INCLUSIVE EXCELLENCE
COLORADO STATE UNIVERSITY

2021 Employee Climate Survey

Intersectional Report

Table of Contents

1.0 Background

Numerous academic institutions have used climate surveys to measure employee perceptions of their workplace and overall job satisfaction. They are important tools for organizations to understand their employees' needs and concerns and to identify opportunities for improvement[1]. Colorado State University (CSU) has been working to address issues of gender inequity and to improve diversity, equity, and inclusion (DEI) among its faculty and staff for decades. Despite these efforts, women and people of color remain underrepresented in CSU's workforce[2].

CSU places a high priority on rectifying this issue, but efforts so far have been demonstrably ineffective, particularly regarding recruitment and retention of faculty, staff, and students of color. Empirical research indicates both faculty and staff play a significant role for people of color in creating an inclusive work and learning environment, improving classroom engagement, and student success[3]. Increasing diversity among faculty and staff has been shown to have significant positive implications for student academic performance, retention, and academic outcomes. The benefits of having a diverse pool of employees on student success are particularly pronounced for underrepresented racially minoritized (URM) students and those with marginalized intersectional identities[4–6].

In response to CSU Commitment to Diversity, the university has conducted the Employee Climate Survey (ECS) every two to three years since 2014. The purpose of the ECS was to assess employee experiences and perceptions related to their department/unit, college/division, and the CSU work environment. The ECS serves as a strategic tool to help us understand employee experiences, create data-informed initiatives, and implement targeted interventions aimed at improving an inclusive workplace environment at CSU. In addition, this work aligns with CSU Values and Principles of Community.

The 2021 ECS questionnaire focuses on organizational themes regarding culture, climate, leadership accountability, communication, respect, favoritism, discriminatory attitudes, and other problematic behaviors including sexual harassment, bullying, verbal abuse, and physical assault. The CSU overall 2021 ECS report and specific college/division reports are posted online, please visit the Office for Inclusive Excellence (OIE), Employee Climate Survey for detailed information.

Previous reporting provided results by gender identity, racially minoritized status, and employment type. This supplemental report focuses on addressing CSU employee experiences at the intersection of gender and race/ethnicity and expands the view beyond the binary categorizations of gender (men versus women) and racially minoritized (minoritized versus non-minoritized status).

The ECS intersectional report acknowledges that employee experience can be influenced by social and structural factors such as age, gender identity/sexual orientation, socioeconomic status, job title, religion, political affiliation, racial/ethnic background, etc.[7]. The current report, however, focuses on addressing employee experiences at the intersection of gender and race/ethnicity.

2.0 Methodology

2.1 Survey Design
The 2021 Employee Climate Survey is based on the survey developed in 2018 by the Assessment Group for Diversity Issues, a CSU service committee housed in the Office for Inclusive Excellence (OIE). Since the survey was designed for CSU's internal improvement, items that inform initiatives, resources, policies, and needs were prioritized. OIE enlisted the assistance of the Office of Institutional Research, Planning and Effectiveness (IRP&E) to administer the survey on OIE's behalf.

2.2 Participants Recruitment Procedures
All employees, excluding student workers, temporary workers, and graduate assistants at CSU, were eligible to participate in the survey between October 19 and November 12, 2021. Email communications were sent to eligible employees by the OIE Vice President and Associate Vice President, as well as college/division leadership (e.g., vice president or dean). While each employee received a unique link, data were collected anonymously (both online and paper) and no personally identifying attributes were recorded (e.g., email or IP address).

2.3 Data Collection
The Employee Climate Survey was administered using Qualtrics, a web-based survey platform, and was available in English and Spanish. The 2021 survey instrument focused on organizational themes that assessed culture, leadership accountability, respect, favoritism, communication, responsiveness to feedback and performance review, discriminatory attitudes, and other potential problems (including bias, bullying, sexual harassment, verbal abuse, and physical assault). Several divisions/colleges and departments/units opted to include survey questions tailored to their employees.

Survey items used a five-point Likert scale, (1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree). On many of the survey items, respondents could choose a non-evaluative response such as *"don't know," "NA"* or *"prefer not to disclose"*. These responses, along with missing data, have been excluded from the current analyses. The comparisons by gender identity are based on the proportion of respondents who *"strongly agree"* or *"agree"* with each item and statistically significant differences ($p \le 0.05$) between subgroup members are noted within tables in the reports. This intersectional report considers employee experiences by three categories of gender: men, women, and trans, nonbinary, or nonconforming (T/NB/NC) for five racial and ethnic groups: White Americans, Asian Americans, Hispanic/Latinx Americans, Black/African Americans, Native Americans/Alaska Native/First Nations, and Hawaiian/Pacific Islander Americans. As employees may have identified with more than one race or ethnicity, their perspectives were reflected in each of the categories they selected on the survey questionnaire.

2.4 Data Analysis
Data were analyzed using SPSS statistical software. Data analyses were conducted at the descriptive and bivariate levels. Binary and categorical variables were presented as absolute counts and percentages. Differences in demographic characteristics by gender, race/ethnicity, and employee type were assessed using Pearson's chi-squared test of significance and were considered statistically significant when $p \le 0.05$.

For the 2021 ECS, weighted data were used for analysis and reporting of results. Due to some discrepancies between the survey sample and the target population, the data were weighted (using the SPSS rake procedure) by gender, racially minoritized status, and/or employment type within each division/college. Therefore, all sample sizes presented in this report are weighted to represent the total number of employees (i.e., the CSU population) ensuring all identities are simultaneously reported while maintaining confidentiality. The totals representing the population are abbreviated to "Pop" in most tables; percentages and proportions of respondents providing a given response are abbreviated to "Pct". Detailed information on sample weighting procedures can be found on the campus-wide ECS and/or college/division reports[8].

An overall index score representing the average percent agree across organizational themes (e.g., *Work Culture*) appears within each table. For example, the *Work Culture* theme captured 13 individual survey items. If an employee selected "agree" or "strongly agree" to 9 out of the 13 items, their *Work Culture* index score would equal 69%. An employee must have answered all survey items within a theme for an index score to be calculated. An overall index score represents the average of the individual index scores for all employees included in the group or category. Since 2021 was the first year that weighted data were used in the analysis and reporting of the ECS, for comparison purposes, results from the 2018 ECS were also weighted in the 2021 report.

3.0 Survey Results

3.1 Participants' Demographic Characteristics
A total of 3,457 employees completed the survey, providing an overall response rate of 44%. Nearly all ECS were completed online and in English. Nine surveys were completed in Spanish and 135 were completed via hard copy. The survey response rates ranged from 37% for faculty to 46% among state classified employees. The 2021 CSU overall response rate was 44%, which was lower than the 2018 response rate of 59% and higher than both the 2016 (30%) and 2014 (26%) climate survey administrations (Figure 1).

Figure 1: Participants response rates by employee type at CSU
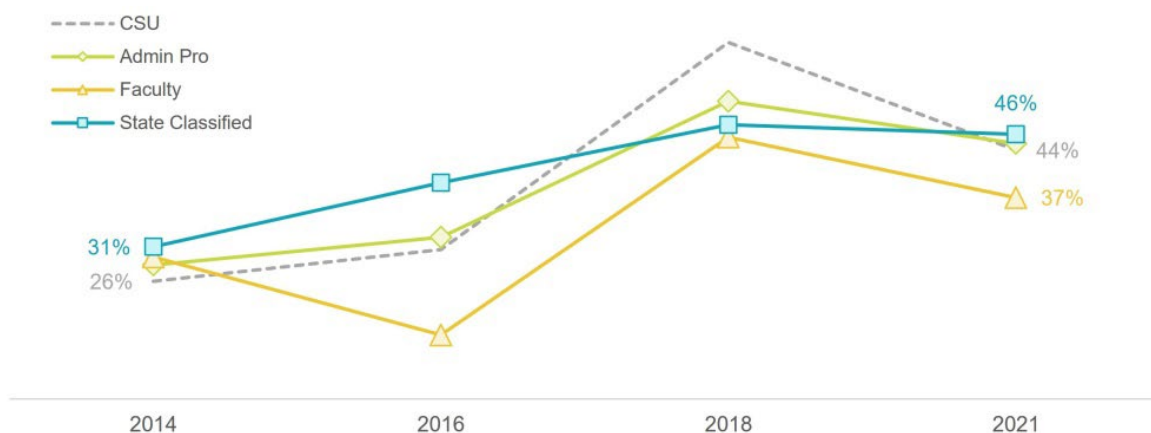
Note: In 2018, about 560 respondents had an unknown employment type, which accounts for the overall response rate's being higher than the rates for the individual employment groups.

3.2 Participants by Gender

Most of the employees who participated in the survey were women at 52%, followed by men at 45%. Individuals who identified as transgender, non-binary, or nonconforming (T/NB/NC) were underrepresented in the survey, as only 3% of participants were in this group for CSU overall.
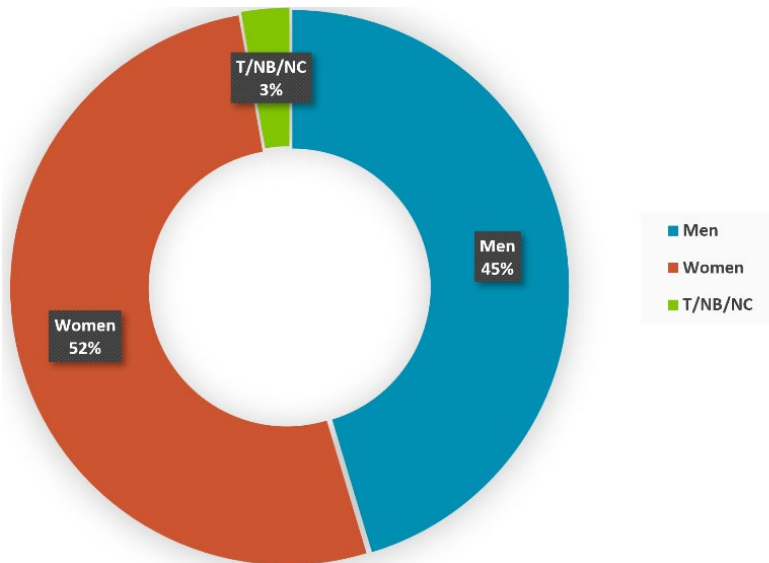
Out of the women participants, 86% were White Americans, followed by Hispanic/Latinx Americans at 9%, Asian Americans at 3%, Black/African and Native Americans at 2%, and lastly Native Hawaiian/Pacific Islander Americans at 0.1%.
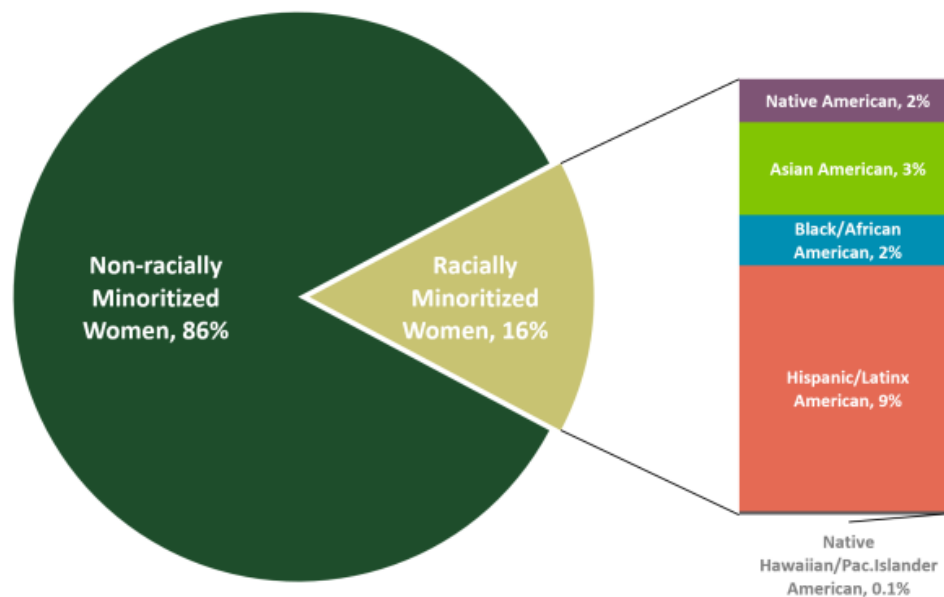
Similar proportions were observed when looking at gender categories by race/ethnicity, with most of the participants being White men at 84%.

