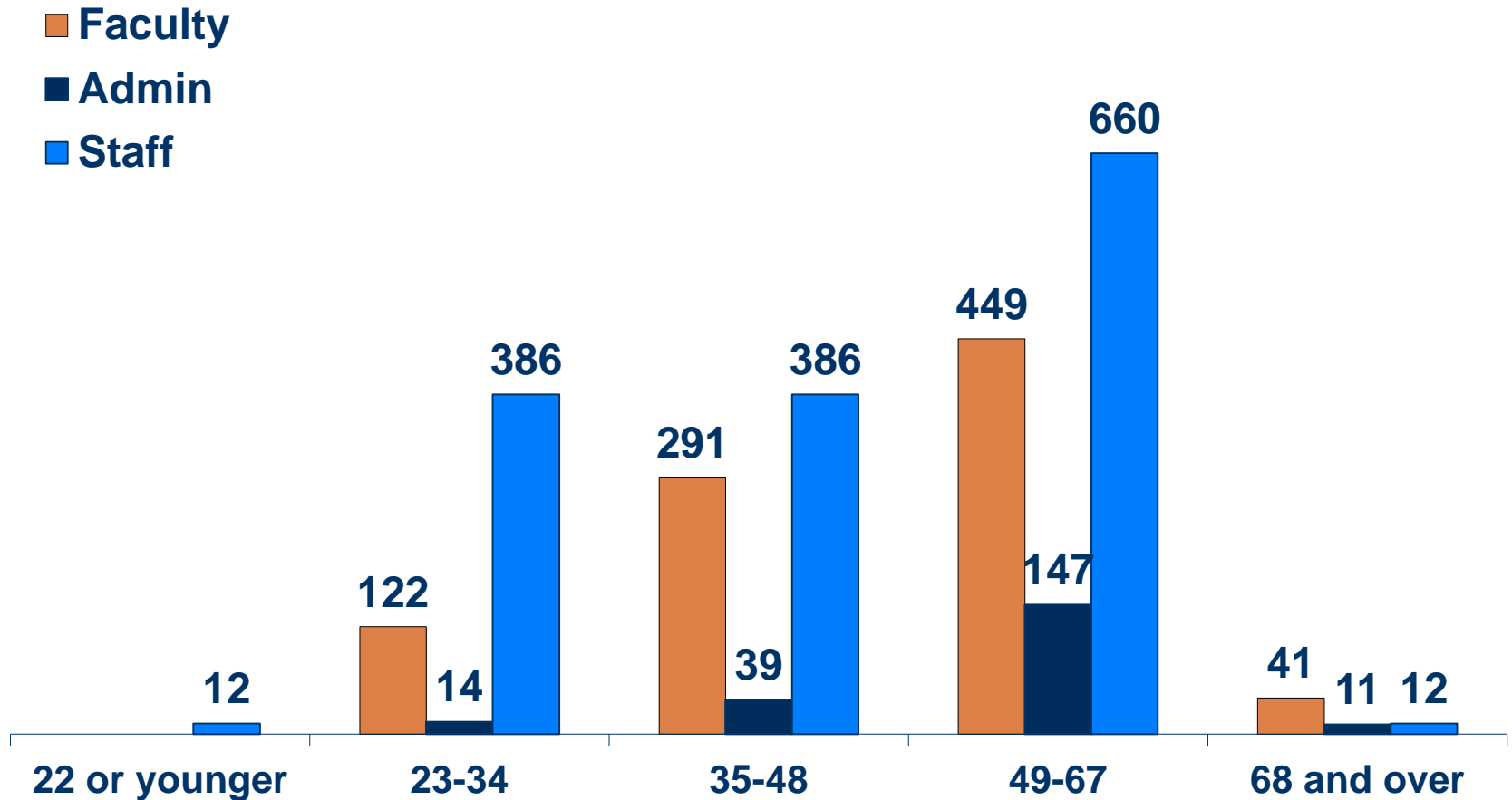
Respondents by Religious/Spiritual Affiliation (%)



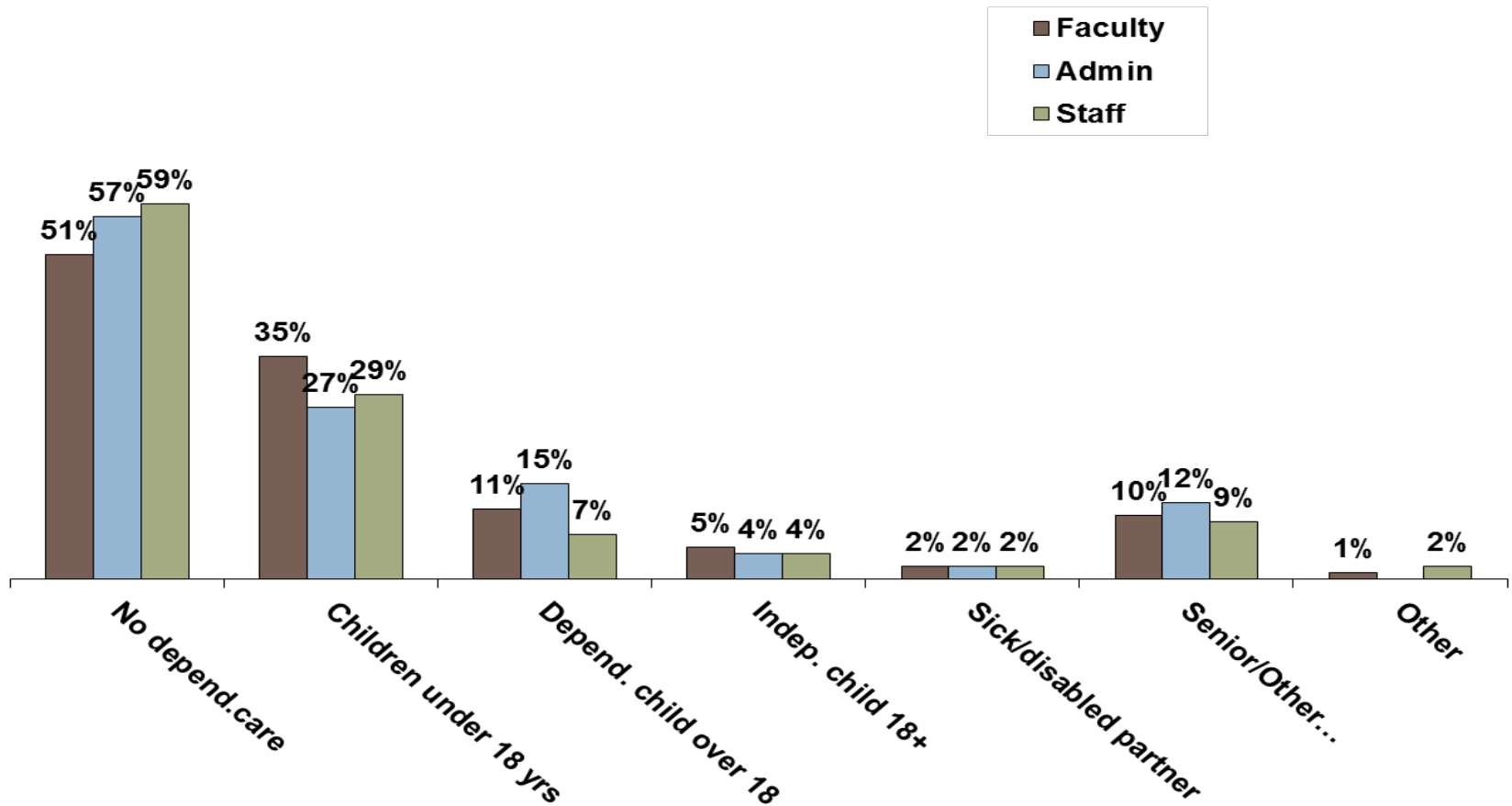
Citizenship Status

Citizenship	<i>n</i>	<i>%</i>
U.S. citizen	6,766	91.3
Permanent resident	525	7.1
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	327	4.4
Other legally documented status	12	0.2
Undocumented resident	6	0.1

Employee Respondents by Age (*n*)



Employee Respondents' Dependent Care Status by Position (%)



Faculty Academic Department/Work Unit Affiliations

Academic Division	<i>n</i>	%
College of Arts and Sciences	302	33.0
College of Agriculture	123	13.5
College of Education	79	8.6
College of Engineering	78	8.5
College of Veterinary Medicine	73	8.0
College of Human Ecology	69	7.5
College of Technology and Aviation	38	4.2
K-State Libraries	38	4.2
College of Business Administration	29	3.2
K-State Research and Extension	26	2.8
Office of the Provost	20	2.2
College of Architecture, Planning and Design	19	2.1

Staff Academic Department/Work Unit Affiliations

Work Unit	<i>n</i>	%
Student Life	142	9.6
College of Veterinary Medicine	139	9.4
College of Agriculture	132	8.9
Division of Facilities	101	6.8
Information Technology Services	92	6.2
Housing and Dining	85	5.8
Administration and Finance	81	5.5
College of Arts and Sciences	78	5.3
K-State Research and Extension	71	4.8

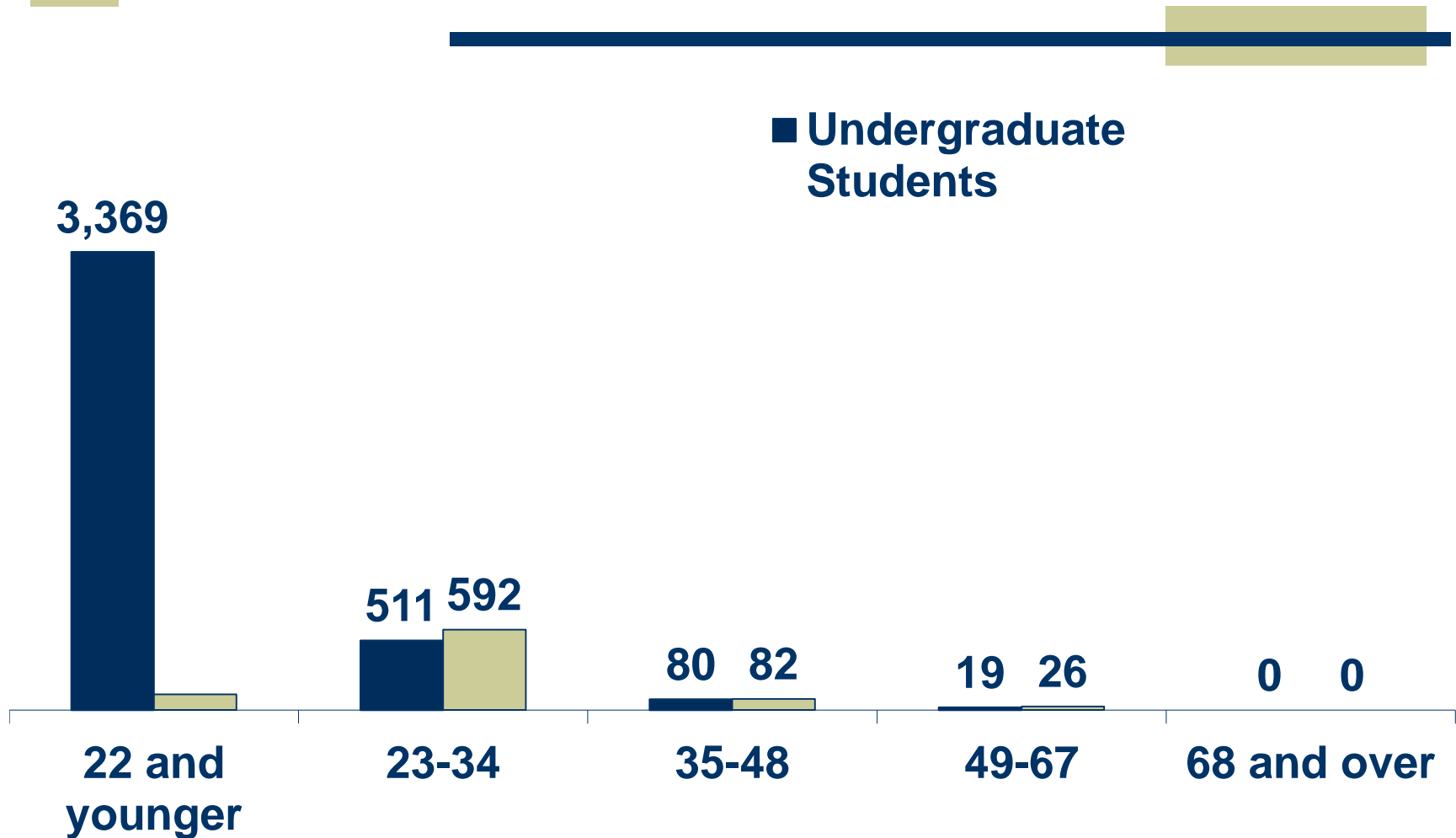
*Note: A complete list can be found in the full report.

