Research in BRIEF

A Newsletter of the Institutional Research Office

✳ CHAPMAN UNIVERSITY

2017 CAMPUS CLIMATE & WORK ENVIRONMENT SURVEY
(Administered Spring 2017)

Chapman University's Campus Climate & Work Environment 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 sixth time in Spring 2017 to all full-time employees at Chapman University. This year employees who worked 30 hours or more were also included. On April 11, 2017, 830 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 383 surveys were submitted on-line, resulting in a 46.1% response rate.[1]

Sample Representation and Demographics

Since all 830 Chapman University employees were invited to participate in the survey, the Spring 2017 survey respondents account for 46% of Chapman University's employee population working over 30 hours a week. 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. The survey sample is composed mostly of female, White employees. While it is not possible to compare the race/ethnic sample distribution to the population because of the large number of people who did not disclose their race or ethnicity, it appears that many of the population "race/ethnicity unknown" may have identified as White in the survey. Close to 6% 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. Approximately 90% of the sample self-identified as Heterosexual/Straight.

Chapman employees were asked to specify if most of their time was spent on the Orange Campus or Rinker Campus. Findings show that about 93% of the survey respondents reported spending most of their time on the Orange Campus.

2017 Full-time Staff and Administrators (employed 30 or more hours)	Employee Population	Survey Respondents
SEX		
Male	41.7%	34.9%
Female	58.3%	65.1%
Intersex	n/a	0.0%
HISPANIC/LATINO		
Yes	12.6%	20.4%
No	87.4%	79.6%
RACE/ETHNICITY~		
American Indian or Alaska Native	1.8%	0.3%
Asian	8.3%	11.5%
Black or African-American	2.4%	1.6%
Native Hawaiian or Other Pacific Islander	1.7%	2.0%
White	38.3%	75.7%
Two or More Races	1.7%	3.9%
Race/Ethnicity Unknown	45.9%	4.9%
DISABILITY		
Yes	n/a	5.6%
No	n/a	94.4%
SEXUAL ORIENTATION		
Heterosexual/Straight	n/a	90.3%
Gay	n/a	5.4%
Lesbian	n/a	1.1%
Bisexual	n/a	1.3%
Queer	n/a	0.3%
Other	n/a	1.6%
YEARS OF SERVICE		
Less than 4 years	44.4%	45.7%
5 or more years	55.6%	54.4%
PRIMARY CAMPUS		
Orange Campus	94.8%	92.7%
Rinker Campus	5.2%	7.3%

~Respondents allowed to select more than one category

2017 SURVEY FINDINGS

The Campus Climate & Work Environment Survey questions were separated into three sections: Work Life/Environment, Institutional Leadership and the University, and Campus Climate. Discussed in this report are some of the most salient findings from the survey organized by section. 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 and significant testing was also done between selected groups. Qualitative data collected are also summarized in this report.

Work Life/Environment

Staff and administrators were asked to agree or disagree with 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.

Work Life/Environment	All (n=383)
CU Mission	
I am dedicated to supporting the mission of Chapman University.	4.39
I see my work as an integral part of the overall mission of educating students here at Chapman University.	4.27
CU As A Place To Work	
I am proud to work at Chapman University.	4.23
I would recommend Chapman University as a good place to work.	3.96
All things considered, I am satisfied with my employment at Chapman University.	3.92
My morale is good.	3.76
My opinion/input is valued at Chapman University.	3.49
I would like to stay at Chapman University for the rest of my career.	3.45
I have considered leaving Chapman University in the past year.	3.08
Supervisor/Department Head	
My department head displays behaviors and attitudes that are consistent with the institution's stated core values.	4.27
My supervisor treats me with respect.	4.23
I feel appreciated for the work I do by my immediate supervisor.	4.04
My department head does a good job of keeping me informed about issues and decisions affecting my job.	3.93
Work Space/Work Environment	
My work environment is accessible.	4.16
My physical working space is comfortable.	3.96
My immediate working environment allows me to be creative and innovative.	3.85
I frequently hear coworkers/other employees make inappropriate comments about people who are different from themselves.	1.98
Compensation and Benefits	
I am satisfied with the selection of benefits offered.	4.15
Based on my level of experience, I am fairly compensated.	3.00
Training and Professional Development	
In the past year, I have had opportunities to learn and grow professionally.	3.92
I have been provided with the training necessary to do my job.	3.76
I have been enriched by attending a professional workshop or campus training activity.	3.67

