

Purdue University Diversity, Work Life and Campus Life Assessment: Preliminary Results

President's Forum
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Background and Methodology

- Outside Consultant Engaged
 - M.R. (Mickey) Dansby, Ph.D.
- Task Force Appointed
- Survey Instruments Developed
- On line and Written Surveys of Faculty, Staff and Students
- Focus Group Interviews
- Interviews of Campus Leaders
- Review of Existing Data

Surveys

- Three versions with common questions administered in Fall 2002
- Web-based versions to students, faculty administrative, professional and clerical staffs
- Written surveys to service staff
- 62-69 scale items
- Additional audit items

Factors

○ Common Factors

- Purdue's Commitment to Diversity
- Openness and Respect
- Interpersonal Tolerance
- Personal Support for Diversity
- Overall Diversity Climate
- General Acceptance of Differences
- Work/Life Balance

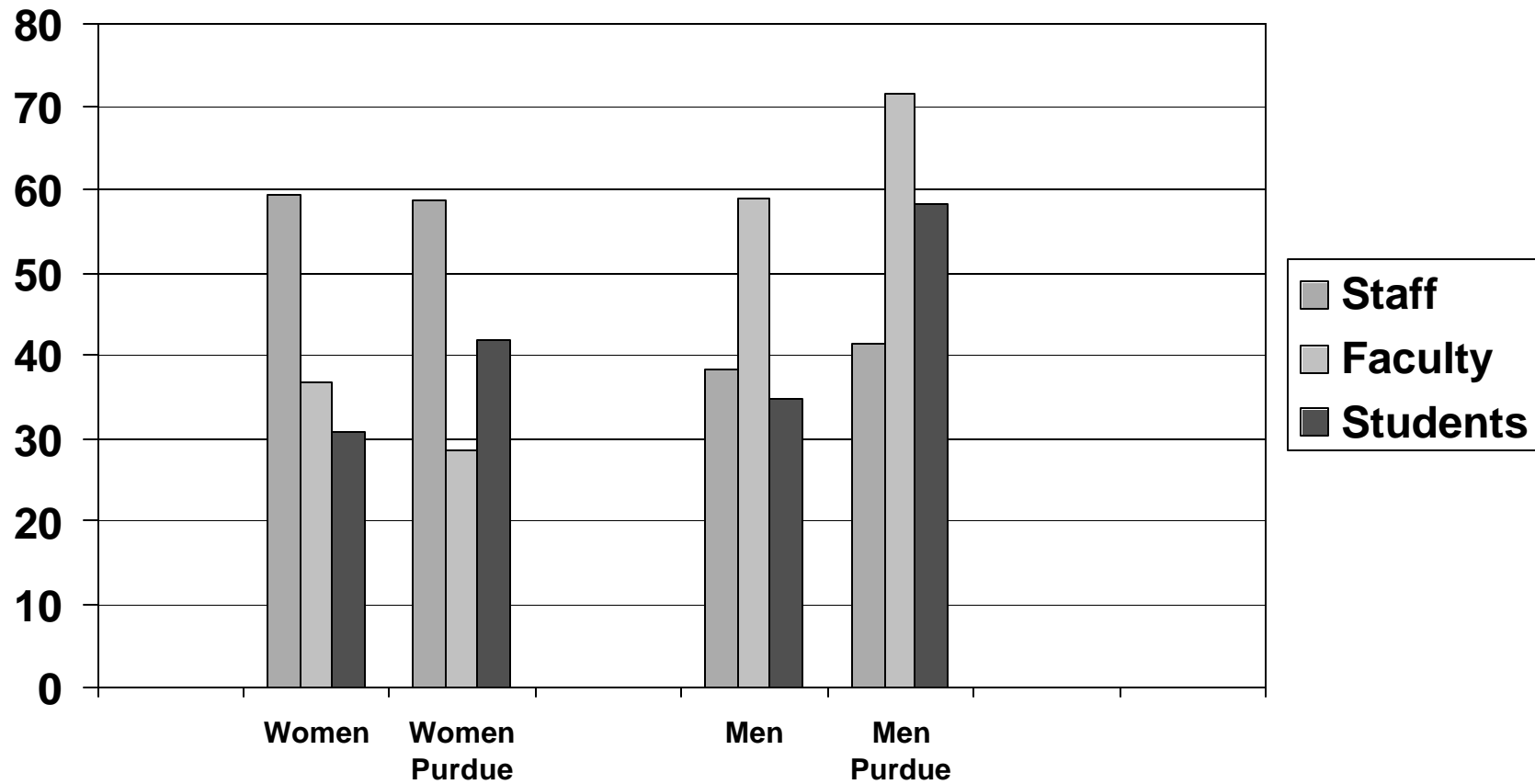
Factors (cont.)

