

**Central Washington University**  
**Faculty, Student, and Staff Survey Highlights**

**January 2019**

## Introduction and Executive Summary

Gains have been made in terms of diversity of students, faculty and staff at Central Washington University. It is imperative that campus constituents understand how the faculty, staff and administrators experience campus climate. Doing so allows the community to understand the concerns and respond in proactive thoughtful ways. In the Spring of 2018, Sherri Fujita collaborated with the President's Office to conduct a comprehensive campus climate survey administered to all employees.

Central identified the participants; Sherri developed questions, which included those from the survey administered in 2009 by Human Resources. The President and cabinet promoted the survey. Sherri administered the survey through Qualtrix. The data was processed and analyzed by the VP Inclusivity and Diversity and David Pena. The VP Inclusivity and Diversity presented the information to the cabinet, Faculty Senate, and the University Community. This report identified the key issues facing the CWU community, provides some best practices, and steps to move forward. The response rate was 48.5%.

Although the overall results are positive the findings show that members of traditionally underrepresented groups perceive the campus climate differently than those that identify as white, male, and straight

Among faculty, women and faculty of color report experiencing greater stress due to subtle discrimination compared to their male and White colleagues there is a perception that they have to work harder than others to be seen as effective. This perception is true if the individual is a woman, and/or of color. This is also the case for those who identify as LGBTQI+. Staff members who self-identify as other than white or LGBTQI+ perceives the administration as ineffective in handling discrimination complaints on campus. In addition, traditionally underrepresented groups are significantly more likely to perceive the university as promoting diversity initiatives on campus.

The main take away from the climate survey highlight a need to more effectively communicate, provide more transparency and to develop a comprehensive strategic response to the issues identified in the survey. Additional conversations with staff and faculty will help identify the feelings of isolation and the lack of community support among traditionally underrepresented staff and faculty, which will lead to a greater depth and understanding of the concerns. The campus climate can be improved by the development of policies, programs, and interventions across campus.

## Methodology

Sherri Fujita, a graduate student at the University of Washington served as an intern to the Vice President of Inclusivity and Diversity. In her role as the intern, she researched and prepared a climate survey. The Minority Employee Council, the Inclusivity and Diversity Committee, and the VP then reviewed the draft survey for Inclusivity and Diversity. Using several strategies, which included discussion during the 2017-2018 academic year with traditionally underrepresented groups and reviews of the climate study literature the survey was developed to provide to faculty and staff. Both faculty and staff questions included general overall university climate questions. Faculty questions addressed faculty review, service obligations, time restraints, and faculty expectations. Staff questions included performance review, perceptions of discrimination and climate.

The survey was created using QUALTRIX in the Spring of 2018 and available for two weeks in May. Faculty and staff were asked by email to fill out the survey and a week later asked again. For those staff that did not have access to computers as part of their duties, were provided with computers during several working hours to complete the survey.

**Based on national trends for online survey response rates the response rate for the survey was very good at 48.5%. Faculty response rate was 48% and staff response rate was 49%. The population in May 2018 was all full-time faculty and staff, which was 1596.**

**Table 1: Summary Demographic Characteristics from Sample**

	Percentage	N
<b>Tenured Faculty</b>	16.50	124
<b>TT Faculty</b>	7.66	59
<b>Full/Part Time NTT</b>	13.50	101
<b>Male</b>	39.49	165
<b>Female</b>	59.46	399
<b>Other</b>	1.04	7
<b>Heterosexual</b>	82.00	549
<b>LGTBQIA+</b>	18.00	118
<b>White</b>	62.00	501
<b>Traditionally under-represented Group Member</b>	38.00	306

We began processing and analyzing the data Summer and Fall of 2018. We created several aggregated variables to combine survey items into broader measures of experiences with discrimination, campus climate, communication, and work satisfaction. The survey responses were disaggregated on race, ethnicity, gender, gender identity, and sexual orientation. The data were analyzed using frequency distributions, cross tabs, and means. When necessary t-

tests were used to determine if there was a significant difference between groups on composite and individual items. We look at overall responses, faculty responses and staff responses.

