Spring 2021 Viewfinder Faculty 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 faculty 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 faculty indicating the degree to which they can openly express and be respected for their identities. These indicators were based on key climate variables identified in the survey. Variables included the following: religious beliefs, political views, gender identity, sexual orientation, veteran status, employees with a disability, and racial/ethnic identity. The charts below summarize the composition of faculty respondents.

Table 1. Key Climate Variables

	CSUSM Faculty Respondent Percentages
What is your religion/spiritual affiliation? (*n=187*)	
Agnostic	24.6%
Prefer not to answer	21.4%
Christian (other than Roman Catholic)	17.1%
Atheist	15.5%
Roman Catholic	9.1%
Jewish	7.0%
Buddhist	5.4%
Protestant	3.7%

Muslim	2.7%
Church of Jesus Christ of Latter-day Saints	1.1%
Hindu	0.5%
Unitarian Universalist	0.5%
How would you characterize your political views? (*n=176*)	
Liberal	54.0%
Far left	17.1%
Middle-of-the-road	16.5%
Decline to state	9.7%
Conservative	2.8%
Far right	0.0%
Do you identify as LGBTQIA+? (*n=203*)	
No	84.7%
Yes	10.3%
Prefer not to answer	4.4%
Not sure	0.5%
Do you identify as a person of color? (*n=201*)	
No	68.2%
Yes	31.8%
Are you currently a member of the United States military or a military veteran? (*n=206*)	
No	98.5%
Yes	1.5%
Do you have a disability? (*n=206*)	
Yes	5.3%
No	88.4%
Prefer not to answer	6.3%

Ability to Openly Express Identities, Views, or Beliefs

The Viewfinder survey included a set of questions asking faculty to indicate the degree to which they could openly express their religious or spiritual beliefs, political views, LGBTQIA+ identified, and their sexual identity/orientation and gender identity/expression. On average, more than 50% of faculty report they can openly express their respective identities, views, or beliefs; however, the results demonstrate over 25% of each category *disagree* or *strongly disagree* with the statement. The variances observed in these responses indicate inconsistent experiences within each identity related to their ability to openly express themselves on campus.

Table 2. Ability to Openly Express Identities, Views, or Beliefs

I can openly express my…. on campus	Strongly Agree/Agree	Neutral	Disagree/ Strongly Disagree	n

	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree	n
Religious/Spiritual Beliefs	43.9%	27.4%	28.7%	164
LGBTQIA+ sexual identity/orientation	61.1%	11.1%	27.8%	18
Political Views	53.8%	20.0%	26.2%	195
LGBTQIA+ gender identity/expression	77.7%	11.1%	11.2%	18

For the identities of veterans, employees with a disability, and persons of color, faculty respondents who identified with each category were asked to respond to the degree to which they felt welcome on campus. Because the number of veteran faculty respondents was lower than five (n<5), the results for that population are not included. While 68.3% of faculty who identify as persons of color *agree* or *strongly agree* that they feel welcome on campus, 15.9% *disagree* or *strongly disagree* with the statement. Approximately forty-five percent (45.5%) of employees with a disability responded "*neutral".*

Table 3. Feeling Welcome on Campus

As a/n…I feel welcome on campus	Strongly Agree/Agree	Neutral	Disagree/ Strongly Disagree	n
Person of Color	68.3%	15.9%	15.9%	63
*International Faculty	66.7%	22.2%	11.1%	9
*Employee with a disability	45.5%	45.5%	9.1%	11

Veteran faculty 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 populations with higher sample sizes.

Respect for Identities, Views, or Beliefs

Faculty were provided with an opportunity within the Viewfinder survey to indicate the degree to which they are treated with respect by other faculty, staff, administrators, and students. The categories responded to were religious/spiritual beliefs and political views (and where applicable), persons of color, LGBTQIA+ identity, and identification as an employee with a disability. On average, nearly half of faculty across all respective identities *agree* or *strongly agree* that they are treated with respect by all campus groups (based on their respective identity). For faculty respondents who *disagree* or *strongly disagree*, the constituents they most commonly did not feel respected by tended to be other faculty.

Respondents indicate the LGBTQIA+ gender identities/expressions and employees with a disability are treated with a higher degree of respect, on average, than other populations.

