

SIMILARITIES AND DIFFERENCIES IN FACULTY AND STAFF PERCEPTIONS OF CAMPUS CLIMATE AT CALIFORNIA STATE UNIVERSITY, NORTHRIDGE, SPRING 2011:

A PRELIMINARY STUDY

By the Faculty Senate Educational Equity Committee (FSEEC)

April 19, 2012 at Faculty Senate Meeting

Executive Summary

The executive summary below presents an overview of principal conclusions and recommendations from above study conducted in Spring 2011. Conclusions and recommendations are outlined in greater detail in the full Campus Climate Report.

A. Principal Findings and Conclusions

Perceptions of Campus Climate

1. Perceptions of comfort decline as we move from campus-wide to college/division to department/work unit. However, trend reverses at class level for faculty who experience highest levels of comfort in their classes.
2. Assistant professors, compared to all faculty counterparts, report experiencing significantly LESS comfort at campus, college, & department levels [*note*: similar high levels of comfort for all faculty at the class level].
3. For *all* respondents at department/work unit level, people of color were marginally LESS comfortable than counterparts. Although *faculty* of color & counterparts had similar perceptions of comfort at campus-wide, & class levels, faculty of color reported *less* comfort at the college & department levels.
4. Encouraging that no gender or sexual minority-majority differences in perceptions of comfort at any level.
5. Respondents from Colleges of S&BS and AM&C reported significantly LESS comfort at college level, compared to counterparts in College of Education. Respondents from all other colleges rated comfort somewhere between these extremes (i.e., H&HD, S&M, E&CS, B&E, and Humanities).
6. Respondents in Information Technology reported significantly LESS comfort at division level, compared to counterparts in Student Affairs and Academic Affairs. Respondents from Library and Administration & Finance rated their comfort with climate between these two extremes.
7. Respondents rated campus climate *least respectful* for persons with obesity, lecturers, clerical/admin staff, transgender/queer persons, non-native English speakers, & physically or emotionally challenged individuals.
8. Compared to Caucasian/whites, respondents rated climate *less respectful* for the other four groups [Latino(a) / Hispanics, African American/Black people, with the lowest ratings of respect for Middle Eastern persons and American Indians]. Moreover, in general, respondents from each racial/ethnic minority background perceived their group as *significantly less respected* than all other racial/ethnic groups on campus.
9. Respondents of color, compared to counterparts, viewed campus climate as *less respectful* and *more racist and sexist*; women, compared to men, viewed the campus climate as *more sexist*; LGBQQ respondents, in comparison to counterparts, viewed campus as *more homophobic*.
10. People of color *less* likely to believe CSUN addresses discrimination associated with race, ethnicity, gender expression, gender identity, international status, learning difference, non-native English speakers, religion & socioeconomic status; LGBQQ individuals, compared to counterparts, *less* likely to believe CSUN takes actions designed to prevent discrimination related to gender expression, gender identity & sexual orientation; Assistant professors, compared to faculty counterparts, *less* likely to believe CSUN addresses discrimination associated with age, gender identity, gender expression, parental status, & sexual orientation.
11. Respondents of color, compared to counterparts, reported significantly *less* agreement that *classroom/workplace climate was welcoming for historically under-represented/marginalized students and employees*. Moreover, assistant and associate professors, compared to full professor & lecturer counterparts, reported significantly *less* agreement.
12. There were no gender, racial/ethnic minority-majority, or faculty status differences among all respondents with all groups similarly agreeing that “course content at CSUN includes materials, perspectives, and/or

experiences of people from historically underrepresented/marginalized groups” and that “CSUN values my involvement in diversity initiatives on campus.”

