



2014 Employee Climate Survey

By

2014 Assessment Group for Diversity Issues

Mary Ontiveros, Shannon Archibeque-Engle, Laura Jensen, Bob Jones

Dave McKelfresh, Jennifer Schneider, Lorie Smith, Paul Thayer

Introduction

- This year's survey was designed to assess the current campus climate of the university
- Results are intended to
 - Provide an overall picture of CSU's employment experiences and perceptions
 - Further CSU's commitment to institutional accountability
 - Inform policies, initiatives, and opportunities that will provide an exceptional and equitable work environment
 - Provide a foundation for the beginning of longitudinal data collection and comparison for select items

Administration

- Climate Survey designed by the Assessment Group for Diversity Issues
- Web-based administered via Campus Labs Spring and Summer 2014
 - Spanish and hard copy versions available
 - 15-20 minutes to complete
 - Anonymous or confidential
 - 28% self-identified
 - Assured results would be kept strictly confidential, reported in aggregate, and no identifying information reported
 - Email initiation and 2 week follow-up reminder sent by President's office to a CSU's employee listserv

Respondents

Employee Category	# of Respondents	# of CSU Employees	Response Rate
All Employees	2,150	8,261	26.0%
Administrative Professional	794	2,812	28.2%
Faculty	408	1,391	29.3%
State Classified	513	1,670	30.7%
Post Doctorates	27	229	11.8%
Other Category (e.g. hourly, temporary)	29	2,159	1.3%
AP, Faculty, & CS	1,715	5,873	29.2%
Did not self-report employee category	379		

Respondent Overview

	# (n = 2,150)	%
Sex		
Female	1,061	62.5%
Male	634	37.4%
Other	2	0.1%
Minority Status (Race & Ethnicity)		
Minority	196	12.3%
Non-Minority	1,399	87.7%
Employee Category		
Administrative Professional	794	44.8%
Faculty	408	23.0%
State Classified	513	29.0%
Post Doctorates	27	1.5%
Other	29	1.6%
Appointment Status		
Full-Time	1,586	89.5%
Part-Time	166	9.4%
Other	20	1.1%

- Employed at CSU for an average of 10.5 years
- 86% have a bachelor's degree
 - 57% have a graduate degree
- Among those with bachelor degrees or higher:
 - 39% are first generation college graduates
 - 42% are alumni of CSU
- 21% of respondents are in their 50s
 - 19% are in their 30s
 - 13% are 60+ and 12% are under 30
- 4% have a disability
- 4.7% are a veteran/active military
- 37% are full or part-time caretaker of a minor

