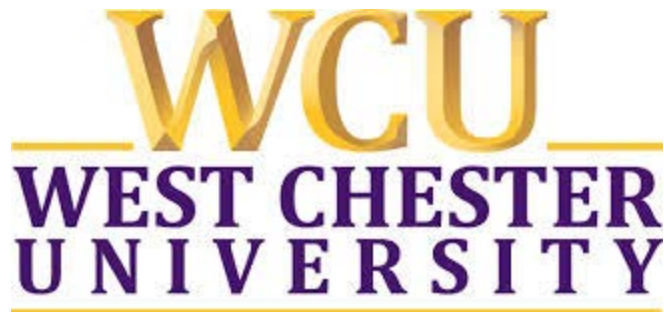


West Chester University

Assessment of Climate for Learning, Living,
and Working

September 25, 2016



Climate In Higher Education



Assessing Campus Climate

What is it?

- Campus Climate is a construct

Definition?

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

How is it measured?

- Personal Experiences
- Perceptions
- Institutional Efforts

Campus Climate & Students



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



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



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

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

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

³ Hale, 2004; Harper & 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.¹

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

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

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

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

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



Climate Matters

Student Activism in 2016





Climate Matters

Student Activism in 2016



What Are Students Demanding?



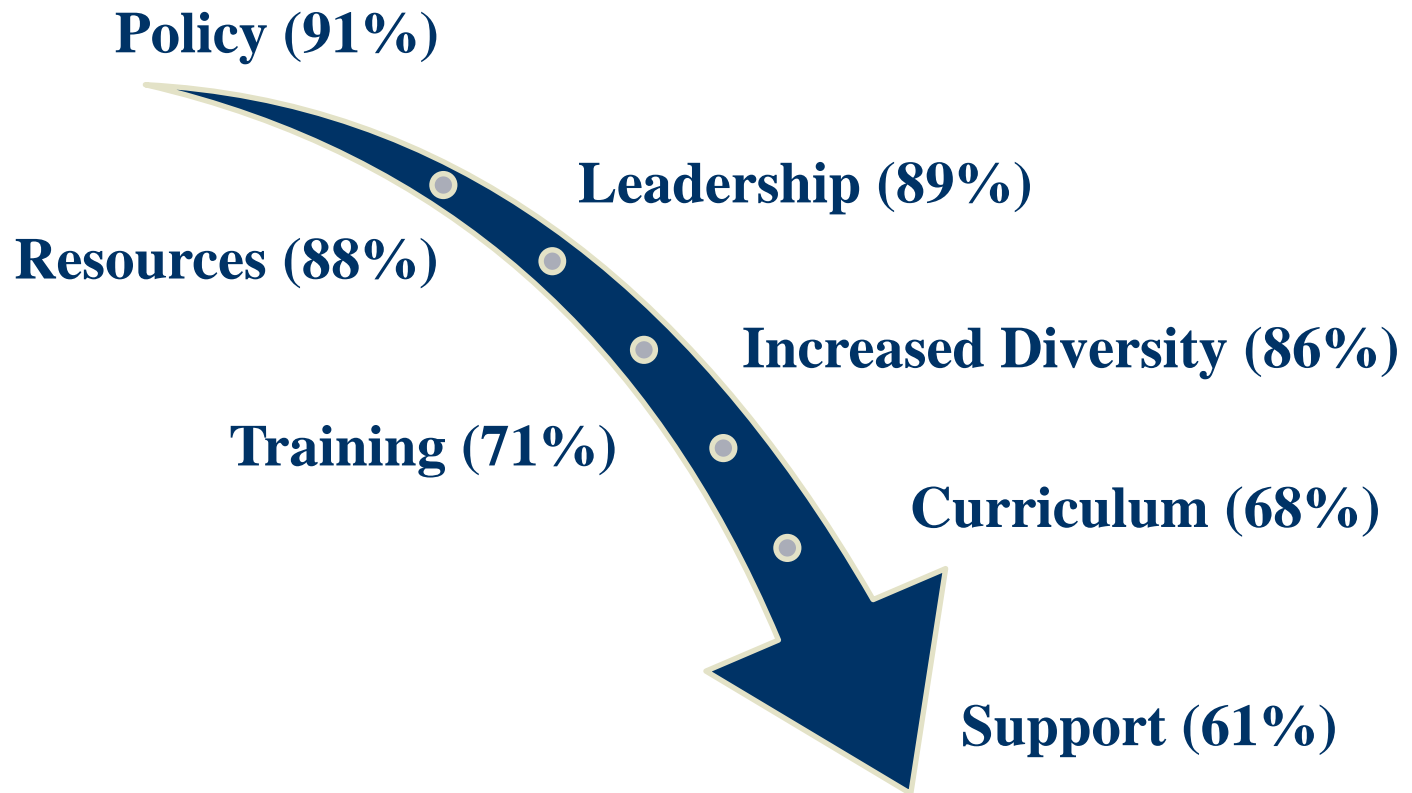
While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)



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

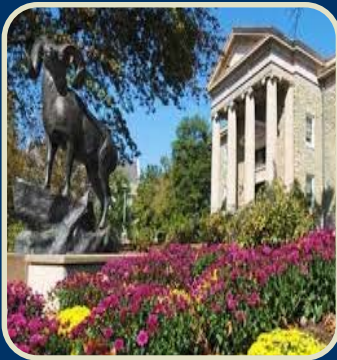
Experienced
Victimization

Lack of Social
Support

Feelings of
hopelessness

Suicidal Ideation
or Self-Harm

Projected Outcomes



WCU 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).



WCU 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

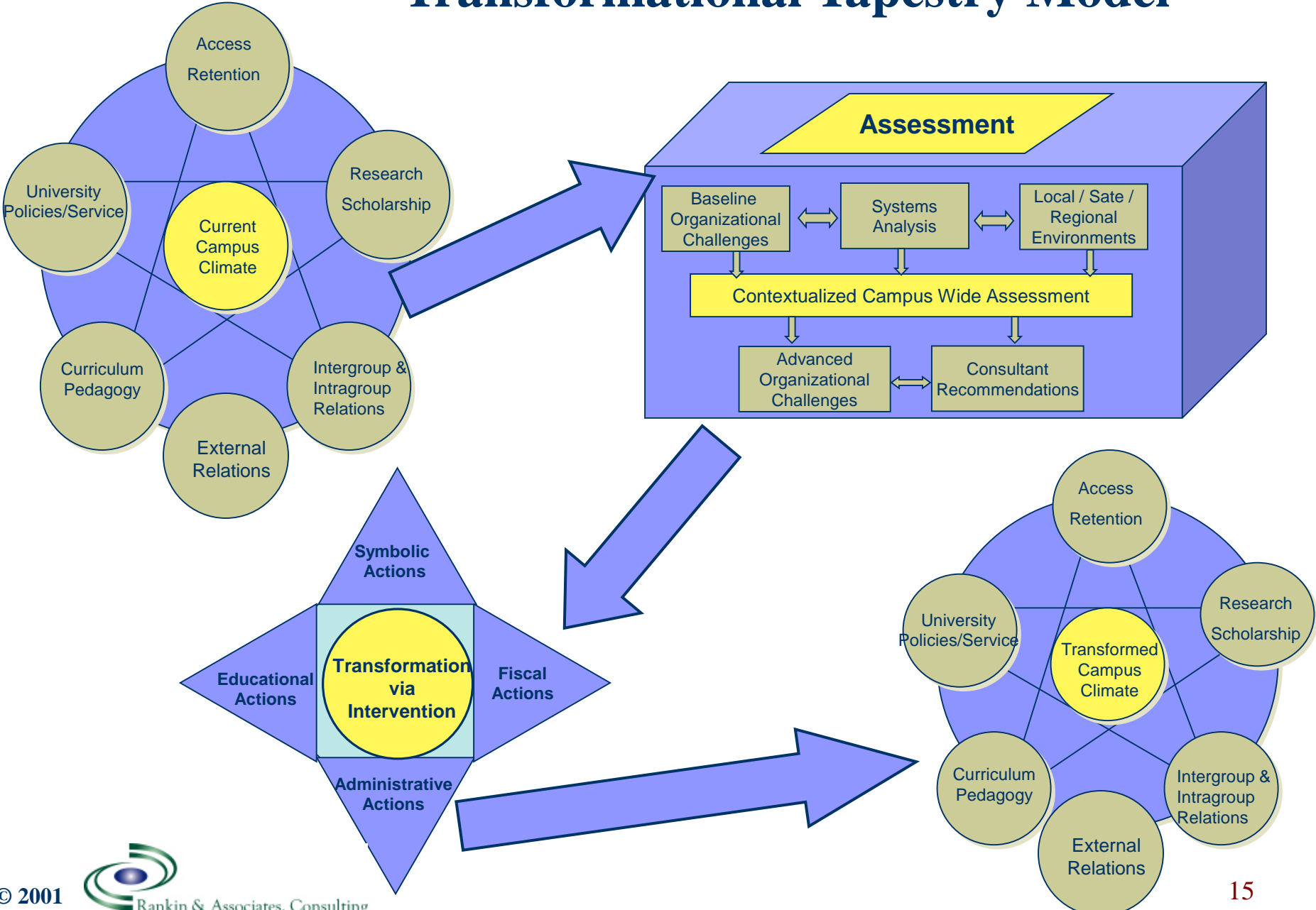
Assessment

- Examine the climate

Follow-up

- Building on the successes and addressing the challenges

Transformational Tapestry Model[©]



Project Overview

Phase I

- **Assessment Tool Development and Implementation**

Phase II

- **Data Analysis**

Phase III

- **Final Report and Presentation**

Phase I

Spring/Summer/Fall 2015

```
graph TD; A[Phase I  
Spring/Summer/Fall 2015] --> B[WCU created the Climate Study Working Group (CSWG; comprised of faculty, staff, students, and administrators)]; B --> C[R&A met with the CSWG to develop the survey instrument.]; C --> D[CSWG reviewed multiple drafts of the survey and approved the final survey instrument.]; D --> E[Final survey was distributed to the entire WCU community (faculty, staff, students, and administrators) via an invitation from President Gregory R. Weisenstein.];
```

WCU created the Climate Study Working Group (CSWG; 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 WCU community (faculty, staff, students, and administrators) via an invitation from President Gregory R. Weisenstein

Instrument/Sample



Final instrument

- 99 questions and additional space for respondents to provide commentary (19 qualitative, 80 quantitative)
- On-line or paper & pencil options