Personal Experiences with Harassment

13. Within past year, 26% of respondents had ***personally experienced*** exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn on campus (hereafter referred to as harassment).
 - a. *Harassment based most often on* their CSUN status, age, race/ethnicity, gender, and educational level.
 - b. Significantly more people of color, compared to counterparts, reported personally experiencing harassment. Among these people of color, 27% reported that harassment due to race/ethnicity.
 - c. Among women respondents, substantially more reported harassment due to gender.
 - d. Among LGBTQ individuals, significantly more reported harassment due to sexual orientation.
 - e. *Form of harassment* most often experienced was intimidation/bullying, deliberately ignored or excluded, & derogatory remarks. *Source of this harassment* most often cited was faculty member, administrator, staff member, student, supervisor/manager, & academic department chair/program director.
 - f. Great deal of *emotional distress* was reported in reaction to harassing behavior interfering with work.
14. Within past year, 37% of respondents had ***observed or personally been aware*** of harassing behavior. Respondents suggested
 - a. *Harassment based most often on* the person’s or group’s CSUN status, age, political views, gender, & sexual orientation.
 - b. *Form of harassment* most often cited: deliberately ignored or excluded, intimidation/bullying, derogatory remarks, & racial/ethnic profiling.
 - c. *Source of the observed harassment* most often cited: faculty member, student, staff member, administrator, academic department chair/program director, & supervisor/manager.
 - d. Great deal of *emotional distress* was reported in reaction to harassing behavior interfering with work.
15. Within the past year, 22 percent of respondents had ***observed discriminatory hiring practices*** (e.g., hiring supervisor bias, search committee bias, limited recruiting pool) at CSUN.
 - a. Significantly more people of color, compared to counterparts, reported observing these practices.
 - b. Practices based most often on race/ethnicity, CSUN status, age, & gender.
16. Within the past year, 17 percent of respondents had ***observed discriminatory behavior or employment practices related to retention (termination), tenure, and promotion (RTP) for faculty or employment practices for staff and administrators*** at CSUN.
 - a. Significantly more people of color, compared to counterparts, reported observing these behaviors/practices.
 - b. Behavior/practices based most often on CSUN status, race/ethnicity, age, & gender.

Summary: Contradictions in Experiences and Perceptions of Campus Climate

The campus climate survey has revealed many positive aspects of the California State University, Northridge campus such as perceptions of comfort, respect, and welcome by most respondents. Therefore, perceptions of campus climate are primarily positive at CSUN.

Although there is much agreement and shared perceptions of campus climate by faculty, staff, and administrators at CSUN, there were some disparate realities discovered along racial/ethnic, gender, sexual orientation, faculty status, and college/division lines that cause some concern. Not all respondents perceive their group as being as comfortable, respected, or welcome as other groups on campus.

Moreover, since a campus is no more than a microcosm of society at large, the survey also discovered that some respondents have either personally experienced or observed some hostile conduct that caused emotional distress and, as a result, has compromised their ability to work successfully at CSUN.

These differing phenomenological realities alert us to the fact that CSUN must continue to focus efforts on creating and sustaining a campus climate that is welcoming and inclusive, with special attention given to probationary assistant professors, as well as employees from historically underrepresented/marginalized groups.

Strategies (Four of Twelve) that Might Improve the Climate at CSUN

Respondents rated twelve strategies that might improve the campus climate at CSUN for faculty and staff. There was overwhelming support (greater than 50% of the respondents) for all 12 strategies with top as follows:

1. *“Providing a clear and fair process for addressing concerns in order to resolve conflicts.”*
2. *“Providing tenure clock options with more flexibility in regards to promotion/tenure for faculty/staff (e.g., families with health & other extenuating circumstances).”*
3. *“Providing diversity and equity training to search and tenure committees.”*
Note: EEC Already Does this in the Recruitment Workshop each Fall Semester.
4. *“Increasing funding to support campus climate change efforts.”*

Future Directions

Results of Campus Climate Survey will be presented to all stakeholders (e.g., Interim President/Provost, President’s Cabinet, Provost’s Council, Council of Chairs, Faculty Senate Executive Committee, & entire Faculty Senate) by end of 2011-2012 academic years. Executive Summary & full Campus Climate Report (with all tables & figures) will be placed on Faculty Senate EEC’s webpage by July 2012.

