

**Fall 2005 Faculty/Staff Campus Climate Survey for Race Relations:
Summary Demographics and Responses**

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Sample and respondent demographics

The Climate Survey was made available to all faculty and staff of the University via a web-based survey. The campus community was made aware of the Climate Survey via the CSU Campus Mailbag and it was also posted on the Student Affairs and Minority Affairs main webpage. Responses were collected for approximately one month – from late October through the Thanksgiving holiday. One hundred and ninety-six (196) faculty and staff members completed all or part of the Climate Survey (approximately 12% response rate).

By classification there were:

- 55 classified staff respondents (28%)
- 54 faculty respondents (28%)
- 87 professional staff respondents (44%)

By gender there were:

- 144 female respondents (73%)
- 52 male respondents (27%)

By time of service there were:

- 71 respondents with less than 5 years of service
- 47 respondents with 5 to 10 years of service
- 78 respondents with more than 10 years of service

By racial/ ethnic group there were:

- 50 African American respondents (26%)
- 10 Asian respondents (5%)
- 3 Hispanic respondents (2%)
- 3 multiracial respondents (2%)
- 1 Native American respondent (<1%)
- 5 “Other” respondents (3%)
- 124 White respondents (64%)

Results: Perceptions of campus climate for race relations between white and minority faculty/staff respondents

Common perceptions:

- The racial climate is socially integrated (54%)
- Somewhat/a lot of exposure to different minority groups/cultures (93%)
- That the ease of making inter-racial friendships varies depending on the group but is typically easy (92%)
- Comfortable socializing with African-Americans/Blacks (93%), Asians (90%), Latinos/Hispanics (91%), Native Americans (87%), Whites/Caucasians (90%)
- Agree that faculty should promote racial interaction in their classes (76%)
- Are neutral or disagree that colleagues from different racial/ethnic groups have sufficient contact with each other at CSU (61%)
- Are neutral or disagree that minority faculty do not separate themselves from white colleagues at CSU (66%)
- Agree that their departmental administration is genuinely committed to promoting respect for and understanding of group differences at CSU (67%)
- Agree that they infrequently feel socially isolated at CSU (88%)
- Agree that they feel somewhat/very much a part of the CSU community (83%)
- Are somewhat/very satisfied with CSU (71%)
- Have only infrequently heard insensitive or disparaging remarks about racial/ethnic minorities since coming to CSU (71%)
- Not certain or do not feel that they have someone/some place to go should they encounter an unpleasant racial experience on campus (40%)

More Minority than White respondents:

- Agreed that the racial/ethnic climate is worsening (31%), racist (54%), guarded (62%)
- Agreed that none/some faculty approachable outside of the classroom (56%)
- Agreed that none/some faculty sensitive to minority issues (57%) or student issues (57%)
- Agreed that African-American/Black faculty/staff are treated worse (24%)
- Agreed that Asian faculty/staff are treated differently (25%)
- Agreed that Latino/Hispanic faculty/staff are treated differently (31%)
- Agreed that Native American faculty/staff are treated differently (21%)
- Disagreed that the University is doing enough to improve race relations on campus (45%)
- Agreed that greater training in the area of race relations should be provided for (83%)
- Agreed that more efforts need to be made at CSU to increase understanding of diverse cultural values (85%)
- Agreed that more minority group scholars should be hired to diversify the faculty (82%) and staff (79%)
- Agreed that CSU faculty should be encouraged to incorporate research and perspectives on racial/ethnic minorities in their courses (80%)
- Disagreed that communication among colleagues of different racial/ethnic groups is relaxed at CSU (31%)
- Disagreed that White faculty/staff make an effort to get to know minority colleagues (48%)
- Disagreed that the CSU administration is genuinely committed to promoting respect for and understanding of group differences at CSU (28%)
- Were neutral or disagree that students leave CSU with an improvement in their sensitivity to other cultures (65%)
- Agreed that Affirmative Action programs do not give minorities an unfair advantage over whites (72%)
- Agreed that Affirmative Action does not lead to the hiring of less qualified individuals at CSU (72%)

- Were frequently/sometimes treated differently because of their race (44%)
- Have frequently/sometimes been racially harassed/discriminated against since coming to CSU (23%)
- Have been racially harassed or discriminated against since coming to CSU (53%)

Changes from the 1994 and/or 2001 Surveys

- The racial climate is (minority respondents):

Worsening	racist
2001: 24%	27%
2005: 31%	54%
- The racial climate is guarded:

2001: 44%
2005: 62%
- Somewhat/a lot of exposure to different minority groups/cultures:

2001: 90%
2005: 93%
- Minorities treated worse (minority respondents):

African Americans/ Blacks	Asians	Hispanics	Natives
2001: 34%	10%	14%	12%
2005: 24%	3%	3%	1%
- Comfortable socializing with:

African Americans	Asians	Hispanics	Native Am.	Whites
2001: 89%	85%	87%	80%	77%
2005: 93%	90%	91%	87%	90%
- Disagreed University is doing enough (minority respondents):

2001: 54%
2005: 45%
- Agreed that faculty should promote interaction among different racial/ethnic groups in their classes

2001: 63%
2005: 76%
- Agreed that greater training in the area of race relations should be undertaken (White respondents)

2001: 35%
2005: 42%
- Agreed that more efforts need to be made to promote understanding of diverse cultural values (white respondents)

2001: 42%
2005: 61%
- Agreed that there is sufficient contact among various racial/ethnic groups at CSU

2001: 57%
2005: 40%
- Agreed that communication among colleagues of different racial/ethnic groups is relaxed (minority respondents):

2001: 42%
2005: 32%
- Agreed that white faculty make an effort to get to know minority colleagues (minority respondents):

1994: 15%
2001: 28%
2005: 20%

- Agreed that minority faculty/staff do not separate themselves from their white colleagues
2001: 43%
2005: 34%
- Agreed that the CSU administration is genuinely committed to promoting respect for and understanding of diverse cultural values
2001: 42%
2005: 38%
- Agreed that students leave CSU with improved sensitivity to other cultures
1994: 27%
2001: 38%
2005: 35%
- Agreed that Affirmative Action does not give an unfair advantage to minorities over whites (white respondents)
1994: 33%
2001: 46%
2005: 46%
- Agreed that Affirmative Action does not lead to the hiring of unqualified individuals at CSU (white respondents)
1994: 35%
2001: 43%
2005: 42%

Unchanged responses

- Agreed that the racial climate is socially separated:
2001: 38%
2005: 39%
- Agreed that it is difficult to make interracial friends:
2001: 10%
2005: 9%
- Reported only infrequent social isolation:
2001: 89%
2005: 88%
- Agreed that they feel somewhat/very much a part of the CSU community:
2001: 81%
2005: 83%
- Agreed that they are somewhat/very much satisfied with CSU:
2001: 72%
2005: 71%

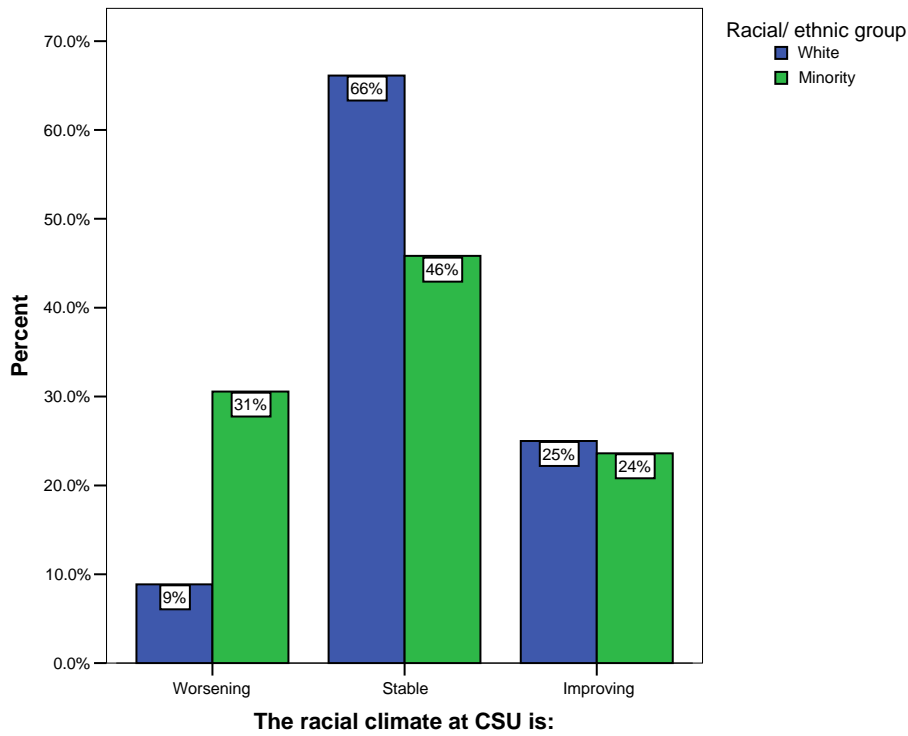
Recommendations:

- Broaden campus diversity efforts beyond the current race focused structure (*racial/ ethnic minority reporting of discrimination accounted for less than 25% of all reported instances of discrimination and only about 1/3 of all reported instances were race related (gender and age discrimination are perceived of as major issues)*).
- Enhance the visibility and coordination of University diversity efforts to improve faculty and staff awareness of and satisfaction with diversity-related events and course offerings.
- Improve awareness of campus resources for reporting all types of discrimination (40% reported that they did not know or were uncertain where to go if they encountered an unpleasant experience)
- Consider ways of enhancing faculty/staff sense of a CSU “identity” to lessen divisiveness inherent in the tripartite classification system (faculty, professional staff, and classified staff).

Appendices: Responses and statistics*

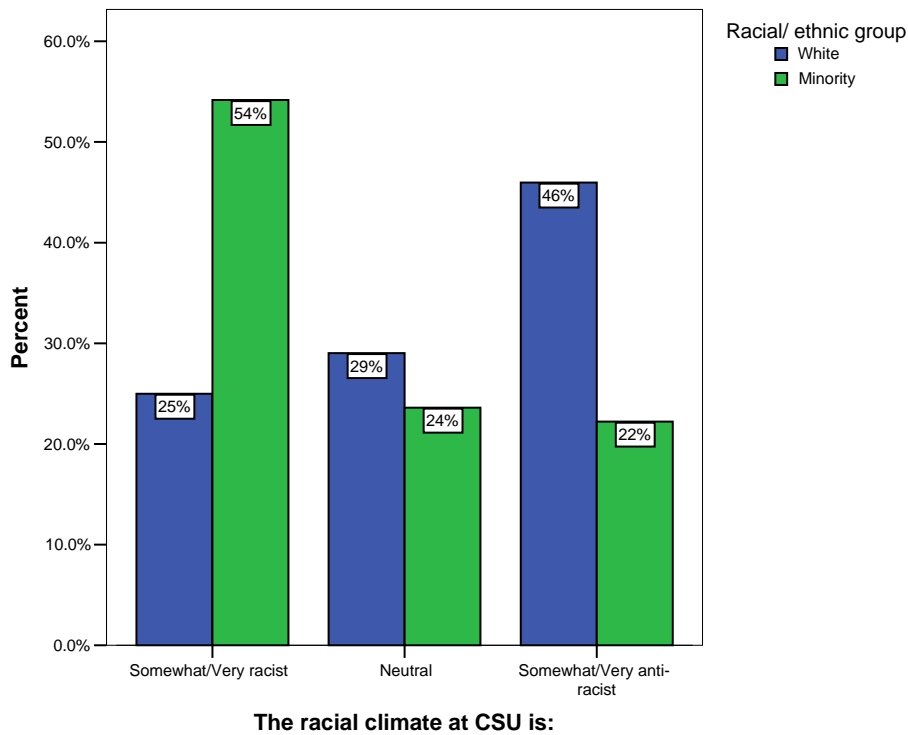
*reported only for those questions with statistically significant differences in responses patterns by race, alpha <= .01