Sample = Population

- All faculty, staff, students, and administrators of WCU'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  
CSWG]; B --> C[Final report submitted to WCU]; C --> D[Presentation to WCU campus  
community];
```

Report draft reviewed by the
CSWG

Final report submitted to WCU

Presentation to WCU campus
community

Results

Response Rates





Who are the respondents?



2,147 people responded to the call to participate

12% overall response rate



Response Rates by Student Position

10%

- Undergraduate Student ($n = 1,430$)

10%

- Graduate/Professional Student ($n = 229$)

Response Rates by Employee Position

19%

- Faculty ($n = 181$)

38%

- Staff/Administrator ($n = 307$)

Response Rates by Gender Identity

14%

- Woman ($n = 1,538$)

8%

- Man ($n = 569$)

N/A

- Genderqueer ($n = 23$)

N/A

- Transgender ($n = 5$)

Response Rates by Racial Identity

12%

- White ($n = 1,642$)

10%

- African American/Black ($n = 205$)

12%

- Asian/Asian Amer/Southeast Asian ($n = 67$)

6%

- Hispanic/Latino(a)/Chicano(a) ($n = 57$)

Response Rates by Racial Identity

>100%

- Middle Eastern ($n = 11$)

27%

- Two or More Races ($n = 124$)

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

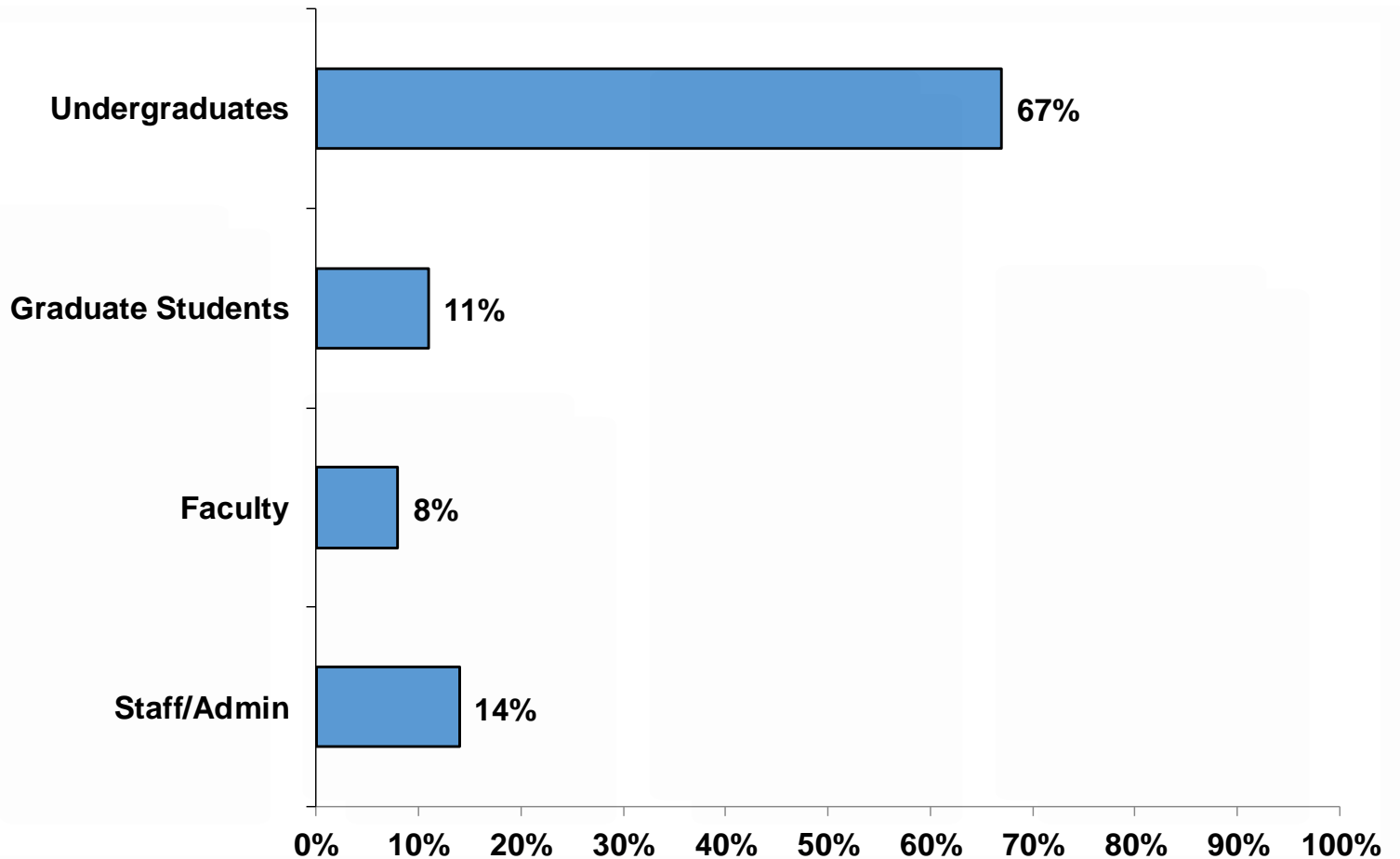
- American Indian/Alaskan Native ($n < 5$)

Results

Additional Demographic Characteristics



Respondents by Position (%)



Faculty Respondents' Primary Academic Division/Department (%)

Academic division	<i>n</i>	%
College of Arts and Sciences	88	48.6
College of Business and Public Affairs	39	21.5
College of Education	16	8.8
College of Health Sciences	18	9.9
College of Visual & Performing Arts	5	2.8
Library	8	4.4
Student Affairs (Athletics, Counseling Center)	< 5	---
Undergraduate Studies and Student Support Services	< 5	---

Staff/Administrator Respondents' Primary Work Unit Affiliations (%)

Work unit	<i>n</i>	%
President's Office	6	2.0
Student Affairs	64	20.8
Administration and Finance	61	19.9
Information Services	33	10.7
Advancement	15	4.9
External Operations	6	2.0
Academic Affairs	98	31.9

Undergraduate Student Respondents' Academic Majors (%)

Academic major	<i>n</i>	%
Arts and Sciences	547	38.3
Business and Public Affairs	351	24.5
Education	202	14.1
Visual Performing Arts	69	4.8
Educational Services (Pre-Major)	45	3.1

Undergraduate Student Respondents' Year in College Career (%)

Year in college	<i>n</i>	%
Non-degree student	< 5	---
First year (0-29.5 credits)	342	23.9
Sophomore (30-59.9 credits)	298	20.8
Junior (60-89.5 credits)	341	23.8
Senior (90 or more credits)	444	31.0

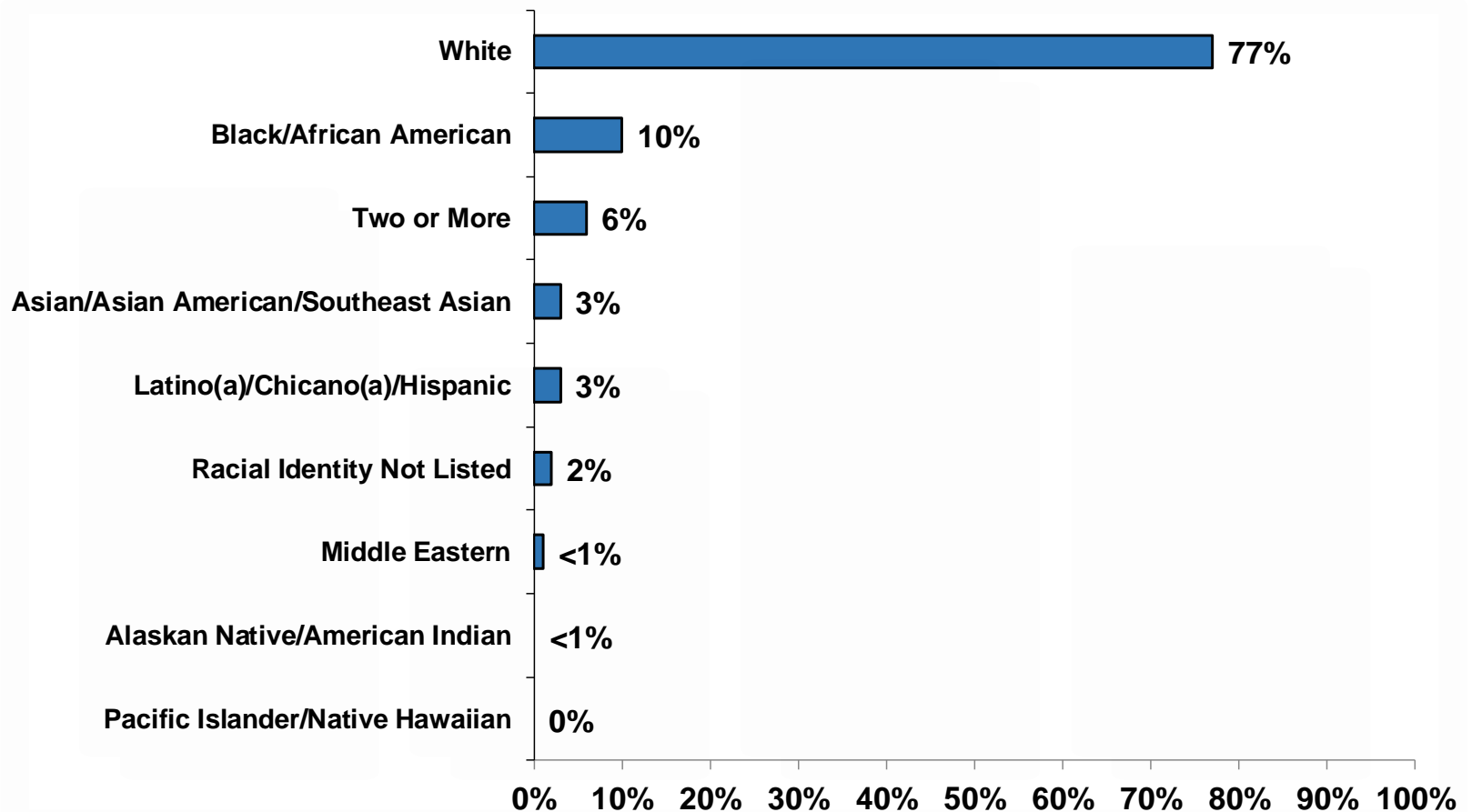
Graduate Student Respondents' Academic Divisions (%)

Academic division	<i>n</i>	<i>%</i>
Arts and Sciences	54	23.8
Business and Public Affairs	73	32.2
Education	55	24.2
Health Sciences	41	18.1
Visual Performing Arts	< 5	---
Educational Services (Graduate Pre-admission)	< 5	---

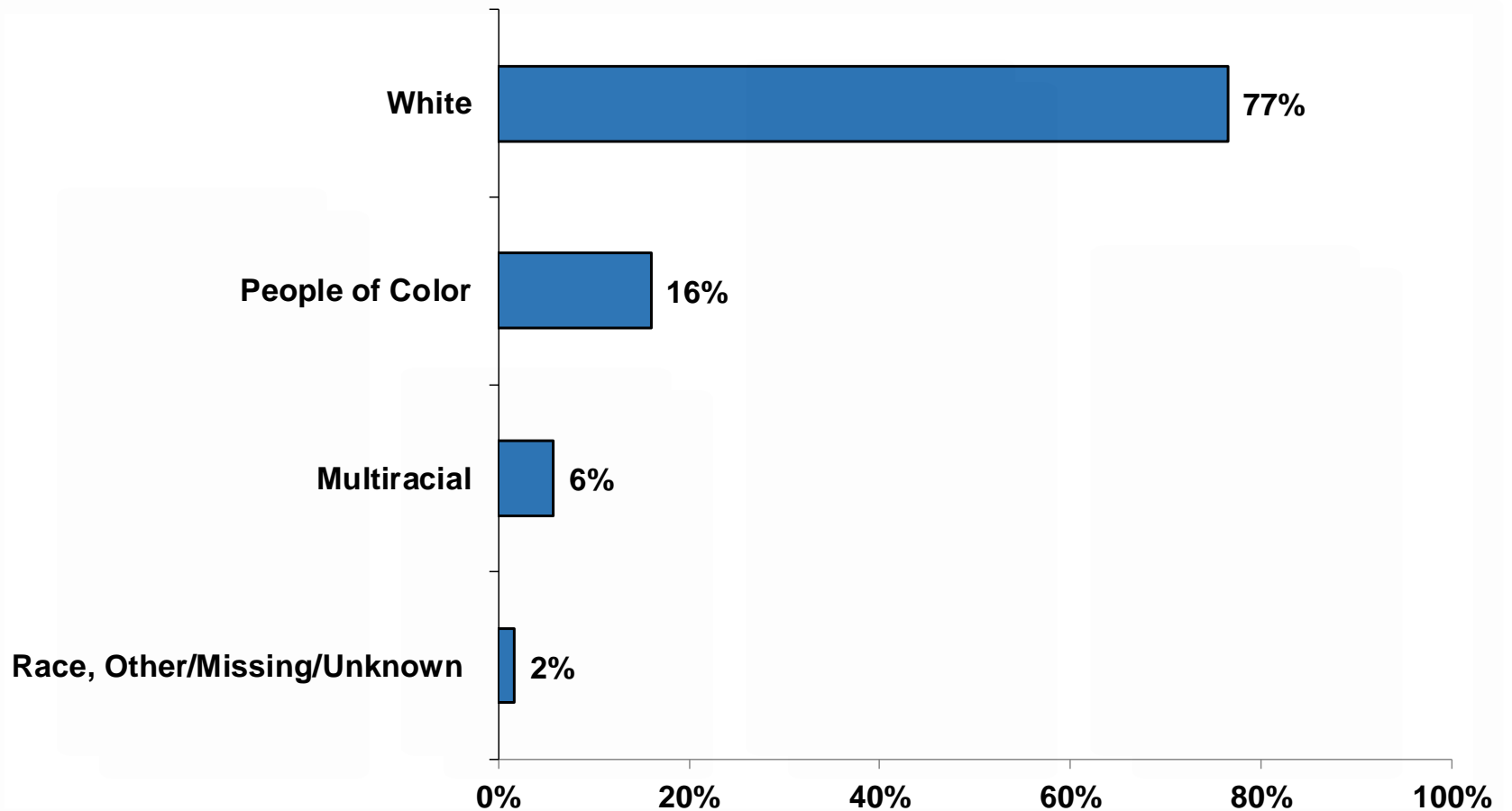
Graduate Student Respondents' Place in Graduate Career (%)

Year in college	<i>n</i>	%
Master's student (e.g., Degree, Non-degree, Certificate/teacher credential program candidate)	217	95.6
First year	67	39.9
Second year	73	43.5
Third (or more) year	28	16.7
Doctoral student (e.g., DNP)	10	4.4
First year	6	66.7
Second year	< 5	---
Third (or more) year	< 5	---
Advanced to Candidacy	0	0.0
ABD (all but dissertation)	0	0.0

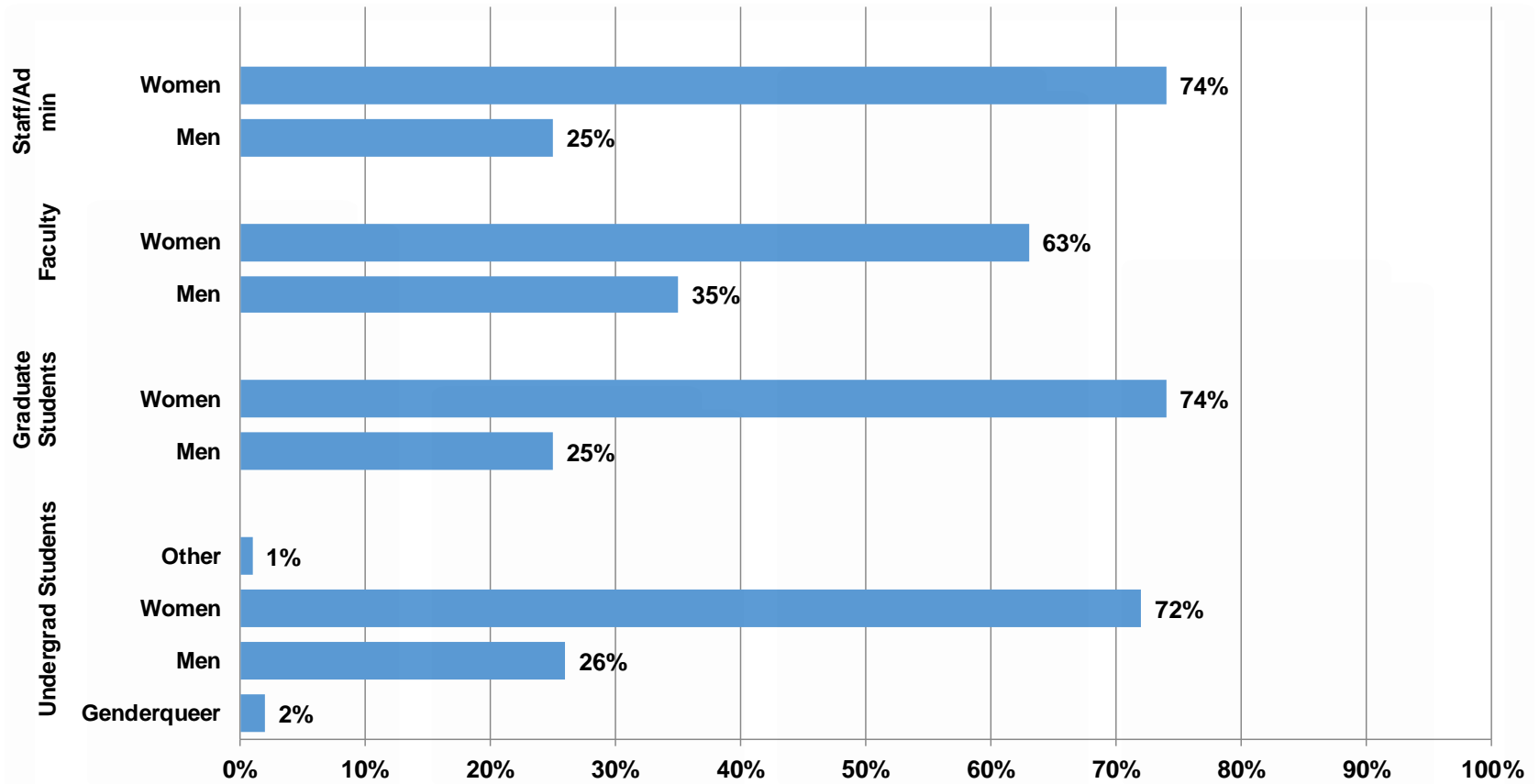
Respondents by Racial/Ethnic Identity (%) (Duplicated Total)



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

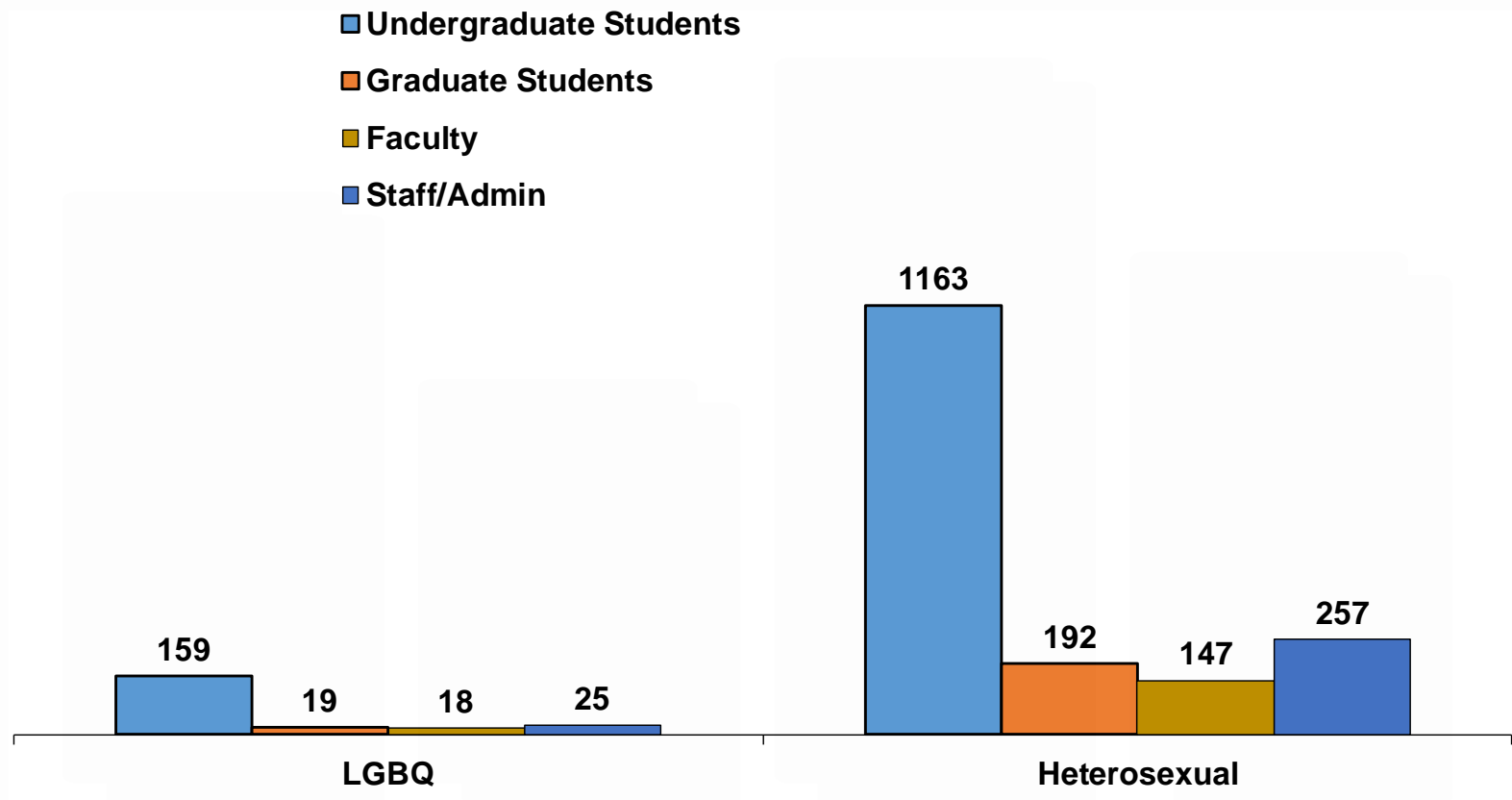


Respondents by Gender Identity and Position Status (%)



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

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

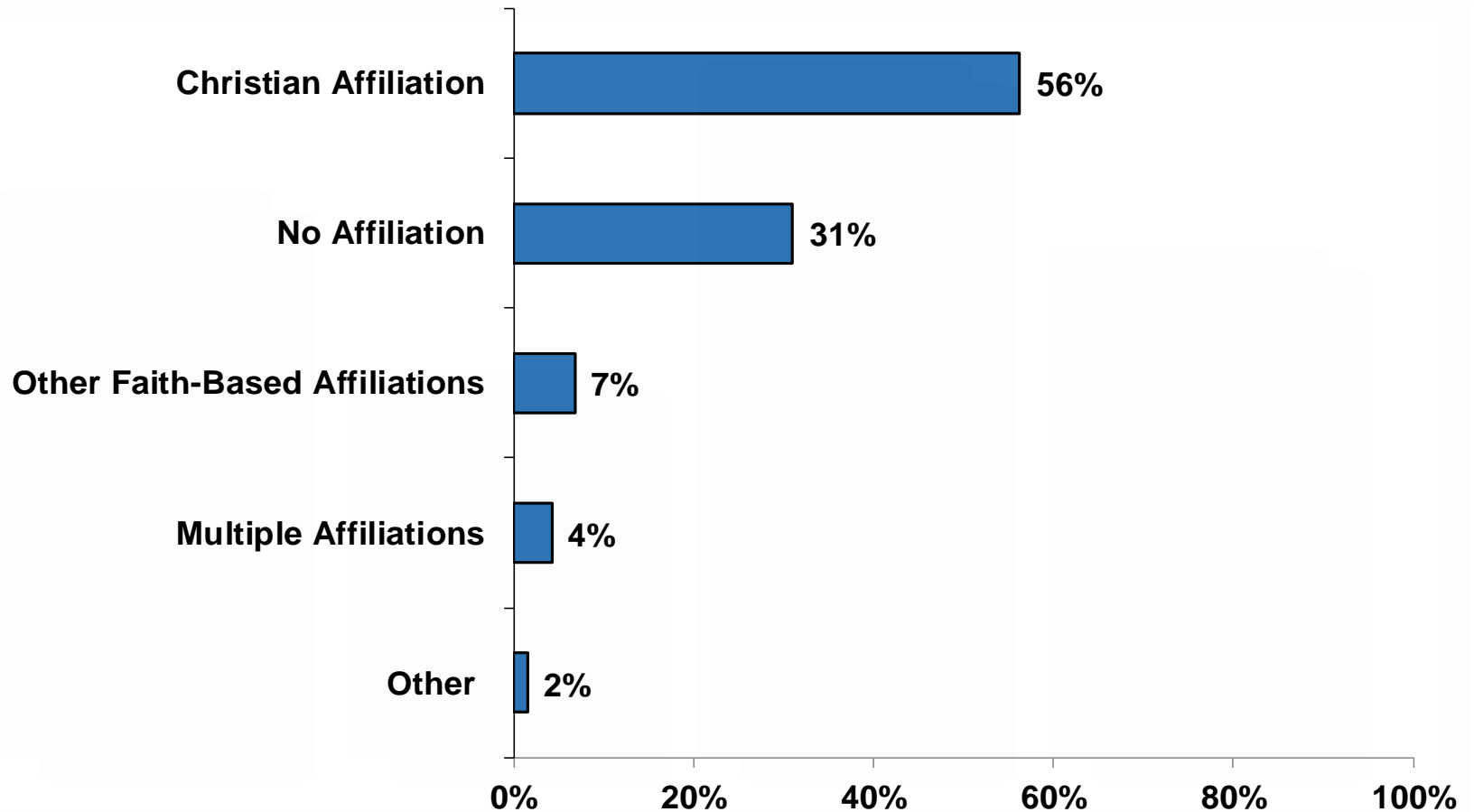


Note: Responses with $n < 5$ are not presented in the figure.

26% ($n = 528$) of Respondents Had Conditions that Influenced Their Learning, Working, or Living Activities

