

2014 CSU Employee Climate Survey

Highlights









- ❖ **The majority of respondents self-report positive responses to employment topics at CSU, including commitment and satisfaction with their supervisor**
- ❖ **Employees responded more favorably about campus level perceptions compared to department level perceptions**
- ❖ **AP employees responded more favorably than faculty on most employment topics**
- ❖ **Concerns over anonymity emerged , which is assumed to be related to survey participation and to completing demographic questions**
- ❖ **Results will serve as a baseline for efforts toward continuous quality improvement**

The 2014 Employee Campus Climate Survey was designed to assess the current state of Colorado State University’s work environment and represents an affirmative step in documenting CSU’s endeavors to foster an inclusive environment that promotes and nurtures diversity.

The survey results provide an overall picture of employment experiences and perceptions and further substantiate CSU’s commitment to institutional accountability. Responses will be utilized to better provide an exceptional, equitable work environment for faculty and staff, inform various policies, initiatives, and opportunities, and provide a foundation for continued longitudinal data collection to identify employee trends over time. Further, survey results, and accompanying focus groups and open ends, will serve to inform decision-making as appropriate.

The 2014 web-based survey, designed by the Assessment Group for Diversity Issues during the Fall 2013 semester, was administered by Campus Labs. Respondents were also provided an option to receive a hard copy or Spanish version of the survey in lieu of the online version. The 2012 survey results helped to inform the 2014 survey design by utilizing the previous version’s strengths and improving on noted limitations. The survey included a variety of questions related to diversity, workplace environment, and employment wellness at CSU.

Respondents were asked to rate their level of agreement with a variety of statements on a five-point Likert scale. The current report discusses the results in a framework of employment topics:

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

I. ADMINISTRATION

Procedures:

All current employees of Colorado State University were invited to participate in the 2014 Campus Climate Survey. In late fall 2014, the President’s Office sent a survey link to all CSU employees on the listserv. The email solicited employee participation, indicating that the results would be widely disseminated and how the results would be used. The President’s Office also sent a survey reminder to the same listserv two weeks after the initial email. Employees were given at least one month to complete the survey.

The survey took approximately 15-20 minutes to complete and was anonymous. Employees were not required to identify themselves, but were given the option of submitting their employee ID number in lieu of completing most of the demographic variables (28% utilized this feature). All respondents were assured in the email and at the beginning of the survey that results would be kept strictly confidential, reported in aggregate, and no identifying information would be reported when analyses involved small cell sizes.

Participants:

All Colorado State University employees were invited to participate in the climate survey via an employee listserv maintained by Human Resources. The email was sent out to 8,261 employees (this included ALL employees as of March 2014 including faculty, staff, non-student hourly, post-doctoral etc.). The survey was comprised of seven major topic areas and 2,150 employees completed the questions for at least one major topic (26% response rate). The great majority of respondents self-reported as administrative professional (AP), faculty, or state classified (combined response rate of 29.2%). Response rates by employment category are presented in Table 1. Employee characteristics are presented in Tables 2-4. The majority of the data are self-reported and are therefore not validated against actual human resource data.

Table 1. Climate Survey Response Rate by Employee Category

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, & State Classified	1,715	5,873	29.2%
Did not self-report employee category	379		

Table 2. Employee Overview

Employee Category	# of Respondents	%	
Administrative Professional	794	44.8%	
Faculty	408	23.0%	
State Classified	513	29.0%	
Post Doctorates	27	1.5%	
Other Category (e.g. hourly, temporary)	29	1.6%	
Did not self-report	379		
Division	#	%	
President, General Council, Athletics	34	1.9%	
Diversity	9	0.5%	
Engagement and Extension	96	5.5%	
Enrollment and Access	88	5.0%	
External Relations	22	1.3%	
Information Technology and Libraries	83	4.7%	
Provost	646	36.7%	
Graduate Studies	21	1.2%	
International Affairs	18	1.0%	
Research	196	11.1%	
Student Affairs	262	14.9%	
University Advancement	28	1.6%	
University Operations	252	14.3%	
Appointment Status	#	%	
Full-Time	1,586	89.5%	
Part-Time	166	9.4%	
Other	20	1.1%	
Employed at CSU	#	Mean	SD
Number of years employed at CSU	1,728	10.5	9.0

Table 3. Faculty Respondents

Faculty Category	# of Respondents	%
Regular	211	71.5%
Special	54	18.3%
Temporary	22	7.5%
Other	8	2.7%
Academic Rank	#	%
Instructor Asst. Prof	85	21.4%
Asst. Prof	81	20.4%
Assoc. Prof	100	25.2%
Full Professor	116	29.2%
Other	15	3.8%
College	#	%
Agricultural Sciences	30	9.6%
Health and Human Sciences	44	14.1%
Business	26	8.3%
Engineering	17	5.4%
Liberal Arts	98	31.3%
Natural Resources	12	3.8%
Natural Sciences	55	17.6%
Vet. Medicine and Bio. Sciences	28	8.9%
Intra-University/Other	3	1.0%
Prefer not to respond	94	

Table 4a. Employee Characteristics: Sex, Sexual Orientation, Minority Status, Citizenship, & Veteran Status

Sex	# of Respondents	%
Female	1,061	62.5%
Male	634	37.4%
Other	2	0.1%
Sexual Orientation	#	%
Heterosexual	1445	94.1%
Gay/Lesbian	46	3.0%
Bisexual	32	2.1%
Other	11	.72%
Minority Status	#	%
Non-Minority	1,399	87.7%
Minority (Race/Ethnicity)	196	12.3%
Race		
Asian	35	2.3%
Black	13	0.8%
Multi-Racial	29	1.9%
White	1,449	93.4%
Other	25	1.6%
Prefer not to answer	213	
Hispanic Ethnicity	122	7.7%
Citizenship	#	%
US Citizen	1,679	96.7%
Dual Citizen	25	1.4%
Non-US Citizen	33	1.9%
Veteran Status		
Veteran/Active Military Personnel	80	4.8%

Table 4b. Employee Characteristics: Degree Information

Highest Degree Earned	# of Respondents	%
High School/GED	37	2.5%
Some College	98	6.6%
Associate's Degree	58	3.9%
Bachelor's degree	426	28.8%
Master's degree	455	30.7%
Doctoral Degree	352	23.8%
Professional Degree	42	2.8%
Other (e.g. some high school)	12	0.8%
First Generation	#	%
First Generation Student (among those who earned a bachelor's degree)	630	39%
CSU Alumni (among those who earned a bachelor's degree)	656	42%
Undergraduate CSU Alumni	423	25.1%
Graduate CSU Alumni	328	19.5%

Table 4c. Employee Characteristics: Age

Age	# of Respondents	%
Under 22	6	0.4%
22-29	186	11.3%
30-39	415	25.1%
40-49	381	23.0%
50-59	451	27.3%
60-69	202	12.2%
70 or older	12	0.7%

Table 4d. Employee Characteristics: Relationship Status

Current Relationship Status	# of Respondents	%
Single	276	15.9%
Married	1,222	70.5%
Divorced	160	9.2%
Widowed	24	1.4%
Other	51	2.9%
Current Primary Caretaker of a Minor	#	%
Full-time primary caretaker of a minor	567	32.6%
Part-time primary caretaker of a minor	75	4.3%
Not a primary caretaker of a minor	1,099	63.1%

Table 4e. Employee Characteristics: Disability

Type of Disability	# of Respondents	% of Respondents
Disability (Total)	68	4%
Mobility impairment	22	1.3%
Visual impairment/blindness	3	0.2%
Hearing impairment	13	0.8%
ADD/ADHD	3	0.2%
Psychological Disability	8	0.5%
Chronic Illness/Medical Disability	19	1.2%
Head Injury	2	0.1%
Learning Disability	10	0.6%
Other	4	0.2%

II. MEASURES

After defining which employment topics the survey would cover, multiple items were generated to represent each employee topic (aka constructs). Employees were asked to rate their level of agreement with a variety of statements for each construct on a five-point Likert agreement scale (1-Strongly Disagree, 2-Disagree, 3-Neither Agree or Disagree, 4-Agree, 5-Strongly Agree). Since not all respondents completed every section or specified ‘Prefer not to answer,’ respondent counts vary depending on the topic/question. Negative items were reverse coded when appropriate for mean comparison purposes.

The psychometric properties of each construct were tested to ensure reliability and validity. Principal axis factor analysis (promax rotation) was used to determine the factor solution for each construct. For instance, the factor analysis reveals three distinct types of employee commitment: CSU, Departmental, and Commitment to Staying; however, the items developed for satisfaction with supervision yielded only one factor (respondents did not differentiate subtypes of supervisor satisfaction). A mean score for the factor solution was calculated and used going forward to represent each construct. Items with a factor loading lower than .47 were excluded from the factor. Cronbach’s Alpha was used to determine each factor’s reliability. A summary of the results is presented in Table 5.

