Narrative Summary Analysis of Campus Culture and Climate Data
Culture and Climate Assessment Committee
2011-2012

(In Progress)

There is an ongoing discussion in the committee related to dimensions of organizational culture and climate as proposed by Stephen P Robbins (1989) in *Organizational Behavior: Concepts, Controversies, and Applications.* Englewood Cliffs, N.J.: Prentice Hall, 1989, and about other possible dimensions to add. Within the subcommittee we recognize the need for clear and consistent set of measures / dimensions as seen across the university community (faculty, staff, students: first year, graduating seniors, diverse bodies, and alumni). However, we are also in process of searching for more variables that reflect the change in approach and consideration for diversity and organizational culture and climate, as inspired by the various professional development opportunities we have engaged in, and scholarship in those areas. Similarly, we intend to invite other subcommittees to contribute what they may feel are critical dimensions related to campus culture and climate from the perspective of their work. The information here is a snapshot in time; one that is open for continued interpretation and discussion which we intend to be ongoing.

The data below are taken from our 2011 National Survey of Student Engagement, 2010-2011 Graduating Senior Survey, 2006 Alumni Survey, 2009 Graduate Alumni Survey, 2008 Staff Survey and the 2010-2011 Faculty Survey and contain both national comparative data as well as trend data in some cases. Details and frequency distributions are available from Jane Baillargeon, jane@uidaho.edu.

CULTURE[1]

Individual Initiative: *The degree of responsibility, freedom, and independence that individuals have:*
Faculty report a great sense of autonomy and independence at UI, with 9 out of 10 agreeing that they have the freedom to determine their course content. Though more than half (60%) feel that private funding sources prevent researchers from being completely objective as they conduct their work. Staff report satisfaction with communication and release time to pursue additional coursework.

Risk Tolerance: *The degree to which employees are encouraged to be aggressive, innovative and risk-seeking:*
Over eighty percent of faculty encourage students to take risks for potential gain, but data on this characteristic are limited.

Direction: *The degree to which the organization creates clear objectives and performance expectations:*
Three-quarters of students are generally satisfied with the support and services they receive in this area, while staff feel they are given clear expectations regarding objectives and performance expectations, and 3 out of 4 faculty are in general agreement about the important objectives of the institution. In general, 80%-90% of faculty are in agreement about the important educational goals for our students.

Integration: *The degree to which units within the organization are encouraged to operate in a coordinated manner.*
Nearly 90% of students report they develop the ability to work collaboratively and in teams while at the UI. While faculty and staff appear to be generally satisfied with their professional relationships; however, data are limited.

Management Support: *The degree to which managers provide clear communication, assistance, and support to their subordinates.*
Students are generally satisfied with the support they get from their faculty and advisors, and the support and services they receive from campus. While staff are satisfied with the communication, consideration and respect they receive from supervisors, fewer are satisfied with their opportunities to influence UI governance, with benefits (salary, health and retirement), and with opportunities for promotion. Nearly sixty percent of faculty report they are not satisfied with their relationship with administrators, and a third feel they are not considered or not sufficiently involved in making campus decisions.

Control: *The number of rules and regulations, and the amount of direct supervision that is used to oversee and control employee behavior.*
While students and staff are generally satisfied with the overall supervision they receive, both staff and faculty note that institutional policies and procedures have contributed to their stress during the last couple of years. While there are no data from the student perspective specifically, one might infer from their satisfaction with campus offices and services that they accept the amount of control imposed on them.

Identity: *The degree to which members identify with the organization as a whole rather than with their particular work group or field of professional expertise.*
Ninety percent of faculty report being committed to the welfare of the UI, but only half feel it is a high priority for the institution to develop a sense of community among students and faculty. There are little to no additional data available.

Reward System: *The degree to which reward allocations (that is, salary increase, promotions) are based on employee performance criteria in contrast to seniority, favoritism and so on.*
Nearly ninety percent of students report they are graded fairly and over they are satisfied with their education at UI. More often than not faculty and staff both lack satisfaction with the salaries and benefits. In addition, faculty feel a lack of reward for being good teachers and for their efforts with underprepared students, while staff are not satisfied with the opportunity for promotion at UI.

Conflict Tolerance: *The degree to which employees are encouraged to air conflicts and criticisms openly.*
Students agree they are encouraged try to better understand views different than their own, as well as to learn to understand themselves and to act ethically. Staff agree that there is good two-way communication, that respect and dignity are encouraged, and that supervisors take appropriate action on their problems and complaints; though only a little more than half of them agree that they have adequate information about the ombudsman and how to file a grievance. Most faculty agree that it is important to engage students in civil discourse around controversial issues, while supporting their opinions with logical arguments, and to teach students tolerance and respect for differences. Eight out of 10 faculty report there is respect for the expression of diverse values and beliefs here.

Communication Patterns: *The degree to which organizational communications are restricted to the formal hierarchy of authority.*
Nearly 9 out of 10 alumni say they developed excellent interpersonal communication skills while at UI and 8 out of 10 developed close professional relationships with at least one faculty member. Three quarters of staff report that there is good two-way communication, and that more than 8 of 10 that faculty and administrators treat them with respect. While fewer than half of faculty report being

satisfied with the administration's effectiveness in communicating, slightly more than half report that administrators consider faculty concerns when making policy.

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CLIMATE[2]

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Learn, Create and Innovate: *Our globally competitive research and creative activity further Idaho's economic success and provide innovative solutions to the challenges facing our nation and the world.* Eight of 10 graduating seniors report they have learned to think analytically and critically and to identify and solve problems, formulating creative and original ideas and solutions while at the UI; while slightly fewer than three-fourths report their ability to relate well to people of different races, nations, cultures, and religions has been enhanced. Seventy percent report having had the opportunity to do original research outside of normal classroom activities. All faculty report that one of the goals for our students, which is important or essential, is to help them develop the ability to think critically and nearly 9 of 10 report it is a goal to prepare students for employment after college. There are limited data on the staff perspective here.