Table 4. Respect for Identities, Views, or Beliefs

(My/As a)….(are/I am) treated with respect by…	Strongly Agree/Agree	Neutral	Strongly Disagree/Disagree	n
Political Views				
Political Views - Faculty	57.8%	25.0%	17.2%	180
Political Views - Admin	45.5%	41.0%	13.5%	156
Political Views - Students	45.8%	45.2%	9.0%	155
Political Views - Staff	55.8%	35.6%	8.6%	163
LGBTQIA+				

LGBTQIA+ sexual orientation - Faculty	75.0%	10.0%	15.0%	20
LGBTQIA+ sexual orientation - Admin	68.4%	21.1%	10.6%	19
LGBTQIA+ sexual orientation - Students	68.4%	21.1%	10.5%	19
LGBTQIA+ gender identity/expression - Students	78.9%	10.5%	10.5%	19
LGBTQIA+ sexual orientation - Staff	85.0%	5.0%	10.0%	20
LGBTQIA+ gender identity/expression - Admin	73.6%	21.1%	5.3%	19
LGBTQIA+ gender identity/expression - Faculty	75.0%	15.0%	5.0%	20
LGBTQIA+ gender identity/expression - Staff	85.0%	10.0%	5.0%	20
*International Faculty				
International Faculty – Staff	66.7%	22.2%	11.1%	9
International Faculty - Administrators	66.7%	22.2%	11.1%	9
International Faculty – Faculty	66.7%	33.3%	0.0%	9
International Faculty – Students	88.9%	11.1%	0.0%	9
*Employee with a disability				
Employee with a disability - Students	80.0%	10.0%	10.0%	10
Employee with a disability - Administrators	50.0%	40.0%	10.0%	10
Employee with a disability - Faculty	45.5%	45.5%	9.1%	11
Employee with a disability - Staff	54.5%	45.5%	0.0%	11
Religious/Spiritual Beliefs				
Religious/Spiritual Beliefs - Faculty	49.0%	33.1%	17.9%	145
Religious/Spiritual Beliefs - Admin	46.8%	43.2%	10.1%	139
Religious/Spiritual Beliefs - Students	44.7%	45.5%	9.8%	132
Religious/Spiritual Beliefs - Staff	48.9%	41.6%	9.5%	137
Person of Color				
POC - Faculty	57.8%	25.0%	17.2%	64
POC - Admin	61.3%	29.0%	9.7%	62
POC - Staff	76.6%	18.8%	4.7%	64
POC - Students	81.3%	15.6%	3.1%	64

Veteran responses not included 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 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" (see Table 5 below).

Feeling Excluded or Unwelcome

Faculty were asked to describe their experiences in response to 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 seventy-nine comments were submitted (*n=79*) containing a broad range of themes. Some of the comments outlined experiences and overall observations. The range of respondents' comments included experiences, observations, and recommendations for improvement. Table 5 (below) gives a summary of key themes.

Table 5. Open-Ended Responses: Feeling Excluded or Unwelcome

Theme	Exemplary Quote
Have Not Felt Excluded or Unwelcome *n=18*	"No. I am a white, cis-gendered, heterosexual woman. I am overly represented on campus."
Felt Excluded/Not Welcome Due to Gender *n=17*	"I feel like not all people recognize the unfair biases against women as professors. I feel like, especially among students, I don't command the same respect that my male counterparts do, and I am judged more harshly."
Felt Excluded/Not Welcome Due to Race/Ethnicity *n=9*	"I have felt excluded or unwelcome at times as an international faculty. The COVID-19 pandemic has exacerbated racial biases and discriminations against Asian Americans as well as international faculties and students from the region of Asia. While Asian Americans have been more vocal and are more likely to be heard, there has not been enough attention to the same effects on international faculty and students from Asia."
Have Felt Excluded/Unwelcome by Faculty *n=6*	"Gender, ethnicity, and right-out hostility from some faculty have excluded me from participating in departmental committees and other academic unit's activities."
Experienced/Observed Hegemonic Masculinity *n=4*	"Rarely, but I find that male staff and faculty still need specific training on how to not dominate conversations and take credit for ideas women put forward. I think there should be specific training for people who identify as male to respect the female voice."

Improving Climate for Diversity

At the conclusion of the survey, respondents were asked if they had any final comments or suggestions. Fifty faculty (*n=50*) offered voice, opinions, and reflections regarding improving the climate for diversity at CSUSM.

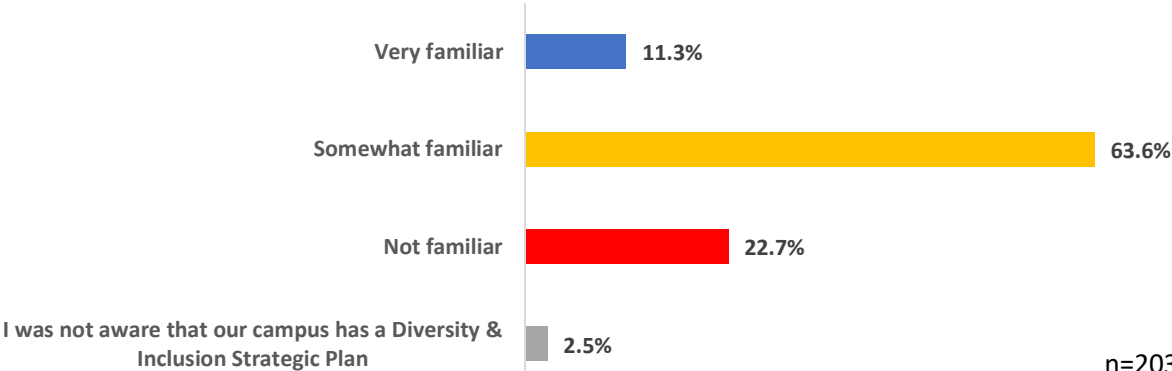**Table 6. Suggestions to Improve Climate for Diversity**

"Please offer any additional comments about or suggestions to improve our climate for diversity."