## **Profile of Faculty Respondents**

### **Faculty Sample**

Three hundred and twenty four faculty completed the survey, forty percent of all respondents and 41% of all faculty. Forty five percent of faculty respondents identified as male, 53% self-identified as female and 2% self-identified as other. Sixty percent of faculty respondents self-identified as white, 5% self-identified as American Indian, 6% multi-racial, 3% Middle-Eastern, 7% Latino/a; 4% Black; 8% Asian and 7% identified as other. In the analysis that follows, the sample is divided into white and traditionally underrepresented groups for comparison purposes. The majority of faculty self-identified as Heterosexual (81%) and the analysis that follows for comparison purposes we have created an LGBTQ category that combines Asexual (3%), Bisexual (5%), Gay (4%), Lesbian (2%), Pansexual (1%), Queer (2%) and Other (2%).

### **Faculty Perspectives on the General Climate**

Seventy-six percent of faculty describe the university as welcoming, 75% agree that CWU is supportive of students, faculty and staff, 75% would describe the university as respectful, and 74% agree there is a sustained level of interest and focus on the wellbeing of students. While those percentages indicate, a positive climate there are other responses that indicate CWU has some work to do particularly in the areas of communication and trust. Fifty-three percent of faculty agree that there is a spirit of community and cooperation on campus, 56% of faculty respondents agree that CWU encourages free and open discussions about difficult topics, and 53% of faculty respondents believe that the university administration adequately values the diversity of faculty and staff.

There were significant differences in the responses by race/ethnicity. Over half of TUG faculty respondents (62%) would describe the university as welcoming compared to 76% of white faculty. The majority of TUG faculty respondents agree that CWU is supportive of students, faculty and staff compared to 74% of white faculty. The majority of faculty from traditionally underrepresented groups (TUG) think that the university administration does not value the diversity of faculty and staff (54%) compared to 67% of white faculty. Over half TUG (63%) would describe the university as respectful compared to 80% of white faculty. TUG faculty (46%) were less likely to identify a spirit of community and cooperation on campus while 52% of white faculty identified a spirit of community and cooperation on campus. TUG faculty (51%) agree that CWU encourages free and open discussions while 67% of white faculty agree.

In terms of gender and sexual identity, there were also significant differences in some of the responses to university climate questions. Eighty-one percent of male and 86% of females would describe CWU as welcoming while 64% of those who identified as other described CWU as welcoming. Faculty who self-identified as heterosexual were more likely to describe CWU as welcoming (80%) compared to 59% of LGBTQ faculty.

Concerning is faculty were more likely to perceive a lack of concern and support from administration and this perception is even more pronounced among traditionally underrepresented faculty, and LGBTQ+ faculty.

*Faculty Perceptions of General Climate with Colleagues and Administration*

	Total	Men	Women	Faculty of Color	White	Straight	LGBTQ+
University welcoming	76	87	74	62	82	80	59
Administration concern about faculty well-being	38	52	35	33	39	38	31
CWU Community and Cooperation	75	81	72	63	80	79	57

Significant at .01 level

**Faculty Perceptions of Work Environment**

The campus climate survey indicated significant differences by demographics related to work satisfaction. Faculty respondents were very proud to be to be a faculty member on this campus (77%), this is particularly true for female faculty (87%); LGBTQ faculty (75%) and 71% of TUG faculty. Furthermore, 82% of faculty look forward to coming to work, 80% of female faculty and 75% of TUG faculty. Faculty respondents believed that their values and beliefs were accepted in the workplace (69%), there was little difference for those respondents who self-identified as female (76%), however, only 59% of LGBTQ respondents perceived that their values and beliefs were accepted in the workplace and 59% of TUG faculty respondents perceived that their values and beliefs were accepted. Faculty respondents feel a sense of belonging at CWU (79%) and female faculty responses were not significantly different. Both LGBTQ faculty (49%) and TUG faculty (58%) were less likely to feel as if they belong. Over half of the faculty respondents (55%) feel encouraged to honestly express themselves although this response varied by gender, sexual orientation and race/ethnicity. Forty-five percent of female faculty and 44% of LGBTQ faculty do not feel encouraged to express themselves. Over half of faculty respondents from traditionally underrepresented groups do not feel encouraged to express themselves honestly and openly compared to less than 50% of faculty who self-

identified as white.