Condition	<i>n</i>	%
Mental health/psychological condition	271	12.6
Chronic diagnosis or medical condition	116	5.4
Learning disability	98	4.6
<i>Attention Deficit Disorder</i>	56	62.9
<i>Dyslexia</i>	20	22.5
<i>Hyperactivity Disorder</i>	20	22.5
<i>Asperger's/Autism Spectrum</i>	6	6.7
Physical/mobility condition that affects walking	42	2.0
Visually impaired or complete loss of vision	39	1.8
Hearing impaired or complete loss of hearing	37	1.7
Acquired/traumatic brain injury	36	1.7
Physical/mobility condition that does not affect walking	20	0.9
Speech/communication condition	9	0.4

Respondents by Faith-Based Affiliation (%)



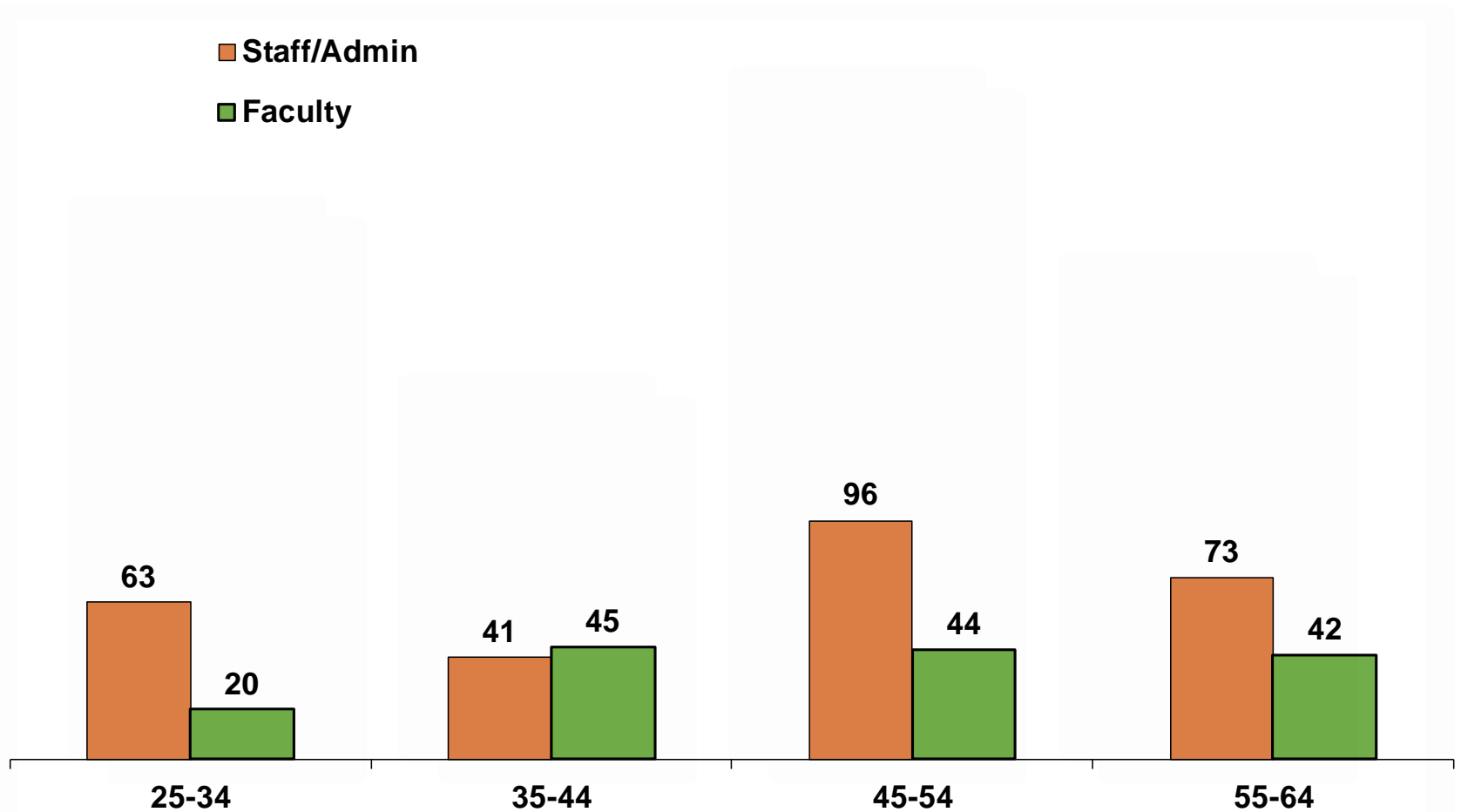
Citizenship Status

Citizenship	<i>n</i>	<i>%</i>
U.S. Citizen, birth	2,021	94.1
U.S. Citizen, naturalized	63	2.9
Permanent Resident	38	1.8
A visa holder (F-1, J-1, H1-B, A, L, G, E, TN, and U)	22	1.0
Undocumented resident	< 5	---
Other legally documented status (EAD, CAT)	< 5	---
Currently under a withholding of removal status	0	0.0

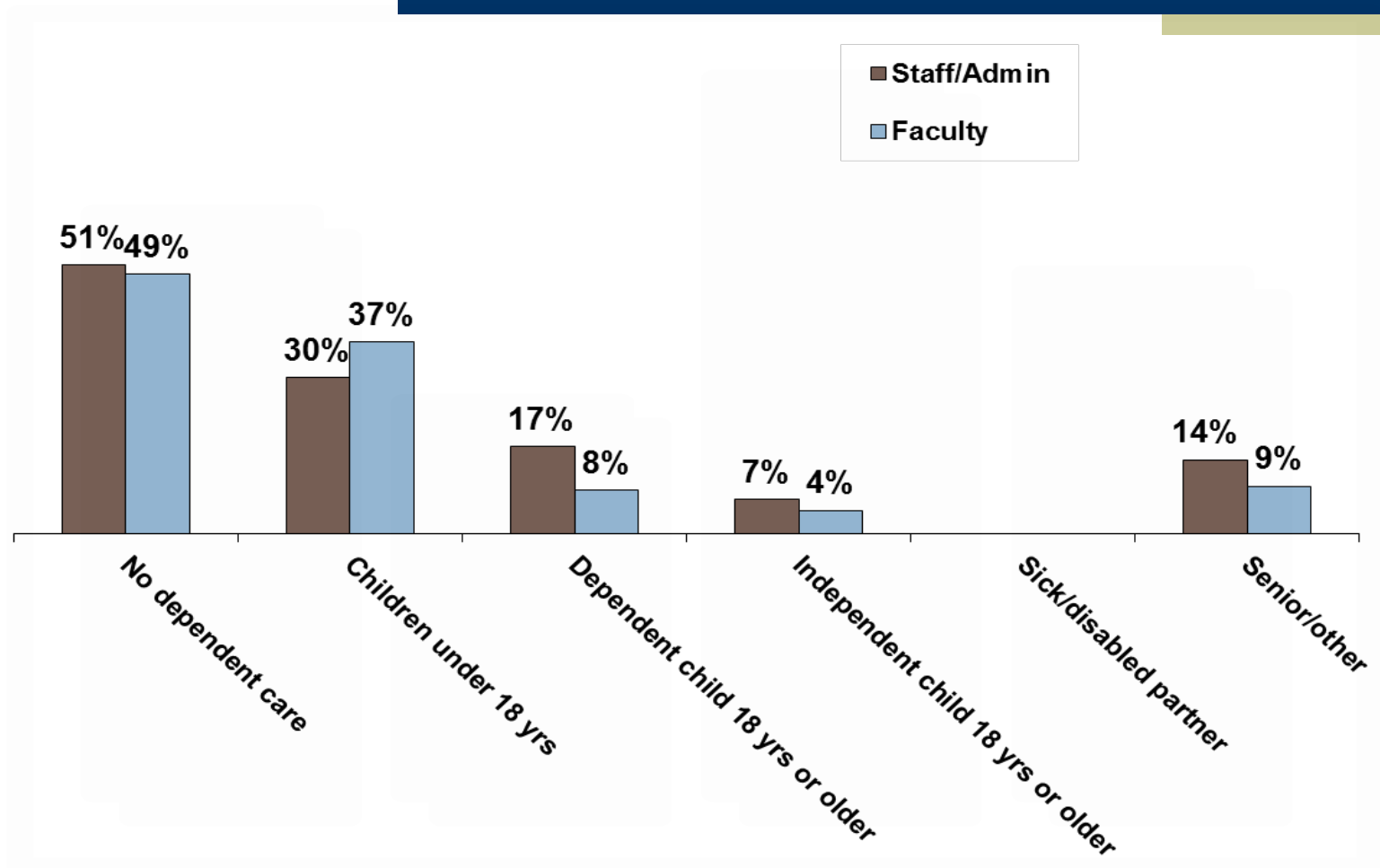
Military Status

Military	<i>n</i>	<i>%</i>
I have not been in the military	2,079	96.8
Veteran	30	1.4
Reservist/National Guard	16	0.7
ROTC	5	0.2
Active military	4	0.2

Employee Respondents by Age (*n*)

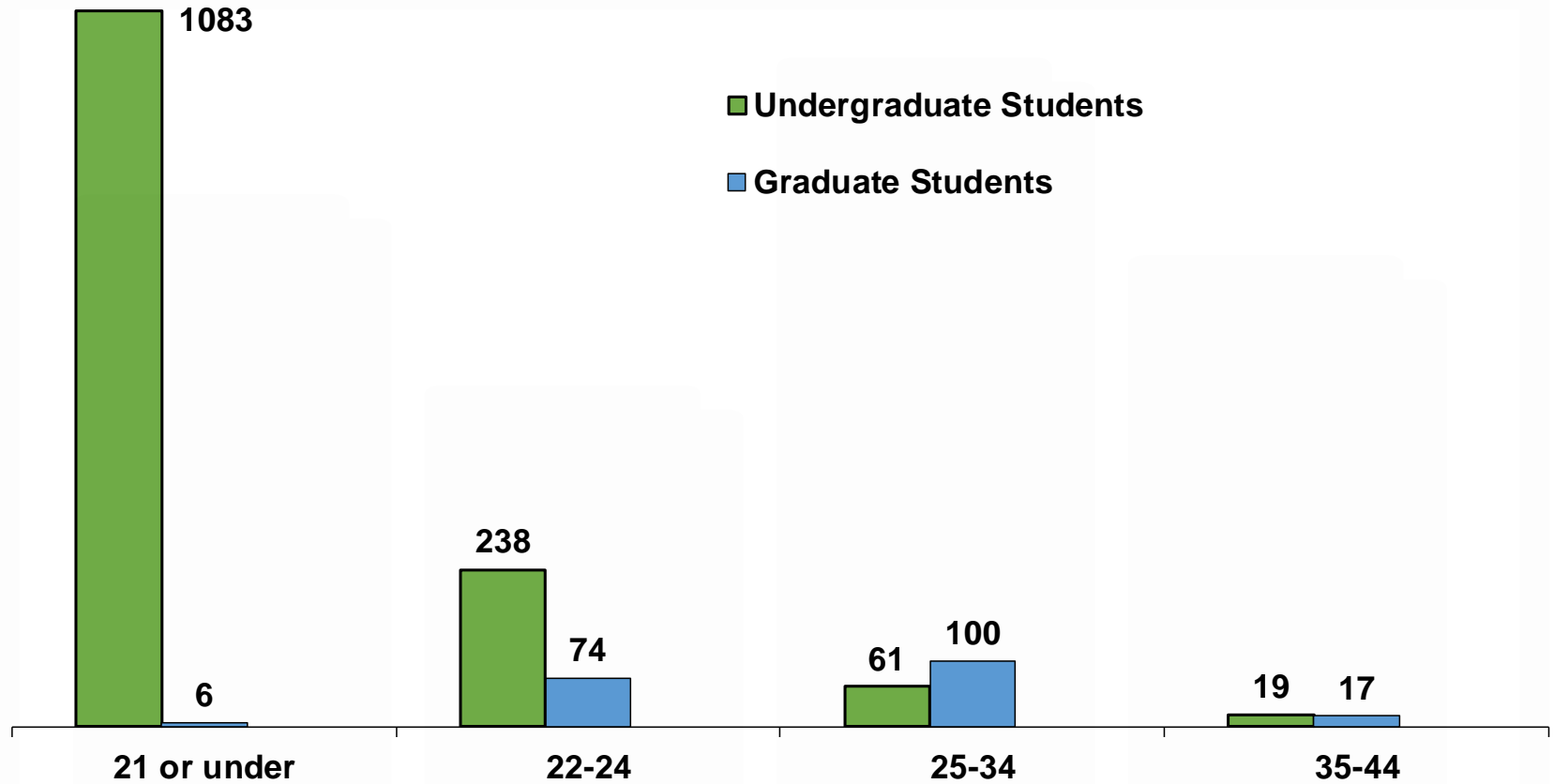


Employee Respondents' Dependent Care Status by Position (%)

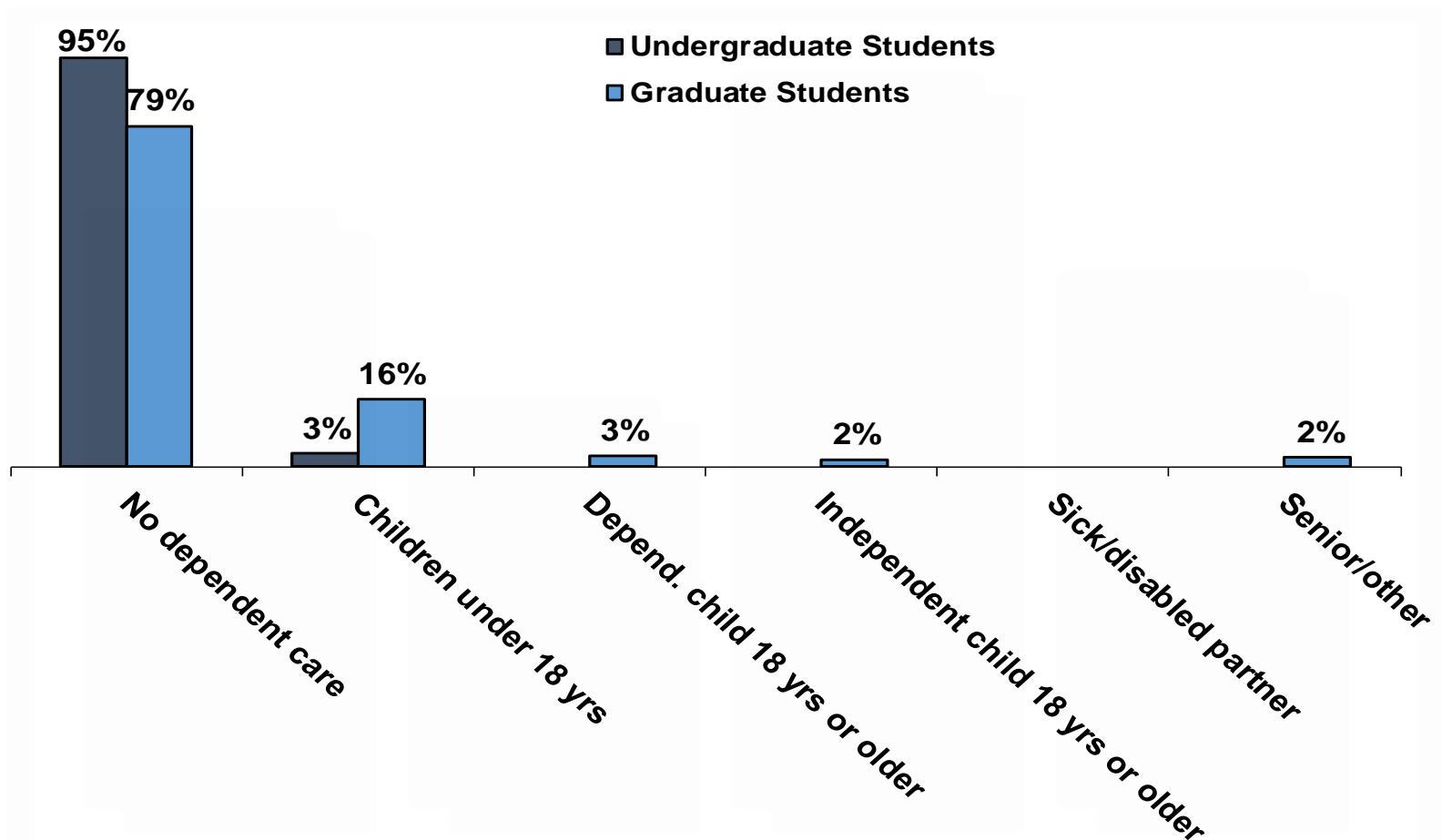


Note: Responses with $n < 5$ are not presented in the figure.

Student Respondents by Age (*n*)



Student Respondents' Dependent Care Status by Position (%)

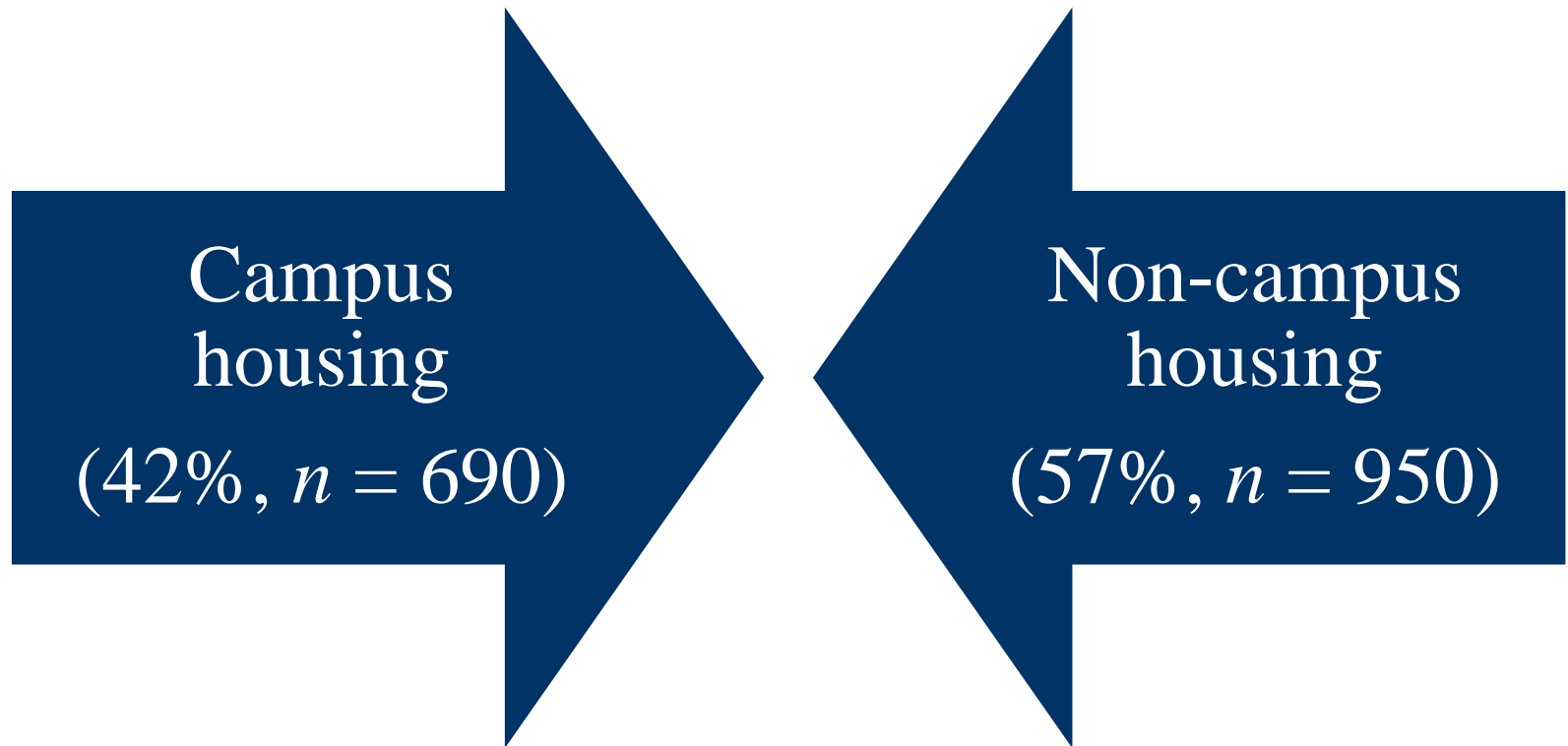


Note: Responses with $n < 5$ are not presented in the figure.

Student Respondents' Employment

Employment	<i>n</i>	%
No	579	34.9
Yes, I work on-campus	356	21.5
1-10 hours/week	168	10.2
11-20 hours/week	120	7.3
21-30 hours/week	44	2.7
31-40 hours/week	8	0.5
More than 40 hours/week	8	0.5
Yes, I work off-campus	814	49.1
1-10 hours/week	196	12.0
11-20 hours/week	251	15.4
21-30 hours/week	174	10.7
31-40 hours/week	106	6.5
More than 40 hours/week	55	3.4 ⁵⁰

Student Respondents' Residence



Student Respondents' Residence Campus Housing

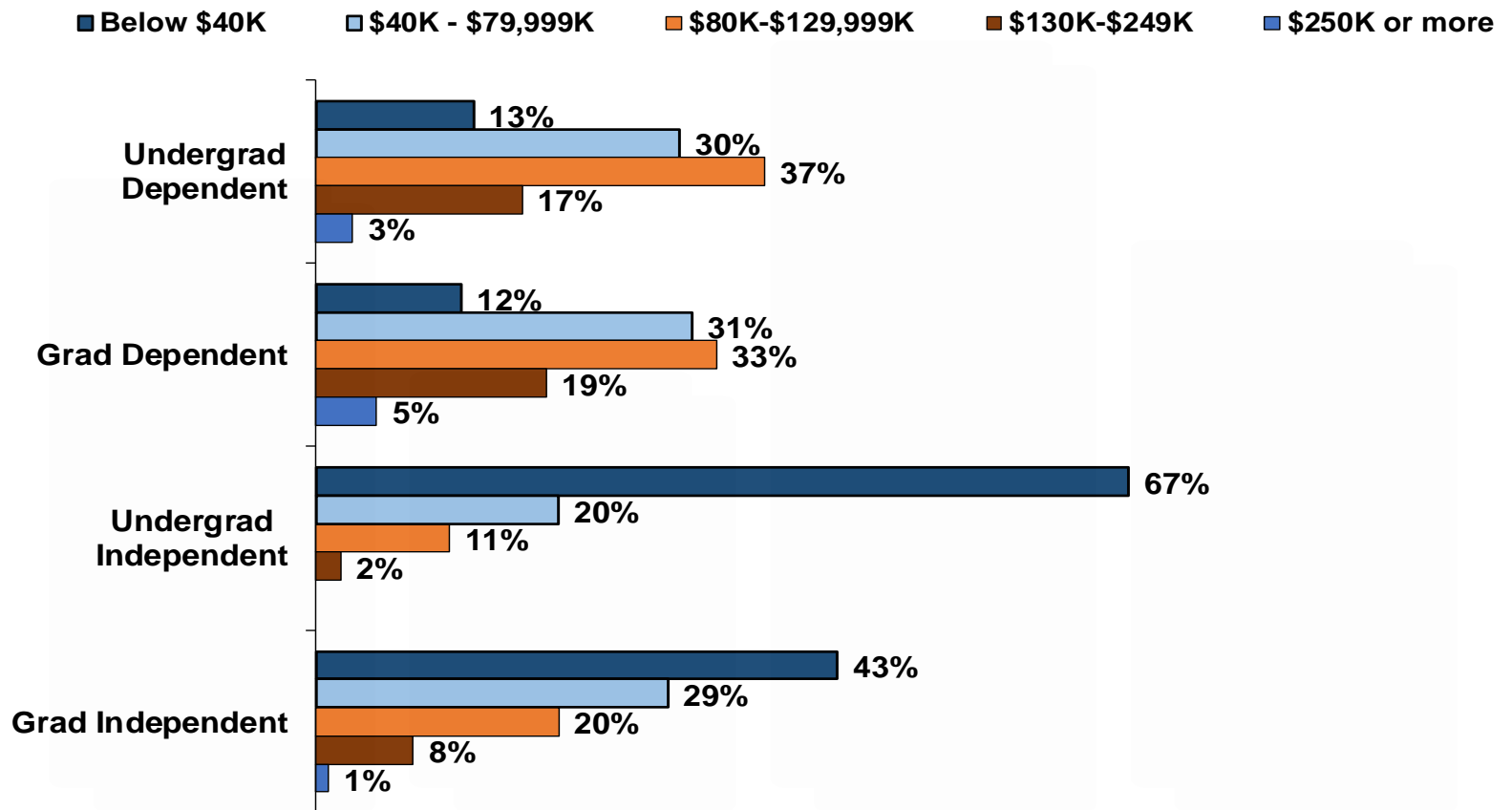
Residence	<i>n</i>	%
Allegheny	103	14.9
Commonwealth	73	10.6
Tyson	70	10.1
South Campus Apartments	65	9.4
Brandywine	63	9.1
Schmidt	59	8.6
Goshen	58	8.4
Village Apartments	53	7.7
Killinger	52	7.5
East Village Apartments	36	5.2
University Hall	31	4.5
College Arms Apartments	15	2.2

Student Respondents' Residence

Non-campus housing

Residence	<i>n</i>	%
Live with family member/guardian	337	36.5
Apartment complex	311	33.7
Rent room in a house	170	18.4
Rent/Own home	72	7.8
Something not listed here	33	3.6

Student Respondents' Income by Dependency Status (%)



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

47% ($n = 782$) of Student Respondents Reported Experiencing Financial Hardship...

Manner	<i>n</i>	%
Affording tuition	552	70.6
Purchasing my books	524	67.0
Affording housing	481	61.5
Affording food	274	35.0
Affording other campus or program fees	224	28.6
Commuting to campus	177	22.6
Participating in social events	135	17.3
Traveling home during breaks	114	14.6
Participating in co-curricular events or activities	113	14.5
Affording health care	94	12.0
Participating in co-curricular groups/organizations	74	9.5
Participating in academic or professional organizations	73	9.3
Affording child care	20	2.6

Note: Table includes Student respondents who reported having experienced financial hardship ($n = 782$) only. Sum does not total 100% as a result of multiple response choices.

How Student Respondents Were Paying For College

Form	<i>n</i>	%
Loans	1,064	64.1
Family contribution	847	51.1
Grant (Pell, etc.)	488	29.4
Personal contribution/job	416	25.1
Credit card	236	14.2
Merit scholarship (HOPE, athletic, etc.)	177	10.7
Need-based scholarship	103	6.2