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

CU Mission

The mission statements received high agreement. Findings show that 92% of all respondents "agreed" or "agreed strongly" with the statement asking if they were dedicated to supporting the mission of Chapman University and 86% "agreed" or "agreed strongly" with the statement which asked if respondents saw their work as an integral part of the overall mission of educating students at Chapman University. Between group differences show that heterosexual/straight respondents (compared to gay, lesbian, bisexual, queer or other respondents) were significantly more likely to agree with the statement focused on their work being an integral part of the overall mission of educating students at CU.

CU As A Place To Work

The high level of agreement with the following statements suggests that a large proportion of Chapman 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." While still above the neutral rating, the following statements tended to garner less agreement with respondents: "My morale is good," My opinion/input is valued at Chapman University," "I would like to stay at Chapman University for the rest of my career" and "I have considered leaving Chapman University in the past year."

There was one significant difference between staff and administrators. Data reveal that administrators were significantly more likely to indicate that their opinion/input is valued at CU. Several between group differences were observed for the following item: "I would like to stay at Chapman University for the rest of my career." Findings show respondents who reported having worked at Chapman five years or more, identified as heterosexual/straight, or worked at the Rinker Campus, were significantly more likely to want to stay at CU.

Supervisor/Department Head

Overall, findings suggest that the majority of Chapman employees are satisfied with their relationship with their supervisor. For example, most respondents tended to agree that their supervisor treated them with respect and felt appreciated by their immediate 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.

Data revealed significant differences between subgroups for some questions. For example, with regard to the question about "supervisor treating me with respect," findings show that respondents who did not indicate they had a disability, as well as those that indicated that they spent most of their time on the Orange Campus, were significantly more likely to feel like their supervisor treated them with respect. Disaggregations by race/ethnicity show that White respondents were significantly more likely to agree with the statement about the department head displaying behaviors and attitudes that were consistent with the institution's stated core values. There were also significant differences for the item which asked about feeling appreciated by immediate supervisors. Findings show that White respondents and those respondents that did not indicate they had a disability were more likely than their counterparts to report that they felt appreciated for the work they do by their immediate supervisor.

Work Space/Work Environment
Among the items related to work space/environment, findings show that the highest agreement was for the statement which asked if their "work environment was accessible," followed by "My physical working space is comfortable" and "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 work space was accessible, their physical working space was comfortable and their working environment allowed them to be creative and innovative. White respondents (compared to Non-White respondents), were significantly more likely to report that their work environment was accessible and their immediate working environment allowed them to be creative and innovative. Employees who identified as heterosexual/straight were significantly more likely to report that their work environment was accessible. Findings show that most respondents tended to disagree with the statement: "I frequently hear coworkers/other employees make inappropriate comments about people who are different from themselves."

Compensation and Benefits
While data suggest that most employees appear to be satisfied with the selection of benefits offered to them, findings reveal that Chapman employees as a group do not feel strongly they are fairly compensated. Only 41% 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 were significantly more likely to agree with the statement about being fairly compensated when compared to staff.

Training and Professional Development
The survey contained three questions related to training and professional 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 66% reported that they had been provided the training necessary to do their job and 65% 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 provided the opportunities to learn and grow professionally. White employees and employees without a reported disability were also more likely to indicate that they had been provided the opportunities to learn and grow professionally. Employees who had

been at Chapman four years or less were more likely to report that they had been enriched by attending a professional workshop or campus training activity.

Employees were also asked if they had participated in professional activities related to diversity and inclusion over the last two years. Findings reveal that 66% of respondents indicated that they had participated in some activity related to diversity and inclusion. Employees were also asked: "If you were on a search committee in the last two years, did your committee ensure that you were considering a diverse applicant pool." Of those who had been on a search committee (N=125), data revealed that 80% were on committees that considered a diverse applicant pool.

