

**2016 CAL STATE EAST BAY FACULTY AND STAFF  
CAMPUS CLIMATE SURVEY**

**EXECUTIVE SUMMARY**

California State University, East Bay's mission statement affirms its desire to welcome and support "a diverse student body with academically rich, culturally relevant learning experiences that prepare students to apply their education to meaningful life work, and to be socially responsible contributors to society."

To assess progress made toward fulfilling its mission, vision and values, a Campus Climate Survey was conducted in the fall quarter of 2016 examining the environment and atmosphere for our staff and faculty who work and teach at the university. The survey was previously administered in 2014. This report represents the culmination of the results - a detailed account and analyses follow this executive summary.

The data reported are based on the responses received from the faculty, staff and administrators who participated in the survey. The Campus Climate Survey was administered as a collaborative effort among the Office of Institutional Research, the Office of Diversity and the Faculty Equity and Diversity Committee, in conjunction with Skyfactor (formerly EBI Map-Works), a national leader in assessing university climate and satisfaction.

A total of 645 faculty, staff and administrators completed the survey, with positive results regarding 10 campus climate factors: the mean scores for each factor fell above the benchmark of 5.0 on the seven-point scale for nearly all demographics and subgroups. Of particular note is that respondents believe Cal State East Bay fosters a diverse learning community that is of benefit to the development and success of our students; provides a supportive work and teaching environment for faculty and staff; and emphasizes an inclusive, respectful environment among peers for an overall desirable campus climate. Importantly, more than 90 percent of respondents reported no experience with harassment or social exclusion incidents, and harassment incidents have not only decreased but are being reported more frequently, thus allowing for a timelier response.

With respect to areas of improvement, though still positive, Impact of Leadership on Diversity was the lowest rated of the 10 factors, but did show growth over the 2014 survey. A few subgroups reported below the benchmark on particular factors. Comments from some participants also indicated themes for improvement surrounding professional development, transparency/communication and other job-related issues.

The Campus Climate Survey provides a snapshot of Cal State East Bay's attitudes and behaviors in 2016. While no survey can completely measure an entire campus community, the results of this report indicate many key areas of accomplishment as well as where action is needed. This snapshot can help us determine a path for continued improvement in our environment and ensure we continue to fulfill our mission, vision and values of the university. Towards this end, we will review and further explore areas of concern so that they can be addressed.<sup>4</sup>

## **2016 CAL STATE EAST BAY FACULTY AND STAFF CAMPUS CLIMATE SURVEY**

### **Introduction**

The Campus Climate Survey was administered online to faculty, staff and administrators during the fall quarter of 2016 by Skyfactor (formerly EBI Benchmarking Assessments) to assess the diversity climate at Cal State East Bay. This summary presents key findings on a) the 10 campus climate factors by 10 demographic groups, b) reported incidents of harassment and social exclusion, c) qualitative analyses of the open-ended questions and d) comparisons of 2016 and 2014 survey results.

### **Sample Description**

There were 645 respondents, representing 33.4 percent of the population (1,931 faculty and staff). Approximately two-thirds of the respondents were female. Of the four major ethnic groups, white respondents represented the largest group (46.8 percent), followed by Asians (16.7 percent), Hispanics/Latino (13.5 percent), and Black/African-Americans (9.9 percent). Regarding the type of roles the respondents hold at the university, 42.4 percent were staff, 39.1 percent were faculty and 18.5 percent were self-identified administrators. A description of the 10 demographic groups included in the analyses is given in Appendix A: Role type, ethnicity/race, gender, sexual orientation, age, employment duration, education level, income level, importance of organized religion and political ideology.

### **Description of Campus Climate Factors**

Ten campus climate factors were assessed in the survey, using two seven-point scales. One scale ranged from strongly disagree to neutral to strongly agree, and the second scale ranged from not at all to moderately to extremely. The 10 campus climate factors assessed were:

- Peer Relationships
- Work/Department Environment
- Relationship with Supervisor/Department Chair
- Impact of Campus Diversity on Learning and Development
- Equal Treatment
- Impact of Leadership on Diversity
- Institution Communicates Diversity
- Overall Evaluation of Campus Climate
- Classroom Environment (faculty only) and,
- Accessibility (those with diagnosed disability only).

A description of the factors is given in Appendix B.

## Highlights of the Findings

1) The analysis of the 10 campus climate factors by demographic groups resulted in several key findings. First, respondents expressed positive views and attitudes toward the 10 campus climate factors. The mean scores were all higher than the benchmark of 5.0 (results ranged from 5.17 to 6.14).

- Respondents identified five factors as most positive: Impact of Campus Diversity on Learning and Development (6.14), Work/Department Environment (5.83), Relationship with Supervisor/Department Chair (5.80), Peer Relationships (5.73) and Overall Evaluation of Campus Climate (5.56).
- Faculty and respondents with a disability gave positive ratings for Classroom Environment (5.78) and Accessibility (5.78), respectively.
- While still positive, the lowest factor rating was for Impact of Leadership on Diversity (5.17).

Second, the demographic group analyses indicated that most of the subgroups expressed positive views and attitudes toward the 10 campus climate factors.

- Two subgroups, African-Americans and those who identified themselves as queer, expressed views that were below the benchmark on three factors: Equal Treatment, Impact of Leadership on Diversity and Institution Communicating Diversity.
- Two other subgroups that were below the benchmark on a single factor, Impact of Leadership on Diversity, were respondents who identified themselves as bisexual and those with less than a bachelor's degree.

### 2) Harassment and social exclusion incidents

Harassment: A majority of respondents, 590 (92.9 percent), reported no harassment incidents. However, 45 respondents (7.1 percent) felt harassed while working or socializing with a work colleague.

- A majority of the demographic groups did not differ in their harassment experiences: Role type, ethnicity/race, gender, sexual orientation, employment duration, income, education level, English as a native language or belonging to a disability groups had no reported bearing on the survey results.
- Three subgroups reported more harassment experiences than expected: Respondents who were 40 to 49 years old, respondents for whom organized religion was very important and respondents who identified themselves as conservative.

Social exclusion of self: A majority of respondents, 464 (75.1 percent), reported no personal experience with social exclusion or bullying. However, 154 respondents (24.9 percent) reported personal experiences of social exclusion or bullying, including 53 respondents (8.6 percent) who reported that it interfered with their ability to work or learn.

- A majority of the demographic groups did not differ in their personal experience with social exclusion or bullying.
- Two subgroups reported more social exclusion than expected: Asians and respondents with a disability.