Although faculty perceive that they are satisfied with their work environment in terms of the pride in CWU and their job, there is not as much agreement among faculty who self-identified as TUG or faculty who self-identified as LGBTQI+.

An important element of faculty work environment are issues of fairness and transparency in salary and tenure and promotion processes including post tenure review. Only one-third of faculty perceive salary determination as fair and transparent regardless of group membership.

	TOTAL	MEN	WOMEN	TUG	WHITES	HETERO	LGBTQI+
Fair Salary Determination	37	37	36	45	34	37	43
Transparent Salary Determination	32	37	28	26	32	35	32
Fair Post Tenure Review	56	58	57	57	57	56	61
Fair Tenure and Promotion	56	57	58	45*	61	60	41*
Transparent Tenure/ Promotion	60	71	54	54	64	63	52

\*indicates significant difference at the .05 level

### Faculty Perception of Communication

Communication is another theme that was addressed in the survey. About half of faculty respondents agreed that information was passed along as quickly as possible. Female faculty (47%) responded that information was passed along quickly. Again, there were significant differences for LGBTQ faculty (42%) and TUG faculty (44%) were less likely to agree to the statement. Less than half of faculty (44%) agreed that changes were communicated in a clear and timely way, 40% of female faculty agreed, 41% of LGBTQ faculty respondents, and interestingly, 47% of TUG faculty respondents agreed. Only 42% of faculty respondents agreed with the statement “Effort is made to open the lines of interdepartmental communication,” More female faculty respondents agreed with the statement (53%), 42% of the LGBTQ respondents agreed and 41% of TUG faculty respondents agreed.

In general, all faculty perceive a lack of communication at CWU, although female faculty are less likely to perceive an issue. The concern with communication is more pronounced among traditionally underrepresented groups and LGBTQI+ respondents.

### Attitudes Related to the Climate for Diversity

The following table identifies ways in which faculty view the campus climate for diversity. The far majority of faculty respondents agree that CWU should make a greater effort in the recruitment and retention of a diverse faculty. This is particularly true for female faculty and

less the case for LGBTQ faculty. This suggests that there is significant support on campus for diversifying faculty.

Table 2  
*Faculty Perceptions about the Climate for Diversity*

	Total	Men	Women	Faculty of Color	White	Straight	LGBQO
This institution should make a greater effort to recruit and retain diverse faculty	78	76	85	72	83	82	68
There is campus racial tension here	47	33	56*	48	46	44	61*
Curriculum reflect diverse backgrounds	70	76	68*	59*	74	73	54*
Witnessed discrimination on campus	45	37	52*	49*	46	42	61*
Experienced discrimination on campus	37	26	43*	51*	31	33	51*

\*significant differences at the .01 level

The perception of racial tension shows a different pattern. While about half of faculty respondents perceive racial tension and not significant differences between white faculty and TUG faculty. There is a significant difference in the perception of racial tension between men and women faculty and Straight and LGBTQI+ faculty. There is an opportunity to increase awareness of incidents that occur on campus and provide the faculty with tools to address racial tension that does exist or may arise in the future.

