2016 Employee Climate Survey
Prepared for Classified Personnel Council

Assessment Group for Diversity Issues

Chair: VP for Diversity, Mary Ontiveros

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Introduction

- This year's survey was designed to assess the current campus climate of the university

- Results are intended to
  - Provide an overall picture of CSU's employment experiences and perceptions
  - Further CSU's commitment to institutional accountability
  - Inform policies, initiatives, and opportunities that will provide an exceptional and equitable work environment
  - Provide a small benchmark for longitudinal data collection and comparison for perceptions of diversity

Administration

- Climate Survey designed by the Assessment Group for Diversity Issues

- Administered via Campus Labs in Fall 2016
  - Spanish and hard copy versions available
  - 15 minutes to complete
  - Anonymous
  - Results are reported in aggregate and no identifying information reported (e.g. small cell sizes)
  - Email initiation sent by President Frank
  - Two week follow-up reminder sent by councils to their employee listserv

Response Rate Summary Table

Employee Category	# of Respondents	# of CSU Employees	Response Rate
All Employees	**2,191**	**7,224**	**30.3%**
Administrative Professional	1,181	3696	32.0%
Faculty	345	1,846	18.7%
State Classified	662	1,682	39.4%
Unknown	3		

Note: Respondents may not have completed the entire survey; therefore, respondent counts will vary depending on the topic/question.

Respondent Overview

Employee Characteristics	#	SC	CSU
Gender	**n = 2,191**	**n = 662**	**n =7,224**
Female	63.5%	67.10%	52.4%
Male	34.9%	31.10%	47.6%
Transgender, Non-Binary, Self-Identify	1.6%	1.80%	
Minority Status (Race & Ethnicity)			
Underrepresented	13.8%	14.60%	14.9%
Non - Underrepresented	86.2%	85.40%	85.1%
Employee Category			
Administrative Professional (includes RA and postdocs)	54.0%		51.2%
Faculty	15.8%		25.6%
State Classified	30.3%		23.3%
Years Employed at CSU			
Two years or less	19.7%	20.20%	
3 to 5 years	21.4%	17.20%	
6 to 10 years	20.5%	17.20%	
11 to 15 years	14.6%	15.40%	
16 or more years	23.7%	28.20%	

**Valid percent reported (excludes missing data)*

- 8.9% are not full-time appointment
- 7.2% work off-campus
- Approximately a quarter of respondents each are in their 30s (26%), 40s (23%), and 50s (25%)
  - 14% are 60+
  - 12% are under 30
- 38.4% are a primary caretaker of a minor and/or an adult
- 40% are CSU Alumni

Survey Framework

- Workload
- Work Respect
- Leadership
- Search Committee
- Physical Campus Environment
- Diversity in Your Work Environment
- Campus Trainings
- Campus and Department Perceptions
- Personal and Employee Characteristics

Survey Framework

Construct	Factors	#	Mean	Std. Dev.	# of Items	Cronbach's Alpha	Variance Explained	
Workload*	Work Overload	2,155	3.11	1.09	5	0.95	52.32%	71.40%
	Time Demands & Expectations	2,124	2.85	1.03	4	0.86	10.87%	
Work Respect		2,049	3.79	0.98	4	0.91	72.90%	
Leadership	Executive Leadership	1,411	3.11	0.83	8	0.91	46.28%	56.60%
	Accountability Standards	1,672	3.03	0.88	4	0.81	10.32%	
Physical Environment		1,884	3.72	0.72	8	0.87	46.85%	
Campus Perceptions	CSU	1,326	3.66	0.71	8	0.91	10.98%	59.85%
	Department/Unit	1,523	3.51	0.87	8	0.93	48.87%	

**Items worded in support of construct. A higher mean can be interpreted as a more negative response.*

***All questions were asked on a five-point Likert scale (1= Strongly Disagree & 5= Strongly Agree)*

Workload

- **Work Overload**
  - The amount of work I have to do interferes with the quality I want to maintain (45% Agree, SC: 40%)
  - My workload is too heavy (39% Agree, SC: 34%)
  - I don't have time to finish my job (37% Agree, SC: 34%)
  - I'm rushed in doing my job (43% Agree, SC: 39%)
  - I feel overburdened in my job (41% Agree, SC: 37%)

- **Time Demands & Expectations**
  - I am expected to work more than 40 hours a week (40% Agree, SC: 21%)
  - I feel pressure to be reachable for work purposes throughout the day and evening (40% Agree, SC: 26%)
  - I have to stay too many extra hours at my job (31% Agree, SC: 20%)
  - I am expected to put my job ahead of my family or personal life (18% Agree, SC: 16%)

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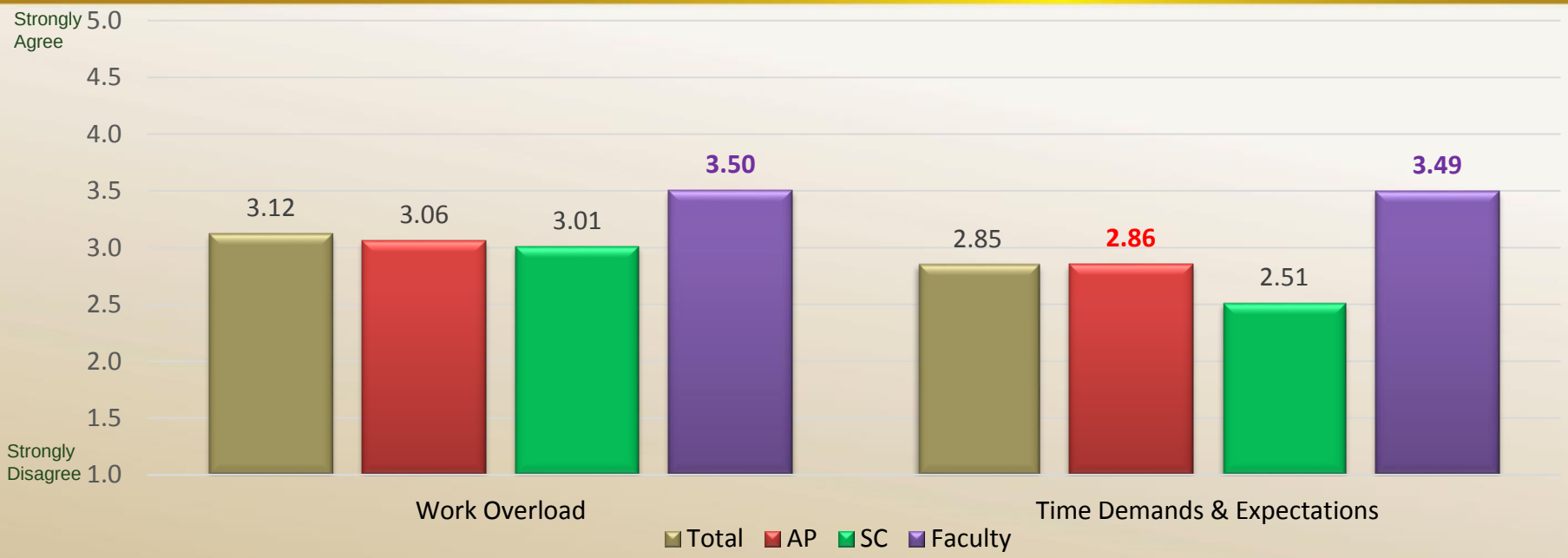
Workload



- On average, faculty report significantly higher means for Work Overload and Time Demands & Expectations than Administrative Professional and Staff Classified (effect sizes respectively: Work Overload = .42 & .45; Time Demands & Expectations = .65 & .99)
- Administrative Professional have significantly higher mean scores for Time Demands & Expectations than Staff Classified (effect size = .35), but Work Overload does not significantly differ

Work Respect

- My work contribution is appreciated (69% Agree, SC: 62%)
- I am cared about at work (67% Agree, SC: 60%)
- I am treated with respect at work (75% Agree, SC: 67%)
- My supervisor supports me and advocates on my behalf (68% Agree, SC: 62%)

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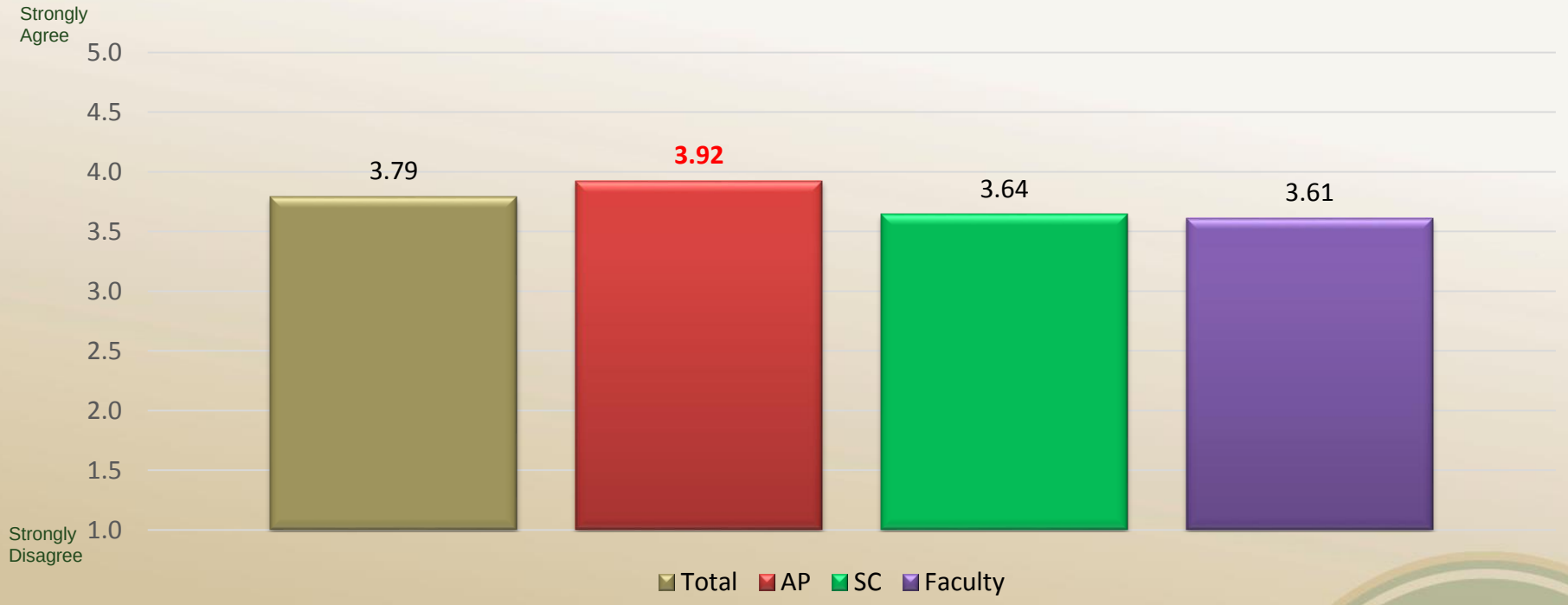
Work Respect



