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2015 CSUSB Campus Climate Survey, Phase I Report

CSUSB Faculty Senate

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2015 Campus Climate Survey Results: Phase II Report to the Faculty Senate
May 10, 2016

Presented by Jan Kottke
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Our other members of the Ad hoc Campus Climate Committee are
Dorothy Chen Maynard, Robie Madrigal, and Rich McGee
What was examined in Phase I?

- Morale
- Leadership
- Shared governance/decision making
Overview of Presentation

• Phase II report of survey results covered:
  – Diversity
  – Trust and mutual respect (psychological safety)
  – Workload and performance evaluation
  – Potential for job growth and career advancement
  – Bullying

• Today’s presentation will focus on:
  – Diversity, trust, and bullying
  – Conclusions and suggestions based on these data and the results from Phase I
Review of Background

• June 2015, 2 fora sponsored by the FS
  – More than 100 faculty and staff attended each
  – Concern for campus climate

• Faculty senate requested support from CO
  – CO declined; encouraged the campus community to work together to address the issues

• Ad hoc committee formed
  – Faculty and staff
    • Qualifications include: survey design, statistical analysis, qualitative analysis, measurement, leadership expertise, executive coaching, and knowledge of organizational behavior
  – Administrators asked to join, but declined
Method

• Committee considered what is known about organizational climate and common ways to assess
• Reviewed other relevant, recent surveys from:
  – 2015 Chico State
  – 2014 UC Berkeley
  – 2010 CSUSB Staff survey (sponsored by the CO)
  – 2009 furlough study
• Reviewed issues identified in the FS resolution sent to the CO (i.e., bullying, shared governance)
Method

- Developed an online instrument of Likert style scale items and open-ended questions
  - Hosted by external marketing firm
  - Link was sent to all campus employees with a working email address, as well as
  - Retiree association list serv

- Dimensions addressed:
  - Job satisfaction, opportunities for job growth, leadership, communication and decision making processes, diversity, inclusion, equity, workload and work stress, collaboration, performance evaluation and feedback, shared governance/decision-making, and in-range progression process
## Who responded?

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured faculty (including FERP)</td>
<td>151</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Tenure track faculty</td>
<td>40</td>
<td>5.3</td>
<td>5.3</td>
</tr>
<tr>
<td>Lecturer</td>
<td>27</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>Non-exempt staff (hourly)</td>
<td>211</td>
<td>27.9</td>
<td>27.9</td>
</tr>
<tr>
<td>Exempt staff</td>
<td>203</td>
<td>26.9</td>
<td>26.9</td>
</tr>
<tr>
<td>Administrator (MPP)</td>
<td>75</td>
<td>9.9</td>
<td>9.9</td>
</tr>
<tr>
<td>Former CSUSB employees</td>
<td>48</td>
<td>6.3</td>
<td>6.4</td>
</tr>
<tr>
<td>Total</td>
<td>755</td>
<td>99.9</td>
<td>100.0</td>
</tr>
<tr>
<td>No position listed</td>
<td>1</td>
<td>.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>756</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Analysis

• Mixed method
  – Summaries of the rated, numeric variables
  – Analysis of the comments into themes
STARTING WITH DIVERSITY
## Diversity: Numeric Results

% who “agreed” or “strongly agreed” with the following items:

<table>
<thead>
<tr>
<th>Item</th>
<th>Faculty</th>
<th>Staff</th>
<th>Admin</th>
<th>Former Empl.</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>“My co-workers respect individual and cultural differences”</td>
<td>77.1%</td>
<td>74.7%</td>
<td>88.7%</td>
<td>84.2%</td>
<td>77.4%</td>
</tr>
<tr>
<td>“My supervisors respect individual and cultural differences”</td>
<td>72.8%</td>
<td>70.4%</td>
<td>88.5%</td>
<td>64.9%</td>
<td>72.5%</td>
</tr>
<tr>
<td>“I feel all people, regardless of differences, are valued at CSUSB”</td>
<td>46.6%</td>
<td>49.1%</td>
<td>67.2%</td>
<td>42.9%</td>
<td>49.7%</td>
</tr>
<tr>
<td>“Senior management treats all people, regardless of individual and cultural differences, fairly”</td>
<td>25.5%</td>
<td>31.1%</td>
<td>59.7%</td>
<td>31.0%</td>
<td>32.3%</td>
</tr>
</tbody>
</table>
Diversity: Comments