Men by Race/Ethnicity

Non-racially Minoritized Men, 84%

Racially Minoritized Men, 18%

Native American, 1%

Asian American, 6%

Black/African American, 2%

Hispanic/Latinx American, 8%

Native Hawaiian/Pac.Islander American, 0%
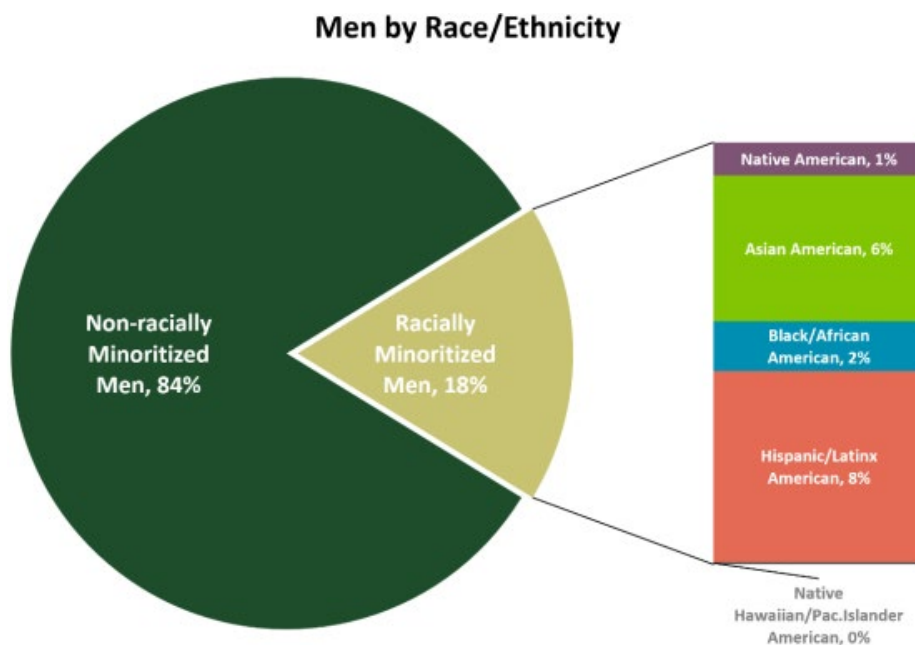
However, out of all T/NB/NC participants, 82% of them were White Americans, 17% Hispanic/Latinx Americans, 8% Black/African Americans, 5% Native Americans, 3% Asian Americans, and 1% Hawaiian/Pacific Islander Americans.

Transgender/nonbinary/nonconforming by Race/Ethnicity

Non-racially Minoritized T/NB/NC, 82%

Racially Minoritized T/NB/NC, 35%

Native American, 5%

Asian American, 3%

Black/African American, 8%

Hispanic/Latinx American, 17%

Native Hawaiian/Pac.Islander American, 1%
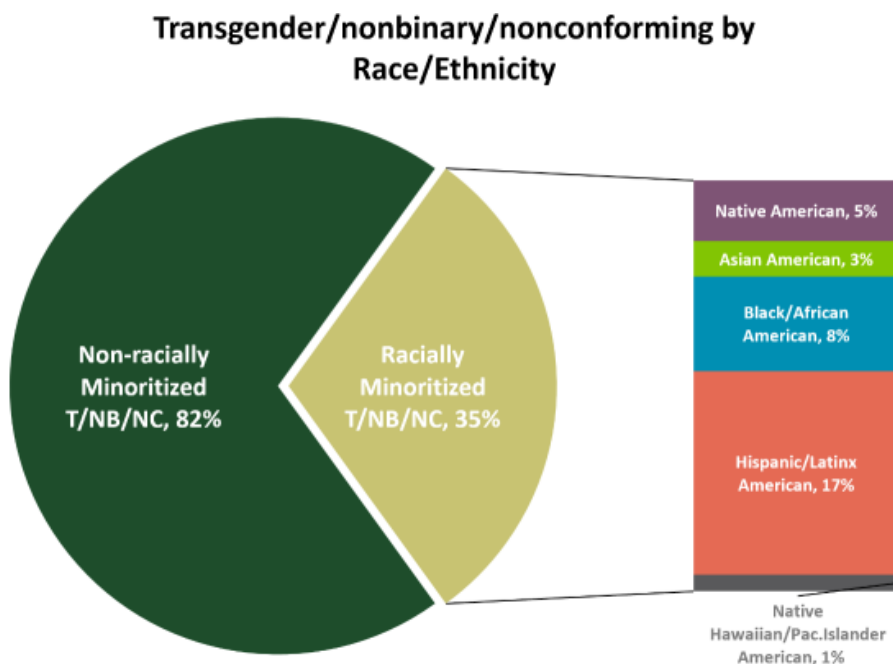
3.3 Participants by Racially Minoritized Status

When looking at diversity and employee representation among participants, we found that nearly 80% of the 2021 ECS participants were non-racially minoritized employees and about 17% were racially-minoritized employees. Among racially minoritized employees for CSU overall, the majority of survey participants were Hispanic/Latinx Americans (8.5%), followed by Asian Americans (4.4%), Black/African Americans (2.1%), Native Americans (1.5%), and lastly Native Hawaiian/Pacific Islander Americans at 0.2%.

2021 ECS Participants Overall

Non-Racially Minoritized Employees 5,702 (79.6%)

Racially Minoritized Employees 1,192 (16.7%)

Hispanic/Latinx American 606 (8.5%)

Native American 108 (1.5%)

Black/African American 151 (2.1%)

Asian American 314 (4.4%)

Native Hawaiian/Pac.Islander 13 (0.2%)
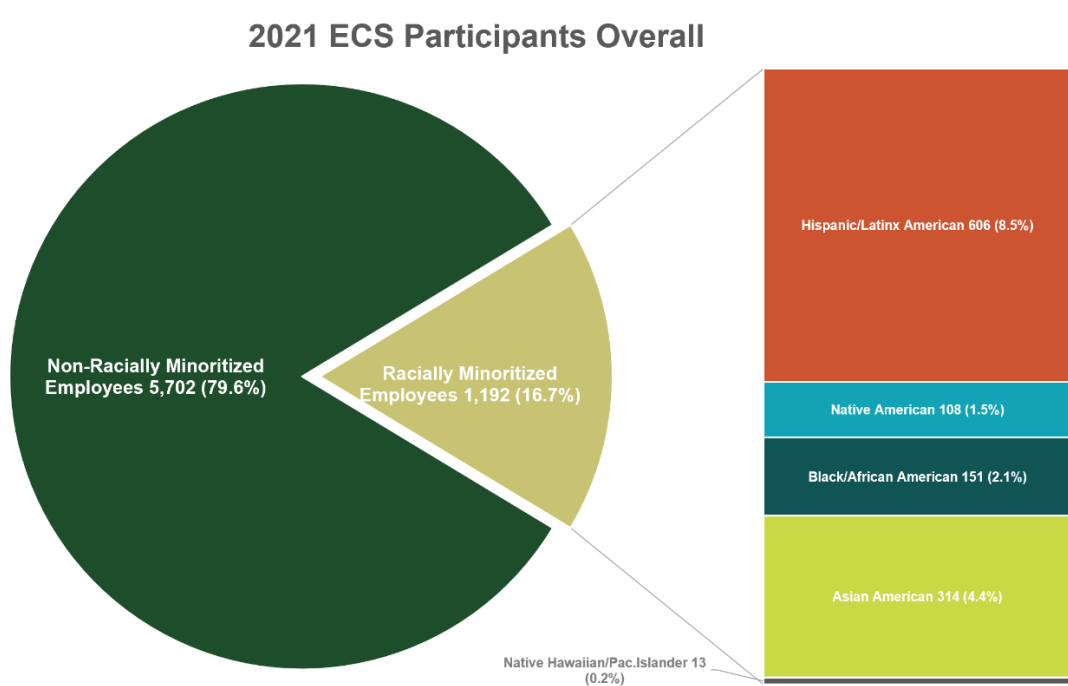
In addition, survey participation varied significantly by employee type. White American faculty and administrative professionals had the highest representation at 79%, followed by Asian Americans and Hispanic/Latinx employees at approximately 5%, Black/African Americans at 1.4%, and Native Americans and Native Hawaiian/Pacific Islander Americans with the lowest representation of less than 1%.

Faculty Participants

Non-Racially Minoritized Faculty 1,417 (79%)

Racially-Minoritized Facuty 219 (17%)

Hispanic/Latinx American 92 (5.1%)

Native American 12 (0.7%)

Black/African American 25 (1.4%)

Asian American 90 (5%)

Native Hawaiian/Pac. Islander 0

Admin Professional Participants

Non-Racially Minoritized Staff 2,881 (79%)

Racially-Minoritized Staff 534 (12%)

Hispanic/Latinx American 266 (5.1%)

Native American 46 (0.7%)

Black/African American 86 (1.4%)

Asian American 129 (5%)

Native Hawaiian/Pac. Islander 7 (0.2%)

Similar proportions among state classified employees, with most of the survey participants being White Americans at 80%.

State Classified Participants
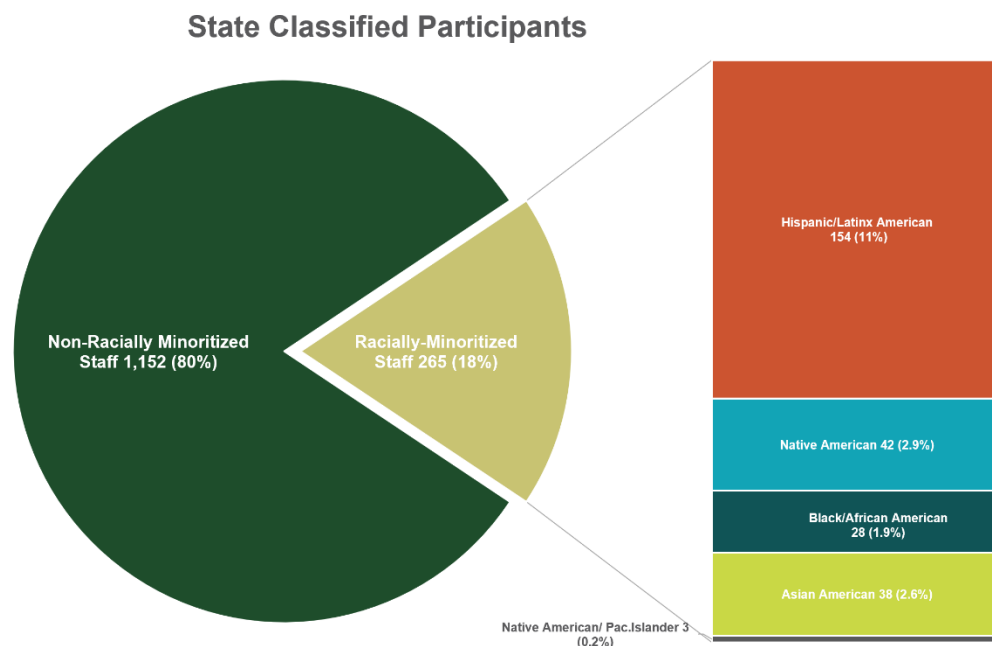
3.4 Participants Responses by Organizational Themes

Figure 2 shows overall results per organizational theme for all CSU employees. While most of the employees on campus agreed with the thematic assessment around work culture and respect at 62%, average agreements around college/division and department/unit leadership accountability were particularly low (less than 50%). This means that less than half of the participants agreed or strongly agreed that leadership adequately addresses inappropriate behavior, holds employees accountable, acts honestly and ethically, and addresses issues of inequity.

Figure 2: Participants Responses by Organizational Themes
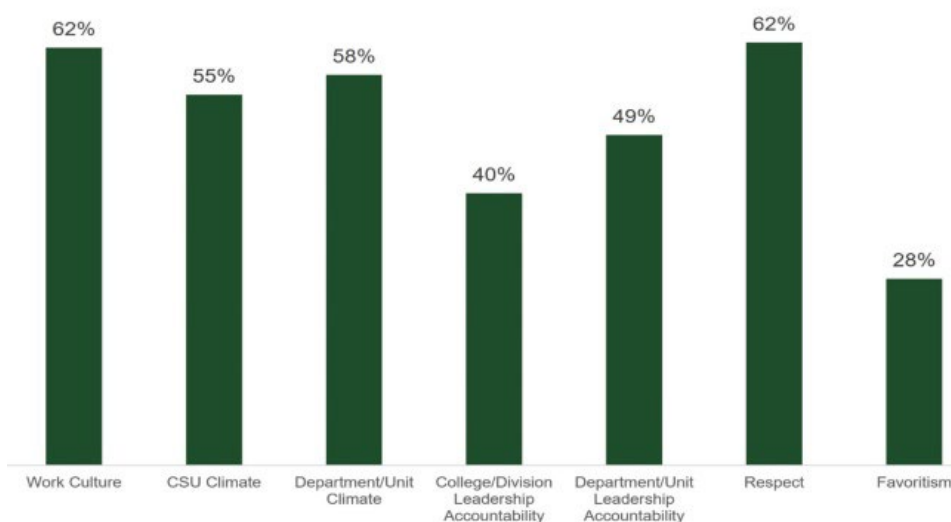
However, women and T/NB/NC employees were disproportionately impacted, as they reported lowest agreements for college/division leadership accountability (39% and 34%, respectively) and highest rates for favoritism among T/NB/NC participants at 32%.