- Administrative Professionals have significantly higher mean scores for Work Respect than Staff Classified or Faculty (effect sizes = .29 and .31 respectively)

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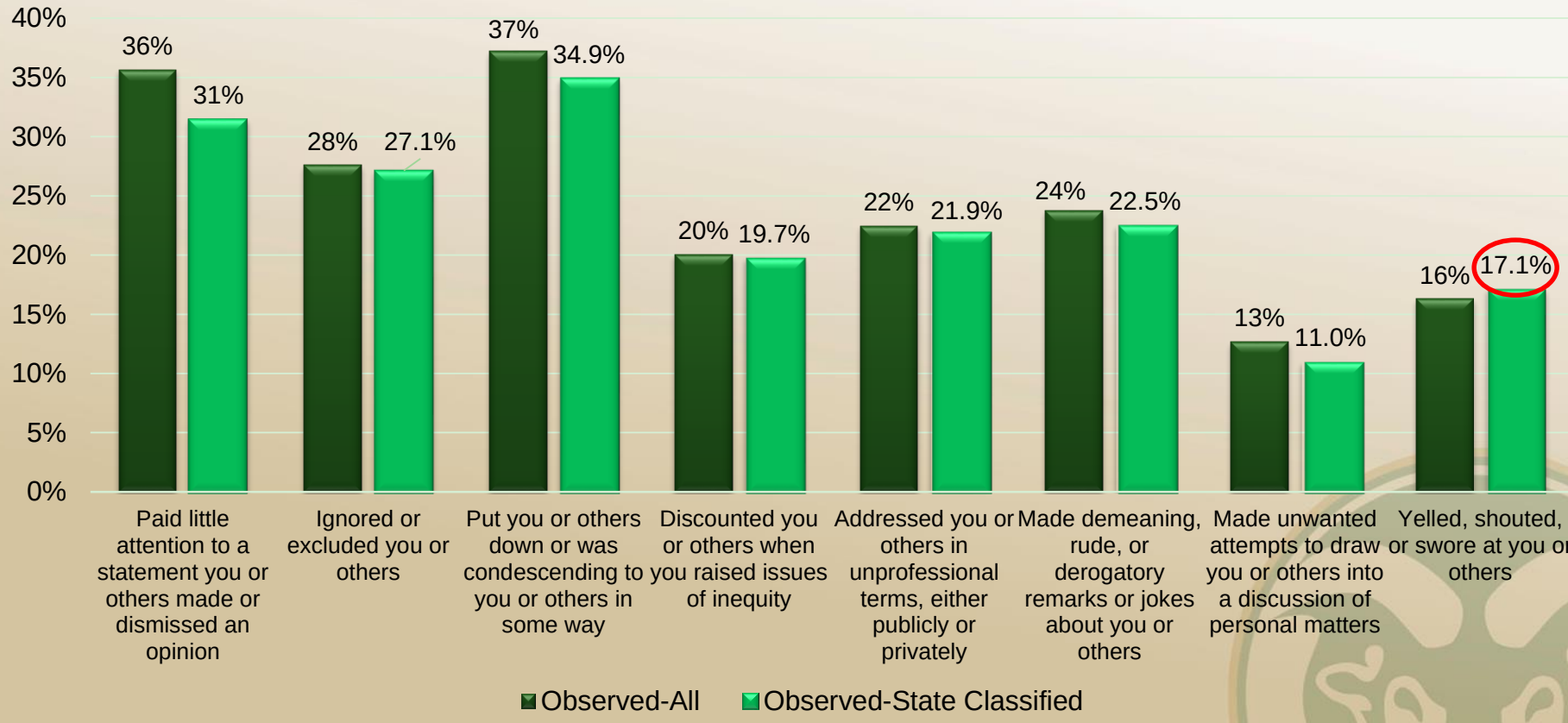
Disrespectful Experiences: Observed

An individual or a group of individuals…



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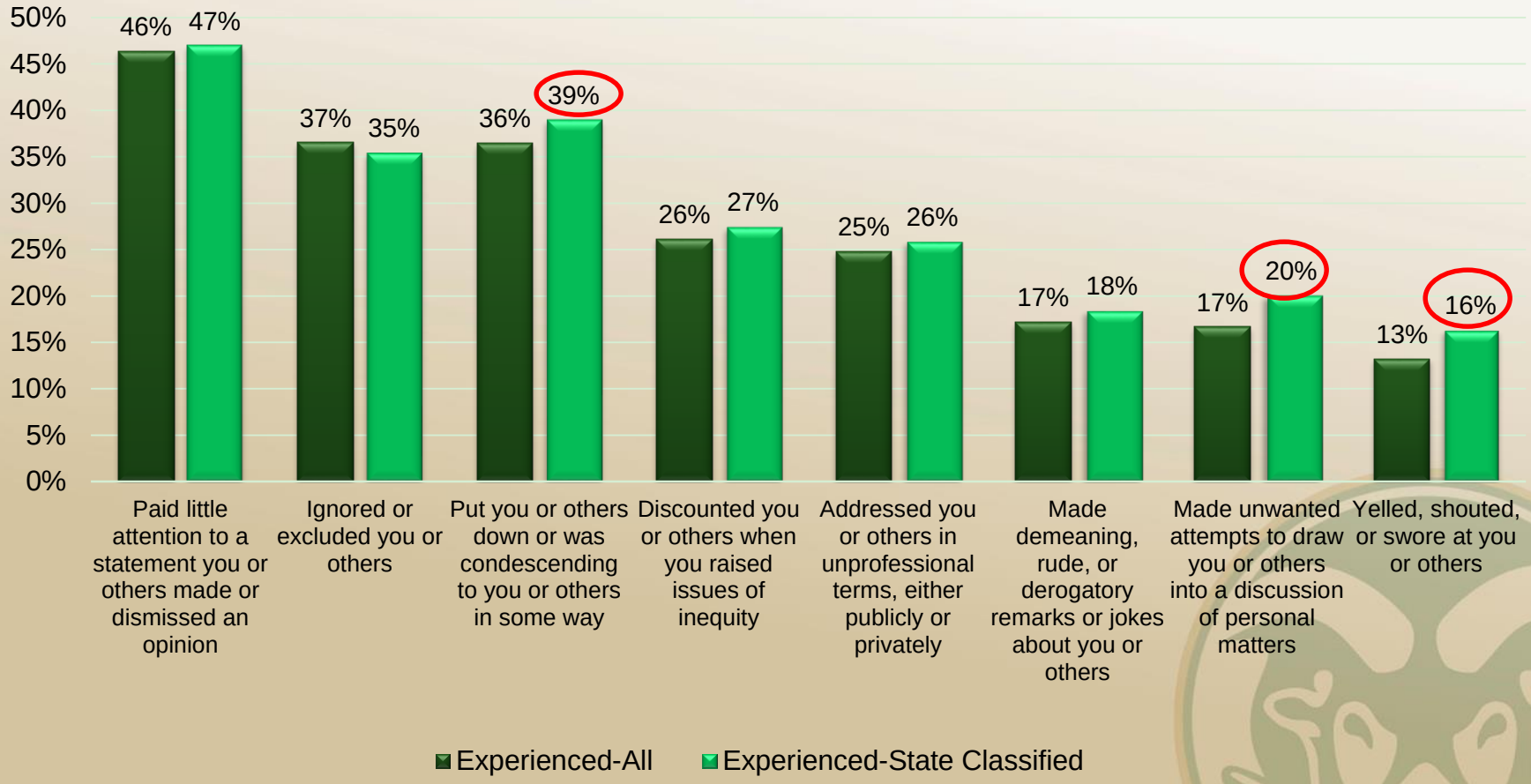
Disrespectful Experiences: Experienced

