



Rankin & Associates, Consulting

Assessment • Planning • Interventions

West Chester
University

Assessment of
Assessment of Campus
Climate and Community
Final Report

June 2016



Rankin & Associates, Consulting

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Executive Summary

Introduction

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

WCU is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in WCU's mission statement, "West Chester University, a member of the Pennsylvania State System of Higher Education, is a public, regional, comprehensive institution committed to providing access and offering high-quality undergraduate education, selected post-baccalaureate and graduate programs, and a variety of educational and cultural resources for its students, alumni, and citizens of southeastern Pennsylvania."¹ In order to better understand the campus climate, the senior administration at WCU recognized the need for a comprehensive tool that would provide campus climate metrics for WCU students, faculty, and staff.

To that end, members of WCU formed the Climate Study Working Group (CSWG) in 2015. The CSWG was composed of faculty, staff, students, and administrators. Ultimately, WCU contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "WCU Assessment of Campus Climate and Community." Data gathered via reviews of relevant WCU literature, focus groups, and a campus-wide survey focused on the experiences and perceptions of various constituent groups. Based on the findings of this study, community forums will develop and complete two to three action items by fall 2017.

¹<http://catalog.wcupa.edu/general-information/university-information/mission-vision-value-statement/>

Project Design and Campus Involvement

The CSWG collaborated with R&A to develop the survey instrument. The final survey instrument was completed in Summer 2015. WCU's survey contained 99 items (19 qualitative and 80 quantitative) and was available via a secure online portal from October 13, 2015 through November 13, 2015. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

The conceptual model used as the foundation for WCU's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. The CSWG implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, WCU's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

WCU Participants

WCU community members completed 2,147 surveys for an overall response rate of 12%. Only surveys that were at least 50% completed were included in the final data set for analyses.² Response rates by constituent group varied: 10% ($n = 1,430$) for Undergraduate Students, 10% ($n = 229$) for Graduate Students, 38% ($n = 307$) for Staff, and 19% ($n = 181$) for Faculty. Table 1 provides a summary of selected demographic characteristics of survey respondents. The

²Fourteen surveys were removed because they did not complete at least 50% of the survey. Surveys were also removed from the data file if the respondent did not provide consent ($n = 22$) or if they were duplicate responses ($n = 9$).

percentages shown in Table 1 are based on the numbers of respondents in the sample (*n*) for each demographic characteristic.³

Table 1. WCU Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position status	Undergraduate Student	1,430	66.6
	Graduate Student	229	10.7
	Faculty	181	8.4
	Staff/Administrator	307	14.3
Gender identity	Man	569	26.5
	Woman	1,538	71.6
	Transgender	5	0.2
	Genderqueer	23	1.1
	Other/Not listed	12	0.6
Racial identity	Person of Color	344	16.3
	White	1,642	77.8
	Multiracial – POC/White	124	5.9
Sexual identity	LGBQ	221	10.4
	Heterosexual	1,759	83.1
	Other	137	6.5
Citizenship status	U.S. Citizen	2,021	94.1
	Non-U.S. Citizen	124	5.8
Disability status	Single Disability	433	21.0
	No Disability	1,536	74.4
	Multiple Disabilities	95	4.6
Military service	Military Service	25	1.2
	No Military Service	2,079	98.2
Faith-based affiliation	Christian Affiliation	1,206	56.2
	Other Faith-Based Affiliation	145	6.8
	No Affiliation	674	31.4
	Multiple Affiliations	90	4.2

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

³The total *n* for each demographic characteristic may differ as a result of missing data.

Key Findings – Areas of Strength

1. High levels of comfort with the climate at WCU

Climate is defined as the “current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.”⁴ The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 81% ($n = 1,731$) of the survey respondents were “very comfortable” or “comfortable” with the climate at WCU.
 - Graduate Student respondents (30%) were significantly more comfortable (“very comfortable”) with the overall climate at WCU than were Staff/Administrator respondents (24%), Undergraduate Student respondents (23%), and Faculty respondents (19%).
- 76% ($n = 373$) of Faculty and Staff/Administrator respondents were “very comfortable” or “comfortable” with the climate in their departments/work units.
- 85% ($n = 1,553$) of Faculty and Student respondents were “very comfortable” or “comfortable” with the climate in their classes.
 - Graduate Student respondents (92%) and Faculty respondents (92%) were significantly more comfortable (“very comfortable” or “comfortable”) with the classroom climate than were Undergraduate Student respondents (82%).

2. Faculty and Staff/Administrator Respondents – Positive attitudes about work-life issues

Campus climate⁵ is constituted in part by perceptions of work, sense of balance between work and home life, and opportunities for personal and professional development throughout the span of one’s career. Work-life balance is one indicator of campus climate.

⁴Rankin & Reason, 2008, p. 264

⁵Settles, Cortina, Malley, & Stewart, 2006

- 78% ($n = 374$) of Faculty and Staff/Administrator respondents were comfortable taking leave that they were entitled to without fear that it may affect their job/careers.
- 55% ($n = 262$) of employee respondents believed that the process for determining salaries/merit raises was clear.

3. Staff/Administrator Respondents – Positive attitudes about staff/administrative work

- 83% ($n = 249$) of Staff/Administrator respondents thought that WCU provided them with resources to pursue professional development opportunities.
- 81% ($n = 244$) of Staff/Administrator respondents thought that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.
- 80% ($n = 242$) of Staff/Administrator respondents believed that their supervisors were supportive of flexible work schedules.
- 77% ($n = 233$) of Staff/Administrator respondents believed that WCU provided them with resources to pursue training/professional development opportunities

4. Faculty Respondents – Positive attitudes about faculty work

Tenure-Track Faculty respondents

- The majority of Tenure-Track Faculty respondents “agreed” or “strongly agreed” that the criteria for tenure were clear (85%, $n = 126$) and standards were reasonable (84%, $n = 125$).
- 89% ($n = 132$) of Tenure-Track Faculty respondents felt that their service contributions were important to tenure/promotion.
- 59% ($n = 85$) of Tenure-Track Faculty respondents agreed that the tenure standards/promotion standards were applied equally to all faculty.

All Faculty respondents

- The majority of Faculty respondents (84%, $n = 150$) had peers/mentors who gave them career advice or guidance when they needed it.
- 80% ($n = 143$) of Faculty respondents indicated that their department provided them with resources to pursue professional development opportunities.
- 77% ($n = 136$) of Faculty respondents believed their colleagues included them in opportunities that will help their careers as much as those colleagues include others in their position.

5. Student Respondents – Positive attitudes about academic experiences

The way students perceive and experience their campus climate influences their performance and success in college.⁶ Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.⁷ Attitudes toward academic pursuits are one indicator of campus climate.

- 90% ($n = 1,483$) of Student respondents reported that their academic experience has had a positive influence on their intellectual growth and interest in ideas.
- 88% ($n = 1,452$) of Student respondents were satisfied with their academic experience since enrolling at WCU.
- 87% ($n = 1,437$) of Student respondents were satisfied with the extent of their intellectual development since enrolling at WCU.
- 78% ($n = 1,283$) of Student respondents felt valued by faculty in the classroom.
- 72% ($n = 1,181$) of Student respondents reported that they had faculty whom they perceived as role models.
- 65% ($n = 1,071$) of Student respondents believed that the campus climate encourages free and open discussion of difficult topics.

⁶Pascarella & Terenzini, 2005

⁷Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

6. Student Respondents – Perceptions of *Academic Success*

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*, derived from Question 11 on the survey. Analyses using these scales revealed:

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

Key Findings – Opportunities for Improvement

1. Members of several constituent groups were differentially affected by exclusionary, intimidating, offensive, and/or hostile conduct.

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.⁸ Research also underscores the relationship between workplace discrimination and subsequent productivity.⁹ The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 14% ($n = 304$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.¹⁰
 - 20% ($n = 61$) noted that the conduct was based on their ethnicity, 18% ($n = 54$) felt that it was based on their age, and 17% ($n = 53$) felt that it was based on their position status.
- Differences emerged based on various demographic characteristics, including gender identity, ethnicity, age, and position status. For example:
 - A higher percentage of Transgender respondents (36%, $n = 10$) than Women respondents (15%, $n = 227$) and Men respondents (11%, $n = 61$) indicated that they had experienced exclusionary conduct.
 - Respondent of Color (22%, $n = 74$) were significantly more likely to report they had experienced exclusionary conduct than Multiracial respondents (16%, $n = 20$) and White respondents (12%, $n = 199$).

⁸Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

⁹Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

¹⁰The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no effect (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

- Significantly higher percentages of respondents ages 45 through 54 years (23%, $n = 38$) indicated that they had experienced exclusionary conduct than did other respondents.
- Graduate Student respondents (11%, $n = 25$) and Undergraduate Student respondents (12%, $n = 177$) were significantly less likely than employee respondents to indicate that they had experienced this conduct.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct. One hundred and fifteen WCU respondents elaborated on personal experiences of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (bullied, harassed). Intimidation in tandem with hostility was the most prevalent theme. Respondents described specific incidents of intimidation and hostility with supervisors, colleagues, peers, and strangers on and off campus. Concerns regarding race and sexual violence also substantiated minor themes reflected in the data provided by WCU respondents. Racially-biased exclusionary conduct that resulted from Yik-Yak, reactions to protests on campus, and interactions with law enforcement were described in detail. Acts of sexual misconduct, including street harassment and rapes, and the lack of avenues to report (and lack of response when a report was filed) were emphasized by respondents.

2. Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate.

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, people of color, people with disabilities, first-generation students, veterans).¹¹

Several groups indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.¹²

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

¹²Results offered regarding overall campus climate include all faculty, staff, and student respondents, workplace includes faculty and staff respondents, and classroom climate includes faculty and student respondents.

- Differences by gender identity:
 - 85% of Men respondents, 80% of Women respondents, and 60% of Transgender/Genderqueer respondents were “very comfortable” or “comfortable” with the overall climate.
 - A significantly higher percentage of Men Faculty and Student respondents (35%) than Women Faculty and Student respondents (28%) felt “very comfortable” in their classes.
- Differences by racial identity:
 - Multiracial respondents (74%) and Respondents of Color (71%) were less likely than White respondents (84%) to feel “very comfortable” or “comfortable” with the overall climate at WCU.
 - Faculty and Student Respondents of Color (21%) and Multiracial Faculty and Student respondents (26%) were significantly less likely than White Faculty and Student respondents (32%) to feel “very comfortable” with the climate in their classes.
- Differences by sexual identity:
 - LGBQ respondents (76%) and Other respondents (76%) were less likely to be “very comfortable” or “comfortable” with the overall climate than were Heterosexual respondents (82%).
 - LGBQ (22%, $n = 43$) and Other (24%, $n = 29$) Faculty and Student respondents were less likely to feel “very comfortable” with the climate in their classes than were Heterosexual Faculty and Student respondents (31%, $n = 463$).
- Differences by disability status:
 - Multiple Disabilities (68%) and respondents with a Single Disability (76%) were significantly less likely than were respondents with No Disability (83%) to feel “very comfortable” or “comfortable” with the overall climate.

- Faculty and Staff/Administrator respondents with Multiple Disabilities (21%) and with a Single Disability (23%) were significantly less likely than were Faculty and Staff/Administrator respondents with No Disability (42%) to feel “very comfortable” with the climate in their departments/work units.
- Faculty and Student respondents with Multiple Disabilities (75%) were significantly less likely to feel “very comfortable” or “comfortable” with the climate in their classes than were Faculty and Student respondents with a Single Disability (83%) and those with No Disability (86%).

3. Faculty and Staff/Administrator Respondents – Challenges with work-life issues

- 52% ($n = 160$) of Staff/Administrator respondents and 43% of Faculty respondents had seriously considered leaving WCU in the past year.
 - 45% ($n = 108$) of those Faculty and Staff/Administrator respondents who seriously considered leaving identified financial reasons as a top reason.
- Faculty and Staff/Administrator respondents observed unjust hiring practices (23%, $n = 112$), unfair or unjust disciplinary actions (11%, $n = 52$), or unfair or unjust promotion/tenure/reclassification (28%, $n = 133$).
- Heterosexual Faculty and Staff/Administrative respondents (79%, $n = 312$) were statistically more comfortable taking leave than were LGBTQ employee respondents (73%, $n = 30$).

Faculty and Staff/Administrator respondents were provided the opportunity to elaborate on their experiences with work-life issues. Many Faculty and Staff/Administrator respondents provided greater details on their perceptions and experiences of the workplace climate at WCU. Dominant themes among the voices of respondents included inclusion (i.e., acceptance and inclusion based on gender identity, racial identity, position status, and sexual identity) and salary (i.e., raises and promotions were unfair especially for staff).

Staff/Administrator respondents who provided further detail on their experiences at WCU involving flex time, professional development, and leadership support noted inconsistencies. The two dominant themes were inconsistencies related to flex time (i.e., supportive/unsupportive supervisors with regard to work schedules) and leadership (i.e., supportive/unsupportive policy and practice of leadership and administration).

4. Faculty Respondents – Challenges with faculty work

- 53% ($n = 93$) of all Faculty felt that they performed more work to help students beyond those of their colleagues with similar performance expectations.
- 41% ($n = 60$) of Tenure-Track Faculty respondents believed that they were burdened by service responsibilities beyond those of their colleagues with similar performance.
- 23% ($n = 34$) of Tenure-Track Faculty respondents felt pressured to change their research agenda to achieve tenure/promotion.