Theme	Exemplary Quote
Hire Individuals Committed to Diversity *n=5*	"Hire university leaders who are clear and experienced about diversity matters and who are assertive to address work conditions."
Create Inclusive & Welcoming Environment to All Groups on Campus *n=5*	"Be aware that the (important) campus' attempt to ensure that historically marginalized voices are brought to the fore don't create the opposite problem where historically non-marginalized voices are unwelcome. This is a difficult line to balance, I understand."
Address Bullying/Incivility *n=4*	"Efforts to address diversity among faculty are hindered by territoriality, bullying, pseudo-ownership, narrow focus, drama, and an overall environment that is not conducive to the type of dialogue that produces change. Other faculty and administrators are afraid of these individuals and allow them to get away with anything they want out of fear of reprisal or agreement with their overall stance."
More Inclusivity Towards Lecturers *n=4*	"Make pay and benefits more equitable between tenured faculty and lecturers. Lecturers should not struggle with food and housing insecurity due to their "temp" status. Many permanent employees view lecturers as "cheap labor" or tokens instead of valuable educators."
All Areas of Diversity Should be Celebrated/Acknowledged on Campus *n=4*	"Expand opportunities for intersectional work, enacting allyship and continue to broaden definition of diversity and inclusion"

Campus Commitments to Diversity & Inclusiveness

Among faculty respondents, a high degree of awareness of the existing Diversity and Inclusion Strategic Plan (DISP) exists, with 74.9% reporting they were *very familiar* (11.3%) or *somewhat familiar* (63.6%) with the DISP (see Figure 7 below).

Figure 7.

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

Very familiar — 11.3%

Somewhat familiar — 63.6%

Not familiar — 22.7%

I was not aware that our campus has a Diversity & Inclusion Strategic Plan — 2.5%

n=203

Respondents were given an opportunity to indicate the degree to which they observed diversity efforts being supported on campus. Table 8 (below) provides a breakdown of responses sorted by percentage of respondents who *strongly agree* or *agree* in descending order. Most faculty *agree* or *strongly agree* *"Senior leadership shows a visible commitment to campus diversity"* (71.4%) and *"...establishes the campus vision for diversity"* (70.8%). However, approximately fifty percent of faculty disagree or strongly disagree *"We have a way to effectively measure our division/unit's diversity success"* (50.3%)*, "There is adequate financial support to drive campus diversity efforts"* (50.3%), and *"A written diversity plan is required in my division/unit"* (49%). It is also important to note that over one quarter of respondents were neutral.

Table 8. Campus Commitments to Diversity & Inclusiveness

To what degree do you agree or disagree with the following statements?	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree	n
Senior leadership shows a visible commitment to campus diversity	71.4%	16.2%	12.4%	185
Senior leadership establishes the campus vision for diversity	70.8%	15.7%	13.5%	185
My division/unit is accountable for diversity progress	50.9%	18.1%	31.0%	171
Diversity efforts should be led by each school with oversight by a central office	43.0%	33.7%	23.3%	172
A written diversity plan is required in my division/unit	26.2%	24.8%	49.0%	145
There is adequate financial support to drive campus diversity efforts	19.5%	30.2%	50.3%	169
We have a way to effectively measure our division/unit's diversity success	19.9%	29.8%	50.3%	171

Safety on Campus

Faculty responses to statements related to safety revealed, in general, faculty feel safe on campus (85.5% *strongly agree* or *agree*). However, when combining neutral (23.2%) and disagree / strongly disagree (15.9%) responses, nearly thirty percent (29.1%) of faculty were not in agreement with the statement *"Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)"*.

Table 9. Safety on Campus

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	85.5%	10.6%	3.9%	179
Employees are supportive of other employees who have experienced incidences of physical confrontation	67.6%	24.5%	7.9%	139
Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)	60.9%	23.2%	15.9%	151

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 faculty interactions, diversity efforts, and workload.

