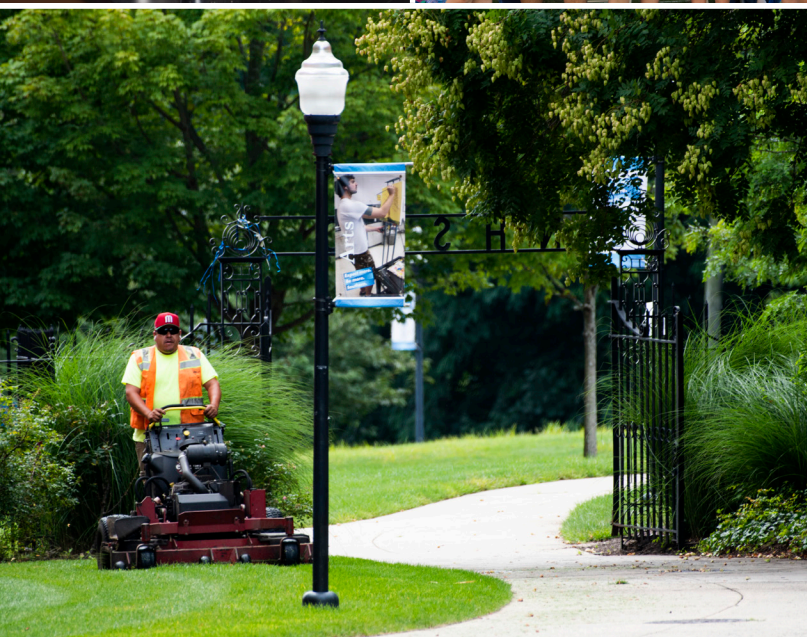


# SOUTHERN CONNECTICUT STATE UNIVERSITY PRESIDENT'S COMMISSION ON SOCIAL JUSTICE FALL 2017 CAMPUS CLIMATE SURVEY

## FACULTY AND STAFF SURVEY RESULTS



## **SUBMITTED BY THE CAMPUS CLIMATE LEADERSHIP TEAM**

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# PART I: CAMPUS CLIMATE SURVEY SUMMARY

## PURPOSE OF THE SURVEY

Southern Connecticut State University (SCSU) is committed to academic excellence, access, social justice, and service for the public good. Six values underpin this mission: excellence, access, diversity, student success, lifelong learning, and community involvement. The 2015–2025 Strategic plan seeks to realize those values in multiple ways, such as engaging with local and global communities through exemplary leadership and engaging in service to promote economic vitality and social justice for the public good. In addition, SCSU has an institutional commitment to become the Social Justice University in Connecticut, as members of the community strive to emulate characteristics representing five pillars: dignity, respect, kindness, compassion, and civility. These pillars reflect the features evident of a community engaged in attitudes and behaviors that result in a positive campus climate. Campus climate includes a set of attitudes, perceptions, behaviors, and expectations around issues of race, ethnicity and diversity; and is part of an intricate web of relations, socially constructed by individuals in an environment that includes a consideration of external forces that exist: government policy and sociohistorical context (Hurtado, et al. 2008). It is in this context, that the President's Commission on Social Justice sought to obtain an understanding of faculty, staff and student perceptions of SCSU's campus culture and climate.

The Commission wanted to better understand the experiences of faculty, staff, and students on Southern's campus. This report addresses the survey responses of faculty and staff. Student responses are addressed in a separate report. Additionally, the Commission wanted to identify activities that may support a positive campus climate and result in our members feeling welcome and engaged here at SCSU. Given the complexity of the university climate, it is necessary to engage in an iterative process that includes multiple types and sources of data. The administration of this campus-wide survey is the first of multiple steps that will develop a comprehensive understanding of the perceptions and experiences of SCSU's campus climate by its members. The Commission anticipates engaging in supplementary steps to gather and analyze additional types and sources of data (i.e., focus groups, demographic information from other University sources, past survey instruments for statistical comparison).

Part I of this report provides background regarding the selection of the survey instrument, recruitment for the survey, and an overview of the findings. Part II provides an in-depth description of the participant responses across the factors that influence campus climate. For areas reviewed, we provide the indicators of areas of strength and areas that would be potential opportunities for growth in enhancing our overall campus climate. It is intended that the information in this report will provide valuable data to inform decisions aimed at strengthening structures, policies, and programs that support and reflect our increasingly inclusive and diverse campus community.

## SURVEY SELECTION AND DESCRIPTION OF DATA ANALYSIS:

Following extensive discussion, review of literature and potential data collection resources during the Fall 2017 semester, the Commission chose to adopt SKYfactor™'s campus climate survey, the *Benchworks Faculty/Staff Campus Climate, Safety, and Sexual Assault Assessment*. This survey allowed us to explore Southern's campus climate through the identification of, and description of, faculty and staff perceptions and experiences around climate and diversity on campus. SKYfactor™ has been developing assessment tools since 1994 and has worked with over 1500 college and universities to impact student development, learning, retention, and satisfaction. Their Benchworks assessment program is designed to support policies and procedures related to program accreditation. They adhere to professional standards and to principles of continuous improvement. SKYfactor™ utilizes the approach of grouping-related, scaled questions into factors to reduce the complexity of analysis and to strengthen regression analysis for recommendations for improvement. Correlational analysis was used to establish the relationships between the scaled questions. Statistical analysis with Cronbach's Alpha was used to determine the internal consistency or reliability for each factor. A Cronbach's Alpha of zero would indicate no internal consistency, meaning the participants' responses would not reveal a pattern when responding. A Cronbach's Alpha of 0.5 is acceptable, of 0.7 is good, and in the 0.8 to 0.9 range is exceptional.

The survey consisted of 101 items (16 categorical; 85 scaled) to which respondents indicated their agreement using 1 (*Strongly disagree*) to 7 (*Strongly agree*) scales. Two open-ended items also allowed participants to provide additional information not reflected in survey items. The two questions were: "How would you describe the campus culture at this institution?" and "What is one thing you would do to improve the campus culture at this institution?" SKYfactor™ presents summary factor analysis results grouping items under related constructs (e.g., safety perceptions factor formed from items requesting agreement with safety-related items). SKYfactor™'s factor analysis results identified 14 independent campus climate-relevant factors (see Table 1), and one dependent factor reflecting overall perceptions. Cronbach's reliability estimates (alpha) showed that participants rated items within each factor consistently (i.e., if rating one safety item low then similar, but unique, safety items also rated low). All reliability estimates (alpha) exceeded 0.90, which indicated they are exceptionally reliable (see Appendix A).

Based on past benchmarking of other universities, SKYfactor™ identified mean ratings of 5.50 as the baseline goal for a positive campus environment. Based on that mean goal, performance percentages exceeding 75% are considered good, 71%–74% suggests that factor "Needs Work," and performance percentages below 70% suggest that factor poses an "Issue." SKYfactor™ provided means, standard deviations, and performance percentages for each item and factor. The goal of 5.50 and the performance percentage suggestions above were both adopted when examining each of the 14 factors to

**Table 1: SKYfactor™ Identified Campus Climate Independent Factors**

Perceptions of Institution	Perceptions of Administration
Campus Environment Perceptions	Administrative Policy Perceptions
Visibility	Campus Accessibility
Work Environment Perceptions	Campus Safety
Perceptions of Faculty	Individual Response to Sexual Assault
Perceptions of Staff	Institutional Response to Sexual Assault
Perceptions of Students	Personal Attitudes and Behaviors

determine area of need and areas with a high likelihood of changing overall campus climate perceptions.

Statistical analysis of the data began with hierarchical linear regressions examining which factors most strongly predicted the dependent variable, *Overall Perceptions*. This approach controls (subtracts the variance contributed by) each predictor (independent variable) entered into the model. Thus, this analysis helps determine which of the 14 factors influences overall campus climate perceptions and those that can be dropped from the model as they show no relationship to that outcome. The intention of this regression analysis (results discussed subsequently) was to provide insight using numerical data to determine allocation of resources to improve those factors that do predict *Overall Perceptions*.

In addition to the questions designed and developed by SKYfactor™, the Commission sought additional input from campus community stakeholders and therefore added 20 additional Likert-rated Institution-specific questions. The mean and percentage scores from these questions were analyzed for comparison across groups and then, where applicable, linked to one of the 14 factors from the SKYfactor™ survey.

SKYfactor™ provided data regarding statistical comparison of the means for each factor across different demographics. Faculty members, Christopher J. Budnick (Psychology), Olcay Yavuz (Educational Leadership), and Younjun Kim (Economics) then conducted further analysis of these data across additional demographics to identify statistically significant mean differences as a way to enhance our ability to accurately report on findings. Given the numerous and complex written responses to the two open-ended questions, faculty members, Amy Smoyer (Social Work) and Elizabeth Keenan (Social Work) worked with graduate student, Cole Depuy, (MFA) to conduct a thematic analysis of the responses from both questions. These qualitative analyses are embedded in the discussions of the findings.

While it is imperative to understand perceptions within our University, it is also imperative to understand how these perceptions may compare to relatively similar universities. SKYfactor™ provided the capability of comparison to other college and universities of similar Carnegie classification, enrollment size, and public/private status, allowing for a broader understanding of the perception of our faculty and staff as it relates to campus climate at other universities. Currently, only one institution, the University of Baltimore, in our Carnegie class completed the survey with their faculty and staff. However, 14 additional universities did complete the survey and we were able to review the demographics of these institutions and to select the required six who were closest in size and status as a point of comparison (see Appendix B).

## RECRUITMENT

All employees of the university (i.e., full-time, part-time, temporary, permanent) were invited to participate in the survey. Participants were actively recruited via email, dissemination of flyers, posters, yard signs, and small department meetings between November 15 and December 29, 2017.

Given the sensitive nature of the topics within the survey questions and in an effort to adhere to the principle of beneficence, participants were able to submit their surveys without any identification to ensure complete anonymity. Although incentives were provided, the system afforded the ability to assign these in a completely random manner that prevented a link between participants and their survey responses. The complete anonymity and confidentiality of participants leads to a greater likelihood of accuracy in participant responses. However, it is important to note that the nature of some questions may have continued to result in participants' hesitancy to respond in a transparent manner.

## PARTICIPANT DEMOGRAPHICS

A total of 652/1924 (33.9%) faculty and staff completed the survey. The percentage of responses falls above the benchmark of a 20% response rate frequently used to support generalizing results to the broader group. Therefore, the outcomes from the survey are likely representative of the SCSU faculty and staff perceptions of campus climate. However, to further increase the assurance that the voice of all faculty and staff have been heard and considered, and to deepen the understanding of all campus members' perceptions and experiences, additional research will be conducted as discussed above.

Participants' median age was between 41 and 60 (29.4% and 28.8%, respectively). More than half of participants (57.9%) identified as female; corresponding to the university total female population of 54.2%. Greater than half of the participants identified as White (75.3%), while others identified as Black/African American (8.9%), Hispanic (5.5%), and Asian (2.9%); corresponding to the university total population of White (77.0%), Black/African American (11.7%), Hispanic (6.0%), and Asian (5.3%). Additionally, 7% of participants identified as gay, lesbian, or bisexual or selected the category of "other". Most participants (99.8%) identified as U.S. citizens or permanent residents. Participants' median years of employment at Southern was between 6 and 10 years. About half of the participants (52%) were affiliated with the School of Arts and Sciences and the School of Health and Human Services. More than the half of participants (55%) were faculty (see Appendix C for a table of demographics).

Of the total 652 participants, 53% (345) provided written responses to the question, “How would you describe the campus culture at this institution?” and 52% (341) provided written responses to the question, “What is one thing you would do to improve the campus culture at this institution?”

In some instances, a participant may have opted to not respond to a survey item. This report will include tables and charts that will allow the reader to make note of the actual *n* (number of participants) for each factor or item discussed.

## BROAD PERCEPTION OF CAMPUS CLIMATE

*Overall Perceptions*, as defined by SKYfactor™, refers to how faculty and staff perceive their overall experience at SCSU. The performance on the survey items indicates their satisfaction with SCSU’s work environment, the extent to which they would recommend working at SCSU to a close friend, and the extent to which they believe they belong at SCSU. Performance of each of the 14 factors further influence the ability to determine
















the campus climate at SCSU through faculty and staff members’ overall perceptions in these areas. A general summary of the findings with initial recommendations is presented here. Part II of the report provides detailed analysis and findings of each factor, including the institutional-specific questions. For easy reference to the survey items by factor, please reference Appendix D.

## OVERVIEW OF SURVEY FINDINGS

The faculty and staff (*n* = 647) appear to have a good, positive overall perception of SCSU’s campus climate, with a performance rating of 74.5%. Many areas used to measure *Overall Perceptions* fall at or above goal (*M* = 5.5), further indicating a good, positive perception of SCSU’s campus climate. See Table 2 for a performance summary of Overall Perceptions and Factors.

Faculty and staff members’ written responses to open-ended questions further reveal an overall positive perception

**Table 2: Mean Scores and Performance Percentages of Overall Perceptions and Indicator Factors**

INDICATOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 15 // Overall Perceptions	647	5.47	1.46	74.5% 
0 ----- PERFORMANCE ----- 100%				
INDICATOR FACTORS BY PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 14 // Personal Attitudes and Behaviors	649	6.59	0.80	93.2% 
Factor 4 // Work Environment	648	5.75	1.57	79.2% 
Factor 12 // Individual Response to Sexual Assault	645	5.69	1.43	78.2% 
Factor 7 // Perceptions of Students	633	5.68	1.16	78.0% 
Factor 10 // Campus Accessibility	38	5.65	1.51	77.5% 
Factor 6 // Perceptions of Staff	637	5.58	1.33	76.3% 
Factor 13 // Institutional Response to Sexual Assault	639	5.52	1.35	75.3% 
Factor 3 // Visibility	647	5.48	1.18	74.7% 
Factor 1 // Perceptions of Institution	647	5.34	1.35	72.3% 
Factor 5 // Perceptions of Faculty	601	5.34	1.46	72.3% 
Factor 11 // Campus Safety	647	5.29	1.21	71.5% 
Factor 9 // Administrative Policies	638	5.29	1.30	71.5% 
Factor 2 // Campus Environment	643	5.29	1.37	71.5% 
Factor 8 // Perceptions of Administration	634	4.60	1.70	60.0% 
0 ----- PERFORMANCE ----- 100%				

 Issue 0%-70%	 Needs Work 71%-74%	 Good 75%-100%	NR Not Reported NEG Negative Correlation	 Lower	 Equal	 Higher
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of the SCSU campus climate with statements that indicated SCSU as welcoming, caring, respectful, and accepting. An example statement included,

Southern is a diverse, caring, supportive environment. There are many caring faculty who go above and beyond to help when they see a student in need. Most students are hard-working and motivated to succeed and respectful and appreciative of faculty efforts. President Joe has made positive changes to the environment that have brought student and faculty together.

A deeper look across the multiple factors that have been shown to influence perception of campus climate revealed mostly positive performance. Faculty and staff responses revealed strong satisfaction with the perception of their Personal Attitudes and Behaviors toward diversity, with a performance rating of 93.2%; suggesting comfort interacting with students, faculty, and staff from diverse backgrounds and engaging in discussion with individuals whose ideas and values differ from their own.

Additionally, faculty and staff responses indicated positive satisfaction with six additional factors: *Work Environment* (79.2%), *Individual Response to Sexual Assault* (78.2%), *Perceptions of Students* (78.0%), *Campus Accessibility* (77.5%), *Perceptions of Staff* (76.3%), and *Institutional Response to Sexual Assault* (75.3%). In summary, participants indicated feeling welcome at SCSU and valued for the work they perform. They have clear understanding and satisfaction with their role in responding to sexual assault as well as with the role of the University in this process. Through written statements to the open-ended question, participants perceived students and staff very positively, acknowledging that “most students are hard-working and motivated to succeed and are respectful and appreciative of faculty efforts” and that faculty “value staff and what they do to keep the institution running. They are unsung heroes.”

Faculty and staff evidenced slightly less positive satisfaction in their perception of six other factors: *Visibility* (74.7%), *Perceptions of Institution* (72.3%), *Perceptions of Faculty* (72.3%), *Campus Safety* (71.5%), *Administrative Policies* (71.5%) and *Campus Environment* (71.5%). To summarize these areas, faculty and staff responded with a relatively positive perception of the SCSU commitment to diversity; indicating positive satisfaction with the proactivity to prevent discrimination of race, abilities/disabilities, sexual orientation, socioeconomic status, and age. Further, most recognized that many of the SCSU students, staff, and faculty come from diverse backgrounds. There was a significant difference in perception of visibility between individuals who identify as White and those who identify as Black or African American, with the latter evidencing a less positive perception. Further, faculty and staff indicated less agreement with the visibility of diversity among senior leadership and were less positive in regard to discrimination based on political ideology. While *Perceptions of Institution* was positive for many, it appears that service/maintenance/skilled craft staff have a less positive view, with some acknowledging that they do not always feel appreciated or part of SCSU events and activities. Faculty and staff reported generally feeling safe on campus; with the exception of walking around campus. While most indicated positive perception that faculty and staff are treated fairly regardless of their diversity; there was a significant difference in this positive perception related to either race or position. Individuals who identified as Black or African American or who were of tenured status were less positive in their perception of faculty and staff being treated fairly.