An individual or a group of individuals…



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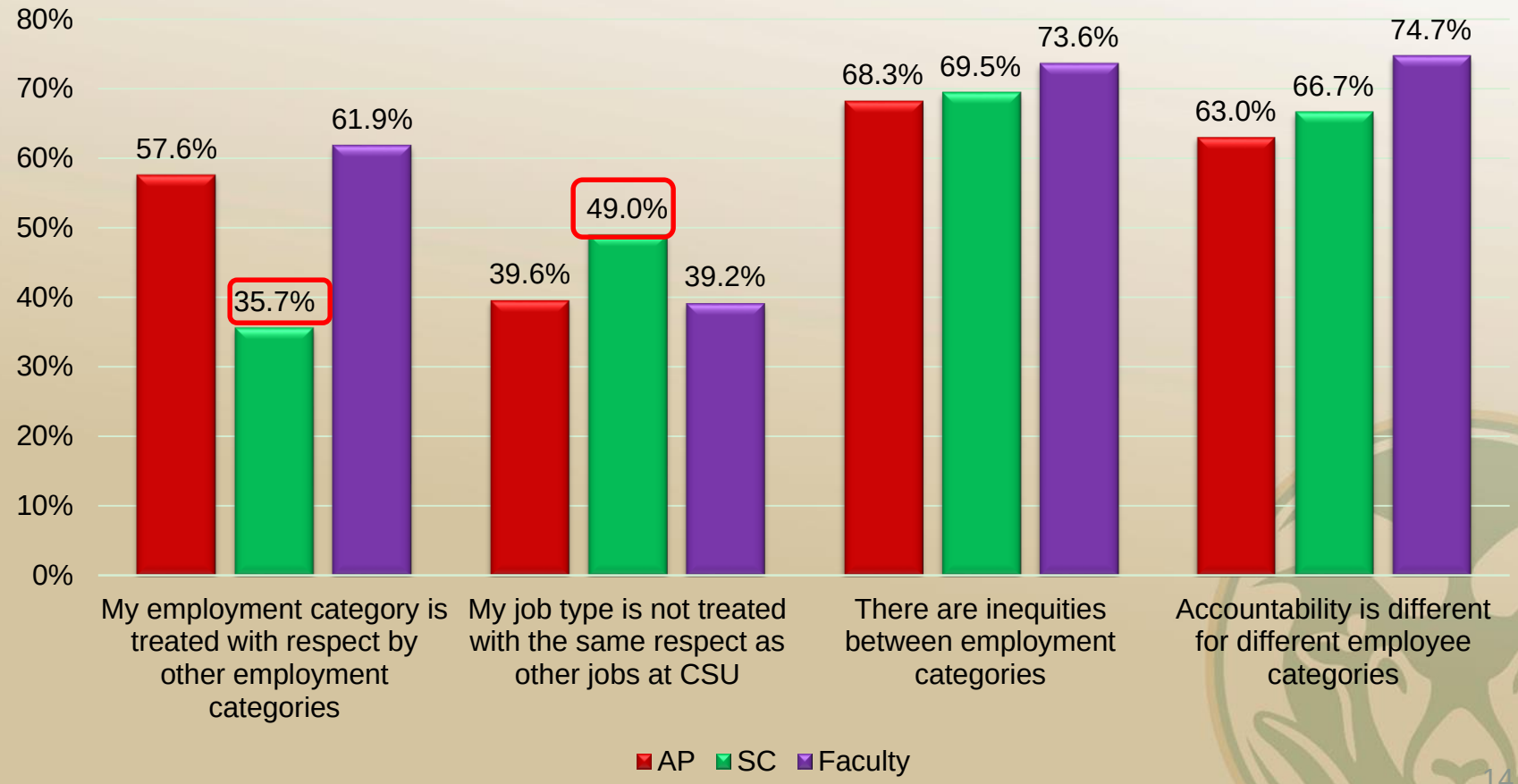
Employee Category Item Agreement

Percent who responded Strongly Agree and/or Agree

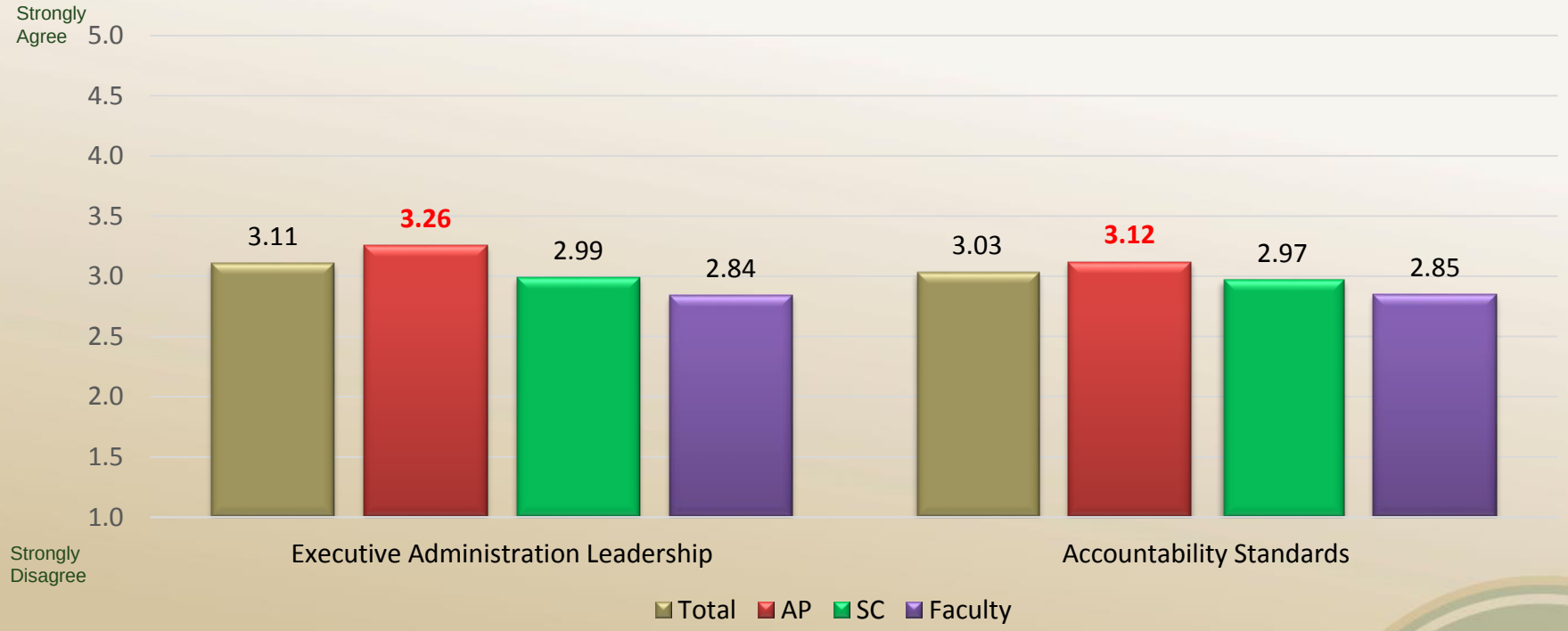


Leadership

- **Executive Leadership**
  - CSU leadership communicates institutional goals
  - CSU's strategic goals are taking CSU in a positive direction
  - CSU leadership is transparent in decision-making
  - CSU is committed to shared governance
  - CSU's major strategic initiatives are broadly communicated
  - University leaders are held accountable for CSU's outcomes
  - CSU leadership acts ethically and honestly in the workplace
  - University leaders address issues of inequities

- **Accountability Standards**
  - Employees are held accountable for negative or inappropriate behavior in the workplace
  - Employees are held accountable for poor performance in the workplace
  - University leaders adequately address negative or inappropriate behavior in the workplace
  - Employees in my immediate work environment act ethically and honestly in the workplace

Leadership



- Administrative Professionals have significantly higher mean scores for their perceptions of Executive Leadership and Accountability Standards than Staff Classified or Faculty (effect sizes respectively: EL = .34 and .49; AS = .20 and .30)

- AP: "*CSU is committed to shared governance*"
  - 39% Strongly Agree/Agree and 22% Strongly Disagree/Disagree

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Physical Environment

- My physical environment supports my successful completion of tasks (18% Disagree, **SC: 20%)**
- I am physically comfortable in my work space (16% Disagree, **SC: 19%)**
- My physical environment promotes collaboration (23% Disagree, SC: 23%)
- I have the proper equipment and resources available to complete my work (15% Disagree, **SC: 18%)**
- My physical environment is welcoming of employees from different backgrounds (10% Disagree, SC: 10%)
- My physical environment meets my personal needs (access, bathroom, prayer, lactation) (9% Disagree, **SC: 11%)**
- My physical environment (e.g. signage, construction hazards, lighting, parking) supports my sense of safety (13% Disagree, **SC:17%)**
- Employees respect shared space (e.g. classrooms) (10% Disagree, **SC: 15%)**

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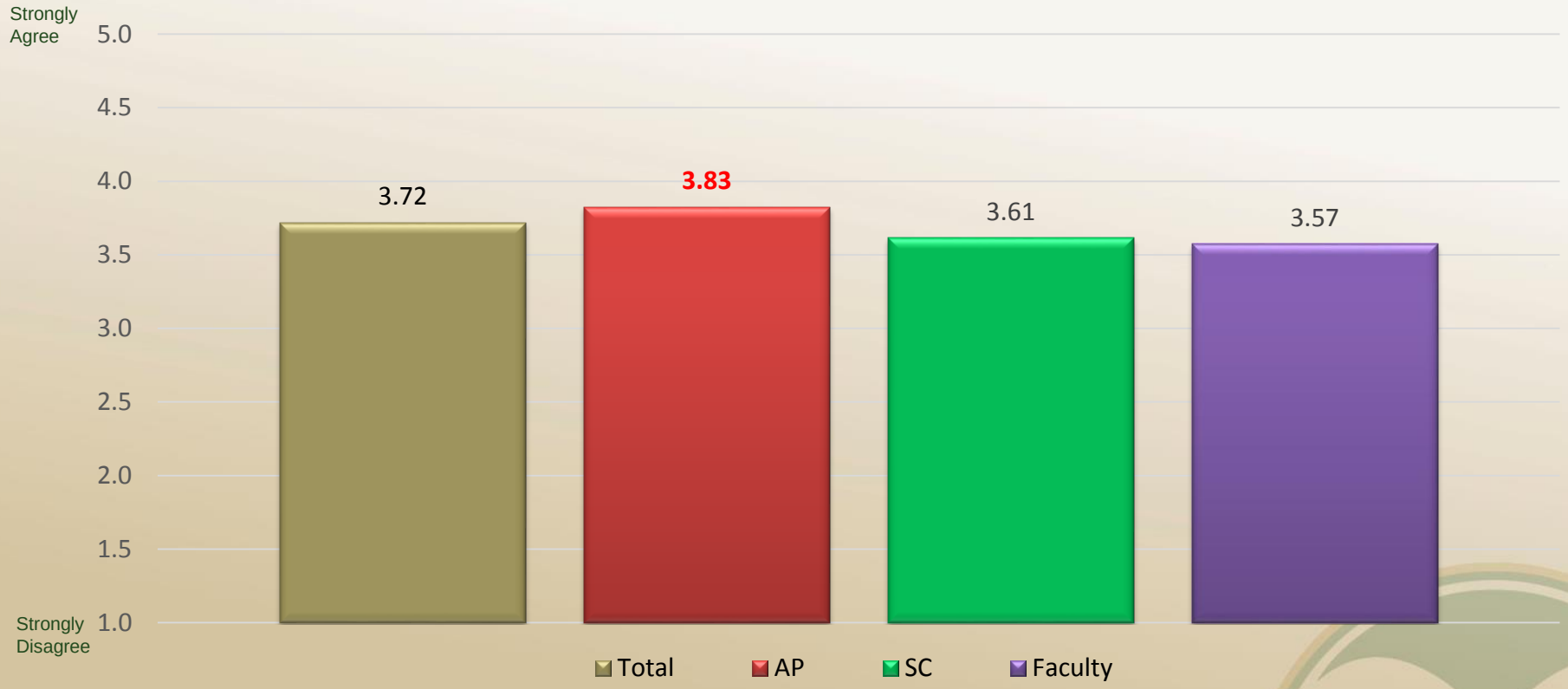
Physical Environment