Social exclusion of others: A majority of respondents, 438 (69.5 percent), did not observe social exclusion of others or bullying of others. However, 192 respondents (30.5 percent) reported observing social exclusion or bullying of others.

- A majority of the demographic groups did not differ in their observation of social exclusion or bullying of others.
- Three subgroups observed more incidents than expected: Those who identified themselves as bisexual or queer, and those for whom organized religion was very important.

3) Qualitative analyses of the 12 open-ended questions suggested several major themes for improvement.

More than 200 comments expressed positive aspects of the campus climate. However, some other comments suggested a need for improvements in the following areas: Protocol and standards about expectations, responsibilities and evaluation; communication and transparency issues; training and professional development; treatment in terms of respect, fairness and being valued; teamwork and team building; openness and tolerance to diverse views; institutional-level issues; and job-related issues such as compensation, promotion and wage.

4) Comparison of 2016 and 2014 findings

#### Comparison of factors

- The mean scores for the 10 factors were higher in 2016 compared to 2014. Three factors were significantly higher in 2016 compared to 2014: Overall Evaluation of Campus Climate, Institution Communicates Diversity and Impact of Leadership on Diversity.
- Respondents who have been employed between six and 10 years showed the largest increase in their ratings across the 10 factors. This group had significantly higher means in 2016 compared to 2014 on five factors: Impact of Diversity on Learning/Development, Peer Relationships, Institution Communicates Diversity, Equal Treatment and Impact of Leadership on Diversity.
- Comparisons of eight demographic groups suggested that Impact of Leadership on Diversity showed the most positive and consistent change across the groups. This factor, however, continued to score lower than the benchmark rating for African-American respondents.

#### Harassment and social exclusion

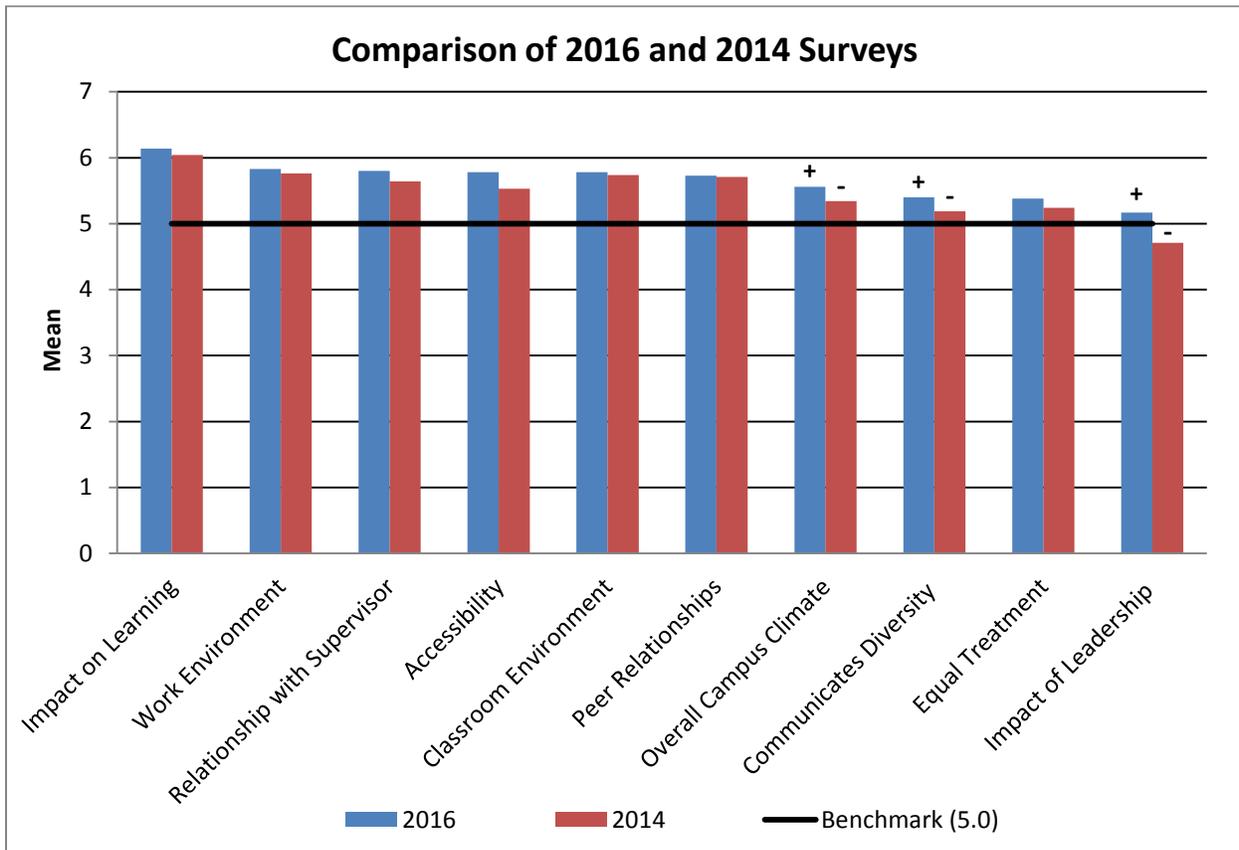
- Overall, there were positive changes in the respondents' reports of harassment between 2016 and 2014, including a) a decrease in personal harassment experiences, b) more respondents reporting their experience to campus officials and c) more respondents reported that the harassment stopped.
- Overall, there were positive changes in the personal experiences of social exclusion or bullying between 2016 and 2014, including a decrease for those for whom it interfered with their ability to work or learn as well as in frequency.
- Overall, there were positive changes in the observation of social exclusion or bullying of others between 2016 and 2014, including a decrease in the number of incidents as well as in frequency.

The following sections present a) comparisons between 2016 and 2014 results, b) detailed findings of the analysis on the 10 factors, c) reported incidents of harassment and social exclusion, and d) analysis of qualitative responses.