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

The five highest rated statements included weaving diversity/cultural competence into their curriculum (*80.0% strongly agree/agree*), satisfaction in interactions with other employees (*77.5% strongly agree/agree),* recommending the campus (*75.0% strongly agree/agree*), multiculturalism being a core value (*74.7% strongly agree/agree*), and the diversity of the campus (*71.6% strongly agree/agree*). Although nearly three-quarters of faculty participants gave the previous questions a positive response, statements regarding equity, accountability, responsibility and recognition specific to diversity received significantly negative responses.

For example, forty-five percent (45.1%) of the respondents disagree, strongly disagree with the statement *"All campus personnel are held to the same code of professional ethics and conduct".* Other similar statement responses include *"Campus leaders are held to appropriate measures of accountability and responsibility for campus climate"* (30.2%)*, "My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)"* (38.7%). When combining the neutral and disagree/ strongly disagree responses to *"Our campus is inclusive"* more than forty percent of faculty respondents indicated they were neutral (22.2%) or disagree/strongly disagree (19.3%). A high percentage of neutral responses were selected by faculty participants as demonstrated in Figure 10.

Table 10. Overall Campus Climate

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 encouraged to weave diversity/cultural competence into my curriculum	80%	11%	9%	165

I am satisfied overall with my interactions with other employees	77.5%	10.1%	12.4%	178
I would recommend my campus to others considering working here	75.0%	14.8%	10.2%	176
Multiculturalism is a core value of our institution's mission	74.7%	15.5%	9.8%	174
Our campus is diverse	71.6%	18.8%	9.7%	176
I have received adequate diversity training to engage with students and employees on campus	63.4%	22.9%	13.7%	175
Diverse perspectives can easily be found within our general education programs	61.9%	21.9%	16.1%	155
I am satisfied with my off-campus community engagement	61.8%	28.0%	10.2%	157
Our campus is inclusive	58.5%	22.2%	19.3%	176
Senior leadership creates a culture of accountability	53.0%	21.3%	25.7%	183
Our school engages with external communities to understand their interests and respond to their needs	52.6%	29.5%	17.9%	156
Public announcements regarding internal communications and practices are honest and truthful	48.8%	32.9%	18.3%	164
There are enough qualified administrators to enable the president to delegate authority to establish effective and equitable procedures for our campus	47.4%	31.2%	21.4%	154
All campus personnel are held to the same code of professional ethics and conduct	37.8%	17.1%	45.1%	164
The welfare of our school takes precedence over donor demands, investment matters, and political interests	36.3%	38.2%	25.5%	157
The Equal Employment Opportunity (EEO) policy is effective in improving campus climate through diverse hiring	36.1%	45.6%	18.4%	158

	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree	n
Campus leaders are held to appropriate measures of accountability and responsibility for campus climate	34.0%	35.8%	30.2%	162
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	32.3%	29.0%	38.7%	124
Our school puts too much emphasis on diversity	11.7%	18.1%	70.2%	171

In Table 11 (below) faculty respondents indicated the level of agreement or disagreement with how they experience work at CSUSM. The highest percentage of *strongly agree/agree* responses were reported from statements about performance evaluations (88.2%). Statements *"Mentors are important for junior faculty" (85.4% strongly agree/agree),* and *"There are other faculty I can get career advice from"* (81.4%) received the next highest rated responses related to work experience.

"My research is supported" (26.2%) and *"Conference attendance is supported"* received high disagree/ strongly disagree response percentages. The statement *"There is a great sense of belonging"* received the highest *disagree/strongly disagree* response (27.3%). Interestingly, half of the respondents (48.5%) *strongly agree/agree* with the statement *"I have experienced microaggressions in my department."*

Although the previous questions elicited noticeably unfavorable responses, other statements such as *"This is a hostile working environment"* (65.5%), and *"I want to quit my job"* (71.3%) received high favorable responses indicating faculty respondents' commitment to CSUSM.

Table 11. Work Experience

To what extent do you agree or disagree with the following statements about your work experience at our institution?	Strongly Agree/Agree	Neutral	Disagree/ Strongly Disagree	n
My performance evaluations are done on a regular basis	88.2%	8.2%	3.5%	170
Mentors are important for junior faculty	85.4%	12.2%	2.4%	164
There are other faculty I can get career advice from	81.4%	10.5%	8.1%	172
There are pay disparities here	80.4%	14.3%	5.4%	168
I am satisfied with my employee benefits package	75.4%	14.3%	10.3%	175
Professional development is encouraged	75.0%	14.2%	10.8%	176
I love my job	74.4%	15.9%	9.7%	176