Graduate assistantship/fellowship	76	4.6
Resident assistant	72	4.3
Federal Work Study	58	3.5
GI Bill	24	1.4

Student Respondents' Participation in Clubs or Organizations at WCU

Clubs/Organizations	<i>n</i>	%
Academic	457	27.5
Service	230	13.9
Special Interest	219	13.2
Greek	199	12.0
Honor	156	9.4
Equity	146	8.8
Religious	143	8.6

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

Clubs/Organizations	<i>n</i>	%
Sports Clubs	143	8.6
Music	122	7.4
Governing	85	5.1
Media	57	3.4
Intercollegiate Athletics	39	2.4
Political	31	1.9

Student Respondents' Cumulative G.P.A.

G.P.A.	<i>n</i>	%
No G.P.A.	251	15.1
3.50 – 4.00	719	43.3
3.00 – 3.49	467	28.1
2.50 – 2.99	175	10.5
2.00 – 2.49	36	2.2
1.99 or below	8	0.5

Findings



Comfort Levels

**Overall Campus
Climate
(81%)**

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

**Classroom
Climate (85%)**

Comfort With Overall Climate

Graduate Student respondents were more comfortable than were Staff/Administrator, Undergraduate Student, and Faculty respondents

White respondents more comfortable than were Multiracial respondents and Respondents of Color

Men and Women respondents more comfortable than were Transgender/Genderqueer respondents

Comfort With Overall Climate

Heterosexual respondents more comfortable than were LGBTQ and Other respondents

Respondents with Multiple Disabilities and with a Single Disability more comfortable than were respondents with No Disability

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

Comfort With Department/Work Unit Climate

Staff/Administrator respondents more comfortable than were Faculty respondents

Faculty and Staff/Administrator respondents with Multiple Disabilities and with a Single Disability more comfortable than were Faculty and Staff/Administrator respondents with No Disability

Comfort With Classroom Climate

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

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

White Faculty and
Student respondents
more comfortable than
were Multiracial
Faculty and Student
respondents and
Student and Faculty
Respondents of Color

Comfort With Classroom Climate

Heterosexual
Student and Faculty
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comfortable than
were LGBTQ and
Other Student and
Faculty respondents

Student and Faculty
respondents with
Multiple Disabilities
and with a Single
Disability more
comfortable than were
Student and Faculty
respondents with No
Disability

Challenges and Opportunities

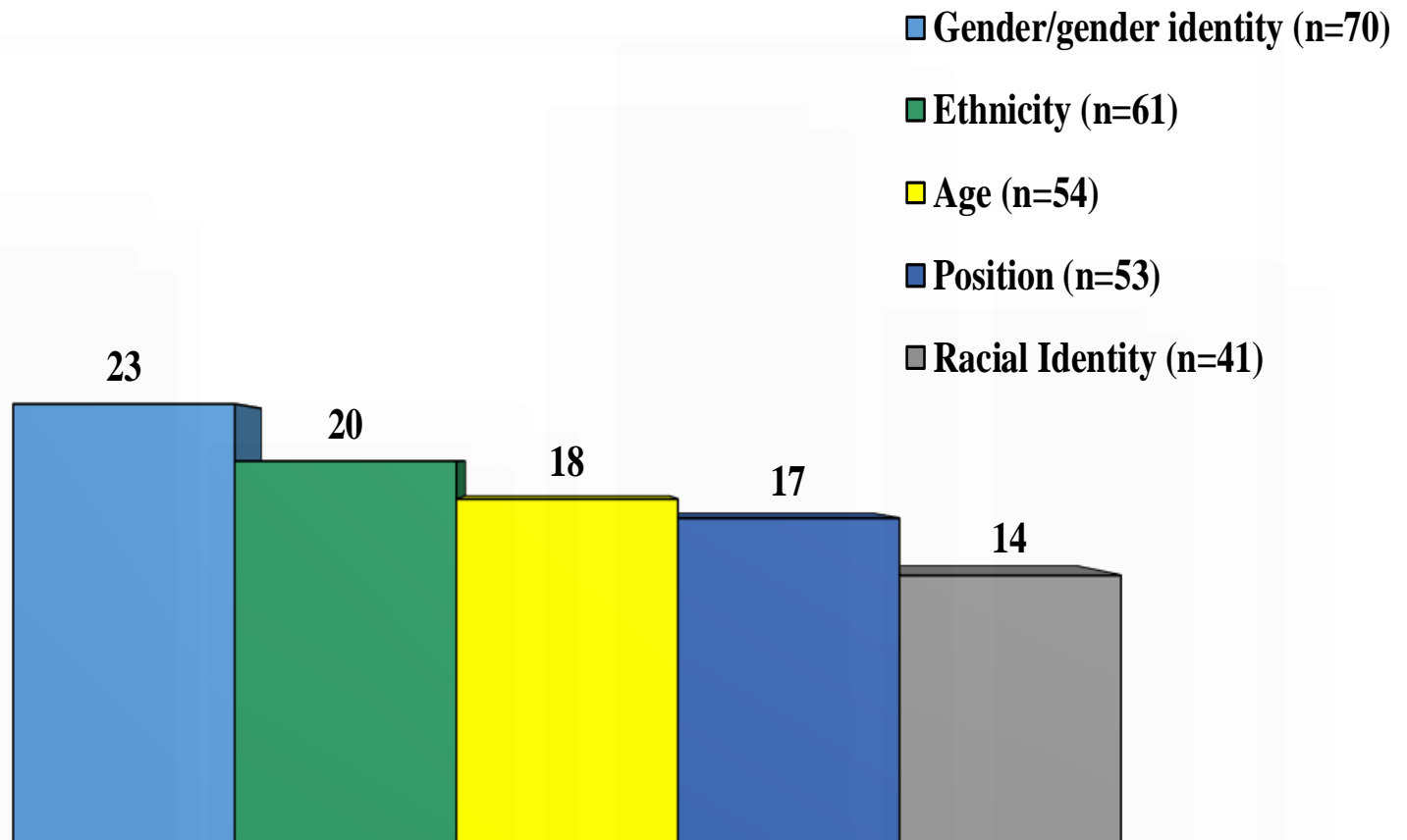


Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

14%

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

Personally Experienced Based on...(%)



Note: Only answered by respondents who experienced exclusionary conduct ($n = 304$). Percentages do not sum to 100 due to multiple responses.

Forms of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

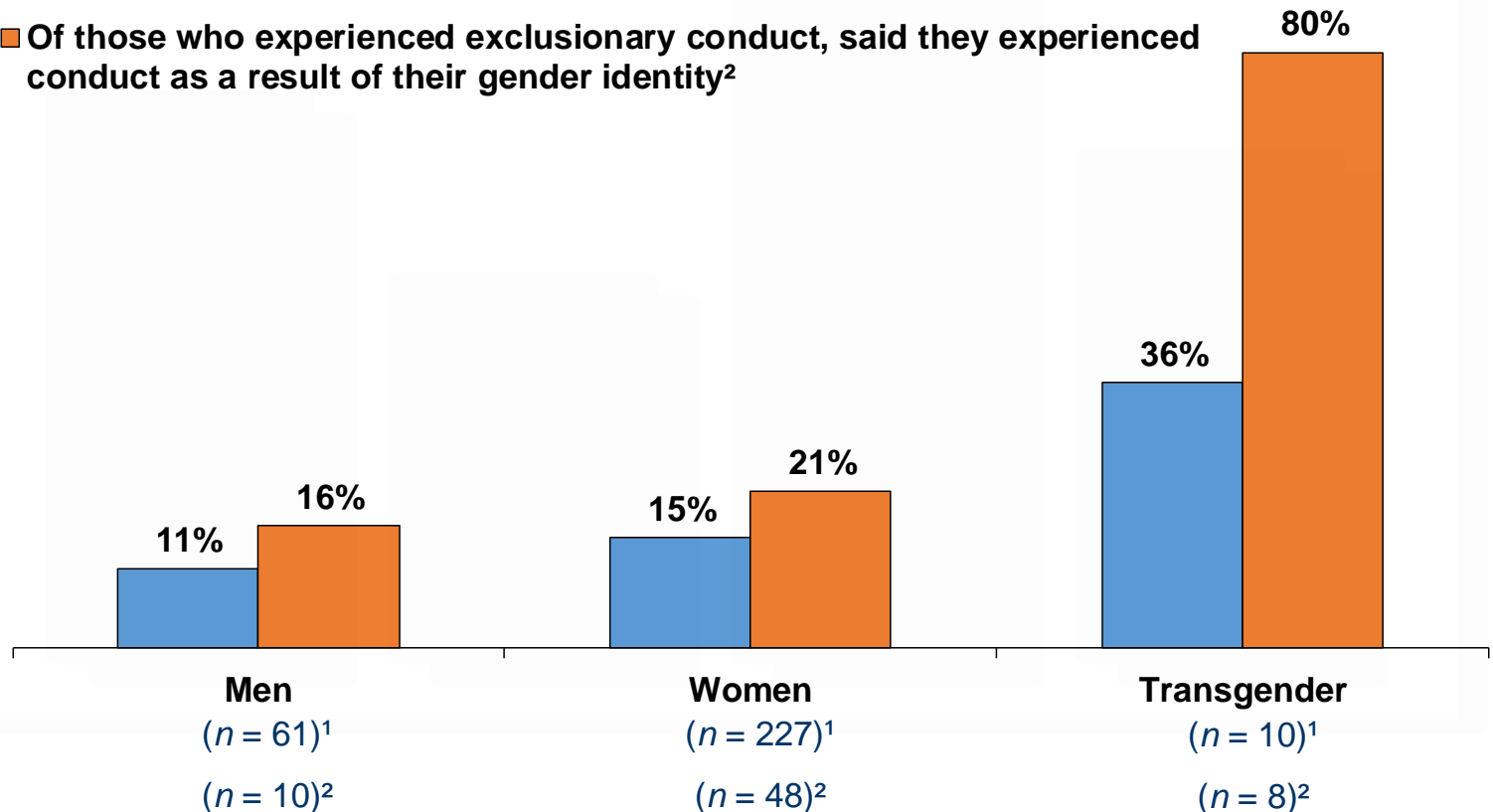
	<i>n</i>	%
Disrespected	202	66.4
Ignored or excluded	154	50.7
Isolated or left out	142	46.7
Intimidated or bullied	91	29.9
Stared at	77	25.3

Note: Only answered by respondents who experienced exclusionary conduct (*n* = 304). Percentages do not sum to 100 due to multiple responses.

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

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their gender identity²



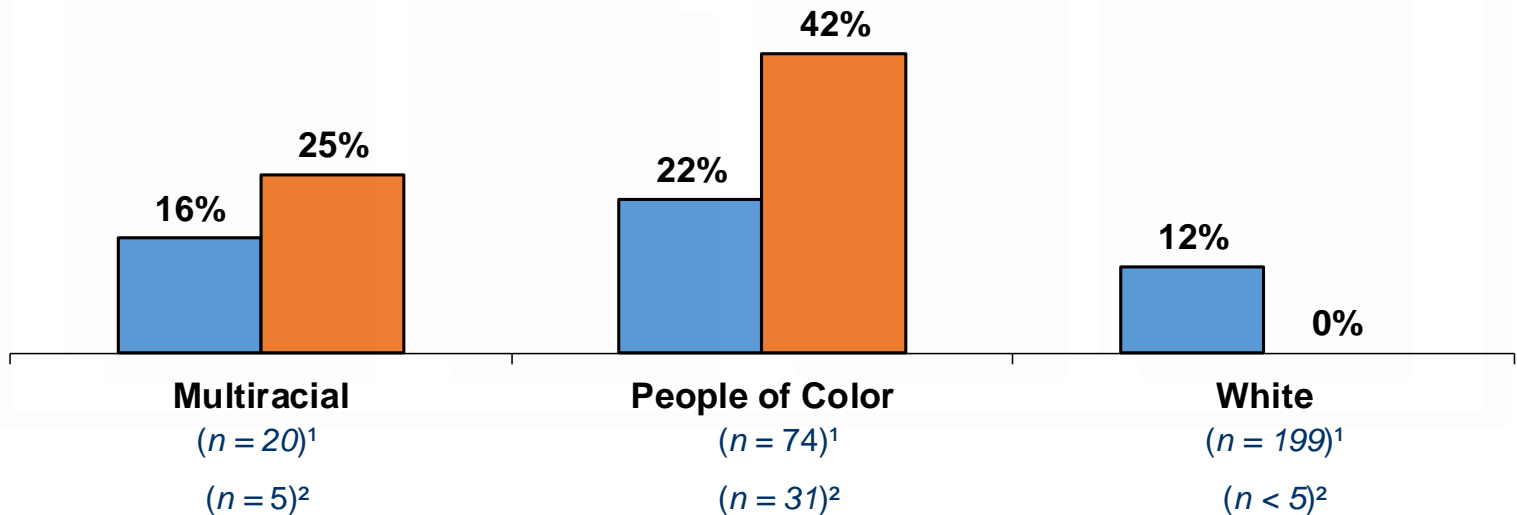
¹ Percentages are based on total n split by group.

² 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 conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of ethnicity²



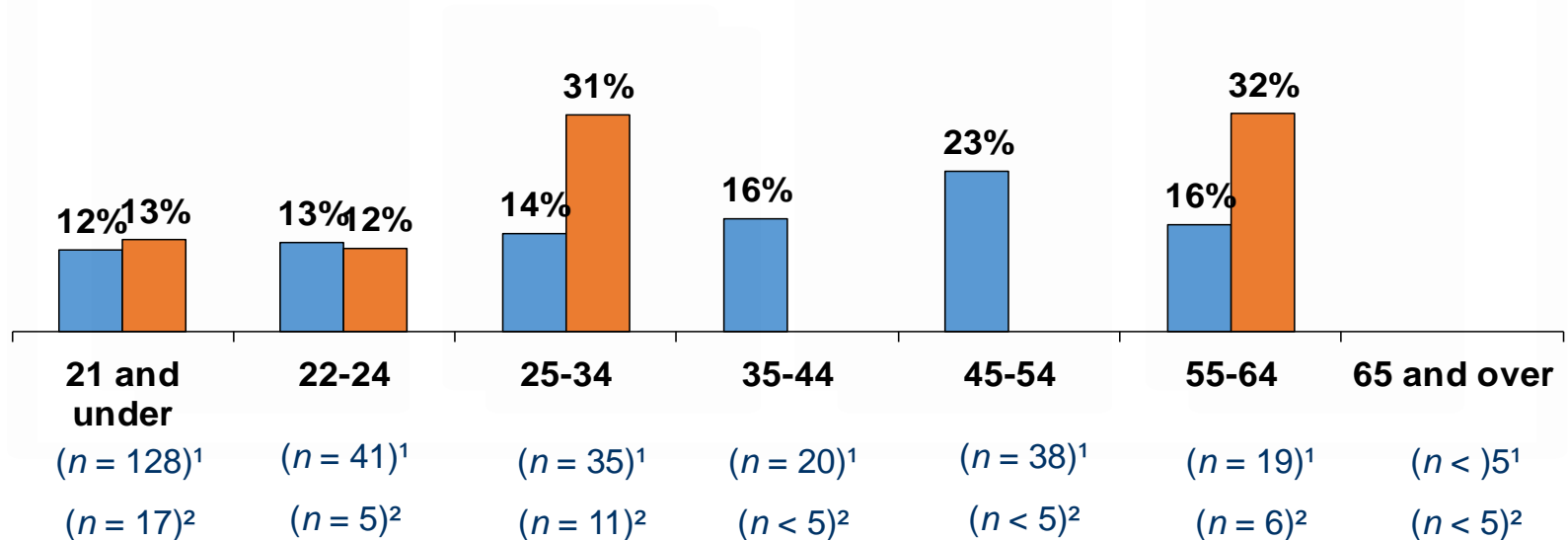
¹ Percentages are based on total n split by group.

² 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 Age (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their age²



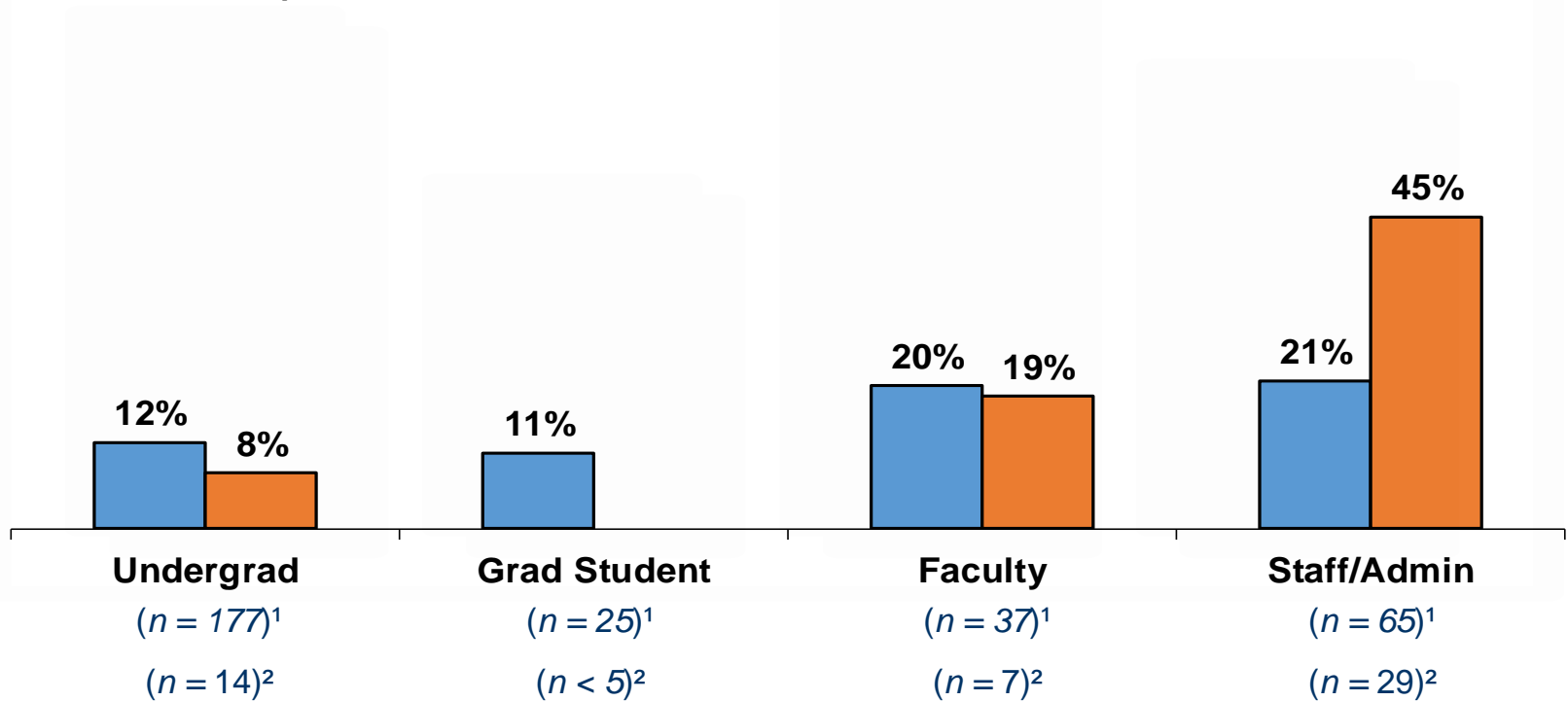
¹ Percentages are based on total n split by group.