- Administrative Professionals have significantly higher mean scores for perceptions of their Physical Environment than Staff Classified or Faculty (effect sizes = .30 and .35 respectively)

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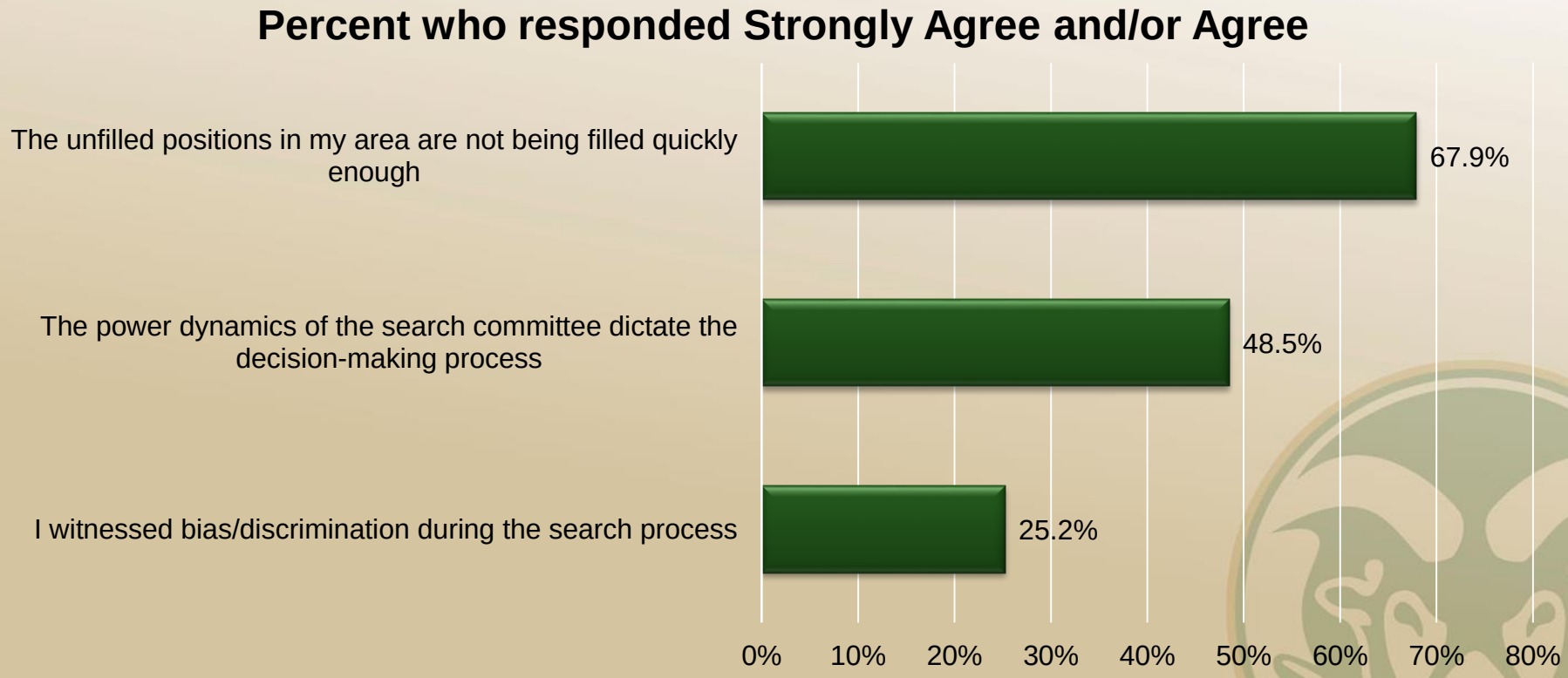
Search Committee

- 51.1% of respondents have served on a search committee in the past five years
  - 33.3% of State Classified, 63.6% of Faculty, and 60.1% of Administrative Professional



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Search Committee

Percent who responded Strongly Disagree and/or Disagree

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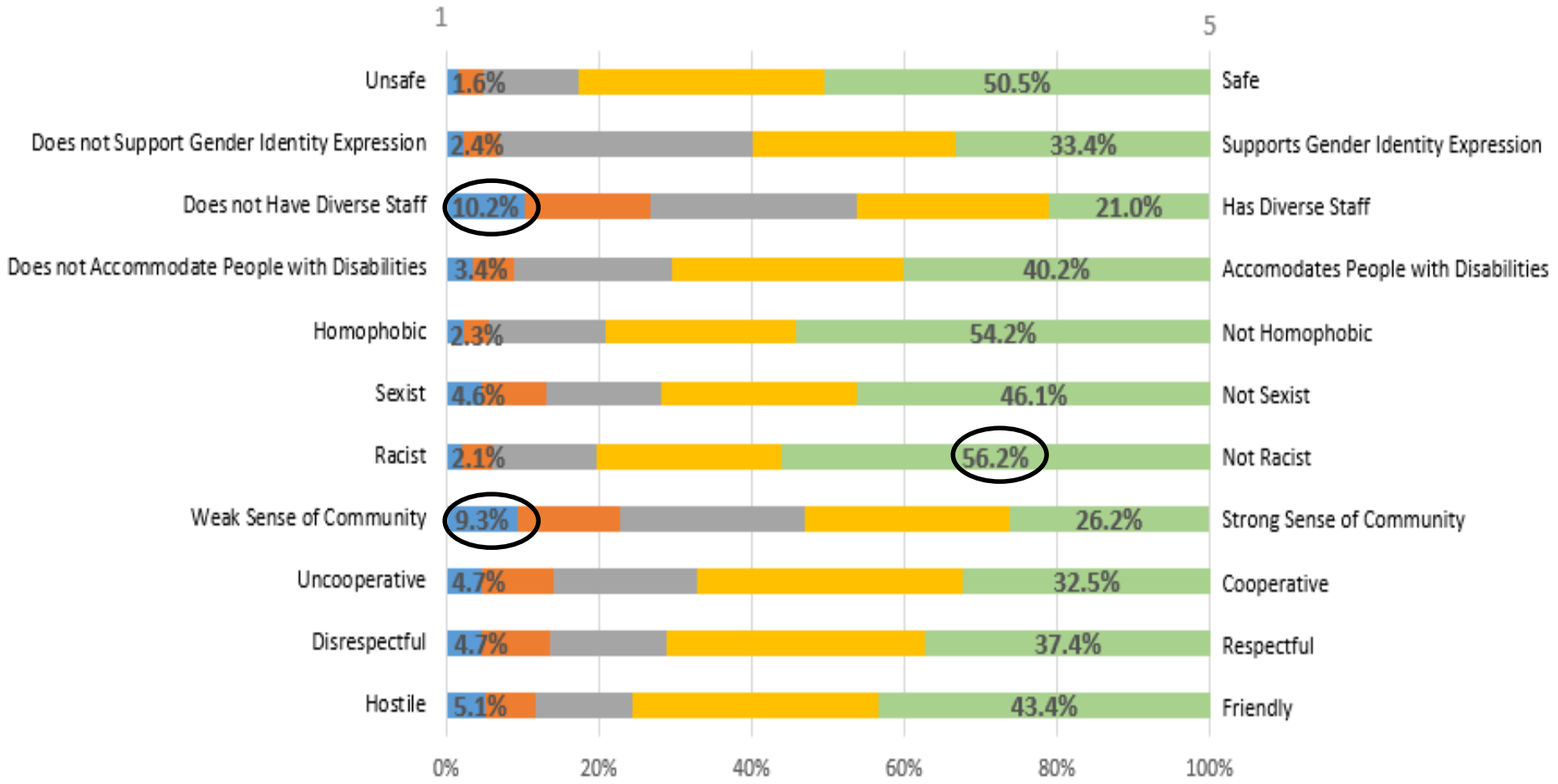
Work Environment