Administrator Academic Department/Work Unit Affiliations

Work Unit	<i>n</i>	%
Student Life	27	12.6
Office of the Provost	25	11.6
College of Arts and Sciences	24	11.2
Administration and Finance	14	6.5
College of Agriculture	14	6.5
College of Engineering	12	5.6
K-State Research and Extension	9	4.2
Office of Research	9	4.2

*Note: A complete list can be found in the full report.

Student Respondents by Age (*n*)



Student Respondents' Residence Campus Housing (27%, $n = 1,274$)

Residence	<i>n</i>	%
Jardine Apartment Complex	256	24.7
Goodnow Hall	124	11.9
Marlatt Hall	115	11.1
Ford Hall	110	10.6
Moore Hall	108	10.4
Haymaker Hall	75	7.2
Boyd Hall	69	6.6
Putnam Hall	65	6.3
West Hall	45	4.3
Apartment with University housing contract	34	3.3
Honors House	16	1.5
Van Zile Hall	15	1.4
Smurthwaite House	6	0.6

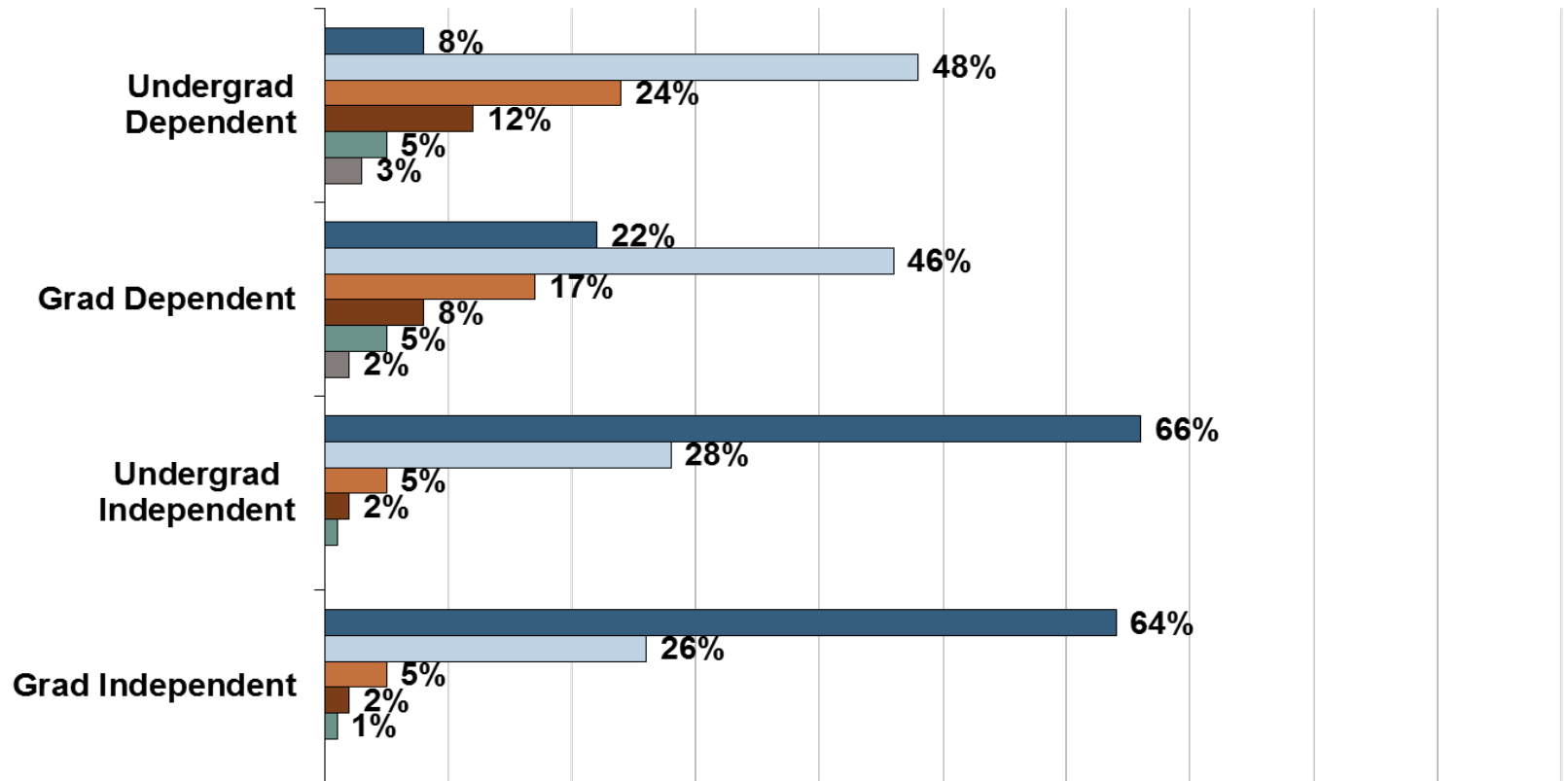
Student Respondents' Residence

Non-Campus Housing (73%, $n = 3,482$)

Residence	<i>n</i>	%
Independently in an apartment/house	2,400	78.6
Sorority housing	244	8.0
Fraternity housing	233	7.6
Living with family member/guardian	176	5.8
Housing transient (e.g., couch surfing, etc.)	22	0.5

Student Respondents' Income by Dependency Status and Position (%)

■ Below \$30K
 ■ \$30K - \$99,999
 ■ \$100K-\$149,999
 ■ \$150K-\$249,999
 ■ \$250K-399,999
 ■ \$400K or more



48% ($n = 2,325$) of Student Respondents Reported Experiencing Financial Hardship...

Manner	<i>n</i>	%
Difficulty affording tuition	1,569	67.5
Difficulty in affording housing	1,251	53.8
Difficulty purchasing my books	1,242	53.4
Difficulty affording food	917	39.4
Difficulty participating in social events	906	39.0
Difficulty participating in co-curricular events or activities	821	35.3
Difficulty traveling home during breaks	775	33.3
Difficulty in affording other campus or program fees	563	24.2
Difficulty in affording health care	553	23.8
Difficulty participating in academic or professional organizations	509	21.9
Difficulty commuting to campus	251	10.8
Difficulty in affording child care	91	3.9

Note: Table includes Student respondents who reported having experienced financial hardship ($n = 2,325$) only. Sum does not total 100% as a result of multiple response choices.

How Student Respondents Were Paying For College

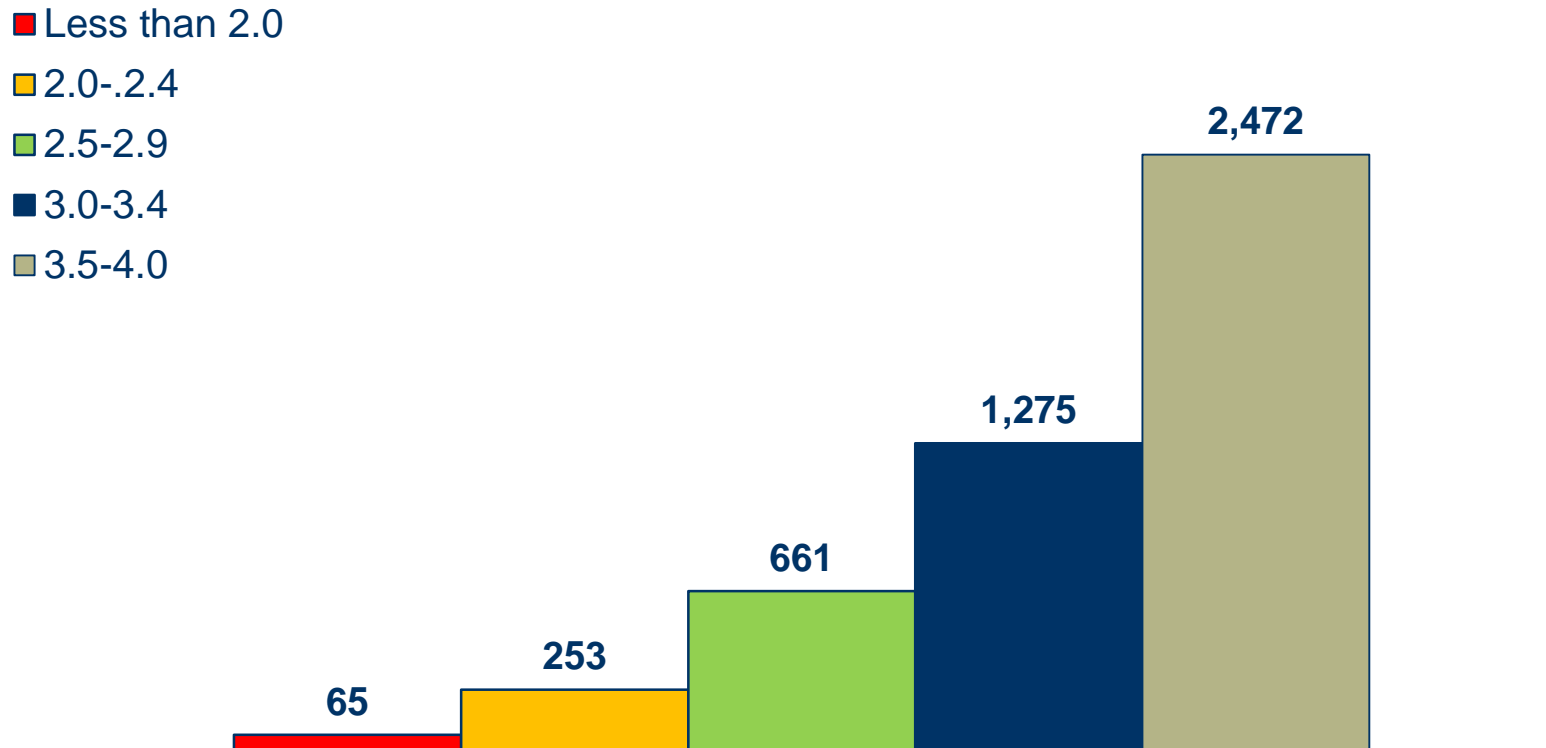
Form	<i>n</i>	%
Student loans	2,474	51.5
Family contribution	2,221	46.2
Personal contribution/job	1,679	34.9
Non-need based scholarship	1,273	26.5
Grant	1,204	25.1
Parent loans	819	17
Need-based scholarship	564	11.7
Other	457	9.5

Student Respondents' Participation in Clubs or Organizations at K-State

Clubs/Organizations	<i>n</i>	%
Clubs and activities	2,382	49.6
Sports and recreation	1,297	27.0
I do not participate in any clubs/organizations	1,223	25.5
School spirit/philanthropy clubs	819	17.0
Honor societies	624	13.0
PanHellenic	596	12.4
Multicultural student organizations	305	6.3
Student governance	300	6.2
Academic competition teams	202	4.2

*Note: A complete list can be found in the full report.

Student Respondents' Cumulative G.P.A. (*n*)



Findings



“Comfortable”/“Very Comfortable” with:

Overall Campus Climate (84%)

Department/Work Unit Climate (69%)

Classroom Climate
(Undergraduate, 85%; Graduate, 79%;
Faculty, 72%)

Comfort With Overall Climate

Differences

- Staff and Faculty respondents less comfortable than Administrator respondents
- Women respondents less comfortable than Men respondents
- Respondents of Color and Multiple Race respondents less comfortable than White respondents
- Respondents with Multiple Affiliations, No Affiliation, Spiritual Affiliations, and Other Faith-Based Affiliations less comfortable than respondents with Christian Affiliations.
- LGBTQ respondents less comfortable than Heterosexual and Asexual/Other respondents

Comfort With Overall Climate

Differences

- Respondents with Multiple Disabilities and a Single Disability less comfortable than those with No Disabilities
- Non-U.S. Citizen respondents were less comfortable than U.S. Citizen respondents
- Low-Income Student respondents less comfortable than No Low-Income Student respondents
- First Generation Student respondents less comfortable than Not First-Generation Student respondents
- Respondents with Military Service less comfortable than respondents with No Military Service

Comfort With Department/Work Unit Climate

Differences

- Women respondents less comfortable than Men respondents
- Respondents of Color and Multiple Race respondents less comfortable than White respondents

Comfort With Classroom Climate

Differences

- Faculty respondents less comfortable than Undergraduate and Graduate Student respondents
- Women Faculty and Student respondents less comfortable than Men Faculty and Student respondents
- Faculty and Student Respondents of Color and Multiple Race Faculty and Student respondents less comfortable than White Faculty and Student respondents
- LGBTQ Faculty and Student respondents less comfortable than Heterosexual and Asexual/Other Faculty and Student respondents

