



# North Park University Employee Experience Survey

2024 Report



## PREPARED FOR

North Park University  
February 2024

## PREPARED BY

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# Study Design

The North Park University Employee Experience Survey surveyed full and part-time employees aged 18 or older. The survey was administered online by Grand River Solutions, an independent company, with a survey tool developed by the Grand River Solutions team.

North Park University identified the employee pool for the survey and sent a message to potential participants notifying them to expect an email from Grand River Solutions with the survey link. When possible, North Park University provided the race/ethnicity, employment status (full-time or part-time), employment type (administrator, faculty, staff, or other), and years employed of the participant pool. This information was provided to Grand River Solutions through a secure portal. If North Park University could not provide this data, a question was included in the survey to obtain it.

Grand River Solutions sent a personalized email to the employees, each with a unique link to the survey, and sent reminder emails to non-respondents over the field period. The number of reminder emails and the field period were mutually agreed upon by North Park University and Grand River Solutions.

All personally identifying information was automatically de-linked from survey responses once submitted. All personally identifying information was permanently deleted from Grand River Solutions devices and accounts within 60 days of the end of the survey field period and North Park University was provided with a signed certification of data destruction.

Participants were informed that their responses were confidential and would be reported in aggregate form and no individually identifying information would be reported. The survey was provided in English and Spanish, and participants were able to toggle between the two languages throughout the survey. All survey questions were optional to participants. North Park University was able to add custom questions to the survey as agreed upon by North Park University and Grand River Solutions. The survey was approved by the Ethical & Independent Review Services.

At the end of the survey, participants were given the opportunity to enter a raffle to win a \$50 gift card. Participants' survey responses were not connected to their raffle entry in any way.

# Study Measures

## Demographics

In addition to the demographic data provided by North Park University, the survey included questions pertaining to the employee's self-identification as a confidential resource and supervisor. Employees were also asked to identify their sex assigned at birth, gender identity, sexual orientation, disability status, and how often they interact with students.

## Knowledge and campus culture

Employees were asked about their knowledge of key campus policies relevant to sexual and interpersonal violence. They were also asked about their perceptions of the campus culture and North Park University's prevention and response efforts.

## Workplace connectedness

Employees were asked to reflect on their experiences at North Park University and to identify their feelings and perceptions of belonging, equity, and well-being.

## Sexual harassment and stalking

The survey asked participants about their experiences of sexual harassment and stalking in the past 12 months. The survey included follow-up questions for those who indicated experiencing sexual harassment and/or stalking. These questions asked about professional impacts of their experience, their relationship with the perpetrator, whether or not they reported the incident, and reasons why they did not report the incident, if applicable.

## Employee and student disclosures

The survey asked participants about disclosures of sexual and interpersonal violence that they received from students and colleagues in the past 12 months. The survey included follow-up questions for those who indicated receiving a disclosure. These questions asked about their relationship to the person who made the disclosure, the perpetrator, whether the incident was reported, and reasons the incident was not reported, if applicable.

# Data Analysis Methods

To be considered valid, a respondent had to have answered at least one question beyond the demographic section. To preserve participant confidentiality, any findings with a low response rate were omitted in reports to North Park University.

Reports provided to North Park University included only statistically significant findings. Statistical significance was determined using chi square tests and a p-value of  $<0.05$ . Statistical significance for the difference in means was determined using a t-test or one-way anova. When cell counts were less than 5, a Fisher's t-test was used to evaluate statistical significance.

The personal experience questions were collapsed to yes/no variables for both sexual harassment and stalking. Sexual orientation was collapsed to straight/heterosexual and LGB+. Gender identity was collapsed to man, woman, and transgender, genderqueer, nonbinary, or gender nonconforming (TGQN). Race/ethnicity were collapsed into federally recognized categories of Black, Indigenous, and People of Color (BIPOC), and White. Definitions of these categories are included on the following page.

All likert scales (strongly agree to strongly disagree) were converted to a four-point ranking where 4= positive response and 1= negative response. Likert questions were grouped based on pre-determined themes of belonging, well-being, equity and climate, when applicable. Responses to these questions were averaged for each theme and reported on a scale of 1 to 4.





# Key Terms

## BIPOC

Black, Indigenous, and People of Color (BIPOC) includes respondents who self-identified as African, Alaska Native, Asian/Asian American, American Indian/Indigenous, Black or African American, Caribbean/West Indian, East Asian, European, Hispanic/Latino/a/x/e, Latin American, Middle Eastern or North African, Native Hawaiian/Pacific Islander, South Asian, Southeast Asian, or another race/ethnicity.

## LGB+

Lesbian, gay, and bisexual plus (LGB+) includes participants that self-identified as lesbian, gay, bisexual, asexual, fluid, pansexual, queer, questioning, or another sexual orientation.

## Sexual and interpersonal violence (SIV)

Used to refer to sexual harassment, sexual assault, rape, intimate partner violence, and stalking collectively.

## TGQN

Transgender, genderqueer, nonbinary, or gender nonconforming (TGQN) includes participants that self-identified as agender, genderqueer/gender-fluid, non binary, questioning, two-spirit, another gender identity, intersex, man but not male assigned at birth, or woman but not female assigned at birth.

# Response Rate & Participant Demographics

A total of 602 North Park University employees were invited to participate, and 154 (26%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all North Park University employees. Findings in this report should not be used to make conclusions about the entire employee population.