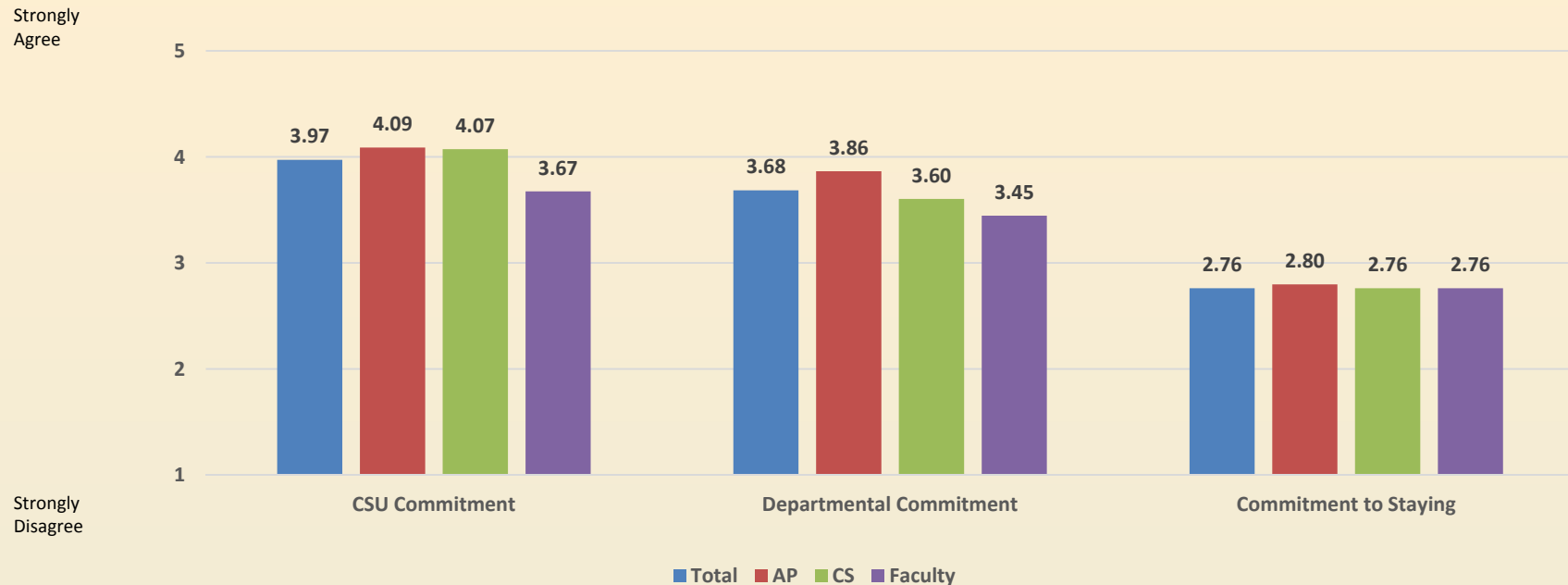
Survey Framework

- Commitment
- Institutional Communication
- Satisfaction with Supervision
- Supervisor's Experiences
- Equitable Treatment
- Discrimination & Harassment Experiences
- Campus and Department Perceptions
- Personal and Employee Characteristics

Survey Framework

Scales	Factors	Mean	# of Items
Commitment	CSU Commitment	3.97	3
	Departmental Commitment	3.68	3
	Commitment to Staying	2.76	3
Institutional Communication	Inst. Leaders' Communication	3.09	3
	Department Communication	3.14	4
Satisfaction with Supervision		3.86	17
Supervisor's Experiences	Self-Perceptions of Performance	4.11	5
	Preparation/Resources	2.97	3
Campus's Diversity Commitment		3.51	5
Department's Diversity Commitment		3.48	5
General Campus Perceptions		3.68	5
General Departmental Perceptions		3.57	5