- Organizational Effectiveness/
Organizational Development (Staff)
 - Supervision and Leadership
 - Compensation, Advancement and Rewards
 - Equity in Advancement
 - Job Satisfaction

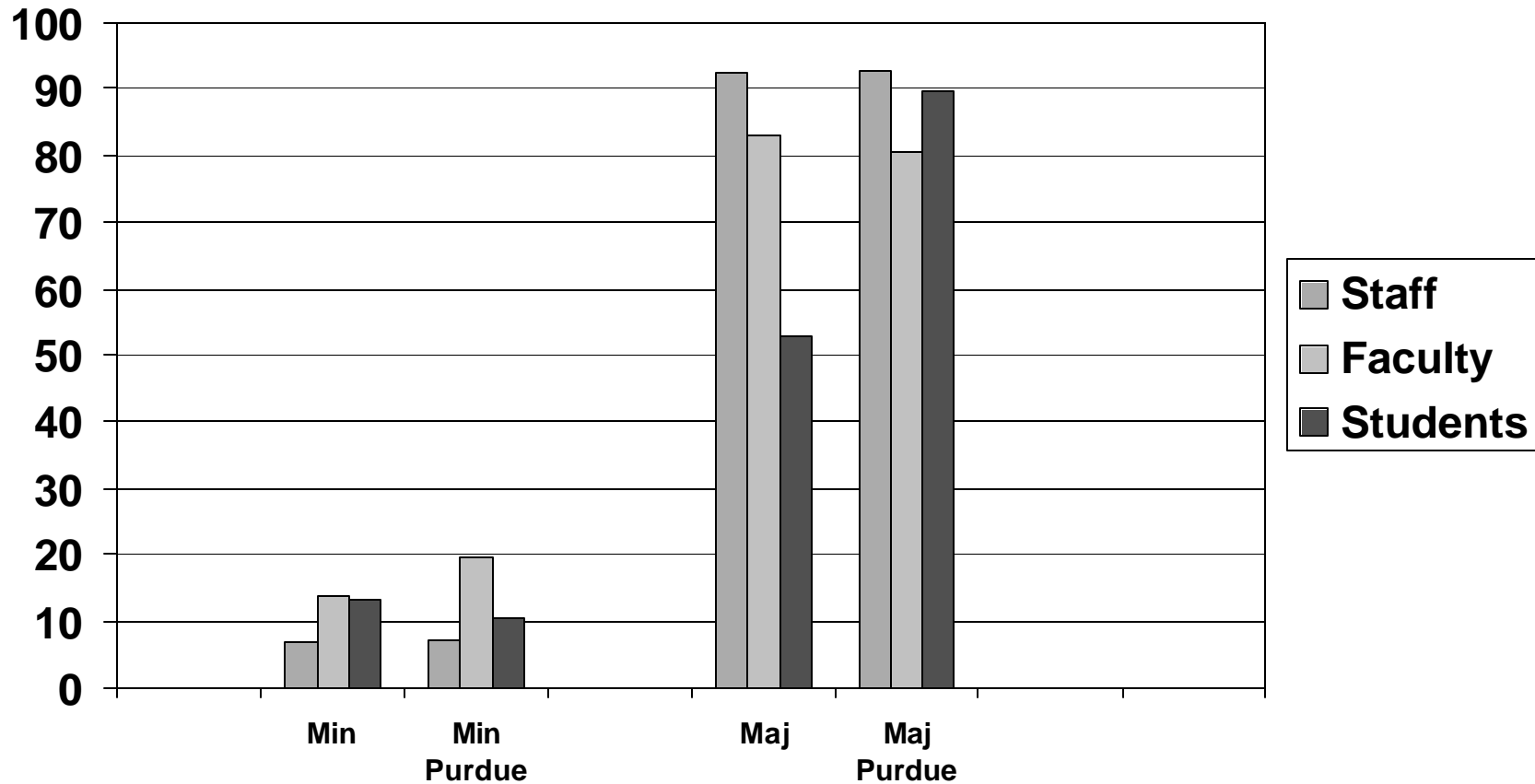
Survey Response Rate

- Staff: 2704 (38%)
- Faculty: 394 (17%)
- Students: 3268 (9.5%)

