

# Dartmouth Community Study

May 2016

# Agenda



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

# Community Study

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## 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



- 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

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## 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

# Comfort with Campus Climate

“Very comfortable” + “comfortable”

## Overall Campus Climate

Faculty, Staff, and Students



## Department/Work Unit Climate

Staff and Faculty

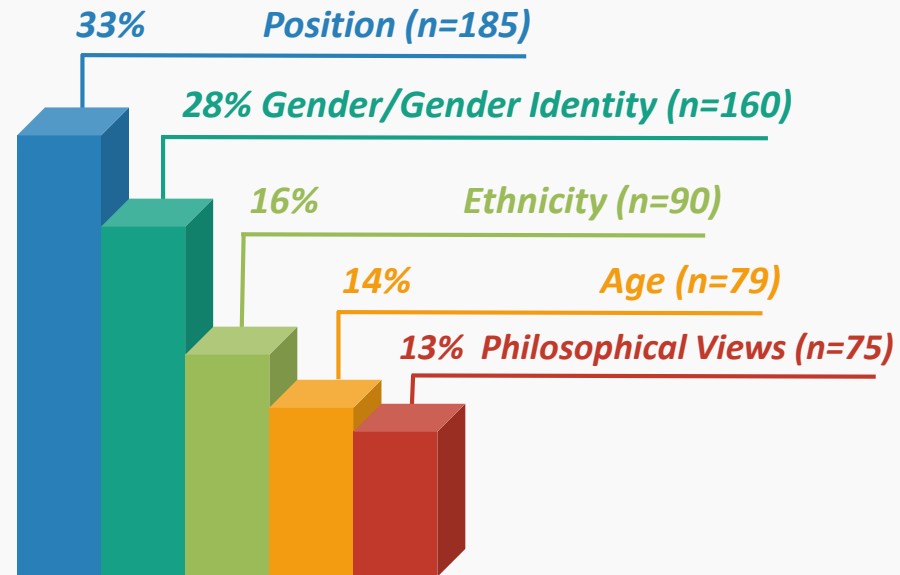
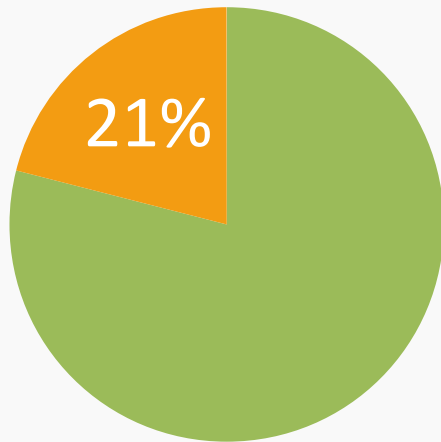
## Classroom Climate

Students and Faculty

## 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)

# Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct



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



# Seriously Considered Leaving

59%  
Staff

- ❖ Limited opportunities for advancement
- ❖ Financial reasons
- ❖ Working relationship with supervisor/manager
- ❖ Increased workload
- ❖ Lack of sense of belonging

69%  
T/TK Faculty

- ❖ Interested in a position elsewhere
- ❖ Recruited or offered position elsewhere
- ❖ Lack of sense of belonging
- ❖ Financial reasons
- ❖ Spouse or partner unable to find suitable employment

53%  
NTT Faculty

- ❖ Limited opportunities for advancement
- ❖ Financial reasons
- ❖ Interested in a position elsewhere
- ❖ Lack of sense of belonging
- ❖ Dissatisfied with current benefits