Faculty respondents were provided the opportunity to elaborate on their experiences regarding faculty work and work-life issues. Many Tenure or Tenure-Track respondents expounded on their experiences with tenure policy and practice, and described inconsistencies involving many layers of the tenure process. Others elaborated on their experiences related to children, child care, housing, professional development, and service modifications. Some Faculty respondents addressed issues involving faculty with children. A majority of Faculty respondents' perceived child care to be inadequate and others perceived modifications based on faculty member's parent status to be unfair. Faculty respondents also elaborated on their perceptions about service, research, teaching, professional development, and merit recognition, and shared feelings about the inconsistencies and a lack of transparency in merit recognition processes.

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

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

- 4% ($n = 89$) of respondents indicated that they had experienced unwanted sexual contact while at WCU.
- 36% ($n = 32$) of these respondents did nothing in response to the unwanted sexual contact.
- 16% ($n = 14$) didn't know to whom to go.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact. Some of these respondents described feelings of fear, shame, and embarrassment as their rationale for not reporting. Others described a lack of understanding of what transpired at the time of the incident, or the perception or concern that it was not important.

Respondents who reported unwanted sexual contact to a campus official or staff member also had the opportunity to elaborate. Dominant themes noted by many respondents were negative encounters with campus officials in the reporting process, and the perception that no action was taken as a result of their reports.

Conclusion

WCU campus climate findings¹³ varied when compared with similar higher education institutions across the country, based on the work of R&A.¹⁴ For example, 70% to 80% of all respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” A similar percentage (81%) of WCU respondents reported that they were “comfortable” or “very comfortable” with the climate at WCU. However, 20% to 25% in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At WCU, a lower percentage of respondents (14%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Many of the results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.¹⁵

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

¹³Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

¹⁴[Rankin & Associates Consulting, 2015](#)

¹⁵Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009

Introduction

History of the Project

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

WCU is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in WCU's mission statement, "West Chester University, a member of the Pennsylvania State System of Higher Education, is a public, regional, comprehensive institution committed to providing access and offering high-quality undergraduate education, selected post-baccalaureate and graduate programs, and a variety of educational and cultural resources for its students, alumni, and citizens of southeastern Pennsylvania."¹⁶ In order to better understand the campus climate, the senior administration at WCU recognized the need for a comprehensive tool that would provide campus climate metrics for WCU students, faculty, and staff.

To that end, members of WCU formed the University Climate Survey Committee (CSWG) in 2015. The CSWG was composed of faculty, staff, students, and administrators. Ultimately, WCU contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "West Chester University Assessment of Campus Climate and Community." Data gathered via reviews of relevant WCU literature, focus groups, and a campus-wide survey focused on the experiences and perceptions of various constituent groups. Based on the findings of this study, community forums will develop action items by fall 2017.

¹⁶<http://catalog.wcupa.edu/general-information/university-information/mission-vision-value-statement/>

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

Climate is defined for this project as the “current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.”¹⁷ This includes the perceptions and experiences of individuals and groups on campus. For the purposes of this study, climate also includes an analysis of the perceptions and experiences individuals and groups have of others on campus.

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

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

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

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. Milem, Chang, and Antonio (2005) proposed that, “Diversity must be carried out in

¹⁷ Rankin & Reason, 2008, p. 264

intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome” (p. iv). Milem et al. further suggested that for “diversity initiatives to be successful they must engage the entire campus community” (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that “good intentions be matched with thoughtful planning and deliberate follow-through” for diversity initiatives to be successful (p. 13).

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

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

Several scholars (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson et al., 2007; Solórzano, Ceja, & Yosso, 2000; Strayhorn, 2013; Yosso, Smith, Ceja & Solórzano,

2009) found that when students of color perceive their campus environment as hostile, outcomes such as persistence and academic performance are negatively effected. Several other empirical studies reinforce the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Gurin, Dey, Hurtado, & Gurin, 2002; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research supports the value of a diverse student body and faculty on enhancing learning outcomes and interpersonal and psychosocial gains (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Ngai, & Hurtado, 2007).

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

Finally, in assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation of one another. Maramba & Museus (2011) agreed that an “overemphasis on a singular dimension of

students' [and other campus constituents'] identities can also limit the understandings generated by climate and sense of belonging studies" (p. 95). Using an intersectional approach to research on campus climate allows individuals and institutions to explore how multiple systems of privilege and oppression operate within the environment to influence the perceptions and experiences of groups and individuals with intersecting identities (see Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Patton, 2002; Pittman, 2010; Turner, 2002).

WCU Campus-Wide Climate Assessment Project Structure and Process

The CSWG collaborated with R&A to develop the survey instrument. The final survey instrument was completed in summer 2015. WCU's survey contained 99 items (19 qualitative and 80 quantitative) and was available via a secure online portal from October 13, 2015 through November 13, 2015. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

The conceptual model used as the foundation for WCU's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. The CSWG implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, WCU's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

Methodology

Conceptual Framework

R&A defined diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”¹⁸ The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003) and with the assistance of the CSWG. The CSWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the WCU population. The final WCU campus-wide survey contained 99 questions,¹⁹ including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of WCU’s institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

Sampling Procedure. WCU’s Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess

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

¹⁹To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

campus climate within the University and to inform the University's strategic quality improvement initiatives. The IRB director acknowledged that the data collected from this quality improvement activity also could be used for research. The IRB approved the project on September 29, 2015.

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

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

Limitations. Two limitations to the generalizability of the data existed. The first limitation was that respondents "self-selected" to participate. Self-selection bias, therefore, was possible. This type of bias can occur because an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% (see Table 4). For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 23.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to WCU in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender

identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.²⁰ Actual percentages²¹ with missing or “no response” information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Factor Analysis Methodology. A series of traditional exploratory and confirmatory factor analyses were conducted on scales embedded in questions specific to students. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining undergraduate student learning. The first seven sub-questions of Question 11 of the survey reflect the questions on this scale.

For Undergraduate Student respondents, a confirmatory factor analysis was conducted on a scale embedded in Question 11 of the survey (Table 2). The questions in the scale were answered on a Likert metric from “strongly agree” to “strongly disagree” (scored 1 for “strongly agree” and 5 for “strongly disagree”). For the purposes of analysis, Undergraduate Student respondents who did not answer all scale sub-questions were not included in the analysis. Three percent of all potential Undergraduate Student respondents were removed from the analysis owing to one or more missing responses.

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

²¹Actual percentages were derived using the total number of survey respondents.

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

Scale	Academic experience
Perceived Academic Success	I am performing up to my full academic potential.
	Many of my courses this year have been intellectually stimulating.
	I am satisfied with my academic experience at WCU.
	I am satisfied with the extent of my intellectual development since enrolling at WCU.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to WCU.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.²² One question from the scale (Q11_A_2) did not hold with the construct and so was removed²³; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the scale was 0.844 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q11_A_2 included, Cronbach’s alpha was only 0.743.

Table 3. Cronbach’s Alpha

Factor	Cronbach's alpha	N of Items
<i>Perceived Academic Success</i>	0.844	6

Factor Scores

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions (i.e., did not skip any) included in the given factor was given a score on a five-point scale. Lower

²²Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

²³ The response choice that was removed was Q11_A_2. “Few of my course this year have been intellectually stimulating”

scores on *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Means Testing Methodology

After creating the two factor scores for respondents based on the factor analysis, means were calculated and the means for undergraduate students and graduate students were analyzed using a t-test for difference of means. Additionally, where *n*'s were of sufficient size, analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas separately for undergraduate students and graduate students:

- Gender identity (Man, Woman)
- Racial identity (White, Person of Color, Multiracial)
- Sexual identity (LGBQ, Heterosexual, Other)
- Disability status (Single Disability, Multiple Disabilities, No Disability)
- Income status (Low-Income, Not-Low-Income)

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

When the specific variable of interest had more than two categories (e.g., racial identity, disability status), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate-to-large effects are noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences on the WCU campus, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were

reviewed²⁴ using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues that were addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

Results

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

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

Description of the Sample²⁵

Two thousand one hundred forty-seven (2,147) surveys were returned, for a 12% overall response rate. The sample and population figures, chi-square analyses,²⁶ and response rates are presented in Table 4. These data are based on the total sample as compared to the population data at Westchester at the time the survey was implemented.

²⁴Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

²⁵All frequency tables are provided in Appendix B.

²⁶Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by WCU.

Table 4. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender identity ^a	Man	7,213	39.3	569	26.5	7.89
	Woman	11,160	60.7	1,538	71.6	13.78
	Transgender	Not available	--	5	0.2	N/A
	Genderqueer	Not available	--	23	1.1	N/A
	Other	Not available	--	12	0.6	N/A
Race/Ethnicity ^{1,b}	American Indian/Alaskan Native	21	0.1	< 5	---	14.29
	Asian/Asian American/Southeast Asian	539	2.9	67	3.1	12.43
	African American/Black	2,006	10.9	205	9.5	10.22
	Hispanic/Latino(a)/Chicano(a)	886	4.8	57	2.7	6.43
	Middle Eastern	0	0.0	11	0.5	>100.0
	Native Hawaiian/Pacific Islander	17	0.1	< 5	---	5.88
	White	14,344	78.1	1,642	76.5	11.45
	Two or More	454	2.5	124	5.8	27.31
	Other/Unknown/No Response	106	0.6	37	1.7	34.91
Position status ^c	Undergraduate Student	14,221	77.4	1,430	66.6	10.06
	Graduate Student	2,385	13.0	229	10.7	9.60
	Faculty	957	5.2	181	8.4	18.91
	Staff/Administrator	810	4.4	307	14.3	37.90

¹ Respondents were instructed to indicate all categories that apply.

^a $\chi^2 (1, N = 2,107) = 133.00, p < .001$

^b $\chi^2 (7, N = 2,136) = 164.30, p < .001$

^c $\chi^2 (3, N = 2,147) = 562.56, p < .001$

All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by WCU. A review of the information presented in Table 4 follows:

- Women were significantly overrepresented in the sample.
- Whites, African American/Blacks, and Hispanic/Latino(a)/Chicano(a)s were significantly underrepresented in the sample. Asian/Asian American/Southeast Asians, Middle Eastern, and individuals who identify with two or more races were significantly overrepresented in the sample. All other groups were represented in approximately equal percentages in the sample.
- Undergraduate and Graduate students were significantly underrepresented in the sample; Staff and Faculty were overrepresented.

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1998) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, as well as higher education survey research methodology experts, reviewed the bank of items available for the survey, as did the members of WCU's CSWG.

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

Reliability - Internal Consistency of Responses.²⁷ Correlations between the responses to questions about overall campus climate for various groups (Question 84) and to questions that rated overall campus climate on various scales (Question 85) were moderate-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients²⁸ are provided in Table 5.

All correlations in the table were significantly different from zero at the .01 level; that is, a relationship existed between all selected pairs of responses. A strong relationship (between .5 and .7) existed for all five pairs of variables - between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist; and between Positive for People with Disabilities and Disability Friendly.

Table 5. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

	Climate Characteristics				
	Not racist	Not homophobic	Not sexist	Not classist (SES)	Disability-friendly
Positive for People of Color	.651 ¹				
Positive for Lesbian, Gay, Bisexual People		.552 ¹			
Positive for Women			.563 ¹		
Positive for People of Low-Socioeconomic Status (SES)				.628 ¹	
Positive for People with Disabilities					.570 ¹

¹ $p < 0.01$

²⁷Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

²⁸Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

Sample Characteristics²⁹

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

²⁹All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate Student respondents, Staff/Administrator respondents, and Faculty respondents.³⁰ Of all respondents, 67% ($n = 1,430$) were Undergraduate Students, 11% ($n = 229$) were Graduate Students, 14% ($n = 307$) were Staff/Administrators, and 8% ($n = 181$) were Faculty (Figure 1). Ninety-one percent ($n = 1,960$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 95% ($n = 1,360$) of Undergraduate Student respondents, 60% ($n = 138$) of Graduate Student respondents, 97% ($n = 298$) of Staff/Administrator respondents, and 91% ($n = 164$) of Faculty respondents were full-time in their primary positions.

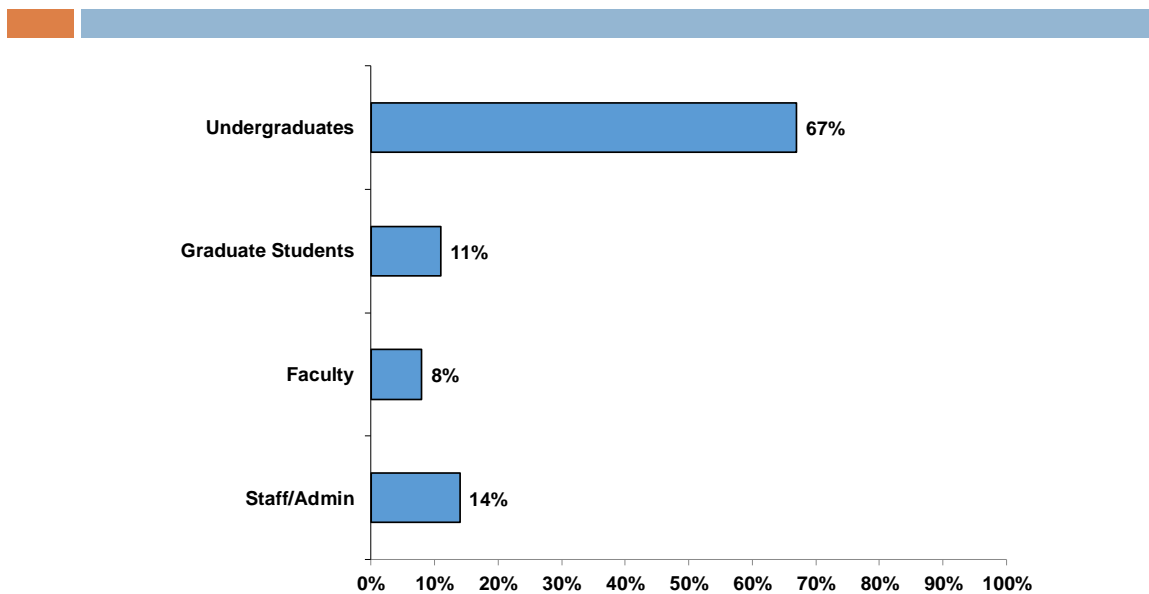


Figure 1. Respondents' Collapsed Position Status (%)

³⁰Collapsed position status variables were determined by the CSWG. "Staff/Administrator" includes AFSCME, Coaches, Management (non-represented; 150-200), OPEIU Nurses, SCUPA State University Administrators, SPFPA Police/Security, and Administrators (e.g., Managers – 210 and above, Associate Deans, Directors, Assistant Directors). "Faculty" includes all Tenured Faculty, Tenure-Track Faculty (Probationary), RPT Faculty, and Temporary Faculty (Adjunct).