RECOMMENDATIONS

Faculty Senate Educational Equity Committee (EEC) will charge Campus Climate Assessment Subcommittee & new Intervention Subcommittee to consider Campus Climate results and to continue survey efforts, as well as to design various campus-wide programming to address some of the disparities revealed and to increase the sense of welcome and respect for people from all groups on campus. EEC as a whole will address strategic policy recommendations, deduced from campus climate survey results, and submit them for consideration, first to the Faculty Senate Executive Committee, and subsequently to the Faculty Senate at large.

Strategic Improvement Efforts

Recommendation 1: Increase funding to support EEC’s campus climate efforts (e.g., provide minimum 12 units of release time per AY (6 units for quantitative work, 3 units for qualitative analysis, & 3 units for interventions).

Recommendation 2: Other colleges to **pursue similar efforts to CSBS** such as **forming a taskforce** (with **representatives from departments in college** and supported by release time to leaders of effort) to develop a comprehensive plan comprised of four phases: current campus climate (per EEC Campus Climate Survey Report), college climate assessment, college transformational interventions, and resulting transformed college climate.

Campus Climate Assessment Efforts

Recommendation 3: Include CSUN students, as 3rd crucial constituent group, in next iteration campus climate survey.

Recommendation 4: Conduct Campus Climate Survey Part II (Accessibility & Sexual Harassment Issues plus few repeat general climate questions) in AY 2012-2012.

Recommendation 5: Conduct Campus Climate Surveys, Part I and Part II, on alternate academic years in a three-year cycle (with modifications based upon results of previous surveys, drop some questions and add others as needed).

Interventions Strategies

Recommendation 6: Present Campus Climate findings at EEC Retention Workshop each Spring: to increase awareness of influence of CC on retention for junior & senior faculty, chairs, & deans (scheduled 4/23/12)

Recommendation 7: Continue EEC Recruitment Workshop each Fall (Held in Conjunction with Faculty Affairs and Equity & Diversity).

Campus Climate Assessment Project Members:

- Sheila Grant, Ph.D., Project Chair

SIMILARITIES AND DIFFERENCIES IN FACULTY & STAFF PERCEPTIONS OF CAMPUS CLIMATE AT CSUN, SPRING 2011:

A PRELIMINARY STUDY

Faculty Senate Educational Equity Committee (EEC)
Sheila K. Grant, Ph.D., Department of Psychology
Campus Climate Assessment Project Chair

Presented April 19, 2012 at Faculty Senate Meeting



Overview

- Campus Climate Defined
- Principle Finding
 - Perceptions of Campus Climate (CC)
 - Comparisons by
 - Racial/Ethnic Minority-Majority,
 - Faculty,
 - Gender,
 - LGBTQ,
 - Colleges
 - Personal Experiences with Harassment
 - Contradictions: Experiences/Perceptions of CC
 - Strategies That Might Improve CSUN CC
 - Recommendations

Summary Report of 2011 Campus Climate Survey (4/9/12)

Campus Climate Defined

- Campus climate *not* about local weather.
- “Climate” on college campuses = term used to discuss our environment related to the **inclusive nature of our campus**
- To simplify even more – **campus climate** – the **events, messages, symbols, core beliefs, feelings, and so, so, so much more** – which **make this a welcoming environment** – for all – *or not*

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Faculty Comparisons:

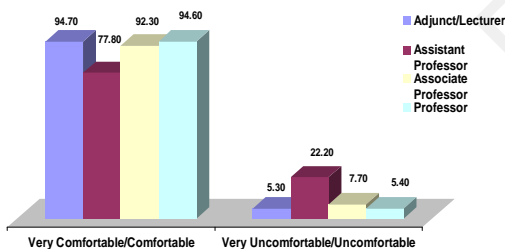
- **Assistant professors**, compared to faculty counterparts, **experience lowest level of comfort at *campus-wide, college, & department* levels**
- *However*, similar **high levels of comfort for all faculty at the class level**

*Note: Assistant professors experience significantly LESS comfort at top three levels compared to counterparts