Commitment

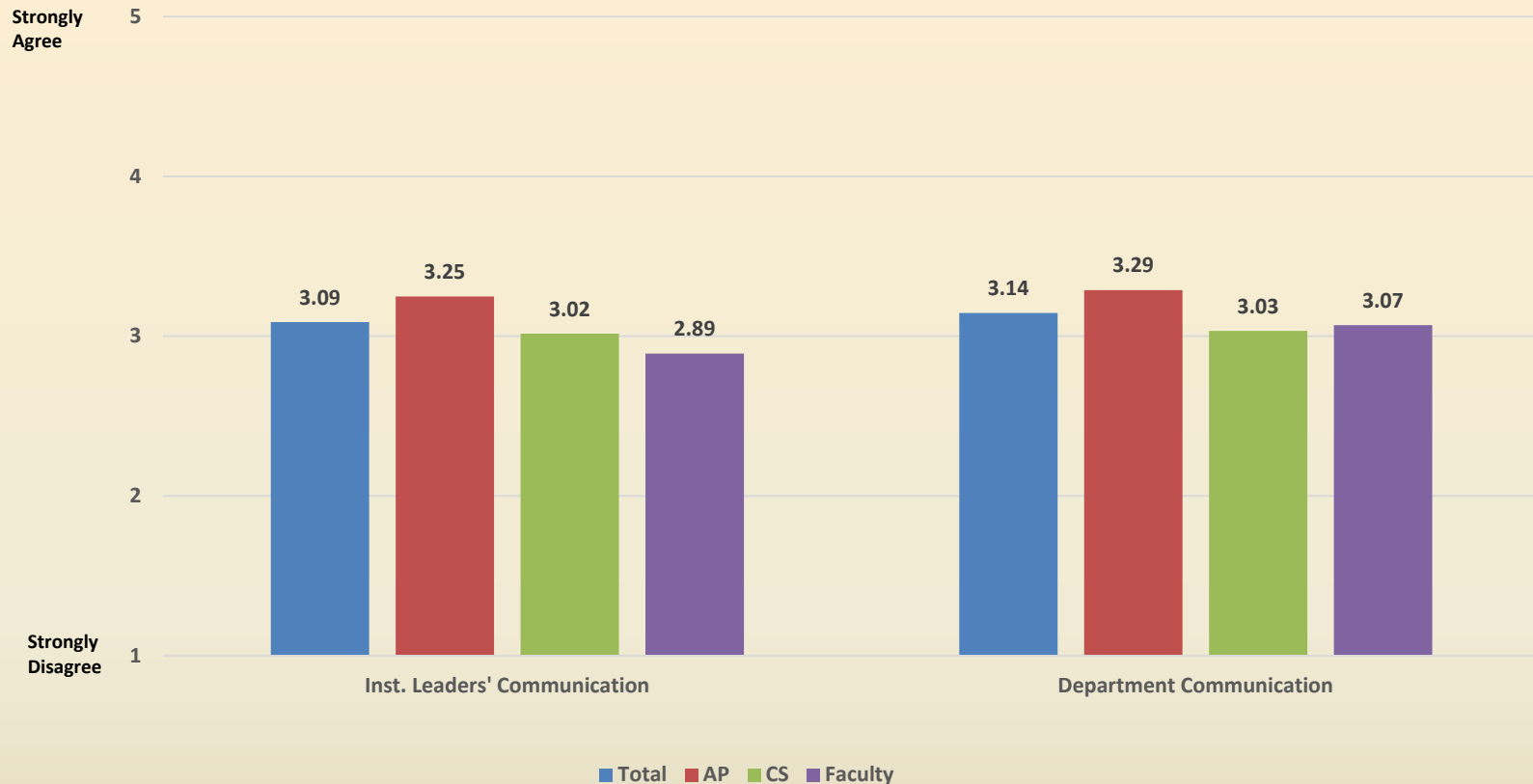


- Administrative Professional and Classified Staff had significantly higher CSU Commitment compared to Faculty respondents (effect sizes = .45 and .42 respectively)
- Administrative Professional had significantly higher Departmental Commitment than Classified Staff or Faculty (effect sizes = .26 and .41 respectively)
- There were no significant differences by employee category for Commitment to Staying

Note for Interpretation:

For statistically significant results ($p < .05$) level, an effect size, Cohen's d , is included. An effect size is a standardized measure that describes the magnitude of the difference between the two group means. This allows for a practical interpretation for understanding to what extent the two groups differ. Although there is no objective rule, Cohen (1988) suggests the following guide for interpreting an effect size: small = .20, moderate = .50, large = .80.

Institutional Communication



- Administrative Professionals had significantly higher mean scores for institutional leaders' communication (effect sizes = .26 and .39 respectively) and department communication (effect sizes = .26 and .21 respectively) than Classified Staff or Faculty