With regard to respondents' work-unit affiliations, Table 6 indicates that Staff/Administrator respondents represented various work units across campus. Of Staff/Administrator respondents, 32% ($n = 98$) were affiliated with Academic Affairs, 21% ($n = 64$) with Student Affairs, and 20% ($n = 61$) with Administration and Finance.

Table 6. 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

Note: Table includes Staff/Administrator respondents ($n = 307$) only.
 A more comprehensive listing of primary work unit affiliations is listed in table B17 in Appendix B.

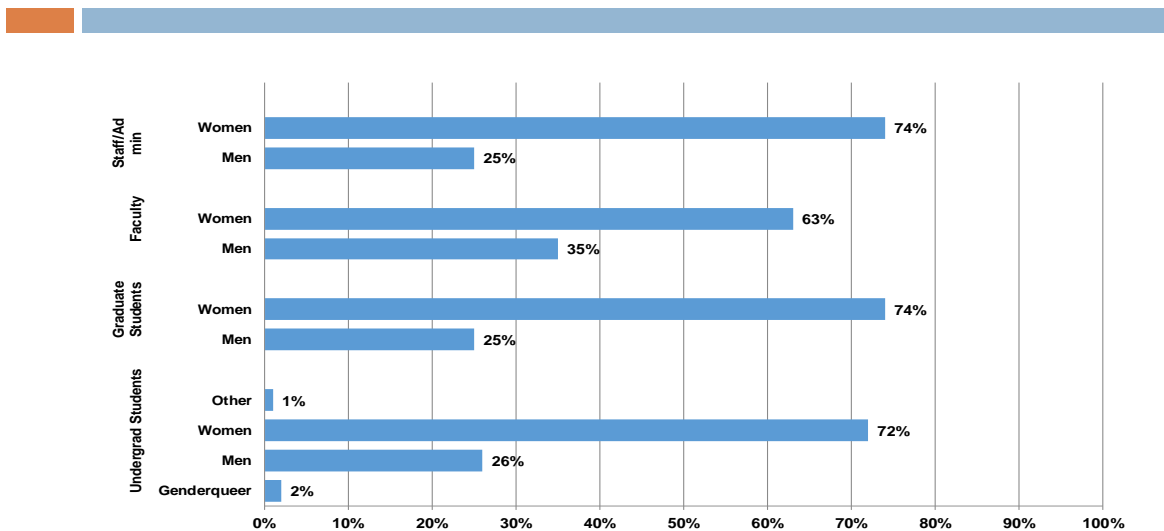
Of Faculty respondents, 49% ($n = 88$) were affiliated with the College of Arts and Sciences, 22% ($n = 39$) with the College of Business and Public Affairs, and 10% ($n = 18$) with the College of Health Sciences (Table 7).

Table 7. Faculty Respondents' Primary Academic Division/Department Affiliations

Academic division/department	<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)	1	0.6
Undergraduate Studies and Student Support Services	2	1.1
Missing	4	2.2

Note: Table includes Faculty respondents ($n = 181$) only.

Almost three fourths of the sample (72%, $n = 1,538$) were Women (Figure 2), and 27% ($n = 569$) were Men.³¹ One percent ($n = 23$) identified as Genderqueer. Less than 1% ($n = 5$) of the respondents identified as transgender.³² Seven respondents (<1%) marked “a gender not listed here” and offered identities such as “agender,” “Boi,” “Ego loves identity,” “genderfluid,” “Orb,” “Questioning,” and “Woman though I do not feel I encapsulate all that is considered woman while still not identifying as genderqueer.”



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

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

³¹The majority of respondents identified their birth sex as female (73%, $n = 1,567$), while 27% ($n = 571$) of respondents identified as male and < 1% ($n < 5$) as intersex. Additionally, 70% ($n = 1,511$) identified their gender expression as feminine, 26% ($n = 556$) as masculine, 2% ($n = 46$) as androgynous, and 1% ($n = 20$) as “not listed here.”

³²Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Because transgender respondents numbered fewer than five, no analyses were conducted or included in the report in order to maintain the respondents’ confidentiality.

The majority of respondents were Heterosexual³³ (83%, $n = 1,759$); 10% ($n = 221$) were LGBQ (lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 3).

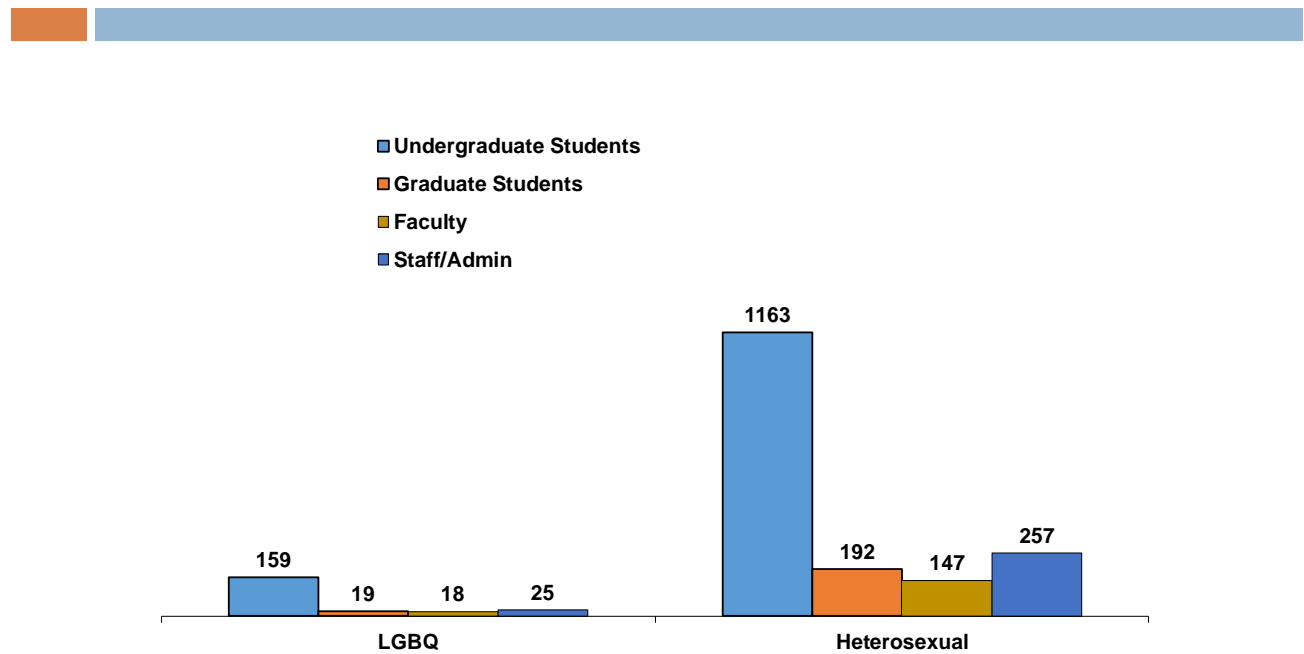
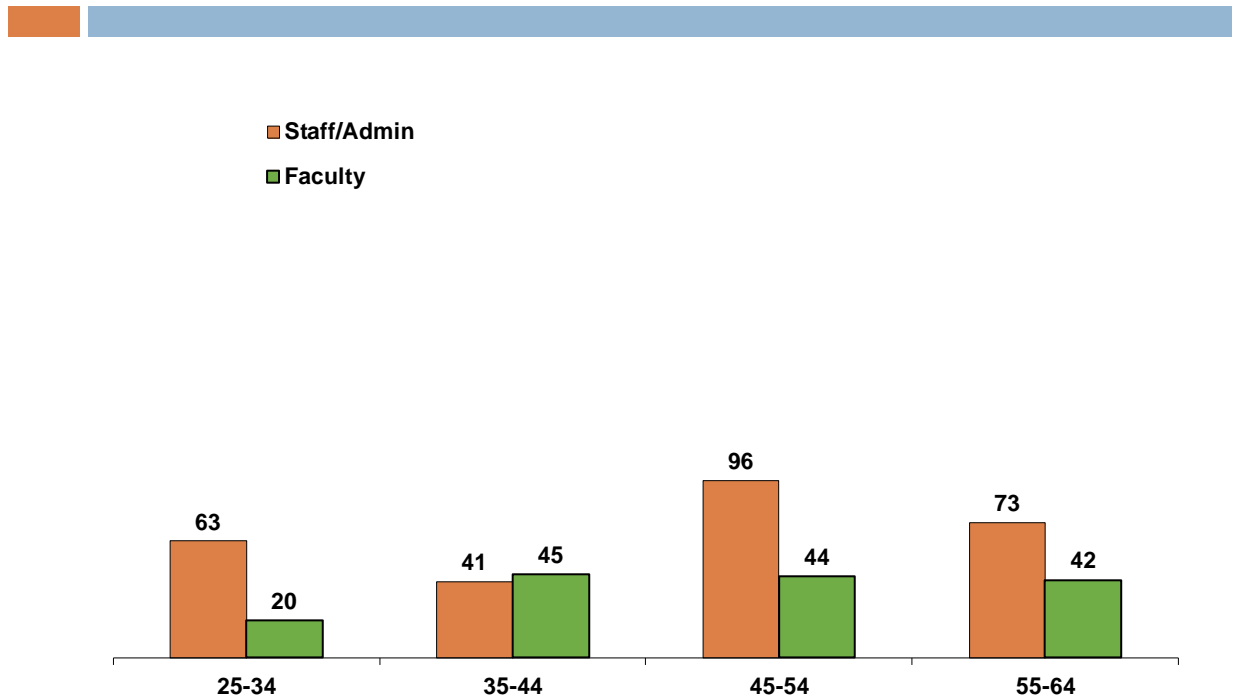


Figure 3. Respondents by Sexual Identity and Position Status (n)

³³ Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, and those who wrote in “other” terms such as “homoflexible” and “fluid.”

Of Staff/Administrator respondents, 34% ($n = 96$) were between 45 and 54 years old, 26% ($n = 73$) were between 55 and 64 years old, and 22% ($n = 63$) were between 25 and 34 years old. Of Faculty respondents, 28% ($n = 45$) were between 35 and 44 years old, 27% ($n = 44$) were between 45 and 54 years old, and 26% ($n = 42$) were between 55 and 64 years old (Figure 4).



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

Figure 4. Employee³⁴ Respondents by Age and Position Status (n)

³⁴Throughout the report, the term “employee respondents” refers to all respondents who indicated that they were staff members, administrators, or faculty members.

Of responding Undergraduate Students, 78% ($n = 1,083$) were 21 years old or under, and 21% ($n = 299$) were between 22 and 34 years old. Seventy-nine percent ($n = 174$) of responding Graduate Students were between 22 and 34 years old (Figure 5).