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Faculty Perceptions of Comfort with Overall Campus Climate (%)

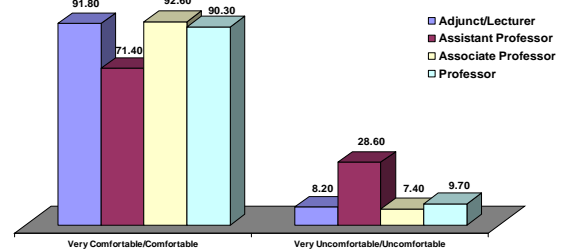


Note: Responses from faculty respondents only.

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Faculty Perceptions of Comfort with Climate in College (%)

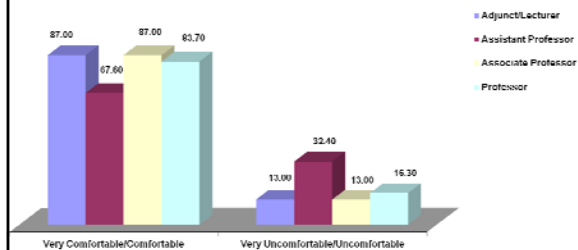


Note: Responses from faculty respondents only.

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Faculty Perceptions of Comfort with Climate in Department/Work Unit (%)

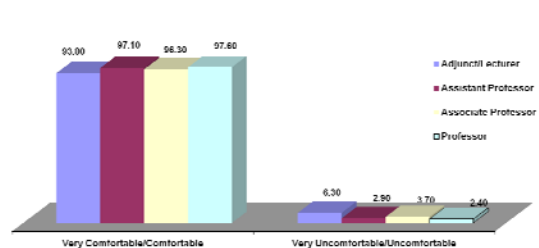


Note: Responses from faculty respondents only.

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Faculty Perceptions of Comfort with Climate in Classes (%)



Note: Responses from faculty respondents only.

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Racial/Ethnic Min-Maj Comparisons:

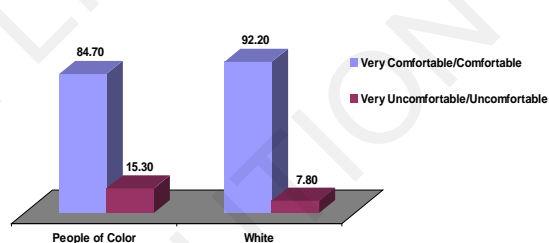
- **Faculty of color** & counterparts had similar perceptions of campus climate at campus-wide & class levels
- However, **faculty of color**, compared to counterparts, reported **LESS** comfort at **college*** & **department*** levels

*Note: Faculty of Color experience significantly LESS comfort at college & department levels compared to counterparts

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Faculty Perceptions of Comfort with Climate at the College/Division level by Racial/Ethnic Minority-Majority Status (%)

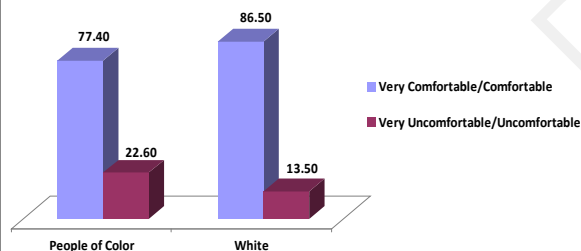


Note: Responses from all faculty respondents (lecturer, assistant, associate & professors combined).

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Faculty Perceptions of Comfort with Climate in Department/Work Unit by Racial/Ethnic Minority-Majority Status (%)



Note: Responses from all faculty respondents (lecturer, assistant, associate & professors combined).