Table 5. Employee Constructs

	Factors	Mean	Std. Dev	# of Items	Variance Explained	Cronbach's Alpha
Commitment	CSU Commitment	3.97	.93	3	45.4%	0.85
	Departmental Commitment	3.68	1.01	3	8.7%	0.82
	Commitment to Staying	2.76	1.06	3	6.6%	0.70
Communication	Inst. Leaders' Comm.	3.09	.90	3	48.0%	0.81
	Department Comm.	3.14	1.02	3	10.8%	0.79
Satisfaction with Supervision		3.86	1.00	17	69.8%	0.98
Supervisors' Experiences	Self-Perceptions of Performance	4.11	.53	5	29.7%	0.75
	Preparation/Resources	2.97	.79	3	12.3%	0.66
Campus's Diversity Commitment		3.51	.84	5	61.0%	0.89
Department's Diversity Commitment		3.48	.97	5	68.1%	0.91
General Campus Perceptions		3.68	.74	5	57.4%	0.86
General Departmental Perceptions		3.57	.90	5	62.5%	0.89

The following results are presented by construct. When mean differences yield statistically significant results ($p < .05$), 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.

III. COMMITMENT

Tables 6 and 7 display results for questions related to commitment. The majority of respondents strongly agreed or agreed that they are committed to staying at CSU (67.3%) and in their department (57.6%). Three areas of commitment emerged: CSU Commitment (3 items), Departmental Commitment (3 items) and Commitment to Staying (3 items). When examining mean differences by employee category, Administrative Professional and Classified Staff had significantly higher CSU Commitment compared to Faculty respondents (effect size = .45, .42 respectively). Administrative Professional also had significantly higher Department Commitment than Faculty (effect size = .26) and Classified Staff (effect size = .41). There were no significant differences by employee category for Commitment to Staying.

When examining commitment areas by employee characteristics, women had significantly higher CSU commitment mean scores compared to men (effect size = .12) and CSU alumni (undergrad and/or graduate) had higher CSU and Departmental Commitment than non-CSU Alumni who earned a bachelor’s degree (effect size = .22 and .11 respectively).

Table 6. Commitment Agreement Statements

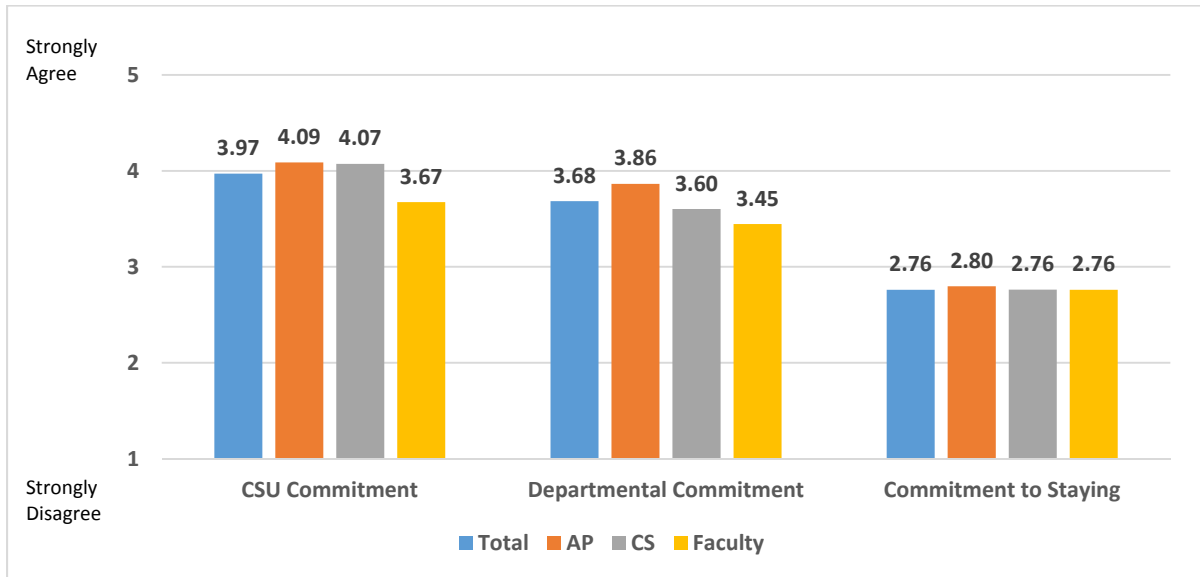
Commitment (n = 2,138)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
CSU Commitment					
1. I am committed to staying at CSU	4.5%	8.3%	20.0%	32.1%	35.2%
3. I would be happy to spend the rest of my career at CSU	4.1%	7.0%	19.8%	32.8%	36.2%
5. I am proud to be a part of CSU	2.0%	3.8%	14.0%	38.6%	45.4%
Departmental Commitment					
2. I am committed to staying in my department	6.4%	10.4%	25.6%	32.2%	25.4%
4. I feel a sense of belonging to my department	7.4%	11.9%	16.4%	33.7%	30.5%
7. My colleagues are an important reason for staying at my current job	5.7%	10.4%	17.8%	34.2%	32.6%
Commitment to Staying					
6. I would transfer to another department within CSU if a better opportunity presented itself	9.5%	13.8%	19.0%	29.9%	24.4%
10. I have considered leaving my position during the past year	19.7%	19.6%	9.7%	29.1%	20.8%
12. I keep a lookout for job opportunities outside of CSU	13.2%	23.1%	18.1%	30.7%	15.0%
Items Not in a Factor					
11. I feel a sense of obligation to stay at CSU	11.9%	29.2%	31.7%	22.0%	5.6%
9. The job benefits I receive at CSU make looking for employment opportunities elsewhere unlikely	20.9%	33.6%	24.1%	16.7%	4.8%
8. I stay at CSU because of a lack of employment options elsewhere	12.0%	22.2%	28.7%	27.5%	10.4%
13. I would feel guilty leaving my department	15.6%	26.7%	24.1%	25.5%	8.1%

Table 7. Commitment by Employee Group

Commitment	All Employees n = 2,138	AP n = 793	CS n = 512	Faculty n = 408	PostDoc n = 27	Other n = 29
CSU Commitment	3.97	4.09	4.07	3.67	3.32	3.83
1. I am committed to staying at CSU	3.85	3.95	4.01	3.50	3.04	3.54
3. I would be happy to spend the rest of my career at CSU	3.90	3.99	4.01	3.63	3.48	3.64
5. I am proud to be a part of CSU	4.17	4.32	4.21	3.87	3.70	4.29
Department Commitment	3.68	3.86	3.60	3.45	3.39	3.92
2. I am committed to staying in my department	3.60	3.73	3.50	3.47	3.25	3.52
4. I feel a sense of belonging to my department	3.68	3.88	3.64	3.39	3.41	4.00
7. My colleagues are an important reason for staying at my current job	3.77	3.98	3.66	3.46	3.78	4.21
Commitment to Staying	2.76	2.80	2.76	2.76	2.17	2.68
6. I would transfer to another department within CSU if a better opportunity presented itself*	3.48	3.51	3.78	3.05	3.64	3.41
10. I have considered leaving my position during the past year*	3.12	3.04	2.99	3.39	3.67	3.19
12. I keep a lookout for job opportunities outside of CSU*	3.11	3.03	2.93	3.33	4.04	3.48
Items Not in a Factor						
8. I stay at CSU because of a lack of employment options elsewhere*	2.51	2.39	2.68	2.46	2.96	2.61
9. The job benefits I receive at CSU make looking for employment opportunities elsewhere unlikely	3.02	3.20	3.26	2.33	2.73	2.27
11. I feel a sense of obligation to stay at CSU	2.80	2.85	2.92	2.54	2.52	2.66
13. I would feel guilty leaving my department	2.84	2.97	2.90	2.56	2.36	2.79

* Items were reverse coded in order to compare means across items.

Figure 1. Type of Commitment by Employee Category



IV. COMMUNICATION

Tables 8-10 display results for questions related to communication. Two areas of communication emerged: Institutional Communication (3 items) and Department Communication (3 items). When examining mean differences by employee category, Administrative Professional had significantly higher mean scores for institutional communication (effect size = .26, .39 respectively) and department communication (effect sizes = .26 and .21 respectively) compared to State Classified and Faculty respondents. The top three areas where respondents indicated they would like to see improved communications were compensation/salary (46%), campus growth (45%), and institutional initiatives (38%) at the institutional level and compensation/salary (44%), personnel changes (37%), and employee development and training opportunities (36%) at the department level.