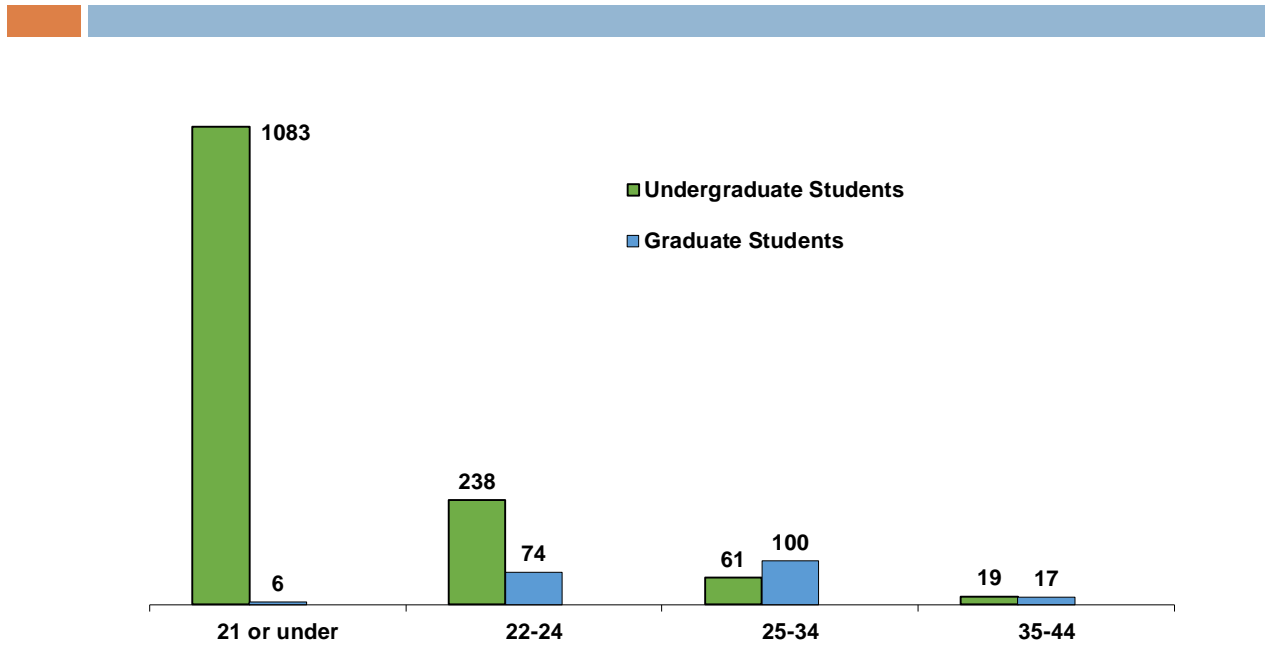


Figure 5. Student Respondents by Age and Student Status (n)

With regard to racial identity, 81% ($n = 1,742$) of the respondents identified as White (Figure 6).³⁵ Ten percent ($n = 205$) were Black/African American, 6% ($n = 124$) were two or more races, 3% ($n = 67$) were Asian/Asian American/Southeast Asian, and 3% ($n = 57$) were Hispanic/Latino(a)/Chicano(a), and 1% ($n = 11$) were Middle Eastern. Some individuals marked the response category Other and offered “American,” “Bermudian,” “Biracial,” “Caribbean Indian,” “Human,” “Indian,” “shouldn’t matter what my color is,” “United Statesian,” “West Indian,” and “I am a human is culturally an American.”

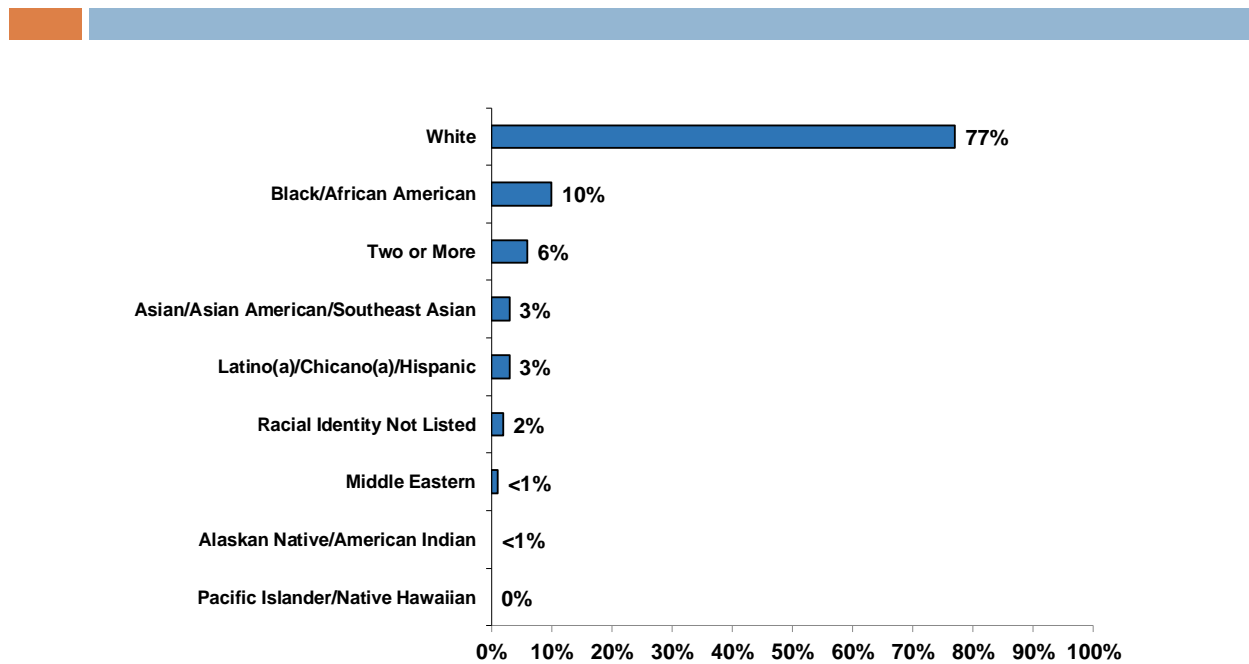


Figure 6. Respondents by Racial/Ethnic Identity (%), Inclusive of Multiracial and/or Multiethnic

³⁵Figure 7 illustrates the duplicated total of responses ($n = 2,277$) for the question, “Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multi-cultural identity, mark all that apply.)”

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,³⁶ allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSWG created three racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (78%, $n = 1,642$) as their identity (Figure 7).³⁷ Other respondents identified as People of Color³⁸ (16%, $n = 344$), and Multiracial³⁹ (6%, $n = 124$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (2%, $n = 37$).

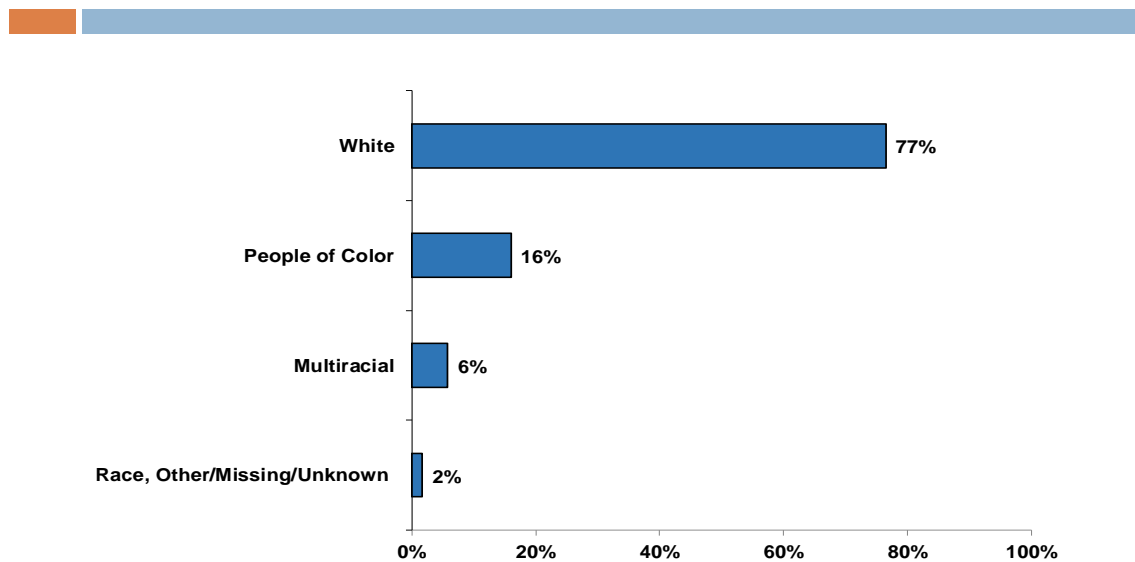


Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

³⁶While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin & Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

³⁷Figure 7 illustrates the unduplicated total of responses ($n = 2,147$) for the question, “What is your race/ethnicity (If you are of a multiracial/multiethnic identity, mark all that apply.)?”

³⁸Per the CSWG, the People of Color category included respondents who identified as American Indian, Alaskan Native, Asian/Asian American, Black/African American, Latino(a)/Chicano(a)/Hispanic, Middle Eastern, Native Hawaiian, or Pacific Islander.

³⁹Per the CSWG, respondents who identified as more than one racial identity were recoded as Multiracial.

Fifty-six percent ($n = 1,206$) of respondents identified as having a Christian Faith-Based Affiliation, while 31% ($n = 674$) of respondents reported No Faith-Based Affiliation (Figure 8). Seven percent ($n = 145$) of respondents chose Other Faith-Based Affiliation, and 4% ($n = 90$) identified with Multiple Faith-Based Affiliations.

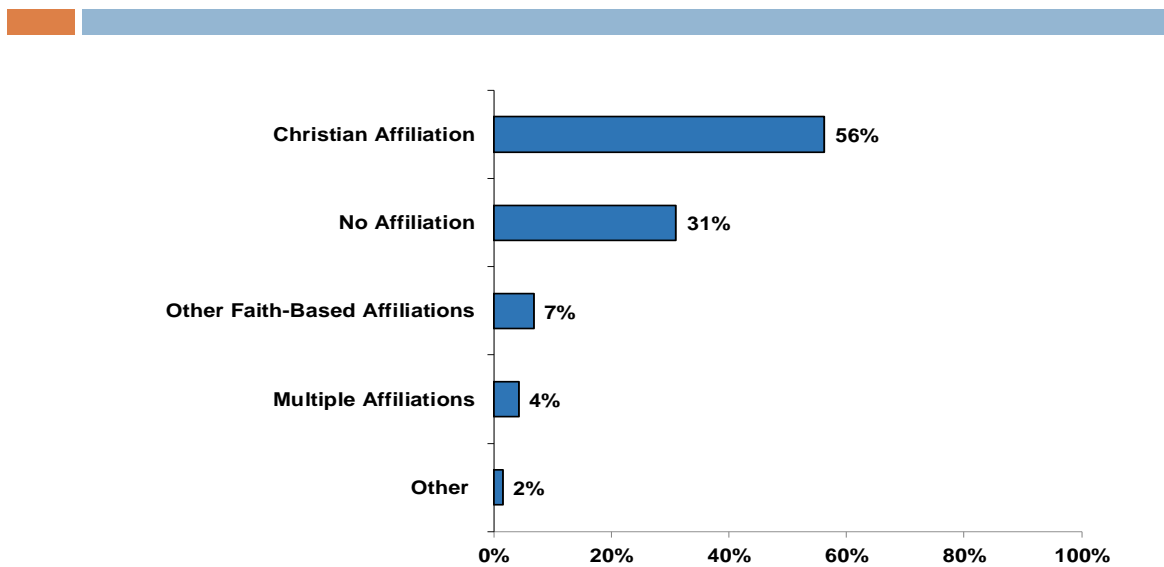
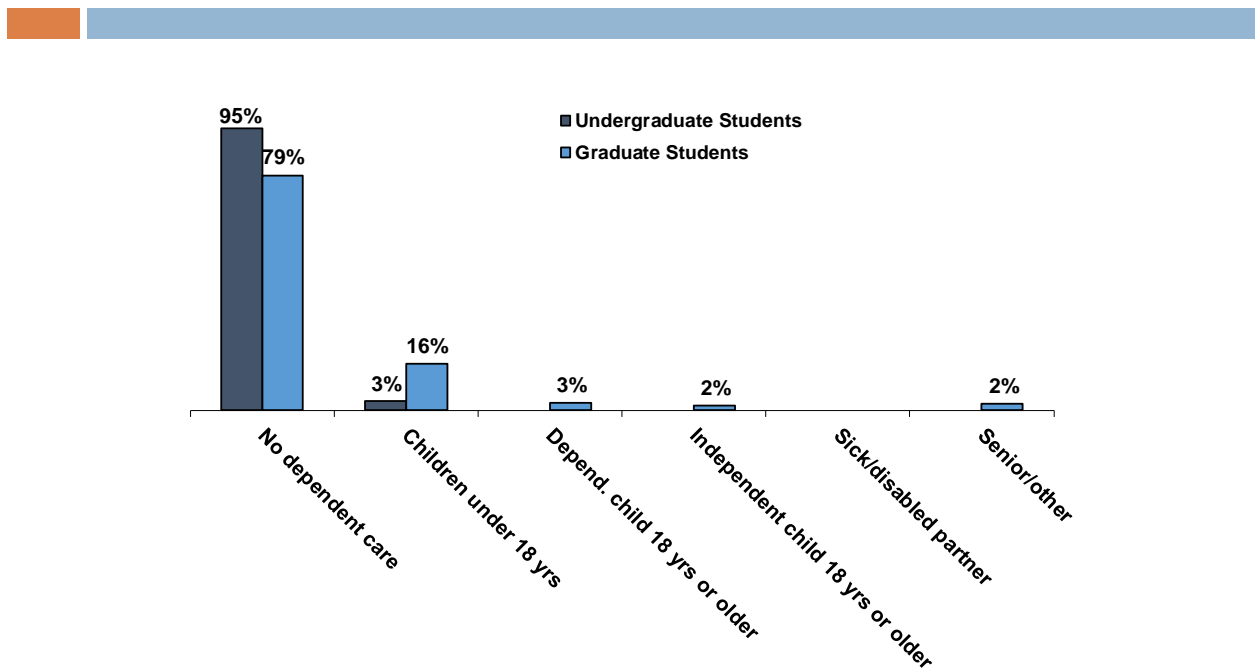


Figure 8. Respondents by Faith-Based Affiliation (%)

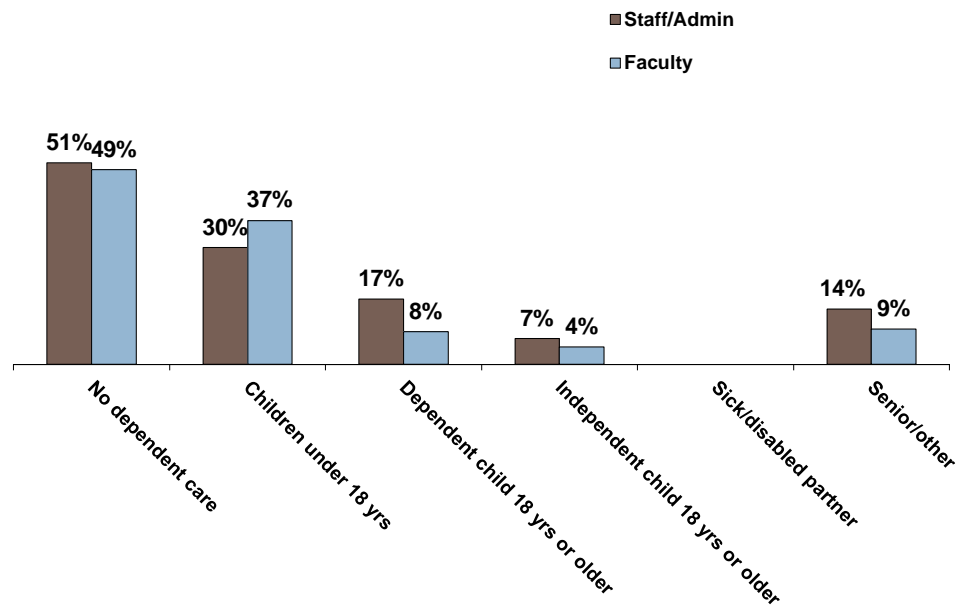
Eighty-three percent ($n = 1,784$) of respondents had no parenting or caregiving responsibilities. Ninety-five percent ($n = 1,360$) of Undergraduate Student respondents and 79% ($n = 180$) of Graduate Student respondents had no dependent care responsibilities (Figure 9).