Although above the scale mid-point, thus reflecting a mostly positive rather than negative perception, the factor with the least positive rating was participants' *Perceptions of Administration* (60.0%). Faculty and staff indicated slightly positive perception regarding administrators valuing the work they do and respecting their thoughts and ideas. Generally,

**Table 3: Twenty-four Themes Based on Thematic Analysis**

Positive	Negative
1. Welcome, care, respectful, accepting	1. No justice
2. Diverse & social Justice	2. Inconsistent
3. Inclusive	3. Under appreciated; favoritism
4. Improving	4. Fractured, broken, reforms needed
5. Supportive	5. Not welcome to all
6. Pres. Joe	6. Hostile, tense
7. Great	7. Tired, low morale
8. Decent	8. Low student & academic standards
	9. Poor campus presence
	10. Not open to range of political ideas
	11. Hierarchical and bureaucratic
	12. Lack of resources
	13. Sexism
	14. Administrative concerns
	15. Racism
	16. Harassment

faculty and staff indicated less agreement with administrator's concern for their welfare. This appears to be related to matters concerning personal health, parenting, and family care. Yet, some indicated that the new administration has made positive changes, bringing students and faculty together, resulting in more mutual respect across community members. For example, "President Joe has made positive changes to the environment that have brought student and faculty together" and "Campus culture has its ups and downs. Our new President is a breath of fresh air and his commitment to social justice has made for a better work place and campus environment."

A collective thematic analysis of the open-ended responses provided specific details to illuminate the quantitative data. Review of the responses to Question #1 revealed 24 themes that are presented below in Positive and Negative categories and in the order of frequency (1 = most frequently articulated) (see Table 3). Overall, while participants provided positive feedback, many additionally expressed concerns about climate on campus. The number of themes reflects greater diversity in the negative comments, and does not necessarily reflect a greater number of negative comments.

These data indicate that the SCSU campus is experienced in different ways to different people. For some, the environment is welcoming, caring, and inclusive while others reported experiences of sexism, racism and harassment. Some sensed the campus climate as improving, while others described an entrenched system of patronage that favors a few. One statement was, "There are many, many wonderful, accepting, respectful administrators, faculty, and staff who promote kindness and civility and inclusion and there are some who are not "woke" who perpetuate divisiveness and righteousness in ways that silence discussion and prevent mutual understanding." Indeed, a clear take-home message from this data is the idea of inconsistency. Experiences varied tremendously by gender, race, employee status, department, years of service.

Example statements that reveal positive perceptions experienced by some are provided by theme, and include:

**Inclusive: Diverse & Social Justice, Welcome, Caring, Respect, Acceptance**

Southern's campus culture has always been a welcoming environment that promotes inclusion and embraces diversity. I grew as a student and continue to as a professional a great deal through my interactions with students and other employees that make me feel valued. Southern is a campus loaded with opportunities and community members that want to help others become aware of these and gain those experiences. Within my area, the opportunity to learn from one another is available and encouraged. Though negativity will ensue at times from team members, I feel strongly that for the most part Southern is a positive working environment that I am comfortable being in most times.

**Supportive**

I believe Southern does a great deal to encourage a supportive campus culture for the wide range of people for whom the campus is so central and important.

**Improving**

I think the campus culture has changed in the few years I have been here for the better. I think it continues to work to be inclusive, find ways to educate faculty, staff, and students on campus, and the majority of individuals on campus try hard to create an environment that is inclusive, supportive, positive, and welcoming.

Example statements that reveal negative perceptions experienced by some are provided by theme, and include:

**No Justice**

There are many instances of employees being treated unfairly. When someone wants to say something, we are often told to stay quiet because you would be jeopardizing your career here or make things harder for everyone else. For an institution that encourages students to report incidents of wrongdoing, it is a culture of silence in the workplace.

While on the surface level, there is the appearance of acceptance and inclusivity, I am not confident that it is genuine. I believe that President Joe and Dr. Tyree promote social justice to the best of their ability, yet there are members of the "old guard" who just don't get it. One of the worst feelings is identifying with a marginalized group and getting the sense that even though people say they support you, that they really do not.

**Tired, Low Morale, Underappreciated, Favoritism**

There are a lot of very tired people working at this university. In 20 years, I can't remember a time when morale has been this low. The people who show up and truly care about the students are working early mornings, nights, and weekends in addition to their 40-hour work week, and there is no end in sight.

Put more value on the work faculty and staff do instead of consistently increasing workload expectations due to budgetary concerns. Staff and especially faculty are stretched far to thin to be sustainable and workload expectations continue to increase. The constant "do more with less" can become incredibly demoralizing for faculty and staff. It's incredibly discouraging and leaves one feeling as though they are not valued and respected, that we are work horses.

**Not Welcoming to All**

As an adjunct professor, I feel marginalized. Activities happen during the day when I am not able to come. Nothing is scheduled in the late afternoon or evening to accommodate the adjuncts.

**Not Open to a Range of Political Ideas**

I would say, even though I consider myself open to discussions on both sides of an issue, many faculty are not open to listening to opposing views, especially on a controversial issue.

**Harassment and Sexual Assault, Sexism and Racism**

This campus may not realize it, but bullying is acceptable because no one wants to do anything about it. This mainly applies to the faculty in certain schools and/or departments. We say that bullying is not permitted, but how do we enforce this? If we speak out about this, then we are targeted to an even greater extent by the same bullies who end up being protected by the HR department and others. We still speak up, but it would be nice to have support from the top down.

I find the White faculty on this campus to feel very comfortable telling the faculty of color and diverse backgrounds what they should be doing to make students feel more comfortable.




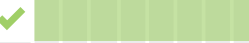











And I know of occasions when the staff have been openly hostile to faculty of color.

## COMPARISON TO OVERALL FINDINGS TO OTHER UNIVERSITIES

The satisfaction with *Overall Perception* of campus climate by SCSU faculty and staff is strong in comparison to other universities (see Appendix B List of Select 6 Universities). The SCSU faculty and staff participants indicated relatively equal satisfaction with their *Overall Perceptions* of their campus

climate as well as with the factors of *Work Environment*, *Campus Accessibility*, *Perceptions of Staff*, *Institutional Response to Sexual Assault*, *Perceptions of Faculty*, and *Campus Environment* (see Table 4). SCSU faculty and staff participants evidenced significantly greater satisfaction than the comparison group in their perception of *Personal Attitudes and Beliefs*, *Perceptions of Students*, *Visibility*, *Perceptions of Institution*, and *Administrative Policies*. The comparison group had significantly higher satisfaction than the SCSU faculty and staff in perception of *Individual Response to Sexual Assault*, *Campus Safety*, and *Perceptions of Administration*. Given that only 3 factors performed below the comparison university schools, it can be concluded that the SCSU faculty and staff satisfaction of campus climate is strong, with mostly equal to or greater than performance on factors that influence campus climate.

**Table 4: External Benchmarking**

INDICATOR PERFORMANCE							
	SELECT 6	CARNEGIE CLASS	ALL INST.	N	MEAN	STD DEV	PERFORMANCE
Factor 15 // Overall Perceptions	=		=	647	5.47	1.46	74.5% 
				0 ----- PERFORMANCE ----- 100%			
INDICATOR FACTORS BY PERFORMANCE							
	SELECT 6	CARNEGIE CLASS	ALL INST.	N	MEAN	STD DEV	PERFORMANCE
Factor 14 // Personal Attitudes and Behaviors	▲		▲	649	6.59	0.80	93.2% 
Factor 4 // Work Environment	=		▼	648	5.75	1.57	79.2% 
Factor 12 // Individual Response to Sexual Assault	▼	NR	▼	645	5.69	1.43	78.2% 
Factor 7 // Perceptions of Students	▲		▲	633	5.68	1.16	78.0% 
Factor 10 // Campus Accessibility	=		=	38	5.65	1.51	77.5% 
Factor 6 // Perceptions of Staff	=		▼	637	5.58	1.33	76.3% 
Factor 13 // Institutional Response to Sexual Assault	=	NR	▼	639	5.52	1.35	75.3% 
Factor 3 // Visibility	▲		▲	647	5.48	1.18	74.7% 
Factor 1 // Perceptions of Institution	▲		=	647	5.34	1.35	72.3% 
Factor 5 // Perceptions of Faculty	=		=	601	5.34	1.46	72.3% 
Factor 11 // Campus Safety	▼		▼	647	5.29	1.21	71.5% 
Factor 9 // Administrative Policies	▲		=	638	5.29	1.30	71.5% 
Factor 2 // Campus Environment	=		=	643	5.29	1.37	71.5% 
Factor 8 // Perceptions of Administration	▼		▼	634	4.60	1.70	60.0% 
				0 ----- PERFORMANCE ----- 100%			

 Issue 0%-70%	 Needs Work 71%-74%	 Good 75%-100%	NR Not Reported NEG Negative Correlation	▼ Lower	= Equal	▲ Higher
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## IMPACT FACTORS AND PARTICIPANT SUGGESTIONS TO EFFECT CHANGE

Collectively, the data from the survey further revealed that SCSU needs to develop strategies to work toward improving specific areas that impact overall campus climate as experienced by faculty and staff. Using a hierarchical linear regression analysis, SKYfactor™ identified the high impact factors that can effect change if addressed with developed goals and action plans. High impact factors represent those areas that result in the strongest contribution when predicting overall perceptions (see “Contribution” column of Table 5 for variance explained). For SCSU, these are *Work Environment*, *Perceptions of Administration*, *Perceptions of Institution*, *Perception of Staff*, and *Campus Safety* (see Table 5).

While performance scores on both *Work Environment* and *Perceptions of Staff* are above goal, the analyses suggest that improving and maintaining these areas, in addition to developing goals and actions to increase the other three high impact areas of *Perceptions of Administration*, *Perceptions of Institution*, and *Campus Safety*, will further enhance faculty

and staff's experiences and perception of the SCSU climate, leading to a more positive satisfaction with the SCSU campus environment.

## FACULTY AND STAFF SUGGESTIONS FOR IMPROVING THE SCSU CAMPUS CLIMATE

In addition to emphasis on the items in the survey for each factor, participant written comments on the survey provided additional input that may be considered as stakeholder groups develop goals and actions to improve the SCSU campus climate. For example, although faculty and staff indicated a sense of belonging and satisfaction with their *Work Environment* as good and improving (e.g., “I think the campus culture has changed in the few years I have been here for the better. I think it continues to work to be inclusive, find ways to educate faculty, staff, and students on campus, and the majority of individuals on campus try hard to create an environment that is inclusive, supportive, positive, and welcoming”), they offer suggestions for growth that expand upon those suggested through the quantitative survey data. These reflect a need to

**Table 5: High and Low Impact Factors Based on Multilinear Regression Analysis**

HIGH IMPACT FACTORS									
	PREDICTOR	CONTRIBUTION	N	MEAN	STD DEV	PERFORMANCE			
Factor 4 // Work Environment	1 <sup>ST</sup>	18.4%	648	5.75	1.57	79.2%	✓	<div><div></div></div>	
Factor 8 // Perceptions of Administration	2 <sup>ND</sup>	13.7%	634	4.60	1.70	60.0%	✗	<div><div></div></div>	
Factor 1 // Perceptions of Institution	3 <sup>RD</sup>	13.7%	647	5.34	1.35	72.3%	!	<div><div></div></div>	
Factor 6 // Perceptions of Staff	4 <sup>TH</sup>	10%	637	5.58	1.33	76.3%	✓	<div><div></div></div>	
Factor 11 // Campus Safety	5 <sup>TH</sup>	7.9%	647	5.29	1.21	71.5%	!	<div><div></div></div>	
0 ----- PERFORMANCE ----- 100%									
LOW/NO IMPACT FACTORS									
	PREDICTOR	CONTRIBUTION	N	MEAN	STD DEV	PERFORMANCE			
Factor 14 // Personal Attitudes and Behaviors	NP	0%	649	6.59	0.80	93.2%	✓	<div><div></div></div>	
Factor 12 // Individual Response to Sexual Assault	NP	0%	645	5.69	1.43	78.2%	✓	<div><div></div></div>	
Factor 7 // Perceptions of Students	NP	0%	633	5.68	1.16	78.0%	✓	<div><div></div></div>	
Factor 13 // Institutional Response to Sexual Assault	NP	0%	639	5.52	1.35	75.3%	✓	<div><div></div></div>	
Factor 3 // Visibility	NP	0%	647	5.48	1.18	74.7%	!	<div><div></div></div>	
Factor 5 // Perceptions of Faculty	NP	0%	601	5.34	1.46	72.3%	!	<div><div></div></div>	
Factor 9 // Administrative Policies	NP	0%	638	5.29	1.30	71.5%	!	<div><div></div></div>	
Factor 2 // Campus Environment	NP	0%	643	5.29	1.37	71.5%	!	<div><div></div></div>	
0 ----- PERFORMANCE ----- 100%									

✗ Issue 0%-70%	! Needs Work 71%-74%	✓ Good 75%-100%	NR Not Reported NEG Negative Correlation	▼ Lower	= Equal	▲ Higher
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foster interdisciplinary collaborations across the University, across all groups: faculty, staff, and students. One suggested, “we need to be better at creating spaces and education for intersectional identities. In my experience, we have a lot of groups, spaces, and programs that are singular in nature, i.e., Prism, CSA, OLAS, BSU, NAACP, but students with intersectional identities, (e.g., trans women of color), may not find connection in any of these groups.

When asked to articulate what they would suggest to improve the campus climate, most of the input included ideas that have already been identified and articulated by others, affirming the need to implement these ideas. Additional suggestions from survey participants included:

Intentionally program social justice pedagogy through faculty development AND have deans and chairs support faculty participation to increase the number of faculty who can include social justice content and discussion in their classes...Move beyond the small number of current faculty who do this largely because it is already within their discipline's values and curriculum.

Team building workshops for faculty and staff to bond together within their departments. Also, an opportunity to engage with colleagues in other departments on campus to foster inter-department/disciplinary work together.

Use the curriculum to bring diverse groups together (yes, race, class and gender, but also students and faculty from different disciplines). More curricular collaboration, which is expected in most workplaces, could improve conversations and knowledge of others.

More activities that will bring students, faculty and staff together.

In addition to considering the input of faculty and staff from the survey statements, and in an effort to assist groups in devising goals and plans of action to support enhancement of the SCSU campus climate, Appendix D includes the items from these five high impact survey factors that could be targeted to influence positive change in these areas and overall.

## PART II: DEEPER ANALYSIS OF INSTITUTIONAL EXPERIENCE

The data of the faculty and staff participants has been reviewed, analyzed and synthesized for the 14 independent factors. A description and discussion of these results is provided to support a deeper understanding and to assist stakeholders in considering use of these data to develop goals and action plans that can likely lead to a SCSU campus climate that is perceived with increased positivity by all faculty and staff. The factors are presented in order of potential for impact from highest to lowest. For each factor, there is a brief description of the factor and a synthesis of both quantitative (performance percentages and mean scores) and qualitative (thematic analysis of the written comments) data into areas of strength and opportunities for growth. The strengths include any aspect of the data analysis that indicate some aspect of positivity with relation to the factor. The discussion of opportunities for growth outlines ways that the campus climate could be strengthened through impacting that factor. Statistically significant differences by demographic category will be indicated. There will occasionally be reference to a comparison to the performance of our peer group, of the select six we identified for comparison, to all of those in our Carnegie classification, and/or all of the institutions who completed the survey in a three-year period. Quotes from the open-ended questions will be used to illuminate the quantitative results.

Additionally, the university asked twenty institutional-specific questions. The data analysis of these questions is spread throughout the factor presentation. That is, if a question seemed closely related to the questions asked in the factor, the results of that question(s) will follow the analysis of that factor.

Whenever possible, data is presented in graphical form for ease of analysis. As a reminder, the goal mean was 5.50. Performance above 75.0% is rated as “Good” (and indicated in green); performance ratings between 71.0% and 74.0% is rated as “Needs Work” (as indicated in yellow); performance ratings

between 0.0% and 70.0% is rated as an “Issue” (as indicated in red). Moreover, some factors may have performed well but have no impact on campus climate.

### HIGH IMPACT FACTORS

#### 1. Work Environment (Factor 4)

This factor seeks to explore the degree to which faculty and staff agree with the following:

- their supervisor treats them with respect,
- their supervisor values the work they do,
- there is use of appropriate and inclusive language in their work environment, and
- they feel welcome in their work environment.

#### Strengths:

Survey participants (n = 648) rated *Work Environment* as the top factor impacting Overall Perceptions of campus climate, as well as their second highest area of satisfaction. Additionally, participants indicated relatively high agreement with each of the questions asked in this factor (see Table 6).