² 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 Position Status (%)

■ Overall experienced conduct¹

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of position status²



¹ Percentages are based on total n split by group.

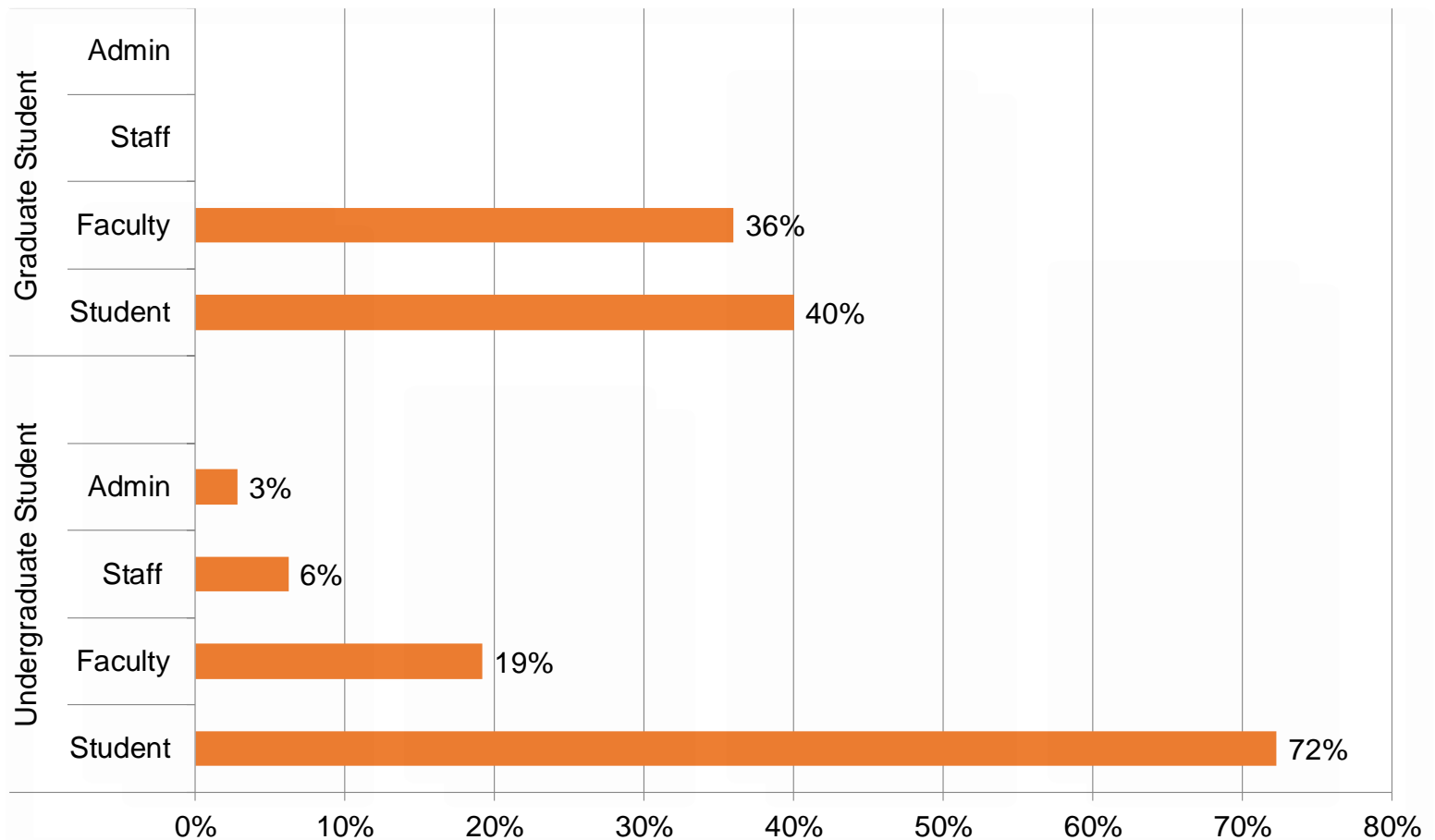
² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Location of Experienced Conduct

	<i>n</i>	%
In a class	78	25.7
In a public space on campus	70	23.0
In a meeting with a group of people	66	21.7
In campus housing	62	20.4
In a campus office	48	15.8
While working at a campus job	47	15.5

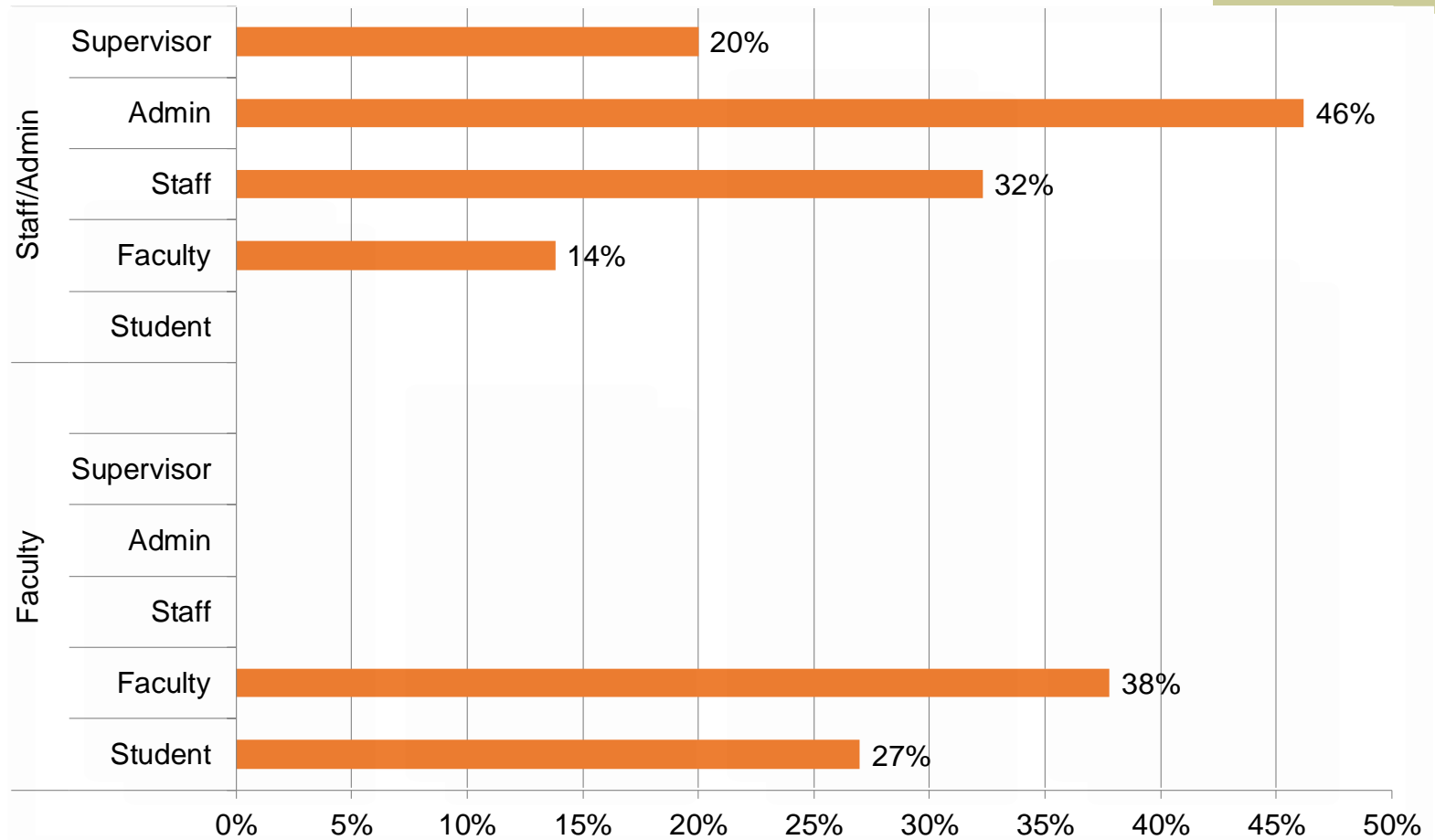
Note: Only answered by respondents who experienced exclusionary conduct ($n = 304$). Percentages do not sum to 100 due to multiple responses.

Source of Experienced Conduct for Student Respondents (%)



Note: Only answered by respondents who experienced exclusionary conduct (n = 304). Percentages do not sum to 100 due to multiple responses.

Source of Experienced Conduct for Employee Respondents (%)



Note: Only answered by respondents who experienced exclusionary conduct (n = 304). Percentages do not sum to 100 due to multiple responses.

What did you do? Responses

- ◆ Felt angry (58%)
- ◆ Felt embarrassed (47%)
- ◆ Avoided the person (31%)
- ◆ Ignored it (31%)
- ◆ Told a friend (28%)
- ◆ Didn't report it for fear that complaint would not be taken seriously (16%)
- ◆ Made an official complaint to a campus employee/official (6%)



Qualitative Themes

Experienced Exclusionary Conduct



Intimidation and hostility

Racial-biased conduct

Perceived “culture of sexual misconduct”

Unwanted Sexual Contact at WCU

89 respondents (4%) had experienced
unwanted sexual contact at WCU

82 of those were
Undergraduate Students

Experiences of Unwanted Sexual Contact at WCU

89 respondents (4%) experienced
unwanted sexual contact at WCU

82
Undergraduate
Students

81
women

16
LGBQ

Perpetrator of Unwanted Sexual Contact

	<i>n</i>	%
Student	28	31.5
Acquaintance	26	29.2
Stranger	25	28.1
Friend	22	24.7

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ($n = 89$).

Semester in Which Undergraduate Student Respondents Experienced Unwanted Sexual Contact

	<i>n</i>	%
First	34	43.0
Second	16	20.0
Third	14	18.0
Fourth	5	6.0
Fifth	< 5	---
Sixth	6	8.0
Seventh	< 5	---
Eighth	0	0.0
After eighth semester	0	0.0

Note: Only answered by Undergraduate Student respondents who indicated on the survey that they experienced unwanted sexual contact (*n* = 82)

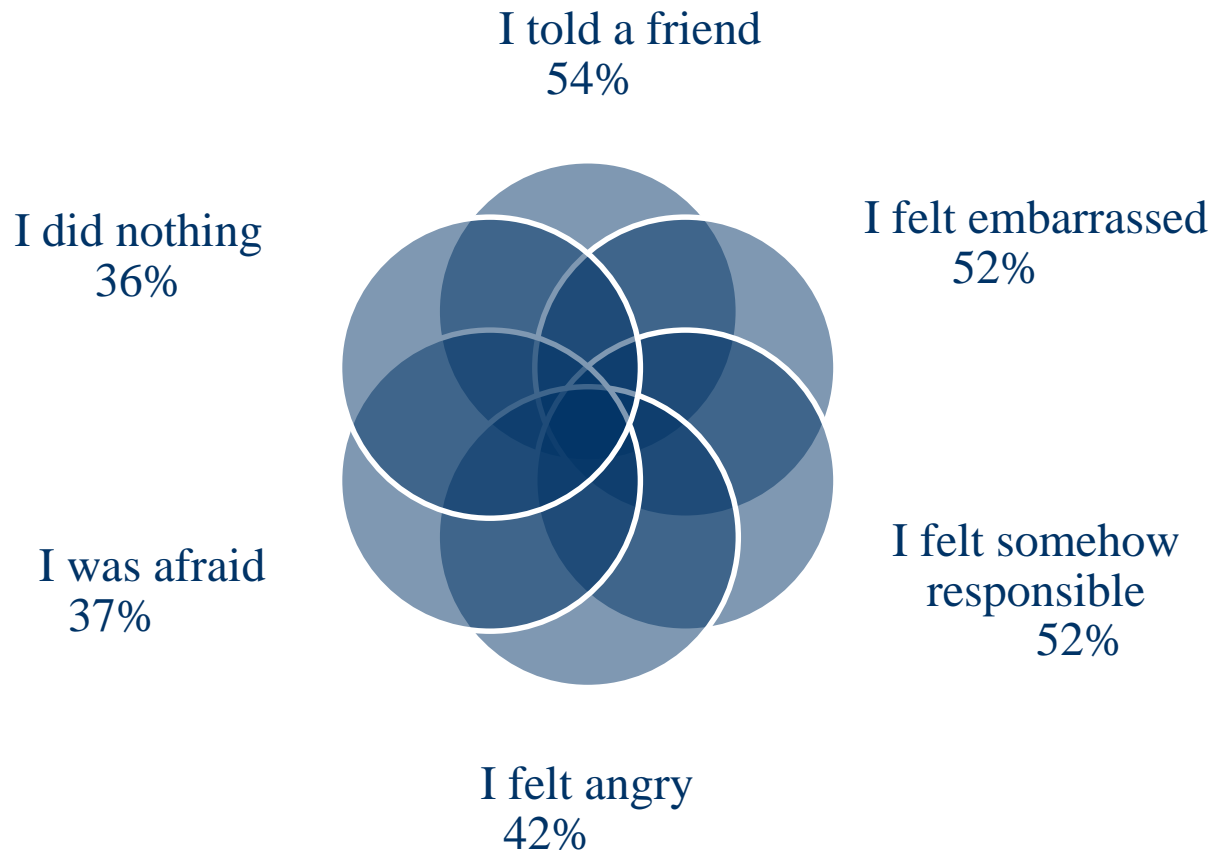
Location of Unwanted Sexual Contact

On Campus (40%, $n = 36$)

Off Campus (62%, $n = 55$)

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ($n = 89$).

Response to Unwanted Sexual Contact



Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ($n = 89$).



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

Shame and fear as reporting barriers

Lack of understanding of sexual
contact and reporting practices



Qualitative Themes for Respondents:
Those who did report the unwanted sexual contact



Negative encounters in reporting

Perception that no action was taken
after reporting

Top Facilities Barriers for Respondents with Disabilities

Facilities	<i>n</i>	<i>%</i>
On-campus transportation/parking	181	34.5
Walkways, pedestrian paths, crosswalks	76	14.6
University housing	71	13.6
Restrooms	66	12.7
Classroom buildings	58	11.1
Elevators	57	11.0
Computer labs	54	10.4
Dining facilities	53	10.2

Top Technology/Online Environment Barriers for Respondents with Disabilities

Technology/Online	<i>n</i>	%
Accessible electronic format	60	11.6
Website	59	11.5
ATM machines	42	8.1
E-curriculum (curriculum software)	36	7.0
Library database	34	6.6

Top Instructional Campus Materials Barriers by Respondents with Disabilities

Instructional Campus Materials	<i>n</i>	%
Textbooks	55	10.7
Food menus	45	8.7
Exams/quizzes	42	8.1

Employee Respondents Who *Seriously Considered Leaving* WCU

