Spring 2021 Viewfinder Administrator Summary Report

Prepared by the Office of Inclusive Excellence and Institutional Planning & Analysis

Introduction

In Spring 2021, California State University San Marcos (CSUSM) embarked on a campus-wide climate assessment effort involving the administration of campus climate surveys to students, staff, faculty, and administrators. This report presents a summary of key findings and results from INSIGHT into Diversity® Magazine's Viewfinder Campus Climate Survey of CSUSM administrators.

Prior to the administration, a definition of campus climate with an emphasis on inclusion and diversity was adopted and used to help guide the assessment efforts: "The current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential." (Susan Rankin, 2008) . For information on CSUSM's outlook on campus climate and to read the Fall 2020 work group recommendation report, please visit: https://www.csusm.edu/equity/climate/index.html.

See **Appendix B** for more information about the survey administration, limitations, and response rates.

CSUSM is thankful and appreciative of all administrators who participated in this survey administration for giving their time and sharing their feedback, opinions, and experiences around campus climate. The survey results will allow CSUSM the opportunity to establish campus climate benchmarks and provide data to guide future campus efforts.

Key Climate Variables

The Viewfinder survey asked a series of questions specific to administrators' experience with feeling as if they can openly express their identities based on identified key climate variables of religious beliefs, political views, and sexual orientation. The degree to which administrators felt respected on campus based on those identities in addition to staff who identify as a person of color was also assessed. The below table summarizes responses from administrators to describe their diverse identities.to

Table 1.	CSUSM Administrator Respondent Percentages
What is your religion/spiritual affiliation? (*n=112*)	
Christian (other than Roman Catholic)	28.6%
Agnostic	23.2%
Roman Catholic	17.9%
Prefer not to answer	12.5%
Atheist	8.0%
Buddhist	4.5%
Protestant	4.5%
Jewish	1.8%

Jehovah's Witnesses	1.8%
Unitarian Universalist	1.8%
Hindu	1.8%
Church of Jesus Christ of Latter-day Saints	0.9%
Muslim	0.9%
How would you characterize your political views? (*n=103*)	
Liberal	40.8%
Middle-of-the-road	32.0%
Decline to state	12.6%
Conservative	8.7%
Far left	5.8%
Do you identify as LGBTQIA+? (*n=115*)	
No	94.8%
Yes	4.4%
Prefer not to answer	0.9%
Do you identify as a person of color? (*n=115*)	
No	68.7%
Yes	31.3%
Are you currently a member of the United States military or a military veteran? (*n=116*)	
No	93.1%
Yes	6.9%
Do you have a disability? (*n=115*)	
Yes	6.9%
No	87.9%
Prefer not to answer	5.2%

Ability to Openly Express Identities, Views, or Beliefs

The Viewfinder survey included a set of questions asking administrators to indicate the degree to which they could openly express their LGBTQIA+ gender identity/expression, political views, religious/spiritual beliefs, and LGBTQIA+ sexual identity/orientation. Respondents were also asked if they identified as a person of color, as a current military member or a veteran, and lastly if they had a disability.bility.

As a [person of color; veteran] I feel welcome on campus." To understand if administrators feel less welcome based on specific identities, each climate variable is sorted in order of those who indicated they *disagree* or *strongly disagree* with each statement. Those identifying as LGBTQIA+ expressed the highest level of disagreement with being able to openly express their gender identity/expression (40.0% *disagree/strongly disagree*). At 37.1% *disagree/strongly disagree* rating, administrator respondents reported the next highest level of disagreement (37.1%) with the statement "I can openly express my political views on campus". Over a quarter of administrators also disagreed that they were able to openly express religious or spiritual beliefs (26.4% *disagree/strongly disagree*). Veteran administrator respondents overall felt welcome on campus, with no respondents *disagreeing* or *strongly disagreeing* with the statement "As a veteran, I feel welcome on campus.". Less than five administrators with a

disability and international administrators answered questions about feeling welcome or respected on campus within those respective identities, so data on those questions has been suppressed to preserve their anonymity.

Table 2.

I can openly express my.... on campus	Strongly Agree/Agree	Neutral	Disagree/ Strongly Disagree	n
*LGBTQIA+ gender identity/expression	60.0%	0.0%	40.0%	5
Political Views	34.3%	28.6%	37.1%	105
Religious/Spiritual Beliefs	36.8%	36.8%	26.4%	106
*LGBTQIA+ sexual identity/orientation	80.0%	0.0%	20.0%	5

Table 3.