Preserve and Transmit Knowledge: *We commit to preserving and promoting the ongoing transmission of information so future generations have access to the foundational core of knowledge.* Nine of 10 students report satisfaction with the increased confidence in their knowledge and abilities, 8 of 10 with the opportunity to get to know diverse people, 7 of 10 with their ability to write, communicate, think analytically and critically across disciplinary lines, and formulate solutions. Six of 10 staff are satisfied with professional development and training opportunities. Seven out of 10 faculty report that becoming an authority in their field is personally important to them, and 9 of 10 are committed to the welfare of the UI.

Act with Integrity: *Internal congruence as well as openness and transparency in decision making and leadership foster confidence in our institution's future.* Nearly all students report they interact with faculty outside of the classroom, and over sixty-five percent that they have enhanced their ability to identify moral and ethical issues, and develop a sense of values and ethical standards while making decisions and acting ethically. Staff are generally satisfied with the communication among colleagues and supervisors. Eight of 10 faculty believe that "faculty are typically at odds with campus administration" is descriptive of the UI. In addition, only 10% of faculty report that the administration is open about its policies as very description of the UI.

Treat Other with Respect: *Central to our productivity and morale is a climate that is civil and respectful.* Six of 10 students report their sense of values and ethical standards were enhanced while at UI, as was trying to better understand someone else's views by imaging how an issue looks from his or her perspective. More reported having learned to relate well to others who are different from them. Eight of 10 staff report that they are treated with respect by faculty, administrators and other staff, 7 of 10 report that minority staff and women staff are treated fairly at UI, and that there is a comfortable atmosphere here for under-represented groups. Nearly 8 of 10 faculty report they agree that faculty of color, women faculty, and gay and lesbian faculty are treated fairly here, though 60% agree that more faculty of color and women faculty should be hired, while 9 of 10 report that a racially/ethnically diverse student body enhances the educational experience of all of our students.

Celebrate Excellence: *Individual commitment to excellence is central to the values this institution promotes. We believe in leadership grounded in the credibility of excellence that successfully education those seeking knowledge and celebrates success when those education apply that knowledge to the challenges presented by our world.*
There are no data to report.

Change Lives: *The University of Idaho is a community that supports and prepares its members to serve the world. Through engagement in campus life, academic programs and co-curricular offerings, lives are changed. Further, we value actively participating in opportunities to improve the quality of life beyond our institution and in so doing the University of Idaho community provides leadership in service when and wherever needed.*
Students report participating in a wide variety of co-curricular activities while at the UI, from service-learning, alternate spring breaks and civic and community programs, to intramural sports, leadership, and study abroad opportunities. Ninety-five percent are satisfied with the opportunity to develop valued friendships, and 64% report their ability to participate as an informed and active citizen was enhanced during their undergraduate education at UI. Over half of staff are satisfied with career advancement, professional development, personal development and training opportunities. One-third of faculty report that it is a priority of the UI to help students learn how to bring about change in American society, and 80% are satisfied with their own opportunities for scholarly pursuits, their social relationships with other faculty and the competency of their colleagues. Three quarters of the faculty agree that colleges should be actively involved in solving social problems.

Welcome and Include Everyone: *We believe that an institution is only as strong as its ability to invite and include diverse perspectives as we all contribute to the University of Idaho's mission.*
By the time they are seniors, UI students report having had the opportunity to get to know diverse people, to appreciate and understand other cultures and languages, tried to better understand someone else's views, examine their own views, and had serious conversations with students who are different from them in terms of religious beliefs, political opinions and personal values. In addition, nearly all students who participate in them report that the quality of services in programs for international and minority students is good or excellent. Staff report that the environment in their work areas encourages respect for equality and dignity for all employees, while nearly 90% are treated with respect and nearly 80% believe that women and minority staff are treated fairly. Three-fourths of the faculty report that it is important or essential to enhance students' knowledge of and appreciation for other racial/ethnic groups, and even more to teach students tolerance and respect for different beliefs. Though only about a third of faculty report that "respect for the expression of diverse values and beliefs" is very descriptive of the UI, and 61% agree that racial and ethnic diversity should be more strongly reflected in the curriculum. Nine of 10 agree that a racially/ethnically diverse student body enhances the education experience of all students.

Take Responsibility for the Future: *While learning from the past and understanding the world that exists today, members of the University of Idaho community embrace their obligation to ensure the sustainability of our future.*
A quarter of all students report participating in civic and community service, the ASUI Center for Volunteerism and Social Action, service learning activities and projects, Alternative Service Breaks, and other organizations focused on social justice; while 60% report their ability to participate as an informed and active citizen was enhanced, as was their ability to identify moral and ethical issues and develop a sense of values and ethical standards, as well as understand sustainable practices. Fifty percent report they developed knowledge of the evolution of economic, social and political institutions. While there is

very little data from the staff perspective on this value, over half of all faculty believe it is very important or essential for students to be prepared for employment or advanced studies after their education, and to instill in them a commitment to community service. Nearly one-third of faculty report it is one of the UI's high or highest priorities to help student learn how to bring about change in American society.

[1]Adapted from: Robbins, Stephen P. *Organizational Behavior: Concepts, Controversies, and Applications.* Englewood Cliffs, N.J.: Prentice Hall, 1989.

[2]From LEADING IDAHO: Strategic Plan 2011-2015, Principles and Values P.3.