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Assessment • Planning • Interventions

Penn State
College of Earth & Mineral
Sciences

Assessment of the
Learning, Living, and
Working Environment
(ALLWE)
Final Report

May 2019



Rankin & Associates, Consulting

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Executive Summary

Introduction

This report provides the findings from a survey entitled “Assessment of the Learning, Living, and Working Environment” (ALLWE), conducted in the Pennsylvania State University’s College of Earth and Mineral Sciences (EMS). In the 2018 spring semester, EMS contracted with Rankin & Associates Consulting (R&A) to conduct a College-wide study. Twenty EMS faculty, staff, students, and administrators formed the Environment Assessment Working Group (EAWG), which worked with R&A to develop the ALLWE survey instrument and to promote the survey’s administration in fall 2018. All members of EMS were encouraged to complete the survey.

Responses to the multiple-choice format survey items were analyzed for statistical differences based on various demographic categories (e.g., EMS position, gender identity, disability status) where appropriate. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents’ confidentiality. Throughout the report, for example, the Faculty category includes tenure-line faculty, research/teaching faculty, postdoctoral scholars, and administrators with faculty rank.

In addition to multiple-choice format survey items, several open-ended questions provided respondents the opportunity to describe their experiences at EMS. Comments were solicited 1) to give “voice” to the quantitative findings and 2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items due to the small number of survey respondents from historically underrepresented populations in EMS. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data.

Eight hundred ninety-four (894) surveys were returned for a 27% overall response rate. Table 1 provides a summary of selected demographic characteristics of survey respondents.

Table 1. EMS Sample Demographics

Characteristic	Subgroup	n	% of Sample
Position status ^a	Undergraduate Student	432	48.3
	Graduate Student	177	19.8
	Faculty	175	19.6
	Staff	110	12.3
Gender identity ^b	Women	384	43.0
	Men	477	53.4
	Trans-spectrum	17	1.9
	Missing	16	1.8
Racial/ethnic identity ^c	Asian/Of Asian Descent	117	13.1
	Other People of Color	69	7.7
	White/Of European Descent	628	70.2
	Multiracial	47	5.3
	Missing/Did Not Declare/International/Unknown	33	3.7
Sexual identity	LGBQ	83	9.3
	Heterosexual	762	85.2
	Missing	49	5.5
Citizenship status	U.S. Citizen	681	76.2
	Non-U.S. Citizen	73	8.2
	Visa Holder	129	14.4
	Missing	11	1.2
Disability status	Single Disability	56	6.3
	No Disability	804	89.9
	Multiple Disabilities	31	3.5
	Missing	3	0.3
Religious affiliation	Christian Religious Affiliation	367	41.1
	Other Religious Affiliation	75	8.4
	No Religious Affiliation	379	42.4
	Multiple Religious Affiliations	36	4.0
	Missing	37	4.1

Key Findings – Areas of Strength

1. High Levels of Comfort With The Environment at EMS

Most survey respondents were “very comfortable” or “comfortable” with the overall environment at EMS (85%, $n = 760$), with the environment in their departments/program or work units (81%, $n = 231$ Faculty/Staff respondents), and with the environment in their classes (88%, $n = 673$ Faculty and Student respondents). Student respondents were significantly more comfortable with the overall environment than were Faculty and Staff respondents. Respondents with Disabilities and Low-Income Student respondents were significantly less comfortable with the overall environment than were Respondents with No Disabilities and Not-Low-Income Student respondents.

2. Faculty Respondents – Positive Attitudes About Faculty Work

Tenured and Tenure-Track

Most Tenure-line Faculty respondents held positive attitudes about faculty work at EMS and believed that research and teaching were valued at EMS. Some differences emerged based on gender identity, citizenship status, and racial identity, where the responses of Women Faculty, Visa Holder Faculty, and Faculty of Color were less positive than Men Faculty, U.S. Citizen, and White Faculty responses.

Non-Tenure-Track

Almost all Faculty (research/teaching) respondents believed that research was valued by EMS, and more than half felt that teaching was valued by EMS.

All Faculty

Approximately three-quarters of all Faculty respondents thought that EMS was a good place to work. Similarly, they felt valued by faculty, staff, and students in their departments/programs and by their department/program chairs.

3. Staff Respondents – Positive Attitudes About Staff Work

Staff respondents generally viewed working at EMS positively. Staff respondents felt their supervisors and coworkers/colleagues gave them job/career advice or guidance when they needed it. Almost three-quarters of Staff respondents thought that EMS provided them with resources to pursue training/professional development opportunities. The majority of Staff respondents felt that their supervisors provided adequate support for them to manage work-life balance and that EMS provided them with adequate resources to accomplish their work. Almost three-quarters would recommend EMS as a good place to work.

4. Student Respondents – Positive Attitudes About Academic Experiences

Overall, Undergraduate Student respondents had positive perceptions of their experiences at EMS. Most Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models. Approximately three-quarters of Undergraduate Student respondents indicated that they felt valued by EMS faculty, staff and other students in the classroom. Some findings suggested that students with disabilities, first-

generation students, low-income students, and students of color had less positive perceptions than did their peers.

In general, Graduate Student respondents also viewed their EMS experiences favorably. Most Graduate Student respondents were satisfied with the quality of advising they have received from their departments, had adequate access to their advisors, and felt comfortable sharing their professional goals with their advisors.

5. Student Respondents' *Perceived Academic Success*

Student respondents generally perceived themselves to be academically successful at EMS.

Key Findings – Opportunities for Improvement

1. Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

- 13% ($n = 118$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Of these respondents, 29% ($n = 34$) reported that the conduct was based on gender/gender identity and 28% ($n = 33$) reported that the conduct was based on position status in EMS. The remainder did not know the basis of the conduct.

Differences Based on Position Status, Racial Identity, and Gender Identity

- By position status, a higher percentage of Faculty respondents (21%, $n = 36$), Staff respondents (20%, $n = 2$), and Graduate Student respondents (19%, $n = 33$) than Undergraduate Student respondents (6%, $n = 29$) indicated that they had experienced this conduct.
 - A higher percentage of Staff respondents (50%, $n = 11$), Faculty respondents (33%, $n = 12$) than Undergraduate Student respondents ($n < 5$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their position status.

- By gender identity, a higher percentage of Women respondents (16%, $n = 61$) than Men respondents (10%, $n = 47$) indicated that they had experienced this conduct.
 - A higher percentage of Women respondents (46%, $n = 28$) than Men respondents ($n < 5$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.
- By racial identity, 10% ($n = 24$) of Respondents of Color and 13% ($n = 84$) of White respondents indicated that they had experienced this conduct.
 - A higher percentage of Respondents of Color (50%, $n = 12$) than White respondents (0%, $n = 0$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their racial identity.

2. Respondents – Seriously Considered Leaving EMS

- Faculty: 54% ($n = 94$)
 - 37% ($n = 35$) interested in a position at another institution
 - 32% ($n = 30$) seriously considered leaving because they were recruited or offered a position at another institution/organization.
- Staff: 52% ($n = 57$)
 - 26% ($n = 29$) low salary/pay rate
 - 23% ($n = 25$) limited opportunities for advancement
- Undergraduate Students: 15% ($n = 63$)
 - 37% ($n = 23$) Did not like major
 - 32% ($n = 20$) Coursework too difficult
- Graduate Students: 25% ($n = 45$)
 - 51% ($n = 23$) Lack of a sense of belonging
 - 36% ($n = 16$) Environment not welcoming

3. Challenges

Staff Respondents – Staff responses indicated that they felt less positive about several aspects of their work life at EMS. Only one quarter ($n = 27$) of Staff respondents felt that

the performance evaluation process was productive and that clear procedures existed on how they could advance at EMS. Only one-third of Staff respondents felt that EMS policies (e.g., Family Medical Leave Act) were fairly applied across EMS. More than one-third of Staff respondents indicated that their workload increased without additional compensation as a result of other staff departures. Almost half of Staff respondents believed that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Less than half of all Staff respondents felt that that staff opinions were valued on EMS committees or by EMS faculty and administration.

Faculty Respondents - Less than one-third of tenure-line Faculty respondents felt that they were supported and mentored during the post-tenure years, and less than half thought that that EMS faculty who qualify for delaying their tenure-clock felt empowered to do so. Half of Faculty (tenure-line) respondents felt that faculty opinions were taken seriously by senior administrators.

Findings suggested that research/teaching Faculty respondents met several challenges in the College. In particular, they felt that the criteria for contract renewal were not clear and that the criteria were not applied equally to all positions. Less than one-third of Faculty (research/teaching) respondents felt they had job security and that their opinions were taken seriously by senior administrators.

Approximately one-quarter of all Faculty respondents felt childcare benefits were competitive and that EMS provided adequate resources to help them manage work-life balance. Less than half of all Faculty respondents thought that that EMS provided them with resources to pursue professional development.

Student Respondents – Analyses of the Students’ survey responses revealed statistically significant differences based on disability status, first-generation status, income status, racial identity, citizenship status, and sexual identity, where students from backgrounds historically underrepresented at colleges held less positive views of their experiences than did their peers from “majority” backgrounds. Findings indicated that Undergraduate

Student Respondents of Color were less likely than White Undergraduate Student respondents to perceive themselves as academically successful.

4. Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

- 7% ($n = 60$) of respondents indicated that they had experienced unwanted sexual contact/conduct while at EMS.
 - 1% ($n = 8$) experienced relationship violence (e.g., ridiculed, controlling, hitting), most of whom identified current or former dating/intimate partners as the perpetrators.
 - 2% ($n = 16$) experienced stalking (e.g., following me or on social media, texting, phone calls), most of whom identified PSU students as the perpetrators.
 - 4% ($n = 33$) experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), half of whom identified PSU students as the perpetrators.
 - 2% ($n = 16$) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent), half of whom identified PSU students or acquaintances/friends as the perpetrators.
- Most respondents did not report the unwanted sexual contact/conduct, and gave the following reasons:
 - Incidents did not feel serious enough to report
 - Did not want to get the perpetrator in trouble
 - The conduct was so pervasive
 - Respondents felt they handled it themselves
 - The perpetrators were perceived as powerful in the community.

Conclusion

The ALLWE findings provide the EMS community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. EMS, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive College and to institute organizational structures that respond to the needs of its dynamic community.

Introduction¹

History of the Project

The Pennsylvania State University's College of Earth and Mineral Sciences (EMS) affirms that diversity and inclusion are crucial to the intellectual vitality of the College community and that they engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives. EMS also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As detailed in the EMS strategic plan,² the College aims to enhance the diversity of its workforce, leadership, and students.

Typical for colleges that focus on science and engineering, women are underrepresented in EMS. To begin to address this problem, the Dean charged a committee to assess the status of women faculty in the college. The committee conducted a survey of all EMS faculty, gathered employee and college data, and reported their findings and recommendations (Freeman et al., 2017). Positive trends regarding women faculty in EMS were found, including increases in the proportion of women faculty in most units and increases in the number of women in leadership positions. However, a number of problems were identified: (1) tenured women disproportionately left EMS via resignation and men disproportionately were hired with tenure; (2) tenured women were less satisfied with their research facilities than their men peers; (3) compared to their male counterparts, a much greater fraction of tenure-line women found that their service responsibilities exceeded job expectations; and (4) women faculty experienced isolation at rates twice those of their male counterparts. Recommendations from the report were used by a subcommittee of the EMS Diversity Council to develop an implementation plan (Richardson et al., 2017).

¹ Any reference to this report should use the following citation: Rankin & Associates Consulting (May 2019). Penn State College of Earth & Mineral Sciences Assessment of the Learning, Living, and Working Environment (ALLWE) Final Report. <https://www.ems.psu.edu/allwe>

² <https://www.ems.psu.edu/about/who-we-are/mission-vision-and-strategic-plan>

The study of women faculty in EMS also revealed that there were problems in EMS that transcended gender. For example, high rates of isolation were found for all faculty and perceptions of the promotion process were often negative, particularly for faculty that were not on the tenure track. The usefulness of EMS women faculty study revealed that a broader assessment of issues facing the College would be highly beneficial. The Dean, senior administration, and other leaders in EMS recognized the need for a comprehensive tool that would provide college environment metrics for the experiences and perceptions of its students, faculty, and staff.

In spring 2018, EMS contracted with Rankin & Associates Consulting (R&A) to conduct a College-wide study titled “Assessment of the Learning, Living, and Working Environment,” (ALLWE). Members of EMS formed the Environment Assessment Working Group (EAWG), which was composed of faculty, staff, students, and administrators, and was tasked with developing a College-wide survey instrument and promoting the survey’s administration between October 23 and November 30, 2018. In spring 2019, R&A will present at community forums the information gathered from the College-wide survey and will encourage the EMS community to develop two to three action items based on these findings.

Project Design and Campus Involvement

The conceptual model used as the foundation for EMS’s assessment of the college environment was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson A., 2005) and influence systems of differentiation that reproduce unequal outcomes. EMS’s assessment was the result of a comprehensive process to identify the strengths and challenges of the College’s environment, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the College-wide survey.

The EAWG collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions

from the R&A question bank and developed a survey instrument for EMS that would reveal the various dimensions of power and privilege that shaped the campus experience. In the first phase, R&A conducted 19 focus groups, which were composed of 103 participants (39 students; 64 faculty and staff). In the second phase, the EAWG and R&A used data from the focus groups to co-construct questions for the College-wide survey. The final EMS survey queried various College constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics.

Foundation of Campus Climate Research and Assessment

Almost three decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) established that to build a vital community of learning, an institution must create a community that is purposeful, open, just, disciplined, caring, and celebrative (Boyer, 1990). Achieving these characteristics is part of “a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too” (Boyer, 1990).

The Association of American Colleges and Universities (AAC&U, 1995) also challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion.” AAC&U (1995) proposed that colleges and universities commit to “the task of creating ... inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard.” The report asserted that, to provide a foundation for a vital community of learning, a primary duty of the academy is to create a campus climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals. The visions of ACE and AAC&U serve as the foundation for current campus climate research and assessment.

Definition of Campus Climate

Hurtado, Milem, Clayton-Pedersen, & Allen (1999), extending the work of Hurtado (1992), describe campus climate as the combination of an institution’s historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral dimensions.

Historical legacy includes an institution's history of resistance to desegregation as well as its current mission and policies. Psychological climate refers to campus perceptions of racial/ethnic tensions, perceptions of discrimination, and attitudes toward and reduction of prejudice within the institution. Structural diversity encompasses demographic diversity and facilities/resources, while behavioral dimensions of campus climate comprise social interaction, campus involvement, and classroom diversity across race/ethnicity. Building on this model, Rankin and Reason (2008) defined campus climate or environment as

The current attitudes, behaviors, and standards, and practices of employees and students in an institution. Because in our work we are particularly concerned about the climate for individuals from traditionally underreported, marginalized, and underserved groups we focus particularly on those attitudes, behaviors, and standards/practices that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Note that this definition includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions (p. 264).

Using this foundational definition, Rankin & Associates Consulting develops assessment tools and analyzes subsequent data to identify, understand, and evaluate campus climate. For the purposes of the EMS assessment, the report uses the term college environment.

STEM Disciplines

As detailed in the EMS strategic plan, the College aims to enhance the diversity of its workforce, leadership, and students. Research within the past ten years has provided additional insight into the experiences of underrepresented students and faculty in science, technology, engineering, and mathematics (STEM) disciplines. Research has investigated the campus climate and/or environmental factors that influence the academic success, academic and social engagement, figure persistence, and degree completion of underrepresented student populations within STEM fields. Most current research regarding the campus environment for underrepresented student populations in STEM disciplines centers on the experiences of racial and ethnic minority students (Chang, Sharkness, Hurtado, & Newman, 2014; Fries-Britt, 2017; Garibay & Vincent, 2018; Griffin, Pérez, Holmes, & Mayo, 2010; Lancaster & Yonghong J. X., 2017; McCoy,

Luedke, & Winkle-Wagner, 2017; McGee, Thakore, & LaBlance, 2017), women students (Rincón & George-Jackson, 2016), and racial and ethnic minority women students (Johnson, 2012; Leath & Chavous, 2018; Ong, Wright, Espinosa, & Orfield, 2011).

Consistent with broader findings regarding the influence of sense of belonging on student academic success, academic and social engagement, and persistence, Wilson et al. (2015) and Johnson (2012) identified students' sense of belonging, as developed through STEM classroom environments and interactions, to be a direct predictor of STEM student engagement and degree persistence. Ong, Wright, Espinosa, and Orfield (2011) also identified the importance of "the STEM climate in undergraduate learning environments" in addition to enrichment programs, peer and faculty relationships, and self-concept to women students' persistence in STEM disciplines (p. 182).

Scholars also have recommended strategies for increasing minority student enrollment and minority student academic success and retention within STEM fields. Some of these strategies included: participation in undergraduate research and/or enrichment programs and involvement in STEM-related clubs or student organizations (Chang et al., 2014; Lancaster & Yonghong J. X., 2017; Ong et al., 2011), inclusive curriculums and greater compositional diversity within STEM programs (Garibay & Vincent, 2018), meaningful and effective faculty mentorship (Griffin, Pérez, Holmes, & Mayo, 2010; Lancaster & Yonghong J. X., 2017; McCoy, Luedke, & Winkle-Wagner, 2017), and family and peer support (Ong et al., 2011).

Research regarding the experiences of underrepresented minority faculty in STEM disciplines has also increased in recent years, focusing primarily on the experiences of women faculty (Blackwell, Snyder, & Mavriplis, 2009; Pascale, 2018), international faculty (Lawrence, Celis, Kim, Lipson, & Tong, 2014), racial and ethnic minority faculty (Whittaker, Montgomery, & Martinez Acosta, 2015) and, on occasion, sexual and gender minority faculty (Bilimoria & Stewart, 2009). Scholarship regarding the experiences of minority faculty have specifically identified lack of community, lack of professional mentorship and support, lack of compositional diversity, unclear or ineffective methods for evaluation, and disproportionate service burdens as detrimental to the professional success and retention of minority faculty.

To offer solutions to mitigate these factors, researchers have called on institutions to demonstrate leadership and support on behalf of minority faculty in STEM, particularly in the areas of professional mentorship, access to resources, and improved departmental and campus climates or environments. According to Whittaker et al. (2015), effective professional mentorship is “[o]ne of the most effective methods for promoting retention among URMs” (p. A141). Whittaker et al. (2015) added, “To address many of the issues of isolation and expansion of cultural understanding of universities, it is imperative that more URM faculty rise to the ranks of full professorship and into leadership positions. However, it may be extremely difficult for one to find encouragement as a young URM faculty member when so few of those that have gone before them are like them” (A141).

Regarding the campus experiences of women faculty, (Pascale, 2018) identified factors that directly contribute to STEM women faculty’s intent to leave, specifically, the degree to which STEM women faculty were satisfied with their compensation, job autonomy, and job security, and how they perceived campus environment. Perceptions of campus environment included institutional and departmental interactions and environments, as well as subjects’ levels of perceived support. For example, Pascale (2018) determined that the availability of institutional child care improves women faculty’s perception of campus environment and argued that that “it is not the familial responsibility that is indicative of faculty departure but rather the availability of resources and perceived supportive environment for family that are most critical for retaining STEM women faculty” (p. 259). Highlighting the needs and experiences of ethnic and racial minority women faculty in STEM, Pascale (2018) offers, “Overall, STEM faculty women of color had less favorable perceptions of campus climate and also lower satisfaction with job autonomy and compensation. In turn, they were more likely to report intentions to leave than their White counterparts” (p. 259).

A shortage of research exists regarding how staff members, in general, experience campus climate and how campus climate influences staff members’ professional success and overall well-being. From the limited research available, the findings suggest that higher education professional and classified staff members perceive a lack of professional support and advancement opportunities, often based on individuals’ personal characteristics such as age, race, gender, and education level (Costello, 2012; Jones, S. J. & Taylor, 2012). Garcia (2016), Jones

and Taylor (2012), and Mayhew, Grunwald, and Dey (2006) highlight how staff members' perceptions of the campus environment are constructed through daily interactions with colleagues and supervisors, institutional norms and practices, and staff members' immediate work environments.

Influence of Diversity and Inclusivity Efforts on the Campus Community

Diversity and inclusivity efforts on campus enhance student learning outcomes and foster interpersonal and psychosocial gains among students and faculty (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; S. R. Harper & Hurtado, 2007; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Nagi, & Hurtado, 2007). Hurtado et al. (1999) reported, "Students' openness to diverse perspectives and willingness to be challenged are significantly associated with a variety of inter-group contacts that include living in residence halls, participation in a racial cultural awareness workshop, and association with peers who are diverse in terms of race, interests, and values" (p. 53). These findings are not exclusive to four-year institutions. For example, Jones (2013) found that the racial composition of two-year institutions, similar to four-year institutions, affects the likelihood of whether students will engage in conversations with peers from different racial backgrounds, how students understand others from different racial backgrounds, and how willing students are to engage in conversations with peers who hold beliefs different from their own.

Environments that include meaningful interactions, learning opportunities, and support resources for all students create positive outcomes. Gurin, Dey, Hurtado, & Gurin (2002) note that demographics, or "structural diversity," is a key element to building an inclusive racial climate. But merely increasing the number of individuals from underserved and underrepresented groups is insufficient in fostering an inclusive and equitable climate; interactions between diverse individuals must also take place. According to Gurin et al. (2002), informal interactions offer a constructive opportunity for individuals to learn about and from one another. Gurin et al. (2002) state, "informal interactional diversity was influential for all groups and more influential than classroom diversity" (p. 353). Interactions with diverse individuals, beliefs, and perspectives as well as effective supportive resources are essential to developing equitable and inclusive campus environments. For interactional diversity to occur, however, structural diversity must first be present.

Role of Campus Administrators

Improving campus climate to build diverse, inclusive, and equitable educational experiences and opportunities for all is not a simple task. As Hurtado et al. (1999) suggested, “Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach” (p. 69). Whatever the approach may be, college-wide or institutional campus climate initiatives must include good intentions, thoughtful planning, and deliberate follow-through to be successful (Ingle, 2005).

Building a deep capacity for diversity requires the commitment of senior leadership and all members of the academic community (Smith, 2009). Ingle (2005) asserts that to be successful, diversity initiatives require support from the campus community and, specifically, campus leadership. Further, Harper and Yeung (2013) state that student perceptions of institutional commitment to diversity positively correlated with student openness to diverse experiences. Milem, Chang, and Antonio (2005) also suggested that “Diversity [work] must be carried out in intentional ways in order to accrue the educational benefits for students and the institution... to be successful they must engage the entire campus community” (p. v). Ultimately, how institutions choose to respond to calls for increased structural and interactional diversity is critical to how students, faculty, and staff experience campus environment.

Methodology

Conceptual Framework

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”³ The conceptual model used as the foundation for this assessment of campus environment was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Focus Groups. As noted earlier, the first phase of the environment assessment process was to conduct a series of focus groups at EMS to gather information from students, faculty, and staff about their perceptions of the campus environment. The focus group interview protocol included four questions addressing participants’ perceptions of the EMS living, learning, and working environment; initiatives/programs implemented by EMS that have directly influenced participants’ success; the greatest challenges for various groups at EMS; and suggestions to improve the campus environment. The EAWG determined the groups and invited community members to participate via a letter from Dean Lee Kump. On April 9, 2018, 39 students and 64 faculty and staff participated in 19 focus groups conducted by R&A facilitators. R&A facilitators provided focus group participants contact information to follow-up with R&A about any additional concerns. The EAWG and R&A used the information gathered during the focus groups to inform questions for the College-wide survey.

Survey Instrument. The survey instrument was constructed based on the results of the focus groups and the work of Rankin (2003), and with the assistance of the EAWG. The EAWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the EMS population. The final EMS survey contained

³ Rankin & Associates Consulting (2016) adapted from AAC&U (1995).

113 questions,⁴ including 22 open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus environment, and their perceptions of EMS's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. Survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

Sampling Procedure. PSU's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess the College environment and to inform EMS's strategic quality improvement initiatives. The PSU IRB reviewed the project and determined that IRB approval was not needed.

Prospective participants received an invitation from Dean Lee Kump that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and they could withdraw from the survey at any time before submitting their responses. The survey included information explaining the purpose of the study, describing the survey instrument, and assuring the respondents of anonymity. The final dataset included only surveys that were at least 50% completed.

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents “self-selected” to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding environment issues on the campus may have been more apt to participate in the study. The second limitation was

⁴ To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

response rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to EMS in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.⁵ Actual percentages⁶ with missing or “no response” information may be found in the survey data tables in Appendix B of this report. The purpose for this difference in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

Chi-square tests provide only omnibus results; as such, they identify that significant differences exist in the data table but do not specify if differences exist between specific groups. Therefore, these analyses included post-hoc investigations of statistically significant findings by conducting z-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups are noted whenever possible throughout the report.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 13 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining

⁵ Valid percentages were derived using the total number of responses to an item (i.e., missing data were excluded).

⁶ Actual percentages were derived using the total number of survey respondents.

student persistence. The first six sub-questions of Question 13 of the survey reflect the questions on this scale (Table 2).

The questions on the scale were answered on a Likert metric from “strongly agree” to “strongly disagree” (scored 1 for “strongly agree” and 5 for “strongly disagree”). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Two percent of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.⁷ The internal consistency reliability (Cronbach’s alpha) of the scale was 0.857, which is high, meaning that the scale produced consistent results (Table 2).

Table 2. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Academic experience
<i>Perceived Academic Success</i>	I am performing up to my full academic potential.
	I am satisfied with my academic experience at EMS.
	I am satisfied with the extent of my intellectual development since enrolling at EMS.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to EMS.

Factor Scores. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. Higher scores on *Perceived Academic Success* factor suggested a student or constituent group perceived themselves as more academically successful.

⁷ Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men, Trans-spectrum)
- Racial identity (Asian/Of Asian Descent, Other People of Color, White/Of European Descent, Multiracial)
- Citizenship status (U.S. Citizen, Non-U.S. Citizen, Visa Holder)
- Income status (Low-Income, Not-Low-Income)

When only two categories existed for the specified demographic variable (e.g., gender identity when sample size precluded analyses of trans-spectrum respondents), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate-to-large effects are noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at EMS, elaborate upon their survey responses, and append additional thoughts. The survey solicited comments to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. R&A reviewers reviewed⁸ these comments using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues that

⁸ Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

were addressed in the survey questions and were revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their perceptions of the campus environment, and their perceptions of EMS's institutional actions, including administrative policies and academic initiatives regarding environment.

Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also provides results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the environment at EMS.

Description of the Sample⁹

Eight-hundred ninety-four (894) surveys were returned for a 27% overall response rate. Response rates by position were 21% of Undergraduate Students, 27% of Graduate Students, 40% of Postdoctoral Scholars, 69% of Tenure-line Faculty, 52% of Research/Teaching Faculty, 97% of Exempt Staff, 71% of Non-Exempt Staff, 3% of Wage Payroll Staff, and 100% of Administrators with Faculty Rank. The sample and population figures, chi-square analyses,¹⁰ and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by EMS.

- Men were underrepresented in the sample. Women were overrepresented in the sample.
- Other People of Color and individuals whose racial/ethnic identity was categorized as Missing/Did Not Declare/International/Unknown were underrepresented in the sample. Asian/Of Asian Descent, White/Of European Descent, and Multiracial individuals were overrepresented in the sample.

⁹ All frequency tables are provided in Appendix B.

¹⁰ Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by EMS.

- Undergraduate Students were underrepresented in the sample. Graduate Students, Faculty, and Staff were overrepresented in the sample.

2.

Table 3. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response rate
		<i>N</i>	%	<i>n</i>	%	
Position status ^a	Undergraduate Student	2,073	62.5	432	48.3	20.8
	Graduate Student	646	19.5	177	19.8	27.4
	Postdoctoral Scholar	42	1.3	17	1.9	40.5
	Faculty	294	8.9	175	19.6	59.5
	<i>Tenure-line</i>	117	3.5	81	9.1	69.2
	<i>Research/Teaching</i>	124	3.7	65	7.3	52.4
	Staff	304	9.2	110	12.3	36.2
	<i>Exempt</i>	71	2.1	69	7.7	97.2
	<i>Non-Exempt</i>	49	1.5	35	3.9	71.4
	<i>Wage Payroll</i>	184	5.5	6	0.7	3.3
	Administrators with Faculty Rank	12	0.4	12	1.3	100.0
Gender identity ^b	Women	1,049	31.6	384	43.0	36.6
	Men	2,268	68.4	477	53.4	21.0
	Trans-spectrum	ND*	ND	17	1.9	N/A
	Missing	ND	ND	16	1.8	N/A
Racial/ethnic identity ^c	Asian/Of Asian Descent	167	5.0	117	13.1	70.1
	Other People of Color	288	8.7	69	7.7	24.0
	White/Of European Descent	2,017	60.8	628	70.2	31.1
	Multiracial	80	2.4	47	5.3	58.8
	Missing/Did Not Declare/International/Unknown	765	23.1	33	3.7	4.3

* Note: The total *n* for each demographic characteristic may differ as a result of missing data.

*ND: No Data available

^aX² (1, *N* = 894) = 152.62, *p* < .001

^bX² (1, *N* = 861) = 66.71, *p* < .001

^cX² (4, *N* = 894) = 307.25, *p* < .001

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were further informed by

instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus environment and diversity, experts in higher education survey research methodology, and members of EMS' EAWG reviewed the bank of items available for the survey.

Content validity was ensured, given that the items and response choices arose from literature reviews, previous surveys, and input from EAWG members. Construct validity - the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors - should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the way questions were asked and response choices given. Items were constructed to be nonbiased, non-leading, and nonjudgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses.¹¹ Correlations between the responses to questions about overall College environment for various groups (survey Question 96) and to questions that rated overall EMS environment on various scales (survey Question 97) were moderate-to-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the environment for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients¹² are provided in Table 4.

All correlations in the table were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses. A moderate relationship (between .59 and .68) existed for all five pairs of variables—between Positive for People of Color and Not Racist; between Positive for People who Identify as Lesbian, Gay, Bisexual, Queer, or

¹¹ Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

¹² Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

Transgender and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for Persons with Disabilities and Not Ableist.

Table 3. Pearson Correlations Between Ratings of Acceptance and College Environment for Selected Groups

	Environment characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist	Not Ableist
Positive for People of Color	.622*				
Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People		.592*			
Positive for Women			.675*		
Positive for People of Low-Socioeconomic Status				.648*	
Positive for People with Disabilities					.619*

* $p < 0.01$

Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics¹³

For the purposes of several analyses, the EAWG decided to collapse certain demographic categories to make comparisons between groups and to ensure respondents’ confidentiality.

Respondents’ primary status data were collapsed into Student respondents, Faculty respondents, and Staff respondents.¹⁴ Of respondents, 48% ($n = 432$) were Undergraduate Students, 20% ($n = 177$) were Graduate Students, 12% ($n = 110$) were Staff respondents, and 20% ($n = 175$) were Faculty members¹⁵ (Figure 1). Ninety-four percent ($n = 843$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 98% ($n = 424$) of Undergraduate Student respondents, 84% ($n = 148$) of Graduate Student respondents, 95% ($n = 167$) of Faculty respondents, and 95% ($n = 104$) of Staff respondents were full-time in their primary positions.

¹³ All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

¹⁴ EAWG determined the collapsed position status variables.

¹⁵ For the purposes of some analyses, Faculty (tenure-line) ($n = 81$), Faculty (research/teaching) ($n = 65$), Postdoctoral Scholars/Fellows ($n = 17$), and Administrators with Faculty Rank ($n = 12$) were collapsed into the Faculty category ($n = 175$).

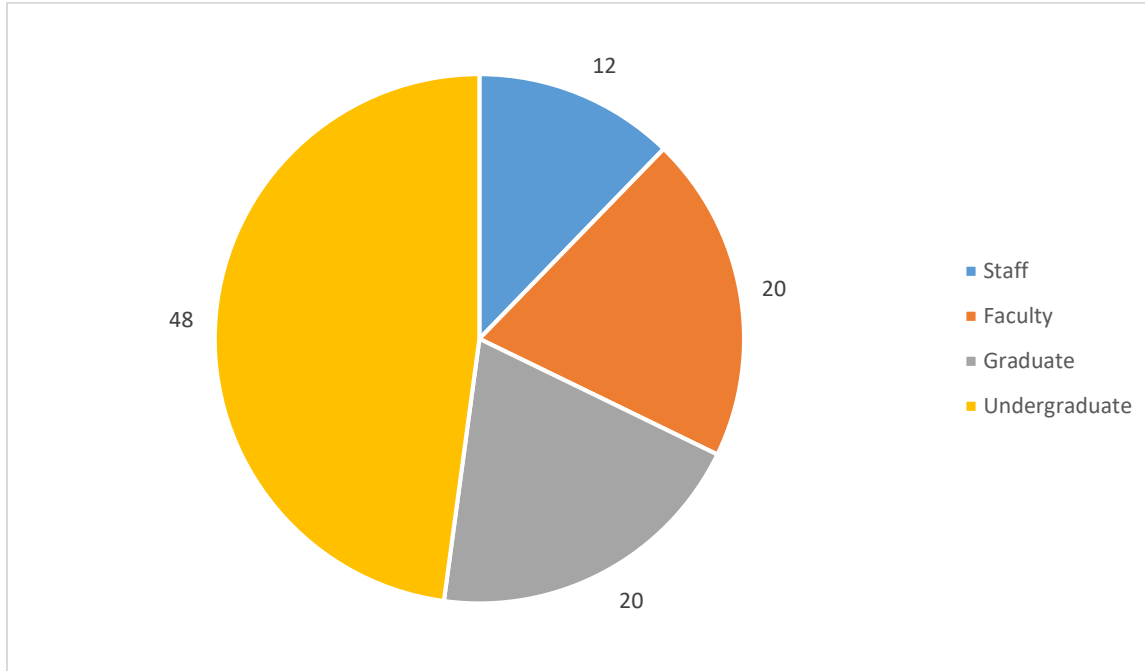


Figure 1. Respondents' Collapsed Position Status (%)

Regarding respondents' primary work unit affiliations, Table 5 indicates that Staff respondents represented various academic divisions/work units across campus. Of Staff respondents, 36% ($n = 39$) were affiliated with Central college offices (Office of the Dean, ADGER, ADEE, ADUE/Ryan Family Student Center, Development and Alumni Relationship, EMS Museum and Gallery), 14% ($n = 15$) were affiliated with Dutton e-Education Institute, and 9% ($n = 10$) were affiliated with Energy and Mineral Engineering.

Table 4. Staff Respondents' Academic Division/Work Unit Affiliations

Academic division/work unit	<i>n</i>	%
Central Colleges Offices (e.g., Office of the Dean, ADGER, ADEE)	39	35.5
Dutton e-Education Institute	15	13.6
Energy and Mineral Engineering	10	9.1
Earth and Environmental Systems Institute	8	7.3
Geosciences	6	5.5
Materials Science and Engineering	6	5.5
Meteorology and Atmospheric Science	6	5.5
Geography	3	2.7
Missing	14	12.7

Note: Table reports only responses from Staff respondents ($n = 110$). See Appendix B for the full list.

Of Faculty respondents, 22% ($n = 39$) were affiliated with Geosciences and 17% ($n = 30$) with Meteorology and Atmospheric Science (Table 6).

Table 5. Faculty Respondents' Primary Academic Division/College Affiliations

Academic division/college	<i>n</i>	%
Geosciences	39	22.3
Meteorology and Atmospheric Science	30	17.1
Geography	25	14.3
Energy and Mineral Engineering	21	12.0
Materials Science and Engineering	15	8.6
Dutton e-Education Institute	13	7.4
Earth and Environmental Systems Institute	14	8.0
EMS energy institute	6	3.4
Central Colleges Offices (Office of the Dean, ADGER, ADEE, ADUE/Ryan Family Student Center, Development and Alumni Relations, EMS Museum and Gallery)	4	2.3
Missing	8	4.6

Note: Table reports responses only from Faculty respondents ($n = 175$).

In terms of length of employment, 36% ($n = 62$) of Faculty respondents were employed at EMS five years or fewer, and 22% ($n = 37$) of Faculty respondents were employed at EMS more than 20 years (Table 7). Fifty-two percent ($n = 55$) of Staff respondents were employed at EMS for five years or less and 12% ($n = 13$) of Staff respondents were employed at EMS for more than 20 years.

Table 6. Faculty and Staff Respondents' Length of Employment

Time	Faculty respondents		Staff respondents	
	<i>n</i>	%	<i>n</i>	%
Less than 1 year	11	6.4	14	13.3
1-5 years	51	29.8	41	39.0
6-10 years	28	16.4	19	18.1
11-15 years	20	11.7	12	11.4
16-20 years	24	14.0	6	5.7
More than 20 years	37	21.6	13	12.4

Note: Table reports responses only from Faculty and Staff respondents ($n = 285$).

More than half of the sample (54%, $n = 484$) were Men; 43% ($n = 388$) were Women.¹⁶ Less than one percent of respondents identified as Genderqueer ($n = 7$) or Nonbinary ($n = 7$), and fewer than five respondents identified as Transgender.¹⁷ Less than one percent of respondents marked “a gender not listed here” and offered identities such as “I don’t need to make up a gender in order to feel special or different,” “There are and only ever will be two genders,” and “taco.”

For the purpose of some analyses, the EAWG elected to collapse the categories Transgender, Genderqueer, and “gender not listed here” into the “Trans-spectrum” category (2%, $n = 17$), and decided to not include the Trans-spectrum category in some analyses to maintain the confidentiality of those respondents.

Figure 2 illustrates that more Men Undergraduate Student respondents (57%, $n = 245$) than Women Undergraduate Student respondents (41%, $n = 175$) and more Men Graduate Student respondents (56%, $n = 98$) than Women Graduate Student respondents (42%, $n = 74$) completed the survey. A higher percentage of Faculty respondents identified as men (62%, $n = 105$) than identified as women (37%, $n = 63$). A higher percentage of Staff respondents were women (71%, $n = 72$) than were men (28%, $n = 29$)

¹⁶ Most respondents identified their birth sex as male (55%, $n = 489$), while 44% ($n = 392$) of respondents identified as female and no participants identified as intersex. Additionally, 53% ($n = 471$) identified their gender expression as masculine, 43% ($n = 382$) as feminine, 2% ($n = 15$) as androgynous, and less than one percent ($n = 6$) as “a gender expression not listed here.”

¹⁷ Self-identification as transgender/trans* does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately to reveal the presence of an identity that might otherwise have been overlooked. Because transgender respondents numbered fewer than five, no analyses were conducted or included in the report to maintain the respondents’ confidentiality.

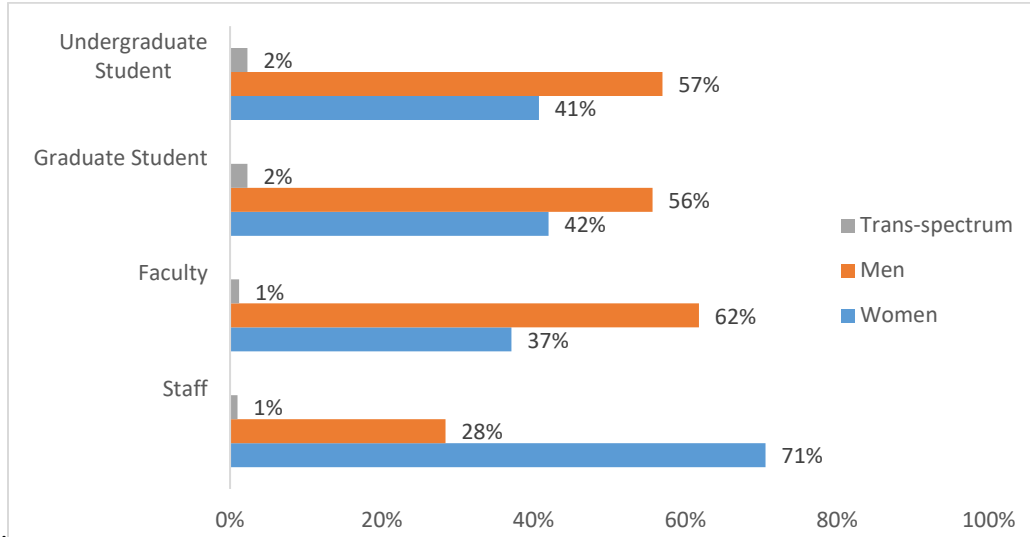


Figure 2. Respondents by Gender Identity and Position Status (%)

Most respondents identified as Heterosexual¹⁸ (90%, $n = 762$) and 10% ($n = 83$) identified as LGBQ (i.e., lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 3).

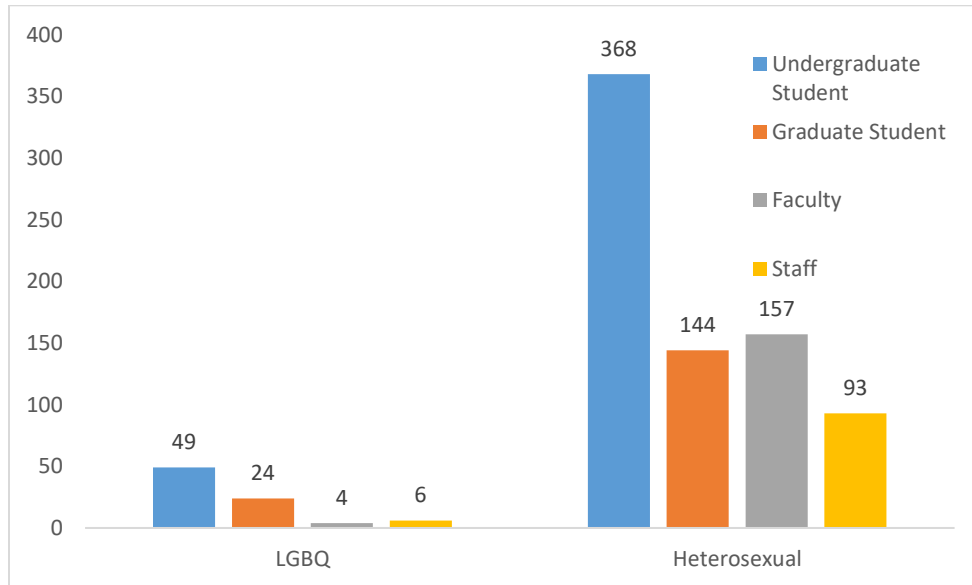


Figure 3. Respondents by Sexual Identity and Position Status (n)

¹⁸ Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in “other” terms such as “demisexual,” “asexual,” “biromantic,” “grey-asexual,” and “homoromantic asexual.”

Of Staff respondents, 13% (n = 13) were between 24 and 34 years old, 22% (n = 22) were between 35 and 44 years old, 44% (n = 45) were between 45 and 54 years old, and 18% (n = 18) were between 55 and 64 years old (Figure 4). Of Faculty respondents, 16% (n = 27) were between 24 and 34 years old, 26% (n = 43) were between 35 and 44 years old, 25% (n = 42) were between 45 and 54 years old, and 26% (n = 44) were between 55 and 64 years old.

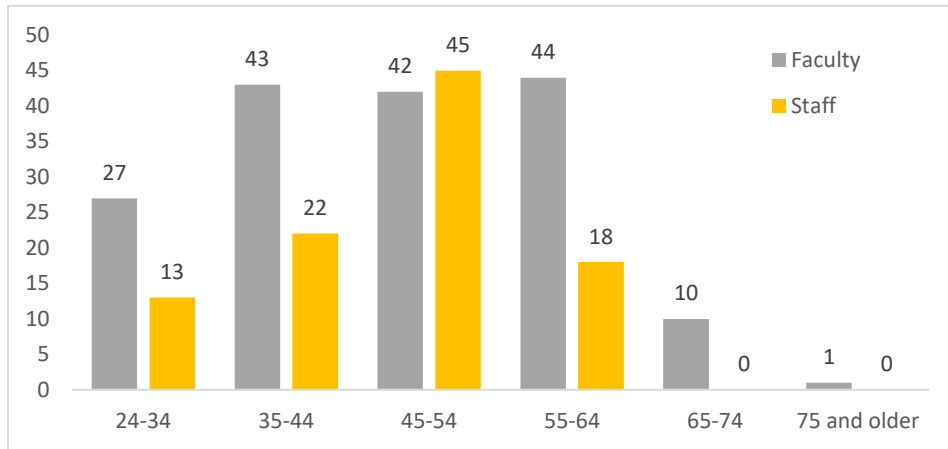


Figure 4. Faculty, Staff, and Administrator Respondents by Age and Position Status (n)

Of responding Undergraduate Students, 95% (n = 408) were 23 years or younger and 5% (n = 20) were between 24 and 34 years old (Figure 5). Of responding Graduate Students, 23% (n = 41) were 23 years or younger, 66% (n = 115) were between 24 and 34 years old, and 6% (n = 10) were between 35 and 44 years old.

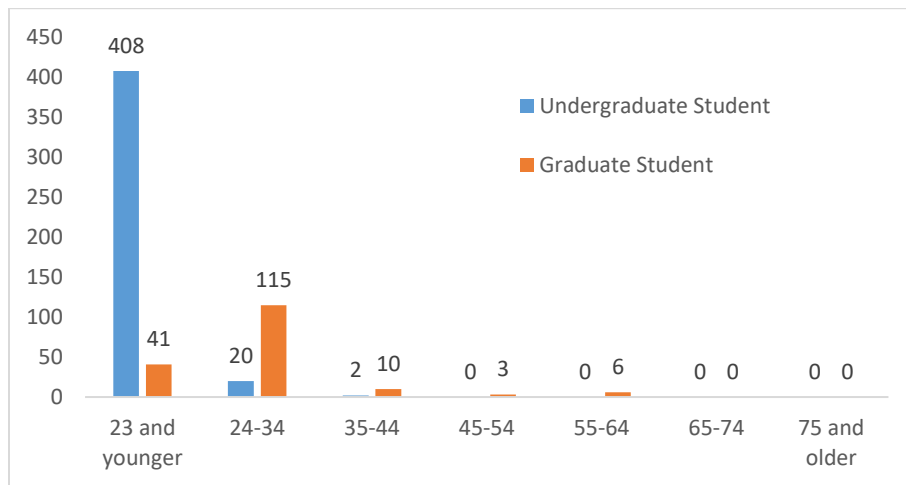


Figure 5. Student Respondents by Age (n)

Regarding racial identity, 70% ($n = 628$) of the respondents identified as White/European American (Figure 6). Thirteen percent ($n = 117$) of respondents identified as Asian/of Asian Descent, 3% ($n = 29$) were Black/of African Descent, 2% each were Middle Eastern/North African/of Arab Descent ($n = 20$) or Hispanic/Latinx/Chicanx ($n = 19$), and fewer than five respondents identified as Pacific Islander. Some individuals marked the response category “a racial/ethnic identity not listed here” and wrote “adopted-not aware of ethnic background,” “Jewish,” or identified with a specific country.

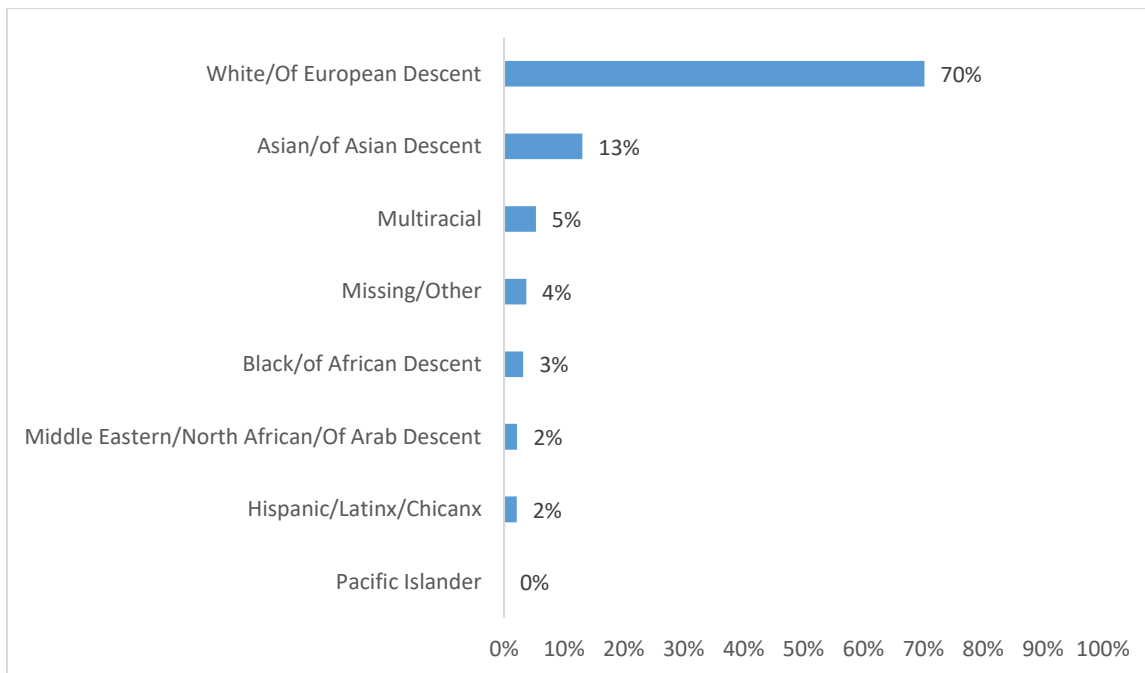


Figure 6. Respondents by Racial/Ethnic Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,¹⁹ allowing them to identify as biracial or multiracial. For the purposes of some analyses, the EAWG created four racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (70%, $n = 628$) as their identity (Figure 7). Other respondents identified as Asian/Of Asian Descent (13%, $n = 117$), Other People of Color²⁰ (8%,

¹⁹ While recognizing the vastly different experiences of people of various racial identities and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin & Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

²⁰ Per the EAWG, the Other People of Color category included respondents who identified as Black/of African Descent, Middle Eastern/North African/Of Arab Descent, Hispanic/Latinx/Chicanx, or Pacific Islander. When

$n = 69$), and Multiracial²¹ (5%, $n = 47$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (4%, $n = 33$).

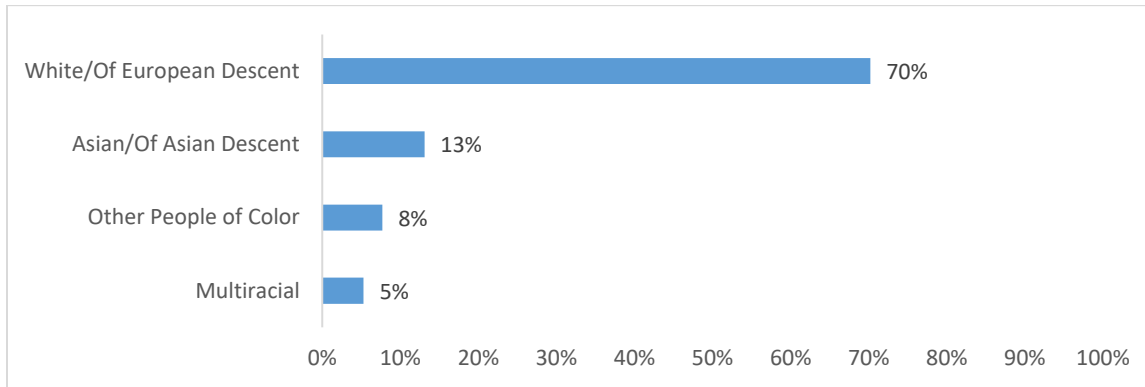


Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

The survey question that queried respondents about their religious or spiritual affiliations provided a multitude of responses²². For the purposes of this report, the responses were collapsed into four categories. Forty-two percent ($n = 379$) of respondents indicated No Religious Affiliation (Figure 8). Forty-one percent ($n = 367$) of respondents identified as having a Christian Religious Affiliation. Four percent ($n = 36$) identified with Multiple Affiliations and 8% ($n = 75$) of respondents chose Other Religious Affiliation.

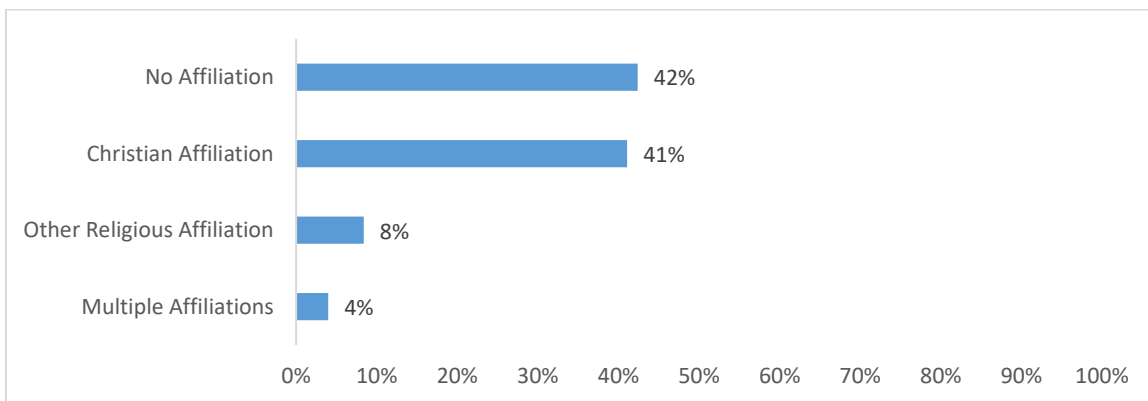


Figure 8. Respondents by Religious Affiliation (%)

comparing significant differences, all racial minority categories were grouped together when low numbers of respondents existed (and referred to, in this report, as People of Color).

²¹ Per the EAWG, respondents who identified as more than one racial identity were recoded as Multiracial.

²² For a complete listing of respondents' religious or spiritual affiliations, refer to Table B26 in Appendix B.

Eighty percent ($n = 711$) of respondents had no parenting or caregiving responsibilities. One percent ($n = 4$) of Undergraduate Student respondents and 8% ($n = 13$) of Graduate Student respondents had dependent care responsibilities. Figure 9 depicts their caregiving responsibilities.

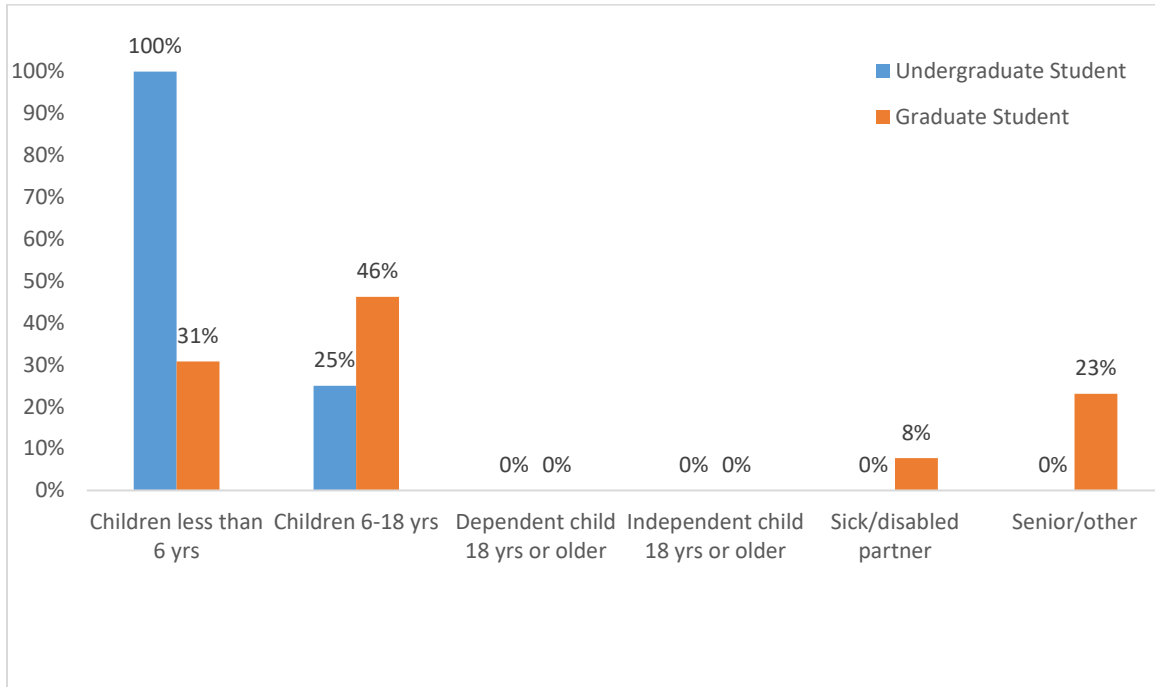


Figure 9. Caregiving Student Respondents’ Dependent Care Responsibilities by Student Status (%)

Forty-seven percent ($n = 50$) of Staff respondents and 43% ($n = 74$) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 10). Of respondents who indicated that they had substantial parenting or caregiving responsibilities, 26% ($n = 15$) of Staff respondents and 36% ($n = 35$) of Faculty respondents were caring for children under the age of five years. Fifty-eight percent ($n = 33$) of Staff respondents and 55% ($n = 54$) of Faculty respondents were caring for children ages 6 to 18 years. Twenty-five percent ($n = 14$) of Staff respondents and 21% ($n = 21$) of Faculty respondents were caring for dependent children over 18 years old. Sixteen percent ($n = 9$) of Staff respondents and 11% ($n = 11$) of Faculty respondents had independent children over the age of 18 years. Fewer than five Staff respondents and fewer than five Faculty respondents were caring for sick and disabled partners. Nineteen percent ($n =$

11) of Staff respondents and 15% ($n = 15$) of Faculty respondents were caring for senior or other family members.

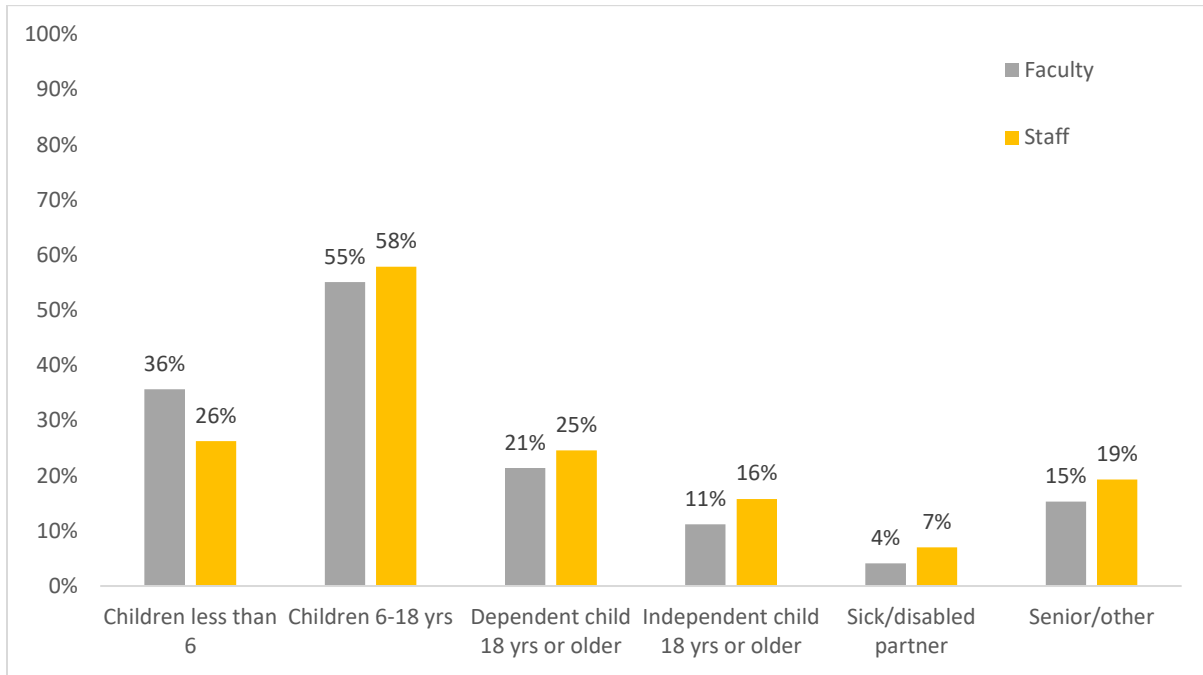


Figure 10. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Ten percent ($n = 87$) of respondents indicated that they had conditions that substantially influenced their learning, working, or living activities. Forty-nine percent ($n = 43$) of respondents who had such conditions had mental health/psychological conditions, 40% ($n = 35$) had learning disabilities, and 31% ($n = 27$) had chronic health diagnoses or medical conditions (Table 8). Subsequent analyses indicated that 6% ($n = 53$) of respondents had a single condition that substantially influenced learning, working, or living activities and 4% ($n = 51$) had multiple conditions that substantially influenced their learning, working, or living activities. Thirty percent ($n = 21$) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with the Student Disability Resource Office. Seventeen percent ($n = 3$) of Faculty and Staff respondents who noted that they had such conditions indicated they were receiving accommodations for their disabilities.

Table 7. Respondents’ Conditions That Influence Learning, Working, Living Activities

Conditions	<i>n</i>	%
Mental health/psychological condition (e.g., anxiety, depression)	43	49.4
Learning difference/disability (e.g., Asperger's/autism spectrum, attention deficit/hyperactivity disorder, cognitive/language-based)	35	40.2
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	27	31.0
Physical/mobility condition that does not affect walking	6	6.9
Physical/mobility condition that affects walking	5	5.7
Speech/communication condition	5	5.7
Hard of hearing or deaf	4	4.6
Acquired/traumatic brain injury	2	2.3
Low vision or blind	2	2.3
A disability/condition not listed here	2	2.3

Note: Table includes answers only from those respondents who indicated that they have a condition/disability in Question 64 (*n* = 87). Percentages may not sum to 100 as a result of multiple response choices.

Table 9 depicts how respondents answered a survey item about their U.S. citizenship/immigrant status. Seventy-six percent (*n* = 681) of respondents²³ were U.S. Citizens, 8% (*n* = 73) were Non-U.S. Citizens, and 14% (*n* = 129) were Visa Holders.

Table 8. Respondents’ Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
U.S. citizen, birth	681	76.2
A visa holder (such as F-1, J-1, H1-B, and U)	129	14.4
Permanent resident	30	3.4
U.S. citizen, naturalized	29	3.2
Dual/multi citizenship	11	1.2
A citizenship/immigrant status not listed here	3	0.3
Currently under a withholding of removal status	0	0.0
Other legally documented status	0	0.0
Refugee status	0	0.0
Missing	11	1.2

²³ For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen, Non-U.S. Citizen (includes naturalized U.S. Citizens, permanent residents; refugee status, currently under a withholding of removal status, dual/multi citizenship, and other legally documented status) and Visa Holder (F-1, J-1, H1-B, A, L, G, E, and TN visa holders).

Eighty-four percent ($n = 749$) of respondents indicated that English was their primary language and 15% ($n = 132$) of respondents indicated that English was not their primary language. Some of the languages other than English that respondents identified as their primary languages were Arabic, Bengali, Chinese Farsi, French, German, Hindi, Italian, Korean, Malay, Mandarin, Portuguese, Russian, Spanish, Thai, Urdu, and Vietnamese.

Data revealed that 93% ($n = 835$) of respondents had never served in the U.S. Armed Forces, 3% ($n = 30$) had served in the U.S. Military (including active duty, National Guard/Reserves, no currently serving, ROTC, and a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces), and 2% ($n = 19$) had served in Non-U.S. Military Service.

Twenty percent ($n = 22$) of Staff respondents indicated that the highest level of education they had completed was a master’s degree, 34% ($n = 37$) had a bachelor’s degree, 11% ($n = 12$) had finished some graduate work, 15% ($n = 13$) had finished some college, and 7% ($n = 8$) had finished an associate’s degree.

Two percent ($n = 7$) of Undergraduate Student respondents and 14% ($n = 25$) of Graduate Student respondents took all their classes online at EMS (Figure 11). Forty-seven percent ($n = 204$) of Undergraduate Student respondents and 76% ($n = 135$) of Graduate Student respondents took none of their classes online.