CSU Overall by Gender and Race/Ethnicity

	CSU Overall	Work Culture	CSU Climate	Col/Div Leadership Accountability	Col/Div Communication	Respect	Favoritism
Men	55%	64%	57%	45%	56%	63%	26%
Women	56%	64%	56%	39%	60%	65%	27%
T/NB/NC	50%	55%	47%	34%	50%	61%	32%
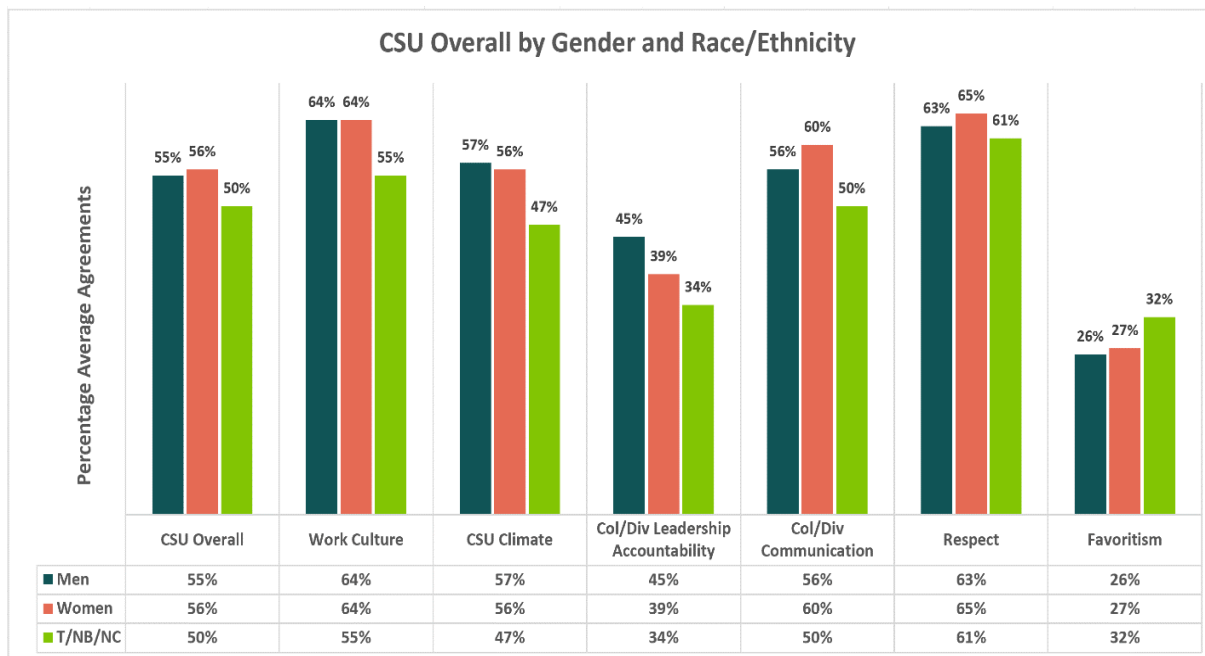
3.4.1 CSU Overall Work Culture by Gender and Race/Ethnicity

The organizational theme of *Work Culture* assessed employee perceptions regarding their work environment. Participants reflected on the following statements about their department/unit, college/division, and CSU work culture:

- My department/unit promotes a work environment where all employees feel included.
- My department/unit treats all employees equitably.
- My department/unit is open and transparent in communication.
- My department/unit values employee input in major department/unit decisions.
- My department/unit promotes respect for cultural differences.
- My department/unit understands the value of diversity.
- My department/unit communicates the importance of valuing diversity.
- I feel valued as an employee.
- I feel a strong sense of belonging to CSU.
- I feel a strong sense of belonging to my division/college.
- I feel a strong sense of belonging to my department/unit.
- I would recommend CSU as a place of employment.
- I would recommend my department/unit as a place of employment.

Approximately 6 in 10 men and women participants rated CSU Overall Work Culture favorably compared to 5 in 10 T/NB/NC employees. Average agreements were highest among Asian Americans across all gender identities and lowest among Hispanic/Latinx Americans. Native American men and Native Hawaiian/Pacific Islander

T/NB/NC were particularly impacted as they reported the lowest rates for this theme (43% and 38%, respectively).

Work Culture by Gender and Race/Ethnicity

	CSU Overall	Native American	Asian American	Black/African American	Hispanic/Latinx American	Native Hawaiian/Pac.Islander	White American
■ Men	64%	43%	73%	68%	55%	92%	65%
■ Women	64%	64%	71%	61%	55%	62%	65%
■ T/NB/NC	55%	64%	98%	65%	56%	38%	53%
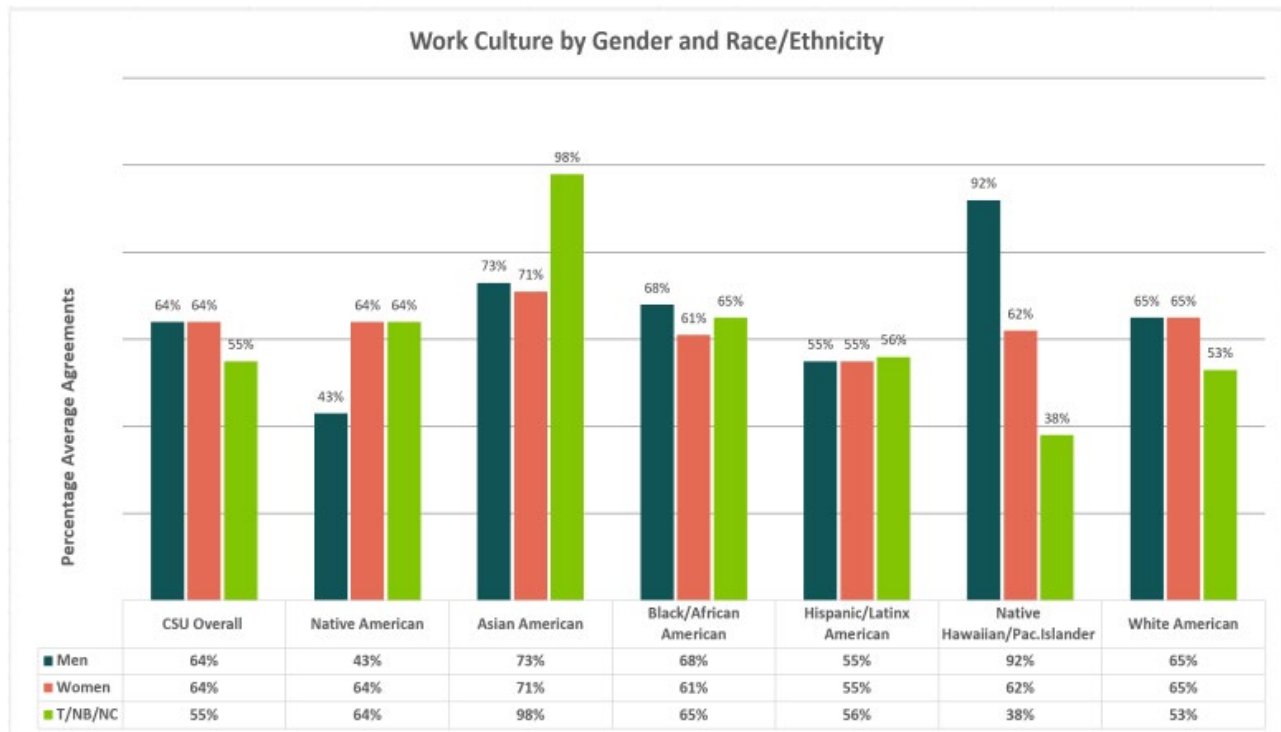
3.4.2 CSU Climate by Gender and Race/Ethnicity

For this organizational theme, participants were asked to reflect on the following statements about their department/unit, college/division, and *CSU Climate*:

- Recruits' employees from a diverse set of backgrounds.
- Improves the campus climate for all employees.
- Retains diverse employees.
- Creates a supportive environment for employees from diverse backgrounds.
- Encourages discussions related to diversity.
- Provides employees with a positive work experience.
- Climate has become consistently more inclusive of all employees.

Over half of employees who identified as men (57%) and women (56%) felt positively about their work environment at CSU (54%). Only 47% of T/NB/NC employees agreed with the current CSU climate. Average agreements were highest among Asian Americans (62%-70%) across genders and lowest among Black/African Americans (31%-47%), followed by Hispanic/Latinx Americans (38%-50%), and Native Americans (37%-54%). T/NB/NC employees were disproportionately impacted as they reported the lowest rates in nearly all racial/ethnic backgrounds, except for Native American and Asian American employees.

CSU Climate by Gender and Race/Ethnicity

Percentage Average Agreements

	CSU Overall	Native American	Asian American	Black/African American	Hispanic/Latinx American	Native Hawaiian/Pac.Islander	White American
Men	57%	44%	64%	47%	50%	92%	58%
Women	56%	37%	62%	41%	41%	62%	58%
T/NB/NC	47%	54%	70%	31%	38%	38%	49%
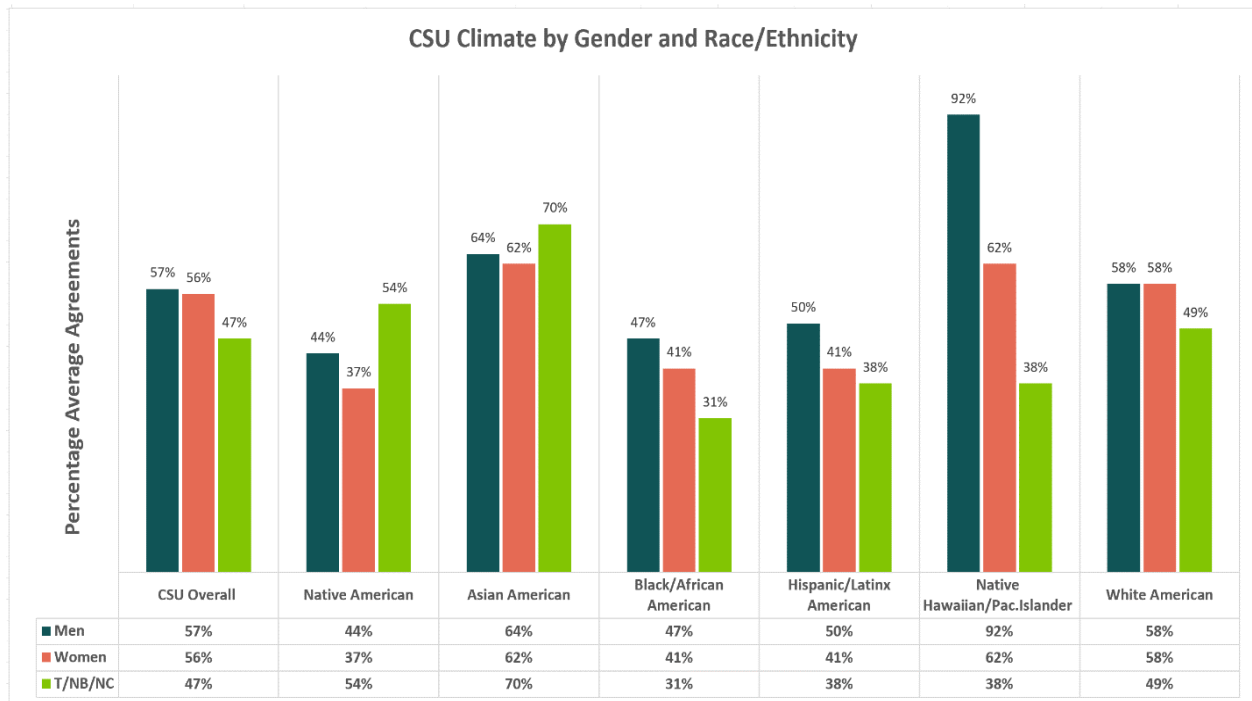
3.4.3 College/Division Leadership Accountability by Gender and Race/Ethnicity

The organizational theme of *Leadership Accountability* assessed employee perceptions and opinions regarding accountability in their department/unit, college/division, and CSU. Participants reflected on the following statements regarding their agreement about leadership accountability:

- Leadership adequately addresses inappropriate behavior.
- Leadership holds employees accountable for inappropriate behavior.
- Leadership holds employees accountable for poor performance in the workplace.
- Leadership acts ethically and honestly in the workplace.
- Leadership addresses issues of inequity.
- Leadership holds all employees to the same standards.