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

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

Fifty-one percent ($n = 156$) of Staff/Administrator respondents and 49% ($n = 88$) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 10). Thirty percent ($n = 91$) of Staff/Administrator respondents and 37% ($n = 66$) of Faculty respondents were caring for children under the age of 18 years. Fourteen percent ($n = 42$) of Staff/Administrator respondents and 9% ($n = 16$) of Faculty respondents were responsible for senior or other family members.



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

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

Additional analyses revealed that 97% ($n = 2,079$) of respondents had never served in the military. One percent of respondents were each Veterans ($n = 30$) or Reservist/National Guard ($n = 16$). Less than 1% ($n = 5$) of respondents were in ROTC.

Twenty-six percent ($n = 528$) of respondents⁴⁰ had conditions that substantially affected learning, working, or living activities. Thirteen percent ($n = 271$) of respondents had mental health/psychological conditions, 5% ($n = 116$) had chronic diagnoses or medical conditions, and 5% ($n = 98$) had learning disabilities (Table 8).

Table 8. Respondents' Conditions That Affect Learning, Working, Living Activities

Conditions	<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
A disability/condition not listed here	4	0.2
I have none of the listed conditions	1,543	71.9

Note: Percentages may not sum to 100% as a result of multiple responses.

⁴⁰Some respondents indicated that they had multiple disabilities or conditions that substantially influenced major life activities. The unduplicated total number of respondents with disabilities was 528 (26%). The duplicated total ($n = 672$; 31%) is reflected in Table 8 and in Appendix B, Table B20.

Table 9 depicts how respondents answered the survey item, “What is your citizenship status in the U.S.? Mark all that apply.” For the purposes of analyses, the CSWG created four citizenship categories⁴¹, however only two are published in this report owing to low response numbers: 94% ($n = 2,021$) of respondents were U.S. Citizens and 6% ($n = 124$) were Non-U.S. Citizens. Subsequent analyses revealed that 4% ($n = 59$) of Undergraduate Student respondents, 9% ($n = 21$) of Graduate Student respondents, 18% ($n = 32$) of Faculty respondents, and 4% ($n = 12$) of Staff/Administrator respondents were Non-U.S. Citizens.

Table 9. Respondents’ Citizenship Status (Duplicated Totals)

Citizenship	<i>n</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	2	0.1
Other legally documented status (EAD, CAT)	1	0.0
Currently under a withholding of removal status	0	0.0

⁴¹For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen, Non-U.S. Citizen (includes U.S. Citizen-naturalized, Permanent Residents, Non-U.S. Citizens [F-1, J-1, H1-B, A, L, G, E, and TN visa holders], and other legally documented status), Undocumented Residents, and Multiple Citizenship (includes any respondent who marked more than one response). However, due to the small numbers for Undocumented Residents and Multiple Citizenship these variables are not included in the report.

Ninety percent ($n = 1,933$) of respondents reported that only English was spoken in their homes. One percent ($n = 29$) indicated that only a language other than English was spoken in their homes, while 8% ($n = 180$) indicated that English and at least one other language were spoken in their homes. Some of the languages that respondents indicated that they spoke at home were Chinese, German, Greek, Gujarti, Hindi, Igbo, Korean, Malayalam, Patios, Polish, Spanish, Swedish, Ukrainian, Vietnamese, and Yoruba.

Thirty-six percent ($n = 109$) of Staff/Administrator respondents indicated that the highest level of education they had completed was a master's degree, 30% ($n = 90$) had finished a bachelor's degree, 11% ($n = 34$) had finished some college, 8% ($n = 25$) had finished some graduate work, and 4% ($n = 12$) had finished a doctoral degree. Eighty-two percent ($n = 147$) of Faculty respondents indicated that the highest level of education they had completed was a doctoral degree and 16% ($n = 28$) had finished a master's degree.

Table 10 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 31% ($n = 442$) of Undergraduate Student respondents and 35% ($n = 79$) of Graduate Student respondents were First-Generation Students.⁴²

Table 10. Student Respondents' Parents'/Guardians' Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	17	1.0	15	0.9
Some high school	46	2.8	64	3.9
Completed high school/GED	338	20.4	399	24.1
Some college	217	13.1	218	13.1
Business/technical certificate/degree	71	4.3	108	6.5
Associate's degree	128	7.7	123	7.4
Bachelor's degree	447	26.9	433	26.1
Some graduate work	35	2.1	22	1.3
Master's degree (M.A., M.S., MBA)	270	16.3	172	10.4
Specialist degree (Ed.S.)	6	0.4	6	0.4
Doctoral degree (e.g., Ph.D., Ed.D.)	54	3.3	20	1.2
Professional degree (e.g., M.D., J.D.)	21	1.3	13	0.8
Unknown	3	0.2	16	1.0
Not applicable	4	0.2	42	2.5

Note: Table reports Student responses ($n = 1,659$) only.

Subsequent analyses indicated that of the 1,430 responding Undergraduate Students, 24% ($n = 342$) were in their first-year, 21% ($n = 298$) were in their sophomore year, 24% ($n = 341$) were in their junior year, and 31% ($n = 444$) were in their senior year.

⁴²With the CSWG's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, some college, or business/technical certificate/degree.

Table 11 reveals that 38% ($n = 547$) of Undergraduate Student respondents were in the College of Arts and Sciences, 25% ($n = 351$) in the School of Business and Economics, 14% ($n = 202$) in the School of Education, 5% ($n = 69$) in the School of Visual Arts, and 3% ($n = 45$) in Educational Services.

Table 11. Undergraduate Student Respondents' Academic Majors

Academic major	<i>n</i>	%
Arts and Sciences	547	38.3
Anthropology and Sociology	16	2.9
Biology	109	19.9
Chemistry	59	10.8
Communication Studies	72	13.2
Computer Sciences	31	5.7
English	48	8.8
Geology and Astronomy	15	2.7
History	23	4.2
Languages and Cultures	27	4.9
Liberal Studies Program	12	2.2
Mathematics	30	5.5
Philosophy	10	1.8
Physics	15	2.7
Psychology	95	17.4
Women's and Gender Studies Program	27	4.9
Business and Public Affairs	351	24.5
Accounting	70	19.9
Criminal Justice	52	14.8
Economics and Finance	55	15.7
Geography and Planning	7	2.00
Management	69	19.7
Marketing	60	17.1
Political Science	34	9.7
Undergraduate Social Work	36	10.3
Education	202	14.1
Early and Middle Grades Education	144	71.3
Instructional Media	< 5	---
Special Education	88	43.6

Table 11 (cont.)	<i>n</i>	%
Visual Performing Arts	69	4.8
Applied Music	8	11.6
Art	17	24.6
Instrumental Music	11	15.9
Keyboard Music	< 5	---
Music Education	29	42.0
Music History	< 5	---
Music, Theory, History, and Composition	< 5	---
Theater and Dance	7	10.1
Vocal and Choral Music	< 5	---
Educational Services (Pre-Major)	45	3.1

Note: Table includes Undergraduate Student respondents ($n = 1,430$) only.
 Sum does not total 100% owing to multiple response choices.

Ninety-six percent ($n = 217$) of Graduate Student respondents were in a master's degree program at WCU, while 4% ($n = 10$) were in a doctoral degree program.⁴³

Additional analyses revealed that 67% ($n = 957$) of Undergraduate Student respondents and 93% ($n = 213$) of Graduate Student respondents were employed either on or off campus. Seventeen percent ($n = 235$) of Undergraduate Student respondents and 23% ($n = 53$) of Graduate Student respondents were employed on campus an average of one to 20 hours per week. Twenty-nine percent ($n = 406$) of Undergraduate Student respondents and 18% ($n = 41$) of Graduate Student respondents were employed off campus an average of 1 to 20 hours per week, and 15% ($n = 214$) of Undergraduate Student respondents and 30% ($n = 66$) of Graduate Student respondents were employed off campus an average of 21 to 40 hours per week.

⁴³Appendix B, Table B19 contains a comprehensive listing of Graduate Student respondents' academic degree programs.

Forty-seven percent ($n = 782$) of Student respondents experienced financial hardship while attending WCU, including 48% ($n = 680$) of Undergraduate Student respondents and 45% ($n = 102$) of Graduate Student respondents. Of these Student respondents, 71% ($n = 552$) had difficulty affording tuition, 67% ($n = 524$) had difficulty purchasing books, and 62% ($n = 481$) had difficulty affording housing (Table 12).

Table 12. Experienced Financial Hardship

Experience	<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 (alternative spring breaks, class trips, study abroad, etc.)	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
<u>An experience not listed above</u>	<u>32</u>	<u>4.1</u>

Note: Table includes only Student respondents who experienced financial hardship ($n = 782$).

Sixty-four percent ($n = 1,064$) of Student respondents used loans to pay for college while 51% ($n = 847$) used family contributions (Table 13). Subsequent analyses indicated that 66% ($n = 943$) of Undergraduate Student respondents and 53% ($n = 121$) of Graduate Student respondents used loans to pay for college. Analyses also revealed that 72% ($n = 164$) of Low-Income Student respondents and 63% ($n = 879$) of Not-Low-Income Student respondents used loans to pay for college.

Table 13. How Student Respondents Were Paying for College

Source of funding	<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
A method of payment not listed above	58	3.5

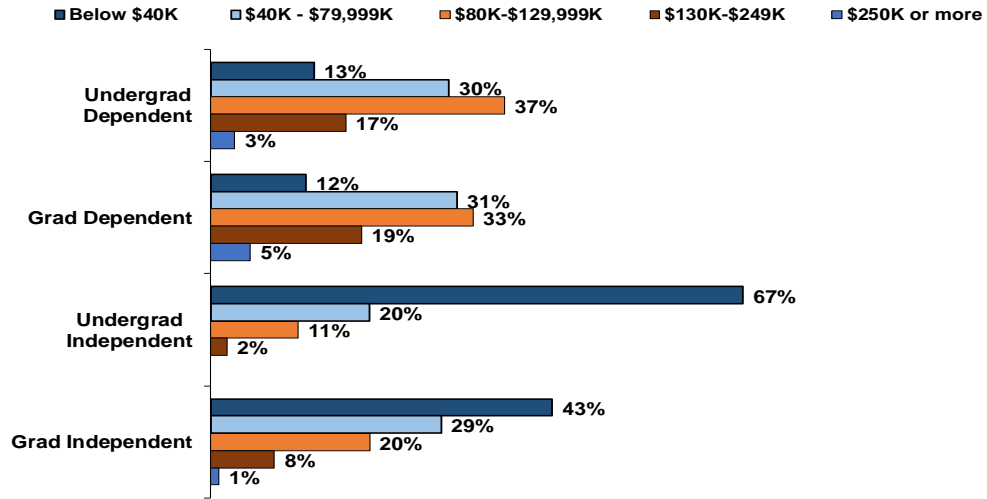
Note: Table includes Student respondents ($n = 1,659$) only.

Twenty-one percent ($n = 340$) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 14% ($n = 189$) of Undergraduate Student respondents and 66% ($n = 151$) of Graduate Student respondents were the sole providers for their living/educational expenses. Additionally, 66% ($n = 150$) of Low-Income Student respondents and 14% ($n = 185$) of Not-Low-Income Student respondents were financially independent. Eighty-seven percent ($n = 1,208$) of

Undergraduate Student respondents and 34% ($n = 77$) of Graduate Student respondents had families who were assisting with their living/educational expenses (i.e., students were financially dependent).

Twenty-two percent ($n = 358$) of Student respondents reported that they or their families had annual incomes of less than \$40,000. Twenty-nine percent ($n = 461$) reported annual incomes between \$40,000 and \$79,999; 32% ($n = 512$) between \$80,000 and \$129,999; and 15% ($n = 237$) between \$130,000 and \$249,999 annually. Three percent ($n = 46$) of Student respondents noted that they or their families had annual incomes greater than \$250,000.⁴⁴ These figures are displayed by student status in Figure 11. Information is provided for those Student respondents who indicated that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

⁴⁴Refer to Table B24 in Appendix B for the combined Student data.



