Spring 2021 Viewfinder Staff 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 staff.

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 staff 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 staff's experience with feeling as though they can openly express and be respected for their identities based on selected key climate variables of religious beliefs, political views, gender identity, sexual orientation, veteran status, employees with a disability, and whether the individual identified as a person of color. The charts below summarize the composition of staff regarding their identification with the key climate variables included in the survey:

Table 1.	CSUSM Staff Respondent Percentages
What is your religion/spiritual affiliation? (*n=303*)	
Christian (other than Roman Catholic)	35.6%
Prefer not to answer	19.8%
Roman Catholic	18.5%
Agnostic	13.5%
Atheist	6.9%
Buddhist	2.6%
Church of Jesus Christ of Latter-day Saints	1.7%
Jewish	1.7%
Jehovah's Witnesses	1.3%
Protestant	0.7%

Unitarian Universalist	0.7%
Muslim	0.3%
How would you characterize your political views? (*n=281*)	
Liberal	33.1%
Middle-of-the-road	31.3%
Decline to state	17.4%
Conservative	12.5%
Far left	5.0%
Far right	0.7%
Do you identify as LGBTQIA+? (*n=323*)	
No	88.9%
Yes	5.9%
Prefer not to answer	3.1%
Not sure	2.2%
Do you identify as a person of color? (*n=321*)	
No	64.8%
Yes	35.2%
Are you currently a member of the United States military or a military veteran? (*n=329*)	
No	97.0%
Yes	3.0%
Do you have a disability? (*n=328*)	
Yes	5.8%
No	90.2%
Prefer not to answer	4.0%

Ability to Openly Express Identity

The degree to which staff feel they can openly express varying identities on campus provides some insight into how accepting the environment at the institution feels to individuals respective to their identification with the key climate variables. For the identities of religious/spiritual beliefs, political views, LGBTQIA+ gender identity/expression and LGBTQIA+ sexual identity/orientation, staff were asked to rate the level to which they agreed they can openly express those respective identities on campus with answer options of *strongly agree or agree*, *neutral*, *disagree or strongly disagree,* or *not applicable*. Veterans and employees with disabilities who replied to the survey were asked to indicate the level to which they agreed they felt welcome on campus as a veteran or an employee with a disability. To gain an understanding of which identities staff feel least able to openly express on campus, data in Table 2 (below) provides percentage breakdowns of responses based on those who were able to respond to the statement (i.e., removing respondents who felt the statement was *not applicable*). Response rates are sorted by the percentage of respondents who *disagree or strongly disagree* in descending order.

Across the different identities, respondents most frequently reported that their political identity was not something they felt they were able to openly express on campus (32.0% *disagree/strongly disagree*).

More than a quarter of respondents also expressed a degree of discomfort with openly expressing their LGBTQIA+ sexual identity/orientation (27.8% *disagree/strongly disagree*) and religious and spiritual beliefs on campus (26.1% *disagree/strongly disagree*). Twenty-five percent (25.0%) of veteran respondents *disagree* or *strongly disagree* to feeling welcome on campus as a veteran.

Table 2.

I can openly express my…. on campus	Strongly Agree/Agree	Neutral	Disagree/ Strongly Disagree	n
Political Views	40.1%	27.9%	32.0%	297
LGBTQIA+ sexual identity/orientation	61.1%	11.1%	27.8%	18
Religious/Spiritual Beliefs	41.7%	32.2%	26.1%	276
LGBTQIA+ gender identity/expression	77.7%	11.1%	11.2%	18

Table 3.

As a/n…I feel welcome on campus	Strongly Agree/Agree	Neutral	Disagree/ Strongly Disagree	n
*Veteran	62.5%	12.5%	25.0%	8
Employee with a disability	70.8%	20.8%	8.3%	24
Person of Color	81.1%	14.4%	4.5%	111

International staff 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

The campus climate survey also gathered feedback on whether staff felt their identities were respected by the various groups of constituents on campus. Data in the following table breaks down the degree to which respondents indicated they felt respected by students, faculty, staff, and administrators, excluding respondents who indicated the statement was not applicable. Data are grouped by specific population and sorted within each population by the percent who *disagree* or *strongly disagree* to feeling respected by members of the respective groups noted in an effort to identify areas of focus for diversity, equity, and inclusivity efforts on campus.

Based on the percentages of those who agreed they felt respected, staff who identify as a Person of Color agreed that they are treated with respect at higher rates than other identities, particularly when it came to being respected by other staff (86.4% *strongly agree/agree*), students (85.2% *strongly agree/agree*), and faculty (82.9% *strongly agree/agree*). While 74.8% of those who identify as a Person of Color strongly agree or agree they are treated with respect by Administrators, 11.7% of respondents disagree or strongly disagree, indicating some inconsistencies when it comes to the interactions of staff who identify as People of Color with administrators.