Comfort With Classroom Climate

Differences

- Faculty and Student respondents with Multiple Affiliations, No Affiliation, Spiritual Affiliations, and Other Faith-Based Affiliations less comfortable than Faculty and Student respondents with Christian Affiliations
- Faculty and Student respondents with Multiple Disabilities and a Single Disability less comfortable than those with No Disabilities
- Non-U.S. Citizen Faculty and Student respondents were less comfortable than U.S. Citizen Faculty and Student respondents

Comfort With Classroom Climate

Differences

- Low-Income Student respondents less comfortable than Not Low-Income Student respondents
- First-Generation Student respondents less comfortable than Not First-Generation Student respondents

Challenges and Opportunities

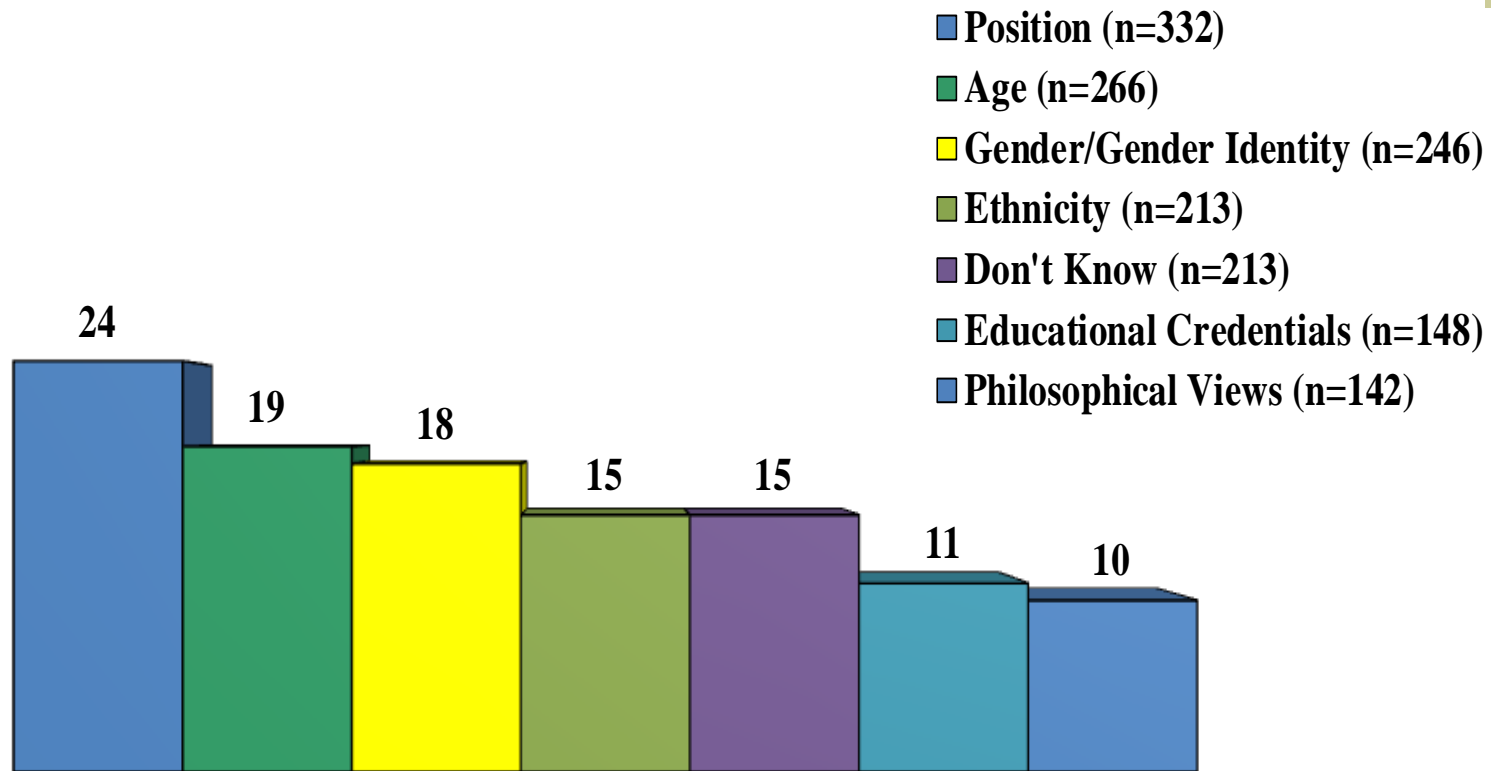


Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

19%

- **1,400 respondents indicated that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at K-State in the past year**

Personally Experienced Based on...(%)



Note: Only answered by respondents who experienced harassment ($n = 1,400$).
Percentages do not sum to 100 due to multiple responses.

Forms of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

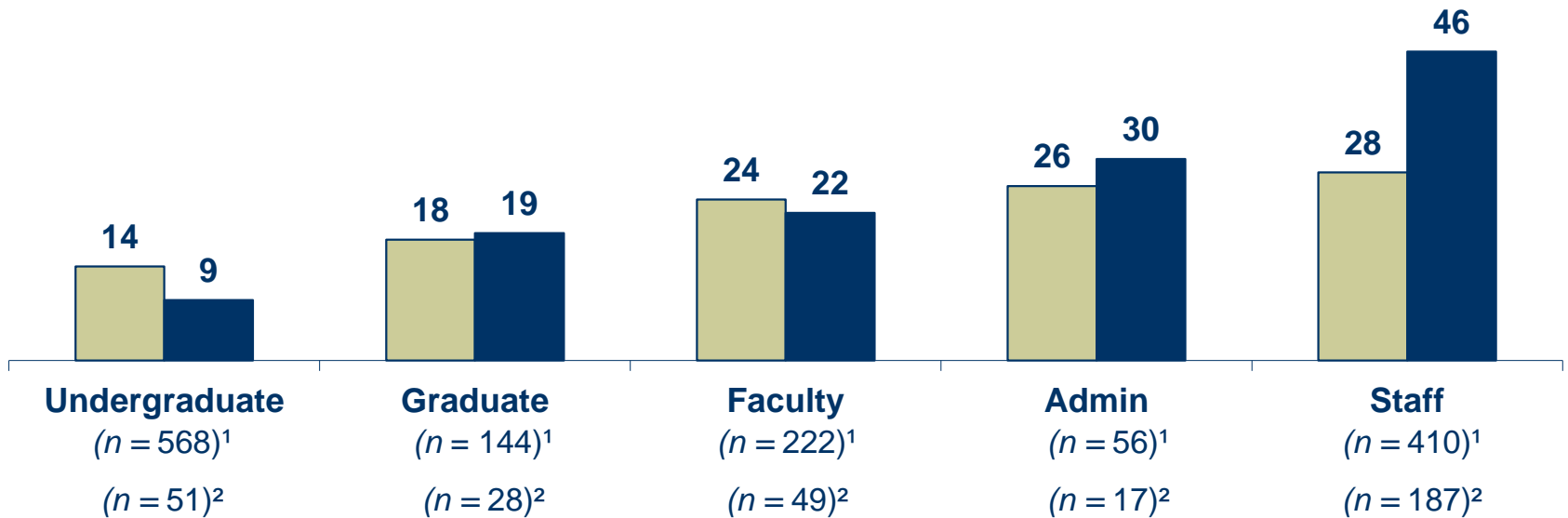
	<i>n</i>	%
Deliberately ignored or excluded	680	48.6
Isolated or left out	673	48.1
Intimidated/bullied	533	38.1

Note: Only answered by respondents who experienced harassment (*n* = 1,400). Percentages do not sum to 100 due to multiple responses.

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Position (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of position²



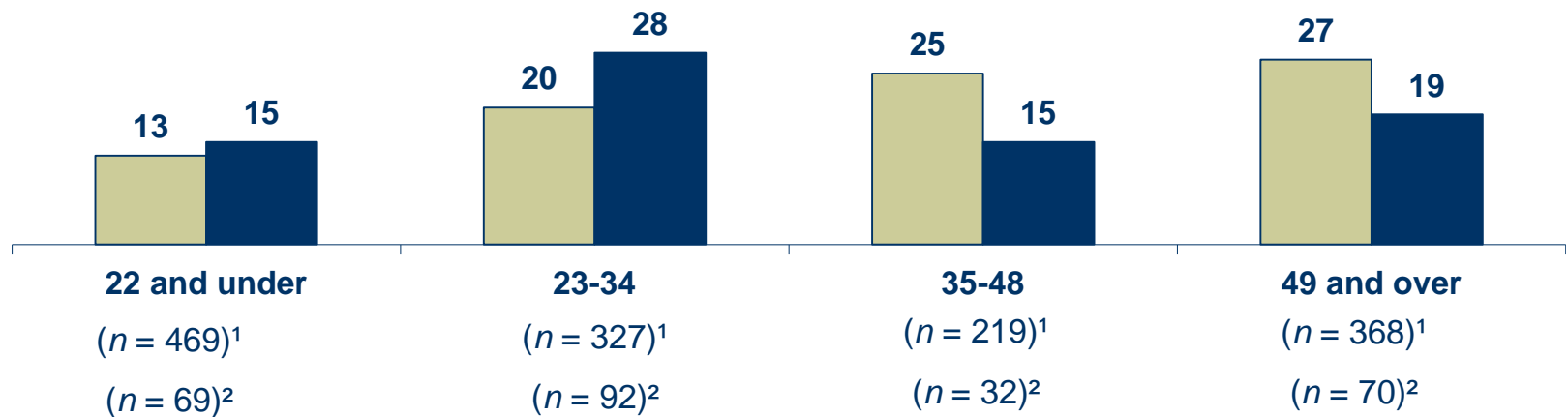
¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Age (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their age²



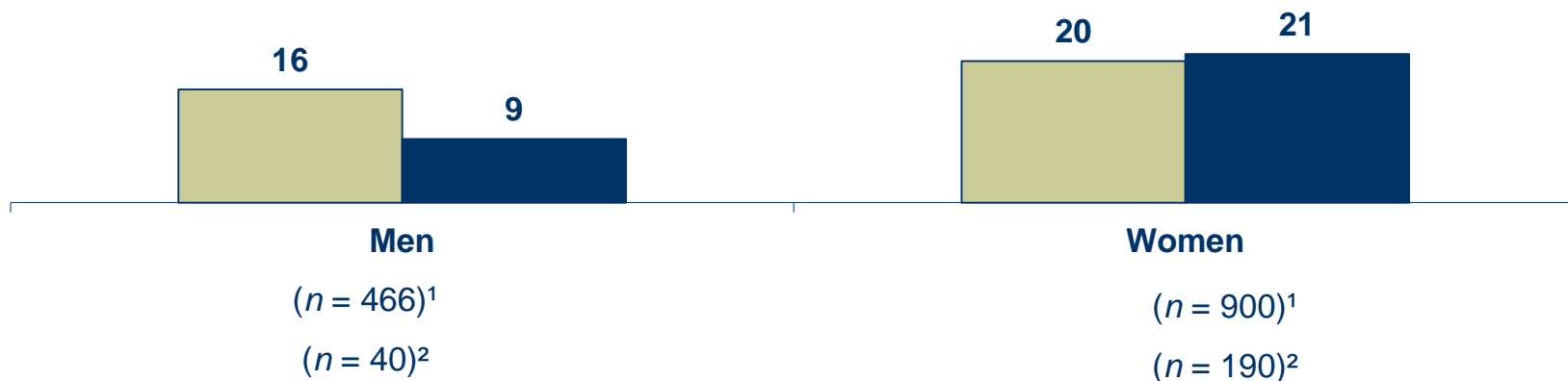
¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Gender Identity (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their gender identity²



¹ Percentages are based on total *n* split by group.

