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Assessment • Planning • Interventions

Penn State
College of Engineering

Assessment of Climate for Learning and Working

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Rankin & Associates, Consulting

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Executive Summary

Introduction

The Pennsylvania State University College of Engineering (PSU COE) affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. It is through freedom of exchange of different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

PSU COE is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in PSU COE's mission statement, the College's goal is "To nurture and train world-class socially aware, globally connected, diverse engineers, educators, and researchers with rigorous core knowledge and problem-solving skills, who understand complex, interacting engineering and societal systems."[1] In order to better understand the climate of PSU COE at University Park, the senior leadership at PSU COE recognized the need for a comprehensive tool that would provide campus climate metrics for University Park PSU COE students, faculty, and staff.

To that end, members of PSU COE formed the COE Planning Committee (COEPC) in 2015. The COEPC was composed of faculty, staff, students, and administrators. Ultimately, PSU COE contracted with Rankin & Associates Consulting (R&A) to conduct a college-wide study entitled, "The Pennsylvania State University College of Engineering Assessment of the Climate for Learning and Working."

Project Design and Implementation

The COEPC collaborated with R&A to develop the survey instrument. The final survey instrument was completed in January 2016. PSU COE's survey contained 113 items (21 qualitative and 92 quantitative) and was available via a secure online portal from February 8 – March 4, 2016. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

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[1]http://www.engr.psu.edu/strategic-plan/

The conceptual model used as the foundation for PSU COE's assessment of campus climate 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, 2005) and influence systems of differentiation that reproduce unequal outcomes.

The survey items covered the following:

- Perceptions of the climate in PSU COE and of practices, policies, and procedures related to the climate.
- Perceptions of academic success and challenges to academic success (students only)
- Experiences and observations of exclusionary, intimidating, offensive and/or hostile conduct
- Incidents of unwanted sexual contact
- Awareness and perception of actions to improve the climate.

This report provides an overview of the results of the college-wide survey. All results reported are significant unless otherwise noted.

PSU COE Participants

PSU COE community members completed 2,466 surveys for an overall response rate of 25%. Only surveys that were at least 50% completed were included in the final data set for analyses.[2] Response rates by constituent group varied: 20% ($n = 1,596$) for Undergraduate Students, 30% ($n = 422$) for Graduate Students, 69% ($n = 238$) for Staff, and 45% ($n = 210$) for Faculty.[3] Table 1 provides a summary of selected demographic characteristics of survey respondents. The

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[2]Twenty-seven surveys were removed because they did not complete at least 50% of the survey, and 20 duplicate submissions were removed. Surveys were also removed from the data file if the respondent did not provide consent ($n = 31$).

[3]Please note that results for groups with a small number of respondents are not reported in order to maintain confidentiality. For this reason, Post-doctoral Scholars are not reported as a separate category. As per approval of the COEPC their responses were combined with Faculty responses for the analysis of the survey data.

percentages offered in Table 1 are based on the numbers of respondents in the sample (*n*) for each demographic characteristic. [4]

Table 1. **PSU COE Sample Demographics**

Characteristic	Subgroup	n	% of Sample
Position status	Undergraduate Student	1,596	64.7
	Graduate Student	422	17.1
	Faculty	210	8.5
	Staff	238	9.7
Gender identity	Man	1,663	67.8
	Woman	779	31.8
	Transspectrum including other	9	0.4
Racial identity	Underrepresented Person of Color	176	7.3
	White	1,626	67.7
	Asian/Asian American/South Asian	483	20.1
	Multiracial	117	4.9
Sexual identity	LGBQ	100	4.2
	Heterosexual	2,281	95.0
	Asexual/Other	20	0.8
Citizenship status	U.S. Citizen, birth	1,792	73.1
	Non-U.S./Naturalized Citizen	658	26.9
Disability status	No Disability	2,319	94.5
	Single Disability	86	3.5
	Multiple Disabilities	48	2.0
Military status	Military Service	98	4.0
	No Military Service	2,351	95.3
Faith-based affiliation	Christian Affiliation	1,157	48.0
	Other Faith-Based Affiliation	310	12.9
	No Affiliation	836	34.7
	Multiple Affiliations	106	4.4

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

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[4]The total *n* for each demographic characteristic may differ as a result of missing data.

Key Findings – Areas of Strength

1. **High levels of comfort with the climate at PSU COE**

   Climate is defined as 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."[5] The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

   - 81% ($n = 1,997$) of the survey respondents were "comfortable" or "very comfortable" with the climate at PSU COE.
   - 76% ($n = 663$) of Faculty, Staff, and Graduate Student respondents were "comfortable" or "very comfortable" with the climate in their primary department/work unit/research group.
   - 81% ($n = 1,801$) of Student and Faculty respondents were "comfortable" or "very comfortable" with the climate in their classes.

2. **Faculty Respondents – Positive attitudes about faculty work**

   - Tenure-Track Faculty respondents felt that teaching (80%, $n = 88$) and research (91%, $n = 100$) were valued by their departments.
   - Non-Tenure-Track Faculty respondents felt that teaching (66%, $n = 40$) and research (77%, $n = 49$) were valued by their departments.
   - 60% ($n = 123$) of Faculty respondents felt that their teaching was valued.

3. **Staff Respondents – Positive attitudes about staff work**

   - 60% ($n = 142$) of Staff respondents reported that they were able to complete their assigned duties during scheduled hours.
   - 63% ($n = 147$) of Staff respondents believed that they were given a reasonable time frame to complete assigned responsibilities.
   - 55% ($n = 129$) of Staff respondents felt that they were included in opportunities that would help their careers as much as others in similar positions.

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[5]Rankin & Reason, 2008, p. 264

- 62% (n = 169) of Staff respondents believed that PSU COE provided them with resources to pursue training/professional development opportunities.
- Staff respondents believed that they had supervisors (61%, n = 146) and colleagues/coworkers (71%, n = 168) who gave them job/career advice or guidance when they needed it.

4. **Student Respondents – Positive attitudes about academic experiences**
   The way students perceive and experience their campus climate influences their performance and success in college.[6] Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.[7] Attitudes toward academic pursuits are one indicator of campus climate.
   - 62% (n = 1,255) of Student respondents felt valued by PSU COE faculty; 61% (n = 1,233) felt valued by PSU COE staff; and 50% (n = 998) felt valued by PSU COE senior administrators (e.g., department heads, deans).
   - 68% (n = 1,359) of Student respondents felt valued by faculty in the classroom, and 68% (n = 1,352) felt valued by other students in the classroom.
   - 60% (n = 1,200) of Student respondents had faculty whom they perceived as role models.

Key Findings – Opportunities for Improvement

1. **Members of several constituent groups indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct.**
   Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[8] Research also underscores the relationship between workplace discrimination and subsequent productivity.[9] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

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[6]Pascarella & Terenzini, 2005
[7]Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004
[8]Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001
[9]Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

- 11% ($n = 260$) of respondents indicated that they had personally experienced exclusionary, intimidating, offensive, and/or hostile conduct.[10]
  - 25% ($n = 65$) indicated that the conduct was based on their position at PSU COE, 22% ($n = 57$) noted that the conduct was based on their gender/gender identity, 17% ($n = 45$) felt that it was based on their academic performance, and 14% ($n = 45$) felt it was based on their ethnicity.
- Differences emerged based on various demographic characteristics, including gender identity, ethnicity, and age. For example:
  - Staff respondents (25%, $n = 59$) were more likely to indicate that they had experienced this conduct compared to Faculty respondents (18%, $n = 38$), Graduate Student respondents (12%, $n = 49$), or Undergraduate Student respondents (7%, $n = 114$).
  - A higher percentage of Women respondents (15%, $n = 119$) than Men respondents (8%, $n = 134$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at PSU COE. Three themes emerged from the 138 respondents who contributed personal narratives: (1) exclusionary behavior towards various identities, (2) hostile environment, and (3) a lack of a sense of belonging and support.

2. **Several constituent groups indicated that they were less comfortable with the overall college climate, workplace climate, and classroom climate.**
   Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underrepresented social/community/affinity groups (e.g., women, people of color, people with disabilities, first-generation students,

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[10]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, Smith, Ceja, & Solórzano, 2009).

veterans).[11] Several groups at PSU COE indicated that they were less comfortable than their majority counterparts with the climates of the college, workplace, and classroom.

- Differences by position status:
  - Greater fractions of Undergraduate Student respondents (30%, n = 471), Graduate Student respondents (28%, n = 117), and Faculty respondents (26%, n = 54) reported being "very comfortable" with the overall climate at PSU COE than Staff respondents (19%, n = 46).
- Differences by gender identity:
  - 82% (*n* = 1,361) of Men respondents and 80% (*n* = 620) of Women respondents were "very comfortable" or "comfortable" with the overall climate at PSU COE. A significantly higher percentage of Men Faculty and Student respondents (31%, *n* = 490) than Women Faculty and Student respondents (24%, *n* = 148) felt "very comfortable" in their PSU COE classes.
- Differences by racial identity:
  - Underrepresented Respondents of Color (72%, *n* = 127) were less likely to be "very comfortable" or "comfortable" with the overall climate at PSU COE than were White respondents (82%, *n* = 1,343), Asian/Asian American/South Asian respondents (82%, *n* = 394), or Multiracial respondents (79%, *n* = 93).
- Differences by citizenship status:
  - U.S. Citizen Faculty, Staff, and Graduate Student respondents (31%, *n* = 489) were more likely to be "very comfortable" with the climate in their PSU COE Classes than Non-U.S./Naturalized Citizen respondents (24%, *n* = 152).
- Differences by first-generation status:
  - First-Generation Student respondents (23%, *n* = 100) were significantly less "very comfortable" with the climate in their PSU COE classes than were Not-First-Generation Student respondents (30%, *n* = 467).

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[11]Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

3. **Student Respondents –** *Perceived Academic Success*

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*, derived from Question 12 on the survey. Analyses using this scale revealed:

- Undergraduate White Student respondents scored higher on *Perceived Academic Success* than Undergraduate Student Asian/Asian American/South Asian respondents.

- Undergraduate Student respondents with No Disability had higher *Perceived Academic Success* scored than Undergraduate Students with Single or Multiple Disabilities.

- U.S. Citizen Undergraduate Student respondents experienced higher *Perceived Academic Success* than Non-U.S./Naturalized Citizen Undergraduate Student respondents.

- Low-Income Undergraduate Student respondents had lower *Perceived Academic Success* scores than Not-Low-Income Undergraduate Student respondents.

4. **Faculty and Staff Respondents – Challenges with work-life issues**

Faculty, Staff, and Post-doctoral Scholar respondents were asked questions about their experiences regarding working in PSU COE. Analyses based on these questions revealed:

- 50% ($n = 104$) of Faculty respondents, and 53% ($n = 125$) of Staff respondents had seriously considered leaving PSU COE in the past year.
  - By military status, 72% ($n = 18$) of Military Service employee respondents and 50% ($n = 204$) of No Military Service employee respondents seriously considered leaving the College.
  - By disability status: 85% ($n = 17$) of employee respondents with at least one disability and 50% ($n = 207$) of employee respondents with no disabilities seriously considered leaving the College.
  - 46% ($n = 106$) of those Faculty and Staff respondents who seriously considered leaving did so due to financial reasons and 42% ($n = 97$) because of limited opportunities for advancement.

- Faculty and Staff respondents observed unjust hiring (15%, $n = 67$), unfair or unjust disciplinary actions (7%, $n = 29$), or unfair or unjust promotion, tenure, reappointment, and/or reclassification (19%, $n = 84$).

- 48% ($n = 114$) of Staff respondents and 22% ($n = 45$) of Faculty respondents thought that PSU COE provided adequate resources to help them manage work-life balance.

- 23% ($n = 44$) of Faculty respondents and 32% ($n = 74$) of Staff respondents indicated that child care benefits were competitive.

- 36% ($n = 84$) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear and 19% ($n = 45$) believed that the performance evaluation process was productive.

- Over half (55%, $n = 129$) of Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

5. **Faculty Respondents – Challenges with faculty work**

- Slightly more than one-third (35%, $n = 38$) of Tenure-Track Faculty respondents believed that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations.

- 36% ($n = 73$) of Faculty respondents felt that their research/scholarship was valued.

- Just over half (52%, $n = 56$) of Tenure-Track Faculty respondents and 41% ($n = 26$) of Non-Tenure-Track Faculty respondents thought that they performed more work to help students than did their colleagues.

- Approximately one-third (32%, $n = 35$) of Tenure-Track Faculty respondents and of Non-Tenure-Track Faculty respondents (32%, $n = 20$) felt that faculty opinions were taken seriously by senior administrators.

- Less than half of Non-Tenure-Track Faculty respondents (42%, $n = 27$) "agreed" or "strongly agreed" that the criteria used for contract renewal were clear. Only 21% ($n = 13$) of Non-Tenure-Track Faculty respondents indicated that the criteria used for contract renewal was applied equally to all faculty.

Faculty respondents were provided the opportunity to elaborate on their experiences regarding faculty work (renewal, teaching, and research). The themes that emerged revolved around the lack of salary equity and workload balance.

6. **A small but meaningful percentage of respondents experienced unwanted sexual contact.**

   In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a significant issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the PSU COE survey requested information regarding sexual assault.

   - 1% ($n = 24$) of respondents indicated that they had experienced unwanted sexual contact while a member of the PSU COE community.

   - Subsequent analyses suggested that Women and Transspectrum respondents and respondents with Disabilities experienced unwanted sexual contact at higher rates than their counterparts, but the results were not statistically significant due to the small overall number of respondents.

   - Of respondents who indicated that they had experienced unwanted sexual contact, almost none of them reported the incident(s).

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact. Two themes emerged from the data. Shame/Embarrassment was the dominant theme, reflected in almost half of the responses. A lack of understanding in terms of thinking they had somehow encouraged it to happen was often mentioned in tandem with shame. The second most common theme was self-blame.

Conclusion

PSU COE college climate findings[12] were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[13] For example, 70% to 80% of respondents in similar reports found the campus climate to be "comfortable" or "very comfortable." A similar percentage (81%) of PSU COE respondents reported that they were "comfortable" or "very comfortable" with the climate at PSU COE. In other studies conducted by R&A consulting, 20% to 25% of the respondents indicated that they had personally experienced exclusionary, intimidating, offensive, and/or hostile conduct. At PSU COE, a smaller percentage of respondents (11%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.[14]

PSU COE's climate assessment report provides baseline data on diversity and inclusion, and addresses PSU COE's mission and goals. While the findings may guide decision-making in regard to policies and practices at PSU COE, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating on action items based on these findings. The climate assessment findings provide the PSU COE community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. PSU COE, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to an inclusive college and to institute organizational structures that respond to the needs of its dynamic college community.

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[12]Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

[13]Rankin & Associates Consulting, 2015

[14]Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

Introduction

History of the Project

The Pennsylvania State University College of Engineering (PSU COE) affirms that diversity and inclusion are crucial to the intellectual vitality of the COE community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

PSU COE is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in PSU COE's mission statement, the College's goal is "To nurture and train world-class socially aware, globally connected, diverse engineers, educators, and researchers with rigorous core knowledge and problem-solving skills, who understand complex, interacting engineering and societal systems."[15] To better understand the college climate, the senior administration at PSU COE at University Park recognized the need for a comprehensive tool that would provide college climate metrics for University Park PSU COE students, faculty, and staff.

To that end, members of PSU COE formed the COE Planning Committee (COEPC) in 2015. The COEPC was composed of faculty, staff, students, and administrators. Ultimately, PSU COE contracted with Rankin & Associates Consulting (R&A) to conduct a college-wide study entitled, "The Pennsylvania State University College of Engineering Assessment of the Climate for Learning and Working."

Review of the Literature: Campus Climate's Influence on Academic and Professional Success

Climate is defined for this project as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for

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[15]http:// http://www.engr.psu.edu/strategic-plan/

individual and group needs, abilities, and potential."[16] This includes the perceptions and experiences of individuals and groups on campus. For the purposes of this study, climate also includes an analysis of the perceptions and experiences individuals and groups have of others on campus.

More than two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where

> intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. xvi). AAC&U proposed that colleges and universities commit to "the task of creating…inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard" (p. xxi). The report suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all groups.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. Milem, Chang, and Antonio (2005) proposed that, "Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome" (p. iv). Milem et al. (2005) further suggested that for "diversity initiatives to be successful they must engage the entire campus community" (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional

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[16]Rankin & Reason, 2008, p. 264

effectiveness, excellence, and viability. Smith also maintained that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that "good intentions be matched with thoughtful planning and deliberate follow-through" for diversity initiatives to be successful (p. 13).

Campus environments are "complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments" (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, p. 296). Smith (2009) encouraged readers to examine critically their positions and responsibilities regarding underserved populations within the campus environment. A guiding question Smith posed was, are special-purpose groups (e.g., Black Faculty Caucus) and locations (e.g., GLBTIQ and Multicultural Student Retention Services) perceived as "'problems' or are they valued as contributing to the diversity of the institution and its educational missions" (p. 225)?

Campus climate influences students' academic success and employees' professional success, in addition to the social well-being of both groups. The literature also suggests that various identity groups may perceive the campus climate differently from each other and that their perceptions may adversely affect working and learning outcomes (Chang, 2003; D'Augelli & Hershberger, 1993; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Lowey & Hart, 2008). A summary of this literature follows.

Several scholars (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan, & Longerbeam, 2007; Solórzano, Ceja, & Yosso, 2000; Strayhorn, 2013; Yosso, Smith, Ceja & Solórzano, 2009) found that when students of color perceive their campus environment as hostile, outcomes such as persistence and academic performance are negatively impacted. Several other empirical studies reinforce the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Gurin, Dey,

Hurtado, & Gurin, 2002; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research supports the value of a diverse student body and faculty on enhancing learning outcomes and interpersonal and psychosocial gains (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Ngai, & Hurtado, 2007).

The personal and professional development of faculty, administrators, and staff also are influenced by the complex nature of the campus climate. Owing to racial discrimination within the campus environment, faculty of color often report moderate to low job satisfaction (Turner, Myers, & Creswell, 1999), high levels of stress related to their job (Smith & Witt, 1993), feelings of isolation (Johnsrud & Sadao, 1998; Turner et al., 1999), and negative bias in the promotion and tenure process (Patton & Catching, 2009; Villalpando & Delgado Bernal, 2002). For women faculty, experiences with gender discrimination in the college environment influence their decisions to leave their institutions (Gardner, 2013). Lesbian, gay, bisexual, and Trans* (LGBT) faculty felt that their institutional climate forced them to hide their marginalized identities if they wanted to avoid alienation and scrutiny from colleagues (Bilimoria & Stewart, 2009). Therefore, it may come as no surprise that LGB faculty members who judged their campus climate more positively felt greater personal and professional support (Sears, 2002). The literature that underscores the relationships between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower levels of life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal; lower satisfaction with work, coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008).

Finally, in assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation of one another. Maramba & Museus (2011) agreed that an "overemphasis on a singular dimension of students' [and other campus constituents'] identities can also limit the understandings generated by climate and sense of belonging studies" (p. 95). Using an intersectional approach to research on campus climate allows individuals and institutions to explore how multiple systems of

privilege and oppression operate within the environment to influence the perceptions and experiences of groups and individuals with intersecting identities (see Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Patton, 2011; Pittman, 2010; Turner, 2002).

PSU COE Campus-wide Climate Assessment Project Structure and Process
The COEPC (composed of faculty, staff, students, and administrators) collaborated with R&A over the course of four meetings during the summer and fall of 2015 to develop the survey instrument. The final survey instrument was completed in January 2016. PSU COE's survey contained 113 items (21 qualitative and 92 quantitative) and was available via a secure online portal from February 8 – March 4, 2016. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

The conceptual model used as the foundation for PSU COE's assessment of campus climate 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, 2005) and influence systems of differentiation that reproduce unequal outcomes. The COEPC implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, PSU COE's assessment was the result of a comprehensive process to identify the strengths and challenges of college climate, 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.

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."[17] The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003), and with the assistance of the COEPC. The COEPC reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the PSU COE population. The final PSU COE college-wide survey contained 113 questions,[18] including open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal college experiences, their perceptions of the college climate, and their perceptions of PSU COE'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. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

Sampling Procedure. The Office for Research Protections determined that the Climate Study did not meet the definition of human subject research as defined in 45 CFR 46.102(d) and/or (f). Therefore, Institutional Review Board (IRB) review and approval was not required.

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[17]Rankin & Associates Consulting (2015) adapted from AAC&U (1995).
[18]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.

Prospective participants received an invitation from Dean Elnashai that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose of the study, explaining the survey instrument, and on the steps taken to maintain anonymity of respondents. Only surveys that were at least 50% completed were included in the final data set.

Completed online surveys were submitted directly to a secure server, where any computer-based information that might identify participants was deleted. Any comments provided by participants were separated from identifying information at submission so that comments were not attributed to any individual demographic characteristics beyond general position status.

Limitations. Two limitations to the generalizability of the data exist. The first limitation was that respondents "self-selected" to participate. 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 climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% (see Table 3). 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 (version 22.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to PSU COE in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., by 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.[19] Actual percentages[20]

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[19]Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).
[20]Actual percentages were derived using the total number of survey respondents.

with missing or "no response" information may be found in the survey data tables in Appendix B. The purpose of reporting both sets of data is to make clear the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations. Only statistically significant differences are reported unless otherwise noted.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 12 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 undergraduate student persistence. The first seven sub-questions of Question 12 of the survey reflect the questions on this scale.

The questions in each 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, Student respondents who did not answer all scale sub-questions were not included in the analysis. Just over three percent (3.3%) of all potential Student respondents were removed from the analysis owing to one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing 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.[21] One question from the scale (Q12_A_2: "Few of my courses have been intellectually stimulating") did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven (Table 2). The internal consistency reliability (Cronbach's alpha) of the scale was 0.844 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q12_A_2 included, Cronbach's alpha would have been only 0.751.

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[21]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.

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

Scale	Academic experience
Perceived Academic Success	I am performing up to my full academic potential. I am satisfied with my academic experience at PSU COE.
	I am satisfied with the extent of my intellectual development since enrolling at PSU COE. 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 PSU COE.

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 that answered all of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Means Testing Methodology

After creating the factor score for respondents based on the factor analysis, means were calculated. The means for undergraduate students and graduate students were analyzed using a *t*-test for difference of means.

Subsequently, where *n*'s were of sufficient size, 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 separately for undergraduate students and graduate students:

- o Gender identity (Man, Woman)
- o Racial identity (Asian/Asian American/South Asian, White Only, Underrepresented People of Color, Multiple Race)
- o Sexual identity (LGBQ, Heterosexual, Other)
- o Disability status (Single Disability, Multiple Disabilities, No Disability)
- o Low-income status (Low-Income, Not-Low-Income)
- o Citizenship status (US Citizen, Non-US/Naturalized Citizen)

When only two categories existed for the specified demographic variable (e.g., gender identity), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate-to-large effects were noted.

When the specific variable of interest had more than two categories (e.g., racial identity, disability status), 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. Subsequently, if the difference in means was significant, effect size was calculated using eta^2 and any moderate-to-large effects were noted.

Qualitative Comments

Nineteen survey questions provided respondents the opportunity to describe their experiences on the PSU COE campus, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed[22] using standard methods of thematic analysis. R&A reviewers read all comments and formed a list of common themes based on their analyses. Most themes reflected the issues addressed in the survey questions and 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.

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

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 college experiences, their perceptions of the college climate, and their perceptions of PSU COE's institutional actions, including administrative policies and academic initiatives regarding climate.

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 climate at PSU COE.

Description of the Sample[23]

Two thousand, four hundred and sixty-six (2,466) surveys were returned, for a 24.5% overall response rate. A select few programs[24] were excluded from the sample and population totals for the purposes of calculating response rates, but their data remain and were included in analyses in this report. The net overall response rate after making these adjustments was 24.3%. The sample and population figures, chi-square analyses,[25] and response rates by demographic category are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by PSU COE.

- Women were significantly overrepresented in the sample; men were underrepresented.
- Whites and respondents who identified as Two or More Races were significantly overrepresented in the sample. Middle Eastern/North African individuals were present in the sample, but not in the population. Asian/Asian American/South Asians,

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[23]All frequency tables are provided in Appendix B.
[24]Students from Agricultural and Biological Engineering, BioRenewable Systems, and Materials Science & Engineering, as well as Faculty from Agricultural and Biological Engineering and the Engineering Library.
[25]Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by PSU COE.

Black/African American/Caribbean, Latino(a)/Chicano(a)s, and those who were Missing/Unknown/Race Not Listed were significantly underrepresented in the sample. Alaskan Native/American Indians, Native Hawaiian/Pacific Islanders, and International respondents were represented in the sample in equivalent percentages compared to the population.

- Faculty, Staff, and Graduate Students were significantly overrepresented in the sample; Undergraduate Students were underrepresented.
- U.S. Citizens were underrepresented in the sample; Non-U.S./Naturalized Citizen and Missing/Unknown were overrepresented.

Table 3. **Demographics of Population and Sample**

| Characteristic | Categories | Population | | Sample | | Response Rate |
		N	%	n	%	
Gender identity[a]	Man	7,878	77.8	1,663	67.8	21.11
	Woman	2,245	22.2	779	31.8	34.70
	Transspectrum including Other			9	0.4	N/A
Race/Ethnicity[b,1]	Alaskan Native/American Indian	< 5	---	< 5	---	33.33
	Asian/Asian American/South Asian	731	7.2	116	4.7	15.87
	Black/African American	179	1.8	23	0.9	12.85
	Latino(a)/Chicano(a)	390	3.9	50	2.0	12.82
	Middle Eastern/North African	0	0.0	17	0.7	>100.0
	Native Hawaiian/Pacific Islander	7	0.1	< 5	---	28.57
	Two or More Races	185	1.8	91	3.7	49.19
	White	6,139	60.6	1,570	63.7	25.57
	International	2,255	22.3	549	22.3	24.35
	Missing/Unknown/Other	234	2.3	47	1.9	20.09
Citizenship[c]	U.S. Citizen	7,788	76.9	1,792	72.7	23.01
	Non-U.S./Naturalized Citizen	2,333	23.0	658	26.7	28.20
	Missing/Unknown	< 5	---	16	0.6	>100.0
Position status[d]	Faculty	469	4.6	210	8.5	44.78
	Staff	343	3.4	238	9.7	69.39
	Undergraduate Student	7,890	77.9	1,596	64.7	20.23
	Graduate Student	1,421	14.0	422	17.1	29.70

[a] χ^2 (1, $N = 2{,}442$) = 132.47, $p < .001$
[b] χ^2 (8, $N = 2{,}448$) = 108.71, $p < .001$
[c] χ^2 (2, $N = 2{,}466$) = 45.12, $p < .001$
[d] χ^2 (3, $N = 2{,}466$) = 437.69, $p < .001$
[1] International was not a response option on the race/ethnicity question in the survey, but was created by coding any non-U.S. citizen as international.

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. (1998) 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 climate and diversity, as well as higher education survey research methodology experts, reviewed the bank of items available for the survey, as did the members of the COEPC.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from COEPC 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 manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses.[26] Correlations between the responses to questions about overall campus climate for various groups (Question 96) and to questions that rated overall campus climate on various scales (Question 97) were strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients[27] 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.

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[26]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).

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

A strong relationship (between .5 and .6) existed for all five pairs of variables - between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Income Status and Not Classist (income status); and between Positive for People with Disabilities and Disability Friendly (not ableist).

Table 4. **Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups**

	Climate Characteristics				
	Not Racist	**Not Homophobic**	**Not Sexist**	**Not Classist (SES)**	**Disability Friendly**
Positive for People of Color	.491				
Positive for Lesbian, Gay, Bisexual People		.536			
Positive for Women			.525		
Positive for People of Low Income Status				.583	
Positive for People with Disabilities					.550

[1]$p < 0.01$
Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics[28]

For the purposes of several analyses, demographic responses were collapsed into categories established by the COEPC to make comparisons between groups and to ensure respondents' confidentiality. The narrative, figures, or tables do not include results where the number of respondents in a particular category totaled fewer than five ($n < 5$).

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[28]All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate Student respondents, Faculty respondents, and Staff respondents.[29] Of all respondents, 65% (n = 1,596) were Undergraduate Students, 17% (n = 422) were Graduate Students, 9% (n = 210) were Faculty respondents, and 10% (n = 238) were Staff respondents (Figure 1). Ninety-eight percent (n = 2,416) of respondents were full-time in their primary positions. Additional analyses indicated that 99% (n = 1,582) of Undergraduate Student respondents, 95% (n = 400) of Graduate Student respondents, 95% (n = 200) of Faculty respondents, and 99% (n = 234) of Staff respondents were full-time in their primary positions.
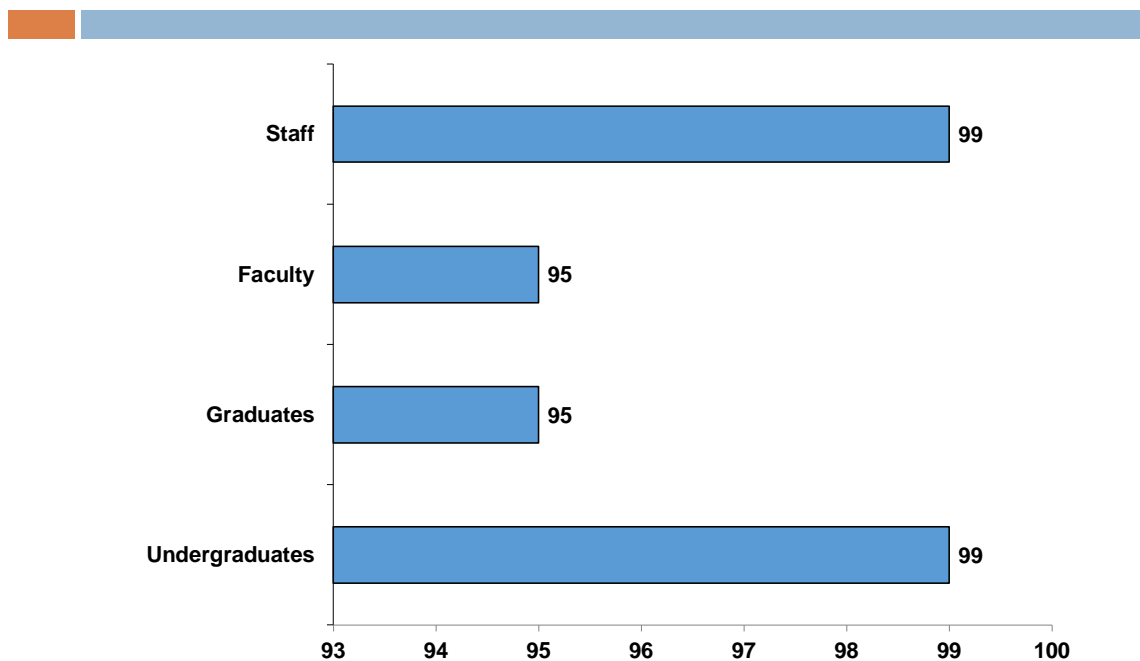
Figure 1. Respondents' Full-time Status by Collapsed Position Status (%)

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[29]Collapsed position status variables were determined by the COEPC. "Undergraduate Students" includes students who have a) started at University Park in the COE, b) started at University Park in another college, c) started at another PSU campus, and d) transferred from another institution. "Graduate Students" includes Non-Degree, Certificate, Master's degree, and Doctoral degree respondents. "Faculty" includes all respondents with any faculty appointment, Post-doctoral Scholars and Fellows, and Administrators with faculty rank. "Staff" includes Exempt, Non-exempt, Wage payroll, and Technical service staff members.

With regard to respondents' work-unit affiliations, Table 5 indicates that Staff respondents represented various work units across the COE. Of Staff respondents, 33% ($n = 78$) were affiliated with the Dean's Office, 8% ($n = 18$) were affiliated with the Facilities Engineering Institute, 6% ($n = 15$) were affiliated with Mechanical and Nuclear Engineering, and 6% ($n = 14$) were affiliated with Civil and Environmental Engineering.

Table 5. **Staff Respondents' Primary Work Unit Affiliations**

Work unit	n	%
Acoustics Program	< 5	---
Aerospace Engineering	9	3.8
Agricultural and Biological Engineering	< 5	---
Architectural Engineering	9	3.8
Biomedical Engineering	8	3.4
Breazeale Nuclear Reactor	6	2.5
Chemical Engineering	6	2.5
Civil & Environmental Engineering	14	5.9
Computer Science and Engineering	8	3.4
Consortium for Building Energy Innovation	< 5	---
Electrical Engineering	8	3.4
Engineering Dean's Office	78	32.8
Engineering Library	< 5	---
Engineering Science & Mechanics	11	4.6
Facilities Engineering Institute	18	7.6
Industrial and Manufacturing Engineering	10	4.2
Mechanical & Nuclear Engineering	15	6.3
School of Engineering Design, Technology, and Professional Programs	7	2.9
Thomas D. Larson Pennsylvania Transportation Institute	10	4.2
Missing	19	8.0

Note: Table includes Staff respondents ($n = 238$) only. Table does not report units where $n < 5$.

Twelve percent ($n = 26$) of Staff respondents have been employed at PSU COE for less than one year. Nineteen percent ($n = 41$) have been employed at PSU COE one or two years; 14% ($n = 31$) for three to five years; 13% ($n = 29$) for six to 10 years; 13% ($n = 29$) for 11 to 15 years; 15% ($n = 32$) for 16 to 20 years; 7% ($n = 16$) for 21 to 30 years; and 6% ($n = 14$) for greater than 30 years. One-quarter ($n = 59$) of Staff respondents' job classification were in Administration, 13% (n = 31) were in Research and Engineering, and 11% (n = 25) were in Student Academic Services. For a complete listing of Staff respondents' job classifications, see table B19 in Appendix B.

Of Faculty respondents, 17% ($n = 36$) were affiliated with the Department of Mechanical and Nuclear Engineering, 11% ($n = 24$) with the School of Engineering Design, Technology, and Professional Programs (SEDTAPP), 10% ($n = 21$) with the Department of Electrical Engineering, and 10% ($n = 21$) were affiliated with the Department of Chemical Engineering (Table 6).

Table 6. **Faculty Respondents' Primary Academic Unit Affiliations**

Academic unit	*n*	*%*
Acoustics Program	5	2.4
Department of Aerospace Engineering	7	3.3
Department of Agricultural and Biological Engineering	< 5	---
Department of Architectural Engineering	13	6.2
Department of Biomedical Engineering	7	3.3
Department of Chemical Engineering	20	9.5
Department of Civil and Environmental Engineering	17	8.1
Department of Computer Science and Engineering	7	3.3
Department of Electrical Engineering	21	10.0
Department of Engineering Science and Mechanics	12	5.7
Department of Industrial and Manufacturing Engineering	11	5.2
Department of Mechanical and Nuclear Engineering	36	17.1
Engineering Library	< 5	---
School of Electrical Engineering and Computer Science	< 5	---
School of Engineering Design, Technology, and Professional Programs (SEDTAPP)	24	11.4
Missing	23	11.0

Note: Table includes Faculty respondents ($n = 210$) only. Table does not report units where $n < 5$.

Seven percent ($n = 8$) of Tenure-Track Faculty respondents have been employed at PSU COE for less than one year. Six percent ($n = 7$) have been employed at PSU COE one or two years; 11% ($n = 12$) for three to five years; 12% ($n = 13$) for six to 10 years; 13% ($n = 15$) for 11 to 15 years; 15% ($n = 17$) for 16 to 20 years; 26% ($n = 29$) for 21 to 30 years; and 11% ($n = 12$) for greater than 30 years.

In contrast, 15% ($n = 12$) of Non-Tenure-Track Faculty respondents have been employed at PSU COE for less than one year. Eighteen percent ($n = 15$) have been employed at PSU COE one or two years; 24% ($n = 20$) for three to five years; 18% ($n = 15$) for six to 10 years; 6% ($n = 5$) for 11 to 15 years; 9% ($n = 7$) for 16 to 20 years; and 9% ($n = 7$) for 21 to 30 years.

Approximately two-thirds of the sample (67%, $n = 1,663$) were Men and 32% ($n = 779$) were Women.[30] Less than one percent ($n = 9$) identified as Genderqueer, Transgender, or "a gender not listed here."[31]

For the purpose of some analyses, gender identity was collapsed into two categories determined by the COEPC. Thirty-two percent ($n = 779$) of the respondents marked "Woman" as their gender identity, and 67% ($n = 1,663$) marked "Man." Responses that marked Transgender, Genderqueer, or "a gender not listed here" were removed for the purposes of analysis because of the small number of respondents.

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[30]The majority of respondents identified their birth sex as male (68%, $n = 1,661$), while 32% ($n = 789$) of respondents identified as female, and < 1% ($n = 2$) as intersex. Additionally, 65% ($n = 1,613$) identified their gender expression as masculine, 31% ($n = 768$) as feminine, 1% ($n = 32$) as androgynous, and 0.5% ($n = 13$) as "not listed here."

[31]Self-identification as transgender 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 in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Because transgender respondents numbered only nine, no analyses were conducted or included in the report in order to maintain the respondents' confidentiality.

Figure 2 illustrates that there were substantially more men than women Graduate Student respondents, Undergraduate Student respondents, and Faculty respondents. However, the pattern was reversed for Staff respondents, with 33% ($n = 76$) identifying as men and 67% ($n = 154$) as women.
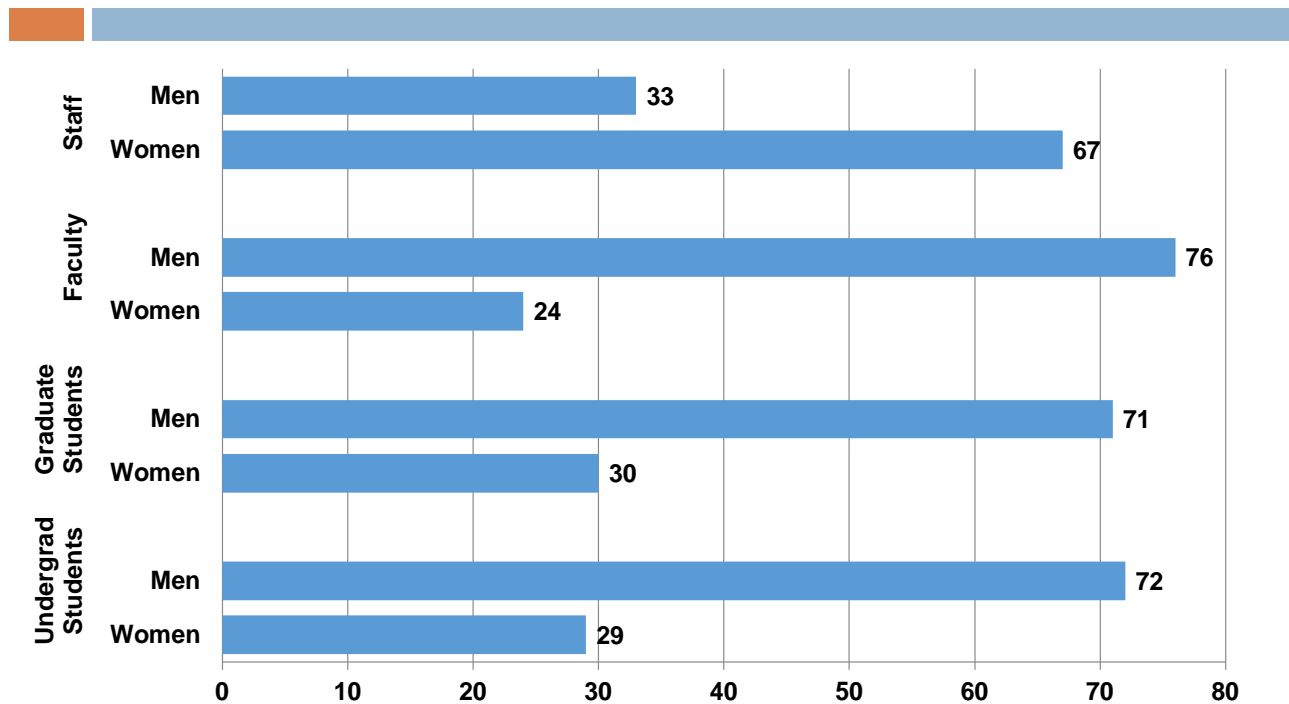
Note: Responses with n < 5 are not presented in the figure.

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

The majority of respondents were Heterosexual[32] (93%, $n = 2{,}281$); 4% ($n = 100$) were LGBQ (lesbian, gay, bisexual, queer, or questioning); and 1% ($n = 20$) were another sexual identity (Figure 3).
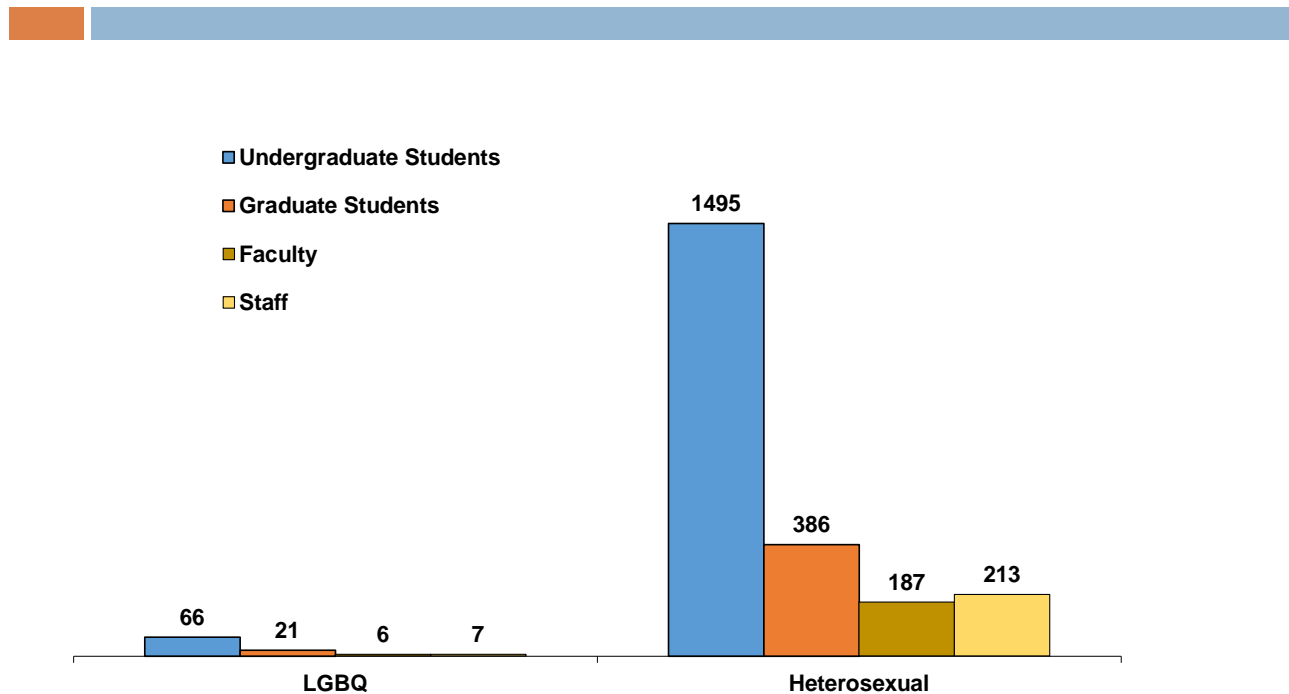
Figure 3. Respondents by Sexual Identity and Position Status (*n*)

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[32]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, queer, and questioning, and those who wrote in "other" terms such as "asexual," "pansexual" and "heterofluid."

Of Staff respondents, 36% ($n = 69$) were between 45 and 54 years old, 25% ($n = 49$) were between 55 and 64 years old, and 25% ($n = 49$) were between 35 and 44 years old. Of the Faculty respondents, 27% ($n = 49$) were between 55 and 64 years old, and 24% ($n = 43$) were between 35 and 44 years old (Figure 4).
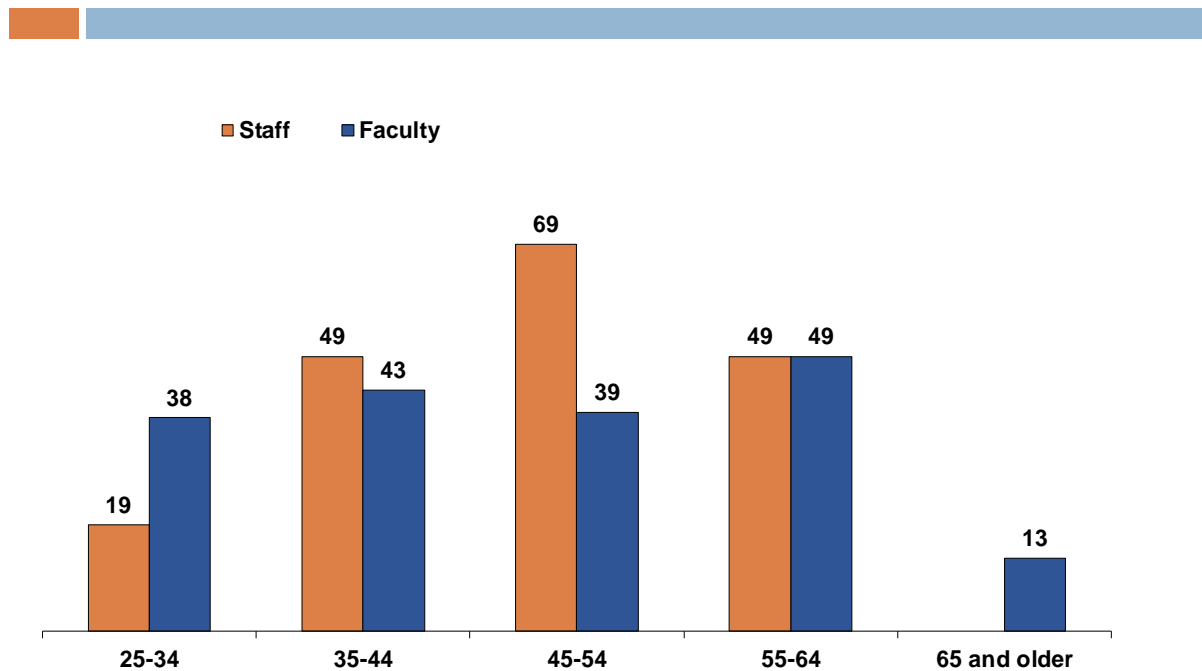
Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Employee[33] Respondents by Age and Position Status (n)

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[33]Throughout the report, the term "employee respondents" refers to all respondents who indicated that they were staff members or faculty members.

Of responding Undergraduate Students, 85% (n = 1,346) were 21 years old or younger, and 14% (n = 221) were between 22 and 24 years old. Fifty-two percent (n = 216) of responding Graduate Students were between 25 and 34 years old and 41% (n = 169) were between 22 and 24 years old (Figure 5).
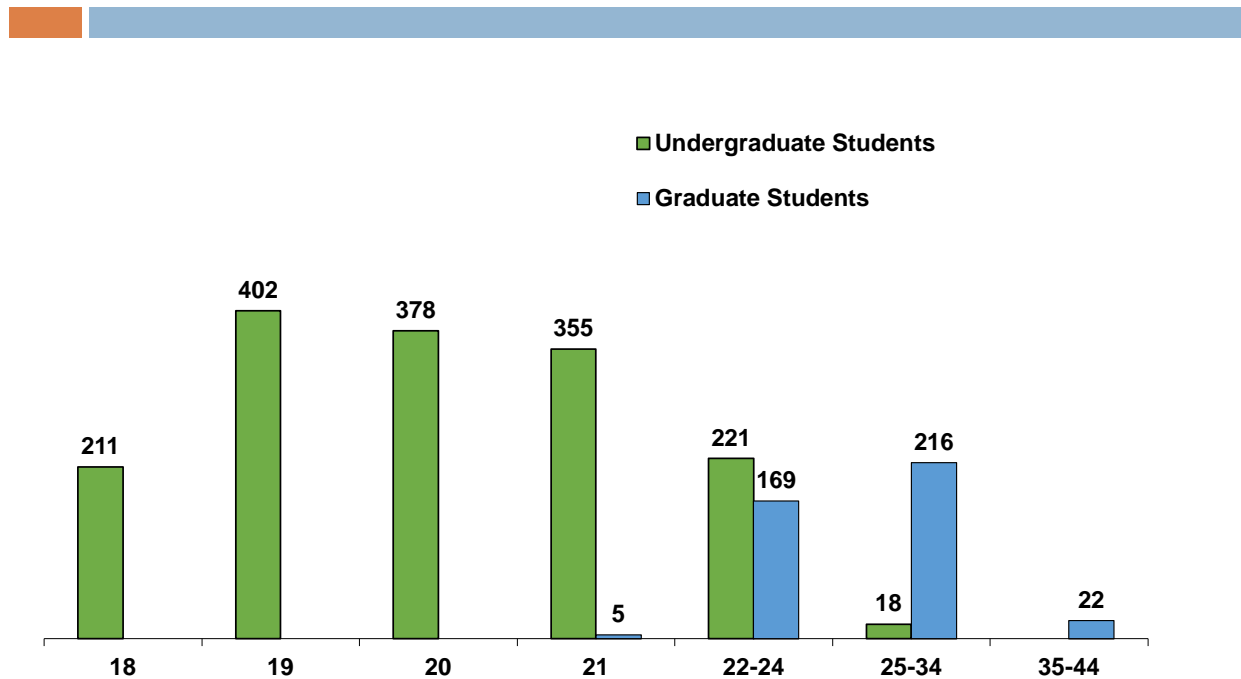
Note: Responses with n < 5 are not presented in the figure.

Figure 5. Student Respondents by Age and Student Status (n)

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With regard to racial identity, 70% (*n* = 1,723) of the respondents identified as White/European American (Figure 6). Twenty-one percent (*n* = 521) of respondents were Asian/Asian American/South Asian, 5% (*n* = 120) were Hispanic/Latin@/Chican@, 4% (*n* = 87) were Middle Eastern/North African, 2% (*n* = 50) were Black/African American, 1% (*n* = 17) were First Nation/American Indian/Indigenous, and < 1% were Pacific Islander (*n* = 7). One percent (*n* = 18) individuals marked the response category "a racial/ethnic identity not listed here" and wrote identities such as "Brazilian," "Turkish," and "American." Note that percentages do not sum to 100 as a result of multiple responses.
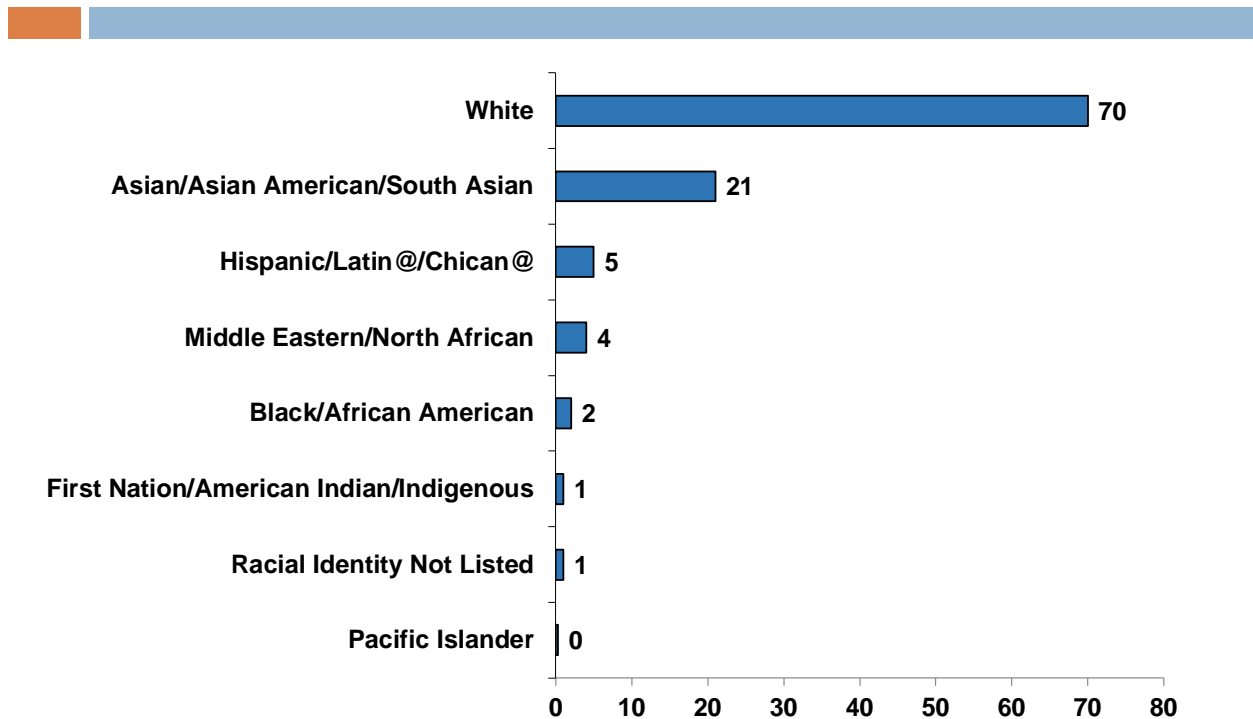
Figure 6. Respondents by Racial/Ethnic Identity (%),
Inclusive of Multiracial and/or Multi-Ethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[34] allowing them to identify as biracial or multiracial. For the purposes of some analyses, the COEPC created four racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (66%, $n = 1,626$) as their identity (Figure 7).[35] Other respondents identified as Asian/Asian American/South Asian (20%, $n = 483$), Multiracial[36] (5%, $n = 117$), and other Underrepresented People of Color[37] (7%, $n = 176$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (3%, $n = 64$).
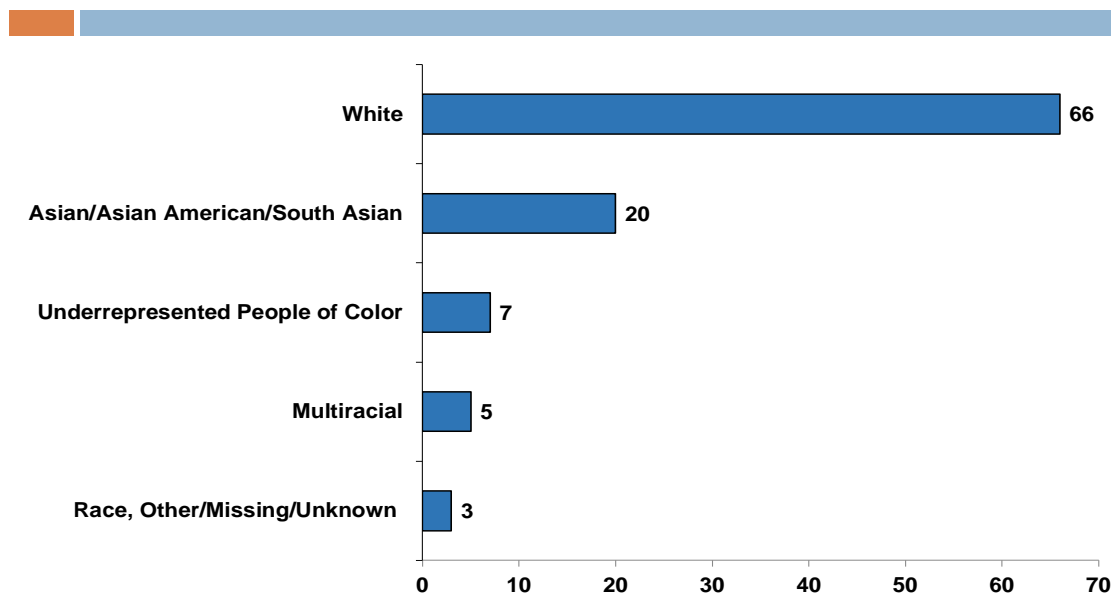
Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

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[34]While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and 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.

[35]Figure 7 illustrates the unduplicated total of responses ($n = 2,466$) for the question, "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 multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)."

[36]Per the COEPC, respondents who identified as more than one racial identity were recoded as Multiracial.

[37]Per the COEPC, the Underrepresented People of Color category included respondents who identified as First Nations/American Indian/Indigenous, Alaska Native, Black/African American, Hispanic/Latin@/Chican@, Middle Eastern/North African, Native Hawaiian, or Pacific Islander.

Thirty-four percent (*n* = 836) of respondents reported No Faith-Based Affiliation (Figure 8). Forty-seven percent (*n* = 1,157) of respondent identified as having a Christian Faith-Based Affiliation. Thirteen percent (*n* = 310) of respondents chose Other Faith-Based Affiliation, and 4% (*n* = 106) identified with Multiple Faith-Based Affiliations.
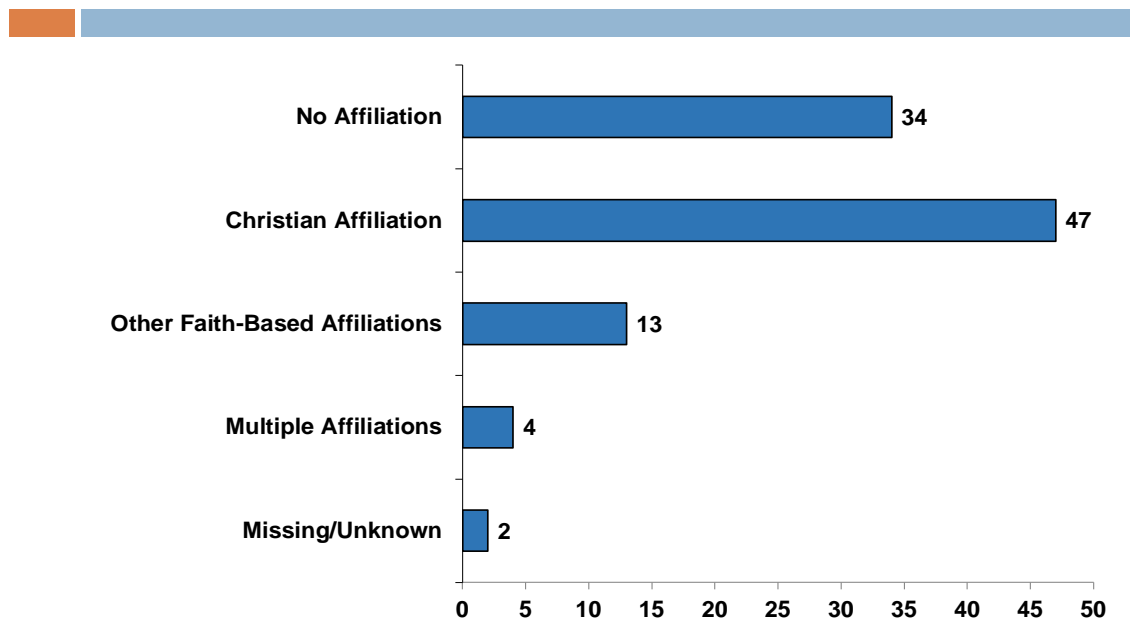
Figure 8. Respondents by Faith-Based Affiliation (%)

Eighty-nine percent ($n = 2{,}191$) of respondents had no parenting or caregiving responsibilities. Ninety-nine percent ($n = 1{,}580$) of Undergraduate Student respondents and 92% ($n = 389$) of Graduate Student respondents had no dependent care responsibilities.

Forty-nine percent ($n = 115$) of Staff respondents and 50% ($n = 103$) of Faculty respondents had substantial parenting or caregiving responsibilities (Figure 9). Twelve percent ($n = 29$) of Staff respondents and 17% ($n = 36$) of Faculty respondents were caring for children under the age of five years and 31% ($n = 73$) of Staff and 27% ($n = 56$) of Faculty were caring for children from six to 18 years old. Six percent ($n = 13$) of Faculty respondents and 14% ($n = 33$) of Staff respondents were caring for senior or other family members.
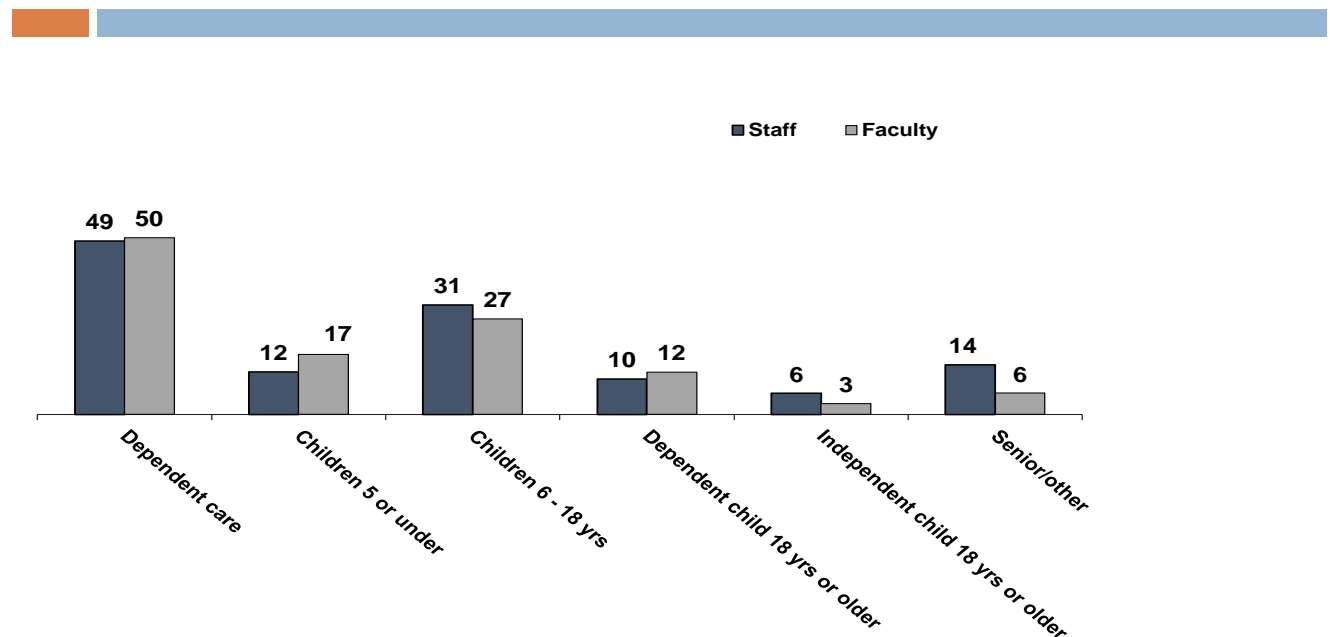
Note: Responses with $n < 5$ are not presented in the figure.