Fig. 1 Race and ethnicity

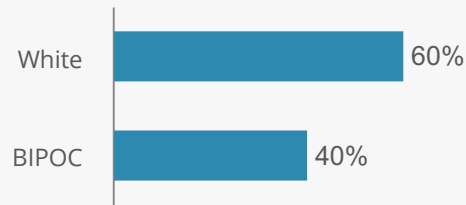


Fig. 2 Gender identity

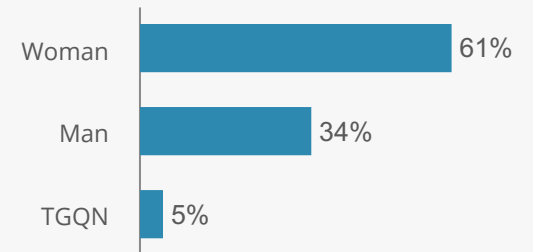


Fig. 3 Sexual orientation

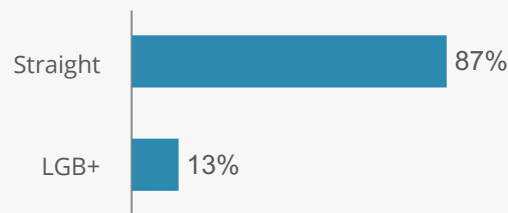
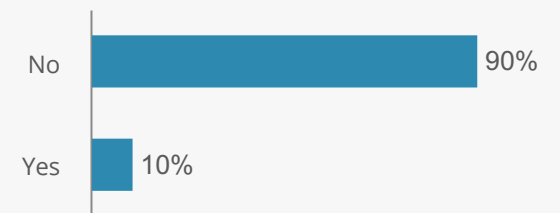
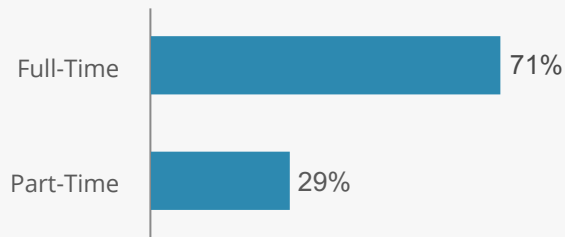


Fig. 4 Disability status

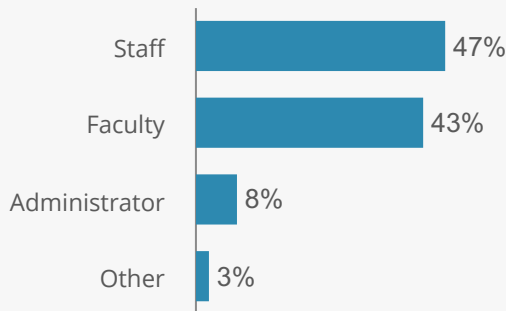


# Participant Demographics

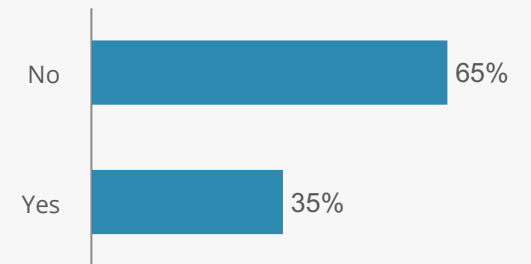
**Fig. 5 Employment status**



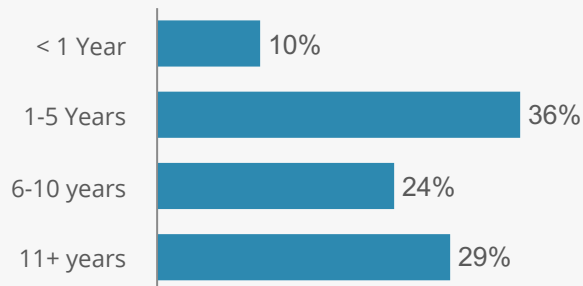
**Fig. 6 Employment type**



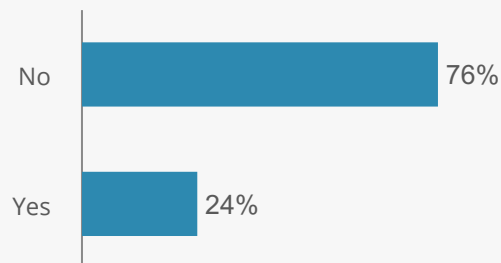
**Fig. 7 Supervisor status**



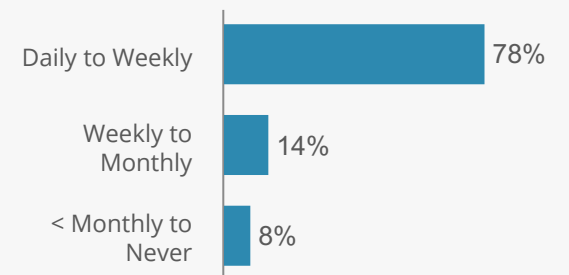
**Fig. 8 Employment length**



**Fig. 9 Confidential resource**



**Fig. 10 Interaction with students**







Findings

# **Executive Summary**

# Executive Summary

## Workplace connectedness

On average, most of the employees surveyed indicated that they feel a sense of belonging, equity, and well-being at North Park University. Perceptions of workplace connectedness varied significantly based on sexual orientation, gender identity, disability status, and employment status.

## Knowledge of essential information

Overall, knowledge of definitions of sexual and interpersonal violence and who is required to report disclosures was high. However, knowledge of confidential resources and the reporting process was lower.

