

Research in BRIEF

A Newsletter of the Institutional Research Office



CHAPMAN UNIVERSITY

November 2015

Vol. 13, No. 33

2015 CAMPUS CLIMATE & WORK ENVIRONMENT SURVEY

(Administered Spring 2015)

Chapman University's Campus Climate & Work Environment Survey, a "home-grown" on-line survey, was developed in 2007 to assess employees' satisfaction with the university and to gather information about their impressions of their work environment and the campus climate at Chapman University. The survey was administered for the fifth time in Spring 2015 to all full-time Chapman University employees. On April 14, 2015, 731 staff and administrators received an email invitation from the Vice President of Human Resources containing the unique link to the survey. The survey was open for one week. Exactly 387 surveys were submitted on-line, resulting in a 52.9% response rate.¹

Sample Representation and Demographics

Since all 731 Chapman University employees were invited to participate in the survey, the Spring 2015 survey sample accounts for 53% of Chapman University's full-time employee population. Approximately 66% of the respondents self-identified as staff and 34% as administrators.

Findings show that the characteristics of the survey respondents do *not* match those of the employee population of Chapman University in every instance. As would be expected given the demographics at Chapman University, the survey sample is composed mostly of female, White employees. Close to 5% of the sample reported that they considered themselves "to be a person with a disability." The type of disability was not specified in the survey. New to the survey this year was a question on sexual orientation: "What best describes your sexual orientation?" Approximately 91% of the sample self-identified as Heterosexual/Straight.

Chapman employees were also asked to specify how many years they worked at Chapman University. Findings show that about 43% of the respondents reported having worked at Chapman University for four years or less.

2015 Full-time Staff and Administrators		
	Employee Population	Survey Sample
SEX		
Male	42.6%	37.1%
Female	57.4%	62.6%
Intersex	n/a	0.3%
HISPANIC/LATINO		
Yes	11.9%	19.3%
No	88.1%	80.7%
RACE/ETHNICITY~		
American Indian or Alaska Native	0.6%	3.6%
Asian	8.7%	9.8%
Black or African-American	2.6%	4.1%
Native Hawaiian or Other Pacific Islander	1.4%	2.4%
White	52.6%	78.3%
Two or More Races	2.6%	3.1%
Race/Ethnicity Unknown	31.5%	0.0%
DISABILITY		
Yes	n/a	4.7%
No	n/a	95.3%
SEXUAL ORIENTATION		
Heterosexual/Straight	n/a	91.0%
Gay	n/a	2.4%
Lesbian	n/a	1.6%
Bisexual	n/a	2.1%
Queer	n/a	0.5%
Other	n/a	2.4%
YEARS OF SERVICE		
Less than 4 years	47.1%	43.1%
5 or more years	52.9%	56.8%

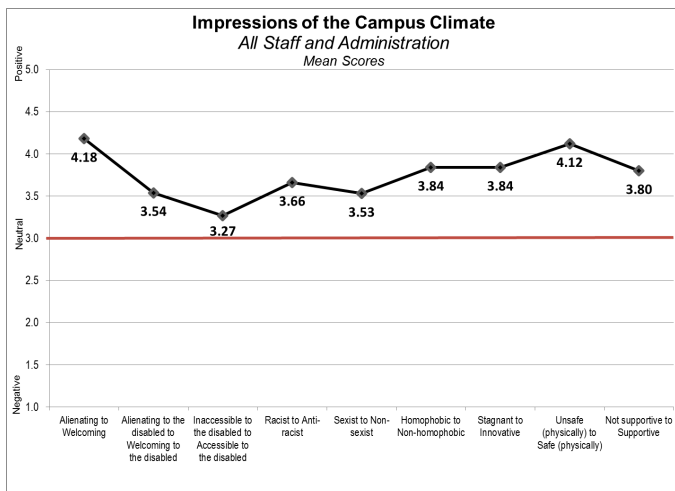
~Respondents allowed to select more than one category.