Though *not applicable* responses were removed from Table 4 (below), an analysis of those responses revealed that a significant percentage of staff were unable to respond to the statements "My political views are treated with respect by students." (N/A=29.5%) or "My political views are treated with respect by faculty." (N/A=23.3%), suggesting that they were less likely to engage in conversations about politics

with those particular groups compared to administrators (N/A=18.9%) or other staff members (N/A=13.0%).

Table 4.

(My/As a) ….(are/I am) treated with respect by…	Strongly Agree/Agree	Neutral	Strongly Disagree/Disagree	n
Political Views				
Political Views - Faculty	37.8%	39.4%	22.8%	246
Political Views - Admin	38.7%	41.0%	20.3%	261
Political Views - Staff	42.9%	37.1%	20.0%	280
Political Views - Students	36.1%	45.4%	18.5%	227
Employee with a disability				
Employee with a disability - Students	66.7%	14.3%	19.0%	21
Employee with a disability - Faculty	57.1%	28.6%	14.3%	21
Employee with a disability - Administrators	52.2%	34.8%	13.0%	23
Employee with a disability - Staff	79.2%	16.7%	4.2%	24
***Veteran**				
Veteran - Faculty	75.0%	12.5%	12.5%	8
Veteran - Staff	75.0%	12.5%	12.5%	8
Veteran - Administrators	62.5%	25.0%	12.5%	8
Veteran - Students	75.0%	25.0%	0.0%	8
Religious/Spiritual Beliefs				
Religious/Spiritual Beliefs - Faculty	45.5%	42.4%	12.1%	224
Religious/Spiritual Beliefs - Staff	54.0%	36.8%	9.2%	261
Religious/Spiritual Beliefs - Students	40.8%	50.7%	8.5%	213
Religious/Spiritual Beliefs - Admin	45.6%	46.0%	8.3%	252
LGBTQIA+				
LGBTQIA+ gender identity/expression - Admin	64.7%	23.5%	11.8%	17
LGBTQIA+ gender identity/expression - Staff	72.2%	16.7%	11.1%	18
LGBTQIA+ sexual orientation - Staff	55.5%	33.3%	11.1%	18
LGBTQIA+ gender identity/expression - Students	80.0%	13.3%	6.7%	15
LGBTQIA+ sexual orientation - Faculty	60.0%	33.3%	6.7%	15
LGBTQIA+ sexual orientation - Admin	58.8%	35.3%	5.9%	17
LGBTQIA+ sexual orientation - Students	73.3%	26.7%	0.0%	15
LGBTQIA+ gender identity/expression - Faculty	81.3%	18.8%	0.0%	16
Person of Color				
POC - Admin	74.8%	13.5%	11.7%	111
POC - Students	85.2%	10.2%	4.6%	108
POC - Faculty	82.9%	13.3%	3.8%	105
POC - Staff	86.4%	10.9%	2.7%	110

International staff responses not included due to n<5

<u>Open Ended Questions Around Climate</u>

Staff responses to open ended questions on the survey instrument added an additional depth to the data collected. The Office of Institutional Planning & Analysis (IP&A) reviewed the anonymous verbatim comments staff provided in response to open ended questions and categorized the data by identifying and creating themes. Each comment was assigned to an appropriate category, and some comments were included in multiple categories due to the detailed nature of the statement. In order to humanize the data, and provide " voice" that mirrors the feedback, thoughts, and opinions shared, exemplars (with no identifying information) are provided in the tables below.

Feeling Excluded or Unwelcomed

Staff 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 87 comments were submitted (*n=87*), containing a large range of themes. Some of the comments outlined experiences and overall observations, others suggesting ways to address issues. The table below gives a summary of the top themes from the responses including exemplary quotes.

Table 5.

Theme	Exemplary Quote
Have NOT Felt Excluded or Unwelcome *n=25*	"No. I've never worked on campus (yet) so have no experience like that."
White Identity* *n=10*	"Sometimes being white/Caucasian is perceived as a negative, without people knowing your life experiences or views (assuming whites all think/believe the same, which is far from true)."
Lack of Political Diversity *n=10*	"If I were to share my political views on campus, I would most certainly be discriminated against or be viewed differently be my peers. So instead, I have to sit in silence while others can say what they feel."
Experienced Overt Aggressions/Microaggressions *n=10*	"My immigration status sometimes makes me feel like I am excluded from the campus because sometimes people make comments that not everyone on campus is open minded about immigration."
Felt Excluded/Not Welcome Due to Race/Ethnicity *n=5*	" Yes, I feel excluded because my ethnicity, there is not much information in Spanish and not many employees talking in Spanish even when they are Hispanic people…"

Improving Climate for Diversity

At the conclusion of the survey, respondents were asked if they had any final comments or suggestions for improving the climate for diversity at CSUSM. This question also gave staff an opportunity to voice opinions and reflect on experiences (*n=50*).

