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## General Comments about Campus & Workplace Culture (CWC) Survey reports (with an emphasis on the Faculty report)

- Three related points are abundantly clear from the Faculty report:
  - o There exist significant cases of incivility and bullying on campus, especially at the departmental level (162-173). These include but are not limited to:
    - Passive aggressive behavior (e.g., talking behind back, spreading rumors)
    - Hostile emails, eye rolling, dismissive remarks, yelling
    - Physical threats and unwanted physical contact
    - Unjustified denial of access to resources
    - Threats to employment and/or professional status
  - Most of these incidents go unreported to senior faculty, administrators, or the Office of Institutional Equity (OIE), indicating that there is little faith and trust in the institution and those who represent it (184-193).
  - Encounters with these uncivil acts and factors related to the general campus climate at UCCS, among others, likely contribute to the high number of faculty (~45%) who have seriously considered leaving UCCS within the past 12 months. (232)
- It is not possible to draw larger conclusions from many of the findings in the report without access to source/raw data. For example, further multivariate analyses are needed to determine the demographic characteristics of those experiencing incivility.
- There exist concerns with some of the survey questions and their wording (ex: belonging, wellness-at-work) that appear to have caused some confusion in responses.
- More disaggregated information about response rates is needed. For example, what was the response rate for each of the colleges/units? What was the response rate by gender, race, etc.? What was the response rate by type of faculty (IRC, tenured, tenure-track)?
- This survey and report cannot collect responses from those who have recently departed UCCS, a population whose perspectives about workplace and campus climate would be vital (See Next Steps)
- The results focus on incivility primarily at the departmental level. This is important but largely ignores issues stemming from and relating to interactions with administrators at all levels. For example, the Staff report illustrates that much of the incivility they experience originates from their encounters with administrators.
- Takeaway: The information presented in the CWC survey reports is somewhat helpful in determining the areas that relevant shareholders at UCCS need to focus on in developing action plans that address issues related to workplace climate and culture at UCCS. However, the CWC survey results do not provide a full picture of UCCS culture/climate. It should be viewed as potential starting point; as one of many tools necessary to holistically address workplace culture and climate related issues at UCCS.

## **Next Steps**

- If these surveys were administered to other campuses, run a comparison of the results across campuses.

- Complete multivariate analyses determine the demographic characteristics of those experiencing incivility and provide more disaggregated information about response rates as noted above.
- Administer a shorter, more pointed survey that tries to add to and fill in gaps from the CWC survey. This could be administered by the Office of DEI and with less of a focus strictly on Title-IX related issues.
- Administer focus group interviews/listening sessions with faculty who represent specific demographic groups of interest.
- Survey/interview people who are leaving or who have recently left. These should not be administered by HR, but by a third party organization or an independent UCCS research team after receiving IRB approval.
- Work directly with VC DEI Rame Hanna to determine what they and their office are interested in undertaking.
- Takeaway: All of these are moot points if there aren't mechanisms in place to act on these issues at the departmental and institutional levels. UCCS and CU must commit funds and labor to putting in place the infrastructure that can work to implement the necessary changes determined by these studies.