College/division leadership accountability was perceived less favorably by all employees, with reported average agreements ranging between 34%-45% among all gender identities. Women reported less desirable rates as they had the lowest average agreements regardless of racial/ethnic background. The disparities in participants' perceptions regarding leadership accountability were much more pronounced (less than 40%) for Hispanic/Latinx women, followed by Black/African women, Native Americans women, and Native Hawaiian/Pacific Islander women.

College/Division Leadership Accountability by Gender and Race/Ethnicity

	CSU Overall	Native American	Asian American	Black/African American	Hispanic/Latinx American	Native Hawaiian/Pac.Islander	White American
Men	45%	22%	48%	48%	37%	75%	45%
Women	39%	34%	46%	34%	29%	38%	40%
T/NB/NC	34%	52%	64%	53%	30%	33%	35%
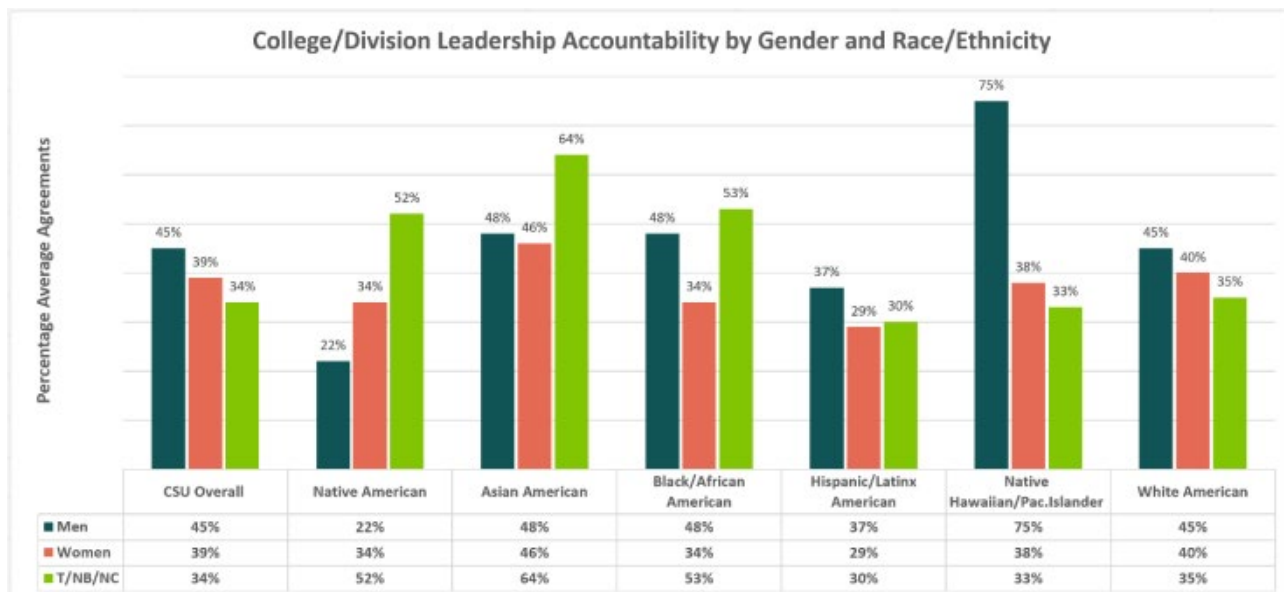
3.4.4 College/Division Communications by Gender and Race/Ethnicity

For this organizational theme, participants were asked to reflect on *Communications* strategies in the university, division or college, and the department or unit. Employees were asked to provide responses to the following statements under this theme:

- Communications are effective.
- Communications are timely.
- Communications are relevant.
- Communications are informative.
- Communications are motivating.
- Communications are honest.
- Communications are accessible.

Three in five women employees felt positively about the college/division communications compared to nearly half men employees (56%) and T/NB/NC employees (50%). Native American men, Black/African American women, Hispanic/Latinx American T/NB/NC, Native Hawaiian/Pacific Islander women and T/NB/NC, as well as White American T/NB/NC employees were disproportionately impacted as they reported the lowest average agreements (less than 50%) regarding communications in their colleges/divisions.

College/Division Communications by Gender and Race/Ethnicity

	CSU Overall	Native American	Asian American	Black/African American	Hispanic/Latinx American	Native Hawaiian/Pac.Islander	White American
Men	56%	37%	61%	60%	53%	76%	57%
Women	60%	64%	63%	45%	54%	43%	61%
T/NB/NC	50%	60%	100%	56%	43%	43%	49%
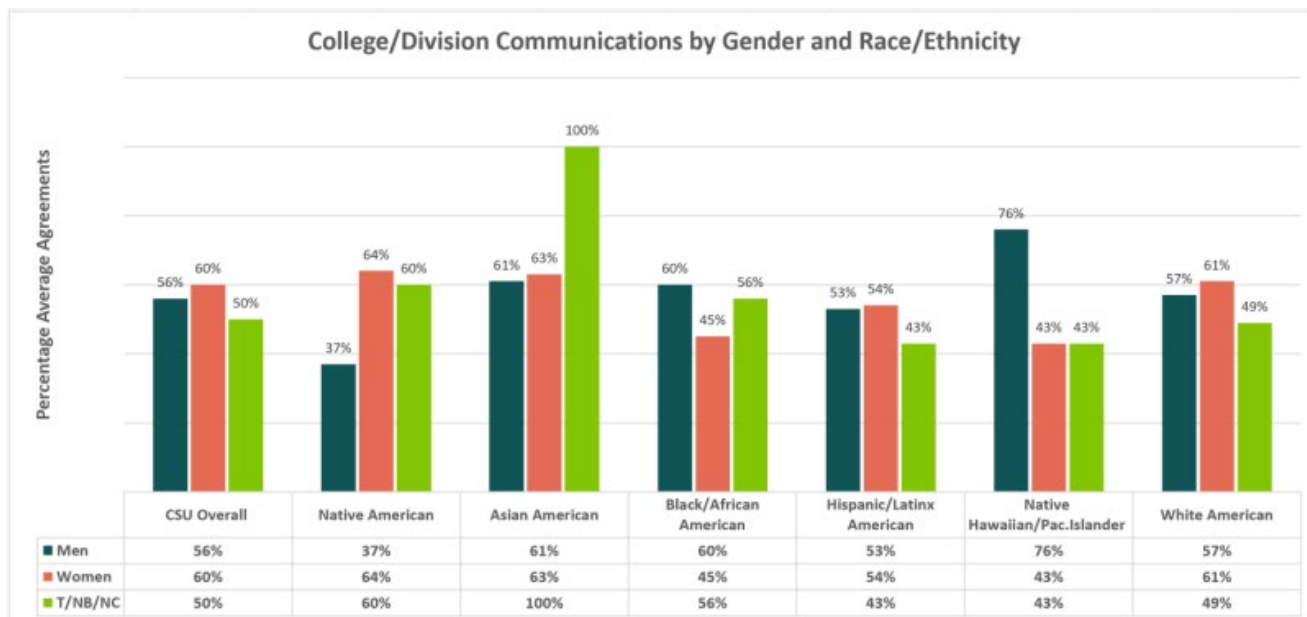
3.4.5 Respect by Gender and Race/Ethnicity

The organizational theme of *Respect* assessed employee perceptions of respect at the department/unit or college/division levels. Employees reflected on six aspects of *Respect*, which included the following statements:

- My department/unit is treated with respect by other units within my college/division.
- My college/division is treated with respect by CSU.
- The people I interact with treat each other with respect.
- There is respect for religious differences in my department/unit.
- There is respect for liberal perspectives in my department/unit.
- There is respect for conservative perspectives in my department/unit.

Among all CSU employees, approximately 2 in 3 employees reported desirable average agreements regarding perceptions about respect in their work environment. Rates were highest among Asian American employees who were also men or T/NB/NC as well as Black T/NB/NC employees, with at least 7 in 10 feeling that there is respect in their department/unit, college/division, and on campus. Native American men were disproportionately impacted as they reported the lowest average agreements at 40%.

College/Division Respect by Gender and Race/Ethnicity

	CSU Overall	Native American	Asian American	Black/African American	Hispanic/Latinx American	Native Hawaiian/Pac.Islander	White American
■ Men	63%	40%	79%	68%	59%	100%	63%
■ Women	65%	58%	63%	62%	61%	53%	66%
■ T/NB/NC	61%	57%	82%	72%	64%	67%	59%
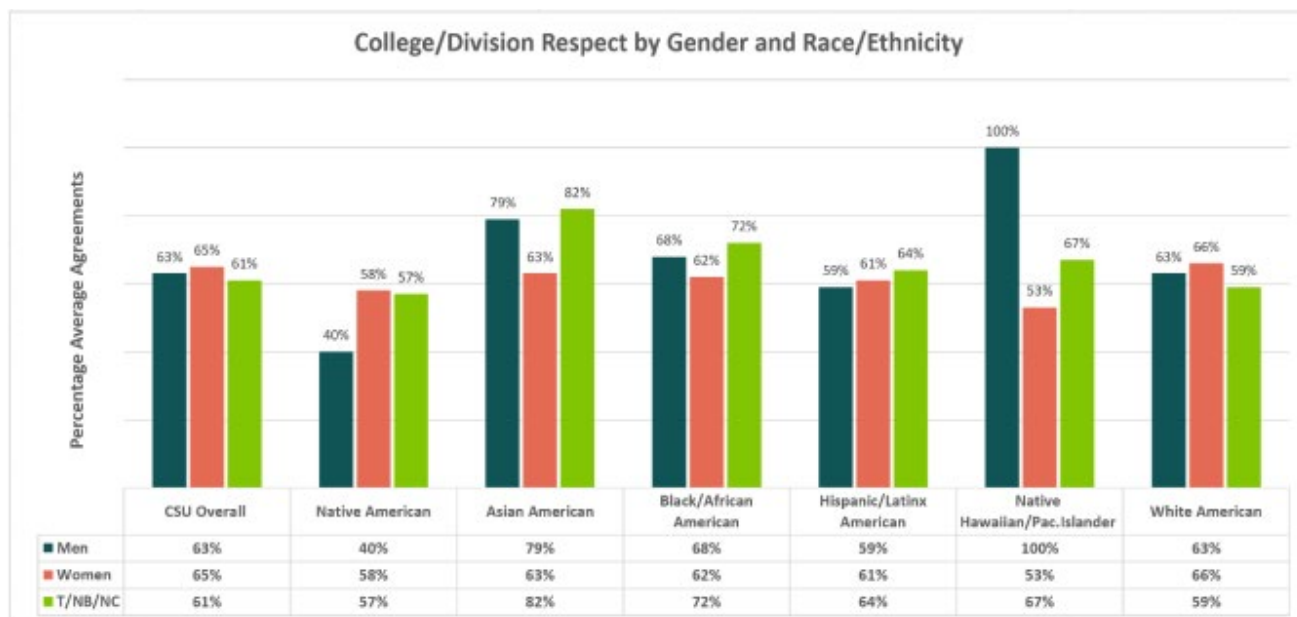
3.4.6 Favoritism by Gender and Race/Ethnicity

The organizational theme of *Favoritism* assessed employee perceptions regarding recognition, resource allocation, and professional development in their department/unit. Participants reflected on the following statements under this theme:
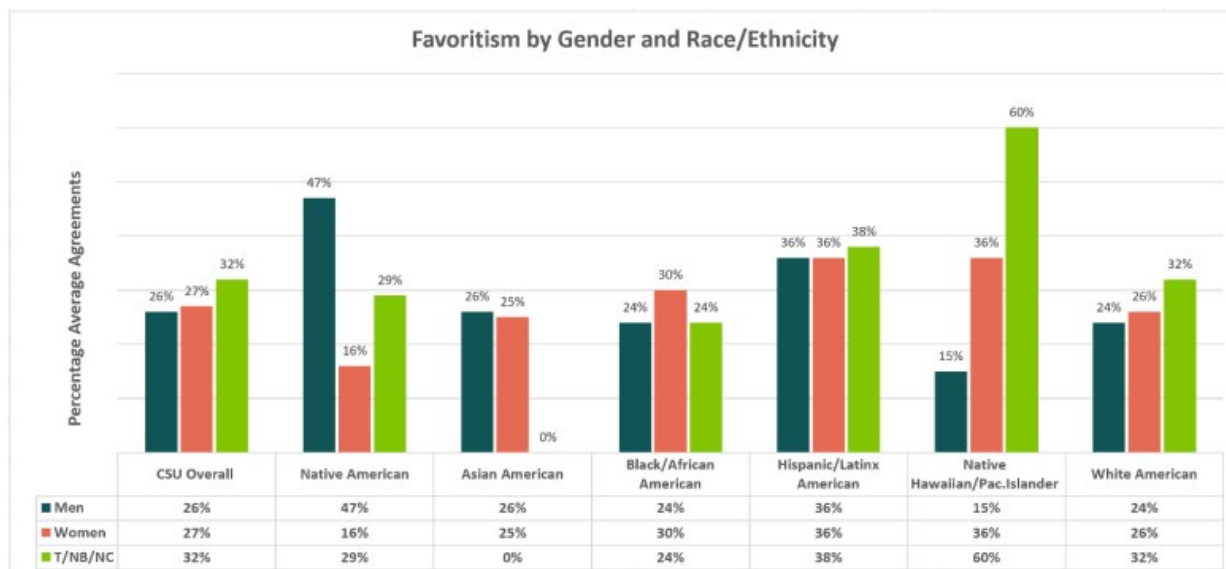
Favoritism plays a role in who gets:

- Recognized within my department/unit.
- Resources in my department/unit.
- Professional development opportunities.
- Promoted in my department/unit.
- Hired in my department/unit.

