

COLLEGE, CULTURE, AND COMMUNITY BUILDING

Group 6

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GOALS

RESEARCH QUESTIONS

- How do the faculty and staff feel about the climate in the college, including personal experiences, work-life issues, perceptions of the learning/working environment, and sexual harassment?
- What differences are there between faculty/staff in different demographic categories?
- How do the results compare with the results of the 2014 survey?

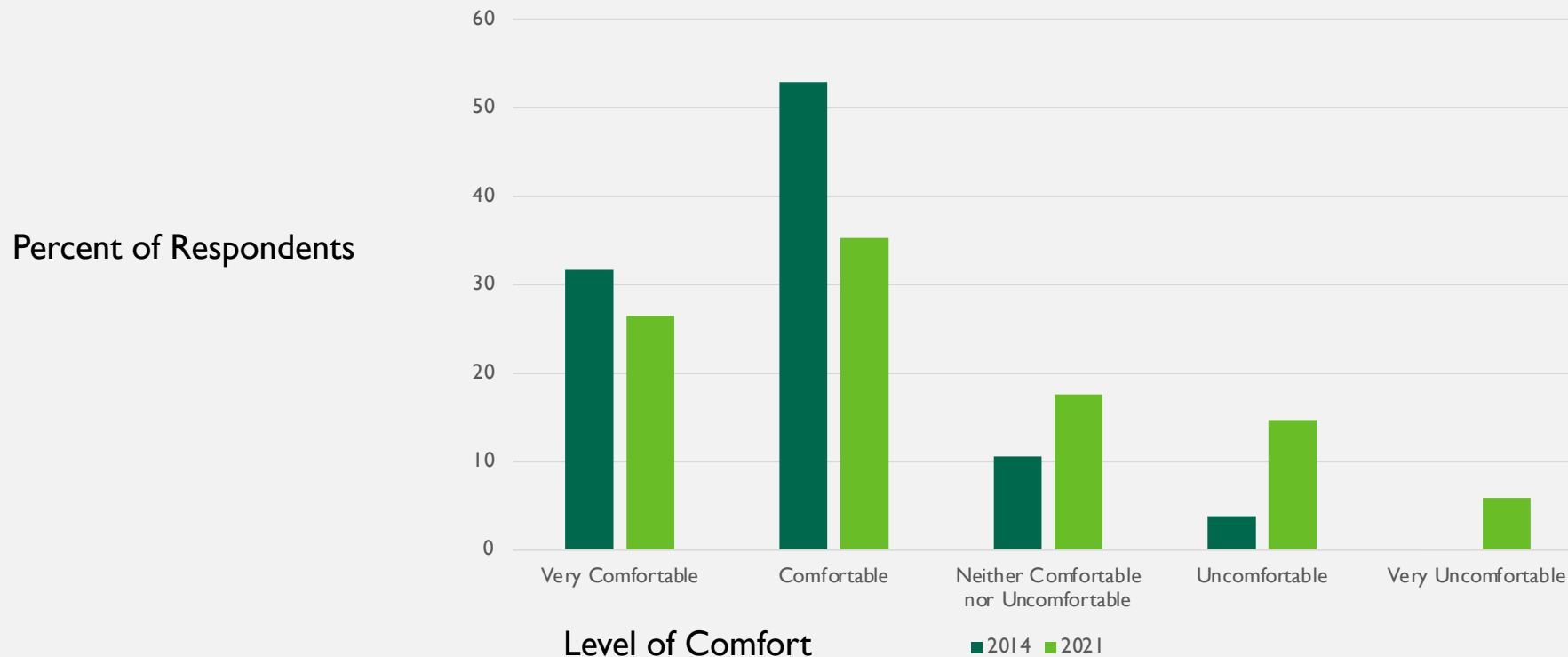
RESULTS

HOW FACULTY/STAFF FEEL: CLIMATE

- More comfortable with classes than department or college as a whole
- Those who were comfortable elaborating had positive and negative contributions
 - Majority of responses indicated uneasiness with the current climate