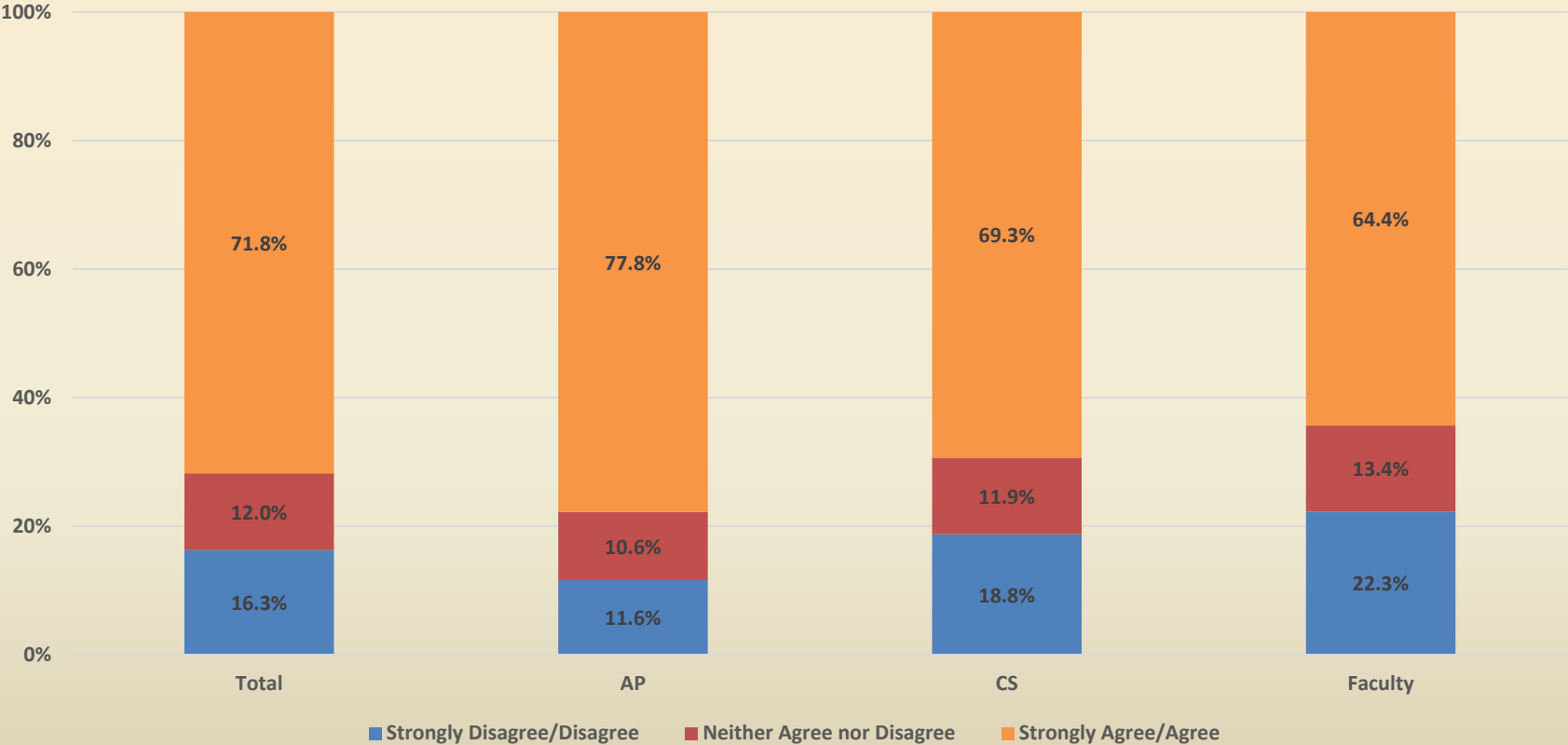
Need for Improved Communications

Top 3 areas most frequently noted as needing improved communications:

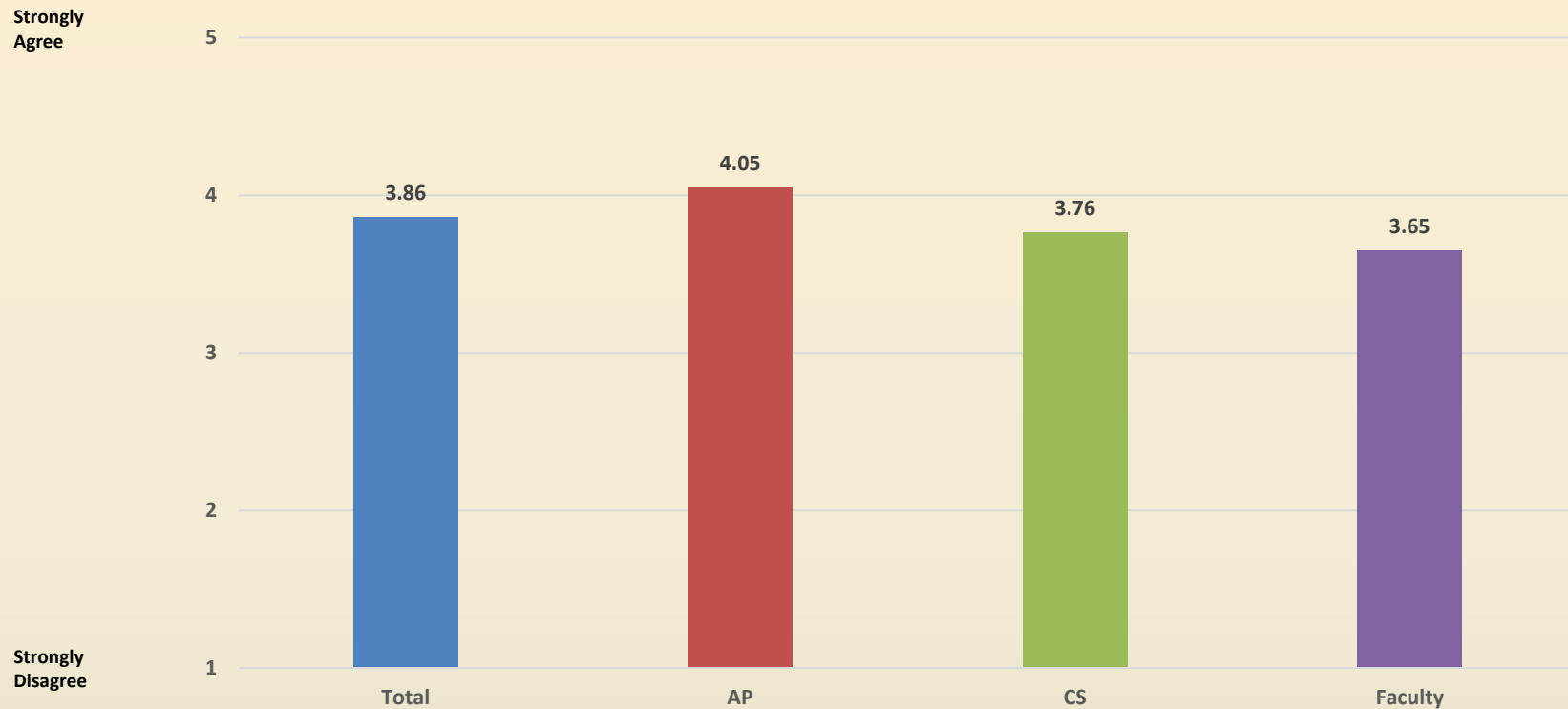
- *Institutional Level Communications*
 - Compensation/Salary (46%)
 - Campus Growth (45%)
 - Institutional Initiatives (38%)
- *Departmental Level Communications*
 - Compensation/Salary (44%)
 - Personnel Changes (37%)
 - Employee Development/Training Opportunities (36%)