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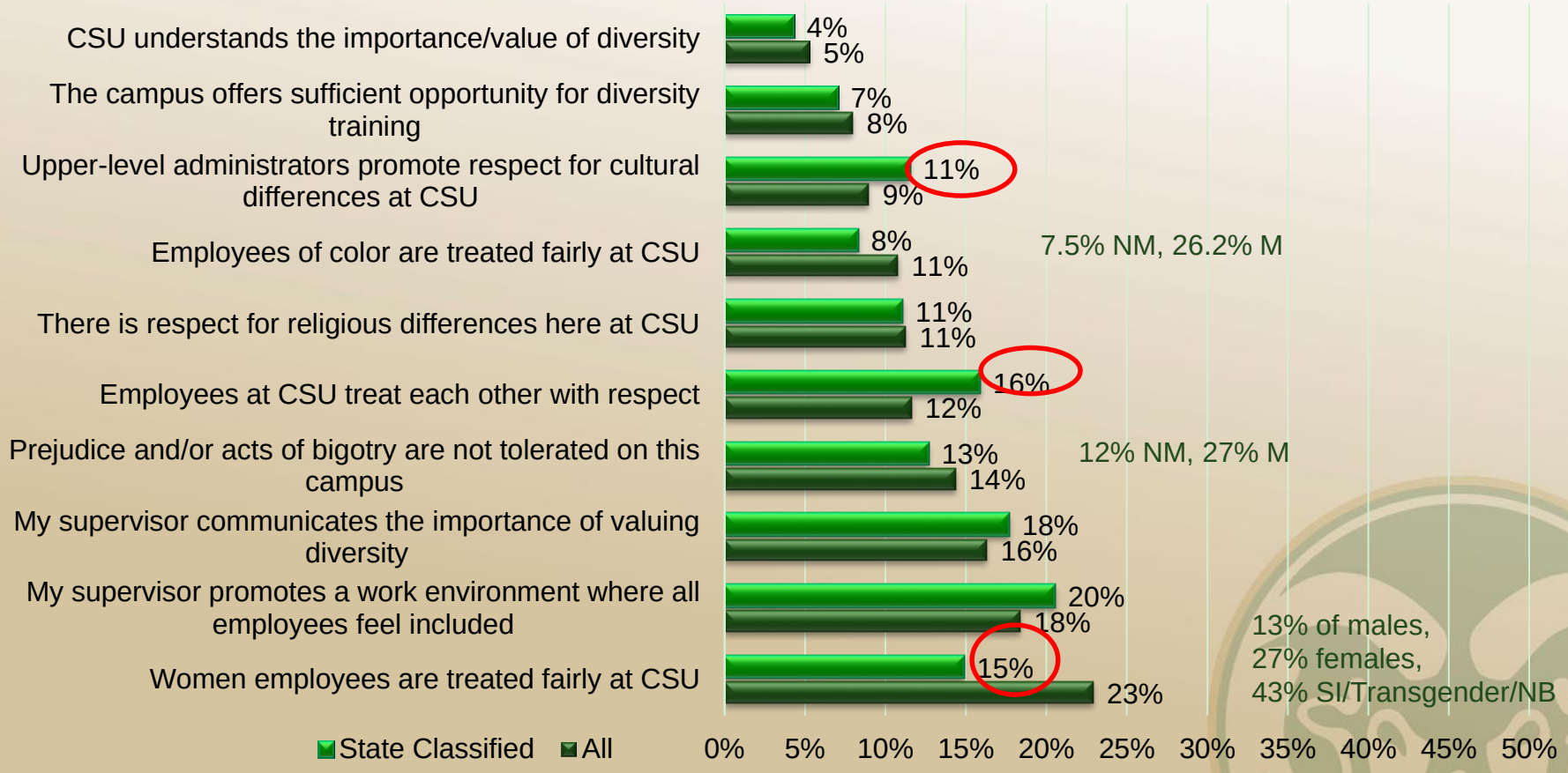
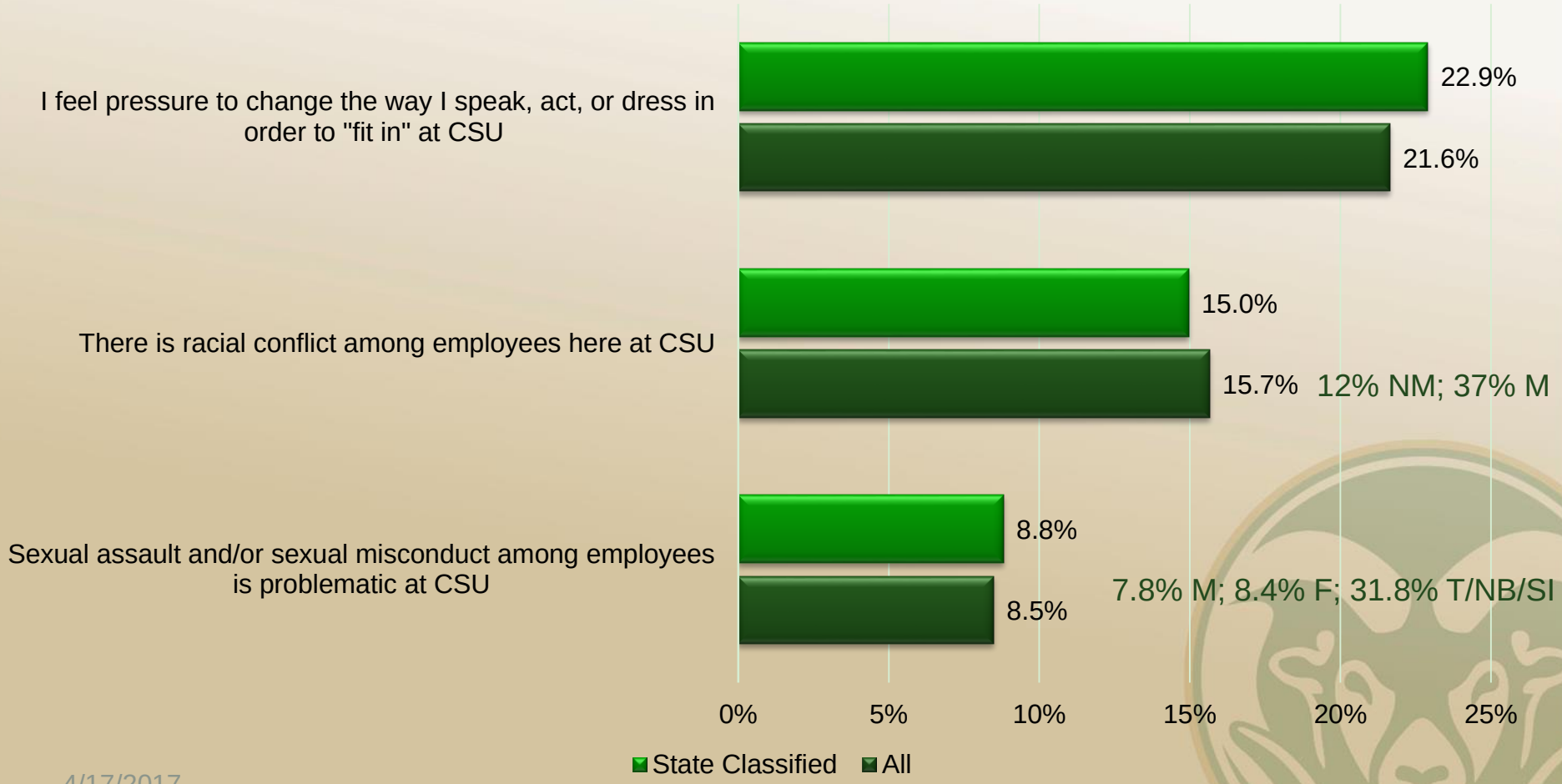
Perceptions of Diversity

Percent who Responded Strongly Disagree/Disagree



Perceptions of Diversity

Percent who responded Strongly Agree/Agree



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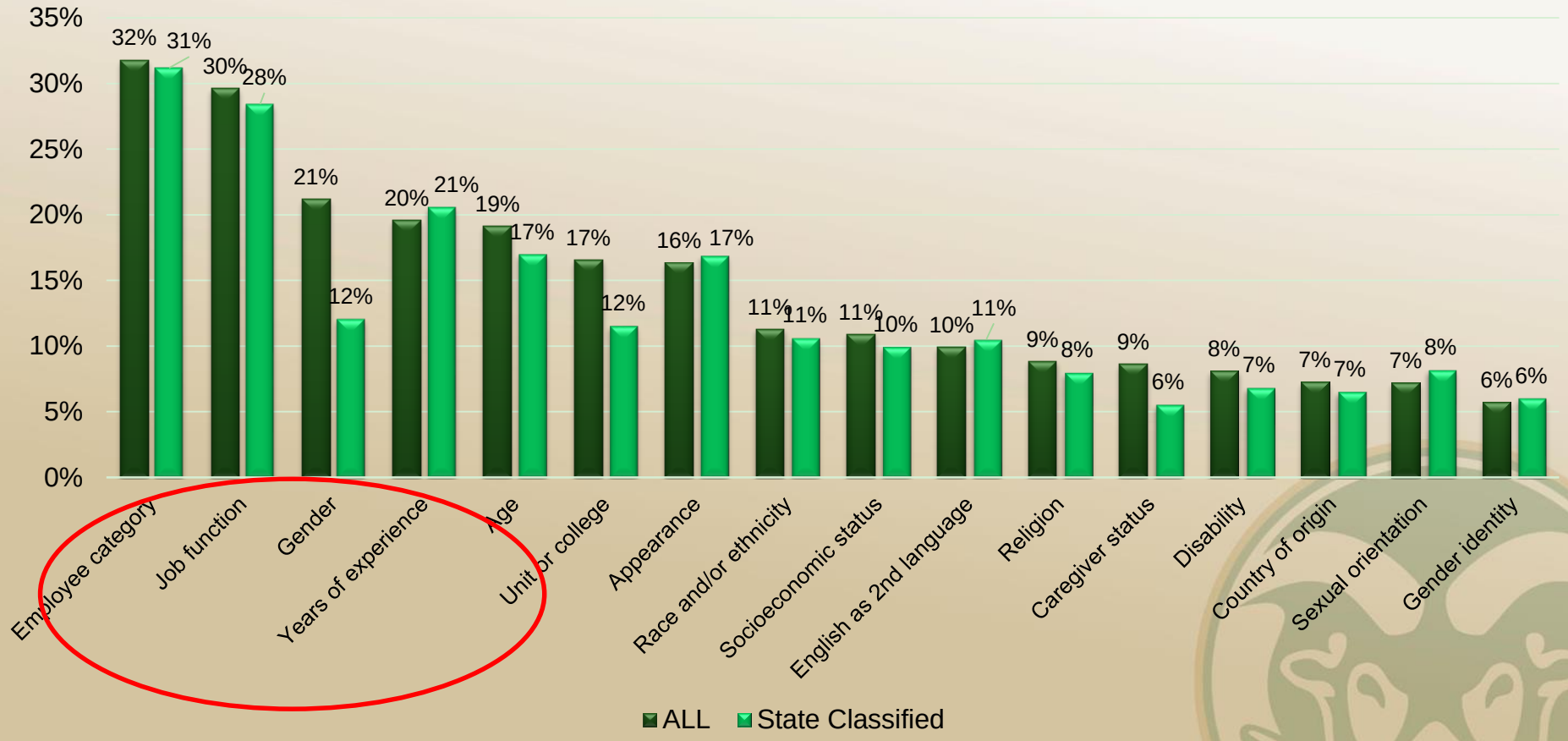
Negative Treatment or Behavior: Observed