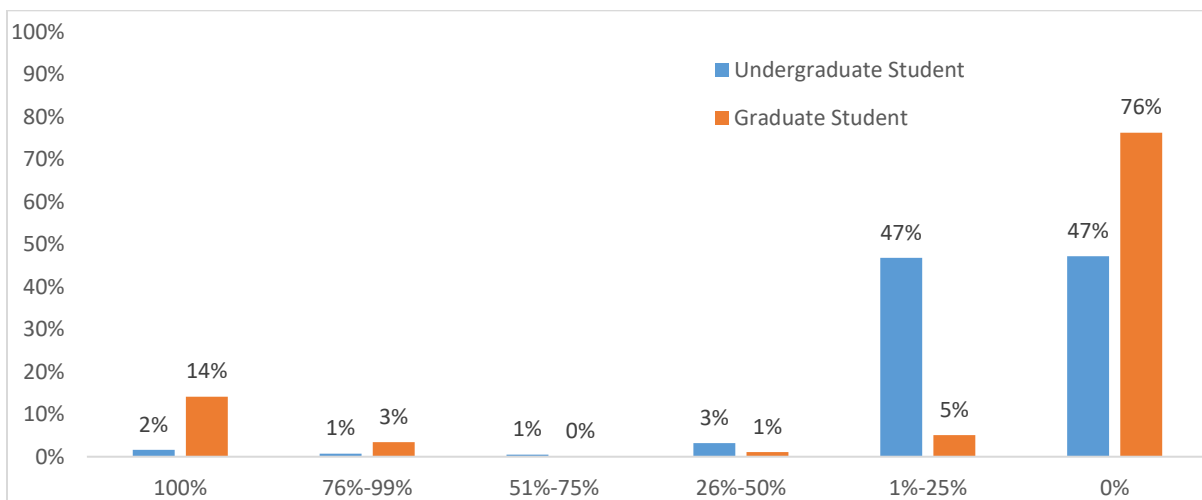


Figure 11. Student Respondents by Percentage of Classes Taken Exclusively Online (%)

Table 10 illustrates the level of education completed by Student respondents’ parents or legal guardians. Subsequent analyses indicated that 20% ($n = 120$) of Student respondents were First-Generation Students.²⁴

Table 9. Student Respondents’ Parents’/Guardians’ Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	9	1.5	7	1.1
Some high school	10	1.6	12	2.0
Completed high school/GED	65	10.7	67	11.0
Some college	45	7.4	47	7.7
Business/technical certificate/degree	20	3.3	39	6.4
Associate’s degree	32	5.3	31	5.1
Bachelor’s degree	180	29.6	232	38.1
Some graduate work	7	1.1	18	3.0
Master’s degree (MA, MS, MBA)	168	27.6	98	16.1
Specialist degree (EdS)	1	0.2	2	0.3
Doctoral degree (PhD, EdD)	42	6.9	19	3.1
Professional degree (MD, JD)	23	3.8	23	3.8
Unknown	2	0.3	2	0.3
Not applicable	3	0.5	8	1.3
Missing	2	0.3	4	0.7

Note: Table reports responses only from Student respondents ($n = 609$).

As indicated in Table 11, 18% ($n = 77$) of Undergraduate Student respondents were in the first year of their college career, 16% ($n = 69$) were in their second year, 32% ($n = 138$) were in their third year, 25% ($n = 108$) were in their fourth year, and 7% ($n = 31$) of Undergraduate Student respondents were in their fifth year. Two percent ($n = 8$) of Undergraduate Student respondents were in their sixth year or more.

²⁴ With the EAWG’s approval, “First-Generation Students” were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

Table 10. Undergraduate Student Respondents' Year in College Career

Years	<i>n</i>	%
First year	77	17.8
Second year	69	16.0
Third year	138	31.9
Fourth year	108	25.0
Fifth year	31	7.2
Sixth year (or more)	8	1.9
Missing	1	0.2

Note: Table reports responses only from Undergraduate Student respondents (*n* = 432).

Table 12 reveals that 25% (*n* = 108) of Undergraduate Student respondents were majoring in Material Science and Engineering B.S., 15% (*n* = 66) were majoring in Meteorology and Atmospheric Science B.S, and 11% (*n* = 48) Geosciences B.S.

Table 11. Undergraduate Student Respondents' Current or Intended Majors

Major	<i>n</i>	%
Certificate	6	1.4
Earth Sciences B.S.	8	1.9
Earth Science and Policy B.S.	17	3.9
General option	5	29.4
Environment Change option	5	29.4
Energy option	6	35.3
Water and Land Use option	5	29.4
Earth Sustainability	3	0.7
Energy Business and Finance B.S.	36	8.3
General option	28	77.8
Energy Land Management option	5	13.9
Energy Engineering B.S.	47	10.9
Energy and Sustainability Policy B.A.	4	0.9
Energy and sustainability policy B.S.	4	0.9
Environmental systems engineering B.S.	34	7.9
Environmental Systems Engineering option	33	97.1
Geobiology B.S.	7	1.6

Table 11. Undergraduate Student Respondents' Current or Intended Majors

Major	<i>n</i>	%
Geography B.S.	24	5.6
General option	6	25.0
Physical/environmental option	9	37.5
Geographic Information Systems option	11	45.8
Geosciences B.S.	48	11.1
General option	40	83.3
Hydrogeology option	8	16.7
Materials science and engineering B.S.	108	25.0
Meteorology and atmospheric science B.S.	66	15.3
General option	26	39.4
Atmospheric Sciences option	13	19.7
Environmental Meteorology option	5	7.6
Weather Forecasting & Communications option	15	22.7
Weather Risk Management option	10	15.2
Mining Engineering B.S.	12	2.8
Petroleum and Natural Gas Engineering	34	7.9

Note: Table reports responses only from Undergraduate Student respondents ($n = 432$). Percentages may not sum to 100 because of multiple response choices. For a complete list of undergraduate respondents' majors, please see Table B19 in Appendix B.

Four percent ($n = 7$) of Graduate Student respondents were enrolled in non-degree/certificate programs. Table 13 indicates that, among Master's Student respondents, 27% ($n = 14$) were in their first year of their graduate degree programs, 15% ($n = 8$) were in their second year, 4% ($n = 2$) were in their third year, and 6% ($n = 3$) were in their fourth year. Among Doctoral Student respondents, 11% ($n = 13$) were in their first year of their graduate degree programs, 15% ($n = 18$) were in their second year, 14% ($n = 17$) were in their third year, and 20% ($n = 23$) were in their fourth year.

Table 12. Graduate Student Respondents' Year in College Career

Years	Master's degree students		Doctoral degree students	
	<i>n</i>	%	<i>n</i>	%
First year	14	26.9	13	11.0
Second year	8	15.4	18	15.3
Third year	2	3.8	17	14.4
Fourth year	3	5.8	23	19.5
Fifth year	5	9.6	18	15.3
Sixth year (or more)	19	36.5	29	24.6
Missing	1	1.9	0	0.0

Note: Table reports responses only from Master's Degree and Doctoral Degree Student respondents (*n* = 170).

Of Master's Student respondents, 39% (*n* = 20) were in Geography, 37% (*n* = 19) were in Geosciences, 17% (*n* = 9) were in Meteorology and Atmospheric Science, and 14% (*n* = 7) were in Energy and Mineral Science (Table 14). Among Doctoral Student respondents, 29% (*n* = 34) were in Material Science and Engineering, 27% (*n* = 32) were in Geosciences, and 23% (*n* = 27) were in Energy and Mineral Engineering.

Table 13. Graduate Student Respondents' Academic Department

Academic programs/divisions	<i>n</i>	%
Geosciences	54	30.5
Energy and Mineral Engineering	35	19.8
Materials Science and Engineering	35	19.8
Geography	31	17.5
Meteorology and Atmospheric Science	27	15.3

Note: Table reports responses only from Graduate Student respondents (*n* = 177). Percentages may not sum to 100 as a result of multiple response choices.

Twenty-eight percent (*n* = 122) of Undergraduate Student respondents were employed on campus, while 14% (*n* = 62) of Undergraduate Student respondents were employed off campus (Table 15). Of Undergraduate Student respondents who were employed on campus, 53% (*n* = 65) worked between one and 10 hours per week. Of Undergraduate Student respondents who were employed off campus, 37% (*n* = 23) worked between one and 10 hours per week.

Table 14. Undergraduate Student Employment

Employment	<i>n</i>	%
No	259	60.0
Yes, I work on campus	122	28.2
1-10 hours/week	65	53.3
11-20 hours/week	46	37.7
21-30 hours/week	2	1.6
31-40 hours/week	1	0.8
More than 40 hours/week	0	0.0
Missing	8	6.6
Yes, I work off campus	62	14.4
1-10 hours/week	23	37.1
11-20 hours/week	24	38.7
21-30 hours/week	6	9.7
31-40 hours/week	5	8.1
More than 40 hours/week	2	3.2
Missing	2	3.2

Note: Table reports responses only from Undergraduate Student respondents (*n* = 432).

Twenty-eight percent (*n* = 169) of Student respondents experienced financial hardship while attending EMS, including 29% (*n* = 126) of Undergraduate Student respondents and 25% (*n* = 43) of Graduate Student respondents. Of these Student respondents, 59% (*n* = 100) had difficulty affording tuition, 49% (*n* = 83) had difficulty affording housing, 47% (*n* = 79) had difficulty affording books/course materials, 39% (*n* = 66) had difficulty affording food, and 28% (*n* = 47) had difficulty affording studying abroad (Table 16). “Other” responses included “computer,” “health insurance,” and “supporting my wife financially.”

Table 15. Student Respondents’ Experienced Financial Hardship

Financial hardship	<i>n</i>	%
Tuition	100	59.2
Housing	83	49.1
Books/course materials	79	46.7
Food	66	39.1
Studying abroad	47	27.8

Table 15. Student Respondents' Experienced Financial Hardship

Financial hardship	<i>n</i>	%
Participation in social events	38	22.5
Alternative spring breaks	37	21.9
Travel to and from EMS (e.g., returning home from break)	32	18.9
Health care	29	17.2
Unpaid internships/research opportunities	27	16.0
Other course fees	26	15.4

Note: Table reports responses only of Students respondents who indicated on the survey that they experienced financial hardship (*n* = 169). Percentages may not sum to 100 as a result of multiple response choices.

Forty-seven percent (*n* = 288) of Student respondents depended on family contributions to pay for their education at EMS (Table 17). Sixty-four percent (*n* = 276) of Undergraduate Student respondents and 7% (*n* = 12) of Graduate Student respondents relied on family contributions to pay for their education. Subsequent analyses indicated that 14% (*n* = 16) of Low-Income Student respondents,²⁵ 55% (*n* = 259) of Not-Low-Income Student respondents, 33% (*n* = 40) of First-Generation Student respondents, and 51% (*n* = 248) of Not-First-Generation Student respondents depended on family contributions.

Thirty-seven percent (*n* = 226) of Student respondents relied on loans to pay for their education. When analyzed by income status, the data revealed that 41% (*n* = 195) of Not-Low-Income Student respondents and 22% (*n* = 25) of Low-Income Student respondents relied on loans to help pay for college. Similarly, 36% (*n* = 173) of Not-First-Generation Student respondents and 44% (*n* = 53) of First-Generation Student respondents depended on loans.

Twenty-six percent (*n* = 160) of Student respondents used non-need-based scholarships to pay for college. When analyzed by income status, the data revealed that 13% (*n* = 14) of Low-Income Student respondents and 29% (*n* = 138) of Not-Low-Income Student respondents relied on non-need-based scholarships to help pay for college. Analyzed by first-generation status, 33% (*n* = 39) of First-Generation Student respondents and 25% (*n* = 121) of Not-First-Generation Student respondents depended on non-need-based scholarships.

²⁵ The EAWG defined Low-Income Student respondents as those students whose families earned less than \$30,000 annually.

Table 16. How Student Respondents Were Paying for College

Source of funding	<i>n</i>	%
Family contribution	288	47.3
Loans	226	37.1
Non-need-based scholarship (e.g., merit, ROTC)	160	26.3
Graduate assistantship/fellowship (e.g., teaching/research)	132	21.7
Personal contribution/job	127	20.9
Grant (e.g., Pell)	70	11.5
Need-based scholarship (e.g., Gates)	64	10.5
Campus employment	60	9.9
Credit card	47	7.7
GI Bill	14	2.3
Resident assistant	12	2.0
A method of payment not listed here	27	4.4

Note: Table reports responses only from Student respondents (*n* = 609). Percentages may not sum to 100 as a result of multiple response choices.

Thirty-five percent (*n* = 212) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent) and 63% (*n* = 383) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses indicated that 65% (*n* = 71) of Low-Income Student respondents, 30% (*n* = 137) of Not-Low-Income Student respondents, 44% (*n* = 52) of First-Generation Student respondents, and 33% (*n* = 158) of Not-First-Generation Student respondents were financially independent.

Nineteen percent (*n* = 112) of Student respondents indicated that they or their families had an annual income of less than \$30,000. Eleven percent (*n* = 65) of Student respondents had an annual income between \$30,000 and \$49,999; 13% (*n* = 76) between \$50,000 and \$69,999; 15% (*n* = 89) between \$70,000 and \$99,999; 19% (*n* = 109) between \$100,000 and \$149,999; 13% (*n* = 73) between \$150,000 and \$199,999; and 10% (*n* = 60) reported an annual income of \$200,000 or more. These figures are displayed by student status in Figure 12. Information is provided for those Undergraduate and Graduate Student respondents who indicated on the survey that they

were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

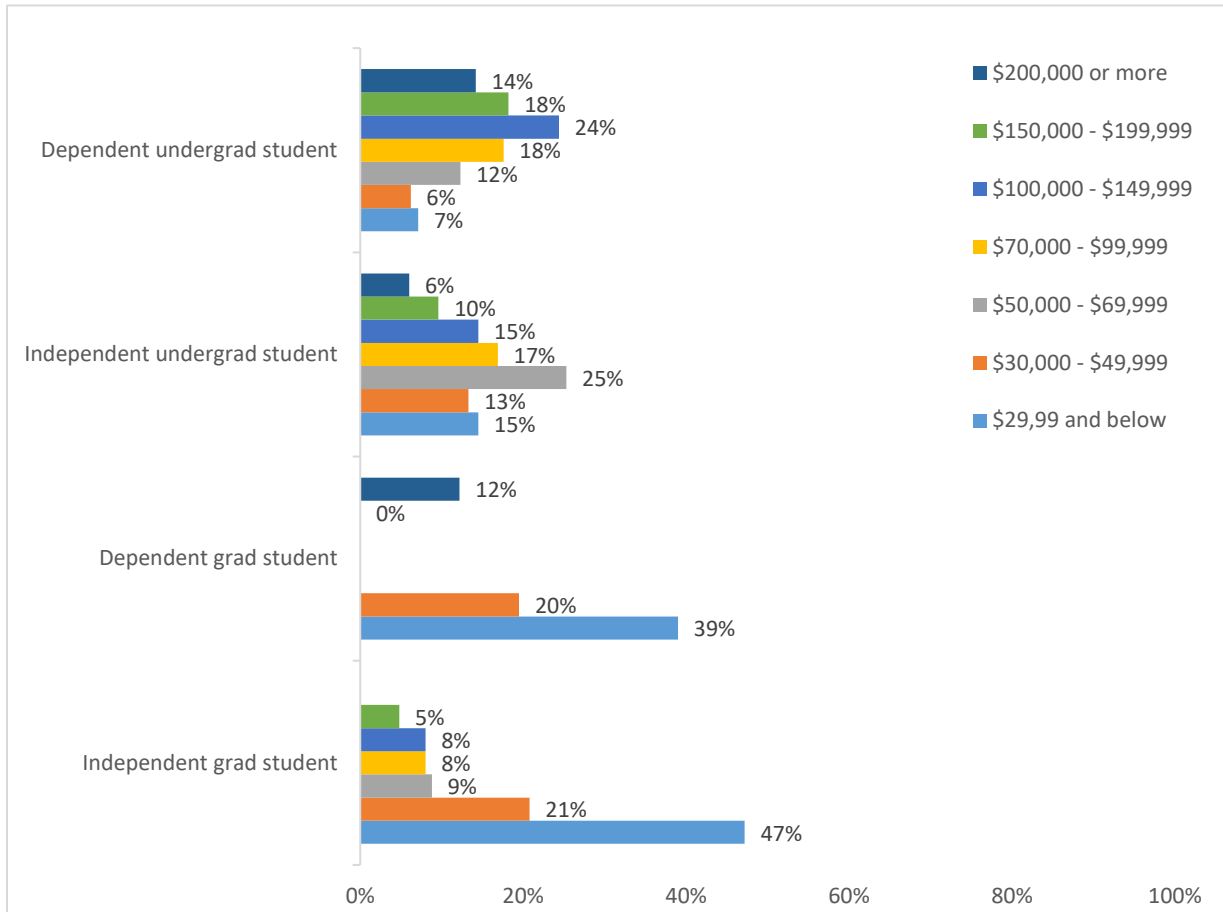


Figure 12. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

Of the Undergraduate Students completing the survey, 36% ($n = 156$) lived in campus housing, 63% ($n = 271$) lived in non-campus housing, and fewer than five identified as housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab). Of the Graduate Student respondents, fewer than five lived in campus housing (Table 18), 97% ($n = 172$) lived in non-campus housing, and fewer than five identified as housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab).

Table 17. Student Respondents' Residence

Residence	<i>n</i>	%
Campus housing	159	26.1
Residence hall	88	60.7
Special living option (SLO)	49	33.8
On-campus apartments	8	5.5
Non-campus housing	443	72.7
Independently in an apartment/house	396	96.1
Living with family member/guardian	16	3.9
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	3	0.5
Missing	4	0.7

Note: Table reports responses only from Student respondents (*n* = 609)

Thirty-nine percent (*n* = 238) of Student respondents participated in EMS major-specific organizations, and 26% (*n* = 159) participated in EMS college-wide organizations (Table 19). Twenty-one percent (*n* = 129) were involved with academic and academic honorary organizations, and 19% (*n* = 113) were involved with club sports.

Table 18. Student Respondents' Participation in Clubs/Organizations at EMS

Club/organization	<i>n</i>	%
EMS major-specific organizations	238	39.1
EMS college-wide organizations	159	26.1
Academic and academic honorary organizations	129	21.2
Club sport	113	18.6
I do not participate in any clubs or organizations.	105	17.2
Service or philanthropic organization	103	16.9
Recreational organization	97	15.9
Professional or pre-professional organization	86	14.1
Faith or spirituality-based organization	57	9.4
Culture-specific organization	46	7.6
Greek letter organization	38	6.2
Political or issue-oriented organization	38	6.2
Performance organization	26	4.3
Health and wellness organization	15	2.5
Intercollegiate athletic team	13	2.1

Table 18. Student Respondents' Participation in Clubs/Organizations at EMS

Club/organization	<i>n</i>	%
Penn State non-athletic representative/competitive organization	12	2.0
Governance organization	10	1.6
Publication/media organization	7	1.1
A student organization not listed above	37	6.1

Note: Table reports responses only from Student respondents (*n* = 609). Percentages may not sum to 100 as a result of multiple response choices.

Table 20 indicates that most Student respondents earned passing grades. Fifty-five percent (*n* = 324) earned above a 3.5 grade point average (GPA).

Table 19. Student Respondents' Cumulative GPA at the End of Last Semester

Grade Point Average (GPA)	Undergraduate Student respondents		Graduate Student respondents	
	<i>n</i>	%	<i>n</i>	%
3.50 – 4.00	171	40.9	153	86.9
3.00 – 3.49	144	34.4	22	12.5
2.50 – 2.99	82	19.6	1	0.6
2.00 - 2.49	16	3.8	0	0.0
Below 2.00	5	1.2	0	0.0

Note: Table reports responses only from Student respondents (*n* = 609).

EMS Environment Survey Findings²⁶

The following section reviews the major findings of this study.²⁷ The review explores the environment at EMS through an examination of respondents’ personal experiences, their general perceptions of the college environment, and their perceptions of institutional actions regarding the college environment, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort With the Environment at EMS

The survey posed questions regarding respondents’ levels of comfort with EMS' college environment. Table 21 illustrates that 85% ($n = 760$) of the survey respondents were “very comfortable” or “comfortable” with the environment at EMS. Eighty-one percent ($n = 231$) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the environment in their departments/program or work units. Eighty-eight percent ($n = 673$) of Student and Faculty respondents were “very comfortable” or “comfortable” with the environment in their classes.

Table 20. Respondents’ Comfort With the Environment at EMS

Level of Comfort	Comfort with overall environment		Comfort with environment in department/program or work units*		Comfort with environment in class**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	350	39.2	111	38.9	315	41.0
Comfortable	410	46.0	120	42.1	358	46.6
Neither comfortable nor uncomfortable	94	10.5	27	9.5	79	10.3
Uncomfortable	29	3.3	20	7.0	13	1.7
Very uncomfortable	9	1.0	7	2.5	4	0.5

*Responses only from Faculty and Staff respondents ($n = 285$).

**Responses only from Faculty and Student respondents ($n = 784$).

²⁶ Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

²⁷ The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual survey item).

Several analyses²⁸ were conducted to determine whether respondents' levels of comfort with the overall EMS environment, the environment in their workplaces, or the environment in their classes differed based on various demographic characteristics.²⁹

Figure 13 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus environment. Specifically, a lower percentage of Employee respondents (34%, $n = 98$) than Student respondents (42%, $n = 252$) felt “very comfortable” with the overall environment at EMS.ⁱ

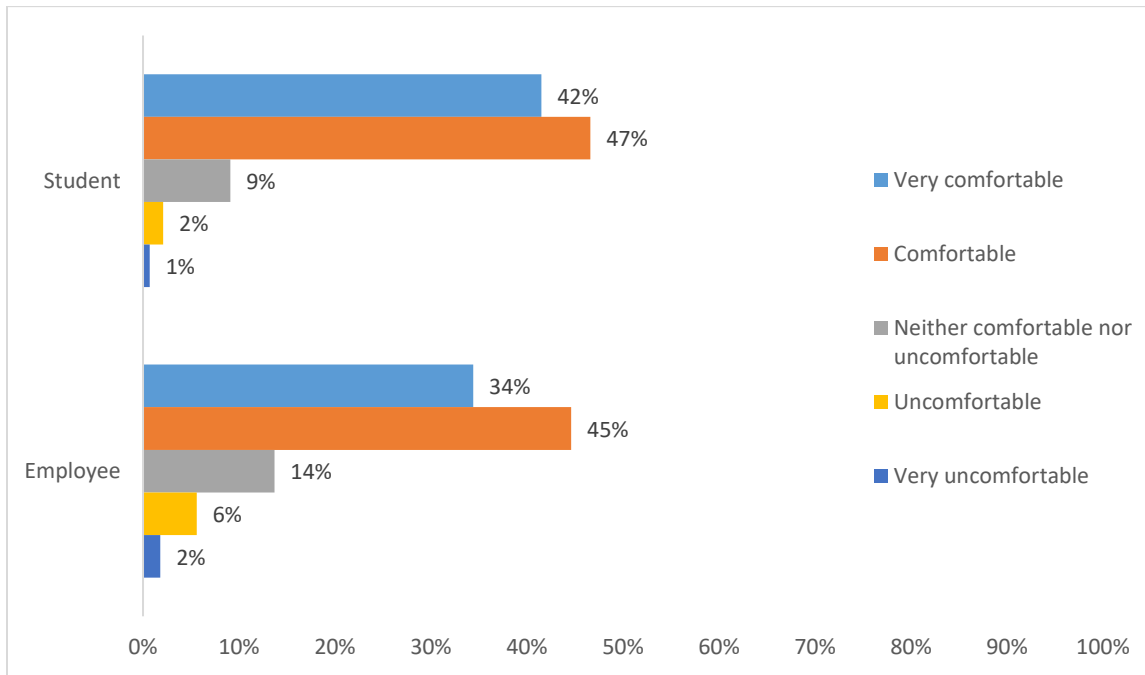


Figure 13. Respondents' Comfort With Overall Environment by Position Status (%)

No significant differences emerged between Faculty and Staff respondents regarding their level of comfort with the environment in their department/program or work unit and between Faculty and Student respondents regarding their comfort levels with their environment in their classes.

²⁸ At the request of the EAWG, some data were subject only to descriptive analyses (i.e., frequency analyses) as the sample sizes were too small to conduct significance testing. In such cases, unless specifically noted, readers are cautioned that any apparent group differences may not be actual differences as statistical significance could not be determined.

²⁹ Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.

By gender identity,³⁰ no significant differences emerged between Women and Men respondents regarding their comfort levels with the overall environment, Women and Men Faculty and Staff respondents regarding their comfort levels with the environment in their department/program or work unit and between Women and Men Faculty and Student respondents regarding their comfort levels with their environment in their classes.

By racial identity,³¹ 34% ($n = 80$) of Respondents of Color compared with 43% ($n = 266$) of White respondents were “very comfortable” with the overall environment at EMS (Figure 14).

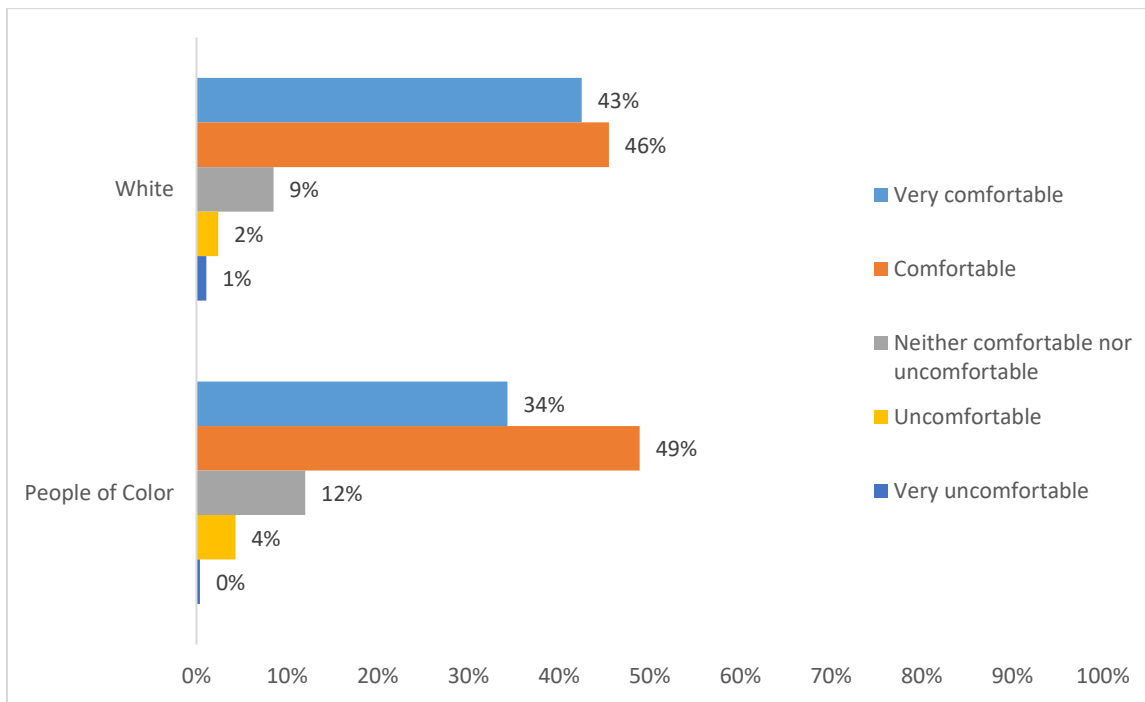


Figure 14. Respondents’ Comfort With Overall EMS Environment by Racial Identity (%)

No significant differences emerged between Faculty and Staff Respondents of Color and White Faculty and Staff respondents regarding their comfort with the environment in their departments/programs or work units.

³⁰ Per the EAWG, gender identity was recoded into the categories Men and Women owing to the low number of Trans-spectrum respondents

³¹ The EAWG proposed four collapsed racial identity categories (White, Asian/of Asian Descent, Other People of Color, Multiracial). For the purposes of some analyses, this report further collapses racial identity into two categories (White and People of Color), where the Asian/of Asian Descent, Multiracial, and Other People of Color were collapsed into one People of Color category.

Figure 15 illustrates that a lower percentage of Faculty and Student Respondents of Color (33%, $n = 74$) compared with White Faculty and Student respondents (46%, $n = 237$) were “very comfortable” with the environment in their classes.

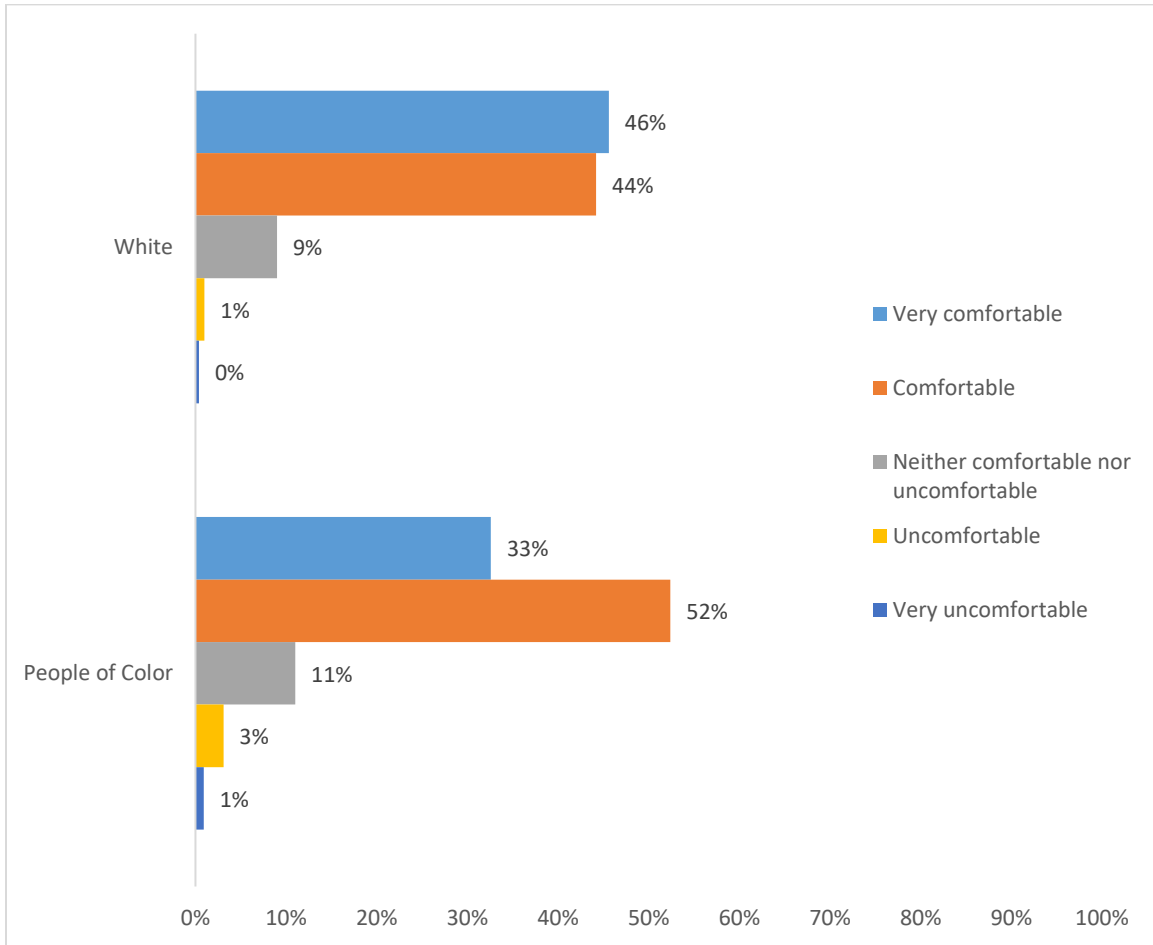


Figure 15. Faculty and Student Respondents’ Comfort With Class Environment by Racial Identity (%)

By sexual identity, no significant differences emerged between Heterosexual and LGBQ respondents regarding their comfort with the overall EMS environment, Heterosexual and LGBQ Faculty and Staff respondents regarding their comfort with the environment in their department/program or work unit and between Heterosexual and LGBQ Faculty and Student respondents regarding their comfort with their environment in their classes.

Significant differences existed by disability status.³² Figure 16 illustrates that a statistically lower percentage of Respondents with At Least One Disability (29%, $n = 25$) compared with Respondents with No Disability (40%, $n = 324$) was “very comfortable” with the overall environment at EMS.ⁱⁱ

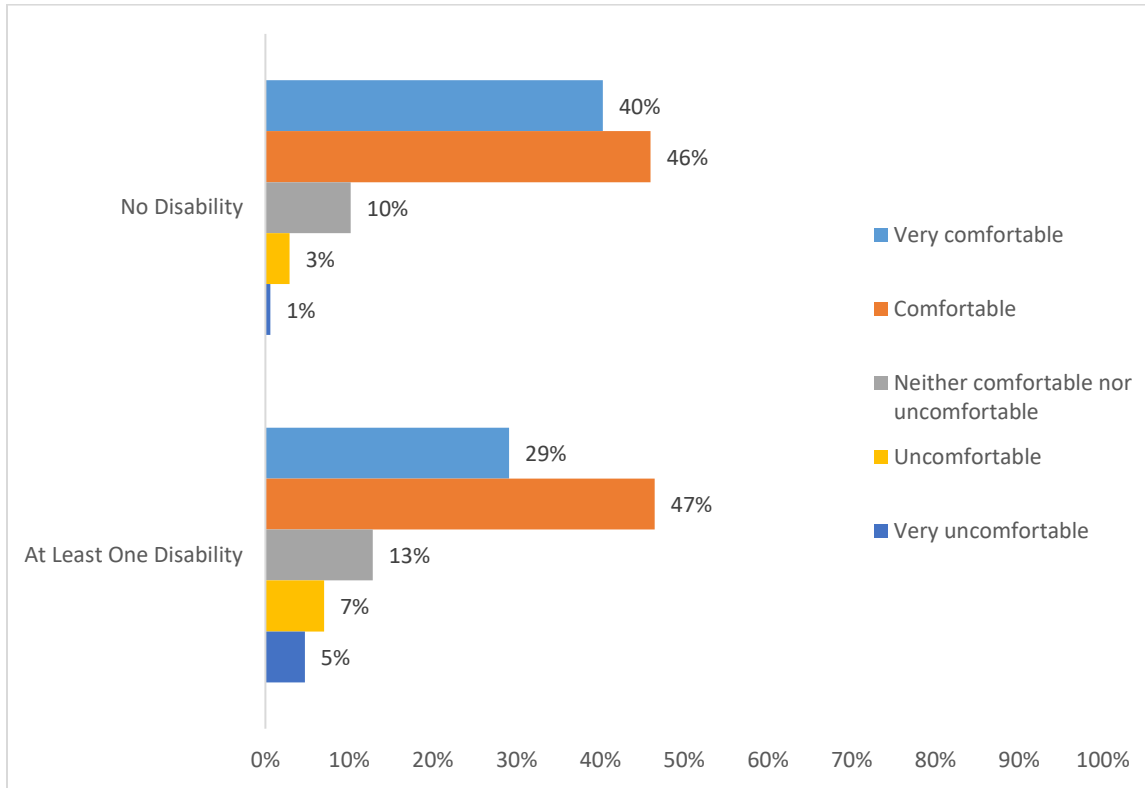


Figure 16. Respondents’ Comfort With Overall EMS Environment by Disability Status (%)

No significant differences emerged between Faculty and Staff respondents with At Least One Disability and Faculty and Staff respondents with No Disability regarding their comfort with the environment in their department/program or work unit.

Figure 17 illustrates that a lower percentage of Faculty and Student Respondents with At Least One Disability (30%, $n = 23$) compared with Faculty and Student Respondents with No Disability (42%, $n = 291$) were “very comfortable” with the environment in their classes.

³² The EAWG proposed three collapsed disability status categories (No Disability, Single Disability, and Multiple Disabilities). For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and At Least One Disability), where Single Disability and Multiple Disabilities were collapsed into one At Least One Disability category.

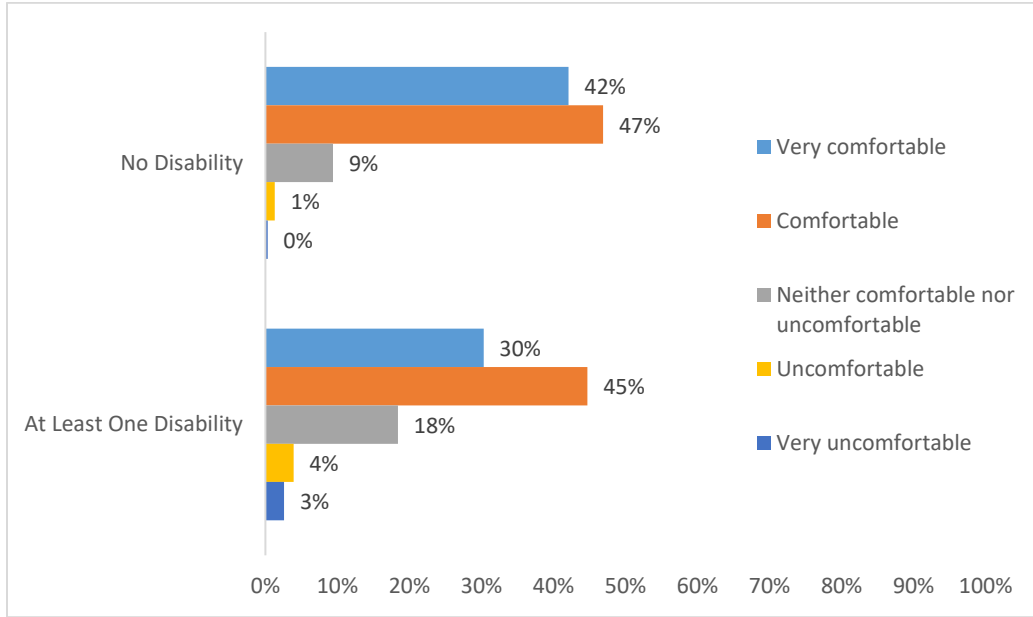


Figure 17. Faculty and Student Respondents’ Comfort With Class Environment by Disability Status (%)

In terms of Student respondents’ income status and comfort with the overall environment on campus, significant differences emerged (Figure 18). A lower percentage of Low-Income Student respondents (30%, $n = 33$) were “very comfortable” with the overall EMS environment when compared with that of Not-Low-Income Student respondents (45%, $n = 212$).

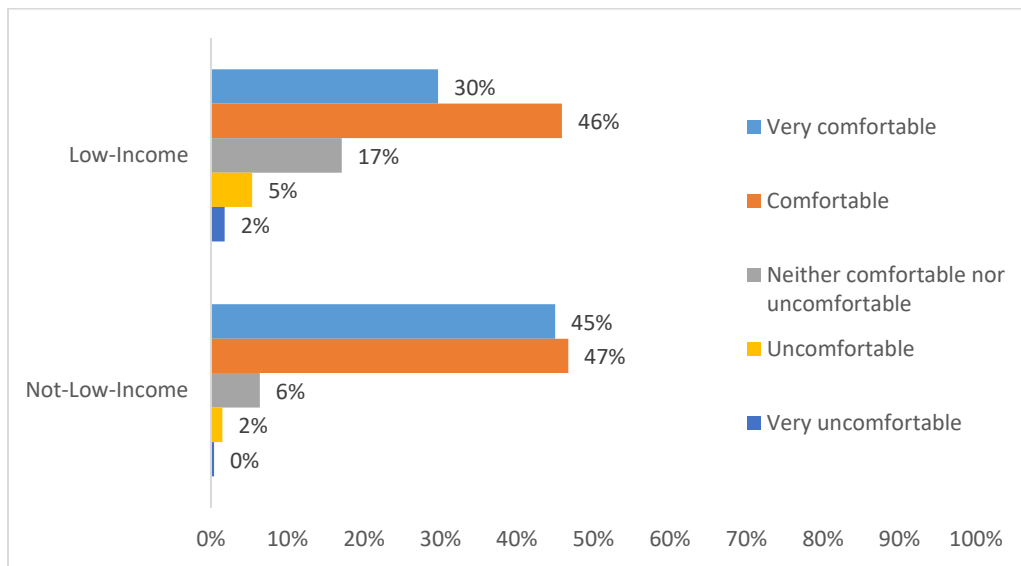


Figure 18. Student Respondents’ Comfort With Overall EMS Environment by Income Status (%)

A higher percentage of Not-Low-Income Student respondents (45%, $n = 210$) than Low-Income Student respondents (33%, $n = 37$) felt “very comfortable” with the environment in their classes (Figure 19).

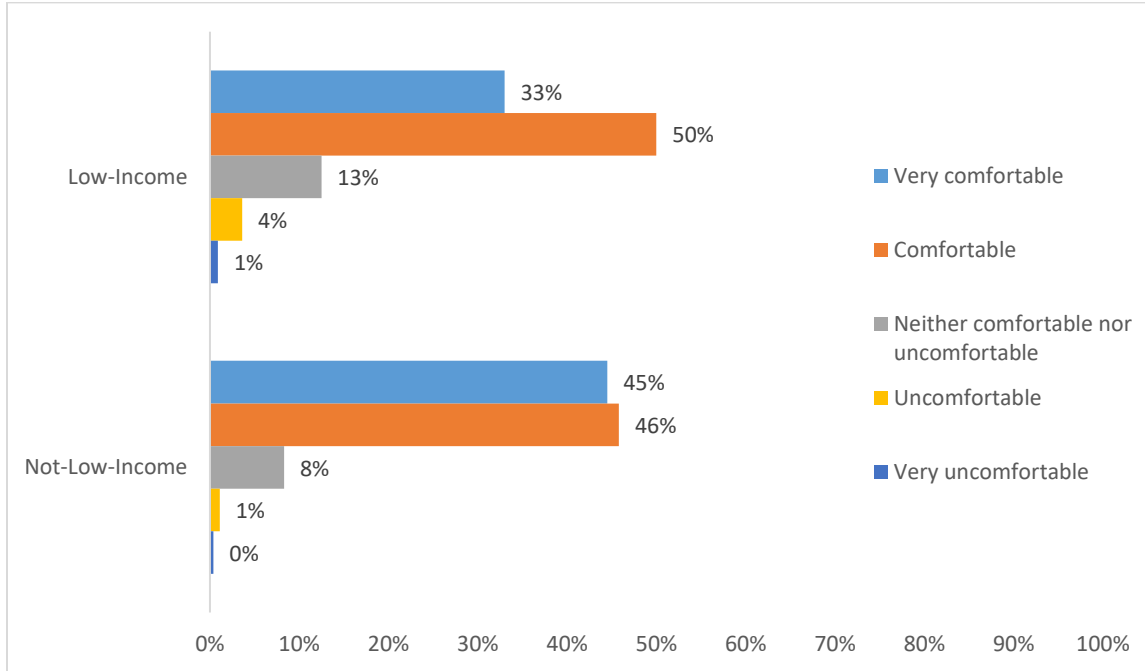


Figure 19. Student Respondents’ Comfort With Environment in Their Classes by Income Status (%)

By first-generation status, no significant difference emerged between First-Generation Student respondents and Not-First-Generation Student respondents regarding their comfort with the overall campus environment.

A higher percentage of First-Generation Student respondents (15%, $n = 18$) than Not-First-Generation Student respondents (8%, $n = 40$) felt “neither comfortable or uncomfortable” with the environment in their classes (Figure 20).

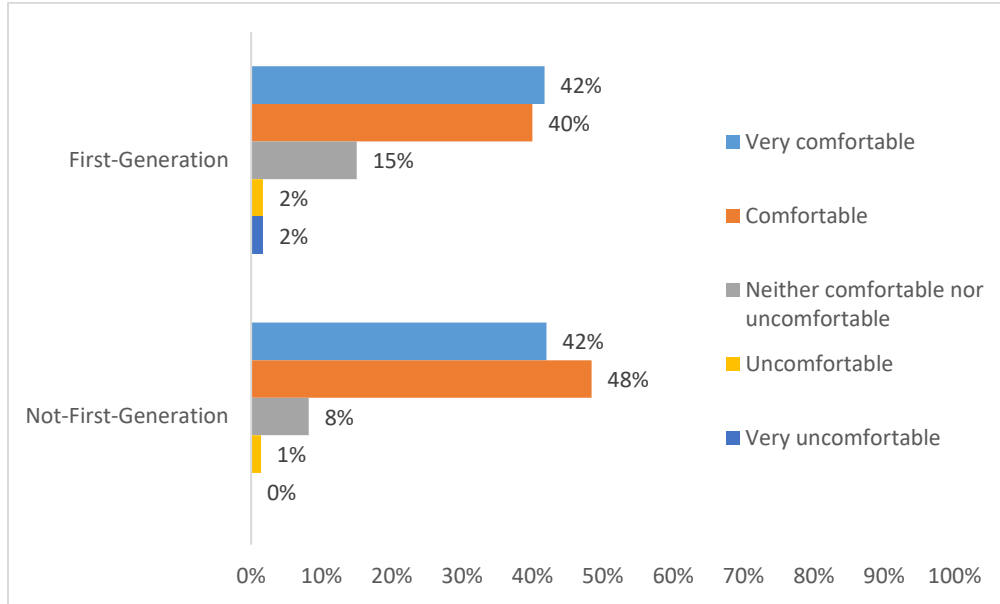


Figure 20. Student Respondents' Comfort With Environment in Their Classes by First-Generation Status (%)

No significant differences existed for respondents by citizenship status regarding their comfort with the overall environment and the environment in their department/program or work unit. By citizenship status, a higher proportion of U.S. Citizen Faculty and Student respondents (45%, $n = 253$) than Visa Holder Faculty and Student respondents (29%, $n = 37$) were “very comfortable” with the environment in their classes (Figure 21).

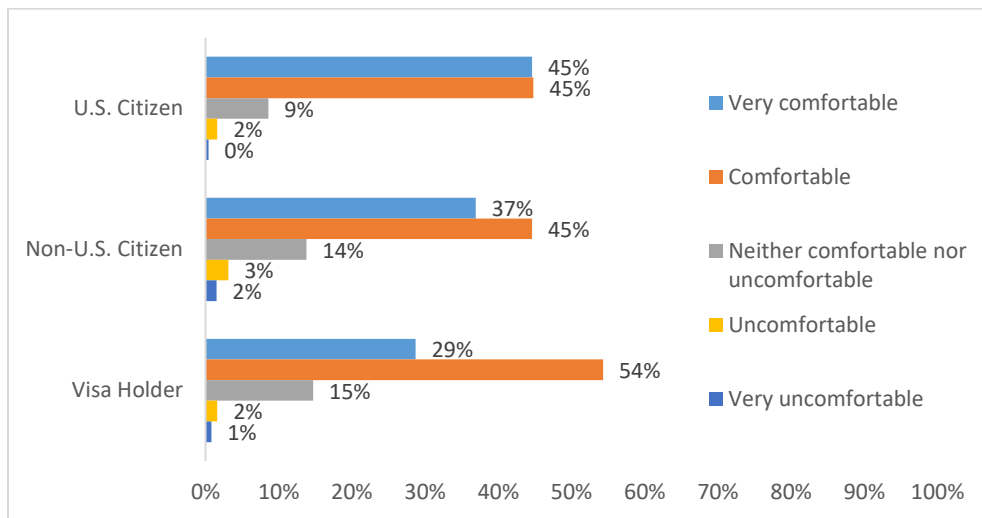


Figure 21. Student Respondents' Comfort With Environment in Their Classes by Citizenship Status (%)

ⁱ A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2(4, N = 892) = 16.1, p < .01$.

ⁱⁱ A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall EMS environment by disability status: $\chi^2(4, N = 889) = 19.5, p < .001$.

Barriers at EMS for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, identity, or instructional/campus materials at EMS within the past year. Tables 22 through 25 highlight where Respondents with At Least One Disability³³ most often experienced barriers at EMS.³⁴ With regard to campus facilities, 13% ($n = 10$) of Respondents with Disabilities experienced barriers in campus transportation/parking, 9% ($n = 7$) in temporary barriers because of construction or maintenance, 7% ($n = 6$) in classroom buildings, and 8% each experienced barriers in classroom buildings ($n = 6$), classrooms/laboratories ($n = 6$) and office furniture ($n = 6$) within the past year.

Table 21. Facilities Barriers Experienced by Respondents With Disabilities

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Campus transportation/parking	10	12.7	44	55.7	25	31.6
Temporary barriers because of construction or maintenance	7	8.9	45	57.0	27	34.2
Classroom buildings	6	7.4	50	61.7	25	30.9
Classrooms, laboratories (including computer labs)	6	7.5	48	60.0	26	32.5
Office furniture (e.g., chair, desk)	6	7.6	46	58.2	27	34.2

Note: Table reports responses only from individuals who indicated on the survey that they had a condition/disability ($n = 87$).

Table 23 illustrates that, in terms of the technological or online environment, 9% ($n = 7$) of Respondents with At Least One Disability experienced barriers related to accessible electronic formats within the past year, and 9% ($n = 7$) experienced barriers in electronic forms. Within the past year, 7% ($n = 5$) of Respondents with At Least One Disability experienced barriers in the website, and 6% ($n = 5$) experienced barriers in electronic signage.

Table 22. Technology/Online Barriers Experienced by Respondents With Disabilities

Technology/Online	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Electronic forms	7	9.0	50	64.1	21	26.9

³³ Respondents with Multiple Disabilities were collapsed with Respondents with a Disability to maintain confidentiality.

³⁴ See Appendix B, Table B111 for all responses to the question, “As a person who identifies with a disability, have you experienced a barrier in any of the following areas at EMS in the past year?”

Table 22. Technology/Online Barriers Experienced by Respondents With Disabilities

Technology/Online	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessible electronic format	7	8.8	48	60.0	25	31.3
Electronic signage	5	6.4	52	66.7	21	26.9
Website	5	6.6	52	68.4	19	25.0

Note: Table reports responses only from individuals who indicated on the survey that they had a condition/disability (*n* = 87).

Table 24 shows that in terms of identity, 6% of Respondents with At Least One Disability experienced barriers in each of the following areas within the past year: electronic databases (e.g., LionPath, Starfish, WorkLion) (*n* = 5) and their email accounts (*n* = 5).

Table 23. Barriers in Identity Experienced by Respondents With Disabilities

Identity	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Electronic databases (e.g., LionPath, Starfish, WorkLion)	5	6.3	56	70.9	18	22.8
Email account	5	6.4	55	70.5	18	23.1

Note: Table reports responses only from individuals who indicated on the survey that they had a condition/disability (*n* = 87).

Table 25 shows that with regard to instructional and campus materials, 4% of Respondents with At Least One Disability experienced barriers within the past year related to each of the following: food menus (*n* = 3), forms (*n* = 3), journal articles (*n* = 3), syllabi (*n* = 3), textbooks (*n* = 3), and video-closed captioning and text description (*n* = 3).

Table 24. Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Food menus	3	3.8	49	62.8	26	33.3
Forms	3	3.8	53	67.9	22	28.2
Journal articles	3	3.8	52	66.7	23	29.5
Syllabi	3	3.8	54	69.2	21	26.9
Textbooks	3	3.8	52	66.7	23	29.5
Video-closed captioning and text description	3	3.9	45	58.4	29	37.7

Note: Table reports responses only from individuals who indicated on the survey that they had a condition/disability (*n* = 87).

Qualitative comments analyses. Open-ended survey items solicited comments 1) to give “voice” to the data and 2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items due to the small number of survey respondents from historically underrepresented populations at EMS. Twenty-two respondents elaborated on responses regarding accessibility at EMS. Salient to the responses provided was the extent to which respondents with disabilities were accommodated or supported.

Accommodations/Support. Respondents’ comments echoed the support they received within EMS or at the University while others’ comments provided suggestions or challenges they faced based on having a disability. One respondent noted, “Teachers are very accommodating and willing to work with you in order for success.” A respondent who was not registered with student disability services noted, “Even though I am not registered with the student disabilities center, I generally feel very comfortable discussing any issues I may have with my professors, and feel that they are willing to accommodate.” Another respondent expressed, “[The] College has been supportive of my need for times off.”

Some challenges noted by respondents included accessibility of the bus to one of the EMS buildings. One respondent indicated, “There is no route for Red Link (Graduate Student Housing at Dunham onwards) to Deike.” Moreover, the respondent suggested, “it would help to have instructions for how to utilize the campus shuttle itself for persons experiencing disabilities newly.” Respondents also suggested “small fixes” to address some of the accessibility challenges. A respondent noted, “We do not often use the podium for colloquiums so it becomes hard to hear for someone with hearing problems.” Another requested, “better closed captioning for instructional videos please.” Finally, while not an instructional accommodation, a respondent commented on the need for, “[m]ore affordable and variety of healthy food choices for someone who has IBD.”

Barriers at EMS for Transgender/Genderqueer/Gender Nonbinary Respondents

One survey item asked Transgender, Genderqueer, and Gender Nonbinary Respondents if they had experienced barriers in facilities or identity accuracy at EMS within the past year. Tables 26 through 27 depict where Transgender, Genderqueer, and Nonbinary Respondents most often

experienced barriers at EMS.³⁵ With regard to campus facilities, 33% (n = 3) of Transgender/Genderqueer/Gender Nonbinary Respondents experienced barriers with signage within the past year.

Table 25. Facilities Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Signage	3	33.3	1	11.1	5	55.6
Athletic and recreational facilities	1	11.1	2	22.2	6	66.7
Changing rooms/locker rooms	1	11.1	2	22.2	6	66.7
Restrooms	1	11.1	3	33.3	5	55.6

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Transgender, Genderqueer, or Gender Nonbinary (n = 10).

Table 27 illustrates that, in terms of identity accuracy, 22% (n = 2) of Transgender/Genderqueer/Gender Nonbinary Respondents each had difficulty with Public Affairs, surveys, and intake forms.

Table 26. Identity Accuracy Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

Identity accuracy	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Public Affairs	2	22.2	2	22.2	5	55.6
Surveys	2	22.2	2	22.2	5	55.6
Intake forms (e.g., Health Center)	2	22.2	2	22.2	5	55.6

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Transgender, Genderqueer, or Gender Nonbinary (n = 10).

Qualitative comments analyses. As previously mentioned, open-ended survey items solicited comments 1) to give “voice” to the data and 2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items due to the small number of survey respondents from historically underrepresented populations at EMS. Seven respondents elaborated on their experiences within the EMS environment as a person who identifies as transgender, genderqueer, and/or gender nonbinary. No themes were present.

³⁵ See Appendix B, Table B112 for all responses to the question, “As a person who identifies as transgender, genderqueer, and/or gender non-binary, have you experienced a barrier in any of the following areas at EMS in the past year?”

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct³⁶

Thirteen percent ($n = 118$) of respondents indicated that they personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (bullied, harassed) conduct that had interfered with their ability to work, learn, or live at EMS within the past year.³⁷

The following figures depict the responses by position status and gender identity of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at EMS?”

Of the respondents who experienced such conduct, 29% ($n = 34$) indicated that the conduct was based on their gender/gender identity. Twenty-eight percent ($n = 33$) noted that the conduct was based on their position status at EMS, 19% ($n = 22$) felt that they did not know the basis for the conduct, and 16% ($n = 19$) felt that it was based on education credentials (e.g., BS, MS, PhD, MD). “Reasons not listed above” included responses such as “being friends with specific staff outside of work,” “having a different opinion or idea,” “hierarchy,” and “personality.”

By gender identity, a higher percentage of Women respondents (16%, $n = 61$) than Men respondents (10%, $n = 47$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 22).ⁱⁱⁱ A higher percentage of Women respondents (46%, $n = 28$) than Men respondents (9%, $n = 4$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.^{iv}

³⁶ This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

³⁷ The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

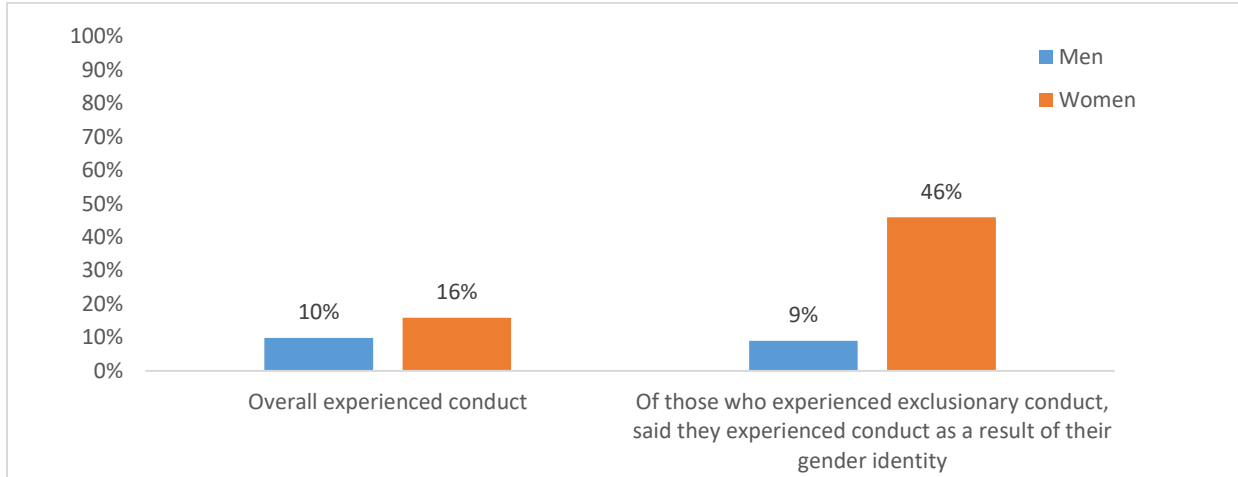


Figure 22. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 23). A higher percentage of Faculty respondents (21%, $n = 36$), Staff respondents (20%, $n = 2$), and Graduate Student respondents (19%, $n = 33$) than Undergraduate Student respondents (6%, $n = 29$) noted that they had experienced this conduct.^v Of those respondents who experienced this conduct, a higher percentage of Staff respondents (50%, $n = 11$), Faculty respondents (33%, $n = 12$) than Undergraduate Student respondents (4%, $n = 1$) thought that the conduct was based on their position status.^{vi}

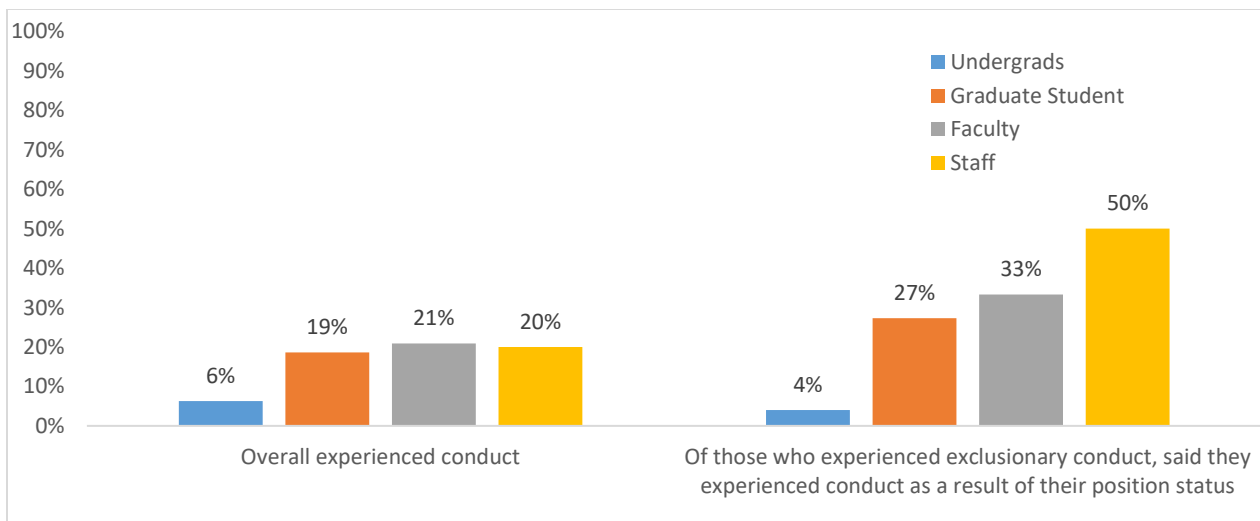


Figure 23. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

By racial identity, 10% ($n = 24$) of Respondents of Color and 13% ($n = 84$) of White respondents indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 24). A higher percentage of Respondents of Color (50%, $n = 12$) than White respondents (0%, $n = 0$) who experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their racial identity.

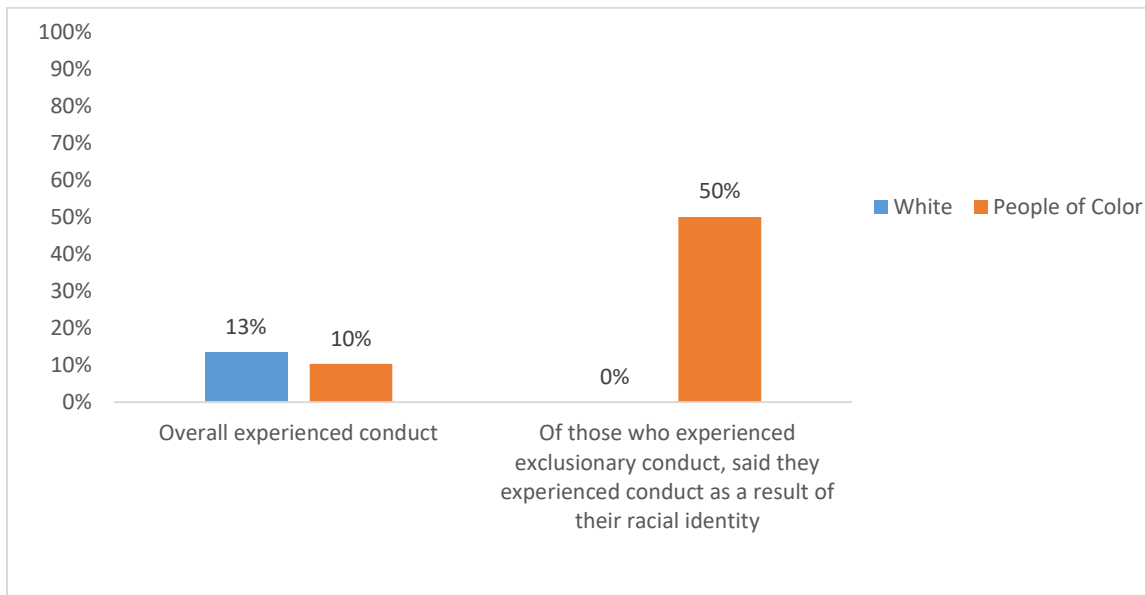


Figure 24. Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Racial Identity (%)

Tables 28 through 30 depict the most often-cited perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status. Of the Staff respondents who experienced such conduct, 50% ($n = 11$) indicated that the conduct was based on position status at EMS (e.g., staff, faculty, student). Thirty-six percent ($n = 8$) noted that the conduct was based on their educational credentials (e.g., BS, MS, PhD, MD), and 18% ($n = 4$) felt that it was based on their length of service at EMS. “Reasons not listed above” included responses such as “jealousy,” “leadership control of information to establish limited position advancement,” and “requested change in environment.”

Table 27. Staff Respondents' Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Position (e.g., staff, faculty, student)	11	50.0
Educational credentials (e.g., BS, MS, PhD, MD)	8	36.4
Length of service at EMS	4	18.2
Age	3	13.6
A reason not listed above	10	45.5

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 22). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B45 in Appendix B.

Of the Faculty respondents who experienced such conduct, 33% (*n* = 12) each indicated that the conduct was based on their gender/gender identity and/or position status (Table 29). Twenty-five percent (*n* = 9) noted that the conduct was based on their length of service at EMS, and 19% (*n* = 7) each felt that it was based on their age, their major field of study, and/or they did not know the reason for the conduct. “Reasons not listed above” included responses such as “budgetary blowback,” “insurance claims,” and “performance.”

Table 28. Faculty Respondents' Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Gender/gender identity	12	33.3
Position status (e.g., staff, faculty, student)	12	33.3
Length of service at EMS	9	25.0
Age	7	19.4
Major field of study	7	19.4
Did not know	7	19.4
A reason not listed above	9	25.0

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 36). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B45 in Appendix B.

Of the Student respondents who experienced such conduct, 33% (*n* = 20) indicated that the conduct was based on gender/gender identity (Table 30). Twenty-five percent (*n* = 15) noted that the conduct was based on their academic performance, and 22% (*n* = 13) did not know the basis for the conduct. “Reasons not listed above” included responses such as “not part of the clique,” “personality,” “didn’t party ‘enough’ with other freshman,” and “work ethic(s).”

Table 29. Student Respondents’ Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Gender/gender identity	20	33.3
Academic performance	15	25.0
Do not know	13	21.7
Ethnicity	11	18.3
Position status (e.g., staff, faculty, student)	10	16.7
Educational credentials (e.g., BS, MS, PhD, MD)	9	15.0
Major field of study	9	15.0
Mental health/psychological disability/condition	7	11.7
A reason not listed above	11	18.3

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 60). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B45 in Appendix B.

