

Assessment of the Learning, Living, and Working Environment



PennState
College of Earth
and Mineral Sciences

April 12th & 15th, 2019



Climate In Higher Education



Assessing Campus Climate

What is it?

- Campus Climate is a construct

Definition?

- *Current attitudes, behaviors, and standards and practices of employees and students of an institution*

How is it measured?

- Personal Experiences
- Perceptions
- Institutional Efforts

Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes.**¹



Discriminatory environments have a **negative effect** on student learning.²



Research supports the pedagogical value of a **diverse student body** and faculty on **enhancing learning outcomes.**³

¹ Pascarella & Terenzini, 1991, 2005; Harper & Hurtado, 2009; Maramba. & Museus, 2011; Patton, 2011; Strayhorn, 2012

² Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005

³ Hale, 2004; Harper & Quayle, 2004; Harper & Hurtado, 2009; Hurtado, 2003; Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013

Campus Climate & Faculty/Staff



The **personal and professional development** of employees including faculty members, administrators, and staff members are impacted by campus climate.¹

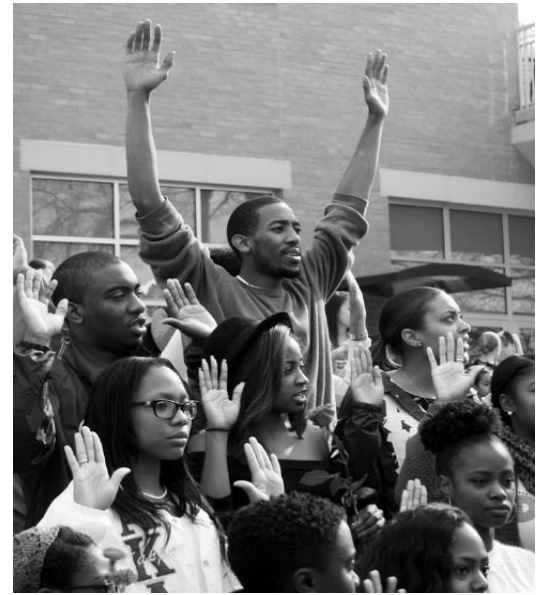
Faculty members who judge their campus **climate more positively** are more likely to feel personally **supported** and perceive their work unit as more supportive.²

Research underscores the **relationships** between (1) workplace **discrimination** and negative job/career **attitudes** and (2) workplace encounters with **prejudice** and lower health/**well-being**.³

¹Settles, Cortina, Malley, and Stewart, 2006; Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009

²Costello, 2012; Sears, 2002; Kaminski & Geisler, 2012; Griffin, Pérez, Holmes, & Mayo, 2010

³Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999



Climate Matters





Climate Matters





Academic Freedom



Hate Speech



What Are Students Demanding?



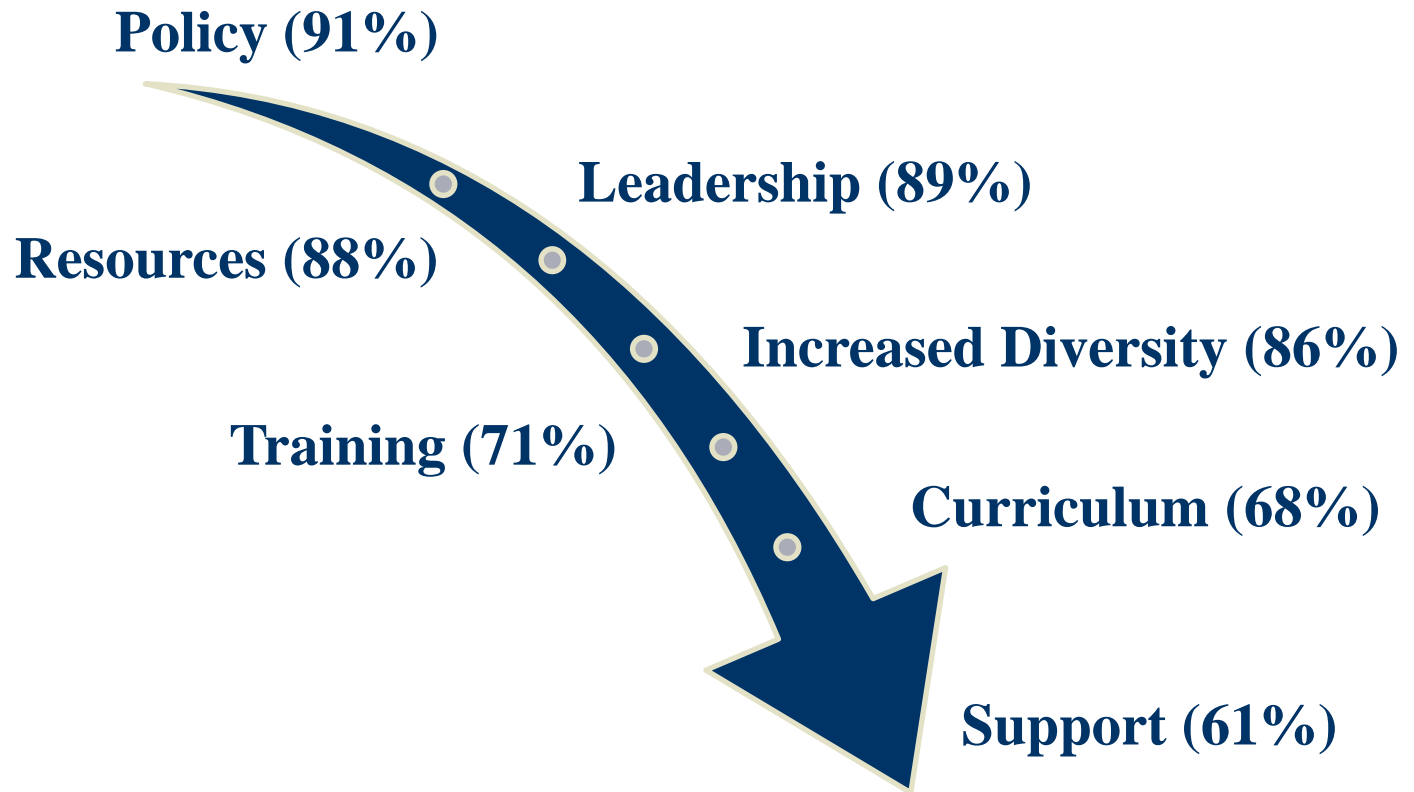
While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)



Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today's students in the heated context of racial or other bias-related incidents on college and university campuses.



Seven Major Themes



Responses to Unwelcoming Campus Climates

What are students' behavioral
responses?

Lack of Persistence

30% of respondents have seriously considered leaving their institution

What do students offer as the main reason for their departure?

Student Departure

Experienced
Harassment/Victimization

Lack of Social Support

Feelings of
Hopelessness

Suicidal Ideation or
Self-Harm

Projected Outcomes



EMS will add to their knowledge base with regard to how constituent groups currently feel about their campus environment and how the community responds to it (e.g., work-life issues, inter-group/intra-group relations, respect issues).

EMS will use the results of the survey to inform current/on-going work.

Setting the Context for Beginning the Work

Examine the Research

- Review work already completed

Preparation

- Readiness of college

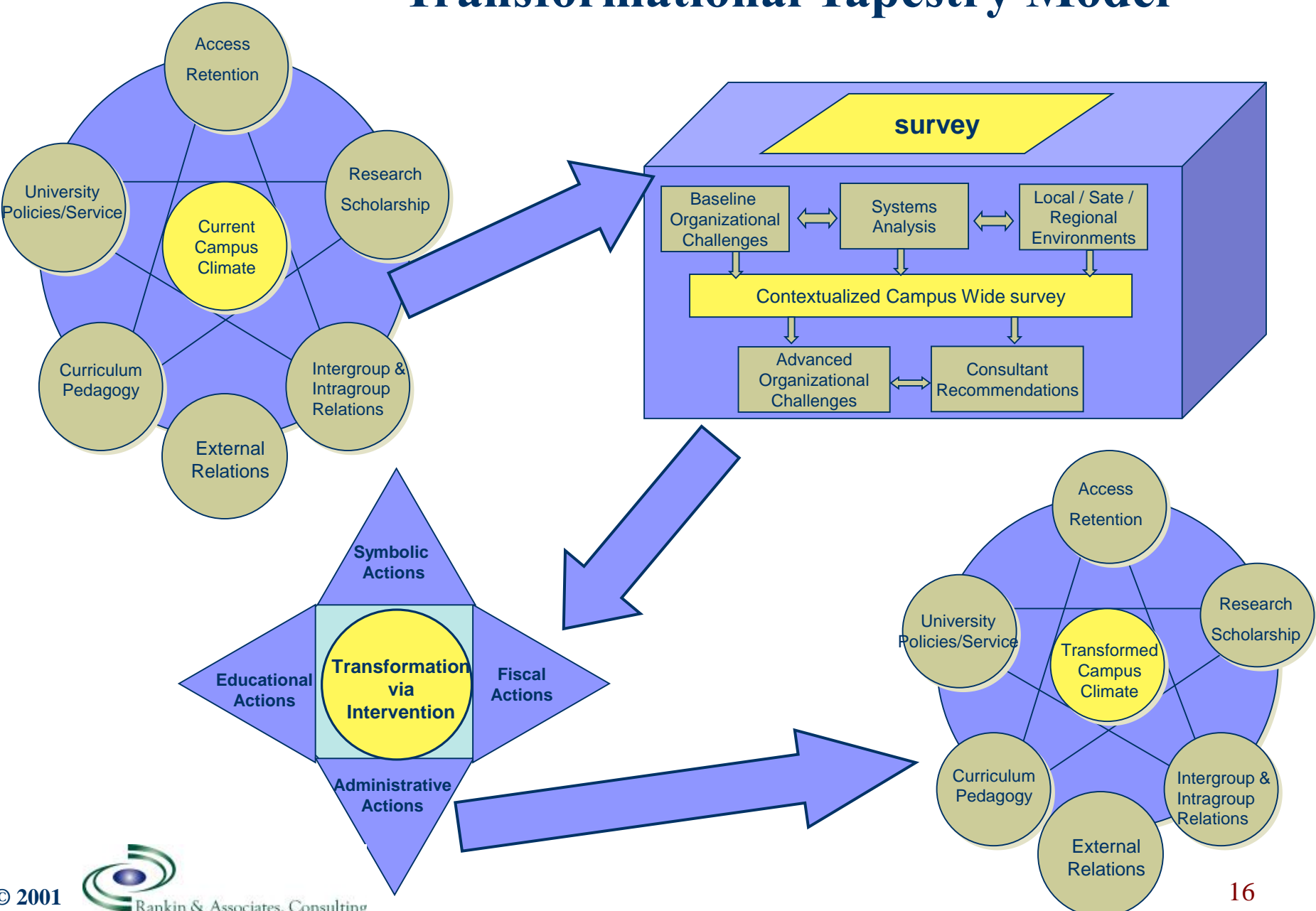
survey

- Examine the environment

Follow-up

- Building on the successes and addressing the challenges

Transformational Tapestry Model[©]



Project Overview

Phase I

- **Initial Proposal Meetings**
- **Focus Groups**
- **Outreach Plan**

Phase II

- **Survey Tool Development and Implementation**

Phase III

- **Data Analysis**

Phase IV

- **Final Report and Presentation**

Phase I

Winter - Spring 2018

The Environment Assessment Working Group (EAWG; includes faculty, staff, students, and administrators) was created.

19 focus groups were conducted, composed of 103 participants on April 9th, 2018

Data from the focus groups informed the EAWG and R&A in constructing questions for the campus-wide survey.

Phase II

Summer - Fall 2018

Meetings with the EAWG to develop the survey instrument

The EAWG reviewed multiple drafts of the survey and approved the final survey instrument.

The final survey was distributed to all eligible members (includes faculty, staff, students, and administrators) of the EMS community via an invitation from Dean Lee Kump.

Phase III

Winter 2019

Quantitative and qualitative analyses conducted

Phase IV Spring 2019

Report draft reviewed by the EAWG

Final report submitted to EMS

Presentation to EMS campus community

Instrument/Sample



◆ Survey Instrument

- 113 questions including space for respondents to provide commentary
- Online or paper & pencil options

◆ Sample = Population

- All EMS community members were invited to take the survey.
- Available from October 23 through November 30, 2018



Structure of the Survey



Section

1: Personal Experiences of Campus Environment

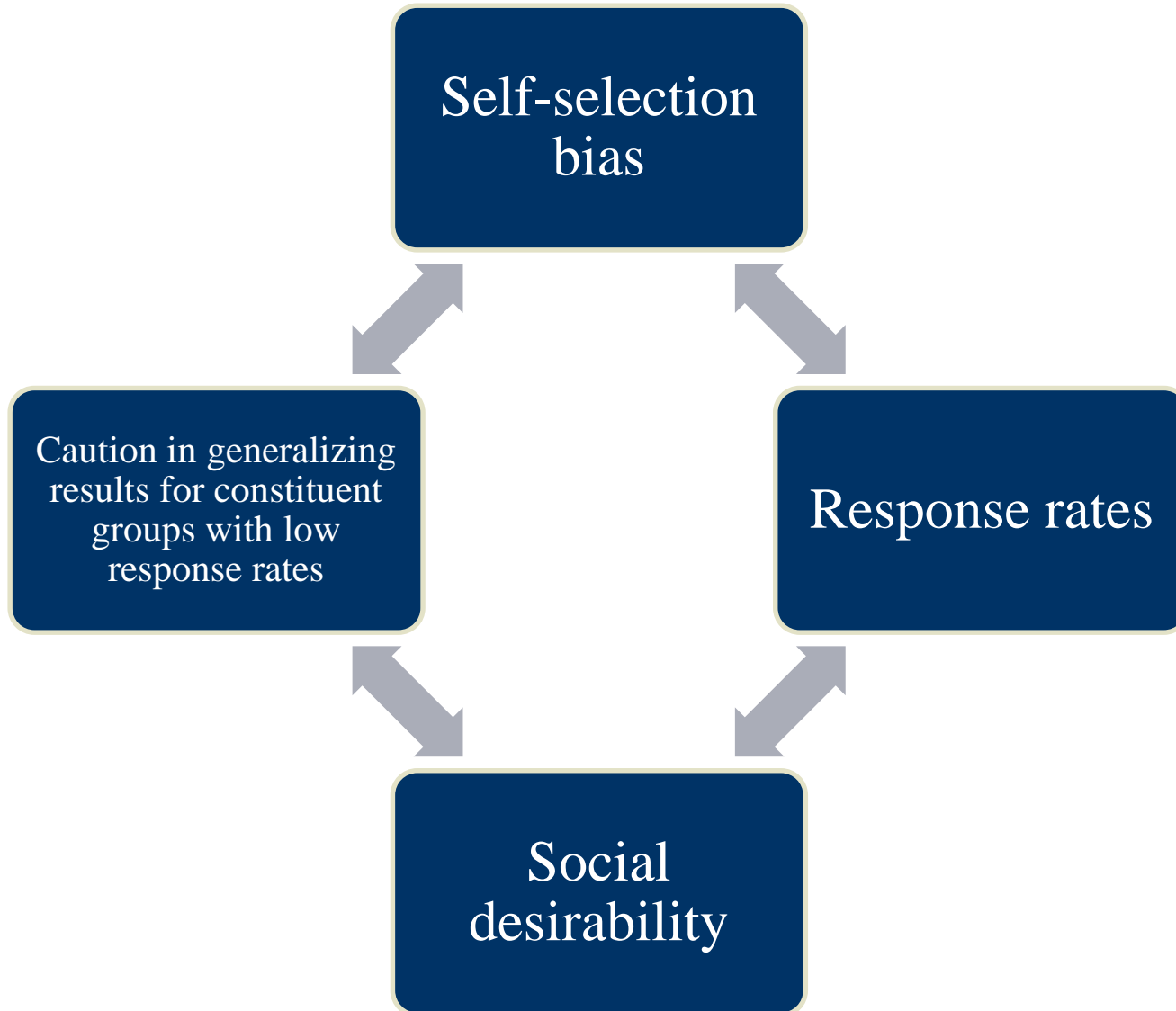
2: Workplace Environment for Employees

3. Demographic Information

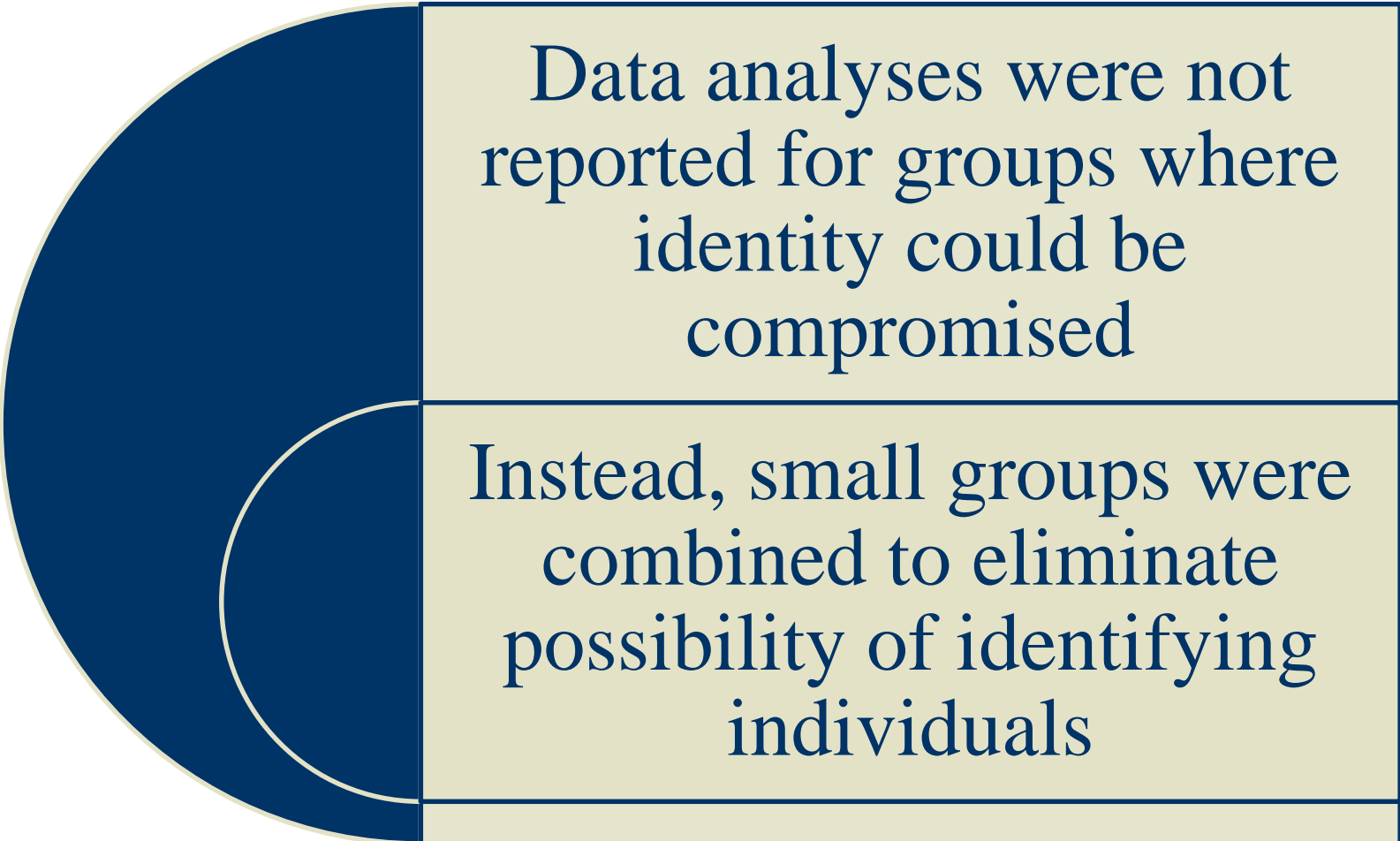
4. Perceptions of Campus Environment

5. Institutional Actions

Survey Limitations



Methods Limitation



Data analyses were not reported for groups where identity could be compromised

Instead, small groups were combined to eliminate possibility of identifying individuals

Results: Response Rates





Who are the respondents?



