Agenda

- What, how, and why
- Next Steps
- Initial Observations
- Overall Findings
- Staff Highlights
- Faculty Highlights
- Students Highlights
Community Study

WHAT
Study the experiences and perceptions of living, learning and working at Dartmouth

Campus Climate: The current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential (Rankin & Reason, 2008)

HOW
Survey the entire campus

Rankin & Associates:
Specialize in campus climate assessments

Survey in Fall 2015
Next Steps

- **Spring 2016 Community Discussions**
- **Community Forum:** May 9, 6-7pm, Rocky 2
- **Community Forum:** May 17, 6-7pm, Commonground
- **Community Forum:** May 24, 8-9am, Commonground
- **Community Forum:** May 24, 1-2pm, Commonground

**2016-2017**

- Study teams to analyze data and produce more in-depth reports
- Rankin report (and additional reports) inform ongoing Inclusive Excellence recommendations from Executive Committee
Initial Observations

**Consistency**
Our results are consistent with higher education in general as well as Dartmouth survey findings.

**Dartmouth Experience**
Various constituent groups experience Dartmouth in different, often less positive ways that impact important outcomes.

**Engagement**
Both positive and negative findings related to sense of belonging and full participation.
Overall Findings
Staff, Faculty, and Students
Climate Defined

The current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential (Rankin & Reason, 2008)

See R&A report, page 44
565 respondents indicated that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at Dartmouth in the past year.

See R&A report, page 69.
<table>
<thead>
<tr>
<th>59% Staff</th>
<th>69% T/TK Faculty</th>
<th>53% NTT Faculty</th>
<th>20% - 24% Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited opportunities for advancement</td>
<td>Interested in a position elsewhere</td>
<td>Limited opportunities for advancement</td>
<td>Lack of sense of belonging</td>
</tr>
<tr>
<td>Financial reasons</td>
<td>Recruited or offered position elsewhere</td>
<td>Financial reasons</td>
<td>Climate was not welcoming</td>
</tr>
<tr>
<td>Working relationship with supervisor/manager</td>
<td>Lack of sense of belonging</td>
<td>Interested in a position elsewhere</td>
<td>Lack of a support group</td>
</tr>
<tr>
<td>Increased workload</td>
<td>Financial reasons</td>
<td>Lack of sense of belonging</td>
<td>Personal reasons</td>
</tr>
<tr>
<td>Lack of sense of belonging</td>
<td>Spouse or partner unable to find suitable employment</td>
<td>Dissatisfied with current benefits</td>
<td>Homesick</td>
</tr>
</tbody>
</table>

See R&A report, pages 172-173 & 198-199
Staff Highlights
Staff: Perceptions of Workplace Climate

“Strongly agree” + “agree”

- Feel valued by coworkers: 84%
- Feel valued by supervisors/managers: 77%
- Feel work is valued: 73%
- Opinions valued on committees: 25%
- Opinions valued by faculty: 16%

See R&A report, pages 135-143
Staff: Adequate Resources for Work-Life Balance

“Strongly agree” + “agree”

- Child care benefits are competitive: 34%
- Dartmouth is supportive of taking extended leave (e.g., FMLA, parental): 38%
- Dartmouth policies (e.g., FMLA) are fairly applied across institution: 16%
- Salaries are competitive: 22%

See R&A report, pages 122-133
Faculty Highlights
ALL Faculty: Teaching and Research Valued

“Strongly agree” + “agree”

69%  
Teaching

77%  
Research

COACHE 2015 Results
- Discretion over course content
- Quality of students taught
- Level of courses taught
- Time spent on teaching

COACHE 2015 Results
- Influence over focus of research
- Support for engaging undergrads in research
- Time spent on research
- Support for travel to present/conduct research

See R&A report, pages 169
ALL Faculty: Adequate Resources for Work-Life Balance

“Strongly agree” + “agree”

17%

Child care benefits are competitive

47%

T/TK: I perform more work to help students than do my colleagues

24%

People who have children or elder care are burdened with balancing work and family responsibilities

53%

Salaries are competitive (NTT & T/TK)

34% & 47%

See R&A report, pages 148-159
Student Highlights
Students: Intellectual Development

“Strongly agree” + “agree”

- **80%** Satisfied with extent of intellectual development since enrolling at Dartmouth
- **81%** Academic experience had a positive influence on intellectual growth and interest in ideas
- **81%** Interest in ideas and intellectual matters increased since coming to Dartmouth

See R&A report, page 260
Undergraduate Students: Perceived Academic Success

- **Racial Identity**
  - White Undergraduate Student respondents had greater *Perceived Academic Success* than Undergraduate Students of Color

- **Disability Status**
  - Undergraduate students with No Disability had greater *Perceived Academic Success* than Students with a Single Disability and with Multiple Disabilities

- **First-Generation/Low Income**
  - Non-First-Generation Students had greater *Perceived Academic Success* than First-Generation/Low Income Students

See R&A report, pages 183-187
Students: Feeling Valued

“Strongly agree” + “agree”

- 81% feel valued by faculty (N=918)
- 75% feel valued by staff (N=855)
- 72% feel valued by other students in classroom (N=806)

See R&A report, pages 189 & 191
Initial Observations

**Consistency**
Our results are consistent with higher education in general as well as Dartmouth survey findings.

**Dartmouth Experience**
Various constituent groups experience Dartmouth in different, often less positive ways that impact important outcomes.

**Engagement**
Both positive and negative findings related to sense of belonging and full participation.
Next Steps

Spring 2016
Community Discussions

• Study teams to analyze data and produce more in-depth reports

• Rankin report (and additional reports) inform ongoing Inclusive Excellence recommendations from Executive Committee

2016-2017

Community Forum:
May 9 6-7pm, Rocky 2

Community Forum:
May 17 6-7pm, Commons

Community Forum:
May 24, 8-9am, Commons

Community Forum:
May 24, 1-2pm, Commons
Questions