An important aspect of a climate that is supportive of diversity and inclusion is the extent to which there is diversity in the curriculum. As you can see almost ¾ of faculty, respondents indicated that the curriculum reflected diverse backgrounds, however there were significant differences between groups. This may be related to how the university/department/discipline defines diverse backgrounds. Of concern is the extent to which members of traditionally underrepresented and oppressed groups have witnessed and experienced discrimination. There are psychological and physical effects of both witnessing and experiencing what you perceive as discrimination regardless of whether it meets the threshold of the federal definition of discrimination. Overall faculty that experience and perceive discrimination may have lower quality of life, increased

stress levels, increased perception of discrimination, lack of university engagement ultimately have an impact on students .

## Exempt and Classified Staff

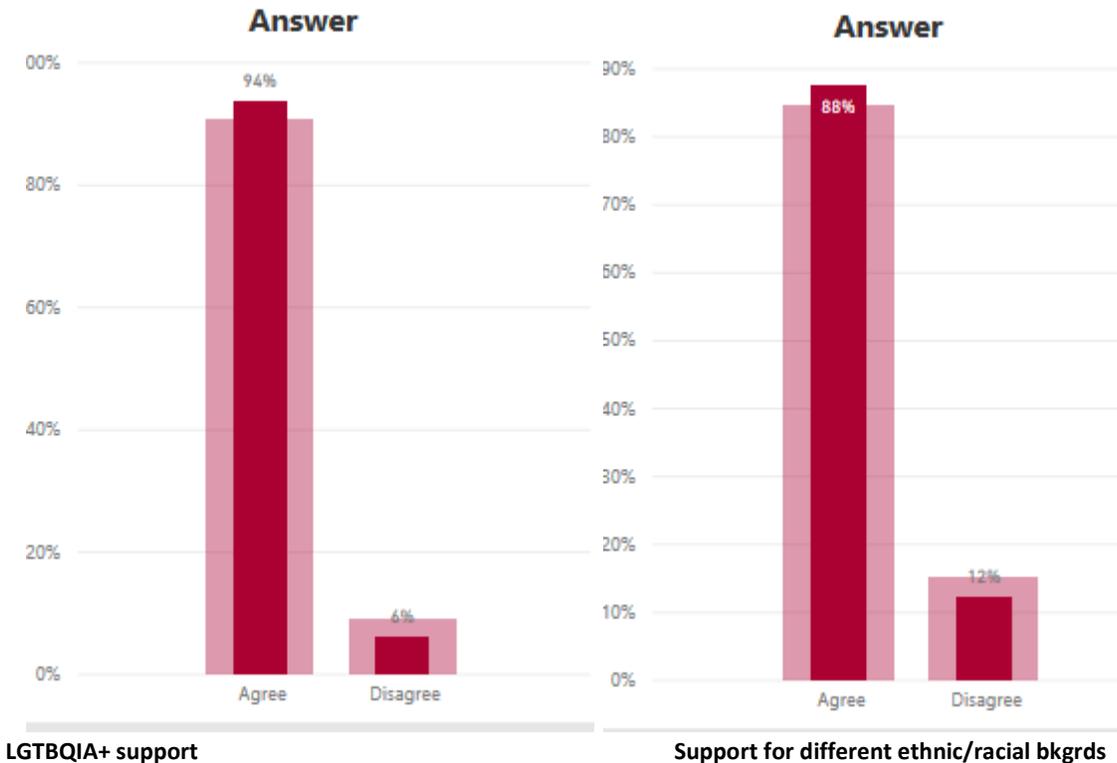
### Demographics

Central Washington University administered the survey to classified and exempt staff in Spring of 2018. Of the 798 responses, 54% of the respondents were staff. Both classified and exempt staff comprised 27%, respectively, of the respondents. The survey yielded a 46% response rate from classified and exempt staff.

In order to ensure anonymity the survey did not disaggregate by division or department. The respondents were aggregated into Traditionally Underrepresented Groups (TUG) to provide anonymity in the survey due to the lack of representation in some racial/ethnic groups. Whites make up the majority of exempt staff (79.03) and classified staff (83.65). While 19.35% TUG respondents were exempt and 16.49% of classified respondents were from TUG.