Table 31 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Fifty percent (*n* = 59) felt ignored or excluded, 42% (*n* = 49) felt isolated or left out, 32% (*n* = 38) felt intimidated and bullied, and 23% (*n* = 27) experienced a hostile work environment. Other forms of such conduct included “acts of slamming doors and attitude,” “generally not treated with respect,” “gaslighting by student and faculty,” and “I was talked down to by my supervisor although the supervisor was wrong and confirmed by co-workers.”

Table 30. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was ignored or excluded.	59	50.0
I was isolated or left out.	49	41.5
I was intimidated/bullied.	38	32.2
I experienced a hostile work environment.	27	22.9
I was the target of workplace incivility.	24	20.3
I was the target of derogatory verbal remarks	21	17.8
I received a low or unfair performance evaluation.	16	13.6
I felt others staring at me.	13	11.0
I experienced a hostile classroom environment.	13	11.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 118). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B46 in Appendix B.

Figures 25 and 26 depict the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Fifty percent ($n = 18$) of Faculty respondents felt isolated or left out, 50% ($n = 18$) felt ignored or excluded, 25% ($n = 9$) felt intimidated and bullied, and 25% ($n = 9$) they experienced a hostile work environment. Fifty-five percent ($n = 12$) of Staff respondents felt ignored or excluded, 46% ($n = 10$) felt intimidated or bullied, 36% ($n = 8$) felt isolated or left out, and 27% ($n = 6$) were the target of workplace incivility (Figure 25).

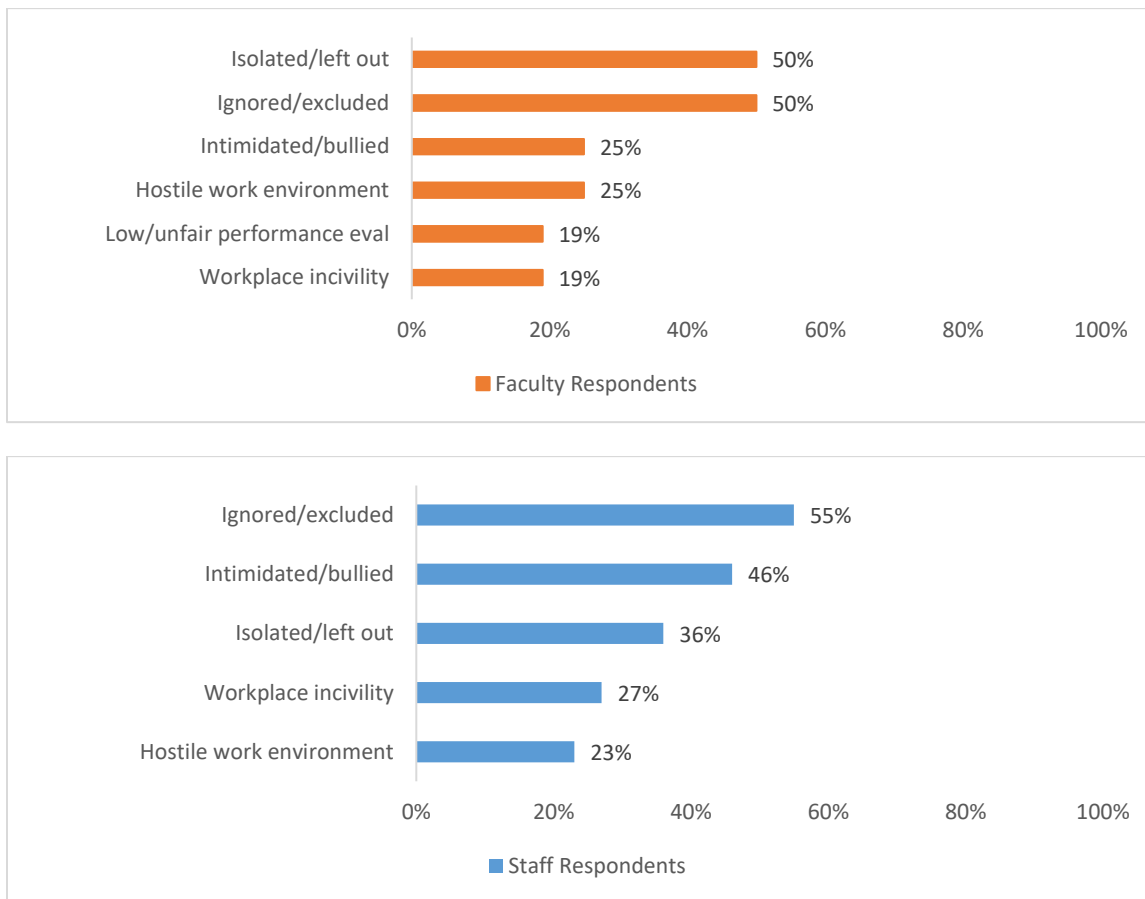


Figure 25. Employee Respondents' Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

Forty-eight percent ($n = 13$) of Undergraduate Student respondents felt ignored or excluded, 33% ($n = 9$) felt isolated or left out, 26% ($n = 9$) felt others staring at them, and 22% ($n = 6$) felt intimidated or bullied (Figure 26). Forty-nine percent ($n = 16$) of Graduate Student respondents felt ignored or excluded, 42% ($n = 14$) felt isolated or left out, 39% ($n = 13$) felt intimidated and bullied, and 33% ($n = 11$) each felt that they were a target of derogatory verbal remarks, experienced a hostile work environment, and were a target of workplace incivility.

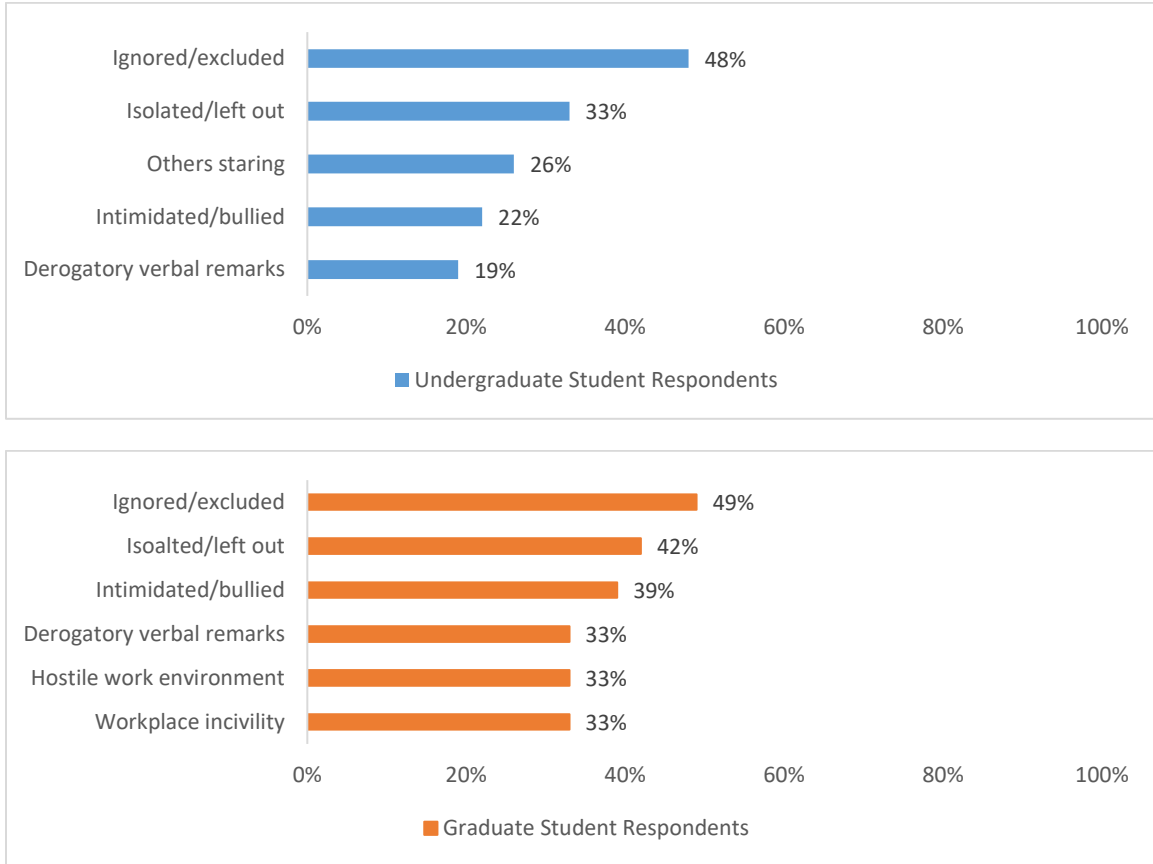


Figure 26. Student Respondents’ Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a class/laboratory (28%, $n = 33$), in a meeting with a group of people (25%, $n = 29$), while in a faculty office (21%, $n = 25$), and while working at an EMS job (20%, $n = 24$). Some respondents who marked “a location not listed above” described, “in my shared office,” in a hallway, staff office,” and “off campus trip” as the locations where the conduct occurred.

Table 32 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including while working at an EMS job (68%, $n = 15$), in an EMS administrative office (36%, $n = 8$), and in a meeting with a group of people (23%, $n = 5$).

Table 31. Staff Respondents’ Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Staff respondents who experienced the conduct
While working at an EMS job	15	68.2
In an EMS administrative office	8	36.4
In a meeting with a group of people	5	22.7
In a faculty office	4	18.2
In a meeting with one other person	4	18.2
In other public places in EMS	4	18.2

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 22$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B47 in Appendix B.

Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a meeting with a group of people (39%, $n = 14$), in a faculty office (22%, $n = 8$), in a meeting with one other person (19%, $n = 7$), while working at an EMS job (19%, $n = 7$), and in a class/laboratory (17%, $n = 6$) (Table 33).

Table 32. Faculty Respondents’ Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Faculty respondents who experienced the conduct
In a meeting with a group of people	14	38.9
In a faculty office	8	22.2
In a meeting with one other person	7	19.4
While working at an EMS job	7	19.4
In a class/laboratory	6	16.7

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 36$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B47 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class/laboratory (45%, $n = 27$), in a faculty office (22%, $n = 13$), in a meeting with a group of people (17%, $n = 10$), in other public places in EMS (17%, $n = 10$), in a meeting with one other person (13%, $n = 8$), and while walking on campus (13%, $n = 8$) (Table 34).

Table 33. Student Respondents’ Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Student respondents who experienced the conduct
In a class/laboratory	27	45.0
In a faculty office	13	21.7
In a meeting with a group of people	10	16.7
In other public spaces in EMS	10	16.7
In a meeting with one other person	8	13.3
While walking on campus	8	13.3

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 60$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B47 in Appendix B.

Thirty-six percent ($n = 43$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified coworkers/colleagues as the source of the conduct, 32% ($n = 38$) identified students, and 29% ($n = 34$) identified faculty members/other instructional staff as the source of the conduct (Table 35). Respondents who marked a “source not listed above” wrote examples such as “coordinator,” selection committee,” and “university contractor.”

Table 34. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	<i>n</i>	% of respondents who experienced the conduct
Coworker/colleague	43	36.4
Student	38	32.2
Faculty member/other instructional staff	34	28.8
Academic advisor	16	13.6
Department/program chair	14	11.9
Supervisor or manager	12	10.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 118$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B48 in Appendix B.

Figures 27 and 28 display the perceived sources of experienced exclusionary conduct by position status. Both Undergraduate Student and Graduate Student respondents identified students as the greatest source of exclusionary conduct.

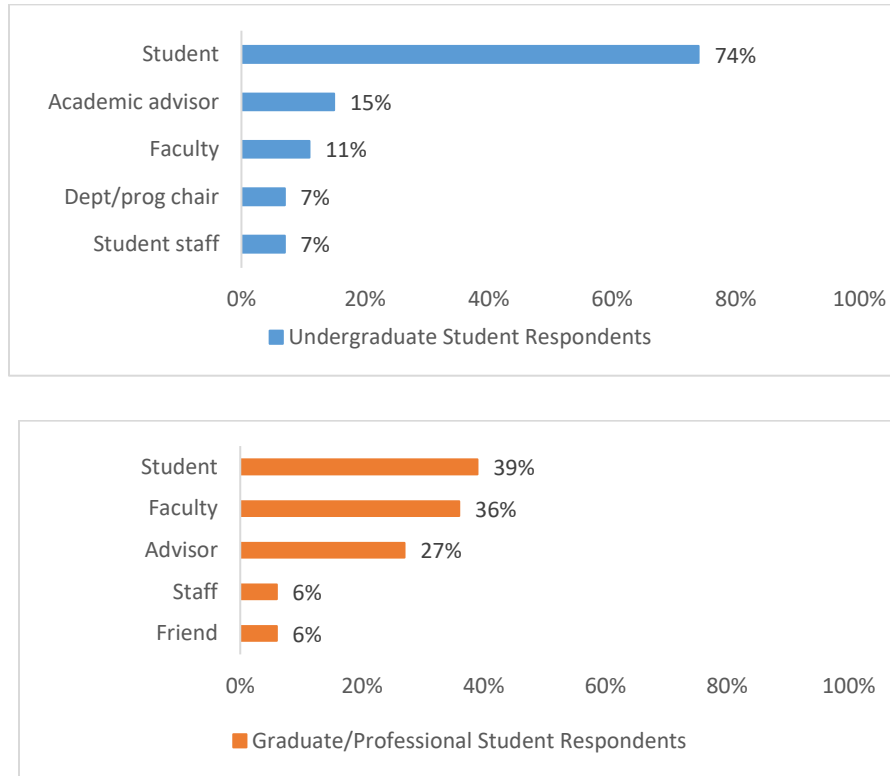


Figure 27. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty respondents most often cited coworkers/colleagues and faculty members/instructional staff members as the source of the exclusionary conduct. Staff respondents most often cited coworkers/colleagues, supervisors/managers, faculty members/instructional staff, and other staff members as the source of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 28).

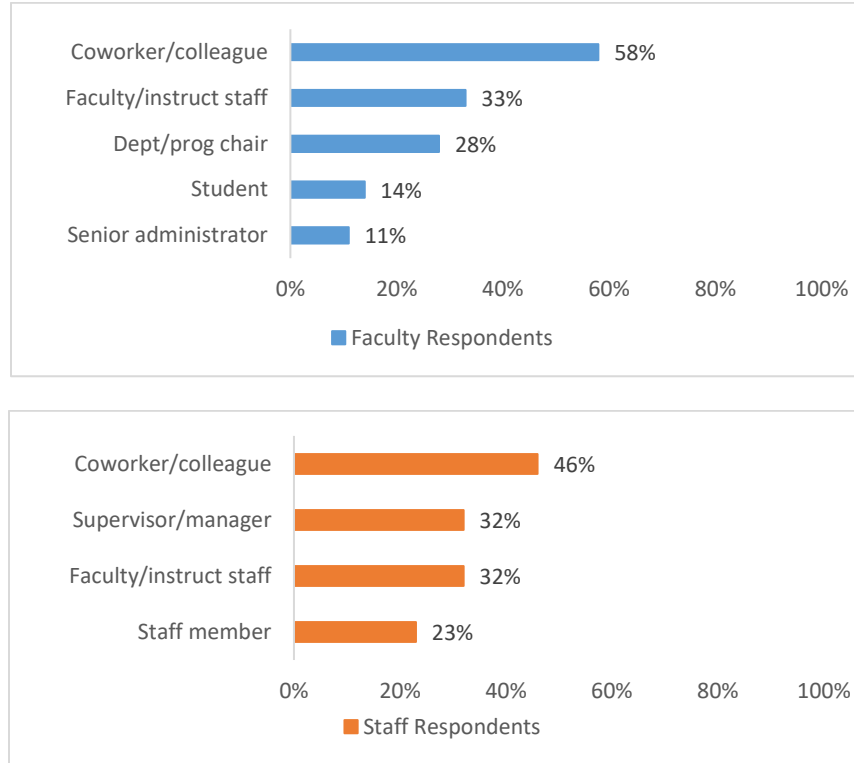


Figure 28. Employee Respondents’ Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

In response to this conduct, 61% ($n = 72$) of respondents felt angry, 59% ($n = 69$) felt distressed, 31% ($n = 37$) felt embarrassed, 25% ($n = 30$) ignored it, 18% ($n = 21$) felt somehow responsible, and 18% ($n = 21$) felt afraid (Table 36). Some “feelings not listed above” included “depressed and anxious,” “hopeless,” “I felt trapped,” “invisible,” and “undervalued.”

Table 35. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
I was angry.	72	61.0
I felt distressed.	69	58.5
I felt embarrassed.	37	31.4
I ignored it.	30	25.4
I felt somehow responsible.	21	17.8
I was afraid.	21	17.8
A feeling not listed above	21	17.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 118$). Percentages do not sum to 100 as a result of multiple response choices.

Also in response to experiencing the conduct, 49% ($n = 58$) of respondents avoided the person/venue, 40% ($n = 47$) did not do anything, 39% ($n = 46$) told a friend, and 34% ($n = 40$) told a family member (Table 37). Of the 11% ($n = 13$) of respondents who sought support from a EMS resource, 77% ($n = 10$) sought support from the Administrator Office and 54% ($n = 7$) sought help from a faculty member. Some “response not listed above” comments were “I talked to my manager,” “I just shut down and cried and stopped going to class which is largely why my grades slipped from about a 3.9 gpa to less than 2.9,” and “talked to therapist.”

Table 36. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I avoided the person/venue.	58	49.2
I did not do anything.	47	39.8
I told a friend.	46	39.0
I told a family member.	40	33.9
I contacted an EMS resource	13	11.0
<i>Administrator office</i>	10	76.9
<i>Faculty member</i>	7	53.8
I contacted a University resource.	12	10.2
A response not listed above	24	20.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 118$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B50 in Appendix B.

Table 38 illustrates that 90% ($n = 104$) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and that 10% ($n = 12$) of respondents did report the incident. Of the respondents who reported the incident, 11% ($n = 1$) felt it was addressed appropriately, 11% ($n = 1$) felt their complaint was addressed appropriately but not the outcome that they hoped for, 67% ($n = 6$) felt the incident was not appropriately addressed, and 11% ($n = 1$) indicated the outcome of their complaint was still pending.

Table 37. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
No, I didn’t report it.	104	89.7
Yes, I reported it	12	10.3
<i>Yes, I reported the incident and felt that it was addressed appropriately.</i>	1	11.1
<i>Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	1	11.1
<i>Yes, I reported the incident but felt that it was not addressed appropriately.</i>	6	66.7
<i>Yes, I reported the conduct and the outcome is still pending.</i>	1	11.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 118). Percentages do not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. Fifty-two respondents elaborated on their personal experiences during the past year at EMS. Four themes emerged from the respondent narratives. These themes described hierarchy of roles, no action being taken, feeling unsupported, and verbal assaults.

Hierarchy of Roles. Respondents described instances where they perceived power dynamic within roles which was evidenced as a lack of respect for the individual. For example, one respondent noted, “[t]he intense power dynamic between graduate students and advisors is often an issue.” In this case, the respondent further elaborated, “There are very few resources that have any power to do anything.” Additional remarks noted, “Most people in EMS are wonderful! However, there are some faculty that feel the need to show power over others. They are condescending and outright rude.” Furthermore, another respondent explained, “A faculty member in this college was not happy with a question I was asking about his travel expenses and told me that I was just trying to justify my existence as an administrator by enforcing rules that neither the Principal Investigator nor the sponsor care about.” Among the faculty ranks, respondents also noted, “the divide between tenure-track and non-tenure-track is the oldest class division in academia; it often feels as if it's not even worth addressing, or I'd be doing it all of the time. It is especially apparent with new faculty who do not know who we are or have any opportunity to learn the role that we play.”

No Action. Respondents described instances where an individual experienced exclusionary, intimidating, offensive, or hostile conduct with no repercussions or efforts to address the

incident. One respondent noted an instance where “The issue was well established in the past and never addressed or was ever going to be. No one wanted to rock the boat in fear of retribution by offender.” Another respondent’s narrative mentioned, “I brought up the issue through my adviser, who then brought it up to the department head. The department head then had conversations with me and other affected students and said nothing could be done.” Comparably, another respondent recorded an instance where the exclusionary, intimidating, offensive, or hostile behavior was not reported, but later addressed. The respondent elaborated, “I didn't report it because my boss was present in the room. He didn't react to it even when I was retelling the encounter as this has just become normal behavior/interactions for my group. An overwhelming number of faculty are repeatedly and consistently rude and I believe it is due to our positions as staff as well as our lack of a PhD.”

Unsupported. Respondents elaborated on lacking support due to deficient advising, assistance, or resources. One respondent described being “consistently pushed out of a project, even though I have the relevant expertise.” Moreover, this same respondent expressed being “Told ‘No’ when I made suggestions” and having work “given to another person in the lab, who is significantly less qualified.” Similarly, another respondent shared, “A very high-profile project on my agenda was given as a fare-well present to a research associate that was in the lab before me and very close to my PI without first notifying me or discussing with me. ... I was completely kicked out of it. ... I confronted my PI after I learned about the project switch, saying I wanted to be part of that project - my PI agreed with me reassuring that I would be part but nothing changed.” Lastly, a respondent also described a lack of support as a “denial of institutional support for improving research and teaching performance.”

Verbal Assaults. Respondents indicated having personally experienced verbal attacks within EMS. One respondent indicated, “We have colleagues in EMS that are known for yelling at their colleagues and students in a demeaning way, yet we just say oh that is [name redacted] he always does that.” Consistent with the previous narrative, another respondent wrote, “One coworker is prone to angry (and sometimes borderline violent) outbursts when frustrated or when they feel their authority/research experience is not being duly respected. This is usually expressed as coldness, but at times has involved angry outbursts (and, on one occasion, they yelled and threw things across the room)” to describe the hostile conduct within the office. Other examples that described feelings of being belittled or verbally harassed were described in narratives where

respondents were “yelled at” or had been “verbal assaulted several times by a colleague.” Finally, one respondent noted, “Before I was out, staff and students said some quite offensive things to me.”

Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Respondents’ observations of others’ experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus environment. Eighteen percent ($n = 158$) of survey respondents observed conduct directed toward a person or group of people on campus that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (bullying, harassing) working or learning environment at EMS³⁸ within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on gender/gender identity (27%, $n = 42$), ethnicity (22%, $n = 35$), racial identity (17%, $n = 26$), did not know the basis (16%, $n = 25$), and academic performance (15%, $n = 24$). Eight percent ($n = 13$) of respondents indicated a reason not listed above (Table 39).

Table 38. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Characteristic	<i>n</i>	% of respondents who observed conduct
Gender/gender identity	42	26.6
Ethnicity	35	22.2
Racial identity	26	16.5
Do not know	25	15.8
Academic performance	24	15.2
Position (e.g., staff, faculty, student)	20	12.7
English language proficiency/accent	19	12.0
International status/national origin	19	12.0
Sexual identity	19	12.0

³⁸ This report uses “conduct” and the phrase “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of “conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at EMS?”

Table 38. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Characteristic	<i>n</i>	% of respondents who observed conduct
Political views	17	10.8
Gender expression	13	8.2
A reason not listed above	13	8.2

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 158$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B95 in Appendix B.

Figures 29 and 30 depict the noteworthy responses, separated by certain demographic categories, of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year. No significant differences were noted in the percentages of respondents who indicated on the survey that they had observed such conduct by citizenship status.

A significantly higher percentage of Graduate Student respondents (27%, $n = 47$) than Undergraduate Student respondents (14%, $n = 60$) observed exclusionary, intimidating, offensive, and/or hostile conduct^{vii} (Figure 29). Also, a higher percentage of Women respondents (20%, $n = 78$) than Men respondents (15%, $n = 70$),^{viii} and a higher percentage of LGBTQ respondents (28%, $n = 23$) than Heterosexual respondents (16%, $n = 125$) observed such conduct.^{ix}

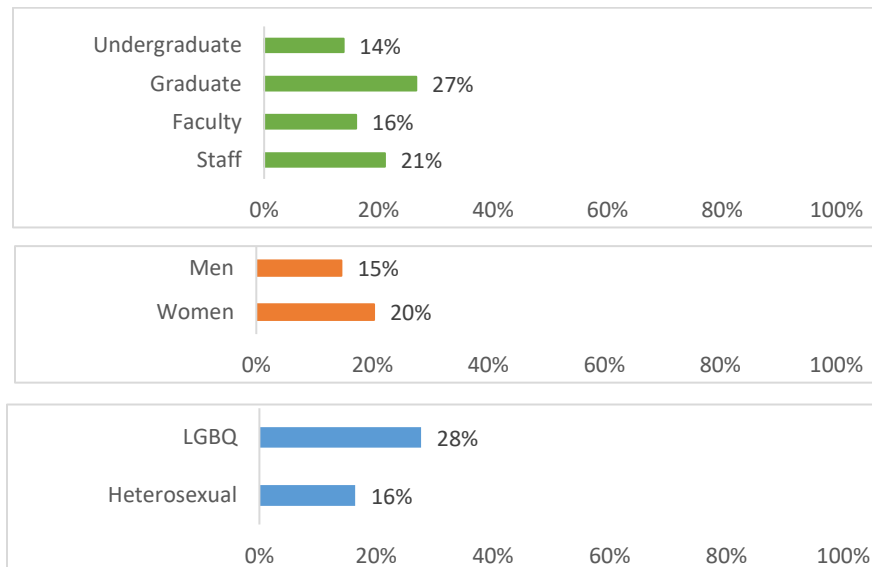


Figure 29. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status, Sexual Identity, and Gender Identity (%)

In terms of income status, a higher percentage of Low-Income Student respondents (30%, $n = 34$) than Not-Low-Income Student respondents (15%, $n = 72$) witnessed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 30).^x A higher percentage of Respondents with At Least One Disability (31%, $n = 27$) than Respondents with No Disability (16%, $n = 129$),^{xi} and a higher percentage of Respondents with No Religious Affiliation (21%, $n = 78$) than Respondents with Christian Affiliations (13%, $n = 47$) observed such conduct.^{xii}

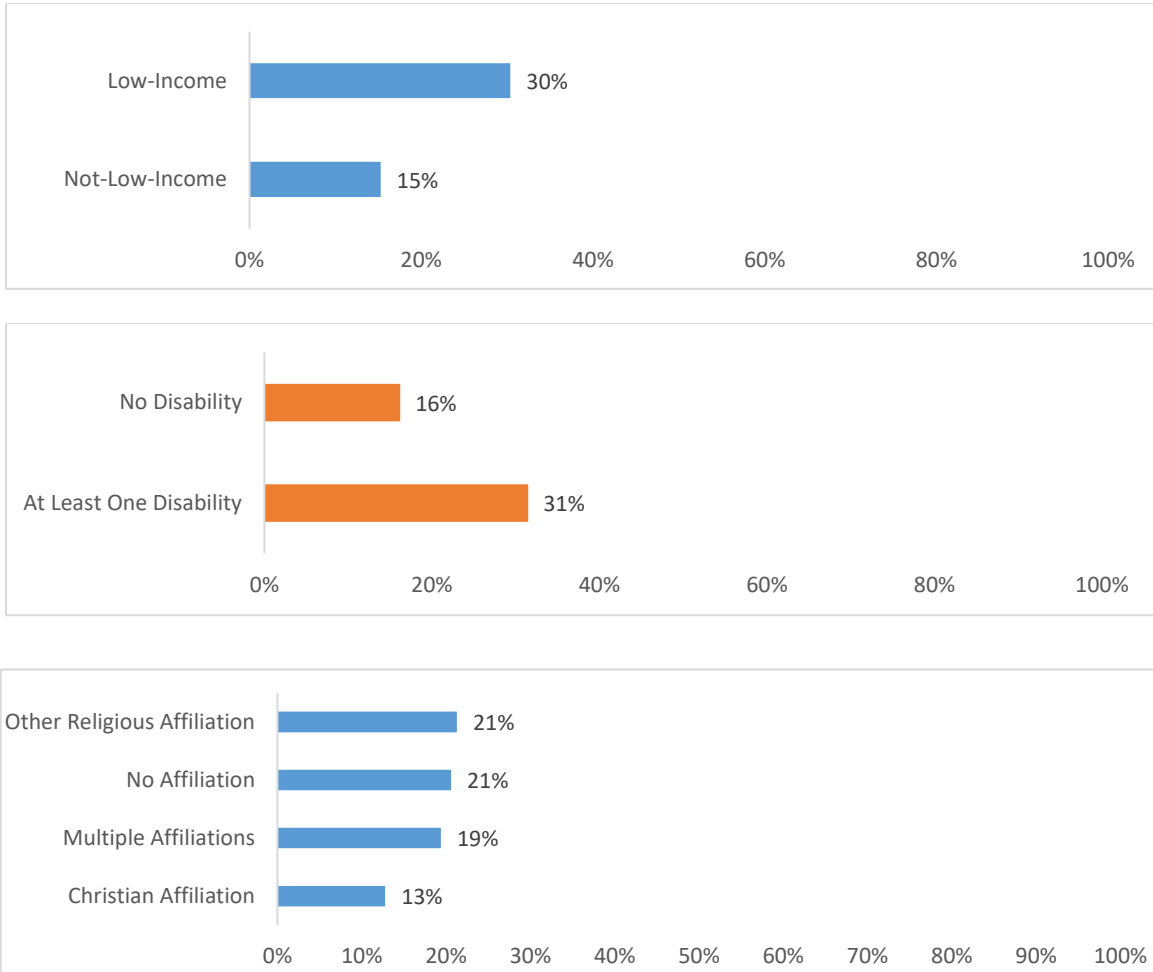


Figure 30. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Student Income Status, Disability Status, and Religious Affiliation (%)

Table 40 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (44%, $n = 70$), deliberately ignored or excluded (41%, $n = 64$), isolated or left out (36%, $n = 57$), intimidated/bullied (25%, $n = 40$), or experienced a hostile work environment (18%, $n = 28$).

Table 39. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of respondents who observed conduct
Derogatory verbal remarks	70	44.3
Person ignored or excluded	64	40.5
Person isolated or left out	57	36.1
Person intimidated or bullied	40	25.3
Person experienced a hostile work environment	28	17.7
Person experienced a hostile classroom environment	23	14.6
Racial/ethnic profiling	21	13.3
Person was stared at	20	12.7
Assumption that someone was admitted/hired/promoted based on his/her identity	17	10.8
Person was the target of workplace incivility	17	10.8
Person received a low or unfair performance evaluation	16	10.1

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 158$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B96 in Appendix B.

Additionally, 34% ($n = 54$) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in a class/laboratory (Table 41). Some respondents noted that the incidents occurred in a meeting with a group of people (17%, $n = 26$), off campus (17%, $n = 26$), or in other public spaces at EMS (16%, $n = 25$).

Table 40. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who observed conduct
In a class/laboratory	54	34.2
In a meeting with a group of people	26	16.5
Off campus	26	16.5
In other public spaces at EMS	25	15.8
In a faculty office	20	12.7

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 158$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B97 in Appendix B.

Sixty-two percent ($n = 98$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 42). Other respondents identified coworkers/colleagues (18%, $n = 29$),

friends (18%, $n = 29$), faculty members/other instructional staff (10%, $n = 16$), and staff members (10%, $n = 16$) as targets of the conduct.

Table 41. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	<i>n</i>	% of respondents who observed conduct
Student	98	62.0
Coworker/colleague	29	18.4
Friend	29	18.4
Faculty member/other instructional staff	16	10.1
Staff member	16	10.1
Stranger	12	7.6
Student teaching assistant/student laboratory assistant/student tutor	10	6.3

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 158$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B93 in Appendix B

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 48% ($n = 75$) noted that students were the sources of the conduct (Table 43). Respondents identified additional sources as faculty members/other instructional staff members (29%, $n = 45$), coworkers/colleagues (14%, $n = 22$), academic advisors (12%, $n = 19$), and staff members (10%, $n = 16$), and friends (7%, $n = 11$).

Table 42. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	<i>n</i>	% of respondents who observed conduct
Student	75	47.5
Faculty member/other instructional staff	45	28.5
Coworker/colleague	22	13.9
Academic advisor	19	12.0
Staff member	16	10.1
Friend	11	7.0
Stranger	8	5.1
Supervisor or manager	7	4.4
Department/program chair	5	3.2
Do not know source	5	3.2

Note: Table reports responses only from individuals who indicated on the survey that they exclusionary, intimidating, offensive, and/or hostile conduct ($n = 158$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B94 in Appendix B.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 40% ($n = 63$) did not do anything, 25% ($n = 40$) told a friend, 15% ($n = 24$) confronted the person(s) later, and 14% ($n = 33$) confronted the person(s) at the time (Table 44). Of the respondents who contacted an EMS resource (9%, $n = 14$), 50% ($n = 7$) sought support from a faculty member, 43% ($n = 6$) sought support from an administrator office, and 36% ($n = 5$) sought support from the Office of Human Resources.

Table 43. Respondents’ Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I did not do anything.	63	39.9
I told a friend.	40	25.3
I confronted the person(s) later.	24	15.2
I confronted the person(s) at the time.	22	13.9
I avoided the person/venue.	22	13.9
I told a family member.	18	11.4
I did not know to whom to go.	15	9.5
I contacted an EMS resource.	14	8.9
Faculty member	7	50.0
Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, dept. head, institute director, educational equity)	6	42.9
Office of Human Resources	5	35.7

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 158$). Percentages do not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B98 in Appendix B.

Table 45 illustrates that 94% ($n = 139$) of respondents who witnessed such conduct did not report the incident and that 6% ($n = 9$) of respondents did report the incident. Of the respondents who reported the incident, 17% ($n = 1$) felt that the incident was addressed appropriately, 67% ($n = 4$) felt that the incident did not receive an appropriate response, and 17% ($n = 1$) reported the contact but the outcome was still pending.

Table 44. Respondents’ Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
No, I didn’t report it.	139	93.9
Yes, I reported it.	9	6.1
<i>Yes, I reported the incident and it was addressed appropriately.</i>	1	16.7
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	4	66.7
<i>Yes, I reported the conduct and the outcome is still pending.</i>	1	16.7

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 158). Percentages do not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. Fifty-one respondents elaborated on their observations of conduct directed toward a person or group of people on campus that was believed to create an exclusionary, intimidating, offensive, and/or hostile learning or working environment at EMS. The two themes that emerged highlighted Faculty and Staff respondents’ and Graduate and Undergraduate Student respondents’ observations of persons being bullied or threatened by others within the department or exclusionary treatment because of race, ethnicity, or gender.

All respondents

Intimidation. Respondents witnessed “other students being bullied and mocked,” or instances that demonstrated “groups of people ganging up and bullying other students for unknown reasons.” Respondents also described instances where “a teacher intimidated students” and where a supervisor targeted “a supervisee via work assignments/workload.”

Faculty and Staff respondents.

Discrimination Race, Ethnicity, Gender or Ability. Responses regarding observations of conduct directed toward a person or group of people varied among this group of respondents. For example, one respondent noted “I’ve noticed some pushback while trying to explain ADA regulations to some faculty members” as it pertained to their observations of conduct directed at ability status. Another respondent “witnessed a single incident within a job search committee where a colleague made fun of ethnic names and where I thought ethnic applicants were not

given fair opportunity to further participate (be interviewed).” Respondents also included observations of “derogatory and stereotypical remarks about immigrant communities by faculty members” and instances where “a new employee, who also happened to be openly gay, was mistreated and ignored to the point of not being trained for his job.” Finally, one respondent reported an instance where a student felt “excluded and not valued.” The respondent elaborated, “The student had negative experiences within the department and in the State College community.”

Graduate Student and Undergraduate Student respondents.

Discrimination Race, Ethnicity, Gender or Ability. One respondent reported having experienced “microaggressions from a student in the college of EMS” and “excluded in class during group work.” Similarly, another student witnessed a friend’s “derogatory comment regarding African Americans to a group of friends, not directly to anyone of that race/ethnicity.” Additionally, a Graduate Student respondent reported having witnessed discriminatory interactions outside of the class room where, “people try to avoid sitting next to black people on busses.” The respondent elaborated, “Seriously, some people will just stand. I see it a lot.” Moreover, “in the gym it is hard because you can be the only black guy in there and it's like a Michael Jackson music video how people stare at you as you walk in. It kind of makes you just not want to go. The gym is supposed to be a place to relieve stress, but in actuality for certain ethnic groups it can pile on stress. It makes me just not want to go sometimes, and I do notice some guys make efforts to avoid this situation by going an hour before closing time.” In reference to international students, a respondent reported, “I have also heard inappropriate comments about students’ names and accents.” While another respondent “witnessed discriminatory comments towards people of different religious/spiritual backgrounds and non-native English speakers.” Individuals also reported experienced seeing a workplace “culture that was/still is sexist” even after having “spoken with individuals on a few occasions.” A respondent provided an example of a less obvious discriminatory practice within advising relationship. The narrative from this respondent described how their advisor “tends to target similar people in the group, usually of a certain sex.” but also offered “I don't think my adviser is intentionally being mean or inappropriate, just may have been raised in a different time”.

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- ⁱⁱⁱ A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(1, N = 859) = 6.9, p < .01$.
- ^{iv} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct on the basis of gender identity by gender identity: $\chi^2(1, N = 108) = 17.8, p < .001$.
- ^v A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(3, N = 891) = 36.1, p < .001$.
- ^{vi} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct on the basis of position status by position status: $\chi^2(3, N = 118) = 13.7, p < .01$.
- ^{vii} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(3, N = 891) = 14.9, p < .01$.
- ^{viii} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(1, N = 860) = 4.7, p < .05$.
- ^{ix} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(1, N = 844) = 6.6, p < .01$.
- ^x A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by income status: $\chi^2(1, N = 584) = 13.9, p < .001$.
- ^{xi} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by disability status: $\chi^2(1, N = 888) = 12.6, p < .001$.
- ^{xii} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by religious affiliation: $\chi^2(3, N = 855) = 9.0, p < .05$.

Unwanted Sexual Experiences

Seven percent ($n = 60$)³⁹ of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,⁴⁰ with 1% ($n = 8$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 16$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 4% ($n = 33$) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 2% ($n = 16$) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the EMS community (Figure 31).

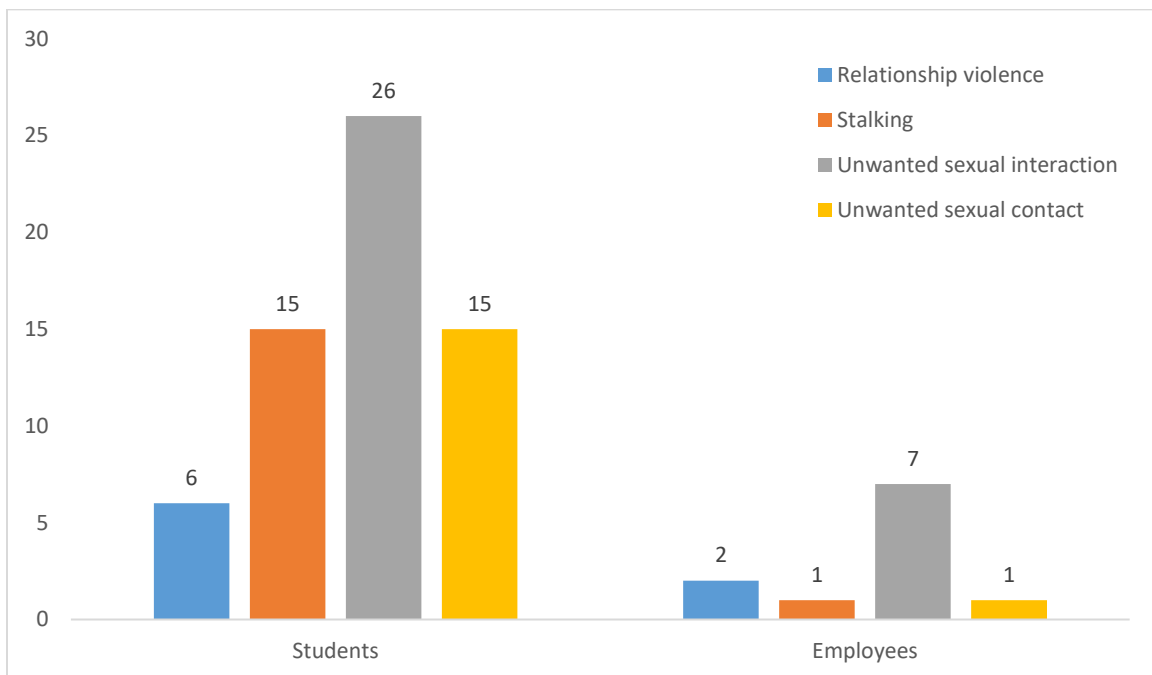


Figure 31. Respondents’ Experiences of Unwanted Sexual Contact/Conduct by Position Status (n)

³⁹ Unduplicated total.

⁴⁰ The survey used the term “unwanted sexual contact/conduct” to depict any unwanted sexual experiences and defined it as “interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, or sodomy.” Respondents were able to “mark all that apply.”

Relationship Violence

Subsequent analyses of the data to determine statistically significant differences by select demographics were not possible because of low response numbers. —

Half of respondents (50%, $n = 4$) who indicated that they experienced relationship violence indicated it happened within the past year, and 50% ($n = 4$) noted it happened two to four years ago.

Student respondents⁴¹ were asked if alcohol and drugs were involved in the relationship violence and 100% ($n = 8$) indicated “no.” Student respondents were also asked to share what semester in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence of any kind happened during their time as a graduate student at EMS. Of Student respondents who indicated that they experienced relationship violence, no students noted that it occurred in their first year as an undergraduate student, and 33% ($n = 2$) noted that it occurred in their second year as an undergraduate student (Table 46).

Table 45. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	<i>n</i>	%
During my time as a graduate student at EMS	4	66.7
Undergraduate first year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate second year	2	33.3
<i>Fall semester</i>	2	100.0
<i>Spring semester</i>	2	100.0
<i>Summer semester</i>	1	50.0

Note: Table reports only Student respondents who indicated on the survey that they experienced relationship violence ($n = 6$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B54 in Appendix B.

Sixty-three percent ($n = 5$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct.

⁴¹ Analysis of Undergraduate and Graduate Student responses were combined to maintain the confidentiality of a low number of Graduate Student respondents.

Asked where the relationship violence incidents occurred, 75% ($n = 6$) of respondents indicated that they occurred off campus and 25% ($n = 2$) indicated they occurred on campus. Respondents who experienced relationship violence off campus commented that the incidents occurred in places such as “home” and their “apartment.” Respondents did not indicate where the relationship violence happened on campus.

Asked how they felt in response to experiencing relationship violence, 63% ($n = 5$) felt somehow responsible, 50% ($n = 4$) felt angry, 50% ($n = 4$) felt embarrassed, and 50% ($n = 4$) ignored it (Table 47).

Table 46. Emotional Reaction to Relationship Violence

Emotional reaction	<i>n</i>	%
I felt somehow responsible.	5	62.5
I felt angry.	4	50.0
I felt embarrassed.	4	50.0
I ignored it.	4	50.0
I felt afraid.	3	37.5
A feeling not listed above	1	12.5

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 8$). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to experiencing relationship violence, 63% ($n = 5$) of respondents told a friend, 50% ($n = 4$) each confronted the person(s) at the time, confronted the person(s) later, and did not do anything. Thirty-eight percent ($n = 3$) contacted a family member (Table 48).

Table 47. Actions in Response to Relationship Violence

Action	<i>n</i>	%
I told a friend.	5	62.5
I confronted the person(s) at the time.	4	50.0
I confronted the person(s) later.	4	50.0
I did not do anything.	4	50.0
I told a family member.	3	37.5
I did not know to whom to go.	2	25.0
I contacted an EMS resource.	1	12.5

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 8$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B59 in Appendix B.

Thirteen percent ($n = 1$) of respondents officially reported the relationship violence, and 88% ($n = 7$) did not report the incident(s) (Table 49).

Table 48. Respondents’ Actions in Response to Relationship Violence

Actions in response to relationship violence	<i>n</i>	%
No, I did not report it.	7	87.5
Yes, I reported it.	1	12.5
<i>Yes, I reported the incident and it was addressed appropriately.</i>	<i>1</i>	<i>100.0</i>
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	<i>0</i>	<i>0.0</i>
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	<i>0</i>	<i>0.0</i>
<i>Yes, I reported the conduct and the outcome is still pending.</i>	<i>0</i>	<i>0.0</i>

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 8$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. There were five responses offered to the question where respondents did not report relationship violence (e.g., ridiculed, controlling, hitting) to a campus official or staff member. The frequent comment that emerged described the victim’s failure to report the incident out of consideration for the assailant.

Consideration for Assailant. When asked why they did not report relationship violence to a campus official or staff member respondents offered the following: “it would tarnish the reputation of the other individual and his family” and “I did not want to jeopardize their career.”

There were no responses offered to the question where respondents did report relationship violence (e.g., ridiculed, controlling, hitting) that it was not addressed appropriately.

Stalking

Subsequent analyses of the data to determine statistically significant differences by select demographics were not possible because of low response numbers.

Nearly two-thirds of respondents (63%, $n = 10$) who indicated that they experienced stalking noted that it happened within the past year, and 19% ($n = 3$) noted it happened between 13 and 23 months ago.

Student respondents⁴² were asked if alcohol and drugs were involved in the stalking; 81% ($n = 13$) answered “no” and 19% ($n = 3$) answered “yes.” The survey also asked Student respondents to share what semester in their college career they experienced stalking. Of note, the highest percentage of occurrences of stalking of any kind happened each fall semester. Of Student respondents who indicated that they experienced stalking, 27% ($n = 4$) noted that it occurred in their first year as an undergraduate student, and 14% ($n = 2$) noted that it occurred in their second year as an undergraduate student (Table 50).

Table 49. Year in Which Student Respondents Experienced Stalking

Year stalking occurred	<i>n</i>	%
During my time as a graduate student at EMS	3	20.0
Undergraduate first year	4	26.7
<i>Fall semester</i>	4	100.0
<i>Spring semester</i>	3	75.0
<i>Summer semester</i>	0	0.0
Undergraduate second year	2	13.3
<i>Fall semester</i>	2	100.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	1	50.0

Note: Table reports only Student respondents who indicated on the survey that they experienced stalking ($n = 15$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B62 in Appendix B.

Sixty-nine percent ($n = 11$) of the respondents who indicated on the survey that they experienced stalking identified a PSU student as the perpetrator of the conduct. Twenty-five ($n = 4$) of the respondents also identified other sources as acquaintances/friends.

Asked where the stalking incidents occurred, 63% ($n = 10$) of respondents indicated that they occurred off campus and 75% ($n = 12$) indicated they occurred on campus. Respondents who experienced stalking off campus indicated that the incidents occurred in places such as “my apartment,” “social media,” and “stores downtown.” Respondents who experienced stalking on campus commented that the incidents occurred in “class, texting,” “dorms and parties,” and “in my shared office, student lounge.”

⁴² Analysis of Undergraduate and Graduate Student responses were combined to maintain the confidentiality of a low number of Graduate Student respondents.

Asked how they felt in response to experiencing stalking, 57% ($n = 9$) of respondents felt angry, 44% ($n = 7$) felt afraid, 44% ($n = 7$) felt embarrassed, and 31% ($n = 5$) felt somehow responsible (Table 51).

Table 50. Emotional Reaction to Experienced Stalking

Emotional reaction	<i>n</i>	%
I felt angry.	9	56.3
I felt afraid.	7	43.8
I felt embarrassed.	7	43.8
I felt somehow responsible.	5	31.3
I ignored it.	4	25.0
A feeling not listed above	1	6.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing stalking, 63% ($n = 10$) of respondents each avoided the person/venue or told a friend, 25% ($n = 4$) did not do anything, 18% ($n = 3$) each confronted the person(s) at the time or told a family member, and 13% ($n = 2$) each did not know to whom to go and contacted a University resource (Table 52).

Table 51. Actions in Response to Experienced Stalking

Action	<i>n</i>	%
I avoided the person(s)/venue.	10	62.5
I told a friend.	10	62.5
I did not do anything.	4	25.0
I confronted the person(s) at the time.	3	18.8
I told a family member.	3	18.8
I did not know to whom to go.	2	12.5
I contacted a University resource.	2	12.5

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B67 in Appendix B.

Thirteen percent ($n = 2$) of respondents officially reported the stalking, and 88% ($n = 14$) did not report the incident (Table 53). Of the respondents who reported the incident, 50% ($n = 1$) felt their complaint was addressed appropriately, and 50% ($n = 1$) felt the incident was not appropriately addressed.

Table 52. Respondents’ Actions in Response to Stalking

Actions in response to stalking	<i>n</i>	%
No, I did not report it.	14	87.5
Yes, I reported it.	2	12.5
<i>Yes, I reported the incident and it was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	1	50.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	1	50.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. Twelve respondents elaborated on why they did not report an incident of stalking (e.g., following, on social media, texting, phone, calls) to a campus official or staff member. One theme emerged in which respondents minimized the interaction or encounter by expressing that the interaction did not rise to the level of reporting.

Inconsequential Interaction. Student respondents minimized being stalked. Elaborated responses indicated, “I did not believe it was at a level of seriousness that needed to be reported” or “I don’t think that it was that serious because he never approached me directly, only on social media.” Additional responses indicated the victim “didn’t think it was bad enough to report. Wasn’t sure if the people who were doing this to me, knew what they were doing/knew that it was annoying me and making me upset.” Another respondent minimized the interaction with the assailant and noted, “he just was staring at me while I was working no matter where I was. He never approached me unless it was a group, at which time he addressed the group rather than me.”

Unwanted Sexual Interaction

Analyses of the data suggested that a higher percentage of Graduate Student respondents (8%, *n* = 14) than Undergraduate Student respondents (3%, *n* = 12) experienced unwanted sexual interaction (Figure 32).^{xiii} A higher percentage of Trans-spectrum respondents (12%, *n* = 2) and Women respondents (7%, *n* = 27) than Men respondents (1%, *n* = 4) had experienced unwanted sexual interaction.^{xiv} A higher percentage of Multiracial respondents (11%, *n* = 5) than Respondents of Color (2%, *n* = 4) experienced unwanted sexual interaction.^{xv} A higher

percentage of Respondents with No Religious Affiliation (6%, $n = 22$) than Respondents with Christian Affiliation (2%, $n = 7$) experienced unwanted sexual interaction.^{xvi}

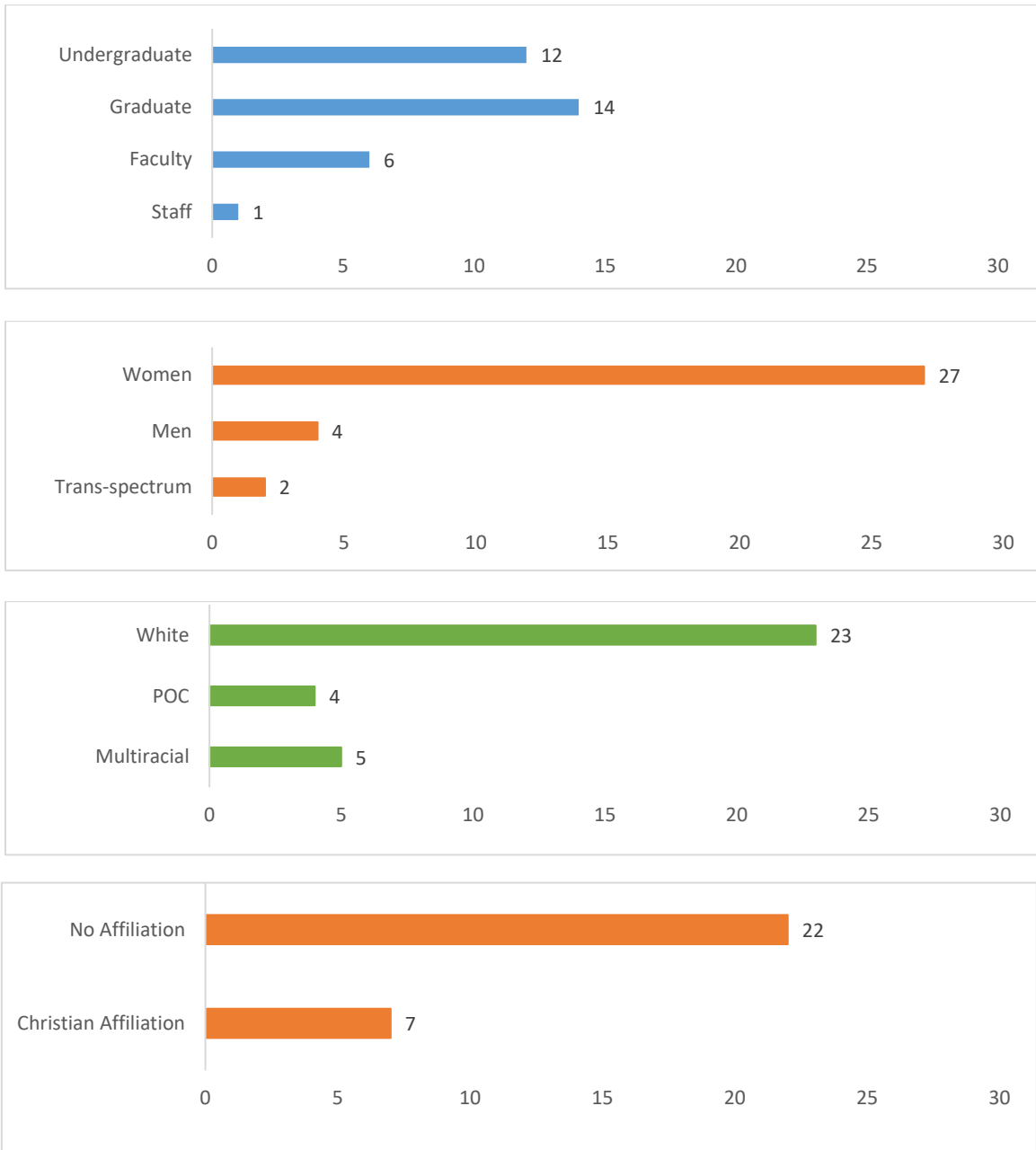


Figure 32. Respondents' Experiences of Unwanted Sexual Interaction While at EMS by Position Status, Gender Identity, Racial Identity, Religious Affiliation (n)

Fifty-eight percent ($n = 19$) of respondents indicated that they experienced unwanted sexual interaction within the past year, and 18% ($n = 6$) noted it happened two to four years ago.

Student respondents⁴³ were asked if alcohol and drugs were involved in the sexual interaction and 33% ($n = 11$) indicated “yes.” Of those who indicated alcohol and or drugs were involved, 90% ($n = 9$) noted alcohol only was involved.

Of Student respondents who indicated that they experienced unwanted sexual interaction, 50% ($n = 13$) noted that it occurred during their time as a graduate student at EMS. Thirty-nine percent ($n = 10$) indicated that it occurred in their first year of college, 12% ($n = 3$) in their second year, 12% ($n = 3$) in their third year, and 12% ($n = 3$) during their fourth year (Table 54).

Table 53. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	<i>n</i>	%
During my time as a graduate student at EMS	13	50.0
Undergraduate first year	10	38.5
<i>Fall semester</i>	8	80.0
<i>Spring semester</i>	6	60.0
<i>Summer semester</i>	1	10.0
Undergraduate second year	3	11.5
<i>Fall semester</i>	2	66.7
<i>Spring semester</i>	1	33.3
<i>Summer semester</i>	0	0.0
Undergraduate third year	3	11.5
<i>Fall semester</i>	3	100.0
<i>Spring semester</i>	2	66.7
<i>Summer semester</i>	2	66.7
Undergraduate fourth year	3	11.5
<i>Fall semester</i>	2	66.7
<i>Spring semester</i>	2	66.7
<i>Summer semester</i>	1	33.3
After my fourth year as an undergraduate	0	0.0

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual interaction ($n = 26$). Percentages may not sum to 100 as a result of multiple response choices.

⁴³ Analysis of Undergraduate and Graduate Student responses were combined to maintain the confidentiality of a low number of Graduate Student respondents.

Forty-nine percent ($n = 16$) of the respondents who indicated on the survey that they experienced sexual interaction identified a PSU student as the perpetrator of the conduct. Respondents also identified other sources as strangers (37%, $n = 12$) and a PSU faculty member (24%, $n = 8$).

Asked where the unwanted sexual interaction incidents(s) occurred, 61% ($n = 20$) of respondents indicated that they occurred off campus and 64% ($n = 21$) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off campus commented that the incident(s) occurred in places such as “apartment,” “College Ave,” and “fraternity.” Respondents who experienced unwanted sexual interaction on campus stated that the incident(s) occurred in places such as “academic building,” “Deike,” and “walking down the street.”

Asked how they felt in response to experiencing unwanted sexual interaction, 61% ($n = 20$) felt angry, 55% ($n = 18$) felt embarrassed, 42% ($n = 14$) ignored it, 36% ($n = 12$) felt afraid, and 36% ($n = 12$) felt somehow responsible (Table 55).

Table 54. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	<i>n</i>	%
I felt angry.	20	60.6
I felt embarrassed.	18	54.5
I ignored it.	14	42.4
I felt afraid.	12	36.4
I felt somehow responsible.	12	36.4
A feeling not listed above	6	18.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 33$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual interaction, 52% ($n = 17$) of respondents told a friend or avoided the person/venue (Table 56). Other respondents did not do anything (39%, $n = 13$), told a family member (27%, $n = 9$), confronted the person(s) at the time (18%, $n = 6$), and contacted an EMS resource (6%, $n = 2$). Of those respondents who contacted an EMS resource, 100% ($n = 2$) contacted a faculty member, and 50% ($n = 1$) each contacted Administrator office and ombudsperson.

Table 55. Actions in Response to Unwanted Sexual Interaction

Action	<i>n</i>	%
I avoided the person(s)/venue.	17	51.5
I told a friend.	17	51.5
I did not do anything.	13	39.4
I told a family member.	9	27.3
I confronted the person(s) at the time.	6	18.2
I confronted the person(s) later.	4	12.1
I sought information online.	4	12.1
I did not know to whom to go.	3	9.1
I contacted an EMS resource.	2	6.1
<i>Faculty member</i>	2	100.0
<i>Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, dept. head, institute director, educational equity)</i>	1	50.0
<i>Ombudsperson</i>	1	50.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 33). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B75 in Appendix B.

Nine percent (*n* = 3) of respondents officially reported the incident of unwanted sexual interaction (Table 57).

Table 56. Respondents Officially Reported Unwanted Sexual Interaction

Reporting the unwanted sexual interaction	<i>n</i>	%
No, I did not report it.	30	90.9
Yes, I reported it.	3	9.1
<i>Yes, I reported the incident and it was addressed appropriately.</i>	1	33.3
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	1	33.3
<i>Yes, I reported the conduct and the outcome is still pending.</i>	1	33.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 33). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. Twenty-seven respondents elaborated on why they did not report incidence(s) of unwanted sexual interaction (e.g., catcalling, repeated sexual advances,

sexual harassment) to a campus official or staff member. Two themes emerged from the responses: inconsequential interaction and inaction.

Inconsequential Interaction. In a case where the unwanted sexual interaction involved a known perpetrator one respondent commented, “We were together at that point so it seemed wrong for him to get in trouble. Didn't want people to think I was overreacting, either.” Other respondents indicated not reporting the unwanted sexual interaction for reasons such as, “I didn't think it was serious enough to report” or “I didn't think it was a big deal.” Other examples that illustrate the minimization of the unwanted actions are described as commonplace. A respondent indicated, “I am also used to being catcalled in the streets so didn't think it would be worth reporting.” Another respondent expressed, “it was just catcalling and all women deal with it at some point” or “because cat-calling happens often while walking downtown.”

Inaction. Respondents also noted a lack of action when unwanted sexual interactions are reported. In cases where the assailant was unknown, respondents described not reporting the unwanted sexual interaction for reasons such as, “I didn't think anyone would/could do anything about it because the perpetrators were random strangers.” A respondent also commented, “I wouldn't ever really consider reporting cat-calling. I didn't know the person, and there is nothing anyone can do about it.” Respondents also indicated not reporting these interactions because, “The culture of sexual harassment thrives at PSU in general and if reported, it would not be taken seriously. Also, I worried about retaliation and backlash from colleagues.” Similarly, a respondent indicated, “Nothing will happen if I report it. The department already knows about this individual.”

There were no responses offered to the question where respondents did report an unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) that was not addressed appropriately.

Unwanted Sexual Contact

Of respondents who indicated they had experienced unwanted sexual contact, 69% ($n = 11$) indicated that it happened within the past 23 months, and 31% ($n = 5$) noted it happened within the past two to four years. Subsequent analyses of the data to determine statistically significant differences by select demographics were not possible owing to low response numbers.

Student respondents⁴⁴ were asked if alcohol and drugs were involved in the unwanted sexual contact; 73% ($n = 11$) indicated “yes.” Of those who indicated alcohol and drugs were involved, 91% ($n = 10$) indicated it was alcohol only, and 9% ($n = 1$) indicated it was alcohol and drugs.

Student respondents were also asked to share what semester in their college career they experienced unwanted sexual contact. Of note, the highest percentage of occurrences of sexual contact of any kind happened each fall semester. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual contact, 60% ($n = 9$) noted that it occurred in their first year, 20% ($n = 3$) noted that it occurred in their second year, 20% ($n = 3$) noted that it occurred in their third year, and 13% ($n = 2$) noted that it occurred in their fourth year (Table 58).

Table 57. Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year experience occurred	<i>n</i>	%
During my time as a graduate student at EMS	3	20.0
Undergraduate first year	9	60.0
<i>Fall semester</i>	5	55.6
<i>Spring semester</i>	3	33.3
<i>Summer semester</i>	2	22.2
Undergraduate second year	3	20.0
<i>Fall semester</i>	3	100.0
<i>Spring semester</i>	2	66.7
<i>Summer semester</i>	1	33.3
Undergraduate third year	3	20.0
<i>Fall semester</i>	3	100.0
<i>Spring semester</i>	1	33.3
<i>Summer semester</i>	1	33.3
Undergraduate fourth year	2	13.3
<i>Fall semester</i>	1	50.0
<i>Spring semester</i>	1	50.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual contact ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

⁴⁴ Analysis of Undergraduate and Graduate Student responses were combined to maintain the confidentiality of a low number of Graduate Student respondents.

Fifty percent ($n = 8$) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified a PSU student as the perpetrator of the conduct. Respondents also identified other sources as acquaintances/friends (44%, $n = 7$) and strangers (25%, $n = 4$).

Asked where the unwanted sexual contact incidents occurred, 75% ($n = 12$) of respondents indicated that they occurred off campus, and 31% ($n = 5$) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as “apartment,” “PSU football game tailgate,” and “home.”

Asked how they felt in response to experiencing unwanted sexual contact, 56% ($n = 9$) felt somehow responsible, 56% ($n = 9$) felt embarrassed, 50% ($n = 8$) felt afraid, and 50% ($n = 8$) felt angry (Table 59).

Table 58. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	<i>n</i>	%
I felt embarrassed.	9	56.3
I felt somehow responsible.	9	56.3
I felt afraid.	8	50.0
I felt angry.	8	50.0
I ignored it.	5	31.3
A feeling not listed above	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 63% ($n = 10$) told a friend and 56% ($n = 9$) avoided the person/venue. Twenty-five percent ($n = 4$) of respondents each confronted the person(s) later, did not do anything, sought information online, or told a family member. Nineteen percent ($n = 3$) confronted the person(s) at the time, and 13% ($n = 2$) contacted a University resource (Table 60). Of those respondents who contacted a University resource, 100% ($n = 2$) contacted an office in Student Affairs (e.g., CAPS, Gender Equity Center, LBGTQA Resource Center).

Table 59. Actions in Response to Unwanted Sexual Contact

Action	<i>n</i>	%
I told a friend.	10	62.5
I avoided the person(s)/venue.	9	56.3
I confronted the person(s) later.	4	25.0
I did not do anything.	4	25.0
I sought information online.	4	25.0
I told a family member.	4	25.0
I confronted the person(s) at the time.	3	18.8
I contacted a University resource.	2	12.5
Office in Student Affairs (e.g., CAPS, Gender Equity Center, LBGTQA Resource Center)	2	100.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B83 in Appendix B.

Ninety-three percent ($n = 14$) of respondents did not report the unwanted sexual contact, and 7% ($n = 1$) reported the incident(s) (Table 61). The one respondent who reported the incident(s) felt as though their complaint was addressed appropriately, even though the outcome is not what they had hoped for.

Table 60. Respondents Officially Reported Unwanted Sexual Contact

Reporting the unwanted sexual contact	<i>n</i>	%
No, I did not report it.	14	93.3
Yes, I reported the incident.	1	6.7
<i>Yes, I reported the incident and it was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	1	100.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident, and the outcome is still pending.</i>	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. Twelve respondents elaborated on why they did not report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration, without consent) to a campus official or staff member. One theme that emerged from the responses described situations where the victim trivialized the interaction with the perpetrator or felt the unwanted

sexual contact was because of a harmless interaction. Another theme that emerged from the responses described the victim's long to disregard the interaction.