FINDINGS

The Campus Climate & Work Environment Survey questions were separated into three sections: Impressions of the Campus Climate, Impressions of Your Work Life/Environment, and Impressions of the Institutional Leadership and University. All analyses were conducted by Chapman's Institutional Research Office (CIRO). Frequency distributions and average mean scores were calculated for all questions. In addition, average mean scores were calculated for sub-groups within the employee population. Significant testing was also done between selected groups. Qualitative data collected are also summarized in this report.

Impressions of the Campus Climate

Staff and administrators were asked to describe the general climate at Chapman University using a series of bipolar, descriptive adjectives on a five-point scale (1-Corresponding to a negative description, 3-A neutral description, and 5-Corresponding to a positive description). Specifically, respondents were asked: Based on your experience, how would you describe the general climate of Chapman University?



Findings show that mean scores were all above 3 (i.e., Neutral), revealing that most staff and administrators have somewhat favorable perceptions of the general campus climate at Chapman University. While still above the neutral point, the mean score for the descriptor “Inaccessible to the disabled to Accessible to the disabled” was the lowest among all the descriptors (3.27), followed by “Sexist to Non-Sexist” (3.53).

Additional analyses reveal statistically significant differences between various groups of employees. Data show that when compared to men, women were more likely to perceive the campus as “Alienating to the Disabled,” “Inaccessible to the Disabled,” “Racist,” and “Sexist.” When compared to White employees, Non-white employees were more likely to perceive the campus as “Stagnant” and “Unsafe (physically).” Additional analyses also show that for all campus descriptors, employees who self-identified as heterosexual/straight, were more likely to use positive descriptors for the campus when compared to employees who self-identified as gay, lesbian, bisexual, queer, or other.

Impression of Your Work Life/Environment

In this section, staff and administrators were asked to agree or disagree to various statements related to their work life and environment using a five-point scale from 1-Disagree Strongly to 5-Agree Strongly. Questions were grouped by similar topical areas. Given the direction of the scale, higher mean scores translate into stronger agreement with the statement.

Impressions of Your Work Life/Environment		All (n=387)
CU Mission		
I am dedicated to supporting the mission of Chapman University.		4.45
I see my work as an integral part of the overall mission of educating students here at Chapman University.		4.29
CU As A Place To Work		
I am proud to work at Chapman University.		4.28
I would recommend Chapman University as a good place to work.		4.11
All things considered, I am satisfied with my employment at Chapman University.		4.06
My morale is good.		3.92
I would like to stay at Chapman University for the rest of my career.		3.56
My opinion/input is valued at Chapman University.		3.59
I have considered leaving Chapman University in the past year.		2.89
Supervisor/Department Head		
My supervisor treats me with respect.		4.32
My department head displays behaviors and attitudes that are consistent with the institution's stated core values.		4.26
I feel appreciated for the work I do by my immediate supervisor.		4.12
My department head does a good job of keeping me informed about issues and decisions affecting my job.		3.91
Climate for Diversity		
I know how to report officially any racist, sexist, or other offensive behaviors.		4.10
I frequently hear coworkers/other employees make inappropriate comments about people who are different from themselves.		2.07
Work Space/Work Environment		
My work environment is accessible.		4.08
My physical working space is comfortable.		4.02
My immediate working environment allows me to be creative and innovative.		3.81
Compensation and Benefits		
I am satisfied with the selection of benefits offered.		3.96
Based on my level of experience, I am fairly compensated.		3.06
Training and Professional Development		
I have been provided with the training necessary to do my job.		3.84
I have been enriched by attending a professional workshop or campus training activity.		3.68
In the past year, I have had opportunities to learn and grow professionally.		4.00

Five-point scale: 1-Disagree Strongly, 2-Disagree, 3-Neutral, 4-Agree, 5-Agree Strongly

CU Mission

The mission statements received high agreement. In fact, the majority of respondents agreed with the statement “I am dedicated to supporting the mission of Chapman University.” In other words, 95% of all respondents “agreed” or “agreed strongly” with the statement asking if they were dedicated to supporting the mission of Chapman University. Also, very highly rated was the statement which asked if respondents saw their work as an integral part of the overall mission of educating students at Chapman University. Additional analyses reveal that compared to staff, administrators were significantly more likely to see their work as an integral part of the overall mission of educating students.