Of the exempt staff, 44.39% identified as male, 27.78% of classified staff identified as male. Of the exempt staff 55.14% identified as female, of the classified 71.21 identified as female and .47% of exempt staff identified as non-binary, while 1.01% of classified staff identified as non-binary. The majority of both exempt (83.49%) and classified staff (83.65%) identified as heterosexual and 16.52% of exempt staff identified as LGBTQIA+ and 16.15% of classified staff identified as LGBTQIA+.

### Staff and Diversity



About 9 out of 10 classified staff (96%) and exempt staff (95%) believe that CWU is supportive of the LGBTQIA+ community and 88.35% of classified staff and 87.65% of exempt staff believe that CWU is supportive of people of different ethnic/racial backgrounds. Classified (67%) and exempt staff (65%) are significantly more likely to believe that there is a spirit of community and cooperation on campus than are faculty (53%).

Significantly, fewer respondents who identified as part of the LGBTQIA+ community agreed that CWU is supportive of their community (48%). Although, this was less likely to be the case if they were also exempt of classified staff (83%). This was even more the case with those who identified as non-gender binary (48%). Although the majority of those who identify as members of traditionally underrepresented groups (83%) agree that CWU is supportive of the LGBTQIA+ community they are significantly less likely to agree that CWU is supportive of the LGBTQIA+ community. The same pattern emerged for the support of people from different ethnic/racial backgrounds. Non-Binary respondents who are classified (52%) and 71% who are exempt employees were less likely to agree that CWU was supportive of people from different ethnic/racial backgrounds as were LGBTQIA+ classified respondents (72%) and exempt (71%). LGBTQIA+ respondents agree that there is a real spirit of community regardless of whether they are classified (67%) or exempt (65%). Half of those classified and exempt respondents who identified as non-binary agree with that community and cooperation exists on campus. This is also the case for respondents who identified as a member of a traditionally underrepresented group and are classified employees (52%), exempt staff responses are much more supportive (73%) of those who are from a traditionally underrepresented group are more likely to agree that there is community and cooperation on this campus.

With respect to interactions among different racial/ethnic groups on campus, 62% of straight staff viewed such interactions satisfactorily, while only 42.8% of LGBTQ staff felt similarly. Also statistically significant, nearly 15 points separated the proportion of staff of color who expressed satisfaction with interactions among various racial/ethnic groups on campus (47.2%) compared to their White colleagues (62.2%). LGBTQ staff also had statistically significant less positive views regarding the overall sense of community among students, staff and faculty (46.8%) compared to straight staff members (62%). More than half of staff of color held a similar sentiment (50.4%), while their White colleagues tended to express more positive views (61.7%), although not a statistically significant difference.

Important to recruiting and retaining staff that are reflect our student body are issues of recruitment, respect, and welcoming. Exempt staff (81%) are supportive of recruiting and retaining faculty and staff from diverse backgrounds. Classified staff (62%), on the other hand, are less likely to support recruiting and retaining faculty and staff of color. Classified staff who identified as TUG are more likely to support recruiting and retaining faculty (68%) and staff

(74%) from diverse backgrounds. LGBTQIA+ classified staff are similar in their response to classified staff in general in their support of recruiting and retaining faculty and staff (62%). While exempt staff are very supportive (94%). Non-binary respondents support is similar to LGBTQIA support weaker among classified staff who identified as non-binary and stronger among exempt staff who are non-binary.

An indicator of campus climate is the response to a welcoming and respectful university. Ninety one percent of exempt employees would describe CWU as welcoming and respectful. Significantly, fewer classified staff (85%) would describe CWU the same way, there is not a significant difference when disaggregated by race/ethnicity. However, LGBTQIA+ classified staff are less likely to describe the university as respectful (72%), but do describe the university as welcoming (87%). This is even more the case for exempt employees who identify as LGBTQIA+, 91% describe the university as welcoming and 89% describe the university as respectful. There are significant differences between classified and exempt staff in response to the statement there is a sustained level of interest and focus on the well-being of faculty and staff. Classified and exempt employees that identify as non-binary are significantly lower than all other groups.