Institutional Leadership and the University
In this section, staff and administrators 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 & University	All (n=383)
Institutional Leadership & Management	
Senior Staff (president, provost, and vice presidents/provosts) display behaviors and attitudes that are consistent with the institution's stated core values.	4.07
In my opinion, Chapman University is a well-managed university.	3.73
The University	
Chapman University does a good job of informing me about university news and events.	4.19
Sexual harassment is taken seriously at Chapman University.	4.15
Chapman University is a student-centered institution.	4.13
Chapman University is an institution that values treating everyone with civility and respect.	4.09
Chapman University is an institution that values diversity.	3.90
In my opinion, Chapman University has taken adequate measures to meet the needs of persons with disabilities.	3.78

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

Institutional Leadership & Management
Data show that respondents tended to "agree" with the following: "Senior Staff display behaviors and attitudes that are consistent with the institution's stated core values." While not as strong, respondents also tended to agree with "In my opinion, Chapman University is a well-managed university." Disaggregated data show that heterosexual/straight employees were significantly more likely to affirm that "Senior Staff display behaviors and attitudes that are consistent with the institution's stated core values."

The University
Several questions were asked about how employees perceived Chapman University. Findings show that the majority of respondents tended to agree with the following statements: "Chapman University does a good job of informing me about university news and events," "Sexual harassment is taken seriously at

Chapman University," "Chapman University is a student-centered institution," "Chapman University is an institution that values treating everyone with civility and respect," and "Chapman University is an institution that values diversity." Findings reveal that 75% of the respondents "agreed" or "agreed strongly" that CU is an institution that values diversity. However, findings did reveal that Non-White respondents (when compared to White respondents) were significantly less likely to describe CU as an institution that values diversity.

While still above neutral, data shows that agreement was not as high for the following CU statement: "In my opinion, Chapman University has taken adequate measures to meet the needs of persons with disabilities." Results show that only about 12% of the respondents reported some level of disagreement ("disagree" or "disagree strongly") with the statement. When data were disaggregated by disability status, no significant differences were found. However, male respondents and respondents who identified as heterosexual/straight were significantly more likely (than their comparison group) to agree with this statement.

Campus Climate
The survey contained several statements related to campus climate and perceptions/experiences with harassment or discrimination on campus. Staff and administrators were asked to agree or disagree with these statements 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. It is important to note that all of the statements in the harassment and discrimination sub-heading are worded in a way that a lower mean score would translate into a favorable perception.

Campus Climate	All (n=383)
Climate for Diversity	
I feel physically safe on campus.	4.36
I know how to report officially any racist, sexist, or other offensive behaviors.	4.19
I am familiar with Chapman University's Statement on Diversity & Inclusion.	4.11
Issues of diversity and inclusion are regularly discussed in my department.	3.20
Harassment or Discrimination	
I have been harassed and discriminated against on campus because of my sex.	1.82
I have felt unwelcomed at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation.	1.81
I have been harassed or discriminated against because of my religious affiliation.	1.57
I have been harassed or discriminated against on campus because of my disability.	1.56
I have been harassed or discriminated against on campus because of my sexual orientation.	1.49

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

Climate for Diversity
Survey findings suggest that most employees at Chapman feel physically safe on campus. Over 91% of the survey respondents "agreed" or "agreed strongly" with the statement about physical safety. However, when data were disaggregated by subgroups, female respondents, Non-White respondents, gay, lesbian, bisexual, queer or other respondents, and those respondents who spend most of their time on the Rinker Campus were significantly less likely to agree with the statement about feeling safe.

Data also show that most employees know how to officially report racist, sexist, or other offensive behaviors. About 87% of Chapman employees "agreed" or "agreed strongly" with the following statement: "I know how to report officially any racist, sexist, or other offensive behaviors." When data were disaggregated, male respondents and employees who have been at Chapman five or more years were significantly more likely to be aware of the proper reporting process for offensive behaviors. Findings also show that most respondents are aware of Chapman University's Statement on Diversity & Inclusion. However, when employees were asked if issues of diversity and inclusion were regularly discussed in their departments, agreement was not as high for this statement. Administrators, when compared to staff, tended to have higher agreement with the statement.