#### Opportunities for Growth:

Given its top performance and high impact, Work Environment is an area where SCSU should continue to invest. SCSU's mean (M = 5.75, SD = 1.57) is significantly lower than the mean of all other institutions (81.5% performance). Additionally, the data analysis by demographic categories indicates that participants who identified as people of color (M = 5.42, SD = 1.80,  $p < .05$ ) have statistically significant lower agreement with this factor than all participants who identified as White (M = 5.86, SD = 1.47,  $p < .05$ ). Deeper analysis indicated that White individuals (M = 5.86, SD = 1.47) had significantly higher agreement

**Table 6: Work Environment**

FACTOR PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Factor 4 // Work Environment	648	5.75	1.57	79.2%	

FACTOR QUESTION PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Q020 // My supervisor treats me with respect.	642	5.86	1.71	81.0%	
Q022 // Appropriate and inclusive language is used in my work environment.	640	5.81	1.58	80.2%	
Q021 // My supervisor values the work I do.	640	5.72	1.76	78.7%	
Q023 // I feel welcome in my work environment.	645	5.64	1.75	77.3%	

that Work Environment appropriately displayed diversity appreciation compared to individuals from unknown races ( $M = 4.75$ ,  $SD = 1.99$ ;  $F[5, 640] = 3.42$ ,  $p = .005$ ) by about one scale point. No other significant differences emerged among the other racial categories, nor were there statistically significant differences by gender or sexual orientation.

Work Environment perceptions also significantly differed based on tenure status. Although all faculty indicated a positive perception of the Work Environment, tenure-track faculty ( $M = 5.87$ ,  $SD = 1.42$ ) had significantly less positive Work Environment perceptions than non-tenure track faculty ( $M = 6.04$ ,  $SD = 1.49$ ). No differences were observed between tenured ( $M = 5.50$ ,  $SD = 1.69$ ;  $F[2, 367] = 4.23$ ,  $p = .015$ ) and tenure-track faculty or non-tenure track faculty concerning Work Environment perceptions ( $ps > .05$ ).

Thematic analysis of the responses to the open-ended questions offered a diversity of perspectives. There are many who feel tired and underappreciated:

There are a lot of very tired people working at this university. In 20 years, I can't remember a time when morale has been this low. The people who show up and truly care about the students are working early mornings, nights, and weekends in addition to their 40-hour work week, and there is no end in sight. It is extremely difficult to hear a message from upper administration that says that we have to stop complaining about our lack of resources and remember that we do it for the students, because "their lives are at stake". For those of us that are already working very hard, the students are, of course, the reason that we do it, but we have lives too. Good people that care...are starting to burn out, and [there is no] recognition that something needs to change or be reorganized in order to keep that from happening.

The campus climate at this time (at least for faculty) is almost oppressive. The dire budgetary situation negatively affects everything we do and even our interactions with students...It used to be that faculty enjoyed being on campus, had their office doors open, and it was a more welcoming place. The climate has affected morale so much that I have seen faculty not spending any more time on campus than they have to...while online courses are cost-effective [this may] cause a further erosion of our CAMPUS community.

This is a campus of we and they. Being a facilities worker is a second-class citizen and we are treated like dogs. Morale is very low and this affects productivity. There is little incentive to do your job other than a paycheck. Upper management: here too long, creates hostile environment.

I do notice on a daily basis certain people are given special privileges. Not having to check in with supervisors at beginning of shift...leaving early 10 minutes every day.

Put more value on the work faculty and staff do instead of consistently increasing workload expectations due to budgetary concerns. Staff and especially faculty are stretched far too thin to be sustainable and workload expectations continue to increase. The constant "do more with less" can become incredibly demoralizing for faculty and staff. It's incredibly discouraging and leaves one feeling as though they are not valued and respected, that we are work horses. The administration is top heavy, yet we cut faculty and support staff positions that directly

serve our students. [This] will only further negative trends in student enrollment and retention, compounding budgetary issues in a vicious cycle that is detrimental to university and its mission.

The campus culture does not feel real!! The disparity of faculty and staff continues to leave very little room to ever see real change. Too much "old blood" and friendships have control of issues that continues to be overlooked. It is difficult to understand how an institution that promotes higher learning and growth does not support the same for staff who have been passed over for promotional opportunities especially when qualified...the climate of morale values and self-worth is still being felt across the campus...Outside individuals who leave after promoting themselves and do not have the commitment to SCSU. The individuals who love SCSU and would like to grow within the system is never given the same chance...The "power" people exploit and discriminate in ways that are deplorable. What is good for one should be the same for all. Overall, the culture is who you know, who can promote you, and not what you know.

These data reveal a need to strengthen the quality of engagement and interactions at all levels and in all departments across the institution. We need to provide training to those in supervisory roles to ensure they are prepared and have the tools to be effective with their teams.

### **SCSU-Specific Questions Related to Work Environment**

An examination of the SCSU specific questions that express similar ideas to the questions measuring *Work Environment* suggest a diversity of experiences.

#### **Strengths:**

Overwhelmingly, participants suggested an understanding of what is expected of them in their jobs (86.1% indicated agreement or strong agreement; 11.3% indicated mild agreement to mild disagreement; 2.6% indicated disagreement or strong disagreement) (see Table 7).

#### **Opportunities for Growth:**

While perceptions of knowing individual expectations for job performance were high overall, tenure track faculty ( $M = 5.93$ ,  $SD = 1.31$ ) reported significantly lower perceptions of knowing what is expected of them relative to non-tenure track faculty ( $M = 6.48$ ,  $SD = 1.00$ ;  $F[2, 354] = 5.08$ ,  $p = .007$ ). Tenure track faculty also approached holding significantly lower perceptions that they know individual expectations relative to tenured faculty ( $M = 6.27$ ,  $SD = 1.08$ ). Tenured and non-tenure track faculty did not differ regarding these perceptions.

Similar to responses to the open-ended questions, there is some amount of variability in response to other aspects of how faculty and staff feel equipped and supported in their work. While 55.5% of participants indicated that they agree or strongly agree that they have the materials and equipment needed to do their work well, the mean of 5.05 is below goal and 44.5% of participants indicated less agreement (32.6% expressed mild agreement to mild disagreement; 11.8% indicated disagreement or strong disagreement) (see Table 8). Analyzing the data by demographic category found significant differences by tenure status and race. Although perceptions of having the necessary equipment for work was above the scale midpoint for all tenure statuses, significant differences

did emerge. Specifically, both tenured ( $M = 4.56$ ,  $SD = 1.91$ ) and tenure-track ( $M = 4.90$ ,  $SD = 1.65$ ) faculty held significantly lower perceptions of having the necessary equipment for their work relative to non-tenure track faculty ( $M = 5.63$ ,  $SD = 1.56$ ;  $F [2, 354] = 11.47$ ,  $p < .001$ ). Tenured and tenure track faculty did not differ in these perceptions. Additionally, significant differences emerged showing that individuals from an unknown racial background ( $M = 3.96$ ,  $SD = 1.77$ ) had significantly lower perceptions of having the necessary equipment compared to White ( $M = 5.06$ ,  $SD = 1.74$ ) and Black/African American ( $M = 5.43$ ,  $SD = 1.72$ ;  $F [5, 631] = 2.87$ ,  $p = .01$ ) individuals. No other significant differences emerged among the other racial categories.

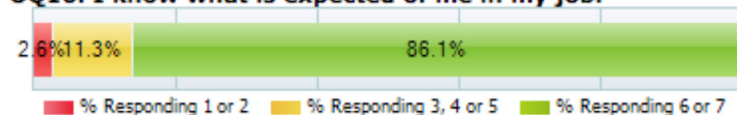
Similarly, 55.8% of participants indicated that they agree or strongly agree that our campus culture is one that supports positive relationships between employees and does not tolerate bullying, 27.8% of participants expressed mild agreement to mild disagreement and 16.3% indicated disagreement or strong disagreement, resulting in a mean of only 4.99 (see Table 9).

Analyzing the data by demographic categories identified significant differences by gender and tenure status. Significant differences between genders showed that female employees ( $M = 4.86$ ,  $SD = 2.02$ ) had significantly lower perceptions of supportive relationships/no bullying compared to male employees ( $M = 5.26$ ,  $SD = 1.62$ ;  $t[590.87] = -2.73$ ,  $p = .007$  [degrees of freedom corrected for unequal variances]). Additionally, significant differences among tenure status emerged concerning perceptions of supportive relationships/no bullying. Both tenured ( $M = 4.61$ ,  $SD = 1.95$ ) and tenure-track faculty ( $M = 4.74$ ,  $SD = 1.91$ ) had significantly lower perceptions of having supportive relationships/no bullying relative to non-tenure track faculty ( $M = 5.60$ ,  $SD = 1.75$ ;  $F [2, 353] = 9.01$ ,  $p < .001$ ). Tenured and tenure-track faculty did not differ in their perceptions of supportive relationships/no bullying.

Understanding the value of positive reinforcement, participants were asked the degree to which they had received recognition or praise for doing good work sometime in the month prior ( $M = 4.72$ ,  $SD = 1.91$ ) (see Table 10). Half (49.9%) indicated firm agreement in response, 28.7% expressed

**Table 7: I know what is expected of me in my job.**

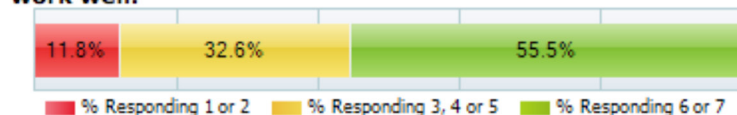
**OQ10. I know what is expected of me in my job.**



	N	% of Total	% Resp = 95.1%
(1) Strongly Disagree	10	1.6%	
(2) Disagree	6	1.0%	N = 620
(3) Mildly Disagree	15	2.4%	Mean = 6.21
(4) Neutral	17	2.7%	Std Dev = 1.19
(5) Mildly Agree	38	6.1%	
(6) Agree	215	34.7%	
(7) Strongly Agree	319	51.5%	

**Table 8: I have the materials and equipment I need to do my work well.**

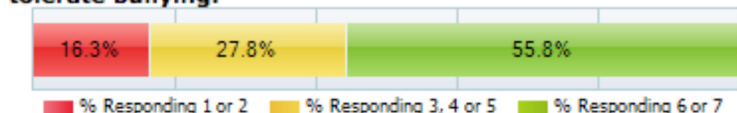
**OQ11. I have the materials and equipment I need to do my work well.**



	N	% of Total	% Resp = 95.9%
(1) Strongly Disagree	33	5.3%	
(2) Disagree	41	6.6%	N = 625
(3) Mildly Disagree	71	11.4%	Mean = 5.05
(4) Neutral	51	8.2%	Std Dev = 1.77
(5) Mildly Agree	82	13.1%	
(6) Agree	217	34.7%	
(7) Strongly Agree	130	20.8%	

**Table 9: I perceive our campus culture to be one that supports positive relationships between employees and does not tolerate bullying.**

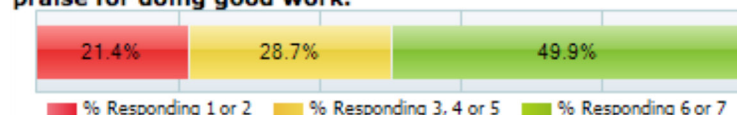
**OQ9. I perceive our campus culture to be one that supports positive relationships between employees and does not tolerate bullying.**



	N	% of Total	% Resp = 94.8%
(1) Strongly Disagree	47	7.6%	
(2) Disagree	54	8.7%	N = 618
(3) Mildly Disagree	41	6.6%	Mean = 4.99
(4) Neutral	60	9.7%	Std Dev = 1.90
(5) Mildly Agree	71	11.5%	
(6) Agree	204	33.0%	
(7) Strongly Agree	141	22.8%	

**Table 10: In the last month, I have received recognition or praise for doing good work.**

**OQ12. In the last month, I have received recognition or praise for doing good work.**



	N	% of Total	% Resp = 93.1%
(1) Strongly Disagree	70	11.5%	
(2) Disagree	60	9.9%	N = 607
(3) Mildly Disagree	29	4.8%	Mean = 4.72
(4) Neutral	88	14.5%	Std Dev = 2.03
(5) Mildly Agree	57	9.4%	
(6) Agree	172	28.3%	
(7) Strongly Agree	131	21.6%	

mild agreement to mild disagreement, and 21.4% indicated disagreement or strong disagreement.

Analyzing the data by demographic status showed significant differences among tenure status on perceptions of receiving recognition. However, pair-wise comparisons indicated that tenured faculty ( $M = 4.46$ ,  $SD = 2.11$ ) trended toward reporting significantly lower receipt of recognition relative to tenure-track faculty ( $M = 5.10$ ,  $SD = 2.02$ ;  $p = .07$ ). Non-tenure track ( $M = 4.99$ ,  $SD = 2.07$ ) and tenured faculty perceptions did not significantly differ at the comparison level (FFull Model[2, 346] = 3.49,  $p = .03$ ).

Recognizing that lack of affirmation may be a result of underperformance, the value of supervisor feedback becomes relevant. Participants were asked, "In the last six months, my supervisor has talked to me about my progress" (see Table 11). Responses were quite similar to the prior question: 47.1% indicated agreement or strong agreement, 28% indicated mild agreement to mild disagreement, and 25.0% indicated disagreement or strong disagreement.

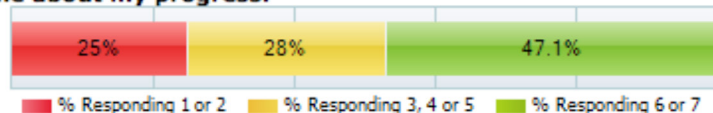
Analyzing the data by demographic categories found significant differences among tenure status on having received supervisory progress feedback. Tenured faculty ( $M = 3.96$ ,  $SD = 2.14$ ) had lower perceptions of receiving supervisor progress feedback compared to tenure track ( $M = 5.39$ ,  $SD = 1.90$ ) and non-tenure track ( $M = 4.73$ ,  $SD = 2.20$ ;  $F[2, 353] = 12.47$ ,  $p < .001$ ) faculty. Tenure track and non-tenure track faculty did not differ in their perceptions of receiving supervisor progress feedback.

Additionally, the responses to questions inquiring about encouragement for professional growth and having opportunities to grow were similar. In response to the question, "There is someone at work who encourages my professional growth and development," 55.2% expressed agreement or strong agreement, 30.8% expressed mild agreement to mild disagreement while 14.0% indicated disagreement or strong disagreement (see Table 12). In response to the question, "In the past six months, I have had opportunities at work to learn and grow," 57.9% of participants strongly agreed or agreed, 28.5% expressed mild agreement to mild disagreement, and 13.6% indicated disagreement or strong disagreement (see Table 13).

Further analysis of these questions indicates differences by tenure status. Compared to tenured faculty ( $M = 5.13$ ,  $SD = 1.87$ ), tenure-track faculty ( $M = 5.90$ ,  $SD = 1.47$ ;  $F[2, 354] = 4.68$ ,  $p = .01$ ) had higher perceptions of having opportunities to grow. Neither tenured faculty and non-tenure track ( $M = 5.37$ ,  $SD = 1.90$ ) faculty, nor tenure track faculty and non-tenure track faculty significantly differed in their perceptions of having opportunities to grow. Moreover, compared to tenured faculty ( $M = 4.90$ ,  $SD = 1.94$ ), tenure-track faculty ( $M = 5.74$ ,  $SD = 1.64$ ;  $F[2, 353] = 5.26$ ,  $p = .006$ ) had higher perceptions of having someone who encourages their professional growth. Neither tenured faculty and non-tenure track faculty ( $M = 5.18$ ,  $SD = 1.83$ ), nor tenure track faculty and non-tenure track faculty significantly differed in their perceptions of having who encourages their professional growth.

**Table 11: In the last six months, my supervisor has talked to me about my progress.**

**OQ14. In the last six months, my supervisor has talked to me about my progress.**

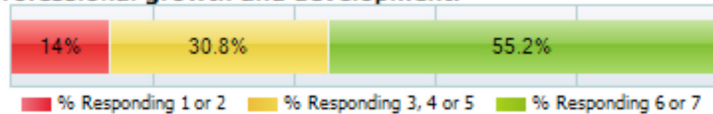


	N	% of Total
(1) Strongly Disagree	78	13.0%
(2) Disagree	72	12.0%
(3) Mildly Disagree	17	2.8%
(4) Neutral	84	14.0%
(5) Mildly Agree	67	11.2%
(6) Agree	158	26.3%
(7) Strongly Agree	125	20.8%

% Resp = 92.2%
N = 601
Mean = 4.60
Std Dev = 2.08

**Table 12: There is someone at work who encourages my professional growth and development.**

**OQ13. There is someone at work who encourages my professional growth and development.**

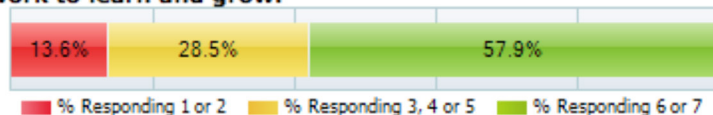


	N	% of Total
(1) Strongly Disagree	49	7.9%
(2) Disagree	38	6.1%
(3) Mildly Disagree	23	3.7%
(4) Neutral	95	15.3%
(5) Mildly Agree	73	11.8%
(6) Agree	190	30.7%
(7) Strongly Agree	152	24.5%

% Resp = 95.1%
N = 620
Mean = 5.07
Std Dev = 1.84

**Table 13: In the past six months, I have had opportunities at work to learn and grow.**

**OQ15. In the past six months, I have had opportunities at work to learn and grow.**



	N	% of Total
(1) Strongly Disagree	52	8.4%
(2) Disagree	32	5.2%
(3) Mildly Disagree	31	5.0%
(4) Neutral	70	11.4%
(5) Mildly Agree	75	12.2%
(6) Agree	183	29.7%
(7) Strongly Agree	174	28.2%

% Resp = 94.6%
N = 617
Mean = 5.15
Std Dev = 1.88

## 2. Perceptions of Administration (Factor 8)

This factor seeks to explore how administration is perceived regarding their:

- genuine concern about the participant's welfare,
- respect toward what faculty and staff think, and
- valuing the work that a participant performs.