In terms of the comparison, the optimal goal is to have zero average agreements regarding favoritism. Prompts around favoritism reflect how employees feel or think about their work environment in relation to resource allocation, career development opportunities, and hiring and promotion procedures/practices. When this rate is high, it is often indicative of employees' negative perceptions regarding inequitable distribution and access to resources as well as career development opportunities in their work environment.

Average agreements regarding favoritism were particularly high among: Native American men, Black/African American women, Hispanic/Latinx employees regardless of gender identity, Native Hawaiian/Pacific Islander women and T/NB/NC employees as well as White T/NB/NC employees, with rates higher than 30%. This means that at least 1 in 3 employees agreed or strongly agreed that favoritism plays a role in who gets resources and opportunities for professional development in their department or unit.

Favoritism by Gender and Race/Ethnicity

	CSU Overall	Native American	Asian American	Black/African American	Hispanic/Latinx American	Native Hawaiian/Pac.Islander	White American
Men	26%	47%	26%	24%	36%	15%	24%
Women	27%	16%	25%	30%	36%	36%	26%
T/NB/NC	32%	29%	0%	24%	38%	60%	32%

4.0 Discriminatory Attitudes at CSU by Gender and Race/Ethnicity

In an effort to provide context and understanding regarding observed disparities in reported organizational themes, survey participants were asked to indicate their thoughts and observations regarding discriminatory attitudes in their work environment. In general, employees reported relatively high proportions of discriminatory attitudes at CSU, college/division, and department/unit. Average agreements were particularly high for discriminatory attitudes related to job title/employment/socioeconomic status, gender identity/sexual orientation, and nationality/race/color/ethnic origin. T/NB/NC employees were particularly impacted as they reported the highest rates in all categories of discriminatory attitudes.

CSU Overall Reported Discriminatory Attitudes
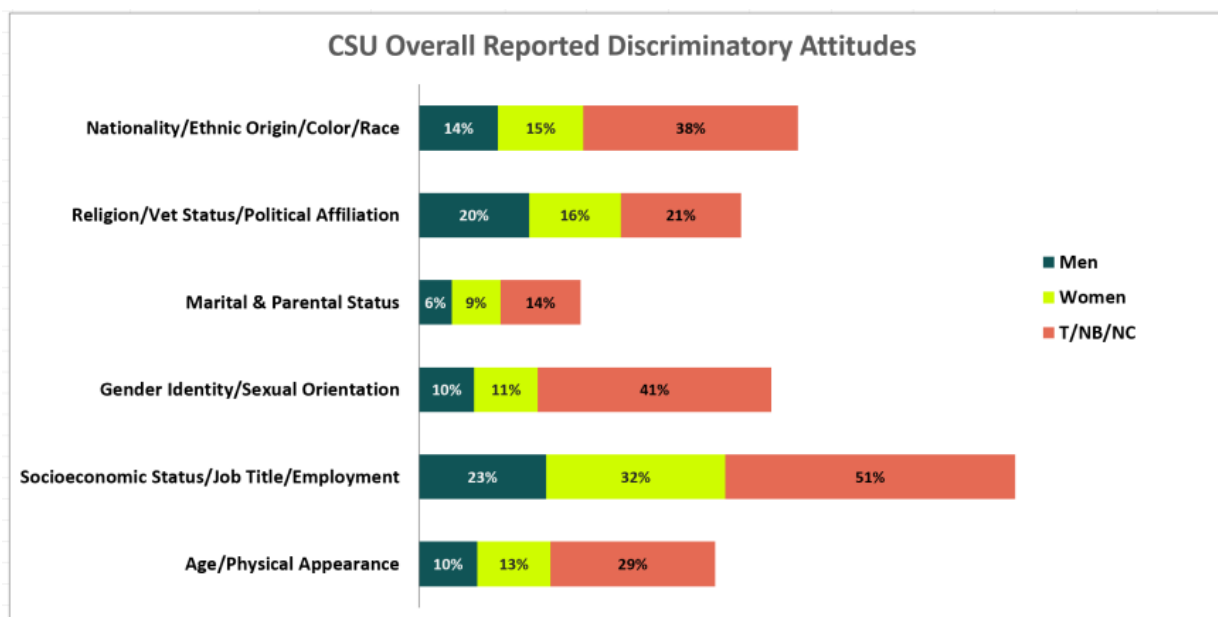
4.1 Age-related Discriminatory Attitudes by Gender and Race/Ethnicity

Additionally, results showed extremely high average agreements regarding discriminatory attitudes related to age among women and T/NB/NC employee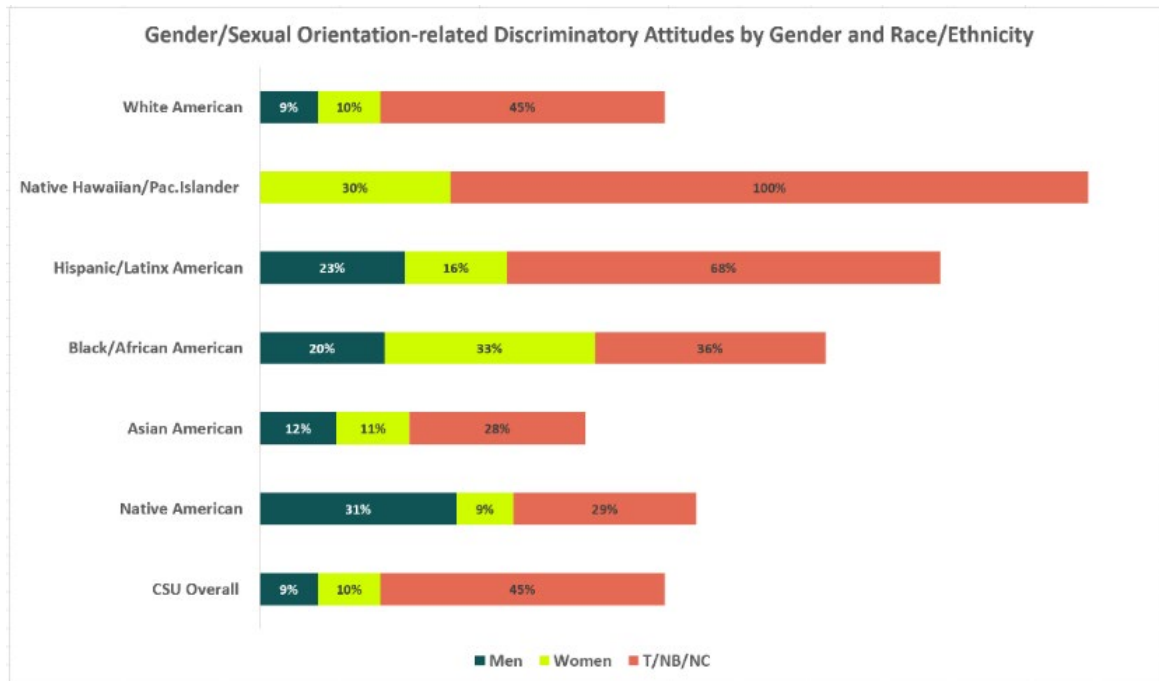s. Rates were particularly high for Native Hawaiian/Pacific Islander women (75%), Native American men (35%), Hispanic/Latinx T/NB/NC (35%), Asian American T/NB/NC (28%), and White American/NB/NC (27%). However, Black/African American were disproportionately impacted as they reported particularly high average agreements for this theme regardless of gender identity (men=30%, women=23%, and T/NB/NC=61%).
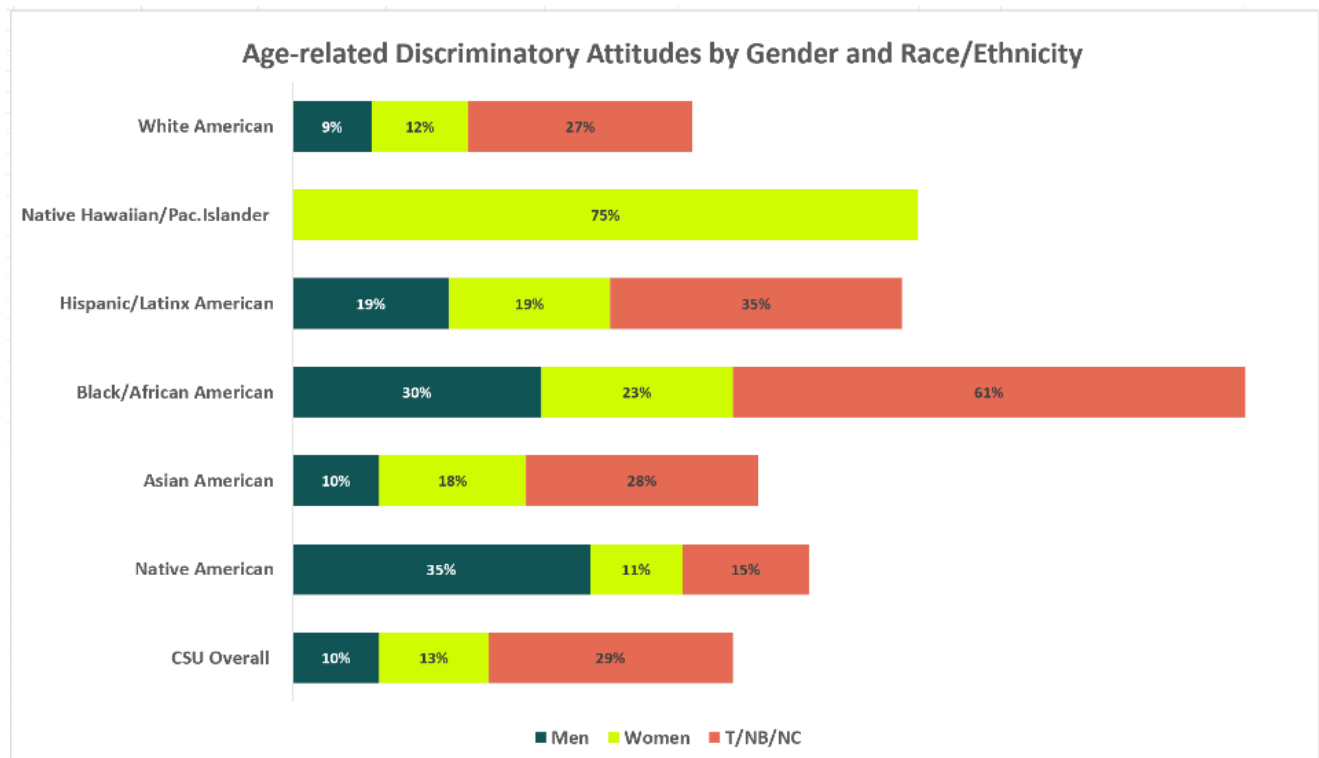
4.2 Gender/Sexual Orientation Discriminatory Attitudes by Gender and Race/Ethnicity

Similarly, participants reported extremely high average agreements regarding discriminatory attitudes related to gender identity/sexual orientation. The rates were highest among T/NB/NC employees regardless of race/ethnic backgrounds. Average agreements ranged from 28% for Asian Americans (lowest) to 100% for Native Hawaiian/Pacific Islander employees. However, Black/African American, Hispanic/Latinx American, Native American, and Native Hawaiian/Pacific Islander employees were disproportionately impacted as they reported significantly higher rates across all gender identities.

