CCSU Campus Climate Survey
Full-time Faculty
Spring 2020
Higher Education Research Institute, UCLA

~ 300 Questions

Comparison Groups:
- Public 4-year Similar (N=6)
- Public 4-year Colleges (N=16)

Statistical Analysis
- CCSU vs Public 4-year Similar
- CCSU vs Public 4-year Colleges
- CCSU: Male vs Female
Full-time Faculty Campus Climate Survey, Spring 2020
Response Rate

- Response rate: 60%
  - 259 of 435 FT Faculty participated in the Survey

- Concern about being identified
  - Faculty who were concerned about being identified were advised to not answer some demographic questions
Full-time Faculty Campus Climate Survey, Spring 2020
Demographics

- White: 83%
- Hispanic/Latino: 3%
- Black/Af. American: 3%
- Two or More: 4%
- Asian/Pacific Islander: 5%
- Non-Resident Alien/Unknown: 2%
- Native American/Alaska Native: 0%

Faculty (full-time):
- Tenured, 70%
- Assistant Professor, 26%
- Professor, 44%
- Instructor, 2%
- Not Tenure Track, 5%
- Tenure Track, 26%
Background
How important to you is:
(Scale of 1 to 4; 4 = Essential)

Level of Importance (Avg)

Research  Teaching  Service

CCSU  Public 4-Year Similar  Public 4-Year Colleges

* (P < 0.05)
Average Number of Hours/Week Faculty Spent:
(Term: Spring 2020)

- Teaching, Scheduled (9+ hours)
- Teaching, Preparation (9+ hours)
- Advising Students (5+ hours)
- Committee Work or Meetings (5+ hours)
- Research or Scholarly Writing (5+ hours)
- Other Creative Activities (1+ hours)

CCSU Public 4-Year Similar Public 4-Year Colleges

* (p < 0.05)
How many of the following have you published?

- Articles in Professional Journals (5 or More)
- Books, Manuals, Monographs, or Research Reports (3 or More)

By Gender

- Articles in Professional Journals (5 or More)
- Books, Manuals, Monographs, or Research Reports (3 or More)

* (P < 0.05)
Have you ever been formally recognized for outstanding teaching at this institution?

- CCSU: 60%
- Public 4-Year Similar: 32%
- Public 4-Year Colleges: 33%
- CCSU Male: 64%
- CCSU Female: 60%
Responses to Questions about Teaching Load:

- **Level of Satisfaction (Scale 1 to 4)**: CCSU 2.6, Public 4-Year Similar 3.1, Public 4-Year Colleges 3.1
- **Source of stress in the past year (Scale 1 to 3)**: CCSU 2.0, Public 4-Year Similar 2.5, Public 4-Year Colleges 2.6

* (P < 0.05)
Source of Stress for Faculty in Past Year
(3-point scale; Percent reporting "Somewhat" or "Extensive")

- Review/promotion process
- Discrimination
- Committee work
- Faculty meetings
- Students
- Research or publishing demands
- Institutional procedures & “red tape”

CCSU
Public 4-Year Similar
Public 4-Year Colleges

* (P < 0.05)
Professional Development
There is adequate support for faculty development
(Scale of 1 to 4; 4 = Strongly Agree)

(CCSU) Public 4-Year Similar Public 4-Year Colleges

* (P < 0.05)
In the Past Year, Have you Participated In:

- Workshops - Teaching
- Workshops - Research Skills
- Workshops - Grant Writing
- Paid Sabbatical
- Internal Research Grants

Yes (%)

CCSU
Public 4-Year Similar
Public 4-Year Colleges

In the Past Year, Have you Participated In:

- CCSU
- Public 4-Year Similar
- Public 4-Year Colleges
In the Past Year, Have you Participated In:

- Workshops - Teaching
- Workshops - Research Skills
- Workshops - Grant Writing
- Paid Sabbatical
- Internal Research Grants

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Yes (%)

- Male
- Female

Q 20a - f

15
CCSU Faculty Strongly Agree with the following
(Scale: 1 to 4; 4 = Strongly Agree)

A racially/ethnically diverse student body enhances the educational experience of all students

CCSU Male Female

* (P < 0.05)
In the Past Year, Did you Participate in Training or Access Resources to Facilitate:

- Promoting inclusion & facilitating difficult conversations:
  - Yes (%):
    - CCSU: 21%
    - Public 4-Year Similar: 35%
    - Public 4-Year Colleges: 17%
    - Male: 19%
    - Female: 19%

- Integrating culturally-competent practices into your classroom:
  - Yes (%):
    - CCSU: 26%
    - Public 4-Year Similar: 26%
    - Public 4-Year Colleges: 17%
    - Male: 19%
    - Female: 19%
Diversity Issues in the Classroom

CCSU Faculty: I have the skills to facilitate conversation about diversity issues in the classroom

Faculty are not prepared to deal with conflict over diversity issues in the classroom

Scale of 1 to 4; 4 = Strongly Agree

* (P < 0.05)
Climate
Institution has effective hiring practices & policies that increase faculty diversity

Student Affairs staff have the support and respect of faculty

There is a lot of campus racial conflict here

How Strongly do you Agree:
(Scale of 1 to 4; 4 = Strongly Agree)

CCSU
Public 4-Year Similar
Public 4-Year Colleges

* (P < 0.05)
Faculty are sufficiently involved in campus decision-making
(Scale of 1 to 4; 4 = Strongly Agree)

CCSU Male ≠ Female
Administrators consider faculty concerns when making policy
(Scale of 1 to 4; 4 = Strongly Agree)

CCSU Male ≠ Female

* (P < 0.05)
Faculty are typically at odds with campus administration
(Scale of 1 to 4; 4 = Strongly Agree)

Level of Agreement (Avg)

<table>
<thead>
<tr>
<th>Level of Agreement</th>
<th>0.0</th>
<th>1.0</th>
<th>1.5</th>
<th>2.0</th>
<th>2.5</th>
<th>3.0</th>
<th>3.5</th>
<th>4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td>*</td>
<td>*</td>
<td></td>
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<tr>
<td>Male Faculty</td>
<td>*</td>
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<tr>
<td>Female Faculty</td>
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</table>

CCSU
Public 4-Year Similar
Public 4-Year Colleges

* (P < 0.05)
Faculty here respect each other
(Scale of 1 to 4; 4 = Strongly Agree)
CCSU Faculty - How Strongly do you Agree:
(Scale of 1 to 4; 4 = Strongly Agree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level of Agreement (Avg)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have to work harder to be perceived as a legitimate scholar</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My research is valued by faculty in my department</td>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teaching is valued by faculty in my department</td>
<td>3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My service is valued by faculty in my department</td>
<td>3.25</td>
<td></td>
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</tr>
</tbody>
</table>

* (P < 0.05)
Perception of how well faculty are treated at CCSU
(Scale of 1 to 4; 4 = Strongly Agree)

![Bar chart showing the level of agreement (Avg) for Faculty of Color, Female Faculty, and LGBTQ+ Faculty. The chart indicates that females have a higher level of agreement compared to males for all categories. The chart also shows a statistically significant difference (P < 0.05) for females in all categories.]

Male  Female

* (P < 0.05)
To what Extent did CCSU Faculty:
(Scale - Very Large or Large Extent)

- Mentored Other Faculty: 37%
- Mentored Undergraduates: 64%
- Mentored Graduates: 43%
- Received Mentoring: 46%
- Received Training to be a Mentor: 15%
This institution takes mentoring into consideration in the promotion process
(Scale of 1 to 4; 4 = Strongly Agree)

* * * * *(P < 0.05)
The criteria for advancement and promotion decisions are clear
(Scale of 1 to 4; 4 = Strongly Agree)
It's an institutional priority to:
(Scale of 1 to 4; 4 = Highest Priority)

Promote gender diversity in faculty & admin.
Promote racial & ethnic diversity in faculty & admin.
Develop an appreciation for multiculturalism

Priority Level (Avg)

- CCSU
- Public 4-Year Similar
- Public 4-Year Colleges

* (P < 0.05)
Level of Faculty Satisfaction with:
(Scale of 1 to 4; 4 = Very Satisfied)
Level of Faculty Satisfaction with:
(Scale of 1 to 4; 4 = Very Satisfied)
Satisfaction with Opportunity for Scholarly Pursuits
(Scale of 1 to 4; 4 = Very Satisfied)