### Strengths:

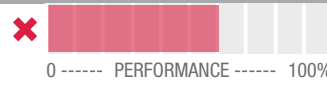
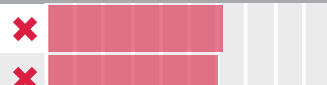
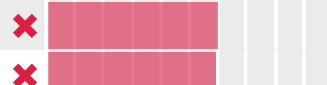

Participants (n = 634) indicated above mid-point rates of satisfaction for their overall *Perceptions of Administration* (M = 4.60, SD = 1.70). They rated at above mid-point, or slightly positive, satisfaction for their perception that administration is genuinely concerned about their welfare, is respectful of what faculty and staff think, and values the work of the participants (see Table 14). Although these mean scores all fall below goal, and indicate performance as an issue, analysis of written statements may indicate some perception shifts in recent years. For example, some stated, "President Joe has made positive changes to the environment that have brought student and faculty together," "It has changed a great deal for the better—more welcoming, more mutual respect—in large part because of more engaged leadership," and "Campus culture has its ups and downs. Our new President is a breath of fresh air and his commitment to social justice has made for a better work place and campus environment."

### Opportunities for Growth:

While the Perceptions of Administration on these areas were above mid-point, all ratings do fall below goal. When looking at mean scores by faculty or staff position, service/maintenance/skilled craft staff had significantly less positive perceptions of the administration compared to faculty members, professional staff, and other positions (see Table 15). Written comments further illuminate these findings. Many staff report they are not valued nor given the respect they might expect to receive. One participant wrote, "This is a campus of we and they. Being a facilities worker is a second-class citizen and we are treated like dogs. Morale is very low and this effects productivity. There is little incentive to do your job other than a paycheck. Upper management: here too long, creates hostile environment."

*Perceptions of Administration* also significantly differed based on tenure status. Compared to tenure track faculty, tenured faculty exhibited significantly less positive perceptions of the administration (M = 4.90, 4.33, respectively,  $p = .016$ ). One participant wrote, "some senior leadership (i.e., the President, Student Affairs) is doing a great deal to foster inclusion, civility, and support at this institution, but that does not trickle down through the Provost and Dean, or the administrative side of things like HR, to make the climate welcoming and supportive for conducting all aspects of business required of faculty."

**Table 14: Perceptions of Administration**

FACTOR PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Factor 8 // Perceptions of Administration	634	4.60	1.70	60.0%	
0 ----- PERFORMANCE ----- 100%					
FACTOR QUESTION PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Q038 // Administrators value the work I do.	629	4.67	1.82	61.2%	
Q037 // Administrators respect what faculty and staff think.	630	4.59	1.74	59.8%	
Q036 // Administrators are genuinely concerned about my welfare.	631	4.54	1.76	59.0%	
0 ----- PERFORMANCE ----- 100%					

**Table 15: Perceptions of Administration by Position**

	Mean	Standard Deviation
Faculty Member <sup>2</sup>	4.57	1.75
Executive	5.20	1.71
Professional Staff <sup>2</sup>	4.89	1.45
Administrative Support Staff	4.36	1.56
Service/Maintenance/Skilled Craft Staff <sup>1</sup>	3.51	2.13
Other <sup>2</sup>	5.20	1.26

*Note: Superscript numbers indicated significant differences between groups at  $p < .05$ . Categories labeled "1" significantly differ from categories labeled "2." Full model information:  $F(5, 608) = 4.19, p = .001$ .*

Although the survey data do not reveal significance related to gender, thematic analysis of participant statements indicated that there may be some who perceive gender influencing the decisions of administration. For example, “The campus culture for women has been and continues to be toxic! Key administrators and staff have created a culture that prevents women who refuse to “go along to get along” from feeling safe, supported, and able to be professionally successful.” Further, some participants indicated feelings of being under appreciated and favoritism, and expressed evidence of hierarchical and bureaucratic challenges. Yet, others cautiously acknowledge the current efforts by administration to support campus climate, revealing ongoing perceptions of administration as one of concern. One wrote, “while on the surface level, there is the appearance of acceptance and inclusivity, I am not confident that it is genuine. I believe that President Joe and Dr. Tyree promote social justice to the best of their ability, yet there are members of the “old guard” who just don’t get it. One of the worst feelings is identifying with a marginalized group and getting the sense that even though people say they support you, that they really do not.”

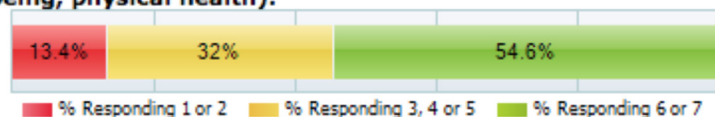
## SCSU-Specific Questions Related to Perceptions of Administration

SCSU-specific questions that addressed administration’s support of health and well-being add additional insight (see Tables 16 and 17). Most participants indicated agreement with being well supported in their ability to attend to matters related to personal health (54.6% rated agree or strongly agree). Some indicated less satisfaction with being well supported (32% rate as mild to neutral and 13.4% rate as disagree or strongly disagree). When asked to respond to their perception of being supported for parenting or family care needs, there appeared to be overall less satisfaction (49.5% rate agree or strongly agree, 33.1 % rate mild to neutral, and 17.4% rate disagree or strongly disagree).

Deeper analysis of these data reveal that perceptions of feeling supported in family care matters fell very close to the scale midpoint. Although no differences emerged between the perceptions of tenure and tenure track faculty, both tenured ( $M = 4.41$ ,  $SD = 2.08$ ) and tenure track faculty ( $M = 4.31$ ,  $SD = 2.03$ ) trended toward significantly lower perceptions for support in family care matters relative to non-tenure track faculty ( $M = 5.09$ ,  $SD = 1.82$ ,  $F(2, 277) = 3.29$ ,  $p = .04$ ).

**Table 16: I feel well supported in my ability to attend to matters related to my personal health.**

**Q07. I feel well supported in my ability to attend to matters related to my personal health (i.e., mental health, well-being, physical health).**

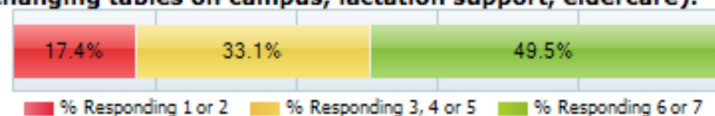


	N	% of Total
(1) Strongly Disagree	41	6.8%
(2) Disagree	40	6.6%
(3) Mildly Disagree	33	5.5%
(4) Neutral	105	17.4%
(5) Mildly Agree	55	9.1%
(6) Agree	179	29.6%
(7) Strongly Agree	151	25.0%

% Resp = 92.6%  
 N = 604  
 Mean = 5.04  
 Std Dev = 1.84

**Table 17: I feel well supported in my ability to attend to matters related to parenting and family care needs.**

**Q08. I feel well supported in my ability to attend to matters related to parenting and family care needs (i.e., childcare, changing tables on campus, lactation support, eldercare).**



	N	% of Total
(1) Strongly Disagree	39	8.2%
(2) Disagree	44	9.2%
(3) Mildly Disagree	37	7.8%
(4) Neutral	77	16.1%
(5) Mildly Agree	44	9.2%
(6) Agree	152	31.9%
(7) Strongly Agree	84	17.6%

% Resp = 73.2%  
 N = 477  
 Mean = 4.75  
 Std Dev = 1.89

**Table 18: Perceptions of Institution**

FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q001 // This institution is welcoming.	645	5.58	1.36	76.3% ✓
Q002 // This institution is respectful.	644	5.52	1.42	75.3% ✓
Q003 // This institution encourages free and open discussion on difficult topics.	638	5.41	1.54	73.5% !
Q004 // This institution makes me feel included as a member of the community.	642	5.20	1.65	70.0% !
Q005 // This institution encourages faculty and staff to openly share their ideas.	636	5.02	1.70	67.0% ✗

0 ----- PERFORMANCE ----- 100%

### 3. Perceptions of Institution (Factor 1)

This factor seeks to explore the extent to which faculty and staff perceive SCSU as:

- welcoming,
- respectful,
- encouraging of free and open discussion on difficult topics,
- making one feel included as a member of the community, and
- encouraging faculty and staff to openly share their ideas.

#### Strengths:

Participants (n = 647) indicated above mid-point, positive satisfaction *Perceptions of Institution* related to being welcoming, respectful, encouraging free and open dialogue, feeling included, and sharing ideas. The mean scores for items related to *Perceptions of Institution* as welcoming and respectful fell above goal (see Table 18). Thematic analysis of faculty and

staff written statements reflect these scores, indicating that the campus was experienced as welcoming, respectful and caring. For example, "Southern is a diverse, caring, supportive environment. There are many caring faculty who go above and beyond to help when they see a student in need," and "Southern's campus culture has always been a welcoming environment that promotes inclusion and embraces diversity."

#### Opportunities for Growth:

Although faculty and staff indicated a positive perception of SCSU as welcoming and respectful, there is a less positive perception related to feeling included and being able to engage in free and open dialogue on difficult topics, and to share ideas (see Table 18). Additionally, service/maintenance/skilled craft staff had significantly less positive *Perceptions of Institution* compared to faculty members, professional staff, administrative support staff, and other positions (see Table 19). Some participants shared written responses that explain the rationale for their perception of SCSU and offer suggestions for improving the climate of our campus. "As an adjunct professor,

**Table 19: Perceptions of Institution by Position**

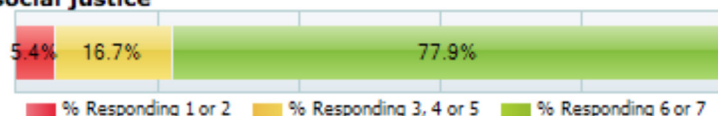
	Mean	Standard Deviation
Faculty Member <sup>2</sup>	5.64	1.42
Executive	4.73	0.85
Professional Staff <sup>2</sup>	5.07	1.31
Administrative Support Staff <sup>2</sup>	5.11	1.38
Service/Maintenance/Skilled Craft Staff <sup>1</sup>	3.99	2.02
Other <sup>2</sup>	5.43	1.12

Note: Superscript numbers indicated significant differences between groups at  $p < .05$ .

Categories labeled "1" significantly differ from categories labeled "2." Full model information:  $F(5, 578) = 9.26, p < .001$ .

**Table 20: Institution-specific questions for SCSU mission and commitment to social justice**

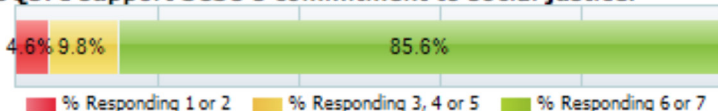
#### OQ4. I understand the SCSU's mission and commitment to social justice



	N	% of Total
(1) Strongly Disagree	28	4.5%
(2) Disagree	6	1.0%
(3) Mildly Disagree	7	1.1%
(4) Neutral	60	9.5%
(5) Mildly Agree	38	6.0%
(6) Agree	226	35.9%
(7) Strongly Agree	264	42.0%

% Resp = 96.5%
N = 629
Mean = 5.87
Std Dev = 1.49

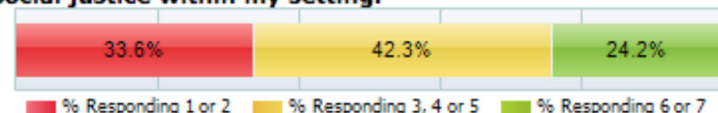
#### OQ5. I support SCSU's commitment to social justice.



	N	% of Total
(1) Strongly Disagree	24	3.9%
(2) Disagree	4	0.7%
(3) Mildly Disagree	4	0.7%
(4) Neutral	33	5.4%
(5) Mildly Agree	23	3.8%
(6) Agree	139	22.7%
(7) Strongly Agree	386	63.0%

% Resp = 94.0%
N = 613
Mean = 6.24
Std Dev = 1.40

#### OQ6. I need additional training to be better able to promote social justice within my setting.



	N	% of Total
(1) Strongly Disagree	95	15.6%
(2) Disagree	109	17.9%
(3) Mildly Disagree	35	5.8%
(4) Neutral	127	20.9%
(5) Mildly Agree	95	15.6%
(6) Agree	108	17.8%
(7) Strongly Agree	39	6.4%

% Resp = 93.3%
N = 608
Mean = 3.82
Std Dev = 1.90

I feel marginalized; activities happen during the day when I am not able to come," "I believe that many students appreciate that we articulate the commitment to social justice, but we need to be better at creating spaces and education for intersectional identities...", "Encourage courageous conversations between students, faculty and staff," and "Work harder to respect the opinions of all, not just those with whom we already agree."

### SCSU-Specific Questions Related to Perceptions of Institution

An examination of the institution-specific questions that express similar ideas to the questions measuring *Perceptions of Institution* suggest a diversity of experiences. The questions used to assess the perception of SCSU's mission and commitment to social justice asked faculty and staff to share the extent to which they understood and supported the mission and commitment, as well as feel equipped to promote social justice (see Table 20).

### Strengths:

Overall, participants indicated positive satisfaction with their understanding and support of the mission and commitment to social justice (see Table 20), with results consistent across both items for all groups. When considering a participant's position at SCSU, there is greater understanding evidenced by those in 'Executive' roles than any other group (see Table 21). Service/maintenance/skilled craft staff were significantly less understanding of this mission. Even though there is not equal understanding, all faculty and staff indicated strong, positive support to the commitment for social justice.

### Opportunities for Growth:


Although there was indication of understanding the commitment and mission, there was a clear disparity in the understanding by those who identify as holding service/maintenance/skilled craft staff positions, with significantly less understanding than any other position (see Table 21). This indicates an opportunity to increase sharing of information and materials to all of the SCSU community members that support the mission and commitment to social justice.

**Table 21: Understand and Support SCSU's Social Justice Commitment by Position**





	Understand Commitment		Support Commitment	
	Mean	Standard Deviation	Mean	Standard Deviation
Faculty Member <sup>2</sup>	5.90	1.52	6.26	1.45
Executive <sup>2</sup>	6.80	0.63	6.90	0.32
Professional Staff <sup>2</sup>	5.99	1.26	6.30	1.23
Administrative Support Staff <sup>2</sup>	5.78	1.48	6.30	1.23
Service/Maintenance/ Skilled Craft Staff <sup>1</sup>	4.62	2.21	5.46	1.99
Other <sup>2</sup>	6.17	0.99	6.33	1.14

*Note: Superscript numbers indicated significant differences between groups at  $p < .05$ .  
Categories labeled "1" significantly differ from categories labeled "2."  
Full model information: Understand commitment  $F(5, 607) = 5.13, p < .001$ ; Support commitment  $F(5, 591) = 2.21, p = .05$ .*

**Table 22: Perceptions of Staff**

FACTOR PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Factor 6 // Perceptions of Staff	637	5.58	1.33	76.3%	
					0 ----- PERFORMANCE ----- 100%

FACTOR QUESTION PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Q028 // Staff treat me with respect.	636	5.81	1.37	80.2%	
Q029 // Staff display an appreciation for individuals from diverse backgrounds.	615	5.61	1.36	76.8%	
Q030 // Staff value the work I do.	614	5.50	1.49	75.0%	
Q031 // Staff value my feedback.	609	5.36	1.54	72.7%	
					0 ----- PERFORMANCE ----- 100%

In addition, there was a clear pattern for need of additional knowledge and training among participants. Participants indicated mild agreement (15.6%), mild disagreement (5.8%) or neutral (20.9%) to their need for additional training. Alternately, 24.2% indicated agreement or strong agreement with the need for further training to support their ability to promote social justice.

#### 4. Perceptions of Staff (Factor 6)

This factor explores the extent to which faculty and staff agree that the staff:

- treat them with respect,
- display an appreciation of those from diverse backgrounds,
- value the work that they do, and
- and value their feedback.

##### Strengths:

Participants (n = 637) indicated above goal rates of satisfaction in their *Perceptions of Staff* (M = 5.58, SD = 1.33). They perceived staff as treating them with respect, displaying appreciation of those from diverse backgrounds, and valuing the work of the participant (see Table 22).

##### Opportunities for Growth:

Further analysis by position indicates that service/maintenance/skilled craft staff had significantly less positive perceptions of staff compared to faculty members, professional staff, administrative support staff, and other personnel (see Table 23). Significant differences did not emerge among any other positions.

While not evident in the close-ended survey responses, some participants indicated a perception of staff as disrespecting women or evidencing racist tendencies. For example, "The campus culture for women has been and continues to be toxic! Key administrators and staff have created a culture that prevents women who refuse to 'go along to get along' from feeling safe, supported, and able to be professionally successful..." and "I know of occasions when the staff have been openly hostile to faculty of color."