As a...I feel welcome on campus	Strongly Agree/Agree	Neutral	Disagree/ Strongly Disagree	n
Person of Color	75.0%	11.1%	13.9%	36
*Veteran	75.0%	25.0%	0.0%	8

Administrators with disabilities and international administrator responses not included in the above tables due to n<5

*Note: Data with small sample sizes result in percentages which are highly affected by just one person. It is recommended to keep that perspective in mind when comparing to populations with higher sample sizes.

Respect for Identities, Views, or Beliefs

A targeted identity analysis regarding the degree to which administrators felt respected by various campus constituents was conducted. In relation to identities, views, or beliefs the following table details the range and percentage of administrator respondents who *agree* or *disagree* with the statement *"(I am) treated with respect by..."* students, staff, faculty or administrators.

For administrators who identify as LGBTQIA+, 40.0% *disagree* or *strongly* disagree to being treated with respect by staff or administrators based on their gender identity/expression. Administrators indicated they are not respected for their political views by faculty (27.9% *disagree/strongly disagree*) or students (24.4% *disagree/strongly disagree*).

Table 4.

(My/As a)....(are/I am) treated with respect by...	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree	n
*LGBTQIA+				
LGBTQIA+ gender identity/expression - Staff	60.0%	0.0%	40.0%	5
LGBTQIA+ gender identity/expression - Administrators	60.0%	0.0%	40.0%	5
LGBTQIA+ sexual identity/orientation - Faculty	60.0%	20.0%	20.0%	5
LGBTQIA+ sexual identity/orientation - Staff	60.0%	20.0%	20.0%	5

LGBTQIA+ sexual identity/orientation - Administrators	60.0%	20.0%	20.0%	5
LGBTQIA+ sexual identity/orientation - Students	80.0%	20.0%	0.0%	5
LGBTQIA+ gender identity/expression - Faculty	100.0%	0.0%	0.0%	5
LGBTQIA+ gender identity/expression - Students	100.0%	0.0%	0.0%	5
Political Views				
Political Views - Faculty	36.0%	36.0%	27.9%	86
Political Views - Students	31.7%	43.9%	24.4%	82
Political Views - Administrators	44.2%	37.9%	17.9%	95
Political Views - Staff	46.8%	37.2%	16.0%	94
Person of Color				
Person of Color - Administrators	61.1%	22.2%	16.7%	36
Person of Color - Faculty	58.8%	32.4%	8.8%	34
Person of Color - Staff	75.0%	16.7%	8.3%	36
Person of Color - Students	83.9%	12.9%	3.2%	31
Religious/Spiritual Beliefs				
Religious/spiritual beliefs - Faculty	35.4%	48.1%	16.5%	79
Religious/spiritual beliefs - Students	41.3%	50.7%	8.0%	75
Religious/spiritual beliefs - Administrators	42.7%	49.4%	7.9%	89
Religious/spiritual beliefs - Staff	48.3%	44.9%	6.7%	89
***Veteran**				
Veteran - Faculty	50.0%	50.0%	0.0%	8
Veteran - Administrators	75.0%	25.0%	0.0%	8
Veteran - Staff	75.0%	25.0%	0.0%	8
Veteran - Students	75.0%	25.0%	0.0%	8

Administrators with disabilities and international administrator responses not included in the above tables due to n<5

*Note: Data with small sample sizes result in percentages which are highly affected by just one person. It is recommended to keep that perspective in mind when comparing to populations with higher sample sizes.

Open Ended Questions Around Climate

Open-ended questions on the survey instrument introduced a qualitative lens. The Office of Institutional Planning & Analysis (IP&A) identified and created themes by reviewing anonymous comments and categorized the data by identifying and creating themes. Each comment was assigned single or multiple categories based on the complexity of the response. Exemplars, with no identifying information offer "voice" on behalf of our respondents designed to humanize feedback, thoughts, and opinions shared"

Feeling Excluded or Unwelcome

Administrators were asked to describe their experiences in the following question: "*Are there ways in which you have felt excluded or unwelcome on this campus as a result of the intersection of your multiple identities (race, ethnicity, class, gender, sexuality, etc.)?".* A total of 31 comments were submitted (*n=31*), containing a large range of themes. Many comments outlined experiences and overall

observations, while other comments suggested ways to address issues of exclusion or feeling unwelcome. Table 5 (below) gives a summary of key themes and exemplary quotes.