## Campus climate and confidence in reporting

A majority of participants had positive feedback about the culture at North Park. Full-time employees had less positive views of the culture than part-time employees.

Most felt confident in the reporting process for both students and employees, and a majority felt confident in their ability to respond to disclosures made by either students or their colleagues.

## Employee and student disclosures

About 1 in 7 participants (14%) indicated that a student told them that they had experienced sexual or interpersonal violence in the past year. Of those, a majority had reported the disclosure. Only 4% of participants had received a disclosure from a colleague and of those, none reported the disclosure.

## Personal experience

Only 5% of participants answered that they had experienced sexual harassment and/or stalking in the past year. To protect the confidentiality of those participants, additional information relevant to their experiences cannot be reported, including: demographic differences, impacts experienced, their relationship to the perpetrator, whether they reported the incident, and reasons they did not report the incident, if applicable.



Findings

# **Workplace Connectedness**

## Perceptions of Belonging, Well-being, and Equity

Employees were asked to what extent they agreed or disagreed with statements about their feelings of belonging, well-being, and equity at North Park University. Their responses were scored on a scale from 1 to 4, with 4 being a positive response.

### Belonging

On average, a majority of employees **agreed** that they feel a sense of belonging at the University.

### Equity

On average, a majority of employees **slightly agreed** that the University treats all employees fairly.

### Well-being

On average, a majority of employees **agreed** that the University cares about their well-being and protects employees from harm.

3.1 /4

Belonging

---

2.9 /4

Equity

---

3.1 /4

Well-being

1 = negative response  
4 = positive response

# Differences in Perceptions of Belonging, Equity, and Well-Being

Perceptions of belonging, equity, and well-being varied among some demographic groups.

## Belonging

LGB+ employees reported a lower sense of belonging than straight employees.

## Equity

TGQN employees, LGB+ employees, employees with disabilities, and full-time employees reported a lower sense of equity than their respective counterparts.

## Well-being

TGQN, LGB+, and full-time employees were less likely to agree that North Park University cares about employee well-being and protects employees from harm.

Fig. 11 Differences in perceptions of belonging



Fig. 12 Differences in perceptions of equity

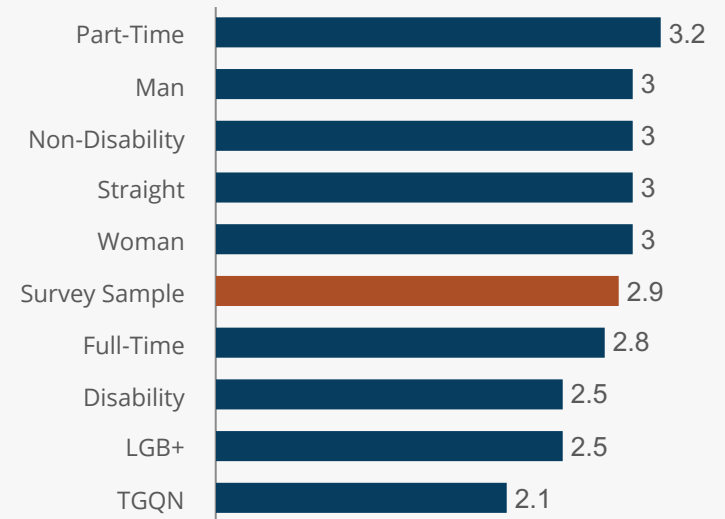
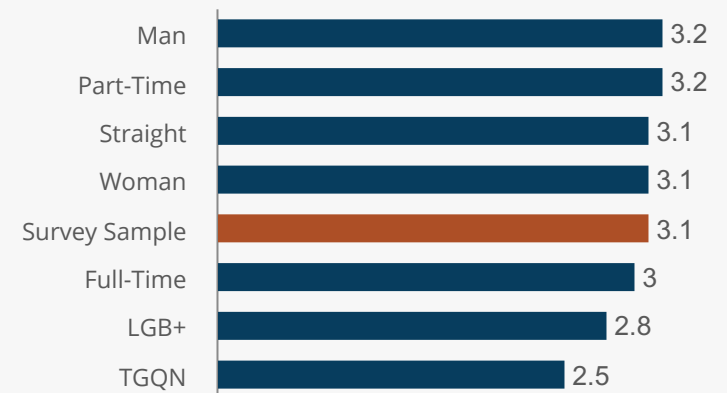