894 surveys were returned for a
27% overall response rate



Response Rates by Employee Position

60%

- Faculty ($n = 175$)¹

36%

- Staff ($n = 110$)²

¹Faculty includes: Faculty (tenure-line), Faculty (research/teaching), Postdoctoral Scholars/Fellows, and Administrators with Faculty Rank

²Staff includes: Non-exempt staff, exempt staff, wage-payroll staff

Response Rates by Student Position

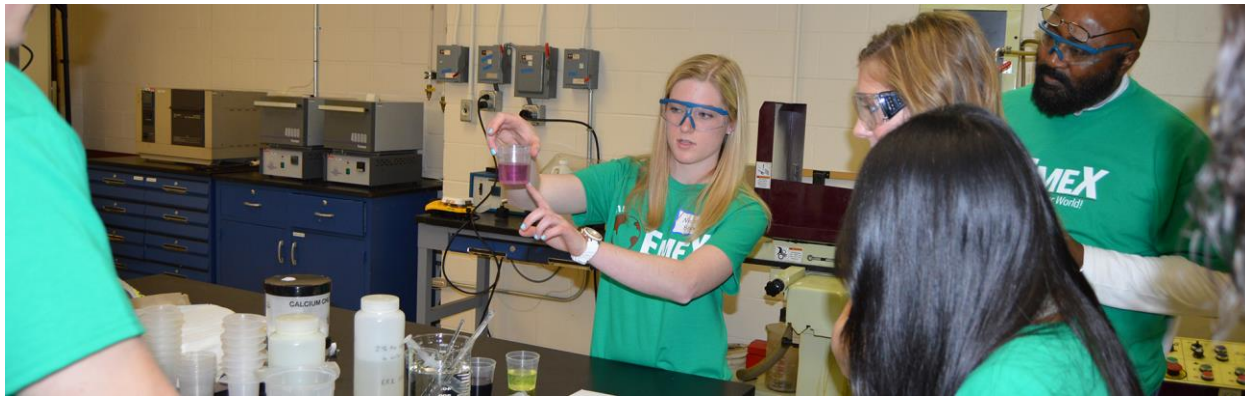
21%

- Undergraduate ($n = 432$)

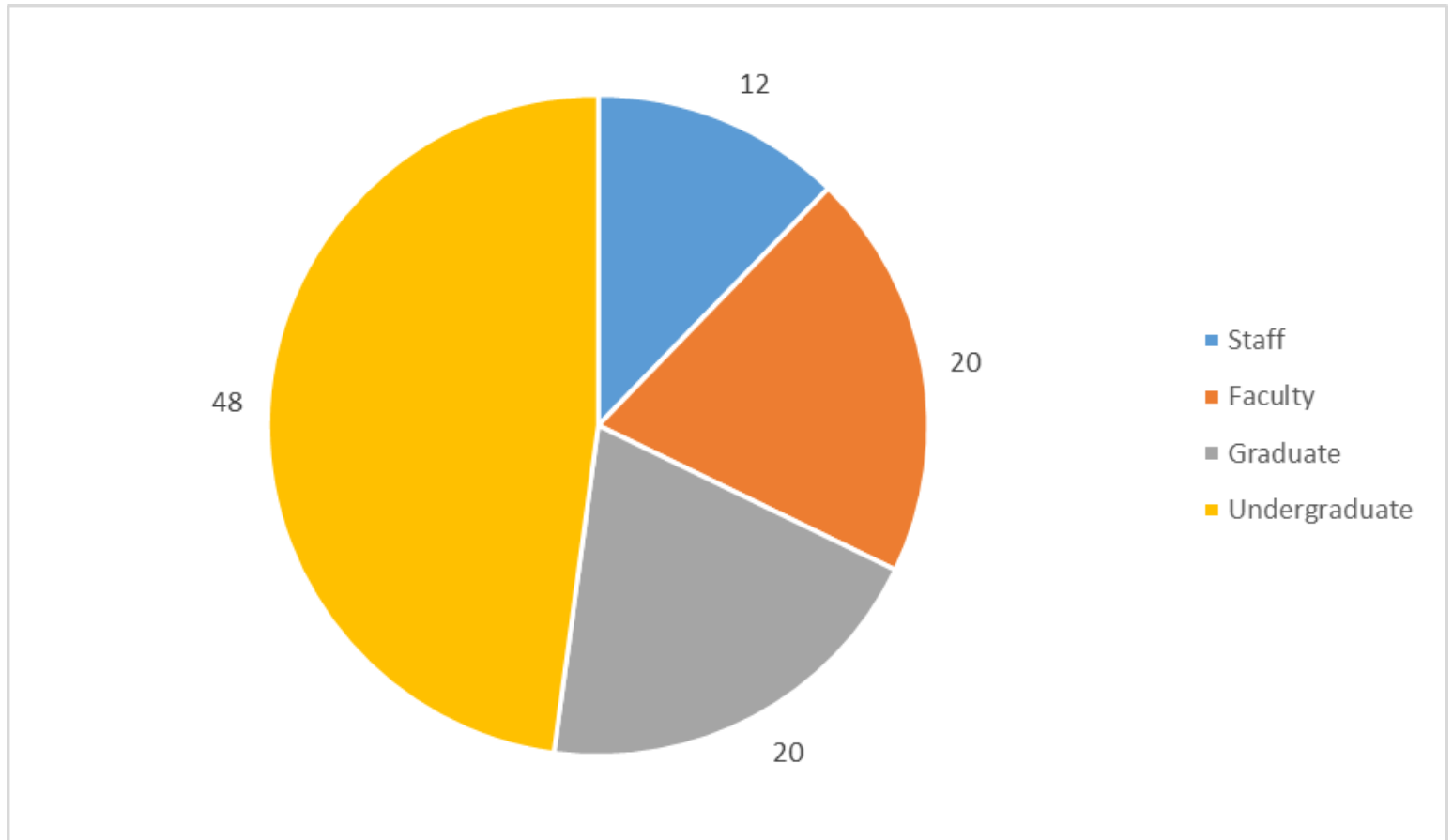
27%

- Graduate ($n = 177$)

Sample Characteristics



Respondents by Position (%)



Respondents' Full-Time Status in Primary Positions

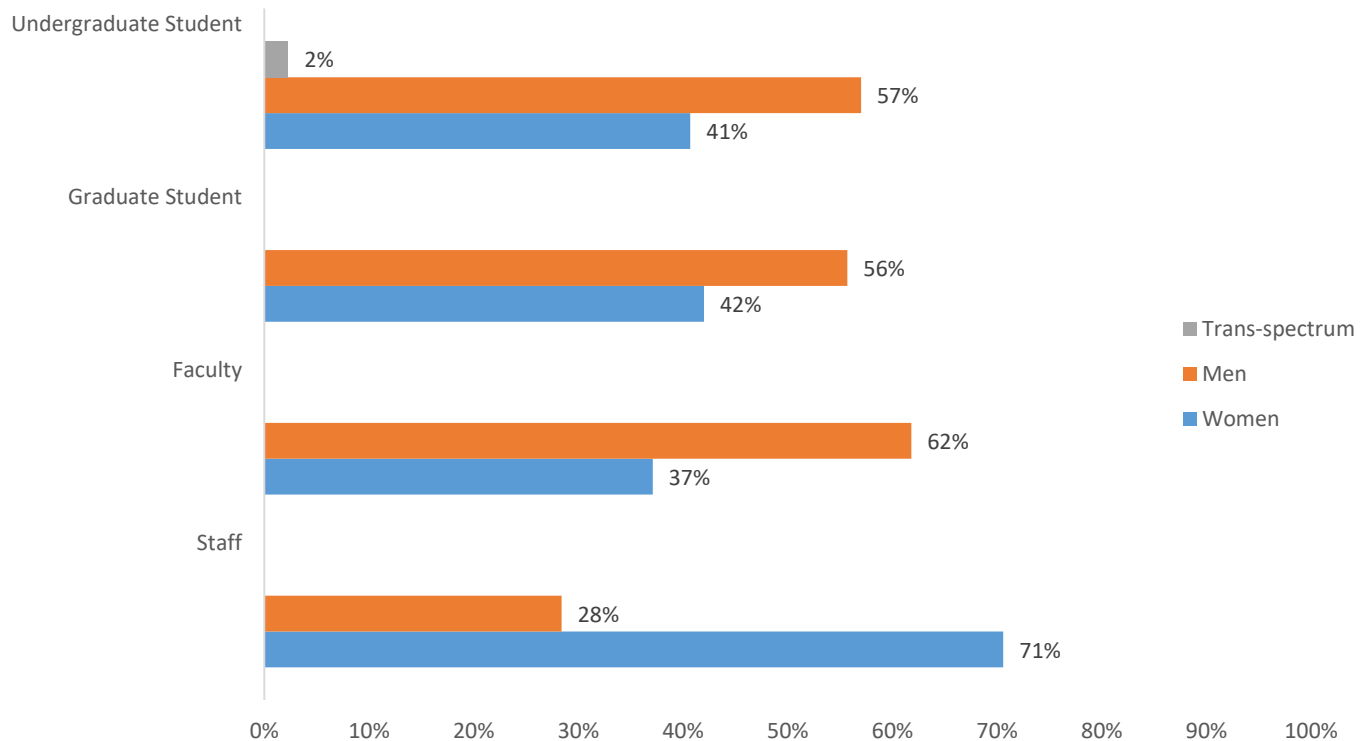
98% ($n = 424$) of Undergraduate Students

84% ($n = 148$) of Graduate Students

95% ($n = 167$) of Faculty

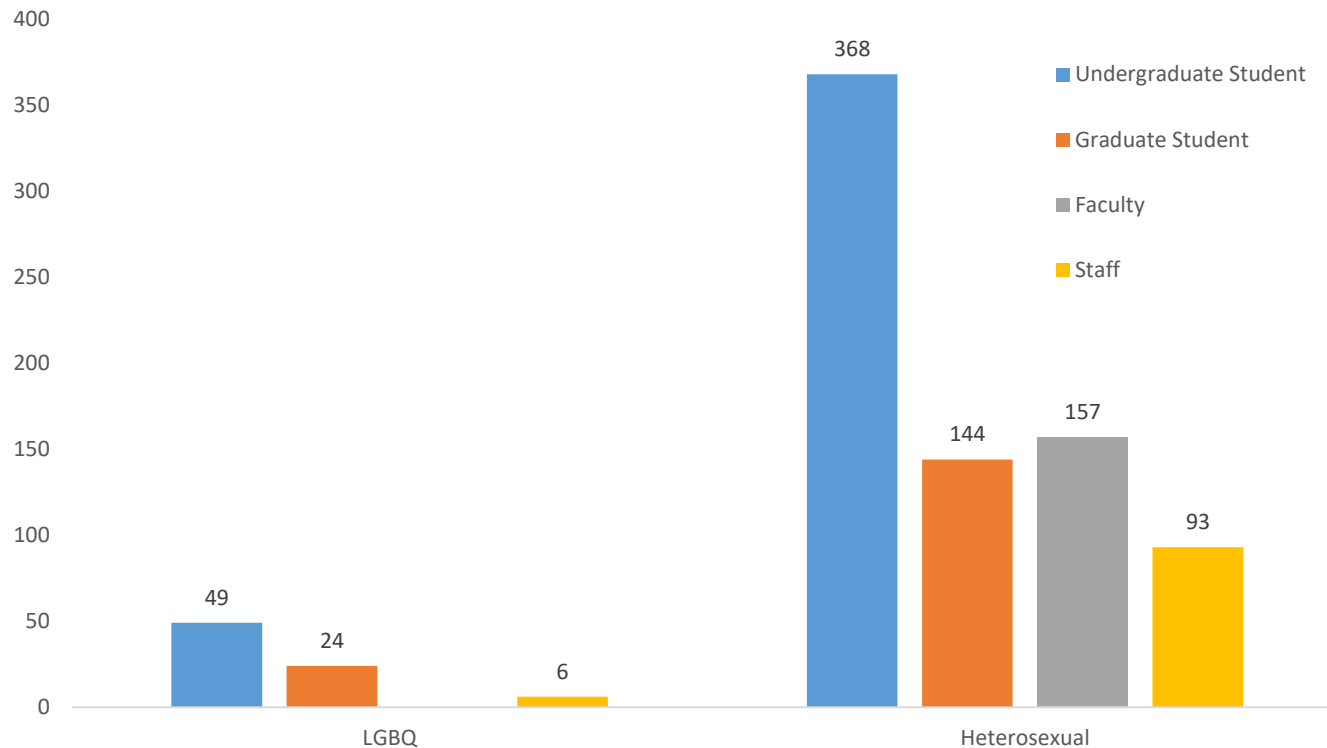
95% ($n = 104$) of Staff

Respondents by Gender Identity and Position Status (%)



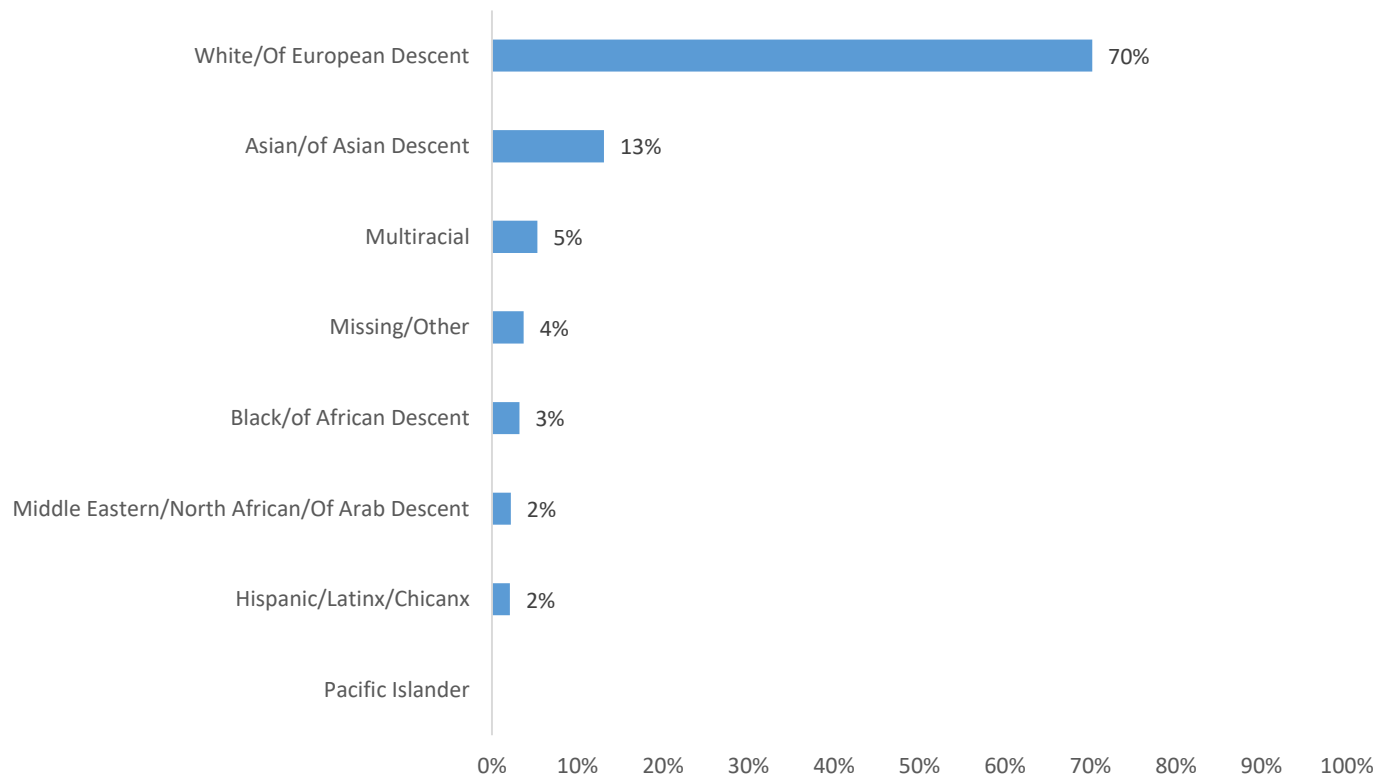
Note: Responses with $n < 5$ are not presented in the figure.

Respondents by Sexual Identity and Position Status (*n*)



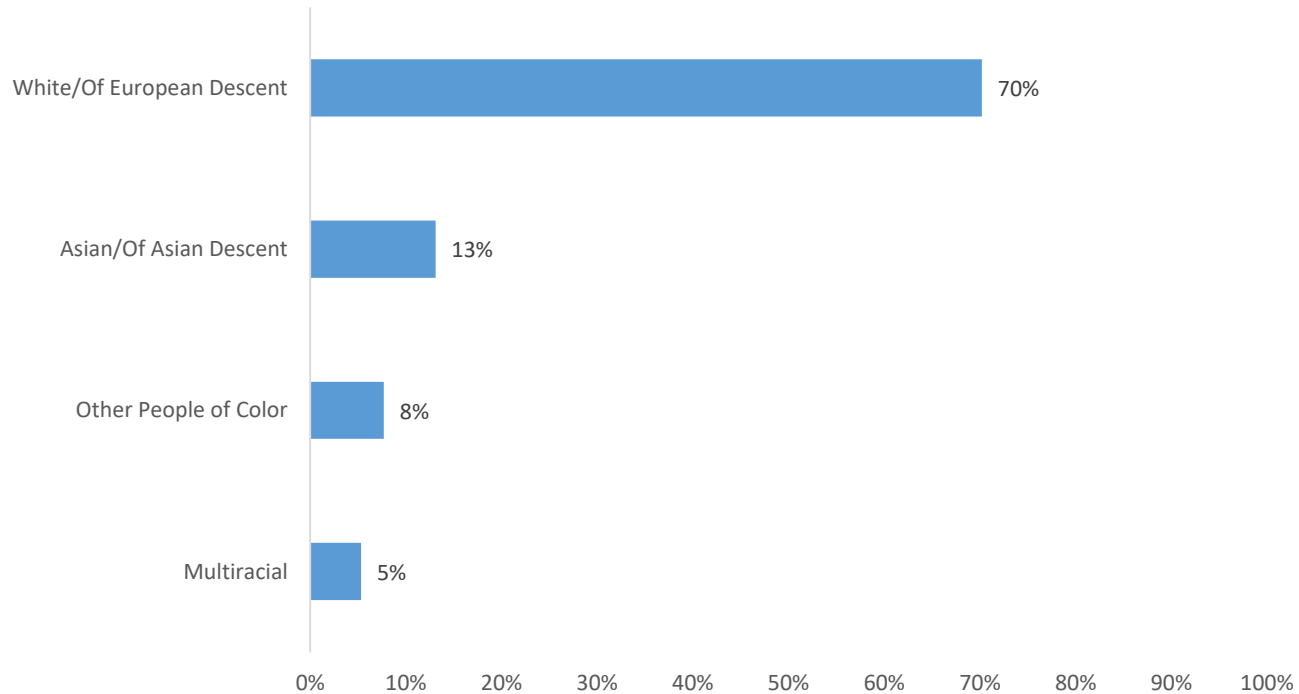
Note: Responses with $n < 5$ are not presented in the figure.

Respondents by Racial/Ethnic Identity (%) (Duplicated Total)



Note: Responses with $n < 5$ are not presented in the figure.

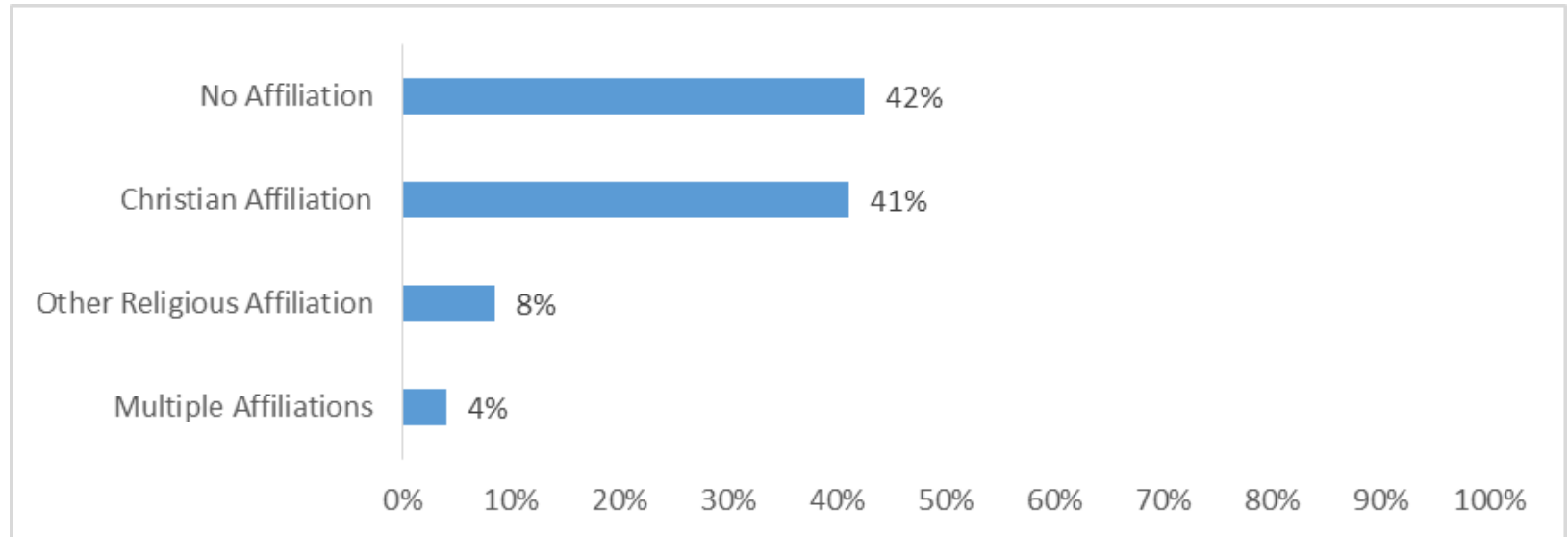
Respondents by Racial/Ethnic Identity (%) (Unduplicated Total)



10% ($n = 87$) of Respondents Had a Condition that Influenced Their Learning, Living, or Working Activities

Top conditions	<i>n</i>	%
Mental health/psychological condition	43	49.4
Learning difference/disability	35	40.2
Chronic diagnosis or medical condition	27	31.0

Respondents by Religious Affiliation (%)