Fig. 1



Chi sq. = 15.955, DF = 2, p. = .000, Cramer's V = .285, p. = .000

Fig. 2



Chi sq. = 18.241, DF = 2, p. = .000, Cramer's V = .305, p. = .000

Fig. 3

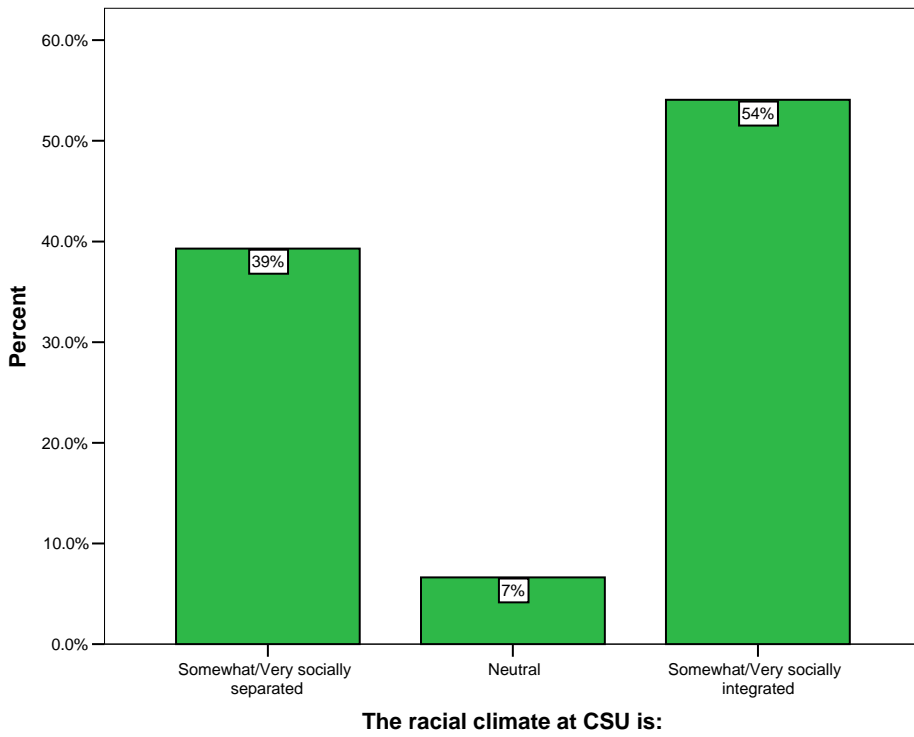
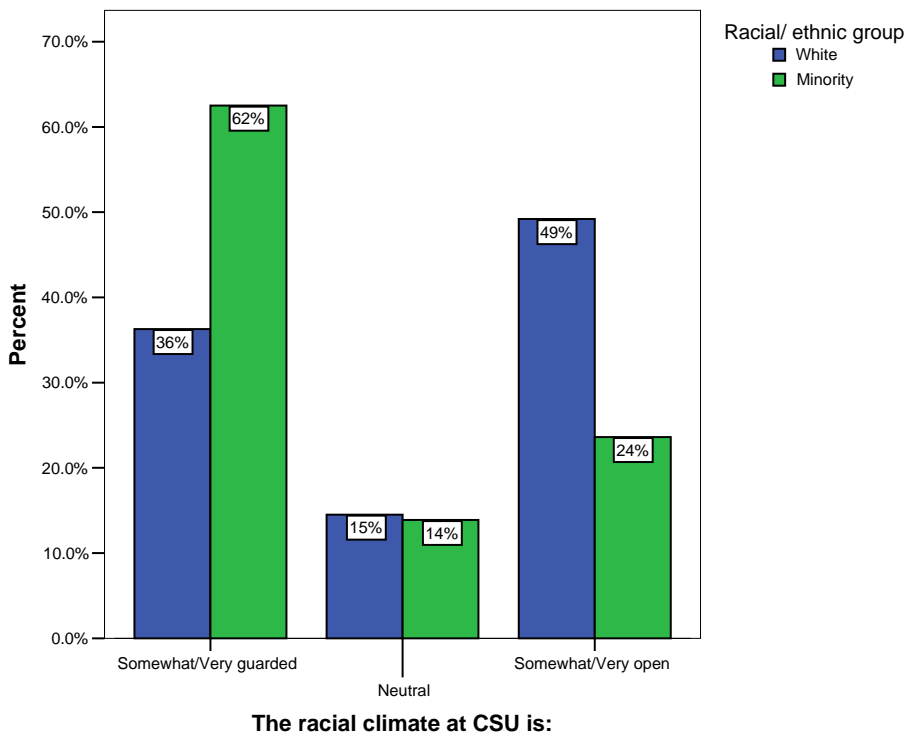


Fig. 4



Chi sq. = 14.318, DF = 2, p. = .001, Cramer's V = .270, p. = .001

Fig. 5

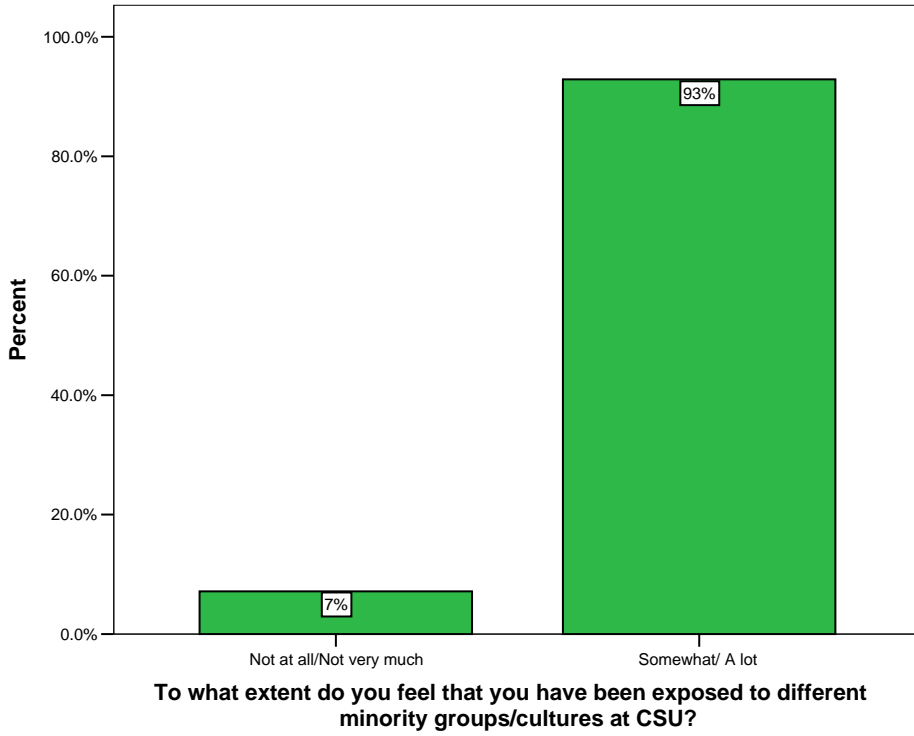
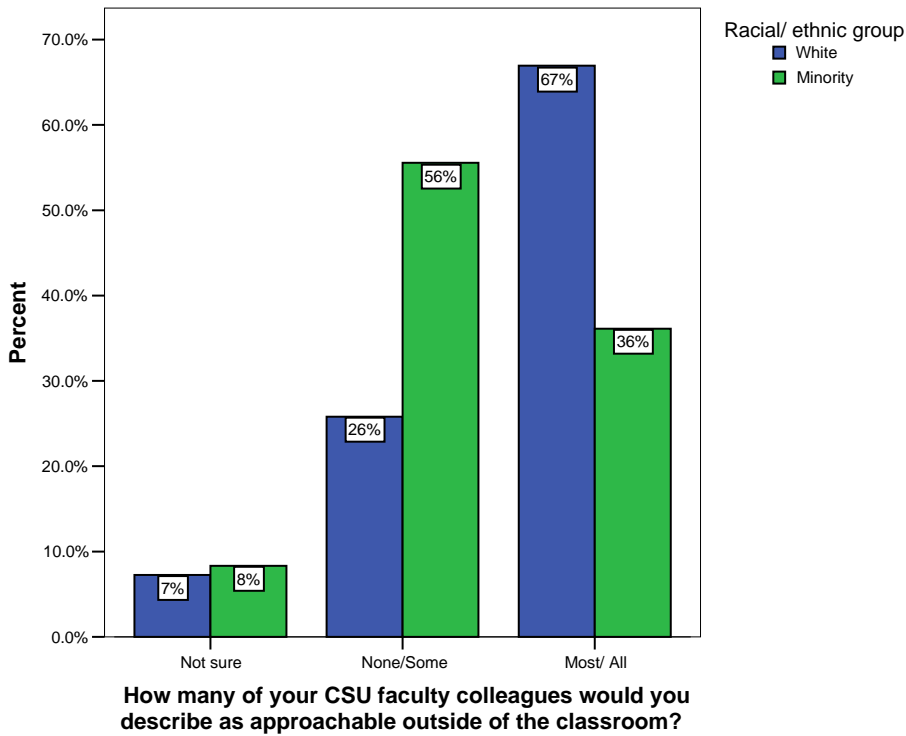
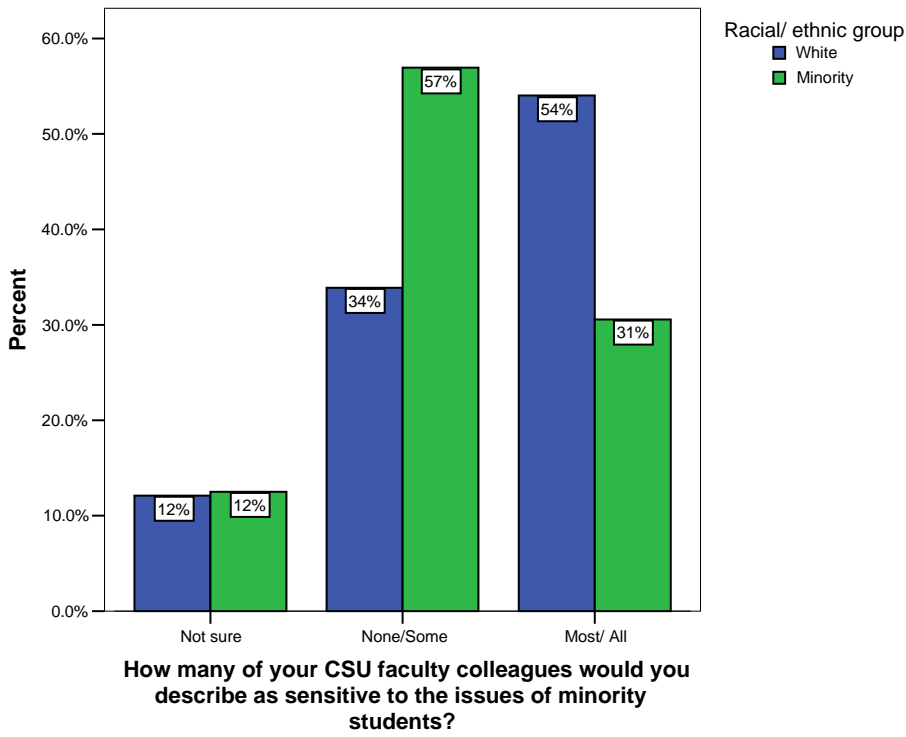


Fig. 6



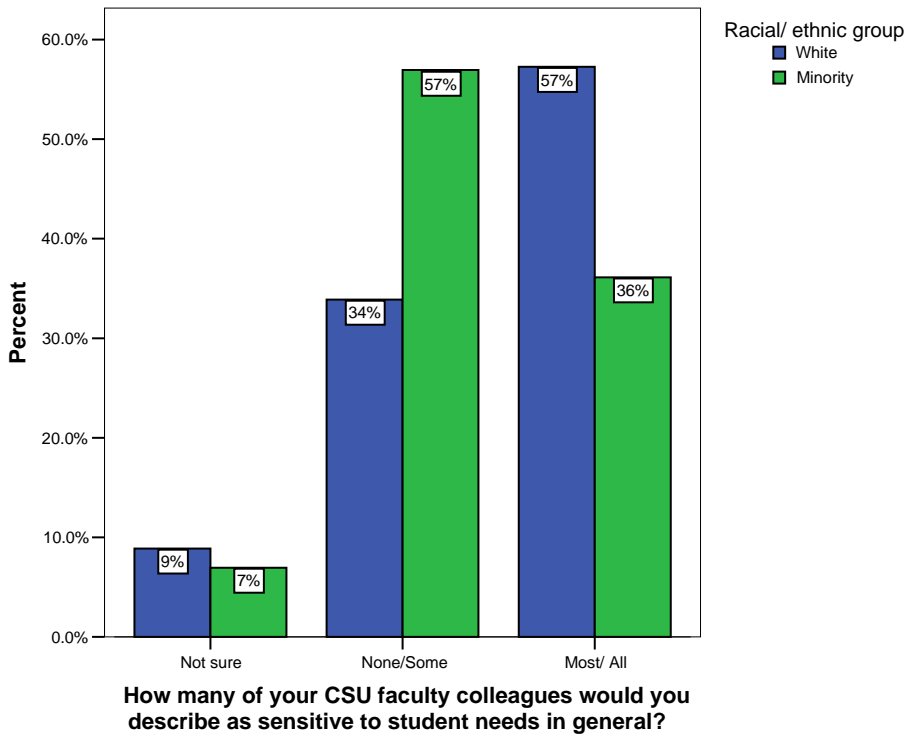
Chi sq. = 18.825, DF = 2, p. = .000, Cramer's V = .310, p. = .000