Table 5.

Theme	Exemplary Quote
Have Not Felt Excluded or Unwelcome *n=9*	"Not me [have felt excluded or unwelcome], but others I do know feel/have felt this way."
Experienced Microaggressions *n=4*	"Yes, I and several of our members have felt excluded as a result of their profession. Students have also expressed experiencing microaggressions on the part of their professors as a result of their association and/or student employment with our department, [the same] as have I and other members of our department."
Have Felt Excluded/Unwelcome by Faculty *n=3*	" Yes. Repeated racially insensitive comments, actions, and behaviors by senior leadership and faculty."
Felt Excluded/Not Welcome Due to Gender *n=3*	" Gender- not all colleagues treat female colleagues with the level of respect and professionalism they should."
Felt Excluded/Not Welcome Due to Race/Ethnicity *n=3*	"I have felt unwelcomed as the campus puts such an emphasis on all other races being included that it excludes mine. There have been events that seem to exclude my race specifically. I encountered a situation where a white female employee was asked to step out of picture because the… photographer only wanted persons of color. I understand the intent, but these activities are not welcoming or inclusive."

Improving Climate for Diversity

At the conclusion of the survey, respondents were asked to, "*Please offer any additional comments or suggestions to improve our climate for diversity.*" Twenty-two administrators (*n=22*) offered voice, opinions, and reflections regarding improving the climate for diversity at CSUSM.
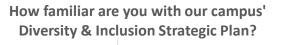
Table 6.

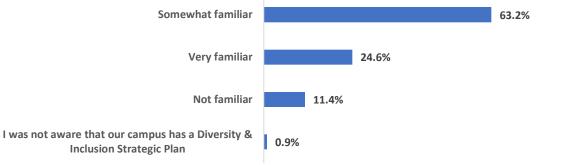| Theme	Exemplary Quote
More Accountability for Action/Behaviors *n=3*	"I feel overall, the campus tries to be inclusive and there has been a big shift since President Neufeldt has arrived. I do feel that there are still lots of

	microaggressions that happen, and I feel like some senior leadership is not fully versed in supporting their teams. I feel like there is a lot of talking and very little action sometimes and I feel like some things are dismissed when they shouldn't be."
Improve Climate for Varying Thoughts, Beliefs & Opinions *n=3*	"I feel at times we as an institution need to find a balance and provide equal time and opportunities for the various held beliefs. I don't think that is the case."
Facilitate Difficult Conversations *n=2*	"More emphasis needs to be made on basic communication skills; civil exchange of ideas and dialogue, active listening, etc. For all members of the CSUSM community. I'm concerned about the level of pent-up aggression, feelings and experiences coming out of primarily virtual instruction; classroom management skills need to be required for faculty on how to handle these difficult conversations and interactions."
Consult with Campus Constitutes *n=2*	"The folks at the table making decisions about the campus need to be more diverse, not only in the traditional sense, but in position. Too often, it is admin and faculty whose opinions are being solicited. We need front line staff included in conversations around campus decisions. We also need to try to move away from the "we can't require faculty to do x,y,z". How can we support a culture when folks do the right thing? While there are certainly strong staff/faculty relationships on campus, there is also a clear preference related to the support of faculty vs. for staff."
Campus only Focuses on Differences vs. Similarities Between People *n=2*	"I would love to see us have more celebrations of being human beings that just want to care about one another and let go of the past as we move forward into a better space. If we could operate from a place of love for all, it would be more inclusive."

Diversity Efforts

When asked about their familiarity with the campus' Diversity & Inclusion Strategic Plan (DISP), most respondents reported being *somewhat familiar* (63.2%) with the DISP. Respondents who were either *not familiar* (11.4%) or *unaware* (0.9%) was significantly lower.

Figure 7.

How familiar are you with our campus' Diversity & Inclusion Strategic Plan?