Level of Satisfaction (Avg)

All Faculty
Male Faculty
Female Faculty

CCSU
Public 4-Year Similar
Public 4-Year Colleges

* (P < 0.05)
Faculty Satisfaction with:
(Scale of 1 to 4; 4 = Very Satisfied)

- Prospects for career advancement
- Flexibility in relation to family matters or emergencies
- Leave Policies

CCSU
Public 4-Year Similar
Public 4-Year Colleges

* (P < 0.05)
Source of Stress for Faculty in Past Year, by Gender
(Scale 1 to 3; 3 = Extensive)

Level of Response (Avg)

- Review/promotion process
- Faculty meetings
- Research or publishing demands
- Institutional procedures & “red tape”
- Lack of personal time
- Self-imposed high expectations
- Increased work responsibilities

Male  Female

* (P < 0.05)

Q 36e, h, j, k, m, o, p
How satisfied are you with the availability of child care at this institution?

- CCSU: 22%
- Public 4-Year Similar: 62%
- Public 4-Year Colleges: 50%
- CCSU Male: 15%
- CCSU Female: 28%

Note: At CCSU, only 32 faculty answered this question.
Considered leaving academe for another job
Considered leaving this institution for another
Engaged in public service/professional consulting without pay
Received at least one firm job offer elsewhere

Yes (%)
Given the choice, would you still come to this institution?

- CCSU: 75%
- Public 4-Year Similar: 77%
- Public 4-Year Colleges: 77%
- CCSU Male: 70%
- CCSU Female: 83%
Faculty reporting that they have been sexually harassed at their institution in the past year?

- CCSU: 10.0%
- Public 4-Year Similar: 7.3%
- Public 4-Year Colleges: 8.5%
- CCSU Male: 2.8%
- CCSU Female: 15.5%
Sexual Misconduct:

• Sexual Misconduct includes sexual harassment, sexual assault, sexual exploitation, intimate partner, domestic and/or dating violence, and stalking.

• This includes but is not limited to any unwanted sexual flirtation, touching, advances, or propositions; verbal abuse or degrading words of a sexual nature; a photos or videos; any physical or sexual harm against an individual by a current or former spouse of, or person in a dating or cohabitating relationship.
**CCSU Faculty:** Have you ever experienced sexual misconduct by another CCSU employee, if so, what was the offender’s employment classification?

**Reported “Yes” (N=158)**

- Total: 10%
- Male: 4%
- Female: 16%

**Classification of employee (N=17)**

- Management/Confidential: 12%
- AAUP Faculty: 77%
- SUOAF: 6%
- Protective Services: 0%
- Other Employee: 0%
CCSU Faculty - Of those who responded "Yes", when was the most recent occurrence of sexual misconduct? (N=17)
CCSU Faculty - Comfort with Informing Administration* about Sexual Misconduct

Of those who responded "Yes, they had experienced misconduct" what percent informed administration?

- 19%

Agree/Strongly Agree that they are comfortable informing administration

- 64%

* Department chair, supervisor, director, dean, etc.
Bullying:

• Workplace bullying often involves an abuse or misuse of power.
• Bullying includes behavior that intimidates, degrades, offends, or humiliates a worker, often in front of others.
• Bullying behavior creates feelings of defenselessness in the target and undermines an individual's right to dignity at work.
• Bullying is not the same as harassment.
• Harassment is a type of illegal discrimination, and is defined as offensive and unwelcome conduct, which occurs because of a person's protected class, such as race, age, disability, gender identity, sexual orientation, religion, or economic status.
**CCSU Faculty**: Have you ever experienced bullying by another CCSU employee, if so, what was the offender’s employment classification?
CCSU Faculty - Of those who responded "Yes", when was the most recent occurrence of bullying?

- Less than 1 year ago: 39%
- 1 year ago: 12%
- 2 to 3 years ago: 21%
- 4 or more years ago: 25%
CCSU Faculty - Comfort with informing Administration about bullying

Of those who responded "Yes, they had experienced bullying" what percent informed administration?