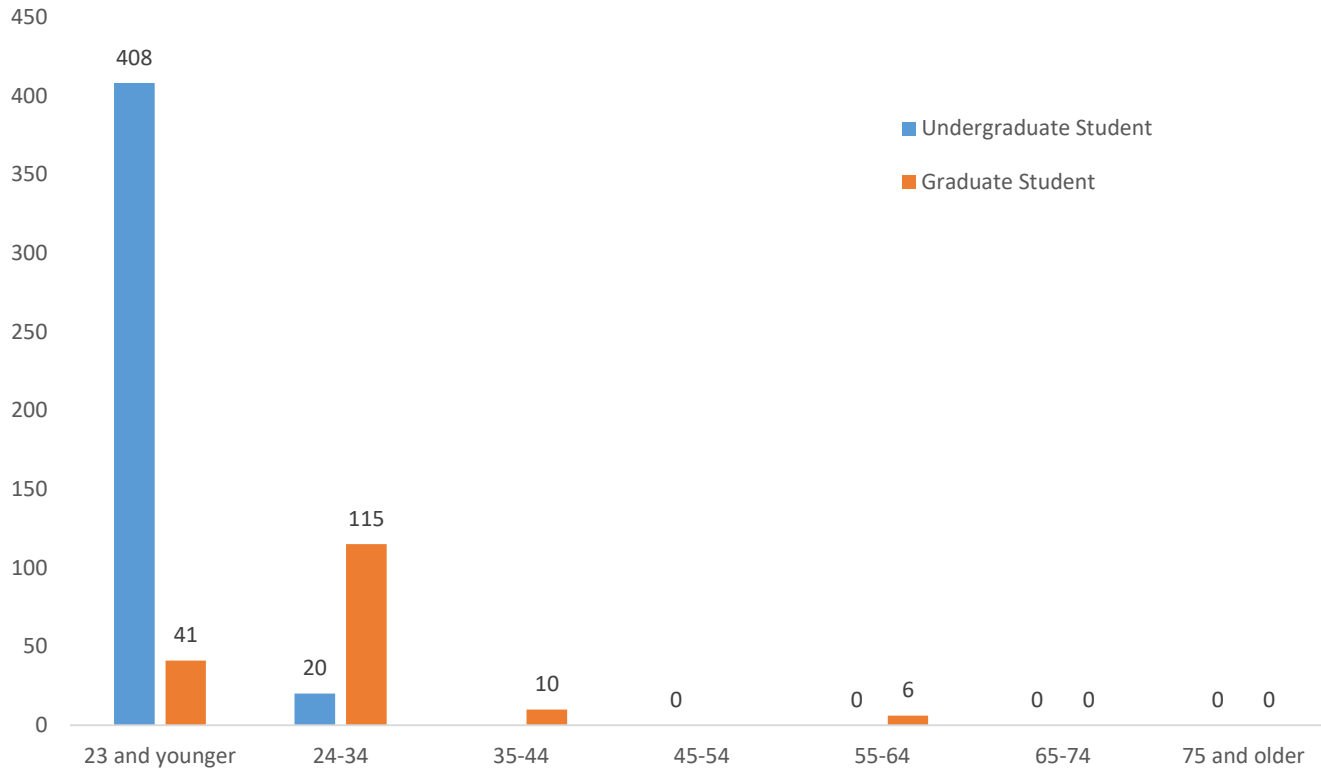
Citizenship Status

Citizen	<i>n</i>	<i>%</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

Military Status

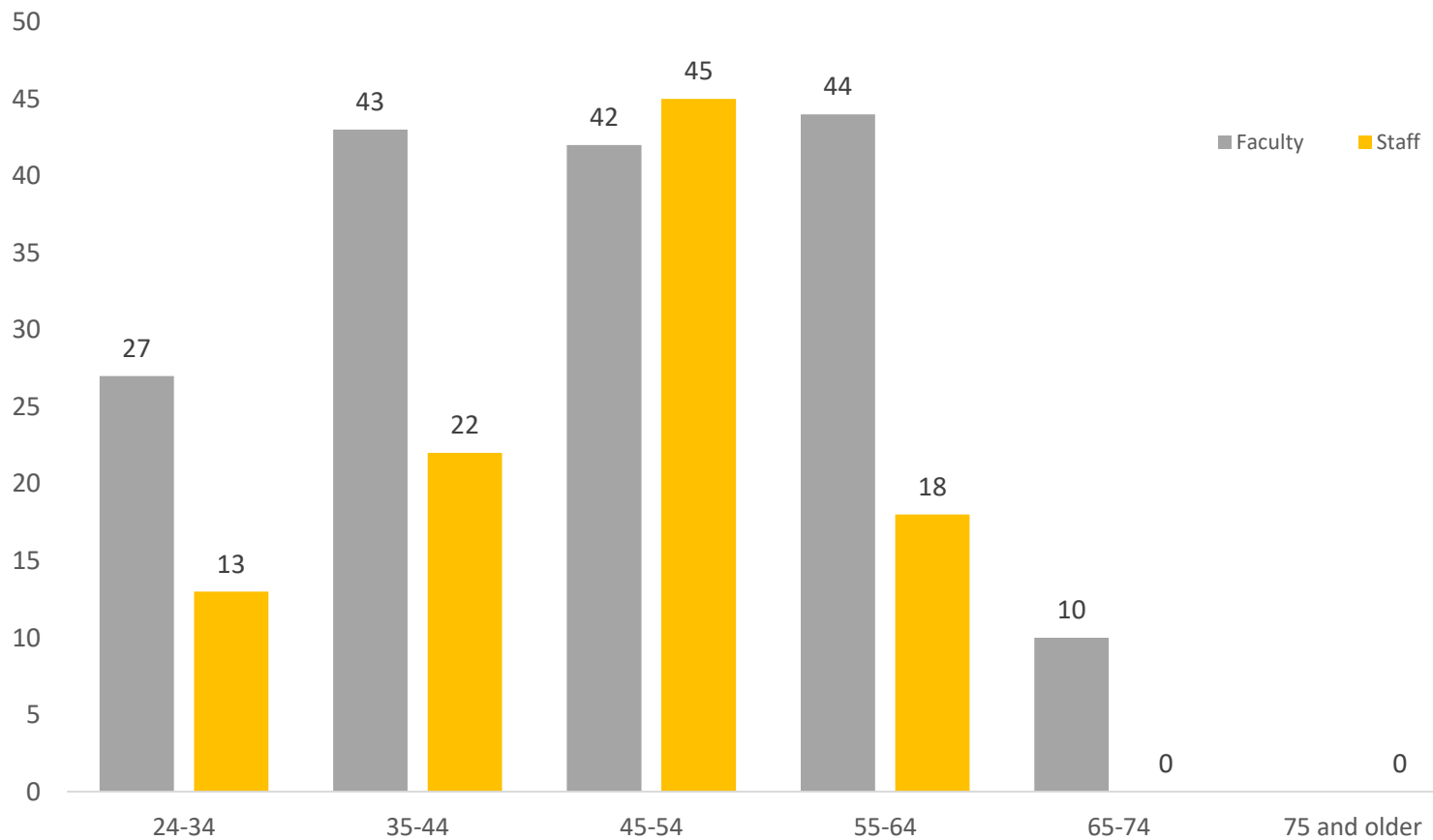
Military	<i>n</i>	<i>%</i>
Never served in the military	835	93.4
U.S. military service	30	3.4
Non-U.S. military service	19	2.1

Student Respondents by Age (*n*)



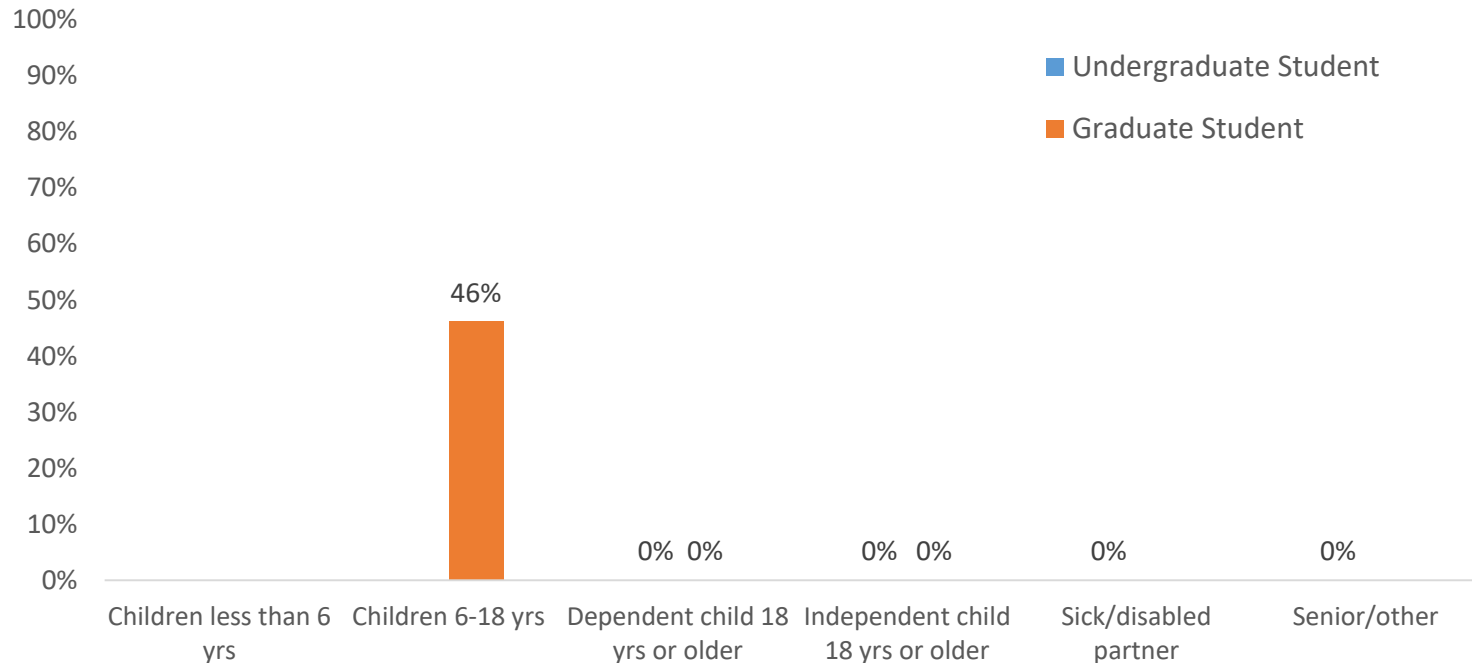
Note: Responses with $n < 5$ are not presented in the figure.

Employee Respondents by Age (*n*)



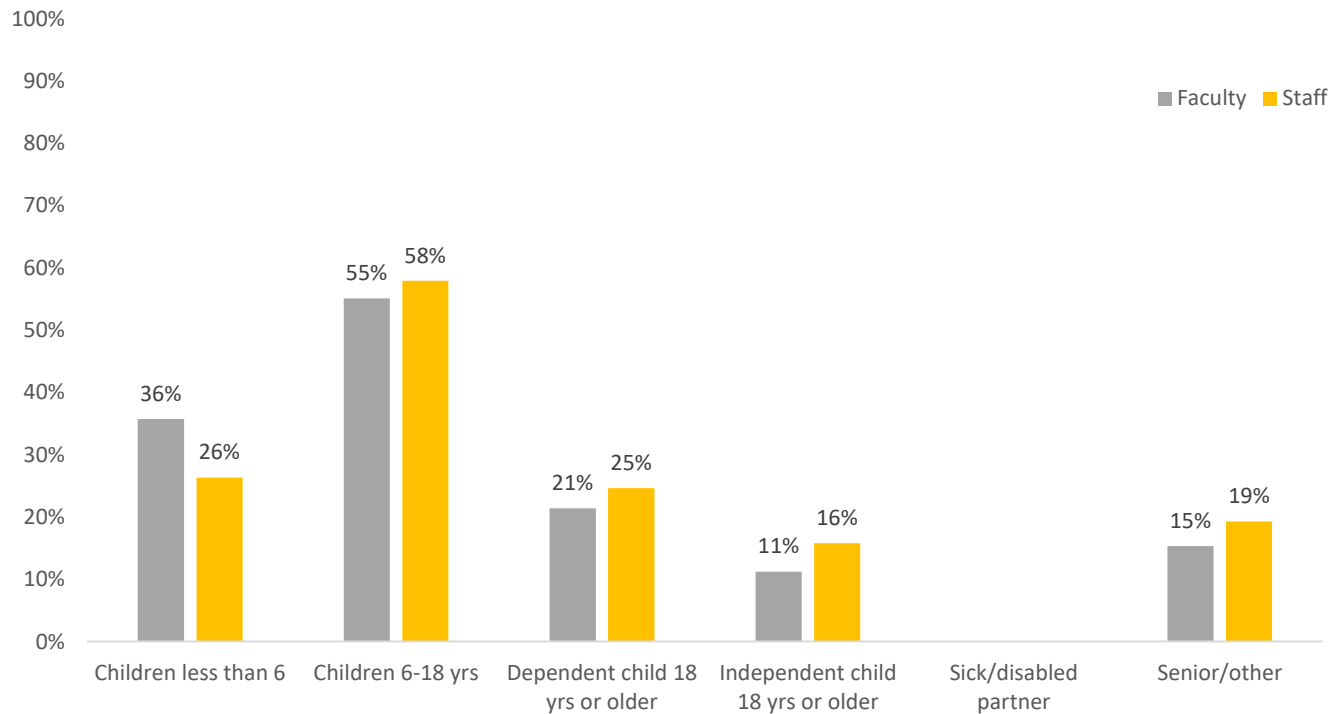
Note: Responses with $n < 5$ are not presented in the figure.

Student Respondents by Caregiving Responsibilities (%)



Note: Percentages are based on respondents who indicated that they had dependent care responsibilities. Responses with $n < 5$ are not presented in the figure.

Employee Respondents by Caregiving Responsibilities (%)

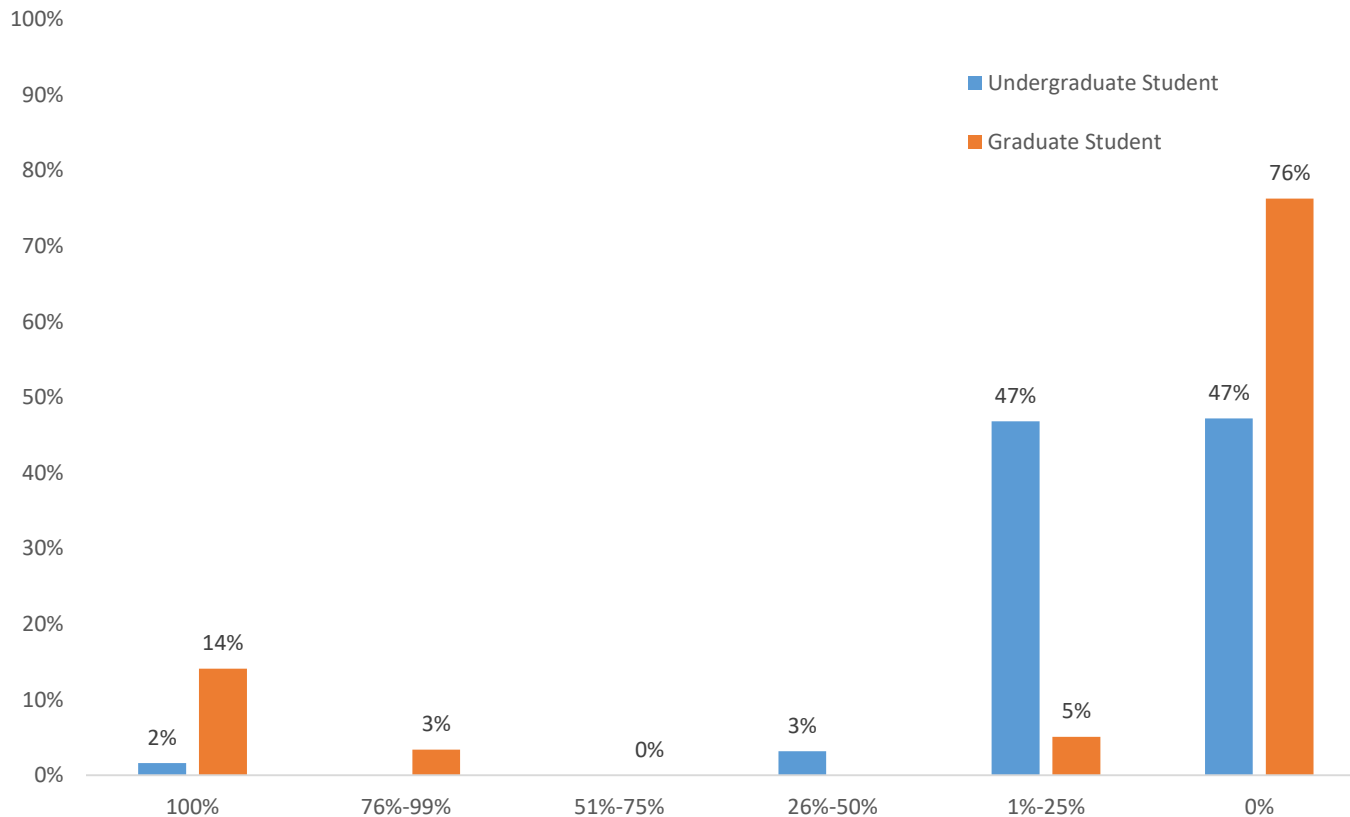


Note: Percentages are based on respondents who indicated that they had dependent care responsibilities. Responses with $n < 5$ are not presented in the figure.

Employee Respondents' Length of Employment

Time	Faculty		Staff	
	<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

Student Respondents' Percentage of Classes Taken Exclusively Online



Note: Responses with $n < 5$ are not presented in the figure.

Undergraduate Student Respondents' Year at EMS

Year	<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

Note: For a list of Undergraduate Student respondents current or intended majors, please see Table 12 in full report.

Graduate Student Respondents' Year at EMS

Year	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

Note: For a list of Graduate Student respondents academic programs, please see Table 14 in full report.

Student Respondents' Residence

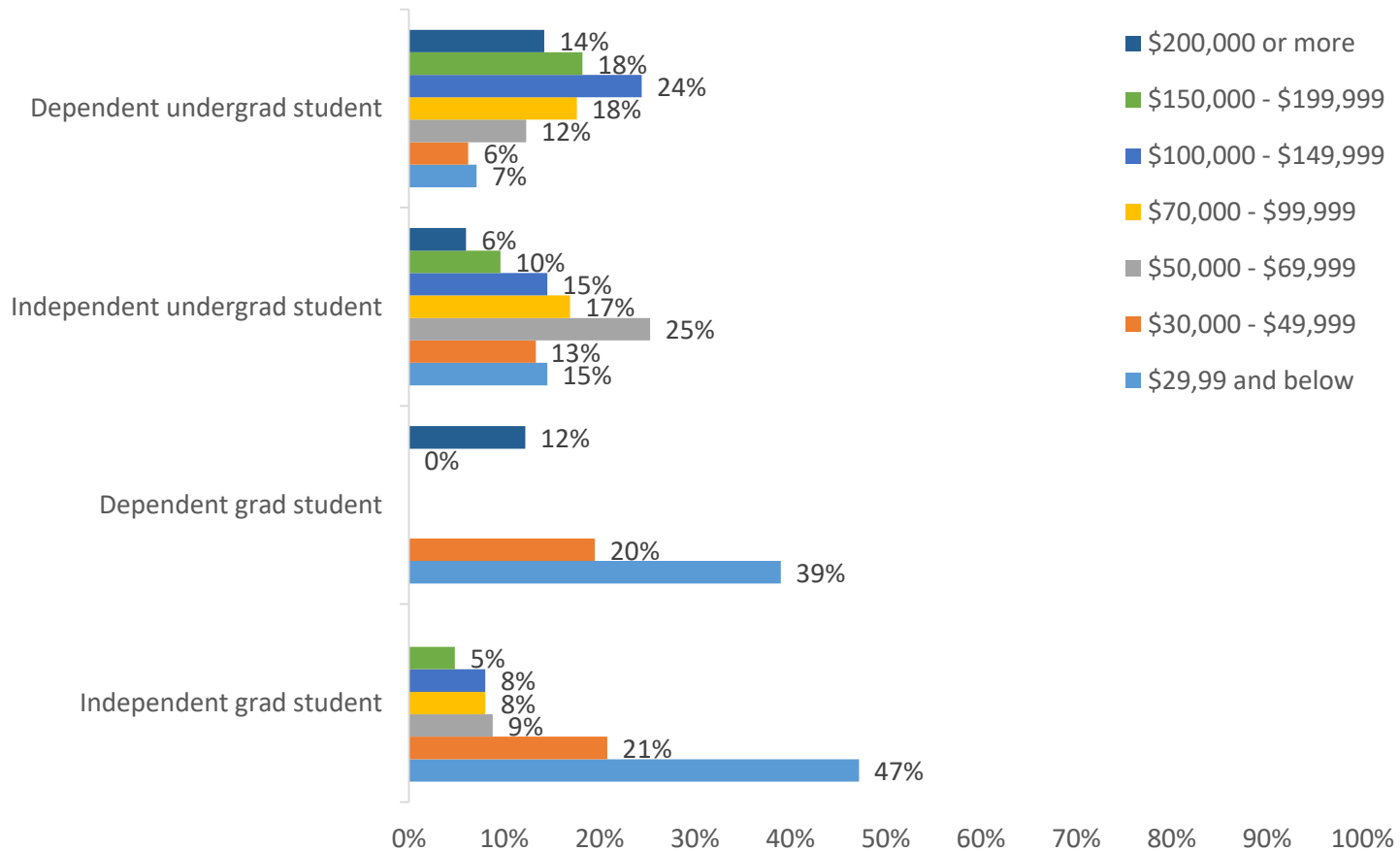
Residence	<i>n</i>	%
Campus housing	159	26.1
Residence hall	88	60.7
Special living option (SLO)	49	33.8
On-campus apartments	8	5.5
Non-campus housing	443	72.7
Independently in an apartment/house	396	96.1
Living with family member/guardian	16	3.9

Student Respondents' Participation in Clubs/Organizations at EMS

Top clubs/organizations	<i>n</i>	%
<u>I do not participate in any clubs or organizations.</u>	105	17.2
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
Service or philanthropic organization	103	16.9
Recreational organization	97	15.9

Note: For a complete list of Student respondents' participant in clubs/organizations, please see Table 19 in full report.

Student Respondents' Income by Dependency Status (%)



Note: Responses with $n < 5$ are not presented in the figure.

28% ($n = 169$) of Student respondents experienced financial hardship while attending EMS

Top financial hardships	<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

Note: For a complete list of how Student respondents experienced financial hardship, please see Table 16 in full report.

How Student Respondents Were Paying For College

<u>Top Sources of funding</u>	<i>n</i>	<i>%</i>
Family contribution	288	47.3
Loans	226	37.1
Non-need-based scholarship	160	26.3
Graduate assistantship/fellowship	132	21.7
Personal contribution/job	127	20.9

Note: For a complete list of how Student respondents were paying for college, please see Table 17 in full report.

Student Employment

Undergraduate

Hours	<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
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

Student Respondents' G.P.A. at the End of Last Semester

GPA	Undergraduate		Graduate	
	<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

Findings



Comfort with Environment Examples

Overall Environment (85%)

- Respondents with At Least One Disability less comfortable than Respondents with No Disability
- Low-Income less comfortable than Not-Low-Income Student respondents

Department/ Program/ Work Unit (81%)

- No statistically significant differences by demographic groups existed.

Classroom (88%)

- Faculty and Student Respondents of Color less comfortable than White Faculty and Student respondents
- Visa Holder less comfortable than U.S. Citizen Faculty and Student respondents

Comfort With Overall Environment

Employee
respondents less
comfortable than
Student
respondents

Low-Income
Student
respondents less
comfortable than
Not-Low-Income
Student
respondents

Respondents with
At Least One
Disability less
comfortable than
Respondents with
No Disability

Comfort With Department/Program or Work Unit

No statistically significant differences by demographic groups existed.

Note: Answered by Faculty and Staff including Administrative and Service Faculty respondents.