Somewhat familiar	63.2%
Very familiar	24.6%
Not familiar	11.4%
I was not aware that our campus has a Diversity & Inclusion Strategic Plan	0.9%

n=114

Additional questions related to overall diversity efforts on the campus were incorporated into the survey. Table 8 (below) provides a summary of the agreement ratings for each of the statements. These statements are sorted in descending order of the percentage of respondents who *strongly agree* or *disagree.* The statements "Senior leadership establishes the campus vision for diversity" (79.6% *strongly agree/agree*) and "Senior leadership shows a visible commitment to campus diversity" (76.6% *strongly agree/agree*)," received the highest agreement ratings. Statements such as "We have a way to effectively measure our division/unit's diversity success" *(24.8% strongly agree/agree), "*There is adequate financial support to drive campus diversity efforts" (*27.9% strongly agree/agree)* and *"*A written diversity plan is required in my division/unit" (30.2% *strongly agree/agree*) had the lowest agreement ratings.

Table 8.

To what degree do you agree or disagree with the following statements?	Strongly Agree/Agree	Neutral	Disagree/ Strongly Disagree	n
Senior leadership establishes the campus vision for diversity	79.6%	9.7%	10.6%	113
Senior leadership shows a visible commitment to campus diversity	76.6%	10.8%	12.6%	111
Diversity efforts should be led by each school with oversight by a central office	55.7%	29.2%	15.1%	106
Senior leadership creates a culture of accountability	51.4%	26.1%	22.5%	111
My division/unit is accountable for diversity progress	48.5%	33.0%	18.4%	103

	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree	n
A written diversity plan is required in my division/unit	30.2%	38.5%	31.3%	96
There is adequate financial support to drive campus diversity efforts	27.9%	34.6%	37.5%	104
We have a way to effectively measure our division/unit's diversity success	24.8%	35.2%	40.0%	105

Safety on Campus

In general, administrators agreed with the statement *"I feel safe on campus"* (90.3%). However, on average, about 25% of respondents were neutral regarding "*Employees are supportive of other employees who have experienced incidences of physical confrontation"* (23.3%) and *"Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)"* (25.8%).

Table 9.

To what degree do you agree or disagree with the following statements?	Strongly Agree/Agree	Neutral	Disagree/ Strongly Disagree	n
I feel safe on campus	90.3%	9.7%	0.0%	103
Employees are supportive of other employees who have experienced incidences of physical confrontation	73.3%	23.3%	3.5%	86
Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)	68.8%	25.8%	5.4%	93

Overall Campus Experience

A core part of the survey instrument focused on perceptions of overall campus climate and personal work experience. Respondents rated their level of agreement (*strongly agree-strongly disagree*) with a series of statements about a range of topics including administrator interactions, diversity efforts, and workload.

Depending on the statement, "agreement" may indicate a "positive" response to campus climate or a "negative" response to campus climate. Table 10 (below) displays to what degree administrator respondents agree (excluding respondents who indicated the statement was not applicable).

The statement that rated highest in the campus climate category was *"I am satisfied overall with my interactions with other employees" (*88.5% *strongly agree/agree*). When combining the neutral and disagree/ strongly disagree responses, the statement *"I am encouraged to weave diversity/cultural competence into my work"* more than twenty-five percent of administrator respondents indicated they were neutral (14.3%) or disagree/strongly disagree (12.2%).

When further examining administrator responses to the overall climate on campus, the statement *"I would recommend my campus to others considering working here"* resulted in nearly three quarters of our participants selected agree/strongly agree (72.8%). In contrast, the statements *"I have received adequate diversity training to engage with students and employees on campus"* (18.6%) and *"The*

welfare of our school takes precedence over donor demands, investment matters, and political interests" (20.4%) resulted in a significant percentage of negative responses. It is also important to note that statements specific to EEO (53.1%), budgeting (45.3%), and recognizing contributions (40%) specific to diversity, equity and inclusion received high neutral responses.

Table 10.

