

**CALIFORNIA STATE UNIVERSITY, EAST BAY
FACULTY DIVERSITY & EQUITY COMMITTEE**

FDEC Meeting: Thursday, April 23, 2015, 2:00 pm, LI 2250

Members Present: Kim Geron (Chair), E. Maxwell Davis (Women's Studies), ZaNean McClain (CEAS), Pei-Hui Hsu (CBE), Gale Young (CLASS), Corey Gin (Presidential Appointee), Colleen Fong (Ethnic Studies), Daminna Standfield (Accessibility Services), Chul Kim (COS), Sharon Radcliff (Library)

Guests Present: Dianne Rush Woods (Chief Diversity Officer), Alexis Alabastro (Institutional Research), Mark Robinson, (Academic Senate Office), Mike Hedrick (Academic Senate), Linda Dobb, (Associate Provost), Eileen Barrett (English Department)

Members Not Present: Annette Walker (Enrollment Development & Mgmt), Diana Balgas (Retention Services), Sophie Rollins (Academic Senate Office)

DRAFT MINUTES

The meeting was called to order at 2:06 pm

Agenda:

1. Approval of the agenda
2. Approval of minutes from 4-9-15 meeting
3. Reports:
 - a. FDEC Chair
 - b. Presidential Appointee
 - c. UDO
 - i. Campus Climate Survey results presentation
4. New Business
 - a. 14-15 FDEC 2: Resolution that a University-wide Search Committee be established for the University-wide Ombudsman position
5. Adjournment

Meeting:

Committee members reviewed and approved the agenda.

Committee members reviewed and approved the notes from the 4-9-15 meeting.

Chair's Report:

Kim yielded the floor to Corey.

Presidential Appointee's report:

Corey yielded the floor to Dianne.

UDO's report:

Dianne reported that the internal job announcement for the University Ombudsman has been approved by the Administration. Dianne indicated that she engaged in a great deal of research in the creation of the position description. She plans to run through the job description with Linda Dobb once more before it is circulated. She reviewed the qualifications to be listed, discussed the training to be offered to the person selected, and the composition of the search committee to be used for the search. The search committee will consist of five people, including faculty, staff and a Presidential Appointee. The office location for this position has not yet been determined but will be distinct from campus Administrative Offices.

Alexis Alabastro presented the findings from last year's Campus Climate survey. She discussed the selection of the EBI model and the fact that EBI completed its own factor analysis of factors believed to be related to campus climate satisfaction. She completed an entirely new analysis of the raw data, separate from EBI's analysis and presented that data:

The student survey was deployed just before Thanksgiving 2013. Only 3500 students were invited to participate, and only 19% of those responded. No first year students (native or transfer) were included in the survey. Alexis presented demographic data on above, political leanings, sexual orientation, religion, religiosity, housing, GPA, enrollment status, disability, language, familial education levels, paying for education, and course format. Gender, age, race/ethnicity demographics in this sample are relatively representative of the campus population. Other identity factors cannot be compared to campus data because we don't have such data.

Alexis reviewed factor analysis and relayed how data on ten specific factors communicates student satisfaction with campus climate. She compared students' responses on these factors by age, GPA, political ideology, religiosity, sexual orientation, race/ethnicity and gender. She found few differences in relation to these factors, based on the identified aspects of identity:

These factors included (1) Peer Relationships, (2) Classroom Environment (for which significant differences were found based on age; older students rated classroom environment more positively), (3) Co-Curricular Environment, (4) Impact of Campus Diversity on Learning & Development, (5) Equal Treatment, (6) Diverse Experiences and Social Justice, (7) Diversity Programs and Policies (for which significant differences based on political affiliation, religiosity and race were found in relation to questioning about special considerations for minorities, with liberal students and deeply religious students being more supportive and African-American students most positive when compared to white, Hispanic and Asian participants), (8) Accessibility (asked of students with self-reported disabilities only), (9) Retention and graduation (for which significant differences were found based on sexual orientation; heterosexual students were significantly more likely to say that they were going to return or graduate than LGBTQ students), and (10) Overall Program Effectiveness.

Alexis also reviewed the institutionally specific questions that we added to EBI's standard instrument. These included responses to three statements:

- (1) There are role models for me on campus (for which significant differences were found based on race/ethnicity and political affiliation).
- (2) Most faculty I have taken tend to underestimate my ability.
- (3) My major department emphasizes the importance of diversity in my field (for which significant differences were found based on political affiliation).

In her assessment, we have lost ground since 2006 in relation to all three of these questions. In addition, she reported that 5% of students reported begin harassed on campus during the last year. 11 of 35 students reported harassment relation to gender, 5 to race/ethnicity and 3 to religious identification.

The staff/faculty survey was deployed in May of 2014. All staff, faculty and administrators were invited to complete, it and 590 did so, yielding a 35% response rate. The survey population included 158 self identified administrators, 234 staff, and 187 faculty. The staff/faculty survey asked for demographic information as well as information related to ten specific factors that communicate staff/faculty satisfaction with campus climate. Again, Alexis reviewed factor analysis and relayed how staff and faculty responses on these factors varied in relation to 12 aspects of identity, including work role type, gender, age, sexual orientation, language, citizenship, religion, religiosity, income, educational level, employment time basis and employment duration.

The factors examined in this survey included: (1) Peer Relationships (for which significant differences were found based on employment duration, with mid duration employees being the least happy), (2) Work/Department Environment (for which significant differences were found based on employment duration, again with mid duration employees being the least happy), (3) Classroom environment, (4) Relationship with Supervisor or Chair (for which significant differences were found based on employment duration, again with mid duration employees being the least happy), (5) Impact of Campus Diversity on Learning and Development (for which significant differences were found based on employment duration and, again with mid duration employees being the least happy and with older employees being happier with this), (6) Equal Treatment (for which significant differences were found based on employment duration and income, again with mid duration employees being the least happy and those who earn less than \$50K per year being more positive), (7) Accessibility, (8) Impact of Leadership on Diversity (for which significant differences were found based on duration of employment, income, and role type), (9) Institution Communicates Diversity (for which significant differences were found based on duration of employment and race/ethnicity, with whites being most positive), and (10) Overall Program Effectiveness (for which significant differences were found based on duration of employment, income, and role type).

Alexis reported that questions related to Harassment, Social Exclusion and Bullying revealed that roughly one third of staff/faculty/administrators reported being aware of incidents of

harassment, social exclusion or bullying in the last year, which were most often attributed to race/ethnicity and sexual orientation. Of note, 13% reported that bullying or harassment interfered with their ability to work or learn on campus.

Alexis also indicated that she is in the process of conducting further analysis of the qualitative data gathered within the survey, and has plans to possibly collect more qualitative data to examine interesting but non-statistically significant trends seen in quantitative data. She agreed to send a copy of her presentation slides to the committee.

The committee discussed potential formats for disseminating this information to faculty, staff and students, as well as ways to begin campus dialogue about developing policy responses to issues raised by the survey.

14-15 FDEC 2: Resolution that a University-wide Search Committee be established for the University-wide Ombudsman position

TABLED

Plans for University-wide search already under way.

Adjournment

The meeting adjourned at 4:05 pm

Our next meeting will be held on 5/14/15

FDEC website: <http://www.csueastbay.edu/senate/fdec.htm>