I am underpaid for the work that I do	68.4%	20.3%	11.3%	177
My performance evaluations are fair and impartial	68.4%	19.9%	11.7%	171
I am utilizing the full range of skills in my current position	66.1%	9.6%	24.3%	177
Diversity-related research, teaching, or community service are considered in the hiring of faculty	63.2%	26.3%	10.5%	152
Sabbatical leave is supported here	54.9%	26.1%	19.0%	142
My workload is too heavy	54.6%	27.0%	18.4%	174
My research is supported	54.5%	19.3%	26.2%	145
The tenure process is fair	53.5%	27.1%	19.4%	144
There is a great sense of belonging	52.3%	20.5%	27.3%	176
Conference attendance is supported	52.1%	21.2%	26.7%	165
Thinking outside the box is rewarded in my department	51.4%	22.5%	26.0%	173
I have experienced microaggressions in my department	48.5%	10.7%	40.8%	169
My writing is supported	47.9%	24.3%	27.8%	144
My work-life balance is appropriate	42.9%	19.8%	37.3%	177
The merit and promotion processes are fair	41.8%	27.9%	30.3%	165
Everyone works as a team	41.6%	24.9%	33.5%	173
There are too many expectations of me	38.2%	30.1%	31.8%	173
Adequate funding exists for my research	29.1%	25.5%	45.4%	141
Hiring practices are not fair	20.4%	31.1%	48.5%	167
This is a hostile working environment	13.8%	20.7%	65.5%	174
I want to quit my job	12.0%	16.8%	71.3%	167

Perceptions of "level of respect", which is identified as a central element in campus climate (Rankin, 2008), is included via a segment of questions asked of faculty.

Faculty respondents indicated they felt most respected by students (*76.4% strongly agree/agree*), and staff (*68.6% strongly agree/agree*). The survey participants felt least respected by administrators (*50.9% agree/strongly agree*) and other tenured/tenure-track faculty (*47.7% agree/strongly agree*). It is also important to note faculty respondents reported the highest *neutral* response to statements of respect regarding administrators (30.4%). Over fifty percent of responses fell in the neutral (25.6%) and disagree/ strongly disagree (26.7%) *"faculty are respected by other tenured/tenure-track faculty"*.

Table 12. Feeling Respected & Valued

Please indicate the extent to which you agree or disagree with the following statements*	Strongly Agree/Agree	Neutral	Disagree/ Strongly Disagree	n
I feel that my work at CSUSM is valued	68.0%	16.9%	15.2%	178
I am satisfied with the support I receive from CSUSM	56.5%	24.3%	19.2%	177
CSUSM communicates effectively with staff/faculty/administrators about changes to campus operations	60.8%	23.3%	15.9%	176
Faculty are respected by other tenured/tenure-track faculty	47.7%	25.6%	26.7%	172
Faculty are respected by other non-tenure track faculty	60.2%	28.7%	11.1%	171
Faculty are respected by staff	68.6%	24.4%	7.0%	172
Faculty are respected by students	76.4%	17.2%	6.3%	174
Faculty are respected by administrators	50.9%	30.4%	18.7%	171

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

Considered Leaving Institution

Survey respondents were asked to check all that apply with respect to reasons they may have considered leaving the university. The top reason selected was *"salary/benefits not adequate"* (42.0%). *"Work not appreciated"* was the second most selected choice (34.0%). The following chart (Figure 13) includes respondents who answered *"other"* with a write-in response.
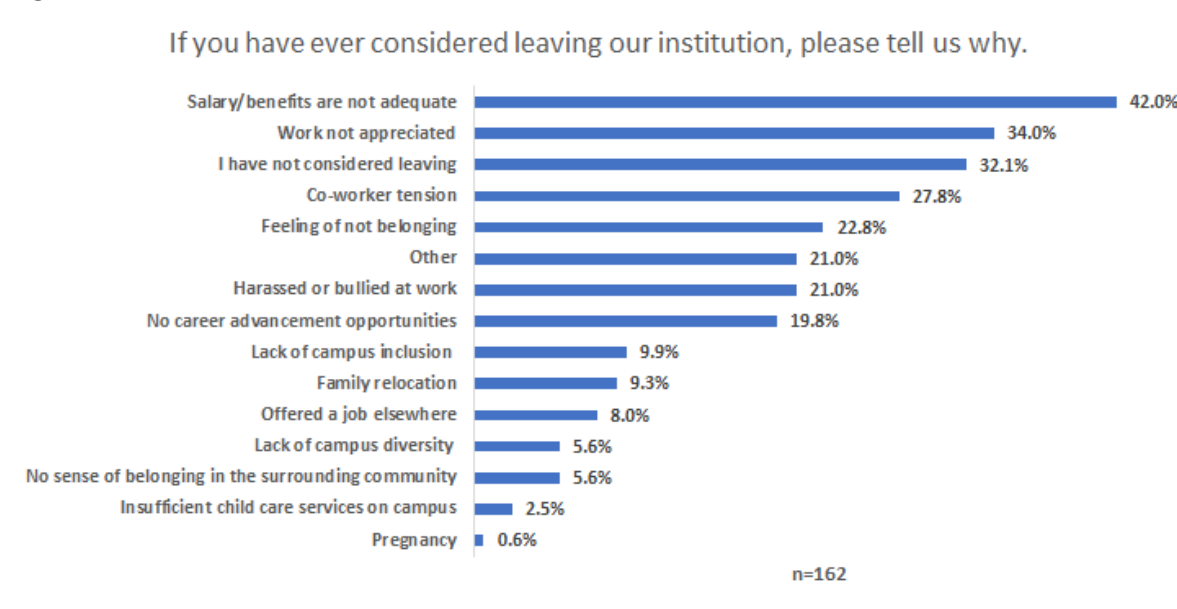
Figure 13.