I observed negative treatment or behavior based on:



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Negative Treatment or Behavior: Experienced

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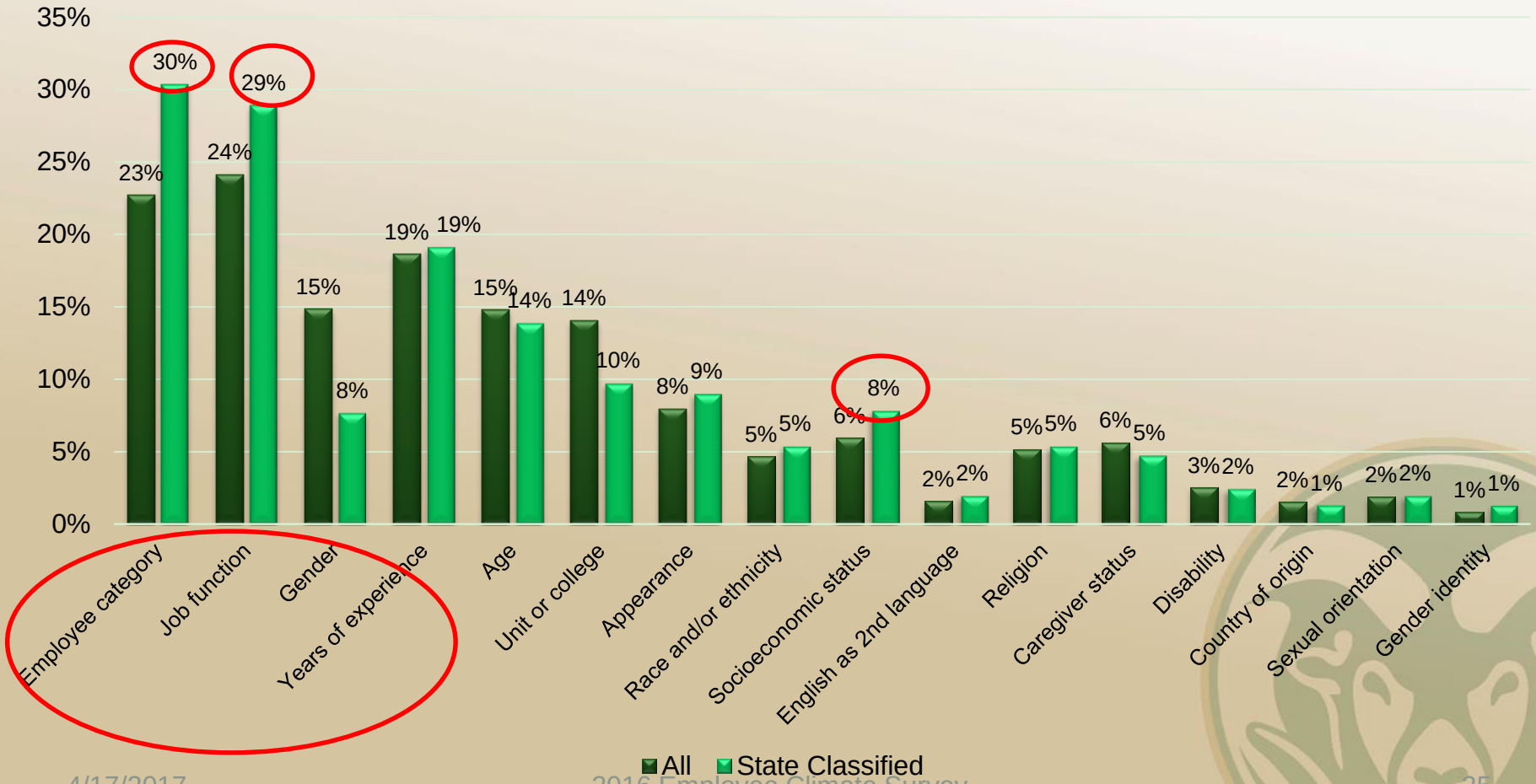

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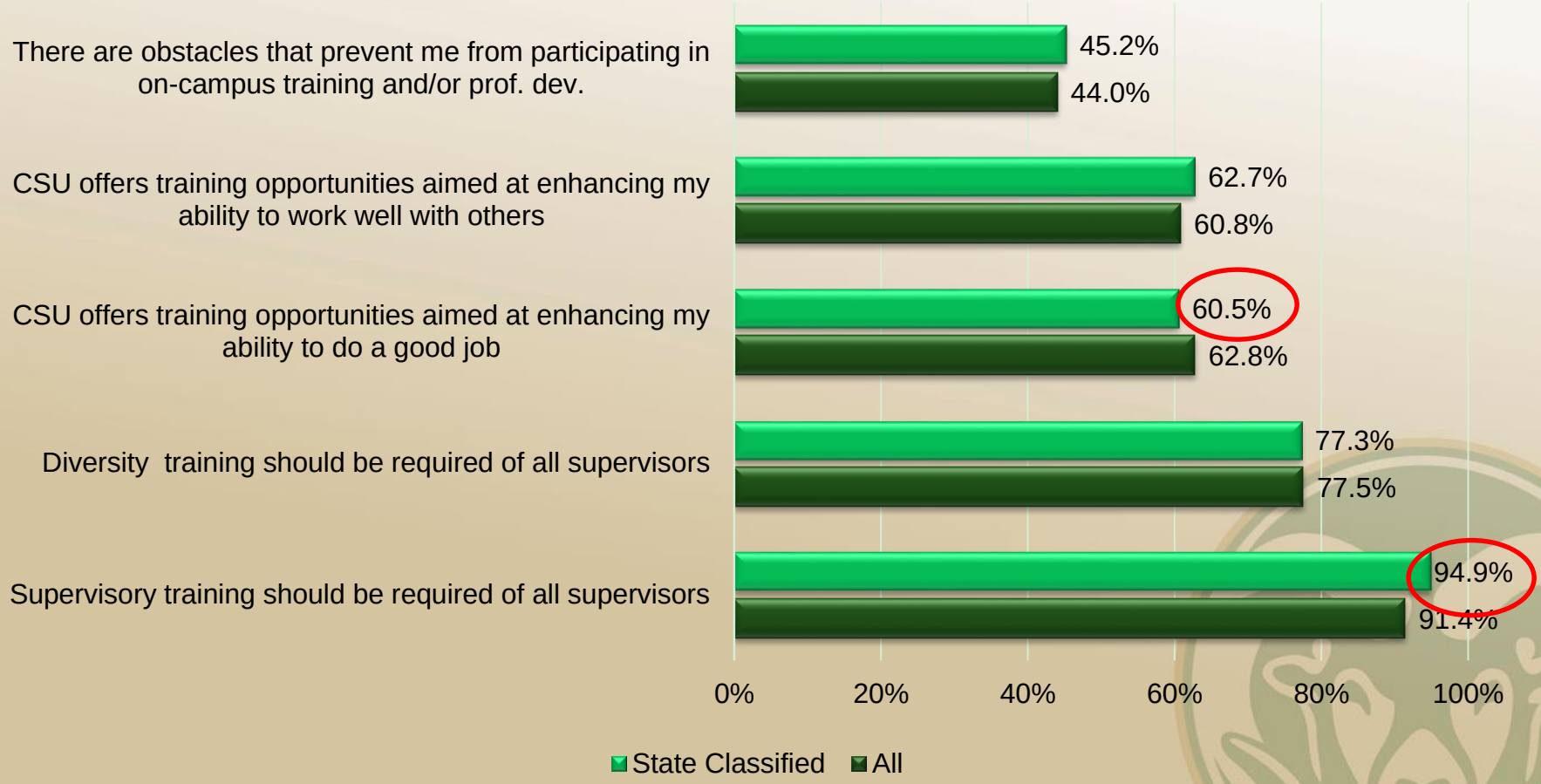
Campus Trainings

Percent who responded Strongly Agree and/or Agree



Campus Perceptions

- Perceptions were asked for both CSU and Unit/Department
  - Creates a supportive environment for employees from diverse backgrounds
  - Retains diverse employees
  - Recruits employees from a diverse set of backgrounds
  - Improves the campus climate for all employees
  - Climate has become consistently more inclusive of all employees
  - Encourages discussions related to diversity
  - Provides employees with a positive work experience
  - Recommend as a place of employment

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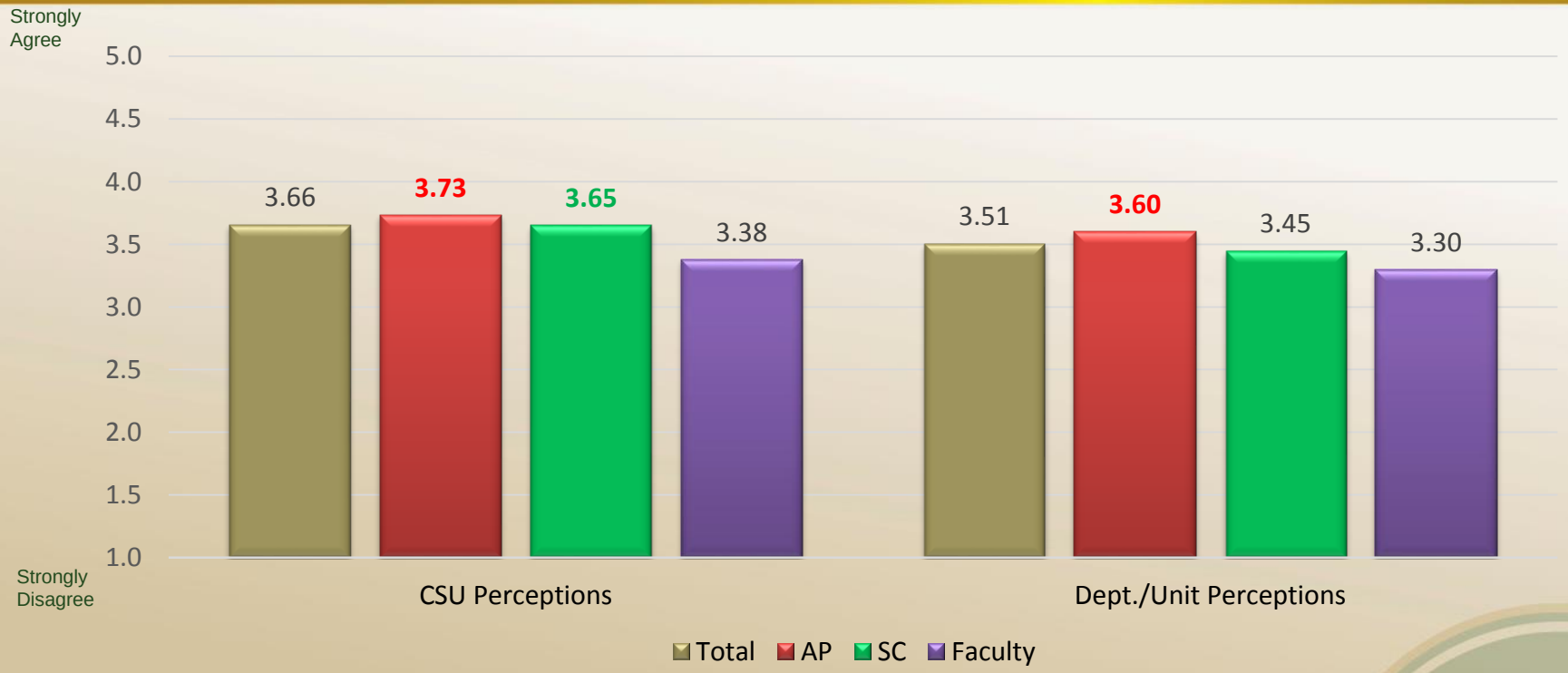
Campus Perceptions