Comfort With Classroom Environment

Faculty and Student Respondents of Color less comfortable than White Faculty and Student respondents

Low-Income Student respondents less comfortable than Not-Low-Income Student respondents

Faculty and Student Respondents with At Least One Disability less comfortable than Faculty and Student Respondents with No Disability

Comfort With Classroom Environment

Visa Holder Faculty and Student
respondents less comfortable than
U.S. Citizen Faculty and Student
respondents

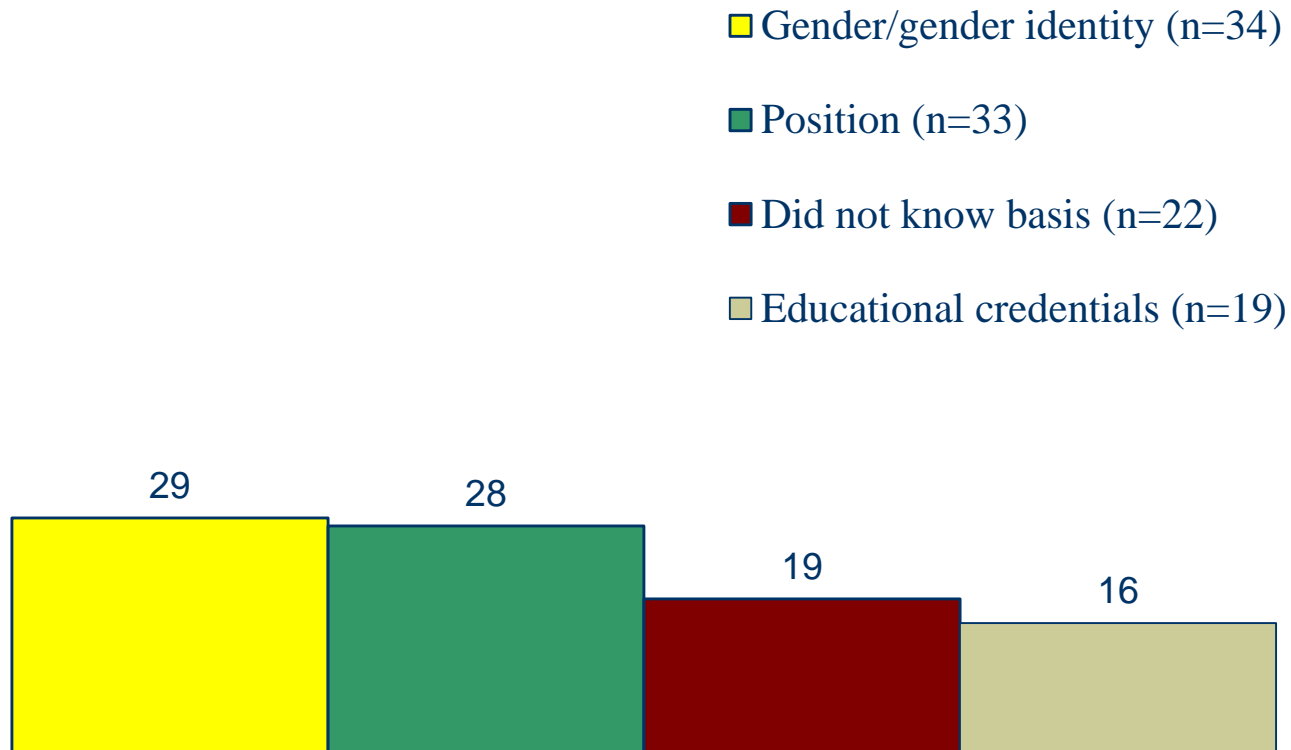
Challenges and Opportunities



Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

13% (*n* = 118) indicated that they had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) conduct at EMS within the past year

Respondents' Top Bases of Experienced Exclusionary Conduct (%)



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

Staff Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	<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

Note: Table reports only responses 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 due to multiple responses.

Faculty Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	<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

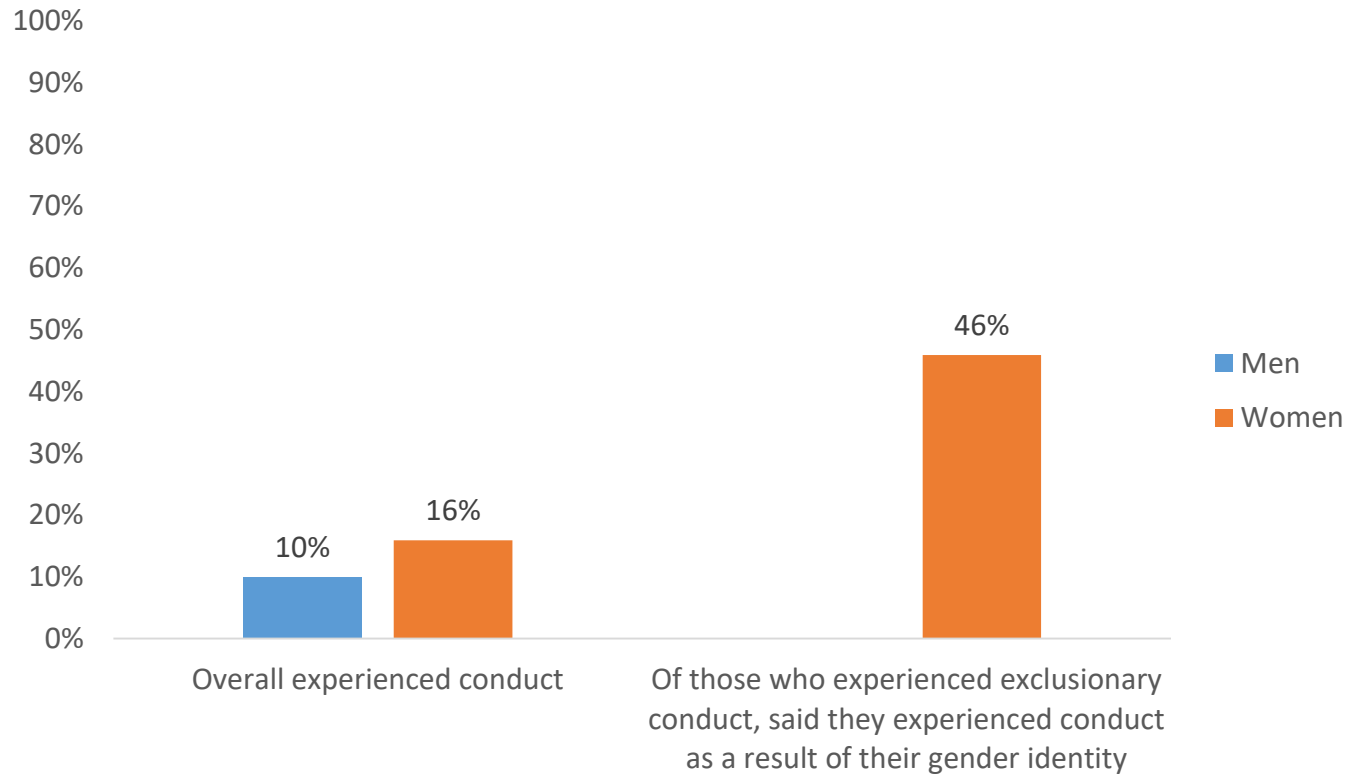
Note: Table reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 36$). Percentages do not sum to 100 due to multiple responses.

Student Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	<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

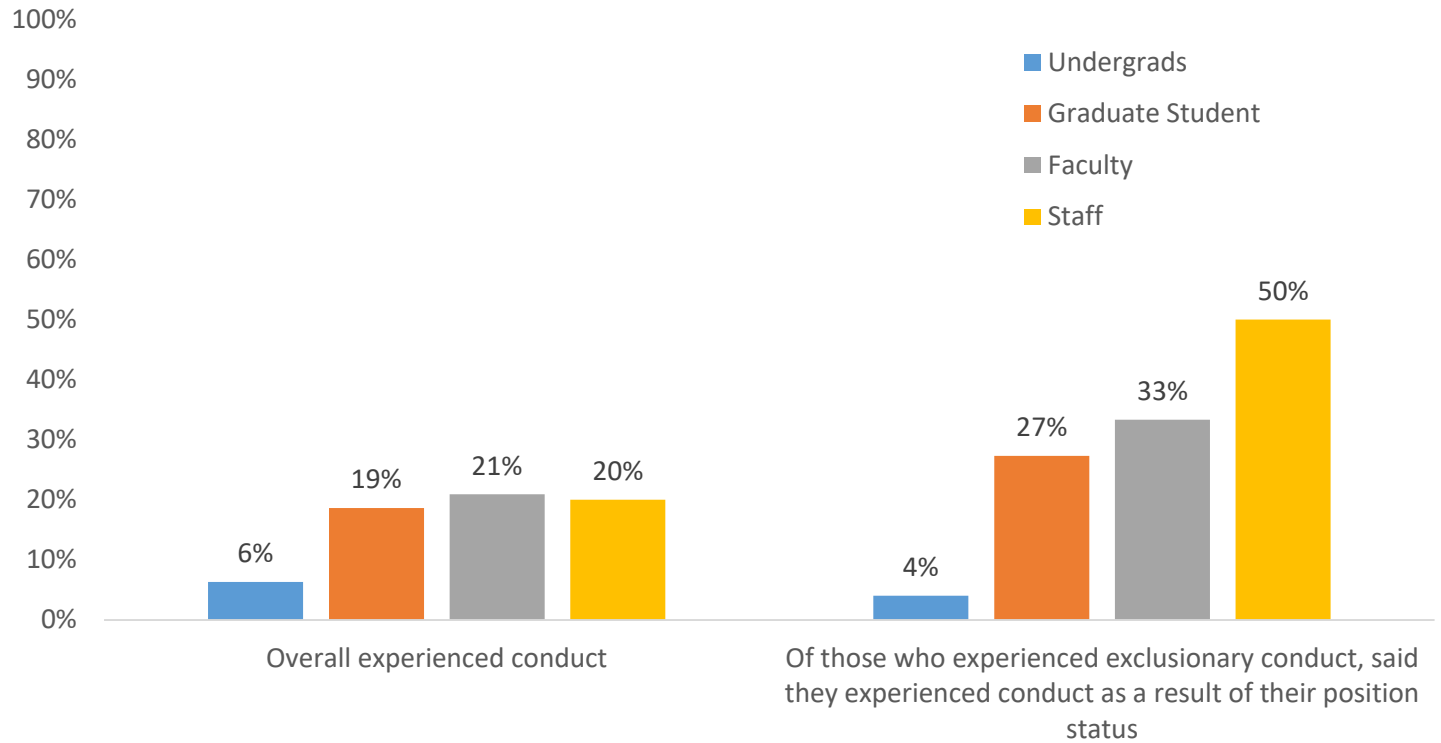
Note: Table reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 60$). Percentages do not sum to 100 due to multiple responses.

Personal Experiences of Exclusionary Conduct as a Result of Gender Identity (%)



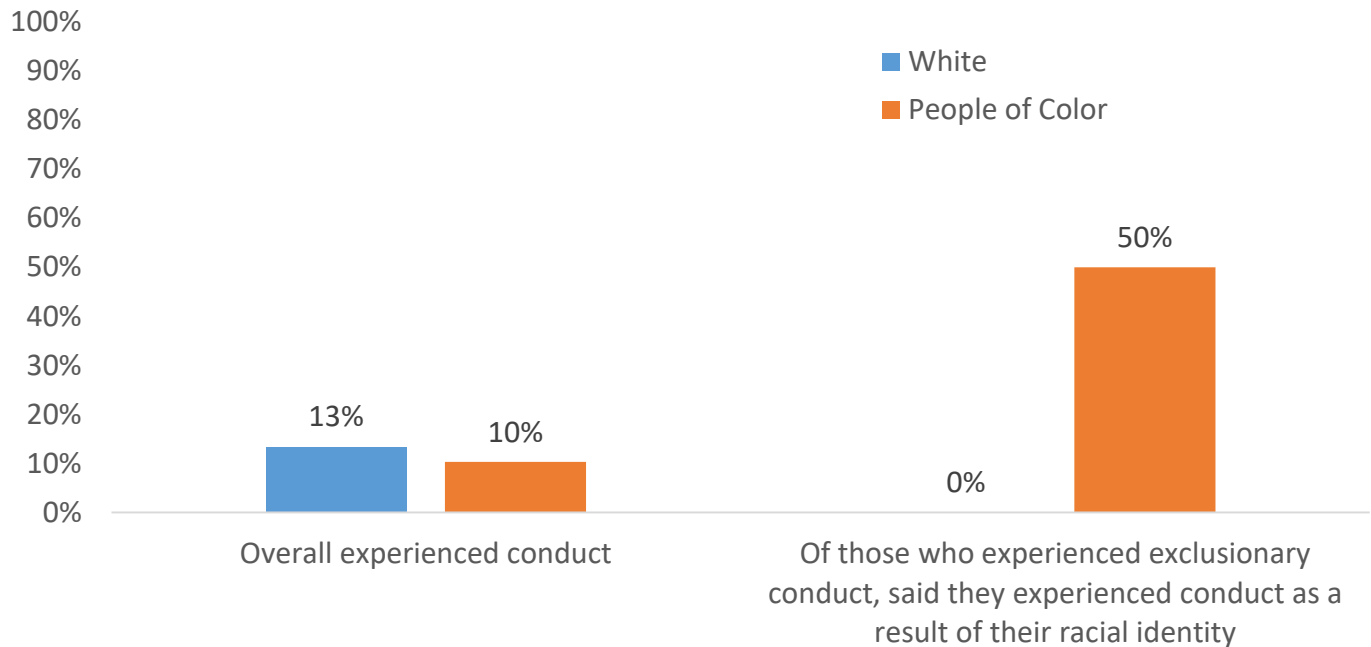
Note: Responses with $n < 5$ are not presented in the figure.

Personal Experiences of Exclusionary Conduct as a Result of Position Status (%)



Note: Responses with $n < 5$ are not presented in the figure.

Personal Experiences of Exclusionary Conduct as a Result of Racial Identity (%)

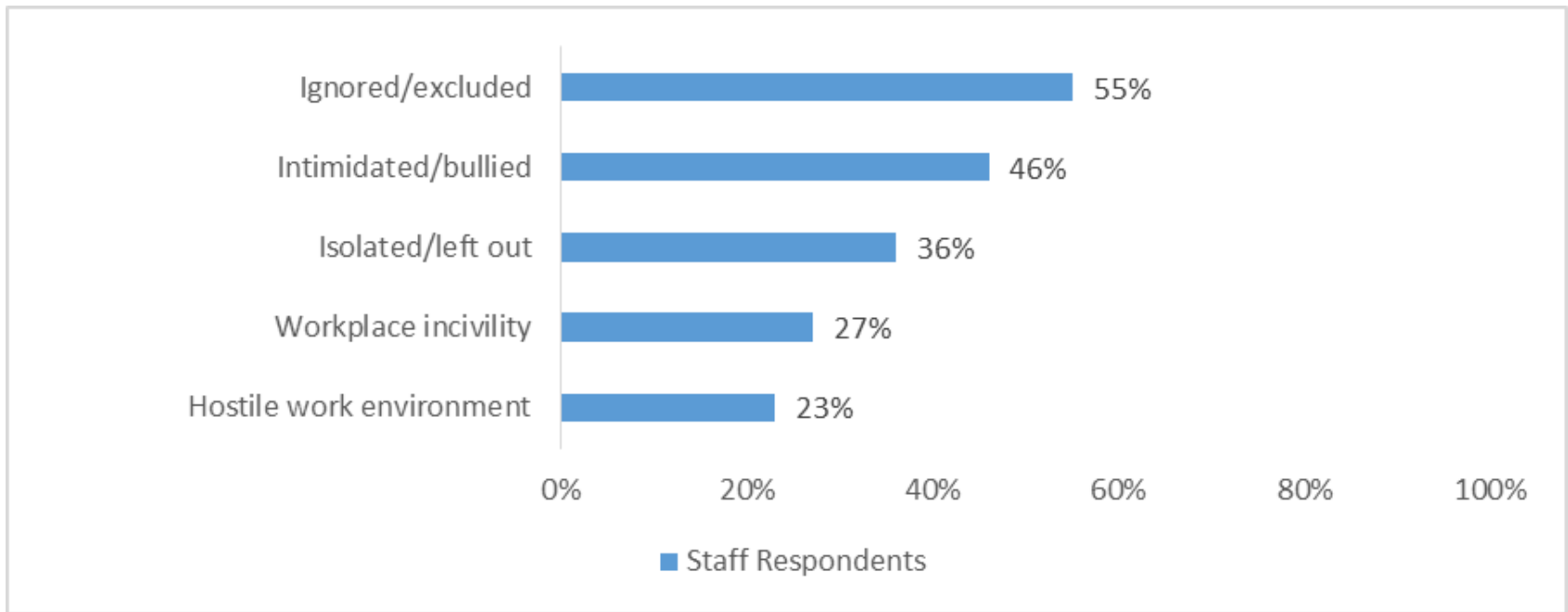


Top Forms of Experienced Exclusionary Conduct

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

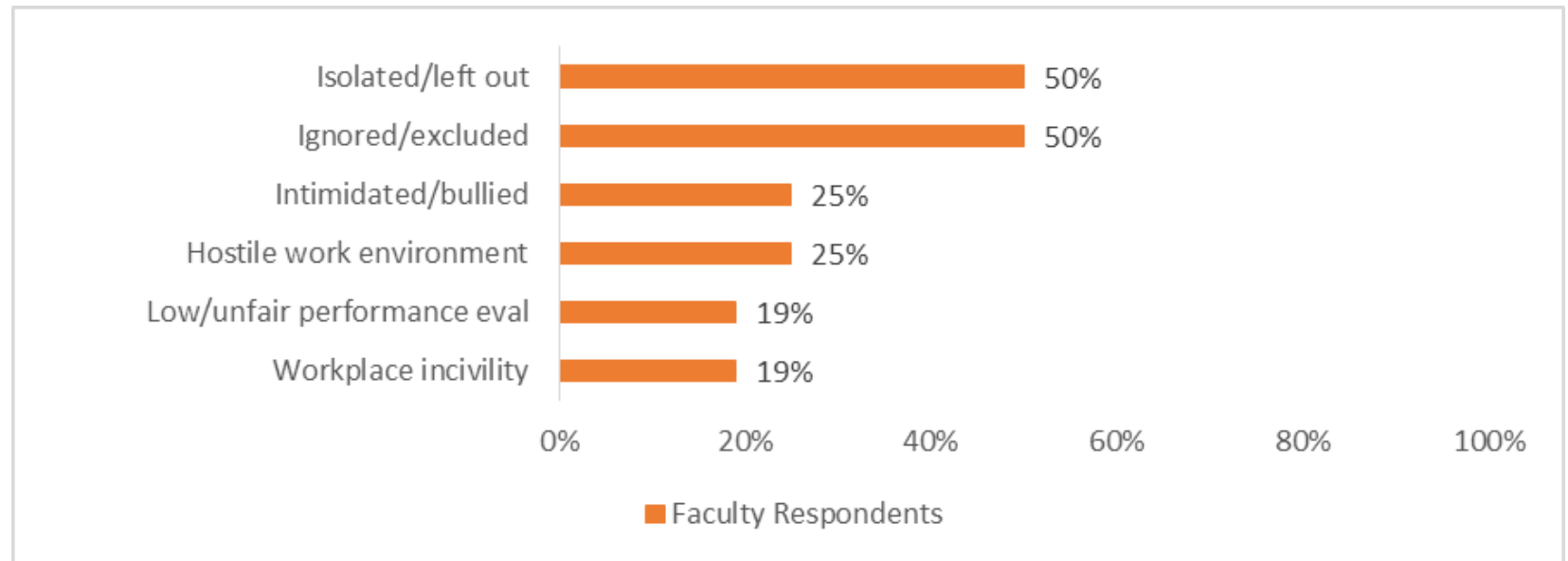
Note: Table reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 118$). Percentages do not sum to 100 due to multiple responses.

Staff Respondents' Top Forms of Experienced Exclusionary Conduct



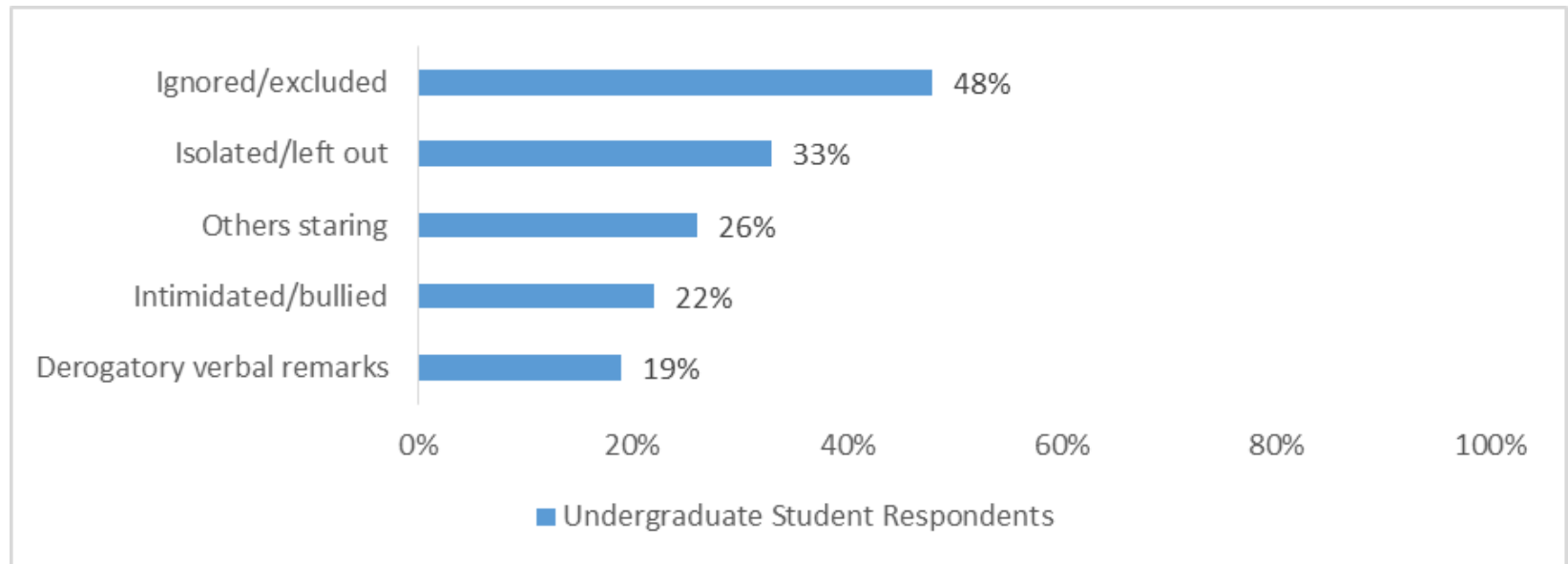
Note: Figure reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 22$). Percentages do not sum to 100 due to multiple responses.