52% of Staff/
Administrator
respondents
($n = 160$)



43% of
Faculty
respondents
($n = 78$)



Employee Respondents Who *Seriously Considered Leaving* WCU

70% ($n = 30$) of LGBTQ employee respondents,
47% ($n = 191$) of Heterosexual employee respondents

90% ($n = 17$) of employee respondents with Multiple Disabilities, 64% ($n = 46$) of employee respondents with a Single Disability, and 43% ($n = 161$) of employee respondents with No Disability

Employee Respondents Who *Seriously Considered Leaving* WCU

58% ($n = 81$) ages 45 and 54 years, 50% ($n = 57$) ages 55 and 64, 47% ($n = 39$) ages 25 and 34 years, 43% ($n = 37$) ages 35 and 44 years, and 29% ($n = 5$) ages 65 years and older

Reasons Employee Respondents *Seriously Considered Leaving* WCU

	<i>n</i>	%
Financial reasons (salary, resources, etc.)	108	45.4
Tension in department/work unit with supervisor/manager	91	38.2
Increased workload	63	26.5
Interested in a position at another institution	61	25.6
Campus climate was unwelcoming	50	21.0

Note: Table includes answers from only those Faculty and Staff/Administrator respondents who indicated that they considered leaving ($n = 238$).



Qualitative Themes for Employee Respondents
Why Considered leaving...

Desire for an intellectually rich
community

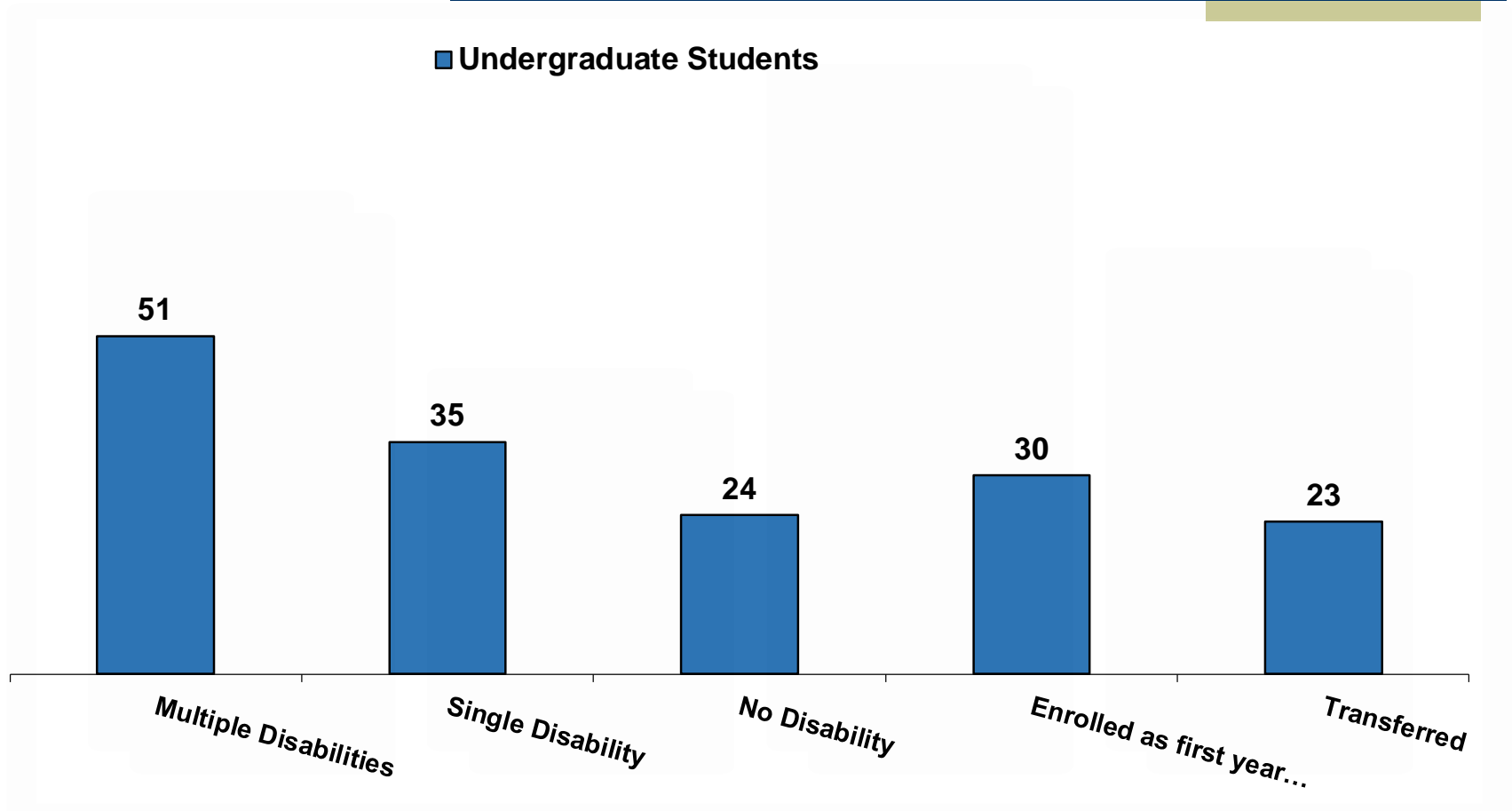
Lack of faith in leadership

Student Respondents Who *Seriously Considered Leaving WCU*

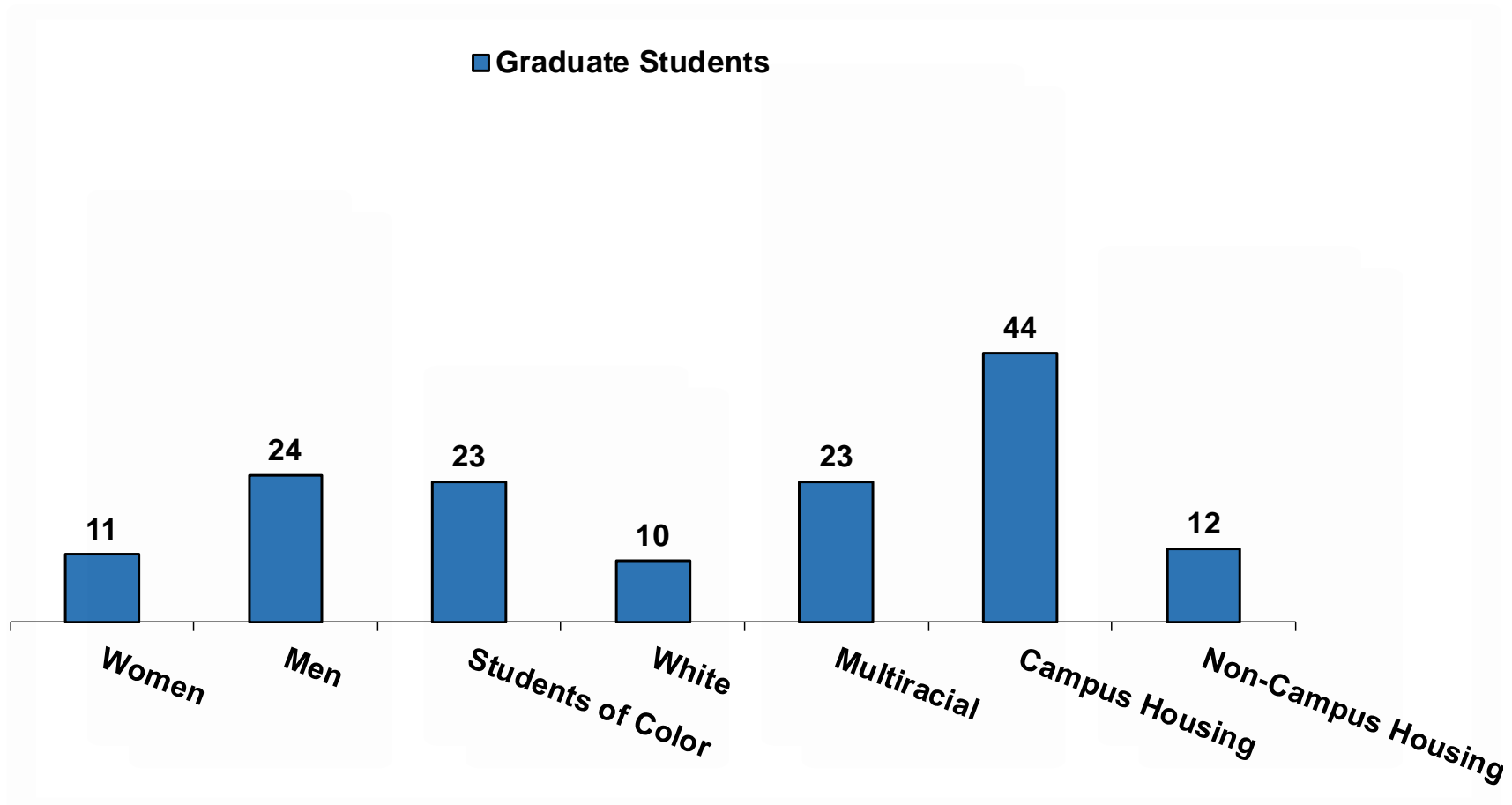
28% of Undergraduate
Student respondents
($n = 400$)

15% of Graduate Student
respondents
($n = 33$)

Undergraduate Student Respondents Who *Seriously Considered Leaving WCU* by Select Demographics (%)



Graduate Student Respondents Who *Seriously Considered Leaving WCU* by Select Demographics (%)



When Student Respondents *Seriously Considered Leaving WCU*

70% in their first year

38% in their second year

13% in their third year

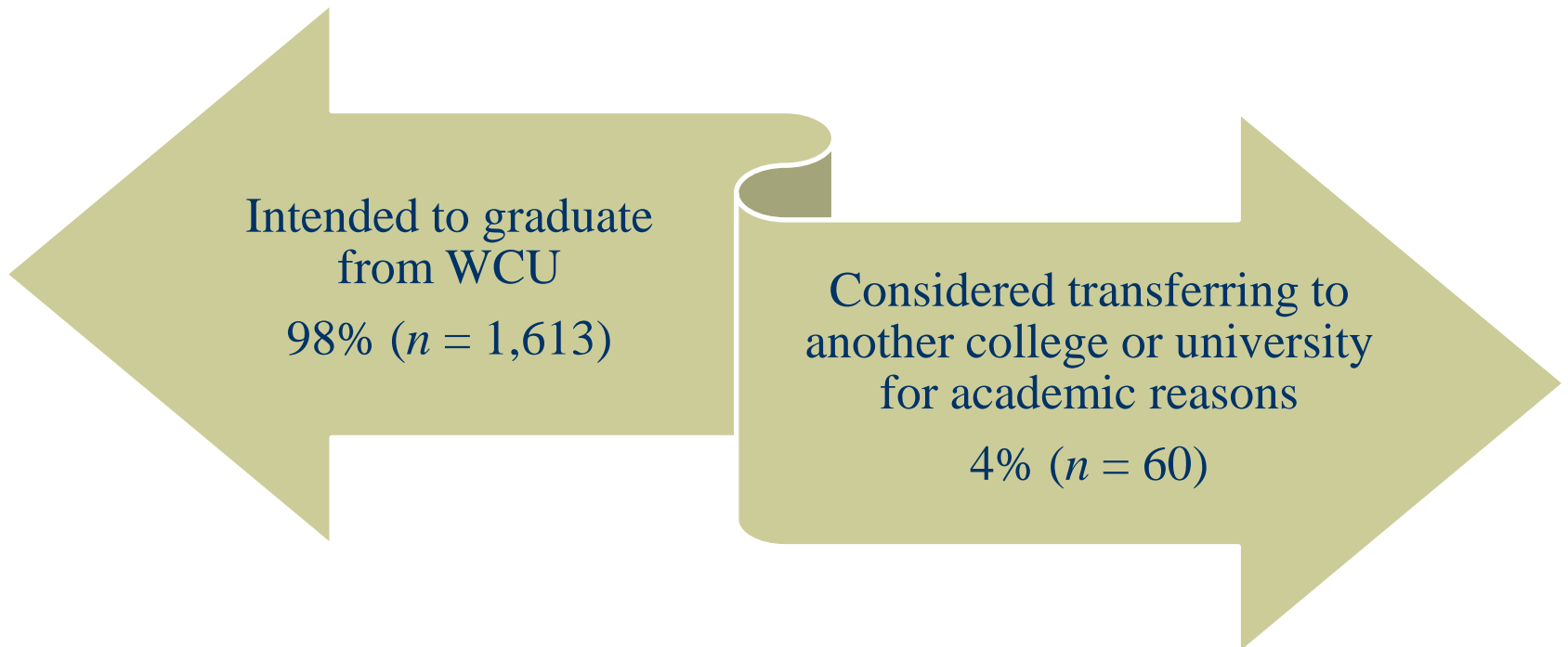
7% in their fourth or fifth year

Top Reasons Why Student Respondents *Seriously Considered Leaving WCU*

Reason	<i>n</i>	%
Lack of a sense of belonging	261	60.3
Climate was not welcoming	124	28.6
Lack of a support group	111	25.6
Personal reasons	104	24.0
Homesick	99	22.9

Note: Table includes answers from only those Student respondents who indicated that they considered leaving ($n = 433$).

Student Respondents' Persistence Until Graduation



Note: Table includes answers from only Student respondents ($n = 1,659$).



Qualitative Themes
Why Considered leaving...

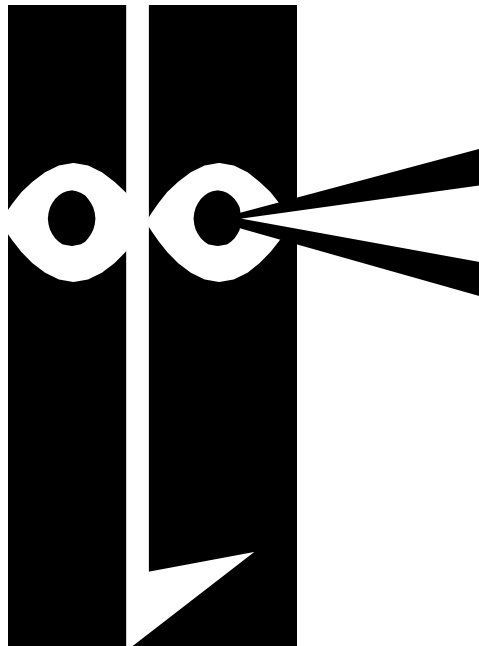
Frustrated with party culture/yearn
more intellectual challenge

Sense of belonging

Perceptions



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



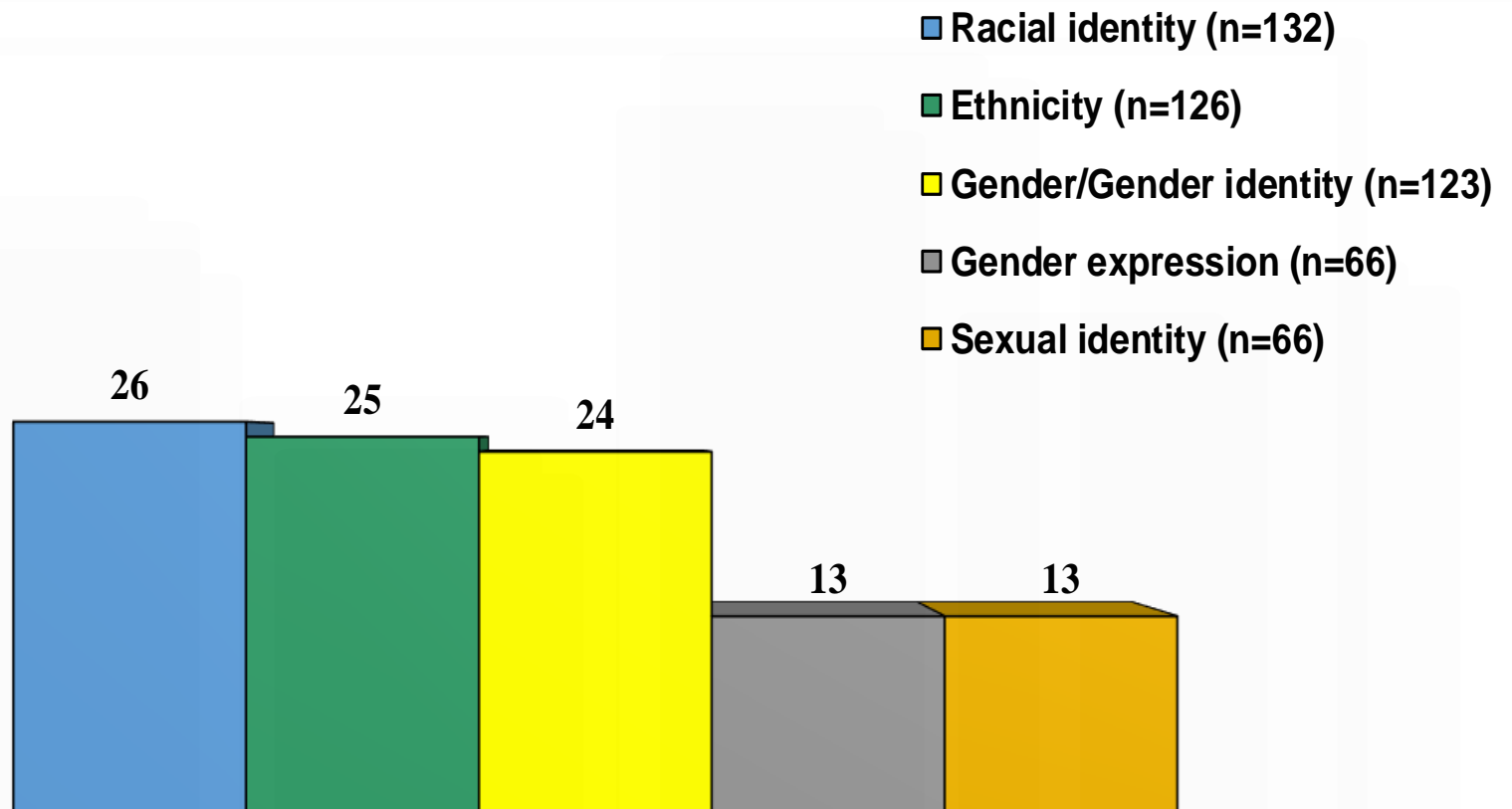
24% (*n* = 515)

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

	<i>n</i>	%
Person was disrespected.	317	61.6
Person was intimidated/bullied.	167	32.4
Person was ignored or excluded.	161	31.3
Person was isolated or left out.	137	26.6
The person was the target of derogatory verbal remarks.	110	21.4
The person was the target of racial/ethnic profiling.	93	18.1
The person received derogatory posts on social networking sites (such as Facebook).	91	17.7
I observed others staring at the person.	81	15.7

Note: Only answered by respondents who observed exclusionary conduct (*n* = 515). 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 ($n = 515$). Percentages do not sum to 100 due to multiple responses.

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

Source

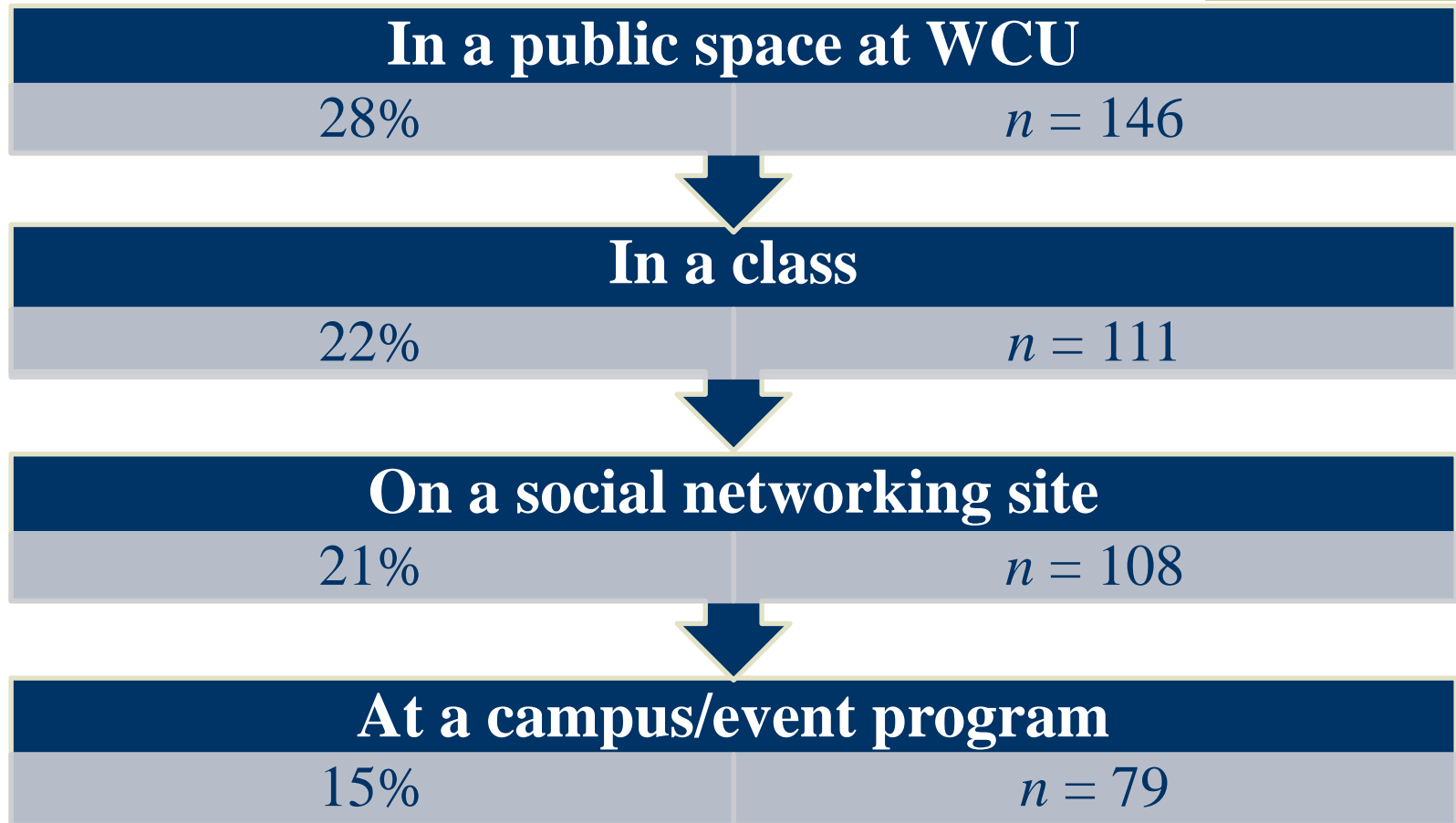
- Student (57%)
- Stranger (19%)
- Social networking (18%)
- Faculty member (15%)

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

Target

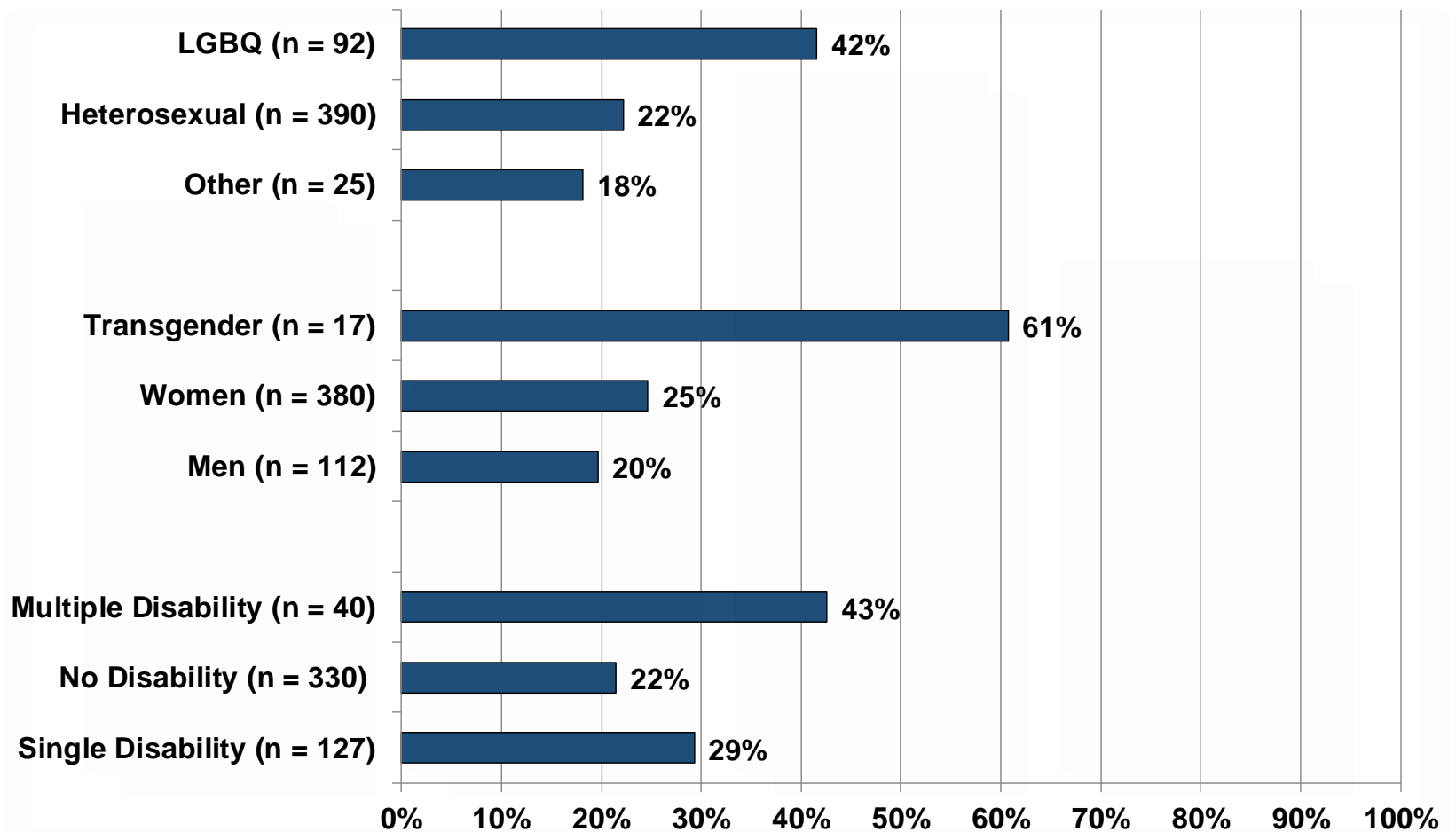
- Student (66%)
- Friends (19%)
- Stranger (15%)
- Co-worker (11%)
- Staff member (10%)

Location of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