To what extent do you agree or disagree with the following statements about the overall climate on campus?	Strongly Agree/Agree	Neutral	Disagree/ Strongly Disagree	n
I am satisfied overall with my interactions with other employees	88.5%	6.7%	4.8%	104
Multiculturalism is a core value of our institution's mission	79.4%	11.8%	8.8%	102
Our campus is diverse	78.6%	10.7%	10.7%	103
I am encouraged to weave diversity/cultural competence into my work	73.5%	14.3%	12.2%	98
I would recommend my campus to others considering working here	72.8%	17.5%	9.7%	103
Our campus is inclusive	69.9%	17.5%	12.6%	103
Our school engages with external communities to understand their interests and respond to their needs	65.2%	22.8%	12.0%	92
I am satisfied with my off-campus community engagement	63.8%	30.9%	5.3%	94
Public announcements regarding internal communications and practices are honest and truthful	59.4%	30.7%	9.9%	101
I have received adequate diversity training to engage with students and employees on campus	58.8%	22.5%	18.6%	102
The welfare of our school takes precedence over donor demands, investment matters, and political interests	54.1%	25.5%	20.4%	98

	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree	n
Diverse perspectives can easily be found within our general education programs	46.1%	38.2%	15.7%	89
The Equal Employment Opportunity (EEO) policy is effective in improving campus climate through diverse hiring	33.3%	53.1%	13.5%	96
Processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs	30.2%	45.3%	24.4%	86
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	27.5%	40.0%	32.5%	80
Our school puts too much emphasis on diversity	15.8%	25.7%	58.4%	101

With 30.7% of participating administrators employed at the institution 1-5 years (see **Demographics** in **Appendix A**), it is worthwhile to note that responses to statements around merit and promotions, along with work expectations were nearly evenly distributed. Thirty-two percent (32.0%) *strongly agree/agree* while 33.0% *disagree/strongly disagree* that the merit and promotion processes is fair, with similar ratings related to responses to the statement "There are too many expectations of me" (31.7% *strongly agree/agree*, 31.7% *disagree/strongly disagree*).

When examining administrator responses to the overall climate on campus, the statement *"I would recommend my campus to others considering working here"* resulted in nearly three quarters of our participants selected agree/strongly agree (72.8%). In contrast, the statements *"I have received adequate diversity training to engage with students and employees on campus"* (18.6%) and *"The welfare of our school takes precedence over donor demands, investment matters, and political interests"* (20.4%) resulted in a significant percentage of negative responses. It is also important to note that statements specific to EEO (53.1%), budgeting (45.3%), and recognizing contributions (40%) specific to diversity, equity and inclusion received high neutral responses.

Table 11.

To what extent do you agree or disagree with the following statements about work experience at our institution?	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree	n
I am satisfied with my employee benefits package	88.2%	5.9%	5.9%	102
Mentors are important for junior administrators	85.1%	10.9%	4.0%	101

Statement	Agree	Neutral	Disagree	N
My performance evaluations are done on a regular basis	75.8%	12.1%	12.1%	99
My performance evaluations are fair and impartial	75.3%	18.6%	6.2%	97
I love my job	74.8%	18.4%	6.8%	103
Professional development is encouraged	71.2%	13.5%	15.4%	104
There are pay disparities here	71.1%	23.7%	5.2%	97
I am utilizing my full range of skills in my current position	68.6%	13.7%	17.6%	102
My expertise is supported	66.0%	21.4%	12.6%	103
My workload is too heavy	65.7%	20.6%	13.7%	102
There is a great sense of belonging	63.1%	22.3%	14.6%	103
There are other administrators I can get career advice from	61.4%	19.8%	18.8%	101
My writing is supported	60.8%	25.7%	13.5%	74
Thinking outside the box is rewarded in my division/unit	60.4%	22.8%	16.8%	101
Everyone works as a team	55.9%	21.6%	22.5%	102
Conference attendance is supported	52.9%	22.5%	24.5%	102
Administrative leave is supported here	49.4%	36.0%	14.6%	89
Diversity-related research, teaching, and community service are considered in the hiring of administrators	47.7%	34.1%	18.2%	88
I am underpaid for the work that I do	41.3%	33.7%	25.0%	104
I have experienced microaggressions in my division/unit	37.4%	16.2%	46.5%	99
Adequate funding exists to support my professional development	35.6%	21.8%	42.6%	101
The merit and promotion processes are fair	32.0%	35.1%	33.0%	97
There are too many expectations of me	31.7%	36.6%	31.7%	101

My work-life balance is perfect	24.0%	14.4%	61.5%	104
This is a hostile working environment	10.9%	15.8%	73.3%	101
Hiring practices are not fair	10.7%	23.3%	66.0%	103
I want to quit my job	7.4%	23.2%	69.5%	95

As mentioned in the Rankin (2008) citation, respect is a crucial part of climate. This section presents the series of survey questions inquiring about perceptions of respect by various groups on campus.

