

# Pennsylvania State University College of Engineering

Assessment of Climate for  
Learning and Working

September 30, 2016



**PennState**  
College of Engineering



# Climate In Higher Education



# Assessing Campus Climate

**What is it?**

- Campus Climate is a construct

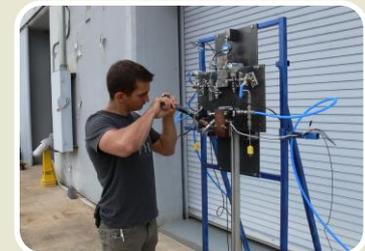
**Definition?**

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

**How is it measured?**

- Personal Experiences
- Perceptions
- Institutional Efforts

# Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes.**<sup>1</sup>

Discriminatory environments have a **negative effect** on student learning.<sup>2</sup>

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

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

<sup>2</sup> Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005

<sup>3</sup> Hale, 2004; Harper & Quaye, 2004; Harper, & Hurtado, 2009; Hurtado, 2003, Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013

# Campus Climate & Faculty/Staff



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



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

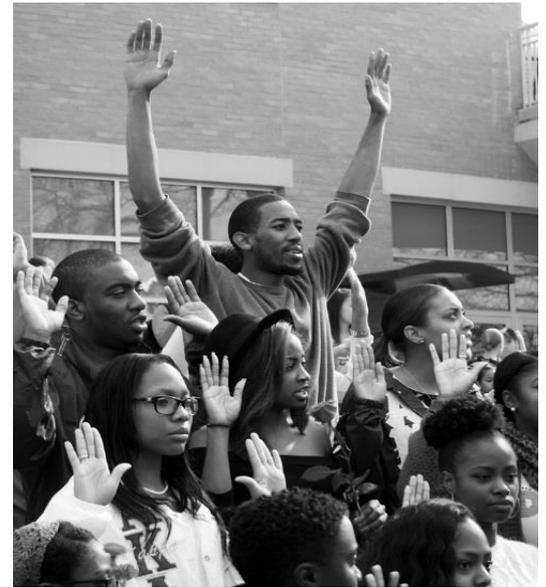


Research underscores the **relationships** between (1) workplace **discrimination** and negative job/career **attitudes** and (2) workplace encounters with **prejudice** and lower health/**well-being**.<sup>3</sup>

<sup>1</sup>Settles, Cortina, Malley, and Stewart , 2006, Gardner, S. 2013; Jayakumar, Howard, Allen, & Han, J. 2009

<sup>2</sup>Costello, 2012; Sears, 2002; Kaminski, & Geisler, 2012; Griffin, Pérez , Holmes, & Mayo 2010

<sup>3</sup>Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999



# Climate Matters

## Student Activism in 2016





# Climate Matters

## Student Activism in 2016



# What Are Students Demanding?



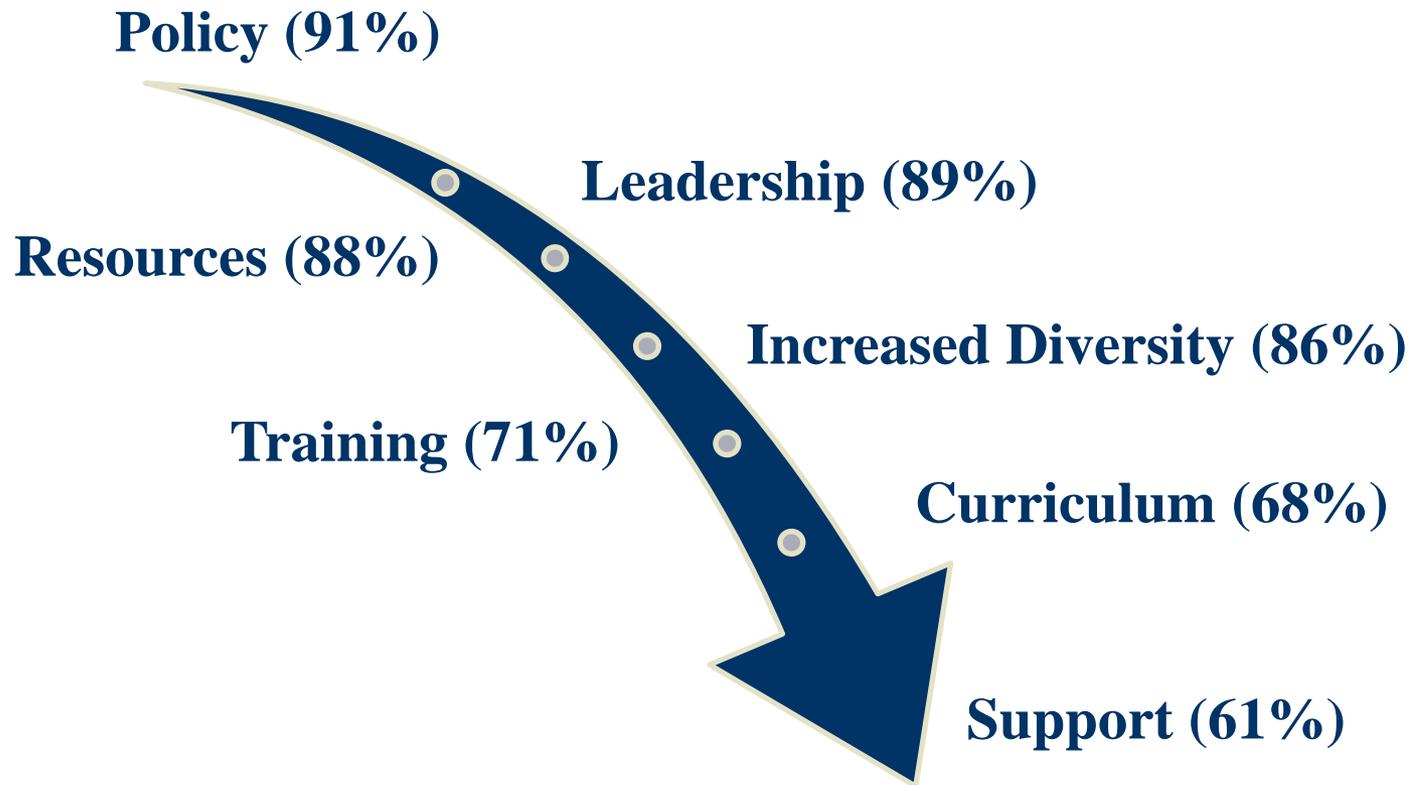
While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)



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



# Seven Major Themes



# Responses to Unwelcoming Campus Climates

What are students' behavioral  
responses?

# Lack of Persistence

30% of respondents  
have seriously  
considered leaving  
their institution due to  
the challenging  
climate

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

Similarly, 33% of Queer spectrum  
and 38% of Transpectrum  
respondents have seriously  
considered leaving their institution  
due to the challenging climate

# Suicidal Ideation/Self-Harm

Experienced  
Victimization

Lack of Social  
Support

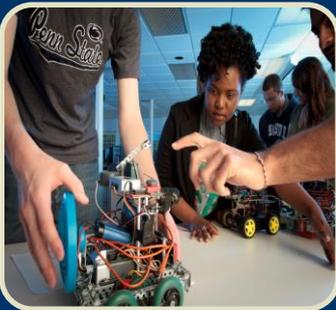
Feelings of  
hopelessness

Suicidal Ideation  
or Self-Harm

# Projected Outcomes



PSU COE will add to their knowledge base with regard to how constituent groups currently feel about their particular campus climate and how the community responds to them (e.g., work-life issues, curricular integration, inter-group/intra-group relations, respect issues).



PSU COE will use the results of the assessment to inform current/on-going work.

# Setting the Context for Beginning the Work

## Examine the Research

- Review work already completed

## Preparation

- Readiness of each campus

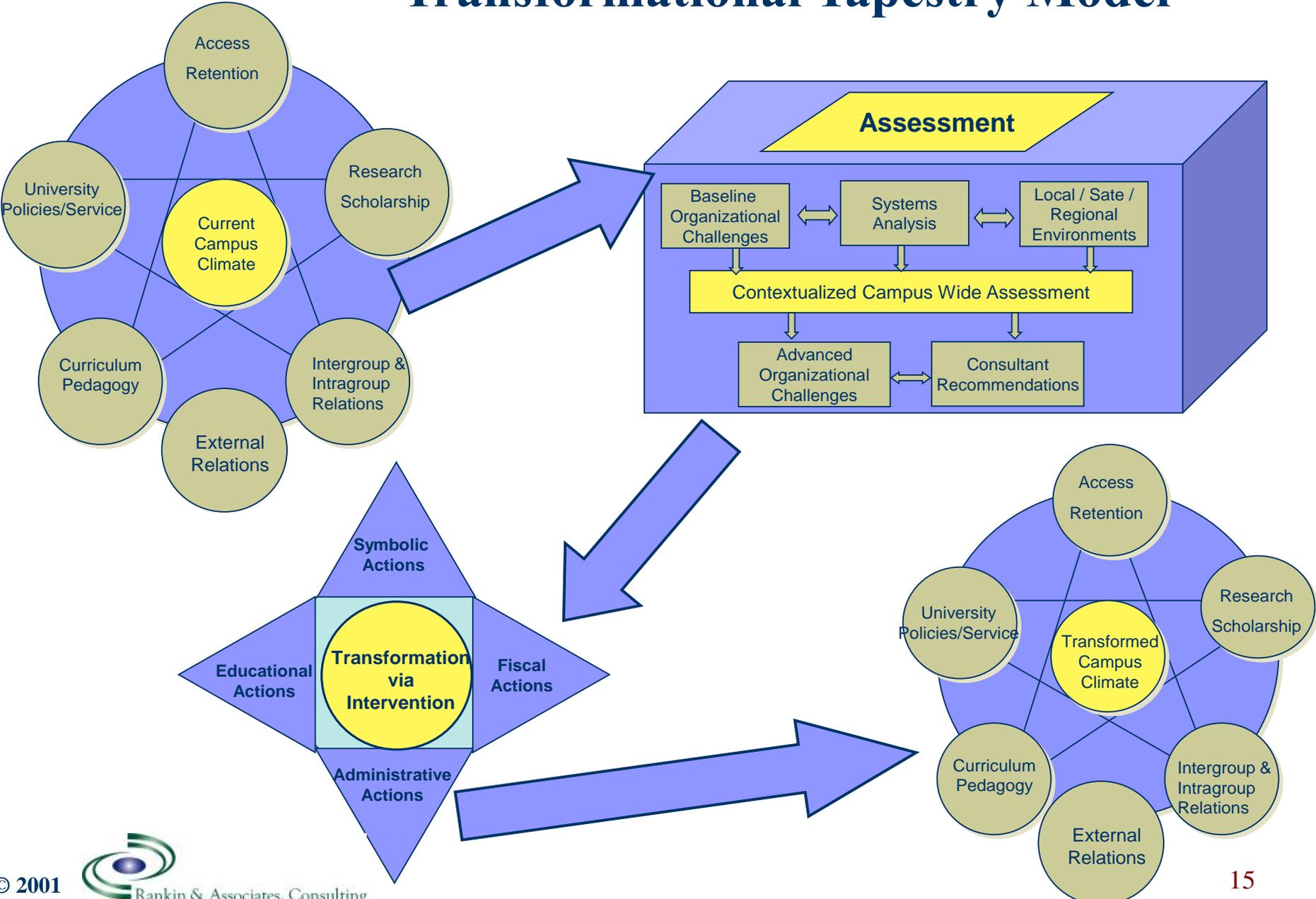
## Assessment

- Examine the climate

## Follow-up

- Building on the successes and addressing the challenges

# Transformational Tapestry Model<sup>©</sup>



# Project Overview

## Phase I

- **Assessment Tool Development and Implementation**

## Phase II

- **Data Analysis**

## Phase III

- **Final Report and Presentation**

# Phase I

## Fall 2015

PSU COE created the College of Engineering Planning Committee (COEPC; comprised of faculty, staff, students, and administrators)

R&A met with the CSWG to develop the survey instrument.

CSWG reviewed multiple drafts of the survey and approved the final survey instrument.

Final survey was distributed to the entire PSU COE community (faculty, staff, students, and administrators) via an invitation from Dean Elnashai

# Instrument/Sample



## Final instrument

- 113 questions and additional space for respondents to provide commentary (21 qualitative, 92 quantitative)
- On-line or paper & pencil options



## Sample = Population

- All faculty, staff, students, and administrators of PSU COE's community.

# Survey Limitations

Self-  
selection  
bias

Response  
rates

Social  
desirability

Caution in  
generalizing results  
for constituent  
groups with low  
response rates

# Method Limitation

Data were not reported for groups of fewer than 5 individuals where identity could be compromised

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

# Phase II

## Spring/Summer 2016

Quantitative and qualitative analyses conducted



## Phase III Fall 2016

```
graph TD; A[Phase III  
Fall 2016] --> B[Report draft reviewed by the  
COEPC]; B --> C[Final report submitted to PSU COE]; C --> D[Presentation to PSU COE campus  
community];
```

Report draft reviewed by the  
COEPC

Final report submitted to PSU COE

Presentation to PSU COE campus  
community

# Results

## Response Rates





# Who are the respondents?



2,466 people responded to the call to  
participate

24.5% overall response rate



# Response Rates by Student Position

20%

- Undergraduate Student ( $n = 1,596$ )

30%

- Graduate Student ( $n = 422$ )

# Response Rates by Employee Position

45%

- Faculty ( $n = 210$ )

69%

- Staff ( $n = 238$ )

# Response Rates by Gender Identity

35%

- Woman ( $n = 779$ )

21%

- Man ( $n = 1,663$ )

N/A

- Transspectrum including Other ( $n = 9$ )

# Response Rates by Racial Identity

49%

- Two or More Races ( $n = 91$ )

26%

- White ( $n = 1,570$ )

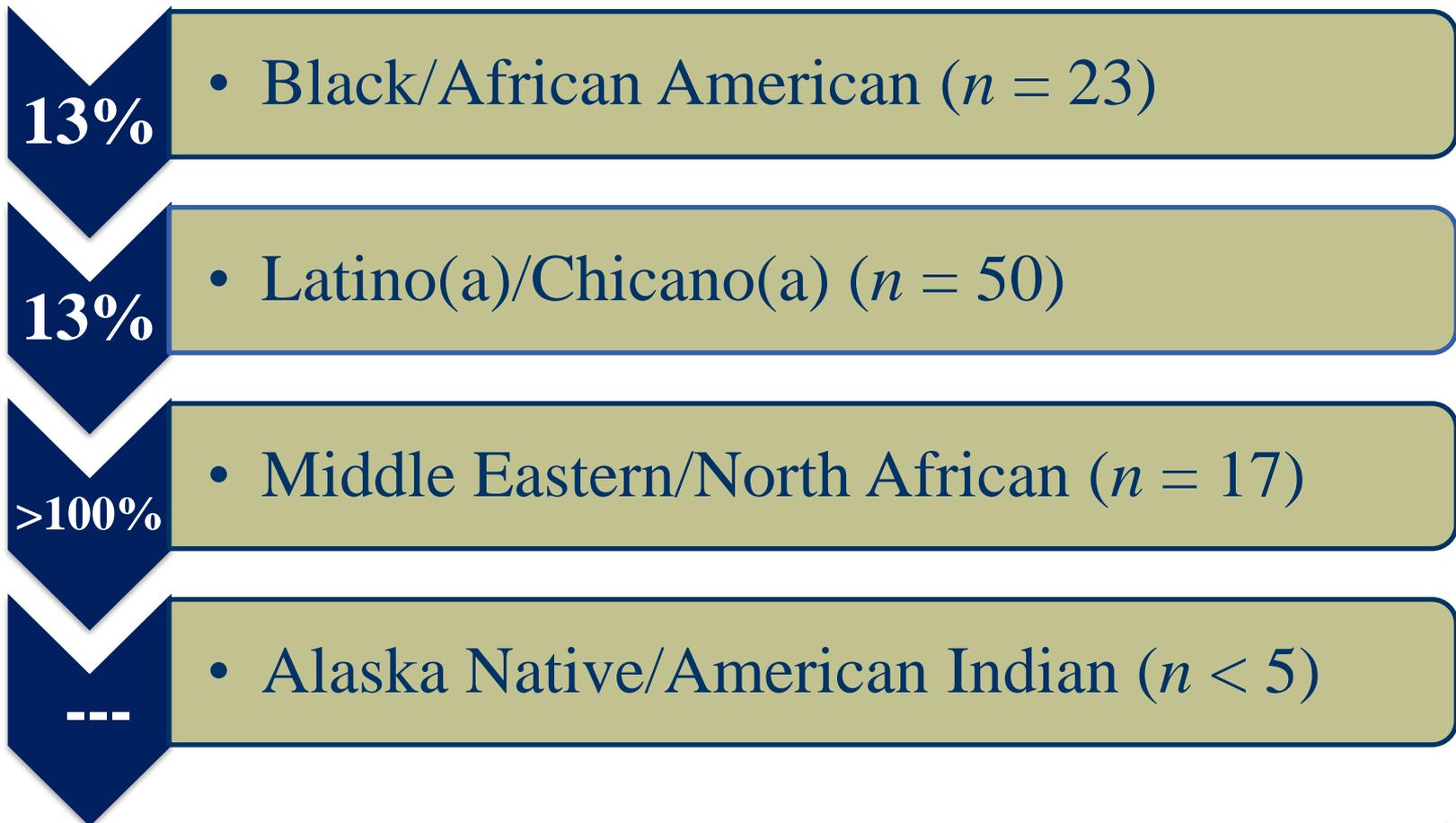
24%

- International ( $n = 549$ )

16%

- Asian/Asian American/South Asian ( $n = 116$ )

# Response Rates by Racial Identity



# Response Rates by Racial Identity

- Native Hawaiian/Pacific Islander ( $n < 5$ )

# Response Rates by Citizenship Status

23%

- U.S. Citizen ( $n = 1,792$ )

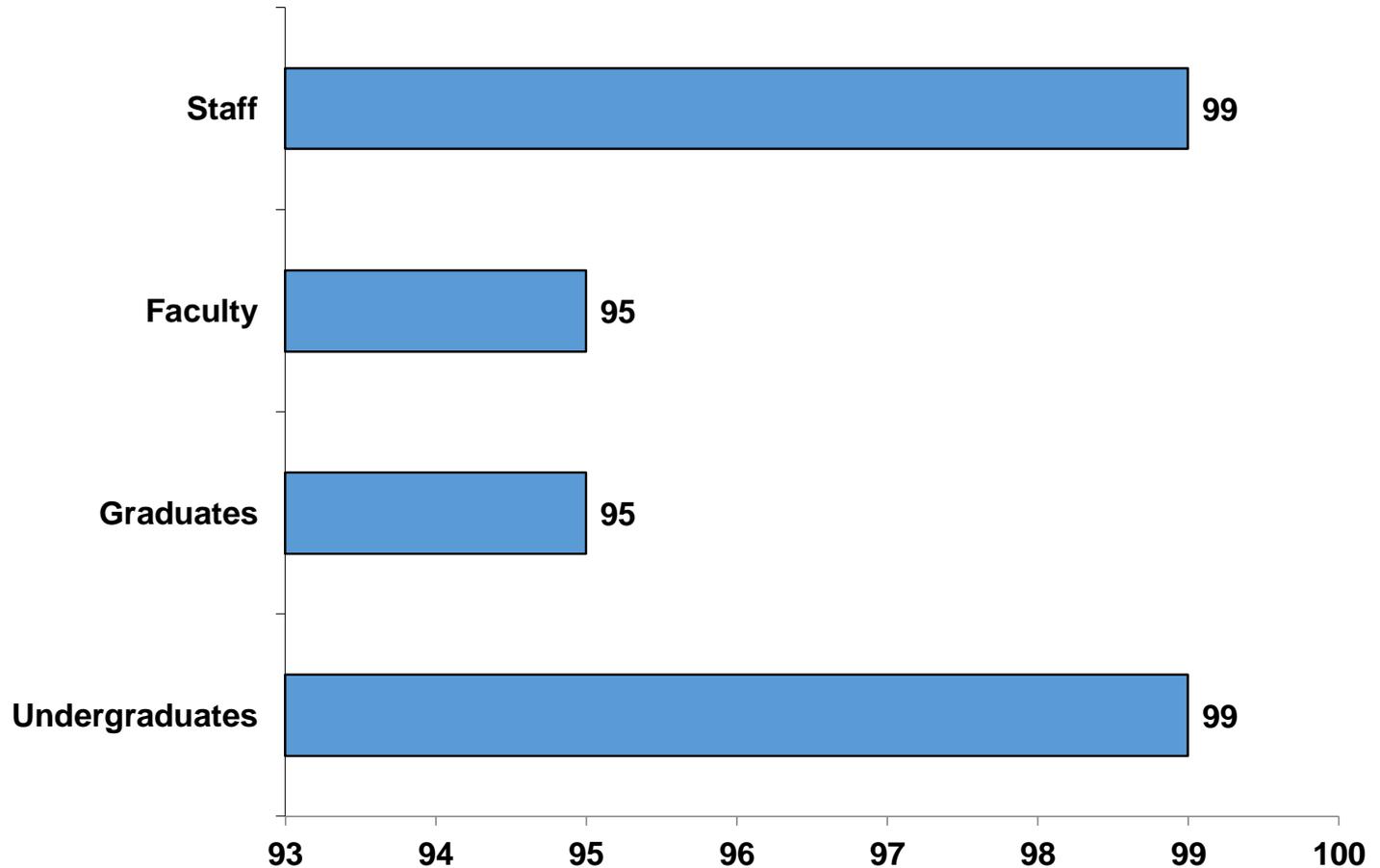
28%

- Non-U.S./Naturalized Citizen ( $n = 658$ )