Inconsequential Interaction. A respondent who did not report an unwanted sexual interaction did not report to manage the problem. One respondent felt reporting the unwanted interaction was "not a coping mechanism." Other respondents explained, "the situation could have been a lot worse, and I made myself believe that it wasn't severe enough to report" or "it didn't seem like an important enough offense to report, and I didn't want anything bad to happen to the person. I think the unwanted contact was the result of a miscommunication or misunderstanding."

Disregard. Respondents also indicated not reporting unwanted sexual contact because they "Didn't feel like it," "I did not want to report it," or because they "just wanted the situation to go away."

There were no responses offered to the question where respondents did report an unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) that it was not addressed appropriately.

Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at EMS (Table 62). Ninety percent ($n = 806$) of respondents "strongly agreed" or "agreed" that they were aware of the definition of Affirmative Consent, and 83% ($n = 734$) of respondents "strongly agreed" or "agreed" that they generally were aware of the role EMS Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct. Seventy-four percent ($n = 655$) of respondents "strongly agreed" or "agreed" that they knew how and where to report such incidents.

Eighty-two percent ($n = 730$) of respondents "strongly agreed" or "agreed" that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking and 77% ($n = 682$) of respondents "strongly agreed" or "agreed" that they generally were aware of the campus resources listed on the survey.

Ninety-five percent ($n = 836$) of respondents "strongly agreed" or "agreed" that they had a responsibility to report such incidents when they saw them occurring on campus or off campus.

Eighty-five percent ($n = 748$) of respondents “strongly agreed” or “agreed” that they understood that EMS standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Seventy-five percent ($n = 661$) of respondents “strongly agreed” or “agreed” that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in PSU Alert and Timely Warnings. Ninety-seven percent ($n = 861$) of respondents “strongly agreed” or “agreed” that they knew that EMS sends a Public Safety Alert to the campus community when such an incident occurs.

Table 61. Respondents’ Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Affirmative Consent.	471	53.0	335	37.7	47	5.3	29	3.3	6	0.7
I am generally aware of the role EMS Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	350	39.5	384	43.3	90	10.2	52	5.9	10	1.1
I know how and where to report such incidents.	255	28.8	400	45.2	131	14.8	86	9.7	13	1.5
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	302	34.0	428	48.3	97	10.9	53	6.0	7	0.8
I am generally aware of the campus resources listed here:	274	31.1	408	46.3	127	14.4	63	7.1	10	1.1
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	516	58.4	320	36.2	42	4.8	6	0.7	0	0.0
I understand that EMS standards of conduct and penalties differ from standards of conduct and	362	41.0	386	43.7	98	11.1	36	4.1	1	0.1

Table 61. Respondents’ Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
penalties under the criminal law.										
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in PSU Alert and Timely warnings.	326	37.0	335	38.0	108	12.3	100	11.4	12	1.4
I know that EMS sends a Public Safety Alert to the campus community when such an incident occurs.	651	73.4	210	23.7	21	2.4	3	0.3	2	0.2

Summary

Eighty-five percent (*n* = 760) of respondents were “very comfortable” or “comfortable” with the environment at EMS, and 81% (*n* = 231) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the environment in their departments/program or work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2016) suggest that 70% to 80% of respondents felt positively toward their campus environment. Although Faculty and Staff respondents at EMS similarly rated their department/program or work unit environments, EMS respondents held more positive views about the overall environment at EMS.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At EMS, 13% (*n* = 118) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results also parallel the findings of other environment studies of specific constituent groups offered in the literature, where a higher percentage of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Harper, 2015; Harper & Hurtado, 2007; Ellis, Powell, Demetriou, Huerta-Bapat, & Panter, 2018; Kim & Aquino, 2017; Leath & Chavous, 2018;

Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman, Woodford, & Nicolazzo, 2017; Sue, 2010). Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on gender/gender identity, ethnicity, and racial identity.

Eighteen percent ($n = 158$) of EMS survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at EMS that they noted that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Similar to personal experiences with such conduct, members of minority identities more often witnessed exclusionary contact than did their majority counterparts.

Seven percent ($n = 60$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 1% ($n = 8$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 16$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 4% ($n = 33$) experiencing sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 2% ($n = 16$) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the EMS community.

^{xiii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by position status: $\chi^2(3, N = 894) = 12.3, p < .01$.

^{xiv} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: $\chi^2(2, N = 878) = 25.6, p < .001$.

^{xv} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by racial identity: $\chi^2(2, N = 861) = 7.5, p < .05$.

^{xvi} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by religious affiliation: $\chi^2(1, N = 746) = 7.6, p < .01$.

Faculty and Staff Perceptions of EMS Environment

This section of the report describes Faculty and Staff responses to survey items focused on certain employment practices at EMS (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace environment on campus, and their thoughts on work-life issues and various environment issues.

Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices that were unfair or unjust or that would inhibit diversifying the community at EMS (Table 63).⁴⁵

Table 62. Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust or That Would Inhibit Diversifying the Community

Response	Hiring practices		Employment-related discipline or action		Procedures or practices related to promotion, tenure, reappointment, and/or reclassification	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	231	81.6	266	95.0	236	84.0
Faculty	138	78.9	165	95.4	145	83.3
Staff	93	86.1	101	94.4	91	85.0
Yes	52	18.4	14	5.0	45	16.0
Faculty	37	21.1	8	4.6	29	16.7
Staff	15	13.9	6	5.6	16	15.0

Note: Table reports responses only from Faculty and Staff respondents (*n* = 285).

Eighteen percent (*n* = 52) of Faculty and Staff respondents indicated that they had observed hiring practices at EMS (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust or that would inhibit diversifying the community. Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at EMS, 40% (*n* = 21) noted it was based on gender/gender identity, 25% (*n* = 13) on nepotism/cronyism, and 19% (*n* = 10) on ethnicity.

⁴⁵ Per the EAWG, for analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Subsequent analyses⁴⁶ revealed the following statistically significant difference by religious affiliation,⁴⁷ 25% ($n = 28$) of Employee Respondents with No Affiliation and 12% ($n = 15$) of Employee Respondents with Christian Affiliation indicated that they had observed discriminatory hiring practices.^{xvii}

Qualitative comments analyses. Open-ended survey items solicited comments 1) to give “voice” to the data and 2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items due to the small number of survey respondents from historically underrepresented populations in at EMS. Twenty-three Employee respondents elaborated on their observations of unjust hiring practices at EMS. Three themes emerged from the respondent narratives: discrimination, diversity, and using relationships to advance.

Discrimination. Respondents noted instances of perceived reverse discrimination within hiring practices. The majority of the narratives suggested issues relative to gender within EMS. For example, a respondent explained, “One of my colleagues insisted in hiring a female who was not as qualified as the other male applicants. I found this to be a case of reverse discrimination.” While another respondent noted, “I have heard a supervisor address this issue and specifically sought out students that were female and purposely expressed to ignore males.” Similarly, a respondent elaborated “a staff position was open in our department I suggested someone who was male would be a good fit for the position. I was told that they wanted a female for the position because the audience they work with liked seeing a pretty face at events.”

Relative to discriminatory hiring practices based upon race/ethnicity, a respondent shared, “I have observed a pattern of preferential hiring of lesser-qualified candidates from under-represented groups instead of other, more highly qualified applicants for the same position.” Unlike the previous responses, a respondent expressed, “I believe we discriminate against Chinese students and possibly faculty. I believe we discriminate against women.”

⁴⁶ Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

⁴⁷ Religious affiliation was collapsed into Respondents with Christian Affiliation and Respondents with No Affiliation to protect the confidentiality of respondents.

Diversity. Respondents expressed concern with diversity within hiring practices. These respondents noted, “We lack effort in diversifying recruiting pools.” Moreover, another respondent remarked, “In all the interviews I’ve participated in, I have only had the opportunity to interview white women.” Another respondent added, “We do not do a good job of recruiting diverse candidates and we must do more. There is some apathy to change current practices.” Finally, in response to the lack of diversity in hiring practices a respondent commented, “we need to commit to mentoring qualified applicants with potential not just defaulting to whoever is the most qualified at the time of hiring. Whiteness, privilege just provides too much of an advantage and the best minority candidates are in such high demand that we will not get them to move to rural PA. We need to grow them here and the faculty search process is so fraught that we can't do it.”

Using Relationships to Advance. Comments from respondents highlighted observations within hiring and promotion practices. While most comments emphasized instances where relationships are used to advance, one respondent noted, “I’ve seen no sign that marital status is taken into account, most faculty candidates chose to hide their marital status.” Additional comments from observers noted, “seven couples in one unit” and areas “filled with spouses and friends.” Another respondent commented on a staff member who no longer worked with the university, but “used his position and relationships to promote favorites.” Similarly, as it pertains to search committees, a respondent offered, “I think that some of the hiring is still a lot of ‘who you know,’ and some of the people that were ranked higher by members of the committee were colleagues or friends of those individuals.”

Five percent ($n = 14$) of Faculty and Staff respondents indicated that they had observed employment-related discipline or action, up to and including dismissal at EMS that they perceived to be unjust or that would inhibit diversifying the community. Subsequent analyses indicated that of those individuals, 21% ($n = 3$) each noted that they believed the discrimination was based on gender/gender identity, nepotism/cronyism, and position status.⁴⁸

⁴⁸ At the request of the EAWG, some data were subject only to descriptive analyses (i.e., frequency analyses) as the sample sizes were too small to conduct significance testing. In such cases, readers are cautioned that any apparent group differences may not be actual differences as statistical significance could not be determined.

Qualitative comments analyses. Three responses elaborated on Employee respondents observed employment-related discipline or action, up to and including dismissal practices. No themes were present.

Sixteen percent ($n = 45$) of Faculty and Staff respondents indicated that they had observed promotion, tenure, reappointment, and reclassification practices at EMS that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 20% ($n = 9$) noted that they believed the unjust practices were based on nepotism/cronyism, 16% ($n = 7$) on gender/gender identity, and 13% ($n = 6$) on position status.

Subsequent analyses⁴⁹ revealed the following statistically significant difference by religious affiliation,⁵⁰ 19% ($n = 21$) of Employee Respondents with No Affiliation and 8% ($n = 10$) of Employee Respondents with Christian Affiliation indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices.^{xviii}

Qualitative comments analyses. Twenty-one respondents elaborated on their observations of unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification at EMS. The theme that became prominent in the responses collected articulated prejudicial practices relative to career advancement.

Unfavorable Promotion Practices. Respondents described promotion, tenure, reappointment, and/or reclassification within EMS as something “we give people tenure who have not earned it” and “people in my work unit advance more rapidly if they do not offer legitimate constructive criticism of operating methods and simply say ‘yes’.” Promotion practices were also described as being “tainted by interpersonal conflicts over mutual romantic interests.” In this case, the respondent explained, “A senior faculty member provided a scathing review of a junior faculty member coming up for promotion and it turned out later on that the senior member was actively pursuing a romantic relationship with the partner of the junior faculty member.”

⁴⁹ Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

⁵⁰ Religious affiliation was collapsed into Respondents with Christian Affiliation and Respondents with No Affiliation to protect the confidentiality of respondents.

Promotion practices, “[are] highly subjective and variable across disciplines within EME.” A respondent described an instance where “a faculty member was denied tenure.” Even when “the faculty member seemed to have a solid research program.” Also noted was that “underperforming faculty who are ‘squeaky wheels’ or have public notoriety are frequently rewarded.”

Respondents also recounted the stagnant nature of promotion within departments. In some cases, “there are non-tenure-track (FT) faculty who have been in ‘assistant’ level positions for 20 years or more, and also FT faculty who have been on 1-year contracts for 20 years or more.” A respondent also reported, “Promotion of people in the non-tenure-track ranks is not taken seriously in my dept. The college advocates more for non-tenure researchers and teachers than the dept. The degree of advocacy is directly related to how close you are do the Dean’s office and field of study.”

^{xvii} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by religious affiliation: $\chi^2(1, N = 235) = 5.8, p < .05$.

^{xviii} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification by religious affiliation: $\chi^2(1, N = 232) = 5.2, p < .05$.

Staff Respondents’ Views on Workplace Environment and Work-Life Balance

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at EMS. Frequencies⁵¹ and any significant differences based on gender identity⁵² are provided in Tables 64 through 67.

Seventy-eight percent ($n = 86$) of Staff respondents “strongly agreed” or “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it (Table 64). Fifty-two percent ($n = 15$) of Men Staff respondents compared with 35% ($n = 25$) of Women Staff respondents “agreed” with the statement.

Table 63. Staff Respondents’ Perceptions of Workplace Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	43	39.1	43	39.1	11	10.0	10	9.1	3	2.7
Gender identity										
Men	12	41.4	15	51.7	0	0.0	2	6.9	0	0.0
Women	30	41.7	25	34.7	9	12.5	7	9.7	1	1.4
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	41	37.3	48	43.6	16	14.5	5	4.5	0	0.0
Gender identity										
Men	14	48.3	11	37.9	4	13.8	0	0.0	0	0.0
Women	26	36.1	31	43.1	12	16.7	3	4.2	0	0.0
I am included in opportunities that will help my career as much as others in similar positions.	39	36.1	31	28.7	26	24.1	10	9.3	2	1.9
Gender identity										
Man	12	41.4	9	31.0	7	24.1	1	3.4	0	0.0
Women	26	36.6	21	29.6	15	21.1	7	9.9	2	2.8

Note: Table reports responses only from Staff respondents ($n = 110$).

⁵¹ At the request of the EAWG, some data were subject to descriptive analyses (i.e., frequency analyses) as the sample sizes were too small to conduct significance testing. In such cases, readers are cautioned that any apparent group differences may not be actual differences as statistical significance could not be determined.

⁵² Owing to low numbers in some of the response categories, analyses were not conducted by citizenship status (Staff responses included 104 U.S. citizens, 3 non-U.S. citizens, and no visa holders), racial identity (Staff responses included 96 White respondents and fewer than five Staff Respondents of Color and Multiracial Staff respondents), sexual identity (Staff responses included 93 heterosexual Staff respondents and six LGBQ respondents), and disability status (Staff respondents included 98 Staff respondents with no disabilities and 11 Staff respondents with disabilities).

Eighty-one percent ($n = 89$) of Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. Forty-eight percent ($n = 14$) of Men Staff respondents compared with 36% ($n = 26$) of Women Staff respondents “strongly agreed” with the statement.

Sixty-five percent ($n = 70$) of Staff respondents “strongly agreed” or “agreed” that they were included in opportunities that would help their careers as much as others in similar positions. Forty-one percent ($n = 12$) of Men Staff respondents compared with 37% ($n = 26$) of Women Staff respondents “strongly agreed” with the statement.

Table 65 illustrates that 47% ($n = 51$) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. Ten percent ($n = 3$) of Men Staff respondents compared with 13% ($n = 13$) of Women Staff respondents “strongly agreed” with the statement.

Twenty-five percent ($n = 27$) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was productive. Seven percent ($n = 2$) of Men Staff respondents compared with 6% ($n = 4$) of Women Staff respondents “strongly agreed” with the statement.

Table 64. Staff Respondents’ Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is clear.	13	11.9	38	34.9	26	23.9	20	18.3	12	11.0
Gender identity										
Men	3	10.3	13	44.8	3	10.3	7	24.1	3	10.3
Women	9	12.7	20	28.2	21	29.6	12	16.9	9	12.7
The performance evaluation process is productive.	6	5.5	21	19.3	31	28.4	32	29.4	19	17.4
Gender identity										
Men	2	6.9	7	24.1	7	24.1	7	24.1	6	20.7
Women	4	5.6	12	16.9	19	26.8	23	32.4	13	18.3

Note: Table reports responses only from Staff respondents ($n = 110$).

Table 66 illustrates frequencies and differences based on gender identity for several items in survey Question 41. Eighty-four percent ($n = 91$) of Staff respondents “strongly agreed” or

“agreed” that their supervisors provided adequate support for them to manage work-life balance. Sixty-one percent ($n = 17$) of Men Staff respondents compared with 47% ($n = 33$) of Women Staff respondents “strongly agreed” with the statement.

Table 65. Staff Respondents’ Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My supervisor provides adequate support for me to manage work-life balance.	52	48.1	39	36.1	9	8.3	5	4.6	3	2.8
Gender identity										
Men	17	60.7	10	35.7	1	3.6	0	0.0	0	0.0
Women	33	46.5	27	38.0	5	7.0	4	5.6	2	2.8
EMS provides adequate support to help me to manage work-life balance.	11	10.0	35	31.8	49	44.5	11	10.0	4	3.6
Gender identity										
Men	3	10.3	7	24.1	15	51.7	3	10.3	1	3.4
Women	8	11.1	24	33.3	30	41.7	8	11.1	2	2.8
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations.	2	1.9	8	7.4	41	38.0	39	36.1	18	16.7
Gender identity										
Men	0	0.0	2	6.9	9	31.0	13	44.8	5	17.2
Women	1	1.4	5	7.0	28	39.4	24	33.8	13	18.3
I perform more work than colleagues with similar performance expectations.	10	9.4	13	12.3	46	43.4	25	23.6	12	11.3
Gender identity										
Men	0	0.0	4	13.8	9	31.0	11	37.9	5	17.2
Women	9	12.9	9	12.9	32	45.7	13	18.6	7	10.0

Note: Table reports responses only from Staff respondents ($n = 110$).

Forty-two percent ($n = 46$) of Staff respondents “strongly agreed” or “agreed” that EMS provided adequate support to help them to manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). Ten percent ($n = 3$) of Men Staff

respondents compared with 11% ($n = 8$) of Women Staff respondents “strongly agreed” with the statement.

Nine percent ($n = 10$) of Staff respondents “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). Seventeen percent ($n = 5$) of Men Staff respondents compared with 18% ($n = 13$) of Women Staff respondents “strongly disagreed” with the statement.

Twenty-two percent ($n = 23$) of Staff respondents “strongly agreed” or “agreed” that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). A higher percentage of Women Staff respondents (13%, $n = 9$) than Men Staff respondents (0%, $n = 0$) “strongly agreed” that they performed more work than colleagues with similar performance expectations.

Sixty-seven percent ($n = 72$) of Staff respondents “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours (Table 67). Twenty-eight percent ($n = 8$) of Men Staff respondents compared with 25% ($n = 18$) of Women Staff respondents “strongly agreed” with the statement.

Thirty-five percent ($n = 38$) of Staff respondents “strongly agreed” or “agreed” that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). Ten percent ($n = 3$) of Men Staff respondents compared with 17% ($n = 12$) of Women Staff respondents “strongly agreed” with the statement.

Twenty percent ($n = 22$) of Staff respondents “strongly agreed” or “agreed” that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Three percent ($n = 1$) of Men Staff respondents compared with 4% ($n = 3$) of Women Staff respondents “strongly agreed” with the statement.

Sixty-seven percent ($n = 72$) of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities. Twenty-one percent ($n = 6$)

Table 66. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am able to complete my assigned duties during scheduled hours.	27	25.0	45	41.7	15	13.9	16	14.8	5	4.6
Gender identity										
Men	8	27.6	15	51.7	2	6.9	3	10.3	1	3.4
Women	18	25.4	27	38.0	12	16.9	11	15.5	3	4.2
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	16	14.7	22	20.2	34	31.2	24	22.0	13	11.9
Gender identity										
Men	3	10.3	10	34.5	8	27.6	5	17.2	3	10.3
Women	12	16.9	9	12.7	21	29.6	19	26.8	10	14.1
Pressured by departmental work requirements that occur outside of my normally scheduled hours.	6	5.6	16	14.8	30	27.8	40	37.0	16	14.8
Gender identity										
Men	1	3.4	4	13.8	7	24.1	14	48.3	3	10.3
Women	3	4.3	11	15.7	21	30.0	23	32.9	12	17.1
I am given a reasonable time frame to complete assigned responsibilities.	24	22.4	48	44.9	24	22.4	10	9.3	1	0.9
Gender identity										
Men	6	20.7	18	62.1	3	10.3	2	6.9	0	0.0
Women	17	24.6	28	40.6	18	26.1	5	7.2	1	1.4
A hierarchy exists within staff positions that allows some voices to be valued more than others.	15	13.8	32	29.4	29	26.6	25	22.9	8	7.3
Gender identity										
Men	2	6.9	6	20.7	7	24.1	11	37.9	3	10.3
Women	11	15.5	24	33.8	18	25.4	14	19.7	4	5.6

Note: Table reports responses only from Staff respondents (*n* = 110).

of Men Staff respondents compared with 25% ($n = 17$) of Women Staff respondents “strongly agreed” with the statement.

Forty-three percent ($n = 47$) of Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Seven percent ($n = 7$) of Men Staff respondents compared with 16% ($n = 11$) of Women Staff respondents “strongly agreed” with the statement.

Qualitative comments analyses. Thirty-five Staff respondents elaborated on their experiences of the workplace environment, performance evaluation, support, and workload at EMS. Themes that emerged from these responses centered on feeling overworked/understaffed and the lack of compensation for work being done.

Overworked/Understaffed. Staff responses provided a range of detail regarding the workload within EMS. One respondent simply noted, “We are understaffed.” Other respondents provided more detail and described their perceptions of their respective departments/units. A respondent who was a new employee explained, “I am relatively new in this position and cannot effectively assess my abilities to complete assigned duties relative to a specific time-frame as I am still learning the details of my assigned duties and catching up with work remaining from when the position was unfilled.” Another respondent offered, “There are often times when I am extremely busy and, in the past, have worked beyond my scheduled work time.” An additional respondent described an unsupportive environment in writing, “The department head told me that creatives don't get things done so when I mention the timelines to get things done with my manager I am often ignored and I am forced to work outside the office on a regular basis to get the work done. I have often worked 60 - 80 hour work weeks.” Other respondents acknowledged feeling overworked and still “loved” the College. One person shared, “I am a long time EMS employee and I love working in EMS. I love the culture and the people and I have a high degree of loyalty to EMS. My current position however is an infinite pile of work that will never be complete with an equal amount of work coming down the pipe every week.” Similarly, another respondent noted, “I tend to work outside of 'normal' business hours because our students are non-traditional and can require help on nights and weekends. It is not a burden, but a reasonable part of supporting these students.”

Poor Compensation. In some cases, respondents specifically noted a lack of compensation for an increased workload. One respondent noted, “There is zero compensation for the increase in responsibilities.” Another respondent simply stated, “Non-compensated hours worked in order to complete larger workloads and projects.” One respondent’s narrative provided an excuse used as a tactic to justify the additional work. This staff respondent wrote, “Taking on more duties doesn't mean more money, it just means more work. ‘Other duties as assigned’ is the catch-all that is used to keep you quiet about the extra work.”

Staff Respondents' Feelings of Support and Value at EMS

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution as well as EMS's benefits and salary. Tables 68 to 74 illustrate Staff responses to these items. Frequencies⁵³ and any significant differences based on gender identity⁵⁴ are provided.

Seventy-three percent ($n = 80$) of Staff respondents "strongly agreed" or "agreed" that EMS provided them with resources to pursue training/professional development opportunities (Table 68). A higher percentage of Women Staff respondents (49%, $n = 35$) than Men Staff respondents (24%, $n = 7$) "agreed" that EMS provided them with resources to pursue training/professional development opportunities.

Sixty-seven percent ($n = 73$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities. Thirty-five percent ($n = 10$) of Men Staff respondents and 32% ($n = 23$) of Women Staff respondents "strongly agreed" with the statement.

Eighty-two percent ($n = 89$) of Staff respondents "strongly agreed" or "agreed" that EMS provided them with adequate resources to accomplish their work (e.g., office space, lab space, administrative support). Thirty-one percent ($n = 9$) of Men Staff respondents and 25% ($n = 18$) of Women Staff respondents "strongly agreed" with the statement.

Seventy-six percent ($n = 84$) of Staff respondents "strongly agreed" or "agreed" that EMS provided them with adequate IT support to accomplish their work. Among Staff respondents,

⁵³ At the request of the EAWG, some data were subject to descriptive analyses (i.e., frequency analyses) as the sample sizes were too small to conduct significance testing. In such cases, readers are cautioned that any apparent group differences may not be actual differences as statistical significance could not be determined.

⁵⁴ Owing to low numbers in some of the response categories, analyses were not conducted by citizenship status (Staff responses included 104 U.S. citizens, 3 non-U.S. citizens, and no visa holders), racial identity (Staff responses included 96 White respondents and fewer than five Staff Respondents of Color and Multiracial Staff respondents), sexual identity (Staff responses included 93 heterosexual Staff respondents and six LGBQ respondents), and disability status (Staff respondents included 98 Staff respondents with no disabilities and 11 Staff respondents with disabilities).

38% ($n = 11$) of Men Staff respondents and 26% ($n = 19$) of Women Staff respondents “strongly agreed” with the statement.

Table 67. Staff Respondents’ Perceptions of Resources for Training/Professional Development Opportunities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
EMS provides me with resources to pursue training/professional development opportunities.	33	30.0	47	42.7	20	18.2	8	7.3	2	1.8
Gender identity										
Men	11	37.9	7	24.1	6	20.7	5	17.2	0	0.0
Women	21	29.2	35	48.6	11	15.3	3	4.2	2	2.8
My supervisor provides me with resources to pursue training/professional development opportunities.	34	31.2	39	35.8	21	19.3	13	11.9	2	1.8
Gender identity										
Men	10	34.5	9	31.0	7	24.1	3	10.3	0	0.0
Women	23	32.4	27	38.0	12	16.9	8	11.3	1	1.4
EMS provides me with adequate resources to accomplish my work (e.g., office space, lab space, administrative support).	30	27.8	59	54.6	11	10.2	7	6.5	1	0.9
Gender identity										
Men	9	31.0	16	55.2	2	6.9	1	3.4	1	3.4
Women	18	25.0	40	55.6	9	12.5	5	6.9	0	0.0
EMS provides me with adequate IT support to accomplish my work.	32	29.1	52	47.3	15	13.6	9	8.2	2	1.8
Gender identity										
Men	11	37.9	13	44.8	2	6.9	1	3.4	2	6.9
Women	19	26.4	35	48.6	11	15.3	7	9.7	0	0.0

Note: Table reports responses only from Staff respondents ($n = 110$).

Fifty-four percent ($n = 58$) of Staff respondents “strongly agreed” or “agreed” that EMS was supportive of their taking extended leave (Table 69). Twenty-eight percent ($n = 8$) of Men Staff respondents and 16% ($n = 11$) of Women Staff respondents “strongly agreed” with the statement.

Eighty-seven percent ($n = 95$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). Fifty-five percent ($n = 16$) of Men Staff respondents and 43% ($n = 31$) of Women Staff respondents “strongly agreed” with the statement.

Table 68. Staff Respondents’ Perceptions of Support for Leave Policies

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
EMS is supportive of taking extended leave (e.g., FMLA, parental).	20	18.7	38	35.5	46	43.0	3	2.8	0	0.0
Gender identity										
Men	8	27.6	9	31.0	11	37.9	1	3.4	0	0.0
Women	11	15.7	25	35.7	32	45.7	2	2.9	0	0.0
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	50	45.9	45	41.3	12	11.0	1	0.9	1	0.9
Gender identity										
Men	16	55.2	12	41.4	1	3.4	0	0.0	0	0.0
Women	31	43.1	32	44.4	8	11.1	1	1.4	0	0.0
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	2	1.9	3	2.8	56	52.3	27	25.2	19	17.8
Gender identity										
Men	1	3.4	0	0.0	16	55.2	4	13.8	8	27.6
Women	1	1.4	3	4.2	35	49.3	22	31.0	10	14.1
EMS policies (e.g., FMLA) are fairly applied across EMS.	8	7.6	24	22.9	67	63.8	4	3.8	2	1.9
Gender identity										
Men	6	20.7	6	20.7	16	55.2	0	0.0	1	3.4
Women	2	2.9	15	21.7	47	68.1	4	5.8	1	1.4

Note: Table reports responses only from Staff respondents ($n = 110$).

Five percent ($n = 5$) of Staff respondents “strongly agreed” or “agreed” that staff in their department/program who used family accommodation policies (e.g., FMLA) were disadvantaged in promotion or evaluations. Fourteen percent ($n = 4$) of Men Staff respondents and 31% ($n = 22$) of Women Staff respondents “disagreed” with the statement.

Thirty-one percent ($n = 32$) of Staff respondents “strongly agreed” or “agreed” that EMS policies (e.g., FMLA) were fairly applied across EMS. A higher percentage of Men Staff respondents (21%, $n = 6$) than Women Staff respondents (3%, $n = 2$) “strongly agreed” that EMS policies (e.g., FMLA) were fairly applied across EMS.

Seventy-two percent of Staff respondents ($n = 78$) “strongly agreed” or “agreed” that EMS was supportive of flexible work schedules (Table 70). Thirty-one percent ($n = 9$) of Men Staff respondents and 17% ($n = 12$) of Women Staff respondents “strongly agreed” with the statement.

Seventy-four percent ($n = 81$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of flexible work schedules. A higher percentage of Women Staff respondents (32%, $n = 23$) than Men Staff respondents (59%, $n = 17$) “strongly agreed” that their supervisors were supportive of flexible work schedules.

Table 69. Staff Respondents’ Perceptions of Support for Flexible Work Schedules

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
EMS is supportive of flexible work schedules.	24	22.0	54	49.5	22	20.2	8	7.3	1	0.9
Gender identity										
Men	9	31.0	15	51.7	3	10.3	2	6.9	0	0.0
Women	12	16.9	36	50.7	18	25.4	4	5.6	1	1.4
My supervisor is supportive of flexible work schedules.	43	39.4	38	34.9	12	11.0	14	12.8	2	1.8
Gender identity										
Men	17	58.6	9	31.0	3	10.3	0	0.0	0	0.0
Women	23	32.4	28	39.4	7	9.9	12	16.9	1	1.4

Note: Table reports responses only from Staff respondents ($n = 110$).

Queried about salary and benefits, 27% ($n = 28$) of Staff respondents “strongly agreed” or “agreed” that staff salaries were competitive (Table 71). Thirty-two percent ($n = 9$) of Men Staff respondents and 26% ($n = 18$) of Women Staff respondents “disagreed” with the statement.

Table 70. Staff Respondents’ Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff salaries are competitive.	3	2.9	25	23.8	32	30.5	27	25.7	18	17.1
Gender identity										
Men	1	3.6	9	32.1	7	25.0	9	32.1	2	7.1
Women	1	1.4	14	20.0	22	31.4	18	25.7	15	21.4
Vacation and personal time benefits are competitive.	27	25.2	53	49.5	20	18.7	7	6.5	0	0.0
Gender identity										
Men	12	41.4	15	51.7	2	6.9	0	0.0	0	0.0
Women	12	16.9	35	49.3	17	23.9	7	9.9	0	0.0
Health insurance benefits are competitive.	14	13.0	48	44.4	29	26.9	13	12.0	4	3.7
Gender identity										
Men	8	27.6	10	34.5	7	24.1	4	13.8	0	0.0
Women	4	5.6	35	48.6	20	27.8	9	12.5	4	5.6
Child care benefits are competitive.	5	4.8	16	15.2	69	65.7	10	9.5	5	4.8
Gender identity										
Men	3	10.3	2	6.9	19	65.5	3	10.3	2	6.9
Women	2	2.9	13	18.8	44	63.8	7	10.1	3	4.3
Retirement benefits are competitive.	16	15.2	51	48.6	32	30.5	4	3.8	2	1.9
Gender identity										
Men	8	27.6	15	51.7	5	17.2	0	0.0	1	3.4
Women	8	11.4	31	44.3	26	37.1	4	5.7	1	1.4

Note: Table reports responses only from Staff respondents ($n = 110$).

Seventy-five percent ($n = 80$) of Staff respondents “strongly agreed” or “agreed” that vacation and personal time benefits were competitive. A higher percentage of Men Staff respondents

(41%, $n = 12$) than Woman Staff respondents (17%, $n = 12$) “strongly agreed” that vacation and personal time benefits were competitive.

Fifty-seven percent ($n = 62$) of Staff respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. A higher percentage of Men Staff respondents (28%, $n = 8$) than Woman Staff respondents (6%, $n = 4$) “strongly agreed” that health insurance benefits were competitive.

Twenty percent ($n = 21$) of Staff respondents “strongly agreed” or “agreed” that child care benefits were competitive. Ten percent ($n = 3$) of Men Staff respondents and 3% ($n = 2$) of Women Staff respondents “strongly agreed” with the statement.

Sixty-four percent ($n = 67$) of Staff respondents “strongly agreed” or “agreed” that retirement benefits were competitive. A higher percentage of Men Staff respondents (28%, $n = 8$) than Women Staff respondents (11%, $n = 8$) “strongly agreed” that retirement benefits were competitive.

Forty-six percent ($n = 49$) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued on EMS committees (Table 72). A higher percentage of Men Staff respondents (17%, $n = 5$) than Women Staff respondents (3%, $n = 2$) “strongly agreed” that staff opinions were valued on EMS committees.

Table 71. Staff Respondents’ Perceptions of Feelings of Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff opinions are valued on EMS committees.	7	6.5	42	39.3	39	36.4	14	13.1	5	4.7
Gender identity										
Men	5	17.2	13	44.8	4	13.8	4	13.8	3	10.3
Women	2	2.9	27	38.6	31	44.3	8	11.4	2	2.9

Table 71. Staff Respondents’ Perceptions of Feelings of Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff opinions are valued by EMS faculty and administration.	7	6.5	39	36.1	35	32.4	20	18.5	7	6.5
Gender identity										
Men	4	13.8	11	37.9	7	24.1	4	13.8	3	10.3
Women	3	4.2	26	36.6	24	33.8	15	21.1	3	4.2

Note: Table reports responses only from Staff respondents (*n* = 110).

Forty-three percent (*n* = 46) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by EMS faculty and administration. Fourteen percent (*n* = 4) of Men Staff respondents and 4% (*n* = 3) of Women Staff respondents “strongly agreed” with the statement.

Seventy-three percent (*n* = 79) of Staff respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed (Table 73). Twenty-four percent (*n* = 7) of Men Staff respondents and 19% (*n* = 13) of Women Staff respondents “strongly agreed” with the statement.

Twenty-five percent (*n* = 27) of Staff respondents “strongly agreed” or “agreed” that clear procedures existed on how they could advance at EMS. Ten percent (*n* = 3) of Men Staff respondents and 8% (*n* = 6) of Women Staff respondents “strongly agreed” with the statement.

Forty-one percent (*n* = 45) of Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at EMS. Seventeen percent (*n* = 5) of Men Staff respondents and 16% (*n* = 11) of Women Staff respondents “strongly agreed” with the statement.

Table 72. Staff Respondents’ Perceptions of Feelings about Expectations and Advancement

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Clear expectations of my responsibilities exist.	22	20.4	57	52.8	18	16.7	11	10.2	0	0.0
Gender identity										
Men	7	24.1	15	51.7	2	6.9	5	17.2	0	0.0
Women	13	18.6	39	55.7	12	17.1	6	8.6	0	0.0
Clear procedures exist on how I can advance at EMS.	9	8.2	18	16.4	33	30.0	32	29.1	9	8.2
Gender identity										
Men	3	10.3	7	24.1	4	13.8	12	41.4	3	10.3
Women	6	8.3	10	13.9	25	34.7	17	23.6	14	19.4
Positive about my career opportunities at EMS	16	14.7	29	26.6	40	36.7	14	12.8	16	14.7
Gender identity										
Men	5	17.2	9	31.0	9	31.0	2	6.9	4	13.8
Women	11	15.5	19	26.8	25	35.2	10	14.1	6	8.5

Note: Table reports responses only from Staff respondents (*n* = 110).

Seventy-three percent (*n* = 80) of Staff respondents “strongly agreed” or “agreed” that they would recommend EMS as a good place to work (Table 74). A higher percentage of Men Staff respondents (45%, *n* = 13) than Women Staff respondents (24%, *n* = 17) “strongly agreed” that they would recommend EMS as a good place to work.

Table 73. Staff Respondents’ Perceptions of EMS and Job Security

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I would recommend EMS as a good place to work.	32	29.4	48	44.0	26	23.9	2	1.8	32	29.4
Gender identity										
Men	13	44.8	9	31.0	6	20.7	1	3.4	0	0.0
Women	17	23.9	37	52.1	17	23.9	0	0.0	0	0.0

Table 73. Staff Respondents’ Perceptions of EMS and Job Security

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have job security.	23	20.9	46	41.8	31	28.2	6	5.5	23	20.9
Gender identity										
Men	8	27.6	11	37.9	7	24.1	1	3.4	2	6.9
Women	13	18.1	33	45.8	20	27.8	5	6.9	1	1.4

Note: Table reports responses only from Staff respondents (*n* = 110).

Sixty-three percent (*n* = 69) of Staff respondents “strongly agreed” or “agreed” that they had job security. Twenty-eight percent (*n* = 8) of Men Staff respondents and 18% (*n* = 13) of Women Staff respondents “strongly agreed” with the statement.

Qualitative comments analyses. Twenty-seven Staff respondents elaborated on their experiences at EMS as they pertained to the workplace environment. The two themes that emerged centered on the extent to which Staff feel valued/supported in their roles and the lack of opportunity for advancement or professional development.

Valued and Supported. Respondents reported a variation in how staff opinions are valued at EMS. One respondent wrote, “I don’t feel as staff our input is valued. We may be heard, but it goes no further.” Another respondent indicated, “The value of staff opinions to faculty and administrators varies greatly depending on the faculty/administrator in question as well as the level of the specific staff person.” Similarly, another respondent explained, “I have sat on EMS committees in which staff opinions have been highly valued. On the other hand, I have also been on committees in which they were not.” Another Staff respondent agreed, “Staff opinions are not really valued.” In support of this statement, a respondent referenced having just been invited to an annual meeting with the College leadership, and in that setting it is noted that the meeting “weighs heavily on the faculty side.” In summary, a respondent described “I don’t feel, as staff, our input is valued. We may be heard, but it goes no further.”

Lack of Opportunity. Staff respondents reported there is “not much funding for professional development” and “I have found there are very few actual professional development opportunities for me. I have taken almost all of the Penn State professional development courses

and there are many other things I would love to learn.” Staff respondents also noted a lack of opportunities for advancement compared with other colleges. One respondent wrote, “Other colleges apparently have clear career advancement specifications in some, if not most, staff positions. EMS does not.” Comparable remarks expressed how staff were “pigeonholed in a job category” and that “it is almost impossible to break away from a title that does not properly identify what you do every day.” Similarly, another respondent reported having been told upon hire that “there were no growth opportunities” for their position even when given additional job responsibilities.

Question 100 on the survey queried Staff respondents about the degree to which they felt valued at EMS. Tables 75 through 77 illustrates frequencies⁵⁵ and any significant differences found based on gender identity.⁵⁶

Seventy-seven percent ($n = 84$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department (Table 75). A higher percentage of Men Staff respondents (59%, $n = 17$) than Women Staff respondents (36%, $n = 26$) “strongly agreed” that they felt valued by coworkers in their department.

Sixty-eight percent ($n = 73$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers outside their department. A higher percentage of Men Staff respondents (38%, $n = 11$) than Women Staff respondents (17%, $n = 12$) “strongly agreed” that they felt valued by coworkers outside their department.

Eighty-four percent ($n = 91$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by their supervisors/managers. Sixty-two percent ($n = 18$) of Men Staff respondents and 43% ($n = 31$) of Women Staff respondents “strongly agreed” with the statement.

⁵⁵ At the request of the EAWG, some data were subject to descriptive analyses (i.e., frequency analyses) as the sample sizes were too small to conduct significance testing. In such cases, readers are cautioned that any apparent group differences may not be actual differences as statistical significance could not be determined.

⁵⁶ Owing to low numbers in some of the response categories, analyses were not conducted by citizenship status (Staff responses included 104 U.S. citizens, 3 non-U.S. citizens, and no visa holders), racial identity (Staff responses included 96 White respondents and fewer than five Staff Respondents of Color and Multiracial Staff respondents), sexual identity (Staff responses included 93 heterosexual Staff respondents and six LGBQ respondents), and disability status (Staff respondents included 98 Staff respondents with no disabilities and 11 Staff respondents with disabilities).

Table 74. Staff Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	44	40.4	40	36.7	20	18.3	5	4.6	0	0.0
Gender identity										
Men	17	58.6	7	24.1	5	17.2	0	0.0	0	0.0
Women	26	36.1	29	40.3	12	16.7	5	6.9	0	0.0
I feel valued by coworkers outside my department.	24	22.2	49	45.4	29	26.9	4	3.7	2	1.9
Gender identity										
Men	11	37.9	10	34.5	6	20.7	1	3.4	1	3.4
Women	12	17.1	34	48.6	20	28.6	3	4.3	1	1.4
I feel valued by my supervisor/manager.	51	46.8	40	36.7	11	10.1	5	4.6	2	1.8
Gender identity										
Men	18	62.1	8	27.6	2	6.9	1	3.4	0	0.0
Women	31	43.1	30	41.7	7	9.7	3	4.2	1	1.4
I feel valued by EMS students.	24	22.9	30	28.6	48	45.7	2	1.9	1	1.0
Gender identity										
Men	8	27.6	5	17.2	15	51.7	0	0.0	1	3.4
Women	16	23.5	20	29.4	30	44.1	2	2.9	0	0.0
I feel valued by EMS faculty.	24	21.8	39	35.5	33	30.0	10	9.1	4	3.6
Gender identity										
Men	10	34.5	7	24.1	7	24.1	2	6.9	3	10.3
Women	12	16.7	27	37.5	24	33.3	8	11.1	1	1.4
I feel valued by EMS senior administrators (e.g., dean, provost).	26	24.1	30	27.8	36	33.3	14	13.0	2	1.9
Gender identity										
Men	13	44.8	5	17.2	6	20.7	4	13.8	1	3.4
Women	12	17.1	21	30.0	26	37.1	10	14.3	1	1.4

Note: Table reports responses only from Staff respondents (*n* = 110).

Fifty-two percent (*n* = 54) of Staff respondents “strongly agreed” or “agreed” that they felt valued by EMS students. Twenty-eight percent (*n* = 8) of Men Staff respondents and 24% (*n* = 16) of Women Staff respondents “strongly agreed” with the statement.

Fifty-seven percent ($n = 63$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by EMS faculty. A higher percentage of Men Staff respondents (35%, $n = 10$) than Women Staff respondents (17%, $n = 12$) “strongly agreed” that they felt valued by EMS faculty.

Fifty-two percent ($n = 56$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by EMS senior administrators (e.g., dean, provost). A higher percentage of Men Staff respondents (45%, $n = 13$) than Women Staff respondents (17%, $n = 12$) “strongly agreed” that they felt valued by coworkers in their department.

Table 76 depicts Staff respondents’ attitudes about their experiences and perceptions of departments/programs and at EMS and revealed that Women Staff respondents’ views were less positive than were those of Men Staff respondents. Thirty-eight percent ($n = 11$) of Men Staff respondents and 25% ($n = 18$) of Women Staff respondents “strongly disagreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. Forty-one percent ($n = 12$) of Men Staff respondents and 28% ($n = 20$) of Women Staff respondents “strongly disagreed” that their supervisors/managers prejudged their abilities based on their perception of their identity/background. Twenty-eight percent ($n = 8$) of Men Staff respondents and 16% ($n = 11$) of Women Staff respondents “strongly disagreed” that faculty prejudged their abilities based on their perception of their identity/background.

Table 75. Staff Respondents’ Perception of Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	2	1.8	12	11.0	23	21.1	41	37.6	31	28.4
Gender identity										
Men	0	0.0	4	13.8	5	17.2	9	31.0	11	37.9
Women	2	2.8	8	11.3	15	21.1	28	39.4	18	25.4

Table 75. Staff Respondents’ Perception of Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	2	1.9	3	2.8	29	27.1	40	37.4	33	30.8
Gender identity										
Men	0	0.0	1	3.4	6	20.7	10	34.5	12	41.4
Women	2	2.8	2	2.8	21	29.6	26	36.6	20	28.2
I think that faculty prejudices my abilities based on their perception of my identity/background.	7	6.5	13	12.1	31	29.0	35	32.7	21	19.6
Gender identity										
Men	2	6.9	3	10.3	6	20.7	10	34.5	8	27.6
Women	5	7.2	10	14.5	21	30.4	22	31.9	11	15.9

Note: Table reports responses only from Staff respondents (*n* = 110).

Fifty-seven percent (*n* = 61) of Staff respondents “strongly agreed” or “agreed” that their department/program encouraged free and open discussion of difficult topics (Table 77). A higher percentage of Men Staff respondents (38%, *n* = 11) than Women Staff respondents (14%, *n* = 10) “strongly agreed” that their department/program encouraged free and open discussion of difficult topics.

Thirty-four percent (*n* = 36) of Staff respondents “strongly agreed” or “agreed” that staff opinions are considered in EMS decision-making. A statistically higher percentage of Men Staff respondents (21%, *n* = 6) than Women Staff respondents (3%, *n* = 2) “strongly agreed” that their staff opinions were considered in EMS decision-making.

Sixty-seven percent (*n* = 73) of Staff respondents “strongly agreed” or “agreed” that their skills were valued. A higher percentage of Men Staff respondents (48%, *n* = 14) than Women Staff respondents (24%, *n* = 17) “strongly agreed” that their skills were valued.

Seventy-two percent ($n = 79$) felt that their work was valued. A higher percentage of Men Staff respondents (48%, $n = 14$) than Women Staff respondents (25%, $n = 18$) “strongly agreed” that their work was valued.

Table 76. Staff Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my department/program encourages free and open discussion of difficult topics.	22	20.6	39	36.4	27	25.2	14	13.1	5	4.7
Gender identity										
Men	11	37.9	8	27.6	5	17.2	3	10.3	2	6.9
Women	10	14.3	28	40.0	19	27.1	10	14.3	3	4.3
I feel that staff opinions are considered in EMS decision-making.	8	7.5	28	26.2	37	34.6	25	23.4	9	8.4
Gender identity ^{xix}										
Men	6	20.7	9	31.0	7	24.1	5	17.2	2	6.9
Women	2	2.9	17	24.3	27	38.6	17	24.3	7	10.0
I feel that my skills were valued.	32	29.4	41	37.6	23	21.1	12	11.0	1	0.9
Gender identity										
Men	14	48.3	9	31.0	3	10.3	3	10.3	0	0.0
Women	17	23.6	29	40.3	17	23.6	8	11.1	1	1.4
I feel that my work is valued.	33	30.0	46	41.8	19	17.3	10	9.1	2	1.8
Gender identity										
Men	14	48.3	9	31.0	2	6.9	3	10.3	1	3.4
Women	18	25.0	34	47.2	14	19.4	5	6.9	1	1.4

Note: Table reports responses only from Staff respondents ($n = 110$).

^{xix} A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were considered in EMS decision-making by gender identity: $\chi^2(4, N = 99) = 10.3, p < .05$.

Faculty Respondents' Views on Workplace Environment and Work-Life Balance

Three survey items queried Faculty respondents ($n = 175$)⁵⁷ about their opinions regarding various issues specific to workplace environment and faculty work (Tables 78 through 90).

Question 35 queried Faculty (tenure-line) respondents⁵⁸ ($n = 93$), Question 37 addressed Faculty (research/teaching) respondents⁵⁹ ($n = 82$), and Question 39 addressed all Faculty respondents⁶⁰ ($n = 175$). Frequencies and differences based on gender identity⁶¹ gender identity, racial identity, citizenship status, military status, and religious affiliation are provided.⁶²

Table 78 illustrates that 79% ($n = 73$) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that the criteria for tenure were clear. Twenty-six percent ($n = 16$) of Men Faculty (tenure-line) respondents and 22% ($n = 6$) of Women Faculty (tenure-line) respondents “strongly agreed” with the statement.

Fifty-five percent ($n = 51$) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that the criteria for promotion to professor were clear. Sixteen percent ($n = 10$) of Men Faculty

⁵⁷ Per the EAWG, Faculty respondents include faculty (tenure-line), faculty (research/teaching), postdoctoral scholars/fellows, and administrators with faculty rank.

⁵⁸ Owing to low numbers in some of the response categories, analyses were not conducted by citizenship status (Faculty tenure-line responses included 55 U.S. citizens, 20 non-U.S. citizens, and three visa holders), racial identity (Faculty tenure-line responses included 61 White respondents, 10 Faculty Respondents of Color, and no Multiracial Faculty respondents), sexual identity (Faculty tenure-line responses included 72 heterosexual Faculty respondents and fewer than five LGBQ respondents), and disability status (Faculty tenure-line respondents included 75 Faculty respondents with no disabilities and 5 Faculty tenure-line respondents with disabilities).

⁵⁹ Owing to low numbers in some of the response categories, analyses were not conducted by citizenship status (Faculty research/teaching responses included 53 U.S. citizens, 9 non-U.S. citizens, and one visa holders), racial identity (Faculty research/teaching responses included 57 White respondents and fewer than five Faculty Respondents of Color and Multiracial Faculty respondents), sexual identity (Faculty research/teaching responses included 59 heterosexual Faculty respondents and fewer than five LGBQ respondents), and disability status (Faculty research/teaching respondents included 64 Faculty respondents with no disabilities and fewer than five Faculty respondents with disabilities)

⁶⁰ Owing to low numbers in some of the response categories, analyses were not conducted by citizenship status (Faculty responses included 121 U.S. citizens, 35 non-U.S. citizens, and 14 visa holders), racial identity (Faculty responses included 135 White respondents, 22 Faculty Respondents of Color, and fewer than five Multiracial Faculty respondents), sexual identity (Faculty responses included 157 heterosexual Faculty respondents and fewer than five LGBQ respondents), and disability status (Faculty respondents included 98 Faculty respondents with no disabilities and 11 Faculty respondents with disabilities)

⁶¹ Per the EAWG, for all analyses, gender identity was recoded as Men and Women.

⁶² At the request of the EAWG, some data were subject only to descriptive analyses (i.e., frequency analyses) as the sample sizes were too small to conduct significance testing. In such cases, unless noted, readers are cautioned that any apparent group differences may not be actual differences as statistical significance could not be determined.

(tenure-line) respondents and 11% ($n = 3$) of Women Faculty (tenure-line) respondents “strongly agreed” with the statement.

Fifty-four percent ($n = 50$) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that the tenure standards/promotion standards are applied equally to faculty in their school/division. Sixty-two percent ($n = 8$) of Faculty (tenure-line) of Color and 19% ($n = 13$) of White Faculty (tenure-line) “neither agreed nor disagreed” with the statement. Twelve percent ($n = 7$) of Men Faculty (tenure-line) respondents and 23% ($n = 6$) of Women Faculty (tenure-line) respondents “strongly agreed” with the statement.

Sixty-three percent ($n = 55$) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that they were supported and mentored during the pre-tenure years. Nineteen percent ($n = 11$) of Men Faculty (tenure-line) respondents and 12% ($n = 3$) of Women Faculty (tenure-line) respondents “strongly agreed” with the statement.

Thirty percent ($n = 26$) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that they were supported and mentored during the post-tenure years. Fifty-eight percent ($n = 14$) of Women Faculty (tenure-line) and 35% ($n = 20$) of Men Faculty (tenure-line) “neither agreed nor disagreed” with the statement.

Forty-one percent ($n = 35$) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that EMS faculty who qualify for delaying their tenure-clock felt empowered to do so. Thirteen percent ($n = 7$) of Men Faculty (tenure-line) respondents and 15% ($n = 4$) of Women Faculty (tenure-line) respondents “strongly agreed” with the statement.

Table 77. Faculty (tenure-line) Respondents’ Perceptions of Workplace Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	22	23.7	51	54.8	8	8.6	9	9.7	3	3.2
Gender identity										
Men	16	26.2	32	52.5	6	9.8	6	9.8	1	1.6
Women	6	22.2	15	55.6	2	7.4	3	11.1	1	3.7

Table 77. Faculty (tenure-line) Respondents’ Perceptions of Workplace Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for promotion to professor are clear.	13	14.0	38	40.9	22	23.7	11	11.8	9	9.7
Gender identity										
Men	10	16.4	26	42.6	13	21.3	7	11.5	5	8.2
Women	3	11.1	10	37.0	7	25.9	4	14.8	3	11.1
The tenure standards/promotion standards are applied equally to faculty in my school/division.	13	14.1	37	40.2	24	26.1	10	10.9	8	8.7
Racial identity										
White	11	15.9	29	42.0	13	18.8	9	13.0	7	10.1
POC	2	15.4	3	23.1	8	61.5	0	0.0	0	0.0
Gender identity										
Men	7	11.5	27	44.3	18	29.5	5	8.2	4	6.6
Women	6	23.1	7	26.9	6	23.1	5	19.2	2	7.7
Supported and mentored during the pre-tenure years.	15	17.2	40	46.0	15	17.2	16	18.4	1	1.1
Gender identity										
Men	11	19.3	27	47.4	10	17.5	8	14.0	1	1.8
Women	3	12.0	13	52.0	4	16.0	5	20.0	0	0.0
Support and mentored during the post-tenure years.	3	3.5	23	26.7	37	43.0	16	18.6	7	8.1
Gender identity										
Men	2	3.5	20	35.1	20	35.1	9	15.8	6	10.5
Women	1	4.2	2	8.3	14	58.3	6	25.0	1	4.2
EMS faculty who qualify for delaying their tenure-clock feel empowered to do so.	11	12.9	24	28.2	34	40.0	13	15.3	3	3.5
Gender identity										
Men	7	12.7	18	32.7	21	38.2	8	14.5	1	1.8
Women	4	15.4	5	19.2	12	46.2	4	15.4	1	3.8

Note: Table reports responses only from Faculty (tenure-line) respondents (*n* = 93).

Table 79 illustrates that 90% (*n* = 84) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that research was valued by EMS. Sixty-six percent (*n* = 40) of Men Faculty (tenure-

line) respondents and 82% ($n = 22$) of Women Faculty (tenure-line) respondents “strongly agreed” with the statement.

Sixty-seven percent ($n = 62$) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that teaching was valued by EMS. Twenty-one percent ($n = 13$) of Men Faculty (tenure-line) respondents and 30% ($n = 8$) of Women Faculty (tenure-line) respondents “strongly agreed” with the statement.

Fifty-two percent ($n = 48$) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that their service contributions were valued by EMS. Five percent ($n = 3$) of Men Faculty (tenure-line) respondents and 8% ($n = 2$) of Women Faculty (tenure-line) respondents “strongly agreed” with the statement.

Sixteen percent ($n = 14$) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that they were pressured to change their research/scholarship agenda to achieve tenure/promotion. Thirteen percent ($n = 7$) of Men Faculty (tenure-line) respondents and 15% ($n = 4$) of Women Faculty (tenure-line) respondents “strongly agreed” with the statement.

Table 78. Faculty (tenure-line) Respondents’ Perceptions of Workplace Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by EMS.	64	68.8	20	21.5	2	2.2	7	7.5	0	0.0
Gender identity										
Men	40	65.6	14	23.0	2	3.3	5	8.2	0	0.0
Women	22	81.5	5	18.5	0	0.0	0	0.0	0	0.0
Teaching is valued by EMS.	21	22.6	41	44.1	11	11.8	17	18.3	3	3.2
Gender identity										
Men	13	21.3	26	42.6	8	13.1	11	18.0	3	4.9
Women	8	29.6	14	51.9	3	11.1	2	7.4	0	0.0
Service contributions are valued by EMS.	13	14.1	35	38.0	21	22.8	16	17.4	7	7.6
Gender identity										
Men	7	11.7	27	45.0	11	18.3	12	20.0	3	5.0
Women	6	22.2	7	25.9	8	29.6	4	14.8	2	7.4

Table 78. Faculty (tenure-line) Respondents’ Perceptions of Workplace Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	6	6.7	8	9.0	25	28.1	28	31.5	22	24.7
Gender identity										
Men	3	5.1	5	8.5	15	25.4	20	33.9	16	27.1
Women	2	8.0	1	4.0	9	36.0	7	28.0	6	24.0

Note: Table reports responses only from Faculty (tenure-line) respondents (*n* = 93).

Thirty-five percent (*n* = 31) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 80). Fifty-four percent (*n* = 13) of Faculty (tenure-line) Non-U.S. Citizen Faculty respondents versus 18% (*n* = 11) of Faculty (tenure-line) U.S. Citizen Faculty respondents, along with 54% (*n* = 7) of Faculty (tenure-line) Respondents of Color versus 21% (*n* = 14) of Faculty (tenure-line) White Faculty respondents “disagreed” with the statement. Fourteen percent (*n* = 8) of Men Faculty (tenure-line) respondents and 19% (*n* = 5) of Women Faculty (tenure-line) respondents “strongly agreed” with the statement.

Forty-seven percent (*n* = 42) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Fifteen percent (*n* = 9) of Men Faculty (tenure-line) respondents and 23% (*n* = 6) of Women Faculty (tenure-line) respondents “strongly agreed” with the statement.

Seven percent (*n* = 6) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that faculty members in their departments who used family accommodation (FMLA) policies were disadvantaged in promotion and tenure. Eleven percent (*n* = 6) of Men Faculty (tenure-line) respondents and 24% (*n* = 6) of Women Faculty (tenure-line) respondents “strongly disagreed” with the statement.

Table 79. Faculty (tenure-line) Respondents’ Perceptions of Workplace Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	14	15.7	17	19.1	26	29.2	25	28.1	7	7.9
Citizenship status										
U.S. Citizen	9	15.0	15	25.0	19	31.7	11	18.3	6	10.0
Non-U.S. Citizen	4	16.7	2	8.3	4	16.7	13	54.2	1	4.2
Visa Holder	0	0.0	0	0.0	2	66.7	1	33.3	0	0.0
Racial identity										
White	12	18.2	15	22.7	18	27.3	14	21.2	7	10.6
POC	0	0.0	1	7.7	5	38.5	7	53.8	0	0.0
Gender identity										
Men	8	13.6	9	15.3	18	30.5	20	33.9	4	6.8
Women	5	19.2	8	30.8	6	23.1	4	15.4	3	11.5
I perform more work to help students than do my colleagues.	18	20.0	24	26.7	25	27.8	20	22.2	3	3.3
Gender identity										
Men	9	15.3	17	28.8	19	32.2	14	23.7	0	0.0
Women	6	23.1	7	26.9	5	19.2	6	23.1	2	7.7
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion and tenure.	0	0.0	6	6.9	46	52.9	23	26.4	12	13.8
Gender identity										
Men	0	0.0	2	3.5	32	56.1	17	29.8	6	10.5
Women	0	0.0	4	16.0	11	44.0	4	16.0	6	24.0

Note: Table reports responses only from Faculty (tenure-line) respondents (*n* = 93).

Fifty-one percent (*n* = 47) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that faculty opinions were taken seriously by senior administrators (Table 81). Twelve percent (*n* = 7) of Men Faculty (tenure-line) respondents and 26% (*n* = 7) of Women Faculty (tenure-line) respondents “strongly agreed” with the statement.

Sixty-nine percent ($n = 64$) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that faculty opinions were valued within EMS committees. Thirty-three percent ($n = 9$) of Women Faculty (tenure-line) respondents and 12% ($n = 7$) of Men Faculty (tenure-line) respondents “strongly agreed” with the statement.

Fourteen percent ($n = 13$) of Faculty (tenure-line) respondents “strongly agreed” or “agreed” that they would like more opportunities to participate in substantive committee assignments. Twelve percent ($n = 7$) of Men Faculty (tenure-line) respondents and 33% ($n = 9$) of Women Faculty (tenure-line) respondents “strongly agreed” with the statement.

Sixty-five percent ($n = 58$) of Faculty (tenure-line) “strongly agreed” or “agreed” that they had opportunities to participate in substantive committee assignments. Five percent ($n = 3$) of Men Faculty (tenure-line) respondents and 12% ($n = 3$) of Women Faculty (tenure-line) respondents “strongly disagreed” with the statement.

Table 80. Faculty (tenure-line) Respondents’ Perceptions of Workplace Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty opinions are taken seriously by senior administrators.	14	15.1	33	35.5	20	21.5	14	15.1	12	12.9
Gender identity										
Men	7	11.5	19	31.1	15	24.6	12	19.7	8	13.1
Women	7	25.9	13	48.1	5	18.5	1	3.7	1	3.7
Faculty opinions were valued within EMS committees.	16	17.2	48	51.6	15	16.1	11	11.8	3	3.2
Gender identity										
Men	7	11.5	32	52.5	11	18.0	8	13.1	3	4.9
Women	9	33.3	15	55.6	1	3.7	2	7.4	0	0.0
I would like more opportunities to participate in substantive committee assignments.	3	3.3	10	11.1	35	38.9	35	38.9	7	7.8
Gender identity										
Men	7	11.5	32	52.5	11	18.0	8	13.1	3	4.9
Women	9	33.3	15	55.6	1	3.7	2	7.4	0	0.0

Table 80. Faculty (tenure-line) Respondents’ Perceptions of Workplace Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have opportunities to participate in substantive committee assignments.	17	18.9	41	45.6	23	25.6	8	8.9	1	1.1
Gender identity										
Men	3	5.1	7	11.9	26	44.1	20	33.9	3	5.1
Women	0	0.0	2	7.7	7	26.9	14	53.8	3	11.5

Note: Table reports responses only from Faculty (tenure-line) respondents (*n* = 93).

Qualitative comments analyses. Twenty-three Faculty (tenure-line) respondents elaborated on their experiences within the workplace environment at EMS. Themes that emerged from the elaborated responses addressed the support received within EMS and experiences with the promotion and tenure.

Varying Degrees of Support. Faculty (tenure-line) respondents who elaborated on their experiences within the workplace environment provided examples of varying levels of support. One Faculty (tenure-line) noted, “My experience is that all committees above the department level are a waste of time. In the last several years the university has increasingly become autocratic, and more and more work is pushed down to the faculty level that does not benefit the faculty or the students, but rather higher admin.” Another respondent commented, “I never knew that PSU senior administrators took opinions from faculty.” The respondent later questioned “When was the last time we saw the PSU Provost visit a college or a department?” in response to being unsupported or having their opinion valued. Correspondingly, another respondent indicated “Faculty opinions are NOT taken seriously by Old Main.”

Some Faculty (tenure-line) respondents highlighted practices that were helpful or that have positively affected their experiences. One Faculty respondent found “the 2-year and 4-year reviews very helpful when I was an assistant professor” while another commented “compared to other universities I have been at the research and teaching environment in EMS is spectacular. Teaching is really valued and the ability to do research is fantastic.”

Promotion And Tenure. Faculty (tenure-line) respondent comments about promotion and tenure all had a negative tone. According to one respondent, “Tenure is about paying your dues as in an

internship, bringing in dollars from specific agencies and corporations, and your Department's need to fill a teaching role. I have not observed tenure to be awarded based on performance of scholarship, teaching, and service.” Another respondent’s narrative explained the lack of promotion due to dysfunctional relationship. The respondent noted, “Over the years I have come to know about/witnessed three really tough situations for untenured tenure-line faculty in EMS. None of them made it to tenure. It seems that once dysfunction enters into a relationship between someone and their department, only extraordinary efforts seem capable of fixing the dysfunction.” Another respondent explained, “There are uneven expectations about what constitutes 'research' within the College. Unfortunately, these filter into the departments and advantage some faculty and disadvantage others.”

Survey Question 37 queried Faculty (research/teaching) respondents on their perceptions as faculty with non-tenure-track appointments. Statistical analyses were not able to be conducted because of the small number of Faculty (research/teaching) respondents.⁶³

Table 82 indicates that 50% ($n = 39$) of Faculty (research/teaching) respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were clear. Fourteen percent ($n = 6$) of Men Faculty (research/teaching) respondents and 9% ($n = 3$) of Women Faculty (research/teaching) respondents “strongly agreed” with the statement.

Twenty-seven percent ($n = 20$) of Faculty (research/teaching) respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were applied equally to positions. A higher percentage of Women Faculty (research/teaching) respondents (32%, $n = 11$) than Faculty (research/teaching) respondents (8%, $n = 3$) “disagreed” with the statement.

Sixty-two percent ($n = 48$) of Faculty (research/teaching) respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed. Fourteen percent ($n = 6$) of Men Faculty (research/teaching) respondents and 9% ($n = 3$) of Women Faculty (research/teaching) respondents “strongly agreed” with the statement.

⁶³ At the request of the EAWG, some data were subject to descriptive analyses (i.e., frequency analyses) as the sample sizes were too small to conduct significance testing. In such cases, unless noted, readers are cautioned that any apparent group differences may not be actual differences as statistical significance could not be determined.