- Administrative Professional and State Classified, on average, have significantly more favorable CSU climate perceptions than Faculty (effect sizes = .34 and .35 respectively)
- Administrative Professional have significantly more favorable unit climate perceptions compared to State Classified and Faculty (effect sizes: CSU = .18 and .46 respectively)

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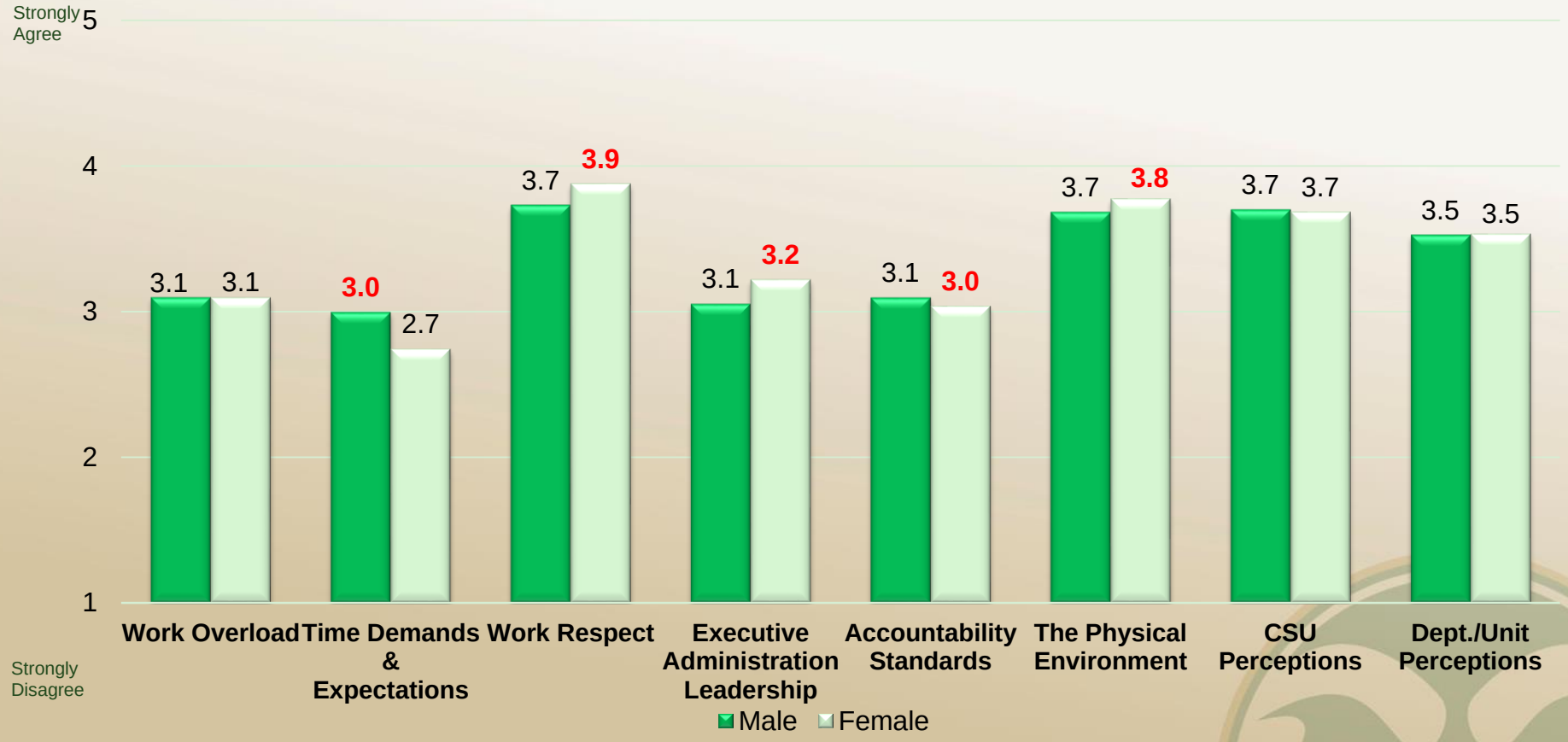
Average Responses by Gender



Sign: Differences by Employee Category:

- AP: Significant differences by gender for Accountability Standards, Unit Perceptions, CSU Perceptions (Males more favorable)
- SC: All means were significantly different (Females more favorable) except CSU Perceptions and Accountability Standards
- Faculty: No significant differences

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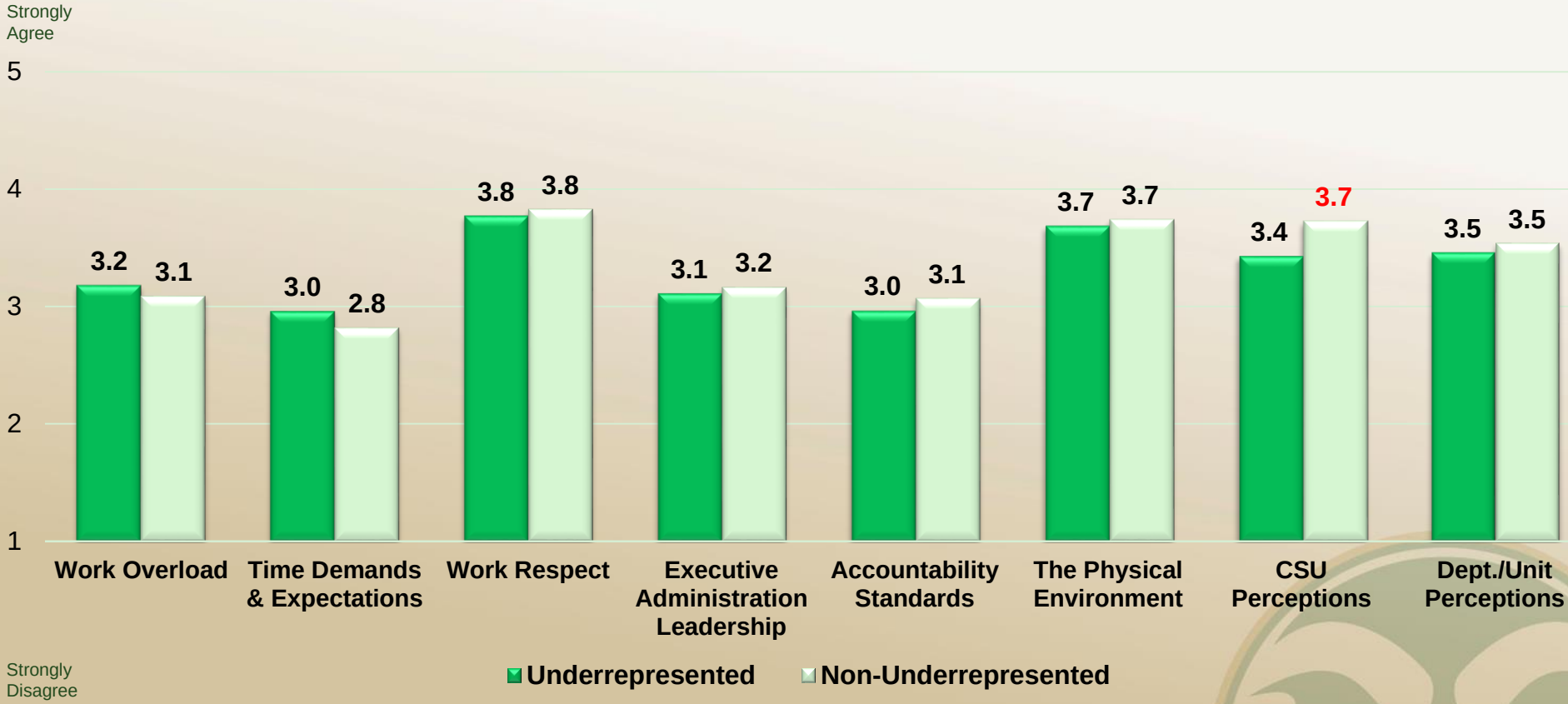
Average Responses by Underrepresentation (Race/Ethnicity)



Sign: Differences by Employee Category:

(All significant differences: underrepresented had less favorable means)

- AP: Time Demands & Expectations, Accountability Standards, and CSU Perceptions all significantly differed
- SC: No significant differences
- Faculty: CSU Perceptions significantly differed

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Campus and Department Perceptions

- Overall, 77% (SC: 69%) of respondents would agree that they would recommend **CSU** as a place of employment and 56% (SC: 48%) would agree they recommend their **department** as a place of employment