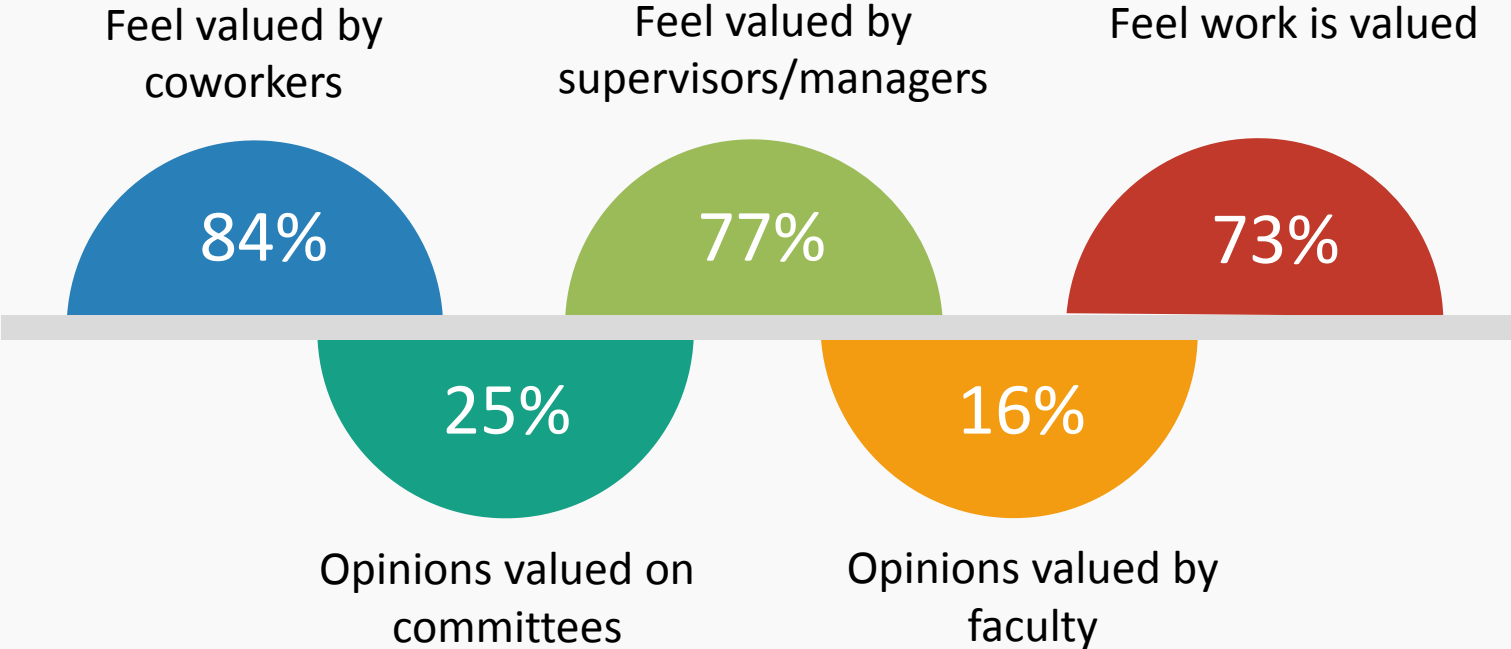
20% - 24%  
Students

- ❖ Lack of sense of belonging
- ❖ Climate was not welcoming
- ❖ Lack of a support group
- ❖ Personal reasons
- ❖ Homesick

# Staff Highlights

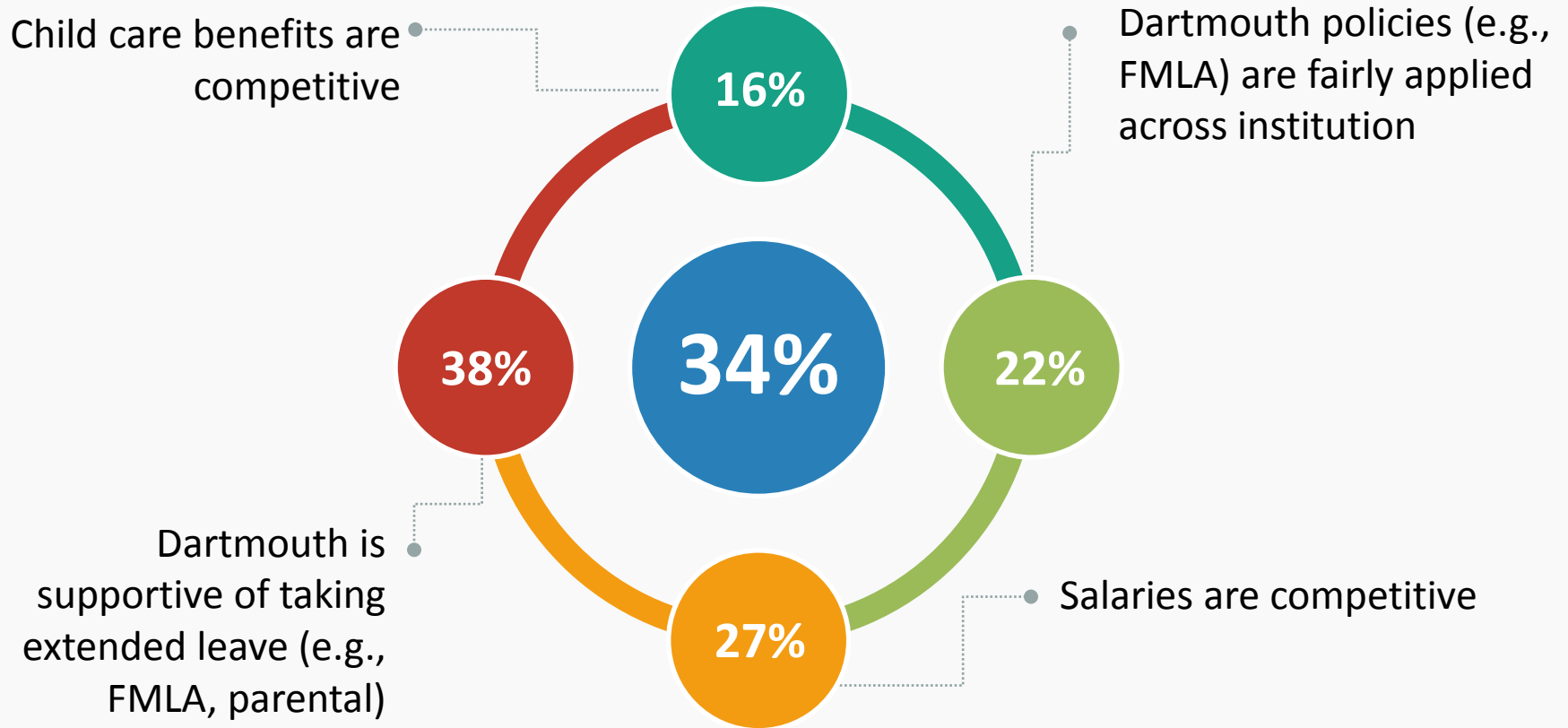
# Staff: Perceptions of Workplace Climate

