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

How important to you is:
(Scale of 1 to 4; 4 = Essential)
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)**
- CCSU: 60%
- Public 4-Year Similar: 20%
- Public 4-Year Colleges: 0%

**Books, Manuals, Monographs, or Research Reports (3 or More)**
- CCSU: 20%
- Public 4-Year Similar: 0%
- Public 4-Year Colleges: 0%

By Gender:

**Articles in Professional Journals (5 or More)**
- Male: 80%
- Female: 20%

**Books, Manuals, Monographs, or Research Reports (3 or More)**
- Male: 0%
- Female: 8%
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)
Source of stress in the past year (Scale 1 to 3)
Number of Courses taught (Avg)

CCSU
Public 4-Year Similar
Public 4-Year Colleges

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

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

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

Male, Female
A racially/ethnically diverse student body enhances the educational experience of all students
In the Past Year, Did you Participate in Training or Access Resources to Facilitate:

Promoting inclusion & facilitating difficult conversations

- Integrating culturally-competent practices into your classroom
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
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>
</tr>
</thead>
<tbody>
<tr>
<td>Institution has effective hiring practices &amp; policies that increase faculty diversity</td>
<td>2.8</td>
</tr>
<tr>
<td>Student Affairs staff have the support and respect of faculty</td>
<td>3.2</td>
</tr>
<tr>
<td>There is a lot of campus racial conflict here</td>
<td>1.9</td>
</tr>
</tbody>
</table>

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)
Administrators consider faculty concerns when making policy
(Scale of 1 to 4; 4 = Strongly Agree)
Faculty are typically at odds with campus administration
(Scale of 1 to 4; 4 = Strongly Agree)
Faculty here respect each other
(Scale of 1 to 4; 4 = Strongly Agree)

Level of Agreement (Avg)

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
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<tr>
<td>CCSU</td>
<td>3.0</td>
<td>(P &lt; 0.05)</td>
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<td>Public 4-Year Similar</td>
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**CCSU Faculty - How Strongly do you Agree:**
(Scale of 1 to 4; 4 = Strongly Agree)

- I have to work harder to be perceived as a legitimate scholar
- My research is valued by faculty in my department
- My teaching is valued by faculty in my department
- My service is valued by faculty in my department

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

Priority Level (Avg)

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

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)

- Salary
- Health Benefits
- Retirement Benefits
- Relative equity of salary and job benefits
- Overall job

Levels of Satisfaction (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)

- Autonomy and independence
- Departmental leadership
- Departmental support for work/life balance
- Institutional support for work/life balance

Level of Satisfaction (Avg)

CCSU
Public 4-Year Similar
Public 4-Year Colleges

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

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* (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

Levels of Satisfaction (Avg)

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?

Note: At CCSU, only 32 faculty answered this question.
Faculty reporting that in the past year, they had:

- Considered leaving academe for another job: Yes (%) for CCSU, Public 4-Year Similar, Public 4-Year Colleges.
- Considered leaving this institution for another: Yes (%) for CCSU, Public 4-Year Similar, Public 4-Year Colleges.
- Engaged in public service/professional consulting without pay: Yes (%) for CCSU, Public 4-Year Similar, Public 4-Year Colleges.
- Received at least one firm job offer elsewhere: Yes (%) for CCSU, Public 4-Year Similar, Public 4-Year Colleges.
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%
Sexual Misconduct & Bullying
Faculty reporting that they have been sexually harassed at their institution in the past year?
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)

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

- Less than 1 year ago: 20%
- 1 year ago: 0%
- 2 to 3 years ago: 13%
- 4 or more years ago: 67%
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?

**Reported “Yes” (N=154)**

- **Total:** 42%
- **Male:** 34%
- **Female:** 47%

**Classification of employee (N=65)**

- **Other Employee:** 3%
- **Protective Services:** 2%
- **SUOAF:** 25%
- **AAUP Faculty:** 63%
- **Management/Confidential:** 39%
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?

- 48% informed administration

Agree/Strongly Agree that they are comfortable informing administration

- 52% agreed

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

- **Prepare students for employment after college**: (Strongly Agree or Agree) 100%
- **Discussed career & post-graduation goals**: (Frequently) 77%
- **Prepare students for the workplace**: (High/Highest Priority) 78%
- **College education increases earning power**: (Strongly Agree or Agree) 64%

(Frequently)
CCSU Faculty: Level of Agreement it is your role to:
(Scale: 1 to 4; 4 = Strongly 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%

* (P < 0.05)
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)

Level of Satisfaction (Avg)

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* (P < 0.05)
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

Faculty (avg)

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

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**

Note: Reporting "Frequently" *(P < 0.05)*

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

- **Presenting at Conferences**
- **Publishing**
- **Research Projects**

Note: Reported "Large" or "Very Large Extent" *(P < 0.05)*
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

Faculty (avg)

Male | Female
---|---
Readings on racial & ethnic issues | * | *
Readings on women or gender issues | * | *

* (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?

- CCSU: 60%
- Public 4-Year Similar: 60%
- Public 4-Year Colleges: 40%
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 Faculty (%)

CCSU: Public 4-Year Similar: Public 4-Year Colleges
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: 20%
Female: 62%

* (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
Key Takeaways

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???