Positive themes
• Diversity is valued (27)
• Though progress has been made, more diversity is needed (12)

• 116 respondents left comments; 88 responses were assigned a theme

Negative themes
• Preferential treatment (31)
• Gender bias (17)
• Racial bias (15)
• Purposeful, political use of diversity (13)
• Marginalization (12)
• Differential practice across university (6)
Diversity: Representative Comments

• “Ethnic diversity is pretty good, but gender diversity is not. There are no female vice presidents.”

• “Diversity is championed in every direction one turns, but for a purpose. The purpose is to wield power and loyalty.”

• “Unfortunately, I think that recent efforts by the administration to highlight differences between groups of students tends to marginalize some groups.”

• “At the department and college level, differences are respected. At the university level, they are not.”
TURNING TO TRUST
## Trust: Numeric Results

<table>
<thead>
<tr>
<th>% who “agreed” with the following items:</th>
<th>Faculty</th>
<th>Staff</th>
<th>Admin</th>
<th>Former Empl.</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department level: “An atmosphere of trust exists”</td>
<td>73.4%</td>
<td>50.8%</td>
<td>67.8%</td>
<td>58.3%</td>
<td><strong>59.4%</strong></td>
</tr>
<tr>
<td>College/division level: “An atmosphere of trust exists”</td>
<td>54.9%</td>
<td>32.0%</td>
<td>47.5%</td>
<td>44.4%</td>
<td><strong>41.0%</strong></td>
</tr>
<tr>
<td>Campus/university as a whole: “An atmosphere of trust exists”</td>
<td>13.7%</td>
<td>28.5%</td>
<td>25.4%</td>
<td>28.9%</td>
<td><strong>23.9%</strong></td>
</tr>
</tbody>
</table>
Feelings of Safety: Numerical Results

<table>
<thead>
<tr>
<th>% who “agreed” with the following items:</th>
<th>Faculty</th>
<th>Staff</th>
<th>Admin</th>
<th>Former Empl.</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: “I feel safe expressing my opinion without fear of consequences or retribution”</td>
<td>77.6%</td>
<td>56.6%</td>
<td>73.8%</td>
<td>66.7%</td>
<td>65.0%</td>
</tr>
<tr>
<td>College/division: “I feel safe expressing my opinion without fear of consequences or retribution”</td>
<td>59.9%</td>
<td>37.7%</td>
<td>47.5%</td>
<td>48.6%</td>
<td>45.9%</td>
</tr>
<tr>
<td>Campus/university: “I feel safe expressing my opinion without fear of consequences or retribution”</td>
<td>23.8%</td>
<td>32.4%</td>
<td>37.3%</td>
<td>31.6%</td>
<td>30.3%</td>
</tr>
</tbody>
</table>
TURNING TO BULLYING
Bullying: Definition

• Defined on the survey as:
  – verbal or physical conduct that a "reasonable person" would find threatening, intimidating, or humiliating
## Bullying: Numeric Results

<table>
<thead>
<tr>
<th>% who said “yes”</th>
<th>Faculty</th>
<th>Staff</th>
<th>Admin</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Have you been bullied in the workplace this past year?”</td>
<td>28.3%</td>
<td>25.4%</td>
<td>18.3%</td>
<td>25.6%</td>
</tr>
<tr>
<td>“Have you witnessed bullying in the workplace this past year?”</td>
<td>48.6%</td>
<td>38.9%</td>
<td>33.3%</td>
<td>41.4%</td>
</tr>
<tr>
<td>“Have you been pressured to do something that isn’t part of your job?”</td>
<td>25.1%</td>
<td>32.5%</td>
<td>23.0%</td>
<td>29.2%</td>
</tr>
<tr>
<td>“Have you been pressured to do something that you believe is wrong or unethical?”</td>
<td>21.7%</td>
<td>20.4%</td>
<td>11.9%</td>
<td>19.9%</td>
</tr>
</tbody>
</table>
Bullying: Comments