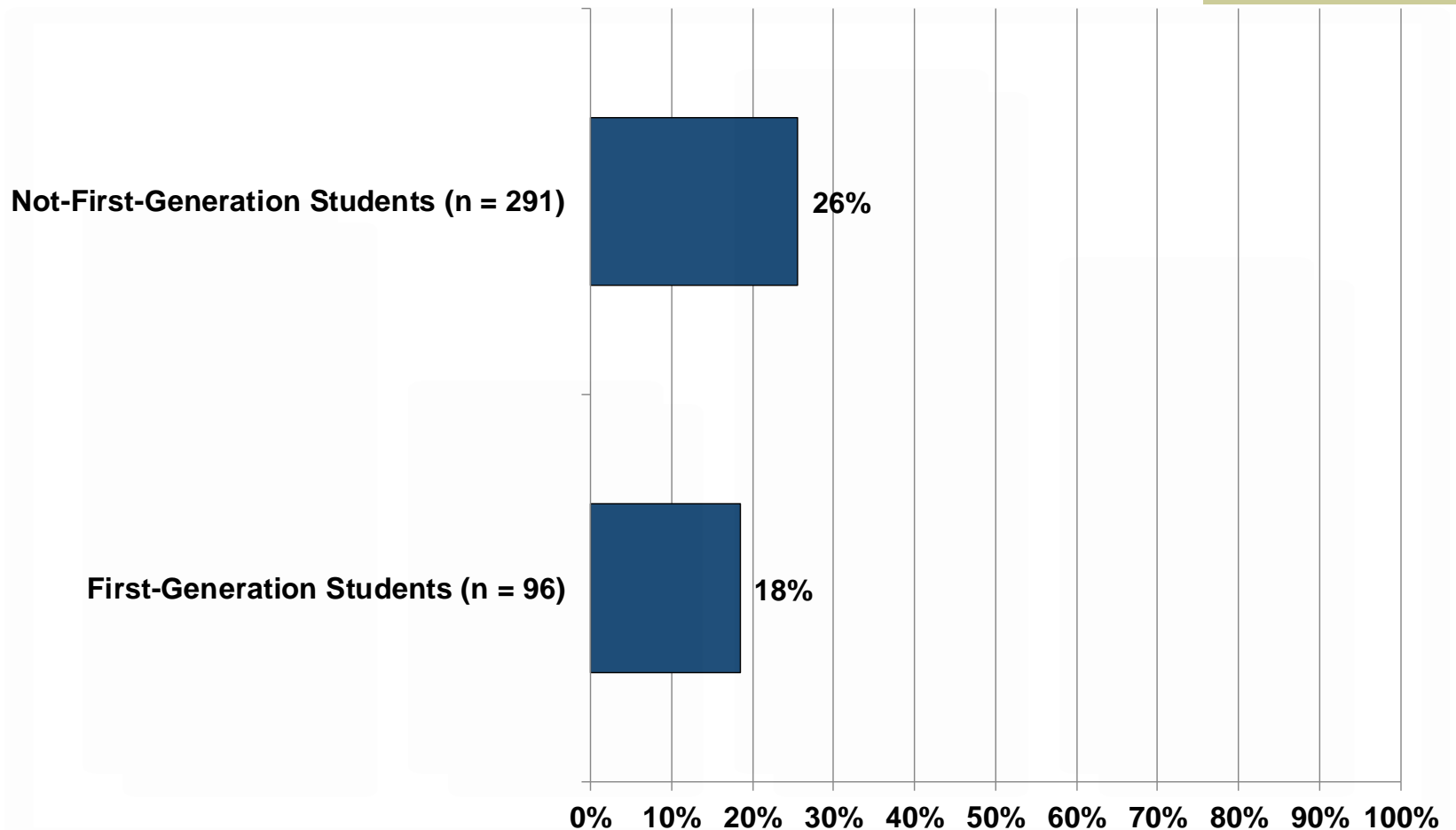


Note: Only answered by respondents who observed exclusionary conduct ($n = 515$). Percentages do not sum to 100 due to multiple responses.

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

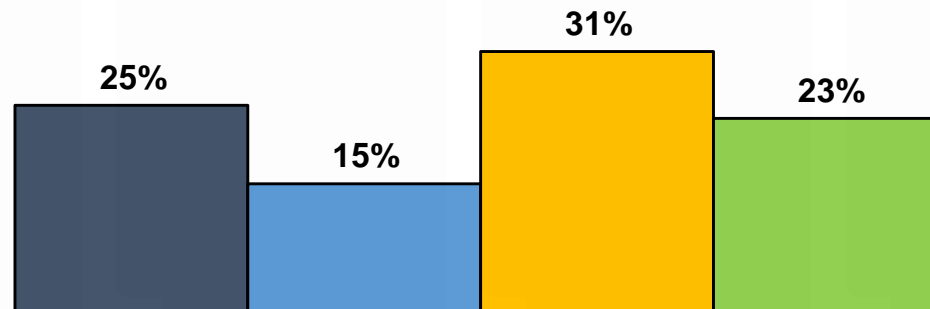


Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Select Demographics (%)



Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Position (%)

- Undergraduate Students (n = 353)
- Graduate Students (n = 35)
- Faculty (n = 56)
- Staff/Admin (n = 71)



What did you do? Responses

- ◆ Felt angry (48%)
- ◆ Felt embarrassed (23%)
- ◆ Told a friend (18%)
- ◆ Ignored it (12%)
- ◆ Made an official complaint to a campus employee/official (5%)



Qualitative Themes

Observed Conduct

Racial-biased discrimination

Hostility

Gender and sexual minorities

Employee Perceptions



Employee Perceptions of Unfair/Unjust Hiring Practices

21% of Faculty respondents

24% of Staff/Administrator respondents



Qualitative Themes
Discriminatory Hiring Practices

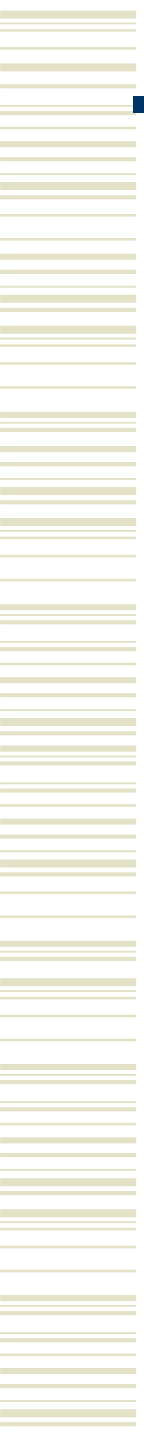
Questioning hiring practices

Perception of exclusionary hiring
practices


Employee Perceptions of Unfair/Unjust Employment-Related Disciplinary Actions

11% of Faculty respondents

11% of Staff/Administrator respondents



Qualitative Themes
Discriminatory Employment-Related
Disciplinary Actions



Poor conflict management

Employee Perceptions of Unfair/Unjust Practices Related to Promotion

27% of Faculty respondents

28% of Staff/Administrator respondents

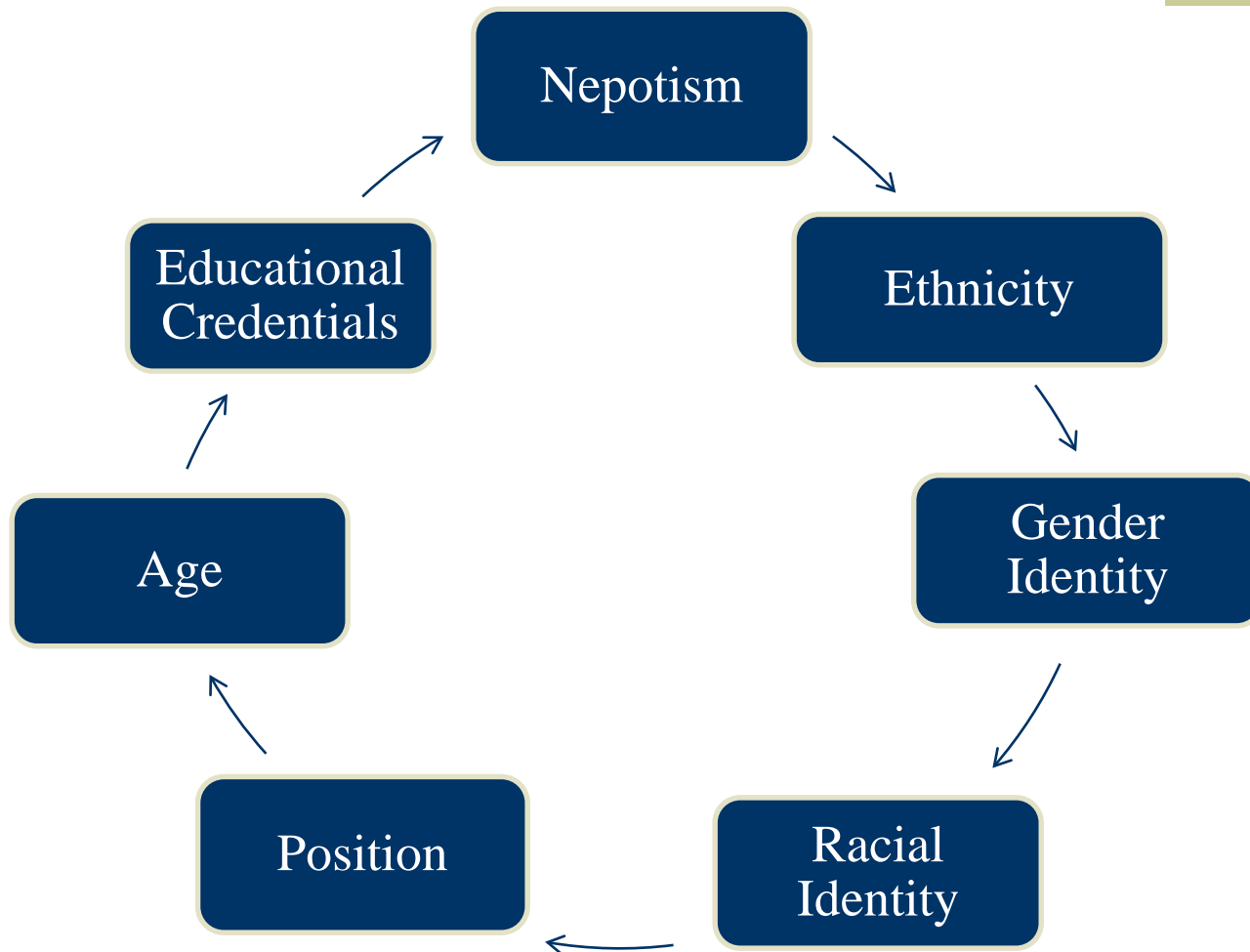


Qualitative Themes
Discriminatory Practices Related to
Promotion

Inconsistent employment-related
procedures

Discrimination based on
ethnicity/racial identity

Most Common Bases for Discriminatory Employment Practices



Work-Life Issues SUCSESSES & CHALLENGES

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



Staff/Administrator Respondents

Examples of Successes

92% indicated that their supervisor was supportive of their taking leave

83% thought that WCU provided them with resources to pursue professional development opportunities

81% had colleagues/coworkers who gave them job/career advice or guidance when they needed it

Staff/Administrator Respondents

Examples of Successes

80% believed that their supervisors were supportive of flexible work schedules

Majority felt valued by coworkers in their work unit (84%) and by their supervisor/manager (79%)

77% believed that WCU provided them with resources to pursue training/professional development opportunities

Staff/Administrator Respondents

Examples of Successes

75% had adequate
access to administrative
support

74% felt that their
opinions were taken
seriously by their
supervisor

74% felt that their
skills were valued

Staff/Administrator Respondents

Examples of Challenges

35%

- WCU senior administration was genuinely concerned with their welfare

35%

- Staff opinions were taken seriously by senior administrators

34%

- Had to work harder than their colleagues/ coworkers to achieve the same recognition

Staff/Administrator Respondents

Examples of Challenges

29%

- Reluctant to bring up issues that concerned them for fear it would influence their performance evaluations or tenure/merit/promotion decisions

28%

- Colleagues/coworkers expected them to represent “the point of view” of their identities

26%

- Faculty/staff outside their work unit pre-judged their abilities based on their perception of their identity/background



Qualitative Themes
Staff/Administrator Respondents
Work-Life Attitudes

Inclusion concerns

Dissatisfaction with salary

Inconsistent practices regarding flex
time

Perception of inconsistent leadership

Tenure-Track Faculty Respondents

Examples of Successes

89% felt that their service contributions were important to tenure/promotion