Agree that there is sustained level of interest and focus on the well-being of faculty and staff

	Classified	Exempt
All	53%	60%
TUG	50	67
LGTBQIA+	56	54
Non-Bin	10	38

Eight out of ten classified and exempt staff agree that CWU is responsive to reports of discrimination, can find information related to discrimination policies, and would feel comfortable reporting and act of discrimination they witnessed.

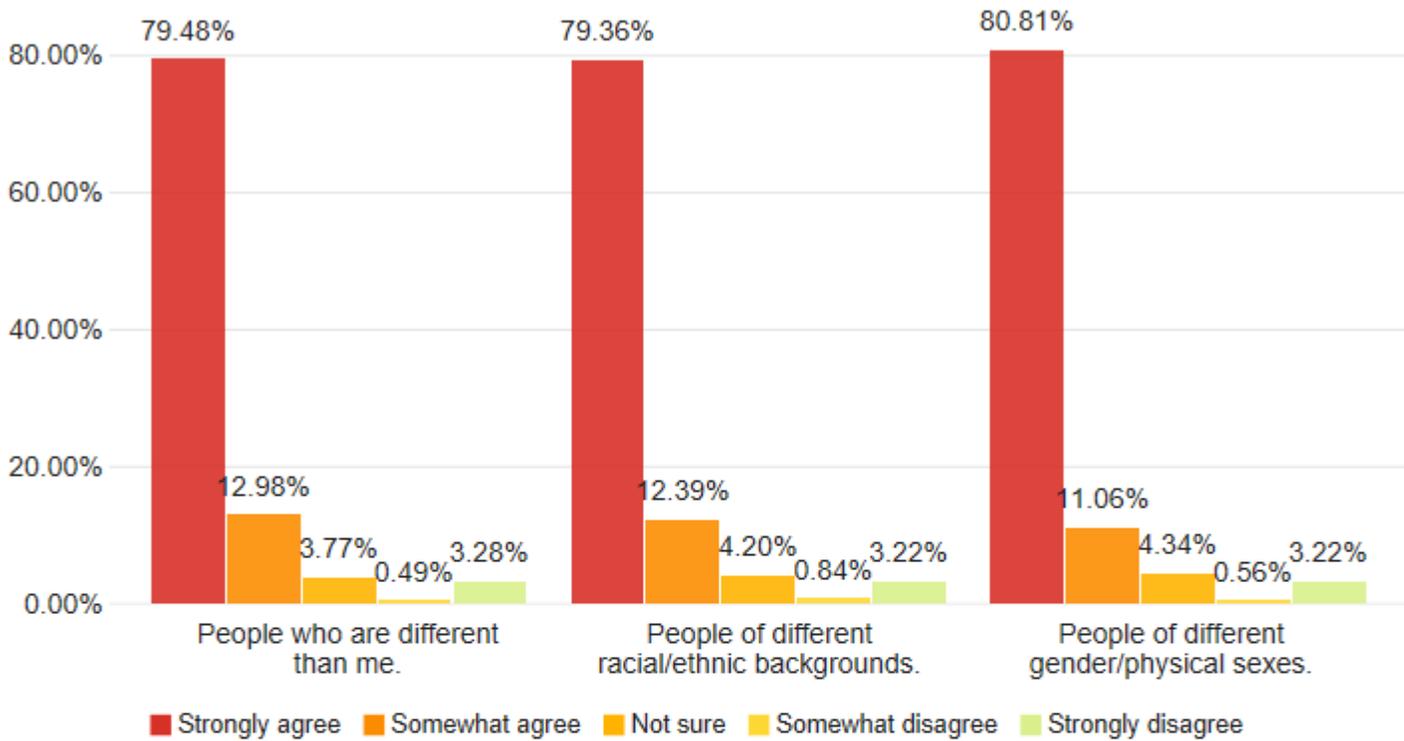
### Student Success Survey

Student Success at Central Washington University conducted a survey of students in University 101 and all First Time Full Time students. The survey provided to 2120 students, 1400 students completed the survey, which was a 70% response rate. The survey included a campus climate section that will be included in this report. Fifty-one percent of respondents were female, 47% were male and 2% were identified in the report as X. In terms of race and ethnicity, 57% of respondents were white, 30% members of traditionally underrepresented groups and 13% not

reported. For disaggregated information, see the Students Success report on Campus Climate. Two questions address issues of respect.