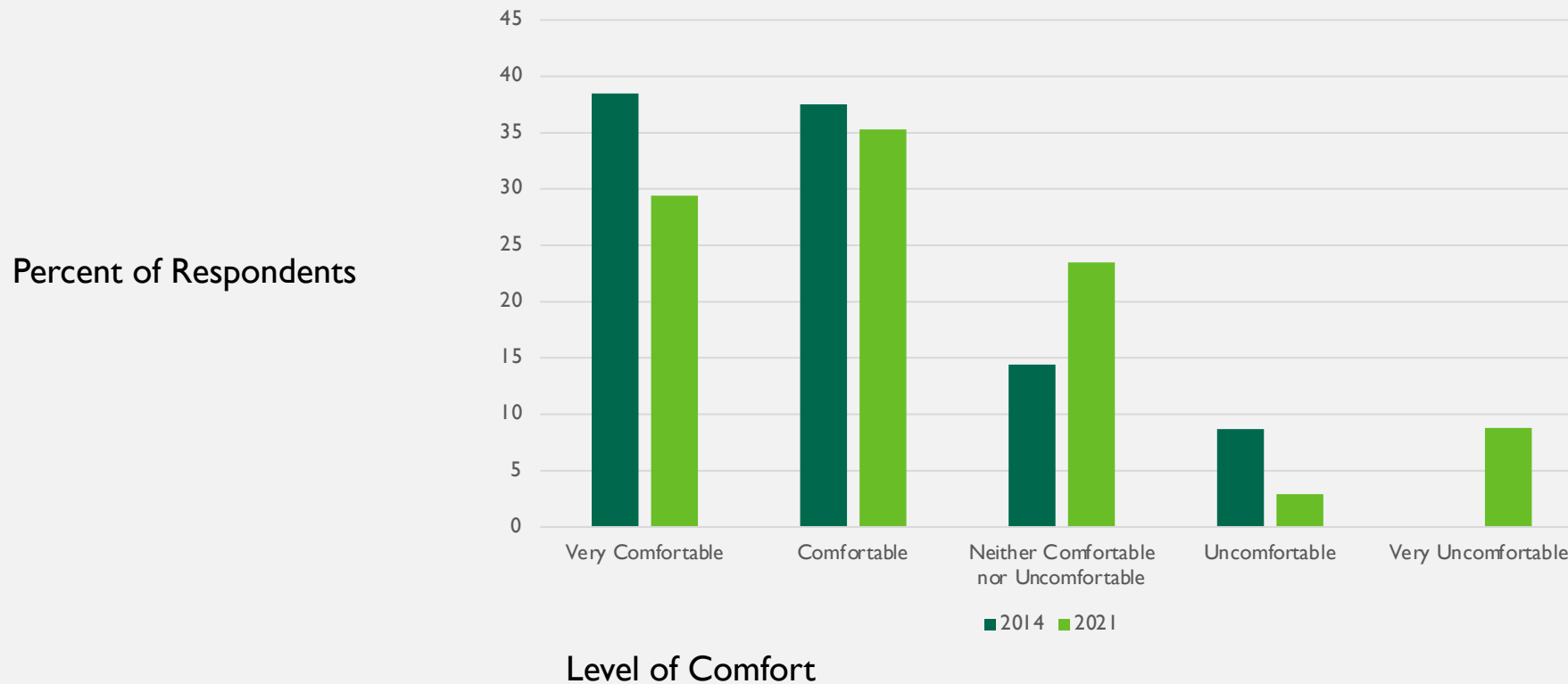
HOW FACULTY/STAFF FEEL: CLIMATE

Overall, how comfortable are you with the climate in the College?