Table 6.

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

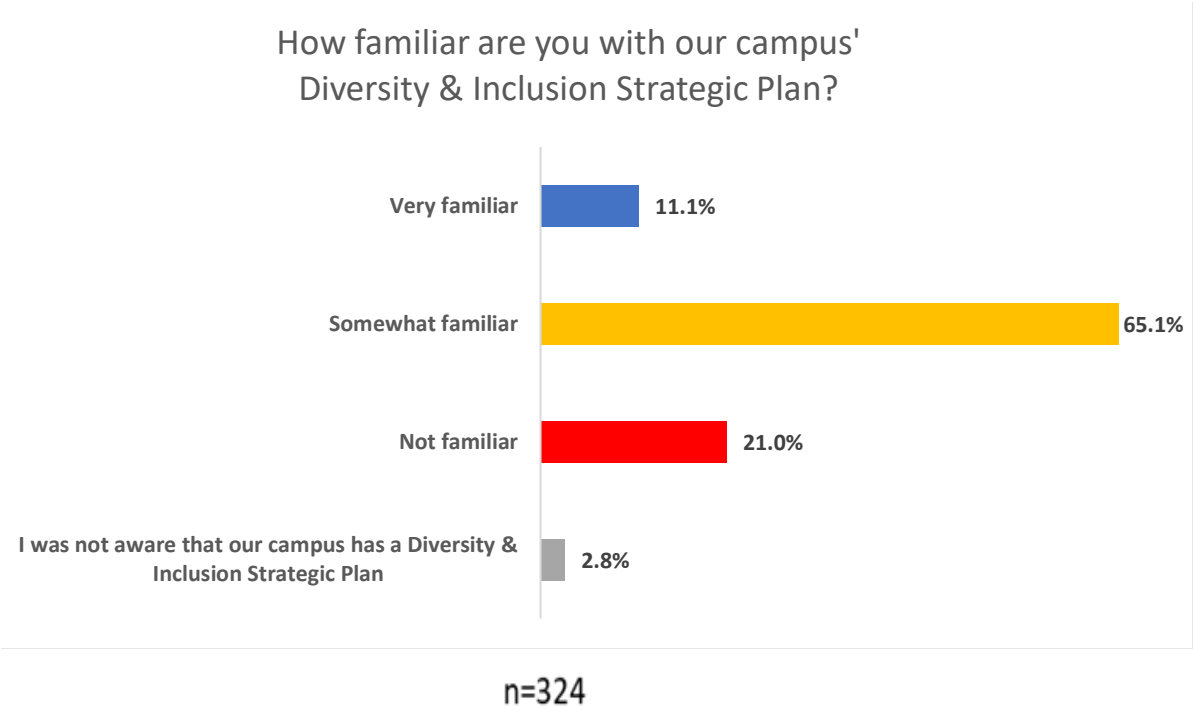| Theme	Exemplary Quote
Improve Climate for Varying Thoughts & Opinions *n=9*	"Acknowledging diversity of ideological views; being mindful of biased messaging that empowers others to bully/assume we are all the same. This is also the case for COVID related topics. Messaging from the top has empowered people to make very offensive statements on the topic of vaccines, calling others irresponsible global citizens, lacking intelligence, etc. It empowers staff to ask very directly of others their views and there is obvious shaming since the university is making very clear their views on the topic…"
White Identity* *n=5*	"Teach both side of the stories you want to portray. Not just the popular side of the story that increase enrollment. And don't forget about us white people. We have hardship just like everyone else."
Campus is Over Saturated with Climate Efforts /DEI not Having Intended Effects *n=4*	"I believe CSUSM has the best intentions but sometimes I feel over messaged. Over saturated. Over climatized."
More Staff Appreciation and Support *n=3*	"I see so many talented staff members on campus, but I feel like leadership stifles the creativity. Staff are severely underpaid and overloaded with work. Managers make a joke out of anyone ever getting a raise and it's well known that there won't be any raises for many years to come. During the pandemic I have worked harder than ever before but haven't received a single raise since I have been with the university. Makes me question my value to the institution and my path to success here. Step raises are needed to keep employees engaged in their position and feel like they are being recognized. Many times, yearly evaluations are put off and by the time they happen the money for raises has dried up. The pay gap between other colleagues and

	myself is very large and seems like there is inequity between positions. I have a lot to contribute but my time is spent with monotonous tasks that have to get done right away with not much strategy or planning behind the outcomes."
More Faculty/Leadership Diversity *n=3*	"The new president seems to care more about our diversity climate, hopefully that continues. There is almost no faculty diversity, particularly when it comes to Black faculty and tenure-track faculty."