Figure 9. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Additional analyses revealed that 95% ($n = 2,351$) of respondents had never served in the military. Sixteen respondents (1%) were on active duty (including Reserved/National Guard) and 41 respondents (2%) formerly were active military. Two percent ($n = 41$) of respondents were in ROTC.

Six percent ($n = 138$) of respondents[38] had conditions that substantially influenced learning, working, or living activities. Of those who indicated as such, 39% ($n = 54$) of respondents had a learning disability, 36% ($n = 49$) had mental health/psychological conditions, 16% ($n = 22$) had chronic health or medical conditions, and 7% either were hearing impaired or deaf ($n = 10$) and/or had a physical/mobility condition that affects walking ($n = 9$) (Table 7).

Table 7. **Respondents' Conditions That Affect Learning, Working, Living Activities**

Conditions	*n*	%
Learning Disability	54	39.1
Mental Health/Psychological Condition	49	35.5
Chronic Diagnosis or Medical Condition	22	15.9
Hearing impaired or Deaf	10	7.2
Physical/Mobility condition that affects walking	9	6.5
Acquired/Traumatic Brain Injury	5	3.6
Speech/Communication Condition	5	3.6
Visually Impaired or Blind	5	3.6
Asperger's/Autism Spectrum	< 5	---
Physical/Mobility condition that does not affect walking	< 5	---
A disability/condition not listed here	< 5	---

Note: Table includes answers from only those respondents who indicated that they have a disability in Question 62 (n = 138). Percentages may not sum to 100% as a result of multiple responses. Table does not report conditions where *n* < 5.

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[38]Some respondents indicated that they had multiple disabilities or conditions that substantially influenced major life activities. The unduplicated total number of respondents with disabilities is 138 (6%). The duplicated total ($n = 170$) is reflected in Table 7 and in Appendix B, Table B23.

Table 8 depicts how respondents answered the survey item, "What is your citizenship status in the U.S.? Mark all that apply." For the purposes of analyses, the COEPC created two citizenship categories:[39] 73% (n = 1,792) of respondents were U.S. Citizens by birth and 27% (n = 658) of respondents were Naturalized U.S. Citizens or Non-U.S. Citizens. For the purposes of analyses, Undocumented Residents were included in the Non-U.S./Naturalized Citizen category.

Table 8. **Respondents' Citizenship Status (Duplicated Totals)**

Citizenship	*n*	%
U.S. citizen, birth	1,792	72.7
A visa holder (such as J-1, H1-B, and U)	473	19.3
U.S. citizen, naturalized	109	4.4
Permanent resident	71	2.9
Other legally documented status	< 5	---
DACA (Deferred Action for Childhood Arrival)	< 5	---
Refugee status	< 5	---
Currently under a withholding of removal status	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Undocumented status	0	0.0
Missing	16	0.6

Note: Table does not report status where $n < 5$.

Six percent (n = 150) of respondents reported their country of origin was India, and another 6% (n = 147) reported it was China, followed by 1% (n = 23) reporting Iran and 1% (n = 23) reporting South Korea.

Two-thirds (n = 1,849) of respondents indicated that English is their first language. Sixty-nine percent (n = 1,689) of respondents reported that only English was spoken in their homes. Seventeen percent (n = 425) indicated that only a language other than English was spoken in their homes, while 13% (n = 322) indicated that English and at least one other language were

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[39]For the purposes of analyses, there are two collapsed categories for citizenship: 1) "U.S. Citizen by birth" and 2) "Naturalized U.S. Citizen or Non-U.S. Citizen" (includes all other categories, including Undocumented Residents).

spoken in their homes. Some of the languages that respondents indicated that they spoke at home were Arabic, Bengali, Chinese, Farsi, French, German, Greek, Gujarati, Hindi, Korean, Malay, Mandarin, Marathi, Portuguese, Russian, Spanish, Tagalog, Telugu, Turkish, and Vietnamese.

Twenty-five percent ($n = 60$) of Staff respondents indicated that the highest level of education they had completed was a bachelor's degree, 20% ($n = 48$) had finished an associate's degree, and 19% ($n = 44$) had finished a master's degree.

Table 9 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 22% ($n = 348$) of Undergraduate Student respondents and 22% ($n = 91$) of Graduate Student respondents were First-Generation Students.[40]

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

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	%	*n*	%
No high school	29	1.4	27	1.3
Some high school	48	2.4	48	2.4
Completed high school/GED	219	10.9	248	12.3
Some college	163	8.1	150	7.4
Business/technical certificate/degree	57	2.8	84	4.2
Associate's degree	105	5.2	121	6.0
Bachelor's degree	678	33.6	784	38.9
Some graduate work	44	2.2	42	2.1
Master's degree (M.A., M.S., MBA)	462	22.9	363	18.0
Specialist degree (Ed.S.)	5	0.2	< 5	---
Doctoral degree (Ph.D., Ed.D.)	108	5.4	54	2.7
Professional degree (MD, MFA, JD)	85	4.2	57	2.8
Unknown	6	0.3	11	0.5
Not applicable	7	0.3	21	1.0
Missing	< 5	---	5	0.2

Note: Table reports Student responses ($n = 2,018$) only. Table does not report education level where $n < 5$.

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[40]With the COEPC's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, some college, and unknown or not applicable.

Of the responding Master's Students, 52% ($n = 79$) were in their first year and 45% ($n = 69$) in their second year. Amongst Doctoral Students, 29% ($n = 74$) had not yet taken their candidacy exam and 29% ($n = 74$) have taken candidacy, but not yet taken their comprehensive exam. Thirty-six percent ($n = 91$) have scheduled or taken their comprehensive exam and 5% ($n = 13$) have scheduled or held their thesis defense. Of all of the Student respondents, 30% ($n = 603$) began in the COE in 2015, 25% ($n = 502$) in 2014, 18% ($n = 370$) in 2013, 17% ($n = 340$) in 2012, and 8% ($n = 152$) before 2012. Three percent ($n = 51$) of Student respondents began in the COE the year the survey was administered.

Table 10 reveals that 21% ($n = 331$) of Undergraduate Student respondents were in Mechanical Engineering, 10% ($n = 156$) were in Chemical Engineering, and 21% ($n = 328$) were Pre-major (ENGR) students.

Table 10. **Undergraduate Student Respondents' Academic Majors**

Academic major	*n*	%
Pre-major (ENGR) - What is your intended major?	328	20.6
Architectural Engineering	83	5.2
Aerospace Engineering	80	5.0
Biological Engineering	26	1.6
Biomedical Engineering	102	6.4
Chemical Engineering	156	9.8
Civil Engineering	114	7.1
Computer Engineering	50	3.1
Computer Science	67	4.2
Electrical Engineering	122	7.6
Engineering Science	41	2.6
General Engineering	7	0.4
Industrial Engineering	109	6.8
Mechanical Engineering	331	20.7
Nuclear Engineering	62	3.9

Note: Table includes Undergraduate Student respondents ($n = 1,596$) only. Sum does not total 100% owing to multiple response choices.

Sixteen percent ($n = 67$) of Graduate Student respondents were in Mechanical Engineering, 16% ($n = 64$) were in Industrial Engineering, and 11% ($n = 44$) were in Electrical Engineering, while 2% (n = 9) were in a Certificate Program (Table 11). There were no Non-degree Graduate Student respondents.

Table 11. **Graduate Student Respondents' Academic Degree Programs**

Academic degree program	*n*	*%*
Non-degree	0	0.0
Graduate Degree Programs (You may select multiple programs if you are pursuing a dual-degree.)	413	97.9
Acoustics	12	2.9
Aerospace Engineering	33	8.0
Architectural Engineering	21	5.1
Bioengineering	27	6.5
Chemical Engineering	23	5.6
Civil Engineering	31	7.5
Computer Science	8	1.9
Computer Science & Engineering	31	7.5
Electrical Engineering	44	10.7
Engineering Design	5	1.2
Engineering Mechanics	< 5	---
Engineering Science & Mechanics	18	4.4
Environmental Engineering	< 5	---
Industrial Engineering	64	15.5
Mechanical Engineering	67	16.2
Nuclear Engineering	17	4.1
Operations Research (Dual-Title)	14	3.4
Certificate Program	9	2.1

Note: Table includes Graduate Student respondents ($n = 422$) only. Table does not report majors where $n < 5$.
Sum does not total 100% owing to multiple response choices. Students from Agricultural and Biological Engineering, BioRenewable Systems, and Materials Science & Engineering were not included in the recruitment process for the survey.

Analyses revealed that 22% ($n = 1,596$) of Undergraduate Student respondents and 29% ($n = 122$) of Graduate Student respondents were employed on campus. Nine percent ($n = 139$) of Undergraduate Student respondents and 4% ($n = 15$) of Graduate Student respondents were employed off campus. Fifty-eight percent ($n = 194$) of Undergraduate Student respondents and 17% ($n = 20$) of Graduate Student respondents who were employed on campus worked an average of one to 10 hours per week, while 38% ($n = 128$) of Undergraduate Student respondents and 62% ($n = 72$) of Graduate Student respondents who were employed on campus worked an average of 11 to 20 hours per week. Five percent ($n = 15$) of Undergraduate Student respondents and 21% ($n = 23$) of Graduate Student respondents worked more than 20 hours per week.

Of the student respondents who were employed off campus, 41% ($n = 53$) of Undergraduate Student respondents worked an average of one to 10 hours per week, while 35% ($n = 45$) worked an average of 11 to 20 hours per week. Seventeen percent ($n = 22$) of Undergraduate Student respondents worked an average of 21 to 28 hours per week, and 8% ($n = 10$) worked more than 28 hours per week. Forty percent ($n = 6$) of Graduate Student respondents worked an average of one to 10 hours per week, while 60% ($n = 9$) worked more than 10 hours per week.

One-third ($n = 671$) of Student respondents experienced financial hardship while attending PSU, including 34% ($n = 546$) of Undergraduate Student respondents and 30% ($n = 125$) of Graduate Student respondents. Of these Student respondents, 67% ($n = 448$) had difficulty affording tuition, 52% ($n = 349$) had difficulty affording housing, 48% ($n = 319$) had difficulty purchasing books, 38% ($n = 254$) had difficulty affording food, and 37% ($n = 248$) had difficulty affording other educational materials such as a computer, lab equipment, software, etc. (Table 12). "Other" responses included "student loans," "cancer treatments," "car payments," and "father laid off," among others.

Table 12. **Experienced Financial Hardship**

Experience	*n*	*%*
Affording tuition	448	66.8
Affording housing	349	52.0
Purchasing my books	319	47.5
Affording food	254	37.9
Affording educational materials (e.g., computer, lab equipment, software)	248	37.0
Affording other campus fees	211	31.4
Difficulty traveling home during Penn State breaks	142	21.2
Participating in social events	130	19.4
Participating in co-curricular events or activities (e.g., alternative spring breaks, class trips)	110	16.4
Affording health care	109	16.2
Affording study abroad	73	10.9
Commuting to campus	65	9.7
Affording professional association fees/conferences	47	7.0
Affording childcare	7	1.0
A financial hardship not listed above	33	4.9

Note: Table includes only Student respondents who experienced financial hardship ($n = 2,018$).

Seventy-four percent ($n = 310$) of Graduate Student respondents reported receiving a graduate student stipend (graduate assistantship/fellowship), while 15% of all students ($n = 303$) reported using a graduate assistantship/fellowship to pay for their education at PSU. In addition, 61% ($n = 1,225$) of Student respondents depended on family contributions to pay for their education at PSU (Table 13). Seventy-two percent ($n = 1,145$) of Undergraduate Student respondents and 19% ($n = 80$) of Graduate Student respondents relied on family contributions to pay for their education. Additionally, 71% ($n = 1,098$) of Not-Low-Income[41] Student respondents and 23% ($n = 97$) of Low-Income Student respondents relied on family contributions to help pay for college. Likewise, 67% ($n = 1,050$) of Not-First-Generation Student respondents and 40% ($n = 175$) of First-Generation Student respondents depended on family contributions.

Forty percent ($n = 810$) of Student respondents used loans to pay for college. Subsequent analyses indicated that 9% ($n = 38$) of Graduate Student respondents and 48% ($n = 772$) of Undergraduate Student respondents used loans to pay for college. Analyses also revealed that 28% ($n = 114$) of Low-Income Student respondents and 44% ($n = 680$) of Not-Low-Income Student respondents used loans to pay for college. Fifty-seven percent ($n = 251$) of First-Generation Student respondents and 35% ($n = 559$) of Not-First-Generation Student respondents had loans to pay for college.

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[41]For several analyses in this report, the variables of "Low-Income" and "Not-Low-Income" are used. With the COEPC's approval, Low-Income respondents are respondents with family or individual incomes below $30,000. Not-Low-Income respondents are respondents with family or individual incomes of $30,000.00 or greater.

Table 13. **How Student Respondents Were Paying for College**

Source of funding	*n*	%
Family contribution	1,225	60.7
Loans	810	40.1
Merit scholarship (e.g., athletic, honors, music)	383	19.0
Job/personal contribution/co-op/internship	349	17.3
Grants/need based scholarships (Pell, etc.)	326	16.2
Graduate assistantship/fellowship	303	15.0
Personal credit card	160	7.9
Penn State tuition discount	55	2.7
International government scholarship	48	2.4
Work-Study	45	2.2
GI Bill	36	1.8
Resident assistant	17	0.8
A method of payment not listed here	46	2.3

Note: Table includes Student respondents (*n* = 2,018) only. Sum does not total 100% owing to multiple response choices.

Eighteen percent (*n* = 371) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Additional analyses indicated that 6% (*n* = 87) of Undergraduate Student respondents and 72% (*n* = 284) of Graduate Student respondents were the sole providers for their living/educational expenses. Additionally, 63% (*n* = 246) of Low-Income Student respondents, 8% (*n* = 118) of Not-Low-Income Student respondents, 25% (*n* = 100) of First-Generation Student respondents, and 18% (*n* = 271) of Not-First-Generation Student respondents were financially independent. Ninety-four percent (*n* = 1,411) of Undergraduate Student respondents and 29% (*n* = 113) of Graduate Student respondents had families who were assisting with their living/educational expenses (i.e., students were financially dependent).

Twenty-one percent (*n* = 415) of Student respondents reported that they or their families had annual incomes of less than $30,000. Thirty-two percent (*n* = 628) reported annual incomes between $30,000 and $99,999; 25% (*n* = 496) reported incomes between $100,000 and $149,999; 15% (*n* = 301) reported incomes between $150,000 and $249,999; and 6% (*n* = 121) reported incomes of $250,000 or more.[42] These figures are displayed by student status in Figure 10. Information is provided for those Student respondents who indicated 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.
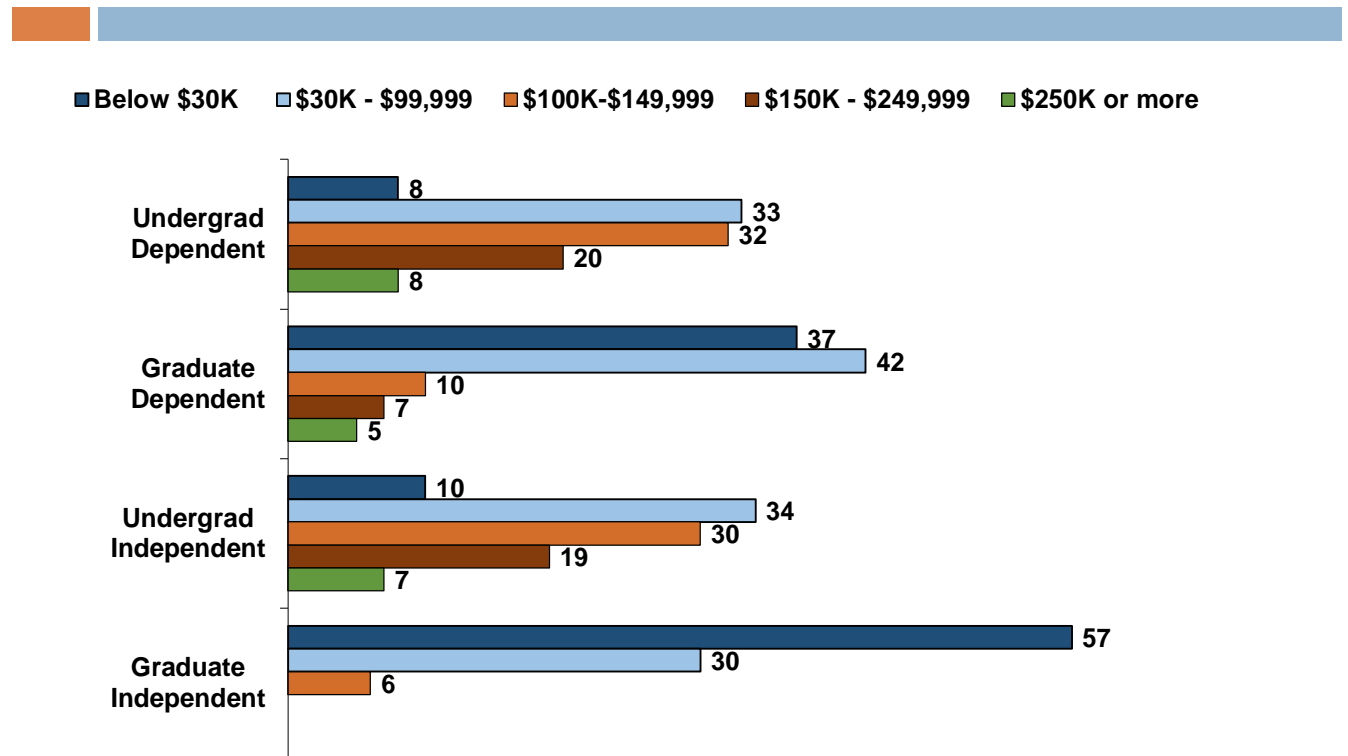
Note: Responses with *n* < 5 are not presented in the figure.

Figure 10. Student Respondents' Income
by Dependency Status (Dependent, Independent) and Student Status (%)

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[42]Refer to Table B28 in Appendix B for the combined Student data.

Of the Students completing the survey, 37% ($n = 743$) lived in campus housing and 63% ($n = 1,261$) lived in non-campus housing (Table 14). Subsequent analyses indicated that 46% ($n = 725$) of Undergraduate Student respondents lived in campus housing, while 96% ($n = 404$) of Graduate Student respondents lived in non-campus housing.

Table 14. **Student Respondents' Residence**

Residence	*n*	%
Non-campus housing	1,261	62.5
Campus housing - In a living area, but not in a special living option	450	22.3
Campus housing - In a special living option not listed here	151	7.5
Campus housing - In a COE-related special living option	134	6.6
Campus housing - Sorority housing	8	0.4
Missing	13	0.6
Transient housing (e.g., couch surfing, sleeping in car, shelter)	< 5	---

Note: Table reports Student responses ($n = 2,018$) only. Table does not report residences where n < 5.

Twenty-four percent (*n* = 478) of Student respondents did not participate in any student clubs or organizations at PSU (Table 15). Thirty-nine percent (*n* = 789) were involved with honorary/academic/professional/educational organizations, 21% (n = 422) with sports and recreational organizations; 20% (*n* = 400) were involved with special interest organizations; and 18% (*n* = 358) were involved in university or college affiliate organizations.

Table 15. **Student Respondents' Participation in Clubs/Organizations at PSU COE**

Club/organization	*n*	%
Honorary/Academic/Professional/Educational	789	39.1
I do not participate in any clubs/organizations	478	23.7
Sports & Recreation	422	20.9
Special Interest	400	19.8
University/College affiliate	358	17.7
Greek Life	178	8.8
Service	175	8.7
Cultural/International	165	8.2
Religious	157	7.8
Performing Arts	124	6.1
Student Council	80	4.0
Student Government	62	3.1
Intercollegiate Athletics	55	2.7
Political	27	1.3
Media	13	0.6

Note: Table includes Student responses (*n* = 2,018) only. Percentages may not sum to 100% as a result of multiple responses.

Tables 16 and 17 indicate that most Student respondents earned passing grades.

Table 16. **Undergraduate Student Respondents' Cumulative G.P.A. at the End of Last Semester**

G.P.A.	*n*	%
3.50 - 4.00		
	651	40.8
3.00 – 3.49		
	609	38.2
2.50 – 2.99		
	241	15.1
2.00 – 2.49		
	66	4.1
1.50 – 1.99		
	7	0.4
1.49 or below		
	< 5	---
No GPA as of yet		
	18	1.1
Missing		
	< 5	---

Note: Table includes Undergraduate Student responses (*n* = 1,596) only. Table does not report GPA category where *n* < 5.

Table 17. **Graduate Student Respondents' Cumulative G.P.A. at the End of Last Semester**

G.P.A.	*n*	%
3.50 - 4.00		
	329	78.0
3.00 – 3.49		
	68	16.1
2.50 – 2.99		
	8	1.9
2.00 – 2.49		
	< 5	---
1.50 – 1.99		
	0	0.0
1.49 or below		
	0	0.0
No GPA as of yet		
	15	3.6
Missing		
	0	0.0

Note: Table includes Student responses (*n* = 422) only. Table does not report GPA category where *n* < 5.

Campus Climate Assessment Findings[43]

The following section reviews the major findings of this study. [44] The review explores the climate at PSU COE through an examination of respondents' personal experiences, their general perceptions of college climate, and their perceptions of institutional actions regarding climate in the COE, 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 Climate at PSU COE

The survey posed questions regarding respondents' levels of comfort with the overall climate in PSU COE, the climate in their primary work unit, and in their PSU COE classes. Undergraduate students were not asked about their primary work unit. Table 18 illustrates that 81% ($n = 1,997$) of the survey respondents were "comfortable" or "very comfortable" with the overall climate at PSU COE. Seventy-six percent ($n = 663$) of Faculty, Staff, and Graduate Student respondents were "comfortable" or "very comfortable" with the climate in their primary department/work unit/research group. Eighty-one percent ($n = 1,801$) of Student and Faculty respondents were "comfortable" or "very comfortable" with the climate in their PSU COE classes.

Table 18. **Respondents' Comfort with the Climate at PSU COE**

Level of comfort	Comfort with overall climate		Comfort with climate in department/ work unit/research group*		Comfort with climate in PSU COE classes**	
	n	*%*	*n*	*%*	*n*	*%*
Very comfortable	688	27.9	331	38.1	644	29.1
Comfortable	1,309	53.1	332	38.1	1,157	52.3
Neither comfortable nor uncomfortable	344	13.9	111	12.8	327	14.8
Uncomfortable	103	4.2	78	9.0	81	3.7
Very uncomfortable	21	0.9	17	2.0	5	0.2

*Faculty, Staff, and Graduate Student respondents ($n = 870$) only.
**Faculty and Student respondents ($n = 2,228$) only.

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[43]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.

[44]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 item).

Figure 11 illustrates that Undergraduate Student respondents (30%, $n = 471$), Graduate Student respondents (28%, $n = 117$), and Faculty respondents (26%, $n = 54$) were significantly more comfortable ("very comfortable") with the overall climate at PSU COE than were Staff respondents (19%, $n = 46$).[i]

Undergraduate Student respondents who started at the University Park (UP) campus in the COE responded that they were "very comfortable" (32%, $n = 391$) with the overall climate in the COE at a higher percentage than Undergraduate Student respondents who started at UP in a major outside of the COE (15%, $n = 11$) or Undergraduate Student respondents who did not start at UP (24%, $n = 69$).[ii] A slightly higher proportion of Master's Student respondents (60%, n = 93) were "comfortable" with the overall climate in the COE compared to Doctoral Student respondents (52%, n = 137).[iii]
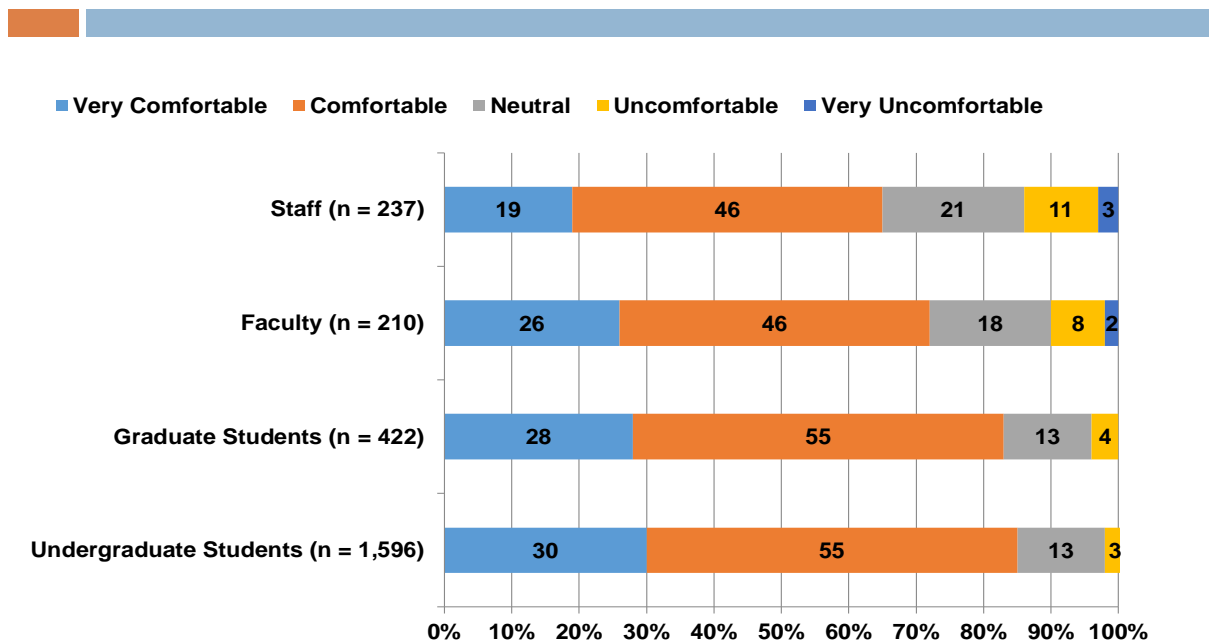
Note: Responses with $n < 5$ are not presented in the figure.

Figure 11. Respondents' Comfort with Overall Climate by Position Status (%)

Figure 12 illustrates that a higher percentage of Staff respondents (16%, $n = 38$) were "uncomfortable" with the climate in their primary department/work unit/research group at PSU COE, compared with Graduate Student respondents (6%, $n = 25$), and Faculty (7%, $n = 15$).[iv] A higher proportion of Master's Student respondents (84%, $n = 130$) were "very comfortable" or "comfortable" with the climate in their primary department/work unit/research group in the COE compared to Doctoral Student respondents (77%, $n = 203$).[v]
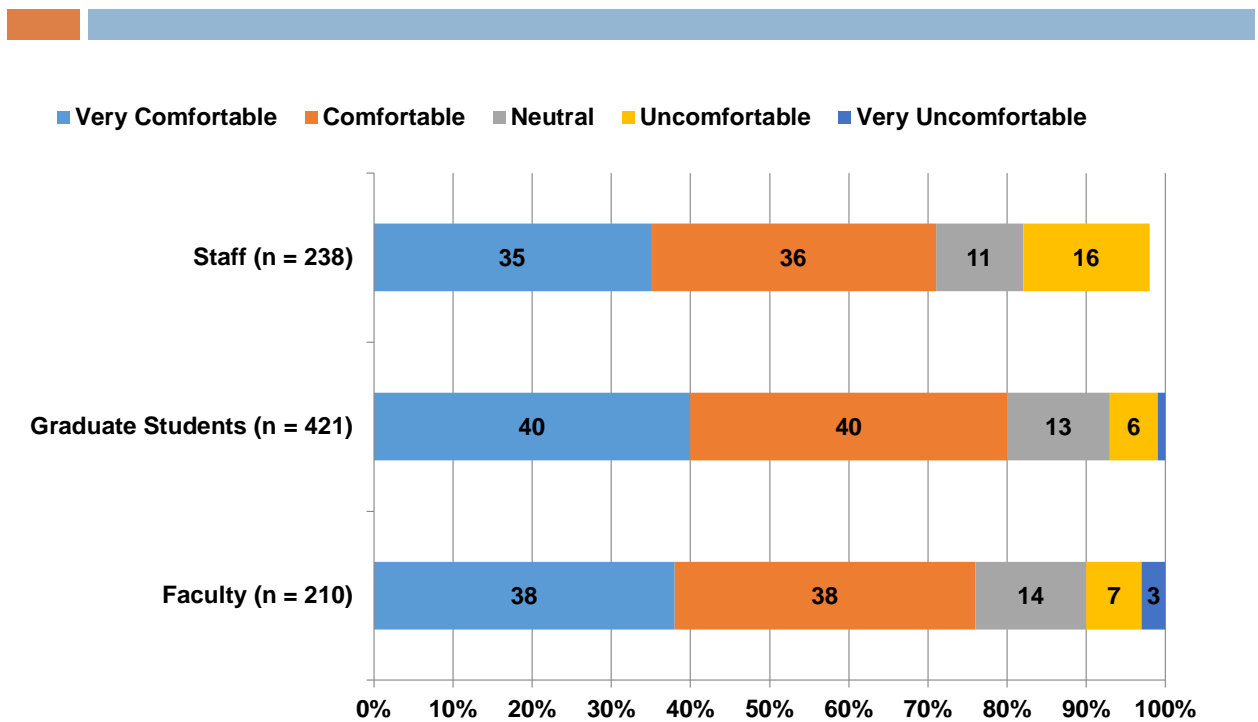
Figure 12. Faculty, Staff, and Graduate Student Respondents' Comfort with Climate in Primary Department/Work Unit/Research Group by Position Status (%)

When analyzed by position status, a larger percentage of Faculty respondents were "very comfortable" (38%, $n = 76$) but a smaller percentage were "comfortable" (42%, $n = 84$) with the level of comfort with the classroom climate in their COE classes (Figure 13) than Graduate Student respondents (31%, $n = 129$; 55%, $n = 231$), and Undergraduate Student respondents (28%, $n = 439$; 53%, $n = 842$). [vi] No Graduate Student respondents were "very uncomfortable" with the climate in their COE classes. A larger percentage of Master's Student respondents were "comfortable" with the climate (63%, $n = 97$), compared to Doctoral Student respondents (51%, $n = 133$). [vii]

■ Very Comfortable   ■ Comfortable   ■ Neutral   ■ Uncomfortable   ■ Very Uncomfortable
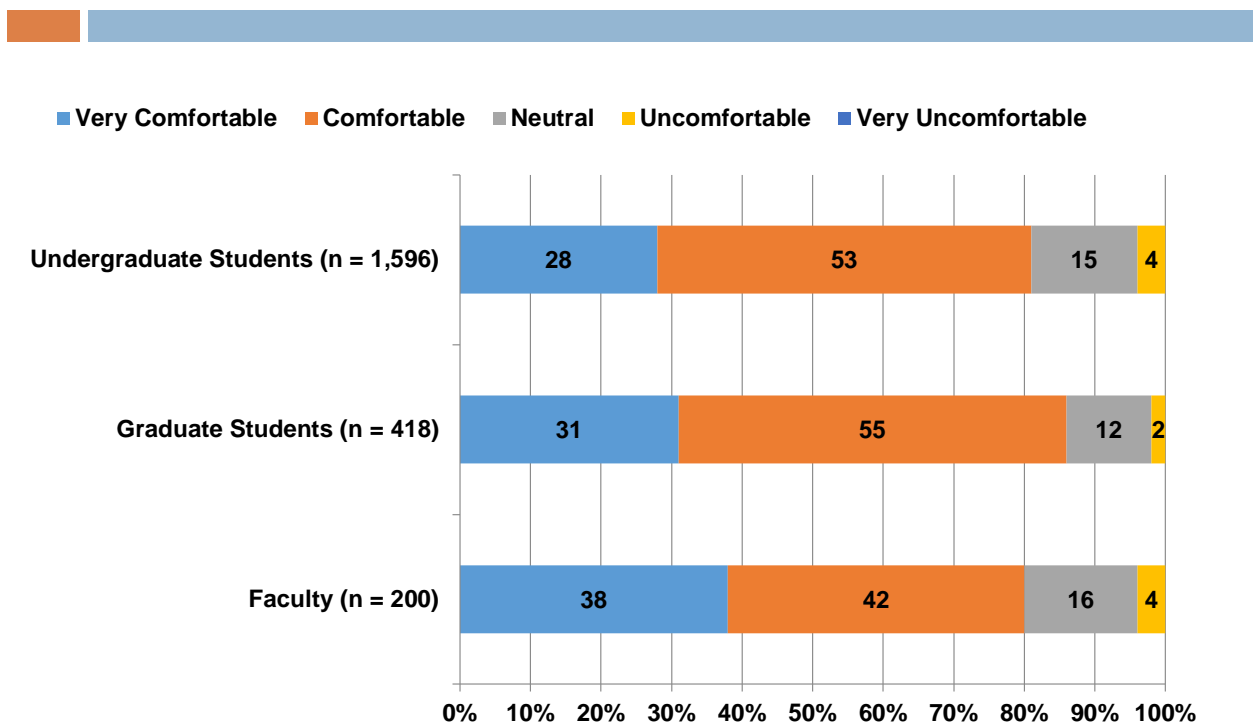
Figure 13. Faculty, Undergraduate Student, and Graduate Student Respondents' Comfort with Climate in their PSU COE Classes by Position Status (%)

Several analyses were conducted to determine whether respondents' level of comfort with the overall climate, with climate in their primary department/work unit/research group, or with climate in their PSU COE classes differed based on various demographic characteristics.

By gender identity,[45] 82% ($n = 1,361$) of Men respondents and 80% ($n = 620$) [46] of Women respondents were "very comfortable" or "comfortable" with the overall climate at PSU COE (Figure 14).

■ **Very Comfortable**   ■ **Comfortable**   ■ **Neutral**   ■ **Uncomfortable**   ■ **Very Uncomfortable**

	Very Comfortable	Comfortable	Neutral	Uncomfortable
Men (n = 1,663)	30	52	14	4
Women (n = 778)	24	55	14	5
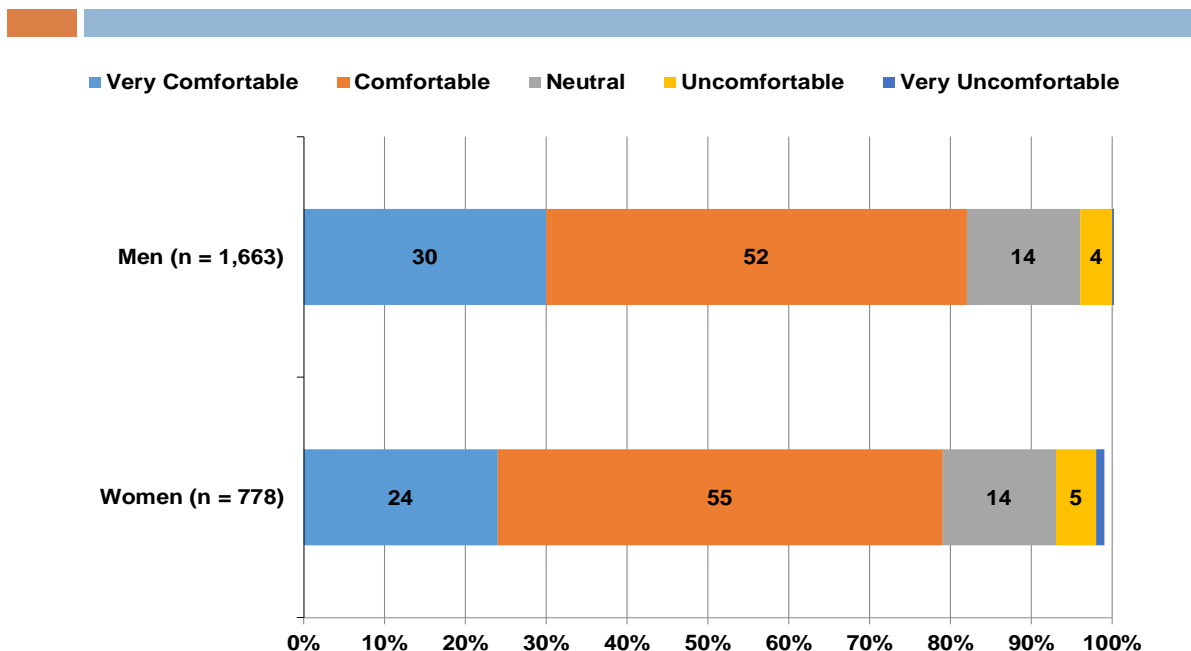
Note: Responses with $n < 5$ are not presented in the figure.

Figure 14. Respondents' Comfort with Overall Climate by Gender Identity (%)

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[45]Per the COEPC, gender identity was recoded into the categories Man ($n = 1,663$), Woman ($n = 779$), and Transspectrum ($n = 9$), where Transspectrum respondents included those who marked "transgender," "genderqueer," or more than one response for the question, "What is your gender/gender identity (mark all that apply)?" For the purposes of analyses in this section, Transspectrum respondents were not included to maintain the confidentiality of their responses.

[46]In several places throughout the report narrative, the figure may not provide the total noted in the narrative as a result of rounding the numbers in the figure to the nearest whole number. For instance, according to the analyses, 24.3% of Women respondents were "very comfortable" and 55.4% were "comfortable" with the overall climate in PSU COE. In the figure, those numbers were rounded to 24% and 55%, respectively. 24.3% + 55.4% = 79.7%, which was rounded to 80% of Women respondents who were "very comfortable" or "comfortable" with the climate in their department/work units. Figure 14, however, rounds the numbers to 24% and 55%, which would total 79%.

Significant differences existed between Men and Women Employee respondents regarding their level of comfort with the climate in their departments/work units (Figure 15). Graduate Students were also asked their opinion on the climate in their primary work unit. Forty percent ($n = 211$) of Men Faculty, Staff, and Graduate Student respondents and 36% ($n = 116$) of Women Faculty, Staff, and Graduate Student respondents were "very comfortable" with the climate in their primary department/work unit/research group.[viii]

Figure 15. Faculty, Staff, and Graduate Student Respondents' Comfort with Climate in Primary Department/Work Unit/Research Group by Gender Identity (%)

A significantly higher percentage of Men Faculty and Student respondents (31%, $n = 490$) than Women Faculty and Student respondents (24%, $n = 148$) felt "very comfortable" in their PSU COE classes (Figure 16).[ix]
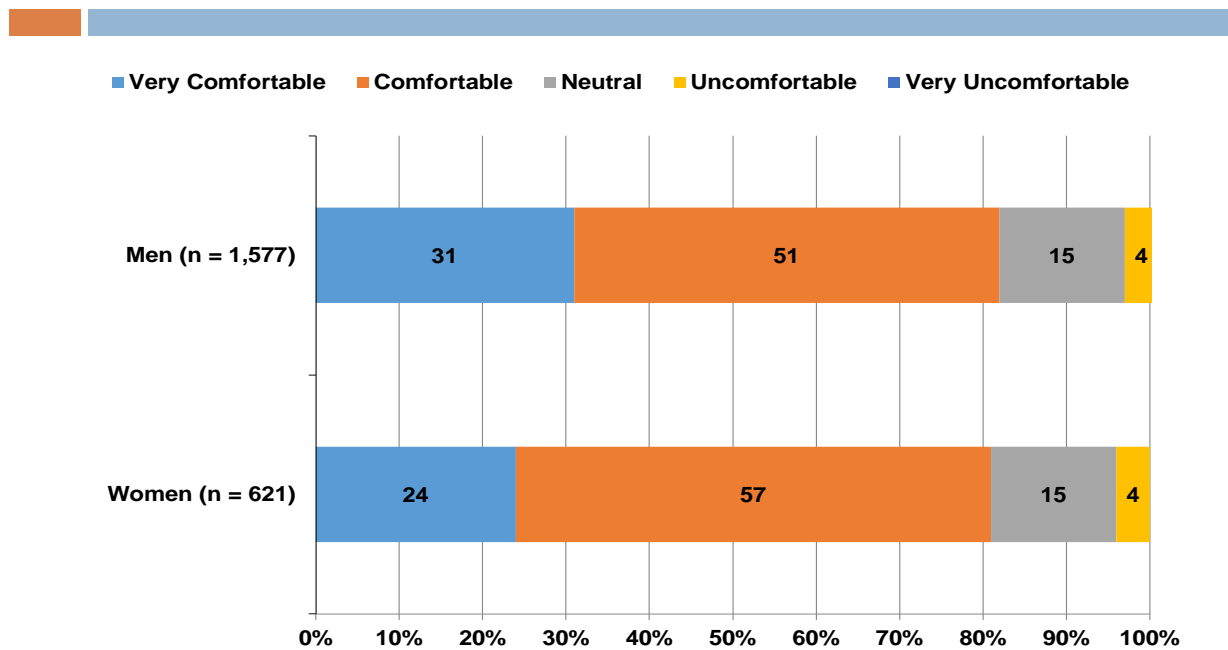
Figure 16. Faculty and Student Respondents' Comfort with Climate in PSU COE Classes by Gender Identity (%)

When considering all respondents by racial identity, White respondents (31%, $n = 508$) were more likely to be "very comfortable" with the overall climate at PSU COE than Asian/Asian American/South Asian respondents (21%, $n = 99$), Underrepresented Respondents of Color (20%, $n = 35$), or Multiracial respondents (25%, $n = 30$), while Asian/Asian American/South Asian respondents (61%, $n = 295$) were more likely to be "comfortable" with the overall climate at PSU COE than White respondents (51%, $n = 835$), Underrepresented Respondents of Color (52%, $n = 92$), and Multiracial respondents (54%, $n = 63$) (Figure 17).[x]
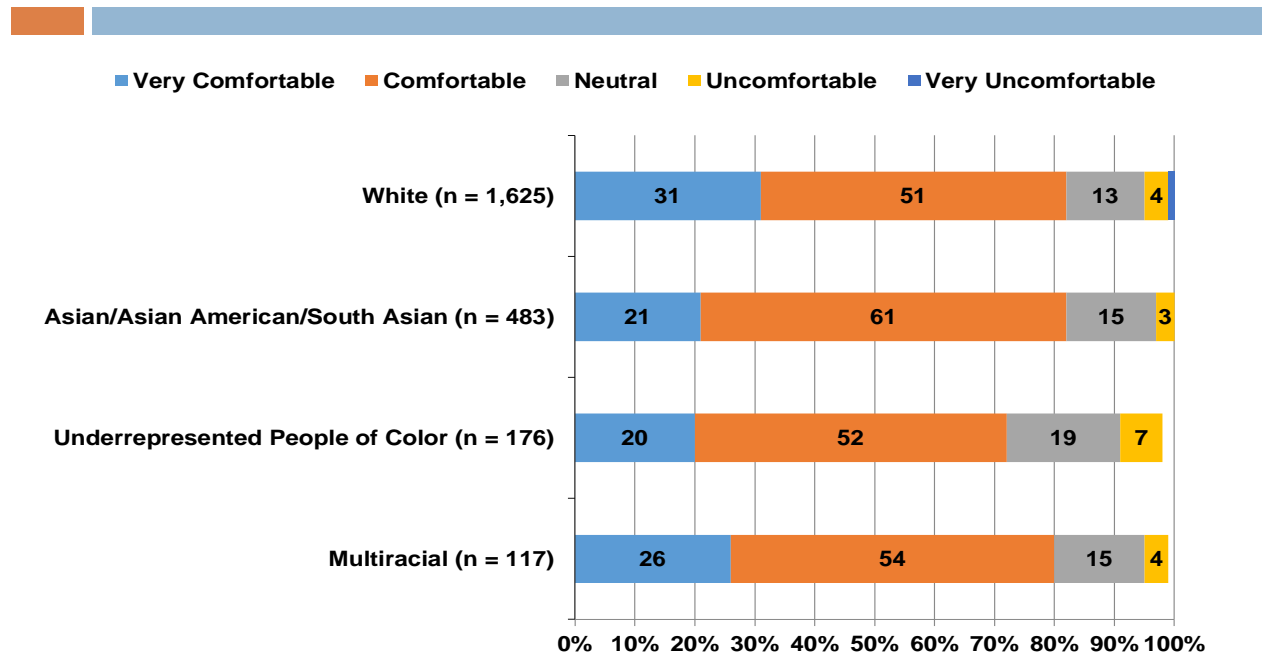
Figure 17. Respondents' Comfort with Overall Climate by Racial Identity (%)

A lower percentage of Underrepresented Faculty, Staff, and Graduate Student Respondents of Color (65%, $n = 40$) were "very comfortable" or "comfortable" with the climate in their primary department/work unit/research group than were White (76%, $n = 381$), Asian/Asian American/South Asian (82%, $n = 199$), and Multiracial (82%, $n = 18$) Faculty, Staff, and Graduate Student respondents (Figure 18); these differences were not statistically significant.
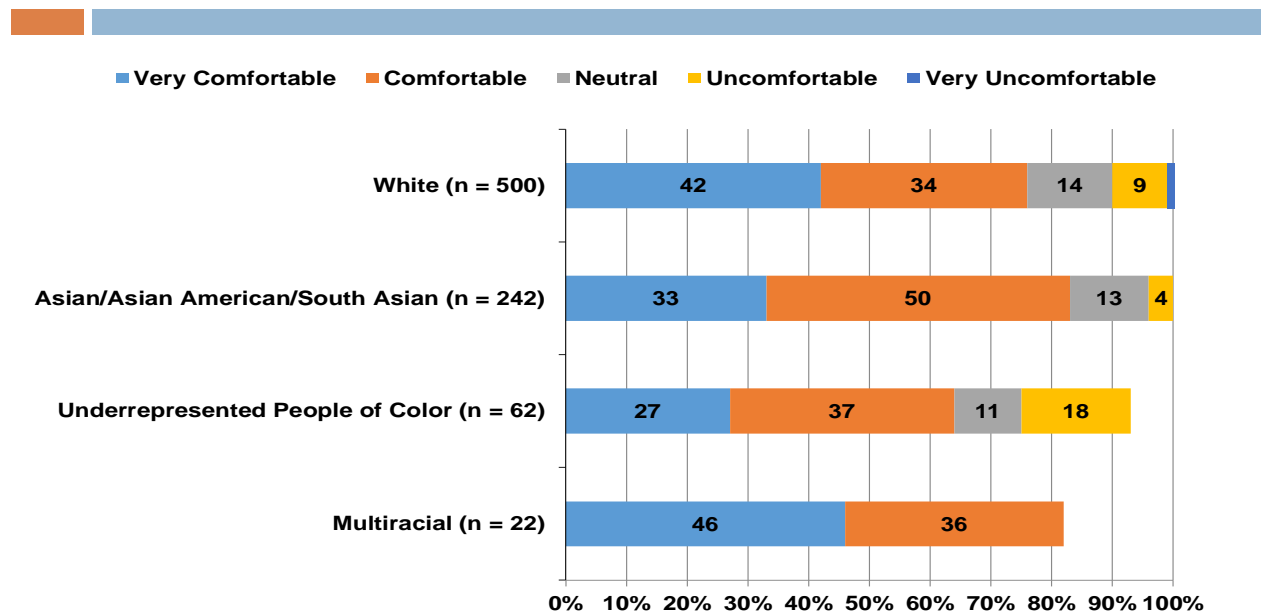
Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Faculty, Staff, and Graduate Student Respondents' Comfort with Climate in Department/Work Unit/Research Group by Racial Identity (%)

Figure 19 illustrates that a lower percentage of Underrepresented Faculty and Student Respondents of Color (67%, $n = 116$) were "very comfortable" or "comfortable" with the climate in their PSU COE classes than were White (84%, $n = 1,184$), Asian/Asian American/South Asian (79%, $n = 377$), and Multiracial (76%, $n = 87$) Faculty and Student respondents; these differences were not statistically significant.
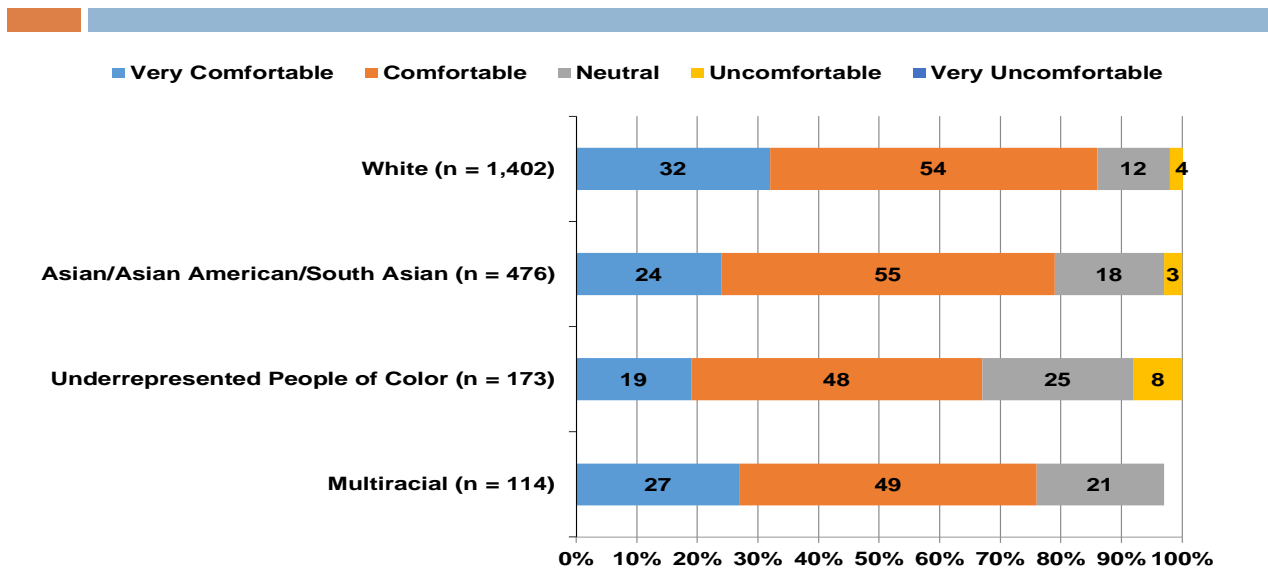
Note: Responses with $n < 5$ are not presented in the figure.

Figure 19. Faculty and Student Respondents' Comfort with Climate in PSU COE Classes by Racial Identity (%)

Significant differences occurred in respondents' level of comfort with the overall climate occurred based on citizenship status (Figure 20). U.S. Citizen respondents (30%, n = 538) were more likely to be "very comfortable" with the overall climate than Non-U.S./Naturalized Citizen respondents (22%, n = 146), but less likely to be "comfortable" (52%, n = 924) than were Non-U.S./Naturalized Citizen respondents (58%, n = 380).[xi]
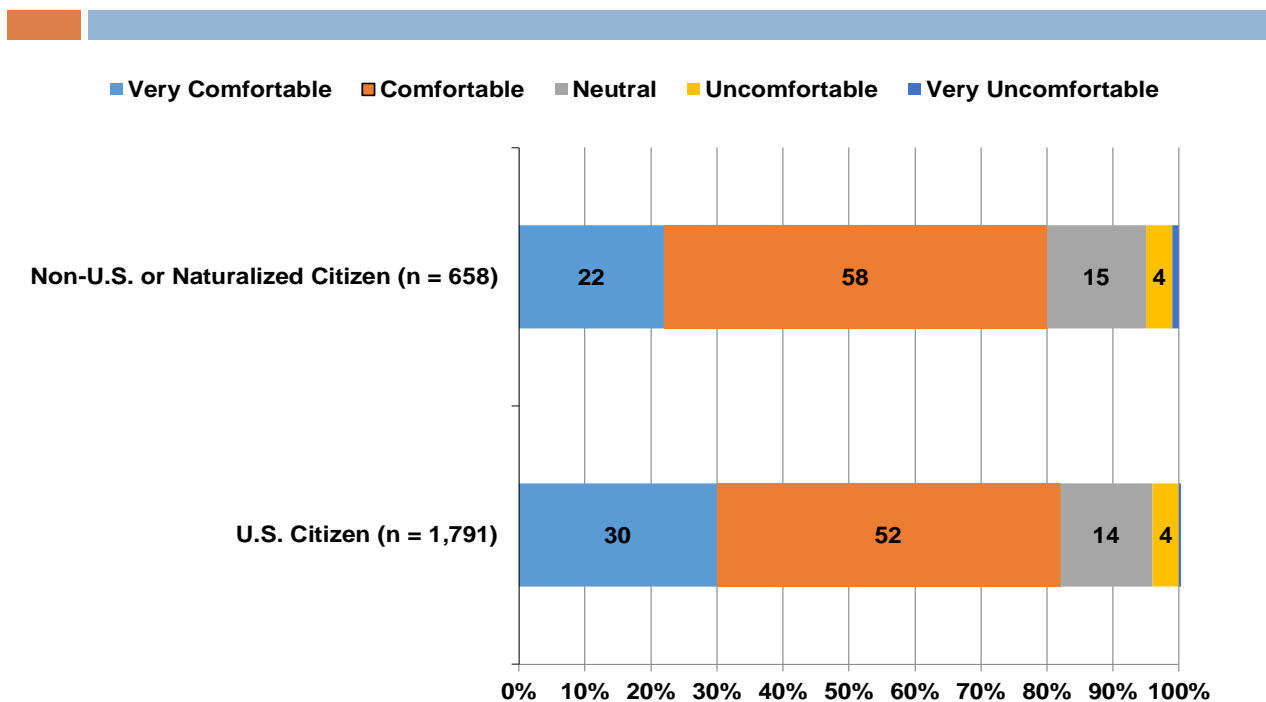
Figure 20. Respondents' Comfort with Overall Climate by Citizenship Status (%)

U.S. Citizen Faculty, Staff, and Graduate Student respondents (41%, *n* = 202) were more likely to be "very comfortable" with the climate in their primary department/work unit/research group than Non-U.S./Naturalized Citizen respondents (35%, *n* = 126), but less likely to be "comfortable" (32%, *n* = 159) than were Non-U.S./Naturalized Citizen respondents (48%, *n* = 170) (Figure 21). [xii]
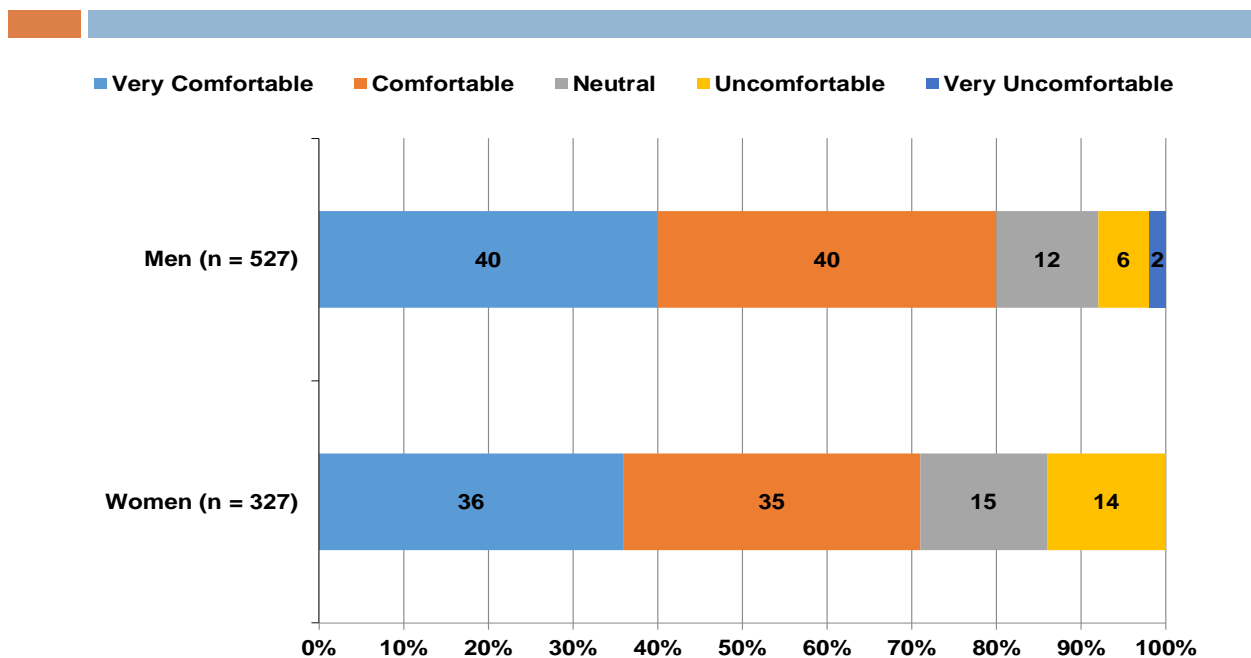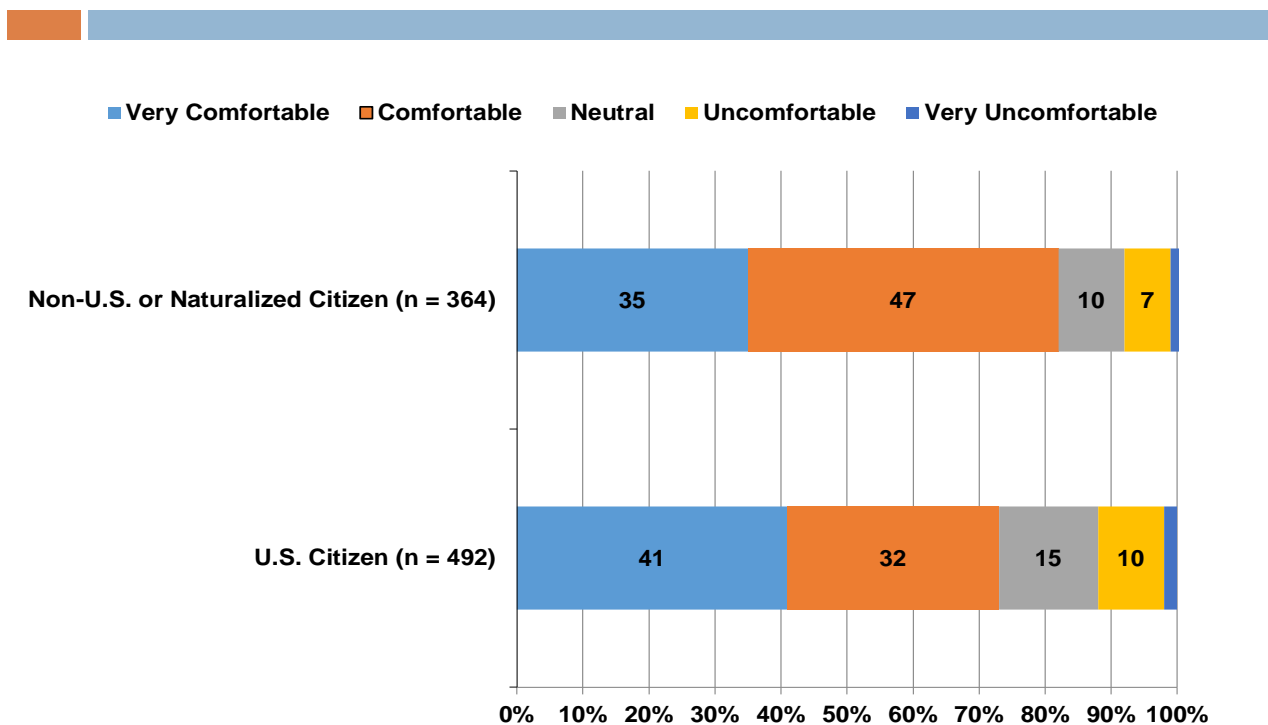

Figure 21. Faculty, Staff, and Graduate Student Respondents' Comfort with Climate in Primary Department/Work Unit/Research Group by Citizenship Status (%)

U.S. Citizen Faculty, Staff, and Graduate Student respondents (31%, $n = 489$) were more likely to be "very comfortable" with the climate in their PSU COE classes than Non-U.S./Naturalized Citizen respondents (24%, $n = 152$) (Figure 22). [xiii]
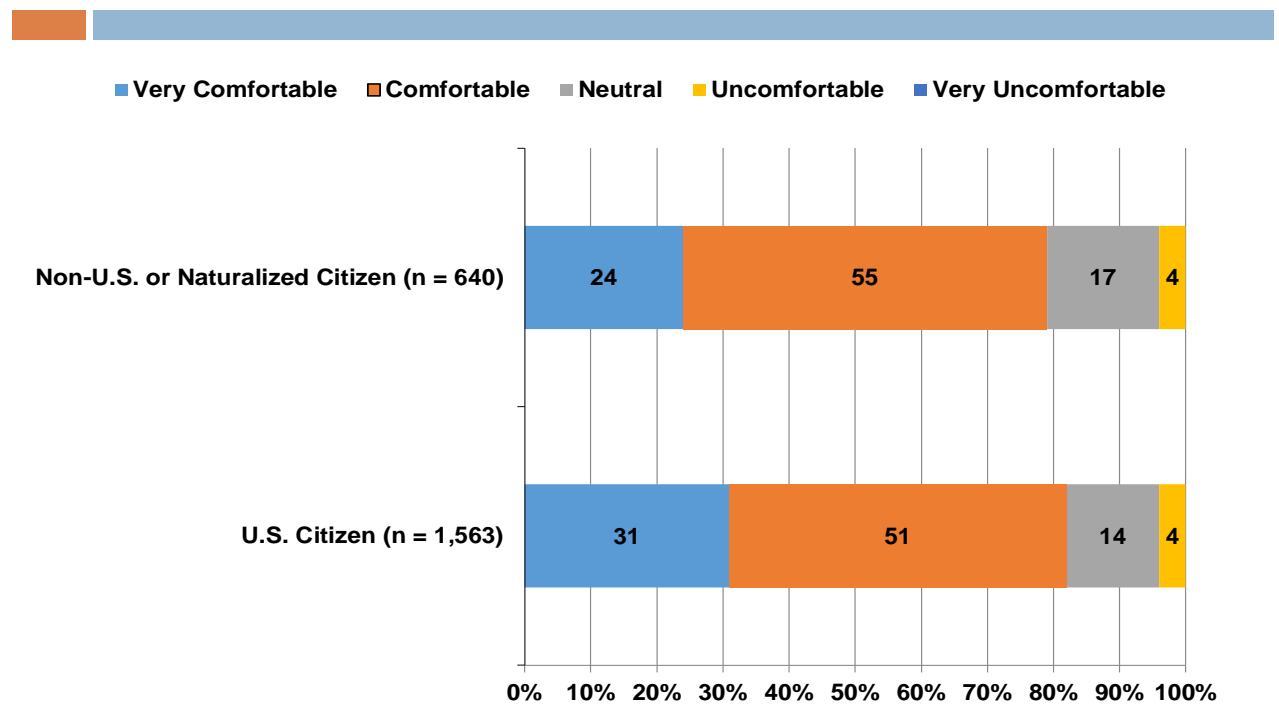
Note: Responses with $n < 5$ are not presented in the figure.