### Comparisons between 2016 and 2014 Results

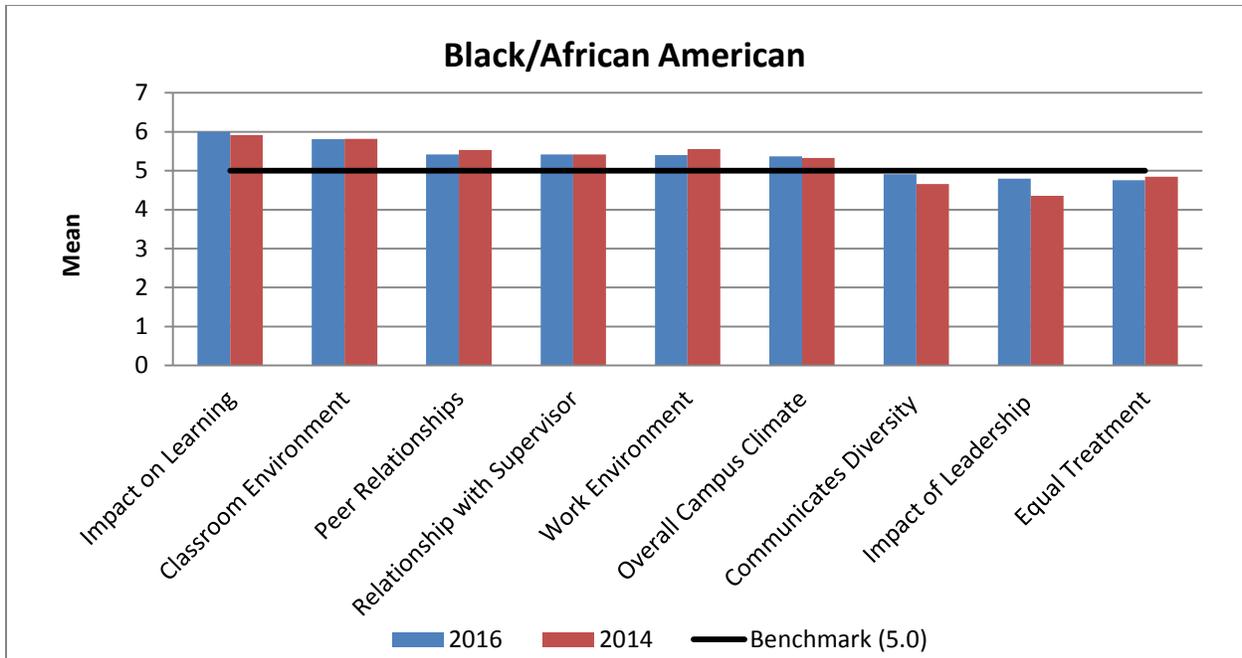
A similar proportion of faculty and staff participated in the 2014 survey: 590 respondents (35.2 percent).

The mean scores for all 10 campus climate factors were higher in 2016 compared to 2014. Three factors were significantly higher in 2016 compared to 2014: Overall Evaluation of Campus Climate, Institution Communicates Diversity, and Impact of Leadership on Diversity.

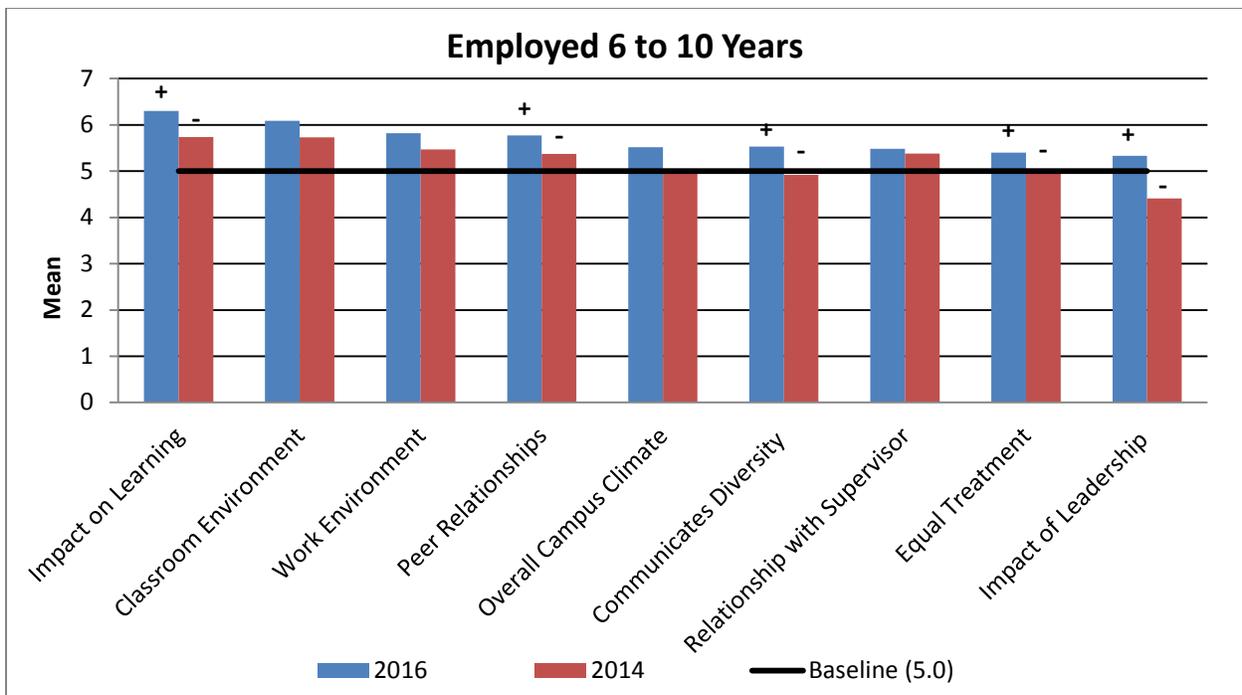


Note: Means with + and – within each factor are significantly different at  $p < .05$ .

The eight demographic groups that were assessed in the 2014 survey were compared to those from the 2016 survey. Comparisons of these groups suggested that Impact of Leadership on Diversity showed the most positive and consistent increase across the groups. This factor, however, continues to have lower than the benchmark ratings for some demographic subgroups, especially African-American respondents (see the chart below). African-American respondents also exhibited lower than the benchmark ratings on Institution Communicates Diversity and Equal Treatment.



Respondents who have been employed between 6 and 10 years evidenced the most consistent increase in their ratings of all factors. Specifically, this group had significantly higher mean scores in 2016 compared to 2014 on five factors: Impact of Diversity on Learning, Peer Relationships, Institution Communicates Diversity, Equal Treatment, and Impact of Leadership on Diversity.