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

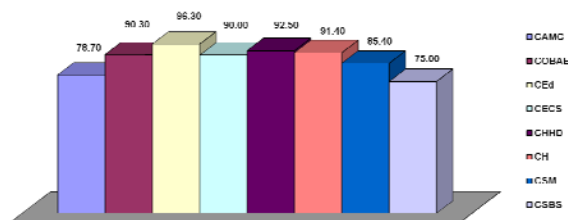
Comparisons by Academic College:

- Respondents from **CSBS and CAMC**, compared to colleges of Education and H&HD, reported **significantly LESS** comfort at college level
- Respondents from all other colleges rated comfort between these extremes (i.e., S&M, E&CS, COBAE, & Humanities), rated comfort somewhere between these extremes

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Perceptions of Comfort with Climate at College Level (%)



Note: Responses from all faculty and staff respondents.

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Overall CC for Particular Groups:

- Majority see overall campus climate as *respectful* of all campus groups
- But, respondents rated CC *least respectful* for
 - persons with obesity
 - lecturers
 - clerical/admin staff
 - transgender queer persons
 - non-native English speakers
 - Physically/mentally/emotionally challenged individuals

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

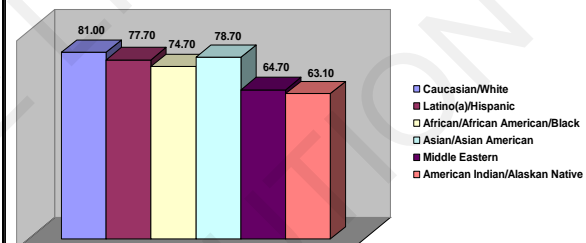
Overall CC for Various Racial/Ethnic Groups:

- Overall CC generally viewed as *respectful* for all racial/ethnic groups
- However, compared to majority counterparts, respondents rated the climate *less respectful* for four groups:
 - Latina(o)/Hispanics
 - African/African American/Blacks
 - with the lowest ratings of respect for:
 - Middle Eastern persons
 - American Indians
- African American & Latina(o)/Hispanic perceived their group as *significantly less respected* than all other racial/ethnic groups on campus

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Perceptions of 'Respect' for Particular Racial/Ethnic Groups (%)



Note: Responses from all faculty and staff respondents.

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Overall CC by Dimensions:

- Overall campus climate primarily viewed positively on various dimensions such as *friendly* and *welcoming*
- **Respondents of color**, compared to counterparts, viewed CC as *less respectful*, as well as *more racist and sexist*
- **Women**, compared to men, viewed CC as *more sexist*
- **LGBQQ**, compared to counterparts, viewed CC as *more homophobic*

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

CSUN Institutional Actions:

In regards how well CSUN proactively addresses discrimination:

- **People of color**, however, compared to counterparts, **LESS likely to believe CSUN addresses discrimination** associated with:
 - Race/Ethnicity, International Status, Non-native English speakers, Religion
- **LGBQQ** individuals, compared to counterparts, **LESS likely to believe CSUN takes actions designed to prevent discrimination** related to:
 - Sexual Orientation
- **Assistant professors**, compared to senior tenured counterparts, **LESS likely to believe CSUN addresses discrimination** associated with:
 - Age, Gender Identity, Gender Expression, Parental Status, & Sexual Orientation

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Welcome for Students & Employees from Marginalized Grps:

- Most respondents in general, & vast majority of all faculty, agreed
 - “classroom climate welcoming for students from historically under-represented /marginalized groups”
 - “work-place climate welcoming for employees from historically under-represented /marginalized groups”
- Although no gender differences, **people of color**, compared to counterparts, **significantly LESS likely to agree** with either statement

Summary Report of 2011 Campus Climate Survey (4/9/12)

Perceptions of Campus Climate

Course Content & Diversity Initiatives:

- There were no differences among
 - gender
 - racial/ethnic minority-majority
 - faculty status
- With all groups similarly agreeing:
 - “Course content at CSUN includes materials, perspectives, and/or experiences of people from historically underrepresented /marginalized groups”
 - “CSUN values my involvement in diversity initiatives on campus”

Summary Report of 2011 Campus Climate Survey (4/9/12)

Personal Experiences

- Within past year, **26%** of respondents had **personally experienced** exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with their ability to work campus (hereafter referred to as harassment)
- Respondents suggested that **harassment based most often on** their:
 - CSUN Status (e.g., PT Instructor)
 - Age
 - Race/Ethnicity
 - Gender
 - Educational Level