*"**White Identity**" is a broad category that covers different facets found in the open-ended comments. These items include respondents who shared that they feel they don't have a place within the campus community due to their White identity, to those who say there is explicit anti-white sentiment. While these are all nuanced experiences, they have collapsed into a high-level category to facilitate interpretation.*

Diversity Efforts

When asked about their familiarity with the campus' Diversity & Inclusion Strategic Plan (DISP), most respondents reported being *somewhat familiar* (65.1%).

Figure 7.

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

n=324

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 agreed* or *agreed* in descending order. Based on staff feedback, senior leadership are observed to provide a high level of support for diversity efforts through establishing a campus vision for diversity (69.0% *strongly agree/agree*) and showing a visible commitment to campus diversity (68.5% *strongly agree/agree*). While more than half of staff felt senior leadership creates a culture of accountability (54.3% *strongly agree/agree*), 22.3% *disagree* or *strongly disagree* with the same statement.

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	69.0%	20.0%	11.0%	290
Senior leadership shows a visible commitment to campus diversity	68.5%	23.5%	8.0%	289
Senior leadership creates a culture of accountability	54.3%	23.4%	22.3%	291
Diversity efforts should be led by each school with oversight by a central office	49.1%	39.1%	11.8%	271
Our diversity committee is effective at engaging the campus in diversity activities	47.1%	41.2%	11.8%	272
My division/unit is accountable for diversity progress	46.7%	34.9%	18.4%	272
A written diversity plan is required in my division/unit	37.9%	45.3%	16.8%	256
There is adequate financial support to drive campus diversity efforts	25.0%	52.3%	22.7%	264
We have a way to effectively measure our division/unit's diversity success	22.0%	53.8%	24.2%	264

Safety on Campus

Given the desire for leadership to foster a safe environment on campus where employees feel a sense of security that will allow them to have a positive campus climate experience, staff respondents were asked a set of questions related to safety on campus. In general, staff feel a high degree of safety on campus (87.4% *strongly agree/agree*) and that employees support other employees who have experienced incidences of physical (76.6% *strongly agree/agree*) or emotional confrontation (74.6% *strongly agree/agree*).

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	87.4%	7.3%	5.2%	286
Employees are supportive of other employees who have experienced incidences of physical confrontation	76.6%	19.2%	4.2%	239
Employees are supportive of other employees who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)	74.6%	17.2%	8.2%	256

Experiences on Campus

In this section of the survey, respondents were asked about their perception of the overall climate at CSUSM and their personal work experiences. Respondents rated their level of agreement (*strongly agree-strongly disagree*) with a series of statements about a range of topics including staff interactions, diversity efforts, and workload. Depending on the statement, agreement sometimes indicated a "positive" climate, while other statements indicated a "negative" climate.

Table 10 (below) provides a breakdown of responses based on those who were able to respond to statements about the overall climate on campus (i.e., removing respondents who felt the statement was *not applicable*), in descending order of *strongly agree/agree*.

A majority of staff respondents felt satisfied with their interactions with other employees (*84% strongly agree/agree*) and would recommend others to work at the campus (*79% strongly agree/agree*). Many of the other statements in this module also rated favorably, including whether respondents felt that the campus was diverse (*75% strongly agree/agree*) and inclusive (*72% strongly agree/agree*). However, less than half of staff respondents felt that campus leaders are held to appropriate measures of accountability and responsibility (*47% strongly agree/agreed*) and that all campus personnel are held to the same code of professional ethics and conduct (*43% strongly agree/agree)*. Staff felt more neutral when asked whether the Equal Employment Opportunity (EEO) policy was effective (*41% neutral*) and whether their contributions to campus diversity efforts have been recognized (*43% neutral*).