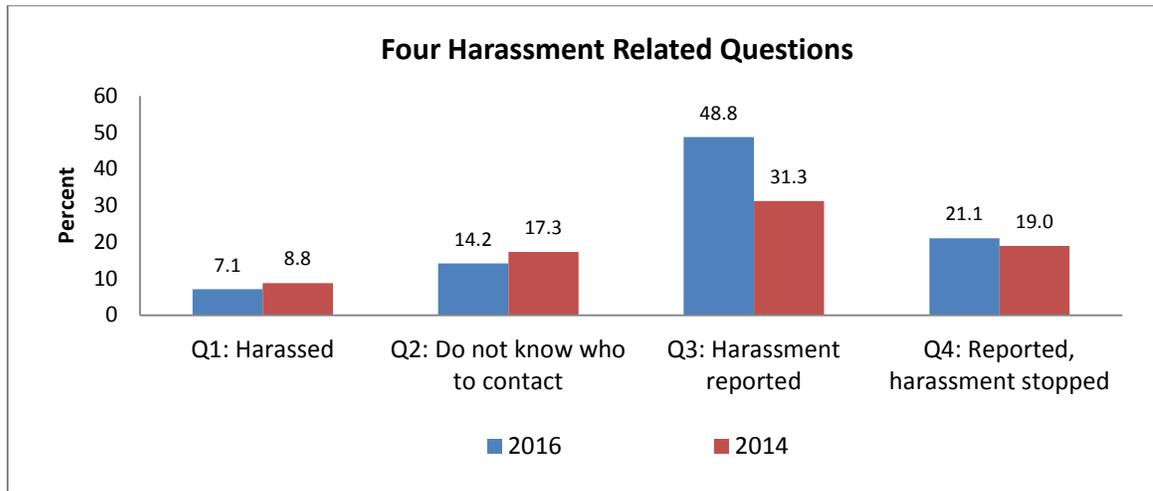


Note: T-tests were only conducted for the factors that had significant interaction between survey year and employment duration.

### Incidents of Harassment and Social Exclusion

Overall, there were positive changes in the harassment related experiences between 2016 and 2014.

- Q1: Personal harassment experiences reported between 2016 and 2014 decreased by 1.7 percent, a 19 percentage decrease.<sup>1</sup>
- Q2: Fewer respondents did not know what to do/who to contact if they experienced harassment in 2016 than in 2014 (3.1 percent lower, an 18 percentage decrease).
- Q3: For those who experienced harassment, more respondents reported their experience to campus officials in 2016 than in 2014 (17.5 percent more, a 56 percentage increase).
- Q4: More respondents noted that when they reported the harassment, the harassment stopped (2.1 percent more, an 11 percentage increase).



Q1: During this academic year, have you ever felt harassed (sexual or non-sexual) while working or socializing with work colleagues?

Q2: Do you know what to do/who to contact if you experience harassment at this institution?

Q3: Did you report the individual responsible for this harassment to campus officials?

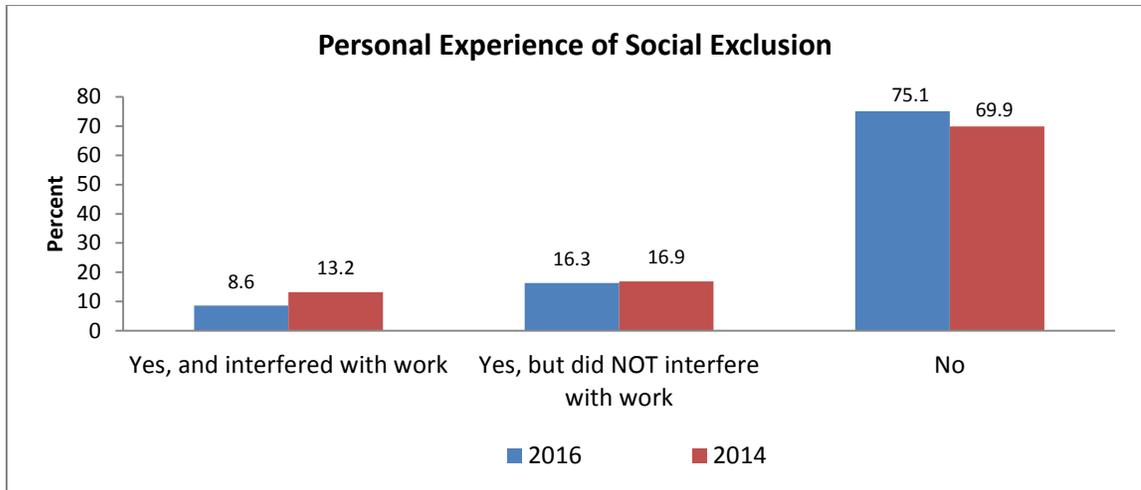
Q4: If you have reported the individuals responsible, did the harassment stop?

For both self and others, there were positive changes in the experiences of social exclusion or bullying between 2016 and 2014.

Self:

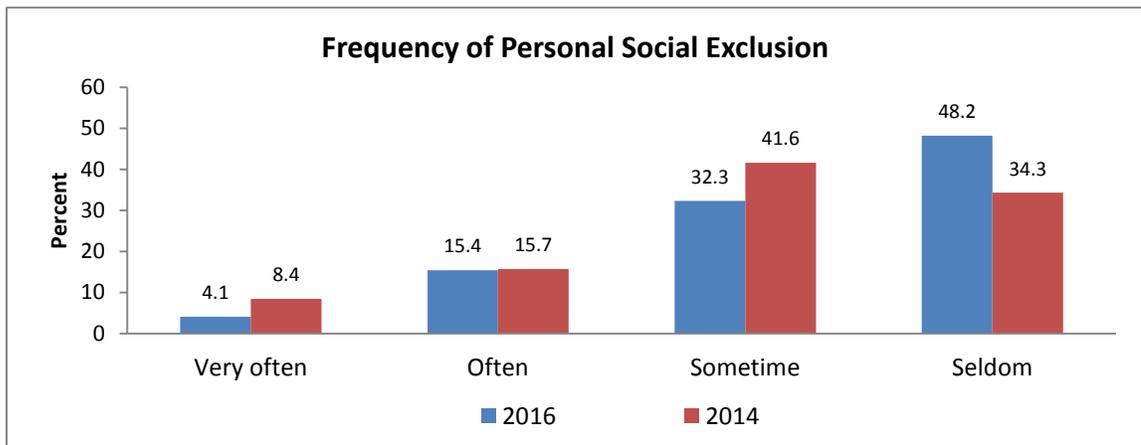
- The proportion of personal experiences of social exclusion or bullying reported between 2016 and 2014 decreased, especially for those for whom it interfered with their ability to work or learn (4.6 percent less, a 35 percentage decrease).