Figure 22. Faculty, Staff, and Graduate Student Respondents' Comfort with Climate in PSU COE Classes by Citizenship Status (%)

No significant differences in respondents' level of comfort with the overall climate, the climate in their primary department/work unit/research group, or the climate in their PSU COE classes occurred based on sexual identity.

Significant differences in respondents' level of comfort with the overall climate occurred based on faith-based affiliation (Figure 23). Respondents from Other Faith-Based Affiliations (23%, *n* = 71) were less likely to be "very comfortable" with the overall climate, and respondents from Christian Affiliations (30%, *n* = 343) were more likely to be "very comfortable," than were respondents with No Affiliation (28%, *n* = 234) and respondents with Multiple Affiliations (28%, *n* = 30). [xiv] No significant differences in responses with respect to Faculty, Staff, and Graduate Student respondents' level of comfort with the climate in their primary department/work unit/research group or in Faculty and Student respondents' level of comfort with their PSU COE classroom climate based on faith-based affiliation emerged.

■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Multiple Affiliations (n = 106)	28	53	14	5	
No Affiliation (n = 836)	28	52	16	3	
Other Faith-Based Affiliation (n = 310)	23	57	11	7	2
Christian Affiliation (n = 1,156)	30	53	13	4	
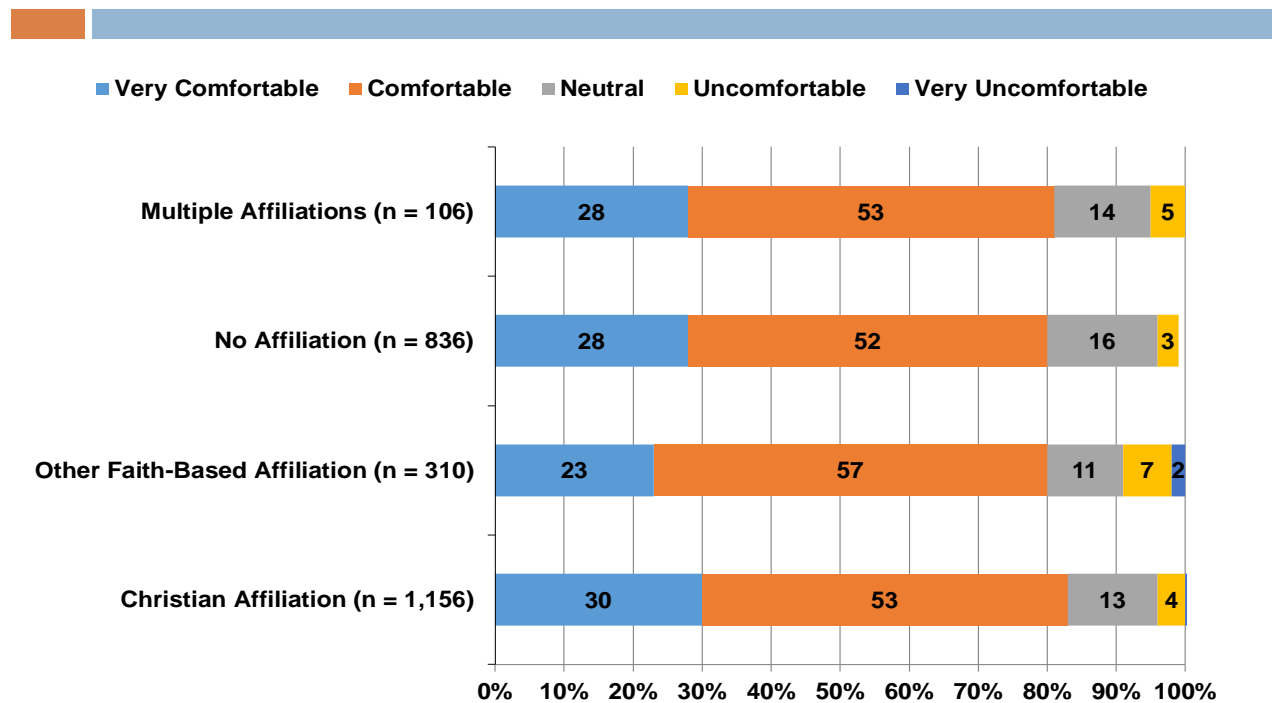
Figure 23. Respondents' Comfort with Overall Climate by Faith-Based Affiliation (%)

When analyzed by military status,[47] there were no significant differences in the perceptions of Military Service respondents and Non-Military respondents regarding their overall level of comfort with the climate, level of comfort with the climate in their primary department/work unit/research group, or level of comfort with the climate in their PSU COE classes.

Figure 24 illustrates that respondents with No Disability (54%, $n = 1,248$) were significantly more "comfortable" with the overall climate than were respondents with One or More Disabilities (43%, $n = 58$). Respondents with No Disability (4%, $n = 88$) were also less "uncomfortable" than were respondents with One or More Disabilities (9%, $n = 12$).[xv] No significant differences emerged in Faculty, Staff, and Graduate Student respondents' level of comfort with the climate in their primary department/work unit/research group or Faculty and Student respondents level of comfort with the climate in their PSU COE classes by disability
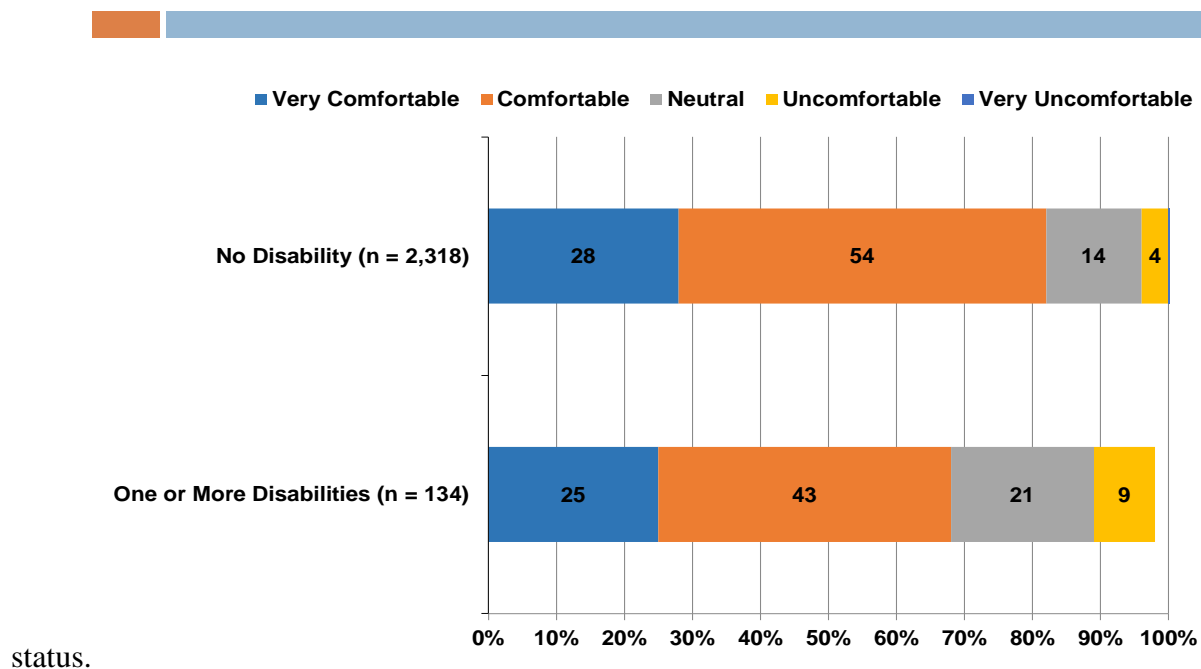
status.

Figure 24. Respondents' Comfort with Overall Climate by Disability Status (%)

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[47]Per the COEPC, this report uses the categories "Military Service" to represent respondents who indicated that they were active military, reservists/National Guard, ROTC, or veterans and "Non-Military Service" for respondents who have never served in the military.

In terms of Undergraduate and Graduate Student respondents' income status, Low-Income Student respondents (26%, $n = 108$) were significantly less "very comfortable" with the overall climate than were Not-Low-Income Student respondents (30%, $n = 467$) (Figure 25).[xvi] No other significant differences emerged with regard to Graduate Student respondents' level of comfort with the climate in their primary department/work unit/research group, or Undergraduate and Graduate Student respondents' level of comfort with their PSU COE classes.
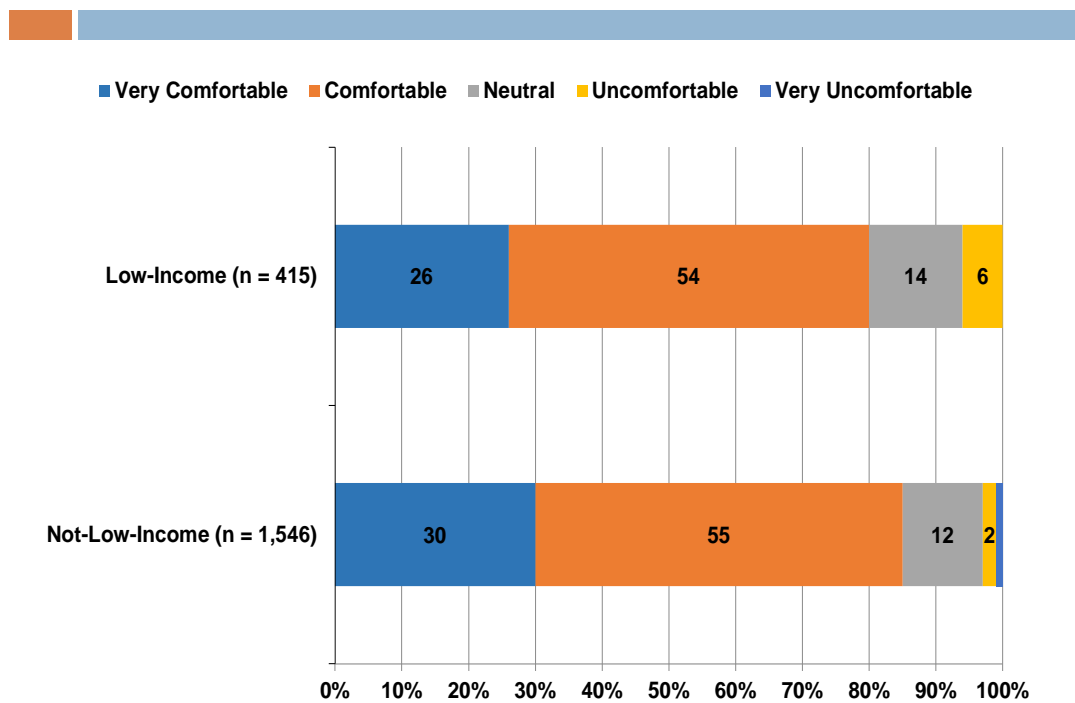
Figure 25. Student Respondents' Comfort with Overall Climate
by Income Status (%)

By first-generation status, First-Generation Student respondents (23%, $n = 100$) were significantly less comfortable with the climate in their PSU COE classes than were Not-First-Generation Student respondents (30%, $n = 467$) (Figure 26).[xvii]
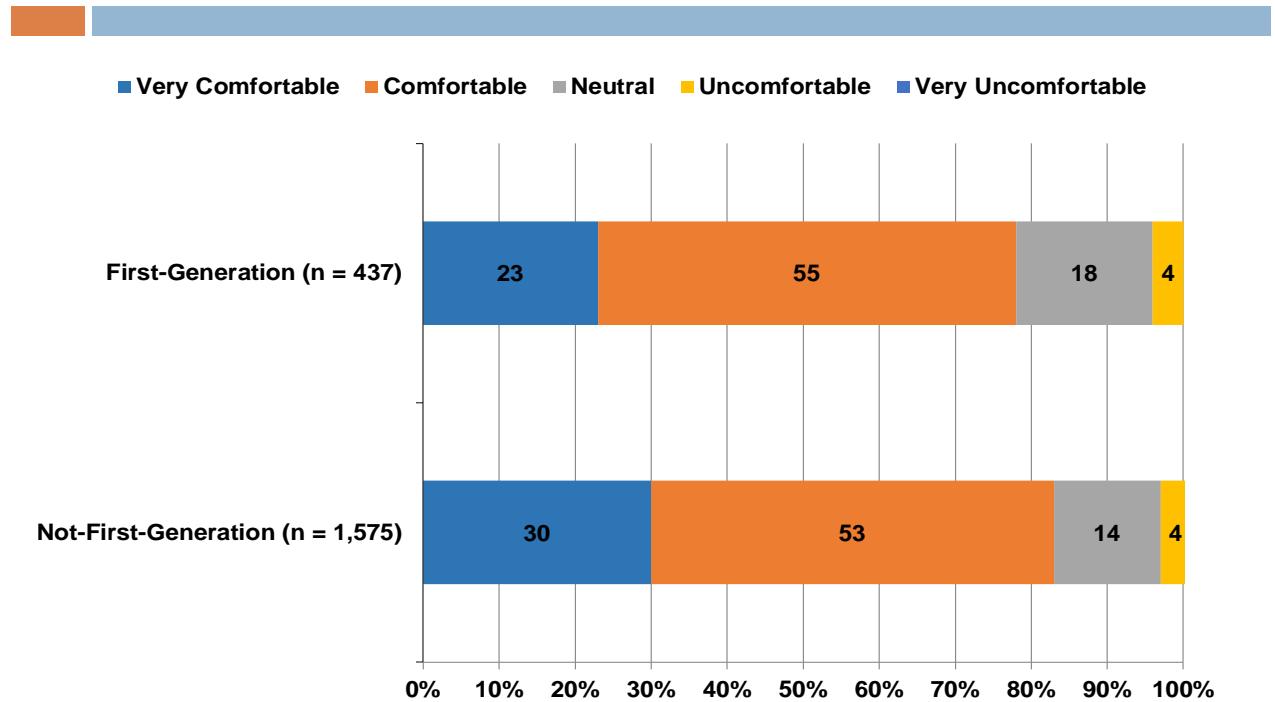
Figure 26. Student Respondents' Comfort with Climate in Their PSU COE Classes by First-Generation Status (%)

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

[i]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: χ^2 (12, $N = 2,465$) = 82.606, $p < .001$.

[ii]A chi-square test was conducted to compare percentages of undergraduate student respondents by degree of comfort with the overall climate by position status: χ^2 (8, $N = 1,596$) = 27.743, $p < .01$.

[iii]A chi-square test was conducted to compare percentages of graduate student respondents by degree of comfort with the overall climate by position status: χ^2 (4, $N = 420$) = 11.544, $p < .05$.

[iv]A chi-square test was conducted to compare percentages of faculty, staff, and graduate student respondents by degree of comfort with the climate in their primary department/work unit/research group by position status: χ^2 (8, $N = 869$) = 22.923, $p < .01$.

[v]A chi-square test was conducted to compare percentages of graduate student respondents by degree of comfort with the climate in their primary department/work unit/research group by position status: χ^2 (4, $N = 419$) = 10.893, $p < .05$.

[vi]A chi-square test was conducted to compare percentages of faculty, undergraduate student, and graduate student respondents by degree of comfort with the climate in their PSU COE classes by position status: χ^2 (8, $N = 2,214$) = 20.396, $p < .01$.

[vii]A chi-square test was conducted to compare percentages of graduate student respondents by degree of comfort with the climate in their COE classes by position status: χ^2 (3, $N = 416$) = 9.702, $p < .05$.

[viii]A chi-square test was conducted to compare percentages of faculty, staff, and graduate student respondents by degree of comfort with the climate in their primary department/work unit/research group by gender identity: χ^2 (4, $N = 854$) = 19.570, $p < .01$.

[ix]A chi-square test was conducted to compare percentages of faculty, undergraduate student, and graduate student respondents by degree of comfort with the climate in their PSU COE classes by gender identity: χ^2 (4, $N = 2,198$) = 12.383, $p < .05$.

[x]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: χ^2 (12, $N = 2,401$) = 44.714, $p < .001$.

[xi]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by citizenship status: χ^2 (4, $N = 2,449$) = 16.339, $p < .01$.

[xii]A chi-square test was conducted to compare percentages of faculty, staff, and graduate student respondents by degree of comfort with the climate in their primary department/work unit/research group by citizenship status: χ^2 (4, $N = 856$) = 19.291, $p < .01$.

[xiii]A chi-square test was conducted to compare percentages of faculty, undergraduate student, and graduate student respondents by degree of comfort with the climate in their PSU COE classes by citizenship status: χ^2 (4, $N = 2,203$) = 16.126, $p < .01$.

[xiv]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by faith-based affiliation: χ^2 (12, $N = 2,408$) = 26.750, $p < .01$.

[xv]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: χ^2 (4, $N = 2,205$) = 17.535, $p < .01$.

[xvi]A chi-square test was conducted to compare percentages of student respondents by degree of comfort with the overall climate by income status: χ^2 (4, $N = 1,961$) = 13.456, $p < .01$.

[xvii]A chi-square test was conducted to compare percentages of student respondents by degree of comfort with the climate in their PSU COE classes by first-generation status: χ^2 (4, $N = 2,012$) = 10.924, $p < .05$.

Barriers at PSU COE for Respondents with Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, and instructional or educational materials at PSU COE within the past year. Tables 19 through 21 highlight the top ten responses where respondents with one or more disabilities experienced barriers at PSU COE.[48] With regard to PSU COE's facilities, 39% (*n* = 53) of respondents with disabilities experienced temporary barriers as a result of construction or maintenance and 21% (*n* = 29) experienced barriers with restrooms within the past year.

Table 19. **Facilities Barriers Experienced by Respondents with Disabilities**

Facilities	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Temporary barriers due to construction or maintenance	53	39.0	69	50.7	14	10.3
Restrooms	29	21.2	94	68.6	14	10.2
Office furniture (e.g., chair, desk)	26	19.1	94	69.1	16	11.8
Classrooms, labs (including computer labs)	26	19.0	90	65.7	21	15.3
Doors	23	16.8	99	72.3	15	10.9
Walkways/Ramps	22	16.4	96	71.6	16	11.9
Classroom buildings	22	16.1	95	69.3	20	14.6
Elevators/lifts	15	11.0	104	76.5	17	12.5
Signage	12	8.8	105	76.6	20	14.6
Emergency preparedness	11	8.1	100	73.5	25	18.4

Note: Only answered by respondents who indicated on the survey that they had a disability (*n* = 138).

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[48]See Appendix B, Table B86 for all responses to the question, "Within the past year, have you experienced a barrier in any of the following areas in COE?"

Table 20 illustrates that, in terms of the technological or online environment, 22% (*n* = 30) of respondents with one or more disabilities had difficulty with accessible electronic formats, and 21% (*n* = 29) experienced barriers with the course management system.

Table 20. **Barriers in Technology/Online Environment Experienced by Respondents with Disabilities**

Technology/online environment	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Accessible electronic format	30	21.9	89	65.0	18	13.1
Course management system	29	21.2	89	65.0	19	13.9
Website	27	19.9	95	69.9	14	10.3
Computer equipment (e.g., screens, mouse, keyboard)	18	13.1	105	76.6	14	10.2
Software (e.g., voice recognition/audiobooks)	17	12.4	97	70.8	23	16.8
Electronic forms	16	11.7	102	74.5	19	13.9
Electronic signage	11	8.0	100	73.0	26	19.0
Electronic surveys (including this one)	11	8.0	109	79.6	17	12.4
Phone/phone equipment	10	7.3	105	76.6	22	16.1
Video/video audio description	10	7.3	106	77.4	21	15.3

Note: Only answered by respondents who indicated on the survey that they had a disability (*n* = 138).

In terms of instructional/campus materials, 15% ($n = 21$) of respondents with one or more disabilities had difficulty with exams and 13% ($n = 17$) experienced barriers with textbooks (Table 21).

Table 21. **Barriers with Instructional Campus Materials Experienced by Respondents with Disabilities**

Instructional/Campus Materials	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Exams	21	15.4	92	67.6	23	16.9
Textbooks	17	12.6	95	70.4	23	17.0
Syllabi	12	8.8	98	72.1	26	19.1
Events/Exhibits/Movies	11	8.1	99	73.3	25	18.5
Forms	11	8.1	101	74.3	24	17.6
Library books	10	7.4	94	69.6	31	23.0
Brochures	9	6.6	95	69.9	32	23.5
Video-closed captioning and text description	8	6.0	95	71.4	30	22.6
Other publications	8	5.9	102	75.0	26	19.1
Journal articles	7	5.1	97	71.3	32	23.5

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 138$).

Twenty respondents elaborated on their perceptions regarding disability. The themes and supporting comments follow here.

Insufficient Facilities. One-third of respondents who provided greater detail about their experiences regarding accessibility described insufficient availability of study spaces and poorly maintained spaces. One Graduate Student respondent reported, "Sackett CAD lab fills to capacity, leaving students unable to work on projects." An Undergraduate Student respondent explained, "Kunkle Lounge is not open on the weekends, which can be a great inconvenience for people needing to study." Another Undergraduate Student respondent noted, "The doors leading to Kunkle Lounge always seemed to be closed during later hours or even during the middle of the day, which is annoying for the people who could use the work space." Regarding poorly maintained facilities, an Undergraduate Student respondent shared, "Elevators are slow and break quite frequently."

Poorly Managed Accommodations. Twenty percent of respondents who elaborated on accessibility reported observations and experiences of classroom accommodations being poorly managed. One Undergraduate Student respondent stated, "COE needs a better system to support persons with learning disabilities. The current system makes it very difficult to use accommodations." Another Undergraduate Student respondent explained, "ODS has a way to get students their textbook in electronic format so a program can read the material aloud to you, however, none of my math or engineering-related textbooks were available in this format." A Graduate Student respondent concluded a narrative with the statement "The [named] department statement on 'welcoming persons with disabilities' is all lip service to funding agencies."

Technology Challenges. Technology related challenges and impediments to productivity were noted by 30% of respondents who elaborated on this question. One Graduate Student respondent noted, "Software for projects is only used on machines in labs and is difficult to use when I live off campus." An Undergraduate Student respondent elaborated, "the new security software KACE has been a big impediment to my work. It restarts my computer without my permission ruining the long computer simulations I am performing. It slows down the computer systems as well." Regarding software accessibility, an Undergraduate Student respondent shared, "CMPEN 270/271 requires use of proprietary software (Quartus / ModelSim) to complete homework assignments. Please offer a free software alternative (libre, not gratis)."

Barriers at PSU COE for Respondents Who Identified as Transgender

One survey item asked respondents who identified their gender identity as transgender if they had experienced barriers in facilities and identity accuracy at PSU COE within the past year. A table could not be developed and analysis could not be conducted for this question owing to the small number of transgender respondents (n < 5).

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[49]

Eleven percent (*n* = 260) of respondents indicated that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (bullying, harassed) that had interfered with their ability to work or learn in PSU COE within the past year.[50] Table 22 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, one-quarter of them (25%, *n* = 65) indicated that the conduct was based on their position status at PSU COE, 22% (*n* = 57) noted that the conduct was based on their gender/gender identity, 17% (*n* = 45) felt that it was based on their academic performance, and 14% (*n* = 45) felt it was based on their ethnicity.

Table 22. **Bases of Experienced Conduct**

Basis of conduct	*n*	%
Position (staff, faculty, student)	65	25.0
Gender/Gender identity	57	21.9
Academic performance	45	17.3
Ethnicity	36	13.8
Educational credentials (e.g., MS, PhD)	28	10.8
Age	27	10.4
International status	27	10.4
English language proficiency/accent	26	10.0
Philosophical views	22	8.5
Major field of study	17	6.5

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[49]This report uses the phrase "exclusionary 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."

[50]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).

Table 22 (cont.)

Basis of conduct	*n*	%
Participation in an organization/team	16	6.2
Racial identity	15	5.8
Immigrant/Citizen status	14	5.4
Physical characteristics	14	5.4
Religious/Spiritual views	13	5.0
Mental health/Psychological disability/condition	12	4.6
Gender expression	11	4.2
Living arrangement	10	3.8
Political views	10	3.8
Socioeconomic status	10	3.8
Medical disability/condition	8	3.1
Marital status (e.g., single, married, partnered)	6	2.3
Parental status (e.g., having children)	6	2.3
Sexual identity	6	2.3
Learning disability/condition	< 5	---
Military/Veteran status	< 5	---
Physical disability/condition	< 5	---
Pregnancy	< 5	---
Don't know	35	13.5
A reason not listed above	49	18.3

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 260). Percentages do not sum to 100 as a result of multiple responses.

The following figures depict the responses by selected characteristics (position status, gender/gender identity, and academic performance) 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/or hostile (bullied, harassing) behavior at PSU COE?"

The most frequently cited basis for experiencing exclusionary, intimidating, offensive, and/or hostile conduct was position status. Staff respondents (25%, $n = 59$) were significantly more likely than other respondents to indicate that they had experienced this conduct (Figure 27).[xviii] Of those respondents who noted that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct, 41% ($n = 24$) of Staff respondents, 33% ($n = 16$) of Graduate Student respondents, 26% ($n = 10$) of Faculty respondents, and 13% ($n = 15$) of Undergraduate Student respondents thought that the conduct was based on their position status.[xix]

Percentages are based on total n split by group.
Percentages are based on n split by group for those who believed they had personally experienced this conduct.
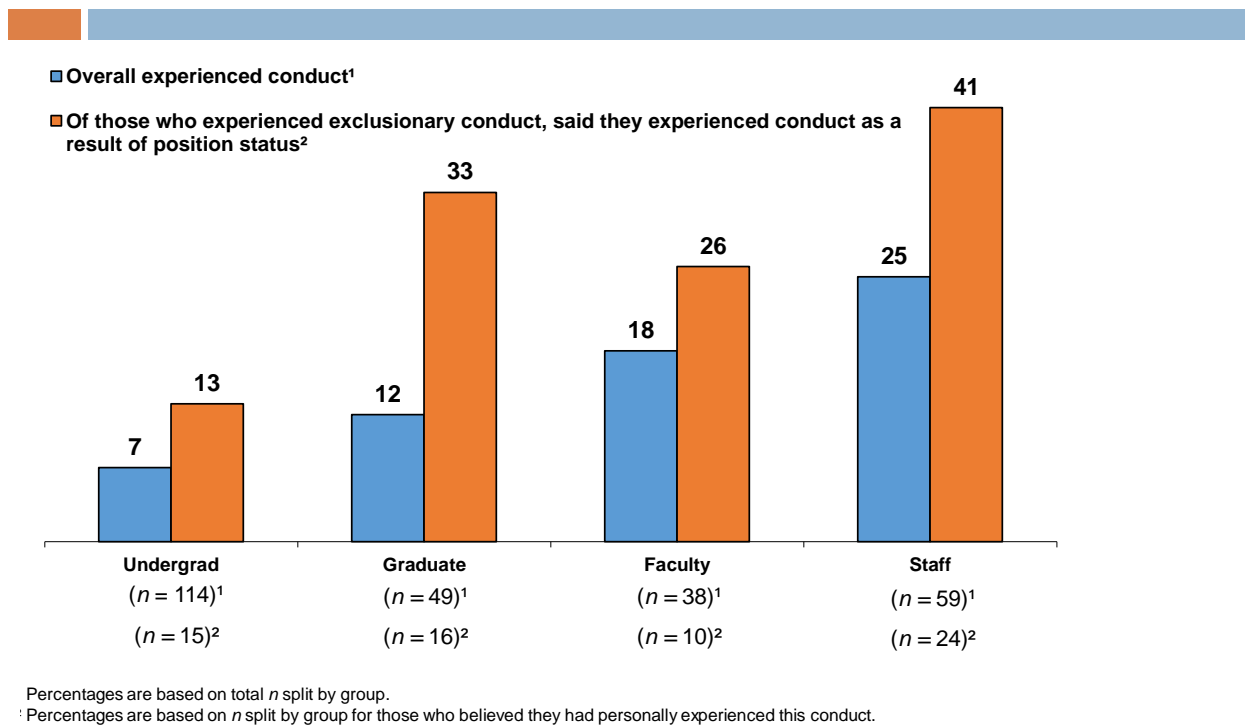
Figure 27. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

The second most frequently cited basis for experiencing exclusionary, intimidating, offensive, and/or hostile conduct was gender identity. By gender identity, a higher percentage of Women respondents (15%, $n = 119$) than Men respondents (8%, $n = 134$)[51] indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct in the COE (Figure 28)[xx]. Thirty-eight percent ($n = 45$) of Women respondents, and 8% ($n = 11$) of the Men respondents who indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.[xxi]
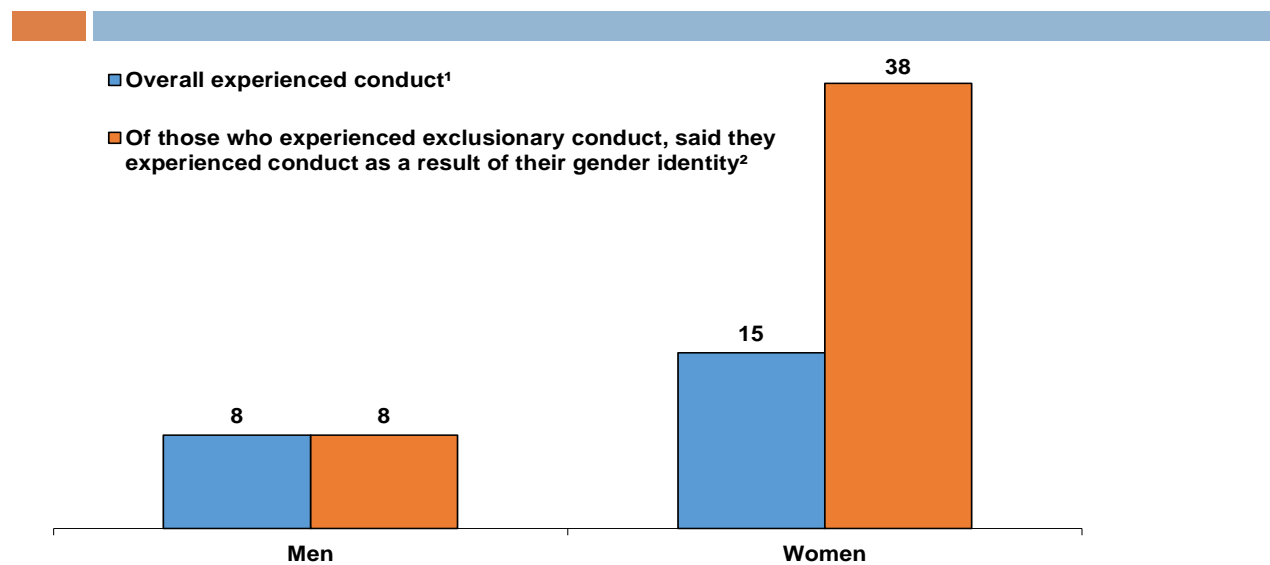
Figure 28. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

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[51]Per the COEPC, gender identity was recoded into the categories Man ($n = 1,663$), Woman ($n = 779$), and Transspectrum ($n = 9$), where Transspectrum respondents included those who marked "transgender," "genderqueer," or more than one response for the question, "What is your gender/gender identity (mark all that apply)?" For the purposes of analyses in this section, Transspectrum respondents were not included to maintain the confidentiality of their responses.

The third most frequently reported basis for exclusionary, intimidating, offensive, and/or hostile conduct cited in the survey was respondents' "academic performance." In order to further investigate this finding GPA was grouped into categories of "3.5 – 4.0," "3.0 – 3.49," "2.5 – 2.99," and "2.49 or below." As depicted in Figure 29, a higher percentage of respondents with a GPA of 2.49 or below (13%, $n = 10$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct than did other respondents. These differences were not statistically significant. However, a statistically higher percentage of respondents with a GPA of 2.49 or below (50%, $n = 5$) felt that the conduct they experienced was based on their academic performance, compared to respondents who had a GPA of 3.5 to 4.0 (18%, $n = 14$). [xxii]
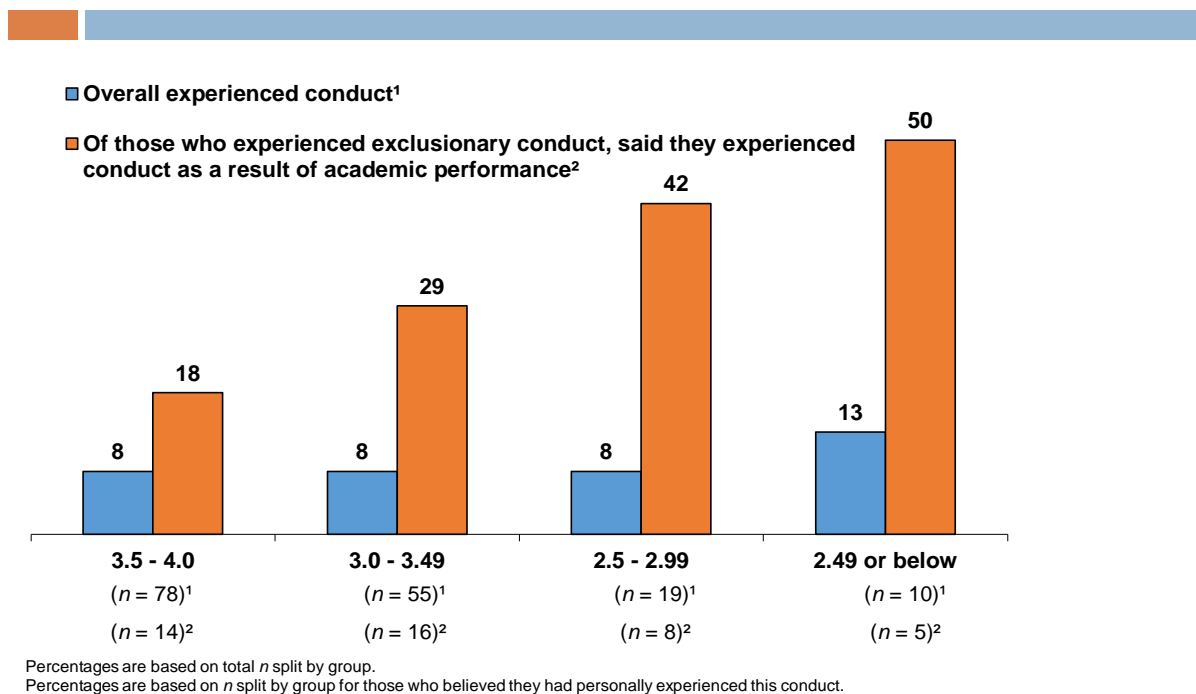
Figure 29. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Academic Performance (%)

In terms of racial identity, no significant differences were found in the percentages of Multiracial respondents (13%, $n = 15$), Asian/Asian American/South Asian respondents (9%, $n = 45$), Underrepresented Respondents of Color (14%, $n = 24$), and White respondents (10%, $n = 157$) who reported that they had experienced this exclusionary conduct (Figure 30). Of those respondents who reported that they had experienced this conduct, a larger percentage of Underrepresented Respondents of Color (42%, $n = 10$) than White respondents (4%, $n = 6$) thought that the conduct was based on their ethnicity, but these results were also not statistically significant.

- Overall experienced conduct[1]
- Of those who experienced exclusionary conduct, said they experienced conduct as a result of ethnicity[2]

Multiracial	Underrep People of Color	Asian/Asian Amer/South Asian	White
($n = 15$)[1]	($n = 24$)[1]	($n = 45$)[1]	($n = 157$)[1]
($n = 5$)[2]	($n = 10$)[2]	($n = 13$)[2]	($n = 6$)[2]

Percentages are based on total *n* split by group.
Percentages are based on *n* split by group for those who believed they had personally experienced this conduct.

Figure 30. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

Table 23 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Sixty-three percent ($n = 164$) felt disrespected, 48% ($n = 124$) felt ignored or excluded, 36% ($n = 93$) felt isolated or left out, and 30% ($n = 77$) felt intimidated and bullied.

Table 23. **Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (What Happened)**

Form of conduct	*n*	% of those who experienced the conduct
I was disrespected.	164	63.1
I was ignored or excluded.	124	47.7
I was isolated or left out.	93	35.8
I was intimidated/bullied.	77	29.6
I was the target of derogatory verbal remarks.	48	18.5
I was the target of workplace incivility.	34	13.1
I observed others staring at me.	26	10.0
I feared getting a poor grade because of a hostile classroom environment.	25	9.6
I received a low performance evaluation.	24	9.2
I was the target of retaliation.	23	8.8
Someone implied I was admitted/hired/promoted due to my identity group.	21	8.1
I was singled out as the spokesperson for my identity group.	15	5.8
I was the target of racial/ethnic profiling.	12	4.6
I received derogatory phone calls/text messages/email.	12	4.6
I received derogatory written comments.	8	3.1
Someone implied I was not admitted/hired/promoted due to my identity group.	7	2.7
I was the target of unwanted sexual contact.	7	2.7
I received derogatory/unsolicited messages through social media	6	2.3
I feared for my physical safety.	6	2.3
I was the target of stalking.	< 5	---
I was the target of physical violence.	< 5	---
I received threats of physical violence.	< 5	---
I feared for my family's safety.	< 5	---
I was the target of graffiti/vandalism.	0	0.0
An experience not listed above	34	13.1

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 260). Percentages do not sum to 100 as a result of multiple responses.

Eighty-nine percent ($n = 230$) of respondents who indicated they had experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred on campus, 10% ($n = 26$) identified an off-campus location, and 12% ($n = 30$) reported the conduct occurred online (Table 24). Of the respondents who reported that the exclusionary, intimidating, offensive, and/or hostile conduct occurred on campus, 30% ($n = 70$) reported it was in a classroom setting, 27% ($n = 62$) reported in a meeting with a group of people, and 24% ($n = 56$) in a meeting with one other person. In terms of off-campus locations, 27% ($n = 7$) of those respondents noted the conduct occurred in off-campus housing and 23% ($n = 6$) reported it was while working. Almost two-thirds (63%, $n = 19$) of the reported online conduct happened via email.

Table 24. **Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who experienced conduct
On campus	**230**	**88.5**
In a classroom setting	70	30.4
In a meeting with a group of people	62	27.0
In a meeting with one other person	56	24.3
While working on campus	52	22.6
In a faculty office	45	19.6
In an administrative office	37	16.1
In a lab setting	21	9.1
In a public space	13	5.7
In campus housing	12	5.2
While walking on campus	10	4.3
At a College of Engineering event	9	3.9
A location not listed above	8	3.5
In a dining facility	5	2.2
While at a party	< 5	---
In a campus library	< 5	---
In a fraternity/sorority	< 5	---
In a healthcare setting	0	0.0
In athletic/recreational facilities	0	0.0

Table 24 (cont.)	*n*	% of respondents who experienced conduct
Off-campus	**26**	**10.0**
In off-campus housing	7	26.9
While working	6	23.1
In a meeting with a group of people	5	19.2
In a public space	5	19.2
While walking	< 5	---
While at a party	< 5	---
A location not listed above	< 5	---
In a meeting with one other person	< 5	---
While in an experiential learning environment	< 5	---
In a health care setting	< 5	---
In recreational facilities	0	0.0
In a fraternity	0	0.0
Online	**30**	**11.5**
Email	19	63.3
Social networking site	9	30.0
Text message or chat	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct
(*n* = 260). Percentages do not sum to 100 as a result of multiple responses.

Almost one-third (*n* = 82) of the respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the sources of the conduct, while 30% (*n* = 79) identified faculty members, 17% (*n* = 45) identified staff members, and 15% (*n* = 40) identified coworkers/colleagues (Table 25).

Table 25. **Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	*n*	% of respondents who experienced conduct
Student	82	31.5
Faculty member	79	30.4
Staff member	45	17.3
Co-worker	40	15.4
Academic adviser	31	11.9
Supervisor	30	11.5
Department head	24	9.2
Friend	18	6.9
Dean, Associate Deans, or Assistant Deans	14	5.4
Teaching assistant/Graduate assistant/Lab assistant/Tutor	12	4.6
Stranger	11	4.2
COE media	< 5	---
Social networking site (e.g., Facebook, Twitter, Yik Yak)	< 5	---
Student employee (e.g., peer mentor)	< 5	---
PSU University Police & Public Safety	< 5	---
Alumnus	< 5	---
Person whom I supervise	< 5	---
Athletic coach/trainer	0	0.0
Donor	0	0.0
Don't know source	13	5.0
A source not listed above	14	5.4

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 260).
Percentages do not sum to 100 as a result of multiple responses.

Figures 31 through 33 display the perceived source of experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Other students were the greatest source of reported exclusionary, intimidating, offensive, and/or hostile conduct for Undergraduate Student respondents, while Academic Advisors and Faculty were the greatest source for Graduate Student respondents (Figure 31).
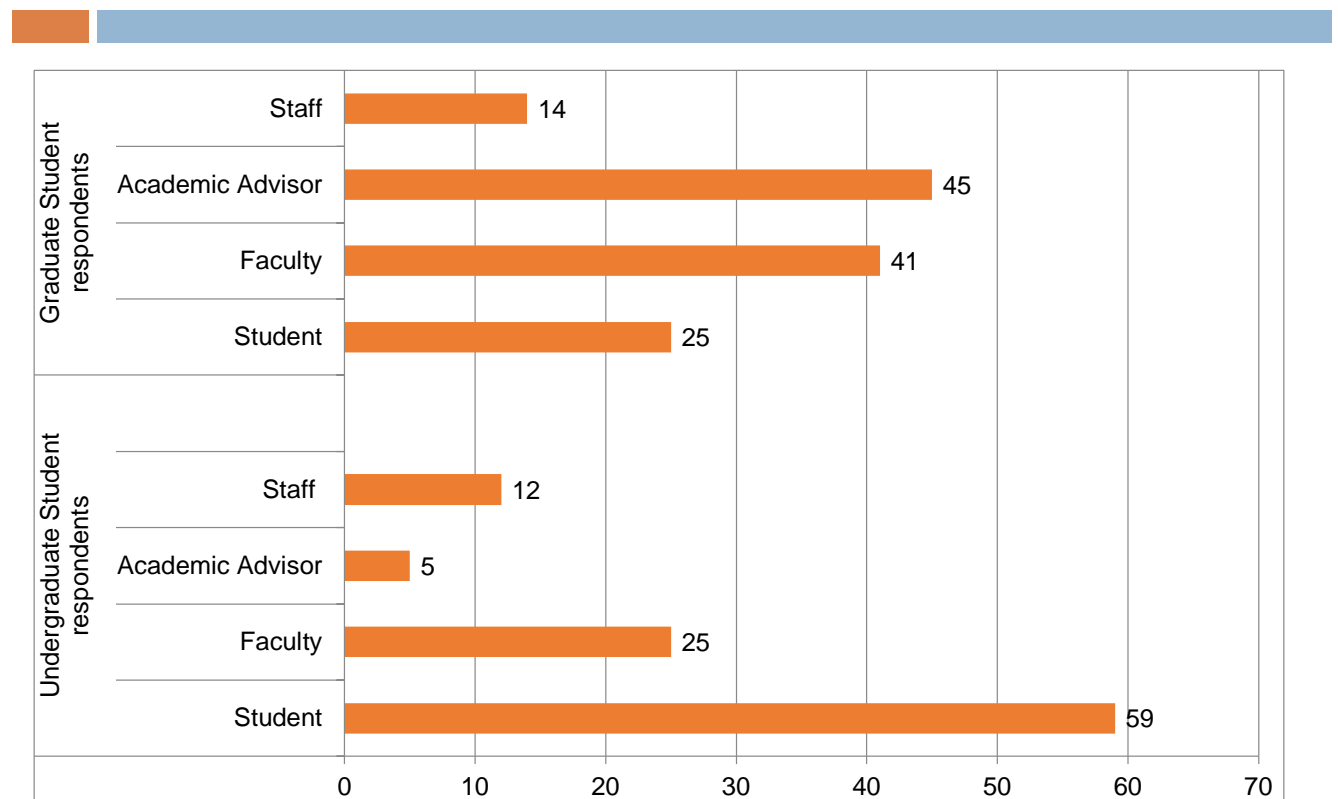
Note: Responses with $n < 5$ are not presented in the figure.

Figure 31. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Student Position Status (%)

Non-Tenure Track Faculty respondents most often cited other faculty, while Tenure-Track Faculty respondents cited department heads as the top source of the exclusionary, intimidating, offensive, and/or hostile conduct (Figure 32).
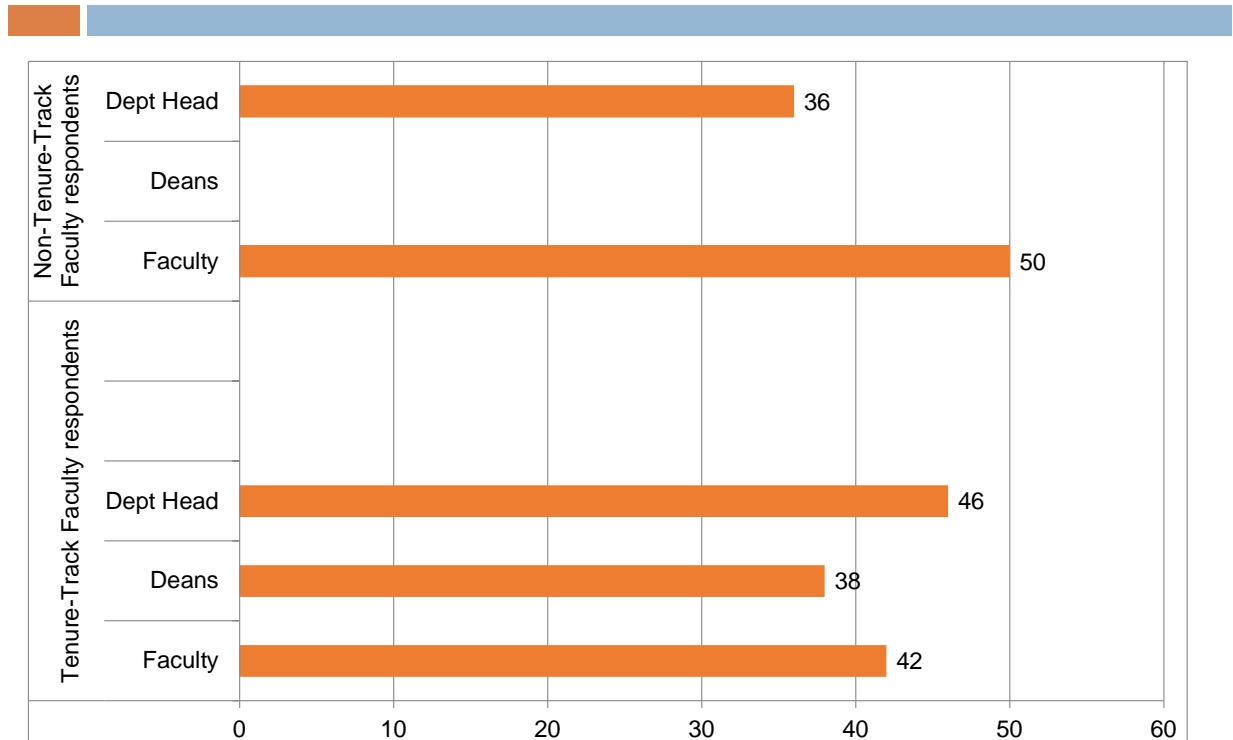
Note: Responses with *n* < 5 are not presented in the figure.

Figure 32. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Faculty Status (%)

Non-Exempt Staff respondents identified co-workers and supervisors, and Exempt Staff Respondents identified faculty, other staff, and co-workers as their greatest sources of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 33).
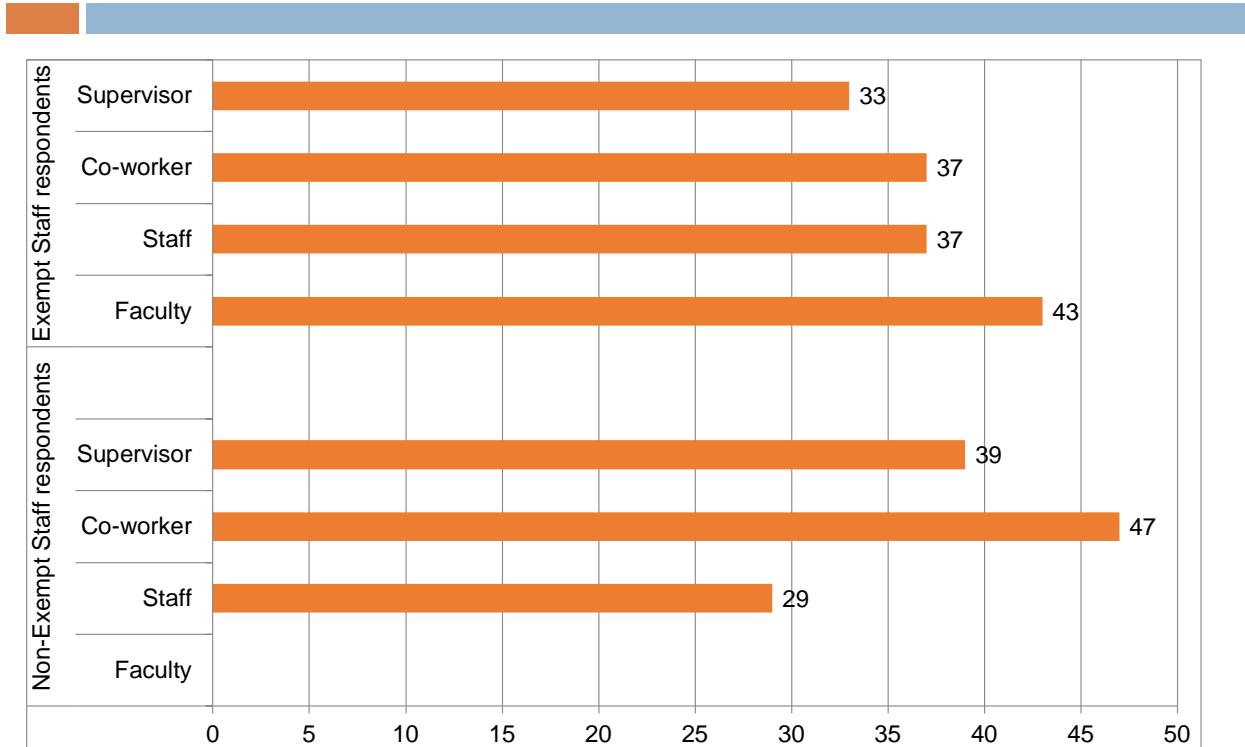
Note: Responses with $n < 5$ are not presented in the figure.

Figure 33. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Staff Position Status (%)

In response to experiencing exclusionary conduct, 63% (n = 163) of respondents felt uncomfortable, 57% (n = 18) were angry, 34% (n = 89) felt embarrassed, 15% (n = 38) were afraid, and 11% (n = 29) felt somehow responsible (Table 26).

Table 26. **How Respondents' Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Emotional response to conduct	*n*	% of respondents who experienced conduct
I felt uncomfortable	163	62.7
I was angry	148	56.9
I felt embarrassed	89	34.2
I was afraid	38	14.6
I felt somehow responsible	29	11.2
I didn't feel anything	13	5.0

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 260). Percentages do not sum to 100 as a result of multiple responses.

In response to experiencing the exclusionary conduct, 37% (*n* = 97) of respondents did not do anything, 30% (*n* = 79) told a friend, and 29% (*n* = 74) ignored it (Table 27). Of the 33 respondents (13%) who sought support from a PSU COE resource, 16 respondents sought support from administration, 11 from a faculty member, and ten each from the Office of Human Resources or their supervisor.

Table 27. **Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	*n*	% of respondents who experienced conduct
I didn't do anything	97	37.3
I told a friend	79	30.4
I ignored it	74	28.5
I told a family member	67	25.8
I avoided the person/venue	65	25.0
I confronted the person(s) at the time	38	14.6
I didn't know whom to go to	38	14.6
I contacted an on-campus resource	33	12.7
Administration	*16*	*48.5*
Faculty member	*11*	*33.3*
Human Resources	*10*	*30.3*
My supervisor	*10*	*30.3*
My academic advisor	*< 5*	*---*
My research advisor	*< 5*	*---*
Staff person	*< 5*	*---*
Other	*< 5*	*---*
Behavioral Threat Management Team	*< 5*	*---*
Equal Opportunity Office (EOO)	*< 5*	*---*
COE Ombudsperson	*< 5*	*---*
Student support services	*< 5*	*---*
Student staff (e.g., peer mentor)	*< 5*	*---*
PSU Public Safety	*0*	*0.0*
Healthcare services (e.g., CAPS)	*0*	*0.0*
Teaching assistant/graduate assistant	*0*	*0.0*
I confronted the person(s) later	21	8.1
I sought information online	12	4.6
I contacted an off-campus resource	< 5	---
Equal Opportunity Office (EOO)	*< 5*	*---*
COE Ombudsperson	*< 5*	*---*
Student support services	*< 5*	*---*
Student staff (e.g., peer mentor)	*< 5*	*---*
A response not listed above	29	11.2

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 260). Percentages do not sum to 100 as a result of multiple responses.

Table 28 illustrates that 86% ($n = 223$) of respondents did not report the incident and that 14% ($n = 35$) of respondents did report the incident. Of the respondents who reported the incident, 79% ($n = 19$) felt the incident did not receive an appropriate response.

Table 28. **Respondents' Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the conduct	n	% of respondents who experienced conduct
No, I didn't report it.	223	86.4
Yes, I reported it.	35	13.6
Yes, I reported the incident and was satisfied with the outcome.	< 5	---
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	< 5	---
Yes, I reported the incident, but felt that it was not responded to appropriately.	19	79.2

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 260$). Percentages do not sum to 100 as a result of multiple responses.

One hundred and thirty-eight PSU COE respondents elaborated on their personal experiences regarding conduct. The themes and supporting comments are provided here.

Exclusionary behavior towards various of identities. Thirty-one percent of respondents offered incidents of exclusionary, intimidating, offensive, and/or hostile behavior directed toward a range of identities including religious affiliations, ethnic backgrounds, gender identity, and ability status. One Graduate Student noted, "I was repeatedly verbally abused by a professor for my religion in and outside of class and during office hours." Addressing exclusionary, intimidating, offensive, and/or hostile behavior based on ethnic backgrounds, Undergraduate Student respondents reported, "Student shouted '[Expletive] Asians' out of their dorm window" and "international students lose opportunities of working with particular professors because of their 'international' student status." Gender identity was the most commonly cited aspect of identity included in the data. One Undergraduate Student elaborated, "The professor would make offhanded/slightly sexist/very elitist remarks several times when I went to office hours." Similarly, a Faculty respondent shared, "There are a group of students who are disrespectful and

it appears to be due to my gender." Regarding ability status, one Undergraduate Student noted, "Since I brought my ODS letter to the professor, he made me feel that I was less of a person because I could not perform as quickly as others and I was a burden to him."

Perceived Hostility. Twenty-four percent of respondents who elaborated on their personal experiences regarding conduct noted hostility. One Faculty respondent elaborated. "I was yelled at by my department head for something that I did not do." One Staff respondent shared, "I was accosted by a co-worker and experienced her harassing, degrading, and disrespecting many other co-workers as well." Another Staff respondent wrote, "There is a staff member who is at best belligerent and condescending and at worst racist, hostile and frightening." However, interactions with faculty members were the most common types of hostile interactions reported. One Staff respondent noted having been, "Berated by faculty who were frustrated with being asked to comply with University policies" A Graduate Student respondent stated, "I have proof of abusive emails from my advisor." An Undergraduate Student respondent described Faculty as "demeaning and rude to students during class." Another Undergraduate Student elaborated, "I get laughed at by professors because I don't know something."

Lack of sense of belonging and support. Fifteen percent of respondents who elaborated on their personal experiences regarding conduct perceived themselves to be unsupported and reported a low sense of belonging in PSU COE. Undergraduate Student respondents noted, "There are no such thing as friends here" and "Nobody wanted to work with me in a group because I didn't know how to do somethings and they didn't want to have to explain." A Graduate Student respondent elaborated, "I am being avoided so that my advisor does not have to deal with me." Similar to the perceived avoidance behavior, a Staff respondent noted, "I have felt shunned in certain office areas." Another Staff respondent explained, "Department head is very condescending and looks for subtle ways to make me look bad." Lastly, a Faculty respondent shared, "My particular department is dominated by 'no' to everything. I was also told that my particular interest area does not belong in the department."

[xviii]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct by position status: $\chi^2 (3, N = 2,464) = 84.098, p < .001$.
[xix]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on position by position status: $\chi^2 (3, N = 260) = 17.826, p < .001$.

[xx]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct by gender identity: χ^2 (1, $N = 2,440$) = 2.831, $p < .001$.

[xxi]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on gender identity by gender identity: χ^2 (1, $N = 253$) = 32.054, $p < .001$.

[xxii]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on academic performance by GPA: χ^2 (3, $N = 162$) = 8.320, $p < .05$.

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 climate. Twelve percent ($n = 286$) of survey respondents observed conduct or communications directed toward a person or group of people in PSU COE that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment[52] within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on ethnicity (25%, $n = 70$), gender/gender identity (24%, $n = 69$), academic performance (15%, $n = 42$), and position status (14%, $n = 39$). Thirteen percent ($n = 36$) of respondents indicated that they "don't know" the basis (Table 29).

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[52]This report uses the phrase "exclusionary conduct" as a shortened version of "conduct or communications directed toward a person or group of people at PSU COE that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment."

Table 29. **Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	*n*	% of respondents who observed conduct
Ethnicity	70	24.5
Gender/Gender identity	69	24.1
Academic performance	42	14.7
Position (staff, faculty, student)	39	13.6
English language proficiency/accent	34	11.9
Racial identity	34	11.9
Major field of study	29	10.1
Sexual identity	27	9.4
International status	25	8.7
Gender expression	23	8.0
Age	19	6.6
Immigrant/Citizen status	19	6.6
Educational credentials (e.g., MS, PhD)	18	6.3
Physical characteristics	18	6.3
Political views	18	6.3
Philosophical views	14	4.9
Mental health/Psychological disability/condition	13	4.5
Religious/Spiritual views	11	3.8
Participation in an organization/team	9	3.1
Socioeconomic status	9	3.1
Learning disability/condition	7	2.4
Marital status (e.g., single, married, partnered)	7	2.4
Living arrangement	6	2.1
Physical disability/condition	< 5	---
Pregnancy	< 5	---
Medical disability/condition	< 5	---
Parental status (e.g., having children)	< 5	---
Military/Veteran status	0	0.0
Don't know	36	12.6
A characteristic not listed above	33	11.5

Note: Only answered by respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 286).
Percentages do not sum to 100 as a result of multiple responses.

Figures 34 and 35 separates by demographic categories (i.e., position status, gender identity, racial identity, sexual identity, and disability status) the statistically significant responses 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 found in the percentages of respondents who noted they had observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year by citizenship status, military status, faith-based affiliation, and by Student respondents' socioeconomic status.

A significantly higher percentage of Women respondents (16%, $n = 125$) than Men respondents (9%, $n = 154$)[53] noted that they observed such conduct (Figure 34).[xxiii] Likewise, a significantly larger percentage of Underrepresented Respondents of Color (17%, n = 30) than Asian/Asian American/South Asian respondents (8%, $n = 37$) witnessed exclusionary, intimidating, offensive, and/or hostile conduct.[xxiv] Additionally, a higher percentage of LGBQ respondents (29%, $n = 29$) indicated on the survey that they observed such conduct than Heterosexual respondents (11%, $n = 245$).[xxv]
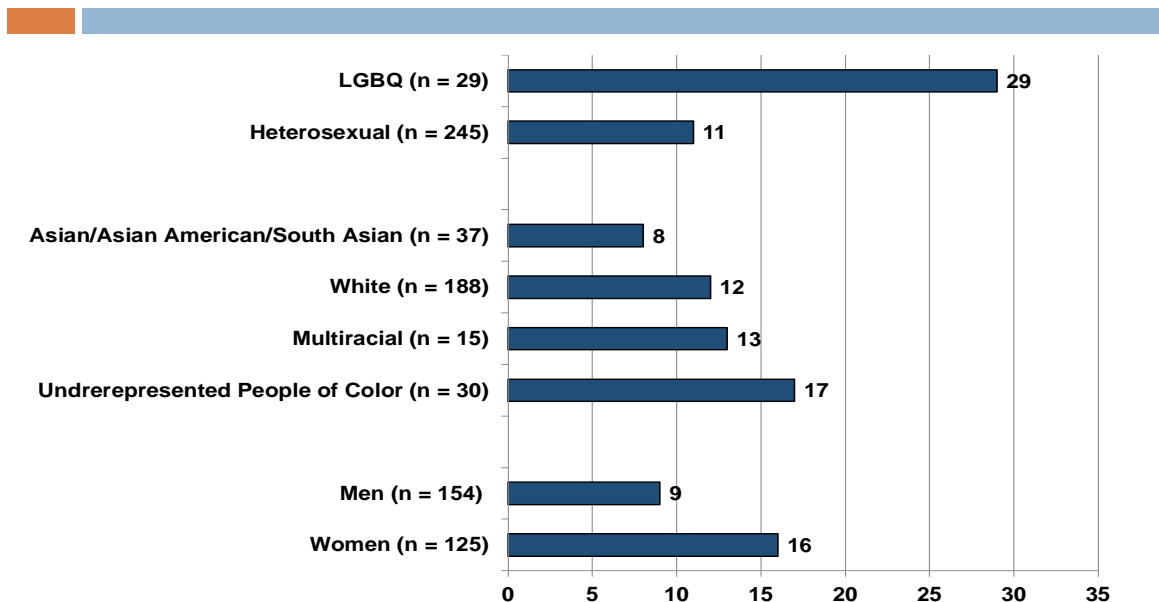
Figure 34. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Sexual Identity, Racial Identity, and Gender Identity (%)

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[53]Per the COEPC, gender identity was recoded into the categories Man ($n = 1,663$), Woman ($n = 779$), and Transspectrum ($n = 9$), where Transspectrum respondents included those who marked "transgender," "genderqueer," or more than one response for the question, "What is your gender/gender identity (mark all that apply)?" For the purposes of analyses in this section, Transspectrum respondents were not included to maintain the confidentiality of their responses.