Fig. 13 Differences in perceptions of well-being





Findings

# Knowledge of Policies

## Knowledge of Workplace Policies & Procedures

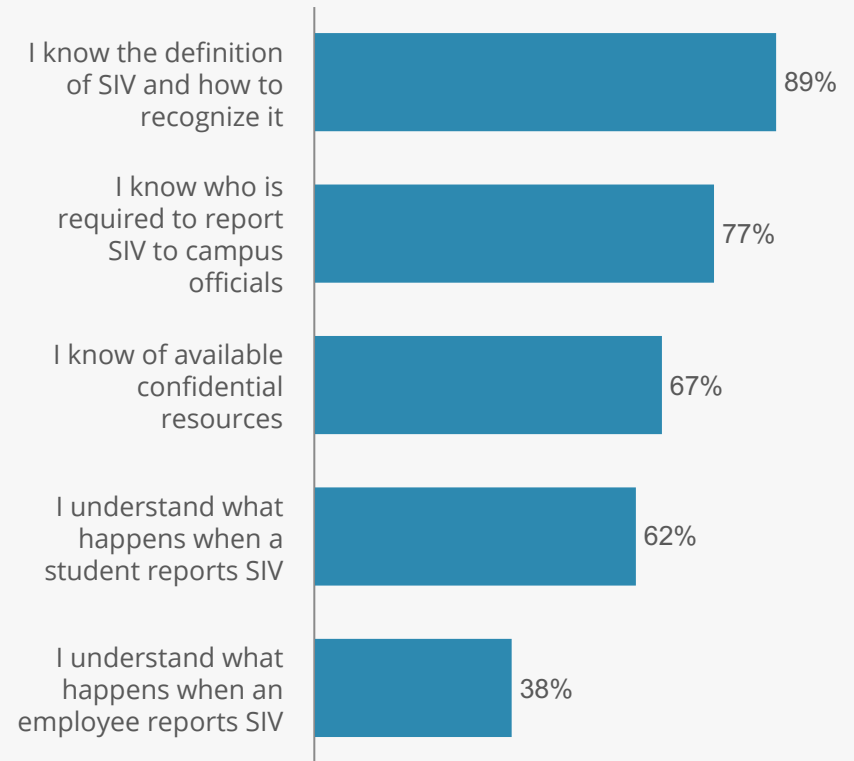
Employees were asked about their knowledge of campus procedures, policies, and resources relevant to sexual and interpersonal violence (SIV).

A majority of employees indicated that they know the definition of sexual and interpersonal violence and how to recognize it (89%). Most employees also indicated that they were aware of confidential resources available at the University (67%), and knew who is required to report incidents of sexual and interpersonal violence (77%).

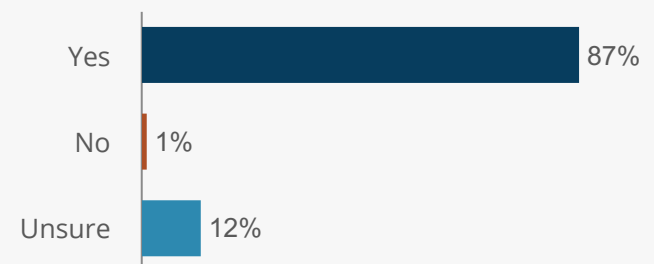
Sixty-two percent (62%) of participants indicated that they understand what happens when a student reports sexual or interpersonal violence to the University, while less than half understood what happens when an employee makes a report (38%).

When asked if North Park University has a Title IX Coordinator, 87% of participants answered 'Yes,' 12% said that they were 'Unsure,' and 1% said 'No.'

**Fig. 14 Knowledge of campus policies and resources**



**Fig. 15 Does North Park University have a Title IX coordinator?**

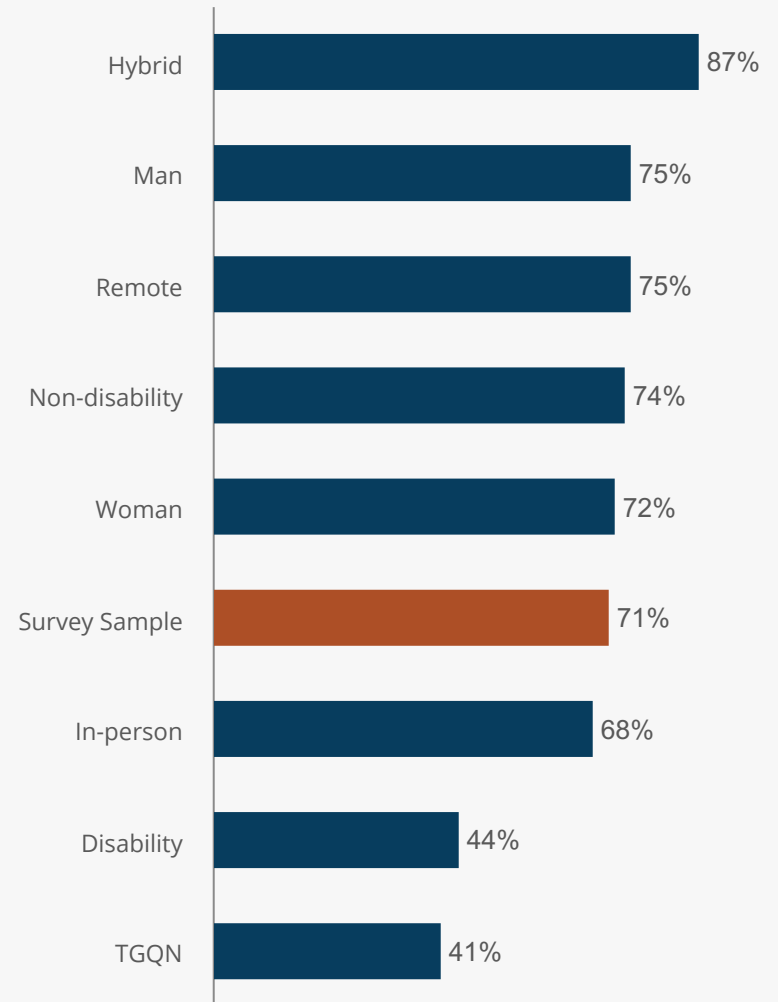


## Differences in Knowledge of Policies & Procedures

Knowledge of campus procedures, policies, and resources relevant to sexual and interpersonal violence varied among some demographic groups.