Thirty-one percent ($n = 24$) of Faculty (research/teaching) respondents “strongly agreed” or “agreed” that they had job security. Twelve percent ($n = 5$) of Men Faculty (research/teaching) respondents and 3% ($n = 1$) of Women Faculty (research/teaching) respondents “strongly agreed” with the statement.

Table 81. Faculty (research/teaching) Respondents’ Perceptions of Workplace Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for contract renewal are clear.	9	11.5	30	38.5	11	14.1	24	30.8	4	5.1
Gender identity										
Men	6	14.3	19	45.2	6	14.3	11	26.2	0	0.0
Women	3	8.6	10	28.6	5	14.3	13	37.1	4	11.4
The criteria used for contract renewal are applied equally to positions.	7	9.3	13	17.3	35	46.7	14	18.7	6	8.0
Gender identity										
Men	4	10.0	8	20.0	23	57.5	3	7.5	2	5.0
Women	3	8.8	4	11.8	12	35.3	11	32.4	4	11.8
Clear expectations of my responsibilities exist.	9	11.5	39	50.0	12	15.4	14	17.9	4	5.1
Gender identity										
Men	6	14.3	23	54.8	6	14.3	5	11.9	2	4.8
Women	3	8.6	15	42.9	6	17.1	9	25.7	2	5.7
I have job security.	6	7.7	18	23.1	17	21.8	20	25.6	17	21.8
Gender identity										
Men	5	11.9	8	19.0	8	19.0	13	31.0	8	19.0
Women	1	2.9	9	25.7	9	25.7	7	20.0	9	25.7

Note: Table reports responses only from Faculty (research/teaching) respondents ($n = 82$).

Table 83 illustrates that 92% ($n = 72$) of Faculty (research/teaching) respondents “strongly agreed” or “agreed” that research was valued by EMS, and 61% ($n = 46$) of Faculty (research/teaching) respondents “strongly agreed” or “agreed” that teaching was valued by EMS. Forty-eight percent ($n = 20$) of Men Faculty (research/teaching) respondents and 43% ($n = 15$) of Women Faculty (research/teaching) respondents “strongly agreed” that research was valued by EMS.

Fifteen percent ($n = 6$) of Men Faculty (research/teaching) respondents and 9% ($n = 3$) of Women Faculty (research/teaching) respondents “strongly agreed” that teaching was valued by EMS.

Table 82. Faculty (research/teaching) Respondents’ Perceptions of Workplace Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by EMS.	35	44.9	37	47.4	3	3.8	3	3.8	0	0.0
Gender identity										
Men	20	47.6	18	42.9	3	7.1	1	2.4	0	0.0
Women	15	42.9	18	51.4	0	0.0	2	5.7	0	0.0
Teaching is valued by EMS.	9	12.0	37	49.3	18	24.0	8	10.7	3	4.0
Gender identity										
Men	6	15.0	22	55.0	9	22.5	3	7.5	0	0.0
Women	3	8.8	14	41.2	9	26.5	5	14.7	3	8.8

Note: Table reports responses only from Faculty (research/teaching) respondents ($n = 82$).

Thirteen percent ($n = 10$) of Faculty (research/teaching) respondents “strongly agreed” or “agreed” that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 84). Fourteen percent ($n = 6$) of Men Faculty (research/teaching) respondents and 11% ($n = 4$) of Women Faculty (research/teaching) respondents “strongly disagreed” with the statement.

Twenty-three percent ($n = 18$) of Faculty (research/teaching) respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Seven percent ($n = 3$) of Men Faculty (research/teaching) respondents and 11% ($n = 4$) of Women Faculty (research/teaching) respondents “strongly agreed” with the statement.

Twenty-nine percent ($n = 22$) of Faculty (research/teaching) respondents “strongly agreed” or “agreed” that they felt pressured to do extra work that was uncompensated. Thirteen percent ($n = 5$) of Men Faculty (research/teaching) respondents and 14% ($n = 5$) of Women Faculty (research/teaching) respondents “strongly agreed” with the statement.

Thirty percent ($n = 23$) of Faculty (research/teaching) respondents “strongly agreed” or “agreed” that their opinions were taken seriously by senior administrators. Forty percent ($n = 14$) of Women Faculty (research/teaching) respondents and 20% ($n = 8$) of Men (research/teaching) respondents “disagreed” that their opinions were taken seriously by senior administrators.

Table 83. Faculty (research/teaching) Respondents’ Perceptions of Workplace Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	3	3.8	7	9.0	30	38.5	28	35.9	10	12.8
Gender identity										
Men	1	2.4	2	4.8	14	33.3	19	45.2	6	14.3
Women	2	5.7	5	14.3	15	42.9	9	25.7	4	11.4
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	7	9.1	11	14.3	32	41.6	20	26.0	7	9.1
Gender identity										
Men	3	7.3	5	12.2	19	46.3	12	29.3	2	4.9
Women	4	11.4	6	17.1	12	34.3	8	22.9	5	14.3
Pressured to do extra work that is uncompensated.	10	13.2	12	15.8	22	28.9	22	28.9	10	13.2
Gender identity										
Men	5	12.5	4	10.0	10	25.0	14	35.0	7	17.5
Women	5	14.3	8	22.9	11	31.4	8	22.9	3	8.6

Table 83. Faculty (research/teaching) Respondents’ Perceptions of Workplace Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Non-tenure-track faculty opinions are taken seriously by senior administrators.	3	3.9	20	26.0	27	35.1	22	28.6	5	6.5
Gender identity										
Men	2	4.9	14	34.1	16	39.0	8	19.5	1	2.4
Women	1	2.9	6	17.1	10	28.6	14	40.0	4	11.4

Note: Table reports responses only from Faculty (research/teaching) respondents (*n* = 82).

Qualitative comments analyses. Twenty-seven Faculty (research/teaching) respondents elaborated on their experiences at EMS. The theme that emerged described concerns with job security owing to a lack of funding or resources.

Job Security. This theme highlighted ambiguity in knowing whether Faculty (research/teaching) respondents would be funded or continuously employed. One respondent noted, “I don’t actually know if I have job security” when referencing the uneven power dynamics between teaching and tenure-line faculty. Another respondent wrote, “I do not feel as though my job is secure. My contract could be canceled at any time. This causes additional stress given the need to support a family, pay a mortgage, etc.” Comparatively, another respondent stated, “My annual contract clearly states that I can be terminated at any time for any reason. That is not job security.”

A few respondents spoke about the lack of permanent positions and provided suggestions on ways to mitigate the challenges and uneasiness created by the lack of job security. One respondent explained, “There is absolutely no job security because there is no source of gap funding available, nor any instances of non-tenured positions being converted except in the instances of spousal hires. The existence of an entry ramp for non-tenured folks to permanent position would do wonders, even if it was only infrequently used.” Another respondent explained the value in retaining fixed-term faculty and offered the following comments regarding job security, “There is no funding safety net for fixed-term faculty and staff. Expertise and experience are lost when employees leave during lean times. Financially supporting these employees while they attempt to secure funding is beneficial to all.”

Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to the faculty workplace environment (Table 85). Frequencies and differences based on gender identity, racial identity, citizenship status, military status, and religious affiliation are provided.⁶⁴

Fifty-five percent ($n = 90$) of Faculty respondents “strongly agreed” or “agreed” that salaries for tenure-track faculty positions were competitive. Eight percent ($n = 8$) of Men Faculty respondents and 9% ($n = 5$) of Women Faculty respondents “strongly agreed” with the statement.

Thirty percent ($n = 49$) of Faculty respondents “strongly agreed” or “agreed” that salaries for non-tenure-track faculty were competitive. Three percent ($n = 3$) of Men Faculty respondents and 7% ($n = 4$) of Women Faculty respondents “strongly disagreed” with the statement.

Fifty-six percent ($n = 96$) of Faculty respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. Fifteen percent ($n = 9$) of Women Faculty respondents and 5% ($n = 5$) of Men Faculty respondents “strongly agreed” that health insurance benefits were competitive.

Twenty-six ($n = 43$) of Faculty respondents “strongly agreed” or “agreed” that child care benefits were competitive. Seven percent ($n = 7$) of Men Faculty respondents and 3% ($n = 2$) of Women Faculty respondents “strongly disagreed” with the statement.

Fifty-nine percent ($n = 99$) of Faculty respondents “strongly agreed” or “agreed” that retirement/supplemental benefits were competitive. Nine percent ($n = 9$) of Men Faculty respondents and 16% ($n = 10$) of Women Faculty respondents “strongly agreed” with the statement.

⁶⁴ At the request of the EAWG, some data were subject to descriptive analyses (i.e., frequency analyses) as the sample sizes were too small to conduct significance testing. In such cases, unless noted, readers are cautioned that any apparent group differences may not be actual differences as statistical significance could not be determined.

Table 84. Faculty Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	13	7.9	77	46.7	51	30.9	20	12.1	4	2.4
Gender identity										
Men	8	8.1	44	44.4	30	30.3	13	13.1	4	4.0
Women	5	8.5	29	49.2	21	35.6	4	6.8	0	0.0
Salaries for non-tenure-track faculty are competitive.	2	1.2	47	29.0	80	49.4	26	16.0	7	4.3
Gender identity										
Men	1	1.0	24	24.7	53	54.6	16	16.5	3	3.1
Women	1	1.7	21	35.6	23	39.0	10	16.9	4	6.8
Health insurance benefits are competitive.	14	8.2	81	47.6	47	27.6	19	11.2	9	5.3
Gender identity										
Men	5	4.9	54	52.9	28	27.5	9	8.8	6	5.9
Women	9	14.8	25	41.0	16	26.2	10	16.4	1	1.6
Child care benefits are competitive.	2	1.2	41	24.4	89	53.0	27	16.1	9	5.4
Gender identity										
Men	0	0.0	26	26.0	51	51.0	16	16.0	7	7.0
Women	2	3.3	14	23.0	35	57.4	8	13.1	2	3.3
Retirement/supplemental benefits are competitive.	19	11.2	80	47.3	52	30.8	14	8.3	4	2.4
Gender identity										
Men	9	8.9	46	45.5	32	31.7	12	11.9	2	2.0
Women	10	16.4	29	47.5	19	31.1	1	1.6	2	3.3

Note: Table reports responses only from Faculty respondents (*n* = 175).

Twenty-four percent (*n* = 41) of Faculty respondents “strongly agreed” or “agreed” that EMS provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 86). Eight percent (*n* = 8) of Men Faculty respondents and 7% (*n* = 4) of Women Faculty respondents “strongly disagreed” with the statement.

Sixty-eight percent ($n = 117$) of Faculty respondents “strongly agreed” or “agreed” that EMS provided adequate resources to accomplish their work (e.g., office space, lab space, administrative support). Twenty-three percent ($n = 24$) of Men Faculty respondents and 26% ($n = 16$) of Women Faculty respondents “strongly agreed” with the statement.

Seventy-one percent ($n = 122$) of Faculty respondents “strongly agreed” or “agreed” that EMS provided adequate IT support to accomplish their work. Eighteen percent ($n = 19$) of Men Faculty respondents and 26% ($n = 16$) of Women Faculty respondents “strongly agreed” with the statement.

Fifty-nine percent ($n = 101$) of Faculty respondents “strongly agreed” or “agreed” that their colleagues included them in opportunities that would help their career as much as they did others in their position. Ten percent ($n = 10$) of Men Faculty respondents and 11% ($n = 7$) of Women Faculty respondents “strongly agreed” with the statement.

Fifty percent ($n = 87$) of Faculty respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. Eleven percent ($n = 11$) of Men Faculty respondents and 13% ($n = 8$) of Women Faculty respondents “strongly agreed” with the statement.

Forty-two percent ($n = 71$) of Faculty respondents “strongly agreed” or “agreed” that EMS provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, and traveling). Seven percent ($n = 7$) of Men Faculty respondents and 13% ($n = 8$) of Women Faculty respondents “strongly agreed” with the statement.

Table 85. Faculty Respondents’ Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
EMS provides adequate resources to help me manage work-life balance.	2	1.2	39	22.9	82	48.2	33	19.4	14	8.2
Gender identity										
Men	0	0.0	23	22.5	51	50.0	20	19.6	8	7.8
Women	2	3.2	14	22.6	31	50.0	11	17.7	4	6.5

Table 85. Faculty Respondents’ Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
EMS provides adequate resources to accomplish my work.	42	24.3	75	43.4	21	12.1	29	16.8	6	3.5
Gender identity										
Men	24	23.1	42	40.4	14	13.5	21	20.2	3	2.9
Women	16	25.8	31	50.0	7	11.3	7	11.3	1	1.6
EMS provides me with adequate IT support to accomplish my work.	36	20.8	86	49.7	21	12.1	25	14.5	5	2.9
Gender identity										
Men	19	18.3	51	49.0	14	13.5	18	17.3	2	1.9
Women	16	25.8	31	50.0	7	11.3	6	9.7	2	3.2
My colleagues include me in opportunities that will help my career as much as they did others in my position.	19	11.1	82	48.0	45	26.3	21	12.3	4	2.3
Gender identity										
Men	10	9.8	48	47.1	31	30.4	11	10.8	2	2.0
Women	7	11.3	33	53.2	12	19.4	9	14.5	1	1.6
The performance evaluation process is clear.	20	11.6	67	38.7	45	26.0	29	16.8	12	6.9
Gender identity										
Men	11	10.6	46	44.2	26	25.0	16	15.4	5	4.8
Women	8	12.9	20	32.3	17	27.4	13	21.0	4	6.5
EMS provides me with resources to pursue professional development.	15	8.8	56	32.7	46	26.9	39	22.8	15	8.8
Gender identity										
Men	7	6.9	33	32.4	30	29.4	23	22.5	9	8.8
Women	8	12.9	21	33.9	15	24.2	15	24.2	3	4.8

Note: Table reports responses only from Faculty respondents (*n* = 175).

As noted in Table 87, 58% (*n* = 101) of Faculty respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at EMS. 19% (*n* = 20) of Men Faculty respondents and 10% (*n* = 6) of Women Faculty respondents “strongly agreed” with the statement.

Seventy-four percent ($n = 128$) of Faculty respondents “strongly agreed” or “agreed” that EMS was a good place to work. Twenty-two percent ($n = 23$) of Men Faculty respondents and 23% ($n = 14$) of Women Faculty respondents “strongly agreed” with the statement.

Sixty-one percent ($n = 105$) of Faculty respondents “strongly agreed” or “agreed” that they had job security. Twenty-eight percent ($n = 29$) of Men Faculty respondents and 26% ($n = 16$) of Women Faculty respondents “strongly agreed” with the statement.

Table 86. Faculty Respondents’ Perceptions of Workplace Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Positive about my career opportunities at EMS.	27	15.6	74	42.8	48	27.7	18	10.4	6	3.5
Gender identity										
Men	20	19.2	46	44.2	25	24.0	10	9.6	3	2.9
Women	6	9.7	26	41.9	21	33.9	8	12.9	1	1.6
I would recommend EMS as a good place to work.	39	22.5	89	51.4	35	20.2	5	2.9	5	2.9
Gender identity										
Men	23	22.1	53	51.0	22	21.2	4	3.8	2	1.9
Women	14	22.6	35	56.5	11	17.7	1	1.6	1	1.6
I have job security.	46	26.9	59	34.5	24	14.0	25	14.6	17	9.9
Gender identity										
Men	29	27.9	38	36.5	16	15.4	15	14.4	6	5.8
Women	16	26.2	18	29.5	8	13.1	9	14.8	10	16.4

Note: Table reports responses only from Faculty respondents ($n = 175$).

Qualitative comments analyses. Thirty-one respondents elaborated on their feelings as Faculty, Postdoctoral Scholars/Fellows, and Administrators with Faculty Rank at EMS. Themes that emerged from respondents included: feelings about employee benefits, the lack of resources (facilities, staff, and support), and lack of opportunities for promotion or professional development.

Employee Benefits. Faculty respondents who mentioned benefits package commented on the decrease in coverage but increase in cost. One respondent noted, “Here I would like to note that the health benefits have increased a lot in upfront costs and decreasing in coverage. The retirement benefits are awesome, though!” Another Faculty respondent expressed, “The quality of health insurance has decreased dramatically in the last 20 years. My out-of-pocket expenses for minor health issues are unacceptably high.”

Some Faculty respondents also expressed concern with the health care provider. One respondent noted, “The switch to Aetna has not been beneficial. As PSU self-insures, it is disappointing that the university seems more interested in cost saving than providing reputable and reliable insurance for employees.” Similarly, another respondent wrote, “[T]he health insurance here is really expensive and Aetna is not a strong insurance provider. I realize that insurance is expensive to provide but I have had better insurance at other universities.” A respondent whose reply differed from those highlighted above noted the lack of mental health services for postdoctoral scholars. The respondent shared, “University mental health services for postdocs are nonexistent - we fall in a non-student but non-faculty position, meaning we are left to investigate services in the community - but these are often full, and it took me months to find a therapist. That is not necessarily a college problem, but it is a university problem.”

Lack of Resources. Faculty respondents who elaborated on the lack of resources provided by Penn State EMS remarked about the inadequate facilities, platforms, and support staff. One respondent shared, “Office space is fine. Laboratory facilities and technical staff are lacking.” Similarly, another respondent explained how the inadequacies in facilities have obstructed research performance. This respondent noted, “The teaching and research performed in my department are severely hampered by the facilities, specifically, the building. Elevators are routinely out of service, sometimes even all of the elevators in the building, which has posed real accessibility issues in a few cases. Water leaks from the ceiling onto my desk on occasion. The temperature in my office is almost never between 60-75 degrees F. In the past 12 months, I've had to shut my research down for a total of 38 working days because of overheated computers owing to my office reaching 90 deg F and/or standing water on my floor.” In one case, a respondent noted the location of the facilities as a challenge. The respondent wrote, “Labs are on the other side of campus, this creates significant problems in conducting good quality research.

The Hosler building has some undergraduate labs, but other faculty (outside of EME) have labs in this building. Would be very useful to have EME research labs in an updated building.”

Additional challenges regarding the lack of resources provided by Penn State EMS centered on IT and technical support. One Faculty respondent commented, “Technical support (instrumentation, field work) and IT support could both be more robust.” Similarly, a respondent commented, “The IT support was far superior when my department had its own IT person instead of the collection of IT folks in Deike.” Dissimilar to the previous respondents, one respondent expressed overall satisfaction with EMS’s IT but noted Penn State’s overall IT as poor. This respondent wrote, “IT in EMS is good but overall IT at PSU is poor. There are too many situations where important platforms are changed/installed/rolled-out without proper testing and preparation.”

Lack of Opportunity. Faculty respondents who elaborated on the lack of opportunity spoke about advancement within Penn State EMS or professional development offered. One respondent explained, “EME provides zero support for professional development.” Another respondent offered, “I have not been provided funding for professional development for over 3 years.” Similarly, another respondent wrote, “I have never been offered any resources for professional development.”

Additional comments regarding the lack of opportunities provided by EMS focused on career development, collaboration, and/or advancement. A respondent who commented on the lack of opportunity for non-tenured faculty wrote, “There are very, very few opportunities and career paths for non-tenured faculty who have made a career here (over 10 yrs).” While another respondent who addressed the challenges with collaborating within the college noted, “During most of my time here, I feel my colleagues have been disinterested in my success or retention or career development. Not negative, just apathetic. There are, of course, a few specific exceptions to this, but most faculty seem to focus on their own particular programmatic area and are not willing to engage in the effort to identify new opportunities for collaborative interdisciplinary work.” Another respondent who also addressed the lack of opportunity for collaboration within the College mentioned, “The only negative thing I can say about research in my department is that some areas are more valued and have more opportunities than others. I've been here over 15

years and I have never been included in someone else's grant proposal even though I have included numerous colleagues on my grants.”

Seventy-six percent ($n = 132$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by faculty in their department/program (Table 88). Twenty-seven percent ($n = 28$) of Men Faculty respondents and 32% ($n = 20$) of Women Faculty respondents “strongly agreed” with the statement.

Seventy-two percent ($n = 123$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by their department/program chairs. Thirty-eight percent ($n = 39$) of Men Faculty respondents and 30% ($n = 18$) of Women Faculty respondents “strongly agreed” with the statement.

Seventy-six percent ($n = 132$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by staff in their department/program. Thirty-nine percent ($n = 40$) of Men Faculty respondents and 33% ($n = 21$) of Women Faculty respondents “strongly agreed” with the statement.

Sixty-six percent ($n = 114$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by staff in EMS. Thirty-two percent ($n = 33$) of Men Faculty respondents and 32% ($n = 20$) of Women Faculty respondents “strongly agreed” with the statement.

Sixty-one percent ($n = 103$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by other faculty at EMS. Twenty-one percent ($n = 21$) of Men Faculty respondents and 19% ($n = 12$) of Women Faculty respondents “strongly agreed” with the statement.

Seventy-eight percent ($n = 129$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by students in the classroom. Twenty-eight percent ($n = 28$) of Men Faculty respondents and 22% ($n = 13$) of Women Faculty respondents “strongly agreed” with the statement.

Fifty-nine percent ($n = 101$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by EMS senior administrators (e.g., dean, provost). Twenty-six percent ($n = 27$) of Men

Faculty respondents and 25% ($n = 15$) of Women Faculty respondents “strongly agreed” with the statement.

Table 87. Faculty Respondents’ Feelings of Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	50	28.7	82	47.1	20	11.5	20	11.5	2	1.1
Gender identity										
Men	28	26.9	52	50.0	15	14.4	9	8.7	0	0.0
Women	20	31.7	27	42.9	5	7.9	11	17.5	0	0.0
I feel valued by my department/program chair.	60	35.3	63	37.1	21	12.4	20	11.8	6	3.5
Gender identity										
Men	39	37.9	37	35.9	13	12.6	11	10.7	3	2.9
Women	18	29.5	25	41.0	7	11.5	8	13.1	3	4.9
I feel valued by staff in my department/program.	64	37.0	68	39.3	34	19.7	6	3.5	1	0.6
Gender identity										
Men	40	38.8	37	35.9	22	21.4	3	2.9	1	1.0
Women	21	33.3	28	44.4	11	17.5	3	4.8	0	0.0
I feel valued by staff at EMS.	55	31.8	59	34.1	51	29.5	6	3.5	2	1.2
Gender identity										
Men	33	32.0	32	31.1	33	32.0	4	3.9	1	1.0
Women	20	31.7	23	36.5	17	27.0	2	3.2	1	1.6
I feel valued by other faculty at EMS.	34	20.1	69	40.8	53	31.4	12	7.1	1	0.6
Gender identity										
Men	21	20.6	40	39.2	34	33.3	7	6.9	0	0.0
Women	12	19.4	27	43.5	17	27.4	5	8.1	1	1.6
I feel valued by students in the classroom.	45	27.3	84	50.9	34	20.6	2	1.2	0	0.0
Gender identity										
Men	28	28.0	50	50.0	21	21.0	1	1.0	0	0.0
Women	13	22.0	33	55.9	12	20.3	1	1.7	0	0.0

Table 87. Faculty Respondents’ Feelings of Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by EMS senior administrators (e.g., dean, provost).	43	25.1	58	33.9	54	31.6	11	6.4	5	2.9
Gender identity										
Men	27	26.2	34	33.0	32	31.1	8	7.8	2	1.9
Women	15	24.6	21	34.4	21	34.4	3	4.9	1	1.6

Note: Table reports responses only from Faculty respondents (*n* = 175).

Table 89 depicts Faculty respondents’ attitudes about certain aspects of the environment in their departments/programs and at EMS. A higher percentage of Men Faculty respondents (25%, *n* = 25) than Women Faculty respondents (12%, *n* = 7) “strongly disagreed” that faculty in their departments/program prejudged their abilities based on their perception of their identity/background.

Additionally, a higher percentage of Men Faculty respondents (37%, *n* = 37) than Women Faculty respondents (16%, *n* = 10) “strongly disagreed” that their department/program chairs prejudged their abilities based on their perception of their identity/background.

Fifteen percent (*n* = 15) of Men Faculty respondents and 11% (*n* = 7) of Women Faculty respondents “strongly agreed” that EMS encouraged free and open discussion of difficult topics.

Table 88. Faculty Respondents’ Perception of Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	7	4.2	31	18.6	40	24.0	55	32.9	34	20.4
Gender identity ^{xx}										
Men	2	2.0	16	15.8	20	19.8	38	37.6	25	24.8
Women	4	6.7	14	23.3	19	31.7	16	26.7	7	11.7

Table 88. Faculty Respondents' Perception of Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that my department/program chair prejudices my abilities based on their perception of my identity/background.	4	2.4	19	11.3	42	25.0	53	31.5	50	29.8
Gender identity ^{xxi}										
Men	3	3.0	10	9.9	20	19.8	31	30.7	37	36.6
Women	0	0.0	9	14.8	21	34.4	21	34.4	10	16.4
I believe that EMS encourages free and open discussion of difficult topics.	23	13.5	76	44.7	38	22.4	28	16.5	5	2.9
Gender identity										
Men	15	14.9	45	44.6	22	21.8	17	16.8	2	2.0
Women	7	11.3	29	46.8	15	24.2	9	14.5	2	3.2

Note: Table reports responses only from Faculty respondents (*n* = 175).

Seventy-one percent (*n* = 122) of Faculty respondents “strongly agreed” or “agreed” that their research/scholarship activity was valued (Table 90). Thirty-one percent (*n* = 32) of Men Faculty respondents and 25% (*n* = 16) of Women Faculty respondents “strongly agreed” with the statement.

Sixty-one percent (*n* = 100) of Faculty respondents “strongly agreed” or “agreed” that their teaching was valued. Nineteen percent (*n* = 19) of Men Faculty respondents and 15% (*n* = 9) of Women Faculty respondents “strongly agreed” with the statement.

Fifty-eight percent (*n* = 99) of Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued. Seventeen percent (*n* = 17) of Men Faculty respondents and 15% (*n* = 9) of Women Faculty respondents “strongly agreed” with the statement.

Sixty-one percent (*n* = 103) of Faculty respondents “strongly agreed” or “agreed” that faculty opinions were considered in EMS decision-making. Twelve percent (*n* = 12) of Men Faculty respondents and 21% (*n* = 13) of Women Faculty respondents “strongly agreed” with the statement.

Table 89. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my research/scholarship activity is valued.	51	29.5	71	41.0	29	16.8	18	10.4	4	2.3
Gender identity										
Men	32	31.1	45	43.7	15	14.6	9	8.7	2	1.9
Women	16	25.4	25	39.7	14	22.2	7	11.1	1	1.6
I feel that my teaching is valued.	29	17.7	71	43.3	43	26.2	19	11.6	2	1.2
Gender identity										
Men	19	19.2	45	45.5	21	21.2	13	13.1	1	1.0
Women	9	15.3	23	39.0	20	33.9	6	10.2	1	1.7
I feel that my service contributions were valued.	27	15.7	72	41.9	46	26.7	21	12.2	6	3.5
Gender identity										
Men	17	16.5	47	45.6	26	25.2	10	9.7	3	2.9
Women	9	14.5	25	40.3	16	25.8	10	16.1	2	3.2
I feel that faculty opinions are considered in EMS decision-making.	25	14.9	78	46.4	36	21.4	25	14.9	4	2.4
Gender identity										
Men	12	12.0	51	51.0	20	20.0	15	15.0	2	2.0
Women	13	21.3	25	41.0	14	23.0	8	13.1	1	1.6

Note: Table reports responses only from Faculty respondents (*n* = 175).

^{xx} A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they felt that faculty in their department/program prejudged their abilities based on their identity/background by gender identity: $\chi^2(4, N = 161) = 10.1, p < .05$.

^{xxi} A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they felt that their department/program chair prejudged their abilities based on their identity/background by gender identity: $\chi^2(4, N = 162) = 11.3, p < .05$.

Faculty and Staff Respondents Who Have Seriously Considered Leaving EMS

Twenty-nine percent ($n = 259$) of all respondents had seriously considered leaving EMS, including 54% ($n = 94$) of Faculty respondents and 52% ($n = 57$) of Staff respondents (Figure 33).

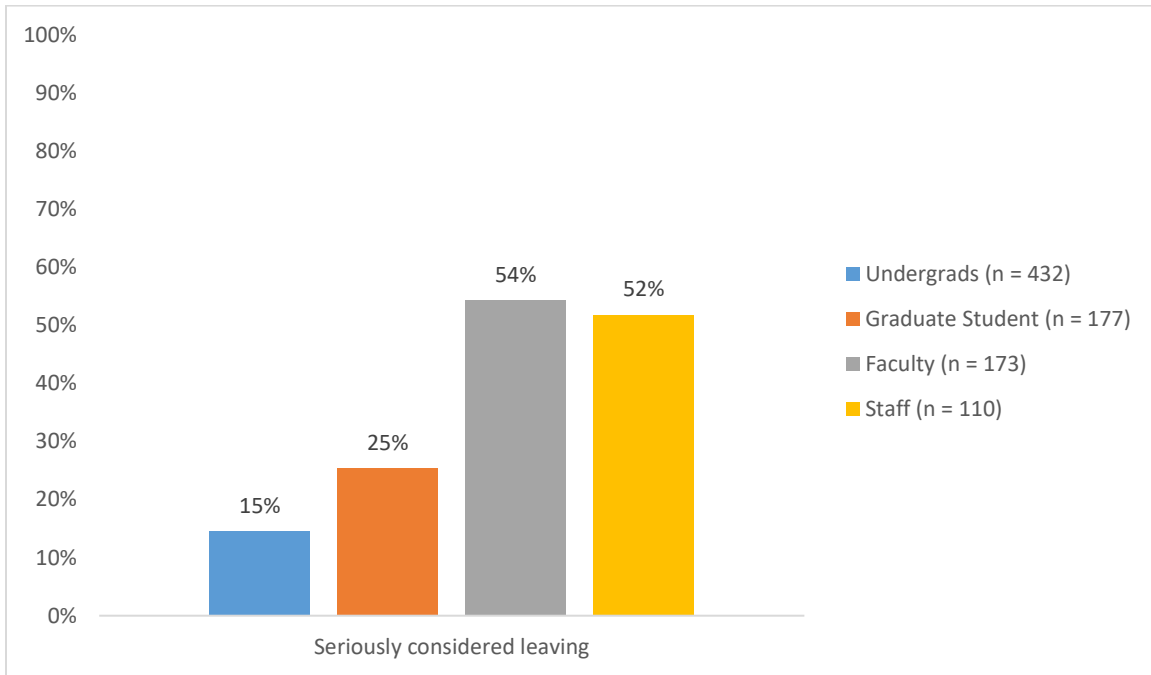


Figure 33. Respondents Who Had Seriously Considered Leaving EMS (%)

Twenty-six percent ($n = 29$) of those Staff respondents who seriously considered leaving did so because of low salary/pay rate and 23% ($n = 25$) seriously considered leaving because of limited opportunities for advancement (Table 91). Seventeen percent ($n = 19$) of those Staff respondents who seriously considered leaving did so because the environment was not welcoming. Other reasons included tension with supervisor/manager (16%, $n = 17$), increased workload (15%, $n = 16$), and interested in position at another institution (13%, $n = 14$). “Other” responses submitted by respondents included “commute,” “I was told that creative people don’t get things done even though my performance reviews were always above average,” and “politics within EMS leadership.”

Table 90. Reasons Why Staff Respondents Considered Leaving EMS

Reason	<i>n</i>	%
Low salary/pay rate	29	26.4

Table 90. Reasons Why Staff Respondents Considered Leaving EMS

Reason	<i>n</i>	%
Limited advancement opportunities	25	22.7
Environment not welcoming	19	17.3
Tension with supervisor/manager	17	15.5
Increased workload	16	14.5
Interested in a position at another institution	14	12.7
Tension with coworkers	11	10.0
Lack of professional development opportunities	10	9.1
Recruited or offered a position at another institution/organization	7	6.4
Job instability (e.g., uncertain future funding)	7	6.4
Lack of institutional support (e.g., technical support, laboratory space/equipment)	5	4.5
Personal reasons (e.g., medical, mental health, family emergencies)	3	2.7
Local community climate not welcoming	3	2.7
Relocation	3	2.7
Family responsibilities	1	0.9
Spouse or partner unable to find suitable employment	1	0.9
Lack of benefits	1	0.9
Local community did not meet my (my family) needs	0	0.0
Spouse or partner relocated	0	0.0
A reason not listed above	15	13.6

Note: Table reports responses only from Staff respondents who indicated on the survey that they had seriously considered leaving EMS (*n* = 57).

Subsequent analyses were run for Staff respondents by gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. No statistically significant difference was found between groups.

Thirty-seven percent (*n* = 35) of those Faculty respondents who seriously considered leaving did so because of interest in a position at another institution, and 32% (*n* = 30) of those Faculty respondents who seriously considered leaving did so because they were recruited or offered a position at another institution/organization (Table 92). Thirty percent (*n* = 28) of those Faculty respondents who seriously considered leaving did so each because of a lack of institutional support (e.g., technical support, laboratory space/equipment) and job instability (e.g., uncertain future funding). Other reasons included low salary/pay rate (27%, *n* = 25), limited advancement opportunities (23%, *n* = 22), and increased workload (21%, *n* = 20). “Other” responses submitted

by respondents included “better employment opportunities for spouse,” “burnout, stress,” “feeling that PSU/EMS is not as focused on excellence as it should be,” and “I feel that PSU is very male-oriented in terms of reward structure and the hierarchy and I got tired of it.”

Table 91. Reasons Why Faculty Respondents Considered Leaving EMS

Reason	<i>n</i>	%
Interest in a position at another institution	35	37.2
Recruited or offered a position at another institution/organization	30	31.9
Lack of institutional support (e.g., technical support, laboratory space/equipment)	28	29.8
Job instability (e.g., uncertain future funding)	28	29.8
Low salary/pay rate	25	26.6
Limited advancement opportunities	22	23.4
Increased workload	20	21.3
Environment not welcoming	15	16.0
Tension with supervisor/manager	14	14.9
Lack of professional development opportunities	13	13.8
Tension with coworkers	12	12.8
Family responsibilities	9	9.6
Personal reasons (e.g., medical, mental health, family emergencies)	9	9.6
Spouse or partner unable to find suitable employment	9	9.6
Local community did not meet my (my family) needs	8	8.5
Local community climate not welcoming	6	6.4
Lack of benefits	4	4.3
Spouse or partner relocated	3	3.2
Relocation	2	2.1
A reason not listed above	16	17.0

Note: Table reports responses only from Faculty respondents who indicated on the survey that they had seriously considered leaving EMS (*n* = 94).

Subsequent analyses were run for Faculty respondents by gender identity⁶⁵, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation.⁶⁶ A statistically higher percentage of Women Faculty respondents (65%, *n* = 41) seriously considered

⁶⁵ Per the EAWG, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women, and race was recoded as People of Color (People of Color and Multiracial) and White.

⁶⁶ At the request of the EAWG, some data were subject only to descriptive analyses (i.e., frequency analyses) as the sample sizes were too small to conduct significance testing. In such cases, unless noted, readers are cautioned that any apparent group differences may not be actual differences as statistical significance could not be determined.

leaving EMS than Men Faculty respondents (48%, $n = 49$).^{xxii} A statistically higher percentage of U.S. Citizen Faculty respondents (57%, $n = 68$) seriously considered leaving EMS than Visa Holder Faculty respondents (21%, $n = 3$).^{xxiii} No statistically significant differences were found by racial identity, sexual identity, disability status, military status, or religious affiliation.

Qualitative comments analyses. Ninety respondents elaborated on why they considered leaving EMS. Respondents varied in their affiliation within EMS. Themes that emerged among Employee respondents included: better offers/opportunities, challenges regarding compensation, hostile work environment, and feeling unsupported or unwelcomed.

Better Offers/Opportunities. Respondents expressed that they considered leaving EMS for better offers or opportunities. One respondent indicated they were “simply exploring alternative advancement positions.” Another respondent expressed, “I also had multiple job offers where my family was looking to relocate.” Moreover, some respondents who considered leaving for better offers or opportunities indicated, “I considered a promotion to an administrative position that would not be available to me here” or “There were a couple of job postings for other areas/colleges that really interested me and where I would like for my PSU career to go.” While not all positions that respondents considered were outside of the university, one respondent expressed, “I have and will always consider looking for other positions at PSU to see if I can get a higher-level position with better pay.” Similarly, another respondent noted, “I reached the limit of the position I was in and was looking for other opportunities. I had an offer for a position elsewhere at the university, but instead worked with others in the college to broaden my role.”

Compensation. Respondents pointed to compensation as another reason for leaving. One respondent indicated, “The financial burden of the student loans required to get a PHD, relative to the low pay for this position, make supporting a family on these wages extremely difficult.” Similarly, another respondent noted, “The cost of living in the State College area is expensive.” This respondent also expressed, “I work 3-4 other part time jobs / consulting to offset the pay differential between my current position and my previous position.”

Respondents also noted the challenges in getting a pay raise. One respondent wrote, “It's difficult to work hard all year long, struggle through an evaluation process that has little promise of benefit, and then receive a miniscule raise. A half percent/one percent raise does little to

incentivize.” Another respondent, with similar comments explained, “The pay increases for staff are minimal. The only way to receive a pay increase is to move to a higher position. When you are happy in your position and do your job well you shouldn't have move to just to receive a fair pay increase.” Collectively, respondents shared a myriad of concerns with regard to compensation. In summary, one respondent noted, “The pay rate was lower than what I expected. The local area is quite expensive to live in. The over \$400 to park here is a little absurd. There doesn't seem to be much room for movement.”

Hostile Work Environment. Respondents indicated they considered leaving because of a hostile or unhealthy work environment. Multiple respondents identified bullying as their reason for considering leaving. One respondent indicated, “Another faculty member was bullying me.” Similarly, another staff respondent shared, “Direct supervisor will not listen. Bullies employees does not keep information confidential.” Other concerns reported included an instance where the “supervisor tended to belittle people occasionally when he was upset.” This respondent further explained, “His behavior improved with time, but there was no effective way to address it.” Respondents also elaborated, “I have had issues with my direct supervisor for a few years now. She treats me unfairly and seems to enjoy making an example of me. I am bullied.”

Unwelcome/Unsupported. Faculty and Staff respondents also identified feelings of being excluded, not belonging, or unsupported as reasons they considered leaving EMS. A respondent wrote that they “did not feel fully welcome in my department.” Another respondent elaborated about the culture within their department and shared, “Departmental culture [is] very rigid and personalistic (if you are seen favorably by the department chair and have a personal relationship with them, you benefit and if you don't, you are sort of on the outside of everything). All major decisions made behind the scenes, and only some TTF are allowed back there, so to speak.” Additionally, a respondent noted, “One particular person in a position of managerial authority over staff (not over me, however) caused a very tense and unwelcoming work environment.” Another respondent described feeling excluded based upon the culture of the department. This respondent expressed “not having much in common” with others in the department. Moreover, the respondent commented, “[There are] no other non-family oriented professors in my unit leading to lack of a feeling of how I fit in and exclusion from social opportunities oriented around young families.” Similarly, another respondent noted, “It's hard to make friends here.”

Summary. The results from this section suggest that most Faculty and Staff respondents generally hold positive attitudes about EMS policies and processes. With regard to discriminatory employment practices, 18% ($n = 52$) of Faculty and Staff respondents had observed unfair or unjust hiring, 5% ($n = 14$) had observed unfair or unjust disciplinary actions, and 16% ($n = 45$) had observed unfair or unjust promotion, tenure, reappointment, and/or reclassification practices. Nepotism/cronyism, gender/gender identity, position status, and ethnicity were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they had supervisors or colleagues/coworkers who gave them job/career advice or guidance when they needed it; that their supervisors provided adequate support for them to manage work-life balance; that they were included in opportunities that would help their careers as much as others in similar positions; that they were given a reasonable time frame to complete assigned responsibilities; that they were able to complete their assigned duties during scheduled hours; that their supervisors and EMS were supportive of flexible work schedules; that their supervisors were supportive of their taking leave; that their supervisors and EMS provided them with resources to pursue training/professional development opportunities; and that EMS provided them with adequate resources and IT support to accomplish their work. Less than positive attitudes were also expressed by Staff respondents. For example, only 25% ($n = 27$) of Staff respondents felt that clear procedures existed on how they could advance at EMS. Additionally, less than half of Staff respondents felt positively about their career opportunities at EMS (41%, $n = 45$) and agreed that staff opinions were valued on EMS committees (46%, $n = 49$) and by EMS faculty and administration (43%, $n = 46$). The majority of Staff respondents also did not agree that salary and child care benefits were competitive. Differences by staff status existed insofar as Women Staff respondents disclosed less positive perceptions of the campus environment than did their Men Staff respondent counterparts.

A majority of Faculty (tenure-line) and Faculty (research/teaching) respondents agreed that their research and teaching were valued by EMS. In addition, most of the Faculty (tenure-line) respondents agreed that the criteria for tenure were clear, and 55% ($n = 51$) of Faculty (tenure-line) respondents expressed that the criteria for promotion to professor were clear. Most Faculty respondents felt positively about their career opportunities at EMS, and the majority of Faculty

respondents felt valued by other EMS faculty, students in the classroom, EMS senior administrators, and staff. Also, most Faculty respondents agreed that EMS was a good place to work. However, some Faculty (tenure-line) respondents expressed views that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations and that they performed more work to help students than did their colleagues.

Fifty-four percent ($n = 173$) of Faculty respondents and 52% ($n = 110$) of Staff respondents had seriously considered leaving EMS in the past year. The top reasons why Faculty and Staff respondents had seriously considered leaving included low salary/pay rate, limited opportunities for advancement, an environment that was not welcoming, tension with supervisor/manager, increased workload, a lack of institutional support, being interested in a position at another institution, and because they were recruited or offered a position at another institution/organization.

Student Perceptions of Campus Environment

This section of the report is dedicated to survey items that were specific to EMS students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the College environment, and their comfort with their classes.

Students' *Perceived Academic Success*

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 13 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (Pascarella & Terenzini, 1980) *Academic and Intellectual Development Scale* (Table 93). This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 13 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Two percent of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.⁶⁷ The internal consistency reliability (Cronbach’s alpha) of the scale was 0.857, which is high, meaning that the scale produced consistent results.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all the questions included in the given factor was given a score on a five-point scale, which was reverse coded. Higher

⁶⁷ Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

scores on *Perceived Academic Success* factor suggest a student or constituent group perceived that they were more academically successful.

Table 92. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Survey item number	Academic experience
<i>Perceived Academic Success</i>	Q13_A_1	I am performing up to my full academic potential.
	Q13_A_2	I am satisfied with my academic experience at EMS.
	Q13_A_3	I am satisfied with the extent of my intellectual development since enrolling at EMS.
	Q13_A_4	I have performed academically as well as I anticipated I would.
	Q13_A_5	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q13_A_6	My interest in ideas and intellectual matters has increased since coming to EMS.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men, Trans-spectrum)
- Racial identity (Asian/Of Asian Descent, Other People of Color, White/Of European Descent, Multiracial)
- Citizenship status (U.S. Citizen, Non-U.S. Citizen, Visa Holder)
- Income status (Low-Income, Not-Low-Income)

When only two categories existed for the specified demographic variable (e.g., gender identity when sample size precluded analyses of trans-spectrum respondents), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which

differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate-to-large effects are noted.

Means Testing Results. The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate Student respondents (where possible).

Gender Identity

Owing to the low number of Trans-spectrum Undergraduate Student respondents ($n = 10$), means testing was conducted only on Women and Men Undergraduate Student responses. No significant difference existed in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success*. Because of a low number of Trans-spectrum Graduate Student respondents ($n = 4$), means testing was conducted only on Women and Men Graduate Student respondents. No significant difference existed in the overall test for means for Graduate Student respondents by sexual identity on *Perceived Academic Success* (Table 94).

Table 93. Student Respondents' Perceived Academic Success by Gender Identity

Gender identity	Undergraduate Student respondents			Graduate Student respondents		
	<i>n</i>	Mean	Std. dev.	<i>n</i>	Mean	Std. dev.
Women	168	3.946	0.049	74	3.923	0.102
Men	240	3.882	0.047	97	4.012	0.061
Mean difference		0.070			-0.089	

Racial Identity

A significant difference existed ($p < .05$) in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 95).

Table 94. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. dev.
Asian/Of Asian Descent	61	3.751	0.722
Other People of Color	45	3.726	0.657
Multiracial	25	3.880	0.596
White/Of European Descent	284	3.989	0.682

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents revealed no significant differences between groups at the $p < .05$ level (Table 96).

Table 95. Difference Between Means for Undergraduate Student Respondents for Perceived Academic Success by Racial Identity

Groups compared	Mean difference
White/Of European Descent vs. Asian/Of Asian Descent	0.237
White/Of European Descent vs. Other People of Color	0.263
White/Of European Descent vs. Multiracial	0.109
Asian/Of Asian Descent vs. Other People of Color	0.025
Asian/Of Asian Descent vs. Multiracial	-0.129
Other People of Color vs. Multiracial	-0.154

No significant difference existed in the overall test for means for Graduate Student respondents by racial identity on *Perceived Academic Success* (Table 97).

Table 96. Graduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. dev.
Asian/Of Asian Descent	40	4.079	0.629
Other People of Color	16	3.719	0.717
Multiracial	15	3.689	0.809
White/Of European Descent	102	4.028	0.739

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were run.

Citizenship Status

No significant difference existed in the overall test for means for Undergraduate Student respondents by citizenship status on *Perceived Academic Success* (Table 98).

Table 97. Undergraduate Student Respondents' Perceived Academic Success by Citizenship Status

Citizenship status	<i>n</i>	Mean	Std. dev.
U.S. Citizen	325	3.932	0.703
Non-U.S. Citizen	26	3.833	0.699
Visa Holder	67	3.826	0.647

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were run.

Because of an insufficient number of Non-U.S.-Citizen Graduate Student respondents ($n = 9$), Non-U.S.-Citizen Graduate Student respondents were combined with Visa-Holder Graduate Student respondents for means testing. No significant difference existed in the overall test for means for Graduate Student respondents by citizenship status on *Perceived Academic Success* (Table 99).

Table 98. Graduate Student Respondents' Perceived Academic Success by Citizenship Status

Citizenship status	<i>n</i>	Mean	Std. dev.
U.S. Citizen	119	3.969	0.070
Non-U.S. Citizen and Visa Holder	56	3.994	0.085
Mean difference		-0.025	

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were run.

Income Status

No significant difference existed in the overall test for means for Undergraduate Student respondents by income status on *Perceived Academic Success* (Table 100). No significant difference existed in the overall test for means for Graduate Student respondents by income status on *Perceived Academic Success*.

Table 99. Student Respondents’ Perceived Academic Success by Income Status

Income status	Undergraduate Student respondents			Graduate Student respondents		
	<i>n</i>	Mean	Std. dev.	<i>n</i>	Mean	Std. dev.
Low-income	35	3.752	0.757	77	3.771	0.775
Not-Low-Income	366	3.934	0.693	94	4.135	0.649
Mean difference		-0.181			-0.364	

Students’ Perceptions of Campus Environment

One of the survey items asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at EMS. Frequencies and significant differences based on student status (undergraduate versus graduate), gender identity,⁶⁸ racial identity,⁶⁹ sexual identity, disability status,⁷⁰ religious affiliation,⁷¹ citizenship status, military status,⁷² housing status, income status, and first-generation status are provided in Tables 101 through 104.

Seventy-six percent ($n = 460$) of Student respondents “strongly agreed” or “agreed” that they felt valued by EMS faculty (Table 101). A higher percentage of Not-First-Generation Student respondents (44%, $n = 214$) than First-Generation Student respondents (35%, $n = 41$) “agreed” with the statement. A higher percentage of Student Respondents with At Least One Disability (9%, $n = 9$) than Student Respondents with No Disability (3%, $n = 18$) and a higher percentage of Student Respondents in Non-Campus Housing (5%, $n = 21$) than Student respondents in Campus Housing (1%, $n = 2$) “disagreed” that they felt valued by EMS faculty.

Seventy-five percent ($n = 455$) “strongly agreed” or “agreed” that they felt valued by EMS staff. A higher percentage of Student respondents with At Least One Disability (9%, $n = 6$) than Student respondents with No Disability (2%, $n = 12$) “disagreed” with the statement.

⁶⁸ As noted earlier, per the EAWG, gender identity was categorized to only Men and Women and sexual identity to LGBTQ and Heterosexual to maintain response confidentiality.

⁶⁹ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

⁷⁰ Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability (Single Disability and Multiple Disabilities) and No Disability.

⁷¹ Owing to low numbers in some of the response categories, this variable was further collapsed into Christian Affiliation and No Affiliation.

⁷² Owing to low numbers in some of the response categories, findings from these analyses are not published.

Sixty percent ($n = 365$) of Student respondents “strongly agreed” or “agreed” that they felt valued by EMS senior administrators (e.g., dean, provost). A higher percentage of Undergraduate Student respondents (31%, $n = 131$) than Graduate Student respondents (22%, $n = 39$), and a higher percentage of Not-Low-Income Student respondents (31%, $n = 145$) than Low-Income Student respondents (17%, $n = 19$) “strongly agreed” with the statement. Thirty-four percent ($n = 166$) of Not-First-Generation Student respondents versus 24% ($n = 29$) of First-Generation Student respondents “agreed” that they felt valued by EMS senior administrators. A higher percentage of Student Respondents with At Least One Disability (9%, $n = 6$) than Student Respondents with No Disability (1%, $n = 4$) “strongly disagreed” with the statement.

Table 100. Student Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by EMS faculty.	204	33.7	256	42.3	113	18.7	24	4.0	8	1.3
First-Generation status ^{xxiv}										
First-Generation	48	40.3	41	34.5	19	16.0	7	5.9	4	3.4
Not-First-Generation	156	32.3	214	44.3	93	19.3	17	3.5	3	0.6
Disability status ^{xxv}										
No Disability	185	34.5	226	42.1	106	19.7	18	3.4	2	0.4
At Least One Disability	18	26.9	30	44.8	7	10.4	6	9.0	6	9.0
Housing status ^{xxvi}										
Non-Campus Housing	144	32.8	177	40.3	92	21.0	21	4.8	5	1.1
Campus Housing	58	36.5	75	47.2	21	13.2	2	1.3	3	1.9
I feel valued by EMS staff.	216	35.7	239	39.5	123	20.3	19	3.1	8	1.3
Disability status ^{xxvii}										
No Disability	195	36.4	212	39.6	114	21.3	12	2.2	3	0.6
At Least One Disability	21	30.9	27	39.7	9	13.2	6	8.8	5	7.4

Table 100. Student Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by EMS senior administrators (e.g., dean, provost).	170	28.1	195	32.2	185	30.6	45	7.4	10	1.7
Student status ^{xxviii}										
Undergraduate	131	30.5	145	33.7	120	27.9	27	6.3	7	1.6
Graduate	39	22.3	50	28.6	65	37.1	18	10.3	3	1.7
Income status ^{xxix}										
Low-Income	19	17.0	37	33.0	41	36.6	12	10.7	3	2.7
Not-Low-Income	145	31.0	154	32.9	129	27.6	33	7.1	7	1.5
First-Generation status ^{xxx}										
First-Generation	40	33.6	29	24.4	38	31.9	7	5.9	5	4.2
Not-First-Generation	129	26.7	166	34.4	146	30.2	38	7.9	4	0.8
Disability status ^{xxxi}										
No Disability	153	28.5	175	32.6	165	30.8	39	7.3	4	0.7
At Least One Disability	16	23.5	20	29.4	20	29.4	6	8.8	6	8.8

Note: Table reports responses only from Student respondents (*n* = 609).

Seventy-seven percent (*n* = 463) of Student respondents “strongly agreed” or “agreed” that they felt valued by EMS faculty in the classroom (Table 102). A higher percentage of Student Respondents with At Least One Disability (7%, *n* = 5) than Student Respondents with No Disability (< 1%, *n* = 1) “strongly disagreed” that they felt valued by faculty in the classroom.

Seventy-three percent (*n* = 443) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom. A higher percentage of White Student respondents (44%, *n* = 173) than Student Respondents of Color (32%, *n* = 64) “agreed” that they felt valued by other students in the classroom. Thirty-five percent (*n* = 187) of Student Respondents with No Disability compared with 22% (*n* = 15) of Student Respondents with At Least One Disability “strongly agreed” with this statement.

Seventy-two percent ($n = 429$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom. A larger percentage of Student Respondents of Color (5%, $n = 10$) than White Student respondents (1%, $n = 4$) “strongly disagreed” that they felt valued by other students outside of the classroom. A higher percentage of Student Respondents with At Least One Disability (9%, $n = 6$) than Student Respondents with No Disability (2%, $n = 8$) “strongly disagreed” that they felt valued by other students outside of the classroom. A higher percentage of Not-Low-Income Student respondents (35%, $n = 160$) than Low-Income Student respondents (26%, $n = 29$) “strongly agreed” that they felt valued by other students outside of the classroom. Finally, 42% ($n = 108$) of Student Respondents with No Religious Affiliation compared with 37% ($n = 89$) of Student Respondents with Christian Affiliation “agree” that they felt valued by other students outside of the classroom.

Table 101. Student Respondents’ Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom.	209	34.7	254	42.2	109	18.1	24	4.0	6	1.0
Disability status ^{xxxii}										
No Disability	191	35.9	222	41.7	97	18.2	21	3.9	1	0.2
At Least One Disability	17	24.6	32	46.4	12	17.4	3	4.3	5	7.2
I feel valued by other students in classroom.	203	33.6	240	39.7	128	21.2	26	4.3	8	1.3
Racial identity ^{xxxiii}										
White	138	34.8	173	43.7	66	16.7	16	4.0	3	0.8
People of Color	64	31.8	64	31.8	58	28.9	10	5.0	5	2.5
Disability status ^{xxxiv}										
No Disability	187	35.0	214	40.0	109	20.4	21	3.9	4	0.7
At Least One Disability	15	21.7	26	37.7	19	27.5	5	7.2	4	5.8

Table 101. Student Respondents’ Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by other students outside of the classroom.	194	32.5	235	39.4	115	19.3	39	6.5	14	2.3
Racial identity ^{xxxv}										
White	137	34.9	159	40.6	65	16.6	27	6.9	4	1.0
People of Color	56	28.3	75	37.9	45	22.7	12	6.1	10	5.1
Disability status ^{xxxvi}										
No Disability	178	33.7	213	40.3	97	18.4	32	6.1	8	1.5
At Least One Disability	16	23.5	21	30.9	18	26.5	7	10.3	6	8.8
Income status ^{xxxvii}										
Low-Income	29	26.1	39	35.1	30	27.0	8	7.2	5	4.5
Not-Low-Income	160	34.6	189	40.9	75	16.2	29	6.3	9	1.9
Religious affiliation ^{xxxviii}										
No Affiliation	92	35.4	108	41.5	35	13.5	20	7.7	5	1.9
Christian Affiliation	73	30.4	89	37.1	59	24.6	12	5.0	7	2.9

Note: Table reports responses only from Student respondents (*n* = 609).

Thirty-four percent (*n* = 203) of Student respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background (Table 103). A higher percentage of Asian/Of Asian Descent Student respondents (24%, *n* = 24) than White Student respondents (12%, *n* = 47) “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background. Twenty-two percent (*n* = 24) of Visa Holder Student respondents compared with 12% (*n* = 55) of U.S. Citizen Student respondents “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background. Finally, a higher percentage of Not-Low-Income Student respondents (26%, *n* = 122) than Low-Income Student respondents (17%, *n* = 19) “disagreed” with the statement.

Sixty-five percent ($n = 392$) of Student respondents “strongly agreed” or “agreed” that the campus environment at EMS encouraged free and open discussion of difficult topics. A larger percentage of Undergraduate Student respondents (29%, $n = 124$) than Graduate Student respondents (16%, $n = 28$) “strongly agreed” that the campus environment at EMS encouraged free and open discussion of difficult topics. Twenty-eight percent ($n = 131$) of Not-Low-Income Student respondents and 14% ($n = 16$) of Low-Income Student respondents “strongly agreed” that the campus environment at EMS encouraged free and open discussion of difficult topics. A higher percentage of Student Respondents with At Least One Disability (9%, $n = 6$) than Student Respondents with No Disability (2%, $n = 9$) “strongly disagreed” that the campus environment at EMS encouraged free and open discussion of difficult topics. Finally, 34% ($n = 53$) of Student Respondents in Campus Housing and 22% ($n = 98$) of Student Respondents in Non-Campus Housing “strongly agreed” with the statement.

Table 102. Student Respondents’ Perceptions of Campus Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty prejudge my abilities based on their perception of my identity/background.	87	14.5	116	19.3	143	23.8	152	25.3	102	17.0
Racial identity ^{xxxix}										
Asian/Of Asian Descent	24	24.0	25	25.0	31	31.0	10	10.0	10	10.0
Other People of Color	9	15.5	17	29.3	17	29.3	11	19.0	4	6.9
White/Of European Descent	47	11.9	63	16.0	83	21.1	119	30.2	82	20.8
Multiracial	6	14.6	11	26.8	8	19.5	10	24.4	6	14.6
Citizenship status ^{xl}										
U.S. Citizen	55	12.2	78	17.3	102	22.6	131	29.0	86	19.0
Non-U.S. Citizen	8	23.5	8	23.5	7	20.6	4	11.8	7	20.6
Visa Holder	24	21.6	29	26.1	33	29.7	17	15.3	8	7.2
Income status ^{xli}										
Low-Income	13	11.6	24	21.4	38	33.9	19	17.0	18	16.1
Not-Low-Income	73	15.7	90	19.4	99	21.3	122	26.3	80	17.2

Table 102. Student Respondents’ Perceptions of Campus Environment

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the campus environment encourages free and open discussion of difficult topics.	152	25.2	240	39.9	139	23.1	56	9.3	15	2.5
Student status ^{xliii}										
Undergraduate	124	28.9	173	40.3	92	21.4	33	7.7	7	1.6
Graduate	28	16.2	67	38.7	47	27.2	23	13.3	8	4.6
Income status ^{xliiii}										
Low-Income	16	14.4	46	41.4	26	23.4	18	16.2	5	4.5
Not-Low-Income	131	28.1	185	39.6	106	22.7	35	7.5	10	2.1
Disability status ^{xliv}										
No Disability	134	25.1	221	41.5	122	22.9	47	8.8	9	1.7
At Least One Disability	17	25.0	19	27.9	17	25.0	9	13.2	6	8.8
Housing status ^{xlv}										
Non-Campus Housing	98	22.4	177	40.5	111	25.4	39	8.9	12	2.7
Campus Housing	53	33.5	61	38.6	26	16.5	15	9.5	3	1.9

Note: Table reports responses only from Student respondents (*n* = 609).

Seventy-six percent (*n* = 454) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models (Table 104). Forty-seven percent (*n* = 81) of Graduate Student respondents and 34% (*n* = 145) of Undergraduate Student respondents “agreed” that they had faculty whom they perceived as role models. A higher percentage of Not-First-Generation Student respondents (40%, *n* = 191) than First-Generation Student respondents (29%, *n* = 34) “agreed” with the statement. Eight percent (*n* = 5) of Student Respondents with At Least One Disability and 2% (*n* = 11) of Student Respondents with No Disability “strongly disagreed” that they had faculty whom they perceived as role models. Finally, a higher percentage of Employed Student respondents (46%, *n* = 78) than Not Employed Student respondents (33%, *n* = 85) “strongly agreed” with the statement.

Fifty-six percent (*n* = 333) of Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. No other statistically significant differences were found between groups.

Table 103. Student Respondents’ Perceptions of Faculty and Staff Role Models

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have faculty whom I perceive as role models.	228	37.9	226	37.6	96	16.0	35	5.8	16	2.7
Student status ^{xlvi}										
Undergraduate	163	37.9	145	33.7	82	19.1	28	6.5	12	2.8
Graduate	65	38.0	81	47.4	14	8.2	7	4.1	4	2.3
First-Generation status ^{xlvii}										
First-Generation	49	41.5	34	28.8	24	20.3	5	4.2	6	5.1
Not-First-Generation	178	37.1	191	39.8	72	15.0	30	6.3	9	1.9
Disability status ^{xlviii}										
No Disability	200	37.5	204	38.2	91	17.0	28	5.2	11	2.1
At Least One Disability	27	40.9	22	33.3	5	7.6	7	10.6	5	7.6
Employment status ^{xlix}										
Not Employed	85	33.1	87	33.9	54	21.0	23	8.9	8	3.1
Employed	78	45.6	57	33.3	27	15.8	5	2.9	4	2.3
I have staff whom I perceive as role models	147	24.5	186	31.0	191	31.8	61	10.2	15	2.5

Note: Table reports responses only from Student respondents (*n* = 609).

Graduate Student Perceptions of Department/Program

The survey queried Graduate Student respondents about their perceptions about their departments, the quality of advising, program faculty and staff, and faculty and staff outside their programs.

Eighty-one percent (*n* = 141) of Graduate Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they have received from their departments (Table 105).

Eighty-six percent (*n* = 152) of Graduate Student respondents “strongly agreed” or “agreed” that they had adequate access to their advisors.

Seventy-one percent (*n* = 124) of Graduate Student respondents “strongly agreed” or “agreed” that they believed that their advisors provided clear expectations.

Eighty-seven percent ($n = 152$) of Graduate Student respondents “strongly agreed” or “agreed” that their advisors responded to their emails, calls, or voicemails in a prompt manner.

Sixty-nine percent ($n = 120$) of Graduate Student respondents “strongly agreed” or “agreed” that they believed that they received support from their advisors to pursue personal research interests.

Seventy-eight percent ($n = 128$) of Graduate Student respondents “strongly agreed” or “agreed” that they felt comfortable sharing their professional goals with their advisors. Thirty-five percent ($n = 8$) of LGBQ Graduate Student respondents versus 6% ($n = 8$) of Heterosexual Graduate Student respondents “disagreed” with the statement.

Table 104. Graduate Student Respondents’ Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department.	64	36.6	77	44.0	19	10.9	11	6.3	4	2.3
I have adequate access to my advisor.	87	49.4	65	36.9	17	9.7	6	3.4	1	0.6
My advisor provides clear expectations.	56	32.2	68	39.1	28	16.1	20	11.5	2	1.1
My advisor responds to my emails, calls, or voicemails in a prompt manner.	94	53.7	58	33.1	15	8.6	8	4.6	0	0.0
I receive support from my advisor to pursue personal research interests.	59	33.7	61	34.9	45	25.7	7	4.0	3	1.7
I feel comfortable sharing my professional goals with my advisor.	63	35.8	75	42.6	17	9.7	17	9.7	4	2.3
Sexual identity										
LGBQ	5	21.7	4	17.4	3	13.0	8	34.8	3	13.0
Heterosexual	57	39.6	64	44.4	14	9.7	8	5.6	1	0.7

Note: Table reports responses only from Graduate respondents ($n = 177$).

Most Graduate Students “strongly agreed” or “agreed” that they believed that their department faculty members (81%, $n = 143$) and department staff members (91%, $n = 160$) (other than advisors) responded to their emails, calls, or voicemails in a prompt manner (Table 106).

Fifty-two percent ($n = 91$) of Graduate Students “strongly agreed” or “agreed” that adequate opportunities existed for them to interact with other university faculty outside of their department. A higher percentage of Graduate Student respondents with No Disability (21%, $n = 32$) than Graduate Student respondents with At Least One Disability (4%, $n = 1$) “strongly agreed” with the statement.

Seventy-nine percent ($n = 139$) of Graduate Students “strongly agreed” or “agreed” that their department faculty members encouraged them to produce publications and present research.

Sixty percent ($n = 105$) of Graduate Students “strongly agreed” or “agreed” that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research.

Twenty-five percent ($n = 44$) of Graduate Students “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of other graduate students. Twenty-two percent ($n = 10$) of Visa Holder Graduate Student respondents versus 5% ($n = 6$) of U.S. Citizen Graduate Student respondents “strongly agreed” with the statement.

Table 105. Graduate Student Respondents’ Perceptions of Department

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	57	32.4	86	48.9	25	14.2	7	4.0	1	0.6
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	85	48.3	75	42.6	13	7.4	2	1.1	1	0.6

Table 105. Graduate Student Respondents’ Perceptions of Department

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Adequate opportunities exist for me to interact with other university faculty outside of my department.	33	18.8	58	33.0	41	23.3	34	19.3	10	5.7
Disability status ¹										
No disability	32	21.3	47	31.3	32	21.3	33	22.0	6	4.0
At least one disability	1	3.8	11	42.3	9	34.6	1	3.8	4	15.4
My department faculty members encourage me to produce publications and present research.	76	43.4	63	36.0	26	14.9	9	5.1	1	0.6
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	47	26.7	58	33.0	47	26.7	21	11.9	3	1.7
I feel burdened by work responsibilities beyond those of other graduate students.	18	10.3	26	14.9	54	30.9	58	33.1	19	10.9
Citizenship status										
U.S. Citizen	6	5.0	17	14.3	36	30.3	45	37.8	15	12.6
Non-U.S. Citizen	2	22.2	2	22.2	3	33.3	2	22.2	0	0.0
Visa Holder	10	21.7	7	15.2	15	32.6	10	21.7	4	8.7

Note: Table reports responses only from Graduate respondents (*n* = 177).