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

Figure 11. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

Of the Students completing the survey, 57% ($n = 950$) lived in non-campus housing, 42% ($n = 690$) lived in campus housing, and less than 1% ($n < 5$) identified as housing insecure (Table 14). Subsequent analyses indicated that 48% ($n = 674$) of Undergraduate Student respondents lived in campus housing, while 93% ($n = 212$) of Graduate Student respondents lived in non-campus housing.

Table 14. Student Respondents' Residence

Residence	<i>n</i>	%
Campus housing	690	41.6
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
Non-campus housing	950	57.3
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
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab, homeless)	< 5	---

Note: Table reports Student responses ($n = 1,659$) only.

Twenty-eight percent ($n = 457$) were involved with academic organizations, 14% ($n = 230$) were involved were service organizations, and 13% ($n = 219$) were involved with special interest organizations (Table 15).

Table 15. Student Respondents' Participation in Clubs/Organizations at WCU

Club/organization	<i>n</i>	%
Academic (e.g., Anthropology Club, Society of Physics Students, Gender Studies Club)	457	27.5
Service (e.g., Circle K International, Habitat for Humanity, University Ambassadors)	230	13.9
Special Interest (e.g., Homecoming, Public Health Club, Video Game Club)	219	13.2
Greek (e.g., Kappa Delta Rho, Delta Phi Epsilon, Phi Gamma Delta)	199	12.0
Honor (e.g., Kinesiology - Phi Epsilon Kappa, Economics – Omicron Delta Epsilon, Education – Kappa Delta Pi)	156	9.4
Equity (e.g., AFRISA, Hillel, LGBTQA, SVGA)	146	8.8
Religious (e.g., Catholic Newman Student Association, IMPACT, Muslim Student Association)	143	8.6
Sports Clubs (e.g., Swim Club, Water Polo, Ultimate Frisbee)	143	8.6
Music (e.g., Brass Ensemble, Concert Choir, Marching Band)	122	7.4
Governing (e.g., Student Government Association, Residence Hall Association, Graduate Student Association)	85	5.1
Media (e.g., Daedalus, The Quad, WCUR)	57	3.4
Intercollegiate Athletics (e.g., Football, Volleyball, Field Hockey)	39	2.4
Political (e.g., The College Democrats, Students for Liberty, The College Republicans)	31	1.9

Note: Table includes Student responses ($n = 1,659$) only.
 Percentages may not sum to 100% as a result of multiple responses.

Table 16 indicates that most Student respondents earned grades that were 2.0 or higher.

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

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
Missing	< 5	---

Note: Table includes Student responses (*n* = 1,659) only.

Campus Climate Assessment Findings⁴⁵

The following section reviews the major findings of this study.⁴⁶ The review explores the climate at WCU through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity⁴⁷ and status of the respondents.

Comfort With the Climate at WCU

The survey posed questions regarding respondents’ level of comfort with WCU’s campus climate. Table 17 illustrates that 81% ($n = 1,731$) of the survey respondents were “comfortable” or “very comfortable” with the climate at WCU. Seventy-six percent ($n = 373$) of Faculty and Staff/Administrator respondents were “comfortable” or “very comfortable” with the climate in their departments/work units, and 85% ($n = 1,553$) of Faculty and Student respondents were “comfortable” or “very comfortable” with the climate in their classes.

Table 17. Respondents’ Comfort With the Climate at WCU

Level of comfort	Comfort with overall climate		Comfort with climate in department/work unit*		Comfort with climate in class**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	513	23.9	182	37.3	538	29.3
Comfortable	1,218	56.7	191	39.1	1,015	55.2
Neither comfortable nor uncomfortable	283	13.2	53	10.9	195	10.6
Uncomfortable	116	5.4	48	9.8	84	4.6
Very uncomfortable	17	0.8	14	2.9	6	0.3

*Faculty and Staff/Administrator respondents ($n = 238$) only.

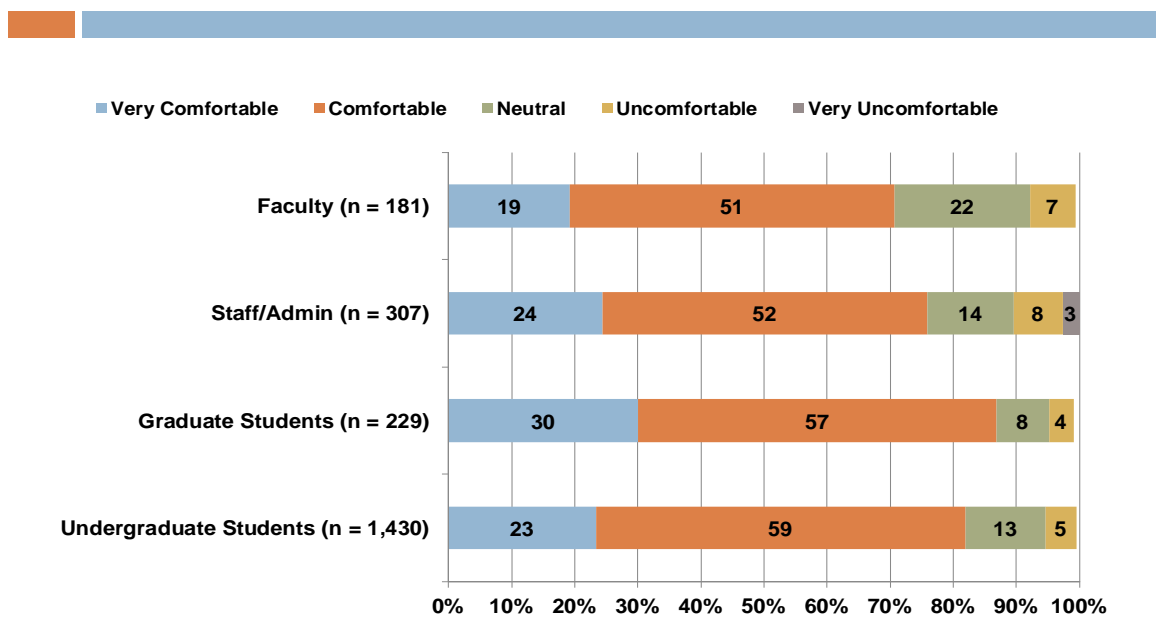
**Faculty and Student respondents ($n = 1,840$) only.

⁴⁵Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

⁴⁶The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

⁴⁷Throughout the report, Transgender and Genderqueer respondents were not included in many of the analyses because their numbers were too few to ensure confidentiality.

Figure 12 illustrates that Graduate Student respondents (30%) were significantly more comfortable (“very comfortable”) with the overall climate at WCU than were Staff/Administrator respondents (24%), Undergraduate Student respondents (23%), and Faculty respondents (19%).ⁱ



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

Figure 12. Respondents’ Comfort With Overall Climate by Position Status (%)

Figure 13 illustrates that a slightly higher percentage of Staff/Administrator respondents (39%) than Faculty respondents (34%) were “very comfortable” with the climate in their departments/work units at WCU.

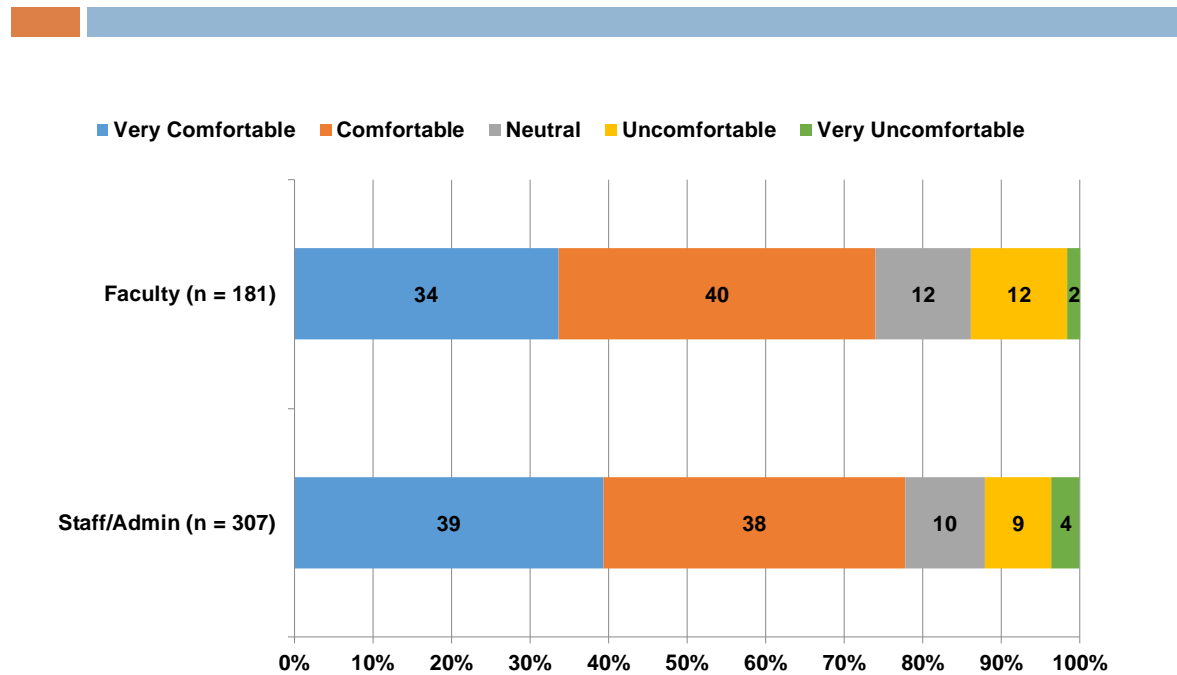
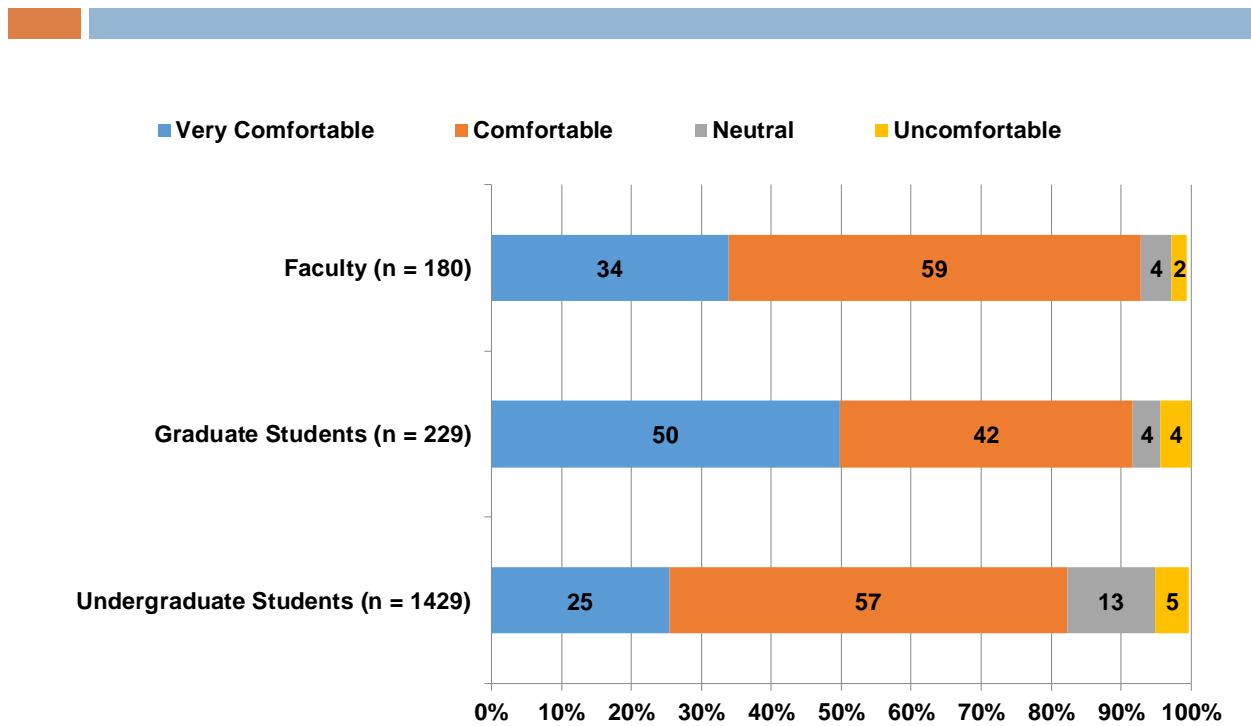


Figure 13. Faculty and Staff/Administrator Respondents’ Comfort With Climate in Department/Work Unit by Position Status (%)

With regard to classroom climate, Undergraduate Student respondents (82%) were significantly less comfortable (“very comfortable” or “comfortable”) than were Graduate Student respondents (92%) and Faculty respondents (92%) (Figure 14).ⁱⁱ Fifty percent of Graduate Student respondents were “very comfortable” with the classroom climate, compared to 34% of Faculty respondents and 25% of Undergraduate Student respondents.



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

Figure 14. Faculty and Student Respondents’ Comfort with Classroom Climate by Position Status (%)

Several analyses were conducted to determine whether respondents’ level of comfort with the overall climate, with climate in their departments/work units, or with climate in their classes differed based on various demographic characteristics. No significant or meaningful differences were noted with respondents’ level of comfort with the overall climate, with climate in their

departments/work units, or with climate in their classes based on faith-based affiliation and military service.