# Results

## Additional Demographic Characteristics

# Respondents by Position (%)



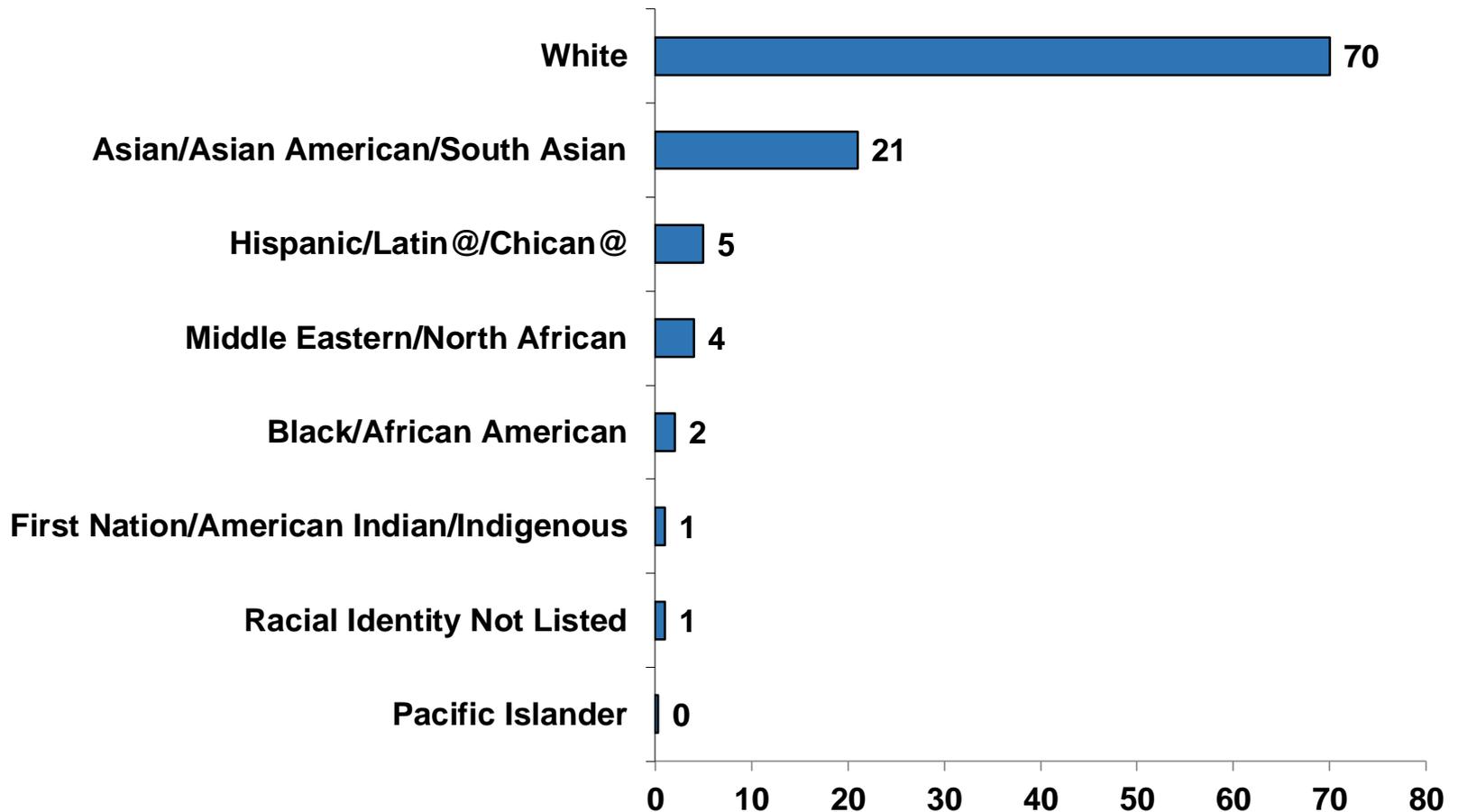
# Graduate Student Respondents' Place in Graduate Career

<b>Place in career</b>	<b><i>n</i></b>	<b>%</b>
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

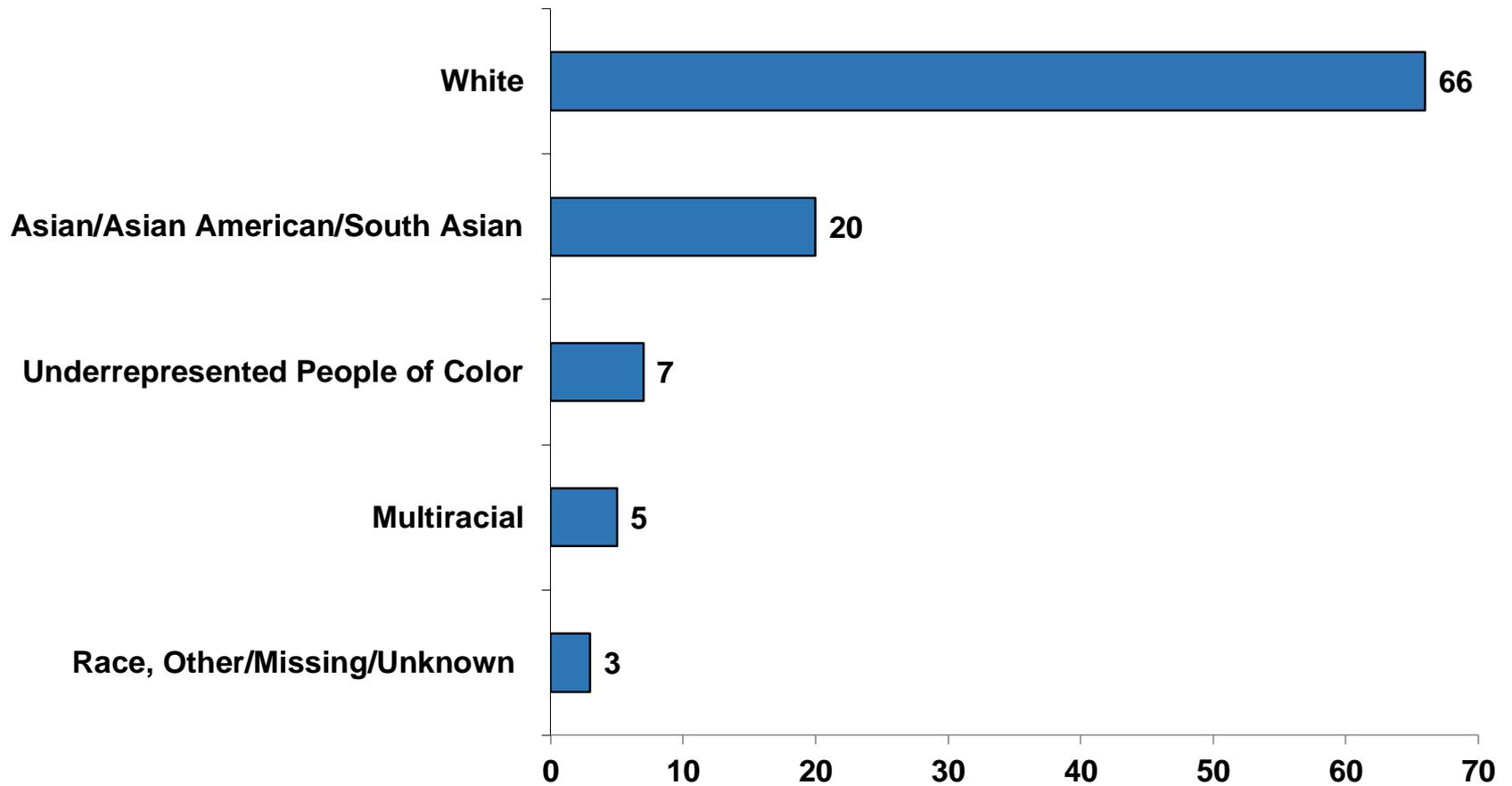
# When Student Respondents Began in the COE

<b>Year</b>	<i>n</i>	<b>%</b>
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

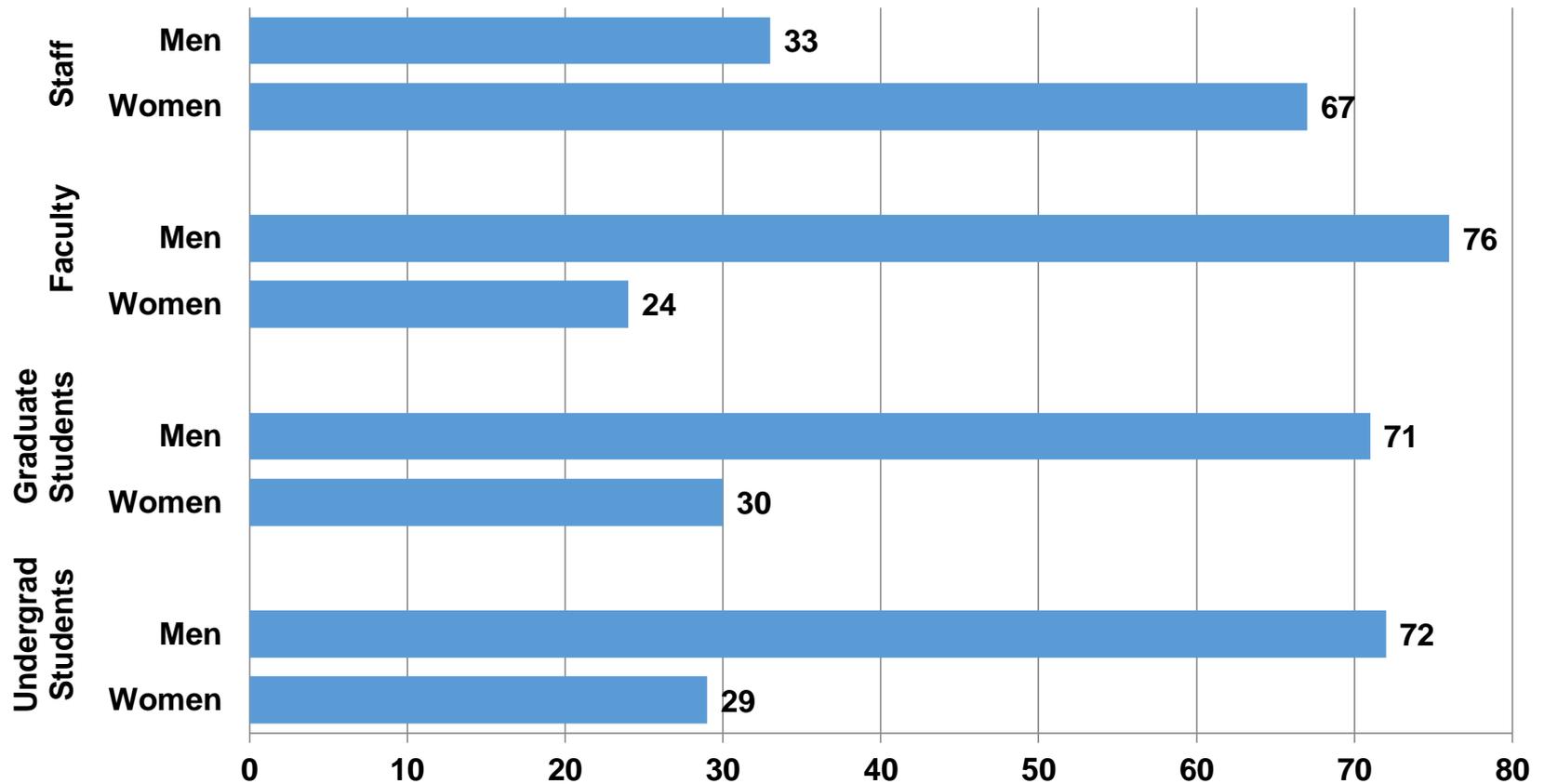
# Respondents by Racial/Ethnic Identity (%) (Duplicated Total)



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

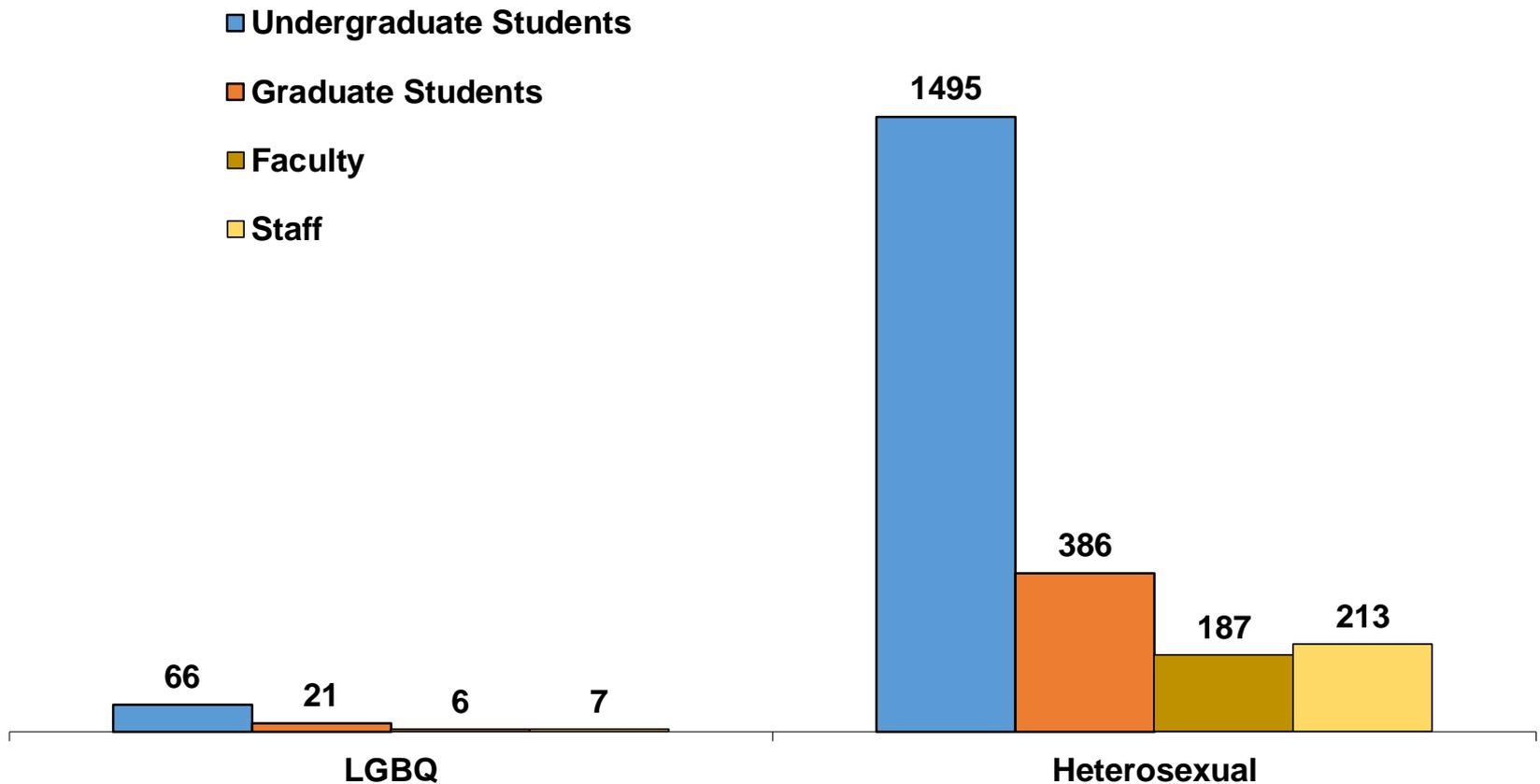


# Respondents by Gender Identity and Position Status (%)



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

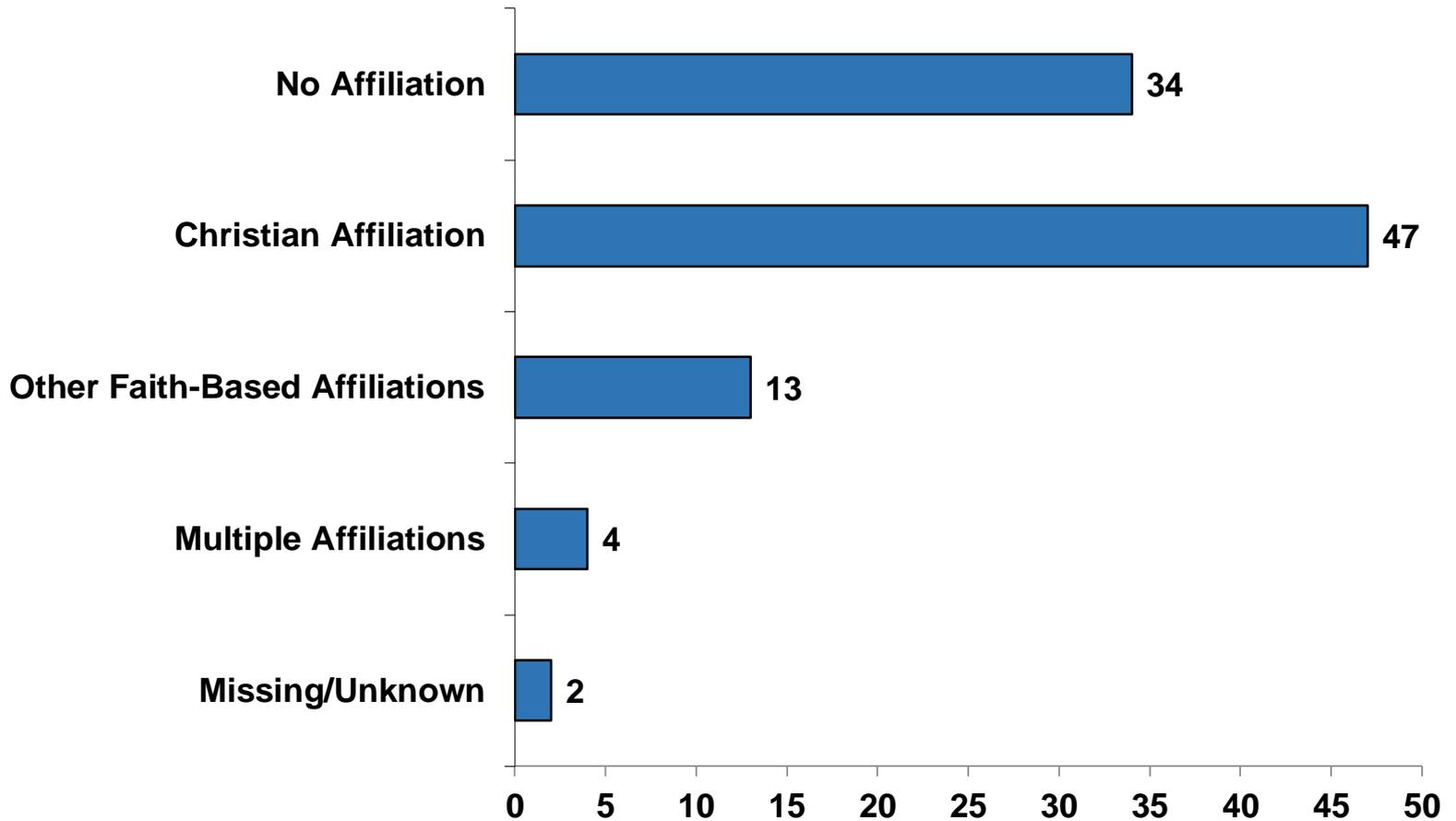
# Respondents by Sexual Identity and Position Status (*n*)