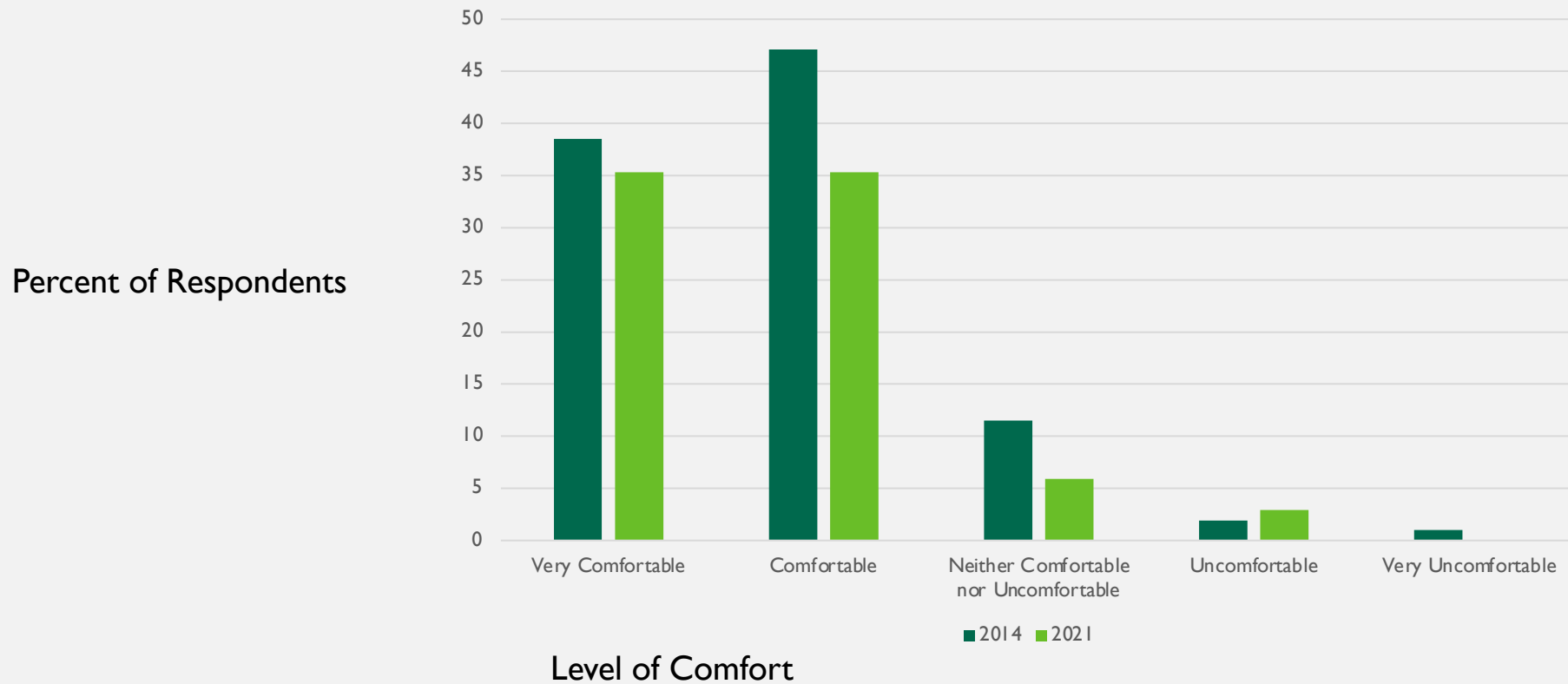
HOW FACULTY/STAFF FEEL: CLIMATE

Overall, how comfortable are you with the climate in your department/work unit?



HOW FACULTY/STAFF FEEL: CLIMATE

Overall, how comfortable are you with the climate in your classes?



HOW FACULTY/STAFF FEEL: CLIMATE

Positive

- “I'm very comfortable in my department/work unit. I do not agree with everyone's attitude, way of thinking, or how some people treat others.... Once I process that, I can appreciate their talents, expertise and looks for what each relationship has to offer.”
- “As someone who immigrated to the U.S...I now am quite comfortable being a minority thanks to the CEHS faculty and staff and students.”
- “My superiors in the Dean's Office and Teacher Ed are very supportive”
- “I feel comfortable in my classes because I work to build community with my students and to get to know them well. I also feel very comfortable with my co-teachers.”