Fig. 7



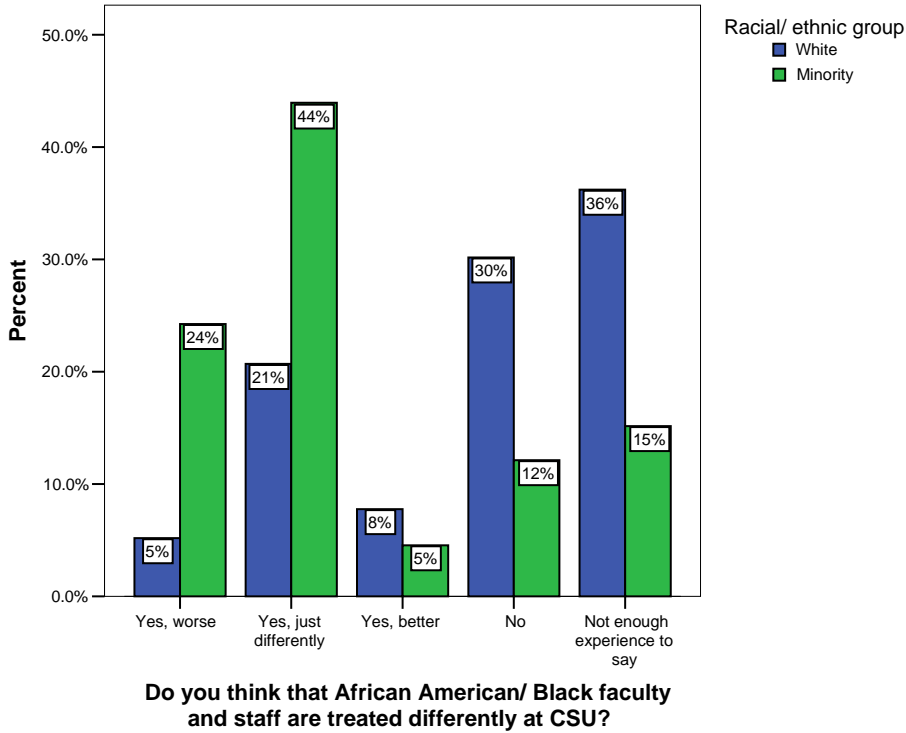
Chi sq. = 11.262, DF = 2, p. = .004, Cramer's V = .240, p. = .004

Fig. 8



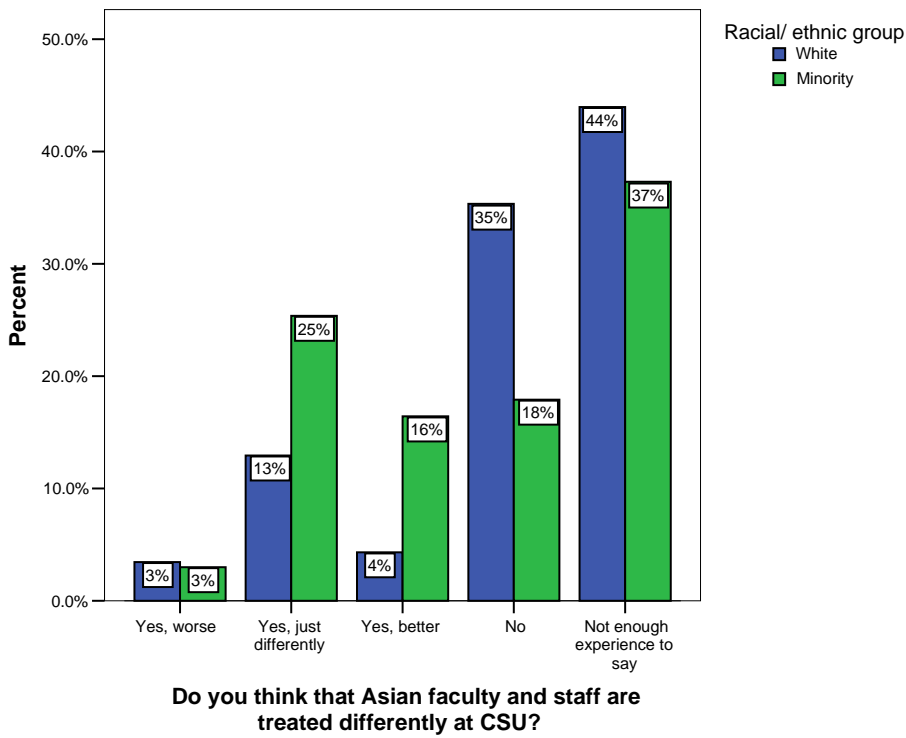
Chi sq. = 10.050, DF = 2, p. = .007, Cramer's V = .226, p. = .007

Fig. 9



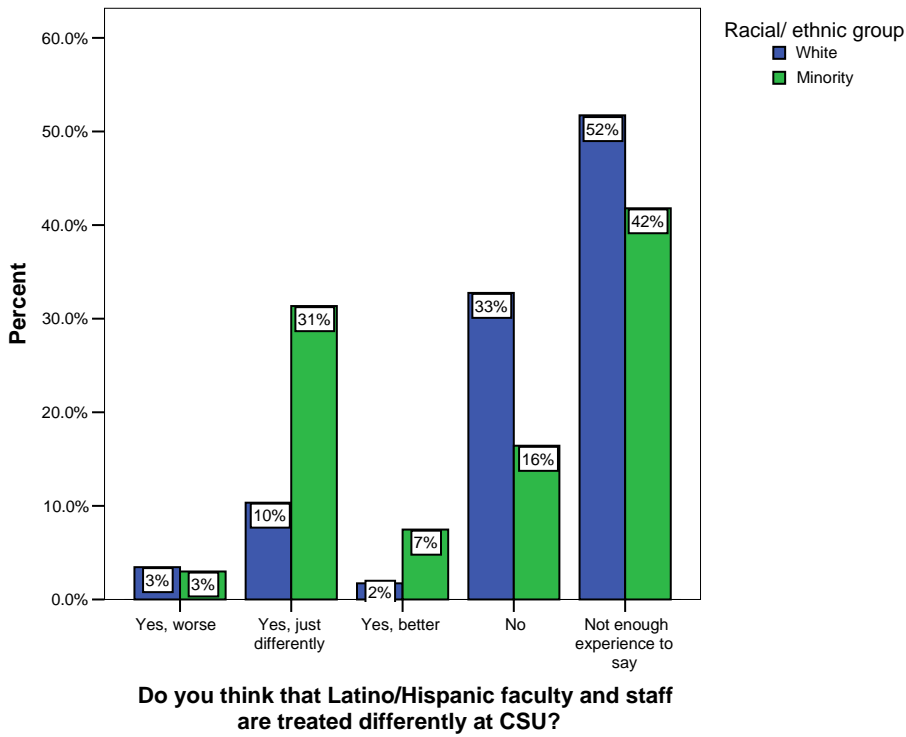
Chi sq. = 33.451, DF = 4, p. = .000, Cramer's V = .429, p. = .000

Fig. 10



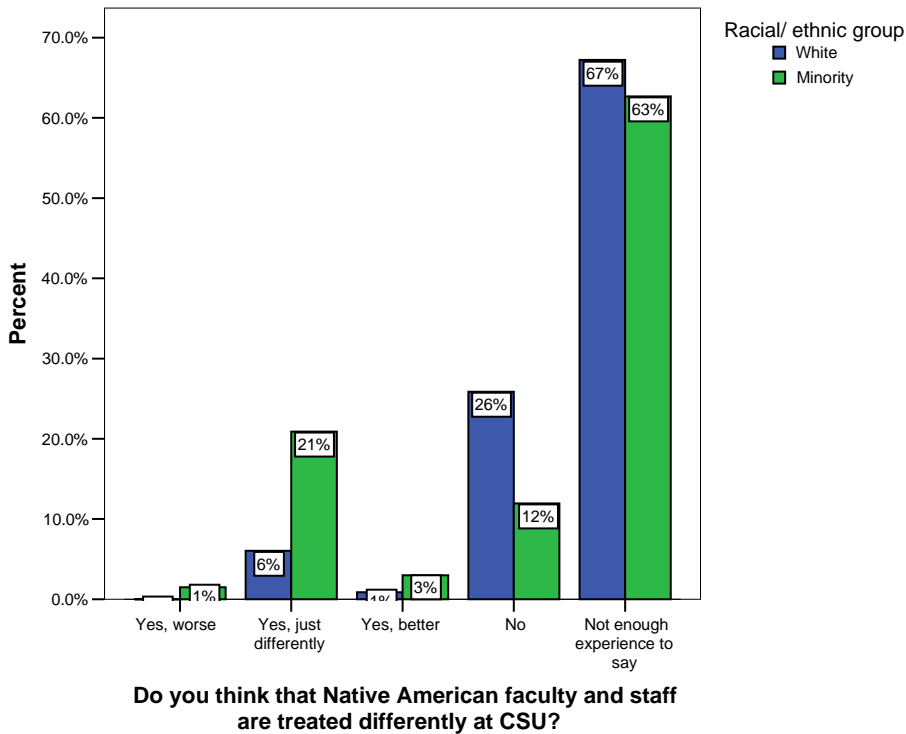
Chi sq. = 15.818, DF = 4, p. = .003, Cramer's V = .294, p. = .003