Harassment or Discrimination
While the 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, disability or religious affiliation. While the mean score overall was the smallest for the item focused on harassment or discrimination based on sexual orientation, when data were disaggregated by sexual orientation findings show respondents who identified as gay, lesbian, bisexual or queer were significantly more likely to agree with that statement. Findings show that very few respondents reported that they had been harassed or discriminated against on campus because of their disability. However, it is important to note that about 49% of the survey respondents did not feel that this question applied to them and marked "Not Applicable." While still low, among these set of questions, the mean score was the highest for harassment or discrimination related to sex. In addition, when data are disaggregated, results show that female respondents were significantly more likely to agree with the statement focused on harassment or discrimination related to sex.

When asked if they had ever felt unwelcome because of their race/ethnicity, gender, sexual orientation, or religious affiliation, few respondents reported having experienced feeling unwelcomed as a result of any of these attributes. Yet, significant differences between groups were evident. Non-White respondents (when compared to White respondents) and gay, lesbian,

bisexual or queer respondents (when compared to heterosexual/straight respondents) were significantly more likely to agree with the statement of feeling unwelcome because of their race/ethnicity, gender, sexual orientation, or religious affiliation.

Open-Ended Results

After each section, an opportunity was provided to comment on a specific survey item. The following open-ended question was also asked at the end of the survey: "Do you have any comments/suggestions about improving your working environment and/or Chapman University's campus climate?" Qualitative data from the four questions were examined together. After a review of the qualitative data, comments were grouped into several areas that emerged and separated by location. The following areas received the most comments from the Orange Campus respondents:

- Compensation and Benefits (73)
- Campus Climate for Diversity (54)
- CU Leadership & University Management (48)
- Support & Appreciation (32)

By far, the most commented area for Orange Campus respondents revolved around issues related to Compensation and Benefits. While many of the comments were about feeling underpaid, others focused on the lack of advancement/promotion opportunities, workload, the level of transparency related to pay structures and merit increases. With regards to benefits, the following suggestions were put forward by respondents: access to daycare/childcare, flex schedules, on campus workout classes, and more opportunities for growth within the university.

Several comments also revolved around the university's Campus Climate for Diversity. Comments varied from respondents indicating the climate was welcoming, to others describing incidents that were unwelcoming or oppressive and needed improvement. Similarly, there were some who indicated that they were "tired" of Chapman's focus on diversity and inclusion, while others who commented on the need for more education/training/progress with respect to diversity and inclusion.

The following areas received the most comments from the Rinker Campus respondents:

- Safety (7)
- Campus Climate for Diversity (5)
- CU Leadership & University Management (4)

While there were not as many comments by Rinker Campus employees—mostly due to the number of employees who identified as primarily working at that location, the most commented area revolved around Safety. The qualitative data appears to support the quantitative data in this area. In other words, data show that respondents who spend most of their time on the Rinker Campus were significantly less likely to agree with the following statement: "I feel physically safe on campus."

Current Perceptions on Diversity and Inclusion

A new open-ended diversity and inclusion question was added to the 2017 survey: "What are your current perceptions of diversity and inclusion at Chapman University?" After a careful review of the comments, it was found that most comments could be grouped into the following three categories:

- Good Progress (56)
- Need for Improvement (34)
- Faculty, Staff, & Admin. Diversity (26)

A good number of the comments revealed that many believe Chapman is moving in the right direction and making "Good Progress" in this area of diversity and inclusion. Comments such as "I think we are getting there" and "I think Chapman has made positive strides toward growth..." seem to suggest that there is a perception that progress is occurring and that Chapman is moving in the right direction. These findings support the quantitative findings which found that the majority of respondents believe that CU is an institution that values diversity.

On the other hand, many staff and administrators also made it clear that progress does not mean that improvement is not necessary or warranted. There were several comments that suggested there is still much work to be done in the area of diversity and inclusion. Areas mentioned needing attention or improvement focused on international students, people with disabilities, gender equity, religious diversity, infrastructure to support diversity, and accessibility compliance. Several comments also mentioned the need to focus on diversifying the students, faculty and staff at Chapman.

<div align="center">**SUMMARY AND DISCUSSION**</div>

The quantitative and qualitative findings from the 2017 survey can be used to assess current university strengths, as well as to help identify areas for improvement and/or issues that may be affecting work life at Chapman.

Despite findings that revealed a mean decrease (since 2015) in employee satisfaction overall, satisfaction was still relatively high. The majority of survey respondents agreed with the statement, "All things considered, I am satisfied with my employment at Chapman University." Approximately 77% of all respondents indicated that they "would recommend Chapman University as a good place to work." Other findings suggest that the majority of CU employees are satisfied with their relationship with their supervisor.