HOW FACULTY/STAFF FEEL: CLIMATE

- “I am fairly comfortable but am becoming increasingly uncomfortable because I am terrified that I am going to use an incorrect word or say something wrong and get myself into trouble.”
- “...I have seen instances where unfriendly, unsupportive, or just insensitive comments were made about individuals from a different background (e.g., immigrants, single parents, or those with mental health challenges).”
- “Some students are rude and demanding.”

Negative

(emphasis
not added by
Group 6)

HOW FACULTY/STAFF FEEL: CLIMATE

- “I feel much more comfortable around my students than I do around colleagues.”
- “I HATE THE CANCEL CULTURE AND PC MENTALITY THAT VIOLATE THE FIRST AMENDMENT. IT IS NOT A UNIVERSITY'S JOB TO CENSOR SPEECH!!”
- “It is unfortunate that some individuals in the college do not see the need to commit to racial healing.”

Negative

(emphasis
not added by
Group 6)

HOW FACULTY/STAFF FEEL: CLIMATE

- “...several colleagues are hostile with students and other professors. There is intimidation and behavior that is borderline ‘bullying’ going on among the ranks”
- “sometimes I feel uncomfortable, because I feel like I do not know many people in my department well”
- “The administration constantly disregards the contributions of faculty of color while providing opportunities and elevating the contributions of white colleagues.”

Negative

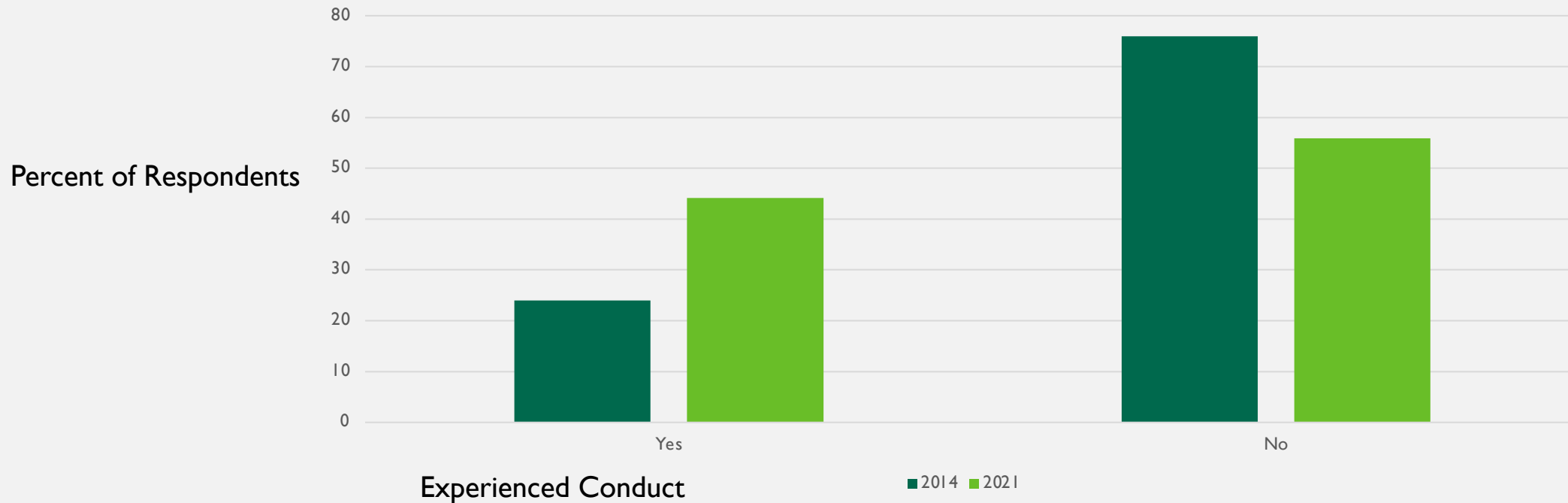
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HOW FACULTY/STAFF FEEL: EXCLUSION