Higher percentages of respondents with a Single Disability (19%, $n = 16$) and with Multiple Disabilities (17%, $n = 8$), than respondents with No Disability (11%, $n = 255$), indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 35).[xxvi] In terms of position status at PSU COE, results indicated that a higher percentage of Staff respondents (18%, $n = 43$) and Faculty respondents (18%, $n = 37$) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct than did Graduate Student respondents (12%, $n = 51$) and Undergraduate Student respondents (10%, $n = 155$) (Figure 35).[xxvii]
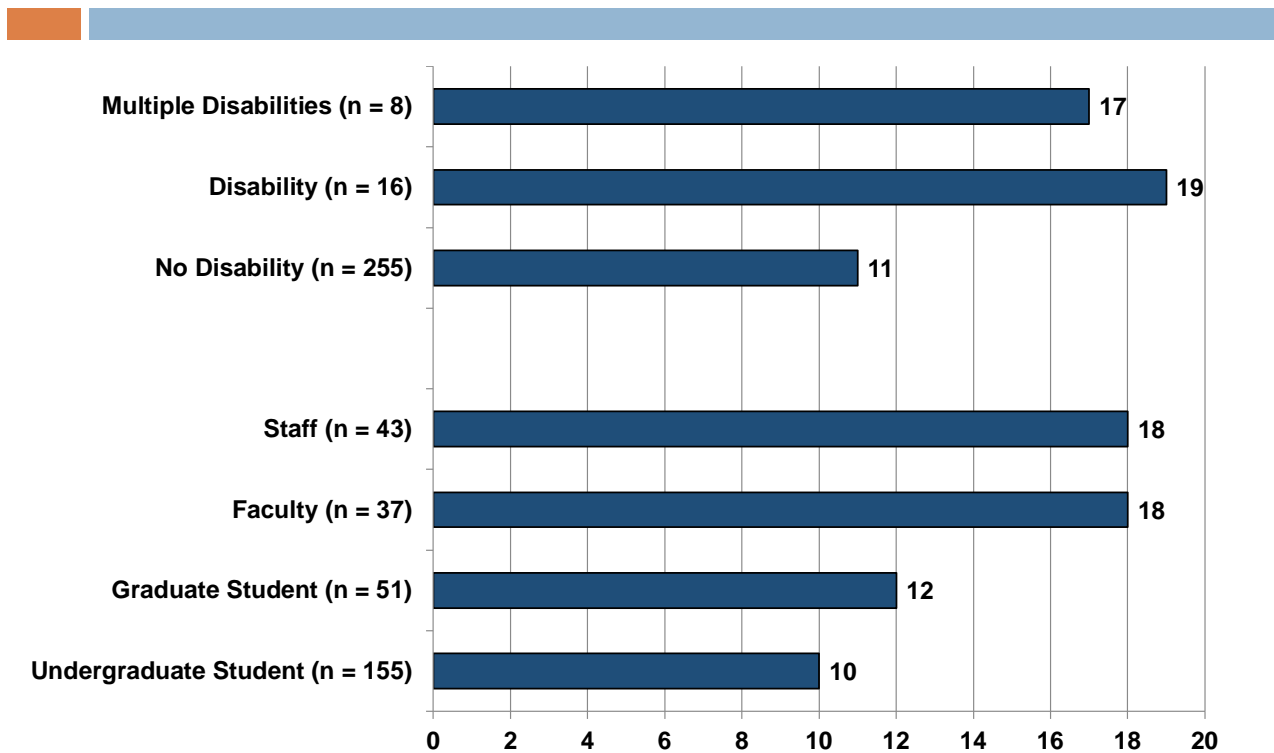
Figure 35. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Disability Status and Position Status (%)

Table 30 illustrates that respondents most often observed this conduct in the form of someone subjected to derogatory verbal remarks (48%, $n = 138$), someone deliberately ignored or excluded (38%, $n = 108$), someone being isolated or left out (30%, $n = 85$), or someone being intimidated/bullied (23%, $n = 67$).

Table 30. **Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of respondents who observed conduct
Derogatory verbal remarks	138	48.3
Person ignored or excluded	108	37.8
Person isolated or left out	85	29.7
Person intimidated/bullied	67	23.4
Racial/ethnic profiling	40	14.0
Person experienced a hostile work environment	36	12.6
Person experienced a hostile classroom environment	34	11.9
Person was the target of workplace incivility	32	11.2
Assumption that someone was admitted/hired/promoted based on his/her identity	31	10.8
Derogatory written comments	25	8.7
Person being stared at	24	8.4
Person received a low or unfair performance evaluation	23	8.0
Derogatory phone calls/text messages/email	21	7.3
Person received a poor grade	21	7.3
Assumption that someone was not admitted/hired/promoted based on his/her identity	18	6.3
Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik Yak)	16	5.6
Singled out as the spokesperson for their identity group	14	4.9
Person was unfairly evaluated in the promotion and tenure process	9	3.1
Derogatory phone calls	5	1.7
Graffiti/vandalism	< 5	---
Person was stalked	< 5	---
Threats of physical violence	< 5	---
Physical violence	< 5	---
Something not listed above	21	7.3

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 286$).
Percentages do not sum to 100 as a result of multiple responses.

Table 31 summarizes the location in which the exclusionary, intimidating, offensive, and/or hostile conduct was observed. Thirty-five percent (*n* = 90) of the respondents who indicated that they observed such conduct on campus noted that it happened in a classroom setting. Of the respondents who reported that they had observed such conduct online, most indicated that the incidents occurred on a social networking site (66%, *n* = 19).

Table 31. **Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who observed conduct
On campus	**257**	**89.9**
In a classroom setting	90	35.0
In a meeting with a group of people	56	21.8
While working on campus	48	18.7
In a lab setting	37	14.4
In a faculty office	29	11.3
In an administrative office	27	10.5
In a meeting with one other person	26	10.1
In a public space	26	10.1
While walking on campus	25	9.7
In campus housing	16	6.2
In a dining facility	11	4.3
While at a party	10	3.9
A location not listed above	9	3.5
At a College of Engineering event	6	2.3
In a fraternity/sorority	5	1.9
In a campus library	< 5	---
In athletic/recreational facilities	< 5	---
In a healthcare setting	0	0.0
Off-campus	**35**	**12.2**
While at a party	10	28.6
In a meeting with a group of people	8	22.9
In a public space	7	20.0
While walking	6	17.1
In off-campus housing	6	17.1
In a fraternity	< 5	---
A location not listed above	< 5	---

Table 31. cont.

Location of conduct	*n*	% of respondents who observed conduct
In a meeting with one other person	< 5	---
While working	< 5	---
In recreational facilities	< 5	---
While in an experiential learning environment	0	0.0
In a health care setting	0	0.0
Online	**29**	**10.1**
Social networking site	19	65.5
Email	8	27.6
Text message or chat	< 5	---

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 286).
Percentages do not sum to 100 as a result of multiple responses.

Almost two-thirds (66%, *n* = 188) of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the *targets of the conduct* were students. Other respondents identified friends (19%, *n* = 55), co-workers (14%, *n* = 39), staff members (13%, *n* = 37), and strangers (12%, *n* = 33) as targets.

Of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 48% (*n* = 137) noted that students were the *sources of the conduct*. Respondents identified additional sources as faculty members (25%, *n* = 72) and staff members (13%, *n* = 37).

Table 32 summarizes actions taken in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct. Forty-three percent (*n* = 123) did not do anything, 23% (*n* = 66) told a friend, 13% (*n* = 36) told a family member, 13% (*n* = 38) ignored it, and 13% (*n* = 38) of respondents did not know to whom to go. Of the 12 respondents (4%) who sought support from an on-campus resource, respondents mostly sought support from administration, a staff member, or their supervisor.[54]

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[54]The number of respondents in each group was not reported in order to maintain their confidentiality.

Table 32. **Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	*n*	% of respondents who observed conduct
I didn't do anything	123	43.0
I told a friend	66	23.1
I ignored it	38	13.3
I didn't know whom to go to	38	13.3
I told a family member	36	12.6
I avoided the person/venue	33	11.5
I confronted the person(s) at the time	29	10.1
I confronted the person(s) later	26	9.1
I contacted an on-campus resource	12	4.2
Administration	*< 5*	---
Staff person	*< 5*	---
My supervisor	*< 5*	---
Human Resources	*< 5*	---
Equal Opportunity Office (EOO)	*< 5*	---
Faculty member	*< 5*	---
COE Ombudsperson	*< 5*	---
My academic advisor	*< 5*	---
My research advisor	*< 5*	---
Other	*< 5*	---
Behavioral Threat Management Team	*0*	*0.0*
PSU Public Safety	*0*	*0.0*
Healthcare services (e.g., CAPS)	*0*	*0.0*
Student support services	*0*	*0.0*
Student staff (e.g., peer mentor)	*0*	*0.0*
Teaching assistant/graduate assistant	*0*	*0.0*
I sought information online	8	2.8
I contacted an off-campus resource	< 5	---
Local law enforcement	*0*	*0.0*
Hotline/advocacy services	*0*	*0.0*
A spiritual adviser (e.g., imam, pastor, rabbi, priest, layperson)	*0*	*0.0*
Off-campus counseling service	*0*	*0.0*
A response not listed above	37	12.9

Note: Only answered by respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 286). Percentages do not sum to 100 as a result of multiple responses.

Table 33 illustrates that 95% (*n* = 265) of respondents did not report the exclusionary, intimidating, offensive, and/or hostile incident. Only 5% (*n* = 14) of respondents did report the exclusionary, intimidating, offensive, and/or hostile incident. Of the respondents who reported the incident, none were satisfied with the outcomes and 56% (*n* = 5) felt that the incident did not receive an appropriate response.

Table 33. **Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the observed conduct	*n*	% of respondents who observed conduct
No, I didn't report it.	265	95.0
Yes, I reported it.	14	5.0
Yes, I reported the incident and was satisfied with the outcome.	*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 responded to appropriately.	*< 5*	*---*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*5*	*55.6*

Note: Only answered by respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 286). Percentages do not sum to 100 as a result of multiple responses.

Ninety-five respondents elaborated on their observations of concerning conduct directed toward a person or group of people in PSU COE. The themes that emerged and supporting comments are provided here.

Exclusionary conduct towards various identities. Twenty-nine percent of COE respondents cited exclusionary, intimidating, offensive, and/or hostile conduct towards individuals and or groups on campus. Respondents addressed a range of identities whom they perceived to be excluded in some form. One Faculty respondent elaborated, "Significant amount of gender discrimination among faculty towards other faculty (not students), some racial insensitivity among faculty towards students." Other Faculty respondents noted, "students leaving out students of other racial backgrounds from teams, or giving them inferior administrative tasks" and "students passing disparaging comments about students with different perceived sexualities and identities." Undergraduate Student respondents added, "Race relations seem to be a mild issue especially among fraternity and sorority members" and "It's hard for people to make friends as there is always a racial boundaries."

Students – Reports of offensive language. Thirteen percent of Student respondents described having observed offensive conduct among peer-to-peer interactions and Faculty interactions. One Student respondent observed peer to peer offensive conduct, "People in my major like to make fun of the IST kids because they believe the IST major is somehow invalid." Regarding Faculty interactions, one Student respondent "My friend was in my math class and is dyslexic and needs more time on quizzes and exams. I was one of the only people who knew about this and a professor essentially told the whole class about she needed more time on things and she was really embarrassed and uncomfortable." Another Student respondent reported, "Another professor said on THREE separate occasions: 'I hope more people drop the class because I am tired of grading papers.'" Another Student respondent shared, "The level of arrogance in some of the [named department] professors is absurd."

Reverse discrimination/over emphasis on diversity. Eleven percent of respondents who elaborated on conduct described perceived "reverse discrimination" and negative opinions about the current diversity and inclusion efforts. One Staff respondent stated, "Stop cramming diversity down everyone's throats." And an Undergraduate Student respondent elaborated, "In fact, if you're a majority in STEM (primarily male, white, Asian) - good luck, they don't want you!" Another Undergraduate Student respondent explained, "White men do not fall into any of the engineering social groups like the Society of Women Engineers (SWE) or the National Society of Black Engineers (NSBE). These groups get additional support and often get more job offers than an equally qualified white male." Generally, respondents who contributed to this theme perceived "Apathy towards those not in a minority group."

[xxiii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by gender identity: $\chi^2 (1, N = 2,440) = 24.203, p < .001$.

[xxiv]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by racial identity: $\chi^2 (3, N = 2,400) = 12.616, p < .01$.

[xxv]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by sexual identity: $\chi^2 (1, N = 2,379) = 31.307, p < .001$.

[xxvi]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by disability status: $\chi^2 (2, N = 2,451) = 6.102, p < .05$.

[xxvii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by position status: $\chi^2 (3, N = 2,463) = 23.074, p < .001$.

Experiences of Unwanted Sexual Contact

One percent ($n = 24$) of respondents indicated on the survey that they had experienced unwanted sexual contact[55] while a member of the PSU COE community. Subsequent analyses of the data suggested that significantly higher percentages of Women respondents and Transspectrum[56] respondents[xxviii], than Men respondents experienced unwanted sexual contact, but the numbers are too low to report in order to maintain confidentiality. Heterosexual respondents (1%, $n = 21$) were less likely than LGBQ respondents to have experienced unwanted sexual contact but this difference was not statistically significant. A much higher percentage of respondents with One or More Disabilities than respondents with No Disability experienced unwanted sexual contact, but this result was also not statistically significant owing to the small overall number of respondents. The vast majority of respondents who experienced unwanted sexual contact while a member of the PSU COE community were Student respondents (92%, $n = 22$). There were no notable or statistically significant differences based on racial identity, citizenship status, military status, faith-based affiliation, or students' income status.

Over half (54%, $n = 13$) of those respondents who indicated on the survey that they had experienced unwanted sexual contact noted that it happened within the past year, and 38% ($n = 9$) noted that it happened two to four years ago.

Students were asked to share what year in their college career they experienced unwanted sexual contact. Of the 22 Undergraduate and Graduate Student respondents who indicated that they experienced such conduct, 55% ($n = 12$) noted that it occurred during their first year, 23% ($n = 5$) during their second year, and 32% ($n = 7$) noted that it occurred during their third year (Table 34).

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[55]The survey defined unwanted sexual contact as interpersonal violence, stalking, sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, forcible sodomy or gang rape.
[56]Per the COEPC, gender identity was recoded into the categories Man ($n = 1,663$), Woman ($n = 779$), and Transspectrum ($n = 9$), where Transspectrum respondents included those who marked "transgender," "genderqueer," or more than one response for the question, "What is your gender/gender identity (mark all that apply)?"

Table 34. **Year in Which Undergraduate Student Respondents Experienced Unwanted Sexual Contact**

Year conduct occurred	*n*	%
While a graduate/professional student	< 5	---
First Year	12	54.5
Fall semester	*7*	*58.3*
Spring semester	*5*	*41.7*
Summer semester	*0*	*0.0*
Second Year	5	22.7
Fall semester	*0*	*0.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
Third Year	7	31.8
Fall semester	*0*	*0.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
Fourth Year	0	0.0
Fall semester	*0*	*0.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
After Fourth Year	0	0.0
Fall semester	*0*	*0.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*

Note: Only answered by Undergraduate Students who indicated on the survey that they experienced unwanted sexual contact (*n* = 22).

Half (50%, $n = 12$) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified PSU students as the perpetrators of the conduct, and 38% ($n = 9$) identified that it was an acquaintance/friend.

When asked where the incidents occurred, 71% ($n = 17$) of these respondents indicated that the unwanted sexual contact occurred off campus. Several of these respondents identified places such as private homes and social locations as places where off-campus unwanted sexual contact occurred. Thirty-eight percent ($n = 9$) of respondents who indicated on the survey that they had experienced unwanted sexual contact specified that the incidents occurred on campus, in locations such as a campus building, "dorm," or "fraternity."

When asked how they felt in response to experiencing unwanted sexual contact, 75% ($n = 18$) of these respondents indicated that they felt uncomfortable, 46% ($n = 11$) were embarrassed, 46% each felt somehow responsible ($n = 11$) or were angry ($n = 11$); 38% ($n = 9$) ignored it, and 29% ($n = 7$) were afraid (Table 35).

Table 35. **Emotional Reactions to Unwanted Sexual Contact**

Emotional reaction to conduct	*n*	%
I felt uncomfortable.	18	75.0
I felt embarrassed.	11	45.8
I felt somehow responsible.	11	45.8
I was angry.	11	45.8
I ignored it.	9	37.5
I was afraid.	7	29.2
An experience not listed here	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ($n = 24$). Percentages may not sum to 100 as a result of multiple responses.

In response to experiencing unwanted sexual conduct, 13 respondents (54%) told a friend (Table 36), 46% ($n = 11$) avoided the person/venue, 42% ($n = 10$) ignored it, 33% ($n = 8$) did not do anything, and 21% ($n = 5$) confronted the person(s) at the time.

Table 36. **Actions in Response to Unwanted Sexual Contact**

Action	*n*	%
I told a friend	13	54.2
I avoided the person/venue	11	45.8
I ignored it	10	41.7
I didn't do anything	8	33.3
I confronted the person(s) at the time	5	20.8
I contacted an on-campus resource	< 5	---
Staff person	< 5	---
PSU Public Safety	< 5	---
Healthcare services (e.g., CAPS)	< 5	---
Faculty member	< 5	---
My supervisor	< 5	---
Administration	0	0.0
Behavioral Threat Management Team	0	0.0
Equal Opportunity Office (EOO)	0	0.0
COE Ombudsperson	0	0.0
Human Resources	0	0.0
Student support services	0	0.0
Student staff (e.g., peer mentor)	0	0.0
Teaching assistant/graduate assistant	0	0.0
My academic advisor	0	0.0
My research advisor	0	0.0
Other	0	0.0
I confronted the person(s) later	< 5	---
I didn't know whom to go to	< 5	---
I told a family member	< 5	---
I sought information online	< 5	---
I contacted an off-campus resource	< 5	---
Local law enforcement	0	0.0
Hotline/advocacy services	< 5	---
A spiritual adviser	0	0.0
Off-campus counseling service	0	0.0
A response not listed above	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact (*n* = 24).
Percentages may not sum to 100 as a result of multiple responses.

In addition, 96% (*n* = 23) of respondents did not report the incident(s) of unwanted sexual contact. Of the respondents who reported the incident, 100% were satisfied with the outcomes.

Twenty-four respondents elaborated on why they did not report unwanted sexual contact. The themes and supporting comments are provided here.

Shame/Embarrassment. Shame was the primary rationale cited as to why respondents did not report the unwanted sexual contact to a campus official or staff member. One Undergraduate Student respondent simply stated, "Because I thought it was my fault... Until recently." Similarly, another Undergraduate Student noted, "I didn't realize it was considered 'unwanted sexual contact' and I was embarrassed that I couldn't confront the situation and scared of what he would do if he discovered I reported him." Lack of understanding was often mentioned in tandem with shame, one Undergraduate Student elaborated, "I never reported it because I didn't know if I had done something to suggest I wanted it to happen." A Graduate Student respondent also shared, "while I knew he was in the wrong I didn't want to deal with the stigma of sexual assault" Though in a different relationship to COE, a Faculty respondent shared the sentiment of shame in their narrative too, "I did not want to tell the story to several people and have to confront the person."

Self-Blame. Self-blame was the second most common reason that respondents provided for why they did not report the unwanted sexual contact to a campus official or staff member. One Undergraduate Student respondent explained, "I don't want to ruin anyone else's future. I feel it is better for me to live with this than put it on him and his family." The influence of alcohol on the perception of blame was also noted, one Undergraduate Student respondent stated, "I was drunk at the time and do not remember what happened." Similarly, another Undergraduate Student respondent shared, "I was under the influence of alcohol during the assault and knew reporting it would be more of an uncomfortable experience for me than a true investigation into what happened. I assumed nothing would come from reporting it except the assault becoming public knowledge."

[xxviii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2 (2, N = 2,449) = 40.753, p < .001$.

Summary

Eighty-one percent of all respondents were "comfortable" or "very comfortable" with the climate at PSU COE and 76% of Faculty, Staff, and Graduate Student respondents were "comfortable" or "very comfortable" with the climate in their primary departments/work units/research groups. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be "comfortable" or "very comfortable," suggests that a slightly higher percentage of PSU COE respondents (81%) were "comfortable" or "very comfortable" with the climate at PSU COE.

Twenty percent to 25% of individuals in similar investigations indicated that they had personally experienced exclusionary, intimidating, offensive, and/or hostile conduct. At PSU COE, 11% (*n* = 260) of respondents reported that they had personally experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Twelve percent (*n* = 286) of PSU COE survey respondents indicated that they had observed conduct or communications directed toward a person or group of people in PSU COE that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. In addition, 1% (*n* = 24) of respondents indicated on the survey that they had experienced unwanted sexual contact while a member of the PSU COE community.

Faculty and Staff Perceptions of Climate

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

Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices at PSU COE. Seventeen percent ($n = 36$) of Faculty respondents and 13% ($n = 31$) of Staff respondents indicated that they had observed hiring practices in COE (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unfair or unjust or that would inhibit diversifying the community (Table 37). A larger percentage of Tenure-Track Faculty respondents (25%, $n = 31$) than Non-Tenure-Track Faculty respondents (6%, $n = 5$) observed unfair or unjust hiring practices.[xxix] No significant differences existed between the percentages of Non-Exempt Staff respondents (13%, $n = 13$) and Exempt Staff respondents (12%, $n = 14$) who observed unfair or unjust hiring practices.

Table 37. **Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust, or That Would Inhibit Diversifying the Community**

	Hiring practices		Employment-related disciplinary actions		Procedures or practices related to promotion, tenure, and/or reclassification	
	n	%	*n*	%	*n*	%
No	**376**	**84.9**	**414**	**93.5**	**358**	**81.0**
Staff	203	86.8	221	94.0	192	82.1
Faculty	173	82.8	193	92.8	166	79.8
Yes	**67**	**15.1**	**29**	**6.5**	**84**	**19.0**
Staff	31	13.2	15	7.2	42	17.9
Faculty	36	17.2	14	6.0	42	20.2

Note: Table includes Faculty and Staff responses ($n = 448$) only.

- Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at PSU COE, 27% ($n = 18$) noted that it was based on ethnicity, 27% ($n = 18$) on gender/gender identity, 21% ($n = 14$) on nepotism/cronyism, 18% ($n = 12$) on educational credentials, 15% ($n = 10$) on position, 13% ($n = 9$) on racial identity, 10% ($n = 7$) on age, and 8% ($n = 5$) on length of service at PSU COE. Subsequent analyses revealed no significant differences in responses based on demographic characteristics.[57]

- While a higher percentage of Underrepresented Respondents of Color (46%, $n = 6$) reported that they had observed discriminatory hiring practices compared to the other Staff and Faculty respondents (11% - 13%), the difference was not statistically valid owing to the small number of respondents. Similar results of note that were also not statistically valid include that 23% ($n < 5$) of LGBQ respondents compared to 14% ($n = 57$) of Heterosexual respondents, and 32% ($n = 6$) of respondents with at least one disability compared to 14% ($n = 59$) of respondents with no disability had observed discriminatory hiring practices.

Twenty-six Faculty and Staff respondents elaborated on their observations of unjust hiring practices. The themes and supporting comments are offered here.

Enhance Equity and Inclusion in Hiring Practices. Forty-three percent of respondents who elaborated on unjust hiring practices noted inclusion concerns for a range of identities including gender, size, and race. One Faculty respondent noted, "We do a terrible job in seeking qualified female and minority candidates for faculty positions." Alluding to the perceived need for more efforts towards diversity and inclusion, another Faculty respondent explained, "There is NO diversity in our staff members (they are mostly white), although we have increasing more diverse student populations. Please do something about it!" Finally, another Faculty respondent acknowledged, "While no one wants to do more training, I think online training should be required of all those on search committees, and additional modules for the chairs of search committees to become more aware of unconscious biases."

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[57]Chi-square analyses were conducted by gender identity, racial identity, citizenship status, sexual identity, military status, faith-based affiliation, disability status, and age.

Favoritism. Both nepotism and cronyism were noted by fifteen percent of respondents who elaborated on unjust hiring practices. One Staff respondent noted, "Too many of our new hires are coming in because they are friends of hiring committees - the old 'I know his mother; I went to school with sister and know the family'." Another Staff respondent elaborated, "Hiring friends that do not have the qualifications to fill the job (e.g., people that do not have computer skills to fulfill office administration positions)." Similarly, another Staff respondent also noted, "Persons being hired simply because they were related to someone in the department."

Seven percent ($n = 29$) of Faculty and Staff respondents indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, in COE. Subsequent analyses indicated that of those individuals, 21% ($n = 6$) believed that the discrimination was based on position status and 17% ($n = 5$) on age. No significance differences existed in the responses of Tenure-Track Faculty respondents, Non-Tenure-Track Faculty respondents, and Staff respondents. No significant differences in responses emerged by any of the demographic characteristics analyzed.[58]

Eight respondents elaborated on their observations of employment-related discipline or action. One theme emerged and is offered here with supporting comments.

Staff- Inconsistency. The majority of the eight respondents who elaborated on this question perceived inconsistencies in their observations of employment-related discipline or action. Regarding discipline, one Staff respondent noted, "hesitancy to discipline tenured faculty." Another Staff respondent explained an incident in which there were "no consequences for inadequate and inappropriate behavior of an employee." One Staff respondent described inconsistencies in allowances of time off, stating, "Time off should be applied evenly across the board. Faculty should not be allowed to dictate responsibilities to staff above what is the norm." Finally, one Staff respondent concluded her narrative addressing inconsistencies in expectations

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[58]Chi-square analyses were conducted by gender identity, racial identity, citizenship status, sexual identity, military status, faith-based affiliation, disability status, and age.

with, "Sadly I believe many of our faculty view the staff as their personal servants. We need to do a better job informing all employees of their job responsibilities."

Nineteen percent ($n = 84$) of Faculty and Staff respondents indicated that they had observed unjust promotion/tenure/reappointment/reclassification practices in PSU COE. Subsequent analyses indicated that of those individuals, 19% ($n = 16$) believed that the unjust practices were based on gender/gender identity, 17% ($n = 14$) on position status, 12% ($n = 10$) on ethnicity, 10% ($n = 8$) on either length of service at PSU COE or nepotism/cronyism, 7% ($n = 6$) on age or educational credentials, and 6% ($n = 5$) on either major field of study or racial identity. No significance differences existed in the responses of Tenure-Track Faculty respondents, Non-Tenure-Track Faculty respondents, and Staff respondents. While a higher percentage of respondents with at least one disability (37%, $n = 7$) reported that they had observed unjust promotion/tenure/reappointment/reclassification practices compared to the respondents without a disability (18%, $n = 74$), the difference was not statistically valid owing to the small number of respondents. No significant differences in responses emerged based on any of the other demographic characteristics analyzed.[59]

Twenty-nine respondents elaborated on their observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification. The themes are presented here with supporting comments.

Inconsistent practices. More than one-third of the respondents who elaborated on observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification perceived inconsistencies in those practices. One Staff respondent noted, "There is a double standard being demonstrated between positions and the degrees of compensations attached for faculty taking on an additional work load verses a staff member." Another Staff respondent explained, "Individuals within the department are doing a significantly greater amount of work than others in the same position but in a different

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[59]Chi-square analyses were conducted by gender identity, racial identity, citizenship status, sexual identity, military status, faith-based affiliation, disability status, and age.

department." Regarding the perceived lack of clarity, one Faculty respondent pointed out, "Unclear criteria for promotions for non-tenure track faculty."

Lack of Professional Development Opportunities. Eighteen percent of respondents who elaborated on observations of unjust behavior, procedures, or employment practices expressed the desire for more professional development and advancement opportunities. Limited samples were selected to be included in the report in order to preserve anonymity as many of the narratives contained highly identifiable information. Faculty respondents described "no promotion path defined," "reclassification opportunities for staff are not addressed," and a narrative describing an unfair demotion process. Another Faculty respondent concluded their narrative by stating, "I did not hit a glass ceiling; I hit a slab of cement. Glass would have been better because at least I'd see light!!"

[xxix]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they observed discriminatory employment practices related to hiring at PSU COE by position status: $\chi^2 (1, N = 209) = 12.927, p < .001$.

Staff Respondents' Views on Workplace Climate and Work-Life Balance

Several survey items queried Staff respondents about their opinions regarding work-life issues, and support and resources available at PSU COE. Frequencies and significant differences based on staff status,[60] gender identity,[61] racial identity, disability status, citizenship status, military status, and faith-based affiliation are provided in Tables 38 through 41.[62] Only statistically significant differences are reported.

Sixty-one percent ($n = 146$) of Staff respondents felt that they had supervisors who gave them job/career advice or guidance when they needed it (Table 38). Seventy-one percent ($n = 168$) of Staff respondents felt that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. Fifty-five percent ($n = 129$) of Staff respondents felt that they were included in opportunities that would help their careers as much as others in similar positions.

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[60]Readers will note that 227 of 231 Staff respondents further identified their positions as Non-Exempt Staff ($n = 105$) or Exempt Staff ($n = 122$).

[61]No Transspectrum Staff completed the survey.

[62]Analyses were not run by sexual identity because the numbers of LGBQ Staff and Other Sexual Identity Staff respondents ($n = 5$) were too low to ensure the confidentiality of their responses. For all analyses in this section on Staff perceptions, Multiracial Staff, Asian/Asian American/South Asian Staff, and Underrepresented Staff of Color respondents ($n = 7$) were collapsed into Staff of Color, and Staff with a single disability ($n = 8$) and Multiple Disabilities Staff ($n = 6$) were combined in these analyses as their numbers were too few to ensure confidentiality. Multiple Faith-Based Affiliations Staff respondents ($n < 5$) and Other Faith-Based Affiliations ($n < 5$), were not included because their numbers were too few to maintain the confidentiality of their responses.

Table 38. **Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I have supervisors who give me job/career advice or guidance when I need it.	70	29.4	76	31.9	53	22.3	26	10.9	13	5.5
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	64	27.0	104	43.9	52	21.9	14	5.9	< 5	---
I am included in opportunities that will help my career as much as others in similar positions.	44	18.6	85	35.9	54	22.8	45	19.0	9	3.8

Note: Table includes Staff responses (*n* = 238) only.

Table 39 illustrates that 36% (*n* = 84) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear.

Nineteen percent (*n* = 45) of Staff respondents felt that the performance evaluation process was productive. When analyzed by faith-based affiliation, a higher percentage of Christian Affiliation Staff respondents (21%, *n* = 34) than No Affiliation Staff respondents (*n* < 5) "agreed" that the performance evaluation process was productive.

Table 39. **Staff Respondents' Perceptions of Performance Evaluation Process**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The performance evaluation process is clear.	16	6.8	68	28.8	56	23.7	61	25.8	35	14.8
The performance evaluation process is productive.	8	3.4	37	15.7	63	26.7	59	25.0	69	29.2
Faith-based affiliation[xxx]										
Christian	5	3.0	34	20.7	44	26.8	39	23.8	42	25.6
No Affiliation	< 5	---	< 5	---	17	33.3	13	25.5	17	33.3

Note: Table includes Staff responses (*n* = 238) only.

Table 40 illustrates frequencies for several items in survey Question 38.

Eighty-one percent ($n = 191$) of Staff respondents felt that their supervisors provided adequate support for them to manage work-life balance. Only 48% ($n = 114$) of Staff respondents felt that PSU COE provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).

Less than one percent ($n < 5$) of Staff respondents felt that people who do not have children and eldercare responsibilities were burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.

Few Staff respondents (17%, $n = 40$) felt that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).

About one-quarter (26%, $n = 61$) of Staff respondents suggested 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). However, a significantly larger percentage of Christian Staff respondents (10%, $n = 16$) than No Affiliation Staff respondents (0%, $n = 0$) felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations.

Table 40. **Staff Respondents' Perceptions of Work-Life Balance**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My supervisor provides adequate support for me to manage work-life balance.	94	39.7	97	40.9	31	13.1	7	3.0	8	3.4
People who do not have children and eldercare responsibilities are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	< 5	---	17	7.2	83	35.2	84	35.6	49	20.8
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	9	3.8	31	13.1	75	31.6	82	34.6	40	16.9
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).	18	7.6	43	18.1	97	40.9	63	26.6	16	6.8
Faith-based affiliation [xxxi]										
Christian	16	9.8	30	18.3	63	38.4	47	28.7	8	4.9
No Affiliation	0	0.0	8	15.4	25	48.1	12	23.1	7	13.5
COE provides adequate resources to help me manage work-life balance.	26	11.0	88	37.1	94	39.7	19	8.0	10	4.2

Note: Table includes Staff responses (*n* = 238) only.

Sixty percent (*n* = 142) of Staff respondents reported that they were able to complete their assigned duties during scheduled hours (Table 41). A significantly larger percentage of Non-Exempt Staff respondents (75%, *n* = 78) than Exempt Staff respondents (45%, *n* = 55) felt that they were able to complete their assigned duties during scheduled hours.

Similarly, 63% ($n = 147$) of Staff respondents felt that they were given a reasonable time frame to complete assigned responsibilities. Again, a significantly larger percentage of Non-Exempt Staff respondents (74%, $n = 75$) than Exempt Staff respondents (52%, $n = 63$) felt that they were given a reasonable time frame to complete assigned responsibilities.

Eighteen percent ($n = 42$) of Staff respondents felt that they were pressured by departmental work requirements that occur outside of normally scheduled hours. Approximately four times the proportion (25%, $n = 36$) of Exempt Staff respondents than Non-Exempt Staff respondents ($< 10\%$, $n < 10$) felt that they were pressured by departmental work requirements that occur outside of normally scheduled hours.

Over half (55%, $n = 129$) of Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

Table 41. **Staff Respondents' Perceptions of Workload**

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am able to complete my assigned duties during scheduled hours.	53	22.5	89	37.7	35	14.8	35	14.8	24	10.2
Staff status[xxxii]										
Non-Exempt Staff	26	25.0	52	50.0	9	8.7	14	13.5	< 5	---
Exempt Staff	23	19.0	32	26.4	25	20.7	20	16.5	21	17.4
I am given a reasonable time frame to complete assigned responsibilities.	48	20.5	99	42.3	46	19.7	33	14.1	8	3.4
Staff status[xxxiii]										
Non-Exempt Staff	23	22.5	52	51.0	19	18.6	8	7.8	0	0
Exempt Staff	21	17.4	42	34.7	26	21.5	24	19.8	8	6.6
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	16	6.8	26	11.0	45	19.1	112	47.5	37	15.7
Staff status[xxxiv]										
Non-Exempt Staff	< 5	---	6	5.8	17	16.3	55	52.9	24	23.1
Exempt Staff	14	11.6	20	16.5	26	21.5	50	41.3	11	9.1
There is a hierarchy within staff positions that allows some voices to be valued more than others.	48	20.3	81	34.2	66	27.8	34	14.3	8	3.4

Note: Table includes Staff responses (*n* = 238) only.

Fifty-seven staff respondents elaborated on their perceptions of the workplace climate at PSU

COE. One theme emerged and is presented here with supporting comments.

Unreasonable Workload. Workload was the most common theme reflected in the narratives

elaborating on workplace climate at PSU COE. One Staff respondent explained, "We have lost 6

staff members in 1 year, and as new employees are brought in, the work balance becomes more

and more unbalanced." Also addressing expansion related concerns, another Staff respondent

noted, "Our office has recently expanded, but not for the duties that I am responsible for. I keep

hearing that there will be a 'light at the end of the tunnel' from our director, but I have yet to see

it." Another Staff respondent reported working after hours and described it as "like being 'On-

Call' voluntarily." Another Staff respondent shared, "Currently in my position, the hierarchy of

our office does not line up with workload, responsibility, hours of time put in, and the initiative

of staff."

[xxx]A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that the performance evaluation process was productive by faith-based affiliation: χ^2 (4, $N = 215$) = 10.732, $p < .05$.
[xxxi]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt they performed more work than colleagues with similar performance expectations by faith-based affiliation: χ^2 (4, $N = 216$) = 10.807, $p < .05$.
[xxxii]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were able to complete assigned duties during scheduled hours by staff status: χ^2 (4, $N = 225$) = 25.897, $p < .001$.
[xxxiii]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were given a reasonable time frame to complete assigned responsibilities by staff status: χ^2 (4, $N = 223$) = 16.746, $p < .01$.
[xxxiv]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were pressured by departmental work requirements that occur outside of their normally scheduled hours by staff status: χ^2 (4, $N = 225$) = 22.332, $p < .001$.

Staff Respondents' Feelings of Support and Value at PSU COE

One question in the survey queried Staff respondents about their opinions on various topics, including their opinions about their support from supervisors and the institution, and PSU COE's benefits and salary. Tables 42 to 44 illustrate Staff responses to these items. Analyses were conducted by Staff status (Non-Exempt Staff, Exempt Staff), gender identity, racial identity, sexual identity, citizenship, military status, faith-based affiliation, and disability status; only statistically significant differences are presented in the tables.

Seventy-two percent ($n = 169$) of Staff respondents felt that PSU COE provided them with resources to pursue training/professional development opportunities (Table 42). A significantly lower percentage of Exempt Staff respondents (46%, $n = 55$) than Non-Exempt Staff respondents (64%, $n = 67$) "agreed" that PSU COE provided them with resources to pursue training/professional development opportunities. A larger proportion of Women Staff (23%, n = 35) than Men Staff (8%, n = 6) "strongly agreed" that PSU COE provided them with resources to pursue training/professional development opportunities.

Sixty-seven percent ($n = 158$) of Staff respondents felt their supervisors provided them with resources to pursue training/professional development opportunities.

Fifty-eight percent ($n = 137$) of Staff respondents indicated that their department was supportive of taking extended leave (e.g., FMLA, parental). Eighty-six percent ($n = 201$) of Staff respondents felt that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability).

Few Staff respondents felt that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. Only one-third (33%, $n = 76$) of Staff respondents agreed that PSU policies (e.g., FMLA) were fairly applied across COE.

Seventy-two percent of Staff respondents (*n* = 169) felt that their department was supportive of flexible work schedules.

Table 42. **Staff Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
PSU COE provides me with resources to pursue training/professional development opportunities.	42	17.8	127	53.8	47	19.9	18	7.6	< 5	---
Staff status[xxxv]										
Exempt Staff	21	17.4	55	45.5	29	24.0	14	11.6	< 5	---
Non-Exempt Staff	20	19.2	67	64.4	14	13.5	< 5	---	< 5	---
Gender identity[xxxvi]										
Men Staff	6	7.9	41	53.9	22	28.9	5	6.6	< 5	---
Women Staff	35	23.0	81	53.3	23	15.1	13	8.6	< 5	---
My supervisor provides me with resources to pursue training/professional development opportunities.	45	19.1	113	48.1	55	23.4	18	7.7	< 5	---
My department is supportive of taking extended leave (e.g., FMLA, parental).	49	20.8	88	37.3	88	37.3	8	3.4	< 5	---
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	83	35.5	118	50.4	22	9.4	9	3.8	< 5	---
Staff in my department who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	< 5	---	6	2.6	127	54.0	66	28.1	35	14.9
PSU policies (e.g., FMLA) are fairly applied across COE.	21	9.1	55	23.7	133	27.3	19	8.2	< 5	---
My department is supportive of flexible work schedules.	60	25.5	109	46.4	33	14.0	26	11.1	7	3.0

Note: Table includes Staff respondents (*n* = 238) only.

When asked about salary and benefits, slightly more than one-quarter of Staff respondents (26%, *n* = 60) "agreed" or "strongly agreed" that staff salaries were competitive (Table 43). Seventy-eight percent (*n* = 185) of Staff respondents felt that vacation and personal time benefits were competitive. Seventy percent (*n* = 163) of Staff respondents felt that health insurance benefits were competitive. A significantly lower percentage of Non-Exempt Staff respondents (9%, *n* =

9) than Exempt Staff respondents (26%, $n = 31$) "strongly agreed" that health insurance benefits were competitive, but a higher percentage of Non-Exempt Staff respondents (60%, $n = 62$) than Exempt Staff respondents (45%, $n = 54$) "agreed" with the statement.

About one-third (32%, $n = 74$) of Staff respondents indicated that child care benefits were competitive. Sixty-eight percent ($n = 159$) of Staff respondents felt that retirement benefits were competitive.

Table 43. **Staff Respondents' Perceptions of Salary and Benefits**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff salaries are competitive.	9	3.8	51	21.8	70	29.9	70	29.9	34	14.5
Vacation and personal time benefits are competitive.	64	27.1	121	51.3	34	14.4	15	6.4	< 5	---
Health insurance benefits are competitive.	41	17.5	122	52.1	45	19.2	23	9.8	< 5	---
Staff status[xxxvii]										
Exempt Staff	31	25.8	54	45.0	22	18.3	13	10.8	0	0.0
Non-Exempt Staff	9	8.7	62	60.2	21	20.4	9	8.7	< 5	---
Child care benefits are competitive.	23	9.9	51	21.9	137	58.8	18	7.7	< 5	---
Retirement benefits are competitive.	44	18.9	115	49.4	64	27.5	8	3.4	< 5	---

Note: Table includes Staff respondents ($n = 238$) only.

Thirty-seven percent ($n = 86$) of Staff respondents felt that staff opinions were valued on committees (Table 44). A larger percentage of Men Staff respondents (44%, $n = 33$) than Women Staff respondents (29%, $n = 43$) "agreed" that staff opinions were valued on committees. One-third (33%, $n = 76$) of Staff respondents felt that staff opinions were valued by department faculty and administration. A larger percentage of Women Staff respondents (29%, $n = 44$) than Men Staff respondents (9%, $n = 7$) "disagreed" that staff opinions were valued by department faculty and administration.

Seventy-two percent ($n = 169$) of Staff respondents felt that expectations of their responsibilities were clear. Only 19% ($n = 44$) of Staff respondents felt that procedures on how they could advance within the COE were clear.

Table 44. **Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff opinions are valued on committees.	9	3.8	77	32.9	92	39.3	42	17.9	14	6.0
Gender identity[xxxviii]										
Woman	9	6.0	43	28.5	59	39.1	33	21.9	7	4.6
Man	0	0.0	33	44.0	29	38.7	7	9.3	6	8.0
Staff opinions are valued by department faculty and administration.	11	4.7	65	27.8	84	35.9	53	22.6	21	9.0
Gender identity[xxxix]										
Woman	7	4.6	38	25.2	48	31.8	44	29.1	14	9.3
Man	< 5	---	26	34.7	34	45.3	7	9.3	6	8.0
There are clear expectations of my responsibilities.	44	18.7	125	53.2	36	15.3	20	8.5	10	4.3
There are clear procedures on how I can advance within COE.	8	3.4	36	15.3	77	32.8	86	36.6	28	11.9

Note: Table includes Staff respondents ($n = 238$) only.

Forty-five respondents elaborated on employment related experiences. The themes and supporting comments are presented here.

Low Morale. Thirty-one percent of Staff respondents reported low morale and unpleasant experiences in their work environments. One Staff respondent stated, "My opinion is treated with open hostility, complete with public scolding and body language such as 'eye rolling', etc." Another Staff respondent noted, "Not rewarded for improving processes/procedures or eliminating waste." Intergroup dynamics were noted by several respondents, for example, "I was hired to help a co-worker but, she won't answer my questions or give me any work." General

observations such as one Staff respondent's statement that, "There just seems to be a general, unappreciative attitude where staff duties are concerned" and another Staff respondent's statement "I feel staff is last to be asked opinions" confirmed this theme and a perceived area of concern for Staff respondents.

Lack of Professional Development Opportunities. Based on the data gathered from the Staff respondents who addressed employment related experiences of Staff, there is a perceived need for more professional development and advancement opportunities. One Staff respondent shared, "there is little training available for the multitude of expectations pushed on staff." Another Staff respondent noted, "I feel the areas of growth are limited." Similarly, another Staff respondent explained, "There is very little talk of advancement opportunities. Within this particular department, there is a sense of no upward mobility." One Staff respondent noted, "I do not think there is advancement in staff positions unless you job-hop." Lastly, one Staff respondent included perceptions about unfair means by which advancement can be obtained, "There are no indications of advancement opportunities; advancement opportunities in my department are based on who can kiss the supervisors back side the most."

Question number 100 queried Staff respondents about the degree to which they felt valued at PSU COE. Frequencies and significant differences based on Staff status (Non-Exempt Staff, Exempt Staff),[63] gender identity,[64] racial identity, sexual identity, citizenship, military status, faith-based affiliation, and disability status[65] are provided in Tables 45 through 47.

Eighty-seven percent ($n = 205$) of Staff respondents indicated that they felt valued by co-workers in their department (Table 45). Eighty percent ($n = 190$) of Staff respondents felt valued by their supervisors/managers.

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[63]Readers will note that 227 of 231 Staff respondents further identified their positions as Non-Exempt Staff ($n = 105$) or Exempt Staff ($n = 122$).

[64]No Transspectrum Staff completed the survey.

[65]Analyses were not run by sexual identity because the numbers of LGBQ Staff and Other Sexual Identity Staff respondents ($n = 5$) were too low to ensure the confidentiality of their responses. For all analyses in this section on Staff perceptions, Multiracial Staff, Asian/Asian American/South Asian Staff, and Underrepresented Staff of Color respondents ($n = 7$) were collapsed into Staff of Color, and Staff with a Single Disability ($n = 8$) and Multiple Disabilities Staff respondents ($n = 6$) were combined in these analyses as their numbers were too few to ensure confidentiality. Multiple Faith-Based Affiliations ($n < 5$) and Other Faith-Based Affiliations Staff respondents ($n < 5$), were not included because their numbers were too few to maintain the confidentiality of their responses.

Sixty-three percent ($n = 147$) of Staff respondents felt valued by PSU COE students. Slightly more than half (55%, $n = 130$) of Staff respondents felt valued by PSU COE faculty. Fifty-two percent ($n = 122$) of Staff respondents felt valued by PSU COE senior administrators (e.g., department head, dean).

Table 45. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by coworkers in my department.	89	37.6	116	48.9	17	7.2	12	5.1	< 5	---
I feel valued by my supervisor/manager.	95	39.9	95	39.9	24	10.1	16	6.7	8	3.4
I feel valued by COE students.	53	22.6	94	40.0	83	35.3	< 5	---	< 5	---
I feel valued by COE faculty.	41	17.3	89	37.6	73	30.8	27	11.4	7	3.0
I feel valued by COE senior administrators (e.g., department head, dean).	35	15.0	87	37.3	61	26.2	40	17.2	10	4.3

Note: Table includes Staff respondents ($n = 238$) only.

Table 46 depicts Staff respondents' attitudes about certain aspects of the climate in their departments/programs and at PSU COE. Fourteen percent ($n = 33$) of Staff respondents thought that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background. Thirteen percent ($n = 30$) of Staff respondents thought that their supervisors/managers pre-judged their abilities based on their perception of their identity/background. Nineteen percent ($n = 44$) of Staff respondents thought that faculty pre-judged their abilities based on their perception of their identity/background.

Table 46. **Staff Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think that coworkers in my work unit pre-judge my abilities based on their perception of my identity/background.	< 5	---	29	12.4	72	30.8	85	36.3	44	18.8
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	6	2.6	24	10.3	62	26.5	91	38.9	51	21.8
I think that faculty pre-judges my abilities based on their perception of my identity/background.	< 5	---	40	17.3	84	36.4	69	29.9	34	14.7

Note: Table includes Staff respondents ($n = 238$) only.

Fewer than half (44%, $n = 103$) of Staff respondents felt that their department/program encouraged free and open discussion of difficult topics (Table 47). Small but significant differences emerged when analyzed by gender identity. Sixteen percent ($n = 24$) of Women Staff respondents and 8% ($n = 6$) of Men Staff respondents "strongly agreed" that their department/program encouraged free and open discussion of difficult topics.

Seventy-two percent ($n = 170$) of Staff respondents felt that their skills were valued, and 72% ($n = 171$) felt that their work was valued.

Table 47. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I believe that my department/program encourages free and open discussion of difficult topics.	32	13.6	71	30.2	92	39.1	26	11.1	14	6.0
Gender identity[xl]										
Men Staff	6	8.0	25	33.3	33	44.0	< 5	---	8	10.7
Women Staff	24	15.8	45	29.6	57	37.5	21	13.8	5	3.3
I feel that my skills are valued.	61	25.7	109	46.0	32	13.5	29	12.2	6	2.5
I feel that my work is valued.	60	25.4	111	47.0	31	13.1	29	12.3	5	2.1

Note: Table includes Staff respondents (*n* = 238) only.

[xxxv]A chi-square test was conducted to compare percentages of Staff respondents who agreed that PSU COE provides them with resources to pursue training/professional development opportunities by Staff status: χ^2 (4, *N* = 225) = 14.352, *p* < .01.

[xxxvi]A chi-square test was conducted to compare percentages of Staff respondents who agreed that PSU COE provides them with resources to pursue training/professional development opportunities by gender identity: χ^2 (4, *N* = 228) = 15.605, *p* < .01.

[xxxvii]A chi-square test was conducted to compare percentages of Staff respondents who agreed that health insurance benefits were competitive by Staff status: χ^2 (4, *N* = 223) = 14.189, *p* < .01.

[xxxviii]A chi-square test was conducted to compare percentages of Staff respondents who agreed that staff opinions were valued on committees by gender identity: χ^2 (4, *N* = 226) = 13.488, *p* < .01.

[xxxix]A chi-square test was conducted to compare percentages of Staff respondents who agreed that staff opinions were valued by department faculty and administration by gender identity: χ^2 (4, *N* = 226) = 13.421, *p* < .01.

[xl]A chi-square test was conducted to compare percentages of Staff respondents who believed that their department/program encouraged free and open discussion on difficult topics by gender identity: χ^2 (4, *N* = 227) = 12.416, *p* < .05.

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

Three survey items queried Faculty respondents ($n = 175$) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 48 - 60). Question 32 queried Tenure-Track Faculty respondents ($n = 111$), Question 34 addressed the Non-Tenure-Track Faculty and Adjunct Faculty respondents[66] ($n = 64$), and Question 36 addressed all Faculty respondents. For Tenure-Track Faculty respondents, chi-square analyses were conducted by gender identity, racial identity, citizenship status, and faith-based affiliation;[67] no significant differences were found.

Table 48 illustrates that the majority of Tenure-Track Faculty respondents "agreed" or "strongly agreed" that the criteria for tenure were clear (71%, $n = 78$). Sixty percent of Tenure-Track Faculty respondents ($n = 65$) "agreed" or "strongly agreed" that tenure standards/promotion standards were applied equally to all faculty in their department. Fifty-five percent ($n = 59$) of Tenure-Track Faculty respondents "agreed" or "strongly agreed" that they felt supported and mentored during the tenure-track years. Sixty-two percent ($n = 64$) of Tenure-Track Faculty respondents felt that PSU policies for delay of the tenure-clock are used by all faculty.

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[66]The questions in this section were not asked of Post-doctoral Scholars.

[67]Analyses were not run by sexual identity because the numbers of LGBQ Tenure-Track Faculty and Other Sexual Identity Tenure-Track Faculty respondents ($n = 5$) were too low to ensure the confidentiality of their responses. The same was the case for Military Service Tenure-Track Faculty ($n < 5$) and Tenure-Track Faculty with a disability ($n < 5$). For all analyses in this section, Multiracial Tenure-Track Faculty, Asian/Asian American/South Asian Tenure-Track Faculty, and Underrepresented Faculty of Color respondents ($n = 28$) were collapsed into Tenure-Track Faculty of Color as their numbers were too few to ensure confidentiality. Transspectrum Tenure-Track Faculty respondents ($n < 5$), Multiple Faith-Based Affiliations Tenure-Track Faculty respondents ($n = 7$), and Other Faith-Based Affiliations ($n = 12$), were not included in these analyses because their numbers were too few to maintain the confidentiality of their responses.

Table 48. **Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The criteria for tenure are clear.	30	27.3	48	43.6	15	13.6	16	14.5	< 5	---
The tenure standards/promotion standards are applied equally to faculty in my department.	25	22.9	40	36.7	21	19.3	14	12.8	9	8.3
Supported and mentored during the tenure-track years.	26	24.1	33	30.6	25	23.1	13	12.0	11	10.2
PSU policies for delay of the tenure-clock are used by all faculty.	23	22.3	41	39.8	35	34.0	< 5	---	< 5	---

Note: Table includes Tenure-Track Faculty respondents (*n* = 111) only.

Table 49 illustrates that almost all (91%, *n* = 100) of Tenure-Track Faculty respondents "agreed" or "strongly agreed" that research was valued by their departments. Eighty percent (*n* = 88) of Tenure-Track Faculty respondents felt that teaching was valued by their departments. Fifty-nine percent (*n* = 64) of Tenure-Track Faculty respondents felt that their service contributions were valued by their departments.

Seventeen percent (*n* = 18) of Tenure-Track Faculty respondents felt pressured to change their research/scholarship agenda to achieve tenure/promotion.

Table 49. **Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Research is valued by my department.	70	63.6	30	27.3	6	5.5	< 5	---	< 5	---
Teaching is valued by my department.	33	30.0	55	50.0	11	10.0	10	9.1	< 5	---
Service contributions are valued by my department.	23	21.3	41	38.0	21	19.4	19	17.6	< 5	---
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	< 5	---	14	12.8	33	30.3	33	30.3	25	22.9

Note: Table includes Tenure-Track Faculty respondents (*n* = 111) only.

Slightly more than one-third (35%, *n* = 38) of Tenure-Track Faculty respondents felt 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 50).

Just over half (52%, *n* = 56) of Tenure-Track Faculty respondents thought 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.

Few Tenure-Track Faculty respondents thought that faculty members in their departments/programs who used family accommodation (FMLA) policies (e.g., child care, elder care) were disadvantaged in promotion and/or tenure.

Table 50. **Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	15	13.9	23	21.3	27	25.0	29	26.9	14	13.0
I perform more work to help students than do my colleagues.	17	15.7	39	36.1	33	30.6	14	13.0	5	4.6
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure.	< 5	---	5	4.7	55	51.9	30	28.3	15	14.2

Note: Table includes Tenure-Track Faculty respondents (*n* = 111) only.

Approximately one-third (32%, *n* = 35) of Tenure-Track Faculty respondents felt that faculty opinions were taken seriously by senior administrators (e.g., dean, vice president, provost) (Table 51).

Seventy-two percent (*n* = 77) of Tenure-Track Faculty respondents felt that faculty opinions were valued within department committees.

Twenty-one percent (*n* = 23) of Tenure-Track Faculty respondents wanted more opportunities to participate in substantive committee assignments, while 64% (*n* = 70) respondents felt that they had opportunities to participate in substantive committee assignments.

Table 51. **Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	< 5	---	33	30.3	38	34.9	22	20.2	14	12.8
Faculty opinions are valued within department committees.	26	23.9	51	46.8	17	15.6	11	10.1	< 5	---
I would like more opportunities to participate in substantive committee assignments.	< 5	---	19	17.6	49	45.4	23	21.3	13	12.0
I have opportunities to participate in substantive committee assignments.	22	20.2	48	44.0	30	27.5	< 5	---	5	4.6

Note: Table includes Tenure-Track Faculty respondents (*n* = 111) only.

Twenty-eight Tenured and Tenure-Track Faculty elaborated on their experiences regarding workplace climate. One theme emerged and is offered here with supporting comments.

More Support. Nearly one-third of the Tenured and Tenure-Track Faculty respondents who elaborated on their experiences regarding workplace climate addressed a perceived need for more support in their workplace climate. One Faculty respondent addressed this concern in relation to support from Staff, "I do not feel the staff at the college and university level are always responsive." One Faculty respondent noted concern with support from leadership, "The Deans and Associate Deans need to believe in their faculty more." Similarly, a Faculty respondent elaborated, "My previous department head assigned a major service assignment to me, with essentially no staff resources, which were challenging to my health, and made it nearly impossible to carry on a successful research program." One Faculty respondent suggested "a formal college mentoring program" as a possible solution to the perceived need for more support. Though the majority of the data reflected a perceived need for more support, one Faculty respondent offered positive reflections of the support they receive, "[Despite my identity

among the faculty], I have never faced any uncomfortable situations or conversations. I could not possibly have a more devoted, supportive department head, who truly makes everyone in our department feel comfortable, wanted, and gives them a voice."

Survey Question 34 queried Non-Tenure-Track Faculty respondents (including Adjunct Faculty respondents) on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were conducted by gender identity, and faith-based affiliation;[68] there were no significant differences based on gender identity or faith-based affiliation to report.

Table 52 indicates that 42% ($n = 27$) of Non-Tenure-Track Faculty respondents "agreed" or "strongly agreed" that the criteria used for contract renewal were clear. Only 21% ($n = 13$) of Non-Tenure-Track Faculty respondents indicated that the criteria used for contract renewal was applied equally to all faculty.

Sixty-three percent ($n = 40$) of Non-Tenure-Track Faculty respondents felt that expectations of their responsibilities were clear.

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[68]Analyses were not run by sexual identity because the numbers of LGBQ Non-Tenure-Track Faculty respondents and Other Sexual Identity Non-Tenure-Track Faculty respondents ($n = 5$) were too low to ensure the confidentiality of their responses. The same was the case for Non-U.S. Citizen Non-Tenure-Track Faculty respondents ($n = 13$), Multiracial Non-Tenure-Track Faculty, Asian/Asian American/South Asian Non-Tenure-Track Faculty, and Underrepresented Faculty of Color respondents ($n = 10$), Military Service Non-Tenure-Track Faculty ($n = 5$), and Non-Tenure-Track Faculty with a disability ($n < 5$). There were no Transspectrum Non-Tenure-Track Faculty respondents. For all analyses in this section, Multiple Faith-Based Affiliations Non-Tenure-Track Faculty respondents ($n = 5$), and Other Faith-Based Affiliations ($n < 5$), were not included in these analyses because their numbers were too few to maintain the confidentiality of their responses.

Table 52. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The criteria for contract renewal are clear.	9	14.1	18	28.1	19	29.7	12	18.8	6	9.4
The criteria used for contract renewal are applied equally to all faculty.	5	7.9	8	12.7	36	57.1	8	12.7	6	9.5
There are clear expectations of my responsibilities	12	18.8	28	43.8	15	23.4	6	9.4	< 5	---

Note: Table includes Non-Tenure-Track and Adjunct Faculty respondents (*n* = 64) only.

Table 53 illustrates that 77% (*n* = 49) of Non-Tenure-Track Faculty respondents "agreed" or "strongly agreed" that research was valued by their departments. Approximately two-thirds (66%, *n* = 40) of Non-Tenure-Track Faculty respondents felt that teaching was valued by their departments.

Table 53. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Research is valued by my department.	32	50.0	17	26.6	12	18.8	< 5	---	< 5	---
Teaching is valued by my department.	22	36.1	18	29.5	12	19.7	7	11.5	< 5	---

Note: Table includes Non-Tenure-Track and Adjunct Faculty respondents (*n* = 64) only.

Twenty-two percent (*n* = 14) of Non-Tenure-Track Faculty respondents felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments) (Table 54).

Forty-one percent ($n = 26$) of Non-Tenure-Track Faculty respondents felt 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. Just over one-quarter (27%, $n = 17$) of Non-Tenure-Track Faculty respondents felt pressured to do extra work that was uncompensated.

Almost one-third (32%, $n = 20$) of Non-Tenure-Track Faculty respondents felt that Faculty opinions were taken seriously by senior administrators (e.g., dean, vice-president, provost), while almost two-thirds (66%, $n = 40$) felt that Faculty opinions were valued within department committees.

Thirty-eight percent ($n = 14$) of Non-Tenure-Track Faculty respondents wanted more opportunities to participate in substantive committee assignments, while about half (51%, $n = 32$) of respondents felt that they had opportunities to participate in substantive committee assignments.

Table 54. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Supported and mentored.	11	17.2	17	26.6	19	29.7	13	20.3	< 5	---
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	8	12.7	6	9.5	17	27.0	27	42.9	5	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).	11	17.2	15	23.4	18	28.1	15	23.4	5	7.8
Pressured to do extra work that is uncompensated.	9	14.5	8	12.9	19	30.6	19	30.6	7	11.3
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	< 5	---	17	27.0	26	41.3	13	20.6	< 5	---
I would like more opportunities to participate in substantive committee assignments.	6	9.5	18	28.6	24	38.1	11	17.5	< 5	---
I have opportunities to participate in substantive committee assignments.	5	7.9	27	42.9	14	22.2	12	19.0	5	7.9

Note: Table includes Non-Tenure-Track and Adjunct Faculty respondents (*n* = 64) only.