TGQN employees, employees with disabilities, and employees who work in-person were less likely to know this information compared to their respective counterparts.

Fig. 16 Differences in knowledge of campus policies







Findings

# **Workplace Climate**

## Workplace Culture

Employees were asked to what extent they agreed or disagreed with statements about the culture of sexual harassment at North Park University, and their perceptions of the University's prevention and response efforts. Their responses were scored on a scale from 1 to 4, with 4 being a positive response.

On average, a majority of employees **agreed** that it is uncommon for people at the school to make sexist comments or jokes, and that North Park University is doing a good job of trying to prevent sexual and interpersonal violence from occurring, and of holding perpetrators accountable.

3.1 /4

## Campus Culture

1 = negative response

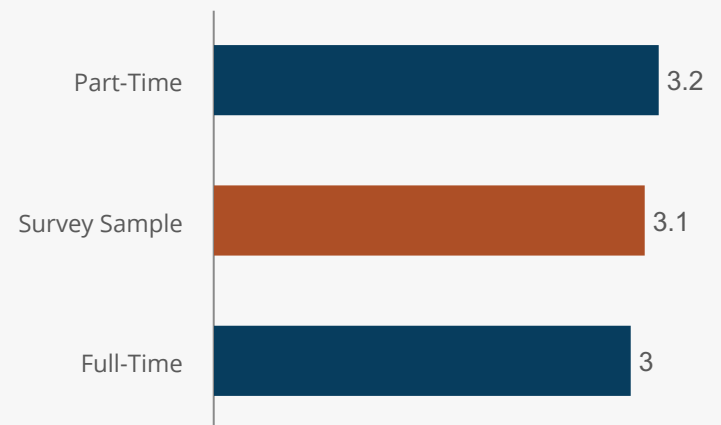
4 = positive response

## Differences in Perception of Workplace Culture

Perceptions about the culture of sexual harassment at North Park University varied by employment status.

Full-time employees were less likely to agree that it is uncommon for people at the school to make sexist comments or jokes, and that the school is doing a good job of trying to prevent sexual and interpersonal violence, and of holding perpetrators accountable.

Fig. 17 Differences in perception of campus culture



1 = negative response  
4 = positive response

## Confidence in Reporting Process for Students

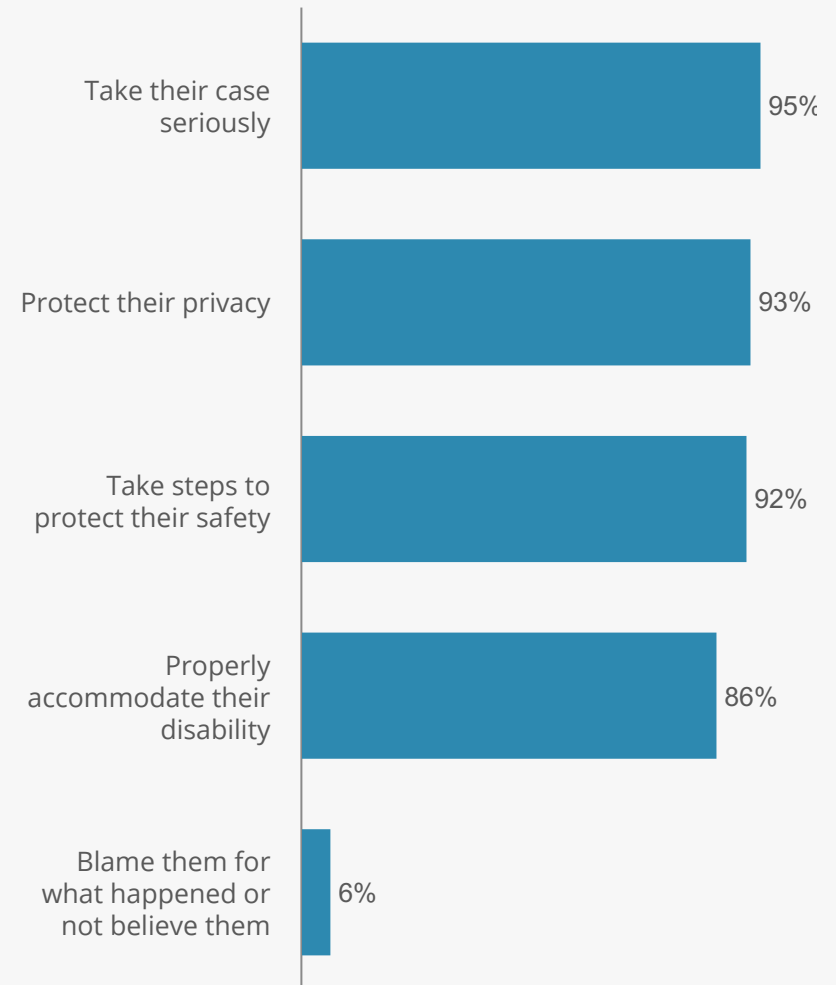
Participants were asked about their confidence in North Park University's reporting process and campus resources if a student were to experience sexual and interpersonal violence.

A majority of participants believed that the student's case would be taken seriously (95%), and most disagreed that the University would blame the student or not believe them about the incident.

A majority of participants believed that the student's privacy would be protected (93%), and that the University would take steps to protect the student's safety (92%).

Eighty-six percent (86%) believed that the University would properly accommodate a student's disability.

Fig. 18 If a student experienced SIV, I believe North Park University would...