“Strongly agree” + “agree”



# Staff: Adequate Resources for Work-Life Balance

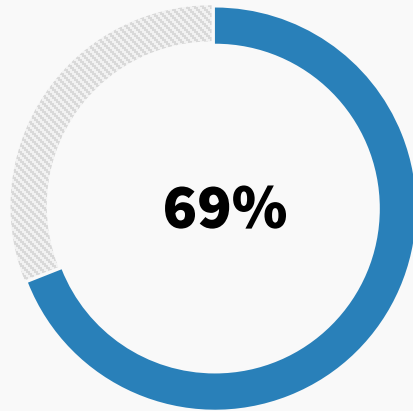
“Strongly agree” + “agree”



# Faculty Highlights

# ALL Faculty: Teaching and Research Valued

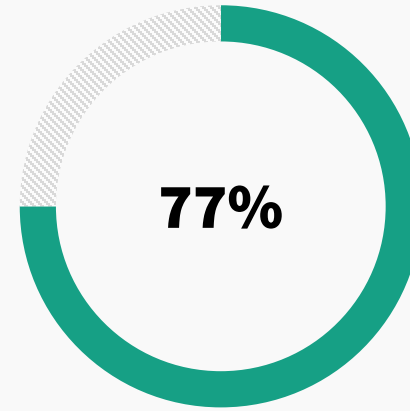
“Strongly agree” + “agree”



## Teaching

### COACHE 2015 Results

- ❖ Discretion over course content
- ❖ Quality of students taught
- ❖ Level of courses taught
- ❖ Time spent on teaching