Fig. 11



Chi sq. = 19.175, DF = 4, p. = .001, Cramer's V = .324, p. = .001

Fig. 12



Chi sq. = 15.171, DF = 4, p. = .004, Cramer's V = .288, p. = .004

Fig. 13

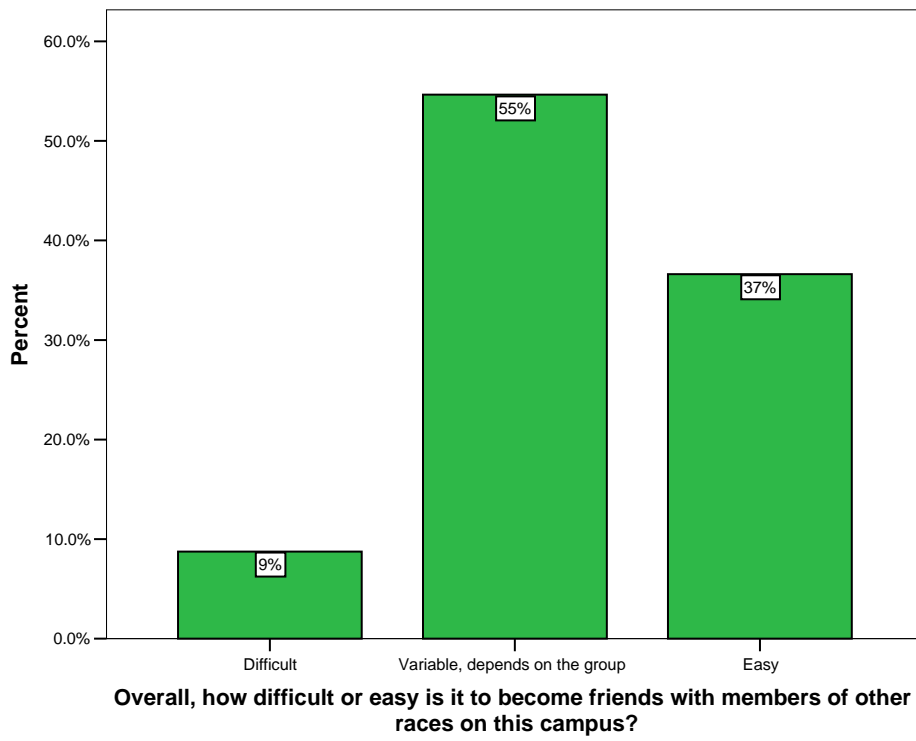


Fig. 14

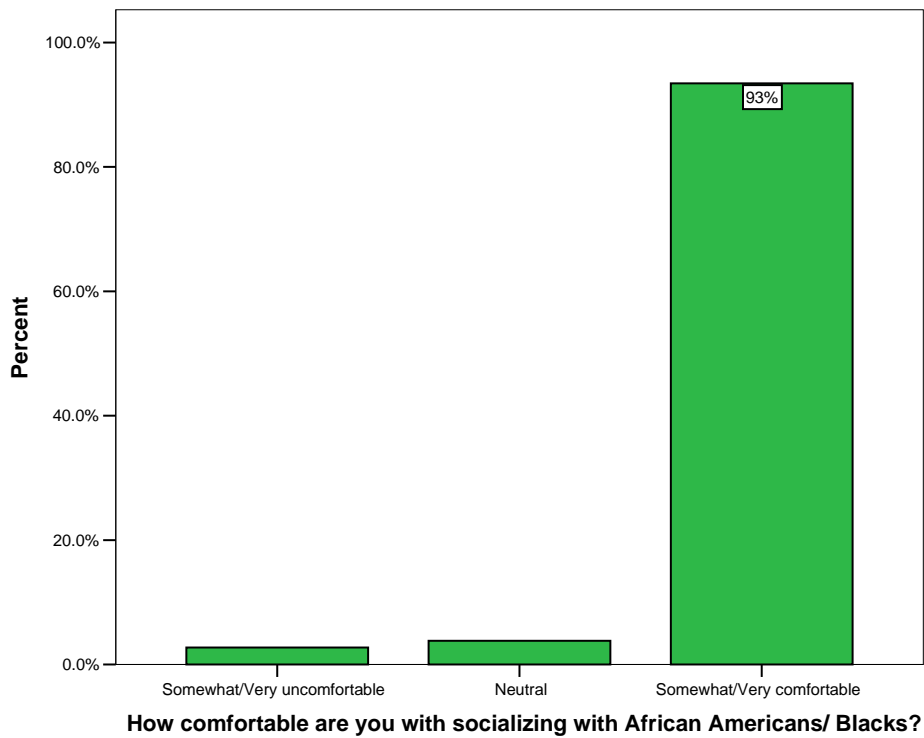


Fig. 15

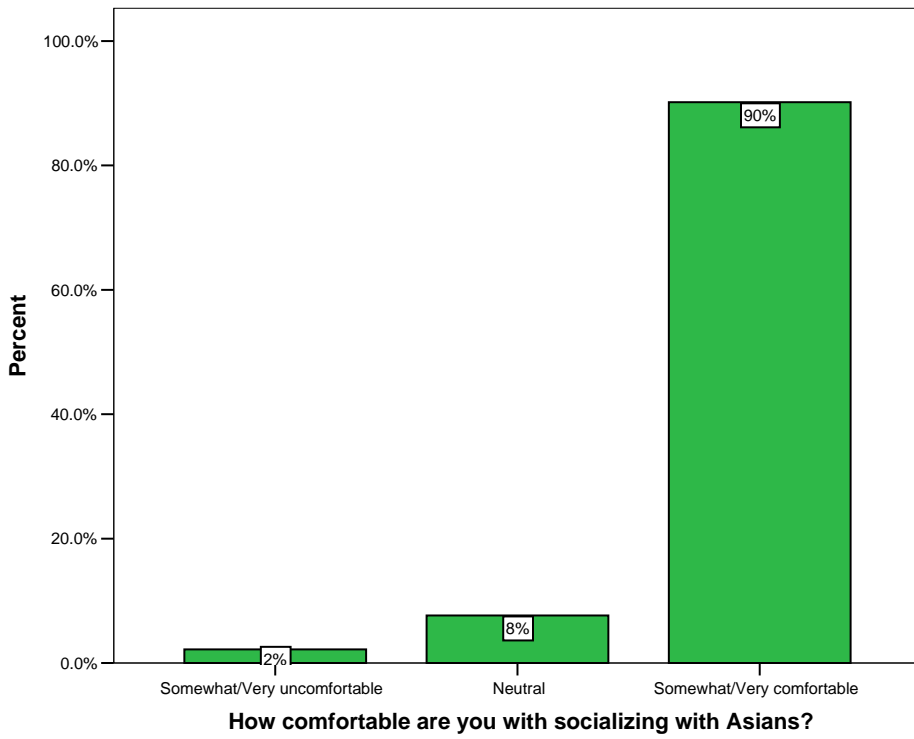


Fig. 16

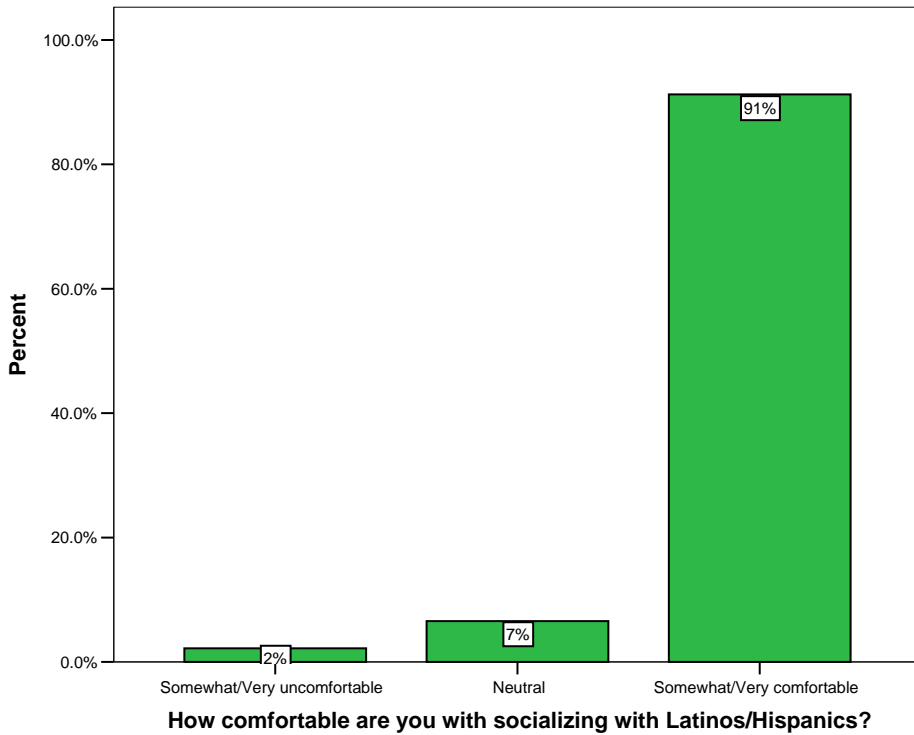


Fig. 17

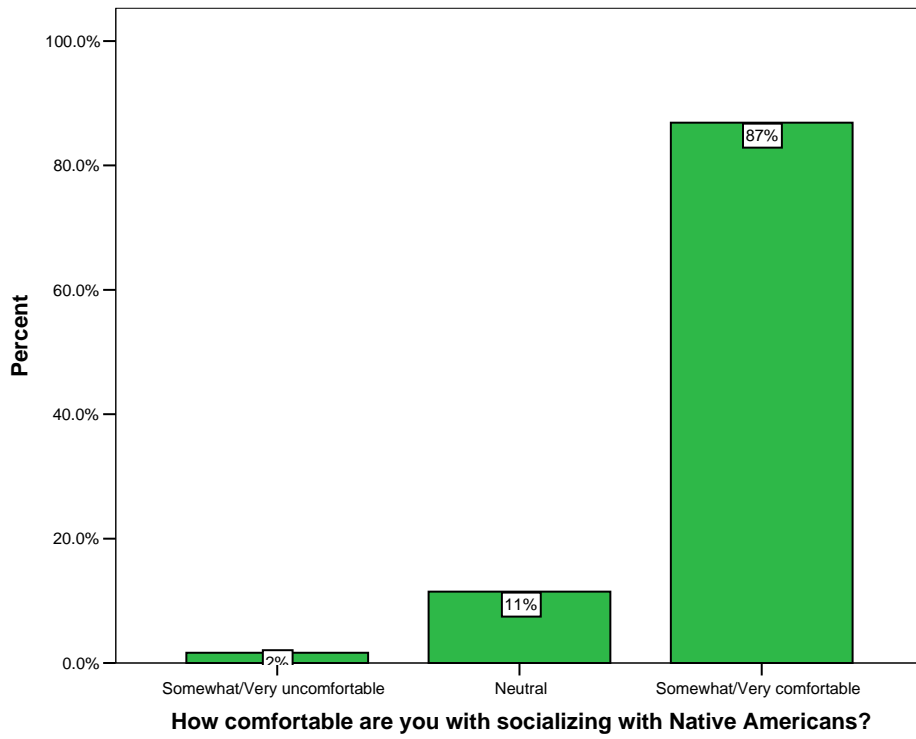


Fig. 18

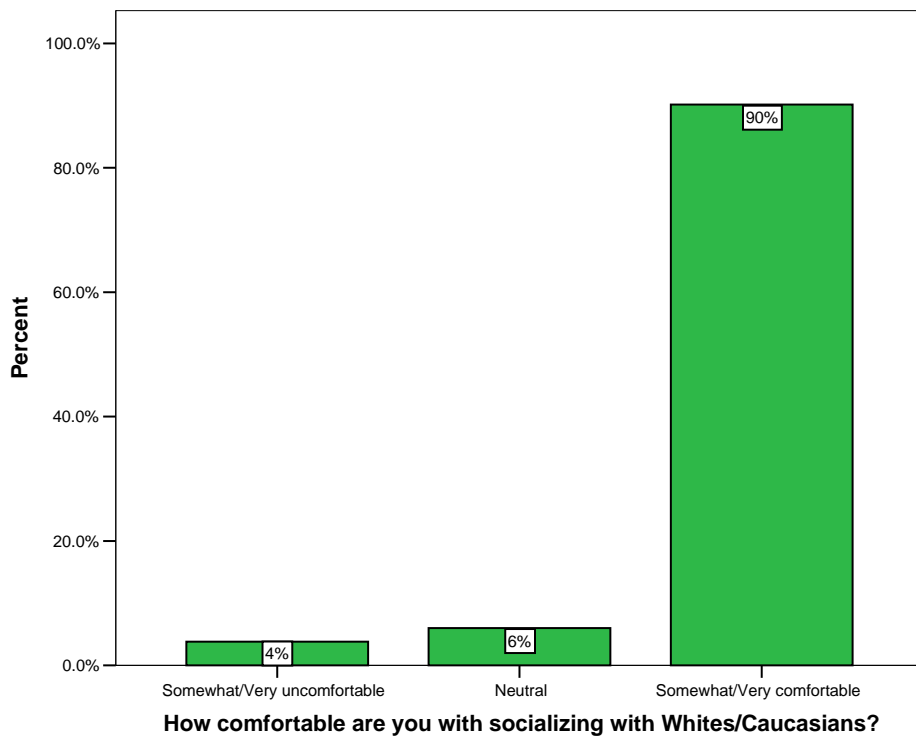
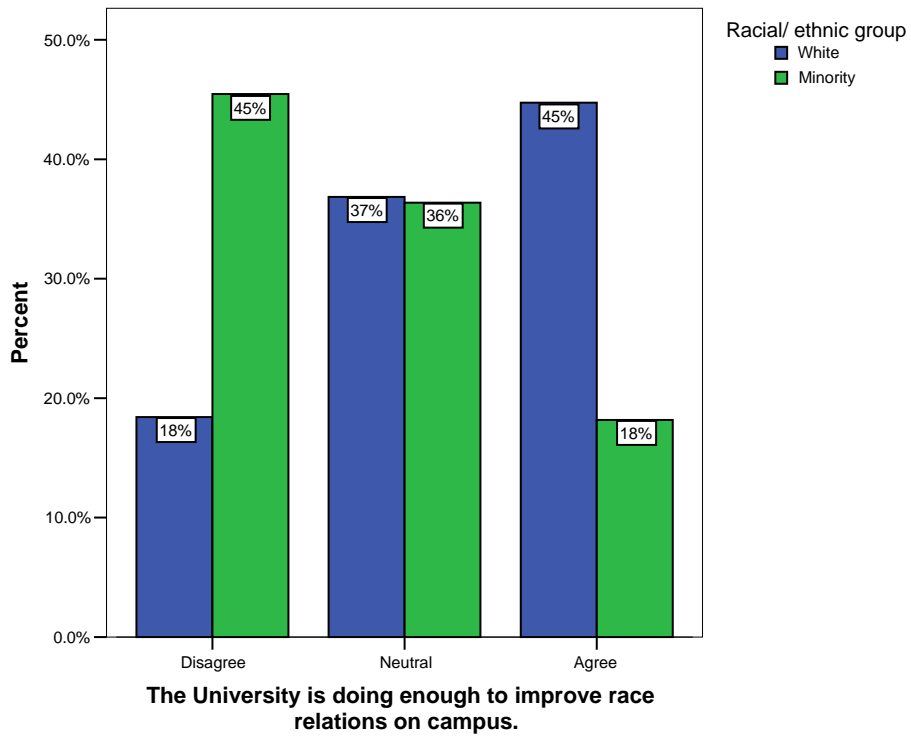