Twenty-six Non-Tenure-Track and Adjunct respondents elaborated on renewal, teaching, and research. One theme emerged and is presented here with supporting comments.

Pay Equity/Workload Balance. Pay equity was the most common type of equity noted in the data gathered from Non-Tenure-Track and Adjunct respondents who elaborated on renewal, teaching and research. One Faculty respondent noted, "With the introduction of new faculty titles for non-tenured faculty I feel that the expectations are moving toward the same as tenured faculty without equal compensation." Another Faculty respondent plead, "Reduce the gap between tenure-track/tenured and non-tenured faculty members in pay scale!" Another Faculty respondent added, "Expectations are more and more, but financial compensation is very unbalanced." Beyond equity concerns relating to compensation, one Faculty respondent elaborated, "Fixed-term faculty are intentionally excluded from faculty governance processes."

Additionally, all Faculty respondents (including Administrators and Post-doctoral Scholars) were asked to rate the degree to which they agreed with a series of 10 statements related to faculty workplace climate (Table 55). Chi-square analyses were conducted by gender identity, racial identity, citizenship status, and faith-based affiliation; [69] only significant differences are reported.

Forty-four percent ($n = 90$) of Faculty respondents felt that their salaries were competitive. A larger percentage of Non-U.S./Naturalized Citizen Faculty respondents (31%, $n = 22$) than U.S. Citizen Faculty respondents (21%, $n = 26$) "disagreed" that their salaries were competitive.

Sixty-three percent ($n = 128$) of Faculty respondents reported that health insurance benefits were competitive. A larger percentage of U.S. Citizen Faculty respondents (73%, $n = 91$) than Non-

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[69]Analyses were not run by sexual identity because the numbers of LGBQ Faculty and Other Sexual Identity Faculty respondents ($n = 6$) were too low to ensure the confidentiality of their responses. The same was the case for Military Service Faculty ($n = 9$) and Faculty with a disability ($n = 5$). For all analyses in this section, Multiracial Faculty, Asian/Asian American/South Asian Faculty, and Underrepresented Faculty of Color respondents ($n = 51$) were collapsed into Faculty of Color as their numbers were too few to ensure confidentiality. Transspectrum Faculty respondents ($n < 5$), Multiple Faith-Based Affiliations Faculty respondents ($n = 12$), and Other Faith-Based Affiliations ($n = 18$), were not included in these analyses because their numbers were too few to maintain the confidentiality of their responses.

U.S./Naturalized Citizen Faculty respondents (50%, *n* = 35) thought that health insurance
benefits were competitive.

Only 23% (*n* = 44) of Faculty respondents indicated that child care benefits were competitive.
Sixty-two percent (*n* = 124) of Faculty respondents felt that retirement/supplemental benefits
were competitive.

Table 55. **Faculty Respondents' Perceptions of Salary and Benefits**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My salary is competitive.	22	10.7	68	33.0	42	20.4	49	23.8	25	12.1
Citizenship status[xli]										
U.S. Citizen	19	15.0	46	36.2	24	18.9	26	20.5	12	9.4
Non-U.S./Naturalized Citizen	< 5	---	21	29.6	17	23.9	22	31.0	9	12.7
Health insurance benefits are competitive.	26	12.8	102	50.2	42	20.7	23	11.3	10	4.9
Citizenship status[xlii]										
U.S. Citizen	23	18.4	68	54.4	21	16.8	9	7.2	< 5	---
Non-U.S./Naturalized Citizen	< 5	---	33	47.1	19	27.1	11	15.7	5	7.1
Child care benefits are competitive.	7	3.6	37	18.9	120	61.2	18	9.2	14	7.1
Retirement/supplemental benefits are competitive.	21	10.4	103	51.2	53	26.4	16	8.0	8	4.0

Note: Table includes Faculty respondents (*n* = 210) only.

Only 12% (*n* = 24) of Faculty respondents felt that people who do not have children or eldercare
responsibilities are burdened with work responsibilities beyond those who do have children (e.g.,
stay late, off-hour work, work weekends) (Table 56). Almost one-fourth (22%, *n* = 45) of
Faculty respondents felt that PSU COE provided adequate resources to help them manage work-
life balance.

Table 56. **Faculty Respondents' Perceptions of Work-Life Balance**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
People who do not have children or eldercare responsibilities are burdened with work responsibilities beyond those who do have children.	10	5.0	14	7.0	97	48.7	58	29.1	20	10.1
COE provides adequate resources to help me manage work-life balance.	5	2.4	40	19.4	100	48.5	39	18.9	22	10.7

Note: Table includes Faculty respondents (*n* = 210) only.

As noted in Table 57, almost half (49%, *n* = 99) of all Faculty respondents felt that their colleagues included them in opportunities that will help their career as much as they do others in their position.

Half (50%, *n* = 101) of Faculty respondents felt that the annual performance evaluation process was clear. A little over one-third (36%, *n* = 73) of Faculty respondents felt that COE provided them with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).

Sixty-three percent (*n* = 129) of Faculty respondents felt they had job security. White Faculty respondents (67%, n = 94) were more likely to say they have job security than Faculty of Color respondents (51%, *n* = 25).

Table 57. **Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My colleagues include me in opportunities that will help my career as much as they do others in my position.	20	9.9	79	38.9	70	34.5	23	11.3	11	5.4
The annual performance evaluation process is clear.	11	5.4	90	44.6	47	23.3	45	22.3	9	4.5
COE provides me with resources to pursue professional development.	9	4.4	64	31.2	61	29.8	40	19.5	31	15.1
I have job security.	48	23.3	81	39.3	37	18.0	19	9.2	21	10.2
Racial identity[xliii]										
White Faculty	35	25.0	59	42.1	22	15.7	8	5.7	16	11.4
Faculty of Color	10	20.4	15	30.6	12	24.5	10	20.4	< 5	---

Note: Table includes Faculty respondents (*n* = 210) only.

Forty-five Faculty respondents elaborated on their experiences and opinions about the workplace climate in PSU COE. One theme emerged and is presented here with supporting comments.

Dissatisfaction with Salary and Benefits. Forty percent of respondents who elaborated on their experiences and opinions about the workplace climate in PSU COE noted concerns regarding salary and benefits. One Faculty respondent simply shared, "The salary is slightly low." Another Faculty respondent elaborated, "My research grants bring in substantial F&A income to the University and College. I see no benefit, either personally or to my research area, for this income." One Faculty respondent reflected a salary concern directly related to a policy, stating that "limiting salaries is not a very practical approach, especially for non-tenure track faculty." In terms of narratives addressing benefits, health care and child care were the two that surfaced the most. One Faculty respondent explained, "I'm fine with contributing some extra funds so that lower income staff can receive high quality insurance at a reasonable price, but the recent extreme costs to higher income employees does not seem fair, or 'competitive' with other universities. This policy should be reevaluated." Another Faculty respondent asserted, "Childcare at Penn State is a joke." More specifically addressing child care, another Faculty

respondent added, "PSU's rates are much higher and parents were so frustrated with childcare disparity between two centers and teachers turn-around that [parents] had to intervene calling for a child-care task force to be created."

Approximately two-thirds (66%, $n = 138$) of all Faculty respondents felt valued by faculty in their department/program (Table 58). A higher proportion of Tenure-Track Faculty respondents (40%, $n = 49$) than Non-Tenure-Track Faculty respondents (20%, $n = 17$) "strongly agreed" that they felt valued by the faculty in their department/program. A significantly higher percentage of U.S. Citizen Faculty respondents (38%, $n = 48$) than Non-U.S./Naturalized Citizen Faculty respondents (30%, $n = 22$) "agreed" that they felt valued by faculty in their department/program, while a much higher proportion of Non-U.S./Naturalized Citizen Faculty respondents (30%, $n = 22$) than U.S. Citizen Faculty respondents (15%, $n = 19$) "neither agreed nor disagreed" with the statement.

Sixty-eight percent ($n = 138$) of Faculty respondents felt valued by their department/program heads. A higher proportion of Tenure-Track Faculty respondents (44%, n = 53) than Non-Tenure-Track Faculty respondents (23%, n = 19) "strongly agreed" that they felt valued by their department/program head. A larger percentage of Christian Faculty respondents (39%, $n = 30$) than No Affiliation Faculty respondents (25%, $n = 19$) "agreed" with the statement.

Sixty-three percent ($n = 130$) of Faculty respondents felt valued by other faculty in COE. A higher proportion of Tenure-Track Faculty respondents (29%, $n = 35$) than Non-Tenure-Track Faculty respondents (11%, $n = 9$) "strongly agreed" that they felt valued by other faculty. A larger percentage of Christian Faculty respondents (49%, $n = 39$) than No Affiliation Faculty respondents (32%, $n = 25$) "agreed" that they felt valued by other faculty in COE.

Seventy-seven percent ($n = 160$) of Faculty respondents felt valued by COE staff and 79% ($n = 158$) felt valued by students in the classroom.

Less than half (48%, $n = 99$) of Faculty respondents felt valued by COE deans. A higher proportion of Tenure-Track Faculty respondents (26%, $n = 32$) than Non-Tenure-Track Faculty

respondents (9%, $n = 8$) "strongly agreed" that they felt valued by COE deans. A significantly higher percentage of U.S. Citizen Faculty respondents (34%, $n = 43$) than Non-U.S./Naturalized Citizen Faculty respondents (22%, $n = 16$) felt valued by faculty in their department/program, while a much higher proportion of Non-U.S./Naturalized Citizen Faculty respondents (44%, $n = 32$) than U.S. Citizen Faculty respondents (27%, $n = 34$) "neither agreed nor disagreed" with the statement.

Table 58. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by faculty in my department/program.	66	31.7	72	34.6	44	21.2	18	8.7	8	3.8
Faculty status[xliv]										
Tenure-Track	49	39.8	39	31.7	23	18.7	6	4.9	6	4.9
Non-Tenure-Track	17	20.0	33	38.8	21	24.7	12	14.1	< 5	---
Citizenship status[xlv]										
U.S. Citizen	42	32.8	48	37.5	19	14.8	12	9.4	7	5.5
Non-U.S./Naturalized Citizen	23	31.5	22	30.1	22	30.1	6	8.2	0	0.0
I feel valued by my department/program head.	72	35.3	66	32.4	29	14.2	27	13.2	10	4.9
Faculty status[xlvi]										
Tenure-Track	53	44.2	33	27.5	13	10.8	16	13.3	5	4.2
Non-Tenure-Track	19	22.6	33	39.3	16	19.0	11	13.1	5	6.0
Faith-based affiliation[xlvii]										
Christian	31	40.3	30	39.0	7	9.1	5	6.5	< 5	---
No Affiliation	29	37.7	19	24.7	11	14.3	16	20.8	< 5	---
I feel valued by other faculty in COE.	44	21.3	86	41.5	54	26.1	18	8.7	5	2.4
Faculty status[xlviii]										
Tenure-Track	35	28.7	48	39.3	25	20.5	11	9.0	< 5	---
Non-Tenure-Track	9	10.6	38	44.7	29	34.1	7	8.2	< 5	---
Faith-based affiliation[xlix]										
Christian	20	25.0	39	48.8	18	22.5	< 5	---	< 5	---
No Affiliation	19	24.4	25	32.1	20	25.6	12	15.4	< 5	---
I feel valued by COE staff.	63	30.3	97	46.6	37	17.8	5	2.4	6	2.9
I feel valued by students in the classroom.	69	34.5	89	44.5	33	16.5	7	3.5	< 5	---
I feel valued by COE deans.	40	19.3	59	28.5	71	34.3	25	12.1	12	5.8
Faculty status[l]										
Tenure-Track	32	26.2	30	24.6	40	32.8	12	9.8	8	6.6
Non-Tenure-Track	8	9.4	29	34.1	31	36.5	13	15.3	< 5	---
Citizenship status[li]										
U.S. Citizen	23	18.1	43	33.9	34	26.8	17	13.4	10	7.9
Non-U.S./Naturalized Citizen	16	21.9	16	21.9	32	43.8	8	11.0	< 5	---

Note: Table includes Faculty respondents (*n* = 210) only.

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Table 59 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at PSU COE. Subsequent analyses were conducted to identify significant differences in responses by faculty status, gender identity, racial identity, citizenship, and faith-based affiliation; only significant differences are reported.

Twenty-seven percent ($n = 54$) of Faculty respondents felt that PSU COE faculty in their departments/programs pre-judged their abilities based on their perception of their identity/background.

Less than one-quarter (22%, $n = 42$) of Faculty respondents felt that PSU COE encouraged free and open discussion of difficult topics. A higher proportion (24%, $n = 27$) of Tenure-Track Faculty respondents than Non-Tenure-Track Faculty respondents (14%, $n = 11$) "strongly disagreed" that PSU COE encouraged free and open discussion of difficult topics. A higher proportion of Non-Tenure-Track Faculty respondents (38%, $n = 30$) than Tenure-Track Faculty respondents (20%, $n = 23$) "neither agreed nor disagreed" with the statement.

Table 59. **Faculty Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think that COE faculty in my department/program pre-judge my abilities based on their perception of my identity/ background.	22	10.9	32	15.8	61	30.2	56	27.7	31	15.3
I believe that COE encourages free and open discussion of difficult topics.	17	8.8	25	12.9	53	27.3	61	31.4	38	19.6
Faculty status[lii]										
Tenure-Track	13	11.4	13	11.4	23	20.2	38	33.3	27	23.7
Non-Tenure-Track	< 5	---	12	15.0	30	37.5	23	28.7	11	13.8

Note: Table includes Faculty respondents ($n = 210$) only.

Less than half (36%, *n* = 73) of Faculty respondents felt that their research/scholarship was valued (Table 60).

Sixty percent (*n* = 123) of Faculty respondents felt that their teaching was valued. One-third (33%, *n* = 40) of Tenure-Track Faculty respondents "strongly agreed" that their teaching was valued, but only 9% (*n* = 7) of Non-Tenure-Track Faculty respondents felt the same.

Sixty-two percent (*n* = 126) of Faculty respondents felt that their service contributions were valued. Twenty-nine percent (*n* = 36) of Tenure-Track Faculty respondents and 14% (*n* = 11) of Non-Tenure-Track Faculty respondents "strongly agreed" that their service contributions were valued.

Table 60. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel that my **research/scholarship** is valued.	13	6.5	60	29.9	72	35.8	39	19.4	17	8.5
I feel that my **teaching** is valued.	47	22.9	76	37.1	47	22.9	27	13.2	8	3.9
Faculty status[liii]										
Tenure-Track	40	32.5	44	35.8	17	13.8	15	12.2	7	5.7
Non-Tenure-Track	7	8.5	32	39.0	30	36.6	12	14.6	< 5	---
I feel that my **service** contributions are valued.	47	23.0	79	38.7	44	21.6	28	13.7	6	2.9
Faculty status[liv]										
Tenure-Track	36	29.3	47	38.2	15	12.2	21	17.1	< 5	---
Non-Tenure-Track	11	13.6	32	39.5	29	35.8	7	8.6	< 5	---

Note: Table includes Faculty respondents (*n* = 210) only.

[xli]A chi-square test was conducted to compare percentages of Faculty respondents who thought their salaries were competitive by citizenship status: χ^2 (4, *N* = 198) = 10.010, *p* < .05.
[xlii]A chi-square test was conducted to compare percentages of Faculty respondents who thought health insurance benefits were competitive by citizenship status: χ^2 (4, *N* = 195) = 15.935, *p* < .01.
[xliii]A chi-square test was conducted to compare percentages of Faculty respondents who thought they have job security by racial identity: χ^2 (4, *N* = 189) = 13.393, *p* < .05.
[xliv]A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by faculty in their department/program by faculty status: χ^2 (4, *N* = 208) = 13.618, *p* < .01.

[xlv]A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by faculty in their department/program by citizenship status: $\chi^2(4, N = 201) = 10.140, p < .05$.

[xlvi]A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by their department/program head by faculty status: $\chi^2(4, N = 204) = 11.290, p < .05$.

[xlvii]A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by their department/program head by faith-based affiliation: $\chi^2(4, N = 154) = 9.854, p < .05$.

[xlviii]A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by other faculty in COE by faculty status: $\chi^2(4, N = 207) = 11.671, p < .05$.

[xlix]A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by other faculty in COE by faith-based affiliation: $\chi^2(4, N = 158) = 10.646, p < .05$.

[l]A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by COE deans by faculty status: $\chi^2(4, N = 207) = 10.658, p < .05$.

[li]A chi-square test was conducted to compare percentages of Faculty respondents who felt valued COE deans by citizenship status: $\chi^2(4, N = 200) = 10.459, p < .05$.

[lii]A chi-square test was conducted to compare percentages of Faculty respondents who felt that COE encourages free and open discussion of difficult topics by faculty status: $\chi^2(4, N = 194) = 10.519, p < .05$.

[liii]A chi-square test was conducted to compare percentages of Faculty respondents who felt that their teaching was valued by faculty status: $\chi^2(4, N = 205) = 26.348, p < .001$.

[liv]A chi-square test was conducted to compare percentages of Faculty respondents who felt that their service contributions were valued by faculty status: $\chi^2(4, N = 204) = 20.489, p < .001$.

Faculty and Staff Respondents Who Have Seriously Considered Leaving PSU COE

Fifty-one percent ($n = 229$) of Faculty and Staff respondents had seriously considered leaving PSU COE. With regard to employee position status, 50% ($n = 104$) of Faculty respondents, and 53% ($n = 125$) of Staff respondents had seriously considered leaving PSU COE in the past year. Subsequent analyses found significant differences by citizenship status, military status, and disability status:

- By citizenship status: 54% ($n = 187$) of U.S. Citizen Employee respondents and 42% ($n = 35$) of Non-U.S./Naturalized Citizen Employee respondents seriously considered leaving the College.[lv]

- By military status, 72% ($n = 18$) of Military Service Employee respondents and 50% ($n = 204$) of No Military Service Employee respondents seriously considered leaving the College.[lvi]

- By disability status: 85% ($n = 17$) of employee respondents with at least one disability and 50% ($n = 207$) of employee respondents with no disabilities seriously considered leaving the College.[lvii]

Forty-six percent ($n = 106$) of those Faculty and Staff respondents who seriously considered leaving did so for financial reasons (Table 61). Forty-two percent ($n = 97$) of those Faculty and Staff respondents who seriously considered leaving indicated that they did so because of limited opportunities for advancement. Other reasons included excessive workload (34%), tension with supervisor/manager (25%), interested in a position at another institution (22%), COE climate was unwelcoming (22%), recruited or offered a position at another institution (22%), and tension with co-workers (19%).

Table 61. **Reasons Why Faculty and Staff Respondents Considered Leaving PSU COE**

Reason	n	%
Financial reasons (e.g., salary, resources)	106	46.3
Limited opportunities for advancement	97	42.4
Excessive workload	78	34.1
Tension with supervisor/manager	57	24.9
Interested in a position at another institution	51	22.3
COE climate was unwelcoming	50	21.8
Recruited or offered a position at another institution	50	21.8
Tension with co-workers	44	19.2
Family responsibilities	21	9.2
Recruited or offered a position in another College/Work Unit at Penn State	21	9.2
Wanted to move to a different geographical location	20	8.7
Spouse or partner unable to find suitable employment	18	7.9
Personal reasons (e.g., medical, mental health, family emergencies)	12	5.2
Inadequate research facilities	10	4.4
Offered position in government or industry	10	4.4
Lack of benefits	7	3.1
Revised retirement plans	< 5	---
Spouse or partner relocated	< 5	---
Immigration compliance issues (e.g., VISA status)	< 5	---
Local community did not meet my (my family) needs	< 5	---
A reason not listed above	42	18.3

Note: Table includes responses only from those Faculty and Staff respondents who indicated on the survey that they seriously considered leaving PSU COE in the past year (*n* = 229).

[lv]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving PSU COE by citizenship status: $\chi^2 (1, N = 433) = 3.847, p = .05$.

[lvi]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving PSU COE by military status: $\chi^2 (1, N = 432) = 4.513, p < .05$.

[lvii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving PSU COE by disability status: $\chi^2 (1, N = 438) = 9.615, p < .01$.

Summary

The results from this section suggest that most Faculty and Staff respondents generally hold positive attitudes about PSU COE policies and processes. Fifteen percent of PSU COE Employee respondents had observed unfair or unjust hiring, 7% had observed unfair or unjust disciplinary actions, and 19% had observed unfair or unjust promotion, tenure, reappointment, and/or reclassification. Gender/gender identity, ethnicity, position status, nepotism/cronyism, and age were the top perceived bases for many of the reported discriminatory employment practices.

The majority of Staff respondents "agreed" or "strongly agreed" that their supervisors and PSU COE provided them with support and resources. The majority also felt that they had enough time to complete assigned duties and responsibilities, though a smaller percentage of Exempt Staff indicated that they felt this way. Slightly more than one-third of Staff respondents agreed that the performance evaluation process was clear, and only 19% felt that it was productive. A majority of Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others. At least eighty percent of Staff respondents felt that they were valued by other staff and supervisors at PSU COE, but just over half of Staff respondents reported the same for faculty and senior administrators.

The majority of Faculty respondents "agreed" or "strongly agreed" that PSU COE's tenure/promotion process was clear. Less than half of Faculty respondents felt that tenure standards, promotion standards, and/or reappointment standards were applied equally to all faculty. Sixty-eight percent of Tenure-Track Faculty respondents felt that their teaching was valued by PSU COE, while only 48% of Non-Tenure-Track Faculty respondents felt the same.

Not surprisingly, analyses revealed significant differences in responses among groups, where the answers of Exempt Staff respondents, Non-U.S./Naturalized Citizen Faculty respondents, Faculty Respondents of Color, Non-Tenure-Track Faculty respondents, and respondents with No Faith-based Affiliation were generally less positive than the responses of other groups.

Approximately half of Faculty and Staff respondents had seriously considered leaving PSU COE. Of those who considered leaving, much higher proportions of Military Service employee

respondents and employee respondents with at least one disability had seriously considered leaving PSU COE.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to PSU COE students. Several survey items queried Students about their academic experiences, their general perceptions of the college climate, and their comfort with their classes.

Students' *Perceptions of Academic Success*

As mentioned earlier in this report, a confirmatory factor analysis was conducted on a scale embedded in Question 12 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 various studies examining undergraduate student learning. The first seven items in Question 12 of the survey reflect the questions on this scale.

The questions in each scale (Table 62) 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 items were not included in the analysis. Just over three percent (3.3%) of all potential Student respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing 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.[70] One question from the scale (Q12_A_2: "Few of my courses have been intellectually stimulating") did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.844 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q12_A_2 included, Cronbach's alpha would have been only 0.751.

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[70]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.

Table 62. **Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Survey item number	Academic experience
	Q12_1	I am performing up to my full academic potential.
	Q12_3	I am satisfied with my academic experience at PSU COE.
	Q12_4	I am satisfied with the extent of my intellectual development since enrolling at PSU COE.
Perceived Academic Success	Q12_5	I have performed academically as well as I anticipated I would.
	Q12_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q12_7	My interest in ideas and intellectual matters has increased since coming PSU COE.

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 of the questions (i.e., did not skip any) included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggested a student or constituent group is more academically successful.

Means Testing Methodology

After creating the two factor scores for respondents based on the factor analysis, means were calculated and the means for Undergraduate Student respondents and Graduate Student respondents were analyzed using a *t*-test for difference of means.

Subsequently, where *n*'s were of sufficient size, 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 separately for Undergraduate Student respondents and Graduate Student respondents:

- o Gender identity (Man, Woman)
- o Racial identity (Asian/Asian American/South Asian, Other Underrepresented People of Color, Multiple Race, White Only)
- o Sexual identity (LGBQ, Heterosexual, Asexual/Other)
- o Disability status (Single Disability, Multiple Disabilities, No Disability)

    o   Citizenship status (U.S. Citizen, Non-U.S./Naturalized Citizen)

    o   Income status (Low-Income, Not-Low-Income)

When only two categories existed for the specified demographic variable (e.g., Gender identity) a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate-to-large effects were noted. When the specific variable of interest had more than two categories (e.g., racial identity, disability status), 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. Subsequently, if the difference in means was significant, effect size was calculated using eta^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 Student respondents and Graduate Student respondents (where possible).

Gender Identity

There were no significant differences in the means for either Undergraduate Student respondents by Gender identity or Graduate Student respondents by Gender identity on *Perceived Academic Success* (Table 63).

Table 63. Student Respondents' Perceived Academic Success by Gender Identity

	Undergraduate Students			Graduate Students		
	N	**Mean**	**Std. Dev.**	*N*	**Mean**	**Std. Dev.**
Woman	433	2.280	0.718	117	2.097	0.632
Man	1,097	2.222	0.712	295	2.096	0.633
Mean difference	**0.058**			**0.001**		

Racial Identity

There was a significant difference ($p < .01$) in the overall test for means for Undergraduate Student respondents by Racial identity on *Perceived Academic Success* (Table 64).

Table 64. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	*N*	Mean	Std. Dev.	Minimum	Maximum
Underrepresented People of Color	107	2.322	0.682	1.00	4.00
Asian/Asian American/South Asian	233	2.354	0.698	1.00	5.00
White Only	1,085	2.197	0.714	1.00	5.00
Multiple Race	94	2.264	0.755	1.00	5.00

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents was significant for one comparison – Asian/Asian American/South Asian vs. White Only (Table 65). This finding suggests that White Undergraduate Student respondents have greater *Perceived Academic Success* than Undergraduate Student Asian/Asian American/South Asian respondents.

Table 65. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Racial Identity

Groups Compared	Mean difference
Underrepresented People of Color vs. Asian/Asian American/South Asian	-0.032
Underrepresented People of Color vs. White Only	0.125
Underrepresented People of Color vs. Multiple Race	0.058
Asian/Asian America/South Asian n vs. White Only	0.157*
Asian/Asian American/South Asian vs. Multiple Race	0.090
White Only vs. Multiple Race	-0.067

*$p < .05$

There was no significant difference in the overall test for means for Graduate Student respondents by Racial identity on *Perceived Academic Success* (Table 66). Subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were not performed because the overall test was not significant.

Table 66. Graduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	N	Mean	Std. Dev.	Minimum	Maximum
Underrepresented People of Color	47	2.220	0.796	1.00	3.83
Asian/Asian American/South Asian	198	2.109	0.574	1.00	3.83
White Only	142	2.042	0.655	1.00	5.00
Multiple Race	13	2.013	0.672	1.17	3.50

Sexual Identity

There was no significant difference in the overall test for means for Undergraduate Student respondents by Sexual identity on *Perceived Academic Success* (Table 67).

Table 67. Undergraduate Student Respondents' Perceived Academic Success by Sexual Identity

Sexual identity	N	Mean	Std. Dev.	Minimum	Maximum
LGBQ	63	2.368	0.761	1.00	4.00
Heterosexual	1,444	2.231	0.715	1.00	5.00
Other	13	2.397	0.756	1.00	3.67

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were not performed because the overall test was not significant. There was a significant difference ($p < .05$) in the overall test for means for Graduate Student respondents by Sexual identity on *Perceived Academic Success* (Table 68).

Table 68. Graduate Student Respondents' Perceived Academic Success by Sexual Identity

Sexual identity	N	Mean	Std. Dev.	Minimum	Maximum
LGBQ	20	2.342	0.784	1.00	3.83
Heterosexual	378	2.087	0.627	1.00	5.00
Other	3	1.389	0.674	1.00	2.17

Subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were significant for one comparison – LGBQ vs. Other. These findings suggest that Other Graduate Student respondents have greater *Perceived Academic Success* than LGBQ Graduate Student respondents (Table 69).

Table 69. Difference between Means for Graduate Student Respondents for Perceived Academic Success by Sexual Identity

Groups Compared	Mean difference
LGBQ vs. Heterosexual	0.255
LGBQ vs. Other	0.953*
Heterosexual vs. Other	-0.698

*p < .05

Disability Status

There was a significant difference (*p* < .001) in the overall test for means for Undergraduate Student respondents by Disability status on *Perceived Academic Success* (Table 70).

Table 70. Undergraduate Student Respondents' Perceived Academic Success by Disability Status

Disability status	*N*	Mean	Std. Dev.	Minimum	Maximum
Single Disability	62	2.600	0.767	1.00	4.33
No Disability	1,441	2.212	0.706	1.00	5.00
Multiple Disabilities	33	2.621	0.774	1.00	4.33

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons – No Disability vs. Single Disability and No Disability vs. Multiple Disabilities (Table 71). These finding suggests that Undergraduate Student respondents with No Disability have greater *Perceived Academic Success* than Undergraduate Student respondents with Single or Multiple Disabilities.

Table 71. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Disability Status

Groups Compared	Mean difference
Single Disability vs. No Disability	0.387***
Single Disability vs. Multiple Disabilities	-0.022
No Disability vs. Multiple Disabilities	-0.409**

**p < .01 ***p < .001

There was a significant difference ($p < .05$) in the overall test for means for Graduate Student respondents by Disability status on *Perceived Academic Success* (Table 72).

Table 72. Graduate Student Respondents' Perceived Academic Success by Disability Status

Disability status	*N*	Mean	Std. Dev.	Minimum	Maximum
Single Disability	10	2.533	0.800	1.333	3.67
No Disability	395	2.085	0.629	1.000	5.00
Multiple Disabilities	6	2.417	0.673	1.833	3.67

Subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were not significant for any individual comparisons – likely a result of the low numbers of Graduate Student respondents with single or multiple disabilities (Table 73).

Table 73. Difference between Means for Graduate Student Respondents for Perceived Academic Success by Disability Status

Groups Compared	Mean difference
Single Disability vs. No Disability	0.449
Single Disability vs. Multiple Disabilities	0.117
No Disability vs. Multiple Disabilities	-0.332

Citizenship Status

There was a significant difference ($p < .001$) in the means for Undergraduate Student respondents by Citizenship status on *Perceived Academic Success* (Table 74). U.S. Citizen Undergraduate Student respondents experienced higher scores of *Perceived Academic Success* than Non-U.S./Naturalized Citizen Student respondents. There was no significant difference in the means for Graduate Student respondents.

Table 74. Student Respondents' Perceived Academic Success by Citizenship Status

	Undergraduate Students			Graduate Students		
	N	Mean	Std. Dev.	*N*	Mean	Std. Dev.
U.S. Citizen	1,258	2.205	0.707	141	2.100	0.681
Non-U.S./Naturalized Citizen	278	2.390	0.734	272	2.102	0.613
Mean difference	**-0.185***			**-0.005**		

***$p < .001$

Income Status

There was a significant difference ($p < .01$) in the means for Undergraduate Student respondents by Income status on *Perceived Academic Success* (Table 75). Low-Income Undergraduate Student respondents had lower *Perceived Academic Success* than Not-Low-Income Undergraduate Student respondents. There was no significant difference for Graduate Student respondents.

Table 75. Student Respondents' Perceived Academic Success by Income Status

	Undergraduate Students			Graduate Students		
	N	Mean	Std. Dev.	*N*	Mean	Std. Dev.
Low-Income	164	2.385	0.751	241	2.120	0.662
Not-Low-Income	1,329	2.218	0.710	161	2.067	0.609
Mean difference	**0.167****			**0.052**		

**$p < .01$

Students' Perceptions of Campus Climate

One of the survey items asked Students the degree to which they agreed with nine statements about their interactions with faculty members, other students, staff members, and senior administrators at PSU COE (Table 76). Sixty-two percent (*n* = 1,255) of Student respondents felt valued by PSU COE faculty; 61% (*n* = 1,233) felt valued by PSU COE staff; and 50% (*n* = 998) felt valued by PSU COE senior administrators (e.g., department heads, deans). Frequencies and significant differences based on student status, gender identity,[71] racial identity, sexual identity,[72] citizenship status, military status, faith-based affiliation, disability status, income status, and first-generation status are provided in Tables 76 through 79.

While 28% (*n* = 116) of Graduate Student respondents "strongly agreed" that they felt valued by PSU COE faculty, only 16% (*n* = 253) of Undergraduate Student respondents reported the same. Almost half (48%, *n* = 279) of Women Student respondents "agreed" with the statement that they felt valued by faculty, in comparison to 42% (*n* = 604) of Men Student respondents who reported the same. A larger percentage of White Student respondents (16%, *n* = 204) and Underrepresented Student Respondents of Color (20%, *n* = 33) reported that they did not feel valued by PSU COE faculty, compared to Asian/Asian American/South Asian respondents (7%, *n* = 33) and Multiracial Student respondents (8%, *n* = 9). A higher proportion of Non-U.S./Naturalized Citizen Student respondents (25%, *n* = 140) than U.S. Citizen Student respondents (16%, *n* = 227) "strongly agreed" that they felt valued by PSU COE faculty. Based on income status, a larger percentage of Low-Income Student respondents (25%, *n* = 104) than Not-Low-Income Student respondents (17%, *n* = 254) "strongly agreed" that they felt valued by PSU COE faculty.

Thirty percent (*n* = 124) of Graduate Student respondents "strongly agreed" that they felt valued by PSU COE staff, in comparison to 16% (*n* = 253) of Undergraduate Student respondents. Two-thirds (68%, *n* = 391) of Women Student respondents felt valued by PSU COE staff, in comparison to 59% (*n* = 837) of Men Student respondents. A larger percentage of Asian/Asian

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[71]Transspectrum Student respondents (*n* = 8) were not included in the analyses because their numbers were too few to ensure confidentiality of their responses.
[72]Asexual/Other Sexual Identity Student respondents (*n* = 18) were collapsed under LGBQ Student respondents in the analyses because their numbers were too few to ensure confidentiality of their responses.

American/South Asian Student respondents (25%, $n = 111$) and Underrepresented Student Respondents of Color (24%, $n = 38$) than White (16%, $n = 205$) and Multiracial Student respondents (16%, $n = 17$) "strongly agreed" that they feel valued by PSU COE staff. A higher proportion of Non-U.S./Naturalized Citizen Student respondents (72%, $n = 408$) than U.S. Citizen Student respondents (57%, $n = 822$) felt valued by PSU COE staff. A smaller percentage of Single Disability Student respondents (8%, $n = 6$) than No Disability Student respondents (19%, $n = 360$) and Multiple Disabilities Student respondents (23%, $n = 9$) "strongly agreed" that they felt valued by PSU COE staff. Not-Low-Income Student respondents (59%, $n = 902$) were less likely to feel valued by PSU COE staff than were First-Generation Student respondents (73%, $n = 301$).

Graduate Student respondents (67%, $n = 282$) were more likely than Undergraduate Student respondents (45%, $n = 716$) to feel valued by COE senior administrators (e.g., department heads, deans). A higher percentage of Men Student respondents (40%, $n = 232$) than Women Student respondents (32%, $n = 452$) "agreed" they felt valued by senior administrators. A larger percentage of White Student respondents (20%, $n = 248$) and Underrepresented Student Respondents of Color (17%, $n = 27$) did not feel valued by PSU COE senior administrators, compared to Asian/Asian American/South Asian respondents (7%, $n = 33$) and Multiracial Student respondents (11%, $n = 12$). A higher proportion of Non-U.S./Naturalized Citizen Student respondents (76%, $n = 377$) than U.S. Citizen Student respondents (43%, $n = 718$) felt valued by PSU COE senior administration. Approximately two-thirds (66%, n = 183) of Other Faith-Based Affiliation Student respondents felt valued by COE senior administration, compared to less than half of Christian Affiliated Student respondents (48%, n = 438), Multiple Affiliation Student respondents (48%, n = 44), and No Affiliation Student respondents (46%, n = 322). Fifty-nine percent ($n = 245$) of Low-Income Student respondents and 50% ($n = 724$) of Not-Low-income Student respondents felt valued by senior administrators.

Table 76. **Student Respondents' Feelings of Value**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by COE faculty.	369	18.3	886	44.0	473	23.5	216	10.7	69	3.4
Student status [lviii]										
Undergraduate	253	15.9	683	42.9	413	25.9	180	11.3	63	4.0
Graduate	116	27.6	203	48.2	60	14.3	36	8.6	6	1.4
Gender identity [lix]										
Woman	107	18.6	279	48.4	122	21.2	58	10.1	10	1.7
Man	260	18.2	604	42.3	347	24.3	157	11.0	59	4.1
Racial identity [lx]										
Underrepresented People of Color	33	20.4	64	39.5	33	20.4	22	13.6	10	6.2
Asian/Asian American/South Asian	106	23.8	207	46.5	99	22.2	29	6.5	< 5	---
White	203	16.1	557	44.1	300	23.7	158	12.5	46	3.6
Multiracial	21	19.4	44	40.7	34	31.5	5	4.6	< 5	---
Citizenship status [lxi]										
U.S. Citizen	227	15.8	619	43.0	359	25.0	175	12.2	58	4.0
Non-U.S./Naturalized Citizen	140	24.5	266	46.5	114	19.9	41	2.0	11	1.9
Income status [lxii]										
Low-income	104	25.1	186	44.8	73	3.7	39	9.4	13	3.1
Not-Low-income	254	16.5	676	43.9	386	25.0	171	11.1	54	3.5
I feel valued by COE staff.	377	18.8	856	42.6	531	26.4	192	9.6	52	2.6
Student status [lxiii]										
Undergraduate	253	15.9	651	41.0	462	29.1	174	11.0	48	3.0
Graduate	124	29.5	205	48.8	69	16.4	18	4.3	< 5	---
Gender identity [lxiv]										
Woman	118	20.6	273	47.6	129	22.5	48	8.4	6	1.0
Man	257	18.0	580	40.7	399	28.0	142	10.0	46	3.2
Racial identity [lxv]										
Underrepresented People of Color	38	23.9	58	36.5	42	26.4	16	10.1	5	3.1
Asian/Asian American/South Asian	111	25.1	201	45.4	99	22.3	28	6.3	< 5	---
White	205	16.2	541	42.8	343	27.1	140	11.1	35	2.8
Multiracial	17	15.7	44	40.7	36	33.3	6	5.6	5	4.6
Citizenship status [lxvi]										
U.S. Citizen	227	15.8	595	41.4	407	28.3	163	11.3	45	3.1
Non-U.S./Naturalized Citizen	147	25.9	261	46.0	124	21.8	29	5.1	7	1.2
Disability status [lxvii]										
No Disability	360	19.0	814	43.0	494	26.1	174	9.2	49	2.6
Single Disability	6	8.2	34	46.6	20	27.4	11	15.1	< 5	---
Multiple Disabilities	9	22.5	7	17.5	17	42.5	6	15.0	< 5	---
Income status [lxviii]										
Low-income	107	25.9	194	47.0	75	18.2	30	7.3	7	1.7
Not-Low-income	258	16.8	644	41.9	435	28.3	156	10.1	45	2.9

Table 76 (cont.)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by COE senior administrators (e.g., department heads, deans).	311	15.5	687	34.2	681	33.9	233	11.6	95	4.7
Student status [lxix]										
Undergraduate	212	13.4	504	31.7	582	29.0	204	12.8	86	5.4
Graduate	99	23.6	183	43.7	99	23.6	29	6.9	9	2.1
Gender identity [lxx]										
Woman	213	15.0	452	31.8	519	36.5	163	11.5	76	5.3
Man	97	16.9	232	40.4	160	27.9	67	11.7	18	3.1
Racial identity [lxxi]										
Underrepresented People of Color	37	22.8	53	32.7	45	27.8	17	10.5	10	6.2
Asian/Asian American/South Asian	95	21.4	187	42.2	128	28.9	24	5.4	9	2.0
White	155	12.3	410	32.5	447	35.5	178	14.1	70	5.6
Multiracial	20	18.5	29	26.9	47	43.5	9	8.3	< 5	---
Citizenship status [lxxii]										
U.S. Citizen	180	12.6	438	30.5	533	37.2	197	13.7	86	6.0
Non-U.S./Naturalized Citizen	129	22.6	248	43.5	148	26.0	36	6.3	9	1.6
Faith-based affiliation [lxxiii]										
Christian Affiliation	127	14.0	311	34.4	313	34.6	115	12.7	39	4.3
Other Faith-Based Affiliation	63	22.0	120	42.0	68	23.8	24	8.4	11	3.8
No Affiliation	106	15.1	216	30.8	262	37.3	80	11.4	38	5.4
Multiple Affiliations	12	13.2	32	35.2	32	35.2	9	9.9	6	6.6
Income status [lxxiv]										
Low-income	84	20.4	161	39.1	117	28.4	36	8.7	14	3.4
Not-Low-income	215	14.0	509	35.5	546	35.5	191	12.4	77	5.0

Note: Table includes Student respondents (*n* = 2,018) only.

Approximately two-thirds (68%, *n* = 1,359) of Student respondents felt valued by COE faculty in the COE classroom, and 68% (*n* = 1,352) felt valued by other students in the COE classroom. Table 77 illustrates several significant differences in Students' responses by student status, citizenship status, disability status, and income status.

Several significant differences were found between student groups. Eighty percent (*n* = 337) of Graduate Student respondents and 65% (*n* = 1,012) of Undergraduate Student respondents felt valued by COE faculty in the COE classroom. Twenty-seven percent (*n* = 8) of Non-U.S./Naturalized Citizen Student respondents and 18% (*n* = 261) of U.S. Citizen Student respondents "strongly agreed" they felt valued by COE faculty in the COE classroom. Student

respondents with a Single Disability (11%, *n* = 8) were half as likely as Student respondents with No Disability (21%, *n* = 398) or with Multiple Disabilities (21%, *n* = 8) to "strongly" agree that they felt valued by COE faculty in the COE classroom. Twenty-nine percent (*n* = 120) of Low-Income Student respondents and 19% (*n* = 284) of Not-Low-income Student respondents "strongly agreed" they felt valued by COE faculty in the COE classroom.

Sixty-eight percent (*n* = 1,352) of Student respondents felt valued by other students in the COE classroom. Seventy-six percent (*n* = 317) of Graduate Student respondents and 65% (*n* = 1,035) of Undergraduate Student respondents felt valued by other students in the COE classroom.

Table 77. **Student Respondents' Feelings of Being Valued in the Classroom**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by COE faculty in the COE classroom.	415	20.7	944	47.2	442	22.1	153	7.6	48	2.4
Student status [lxxv]										
Undergraduate	295	18.6	727	46.0	379	24.0	136	8.6	45	2.8
Graduate	120	28.6	217	51.7	63	15.0	17	4.0	< 5	---
Citizenship status [lxxvi]										
U.S. Citizen	261	18.3	678	47.4	328	22.9	127	8.9	36	2.5
Non-U.S./Naturalized Citizen	152	26.7	265	46.6	114	20.0	26	4.6	12	2.1
Disability status [lxxvii]										
No Disability	398	21.1	899	47.7	405	21.5	140	7.4	43	2.3
Single Disability	8	11.0	31	42.5	23	31.5	8	11.0	< 5	---
Multiple Disabilities	8	20.5	11	28.2	14	35.9	< 5	---	< 5	---
Income status [lxxviii]										
Low-Income	120	29.1	185	44.8	70	16.9	27	6.5	11	2.7
Not-Low-Income	284	18.5	734	47.9	361	23.5	118	7.7	36	2.3
I feel valued by other students in the COE classroom.	423	21.2	929	46.5	510	25.5	119	6.0	18	0.9
Student status [lxxix]										
Undergraduate	315	19.9	720	45.5	425	26.8	107	6.8	16	1.0
Graduate	108	26.0	209	50.2	85	20.4	12	2.9	< 5	---

Note: Table includes Student respondents (*n* = 2,018) only.

Just over one-third (35%, *n* = 690) of Student respondents indicated that COE faculty pre-judged Student respondents' abilities based on their perception of the Student respondents' identities and backgrounds. Sixty-one percent (*n* = 1,215) of Student respondents believed that the COE climate encouraged free and open discussion of difficult topics. Table 78 illustrates where significant differences in responses were noted.

Thirty-five percent (*n* = 690) of Student respondents indicated that COE faculty pre-judged their abilities based on faculty members' perceptions of the Student respondents' identities/backgrounds. Forty percent (*n* = 166) of Graduate Student respondents and 33% (*n* = 524) of Undergraduate Student respondents indicated that COE faculty pre-judged Student respondents' abilities based on their perception of the Student respondents' identities and backgrounds. A smaller percentage of White Student respondents (31%, *n* = 387) and Multiracial Student respondents (33%, *n* = 36) than Underrepresented Student Respondents of Color (38%, *n* = 61) and Asian/Asian American/South Asian Student respondents (44%, *n* = 193) thought that faculty pre-judged their abilities based on their perceived identity/background. Forty-four percent (*n* = 250) of Non-U.S./Naturalized Citizen Student respondents compared to 31% (*n* = 439) of U.S. Citizen Student respondents thought that faculty pre-judged their abilities based on their perceived identity/background. When analyzed by faith-based affiliation, a higher percentage of Christian Affiliation Student respondents (41%, *n* = 372), No Affiliation Student respondents (36%, *n* = 251), and Multiple Affiliation Student respondents (37%, *n* = 34) than Other Affiliation Student respondents (29%, *n* = 81) "disagreed" or "strongly disagreed" that faculty pre-judged their abilities based on their perceived identity/background. Forty percent (*n* = 163) of Low-Income Student respondents and 33% (*n* = 507) of Not-Low-income Student respondents indicated that COE faculty pre-judged their abilities based on faculty members' perceptions of their identities/backgrounds.

Sixty-one percent (*n* = 1,215) of Student respondents indicated that the COE climate encouraged free and open discussion of difficult topics. A slightly higher percentage of Men Student respondents (20%, *n* = 276) than Women Student respondents (16%, *n* = 92) "strongly agreed" that the COE climate encouraged free and open discussion of difficult topics. Sixty-six percent (*n* = 376) of Non-U.S./Naturalized Citizen Student respondents compared to 58% (*n* = 836) of U.S.

Citizen Student respondents thought that the COE climate encouraged free and open discussion of difficult topics. Twenty-one percent ($n = 18$) of LGBQ Student respondents compared to 12% ($n = 218$) of Heterosexual Student respondents "disagreed" or "strongly disagreed" that the college climate encouraged free and open discussion of difficult topics. A larger percentage of Multiple Disabilities Student respondents (27%, $n = 11$) and Single Disability Student respondents (25%, $n = 18$) than No Disability Student respondents (11%, $n = 209$) "disagreed" or "strongly disagreed" that the COE climate encouraged free and open discussion of difficult topics.

Table 78. **Student Respondents' Perceptions of Campus Climate**

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
I think that COE faculty pre-judge my abilities based on their perception of my identity/background.	190	9.5	500	25.0	565	28.2	542	27.1	204	10.2
Student status[lxxx]										
Undergraduate	145	9.1	379	23.9	450	28.4	433	27.3	178	11.2
Graduate	45	10.8	121	29.1	115	27.6	109	26.2	26	6.3
Racial identity[lxxxi]										
Underrepresented People of Color	17	10.6	44	27.3	61	37.9	26	16.1	13	8.1
Asian/Asian American/South Asian	59	13.3	134	30.3	135	30.5	97	21.9	17	3.8
White	96	7.6	291	23.1	327	26.0	389	30.9	156	12.4
Multiracial	12	11.1	24	22.2	33	30.6	25	23.1	14	13.0
Citizenship status[lxxxii]										
U.S. Citizen	109	7.6	330	23.0	395	27.6	422	29.5	176	12.3
Non-U.S./Naturalized Citizen	80	14.1	170	30.0	170	30.0	118	20.8	28	4.9
Faith-based Affiliation[lxxxiii]										
Christian Affiliation	71	7.9	219	24.2	242	26.8	272	30.1	100	11.1
Other Faith-Based Affiliation	37	13.0	80	28.2	86	30.3	66	23.2	15	5.3
No Affiliation	71	10.2	175	25.0	202	28.9	179	25.6	72	10.3
Multiple Affiliations	10	11.0	19	20.9	28	30.8	19	20.9	15	16.5
Income status[lxxxiv]										
Low-Income	49	12.0	114	27.9	122	29.8	102	24.9	22	5.4
Not-Low-Income	134	8.7	373	24.3	429	27.9	425	27.7	174	11.3
I believe that the COE climate encourages free and open discussion of difficult topics.	370	18.5	845	42.3	546	27.3	190	9.5	49	2.5
Gender identity[lxxxv]										
Woman	92	16.1	244	42.7	150	26.3	76	13.3	9	1.6
Man	276	19.5	598	42.1	392	27.6	114	8.0	39	2.7
Citizenship status[lxxxvi]										
U.S. Citizen	241	16.8	595	41.6	410	28.7	147	10.3	38	2.7
Non-U.S./Naturalized Citizen	127	22.4	249	44.0	136	24.0	43	7.6	11	1.9
Sexual identity[lxxxvii]										
LGBQ	14	16.1	36	41.4	19	21.8	11	12.6	7	8.0
Heterosexual	347	18.6	785	42.1	513	27.5	177	9.5	41	2.2
Disability status[lxxxviii]										
No Disability	353	18.8	805	42.8	514	27.3	166	8.8	43	2.3
Single Disability	5	6.8	28	38.4	22	30.1	14	19.2	< 5	---
Multiple Disabilities	10	24.4	11	26.8	9	22.0	9	22.0	< 5	---

Note: Table includes Student respondents (*n* = 2,018) only.

Sixty percent ($n = 1,200$) of Student respondents had COE faculty whom they perceived as role models and 43% ($n = 869$) had staff whom they perceived as role models. Table 79 illustrates significant differences in Students' responses by student status, gender identity, racial identity, disability status, and income status.

Eighty percent ($n = 300$) of Graduate Student respondents and 57% ($n = 1,200$) of Undergraduate Student respondents had COE faculty whom they perceived as role models. A slightly higher proportion (26%, $n = 150$) of Women Student respondents than Men Student respondents (22%, $n = 313$) "strongly agreed" they had COE faculty whom they perceived as role models. A higher proportion of Student respondents with Multiple Disabilities (37%, $n = 15$) compared to Student respondents with No Disability (23%, $n = 434$) or with a Single Disability (21%, $n = 15$) "strongly agreed" that they had COE faculty whom they perceived as role models. Approximately two-thirds (66%, $n = 273$) of Low-Income Student respondents and 58% ($n = 898$) of Not-Low-income Student respondents "strongly agreed" they had COE faculty whom they perceived as role models.

Thirty-two percent ($n = 132$) of Graduate Student respondents "agreed" they had COE staff whom they perceived as role models compared to 28% ($n = 445$) of Undergraduate Student respondents. A higher proportion of Women Student respondents (52%, $n = 298$) than Men Student respondents (40%, $n = 465$) indicated they had COE staff whom they perceived as role models. A larger percentage of Multiracial Student respondents (23%, $n = 25$) than Underrepresented Student Respondents of Color (10%, $n = 16$), Asian/Asian American/South Asian Student respondents (11%, $n = 48$), and White Student respondents (14%, $n = 178$) "disagreed" they had staff whom they perceived as role models. A larger percentage of Student respondents with Multiple Disabilities (24%, $n = 10$) than Student respondents with No Disability (15%, $n = 276$) and Student respondents with a Single Disability (7%, $n = 5$) "strongly agreed" they had staff whom they perceived as role models.

Table 79. **Student Respondents' Perceptions of Faculty and Staff as Role Models**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I have COE faculty whom I perceive as role models.	465	23.2	735	36.6	525	26.2	208	10.4	74	3.7
Student status[lxxxix]										
Undergraduate	344	21.6	556	35.0	437	27.5	185	11.6	68	4.3
Graduate	121	29.0	179	42.9	88	21.1	23	5.5	6	1.4
Gender identity[xc]										
Woman	150	26.1	211	36.8	139	24.2	63	11.0	11	1.9
Man	313	22.0	520	36.5	383	26.9	145	10.2	62	4.4
Disability status[xci]										
No Disability	434	23.0	696	36.8	500	26.5	197	10.4	63	3.3
Single Disability	15	20.8	27	37.5	18	25.0	7	9.7	5	6.9
Multiple Disabilities	15	36.6	12	29.3	6	14.6	< 5	---	5	12.2
Income status[xcii]										
Low-Income	115	28.0	158	38.4	90	21.9	32	7.8	16	3.9
Not-Low-Income	340	22.1	558	36.3	415	27.0	169	11.0	57	3.7
I have COE staff whom I perceive as role models.	292	14.6	577	28.8	780	38.9	271	13.5	83	4.1
Student status[xciii]										
Undergraduate	233	14.7	445	28.1	606	38.2	230	14.5	72	4.5
Graduate	59	14.1	132	31.7	174	41.7	41	9.8	11	2.6
Gender identity[xciv]										
Woman	103	18.0	195	34.1	187	32.7	75	13.1	12	2.1
Man	187	13.2	378	26.6	590	41.5	196	13.8	70	4.9
Racial identity[xcv]										
Underrepresented People of Color	28	17.5	40	25.0	66	41.3	16	10.0	10	6.3
Asian/Asian American/South Asian	64	14.5	128	29.0	189	42.8	48	10.9	13	2.9
White	178	14.1	373	29.6	477	37.8	178	14.1	55	4.4
Multiracial	17	15.9	29	27.1	35	32.7	25	23.4	< 5	---
Disability status[xcvi]										
No Disability	276	14.6	540	28.7	740	39.3	256	13.6	72	3.8
Single Disability	5	6.8	26	35.6	25	34.2	11	15.1	6	8.2
Multiple Disabilities	10	24.4	10	24.4	13	31.7	< 5	---	5	12.2

Note: Table includes Student respondents (*n* = 2,018) only.

[lviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE faculty by student status: $\chi^2 (4, N = 2,013) = 54.788, p < .001$.

[lix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE faculty by gender identity: $\chi^2 (4, N = 2,003) = 12.414, p < .05$.

[lx]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE faculty by racial identity: $\chi^2 (12, N = 1,979) = 45.299, p < .001$.

[lxi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE faculty by citizenship status: χ^2 (4, $N = 1,010$) = 37.280, $p < .001$.

[lxii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE faculty by income status: χ^2 (4, $N = 1,956$) = 21.971, $p < .001$.

[lxiii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE staff by student status: χ^2 (4, $N = 2,008$) = 78.545, $p < .001$.

[lxiv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE staff by gender identity: χ^2 (4, $N = 1,998$) = 19.224, $p < .01$.

[lxv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE staff by racial identity: χ^2 (12, $N = 1,974$) = 40.552, $p < .001$.

[lxvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE staff by citizenship status: χ^2 (4, $N = 2,005$) = 52.838, $p < .001$.

[lxvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE staff by disability status: χ^2 (8, $N = 2,004$) = 18.787, $p < .05$.

[lxviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE staff by income status: χ^2 (4, $N = 1,951$) = 33.934, $p < .001$.

[lxix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE senior administrators by student status: χ^2 (4, $N = 2,007$) = 70.473, $p < .001$.

[lxx]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE senior administrators by gender identity: χ^2 (4, $N = 1,997$) = 23.059, $p < .001$.

[lxxi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE senior administrators by racial identity: χ^2 (12, $N = 1,973$) = 77.709, $p < .001$.

[lxxii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE senior administrators by citizenship status: χ^2 (4, $N = 2,004$) = 98.088, $p < .001$.

[lxxiii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE senior administrators by faith-based affiliation: χ^2 (12, $N = 1,984$) = 34.088, $p < .01$.

[lxxiv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by PSU COE senior administrators by income status: χ^2 (4, $N = 1,950$) = 22.495, $p < .001$.

[lxxv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by COE faculty in the classroom by gender identity: χ^2 (4, $N = 2,002$) = 45.394, $p < .001$.

[lxxvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by COE faculty in the classroom by citizenship status: χ^2 (4, $N = 1,999$) = 25.887, $p < .001$.

[lxxvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by COE faculty in the classroom by disability status: χ^2 (8, $N = 1,997$) = 17.242, $p < .05$.

[lxxviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by COE faculty in the classroom by income status: χ^2 (4, $N = 1,946$) = 25.151, $p < .001$.

[lxxix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the COE classroom by student status: χ^2 (4, $N = 1,999$) = 21.976, $p < .001$.

[lxxx]A chi-square test was conducted to compare percentages of Student respondents who thought that COE faculty pre-judged their abilities by student status: χ^2 (4, $N = 2,001$) = 12.732, $p < .05$.

[lxxxi]A chi-square test was conducted to compare percentages of Student respondents who thought that COE faculty pre-judged their abilities by racial identity: χ^2 (12, $N = 1,970$) = 71.994, $p < .001$.

[lxxxii]A chi-square test was conducted to compare percentages of Student respondents who thought that COE faculty pre-judged their abilities by citizenship status: χ^2 (4, $N = 1,998$) = 59.610, $p < .001$.

[lxxxiii]A chi-square test was conducted to compare percentages of Student respondents who thought that COE faculty pre-judged their abilities by faith-based affiliation: χ^2 (12, $N = 1,978$) = 27.512, $p < .01$.

[lxxxiv]A chi-square test was conducted to compare percentages of Student respondents who thought that COE faculty pre-judged their abilities by income status: χ^2 (4, $N = 1,944$) = 17.939, $p < .01$.

[lxxxv]A chi-square test was conducted to compare percentages of Student respondents who believed that the COE climate encourages free and open discussion by gender identity: χ^2 (4, $N = 1,990$) = 16.953, $p < .01$.

[lxxxvi]A chi-square test was conducted to compare percentages of Student respondents who believed that the COE climate encourages free and open discussion by citizenship status: χ^2 (4, $N = 1,997$) = 14.513, $p < .01$.

[lxxxvii]A chi-square test was conducted to compare percentages of Student respondents who believed that the COE climate encourages free and open discussion by sexual identity: $\chi^2 (4, N = 1,950) = 13.677, p < .01$.

[lxxxviii]A chi-square test was conducted to compare percentages of Student respondents who believed that the COE climate encourages free and open discussion by disability status: $\chi^2 (8, N = 1,995) = 28.302, p < .001$.

[lxxxix]A chi-square test was conducted to compare percentages of Student respondents who believed that they had COE faculty they perceived as role models by student status: $\chi^2 (4, N = 2,007) = 37.777, p < .001$.

[xc]A chi-square test was conducted to compare percentages of Student respondents who believed that they had COE faculty they perceived as role models by gender identity: $\chi^2 (4, N = 1,997) = 11.071, p < .05$.

[xci]A chi-square test was conducted to compare percentages of Student respondents who believed that they had COE faculty they perceived as role models by disability status: $\chi^2 (8, N = 2,003) = 17.490, p < .05$.

[xcii]A chi-square test was conducted to compare percentages of Student respondents who believed that they had COE faculty they perceived as role models by income status: $\chi^2 (4, N = 1,950) = 11.703, p < .05$.

[xciii]A chi-square test was conducted to compare percentages of Student respondents who believed that they had COE staff they perceived as role models by student status: $\chi^2 (4, N = 2,003) = 10.802, p < .05$.

[xciv]A chi-square test was conducted to compare percentages of Student respondents who believed that they had COE staff they perceived as role models by gender identity: $\chi^2 (4, N = 1,993) = 30.763, p < .001$.

[xcv]A chi-square test was conducted to compare percentages of Student respondents who believed that they had COE staff they perceived as role models by racial identity: $\chi^2 (12, N = 1,970) = 23.681, p < .05$.

[xcvi]A chi-square test was conducted to compare percentages of Student respondents who believed that they had COE staff they perceived as role models by disability status: $\chi^2 (8, N = 1,998) = 19.285, p < .05$.

Students Who Have Seriously Considered Leaving PSU COE

Over one-quarter (28%, $n = 677$) of all respondents had seriously considered leaving PSU COE. With regard to student status, 23% ($n = 362$) of Undergraduate Student respondents and 20% ($n = 86$) of Graduate Student respondents had seriously considered leaving PSU COE. Of the Undergraduate Student respondents who considered leaving, 67% ($n = 241$) considered leaving in their first year as a student, 49% ($n = 179$) in their second year, 18% ($n = 64$) in their third year, and 4% ($n = 15$) in their fourth year. Of the Master's Student respondents who considered leaving, 54% ($n = 19$) considered leaving in their first year as a student, 54% ($n = 19$) in their second year, and 14% ($n = 5$) in their third year. Of the Doctoral Student respondents who considered leaving, 63% ($n = 35$) considered leaving prior to achieving candidacy, 52% ($n = 29$) post candidacy but before their comprehensive exam, 34% ($n = 19$) after scheduling or taking their comprehensive exam, and none (0%, $n = 0$) considered leaving after scheduling or holding their thesis defense.

Subsequent analyses were run for Undergraduate Student respondents who had considered leaving the College ($n = 362$) by gender identity, racial identity, citizenship status, sexual identity, military status, disability status, faith-based affiliation, income status, and first-generation status.[73] The only significant result for Undergraduate Student respondents was based on disability status:

- Thirty-seven percent ($n = 23$) of Undergraduate Student respondents with one disability, 29% ($n = 10$) of Undergraduate Student respondents with more than one disability, and 22% ($n = 328$) of Undergraduate Student respondents without a disability considered leaving the institution.[xcvii]

Subsequent analyses were run for Graduate Student respondents who had considered leaving PSU COE ($n = 86$) by gender identity, racial identity, citizenship status, sexual identity, disability status, faith-based affiliation, income status, and first-generation status.[74] The only

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[73]For all analyses in this section, Transspectrum Undergraduate Student respondents ($n = 7$) and Other sexual identity Undergraduate Student respondents ($n = 15$), were not included because their numbers were too few to maintain the confidentiality of their responses.

[74]Analyses were not run by military status because the numbers of Military Service Graduate Student respondents ($n = 10$) were too low to ensure the confidentiality of their responses. Graduate Student respondents with one disability

significant results for Graduate Student respondents were based on citizenship status and income status:

- By citizenship status: 28% ($n = 40$) of U.S. Citizen Graduate Student respondents considered leaving the institution compared to 17% ($n = 46$) of Non-U.S./Naturalized Citizen Graduate Student respondents.[xcviii]
- By income status: 24% ($n = 59$) of Low-Income Graduate Student respondents considered leaving the institution compared to 15% ($n = 25$) of Not-Low-Income Graduate Student respondents.[xcix]

Forty-two percent ($n = 189$) of Student respondents who considered leaving reported that coursework was too difficult and 34% ($n = 150$) indicated that they lacked a sense of belonging at PSU COE (Table 80). Others considered leaving because they did not like their major (26%, n = 118), they lacked a support group (21%, $n = 96$), and/or the climate was not welcoming (20%, $n = 89$).