## Confidence in Reporting Process for Employees

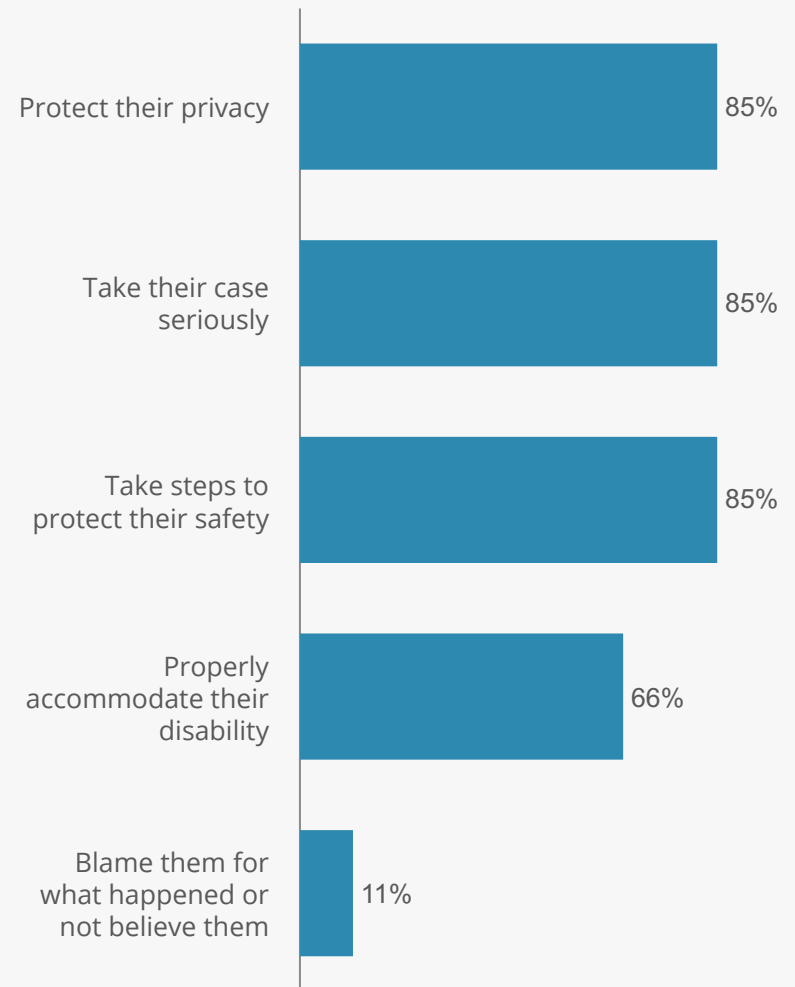
Participants were also asked about their confidence in North Park University's reporting process and campus resources if an employee were to experience sexual and interpersonal violence.

A majority of participants believed that the employee's case would be taken seriously (85%), and most disagreed that the University would blame the employee or not believe them about the incident.

A majority of participants believed that the employee's privacy and safety would be protected by the University (85%).

A slight majority believed that the University would properly accommodate an employee's disability (66%).

Fig. 19 If an employee experienced SIV, I believe North Park University would...

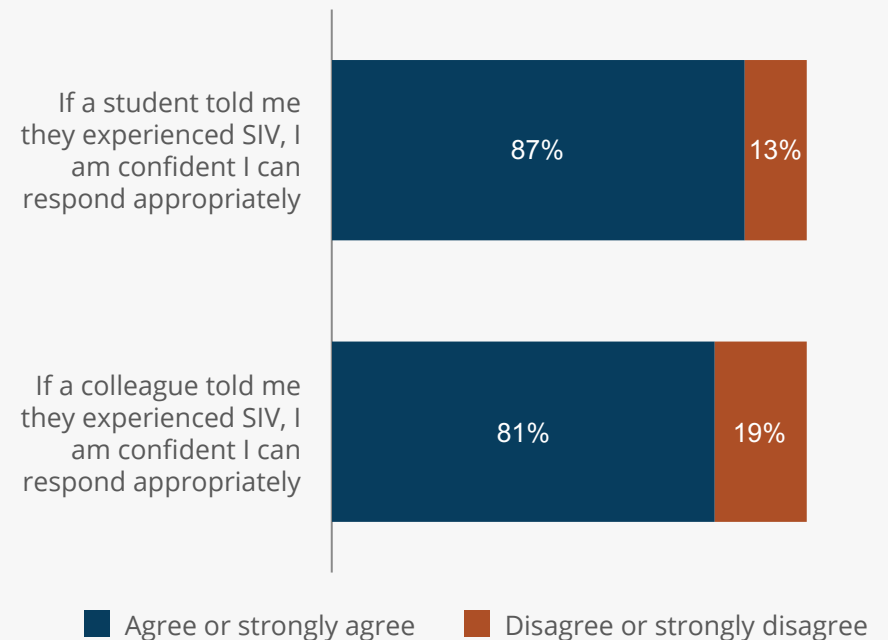


## Confidence in Ability to Respond to Disclosures

Participants were asked about their confidence in their ability to respond appropriately if they were to receive a disclosure of sexual or interpersonal violence (SIV) from a student or a colleague.

A majority of participants believed that they could respond appropriately if a student told them they had experienced sexual or interpersonal violence (87%) or if a colleague disclosed to them (81%).