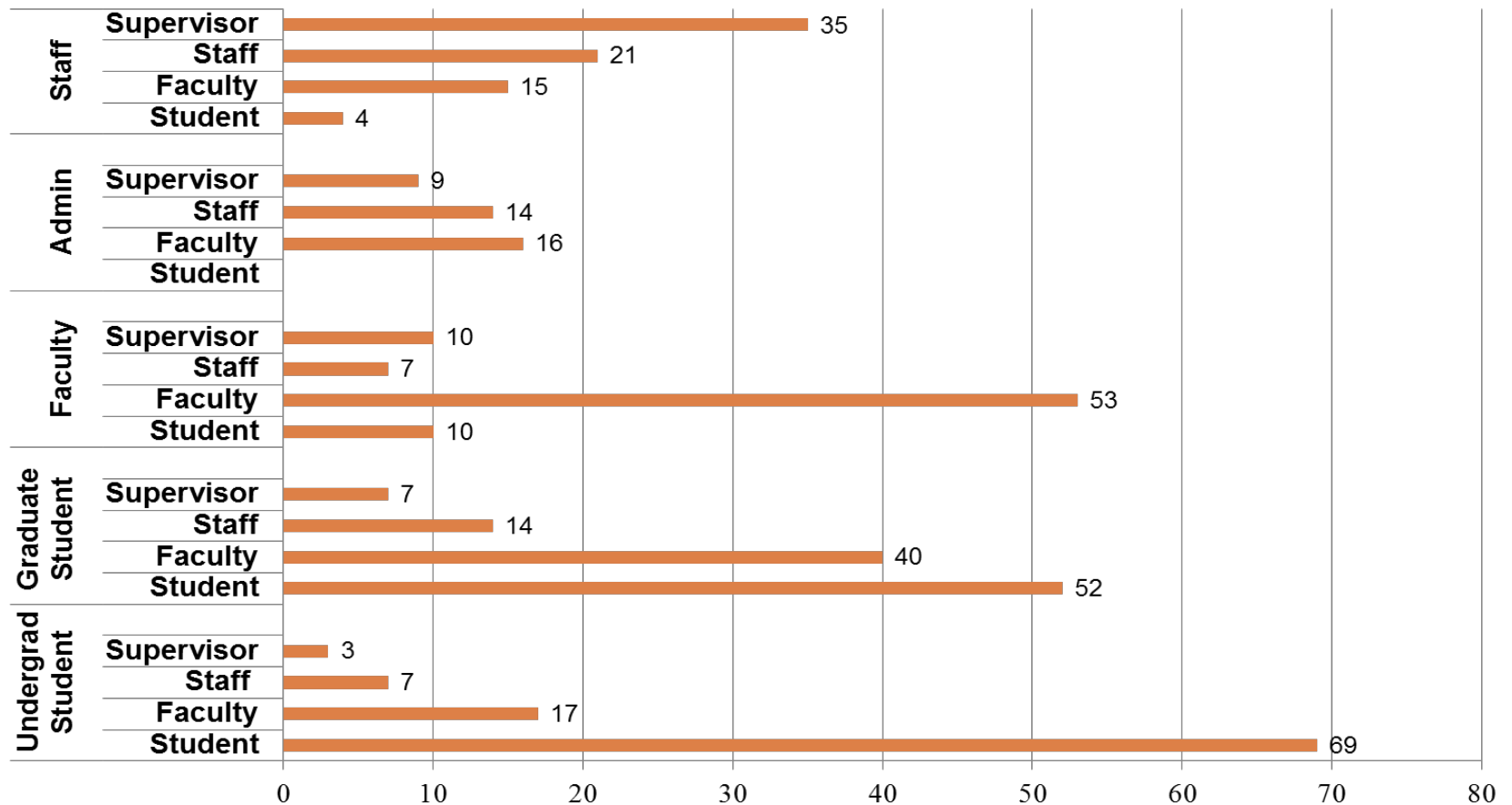
² Percentages are based on *n* split by group for those who believed they had personally experienced this conduct.

Location of Experienced Conduct

	<i>n</i>	%
While working at a K-State job	476	34.0
In a meeting with a group of people	331	23.6
In a class/lab/clinical setting	311	22.2
In a public space at K-State	262	18.7
In a K-State administrative office	205	14.6

Note: Only answered by respondents who experienced harassment ($n = 1,400$). Percentages do not sum to 100 due to multiple responses.

Source of Experienced Conduct by Position Status (%)



Note: Only answered by respondents who experienced harassment (n = 1,400). Percentages do not sum to 100 due to multiple responses.

What did you do?

Personal responses:

- ◆ Was angry (53%)
- ◆ Felt embarrassed (38%)
- ◆ Told a family member (37%)
- ◆ Told a friend (36%)
- ◆ Ignored it (30%)

Reporting responses:

- ◆ Didn't report it for fear the complaint wouldn't be taken seriously (16%)
- ◆ Didn't know to whom to go (12%)
- ◆ Reported it to a K-State employee/official (9%)
- ◆ Did report it but did not feel the complaint was taken seriously (8%)

Note: Only answered by respondents who experienced harassment ($n = 1,400$).
Percentages do not sum to 100 due to multiple responses.

Qualitative Theme
Experienced Exclusionary Conduct

Ignored
(by peers, professors, instructors)

Public forms of harassing conduct
(verbal harassment in a public setting)

Unwanted Sexual Contact at K-State

198 respondents (3%) experienced
unwanted sexual contact at K-State

Unwanted Sexual Contact at K-State by Position

159 respondents were
Undergraduate Students
(4% of all Undergraduate
respondents)



Subsequent results relate
to their experiences

Undergraduate Student Respondents Unwanted Sexual Contact

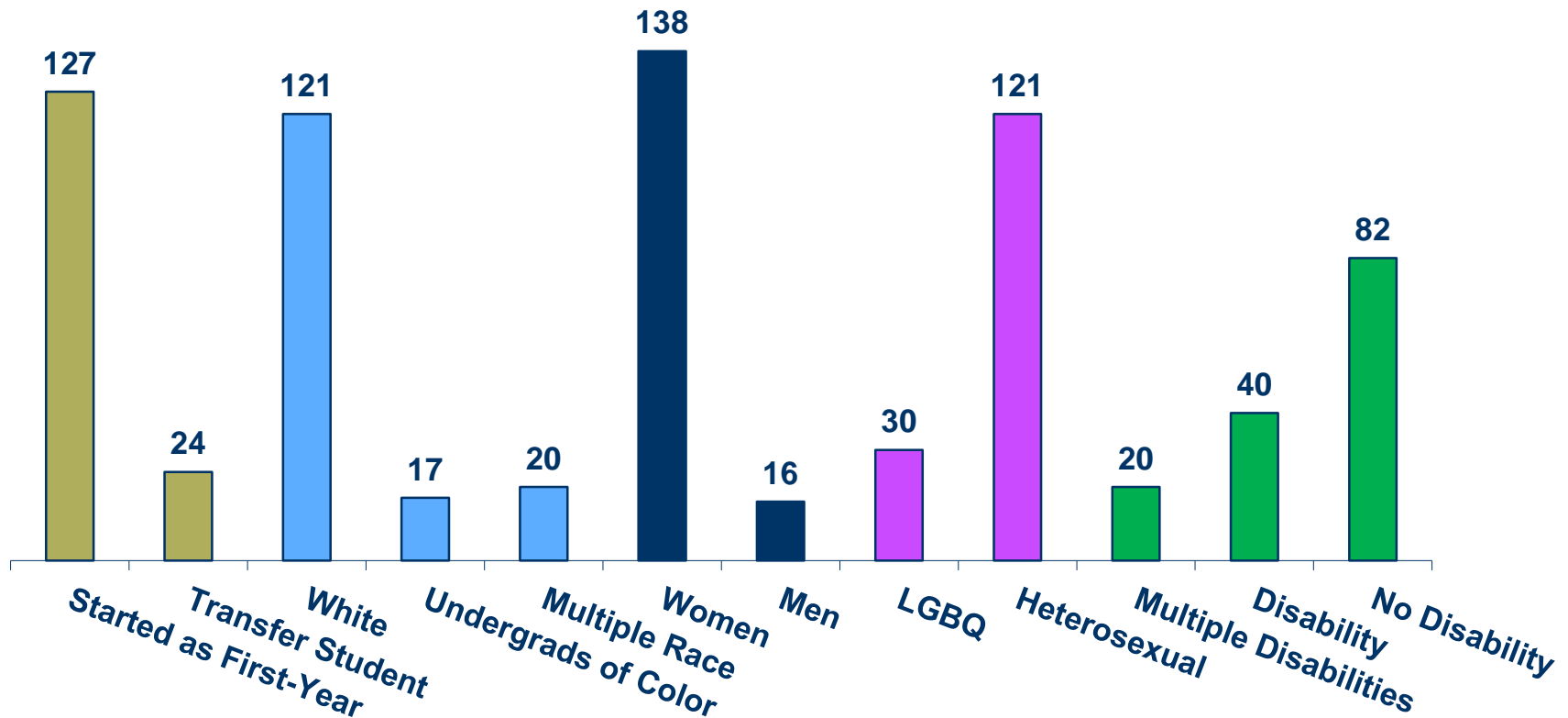
Women
respondents
(6%, $n = 138$)

Multiple Race
respondents
(8%, $n = 20$)

Respondents
with Multiple
Disabilities
(13%, $n = 20$)

LGBQ
respondents
(12%, $n = 30$)

Undergraduate Student Respondents' Experiences of Unwanted Sexual Contact by Select Demographics



Semester in Which Undergraduate Student Respondents Experienced Unwanted Sexual Contact

	n	%
First	78	43.6
Second	40	22.3
Third	31	17.3
Fourth	19	10.6
Fifth	15	8.4
Sixth	19	10.6
Seventh	13	7.3
Eighth	< 5	---
After eighth semester	6	3.4

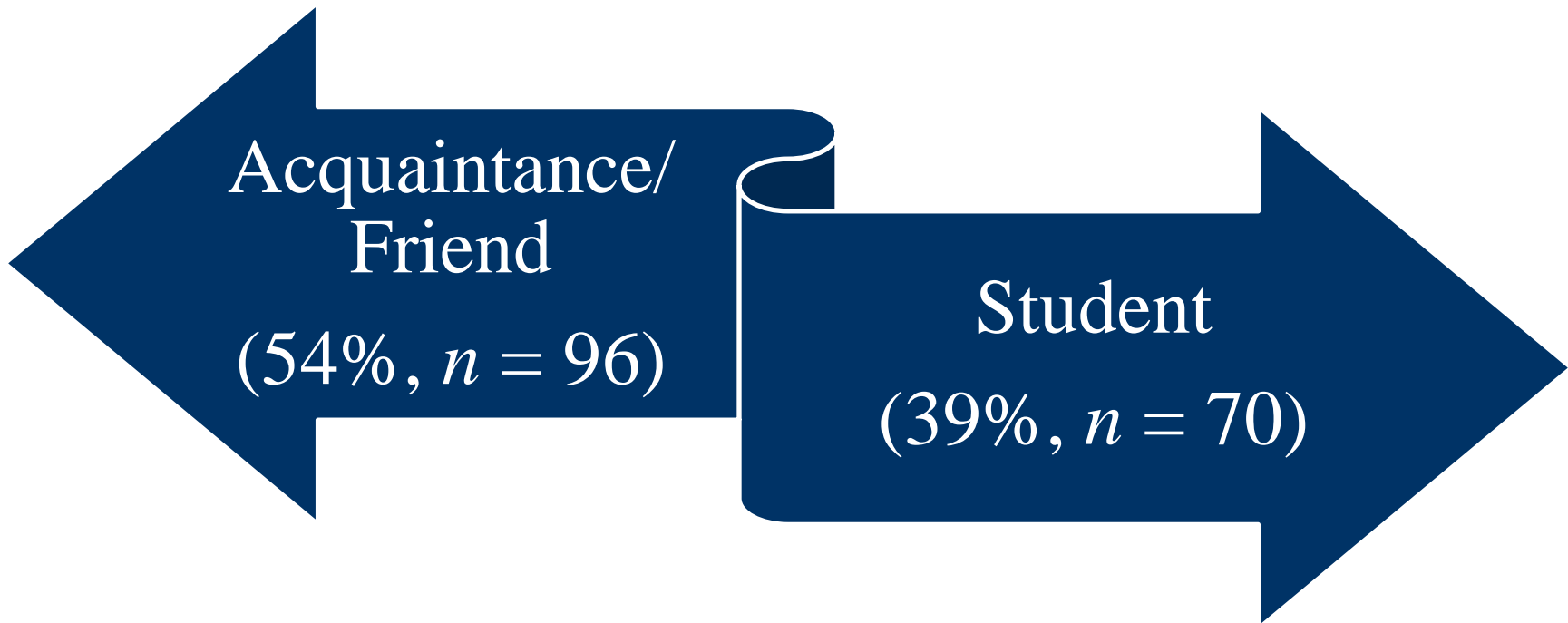
Note: Table includes answers from only those Undergraduate Student respondents who indicated that they experienced unwanted sexual contact ($n = 158$).

