FACULTY CAMPUS CLIMATE SURVEY

Positive results that affirm our role as educators
Indicators that suggest concern
Outcomes that need to be addressed more immediately

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SURVEY HISTORY

- **First Phase**
  - Small Study that was conducted to satisfy the requirements of a pre-grant program.
  - Employed as a model, the Faculty Work Climate Study used at University of Illinois at Chicago.
  - Obtained a small sample of faculty (22) involved in STEM.
  - Presented findings to the Provost and suggested that a larger more omnibus survey be administered across disciplines. The Provost agreed and the next phase began.

- **Second Phase**
  - Assembled a cross-discipline team of advanced students from the departments of Psychology and Sociology (approximately 20 students participated).
  - Reviewed approximately 25 survey designs and the reports that they generated from campuses across the United States.
Third Phase

- Initiated a pilot that was interrupted when Academic Affairs asked that the survey be administered immediately to assist with information needed for a grant application process.
- After securing a relatively small number of responses, the survey was opened a second time.
- The final database contains viable data from 146 faculty.
- Of this total:
  - 79 identified as women and 67 as men
  - The ethnic distribution was as follows: 17 identified as Asian, 4 as Black, 14 as Hispanic, 87 as White, non-Latino, and 21 either reported their ethnicity as in an Other category or were collapsed into this group
  - 84 tenured/tenure track and 62 instructors responded
  - Difficult to assess participation by department and college due to the number of missing data in these fields
Fourth Phase

- Assembled an advisory committee to assist in the interpretation of the results and to ensure that observations and feedback reflected multiple points of view:
  - Members of this committee include Maria Avila, Kelin Li, and Brenda Riddick.
  - Student support for this project includes Georgianna Garrels, Brandon Craw, and Kresh Reil.
- Construction of a preliminary report.
• When viewing the data, the higher the mean score the more affirmative the answer. Higher mean scores are desirable except where the items concern issues like barriers or incidents of discrimination. A mean score of 4 is a neutral type of response.

• Missing data in crucial fields (department, college) suggests that at least some faculty feared being identified.

• It is difficult to determine if the faculty that did participate accurately reflect the point of view of the entire faculty.
Issues to Consider When Viewing the Data Two

- This is the first time in many years that any effort was made to obtain this type of information from the faculty.
- The results contained in this report contain some very positive perspectives.
- Results broken down by instructional status (tenured/tenure track), ethnicity, and gender reported where significant.
- The results of the survey presented in this report could serve a useful purpose if it lead to additional conversation and exploration.
Questions concerning the effectiveness of the Academic Senate produced the following ratings:

The data shows basically neutral ratings for these key items.

- Adequately represent the concerns of all CSUDH faculty.
  Mean Score 4.48

- Is an effective policy making body.
  Mean Score 4.38

- Adequately represent the concerns of all CSUDH faculty.
  Mean Score 4.48

Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
The faculty reports slightly more positive feedback concerning the California Faculty Association. When asked if they believed that the CFA had positively represented their interests in the areas below, their mean scores were as follows:

- Workload issues  
  Mean Score 4.84
- Review, tenure, and promotion  
  Mean Score 5.01
- Salary  
  Mean Score 5.11
- Gender discrimination  
  Mean Score 5.04
- Racial/ethnic discrimination  
  Mean Score 5.04

Results That Should be Noted from the Beginning

Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
CSUDH faculty perceive that CSUDH plays a vital role in education.

Mean Score 5.81

Conversely, faculty responses to the Item, “I believe my responses on this survey will have a significant impact on CSU Dominguez Hills’ campus climate,” provided little conviction that faculty input would produce desirable results.

Mean Score 4.17
Item: Overall, the positives of my position at CSUDH outweigh the negatives.
  ▪ Result: Mean Score 5.45
    ❖ Faculty report that they are generally in agreement with this statement.

Item: I am satisfied with my current teaching responsibilities.
  ▪ Result: Mean Score 5.20
    ❖ Although not quite as confirming as the previous result, faculty report that they are somewhat affirmative about the satisfaction with their teaching assignments.

Item: My chair creates a collegial environment at CSUDH.
  ▪ Result: Mean Score 5.02
    ❖ Faculty report that they are in slight agreement with the chair’s effort to promote a collegial atmosphere at CSUDH.

Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
Item: Please indicate the extent to which you have been harassed or discriminated against in your department because of your:

- Gender
  - Result: Mean Score 1.44
- Race/Ethnicity
  - Result: Mean Score 1.54

The results of the survey indicate that there are very few episodes of harassment or discrimination aimed at faculty because of their gender, race, or ethnicity.
Item: My Department Chair……
- Encourages me to offer feedback.
  - Result: Mean Score 5.20
- Treats me fairly.
  - Result: Mean Score 5.44
- Treats me with respect.
  - Result: Mean Score 5.53

Faculty report that their Department Chair is generally supportive and effective at promoting a nurturing and effective educational environment for the faculty.
Item: My Department Chair……

- Encourages me to be involved in the operations of the department.
  - Result: Mean Score 5.11
- Recognizes my contributions to the department.
  - Result: Mean Score 5.14

Although not quite as strong a result as the previous findings, faculty report that the Department Chair is viewed as slightly supporting engagement with the operations of the department, but these results vary significantly by the instructors status.

Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
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- Encourages me to be involved in the operations
  - Instructors: 4.6
  - Tenured/Tenure Track: 5.9

- Recognizes my contributions
  - Instructors: 4.9
  - Tenured/Tenure Track: 5.7
Item: I believe that the Department’s environment is welcoming to……
- Women faculty.
  - Result: Mean Score 5.96
- Ethnically unrepresented faculty.
  - Result: Mean Score 5.77
  - The faculty report that they welcome diversity into the department environment.

Item: I believe the CSUDH campus environment is welcoming for……
- Women faculty.
  - Result: Mean Score 5.78
- Ethnically under-represented faculty.
  - Result: Mean Score 5.88
  - They view that diversity is welcomed at the university level.
When the faculty were asked to indicate the extent to which they agreed with several statements concerning diversity in the university environment, they reported the following:

- Student diversity is appreciated by other departments.
  - Result: Mean Score 5.68

The faculty are also in agreement for the most part with the following two statements.

- My department helps retain faculty of color (across all departments from which faculty originated).
  - Result: Mean Score 5.45

- My department gives me the opportunity to teach in the areas that I am interested in (although there are significant differences by instructional status).
  - Result: Mean Score 5.34

Scale and scoring for the items found below:
Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
Affirming Results (continued)

Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)

- Encourages me to be involved in the operations

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<th>Instructors</th>
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The most affirming findings in the survey concern the faculty view about the benefits students accrue from their CSUDH education and their relationship to students attending this campus. The following results support this statement.

- I am proud of the students graduating from my department.
  - Result: Mean Score 6.16
- I am proud of the students graduating from other departments.
  - Result: Mean Score 5.88
- Students enrolling at CSUDH benefit from the education they receive.
  - Result: Mean Score 5.99
- Students leave CSUDH far better off than when they entered the university.
  - Result: Mean Score 5.91
Just as important when asked if the students enrolled in their classes respect them, they report in a very affirming manner that the answer is yes.

Result: Mean Score 6.38
For instance, the following results suggest there may be some issues concerning the satisfaction with their faculty position at CSUDH.

- **Satisfaction with research activities.**
  - Mean Score 3.99

- **Satisfaction with office space.**
  - Mean Score 4.43

- **Satisfaction with lab space.**
  - Mean Score 3.71

- **Satisfaction with funding for research equipment.**
  - Mean Score 3.87

There was more satisfaction with the questionnaire item concerning satisfaction with professional development, but this mean result was only marginally higher than for the above findings.

- Mean Score 4.60
Item: I feel that my opinions influence departmental decision-making.

- Overall Mean Score: 4.96

These results vary significantly by three key factors: the gender, ethnicity, and instructional status of the faculty member. These results are found on the next slide.
I feel that my opinions influence department decision-making

Results That May be of Concern to CSUDH (continued)
Results That May be of Concern to CSUDH (continued)

- Under-represented Minorities: 4.27
- White, non-Latino: 5.82
- Asian: 5.06

I feel that my opinions influence department decision-making
When asked to what extent do you have a voice in college decision-making, faculty responded overall with a neutral mean score (approximately 4.0). There were significant mean differences by the ethnicity and instructional status of the faculty members.

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Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
Results That May be of Concern to CSUDH (continued)

I have a voice in college decision-making

- Instructors: 3.16
- Tenured/Tenure Track: 4.96

I have a voice in college decision-making

- Under-represented Minorities: 3.47
- White, non-Latino: 4.22
- Asian: 5.5
Faculty responded to the statement, “My chair views me as a valuable member of the department” with a reasonably solid overall mean score of 5.10. There were once again significant mean differences by the ethnicity and instructional status of the faculty members.

Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
Results That May be of Concern to CSUDH (continued)

My chair views me as a valuable member of the department

- Instructors: 4.73
- Under-represented Minorities: 5.83

My chair views me as a valuable member of the department

- Tenured/Tenure Track: 5.44
- White, non-Latino: 6.41
- Asian: 4.5
When faculty were asked if they could openly voice a dissenting opinion in their department without fear of reprisal, they responded with an overall mean of 5.00. The significant mean differences found in previous results were present for this item as well (ethnicity and instructional status).
I can openly express a dissenting opinion in my department

Results That May be of Concern to CSUDH (continued)
Of greater concern is the results for the item asking the extent of agreement with the statement, “Faculty of color receive the same support as white faculty.” The overall mean for this item was 5.24, but there were significant mean differences for ethnicity generated for these results.

Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
Faculty of color receive the same support as white faculty
There are notable results for the item asking the extent of agreement with the statement, “Female faculty receive the same support as male faculty.” The overall mean for this item was approximately 5, but there were significant mean differences for gender generated for these results.
Results That May be of Concern to CSUDH (continued)

Female faculty receive the same support as male faculty
Faculty were further asked as to whether CSUDH faculty women and men were treated equitably with respect to their salary and compensation. The overall mean score was 4.78, but once again the mean scores differed by gender.

Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
Women and men faculty are treated equitably with respect to their salary and compensation.
Faculty were asked to indicate their agreement with a series of statements concerning the academic and scholastic climate at CSUDH. Their responses for two particular items were equivocal and suggests some potential concern.

- Faculty are recognized for being effective teachers.
  - Mean Score: 4.38
- Faculty are recognized for their efforts to work with underprepared students.
  - Mean Score: 3.84

Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
Faculty were further asked to indicate their agreement with a series of statements concerning the physical resources available to them at CSUDH. Their responses for these items are notable.

- I have the office space necessary to accomplish my professional objectives.  
  - Mean Score: 4.50
- My department is adequately staffed to cover departmental needs.  
  - Mean Score: 3.42
- CSUDH classrooms are prepared for instructions on a regular basis.  
  - Mean Score: 3.80
- The equipment I use to do my job is in good condition.  
  - Mean Score: 3.78

Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
Faculty were then asked to indicate their agreement with the statement, “I have regular access to my Dean.” The overall mean for this item was approximately 5 which suggests mild agreement with this item. A further analysis of mean differences by ethnicity, gender, and instructional status found significant differences that suggest additional study may be useful.

Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
Results That May be of Concern to CSUDH (continued)

![Bar graph showing the percentage of instructors and tenured/tenure track faculty who have regular access to the Dean.]

- Instructors: 5.37
- Tenured/Tenure Track: 4.51

![Bar graph showing the percentage of women and men who have regular access to the Dean.]

- Women: 5.45
- Men: 4.76

I have regular access to my Dean
Results That May be of Concern to CSUDH (continued)

I have regular access to my Dean:

- Underrepresented Minorities: 5.35
- White, non-Latino: 5.27
- Asian: 4.06
Faculty were asked to express the extent of their agreement with a series of statements that started out with the phrase, “My Dean...”. The distribution of responses to the following two items by ethnicity and instructional status are potentially of concern to the university.

- Encourages me to be involved in the operations of the campus.
  - Overall Mean Score: 4.65
- Recognizes my contribution to the campus.
  - Overall Mean Score: 4.60
Results That May be of Concern to CSUDH (continued)

- Under-represented Minorities
- White, non-Latino
- Asian

Encourages me to be involved in the operations of the campus

- Instructors
- Tenured/Tenure Track
Results That May be of Concern to CSUDH (continued)

Recognized my contributions to the campus

- Under-represented Minorities
- White, non-Latino
- Asian

Instructors
- Tenured/Tenure Track

Bar graphs showing the recognition of contributions by different groups.
There were some results that provoked a sense of unease and major concern among the committee. The members have labeled these outcomes as troubling or disquieting. The issues identified in these findings, from the viewpoint of the committee, are important to explore and examine. The ultimate objective of the survey is to encourage improvements in the campus climate and this will only occur if challenging findings are assessed and acted upon.
For example, the survey asked faculty to report their agreement with the following statements:

- There is transparency in department budgetary processes.
  - Mean Score 3.27, where the mean falls just above the slightly disagree level.

Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
When discussing the extent to which they perceive that their research is valued by the university, faculty reported a mean agreement score of slightly over neutral (4.0). However, significant differences by instructional status and ethnicity for this item that appear to tell a different story.
The University values my research
Promotions are often a topic of concern for faculty. Respondents were asked several questions regarding this issue and at least two outcomes are meritorious to mention here. Faculty were asked their observations about:

- **Promotions at CSUDH are fair and objective.**
  - Mean Score: 4.06
- **Merit is the most important criteria used to evaluate faculty promotional situations.**
  - Mean Score: 4.16

These mean responses are barely at the neutral point suggesting that there may be unexpressed concerns among faculty regarding this crucial aspect of campus climate.
The physical environment and staffing needs at CSUDH were also the subjects of concern in this survey. Faculty were asked about their perception of staffing, the physical plant, and technological resources at CSUDH. There were four responses in particular that could signal problems. Faculty were asked the extent of their satisfaction with the following statements on the next slide.

Scale and scoring for the items found below: Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
I am satisfied with the lab resources allocated to support my teaching assignments.
  ➢ Mean Score: 3.73
I am satisfied with the campus Wi-Fi capabilities.
  ➢ Mean Score: 3.90
I am satisfied with the smart classrooms at CSU Dominguez Hills.
  ➢ Mean Score: 3.42
My department is adequately staffed to cover departmental needs.
  ➢ Mean Score: 4.04

It would appear that there are some issues regarding the physical plant and technology that should be addressed from the faculty perspective.
The ability to feel free to dissent and express your opinion is critical to the healthy operations of an educational environment. When faculty were asked if they felt free to express their opinion without fear of reprisals, the mean score did not rise to the level of an endorsement.

**Overall Mean Score: 4.38**

There were significant differences by gender and ethnicity for this item that prove even more troubling.

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**Overall Mean Score: 4.38**

There were significant differences by gender and ethnicity for this item that prove even more troubling.
I am free to dissent and express my opinions
Faculty were also asked if their department encourages them to offer all types of feedback. Although the mean score is approaching slight agreement level. Breakdowns by ethnicity and instructional status tell another story.

Overall Mean Score: 4.66
Troubling or Disquieting Findings (continued)

I am encouraged to offer feedback
Faculty were asked if their Dean encouraged them to be involved in the operations of the campus. Participants reported an overall mean result of 4.65 or a score that is approaching slight agreement. Breakdowns by ethnicity and instructional status, again, paint a slightly different picture of this outcome.

Troubling or Disquieting Findings (continued)

Scale and scoring for the items found below:
Strongly Agree to Strongly Disagree (7 point scale with Strongly Agree receiving a score of 7)
My dean encourages me to be involved in the operations of the campus
Finally, there is a disproportionate number of part time faculty teaching at CSUDH, and the level of engagement and involvement vary by department. When asked their agreement about several key issues surrounding their employment, their mean responses never reached the level of agreement with the statements that they were responding to. The next two pages offers a sampling of these responses.
The evaluation process for lecturers is fair and equitable.

- Mean Score: 4.17

I feel a part of the faculty in my department.

- Mean Score: 3.92

Teaching assignments in my department are handled in a transparent fashion.

- Mean Score: 4.47

I feel respected by campus administrators.

- Mean Score: 4.24
So what do we do with these findings and the implicit issues associated with these outcomes?
A report prepared by a CSUN faculty committee in 2010 studying campus climate presented the following information regarding an on-going effort to assess the campus climate at various CSU campuses:

- **CSU Long Beach** - This campus has the Campus Climate Committee (CCC) as a standing University committee composed of faculty, students, administrators, and staff. The charge of the committee includes performing periodic needs assessments of the campus climate.

- **CSU Humboldt** - A campus-wide climate survey for students, faculty, and staff was conducted in the spring of 2004. Interventions and plans of action were put into place.

- **CSU Fresno** - A campus climate survey for staff was administered in 2008. No intervention actions are in place.
University of California recommendations from a campus climate survey that was conducted at one of their campuses:

- **Recommendation 1**: Regularly assess campus climate annually.
  - Conduct focus groups.
  - Conduct exit interviews of staff and faculty.

- **Recommendation 2**: Enhance and create programs to support success.

- **Recommendation 3**: Address Unhealthy Climate Factors.

- **Recommendation 4**: Apply Funding & Support.
Committee Recommendations

- Conduct additional shorter exploratory surveys in order to determine the reliability of the data.
- Conduct a series of focus groups to fully examine the issues that surfaced in this research endeavor.
- Conduct additional comparative analyses with other CSU campuses to determine similarities and differences.
- Identify key issues or findings from this survey that could be a source for policy work in an Academic Senate retreat.