Agree/Strongly Agree that they are comfortable informing administration

* Department chair, supervisor, director, dean, etc.
Faculty & Students
CCSU Faculty Responses Regarding Preparing Students for Careers

<table>
<thead>
<tr>
<th>Response</th>
<th>Strength of Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare students for employment after college</td>
<td>100%</td>
</tr>
<tr>
<td>Discussed career &amp; post-graduation goals</td>
<td>77%</td>
</tr>
<tr>
<td>Prepare students for the workplace</td>
<td>78%</td>
</tr>
<tr>
<td>College education increases earning power</td>
<td>64%</td>
</tr>
</tbody>
</table>

(Strongly Agree or Agree)  (Frequently)  (High/Highest Priority)  (Strongly Agree or Agree)
Encourage students to become agents of social change: 87%
Provide for students’ emotional development: 81%
Enhance students’ knowledge/appreciation for other racial/ethnic groups: 87%
Encourage respect for different beliefs: 93%

(Scale: 1 to 4; 4 = Strongly Agree)

Q 30a, e, g, h
A priority for this institution is to recruit more traditionally underrepresented students
(Scale of 1 to 4; 4 = Highest Priority)
This institution takes responsibility for educating underprepared students
(Scale of 1 to 4; 4 = Strongly Agree)
Faculty Satisfaction with Quality of Students
(Scale of 1 to 4; 4 = Very Satisfied)
Most of the students I teach lack the basic skills for college level work
(Scale of 1 to 4; 4 = Strongly Agree)
CCSU Faculty: How many of your courses do you use the following? (Scale: 1 = None, 4 = All)

- Cooperative learning (small groups)
- Extensive lecturing
- Multiple drafts of written work
- Reflective Writing or Journaling
- Community service as part of coursework

- Real-life problems
- Student presentations
- Rubric-based assessment
- Student evaluations of each others' work

Q 27b, 27f-i

Q 27k, 28d, 28g, 28e

Male  Female

* (P < 0.05)
During the Past Year, Have you Frequently Assisted Undergraduate Students with:

- Academic Support Information
- Plan Course of Study
- Discussed Academic Performance

In the past year, to what extent have CCSU Faculty Engaged with Undergraduate Students:

- Presenting at Conferences
- Publishing
- Research Projects

Note: Reporting "Frequently"

Note: Reported "Large" or "Very Large Extent"
CCSU Faculty: How many of your courses do you use the following?
(Scale: 1 = None, 4 = All)

Readings on racial & ethnic issues
Readings on women or gender issues

Male
Female

* (P < 0.05)
In the Past Year, have you "frequently" given at least one assignment that required students to:

- Describe how different perspectives would affect the interpretation of a question or issue in your discipline
- Discuss the ethical or moral implications of a course of action
- Apply mathematical concepts and computational thinking

* (P < 0.05)
In the Past Year, Have you Worked With or Taught Graduate Students?

<table>
<thead>
<tr>
<th></th>
<th>CCSU</th>
<th>Public 4-Year Similar</th>
<th>Public 4-Year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (%)</td>
<td>60</td>
<td>80</td>
<td>40</td>
</tr>
</tbody>
</table>
In the Past Year, Faculty Met with Graduate Students to:
(Large or Very Large Extent)

- Discuss Research Interests
- Spend Time Mentoring
- Help them Access Professional Network
- Co-present at Conferences
- Publish With

Facility (%)

- CCSU
- Public 4-Year Similar
- Public 4-Year Colleges

In the Past Year, Faculty Met with Graduate Students to:
(Large or Very Large Extent)
In the past year, have you?

- Written 6+ Letters for Grad Students
- Served on 3+ Master's Thesis
- Chaired 3+ Master's Thesis

CCSU faculty who have not served on a master's thesis committee in the past year

- Male
- Female

* (P < 0.05)
Key Takeaways

Value:

- Teaching is essential
  - Not as satisfying as it should be
  - Recognized for outstanding teaching

- Research is very important
  - CCSU faculty report they publish more!

- Diversity in the classroom
Opportunities for Improvement

- Not prepared to deal with diversity issues in classroom
- Differences between CCSU & other institutions, largely driven by male faculty
- Low engagement (recognition?) in professional development opportunities
- Bullying & Sexual Misconduct
- Recognize our student population
- Improve relationships - lack of respect for others
Key Takeaways
Relationships and Respect:

Faculty ↔ Faculty

Students

Student Affairs ↔ Administration
Questions???