Faculty Respondents' Top Forms of Experienced Exclusionary Conduct



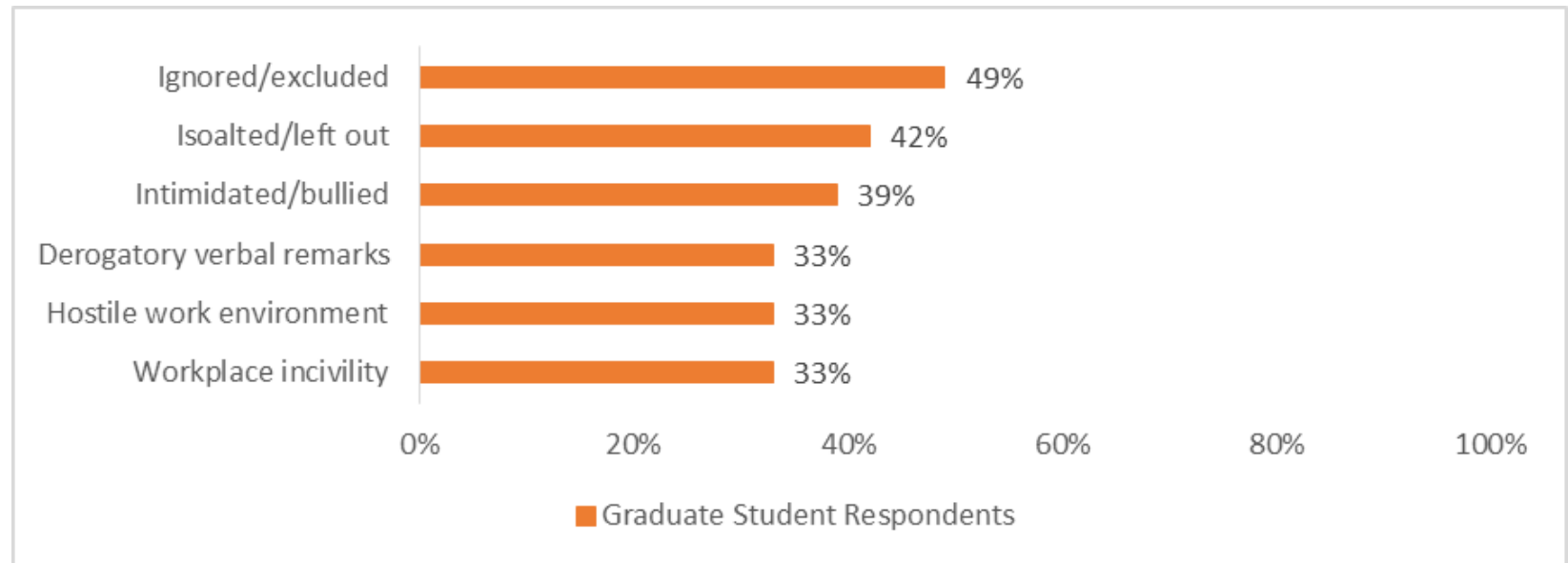
Note: Figure reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 36$). Percentages do not sum to 100 due to multiple responses.

Undergraduate Student Respondents' Top Forms of Experienced Exclusionary Conduct



Note: Figure reports only responses from Undergraduate Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 29$). Percentages do not sum to 100 due to multiple responses.

Graduate Student Respondents' Top Forms of Experienced Exclusionary Conduct



Note: Figure reports only responses from Graduate Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 33$). Percentages do not sum to 100 due to multiple responses.

Top Locations of Experienced Exclusionary Conduct

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

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

Staff Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
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 only responses 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 due to multiple responses.

Faculty Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
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

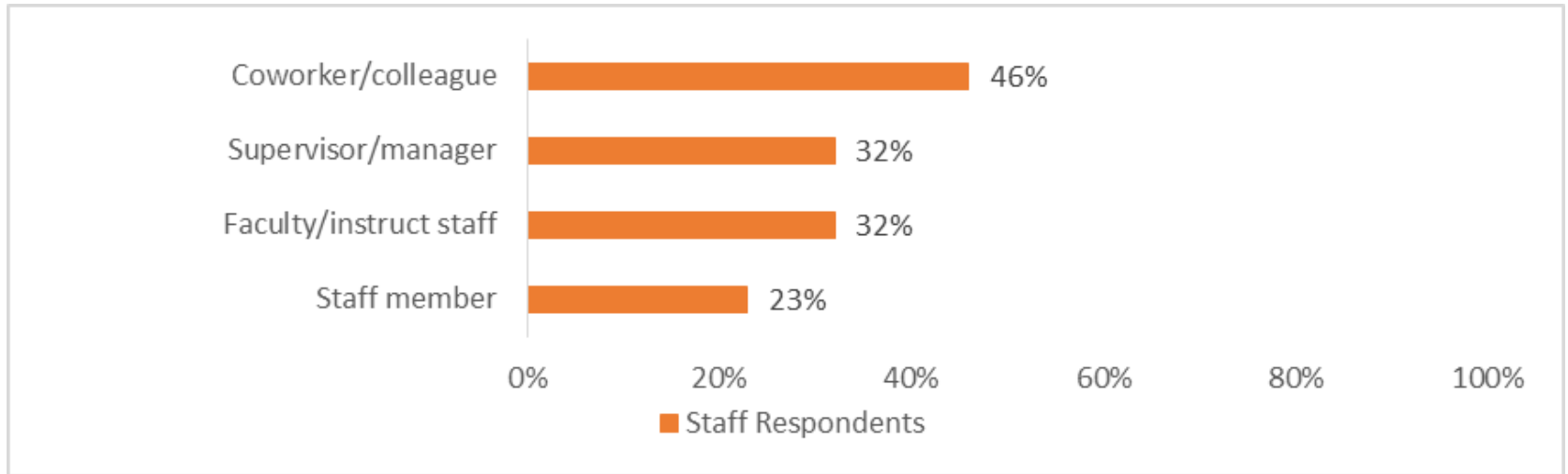
Note: Table reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 36$). Percentages do not sum to 100 due to multiple responses.

Student Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
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

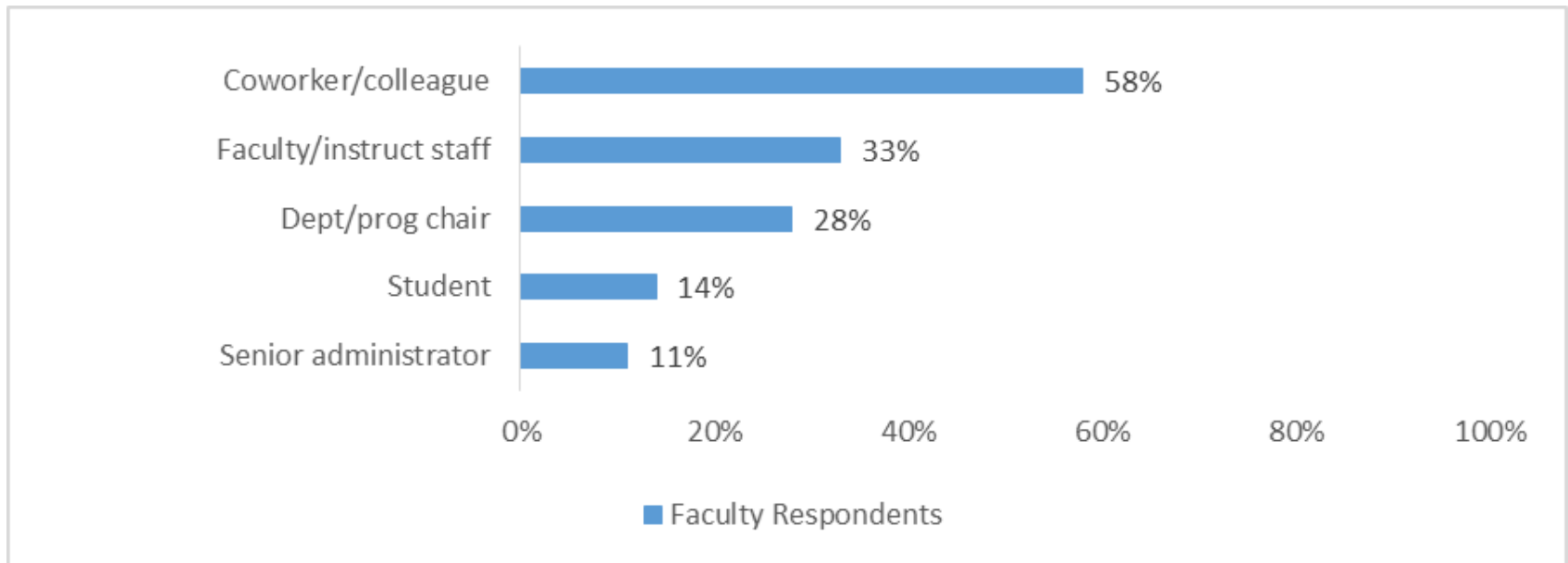
Note: Table reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 60$). Percentages do not sum to 100 due to multiple responses.

Top Sources of Experienced Exclusionary Conduct by Staff Position (%)



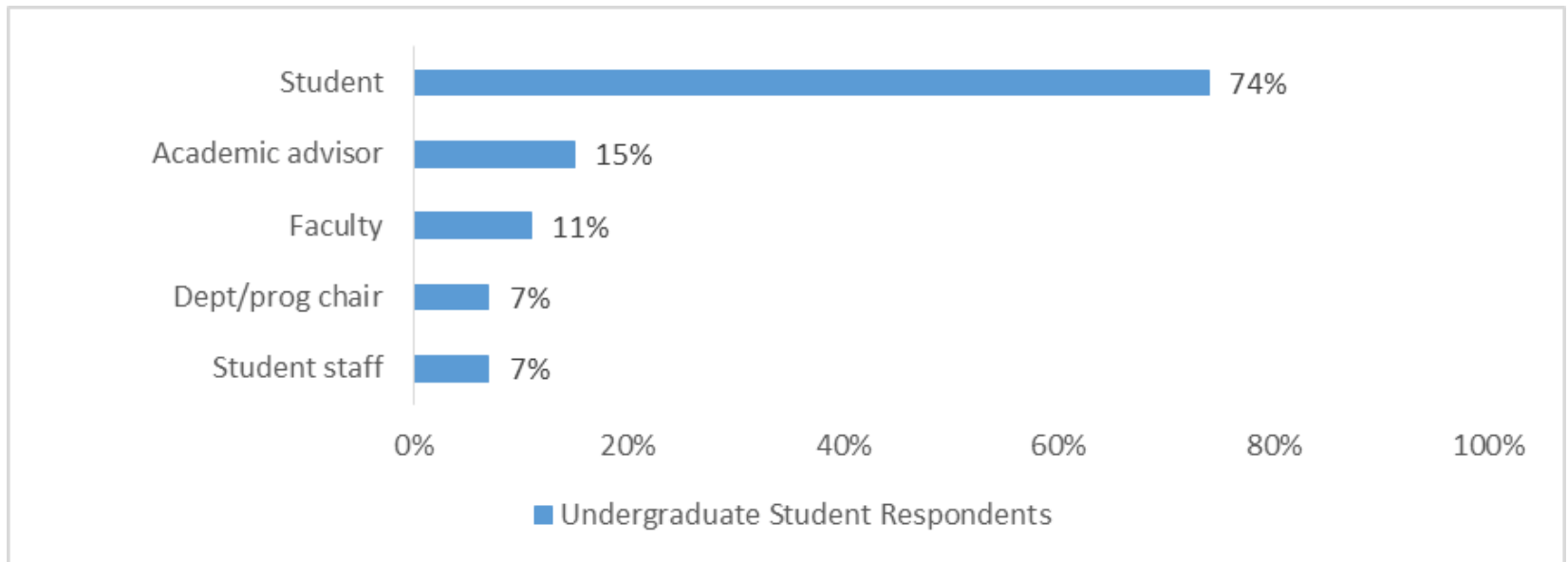
Note: Figure reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 22$). Percentages do not sum to 100 due to multiple responses.

Top Sources of Experienced Exclusionary Conduct by Faculty Position (%)



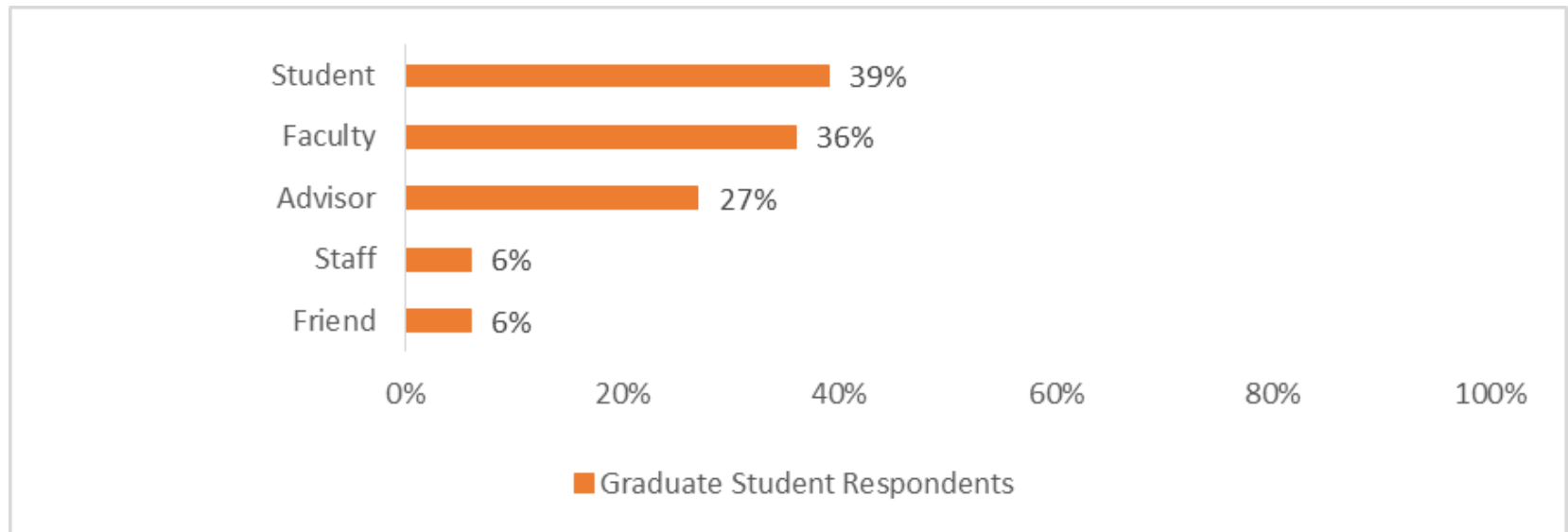
Note: Figure reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 36$). Percentages do not sum to 100 due to multiple responses.

Top Sources of Experienced Exclusionary Conduct by Undergraduate Student Position (%)



Note: Figure reports only responses from Undergraduate Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 29$). Percentages do not sum to 100 due to multiple responses.

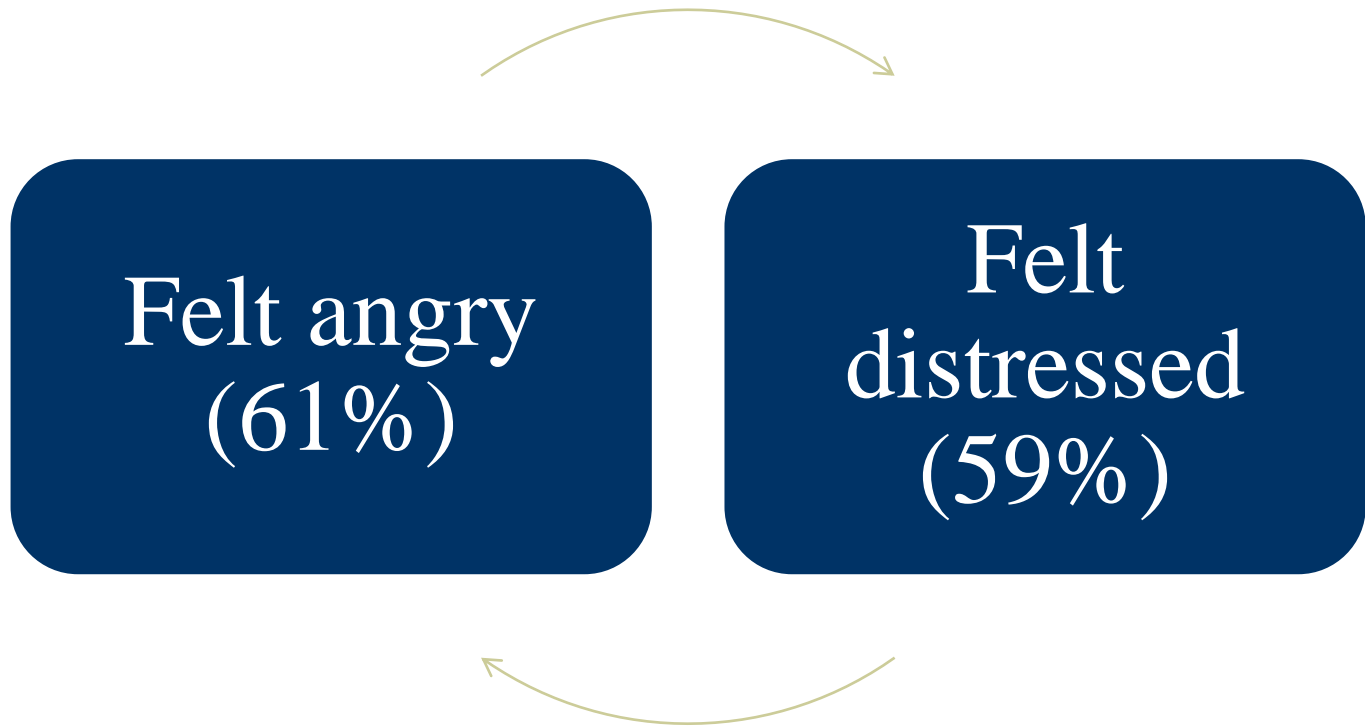
Top Sources of Experienced Exclusionary Conduct by Graduate Student Position (%)



Note: Figure reports only responses from Graduate Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 33$). Percentages do not sum to 100 due to multiple responses.

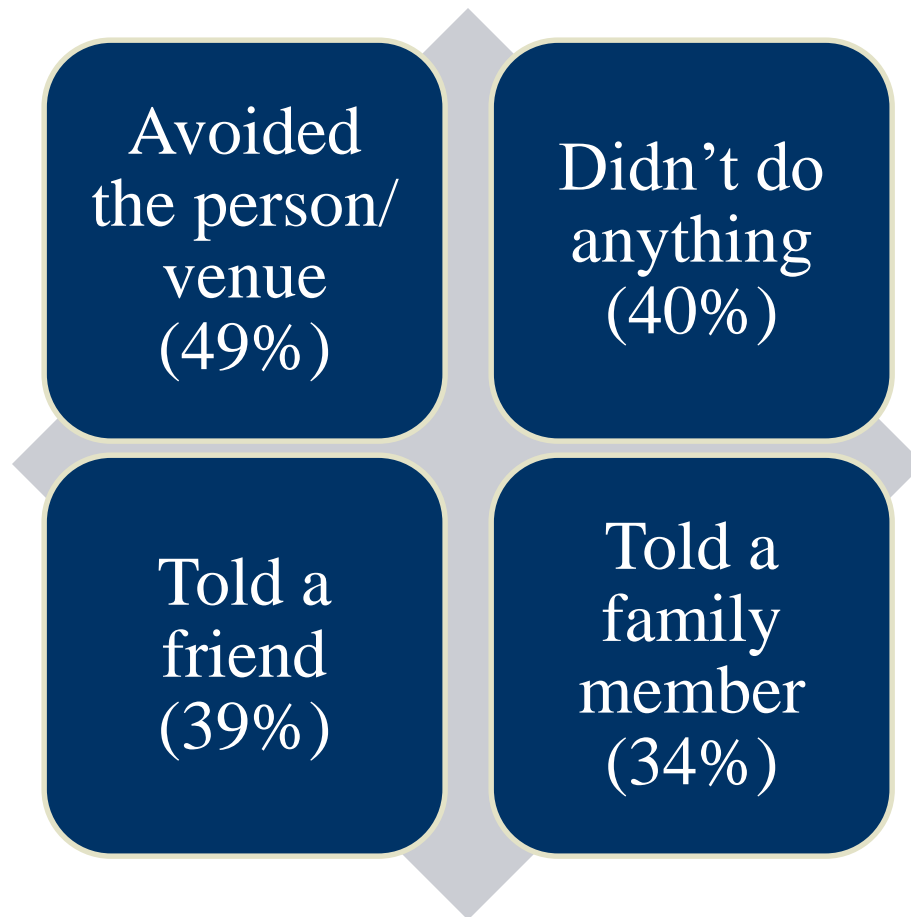
What did you do?

Top Emotional Responses



Note: Only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 118$). Percentages do not sum to 100 due to multiple responses.

What did you do? Top Actions



Note: Only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 118$). Percentages do not sum to 100 due to multiple responses.

10% ($n = 12$)
reported the
conduct

The outcome is still pending
(11%)

Felt that it was not addressed
appropriately
(67%)

While the outcome was not what
I had hoped for, I felt as though
my complaint was addressed
appropriately
(11%)

Felt that it was addressed
appropriately
(11%)

Note: Only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 118$). Percentages do not sum to 100 due to multiple responses.



Qualitative Themes
Experienced Exclusionary Conduct

Hierarchy of roles

No action

Unsupported

Verbal assaults

Accessibility



Top Facilities Barriers for Respondents with Disabilities

Facilities	<i>n</i>	<i>%</i>
Campus transportation/parking	10	12.7
Temporary barriers because of construction or maintenance	7	8.9
Classroom buildings	6	7.4
Classrooms, laboratories (including computer labs)	6	7.5
Office furniture (e.g., chair, desk)	6	7.6

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

Top Technology/Online Barriers for Respondents with Disabilities

Technology/online	<i>n</i>	%
Electronic forms	7	9.0
Accessible electronic format	7	8.8
Electronic signage	5	6.4
Website	5	6.6

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

Top Identity Barriers for Respondents with Disabilities

Identity	<i>n</i>	%
Electronic databases (e.g., LionPath, Starfish, WorkLion)	5	6.3
Email account	5	6.4

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

Top Instructional/Campus Materials Barriers for Respondents with Disabilities

Instructional/campus materials	<i>n</i>	%
Food menus	< 5	---
Forms	< 5	---
Journal articles	< 5	---
Syllabi	< 5	---
Textbooks	< 5	---
Video-closed captioning and text description	< 5	---

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



Qualitative Themes for Respondents with
Disabilities:
Accessibility of EMS Campus



Accommodations/support

Experiences with Unwanted Sexual Conduct/Contact



7% ($n = 60$) of All Respondents Experienced Unwanted Sexual Contact/Conduct

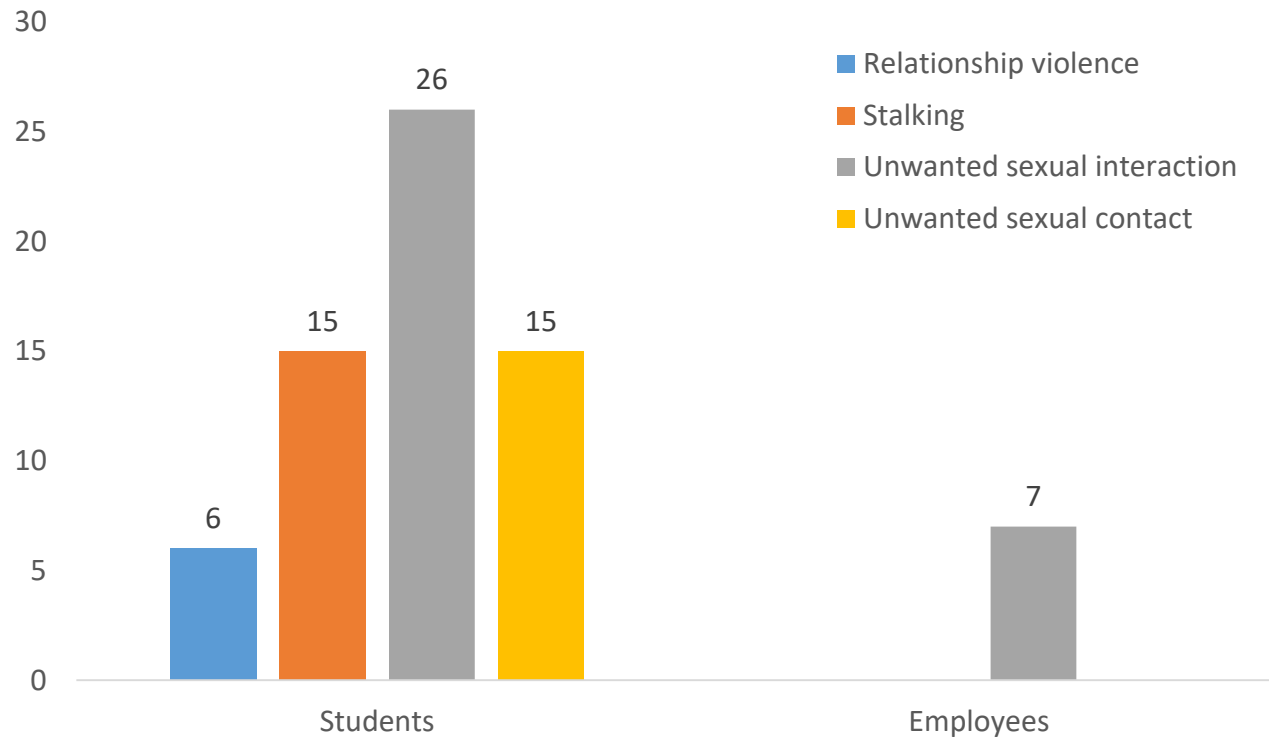
1% ($n = 8$) → Relationship Violence

2% ($n = 16$) → Stalking

4% ($n = 33$) → Unwanted Sexual Interaction

2% ($n = 16$) → Unwanted Sexual Contact

Experienced Unwanted Sexual Conduct by Position Status (*n*)



Note: Responses with $n < 5$ are not presented in the figure.