Table 8. Communication Agreement Statements

Communication (n = 2,087)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Institutional Communication					
15. Information flows timely and accurately between institutional leaders and my department.	8.4%	20.5%	31.2%	35.2%	4.7%
18. Institutional leaders are transparent and open in communications.	9.1%	19.7%	31.4%	33.1%	6.6%
19. I have adequate opportunity to communicate with institutional leaders.	8.2%	19.6%	32.4%	32.2%	7.6%
Department Communication					
16. Information flows timely and accurately within my department.	11.2%	19.9%	19.1%	40.6%	9.2%
20. I often feel uninformed about what is going on within my department.	13.2%	34.9%	18.3%	21.9%	11.8%
21. I would be able to do my job more effectively if I received more information from my supervisor.	12.7%	29.8%	25.2%	20.1%	12.2%
Items Not in a Factor					
17. Access to departmental information differs based on an employee's race, gender, religion, sexual orientation, disability, age, or nationality.	44.3%	30.0%	16.2%	6.0%	3.6%

Table 9. Communication by Employee Group

Communication	Total n =2,087	AP n = 792	CS n = 513	Faculty n = 407	PostDoc n = 26	Other n = 28
Institutional Communication	3.09	3.25	3.02	2.89	3.19	3.32
15. Information flows timely and accurately between institutional leaders and my department.	3.07	3.21	3.06	2.87	3.04	3.08
18. Institutional leaders are transparent and open in communications.	3.08	3.29	2.98	2.80	3.32	3.43
19. I have adequate opportunity to communicate with institutional leaders.	3.11	3.25	3.02	3.00	3.23	3.46
Department Communication	3.14	3.29	3.03	3.07	3.11	3.24
16. Information flows timely and accurately within my department.	3.17	3.34	3.04	2.99	3.48	3.19
20. I often feel uninformed about what is going on within my department.*	3.16	3.33	3.06	3.07	3.04	3.14
21. I would be able to do my job more effectively if I received more information from my supervisor.*	3.11	3.22	3.00	3.13	2.85	3.44
Items Not in a Factor						
17. Access to departmental information differs based on an employee's race, gender, religion, sexual orientation, disability, age, or nationality.*	4.05	4.19	3.99	4.01	4.0	4.48

* Items were reverse coded in order to compare means across items.

Figure 2. Type of Communication by Employee Category

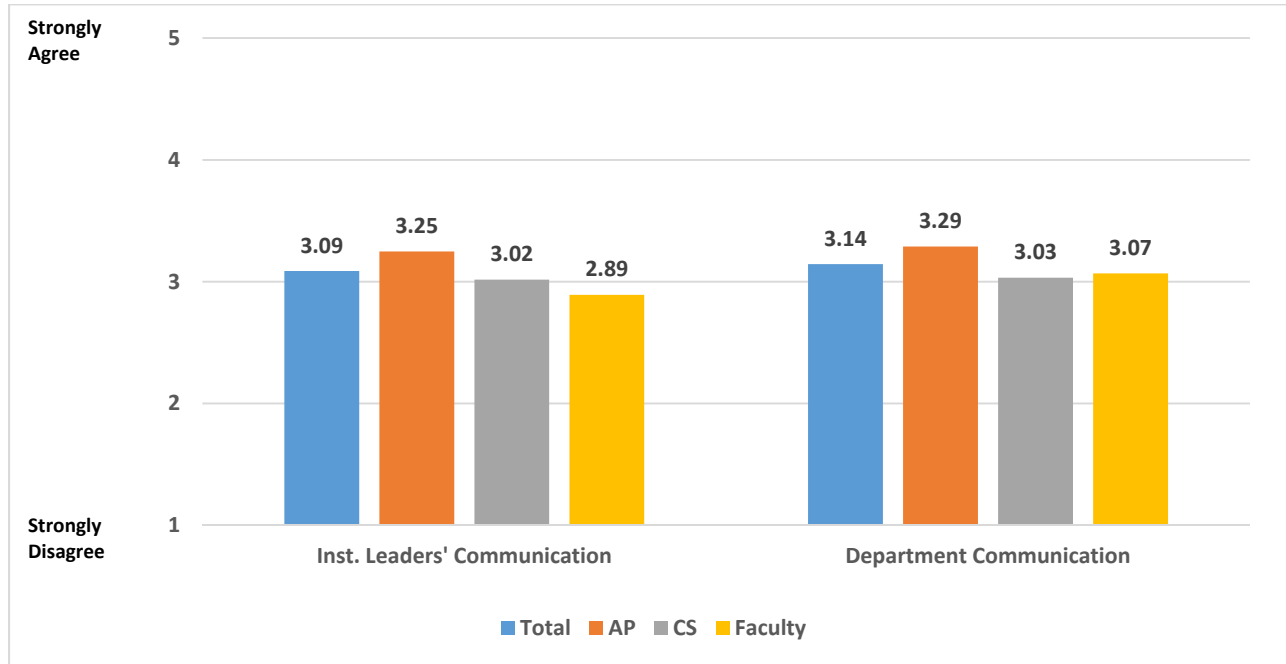


Table 10a. Areas of Needed Improved Communications: Institutional Level

I would like to see improved communications at the institutional level (check all that apply):	Total n =2,071	AP n =790	CS n = 507	Faculty n = 405	PostDoc n = 26	Other n=28
Compensation/Salary	46.1%	43.0%	49.9%	53.6%	26.9%	35.7%
Campus growth (e.g. services, students, space, employment)	45.1%	46.5%	44.2%	49.4%	34.6%	50.0%
Institutional initiatives	37.9%	39.7%	34.9%	44.0%	23.1%	25.0%
Strategic planning	35.5%	36.5%	35.3%	40.0%	30.8%	28.6%
Benefits (e.g. health, retirement, vacation, flex time)	34.8%	32.9%	42.4%	31.9%	42.3%	28.6%
Human resources (e.g. rules, regulations)	34.4%	33.2%	42.2%	28.1%	19.2%	28.6%
Legislative issues and state regulations	34.4%	33.8%	41.6%	31.4%	11.5%	32.1%
Off-campus community issues and collaborations	32.7%	33.2%	32.5%	33.3%	38.5%	25.0%
Policies	31.0%	29.5%	35.5%	32.3%	15.4%	14.3%
Employee development/Training opportunities	30.9%	32.8%	34.3%	24.9%	38.5%	39.3%
Budgets	30.5%	28.7%	27.2%	41.2%	19.2%	32.1%
Technology changes	30.2%	30.6%	32.7%	28.1%	42.3%	32.1%
Health and wellness resources and opportunities	29.6%	27.3%	35.7%	24.2%	23.1%	46.4%
Personnel Changes: Hiring/Promotion/ Termination	29.1%	27.1%	35.9%	27.2%	26.9%	14.3%
Safety	20.6%	18.0%	25.0%	19.5%	15.4%	17.9%
Scholarly accomplishments	17.4%	11.8%	18.5%	24.4%	19.2%	25.0%

Table 10b. Areas of Needed Improved Communications: Department Level

I would like to see improved communications at the department level (check all that apply):	Total n =2,071	AP n =790	CS n = 507	Faculty n = 405	PostDoc n = 26	Other n=28
Compensation/Salary	44.1%	42.9%	48.1%	47.2%	38.5%	39.3%
Personnel Changes: Hiring/Promotion/ Termination	37.4%	32.2%	47.9%	37.8%	38.5%	25.0%
Employee development/Training opportunities	36.4%	38.7%	43.2%	24.4%	26.9%	42.9%
Budgets	35.0%	35.2%	34.9%	39.5%	23.1%	28.6%
Strategic planning	31.6%	34.3%	34.3%	30.9%	19.2%	25.0%
Policies	28.8%	25.4%	36.7%	26.7%	38.5%	21.4%
Human resources (e.g. rules, regulations)	28.6%	27.3%	37.7%	21.2%	34.6%	32.1%
Technology changes	28.0%	26.5%	33.7%	23.0%	57.7%	32.1%
Benefits (e.g. health, retirement, vacation, flex time)	25.3%	20.8%	36.5%	17.8%	30.8%	35.7%
Campus growth (e.g. services, students, space, employment)	23.2%	21.3%	26.0%	23.5%	11.5%	14.3%
Institutional initiatives	19.6%	18.6%	22.5%	19.8%	11.5%	10.7%
Health and wellness resources and opportunities	18.6%	17.3%	24.5%	10.9%	23.1%	39.3%
Scholarly accomplishments	16.6%	11.0%	15.2%	28.1%	19.2%	21.4%
Off-campus community issues and collaborations	16.5%	16.6%	16.2%	16.3%	26.9%	25.0%
Safety	15.8%	12.2%	23.9%	11.4%	26.9%	21.4%
Legislative issues and state regulations	14.5%	11.9%	21.5%	10.4%	15.4%	14.3%

V. SUPERVISION

Tables 11-12 display results for questions related to supervision. Almost three-quarters (72%) of respondents strongly agree or agree with the statement: *Overall, I am satisfied with my supervisor*; however, a fifth of respondents strongly disagree or disagree with the statement: *My supervisor treats all employees fairly*.