CU As A Place to Work

The high level of agreement with the following statements suggests that a large proportion of Chapman University’s staff and administrators are satisfied with their employment: “I am proud to work at Chapman University,” “I would recommend Chapman University as a good place to work,” and “All things considered, I am satisfied with my employment at Chapman University.” In addition, respondents also tended to disagree with the following statement: “I have considered leaving Chapman University in the past year.” While still above the neutral rating, the following statements tended to garner less agreement with

respondents: “My morale is good,” “I would like to stay at Chapman University for the rest of my career,” and “My opinion/input is valued at Chapman University.”

There were several significant differences between staff and administrators. Data reveal that administrators were significantly more likely to indicate that they were proud to work at Chapman University, satisfied with their employment, indicate that their morale is good, and report that their opinion/input is valued at CU. A significant difference was found between males and females for the following question: “I would like to stay at Chapman University for the rest of my career.” Data show that males were significantly more likely to indicate that they would like to stay at Chapman University for the rest of their career.

When data were disaggregated by years of service, findings revealed that respondents who reported having worked at Chapman five years or more were significantly more likely to want to stay at CU for the rest of their career. Two significant differences were revealed when data were disaggregated by sexual orientation. Findings show that employees who identified as heterosexual/straight were more likely to agree with “I am proud to work at Chapman University” and “I would like to stay at Chapman University for the rest of my career.”

Supervisor/Department Head

Overall, findings suggest that the majority of Chapman employees are satisfied with their relationship with their supervisor. For example, most staff and administrators tended to agree that their supervisor treated them with respect and felt appreciated by their supervisor for the work they do. Data also revealed that while employees were likely to agree that their department head displayed behaviors and attitudes that were consistent with the institution’s stated core values, they did not seem to feel as strongly that their department heads kept them informed about issues and decisions affecting their job. When data were disaggregated, data revealed significant differences between staff and administrators. Specifically, data show that administrators were more likely to report that they felt appreciated for the work they do by their immediate supervisor and that their department head does a good job of keeping them informed about issues and decisions affecting their job.

Climate for Diversity

Most respondents tended to disagree with the statement: “I frequently hear coworkers/other employees make inappropriate comments about people who are different from themselves.” Significance testing shows that employees who identified as gay, lesbian, bisexual, queer or other were more likely than employees who identified as heterosexual/straight, to indicate they

frequently heard such comments from coworkers/other employees.

Data also show that most employees know how to officially report racist, sexist, or other offensive behaviors. For example, a frequency distribution reveals that 83% of Chapman employees “agreed” or “agreed strongly” with the following statement: “I know how to report officially any racist, sexist, or other offensive behaviors.” However, when data were disaggregated by employee status, administrators were significantly more likely to indicate that they know how to officially report such behaviors. Further analyses also show that employees who have been at Chapman five or more years were also significantly more likely to be aware of the proper reporting process for offensive behaviors.

Work Space/Work Environment

Findings show that Chapman employees tended to agree with the following statements related to work space/environment: “My work environment is accessible” and “My physical working space is comfortable.” While still above the neutral rating, the following statement tended to produce less agreement with respondents: “My immediate working environment allows me to be creative and innovative.” When data were disaggregated, several significant differences were revealed between groups. Compared to staff, administrators were significantly more likely to agree that their physical working space was comfortable and their working environment allowed them to be creative and innovative. White respondents, when compared to Non-white respondents, were significantly more likely to report that their immediate working environment allowed them to be creative and innovative. Employees who had worked at Chapman University for less time (4 years or less) were more likely to report that their work environment was accessible. Lastly, employees that identified as heterosexual/straight, were more likely to report that their work environment was accessible and that their work space was comfortable.

Compensations and Benefits

While data suggests that most employees appear to be satisfied with the selection of benefits offered to them (3.96), findings also reveal that Chapman University employees as a group do not feel they are fairly compensated (3.06). Only 42% of respondents “agreed” or “agreed strongly” with the following statement: “Based on my level of experience, I am fairly compensated.” In addition, data show that staff and administrators’ attitudes toward fair compensation did differ significantly. Administrators (3.32) were significantly more likely to agree with the statement about being fairly compensated when compared to staff (2.92). There were no significant differences between other groups with regard to compensation and benefits.