While a majority of administrator respondents agreed that they are respected by other administrators (74.5% *strongly agree/agree*), they do not feel the same level of respect from tenure-track faculty (18.8% *strongly agree/agree*) and non-tenure track faculty (27.7% *strongly agree/agree*).

Table 12.

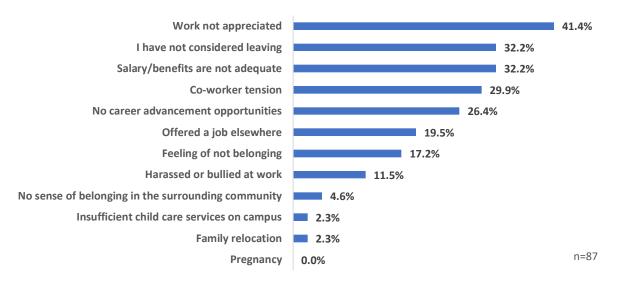| Please indicate the extent to which you agree or disagree with the following statements*	Strongly Agree/Agree	Neutral	Disagree/ Strongly Disagree	n
Administrators are respected by non tenure-track faculty	27.7%	45.7%	26.6%	94
Administrators are respected by other administrators	74.5%	14.7%	10.8%	102
Administrators are respected by staff	62.0%	24.0%	14.0%	100
Administrators are respected by students	48.9%	40.9%	10.2%	88
Administrators are respected by tenured/tenure-track faculty	18.8%	43.8%	37.5%	96
CSUSM communicates effectively with staff/faculty/administrators about changes to campus operations	48.5%	24.3%	27.2%	103
I am satisfied with the support I receive from CSUSM	59.6%	20.2%	20.2%	104
I feel that my work at CSUSM is valued	71.2%	11.5%	17.3%	104

* *Statements are listed in the order they were asked on the survey instrument to group together specific questions.*

Considered Leaving Institution

How employees view their future at CSUSM is also important when considering climate. The survey asked, "If you have ever considered leaving our institution, tell us why." Approximately 41% (41.4%) of

respondents (*n=87*) selected "work not appreciated", followed by a tie between "I have not considered leaving" and "Salary/ benefits are not adequate" (both 32.2%).

Figure 13.

If you have ever considered leaving our institution, tell us why.

Category	Percentage
Work not appreciated	41.4%
I have not considered leaving	32.2%
Salary/benefits are not adequate	32.2%
Co-worker tension	29.9%
No career advancement opportunities	26.4%
Offered a job elsewhere	19.5%
Feeling of not belonging	17.2%
Harassed or bullied at work	11.5%
No sense of belonging in the surrounding community	4.6%
Insufficient child care services on campus	2.3%
Family relocation	2.3%
Pregnancy	0.0%

n=87

Table 14 (below) gives a summary of the top themes from the "*other*" write-in response and selected demonstrative quotes.

Table 14.

Theme	Exemplary Quote
Unreasonable Workload/Burned Out *n=5*	"General exhaustion from the demands of the position."
Better Work-Life Balance *n=3*	"Lack of concern for work/life balance has been an issue the past couple of years, was much better before."
Lack of Efficiency/Organization *n=3*	"Feeling that the University is disorganized and not being managed effectively; no significant, systematic progress on institutional goals despite what is being said publicly; lack of vision/administrator support for functional area."
Remote/Flexible Work Options *n=2*	"Opportunity for remote/flexible work schedule."

Not Enough Support *n=2*	"At times I feel a lack of support and have felt I am carrying the load for my Dept."

What did the Viewfinder Administrator Survey Find?

As CSUSM looks towards implementing tangible action items to improve campus climate for administrators (and all the campus community moving forward) it is essential to acknowledge the fluid dynamics (COVID-19) which the campus has operated under since the survey administration (Spring, 2021). The following are the challenges and opportunities resulting from the survey results.

Challenges

- Since the survey administration (Spring, 2021), the community continues to make critical decisions related to the shifting work environments of staff and faculty.
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- An anticipated challenge to be expected moving forward is ensuring that administrators feel their work is appreciated as they engage in difficult conversations with employees about anticipated changes to remote and in-person work schedules.
    o Among the administrator respondents who reported considering leaving the institutions, the most common reason mentioned was "Work not appreciated" (41.4%).