Location of Unwanted Sexual Contact

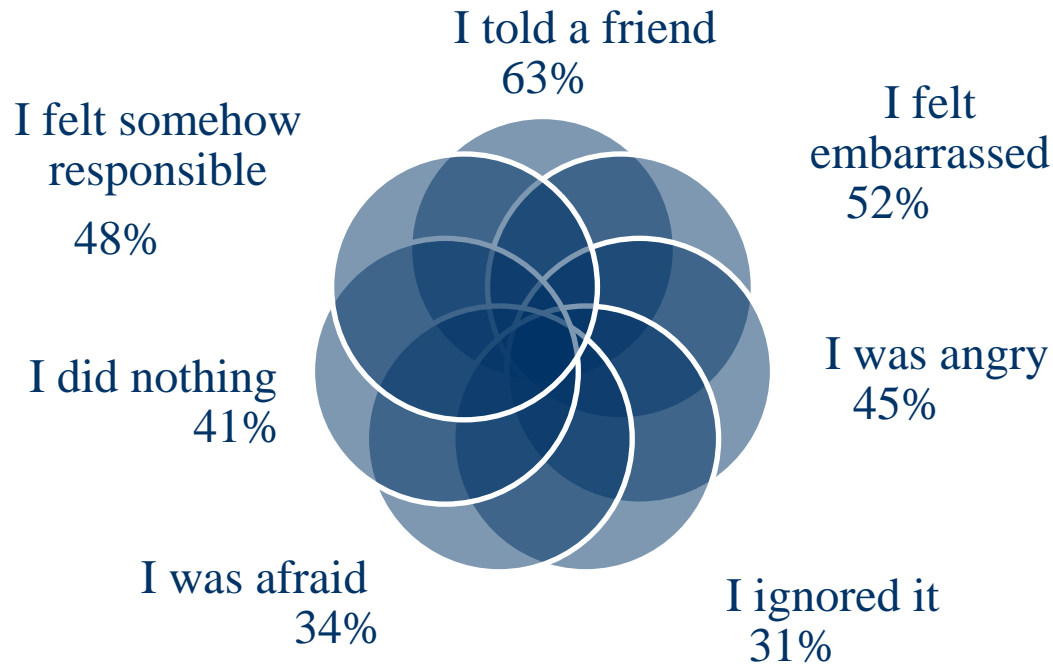
Off Campus (135 respondents)

On Campus (48 respondents)

Source of Unwanted Sexual Contact



Response to Unwanted Sexual Contact



Qualitative Themes

Why Unwanted Sexual Contact Was Unreported

Felt responsible

Not that serious

Alcohol was involved

No clear support

Employee Respondents Who *Seriously Considered Leaving K-State*

61% of Faculty
(*n* = 557)

56% of Staff
(*n* = 823)

60% of
Administrators
(*n* = 128)

Employee Respondents Who *Seriously Considered Leaving K-State*

By Staff Position Status

- 59% of Unclassified Professional Staff
- 53% of University Support Staff

By Faculty Position Status

- 65% of Tenure-Track/Tenured Faculty
- 54% of Non-Tenure Track Faculty
- 59% of Non-Tenure Track (Term) Faculty

By Gender Identity

- 62% of Men respondents
- 55% of Women respondents

By Racial Identity

- 70% of Multiple Race respondents
- 61% of Respondents of Color
- 56% of White respondents

Employee Respondents Who *Seriously Considered Leaving K-State*

By Sexual Identity

- 66% of LGBTQ respondents
- 61% of Asexual/Other respondents
- 58% of Heterosexual respondents

By Disability Status

- 72% of respondents with Multiple Disabilities
- 64% of respondents with Single Disabilities
- 55% of respondents with No Disabilities

By Citizenship Status

- 58% of U.S. Citizen respondents
- 56% of Non-U.S. Citizen respondents
- 48% of respondents with Multiple Citizenships

Reasons Employee Respondents *Seriously Considered Leaving K-State*

	<i>n</i>	%
Lack of salary/benefits	696	46.2
Limited opportunities for advancement	628	41.6
Tension in department/work unit	521	34.5
Financial reasons	509	33.8
Tension in department/work unit with supervisor/manager	447	29.6
Interested in a position at another institution	406	26.9
Increased workload	382	25.3

Note: Table includes answers from only those Faculty and Staff/Administrator respondents who indicated that they considered leaving ($n = 1,508$).



Qualitative Themes
Why Considered leaving...



Poor salaries/lack of raises

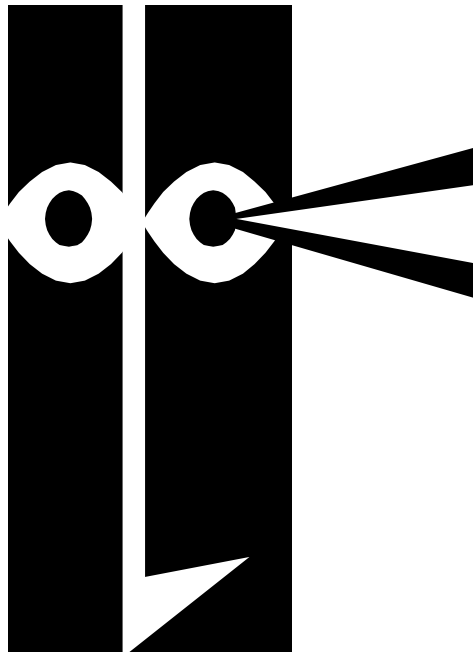
Experiences of bullying

Supervisor difficult to work for

Perceptions



Respondents who observed conduct or communications directed towards a person/group of people that created an exclusionary, intimidating, offensive and/or hostile working or learning environment...



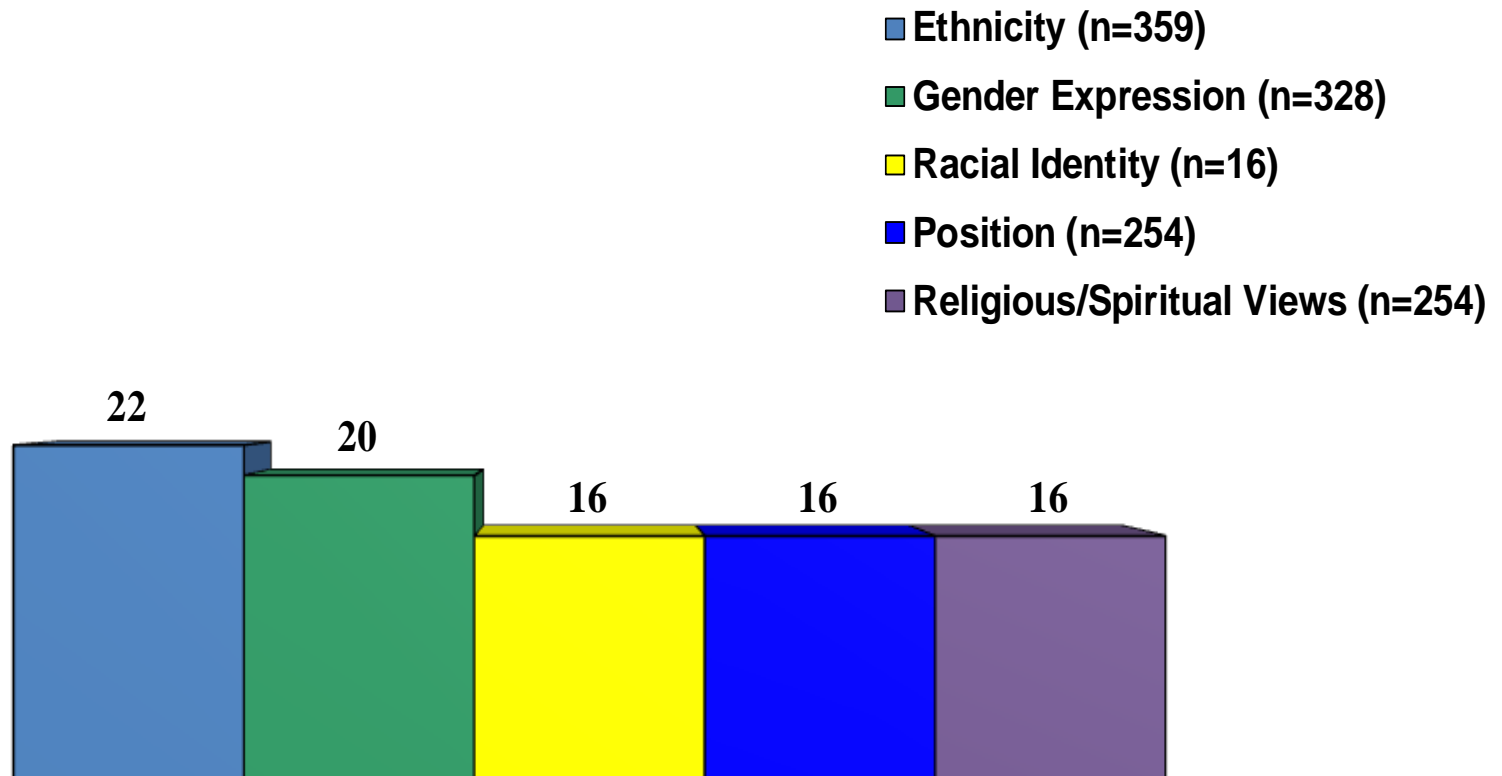
22% (n = 1,638)

Form of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

	<i>n</i>	%
Derogatory verbal remarks	894	54.6
Person felt isolated or left out	695	42.4
Deliberately ignored or excluded	649	39.6
Intimidated/bullied	541	33.0
Racial/ethnic profiling	332	20.3
Workplace incivility	329	20.1
Assumption that someone was admitted/hired/promoted based on his/her identity	270	16.5

Note: Only answered by respondents who observed harassment ($n = 1,638$). Percentages do not sum to 100 due to multiple responses.

Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct Based on...(%)



Note: Only answered by respondents who observed harassment ($n = 1,638$). Percentages do not sum to 100 due to multiple responses.

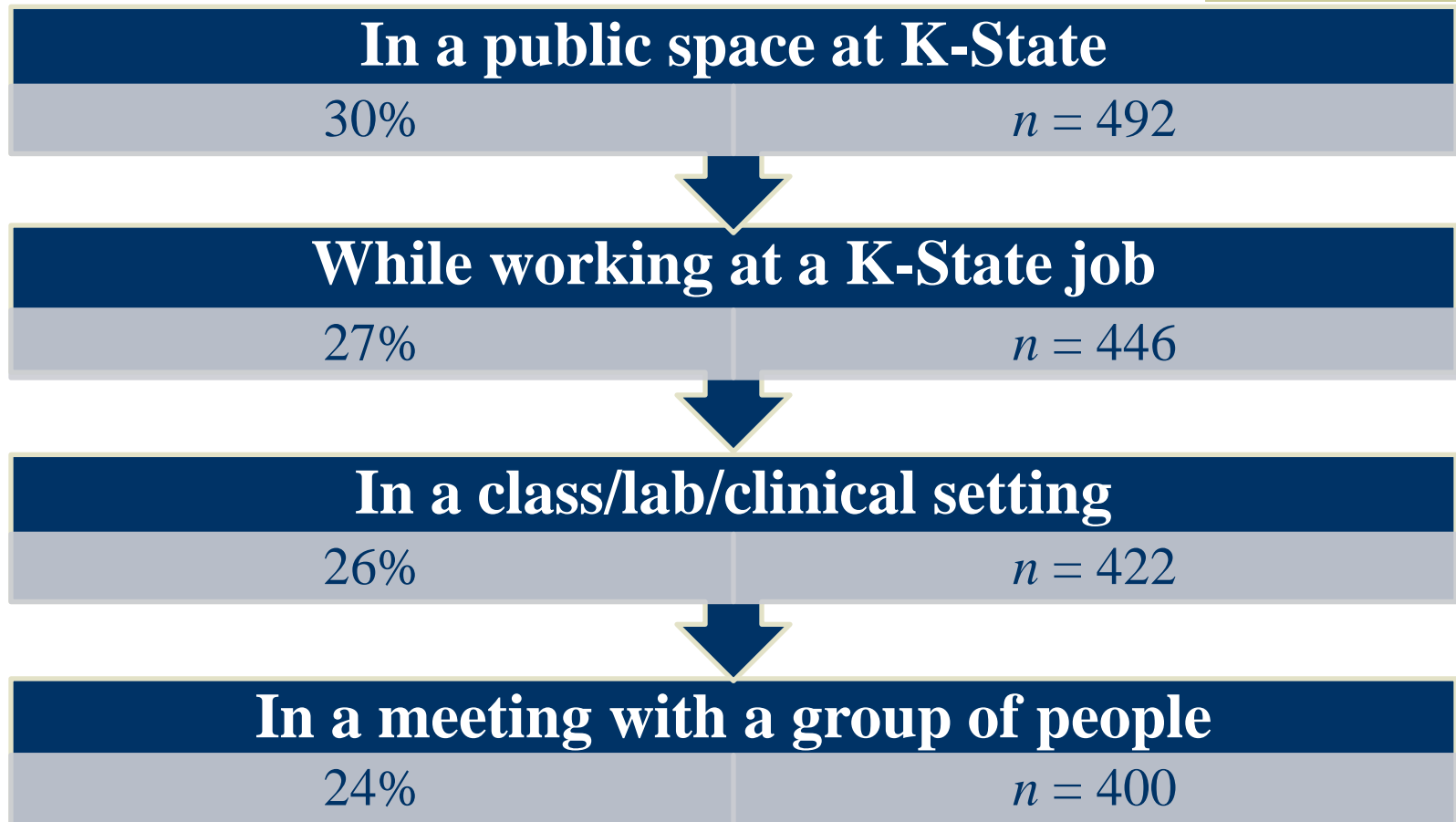
Source of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct (%)

Source

- Student (41%)
- Faculty Member (20%)
- Coworkers (15%)
- Strangers (13%)
- Department Chairs/Heads/Directors (12%)
- Staff Members (10%)