Students believe that faculty and staff are respectful of people who are different from the respondent, people of different racial/ethnic backgrounds and people of different gender/physical sexes.

### Q18 I feel that CWU faculty/staff are respectful of:



### Q18 I feel that CWU faculty/staff are respectful of:

Field	Strongly agree	Somewhat agree	Not sure	Somewhat disagree	Strongly disagree
People who are different than me.	1,139	186	54	7	47
People of different racial/ethnic backgrounds.	1,134	177	60	12	46
People of different gender/physical sexes.	1,154	158	62	8	46

The majority of students also responded that they felt the Ellensburg community is respectful of people of different racial/ethnic backgrounds 87% of students strongly agreed or somewhat agreed with the statement.

## Conclusions and Take-Aways

Diversity and Inclusion are critical to the Central Washington University campus. To serve our students it is imperative that there are free exchanges of ideas in environments that are supportive. Academic engagement and academic excellence can only occur in learning environments of respect. CWU is committed to a caring and multicultural community as is indicated by our mission statement, values, and theme 2 of the strategic plan. Critical to creating a positive learning environment for students is creating a work environment that promotes a campus climate that is fair, collaborative, trusting, and promotes communication. There is a plethora of research that identified how important a perceived positive climate is related to positive outcomes for students, faculty and staff. This is particularly important when we identify the experiences of traditionally underrepresented affinity groups (women, people of color, LGBTQIA+, non-binary). In this survey, a large percentage of these groups indicated that they perceived the climate as more hostile, less communicative, less trusting, and more biased.

Similar to other universities (Campus Climate Assessment Project), the majority of faculty and staff are generally glad to be at Central Washington University, care about students and their success, and were positive about the work that they do. However, three major areas arose that CWU needs to address, these include areas of trust, communication and collaboration. When responses were disaggregated by various demographics, there were areas of concern that were apparent. Respondents from traditionally underrepresented groups were significantly more likely to have experienced discrimination, felt less valued, and felt as if they were held to different standards of review, and were generally less comfortable with the overall campus climate.

## Next Steps:

Spring quarter 2019, two working open forums will occur to present the data to the campus community followed by small groups in which the expertise of the campus community can be utilized to develop recommendations to reduce the significant gap between faculty and staff of particular affinity groups and the general population. The following recommendations have been identified in several research studies as best practices, which will provide a start to be implemented by the campus community.

## Recommendations

1. Recognize all members of the university community and their impact on student success
  - a. Treat all university employees with respect
  - b. Recognize the work of employees at all levels
  - c. Create a climate for sharing concerns and criticisms
2. Collaboration between divisions to assess, develop, coordinate, and monitor campus climate.
3. Create a mechanism to identify all campus activities that contribute to the campus climate
4. Diversity through recruitment and retention hiring diverse employees that reflect the diverse student body.
5. Provide appropriate diversity training for all employees
6. Develop department guidelines and criteria for how departments work toward enhancing diversity and a collaborative campus climate.
7. Provide workshops that promote understanding and appreciating difference
8. Provide activities that enhance team building skills for a diverse workplace
9. Provide workshops for faculty to assist in the development of diversity awareness, learning styles in the classroom
10. Promote wide variety of activities that promote communication, faculty and staff involvement and cultural appreciation
11. Create mechanisms to increase diverse hiring pools

## Spring 2018 Qualitative Survey Results

Central Washington University administered a campus climate survey to faculty and staff in the Spring of 2018 to assess the campus environment for all faculty, staff, and administrators. The respondents were asked if they thought about leaving CWU and why, why did they stay, and were provided with space for further comments. There were 198 comments to these questions. Key findings include:

- The most commonly identified reasons that people stay at CWU are the nature of the work and students, colleagues, and the community.
- The most commonly identified ways that CWU can improve are better compensation, more opportunities for advancement, better communication and transparency, and a greater sense of belonging and value.