## 6% ( $n = 138$ ) of Respondents Had Conditions that Influenced Their Learning, Working, or Living Activities

<b>Condition</b>	<b><i>n</i></b>	<b>%</b>
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	---

# Respondents by Faith-Based Affiliation (%)



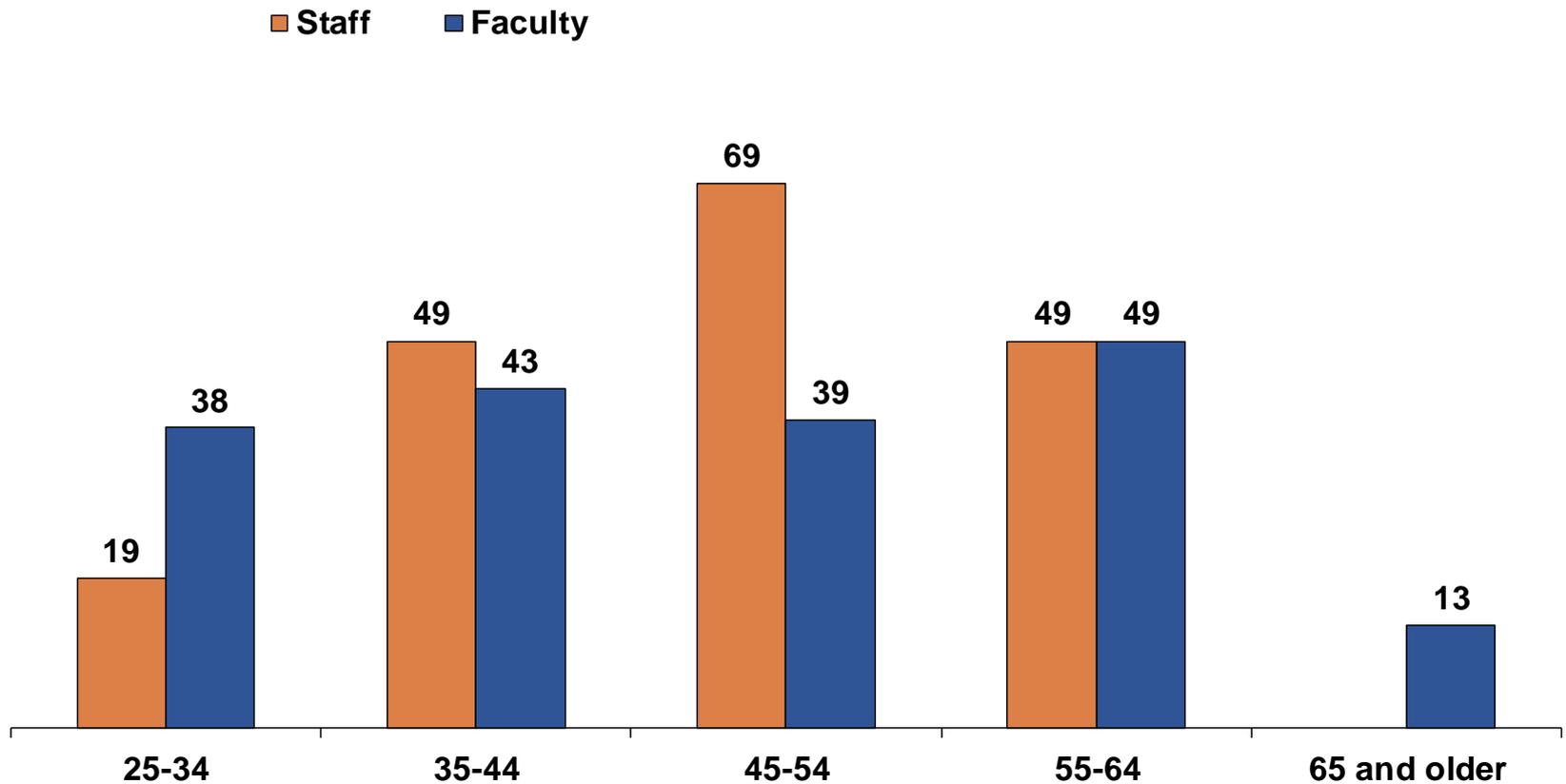
# Citizenship Status

<b>Citizenship</b>	<i>n</i>	<i>%</i>
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

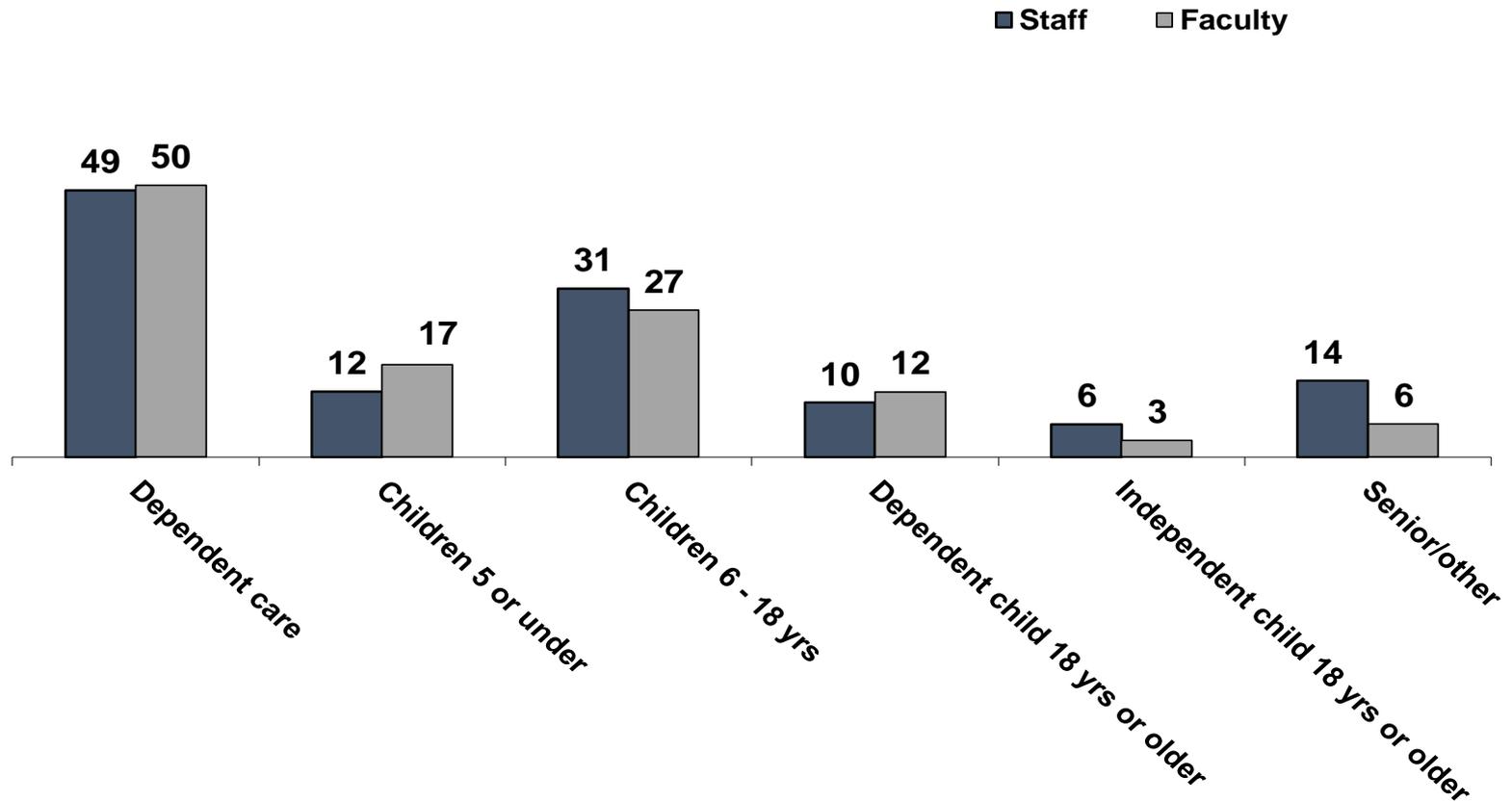
# Military Status

<b>Military</b>	<i>n</i>	<i>%</i>
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

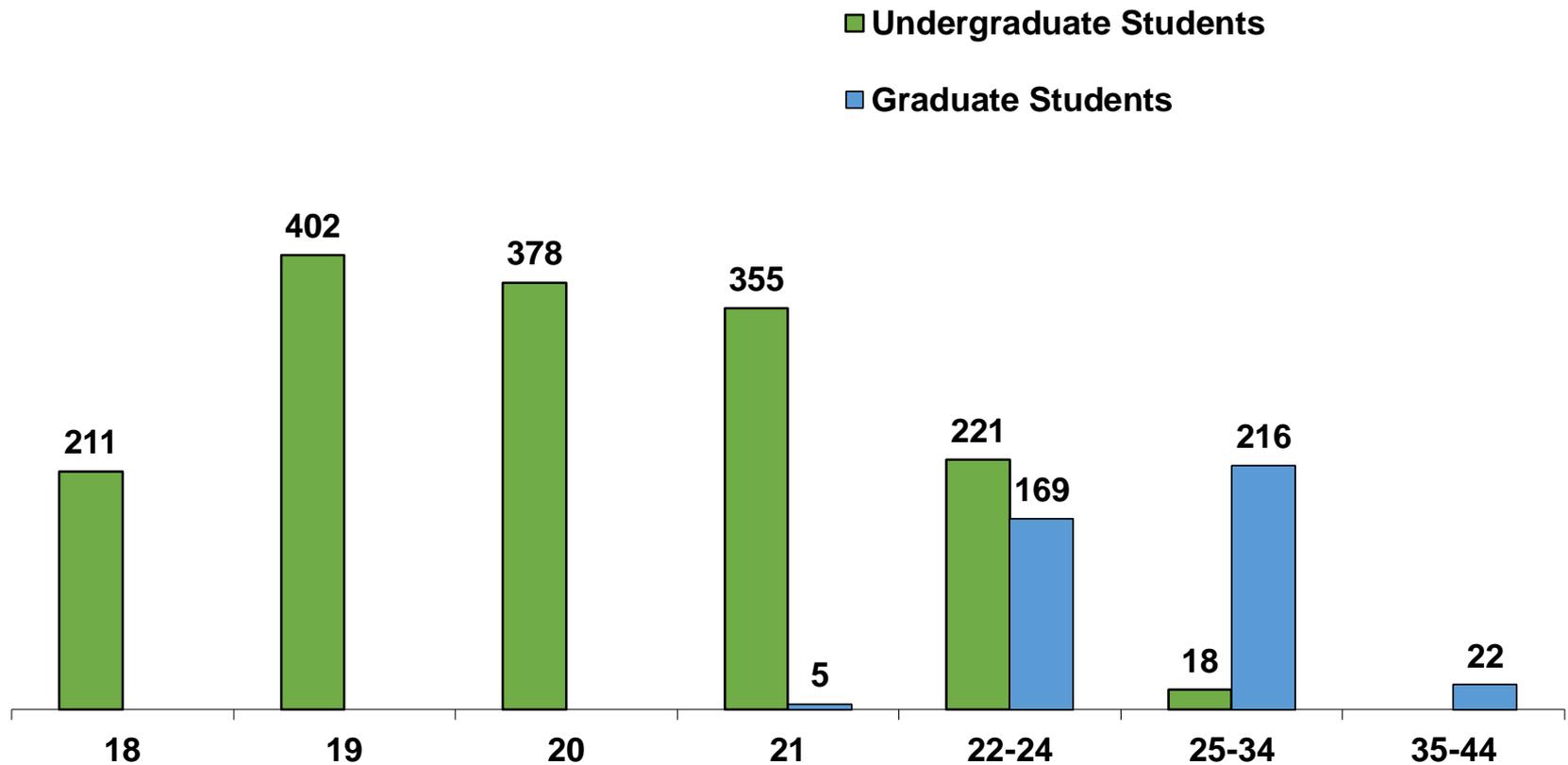
# Employee Respondents by Age (*n*)



# Employee Respondents' Dependent Care Status by Position (%)



# Student Respondents by Age (*n*)



# Student Respondents' Employment

<b>Employment</b>	<b><i>n</i></b>	<b>%</b>
<b>No</b>	<b>1,409</b>	<b>69.8</b>
<b>Yes, I work on-campus</b>	<b>465</b>	<b>23.0</b>
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
<b>Yes, I work off-campus</b>	<b>154</b>	<b>7.6</b>
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

# Student Respondents' Residence

Campus housing -  
In a COE-related special  
living option  
7% ( $n = 134$ )

Campus housing -  
In a special living option  
not listed here  
8% ( $n = 151$ )

Campus housing -  
Sorority housing  
< 1% ( $n = 8$ )

Campus housing -  
In a living area, but not  
in a special living option  
22% ( $n = 450$ )

Non-campus housing  
63% ( $n = 1,261$ )

# Student Respondents' Residence In a COE-related Special Living Option

<b>Residence</b>	<b><i>n</i></b>	<b>%</b>
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

# Student Respondents' Residence In a Living Area, But Not in a Special Living Option

<b>Residence</b>	<i>n</i>	<b>%</b>
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

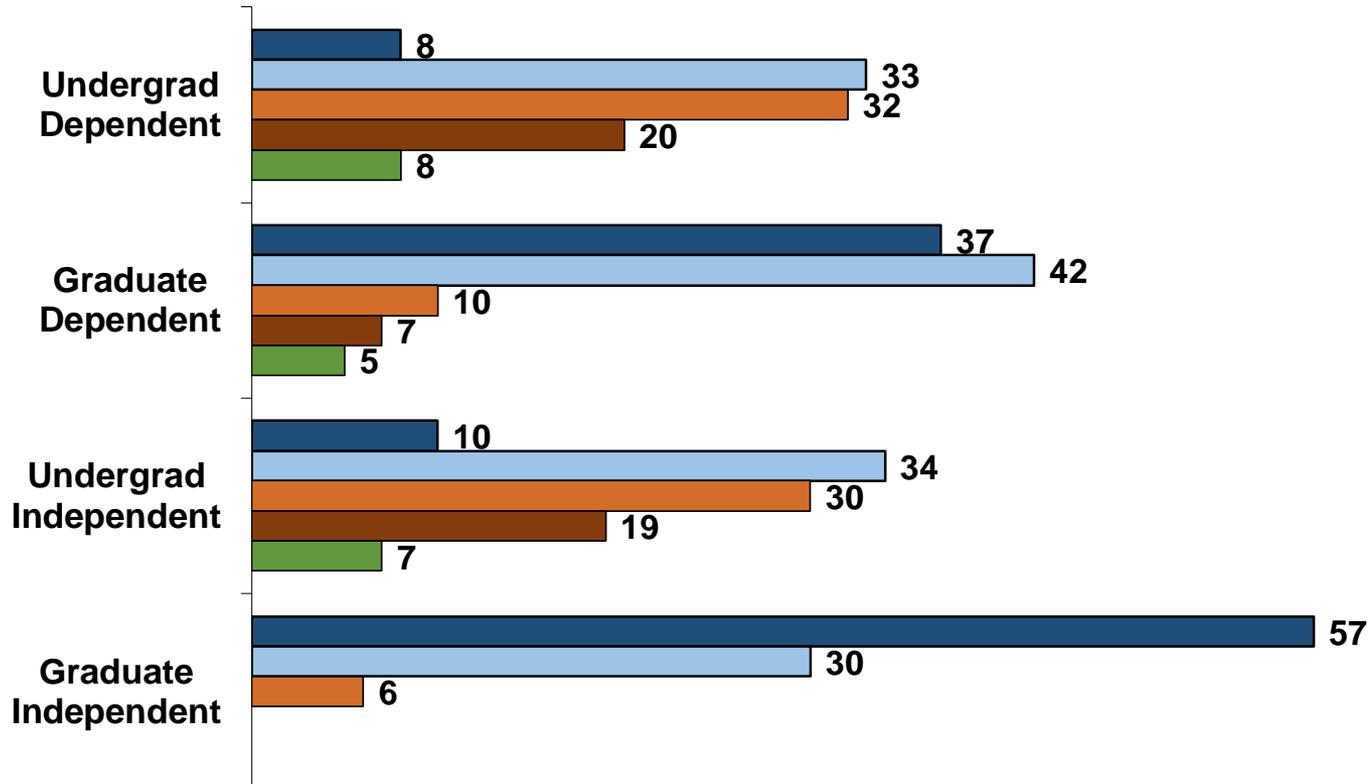
# Student Respondents' Residence

## Non-campus Housing

<b>Residence</b>	<b><i>n</i></b>	<b>%</b>
Independently in an apartment/house	1,047	92.4
Living with family member/guardian	51	4.5
Fraternity housing	35	3.1

# Student Respondents' Income by Dependency Status (%)

■ Below \$30K  
 ■ \$30K - \$99,999  
 ■ \$100K-\$149,999  
 ■ \$150K - \$249,999  
 ■ \$250K or more



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

# 33% ( $n = 671$ ) of Student Respondents Reported Experiencing Financial Hardship...

Manner	<i>n</i>	%
Affording tuition	448	66.8
Affording housing	349	52.0
Purchasing my books	319	47.5
Affording food	254	37.9
Affording educational materials	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	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

Note: Table includes Student respondents who reported having experienced financial hardship ( $n = 671$ ) only. Sum does not total 100% as a result of multiple response choices.