Only one area of supervision emerged among the seventeen items: Satisfaction with Supervision. When examining mean differences by employee category, Administrative Professional had significantly higher mean scores for Satisfaction with Supervision compared to State Classified and Faculty respondents (effect size = .30, .31 respectively).

Satisfaction with Supervision was the only construct that emerged with significant differences by faculty rank. Assistant Professors had significantly more favorable ratings on average (mean = 3.87) for Satisfaction with Supervision than Full Professors (mean = 3.45) (effect size = .39).

Table 11. Satisfaction with Supervision Agreement Statements

Satisfaction with Supervision (n = 1,974)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
39. My supervisor and I are able to have candid discussions.	5.7%	7.5%	10.1%	34.1%	42.6%
40. My supervisor provides me with opportunities for professional development.	6.5%	9.1%	16.3%	35.7%	32.4%
41. My supervisor cares about me as a person.	5.8%	5.8%	14.4%	30.0%	44.0%
42. My supervisor values my work-related opinions.	6.5%	7.5%	11.2%	34.0%	40.8%
43. My supervisor treats me with respect.	5.5%	5.4%	9.3%	32.8%	46.9%
44. My supervisor treats all employees fairly.	10.0%	10.0%	13.9%	30.5%	35.6%
45. My supervisor supports work-life balance.	6.2%	6.2%	15.2%	33.2%	39.2%
46. My supervisor creates an inclusive environment for all employees.	8.9%	10.3%	14.7%	30.8%	35.2%
47. My supervisor helps me to succeed in my job.	6.6%	8.1%	17.8%	32.0%	35.5%
48. My supervisor gives me adequate job autonomy.	4.4%	5.2%	9.9%	34.4%	46.2%
49. My supervisor is available when I have questions.	3.7%	7.2%	12.0%	40.1%	37.0%
50. My supervisor is clear about what is expected of my work performance.	6.5%	9.8%	16.6%	39.1%	28.0%
51. My supervisor provides me with recognition when I do good work.	6.6%	11.8%	15.9%	34.3%	31.4%
52. My supervisor provides constructive feedback about my performance.	7.2%	10.7%	17.7%	37.4%	27.1%
53. My supervisor is a good leader for my department.	9.3%	9.8%	16.2%	30.2%	34.6%
54. My supervisor is an advocate for my department.	5.4%	5.9%	13.4%	33.4%	41.9%
55. My supervisor helps me see how I contribute to the mission of my department.	7.0%	11.4%	21.7%	33.7%	26.2%
Items Not in Factor:					
56. Overall, I am satisfied with my supervisor.	8.1%	8.2%	12.0%	31.5%	40.2%

Table 12. Satisfaction with Supervisor by Employee Group

	Total n=1,974	AP n=792	CS n=513	Faculty n=405	PostDoc n=27	Other n=29
Satisfaction with Supervision	3.86	4.05	3.76	3.65	3.75	4.34
48. My supervisor gives me adequate job autonomy.	4.13	4.30	3.94	4.11	3.92	4.54
43. My supervisor treats me with respect.	4.10	4.30	3.96	3.96	3.92	4.69
41. My supervisor cares about me as a person.	4.01	4.22	3.89	3.77	3.70	4.55
54. My supervisor is an advocate for my department.	4.00	4.20	3.87	3.86	3.81	4.28
39. My supervisor and I are able to have candid discussions.	4.00	4.21	3.88	3.80	3.78	4.48
49. My supervisor is available when I have questions.	4.00	4.12	3.88	3.95	3.81	4.45
42. My supervisor values my work-related opinions.	3.95	4.17	3.82	3.76	3.59	4.41
45. My supervisor supports work-life balance.	3.93	4.14	3.98	3.50	3.67	4.39
47. My supervisor helps me to succeed in my job.	3.82	4.03	3.72	3.53	3.70	4.41
40. My supervisor provides me with opportunities for professional development.	3.78	4.00	3.69	3.56	3.56	3.92
46. My supervisor creates an inclusive environment for all employees.	3.73	3.96	3.63	3.47	3.70	4.29
50. My supervisor is clear about what is expected of my work performance.	3.72	3.79	3.73	3.56	3.65	4.38
51. My supervisor provides me with recognition when I do good work.	3.72	3.91	3.59	3.53	3.68	4.46
44. My supervisor treats all employees fairly.	3.72	3.96	3.64	3.44	3.81	4.14
53. My supervisor is a good leader for my department.	3.71	3.92	3.59	3.48	3.62	4.28
52. My supervisor provides constructive feedback about my performance.	3.67	3.75	3.63	3.51	3.65	4.31
55. My supervisor helps me see how I contribute to the mission of my department.	3.61	3.78	3.50	3.42	3.42	4.17
Items Not in Factor:						
Q56. Overall, I am satisfied with my supervisor.	3.88	4.09	3.78	3.63	3.81	4.62

** Items were reverse coded in order to compare means across items.*

Figure 3. Satisfaction with Supervision by Employee Type

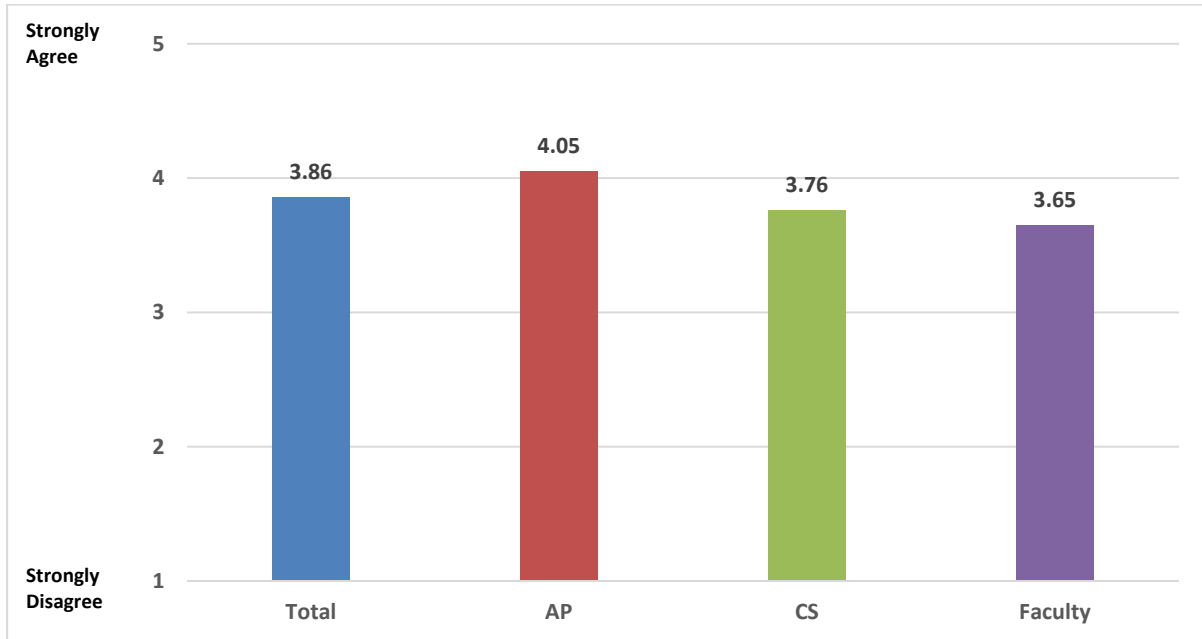
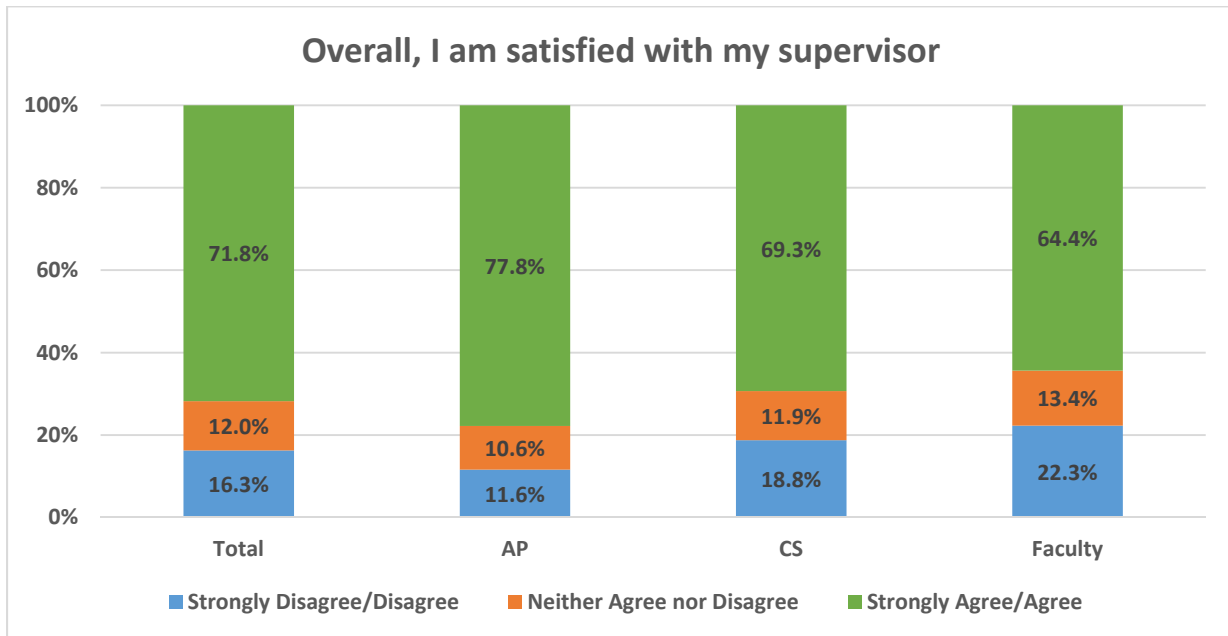