Fig. 20 Confidence in ability to respond to disclosure of sexual and interpersonal violence (SIV)





Findings

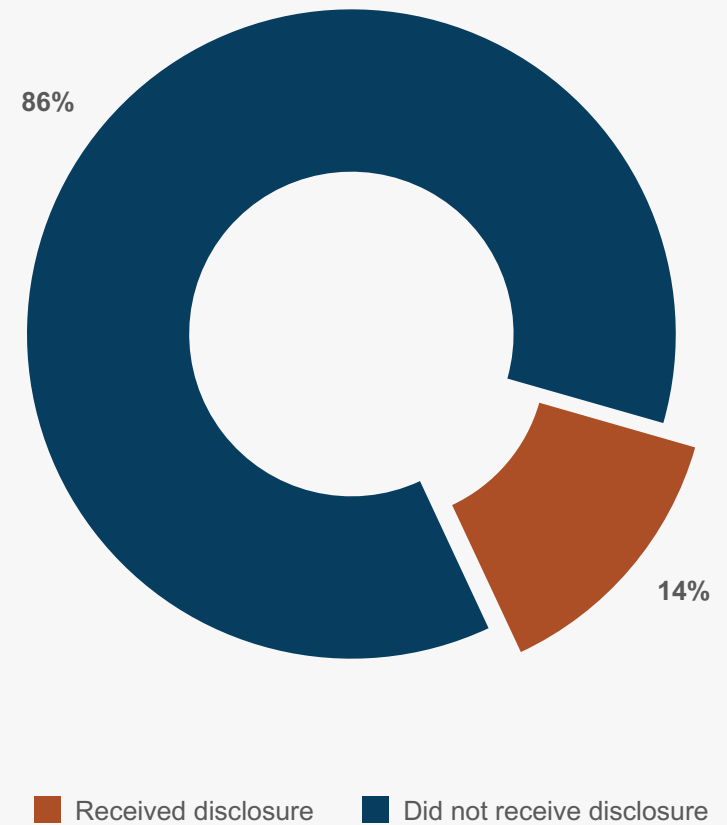
# **Student & Employee Disclosures**

## Student Disclosures

Employees were asked if, in the past 12 months, any students had disclosed to them that they were a victim of sexual harassment, sexual assault, intimate partner violence, and/or stalking.

Fourteen percent (14%) of participants had received a disclosure from a student. Of those, 82% reported the incident to a campus official, while 6% did not report the incident, and 12% did not report the incident because they were designated as a confidential resource.

Fig. 21 Percentage of respondents who received a disclosure from a student



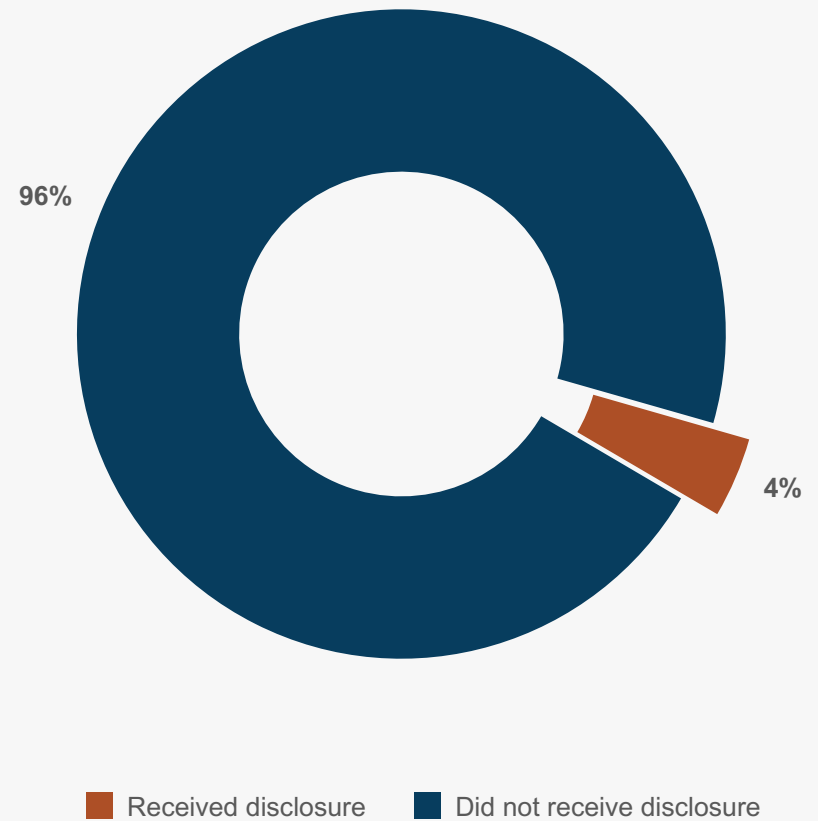


## Employee Disclosures

Participants were also asked if, in the past 12 months, any colleagues had disclosed to them that they were a victim of sexual harassment, sexual assault, intimate partner violence, and/or stalking by another employee.

Four percent (4%) of participants had received a disclosure from a colleague. Of those, none indicated that they reported the incident to their supervisor, HR, or to another office.

Fig. 22 Percentage of respondents who received a disclosure from a student





Findings

# **Sexual Harassment & Stalking**

## 5% of Employees Experienced Sexual Harassment and/or Stalking in the Past Year

The survey asked employees about their experiences of sexual harassment and stalking in the past 12 months. Overall, only 5% of employees indicated experiencing at least one form of sexual harassment or stalking in the past year.