Gender/Sexual Orientation-related Discriminatory Attitudes by Gender and Race/Ethnicity

Race/Ethnicity	Men	Women	T/NB/NC
White American	9%	10%	45%
Native Hawaiian/Pac.Islander		30%	100%
Hispanic/Latinx American	23%	16%	68%
Black/African American	20%	33%	36%
Asian American	12%	11%	28%
Native American	31%	9%	29%
CSU Overall	9%	10%	45%

4.3 Marital Status-related Discriminatory Attitudes by Gender and Race/Ethnicity

The results showed higher average agreements regarding discriminatory attitudes related to marital status among T/NB/NC employees across racial/ethnic backgrounds. The disparities in reported rates were much more pronounced for Native American men (25%), Asian American T/NB/NC (28%), and Native Hawaiian/Pacific Islander T/NB/NC employees (100%) as they had the highest rates for this theme.

Marital Status-related Discriminatory Attitudes by Gender and Race/Ethnicity

Race/Ethnicity	Men	Women	T/NB/NC
White American	6%	8%	16%
Native Hawaiian/Pac.Islander			100%
Hispanic/Latinx American	10%	12%	16%
Black/African American	13%	12%	
Asian American	3%	10%	28%
Native American	25%	6%	29%
CSU Overall	6%	9%	14%
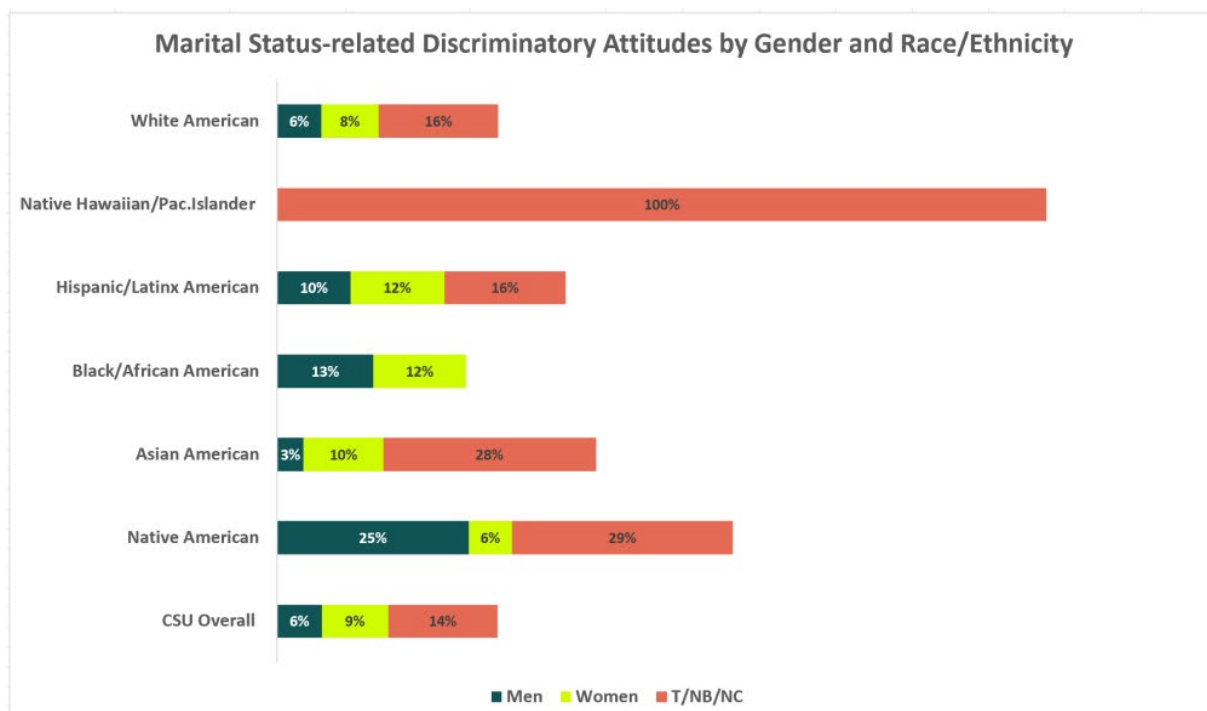
4.4 Political Affiliation/Veteran Status/Religion-related Discriminatory Attitudes by Gender and Race/Ethnicity

Similarly, we found significantly higher average agreements regarding discriminatory attitudes related to political affiliation, veteran status, and religion among T/NB/NC employees in nearly all racial/ethnic backgrounds, except for Native Americans. The disparities in reported rates were much more pronounced for Native Hawaiian women and T/NB/NC, Hispanic/Latinx men and T/NB/NC, Native American men and women, and Black/African American women and T/NB/NC employees as they had the highest rates for this theme.

Political Affiliation/Vet Status/Religion-related Discriminatory Attitudes by Gender and Race/Ethnicity

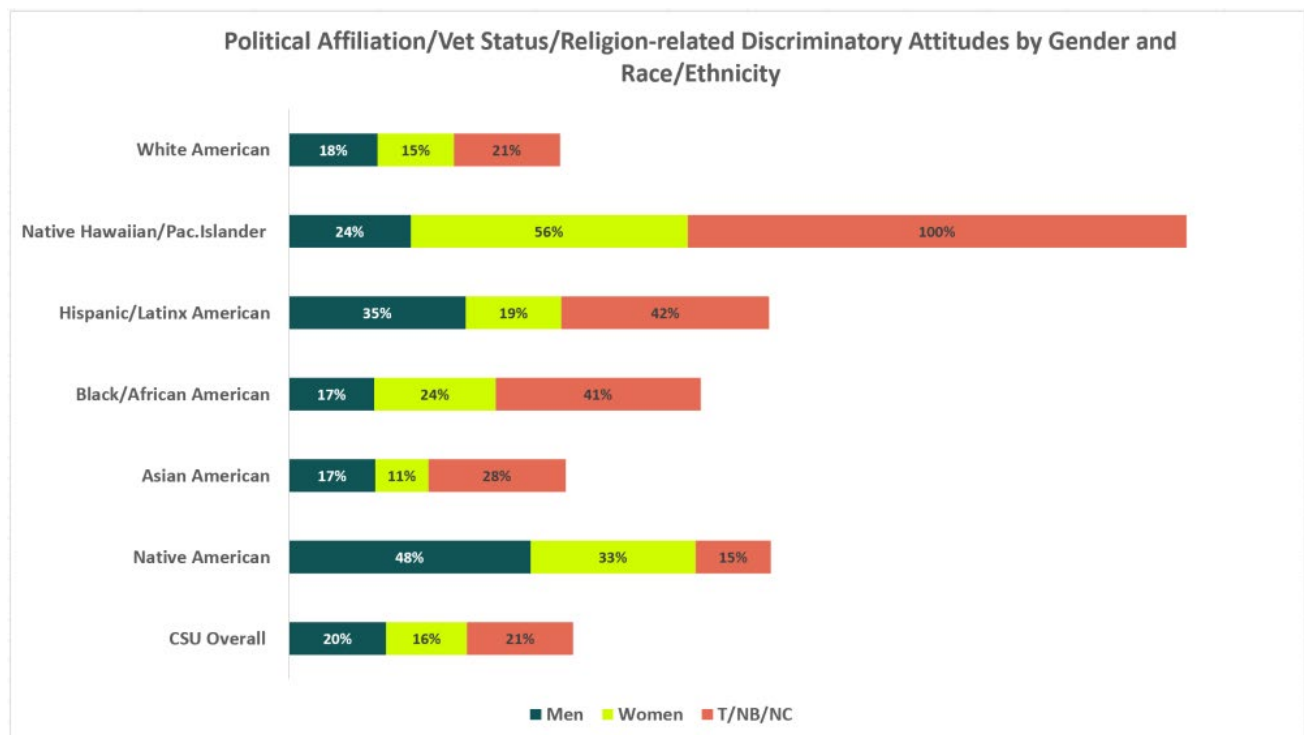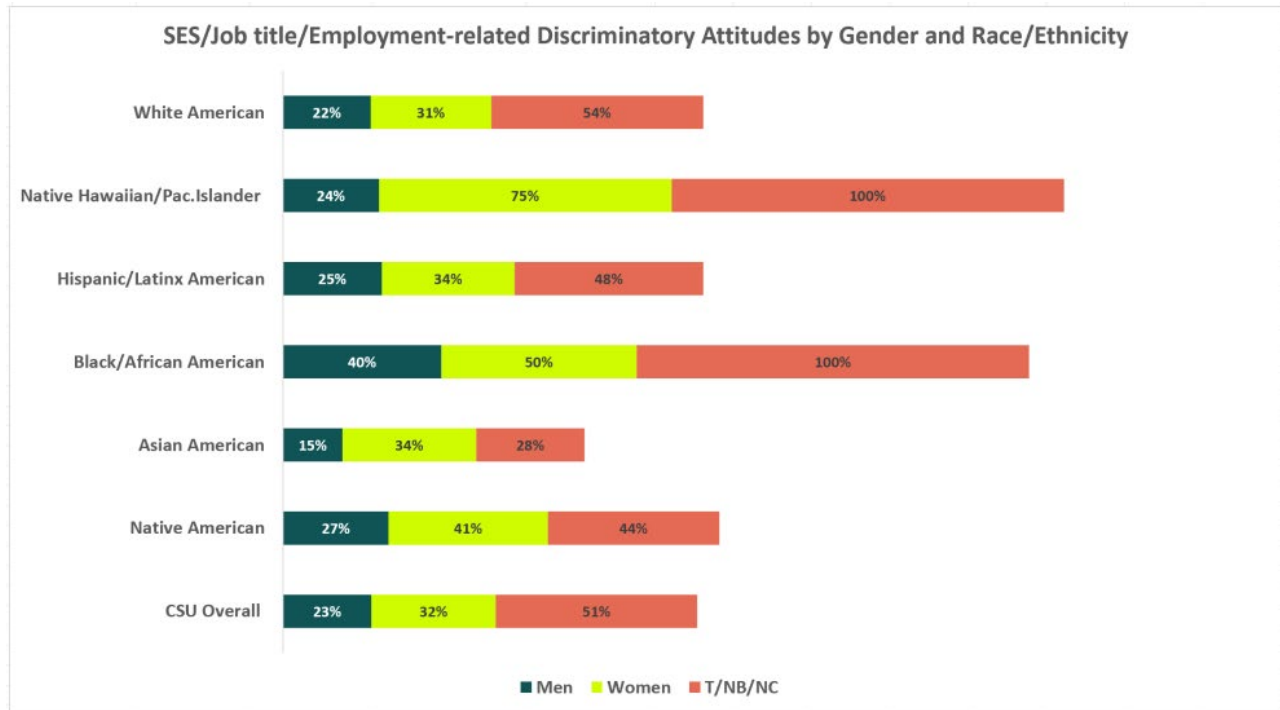## 4.5 Socio-economic/Job Title/Employment Status-related Discriminatory Attitudes by Gender and Race/Ethnicity

Results showed high average agreements regarding discriminatory attitudes related to job title, employment, and socioeconomic status. The rates were the highest among women and T/NB/NC employees regardless of race/ethnic backgrounds, ranging from 28% to 100% among T/NB/NC employees and 31% to 75% among women. Among men, Black/African American employees were disproportionately impacted as they reported the highest rates at 40%. Asian American men had the lowest average agreements for this this theme at 15%.

SES/Job title/Employment-related Discriminatory Attitudes by Gender and Race/Ethnicity

4.6 Nationality/Ethnic Origin/Color/Race-related Discriminatory Attitudes by Gender and Race/Ethnicity

Survey participants reported extremely high average agreements regarding discriminatory attitudes related to nationality, race, ethnic origin, and color. The rates were the highest among T/NB/NC employees regardless of race/ethnic backgrounds, ranging from 29% for Native Americans to 61% for Black/African American employees. However, Black/African American, Hispanic/Latinx American, Native American, and Native Hawaiian/Pacific Islander employees were disproportionately impacted as they reported particularly high rates across all gender identities. Among women, Native American (75%), Black/African American (50%), Native Hawaiian/Pacific Islander (36%), Hispanic/Latinx American (27%) and Native American (25%) women were significantly impacted as they reported extremely high average agreements for this theme.