<sup>1</sup> Percentage changes between the 2014 and 2016 surveys were calculated as the difference between the 2016 and 2014 percentages, divided by the 2014 percentage and then multiplying by 100. For example, percentage change in harassed =  $((7.1 - 8.8)/8.8) * 100 = (-1.7/8.8) * 100 = -19 * 100 = -19$ , a 19 percentage decrease.



Social exclusion question: Within the past year, have you personally experienced any exclusionary (e.g., shunning, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at CSUEB?

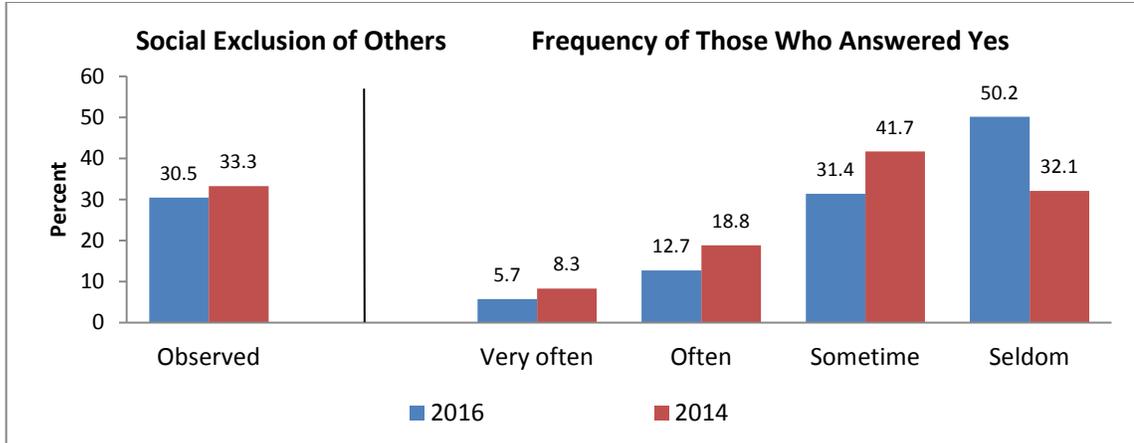
- Respondents generally experienced personal social exclusion or bullying less frequently in 2016 than in 2014, especially in the very often (4.3 percent less, a 51 percentage decrease) and sometimes (9.3 percent less, a 22 percentage decrease) ranking categories.



Frequency question: if yes, how often have you experienced it?

Others:

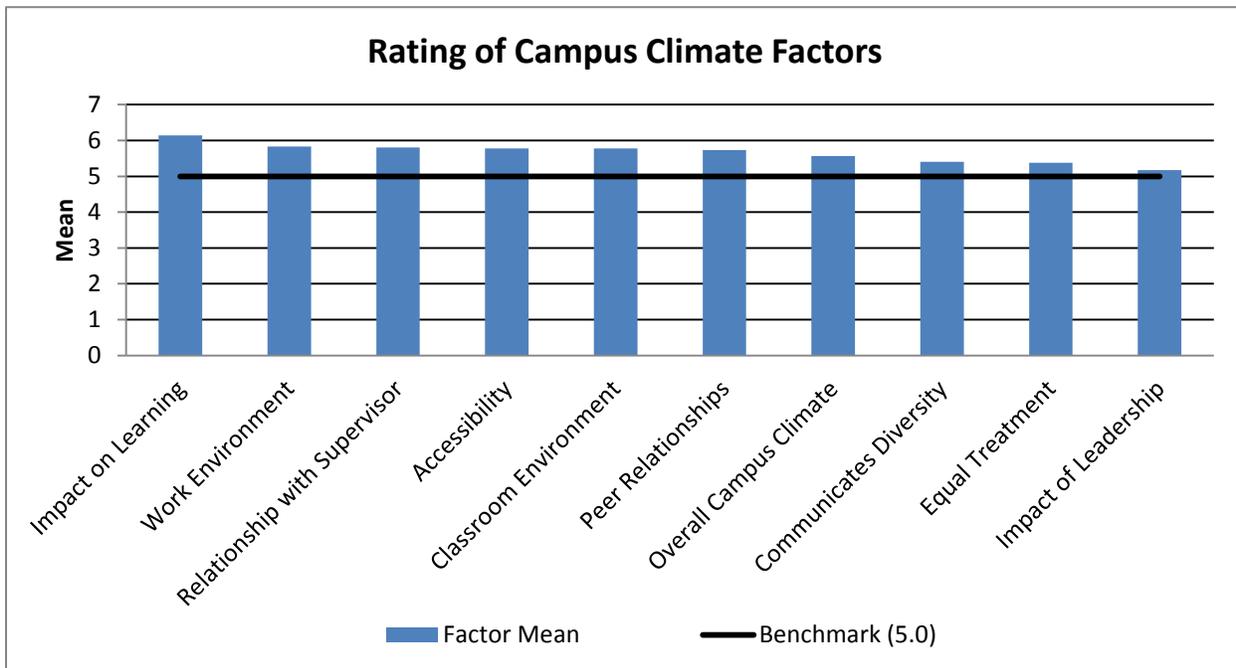
- The proportion of observed social exclusion or bullying of others reported between 2016 and 2014 decreased by 2.8 percent, an 8 percentage decrease.
- Observations of social exclusion or bullying of others were less frequent in 2016 than in 2014. Specifically, the very often (2.6 percent less, a 31 percentage decrease), often (6.1 percent less, a 32 percentage decrease) and sometimes (10.3 percent less, a 25 percentage decrease) ranking categories all decreased.



Social exclusion question: Within the past year, have you observed any conduct or communications direct towards a person or groups of people at CSUEB that you believe has created exclusionary (e.g., shunning, ignored), intimidating, offensive and/or hostile (bullied, harassing) working or learning environment?  
 Frequency question: If yes, how often did you observe this conduct?

### Findings for the 2016 Campus Climate Factors

Overall, respondents gave positive ratings to all 10 campus climate factors. As seen in the chart below, the mean scores were all higher than the benchmark of 5.0. Respondents were the most positive on five factors: Impact of Campus Diversity on Learning and Development, Work/Department Environment, Relationship with Supervisor/Department Chair, Peer Relationships and Overall Evaluation of Campus Climate. Faculty and respondents with a disability also gave high ratings for Classroom Environment and Accessibility, respectively. While still positive, the lowest rating was for Impact of Leadership on Diversity.