Training and Professional Development

The survey contained three questions related to training and development. About 73% of all respondents reported (“agreed” or “agreed strongly”) that in the past year they have had the opportunity to learn and grow professionally. However, only 69% reported that they had been provided the training necessary to do their job and 64% reported that they had been enriched by attending a professional development workshop. When data were disaggregated for staff and administrators, findings show that administrators were significantly more likely to indicate that they had been enriched by attending a professional workshop/training activity and had been provided the opportunities to learn and grow professionally. Significant differences between White and Non-white employees were also revealed. Data show that White employees were more likely to report that they had been provided the training necessary to do their job and they had been provided the opportunities to learn and grow professionally. Employees who had been at Chapman four years or less were also more likely to report that they had been provided the training necessary to do their job and had been provided the opportunities to learn and grow professionally.

Impressions of the Institutional Leadership and University

In this section, employees were asked to agree or disagree with various statements related to the university and institutional leadership using a five-point scale from 1-Disagree Strongly to 5-Agree Strongly. Given the direction of the scale, higher mean scores translate into stronger agreement with the statement. Questions were grouped by similar topical areas.

Institutional Leadership & Management

Data show that respondents tended to “agree” with the statements related to institutional leadership and management of the university: “Chapman does a good job of informing me about university news and events” (4.16), “Senior Staff display behaviors and attitudes that are consistent with the institution’s stated core values” (4.00), and “In my opinion, Chapman University is a well-managed university” (3.82). When data were disaggregated, significant differences were found between sub-groups. Administrators (when compared to staff), males (when compared to females), and employees who identified as heterosexual/straight (when compared to employees who identified as gay, lesbian, bisexual, queer or other) were more likely to report that Chapman was a well-managed university. Heterosexual/straight employees were also significantly more likely to affirm that “Senior Staff display behaviors and attitudes that are consistent with the institution’s stated core values.”

Impressions of the Institutional Leadership & University		All (n=387)
Institutional Leadership & Management		
Senior Staff (president, chancellor, and vice presidents/chancellors) display behaviors and attitudes that are consistent with the institution’s stated core values.		4.00
In my opinion, Chapman University is a well-managed university.		3.82
Chapman University does a good job of informing me about university news and events.		4.16
Civility and Diversity		
Chapman University is an institution that values treating everyone with civility and respect.		3.96
Chapman University is an institution that values diversity.		3.55
I am familiar with Chapman University’s Statement on Diversity.		3.75
Persons with Disabilities		
Chapman University provides adequate accommodations to people with physical disabilities.		3.47
In my opinion, Chapman University has taken adequate measures to meet the needs of persons with disabilities.		3.48
I have been harassed or discriminated against on campus because of my disability.		1.75
Harassment or Discrimination		
Sexual harassment is taken seriously at Chapman University.		4.14
I have been harassed or discriminated against on campus because of my sex.		1.83
I have been harassed or discriminated against on campus because of my sexual orientation.		1.50
I have been harassed or discriminated against because of my religious affiliation.		1.56
I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation.		1.96
I have felt unwelcomed at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation.		1.77

Five-point scale: 1-Disagree Strongly, 2-Disagree, 3-Neutral, 4-Agree, 5-Agree Strongly

Civility and Diversity

Findings show that the majority of respondents tend to agree that “Chapman University is an institution that values treating everyone with civility and respect” (3.96). However, agreement was not as high for the following diversity statement: “Chapman University is an institution that values diversity” (3.55) and “I am familiar with Chapman’s Statement on Diversity” (3.75). Findings reveal that only about 59% of the respondents “agreed” or “strongly agreed” that CU is an institution that values diversity. Females (when compared to males) were significantly less likely to describe CU as a place that values treating everyone with civility and respect. In addition, data show that employees who have worked at Chapman for five or more years were significantly more likely to be familiar with the Statement on Diversity. Data also reveal that employees who identified as heterosexual/straight were significantly more likely to agree that the CU is an institution that values diversity and treating everyone with civility and respect.