• Nature of the bullying:
  – Emotional abuse and intimidation (28)
  – Incivility (16)
  – Verbal abuse/yelling (13)
  – Gender harassment (7)
  – Pressuring employees (6)
  – Targeting employees (3)

102 respondents left comments
Bullying: Comments

- Perpetrators of the bullying:
  - Top Leadership (8)
  - Department Chairs (6)
  - Senior Faculty (6)
  - President (5)
  - Supervisor (5)
  - Coworkers (5)
Bullying: Comments

• Level of bullying:
  – Department/Division (19)
  – University (18)
  – Human Resources (3)
Bullying: Was it reported?

• Only 28.6% reported the bullying they experienced

• Why did people choose not to report?
  – Fear of retaliation (38)
  – Futile to report (26)
  – Conflict avoidance (26)
  – Distrust of HR (20)
  – Power differential (13)
  – The bullying was only “borderline” (11)
Bullying: Representative Comments

• “In my immediate workplace I have experienced shaming in meetings, condescension, and attacks on my professional abilities and knowledge.”

• “People are targeted if they disagree with the central administration.”

• “I was treated very rudely/offensively by a VP. His behavior was silencing and intimidating. It was a very nasty side of him I had never seen nor do I want to from him or anyone.”

• “HR protects and even encourages bullying by managers.”
Bullying: Representative Comments

• “I witnessed the President bullying a VP - horribly. I can't imagine anyone treating another human the way Dr. Morales treated the VP.”

• “I have seen several of my good coworkers leave the department due to unfair treatment, bullying, stress and unfair work demands.”

• “I have witnessed many managers bully and harass their employees. This is an ongoing problem that many employees refuse to make a stand against for fear of retaliation.”
Phase I & II: Conclusions and Interpretations

• Our strengths to move forward:
  – faculty and staff value the campus and the diverse students they serve
  – many people are satisfied with their jobs, and find meaning in the work that they do
Phase I & II: Conclusions and Interpretations

• The issues:
  – Many faculty and staff (and some administrators)
    • have lost confidence in leadership
    • feel underappreciated, undervalued, unheard, overworked, stressed, and bullied
  – The sense of community that many believe once existed on campus has been replaced for many by
    • a climate of mistrust and fear
Phase I: Recommendations

• Restore trust

• To restore trust requires top leadership to
  – Acknowledge that a problem exists
  – Genuinely listen to employees—all employees—and address their concerns
  – Demonstrate
    • all employees are valued
    • active steps are being taken to restore trust
What has been done since Phase I?

- Two e-mails from the President
- Meeting with report authors
- Meeting with Senate Executive Committee
- Meetings with Deans
- Meetings with Department Chairs

- Sufficient?
Phase II: Recommendations

• Recommendations regarding bullying:
  – Create an explicit anti-bullying policy which include enforcement procedures
  – Appoint a trustworthy ombudsman or form a committee to investigate complaints
  – Require all campus leaders to attend training on bullying
  – Ensure a safe environment for the bullied target throughout the process
Phase II: Other Recommendations

• **Number 1:** Read Phases I and II of the Campus Climate Survey Report, and focus on changing *behaviors* to demonstrate a commitment to the campus community

• Invite input BEFORE decisions have been made

• Be willing to change direction if a majority of people affected by a decision are not in favor

• Take steps to improve feelings of psychological safety

• Implement further tracking of campus climate, including 360 degree reviews of senior management

• Hire an executive coach
Why Important?

• Why follow these recommendations?
  – To show leadership’s commitment to the core values expressed in the 2015-2020 Strategic Plan
    • Inclusivity, integrity, respect, social justice and equity, transparency, and wellness and safety
  – To ensure everyone feels safe at work, empowered to live up to his or her fullest potential, to serve the mission of the university
  – And, for the students
Questions?
Phase II: Recommendations

• Recommendations regarding favoritism
  – Sponsor an audit of HR’s practices and policies by an independent party
  – Follow fair employment practices and policies consistently