Overall Satisfaction with Supervision

Overall, I am satisfied with my supervisor

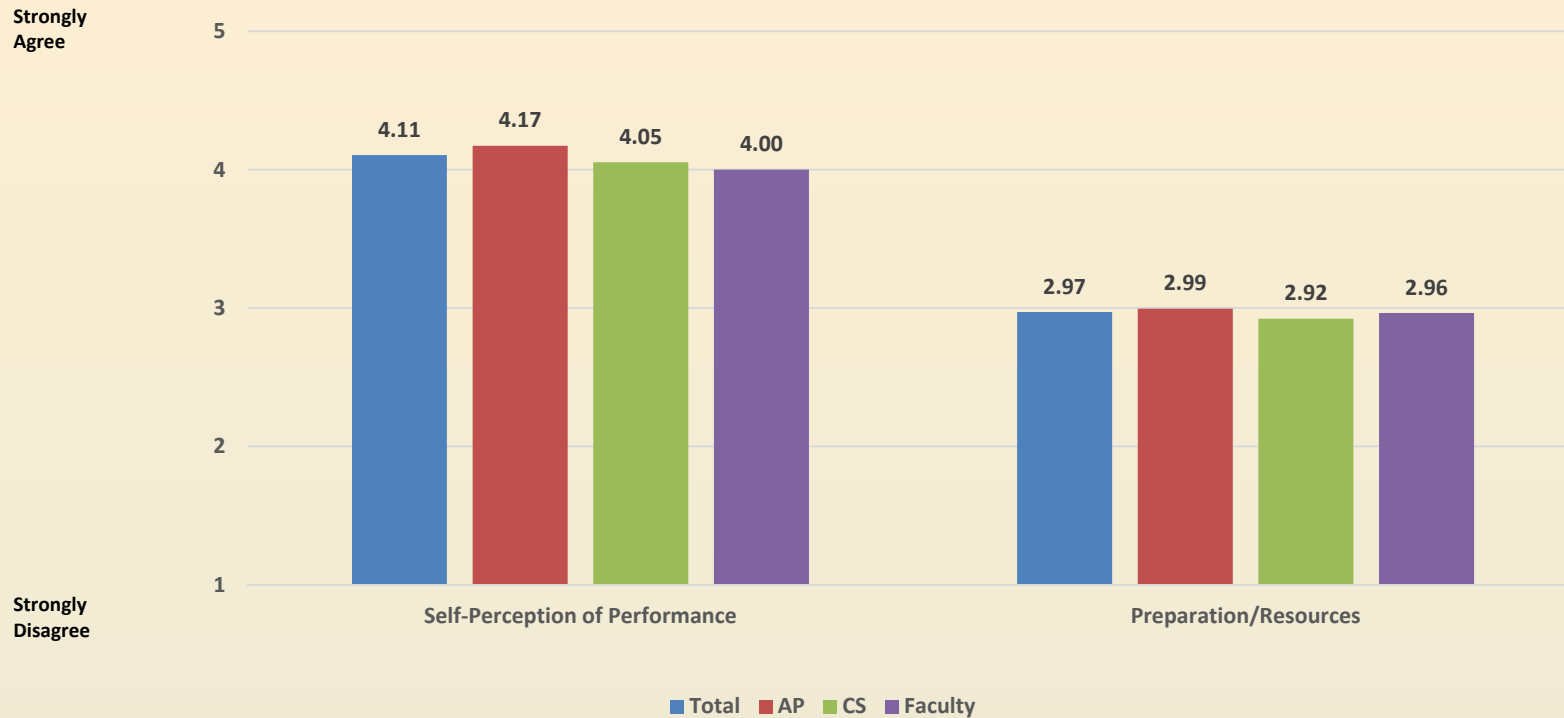


Satisfaction with Supervision



- Administrative Professionals had significantly higher mean scores for Satisfaction with Supervision than Classified Staff or Faculty (effect sizes = .30 and .41 respectively)

Supervisors' Experiences



- Almost half of respondents indicated they supervised at least one person in the past year
 - 55% of AP, 40% of Classified Staff and 47% of Faculty
- Among those that have supervised in the past year, the average duration of being a supervisor at CSU is 7.9 years
- There were no significant differences by employee category for rating themselves as supervisors; however, Administrative Professional supervisors reported feeling significantly more prepared/having more resources than supervisors who are Classified Staff or Faculty (effect sizes = .09 and .04 respectively)