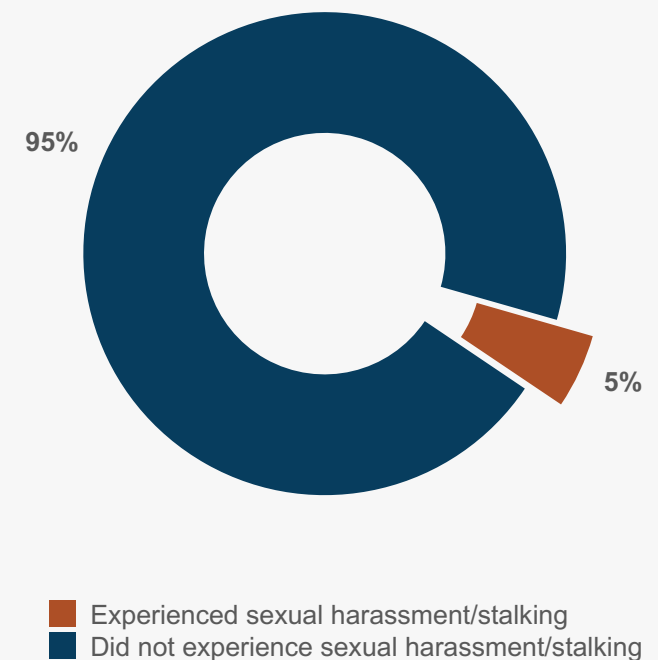
The sample size of those who experienced sexual harassment and/or stalking is too small to report additional information relevant to their experiences, including: statistically significant differences among demographic groups, impacts of the incident, the relationship of the employee to the perpetrator, the percentage of employees who reported the incident, and reasons employees chose not to report the incident, if applicable.

### INSIGHTS

Even with an anonymous survey, individuals may be hesitant to disclose experiences of unwanted sexual contact<sup>1</sup>.

<sup>1</sup> Hirsch, J. S. & Khan, S. (2020). Sexual citizens: A landmark study of sex, power and assault on campus. WW Norton.

Fig. 23 Prevalence of sexual harassment and stalking





# Recommendations

## Recommendations

Included on the following pages are recommendations to address key findings from the North Park University Employee Experience Survey. We recognize that it may not be feasible to implement all of these recommendations, but this list serves as a starting point for you to develop an evidence-based action plan.

Any mention of specific programs is not an endorsement of the program, but a recommendation that was developed based on evidence of risk and protective factors for sexual and interpersonal violence, effectiveness, accessibility, and input from experts.

Research supports that effective programming should 1) be implemented at several [socio-ecological](#) levels, 2) utilize various approaches, 3) and occur often. Research also shows that retention of knowledge and skills tends to decline after three months, highlighting the importance of frequent training and programming.<sup>2</sup>

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<sup>2</sup> McMahan, S., Steiner, J. J., Snyder, S., & Banyard, V. L. (2021). Comprehensive Prevention of Campus Sexual Violence: Expanding Who Is Invited to the Table. *Trauma, Violence, & Abuse*, 22(4), 843-855.

## Developing an Action Plan

An action plan can help you implement and track the effectiveness of the prevention efforts at your institution over time.

Considerations when developing the action plan:

- 1 Collaborate with a diverse group of campus stakeholders.** When developing and implementing the action plan you may choose to include students, faculty/staff, leadership, and community partners, among others. This group should be representative of the entire campus population.
- 2 Tailor the action plan to your institution.** Our recommendations are broad and should be considered within the context, needs, and culture of your institution. An effective action plan should include a specific goal, actionable steps, allocation of resources, a timeline, and a plan for monitoring and evaluating progress.
- 3 Be transparent.** Every campus community member has a vested interest in reducing sexual and interpersonal violence. Being open and honest when communicating about the action plan can help build trust.

## Key Findings

### **Employees with disabilities, and LGB+ and TGQN employees expressed concerns about belonging, well-being, and equity.**

- Employees with a disability reported a lower sense of equity
- LGB+ employees reported a lower sense of belonging, equity, and well-being
- TGQN employees reported a lower sense of equity and well-being

[pg. 13](#)

## Recommendations

1. Create an action plan that explains how the institution intends to address these concerns. Communicating this information transparently with employees may help improve perceptions of the campus culture and accountability.
2. Consider developing affinity groups to create a sense of space for employees with similar identities to gather, build belonging, and encourage retention.
3. Ensure accommodations are available for employees with disabilities and evaluate how those accommodations are publicized.
4. Evaluate the institution's policies through an equity lens and adjust policies to address systemic barriers.
5. Consider holding focus groups with various groups of employees to understand the conditions that are affecting perceptions of belonging and equity.

## Key Findings

### **Employees were unfamiliar with the University's reporting process.**

Employees with disabilities, TGQN employees, and employees working in person reported lower policy awareness overall.

[pg. 15-16](#)

## Recommendations

1. Review all policies to ensure they are explained in plain language that avoids legal jargon.
2. Increase awareness of policies through targeted educational efforts.
3. Consider conducting briefings on the relevant policies and reporting options available for both students and employees.

## Key Findings

**A third (34%) of employees believed the University would not properly accommodate an employee's disability**

[pg. 21](#)

## Recommendations

1. Consider conducting focus groups or a comprehensive review of disability services to better understand the experiences of employees with disabilities.
2. Evaluate the institution's policies and accommodation process to ensure it does not create additional barriers and that it is easily accessible for employees.
3. Train supervisors to understand the disability accommodation process and increase self-efficacy in assisting employees to navigate the process.