Affording childcare

7

1.0

# How Student Respondents Were Paying For College

<b>Form</b>	<b><i>n</i></b>	<b>%</b>
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

# Student Respondents' Participation in Clubs or Organizations at PSU COE

<b>Clubs/Organizations</b>	<b><i>n</i></b>	<b>%</b>
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

# Student Respondents' Participation in Clubs or Organizations (*cont'd*)

<b>Clubs/Organizations</b>	<i>n</i>	%
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

# Undergraduate Student Respondents' Cumulative G.P.A.

<b>G.P.A.</b>	<i>n</i>	<b>%</b>
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

# Graduate Student Respondents' Cumulative G.P.A.

<b>G.P.A.</b>	<i>n</i>	<b>%</b>
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

# Findings



# Comfort Levels

(“comfortable/very comfortable”)

**Overall COE  
Climate  
(81%)**

**Department/Work  
Unit Climate  
(76%)**

**Classroom  
Climate  
(81%)**

# Comfort With Overall COE Climate

Undergraduate Student respondents who started at the University Park (UP) campus in the COE more comfortable than were Undergraduate Student respondents who started at UP in a major outside of the COE or who did not start at UP

Master's Student respondents more comfortable than were Doctoral Student respondents

White respondents more comfortable than were other racial groups

# Comfort With Overall COE Climate

U.S. Citizen  
respondents more  
comfortable than  
were Non-  
U.S./Naturalized  
Citizen  
respondents

Respondents from  
Christian  
Affiliations more  
comfortable than  
were respondents  
from other faith-  
based affiliation  
groups and those  
with no affiliation

# Comfort With Overall COE Climate

Not-Low-Income  
Student  
respondents more  
comfortable than  
were Low-Income  
Student  
respondents

Respondents with  
No Disability more  
comfortable than  
were respondents  
with One or More  
Disabilities

# Comfort With Department/Work Unit Climate

Graduate Student respondents and Faculty respondents more comfortable than were Staff respondents

Men Faculty, Staff, and Graduate Student respondents more comfortable than were Women Faculty, Staff, and Graduate Student respondents

Master's Student respondents more comfortable than were Doctoral Student respondents

# Comfort With Department/Work Unit Climate

Asian/Asian American/South Asian, Multiracial, and White Faculty, Staff, and Graduate Student respondents more comfortable than were Underrepresented Faculty, Staff, and Graduate Student Respondents of Color

U.S. Citizen Faculty, Staff, and Graduate Student respondents more comfortable than were Non-U.S./Naturalized Citizen Faculty, Staff, and Graduate Student respondents

# Comfort With Classroom Climate

Faculty respondents more comfortable than were Graduate and Undergraduate Student respondents

Asian/Asian American/South Asian, Multiracial, and White Faculty and Student respondents more comfortable than were Underrepresented Faculty and Student Respondents of Color

# Comfort With Classroom Climate

Not-First-  
Generation Student  
respondents more  
comfortable than  
were First-  
Generation Student  
respondents

Men Faculty and  
Student  
respondents more  
comfortable than  
were Women  
Faculty and  
Student  
respondents

# Challenges and Opportunities

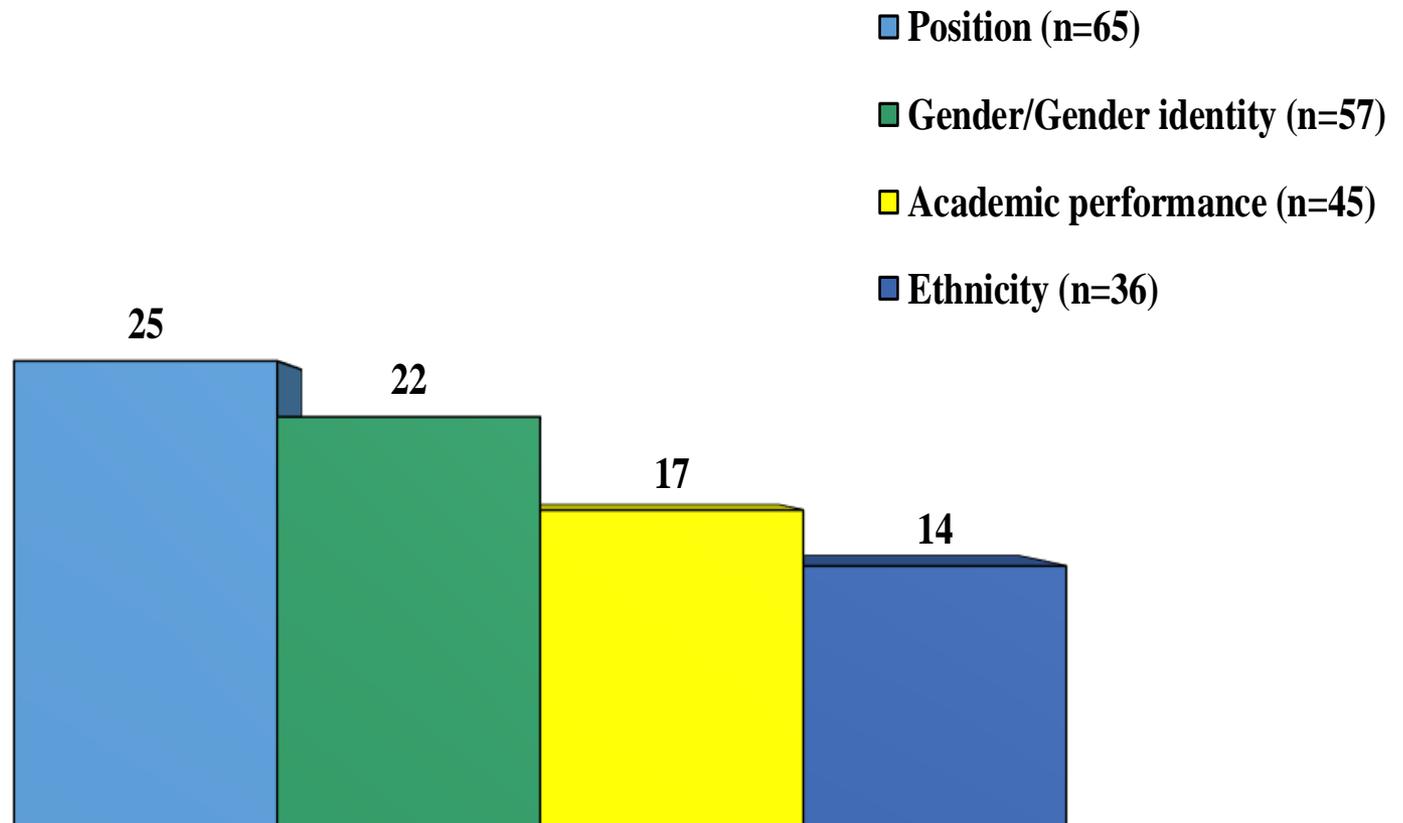


## Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

**11%**

- **260 respondents indicated that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) conduct in PSU COE within the past year**

# Personally Experienced Based on...(%)



Note: Only answered by respondents who experienced exclusionary conduct ( $n = 260$ ). Percentages do not sum to 100 due to multiple responses.

# Forms of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

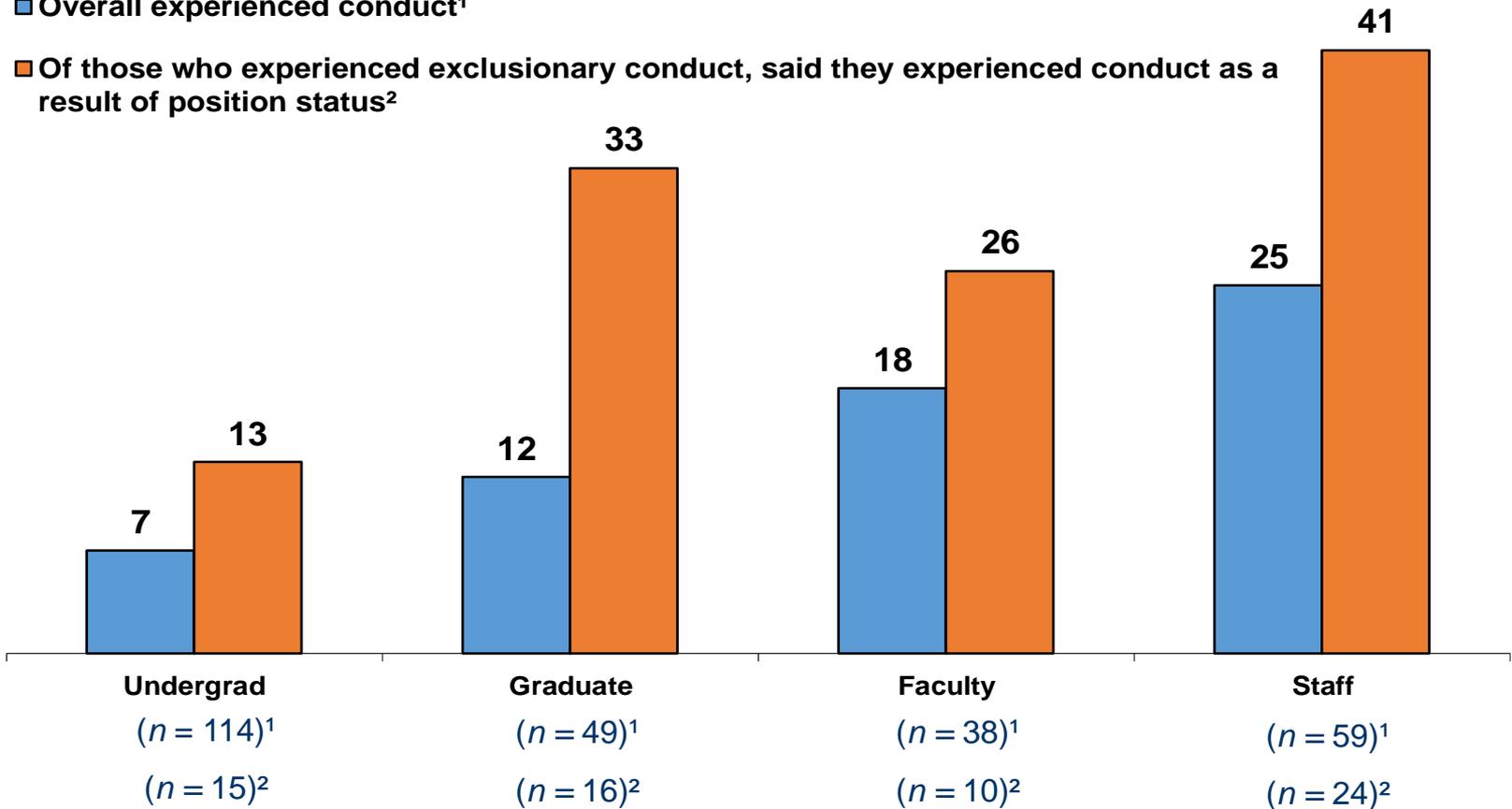
	<i>n</i>	%
I was disrespected.	164	63.1
I was ignored or excluded.	124	47.7
I was isolated or left out.	93	35.8
I was intimidated/bullied.	77	29.6

Note: Only answered by respondents who experienced exclusionary conduct (*n* = 260). Percentages do not sum to 100 due to multiple responses.

# Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Position Status (%)

■ Overall experienced conduct<sup>1</sup>

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of position status<sup>2</sup>



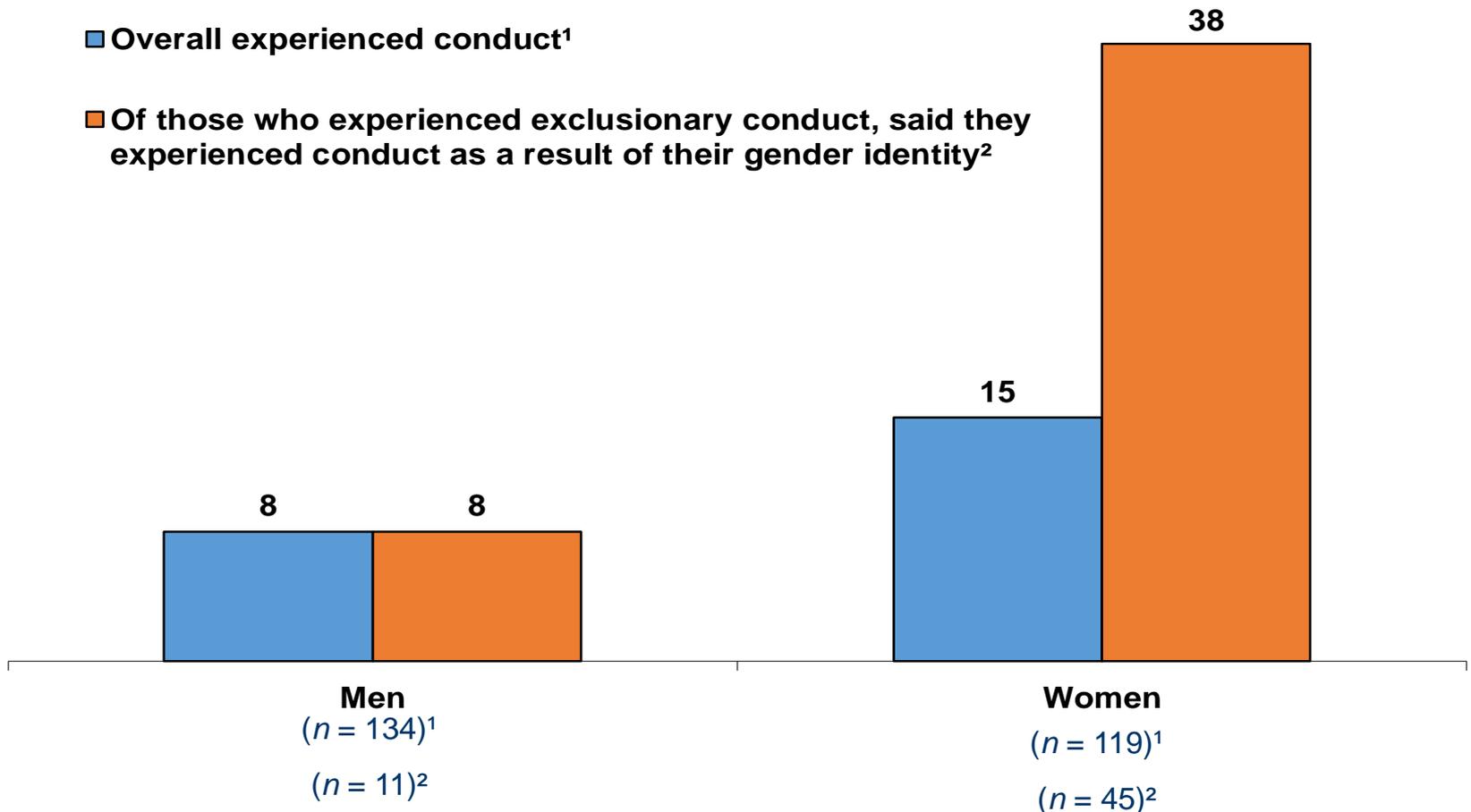
<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

# Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Gender Identity (%)

■ Overall experienced conduct<sup>1</sup>

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their gender identity<sup>2</sup>



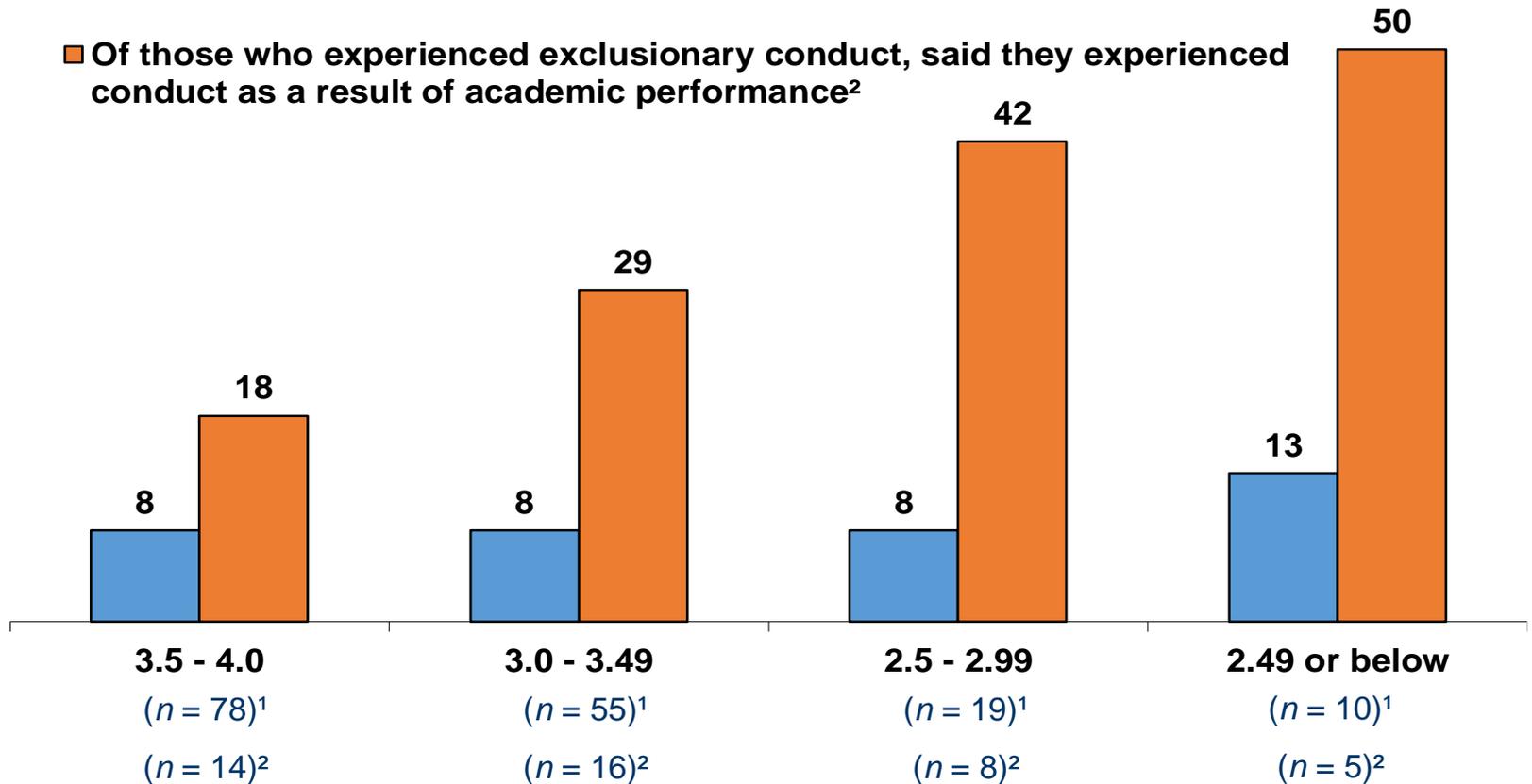
<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

# Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Academic Performance (%)

■ Overall experienced conduct<sup>1</sup>

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of academic performance<sup>2</sup>

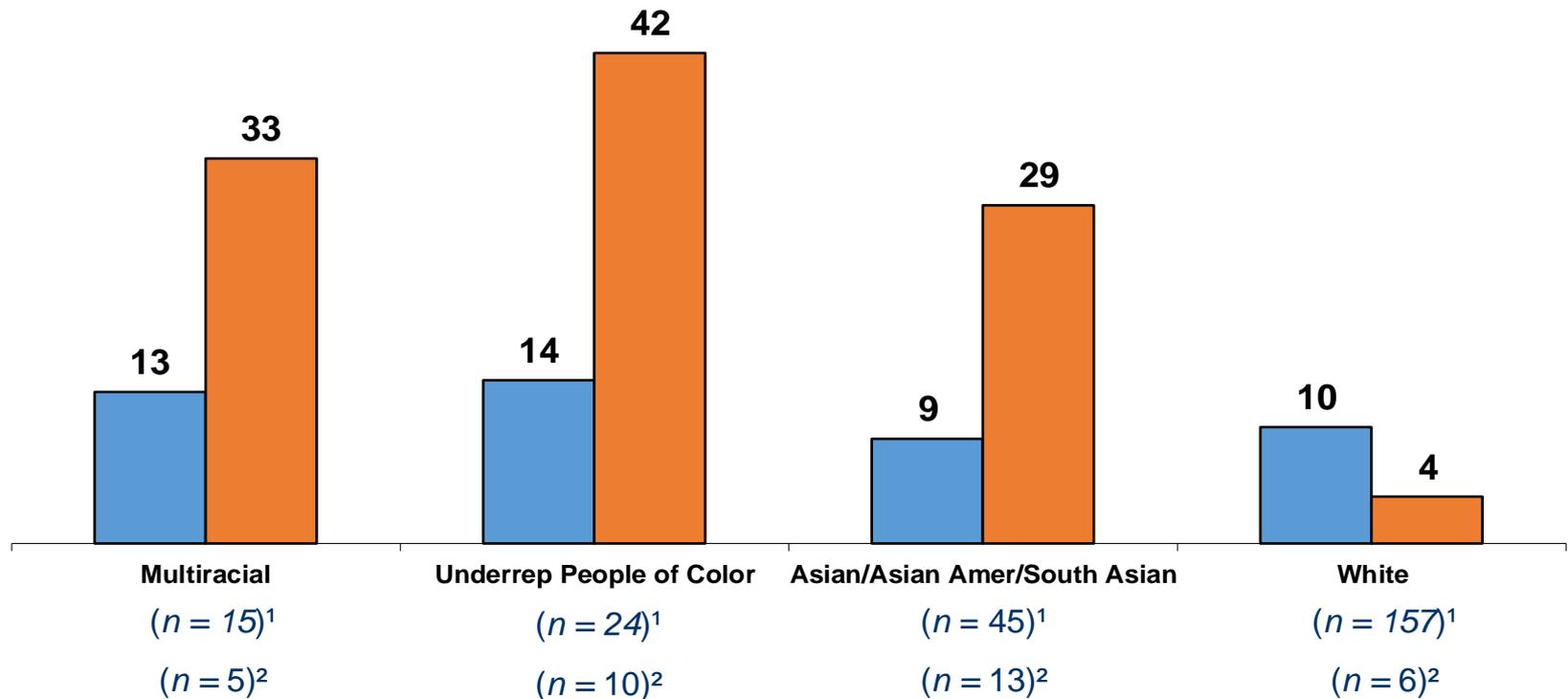


<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

# Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Ethnicity (%)

- Overall experienced conduct<sup>1</sup>
- Of those who experienced exclusionary conduct, said they experienced conduct as a result of ethnicity<sup>2</sup>



<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

# Location of Experienced Conduct

## *On campus*

	<i>n</i>	<i>%</i>
<b>On campus</b>	<b>230</b>	<b>88.5</b>
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

Note: Only answered by respondents who experienced exclusionary conduct ( $n = 260$ ). Percentages do not sum to 100 due to multiple responses.