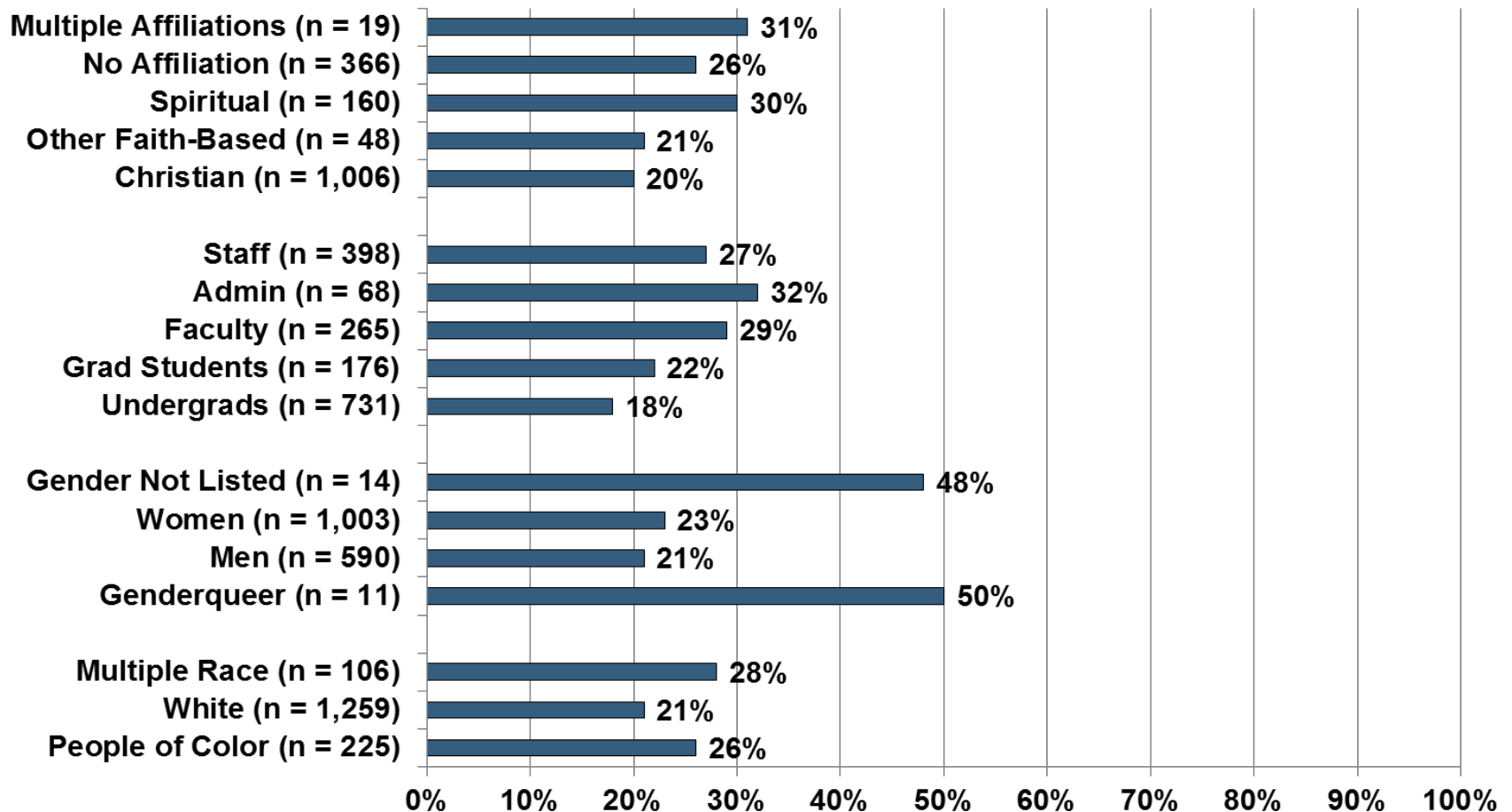
Note: Only answered by respondents who observed harassment ($n = 1,638$).
Percentages do not sum to 100 due to multiple responses.

Location of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct



Note: Only answered by respondents who observed harassment ($n = 1,638$). Percentages do not sum to 100 due to multiple responses.

Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)





Qualitative Themes Observed Conduct

Discrimination



(Largely based
on race)

Employee Perceptions



Faculty Perceptions of Campus Climate

Majority of Faculty respondents felt valued by other faculty (75%), by their department heads/chairs (73%), and by students in the classroom (78%)



Faculty respondents felt that K-State college-level-administrators (51%) and K-State university-level administrators (34%) were genuinely concerned with their welfare

Faculty Perceptions of Campus Climate

Faculty respondents felt faculty in their department (25%) and department heads/chairs (18%) pre-judged their abilities based on their identities/backgrounds



38% of Faculty respondents felt that the campus climate encouraged free and open discussion of difficult topics



The majority of all Faculty respondents felt their teaching (67%) and service contributions (62%) were valued

Staff Perceptions of Campus Climate


Majority of Staff respondents felt valued by co-workers in their work units (80%) and by their supervisors/managers (73%)



Staff respondents felt that K-State unit/division-level administrators (58%) and K-State university-level administrators (41%) were genuinely concerned with their welfare

Staff Perceptions of Campus Climate

Staff respondents felt coworkers in their department (22%) and their supervisors/managers (20%) pre-judged their abilities based on their identities/backgrounds



52% of Staff respondents felt that their work units encouraged free and open discussion of difficult topics



The majority of all Staff respondents (68%) felt their skills were valued

Perceptions of Unfair/Unjust Hiring Practices

27% ($n = 59$) of Administrator respondents
22% ($n = 332$) of Staff respondents
20% ($n = 181$) of Faculty respondents

Employee Perceptions of Unfair/Unjust Hiring Practices by Select Demographics

By Age

- 20% ages 23-34 years
- 23% ages 35-48 years
- 23% ages 49-67 years
- 14% ages 68 years and older

By Gender Identity

- 23% of Women
- 20% of Men

Employee Perceptions of Unfair/Unjust Hiring Practices by Select Demographics

By Racial Identity

- 36% of Respondents of Color
- 33% of Multiple Race respondents
- 20% of White respondents

By Sexual Identity

- 35% of LGBTQ respondents
- 28% of Asexual/Other respondents
- 21% of Heterosexual respondents

Employee Perceptions of Unfair/Unjust Employment-Related Disciplinary Actions Practices by Select Demographics

18% ($n = 38$) of Administrator respondents
15% ($n = 213$) of Staff respondents
12% ($n = 106$) of Faculty respondents

Employee Perceptions of Unfair/Unjust Employment-Related Disciplinary Actions Practices by Select Demographics

By Age

- 9% ages 23-34 years
- 12% ages 35-48 years
- 17% ages 49-67 years
- 11% ages 68 years and older

By Racial Identity

- 19% of Respondents of Color
- 15% of Multiple Race respondents
- 13% of White respondents

Employee Perceptions of Unfair/Unjust Employment-Related Disciplinary Actions Practices by Select Demographics

By Sexual Identity

- 24% of Asexual/Other respondents
- 14% of LGBTQ respondents
- 13% of Heterosexual respondents

Employee Perceptions of Unfair/Unjust Practices Related to Promotion

25% (*n* = 54) of Administrator respondents
26% (*n* = 385) of Staff respondents
22% (*n* = 200) of Faculty respondents

Employee Perceptions of Unfair/Unjust Practices Related to Promotion by Select Demographics

By Age

- 18% ages 23-34 years
- 26% ages 35-48 years
- 27% ages 49-67 years
- 21% ages 68 years and older

By Gender Identity

- 25% of Women
- 23% of Men

Employee Perceptions of Unfair/Unjust Practices Related to Promotion by Select Demographics

By Racial Identity

- 31% of Respondents of Color
- 35% of Multiple Race respondents
- 23% of White respondents

By Sexual Identity

- 33% of LGBTQ respondents
- 29% of Asexual/Other respondents
- 24% of Heterosexual respondents



Qualitative Themes
Discriminatory Employment Practices

Nepotism

Favoritism

Employees forced out of their positions

Non-reappointment

Work-Life Issues SUCSESSES & CHALLENGES

The majority of employee respondents expressed positive attitudes about work-life issues.



Examples of Successes

86% of Faculty believed K-State was supportive of faculty taking sabbatical/faculty enhancement leave.

76% had colleagues/coworkers at K-State who gave them career advice or guidance

85% found K-State supportive of taking leave

Examples of Challenges

Only 38% of Faculty, Staff, and Administrator respondents believed that salary determinations were clear

38% felt they had to work harder than their colleagues/coworkers did to achieve the same recognition

35% noted they were reluctant to bring up issues that concerned them for fear it would affect their performance evaluations or tenure/merit/promotion decisions

30% indicated that their colleagues/coworkers expect them to represent “the point of view” of their identities

Work-Life Issues Employee Respondents

Successes

- 86% of Faculty, Staff, and Administrator respondents reported believing that K-State was supportive of faculty taking sabbatical/faculty enhancement leave
- 85% found K-State supportive of taking leave
- 77% were comfortable taking leave that they were entitled to without fear that it may affect their job/careers
- 76% indicated that they had colleagues/coworkers at K-State who gave them career advice or guidance when they needed it
- 73% found K-State supportive of flexible work schedules
- 72% acknowledged that K-State provided them with resources to pursue professional development opportunities

Work-Life Issues Employee Respondents

Successes

- 72% of Faculty, Staff, and Administrator respondents reported believing that tenure/promotion standards were reasonable
- 68% agreed that their supervisors provided ongoing feedback to help improve their performance
- 68% acknowledged that their supervisors provided them with resources to pursue professional development opportunities
- 66% indicated that they had supervisors at K-State who gave them career advice or guidance when they needed it
- 66% agreed that the annual performance evaluation process is fair and clear
- 53% suggested that K-State provides resources to help employees balance work-life needs, such as childcare and elder care.

Work-Life Issues Employee Respondents

Challenges

- Only 38% of Faculty, Staff, and Administrator respondents believed that salary determinations were clear
- 38% reported feeling that they had to work harder than their colleagues/coworkers did to achieve the same recognition
- 35% noted that they were reluctant to bring up issues that concerned them for fear it would affect their performance evaluations or tenure/merit/promotion decisions
- 30% indicated that their colleagues/coworkers expect them to represent “the point of view” of their identities
- 24% agreed that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children



Qualitative Themes
Employee's Work-Life Attitudes

Lack of salary clarity

Ability to take leave - disparate

Flexible work schedules -disparate

Childcare resources limited

Tenure/Teaching Issues – Faculty Respondents

Successes

- 83% of Faculty respondents felt their research contributions have been/will be valued for tenure and promotion
- 76% felt their teaching contributions have been/will be valued for tenure and promotion
- The majority felt that the tenure/promotion process was clear (71%) and reasonable (79%)
- 73% believed their colleagues included them in opportunities that will help their careers as much as they do others in their position