Nationality/Ethnic Origin/Color/Race-related Discriminatory Attitudes by Gender and Race/Ethnicity

Race/Ethnicity	Men	Women	T/NB/NC
White American	13%	12%	39%
Native Hawaiian/Pac.Islander	15%	36%	60%
Hispanic/Latinx American	28%	27%	55%
Black/African American	39%	50%	61%
Asian American		75%	
Native American	35%	25%	29%
CSU Overall	14%	15%	38%

■ Men ■ Women ■ T/NB/NC
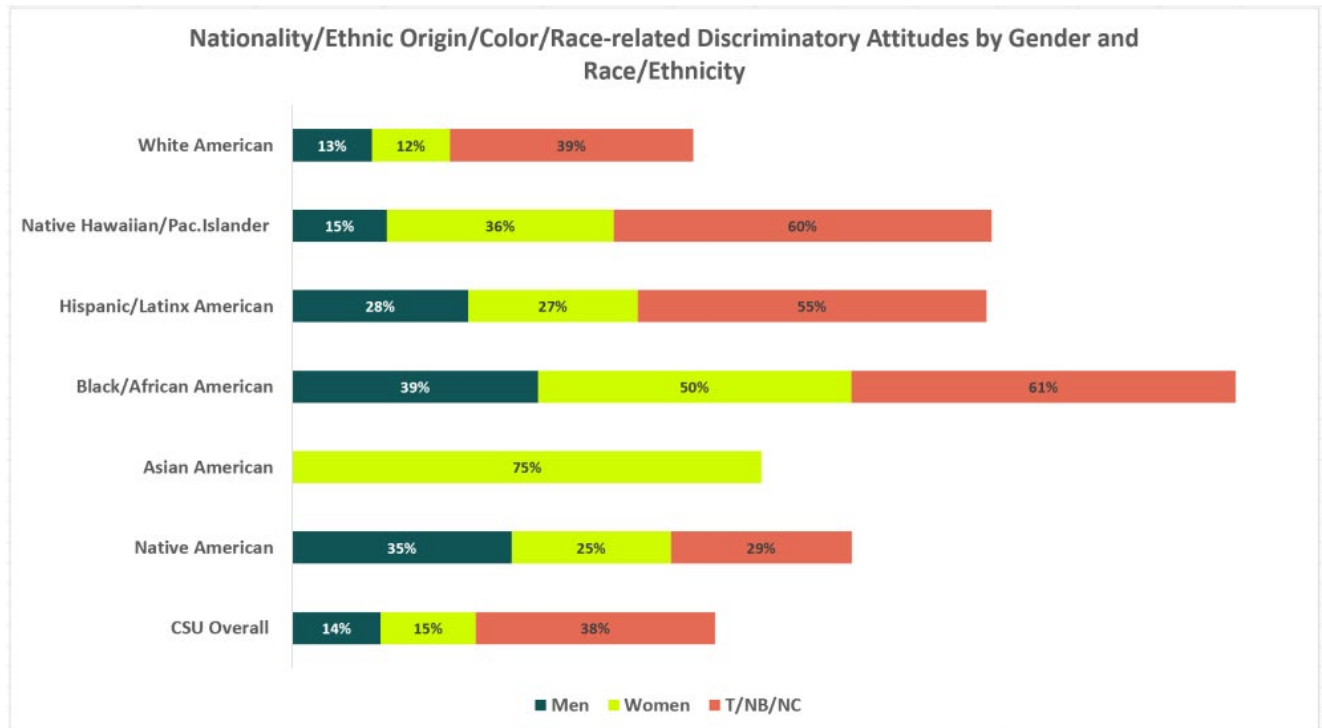
5.0 Sexual Harassment and other Problematic Behaviors at CSU

Participants reported less desirable results regarding harassment and other problematic behaviors, with increased average agreements in reported themes regarding bias, bullying/physical assault/verbal abuse, sexual harassment/misconduct, and verbal abuse in their department/unit, college/division, and at CSU. The rates were higher regarding bias (19%) and bullying/physical assault/verbal abuse at CSU and department/unit levels (12%-14%, respectively).

Harassment & Other Problematic Behaviors
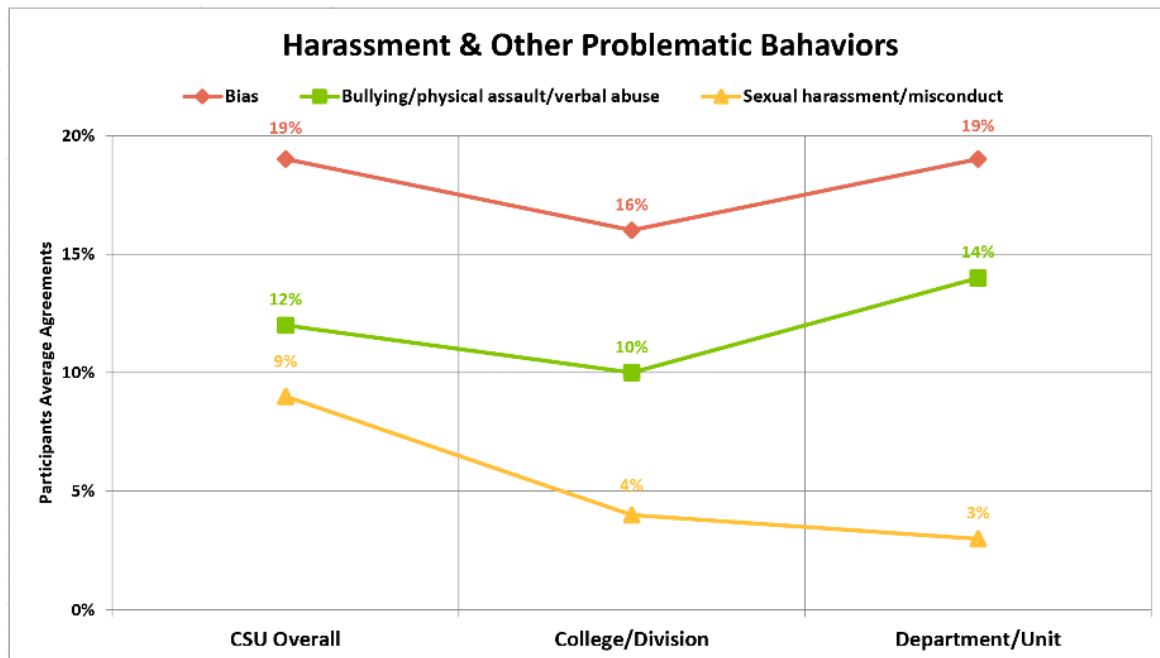
5.1 Bias by Race/Ethnicity

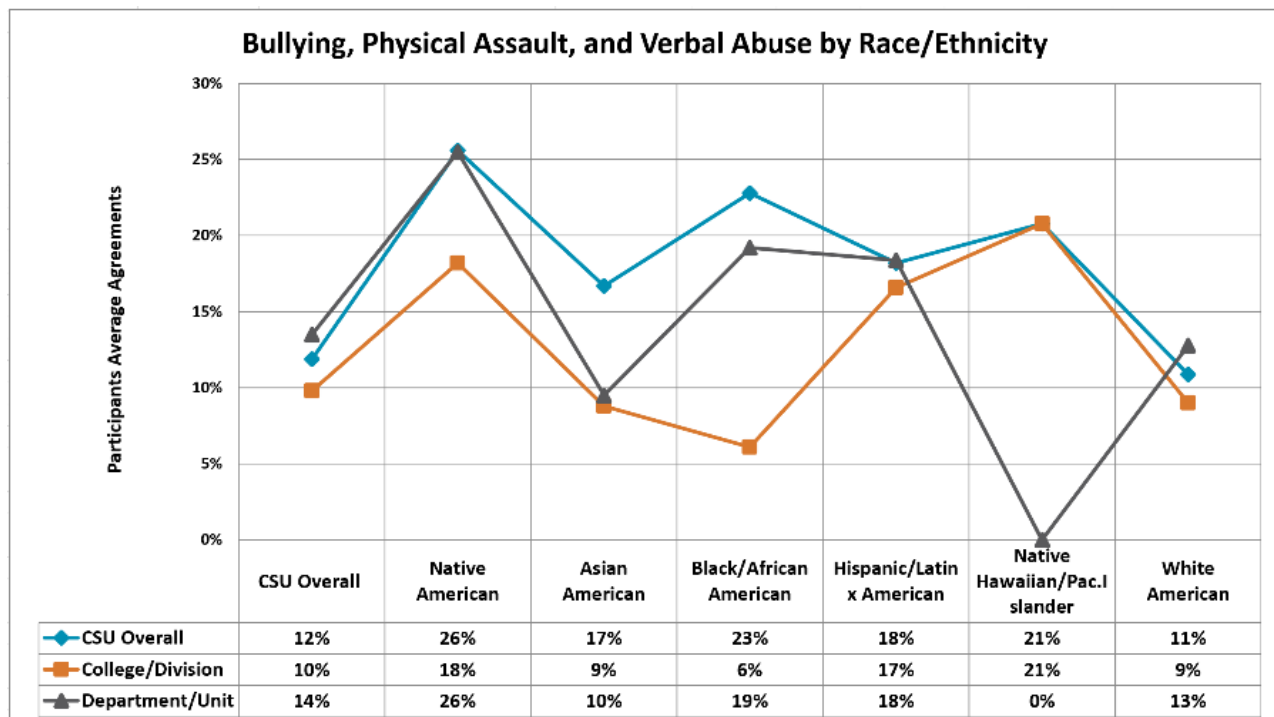Native Hawaiian/Pacific Islander (40% to 61%) and Native American (28% to 40%) employees were disproportionately impacted by problematic behaviors related to bias across all three levels of assessment (department/unit, college/division, and CSU). Black/African American employees reported significantly high average agreements (29% to 44%) in their college/division and at CSU, while Hispanic/Latinx American employees had the highest rates at the department/unit level and at CSU. Both White American (14%-18%) and Asian American employees had the lowest rates in this theme.

Bias by Race/Ethnicity

	CSU Overall	Native American	Asian American	Black/African American	Hispanic/Latinx American	Native Hawaiian/Pac.Islander	White American
CSU Overall	19%	40%	19%	44%	28%	50%	18%
College/Division	16%	28%	20%	29%	27%	61%	14%
Department/Unit	19%	33%	20%	23%	31%	40%	18%

