

## **Campus Workplace Climate Survey Report**

### **Executive Summary**

#### **Purpose:**

UCCS is committed to creating an inclusive environment where all members of our community feel respected, supported, and valued. The purpose of the Campus and Workplace Culture Survey (CWC) is to gather information from UCCS students, staff, and faculty about their academic, workplace, and residential environments and allows UCCS to have a more representative look at the extent to which all feel respected, supported, and valued.

#### **Engagement Data:**

The Campus Workplace Climate (CWC) Survey was deployed October 22-November 12, 2025, across four UCCS distinct populations: undergraduate students, graduate students, staff, and faculty.

#### **Total Invitations Sent:**

- Undergraduate Students: 9,100
- Graduate Students: 2,071
- Staff: 848
- Faculty: 1,122

#### **Responses Rates:**

- Undergraduate Students: 427 (4.7%)
- Graduate Students: 144 (7%)
- Staff: 476 (57%)
- Faculty: 258 (23%)

#### **Key Findings:**

*A full breakdown of survey data by population can be viewed in the CWC Tableau on the [2025 CWC website](#).*

#### **Cross Cutting Themes**

1. Belonging is a foundational strength across UCCS
  - Across all populations, a strong sense of belonging consistently emerged as a defining feature of the campus experience.
2. Campus pride and institutional commitment remained high, even amid reported challenges
  - Many respondents expressed pride in UCCS and a willingness to choose or remain at the institution.
3. Care and wellness are widely recognized cultural values

- There is consistent affirmation across populations that UCCS promotes a culture of care and wellness, particularly through interpersonal relationships and localized development practices.
4. Relationship with supervisors, leaders, instructors, and mentors shape trust, connection, and support
    - Individual relationships were the strongest drivers of positive experiences, influencing perceptions of care, belonging, mentorship, and academic or professional support.
  5. Positive culture indicators coexist with significant stressors
    - Feelings of belonging, care, and pride existed alongside high levels of workload pressure, emotional exhaustion, incivility, and safety concerns.
  6. Relationships are a critical strength, but insufficient without systems of support
    - Relationships emerged as a significant source of support across populations; however, reported challenges related to workload, capacity, safety infrastructure, and access to support remained present.
  7. Individual leaders and instructors often provided support, but challenges still existed
    - Responses indicated that individual leaders and instructors were a primary source of support for students, staff, and faculty, while challenges related to workload, capacity, safety, and climate remained present.
  8. Incivility was a campus-wide concern, often expressed through subtle behaviors.
    - Experiences such as being interrupted, dismissed, talked over, or subjected to non-verbal disrespect appeared across populations.
  9. Safety perceptions were uneven and highly place-based
    - Feelings of safety varied significantly by physical context and campus experience.
  10. Individual resilience and commitment were high
    - Faculty, staff, and students showed strong resiliency practices as a response to challenging experiences.

### **Faculty Highlights**

- Most respondents felt they were treated in ways that foster a sense of belonging.
- Nearly three quarters of respondents believed UCCS promoted a culture of care.
- Over half of the respondents reported feeling overwhelmed by their workload at some point during the past year.
- Nearly three quarters of respondents felt leaders in their area were actively engaged in promoting and modeling wellness and a culture of care.
- More than three quarters of respondents said they would choose to work at UCCS again.
- Nearly three quarters of respondents felt free to teach, research, and publish on teaching-related topics without fear of censorship.

- A little under half of respondents remained uncertain about whether the institution would support them in engaging with controversial or sensitive academic topics.
- Nearly two thirds of respondents reported participating in a campus sponsored/ supported leadership or professional development opportunity.
- Almost half of respondents reported that their supervisors had participated in a campus sponsored/supported leadership or professional development opportunity.
- Experiences of non-verbal behavior, people interrupting or talking over them, condescension or dismissive remarks, and complaints made behind their back received the highest level of responses on experiences with incivility.

### **Staff Highlights**

- A strong majority of respondents felt they were treated in ways that fostered a sense of belonging at UCCS.
- Most respondents believed the institution promoted a culture of care and leaders in their areas were actively modeling wellness and care.
- While commitment to the institution remained high with most respondents saying they would choose to work at UCCS again, many also reported feeling strained.
- Just over half of respondents have felt overwhelmed by their workload in the past year, and nearly two thirds reported feeling emotionally drained by their work.
- Nearly half of respondents have considered leaving UCCS in the past 12 months.
- Most respondents felt supported by their supervisor in obtaining what they need to cope with work demands.
- Nearly two thirds of respondents reported participating in a campus sponsored/ supported leadership or professional development opportunity.
- Just over half of respondents reported that their supervisors had also participated in campus sponsored/supported leadership or professional development opportunities
- Experiences of non-verbal behavior, people interrupting or talking over them, condescension or dismissive remarks, and complaints made behind their back received the highest level of responses on experiences with incivility.

### **Graduate Student Highlights**

- A strong majority of respondents felt they were treated in ways that foster a sense of belonging and expressed pride in being a UCCS student.
- Most respondents believed UCCS promoted a culture of care and reported feeling safe in academic buildings and classrooms.
- Nearly three quarters of respondents would choose to attend UCCS again, reflecting overall satisfaction with their student experience.

- Many respondents identified at least one person at UCCS as a mentor and reported receiving adequate support and mentoring to advance their academic, career, and professional goals.
- Fewer than half of respondents felt that faculty consistently and effectively addressed problematic behaviors that undermined the academic or work environment.
- Experiences of non-verbal behavior, condescension or dismissive remarks, and demands of excessive sacrifice over time received the highest level of responses on experiences with incivility.

### **Undergraduate Student Highlights**

- Most respondents reported feeling treated in ways that fostered a sense of belonging and expressed pride in being a UCCS student.
- Most respondents believed UCCS promoted a culture of care and felt connected to one or more instructors.
- Nearly three quarters of respondents said they would choose to attend UCCS again.
- Many respondents believed campus health and well-being services and programs adequately meet their needs.
- A significant number of respondents reported difficulty finding peers to study with.
- About half of respondents felt safe in-residence life and housing.
- Experiences of non-verbal behavior, condescension or dismissive remarks, and someone constantly interrupting or talking over you received the highest level of responses on experiences with incivility.

### **Next Steps:**

- Publish findings on the Campus Workplace Climate website, including an executive summary and an interactive Tableau dashboard.
- Engage key campus stakeholders to review findings, discuss implications, and identify areas of alignment and concern across units.
- Utilizing the data and stakeholder input to develop a focused action plan centered on three to four priority goals that address both strengths and areas for improvement.
- Share the finalized campus action plan with the campus community in Fall 2026, outlining priorities, next steps, and accountability measures.