Tenure/Teaching Issues – Faculty Respondents

Successes

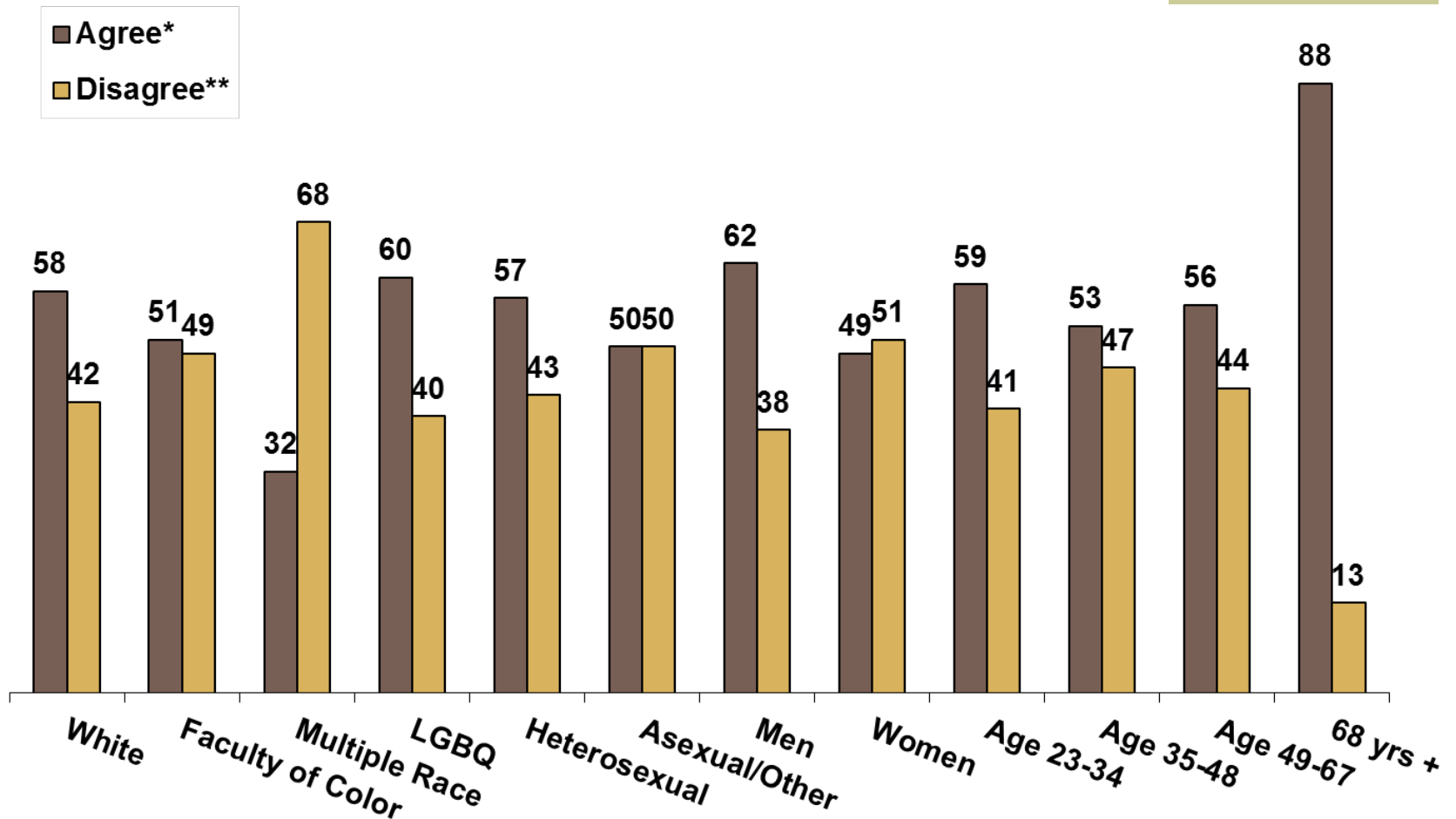
- 63% of Faculty respondents felt their international-related activities have been/ will be valued for promotion or tenure
- 57% felt their diversity-related activities have been/will be valued for promotion or tenure
- 57% reported feeling that tenure standards/promotion standards were applied equally to all K-State faculty

Tenure/Teaching Issues – Faculty Respondents

Challenges

- 46% of Faculty respondents felt they performed more work to help students than did their colleagues
- 38% felt burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of their colleagues with similar performance expectations
- 27% felt pressured to change their research agendas to achieve tenure/promotion
- 11% reported feeling that, in their departments, faculty members who use family accommodation (FMLA) policies were disadvantaged in promotion and tenure

Tenure/Promotion Standards were Applied Equally to All K-State Faculty by Select Demographics (%)





Qualitative Themes
Tenure/Teaching Issues - Faculty

Tenure/promotion standards are not
applied equally

Tenure/promotion process is not clear

Student Respondents' Perceptions




Student Respondents' Perceptions of Campus Climate

Majority of Student respondents felt valued by faculty (90%) and other students (87%) in the classroom



Majority of Student respondents reported that K-State faculty (85%), staff (86%), and administrators (80%) were genuinely concerned with their welfare



Majority of Student respondents had faculty (85%) and staff (74%) who they perceived as role models

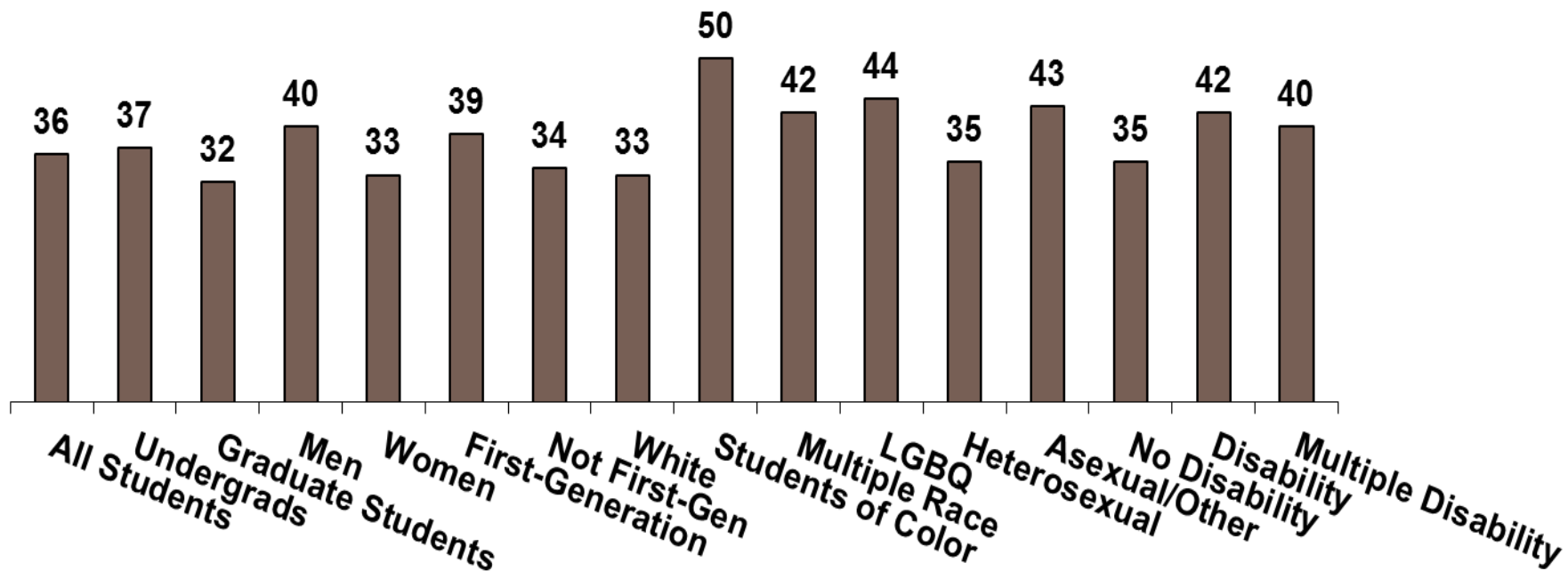
Student Respondents' Perceptions of Campus Climate

45% of Student respondents felt faculty/instructors pre-judged their abilities based on their identities/backgrounds



93% of Student respondents indicated that they had opportunities for academic success that were similar to those of their classmates

Student Respondents Who Did Not See Enough Faculty/Instructors and Staff with Whom They Identified by Select Demographics (%)



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.



Qualitative Themes

Student Respondents' Perceptions of Campus Climate



Faculty concern for their success is
disparate

Student Respondents Who *Seriously Considered Leaving K-State*

22% of
Undergraduate
Students ($n = 881$)

20% of Graduate
Students ($n = 167$)

When Student Respondents *Seriously Considered Leaving K-State*

63% in their first year

42% in their second year

23% in their third year

Top Reasons Why Student Respondents *Seriously Considered Leaving K-State*

Reason	<i>n</i>	%
Lack of a sense of belonging	487	46.5
Financial reasons	331	31.6
Lack of a support group	271	25.9
Other	259	24.7
Personal reasons	242	23.1
Homesick	233	22.2
Climate was not welcoming	213	20.3
Did not like major	156	14.9

Note: Table includes answers from only those Student respondents who indicated that they considered leaving ($n = 1,048$).

Student Respondents' Academic Success

Graduate Student respondents perceived greater academic success than did Undergraduate Student respondents.



Women Student respondents perceived greater academic success than did Men Student respondents.

Student Respondents' Academic Success

White Student respondents perceived greater academic success than did Student Respondents of Color or Multiple Race Student respondents.



Student respondents who were not Low-Income/First-Generation Students perceived greater academic success than Low-Income/First-Generation Student respondents.

Institutional Actions



Campus Initiatives

FACULTY RESPONDENTS

Many Faculty respondents thought the following
POSITIVELY INFLUENCED the climate:

Providing access to counseling for people who have experienced harassment

Providing a clear and fair process to resolve conflict

Providing flexibility for computing the probationary period for tenure (e.g., family leave)

Providing mentorship for new faculty

Campus Initiatives

FACULTY RESPONDENTS

Many Faculty respondents thought the following
WOULD POSITIVELY INFLUENCE the climate:

Providing salary
increases
comparable to
those offered at
other Big 12
institutions

Providing career
span
development
opportunities for
faculty

Campus Initiatives

STAFF/ADMINISTRATOR RESPONDENTS

Many Staff/Administrator respondents thought the following **POSITIVELY INFLUENCED** the climate:

Providing
diversity training
for staff

Providing
career
development
opportunities
for staff was
available at K-
State

Providing
mentorship for
new staff

Campus Initiatives

STAFF/ADMINISTRATOR RESPONDENTS

Many Staff/Administrator respondents thought the following **POSITIVELY INFLUENCED** the climate:

Providing access to counseling for people who have experienced harassment

Providing a clear and fair process to resolve conflicts

Providing salary increases comparable to peers



Qualitative Themes
Institutional Actions - Employees

Lack of salary increases affects morale

Divergent views on diversity training

Campus Initiatives

Student Respondents

Many Student respondents thought the following
POSITIVELY INFLUENCED the climate:

Providing
diversity
training for
students, staff,
and faculty

Providing a
person to
address
student
complaints of
classroom
inequity

Incorporating
issues of
diversity and
cross-cultural
competence
more
effectively into
the curriculum

Increasing
opportunities
for cross-
cultural
dialogue

Campus Initiatives

Student respondents

Many Student respondents thought the following
POSITIVELY INFLUENCED the climate:

Providing
effective
faculty
mentorship of
students

Providing
effective career
counseling

Providing more
effective
academic
advisement



Qualitative Themes

Institutional Actions - Students

Divergent views on diversity initiatives

Divergent views on diversity training

Lack of academic advising

K-State 2025

K-State 2025: A Visionary Plan for Kansas State University calls for “a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair, and collegial for all.”

The K-State 2025 Vision and Plan Positively Contribute to...

78%

• K-State's Research Capacity

76%

• K-State Identity

75%

• K-State's Fund-Raising Efforts

74%

• The K-State Learning Environment

Note: Strongly Agree and Agree were collapsed into one category to produce these percentages

The K-State 2025 Vision and Plan Positively Contribute to...

71%

• K-State Graduate Education

70%

• K-State Undergraduate Education

70%

• The Recruitment of Outstanding
Talent to K-State

68%

• K-State Morale

Note: Strongly Agree and Agree were collapsed into one category to produce these percentages

The K-State 2025 Vision and Plan Positively Contribute to...

67%

• The K-State Living Environment

66%

• The K-State Working Environment

65%

• K-State's Teaching Capacity

63%

• K-State's Service Capacity

Note: Strongly Agree and Agree were collapsed into one category to produce these percentages

K-State 2025

Differences by Position

- Faculty respondents were less likely than Student, Staff, and Administrator respondents to “strongly agree” or “agree” to all of the items offered.



Qualitative Themes

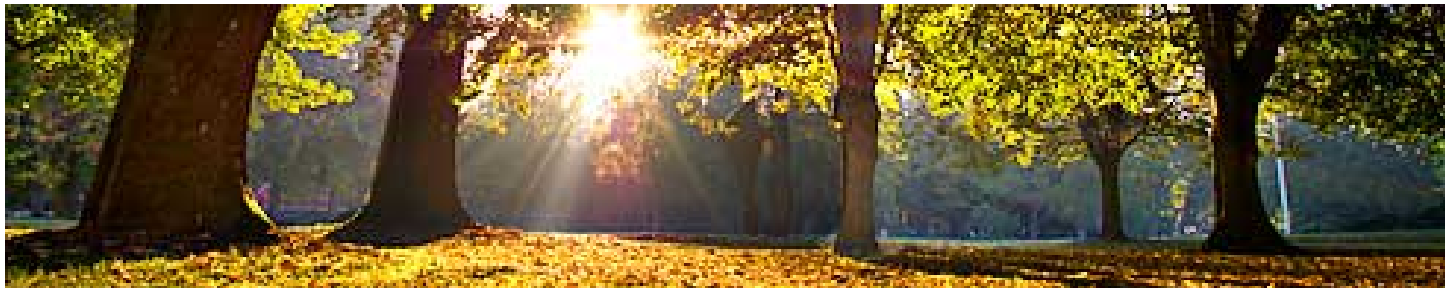
K-State 2025

Unaware/uninformed of vision and plan

Focus on research over teaching

Summary

Strengths and Successes
Opportunities for Improvement



Context

Interpreting the Summary



Although colleges and universities attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors.



As a microcosm of the larger social environment, college and university campuses reflect the pervasive prejudices of society.



Classism, Racism, Sexism, Genderism, Heterosexism, etc.