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

Reason	Percentage
Salary/benefits are not adequate	42.0%
Work not appreciated	34.0%
I have not considered leaving	32.1%
Co-worker tension	27.8%
Feeling of not belonging	22.8%
Other	21.0%
Harassed or bullied at work	21.0%
No career advancement opportunities	19.8%
Lack of campus inclusion	9.9%
Family relocation	9.3%
Offered a job elsewhere	8.0%
Lack of campus diversity	5.6%
No sense of belonging in the surrounding community	5.6%
Insufficient child care services on campus	2.5%
Pregnancy	0.6%

n=162

Table 14 (below) gives a summary of the main themes expressed in the write-in responses *(other)*. A select set of comment examples are included under the exemplary quote section (below).

Table 14. Other Reasons for Considering Leaving

Theme	Exemplary Quote
Uncertain/Unfair Course Assignments *n=5*	"Basically, making minimum wage, no guarantee of work, no merit raises no matter how hard I work, disposable."
Hostile Department Climate *n=3*	"Hostile dept environment, improving but lots more to go. What has kept me here are connections to people outside my dept and the few people in my dept who support each other."
Increased Workload *n=3*	"Workload! I'm surprised you didn't even list it as an issue! We have a high teaching load and a high service load."
Planning to Retire *n=3*	"I look forward to retiring. The campus is changing, and I am beginning to feel less relevant."
Higher Salary/Increased Cost of Living* *n=3* **While "Salary/benefits are not adequate" was included as a response option, this theme also appeared in the write-in response.*	"Salary is lower than at other institutions; took pay cut to teach here."

What did the Viewfinder Faculty Survey Find?

The goal of the survey was to capture faculty perceptions of CSUSM regarding the institutional climate, professional growth and development, institutional outcomes, and campus practices as experienced with other faculty, staff, and students. During the Spring 2021 administration of the Viewfinder survey,

faculty were navigating a continuously changing instructional environment due to the COVID-19 pandemic, a volatile climate post U.S. presidential election, and national social / political unrest.

These inaugural faculty campus climate survey findings may serve as a baseline for future faculty campus climate surveys moving forward. However, it is important to note that faculty responses in this survey were likely impacted by the uncertainty of the pandemic and heightened changes faculty were and continue to experience.

Also, it is important to note this survey was also selected, in part, due to the ability to benchmark campus climate data against peer institutions. In the long-term, CSUSM's goal is to foster a data informed culture by increased interest and engagement with addressing campus climate culture opportunities. By actively and intentionally reviewing results with our campus stakeholders, we anticipate increased engagement and continuous improvement at CSUSM.

The following set of challenges and opportunities that emerged from the survey findings offer CSUSM starting points to begin considering ways in which the survey data will be relevant for specific departments and units.

Challenges

Ability to Openly Express Identities, Views, or Beliefs

On average, more than 50% of faculty report they can openly express their respective identities, views, or beliefs. However, the results also demonstrate over 25% of each category *disagree* or *strongly disagree* with the statement (with the exception of LGBTQIA+ gender identity/expression). The variances observed in these responses indicate inconsistent experiences within each identity related to their ability to openly express themselves on campus.

Feeling Welcome on Campus

Respect

More than half of faculty across all respective identities *agree* or *strongly agree* that "they are respected" by all campus groups (based on their respective identity). When faculty were also asked the extent to which they agree or disagree to feeling respected, in general, by different constituent groups on campus, they reported the highest disagreement rating related to feeling respected by tenure/tenure-track faculty (26.7% *disagree/strongly disagree*).

> *Faculty respondents who identified themselves as belonging to the LBTQIA+ gender identities /expressions and employees with a disability were noted as exceptions.

Because nearly thirty percent (28.7%) of faculty respondents indicated they *disagree/strongly disagree* with being able to openly express their religious and spiritual beliefs, and almost eighteen percent (17.9%) did not feel they were treated with respect for their religious or spiritual beliefs, respecting our community members' religious and spiritual diversity presents a challenge. Taking focused qualitative data gathering actions may shed light on whether faculty feel unable to express their religious or spiritual beliefs due to climate related issues or if there is general hesitancy to discuss personal beliefs in their place of work, regardless of whether they feel the climate is accepting of different beliefs.