Fig. 19



Chi sq. = 19.206, DF = 2, p. = .000, Cramer's V = .327, p. = .000

Fig. 20

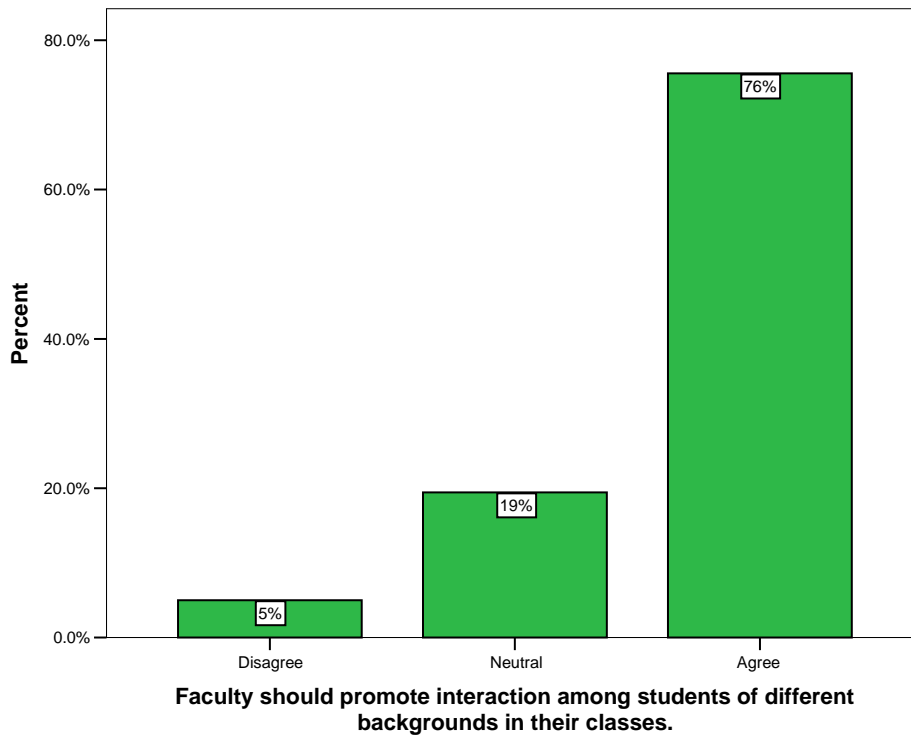
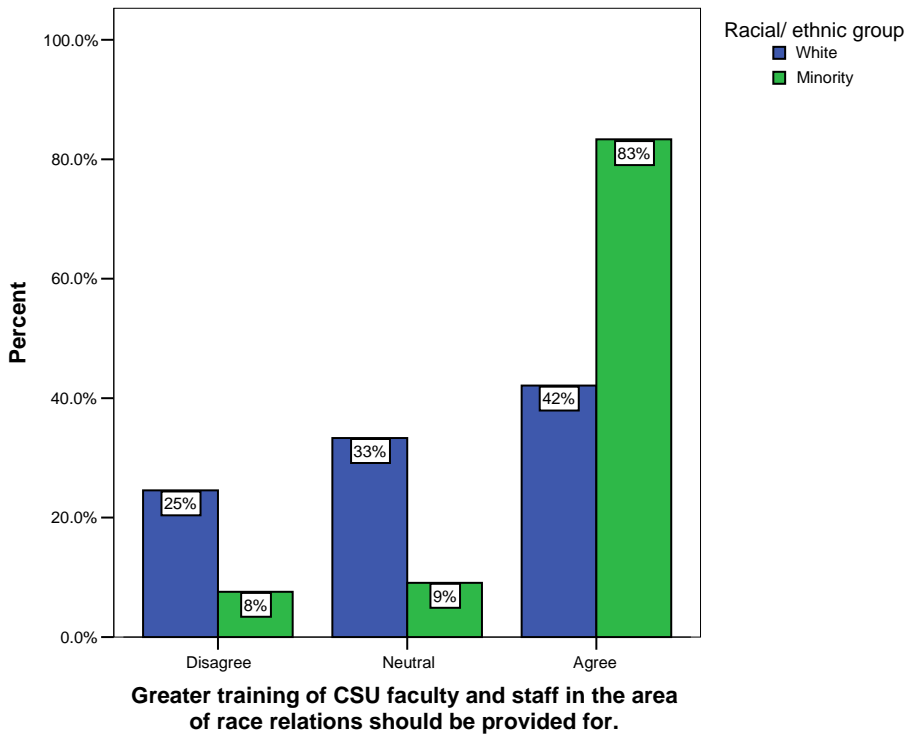
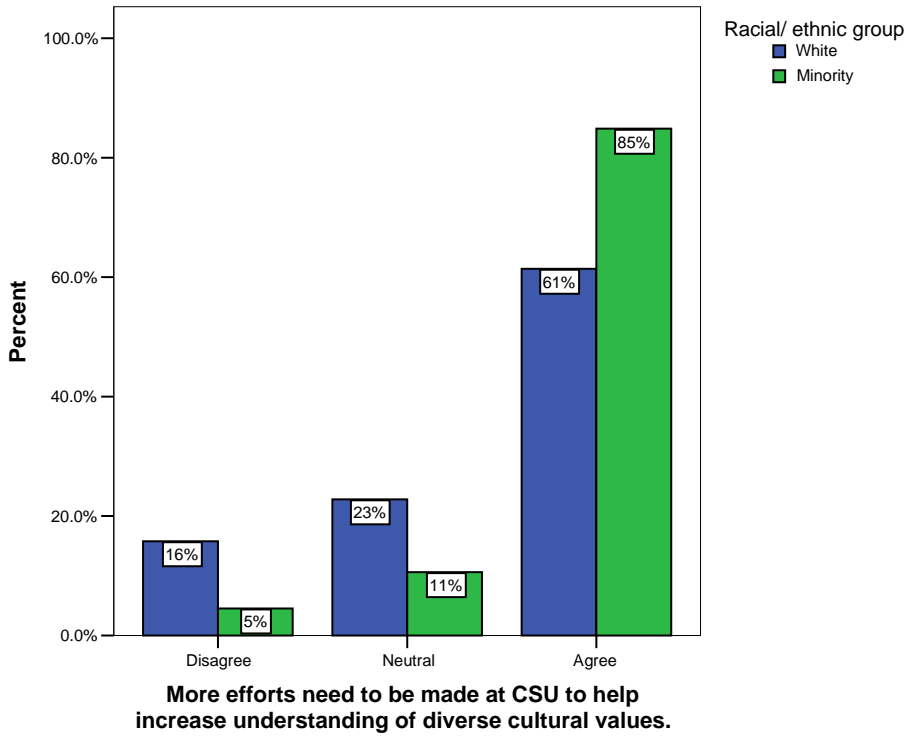


Fig. 21



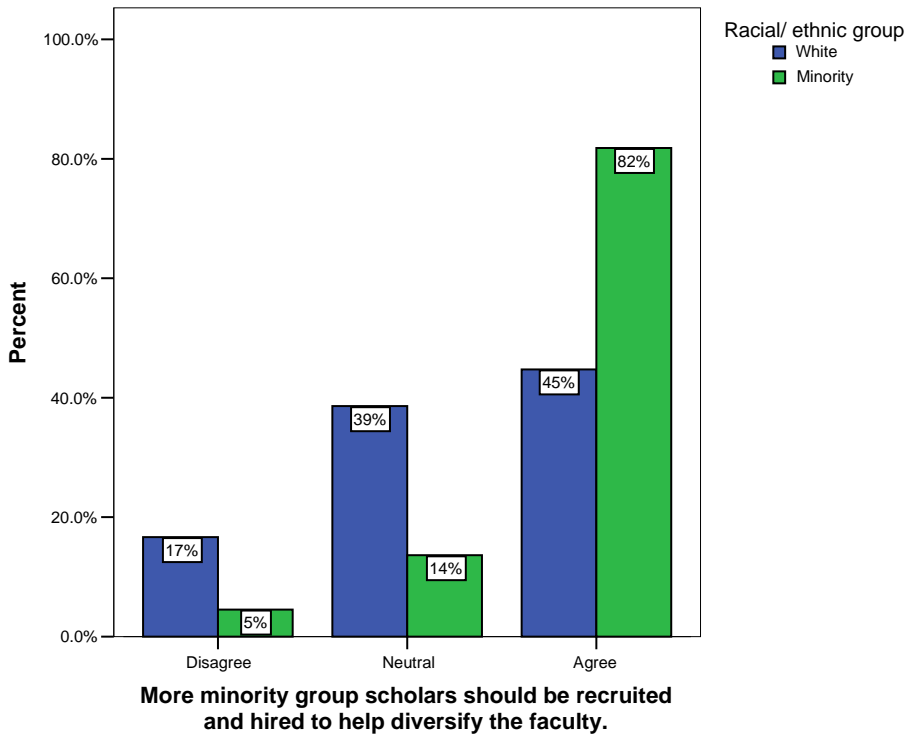
Chi sq. = 29.044, DF = 2, p. = .000, Cramer's V = .402, p. = .000

Fig. 22



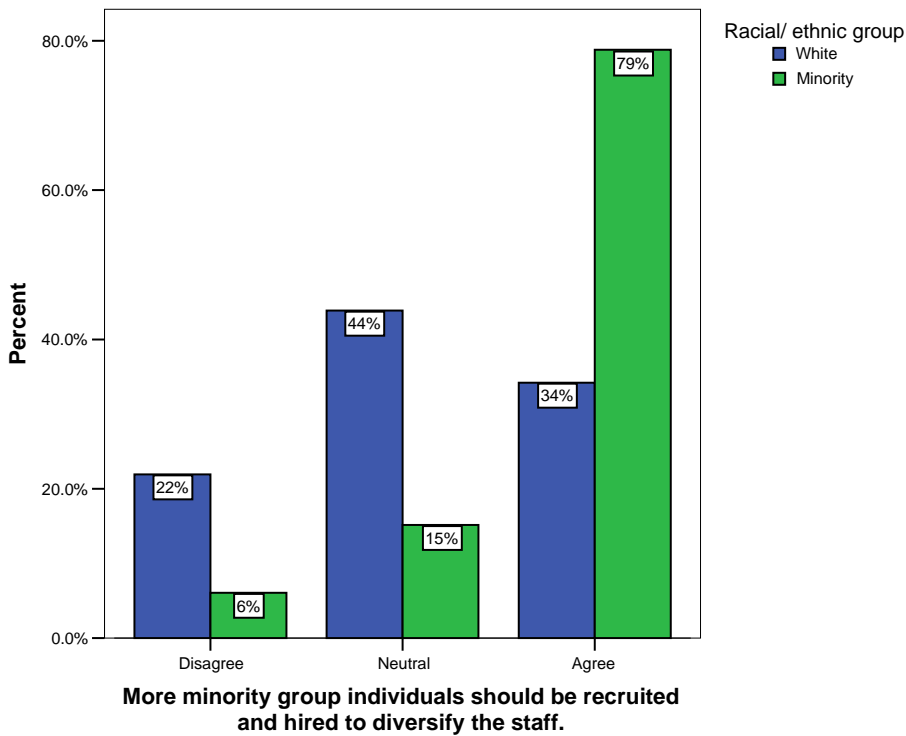
Chi sq. = 11.206, DF = 2, p. = .004, Cramer's V = .250, p. = .004

Fig. 23



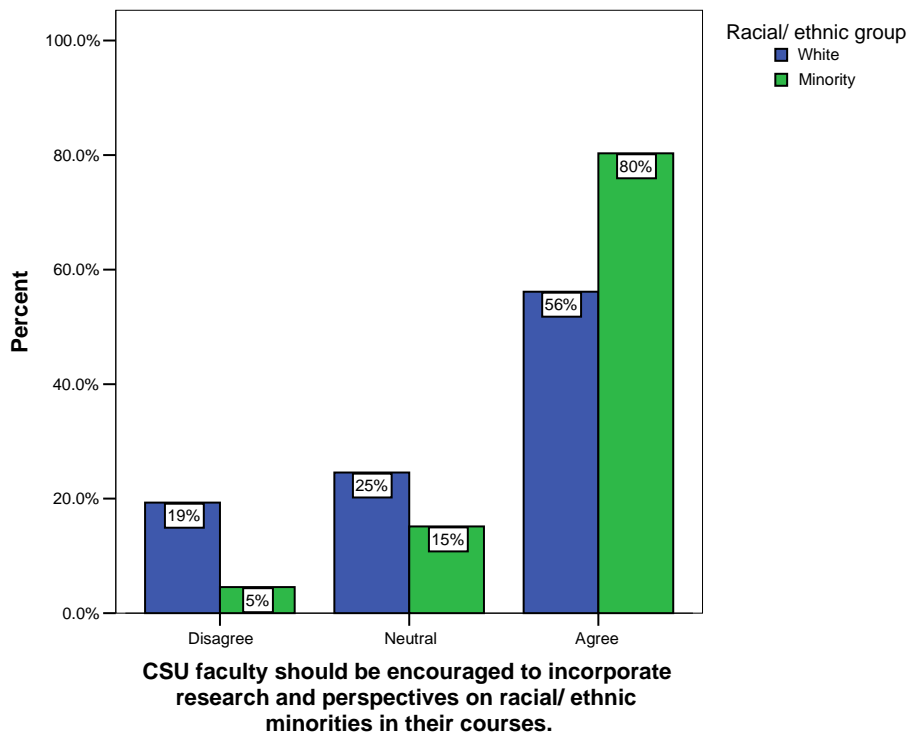
Chi sq. = 23.722, DF = 2, p. = .000, Cramer's V = .363, p. = .000