By gender identity,⁴⁸ 85%⁴⁹ of Men respondents, 80% of Women respondents, and 60% of Transgender/Genderqueer respondents were “very comfortable” or “comfortable” with the overall climate at WCU (Figure 15).ⁱⁱⁱ

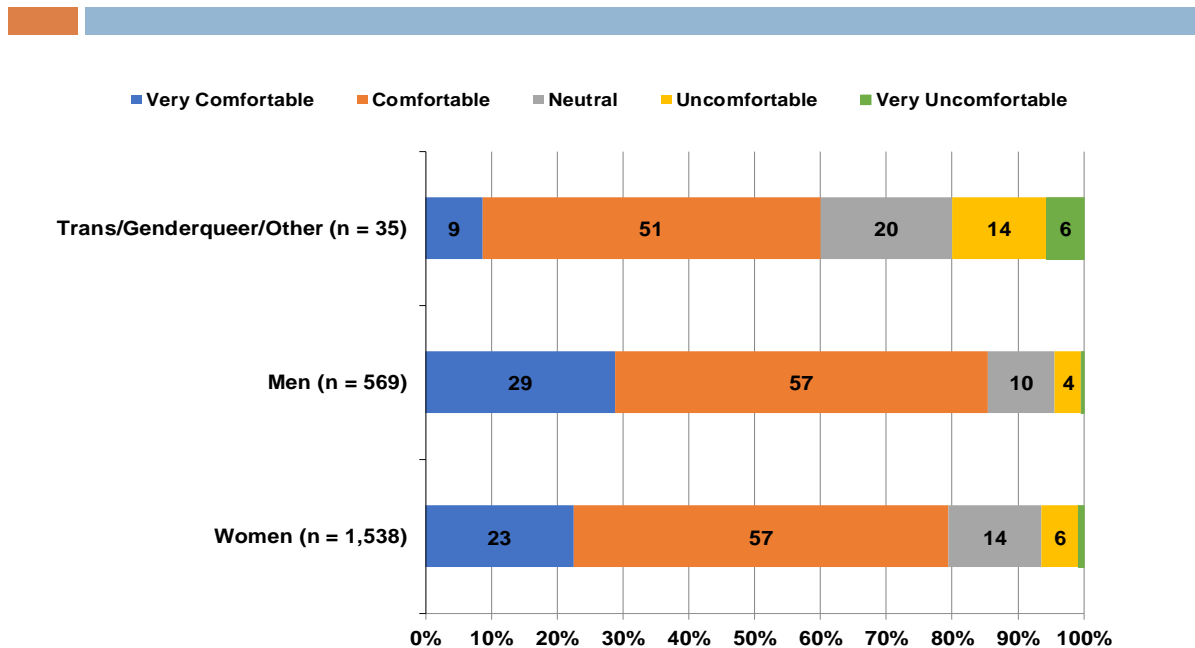


Figure 15. Respondents’ Comfort With Overall Climate by Gender Identity (%)

⁴⁸For several analyses throughout this report, gender identity was recoded into the categories Man ($n = 569$), Woman ($n = 1,538$), and Transgender/Genderqueer/Other ($n = 35$). For analyses including Faculty and Staff/Administrator respondents only and Faculty and Student respondents only, Transgender/Genderqueer/Other respondents were not included to maintain the confidentiality of their responses.

⁴⁹In several places throughout the report narrative, the figure may not provide the exact total noted in the narrative as a result of rounding the numbers in the figure to the nearest whole number.

Although not statistically significant, 80% of Men Faculty and Staff/Administrator respondents and 76% of Women Faculty and Staff/Administrator respondents were “very comfortable” or “comfortable” with the climate in their departments/work units (Figure 16).

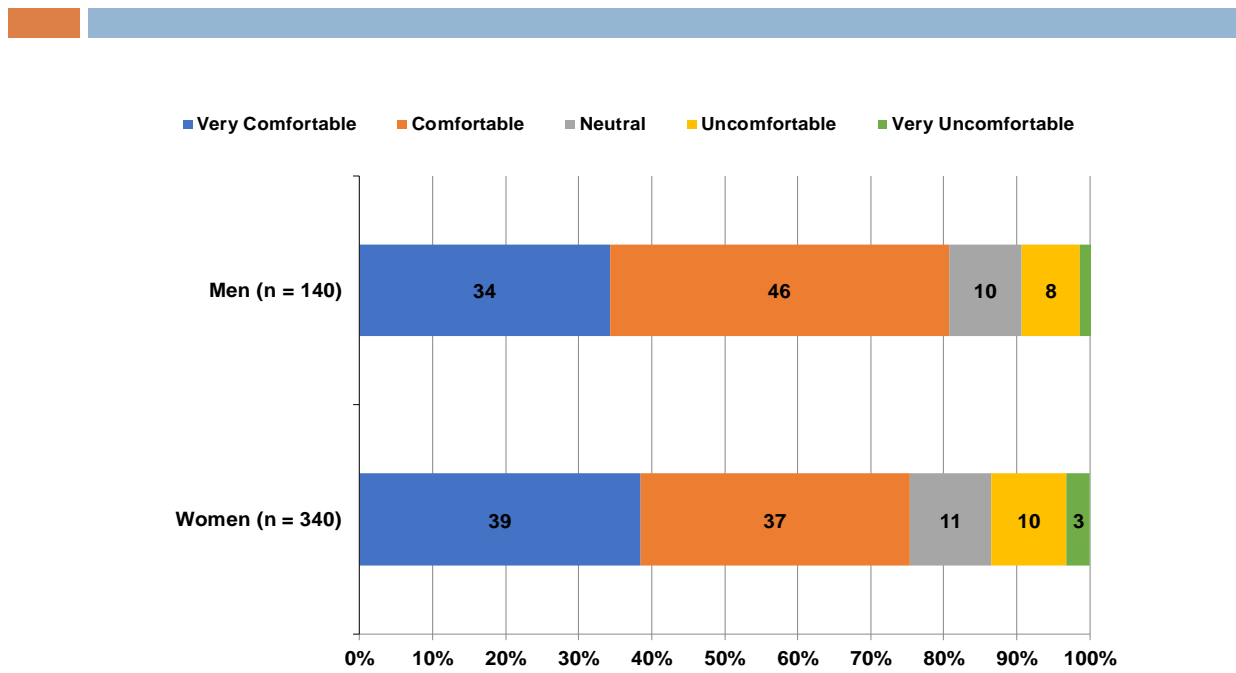
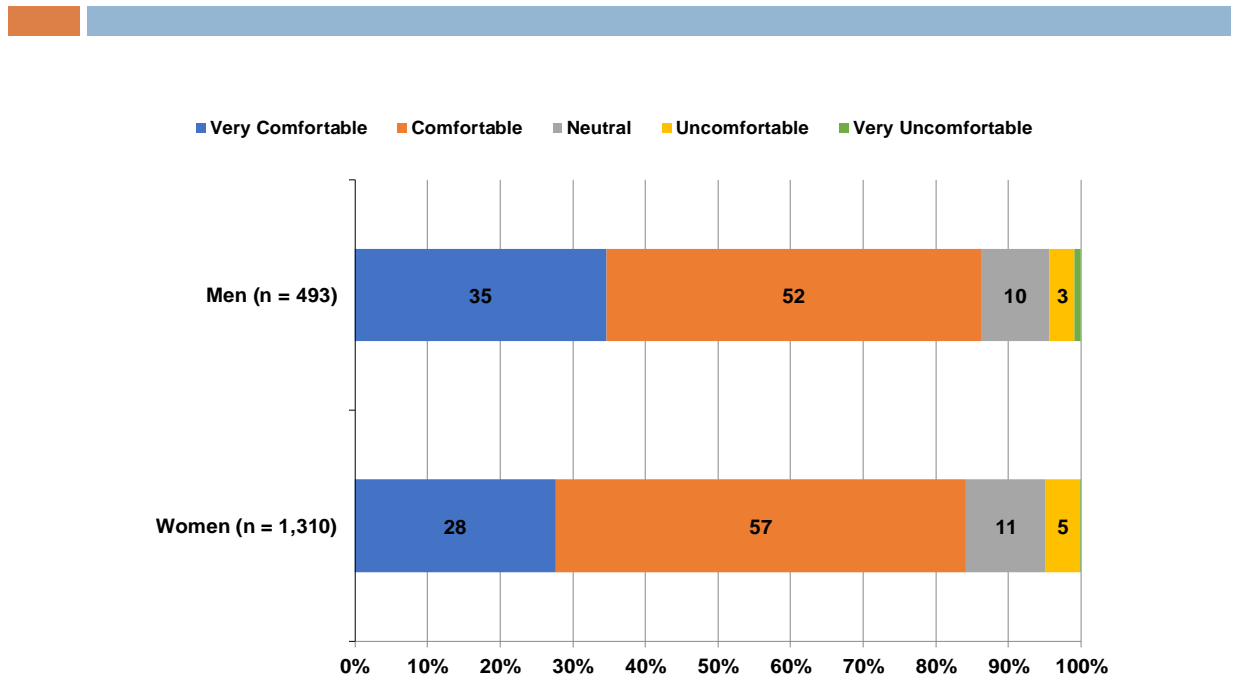


Figure 16. Faculty and Staff/Administrator Respondents’ Comfort With Climate in Department/Work Unit by Gender Identity (%)

Additionally, a significantly higher percentage of Men Faculty and Student respondents (35%) than Women Faculty and Student respondents (28%) felt “very comfortable” in their classes (Figure 17).^{iv}



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

Figure 17. Faculty and Student Respondents’ Comfort With Climate in Classes by Gender Identity (%)

Significant differences by racial identity existed. Multiracial respondents (74%) and Respondents of Color (72%) were less likely than White respondents (84%) to feel “very comfortable” or “comfortable” with the overall climate at WCU (Figure 18).^v

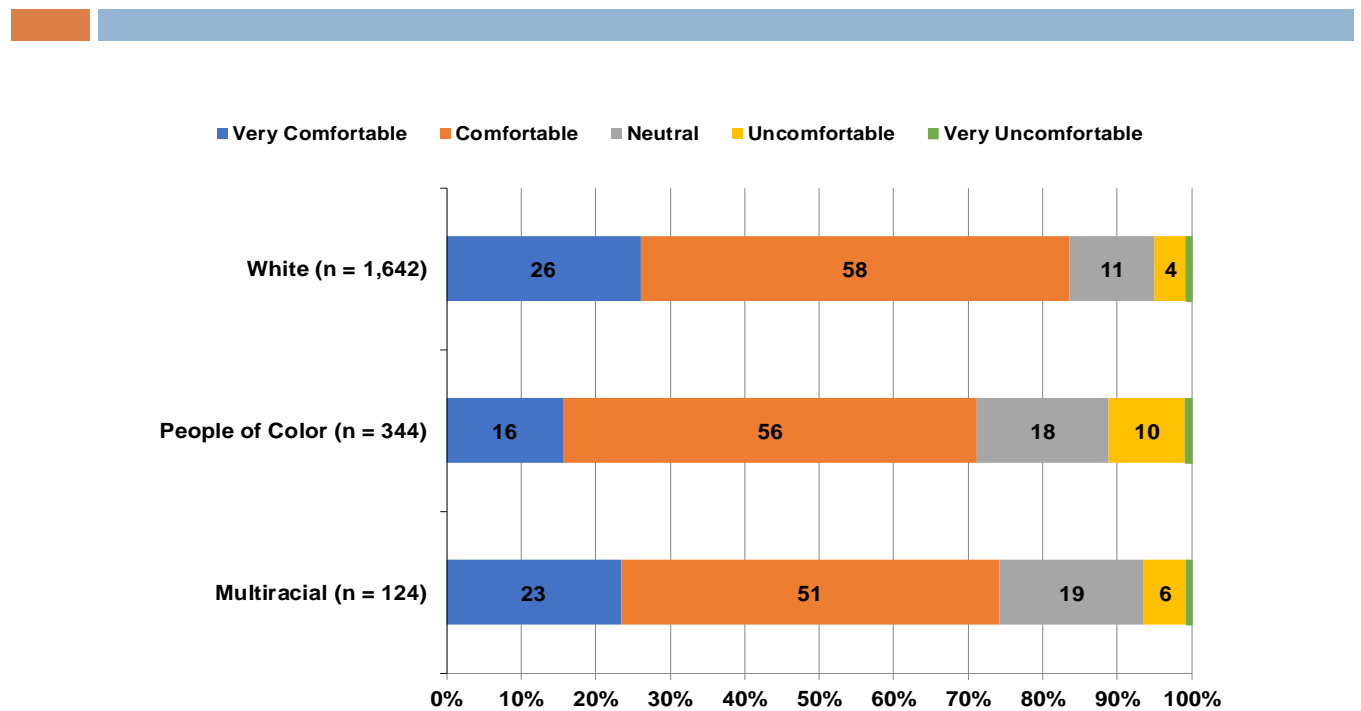
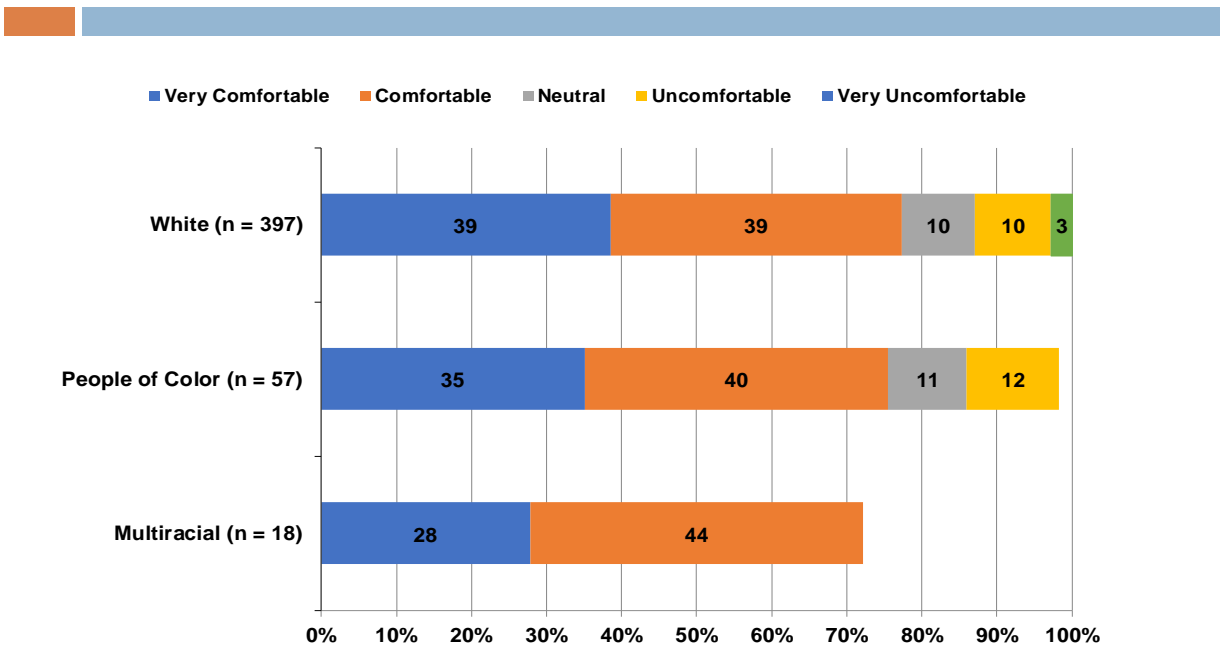