Recommendations offered by participants included, "Team building workshops for faculty and staff to bond together within their departments. Also, an opportunity to engage with colleagues in other departments on campus to foster inter-department/disciplinary work together," and "Value staff and what they do to keep the institution running. They are unsung heroes."

#### 5. Campus Safety (Factor 11)

This factor examines employee perception of campus safety and SCSU's promotion of the safety of students, faculty and staff. Faculty and staff indicated the extent to which SCSU:

- provides a safe place for students, staff and faculty,
- protects the safety of students, faculty, and staff,
- provides a physically safe work environment,
- has adequate outdoor lighting, and
- is safe to walk around at night.

##### Strengths:

The participants (n = 647) overall rating of satisfaction with campus safety fell above mid-point, indicating slight satisfaction with *Campus Safety* (M = 5.29, SD = 1.21). Two of the seven items did reveal an indication that faculty and staff have good satisfaction with general safety, indicating agreement that SCSU is a safe place for many of its members (see Table 24). While below goal of 5.5, there was evidence of slight satisfaction with SCSU's ability to protect the safety of its' community members with physical safety and adequate outdoor lighting.

##### Opportunities for Growth:

Participants responses indicate less satisfaction with being able to safely walk around the SCSU campus at night. Other areas where the item scored lower than the mean goal included participants' perception that the institution does not do enough to protect the safety of students, faculty and staff, and satisfaction with the physical safety of the work environment (see Table 24). Thematic analysis of the written responses suggests a concern of lack of resources for SCSU and some participants provide insight into their concerns as well as recommendations to enhance campus safety:

Overall improvement to all our facilities that have help and safety concerns. Lack cameras, security, and cleanliness.

Make sure phones are working in classrooms, emergency exits are clear and reviewed by instructors.

Too many keys are in too many persons' possessions. It seems unsafe for so many to have master keys.

Please make sure that all security cameras are on and in good working order at all times—I'm not sure this is always the case...

I would also suggest a more visible "escort back to your car" service for evening classes


**Table 23: Perceptions of Staff by Position**

	Mean	Standard Deviation
Faculty Member <sup>2</sup>	5.63	1.35
Executive	5.38	1.27
Professional Staff <sup>2</sup>	5.64	1.11
Administrative Support Staff <sup>2</sup>	5.88	1.18
Service/Maintenance/Skilled Craft Staff <sup>1</sup>	4.60	1.75
Other <sup>2</sup>	5.83	1.02


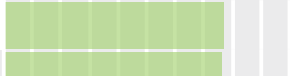

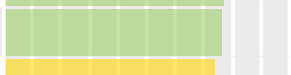

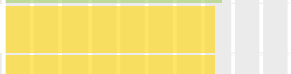

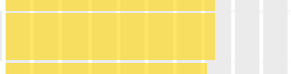

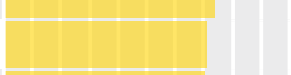

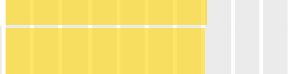


*Note: Superscript numbers indicated significant differences between groups at  $p < .05$ .*

*Categories labeled "1" significantly differ from categories labeled "2." Full model information:  $F(5, 611) = 3.91, p = .002$ .*

**Table 24: Campus Safety**

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 11 // Campus Safety	647	5.29	1.21	71.5% 
0 ----- PERFORMANCE ----- 100%				

FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q055 // This institution is a safe place for students.	643	5.61	1.23	76.8%  
Q056 // This institution is a safe place for faculty and staff.	643	5.57	1.31	76.2%  
Q058 // This institution does enough to protect the safety of students.	631	5.42	1.40	73.7%  
Q057 // This institution does enough to protect the safety of faculty and staff.	638	5.39	1.44	73.2%  
Q061 // I am satisfied with the physical safety of my work environment.	643	5.24	1.57	70.7%  
Q059 // This institution has adequate outdoor lighting.	629	5.21	1.50	70.2%  
Q060 // This institution is safe to walk around at night.	614	4.61	1.62	60.2%  
0 ----- PERFORMANCE ----- 100%				

...I would suggest hiring pairs of students to walk around campus with a flashlight and yellow vest at night...some of the automatic lights don't turn on in the hallways in the new science building at night...

Bring campus safety up to current standards with keycard access locks...

Being in New Haven, I feel that safety and security can be improved just by having more visibility of campus security, especially during evening hours when students walk back to their residence halls or parking garages.

Practice emergency preparedness and teach emergency preparedness with practicing of drills and scenarios: What it means to shelter in place, what things students could do if there was an active shooter on campus.

A deeper analysis of the participant responses revealed that the perception of *Campus Safety* differed by gender, sexual orientation, tenure, and length of employment. There was a significantly higher rate of satisfaction for *Campus Safety* by male ( $M = 5.50$ ,  $SD = 1.17$ ) participants than female ( $M = 5.19$ ,  $SD = 1.17$ ;  $t[626] = -3.31$ ,  $p = .001$ ). Those who identified their sexual orientation as gay, lesbian, bisexual, or "other" ( $M = 4.98$ ,  $SD = 1.40$ ) were significantly less satisfied with *Campus Safety* compared to participants self-reporting heterosexual ( $M = 5.37$ ,  $SD = 1.13$ ;  $t[575] = 2.07$ ,  $p = .04$ ). Tenured faculty ( $M = 5.10$ ,  $SD = 1.28$ ) had a significantly lower level of satisfaction of *Campus Safety* than tenure track ( $M = 5.29$ ,  $SD = 1.16$ ) and non-tenure track faculty ( $M = 5.58$ ,  $SD = 1.02$ ;  $F[2, 366] = 5.40$ ,  $p = .005$ ). Additionally, participants who have worked at the institution 5 years or less (91.7%,  $p < .05$ ) had significantly greater satisfaction with *Campus Safety* than those who have worked at the institution six or more years (85.2%,  $p < .05$ ).

## LOW IMPACT FACTORS

The low impact designation suggests that while some of these areas may fall below the goal of 5.5, 75% performance score, placing emphasis on developing goals and actions to these items may not have the impact on the SCSU campus climate in the same manner as those identified as high impact. This does not mean, however, that these factors are unimportant or that they do not merit consideration. It will be up to the various SCSU stakeholders to determine potential strategy to consider how to maintain those areas that do fall above goal and how to address those that fall below goal.

### 6. Personal Attitudes and Behaviors (Factor 14)

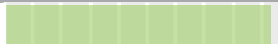
This factor explores the extent with which faculty and staff agree with their personal

- comfort interacting with students from diverse backgrounds,
- comfort interacting with faculty and staff from diverse backgrounds.
- comfort having colleagues from diverse backgrounds, and
- degree to which they hold discussions with people whose ideas and values are different from their own.

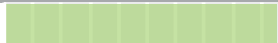
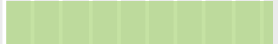

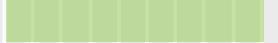
#### Strengths:

*Personal Attitudes and Behaviors* factor was SCSU's greatest strength, performing the highest among the 14 factors (93.2% performance). Participants indicated a high level of comfort having colleagues from diverse backgrounds, interacting with faculty, staff, and students from diverse backgrounds, and having discussions with people whose ideas and values differ from their own (see Table 25). There were no significant differences by demographic characteristics (e.g., gender, sexual orientation, race/ethnicity, age). SCSU also scored higher than

**Table 25: Personal Attitudes and Behaviors**

FACTOR PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Factor 14 // Personal Attitudes and Behaviors	649	6.59	0.80	93.2%	✓ 
					0 ----- PERFORMANCE ----- 100%

FACTOR QUESTION PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Q076 // I am comfortable having colleagues from diverse backgrounds.	645	6.70	0.79	95.0%	✓ 
Q074 // I am comfortable interacting with students from diverse backgrounds.	643	6.62	0.85	93.7%	✓ 
Q075 // I am comfortable interacting with faculty and staff from diverse backgrounds.	648	6.61	0.85	93.5%	✓ 
Q077 // I have discussions with people whose ideas and values are different from my own.	644	6.43	1.01	90.5%	✓ 
					0 ----- PERFORMANCE ----- 100%

the mean of all institutions participating in the survey ( $M = 6.44$ ,  $SD = 0.87$ ) and significantly higher for each of the questions comprising this factor.

#### Opportunities for Growth:

Many participants reflected positively on their experience with Southern as an institution that is welcoming, caring, and respectful, yet may benefit from further growth, as reflected in this comment:

Southern's campus culture has always been a welcoming environment that promotes inclusion and embraces diversity. I grew as a student and continue to as a professional a great deal through my interactions with students and other employees that make me feel valued. Southern is a campus loaded with opportunities and community members that want to help others become aware of these and gain those experiences. Within my area, the opportunity to learn from one another is available and encouraged. Though negativity will ensue at times from team members, I feel strongly that for the most part Southern is a positive working environment that I am comfortable being in most times.

Other comments reflected divergent views in their description of campus culture:

The very real and many micro-aggressions that are taking place make it difficult to feel, and be, fully supported and able to flourish as an individual and as a member of various groups.

Tense. For fiscal reasons. Also, because of the huge push to be inclusive and diverse and yet people are uncomfortable doing so for fear of offending someone.

Suggestions for enhancing interactions to improve campus culture, especially encouraging interactions across organizational/structural lines, included:

Work harder to respect the opinions of all, not just those with whom we already agree.

Encourage courageous conversations between students, faculty and staff.

Team building workshops for faculty and staff to bond together within their departments. Also, an opportunity to engage with colleagues in other departments on campus to foster inter-department/disciplinary work together.

Use the curriculum to bring diverse groups together (yes, race, class and gender, but also students and faculty from different disciplines). More curricular collaboration, which is expected in most workplaces, could improve conversations and knowledge of others.

More activities that will bring students, faculty and staff together.

Hire more diverse faculty and staff to work with our diverse population of students.

## 7. Individual Response to Sexual Assault (Factor 12)


This factor examines participants' perception of their role in response to sexual assault. Faculty and staff responses indicated their level of agreement with:



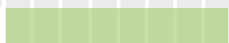

- understanding their role in response to sexual assault,
- knowing how to direct students and colleagues to resources,
- knowing where to go to get help at the institution, and
- understanding institution formal complaint procedures.

#### Strengths:


Participants ( $n=645$ ) overall rating revealed positive satisfaction with the individual response to sexual assault here at SCSU (78.2% performance). Participants ratings indicate positive satisfaction with understanding their role in reporting sexual assault and knowing how to direct students or colleagues to appropriate resources. They indicated positive satisfaction with knowing where to get help in the event of sexual assault and understanding the formal procedures to address complaints of sexual assault (see Table 26). No significant differences in mean emerged when analyzing the data by specific demographics categories.





**Table 26: Individual Response to Sexual Assault**

FACTOR PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Factor 12 // Individual Response to Sexual Assault	645	5.69	1.43	78.2% ✓	
					0 ----- PERFORMANCE ----- 100%

FACTOR QUESTION PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Q065 // I understand my role in reporting sexual assault.	639	5.83	1.52	80.5% ✓	
Q064 // I know how to direct a student or colleague to appropriate resources in the event of a sexual assault.	641	5.67	1.54	77.8% ✓	
Q063 // I know where to get help at this institution in the event of a sexual assault.	638	5.66	1.52	77.7% ✓	
Q062 // I understand this institution's formal procedures to address complaints of sexual assault.	645	5.58	1.56	76.3% ✓	
					0 ----- PERFORMANCE ----- 100%

**Table 27: Perceptions of Students**

FACTOR PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Factor 7 // Perceptions of Students	633	5.68	1.16	78.0% ✓	
					0 ----- PERFORMANCE ----- 100%

FACTOR QUESTION PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Q032 // Students treat me with respect.	632	5.85	1.23	80.8% ✓	
Q035 // Students value my feedback.	621	5.67	1.34	77.8% ✓	
Q033 // Students display an appreciation for individuals from diverse backgrounds.	615	5.59	1.30	76.5% ✓	
Q034 // Students value the work I do.	619	5.59	1.39	76.5% ✓	
					0 ----- PERFORMANCE ----- 100%

**Opportunities for Growth:**




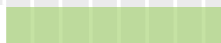
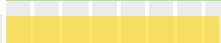


The items in this factor reflect faculty and staff awareness of their individual role in response to possible sexual assault. The written comments provided by participants did not provide insight into faculty and staff perceptions of their knowledge of their role nor of their possible need for ongoing training to continue to assist them in increasing satisfaction with their understanding of their role or in how to assist others in gaining assistance in the event of sexual assault.

**8. Perceptions of Students (Factor 7)**

This factor explores the extent to which faculty and staff agree that students

- treat them with respect,
- display an appreciation of those from diverse backgrounds,
- value the work that they do, and
- value their feedback.

**Table 28: Institutional Response to Sexual Assault**

FACTOR PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Factor 13 // Institutional Response to Sexual Assault	639	5.52	1.35	75.3%	 0 ----- PERFORMANCE ----- 100%
FACTOR QUESTION PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Q068 // This institution would support the person making the report.	622	5.62	1.44	77.0%	
Q066 // This institution would administer the formal procedures to address complaints of sexual assault fairly.	621	5.59	1.49	76.5%	
Q067 // This institution would keep knowledge of the report limited to those who need to know.	624	5.57	1.52	76.2%	
Q069 // This institution would take corrective action to address factors which may have led to the sexual assault.	617	5.48	1.54	74.7%	
Q070 // This institution would take disciplinary action against the offender.	621	5.44	1.56	74.0%	
Q071 // This institution would forward the report outside the campus to criminal investigators.	599	5.38	1.56	73.0%	 0 ----- PERFORMANCE ----- 100%

**Strengths:**

Participants (n = 633) responses indicated positive satisfaction in their *Perceptions of Students* toward them (78% performance). Responses indicated a positive satisfaction in how students treat them with respect, how students display appreciation of those from diverse backgrounds how students value the work of the faculty and staff participant and value the faculty and staff feedback (see Table 27). Thematic analysis of the written statements indicated faculty and staff have a strong positive perception of the SCSU students. For example, “Most students are hard-working and motivated to succeed and respectful and appreciative of faculty efforts.” Additionally, there were no specific comments that indicated negative *Perceptions of Students* by the faculty and staff on this survey.

**Opportunities for Growth:**

Analysis by position revealed a subset of the faculty and staff population that did not share the same degree of positive satisfaction in their *Perceptions of Students*. Those participants who identified as associate professor, service/maintenance/skilled craft staff or administration indicated ratings that were only slightly positive, falling below the goal (Ms = 5.31, 5.21 and 5.32, respectively). Thematic analysis of the written comments did not provide guidance for understanding this slight difference. It may be necessary to conduct further assessment to better understand the differences in perspective. Although this factor is not likely to change the *Overall Perception* of the SCSU campus climate, continuing to understand faculty and staff perceptions of students may be an area for ongoing exploration.

**9. Institutional Response to Sexual Assault (Factor 13)**

This factor explores participants’ perceptions of SCSU’s response to sexual assault. Specifically, it explored the extent to which faculty and staff agree that SCSU:

- administers the formal procedures to address complaints fairly,
- keeps knowledge of the report limited to those who need to know,
- supports the persons making the report,
- takes corrective action,
- takes disciplinary action, and
- forwards report to criminal investigators.


**Strengths:**

Survey participants (n = 639) overall rating indicated slightly positive satisfaction with SCSU’s *Response to Sexual Assault* (75.3% performance). Faculty and staff indicated positive satisfaction with the support that SCSU provides to the individual when making the report of sexual assault. Additionally, they indicated agreement that SCSU follows the formal procedures to address complaints of sexual assault fairly and keeps the knowledge of reports limited to those who need to know (see Table 28).


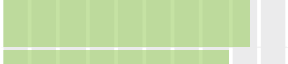

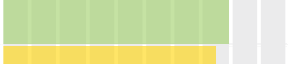






**Opportunities for Growth:**

Although all responses were above the scale mid-point, indicating a positive perception toward the SCSU *Response to Sexual Assault*, there were significant differences by faculty

**Table 29: Visibility**

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 3 // Visibility	647	5.48	1.18	74.7% 
0 ----- PERFORMANCE ----- 100%				

FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q016 // This institution has students from diverse backgrounds.	643	6.20	1.17	86.7%  
Q006 // This institution has a strong commitment to diversity.	636	5.78	1.46	79.7%  
Q018 // This institution has staff from diverse backgrounds.	633	5.48	1.46	74.7%  
Q017 // This institution has faculty from diverse backgrounds.	631	5.34	1.54	72.3%  
Q019 // This institution has senior leadership from diverse backgrounds.	635	4.55	1.75	59.2%  
0 ----- PERFORMANCE ----- 100%				

and staff position. Compared to professional staff ( $M = 5.81$ ,  $SD = 1.12$ ), faculty members ( $M = 5.41$ ,  $SD = 1.42$ ;  $F[5, 613] = 2.59$ ,  $p = .03$ ) had slightly, but significantly lower, agreement regarding the SCSU response to sexual assault. Thematic analysis of the written responses illuminates this less positive perception and concern regarding SCSU's response to sexual assault: "Take reports of sexual harassment seriously... ensure individuals who report such incidents are left with a sense of safety and support rather than fear and un-comfortability." and "Several female faculty members documented complaints... but the investigation resulted in no real consequences for the offender."