Fig. 24



Chi sq. = 33.299, DF = 2, p. = .000, Cramer's V = .430, p. = .000

Fig. 25



Chi sq. = 12.058, DF = 2, p. = .002, Cramer's V = .259, p. = .002

Fig. 26

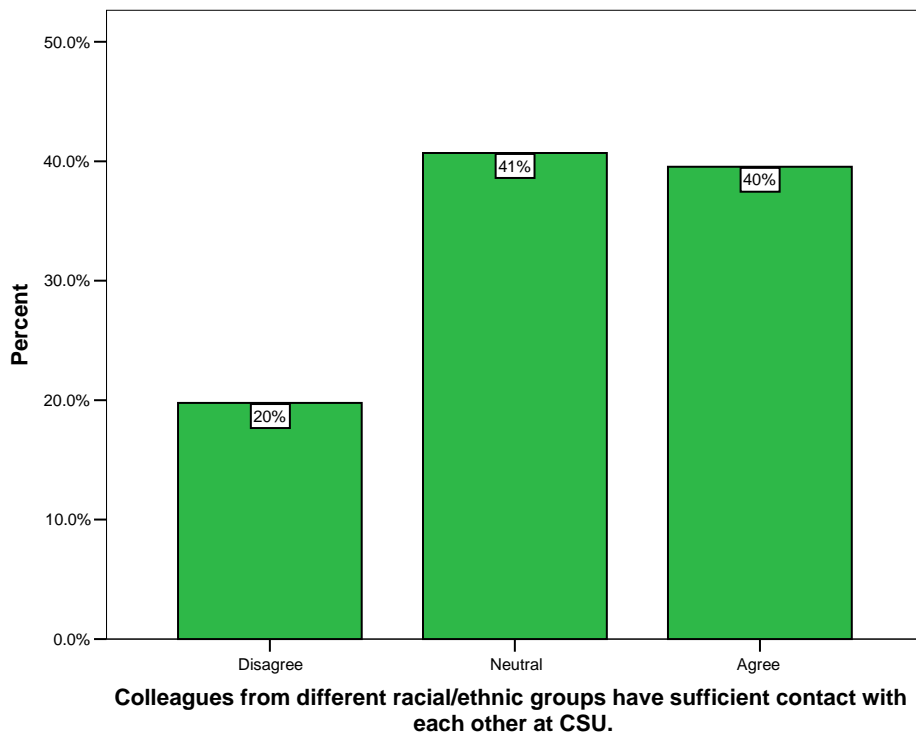
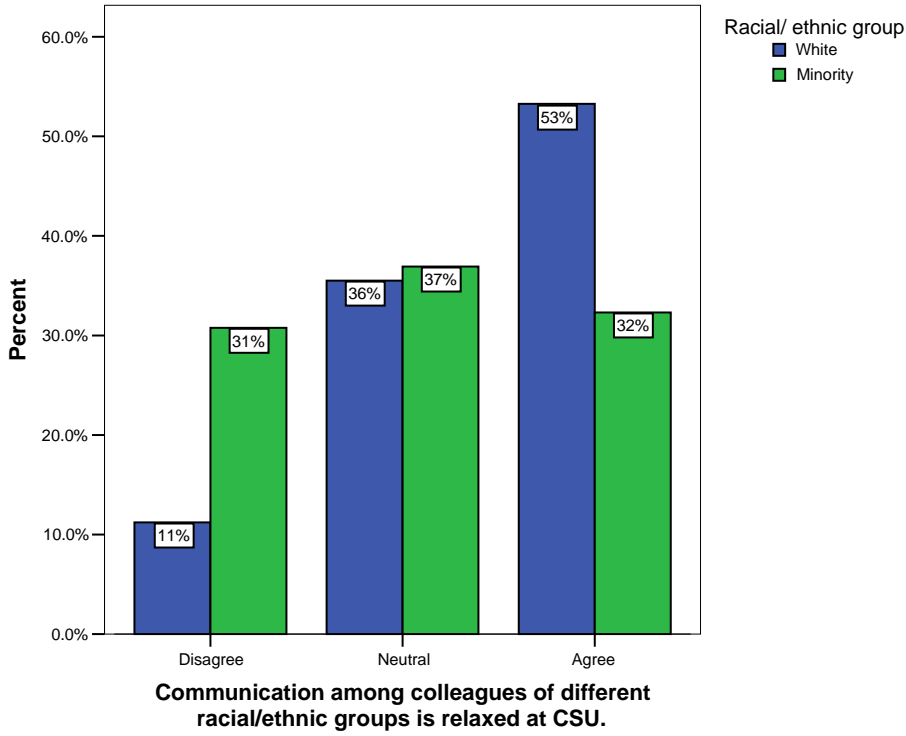
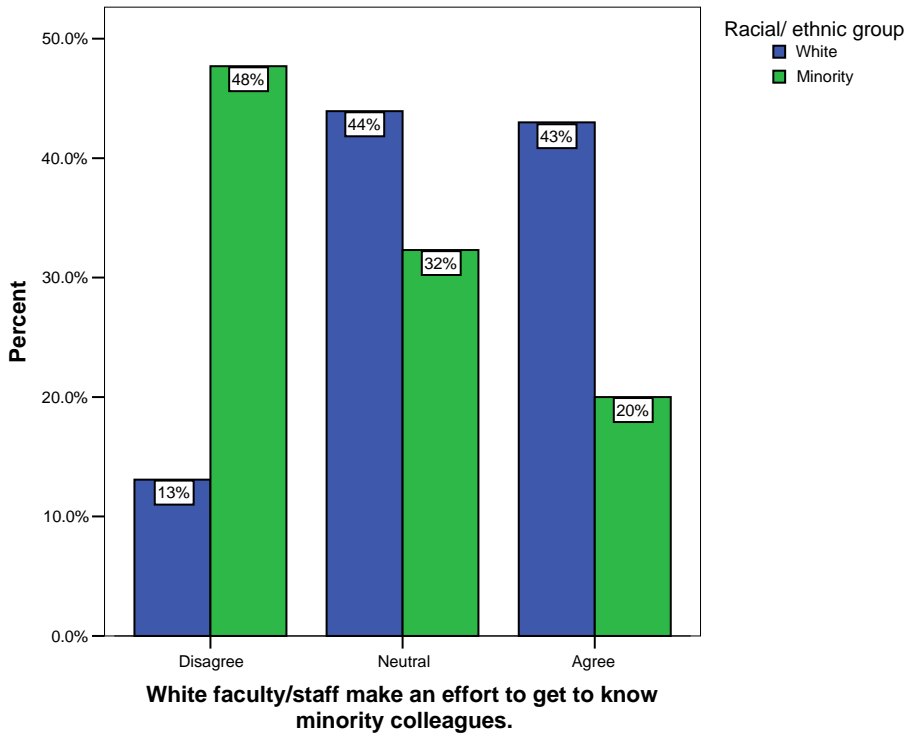


Fig. 27



Chi sq. = 12.251, DF = 2, p. = .002, Cramer's V = .267, p. = .002

Fig. 28



Chi sq. = 26.123, DF = 2, p. = .000, Cramer's V = .390, p. = .000

Fig. 29

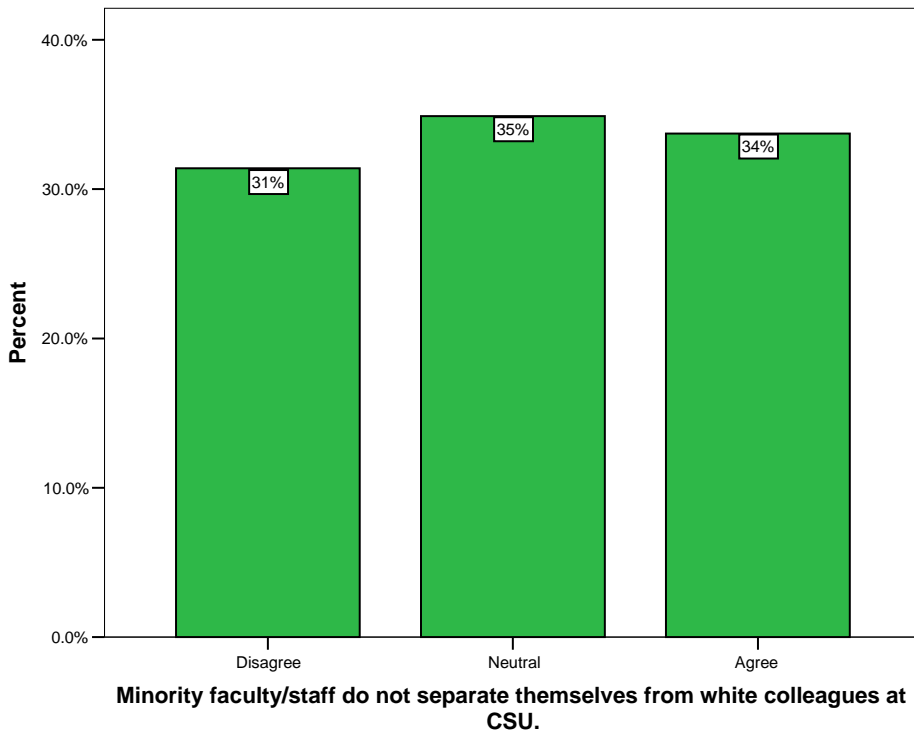
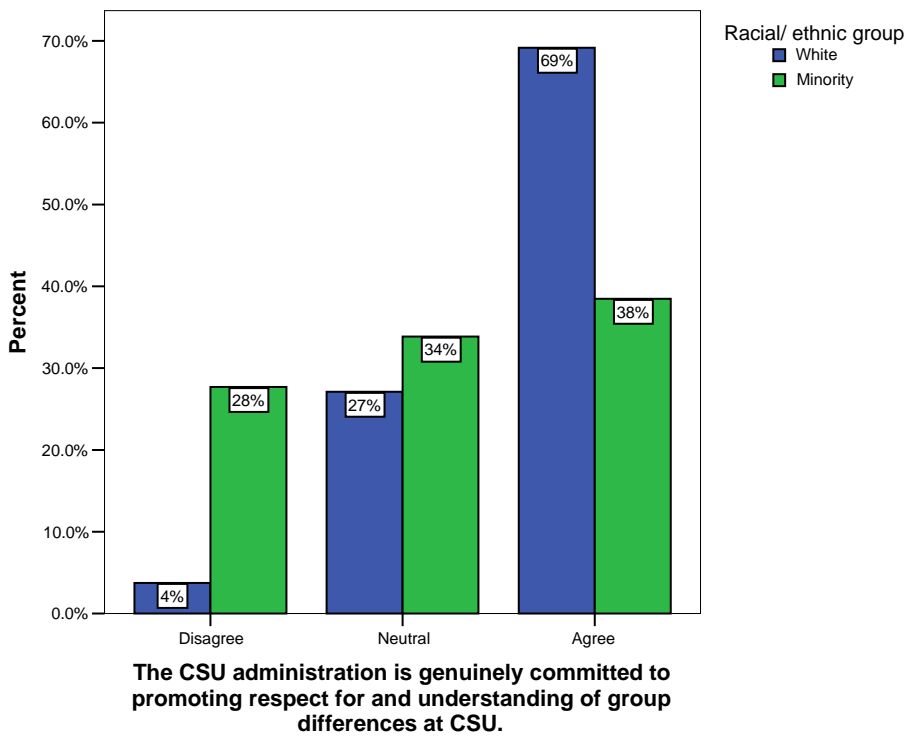


Fig. 30



Chi sq. = 25.380, DF = 2, p. = .000, Cramer's V = .384, p. = .000

Fig. 31

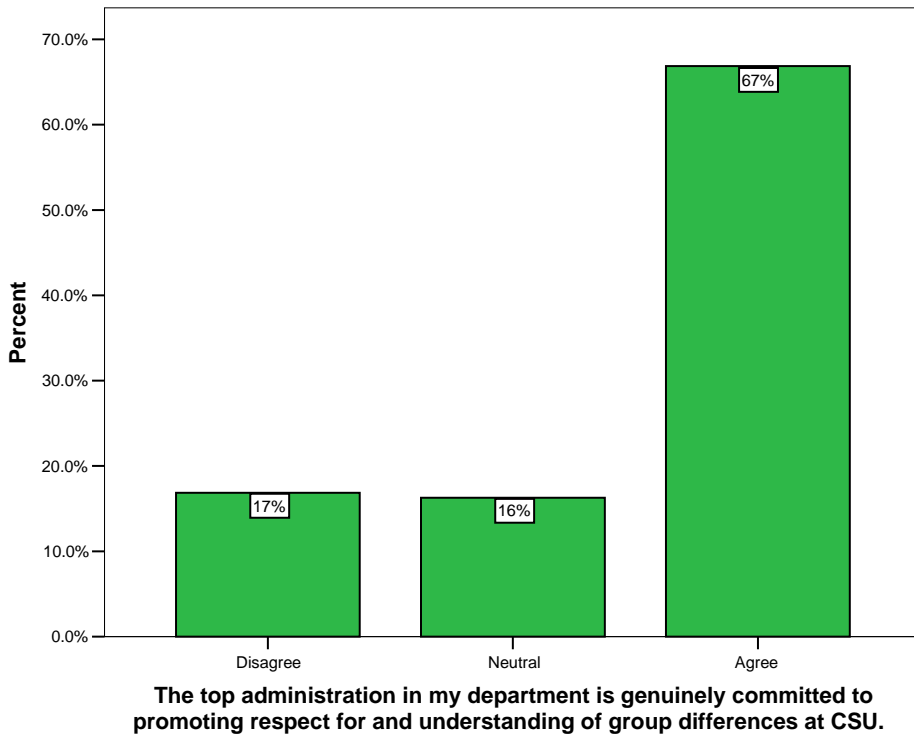
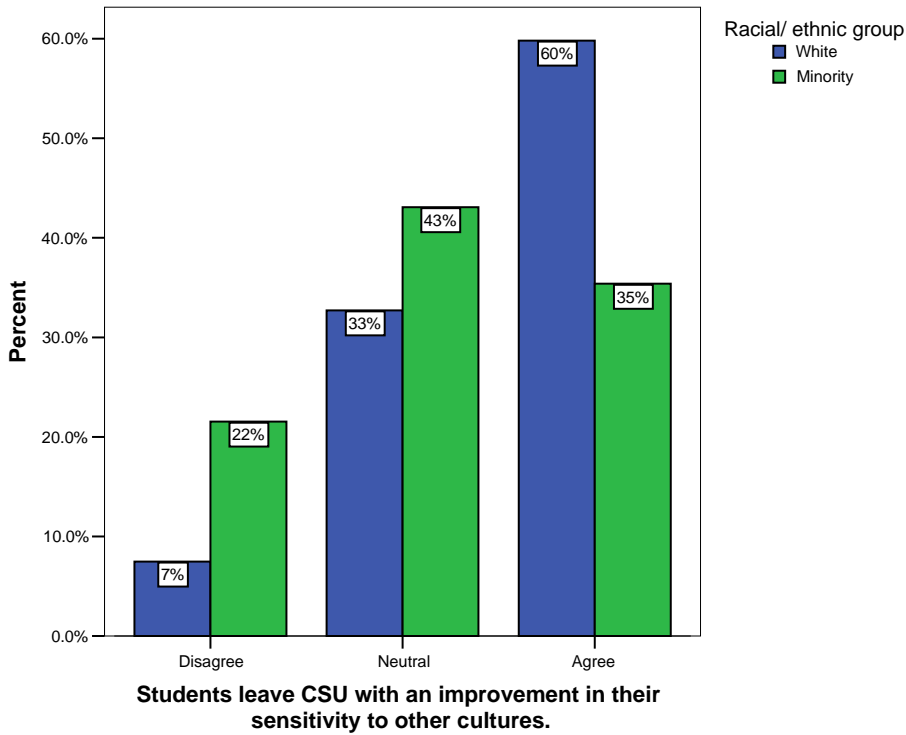
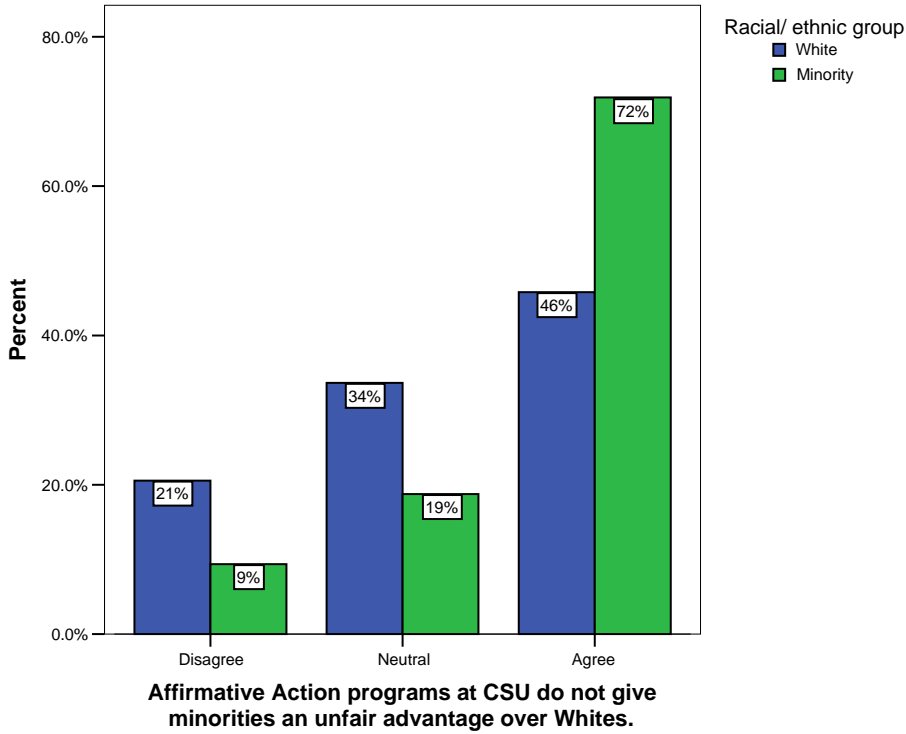