Feeling Excluded/Unwelcome

Out of the seventy-nine (*n=79*) open-ended comments submitted, a predominant theme regarding "feelings of exclusion" or "feelings of unwelcomeness on campus", particularly regarding the intersection of multiple identities (race, ethnicity, class, gender, sexuality, etc.) emerged.

Feelings of exclusion will require CSUSM to examine structures within the institution that traditionally support or reward dominant voices and rethink how to reimagine moving forward in manner that promotes inclusivity. For example, a faculty respondent writes "Not me [have felt excluded or unwelcome], but the very hierarchical structure of the university needs rethinking if we want to truly embrace diversity."

Faculty Retention

Work Experience

Although about three-fourths of the respondents agreed with the following statements "I love my job" (74.4%), "I am satisfied with my employee benefits package" (75.4%), and "professional development is encouraged" (75%), most respondents indicated "there are pay disparities" (80.4%). Also, it is important to note, nearly half of the respondents (48.5%) said they "...have experienced microaggressions in their department.

In addition, faculty survey participants stated the "...workload is too heavy" (54.6%) and many disagreed that they receive adequate funding for their research (45.4%). When combining the unfavorable responses (37.3%) and neutral responses (19.8%) related to work-life balance, nearly sixty percent (58.1%) of faculty respondents indicate uncertainty or concern. Finally, a significant percentage of respondents agreed "there are too many expectations" (38.2%). Under these circumstances, retaining faculty, particularly during a period in which the cost of living continues to increase while salaries remain stagnant will be difficult.

Campus Commitments to Diversity & Inclusiveness

Opportunities to respond to perceptions of campus commitments to Diversity & Inclusiveness (D&I) were provided in a variety of questions throughout the survey. The categories highlighted were vision, visibility, planning, resourcing efforts, accountability, and measuring progress.

Most faculty *agree/strongly agree* that we should have a commitment to campus diversity. However, nearly half of the faculty respondents indicated a written diversity plan was not required in their division/unit. When asked about diversity efforts on campus, approximately half of faculty respondents *disagree* or *strongly disagree* with the statement "There is adequate financial support to drive campus diversity efforts." Also, half (50.3%) *disagreed* or *strongly disagreed* with the statement "We have a way to effectively measure our division/unit's diversity success." A fourth (25.2%) of faculty respondents were either *not familiar* (22.7%) or *not aware* (25%) of the past Diversity and Inclusion Strategic Plan (DISP).

Although the survey did not determine whether faculty respondents believed a written diversity plan "should" be required, addressing the need to communicate the importance of unit level planning throughout the campus community, specific to diversity and inclusivity, is necessary.

Safety On Campus

Fostering a sense of safety and support among employees surfaced as a concern among faculty respondents*.* Almost 40% of faculty participants responded *neutral* or *disagree/strongly disagree* with the statement "Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)". Consequently, there is a need to give more time and attention toward efforts to understand the relationship our faculty have with safety and support, particularly within academics.

Faculty respondents who do not feel supported when experiencing incidents of emotional confrontation will require an intentional and coordinated effort across the campus. Because CSUSM has experienced organizational strains during recent periods of great change and fluctuating leadership, this challenge immediate attention. Developing methods to communicate and deliver continuous educational opportunities and professional development activities in order to build trust and strengthen CSUSM's commitment to Diversity, Equity, and Inclusion will serve the practical and emotional safety needs.

Opportunities

Professional Development

A major opportunity for faculty professional development is evidenced by only 54.5% of faculty respondents indicating they *strongly agree* or *agree* with the statement "My research is supported" and with less than half selecting (47.9%) *strongly agree or agree* with the statement "My writing is supported". Because faculty essential communication skills have been exacerbated by the pandemic, social unrest, and the unprecedented transition to remote and hybrid learning, establishing a meaningful faculty development series (including common ethics and code of conduct standards) would assist CSUSM's focus on student success (see ***Limitations in Appendix B***).

Ability to Openly Express Identities, Views, or Beliefs

The institutional structure and culture have traditionally supported dominant voices. Transformative change requires rethinking policies and practices to effectively move forward within an Inclusive Excellence framework. For example, the following open-ended response by a faculty respondent "Not me [have felt excluded or unwelcome]. But the very hierarchical structure of the university needs rethinking if we want to truly embrace diversity" highlights this need and opportunity.

Conducting small group listening and dialogue opportunities specifically designed to create safe atmospheres, particularly for sharing strategies to express and support divergent views, is recommended. By facilitating community engagement, gathering recommendations from faculty, and providing avenues for fostering overall respect amongst faculty, CSUSM will begin experiencing a healthier academic culture.