- Almost half of our respondents have personally experienced exclusionary, intimidating, offensive, and/or hostile conduct that has interfered with their ability to work.
 - Variety of reasons
 - Mainly colleagues, but there were sources reported at all levels

HOW FACULTY/STAFF FEEL: EXCLUSION

Have you personally experienced any exclusionary, intimidating, offensive and/or hostile conduct that has interfered with your ability to work in the College?



HOW FACULTY/STAFF FEEL: EXCLUSION

- Left out
- Harassed
 - Unwanted sexual comments/behaviors
- Discomforted
 - Ignorance
- Undermined
 - Negative perceptions of performance
- Called out

HOW FACULTY/STAFF FEEL: EXCLUSION

- “...shunned, angry, and ignored”
- “...discussed with colleagues/chair for support”
- “Uncomfortable and stressful”
- “I was not shocked that particular colleague would say something like this”
- “It was nothing unusual for a woman to experience and it still happens”

HOW FACULTY/STAFF FEEL: EXCLUSION

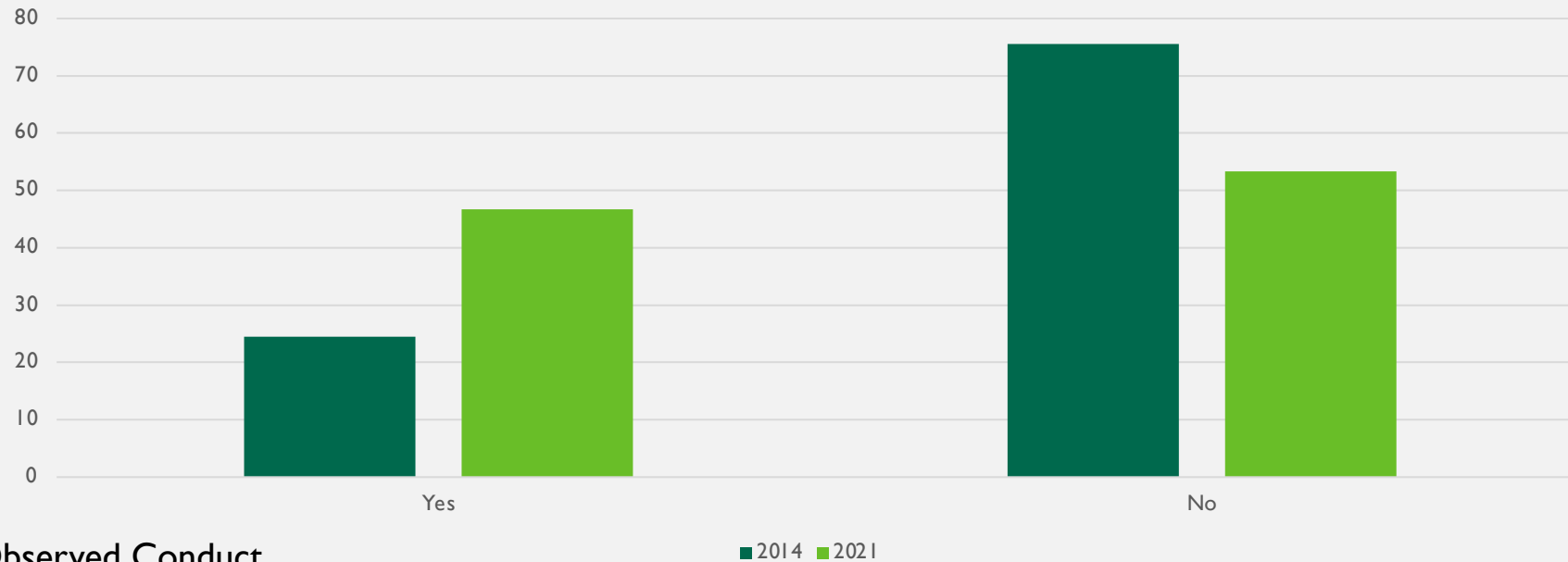
- “...uncomfortable not only for me but for the students in my class”
- “...isolated and irrelevant”
- “...I now know who I can trust and not trust.”
- “...not comfortable responding to this question”
- “There is no way you can do anything.”