# Location of Experienced Conduct

## *Off campus*

	<i>n</i>	%
<b>Off-campus</b>	<b>26</b>	<b>10.0</b>
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

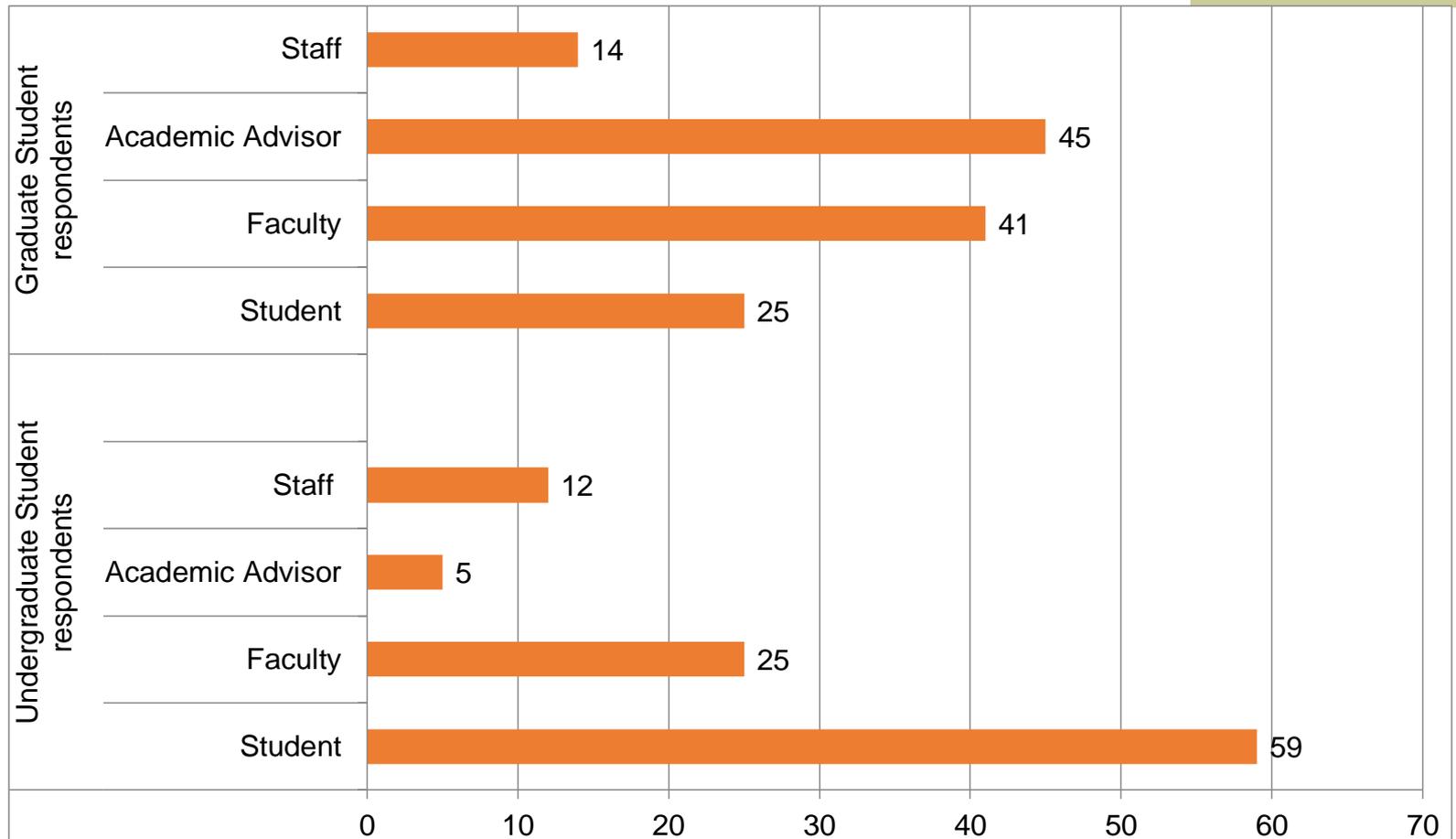
Note: Only answered by respondents who experienced exclusionary conduct ( $n = 260$ ). Percentages do not sum to 100 due to multiple responses.

# Location of Experienced Conduct *Online*

	<i>n</i>	%
<b>Online</b>	<b>30</b>	<b>11.5</b>
Email	19	63.3
Social networking site	9	30.0

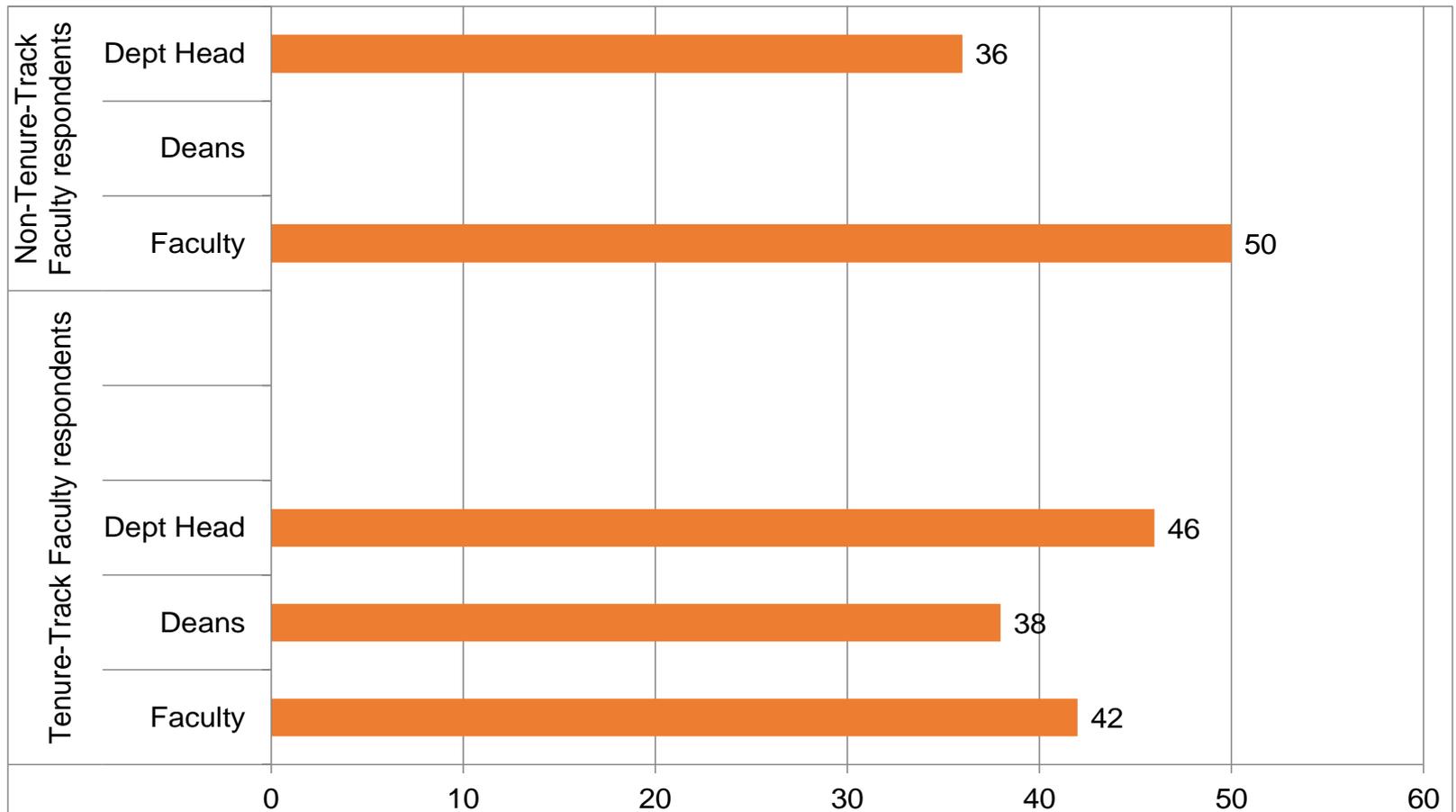
Note: Only answered by respondents who experienced exclusionary conduct ( $n = 260$ ).  
Percentages do not sum to 100 due to multiple responses.

# Source of Experienced Conduct by Student Status (%)



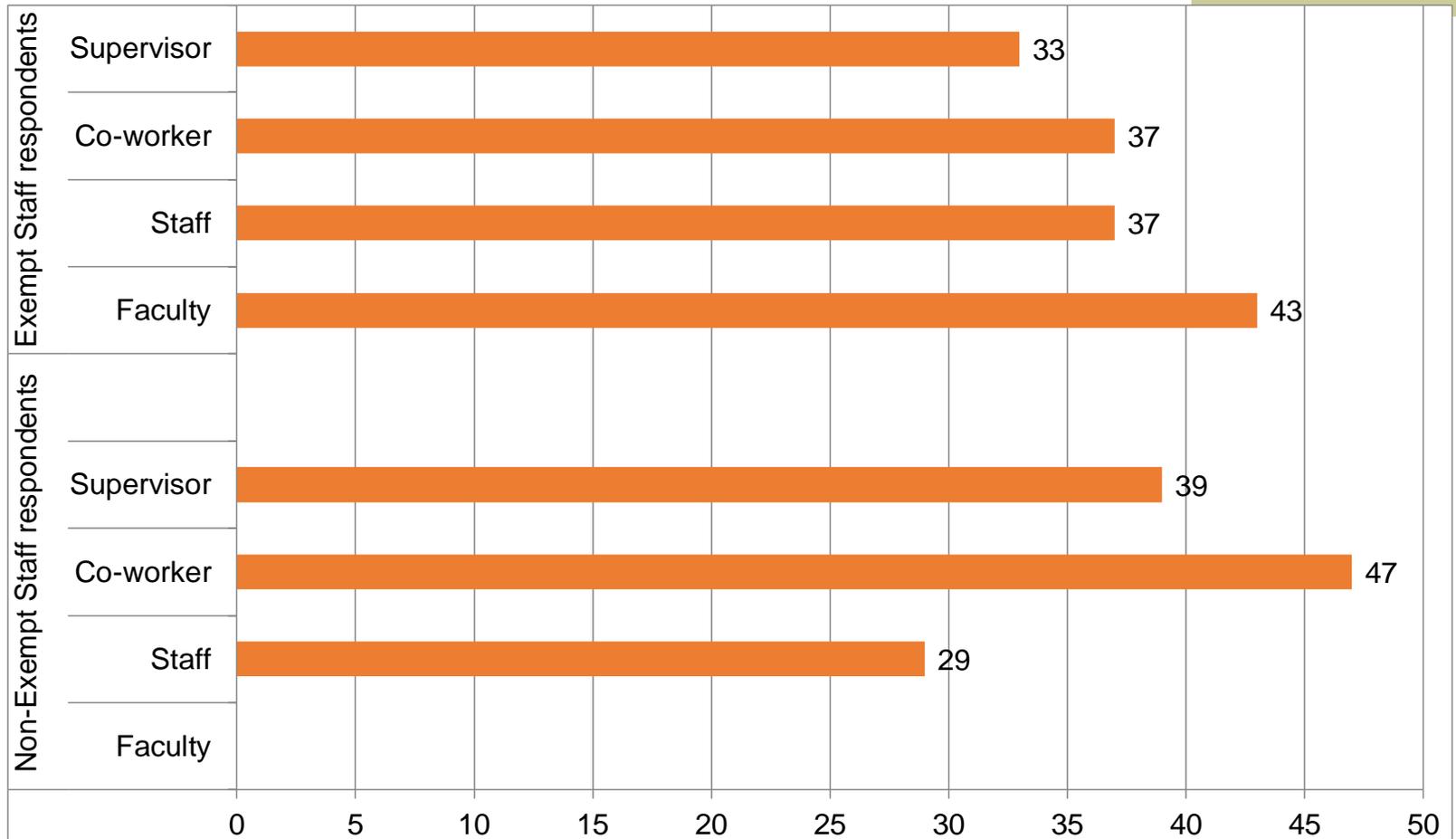
Note: Only answered by respondents who experienced exclusionary conduct ( $n = 260$ ). Percentages do not sum to 100 due to multiple responses.

# Source of Experienced Conduct by Faculty Status (%)



Note: Only answered by respondents who experienced exclusionary conduct ( $n = 260$ ). Percentages do not sum to 100 due to multiple responses.

# Source of Experienced Conduct by Staff Status (%)



Note: Only answered by respondents who experienced exclusionary conduct ( $n = 260$ ). Percentages do not sum to 100 due to multiple responses.

# What did you do? Emotional Response

- ◆ Felt uncomfortable (63%)
- ◆ Felt angry (57%)
- ◆ Felt embarrassed (34%)

# What did you do? Actions

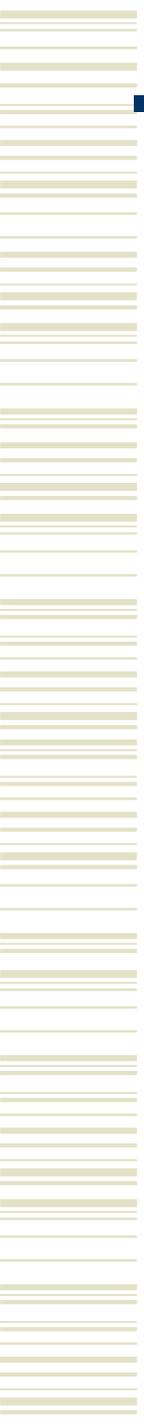
- ◆ Didn't do anything (37%)
- ◆ Told a friend (30%)
- ◆ Ignored it (29%)
- ◆ Told a family member (26%)
- ◆ Avoided the person/venue (25%)
- ◆ Didn't know to whom to go (15%)
- ◆ Contacted an on campus resource (13%)
  - Administration (49%)
  - Faculty member (33%)
  - Human resources (30%)
  - My supervisor (30%)

# 14% of Respondents who Experienced Conduct Reported It

Felt that it was not responded to  
appropriately  
(79%)

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

Felt satisfied with the outcome  
( $n < 5$ )



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# Qualitative Themes

## **Experienced Exclusionary Conduct**

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Exclusionary behavior towards various identities

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Perceived hostility

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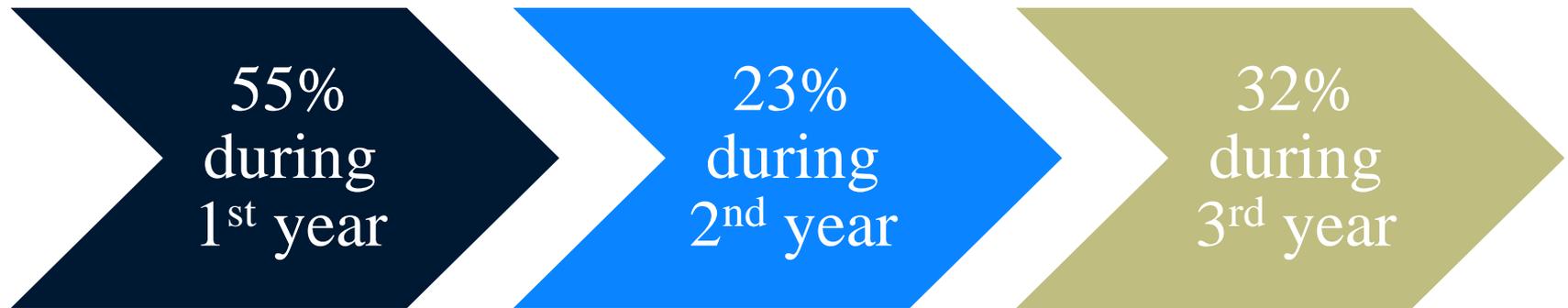
Lack of sense of belonging and support

# Unwanted Sexual Contact at PSU COE

24 respondents (1%) had experienced unwanted sexual contact at PSU COE

54% said it happened within the past year

# Year in Which Student Respondents Experienced Unwanted Sexual Contact



# Perpetrator of Unwanted Sexual Contact

	<i>n</i>	%
PSU student	12	50.0
Acquaintance/friend	9	37.5

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ( $n = 24$ ).