Some employees have experienced

- Feelings of exclusion (i.e. microaggressions from faculty),
- Racially insensitive remarks,
- gender bias against female colleagues,
- white colleague frustrations regarding perceptions of exclusion,
- and performative diversity

Opportunities

- An opportunity exists to conduct additional follow-up focus groups or interviews with administrators to understand ways in which they do not feel respected for their political views and/or LGBTQIA+ gender identity/expression and gather their recommendations on how to foster a more positive climate of respect on campus.
    o Over a third of administrator respondents surveyed *disagree* or *strongly disagree* that they can openly express their LGBTQIA+ gender identity/expression (40.0%) or political views (37.1%).
    o 40.0% of LGBTQIA+ respondents *disagree* or *strongly disagree* that they are treated with respect by staff/administrators based on their LGBTQIA+ gender identity/expression or other administrators.
    o In regard to political views, administrator respondents reported the highest disagreement ratings associated with being treated with respect for their political views

by faculty (27.9% *disagree/strongly disagree*) and students (24.4% *disagree/strongly disagree*). When asked about their perceptions about being respected by various constituent groups on campus, administrators most commonly *disagree/strongly disagree* that they are respected by tenure/tenure-track faculty (37.5% *disagree/strongly disagree*) and non-tenure track faculty (26.6% *disagree/strongly disagree*).

- As the campus continues to move forward with implementing the renewed campus-wide strategic plan (Spring 2022), opportunities exist to reinforce CSUSM's student-centered values by aligning unit-level decisions and actions accordingly.

    o Slightly more than half (54.1%) of the participating administrators *strongly agree/agree* with statements regarding whether the welfare of CSUSM takes precedence over donor demands, investment matters and political interest, while 20.4% *disagree/strongly disagree*.
    o Agreement ratings related to contributions to campus diversity efforts indicate this is also an area of opportunity (27.5% *strongly agree/agree*; 32.5% *disagree/strongly disagree*). (???)

Appendix A

Demographics

	CSUSM *Administrator* Respondent Demographic Percentages
What type of administrator are you? (check all that apply) (*n=114*)	
Administrator IV or V	9.2%
Administrator III	20.2%
Administrator I or II	70.6%
How long have you been employed here? (*n=114*)	
Less than one year	4.4%
1-5 years	30.7%
6-10 years	25.4%
11-15 years	18.4%
16-20 years	7.9%

21 years or more	13.2%
Which area do you work in? (*n=111*)	
Academic Affairs	17.1%
FAS	33.3%
Office of the President	10.8%
Student Affairs	28.8%
University Advancement	9.9%
What is your primary race/ethnicity? (*n=54*)*	
African American/Black	1.9%
Asian American/Asian	5.6%
Caucasian/White	66.7%
Hispanic/Latinx	9.3%
Native American/Alaska Native	0.0%
Native Hawaiian/Pacific Islander	0.0%
Multiracial	11.1%
Decline to state	5.6%

	CSUSM Administrator Respondent Demographic Percentages
What is your gender identity? (*n=103*)	
Woman	57.3%
Man	37.9%
Non-binary/nonconforming	1.0%
Transgender man	0.0%
Transgender woman	0.0%
Decline to state	3.9%
What is your sexual identity? (check all that apply) (*n=102*)	

Heterosexual	89.2%
Homosexual	2.9%
Bisexual	1.0%
Omni or pansexual	1.0%
Decline to state	6.9%
Other	0.0%
What is your age? (*n=103*)	
24 or under	0.0%
25-30	1.0%
31-40	23.3%
41-50	35.9%
51-60	30.1%
61 or over	4.9%
Decline to state	4.9%

	CSUSM Administrator Respondent Demographic Percentages
What is your citizenship status? *(n=104)*	
Born in the U.S.	83.7%
Naturalized U.S. citizen**	11.5%
Permanent resident	0.0%
International (F-1, J-1, etc.)	0.0%
Decline to state	4.8%
What is your highest level of education? (*n=104*)	
Highschool/GED	0.0%
Some college	2.9%
Associate degree	3.9%
Bachelor's degree	18.3%

Master's degree	54.8%
Doctoral degree	15.4%
Decline to state	4.8%
How would you characterize your political view? (*n=103*)	
Far left	5.8%
Liberal	40.8%
Middle-of-the-road	32.0%
Conservative	8.7%
Far right	0.0%
Decline to state	12.6%

*Includes responses from the *Are you multiracial* question asked on the survey.