Summary Report of 2011 Campus Climate Survey (4/9/12)

Personal Experiences

- Form of harassment most often experienced: **intimidation/bullying, deliberately ignored or excluded, and derogatory remarks**
- Source of harassment most often cited: **faculty, administrator, staff, student, supv/mgr, & dept chair/program director**
- **69%** reported **moderate to severe distress** in reaction to harassing behavior that interfered with their ability to work on campus

Summary Report of 2011 Campus Climate Survey (4/9/12)

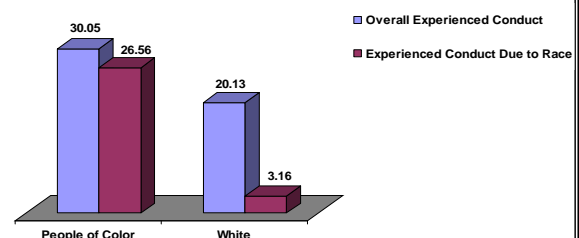
Personal Experiences

- **Significantly more people of color** (30%), compared to 20% of white respondents, reported **personally experiencing** harassment
- **27%** reported that harassment was **due to race/ethnicity** compared to only 3% of their white counterparts

Summary Report of 2011 Campus Climate Survey (4/9/12)

Personal Experiences

Personal Experiences of Offensive, Hostile, or Intimidating Conduct, and of that Conduct, the Percent Due to Race [by Racial/Ethnic Minority-Majority Status (%)]



Note: Responses from all faculty and staff respondents.

Summary Report of 2011 Campus Climate Survey (4/9/12)

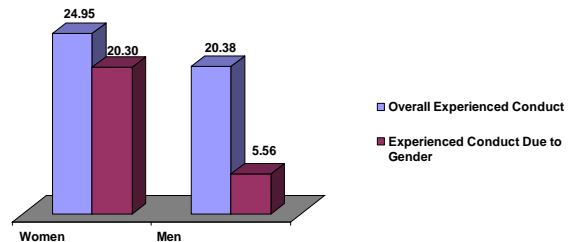
Personal Experiences

- 25% percent of women and 20% of men reported **personally experiencing** harassment
- Substantially more women (**20%**) reported that harassment **due to gender** compared to 6% of their men counterparts

Summary Report of 2011 Campus Climate Survey (4/9/12)

Personal Experiences

Personal Experiences of Offensive, Hostile, or Intimidating Conduct, and of that Conduct, the Percent Due to Gender [by Gender (%)]



Note: Responses from all faculty and staff respondents.

Summary Report of 2011 Campus Climate Survey (4/9/12)

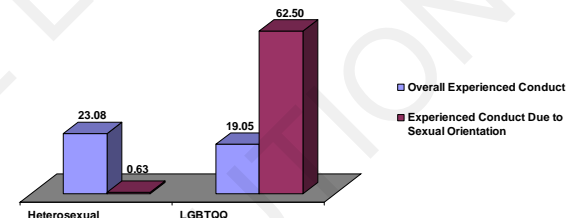
Personal Experiences

- 19% LGBQQ persons and 23% of heterosexuals reported **personally experiencing** harassment
- **62%** LGBQQ individuals reported that harassment **due to sexual orientation** compared to < 1% of heterosexual counterparts

Summary Report of 2011 Campus Climate Survey (4/9/12)

Personal Experiences

Personal Experiences of Offensive, Hostile, or Intimidating Conduct, and of that Conduct, the Percent Due to Sexual Orientation [by Sexual Orientation (%)]



Summary Report of 2011 Campus Climate Survey (4/9/12)

Personal Experiences

- Within past year, **37%** of respondents had **observed or personally been aware** of conduct directed toward a person or group of people at CSUN that created a hostile working environment
- Respondents suggested these experiences **based most often on:**
 - CSUN Status (e.g., PT Instructor)
 - Age
 - Political views
 - Gender
 - Sexual orientation