Campus Commitments to Diversity & Inclusiveness

As CSUSM moves forward, establishing or renewing faculty's understanding of the value, investment, and process for aligning DEI strategies and priorities with the new campus-wide strategic plan will be important. The survey responses suggest opportunities for the campus to adequately support campus-wide diversity equity and inclusion strategies, as well as establish accountability mechanism, exists.

In April 2022, CSUSM launched the implementation phase of the strategic planning process. This activity offers a prime opportunity to effectively integrate strategic diversity goals, objectives, metrics, and

accountability measures within each division/unit. Communicating the value of diversity and equity in a written plan and tracking progress will offer a solid framework for engaging measured campus climate improvements.

Demographics

	CSUSM Faculty Respondent Demographic Percentages
What type of faculty member are you? (check all that apply) (*n=206*)	
Part-time	21.8%
Full-time	38.4%
Professor	24.8%
Assistant professor	11.7%
Associate professor	14.6%
Lecturer	32.0%
Tenured	15.1%
Tenure-track	8.7%
Visiting professor	0.00%
Department Chair/Head	2.4%
Program Director	4.9%
Coach	0.5%
Other (please specify)	4.9%
How long have you been employed here? *(n=206)*	
Less than one year	1.9%
1-5 years	29.6%
6-10 years	23.8%
11-15 years	14.1%
16-20 years	14.1%
21 years or more	16.5%
Which area do you work in? (*n=203*)	

College of Business Administration	8.9%
College of Education, Health & Human Services	21.7%
College of Science & Mathematics	14.8%
College of Humanities, Arts, Behavioral & Social Sciences	44.3%
Office of Undergraduate Studies & First Year Programs	0.5%
University Library	6.9%
Student Affairs (includes Athletics and Student Health & Counseling Services)	3.0%

	CSUSM Faculty Respondent Demographic Percentages
What is your primary race/ethnicity? (*n=78*)*** *See Limitations under Appendix B*	
African American/Black	1.3%
Asian American/Asian	16.7%
Caucasian/White	59.0%
Hispanic/Latinx	2.6%
Native American/Alaska Native	0.0%
Native Hawaiian/Pacific Islander	0.0%
Multiracial	14.1%
Decline to state	6.4%
What is your gender identity? (*n=178*)	
Woman	68.0%
Man	27.5%
Non-binary/nonconforming	0.6%
Transgender man	0.0%
Transgender woman	0.0%
Decline to state	4.5%

What is your sexual identity? (check all that apply) (*n=177*)	
Heterosexual	80.2%
Homosexual	6.2%
Bisexual	4.0%
Omni or pansexual	2.3%
Decline to state	7.9%
Other	1.1%
What is your age? (*n=178*)	
24 or under	0.0%
25-30	0.6%
31-40	18.5%
41-50	27.0%
51-60	26.4%
61 or over	19.1%
Decline to state	8.4%
What is your citizenship status? *(n=178)*	
Born in the U.S.	73.6%
Naturalized U.S. citizen**	18.0%
Permanent resident	3.4%
International (F-1, J-1, etc.)	0.6%
Decline to state	4.5%
What is your highest level of education? (*n=178*)	
Highschool/GED	0.0%
Some college	0.0%
Associate degree	0.0%
Bachelor's degree	0.0%
Master's degree	30.3%

Doctoral degree	65.2%
Decline to state	4.5%
How would you characterize your political view? (*n=176*)	
Far left	17.1%
Liberal	54.0%
Middle-of-the-road	16.5%
Conservative	2.8%
Far right	0.0%
Decline to state	9.7%
Do you have a disability? (*n=328*)	
Yes	5.3%
No	88.4%
Prefer not to answer	6.3%

*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 faculty n=896 (separate administrations were conducted for staff (non-MPP) and administrators) employed during the Spring 2021 semester. CSUSM deliberately chose an anonymous survey administration to protect respondents' confidentiality. The survey was completely voluntary, and faculty who began the survey could stop taking the survey at any time without repercussions. All survey invitations and reminder emails were sent directly to faculty 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, info sessions, and a 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 896 faculty on contract during the Spring 2021 semester, with a total of 207 responding to the survey (23.1% response rate). Faculty emails were collected from both Stateside and Corporation HR to ensure that an exhaustive list of faculty 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 influenced satisfaction and perceptions of climate given that specific situations remain ongoing and changing by the day.

For newly hired faculty, there may have been some who have not had an in-person, on-campus experience, 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 during a survey-heavy semester which may have caused survey fatigue. Some of the other surveys conducted during that time included climate-specific questions that may have led faculty to believe that they had already completed the survey.

Throughout the administration, whitelisting issues were experienced by some faculty using Microsoft Outlook. Certain faculty reported that emails from Viewfinder were going into spam, junk, or "other" folders depending on individual settings, which means that all faculty 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 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 faculty 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.