### Results for 10 factors by Demographic Groups

Ratings of the campus climate factors were assessed for 10 demographic groups: Role type, ethnicity/race, gender, sexual orientation, age, employment duration, education level, income level, importance of organized religion and political ideology. Differences on each factor by demographic subgroups were statistically tested using analysis of variance (ANOVA). Demographic subgroups that differed significantly from each other on a factor are noted with + or - signs next to their mean scores.<sup>2</sup> Specifically, mean scores noted with a + are significantly higher,  $p < .05$ , than mean scores noted with a -.

#### Impact of Campus Climate on Learning/Development

- Education level: Respondents with master’s degrees were more positive compared to those with less than a bachelor’s degree.

Less than Bachelor’s	Bachelor’s	Master’s	Doctorate
5.80-	6.00	6.29+	6.21

#### Work Environment

- Ethnicity: White respondents were the most positive about their work environment, especially in comparison to African-American respondents.

Asian	African-American	Hispanic	White
5.76	5.40-	5.67	6.05+

#### Relationship with Supervisor/Department Chair

- Employment duration: Respondents who have been employed 5 years or less were more positive about their relationship with their supervisor compared to those who have been employed 6 years or more.

< 2 years	2-5 years	6-10 years	11-20 years	>= 21 years
6.18+	6.07+	5.48-	5.54-	5.35-

- Income: Respondents with income less than \$50,000 were the most positive about their relationship with their supervisor, especially in comparison to those with income between \$75,001 and \$100,000.

<= \$50,000	\$50,001 - \$75,000	\$75,001 - \$100,000	>= \$100,001
6.05+	5.82	5.55-	5.67

- Religion: Respondents who considered organized religion to be slightly important were the most positive about their relationship with their supervisor, especially in comparison to those who considered organized religion to be very important.

<sup>2</sup> The power of the significance test is partially determined by sample size. Thus, significant differences between groups are harder to detect in smaller samples. Some of the following subgroup comparisons may not be significant due to the small sample of some subgroups.

Not important	Slightly important	Very important
5.78	5.97+	5.55-

**Peer Relationships**

- Gender: Male respondents were more positive about their peer relationships in comparison to female respondents.

Female	Male
5.66-	5.91+

**Overall Evaluation of Campus Climate**

- Role type: Administrators were the most positive about the campus climate, especially in comparison to staff.

Administrator	Faculty	Staff
5.83+	5.59	5.43-

- Employment duration: Respondents who have been employed less than 2 years were more positive about the campus climate compared to those who have been employed 11 years or more.

< 2 years	2-5 years	6-10 years	11-20 years	>= 21 years
5.98+	5.66	5.52	5.26-	5.11-

**Institution Communicates Diversity**

- Ethnicity: White and Asian respondents were more supportive of the view that Cal State East Bay communicates diversity on campus compared to African-American respondents.

Asian	African-American	Hispanic	White
5.57+	4.91-	5.15	5.57+

- Education level: Respondents with doctorate degrees were more supportive of the view that Cal State East Bay communicates diversity on campus compared to those with less than a bachelor's degree.

Less than Bachelor's	Bachelor's	Master's	Doctorate
4.97-	5.42	5.42	5.53+

- Sexual orientation: Respondents who identified themselves as heterosexual or gay/lesbian were more supportive of the view that Cal State East Bay communicates diversity on campus compared to those who identify themselves as queer.

Heterosexual	Gay or Lesbian	Bisexual	Queer
5.43+	5.50+	5.12	4.07-

**Equal Treatment**

- Role type: Administrators were the most positive about equal treatment, especially in comparison to staff.

Administrator	Faculty	Staff
5.62+	5.40	5.26-

- Ethnicity: White and Asian respondents were more positive about equal treatment compared to African-American respondents.

Asian	African-American	Hispanic	White
5.51+	4.76-	5.22	5.53+

- Employment duration: Respondents who have been employed less than 2 years were the most positive about equal treatment, especially in comparison to those who have been employed 11 or more years.

< 2 years	2-5 years	6-10 years	11-20 years	>= 21 years
5.68+	5.45	5.40	5.12-	5.02-

- Sexual orientation: Respondents who identified themselves as heterosexual or gay/lesbian were more positive about equal treatment compared to those who identify themselves as queer.

Heterosexual	Gay or Lesbian	Bisexual	Queer
5.42+	5.51+	5.40	4.17-

**Impact of Leadership on Diversity**

- Role type: Administrators were the most positive about the impact of leadership on diversity, especially in comparison to staff.

Administrator	Faculty	Staff
5.43+	5.20	5.03-

- Ethnicity: White respondents were more positive about the impact of leadership on diversity compared to African-American respondents.

Asian	African-American	Hispanic	White
5.34	4.80-	5.10	5.30+

- Education level: Respondents with doctorate degrees were the most positive about the impact of leadership on diversity, especially in comparison those with less than a bachelor’s degree.

Less than Bachelor’s	Bachelor’s	Master’s	Doctorate
4.77-	5.17	5.17	5.34+

- Sexual orientation: Respondents who identified themselves as heterosexual were more positive about the impact of leadership on diversity in comparison to those who identify themselves as queer.

Heterosexual	Gay or Lesbian	Bisexual	Queer
5.20+	5.22	4.91	4.20-

**Classroom Environment** (faculty only)

- There were no differences in the mean scores for classroom environment by faculty level: Full, associate, assistant and adjunct professor respondents all reported similarly on this factor (ranging from 5.53 to 5.93).

**Accessibility**

- Forty-seven respondents (7.4 percent) reported having a documented/diagnosed disability.
- Their rating of accessibility was positive (mean = 5.78, n = 46).
- Statistical analyses were not conducted because of the sample size.

In sum, the demographic group analyses indicated that most of the subgroups expressed positive views and attitudes toward the 10 campus climate factors. Although eight factors exhibited various subgroup differences, the means for these subgroups were generally positive.

Two subgroups, African-Americans and those who identified themselves as queer, expressed views that were below the benchmark on three factors: Institution Communicates Diversity, Equal Treatment, and Impact of Leadership on Diversity. In addition, respondents who identified themselves as bisexual and those with less than a bachelor’s degree were less positive on Impact of Leadership on Diversity.

**Results for Harassment and Social Exclusion**

**Harassment:** Of the 635 respondents, 590 (92.9%) did not report harassment experiences. However, 45 respondents (7.1%) reported feeling harassed while working or socializing with a work colleague.