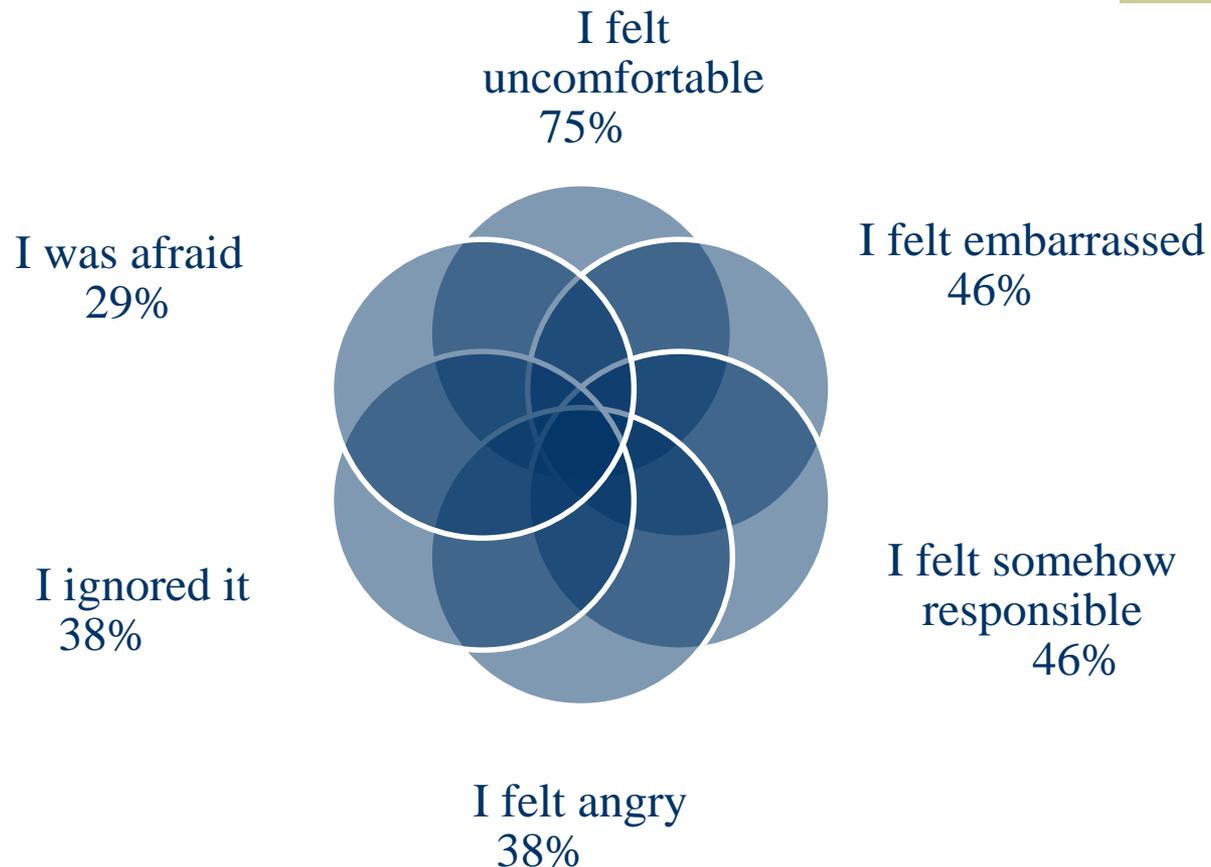
# Location of Unwanted Sexual Contact

On Campus (38%,  $n = 9$ )

Off Campus (71%,  $n = 17$ )

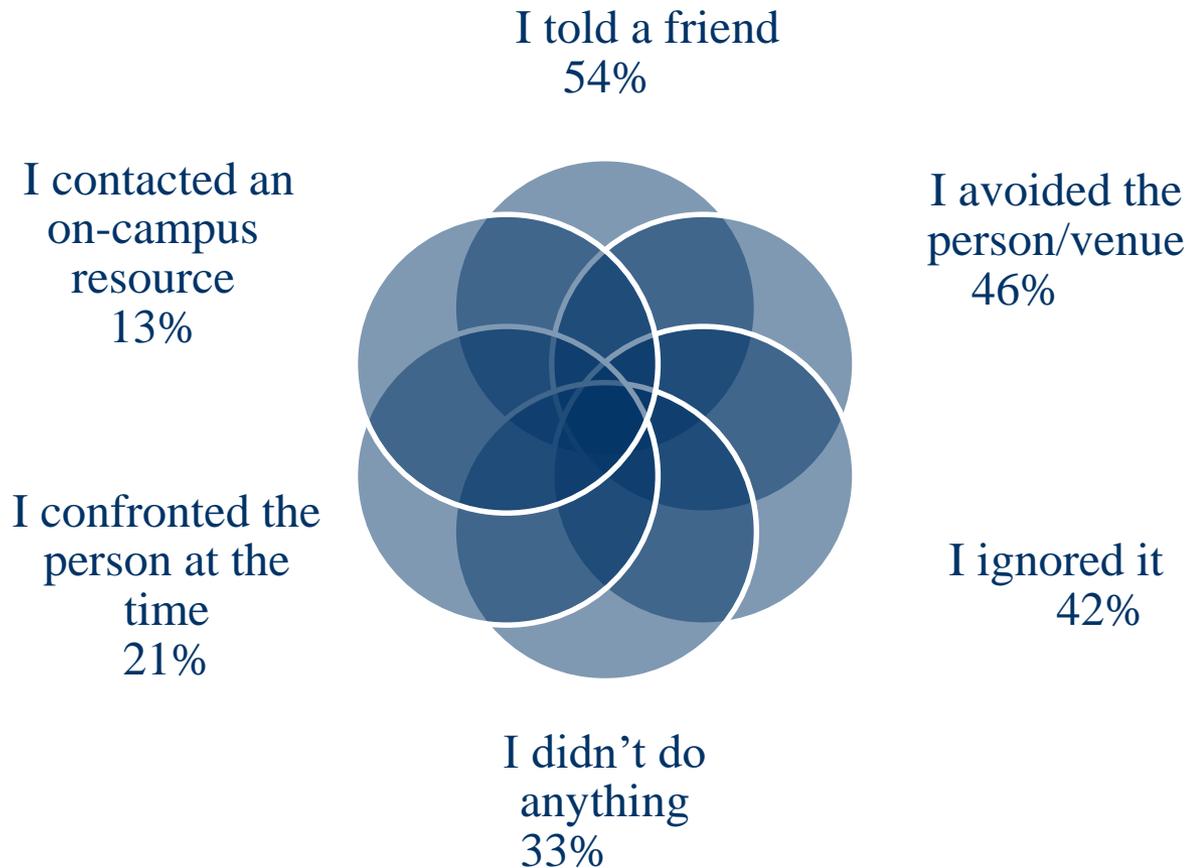
Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ( $n = 24$ ).

# Emotional Response to Unwanted Sexual Contact



Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ( $n = 24$ ).

# Actions in Response to Unwanted Sexual Contact



Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ( $n = 24$ ).



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Qualitative Themes for Respondents:  
Why they did not report the unwanted sexual  
contact

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Shame/embarrassment

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Self-blame

# Top Facilities Barriers for Respondents with Disabilities

<b>Facilities</b>	<i>n</i>	<i>%</i>
Temporary barriers due to construction or maintenance	53	39.0
Restrooms	29	21.2
Office furniture (e.g., chair, desk)	26	19.1
Classrooms, labs (including computer labs)	26	19.0
Doors	23	16.8
Walkways/Ramps	22	16.4
Classroom buildings	22	16.1

# Top Technology/Online Environment Barriers for Respondents with Disabilities

<b>Technology/Online</b>	<i>n</i>	<b>%</b>
Accessible electronic format	30	21.9
Course management system	29	21.2
Website	27	19.9
Computer equipment (e.g., screens, mouse, keyboard)	18	13.1
Software (e.g., voice recognition/ audiobooks)	17	12.4
Electronic forms	16	11.7

# Top Instructional Campus Materials Barriers by Respondents with Disabilities

<b>Instructional Campus Materials</b>	<i>n</i>	%
Exams	21	15.4
Textbooks	17	12.6



# Qualitative Themes for Respondents: Accessibility



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Insufficient facilities

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Poorly managed accommodations

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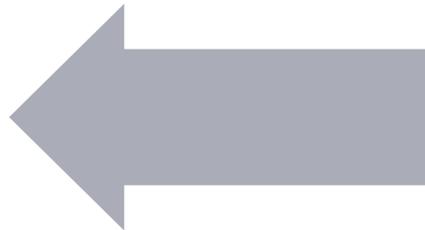
Technology challenges

# Employee Respondents Who *Seriously Considered Leaving* PSU COE

53% of Staff  
respondents  
( $n = 125$ )



50% of  
Faculty  
respondents  
( $n = 104$ )



# Employee Respondents Who *Seriously Considered Leaving* PSU COE



## Reasons Employee Respondents *Seriously Considered Leaving* PSU COE

	<i>n</i>	%
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

Note: Table includes answers from only those Faculty and Staff respondents who indicated that they considered leaving (*n* = 229).



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Qualitative Themes for Employee Respondents  
**Why Considered leaving...**

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Desire for an intellectually rich  
community

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Lack of faith in leadership

# Student Respondents Who *Seriously Considered Leaving PSU COE*

23% of Undergraduate  
Student respondents  
( $n = 362$ )

20% of Graduate Student  
respondents  
( $n = 86$ )

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## Undergraduate Student Respondents Who *Seriously Considered Leaving PSU COE* by Disability Status (%)

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37% ( $n = 23$ ) 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

## When Undergraduate Student Respondents *Seriously Considered Leaving* PSU COE

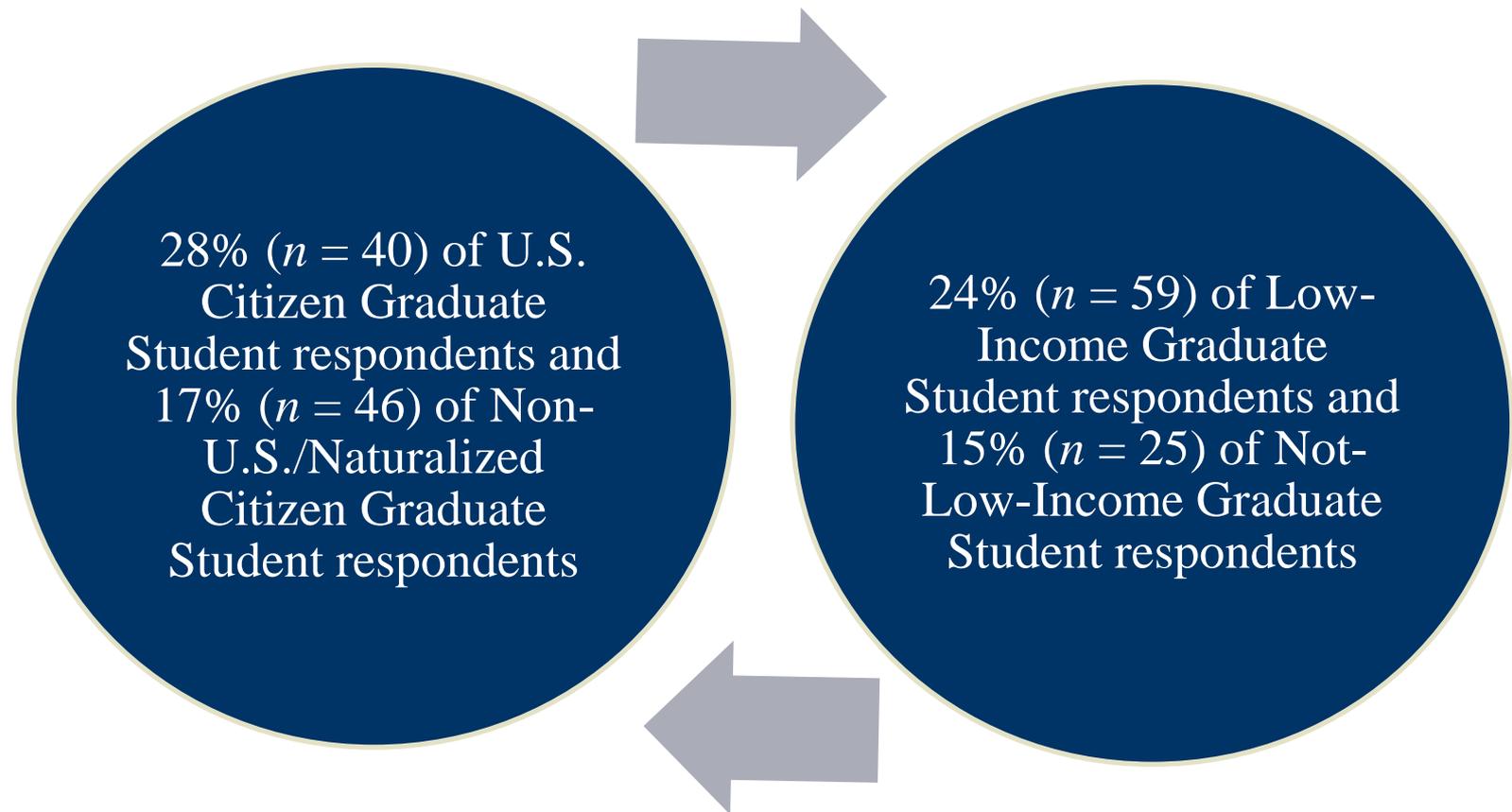
67% in their first year

49% in their second year

18% in their third year

5% in their fourth or fifth year

## Graduate Student Respondents Who *Seriously Considered Leaving PSU COE* by Select Demographics (%)



## When Master's Student Respondents *Seriously Considered Leaving* PSU COE

54% in their first year

54% in their second year

14% in their third year

$n < 5$  after my third year

## When Doctoral Student Respondents *Seriously Considered Leaving* PSU COE

63% Pre-candidacy

52% Post-candidacy pre-comprehensive  
exam

34% After scheduling/taking  
comprehensive exam

0% After scheduling or holding thesis  
defense

## Top Reasons Why Student Respondents *Seriously Considered Leaving PSU COE*

Reason	<i>n</i>	%
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

Note: Table includes answers from only those Student respondents who indicated that they considered leaving ( $n = 448$ ).



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Qualitative Themes  
**Why Considered leaving...**

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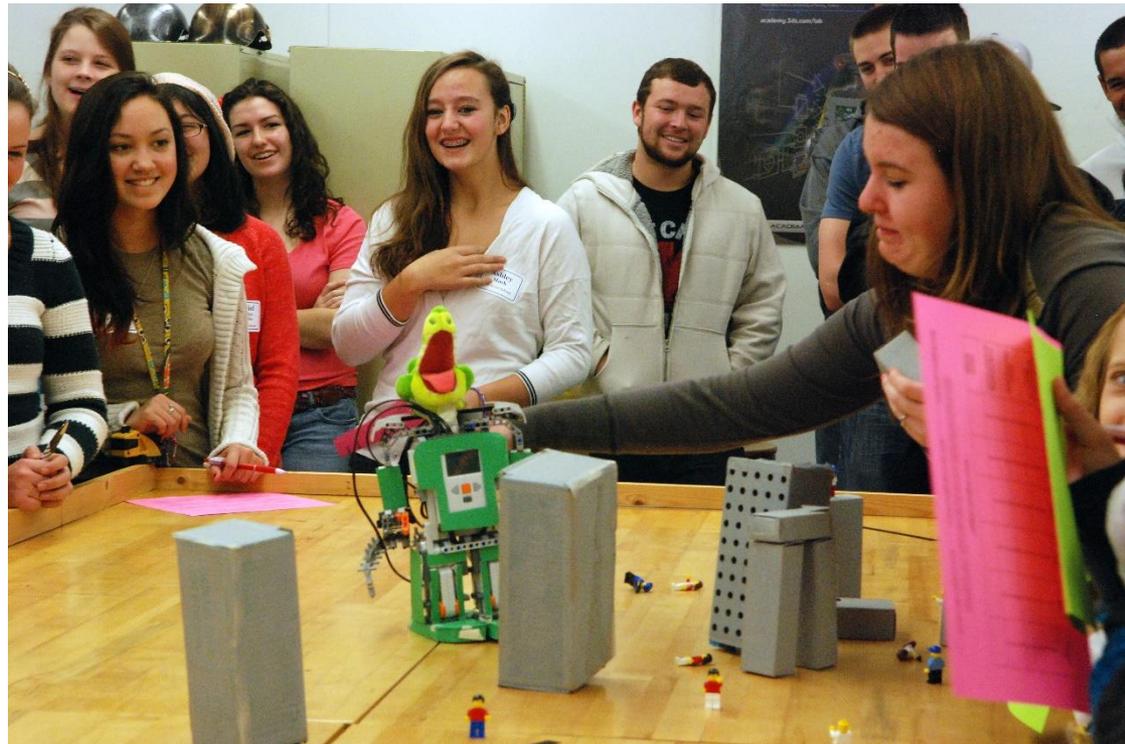
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Unsupportive academic culture

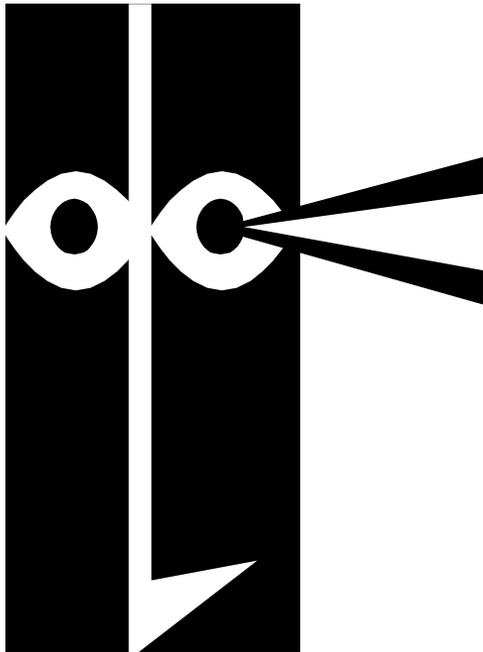
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Concerns related to academic major

# Perceptions



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



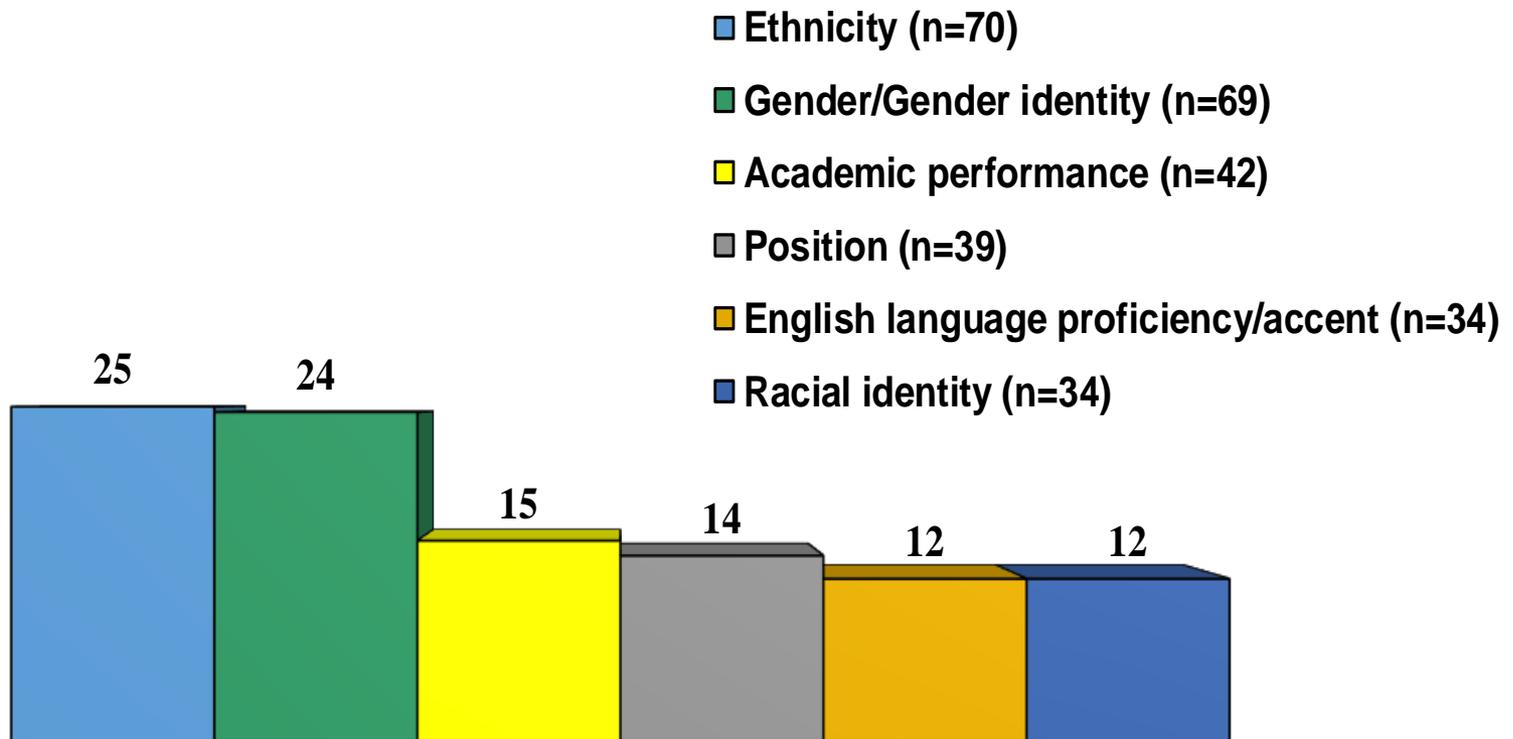
**12% (n = 286)**

# Form of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

	<i>n</i>	%
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

Note: Only answered by respondents who observed exclusionary conduct ( $n = 286$ ). Percentages do not sum to 100 due to multiple responses.

# Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct Based on...(%)



Note: Only answered by respondents who observed exclusionary conduct ( $n = 286$ ). Percentages do not sum to 100 due to multiple responses.

# Source of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct (%)

## Source

- Student (48%)
- Faculty member (25%)
- Staff member (13%)

# Target of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct (%)

## Target

- Student (66%)
- Friends (19%)
- Co-worker (14%)
- Staff member (13%)
- Stranger (12%)

# Location of Observed Conduct

## *On campus*

	<i>n</i>	<i>%</i>
<b>On campus</b>	<b>257</b>	<b>89.9</b>
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

Note: Only answered by respondents who observed exclusionary conduct ( $n = 286$ ). Percentages do not sum to 100 due to multiple responses.

# Location of Observed Conduct

## *Off campus*

	<i>n</i>	%
<b>Off-campus</b>	<b>35</b>	<b>12.2</b>
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

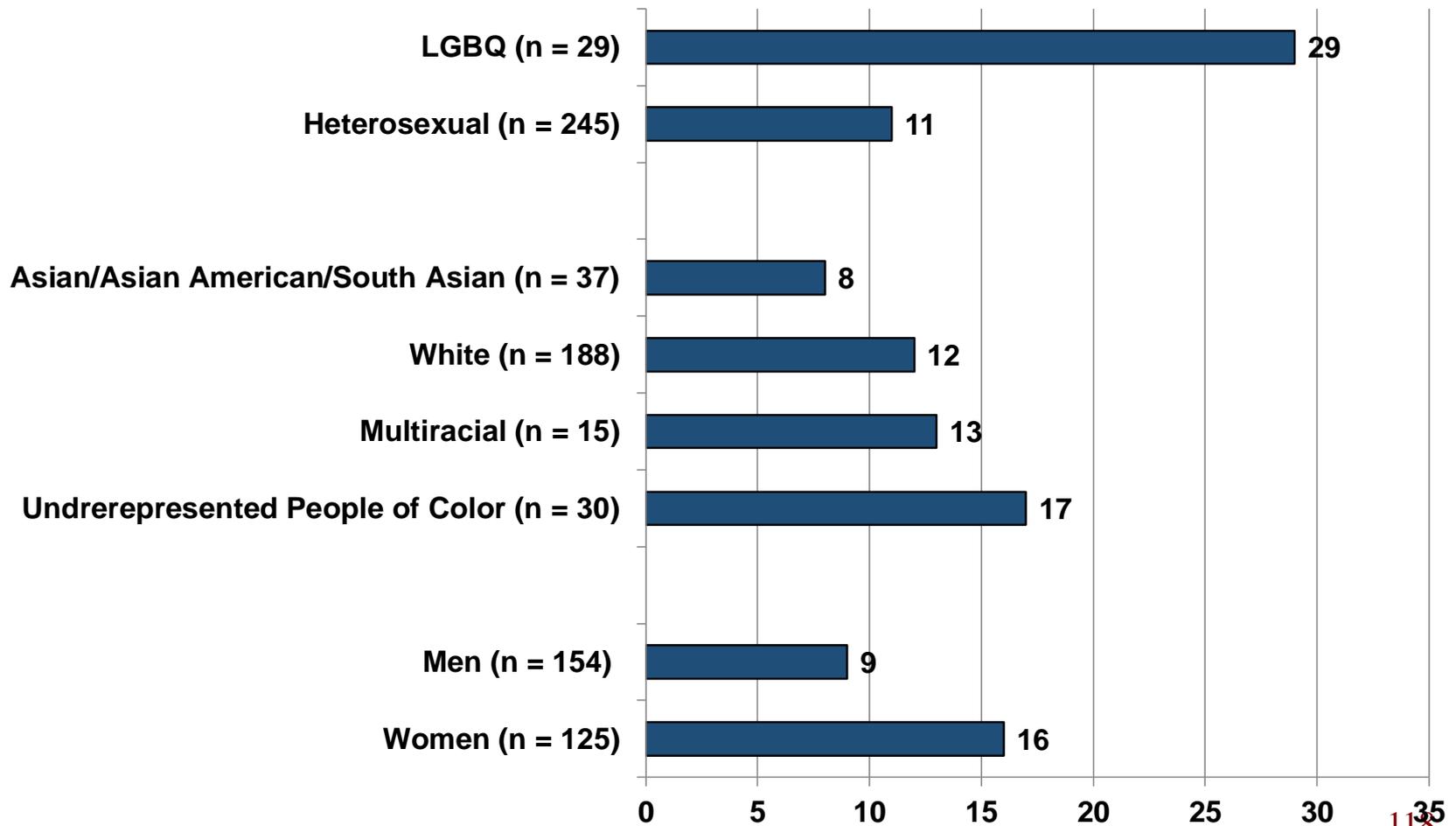
Note: Only answered by respondents who observed exclusionary conduct ( $n = 286$ ). Percentages do not sum to 100 due to multiple responses.

# Location of Observed Conduct *Online*

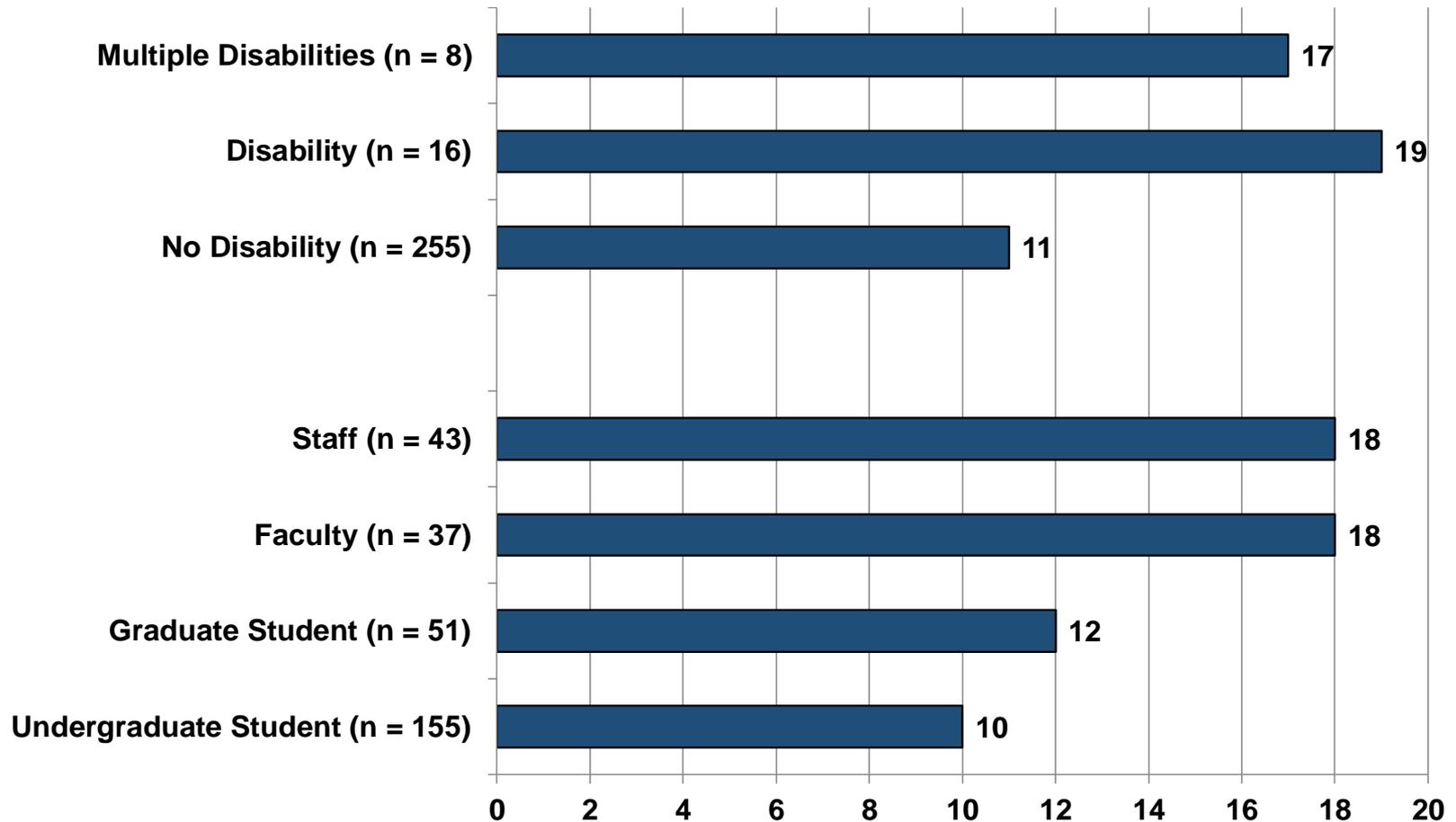
	<i>n</i>	%
<b>Online</b>	<b>29</b>	<b>10.1</b>
Social networking site	19	65.5
Email	8	27.6

Note: Only answered by respondents who observed exclusionary conduct ( $n = 286$ ).  
Percentages do not sum to 100 due to multiple responses.

# Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)



# Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)



# What did you do? Emotional Response

- ◆ Felt uncomfortable (66%)
- ◆ Felt angry (48%)
- ◆ Felt embarrassed (20%)

# What did you do? Actions

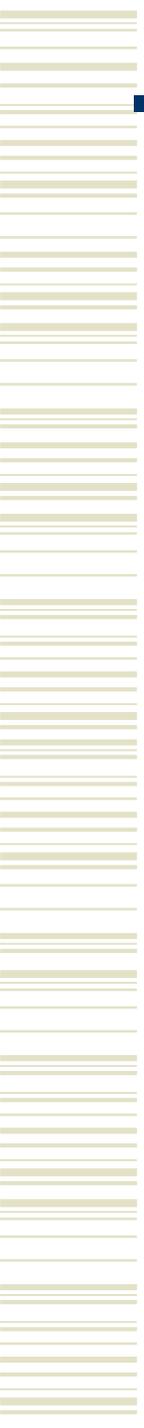
- ◆ Didn't do anything (43%)
- ◆ Told a friend (23%)
- ◆ Ignored it (13%)
- ◆ Didn't know to whom to go (13%)
- ◆ Told a family member (13%)
- ◆ Contacted an on campus resource (4%)

# 5% of Respondents who Observed Conduct Reported It

Felt that it was not responded to appropriately  
(56%)

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

Felt satisfied with the outcome  
( $n < 5$ )



# Qualitative Themes

## Observed Conduct

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Exclusionary conduct towards various identities

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Students: Reports of offensive language

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Reverse discrimination/overemphasis on diversity

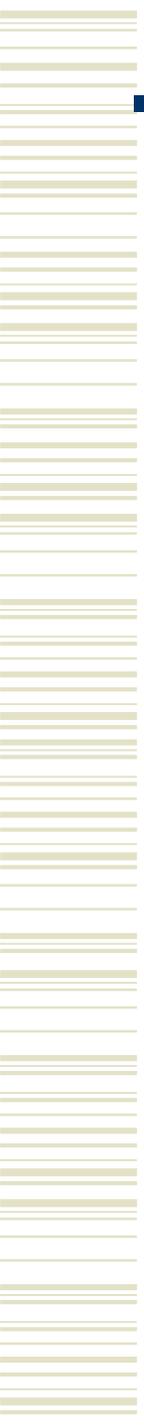
# Employee Perceptions



# Employee Perceptions of Unfair/Unjust Hiring Practices

17% of Faculty respondents

13% of Staff respondents



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Qualitative Themes  
**Discriminatory Hiring Practices**

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Enhance quality and inclusion in hiring practices

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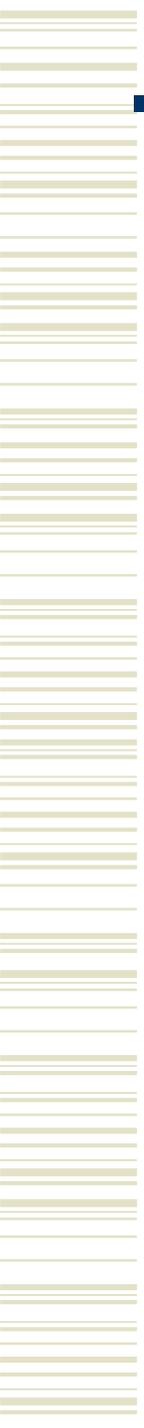
Favoritism

---

# Employee Perceptions of Unfair/Unjust Employment-Related Disciplinary Actions

6% of Faculty respondents

7% of Staff respondents



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**Qualitative Themes**  
**Discriminatory Employment-Related**  
**Disciplinary Actions**

---

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Staff-inconsistencies (e.g., time off,  
expectations)

---

# Employee Perceptions of Unfair/Unjust Practices Related to Promotion

20% of Faculty respondents

18% of Staff respondents



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**Qualitative Themes**  
**Discriminatory Practices Related to**  
**Promotion**

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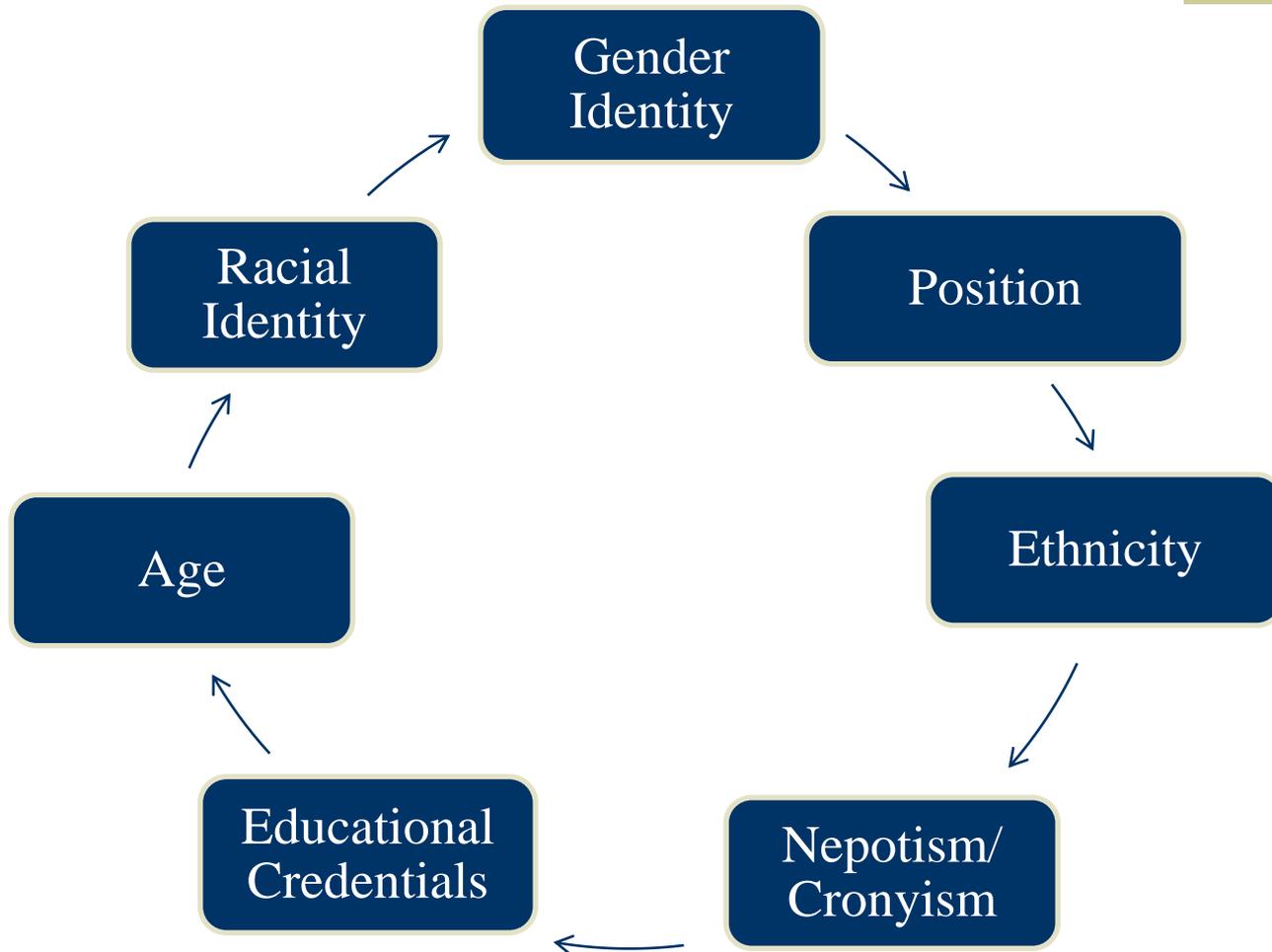
Inconsistent practices (e.g.,  
compensation, workload)

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Lack of professional development  
opportunities

---

# Most Common Bases for Discriminatory Employment Practices



# Work-Life Issues SUCSESSES & CHALLENGES

The majority of employee respondents expressed positive views of campus climate.



# Staff Respondents

## Examples of Successes

Majority felt valued by co-workers in their department (87%) and by their supervisors/managers (80%)

81% felt that their supervisors provided adequate support to manage work-life balance

72% felt that their skills and their work were valued



# Staff Respondents Examples of Successes

78% felt that vacation  
and personal time  
benefits were  
competitive

72% felt that their  
department was  
supportive of flexible  
work schedules



72% felt that PSU  
COE provided them  
with resources to  
pursue training/  
professional  
development  
opportunities

# Staff Respondents

## Examples of Challenges

55%

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

33%

- PSU policies (e.g., FMLA) were fairly applied across COE

26%

- Performed more work than colleagues with similar performance expectations

# Staff Respondents

## Examples of Challenges

36%

- Performance evaluation process was clear

26%

- Staff salaries were competitive

18%

- Pressured by departmental work requirements that occur outside of normally scheduled hours



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Qualitative Themes  
**Staff Respondents Work-Life Attitudes**

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Unreasonable workload

---

Low morale

---

Lack of professional development  
opportunities

# Tenure-Track Faculty Respondents

## Examples of Successes

Majority felt that research (91%) and teaching (80%) were valued by their departments

71% believed that the criteria for tenure were clear

72% felt that faculty opinions were valued within department committees

# Tenure-Track Faculty Respondents

## Examples of Challenges

52%

- Performed more work to help students than did their colleagues

35%

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

17%

- Pressured to change their research agenda to achieve tenure/promotion



**Qualitative Themes**  
**Tenure-Track Faculty Work-Life**  
**Attitudes**



---

Need for more support

# Non-Tenure-Track Faculty Respondents

## Examples of Successes

77% felt that research was valued  
by their departments

72% felt that faculty opinions  
were valued within department  
committees

# Non-Tenure-Track Faculty Respondents

## Examples of Challenges

41%

- Performed more work to help students than did their colleagues

32%

- Faculty opinions were taken seriously by senior administrators

27%

- Pressured to do extra work that was uncompensated



**Qualitative Themes**  
**Non-Tenure-Track Faculty Work-Life**  
**Attitudes**



---

Pay equity/workload balance

# All Faculty Respondents

## Examples of Successes

Majority felt valued by students in the classroom (79%) and by COE staff (77%)

Many felt valued by faculty in their department/program (66%) and by their department/program heads (68%)

63% felt they had job security

# All Faculty Respondents

## Examples of Challenges

27%

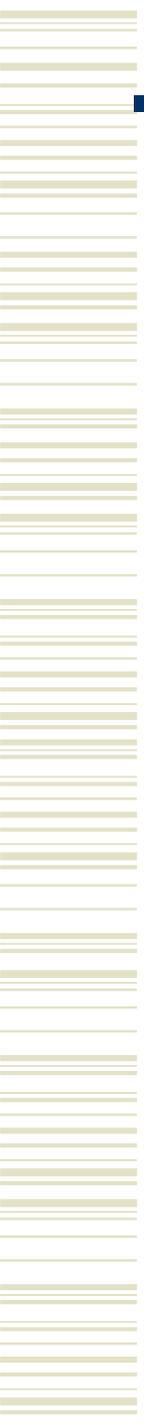
- PSU COE faculty in their departments/programs pre-judged their abilities based on their perception of their identity/background

22%

- PSU COE encouraged free and open discussion of difficult topics

22%

- PSU COE provided adequate resources to help them manage work-life balance



Qualitative Themes  
**All Faculty Work-Life Attitudes**



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Dissatisfaction with salary and benefits

# Student Respondents' Perceptions



# Student Respondents' Perceptions of Campus Climate

Majority felt valued by PSU COE faculty (62%) and PSU COE staff (61%)



Majority felt valued by COE faculty in the COE classroom (68%) and by other students in the COE classroom (68%)



50% felt valued by PSU COE senior administrators

# Student Respondents' Perceptions of Campus Climate

Many had faculty (60%) and staff (43%) whom they perceived as role models



35% indicated that COE faculty pre-judged their abilities based on their perception of their identities/backgrounds



61% felt that the campus climate encourages free and open discussion of difficult topics

# Student Respondents' Perceived Academic Success



# Student Respondents' Perceived Academic Success

By Racial Identity: White Undergraduate Student respondents had greater *Perceived Academic Success* than Undergraduate Student Asian/Asian American/South Asian respondents.