HOW FACULTY/STAFF FEEL: CONDUCT

- Almost half of our respondents have observed or personally been made aware of conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment

HOW FACULTY/STAFF FEEL: CONDUCT

Have you observed or personally been made aware of any conduct directed toward a person or group of people on campus that you believe has created an exclusionary, intimidating, offensive and/or or hostile working or learning environment?



Percent of
Respondents

Observed Conduct

■ 2014 ■ 2021

HOW FACULTY/STAFF FEEL: CONDUCT

Experiences with race and class were specifically noted:

- Hostility
- Shunning/isolation
- Insubordination
- Political profiling
- Racial profiling
- Work performance (evaluations, promotion)
- Teaching course preferences
- Insensitivity
- Deficit thinking

HOW FACULTY/STAFF FEEL: CONDUCT

- “Shock, anger, and sadness
- “Anger”
- “Incredibly uncomfortable...tried to follow up with an individual who I believed to be harmed”
- “It feels sh*tty”
- “Not shocked”

HOW FACULTY/STAFF FEEL: CONDUCT

- “...empathy for the victim...”
- “...tried to advocate...”
- “I tried to indicate there was a problem...and provide an alternative, and more constructive perspective on the people in question.”
- “I have lost faith in the idea that CSU, particularly COEHS, cares about D&I. I think the fact that very few faculty of color are engaging in these work groups is pretty telling of the climate.”