The comments were analyzed through content analysis. Identifying common themes in the comments made by faculty and staff. The most common identifying themes emerged and subcategories within themes revealed variations in response. One response can have more than one theme. A wide range of areas faculty and staff believed were CWU strengths and opportunities for improvement.

Theme (% of Total Comments)	Summary	Employee Quotes
Positive Working Environment (10%)	Positive working Environment includes responses about respectful and motivated students, nature of work, and departmental colleagues	"I really love the work I do at CWU. I see that it is impactful in the lives of students and families. I am also constantly in awe of the awesome people I meet at CWU and the work that they do to improve the lives of the students we serve."
Negative Working Environment (6%)	Departmental conflict, lack of accountability, and a perceived lack of support	"Recent changes in my department, college, and the university have made this a place where I can no longer work. The changes are very shortsighted. We are not serving our students or the University's mission. Money before student success."
Communication, Transparency, and Trust (25%)	Perceived lack of transparency, communication, and trust in selected areas of Administration	"I'm very disappointed in this university and the administration's current treatment of faculty and staff....lack of respect, little to no (or very last minute) communication about important issues and changes. This results in a negative impact on our students, and they should be our priority! I do not feel valued outside

		of my unit and it's very discouraging and disappointing.”
Compensation and Advancement (8%)	Lack of just compensation or ability to advance in a job.	“It's hard to feel included and valued in a community that places such a low value on the work done by myself and others.”
Support for DEI (6%)	Need more DEI work, increased faculty and staff diversity, more retention programs	“This university seems to only like to hire white males and females in positions of power.”
Too much DEI (20%)	Spend too much time on DEI work, bias against white males, too much money on DEI work	“CWU has gone too far with diversity;” we don't pursue diversity at the expense of high quality.”
Bias (13%)	Includes racial, gender, and religious bias	“It needs to stop giving EVERY position of power in this university to a white person (especially when they are not qualified) and being making real change by allowing minority voices who contribute to CWU to enact real, tangible change”

The common theme that emerged from the 184 comments that related to a positive work environment, respondents were satisfied with their working environment and loved working with students and their colleagues. Although employees are satisfied with the roles and responsibilities of their work they would like more opportunities for increased pay or promotion. This varied across departments and colleges. Employees enjoy their positions when working with students and collaborating with their colleagues. The other common theme that appeared was the support for DEI including the need to do more DEI work across campus. There were several opportunities for improvement that largely surrounding Communication, transparency, and trust. Employees perceived that some administrators elicited fear in all interactions and were seen as not supportive, collaborative nor communicative. There exists an environment where bias is ignored and there is a sense of some respondents that when bias incidents are reported they are not taken seriously, the process for reporting is not apparent, and there is a need to hold people accountable.

Several initiatives can address issues identified in the qualitative section of the survey.

- CWU should work on creating professional development opportunities for both faculty and staff and reward participation.
- CWU should create a communication plan that highlights DEI initiatives and educate employees on decision-making processes that would assist in transparency and accountability.
- Develop new programs throughout the year that provide space for employees to develop relationships with each other, particularly those outside their department or program.

Faculty and staff are passionate about students and enjoy working with colleagues who share a common mission of serving students. The university is located in a beautiful area that faculty and staff take advantage of

and many believe that there is a welcoming environment on campus. There are many areas of improvement, transparency and trust, compensation and advancement, the need for more professional development, and more activities that promote team building.