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

90% were aware of the definition of Affirmative Consent

83% were generally aware of the role of EMS Title IX Coordinators

74% knew how and where to report such incidents

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

82% were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking

77% were generally aware of the campus resources listed on the survey

95% had a responsibility to report such incidents when they saw them occurring on campus or off campus

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

85% understood that EMS standards of conduct/penalties differed from standards of conduct/penalties under the criminal law

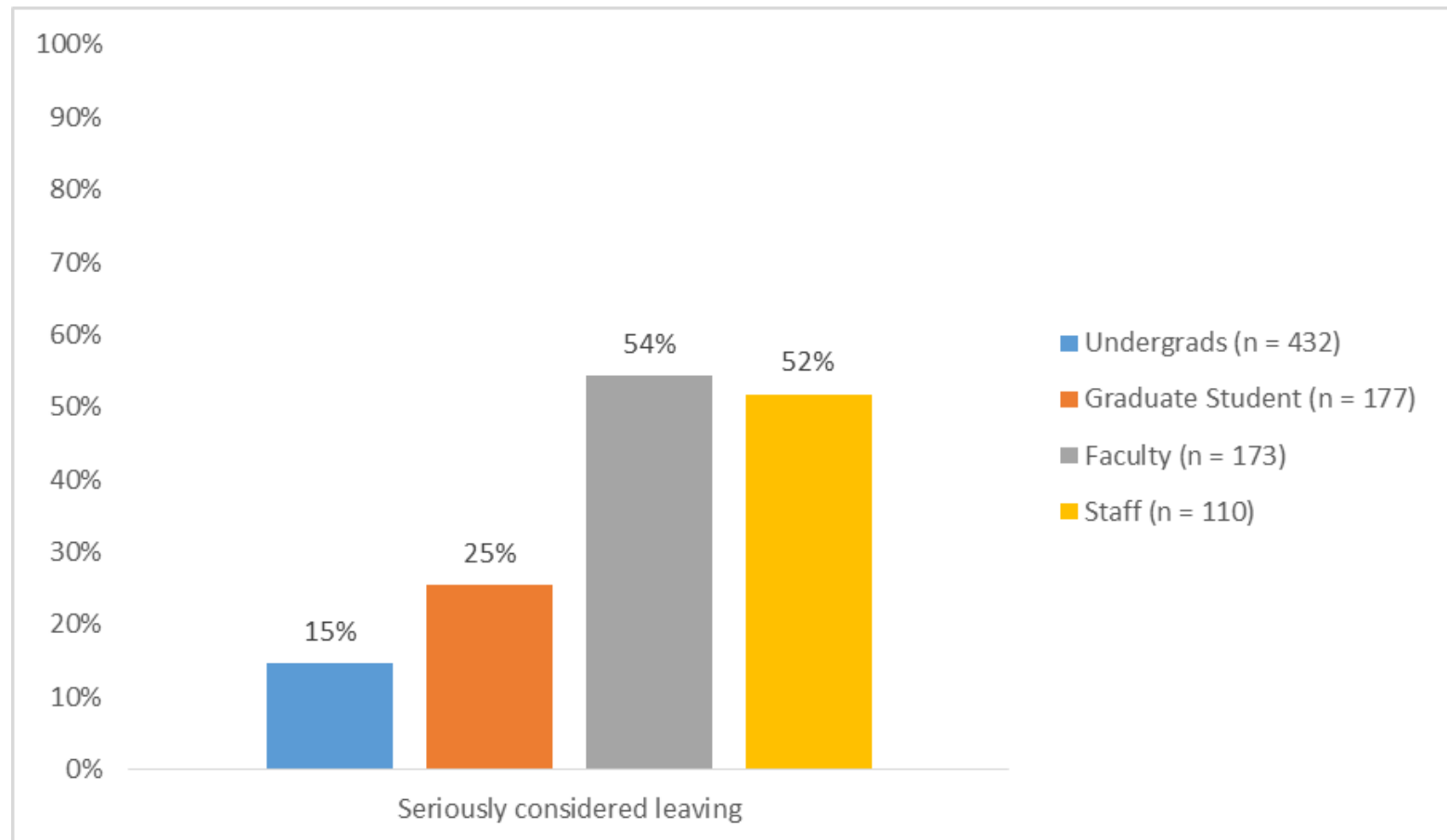
75% knew that information about the prevalence of sex offenses was available in PSU Alert and Timely Warnings

97% knew that EMS sends a Public Safety Alert to the campus community when such an incident occurs

Intent to Persist



Respondents Who *Seriously Considered Leaving EMS* (%)



Top Reasons Staff Respondents *Seriously Considered Leaving EMS*

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

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

Top Reasons Faculty Respondents *Seriously 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	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

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



Qualitative Themes for Respondents **Why Considered Leaving...**



Better offers/opportunities

Compensation

Hostile work environment

Unwelcome/unsupported

Top Reasons Undergraduate Student Respondents *Seriously 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	9	14.3
Lack of a sense of belonging	8	12.7
Lack of support group	8	12.7

Note: Table reports only responses from Undergraduate Student respondents who indicated on the survey that they had seriously considered leaving EMS ($n = 63$).

Top Reasons Graduate Student Respondents *Seriously Considered Leaving EMS*

Reason	<i>n</i>	<i>%</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	14	31.1
Job prospects	9	20.0
Lack of support services	9	20.0
Did not like major	6	13.3

Note: Table reports responses for Graduate Student respondents who indicated that they considered leaving EMS ($n = 45$).

When Student Respondents *Seriously Considered Leaving* EMS

54% in their first year

36% in their second year

33% in their third year

14% in their fourth year

Student Retention

5% stated it was likely that they will leave EMS before meeting their academic goal

97% intend to graduate from EMS



Qualitative Themes for Student Respondents
Why Considered Leaving...



Fit/match

Unwelcomed/lack of sense of belonging

Perceptions



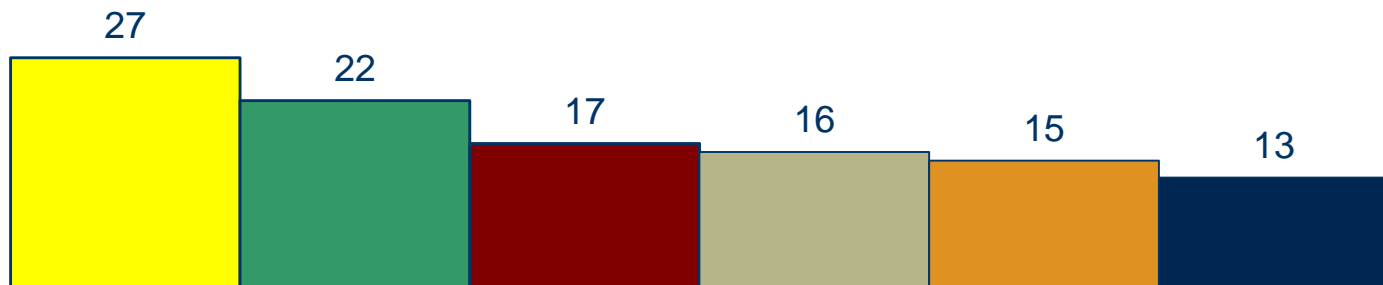
Respondents who observed conduct or communications directed towards a person/group of people that created an exclusionary, intimidating, offensive and/or hostile working or learning environment...



18% (*n* = 158)

Top Bases of Observed Exclusionary Conduct (%)

- Gender/gender identity (n=42)
- Ethnicity (n=35)
- Racial identity (n=26)
- Do not know (n=25)
- Academic performance (n=24)
- Position (n=20)



Note: Figure reports only responses 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 due to multiple responses. 112

Top Forms of Observed Exclusionary Conduct

Form	<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

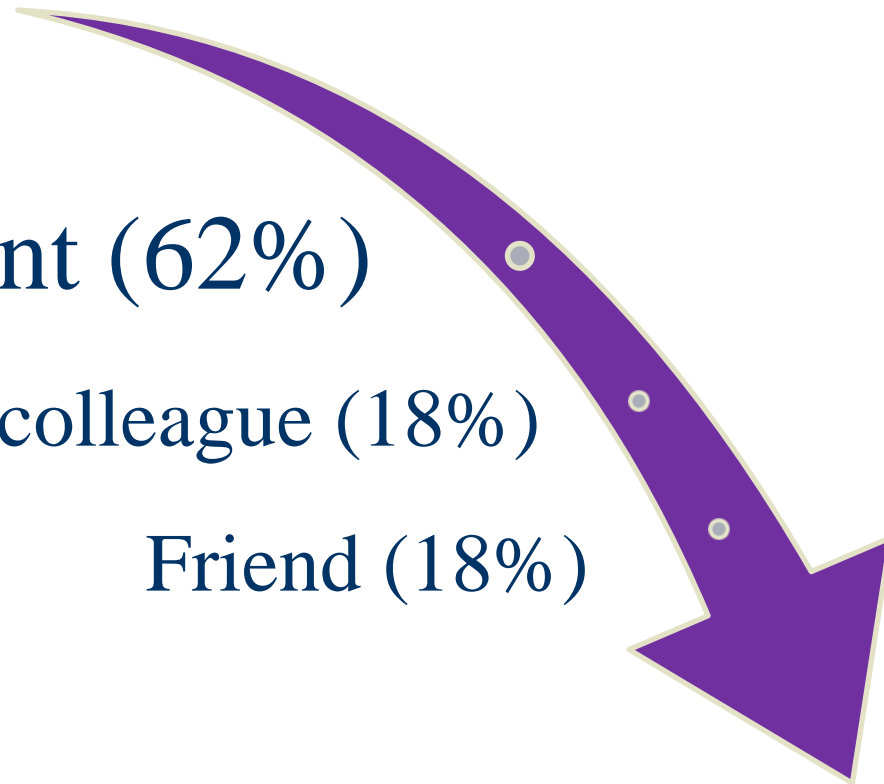
Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 158$). Percentages do not sum to 100 due to multiple responses. 113

Top Targets of Observed Exclusionary Conduct

Student (62%)

Coworker/colleague (18%)

Friend (18%)



Note: Only responses 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 due to multiple responses.

Top Sources of Observed Exclusionary Conduct

Student (48%)

Faculty member/other
instructional staff (29%)

Note: Only responses 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 due to multiple responses.

Top Locations of Observed Exclusionary Conduct

In a class/laboratory

34%

In a meeting with a group of people

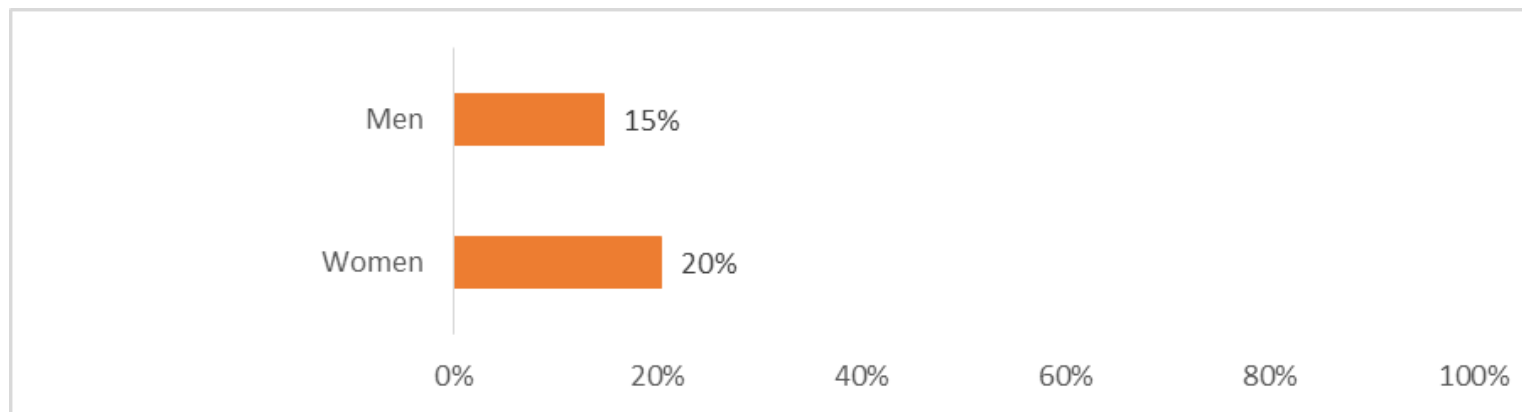
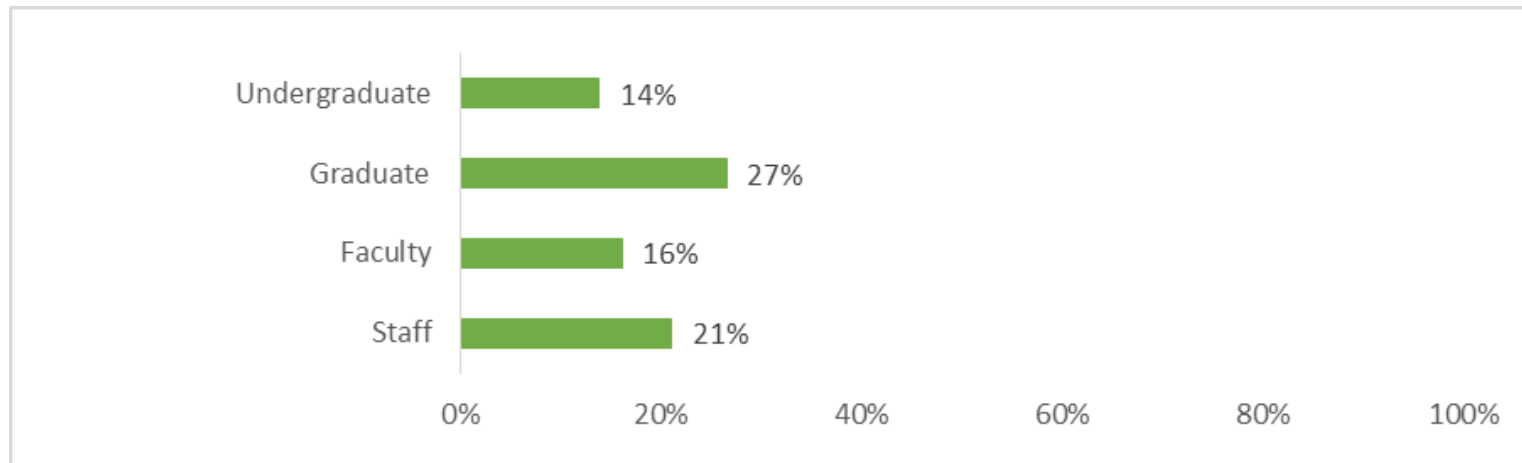
17%

Off campus

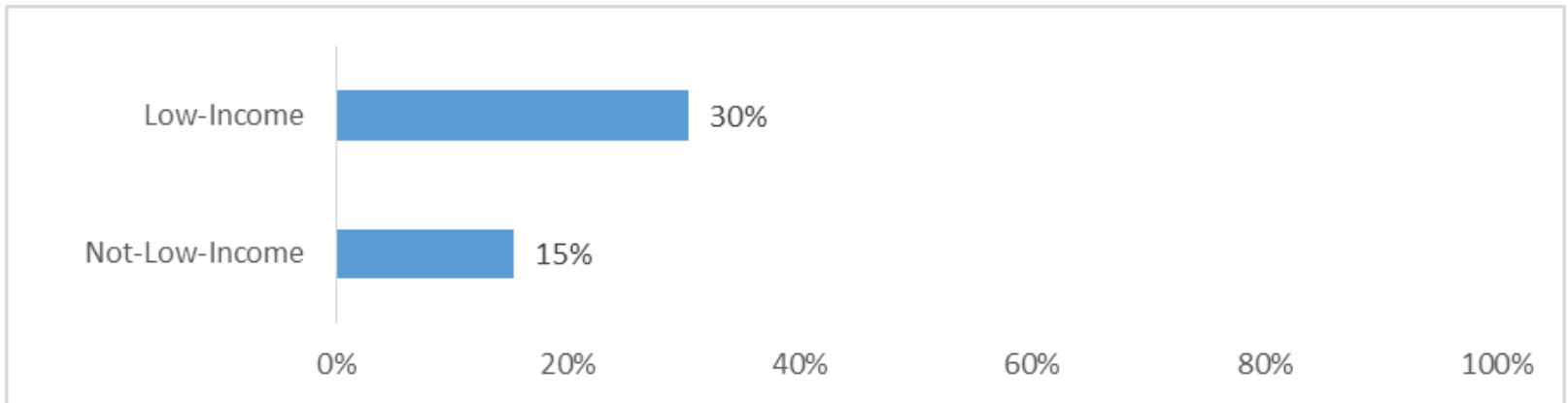
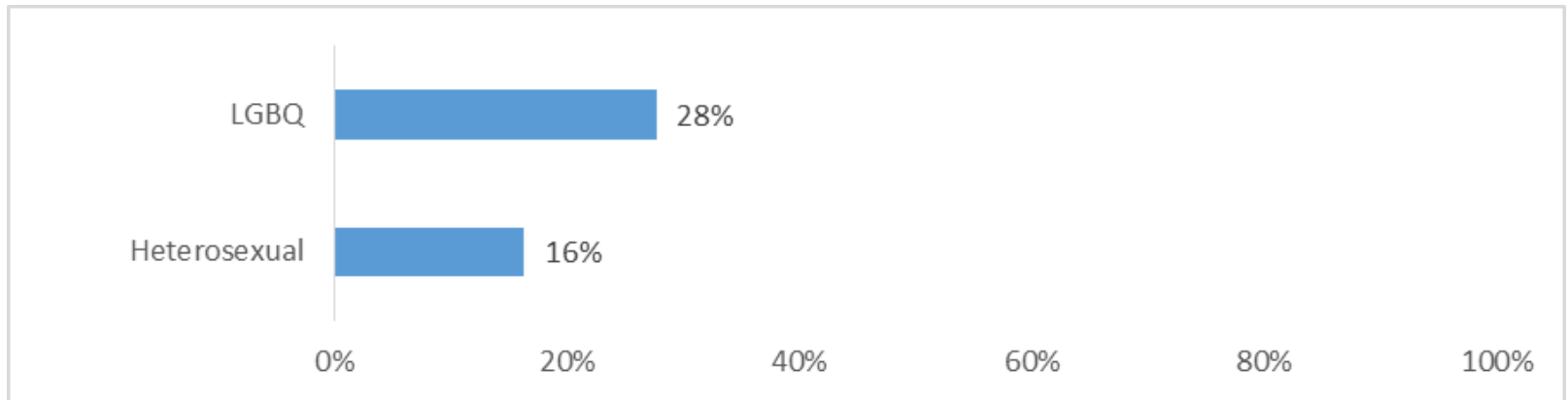
17%

Note: Only responses 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 due to multiple responses.

