Research in BRIEF

A Newsletter of the Institutional Research Office

✚ CHAPMAN UNIVERSITY

2011 CAMPUS CLIMATE & WORK ENVIRONMENT SURVEY
(Administered Spring 2011)

INTRODUCTION

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 third time in Spring 2011 to all full-time Chapman University employees. On April 12, 2011, 606 staff and administrators received an email invitation from President Doti containing the link to the survey and an unique password. The survey remained open for about one week. Exactly 374 surveys were completed on-line, resulting in a 61.7% response rate. Data show that 67% of the respondents self-identified as staff and 33% reported being administrators.

Sample Representation and Demographics

Since all 606 full-time Chapman University employees were invited to participate in the survey, the Spring 2011 survey sample accounts for 62% of Chapman University's full-time employee population.

Findings show that the characteristics of the employee survey respondents do *not* match in every instance to those of the employee population of Chapman University. 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 defined in the survey.

Chapman employees were asked to specify how many years they worked at Chapman University and to indicate if most of their time was spent serving or supporting Chapman University (CU), Brandman University (BU), or both CU and BU equally.

2011 Full-time Staff and Administrators

	Employee Population	Survey Sample
GENDER		
Male	42.6%	38.3%
Female	57.4%	61.7%
HISPANIC/LATINO		
Yes	14.7%	14.0%
No	85.3%	86.0%
RACE/ETHNICITY~		
American Indian or Alaska Native	0.4%	0.0%
Asian	6.0%	10.7%
Black or African-American	3.9%	2.8%
Native Hawaiian or Other Pacific Islander	7.7%	3.8%
White	78.3%	76.5%
Two or More Races	0.4%	4.4%
Race/Ethnicity Unknown	3.3%	0.0%
DISABILITY		
Yes	n/a	4.4%
No	n/a	95.6%
YEARS OF SERVICE		
Less than 1 year	n/a	11.2%
1 to 4 years	n/a	38.5%
5 to 10 years	n/a	27.0%
11 to 15 years	n/a	11.8%
16 to 20 years	n/a	4.3%
21 to 25 years	n/a	5.1%
Over 25 years	n/a	2.1%
PRIMARY SUPPORT TO		
Chapman University (CU)	n/a	90.1%
Brandman University (BU)	n/a	0.3%
CU and BU Equally	n/a	9.6%

~ Respondents allowed to select more than one category

n/a not available

Findings show that about 50% of the respondents reported having worked at Chapman University for 4 years or less. Since the survey was only administered to employees at Chapman University, it is not surprising to find that over 90% of the respondents reported that most of their time was spent serving/supporting CU. Another 9.6% reported that they supported CU and BU equally.
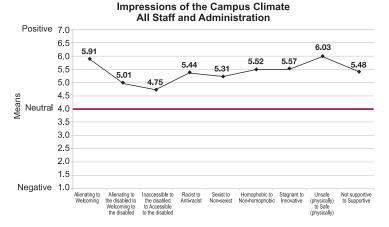
While the high survey response rate provides a high level of confidence in the findings, generalization of the findings beyond the perceptions and attitudes of Chapman University full-time staff and administrators should be made with caution.

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. 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. Qualitative data collected from the open-ended questions 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 seven-point scale (1-Corresponding to a negative description, 4-A neutral description, and 7-Corresponding to a positive description). Specifically, respondents were asked: Based on your experience, how would you describe the general climate of Chapman University?

Impressions of the Campus Climate
All Staff and Administration

Descriptor	Mean
Alienating to Welcoming	5.91
Alienating to the disabled to Welcoming to the disabled	5.01
Inaccessible to the disabled to Accessible to the disabled	4.75
Racist to Anti-racist	5.44
Sexist to Non-sexist	5.31
Homophobic to Non-homophobic	5.52
Stagnant to Innovative	5.57
Unsafe (physically) to Safe (physically)	6.03
Not supportive to Supportive	5.48

Findings show that mean scores were all above 4.0 (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 scores for the questions focused on the disabled were the lowest. Findings show that the "Accessible to Inaccessible to the Disabled" mean score was the lowest among all the descriptors (4.75), followed by "Welcoming to Alienating to the Disabled" (5.01).