Qualitative comments analyses. Open-ended survey items solicited comments 1) to give “voice” to the data and 2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items due to the small number of survey respondents from historically underrepresented populations at EMS. Forty-one Graduate Student respondents elaborated on their experiences at EMS as they pertained to the EMS environment. The themes that emerged when Graduate Student respondents elaborated on their experiences were negative or positive interactions with advising or mentoring.

Advisor Interactions. Graduate Student respondents in EMS reported supportive and detrimental advising at EMS. Respondents noted “the quality of advising is often dependent on who the adviser is. Some are better than others.” Moreover, respondents with positive interactions

reported how they felt supported by their advisor and how the advisor “seems interested in my goals both while at PSU as well as beyond graduate school” and how they have “no problem discussing professional goals” because “they encourage (and help) me pursue the opportunities I am most interested in, even if they do not align with my advisor's wishes.” Respondents also appreciated a level of autonomy within a department “to explore topics of my interest and to take courses outside of my department” and the accessibility and willingness of senior faculty to meet “for an extended period of time over breakfast.”

Overall, Graduate Student respondents with positive experiences acknowledged that not all advisor interactions were the same. Respondents shared, “I have a really good advisor but I don't think my attitudes are representative of those of ALL others” or “I consider myself lucky to have my advisor. They are prompt to respond to questions and give feedback, but also allow me to set my own goals and workload. It's a healthy hands off-ish style. Other faculty members are sometimes harder to pin down and get excited about your goals unless it closely aligns with their own.” Graduate Student respondents who expressed having negative interactions with advisors complained there was “not enough professional guidance available for those not interested in academia.” Comments about negative interactions with advisors can be summarized as an uneasiness with “being vocal about not wanting to stay in academia after I graduate” or stifled and not having “much freedom to explore other research opportunities.”

Students Who Have Seriously Considered Leaving EMS

Twenty-nine percent ($n = 259$) of all respondents had seriously considered leaving EMS. With regard to student status, 15% ($n = 63$) of Undergraduate Student respondents and 25% ($n = 45$) of Graduate Student respondents had seriously considered leaving EMS. Of the Student respondents who considered leaving, 54% ($n = 58$) considered leaving in their first year as a student, 36% ($n = 39$) in their second year, 33% ($n = 36$) in their third year, and 14% ($n = 15$) in their fourth year.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate Student respondents who had considered leaving the University by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, and first-generation status.

A significant result for Undergraduate Student respondents indicated that by disability status, 31% ($n = 13$) of Undergraduate Student respondents with At Least One Disability and 13% ($n = 50$) of Undergraduate Student respondents with No Disability considered leaving EMS.^{li}

Significant results for Graduate Student respondents indicated that:

- By gender identity, 32% ($n = 24$) of Women Graduate Student respondents and 18% ($n = 18$) of Men Graduate Student respondents considered leaving the institution.^{lii}
- By income status, 33% ($n = 25$) of Low-Income Graduate Student respondents and 19% ($n = 18$) of Not-Low-Income Graduate Student respondents considered leaving the institution.^{liii}
- By disability status, 59% ($n = 16$) of Graduate Student respondents with At Least One Disability and 19% ($n = 29$) of Graduate Student respondents with No Disability considered leaving the institution.^{liv}

Thirty-seven percent ($n = 23$) of Undergraduate Student respondents who considered leaving suggested that they did not like their major (Table 107). Others considered leaving because they thought that the coursework was too difficult (32%, $n = 20$), because of job prospects (19%, $n = 12$), and/or because they lacked a social life at EMS (18%, $n = 11$).

Table 106. Top Reasons Why Undergraduate Student Respondents Considered Leaving EMS

Reason	<i>n</i>	%
Did not like major	23	36.5
Coursework too difficult	20	31.7
Job prospects	12	19.0
Lack of social life at EMS	11	17.5
Environment not welcoming	9	14.3
Personal reasons (e.g., medical, mental health, family emergencies)	9	14.3
Lack of a sense of belonging	8	12.7
Lack of support group	8	12.7
Financial reasons	6	9.5
Did not have my major	6	1.4
Lack of support services	5	7.9
A reason not listed above	16	25.4

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving EMS ($n = 63$). See Appendix B for a complete list of reasons respondents seriously considered leaving.

Fifty-one percent ($n = 23$) of Graduate Student respondents who seriously considered leaving suggested that they lacked a sense of belonging at EMS (Table 108). Others contemplated leaving owing to the environment not welcoming (36%, $n = 16$) and the lack of a support group (33%, $n = 15$).

Table 107. Reasons Why Graduate Student Respondents Considered Leaving EMS

Reason	<i>n</i>	%
Lack of a sense of belonging	23	51.1
Environment not welcoming	16	35.6
Lack of support group	15	33.3
Lack of social life at EMS	14	31.1
Personal reasons (e.g., medical, mental health, family emergencies)	14	31.1
Job prospects	9	20.0
Lack of support services	9	20.0
Did not like major	6	13.3
Coursework too difficult	5	11.1
Financial reasons	5	11.1
Homesick	5	11.1
My marital/relationship status	5	11.1
Program too rigorous	4	8.9
Coursework not challenging enough	1	2.2
Did not have my major	0	0.0
Did not meet the selection criteria for a major	0	0.0
A reason not listed above	7	15.6

Note: Table reports only Graduate Student respondents who indicated that they considered leaving EMS ($n = 45$).

Undergraduate Student respondents were asked two additional questions about their intent to persist at EMS. Responses were analyzed by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, and first-generation status.

Table 109 illustrates that 90% ($n = 385$) of Undergraduate Student respondents “strongly disagreed” or “disagreed” that, thinking ahead, it was likely that they would leave EMS without meeting their academic goal. A higher percentage of White Undergraduate Student respondents (70%, $n = 204$) than Undergraduate Students of Color (57%, $n = 76$) “strongly disagreed” with this statement.

Ninety-seven percent ($n = 414$) of Undergraduate Student respondents “strongly agreed” or “agreed” that they intended to graduate from EMS. No statistically significant differences were found between groups.

Table 108. Undergraduate Student Respondents’ Intent to Graduate From EMS

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Thinking ahead, it is likely that I will leave EMS without meeting my academic goal.	11	2.6	10	2.3	23	5.4	104	24.2	281	65.5
Racial identity ^{lv}										
White	7	2.4	3	1.0	13	4.5	65	22.3	204	69.9
People of Color	4	3.0	7	5.3	10	7.5	36	27.1	76	57.1
I intend to graduate from EMS.	305	71.4	109	25.5	10	2.3	1	0.2	2	0.5

Note: Table reports responses only from Undergraduate Student respondents ($n = 432$).

Qualitative comments analyses. Fifty-six Student respondents elaborated on why they considered leaving EMS. Themes that emerged for Student respondents included: fit/match and feeling unwelcomed or lack of a sense of belonging.

Fit/Match. Student respondents elaborated on reasons they considered leaving EMS. One respondent noted, “I have never been confident I am in the right school or major and have difficulty committing myself to an uncertain end.” Responses from some respondents indicated they were “simply considering majors outside of EMS,” “considered transferring schools,” “strongly considering switching to Civil Engineering, but decided against it,” and “interested in a food science major.” One respondent noted, “Nothing wrong with EMS, just considered switching majors.”

Some Student respondents also considered leaving EMS because of factors beyond the College’s control. One person explained, “Currently [the] geology related industry is very unfriendly towards foreigners (international student). Most of the companies do not allow visa sponsorship at all. Whenever I look for a job only 1 out 10 companies offer some sort of visa sponsorship.” Correspondingly, another student explained, “The oil price plummeted and layoffs were

widespread in the industry and seniors were having trouble finding jobs. I considered switching majors to avoid all of this.”

Some Student respondents found EMS courses to be misaligned with their academic pursuits. One respondent explained, “Personally, I was contemplating leaving the College of EMS during my sophomore year. I was not really enjoying the EBF major. I was not really learning much in my classes; however after taking junior level classes and working my internship, I was able to learn a lot about the energy industry as well as develop practical skills that can be translated into any industry not energy related.” Aligned with the aforementioned comment, another respondent explained, “As an EBF student, I feel that I take classes that have little to no relevance to what I will do after I graduate. I understand that the major has a broad spectrum of job opportunities, but as they have added the EBFLM option I feel there should be an option for those like myself who are seeking a career with more of a finance side.”

Student respondents seriously considered leaving EMS based on course rigor and engagement. A respondent noted, “Difficult courses are manageable when the subject matter is interesting and is what you came here to study. For my first two years in PNGE, before switching to ENVSE, there was nothing but difficult prerequisite coursework and a seminar in an entirely unrelated subject.” A student who is taking classes online expressed, “I do not feel as though Online classes are as engaging as in class classes.” Another respondent noted, “EMS is too hard and hopeless.”

Unwelcomed/Lack of Sense of Belonging. Students also considered leaving EMS because they lacked a sense of belonging and felt unwelcomed. One Graduate Student respondent indicated, “There is no sense of belonging within the department or the college. Neither are their opportunities/common place (like the Ryan Center for undergrads) for everyone to come together. And within the department as well, there is no opportunity or place to meet and get to know each other.” Similarly, another Student respondent noted, “[The] department environment is very isolating. I had difficulty connecting to fellow students about non-academic things, and students seem disinterested in each others’ research or discussing science. There is also little student-faculty interaction. Because of this, I found it difficult to ask for help with conceptual or practical questions with my research and failed to develop a research question that interested me. This was very isolating and led to serious depression in my first year.” Additionally, another respondent’s narrative expressed, “I feel so alone in my classes as the only black student. I feel

there are so many cliques and I feel excluded. I only don't talk to anyone in my classes because I often feel alienated. It's hard for me because when I visited, I never thought it would feel this way. It took me a few weeks to even gain the courage to go to office hours because I felt so intimidated by the students and even my teacher. I know some of this may be in my head but I feel alone in many cases. As I walk through Walker Building and Deike I often feel like I'm just stared at because I am black... and I may look different. This makes me kind of feel like I don't want to attend the events because I will feel like an outsider. I have definitely experienced culture shock being at this school and in this major. Academically this college is excellent but I feel that I need more and that this college should offer more and dedicate more time to diversity and inclusion activities." Another respondent who identified as an underrepresented minority wrote, "As a member of a historically underrepresented group I found some students in the college to be less than welcoming."

Student respondents also indicated they considered leaving because of some of the initiatives around diversity, equity, and inclusion. One student commented, "You are not an inclusive college and you shouldn't be using the pride flag to demonstrate that you are for prospective students. This is not an individual's option but of a cluster of LGBTQ students and alumni that have been in the College of EMS-- more specifically the department of geosciences and fieldcamp culture." Additionally, another respondent lamented, "The student environment is extremely toxic here. Though the department preaches equality, acceptance, and diversity, I've never felt more judged for who I am and where I'm from. I was expecting rigorous, challenging coursework. It felt like the courses weren't taken seriously at times by both student and professors. It felt like people were "taking it easy" on me, and I didn't have to earn my grades."

Summary

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by racial identity. A significant difference existed in the overall test for means for Undergraduate Student respondents by racial identity, however no significant differences emerged between groups.

Most Student respondents revealed positive perceptions of campus environment as well as positive interactions with faculty, staff, and other students. For example, 76% ($n = 460$) of Student respondents "strongly agreed" or "agreed" that they felt valued by EMS faculty, 75% (n

= 455) “strongly agreed” or “agreed” that they felt valued by EMS staff, and 73% ($n = 443$) “strongly agreed” or “agreed” that they felt valued by other students in the classroom and 72% ($n = 429$) felt valued by other students outside the classroom. Seventy-six percent ($n = 454$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models. Significant differences existed by student status (undergraduate versus graduate), citizenship status, racial identity, disability status, income status, and first-generation status, with minority identities often reporting less positive perceptions.

Fifteen percent ($n = 63$) of Undergraduate Student respondents and 25% ($n = 45$) of Graduate Student respondents had seriously considered leaving EMS. A majority of those Student respondents (54%, $n = 58$) considered leaving in their first year as a student at EMS. Also, a majority of those Student respondents (29%, $n = 31$) attributed a lack of a sense of belonging as the main reason why they seriously considered leaving EMS.

^{xxii} A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving EMS by gender identity: $\chi^2(1, N = 166) = 4.8, p < .05$.

^{xxiii} A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving EMS by citizenship status: $\chi^2(2, N = 168) = 6.4, p < .05$.

^{xxiv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by EMS faculty by first-generation status: $\chi^2(4, N = 602) = 12.1, p < .05$.

^{xxv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by EMS faculty by disability status: $\chi^2(4, N = 604) = 41.7, p < .001$.

^{xxvi} A chi-square test was conducted to compare percentages of Student respondents who felt valued by EMS faculty by housing status: $\chi^2(4, N = 598) = 9.7, p < .05$.

^{xxvii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by EMS staff by disability status: $\chi^2(4, N = 604) = 32.2, p < .001$.

^{xxviii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by EMS senior administrators by position status: $\chi^2(4, N = 605) = 10.1, p < .05$.

^{xxix} A chi-square test was conducted to compare percentages of Student respondents who felt valued by EMS senior administrators by income status: $\chi^2(4, N = 580) = 11.1, p < .05$.

^{xxx} A chi-square test was conducted to compare percentages of Student respondents who felt valued by EMS senior administrators by first-generation status: $\chi^2(4, N = 602) = 12.4, p < .05$.

^{xxxi} A chi-square test was conducted to compare percentages of Student respondents who felt valued by EMS senior administrators by disability status: $\chi^2(4, N = 604) = 24.7, p < .001$.

^{xxxii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by disability status: $\chi^2(4, N = 601) = 33.1, p < .05$.

^{xxxiii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: $\chi^2(4, N = 597) = 17.9, p < .001$.

^{xxxiv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2(4, N = 604) = 18.1, p < .001$.

^{xxxv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by racial identity: $\chi^2(4, N = 590) = 13.8, p < .01$.

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- xxxvi A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by disability status: $\chi^2(4, N = 596) = 20.7, p < .001$.
- xxxvii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by income status: $\chi^2(4, N = 573) = 10.9, p < .05$.
- xxxviii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by religious affiliation: $\chi^2(4, N = 500) = 11.7, p < .05$.
- xxxix A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(12, N = 593) = 44.2, p < .001$.
- xl A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(8, N = 597) = 30.3, p < .001$.
- xli A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by income status: $\chi^2(4, N = 576) = 10.5, p < .05$.
- xlii A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by student status: $\chi^2(4, N = 602) = 18.3, p < .001$.
- xliii A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by income status: $\chi^2(4, N = 578) = 16.0, p < .01$.
- xliv A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by disability status: $\chi^2(4, N = 601) = 16.4, p < .01$.
- xlv A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by housing status: $\chi^2(4, N = 595) = 10.2, p < .05$.
- xlvi A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by student status: $\chi^2(4, N = 601) = 16.5, p < .01$.
- xlvii A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by first-generation status: $\chi^2(4, N = 598) = 9.8, p < .05$.
- xlviii A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by disability status: $\chi^2(4, N = 600) = 13.4, p < .01$.
- xlix A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by employment status: $\chi^2(4, N = 428) = 11.6, p < .05$.
- ¹ A chi-square test was conducted to compare percentages of Graduate Student respondents who believed that they had adequate opportunities to interact with other university faculty outside of their department by disability status: $\chi^2(4, N = 176) = 14.9, p < .01$.
- li A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving EMS by disability status: $\chi^2(1, N = 431) = 9.9, p < .01$.
- lii A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving EMS by gender identity: $\chi^2(1, N = 172) = 4.5, p < .05$.
- liii A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving EMS by income status: $\chi^2(1, N = 172) = 4.1, p < .05$.
- liv A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving EMS by disability status: $\chi^2(1, N = 177) = 19.2, p < .001$.
- lv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave EMS without meeting their academic goal by racial identity: $\chi^2(4, N = 425) = 11.8, p < .05$.

Institutional Actions

In addition to EMS respondents' personal experiences and perceptions of the College environment, the number and quality of the institutions' diversity- and equity-related actions may be perceived either as promoting a positive campus environment or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which EMS does, and should, promote diversity, equity, and inclusion to influence College environment.

The survey asked Faculty respondents to indicate if they believed certain initiatives currently were available at EMS and the degree to which they thought that those initiatives influenced the environment if those initiatives currently were available. If respondents did not believe certain initiatives currently were available at EMS, they were asked to rate the degree to which those initiatives would influence the environment if they were available (Table 110).

Eighty-three percent ($n = 107$) of Faculty respondents thought that flexibility for calculating the tenure clock was available and 17% ($n = 22$) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Seventy-nine percent ($n = 85$) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the environment and 68% ($n = 15$) of Faculty respondents who did not think that it was available thought that it would positively influence the environment if it were available.

Fifty-four percent ($n = 71$) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 46% ($n = 61$) of Faculty respondents thought that they were not available. Sixty-two percent ($n = 44$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the environment and 75% ($n = 46$) of Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the environment if they were available.

Seventy-three percent ($n = 102$) of Faculty respondents thought that diversity and inclusivity training for faculty was available and 27% ($n = 37$) of Faculty respondents thought that such training for faculty was not available. Sixty-three percent ($n = 64$) of Faculty respondents who

thought that diversity and inclusivity training for faculty was available believed that it positively influenced the environment and 76% ($n = 28$) of Faculty respondents who did not think it was available thought that it would positively influence the environment if it were available.

Forty-nine percent ($n = 66$) of Faculty respondents thought that toolkits for faculty to create an inclusive classroom environment were available and 51% ($n = 68$) of Faculty respondents thought that such toolkits were not available. Sixty-four percent ($n = 42$) of the Faculty respondents who thought that toolkits for faculty to create an inclusive classroom environment were available believed that they positively influenced the environment and 82% ($n = 56$) of Faculty respondents who did not think that they were available thought that they would positively influence the environment if they were available.

Forty-six percent ($n = 63$) of Faculty respondents thought that supervisory training for faculty was available and 54% ($n = 74$) of Faculty respondents thought that it was not available. Fifty-seven percent ($n = 36$) of the Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the environment and 84% ($n = 62$) of Faculty respondents who did not think supervisory training for faculty was available thought that it would positively influence the environment if it were available.

Seventy-five percent ($n = 107$) of Faculty respondents thought that instruction and support for teaching was available for faculty and 25% ($n = 35$) of Faculty respondents thought that it was not available. Eighty-eight percent ($n = 94$) of the Faculty respondents who thought that instruction and support for teaching was available for faculty believed that it positively influenced the environment and 89% ($n = 31$) of Faculty respondents who did not think it was available thought that it would positively influence the environment if it were available.

Fifty-seven percent ($n = 79$) of Faculty respondents thought that instruction and support for advising was available for faculty and 43% ($n = 60$) of Faculty respondents thought that it was not available. Eighty-two percent ($n = 65$) of the Faculty respondents who thought that instruction and support for advising was available for faculty believed that it positively influenced the environment and 93% ($n = 56$) of Faculty respondents who did not think it was available thought that it would positively influence the environment if it were available.

Seventy-three percent ($n = 98$) of Faculty respondents thought that access to counseling for people who had experienced harassment was available and 27% ($n = 37$) of Faculty respondents thought that such counseling was not available. Ninety percent ($n = 88$) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the environment and 95% ($n = 35$) of Faculty respondents who did not think it was available thought that it would positively influence the environment if it were available.

Eighty-five percent ($n = 121$) of Faculty respondents thought that mentorship for new faculty was available and 15% ($n = 22$) of Faculty respondents thought that faculty mentorship was not available. Ninety-four percent ($n = 114$) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the environment and 96% ($n = 21$) of Faculty respondents who did not think it was available thought that it would positively influence the environment if it were available.

Eighty percent ($n = 114$) of Faculty respondents thought that orientation for new faculty was available and 20% ($n = 29$) of Faculty respondents thought that such a process was not available. Ninety-one percent ($n = 104$) of the Faculty respondents who thought that orientation for new faculty was available believed that it positively influenced the environment and 93% ($n = 27$) of Faculty respondents who did not think it was available thought that it would positively influence the environment if it were available.

Eighty-five percent ($n = 63$) of Faculty respondents thought that a clear process to resolve conflicts was available and 38% ($n = 51$) of Faculty respondents thought that such a process was not available. Eighty-five percent ($n = 72$) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the environment and 96% ($n = 49$) of Faculty respondents who did not think it was available thought that it would positively influence the environment if it were available.

Sixty-five percent ($n = 88$) of Faculty respondents thought that a fair process to resolve conflicts was available and 35% ($n = 47$) of Faculty respondents thought that such a process was not available. Eighty-four percent ($n = 74$) of Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the environment and 94% (n

= 44) of Faculty respondents who did not think it was available thought that it would positively influence the environment if it were available.

Fifty-three percent ($n = 72$) of Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 47% ($n = 64$) of Faculty respondents thought that it was not available at EMS. Fifty-seven percent ($n = 41$) of Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the environment and 67% ($n = 43$) of Faculty respondents who did not think it was available thought that it would positively influence the environment if it were available.

Forty-eight percent ($n = 67$) of Faculty respondents thought that affordable child care was available and 52% ($n = 73$) of Faculty respondents thought that it was not available at EMS. Eighty-four percent ($n = 56$) of Faculty respondents who thought that affordable child care was available believed that it positively influenced the environment and 90% ($n = 66$) of Faculty respondents who did not think it was available thought that it would positively influence the environment if it were available.

Sixty percent ($n = 87$) of Faculty respondents thought that support/resources for spouse/partner employment was available and 40% ($n = 57$) of Faculty respondents thought that it was not available at EMS. Ninety-three percent ($n = 81$) of Faculty respondents who thought that support/resources for spouse/partner employment was available believed that it positively influenced the environment and 97% ($n = 55$) of Faculty respondents who did not think it was available thought that it would positively influence the environment if it were available.

Table 109. Faculty Respondents’ Perceptions of Institutional Initiatives

	Initiative available at EMS						Initiative NOT available at EMS									
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Faculty respondents who believed initiative was available		Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Faculty respondents who believed initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure clock	85	79.4	19	17.8	3	2.8	107	82.9	15	68.2	5	22.7	2	9.1	22	17.1
Providing recognition and rewards for including diversity issues in courses across the curriculum	44	62.0	23	32.4	4	5.6	71	53.8	46	75.4	14	23.0	1	1.6	61	46.2
Providing diversity and inclusivity training for faculty	64	62.7	32	31.4	6	5.9	102	73.4	28	75.7	7	18.9	2	5.4	37	26.6
Providing faculty with toolkits to create an inclusive classroom environment	42	63.6	19	28.8	5	7.6	66	49.3	56	82.4	12	17.6	0	0.0	68	50.7
Providing faculty with supervisory training	36	57.1	21	33.3	6	9.5	63	46.0	62	83.8	11	14.9	1	1.4	74	54.0
Providing faculty with instruction and support for teaching	94	87.9	13	12.1	0	0.0	107	75.4	31	88.6	4	11.4	0	0.0	35	24.6
Providing faculty with instruction and support for advising	65	82.3	13	16.5	1	1.3	79	56.8	56	93.3	4	6.7	0	0.0	60	43.2
Providing access to counseling for people who have experienced harassment	88	89.8	10	10.2	0	0.0	98	72.6	35	94.6	2	5.4	0	0.0	37	27.4

Table 109. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at EMS							Initiative NOT available at EMS								
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Faculty respondents who believed initiative was available	Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Faculty respondents who believed initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing mentorship for new faculty	114	94.2	6	5.0	1	0.8	121	84.6	21	95.5	1	4.5	0	0.0	22	15.4
Providing orientation for new faculty	104	91.2	10	8.8	0	0.0	114	79.7	27	93.1	1	3.4	1	3.4	29	20.3
Providing a clear process to resolve conflicts	72	84.7	13	15.3	0	0.0	85	62.5	49	96.1	1	2.0	1	2.0	51	37.5
Providing a fair process to resolve conflicts	74	84.1	13	14.8	1	1.1	88	65.2	44	93.6	2	4.3	1	2.1	47	34.8
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	41	56.9	20	27.8	11	15.3	72	52.9	43	67.2	16	25.0	5	7.8	64	47.1
Providing affordable child care	56	83.6	11	16.4	0	0.0	67	47.9	66	90.4	6	8.2	1	1.4	73	52.1
Providing support/resources for spouse/partner employment	81	93.1	5	5.7	1	1.1	87	60.4	55	96.5	1	1.8	1	1.8	57	39.6

Note: Table reports responses only from Faculty respondents (*n* = 175).

Qualitative comments analyses. Twenty-one respondents elaborated on the effect of institutional actions on the campus environment, with several Faculty respondents mentioning institutional support regarding spouses and child care.

Institutional Support. Faculty respondents were divided regarding decisions about spousal support. One respondent who described the importance of assistance with finding employment for a spouse indicated, “Providing support for spousal employment is a critical issue for me as I didn't get any support from my unit and university on that.” Another respondent indicated, “The line between providing support/resources for spouse/partner employment (good) and nepotism (bad) is thin and fuzzy.” Additionally, another respondent remarked about the exclusivity of spousal hiring and noted, “Assistance with spousal/partner employment is only provided to tenure-track faculty recruits.” Another respondent added, “We have lost three promising faculty hires in four years because we could not meet the needs of their partners. I know we try to make this work, but it needs to be a bigger priority, it is impossible to improve our department when we lose the best young people every time. Penn State is in the middle of nowhere and so accommodating partners has to be part of the cost of hiring new faculty.”

Faculty respondents also commented about child care. One respondent lamented about the affordability of child care on their current salary. The respondent explained, “If EMS would provide affordable, quality, and educationally focused child care, it would be tremendously helpful. Almost my entire salary is dedicated to daycare, which is a huge financial burden, especially given the lack of job security.” Another respondent also commented on affordable child care and explained, “The only child care support I'm aware of is a very stingy subsidy for excellent but also very expensive campus child care centers.” A few respondents praised the quality of PSU child care centers, as one respondent wrote, “Commitment to childcare (Bennett + Hort Woods) is a BIG deal for new faculty. PSU investment in this area should be lauded more than it is.”

The survey asked Staff respondents ($n = 110$) to respond regarding similar initiatives, which are listed in Table 111. Eighty-eight percent ($n = 88$) of the Staff respondents thought that diversity and equity training for staff was available at EMS and 12% ($n = 12$) of Staff respondents thought that it was not available. Seventy-four percent ($n = 65$) of the Staff respondents who thought that

diversity and equity training for staff was available believed that it positively influenced the environment and 67% ($n = 8$) of Staff respondents who did not think it was available thought that it would positively influence the environment if it were available.

Sixty-five percent ($n = 62$) of Staff respondents thought that access to counseling for people who had experienced harassment was available at EMS and 35% ($n = 33$) of Staff respondents thought that such access to counseling was not available. Eighty-six percent ($n = 53$) of Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the environment and 88% ($n = 29$) of Staff respondents who did not think it was available thought that it would positively influence the environment if it were available.

Sixty-four percent ($n = 62$) of Staff respondents thought that supervisory training for supervisors/managers was available and 36% ($n = 35$) of Staff respondents thought that such training was not available. Ninety percent ($n = 56$) of Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the environment and 91% ($n = 32$) of Staff respondents who did not think it was available thought that it would positively influence the environment if it were available.

Forty-eight percent ($n = 45$) of Staff respondents thought that supervisory training for faculty supervisors was available and 52% ($n = 48$) of Staff respondents thought that such training was not available. Eighty-seven percent ($n = 39$) of Staff respondents who thought that supervisory training for faculty supervisors was available believed that it positively influenced the environment and 92% ($n = 44$) of Staff respondents who did not think it was available thought that it would positively influence the environment if it were available.

Forty-one percent ($n = 42$) of Staff respondents thought that mentorship for new staff was available and 59% ($n = 61$) of Staff respondents thought that staff mentorship was not available. Ninety-one percent ($n = 38$) of Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the environment and 92% ($n = 56$) of Staff respondents who did not think it was available thought that it would positively influence the environment if it were available.

Fifty-eight percent ($n = 57$) of Staff respondents thought that a clear process to resolve conflicts was available at EMS and 42% ($n = 41$) of Staff respondents thought that such a process was not available. Seventy-nine percent ($n = 45$) of Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the environment and 88% ($n = 36$) of Staff respondents who did not think it was available thought that it would positively influence the environment if it were available.

Fifty-nine percent ($n = 57$) of Staff respondents thought that a fair process to resolve conflicts was available at EMS and 41% ($n = 40$) of Staff respondents thought that such a process was not available. Eighty-one percent ($n = 46$) of Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the environment and 85% ($n = 34$) of Staff respondents who did not think it was available thought that it would positively influence the environment if it were available.

Sixty-three percent ($n = 57$) of Staff respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 37% ($n = 33$) of Staff respondents thought that it was not available. Fifty-six percent ($n = 32$) of Staff respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the environment and 42% ($n = 14$) of Staff respondents who did not think it was available thought that it would positively influence the environment if it were available.

Seventy percent ($n = 71$) of Staff respondents thought that career development opportunities for staff were available and 30% ($n = 30$) of Staff respondents thought that they were not available. Eighty-seven percent ($n = 62$) of Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the environment and 90% ($n = 27$) of Staff respondents who did not think such opportunities were available thought that they would positively influence the environment if they were available.

Thirty-six percent ($n = 34$) of Staff respondents thought that affordable child care was available at EMS and 64% ($n = 61$) of Staff respondents thought that it was not available. Seventy-seven percent ($n = 26$) of Staff respondents who thought that affordable child care was available believed that it positively influenced the environment and 87% ($n = 53$) of Staff respondents who

did not think it was available thought that it would positively influence the environment if it were available.

Forty-seven percent ($n = 44$) of Staff respondents thought that support/resources for spouse/partner employment were available and 53% ($n = 50$) of Staff respondents thought that they were not available. Eighty percent ($n = 35$) of Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the environment and 70% ($n = 35$) of Staff respondents who did not think that they were available thought that they would positively influence the environment if they were available.

Fifty-four percent ($n = 55$) of Staff respondents thought that orientation for new staff was available and 46% ($n = 47$) of Staff respondents thought that it was not available. Eighty-nine percent ($n = 49$) of Staff respondents who thought that orientation for new staff was available believed that it positively influenced the environment and 96% ($n = 45$) of Staff respondents who did not think that it was available thought that it would positively influence the environment if they were available.

Table 110. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative available at EMS						Initiative NOT available at EMS									
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Staff respondents who believed initiative was available		Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Staff respondents who believes initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for staff	65	73.9	21	23.9	2	2.3	88	88.0	8	66.7	4	33.3	0	0.0	12	12.0
Providing access to counseling for people who have experienced harassment	53	85.5	9	14.5	0	0.0	62	65.3	29	87.9	3	9.1	1	3.0	33	34.7
Providing supervisors/managers with supervisory training	56	90.3	6	9.7	0	0.0	62	63.9	32	91.4	2	5.7	1	2.9	35	36.1
Providing faculty supervisors with supervisory training	39	86.7	6	13.3	0	0.0	45	48.4	44	91.7	2	4.2	2	4.2	48	51.6
Providing mentorship for new staff	38	90.5	4	9.5	0	0.0	42	40.8	56	91.8	3	4.9	2	3.3	61	59.2
Providing a clear process to resolve conflicts	45	78.9	12	21.1	0	0.0	57	58.2	36	87.8	4	9.8	1	2.4	41	41.8
Providing a fair process to resolve conflicts	46	80.7	11	19.3	0	0.0	57	58.8	34	85.0	5	12.5	1	2.5	40	41.2
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	32	56.1	21	36.8	4	7.0	57	63.3	14	42.4	10	30.3	9	27.3	33	36.7
Providing career development opportunities for staff	62	87.3	9	12.7	0	0.0	71	70.3	27	90.0	1	3.3	2	6.7	30	29.7

Table 110. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative available at EMS						Initiative NOT available at EMS									
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Staff respondents who believed initiative was available		Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Staff respondents who believes initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing affordable child care	26	76.5	8	23.5	0	0.0	34	35.8	53	86.9	7	11.5	1	1.6	61	64.2
Providing support/resources for spouse/partner employment	35	79.5	8	18.2	1	2.3	44	46.8	35	70.0	13	26.0	2	4.0	50	53.2
Providing orientation for new staff	49	89.1	6	10.9	0	0.0	55	53.9	45	95.7	1	2.1	1	2.1	47	46.1

Note: Table reports responses only from Staff respondents (*n* = 110).

Qualitative comments analyses. Nineteen Staff respondents provided commentary regarding institutional actions on the College environment. Major themes that surfaced when staff were asked to elaborate on the effect of institutional actions at EMS center on the implementation of diversity, equity, and inclusion initiatives and trainings.

Diversity, Equity, And Inclusion Practices/Training. In favor of diversity, equity, and inclusion (DEI), a respondent lamented about the enforcement of diversity training within faculty ranks. The respondent explained, “Diversity training should be mandatory for faculty, not just staff.” Other comments focused on the frequency of trainings within EMS. For example, “Diversity training may be applicable to new hires but neither the diversity training nor compliance training is necessary as frequently as it is required.”

EMS Staff respondents also elaborated on their beliefs in opposition of implementing DEI practices. Remarks from some respondents expressed concern that some diversity practices were unjust and discriminatory. One such respondent shared, “I believe that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty is a horrible idea. Most staff/faculty don't have access or the time to be involved with diversity-related professional experiences and using that as a factor in the hiring process would discriminate against employees that haven't had the ability to attend such experiences.” Another Staff respondent expressed, “Forcing diversity is a problem. Hiring someone based on diversity numbers is, in itself, racist/homophobic/etc.” EMS’ DEI practices also elicited the following remark from another respondent: “I believe that EMS and Penn State as a whole is forcing everyone to have diversity training to accept homosexuality, bisexuality, etc. by making it mandatory as our job goals. I feel discriminated against because my beliefs and values as a Christian do not align with those trainings. When do my beliefs become as important as those who are forcing us to accept theirs? There should be equality for ALL, not just for those who live outside of the norm of society. No one should be forced to have any training that is against their beliefs. Maybe EMS and Penn State should require mandatory diversity training opportunities on Christianity and pro-heterosexual life choices. It sounds extreme but that is what is being forced on conservatives.”

Staff respondents’ comments regarding the effectiveness of DEI training included, “Providing diversity training has no effect on a person that is prejudiced (towards race, religion or gender).

Most people I know, as am I, are annoyed that all of this training is being mandated. I am a very accepting individual of all types of people regardless of who or what they do, but would prefer not to hear about their sexual, political or religious preferences and would be happy if they just did their job in a professional manner.” In response to a unit’s hire of a person from a diverse background, one respondent shared, “In my unit, a person of a diverse background was hired, and is un- or under-qualified for the position. It is an unfortunate set-back in the advancement of diversity in the workplace and in our unit.”

The survey also asked Student respondents ($n = 609$) to consider a similar list of initiatives, provided in Table 112. Sixty-six percent ($n = 364$) of the Student respondents thought that diversity and equity training for students was available at EMS and 34% ($n = 190$) of Student respondents thought that it was not available. Seventy-eight percent ($n = 284$) of the Student respondents who thought that diversity and equity training for students was available believed that it positively influenced the environment and 64% ($n = 122$) of Student respondents who did not think it was available thought that it would positively influence the environment if it were available.

Seventy-one percent ($n = 390$) of Student respondents thought that diversity and equity training for staff was available at EMS and 29% ($n = 159$) of Student respondents thought that it was not available. Eighty-six percent ($n = 335$) of Student respondents who thought that diversity and equity training for staff was available believed that it positively influenced the environment and 71% ($n = 113$) of Student respondents who did not think it was available thought that it would positively influence the environment if it were available.

Seventy-two percent ($n = 389$) of Student respondents thought that diversity and equity training for faculty was available at EMS and 28% ($n = 152$) of Student respondents thought that it was not available. Eighty-six percent ($n = 335$) of Student respondents who thought that diversity and equity training for faculty was available believed that it positively influenced the environment and 72% ($n = 110$) of Student respondents who did not think it was available thought that it would positively influence the environment if it were available.

Seventy-three percent ($n = 388$) of Student respondents thought that a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories) was

available and 28% ($n = 147$) of Student respondents thought that such a person was not available. Eighty-three percent ($n = 321$) of Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was available believed such a resource positively influenced the environment and 79% ($n = 116$) of Student respondents who did not think such a person was available thought one would positively influence the environment if one were available.

Sixty-nine percent ($n = 373$) of Student respondents thought that a person to address student complaints of bias by other students in learning environments was available and 31% ($n = 165$) of Student respondents thought that such a resource was not available. Eighty-one percent ($n = 301$) of the Student respondents who thought that a person to address student complaints of bias by other students in learning environments was available believed that resource positively influenced the environment and 69% ($n = 373$) of Student respondents who did not think such a person was available thought one would positively influence the environment if one were available.

Sixty-six percent ($n = 359$) of Student respondents thought that increasing opportunities for cross-cultural dialogue between students was available and 34% ($n = 188$) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-four percent ($n = 303$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue between students was available believed that it positively influenced the environment and 81% ($n = 152$) of Student respondents who did not think that it was available thought that they would positively influence the environment if it were available.

Sixty-three percent ($n = 340$) of Student respondents thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available at EMS and 38% ($n = 204$) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-six percent ($n = 293$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available believed that they positively influenced the environment and 81% ($n = 165$) of Student respondents who did not think that it was available thought that it would positively influence the environment if it were available.

Fifty-eight percent ($n = 316$) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at EMS and 42% ($n = 225$) of Student respondents thought that it was not available. Seventy-three percent ($n = 232$) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed that it positively influenced the environment and 68% ($n = 154$) of Student respondents who did not think it was available thought that it would positively influence the environment if it were available.

Seventy-six percent ($n = 416$) of Student respondents thought that effective faculty mentorship of students was available and 24% ($n = 129$) of Student respondents thought that it was not available. Ninety-three percent ($n = 385$) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the environment and 87% ($n = 112$) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the environment if it were available.

Eighty-five percent ($n = 463$) of Student respondents thought that effective academic advising was available at EMS and 15% ($n = 79$) of Student respondents thought that it was not available. Ninety-four percent ($n = 434$) of Student respondents who thought that effective academic advising was available believed that it positively influenced the environment and 81% ($n = 64$) of Student respondents who did not think it was available thought effective academic advising would positively influence the environment if it were available.

Seventy percent ($n = 375$) of Student respondents thought that diversity training for student staff (e.g., resident assistants) was available and 30% ($n = 163$) of Student respondents thought that it was not available. Eighty-one percent ($n = 302$) of Student respondents who thought that diversity training for student staff (e.g., resident assistants) was available believed that it positively influenced the environment and 73% ($n = 119$) of Student respondents who did not think it was available thought that it would positively influence the environment if it were available.

Ninety percent ($n = 492$) of Student respondents thought that orientation for new students was available and 10% ($n = 55$) of Student respondents thought that it was not available. Ninety-one percent ($n = 448$) of Student respondents who thought that orientation for new students was available believed that it positively influenced the environment and 60% ($n = 33$) of Student respondents who did not think it was available thought that it would positively influence the environment if it were available.

Fifty-six percent ($n = 298$) of Student respondents thought that affordable child care was available and 44% ($n = 236$) of Student respondents thought that it was not available. Seventy-seven percent ($n = 228$) of Student respondents who thought that affordable child care was available believed that it positively influenced the environment and 75% ($n = 176$) of Student respondents who did not think it was available thought that it would positively influence the environment if it were available.

Table 111. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at EMS							Initiative NOT available at EMS								
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Student respondents who believed initiative was available		Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Student respondents who believed initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for students	284	78.0	76	20.9	4	1.1	364	65.7	122	64.2	59	31.1	9	4.7	190	34.3
Providing diversity and equity training for staff	335	85.9	53	13.6	2	0.5	390	71.0	113	71.1	36	22.6	10	6.3	159	29.0
Providing diversity and equity training for faculty	335	86.1	50	12.9	4	1.0	389	71.9	110	72.4	33	21.7	9	5.9	152	28.1
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	321	82.7	61	15.7	6	1.5	388	72.5	116	78.9	18	12.2	13	8.8	147	27.5
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	301	80.7	65	17.4	7	1.9	373	69.3	113	68.5	39	23.6	13	7.9	165	30.7
Increasing opportunities for cross-cultural dialogue among students	303	84.4	53	14.8	3	0.8	359	65.6	152	80.9	30	16.0	6	3.2	188	34.4
Increasing opportunities for cross-cultural dialogue among faculty, staff and students	293	86.2	44	12.9	3	0.9	340	62.5	165	80.9	32	15.7	7	3.4	204	37.5

Table 111. Student Respondents’ Perceptions of Institutional Initiatives

	Initiative available at EMS							Initiative NOT available at EMS								
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Student respondents who believed initiative was available	Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Student respondents who believed initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	232	73.4	74	23.4	10	3.2	316	58.4	154	68.4	57	25.3	14	6.2	225	41.6
Providing effective faculty mentorship of students	385	92.5	29	7.0	2	0.5	416	76.3	112	86.8	11	8.5	6	4.7	129	23.7
Providing effective academic advising	434	93.7	28	6.0	1	0.2	463	85.4	64	81.0	7	8.9	8	10.1	79	14.6
Providing diversity training for student staff (e.g., resident assistants)	302	80.5	69	18.4	4	1.1	375	69.7	119	73.0	35	21.5	9	5.5	163	30.3
Providing orientation for new students	448	91.1	44	8.9	0	0.0	492	89.9	33	60.0	13	23.6	9	16.4	55	10.1
Providing affordable child care	228	76.5	70	23.5	0	0.0	298	55.8	176	74.6	49	20.8	11	4.7	236	44.2

Note: Table reports responses only from Student respondents (*n* = 609).

Qualitative comments analyses. Ninety-seven Graduate and Undergraduate Student respondents elaborated on their responses about the effect of institutional actions on the campus environment. Four themes became salient among respondents. Respondents expressed not having awareness of institutional actions, elaborated on the trainings offered, expressed satisfaction with the current institutional actions in EMS, and/or provided remarks about how to make EMS more welcoming to students new to the college.

Not Aware. Respondents indicated not having awareness of institutional actions. One respondent noted, “I’m really not sure what’s offered or not already, but all seem likely they would be helpful” while another commented “I am not sure if many of these initiatives exist or not.” Similarly, another respondent noted, “I’ll be honest. I do not know much about EMS and what they do.” Lastly, a respondent who was new to Penn State commented, “As a new student at Penn State, I am not aware of many of these initiatives, so I cannot answer most of these questions. However, I do believe that all of these proposed initiatives would greatly influence EMS and the University in a positive way.”

Trainings. Respondents who reflected on instructional actions noted the various trainings that are mandated or provided. Opinions on the effectiveness or in support of the trainings varied. One respondent wrote, “I am not convinced that student-wide or faculty-wide courses really help that much. Especially online trainings are just something people click through/play in the background.” Another respondent offered “A short in-person seminar might be better but also is really, really difficult for busy people. I am just not convinced that big standardized programs like that are helpful.” Similarly, another respondent indicated, “I feel like you can provide all the diversity training you want and make it "mandatory" but most of the time people just click through those online modules and don't really pay attention to them. If people have negative thoughts towards a group of people, diversity training is unlikely to change it.” Comparably, another respondent wrote, “I think diversity training is a good place to start, but more profound and effective actions are required for it to actually have a positive impact. Inclusion is a long-term project, it can't be solved through a 2-hour on-line training.”

Respondents in favor of institutional training suggested, “Have more/better diversity and equity training for faculty and staff that is guided by someone who is not white.” Additionally, another respondent elaborated, “Penn State needs mandatory Title IX training on sexual harassment and assault for ALL STUDENTS. This could be offered online every year.”

Satisfaction. Respondents who indicated satisfaction with current institutional actions wrote things like “Keep up the good work” or “I think you all are doing a mighty swell job! Keep it up!” Respondents also wrote “I don't believe EMS needs to change what they already have, they just need to perfect and improve the methods they already have. There are not really instances of discrimination of any kind that I see in EMS between students.” Lastly, one respondent provided the following narrative in support of the work being done in EMS: “Compared to the other colleges, EMS is by far the best and the most willing to improve and take feedback. I will not change majors just because I do not want to leave EMS. I could not be happier with the staff, faculty, and overall environment. EMS is why I enjoy Penn State and learning.”

EMS Orientation. Respondents suggested initiatives/actions to assist individuals in becoming familiar with EMS. One respondent explained, “As someone who transferred into EMS late from a different college I wish there was some sort of new student orientation so I could have met more people within EMS faster and learned more about what the college has to offer.” Moreover, another respondent expressed, “More effort/plans to help transfer (from other campus or major)/non-traditional students to transition into EMS socially, emotionally, and academically.” Finally, one respondent offered, “I believe it's necessary to make it clear what is even available to students who don't start their academic careers in both Earth and Mineral Sciences and those who don't begin at the University Park campus. Being from a branch campus, I have never found a single useful piece of information on student resources outside syllabi.”

Summary

Perceptions of EMS's actions and initiatives contribute to the way individuals think and feel about the environment in which they work and learn. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus environment. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on EMS's campus. If, in fact, these

initiatives are available, EMS would benefit from better publicizing all that the institution offers to positively influence the campus environment.

Next Steps

Embarking on this assessment is further evidence of EMS's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the environment within EMS, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the EMS community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus environment. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered by EMS community members at the outset of this project. Also, as recommended by EMS's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing environment and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #111, #112, and #113)

Appendix D – Survey: *College of Earth & Mineral Sciences Assessment of the Learning, Living, and Working Environment*

Appendix A – Cross Tabulations by Selected Demographics

Table 112. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	Women	175	40.5	74	41.8	63	36.0	72	65.5	384	43.0
	Men	245	56.7	98	55.4	105	60.0	29	26.4	477	53.4
	Trans-spectrum	10	2.3	4	2.3	2	1.1	1	0.9	17	1.9
	Missing	2	0.5	1	0.6	5	2.9	8	7.3	16	1.8
Racial identity	Asian/Of Asian Descent	62	14.4	40	22.6	15	8.6	0	0.0	117	13.1
	Other People of Color	45	10.4	16	9.0	7	4.0	1	0.9	69	7.7
	White/Of European Descent	294	68.1	103	58.2	135	77.1	96	87.3	628	70.2
	Multiracial	26	6.0	15	8.5	4	2.3	2	1.8	47	5.3
	Missing	5	1.2	3	1.7	14	8.0	11	10.0	33	3.7
Sexual identity	LGBQ	49	11.3	24	13.6	4	2.3	6	5.5	83	9.3
	Heterosexual	368	85.2	144	81.4	157	89.7	93	84.5	762	85.2
	Missing	15	3.5	9	5.1	14	8.0	11	10.0	49	5.5
Citizenship status	U.S. Citizen	336	77.8	120	67.8	121	69.1	104	94.5	681	76.2
	Not U.S. Citizen	26	6.0	9	5.1	35	20.0	3	2.7	73	8.2
	Visa Holder	68	15.7	47	26.6	14	8.0	0	0.0	129	14.4
	Missing	2	0.5	1	0.6	5	2.9	3	2.7	11	1.2

Table 112. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status	Single Disability	27	6.3	15	8.5	5	2.9	9	8.2	56	6.3
	No Disability	389	90.0	150	84.7	167	95.4	98	89.1	804	89.9
	Multiple Disabilities	15	3.5	12	6.8	2	1.1	2	1.8	31	3.5
	Missing	1	0.2	0	0.0	1	0.6	1	0.9	3	0.3
Religious/spiritual affiliation	Christian Affiliation	200	46.3	45	25.4	61	34.9	61	55.5	367	41.1
	Other Religious Affiliation	44	10.2	14	7.9	14	8.0	3	2.7	75	8.4
	No Affiliation including Not Listed	166	38.4	99	55.9	82	46.9	32	29.1	379	42.4
	Multiple Affiliations	12	2.8	11	6.2	9	5.1	4	3.6	36	4.0
	Missing	10	2.3	8	4.5	9	5.1	10	9.1	37	4.1

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who were men).

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your primary position in the College of Earth & Mineral Sciences (EMS)? (Question 1)

Position	<i>n</i>	%
Undergraduate student	432	48.3
Started at University Park in EMS as a first-year student	242	56.0
Started at University Park in another academic college (e.g., DUS)	79	18.3
Started at a Penn State campus other than University Park	79	18.3
Transferred from another institution	32	7.4
Graduate student	177	19.8
Non-degree	1	0.6
Certificate	6	3.4
Master's degree	52	29.4
Doctoral degree	118	66.7
Postdoctoral scholar/fellow	17	1.9
Faculty (tenure-line)	81	9.1
Assistant professor	20	24.7
Associate professor	12	14.8
Professor	49	60.5
Faculty (research/teaching)	65	7.3
Assistant research professor	12	18.5
Associate research professor	7	10.8
Research professor	7	10.8
Assistant teaching professor	12	18.5
Associate teaching professor	6	9.2
Teaching professor	2	3.1
Researcher/research assistant/senior research assistant	5	7.7
Research associate/senior research associate	2	3.1
Lecturer	9	13.8
Professor of practice	0	0.0
Senior scientist	1	1.5
Adjunct/part-time faculty	2	3.1
Administrator with faculty rank (dean, director, head)	12	1.3
Staff	110	12.3
Exempt	69	62.7

Table B1. What is your primary position in the College of Earth & Mineral Sciences (EMS)? (Question 1)

Position	<i>n</i>	%
Non-exempt	35	31.8
Wage payroll	6	5.5

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B2. Are you full-time or part-time in that primary position? (Question 2)

Status	<i>n</i>	%
Full-time	843	94.3
Part-time	51	5.7

Table B3. Students only: What percentage of your EMS classes have you taken exclusively online? (Question 3)

Percentage of online classes	<i>n</i>	%
100%	32	5.3
76% - 99%	9	1.5
51% - 75%	2	0.3
26% - 50%	16	2.6
1% - 25%	211	34.6
0%	339	55.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 609).

Table B4. What is your birth sex (assigned)? (Question 47)

Birth sex	<i>n</i>	%
Female	392	43.8
Intersex	0	0.0
Male	489	54.7
Missing	13	1.5

Table B5. What is your gender/gender identity? (Mark all that apply.) (Question 48)

Gender identity	<i>n</i>	%
Genderqueer	7	0.8
Man	484	54.1
Non-binary	7	0.8
Transgender	3	0.3
Woman	388	43.4
A gender not listed here	4	0.4

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B6. What is your current gender expression? (Question 49)

Gender expression	<i>n</i>	%
Androgynous	15	1.7
Feminine	382	42.7
Masculine	471	52.7
A gender expression not listed here	6	0.7
Missing	20	2.2

Table B7. What is your citizenship/immigrant status in U.S.? (Question 50)

Citizenship/immigrant status	<i>n</i>	%
A visa holder (such as F-1, J-1, H1-B, and U)	129	14.4
Currently under a withholding of removal status	0	0.0
Dual/multi citizenship	11	1.2
Other legally documented status	0	0.0
Permanent resident	30	3.4
Refugee status	0	0.0
U.S. citizen, birth	681	76.2
U.S. citizen, naturalized	29	3.2
A citizenship/immigrant status not listed here	3	0.3
Missing	11	1.2

Table B8. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 51)

Racial/ethnic identity	<i>n</i>	%
Alaska Native	1	0.1
American Indian/Native	6	0.7
Asian/of Asian descent	128	14.3
Caribbean Asian	0	0.0
Central Asian	5	3.9
East Asian	61	47.7
South Asian	22	17.2
Southeast Asian	23	18.0
Other	1	0.8
Black/of African descent	33	3.7
Caribbean African	4	12.1
Central African	0	0.0
East African	1	3.0
North African	0	0.0
Southern African	4	12.1
West African	10	30.3
Other	1	3.0
Hispanic/Latinx/Chicanx	37	4.1
Caribbean Hispanic	7	18.9
Central American	8	21.6
North American	11	29.7
South American	12	32.4
Other	0	0.0
Middle Eastern/North African/of Arab descent	27	3.0
Middle Eastern	23	85.2
North African	0	0.0
Other	2	7.4
Native Hawaiian	1	0.1
Pacific Islander	3	0.3
White/of European descent	673	75.3
Central European	109	16.2
Eastern European	107	15.9
Western European	255	37.9
Other	28	4.2
A racial/ethnic identity not listed here	10	1.1

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B9. What is your age? (Question 52)

Age	<i>n</i>	%
23 or younger	453	50.7
24-34	175	19.6
35-44	77	8.6
45-54	90	10.1
55-64	68	7.6
65-74	10	1.1
75 or older	1	0.1
Missing	20	2.2

Table B10. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 53)

Sexual identity	<i>n</i>	%
Bisexual	35	3.9
Gay	13	1.5
Heterosexual	762	85.2
Lesbian	11	1.2
Pansexual	7	0.8
Queer	5	0.6
Questioning	12	1.3
A sexual identity not listed here	16	1.8
Missing	33	3.7

Table B11. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 54)

Parenting or caregiving responsibility	<i>n</i>	%
No	711	79.5
Yes	172	19.2
Children 5 years or under	58	33.7
Children 6-18 years	94	54.7
Children over 18 years of age, but still legally dependent (e.g., in college, disabled)	35	20.3
Independent adult children over 18 years of age	20	11.6
Partner with disability or illness	9	5.2
Senior or other family member	29	16.9
A parenting or caregiving responsibility not listed here (e.g., expectant, adoption pending)	4	2.3
Missing	11	1.2

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B12. Have you ever served in the military (e.g., Reserves, National Guard, Militia)? (Question 55)

Military status	<i>n</i>	%
Never served in the military	835	93.4
U.S. military service	30	3.4
I am currently on active duty.	2	6.7
I am currently a member of the National Guard (but not in ROTC).	1	3.3
I am currently a member of the Reserves (but not in ROTC).	1	3.3
I am not currently serving, but have served (e.g., retired/veteran).	21	70.0
I am in ROTC.	1	3.3
I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	0	0.0
Missing	4	13.3
Non-U.S. military service	19	2.1
Missing	10	1.1

Table B13. What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 56)

Level of education	Parent/guardian		Parent/guardian	
	<i>n</i>	%	<i>n</i>	%
No high school	17	1.9	22	2.5
Some high school	21	2.3	23	2.6
Completed high school/GED	125	14.0	146	16.3
Some college	61	6.8	73	8.2
Business/technical certificate/degree	33	3.7	56	6.3
Associate's degree	46	5.1	37	4.1
Bachelor's degree	234	26.2	280	31.3
Some graduate work	16	1.8	23	2.6
Master's degree (e.g., MA, MS, MBA)	206	23.0	137	15.3
Specialist degree (e.g., EdS)	1	0.1	3	0.3
Doctoral degree (e.g., PhD, EdD)	82	9.2	35	3.9
Professional degree (e.g., MD, JD)	34	3.8	28	3.1
Unknown	2	0.2	4	0.4
Not applicable	7	0.8	15	1.7
Missing	9	1.0	12	1.3

Table B14. Staff only: What is your highest level of education? (Question 57)

Level of education	<i>n</i>	%
No high school	0	0.0
Some high school	0	0.0
Completed high school/GED	6	5.5
Some college	16	14.5
Business/technical certificate/degree	5	4.5
Associate's degree	8	7.3
Bachelor's degree	37	33.6
Some graduate work	12	10.9
Master's degree (e.g., MA, MS, MBA, MLS)	22	20.0
Specialist degree (e.g., EdS)	0	0.0
Doctoral degree (e.g., PhD, EdD)	0	0.0
Professional degree (e.g., MD, JD)	1	0.9
Missing	3	2.7

Note: Table includes responses only from only those respondents who indicated that they were Staff in Question 1 (*n* = 110).

Table B15. Faculty/Staff only: How long have you been employed at EMS? (Question 58)

Length of employment	<i>n</i>	%
Less than 1 year	25	8.8
1-5 years	92	32.3
6-10 years	47	16.5
11-15 years	32	11.2
16-20 years	30	10.5
More than 20 years	50	17.5
Missing	9	3.2

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 285).

Table B16. Undergraduate/Graduate Students only: Where are you in your college career? (Question 59)

Where in college career	<i>n</i>	%
First year	105	17.2
Second year	95	15.6
Third year	157	25.8
Fourth year	135	22.2
Fifth year	57	9.4
Sixth year (or more)	57	9.4
Missing	3	0.5

Note: Table includes responses only from those respondents who indicated that they were Undergraduate/Graduate Students in Question 1 (*n* = 609).

Table B17. Faculty only: With which academic department/institute are you primarily affiliated at this time? (Question 60)

Academic department/institute	<i>n</i>	%
Energy and Mineral Engineering	21	12.0
Geography	25	14.3
Geosciences	39	22.3
Materials Science and Engineering	15	8.6
Meteorology and Atmospheric Science	30	17.1
Dutton e-Education Institute	13	7.4
Earth and Environmental Systems Institute	14	8.0
EMS energy institute	6	3.4
Central Colleges Offices (Office of the Dean, ADGER, ADEE, ADUE/Ryan Family Student Center, Development and Alumni Relations, EMS Museum and Gallery)	4	2.3
Missing	8	4.6

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 175).

Table B18. Staff only: With which academic division/work unit are you primarily affiliated at this time? (Question 61)

Academic division/work unit	<i>n</i>	%
Energy and Mineral Engineering	10	9.1
Geography	3	2.7
Geosciences	6	5.5
Materials Science and Engineering	6	5.5
Meteorology and Atmospheric Science	6	5.5
Dutton e-Education Institute	15	13.6
Earth and Environmental Systems Institute	8	7.3
EMS Energy Institute	3	2.7
Central Colleges Offices (Office of the Dean, ADGER, ADEE, ADUE/Ryan Family Student Center, Development and Alumni Relations, EMS Museum and Gallery)	39	35.5
Missing	14	12.7

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 110).

Table B19. Undergraduate Students only: What is/are your intended academic major(s)/certificate in EMS? (Mark all that apply.) (Question 62)

Academic major/certificate	<i>n</i>	%
Certificate	6	1.4
Earth sciences B.S.	8	1.9
Earth science and policy B.S.	17	3.9
General option	5	29.4
Environment change option	5	29.4
Energy option	6	35.3
Water and land use option	5	29.4
Earth sustainability	3	0.7
Energy business and finance B.S.	36	8.3
General option	28	77.8
Energy land management option	5	13.9
Energy engineering B.S.	47	10.9
Energy and sustainability policy B.A.	4	0.9
Energy and sustainability policy B.S.	4	0.9
Environmental systems engineering B.S.	34	7.9
Environmental systems engineering option	33	97.1
Environmental health and safety engineering option	1	2.9
Geobiology B.S.	7	1.6
Geography B.A.	3	0.7
General option	1	33.3

Table B19. Undergraduate Students only: What is/are your intended academic major(s)/certificate in EMS? (Mark all that apply.) (Question 62)

Academic major/certificate	<i>n</i>	%
Human geography option	2	66.6
Nature-society geography option	0	0.0
Geography B.S.	24	5.6
General option	6	25.0
Physical/environmental option	9	37.5
Geographic information systems option	11	45.8
Geosciences B.A.	1	0.2
Geosciences B.S.	48	11.1
General option	40	83.3
Hydrogeology option	8	16.7
Materials science and engineering B.S.	108	25.0
Meteorology and atmospheric science B.S.	66	15.3
General option	26	39.4
Atmospheric sciences option	13	19.7
Environmental meteorology option	5	7.6
Weather forecasting and communications option	15	22.7
Weather risk management option	10	15.2
Mining engineering B.S.	12	2.8
Petroleum and natural gas engineering	34	7.9
Weather forecasting	1	0.2

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 432). Percentages may not sum to 100 as a result of multiple response choices.

Table B20. Graduate Students only: What is your academic department in EMS? (Mark all that apply.) (Question 63)

Academic department	<i>n</i>	%
Energy and mineral engineering	35	19.8
Geography	31	17.5
Geosciences	54	30.5
Materials science and engineering	35	19.8
Meteorology and atmospheric science	27	15.3

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 177). Percentages may not sum to 100 as a result of multiple response choices.

Table B21. Do you have a condition/disability that influences your learning, working, or living activities? (Question 64)

Condition	<i>n</i>	%
No	804	89.9
Yes	87	9.7
Missing	3	0.3

Table B22. Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 65)

Condition	<i>n</i>	%
Acquired/traumatic brain injury	2	2.3
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	27	31.0
Hard of hearing or deaf	4	4.6
Learning difference/disability (e.g., Asperger's/autism spectrum, attention deficit/hyperactivity disorder, cognitive/language-based)	35	40.2
Low vision or blind	2	2.3
Mental health/psychological condition (e.g., anxiety, depression)	43	49.4
Physical/mobility condition that affects walking	5	5.7
Physical/mobility condition that does not affect walking	6	6.9
Speech/communication condition	5	5.7
A disability/condition not listed here	2	2.3

Note: Table includes responses from only those respondents who indicated that they have a disability in Question 64 (*n* = 87). Percentages may not sum to 100 as a result of multiple response choices.

Table B23. Students only: Are you registered with the Student Disability Resources Office? (Question 66)

Registered	<i>n</i>	%
No	47	68.1
Yes	21	30.4
Missing	1	1.4

Note: Table includes responses only from those Student respondents who indicated that they have a disability in Question 64 (*n* = 69).

Table B24. Faculty/Staff only: Are you receiving accommodations for a disability? (Question 67)

Requested accommodations	<i>n</i>	%
No	14	77.8
Yes	3	16.7
Missing	1	5.5

Note: Table includes responses only from those Faculty and Staff respondents who indicated that they have a disability in Question 64 (*n* = 18).

Table B25. Is English your primary language? (Question 68)

English primary language	<i>n</i>	%
Yes	749	83.8
No	132	14.8
Missing	13	1.5

Table B26. What is your religious or spiritual identity? (Mark all that apply.) (Question 69)

Religious/spiritual identity	<i>n</i>	%
Agnostic	112	12.5
Atheist	125	14.0
Baha'i	0	0.0
Buddhist	14	1.6
Christian	383	42.8
African Methodist Episcopal	0	0.0
African Methodist Episcopal Zion	0	0.0
Assembly of God	3	0.8
Baptist	23	6.0
Catholic/Roman Catholic	143	37.3
Church of Christ	1	0.3
Church of God in Christ	1	0.3
Christian Orthodox	1	0.3
Christian Methodist Episcopal	1	0.3
Christian Reformed Church (CRC)	0	0.0
Episcopalian	12	3.1
Evangelical	11	2.9
Greek Orthodox	5	1.3
Lutheran	37	9.7
Mennonite	3	0.8
Moravian	0	0.0
Nondenominational Christian	23	6.0
Pentecostal	3	0.8
Presbyterian	23	6.0
Protestant	13	3.4
Protestant Reformed Church (PR)	2	0.5
Quaker	2	0.5
Reformed Church of America (RCA)	0	0.0
Russian Orthodox	2	0.5

**Table B26. What is your religious or spiritual identity? (Mark all that apply.)
 (Question 69)**

Religious/spiritual identity	<i>n</i>	%
Seventh Day Adventist	2	0.5
The Church of Jesus Christ of Latter-day Saints	0	0.0
United Methodist	28	7.3
United Church of Christ	5	1.3
A Christian identity not listed here	15	3.9
Confucianist	1	0.1
Druid	0	0.0
Hindu	12	1.3
Jain	1	0.1
Jehovah's Witness	1	0.1
Jewish	22	2.5
Conservative	6	27.3
Orthodox	0	0.0
Reform	10	45.5
A Jewish identity not listed here	3	13.6
Muslim	27	3.0
Ahmadi	0	0.0
Shi'ite	4	14.8
Sufi	0	0.0
Sunni	20	74.1
A Muslim identity not listed here	1	3.7
Native American Traditional Practitioner or Ceremonial	2	0.2
Pagan	2	0.2
Rastafarian	0	0.0
Scientologist	1	0.1
Secular Humanist	9	1.0
Shinto	0	0.0
Sikh	2	0.2
Taoist	3	0.3
Tenrikyo	0	0.0
Unitarian Universalist	9	1.0
Wiccan	2	0.2
Spiritual but no religious identity	49	5.5
No affiliation	149	16.7

Table B26. What is your religious or spiritual identity? (Mark all that apply.) (Question 69)

Religious/spiritual identity	<i>n</i>	%
A religious affiliation or spiritual identity not listed above	9	1.0

Table B27. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 70)

Receive financial support	<i>n</i>	%
Yes	212	34.8
No	383	62.9
Missing	14	2.3

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 609).