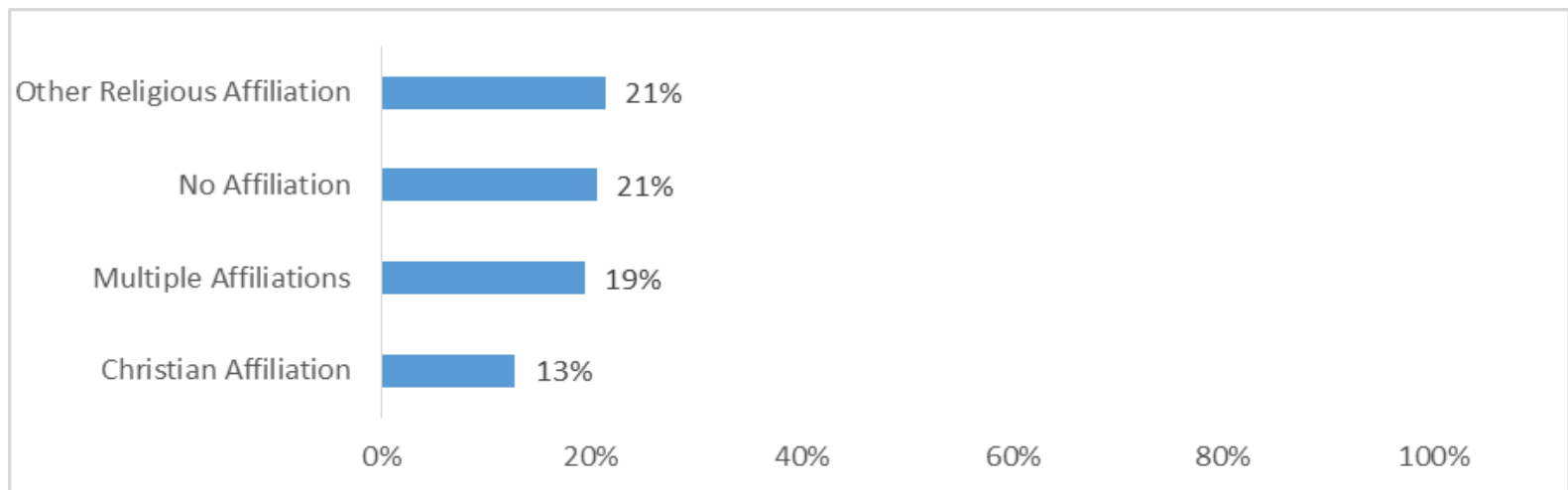
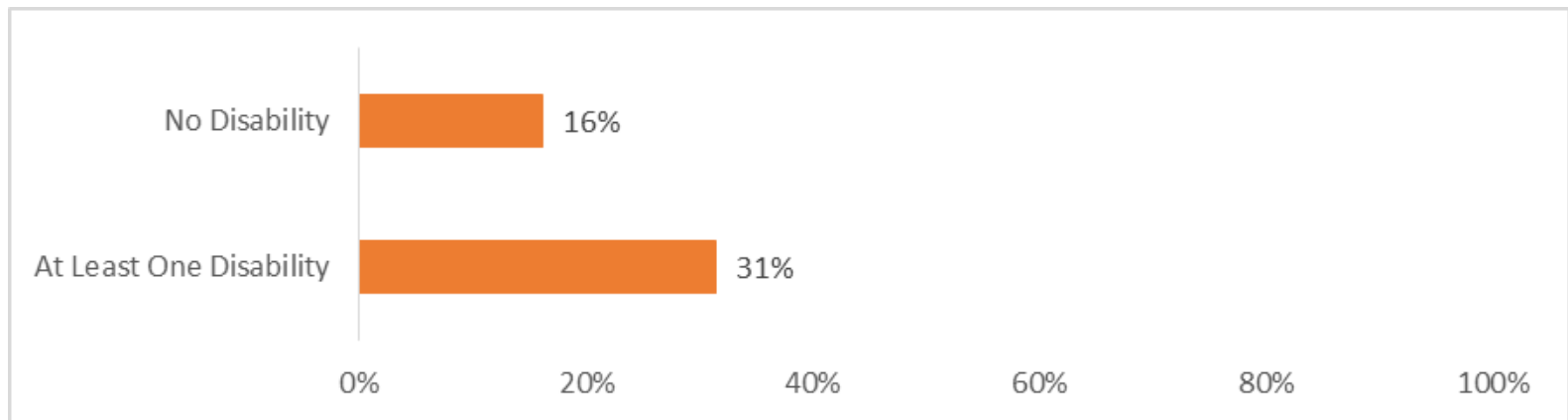
Observed Exclusionary Conduct by Respondents' Position and Gender Identity (%)



Observed Exclusionary Conduct by Sexual Identity and Low-Income Status (%)



Observed Exclusionary Conduct by Disability Status and Religious Affiliation (%)



Actions in Response to Observed Exclusionary Conduct



Note: Table reports only responses 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 due to multiple responses. 120

6% ($n = 9$) Reported the Conduct

The outcome is still pending
(< 5)

Felt that it was not addressed
appropriately
(< 5)

While the outcome was not what
I had hoped for, I felt as though
my complaint was addressed
appropriately
(< 5)

Felt that it was addressed
appropriately
(< 5)

Note: Table reports only responses 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 due to multiple responses.



Qualitative Themes

Observed Exclusionary Conduct

Intimidation

Discrimination based on race, ethnicity,
gender, or ability

Employee Perceptions



Employee Perceptions of Unjust Hiring Practices

21% of Faculty respondents

14% of Staff respondents



Qualitative Themes
Discriminatory Hiring Process



Discrimination

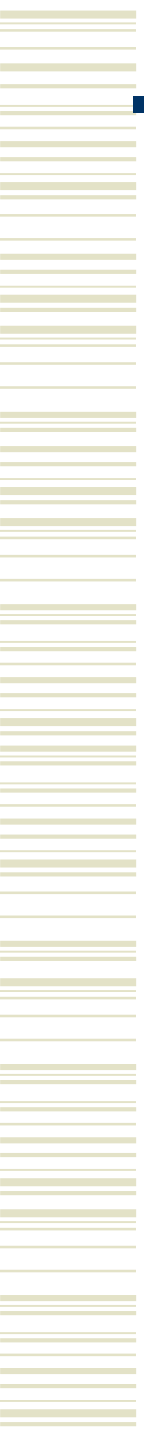
Diversity

Using relationships to advance

Employee Perceptions of Unjust Employment-Related Disciplinary Actions

5% of Faculty respondents

6% of Staff respondents



Qualitative Themes
Discriminatory Employment-Related
Disciplinary Actions

No themes emerged

Employee Perceptions of Unjust Practices Related to Promotion, Tenure, Reappointment, and/or Reclassification

17% of Faculty respondents

15% of Staff respondents

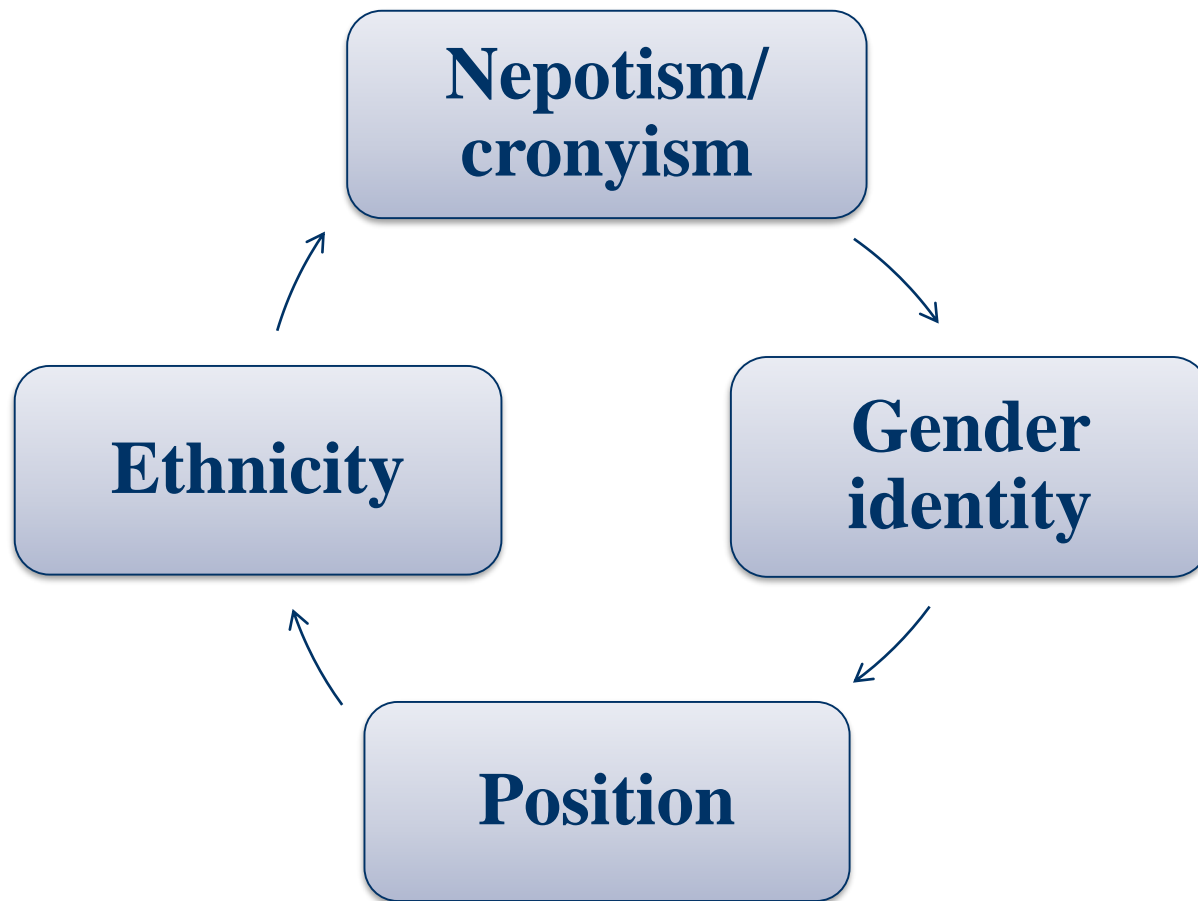


Qualitative Themes

**Discriminatory Practices Related to Promotion,
Tenure, Reappointment, and/or Reclassification**

Unfavorable promotion practices

Most Common Perceived Bases for Discriminatory Employment Practices





Qualitative Themes
Discriminatory Practices Related to
Promotion



Behavior based on gender identity

Work-Life Issues SUCSESSES & CHALLENGES

The majority of employee respondents expressed positive views of college environment.



Staff Respondents

Examples of Successes

87% had supervisors who were supportive of their taking leave

84% had supervisors who provided adequate support for them to manage work-life balance

82% agreed that EMS provided them with adequate resources to accomplish their work

Staff Respondents Examples of Successes

78% had supervisors who gave them job/career advice or guidance when they needed it

76% agreed that EMS provided them with adequate IT support to accomplish their work

74% had supervisors who were supportive of flexible work schedules

Staff Respondents

Examples of Successes

73% would recommend EMS as a good place to work

73% agreed that clear expectations of their responsibilities existed

72% felt that their work was valued

Staff Respondents

Examples of Successes

Majority felt valued by supervisors/managers (84%) and coworkers (77%)

Staff Respondents

Examples of Challenges

43%

- Hierarchy existed within staff positions that allowed some voices to be valued more than others

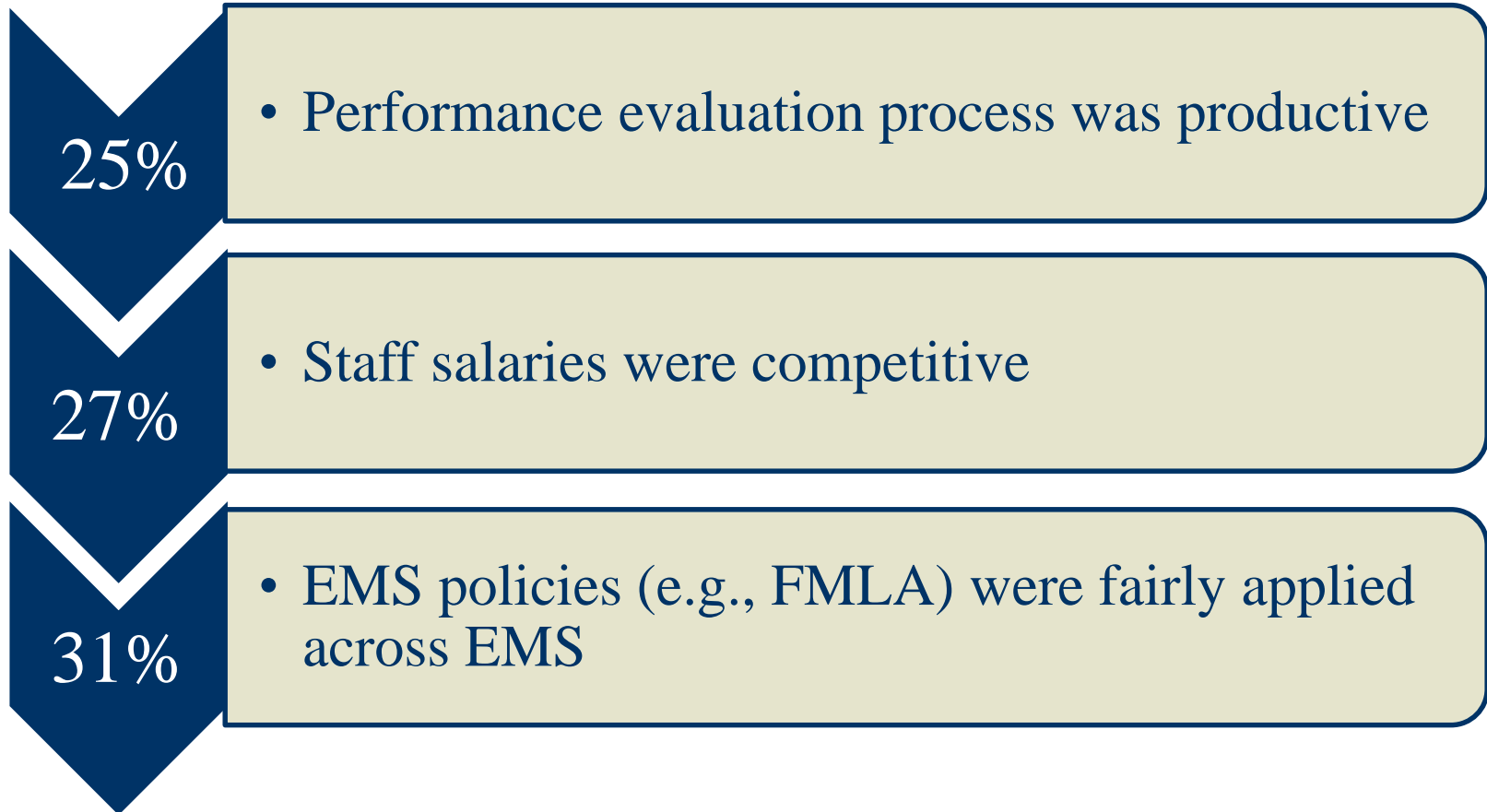
37%

- Workload increased without additional compensation owing to other staff departures

25%

- Clear procedures existed on how they could advance at EMS

Staff Respondents Examples of Challenges





Qualitative Themes
Staff Respondents
Work-Life Attitudes



Overworked/understaffed

Poor compensation

Valued and supported

Lack of opportunity

Faculty (Tenure-Line) Respondents Example of Successes

90% agreed that research was valued by EMS

79% agreed that the criteria for tenure were clear

69% agreed that faculty opinions were valued
within EMS committees

Faculty (Tenure-Line) Respondents

Examples of Challenges

47%

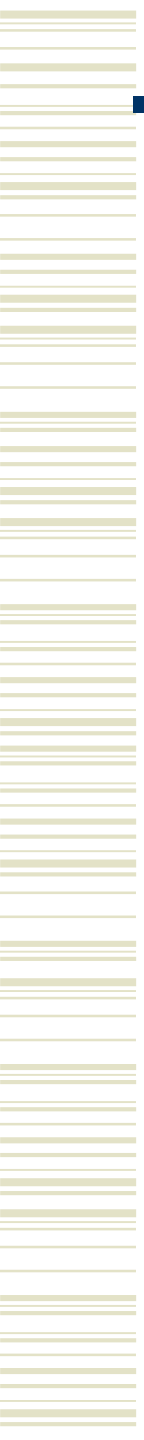
- Performed more work to help students than did their colleagues

35%

- Burdened by service responsibilities beyond those of their colleagues with similar performance expectations

30%

- Supported and mentored during the post-tenure years



Qualitative Themes
Faculty (Tenure-Line) Respondents
Faculty Work

Varying degrees of support

Promotion and tenure

Faculty (Research/Teaching) Respondents

Example of Successes

92% agreed that research was valued by EMS

Faculty (Research/Teaching) Respondents

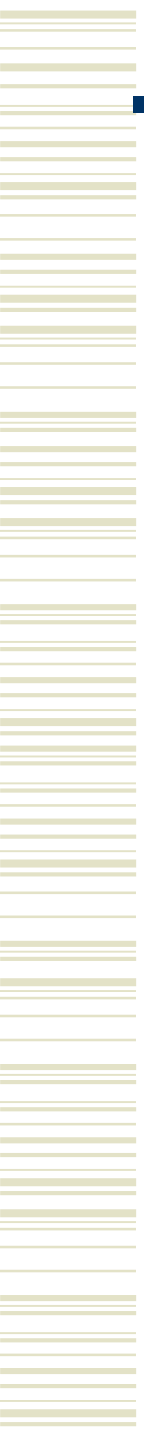
Examples of Challenges

31%

- Had job security

30%

- Opinions were taken seriously by senior administrators



Qualitative Themes
Faculty (Research/Teaching) Respondents
Faculty Work

Job security

All Faculty Respondents Example of Successes

74% agreed that EMS was a good place to work

71% agreed that EMS provided adequate IT support to accomplish their work

71% agreed that research/scholarship activity was valued

All Faculty Respondents Example of Successes

Majority felt valued by faculty in their department/program (76%), department/program chairs (72%), staff in their department/program (76%), and by students in the classroom (78%)

All Faculty Respondents Examples of Challenges

24%

- EMS provided adequate resources to help them manage work-life balance

30%

- Salaries for non-tenure-track faculty were competitive



Qualitative Themes
All Faculty Respondents
Faculty Work

Employee benefits

Lack of resources

Lack of opportunity

Student Respondents' Perceptions



Student Respondents' Perceptions of Campus Environment

Examples of Successes

77% felt valued by faculty in the classroom

76% felt valued by EMS faculty

76% felt they had faculty whom they perceived as role models

Graduate Student Respondents' Perceptions of Department/Program



Graduate Student Respondents' Perceptions

Examples of Successes

87% felt that their advisers responded to their emails, calls, or voicemails in a prompt manner

86% had adequate access to their advisers

79% agreed that their department faculty members encouraged them to produce publications and present research



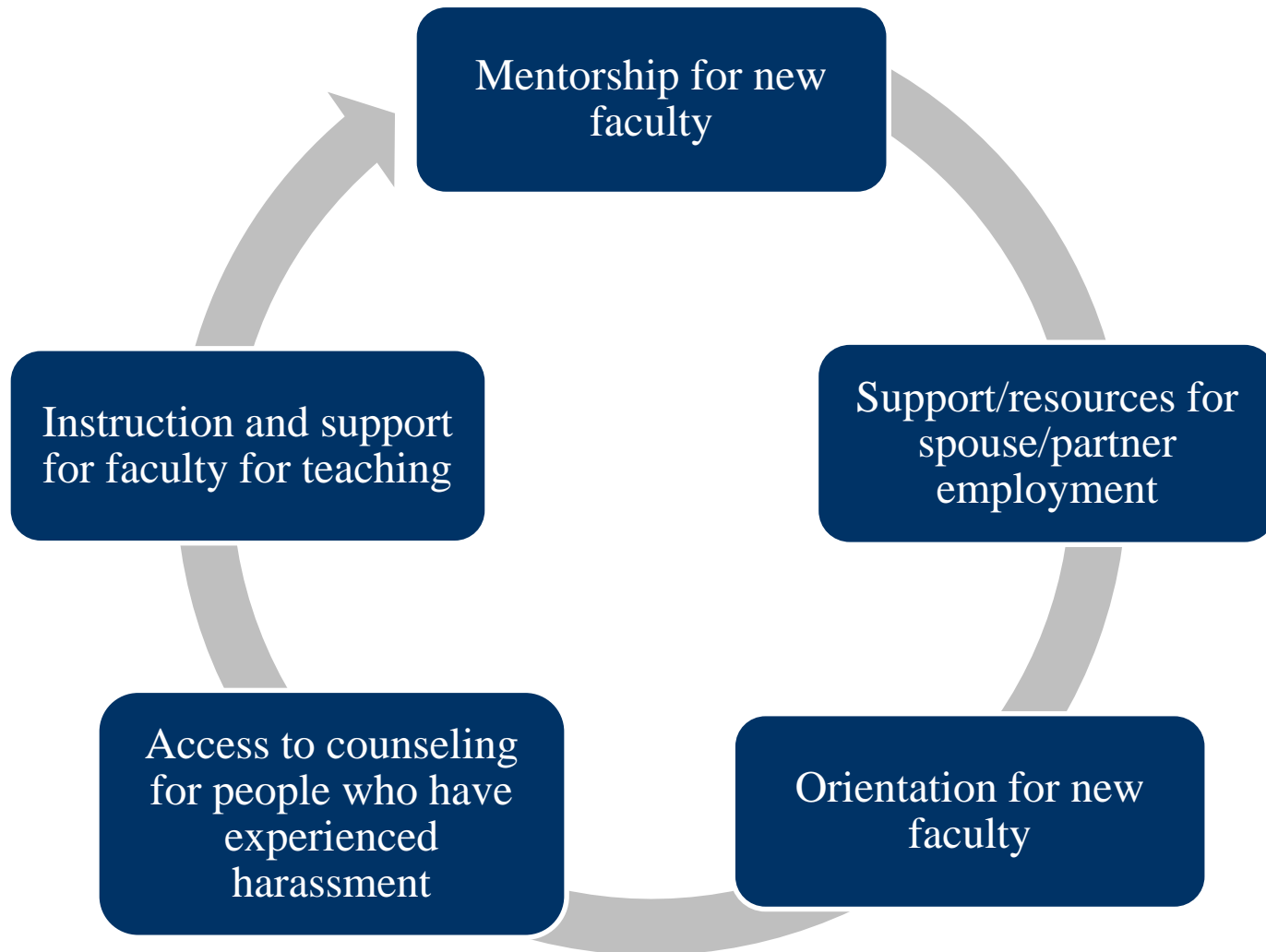
Qualitative Themes
Graduate Student Respondents
Department/Program