Comparison by Gender of Respondents to Purdue Faculty, Staff and Students



Comparison by Race/Ethnicity of Respondents to Purdue Faculty, Staff and Students

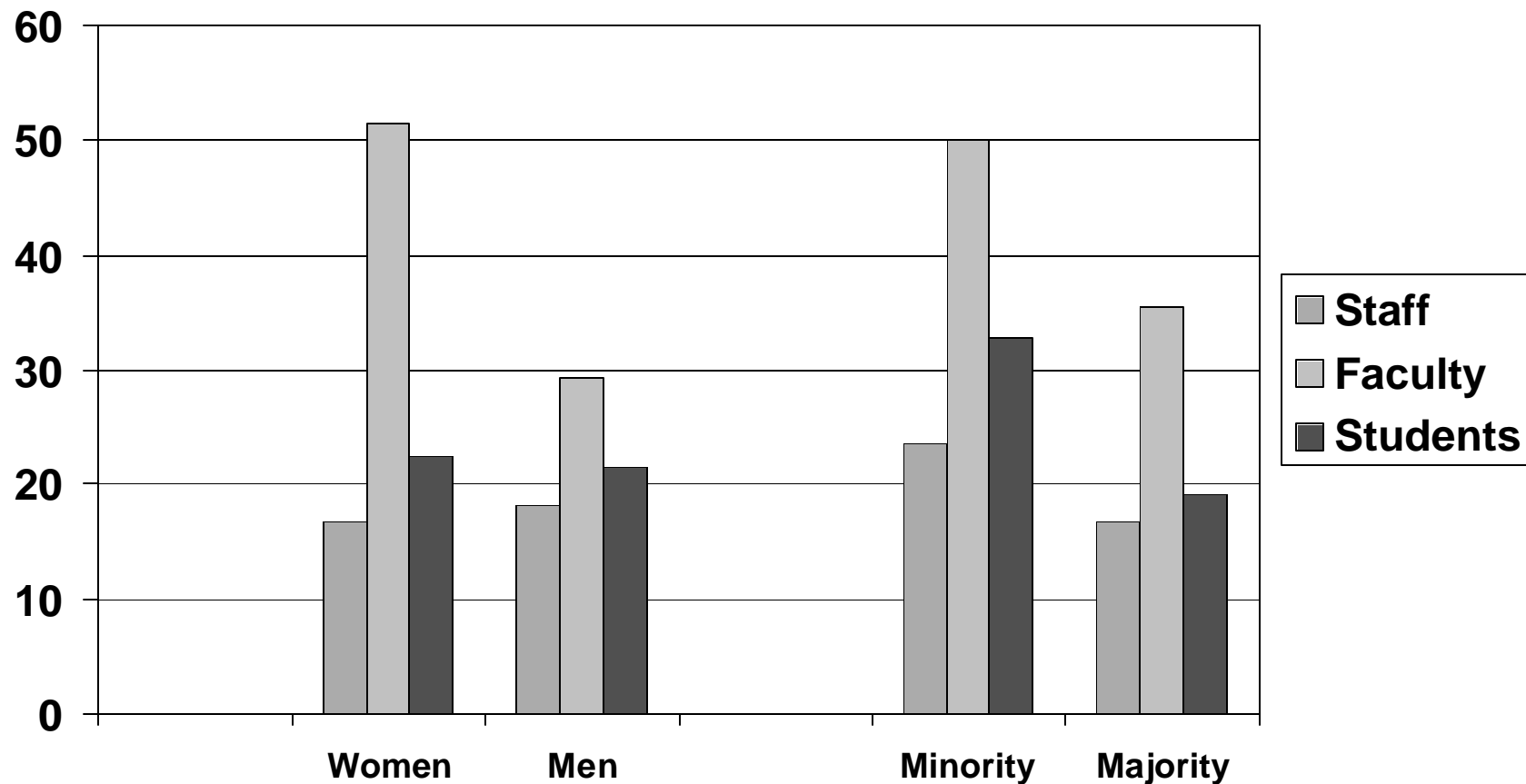




General Diversity Index

- Overall score across all three populations for General Diversity Index was 3.55 on a scale of 1 to 5 (moderately favorable)
- Statistically reliable and meaningful disparities in scores among the various demographic groups, indicating less favorable views by some groups (most often by minorities or women)