($n = 10$) and Graduate Student respondents with multiple disabilities ($n = 6$) were combined in order to ensure their confidentiality. For all analyses in this section, Transspectrum Graduate Student respondents ($n < 5$) and Other sexual identity Graduate Student respondents ($n < 5$) were not included in these analyses because their numbers were too few to maintain the confidentiality of their responses.

Table 80. **Reasons Why Student Respondents Considered Leaving PSU COE**

Reason	*n*	*%*
Coursework was too difficult	189	42.2
Lack of a sense of belonging	150	33.5
Didn't like major	118	26.3
Lack of support group	96	21.4
COE climate was not welcoming	89	19.9
Difficulty working with research advisor	62	13.8
Financial reasons	57	12.7
Didn't pass major exam (e.g., candidacy, comprehensive)	51	11.4
Personal reasons (e.g., medical, mental health, family emergencies)	48	10.7
Didn't meet the selection criteria for a major	37	8.3
Homesick	35	7.8
Local community did not meet my (my family) needs	16	3.6
My marital/relationship status	12	2.7
Never intended to graduate from COE	< 5	---
Immigration compliance issues (e.g., VISA status)	< 5	---
A reason not listed above	99	22.1

Note: Table includes only those Student respondents who indicated that they considered leaving PSU COE (*n* = 448).

Three hundred and sixteen respondents elaborated on having seriously considered leaving PSU COE. The themes and supporting comments are provided here.

Unsupportive Academic Culture. The primary reasons cited for seriously considering leaving PSU COE by forty percent of the respondents who elaborated on this question were variations of the perception that the COE was unhealthy for them academically. Excessive and uninteresting workloads, lack of sources of support, and the perceived disinterest and disconnect from professors as well as the COE at large, were all mentioned in combination. One Undergraduate Student explained, "I felt like I wasn't being challenged in a way that was beneficial. I was being

challenged with workload, and time management, but not material." In agreement, another Student respondent shared, "the quality of some of the courses was not focused on the actual learning, rather it was on memorization." Regarding the workload, one Undergraduate Student respondent noted, "I feel that the course load is excessive." Students also reported the perception that professors were not invested in their success. Undergraduate Students elaborated, "The COE seems large, complicated, and distant and unwilling to help" and they "Didn't feel like the school cared if I was successful or not." Another Undergraduate Student shared, "I was disappointed in the curriculum." A Graduate Student respondent reflected, "My lab is run like a business without a strong stance on developing students academically." Many of these narratives included identifiable information and multiple concerns woven together. The common thread among these Student respondents' comments was a perception that PSU COE's academic environment is challenging in ways that are not related to course content, and these Student respondents did not feel supported in meeting their goals.

Concerns Related to Academic Major. Twelve percent of Student respondents who elaborated on having seriously considered leaving PSU COE noted other academic concerns related to their major. Many Students noted other areas of academic interest as reasons for considering leaving. One Undergraduate Student shared, "I became very interested in astronomy and astrophysics and so considered switching." Other Students noted unmatched expectations and confusion about their course of study in the COE. One Undergraduate Student elaborated, "the major was not what I expected it to be." Another Undergraduate Student explained, "I did not feel like the entrance to major classes have me a comfortable position in my classes or have a realistic example of things to come... I was unsure if engineering is what I truly thought it was until my first engineering internship." Concerns regarding students' expectations of their engineering major was a common theme.

Student Experiences of Unwanted Sexual Contact

As noted earlier in this report, 24 respondents (1%) experienced unwanted sexual contact while at PSU COE.[75] The vast majority of respondents who experienced unwanted sexual contact while a member of the PSU COE community were Student respondents (92%, n = 22).[76] Students were asked to share what year in their college career they experienced unwanted sexual contact. Of the 22 Student respondents who indicated that they experienced such conduct, 55% ($n = 12$) noted that it occurred during their first year.

[xcvii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving PSU COE by disability status: $\chi^2 (2, N = 1,592) = 8.012, p < .05$.
[xcviii]A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving PSU COE by citizenship status: $\chi^2 (1, N = 422) = 7.685, p < .01$.
[xcix]A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving PSU COE by income status: $\chi^2 (1, N = 411) = 4.738, p < .05$.

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[75]The survey defined unwanted sexual conduct as "including interpersonal violence, stalking, sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, forcible sodomy or gang rape."
[76]In this section Undergraduate Student respondents and Graduate Student respondents were combined in order to ensure confidentiality.

Summary

For the most part, Students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at PSU COE in a very positive light. The majority of Student respondents felt that the PSU COE climate encourages free and open discussion of difficult topics. Furthermore, most Student respondents felt valued by PSU COE faculty and staff in general and by PSU COE Faculty and other PSU COE students in the classroom.

Differences in responses were found among several demographic groups, with the answers of Undergraduate student, White Student, Underrepresented Student of Color, Students with a Disability, Men Student, U.S. Citizen Student, and Not-Low-income Student respondents being generally less positive than the responses of other groups. However, higher proportions of many of these groups also felt that their abilities were not pre-judged based on their perceived identity/background. Several tests indicated that Student respondents from traditionally underrepresented groups had lower scores on the *Perceived Academic Success* measure than their colleagues.

Twenty-three percent ($n = 362$) of Undergraduate Student respondents and 20% ($n = 86$) of Graduate Student respondents had seriously considered leaving PSU COE, most often because of difficult coursework or because they felt a lack of a sense of belonging at PSU COE. Respondents' qualitative comments illustrated the importance of a supportive academic climate. The majority of Student respondents who considered leaving PSU COE did so early in their academic career.

Almost all of the survey respondents who indicated they had experienced unwanted sexual contact while at PSU COE were students. The majority of Student respondents who indicated that they experienced such conduct noted that it occurred during their first year.

Institutional Actions

In addition to COE constituents' personal experiences and perceptions of the college climate, diversity-related actions taken by the institution, or not taken, may be perceived either as promoting a positive college climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which PSU COE does, and should, promote diversity to shape college climate.

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at PSU COE if they were currently available and how those initiatives would influence the climate if they were not currently available (Table 81). Respondents were asked to decide whether certain institutional actions positively or negatively influenced the climate, or if they have no influence on the climate.

Fifty-three percent ($n = 90$) of the Faculty respondents thought that flexibility for calculating the tenure clock was available and felt that it positively influenced climate, while 17% ($n = 28$) thought that it would positively influence the climate if it were available.

Twenty-eight percent ($n = 48$) of the Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and felt that they positively influenced climate, and 31% ($n = 53$) thought that providing this type of recognition and rewards would positively influence the climate if it were available.

Thirty-seven percent ($n = 61$) of the Faculty respondents thought that diversity, inclusivity, and equity training for students was available and that it positively influenced climate. Thirty percent ($n = 50$) thought that such training for students was not available, but would positively influence the climate if it were.

Twice the proportion of the Faculty respondents thought that diversity, inclusivity, and equity training for staff was available and that it positively influenced climate (44%, $n = 73$), compared to those who thought that such training for faculty was not available and would positively

influence the climate if it were (22%, $n = 37$). Similar proportions believed the same for training for faculty (40%, $n = 68$ and 18%, $n = 31$, respectively).

Thirty percent ($n = 50$) of the Faculty respondents thought that tool kits for faculty to create an inclusive classroom environment were available and that they positively influenced climate, while 40% ($n = 67$) of Faculty respondents thought that such tool kits for faculty were not available, but would positively influence the climate if they were.

Approximately one-third (32%, $n = 53$) of the Faculty respondents either thought that supervisory training for faculty was available and that it positively influenced climate, or that such training for faculty was not available, but would positively influence the climate if it were available (33%, $n = 55$).

The majority (62%, $n = 102$) of the Faculty respondents thought that access to counseling for people who had experienced harassment was available and that it positively influenced climate. Only 22% ($n = 37$) of Faculty respondents thought that access to counseling for people who had experienced harassment was not available, and it would positively influence the climate if it were available.

Almost two-thirds (63%, $n = 112$) of the Faculty respondents thought that mentorship for new faculty was available and that it positively influenced climate. Twenty-seven percent ($n = 47$) of Faculty respondents thought that mentorship for new faculty was not available, and thought that it would positively influence the climate if it were available.

Forty-seven percent ($n = 79$) of the Faculty respondents thought that a clear process to resolve conflicts was available and felt that it positively influenced climate. One-third (33%, $n = 55$) of Faculty respondents thought that it would positively influence the climate if it were available.

Almost half (48%, $n = 81$) of the Faculty respondents thought that a fair process to resolve conflicts was available and that it positively influenced climate. Thirty-seven percent ($n = 62$) of

Faculty respondents thought that it was not available, but would positively influence the climate if it were available.

The same proportions of Faculty respondents thought that including diversity-related professional experiences as both one of the criteria for hiring of faculty (24%, $n = 38$) and a part of performance evaluations for faculty (24%, $n = 39$) were available and positively influenced climate. The same was the case for those who thought that including diversity-related professional experiences as one of the criteria for hiring of faculty (21%, $n = 33$) and that those experiences being a part of performance evaluations for faculty (20%, $n = 33$) were not available, but would positively influence the climate if they were available.

Thirty-six percent ($n = 58$) of the Faculty respondents thought that equity and diversity training for search, promotion, and tenure committees was available and felt that it positively influenced climate. One-quarter of Faculty respondents thought that equity and diversity training for search, promotion, and tenure committees would positively influence the climate if it were available.

Thirty-six percent ($n = 60$) of the Faculty respondents thought that career-span development opportunities for faculty were available and that they positively influenced climate. But almost half (49%, $n = 81$) of Faculty respondents thought that career-span development opportunities for faculty were not available, but would positively influence the climate if they were.

Forty percent ($n = 66$) of the Faculty respondents thought that affordable child care was available and positively influenced climate. Almost that number of Faculty respondents (37%, $n = 61$) thought that affordable child care was not available, and that it would positively influence the climate if it were available.

Nearly half (47%, $n = 80$) of Faculty respondents thought that support/resources for spouse/partner employment were available and positively influenced climate, and about one-third (34%, $n = 57$) of Faculty respondents thought that it was not available, but would positively influence the climate if it was.

Table 81. **Faculty Respondents' Perceptions of Institutional Initiatives**

| | Initiative Available at PSU COE | | | | | | Initiative NOT available at PSU COE | | | | | |
| | 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 | |
Institutional initiative	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing flexibility for calculating the tenure clock.	90	52.9	36	21.2	< 5	---	28	16.5	8	4.7	< 5	---
Providing recognition and rewards for including diversity issues in courses across the curriculum.	48	28.4	32	18.9	< 5	---	53	31.4	30	17.8	< 5	---
Providing diversity and inclusivity training for students.	61	36.5	27	16.2	< 5	---	50	29.9	22	13.2	5	3.0
Providing diversity and inclusivity for staff.	73	43.7	29	17.4	< 5	---	37	22.2	22	13.2	< 5	---
Providing diversity and inclusivity training for faculty.	68	40.2	34	20.1	< 5	---	31	18.3	25	14.8	7	4.1
Providing faculty with tool-kits to create an inclusive classroom environment.	50	29.9	28	16.8	< 5	---	67	40.1	16	9.6	< 5	---
Providing faculty with supervisory training.	53	32.1	22	13.3	< 5	---	55	33.3	25	15.2	7	4.2
Providing access to counseling for people who have experienced harassment.	102	61.4	17	10.2	< 5	---	37	22.3	8	4.8	0	0.0
Providing mentorship for new faculty.	112	63.3	12	6.8	< 5	---	47	26.6	< 5	---	< 5	---
Providing a clear process to resolve conflicts.	79	47.0	22	13.1	< 5	---	55	32.7	11	6.5	0	0.0

Table 81 (cont.)	Initiative Available at PSU COE						Initiative NOT available at PSU COE					
	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	
Institutional initiative	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing a fair process to resolve conflicts.	81	48.2	18	10.7	< 5	---	62	36.9	6	3.6	0	0.0
Including diversity/inclusivity-related professional experiences as one of the criteria for hiring of faculty.	38	23.6	29	18.0	8	5.0	33	20.5	34	21.1	19	11.8
Including diversity/inclusivity-related professional experiences as part of performance evaluations for faculty.	39	24.1	25	15.4	12	7.4	33	20.4	32	19.8	21	13.0
Providing diversity and inclusivity training to search, promotion and tenure committees.	58	35.8	23	14.2	6	3.7	41	25.3	23	14.2	11	6.8
Providing career span development opportunities for faculty at all ranks.	60	35.9	15	9.0	< 5	---	81	48.5	9	5.4	< 5	---
Providing affordable childcare.	66	40.2	23	14.0	< 5	---	61	37.2	9	5.5	< 5	---
Providing support/resources for spouse/partner employment.	80	47.3	19	11.2	< 5	---	57	33.7	10	5.9	< 5	---

Note: Table includes Faculty responses (*n* = 210) only.

Forty Faculty respondents described their perceptions regarding the impact of PSU COE's action on the current climate in further detail. The themes that emerged and supporting comments are provided here.

Increase Diversity Training and Initiatives. The perceived need for Diversity Training was expressed thematically by fifteen percent of respondents. One Faculty respondent noted, "PSU had many of these programs and none have improved the lives of the faculty of Asian origin." Another Faculty respondent elaborated, "PSU COE has been slow to come to view climate as including affective and cultural influences on staff, students, faculty and people. I think efforts in this direction will require a distinct change in attitude of administrators." Another Faculty respondent pointed out a concern noting, "Diversity training is available but not used by faculty who would most benefit." Suggestions for more diversity related support included one Faculty respondent's idea, "Let us have voluntary seminars for faculty that explore ways to mentor and encourage ethnically underrepresented students."

Disenchantment with Current Diversity Initiatives. Conversely to the previous theme, 22% of respondents noted current diversity related initiatives with apprehension. A Faculty respondent cautioned, "I think we need to be careful about the type of diversity training we provide - I think it can make the situation worse in some cases." Another Faculty respondent elaborated, "Be wary of forcing diversity awareness training on already-too-busy faculty. Not that we should not consider it, but the trainings I have previously attended have not been substantial and were at least 2X longer than they needed to be." Simply stated, one Faculty respondent explained, "training = time away from research and therefore impacts individuals negatively because research is all that matters in being viewed as successful."

The survey asked Staff respondents ($n = 238$) to respond regarding similar initiatives, which are listed in Table 82. Forty-seven percent ($n = 88$) of Staff respondents thought that diversity, inclusivity, and equity training for students was available and that it positively influenced climate. One-quarter (24%, $n = 45$) of Staff respondents thought that diversity and equity training for students was not available, but that it would positively influence the climate if it were available.

Sixty-two percent ($n = 120$) of Staff respondents thought that diversity, inclusivity, and equity training for staff was available and that it positively influenced climate, compared to those who thought that such training for staff was not available, but would positively influence the climate if it were (13%, $n = 25$). Fifty-two percent ($n = 98$) and 18%, ($n = 33$) of Staff respondents reported the same for training for faculty.

The majority (59%, $n = 109$) of Staff respondents thought that access to counseling for people who had experienced harassment was available and that it positively influenced climate. Twenty-seven percent ($n = 51$) of Staff respondents thought that access to counseling for people who had experienced harassment was not available, and it would positively influence the climate if it were available.

Fifty-eight percent ($n = 111$) of Staff respondents thought that supervisory training for supervisors/managers was available and that it positively influenced climate, while 31% ($n = 60$) thought that such training for supervisors/managers was not available, but would positively influence the climate if it were available. Similarly, fifty-two percent ($n = 96$) of Staff respondents thought that supervisory training for faculty supervisors was available and that it positively influenced climate, and 34% ($n = 62$) thought that such training for faculty supervisors was not available, but would positively influence the climate if it were.

Forty-two percent ($n = 82$) of the Staff respondents thought that mentorship for new staff was available and that it positively influenced climate. Thirty-four percent ($n = 62$) thought that mentorship for new staff was not available, but thought that it would positively influence the climate if it were available.

Forty-five percent (*n* = 84) of Staff respondents thought that a clear process to resolve conflicts was available and felt that it positively influenced climate, and 43% (*n* = 81) thought that it would positively influence the climate if it were available.

Forty-seven percent (*n* = 84) of Staff respondents thought that a fair process to resolve conflicts was available and that it positively influenced climate, while 43% (*n* = 81) thought that it was not available, but would positively influence the climate if it were available.

Equivalent proportions of Staff respondents thought that including diversity-related professional experiences as both one of the criteria for hiring of staff/faculty (29%, *n* = 53) and a part of performance evaluations for staff (28%, *n* = 50) were available and positively influenced climate. The same was the case for Staff respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty (20%, *n* = 37) and that those experiences being a part of performance evaluations for staff (20%, *n* = 36) were not available, but would positively influence the climate if they were available.

Approximately two-thirds (66%, *n* = 127) of Staff respondents thought that career development opportunities for staff were available and that they positively influenced climate, while one-quarter (25%, *n* = 48) of Staff respondents thought that career development opportunities for staff were not available, but would positively influence the climate if they were.

Thirty-eight percent (*n* = 72) of Staff respondents thought that affordable child care was available and positively influenced climate. A slightly higher proportion of Staff respondents (42%, *n* = 78) thought that affordable child care was not available, and that it would positively influence the climate if it were available.

Forty percent (*n* = 73) of Staff respondents thought that support/resources for spouse/partner employment were available and felt that they positively influenced climate, and one-third (33%, *n* = 61) of Staff respondents thought that it was not available, but would positively influence the climate if it was.

Table 82. **Staff Respondents' Perceptions of Institutional Initiatives**

Institutional initiative	Initiative Available at PSU COE						Initiative NOT available at PSU COE					
	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	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing diversity and inclusivity training for students.	88	46.6	33	17.5	5	2.6	45	23.8	17	9.0	< 5	---
Providing diversity and inclusivity training for staff.	120	61.9	33	17.0	< 5	---	25	12.9	11	5.7	< 5	---
Providing diversity and inclusivity training for faculty.	98	52.1	38	20.2	< 5	---	33	17.6	14	7.4	< 5	---
Providing access to counseling for people who have experienced harassment	109	58.6	19	10.2	< 5	---	51	27.4	6	3.2	0	0.0
Providing supervisors/managers with supervisory training	111	58.1	12	6.3	0	0.0	60	31.4	8	4.2	0	0.0
Providing faculty supervisors with supervisory training	96	51.9	14	7.6	0	0.0	62	33.5	13	7.0	0	0.0
Providing mentorship for new staff	82	42.3	13	6.7	0	0.0	88	45.4	11	5.7	0	0.0
Providing a clear process to resolve conflicts	84	44.7	15	8.0	< 5	---	81	43.1	6	3.2	< 5	---
Providing a fair process to resolve conflicts	84	46.4	13	7.2	< 5	---	76	42.0	7	3.9	0	0.0

Table 82 (cont.)	Initiative Available at PSU COE						Initiative NOT available at PSU COE					
	Positively influences climate		Has no influence on climate		Positively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
Institutional initiative	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	53	29.0	38	20.8	15	8.2	37	20.2	31	16.9	9	4.9
Including diversity/inclusivity-related professional experiences as part of performance evaluations for staff.	50	27.8	38	21.1	15	8.3	36	20.0	28	15.6	13	7.2
Providing career development opportunities for staff	127	65.5	15	7.7	0	0.0	48	24.7	< 5	---	0	0.0
Providing affordable childcare	72	38.3	21	11.2	< 5	---	78	41.5	16	8.5	0	0.0
Providing support/resources for spouse/partner employment	73	39.9	23	12.6	7	3.8	61	33.3	16	8.7	< 5	---

Note: Table includes Staff responses (*n* = 238) only.

Fewer than forty Staff respondents described the perceived impact of PSU COE's actions on the learning and working climate. The themes and supporting comments are presented here.

Challenges Unique to Micro-Climates. Thirty percent of Staff respondents offered challenges they experienced in their respective micro-climates. A Staff respondent described their micro-climate, "She is always stirring the pot and pitting everyone against each other. We would all be upset and fighting and she would leave for the day." Similarly, one Staff respondent shared, "I think people just use this place as a stepping stone to another job because the environment is so hostile at times." Another Staff respondent elaborated, "Many of the resources listed above are provided at the university level but not within the COE." Another Staff respondent acknowledged, "Dean and Associate Deans are very supportive. Some department heads and faculty members are not, which makes it difficult to facilitate change or take strides forward." These comments illustrate how Staff respondents focused on the climate in their individual units, as opposed to PSU COE in general.

Reflections on Diversity Training and Initiatives. Twelve percent of respondents who elaborated on their opinions on the impact of PSU COE's actions on climate reflected a range of opinions on the current diversity training and initiatives. One Staff respondent noted, "There are definitely many diversity related events available." Another Staff added, "Some of the diversity events have had a positive effect, but not everyone agrees." More specifically addressing the impacts of PSU COE's actions, one Staff respondent pointed out, "Yes, diversity/inclusivity-related experiences would enhance climate, but if someone does/did not have an opportunity for such experience they should not be penalized for hiring or for performance evaluations." Similarly, another Staff respondent cautioned, "The Climate is good, but making diversity training mandatory, makes people mad that they had to go. Then it can be used against them at the drop of a hat. It is 'he said she said.'" The respondents offered differing views on the impact of diversity trainings and initiatives.

Student respondents (n = 2,018) also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 83. Forty-four percent (n = 835) of Student respondents thought that diversity, inclusivity, and equity training for students was available and that it positively influenced climate. Sixteen percent (n = 303) thought that such training for students was not available, but would positively influence the climate if it were.

Compared to diversity training for students, a similar proportion of Student respondents thought that diversity, inclusivity, and equity training for staff was available and that it positively influenced climate (46%, n = 857), while 17% (n = 306) thought such training for staff was not available, but would positively influence the climate if it were. Slightly higher proportions believed the same regarding training for faculty (47%, n = 850 and 18%, n = 328, respectively).

Forty-five percent (n = 829) of Student respondents indicated that providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs) was available and positively influenced climate, while 26% (n = 488) thought that it would positively influence the climate if it were available. Similar proportions (43%, n = 785 and 25%, n = 455, respectively) thought the same for providing a person to address student complaints of bias by other students in learning environments.

Forty-four percent (n = 804) of Student respondents thought that increasing opportunities for cross-cultural dialogue among students was available and felt that it positively influenced climate. Twenty-three percent (n = 424) of Student respondents thought that increasing opportunities for cross-cultural dialogue among students was not available, and thought that it would positively influence the climate if it were available.

Similarly, 43% (n = 788) of Student respondents thought increasing opportunities for cross-cultural dialogue between faculty, staff, and students was available and that it positively influences climate, while 26% (n = 474) thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students was not available, but that it would positively influence the climate if it were.

The same proportion of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum either was available and felt that it positively influenced climate (25%, $n = 378$), or was not available and would positively influence the climate if it were available (25%, $n = 381$).

Over half (57%, $n = 1,047$) of Student respondents thought that effective faculty mentorship of students was available and that it positively influenced climate. Approximately one-quarter (24%, $n = 439$) of Student respondents thought that effective faculty mentorship of students was not available and that it would positively influence the climate if it were available.

Two-thirds (66%, $n = 1,216$) of Student respondents who thought that effective academic advising was available felt that it positively influenced climate. Only 18% ($n = 327$) of Student respondents thought that effective academic advising was not available and that it would positively influence the climate if it were available.

Forty-five percent ($n = 821$) of Student respondents thought that diversity/inclusivity training for student staff (e.g., teaching assistants, lab assistants) was available and felt that it positively influenced climate. Nineteen percent ($n = 341$) of Student respondents thought that diversity training for student staff was not available, and thought that it would positively influence the climate if it were available.

Thirty-one percent ($n = 562$) of Student respondents thought that affordable child care was available and felt that it positively influenced the climate. Twenty-four percent ($n = 446$) of Student respondents thought that affordable child care was not available, but thought that it would positively influence the climate if it were available.

Approximately one-third (34%, $n = 624$) of Student respondents thought that support/resources for spouse/partner employment were available and felt that they positively influenced climate. Twenty-four percent ($n = 446$) of Student respondents thought that support/resources for spouse/partner employment were not available, but would positively influence the climate if it were.

Over half (52%, $n = 955$) of Student respondents thought that adequate social space was available and felt that it positively influenced climate. Twenty-two percent ($n = 412$) of Student respondents thought that adequate social space was not available, and thought that it would positively influence the climate if it were.

Sixty-two percent ($n = 1,147$) of Student respondents thought space for collaboration was available and it positively influenced climate. Twenty percent ($n = 369$) of Student respondents thought that adequate space for collaboration was not available, but thought that it would positively influence the climate if it were available.

Table 83. **Student Respondents' Perceptions of Institutional Initiatives**

	Initiative Available at PSU COE						Initiative NOT available at PSU COE					
	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	
Institutional initiative	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing diversity and inclusivity training for students.	835	44.3	391	20.8	53	2.8	303	16.1	264	14.0	37	2.0
Providing diversity and inclusivity for staff.	857	46.3	427	23.1	32	1.7	306	16.5	204	11.0	26	1.4
Providing diversity and inclusivity training for faculty.	850	46.6	381	20.9	37	2.0	328	18.0	206	11.3	22	1.2
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	829	44.9	332	18.0	35	1.9	488	26.4	139	7.5	22	1.2
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	785	42.5	350	19.0	41	2.2	455	24.7	177	9.6	37	2.0
Increasing opportunities for cross-cultural dialogue among students.	804	43.6	378	20.5	38	2.1	424	23.0	173	9.4	27	1.5
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	788	42.8	352	19.1	30	1.6	474	25.7	178	9.7	19	1.0
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	378	24.6	397	25.8	60	3.9	381	24.8	249	16.2	72	4.7

Table 83 (cont.)	Initiative Available at PSU COE						Initiative NOT available at PSU COE					
	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	
Institutional initiative	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing effective faculty mentorship of students.	1,047	56.8	258	14.0	16	0.9	439	23.8	69	3.7	14	0.8
Providing effective academic advising.	1,216	66.2	212	11.5	20	1.1	327	17.8	51	2.8	12	0.7
Providing diversity/inclusivity training for student staff (e.g., teaching assistant, lab assistants).	821	44.7	379	20.6	36	2.0	341	18.6	229	12.5	30	1.6
Providing affordable childcare.	562	30.7	459	25.0	25	1.4	446	24.3	315	17.2	26	1.4
Providing support/resources for spouse/partner employment.	624	34.3	419	23.0	18	1.0	442	24.3	291	16.0	26	1.4
Providing social space.	955	51.8	318	17.2	20	1.1	412	22.3	121	6.6	18	1.0
Providing space for collaboration.	1,147	62.3	223	12.1	7	0.4	369	20.0	84	4.6	12	0.7

Note: Table includes Student responses (*n* = 2,018) only.

Three hundred and eighty-four Student respondents elaborated on their opinions regarding the impact of PSU COE actions on the learning and working climate in PSU COE. The themes and supporting comments are offered here.

Lack of Support. Twenty percent of Student respondents expressed dissatisfaction with the academic climate at PSU COE in terms of a perceived lack of support from faculty members and PSU COE in general. One Undergraduate Student respondent described, "Very little interaction with other students, definitely feel like more of a number in a classroom than a person." Another Undergraduate Student respondent noted, "Students who do well will continue to do well and students who do poorly will continue to do poorly and often teachers will not care unless the student reaches out." Specifically addressing class size, one Undergraduate Student respondent shared, "I believe that the size of the classes are too large. I know it's hard because we are at University Park, but when I'm in a 400 level class and there are too many people to even ask a question, I feel I'm missing out." Generally, the perception of an Undergraduate Student respondent, "I've had very few teachers that were not here on the basis of research. It seems that the majority have little passion for teaching material" was echoed as a disappointing element of their experiences in the COE. Simply stated, one Undergraduate Student respondent noted, "Penn State teachers in general do not care about their students."

Desire for More Academic Resources. The perceived need and expressed desire for more support and resources for Students in PSU COE was noted by 15% of Student respondents. Several Student respondents addressed concerns regarding workspace as a lacking area in COE. One Undergraduate Student respondent explained, "There are no workspaces provided by the COE so we work out of our professor's research labs which are already crowded and outdated." Another Undergraduate Student respondent added, "The COE is also severely lacking space for students to work." A perceived lack of support was also noted regarding advisement. One Undergraduate Student respondent shared, "From talking to other grad students, the vast majority have negative experiences with their advisers." In agreement, another Undergraduate Student respondent elaborated, "Effective mentoring and academic advising WOULD POSITIVELY INFLUENCE THE CLIMATE if it existed." Similarly, one Undergraduate Student respondent explained, "The COE compared to other colleges does a terrible job at caring for its students. Randomly being

assigned a faculty advisor after entrance to the major is an appalling idea." These comments share a common desire for appropriate academic resources for students.

Lack of Inclusion. Inclusion related concerns for a range of identities were noted by 15% of Student respondents who elaborated on the impact of COE actions on the learning and working climate in COE. One Graduate Student respondent noted, "When there are only 8 girls in a class of 100 people they are less inclined to speak up. This does not mean they don't know the information." Another Graduate Student respondent stated, "I don't have any problem with strictness, but racism and discrimination are unacceptable." An Undergraduate Student respondent explained, "I'm an International Student. I believe sometimes the faculty needs to appreciate the fact that one comes from an entirely different culture, and would need some orientation and time to adjust and adapt to culture and expectations here." Additionally, one Undergraduate Student respondent shared a reflection and a suggestion to enhance inclusion in the COE, "I think the least-represented minority in the COE may be the LGBT community, but I could be mistaken. Bettering the appeal of COE to diverse people can bring in new ideas that push the envelope of making the COE and its students a more socially aware institution."

Positive Reflections. Though the majority of Student respondents noted concerns in response to the impact of PSU COE's actions on the learning and working climate, 15% offered positive reflections. One Undergraduate Student respondent noted, "The climate is great. The professors are friendly and knowledgeable, always willing to enhance a student's knowledge." Another Undergraduate Student respondent shared, "the COE is an extremely inclusive place where everyone should feel safe." In agreement, another Undergraduate Student respondent noted, "The socio-political climate is fine here to be honest. I think dwelling over it is unnecessary." Another Student respondent echoed a similar sentiment, "I feel like the climate is just fine, I don't sense discrimination."

Summary

Perceptions of actions taken by PSU COE help to shape the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agree that the actions cited in the survey have, or would have, a positive influence on the college climate. Notably, substantial proportions of Faculty, Staff, and Student respondents indicated that many of the initiatives were not available at PSU COE. If, in fact, these initiatives are available, PSU COE would benefit from better publicizing all that the College offers to positively influence the college climate.

Next Steps

Embarking on this college-wide assessment is further evidence of PSU COE'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 climate within PSU COE, 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 PSU COE community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical. PSU COE's senior leadership is committed to using the assessment data to build on the successes and address the challenges uncovered in the report. Also, as recommended by PSU COE's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate 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 Engineering Assessment of Climate for Learning and Working*

Appendix A
Cross Tabulations by Selected Demographics

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Gender identity	Unknown/Missing	< 5	---	0	0.00%	5	2.38%	8	3.36%	15	0.61%
	Woman	452	28.32%	124	29.38%	49	23.33%	154	64.71%	779	31.59%
	Man	1,135	71.12%	297	70.38%	155	73.81%	76	31.93%	1663	67.44%
	Transspectrum including other	7	0.44%	< 5	---	< 5	---	0	0.00%	9	0.36%
Racial identity	Unknown/Missing/Other	21	1.32%	13	3.08%	17	8.10%	13	5.46%	64	2.60%
	Person of Color	114	7.14%	49	11.61%	11	5.24%	< 5	---	176	7.14%
	Asian/Asian American	241	15.10%	204	48.34%	34	16.19%	< 5	---	483	19.59%
	White Only	1,125	70.49%	143	33.89%	142	67.62%	216	90.76%	1626	65.94%
	Multiple	95	5.95%	13	3.08%	6	2.86%	< 5	---	117	4.74%
Sexual identity	Unknown/Missing	20	1.25%	12	2.84%	16	7.62%	17	7.14%	65	2.64%
	LGBQ	66	4.14%	21	4.98%	6	2.86%	7	2.94%	100	4.06%
	Heterosexual	1,495	93.67%	386	91.47%	187	89.05%	213	89.50%	2281	92.50%
	Other	15	0.94%	< 5	---	< 5	---	< 5	---	20	0.81%

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%
Citizenship status	Unknown/Missing	< 5	---	0	0.00%	8	3.81%	5	2.10%	16	0.65%
	U.S. Citizen	1,299	81.39%	143	33.89%	129	61.43%	221	92.86%	1792	72.67%
	Non-U.S. Citizen or Naturalized	294	18.42%	279	66.11%	73	34.76%	12	5.04%	658	26.68%
Disability Status	Unknown/Missing/Other	< 5	---	< 5	---	< 5	---	< 5	---	13	0.53%
	Disability	63	3.95%	10	2.37%	< 5	---	9	3.78%	86	3.49%
	No Disability	1,495	93.67%	404	95.73%	201	95.71%	219	92.02%	2319	94.04%
	Multiple Disability	35	2.19%	6	1.42%	< 5	---	6	2.52%	48	1.95%
Religious/ spiritual affiliation	Unknown/Missing	6	0.38%	17	4.03%	20	9.52%	14	5.88%	57	2.31%
	Christian Affiliation	813	50.94%	97	22.99%	82	39.05%	165	69.33%	1157	46.92%
	Other Faith-Based	175	10.96%	113	26.78%	18	8.57%	< 5	---	310	12.57%
	No Affiliation	534	33.46%	172	40.76%	78	37.14%	52	21.85%	836	33.90%
	Multiple Affiliations	68	4.26%	23	5.45%	12	5.71%	< 5	---	106	4.30%

Note: % is the percent of each column for that demographic category (e.g., percent of undergraduates that are 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 Engineering (COE)? (Question 1)**

Position	*n*	%
Undergraduate student	**1,596**	**64.7**
Started at University Park as a first-year student	1,238	77.6
Started at University Park in another academic college (e.g., DUS)	73	4.6
Started at a Penn State campus other than University Park	260	16.3
Transferred from another institution	25	1.6
Graduate student	**422**	**17.1**
Non-degree	0	0.0
Certificate	2	0.5
Master's degree candidate	156	37.0
Doctoral degree candidate	264	62.6
Post-doctoral scholar/fellow	**21**	**0.9**
Faculty	**175**	**7.1**
Tenured/Tenure-Track	111	63.4
Assistant professor	*26*	*23.4*
Associate professor	*24*	*21.6*
Professor	*60*	*54.1*
Librarian	*1*	*0.9*
Non-Tenure Track	60	34.3
Assistant professor	*12*	*20.0*
Associate professor	*3*	*5.0*
Professor	*0*	*0.0*

Table B1. (cont.)	*n*	%
Instructor/Lecturer	*17*	*28.3*
Senior Instructor/Lecturer	*4*	*6.7*
Professor of Practice	*0*	*0.0*
Research Associate	*18*	*30.0*
Senior Research Associate	*4*	*2.3*
Senior Scientist	*1*	*1.7*
Adjunct/Part-Time	0	0.0
Administrator with faculty rank (e.g., Dean, Head)	**14**	**0.6**
Staff	**231**	**9.4**
Exempt	122	52.8
Non-Exempt	105	45.5
Wage Payroll	4	1.7
Technical Service	**7**	**0.3**

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer. There are missing data for the sub-categories, as indicated.

Table B2. **Are you full-time or part-time in that primary status? (Question 2)**

Status	*n*	%
Full-time	2,416	98.0
Part-time	48	1.9
Missing	2	0.1

Table B3. **What is your birth sex? (Question 42)**

Birth sex	*n*	%
Male	1,661	67.7
Female	789	32.0
Intersex	2	0.1
Missing	14	0.6

Table B4. **What is your gender/gender identity? (Mark all that apply.) (Question 43)**

Gender identity	*n*	%
Man	1,663	67.4
Woman	779	31.6
Genderqueer	3	0.1
Transgender	2	0.1
A gender not listed here	4	0.2
Missing	15	0.6

Note: Percentages may not sum to 100 as a result of multiple responses.

Table B5. **What is your current gender expression? (Question 44)**

Gender expression	*n*	%
Masculine	1,613	65.4
Feminine	768	31.1
Androgynous	32	1.3
A gender expression not listed here	13	0.5
Missing	40	1.6

Table B6. **What is your citizenship status in the U.S.? (Mark all that apply.)**
(Question 45)

Citizenship status	*n*	%
U.S. citizen, birth	1,792	72.7
A visa holder (such as J-1, H1-B, and U)	473	19.3
U.S. citizen, naturalized	109	4.4
Permanent resident	71	2.9
Other legally documented status	3	0.1
DACA (Deferred Action for Childhood Arrival)	1	0.0
Refugee status	1	0.0
Currently under a withholding of removal status	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Undocumented status	0	0.0
Missing	16	0.6

Note: Percentages may not sum to 100 as a result of multiple responses.

Table B6. **What is your country of origin? (open-ended question) (Question 46)**

	n	%		n	%
America	1	0.0	Kuwait	6	0.2
Argentina	2	0.1	Lebanon	2	0.1
Australia	1	0.0	Malaysia	13	0.5
Bahrain	1	0.0	Mexico	4	0.2
Bangladesh	8	0.3	Mongolia	1	0.0
Bhutan	1	0.0	Nepal	2	0.1
Bolivia	2	0.1	Netherlands	4	0.2
Brazil	7	0.3	Nigeria	7	0.3
Burundi	1	0.0	Northern Ireland	1	0.0
Cambodia	1	0.0	Norway	1	0.0
Canada	10	0.4	Pakistan	1	0.0
Chile	3	0.1	Panama	3	0.1
China	147	6.0	Peru	2	0.1
Colombia	5	0.2	Philippines	5	0.2
Czech Republic	1	0.0	Poland	2	0.1
Dominican Republic	5	0.2	Portugal	1	0.0
Ecuador	4	0.2	Republic of Turkey	1	0.0
Egypt	12	0.5	Romania	1	0.0
El Salvador	1	0.0	Russia	3	0.1
Ethiopia	1	0.0	Saudi Arabia	9	0.4
France	4	0.2	Serbia	1	0.0
Germany	4	0.2	South Africa	2	0.1
Ghana	1	0.0	South Korea	23	0.9
Greece	4	0.2	Spain	5	0.2
Guatemala	2	0.1	Sri Lanka	2	0.1
Guinea	1	0.0	Sweden	1	0.0
Haiti	1	0.0	Taiwan	12	0.5
Hong Kong	3	0.1	Thailand	3	0.1
India	150	6.1	Tibet	1	0.0
Indonesia	5	0.2	Tunisia	1	0.0
Iran	23	0.9	Turkey	15	0.6
Iraq	1	0.0	Ukraine	2	0.1
Italy	3	0.1	United Arab Emirates	5	0.2
Jamaica	1	0.0	United States of America	10	0.4
Japan	4	0.2	Uzbekistan	1	0.0
Jordan	2	0.1	Venezuela	9	0.4
Kazakhstan	1	0.0	Vietnam	4	0.2
Kenya	2	0.1	Yemen	1	0.0
			Zambia	1	0.0

Table B7. **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 multi-racial/multi-ethnic/multi-cultural identity, mark all that apply. (Question 47)**

Racial/ethnic identity	*n*	%
White/European American	1,723	69.9
Asian/Asian American/South Asian	521	21.1
Hispanic/Latin@/Chican@	120	4.9
Middle Eastern/North African	87	3.5
Black/African American	50	2.0
First Nation/American Indian/Indigenous	17	0.7
Pacific Islander	7	0.3
Native Hawaiian	2	0.1
Alaska Native	1	0.0
A racial/ethnic identity not listed here	18	0.7

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 choice below most accurately describes your sexual identity? (Question 48)**

Sexual identity	*n*	%
Heterosexual	2,281	92.5
Bisexual	56	2.3
Gay	20	0.8
Questioning	15	0.6
Queer	5	0.2
Lesbian	4	0.2
A sexual identity not listed here	20	0.8
Missing	65	2.6

Table B9. **What is your age? (Question 49)**

Age	*n*	%
18	211	8.6
19	402	16.3
20	380	15.4
21	361	14.6
22-24	392	15.9
25-34	291	11.8
35-44	114	4.6
45-54	109	4.4
55-64	98	4.0
65 and over	16	0.6
Missing	92	3.7

***Table B10.* Do you have substantial parenting or caregiving responsibility? (Question 50)**

Caregiving responsibility	*n*	%
No	**2,191**	**88.8**
Yes (Mark all that apply)	**264**	**10.7**
Children 5 or under	93	35.2
Children 6-18 years of age	144	54.5
Children over 18 years of age, but still legally dependent (e.g., in college, disabled)	53	20.1
Independent adult children over 18 years of age	22	8.3
Sick or disabled partner	8	3.0
Senior or other family member	53	20.1
A parenting or caregiving responsibility not listed here	11	4.2
Missing	**11**	**0.4**

Note: Percentages may not sum to 100 as a result of multiple responses.

***Table B11.* Are/were you a member of the U.S. Armed Forces? (Question 51)**

Military status	*n*	%
I have not been in the military	2,351	95.3
ROTC	41	1.7
Veteran	41	1.7
Active military	10	0.4
Reservist/National Guard	6	0.2
Missing	17	0.7

Table B12. Students only: **What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 52)**

	Parent/legal guardian 1		Parent/legal guardian 2	
Level of education	*n*	%	*n*	%
No high school	29	1.4	27	1.3
Some high school	48	2.4	48	2.4
Completed high school/GED	219	10.9	248	12.3
Some college	163	8.1	150	7.4
Business/technical certificate/degree	57	2.8	84	4.2
Associate's degree	105	5.2	121	6.0
Bachelor's degree	678	33.6	784	38.9
Some graduate work	44	2.2	42	2.1
Master's degree (M.A., M.S., MBA)	462	22.9	363	18.0
Specialist degree (Ed.S.)	5	0.2	3	0.1
Doctoral degree (Ph.D., Ed.D.)	108	5.4	54	2.7
Professional degree (MD, MFA, JD)	85	4.2	57	2.8
Unknown	6	0.3	11	0.5
Not applicable	7	0.3	21	1.0
Missing	2	0.1	5	0.2

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,018).

Table B13. Staff only: **What is <u>your</u> highest level of education? (Question 53)**

Level of education	*n*	%
No high school	0	0.0
Some high school	0	0.0
Completed high school/GED	28	11.8
Some college/pursuing degree	21	8.8
Business/Technical certificate/degree	17	7.1
Associate's degree	48	20.2
Bachelor's degree	60	25.2
Some graduate work	15	6.3
Master's degree (MA, MS, MBA)	44	18.5
Specialist degree (Ed.S.)	0	0.0
Doctoral degree (Ph.D., Ed.D.)	3	1.3
Professional degree (MD, MFA, JD)	0	0.0
Missing	2	0.8

Note: Table includes answers only from only those respondents who indicated that they were Staff in Question 1 (*n* = 238).

Table B14. Students only: **What year did you begin in the COE? (Question 54)**

Year begun	*n*	%
2009 or before	37	1.8
2010	28	1.4
2011	87	4.3
2012	340	16.8
2013	370	18.3
2014	502	24.9
2015	603	29.9
2016	51	2.5
Missing	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,018).

Table B15. Graduate Students Only: **Where are you in your graduate career? (Question 55)**

Year in graduate career	*n*	%
Master's student	**159**	**37.8**
First year	79	52.0
Second year	69	45.4
Third (or more) year	4	2.6
Doctoral student	**262**	**62.2**
Have not yet taken candidacy	74	29.4
Have taken candidacy, but not yet taken comprehensive exam	74	29.4
Have scheduled or taken comprehensive exam	91	36.1
Have scheduled or held thesis defense	13	5.2
Missing	**1**	**0.2**

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 422).

Table B16. Faculty/Staff only: **How many years have you been an employee in COE?**
(Question 56)

Years employed in COE	*n*	%
Less than one year	46	10.3
1-2 years	63	14.1
3-5 years	63	14.1
6-10 years	57	12.7
11-15 years	49	10.9
16-20 years	56	12.5
21-30 years	52	11.6
Greater than 30 years	27	6.0
Missing	35	7.0

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 448).

Table B17. Faculty only: **With which academic unit/department are you primarily affiliated at this time? (Question 57)**

Academic unit/department	*n*	%
Acoustics Program	5	2.4
Department of Aerospace Engineering	7	3.3
Department of Agricultural and Biological Engineering	4	1.9
Department of Architectural Engineering	13	6.2
Department of Biomedical Engineering	7	3.3
Department of Chemical Engineering	20	9.5
Department of Civil and Environmental Engineering	17	8.1
Department of Computer Science and Engineering	7	3.3
Department of Electrical Engineering	21	10.0
Department of Engineering Science and Mechanics	12	5.7
Department of Industrial and Manufacturing Engineering	11	5.2
Department of Mechanical and Nuclear Engineering	36	17.1
Engineering Library	1	0.5
School of Electrical Engineering and Computer Science	2	1.0
School of Engineering Design, Technology, and Professional Programs (SEDTAPP)	24	11.4
Missing	23	11.0

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 210).

Table B18. *Staff only:* With which work unit are you primarily affiliated at this time? (Question 58)

Work unit	*n*	%
Acoustics Program	1	0.4
Aerospace Engineering	9	3.8
Agricultural and Biological Engineering	0	0.0
Architectural Engineering	9	3.8
Biomedical Engineering	8	3.4
Breazeale Nuclear Reactor	6	2.5
Chemical Engineering	6	2.5
Civil & Environmental Engineering	14	5.9
Computer Science and Engineering	8	3.4
Consortium for Building Energy Innovation	1	0.4
Electrical Engineering	8	3.4
Engineering Dean's Office	78	32.8
Academic Support and Global Programs	*8*	*13.1*
Dean/Sr. Associate Dean Administrative Staff Support	*0*	*0.0*
Career Resources & Employer Relations	*3*	*4.9*
Continuing & Distance Education	*5*	*8.2*
Development & Alumni Relations	*6*	*9.8*
Engineering Diversity	*3*	*4.9*
Facilities, Mail Services, and Shop Services	*3*	*4.9*
Finance Office	*6*	*9.8*
Human Resources	*2*	*3.3*
Learning Factory	*1*	*1.6*
Leonhard Center	*0*	*0.0*
Marketing & Communications	*7*	*11.5*
Networking, Computing, Training & Information Systems	*4*	*6.5*
Research Administration	*10*	*16.4*
Undergraduate & Graduate Education Office	*3*	*4.9*
Engineering Library	0	0.0
Engineering Science & Mechanics	11	4.6
Facilities Engineering Institute	18	7.6
Industrial and Manufacturing Engineering	10	4.2
Mechanical & Nuclear Engineering	15	6.3
School of Engineering Design, Technology, and Professional Programs	7	2.9
Thomas D. Larson Pennsylvania Transportation Institute	10	4.2
Missing	19	8.0

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 238).

Table B19. Staff only: **Please select the job classification of your position? (Question 59)**

Job classification	*n*	%
Accounting & Finance	20	8.4
Administration	59	24.8
Agricultural Operations	0	0.0
Arts Administration & Operations	0	0.0
Athletics & Recreation	0	0.0
Campus Operations	0	0.0
Development & Alumni Relations	8	3.4
Education	6	2.5
Facilities Operations	7	2.9
Grants & Contracts Administration	12	5.0
Health Care	0	0.0
Hospitality, Housing, & Food Services	1	0.4
Human Resources	3	1.3
Information Resources & Services	0	0.0
Information Technology	20	8.4
Marketing, Sales, & Communications	10	4.2
Purchasing, Inventory, & Stores	0	0.0
Research & Engineering	31	13.0
Student Academic Services	25	10.5
Unknown	11	4.6
Missing	25	10.5

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 238).

Table B20. Undergraduate Students only: **What is your academic major? (Mark all that apply.)**
(Question 60)

Academic major	*n*	%
Pre-major (ENGR) - What is your intended major?	328	20.6
Undecided	*9*	*2.7*
Planning to change into major outside of COE	*7*	*2.1*
Architectural Engineering	*28*	*8.5*
Aerospace Engineering	*30*	*9.1*
Biological Engineering	*7*	*2.1*
Biomedical Engineering	*48*	*14.6*
Chemical Engineering	*51*	*15.5*
Civil Engineering	*27*	*8.2*
Computer Engineering	*14*	*4.3*
Computer Science	*20*	*6.1*
Electrical Engineering	*30*	*9.1*
Engineering Science	*6*	*1.8*
General Engineering	*0*	*0.0*
Industrial Engineering	*11*	*3.4*
Mechanical Engineering	*97*	*29.6*
Nuclear Engineering	*16*	*4.9*
Architectural Engineering	83	5.2
Aerospace Engineering	80	5.0
Biological Engineering	26	1.6
Biomedical Engineering	102	6.4
Chemical Engineering	156	9.8
Civil Engineering	114	7.1
Computer Engineering	50	3.1
Computer Science	67	4.2
Electrical Engineering	122	7.6
Engineering Science	41	2.6
General Engineering	7	0.4
Industrial Engineering	109	6.8
Mechanical Engineering	331	20.7
Nuclear Engineering	62	3.9

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,596). Percentages may not sum to 100 as a result of multiple responses.

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Table B21. Graduate Students only: What is your academic degree program? (Question 61)

Academic degree program	*n*	%
Non-degree	**0**	**0.0**
Graduate Degree Programs (You may select multiple programs if you are pursuing a dual-degree.)	**413**	**97.9**
Acoustics	12	2.9
Aerospace Engineering	33	8.0
Agricultural and Biological Engineering	0	0.0
Architectural Engineering	21	5.1
Bioengineering	27	6.5
BioRenewable Systems	0	0.0
Chemical Engineering	23	5.6
Civil Engineering	31	7.5
Computer Science	8	1.9
Computer Science & Engineering	31	7.5
Electrical Engineering	44	10.7
Engineering Design	5	1.2
Engineering Mechanics	1	0.2
Engineering Science & Mechanics	18	4.4
Environmental Engineering	3	0.7
Industrial Engineering	64	15.5
Materials Science & Engineering	1	0.2
Mechanical Engineering	67	16.2
Nuclear Engineering	17	4.1
Operations Research (Dual-Title)	14	3.4
Certificate Program	**9**	**2.1**
Missing	**0**	**0.0**

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 422). Percentages may not sum to 100 as a result of multiple responses.

Table B22. **Do you have a condition/disability that influences your learning or working activities? (Question 62)**

Condition/Disability	*n*	%
No	2,319	94.0
Yes	138	5.6
Missing	9	0.4

Table B23. **Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 63)**

Condition	*n*	%
Learning Disability	54	39.1
Mental Health/Psychological Condition	49	35.5
Chronic Diagnosis or Medical Condition	22	15.9
Hearing impaired or Deaf	10	7.2
Physical/Mobility condition that affects walking	9	6.5
Acquired/Traumatic Brain Injury	5	3.6
Speech/Communication Condition	5	3.6
Visually Impaired or Blind	5	3.6
Asperger's/Autism Spectrum	4	2.9
Physical/Mobility condition that does not affect walking	4	2.9
A disability/condition not listed here	3	2.2

Note: Table includes answers from only those respondents who indicated that they have a disability in Question 62 (*n* = 138). Percentages may not sum to 100 as a result of multiple responses**.**

Table B24. **Is English your first language? (Question 64)**

	n	%
Yes	1,849	75.0
No	601	24.4
Missing	16	0.6

Table B25. **What is (are) the language(s) spoken in your home? (Question 65)**

Languages spoken at home	n	%
English only	1,689	68.5
Other than English	425	17.2
English and other language	322	13.1
Missing	30	1.2

Table B26. **What is your religious or spiritual identity? (Mark all that apply.) (Question 66)**

Spiritual identity	*n*	%		*n*	%
No affiliation	**496**	**20.1**	United Methodist	102	8.5
Agnostic	**211**	**8.6**	United Church of Christ	12	1.0
Atheist	**189**	**7.7**	A Christian affiliation not listed above	32	2.7
Baha'i	**0**	**0.0**			
Buddhist	**43**	**1.7**	**Druid**	**2**	**0.1**
Christian	**1,207**	**48.9**	**Hindu**	**138**	**5.6**
African Methodist Episcopal (AME)	1	0.1	**Humanist**	**13**	**0.5**
AME Zion	1	0.1	**Jain**	**11**	**0.4**
Assembly of God	10	0.8	**Jehovah's Witness**	**2**	**0.1**
Baptist	51	4.2	**Jewish**	**52**	**2.1**
Catholic/Roman Catholic	570	47.2	Conservative	14	26.9
Church of Christ	13	1.1	Orthodox	4	7.7
Church of God in Christ	7	0.6	Reformed	28	53.8
Christian Orthodox	7	0.6	**Muslim**	**91**	**3.7**
Christian Methodist Episcopal	4	0.3	Ahmadi	0	0.0
Christian Reformed Church	1275	105.6	Shi'ite	17	18.7
Episcopalian	22	1.8	Sufi	0	0.0
Evangelical	16	1.3	Sunni	65	71.4
Greek Orthodox	11	0.9	**Native American Traditional Practitioner or Ceremonial**	**0**	**0.0**
Lutheran	91	7.5	**Pagan**	**4**	**0.2**
Mennonite	6	0.5	**Rastafarian**	**2**	**0.1**
Moravian	1275	105.6	**Scientologist**	**2**	**0.1**
Nondenominational Christian	61	5.1	**Secular Humanist**	**15**	**0.6**
Pentecostal	12	1.0	**Shinto**	**2**	**0.1**
Presbyterian	72	6.0	**Sikh**	**6**	**0.2**
Protestant	45	3.7	**Taoist**	**3**	**0.1**
Protestant Reformed Church	3	0.2	**Tenrikyo**	**0**	**0.0**
Quaker	3	0.2	**Unitarian Universalist**	**6**	**0.2**
Reformed Church of America	3	0.2	**Wiccan**	**3**	**0.1**
Russian Orthodox	10	0.8	**Spiritual, but no religious affiliation**	**82**	**3.3**
Seventh Day Adventist	1	0.1	**A religious affiliation or spiritual identity not listed above**	**22**	**0.9**
The Church of Jesus Christ of Latter-day Saints	14	1.2			

Note: Percentages may not sum to 100 as a result of multiple responses.

Table B27. Students only: **Are you currently financially dependent (family/guardian assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)? (Question 67)**

Dependency status	*n*	%
Dependent	1,524	75.5
Independent	371	18.4
Missing	123	6.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,018).

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 68)**

Income	*n*	%
Below $10,000	65	3.2
$10,000 - $19,999	129	6.4
$20,000 - $29,999	221	11.0
$30,000 - $39,999	147	7.3
$40,000 - $99,999	481	23.8
$100,000 - $124,999	336	16.7
$125,000 - $149,999	160	7.9
$150,000 - $199,999	185	9.2
$200,000 - $249,999	116	5.7
$250,000 or more	121	6.0
Missing	57	2.8

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,018).

Table B29. Students only: **Where do you live? (Question 69)**

Residence	*n*	%
Campus housing - In a COE-related special living option	**134**	**6.6**
Engineering House "E House"--McKee Hall	59	49.2
Engineering and Applied Sciences House--Wolf Hall	29	24.2
First-Year in Science and Engineering House--Ritner Hall	19	15.8
Schreyer Honors College--Atherton and Simmons Halls	8	6.7
Women in Science and Engineering House--Wolf Hall	5	4.2
Campus housing - In a special living option not listed here	**151**	**7.5**
Campus housing - Sorority housing	**8**	**0.4**
Campus housing - In a living area, but not in a special living option	**450**	**22.3**
East Halls	107	26.0
Pollock Halls	96	23.4
South Halls	79	19.2
West Halls	67	16.3
Eastview Terrace	23	5.6
Nittany Apartments	23	5.6
North Halls	16	3.9
Non-campus housing	**1,261**	**62.5**
Independently in an apartment/house	1,047	92.4
Living with family member/guardian	51	4.5
Fraternity housing	35	3.1
Transient housing (e.g., couch surfing, sleeping in car, shelter)	**1**	**0.0**
Missing	**13**	**0.6**

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,018). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B30. Students only: **Do you participate in any of the following at Penn State? (Mark all that apply.)**
(Question 70)

Clubs/organizations	*n*	%
Honorary/Academic/Professional/Educational (e.g., Society of Woman Engineers (SWE), Institute of Cultural/International (e.g., International Student Council, Latino Caucus, LGBTA Student Coalition)	789	39.1
I do not participate in any clubs/organizations	478	23.7
Sports & Recreation (e.g., Tennis Club, Quidditch Club, Ultimate Frisbee)	422	20.9
Special Interest (e.g., Book club, 3-D printing Club, Cancer Outreach)	400	19.8
University/College affiliate (e.g., Blue and White Society, Lion Ambassadors, IFC/Panhellenic Dance)	358	17.7
Greek Life (e.g., Alpha Rho Chi (IFC), Lambda Theta Alpha (MGC), Alpha Phi Alpha (NPHC), Delta Gamma (PHC))	178	8.8
Service (e.g., Big Brothers Big Sisters, Collegiate 4-H Club, Engineers Without Borders at Penn State)	175	8.7
Cultural/International	165	8.2
Religious (e.g., Christian Student fellowship, Atheist/Agnostic Association, Buddhism for Peace)	157	7.8
Performing Arts (e.g., Clarinet Club, Anime Organization, Ballroom Dance Club)	124	6.1
Student Council (e.g., Association of Residence Hall Students, Workforce Education Graduate Student Association, Education Leadership Student Association)	80	4.0
Student Government (e.g., University Park Undergraduate Association, Council of Commonwealth Student Governments, Graduate and Professional Student Association)	62	3.1
Intercollegiate Athletics (e.g., NCAA Basketball, Swimming and Diving, Tennis)	55	2.7
Political (e.g., Young Americans for Liberty, College Independents, Green Party)	27	1.3
Media (e.g., Penn State Network Television (PSNtv), Valley Magazine, La Vie)	13	0.6

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,018).
Percentages may not sum to 100 as a result of multiple responses.

Table B31. Students only: **At the end of your last semester, what was your cumulative grade point average? (Question 71)**

GPA	*n*	%
3.50 - 4.00	980	48.6
3.00 – 3.49	677	33.5
2.50 – 2.99	249	12.3
2.00 – 2.49	68	3.4
1.50 – 1.99	7	0.3
1.49 or below	2	0.1
No GPA as of yet	33	1.6
Missing	2	0.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,018).

Table B32. Students only: **Have you experienced financial hardship while attending Penn State? (Question 72)**

Financial hardship	*n*	%
No	1,340	66.4
Yes	671	33.3
Missing	7	0.3

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,018).

Table B33. Students only: **How have you experienced the financial hardship? (Mark all that apply.)**
(Question 73)

Experience	*n*	%
Affording tuition	448	66.8
Affording housing	349	52.0
Purchasing my books	319	47.5
Affording food	254	37.9
Affording educational materials (e.g., computer, lab equipment, software)	248	37.0
Affording other campus fees	211	31.4
Difficulty traveling home during Penn State breaks	142	21.2
Participating in social events	130	19.4
Participating in co-curricular events or activities (e.g., alternative spring breaks, class trips)	110	16.4
Affording health care	109	16.2
Affording study abroad	73	10.9
Commuting to campus	65	9.7
Affording professional association fees/conferences	47	7.0
Affording childcare	7	1.0
A financial hardship not listed above	33	4.9

Note: Table includes answers only from those Students who indicated that they experienced financial hardship in Question 72 (*n* = 2,018).

Table B34. Students only: **How are you currently paying for your education at Penn State? (Mark all that apply.) (Question 74)**

Source of funding	*n*	%
Family contribution	1,225	60.7
Loans	810	40.1
Merit scholarship (e.g., athletic, honors, music)	383	19.0
Job/personal contribution/co-op/internship	349	17.3
Grants/need based scholarships (Pell, etc.)	326	16.2
Graduate assistantship/fellowship	303	15.0
Personal credit card	160	7.9
Penn State tuition discount	55	2.7
International government scholarship	48	2.4
Work-Study	45	2.2
GI Bill	36	1.8
Resident assistant	17	0.8
A method of payment not listed here	46	2.3

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,018). Percentages may not sum to 100 as a result of multiple responses.

Table B35. Graduate Students only: **Do you receive a graduate student stipend (graduate assistantship/fellowship)? (Mark all that apply.) (Question 75)**

Receive a graduate stipend	*n*	%
No	111	26.3
Yes	310	73.5
Missing	1	0.2

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 422). Percentages may not sum to 100 as a result of multiple responses.

Table B36. Students only: **Are you employed either on campus or off-campus during the academic year (other than a graduate assistantship? (Question 76)**

Employed	*n*	%
No	**1,409**	**69.8**
Yes, I work on-campus	**465**	**23.0**
1-10 hours/week	214	47.2
11-20 hours/week	200	44.2
21-28 hours/week	18	4.0
29-40 hours/week	12	2.6
More than 40 hours/week	9	2.0
Yes, I work off-campus	**154**	**7.6**
1-10 hours/week	59	40.7
11-20 hours/week	48	33.1
21-28 hours/week	23	15.9
29-40 hours/week	10	6.9
More than 40 hours/week	5	3.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,018).

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B37. **Overall, how comfortable are you with the climate in the COE? (Question 3)**

Comfort	*n*	%
Very comfortable	688	27.9
Comfortable	1,309	53.1
Neither comfortable nor uncomfortable	344	14.0
Uncomfortable	103	4.2
Very uncomfortable	21	0.9

Table B38. Faculty/Staff/Graduate Students only: **Overall, how comfortable are you with the climate in your department/work unit/research group? (Question 4)**

Comfort	*n*	%
Very comfortable	163	36.4
Comfortable	165	36.8
Neither comfortable nor uncomfortable	56	12.5
Uncomfortable	53	11.8
Very uncomfortable	11	2.5

Note: Table includes answers only from those respondents who indicated that they were Faculty, Staff, or Graduate Students in Question 1 (*n* = 448).