Figure 4. Overall Satisfaction with Supervisor



VI. SUPERVISOR’S EXPERIENCES

Almost half (48%) of respondents indicated they supervised at least one person in the past year (55% of AP, 40% State Classified; 47% of Faculty). Only those respondents who reported supervising at least one person in the last year were asked the questions in this section that explored their supervisory experiences.

Among those that have supervised in the past year, the average duration of being a supervisor at CSU is 7.9 years and the majority of responding supervisors supervise a handful of employees or less. Tables 13 & 14 display results for questions related to supervisor’s experiences. Two areas of supervisor’s experiences emerged: Self-Perceptions of Performance (5 items) and Preparation/Resources (3 items). There were no significant differences by employee category for their self-perception as supervisors; however, Administrative Professional supervisors reported feeling significantly more prepared/having more resources than supervisors who are State Classified or Faculty (effect sizes = .09 and .04 respectively).

When examining constructs by employee characteristics, supervisors of a minority race or ethnicity had higher mean scores for their perceived competency as supervisors (mean = 4.2) than non-minority supervisors (mean = 4.1) (effect size = .20). Additionally, men had higher Preparation/Resources mean scores (mean = 3.1) than women (mean = 2.9) (effect size = .24).

Table 13. Supervisor’s Experiences Agreement Statements

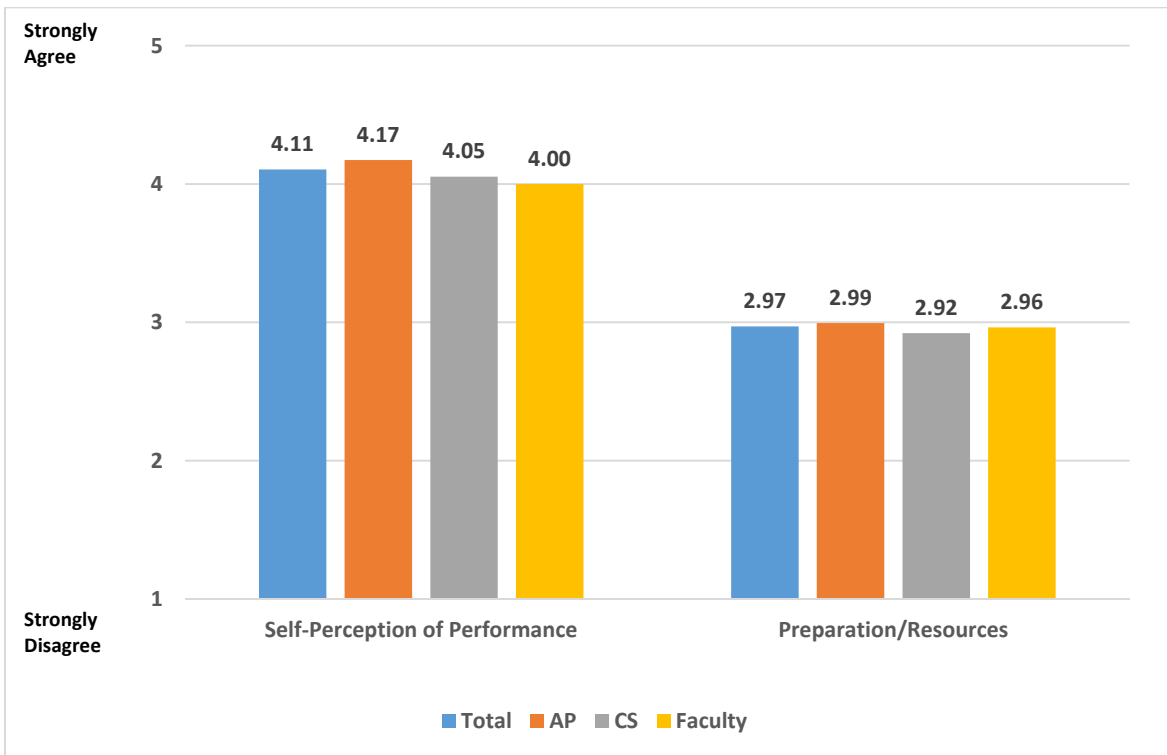
Supervisor’s Experiences (n = 899)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Self-Perceptions of Performance					
70. I see myself as a mentor to employees in my unit.	0.9%	2.5%	12.1%	50.9%	33.6%
71. I serve as an advocate for employees in my unit.	1.1%	1.7%	10.3%	53.2%	33.6%
73. I am a competent supervisor.	0.2%	0.7%	12.1%	63.7%	23.2%
74. I feel comfortable managing personnel issues.	1.0%	9.1%	18.9%	52.9%	18.0%
75. I feel comfortable supervising people from diverse backgrounds.	0.3%	1.7%	5.3%	53.4%	39.3%
Preparation/Resources					
66. I felt adequately prepared when I first became a supervisor.	6.8%	23.7%	21.0%	38.3%	10.3%
67. Initial supervisory training would have helped me be a better supervisor.*	2.3%	12.4%	28.1%	37.7%	19.5%
68. I am satisfied with the number of supervisory resources available to me.	3.5%	15.6%	31.6%	41.2%	8.0%
Items Not in a Factor					
69. I feel isolated as a supervisor.*	17.4%	41.9%	23.6%	13.3%	3.7%
72. Regular discussions with other supervisors would be beneficial in my role as a supervisor.*	2.5%	6.8%	26.1%	49.3%	15.3%

Table 14. Supervisor’s Experiences by Employee Group

Supervisor’s Experiences	Total n = 899	AP n = 436	CS n = 197	Faculty n = 192	PostDoc n = 6	Other n = 10
Self-Perceptions of Performance	4.11	4.17	4.05	4.00	3.80	4.34
70. I see myself as a mentor to employees in my unit.	4.14	4.16	4.11	4.12	4.17	4.40
71. I serve as an advocate for employees in my unit.	4.16	4.28	4.04	4.03	3.50	4.20
73. I am a competent supervisor.	4.09	4.16	4.05	3.99	3.83	4.40
74. I feel comfortable managing personnel issues.	3.78	3.88	3.74	3.56	3.60	4.00
75. I feel comfortable supervising people from diverse backgrounds.	4.30	4.34	4.29	4.22	4.00	4.70
Preparation/Resources	2.97	2.99	2.92	2.96	2.72	2.90
66. I felt adequately prepared when I first became a supervisor.	3.22	3.27	3.12	3.18	3.50	3.10
67. Initial supervisory training would have helped me be a better supervisor.*	3.60	3.64	3.67	3.43	4.17	3.70
68. I am satisfied with the number of supervisory resources available to me.	3.35	3.40	3.36	3.21	2.83	3.30
Items Not in a Factor						
69. I feel isolated as a supervisor.*	2.44	2.33	2.43	2.60	2.83	2.40
72. Regular discussions with other supervisors would be beneficial in my role as a supervisor.*	3.68	3.79	3.73	3.39	3.50	3.90

* Items were reverse coded in order to compare means across items.