Persons with Disabilities

Mean scores for the agreement questions related to persons with disability appear to be consistent with earlier results which reveal that some employees do not perceive Chapman University as hospitable for people with disabilities. Results show that about 18% of the respondents reported some level of disagreement (“disagree strongly” or “disagree”) with the following statements: “Chapman University provides adequate accommodations to people with physical disabilities” and “In my opinion, Chapman University has taken adequate measures to meet the needs of persons with disabilities.” Very few respondents reported that they had been harassed or discriminated against on campus because of their disability. However, about 53% of the

survey respondents did not feel that this question applied to them and marked “Not Applicable.”

When data were disaggregated by disability status, no significant differences were found between those who identified themselves as a person with a disability and those that did not for any of the questions related to disability. However, significant differences were found when data were disaggregated by sex and sexual orientation. Data show that males and heterosexual/straight employees were significantly more likely to agree with the following statements: “Chapman University provides adequate accommodations to people with physical disabilities” and “In my opinion, Chapman University has taken adequate measures to meet the needs of persons with disabilities.”

Harassment or Discrimination

Data show that employees believe that sexual harassment is taken seriously at Chapman University. While the survey items focused on harassment/discrimination had the lowest mean scores in this section, disagreement with these items suggest that few respondents experienced harassment or discrimination on campus based on their sex, sexual orientation, or religious affiliation. Employees were asked if they had ever felt unwelcome or discriminated against because of their race/ethnicity, gender, sexual orientation, or religious affiliation. While few reported having experiencing either, feeling discriminated was more likely than feeling unwelcomed as a result of someone’s race/ethnicity, gender, sexual orientation, or religious affiliation. Some significant differences between groups were also evident. Administrators were significantly more likely to agree that sexual harassment is taken seriously at Chapman. Females were significantly more likely to report feeling discriminated against because of their sex, as well as because of their religious affiliation. Non-white employees were significantly more likely to report feeling unwelcome because of their race/ethnicity, gender, sexual orientation, or religious affiliation. Employees who had worked at Chapman five or more years were significantly more likely to have felt discriminated because of their race/ethnicity, gender, sexual orientation, or religious affiliation. Lastly, respondents who identified as gay, lesbian, bisexual, queer or other were significantly more likely to indicate that they had been harassed or discriminated against because of their sexual orientation.

Open-Ended Results

After each section, respondents were provided with the opportunity to comment on a specific survey item. The very last question on the survey was also open-ended and respondents were asked: “Do you have any comments/suggestions about improving your working environment and/or Chapman University’s campus

climate?” Thirty-nine percent of the survey respondents took advantage of the opportunity to comment in at least one of the four open-ended sections. Qualitative data from the four questions were examined together. After a thorough review of the qualitative data, comments were grouped into one of fifteen areas. The following received the most comments:

- Campus Climate for Diversity (96)
- Compensation & Benefits (49)
- CU Pride & Praise (32)
- Support & Appreciation (27)
- General Comment/Misc. (25)
- Physical Working space/environment (25)
- Job Training (25)

Qualitative data supported and/or explained some of the quantitative findings in several areas. For example, there were 96 comments related to Chapman’s *Campus Climate for Diversity* which appeared to echo the quantitative findings related to diversity. Findings reveal that only 59% of respondents “agree” or “agree strongly” that CU values diversity. Compared to previous years, comments related to diversity increased substantially during this survey administration. This heightened awareness may be due to the fact that the Chapman University Diversity and Inclusion Initiative was launched in Fall 2014, the semester before the survey was administered. Many respondents also noted the need for diversity training for faculty, staff, and administrators in their comments.

Along the same lines, the open-ended comments also support the quantitative findings which indicate that employees believe more could be done to make the university more welcoming and accessible for people with disabilities. The *Accessibility for the Disabled* section contained 23 comments. Many of the comments focused on the older buildings being inaccessible.

There were 49 comments related to *Compensation & Benefits*. Qualitative data supported the quantitative findings which revealed that many employees are not satisfied with their current pay. Only 42% of the respondents “agreed” or “agreed strongly” that they felt fairly compensated based on their level of experience. While many of the comments related to feeling underpaid, some urged that there be more transparency related to pay structures and merit increase allocations. With regard to benefits, the following suggestions were put forward by respondents: commuter discounts, increase sick and vacation accrual, access to daycare/childcare, flex schedules, parking discounts, and more opportunities for promotion/growth within.