Adviser interactions

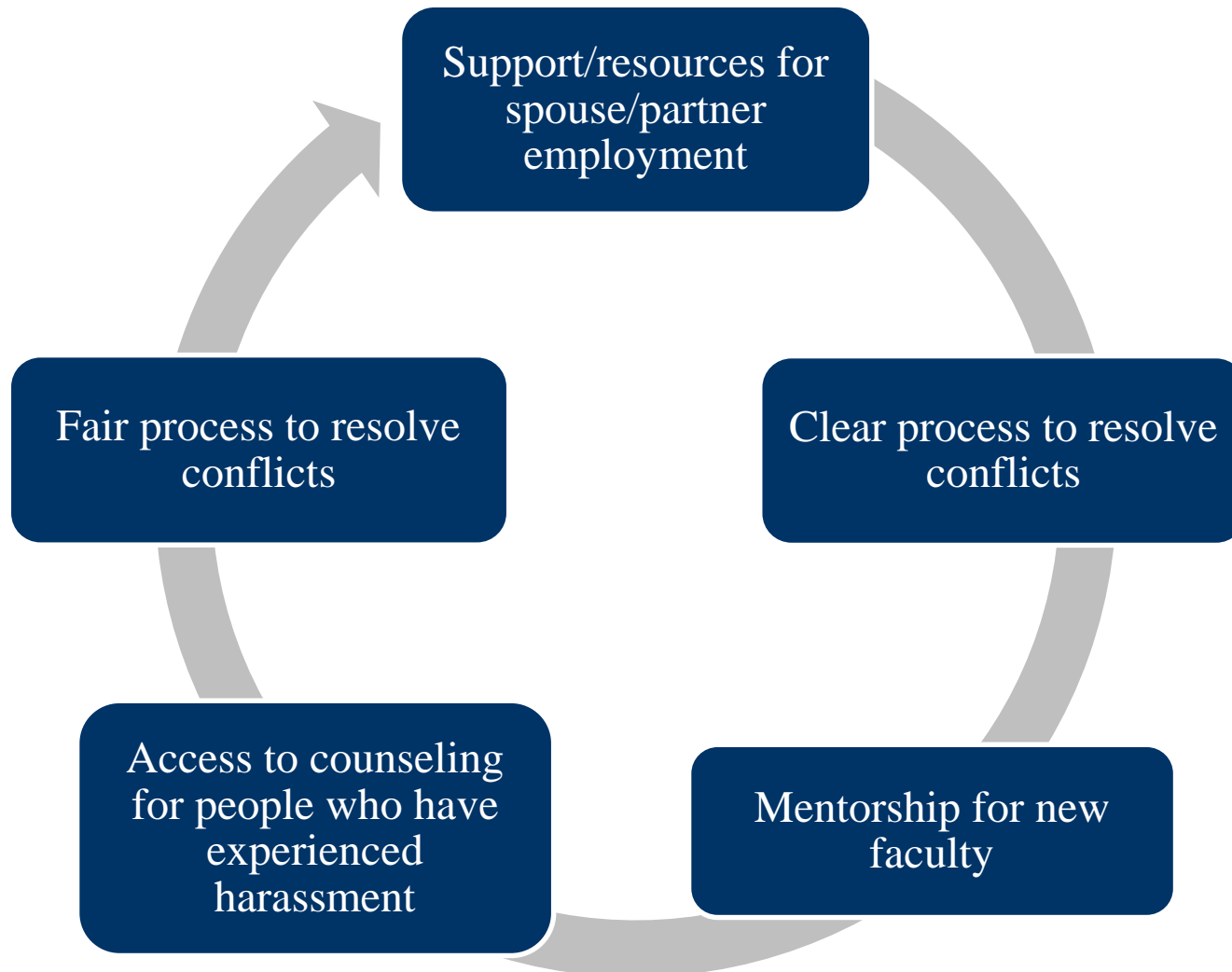
Institutional Actions



Available Campus Initiatives that Positively Influenced Environment for Faculty Respondents



Unavailable Campus Initiatives that *Would* Positively Influence Environment for Faculty Respondents





Qualitative Themes
Campus Initiatives –Faculty Respondents

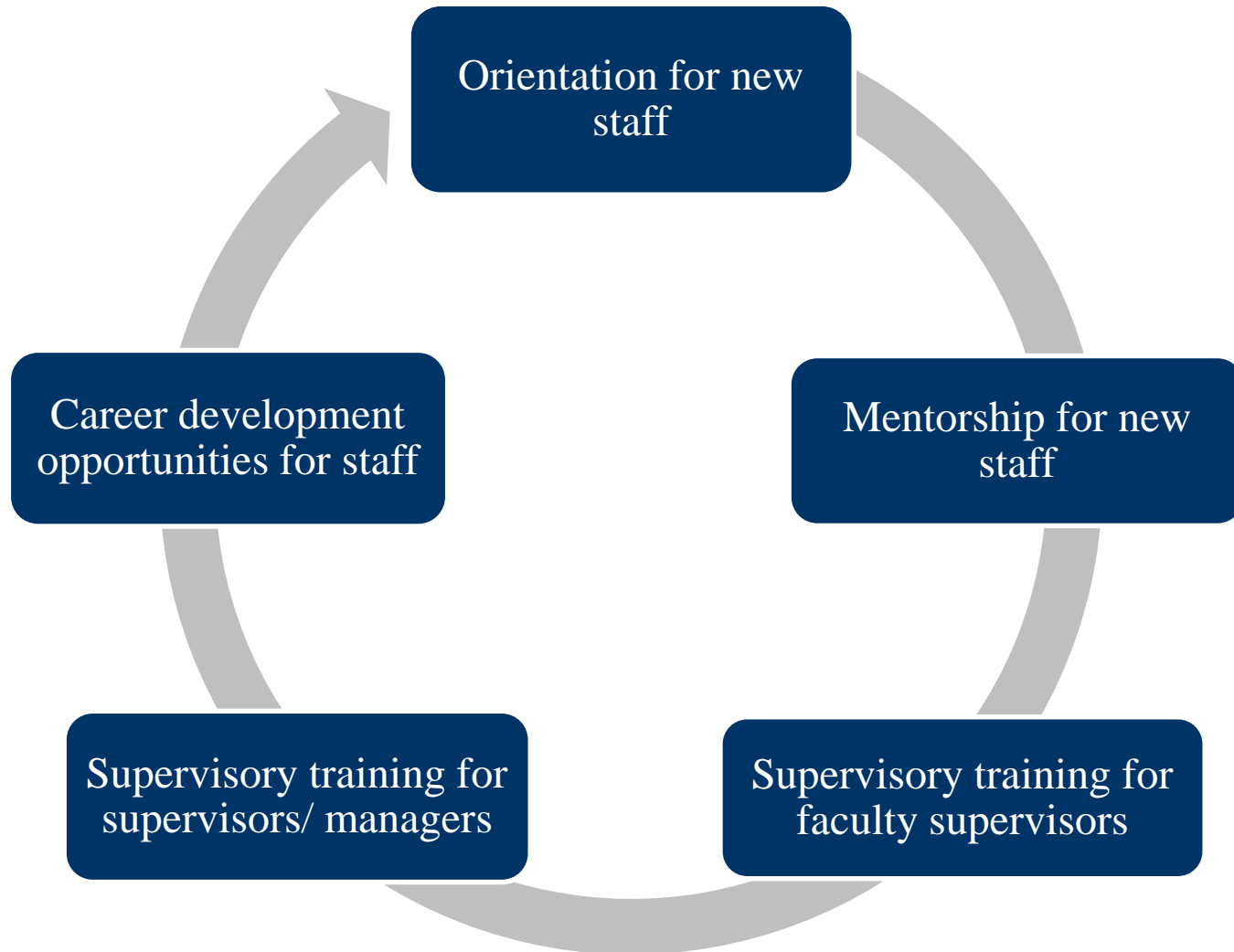


Institutional support

Available Campus Initiatives that Positively Influenced Environment for Staff Respondents



Unavailable Campus Initiatives that *Would* Positively Influence Environment for Staff Respondents



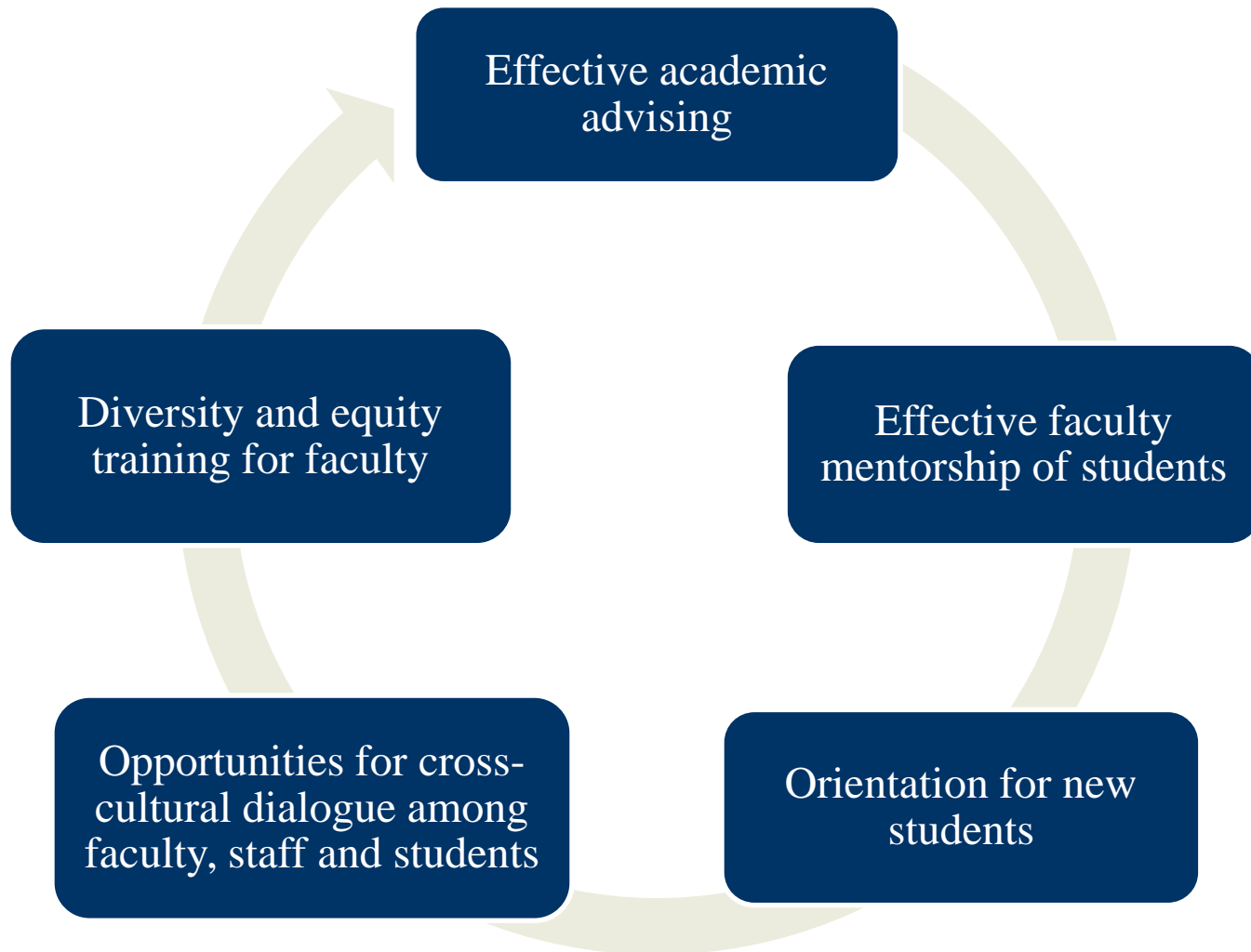


Qualitative Themes
Campus Initiatives – Staff Respondents

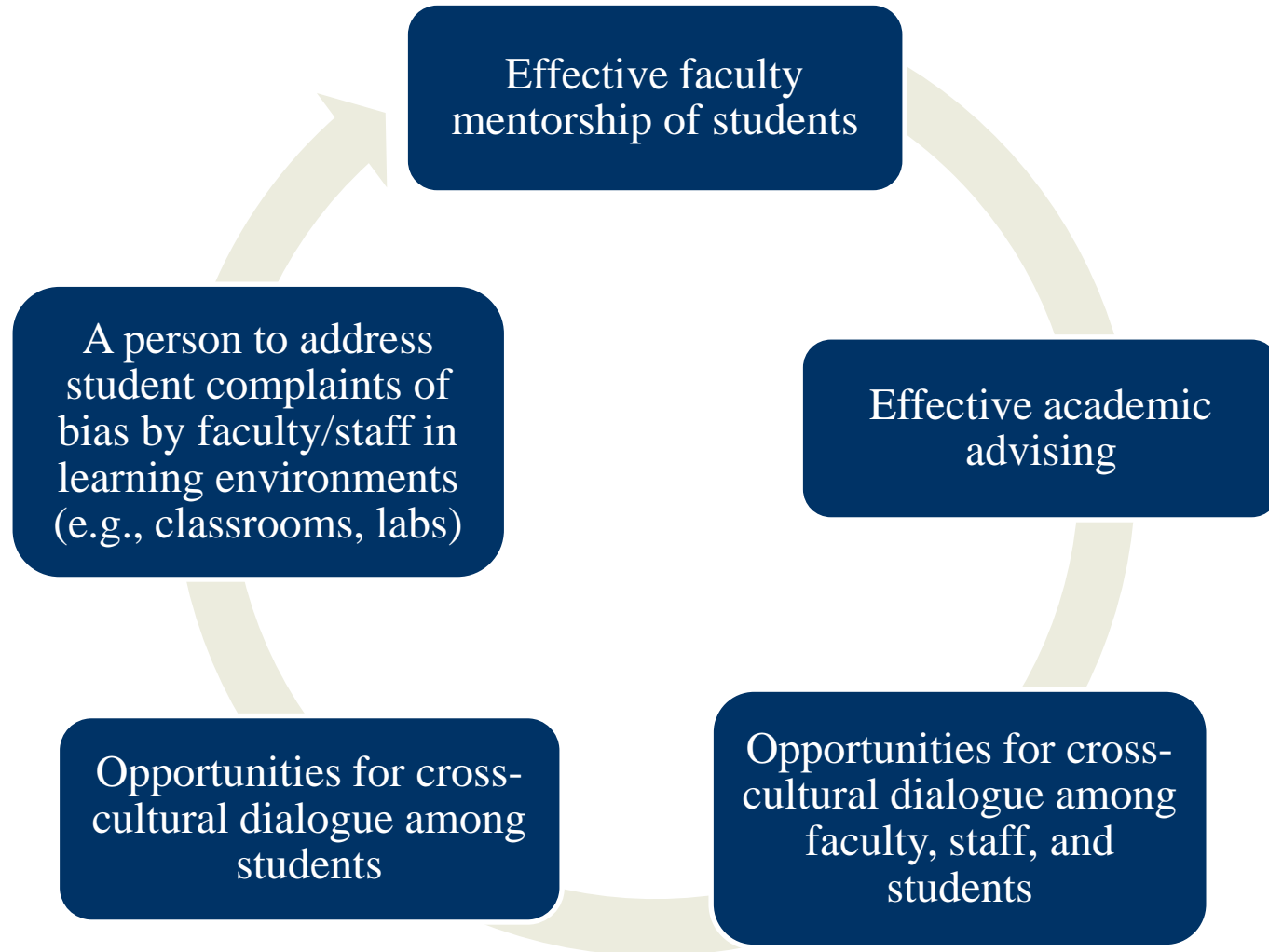


**Diversity, equity, and inclusion
practices/training**

Available Campus Initiatives that Positively Influenced Environment for Student Respondents



Unavailable Campus Initiatives that *Would* Positively Influence Environment for Student Respondents





Qualitative Themes
Campus Initiatives – Student Respondents

Not aware

Trainings

Satisfaction

EMS orientation

Summary

Strengths and Successes
Opportunities for Improvement



Context

Interpreting the Summary



Although colleges and universities attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors.

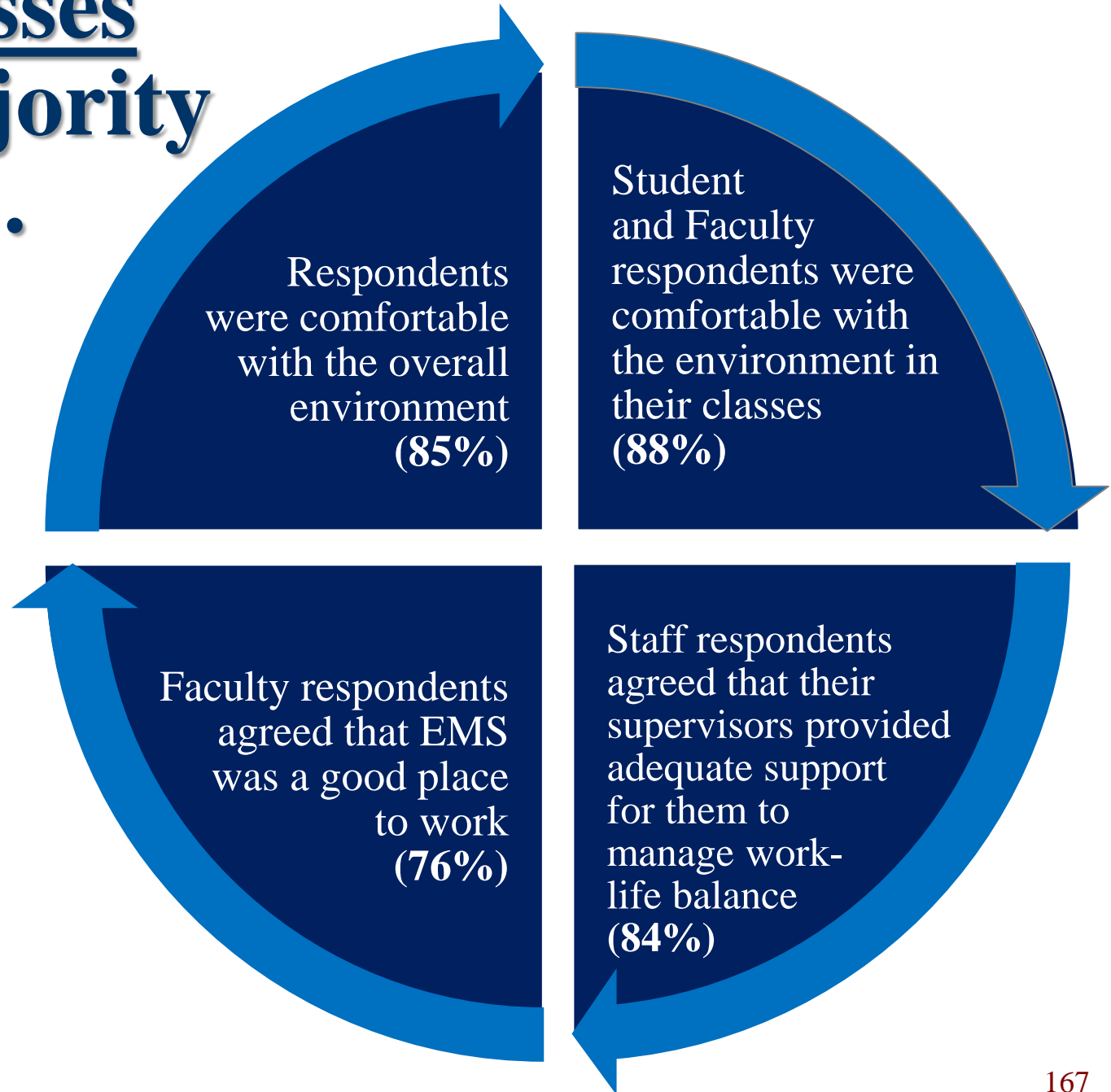


As a microcosm of the larger social environment, college and university campuses reflect the pervasive prejudices of society.

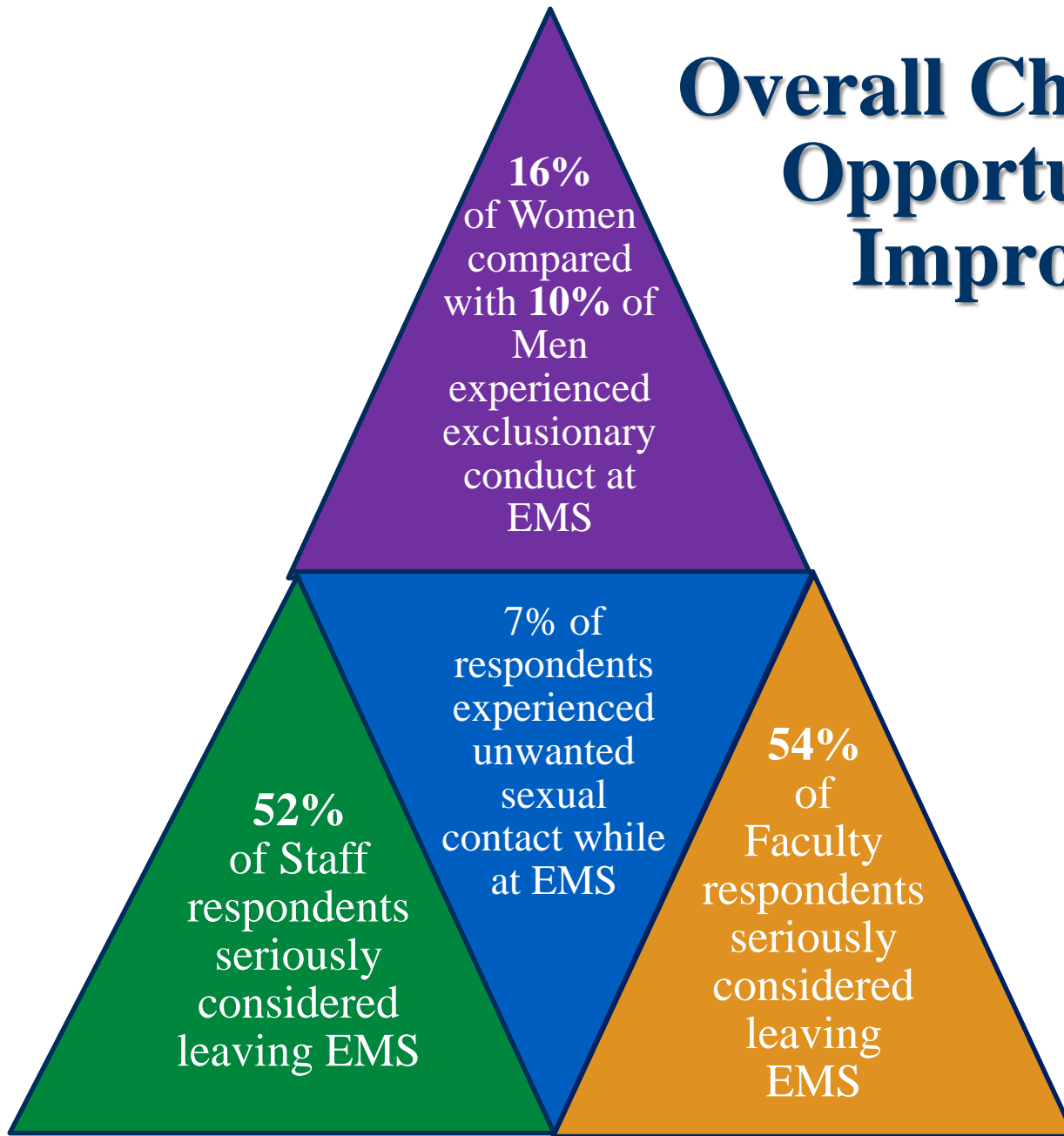


Classism, Racism, Sexism, Genderism, Heterosexism, etc.

Successes The majority of...



Overall Challenges and Opportunities for Improvement



Next Steps



The full report as well as the PowerPoint presentation of the results will be posted to <https://www.ems.psu.edu/allwe>.



A hard copy of the report will be placed in the Office of the EMS Associate Dean for Educational Equity

Data Access

Data set will be delivered to EMS Primary Investigator for the project

6-month moratorium on distribution of data (October 2019)

All requests for data must go through the proposal for the use of data process. The proposal form can be obtained on ALLWE project website (<https://www.ems.psu.edu/allwe>)

Requests for data can be submitted during the moratorium period

Process for Developing Actions

Actions will be developed based on

- Online form for confidential EMS community feedback
- Forums in the fall (e.g., lunch discussions)



Ways to start

- ◆ Brandi's email

Questions and Discussion