Figure 5. Supervisor Experiences by Employee Type



VII. EQUITABLE TREATMENT

Respondents were asked a series of questions (12 items) about equitable treatment. Responses to the agreement statements are displayed in Table 15, while individual means for each individual descriptive item is displayed in Table 16. Results for views on the presence of discriminatory attitudes are in Table 17.

Almost all respondents (95%) indicated they either strongly agreed or agreed with *I feel comfortable interacting with people from diverse backgrounds*. Minorities agreed with this item more than non-minority respondents. Two-thirds of respondents agreed or strongly agreed that *All employees should participate in diversity training*. Women and minority respondents agreed with this more when compared with men and non-minorities respectively.

Only four percent agreed or strongly agreed with the statement *Men's voices are not recognized as frequently as women's during meetings* (men agreed with this statement more than women), but over a fifth of respondents agreed or strongly agreed with the statement *Women's voices are not recognized as frequently as men's during meetings* (Women and Minorities agreed with this statement more than men and non-minorities respectively).

Twenty-nine percent of respondents agreed or strongly agreed that *Employees sometimes make derogatory comments or jokes based on stereotypes* (minority respondents agreed with this more than non-minority respondents), while twenty-nine percent agreed or strongly agreed to the statement: *I fear I would experience negative job consequences if I were to raise the issue of inequitable treatment*.

Table 15. Equitable Treatment Agreement Statements

Equitable Treatment Items (n = 1,890)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
77. All employees should participate in diversity training.	4.9%	7.2%	22.0%	35.0%	31.0%
78. If I needed to, I am confident in my ability to file a complaint with the Office of Equal Opportunity.	5.4%	10.6%	17.8%	42.7%	23.4%
79. I fear I would experience negative job consequences if I were to raise the issue of inequitable treatment.	20.2%	32.1%	18.9%	17.4%	11.4%
80. I feel comfortable interacting with people from diverse backgrounds.	1.4%	0.8%	2.5%	38.8%	56.5%
81. Employees sometimes make derogatory comments or jokes based on stereotypes.	23.8%	34.5%	17.7%	20.0%	4.0%
82. Employees are sometimes excluded from social interactions and events (e.g. lunches, informal hallway conversations, etc.) based on their personal characteristics or identities.	28.3%	33.1%	17.6%	14.8%	6.3%
83. Underrepresented racial and ethnic groups are provided extra advantages (e.g. resources/opportunities) because of their underrepresentation.	15.1%	31.7%	35.0%	13.4%	4.8%
84. Employees who have children are provided extra advantages (e.g. flexibility, working from home, parental leave) because of their parental status.	13.8%	29.6%	29.4%	19.5%	7.7%
85. Underrepresented employees are asked to serve on committees, attend events, and be featured in publications to create the appearance of diversity on campus.	5.9%	16.8%	41.4%	25.6%	10.3%
86. Women's voices are not recognized as frequently as men's during meetings (e.g. talked over, ideas dismissed, lack of eye contact, etc.).	19.9%	36.1%	23.0%	13.5%	7.5%
87. Men's voices are not recognized as frequently as women's during meetings (e.g. talked over, ideas dismissed, lack of eye contact, etc.).	31.2%	42.1%	22.4%	2.8%	1.6%
88. Employees who don't have children are provided extra advantages (e.g. more opportunities, more time to network socially) because of their parental status.	21.7%	38.9%	29.7%	7.1%	2.5%

Table 16. Average Equitable Treatment Agreement Statements by Total, Gender, and Minority Status

	Total n = 1,890	Women n = 1,054	Men n = 627	Effect Size	Non-Minority n = 1,390	Minority n = 192	Effect Size
80. I feel comfortable interacting with people from diverse backgrounds.	4.48	4.49	4.50		4.48	4.61	0.19
77. All employees should participate in diversity training.	3.80	3.95	3.54	0.38	3.76	4.15	0.37
78. If I needed to, I am confident in my ability to file a complaint with the Office of Equal Opportunity.	3.68	3.70	3.75		3.74	3.81	
85. 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	3.21	3.12		3.16	3.20	
84. Employees who have children are provided extra advantages because of their parental status.	2.78	2.74	2.76		2.75	2.62	
79. I fear I would experience negative job consequences if I were to raise the issue of inequitable treatment.	2.68	2.69	2.52	0.05	2.57	2.71	
83. Underrepresented racial and ethnic groups are provided extra advantages because of their underrepresentation.	2.61	2.52	2.73	0.20	2.64	2.23	0.40
86. Women's voices are not recognized as frequently as men's during meetings.	2.53	2.74	2.11	0.57	2.45	2.73	0.23
81. Employees sometimes make derogatory comments or jokes based on stereotypes.	2.46	2.44	2.44		2.40	2.61	0.18
82. Employees are sometimes excluded from social interactions and events based on their personal characteristics or identities.	2.38	2.42	2.23	0.16	2.29	2.59	0.25
88. Employees who don't have children are provided extra advantages because of their parental status.	2.30	2.30	2.27		2.29	2.34	
87. Men's voices are not recognized as frequently as women's during meetings	2.02	1.90	2.15	0.28	1.99	2.04	

*Significantly higher mean scores are highlighted in light green. An effect size is reported when there is a significant difference. Interpretation of a significant mean difference of a single Likert item should be used with caution. It is recommended this be used as a foundation for follow-up research to conclude if differences between sub-populations is valid.

** This was the only item that had a significant difference by employee category. Faculty employees had a significantly higher mean (4.55) than State Classified employees (4.41) (effect size = .20).

Table 17. Presence of Discriminatory Attitudes

Discriminatory attitudes are present in my department based on: (Check all that apply)	# of Respondents n = 1,910	%
Discriminatory attitudes are not present in my department	888	46.5%
Gender	253	13.2%
Age	231	12.1%
Other	192	10.1%
Parental Status	150	7.9%
Sex	149	7.8%
Cultural or linguistic background	126	6.6%
Religious or spiritual beliefs	126	6.6%
Appearance	123	6.4%
Socio-economic	122	6.4%
Ethnicity	110	5.8%
Race	102	5.3%
National origin or ancestry	73	3.8%
Gender identity or expression	72	3.8%
Color	63	3.3%
Disability	53	2.8%
Sexual orientation	51	2.7%
First Generation Status	32	1.7%
Veteran status	16	0.8%
Common Other Specifies:		
Employment Classification/Rank/Title	51	2.7%
Education level, accomplishments	25	1.3%
Political Beliefs	14	0.6%

VIII. DISCRIMINATION & HARRASSMENT

Over a fifth of people (22%) reported experiencing one or more incidents related to discrimination, harassment, or retaliation (Table 18a and 18b. See Appendix for definitions provided), while 31% reported witnessing at least one incident. Tables 19-21 display results for questions related to discrimination and harassment. Only those respondents who reported experiencing or witnessing one incident related to discrimination, harassment, or retaliation in the past year were asked this series of questions. Most common forms of discrimination/harassment experienced and witnessed were verbal, nonverbal, and psychological (Table 19a). Less than one percent of respondents experienced a physical incident and less than 2% experienced a sexual incident (Table 19b). About 15% of respondents who experienced an incident indicated it occurred frequently or daily in the past year and a fifth of respondents categorized the primary incident as severe or very severe (Table 20). A third of employees who experienced an incident said they did not respond or take action, while a fifth of employees who witnessed an incident said it wasn't their place to take action (Table 21).