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	84.1%	9.4%	6.5%	277
I would recommend my campus to others considering working here	78.8%	14.7%	6.5%	278
Our campus is diverse	74.8%	15.3%	9.9%	274

Multiculturalism is a core value of our institution's mission	75.2%	19.8%	5.0%	262
Goals of the university are relevant to preparation for the world students will graduate into	72.8%	16.4%	10.8%	268
Our campus is inclusive	72.1%	16.5%	11.4%	272
Public announcements by our school regarding internal communications and practices are honest and truthful	67.7%	23.7%	8.6%	266
I have received adequate diversity training to engage with students and employees on campus	67.2%	21.8%	11.1%	262
The welfare of our campus takes precedence over donor demands, investment matters, and political interests	65.7%	23.0%	11.3%	265
I am satisfied with my off-campus community engagement	64.2%	29.3%	6.5%	246
Our school engages with external communities to understand their interests and responds to their needs	56.4%	38.7%	4.9%	243
Campus leaders are held to appropriate measures of accountability and responsibility for our campus climate	47.0%	28.8%	24.2%	264
All campus personnel are held to the same code of professional ethics and conduct	42.9%	21.8%	35.3%	266
The Equal Employment Opportunity (EEO) policy is effective in improving campus climate through diverse hiring	43.3%	40.8%	15.9%	245
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	32.8%	43.2%	24.0%	183
Our school puts too much emphasis on diversity	28.2%	26.3%	45.4%	262

Table 11 (below) lists the statements that asked staff about their personal work experiences at CSUSM. 86.2% *strongly agreed* or *agreed* that they were satisfied with the employee benefit package and agreed that their performance evaluations were done on a regular basis. While statements such as mentors are important for junior staff (*85.3% strongly agree/agree*), performance evaluations are fair and impartial (*73.0% strongly agree/agree*), and professional development is encouraged (72.2% *strongly agree/agree*), were above 70%, only 64.6% of respondents *strongly agree* or *agree* that they loved their job.

Table 11.

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
I am satisfied with my employee benefits package	86.2%	11.3%	2.5%	275
My performance evaluations are done on a regular basis	86.2%	7.8%	5.9%	269
Mentors are important for junior staff members	85.3%	11.4%	3.3%	272
My performance evaluations are fair and impartial	73.0%	18.6%	8.4%	263
Professional development is encouraged	72.2%	17.2%	10.6%	273
My ideas are acknowledged by my co-workers and supervisor	70.1%	19.0%	10.9%	274
There are pay disparities here	68.1%	24.1%	7.8%	257
I love my job	64.6%	26.3%	9.1%	274
I am underpaid for the work that I do	64.2%	24.5%	11.3%	274
There are other employees I can get career advice from	62.0%	22.8%	15.2%	263
There is a great sense of belonging	59.9%	23.9%	16.2%	272
My work-life balance is appropriate	58.8%	19.9%	21.3%	277
Everyone works as a team	59.0%	20.9%	20.1%	273
Conference attendance is supported	57.1%	22.0%	20.9%	268
Thinking outside the box is rewarded in my department	55.9%	28.9%	15.2%	270

Statement	Agree	Neutral	Disagree	N
I am utilizing my full range of skills in my current position	54.9%	18.9%	26.2%	275
I am encouraged by my supervisor to continue my education	53.0%	28.0%	18.9%	264
My workload is too heavy	40.9%	32.5%	26.6%	274
Adequate funding exists to support my professional development	33.2%	28.0%	38.7%	271
Diversity-related accomplishments are considered in the hiring of staff	32.3%	48.7%	19.0%	226
I have experienced microaggressions* in my department	30.4%	19.4%	50.2%	263
I can easily track my improvement in the areas of diversity in my annual performance review	28.7%	43.3%	27.9%	247
There are too many expectations of me	26.2%	33.2%	40.6%	271
Hiring practices are not fair	21.9%	29.5%	48.6%	251
The merit and promotion processes are fair	18.3%	31.9%	49.8%	263
I want to quit my job	14.6%	20.6%	64.8%	267
This is a hostile working environment	9.7%	20.5%	69.8%	268

Staff were also asked generally about respect, support and feeling valued. Data in the corresponding table breaks down the degree to which respondents indicated they agreed, excluding respondents who indicated the statement was not applicable.

Results show that staff were largely neutral regarding whether the Staff Center was helping to foster a sense of community (*47.3% neutral*) but did feel satisfied with the support they received from CSUSM (*55% strongly agree/agree*).