Fig. 32



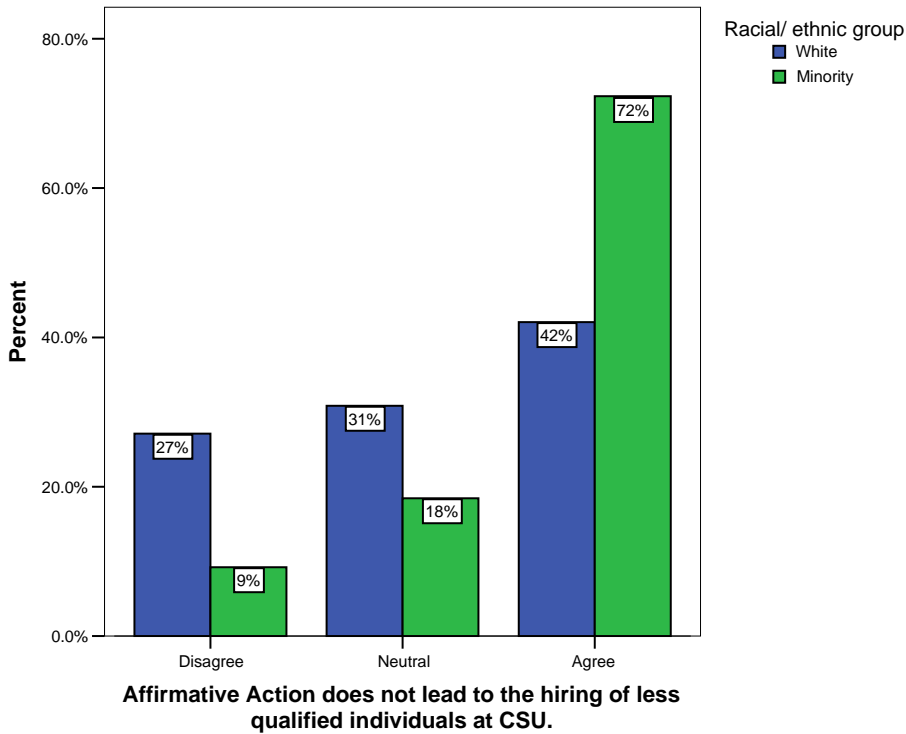
Chi sq. = 12.208, DF = 2, p. = .002, Cramer's V = .266, p. = .002

Fig. 33



Chi sq. = 11.128, DF = 2, p. = .004, Cramer's V = .255, p. = .004

Fig. 34



Chi sq. = 15.634, DF = 2, p. = .000, Cramer's V = .301, p. = .000

Fig. 35

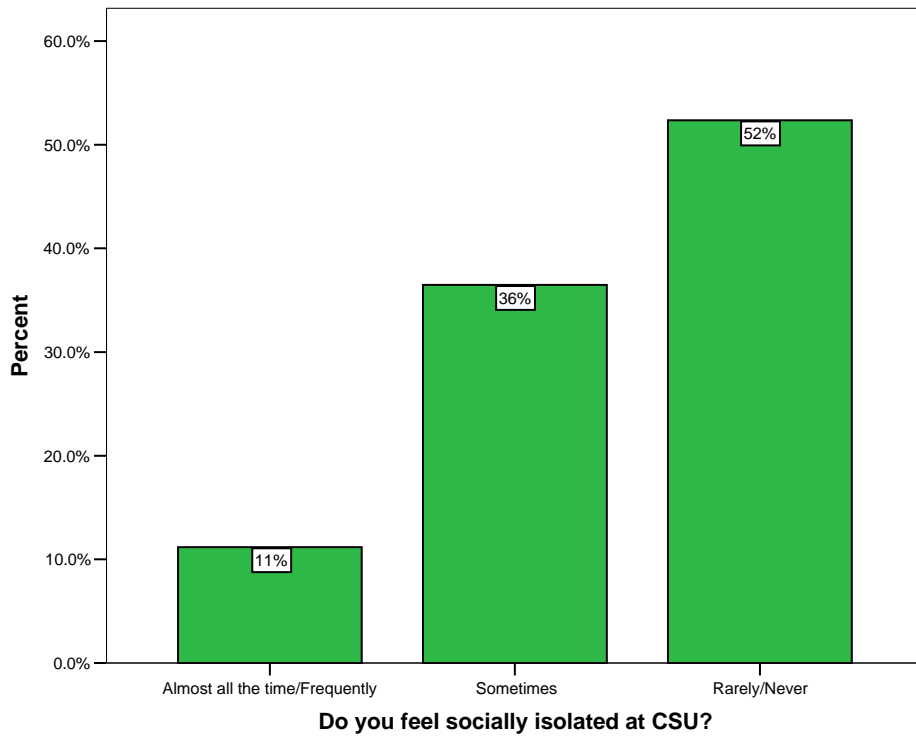


Fig. 36

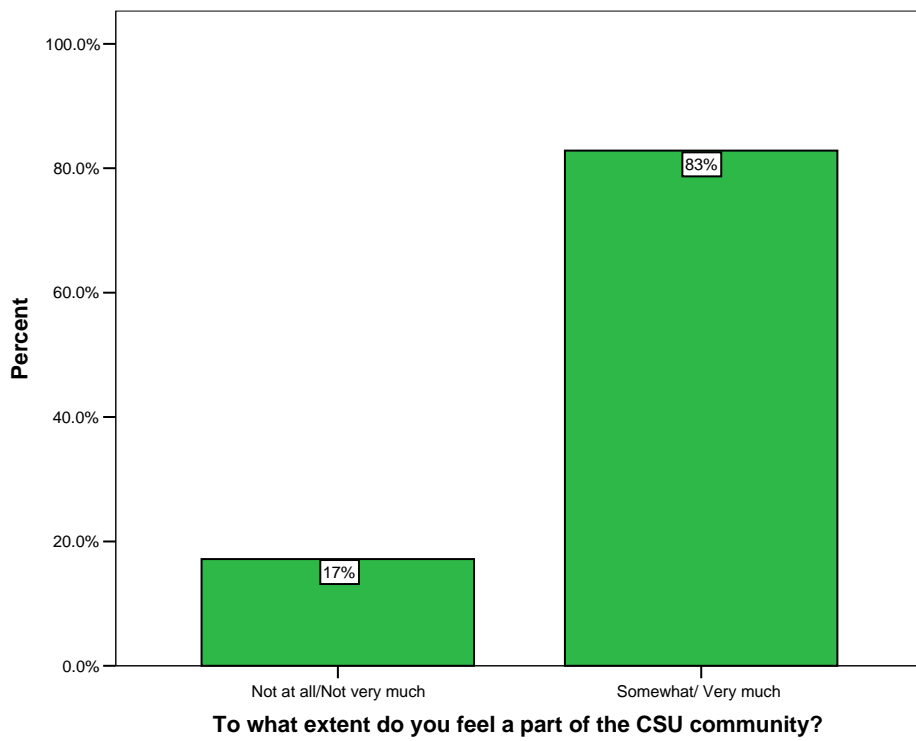


Fig. 37

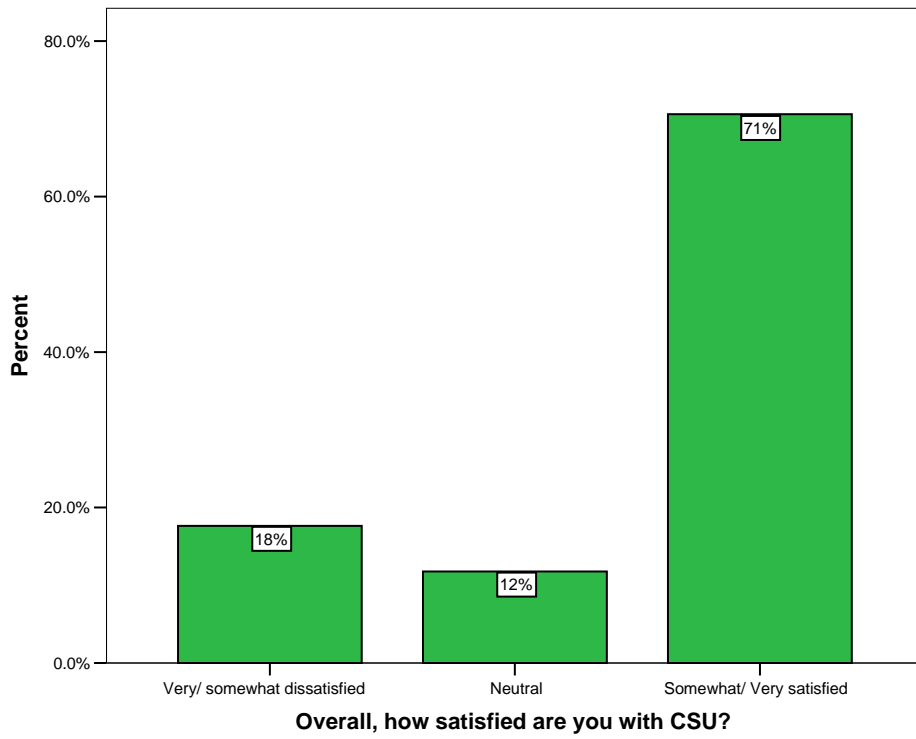
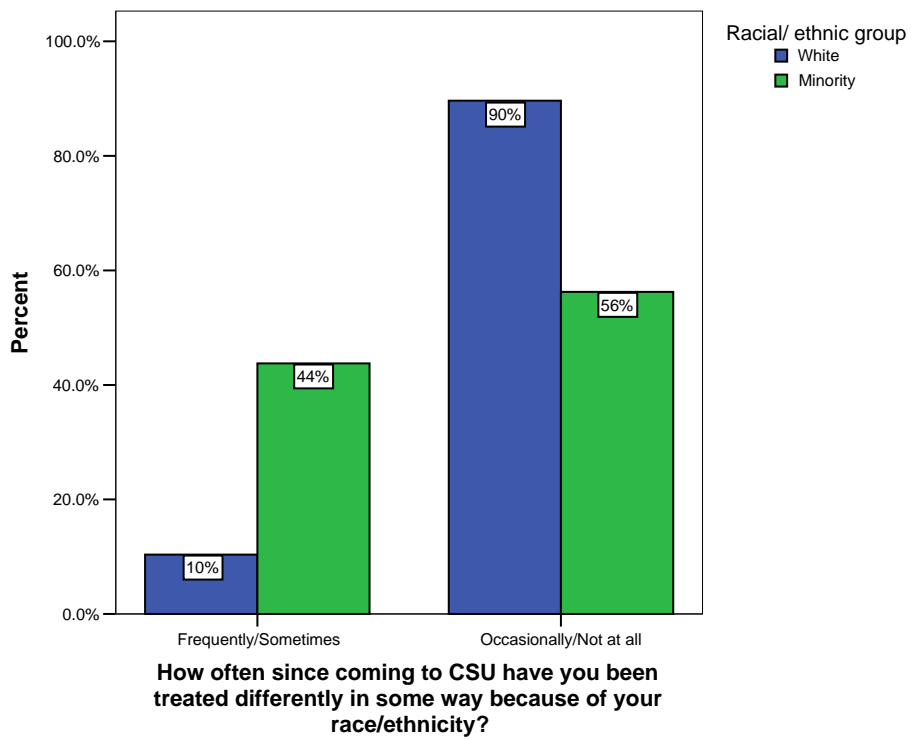