23
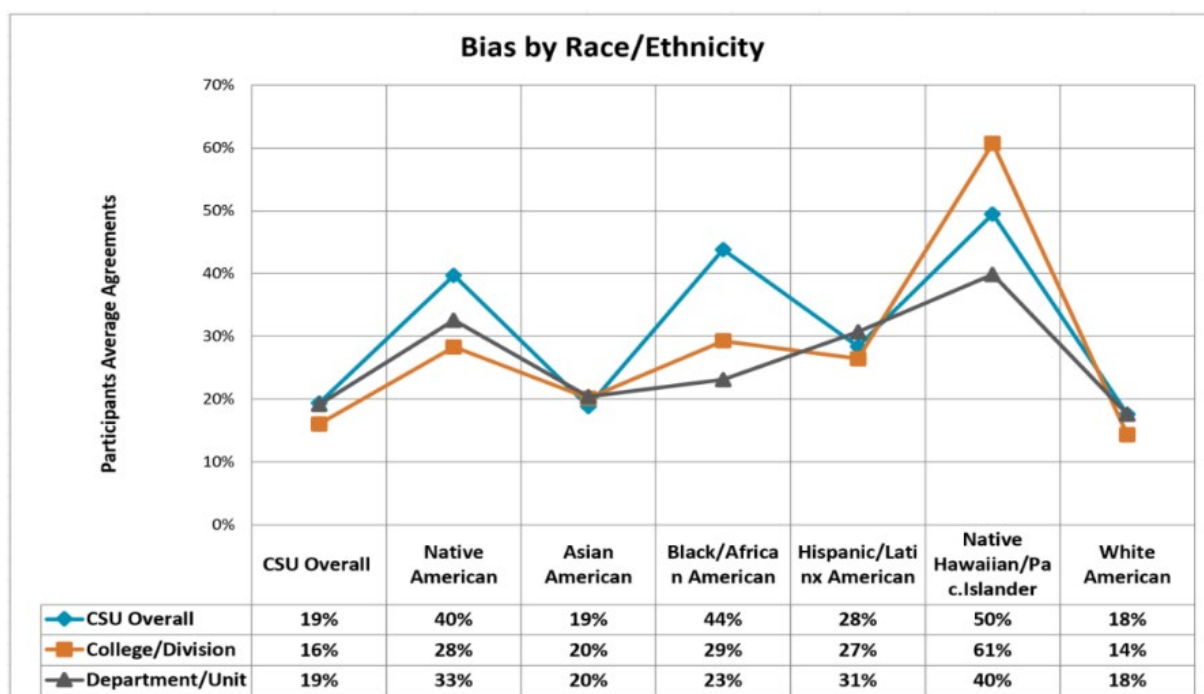
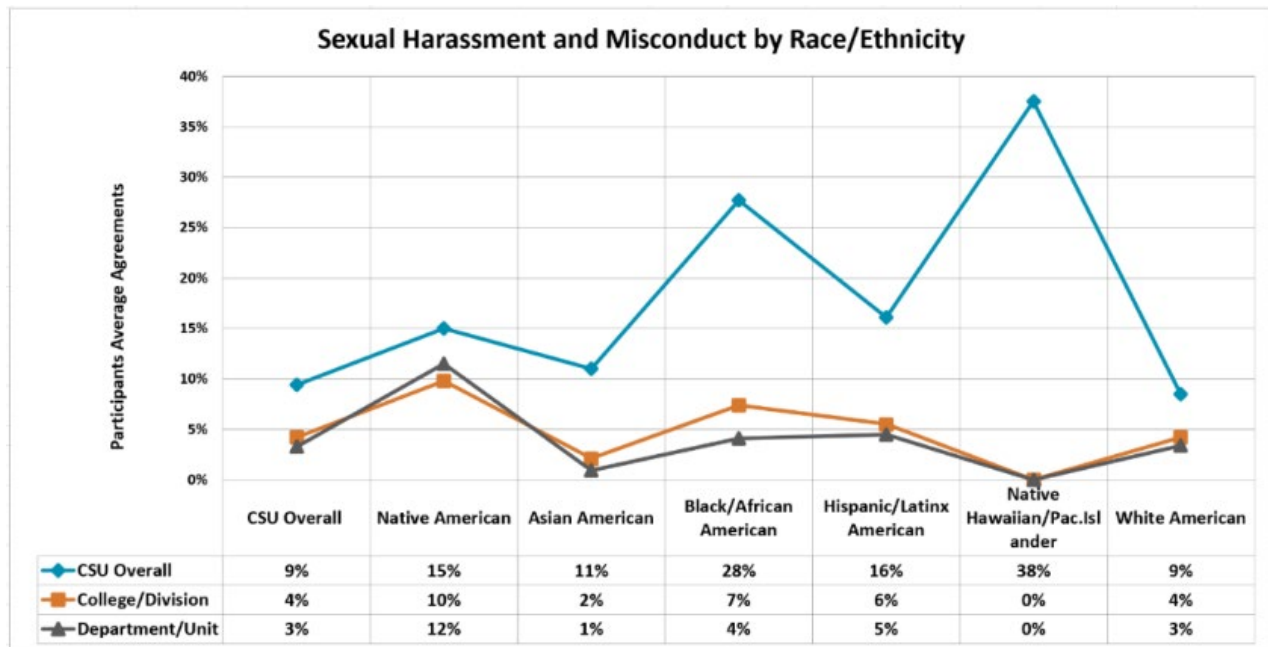## 5.2 Bullying/Physical Assault/Verbal Abuse by Race/Ethnicity

Similar trends were observed regarding problematic behaviors related to bullying/physical assault/verbal abuse, with both Native Americans and Native Hawaiian/Pacific Islander Americans reporting the highest rates for this theme. Black/African American employees reported particularly high average agreements (19% to 23%) in their college/division and at CSU, while Hispanic/Latinx American employees had significantly high rates at the department/unit, college/division, and CSU levels. Asian American employees reported high average agreements (17%) at CSU.

Bullying, Physical Assault, and Verbal Abuse by Race/Ethnicity

	CSU Overall	Native American	Asian American	Black/African American	Hispanic/Latinx American	Native Hawaiian/Pac.Islander	White American
CSU Overall	12%	26%	17%	23%	18%	21%	11%
College/Division	10%	18%	9%	6%	17%	21%	9%
Department/Unit	14%	26%	10%	19%	18%	0%	13%

5.3 Sexual and Misconduct Harassment by Race/Ethnicity

Similarly, participants reported extremely high average agreements regarding problematic behaviors related to sexual harassment/misconduct at CSU. The rates were highest among Native Hawaiian/Pacific Islander Americans (38%), followed by Black/African Americans (28%), Hispanic/Latinx Americans (16%), Native Americans (15%), and Asian Americans (11%). White Americans reported the lowest rates at 9%.

Sexual Harassment and Misconduct by Race/Ethnicity

	CSU Overall	Native American	Asian American	Black/African American	Hispanic/Latinx American	Native Hawaiian/Pac.Isl ander	White American
CSU Overall	9%	15%	11%	28%	16%	38%	9%
College/Division	4%	10%	2%	7%	6%	0%	4%
Department/Unit	3%	12%	1%	4%	5%	0%	3%

6.0 Discussion

Despite decades of programming to improve DEI efforts, underrepresentation of women, LGBTQIA, as well as staff and faculty of color continues to be a significant challenge at CSU. In this report we present results from the 2021 Employee Climate Survey which was conducted to assess employee perceptions and observations regarding the CSU work environment. Approximately 44% of CSU staff and faculty participated in the survey, with a majority of the participants being individuals who identified as women and White American. Queer (T/NB/NC) and racially-minoritized employees were underrepresented as only 3% and 16% (respectively) participated in the survey. While the response rates were comparable to online climate surveys in other academic institutions in the U.S, higher response rates are always encouraged as they can help improve data reliability and accuracy and are reflective of positive employee engagement[9].

We found significant variations in reported average agreements across all organizational themes. Results showed substantial disparities in employee perceptions and experiences at the intersection of gender identity and race/ethnicity. While a majority of the survey participants agreed or strongly agreed with the statements on organizational themes, average agreements regarding college/division and department/unit leadership accountability were particularly low. This means employees were less likely to feel that leadership adequately address inappropriate behavior, hold employees accountable, act ethically, and address issues of inequity in their department/unit, college/division, and at CSU.

Negative perceptions and observations regarding campus climate and culture were also compounded by several socio-demographic characteristics such as: age, gender, sexual orientation, marital status, political affiliation, veteran status, religion, job title, employment status, socioeconomic status, nationality, color, race,

and ethnic origin. Employees with intersectional gender and racial identities were disproportionately impacted, as they reported the lowest average agreements across organizational themes and were more likely to report increased rates regarding issues related to favoritism, discriminatory attitudes, sexual harassment/misconduct, and other problematic behaviors (e.g., bias, bullying, verbal abuse, and physical assault).

Native Hawaiian/Pacific Islander American, Native American, Black/African American, and Hispanic/Latinx American employees were more likely to report unfavorable experiences regarding the culture and climate in their department/unit, college/division, and at CSU. White American and Asian American employees generally had favorable rates in nearly all organizational themes. However, regardless of racial background, women and T/NB/NC employees were more likely to report negative experiences and perceptions related to their department/unit, college/division, and the CSU work environment. Findings from the 2021 employee climate survey are consistent with previous reports assessing faculty experiences on campus which documented numerous gender inequities particularly regarding inadequate leadership accountability, issues with bias, sexism, favoritism, and inequitable departmental policies and procedures[10]. These findings are consistent with reports that have documented employee experiences regarding campus climate and culture in predominantly White institutions in the U.S[11,12].

Among studies investigating the impact of unhealthy or nonconductive work environments, negative campus culture and climate were significantly associated with poor employee engagement, reduced job satisfaction, and increased stress and mental/emotional/physical exhaustion. All of which may lead to poor health among employees, reduced work productivity, and reduced quality of life. Evidence-based research indicates that: frequent experiences of bias and microaggressions, racial discrimination and harassment, inequitable access to resources and training opportunities, workload and pay inequities, hostile climate/toxic work culture and its negative impact on health and well-being, not feeling respected and valued as well as lack of support from supervisor/ leadership/management have been associated with reduced work productivity, poor employee retention, as well as increased faculty and staff turnover. All of which have been shown to disproportionately impact employees of color, women, LGBTQ+ individuals, and those with low socioeconomic backgrounds[11,13–16].

6.1 Implications for Practice

Limited inclusivity and underrepresentation of employees from diverse backgrounds has been associated with negative employee retention and academic outcomes. The impact is particularly pronounced for faculty and staff from historically marginalized populations. Fostering a campus climate that promotes faculty, staff, and student success is crucial to fulfilling CSU's mission to create an inclusive work or learning environment that supports a diverse campus community. CSU employees play an integral role in transforming this espoused mission into action as they develop and implement policies, practices, and procedures that influence student success outcomes. Leadership within schools, departments/units, and colleges/divisions, are needed to inspire and motivate later resistant employees and keep sympathetic employees motivated to keep working on creating an inclusive campus climate and work culture, with the ultimate goal of a full, multi-cultural, bias-free campus environment. Deans, division heads, chairs, and directors/supervisors across multiple structures and

institutional levels are urged to review their units' strengths and weaknesses and explore equitable strategies to improve employee climate at CSU, particularly for people of color and those with marginalized intersectional identities.

7.0 References

1. Al-Kurdi OF, El-Haddadeh R, Eldabi T. The role of organisational climate in managing knowledge sharing among academics in higher education. *International Journal of Information Management*. 2020;50:217-227. doi:10.1016/j.ijinfomgt.2019.05.018
2. Tillman LC. Achieving Racial Equity in Higher Education: The Case for Mentoring Faculty of Color. *Teachers College Record*. 2018;120(14):1-18. doi:10.1177/016146811812001401
3. Vetter MK, Schreiner LA, Jaworski B. Faculty Attitudes and Behaviors That Contribute to Thriving in First-Year Students of Color. *Journal of The First-Year Experience & Students in Transition*. 2019;31(1):9-28.
4. Felder P. On Doctoral Student Development: Exploring Faculty Mentoring in the Shaping of African American Doctoral Student Success. *Qualitative Report*. 2010;15(2):455-474.
5. Davis JS, Colclough MN, DeSantis AL, Maldonado LG, Morris N, Jaeger AJ. Improving Campus Climate for Employees as a Strategy for Promoting Student Success. *Journal of Applied Research in the Community College*. 2020;27(1):1-16.
6. Goff-Crews K. Faculty Impact on Students of Color. *Journal of College and Character*. 2014;15(1):7-14. doi:10.1515/jcc-2014-0002
7. Bowleg L. The Problem With the Phrase Women and Minorities: Intersectionality—an Important Theoretical Framework for Public Health. *Am J Public Health*. 2012;102(7):1267-1273. doi:10.2105/AJPH.2012.300750
8. Office for Inclusive Excellence. Employee Climate Survey | Inclusive Excellence | Colorado State University. Colorado State University, Employee Climate Survey. Published 2021. Accessed November 8, 2023. https://inclusiveexcellence.colostate.edu/data/employee-climate-survey/
9. Fletcher L, Robinson D. Measuring Employee Engagement and Interpreting Survey Results. *Institute for Employment Studies*. Published online 2014.
10. Jeracki K. Colorado State University: Standing Committee's Report on Women Faculty's Experiences. SOURCE. Published March 23, 2017. Accessed November 5, 2023. https://source.colostate.edu/standing-committees-report-women-facultys-experiences-available-online/
11. Carter-Sowell AR, Vaid J, Stanley CA, Petitt B, Yennello S. Bloom Where You Are Planted: Reflections on Effecting Campus Climate Change To Retain Minoritized Faculty Scholars in STEM Fields. In: *Growing Diverse STEM Communities: Methodology, Impact, and Evidence*. Vol 1328. ACS Symposium Series. American Chemical Society; 2019:197-214. doi:10.1021/bk-2019-1328.ch013
12. Williams SL. Understanding Whiteness: A Multicontextual Overview of Whiteness in Campus Climate. *Educational Foundations*. 2020;33:95-105.
13. Kossivi B, Xu M, Kalgora B. Study on Determining Factors of Employee Retention. *Open Journal of Social Sciences*. 2016;04(05):261. doi:10.4236/jss.2016.45029
14. Shakeel N, butt S. Factors Influencing Employee Retention: An Integrated Perspective. *Journal of Resources Development and Management*. Published online 2015. Accessed November 8, 2023. https://www.semanticscholar.org/paper/Factors-Influencing-Employee-Retention%3A-An-Shakeel-butt/4abfb07c3b672a2f87d2c1bac782942439f460b2
15. Perryman J, Calvert G. What Motivates People to Teach, and Why Do They Leave? Accountability, Performativity and Teacher Retention. *British Journal of Educational Studies*. 2020;68(1):3-23. doi:10.1080/00071005.2019.1589417

16. Williams MT. Adverse racial climates in academia: Conceptualization, interventions, and call to action. *New Ideas in Psychology*. 2019;55:58-67. doi:10.1016/j.newideapsych.2019.05.002