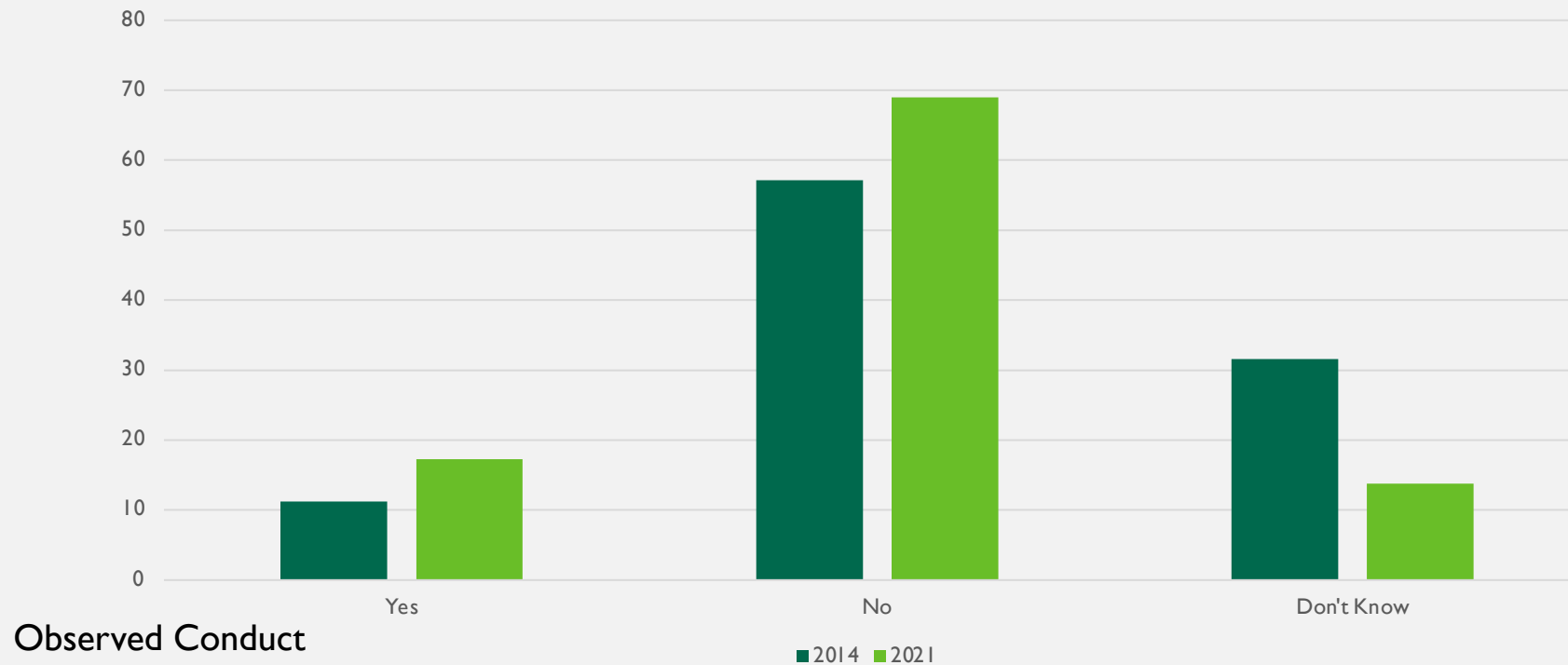
HOW FACULTY/STAFF FEEL: HIRING

- Almost 70% of respondents said they had not observed unfair, unjust, or discriminatory hiring practices at the College
- Higher percentage of respondents noted that they had observed unfair, unjust, or discriminatory hiring practices
 - Lower percentage of respondents reported that they did not know
- Comments indicated there are still concerns related to hiring

HOW FACULTY/STAFF FEEL: HIRING

I have observed unfair, unjust, or discriminatory hiring practices in the College

Percent of Respondents



HOW FACULTY/STAFF FEEL: HIRING

- “White committee members made harsh comments about foreign applicants”
- “Hiree did not have qualifications for the job posted”
- “Tenure and promotion has become a tedious process and student evaluations/peer evaluations are useless.”
- Attending international conferences—could be discriminatory if it impacts tenure/promotion decisions when faculty cannot afford to attend without full funding from CSU

NEGATIVE
(emphasis
not added by
Group 6)

HOW FACULTY/STAFF FEEL: HIRING

- “Power and inconsistent rules”
- “Disagreement with values of person going up for promotion”
- “CSU IS COMMITTED TO DISCRIMINATION. AFFIRMATIVE ACTION IS DISCRIMINATORY.”
 - “WHITE MEN ARE FAIR GAME FOR DISCRIMINATION”
 - “RACIAL POLITICS IS A CANCER THAT HAS INFECTED ALMOST ALL EDUCATIONAL INSTITUTIONS. IT IS UNETHICAL, UNCONSTITUTIONAL, AND EXACERABTES RACE RELATIONS.”

NEGATIVE
(emphasis
not added by
Group 6)

HOW FACULTY/STAFF FEEL: OVERALL

Positive

- “I think our College is a fantastic place to work, and I feel very at home at CSU.”

HOW FACULTY/STAFF FEEL: OVERALL

Negative

- “I have seen staff at the Office for Institutional Equity of CSU who definitely have biases and discriminate against some populations themselves. They are the opposite of support.”
- “I have observed and heard of instances where faculty, staff, or students have experienced identity-based harm, microaggressions, or other forms of discrimination.”
- “I have personally witnessed a wide range of administrators in the college actively and publicly engage in discrimination against faculty from protected classes.”

HOW FACULTY/STAFF FEEL: OVERALL NEGATIVE

Negative

- “Much of what occurs at CSU is indoctrination into Left-wing politics. Very few free thinkers here. Many show their moral superiority by parroting the Gospel according to the Left. BLM is a good example--a Marxist group that HATES Western Civilization/America is beloved by many.”
- “University climate begins at the top, in the current administration it seems to be primarily more lip service than action.”
- “I felt I responded ‘neutral’ a lot because I feel like there are a lot of things that I don't know. Based on what I have I have been learning about systemic racism, I imagine there are problems in our system that I am unaware of.”