Table 18a. Number of incidents of discrimination, harassment, or retaliation experienced or witnessed in the past year

# of Incidents	Experienced Incident	Witnessed Incident
0	77.4%	69.1%
1	8.8%	8.7%
2	5.0%	8.6%
3	2.7%	4.2%
4	1.2%	2.1%
5	1.3%	2.4%
6	0.5%	0.7%
7	0.2%	0.2%
8	0.2%	0.3%
9	0.0%	0.1%
10 or more	2.7%	3.5%
Total	1,846	1,838

Table 18b. Experienced or witnessed incident of discrimination, harassment, or retaliation in the past year by personal and employee category

	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%
Admin. Professional	19.2%	29.8%
State Classified	24.3%	31.9%
Faculty	26.9%	32.2%
	407	568

Table 19a. Categories, forms, and types of discrimination, harassment, or retaliation among those who experienced or witnessed an incident in the past year

Categories	Experienced Incident	Witnessed Incident
Discrimination	53.7%	54.6%
Harassment	43.6%	40.3%
Retaliation	40.5%	31.5%
Forms	Experienced Incident	Witnessed Incident
Verbal	73.9%	70.2%
Nonverbal	38.8%	31.7%
Physical	4.1%	4.2%
Psychological	34.1%	29.8%
Sexual	6.5%	9.2%
Other	16.3%	12.9%
Types	Experienced Incident	Witnessed Incident
Race/ethnicity	13.7%	23.6%
Religion	10.1%	11.1%
Gender	31.7%	32.6%
Sexual Orientation	5.5%	13.2%
Disability	5.0%	7.0%
National Origin	3.8%	8.1%
Age	25.9%	19.5%
Color	2.9%	5.1%
Sex	12.0%	11.6%
Veteran Status	0.7%	1.9%
Gender Identity Expression	3.6%	6.5%
Appearance	6.2%	16.0%
Other	28.3%	22.5%
	407	568

Table 19b. Categories and forms of discrimination, harassment, or retaliation experienced or witnessed in the past year by employee and personal category among all respondents

Form of incident you experienced/witnessed in your role as a CSU employee								
Experienced	Total	Women	Men	Non-Minority	Minority	AP	Classified	Faculty
Verbal	16.7%	19.3%	10.5%	14.0%	23.7%	13.4%	18.9%	20.0%
Nonverbal	8.8%	10.4%	5.3%	7.0%	13.7%	7.5%	9.7%	10.2%
Physical	0.9%	0.7%	1.3%	0.7%	1.6%	0.8%	1.6%	0.2%
Psychological	7.7%	8.1%	5.4%	5.9%	11.1%	5.6%	9.5%	9.2%
Sexual	1.5%	1.7%	0.8%	1.3%	1.6%	1.1%	1.4%	2.0%
Other	3.7%	3.9%	2.7%	2.9%	5.8%	2.7%	4.4%	5.0%
Total	1,846	1,044	626	1,382	190	783	503	401
Witnessed	Total	Women	Men	Non-Minority	Minority	AP	Classified	Faculty
Verbal	21.7%	25.5%	16.0%	20.9%	28.9%	21.4%	20.4%	26.4%
Nonverbal	9.8%	11.7%	7.4%	9.2%	16.3%	9.9%	10.3%	10.1%
Physical	1.3%	1.7%	0.6%	1.2%	2.1%	1.0%	1.6%	1.8%
Psychological	9.2%	10.8%	7.1%	9.0%	11.1%	8.5%	10.7%	10.1%
Sexual	2.8%	3.6%	1.6%	2.8%	2.6%	2.8%	2.8%	3.0%
Other	4.0%	4.1%	3.4%	3.5%	5.3%	3.7%	3.8%	5.8%
Total	1,838	1,044	624	1,382	190	784	504	397

Table 20. Frequency and Severity of Incident among those who experienced or witnessed at least one incident in past year

About how often did you experience/witness discrimination, harassment, or acts of retaliation in the past year?		
	Experienced Incident n = 407	Witnessed Incident n = 568
Never	4.4%	4.7%
One Time	26.5%	21.6%
Rarely	19.0%	31.1%
Sometimes	35.3%	32.2%
Frequently	12.1%	8.9%
Daily	2.8%	1.5%
When was the most recent occurrence of the incident that you experienced/witnessed? (Thinking of the ONE incident that you experienced in the past year that you perceive as the most significant.)		
	Experienced Incident n = 407	Witnessed Incident n = 568
Past Week	6.3%	7.9%
Past Month	14.0%	17.4%
Past 3 Months	24.8%	25.1%
Past 6 Months	19.8%	17.4%
Past Year	29.6%	27.6%
Ongoing	5.5%	4.5%
Please use your opinion to classify the severity of the incident: (Thinking of the ONE incident that you experienced in the past year that you perceive as the most significant.)		
	Experienced Incident n = 407	Witnessed Incident n = 568
Very Mild	13.6%	12.5%
Mild	31.4%	32.5%
Moderate	35.0%	37.2%
Severe	16.9%	15.5%
Very Severe	3.1%	2.2%

Table 21. Responses to the primary incident in the last year

Response(s), if any, to the incident (Check all that apply):	Experienced Incident n = 407	Witnessed Incident n = 568
I took action formally to OEO HR	2.8%	1.5%
I took action formally to a supervisor	10.4%	6.2%
I took action informally to OEO HR	5.3%	2.7%
I took action informally to a supervisor	15.8%	9.6%
I regretted not taking action	7.4%	6.5%
I confronted the person group myself	19.5%	14.2%
Another person took action	5.1%	15.1%
I wished I had known what to do	9.3%	9.1%
Reported the incident to another person place	12.1%	6.9%
Other	10.7%	10.2%
Prefer Not to Say	15.5%	18.2%
I did not Respond	33.6%	25.6%
I did not know the people involved in the incident		1.8%
It wasn't my place to take action		20.0%

IX. CAMPUS AND DEPARTMENT PERCEPTIONS

Overall, 79% of respondents would strongly agree or agree that they would recommend CSU as a place of employment and the majority (58%) of respondents strongly agree or agree that CSU's campus climate has become consistently more inclusive of all employees.

Perceptions, on average, were more positive at the institutional level than at the department level. For instance, less than a fifth (18%) strongly disagree or disagree that CSU is committed to treating all employees equally; yet, almost a quarter (24%) strongly disagree or disagree that their department is committed to treating employees equitably. Moreover, two-thirds of respondents strongly agree or agree that CSU encourages discussions related to diversity, but less than half (49%) strongly agree or agree that their department encourages these discussions (Tables 22-23).

Table 24 and Table 25 display results for questions related to campus and department perceptions. Two areas emerged for commitment to diversity: Campus's Diversity Commitment and Department's Diversity Commitment (both had 5 items each that paralleled one another). Similarly, two areas emerged for perceptions: CSU Perceptions and Department Perceptions (both had 5 items each that paralleled one another).

Administrative Professionals and State Classified respondents perceived both Campus Commitment to Diversity (effect sizes = .38 and .33 respectively) and General Campus Perceptions as significantly more positive than Faculty perceptions (effect sizes = .43 and .41 respectively). Administrative Professional respondents perceived Department Commitment to Diversity significantly more positive on average than both State Classified and Faculty respondents (effect sizes = .18 and .29 respectively). All employee categories had significant differences for General Department Perceptions, with Administrative Professionals having the most positive perceptions and Faculty having the least positive perceptions (AP effect sizes compared to CS and Faculty respectively = .18 and .35; CS effect size compared to Faculty = .17).

When examining perceptions by employee characteristics, a significant difference emerged by alumni status. CSU Alumni (Undergrad and/or Grad) had higher mean scores for Campus Perceptions than non-CSU Alumni with a bachelor's degree or higher (effect size = .18).

Table 22. Campus and Department Diversity Commitment Agreement Statements

Campus's Diversity Commitment: I am satisfied with CSU's commitment to: (n = 1,823)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
107. Retaining diverse employees	3.4%	8.6%	35.1%	39.7%	13.2%
108. Treating all employees equitably	6.2%	11.5%	22.2%	43.2%	16.9%
109. Improving the campus climate for all employees	4.2%	10.9%	22.9%	47.5%	14.6%
110. Recruiting employees from a diverse set of backgrounds	3.3%	7.6%	31.8%	42.5%	14.8%
111. Keeping employees satisfied	6.2%	14.2%	26.1%	42.6%	10.9%
Department's Diversity Commitment: I am satisfied with my Department's commitment to: (n = 1,823)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
112. Retaining diverse employees	4.2%	8.5%	32.5%	37.8%	17.0%
113. Treating all employees equitably	9.0%	15.3%	17.7%	36.3%	21.8%
114. Improving the campus climate for all employees	7.1%	11.9%	23.4%	39.5%	18.2%
115. Recruiting employees from a diverse set of backgrounds	4.6%	8.6%	29.4%	39.2%	18.2%
116. Keeping employees satisfied	8.6%	18.0%	21.2%	35.9%	16.3%