Although employees were asked to comment on what could be improved at Chapman, many staff and administrators also took the opportunity to provide

accolades and highlighted what the university was doing right or what they liked about Chapman University. Comments were grouped in the *CU Pride and Praise* section. Qualitative and quantitative data clearly show that there are many satisfied employees at Chapman University and many who believe that Chapman is “a good place to work.”

SUMMARY AND DISCUSSION

When the quantitative and qualitative data are taken together, the areas that are in most need of attention according to Chapman employees are:

- the value placed on diversity at the university and perceptions related to the climate for diversity;
- the accommodations or access provided to people with disabilities on campus;
- the campus climate for gay, lesbian, bisexual, queer, or other employees, and
- fair compensation.

Findings revealed a notable overall mean score decrease since the last administration for the following question: “Chapman University is an institution that values diversity.” There has been a general mean score decline to this question since the 2011 administration of this survey. In addition, while there was relatively strong agreement in 2015 to the question “Chapman University is an institution that values treating everyone with civility and respect,” the mean score was higher in 2013.

Although the 2014-15 academic year brought a renewed and intense focus on diversity with the Diversity and Inclusion Initiative, perceptions related to the value Chapman places on diversity did not increase. In fact, this perception was less favorable in 2015. There are probably a multitude of reasons which contributed to this decrease. However, it is possible that the work and research of the 12 different working groups made more visible the areas needing improvement at Chapman. The working groups were asked to take a critical look at various aspects of diversity and charged with reviewing best practices and what other universities were doing to address diversity and/or inclusion. In other words, some of the gaps related to resources, programs, and structures may have become more noticeable for some employees when comparing Chapman to best practices in diversity and inclusion at other institutions. It is important to note that while many staff and administrators welcomed this new focus on diversity (as indicated by the qualitative data), others seemed skeptical that the focus on diversity and inclusion was sustainable. Perhaps this skepticism about the future of diversity and inclusion at Chapman also influenced employee perceptions about the value Chapman places on diversity. If recommendations put forward by the various working groups are implemented, it seems reasonable to expect that the perceptions related

to the value placed on diversity at Chapman will also improve in the future.

Quantitative and qualitative data also suggest that many Chapman employees are concerned with the extent to which the university has been able to accommodate people with disabilities. While the number of employees who self-identified as having a disability was small, the mean scores for disability-related items for all employees were among the lowest and have dropped slightly from previous years.

Between group differences provides some evidence that the campus climate at Chapman University may not be as welcoming for employees who identify as gay, lesbian, bisexual, queer, or other. As a group, employees who identified as gay, lesbian, bisexual, queer, or other had less favorable perceptions of Chapman University and were less satisfied with their employment and working environment. While the number of employees who self-identified as gay, lesbian, bisexual, queer, or other was small, this group consistently had less favorable perceptions than the other subgroups. More research in this area is warranted.

The overall mean score for “Based on my level of experience, I am fairly compensated,” remained fairly steady in 2015. While the movement in the mean score was in the positive direction, this question still had one of the lowest mean scores and qualitative data suggest that employees still believe there is room for improvement. In addition, the largest significant gap was between staff and administrators. Qualitative data suggest that more transparency related to pay structures and merit increase allocations, as well as more opportunities for promotion/growth within the university would be welcomed among employees. Now that the Staff Compensation Program initiated in 2012 has been institutionalized, employee salaries are reviewed on a regular basis by Human Resources and monitored for market value and competitiveness. With this continuous improvement process in place, it is possible for the university to continue to see gradual improvements with respect to compensation perceptions, especially for staff.

The survey results bring to light some concerns that may warrant further attention but they also highlight various strengths. Overall, qualitative and quantitative data reveal that most employees are satisfied, proud to work at Chapman, and are dedicated to supporting its mission.

Notes:

- 1 While the high survey response rate provides a high level of confidence in the findings, generalization of the findings beyond the perceptions and attitudes of Chapman University full-time staff and administrators should be made with caution.

Prepared by: Chapman’s Institutional Research Office (CIRO)
<http://www.chapman.edu/CHANCELLOR/ciro/>