While employee satisfaction is certainly a chief strength and goal, the survey findings revealed other important university strengths. Data show that the majority of Chapman employees are dedicated to the mission of the university and feel that their work is an integral part of the mission of educating students. Findings show that employees have favorable perceptions of Chapman. For example, the majority of respondents reported that Chapman does a good job of informing employees about university news and events, that sexual harassment is taken seriously at Chapman, that Chapman is a student-centered institution, is an institution that values treating everyone with civility and respect, and is an institution that values diversity. Over 86% of staff and administrators indicated that they "are proud to work at Chapman University." And while there were employees who indicated that they had considered leaving Chapman in the past year, a third of those who had considered leaving also indicated that they would like to stay ay CU for the rest of their career.

The survey was also helpful in identifying areas that may need further attention. Despite the introduction of the Staff Compensation program in 2012, one of the areas that continues to be marked unfavorably is compensation. While data suggests that most employees appear to be satisfied with the selection of benefits offered to them, findings reveal that Chapman employees as a group do not feel strongly that they are fairly compensated. Only 41% of the respondents reported that they felt fairly compensated based on their level of experience. The overall mean score also dropped slightly in 2017. Findings show that administrators were significantly more likely to agree with the statement about feeling fairly compensated when compared to staff. Qualitative data also supports the finding that many employees are not satisfied with their current compensation based on their experience.

Findings show there was a notable overall mean score decrease (since 2015) for the following question: "My morale is good." While some of the comments suggest that the decrease in morale is related to not feeling fairly compensated, some of the comments also suggested that low morale may be because some employees are feeling overworked and not feeling appreciated. Other findings show that there is room for improvement in the area of department heads keeping employees informed about decisions and issues affecting their job. In addition, while over 70% of respondents indicated that they have had the opportunity to learn and grow professionally, only 66% indicated that they had been provided the necessary training to do their job.

While over 91% of employees indicated that they felt physically safe on campus, findings suggest that a closer look at this issue by campus may be warranted. While the number of Rinker Campus respondents was small, the quantitative and qualitative data suggest that some employees are not feeling as safe on the Rinker Campus.

Findings from the 2017 survey were able to reveal an important change in diversity perceptions. While 2015 saw a decrease in the overall mean score for the following question: "Chapman University is an institution that values diversity," the 2017 survey results revealed a favorable increase in this area. The 2014-15 academic year brought a renewed and intense focus on diversity and inclusion with the Chapman Diversity Project initiated by the Office of the Provost. As the recommendations put forward by the 13 diversity and inclusion working groups were implemented, it seemed reasonable to expect that the perceptions related to the value placed on diversity at Chapman would also improve. Results from the open-ended question, "What are your current perceptions of diversity and inclusion at Chapman University?," revealed that many employees have seen improvement in the value placed on diversity. Qualitative data indicate that Chapman University is moving in the right direction and making "Good Progress" in this area of diversity and inclusion on campus. Indeed, the introduction of the first Strategic Plan for Diversity & Inclusion for Chapman University in April 2017 is a strong progress indicator in this area.

Lastly, between group differences provides some evidence that the campus climate at Chapman may not be as welcoming for all employees. It is important to continue to monitor these differences and explore if they may be affecting morale and overall satisfaction.

The Campus Climate & Work Environment Survey provides the university the opportunity to grow and learn by identifying areas for improvement that may be affecting work life or overall satisfaction at Chapman University. The 2017 survey findings provided valuable information that can be used to improve the work life of Chapman employees so that everyone has the opportunity to live, learn, and work in a supportive and equitable environment. In addition, regular assessments are helpful for an evolving university because it helps the institution better gauge if perceptions are changing over time or staying the same. An institution such as Chapman which is continually reaching and expanding its goals, will need to continue to assess the perceptions of all its constituencies to be able to grow.

Notes:
1   While the high survey response rate provides a high level of confidence in the findings, generalization of the perceptions and attitudes beyond the perceptions and attitudes of Chapman full-time staff and administrators should be made with caution. Added caution should also be taken when looking at the differences between certain groups and making generalizations due to the small number of people composing that group.