## 10. Visibility (Factor 3)

This factor explores the participants' perception of the commitment to diversity as well as the diversity observed in others at SCSU by indicating the extent to which they agree with the following:

- strong commitment to diversity,
- having students from diverse backgrounds,
- having faculty from diverse backgrounds,
- having staff from diverse backgrounds, and
- having senior leadership from diverse backgrounds.

### Strengths:

The participants ( $n = 647$ ) indicated positive satisfaction in their perception of *Visibility* at SCSU (74.7% performance). The faculty and staff indicated positive perception of a strong commitment to diversity and a higher positive perception that SCSU has students from diverse backgrounds. While faculty and staff rated as positive their perception of staff and faculty of being from diverse backgrounds, there is a less positive

perception regarding diversity among senior leadership (see Table 29). Thematic analysis of the written responses further supports the findings that faculty and staff view SCSU as diverse community. For example, "Southern is a diverse, caring, supportive environment" and "Southern's campus culture has always been a welcoming environment that promotes inclusion and embraces diversity."

### Opportunities for Growth:


While *Visibility* is a low impact factor for the SCSU campus climate, there was some discrepancy in perception related to race and to hierarchical position that may indicate need for further exploration. Although faculty and staff of different race and ethnicity indicated positive agreement of the SCSU *Visibility* amongst its community members, it is noted that Whites ( $M = 5.59$ ,  $SD = 1.12$ ) had significantly higher agreement that the SCSU community is diverse compared to Black/African American individuals ( $M = 4.85$ ,  $SD = 1.36$ ;  $F[5, 639] = 5.37$ ,  $p < .001$ ). Although most of the written responses indicated agreement with the visibility of diversity on the SCSU campus, there was some indication of a perception that there may be less visibility of diversity among senior leadership. For example, "Still dominated by white, male, old boys club culture, but improving drastically. If you know someone, you can get things done. If you don't know someone, it's more difficult."


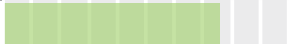




## 11. Perceptions of Faculty (Factor 5)

This factor explores the extent to which faculty and staff agree that faculty

- treat them with respect,
- display an appreciation of those from diverse backgrounds,
- value the work that they do, and
- value their feedback.

**Table 30: Perceptions of Faculty**

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 5 // Perceptions of Faculty	601	5.34	1.46	72.3% 
0 ----- PERFORMANCE ----- 100%				

FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q024 // Faculty treat me with respect.	588	5.52	1.54	75.3%  
Q025 // Faculty display an appreciation for those from diverse backgrounds.	580	5.46	1.47	74.3% 
Q026 // Faculty value the work I do.	589	5.24	1.64	70.7% 
Q027 // Faculty value my feedback.	575	5.10	1.68	68.3%  
0 ----- PERFORMANCE ----- 100%				

**Table 31: Perceptions of Faculty by Position**

	Mean	Standard Deviation
Faculty Member <sup>4</sup>	5.64	1.42
Executive	4.73	0.85
Professional Staff <sup>2,3</sup>	5.07	1.31
Administrative Support Staff <sup>2</sup>	5.11	1.38
Service/Maintenance/Skilled Craft Staff <sup>1</sup>	3.99	2.02
Other <sup>2</sup>	5.43	1.12

*Note: Superscript numbers indicated significant differences between groups at  $p < .05$ .  
Categories labeled "1" significantly differ from categories labeled "2." Full model information:  $F(5, 578) = 9.26, p < .001$ .*

**Strengths:**

Overall, faculty and staff ( $n = 601$ ) indicated satisfaction regarding their *Perceptions of Faculty* (72.3% performance). Their responses revealed positive satisfaction with faculty treating them with respect, displaying appreciation of diversity, valuing their work and valuing their feedback (see Table 30 above). There was additional evidence in the written responses that supports this positive perception. For example, "there are many caring faculty who go above and beyond to help when they see a student in need."

**Opportunities for Growth:**

Although faculty and staff evidence overall satisfaction with their *Perceptions of Faculty*, there are groups who differed significantly in their level of satisfaction of faculty. The responses of service/maintenance/skilled craft staff indicated lower levels of satisfaction in their *Perceptions of Faculty*. These not only fall below goal, but also fall below the scale mid-point ( $M = 3.99, SD = 2.02$ ). The service/maintenance/skilled craft staff *Perceptions of Faculty* is significantly lower when compared to professional staff, administrative support staff, or other personnel. Additionally, professional staff had significantly less positive *Perceptions of Faculty* compared to faculty members (see Table 31).

When considering difference across race, White individuals ( $M = 5.45, SD = 1.38$ ) reported significantly more positive *Perceptions of Faculty* than did Black/African American participants ( $M = 4.70, SD = 1.54; F[5, 593] = 2.07, p = .002$ ). A thematic analysis of the written feedback revealed support of these findings. For example, "demand better behavior of some faculty/staff in their treatment of students."



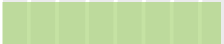



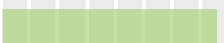










Some offered suggestions to potentially increase positive perception of faculty. These included:

Require consistent and ongoing professional development and COACHING regarding what sexism, racism, and other inequitable or demeaning practices are that we all, individually and as part of our personal or professional groups and activities, perpetrate daily. It is implicit bias and a lack of perception and self-perception that perpetuates inequity and lack of support

Hire more diverse faculty and staff to work with our diverse population of students; include better orientation, support, and inclusion of (new) adjunct faculty.

Based on these findings of significance related to race and position, further exploration of perceptions of faculty by the SCSU community may be warranted.

**Table 32: Administrative Policies**

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 9 // Administrative Policies	638	5.29	1.30	71.5% 
0 ----- PERFORMANCE ----- 100%				
FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q045 // This institution proactively implements policies to prevent discrimination related to sexual orientation.	619	5.59	1.39	76.5%  
Q039 // This institution proactively implements policies to prevent discrimination related to abilities/disabilities.	632	5.52	1.42	75.3%  
Q043 // This institution proactively implements policies to prevent discrimination related to race.	623	5.50	1.44	75.0%  
Q041 // This institution proactively implements policies to prevent discrimination related to gender.	623	5.31	1.52	71.8%  
Q044 // This institution proactively implements policies to prevent discrimination related to religion/faith.	623	5.30	1.49	71.7%  
Q046 // This institution proactively implements policies to prevent discrimination related to socioeconomic status.	620	5.15	1.46	69.2%  
Q040 // This institution proactively implements policies to prevent discrimination related to age.	623	5.05	1.51	67.5%  
Q042 // This institution proactively implements policies to prevent discrimination related to political ideology.	618	4.96	1.56	66.0%  
0 ----- PERFORMANCE ----- 100%				

## 12. Administrative Policies (Factor 9)

This factor explores the extent to which faculty and staff agree that SCSU proactively implements policies to prevent discrimination related to:

- Abilities/disabilities,
- Age,
- Gender,
- Political ideology,
- Race,
- Religion/faith,
- Sexual orientation, and
- Socioeconomic status.

### Strengths:

Faculty and staff responses (n = 638) indicated below goal, but positive perception on items related to policies preventing discrimination (71.5%). Sharing a performance score with *Campus Environment and Campus Safety*, it rated as next to lowest in terms of faculty/staff satisfaction. Faculty and staff rated SCSUs proactivity to prevent discrimination of sexual orientation, abilities/disabilities, and race above goal (see Table 32), indicating possible satisfaction with the policies related to these areas.

### Opportunities for Growth:

Faculty and staff rated SCSUs proactivity to prevent discrimination of socioeconomic status (M = 5.15), age (M =


5.05), and political ideology (M = 4.96) lower than the goal mean of 5.5, indicating that they are least satisfied with the implementation of policies in these areas. Additionally, policies to prevent discrimination related to gender and religion/faith scored modestly below goal (Ms = 5.31 and 5.30, respectively), again an indication with less satisfaction with these policies.

An opportunity to improve this factor may be to focus on policies that better support specific populations. Deeper analysis revealed significant differences among faculty tenure status emerged. Compared to tenured faculty (M = 5.09, SD = 1.25), non-tenure track faculty (M = 5.63, SD = 1.43;  $F[2, 363] = 5.83, p = .003$ ) had significantly more positive perceptions of administrative policy. Neither tenured and tenure-track faculty, nor tenure track and non-tenure track faculty differed in their administrative policy perceptions.


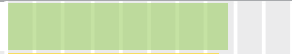










Additionally, individuals identifying as Asian (M = 5.81, SD = 0.92) had significantly more positive perceptions of *Administrative Policies* compared to individuals from unknown racial backgrounds (M = 4.70, SD = 1.28;  $F[5, 635] = 6.52, p < .001$ ). No other significant differences among races concerning administrative policy perceptions were identified. It is noted that participants who indicated a race other than White rated this factor below goal (M = 5.15, SD = 1.34), although their responses were statistically equal to those who identified as White (M = 5.34, SD = 1.29).

Participants who identified their sexual orientation as gay, lesbian, bisexual, or selected the category of "other," rated this factor statistically significantly lower (M = 4.78, SD = 1.35) than those who identified as heterosexual (M = 5.40, SD = 1.24;  $t[567] = 3.09, p = .002$ ).

**Table 33: Campus Environment**

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 2 // Campus Environment	643	5.29	1.37	71.5% 
0 ----- PERFORMANCE ----- 100%				

FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q014 // Faculty and staff are treated fairly regardless of their sexual orientation.	615	5.62	1.44	77.0%  
Q013 // Faculty and staff are treated fairly regardless of their religion/faith.	615	5.44	1.49	74.0% 
Q015 // Faculty and staff are treated fairly regardless of their socioeconomic status.	621	5.38	1.53	73.0% 
Q012 // Faculty and staff are treated fairly regardless of their race.	630	5.33	1.58	72.2% 
Q008 // Faculty and staff are treated fairly regardless of their abilities/disabilities.	624	5.23	1.62	70.5% 
Q009 // Faculty and staff are treated fairly regardless of their age.	630	5.18	1.61	69.7%  
Q011 // Faculty and staff are treated fairly regardless of their political ideology.	620	5.14	1.62	69.0%  
Q010 // Faculty and staff are treated fairly regardless of their gender.	632	5.07	1.71	67.8%  
0 ----- PERFORMANCE ----- 100%				

**13. Campus Environment (Factor 2)**

This factor explores the extent to which faculty and staff agree that they are treated fairly, regardless of one's:

- Abilities/disabilities,
- Age,
- Gender,
- Political ideology,
- Race,
- Religion/faith,
- Sexual orientation, and
- Socioeconomic status.

**Strengths:**

Faculty and staff (n = 643) responses indicated below goal, yet positive perception of their belief of being treated fairly, regardless of diversity (71.5% performance).

They indicated above goal positive satisfaction of being treated fairly, regardless of their sexual orientation. All other areas fall below to moderately below goal, indicating that while faculty and staff have a positive perception of being treated fairly, there is clear difference across types of diversity (see Table 33 above).

**Opportunities for Growth:**

Analysis of the results indicates opportunity for improvement for specific populations of the campus community. Faculty and staff perceptions of *Campus Environment* significantly differed by race/ethnicity. Overall, participants who identified as people of color were less satisfied than White participants. Unknown races had significantly lower levels of agreement relative to Hispanic, Asian, and White individuals. African American/Black

individuals reported significantly lower campus environment perceptions compared to White individuals (see Table 34).

Faculty and staff perceptions of *Campus Environment* perceptions also significantly differed by position. The results indicate professional staff, service/maintenance/skilled craft staff, and administrative support staff (see Table 35) had significantly lower perceptions of a positive campus environment relative to the other categories of employees (i.e., faculty members, executive staff, and other).

When looking at responses to individual questions, the only area with which participants indicated some positive level of agreement was how faculty and staff are treated regardless of their sexual orientation (see Table 36). However, responses by those who identify as gay, lesbian, bisexual, or selected the category of "other," indicated dissatisfaction on this factor (68.0% performance).

All other items scored below mean goal: religion/faith, socioeconomic status, race, abilities/disabilities, age, political ideology, and gender (see Table 33). Moreover, participants scored SCSU lower than participants at all other institutions on four of the items: abilities/disabilities, age, political ideology, and gender.

Thematic analysis of responses to the open-ended questions also indicates a need for additional focus on how faculty and staff feel like they and others are treated on campus. Collectively responses reveal some who feel under-appreciated and note evidence of favoritism. Examples of these voices are as follows:

There are many instances of employees being treated unfairly. When someone wants to say something, we are often told to stay quiet because you would be jeopardizing your career here or make things harder for everyone

else. For an institution that encourages students to report incidents of wrongdoing, it is a culture of silence in the workplace.

The very real and many micro-aggressions that are taking place that make it difficult to feel, and be, fully supported and able to flourish as an individual and as a member of various groups.

The minority students, staff, and faculty don't feel a sense of this is their home.

As an adjunct professor, I feel marginalized. Activities happen during the day when I am not able to come. Nothing is scheduled in the late afternoon or evening to accommodate the adjuncts.

This is a campus of we and they. Being a facilities worker is a second-class citizen and we are treated like dogs. Moral is very low and this effects productivity. There is little incentive to do your job other than a paycheck. Upper management: here too long, creates hostile environment.

## SCSU-Specific Questions Related to Campus Environment

An examination of the institution-specific questions that express similar ideas to the questions measuring *Campus Environment* suggest a variety of experience with incidents of bias and discrimination and a varying level of comfortability in reporting these incidents.

### Q1. If I experience an incident of bias or discrimination, I feel comfortable to talk about it with: (check all that apply)

#### Opportunities for Growth:

Regarding participants' comfort talking about an incident of bias or discrimination, the survey data indicated that 645 employees responded to this survey prompt. As described in the prompt participants were able to select more than one response. The data shows that there was a total of 1789 responses made by the 645 participants. Of the available

**Table 34: Campus Environment Perceptions by Race**

	Mean	Standard Deviation
Unknown Race <sup>1</sup>	4.40	1.44
Two or More Races	4.91	1.13
Hispanic <sup>2</sup>	5.26	1.45
Black/African American <sup>4</sup>	4.70	1.44
Asian <sup>2</sup>	5.63	1.08
White <sup>2,3</sup>	5.43	1.32

*Note: Superscript numbers indicated significant differences between races at  $p < .05$ . Categories labeled "1" significantly differ from categories labeled "2." Categories labeled "3" significantly differ from categories labeled "4." Full model information:  $F(5, 635) = 6.52, p < .001$ .*

**Table 35: Campus Environment Perceptions by Position**

	Mean	Standard Deviation
Faculty Member <sup>1</sup>	5.44	1.34
Executive	5.33	1.56
Professional Staff <sup>4</sup>	3.38	1.17
Administrative Support Staff <sup>2</sup>	4.86	1.39
Service/Maintenance/Skilled Craft Staff <sup>2,3</sup>	4.44	1.92
Other	5.23	1.22

*Note: Superscript numbers indicated significant differences between groups at  $p < .05$ . Categories labeled "1" significantly differ from categories labeled "2" and "3" significantly differs from "4." Full model information:  $F(5, 617) = 4.16, p = .001$ .*

**Table 36: Campus Environment Perceptions by Sexual Orientation**

	N	% TOTAL	STAT SIG	N	MEAN	STD DEV	PERFORMANCE
Heterosexual	536	92.7%	=	531	5.38	1.32	73.0%
All others	42	7.3%	=	42	5.08	1.30	68.0%

100% ----- % TOTAL ----- 0

0 ----- PERFORMANCE -----

responses, the top three responses were “my supervisor,” followed by the response “a co-worker” and “Office of Diversity & Equity” (see Table 37). The responses of “Human Resources” and “University Police” were the fourth and fifth selections respectively. A strength of the data is that the response of “no one on campus” was only selected 63 times which represents 3.5% of the selections made. The other 96.5 % of the choices indicated that most of the employees who responded feel comfortable disclosing an incident of bias or discrimination to a university employee versus not informing anyone on campus.

An area to work on would be to create the conditions that will make all employees feel comfortable talking to not only their co-worker or supervisor, but also an office on campus responsible for handling incidents of bias and discrimination.

## Q2. During my time at SCSU I have experienced an incident(s) of bias/discrimination based on (you can indicate more than one)

### Opportunities for Growth

Regarding participants’ experience with bias/discrimination, the survey data indicated that 645 employees responded to this survey prompt. As described in the prompt participants were able to select more than one response. The data shows

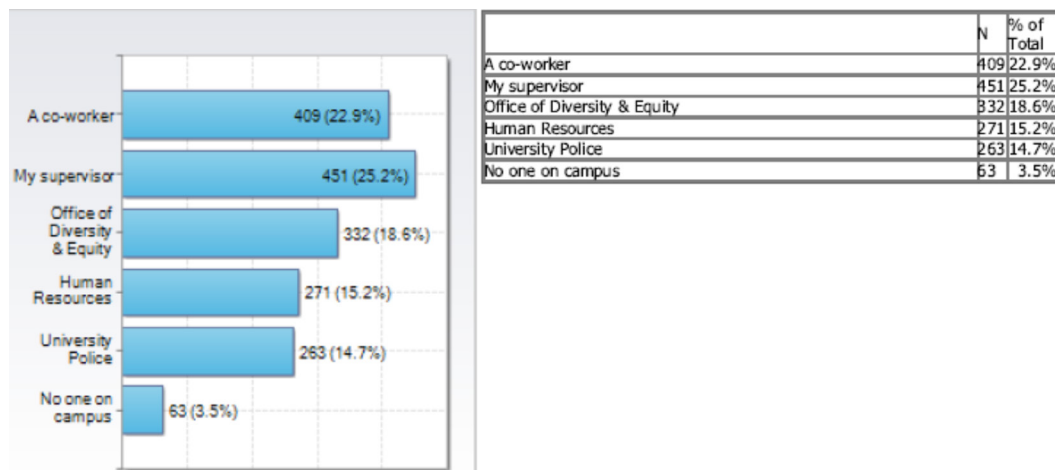
that there was a total of 847 responses to the prompt made by the 645 participants. Bias or discrimination incidents based on gender, age and race were the highest three selected rates respectively (see Table 38). Forty-nine and eight tenths percent of the bias or discrimination incidences were based on the most commonly reported protected categories. Sixty-three participants indicated that they experienced bias or discrimination based on a category not identified in the survey. The survey data indicated that 302 of the 645 employee participants have had no experiences with bias or discrimination.