Summary Report of 2011 Campus Climate Survey (4/9/12)

Personal Experiences

- Within past year, **22%** of respondents had **observed discriminatory hiring practices** (e.g., hiring supervisor bias, search committee bias, limited recruiting pool) at CSUN
 - Significantly **more people of color (26%)**, compared to their white counterparts (16%), reported **observing discriminatory hiring practices**
 - Respondents suggested experiences **based most often on:**
 - Race/Ethnicity
 - CSUN Status (e.g., PT Instructor)
 - Age
 - Gender

Summary Report of 2011 Campus Climate Survey (4/9/12)

Personal Experiences

- Within past year, **17%** of respondents had **observed discriminatory behavior or employment practices related to RTP for faculty or employment practices for staff and administrators** at CSUN
 - Significantly **more people of color (22%)**, compared to counterparts (13%), reported **observing discriminatory** behavior/practices
 - Respondents suggested these experiences **based most often on:**
 - CSUN Status (e.g., PT Instructor)
 - Race/ethnicity
 - Age
 - Gender

Summary Report of 2011 Campus Climate Survey (4/9/12)

Contradictions in Perceptions of CC & Experiences

- CC Survey revealed **many positive aspects of CSUN campus** (e.g., perceptions of comfort, respect, & welcome by most respondents)
- Therefore, in general, faculty, staff & administrator **perceptions of CC are primarily positive at CSUN**
- However, there were **some disparate realities discovered** along racial/ethnic, gender, sexual orientation, faculty status, & college/division lines that **cause some concern**
- E.g., Not all respondents perceive their group as being as comfortable/respected/welcome as other groups on campus

Summary Report of 2011 Campus Climate Survey (4/9/12)

Top 4 Strategies that Might Improve the Climate at CSUN

- Respondents rated twelve strategies that might improve the CC at CSUN for faculty & staff
- Overwhelming support (50% to 90% of respondents) for all 12 strategies with most important four as follows:
 1. **Providing a clear and fair process for addressing concerns in order to resolve conflicts**
 2. **Providing tenure clock options with more flexibility in regards to promotion/tenure for faculty/staff (e.g., families with health & other extenuating circumstances)**
 3. **Providing diversity and equity training to search and tenure committees**
 4. **Increasing funding to support campus climate change efforts**

Summary Report of 2011 Campus Climate Survey (4/9/12)

Recommendations

Strategic Improvement Efforts

1. **Increase funding to support EEC's Campus Climate efforts (e.g., provide release)**
2. Other colleges to **pursue similar efforts to those in CSBS** such as **forming a taskforce** (with representatives from departments in college and supported by release time to leaders of effort) to develop a comprehensive plan comprised of four phases:
 - Current Campus Climate (per EEC CC Survey Report),
 - College Climate Assessment,
 - College Transformational Interventions, and
 - Resulting Transformed College Climate
3. **Include CSUN students**, as 3rd crucial constituent group, in next iteration of campus climate survey

Summary Report of 2011 Campus Climate Survey (4/9/12)

Recommendations

Campus Climate Assessment Efforts

4. **Conduct CC Survey Part II** (Accessibility & Sexual Harassment Issues plus few repeat general climate questions) in Fall 2012 or Spring 2013.
5. **Conduct CC Surveys, Part I & II**, on alternate academic years in three-year cycle [with modifications based upon results of previous surveys (e.g., drop some questions & add others as dictated by CSUN climate).

Interventions Strategies

6. **Present Campus Climate** findings at EEC Retention Workshop each Spring semester.
 - **Scheduled for Monday, April 23, 2012**
7. **Continue EEC Recruitment Workshop each Fall**
 - Held in Conjunction with Faculty Affairs & Equity & Diversity

Summary Report of 2011 Campus Climate Survey (4/9/12)

Thank You!

- **Questions or Comments?**
- **All Feedback Welcome.**

Summary Report of 2011 Campus Climate Survey (4/9/12)