Equitable Treatment

	Total	Strongly Agree/ Agree	Strongly Disagree/ Disagree	Women	Men	Effect Size	Non-Minority	Minority	Effect Size
I feel comfortable interacting with people from diverse backgrounds.	4.48	94.5%	2.1%	4.49	4.50		4.48	4.61	0.19
All employees should participate in diversity training.	3.80	65.2%	11.9%	3.95	3.54	0.38	3.76	4.15	0.37
If I needed to, I am confident in my ability to file a complaint with the Office of Equal Opportunity.	3.68	64.9%	15.7%	3.70	3.75		3.74	3.81	
Underrepresented employees are asked to serve on committees, attend events, and be featured in publications to create the appearance of diversity on campus.	3.18	33.7%	21.3%	3.21	3.12		3.16	3.20	
Employees who have children are provided extra advantages because of their parental status.	2.78	26.3%	41.9%	2.74	2.76		2.75	2.62	
I fear I would experience negative job consequences if I were to raise the issue of inequitable treatment.	2.68	28.2%	51.2%	2.69	2.52	0.05	2.57	2.71	
Underrepresented racial and ethnic groups are provided extra advantages because of their underrepresentation.	2.61	17.5%	44.8%	2.52	2.73	0.20	2.64	2.23	0.40
Women's voices are not recognized as frequently as men's during meetings.	2.53	20.3%	54.3%	2.74	2.11	0.57	2.45	2.73	0.23
Employees sometimes make derogatory comments or jokes based on stereotypes.	2.46	23.5%	57.2%	2.44	2.44		2.40	2.61	0.18
Employees are sometimes excluded from social interactions and events based on their personal characteristics or identities.	2.38	20.6%	59.8%	2.42	2.23	0.16	2.29	2.59	0.25
Employees who don't have children are provided extra advantages because of their parental status.	2.30	9.3%	58.7%	2.30	2.27		2.29	2.34	
Men's voices are not recognized as frequently as women's during meetings	2.02	4.2%	70.9%	1.90	2.15	0.28	1.99	2.04	