Additional analyses reveal that administrators (5.78) as a group are significantly more likely to perceive the general climate as "Innovative" when compared to staff (5.47). Significant differences were also found between other groups of employees. Data show that when compared to men, women are more likely to perceive

the campus as "Alienating" in general, "Alienating to the Disabled," "Inaccessible to the Disabled" and "Sexist." When compared to White employees, Non-White employees are more likely to perceive the campus as "Racist." When compared to employees who did not identify themselves as disabled, disabled employees are more likely to perceive the campus as "Alienating." Also, findings show that staff and administrators who reported being at Chapman about 4 years or less were more likely to perceive the campus as "Stagnant."

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. For the purposes of this report, questions in the "Impressions of Your Work Life/Environment" section 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=374)
CU MISSION	
I am dedicated to supporting the mission of Chapman University.	4.53
I see my work as an integral part of the overall mission of educating students here at Chapman University.	4.26
CU AS A PLACE TO WORK	
I am proud to work at Chapman University.	4.40
I would recommend Chapman University as a good place to work.	4.10
All things considered, I am satisfied with my employment at Chapman University.	4.06
My morale is good.	3.84
I would like to stay at Chapman University for the rest of my career.	3.69
My opinion/input is valued at Chapman University.	3.56
I have considered leaving Chapman University in the past year.	2.67
SUPERVISOR/DEPARTMENT HEAD	
My supervisor treats me with respect.	4.31
My department head displays behaviors and attitudes that are consistent with the institution's stated core values.	4.14
I feel appreciated for the work I do by my immediate supervisor.	4.08
My department head does a good job of keeping me informed about issues and decisions affecting my job.	3.72
CLIMATE FOR DIVERSITY	
I know how to report officially any racist, sexist, or other offensive behaviors.	4.25
I frequently hear coworkers/other employees make inappropriate comments about people who are different from themselves.	1.80
WORK SPACE/WORK ENVIRONMENT	
My work environment is accessible.	4.08
My physical working space is comfortable.	3.99
My immediate working environment allows me to be creative and innovative.	3.85
COMPENSATION AND BENEFITS	
I am satisfied with the selection of benefits offered.	4.04
Based on my level of experience, I am fairly compensated.	2.97
TRAINING AND PROFESSIONAL DEVELOPMENT	
I have been provided with the training necessary to do my job.	3.67
I have been enriched by attending a professional workshop or campus training activity.	3.67
In the past year, I have had opportunities to learn and grow professionally.	3.92

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

CU Mission
The CU Mission statement that respondents were most likely to agree with was "I am 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 CU. Findings show that the majority of Chapman employees are dedicated to the mission of educating students. In fact, over 94% of all respondents "agreed" or "agreed strongly" with the statement asking if they were dedicated to supporting the mission of CU.

Additional analyses reveal that administrators, as a group, were significantly more likely to agree with both CU mission statements. In other words, when compared to staff, administrators are significantly more likely to see their work as an integral part of the overall mission of educating students at CU and dedicated to supporting the mission of CU.

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."

Significant differences were found between staff and administrators for some of the questions related to Chapman University as a place to work. When compared to staff, administrators were significantly more likely to report that their morale was good, feel that their opinion/input is valued at CU, proud to work at Chapman, and to indicate they would recommend CU as a good place to work.

When data were disaggregated by years of service at Chapman University, findings showed that respondents who reported having worked at Chapman five years or more were more likely to agree with the statement about wanting to stay at Chapman for the rest of their careers.

Supervisor/Department Head
Overall findings suggest that 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 felt that their department head displayed behaviors and attitudes that were consistent with the institution's stated core values, department heads were not as good in keeping them informed about issues and decisions affecting their job.