## Q3. During my time at SCSU I have witnessed an incident(s) of bias/discrimination based on (you can indicate more than one)

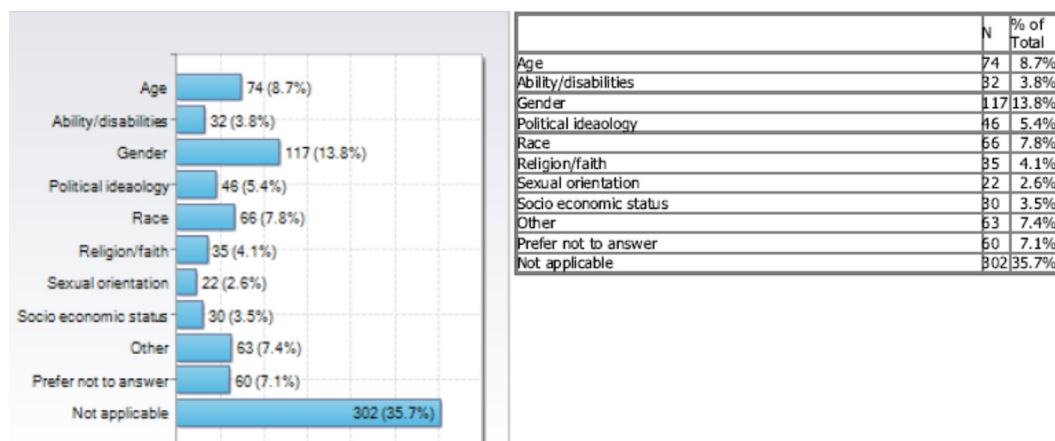
### Opportunities for Growth

Regarding participants’ witnessing of bias/discrimination, the survey data indicated that 645 employees responded to this survey prompt. As described in the prompt participants were able to select more than one response to the prompt. The data shows that there was a total of 850 responses to the prompt made by the 645 employees. Bias or discrimination incidents witnessed by respondent based on gender, race and

**Table 37: Comfort talking about an incident of bias or discrimination**



**Table 38: Participant experience with an incident of bias/discrimination**



age were the highest three selected rates respectively (see Table 39). Sixty-seven and eight tenths percent of the bias or discrimination incidences were based on the most commonly reported protected categories. Forty-two participants indicated that they witnessed bias or discrimination based on a category not identified in the survey. The survey data indicated that 263 of the employee participants had not witnessed an incident of bias or discrimination.

Bias/discrimination related to gender and race were either experienced or witnessed at a higher rate than all other protected categories identified in the survey. Thematic analysis of responses to the open-ended questions also indicates a need for additional focus on issues of gender and race on campus. Examples of these voices:

The only way to run this university is by exploiting the committed faculty. Most of the heavy lifting, in my department at least, is being done by the women.

...an unfair share of the service in my dept. I am frustrated with the inappropriate language and topics of conversation that men in my dept and around campus participate in that are demeaning to women.

Negative towards women. How do we not have maternity leave or a child care facility! How is it that we only have a pumping room in the library? We need a quality lactation room in every building....

I know of occasions when the staff have been openly hostile to faculty of color

Still dominated by white, male, old boys club culture, but improving drastically. If you know someone, you can get things done. If you don't know someone, it's more difficult.

The minority students, staff, and faculty don't feel a sense of this is their home.

I do not think that the institution is trying to address quotidian sexism, ageism, and able-bodyism.

There's racism and homophobia in my department: it's not the only testosterone fueled pissing contest at the university, but rather one of many.

Require consistent and ongoing professional development and COACHING regarding what sexism, racism, and other inequitable or demeaning practices are that we all, individually and as part of our personal or professional groups and activities, perpetrate daily. It is implicit bias and a lack of perception and self-perception that perpetuates inequity and lack of support.

## 14. Campus Accessibility (Factor 10)

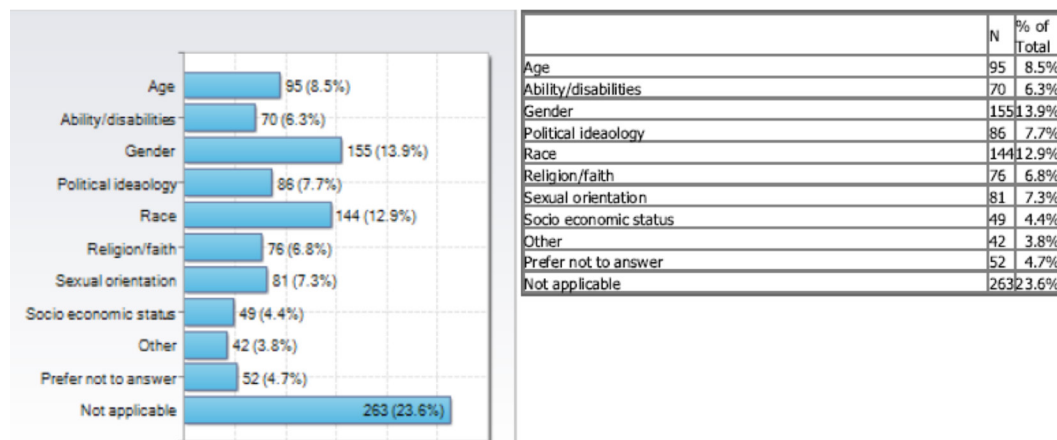
This factor explored faculty and staff perception of campus accessibility for those who responded "Yes" to having diagnosed disability (n = 38 participants indicated a diagnosed disability). Specifically, questions centered around the ease of accessibility to the following:

- Administer offices,
- Campus website,
- Classrooms,
- Campus buildings,
- Dining facilities,
- Campus sidewalks, and
- Workspace.


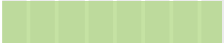
### Strengths:

Faculty and staff with a diagnosed disability (n = 38) indicated positive satisfaction with *Campus Accessibility* (77.5% performance) Specifically, survey participants indicated ease of access to classrooms, building sidewalks, dining facilities, and campus events (see Table 40). No significant differences in mean scores emerged when analyzing the data by specific demographics.


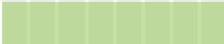



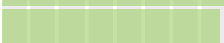

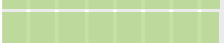

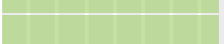

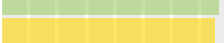


**Table 39: Participants' witness of an incident of bias/discrimination**



**Table 40: Campus Accessibility**

FACTOR PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Factor 10 // Campus Accessibility	38	5.65	1.51	77.5% 	 0 ----- PERFORMANCE ----- 100%

FACTOR QUESTION PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Q049 // I can easily access campus web sites.	38	6.00	1.47	83.3% 	
Q053 // I can easily access campus sidewalks.	38	5.89	1.60	81.5% 	
Q051 // I can easily access campus buildings.	38	5.61	1.81	76.8% 	
Q052 // I can easily access campus dining facilities.	34	5.56	1.91	76.0% 	
Q050 // I can easily access classrooms.	35	5.54	1.81	75.7% 	
Q054 // I can easily access my work space.	38	5.47	1.86	74.5% 	
Q048 // I can easily access campus administrative offices.	36	5.44	2.06	74.0% 	

0 ----- PERFORMANCE ----- 100%

**Opportunities for Growth:**

Responses to open ended questions offered the following perspective regarding campus accessibility:

Increase disability access and the quality of disability access as well as improving disability friendly structures.

Improvements in facilities for those that are disabled. Some examples: the paths to Buley Library to and from Engleman Hall are not designed to accommodate wheelchair users. The stairs from the library patio to the path do not have handrails, nor are they marked (they look like ramps because of the lack of handrails). Wheelchair access to Engleman Hall from the side facing the quad is a ramp that also features an exhaust fan that blows from a ventilator.

**RECOMMENDATIONS AND NEXT STEPS**

All of the members of the SCSU community are encouraged to reflect on the findings from this survey and work with one another to:

- Identify goals to deepen the SCSU commitment to diversity
- Develop action plans to accomplish developed goals
- Implement multiple and varied activities that align to the action plans in an effort to drive a positive campus climate
- Collaborate to plan continuous ongoing self-assessment processes to evaluate the SCSU campus climate based on its' community members' perceptions.

## APPENDIX A

**Below is a list of this assessment's factors and the corresponding reliability (Chronbach's Alpha).**

FACTOR NAME	QUESTION ANSWERS	RELIABILITY
FACTOR 1 // Learning // Perception of the Institution	1-5	0.93
FACTOR 2 // Learning // Campus Environment	8-15	0.96
FACTOR 3 // Learning // Visibility	6, 16-19	0.91
FACTOR 4 // Learning // Work Environment	20-23	0.94
FACTOR 5 // Learning // Perceptions of Faculty	24-27	0.93
FACTOR 6 // Learning // Perception of Staff	28-31	0.94
FACTOR 7 // Learning // Perception of Students	32-35	0.91
FACTOR 8 // Learning // Perception of Administration	36-38	0.96
FACTOR 9 // Learning // Administrative Policies	39-46	0.97
FACTOR 10 // Learning // Campus Accessibility	48-54	0.94
FACTOR 11 // Learning // Campus Safety	55-61	0.94
FACTOR 12 // Learning // Individual Response to Sexual Assault	62-65	0.96
FACTOR 13 // Learning // Institutional Response to Sexual Assault	66-71	0.95
FACTOR 14 // Learning // Personal Attitudes and Behaviors	74-77	0.93
FACTOR 15 // Learning // Overall Perceptions	78-79	0.92
Non-Factor Questions	7, 80-83, 85	n/a

# APPENDIX B

## Select 6 Universities for Benchmark Comparison

Chadron State University  
Peru State College  
University of Baltimore  
Longwood University  
South Dakota State University  
Wayne State College

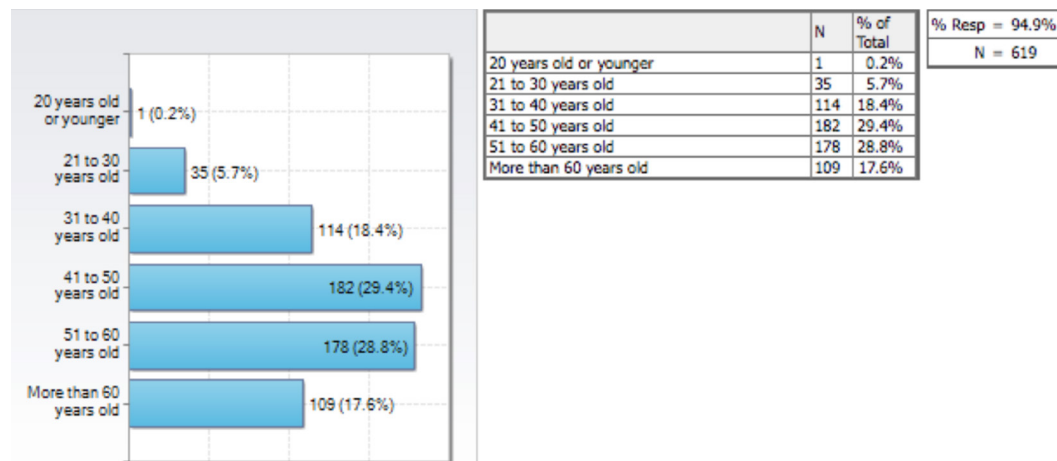
# APPENDIX C

## Demographics of Survey Participants

### PARTICIPANTS' AGE

Participants' self-reported age was nearly normally distributed. The largest number of participants were between 41 to 50 years old (29.4%), closely followed by individuals between 51 to 60 years old (28.8%). The remaining participants were either more than 60 years old (17.6%) or 40 or younger (24.3%).

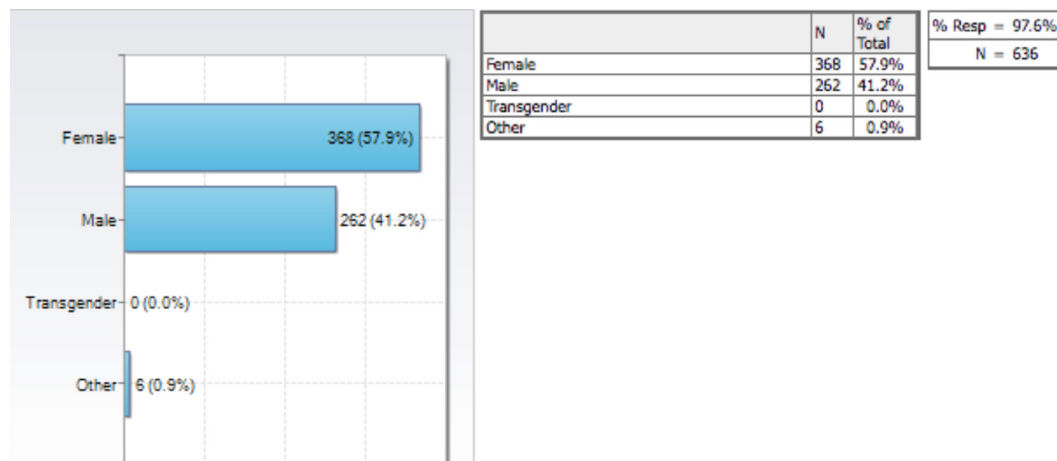
#### Participants' Age



### PARTICIPANTS' GENDER

Most participants self-reported their gender as female (57.9%), with the remaining participants selecting either male (41.2%), transgender (0.0%), and other (0.9%).

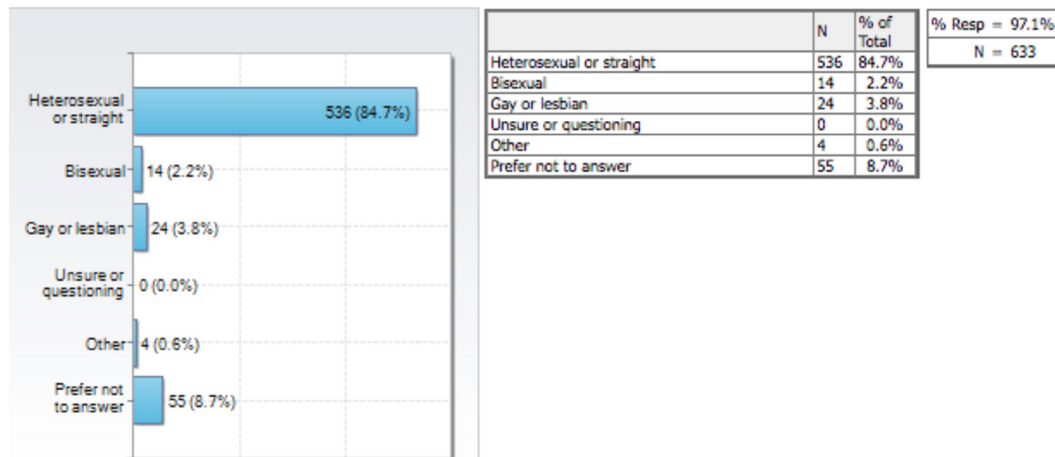
#### Participants' Gender



## PARTICIPANTS' SEXUAL ORIENTATION

Most participants self-reported their sexual orientation as heterosexual (84.7%), with the remaining participants selecting prefer not to answer (8.7%), gay or lesbian (3.8%), bisexual (2.2%), or other (0.6%).