- The majority of respondents agree that **CSU**'s (64%) and the **department's** (68%) campus climate has become consistently more inclusive of all employees

- 63% of respondents agree that **CSU** encourages discussions related to diversity and half of respondents agree that their **department** encourages these discussions
  - Smaller gap than in 2014 (12.3% vs. 17.3%)

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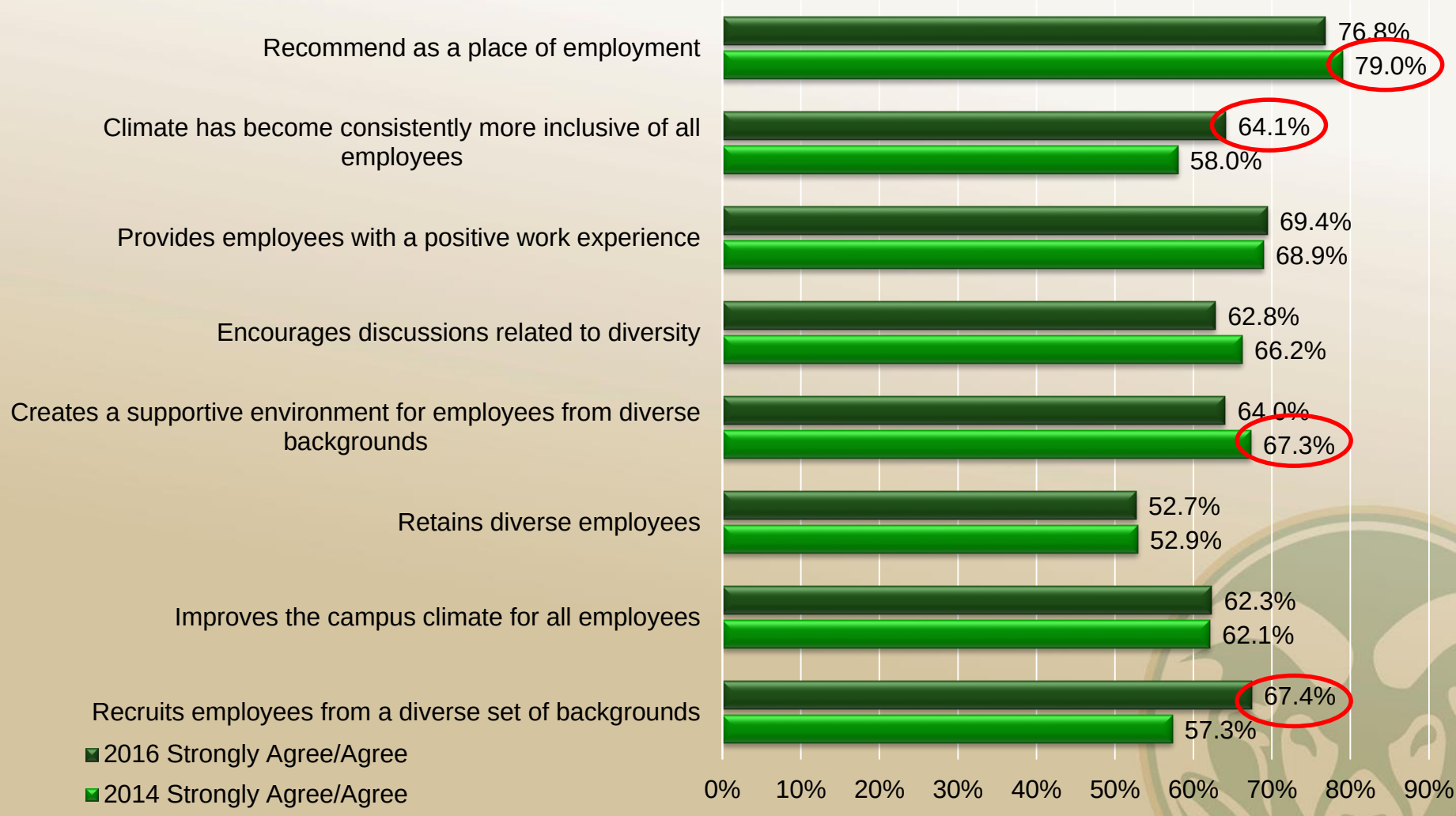
CSU Campus Perceptions: 2016 vs. 2014



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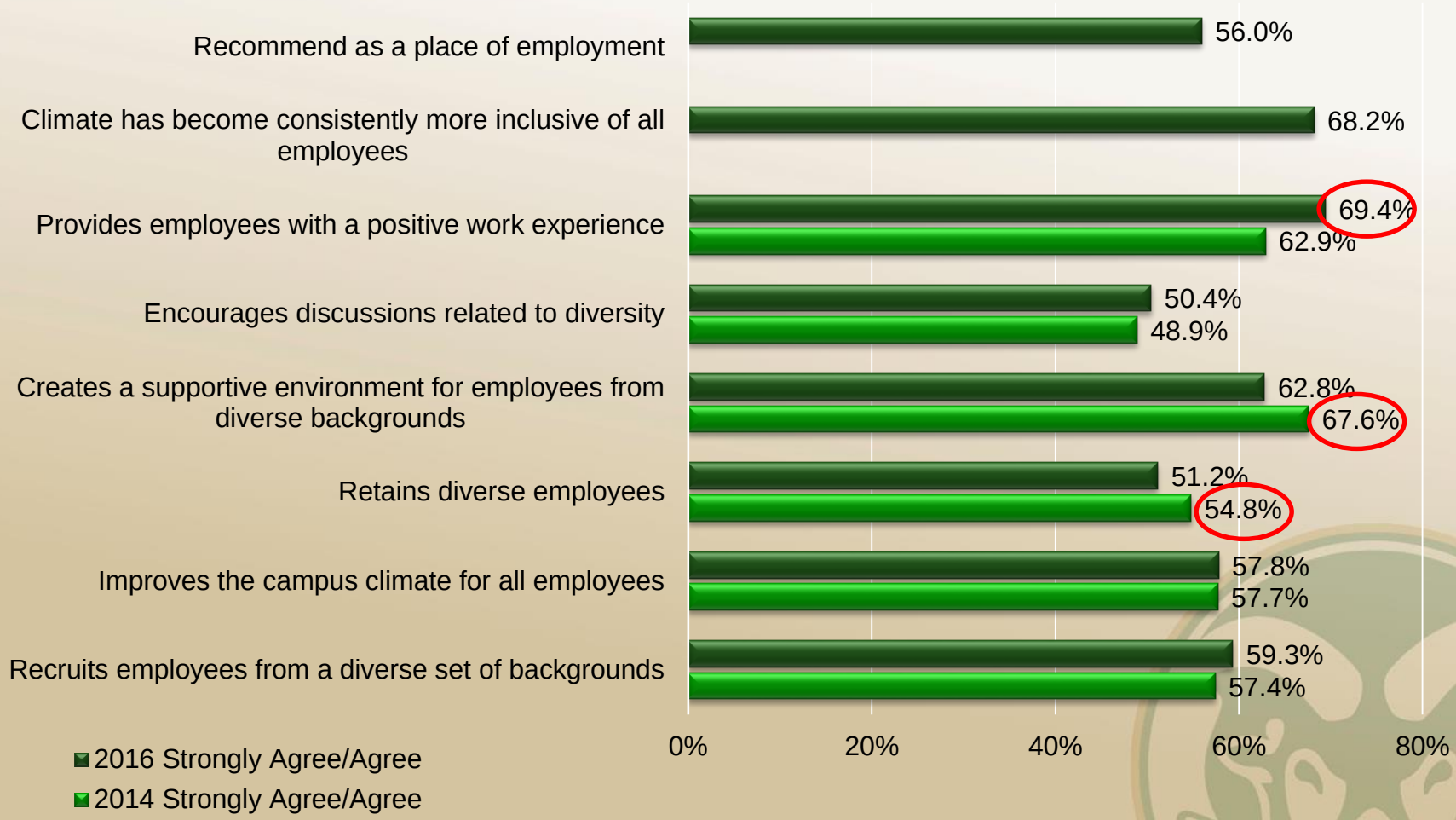
Department/Unit/Office Perceptions: 2016 vs. 2014



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What impacts employees' perceptions of work respect?

Covariates
- Gender
- Minority Status
- Alumni Status
- Less established (5 years or less) vs. established employee
- Dependent Status

- Work Overload
- Time Demands & Expectations
- Physical Environment
- Executive Leadership
- Accountability Standards

Work Respect

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What impacts CSU perceptions ?

Covariates
- Gender
- Minority Status
- Alumni Status
- Less established (5 years or less) vs. established employee
- Dependent Status

- Work Overload
- Time Demands & Expectations (-)
- Physical Environment (+)
- Executive Leadership (+)
- Accountability Standards (+)

CSU Perceptions

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What impacts unit perceptions ?

Covariates
- Gender
- Minority Status
- Alumni Status
- Less established (5 years or less) vs. established employee
- Dependent Status

- Work Overload
- Time Demands & Expectations (-)
- Physical Environment (+)
- Executive Leadership (+)
- Accountability Standards (+)

Unit/Department Perceptions

Personal and Employee Characteristics

- **CSU alumni** have significantly more positive perceptions of the Executive Leadership and the Campus Climate than non-alumni (effect sizes = .11 and .16 respectively)
  - SC: No sign. differences except Time Demands and contrary effect
- On average, **employees with no dependents** have significantly more favorable mean scores for all constructs except physical environment than employees with dependents (effect sizes < .20)
  - SC: All except Accountability Standards, Work Overload, and Work Respect
- Employees who have **worked at CSU for five years or less** have significantly more favorable mean scores for all constructs than those who have worked at CSU for six or more years (effect sizes < .16 -.38)
  - SC: All

Thoughts on Impact and Potential Action Items

- Workload
- Work Respect
- Leadership
- Search Committee
- Physical Campus Environment
- Diversity in Your Work Environment
- Campus Trainings
- Campus and Department Perceptions
- Personal and Employee Characteristics

Questions/Comments?