Respondents were asked whether staff are respected by other groups on campus. Respondents reported that staff are more respected by administrators (*58.9% strongly agree/agree*) than by tenured faculty (*36.5% strongly agree/agree*) or non-tenured faculty (*48.0% strongly agree/agree*), while feeling most respected by students (*76.0% strongly agree/agree*) and other staff (*70.5% 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
The Staff Center is helping to foster a sense of community and belonging among staff	44.2%	47.3%	8.5%	224
I feel that my work at CSUSM is valued	64.1%	19.4%	16.5%	273
I am satisfied with the support I receive from CSUSM	54.8%	27.4%	17.8%	270
CSUSM communicates effectively with staff/faculty/administrators about changes to campus operations	59.9%	24.3%	15.8%	272
Staff are respected by tenured/tenure-track faculty	36.5%	33.7%	29.7%	249
Staff are respected by non-tenure track faculty	48.0%	35.1%	16.9%	248
Staff are respected by other staff	70.5%	20.7%	8.9%	271
Staff are respected by students	76.0%	20.2%	3.8%	262
Staff are respected by administrators	58.9%	21.9%	19.3%	270

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

Considered Leaving Institution

Figure 13.

The survey asked respondents to check all that apply to reasons they may have considered leaving the university. The top selected reason was *salary/benefits not adequate* (52.7%), while *No career advancement opportunities* was the next ranking choice (43.2%). Figure 13 includes respondents who answered "*other*" with a write-in response.

If you have ever considered leaving our institution, please tell us why.
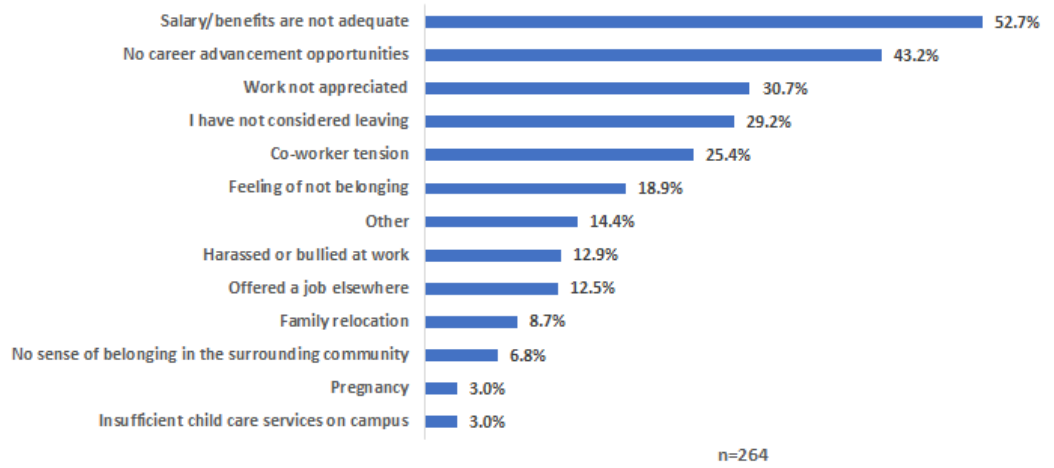
Reason	Percentage
Salary/benefits are not adequate	52.7%
No career advancement opportunities	43.2%
Work not appreciated	30.7%
I have not considered leaving	29.2%
Co-worker tension	25.4%
Feeling of not belonging	18.9%
Other	14.4%
Harassed or bullied at work	12.9%
Offered a job elsewhere	12.5%
Family relocation	8.7%
No sense of belonging in the surrounding community	6.8%
Pregnancy	3.0%
Insufficient child care services on campus	3.0%

n=264

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
Need Increase in Pay* *n=10* **While "Salary/benefits are not adequate" was included as a response option, this theme also appeared in the write-in response.*	"San Marcos living too pricy, most CSUSM staff cannot afford to live in San Marcos and be part of the community they work in."
Unreasonable Workload/Burned Out *n=6*	"Workload is oppressive and unrealistic. And if you are productive, more work is just piled on."
Poor Management *n=3*	"Bad management, unfair/discriminatory practices, no support from executive level, managers using their own position to make exceptions to the rules for their own benefit, deceitful practices."
Former Leadership *n=3*	"Condescending and difficult former senior leader."
Limited Career Opportunities *n=2*	"For… years, I have been consistently refused when I have asked to learn a new skill from another employee in my department - and told to stop asking! As a direct result of this, I am unable to advance my career. Also, PD is up to each person, entirely, and no supervisor or MPP has ever suggested or encouraged anything in particular for me, ever. Lastly, no salary steps for staff…"

What Did the Viewfinder Staff Survey Find?

The goal of the survey was to capture staff 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, staff was navigating a continuously changing working environment due to the COVID-19 pandemic, a volatile climate post-U.S. presidential election, and national social/political unrest.

These inaugural campus climate survey findings may serve as a baseline for future staff campus climate surveys moving forward. However, it is important to note that staff responses in this survey were likely impacted by the uncertainty of the pandemic and the heightened changes staff was and continues 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 increasing interest and engagement in 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 results and opportunities from the survey findings offer CSUSM starting points to consider how the staff survey data will be relevant to specific departments and units.