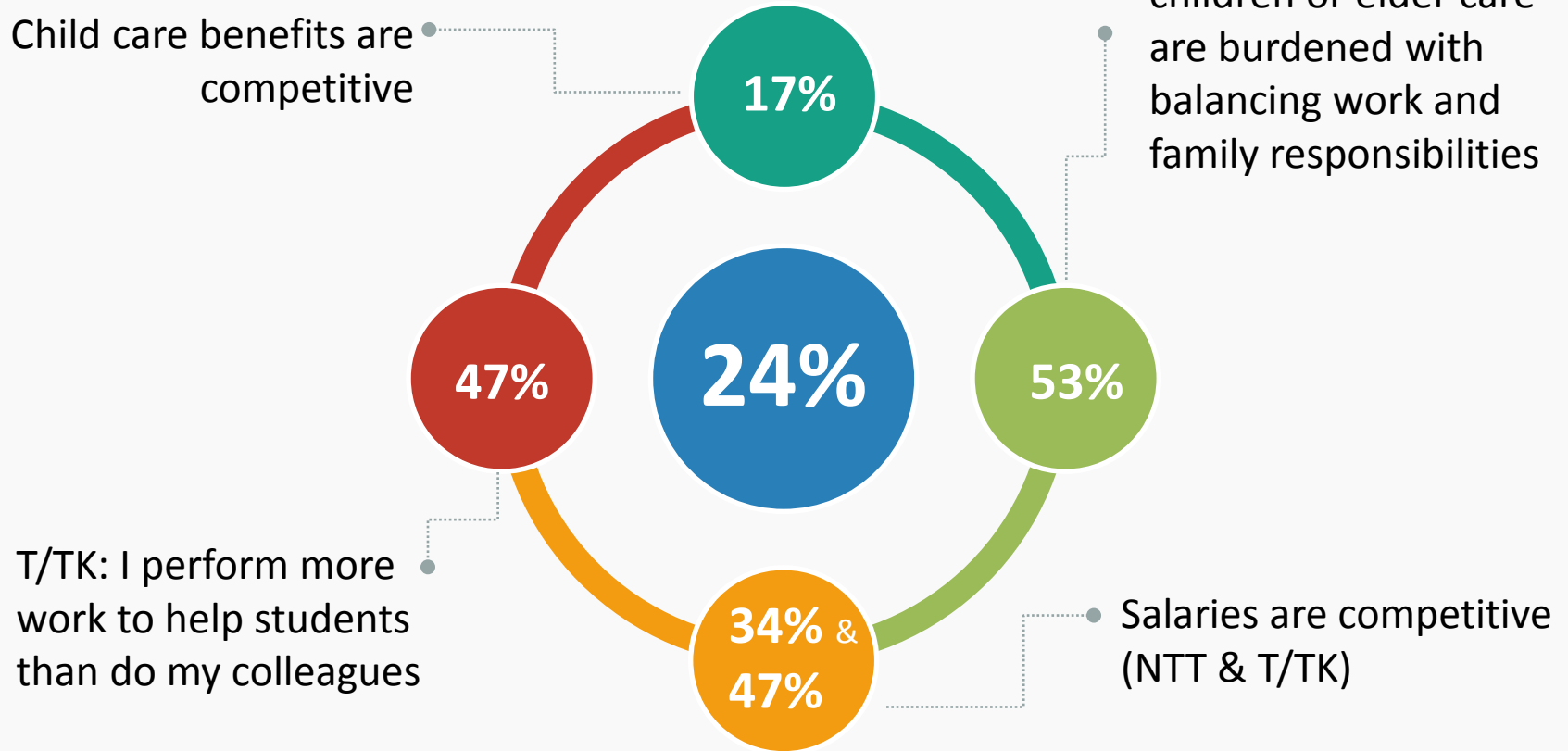
## Research

### 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

# ALL Faculty: Adequate Resources for Work-Life Balance

“Strongly agree” + “agree”



# 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

# Undergraduate Students: Perceived Academic Success



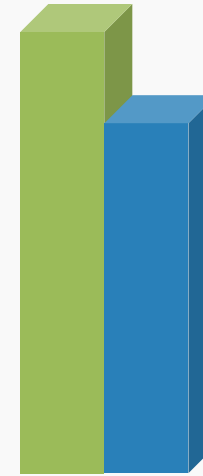
Racial Identity

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

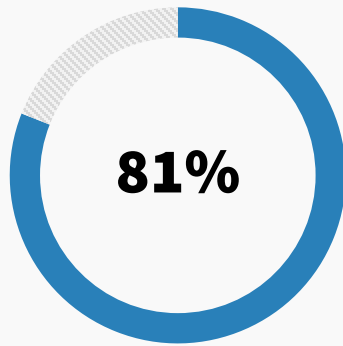


First-Generation/  
Low Income

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

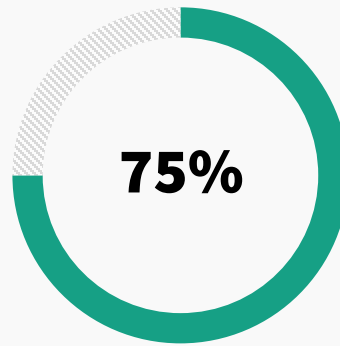
# Students: Feeling Valued

“Strongly agree” + “agree”



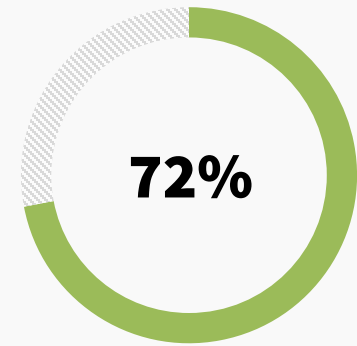
**N=918**

Feel valued  
by faculty



**N=855**

Feel valued  
by staff



**N=806**

Feel valued by  
other students  
in classroom

# Initial Observations

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# Questions