87% believed that WCU was supportive of the use of sabbatical/faculty enhancement

Majority felt the tenure process was clear (85%) and reasonable (84%)

Tenure-Track Faculty Respondents

Examples of Challenges

66%

- Believed that they were burdened by service responsibilities

41%

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

23%

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



Qualitative Themes
Tenure-Track Faculty Work-Life
Attitudes



Inconsistencies in tenure

All Faculty Respondents Examples of Successes

84% had peers/mentors
who gave them career
advice or guidance
when they needed it

83% felt respected
by students in the
classroom

80% indicated that
their department
provided them with
resources to pursue
professional
development
opportunities

All Faculty Respondents

Examples of Challenges

34%

- WCU senior administration was genuinely concerned with their welfare

26%

- people who do not have children were burdened with work responsibilities beyond those who do have children

21%

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



Qualitative Themes
All Faculty Work-Life Attitudes

Perceived inequality among faculty
with children

Inadequate support

Merit recognition and consistency

Student Respondents' Perceptions



Student Respondents' Perceptions of Campus Climate


Majority felt that WCS faculty (68%) and staff (58%) were genuinely concerned with their welfare



Majority felt valued by faculty in the classroom (78%) and by other students in the classroom (58%)

Student Respondents' Perceptions of Campus Climate

Many had faculty (72%) and staff (50%) whom they perceived as role models



29% indicated that faculty pre-judged their abilities based on their perception of their identities/backgrounds



65% felt that the campus climate encourages free and open discussion of difficult topics

Student Respondents' Perceptions of Campus Climate

Many had advisors who provided them with career advice (61%) and advice on class selection (72%)



47% felt that their voice was valued by WCU

Student Respondents' Perceived Academic Success



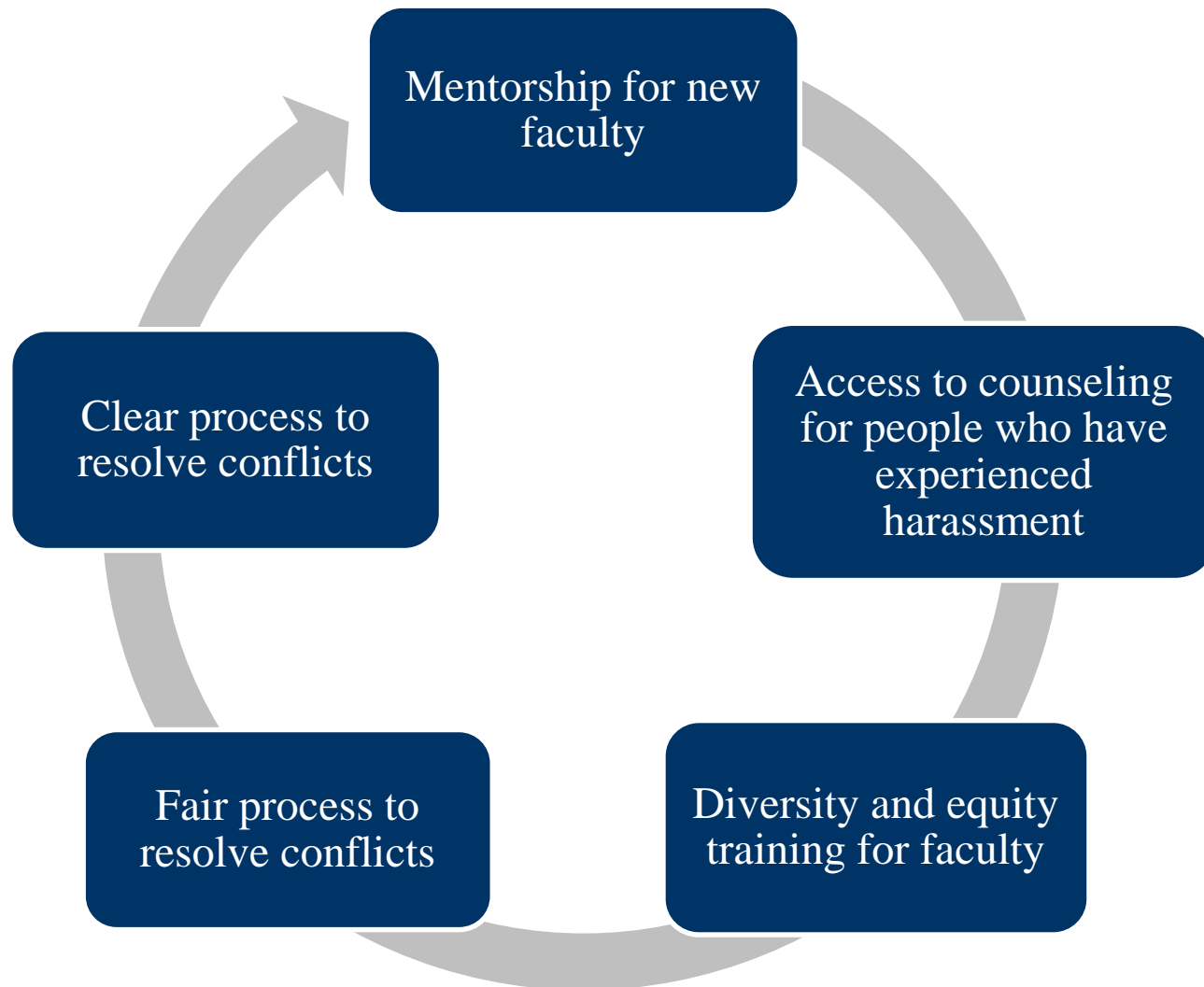
Student Respondents' Perceived Academic Success

Women Undergraduate Student respondents had greater *Perceived Academic Success* than Men Undergraduate Student respondents.

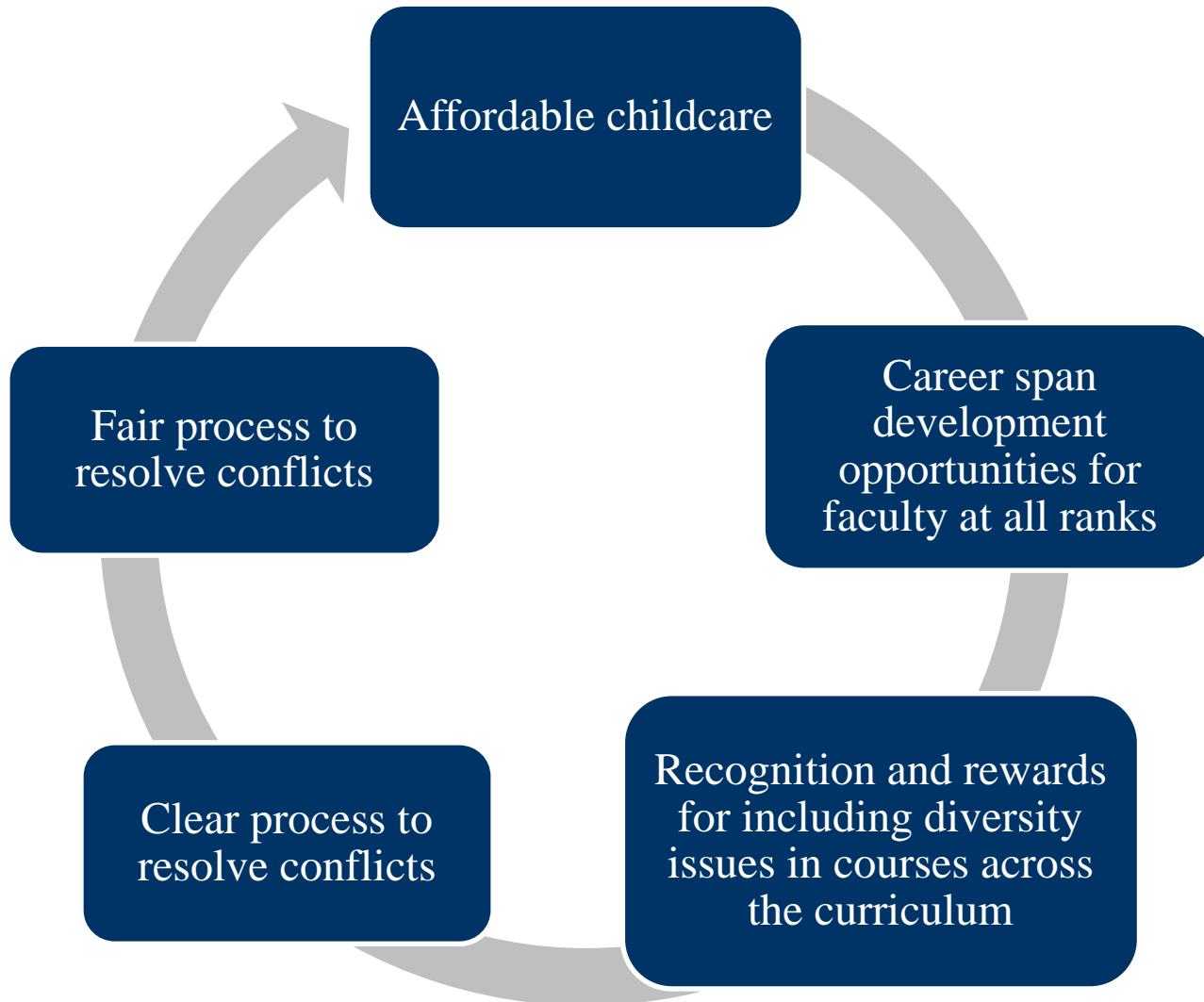
Institutional Actions



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





Qualitative Themes
Campus Initiatives – Faculty Respondents

Inclusion and exclusion

Family-related concerns

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



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



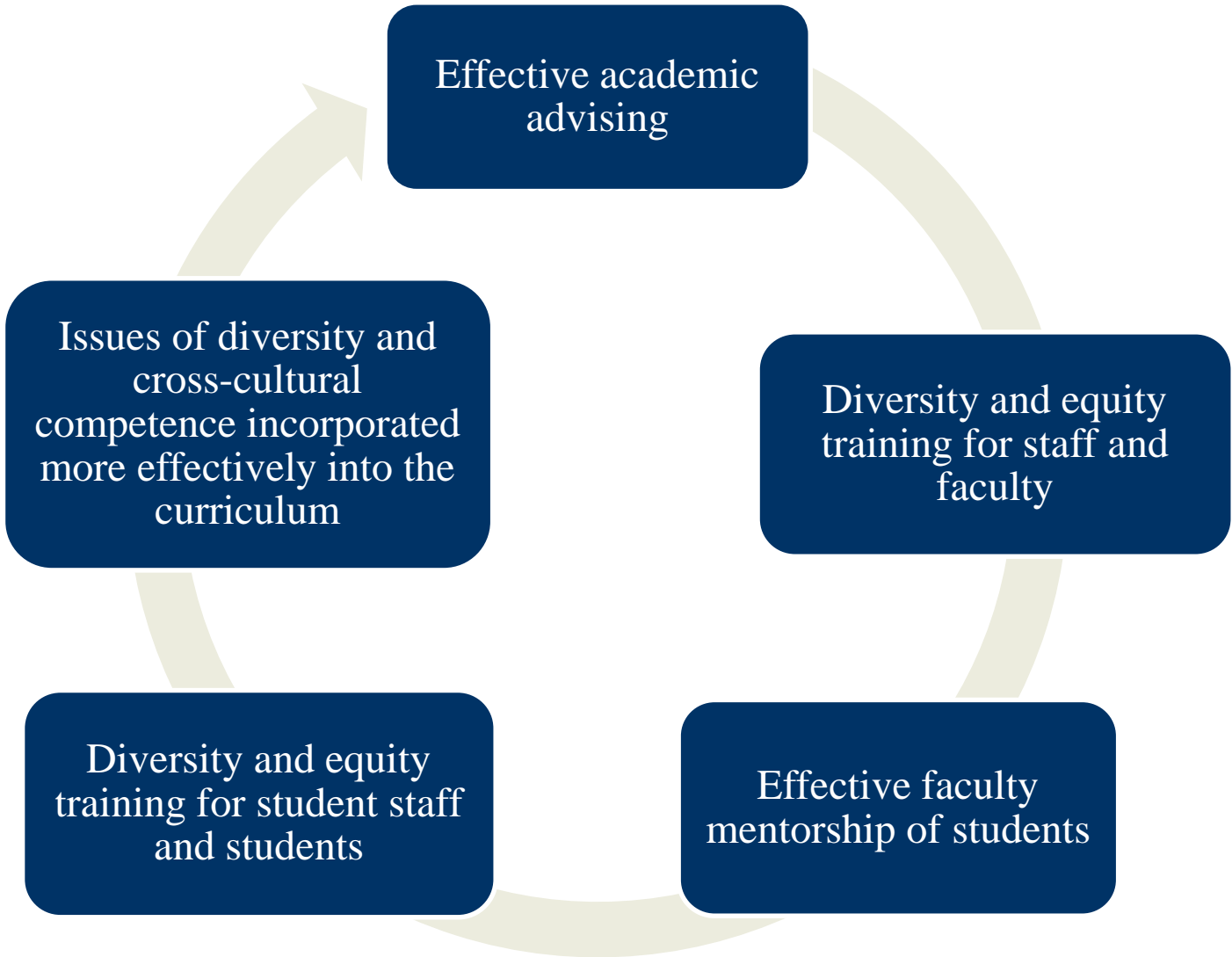


Qualitative Themes
Campus Initiatives – Staff/Administrator
Respondents

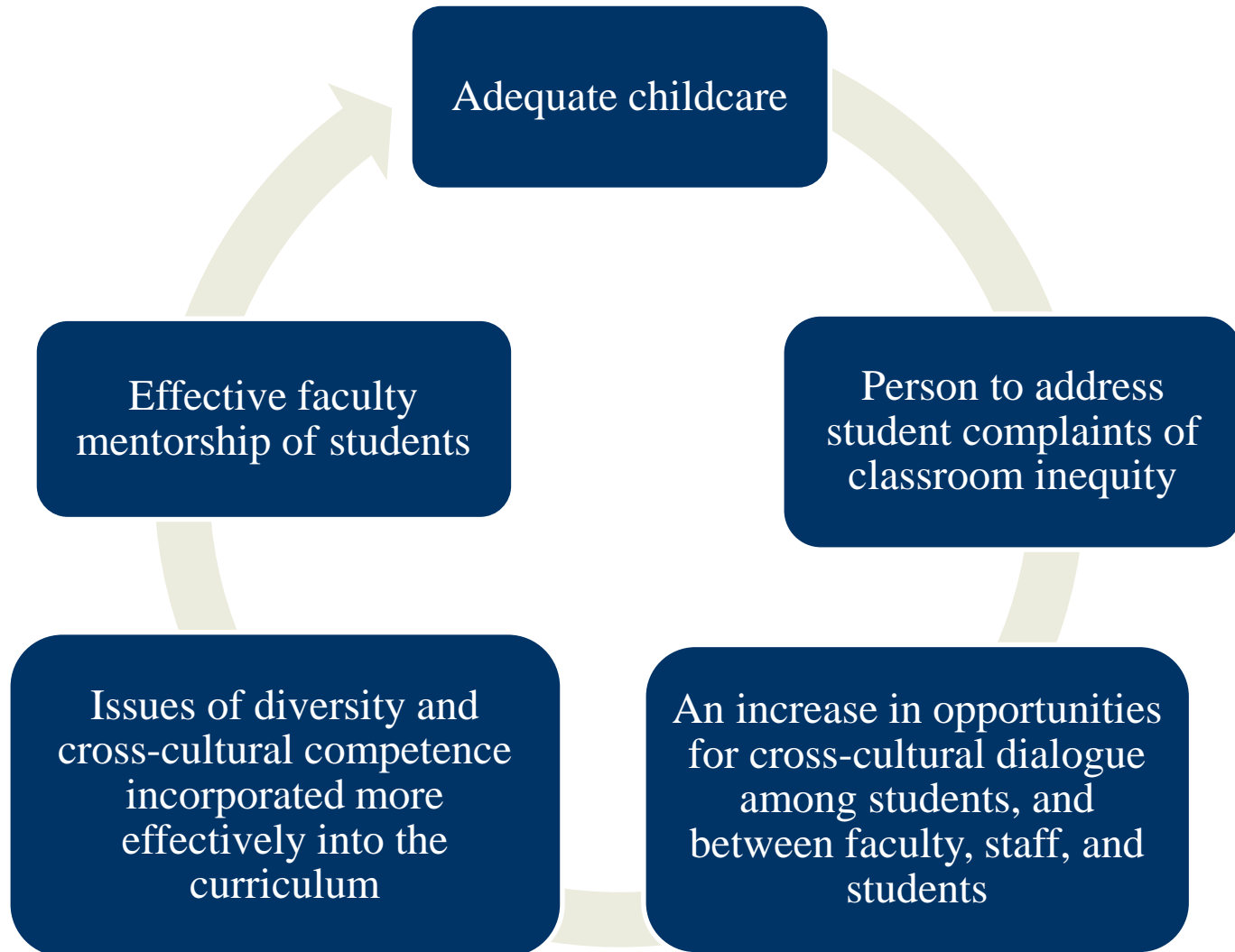


Need for on-campus child care

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

More conversation and training regarding diversity

Respect and value students more

Positive reflections on WCU climate

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

85% 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 WCU

The majority of student respondents expressed positive attitudes about their academic experiences at WCU.

The majority of employee respondents expressed positive attitudes about work-life issues at WCU.

Overall Challenges and Opportunities for Improvement

24% had observed exclusionary conduct within the last year at WCU

Respondents of Color and Transgender respondents experienced exclusionary conduct more often than their counterparts

4% experienced unwanted sexual contact while at WCU

52% of Staff/Administrator and 43% of Faculty respondents seriously considered leaving WCU

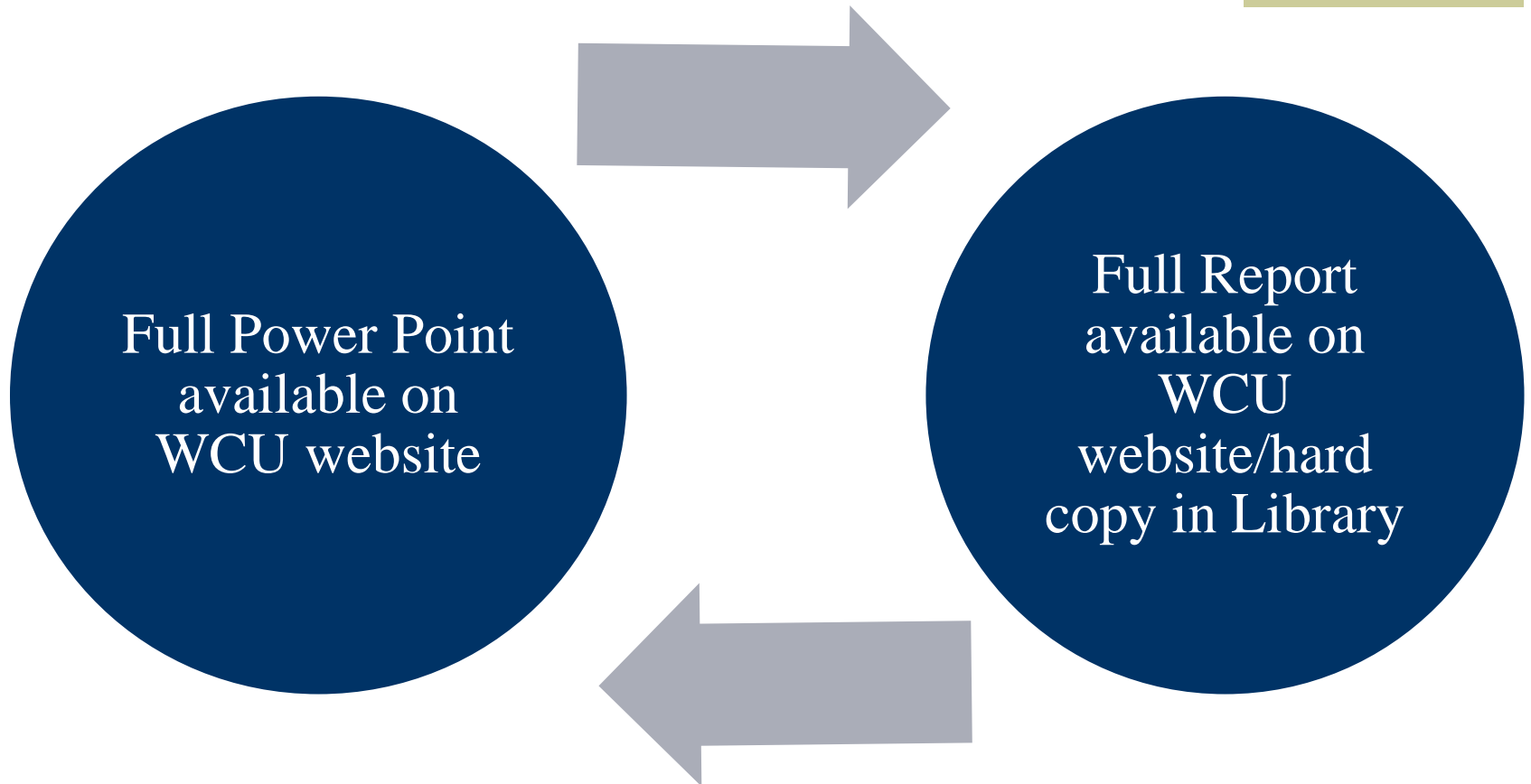
Next Steps



Process Forward

Sharing the Report with the Community

Fall 2016 - Fall 2017



Questions and Discussion