Overall Staff Results

Ability to Openly Express Identities, Views, or Beliefs

The most common area in which staff respondents disagree that they are being treated with respect by each campus constituent was their political views (Faculty = 22.8%, Administrators =20.3%, Staff =20.0%, Students = 18.5% *disagree/strongly disagree*). Disaggregation by political parties on the campus climate dashboard shows that 32.0% of staff respondents *disagree* or *strongly disagree* with the statement "I can openly express my political views on campus." Further disaggregation of responses by political parties reveals that of respondents who identify as conservative or far-right, 65.7% *disagree* or *strongly disagree* that they can openly express their political views on campus.

Feeling Welcome and Feelings of Respect

 When respondents had to indicate, "I can openly express my LGBTQIA+ sexual identity/orientation or religious and spiritual beliefs on campus, they *disagree* or *strongly disagree* with feeling welcome on campus at high rates. In addition, although veteran respondents represent a small

 total number of all respondents, veterans disagree/strongly disagree at 25% that they feel welcome at CSUSM.

 Feelings of Respect

Staff overall feel respected on campus. While those who identify as a Person of Color agree or strongly agree they are treated with respect by Administrators, 11.7% of respondents disagree or strongly

disagree, indicating some inconsistencies regarding the interactions of staff who identify as People of Color with administrators. Employees with a disability stated that although close to 67% agree/strongly agree that students treat them with respect, they also indicated that 19% disagree/strongly disagree that students treat them with respect. Additionally, 29.7% of staff respondents disagree/strongly disagree that they are respected by tenured/tenure-track faculty and disagree/strongly disagree that administrators respect them at 19.3%. Staff respondents indicated that they had experienced microaggressions in their departments at 50.2%.

It is significant to note that when staff was asked the open-ended 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 range of themes and responses were provided, and feelings of exclusion and unwelcomeness were indicated in those responses.

Campus Commitments to Diversity & Inclusiveness

Staff respondents observed a high level of support for diversity efforts through establishing a campus vision for diversity (69.0% *strongly agree/agree*) and showing a visible commitment to campus diversity (68.5% *strongly agree/agree*) from senior leadership. In addition, they indicated they were somewhat familiar (65.1%) with diversity efforts such as the diversity and inclusion plan. It is important to note that when respondents were asked for statements regarding diversity efforts, a significant level of neutral responses was given. When asked to indicate the level of agreement for the statement "There is adequate financial support to drive campus diversity efforts," neutral responses accounted for 52.3%, with a disagree/strongly disagree level of agreement at 22.7%. The statement "We have a way to measure our division/unit's diversity success effectively" received neutral responses at 53.8%, with a disagree/strongly disagree at 24.2%. Additionally, 28.2% of respondents indicated, "Our school puts too much emphasis on diversity."

 Accountability

 Less than half of staff respondents felt that campus leaders are held to appropriate measures of accountability and responsibility (*47% strongly agree/agreed*). When accountability is considered, 22.3% disagree or strongly disagree; senior leadership creates a culture of accountability. Staff respondents also indicated that all campus personnel is held to the same code of professional ethics and conduct (*43% strongly agree/agree)*.

Safety On Campus

Staff feels a high degree of safety on campus (87.4% *strongly agree/agree*) and that employees support other employees who have experienced incidences of physical (76.6% *strongly agree/agree*) or emotional confrontation (74.6% *strongly agree/agree*).

Work Experience

A high percentage of staff disagree with the statements "The merits and promotion processes are fair" (49.8% *disagree/strongly disagree*) and "Adequate funding exists to support professional development "(38.7% *disagree/strongly disagree*). Additionally, the level of agreement as strongly agree/agree also indicated high percentage levels for the following statements: "There are pay disparities here (68.1%

strongly agree/agree"), and "I am underpaid for the work that I do (64.2%). Staff respondents also strongly agree/agree that their workload was too heavy at 40.9%. The same sentiment was expressed based on qualitative data about unreasonable workload expectations. Regarding retention, staff reports the most common reason for considering leaving their job is "Salary/benefits are not adequate" (52.7%).

Opportunities

CSUSM's overall commitment to diversity, equity, and inclusivity appears to have positively contributed to an atmosphere on a campus level in which staff who identify as a person of color agree that they are treated with respect at generally high levels (74.8%-84.6%). Still, there are opportunities to disaggregate data further utilizing the available climate survey dashboards to understand staff experiences based on specific race and ethnic categories.