Table B39. Students/Faculty only: **Overall, how comfortable are you with the climate in your COE classes? (Question 5)**

Comfort	*n*	%
Very comfortable	644	29.1
Comfortable	1,157	52.3
Neither comfortable nor uncomfortable	327	14.8
Uncomfortable	81	3.7
Very uncomfortable	5	0.2

Note: Table includes answers only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 2,228).

Table B40. **Have you ever seriously considered leaving PSU COE? (Question 6)**

Considered leaving	*n*	%
No	1,786	72.4
Yes	677	27.5
Missing	3	0.1

Table B41. Undergraduate Students only: **When did you seriously consider leaving PSU COE? (Mark all that apply.) (Question 7)**

Year	*n*	%
During my first year as a student	241	66.6
During my second year as a student	179	49.4
During my third year as a student	64	17.7
During my fourth year as a student	15	4.1
During my fifth year as a student	2	0.6
After my fifth year as a student	0	0.0

Note: Table includes answers only from those Undergraduate students who indicated that they considered leaving in Question 6 (*n* = 362).

Table B42. Graduate Students only: **When did you seriously consider leaving PSU COE?**
(Mark all that apply.) (Question 8)

Year in graduate career	*n*	%
Master's student	**35**	**40.7**
During my first year	19	54.3
During my second year	19	54.3
During my third year	5	14.3
After my third year	1	2.9
Doctoral student	**56**	**65.1**
Pre-candidacy	35	62.5
Post candidacy – pre-comprehensive exam	29	51.8
After scheduling or taking comprehensive exam	19	33.9
After scheduling or holding thesis defense	0	0.0

Note: Table includes answers only from those Undergraduate students who indicated that they considered leaving in Question 6
(*n* = 86). Percentages may not sum to 100 as a result of multiple responses.

*Table B43. Students only***: Why did you <u>seriously</u> consider leaving PSU COE? (Mark all that apply.) (Question 9)**

Reasons	*n*	%
Coursework was too difficult	189	42.2
Lack of a sense of belonging	150	33.5
Didn't like major	118	26.3
Lack of support group	96	21.4
COE climate was not welcoming	89	19.9
Difficulty working with research advisor	62	13.8
Financial reasons	57	12.7
Didn't pass major exam (e.g., candidacy, comprehensive)	51	11.4
Personal reasons (e.g., medical, mental health, family emergencies)	48	10.7
Didn't meet the selection criteria for a major	37	8.3
Homesick	35	7.8
Local community did not meet my (my family) needs	16	3.6
My marital/relationship status	12	2.7
Never intended to graduate from COE	3	0.7
Immigration compliance issues (e.g., VISA status)	2	0.4
A reason not listed above	99	22.1

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 6 (*n* = 448). Percentages may not sum to 100 as a result of multiple responses.

*Table B44. Faculty/Staff only***: Why did you seriously consider leaving PSU COE?
(Mark all that apply.) (Question 10)**

Reasons	*n*	%
Financial reasons (e.g., salary, resources)	106	46.3
Limited opportunities for advancement	97	42.4
Excessive workload	78	34.1
Tension with supervisor/manager	57	24.9
Interested in a position at another institution	51	22.3
COE climate was unwelcoming	50	21.8
Recruited or offered a position at another institution	50	21.8
Tension with co-workers	44	19.2
Family responsibilities	21	9.2
Recruited or offered a position in another College/Work Unit at Penn State	21	9.2
Wanted to move to a different geographical location	20	8.7
Spouse or partner unable to find suitable employment	18	7.9
Personal reasons (e.g., medical, mental health, family emergencies)	12	5.2
Inadequate research facilities	10	4.4
Offered position in government or industry	10	4.4
Lack of benefits	7	3.1
Revised retirement plans	4	1.7
Spouse or partner relocated	4	1.7
Immigration compliance issues (e.g., VISA status)	3	1.3
Local community did not meet my (my family) needs	2	0.9
A reason not listed above	42	18.3

Note: Table includes answers only from those Faculty/Staff who indicated that they considered leaving in Question 6 (*n* = 229).
Percentages may not sum to 100 as a result of multiple responses.

Table B45. Students only: **Please indicate the extent to which you agree with each of the following statements regarding your academic experience at PSU COE. (Question 12)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am performing up to my full academic potential.	433	21.5	1,057	52.4	281	13.9	218	10.8	27	1.3
Few of my courses this year have been intellectually stimulating.	246	12.3	576	28.7	342	17.0	685	34.1	157	7.8
I am satisfied with my academic experience at the COE.	315	15.6	1,105	54.9	378	18.8	180	8.9	35	1.7
I am satisfied with the extent of my intellectual development since enrolling in the COE.	430	21.4	1,060	52.8	346	17.2	139	6.9	31	1.5
I have performed academically as well as I anticipated I would.	364	18.1	783	38.9	433	21.5	358	17.8	74	3.7
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	507	25.3	1,047	52.2	304	15.1	118	5.9	31	1.5
My interest in ideas and intellectual matters has increased since coming to the COE.	505	25.3	984	49.3	345	17.3	124	6.2	38	1.9
Thinking ahead it is likely that I will leave my current institution.	85	4.2	183	9.1	311	15.5	656	32.6	776	38.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,018).

Table B46. **Within the past year in COE, 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 work or learn? (Question 13)**

Experienced conduct	*n*	%
No	2,204	89.4
Yes	260	10.6

Table B47. **What do you believe was the basis of the conduct? (Mark all that apply.) (Question 14)**

Basis	*n*	%
Position (staff, faculty, student)	65	25.0
Gender/Gender identity	57	21.9
Academic performance	45	17.3
Ethnicity	36	13.8
Educational credentials (e.g., MS, PhD)	28	10.8
Age	27	10.4
International status	27	10.4
English language proficiency/accent	26	10.0
Philosophical views	22	8.5
Major field of study	17	6.5
Participation in an organization/team	16	6.2
Racial identity	15	5.8
Immigrant/Citizen status	14	5.4
Physical characteristics	14	5.4
Religious/Spiritual views	13	5.0
Mental health/Psychological disability/condition	12	4.6
Gender expression	11	4.2
Living arrangement	10	3.8
Political views	10	3.8
Socioeconomic status	10	3.8
Medical disability/condition	8	3.1
Marital status (e.g., single, married, partnered)	6	2.3
Parental status (e.g., having children)	6	2.3
Sexual identity	6	2.3
Learning disability/condition	4	1.5
Military/Veteran status	4	1.5
Physical disability/condition	4	1.5
Pregnancy	3	1.2
Don't know	35	13.5
A reason not listed above	49	18.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 260). Percentages may not sum to 100 as a result of multiple responses.

Table B48. **How would you describe what happened? (Mark all that apply.) (Question 15)**

Form	*n*	%
I was disrespected.	164	63.1
I was ignored or excluded.	124	47.7
I was isolated or left out.	93	35.8
I was intimidated/bullied.	77	29.6
I was the target of derogatory verbal remarks.	48	18.5
I was the target of workplace incivility.	34	13.1
I observed others staring at me.	26	10.0
I feared getting a poor grade because of a hostile classroom environment.	25	9.6
I received a low performance evaluation.	24	9.2
I was the target of retaliation.	23	8.8
Someone implied I was admitted/hired/promoted due to my identity group.	21	8.1
I was singled out as the spokesperson for my identity group.	15	5.8
I was the target of racial/ethnic profiling.	12	4.6
I received derogatory phone calls/text messages/email.	12	4.6
I received derogatory written comments.	8	3.1
Someone implied I was not admitted/hired/promoted due to my identity group.	7	2.7
I was the target of unwanted sexual contact.	7	2.7
I received derogatory/unsolicited messages through social media	6	2.3
I feared for my physical safety.	6	2.3
I was the target of stalking.	4	1.5
I was the target of physical violence.	2	0.8
I received threats of physical violence.	1	0.4
I feared for my family's safety.	1	0.4
I was the target of graffiti/vandalism.	0	0.0
An experience not listed above	34	13.1

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 260). Percentages may not sum to 100 as a result of multiple responses.

Table B49. **Where did the conduct occur? (Mark all that apply.) (Question 16)**

Location	*n*	%
On campus	**230**	**88.5**
In a classroom setting	70	30.4
In a meeting with a group of people	62	27.0
In a meeting with one other person	56	24.3
While working on campus	52	22.6
In a faculty office	45	19.6
In an administrative office	37	16.1
In a lab setting	21	9.1
In a public space	13	5.7
In campus housing	12	5.2
While walking on campus	10	4.3
At a College of Engineering event	9	3.9
A location not listed above	8	3.5
In a dining facility	5	2.2
While at a party	4	1.7
In a campus library	3	1.3
In a fraternity/sorority	1	0.4
In a healthcare setting	0	0.0
In athletic/recreational facilities	0	0.0
Off-campus	**26**	**10.0**
In off-campus housing	7	26.9
While working	6	23.1
In a meeting with a group of people	5	19.2
In a public space	5	19.2
While walking	4	15.4
While at a party	4	15.4
A location not listed above	4	15.4
In a meeting with one other person	3	11.5
While in an experiential learning environment	2	7.7
In a health care setting	1	3.8
In recreational facilities	0	0.0
In a fraternity	0	0.0
Online	**30**	**11.5**
Email	19	63.3
Social networking site	9	30.0
Text message or chat	4	13.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 260). Percentages may not sum to 100 as a result of multiple responses.

Table B50. **Who/what was the source of this conduct? (Mark all that apply.) (Question 17)**

Source	*n*	%
Student	82	31.5
Faculty member	79	30.4
Staff member	45	17.3
Co-worker	40	15.4
Academic adviser	31	11.9
Supervisor	30	11.5
Department head	24	9.2
Friend	18	6.9
Dean, Associate Deans, or Assistant Deans	14	5.4
Teaching assistant/Graduate assistant/Lab assistant/Tutor	12	4.6
Stranger	11	4.2
COE media	4	1.5
Social networking site (e.g., Facebook, Twitter, Yik Yak)	4	1.5
Student employee (e.g., peer mentor)	4	1.5
PSU University Police & Public Safety	2	0.8
Alumnus	1	0.4
Person whom I supervise	1	0.4
Athletic coach/trainer	0	0.0
Donor	0	0.0
Don't know source	13	5.0
A source not listed above	14	5.4

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 260). Percentages may not sum to 100 as a result of multiple responses.

Table B51. **How did you experience the conduct? (Mark all that apply.) (Question 18)**

Experience	*n*	%
I felt uncomfortable	163	62.7
I was angry	148	56.9
I felt embarrassed	89	34.2
I was afraid	38	14.6
I felt somehow responsible	29	11.2
I didn't feel anything	13	5.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 260). Percentages may not sum to 100 as a result of multiple responses.

Table B52. **What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 19)**

Response	*n*	%
I didn't do anything	97	37.3
I told a friend	79	30.4
I ignored it	74	28.5
I told a family member	67	25.8
I avoided the person/venue	65	25.0
I confronted the person(s) at the time	38	14.6
I didn't know whom to go to	38	14.6
I contacted an on-campus resource	33	12.7
Administration	*16*	*48.5*
Faculty member	*11*	*33.3*
Human Resources	*10*	*30.3*
My supervisor	*10*	*30.3*
My academic advisor	*3*	*9.1*
My research advisor	*2*	*6.1*
Staff person	*2*	*6.1*
Other	*2*	*6.1*
Behavioral Threat Management Team	*1*	*3.0*
Equal Opportunity Office (EOO)	*1*	*3.0*
COE Ombudsperson	*1*	*3.0*
Student support services	*1*	*3.0*
Student staff (e.g., peer mentor)	*1*	*3.0*
PSU Public Safety	*0*	*0.0*
Healthcare services (e.g., CAPS)	*0*	*0.0*
Teaching assistant/graduate assistant	*0*	*0.0*
I confronted the person(s) later	21	8.1
I sought information online	12	4.6
I contacted an off-campus resource	1	0.4
Off-campus counseling service	*1*	*100.0*
Local law enforcement	*0*	*0.0*
Hotline/advocacy services	*0*	*0.0*
A spiritual adviser (e.g., imam, pastor, rabbi, priest, layperson)	*0*	*0.0*
A response not listed above	29	11.2

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 260). Percentages may not sum to 100 as a result of multiple responses.

Table B53. **Did you report the conduct? (Question 20)**

Reported conduct	*n*	%
No, I didn't report it.	**223**	**86.4**
Yes, I reported it.	**35**	**13.6**
Yes, I reported the incident and was satisfied with the outcome.	2	8.3
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	3	12.5
Yes, I reported the incident, but felt that it was not responded to appropriately.	19	79.2

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 260). Percentages may not sum to 100 as a result of multiple responses.

Table B54. **While a member of the COE community, have you experienced unwanted sexual contact (including interpersonal violence, stalking, sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, forcible sodomy or gang rape)? (Question 22)**

Experienced unwanted sexual contact	*n*	%
No	2439	98.9
Yes	24	1.0
Missing	3	0.1

Table B55. **When did the unwanted sexual contact occur? (Question 23)**

When experienced unwanted sexual contact	*n*	%
Within the last year	13	54.2
2-4 years ago	9	37.5
5-10 years ago	1	4.2
11-20 years	1	4.2
More than 20 years ago	0	0.0
Missing	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 24). Percentages may not sum to 100 as a result of multiple responses.

Table B56. Students only: **What semester were you in when you experienced the unwanted sexual contact? (Mark all that apply.) (Question 24)**

Semester	*n*	%
While a graduate/professional student	2	9.1
First Year	12	54.5
Fall semester	*7*	*58.3*
Spring semester	*5*	*41.7*
Summer semester	*0*	*0.0*
Second Year	5	22.7
Fall semester	*0*	*0.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
Third Year	7	31.8
Fall semester	*0*	*0.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
Fourth Year	0	0.0
Fall semester	*0*	*0.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
After Fourth Year	0	0.0
Fall semester	*0*	*0.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual contact (*n* = 22). Percentages may not sum to 100 as a result of multiple responses.

Table B57. **Who did this to you? (Mark all that apply.) (Question 25)**

Source	*n*	%
PSU student	12	50.0
Acquaintance/friend	9	37.5
Stranger	3	12.5
PSU staff member	2	8.3
Current or former dating/intimate partner	2	8.3
PSU faculty member	1	4.2
Family member	0	0.0
Other Role/Relationship not listed above	2	8.3

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 24). Percentages may not sum to 100 as a result of multiple responses.

Table B55. **Where did the incident(s) occur? (Mark all that apply.) (Question 26)**

Location	*n*	%
Off campus	17	70.8
On campus	9	37.5

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 24). Percentages may not sum to 100 as a result of multiple responses.

Table B58. **How did you feel after experiencing the unwanted sexual conduct? (Mark all that apply.)**
(Question 27)

Feeling after experiencing conduct	*n*	%
I felt uncomfortable.	18	75.0
I felt embarrassed.	11	45.8
I felt somehow responsible.	11	45.8
I was angry.	11	45.8
I ignored it.	9	37.5
I was afraid.	7	29.2
An experience not listed here	1	4.2

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 24).
Percentages may not sum to 100 as a result of multiple responses.

Table B59. **What did you do in response to experiencing the unwanted sexual conduct? (Mark all that apply.) (Question 28)**

Reaction	*n*	%
I told a friend	13	54.2
I avoided the person/venue	11	45.8
I ignored it	10	41.7
I didn't do anything	8	33.3
I confronted the person(s) at the time	5	20.8
I contacted an on-campus resource	3	12.5
Staff person	*2*	*66.7*
PSU Public Safety	*1*	*33.3*
Healthcare services (e.g., CAPS)	*1*	*33.3*
Faculty member	*1*	*33.3*
My supervisor	*1*	*33.3*
Administration	*0*	*0.0*
Behavioral Threat Management Team	*0*	*0.0*
Equal Opportunity Office (EOO)	*0*	*0.0*
COE Ombudsperson	*0*	*0.0*
Human Resources	*0*	*0.0*
Student support services	*0*	*0.0*
Student staff (e.g., peer mentor)	*0*	*0.0*
Teaching assistant/graduate assistant	*0*	*0.0*
My academic advisor	*0*	*0.0*
My research advisor	*0*	*0.0*
Other	*0*	*0.0*
I confronted the person(s) later	2	8.3
I didn't know whom to go to	2	8.3
I told a family member	2	8.3
I sought information online	1	4.2
I contacted an off-campus resource	1	4.2
Local law enforcement	*0*	*0.0*
Hotline/advocacy services	*1*	*100.0*
A spiritual adviser	*0*	*0.0*
Off-campus counseling service	*0*	*0.0*
A response not listed above	1	4.2

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 24). Percentages may not sum to 100 as a result of multiple responses.

Table B60. **Did you report the unwanted sexual conduct? (Question 29)**

Reported conduct	*n*	%
No, I didn't report it.	23	95.8
Yes, I reported it.	1	4.2
Yes, I reported the incident and was satisfied with the outcome.	*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 responded to appropriately.	*0*	*0.0*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*0*	*0.0*

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 24). Percentages may not sum to 100 as a result of multiple responses.

Table B61. Tenured and Tenure-Track Faculty only: **As a faculty member, I feel (or felt)… (Question 32)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	30	27.3	48	43.6	15	13.6	16	14.5	1	0.9
The tenure standards/promotion standards are applied equally to faculty in my department.	25	22.9	40	36.7	21	19.3	14	12.8	9	8.3
Supported and mentored during the tenure-track years.	26	24.1	33	30.6	25	23.1	13	12.0	11	10.2
PSU policies for delay of the tenure-clock are used by all faculty.	23	22.3	41	39.8	35	34.0	3	2.9	1	1.0
Research is valued by my department.	70	63.6	30	27.3	6	5.5	2	1.8	2	1.8
Teaching is valued by my department.	33	30.0	55	50.0	11	10.0	10	9.1	1	0.9
Service contributions are valued by my department.	23	21.3	41	38.0	21	19.4	19	17.6	4	3.7
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	4	3.7	14	12.8	33	30.3	33	30.3	25	22.9
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	15	13.9	23	21.3	27	25.0	29	26.9	14	13.0
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).	17	15.7	39	36.1	33	30.6	14	13.0	5	4.6
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	1	0.9	5	4.7	55	51.9	30	28.3	15	14.2
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	2	1.8	33	30.3	38	34.9	22	20.2	14	12.8

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Table B61 cont.	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Faculty opinions are valued within department committees.	26	23.9	51	46.8	17	15.6	11	10.1	4	3.7
I would like more opportunities to participate in substantive committee assignments.	4	3.7	19	17.6	49	45.4	23	21.3	13	12.0
I have opportunities to participate in substantive committee assignments.	22	20.2	48	44.0	30	27.5	4	3.7	5	4.6

Note: Table includes answers only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 ($n = 111$).

Table B62. Non-Tenure-Track/Adjunct only: **As an employee with a non-tenure-track appointment at COE, I feel (or felt)…**
(Question 34)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria used for contract renewal is clear.	9	14.1	18	28.1	19	29.7	12	18.8	6	9.4
The criteria used for contract renewal are applied equally to all faculty.	5	7.9	8	12.7	36	57.1	8	12.7	6	9.5
There are clear expectations of my responsibilities	12	18.8	28	43.8	15	23.4	6	9.4	3	4.7
Research is valued by my department.	32	50.0	17	26.6	12	18.8	2	3.1	1	1.6
Teaching is valued by my department.	22	36.1	18	29.5	12	19.7	7	11.5	2	3.3
Supported and mentored	11	17.2	17	26.6	19	29.7	13	20.3	4	6.3
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations	8	12.7	6	9.5	17	27.0	27	42.9	5	7.9
I perform more work to help students than do my colleagues	11	17.2	15	23.4	18	28.1	15	23.4	5	7.8
Pressured to do extra work that is uncompensated.	9	14.5	8	12.9	19	30.6	19	30.6	7	11.3
Faculty opinions are taken seriously by senior administrators	3	4.8	17	27.0	26	41.3	13	20.6	4	6.3
Faculty opinions are valued within department committees.	6	9.8	34	55.7	13	21.3	4	6.6	4	6.6
I would like more opportunities to participate in substantive committee assignments.	6	9.5	18	28.6	24	38.1	11	17.5	4	6.3
I have opportunities to participate in substantive committee assignments.	5	7.9	27	42.9	14	22.2	12	19.0	5	7.9

Note: Table includes answers only from those respondents who indicated that they held non-tenure-track and adjunct academic appointments in Question 1 (*n* = 64).

Table B63. Faculty only: **As a faculty member, I feel... (Question 36)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
My salary is competitive.	22	10.7	68	33.0	42	20.4	49	23.8	25	12.1
Health insurance benefits are competitive.	26	12.8	102	50.2	42	20.7	23	11.3	10	4.9
Childcare benefits are competitive.	7	3.6	37	18.9	120	61.2	18	9.2	14	7.1
Retirement/supplemental benefits are competitive.	21	10.4	103	51.2	53	26.4	16	8.0	8	4.0
People who do not have children or eldercare responsibilities are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	10	5.0	14	7.0	97	48.7	58	29.1	20	10.1
COE provides adequate resources to help me manage work-life balance.	5	2.4	40	19.4	100	48.5	39	18.9	22	10.7
My colleagues include me in opportunities that will help my career as much as they do others in my position.	20	9.9	79	38.9	70	34.5	23	11.3	11	5.4
The annual performance evaluation process is clear.	11	5.4	90	44.6	47	23.3	45	22.3	9	4.5
COE provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	9	4.4	64	31.2	61	29.8	40	19.5	31	15.1
I have job security	48	23.3	81	39.3	37	18.0	19	9.2	21	10.2

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 210).

Table B64. Staff only: **As a staff member, I feel… (Question 38)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	70	29.4	76	31.9	53	22.3	26	10.9	13	5.5
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	64	27.0	104	43.9	52	21.9	14	5.9	3	1.3
I am included in opportunities that will help my career as much as others in similar positions.	44	18.6	85	35.9	54	22.8	45	19.0	9	3.8
The annual performance evaluation process is clear.	16	6.8	68	28.8	56	23.7	61	25.8	35	14.8
The annual performance evaluation process is productive.	8	3.4	37	15.7	63	26.7	59	25.0	69	29.2
My supervisor provides adequate support for me to manage work-life balance.	94	39.7	97	40.9	31	13.1	7	3.0	8	3.4
I am able to complete my assigned duties during scheduled hours.	53	22.5	89	37.7	35	14.8	35	14.8	24	10.2
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	16	6.8	26	11.0	45	19.1	112	47.5	37	15.7
I am given a reasonable time frame to complete assigned responsibilities.	48	20.5	99	42.3	46	19.7	33	14.1	8	3.4
People who do not have children and eldercare responsibilities are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	3	1.3	17	7.2	83	35.2	84	35.6	49	20.8

Table B64 cont.	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	9	3.8	31	13.1	75	31.6	82	34.6	40	16.9
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).	18	7.6	43	18.1	97	40.9	63	26.6	16	6.8
There is a hierarchy within staff positions that allows some voices to be valued more than others.	48	20.3	81	34.2	66	27.8	34	14.3	8	3.4
COE provides adequate resources to help me manage work-life balance.	26	11.0	88	37.1	94	39.7	19	8.0	10	4.2

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 ($n = 238$).

Table B65. Staff only: **As a staff member at PSU COE, I feel… (Question 40)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
COE provides me with resources to pursue training/professional development opportunities.	42	17.8	127	53.8	47	19.9	18	7.6	2	0.8
My supervisor provides me with resources to pursue training/professional development opportunities.	45	19.1	113	48.1	55	23.4	18	7.7	4	1.7
My department is supportive of taking extended leave (e.g., FMLA, parental).	49	20.8	88	37.3	88	37.3	8	3.4	3	1.3
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	83	35.5	118	50.4	22	9.4	9	3.8	2	0.9
Staff in my department who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	1	0.4	6	2.6	127	54.0	66	28.1	35	14.9
PSU policies (e.g., FMLA) are fairly applied across COE.	21	9.1	55	23.7	133	27.3	19	8.2	4	1.7
My department is supportive of flexible work schedules.	60	25.5	109	46.4	33	14.0	26	11.1	7	3.0
Staff salaries are competitive.	9	3.8	51	21.8	70	29.9	70	29.9	34	14.5
Vacation and personal time are competitive.	64	27.1	121	51.3	34	14.4	15	6.4	2	0.8
Health insurance benefits are competitive.	41	17.5	122	52.1	45	19.2	23	9.8	3	1.3
Childcare benefits are competitive.	23	9.9	51	21.9	137	58.8	18	7.7	4	1.7
Retirement benefits are competitive.	44	18.9	115	49.4	64	27.5	8	3.4	2	0.9

Table B65. cont.	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Staff opinions are valued on committees.	9	3.8	77	32.9	92	39.3	42	17.9	14	6.0
Staff opinions are valued by department faculty and administration.	11	4.7	65	27.8	84	35.9	53	22.6	21	9.0
There are clear expectations of my responsibilities.	44	18.7	125	53.2	36	15.3	20	8.5	10	4.3
There are clear procedures on how I can advance within COE.	8	3.4	36	15.3	77	32.8	86	36.6	28	11.9
I feel valued by co-workers in my department	89	37.6	116	48.9	17	7.2	12	5.1	3	1.3

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 238).

Table B66. **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 (bullying, harassing) working or learning environment? (Question 77)**

Observed conduct	*n*	%
No	2,177	88.4
Yes	286	11.6

Table B67. **Who or what was the <u>target</u> of this conduct? (Mark all that apply.) (Question 78)**

Target	*n*	%
Student	188	65.7
Friend	55	19.2
Co-worker	39	13.6
Staff member	37	12.9
Stranger	33	11.5
Faculty member	27	9.4
Teaching assistant/Graduate assistant/Lab assistant/Tutor	23	8.0
Social networking site	10	3.5
Student employee (e.g., peer mentor)	9	3.1
Academic adviser	8	2.8
Department head	6	2.1
Supervisor	5	1.7
Alumnus	3	1.0
COE media	3	1.0
Dean, Associate Deans, or Assistant Deans	2	0.7
Person whom I supervise	2	0.7
Athletic coach/trainer	1	0.3
Donor	1	0.3
PSU University Police & Public Safety	1	0.3
A target not listed above	14	4.9

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 286). Percentages may not sum to 100 as a result of multiple responses.

Table B68. **Who/what was the <u>source</u> of this conduct? (Mark all that apply.) (Question 79)**

Source	*n*	%
Student	137	47.9
Faculty member	72	25.2
Staff member	37	12.9
Academic adviser	28	9.8
Stranger	27	9.4
Co-worker	22	7.7
Department head	19	6.6
Friend	17	5.9
Dean, Associate Deans, or Assistant Deans	13	4.5
Supervisor	13	4.5
Social networking site	11	3.8
Teaching assistant/Graduate assistant/Lab assistant/Tutor	10	3.5
COE media	3	1.0
Student employee (e.g., peer mentor)	3	1.0
PSU University Police & Public Safety	2	0.7
Alumnus	1	0.3
Athletic coach/trainer	0	0.0
Donor	0	0.0
Person whom I supervise	0	0.0
Don't know source	9	3.1
A source not listed above	12	4.2

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 286). Percentages may not sum to 100 as a result of multiple responses.

Table B69. **Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 80)**

Characteristic	*n*	%
Ethnicity	70	24.5
Gender/Gender identity	69	24.1
Academic performance	42	14.7
Position (staff, faculty, student)	39	13.6
English language proficiency/accent	34	11.9
Racial identity	34	11.9
Major field of study	29	10.1
Sexual identity	27	9.4
International status	25	8.7
Gender expression	23	8.0
Age	19	6.6
Immigrant/Citizen status	19	6.6
Educational credentials (e.g., MS, PhD)	18	6.3
Physical characteristics	18	6.3
Political views	18	6.3
Philosophical views	14	4.9
Mental health/Psychological disability/condition	13	4.5
Religious/Spiritual views	11	3.8
Participation in an organization/team	9	3.1
Socioeconomic status	9	3.1
Learning disability/condition	7	2.4
Marital status (e.g., single, married, partnered)	7	2.4
Living arrangement	6	2.1
Physical disability/condition	4	1.4
Pregnancy	3	1.0
Medical disability/condition	1	0.3
Parental status (e.g., having children)	1	0.3
Military/Veteran status	0	0.0
Don't know	36	12.6
A characteristic not listed above	33	11.5

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 286). Percentages may not sum to 100 as a result of multiple responses.

Table B70. **Which of the following did you observe because of the target's characteristics?**
(Mark all that apply.)   (Question 81)

Form of observed conduct	*n*	%
Derogatory verbal remarks	138	48.3
Person ignored or excluded	108	37.8
Person isolated or left out	85	29.7
Person intimidated/bullied	67	23.4
Racial/ethnic profiling	40	14.0
Person experienced a hostile work environment	36	12.6
Person experienced a hostile classroom environment	34	11.9
Person was the target of workplace incivility	32	11.2
Assumption that someone was admitted/hired/promoted based on his/her identity	31	10.8
Derogatory written comments	25	8.7
Person being stared at	24	8.4
Person received a low or unfair performance evaluation	23	8.0
Derogatory phone calls/text messages/email	21	7.3
Person received a poor grade	21	7.3
Assumption that someone was not admitted/hired/promoted based on his/her identity	18	6.3
Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik Yak)	16	5.6
Singled out as the spokesperson for their identity group	14	4.9
Person was unfairly evaluated in the promotion and tenure process	9	3.1
Derogatory phone calls	5	1.7
Graffiti/vandalism	3	1.0
Person was stalked	3	1.0
Threats of physical violence	3	1.0
Physical violence	2	0.7
Something not listed above	21	7.3

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 286). Percentages do not sum to 100 as a result of multiple responses.

Table B71. **Where did this conduct occur? (Mark all that apply.) (Question 82)**

Location	*n*	%
On campus	**257**	**89.9**
In a classroom setting	90	35.0
In a meeting with a group of people	56	21.8
While working on campus	48	18.7
In a lab setting	37	14.4
In a faculty office	29	11.3
In an administrative office	27	10.5
In a meeting with one other person	26	10.1
In a public space	26	10.1
While walking on campus	25	9.7
In campus housing	16	6.2
In a dining facility	11	4.3
While at a party	10	3.9
A location not listed above	9	3.5
At a College of Engineering event	6	2.3
In a fraternity/sorority	5	1.9
In a campus library	3	1.2
In athletic/recreational facilities	2	0.8
In a healthcare setting	0	0.0
Off-campus	**35**	**12.2**
While at a party	10	28.6
In a meeting with a group of people	8	22.9
In a public space	7	20.0
While walking	6	17.1
In off-campus housing	6	17.1
In a fraternity	4	11.4
A location not listed above	4	11.4
In a meeting with one other person	3	8.6
While working	3	8.6
In recreational facilities	1	2.9
While in an experiential learning environment	0	0.0
In a health care setting	0	0.0
Online	**29**	**10.1**
Social networking site	19	65.5
Email	8	27.6
Text message or chat	1	3.4

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 286). Percentages may not sum to 100 as a result of multiple responses.

Table B72. **How did you feel about observing the conduct? (Mark all that apply.)**
(Question 83)

Response	*n*	%
I felt uncomfortable	188	65.7
I was angry	137	47.9
I felt embarrassed	58	20.3
I didn't feel anything	25	8.7
I was afraid	20	7.0
I felt somehow responsible	16	5.6

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 286). Percentages may not sum to 100 as a result of multiple responses.

Table B73. **What was your response to observing the conduct?**
(Mark all that apply.) (Question 84)

Response	*n*	%
I didn't do anything	123	43.0
I told a friend	66	23.1
I ignored it	38	13.3
I didn't know whom to go to	38	13.3
I told a family member	36	12.6
I avoided the person/venue	33	11.5
I confronted the person(s) at the time	29	10.1
I confronted the person(s) later	26	9.1
I contacted an on-campus resource	12	4.2
Administration	*4*	*33.3*
Staff person	*4*	*33.3*
My supervisor	*4*	*33.3*
Human Resources	*3*	*25.0*
Equal Opportunity Office (EOO)	*2*	*16.7*
Faculty member	*2*	*16.7*
COE Ombudsperson	*1*	*8.3*
My academic advisor	*1*	*8.3*
My research advisor	*1*	*8.3*
Other	*1*	*8.3*
Behavioral Threat Management Team	*0*	*0.0*
PSU Public Safety	*0*	*0.0*
Healthcare services (e.g., CAPS)	*0*	*0.0*
Student support services	*0*	*0.0*
Student staff (e.g., peer mentor)	*0*	*0.0*
Teaching assistant/graduate assistant	*0*	*0.0*
I sought information online	8	2.8
I contacted an off-campus resource	1	0.3
Local law enforcement	*0*	*0.0*
Hotline/advocacy services	*0*	*0.0*
A spiritual adviser (e.g., imam, pastor, rabbi, priest, layperson)	*0*	*0.0*
Off-campus counseling service	*0*	*0.0*
A response not listed above	37	12.9

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 286). Percentages may not sum to 100 as a result of multiple responses.

Table B74. **Did you report the conduct? (Question 85)**

Reported conduct	*n*	%
No, I didn't report it.	265	95.0
Yes, I reported it.	14	5.0
Yes, I reported the incident and was satisfied with the outcome.	*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 responded to appropriately.	*4*	*44.4*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*5*	*55.6*

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 286).
Percentages may not sum to 100 as a result of multiple responses.

Table B75. Faculty/Staff only: **Have you observed <u>hiring</u> practices in COE (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community? (Question 87)**

	n	%
No	376	84.9
Yes	67	15.1

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 448).

Table B76. Faculty/Staff only: **I believe that the unjust <u>hiring</u> practices were based upon: (Mark all that apply.) (Question 88)**

Characteristic	*n*	%
Ethnicity	18	26.9
Gender/gender identity	18	26.9
Nepotism/cronyism	14	20.9
Educational credentials (e.g., BS, MS, PhD)	12	17.9
Position (staff, faculty, student)	10	14.9
Racial identity	9	13.4
Age	7	10.4
Length of service at PSU COE	5	7.5
Major field of study	4	6.0
Gender expression	3	4.5
Philosophical views	3	4.5
English language proficiency/accent	2	3.0
Political views	2	3.0
Sexual identity	2	3.0
Socioeconomic status	2	3.0
Immigrant/citizen status	1	1.5
International status	1	1.5
Learning disability/condition	1	1.5
Marital status (e.g., single, married, partnered)	1	1.5
Mental Health/Psychological disability/condition	1	1.5
Military/veteran status	1	1.5
Parental status (e.g., having children)	1	1.5
Physical disability/condition	1	1.5
Pregnancy	1	1.5
Religious/spiritual views	1	1.5
Medical disability/condition	0	0.0
Participation in an organization/team	0	0.0
Don't know	6	9.0
A reason not listed above	9	13.4

Note: Table includes answers only from those respondents who indicated that they observed discriminatory practices (*n* = 67). Percentages may not sum to 100 as a result of multiple responses.

Table B77. Faculty/Staff only: **Have you have observed <u>employment-related discipline or action, up to and including dismissal</u> in COE that you perceive to be unjust or would inhibit diversifying the community? (Question 90)**

Observed	*n*	%
No	414	93.5
Yes	29	6.5

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 448).

Table B78. Staff /Faculty only: **I believe that the unjust <u>employment-related disciplinary actions</u> were based upon… (Mark all that apply.) (Question 91)**

Characteristic	*n*	%
Position (staff, faculty, student)	6	20.7
Age	5	17.2
Length of service at PSU COE	4	13.8
Philosophical views	4	13.8
Job duties	3	10.3
Educational credentials (e.g., BS, MS, PhD)	2	6.9
Ethnicity	2	6.9
Gender/gender identity	2	6.9
Major field of study	2	6.9
Socioeconomic status	2	6.9
Parental status (e.g., having children)	1	3.4
Political views	1	3.4
Pregnancy	1	3.4
Racial identity	1	3.4
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
Marital status (e.g., single, married, partnered)	0	0.0
Mental Health/Psychological disability/condition	0	0.0
Medical 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
Sexual identity	0	0.0
Don't know	6	20.7
A reason not listed above	11	37.9

Note: Table includes answers only from those respondents who indicated that they observed unjust disciplinary actions (*n* = 29). Percentages may not sum to 100 as a result of multiple responses.

Table B79. Faculty/Staff only: **Have you observed <u>promotion/tenure/reappointment/reclassification</u> practices in COE that you perceive to be unjust? (Question 93)**

Observed	*n*	%
No	358	81.0
Yes	84	19.0

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 448).

Table B80. Faculty/Staff only: **I believe that the unjust behaviors, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon: (Question 94)**

Characteristic	*n*	%
Gender/gender identity	16	19.0
Position (staff, faculty, student)	14	16.7
Ethnicity	10	11.9
Length of service at PSU COE	8	9.5
Nepotism/cronyism	8	9.5
Age	6	7.1
Educational credentials (e.g., BS, MS, PhD)	6	7.1
Major field of study	5	6.0
Racial identity	5	6.0
Philosophical views	4	4.8
Parental status (e.g., having children)	3	3.6
Socioeconomic status	3	3.6
English language proficiency/accent	2	2.4
Immigrant/citizen status	2	2.4
Political views	2	2.4
Marital status (e.g., single, married, partnered)	1	1.2
Military/veteran status	1	1.2
Pregnancy	1	1.2
Gender expression	0	0.0
International status	0	0.0
Learning disability/condition	0	0.0
Mental Health/Psychological disability/condition	0	0.0
Medical disability/condition	0	0.0
Participation in an organization/team	0	0.0
Physical disability/condition	0	0.0
Religious/spiritual views	0	0.0
Sexual identity	0	0.0
Don't know	7	8.3
A reason not listed above	28	33.3

Note: Table includes answers only from those respondents who indicated that they observed unjust practices (*n* = 84). Percentages may not sum to 100 as a result of multiple responses.

Table B81. **Using a scale of 1-5, please rate the overall climate at PSU COE on the following dimensions: (Question 96) (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)**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Friendly/Hostile	1,011	41.2	958	39.0	381	15.5	90	3.7	14	0.6	**1.8**	**0.9**
Inclusive/Exclusive	700	28.5	1,007	41.1	550	22.4	172	7.0	23	0.9	**2.1**	**0.9**
Improving/Regressing	592	24.3	978	40.2	695	28.5	131	5.4	39	1.6	**2.2**	**0.9**
Positive for persons with disabilities/Negative	775	31.9	782	32.2	763	31.4	89	3.7	20	0.8	**2.1**	**0.9**
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	682	28.2	698	28.9	942	38.9	78	3.2	19	0.8	**2.2**	**0.9**
Positive for people of various religious/ spiritual backgrounds/Negative	758	31.2	704	29.0	848	35.0	87	3.6	29	1.2	**2.1**	**0.9**
Positive for people of color/Negative	878	36.2	801	33.0	629	25.9	98	4.0	20	0.8	**2.0**	**0.9**
Positive for men/Negative	1,139	46.8	753	30.9	454	18.7	66	2.7	22	0.9	**1.8**	**0.9**
Positive for women/Negative	920	37.7	829	34.0	511	21.0	153	6.3	25	1.0	**2.0**	**1.0**
Positive for non-native English speakers/Negative	655	27.0	793	32.7	735	30.3	208	8.6	34	1.4	**2.2**	**1.0**
Positive for people who are not U.S. citizens/Negative	735	30.2	809	33.3	713	29.3	143	5.9	32	1.3	**2.1**	**1.0**
Welcoming/Not welcoming	899	36.7	997	40.7	417	17.0	118	4.8	19	0.8	**1.9**	**0.9**
Respectful/Disrespectful	940	38.4	1,015	41.5	365	14.9	100	4.1	26	1.1	**1.9**	**0.9**
Positive for people of high socioeconomic status/Negative	960	39.5	781	32.2	659	27.1	23	0.9	6	0.2	**1.9**	**0.8**
Positive for people of low socioeconomic status/Negative	665	27.4	682	28.1	845	34.8	203	8.4	34	1.4	**2.3**	**1.0**
Positive for people of various political affiliations/Negative	693	28.7	602	24.9	1034	42.8	65	2.7	21	0.9	**2.2**	**0.9**
Positive for people in active military/Negative	970	40.1	709	29.3	702	29.0	24	1.0	12	0.5	**1.9**	**0.9**

Table B82. **Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 97) (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)**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Not racist/Racist	1,155	47.4	791	32.5	363	14.9	100	4.1	27	1.1	**1.8**	**0.9**
Not sexist/Sexist	1,002	41.2	745	30.7	435	17.9	208	8.6	40	1.6	**2.0**	**1.0**
Not homophobic/Homophobic	1,134	47.0	766	31.7	433	17.9	64	2.7	17	0.7	**1.8**	**0.9**
Not biphobic/Biphobic	1,160	48.4	729	30.4	445	18.6	53	2.2	11	0.5	**1.8**	**0.9**
Not transphobic/Transphobic	1,128	47.0	737	30.7	448	18.7	68	2.8	20	0.8	**1.8**	**0.9**
Not ageist/Ageist	1,146	47.7	725	30.1	433	18.0	85	3.5	16	0.7	**1.8**	**0.9**
Not classist (socioeconomic status)/Classist	1,102	45.7	717	29.8	449	18.6	117	4.9	25	1.0	**1.9**	**1.0**
Not classist (position: faculty, staff, student)/Classist	981	40.7	681	28.3	488	20.3	182	7.6	77	3.2	**2.0**	**1.1**
Disability friendly/Not disability friendly	1,172	48.9	756	31.5	395	16.5	65	2.7	11	0.5	**1.7**	**0.9**
Not xenophobic/Xenophobic	1,136	47.1	737	30.5	451	18.7	73	3.0	16	0.7	**1.8**	**0.9**
Not ethnocentric/Ethnocentric	1,102	45.8	717	29.8	479	19.9	84	3.5	24	1.0	**1.8**	**0.9**

Table B83. Students only: **Please indicate the extent to which you agree with each of the following statements: (Question 98)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by COE **faculty.**	369	18.3	886	44.0	473	23.5	216	10.7	69	3.4
I feel valued by COE **staff**.	377	18.8	856	42.6	531	26.4	192	9.6	52	2.6
I feel valued by COE **senior administrators** (e.g., department heads, deans).	311	15.5	687	34.2	681	33.9	233	11.6	95	4.7
I feel valued by COE faculty in the COE classroom.	415	20.7	944	47.2	442	22.1	153	7.6	48	2.4
I feel valued by other students in the COE classroom.	423	21.2	929	46.5	510	25.5	119	6.0	18	0.9
I think that COE faculty pre-judge my abilities based on their perception of my identity/background.	190	9.5	500	25.0	565	28.2	542	27.1	204	10.2
I believe that the COE climate encourages free and open discussion of difficult topics.	370	18.5	845	42.3	546	27.3	190	9.5	49	2.5
I have COE faculty whom I perceive as role models.	465	23.2	735	36.6	525	26.2	208	10.4	74	3.7
I have COE staff whom I perceive as role models.	292	14.6	577	28.8	780	38.9	271	13.5	83	4.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 2,018).

Table B84. Faculty/Postdoctoral scholars/Administrators with faculty rank only: **Please indicate the extent to which you agree with each of the following statements: (Question 99)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	66	31.7	72	34.6	44	21.2	18	8.7	8	3.8
I feel valued by my department/program head.	72	35.3	66	32.4	29	14.2	27	13.2	10	4.9
I feel valued by other faculty in COE.	44	21.3	86	41.5	54	26.1	18	8.7	5	2.4
I feel respected by COE staff.	63	30.3	97	46.6	37	17.8	5	2.4	6	2.9
I feel valued by students in the classroom.	69	34.5	89	44.5	33	16.5	7	3.5	2	1.0
I feel valued by COE deans.	40	19.3	59	28.5	71	34.3	25	12.1	12	5.8
I think that COE faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	22	10.9	32	15.8	61	30.2	56	27.7	31	15.3
I believe that COE encourages free and open discussion of difficult topics.	17	8.8	25	12.9	53	27.3	61	31.4	38	19.6
I feel that my **research/scholarship** is valued.	13	6.5	60	29.9	72	35.8	39	19.4	17	8.5
I feel that my **teaching** is valued.	47	22.9	76	37.1	47	22.9	27	13.2	8	3.9
I feel that my **service** contributions are valued.	47	23.0	79	38.7	44	21.6	28	13.7	6	2.9

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 210).

Table B85. 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	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by coworkers in my department.	89	37.6	116	48.9	17	7.2	12	5.1	3	1.3
I feel valued by my supervisor/manager.	95	39.9	95	39.9	24	10.1	16	6.7	8	3.4
I feel valued by COE students.	53	22.6	94	40.0	83	35.3	4	1.7	1	0.4
I feel valued by COE faculty.	41	17.3	89	37.6	73	30.8	27	11.4	7	3.0
I feel valued by COE senior administrators (e.g., department head, dean).	35	15.0	87	37.3	61	26.2	40	17.2	10	4.3
I think that coworkers in my work unit pre-judge my abilities based on their perception of my identity/background.	4	1.7	29	12.4	72	30.8	85	36.3	44	18.8
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	6	2.6	24	10.3	62	26.5	91	38.9	51	21.8
I think that faculty pre-judges my abilities based on their perception of my identity/background.	4	1.7	40	17.3	84	36.4	69	29.9	34	14.7
I believe that my department/program encourages free and open discussion of difficult topics.	32	13.6	71	30.2	92	39.1	26	11.1	14	6.0
I feel that my skills are valued.	61	25.7	109	46.0	32	13.5	29	12.2	6	2.5
I feel that my work is valued.	60	25.4	111	47.0	31	13.1	29	12.3	5	2.1

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 238).

Table B86. Respondents with disabilities only: **Within the past year, have you experienced a barrier in any of the following areas in COE? (Question 101)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Classroom buildings	22	16.1	95	69.3	20	14.6
Classrooms, labs (including computer labs)	26	19.0	90	65.7	21	15.3
Doors	23	16.8	99	72.3	15	10.9
Elevators/lifts	15	11.0	104	76.5	17	12.5
Emergency preparedness	11	8.1	100	73.5	25	18.4
Office furniture (e.g., chair, desk)	26	19.1	94	69.1	16	11.8
Podium	10	7.4	99	72.8	27	19.9
Restrooms	29	21.2	94	68.6	14	10.2
Signage	12	8.8	105	76.6	20	14.6
Temporary barriers due to construction or maintenance	53	39.0	69	50.7	14	10.3
Walkways/Ramps	22	16.4	96	71.6	16	11.9
Technology/Online Environment						
Accessible electronic format	30	21.9	89	65.0	18	13.1
Availability of FM listening systems	4	2.9	83	60.6	50	36.5
Clickers	7	5.1	95	69.3	35	25.5
Computer equipment (e.g., screens, mouse, keyboard)	18	13.1	105	76.6	14	10.2
Course management system	29	21.2	89	65.0	19	13.9
Electronic forms	16	11.7	102	74.5	19	13.9
Electronic signage	11	8.0	100	73.0	26	19.0
Electronic surveys (including this one)	11	8.0	109	79.6	17	12.4
Kiosks	6	4.4	100	73.5	30	22.1
Library database	6	4.4	111	81.6	19	14.0
Phone/phone equipment	10	7.3	105	76.6	22	16.1
Software (e.g., voice recognition/audiobooks)	17	12.4	97	70.8	23	16.8
Video/video audio description	10	7.3	106	77.4	21	15.3
Website	27	19.9	95	69.9	14	10.3

Table B86 cont.	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Instructional/Campus Materials						
Brochures	9	6.6	95	69.9	32	23.5
Forms	11	8.1	101	74.3	24	17.6
Events/Exhibits/Movies	11	8.1	99	73.3	25	18.5
Exams	21	15.4	92	67.6	23	16.9
Journal articles	7	5.1	97	71.3	32	23.5
Library books	10	7.4	94	69.6	31	23.0
Other publications	8	5.9	102	75.0	26	19.1
Syllabi	12	8.8	98	72.1	26	19.1
Textbooks	17	12.6	95	70.4	23	17.0
Video-closed captioning and text description	8	6.0	95	71.4	30	22.6

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 62 ($n = 138$).

Table B87. Respondents who identify as trans only: **Within the past year, have you experienced a barrier in any of the following areas in COE? (Question 103)**

A table was not developed for this question due to the small number of transgender respondents ($n < 5$).

Table B88. Faculty only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate in COE. (Question 105)**

| | Initiative available at COE (including the departments) | | | | | | Initiative NOT available at COE (including the departments) | | | | | |
| | 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 | |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing flexibility for calculating the tenure clock.	90	52.9	36	21.2	4	2.4	28	16.5	8	4.7	4	2.4
Providing recognition and rewards for including diversity issues in courses across the curriculum.	48	28.4	32	18.9	4	2.4	53	31.4	30	17.8	2	1.2
Providing diversity and inclusivity training for students.	61	36.5	27	16.2	2	1.2	50	29.9	22	13.2	5	3.0
Providing diversity and inclusivity for staff.	73	43.7	29	17.4	3	1.8	37	22.2	22	13.2	3	1.8
Providing diversity and inclusivity training for faculty.	68	40.2	34	20.1	4	2.4	31	18.3	25	14.8	7	4.1
Providing faculty with tool-kits to create an inclusive classroom environment.	50	29.9	28	16.8	2	1.2	67	40.1	16	9.6	4	2.4
Providing faculty with supervisory training.	53	32.1	22	13.3	3	1.8	55	33.3	25	15.2	7	4.2
Providing access to counseling for people who have experienced harassment.	102	61.4	17	10.2	2	1.2	37	22.3	8	4.8	0	0.0
Providing mentorship for new faculty.	112	63.3	12	6.8	2	1.1	47	26.6	3	1.7	1	0.6
Providing a clear process to resolve conflicts.	79	47.0	22	13.1	1	0.6	55	32.7	11	6.5	0	0.0
Providing a fair process to resolve conflicts.	81	48.2	18	10.7	1	0.6	62	36.9	6	3.6	0	0.0

	Initiative available at COE (including the departments)						Initiative NOT available at COE (including the departments)					
	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	
Table B88 cont.	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Including diversity/inclusivity-related professional experiences as one of the criteria for hiring of faculty.	38	23.6	29	18.0	8	5.0	33	20.5	34	21.1	19	11.8
Including diversity/inclusivity-related professional experiences as part of performance evaluations for faculty.	39	24.1	25	15.4	12	7.4	33	20.4	32	19.8	21	13.0
Providing diversity and inclusivity training to search, promotion and tenure committees.	58	35.8	23	14.2	6	3.7	41	25.3	23	14.2	11	6.8
Providing career span development opportunities for faculty at all ranks.	60	35.9	15	9.0	1	0.6	81	48.5	9	5.4	1	0.6
Providing affordable childcare.	66	40.2	23	14.0	3	1.8	61	37.2	9	5.5	2	1.2
Providing support/resources for spouse/partner employment.	80	47.3	19	11.2	2	1.2	57	33.7	10	5.9	1	0.6

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 210).

*Table B89. Staff only***: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each affects the climate for diversity in COE: (Question 107)**

| | Initiative available at COE (including the departments) | | | | | | Initiative NOT available at COE (including the departments) | | | | | |
| | 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 | |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusivity training for students.	88	46.6	33	17.5	5	2.6	45	23.8	17	9.0	1	0.5
Providing diversity and inclusivity training for staff.	120	61.9	33	17.0	4	2.1	25	12.9	11	5.7	1	0.5
Providing diversity and inclusivity training for faculty.	98	52.1	38	20.2	4	2.1	33	17.6	14	7.4	1	0.5
Providing access to counseling for people who have experienced harassment	109	58.6	19	10.2	1	0.5	51	27.4	6	3.2	0	0.0
Providing supervisors/managers with supervisory training	111	58.1	12	6.3	0	0.0	60	31.4	8	4.2	0	0.0
Providing faculty supervisors with supervisory training	96	51.9	14	7.6	0	0.0	62	33.5	13	7.0	0	0.0
Providing mentorship for new staff	82	42.3	13	6.7	0	0.0	88	45.4	11	5.7	0	0.0
Providing a clear process to resolve conflicts	84	44.7	15	8.0	1	0.5	81	43.1	6	3.2	1	0.5
Providing a fair process to resolve conflicts	84	46.4	13	7.2	1	0.6	76	42.0	7	3.9	0	0.0
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	53	29.0	38	20.8	15	8.2	37	20.2	31	16.9	9	4.9
Including diversity/inclusivity-related professional experiences as part of performance evaluations for staff.	50	27.8	38	21.1	15	8.3	36	20.0	28	15.6	13	7.2
Providing career development opportunities for staff	127	65.5	15	7.7	0	0.0	48	24.7	4	2.1	0	0.0
Providing affordable childcare	72	38.3	21	11.2	1	0.5	78	41.5	16	8.5	0	0.0
Providing support/resources for spouse/partner employment	73	39.9	23	12.6	7	3.8	61	33.3	16	8.7	3	1.6

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 238).

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Table B90. Students only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each affects the climate for diversity in COE: (Question 107)**

	Initiative available at COE (including the departments)						Initiative NOT available at COE (including the departments)					
	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	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusivity training for students.	835	44.3	391	20.8	53	2.8	303	16.1	264	14.0	37	2.0
Providing diversity and inclusivity for staff.	857	46.3	427	23.1	32	1.7	306	16.5	204	11.0	26	1.4
Providing diversity and inclusivity training for faculty.	850	46.6	381	20.9	37	2.0	328	18.0	206	11.3	22	1.2
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	829	44.9	332	18.0	35	1.9	488	26.4	139	7.5	22	1.2
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	785	42.5	350	19.0	41	2.2	455	24.7	177	9.6	37	2.0
Increasing opportunities for cross-cultural dialogue among students.	804	43.6	378	20.5	38	2.1	424	23.0	173	9.4	27	1.5
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	788	42.8	352	19.1	30	1.6	474	25.7	178	9.7	19	1.0
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	378	24.6	397	25.8	60	3.9	381	24.8	249	16.2	72	4.7
Providing effective faculty mentorship of students.	1,047	56.8	258	14.0	16	0.9	439	23.8	69	3.7	14	0.8
Providing effective academic advising.	1,216	66.2	212	11.5	20	1.1	327	17.8	51	2.8	12	0.7

Table B90 cont.

	Initiative available at COE (including the departments)						Initiative NOT available at COE (including the departments)					
	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	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity/inclusivity training for student staff (e.g., teaching assistant, lab assistants).	821	44.7	379	20.6	36	2.0	341	18.6	229	12.5	30	1.6
Providing affordable childcare.	562	30.7	459	25.0	25	1.4	446	24.3	315	17.2	26	1.4
Providing support/resources for spouse/partner employment.	624	34.3	419	23.0	18	1.0	442	24.3	291	16.0	26	1.4
Providing social space.	955	51.8	318	17.2	20	1.1	412	22.3	121	6.6	18	1.0
Providing space for collaboration.	1,147	62.3	223	12.1	7	0.4	369	20.0	84	4.6	12	0.7

Note: Table includes answers only from those respondents who indicated that they were students in Question 1 (*n* = 2,018).

Appendix C

Comment Analyses (Questions #111–#113)

Among the 2,466 surveys submitted for the Pennsylvania State University College of Engineering (PSU COE) climate assessment, 1,547 contained respondents' remarks to at least one open-ended question throughout the survey. The follow-up questions which allowed respondents to provide more detail in relation to their answers to a previous survey question were included in the body of the report. This section of the report summarizes the comments submitted for the final three survey questions and provides examples of those remarks that were echoed by multiple respondents. If comments were related to previous open-ended questions, the comments were added to the relevant section of the report narrative and, therefore, are not reflected in this appendix.

PSU COE Versus Penn State's Campus

More respondents elaborated on the differences between their experiences in PSU COE and their broader experiences at PSU than any other question. Over half of the narratives reported that the two climates were the same. About 10% or more of respondents elaborated on at least one of three themes: positive reflections, perceived higher expectations, and diversity and inclusion.

Positive Reflections On PSU COE. More than 10% of PSU COE respondents who elaborated on the differences between their experiences in PSU COE and their broader experiences at PSU offered positive reflections on PSU COE. Undergraduate Student respondents reported having appreciated "more team work," "more of a personal relationship(s) with faculty," and colleagues who were "more intelligent and down-to-earth than a lot of the people in other colleges." A Graduate Student respondent noted, "As an engineering student, a researcher and a TA, I have had the opportunity to learn and utilize a lot of practical resources through different labs. This is an exclusive experience and I feel glad it gave me a good learning experience." One Faculty respondent shared that PSU COE was "a more rational and supportive environment than

the rest of campus." One Staff respondent explained, "I think my co-workers and supervisors are great." Another Staff respondent added, "I feel highly valued by faculty."

Mixed Feelings Reported on the Perceived Higher Expectations in PSU COE. Fourteen percent of respondents described their perceptions of PSU COE's commitment to excellence in relationship to the expectations that accompany that commitment and their impacts on PSU COE's climate. Some respondents reflected positively on their perception of the high expectations in PSU COE. One Undergraduate Student respondent who contrasted PSU at large with PSU COE noted, "It is a different atmosphere, one of more focus." Another Undergraduate Student respondent shared, "COE makes me try harder since more is expected from me." However, more respondents addressed perceptions of problems with higher expectations in the COE. Undergraduate Student respondents shared narratives of concern including, "I feel more judged and pressured to exceed expectations in COE," and "PSU wants you to succeed; COE wants you to drop out." Another Undergraduate Student respondent elaborated, "It is a high stress place. I am not sure that it needs to be this way in order to learn what we need to know." Faculty and Staff respondents also reported low morale as an impact of the COE's degree of expectations. One Faculty respondent shared, "Faculty in other schools are friendlier." A Staff respondent added, "I have observed that when there is an issue within our unit that requires input from COE, the attitude being conveyed is one of why are you bothering us with this." Lastly, one Undergraduate Student respondent's narrative about the impact of the high expectations noted concern regarding the level of competition among students in the department, "other colleges seem to have more unity. No engineers seem to care about each other personally."

Opinions on Diversity and Inclusion in the COE. About half of the 10% of respondents who elaborated on the differences between their experiences in PSU COE in contrast to the wider PSU campus reported PSU COE as being more inclusive and more diverse than other parts of campus, while the other half reported PSU COE as being less inclusive and less diverse than the rest of the campus community. One Graduate Student respondent reported, "people in my department seem more inclusive than on the campus in general."

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An Undergraduate Student respondent also noted, "COE is more inclusive and level headed." In reference to hiring practices, one Faculty respondent elaborated, "We go out of our way to recruit women and minorities to the faculty." However, other respondents reported different experiences. One Undergraduate Student respondent noted, "The college of engineering is not as proactive in including groups like the LGBT community." Another Undergraduate Student respondent explained, "I am of mixed race (black and white) and I feel like people judge me based on my race. I do not feel welcome by COE nor do I feel they care about my success." One self-identified female respondent stated, "Females feel they have to prove themselves more." In agreement, another Student respondent noted, "As a woman, I feel more support from the College of Engineering staff (eg: WEP) but less support from the students of the COE (since I am the minority)." Overall, the qualitative data addressing diversity and inclusion reflected a wide range of opinions within PSU COE.

Recommendations for Improving the Learning and Working Climate in PSU COE
More than one thousand respondents provided suggestions for improving the climate in PSU COE. Nearly 20% of those respondents suggested fostering greater intellectual engagement and allocating more resources to the COE as ways to improve the climate. Another theme that emerged in respondents' suggestions for improving the climate was community building which was reflected in about 10% of the data.

Enhance Intellectual Engagement. Sixteen percent of respondents expressed the belief that enhancements to the intellectual engagement of PSU COE would improve the climate. The two primary means by which respondents believed the intellectual engagement would be improved were through enhanced professor interactions and a stronger connection between their academic endeavors and associated practical applications. One Graduate Student respondent noted, "Communications between faculties and students should be improved." An Undergraduate Student respondent suggested, "Encourage faculty members to take more agency in the education of the students and less on their research responsibilities." Similarly, another Undergraduate Student respondent elaborated, "Hire professors that love to teach. Not just those who are

solely interested in research." Many Students also echoed one Undergraduate Student respondent's request, "Don't try to literally fail students out of classes." Regarding strengthening the connection between the classroom and real world applications, one Undergraduate Student respondent noted, "I think emphasis on collaboration and solving complex problems that aren't self-contained is the most important thing engineering classes can teach us about." Another Undergraduate Student respondent shared, "Aim to value the student more. Increase academic stimulation and decrease stress on standardized tests. Practice learning rather than memorizing test material." Additionally, a Graduate Student respondent noted, "Allow more hands on work through internships." Many respondents also generally suggested a "more open curriculum" and "smaller class sizes" in tandem with their suggestions about increasing the degree of intellectual engagement in PSU COE.

Provide More Resources. The perceived lack of adequate resources was most often associated with facilities and advisement. Regarding the perceived lack of sufficient facilities, the desire noted by Student respondents for "more workspace" was clear. Additionally, one Faculty respondent expressed, "We need a new building with modern supporting resources." Another Faculty respondent agreed, "Better resources for classrooms and additional/better equipment with which to teach students." A Faculty/Staff respondent added, "The Engineering Units are horrible buildings to work in." More specifically, an Undergraduate Student respondent simply stated, "Provide a handicap entrance to buildings." The support provided by advisors was also noted as insufficient. One Graduate Student respondent explained, "It would be nice to feel like I could go to my advisor to discuss my research but he's often too busy to talk or respond to emails." An Undergraduate Student respondent reported, "Make advising more effective. They make me feel like just another number rather than a valued student." Other Undergraduate Student respondents noted, "Online classes should be made better; an editor, maybe captions" and "Easier access to labs for students to get their hands-on experiences." Graduate Student respondents suggested, "a department specific library" and "more funding opportunities should be provided to the graduate students."