Discrimination & Harassment

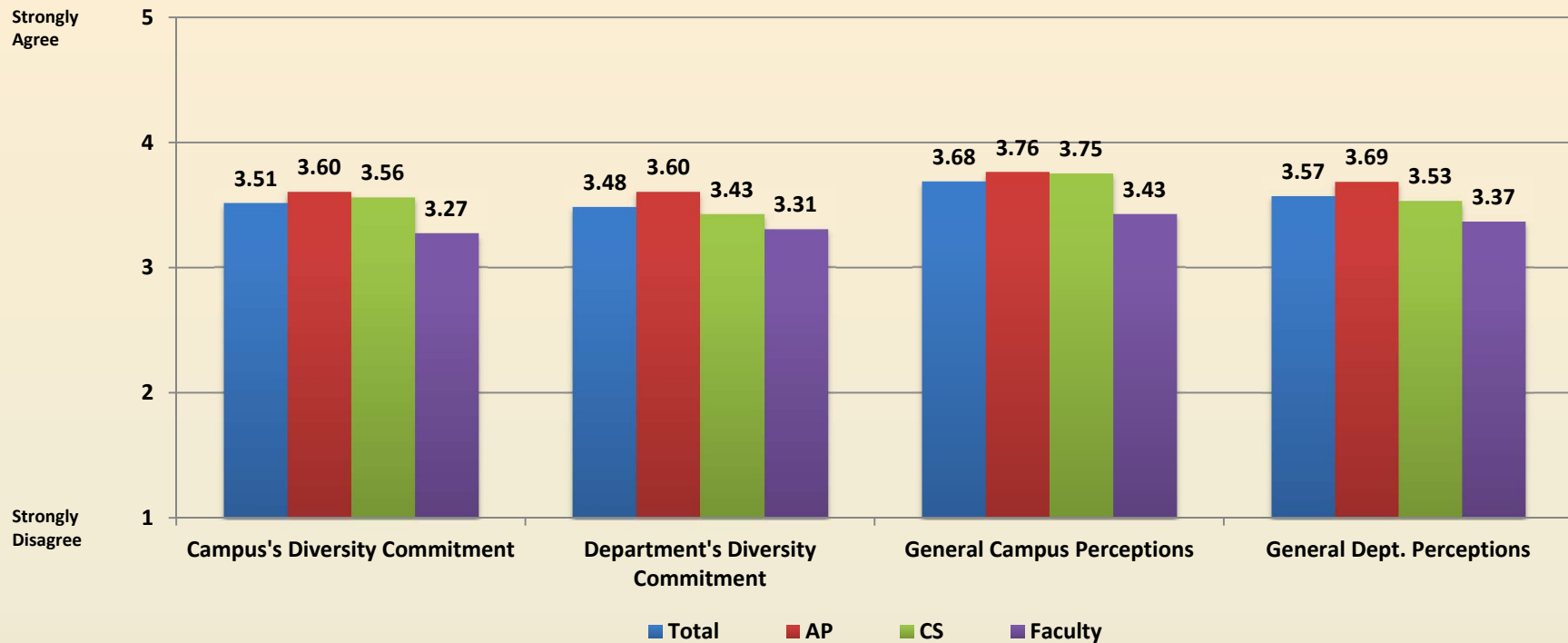
Incidents in the Past Year

Discrimination, harassment, or retaliation incidents you experienced/witnessed in your role as a CSU employee	Experienced one or more incidents	Witnessed one or more incidents
Total	22.1%	30.9%
Women	25.4%	34.5%
Men	15.5%	22.4%
Non-Minority	19.2%	28.4%
Minority	31.6%	38.4%
AP	19.2%	29.8%
Classified	24.3%	31.9%
Faculty	26.9%	32.2%

Campus and Department Perceptions

- Overall, 79% of respondents would strongly agree or agree that they would recommend CSU as a place of employment
 - Less than 8% strongly disagree or disagree
- The majority (58%) of respondents strongly agree or agree that CSU's campus climate has become consistently more inclusive of all employees
- Less than a fifth (18%) strongly disagree or disagree that **CSU** is committed to treating all employees equally
 - Almost a quarter (24%) strongly disagree or disagree that their **department** is committed to treating employees equitably
- 66% of respondents strongly agree or agree that **CSU** encourages discussions related to diversity
 - 49% strongly agree or agree that their **department** encourages these discussions

Campus and Department Perceptions



- AP and CS perceive both CSU's Commitment to campus diversity issues (effect sizes = .38 and .33 respectively) and General Campus Perceptions as significantly more positive than Faculty AP perceive (effect sizes = .43 and .41 respectively)
- Department Commitment to campus diversity issues as significantly more positive on average than both CS and Faculty respondents (effect sizes = .18 and .29 respectively)
- All employee categories have significant differences in General Department Perceptions (AP effect sizes = .18 and .35 respectively) (CS effect size = .17)

Differences by Personal Characteristics

- Women (mean = 4.0) have higher CSU commitment mean scores than men (mean = 3.9) (effect size = .12)
- Men (mean = 3.1) have higher supervisor prep/resources mean scores than women (mean = 2.9) (effect size = .24)
- Minorities have higher mean scores for perceived competency as supervisors (mean = 4.2) than those supervisors who are of a non-minority race/ethnicity (mean = 4.1) (effect size = .20)
- CSU Alumni (Undergrad and/or Grad) have higher mean scores for CSU (effect size = .22) and Department Commitment (effect size = .11) and Campus Perceptions (effect size = .18) than non-CSU alumni respondents with a bachelor's degree or higher

Impact and Action Items from Survey Data

- Institutional Communication
 - Provide more information on requested areas
 - Relay results to appropriate units
- Supervision
 - Implement supervisory training
- Equitable Treatment
 - Diversity training
- Discrimination & Harassment Experiences
 - Bystander institutional campaign
- Campus and Department Perceptions
 - Provide longitudinal benchmark to gauge CSU/department progress
- Personal and Employee Characteristics
 - First Generation initiatives



Questions/Comments?