Significant differences were found between staff and administrators for the questions related to supervisors and department heads. When data were disaggregated by these two groups, findings show that administrators had more positive responses than staff. In other words, administrators were significantly more likely to report that their supervisor treated them with respect and appreciated the work they did and that department heads in their area displayed behaviors and attitudes that were consistent with CU's stated core values and were doing a good job at informing them of issues and decisions affecting their job. Other significant differences were also found between other employee sub-groups. For example, respondents who reported that they had worked at Chapman University five years or more were more likely to agree with the following statement: "My department head displays behaviors and attitudes that are consist with the institution's stated core values."

Climate for Diversity
Findings reveal that inappropriate comments about people who are different are not frequently heard on campus; and that most employees know how to officially report racist, sexist, or other offensive behaviors. For example, Chapman University staff and administrators tended to disagree (1.80) with the statement, "I frequently hear coworkers/other employees make inappropriate comments about people who are different from themselves." A frequency distribution reveals that 89% of Chapman employees "agreed" or "agreed strongly" with the following statement: "I know how to report officially any racist, sexist, or other offensive behaviors."

Significant differences between sub-groups were found for questions related to climate for diversity. Findings show that administrators (compared to staff), people who identified themselves as a person with a disability (compared to those that did not), and employees who had been working at Chapman University five years or more (compared to those who had been working four years or less) at CU were more likely to agree with the following statement: "I know how to report officially any racist, sexist, or other offensive behaviors." On the other hand, findings show that administrators and White employees (compared to Non-White employees) were less likely to have heard coworkers/other employees make inappropriate comments about people who are different then themselves.

Workspace/Work Environment
Findings show that staff and administrators tended to agree with the following statements related to workspace/work environment: "My work environment is accessible" and "My physical working space is comfortable." While still above the neutral rating, the following work environment statement tended to produce less agreement with the respondents: "My immediate working environment allows me to be creative and innovative." When data were disaggregated by gender and disability status findings show that women and disabled employees were significantly less likely to agree with the question which asked if their environment was accessible. Significant differences were also found between staff and administrators. Data show that administrators were more likely to agree that their physical working space was comfortable and their working environment allowed them to be creative and innovative.

Compensation and Benefits

While data show that most employees seem to be satisfied with the selection of benefits offered to them (4.04), findings suggest that Chapman University employees as a group are not satisfied with their compensation. Data revealed that, on average, respondents "disagreed" (2.97) with the following statement: "Based on my level of experience, I am fairly compensated."

Data show that staff and administrators' attitudes toward fair compensation did differ significantly. Findings show that administrators (3.21) were more likely to agree with the statement about being fairly compensated when compared to staff (2.85). There were no significant differences between these two groups with regard to perceptions about benefits.

Training and Professional Development

While above the neutral rating, data reveal that among the items in the "Impressions of Your Work Life/Environment" section, respondents were least likely to agree with statements related to training and development. However, when data are disaggregated for staff and administrators, findings show significant differences. Data show that administrators were much more likely to indicate that they had been provided with the necessary training to do their job, enriched by attending a professional workshop and had the opportunity to learn and grow professionally in the last year.

Impressions of the Institutional Leadership and 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. For the purposes of this report, questions were grouped by similar topical areas.

Institutional Leadership & Management

Data show that staff and administrators tended to "agree" with the statements related to institutional leadership and management of the university: "Senior Staff display behaviors and attitudes that are consistent with the institution's stated core values," "In my opinion, Chapman University is a well managed university," and "Chapman does a good job of informing me about university news and events." When data are disaggregated by the various sub-groups, significant differences were found among groups for the question which asked if CU was a well managed university. Findings show that administrators (compared to staff), men (compared to women), and employees who had worked at CU for five years or longer were more likely to agree with the statement about Chapman University being a well-managed university.