Invest More in Community Building. Eleven percent of respondents suggested more community building efforts as a means by which to enhance the learning and working climate in PSU COE. Undergraduate Student respondents noted several types of community building, including "Cross-cultural discussions and forums similar to World in Conversation that happen for some first-year students" and "cross department engagement." Another Undergraduate Student respondent elaborated, "I think there should be a better sense of community between faculty and staff because sometimes it feels as if they are one group of people and we are another." Similarly, another Undergraduate Student respondent explained, "I wish I had more opportunities to just talk with the professors and staff just to get to know them. I just feel like I'm taking classes and getting a degree without building any meaningful relationships." Speaking more broadly, one Graduate Student respondent echoed, "My only recommendation is to try to improve the sense of community in COE." One Staff respondent noted, "I'm not sure what the solution is, but I know that there cannot be a fear to bring up the hard issues." A Faculty respondent suggested, "Make people feel valued regardless of how long they've been at Penn State and regardless of their 'rank'." Lastly, another Faculty respondent both praised and encouraged efforts to foster a stronger sense of community, "The new COE Dean has been exceptional and is very open and honest. We need these kinds of leaders."

Additional Elaboration on the Learning and Working Climate in PSU COE
More than four hundred respondents elaborated on their survey responses further. Among those responses, about half of them stated they had nothing further to add. Nearly one-fourth of respondents noted perceptions of PSU COE as having an unhealthy and unsupportive climate. The narratives included in this theme encompass a range of experiences and identities that, together, provide valuable information. The secondary theme that emerged in these data were positive reflections, reported by more than 10% of respondents.

Unhealthy and Unsupportive Climate Perceptions. More than 20% of respondents reported experiences and expressed perceptions of the climate in PSU COE as unhealthy

and unsupportive. The range of the data reflected in this theme include concerns regarding inclusion of multiple identities, dissatisfaction overall with the intellectual engagement in academic endeavors, and perceived unnecessary and unhelpful stress and competitiveness. Regarding inclusion concerns, Undergraduate Student respondents described the COE as "elitist," "exclusionary of many groups, including ethnic minorities," and "not being friendly towards other races of people." Respondents reported dissatisfaction with the intellectual engagement from a variety of perspectives. One Undergraduate Student respondent noted, "The larger the class lectures, the less engagement the professors will get from us students." Another Undergraduate Student respondent summarized, "Like I said, discrimination is not a problem. Class size and professor engagement is." In addition, other respondents provided details regarding the challenges associated with the perceived stress, competition and lack of support in the COE. One Faculty respondent shared, "Faculty are putting in 60-75 hour weeks, and we really believe in our mission of advancing science. It seems that administrators do not understand that, or care about this." A Staff respondent who reflected on the COE as "a place in constant turmoil," also noted, "I will be happy to find another job."

Positive Reflections on the Climate and the Survey Process. More than 10% of respondents who elaborated on their survey responses noted positive reflections on PSU COE. Many of the reflections addressed the overall climate. An Undergraduate Student respondent noted, "Everything has been great throughout my academic career." A Staff respondent shared, "I believe our climate is positive in COE. I would, and have, recommended anyone to work here." Other positive reflections expressed appreciation for the survey process itself and sense of agency they feel as constituents within PSU COE. A Faculty respondent simply stated, "Thank you for asking these questions." Similarly, another Undergraduate Student respondent wrote, "The current climate is extremely solid. I think the best part of the COE is that it takes the opinion of students and makes changes based off that."

College of Engineering

Assessment of Climate for Learning and Working

(Administered by Rankin & Associates Consulting)

The primary delivery mode of this survey is via the web. If you would like to take the survey in an alternative format, please contact:

Dr. Thomas A. Litzinger
Assistant Dean for Educational Innovation and Accreditation
Director of The Leonhard Center for the Enhancement of Engineering Education
Professor of Mechanical Engineering
201 Hammond Building
University Park, PA 16802
814-865-4015
tal2@psu.edu

Purpose

You are invited to participate in a survey of students, faculty, staff and administrators regarding the climate in the College of Engineering (COE). Climate 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 climate at COE and provide us with specific information about how the environment for learning and working at COE 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 provided by participants 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 also be used throughout the report to give "voice" to the quantitative data.

Discomforts and Risks

There are no anticipated risks in 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 any 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 or review relevant policies, please contact one of the resources listed at:

http://www.engr.psu.edu/engage

Benefits

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at COE is conducive to learning 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. Your confidentiality in participating will be insured. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 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:
Dr. Daniel Merson
Senior Research Associate
Rankin & Associates Consulting
dan@rankin-consulting.com
323-454-3232

Questions regarding the survey process may also be directed to:
Dr. Thomas A. Litzinger
Assistant Dean for Educational Innovation and Accreditation
Director of The Leonhard Center for the Enhancement of Engineering Education
Professor of Mechanical Engineering
201 Hammond Building
University Park, PA 16802
814-865-4015
tal2@psu.edu

Dr. Peggy A. Johnson
Professor of Civil Engineering
116 Sackett Building
University Park, PA 16802
814-865-1330
paj6@psu.edu

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT 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 in the survey. These will be hyperlinked when they appear in the survey.

__Ableist:__ Discrimination or prejudice against people with disabilities.

__American Indian (Native American):__ A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

__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:__ Refers to the assigning (naming) of the biological sex of a baby at birth.

__Biphobia:__ An irrational dislike or fear of bisexual people. Bisexual people may be attracted, romantically and/or sexually, to people of more than one sex, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

__Bullied:__ Unwanted offensive and malicious behavior which undermines, patronizes, intimidates or demeans the recipient or target.

__Classist:__ A bias based on social or economic class.

__Climate:__ Current attitudes, behaviors, and standards of employees concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

__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 policy or practice that confers privileges 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.

__Ethnocentric:__ Judging another culture solely by the values and standards of one's own culture, especially with concern for language, behavior, customs, and religion.

__Family Leave:__ The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care).

__Gender Identity:__ A person's inner sense of being man, woman, both, or neither. The internal 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.

__Harassment:__ Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

__Homophobia:__ The irrational hatred and fear of homosexuals or homosexuality. Homophobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred.

__Intersex:__ A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

__Non-Native English Speakers:__ People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Position: The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator)

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.

Sexual Identity: Term that refers to the sex of the 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.

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 [previously defined] is different from that traditionally associated with their sex assigned at birth [previously defined].

Unwanted Sexual Contact: Unwanted physical sexual contact includes forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.

Xenophobic: Irrational dislike or fear of 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, erase your first answer completely 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 Engineering (COE)?
- ○ Undergraduate student
    - ○ Started at University Park in COE 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 candidate
    - ○ Doctoral degree candidate
- ○ Postdoctoral scholar/fellow
- ○ Faculty
    - ○ Tenured/Tenure-Track
        - ○ Assistant Professor
        - ○ Associate Professor
        - ○ Professor
        - ○ Librarian
    - ○ Non-Tenure-Track
        - ○ Assistant Professor
        - ○ Associate Professor
        - ○ Professor
        - ○ Instructor/Lecturer
        - ○ Senior Instructor/Lecturer
        - ○ Professor of Practice
        - ○ Research Associate
        - ○ Senior Research Associate
        - ○ Senior Scientist
    - ○ Adjunct/Part-Time
- ○ Administrator with faculty rank (Dean, Head)
- ○ Staff
    - ○ Exempt
    - ○ Non-Exempt
    - ○ Wage Payroll
- ○ Technical Service

2. Are you full-time or part-time in that **primary** status?
- ○ Full-time
- ○ Part-time

Part 1: Personal Experiences

In the following questions, climate 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.

When responding to the following questions, think about your experiences <u>during the past year</u>.

3. Overall, how comfortable are you with the climate in the COE?
- ○ Very comfortable
- ○ Comfortable
- ○ Neither comfortable nor uncomfortable
- ○ Uncomfortable
- ○ Very uncomfortable

4. **Faculty/Staff/Graduate Students only:** Overall, how comfortable are you with the climate in your primary department/work unit/research group?
   - ❍ Very comfortable
   - ❍ Comfortable
   - ❍ Neither comfortable nor uncomfortable
   - ❍ Uncomfortable
   - ❍ Very uncomfortable

5. **Students/Faculty only:** Overall, how comfortable are you with the climate in your COE classes?
   - ❍ Very comfortable
   - ❍ Comfortable
   - ❍ Neither comfortable nor uncomfortable
   - ❍ Uncomfortable
   - ❍ Very uncomfortable

6. Have you ever seriously considered leaving PSU COE?
   - ❍ No [Skip to Question 12]
   - ❍ Yes

7. **Undergraduate Students only:** When did you seriously consider leaving PSU COE**? (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

8. **Graduate Students only:** When did you seriously consider leaving PSU COE**? (Mark all that apply.)**
   - ❑ Master's student
     - ❑ During my first year
     - ❑ During my second year
     - ❑ During my third year
     - ❑ After my third year
   - ❑ Doctoral student
     - ❑ Pre-candidacy
     - ❑ Post candidacy – pre-comprehensive exam
     - ❑ After scheduling or taking comprehensive exam
     - ❑ After scheduling or holding thesis defense

9. **Students only:** Why did you **seriously** consider leaving PSU COE? **(Mark all that apply.)**
   - ❑ COE climate was not welcoming
   - ❑ Coursework was too difficult
   - ❑ Didn't like major
   - ❑ Didn't meet the selection criteria for a major
   - ❑ Didn't pass major exam (e.g., candidacy, comprehensive)
   - ❑ Difficulty working with research advisor
   - ❑ Financial reasons
   - ❑ Homesick
   - ❑ Lack of a sense of belonging
   - ❑ Lack of support group
   - ❑ Local community did not meet my (my family) needs
   - ❑ My marital/relationship status
   - ❑ Never intended to graduate from COE
   - ❑ Personal reasons (e.g., medical, mental health, family emergencies)
   - ❑ Immigration compliance issues (e.g., VISA status)
   - ❑ A reason not listed above

10. **Faculty/Staff only:** Why did you seriously consider leaving COE**? (Mark all that apply.)**
- ❑ COE climate was unwelcoming
- ❑ Excessive workload
- ❑ Family responsibilities
- ❑ Financial reasons (e.g., salary, resources)
- ❑ Immigration compliance issues (e.g., VISA status)
- ❑ Inadequate research facilities
- ❑ Interested in a position at another institution
- ❑ Lack of benefits
- ❑ Limited opportunities for advancement
- ❑ Local community did not meet my (my family) needs
- ❑ Offered position in government or industry
- ❑ Personal reasons (e.g., medical, mental health, family emergencies)
- ❑ Recruited or offered a position in another College/Work Unit at Penn State
- ❑ Recruited or offered a position at another institution
- ❑ Revised retirement plans
- ❑ Spouse or partner relocated
- ❑ Spouse or partner unable to find suitable employment
- ❑ Tension with supervisor/manager
- ❑ Tension with co-workers
- ❑ Wanted to move to a different geographical location
- ❑ A reason not listed above

11. 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.

12. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience in the COE.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	❍	❍	❍	❍	❍
Few of my courses have been intellectually stimulating.	❍	❍	❍	❍	❍
I am satisfied with my academic experience at the COE	❍	❍	❍	❍	❍
I am satisfied with the extent of my intellectual development since enrolling in the COE	❍	❍	❍	❍	❍
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 the COE	❍	❍	❍	❍	❍
Thinking ahead, it is likely that I will leave my current institution.	❍	❍	❍	❍	❍

13. **Within the past year in COE**, 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 work or learn?

- ❍ No [Skip to Question 22]
- ❍ Yes

14. What do you believe was the basis of the conduct? (**Mark all that apply.**)

- ❑ Academic performance
- ❑ 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
- ❑ Living arrangement
- ❑ 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
- ❑ Physical characteristics
- ❑ Physical disability/condition
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/Spiritual views
- ❑ Sexual identity
- ❑ Socioeconomic status
- ❑ Don't know
- ❑ A reason not listed above

15. How did you experience the conduct? (**Mark all that apply.**)
- ❑ I was ignored or excluded.
- ❑ I was intimidated/bullied.
- ❑ I was isolated or left out.
- ❑ I was disrespected.
- ❑ I observed others staring at me.
- ❑ I was singled out as the spokesperson for my identity group.
- ❑ Someone implied I was admitted/hired/promoted due to my identity group.
- ❑ Someone implied I was not admitted/hired/promoted due to my identity group.
- ❑ I feared getting a poor grade because of a hostile classroom environment.
- ❑ I received a low performance evaluation.
- ❑ I was the target of workplace incivility.
- ❑ I was the target of racial/ethnic profiling.
- ❑ I was the target of stalking.
- ❑ I was the target of unwanted sexual contact.
- ❑ I received derogatory written comments.
- ❑ I received derogatory phone calls/text messages/email.
- ❑ I received derogatory/unsolicited messages through social media (e.g., Facebook posts, Twitter posts).
- ❑ I was the target of derogatory verbal remarks.
- ❑ I was the target of retaliation.
- ❑ I received threats of physical violence.
- ❑ I was the target of graffiti/vandalism.
- ❑ I feared for my physical safety.
- ❑ I feared for my family's safety.
- ❑ I was the target of physical violence.
- ❑ An experience not listed above

16. Where did the conduct occur? (**Mark all that apply.**)
- ❑ On campus
  - ❑ In a meeting with one other person
  - ❑ In a meeting with a group of people
  - ❑ While working on campus
  - ❑ While walking on campus
  - ❑ While at a party
  - ❑ At a College of Engineering event
  - ❑ In a classroom setting
  - ❑ In a lab setting
  - ❑ In a faculty office
  - ❑ In an administrative office
  - ❑ In a campus library
  - ❑ In a dining facility
  - ❑ In a healthcare setting
  - ❑ In athletic/recreational facilities
  - ❑ In a fraternity/sorority
  - ❑ In a public space (e.g., Kunkle Lounge, Old Main Lawn)
  - ❑ In campus housing
  - ❑ A location not listed above
- ❑ Off-campus
  - ❑ In a meeting with one other person
  - ❑ In a meeting with a group of people
  - ❑ While working
  - ❑ While walking
  - ❑ While at a party
  - ❑ While in an experiential learning environment (e.g., co-op, internship, service learning, or study abroad)
  - ❑ In a public space
  - ❑ In off-campus housing
  - ❑ In recreational facilities
  - ❑ In a fraternity
  - ❑ In a health care setting
  - ❑ A location not listed above

❑ Online
  ❑ Social networking site (e.g., Facebook, Twitter, Yik Yak)
  ❑ Email
  ❑ Text message or chat

17. Who/What was the source of this conduct? **(Mark all that apply.)**
  ❑ Academic adviser
  ❑ Alumnus
  ❑ Athletic coach/trainer
  ❑ Co-worker
  ❑ Dean, Associate Deans, or Assistant Deans
  ❑ Department head
  ❑ Donor
  ❑ Faculty member
  ❑ Friend
  ❑ COE media
  ❑ Person whom I supervise
  ❑ PSU University Police & Public Safety
  ❑ Social networking site (e.g., Facebook, Twitter, Yik Yak)
  ❑ Staff member
  ❑ Stranger
  ❑ Student
  ❑ Student employee (e.g., peer mentor)
  ❑ Supervisor
  ❑ Teaching assistant/Graduate assistant/Lab assistant/Tutor
  ❑ Don't know source
  ❑ A source not listed above

18. How did you feel about experiencing the conduct? **(Mark all that apply.)**
  ❑ I didn't feel anything
  ❑ I felt uncomfortable
  ❑ I felt embarrassed
  ❑ I felt somehow responsible
  ❑ I was afraid
  ❑ I was angry

19. What was your response to experiencing the conduct? **(Mark all that apply.)**
  ❑ I didn't do anything
  ❑ I confronted the person(s) at the time
  ❑ I confronted the person(s) later
  ❑ I avoided the person/venue
  ❑ I ignored it
  ❑ I didn't know whom to go to
  ❑ I sought information online
  ❑ I contacted an on-campus resource
    ❑ Administration (e.g., dean, associate dean, department head)
    ❑ Behavioral Threat Management Team
    ❑ Equal Opportunity Office (EOO)
    ❑ COE Ombudsperson
    ❑ PSU Public Safety
    ❑ Healthcare services (e.g., CAPS)
    ❑ Human Resources
    ❑ Student support services (e.g., LGBT SRC, MRC, Women's Resource Center)
    ❑ Student staff (e.g., peer mentor)
    ❑ Teaching assistant/graduate assistant
    ❑ My academic advisor
    ❑ My research advisor
    ❑ Staff person
    ❑ Faculty member
    ❑ My supervisor
    ❑ Other

- ❑ I contacted an off-campus resource
  - ❑ Local law enforcement
  - ❑ Hotline/advocacy services
  - ❑ A spiritual adviser (e.g., imam, pastor, rabbi, priest, layperson)
  - ❑ Off-campus counseling service
- ❑ I told a friend
- ❑ I told a family member
- ❑ A response not listed above

20. Did you report the conduct?
- ○ No, I didn't report it
- ○ Yes, I reported it
  - ○ Yes, I reported it the incident and was satisfied with the outcome
  - ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
- ○ Yes, I reported the incident, but felt that it was not responded to appropriately

21. We are interested in knowing more about your experience. If you would like to elaborate on your personal experiences, please do so here.

We realize that some of the survey questions may have caused discomfort or been difficult to answer due to their content. If you would like to speak with someone, you are encouraged to contact one of the resources listed at:

http://www.engr.psu.edu/engage

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents you have experienced with unwanted physical sexual contact. If you have experienced this action, the questions may evoke an emotional or physical response. If you experience any difficulty, please take care of yourself and seek support from campus or community resources.

22. While a member of the COE community, have you experienced unwanted sexual contact (including interpersonal violence, stalking, sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, forcible sodomy or gang rape)?
    - ○ No [Skip to Question 32]
    - ○ Yes

23. When did the unwanted sexual contact occur?
    - ○ Within the last year
    - ○ 2-4 years ago
    - ○ 5-10 years ago
    - ○ 11-20 years ago
    - ○ More than 20 years ago

24. **Students only**: What semester were you in when you experienced the unwanted sexual contact? **(Mark all that apply.)**
    - ❑ While a graduate/professional student
    - ❑ First Year
        - ❑ Fall semester
        - ❑ Spring semester
        - ❑ Summer semester
    - ❑ Second Year
        - ❑ Fall semester
        - ❑ Spring semester
        - ❑ Summer semester
    - ❑ Third Year
        - ❑ Fall semester
        - ❑ Spring semester
        - ❑ Summer semester
    - ❑ Fourth Year
        - ❑ Fall semester
        - ❑ Spring semester
        - ❑ Summer semester
    - ❑ After Fourth Year
        - ❑ Fall semester
        - ❑ Spring semester
        - ❑ Summer semester

25. 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

26. Where did the incident(s) occur? **(Mark all that apply.**)
    - ❑ Off-campus (please specify location:) _____
    - ❑ On-campus (please specify location:) _____

27. How did you feel after experiencing the unwanted sexual conduct? **(Mark all that apply.)**
- ❑ I felt uncomfortable.
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I ignored it.
- ❑ I was afraid.
- ❑ I was angry.
- ❑ An experience not listed here (please specify:) _____

28. What did you do in response to experiencing the unwanted sexual conduct? **(Mark all that apply.)**
- ❑ I didn't do anything
- ❑ I confronted the person(s) at the time
- ❑ I confronted the person(s) later
- ❑ I avoided the person/venue
- ❑ I ignored it
- ❑ I didn't know whom to go to
- ❑ I sought information online
- ❑ I contacted an on-campus resource
    - ❑ Administration (e.g., dean, associate dean, department head)
    - ❑ Behavioral Threat Management Team
    - ❑ Equal Opportunity Office (EOO)
    - ❑ COE Ombudsperson
    - ❑ PSU Public Safety
    - ❑ Healthcare services (e.g., CAPS)
    - ❑ Human Resources
    - ❑ Student support services (e.g., LGBT SRC, MRC, Women's Resource Center)
    - ❑ Student staff (e.g., peer mentor)
    - ❑ Teaching assistant/graduate assistant
    - ❑ My academic advisor
    - ❑ My research advisor
    - ❑ Staff person
    - ❑ Faculty member
    - ❑ My supervisor
    - ❑ Other
- ❑ I contacted an off-campus resource
    - ❑ Local law enforcement
    - ❑ Hotline/advocacy services
    - ❑ A spiritual adviser (e.g., imam, pastor, rabbi, priest, layperson)
    - ❑ Off-campus counseling service
- ❑ I told a friend
- ❑ I told a family member
- ❑ A response not listed above

29. Did you report the unwanted sexual conduct?
- ○ No, I didn't report it [Skip to Question 30]
- ○ Yes, I reported the incident
    - ○ Yes, I reported the incident and was satisfied with the outcome
    - ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
    - ○ Yes, I reported the incident, but felt that it was not responded to appropriately [Skip to Question 31]

30. You indicated that you **DID NOT** report the unwanted sexual contact to a campus official or staff member. Please explain why you did not.

31. You indicated that you **DID** report the unwanted sexual contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources listed at:

http://www.engr.psu.edu/engage

Part 2: Workplace Climate

32. **Tenured and Tenure-Track Faculty only:** As a faculty member, I feel (or felt)…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	○	○	○	○	○
The tenure standards/promotion standards are applied equally to faculty in my department.	○	○	○	○	○
Supported and mentored during the tenure-track years.	○	○	○	○	○
PSU policies for delay of the tenure-clock are supported by my department.	○	○	○	○	○
Research is valued by my department.	○	○	○	○	○
Teaching is valued by my department.	○	○	○	○	○
Service contributions are valued by my department.	○	○	○	○	○
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	○	○	○	○	○
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	○	○	○	○	○
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).	○	○	○	○	○
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	○	○	○	○	○
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	○	○	○	○	○
Faculty opinions are valued within department committees.	○	○	○	○	○
I would like more opportunities to participate in substantive committee assignments.	○	○	○	○	○
I have opportunities to participate in substantive committee assignments.	○	○	○	○	○

33. **Tenured and Tenure-Track Faculty only:** We are interested in hearing 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.

34. **Non-Tenure Track/Adjunct only/Post-doctoral:** As an employee with a non-tenure track appointment at COE (e.g., Non-Tenure Accruing, Permanent Status, Permanent Status Accruing, Adjunct), **I feel (or felt)**…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal is clear.	❍	❍	❍	❍	❍
The criteria used for contract renewal is applied equally to all faculty.	❍	❍	❍	❍	❍
There are clear expectations of my responsibilities.	❍	❍	❍	❍	❍
Research is valued by my department.	❍	❍	❍	❍	❍
Teaching is valued by my department.	❍	❍	❍	❍	❍
Supported and mentored.	❍	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	❍	❍	❍	❍	❍
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).	❍	❍	❍	❍	❍
Pressured to do extra work that is uncompensated.	❍	❍	❍	❍	❍
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	❍	❍	❍	❍	❍
Faculty opinions are valued within department committees.	❍	❍	❍	❍	❍
I would like more opportunities to participate in substantive committee assignments.	❍	❍	❍	❍	❍
I have opportunities to participate in substantive committee assignments.	❍	❍	❍	❍	❍

35. **Non-Tenure Track/Adjunct only:** We are interested in hearing 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.

36. **All Faculty:** As a faculty member, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My salary is competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Childcare benefits are competitive.	❍	❍	❍	❍	❍
Retirement/supplemental benefits are competitive.	❍	❍	❍	❍	❍
People who do not have children or eldercare responsibilities are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	❍	❍	❍	❍	❍
COE provides adequate resources to help me manage work-life balance.	❍	❍	❍	❍	❍
My colleagues include me in opportunities that will help my career as much as they do others in my position.	❍	❍	❍	❍	❍
The annual performance evaluation process is clear.	❍	❍	❍	❍	❍
COE provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

37. **All Faculty:** We are interested in hearing 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.

38. **All Staff:** As a staff member, 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.	❍	❍	❍	❍	❍
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I am included in opportunities that will help my career as much as others in similar positions.	❍	❍	❍	❍	❍
The annual performance evaluation process is clear.	❍	❍	❍	❍	❍
The annual performance evaluation process is productive.	❍	❍	❍	❍	❍
My supervisor provides adequate support for me to manage work-life balance.	❍	❍	❍	❍	❍
I am able to complete my assigned duties during scheduled hours.	❍	❍	❍	❍	❍
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	❍	❍	❍	❍	❍
I am given a reasonable time frame to complete assigned responsibilities.	❍	❍	❍	❍	❍
People who do not have children and eldercare responsibilities are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	❍	❍	❍	❍	❍
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	❍	❍	❍	❍	❍
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).	❍	❍	❍	❍	❍
There is a hierarchy within staff positions that allows some voices to be valued more than others.	❍	❍	❍	❍	❍
COE provides adequate resources to help me manage work-life balance.	❍	❍	❍	❍	❍

39. **Staff only:** We are interested in hearing 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.

40. **Staff only:** As a staff member I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
COE provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
My supervisor provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
My department is supportive of taking extended leave (e.g., FMLA, parental).	❍	❍	❍	❍	❍
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	❍	❍	❍	❍	❍
Staff in my department who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	❍	❍	❍	❍	❍
PSU policies (e.g., FMLA) are fairly applied across COE.	❍	❍	❍	❍	❍
My department is supportive of flexible work schedules.	❍	❍	❍	❍	❍
Staff salaries are competitive.	❍	❍	❍	❍	❍
Vacation and personal time are competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Childcare benefits are competitive.	❍	❍	❍	❍	❍
Retirement benefits are competitive.	❍	❍	❍	❍	❍
Staff opinions are valued on committees.	❍	❍	❍	❍	❍
Staff opinions are valued by department faculty and administration.	❍	❍	❍	❍	❍
There are clear expectations of my responsibilities.	❍	❍	❍	❍	❍
There are clear procedures on how I can advance within COE.	❍	❍	❍	❍	❍

41. **Staff only:** We are interested in hearing 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.

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.

42. What is your birth sex (assigned)?
- ○ Female
- ○ Intersex
- ○ Male

43. What is your gender/gender identity?
- ○ Genderqueer
- ○ Man
- ○ Transgender
- ○ Woman
- ○ A gender not listed here (please specify:) _____

44. What is your current gender expression?
- ○ Androgynous
- ○ Feminine
- ○ Masculine
- ○ A gender expression not listed here (please specify:) _____

45. What is your citizenship status in U.S.?
- ○ A visa holder (such as F-1, J-1, H1-B, and U)
- ○ Currently under a withholding of removal status
- ○ DACA (Deferred Action for Childhood Arrival)
- ○ DAPA (Deferred Action for Parental Accountability)
- ○ Other legally documented status
- ○ Permanent Resident
- ○ Refugee status
- ○ Undocumented status
- ○ U.S. citizen, birth
- ○ U.S. citizen, naturalized

46. What is your country of origin?

_____

47. 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 multi-racial/multi-ethnic/multi-cultural identity, mark all that apply**)
- ❑ Alaska Native (if you wish please specify your enrolled or principal corporation:)
_____
- ❑ First Nation/American Indian/Indigenous (if you wish please specify your enrolled or principal tribe:)
_____
- ❑ Asian/Asian American/South Asian (if you wish please specify:) _____
- ❑ Black/African American (if you wish please specify:) _____
- ❑ Hispanic/Latin@/Chican@/ (if you wish please specify:) _____
- ❑ Middle Eastern/North African (if you wish please specify:) _____
- ❑ Native Hawaiian (if you wish please specify:) _____
- ❑ Pacific Islander (if you wish please specify:) _____
- ❑ White/European American (if you wish please specify:) _____
- ❑ A racial/ethnic identity not listed here (please specify:) _____

48. 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
- ○ Queer
- ○ Questioning
- ○ A sexual identity not listed here (please specify:) _____

49. What is your age?

○ 18	○ 38	○ 58	○ 79
○ 19	○ 39	○ 59	○ 80
○ 20	○ 40	○ 60	○ 82
○ 21	○ 41	○ 61	○ 83
○ 22	○ 42	○ 62	○ 84
○ 23	○ 43	○ 63	○ 85
○ 24	○ 44	○ 64	○ 86
○ 25	○ 45	○ 65	○ 87
○ 26	○ 46	○ 66	○ 88
○ 27	○ 47	○ 67	○ 89
○ 28	○ 48	○ 68	○ 90
○ 29	○ 49	○ 69	○ 91
○ 30	○ 50	○ 71	○ 92
○ 31	○ 51	○ 72	○ 93
○ 32	○ 52	○ 73	○ 94
○ 33	○ 53	○ 74	○ 95
○ 34	○ 54	○ 75	○ 96
○ 35	○ 55	○ 76	○ 97
○ 36	○ 56	○ 77	○ 98
○ 37	○ 57	○ 78	○ 99

50. Do you have substantial parenting or caregiving responsibility?
- ○ No
- ○ Yes (Mark all that apply)
  - ❑ Children 5 or under
  - ❑ Children 6-18 years of age
  - ❑ Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
  - ❑ Independent adult children over 18 years of age
  - ❑ Sick or disabled partner
  - ❑ Senior or other family member
  - ❑ A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (please specify:) _____

51. Are/were you a member of the U.S. Armed Forces?
- ○ I have not been in the military
- ○ Active military
- ○ Reservist/National Guard
- ○ ROTC
- ○ Veteran

52. **Students only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:	**Parent/Guardian 2:**
○ No high school	○ No high school
○ Some high school	○ Some high school
○ Completed high school/GED	○ Completed high school/GED
○ Some college	○ Some college
○ Business/Technical certificate/degree	○ Business/Technical certificate/degree
○ Associate's degree	○ Associate's degree
○ Bachelor's degree	○ Bachelor's degree
○ Some graduate work	○ Some graduate work
○ Master's degree (MA, MS, MBA)	○ Master's degree (MA, MS, MBA)
○ Specialist degree (EdS)	○ Specialist degree (EdS)
○ Doctoral degree (e.g., PhD, EdD)	○ Doctoral degree (e.g., PhD, EdD)
○ Professional degree (e.g., MD, JD)	○ Professional degree (e.g., MD, JD)
○ Unknown	○ Unknown
○ Not applicable	○ Not applicable

53. **Staff only:** What is your highest level of education?
   ○ No high school
   ○ Some high school
   ○ Completed high school/GED
   ○ Some college/pursuing degree
   ○ Business/Technical certificate/degree
   ○ Associate's degree
   ○ Bachelor's degree
   ○ Some graduate work
   ○ Master's degree (MA, MS, MBA)
   ○ Specialist degree (EdS)
   ○ Doctoral degree (e.g., PhD., EdD)
   ○ Professional degree (e.g., MD., JD)

54. **Undergraduate and Graduate Students only:** What year did you begin in the COE?
   ○ 2009 or before
   ○ 2010
   ○ 2011
   ○ 2012
   ○ 2013
   ○ 2014
   ○ 2015
   ○ 2016

55. **Graduate Students only:** Where are you in your graduate career?
   ○ Master's student
      ○ First year
      ○ Second year
      ○ Third (or more) year
   ○ Doctoral student
      ○ Have not yet taken candidacy
      ○ Have taken candidacy, but not yet taken comprehensive exam
      ○ Have scheduled or taken comprehensive exam
      ○ Have scheduled or held thesis defense

56. **Faculty/Staff only:** How many years have you been an employee in COE?

❍ less than one	❍ 11	❍ 22
❍ 1	❍ 12	❍ 23
❍ 2	❍ 13	❍ 24
❍ 3	❍ 14	❍ 25
❍ 4	❍ 15	❍ 26
❍ 5	❍ 16	❍ 27
❍ 6	❍ 17	❍ 28
❍ 7	❍ 18	❍ 29
❍ 8	❍ 19	❍ 30
❍ 9	❍ 20	❍ greater than 30
❍ 10	❍ 21	

57. **Faculty only:** With which academic unit/department are you **primarily affiliated** with at this time?
- ❍ Acoustics Program
- ❍ Department of Aerospace Engineering
- ❍ Department of Agricultural and Biological Engineering
- ❍ Department of Architectural Engineering
- ❍ Department of Biomedical Engineering
- ❍ Department of Chemical Engineering
- ❍ Department of Civil and Environmental Engineering
- ❍ Department of Computer Science and Engineering
- ❍ Department of Electrical Engineering
- ❍ Department of Engineering Science and Mechanics
- ❍ Department of Industrial and Manufacturing Engineering
- ❍ Department of Mechanical and Nuclear Engineering
- ❍ Engineering Library
- ❍ School of Electrical Engineering and Computer Science
- ❍ School of Engineering Design, Technology, and Professional Programs (SEDTAPP)

58. **Staff only:** With which work unit are you **primarily affiliated** with at this time?
- ❍ Acoustics Program
- ❍ Aerospace Engineering
- ❍ Agricultural and Biological Engineering
- ❍ Architectural Engineering
- ❍ Biomedical Engineering
- ❍ Breazeale Nuclear Reactor
- ❍ Chemical Engineering
- ❍ Civil & Environmental Engineering
- ❍ Computer Science and Engineering
- ❍ Consortium for Building Energy Innovation
- ❍ Electrical Engineering
- ❍ Engineering Dean's Office
  - ❍ Academic Support and Global Programs
  - ❍ Dean/Sr. Associate Dean Administrative Staff Support
  - ❍ Career Resources & Employer Relations
  - ❍ Continuing & Distance Education
  - ❍ Development & Alumni Relations
  - ❍ Engineering Diversity
  - ❍ Facilities, Mail Services, and Shop Services
  - ❍ Finance Office
  - ❍ Human Resources
  - ❍ Learning Factory
  - ❍ Leonhard Center
  - ❍ Marketing & Communications
  - ❍ Networking, Computing, Training & Information Systems
  - ❍ Research Administration
  - ❍ Undergraduate & Graduate Education Office
- ❍ Engineering Library
- ❍ Engineering Science & Mechanics
- ❍ Facilities Engineering Institute

- ❍ Industrial and Manufacturing Engineering
- ❍ Mechanical & Nuclear Engineering
- ❍ School of Engineering Design, Technology, and Professional Programs
- ❍ Thomas D. Larson Pennsylvania Transportation Institute

59. **Staff only:** Please select the job classification of your position.
- ❍ Accounting & Finance
- ❍ Administration
- ❍ Agricultural Operations
- ❍ Arts Administration & Operations
- ❍ Athletics & Recreation
- ❍ Campus Operations
- ❍ Development & Alumni Relations
- ❍ Education
- ❍ Facilities Operations
- ❍ Grants & Contracts Administration
- ❍ Health Care
- ❍ Hospitality, Housing, & Food Services
- ❍ Human Resources
- ❍ Information Resources & Services
- ❍ Information Technology
- ❍ Marketing, Sales, & Communications
- ❍ Purchasing, Inventory, & Stores
- ❍ Research & Engineering
- ❍ Student Academic Services
- ❍ Unknown

60. **Undergraduate Students only:** What is your academic major? **(Mark all that apply)**
- ❑ Pre-major (ENGR) - What is your intended major? (Mark all that apply)
    - ❑ Undecided
    - ❑ Planning to change into major outside of COE
    - ❑ Architectural Engineering
    - ❑ Aerospace Engineering
    - ❑ Biological Engineering
    - ❑ Biomedical Engineering
    - ❑ Chemical Engineering
    - ❑ Civil Engineering
    - ❑ Computer Engineering
    - ❑ Computer Science
    - ❑ Electrical Engineering
    - ❑ Engineering Science
    - ❑ General Engineering
    - ❑ Industrial Engineering
    - ❑ Mechanical Engineering
    - ❑ Nuclear Engineering
- ❑ Architectural Engineering
- ❑ Aerospace Engineering
- ❑ Biological Engineering
- ❑ Biomedical Engineering
- ❑ Chemical Engineering
- ❑ Civil Engineering
- ❑ Computer Engineering
- ❑ Computer Science
- ❑ Electrical Engineering
- ❑ Engineering Science
- ❑ General Engineering
- ❑ Industrial Engineering
- ❑ Mechanical Engineering
- ❑ Nuclear Engineering

61. **Graduate Students only:** What is your academic degree program?
   - ○ Non-degree
   - ○ Graduate Degree Programs (You may select multiple programs if you are pursuing a dual-degree.)
     - ❑ Acoustics
     - ❑ Aerospace Engineering
     - ❑ Agricultural and Biological Engineering
     - ❑ Architectural Engineering
     - ❑ Bioengineering
     - ❑ BioRenewable Systems
     - ❑ Chemical Engineering
     - ❑ Civil Engineering
     - ❑ Computer Science
     - ❑ Computer Science & Engineering
     - ❑ Electrical Engineering
     - ❑ Engineering Design
     - ❑ Engineering Mechanics
     - ❑ Engineering Science & Mechanics
     - ❑ Environmental Engineering
     - ❑ Industrial Engineering
     - ❑ Materials Science & Engineering
     - ❑ Mechanical Engineering
     - ❑ Nuclear Engineering
     - ❑ Operations Research (Dual-Title)
   - ○ Certificate Program

62. Do you have a condition/disability that impacts your learning or working activities?
   - ○ No [Skip to Question 64]
   - ○ Yes

63. Which, if any, of the conditions listed below impact your learning or working activities? **(Mark all that apply)**
   - ❑ Acquired/Traumatic Brain Injury
   - ❑ Asperger's/Autism Spectrum
   - ❑ Chronic Diagnosis or Medical Condition (e.g., Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)
   - ❑ Learning Disability (e.g., Attention Deficit/Hyperactivity Disorder, Attention Deficit Disorder, Dyslexia)
   - ❑ Mental Health/Psychological Condition
   - ❑ Physical/Mobility condition that affects walking
   - ❑ Physical/Mobility condition that does not affect walking
   - ❑ Speech/Communication Condition
   - ❑ Visually Impaired or Blind
   - ❑ Hearing impaired or Deaf
   - ❑ A disability/condition not listed here (please specify:) _____

64. Is English your first language?
   - ○ Yes
   - ○ No

65. What is(are) the language(s) spoken in your home?
   - ○ English only
   - ○ Other than English (please specify:) _____
   - ○ English and other language(s) (please specify:) _____

66. What is your religious or spiritual identity? **(Mark all that apply)**
   - ❑ No affiliation
   - ❑ 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
  - ❑ Unitarian Universalist
  - ❑ United Church of Christ
  - ❑ A Christian affiliation not listed above (please specify:) _____
- ❑ Druid
- ❑ Hindu
- ❑ Humanist
- ❑ Jain
- ❑ Jehovah's Witness
- ❑ Jewish
  - ❑ Conservative
  - ❑ Orthodox
  - ❑ Reform
- ❑ Muslim
  - ❑ Ahmadi
  - ❑ Shi'ite
  - ❑ Sufi
  - ❑ Sunni
- ❑ Native American Traditional Practitioner or Ceremonial
- ❑ Pagan
- ❑ Rastafarian
- ❑ Scientologist
- ❑ Secular Humanist
- ❑ Shinto
- ❑ Sikh
- ❑ Taoist
- ❑ Tenrikyo
- ❑ Wiccan
- ❑ Spiritual, but no religious affiliation
- ❑ A religious affiliation or spiritual identity not listed above (please specify:) _____

67. **Students only:** Are you currently financially dependent or independent?
   ○ Dependent, family/guardian is assisting with your living/educational expenses
   ○ Independent, you are the sole provider for all your living/educational expenses

68. **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)?
   ○ Below $10,000
   ○ $10,000-$19,999
   ○ $20,000-$29,999
   ○ $30,000 - $39,999
   ○ $40,000 - $99,999
   ○ $100,000 - $124,999
   ○ $125,000 - $149,999
   ○ $150,000 - $199,999
   ○ $200,000 - $249,999
   ○ $250,000 or more

69. **Students only:** Where do you live?
   ○ Campus housing - In a COE-related special living option
      ○ Engineering and Applied Sciences House--Wolf Hall
      ○ Engineering House "E House"--McKee Hall
      ○ First-Year in Science and Engineering House--Ritner Hall
      ○ Schreyer Honors College--Atherton and Simmons Halls
      ○ Women in Science and Engineering House--Wolf Hall
   ○ Campus housing - In a special living option not listed here
   ○ Campus housing - Sorority housing
   ○ Campus housing - In a living area, but not in a special living option
      ○ East Halls
      ○ Eastview Terrace
      ○ Nittany Apartments
      ○ North Halls
      ○ Pollock Halls
      ○ South Halls
      ○ West Halls
   ○ Non-campus housing
      ○ Living with family member/guardian
      ○ Fraternity housing
      ○ Independently in an apartment/house
   ○ Transient housing (e.g., couch surfing, sleeping in car, shelter)

70. **Students only:** Do you participate in any of the following clubs/organizations at Penn State? **(Mark all that apply)**
    - ❑ I do not participate in any clubs/organizations
    - ❑ Honorary/Academic/Professional/Educational (e.g., Society of Woman Engineers (SWE), Institute of Electrical and Electronic Engineers (IEEE), Biological Honor Society)
    - ❑ Cultural/International (e.g., International Student Council, Latino Caucus, LGBTA Student Coalition)
    - ❑ Greek Life (e.g., Alpha Rho Chi (IFC), Lambda Theta Alpha (MGC), Alpha Phi Alpha (NPHC), Delta Gamma (PHC))
    - ❑ Intercollegiate Athletics (e.g., NCAA Basketball, Swimming and Diving, Tennis)
    - ❑ Media (e.g., Penn State Network Television (PSNtv), Valley Magazine, La Vie)
    - ❑ Political (e.g., Young Americans for Liberty, College Independents, Green Party)
    - ❑ Performing Arts (e.g., Clarinet Club, Anime Organization, Ballroom Dance Club)
    - ❑ Religious (e.g., Christian Student fellowship, Atheist/Agnostic Association, Buddhism for Peace)
    - ❑ Service (e.g., Big Brothers Big Sisters, Collegiate 4-H Club, Engineers Without Borders at Penn State)
    - ❑ Special Interest (e.g., Book club, 3-D printing Club, Cancer Outreach)
    - ❑ Sports & Recreation (e.g., Tennis Club, Quidditch Club, Ultimate Frisbee)
    - ❑ Student Council (e.g., Association of Residence Hall Students, Workforce Education Graduate Student Association, Education Leadership Student Association)
    - ❑ Student Government (e.g., University Park Undergraduate Association, Council of Commonwealth Student Governments, Graduate and Professional Student Association)
    - ❑ University/College affiliate (e.g., Blue and White Society, Lion Ambassadors, IFC/Panhellenic Dance Marathon)

71. **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
    - ❍ 1.50 – 1.99
    - ❍ 1.49 or below
    - ❍ No GPA as of yet

72. **Students only**: Have you experienced financial hardship while attending Penn State?
    - ❍ No [Skip to Question 74]
    - ❍ Yes

73. **Students only**: How have you experienced the financial hardship? **(Mark all that apply)**
    - ❑ Affording childcare
    - ❑ Affording educational materials (e.g., computer, lab equipment, software)
    - ❑ Affording food
    - ❑ Affording health care
    - ❑ Affording housing
    - ❑ Affording other campus fees
    - ❑ Affording professional association fees/conferences
    - ❑ Affording study abroad
    - ❑ Affording tuition
    - ❑ Commuting to campus
    - ❑ Participating in co-curricular events or activities (e.g., alternative spring breaks, class trips)
    - ❑ Participating in social events
    - ❑ Purchasing my books
    - ❑ Difficulty traveling home during Penn State breaks
    - ❑ A financial hardship not listed above (please specify:) _____

74. **Students only:** How are you currently paying for your education at Penn State? **(Mark all that apply)**
- ❑ Personal credit card
- ❑ Family contribution
- ❑ GI Bill
- ❑ Graduate assistantship/fellowship
- ❑ Grants/need based scholarships (e.g., Pell)
- ❑ International government scholarship
- ❑ Job/personal contribution/co-op/internship
- ❑ Penn State tuition discount (partner/spouse/parent works at Penn State)
- ❑ Loans
- ❑ Merit based scholarship (e.g., athletic, honors, music)
- ❑ Resident assistant
- ❑ Work-Study
- ❑ A method of payment not listed here (please specify:) _____

75. **Graduate Students only**: Do you receive a graduate student stipend (graduate assistantship/fellowship)?
- ❍ No
- ❍ Yes

76. **Students only:** Are you employed either on campus or off-campus during the academic year (other than a graduate assistantship)?
- ❑ No
- ❑ Yes, I work on-campus – (Please indicate total number of hours you work)
  - ❍ 1-10 hours/week
  - ❍ 11-20 hours/week
  - ❍ 21-28 hours/week
  - ❍ 29-40 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
  - ❍ 21-28 hours/week
  - ❍ 29-40 hours/week
  - ❍ More than 40 hours/week

Part 4: Perceptions of Campus Climate

77. **Within the past year in COE, 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 (bullying, harassing) working or learning environment?
    - ○ No [Skip to Question 87]
    - ○ Yes

78. Who/what was the **target** of the conduct? **(Mark all that apply.)**
    - ❑ Academic adviser
    - ❑ Alumnus
    - ❑ Athletic coach/trainer
    - ❑ Co-worker
    - ❑ Dean, Associate Deans, or Assistant Deans
    - ❑ Department head
    - ❑ Donor
    - ❑ Faculty member
    - ❑ Friend
    - ❑ COE media
    - ❑ Person whom I supervise
    - ❑ PSU University Police & Public Safety
    - ❑ Social networking site (e.g., Facebook, Twitter, Yik Yak)
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student employee (e.g., peer mentor)
    - ❑ Supervisor
    - ❑ Teaching assistant/Graduate assistant/Lab assistant/Tutor
    - ❑ A target not listed above

79. Who/what was the **source** of the conduct? **(Mark all that apply.)**
    - ❑ Academic adviser
    - ❑ Alumnus
    - ❑ Athletic coach/trainer
    - ❑ Co-worker
    - ❑ Dean, Associate Deans, or Assistant Deans
    - ❑ Department head
    - ❑ Donor
    - ❑ Faculty member
    - ❑ Friend
    - ❑ COE media
    - ❑ Person whom I supervise
    - ❑ PSU University Police & Public Safety
    - ❑ Social networking site (e.g., Facebook, Twitter, Yik Yak)
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student employee (e.g., peer mentor)
    - ❑ Supervisor
    - ❑ Teaching assistant/Graduate assistant/Lab assistant/Tutor
    - ❑ Don't know source
    - ❑ A source not listed above

80. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
- ❑ Academic performance
- ❑ 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
- ❑ Living arrangement
- ❑ 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
- ❑ Physical characteristics
- ❑ Physical disability/condition
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/Spiritual views
- ❑ Sexual identity
- ❑ Socioeconomic status
- ❑ Don't know
- ❑ A reason not listed above

81. Which of the following did you observe because of the target's characteristics? **(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 on-line (e.g., Facebook, Twitter, Yik Yak)
- ❑ Derogatory written comments
- ❑ Derogatory phone calls
- ❑ Graffiti/vandalism
- ❑ Person intimidated/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 being 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:) _____

82. Where did this conduct occur? **(Mark all that apply.)**
- ❑ On campus
  - ❑ In a meeting with one other person
  - ❑ In a meeting with a group of people
  - ❑ While working on campus
  - ❑ While walking on campus
  - ❑ While at a party
  - ❑ At a College of Engineering event
  - ❑ In a classroom setting
  - ❑ In a lab setting
  - ❑ In a faculty office
  - ❑ In an administrative office
  - ❑ In a campus library
  - ❑ In a dining facility
  - ❑ In a healthcare setting
  - ❑ In athletic/recreational facilities
  - ❑ In a fraternity/sorority
  - ❑ In a public space (e.g., Kunkle Lounge, Old Main Lawn)
  - ❑ In campus housing
  - ❑ A location not listed above
- ❑ Off-campus
  - ❑ In a meeting with one other person
  - ❑ In a meeting with a group of people
  - ❑ While working
  - ❑ While walking
  - ❑ While at a party
  - ❑ While in an experiential learning environment (e.g., co-op, internship, service learning, or study abroad)
  - ❑ In a public space
  - ❑ In off-campus housing
  - ❑ In recreational facilities
  - ❑ In a fraternity
  - ❑ In a health care setting
  - ❑ A location not listed above
- ❑ Online
  - ❑ Social networking site (e.g., Facebook, Twitter, Yik Yak)
  - ❑ Email
  - ❑ Text message or chat

83. How did you feel about observing the conduct? **(Mark all that apply.)**
- ❑ I didn't feel anything
- ❑ I felt uncomfortable
- ❑ I felt embarrassed
- ❑ I felt somehow responsible
- ❑ I was afraid
- ❑ I was angry

84. What was your response to observing this conduct? (**Mark all that apply.**)
- ❑ I didn't do anything
- ❑ I confronted the person(s) at the time
- ❑ I confronted the person(s) later
- ❑ I avoided the person/venue
- ❑ I ignored it
- ❑ I didn't know whom to go to
- ❑ I sought information online
- ❑ I contacted an on-campus resource
  - ❑ Administration (e.g., dean, associate dean, department head)
  - ❑ Behavioral Threat Management Team
  - ❑ Equal Opportunity Office (EOO)
  - ❑ COE Ombudsperson
  - ❑ PSU Public Safety
  - ❑ Healthcare services (e.g., CAPS)

- ❑ Human Resources
- ❑ Student support services (e.g., LGBT SRC, MRC, Women's Resource Center)
- ❑ Student staff (e.g., peer mentor)
- ❑ Teaching assistant/graduate assistant
- ❑ My academic advisor
- ❑ My research advisor
- ❑ Staff person
- ❑ Faculty member
- ❑ My supervisor
- ❑ Other
- ❑ I contacted an off-campus resource
  - ❑ Local law enforcement
  - ❑ Hotline/advocacy services
  - ❑ A spiritual adviser (e.g., imam, pastor, rabbi, priest, layperson)
  - ❑ Off-campus counseling service
- ❑ I told a friend
- ❑ I told a family member
- ❑ A response not listed above

85. Did you report the conduct?
    - ○ No, I didn't report it
    - ○ Yes, I reported it
      - ○ Yes, I reported the incident and was satisfied with the outcome
      - ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
      - ○ Yes, I reported the incident, but felt that it was not responded to appropriately

86. We are interested in hearing 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 working or learning environment, please do so here.

87. **Faculty/Staff only:** Have you observed **hiring** practices in COE (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community?
- ○ No [Skip 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 PSU COE
- ❑ 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 disability/condition
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/spiritual views
- ❑ Sexual identity
- ❑ Socioeconomic status
- ❑ Don't know
- ❑ A reason not listed above (please specify:) _____

89. **Faculty/Staff only:** We are interested in hearing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

90. **Faculty/ Staff only:** Have you observed **employment-related discipline or action, up to and including dismissal,** in COE that you perceive to be unjust or would inhibit diversifying the community?
   ○ No [Skip to Question 93]
   ○ Yes

91. **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 PSU COE
   ❑ 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 disability/condition
   ❑ Philosophical views
   ❑ Political views
   ❑ Position (staff, faculty, student)
   ❑ Pregnancy
   ❑ Racial identity
   ❑ Religious/spiritual views
   ❑ Sexual identity
   ❑ Socioeconomic status
   ❑ Don't know
   ❑ A reason not listed above (please specify:) _____

92. **Faculty/Staff only:** We are interested in hearing 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.

93. **Faculty/Staff only:** Have you observed **promotion/tenure/reappointment/reclassification** practices in COE that you perceive to be unjust?
    - ○ No [Skip to Question 96]
    - ○ Yes

94. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion/tenure/reappointment/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 PSU COE
    - ❑ 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 disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify:) _____

95. **Faculty/Staff only:** We are interested in hearing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification, please do so here.

96. Using a scale of 1–5, please rate the overall COE climate 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	❍	❍	❍	❍	❍	Hostile
Inclusive	❍	❍	❍	❍	❍	Exclusive
Improving	❍	❍	❍	❍	❍	Regressing
Positive for persons with disabilities	❍	❍	❍	❍	❍	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, queer or transgender	❍	❍	❍	❍	❍	Negative for people who identify as lesbian, gay, bisexual, queer or transgender
Positive for people of various spiritual/religious backgrounds	❍	❍	❍	❍	❍	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	❍	❍	❍	❍	❍	Negative for People of Color
Positive for men	❍	❍	❍	❍	❍	Negative for men
Positive for women	❍	❍	❍	❍	❍	Negative for women
Positive for non-native English speakers	❍	❍	❍	❍	❍	Negative for non-native English speakers
Positive for people who are not U.S. citizens	❍	❍	❍	❍	❍	Negative for people who are not U.S. citizens
Welcoming	❍	❍	❍	❍	❍	Not welcoming
Respectful	❍	❍	❍	❍	❍	Disrespectful
Positive for people of high socioeconomic status	❍	❍	❍	❍	❍	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	❍	❍	❍	❍	❍	Negative for people of low socioeconomic status
Positive for people of various political affiliations	❍	❍	❍	❍	❍	Negative for people of various political affiliations
Positive for people in active military/veterans status	❍	❍	❍	❍	❍	Negative for people in active military/veterans status

97. Using a scale of 1–5, please rate the overall COE climate 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	❍	❍	❍	❍	❍	Racist
Not sexist	❍	❍	❍	❍	❍	Sexist
Not homophobic	❍	❍	❍	❍	❍	Homophobic
Not biphobic	❍	❍	❍	❍	❍	Biphobic
Not transphobic	❍	❍	❍	❍	❍	Transphobic
Not ageist	❍	❍	❍	❍	❍	Ageist
Not classist (socioeconomic status)	❍	❍	❍	❍	❍	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	❍	❍	❍	❍	❍	Classist (position: faculty, staff, student)
Disability friendly (Not ableist)	❍	❍	❍	❍	❍	Not disability friendly (Ableist)
Not xenophobic	❍	❍	❍	❍	❍	Xenophobic
Not ethnocentric	❍	❍	❍	❍	❍	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 COE **faculty**.	❍	❍	❍	❍	❍
I feel valued by COE **staff**.	❍	❍	❍	❍	❍
I feel valued by COE **senior administrators** (e.g., department heads, deans).	❍	❍	❍	❍	❍
I feel valued by COE faculty in the classroom.	❍	❍	❍	❍	❍
I feel valued by other students in the COE classrooms.	❍	❍	❍	❍	❍
I think that COE faculty pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that the COE climate encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I have COE faculty whom I perceive as role models.	❍	❍	❍	❍	❍
I have COE staff whom I perceive as role models.	❍	❍	❍	❍	❍

99. **All Faculty, Postdoctoral scholars, Administrator with faculty rank 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.	❍	❍	❍	❍	❍
I feel valued by my department/program head.	❍	❍	❍	❍	❍
I feel valued by other faculty in COE.	❍	❍	❍	❍	❍
I feel respected by COE staff.	❍	❍	❍	❍	❍
I feel valued by students in my classes.	❍	❍	❍	❍	❍
I feel valued by COE deans.	❍	❍	❍	❍	❍
I think that COE faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that COE encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my research/scholarship is valued.	❍	❍	❍	❍	❍
I feel that my teaching is valued.	❍	❍	❍	❍	❍
I feel that my service contributions are valued.	❍	❍	❍	❍	❍

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 co-workers in my department.	❍	❍	❍	❍	❍
I feel valued by my supervisor/manager.	❍	❍	❍	❍	❍
I feel valued by COE students.	❍	❍	❍	❍	❍
I feel respected by COE faculty.	❍	❍	❍	❍	❍
I feel valued by COE senior administrators (e.g., department head, dean).	❍	❍	❍	❍	❍
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that faculty pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that my department/program encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my skills are valued.	❍	❍	❍	❍	❍
I feel that my work is valued.	❍	❍	❍	❍	❍

101. **(Respondents with disabilities only)** Within the past year, have you experienced a barrier in any of the following areas in COE?

	Yes	No	Not applicable
Facilities			
Classroom buildings	❍	❍	❍
Classrooms, labs (including computer labs)	❍	❍	❍
Doors	❍	❍	❍
Elevators/Lifts	❍	❍	❍
Emergency preparedness	❍	❍	❍
Office furniture (e.g. Chair, desk)	❍	❍	❍
Podium	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Temporary barriers due to construction or maintenance	❍	❍	❍
Walkways/Ramps	❍	❍	❍
Technology/Online Environment			
Accessible electronic format	❍	❍	❍
Availability of FM listening systems	❍	❍	❍
Clickers	❍	❍	❍
Computer equipment (e.g. Screens, mouse, keyboard)	❍	❍	❍
Course management system (ANGEL)	❍	❍	❍
Electronic forms	❍	❍	❍
Electronic signage	❍	❍	❍
Electronic surveys (including this one)	❍	❍	❍
Kiosks	❍	❍	❍
Library database	❍	❍	❍
Phone/Phone equipment	❍	❍	❍
Software (e.g. Voice recognition)	❍	❍	❍
Video / video audio description	❍	❍	❍
Website	❍	❍	❍
Instructional/Campus Materials			
Brochures	❍	❍	❍
Forms	❍	❍	❍
Events/Exhibits/Movies	❍	❍	❍
Exams	❍	❍	❍
Journal articles	❍	❍	❍
Library books	❍	❍	❍
Other publications	❍	❍	❍
Syllabi	❍	❍	❍
Textbooks	❍	❍	❍
Video-closed captioning and text description	❍	❍	❍

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.

103. **(Respondents who identify as trans* only)** Within the past year, have you experienced a barrier in any of the following areas in COE?

	Yes	No	Not applicable
Facilities			
Changing Rooms/Locker Rooms	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Identity Accuracy			
PSU ID Card	❍	❍	❍
Electronic databases (e.g. ANGEL)	❍	❍	❍
Email account	❍	❍	❍
Intake forms (e.g. Health Center)	❍	❍	❍
Learning technology	❍	❍	❍
Surveys	❍	❍	❍

104. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate 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 climate in COE.

	Initiative Available at COE (including the departments)			Initiative NOT Available at COE (including the departments)		
	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.	❍	❍	❍	❍	❍	❍
Providing recognition and rewards for including diversity issues in courses across the curriculum.	❍	❍	❍	❍	❍	❍
Providing diversity and inclusivity training for students.	❍	❍	❍	❍	❍	❍
Providing diversity and inclusivity for staff.	❍	❍	❍	❍	❍	❍
Providing diversity and inclusivity training for faculty.	❍	❍	❍	❍	❍	❍
Providing faculty with tool-kits to create an inclusive classroom environment.	❍	❍	❍	❍	❍	❍
Providing faculty with supervisory training.	❍	❍	❍	❍	❍	❍
Providing access to counseling for people who have experienced harassment.	❍	❍	❍	❍	❍	❍
Providing mentorship for new faculty.	❍	❍	❍	❍	❍	❍
Providing a clear process to resolve conflicts.	❍	❍	❍	❍	❍	❍
Providing a fair process to resolve conflicts.	❍	❍	❍	❍	❍	❍
Including diversity/inclusivity-related professional experiences as one of the criteria for hiring of faculty.	❍	❍	❍	❍	❍	❍
Including diversity/inclusivity-related professional experiences as part of performance evaluations for faculty.	❍	❍	❍	❍	❍	❍
Providing diversity and inclusivity training to search, promotion and tenure committees.	❍	❍	❍	❍	❍	❍
Providing career span development opportunities for faculty at all ranks.	❍	❍	❍	❍	❍	❍
Providing affordable childcare.	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment.	❍	❍	❍	❍	❍	❍

106. We are interested in knowing more about your opinions on the climate in COE. If you would like to elaborate on your responses regarding the impact of COE actions on the learning and working climate in COE, please do so here.

107. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate in COE.

	Initiative Available at COE (including the departments)			Initiative NOT Available at COE (including the departments)		
	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 inclusivity training for students.	❍	❍	❍	❍	❍	❍
Providing diversity and inclusivity for staff.	❍	❍	❍	❍	❍	❍
Providing diversity and inclusivity training for faculty.	❍	❍	❍	❍	❍	❍
Providing access to counseling for people who have experienced harassment.	❍	❍	❍	❍	❍	❍
Providing supervisors/managers with supervisory training.	❍	❍	❍	❍	❍	❍
Providing faculty supervisors with supervisory training.	❍	❍	❍	❍	❍	❍
Providing mentorship for new staff.	❍	❍	❍	❍	❍	❍
Providing a clear process to resolve conflicts.	❍	❍	❍	❍	❍	❍
Providing a fair process to resolve conflicts.	❍	❍	❍	❍	❍	❍
Considering diversity/inclusivity-related professional experiences as one of the criteria for hiring of staff.	❍	❍	❍	❍	❍	❍
Including diversity/inclusivity-related professional experiences as part of performance evaluations for staff.	❍	❍	❍	❍	❍	❍
Providing career development opportunities for staff.	❍	❍	❍	❍	❍	❍
Providing affordable childcare.	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment.	❍	❍	❍	❍	❍	❍

108. We are interested in knowing more about your opinions on the climate in COE. If you would like to elaborate on your responses regarding the impact of COE actions on the learning and working climate in COE, please do so here.

109. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate in COE.

110. We are interested in knowing more about your opinions on the climate in COE. If you would like to elaborate on your responses regarding the impact of COE actions on the learning and working climate in COE, please do so here.

Part 6: Your Additional Comments

111. Are your experiences in COE different from those you experience on Penn State's campus? If so, how are these experiences different?

112. Do you have any specific recommendations for improving the learning and working climate in COE?

113. This survey has asked you to reflect upon a large number of issues related to the learning and working climate in COE and your experiences in this climate using a multiple-choice format. 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.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

Thank you for taking the time to complete this important survey. We recognize that answering some of the questions may have been difficult or uncomfortable due to their content. If you would like to speak with someone, you are encouraged to contact one of the resources listed at http://www.engr.psu.edu/engage.

You are now eligible for one of many incentives available to members of the College of Engineering community who completed this survey. Submitting your contact information for a survey award is optional. ***No survey information is connected to entering your information here.***

To be eligible to win a survey award, please provide your position (faculty/staff or student), full name and e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses. Providing this information is voluntary, but must be provided if you wish to be entered into the drawing. Please submit only one entry per person; duplicate entries will be discarded.

- ❍ Faculty
- ❍ Staff
- ❍ Student

Name: _____

E-mail address: _____

Again, we extend our thanks for taking the time to complete the ENGAGE climate survey. College leadership will share the results and action plan in the coming months.