Overall Strengths & Successes

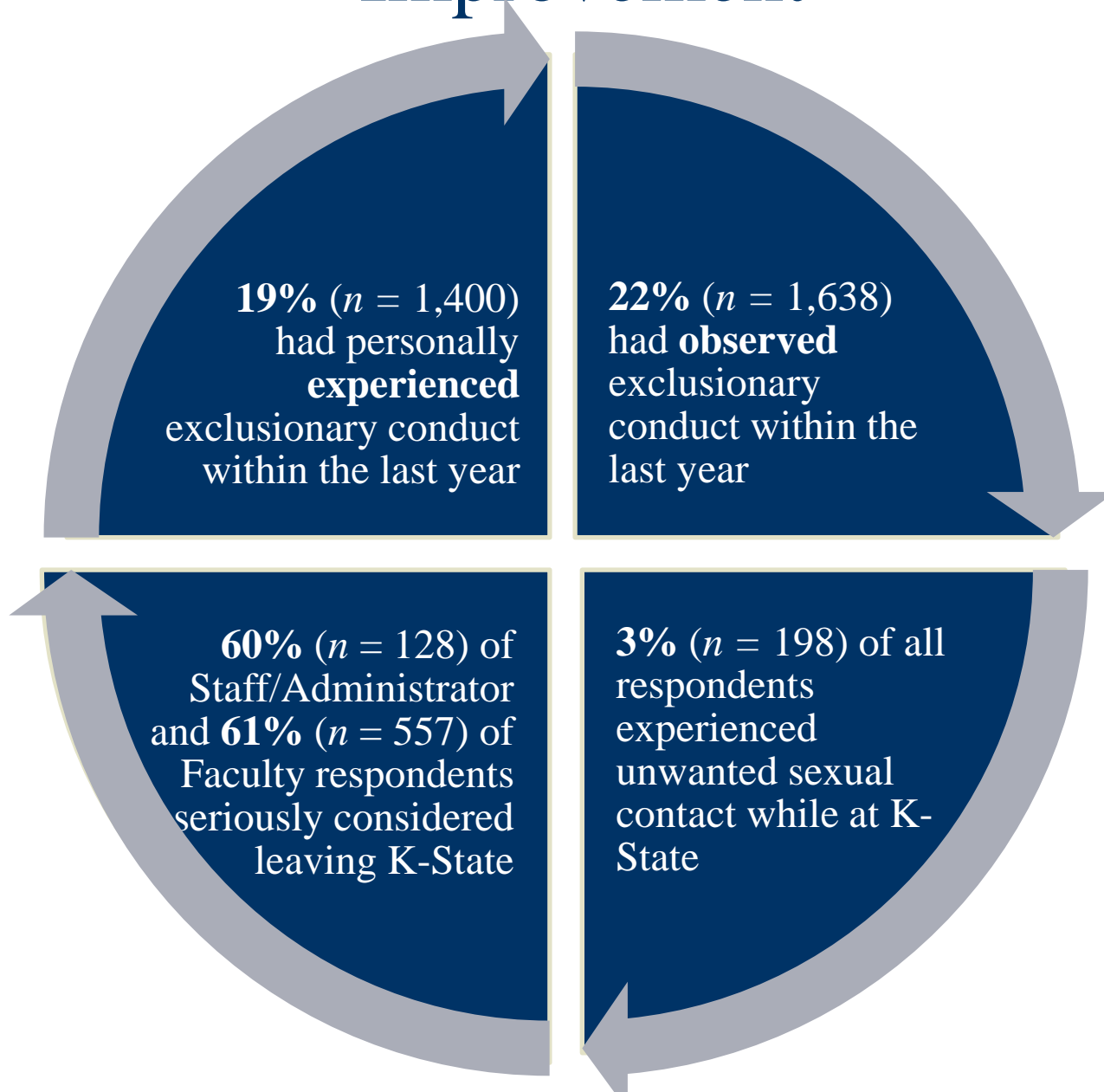
84% of respondents were comfortable with the overall climate, and 69% with dept/work unit climate

The majority of student respondents thought very positively about their academic experiences at K-State

85% of Undergraduate Student, 79% of Graduate Student, & 72% of Faculty respondents were comfortable with classroom climate

The majority of employee respondents expressed positive attitudes about work-life issues at K-State

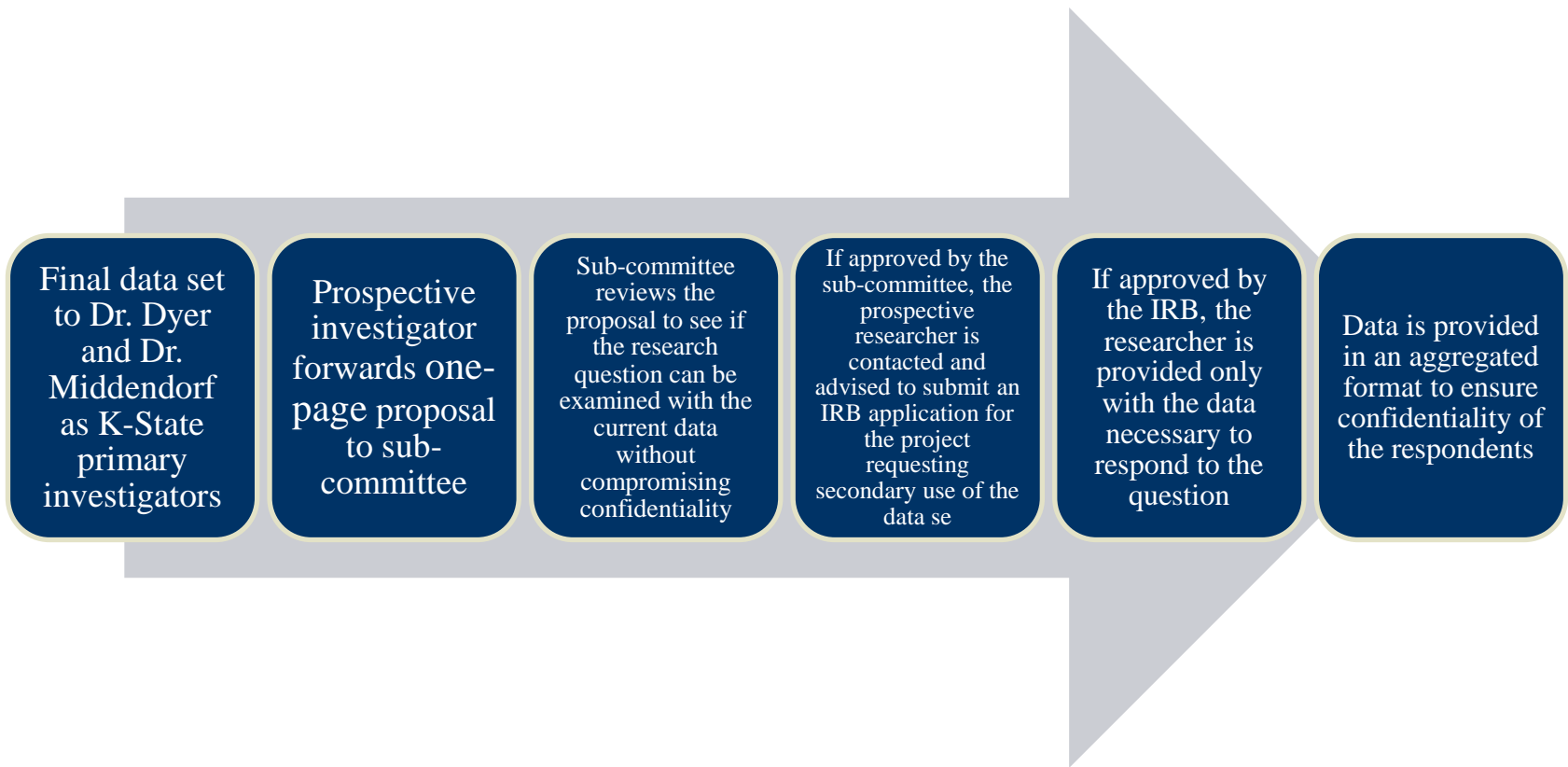
Overall Challenges and Opportunities for Improvement



Next Steps



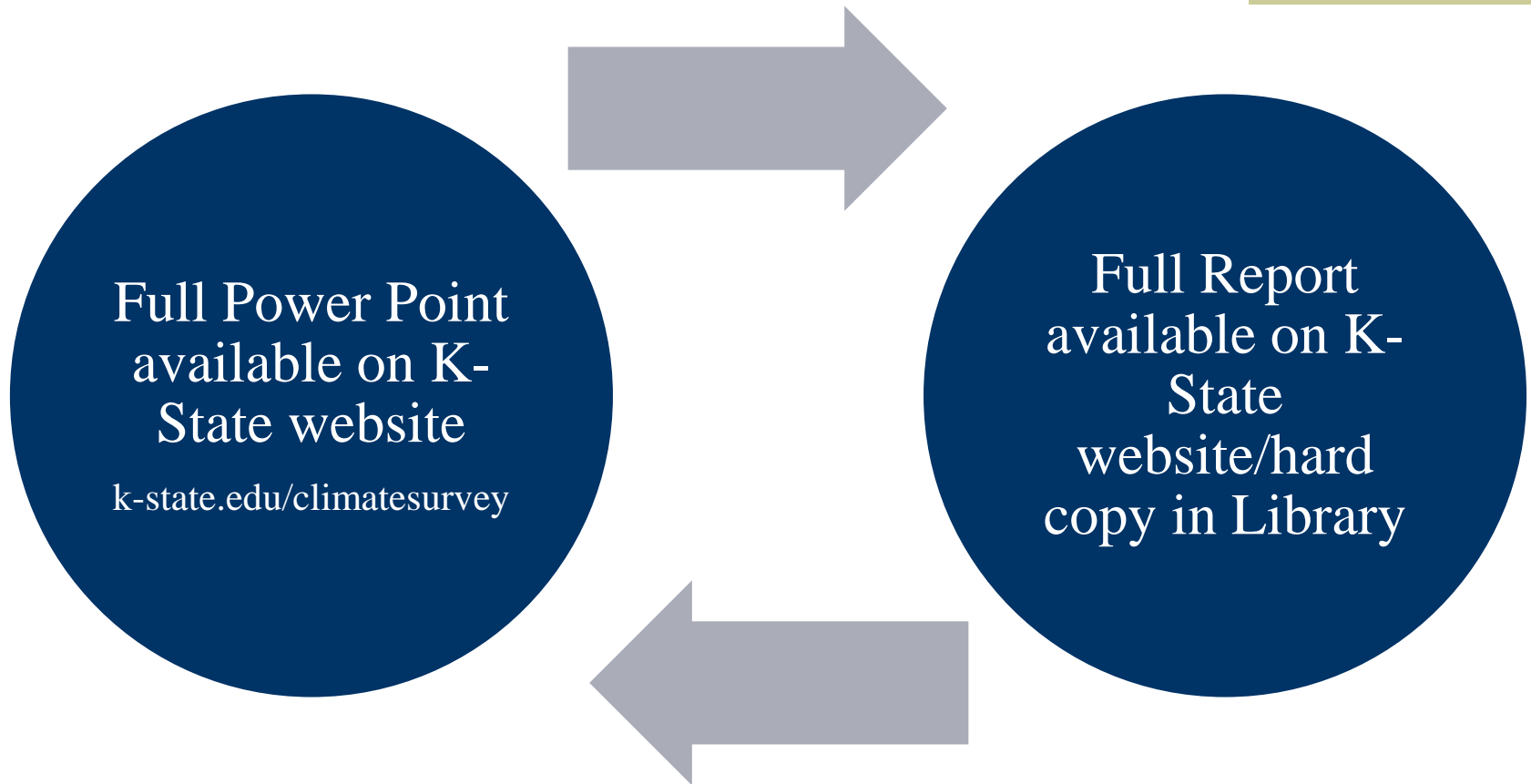
Summary Process for Data Access



Process Forward

Sharing the Report with the Community

Spring 2015



K- State Campus Community Fora

Purpose

- To solicit community input
- To offer “next steps” based on climate report results that will be used to inform actions
- To identify 3 specific actions that can be accomplished in the next 12-18 months

Projected Calendar

Summer 2015

Community provide
action items via the
website

k-state.edu/climatesurvey

Offer action items
by August 1

Fall 2015

Sponsor series of
community fora

Develop 2-3
actions based on
the fora

Spring 2016

Distribute actions
to the community

Communicate
updates on the
progress of the
action plan

Fall 2015 Action Plan Fora

- ◆ **Dates:** Monday, September 14 – Friday, September 18
- ◆ **When:** 8:00 am – 5:00 pm
- ◆ **Where:** K-State Student Union
- ◆ **Registration:** On-line sign-up

Information will be released on K-State Today and the Climate Survey Website regarding the action plan meetings.

- ◆ Alternate dates for meetings:
 - Monday, September 21 – Wednesday, September 23



Fall 2015 Action Plan Forum Composition

1. Faculty
2. Staff
3. Student
4. Salina
5. Olathe
6. Requested Constituent Groups
(by August 1)

Questions and Discussion