Percentage of Respondents Rating Purdue University's Overall Diversity Climate "Poor/Very Poor"



Scale Item Ratings

- Respondents to all versions of survey...
 - Perceive a pattern of openness for interaction with people with various differences
 - Indicate they are open to learning about diversity and believe diversity brings creativity to a group
 - Indicate they believe that all faculty, staff or students should engage in activities that develop skills around diversity
- Faculty and student respondents indicate they believe contact with individuals who are culturally different is an important part of a college education
- Other items with high ratings indicate a general level of comfort with diversity and a sense of fairness and respect in the University environment

Scale Item Ratings (cont.)

- Items with low ratings in all survey versions indicate...
 - Respondents perceive University leaders are not effective in modeling positive diversity behaviors
 - Respondents do not generally support requiring others to attend diversity seminars
 - Respondents believe Purdue may not recognize and reward those who consider the diverse needs of others
- Faculty and staff responses indicate some concerns with work/life balance
- Staff and students expressed concern about “reverse discrimination” playing a role in decisions at Purdue

Audit Item Results

- Students and staff least likely to see the need for special recruiting efforts for particular groups
- Faculty were most likely to see the need
- Almost half of the students (and 4 of 10 staff respondents) favored special recruiting for none of the categories presented
- More than half of the faculty respondents believe that more African Americans, Latino/Hispanics and Native Americans should be recruited as faculty, staff and students

Audit Item Results (cont.)

- A large majority of respondents had not experienced what they believed to be harassment or discrimination during the last two years based on any of the dimensions listed
- For those who indicated that they had experienced harassment or discrimination, the most common basis for all three groups was gender

Percentage of Respondents Who Report Having Been Harassed, Discriminated Against or Denied Something in the Past Two Years

(Percent of those who responded endorsing the choice)

I have been harassed or discriminated against because of my...	Faculty	Staff	Students
Race/ethnicity	4.9	1.8	11.9
Religion	3.2	2.7	10.5
Color	0.9	1.1	7.1
Gender	13.8	7.7	16.4
National origin or ancestry	2.6	0.8	5
Marital status	4.6	3	2
Parental status	2.6	3	1.9
Sexual orientation	1.7	1.3	3.8
Physical impairment	1.7	2.7	0.9
Mental impairment	-	1	1.4
Status as a disabled or Vietnam-era veteran	-	0.3	0.1
None of the above	72.8	75.8	61.3
Other characteristic	7.2	10.8	6.4

Audit Item Results (cont.)

- Student respondents were more likely to witness harassment or negative remarks based on some of the listed dimensions
 - Over half had witnessed episodes regarding **race or sexual orientation** during the past two years
 - Over 40% had witnessed harassment or negative comments based upon **religion**
 - About a third had similar experiences regarding **gender, color and national origin or ancestry**

Audit Item Results (cont.)

- Fewer than half of faculty or staff respondents witnessed harassment or negative remarks based on some of the listed dimensions
 - Faculty respondents were more likely to identify **gender or race/ethnicity** as the basis for the harassment or negative remarks
 - A quarter of the staff respondents witnessed harassment or negative comments based upon **sexual orientation**

Respondents Who Have Heard Others Harass or Make Negative Remarks

(Percent of those who responded endorsing the choice)

I have heard others harass or make negative remarks about...	Faculty	Staff	Students
Race/ethnicity	19.6	21.2	58.3
Religion	13.4	12.7	43.9
Color	7.8	10.4	33.2
Gender	25.4	15.4	34
National origin or ancestry	11.5	10.9	33.2
Marital status	9.2	5.6	3.7
Parental status	8.7	5	3.3
Sexual orientation	15.4	25.4	53
Physical impairment	2.8	7.5	17.9
Mental impairment	3.6	7.7	16.8
Status as a disabled or Vietnam-era veteran	0.3	1	0.2
None of the above	53.4	52.8	21.8
Other characteristic	6.7	7.5	5.3

Audit Item Results (cont.)