Impressions of the Institutional Leadership & University	All (n=374)
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.	4.22
In my opinion, Chapman University is a well-managed university.	3.99
Chapman University does a good job of informing me about university news and events.	4.28
CIVILITY AND DIVERSITY	
Chapman University is an institution that values treating everyone with civility and respect.	4.11
Chapman University is an institution that values diversity.	3.82
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.	3.58
In my opinion, Chapman University has taken adequate measures to meet the needs of persons with disabilities.	3.56
I have been harassed or discriminated against on campus because of my disability.	1.45
HARASSMENT OR DISCRIMINATION	
Sexual harassment is taken seriously at Chapman University.	4.31
I have been harassed or discriminated against on campus because of my gender.	1.52
I have been harassed or discriminated against on campus because of my sexual orientation.	1.38

Five-point Likert 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." However, agreement was not as high for the following diversity statement: "Chapman University is an institution that values diversity." Findings indicate that only about 67% of the staff and administrators are familiar with Chapman University's Statement on Diversity. Data show that employees who have worked at Chapman University for 5 or more years were more likely to report that they were familiar with the university's diversity statement.

Persons with Disability

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 between 13% - 15% 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." About 28% of the respondents selected "neutral" for their response to both of these questions. 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 59% of the survey respondents did not feel that this question even 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 gender differences were found for two questions. Data show that when compared to women, men were 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 Chapman employees believe that sexual harassment is taken seriously at Chapman University. In fact, the sexual harassment statement was the statement respondents were most likely to agree with in the "Institutional Leadership and University" section. While the survey items focused on harassment/discrimination had the lowest mean scores in this section, disagreement with these items suggest that overall few respondents experienced harassment or discrimination on campus based on their gender or sexual orientation.

Open-Ended Results

After each section, respondents were provided with the opportunity to comment on a specific survey item. The very last survey question 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. Based on a thorough review of the qualitative data, sixteen areas/themes emerged and each comment was grouped into one or more of the following areas:

- Campus Climate for Diversity
- Compensation and Benefits
- Support and Appreciation
- Accessibility for the Disabled
- Professional Advancement/Development
- Physical Working Space/Environment
- CU Pride and Praise
- CU Leadership and University Management
- Policies, Procedures, and Bureaucracy
- Communication
- Job Training
- Understaffing
- CU Values, Vision, and Mission
- Brandman University Comments
- Safety
- General Comment/Misc.

Qualitative data supported and/or explained some of the quantitative findings in several areas. For example, qualitative data supported the quantitative findings which revealed that many staff and administrators are not satisfied with their compensation. The *Compensation and Benefits* area contained 46 comments and most focused on employee dissatisfaction with salaries. With regards to benefits, some employees suggested that the university consider being open to flexible schedules such as a 9/80 work week or telecommuting.

Data show that there were a number of comments related to Chapman University's *Campus Climate for Diversity* (49) which appeared to support the quantitative findings related to diversity. The overall mean score for the statement "Chapman University is an institution that values diversity" was 3.82. While the mean is above the neutral rating, qualitative data suggest that staff and administrators believe there is room for improvement in this area. Comments such as the following represent this perception: "I feel strongly that Chapman is fairly good at saying they value diversity, but their actions do not represent this. I do not see us intentionally recruiting underrepresented students or faculty, and I don't see support for the individuals we have here," and "I think the groundwork is getting laid to make Chapman a more welcoming place for diversity. However, I wouldn't say we are there yet." It appears staff and administrators would welcome more attention in this area.

A number of comments also focused on employee *Support and Appreciation* (35). While some comments were favorable, most comments in this section focused on employees' (particularly staff employees) desire to be treated with respect (by faculty and their supervisors), as well as acknowledged, supported, and appreciated/valued for the work that they do. Some employees remarked that they felt "overworked" and thought that "faculty were treated much better than staff." Also related are employee comments focused on *Professional Advancement/Development* (24). Comments such as "I love Chapman but I feel there is no growth beyond my position," "I am really proud to work for this institution and would consider working here for the rest of my career but there aren't opportunities for employees to move up, only laterally" reflect employees desire for more opportunities for advancement within the university. Comments grouped in *Job Training* (15) also reflect employees' desire for more job training. These qualitative findings also align with the quantitative findings focused on opportunities for professional development, advancement, and job training.