- Form of harassment: A majority of the harassments were verbal comments (53.5 percent), followed by exclusion (7.0 percent) and message delivered via email (7.0 percent).
- Basis of harassment: A majority of the harassments were based on gender (21.4 percent), ethnicity/race (16.7 percent) and other (54.8 percent). About 30 percent of these were work-related, such as “job-related,” “didn’t agree to me being in the position” or “differences over department decisions.”
- Source of harassment: A majority of the harassments were by co-workers (27.9 percent), followed by faculty (23.3 percent) and direct supervisors (20.9 percent).
- Location of harassment: A majority of the harassments took place in the immediate work environment (83.7 percent), followed by within the organization (9.3 percent).
- Was harassment reported to campus officials?: Twenty-one respondents (48.8 percent) reported the harassment, and four respondents within that group (21.1 percent) noted that the harassment stopped.

A majority of the demographic groups did not differ in their harassment experiences. There were no differences for role type, ethnicity/race, gender, sexual orientation, employment duration, income level, education level, English as a native language and disability groups.

Chi-square tests indicated that three groups were not equal with respect to harassment experiences.

- Age: Fewer respondents younger than 40 years experienced harassment than expected (4 reported, 14.5 expected), whereas more respondents between 40 and 49 years experienced harassment than expected (13 reported, 9.4 expected).
- Organized religion: Fewer respondents from the group who indicated organized religion was slightly important experienced harassment than expected (6 reported, 13.8 expected), whereas more respondents from the group who indicated organized religion was very important experienced harassment than expected (17 reported, 10.6 expected).
- Political ideology: More conservatives experienced harassment than expected (7 reported, 2.9 expected).

Ninety respondents (14.2 percent) did not know what to do/who to contact in the event of experiencing harassment.

**Social exclusion of self:** Of the 618 respondents, 464 (74.5 percent) did not feel that they experienced social exclusion or bullying, while 154 (24.9 percent) reported personal experiences of social exclusion or bullying. Of those who reported personal experiences of social exclusion or bullying, 53 respondents (8.6 percent) reported that it interfered with their ability to work or learn, whereas 101 respondents (16.3 percent) reported that it did not interfere with their ability to work or learn.

- Frequency for those who indicated social exclusion interfered with work: 15.4 percent reported very often, 34.6 percent often, 34.6 percent sometimes and 15.4 percent seldom.
- Basis of social exclusion for those who indicated social exclusion interfered with work: Race (22.7 percent) and age over 40 (9.1 percent).
- Chi-square tests indicated a majority of the demographic groups did not differ in their personal experience with social exclusion or bullying. Two subgroups differed, more Asians (13 reported, 8.3 expected) and respondents with a disability (10 reported, 3.9 expected) experienced social exclusion than expected.

**Social exclusion of others:** Of the 630 respondents, 438 (69.5%) did not observe social exclusion or bullying of others, while 192 respondents (30.5 percent) reported observing social exclusion or bullying of others.

- Frequency: 7.3 percent reported very often, 15.6 percent often, 41.9 percent sometimes and 35.2 percent seldom.
- Basis of social exclusion: Race (19.2 percent), mental disability (6.8 percent) and English proficiency (6.2 percent).
- Chi-square tests indicated a majority of the demographic groups did not differ in their observation of social exclusion of others. Three subgroups differed: Bisexual (7 reported, 4.3 expected), queer (10 reported, 4.3 expected) and those who indicated organized religion is very important (54 reported, 45.6 expected).

## Qualitative Findings

Respondents were asked open-ended questions concerning the 10 Campus Climate Factors to elicit a richer description of their views and opinions. The responses on the 12 open-ended questions, which ranged from 19 to 257 comments, were coded and analyzed to identify commonalities and trends for the three role types. A qualitative analysis yielded the following underlying themes across the 12 questions. Themes that recurred in more than 100 instances are presented below.

Approximately 200 responses included positive comments or remarks of no concern for the various Campus Climate Factors. Some examples of comments are, “The great diverse students who want to better themselves through education,” “The affinity hires have helped us a bit with hiring a more diverse faculty,” “The Office of Diversity has supported countless faculty and promoted the campus diversity” and “Events and venues which are open to everyone provide [sic] a great opportunities to get to know students and colleagues. I always find myself impressed at what [sic] csueb accomplishes.”

The most prevalent theme involved protocol and standards, including establishing expectations, job responsibilities, evaluation and acknowledgement (approximately 300 comments). For example, a staff member commented, “Need more clarity on responsibilities and processes. All members of the staff need to have the same understanding of our roles.” Another suggested, “Set expectations and make people accountable to them.”

The second theme involved the need for additional training, workshops and professional development (approximately 230 comments). For example, a faculty member recommended, “Regular topical workshops on the challenges of racism and other issues that are focused on faculty and staff along with the other workshops/programs offered on campus.” An administrator suggested, “Provide opportunities on campus for professional development.”

The third theme involved communication and transparency-related issues (approximately 220 comments). For example, a faculty member commented, “Transparency [sic] & open communication promote inclusion.”

The fourth theme concerned treatment and attitudes toward people in terms of respect, being valued, and fairness (approximately 210 comments). For example, a staff member noted, “Creating an environment where all roles and responsibilities are important, valued and respected.”

The fifth theme concerned openness and tolerance of different views and opinions, as well as having the freedom to express those views (approximately 100 comments). For example, a faculty member suggested, “Allow room for more moderate views,” and an administrator stated, “Having everyone feel open to express their beliefs without being judged.”

The sixth theme involved the need for teamwork or team building (approximately 100 comments). For example, a staff member noted, “More collaboration within the department and team-building activities.”

The other themes included institutional level issues, job compensation (hiring, promotion and wage), accommodation and accessibility issues, and concerns related to demographic groups (ethnicity/race, gender, age, religion and political ideology).

## **Future Research**

The goal of the CCS is to provide a snapshot of Cal State East Bay's attitudes and behaviors in 2016. Expanded research measures may be employed in the future, such as face-to-face interviews, focus groups, or targeted survey studies that may shed more light on potential needs of our faculty and staff.

These data can be used to diagnose the strengths and weaknesses of CSUEB as a dynamic and responsive organization, to create data driven programmatic responses, and to assess the performance of several facets of our institution. The current report can help elucidate areas needing attention. For instance, a few subgroups reported below the benchmark on particular factors. Towards this end, discussion groups may be conducted to probe a bit deeper into their workplace experiences and consider training to help the campus eradicate social exclusion or bullying. Comments from the participants also indicated themes for improvement surrounding professional development, transparency/communication and a few other job-related issues.