Fig. 38



Chi sq. = 25.141, DF = 1, p. = .000, Cramer's V = .385, p. = .000

Fig. 39

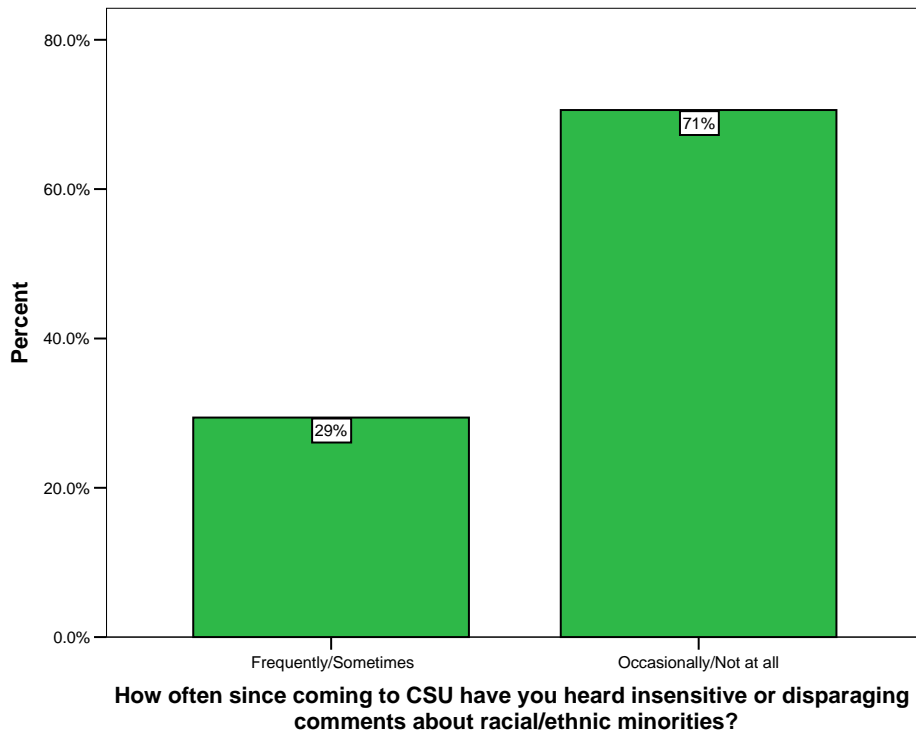
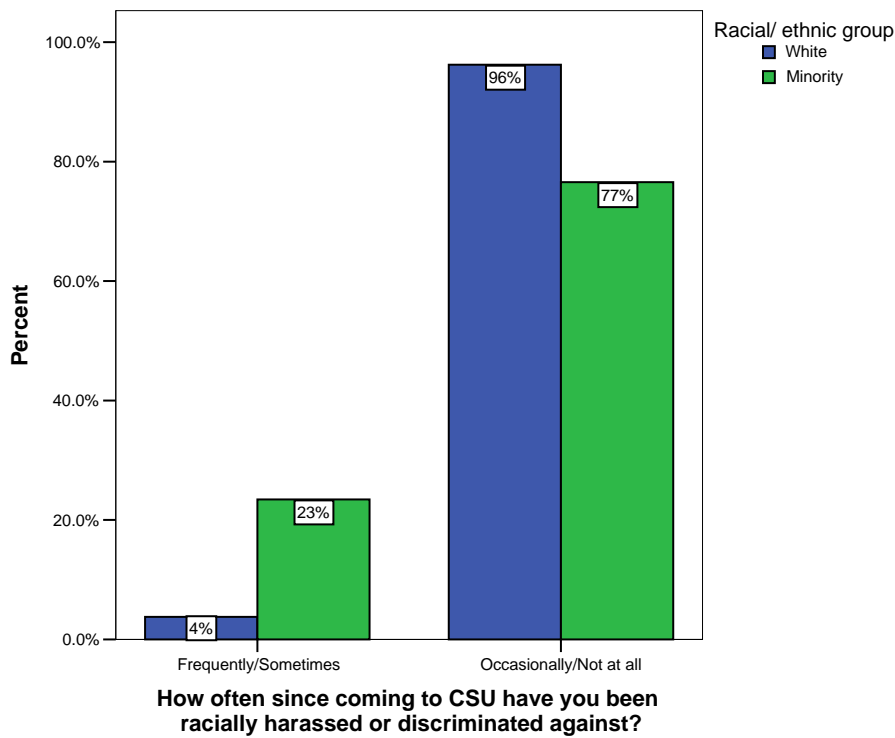
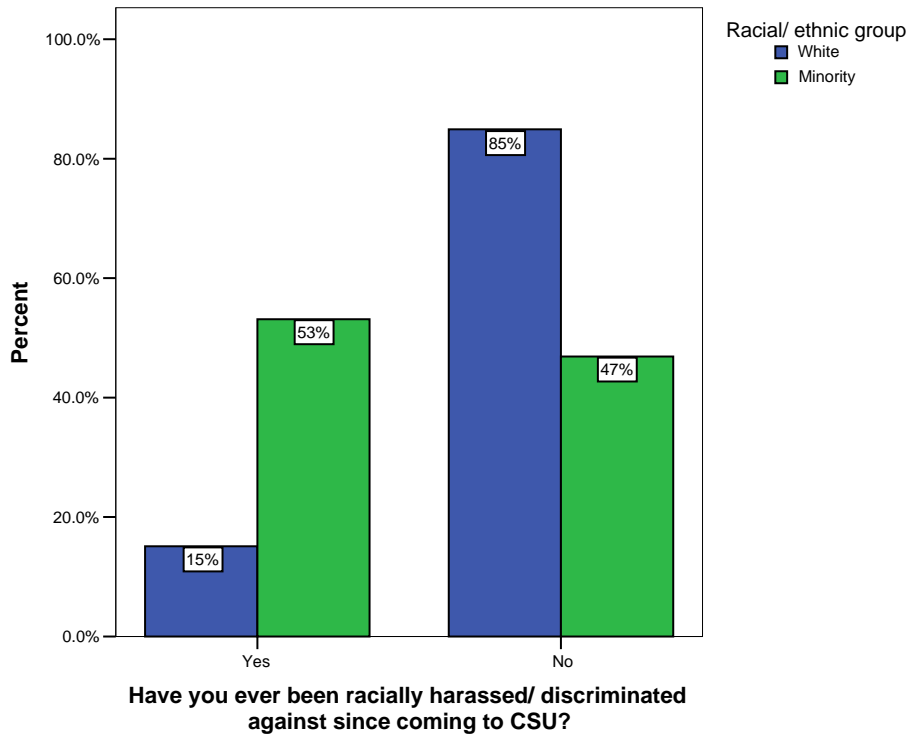


Fig. 40



Chi sq. = 15.543, DF = 1, p. = .000, Cramer's V = .302, p. = .000

Fig. 41



Chi sq. = 27.800, DF = 1, p. = .000, Cramer's V = .404, p. = .000

Fig. 42

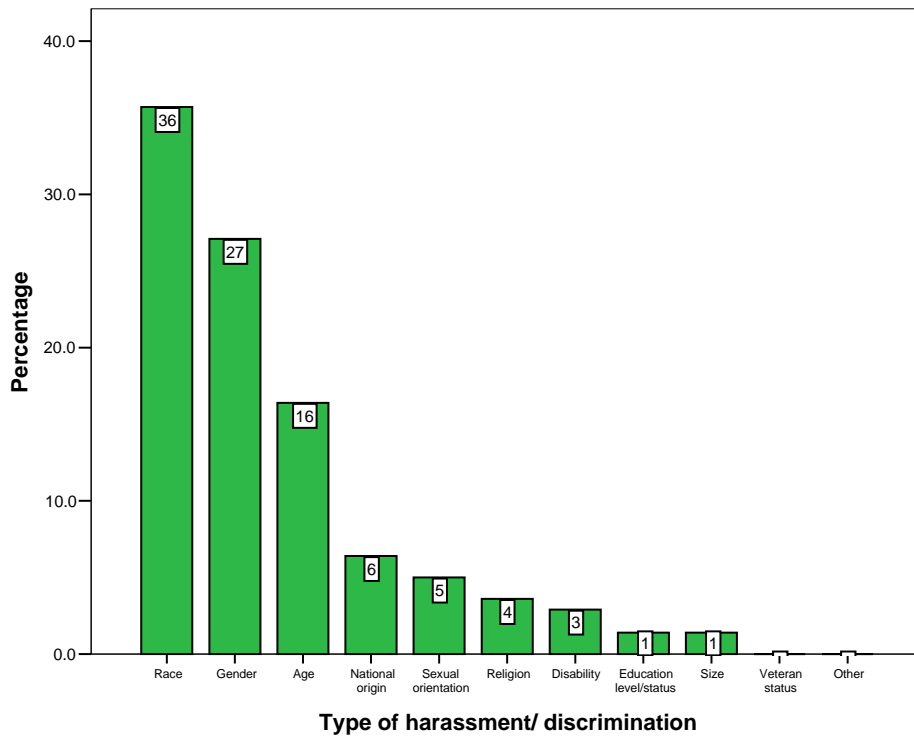
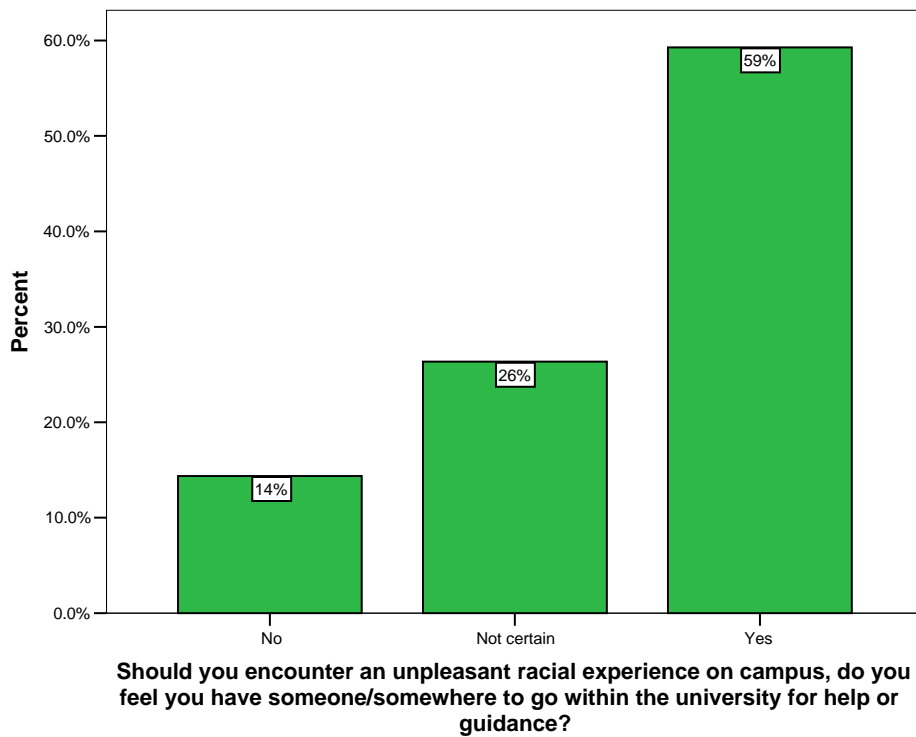


Fig. 43



Open ended responses

What do you think can be done at CSU to strengthen and improve the climate for racial/ethnic diversity/ other comments?

- Increase forums/ events/ programs that promote diversity (20)
- Diversify faculty/staff/ students (19)
- Expand focus to other areas of diversity (16)
- More/ mandatory diversity-related training (11)
- Focus on qualifications/ quality (10)
- Focus on dignity, respect, equal treatment (8)
- More commitment/change from the “top” (7)
- Address reverse racism/discrimination (6)
- Fine/ good job (5)
- Don’t push/force diversity (4)
- Nothing (external to CSU) (3)