The open-ended responses also support the quantitative findings which revealed that employees believe that the university could be made more welcoming and accessible for people with disabilities. The *Accessibility for the Disabled* section contained 30 comments. While a few staff and administrators acknowledged efforts to make the campus more accessible, many more made references to the older/historic buildings being inaccessible to the disabled. For example, one respondent says "I think Chapman has made strides toward creating and making arrangements for people with disabilities, but I am concerned that there are 5 buildings on campus that are not accessible."
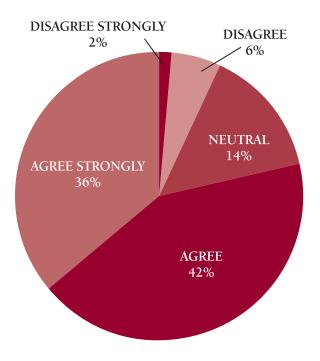
About 10% of the respondents reported some level of disagreement ("disagree strongly" or "disagree") with the following statement: "My physical working space is comfortable." Comments in the *Physical Working Space/Environment* section (24) provide some

reasons why a number of employees feel their working space or environment is uncomfortable or could be improved. Bhathal Student Services Center, in particular, was mentioned by many respondents as an undesirable place to work.

Although employees were asked to comment on what could be improved at Chapman, many staff and administrators also took the opportunity to elaborate on what the university was doing right or what they liked about Chapman University. Comments were grouped in the *CU Pride and Praise* section (20). Qualitative and quantitative data clearly show that there are many satisfied employees who believe Chapman University is "a good place to work" and have found it to be "very welcoming and warm." The findings are consistent with quantitative data. A frequency distribution revealed that 78% of the respondents "agreed strongly" or "agreed" with the statement: "All things considered, I am satisfied with my employment at Chapman University."

All things considered, I am satisfied with my employment at Chapman University.
All Staff and Administrators

DISAGREE STRONGLY 2%

DISAGREE 6%

NEUTRAL 14%

AGREE STRONGLY 36%

AGREE 42%

SUMMARY AND DISCUSSION

When quantitative and qualitative data are taken together, findings suggest that overall Chapman staff and administrators are most concerned with:

- the lack of diversity or value placed on diversity;
- their compensation;
- the opportunity for professional advancement or development/job training; and
- the accommodations or access provided to people with disabilities on campus.

Findings also revealed that administrators, when compared to staff, report being significantly more satisfied in several areas. For example, administrators were more likely than staff to indicate that their morale was good, as well as to report being proud to work at the university and recommend it as a good place to work. Also, they were more likely to agree that they were being fairly compensated, had opportunities to learn and grow professionally, and report that their supervisor treated them with respect and appreciated the work they did. In addition, administrators were also significantly more likely to indicate that they saw their work as integral part of the overall mission of educating students at CU and that they were dedicated to supporting the university mission.

Differences in perceptions can also be found among other sub-groups. For example, while findings show that most employees do not frequently hear coworkers/other employees make inappropriate comments about people who are different from themselves, non-White employees (compared to White employees) were significantly more likely to hear these comments. Non-White employees were also more likely to describe the campus as "Racist."

While survey results bring to light some concerns that may warrant further attention, they also highlight various strengths. For example, findings show that most employees believe sexual harassment is taken seriously on campus, feel they are well informed about news and events, are satisfied with their employment, are proud to work at CU, and are dedicated to supporting its mission. Findings also suggest that employees tend to be satisfied with the senior leadership and overall management of the university. Taken together, qualitative and quantitative data show that most employees are proud to work at Chapman University and are dedicated to supporting its mission.

Despite the fact that most respondents tend to be satisfied with their employment at Chapman University, there is room for improvement for overall satisfaction—particularly with staff employees. Findings suggest efforts focused on enhancing compensation, widening opportunities for training, professional development and innovation, taking into account employee input, and increasing personal praise and appreciation can help increase employee satisfaction, productivity and retention. It is important to note that the literature on employee satisfaction (Bauer, 2000) does suggest that concerns of Chapman employees and their suggestions for improvement, as revealed by the current and past administrations, are not out of the ordinary and consistent with research on employee attitudes and satisfaction.

References:
Bauer, K.W. "The Front Line: Satisfaction of Classified Employees."
New Directions for Institutional Research, 2000, 105, 87-97.