The next steps involve deploying the climate survey to students and preparing for our next campus climate survey based on the valuable lessons we learned through this deployment.

**Appendix A: Description of demographic groups**

<b>Demographic Groups</b>	<b>Categories</b>	<b>Sample n</b>	<b>Sample %</b>	<b>Population n</b>	<b>Population %</b>
Role Type	Administrator <sub>1</sub>	118	18.5	124 (MPP)	6.4
	Faculty	250	39.1	850	44.0
	Staff	271	42.4	957	49.6
Ethnicity/Race	American Indian	<5	<1.0	8	< 1.0
	Asian	107	16.7	375	19.4
	Black/African American	63	9.9	221	11.4
	Hispanic	86	13.5	253	13.1
	Pacific Islander	13	2.0	Included with Asian	
	White	299	46.8	859	44.5
	Multiple races	34	5.3		
Gender	Unknown	36	5.6	215	11.1
	Female	425	66.1	1,121	58.1
Sexual Orientation	Male	210	32.7	810	41.9
	Transgender	<5	<1.0		
	Heterosexual	541	84.8		
Age	Bisexual	14	2.2		
	Gay or Lesbian	39	6.1		
	Queer <sub>2</sub>	14	2.2		
	Prefer not to answer	28	4.4		
Employment Duration	Less than 30*	53	8.3		
	30 to 39	154	24.2		
	40 to 49	137	21.5		
	50 to 59	160	25.1		
	60 and older	133	20.9		
Income Level	< 2 years	150	23.5		
	2 to 5 years	180	28.2		
	6 to 10 years	115	18.0		
	11 to 20 year	125	19.6		
	>= 21 years*	69	10.8		
Education Level	<= \$50,000*	179	28.8		
	\$50,001 to \$75,000	182	29.3		
	\$75,001 to \$100,00	145	23.3		
	>= \$100,001	131	21.1		
Education Level	Less than Bachelor's*	76	11.9		
	Bachelor's	150	23.5		
	Master's	215	33.6		
	Doctorate	198	31.0		

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Importance of Organized Religion			
	Not important	282	44.5
	Slightly important	198	31.3
	Very important	153	24.2
Political Ideology			
	Liberal	329	52.5
	Moderate	179	28.5
	Conservative	44	7.0
	Questioning	43	6.9

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Notes: <sub>1</sub>For role type, respondents were asked to self-identify, thus administrators are not based on the four MPP levels. Fifty-one respondents who reported two roles were reassigned based on their primary work location and level of management (35 as faculty, 13 as staff, and three as administrators).

<sub>2</sub>Queer was added as a subgroup to the sexual orientation question in the 2016 survey.

\*These subgroups were combined because of small sample sizes.

Age: 3 groups (age 19 to 21, 22 to 24, and 25 to 29) were combined.

Employment duration: 2 groups (employed 21 to 30 years and  $\geq$  30 years) were combined.

Income: 2 groups ( $\leq$  \$25,000 and \$25,001 to \$50,000) were combined.

Education level: 4 groups (did not earn a high school education, high school education, some college, and Associate's degree) were combined.

### **Appendix B: Description of Factors**

Seven factors were rated on a seven-point scale: 0 = Strongly disagree, 4 = Neutral, to 7 = Strongly agree.

#### Peer Relationships

Regarding my co-workers or fellow department faculty member, I:

1. Respect them
2. Feel accepted by them
3. Feel valued by them
4. Trust them

#### Work/Department Environment

Please indicate your level of agreement.

1. I feel welcome in my workplace
2. Appropriate and inclusive language is used in my workplace,
3. Different views and perspectives are encouraged in my department

#### Relationship with Supervisor/Department Chair

My primary supervisor/department chair (i.e., the person I directly report to):

1. Encourages me to contribute to the organization,

2. Recognizes my contribution to the organization
3. Treats me fairly
4. Treats others fairly
5. Communicates clearly what is expected of me
6. Helps me to resolve problems

Impact of Campus Diversity on Learning and Development

Experiences with diversity within my work/classroom environment helped me to develop:

1. A belief that learning about others who are different from me is valuable
2. A personal commitment to combating discrimination
3. The ability to challenge, when necessary, my biases toward people who are different from me

Overall Evaluation of Campus Climate

What is your level of agreement with the following statements:

1. Overall, I am satisfied with my work environment at this institution
2. My department is an accepting/inclusive environment for all people
3. This college/university provides an environment for the free and open expression of ideas, opinions, and beliefs
4. I would recommend my department to friends as a good place to work
5. Over the past three years, the campus climate has improved

Classroom Environment (faculty only)

Please indicate your level of agreement.

1. Students in my classes are welcoming of each other
2. Appropriate and inclusive language is used by students in my classes
3. Students in my classes are sensitive to issues of diversity
4. Students in my classes respect different views and perspectives
5. Students in my classes disagree in an academically appropriate way

Accessibility (respondents with diagnosed disability only)

Please indicate your level of agreement. I can easily access:

1. Areas within my work environment
2. Training materials (e.g., textbooks, online materials)
3. Administrative functions (e.g., HR)
4. Campus dining facilities
5. Campus events (e.g., sporting events, lectures, concerts)
6. Campus web sites
7. Campus sidewalks
8. Campus buildings
9. Audio visual/technology equipment

Three factors were rated on a seven-point scale: 0 = Not at all, 4 = Moderately, to 7 = Extremely.

Equal treatment

Faculty/staff are treated equally, on this campus, regardless of their:

1. Race/ethnicity
2. Gender
3. Religious affiliation
4. Sexual orientation
5. Political/social ideology
6. Disability/ability
7. Age
8. Financial standing

Impact of Leadership on Diversity

To what degree does the leadership in your institution:

1. Challenges you to consider diversity in your daily activities
2. Regularly communicates the importance of diversity
3. Include diverse people (i.e. people of differing races, genders, religious affiliations, etc.) on committees and teams
4. Provide you with diversity training
5. Provide you with training to recognize harassment

Institution Communicates Diversity

To what degree does the leadership in your institution:

1. Publicly post diversity policies and standards in prominent places
2. Publicly recognize their commitment to diversity through celebrations (e.g., cultural dinners, special history months)
3. Reflect diversity in their publications (i.e. inclusive language, photos, graphics)
4. Communicates expectations regarding appropriate behaviors in support of diversity

Caution is warranted in comparing and interpreting the scores for the two types of scales because scores of 4 (“neutral” vs. “moderately”) and 7 (“strongly agree” vs. “extremely”) may not be equivalent.