Table B28. Students only: What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 71)

Income	<i>n</i>	%
\$29,999 and below	112	18.4
\$30,000 - \$49,999	65	10.7
\$50,000 - \$69,999	76	12.5
\$70,000 - \$99,999	89	14.6
\$100,000 - \$149,999	109	17.9
\$150,000 - \$199,999	73	12.0
\$200,000 or more	60	9.9
Missing	25	4.1

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 609).

Table B29. Students/Graduate Students only: Where do you live? (Question 72)

Residence	<i>n</i>	%
Campus housing	159	26.1
Residence hall	88	60.7
Special living option (SLO)	49	33.8
On-campus apartments	8	5.5
Non-campus housing	443	72.7
Independently in an apartment/house	396	96.1
Living with family member/guardian	16	3.9
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	3	0.5
Missing	4	0.7

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students/Graduate Students in Question 1 (*n* = 609). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B30. Students only: Since having been a student at EMS, have you been a member or participated in any of the following? (Mark all that apply.) (Question 73)

Clubs/organizations	<i>n</i>	%
EMS major-specific organizations	238	39.1
EMS college-wide organizations	159	26.1
Academic and academic honorary organizations	129	21.2
Club sport	113	18.6
I do not participate in any clubs or organizations.	105	17.2
Service or philanthropic organization	103	16.9
Recreational organization	97	15.9
Professional or pre-professional organization	86	14.1
Faith or spirituality-based organization	57	9.4
Culture-specific organization	46	7.6
Greek letter organization	38	6.2
Political or issue-oriented organization	38	6.2
Performance organization	26	4.3
Health and wellness organization	15	2.5
Intercollegiate athletic team	13	2.1
Penn State non-athletic representative/competitive organization	12	2.0
Governance organization	10	1.6
Publication/media organization	7	1.1
A student organization not listed above	37	6.1

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 609). Percentages may not sum to 100 as a result of multiple response choices.

Table B31. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 74)

GPA	<i>n</i>	%
3.50 – 4.00	324	53.2
3.00 – 3.49	166	27.3
2.50 – 2.99	83	13.6
2.00 - 2.49	16	2.6
Below 2.00	5	0.8
Missing	15	2.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 609).

**Table B32. Students only: Have you experienced financial hardship attending EMS?
 (Question 75)**

Financial hardship	<i>n</i>	%
No	435	71.4
Yes, I have had difficulty affording...	169	27.8
Tuition	100	59.2
Housing	83	49.1
Books/course materials	79	46.7
Food	66	39.1
Studying abroad	47	27.8
Participation in social events	38	22.5
Alternative spring breaks	37	21.9
Travel to and from EMS (e.g., returning home from break)	32	18.9
Health care	29	17.2
Unpaid internships/research opportunities	27	16.0
Other course fees	26	15.4
Other campus fees	24	14.2
Cocurricular events or activities	15	8.9
Commuting to campus	15	8.9
Child care	2	1.2
A financial hardship not listed here	12	7.1
Missing	5	0.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 609). Percentages may not sum to 100 as a result of multiple response choices.

**Table B33. Students only: How are you currently paying for your education in EMS?
 (Mark all that apply.) (Question 76)**

Source of funding	<i>n</i>	%
Family contribution	288	47.3
Loans	226	37.1
Non-need-based scholarship (e.g., merit, ROTC)	160	26.3
Graduate assistantship/fellowship (e.g., teaching/research)	132	21.7
Personal contribution/job	127	20.9
Grant (e.g., Pell)	70	11.5
Need-based scholarship (e.g., Gates)	64	10.5
Campus employment	60	9.9
Credit card	47	7.7
GI Bill	14	2.3
Resident assistant	12	2.0
A method of payment not listed here	27	4.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 609). Percentages may not sum to 100 as a result of multiple response choices.

Table B34. Undergraduate Students only: Are you employed on campus, off campus, or both during the academic year? (Question 77)

Employed	<i>n</i>	%
No	259	60.0
Yes, I work on campus.	122	28.2
1-10 hours/week	65	53.3
11-20 hours/week	46	37.7
21-30 hours/week	2	1.6
31-40 hours/week	1	0.8
More than 40 hours/week	0	0.0
Missing	8	6.6
Yes, I work off campus.	62	14.4
1-10 hours/week	23	37.1
11-20 hours/week	24	38.7
21-30 hours/week	6	9.7
31-40 hours/week	5	8.1
More than 40 hours/week	2	3.2
Missing	2	3.2

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 432).

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B35. Overall, how comfortable are you with the living, learning, and working environment in EMS? (Question 4)

Comfort	<i>n</i>	%
Very comfortable	350	39.2
Comfortable	410	46.0
Neither comfortable nor uncomfortable	94	10.5
Uncomfortable	29	3.3
Very uncomfortable	9	1.0

Table B36. Faculty/Staff only: Overall, how comfortable are you with the environment in your department/program or work unit at EMS? (Question 5)

Comfort	<i>n</i>	%
Very comfortable	111	38.9
Comfortable	120	42.1
Neither comfortable nor uncomfortable	27	9.5
Uncomfortable	20	7.0
Very uncomfortable	7	2.5

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 285).

Table B37. Students/Faculty only: Overall, how comfortable are you with the environment in your classes at EMS? (Question 6)

Comfort	<i>n</i>	%
Very comfortable	315	41.0
Comfortable	358	46.6
Neither comfortable nor uncomfortable	79	10.3
Uncomfortable	13	1.7
Very uncomfortable	4	0.5

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 784).

Table B38. Have you ever seriously considered leaving EMS? (Question 7)

Considered leaving	<i>n</i>	%
No	633	71.0
Yes	259	29.0

Table B39. Students only: When did you seriously consider leaving EMS? (Mark all that apply.) (Question 8)

Year	<i>n</i>	%
During my first year as a student	58	53.7
During my second year as a student	39	36.1
During my third year as a student	36	33.3
During my fourth year as a student	15	13.9
During my fifth year as a student	7	6.5
After my fifth year as a student	4	3.7

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 7 (*n* = 108). Percentages may not sum to 100 as a result of multiple response choices.

Table B40. Students only: Why did you seriously consider leaving EMS? (Mark all that apply.) (Question 9)

Reasons	<i>n</i>	%
Lack of a sense of belonging	31	28.7
Did not like major	29	26.9
Environment not welcoming	25	23.1
Coursework too difficult	25	23.1
Lack of social life at EMS	25	23.1
Lack of support group	23	21.3
Personal reasons (e.g., medical, mental health, family emergencies)	23	21.3
Job prospects	21	19.4
Lack of support services	14	13.0
Financial reasons	11	10.2
Program too rigorous	8	7.4
Homesick	7	6.5
Did not have my major	6	5.6
My marital/relationship status	6	5.6
Coursework not challenging enough	5	4.6
Did not meet the selection criteria for a major	4	3.7
A reason not listed above	23	21.3

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 7 (*n* = 108). Percentages may not sum to 100 as a result of multiple response choices.

Table B41. Faculty/Staff only: When did you seriously consider leaving EMS? (Mark all that apply.) (Question 10)

Year	<i>n</i>	%
Within the past 12 months	94	62.3
1-3 years ago	49	32.5
4-6 years ago	31	20.5
More than 6 years ago	27	17.9

Note: Table includes responses only from those Faculty and Staff who indicated that they considered leaving in Question 7 (*n* = 151). Percentages may not sum to 100 as a result of multiple response choices.

Table B42. Faculty/Staff only: Why did you seriously consider leaving EMS? (Mark all that apply.) (Question 11)

Reasons	<i>n</i>	%
Low salary/pay rate	54	35.8
Interested in a position at another institution	49	32.5
Limited advancement opportunities	47	31.1
Recruited or offered a position at another institution/organization	37	24.5
Increased workload	36	23.8
Job instability (e.g., uncertain future funding)	35	23.2
Environment not welcoming	34	22.5
Lack of institutional support (e.g., technical support, laboratory space/equipment)	33	21.9
Tension with supervisor/manager	31	20.5
Lack of professional development opportunities	23	15.2
Tension with coworkers	23	15.2
Personal reasons (e.g., medical, mental health, family emergencies)	12	7.9
Family responsibilities	10	6.6
Spouse or partner unable to find suitable employment	10	6.6
Local community climate not welcoming	9	6.0
Local community did not meet my (my family) needs	8	5.3
Lack of benefits	5	3.3
Relocation	5	3.3
Spouse or partner relocated	3	2.0
A reason not listed above	31	20.5

Note: Table includes responses only from Faculty and Staff who indicated that they considered leaving in Question 7 (*n* = 151). Percentages may not sum to 100 as a result of multiple response choices.

Table B43. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at EMS. (Question 13)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	106	17.4	332	54.6	79	13.0	81	13.3	10	1.6
I am satisfied with my academic experience at EMS.	152	25.1	314	51.9	82	13.6	48	7.9	9	1.5
I am satisfied with the extent of my intellectual development since enrolling at EMS.	194	32.0	301	49.6	84	13.8	25	4.1	3	0.5
I have performed academically as well as I anticipated I would.	115	19.0	258	42.6	109	18.0	101	16.7	22	3.6
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	220	36.2	289	47.5	68	11.2	24	3.9	7	1.2
My interest in ideas and intellectual matters has increased since coming to EMS.	225	37.4	262	43.5	83	13.8	22	3.7	10	1.7
I intend to graduate from EMS.	425	70.5	160	26.5	15	2.5	1	0.2	2	0.3
Thinking ahead, it is likely that I will leave EMS before graduation.	13	2.1	16	2.6	36	6.0	146	24.1	394	65.1

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 609).

Table B44. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at EMS? (Question 14)

Reasons	<i>n</i>	%
No	773	86.8
Yes	118	13.2

**Table B45. What do you believe was the basis of the conduct? (Mark all that apply.)
 (Question 15)**

Basis	<i>n</i>	%
Gender/gender identity	34	28.8
Position (e.g., staff, faculty, student)	33	28.0
Do not know	22	18.6
Educational credentials (e.g., BS, MS, PhD, MD)	19	16.1
Academic performance	16	13.6
Length of service at EMS	16	13.6
Major field of study	16	13.6
Age	15	12.7
Ethnicity	13	11.0
International status/national origin	7	5.9
Mental health/psychological disability/condition	7	5.9
Physical characteristics	7	5.9
Philosophical views	7	5.9
Religious/spiritual views	7	5.9
Political views	6	5.1
English language proficiency/accent	5	4.2
Learning disability/condition	5	4.2
Parental status (e.g., having children)	5	4.2
Racial identity	5	4.2
Socioeconomic status	5	4.2
Marital status (e.g., single, married, partnered)	4	3.4
Gender expression	3	2.5
Immigrant/citizen status	3	2.5
Medical disability/condition	3	2.5
Participation in an organization/team	3	2.5
Sexual identity	3	2.5
Physical disability/condition	1	0.8
Military/veteran status	0	0.0
Pregnancy	0	0.0
A reason not listed above	30	25.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 118).

Table B46. How would you describe what happened? (Mark all that apply.) (Question 16)

Form	<i>n</i>	%
I was ignored or excluded.	59	50.0
I was isolated or left out.	49	41.5
I was intimidated/bullied.	38	32.2
I experienced a hostile work environment.	27	22.9
I was the target of workplace incivility.	24	20.3
I was the target of derogatory verbal remarks	21	17.8
I received a low or unfair performance evaluation.	16	13.6
I felt others staring at me.	13	11.0
I experienced a hostile classroom environment.	13	11.0
The conduct made me fear that I would get a poor grade.	9	7.6
I was singled out as the spokesperson for my identity group.	8	6.8
I received derogatory written comments.	6	5.1
Someone assumed I was admitted/hired/promoted because of my identity group.	6	5.1
I was not fairly evaluated in the promotion and tenure process.	5	4.2
I was the target of racial/ethnic profiling.	5	4.2
I received derogatory phone calls/text messages/email.	4	3.4
I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).	3	2.5
I was the target of stalking.	3	2.5
The conduct threatened my physical safety.	2	1.7
Someone assumed I was <u>not</u> admitted/hired/promoted because of my identity group.	1	0.8
I received threats of physical violence.	1	0.8
I was the target of graffiti/vandalism.	0	0.0
The conduct threatened my family's safety.	0	0.0
I was the target of physical violence.	0	0.0
An experience not listed above	19	16.1

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 118). Percentages may not sum to 100 as a result of multiple response choices.

Table B47. Where did the conduct occur? (Mark all that apply.) (Question 17)

Location	<i>n</i>	%
In a class/laboratory	33	28.0
In a meeting with a group of people	29	24.6
In a faculty office	25	21.2
While working at a EMS job	24	20.3
In a meeting with one other person	19	16.1
In other public spaces in EMS	17	14.4
In an EMS administrative office	14	11.9
On phone calls/text messages/email	13	11.0
At an EMS event/program	10	8.5
Off campus	9	7.6
While walking on campus	9	7.6
On social media sites (e.g., Facebook, Twitter, Snapchat)	4	3.4
In the Ryan Family Student Center	4	3.4
In off-campus housing	3	2.5
On campus transportation	3	2.5
In campus housing	2	1.7
In a religious center	1	0.8
In a fraternity house	1	0.8
In an EMS library	1	0.8
In athletic facilities	1	0.8
In an experiential learning environment (e.g., community-based learning, externship, internship)	0	0.0
A venue not listed above	13	11.0

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 118).

**Table B48. Who/what was the source of the conduct? (Mark all that apply.)
 (Question 18)**

Source	<i>n</i>	%
Coworker/colleague	43	36.4
Student	38	32.2
Faculty member/other instructional staff	34	28.8
Academic advisor	16	13.6
Department/program chair	14	11.9
Supervisor or manager	12	10.2
Staff member	9	7.6
Stranger	7	5.9
Friend	5	4.2
Senior administrator (e.g., dean, vice president, provost)	5	4.2
Student staff	4	3.4
Do not know source	4	3.4
Off-campus community member	3	2.5
Student teaching assistant/student laboratory assistant/student tutor	2	1.7
Alumnus/a	0	0.0
EMS media (e.g., posters, brochures, flyers, handouts, websites)	0	0.0
Direct report (e.g., person who reports to me)	0	0.0
Donor	0	0.0
Social networking site (e.g., Facebook, Twitter, Snapchat)	0	0.0
Student organization	0	0.0
A source not listed above	4	3.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 118). Percentages may not sum to 100 as a result of multiple response choices.

**Table B49. How did you feel after experiencing the conduct? (Mark all that apply.)
 (Question 19)**

Emotional response	<i>n</i>	%
I was angry.	72	61.0
I felt distressed.	69	58.5
I felt embarrassed.	37	31.4
I ignored it.	30	25.4
I felt somehow responsible.	21	17.8
I was afraid.	21	17.8
A feeling not listed above	21	17.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct ($n = 118$). Percentages may not sum to 100 as a result of multiple response choices.

Table B50. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 20)

Response	<i>n</i>	%
I avoided the person/venue.	58	49.2
I did not do anything.	47	39.8
I told a friend.	46	39.0
I told a family member.	40	33.9
I contacted an EMS resource	13	11.0
Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, department head, institute director, educational equity)	10	76.9
Faculty member	7	53.8
Ombudsperson	3	23.1
Office of Human Resources	3	23.1
Safety representative	1	7.7
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
Student staff (e.g., Irvin Hall RA, student advisers, building managers, event staff)	0	0.0
I contacted a University resource.	12	10.2
Office in Student Affairs (e.g., CAPS, Gender Equity Center, LGBTQA Student Resource Center)	5	41.7
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	4	33.3
Office of Human Resources	3	25.0
Office of Ethics and Compliance Title IX coordinator Cleary coordinator	2	16.7
Office of the Vice Provost for Educational Equity	2	16.7
Affirmative Action Office	1	8.3
Student staff (e.g., resident assistant, student advisers, building managers, event staff)	1	8.3
Employee Assistance Program	0	0.0
I did not know to whom to go.	11	9.3
I confronted the person(s) later.	10	8.5
I confronted the person(s) at the time.	9	7.6
I sought information online.	5	4.2
I sought support from off-campus hotline/advocacy services.	3	2.5
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	2	1.7
I submitted a bias incident report or a report through the Ethics and Compliance Hotline and/or another University misconduct reporting hotline (https://universityethics.psu.edu/resources-reporting-wrongdoing).	2	1.7
I contacted a local law enforcement official.	1	0.8
A response not listed above	24	20.3

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 118).

Table B51. Did you officially report the conduct? (Question 21)

Reported conduct	<i>n</i>	%
No, I did not report it.	104	89.7
Yes, I reported it.	12	10.3
Yes, I reported the incident and felt that it was addressed appropriately.	1	11.1
Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	1	11.1
Yes, I reported the incident but felt that it was not addressed appropriately.	6	66.7
Yes, I reported the conduct and the outcome is still pending.	1	11.1

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 118).

Table B52. While a member of the EMS community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)? (Mark all that apply.) (Question 23).

Unwanted sexual contact/conduct	<i>n</i>	%
No	834	93.3
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	8	0.9
Yes – stalking (e.g., following me, on social media, texting, phone calls)	16	1.8
Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	33	3.7
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	16	1.8

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B53. When did the relationship violence occur? (Question 24rv)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	2	25.0
6 – 12 months ago	2	25.0
13 – 23 months ago	0	0.0
2 – 4 years ago	4	50.0
5 – 10 years ago	0	0.0
11 – 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 8). Percentages may not sum to 100 as a result of multiple response choices.

Table B54. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 25rv)

Semester	<i>n</i>	%
During my time as a graduate student at EMS	4	66.7
Undergraduate first year	0	0.0
Fall semester	0	0.0
Spring semester	0	0.0
Summer semester	0	0.0
Undergraduate second year	2	33.3
Fall semester	2	100.0
Spring semester	2	100.0
Summer semester	1	50.0
Undergraduate third year	1	16.7
Fall semester	1	100.0
Spring semester	0	0.0
Summer semester	0	0.0
Undergraduate fourth year	0	0.0
Fall semester	0	0.0
Spring semester	0	0.0
Summer semester	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 6). Percentages may not sum to 100 as a result of multiple response choices.

Table B55. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting) you experienced? (Question 26rv)

Alcohol and/or drugs involved	<i>n</i>	%
No	8	100.0
Yes	0	0.0
Alcohol only	0	0.0
Drugs only	0	0.0
Both alcohol and drugs	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 8). Percentages may not sum to 100 as a result of multiple response choices.

Table B56. Who did this to you? (Mark all that apply.) (Question 27rv)

Source	<i>n</i>	%
Current or former dating/intimate partner	5	62.5
PSU staff member	2	25.0
PSU student	1	12.5
Acquaintance/friend	0	0.0
Family member	0	0.0
PSU faculty member	0	0.0
Stranger	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 8). Percentages may not sum to 100 as a result of multiple response choices.

Table B57. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 28rv)

Occurred off campus	<i>n</i>	%
Off campus	6	75.0
On campus	2	25.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 8). Percentages may not sum to 100 as a result of multiple response choices.

Table B58. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 29rv)

Emotional response	<i>n</i>	%
I felt somehow responsible.	5	62.5
I felt angry.	4	50.0
I felt embarrassed.	4	50.0
I ignored it.	4	50.0
I felt afraid.	3	37.5
A feeling not listed above	1	12.5

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 8). Percentages may not sum to 100 as a result of multiple response choices.

Table B59. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 30rv)

Response	<i>n</i>	%
I told a friend.	5	62.5
I confronted the person(s) at the time.	4	50.0
I confronted the person(s) later.	4	50.0
I did not do anything.	4	50.0
I told a family member.	3	37.5
I did not know to whom to go.	2	25.0
I contacted an EMS resource.	1	12.5

Table B59. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 30rv)

Response	<i>n</i>	%
Office of Human Resources	1	100.0
Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, dept. head, institute director, educational equity)	0	0.0
Faculty member	0	0.0
Ombudsperson	0	0.0
Safety representative	0	0.0
Student staff (e.g., Irvin Hall RA, student advisers, building managers, event staff)	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
I sought support from off-campus hotline/advocacy services.	1	12.5
I avoided the person(s)/venue.	0	0.0
I contacted a local law enforcement official.	0	0.0
I contacted a University resource.	0	0.0
Affirmative Action Office	0	0.0
Employee Assistance Program	0	0.0
Office in Student Affairs (e.g., CAPS, Gender Equity Center, LBGTTQA Resource Center)	0	0.0
Office of Ethics and Compliance Title IX Coordinator Cleary Coordinator	0	0.0
Office of Human Resources	0	0.0
Office of the Vice Provost for Educational Equity	0	0.0
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	0	0.0
Student staff (resident assistant, student advisers, building managers, event staff)	0	0.0
I sought information online.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
I submitted a bias incident report or a report through the Ethics and Compliance Hotline and/or another University misconduct reporting hotline (https://universityethics.psu.edu/resources-reporting-wrongdoing).	0	0.0
A response not listed above.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 8). Percentages may not sum to 100 as a result of multiple response choices.

Table B60. Did you officially report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 31rv)

Reported conduct	<i>n</i>	%
No, I did not report it.	7	87.5
Yes, I reported it.	1	12.5
Yes, I reported the incident and it was addressed appropriately.	1	100.0
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.	0	0.0
Yes, I reported the incident, but felt that it was not addressed appropriately.	0	0.0
Yes, I reported the conduct and the outcome is still pending.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 8). Percentages may not sum to 100 as a result of multiple response choices.

Table B61. When did the incidents of stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 24stlk)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	5	31.3
6 – 12 months ago	5	31.3
13 – 23 months ago	3	18.8
2 – 4 years ago	0	0.0
5 – 10 years ago	3	18.8
11 – 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Table B62. Students only: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 25stlk)

Semester	<i>n</i>	%
During my time as a graduate student at EMS	3	20.0
Undergraduate first year	4	26.7
Fall semester	4	100.0
Spring semester	3	75.0
Summer semester	0	0.0
Undergraduate second year	2	13.3
Fall semester	2	100.0
Spring semester	0	0.0
Summer semester	1	50.0
Undergraduate third year	4	26.7
Fall semester	2	50.0
Spring semester	3	75.0
Summer semester	1	25.0
Undergraduate fourth year	6	40.0
Fall semester	5	83.3
Spring semester	1	16.7
Summer semester	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced stalking ($n = 15$). Percentages may not sum to 100 as a result of multiple response choices.

Table B63. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls) you experienced? (Question 26stlk)

Alcohol and/or drugs involved	<i>n</i>	%
No	13	81.3
Yes	3	18.8
Alcohol only	3	100.0
Drugs only	0	0.0
Both alcohol and drugs	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Table B64. Who did this to you? (Mark all that apply.) (Question 27stlk)

Source	<i>n</i>	%
PSU student	11	68.8
Acquaintance/friend	4	25.0
Current or former dating/intimate partner	1	6.3
PSU faculty member	1	6.3
Stranger	1	6.3
Family member	0	0.0
PSU staff member	0	0.0
Other role/relationship not listed above	1	6.3

Note: Table includes responses only from respondents who indicated that they experienced stalking ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Table B65. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 28stlk)

Occurred off campus	<i>n</i>	%
Off campus	10	62.5
On campus	12	75.0

Note: Table includes responses only from respondents who indicated that they experienced stalking ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Table B66. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Question 29stlk)

Emotional response	<i>n</i>	%
I felt angry.	9	56.3
I felt afraid.	7	43.8
I felt embarrassed.	7	43.8
I felt somehow responsible.	5	31.3
I ignored it.	4	25.0
A feeling not listed above	1	6.3

Note: Table includes responses only from respondents who indicated that they experienced stalking ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Table B67. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 30stlk)

Response	<i>n</i>	%
I avoided the person(s)/venue.	10	62.5
I told a friend.	10	62.5
I did not do anything.	4	25.0
I confronted the person(s) at the time.	3	18.8
I told a family member.	3	18.8
I did not know to whom to go.	2	12.5
I contacted a University resource.	2	12.5
Affirmative Action Office	1	50.0
Office in Student Affairs (e.g., CAPS, Gender Equity Center, LBGTQA Resource Center)	1	50.0
Employee Assistance Program	0	0.0
Office of Ethics and Compliance Title IX Coordinator Cleary Coordinator	0	0.0
Office of Human Resources	0	0.0
Office of the Vice Provost for Educational Equity	0	0.0
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	0	0.0
Student staff (resident assistant, student advisers, building managers, event staff)	0	0.0
I contacted an EMS resource.	1	6.3
Faculty member	1	100.0
Ombudsperson	1	100.0
Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, dept. head, institute director, educational equity)	0	0.0
Office of Human Resources	0	0.0
Safety representative	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
Student staff (e.g., Irvin Hall RA, student advisers, building managers, event staff)	0	0.0
I confronted the person(s) later.	1	6.3
I contacted a local law enforcement official.	1	6.3
I sought information online.	1	6.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
I submitted a bias incident report or a report through the Ethics and Compliance Hotline and/or another University misconduct reporting hotline (https://universityethics.psu.edu/resources-reporting-wrongdoing).	0	0.0
A response not listed above.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Table B68. Did you report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 31stlk)

Reported conduct	<i>n</i>	%
No, I did not report it.	14	87.5
Yes, I reported it.	2	12.5
Yes, I reported the incident and it was addressed appropriately.	0	0.0
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.	1	50.0
Yes, I reported the incident, but felt that it was not addressed appropriately.	1	50.0
Yes, I reported the conduct and the outcome is still pending.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Table B69. When did the incidents of unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Question 24si)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	6	18.2
6 – 12 months ago	13	39.4
13 – 23 months ago	4	12.1
2 – 4 years ago	6	18.2
5 – 10 years ago	4	12.1
11 – 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) ($n = 33$). Percentages may not sum to 100 as a result of multiple response choices.

Table B70. Students only: What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 25si)

Semester	<i>n</i>	%
During my time as a graduate student at EMS	13	50.0
Undergraduate first year	10	38.5
Fall semester	8	80.0
Spring semester	6	60.0
Summer semester	1	10.0
Undergraduate second year	3	11.5
Fall semester	2	66.7
Spring semester	1	33.3
Summer semester	0	0.0
Undergraduate third year	3	11.5
Fall semester	3	100.0
Spring semester	2	66.7
Summer semester	2	66.7
Undergraduate fourth year	3	11.5
Fall semester	2	66.7
Spring semester	2	66.7
Summer semester	1	33.3
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 26). Percentages may not sum to 100 as a result of multiple response choices.

Table B71. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) you experienced? (Question 26si)

Alcohol and/or drugs involved	<i>n</i>	%
No	22	66.7
Yes	11	33.3
Alcohol only	9	90.0
Drugs only	1	10.0
Both alcohol and drugs	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 33). Percentages may not sum to 100 as a result of multiple response choices.

Table B72. Who did this to you? (Mark all that apply.) (Question 27si)

Source	<i>n</i>	%
PSU student	16	48.5
Stranger	12	36.4
PSU faculty member	8	24.2
Acquaintance/friend	5	15.2
Current or former dating/intimate partner	2	6.1
PSU staff member	1	3.0
Family member	0	0.0
Other role/relationship not listed above	1	3.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 33). Percentages may not sum to 100 as a result of multiple response choices.

Table B73. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Question 28si)

Occurred off campus	<i>n</i>	%
Off campus	20	60.6
On campus	21	63.6

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 33). Percentages may not sum to 100 as a result of multiple response choices.

Table B74. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 29si)

Emotional response	<i>n</i>	%
I felt angry.	20	60.6
I felt embarrassed.	18	54.5
I ignored it.	14	42.4
I felt afraid.	12	36.4
I felt somehow responsible.	12	36.4
A feeling not listed above	6	18.2

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 33). Percentages may not sum to 100 as a result of multiple response choices.

Table B75. What did you do in response to experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 30si)

Response	<i>n</i>	%
I avoided the person(s)/venue.	17	51.5
I told a friend.	17	51.5
I did not do anything.	13	39.4
I told a family member.	9	27.3
I confronted the person(s) at the time.	6	18.2
I confronted the person(s) later.	4	12.1
I sought information online.	4	12.1
I did not know to whom to go.	3	9.1
I contacted an EMS resource.	2	6.1
Faculty member	2	100.0
Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, dept. head, institute director, educational equity)	1	50.0
Ombudsperson	1	50.0
Safety representative	0	0.0
Office of Human Resources	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
Student staff (e.g., Irvin Hall RA, student advisers, building managers, event staff)	0	0.0
I contacted a local law enforcement official.	2	6.1
I contacted a University resource.	1	3.0
Affirmative Action Office	1	100.0
Employee Assistance Program	0	0.0
Office in Student Affairs (e.g., CAPS, Gender Equity Center, LBGTQA Resource Center)	0	0.0
Office of Ethics and Compliance Title IX Coordinator Cleary Coordinator	0	0.0
Office of Human Resources	0	0.0
Office of the Vice Provost for Educational Equity	0	0.0
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	0	0.0
Student staff (resident assistant, student advisers, building managers, event staff)	0	0.0
I sought support from a member of the clergy or spiritual advisor .	1	3.0
I sought support from off-campus hotline/advocacy services.	0	0.0
I submitted a bias incident report or a report through the Ethics and Compliance Hotline and/or another University misconduct reporting hotline (https://universityethics.psu.edu/resources-reporting-wrongdoing).	0	0.0
A response not listed above.	1	3.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 33). Percentages may not sum to 100 as a result of multiple response choices.

Table B76. Did you report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 31si)

Reported conduct	<i>n</i>	%
No, I did not report it.	30	90.9
Yes, I reported it.	3	9.1
Yes, I reported the incident and it was addressed appropriately.	1	33.3
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.	0	0.0
Yes, I reported the incident, but felt that it was not addressed appropriately.	1	33.3
Yes, I reported the conduct and the outcome is still pending.	1	33.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 33). Percentages may not sum to 100 as a result of multiple response choices.

Table B77. When did the incidents of unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 24sc)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	4	25.0
6 – 12 months ago	6	37.5
13 – 23 months ago	1	6.3
2 – 4 years ago	5	31.3
5 – 10 years ago	0	0.0
11 – 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Table B78. Students only: What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 25sc)

Semester	<i>n</i>	%
During my time as a graduate student at EMS	3	20.0
Undergraduate first year	9	60.0
Fall semester	5	55.6
Spring semester	3	33.3
Summer semester	2	22.2
Undergraduate second year	3	20.0
Fall semester	3	100.0
Spring semester	2	66.7
Summer semester	1	33.3
Undergraduate third year	3	20.0
Fall semester	3	100.0
Spring semester	1	33.3
Summer semester	1	33.3
Undergraduate fourth year	2	13.3
Fall semester	1	50.0
Spring semester	1	50.0
Summer semester	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 15). Percentages may not sum to 100 as a result of multiple response choices.

Table B79. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) you experienced? (Question 26sc)

Alcohol and/or drugs involved	<i>n</i>	%
No	4	26.7
Yes	11	73.3
Alcohol only	10	90.9
Drugs only	0	0.0
Both alcohol and drugs	1	9.1

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Table B80. Who did this to you? (Mark all that apply.) (Question 27sc)

Source	<i>n</i>	%
PSU student	8	50.0
Acquaintance/friend	7	43.8
Stranger	4	25.0
Current or former dating/intimate partner	2	12.5
PSU faculty member	1	6.3
Family member	0	0.0
PSU staff member	0	0.0
Other role/relationship not listed above	1	6.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Table B81. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 28sc)

Occurred off campus	<i>n</i>	%
Off campus	12	75.0
On campus	5	31.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Table B82. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 29sc)

Emotional response	<i>n</i>	%
I felt embarrassed.	9	56.3
I felt somehow responsible.	9	56.3
I felt afraid.	8	50.0
I felt angry.	8	50.0
I ignored it.	5	31.3
A feeling not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Table B83. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 30sc)

Response	<i>n</i>	%
I told a friend.	10	62.5
I avoided the person(s)/venue.	9	56.3
I confronted the person(s) later.	4	25.0
I did not do anything.	4	25.0
I sought information online.	4	25.0

Table B83. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 30sc)

Response	<i>n</i>	%
I told a family member.	4	25.0
I confronted the person(s) at the time.	3	18.8
I contacted a University resource.	2	12.5
Office in Student Affairs (e.g., CAPS, Gender Equity Center, LBGTQA Resource Center)	2	100.0
Affirmative Action Office	0	0.0
Employee Assistance Program	0	0.0
Office of Ethics and Compliance Title IX Coordinator Cleary Coordinator	0	0.0
Office of Human Resources	0	0.0
Office of the Vice Provost for Educational Equity	0	0.0
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	0	0.0
Student staff (resident assistant, student advisers, building managers, event staff)	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	6.3
I contacted a EMS resource.	0	0.0
Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, dept. head, institute director, educational equity)	0	0.0
Faculty member	0	0.0
Office of Human Resources	0	0.0
Ombudsperson	0	0.0
Safety representative	0	0.0
Student staff (e.g., Irvin Hall RA, student advisers, building managers, event staff)	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
I contacted a local law enforcement official.	0	0.0
I did not know to whom to go.	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
I submitted a bias incident report or a report through the Ethics and Compliance Hotline and/or another University misconduct reporting hotline (https://universityethics.psu.edu/resources-reporting-wrongdoing).	0	0.0
A response not listed above.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Table B84. Did you report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 31sc)

Reported conduct	<i>n</i>	%
No, I did not report it.	14	93.3
Yes, I reported it.	1	6.7
Yes, I reported the incident and it was addressed appropriately.	0	0.0
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.	1	100.0
Yes, I reported the incident, but felt that it was not addressed appropriately.	0	0.0
Yes, I reported the conduct and the outcome is still pending.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 16). Percentages may not sum to 100% as a result of multiple response choices

Table B85. Please indicate how much you agree or disagree with each of the following statements (Question 34)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Affirmative Consent.	471	53.0	335	37.7	47	5.3	29	3.3	6	0.7
I am generally aware of the role of the EMS Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	350	39.5	384	43.3	90	10.2	52	5.9	10	1.1
I know how and where to report such incidents.	255	28.8	400	45.2	131	14.8	86	9.7	13	1.5
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	302	34.0	428	48.3	97	10.9	53	6.0	7	0.8
I am generally aware of the campus resources listed here: https://www.ems.psu.edu/allwe-resources	274	31.1	408	46.3	127	14.4	63	7.1	10	1.1
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	516	58.4	320	36.2	42	4.8	6	0.7	0	0.0
I understand that EMS standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	362	41.0	386	43.7	98	11.1	36	4.1	1	0.1
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in PSU Alert and Timely warnings.	326	37.0	335	38.0	108	12.3	100	11.4	12	1.4
I know that EMS sends a Public Safety Alert to the campus community when such an incident occurs.	651	73.4	210	23.7	21	2.4	3	0.3	2	0.2

Table B86. Tenured and Tenure-Track Faculty only: As a faculty member at EMS, I feel... (Question 35)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	22	23.7	51	54.8	8	8.6	9	9.7	3	3.2
The criteria for promotion to professor are clear.	13	14.0	38	40.9	22	23.7	11	11.8	9	9.7
The tenure standards/promotion standards are applied equally to faculty in my school/division.	13	14.1	37	40.2	24	26.1	10	10.9	8	8.7

Table B86. Tenured and Tenure-Track Faculty only: As a faculty member at EMS, I feel... (Question 35)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Supported and mentored during the pre-tenure years.	15	17.2	40	46.0	15	17.2	16	18.4	1	1.1
Supported and mentored during the post-tenure years.	3	3.5	23	26.7	37	43.0	16	18.6	7	8.1
EMS faculty who qualify for delaying their tenure-clock feel empowered to do so.	11	12.9	24	28.2	34	40.0	13	15.3	3	3.5
Research is valued by EMS.	64	68.8	20	21.5	2	2.2	7	7.5	0	0.0
Teaching is valued by EMS.	21	22.6	41	44.1	11	11.8	17	18.3	3	3.2
Service contributions are valued by EMS.	13	14.1	35	38.0	21	22.8	16	17.4	7	7.6
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	6	6.7	8	9.0	25	28.1	28	31.5	22	24.7
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	14	15.7	17	19.1	26	29.2	25	28.1	7	7.9
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	18	20.0	24	26.7	25	27.8	20	22.2	3	3.3
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	0	0.0	6	6.9	46	52.9	23	26.4	12	13.8
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	14	15.1	33	35.5	20	21.5	14	15.1	12	12.9
Faculty opinions are valued within EMS committees.	16	17.2	48	51.6	15	16.1	11	11.8	3	3.2
I would like more opportunities to participate in substantive committee assignments.	3	3.3	10	11.1	35	38.9	35	38.9	7	7.8
I have opportunities to participate in substantive committee assignments.	17	18.9	41	45.6	23	25.6	8	8.9	1	1.1

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 93).

Table B87. Non-Tenure-Track Faculty only: As an employee with a non-tenure-track appointment at EMS, I feel... (Question 37)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria used for contract renewal are clear.	9	11.5	30	38.5	11	14.1	24	30.8	4	5.1
The criteria used for contract renewal are applied equally to all positions.	7	9.3	13	17.3	35	46.7	14	18.7	6	8.0
Clear expectations of my responsibilities exist.	9	11.5	39	50.0	12	15.4	14	17.9	4	5.1
Research is valued by EMS.	35	44.9	37	47.4	3	3.8	3	3.8	0	0.0
Teaching is valued by EMS.	9	12.0	37	49.3	18	24.0	8	10.7	3	4.0
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	3	3.8	7	9.0	30	38.5	28	35.9	10	12.8
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	7	9.1	11	14.3	32	41.6	20	26.0	7	9.1
Pressured to do extra work that is uncompensated.	10	13.2	12	15.8	22	28.9	22	28.9	10	13.2
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	3	3.9	20	26.0	27	35.1	22	28.6	5	6.5
I have job security.	6	7.7	18	23.1	17	21.8	20	25.6	17	21.8

Note: Table includes responses only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 82).

Table B88. Faculty only: As a faculty member at EMS, I feel... (Question 39)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	13	7.9	77	46.7	51	30.9	20	12.1	4	2.4
Salaries for non-tenure-track faculty positions are competitive.	2	1.2	47	29.0	80	49.4	26	16.0	7	4.3
Health insurance benefits are competitive.	14	8.2	81	47.6	47	27.6	19	11.2	9	5.3
Child care benefits are competitive.	2	1.2	41	24.4	89	53.0	27	16.1	9	5.4
Retirement/supplemental benefits are competitive.	19	11.2	80	47.3	52	30.8	14	8.3	4	2.4
EMS provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	2	1.2	39	22.9	82	48.2	33	19.4	14	8.2
EMS provides adequate resources to accomplish my work (e.g., office space, lab space, administrative support).	42	24.3	75	43.4	21	12.1	29	16.8	6	3.5
EMS provides me with adequate IT support to accomplish my work.	36	20.8	86	49.7	21	12.1	25	14.5	5	2.9
My colleagues include me in opportunities that will help my career as much as they do others in my position.	19	11.1	82	48.0	45	26.3	21	12.3	4	2.3
The performance evaluation process is clear.	20	11.6	67	38.7	45	26.0	29	16.8	12	6.9
EMS provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	15	8.8	56	32.7	46	26.9	39	22.8	15	8.8
Positive about my career opportunities at EMS.	27	15.6	74	42.8	48	27.7	18	10.4	6	3.5
I would recommend EMS as good place to work.	39	22.5	89	51.4	35	20.2	5	2.9	5	2.9
I have job security.	46	26.9	59	34.5	24	14.0	25	14.6	17	9.9

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 175).

Table B89. Staff only: As a staff member at EMS, I feel... (Question 41)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	43	39.1	43	39.1	11	10.0	10	9.1	3	2.7
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	41	37.3	48	43.6	16	14.5	5	4.5	0	0.0
I am included in opportunities that will help my career as much as others in similar positions.	39	36.1	31	28.7	26	24.1	10	9.3	2	1.9
The performance evaluation process is clear.	13	11.9	38	34.9	26	23.9	20	18.3	12	11.0
The performance evaluation process is productive.	6	5.5	21	19.3	31	28.4	32	29.4	19	17.4
My supervisor provides adequate support for me to manage work-life balance.	52	48.1	39	36.1	9	8.3	5	4.6	3	2.8
I am able to complete my assigned duties during scheduled hours.	27	25.0	45	41.7	15	13.9	16	14.8	5	4.6
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	16	14.7	22	20.2	34	31.2	24	22.0	13	11.9
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	6	5.6	16	14.8	30	27.8	40	37.0	16	14.8
I am given a reasonable time frame to complete assigned responsibilities.	24	22.4	48	44.9	24	22.4	10	9.3	1	0.9
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	2	1.9	8	7.4	41	38.0	39	36.1	18	16.7
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	10	9.4	13	12.3	46	43.4	25	23.6	12	11.3

Table B89. Staff only: As a staff member at EMS, I feel... (Question 41)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A hierarchy exists within staff positions that allows some voices to be valued more than others.	15	13.8	32	29.4	29	26.6	25	22.9	8	7.3
EMS provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	11	10.0	35	31.8	49	44.5	11	10.0	4	3.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 110).

Table B90. Staff only: As a staff member at EMS, I feel... (Question 43)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
EMS provides me with resources to pursue training/professional development opportunities.	33	30.0	47	42.7	20	18.2	8	7.3	2	1.8
My supervisor provides me with resources to pursue training/professional development opportunities.	34	31.2	39	35.8	21	19.3	13	11.9	2	1.8
EMS provides me with adequate resources to accomplish my work (e.g., office space, lab space, administrative support).	30	27.8	59	54.6	11	10.2	7	6.5	1	0.9
EMS provides me with adequate IT support to accomplish my work.	32	29.1	52	47.3	15	13.6	9	8.2	2	1.8
EMS is supportive of taking extended leave (e.g., FMLA, parental).	20	18.7	38	35.5	46	43.0	3	2.8	0	0.0
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	50	45.9	45	41.3	12	11.0	1	0.9	1	0.9
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	2	1.9	3	2.8	56	52.3	27	25.2	19	17.8
EMS policies (e.g., FMLA) are fairly applied across EMS.	8	7.6	24	22.9	67	63.8	4	3.8	2	1.9
EMS is supportive of flexible work schedules.	24	22.0	54	49.5	22	20.2	8	7.3	1	0.9

Table B90. Staff only: As a staff member at EMS, I feel... (Question 43)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My supervisor is supportive of flexible work schedules.	43	39.4	38	34.9	12	11.0	14	12.8	2	1.8
Staff salaries are competitive.	3	2.9	25	23.8	32	30.5	27	25.7	18	17.1
Vacation and personal time benefits are competitive.	27	25.2	53	49.5	20	18.7	7	6.5	0	0.0
Health insurance benefits are competitive.	14	13.0	48	44.4	29	26.9	13	12.0	4	3.7
Child care benefits are competitive.	5	4.8	16	15.2	69	65.7	10	9.5	5	4.8
Retirement benefits are competitive.	16	15.2	51	48.6	32	30.5	4	3.8	2	1.9
Staff opinions are valued on EMS committees.	7	6.5	42	39.3	39	36.4	14	13.1	5	4.7
Staff opinions are valued by EMS faculty and administration.	7	6.5	39	36.1	35	32.4	20	18.5	7	6.5
Clear expectations of my responsibilities exist.	22	20.4	57	52.8	18	16.7	11	10.2	0	0.0
Clear procedures exist on how I can advance at EMS.	9	8.2	18	16.4	33	30.0	32	29.1	9	8.2
Positive about my career opportunities at EMS.	16	14.7	29	26.6	40	36.7	14	12.8	16	14.7
I would recommend EMS as good place to work.	32	29.4	48	44.0	26	23.9	2	1.8	32	29.4
I have job security.	23	20.9	46	41.8	31	28.2	6	5.5	23	20.9

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 110).

Table B91. Graduate Students only: As a graduate student, I feel... (Question 45)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Satisfied with the quality of advising I have received from my department.	64	36.6	77	44.0	19	10.9	11	6.3	4	2.3
I have adequate access to my advisor.	87	49.4	65	36.9	17	9.7	6	3.4	1	0.6
My advisor provides clear expectations.	56	32.2	68	39.1	28	16.1	20	11.5	2	1.1
My advisor responds to my emails, calls, or voicemails in a prompt manner.	94	53.7	58	33.1	15	8.6	8	4.6	0	0.0
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	57	32.4	86	48.9	25	14.2	7	4.0	1	0.6
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	85	48.3	75	42.6	13	7.4	2	1.1	1	0.6
Adequate opportunities exist for me to interact with other university faculty outside of my department.	33	18.8	58	33.0	41	23.3	34	19.3	10	5.7
I receive support from my advisor to pursue personal research interests.	59	33.7	61	34.9	45	25.7	7	4.0	3	1.7
My department faculty members encourage me to produce publications and present research.	76	43.4	63	36.0	26	14.9	9	5.1	1	0.6
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	47	26.7	58	33.0	47	26.7	21	11.9	3	1.7
Burdened by work responsibilities beyond those of other graduate students.	18	10.3	26	14.9	54	30.9	58	33.1	19	10.9
Comfortable sharing my professional goals with my advisor.	63	35.8	75	42.6	17	9.7	17	9.7	4	2.3

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 177).

Table B92. Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (e.g., bullying, harassing) working or learning environment at EMS? (Question 78)

Observed conduct	<i>n</i>	%
No	733	82.3
Yes	158	17.7

Table B93. Who/what was the target of the conduct? (Mark all that apply.) (Question 79)

Target	<i>n</i>	%
Student	98	62.0
Coworker/colleague	29	18.4
Friend	29	18.4
Faculty member/other instructional staff	16	10.1
Staff member	16	10.1
Stranger	12	7.6
Student teaching assistant/student laboratory assistant/student tutor	10	6.3
Do not know target	5	3.2
Off-campus community member	3	1.9
Academic advisor	2	1.3
Student organization	2	1.3
EMS media (e.g., posters, brochures, flyers, handouts, websites)	1	0.6
Department/program chair	1	0.6
Direct report (e.g., person who reports to me)	1	0.6
Student staff	1	0.6
Supervisor or manager	1	0.6
Alumnus/a	0	0.0
Athletic coach/trainer	0	0.0
EMS Safety and Security Officer	0	0.0
Donor	0	0.0
Patient	0	0.0
Senior administrator (e.g., dean, vice president, provost)	0	0.0
Social networking site (e.g., Facebook, Twitter, Snapchat)	0	0.0
A target not listed above	8	5.1

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 158). Percentages may not sum to 100 as a result of multiple response choices.

**Table B94. Who/what was the source of the conduct? (Mark all that apply.)
 (Question 80)**

Source	<i>n</i>	%
Student	75	47.5
Faculty member/other instructional staff	45	28.5
Coworker/colleague	22	13.9
Academic advisor	19	12.0
Staff member	16	10.1
Friend	11	7.0
Stranger	8	5.1
Supervisor or manager	7	4.4
Department/program chair	5	3.2
Do not know source	5	3.2
Off-campus community member	4	2.5
Senior administrator (e.g., dean, vice president, provost)	3	1.9
Student teaching assistant/student laboratory assistant/student tutor	3	1.9
Alumnus/a	2	1.3
EMS media (e.g., posters, brochures, flyers, handouts, websites)	2	1.3
Donor	1	0.6
Social networking site (e.g., Facebook, Twitter, Snapchat)	1	0.6
Student staff	1	0.6
Student organization	1	0.6
Direct report (e.g., person who reports to me)	0	0.0
A source not listed above	7	4.4

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 158). Percentages may not sum to 100 as a result of multiple response choices.

Table B95. Which of the target’s characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 81)

Characteristic	<i>n</i>	%
Gender/gender identity	42	26.6
Ethnicity	35	22.2
Racial identity	26	16.5
Do not know	25	15.8
Academic performance	24	15.2
Position (e.g., staff, faculty, student)	20	12.7
English language proficiency/accent	19	12.0
International status/national origin	19	12.0
Sexual identity	19	12.0
Political views	17	10.8
Gender expression	13	8.2
Age	11	7.0
Learning disability/condition	11	7.0
Immigrant/citizen status	10	6.3
Length of service at EMS	10	6.3
Physical characteristics	9	5.7
Major field of study	8	5.1
Educational credentials (e.g., BS, MS, PhD)	6	3.8
Mental health/psychological disability/condition	6	3.8
Philosophical views	6	3.8
Religious/spiritual views	6	3.8
Medical disability/condition	4	2.5
Physical disability/condition	3	1.9
Participation in an organization/team	2	1.3
Marital status (e.g., single, married, partnered)	1	0.6
Parental status (e.g., having children)	1	0.6
Pregnancy	1	0.6
Socioeconomic status	1	0.6
Military/veteran status	0	0.0
A reason not listed above	13	8.2

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 158). Percentages may not sum to 100 as a result of multiple response choices.

Table B96. Which of the following did you observe because of the target’s identity? (Mark all that apply.) (Question 82)

Form of observed conduct	<i>n</i>	%
Derogatory verbal remarks	70	44.3
Person ignored or excluded	64	40.5
Person isolated or left out	57	36.1
Person intimidated or bullied	40	25.3
Person experienced a hostile work environment	28	17.7
Person experienced a hostile classroom environment	23	14.6
Racial/ethnic profiling	21	13.3
Person was stared at	20	12.7
Assumption that someone was admitted/hired/promoted based on his/her identity	17	10.8
Person was the target of workplace incivility	17	10.8
Person received a low or unfair performance evaluation	16	10.1
Derogatory written comments	13	8.2
Derogatory phone calls/text messages/email	9	5.7
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)	7	4.4
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	6	3.8
Graffiti/vandalism	5	3.2
Person received a poor grade	5	3.2
Person was stalked	5	3.2
Singled out as the spokesperson for their identity group	5	3.2
Person was unfairly evaluated in the promotion and tenure process	3	1.9
Threats of physical violence	3	1.9
Physical violence	2	1.3
Derogatory phone calls	0	0.0
Something not listed above	8	5.1

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 158). Percentages may not sum to 100 as a result of multiple response choices.

Table B97. Where did this conduct occur? (Mark all that apply.) (Question 83)

Location	<i>n</i>	%
In a class/laboratory	54	34.2
In a meeting with a group of people	26	16.5
Off campus	26	16.5
In other public spaces at EMS	25	15.8
In a faculty office	20	12.7
On phone calls/text messages/email	17	10.8
While walking on campus	17	10.8
While working at a EMS job	16	10.1
On social media sites (e.g., Facebook, Twitter, Snapchat)	15	9.5
In a EMS administrative office	13	8.2
In a meeting with one other person	11	7.0
In off-campus housing	9	5.7
At a EMS event/program	8	5.1
In campus housing	7	4.4
On campus transportation	7	4.4
In a fraternity house	4	2.5
In an experiential learning environment (e.g., community-based learning, externship, internship)	4	2.5
In the Ryan Family Student Center	4	2.5
In a religious center	1	0.6
In athletic facilities	1	0.6
In an EMS library	0	0.0
A venue not listed above	14	8.9

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 158). Percentages may not sum to 100 as a result of multiple response choices.

Table B98. What did you do in response to observing this conduct? (Mark all that apply.) (Question 84)

Response	<i>n</i>	%
I did not do anything.	63	39.9
I told a friend.	40	25.3
I confronted the person(s) later.	24	15.2
I confronted the person(s) at the time.	22	13.9
I avoided the person/venue.	22	13.9
I told a family member.	18	11.4
I did not know to whom to go.	15	9.5
I contacted a EMS resource.	14	8.9

Table B98. What did you do in response to observing this conduct? (Mark all that apply.) (Question 84)

Response	<i>n</i>	%
Faculty member	7	50.0
Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, dept. head, institute director, educational equity)	6	42.9
Office of Human Resources	5	35.7
Ombudsperson	1	7.1
Safety representative	0	0.0
Student staff (e.g., Irvin Hall RA, student advisers, building managers, event staff)	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
I contacted a University resource.	7	4.4
Office of Ethics and Compliance Title IX Coordinator Cleary Coordinator	5	71.4
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	2	28.6
Affirmative Action Office	1	14.3
Office in Student Affairs (e.g., CAPS, Gender Equity Center, LBGTQA Resource Center)	1	14.3
Employee Assistance Program	0	0.0
Office of Human Resources	0	0.0
Office of the Vice Provost for Educational Equity	0	0.0
Student staff (resident assistant, student advisers, building managers, event staff)	0	0.0
I sought information online.	6	3.8
I submitted a bias incident report or a report through the Ethics and Compliance Hotline and/or another University misconduct reporting hotline (https://universityethics.psu.edu/resources-reporting-wrongdoing).	3	1.9
I contacted a local law enforcement official.	2	1.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	2	1.3
I sought support from off-campus hotline/advocacy services.	2	1.3
A response not listed above.	25	15.8

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 158). Percentages may not sum to 100 as a result of multiple response choices.

Table B99. Did you officially report the conduct? (Question 85)

Reported conduct	<i>n</i>	%
No, I didn't report it.	139	93.9
Yes, I reported it.	9	6.1
Yes, I reported the incident and it was addressed appropriately.	1	16.7
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.	0	0.0
Yes, I reported the incident, but felt that it was not addressed appropriately.	4	66.7
Yes, I reported the conduct and the outcome is still pending.	1	16.7

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 158). Percentages may not sum to 100 as a result of multiple response choices.

Table B100. Faculty/Staff only: Have you observed hiring practices at EMS (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 87)

Observed	<i>n</i>	%
No	231	81.6
Yes	52	18.4

Note: Table includes responses only from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 285).

Table B101. Faculty/Staff only: I believe that the unjust hiring practices were based upon... (Mark all that apply.) (Question 88)

Characteristic	<i>n</i>	%
Gender/gender identity	21	40.4
Nepotism/cronyism	13	25.0
Ethnicity	10	19.2
Position (e.g., staff, faculty, student)	8	15.4
Length of service at EMS	6	11.5
Major field of study	6	11.5
Age	4	7.7
International status	4	7.7
Marital status (e.g., single, married, partnered)	4	7.7
Racial identity	4	7.7
Educational credentials (e.g., BS, MS, PhD)	3	5.8
English language proficiency/accent	3	5.8
Immigrant/citizen status	3	5.8
Physical characteristics	3	5.8
Do not know	3	5.8
Philosophical views	2	3.8
Socioeconomic status	2	3.8
Gender expression	1	1.9
Learning disability/condition	1	1.9
Mental health/psychological disability/condition	1	1.9
Medical disability/condition	1	1.9
Military/veteran status	1	1.9
Parental status (e.g., having children)	1	1.9
Participation in an organization/team	1	1.9
Physical disability/condition	1	1.9
Political views	1	1.9
Pregnancy	1	1.9
Religious/spiritual views	1	1.9
Sexual identity	1	1.9
A reason not listed above	8	15.4

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices (*n* = 52). Percentages may not sum to 100 as a result of multiple response choices.

Table B102. Faculty/Staff only: Have you observed promotion, tenure, reappointment, and/or reclassification practices at EMS that you perceive to be unjust? (Question 90)

Observed	<i>n</i>	%
No	236	84.0
Yes	45	16.0

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 90 (*n* = 285).

Table B103. Faculty/Staff only: I believe that the unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification were based upon... (Mark all that apply.) (Question 91)

Characteristic	<i>n</i>	%
Nepotism/cronyism	9	20.0
Gender/gender identity	7	15.6
Age	6	13.3
Major field of study	4	8.9
Position (e.g., staff, faculty, student)	4	8.9
Do not know	4	8.9
Educational credentials (e.g., MS, PhD)	3	6.7
Marital status (e.g., single, married, partnered)	3	6.7
Length of service at EMS	2	4.4
English language proficiency/accent	1	2.2
Ethnicity	1	2.2
Gender expression	1	2.2
Immigrant/citizen status	1	2.2
Medical disability/condition	1	2.2
Parental status (e.g., having children)	1	2.2
Physical characteristics	1	2.2
Philosophical views	1	2.2
Political views	1	2.2
Pregnancy	1	2.2
Racial identity	1	2.2
Sexual identity	1	2.2
Socioeconomic status	1	2.2
International status	0	0.0
Learning disability/condition	0	0.0
Mental health/psychological disability/condition	0	0.0
Military/veteran status	0	0.0
Participation in an organization/team	0	0.0
Physical disability/condition	0	0.0
Religious/spiritual views	0	0.0
A reason not listed above	12	26.7

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust promotion/tenure/reappointment/reclassification practices (*n* = 45). Percentages may not sum to 100 as a result of multiple response choices.

Table B104. Faculty/Staff only: Have you observed employment-related discipline or action, up to and including dismissal, at EMS that you perceive to be unjust? (Question 93)

Observed	<i>n</i>	%
No	266	95.0
Yes	14	5.0

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 285).

Table B105. Faculty/Staff only: I believe that the unjust employment-related disciplinary actions were based upon... (Mark all that apply.) (Question 94)

Characteristic	<i>n</i>	%
Gender/gender identity	3	21.4
Nepotism/cronyism	3	21.4
Position (e.g., staff, faculty, student)	3	21.4
Age	2	14.3
Ethnicity	2	14.3
Medical disability/condition	2	14.3
Parental status (e.g., having children)	2	14.3
Educational credentials (e.g., MS, PhD)	1	7.1
Job duties	1	7.1
Philosophical views	1	7.1
Do not know	1	7.1
English language proficiency/accent	0	0.0
Gender expression	0	0.0
Immigrant/citizen status	0	0.0
International status	0	0.0
Learning disability/condition	0	0.0
Length of service at EMS	0	0.0
Major field of study	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Mental health/psychological disability/condition	0	0.0
Military/veteran status	0	0.0
Participation in an organization/team	0	0.0
Physical characteristics	0	0.0
Physical disability/condition	0	0.0
Political views	0	0.0
Pregnancy	0	0.0
Racial identity	0	0.0
Religious/spiritual views	0	0.0
Sexual identity	0	0.0
Socioeconomic status	0	0.0
A reason not listed above	6	42.9

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions (*n* = 14). Percentages may not sum to 100 as a result of multiple response choices.

Table B106. Using a scale of 1-5, please rate the overall campus environment at EMS on the following dimensions: (Question 96)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	455	51.5	313	35.4	100	11.3	13	1.5	3	0.3	1.6	0.8
Inclusive/Exclusive	336	38.2	328	37.3	150	17.0	55	6.3	11	1.3	2.0	1.0
Improving/Regressing	315	36.1	320	36.7	211	24.2	21	2.4	6	0.7	1.9	0.9
Positive for persons with disabilities/Negative	293	34.0	271	31.4	261	30.3	27	3.1	10	1.2	2.1	0.9
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	342	39.5	260	30.1	231	26.7	25	2.9	7	0.8	2.0	0.9
Positive for people of various religious/spiritual backgrounds/Negative	340	39.2	258	29.8	228	26.3	36	4.2	5	0.6	2.0	0.9
Positive for People of Color/Negative	350	40.2	265	30.5	195	22.4	51	5.9	9	1.0	2.0	1.0
Positive for men/Negative	512	58.6	228	26.1	110	12.6	22	2.5	1	0.1	1.6	0.8
Positive for women/Negative	343	39.4	313	35.9	149	17.1	54	6.2	12	1.4	1.9	1.0
Positive for non-native English speakers/Negative	278	32.0	297	34.2	208	24.0	71	8.2	14	1.6	2.1	1.0
Positive for people who are not U.S. citizens/Negative	312	35.9	304	35.0	188	21.7	53	6.1	11	1.3	2.0	1.0
Welcoming/Not welcoming	423	48.1	321	36.5	107	12.2	27	3.1	2	0.2	1.7	0.8
Respectful/Disrespectful	428	48.6	323	36.7	98	11.1	24	2.7	7	0.8	1.7	0.8
Positive for people of high socioeconomic status/Negative	458	52.7	256	29.5	148	17.0	6	0.7	1	0.1	1.7	0.8
Positive for people of low socioeconomic status/Negative	297	34.3	243	28.1	245	28.3	65	7.5	15	1.7	2.1	1.0
Positive for people of various political affiliations/Negative	264	30.6	234	27.1	270	31.3	78	9.0	16	1.9	2.2	1.0
Positive for people in active military/veteran status/Negative	379	44.1	246	28.6	226	26.3	6	0.7	2	0.2	1.8	0.9

Table B107. Using a scale of 1-5, please rate the overall campus environment on the following dimensions: (Question 97)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/Racist	427	48.5	296	33.6	121	13.8	32	3.6	4	0.5	1.7	0.9
Not sexist/Sexist	382	43.6	275	31.4	149	17.0	64	7.3	7	0.8	1.9	1.0
Not homophobic/Homophobic	435	50.5	270	31.4	137	15.9	16	1.9	3	0.3	1.7	0.8
Not biphobic/Biphobic	432	50.5	263	30.7	146	17.1	13	1.5	2	0.2	1.7	0.8
Not transphobic/Transphobic	410	48.1	262	30.7	144	16.9	30	3.5	7	0.8	1.8	0.9
Not ageist/Ageist	433	50.5	253	29.5	123	14.3	40	4.7	9	1.0	1.8	0.9
Not classist (socioeconomic status)/Classist	404	47.0	259	30.1	151	17.6	37	4.3	9	1.0	1.8	0.9
Not classist (position status: faculty, staff, student)/Classist	369	42.7	234	27.1	161	18.6	66	7.6	35	4.0	2.0	1.1
Not ableist (disability-friendly)/Ableist (not disability-friendly)	427	50.0	267	31.3	137	16.0	17	2.0	6	0.7	1.7	0.9
Not xenophobic/Xenophobic	442	51.3	268	31.1	127	14.8	21	2.4	3	0.3	1.7	0.8
Not ethnocentric/Ethnocentric	419	48.8	271	31.5	136	15.8	26	3.0	7	0.8	1.8	0.9

Table B108. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 98)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by EMS faculty.	204	33.7	256	42.3	113	18.7	24	4.0	8	1.3
I feel valued by EMS staff.	216	35.7	239	39.5	123	20.3	19	3.1	8	1.3
I feel valued by EMS senior administrators (e.g., dean, provost).	170	28.1	195	32.2	185	30.6	45	7.4	10	1.7
I feel valued by faculty in the classroom.	209	34.7	254	42.2	109	18.1	24	4.0	6	1.0
I feel valued by other students in the classroom.	203	33.6	240	39.7	128	21.2	26	4.3	8	1.3
I feel valued by other students outside of the classroom.	194	32.5	235	39.4	115	19.3	39	6.5	14	2.3
I think that faculty prejudge my abilities based on their perception of my identity/background.	87	14.5	116	19.3	143	23.8	152	25.3	102	17.0
I believe that the campus environment encourages free and open discussion of difficult topics.	152	25.2	240	39.9	139	23.1	56	9.3	15	2.5
I have faculty whom I perceive as role models.	228	37.9	226	37.6	96	16.0	35	5.8	16	2.7
I have staff whom I perceive as role models.	147	24.5	186	31.0	191	31.8	61	10.2	15	2.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 609).

Table B109. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 99)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	50	28.7	82	47.1	20	11.5	20	11.5	2	1.1
I feel valued by my department/program chair.	60	35.3	63	37.1	21	12.4	20	11.8	6	3.5
I feel valued by staff in my department/program.	64	37.0	68	39.3	34	19.7	6	3.5	1	0.6
I feel valued by staff at EMS.	55	31.8	59	34.1	51	29.5	6	3.5	2	1.2
I feel valued by other faculty at EMS.	34	20.1	69	40.8	53	31.4	12	7.1	1	0.6
I feel valued by students in the classroom.	45	27.3	84	50.9	34	20.6	2	1.2	0	0.0
I feel valued by EMS senior administrators (e.g., dean, provost).	43	25.1	58	33.9	54	31.6	11	6.4	5	2.9
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	7	4.2	31	18.6	40	24.0	55	32.9	34	20.4
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	4	2.4	19	11.3	42	25.0	53	31.5	50	29.8
I believe that EMS encourages free and open discussion of difficult topics.	23	13.5	76	44.7	38	22.4	28	16.5	5	2.9
I feel that my research/scholarship is valued.	51	29.5	71	41.0	29	16.8	18	10.4	4	2.3
I feel that my teaching is valued.	29	17.7	71	43.3	43	26.2	19	11.6	2	1.2
I feel that my service contributions are valued.	27	15.7	72	41.9	46	26.7	21	12.2	6	3.5
I feel that faculty opinions are considered in EMS decision-making.	25	14.9	78	46.4	36	21.4	25	14.9	4	2.4

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 175).