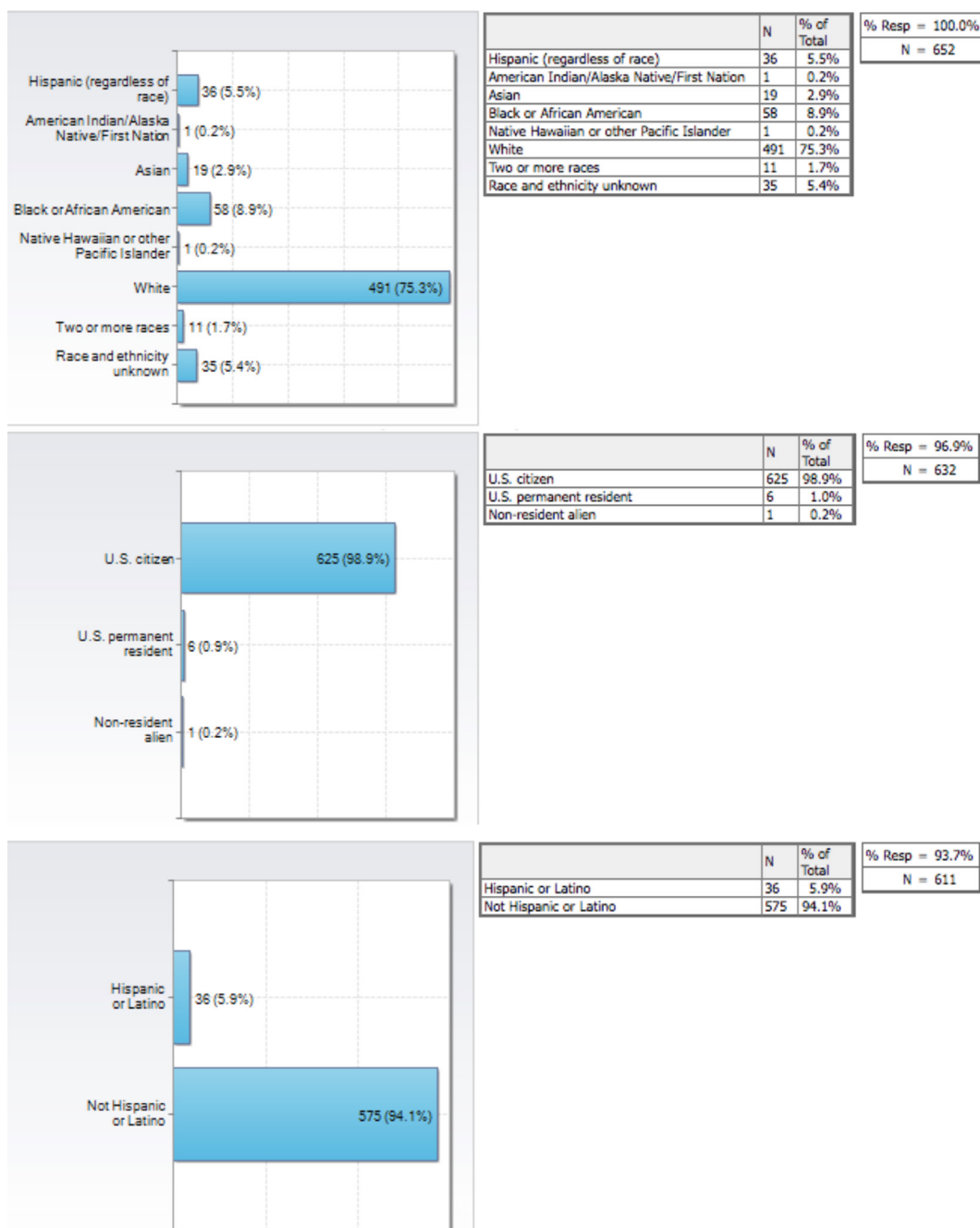
### Participants' Sexual Orientation



## PARTICIPANTS' RACE, U.S. CITIZENSHIP, AND ETHNICITY

Most participants self-reported their race as White (75.3%), with Black or African American (8.9%) being the next most selected response. Additionally, nearly the entire sample was composed of United States citizens (98.9%), with a small number of others reporting U.S. permanent resident status (0.9%) or Non-resident alien status (0.2%). Approximately 6% of participants selected "Hispanic or Latino" when asked to self-report their ethnicity. Approximately 94% of participants selected "Not Hispanic or Latino."

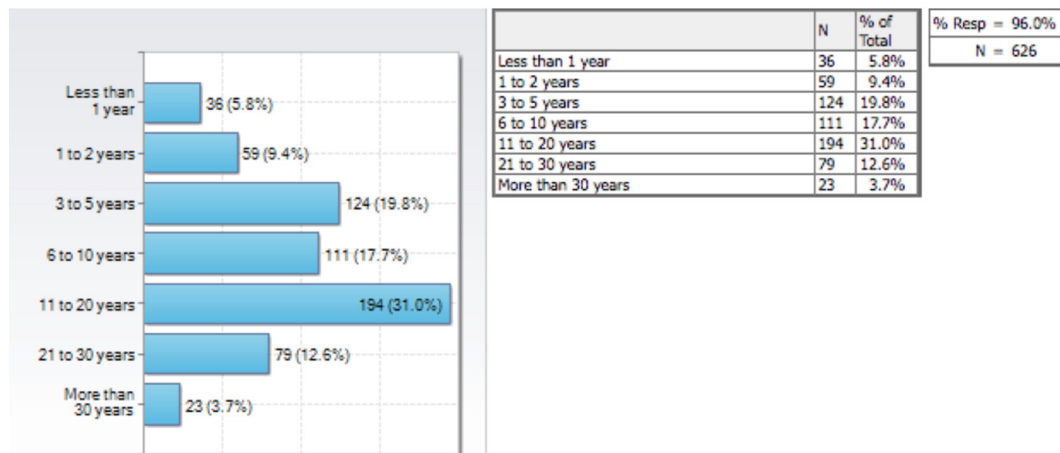
### Participants' Race, U.S. Citizenship, and Ethnicity



## PARTICIPANTS' EMPLOYMENT LENGTH

The largest number of participants reported being employed by SCSU for 11 to 20 years (31.0%), with many other participants employed 3 to 5 years (19.8%), 6 to 10 years (17.7%), 21 to 30 years (12.6%), or greater than 30 years (3.7%). Only 15.2% of employees have been with SCSU for two years or less.

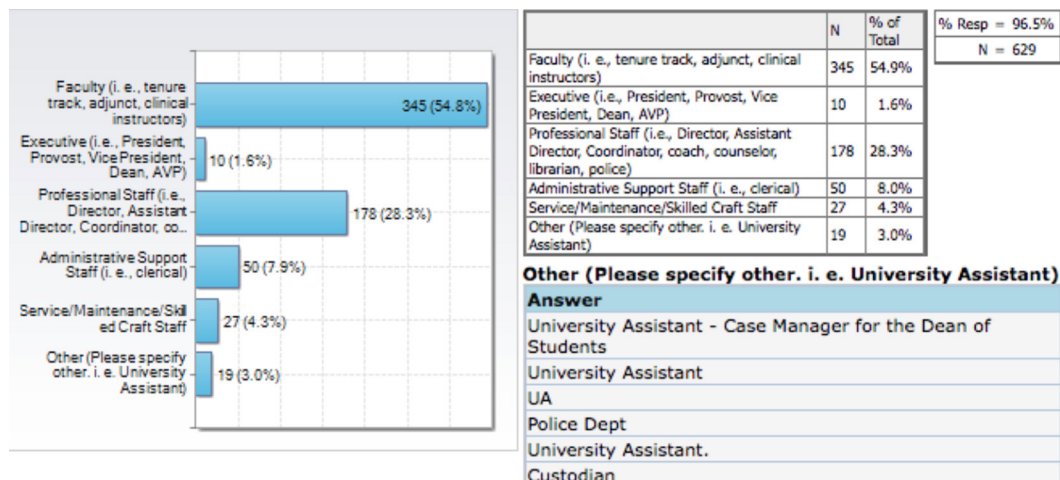
### Participants' Employment Length



## PARTICIPANTS' EMPLOYMENT POSITION

Slightly more than half of the participants reported employment as Faculty (54.8%), with Professional Staff (28.3%) representing the second largest group of participants. The remaining participants were split between Executive positions (1.6%), Administrative Support Staff (7.9%), or Service/Maintenance/Skilled Craft Staff (4.3%).

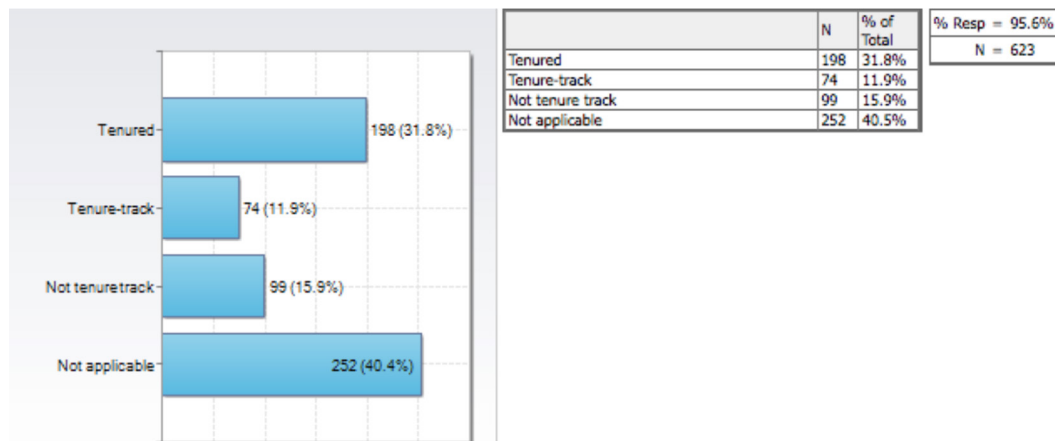
### Participants' Employment Position



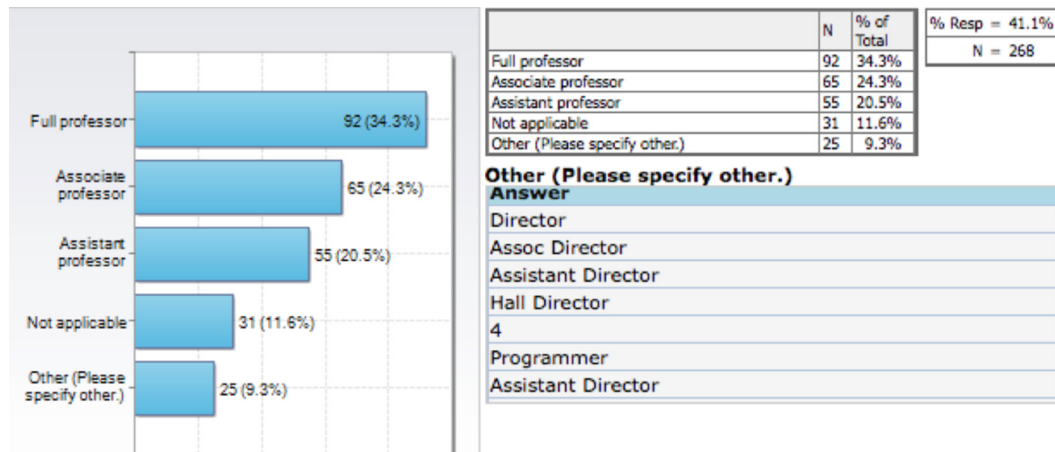
## PARTICIPANTS' TENURE STATUS AND RANK AND TITLE

Although this item did not apply to 40% of participants, those to whom it did apply reported being tenured (31.8%) or tenure track (11.9%), with approximately 15.9% of participants selecting not tenure track.

### Tenure Status



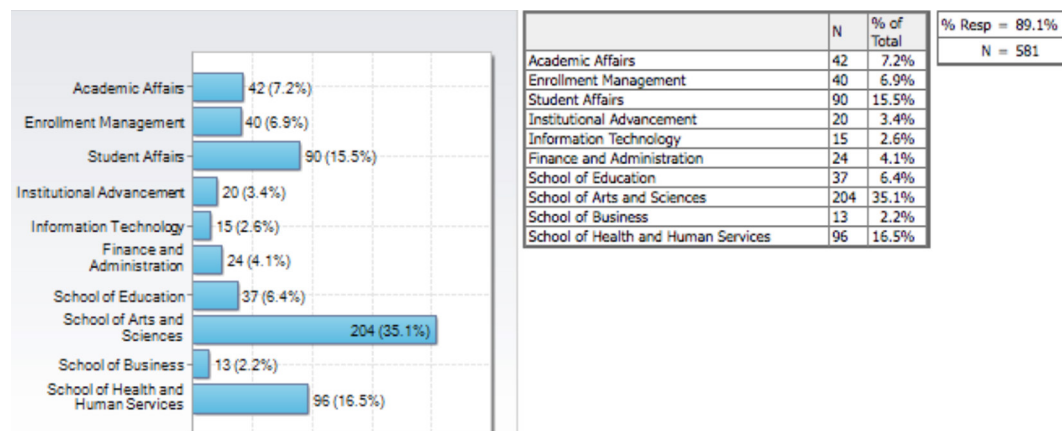
### Rank and Title



## PARTICIPANTS' EMPLOYING DEPARTMENT

The largest number of participants (35.1%) reported employment in the School of Arts and Sciences, followed by the School of Health and Human Services (16.5%), and Student Affairs (15.5%).

### Participants' Employing Department



# APPENDIX D

## SKYFACTOR BENCHMARKS™ ASSESSMENT (FACULTY/STAFF)

### FACTOR 1//Perceptions of Institution

1. This institution is welcoming.
2. This institution is respectful.
3. This institution encourages free and open discussion on difficult topics
4. This institution makes me feel included as a member of the community.
5. This institution encourages faculty and staff to openly share their ideas.

### FACTOR 2//Campus Environment

8. Faculty and staff are treated fairly regardless of their abilities/disabilities.
9. Faculty and staff are treated fairly regardless of their age.
10. Faculty and staff are treated fairly regardless of their gender.
11. Faculty and staff are treated fairly regardless of their political ideology.
12. Faculty and staff are treated fairly regardless of their race.
13. Faculty and staff are treated fairly regardless of their religion/faith.
14. Faculty and staff are treated fairly regardless of their sexual orientation.
15. Faculty and staff are treated fairly regardless of their socioeconomic status.

### FACTOR 3//Visibility

6. This institution has a strong commitment to diversity.
16. This institution has students from diverse backgrounds.
17. This institution has faculty from diverse backgrounds.
18. This institution has staff from diverse backgrounds.
19. This institution has senior leadership from diverse backgrounds.

### FACTOR 4//Work Environment

20. My supervisor treats me with respect.
21. My supervisor values the work I do.
22. Appropriate and inclusive language is used in my work environment.
23. I feel welcome in my work environment.

### FACTOR 5//Perceptions of Faculty

24. Faculty treat me with respect.
25. Faculty display an appreciation for those from diverse backgrounds.
26. Faculty value the work I do.
27. Faculty value my feedback.

### FACTOR 6//Perceptions of Staff

28. Staff treat me with respect
29. Staff display an appreciation for individuals from diverse backgrounds.
30. Staff value the work I do.
31. Staff value my feedback.

### FACTOR 7//Perceptions of Students

32. Students treat me with respect
33. Students display an appreciation for individuals from diverse backgrounds.
34. Students value the work I do.
35. Students value my feedback.

### FACTOR 8//Perceptions of Administration

36. Administrators are genuinely concerned about my welfare.
37. Administrators respect what faculty and staff think.
38. Administrators value the work I do.

### FACTOR 9//Administrative Policies

39. This institution proactively implements policies to prevent discrimination related to abilities/disabilities.
40. This institution proactively implements policies to prevent discrimination related to age.
41. This institution proactively implements policies to prevent discrimination related to gender.
42. This institution proactively implements policies to prevent discrimination related to political ideology.
43. This institution proactively implements policies to prevent discrimination related to race.
44. This institution proactively implements policies to prevent discrimination related to religion/faith.
45. This institution proactively implements policies to prevent discrimination related to sexual orientation.
46. This institution proactively implements policies to prevent discrimination related to socioeconomic status.

**FACTOR 10//Campus Accessibility**

- 48. I can easily access campus administrative offices
- 49. I can easily access campus web sites.
- 50. I can easily access classrooms.
- 51. I can easily access campus buildings.
- 52. I can easily access campus dining facilities.
- 53. I can easily access campus sidewalks.
- 54. I can easily access my work space.

**FACTOR 11//Campus Safety**

- 55. This institution is a safe place for students.
- 56. This institution is a safe place for faculty and staff.
- 57. This institution does enough to protect the safety of faculty and staff.
- 58. This institution does enough to protect the safety of students.
- 59. This institution has adequate outdoor lighting.
- 60. This institution is safe to walk around at night.
- 61. I am satisfied with the physical safety of my work environment.

**FACTOR 12//Individual Response to Sexual Assault**

- 62. I understand this institution's formal procedures to address complaints of sexual assault.
- 63. I know where to get help at this institution in the event of a sexual assault.
- 64. I know how to direct a student or colleague to appropriate resources in the event of a sexual assault.
- 65. I understand my role in reporting sexual assault.

**FACTOR 13//Institutional Response to Sexual Assault**

- 66. This institution would administer the formal procedures to address complaints of sexual assault fairly.
- 67. This institution would keep knowledge of the report limited to those who need to know.
- 68. This institution would support the person making the report.
- 69. This institution would take corrective action to address factors which may have led to the sexual assault.
- 70. This institution would take disciplinary action against the offender.
- 71. This institution would forward the report outside the campus to criminal investigators.

**FACTOR 14//Personal Attitudes and Behaviors**

- 74. I am comfortable interacting with students from diverse backgrounds.
- 75. I am comfortable interacting with faculty and staff from diverse backgrounds.
- 76. I am comfortable having colleagues from diverse backgrounds.
- 77. I have discussions with people whose ideas and values are different from my own.

**FACTOR 15//Overall Perceptions**

- 78. Overall, I am satisfied with my work environment.
- 79. I would recommend working at this institution to a close friend.
- 84. I belong at this institution.





