

5-7-2001

Campus Climate Survey

The College at Brockport, College Senate

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SUNY BROCKPORT

Faculty Senate
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College at Brockport
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Resolution #25
2000-2001
FACULTY SENATE

TO: Dr. Paul Yu, College President

FROM: The Faculty Senate Meeting on: *May 7, 2001*

RE: X I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For your Information (*Notice, Request, Report, etc.*)

SUBJ: *Resolution on Campus Climate Survey*

Signed: *Jennifer M. Lloyd* Date Sent: *5/24/01*
(Jennifer Lloyd, Faculty Senate President)

TO: The Faculty Senate

FROM: Dr. Paul Yu, College President

RE: I. Decision and Action Taken on Formal Resolution (circle)
a. Accepted. Effective Date: *6/5/01*
b. Deferred for discussion with the Faculty Senate on ___/___/___
c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation/Other
a. Received and acknowledged
b. Comment:

DISTRIBUTION: *Administrative Group*

Distribution Date: *6/18/01* Signed: *Paul Yu*
(Dr. Paul Yu, President of the College)

Campus Climate Survey Report Resolution
April 30, 2001

Whereas the Faculty Senate Environment Committee was charged with responding to the Campus Climate Survey, and

Whereas the Faculty Senate, on behalf of the Committee, commissioned Fred Halley of Socware, Inc. to undertake an analysis of the Survey to ascertain the statistical validity of the Campus Climate Survey instrument, and

Whereas the Committee invested many hours of research, discussion and consideration in regards to the Survey and analysis,

Therefore, let it be resolved that the Faculty Senate accept the Committee's report for submission to the President and administrative staff.

Campus Climate Survey **An Evaluation of Stress, Pride and Optimism**

The Campus Climate Survey may not have revealed anything we didn't already know. The survey did, however, bring into sharper focus a number of issues currently before the College. The statistical analysis of the Campus Climate Survey conducted by Fred Halley of Socware, Inc, evaluated the relationships between faculty and staff stress, pride and optimism for the future of SUNY Brockport.

Stress: It came as no surprise that the analysis revealed a strong relationship between increased workload/overload of both faculty and staff, and the reported incidence of increased stress. The majority of respondents, 63%, reported experiencing significant levels of work-related stress due to workload/overload. A vast majority of respondents (73%) perceived that they were working harder than they had two years prior to the Survey.

Sources of stress identified by respondents:

- Increased workload
- Staff attrition
- Extended work hours

Pride: Just as the Survey revealed a relationship between workload and stress, it also revealed a relationship between faculty and staff morale (feeling valued) and their sense of pride in the institution. The relationship between feeling valued and having a sense of pride is a strong one, with 57% of those respondents who felt the College expressed little or no value for their contributions also reporting the lowest level of pride. In turn, 56% of those who felt the College expressed some or great recognition for their contributions also reported the highest level of pride. The correlation between morale and pride indicates that the College can increase pride, at little added cost to the College, simply by expressing an appreciation for faculty and staff contributions.

Sources of pride identified by respondents:

- Presidential leadership
- Increase in admission standards
- Image marketing
- Campus enhancements

Optimism: Besides revealing a relationship between morale and pride, the Survey also revealed a relationship between morale and optimism, and pride and optimism. It also revealed a relationship between the respondents' number of years of service and their sense of optimism for the future of the institution.

For those with six or more years of service, optimism is evenly spread across the categories of low, moderate and high.

Those with less than one year of service reported a greater sense of optimism, while a majority (60%) of those with one to five years of service reported being considerably less optimistic.

Sources of optimism identified by respondents:

Presidential leadership
Elevated student quality
Focus on student success

Sources of decreased optimism identified by respondents:

Lack of departmental resources
Lack of potential for career advancement

Recommendations:

- Review and recommit to the recommendations and priorities set forth by the Strategic Plan.
- Refill vacant positions as quickly as the budget allows, making the replacement of faculty/staff lost to attrition a top budgetary priority in keeping with the Strategic Plan.
- Distribute resources in a spirit of fairness and cooperation vs. a spirit of competition.
- Stay the course in image marketing as it is a universal source of pride.
- Continue to maintain the more stringent admission standards and student quality.
- Expediently initiate the recommendations put forth in both the *Faculty and Staff Roles and Rewards* reports.
- Re-affirm the practices of open communication set forth in the 1993 *Communication Policy and Guidelines*.
- Continue maintenance, repairs, and capital improvements to facilities, providing a safe and comfortable environment conducive to learning. Example: Fill the potholes in Tuttle North driving lanes and parking areas.

COMMUNICATION POLICY AND PRINCIPLES

of the
State University of New York College at Brockport

The purpose of this policy is to foster and maintain a communication climate that will help all employees support fully the College mission to "provide a campus environment conducive to learning" in which "each aspect of campus life" is recognized as "part of the educational process."

While doing their jobs as members of the College community, all employees shall adhere to the following principles:

1. Good communication is a two-way process for which both the sender and receiver are responsible.
2. Good communication requires clear, accurate, timely, and complete messages.
3. Good communication flows freely in all directions, using methods best suited to the needs and preferences of those involved.
4. Good communication fosters an environment of fairness, challenge and cooperation that encourages all to do their best work.
5. Good communication requires significant participation in the decision-making process by those most directly affected by and accountable for consequences of the decisions.
6. Good communication strengthens the institution by using open and frank discussion without fear of retaliation to build trust and teamwork, thereby promoting an open, healthy and productive atmosphere.

SUNY BROCKPORT

COMMUNICATION GUIDELINES

The following guidelines are provided to all employees to assure compliance with the College's Communication Policy for implementing its six principles of good communication.

1. Supervisors and employees shall actively share and seek information and request clarification when necessary.
2. Supervisors and employees shall attempt to anticipate events and situations that require advance communication.
3. Supervisors shall use appropriate channels to inform employees about policies, procedures, objectives, performance levels, personnel practices, programs and decisions.
4. Employees shall inform supervisors concerning changes, problems and ways in which policies, procedures, objectives and decisions are received and implemented.
5. The President and his/her staff shall be visible and accessible by holding open forums, attending Faculty Senate and appropriate departmental meetings, and by informally visiting units on a routine basis.
6. Supervisors and employees shall be responsible for attending and actively participating in departmental and informational meetings and open forums.
7. Constructive criticism and praise for job performance shall be routinely given to employees in a spirit of helpfulness.
8. Performance criteria shall be clearly defined and applied fairly through annual employee performance evaluations.
9. Employees shall be consulted in the evaluation of their supervisors and shall be asked to provide feedback on a regular basis.
10. Supervisors and employees shall be provided adequate training and coaching to perform their tasks, including how to use appropriate communication channels and how to implement these communication procedures.
11. Decisions shall be made as close to the level of operations as is possible and those most likely to be affected shall be consulted prior to action whenever practical.
12. Decisions and their rationales shall be explained except when information is withheld because of confidentiality or other legalities.
13. All employees shall be provided assurances that encourage them to speak openly to identify and solve problems.
14. Principles of academic freedom, the First Amendment rights of free speech, and the worth of each individual shall be respected.