Table B110. Staff only: Please indicate the extent to which you agree with the following statements. (Question 100)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	44	40.4	40	36.7	20	18.3	5	4.6	0	0.0
I feel valued by coworkers outside my department.	24	22.2	49	45.4	29	26.9	4	3.7	2	1.9
I feel valued by my supervisor/manager.	51	46.8	40	36.7	11	10.1	5	4.6	2	1.8
I feel valued by EMS students.	24	22.9	30	28.6	48	45.7	2	1.9	1	1.0
I feel valued by EMS faculty.	24	21.8	39	35.5	33	30.0	10	9.1	4	3.6
I feel valued by EMS senior administrators (e.g., dean, provost).	26	24.1	30	27.8	36	33.3	14	13.0	2	1.9
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	2	1.8	12	11.0	23	21.1	41	37.6	31	28.4
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	2	1.9	3	2.8	29	27.1	40	37.4	33	30.8
I think that faculty prejudice my abilities based on their perception of my identity/background.	7	6.5	13	12.1	31	29.0	35	32.7	21	19.6
I believe that my department/program encourages free and open discussion of difficult topics.	22	20.6	39	36.4	27	25.2	14	13.1	5	4.7
I feel that staff positions are considered in EMS decision-making.	8	7.5	28	26.2	37	34.6	25	23.4	9	8.4
I feel that my skills are valued.	32	29.4	41	37.6	23	21.1	12	11.0	1	0.9
I feel that my work is valued.	33	30.0	46	41.8	19	17.3	10	9.1	2	1.8

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 100 (*n* = 110).

Table B111. Respondents with disabilities only: As a person who identifies with a disability, have you experienced a barrier in any of the following areas at EMS in the past year? (Question 101)

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	1	1.2	46	56.8	34	42.0
Campus transportation/parking	10	12.7	44	55.7	25	31.6
Classroom buildings	6	7.4	50	61.7	25	30.9
Classrooms, laboratories (including computer labs)	6	7.5	48	60.0	26	32.5
College housing	4	5.1	38	48.1	37	46.8
Dining facilities	2	2.5	42	52.5	36	45.0
Doors	3	3.8	48	61.5	27	34.6
Elevators/lifts	3	3.8	49	62.0	27	34.2
Emergency preparedness	2	2.5	48	60.8	29	36.7
Health Center	3	3.8	51	64.6	25	31.6
Office furniture (e.g., chair, desk)	6	7.6	46	58.2	27	34.2
Other campus buildings	2	2.5	48	60.8	29	36.7
Podium	2	2.5	48	60.8	29	36.7
Restrooms	3	3.8	49	62.0	27	34.2
Signage	2	2.5	51	64.6	26	32.9
Studios/performing arts spaces	0	0.0	45	57.7	33	42.3
Temporary barriers because of construction or maintenance	7	8.9	45	57.0	27	34.2
Walkways, pedestrian paths, crosswalks	4	5.1	48	60.8	27	34.2
Technology/Online Environment						
Accessible electronic format	7	8.8	48	60.0	25	31.3
Canvas	3	3.8	56	71.8	19	24.4
Clickers	0	0.0	49	62.8	29	37.2
Computer equipment (e.g., screens, mouse, keyboard)	2	2.6	53	67.9	23	29.5
Electronic forms	7	9.0	50	64.1	21	26.9
Electronic signage	5	6.4	52	66.7	21	26.9
Electronic surveys (including this one)	4	5.1	54	69.2	20	25.6
Kiosks	1	1.3	49	63.6	27	35.1
Library database	2	2.6	55	70.5	21	26.9
Phone/phone equipment	2	2.6	53	67.9	23	29.5
Software (e.g., voice recognition/audiobooks)	4	5.1	49	62.8	25	32.1

Table B111. Respondents with disabilities only: As a person who identifies with a disability, have you experienced a barrier in any of the following areas at EMS in the past year? (Question 101)

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Video/video audio description	3	3.8	50	64.1	25	32.1
Website	5	6.6	52	68.4	19	25.0
Identity						
Electronic databases (e.g., LionPath, Starfish, WorkLion)	5	6.3	56	70.9	18	22.8
Email account	5	6.4	55	70.5	18	23.1
Intake forms (e.g., Health Center)	1	1.3	52	67.5	24	31.2
Learning technology	3	3.8	56	71.8	19	24.4
Surveys	3	3.8	56	71.8	19	24.4
Instructional/Campus Materials						
Brochures	1	1.3	56	70.9	22	27.8
Food menus	3	3.8	49	62.8	26	33.3
Forms	3	3.8	53	67.9	22	28.2
Journal articles	3	3.8	52	66.7	23	29.5
Library books	2	2.6	52	66.7	24	30.8
Other publications	2	2.6	53	67.9	23	29.5
Syllabi	3	3.8	54	69.2	21	26.9
Textbooks	3	3.8	52	66.7	23	29.5
Video-closed captioning and text description	3	3.9	45	58.4	29	37.7

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 64 (*n* = 87).

Table B112. As a person who identifies as transgender, genderqueer, and/or gender non-binary, have you experienced a barrier in any of the following areas at EMS in the past year? (Question 103)

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	1	11.1	2	22.2	6	66.7
Changing rooms/locker rooms	1	11.1	2	22.2	6	66.7
Restrooms	1	11.1	3	33.3	5	55.6
Signage	3	33.3	1	11.1	5	55.6
Identity accuracy						
ID card	1	11.1	3	33.3	5	55.6
Electronic databases (e.g., LionPath, Starfish, WorkLion)	1	11.1	3	33.3	5	55.6
Email account	1	11.1	3	33.3	5	55.6
Intake forms (e.g., Health Center)	2	22.2	2	22.2	5	55.6
Learning technology	1	11.1	3	33.3	5	55.6
Public Affairs	2	22.2	2	22.2	5	55.6
Surveys	2	22.2	2	22.2	5	55.6

Note: Table includes responses only from those respondents who indicated that they were genderqueer, nonbinary, transgender, or a gender not listed in Question 48 and did not indicate that they have a disability (*n* = 10).

Table B113. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the environment at EMS. (Question 105)

Institutional initiatives	If this initiative available at EMS								If this initiative NOT available at EMS							
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Faculty respondents who believe initiative is available		Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Faculty respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure clock	85	79.4	19	17.8	3	2.8	107	82.9	15	68.2	5	22.7	2	9.1	22	17.1
Providing recognition and rewards for including diversity issues in courses across the curriculum	44	62.0	23	32.4	4	5.6	71	53.8	46	75.4	14	23.0	1	1.6	61	46.2
Providing diversity and inclusivity training for faculty	64	62.7	32	31.4	6	5.9	102	73.4	28	75.7	7	18.9	2	5.4	37	26.6
Providing faculty with toolkits to create an inclusive classroom environment	42	63.6	19	28.8	5	7.6	66	49.3	56	82.4	12	17.6	0	0.0	68	50.7
Providing faculty with supervisory training	36	57.1	21	33.3	6	9.5	63	46.0	62	83.8	11	14.9	1	1.4	74	54.0
Providing faculty with instruction and support for teaching	94	87.9	13	12.1	0	0.0	107	75.4	31	88.6	4	11.4	0	0.0	35	24.6
Providing faculty with instruction and support for advising	65	82.3	13	16.5	1	1.3	79	56.8	56	93.3	4	6.7	0	0.0	60	43.2
Providing access to counseling for people who have experienced harassment	88	89.8	10	10.2	0	0.0	98	72.6	35	94.6	2	5.4	0	0.0	37	27.4
Providing mentorship for new faculty	114	94.2	6	5.0	1	0.8	121	84.6	21	95.5	1	4.5	0	0.0	22	15.4
Providing orientation for new faculty	104	91.2	10	8.8	0	0.0	114	79.7	27	93.1	1	3.4	1	3.4	29	20.3

Table B113. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the environment at EMS. (Question 105)

Institutional initiatives	If this initiative available at EMS								If this initiative NOT available at EMS							
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Faculty respondents who believe initiative is available		Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Faculty respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing a clear process to resolve conflicts	72	84.7	13	15.3	0	0.0	85	62.5	49	96.1	1	2.0	1	2.0	51	37.5
Providing a fair process to resolve conflicts	74	84.1	13	14.8	1	1.1	88	65.2	44	93.6	2	4.3	1	2.1	47	34.8
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	41	56.9	20	27.8	11	15.3	72	52.9	43	67.2	16	25.0	5	7.8	64	47.1
Providing affordable child care	56	83.6	11	16.4	0	0.0	67	47.9	66	90.4	6	8.2	1	1.4	73	52.1
Providing support/resources for spouse/partner employment	81	93.1	5	5.7	1	1.1	87	60.4	55	96.5	1	1.8	1	1.8	57	39.6

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 175).

Table B114. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the environment at EMS. (Question 107)

Institutional initiatives	If this initiative available at EMS								If this initiative NOT available at EMS							
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Staff respondents who believe initiative is available		Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Staff respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for staff	65	73.9	21	23.9	2	2.3	88	88.0	8	66.7	4	33.3	0	0.0	12	12.0

Table B114. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the environment at EMS. (Question 107)

Institutional initiatives	If this initiative available at EMS								If this initiative NOT available at EMS							
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Staff respondents who believe initiative is available		Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Staff respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing access to counseling for people who have experienced harassment	53	85.5	9	14.5	0	0.0	62	65.3	29	87.9	3	9.1	1	3.0	33	34.7
Providing supervisors/managers with supervisory training	56	90.3	6	9.7	0	0.0	62	63.9	32	91.4	2	5.7	1	2.9	35	36.1
Providing faculty supervisors with supervisory training	39	86.7	6	13.3	0	0.0	45	48.4	44	91.7	2	4.2	2	4.2	48	51.6
Providing mentorship for new staff	38	90.5	4	9.5	0	0.0	42	40.8	56	91.8	3	4.9	2	3.3	61	59.2
Providing a clear process to resolve conflicts	45	78.9	12	21.1	0	0.0	57	58.2	36	87.8	4	9.8	1	2.4	41	41.8
Providing a fair process to resolve conflicts	46	80.7	11	19.3	0	0.0	57	58.8	34	85.0	5	12.5	1	2.5	40	41.2
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	32	56.1	21	36.8	4	7.0	57	63.3	14	42.4	10	30.3	9	27.3	33	36.7
Providing career development opportunities for staff	62	87.3	9	12.7	0	0.0	71	70.3	27	90.0	1	3.3	2	6.7	30	29.7
Providing affordable child care	26	76.5	8	23.5	0	0.0	34	35.8	53	86.9	7	11.5	1	1.6	61	64.2
Providing support/resources for spouse/partner employment	35	79.5	8	18.2	1	2.3	44	46.8	35	70.0	13	26.0	2	4.0	50	53.2

Table B114. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the environment at EMS. (Question 107)

Institutional initiatives	If this initiative available at EMS								If this initiative NOT available at EMS							
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Staff respondents who believe initiative is available		Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Staff respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing orientation for new staff	49	89.1	6	10.9	0	0.0	55	53.9	45	95.7	1	2.1	1	2.1	47	46.1

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 110).

Table B115. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the environment at EMS. (Question 109)

Institutional initiatives	If this initiative available at EMS								If this initiative NOT available at EMS							
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Student respondents who believe initiative is available		Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for students	284	78.0	76	20.9	4	1.1	364	65.7	122	64.2	59	31.1	9	4.7	190	34.3
Providing diversity and equity training for staff	335	85.9	53	13.6	2	0.5	390	71.0	113	71.1	36	22.6	10	6.3	159	29.0
Providing diversity and equity training for faculty	335	86.1	50	12.9	4	1.0	389	71.9	110	72.4	33	21.7	9	5.9	152	28.1

Table B115. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the environment at EMS. (Question 109)

Institutional initiatives	If this initiative available at EMS								If this initiative NOT available at EMS							
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Student respondents who believe initiative is available		Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	321	82.7	61	15.7	6	1.5	388	72.5	116	78.9	18	12.2	13	8.8	147	27.5
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	301	80.7	65	17.4	7	1.9	373	69.3	113	68.5	39	23.6	13	7.9	165	30.7
Increasing opportunities for cross-cultural dialogue among students	303	84.4	53	14.8	3	0.8	359	65.6	152	80.9	30	16.0	6	3.2	188	34.4
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	293	86.2	44	12.9	3	0.9	340	62.5	165	80.9	32	15.7	7	3.4	204	37.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	232	73.4	74	23.4	10	3.2	316	58.4	154	68.4	57	25.3	14	6.2	225	41.6
Providing effective faculty mentorship of students	385	92.5	29	7.0	2	0.5	416	76.3	112	86.8	11	8.5	6	4.7	129	23.7
Providing effective academic advising	434	93.7	28	6.0	1	0.2	463	85.4	64	81.0	7	8.9	8	10.1	79	14.6

Table B115. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the environment at EMS. (Question 109)

Institutional initiatives	If this initiative available at EMS								If this initiative NOT available at EMS							
	Positively influences environment		Has no influence on environment		Negatively influences environment		Total Student respondents who believe initiative is available		Would positively influence environment		Would have no influence on environment		Would negatively influence environment		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for student staff (e.g., resident assistants)	302	80.5	69	18.4	4	1.1	375	69.7	119	73.0	35	21.5	9	5.5	163	30.3
Providing orientation for new students	448	91.1	44	8.9	0	0.0	492	89.9	33	60.0	13	23.6	9	16.4	55	10.1
Providing affordable child care	228	76.5	70	23.5	0	0.0	298	55.8	176	74.6	49	20.8	11	4.7	236	44.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 609).

Appendix C

Comments Analyses (Questions #111, #112, and #113)

Of the 894 surveys submitted for PSU EMS's ALLWE survey, 564 respondents offered remarks to at least one open-ended question throughout the survey. The follow-up questions allowed respondents to provide more detail in relation to their answers to previous survey questions. The follow-up questions were included in the body of the report. This section of the report summarizes the comments submitted for the final three open-ended survey questions and provides thematic analysis of the remarks that were shared by multiple respondents.

Q111. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

Three hundred fifty-two (352) respondents elaborated on their experiences at EMS compared to Penn State's campus or the surrounding community. Two themes emerged among respondents: no difference and EMS as positive/welcoming.

Positive and Welcoming. Compared to the surrounding community, respondent experiences within EMS were relatively positive. Several respondents compared EMS to a family. One respondent noted, "EMS feels more like a tight knit family. Even if there are outliers that dislike one another." Another respondent also noted, "EMS has more of a family feeling than other colleges and everyone is very welcoming in comparison to other communities." Responses also included short messages that simply expressed, "EMS is a comfort place and seems like a family" or "I feel like EMS is more of a close family than other colleges at Penn State."

Respondents also described a welcoming sense within EMS. One respondent wrote, "I feel very welcomed, accepted and comfortable in the EMS department. I have heard stories of other departments at PSU which are hostile and negative, so I am very thankful to be in a department with faculty, staff and students who support and encourage each other." Another respondent included, "My experience in EMS is more inclusive and welcome than that of other colleges like the college of engineering. I feel like we have more opportunities to make connections and be involved."

Compared to the surrounding community, one respondent felt, “I really like the environment in EMS, I have found it more welcoming to that in the State College community. I think because faculty in EMS come from elsewhere they are friendly and welcoming.” Also, as it pertains to the State College community, another respondent noted, “I think the climate in EMS on average is both more liberal and more inclusive than in the broader Central PA community. I am a person with pretty liberal viewpoints, so this suits me well.” Lastly, even a respondent who identified as being from the surrounding community noted, “Yes, I would definitely say that my experiences in EMS were different than the surrounding community (my hometown) and the rest of the campus. Experiencing EMS is different by providing a place of security.”

No Difference. Responses varied from “no” to “not noticeably.” One respondent shared, “I don't think I am experiencing anything different from others in the community.” Moreover, respondents noted, “Penn State and State College are both friendly, supportive environments, just like EMS” and “I feel that the atmosphere remains relatively constant across the campus and surrounding area.”

Q112. Do you have any specific recommendations for improving the climate at EMS?

Three hundred twenty-two respondents elaborated on recommendations to improve the environment in EMS. Five themes emerged from the respondents' submissions: diversity, facilities maintenance, opportunities to promote community, training, and no suggestion.

Diversity. Diversity was a recurring theme throughout the recommendations to improve the environment in EMS. In some cases, respondents simply noted, “Hire more women (and people of color) in meteorology” or “increase diversity in: economic status, gender, race, and sexual orientation.” One respondent's comment addressed issues relative to promotion and tenure. The respondent wrote, “More tenured women, more department heads that are women, more POC.” Another respondent encouraged, “More diversity in marital and familial status of new professors and less discouragement of department related social activities including professors after 5pm. It discourages and limits the social opportunities of single-folks above grad student age at PSU.” Other respondents suggested, “We need to address a lack of racial diversity in the college by heavily recruiting staff, faculty and students from more urban areas” or “progressively diversify the demographics of our staff and faculty.”

Facilities Maintenance. Several respondents noted failing or inadequate facilities within EMS and/or provided suggestions on ways to improve this environment in EMS. A few respondents complained about the unbearable temperatures within buildings. One respondent wrote, “Fix the physical environment. Our offices are freezing in the winter, stifling in the summer. Some of our staff have zero heat in their offices.” Another respondent suggested, “Turn up the air vents during EMS/MatSE department seminars. It is too hot in that room.” Respondents also requested “hot water for the bathroom in Hosler building” and repairs to the “hot air conditioner of Hosler Building!!!” Additional remarks about structural issues also stood out in the comments offered by respondents. One respondent explicitly stated, “Fix Hosler so someone doesn't have the ceiling come down on their head!” Another respondent echoed this sentiment and noted, “Steidle is a castle for MATSE students while EME students fight asbestos and mold in Hosler.” Respondents' remarks included requests for “couches,” “vending machines near Deike or Hosler,” and “more tables for group work in the library.”

Opportunities to Promote Community. Another theme that emerged out of recommendations for improving the environment in EMS centered on creating an inclusive environment and the promotion of community. One respondent expressed, “Just make it more of a community setting.” Another respondent noted, “I would like to have more events within EMS where everyone would have an opportunity to get to know each other better.” Additionally, another respondent provided the following narrative: “Departments are isolated from each other. The once-a-year Wilson Banquet and perfunctory all-college faculty meetings are insufficient cross-departmental structures.” One respondent suggested, “Create more opportunities for faculty and students to communicate on a more social level, i.e., so that the gap between the two groups is not so intense.” Additional suggestions included, “more opportunities for social mixing, especially outside of department.”

Respondents desired increased community within EMS. For example, one respondent offered, “I think more events that include international students mixing with American students would make for great bonding between both groups.” Another respondent explained, “As a first-year graduate student, I have found it hard to meet people I can interact with and make friends with outside of the students I see every day in my research group and office. I know the department is already taking recommendations to improve this, but it would be nice to have more opportunities to meet

students from other research groups, both within and outside of EMS. I realize that part of this issue is due to having little time to go out and meet people between managing classes and research, but perhaps something like a graduate school sponsored movie night or ice-skating night could get the ball rolling.”

Advising & Training. Among other recommendations for improvement was the availability of training. One respondent shared, “TEACH THE ADVISORS HOW TO BE ADVISORS.” Aligned with comments to improve advising, another respondent suggested, “Possibly training the academic advisors better. My personal advisor seems inadequate at times, because they do not know what classes are during which semester or try to encourage me on classes to take.” Additionally, another respondent noted, “They may want to make the advisors more equipped.” A final comment offered by a respondent simply suggested, “Somehow promote better advising, although I am not sure how this is possible.”

No Suggestion. Respondents recorded having nothing to add to improve the climate at the university. Responses varied from “no” to “I do not” or “n/a.” One respondent expressed, “I don't really see where there is improvement needed. Penn State is already ranked highly for respecting and welcoming of all various perspectives.” Respondents also indicated, “Nothing. I think it is perfect” and “Not really. I have not experienced any problems” when solicited to provide specific recommendations for improving the environment in EMS. Lastly, one respondent specifically expressed satisfaction with the new leadership within the college. This respondent noted, “The new dean is incredible.”

Q113. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

One hundred twenty-eight (128) respondents elaborated on their survey responses or further described their experiences in EMS. Three themes emerged from the elaborated responses. These include: survey feedback, nothing to add, and recognition of EMS’s current efforts.

Survey Feedback. Respondents were given an opportunity to provide feedback on the survey. One respondent noted, “some inconsistencies” and provided the example that the instrument “lists the Provost as senior EMS administrator.” Another respondent wrote, “Some of these questions were poorly written.” While another respondent expressed, “I do not feel that the format and framing of this survey provides an adequate method for objectively evaluating climate in EMS.” Feedback provided by some respondents criticized the time it took to complete the survey. One respondent lamented, “If you want more people to participate in the survey, don't tell them it will take 20-30 min.” Additional criticism about the survey included one respondent’s strong feelings regarding their difficulty navigating the instrument. Some respondents also included suggestions to improve the instrument. One respondent noted, “It might have been helpful to be able to review previous pages of the survey to clarify some of my responses.” Lastly, a respondent expressed, “We have taken several of these surveys and nothing ever changes. Maybe this time the leadership at PSU will work harder to make us the model other universities will want to follow.”

Nothing to Add. Respondents also recorded having nothing more to add when asked to elaborate on their responses or further describe their feelings. Many respondents recorded, “n/a” or “none” as a response. Other respondents expressed not having anything to add as a new student. One student respondent noted, “I have only recently started school here and I don't believe my time at EMS is a good representation of the overall quality of EMS as a college as a whole. I have only really taken one EMS course thus far.” Moreover, additional comments from respondents also informally noted, “I am good” and “Nothing to think of.”

Recognition of Current Efforts. One respondent described EMS as a place where “I think everyone gets along well,” while another respondent noted “EMS is very welcoming to all students.” Respondents also expressed satisfaction with their experiences in EMS. A respondent noted, “The climate is much better than when I started. Keep up the positive changes!” Similarly, another respondent stated, “I find Dean Kump to provide a very positive environment, which is diametrically opposed to the one provided by senior administrators such as the provost.” Moreover, EMS was described by respondents as being “helpful, inclusive and fun.” Lastly, another respondent noted, “Overall, I think EMS is a great place to work and I've been very

happy in my time here. I enjoy working with students, I have excellent camaraderie with many of my colleagues, and I'm proud to be part of this institution.”

Appendix D
College of Earth & Mineral Sciences
Assessment of the Learning, Living, and Working Environment
(Administered by Rankin & Associates Consulting)

This survey is accessible in alternative formats. If you need any accommodations in order to fully participate in this survey, please contact:

Victoria Sanchez
814-867-2455
vx20@psu.edu

Purpose

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the environment for learning, living, and working in the College of Earth & Mineral Sciences (EMS). The environment refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current environment in EMS and provide us with specific information about how the environment for learning, living, and working in EMS can be improved.

Procedures

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments that participants provide are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the final report to give “voice” to the quantitative data.

Discomforts and Risks

No risks are anticipated by participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip those questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a browser to contact a resource:

<https://www.ems.psu.edu/allwe-resources>

Benefits

The results of the survey will provide important information about our campus environment and will help us in our efforts to ensure that the environment in EMS is conducive to learning, living, and working.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than five individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Stefani Bjorklund, PhD
Executive Associate & Senior Research Associate
Rankin & Associates Consulting
stefani@rankin-consulting.com
814-625-2780

Susan R. Rankin, PhD
Principal & CEO
Rankin & Associates Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

Victoria Sanchez
814-867-2455
vx20@psu.edu

Raymond Najjar
814-863-1586
rgn1@psu.edu

Rosalyn Long
814-863-4643
rkl1@psu.edu

Questions concerning the rights of participants:

Victoria Sanchez
814-867-2455
vx20@psu.edu

PLEASE MAKE A COPY OF THIS DOCUMENT FOR YOUR RECORDS. IF YOU DO NOT HAVE COPYING CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY

By submitting this survey you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Survey Terms and Definitions

Following are several terms and definitions that are used in the survey. These will be hyperlinked when they appear in the survey. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The terms are defined below and in the hyperlinks in the survey. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian (Native American): A person having origin in any of the original tribes of the Americas who maintains cultural identification through tribal affiliation or community recognition.

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: The biological sex assigned (named) an individual baby at birth.

Biphobia: An irrational dislike or fear of bisexual people.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Ethnic Identity: A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (e.g., internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family and Medical Leave Act (FMLA) is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to situations such as the following: serious health conditions that make employees unable to perform their jobs; caring for a sick family member; or caring for a new child (including birth, adoption, or foster care). For more information, see <http://www.dol.gov/whd/fmla/>

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Genderqueer: A person whose gender identity is outside of, not included within, or beyond the binary of female and male, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

Harassment: Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as homosexual.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

Living, Learning, Working Environment (or Climate): Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Nonbinary: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

Position: The status one holds by virtue of her/his role/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator).

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Racist: Someone who practices discrimination or prejudice against an individual or group based on their racial identity.

Sexist: Someone who practices discrimination or prejudice against an individual or group based on their assigned birth sex.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism; or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual, and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, completely erase your first answer and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

The survey will take between 20 and 30 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position in the College of Earth & Mineral Sciences (EMS)?
 - Undergraduate student
 - Started at University Park in EMS as a first-year student
 - Started at University Park in another academic college (e.g., DUS)
 - Started at a Penn State campus other than University Park
 - Transferred from another institution
 - Graduate student
 - Non-degree
 - Certificate
 - Master's degree
 - Doctoral degree
 - Postdoctoral scholar/fellow
 - Faculty (tenure-line)
 - Assistant Professor
 - Associate Professor
 - Professor
 - Faculty (Research/teaching)
 - Assistant Research Professor
 - Associate Research Professor
 - Research Professor
 - Assistant Teaching Professor
 - Associate Teaching Professor
 - Teaching Professor
 - Researcher/Research Assistant/Senior Research Assistant
 - Research Associate/Senior Research Associate
 - Lecturer
 - Professor of Practice
 - Senior Scientist
 - Adjunct/Part-time Faculty
 - Administrator with faculty rank (Dean, Director, Head)
 - Staff
 - Exempt
 - Non-Exempt
 - Wage Payroll
2. Are you full-time or part-time in that **primary** position?
 - Full-time
 - Part-time
3. **Students Only:** What percentage of your EMS classes have you taken exclusively online?
 - 100%
 - 76%-99%
 - 51%-75%
 - 26%- 50%
 - 1%-25%
 - 0%

Part 1: Personal Experiences

When responding to the following questions, think about your experiences during the past year at EMS.

4. Overall, how comfortable are you with the living, learning, and working environment in EMS?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
5. **Faculty/Staff only:** Overall, how comfortable are you with the environment in your department/program or work unit at EMS?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
6. **Students/Faculty only:** Overall, how comfortable are you with the environment in your classes at EMS?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
7. Have you ever **seriously considered** leaving EMS?
- No (**Faculty/Staff/Postdocs Go to Question #14; Students Go to Question #13**)
 - Yes
8. **Students only:** When did you seriously consider leaving EMS? (**Mark all that apply.**)
- During my first year as a student
 - During my second year as a student
 - During my third year as a student
 - During my fourth year as a student
 - During my fifth year as a student
 - After my fifth year as a student
9. **Students only:** Why did you seriously consider leaving EMS? (**Mark all that apply.**)
- Environment not welcoming
 - Coursework too difficult
 - Coursework not challenging enough
 - Did not like major
 - Did not have my major
 - Did not meet the selection criteria for a major
 - Financial reasons
 - Job prospects
 - Homesick
 - Lack of a sense of belonging
 - Lack of social life at EMS
 - Lack of support group
 - Lack of support services
 - My marital/relationship status
 - Program too rigorous
 - Personal reasons (e.g., medical, mental health, family emergencies)
 - A reason not listed above (Please specify.) _____
10. **Faculty/Staff only:** When did you seriously consider leaving EMS? (**Mark all that apply.**)
- Within the past 12 months
 - 1-3 years ago
 - 4-6 years ago
 - More than 6 years ago

11. Faculty/Staff only: Why did you seriously consider leaving EMS? **(Mark all that apply.)**

- Environment not welcoming
- Family responsibilities
- Lack of institutional support (e.g., technical support, laboratory space/equipment)
- Increased workload
- Interested in a position at another institution
- Job instability (e.g., uncertain future funding)
- Lack of benefits
- Limited advancement opportunities
- Local community did not meet my (my family) needs
- Local community climate not welcoming
- Personal reasons (e.g., medical, mental health, family emergencies)
- Lack of professional development opportunities
- Recruited or offered a position at another institution/organization
- Relocation
- Low salary/pay rate
- Spouse or partner relocated
- Spouse or partner unable to find suitable employment
- Tension with supervisor/manager
- Tension with coworkers
- A reason not listed above (Please specify.) _____

12. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

13. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at EMS.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking ahead, it is likely that I will leave EMS before I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at EMS?

- No **(Go to Question #23)**
- Yes

15. What do you believe was/were the basis/bases of the conduct? **(Mark all that apply.)**

- Academic performance
- Age
- Educational credentials (e.g., BS, MS, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at EMS
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.) _____

16. How would you describe what happened? **(Mark all that apply.)**

- I was ignored or excluded.
- I was intimidated/bullied.
- I was isolated or left out.
- I felt others staring at me.
- I experienced a hostile classroom environment.
- The conduct made me fear that I would get a poor grade.
- I experienced a hostile work environment.
- I was the target of workplace incivility.
- I was the target of derogatory verbal remarks.
- I received derogatory written comments.
- I received derogatory phone calls/text messages/email.
- I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).
- I was singled out as the spokesperson for my identity group.
- I received a low or unfair performance evaluation.
- I was not fairly evaluated in the promotion and tenure process.
- Someone assumed I was admitted/hired/promoted because of my identity group.
- Someone assumed I was not admitted/hired/promoted because of my identity group.
- I was the target of graffiti/vandalism.
- I was the target of racial/ethnic profiling.
- I was the target of stalking.
- The conduct threatened my physical safety.
- The conduct threatened my family's safety.
- I received threats of physical violence.
- I was the target of physical violence.
- An experience not listed above (Please specify.) _____

17. Where did the conduct occur? **(Mark all that apply.)**

- At an EMS event/program
- In a class/laboratory
- In a faculty office
- In a religious center
- In a fraternity house
- In a meeting with one other person
- In a meeting with a group of people
- In an EMS administrative office
- In the EMS library
- In an experiential learning environment (e.g., community-based learning, externship, internship)
- In athletic facilities
- In other public spaces in EMS
- In campus housing
- In off-campus housing
- Off campus
- On campus transportation
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat)
- In the Ryan Family Student Center
- While walking on campus
- While working at an EMS job
- A venue not listed above (Please specify.) _____

18. Who/what was/were the source(s) of the conduct? **(Mark all that apply.)**

- Academic advisor
- Alumnus/a
- EMS media (e.g., posters, brochures, flyers, handouts, websites)
- Coworker/colleague
- Department/program chair
- Direct report (e.g., person who reports to me)
- Donor
- Faculty member/other instructional staff
- Friend
- Off-campus community member
- Senior administrator (e.g., dean, vice president, provost)
- Social networking site (e.g., Facebook, Twitter, Snapchat)
- Staff member
- Stranger
- Student
- Student staff
- Student organization (Please specify.) _____
- Supervisor or manager
- Student teaching assistant/student laboratory assistant/student tutor
- Do not know source
- A source not listed above (Please specify.) _____

19. How did you feel after experiencing the conduct? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I was afraid.
- I was angry.
- I ignored it.
- I felt distressed.
- A feeling not listed above (Please specify.) _____

20. What did you do in response to experiencing the conduct? **(Mark all that apply.)**
- I did not do anything.
 - I avoided the person/venue.
 - I contacted a local law enforcement official.
 - I confronted the person(s) at the time.
 - I confronted the person(s) later.
 - I did not know to whom to go.
 - I sought information online.
 - I sought support from off-campus hotline/advocacy services.
 - I contacted an EMS resource
 - Faculty member
 - Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, dept. head, institute director, educational equity)
 - Safety representative
 - Ombudsperson
 - Office of Human Resources
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Irvin Hall RA, student advisers, building managers, event staff)
 - I contacted a University resource
 - Office in Student Affairs (e.g., CAPS, Gender Equity Center, LGBTQA Student Resource Center)
 - Employee Assistance Program
 - Office of Ethics and Compliance | Title IX Coordinator | Cleary Coordinator
 - Office of the Vice Provost for Educational Equity
 - Affirmative Action Office
 - Office of Human Resources
 - Student staff (resident assistant, student advisers, building managers, event staff)
 - Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
 - I told a family member.
 - I told a friend.
 - I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
 - I submitted a bias incident report or a report through the Ethics and Compliance Hotline and/or another University misconduct reporting hotline (<https://universityethics.psu.edu/resources-reporting-wrongdoing>).
 - A response not listed above (Please specify.) _____
21. Did you officially report the conduct?
- No, I did not report it.
 - Yes, I reported it.
 - Yes, I reported the incident and felt that it was addressed appropriately.
 - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the incident but felt that it was not addressed appropriately.
 - Yes, I reported the conduct and the outcome is still pending.

22. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://www.ems.psu.edu/allwe-resources>

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted sexual contact/conduct that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from the campus or community resources offered below.

23. **While a member of the EMS community**, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)?

- No [**Go to Question Question 34**]
- Yes – relationship violence (e.g., ridiculed, controlling, hitting)
Please complete questions 24rv – 33rv]
- Yes – stalking (e.g., following me, on social media, texting, phone calls)
Please complete questions 24stlk – 33stlk]
- Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
Please complete questions 24si – 33si]
- Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)
Please complete questions 24sc – 33sc]

24rv. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur?

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

25rv. **Students only:** What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- During my time as a graduate/law student at EMS
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

26rv. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

27rv. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- PSU faculty member
- PSU staff member
- Stranger
- PSU student
- Current or former dating/intimate partner
- Other role/relationship not listed above

28rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) _____
- On campus (Please specify location.) _____

29rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (Please specify.) _____

30rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted an EMS resource:
 - Faculty member
 - Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, dept. head, institute director, educational equity)
 - Safety representative
 - Ombudsperson
 - Office of Human Resources
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Irvin Hall RA, student advisers, building managers, event staff)
- I contacted a University resource
 - Office in Student Affairs (e.g., CAPS, Gender Equity Center, LBGTQA Resource Center)
 - Employee Assistance Program
 - Office of Ethics and Compliance | Title IX Coordinator | Cleary Coordinator
 - Office of the Vice Provost for Educational Equity
 - Affirmative Action Office
 - Office of Human Resources
 - Student staff (resident assistant, student advisers, building managers, event staff)
 - Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- I submitted a bias incident report or a report through the Ethics and Compliance Hotline and/or another University misconduct reporting hotline (<https://universityethics.psu.edu/resources-reporting-wrongdoing>).
- A response not listed above (Please specify.) _____

31rv. Did you officially report the relationship violence (e.g., ridiculed, controlling, hitting)?

- No, I did not report it. **(Go to Question 32rv)**
- Yes, I reported the incident.
 - Yes, I reported the incident and it was addressed appropriately. **(Go to Question 34)**
 - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Go to Question 34)**
 - Yes, I reported the incident but felt that it was not addressed appropriately. **(Go to Question 33rv)**
 - Yes, I reported the conduct and the outcome is still pending. **(Go to Question 34)**

32rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculed, controlling, hitting) to a campus official or staff member. Please explain why you did not. Please do not offer any personal identifiers (e.g., name, position) in your response.

33rv. You indicated that you **DID** report the relationship violence (e.g., ridiculed, controlling, hitting) but that it was not addressed appropriately. Please explain why you felt that it was not. Please do not offer any personal identifiers (e.g., name, position) in your response.

24stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur?

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

25stlk. **Students only:** What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- During my time as a graduate/law student at EMS
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

26stlk. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

27stlk. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- PSU faculty member
- PSU staff member
- Stranger
- PSU student
- Current or former dating/intimate partner
- Other role/relationship not listed above

28stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) _____
- On campus (Please specify location.) _____

29stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (Please specify.) _____

30stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted an EMS resource:
 - Faculty member
 - Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, dept. head, institute director, educational equity)
 - Safety representative
 - Ombudsperson
 - Office of Human Resources
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Irvin Hall RA, student advisers, building managers, event staff)
- I contacted a University resource
 - Office in Student Affairs (e.g., CAPS, Gender Equity Center, LBGTQA Resource Center)
 - Employee Assistance Program
 - Office of Ethics and Compliance | Title IX Coordinator | Cleary Coordinator
 - Office of the Vice Provost for Educational Equity
 - Affirmative Action Office
 - Office of Human Resources
 - Student staff (resident assistant, student advisers, building managers, event staff)
 - Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
- I told a family member.

- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- I submitted a bias incident report or a report through the Ethics and Compliance Hotline and/or another University misconduct reporting hotline (<https://universityethics.psu.edu/resources-reporting-wrongdoing>).
- A response not listed above (Please specify.) _____

31stlk. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)?

- No, I did not report it. **(Go to Question 33stlk)**
- Yes, I reported the incident.
 - Yes, I reported the incident and it was addressed appropriately. **(Go to Question 34)**
 - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Go to Question 34)**
 - Yes, I reported the incident but felt that it was not addressed appropriately. **(Go to Question 33stlk)**
 - Yes, I reported the conduct and the outcome is still pending. **(Go to Question 34)**

32stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please explain why you did not. Please do not offer any personal identifiers (e.g., name, position) in your response.

33stlk. You indicated that you **DID** report the stalking (e.g., following me, on social media, texting, phone calls) but that it was not addressed appropriately. Please explain why you felt that it was not. Please do not offer any personal identifiers (e.g., name, position) in your response.

- 24si. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?
- Less than 6 months ago
 - 6 - 12 months ago
 - 13 - 23 months ago
 - 2 - 4 years ago
 - 5 - 10 years ago
 - 11 - 20 years ago
 - More than 20 years ago
- 25si. **Students only:** What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- During my time as a graduate/law student at EMS
 - Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
 - Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
 - Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
 - Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
 - After my fourth year as an undergraduate
- 26si. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?
- No
 - Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs
- 27si. Who did this to you? **(Mark all that apply.)**
- Acquaintance/friend
 - Family member
 - PSU faculty member
 - PSU staff member
 - Stranger
 - PSU student
 - Current or former dating/intimate partner
 - Other role/relationship not listed above
- 28si. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**
- Off campus (Please specify location.) _____
 - On campus (Please specify location.) _____

29si. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (Please specify.) _____

30si. What did you do in response to experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted an EMS resource:
 - Faculty member
 - Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, dept. head, institute director, educational equity)
 - Safety representative
 - Ombudsperson
 - Office of Human Resources
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Irvin Hall RA, student advisers, building managers, event staff)
- I contacted a University resource
 - Office in Student Affairs (e.g., CAPS, Gender Equity Center, LBGTQA Resource Center)
 - Employee Assistance Program
 - Office of Ethics and Compliance | Title IX Coordinator | Cleary Coordinator
 - Office of the Vice Provost for Educational Equity
 - Affirmative Action Office
 - Office of Human Resources
 - Student staff (resident assistant, student advisers, building managers, event staff)
 - Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- I submitted a bias incident report or a report through the Ethics and Compliance Hotline and/or another University misconduct reporting hotline (<https://universityethics.psu.edu/resources-reporting-wrongdoing>).
- A response not listed above (Please specify.) _____

31si. Did you officially report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- No, I did not report it. **(Go to Question 32si)**
- Yes, I reported the incident.
 - Yes, I reported the incident and it was addressed appropriately. **(Go to Question 34)**
 - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Go to Question 34)**
 - Yes, I reported the incident but felt that it was not addressed appropriately. **(Go to Question 33si)**
 - Yes, I reported the conduct and the outcome is still pending. **(Go to Question 34)**

32si. You indicated that you **DID NOT** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Please explain why you did not. Please do not offer any personal identifiers (e.g., name, position) in your response.

33si. You indicated that you **DID** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) but that it was not addressed appropriately. Please explain why you felt that it was not. Please do not offer any personal identifiers (e.g., name, position) in your response.

24sc. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur?

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

25sc. **Students only:** What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- During my time as a graduate/law student at EMS
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

26sc. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

27sc. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- PSU faculty member
- PSU staff member
- Stranger
- PSU student
- Current or former dating/intimate partner
- Other role/relationship not listed above

28sc. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) _____
- On campus (Please specify location.) _____

29sc. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (Please specify.) _____

30sc. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted an EMS resource:
 - Faculty member
 - Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, dept. head, institute director, educational equity)
 - Safety representative
 - Ombudsperson
 - Office of Human Resources
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Irvin Hall RA, student advisers, building managers, event staff)
- I contacted a University resource
 - Office in Student Affairs (e.g., CAPS, Gender Equity Center, LBGTQA Resource Center)
 - Employee Assistance Program
 - Office of Ethics and Compliance | Title IX Coordinator | Cleary Coordinator
 - Office of the Vice Provost for Educational Equity
 - Affirmative Action Office
 - Office of Human Resources
 - Student staff (resident assistant, student advisers, building managers, event staff)
 - Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- I submitted a bias incident report or a report through the Ethics and Compliance Hotline and/or another University misconduct reporting hotline (<https://universityethics.psu.edu/resources-reporting-wrongdoing>).
- A response not listed above (Please specify.) _____

31sc. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- No, I did not report it. **(Go to Question 32sc)**
- Yes, I reported the incident.
 - Yes, I reported the incident and it was addressed appropriately. **(Go to Question 34)**
 - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Go to Question 34)**
 - Yes, I reported the incident but felt that it was not addressed appropriately. **(Go to Question 33sc)**
 - Yes, I reported the conduct and the outcome is still pending. **(Go to Question 34)**

32sc. You indicated that you **DID NOT** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Please explain why you did not. Please do not offer any personal identifiers (e.g., name, position) in your response.

33sc. You indicated that you **DID** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) but that it was not addressed appropriately. Please explain why you felt that it was not. Please do not offer any personal identifiers (e.g., name, position) in your response.

34. Please indicate how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Affirmative Consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the role of PSU Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how and where to report such incidents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the campus resources listed here: https://studentaffairs.psu.edu/titleix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that PSU standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in PSU Alert and Timely warnings” with “in the PSU Annual Security and Fire Safety Report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that PSU sends an Alert and Timely Warnings to the campus community when such an incident occurs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://www.ems.psu.edu/allwe-resources>

Part 2: Workplace Environment

35. Tenured and Tenure-Track Faculty only: As a faculty member at EMS, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria for promotion to professor is are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure standards/promotion standards are applied equally to faculty in my school/division.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during the pre-tenure years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during the post-tenure years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMS faculty who qualify for delaying their tenure-clock feel empowered to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions are valued by EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are valued within EMS committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Tenured and Tenure-Track Faculty only: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

37. Non-Tenure-Track Faculty only: As an employee with a non-tenure-track appointment at EMS I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria used for contract renewal are applied equally to all positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear expectations of my responsibilities exist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to do extra work that is uncompensated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Non-Tenure-Track Faculty only: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

39. **All Faculty:** As a faculty member or postdoc at EMS, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure-track faculty positions are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for non-tenure-track faculty positions are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement/supplemental benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMS provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMS provides me with adequate resources to accomplish my work (e.g., office space, lab space, administrative support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMS provides me with adequate IT support to accomplish my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMS provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend EMS as good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

41. **Staff only:** As a staff member at EMS, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am included in opportunities that will help my career as much as others in similar positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is productive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides adequate support for me to manage work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to complete my assigned duties during scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given a reasonable time frame to complete assigned responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A hierarchy exists within staff positions that allows some voices to be valued more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMS provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

43. **Staff only:** As a staff member at EMS I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
EMS provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMS provides me with adequate resources to accomplish my work (e.g., office space, lab space, administrative support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMS provides me with adequate IT support to accomplish my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMS is supportive of taking extended leave (e.g., FMLA, parental).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMS policies (e.g., FMLA) are applied fairly across EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMS is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff salaries are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacation and personal time benefits competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued on EMS committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued by EMS faculty and administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear expectations of my responsibilities exist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear procedures exist on how I can advance at EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend EMS as good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

45. **Graduate Students only:** As a graduate student I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Satisfied with the quality of advising I have received from my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provides clear expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor responds to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate opportunities exist for me to interact with other university faculty outside of my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive support from my advisor to pursue personal research interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department faculty members encourage me to produce publications and present research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by work responsibilities beyond those of other graduate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comfortable sharing my professional goals with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. **Graduate Student only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

47. What is your birth sex (assigned)?

- Female
- Intersex
- Male

48. What is your gender/gender identity? **(Mark all that apply.)**

- Genderqueer
- Man
- Non-binary
- Transgender
- Woman
- A gender not listed here (Please specify.) _____

49. What is your current gender expression?

- Androgynous
- Feminine
- Masculine
- A gender expression not listed here (Please specify.) _____

50. What is your citizenship/immigrant status in U.S.?

- A visa holder (such as F-1, J-1, H1-B, and U)
- Currently under a withholding of removal status
- Dual/Multi citizenship
- Other legally documented status
- Permanent Resident
- Refugee status
- U.S. citizen, birth
- U.S. citizen, naturalized
- A citizenship/immigrant status not listed here (Please specify.) _____

51. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**

- Alaska Native (if you wish Please specify. your enrolled or principal corporation): _____
- American Indian/Native American (If you wish, please specify your enrolled or principal tribe.) _____
- Asian/Of Asian Descent (If you wish, please specify.)
 - Caribbean Asian
 - Central Asian
 - East Asian
 - South Asian
 - Southeast Asian
 - Other (If you wish, please specify.) _____
- Black/Of African Descent (If you wish, please specify.)
 - Caribbean African
 - Central African
 - East African
 - North African
 - Southern African
 - West African
 - Other (If you wish, please specify.) _____
- Hispanic/Latinx/Chicanx (If you wish, please specify.)
 - Caribbean Hispanic
 - Central American
 - North American
 - South American
 - Other (If you wish, please specify.) _____

- Middle Eastern/North African/Of Arab Descent (If you wish, please specify.)
 - Middle Eastern
 - North African
 - Other (If you wish, please specify.) _____
- Native Hawaiian (If you wish, please specify.) _____
- Pacific Islander (If you wish, please specify.) _____
- White/Of European Descent (If you wish, please specify.)
 - Central European
 - Eastern European
 - Western European
 - Other (If you wish, please specify.) _____
- A racial/ethnic identity not listed here (If you wish, please specify.) _____

52. What is your age?

- 23 or younger
- 24-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75 or older

53. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity?

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Pansexual
- Queer
- Questioning
- A sexual identity not listed here (Please specify.) _____

54. Do you have substantial parenting or caregiving responsibility?

- No
- Yes **(Mark all that apply.)**
 - Children 5 years or under
 - Children 6-18 years
 - Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
 - Independent adult children over 18 years of age
 - Partner with a disability or illness
 - Senior or other family member
 - A parenting or caregiving responsibility not listed here e.g., pregnant, adoption pending) (Please specify.) _____

55. Have you ever served in the military (e.g., Reserves, National Guard, Militia)?

- Never served in the military
- U.S. Military Service
 - I am currently on active duty.
 - I am currently a member of the National Guard (but not in ROTC).
 - I am currently a member of the Reserves (but not in ROTC).
 - I am not currently serving, but have served (e.g., retired/veteran).
 - I am in ROTC.
 - I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.
- Non-U.S. Military Service

56. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:

- No high school
- Some schooling
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

Parent/Guardian 12

- No high school
- Some schooling
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

57. **Staff:** What is your highest level of education?

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA MS, MBA, MLS)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)

58. **Faculty/Staff only:** How long have you been employed at EMS?

- Less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

59. **Undergraduate/Graduate Students only:** Where are you in your **college career**?

- First year
- Second year
- Third year
- Fourth year
- Fifth year
- Sixth year (or more)

60. **Faculty only:** With which academic department/institute are you **primarily affiliated** at this time?

- Energy and Mineral Engineering
- Geography
- Geosciences
- Materials Science and Engineering
- Meteorology and Atmospheric Science
- Dutton e-Education Institute
- Earth and Environmental Systems Institute
- EMS Energy Institute
- Central Colleges Offices (Office of the Dean, ADGER, ADEE, ADUE/Ryan Family Student Center, Development and Alumni Relations, EMS Museum and Gallery)

61. **Staff only:** With which academic division/work unit are you **primarily affiliated** at this time?
- Energy and Mineral Engineering
 - Geography
 - Geosciences
 - Materials Science and Engineering
 - Meteorology and Atmospheric Science
 - Dutton e-Education Institute
 - Earth and Environmental Systems Institute
 - EMS Energy Institute
 - Central Colleges Offices (Office of the Dean, ADGER, ADEE, ADUE/Ryan Family Student Center, Development and Alumni Relations, EMS Museum and Gallery)
62. **Undergraduate Students only:** What is/are your intended academic major(s)/certificate in EMS? **(Mark all that apply.)**
- Certificate
 - Earth Sciences B.S.
 - Earth Science and Policy B.S.
 - General Option
 - Environment Change Option
 - Energy Option
 - Water and Land Use Option
 - Earth Sustainability
 - Energy Business and Finance B.S.
 - General Option
 - Energy Land Management Option
 - Energy Engineering B.S.
 - Energy and Sustainability Policy B.A.
 - Energy and Sustainability Policy B.S.
 - Environmental Systems Engineering B.S.
 - Environmental Systems Engineering Option
 - Environmental Health and Safety Engineering Option
 - Geobiology B.S.
 - Geography B.A.
 - General Option
 - Human Geography Option
 - Nature-Society Geography Option
 - Geography B.S.
 - General Option
 - Physical/Environmental Option
 - Geographic Information Systems Option
 - Geosciences B.A.
 - GeoSciences B.S.
 - General Option
 - Hydrogeology Option
 - Materials Science and Engineering B.S.
 - Meteorology and Atmospheric Science B.S.
 - General Option
 - Atmospheric Sciences Option
 - Environmental Meteorology Option
 - Weather Forecasting and Communications Option
 - Weather Risk Management
 - Mining Engineering B.S.
 - Petroleum and Natural Gas Engineering
 - Weather Forecasting

63. **Graduate Students only:** What is your academic department in EMS? **(Mark all that apply.)**
- Energy and Mineral Engineering
 - Geography
 - Geosciences
 - Materials Science and Engineering
 - Meteorology and Atmospheric Science
64. Do you have a condition/disability that influences your learning, working, or living activities?
- No **(Go to Question #68)**
 - Yes
65. Which, if any, of the conditions listed below impact your learning, working, or living activities? **(Mark all that apply.)**
- Acquired/Traumatic Brain Injury
 - Chronic diagnosis or medical condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)
 - Hard of hearing or Deaf
 - Learning difference/disability (e.g., Asperger's/Autism Spectrum, Attention Deficit/Hyperactivity Disorder, Cognitive/Language-based)
 - Low vision or Blind
 - Mental health/psychological condition (e.g., anxiety, depression)
 - Physical/mobility condition that affects walking
 - Physical/mobility condition that does not affect walking
 - Speech/communication condition
 - A disability/condition not listed here (Please specify.) _____
66. **Students only:** Are you registered with the Student Disability Resources Office?
- No
 - Yes
67. **Faculty/Staff:** Are you receiving accommodations for a disability?
- No
 - Yes
68. Is English your primary language?
- Yes
 - No (Please specify your primary language.) _____
69. What is your religious or spiritual identity? **(Mark all that apply.)**
- Agnostic
 - Atheist
 - Baha'i
 - Buddhist
 - Christian
 - African Methodist Episcopal
 - African Methodist Episcopal Zion
 - Assembly of God
 - Baptist
 - Catholic/Roman Catholic
 - Church of Christ
 - Church of God in Christ
 - Christian Orthodox
 - Christian Methodist Episcopal
 - Christian Reformed Church (CRC)
 - Episcopalian
 - Evangelical
 - Greek Orthodox
 - Lutheran
 - Mennonite
 - Moravian
 - Nondenominational Christian

- Pentecostal
- Presbyterian
- Protestant
- Protestant Reformed Church (PR)
- Quaker
- Reformed Church of America (RCA)
- Russian Orthodox
- Seventh Day Adventist
- The Church of Jesus Christ of Latter-day Saints
- United Methodist
- United Church of Christ
- A Christian identity not listed here (Please specify.) _____
- Confucianist
- Druid
- Hindu
- Jain
- Jehovah's Witness
- Jewish
 - Conservative
 - Orthodox
 - Reform
 - A Jewish identity not listed here (Please specify.) _____
- Muslim
 - Ahmadi
 - Shi'ite
 - Sufi
 - Sunni
 - A Muslim identity not listed here (Please specify.) _____
- Native American Traditional Practitioner or Ceremonial
- Pagan
- Rastafarian
- Scientologist
- Secular Humanist
- Shinto
- Sikh
- Taoist
- Tenrikyo
- Unitarian Universalist
- Wiccan
- Spiritual, but no religious identity
- No affiliation
- A religious affiliation or spiritual identity not listed above (Please specify.) _____

70. **Students only:** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?

- No
- Yes

71. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- \$29,999 and below
- \$30,000 - \$49,999
- \$50,000 - \$69,999
- \$70,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 or more

72. **Students/Graduate students only:** Where do you live?

- Campus housing
 - Residence Hall
 - Special Living Option (SLO)
 - On-campus apartments
- Non-campus housing
 - Independently in an apartment/house
 - Living with family member/guardian
- Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)

73. **Students only:** Since having been a student in EMS, have you been a member or participating in any of the following? **(Mark all that apply.)**

- I do not participate in any clubs or organizations.
- Academic and academic honorary organizations
- Club sport
- Culture-specific organization
- EMS college-wide organizations
- EMS major-specific organizations
- Faith or spirituality-based organization
- Governance organization
- Greek letter organization
- Health and wellness organization
- Intercollegiate athletic team
- Penn State non-athletic representative/competitive organization
- Performance organization
- Political or issue-oriented organization
- Professional or pre-professional organization
- Publication/media organization
- Recreational organization
- Service or philanthropic organization
- A student organization not listed above (Please specify.) _____

74. **Students only:** At the end of your last semester, what was your cumulative grade point average?

- 3.50 - 4.00
- 3.00 - 3.49
- 2.50 - 2.99
- 2.00 - 2.49
- Below 2.00

75. **Students only:** Have you experienced financial hardship while attending EMS?

- No
- Yes, I have had difficulty affording... **(Mark all that apply.)**
 - Alternative spring breaks
 - Books/course materials
 - Child care
 - Cocurricular events or activities
 - Commuting to campus
 - Food
 - Health care
 - Housing
 - Other campus fees
 - Other course fees
 - Participation in social events
 - Studying abroad
 - Travel to and from EMS (e.g., returning home from break)
 - Tuition
 - Unpaid internships/research opportunities
 - A financial hardship not listed here (Please specify.) _____

76. **Students only:** How are you currently paying for your education in EMS? **(Mark all that apply.)**

- Campus employment
- Credit card
- Family contribution
- GI Bill
- Graduate assistantship/fellowship (e.g., teaching/research)
- Loans
- Need-based scholarship (e.g., Gates)
- Non-need-based scholarship (e.g., merit, ROTC)
- Grant (e.g., Pell)
- Personal contribution/job
- Resident assistant
- A method of payment not listed here (Please specify.) _____

77. **Undergraduate Students only:** Are you employed on-campus, off-campus, or both during the academic year? **(Mark all that apply.)**

- No
- Yes, I work **on-campus** – (Please indicate total number of hours you work)
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week
- Yes, I work **off-campus** – (Please indicate total number of hours you work)
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week

Part 4: Perceptions of EMS Environment

78. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning or working environment at EMS?
- No (**Faculty/Staff/Postdocs Go to Question #87; Students Go to Question #96**)
 - Yes

79. Who/what was/were the **target(s)** of the conduct? (**Mark all that apply.**)

- Academic advisor
- Alumnus/a
- Athletic coach/trainer
- EMS media (e.g., posters, brochures, flyers, handouts, websites)
- EMS Safety and Security Officer
- Coworker/colleague
- Department/program chair
- Direct report (e.g., person who reports to me)
- Donor
- Faculty member/other instructional staff
- Friend
- Off-campus community member
- Patient
- Senior administrator (e.g., dean, vice president, provost)
- Social networking site (e.g., Facebook, Twitter, Snapchat)
- Staff member
- Stranger
- Student
- Student staff
- Student organization (Please specify.) _____
- Supervisor or manager
- Student teaching assistant/student laboratory assistant/student tutor
- Do not know source
- A source not listed above (Please specify.) _____

80. Who/what was/were the **source(s)** of the conduct? **(Mark all that apply.)**

- Academic advisor
- Alumnus/a
- EMS media (e.g., posters, brochures, flyers, handouts, websites)
- Coworker/colleague
- Department/program chair
- Direct report (e.g., person who reports to me)
- Donor
- Faculty member/other instructional staff
- Friend
- Off-campus community member
- Senior administrator (e.g., dean, vice president, provost)
- Social networking site (e.g., Facebook, Twitter, Snapchat)
- Staff member
- Stranger
- Student
- Student staff
- Student organization (Please specify.) _____
- Supervisor or manager
- Student teaching assistant/student laboratory assistant/student tutor
- Do not know source
- A source not listed above (Please specify.) _____

81. Which of the target's characteristics do you believe was/were the basis/bases for the conduct? **(Mark all that apply.)**

- Academic performance
- Age
- Educational credentials (e.g., BS, MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at EMS
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.) _____

82. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**

- Assumption that someone was admitted/hired/promoted based on his/her identity
- Assumption that someone was not admitted/hired/promoted based on his/her identity
- Derogatory verbal remarks
- Derogatory phone calls/text messages/email
- Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)
- Derogatory written comments
- Derogatory phone calls
- Graffiti/vandalism
- Person intimidated or bullied
- Person ignored or excluded
- Person isolated or left out
- Person experienced a hostile classroom environment
- Person experienced a hostile work environment
- Person was the target of workplace incivility
- Person was stared at
- Racial/ethnic profiling
- Person received a low or unfair performance evaluation
- Person received a poor grade
- Person was unfairly evaluated in the promotion and tenure process
- Person was stalked
- Physical violence
- Singled out as the spokesperson for their identity group
- Threats of physical violence
- Something not listed above (Please specify.) _____

83. Where did this conduct occur? **(Mark all that apply.)**

- At an EMS event/program
- In a class/laboratory
- In a faculty office
- In a religious center
- In a fraternity house
- In a meeting with one other person
- In a meeting with a group of people
- In an EMS administrative office
- In the EMS library
- In an experiential learning environment (e.g., community-based learning, externship, internship)
- In athletic facilities
- In other public spaces in EMS
- In campus housing
- In off-campus housing
- Off campus
- On campus transportation
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat)
- In the Ryan Family Student Center
- While walking on campus
- While working at an EMS job
- A venue not listed above (Please specify.) _____

84. What did you do in response to observing this conduct? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted a EMS resource.
 - Faculty member
 - Administrator office (e.g., Ryan Family Student Center, dean, associate or assistant dean, dept. head, institute director, educational equity)
 - Safety representative
 - Ombudsperson
 - Office of Human Resources
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
- Student staff (e.g., Irvin Hall RA, student advisers, building managers, event staff)
- I contacted a University resource
 - Office in Student Affairs (e.g., CAPS, Gender Equity Center, LBGTQA Resource Center)
 - Employee Assistance Program
 - Office of Ethics and Compliance | Title IX Coordinator | Cleary Coordinator
 - Office of the Vice Provost for Educational Equity
 - Affirmative Action Office
 - Office of Human Resources
 - Student staff (resident assistant, student advisers, building managers, event staff)
 - Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- I submitted a bias incident report or a report through the Ethics and Compliance Hotline and/or another University misconduct reporting hotline (<https://universityethics.psu.edu/resources-reporting-wrongdoing>).
- A response not listed above (Please specify.) _____

85. Did you officially report the conduct?

- No, I did not report it.
- Yes, I reported it.
 - Yes, I reported the incident and felt that it was addressed appropriately.
 - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the incident but felt that it was not addressed appropriately.
 - Yes, I reported the conduct and the outcome is still pending.

86. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile learning or working environment, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

87. **Faculty/Staff only:** Have you observed **hiring** practices at EMS (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?

- No (**Go to Question #90**)
- Yes

88. **Faculty/Staff only:** I believe that the unjust **hiring** practices were based upon... (**Mark all that apply.**)

- Age
- Educational credentials (e.g., BS, MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability/condition
- Length of service at EMS
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.) _____

89. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

90. **Faculty/Staff only:** Have you observed **promotion, tenure, reappointment, and/or reclassification** practices at EMS that you perceive to be unjust?

- No (**Go to Question #93**)
- Yes

91. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion, tenure, reappointment, and/or reclassification** were based upon... **(Mark all that apply.)**

- Age
- Educational credentials (e.g., MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability/condition
- Length of service at EMS
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.) _____

92. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

93. **Faculty/Staff only:** Have you observed **employment-related discipline or action, up to and including dismissal**, at EMS that you perceive to be unjust?

- No (**Go to Question #96**)
- Yes

94. **Faculty/Staff only:** I believe that the unjust **employment-related disciplinary actions** were based upon...
(Mark all that apply.)

- Age
- Educational credentials (e.g., MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Job duties
- Learning disability/condition
- Length of service at EMS
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.) _____

95. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

96. Using a scale of 1–5, please rate the overall campus climate at EMS on the following dimensions:
(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exclusive
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Positive for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, queer or transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual, queer or transgender
Positive for people of various spiritual/religious backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for nonnative English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for nonnative English speakers
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status
Positive for people of various political affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various political affiliations
Positive for people in active military/veterans status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people in active military/veterans status

97. Using a scale of 1–5, please rate the EMS environment on the following dimensions:
(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not biphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Biphobic
Not transphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Transphobic
Not ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ageist
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (position: faculty, staff, student)
Not ableist (disability-friendly)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ableist (not disability-friendly)
Not xenophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Xenophobic
Not ethnocentric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ethnocentric

98. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by EMS faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by EMS staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by EMS senior administrators (e.g., dean, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus environment encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

99. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department/program chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by staff in my department/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by staff in EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other faculty at EMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by EMS senior administrators (e.g., dean, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department/program prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department/program chair prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that EMS encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my research/scholarship is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that faculty opinions are considered in EMS decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

100. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by coworkers in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by coworkers outside my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by EMS students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by EMS faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by EMS senior administrators (e.g., dean, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my department/program encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that staff opinions are considered in EMS decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my work is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

101. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at EMS in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, laboratories (including computer labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office furniture (e.g., chair, desk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary barriers because of construction or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology/Online Environment			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer equipment (e.g., screens, mouse, keyboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiosks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Canvas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone/phone equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software (e.g., voice recognition/audiobooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video/video audio description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Identity			
Electronic databases (e.g., LionPath, Starfish, WorkLion)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus Materials			
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

102. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

103. As a person who identifies as transgender, genderqueer, and/or gender non-binary have you experienced a barrier in any of the following areas at EMS in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing rooms/locker rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity Accuracy			
ID Card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic databases (e.g., LionPath, Starfish, WorkLion)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

104. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

Part 5: Institutional Actions Relative to Environment Issues

105. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the environment at EMS.

	If This Initiative IS Available at EMS			If This Initiative IS NOT Available at EMS		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for calculating the tenure clock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and inclusivity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with toolkits to create an inclusive classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with instruction and support for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with instruction and support for advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing orientation for new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

106. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus environment, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

107. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the environment at EMS.

	If This Initiative IS Available at EMS			If This Initiative IS NOT Available at EMS		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing supervisors/managers with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty supervisors with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing orientation for new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

108. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus environment, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

109. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the environment at EMS.

	If This Initiative IS Available at EMS			If This Initiative IS NOT Available at EMS		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity training for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty mentorship of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for student staff (e.g., resident assistants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing orientation for new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

110. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus environment, please do so here. Please do not offer any personal identifiers (e.g., name, position) in your response.

Part 6: Your Additional Comments

111. Are your experiences in EMS different from those on Penn State's campus or the surrounding community? If so, how are these experiences different? Please do not offer any personal identifiers (e.g., name, position) in your response.
112. Do you have any specific recommendations for improving the environment in EMS? Please do not offer any personal identifiers (e.g., name, position) in your response.
113. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus environment and your experiences in this environment. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below. Please do not offer any personal identifiers (e.g., name, position) in your response.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the Shippensburg University community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. ***No survey information is connected to entering your information.***

To enter for a chance to win, please enter your name, and email address. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following:

- 6 EMS quarter-zip fleece sweatshirts
- 10 EMS coffee mugs
- 4 Downtown State College gift certificates
- 100 Creamery gift certificates

By providing your information below, your information will be entered for an opportunity to win an aforementioned award. Please know that in providing your information you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality.

Name: _____
Email address: _____

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://www.ems.psu.edu/allwe-resources>