- Most faculty and staff and almost half of the student respondents indicated that they were **not concerned** about being discriminated against on the basis of any of the dimensions listed
- The largest area of concern for all three groups was **gender discrimination**
- A significant percentage of the student respondents were also concerned about the possibility of encountering **racial/ethnic or religious discrimination**

Concerns about Possible Discrimination

(Percent of those who responded endorsing the choice)

I am concerned I may be discriminated against based on...	Faculty	Staff	Students
Race/ethnicity	7.4	4.9	18.5
Religion	9.9	6.4	18.1
Color	2.3	2.9	12.3
Gender	22.4	14.5	26.7
National origin or ancestry	3.4	1.4	8.1
Marital status	11	5.3	4.1
Parental status	7.1	4.5	2.6
Sexual orientation	3.4	2.8	4.8
Physical impairment	2.3	4.4	1.4
Mental impairment	-	1.2	1.4
Status as a disabled or Vietnam-era veteran	0.6	0.4	0.1
None of the above	53.3	58.9	46.7
Other characteristic	8.8	16.2	6

Top Five Unwritten Rules for Success at Purdue University

(Most endorsed to least endorsed)

FACULTY	STAFF	STUDENTS
1. Work long hours	1. Do it the Purdue way	1. Treat others the way you want to be treated
2. Earn recognition	2. It's who you know	2. It's who you know
3. Do it the Purdue way	3. Be part of the "good old boy" network	3. Work long hours
4. Be part of the "good old boy" network	4. Take initiative to make things better	4. Earn recognition
5. Be conservative	5. Treat others the way you want to be treated	5. Do it the Purdue way

Top Ten Sources of Stress for Staff

(Percent of those who responded endorsing the choice)

Controlling Procedures	25.8
Management's lack of understanding	23.4
Advancement/promotion process	22.6
Managing household responsibilities	20.3
Keeping up with information/computer technology	19.8
Being part of a dual-career couple (where both partners are working)	19.3
High management expectations	19
Co-workers' lack of understanding of my personal responsibilities	12.4
Care of elderly parent or other relative	12.2
Lack of flexible working hours	11.4
None of the above	25

Top Ten Reasons Staff Stay at Purdue

(Percent of those who responded endorsing the choice)

Job security	58.3
Fair benefits	44.5
Meaningful work	35.7
Flexibility	36.7
I like the area	27.5
My family is here	27.1
Pride in the organization	24
Learning environment	23.4
Challenge	22
Fair pay	18



Focus Groups

- Seven focus groups conducted in April 2003
- Focus groups consisted of faculty and staff
- Facilitators from Indiana University
Purdue University Indianapolis



Issues Raised in Focus Groups

- President and Provost are committed to hiring diverse faculty and staff, but “middle management” is not
- Bias in favor of white males
- Women are treated as a lower class
- Lack of clarity in Purdue’s diversity program
- Compensation (levels, consistency and equity)
- Lack of upward mobility for service staff
- Inconsistency in performance evaluations
- Hierarchical, controlling environment. Lack of autonomy and inconsistency in management demands are concerns
- Supervisors vary in their capabilities to lead



Issues Raised in Focus Groups (cont.)

- Help in balancing work/life responsibilities varies across departments
- Minority faculty feel intimidated and isolated
- Geographic location has pluses and minuses; it's safe, with "Midwestern hospitality," but limited in diversity, culture and activities
- Feel there is a penalty for use of sick leave
- Communication skills of some international students and others with accents
- Meaning of "diversity" and handling of "diversity issues"



Key Recommendations

- Develop action plan for using results of the assessment to improve performance and strategic potential
- Develop communication plan to distribute results of assessment to faculty, staff, students and other important stakeholders, and the public in general
- Create a diversity strategic plan that marshals resources in the most efficient manner to reach Purdue's desired objectives

Key Recommendations (cont.)


- Aggressively pursue efforts to increase diversity, especially by increases in U.S. minority group representation, at the University in the coming years
- Consider ways to restructure and improve Purdue's compensation system and management approaches for staff employees

Next Steps

- Receive and disseminate final report
- Meet with Units to review results and formulate Unit-level action plans
- Continue efforts to increase representation of underrepresented groups among faculty, staff and students
- Review findings and continue to facilitate the development of diversity competencies among our students

Next Steps (cont.)

- Continue work on development of audit and review of the University's systems of compensation and classification
- Continue benchmarking of compensation
- Continue examination of career progression
- Institute follow up studies on issues identified in the assessment
- Continue periodic assessment of progress



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