By Sexual Identity: Other Graduate Student respondents had greater *Perceived Academic Success* than LGBTQ Graduate Student respondents.

# Student Respondents' Perceived Academic Success

By Disability Status: Undergraduate Student respondents with No Disability had greater *Perceived Academic Success* than Undergraduate Student respondents with Single or Multiple Disabilities.

By Citizenship Status: U.S. Citizen Undergraduate Student respondents had greater *Perceived Academic Success* than Non-U.S./Naturalized Citizen Undergraduate Student respondents

# Student Respondents' Perceived Academic Success

By Income Status: Not-Low-Income Undergraduate Student respondents had greater *Perceived Academic Success* than Low-Income Undergraduate Student respondents.

# Institutional Actions



# Top Five Available Campus Initiatives that Positively Influenced Climate for Faculty Respondents



# Top Five Unavailable Campus Initiatives that *Would* Positively Influence Climate for Faculty Respondents





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**Qualitative Themes**  
**Campus Initiatives – Faculty Respondents**

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Increase diversity training and  
initiatives

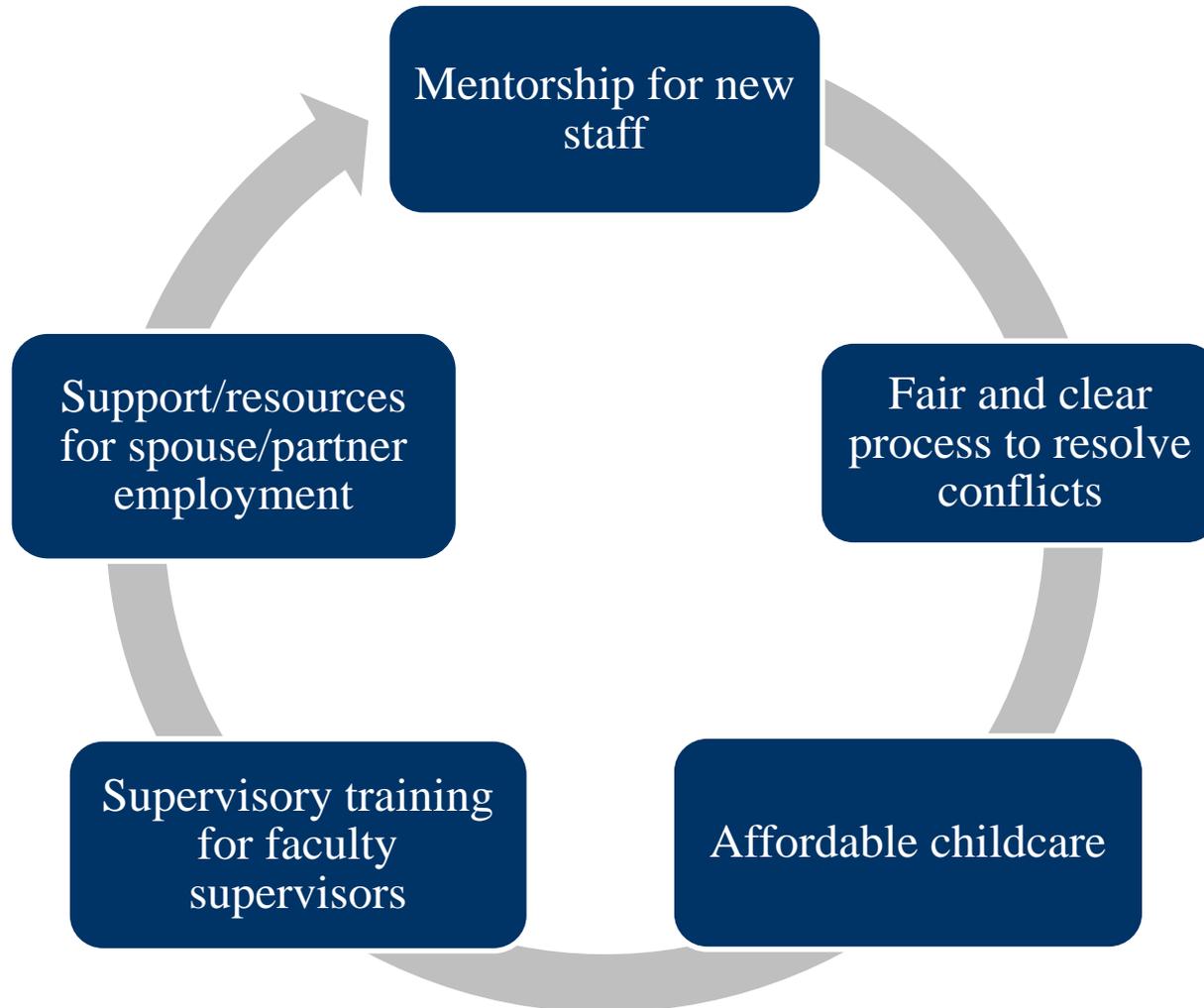
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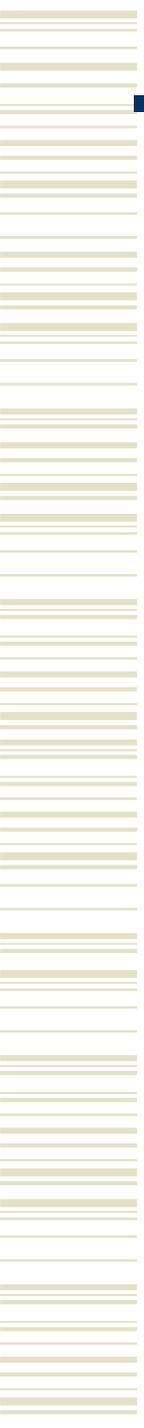
Disenchantment with current diversity  
initiatives

# Top Five Available Campus Initiatives that Positively Influenced Climate for Staff Respondents



# Top Five Unavailable Campus Initiatives that *Would* Positively Influence Climate for Staff Respondents





# Qualitative Themes

## Campus Initiatives – Staff Respondents



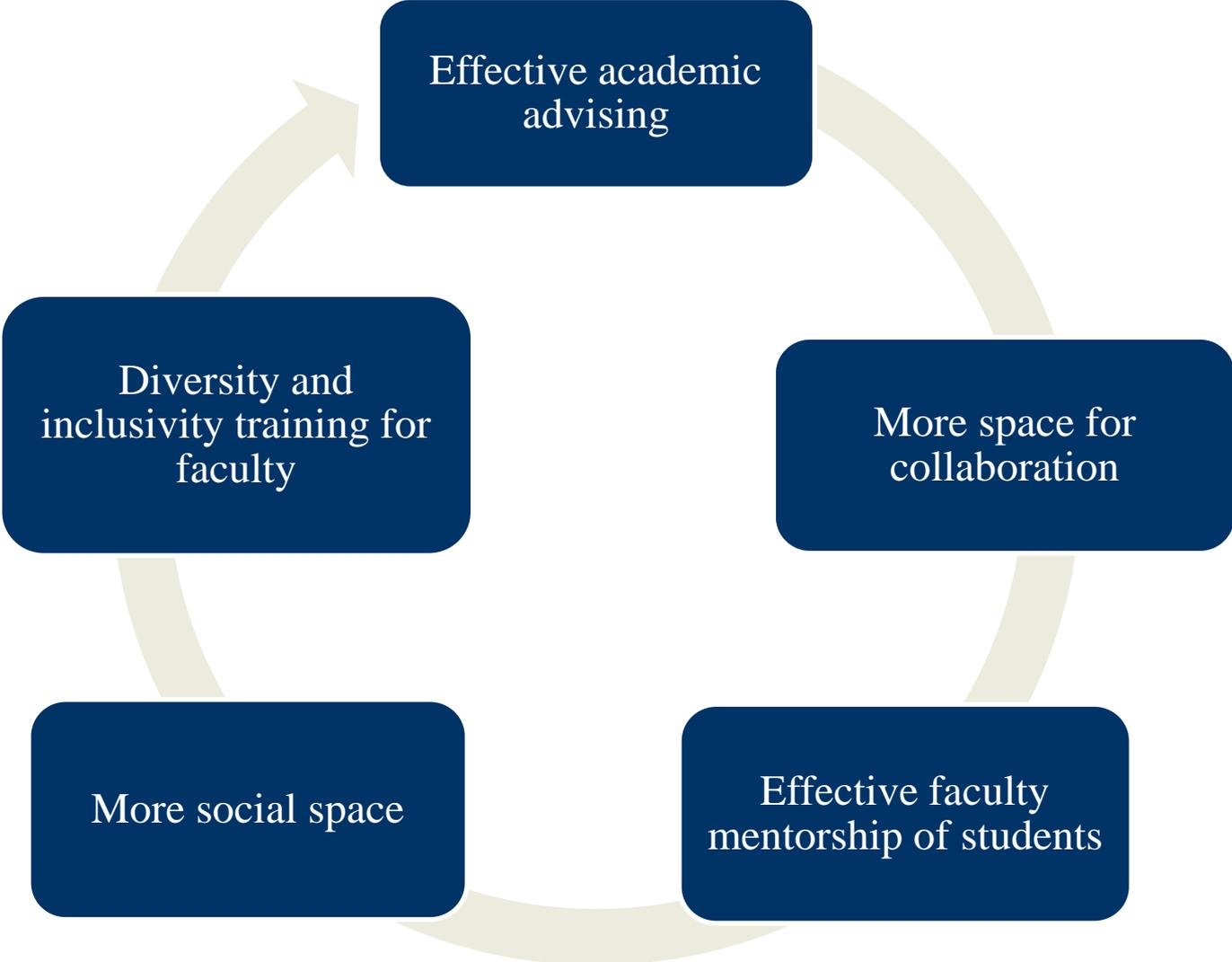
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Challenges unique to micro-climates

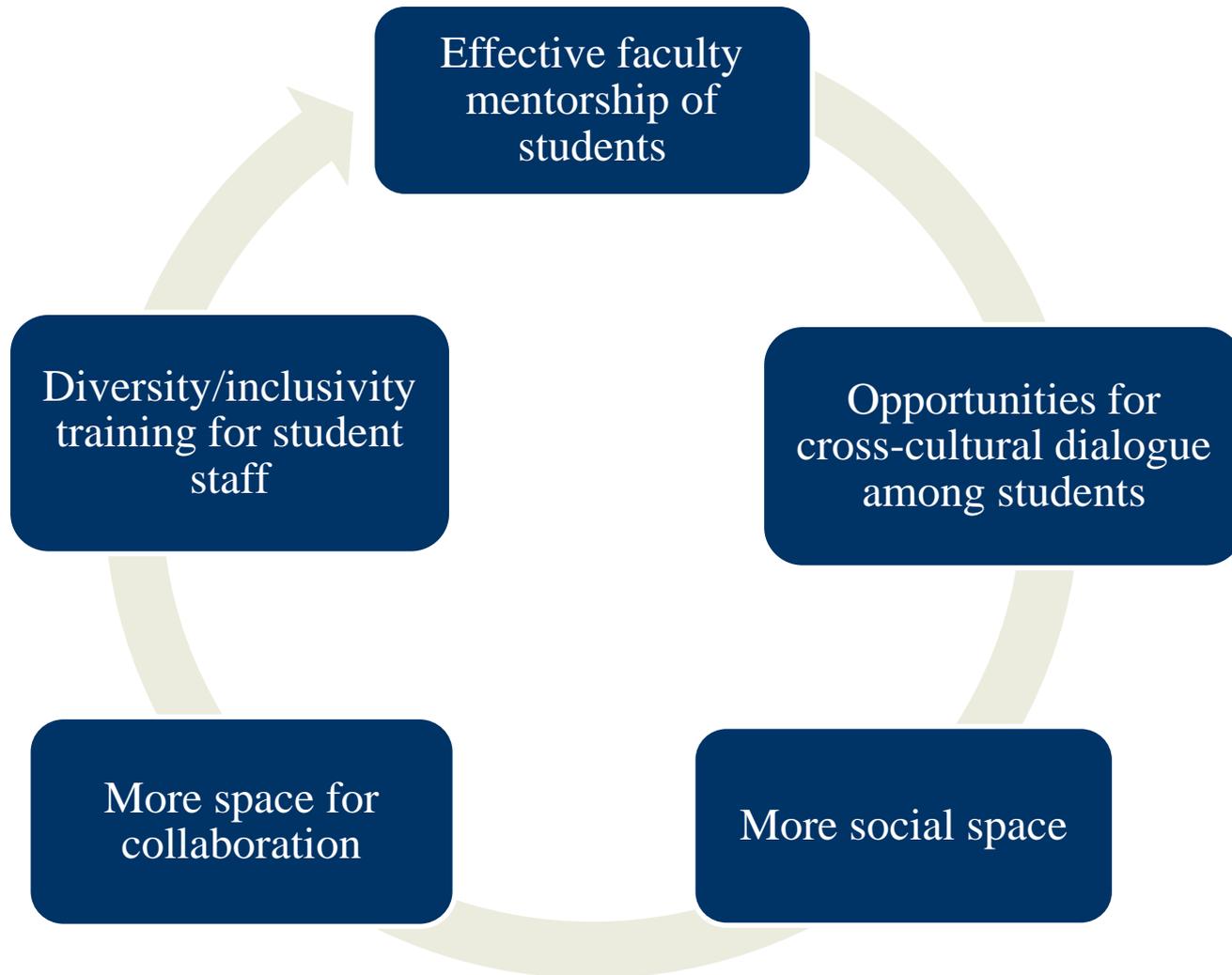
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Reflections on diversity training and  
initiatives

# Top Five Campus Initiatives that Positively Influenced Climate for Student Respondents



# Top Five Unavailable Campus Initiatives that *Would* Positively Influence Climate for Student Respondents





**Qualitative Themes**  
**Campus Initiatives – Student Respondents**



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Lack of support from faculty members  
and PSU COE in general

---

Desire for more academic resources

---

Lack of inclusion

---

Positive reflections

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# Summary

Strengths and Successes  
Opportunities for Improvement



# Context

## Interpreting the Summary



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



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



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

# Overall Strengths and Successes

81% of Student and Faculty respondents were comfortable with their classroom climate

Majority of respondents were comfortable with the overall climate (81%) and department/work unit climate (76%) at PSU COE

Many student respondents expressed positive attitudes about their academic experiences at PSU COE.

Many employee respondents expressed positive attitudes about work-life issues at PSU COE.

# Overall Challenges and Opportunities for Improvement

12% had observed exclusionary conduct within the last year at PSU COE

Staff respondents experienced exclusionary conduct more often than did Faculty and Student respondents

23% of Undergraduate Student respondents seriously considered leaving PSU COE

53% of Staff and 50% of Faculty respondents seriously considered leaving PSU COE

# Next Steps



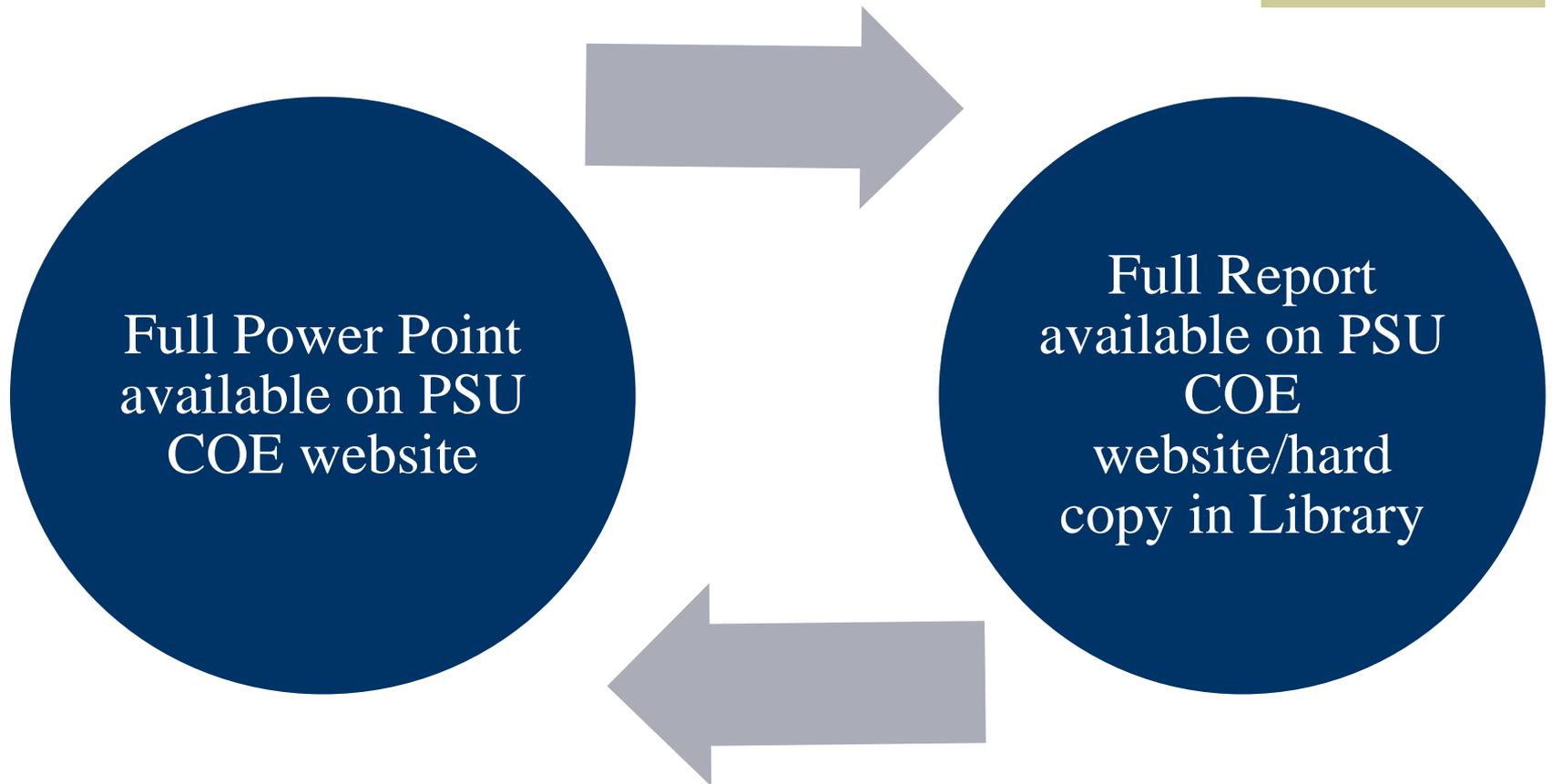
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# Process Forward

## Sharing the Report with the Community

### Fall 2016 - Fall 2017

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# Questions and Discussion