HOW FACULTY/STAFF FEEL: OVERALL

Suggestions

- “[R]eal, tangible employment consequences when there is active discrimination”
- Mandatory counseling for perpetrators rather than victims/survivors, as “It is not the responsibility of the victim to not be a victim, but for the perpetrator to not offend.”
- Embed an “explicit and strong social justice lens throughout the programs that we offer”
- Mentoring program for all interested faculty “regardless of any identifiable differences that might show up on a diversity list”

HOW FACULTY/STAFF FEEL: OVERALL

Suggestions

- “[M]andatory orientation that includes diversity issues and sign off just as we do with ethic statements” that is part of the contract; reminders to complete the orientation could be included on syllabi and related documents.
- “Investments better made in development, service learning, support and retention.”
- Only include “diversity activities as criteria for hiring or employment evaluations” if “that is the direct charge or responsibility of the employment description” as it “seems presumptive, and conflicts with what diversity appreciation should be about.”

HOW FACULTY/STAFF FEEL: OVERALL

Suggestions

- Offer paid maternity leave for both biological and adoptive parents —the college is “quite behind” and HR is “difficult and uncompromising”
- “[F]ocus on knowledge, research, and thinking skills” as “Diversity never includes thought, ideologies, opinions, beliefs.”
- “Make goal-setting a priority at the beginning of each school year, whereby superiors and underlings clearly understand job responsibilities and career advancement goals, and how to meet them. Establish clear timelines for review of goals/performance, and make sure they are followed.”

DEMOGRAPHIC COMPARISONS

- Not statistically possible due to low participation
- Major drop in respondents
 - **2014:** 104 participants
 - **2021:** 34 participants
 - (we currently have 96 regular faculty/staff)

DEMOGRAPHIC COMPARISONS

- Majority of those who identified themselves were
 - White
 - Female
 - Faculty
- More of a range with age/experience
- Approximately 25% of respondents did not provide any demographic data.

2014 COMPARISONS

- Notable differences
 - Higher percentage of respondents reported
 - feeling uncomfortable in the College
 - experiencing negative conduct
 - observing/being made aware of negative conduct
 - See the **red** categories on the Diversity Report

12. Positive for people who are immigrants – Negative for people who are immigrants	11.2% (11)	38.8% (38)	44.9% (44)	4.1% (4)	1.0% (1)	98
	17.2% (5)	31.0% (9)	34.5% (10)	10.3% (3)	6.9% (2)	29
13. Positive for international people – Negative for international people	14.4% (14)	40.2% (39)	38.1% (37)	6.2% (6)	1.0% (1)	97
	27.6% (8)	24.1% (7)	27.6% (3)	13.8% (4)	6.9% (2)	29

CONCLUSION

TAKEAWAYS

- **Climate is not improving from 2014 survey**
 - **More people are reporting that they feel uncomfortable in the 2021 survey**
- Roughly 37% of regular faculty/staff participate in diversity and inclusion initiatives at any given time
 - Summer meetings
 - Diversity Council survey
 - Group 6 survey
- Lack of response, coupled with the information provided by those who were willing to respond, indicates we have barriers

TAKEAWAYS

- Low response is unknown, but we identified the following potential causes:
 - Pandemic
 - CSU 2.0
 - Discomfort
 - Fear of being identified
 - Lack of interest
 - Lack of time
 - Satisfaction/comfort
- We acknowledge that we do not know the reasons why individuals chose not to complete the survey and/or engage in this work

QUESTIONS TO PONDER

- How can we acknowledge this problem and see it as an opportunity for growth?
- As we come back, post-pandemic, and as we move toward CSU 2.0, what can we do to create a new environment?
 - How can we construct this new garment?
 - **How do we make space/create opportunity for discussion where all voices can be heard?**



Quote
selected by
a
respondent