**A foreign person who is granted U.S. citizenship after he or she fulfills the requirements established by Congress in the Immigration and Nationality Act.

Appendix B

Survey Instrument

Viewfinder Campus Climate Surveys are designed to help colleges and universities measure and assess both their strengths and weaknesses around diversity and inclusion efforts for faculty, staff, and administrators. This specific set of climate instruments were created in 2017 in partnership with nearly a dozen chief diversity officers and senior administrators across the U.S. and reviewed with standards from higher education accrediting organizations, which affects campus climate and achievement of diversity-related accreditation criteria. More information about the survey instrument can be found on their website at: https://campusclimatesurveys.com/.

Survey Administration

The Viewfinder Campus Climate Survey was administered from April 13-May 4, 2021 to all administrators n=185 (separate administrations were conducted for staff (non-MPP) and faculty) employed during the Spring 2021 semester. CSUSM deliberately chose an anonymous survey administration to protect respondents' confidentiality. The survey was completely voluntary, and administrators who began the survey could stop taking the survey at any time without repercussions. All survey invitations and reminder emails were sent directly to administrators from Viewfinder, and no identifiers were asked on the survey instrument. Only the staff at Viewfinder had access to the survey software, and Viewfinder limited who received the interim and final reports.

Various outreach efforts were facilitated by the Campus Climate Survey Steering Committee to engage the campus in the survey administration. These efforts included short presentations to various groups of administrators, info sessions, and robust [incentive program](#) that included opportunity drawings for numerous prizes, as well as all survey respondents having the opportunity to download an exclusive "Making an Impact at CSUSM" virtual background.

Response Rates

Invitations to take the survey were sent to 185 administrators employed during the Spring 2021 semester, with a total of 117 responding to the survey (63% response rate). Administrator emails were collected from both Stateside and Corporation HR to ensure that an exhaustive list of administrators were included in the survey administration.

Limitations

Covid-19 Pandemic and Overall National Climate: The survey was administered during a difficult time for the country due to the COVID-19 Pandemic and other issues affecting the national climate including BLM and addressing systemic racism against Black Americans, anti-Asian racism and xenophobia, the 2020 Presidential election, and other issues. These factors could have had an effect on satisfaction and perceptions of climate given that specific situations remain ongoing and changing by the day.

It is also important to note that since the survey administration, there has been a shift in virtual work policies that has likely influenced the campus climate. The survey results analyzed in this report may not reflect the developed thoughts and experiences around this topic.

For newly hired administrators, there may have been some who have not had a physical on- campus experience, and are therefore unable to respond accurately to specific questions. In addition, given that much of the campus was functioning in a virtual environment at the time of the survey administration, screen fatigue and difficulty balancing multiple obligations may have influenced participation and completion rates.

Administration Barriers: The survey was administered mid-spring in the midst of a survey-heavy semester which may have caused survey fatigue. Some of the other surveys administered during that time included climate-specific questions that may have led staff to believe that they had already completed the survey.

Throughout the administration whitelisting issues were experienced by some administrators using Microsoft Outlook. Certain staff reported that emails from Viewfinder were going into spam, junk, or "other" folders depending on individual settings, which means that all administrators may not have seen the emails inviting them to take the survey.

Potential Response Bias: This report shares findings from self-reported data. When reviewing the results, it is important to note that the potential for response bias exists. Respondents may have been unduly influenced when answering survey questions which may have affected the way responses were provided. Respondents may have chosen to give an inaccurate answer to specific questions for a variety of reasons including the inability or unwillingness to answer a question.

Survey Error: During analyses, it was discovered that Viewfinder incorrectly programmed the race/ethnicity questions (*Are you multiracial* and *what is your primary race/ethnicity,* or, *what are your race/ethnicities)* so that they only displayed to respondents who indicated in the prior question they had children between the ages of 0-5 (*Please indicate the # of children you are responsible for within the ages of 0-5*). A re-surveying process was conducted to administrators to give them the opportunity to respond to the skipped demographic questions. Because this error was realized sometime after the survey administration closed, respondents may have been less engaged with the survey and may have chosen not to respond.