Table 23. Campus and Department Diversity Perceptions: Agreement Statements

CSU Perceptions (n = 1,823)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
117. Creates a friendly environment for employees from diverse backgrounds	1.7%	4.7%	26.3%	50.7%	16.6%
118. Treats employees equitably	4.1%	10.3%	22.6%	48.2%	14.8%
119. Has diverse employees	3.5%	11.7%	22.4%	47.4%	15.0%
120. Encourages discussions related to diversity	1.8%	5.8%	26.3%	49.1%	17.1%
121. Provides employees with a positive work experience	2.8%	6.6%	21.7%	53.2%	15.7%
Department Perceptions (n = 1,823)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
122. Creates a friendly environment for employees from diverse backgrounds	3.3%	6.5%	22.6%	44.9%	22.7%
123. Treats employees equitably	7.5%	14.1%	18.0%	40.2%	20.2%
124. Has diverse employees	5.1%	13.6%	21.4%	40.9%	19.0%
125. Encourages discussions related to diversity	5.6%	11.6%	33.9%	31.7%	17.2%
126. Provides employees with a positive work experience	6.1%	10.8%	20.2%	42.7%	20.2%
Overall (n = 1,823)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
127. Overall, CSU's campus climate has become consistently more inclusive of all employees.	2.7%	5.7%	33.6%	46.5%	11.5%
128. Overall, I would recommend CSU as a place of employment.	3.3%	4.6%	13.2%	47.8%	31.2%

Table 24. Campus and Department Diversity Perceptions by Employee Group

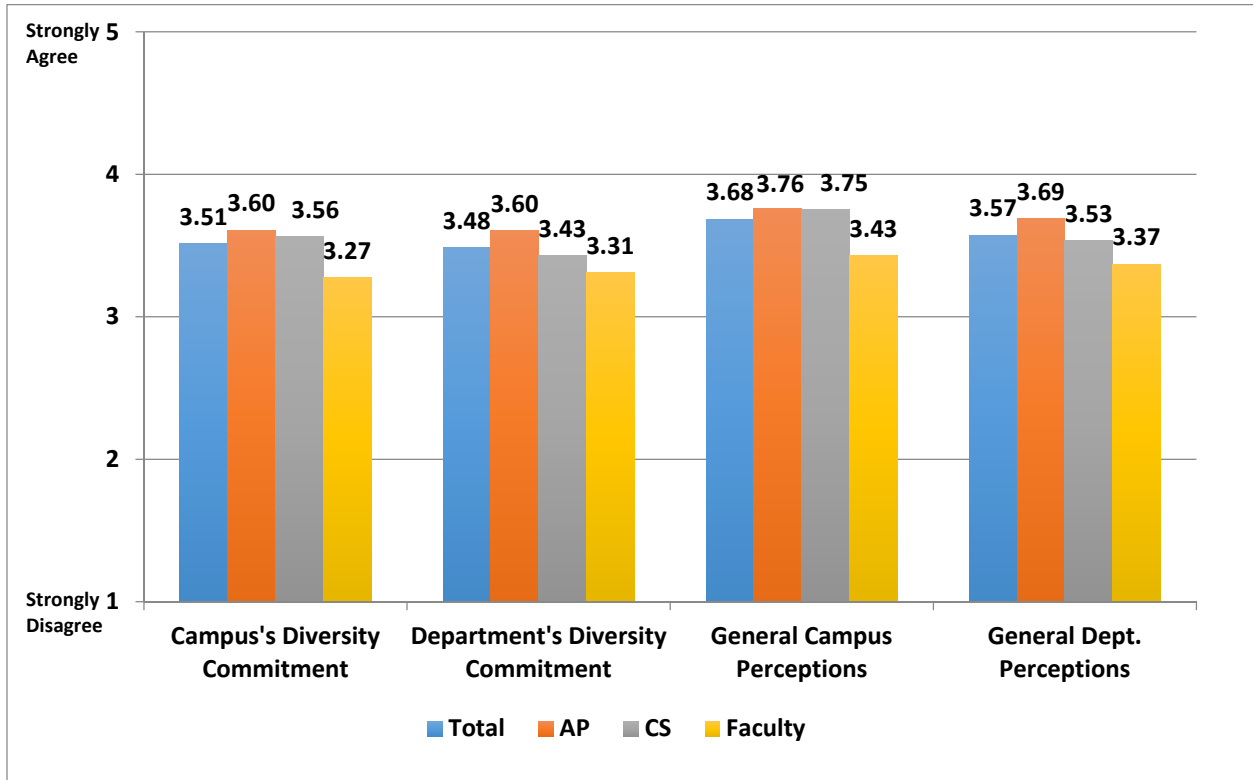
	Total n = 1,823	AP n = 794	CS n = 512	Faculty n = 407	PostDoc n = 27	Other n = 29
Campus Diversity Commitment	3.51	3.60	3.56	3.27	3.52	3.73
107. Retaining diverse employees	3.51	3.51	3.65	3.33	3.39	3.59
108. Treating all employees equitably	3.53	3.65	3.53	3.28	3.65	3.90
109. Improving the campus climate for all employees	3.57	3.72	3.54	3.34	3.60	3.72
110. Recruiting employees from a diverse set of backgrounds	3.58	3.62	3.66	3.40	3.46	3.76
111. Keeping employees satisfied	3.38	3.54	3.41	3.02	3.46	3.69
Department Diversity Commitment	3.48	3.60	3.43	3.31	3.45	3.66
112. Retaining diverse employees	3.55	3.62	3.56	3.40	3.48	3.62
113. Treating all employees equitably	3.47	3.64	3.34	3.29	3.48	3.59
114. Improving the campus climate for all employees	3.50	3.67	3.40	3.30	3.48	3.55
115. Recruiting employees from a diverse set of backgrounds	3.58	3.63	3.59	3.46	3.52	3.83
116. Keeping employees satisfied	3.33	3.47	3.26	3.10	3.56	3.72

Table 25. Campus and Department Perceptions by Employee Group

	Total n = 1,823	AP n = 794	CS n = 512	Faculty n = 407	PostDoc n = 27	Other n = 29
CSU Perceptions	3.68	3.76	3.75	3.43	3.73	3.85
117. Creates a friendly environment for employees from diverse backgrounds	3.76	3.83	3.81	3.53	3.96	3.97
118. Treats employees equitably	3.59	3.70	3.60	3.33	3.76	3.86
119. Has diverse employees	3.59	3.58	3.89	3.19	3.71	3.79
120. Encourages discussions related to diversity	3.74	3.79	3.77	3.62	3.36	3.69
121. Provides employees with a positive work experience	3.72	3.89	3.67	3.44	3.88	3.93
Department Perceptions	3.57	3.69	3.53	3.37	3.52	3.88
122. Creates a friendly environment for employees from diverse backgrounds	3.77	3.87	3.71	3.63	3.64	4.10
123. Treats employees equitably	3.51	3.66	3.40	3.33	3.65	3.79
124. Has diverse employees	3.55	3.57	3.72	3.24	3.65	4.03
125. Encourages discussions related to diversity	3.43	3.54	3.39	3.28	3.08	3.55
126. Provides employees with a positive work experience	3.60	3.79	3.47	3.36	3.50	3.93
Overall						
127. Overall, CSU's campus climate has become consistently more inclusive of all employees.	3.58	3.69	3.58	3.35	3.59	3.72
128. Overall, I would recommend CSU as a place of employment.	3.99	4.20	3.95	3.64	3.74	4.14

* Responses are on a 5-point Likert scale (1 = strongly disagree, 2 = agree, 3 neutral, 4 = agree, 5 = strongly agree).

Figure 6. Campus and Department Perceptions



Please contact the Assessment Group for Diversity Issues at j.schneider@colostate.edu for additional inquiries or specialized data requests regarding the climate survey results.

APPENDIX

Campus Climate Definitions

Discrimination is conduct that is based upon an individual's race, age, color, religion, national origin, ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy, and that (a) excludes an individual from participation in, (b) denies the individual the benefits of, (c) treats the individual differently from others in, or (d) otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in a University program or activity.

Harassment is conduct that demonstrates hostility towards a person (or a group of persons) based upon that person's race, age, color, religion, national origin, ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy and has the purpose or effect of:

1. Creating an intimidating or hostile environment in which to work, learn, or participate in a University activity, or unreasonably interfering with or affecting any such activities; or
2. Unreasonably affecting a person's educational or work opportunities.

Harassment may take various forms, including name-calling, verbal, graphic or written statements (including the use of electronic means), or other conduct that a reasonable person would find physically threatening, harmful, or humiliating. Harassment does not have to involve the intent to cause harm, be directed at a specific target, or involve repeated incidents in order to be prohibited.

Sexual harassment, including sexual assault, can involve persons of the same or opposite sex, and includes any unwelcome sexual advance, request for sexual favors, or other conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of a person's academic or employment status, or submission to, or rejection of, such conduct by an individual is used as the basis for, or a factor in, decisions affecting a person's employment or educational opportunities, or such conduct has the purpose or effect of unreasonably interfering with an individual's employment or academic performance or creating an intimidating, offensive or hostile environment. Sex-based harassment includes sexual harassment and non-sexual harassment based on stereotypical notions of what is female/feminine v. male/masculine or a failure to conform to those gender stereotypes.