Current limited resources dedicated to diversity, equity, and inclusivity work on campus can cause challenges while encouraging broad engagement, follow-through, and assessment of these activities. Almost twenty-three percent (22.7%) of staff *disagree* or *strongly disagree* with the statement "There is adequate financial support to drive campus diversity efforts."

Fostering an inclusive work environment in support of various identities and beliefs may address feelings of displacement for staff with political views that may be contrary to the more pervasive political views of others on campus. Additional dialogue with populations with lower agreement ratings related to feeling respected or welcome can be conducted through focus groups and listening sessions to inform how the institution can foster an inclusive, welcoming environment for those populations while creating a culture of mutual respect.

Opportunities exist to further integrate diversity initiatives across campus through the development of Diversity Action Plans for each division which will integrate strategies in which divisions and units on campus can effectively measure their diversity progress. Agreement ratings related to questions about experiences on-campus show opportunities for further improvement of the staff work experience by analyzing and applying equity data on staff promotions and considering ways to increase opportunities for staff professional development.

 As the cost of living continues to skyrocket locally and nationally, there are anticipated challenges in meeting employee expectations for adequate compensation while balancing other budgetary needs at the University. Such concerns may continue to be exacerbated given the high number of CSUSM employees who have left the institution since the survey was administered as part of the Early Exit Program retirement incentive, which prompted the retirement of many employees.

When reporting the staff survey results, it is important to note that overall, a significant number of neutral responses were given by staff respondents in most categories. This can indicate that staff respondents were undecided, which may be considered in future campus climate surveys.

Appendix A

Demographics

	CSUSM Staff Respondent Profile Percentages
What type of employee are you? (check all that apply) (*n=330*)	
Part-time	4.9%
Full-time	93.3%
Temporary	4.6%
Contract	1.2%
Salaried	25.8%
Hourly	9.4%
How long have you been employed here? (*n=330*)	
Less than one year	3.3%
1-5 years	43.9%
6-10 years	27.3%
11-15 years	10.3%
16-20 years	8.8%
21 years or more	6.4%
Which area do you work in? (*n=324*)	

Academic Affairs	40.1%
Finance & Administrative Services	28.4%
Office of the President	6.8%
Student Affairs	19.8%
University Advancement	4.9%

	CSUSM Staff Respondent Demographic Percentages
What is your primary race/ethnicity? (*n=279*)*	
African American/Black	4.3%
Asian American/Asian	5.4%
Caucasian/White	46.6%
Hispanic/Latinx	19.7%
Native American/Alaska Native	0.0%
Native Hawaiian/Pacific Islander	0.7%
Two or More Races	16.5%
Decline to state	6.8%
What is your gender identity? (*n=283*)	
Woman	67.1%
Man	25.8%
Non-binary/nonconforming	1.8%
Transgender man	0.0%
Transgender woman	0.0%
Decline to state	6.7%
What is your sexual identity? (check all that apply) (*n=278*)	
Heterosexual	86.3%

Homosexual	1.8%
Bisexual	3.2%
Omni or pansexual	1.8%
Decline to state	6.5%
Other	1.4%
What is your age? (*n=284*)	
24 or under	2.1%
25-30	13.4%
31-40	31.7%
41-50	21.5%
51-60	20.1%
61 or over	5.6%
Decline to state	5.6%
What is your citizenship status? *(n=283)*	
Born in the U.S.	83.4%
Naturalized U.S. citizen**	9.5%
Permanent resident	2.8%
International (F-1, J-1, etc.)	0.4%
Decline to state	3.9%
What is your highest level of education? (*n=285*)	
Highschool/GED	3.5%
Some college	13.0%
Associate degree	4.2%
Bachelor's degree	38.6%
Master's degree	36.1%
Doctoral degree	1.4%
Decline to state	3.2%

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

**Naturalized U.S Citizen- A foreign person who is granted U.S. citizenship after he or she fulfills the requirements established by Congress in 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 staff n=783 (separate administrations were conducted for administrators/MPPs 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 staff who began the survey could stop taking the survey at any time without repercussions. All survey invitations and reminder emails were sent directly to staff from Viewfinder, and no identifiers were asked on the survey instrument. Only the staff at Viewfinder had access to the survey software, and interim and final reports were only provided to designated contacts in CSUSM's Office of Institutional Planning & Analysis.

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 staff, 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 783 staff employed during the Spring 2021 semester, with a total of 331 responding to the survey (42.3% response rate). Staff emails were collected from both Stateside and Corporation HR to ensure that an exhaustive list of staff was 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.
For newly hired administrators, there may have been some who have not had a physical 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 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 staff 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 staff 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.