Figure 18. Respondents’ Comfort With Overall Climate by Racial Identity (%)

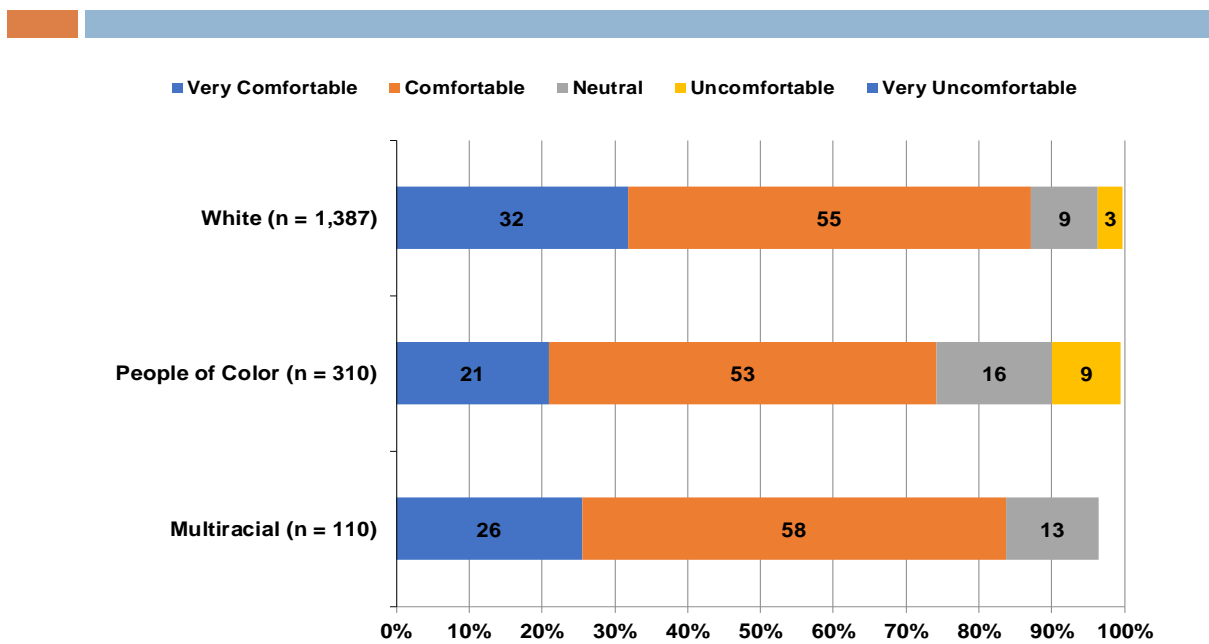
Lower percentages of Multiracial Faculty and Staff/Administrator respondents (28%) were “very comfortable” with the climate in their departments/work units than were Faculty and Staff/Administrator Respondents of Color (35%) and White Faculty and Staff/Administrator respondents (39%) (Figure 19); these differences were not significant.



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

Figure 19. Faculty and Staff/Administrator Respondents’ Comfort With Climate in Department/Work Unit by Racial Identity (%)

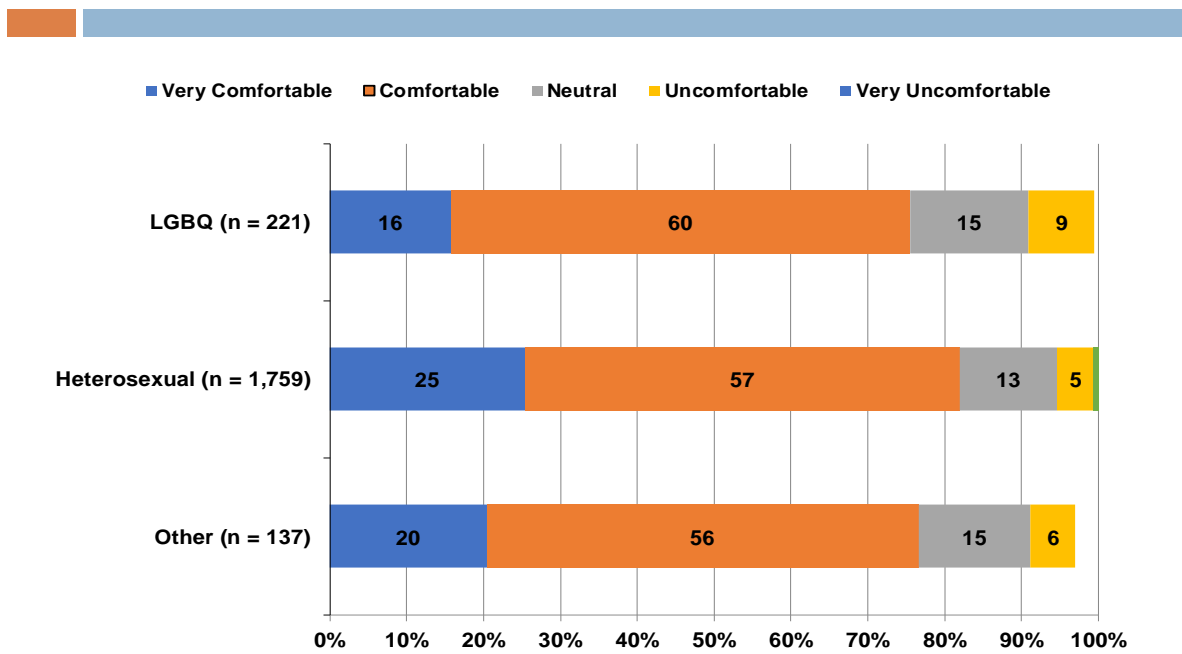
Figure 20 illustrates that Faculty and Student Respondents of Color (21%) and Multiracial Faculty and Student respondents (26%) were significantly less likely than White Faculty and Student respondents (32%) to feel “very comfortable” with the climate in their classes.^{vi}



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

Figure 20. Faculty and Student Respondents’ Comfort With Climate in Classes by Racial Identity (%)

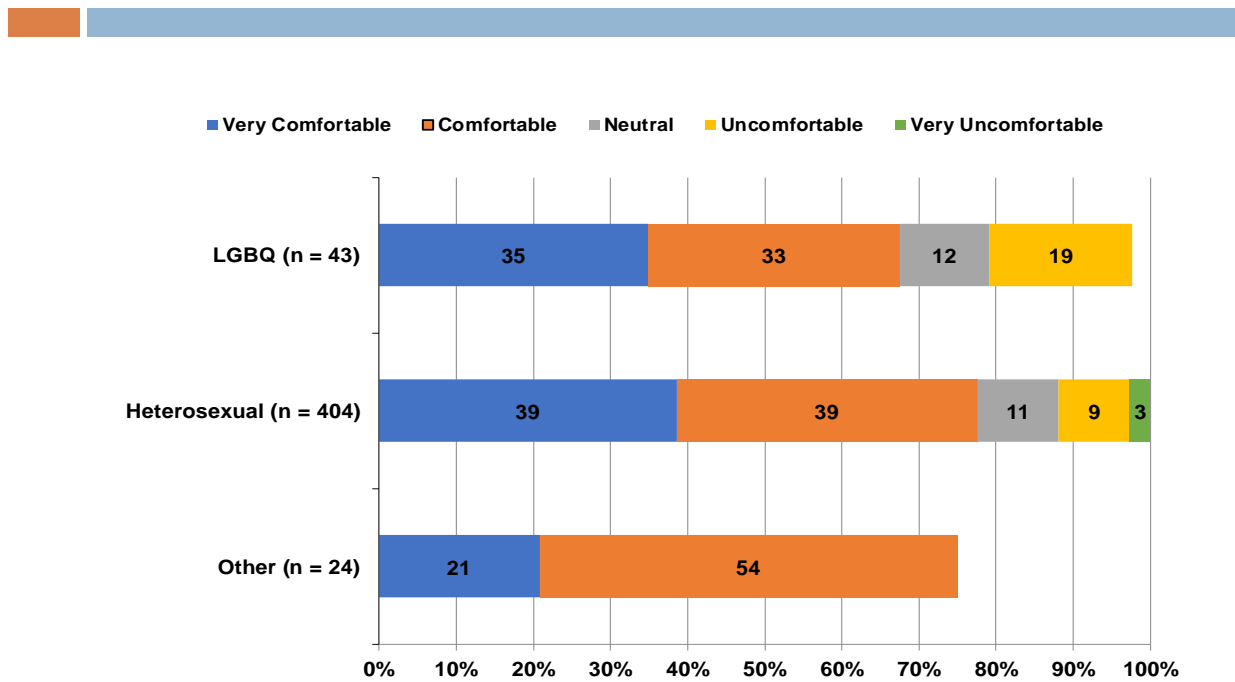
Significant differences in respondents' level of comfort with the overall climate occurred based on sexual identity (Figure 21). LGBTQ respondents (76%) and Other respondents (76%) were less likely to be "very comfortable" or "comfortable" with the overall climate than were Heterosexual respondents (82%).^{vii}



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

Figure 21. Respondents' Comfort With Overall Climate by Sexual Identity (%)

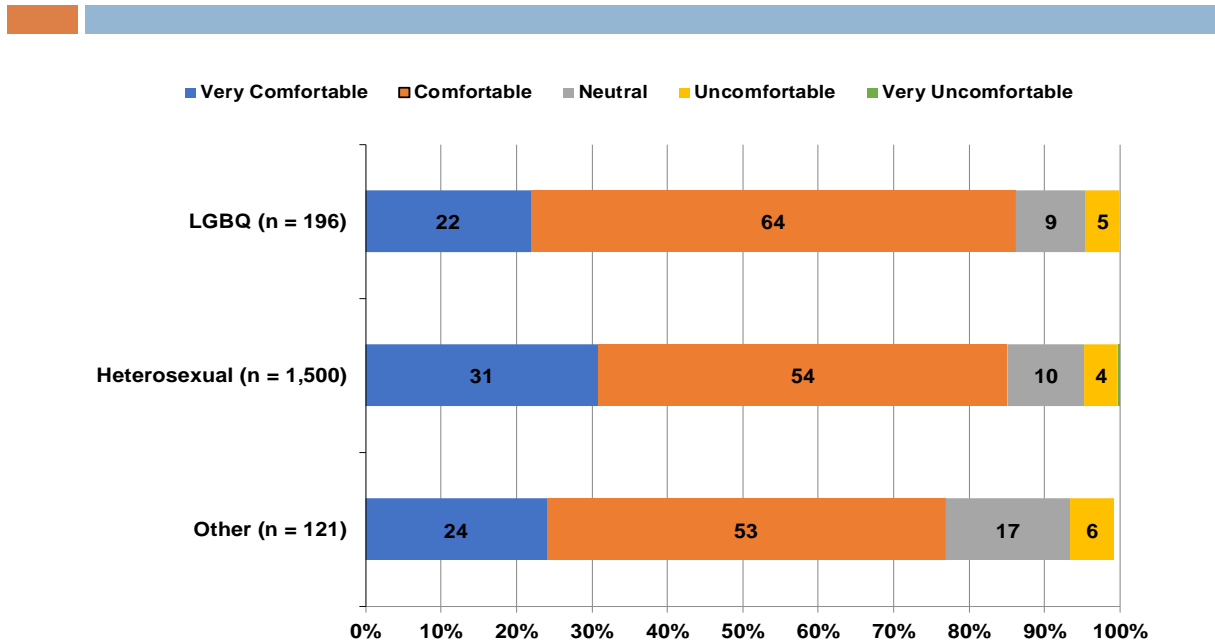
No significant differences based on sexual identity were noted regarding Faculty respondents and Staff/Administrator respondents' degree of comfort with the climate in their departments/work units (Figure 22).



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

Figure 22. Faculty and Staff/Administrator Respondents' Comfort With Climate in Department/Work Unit by Sexual Identity (%)

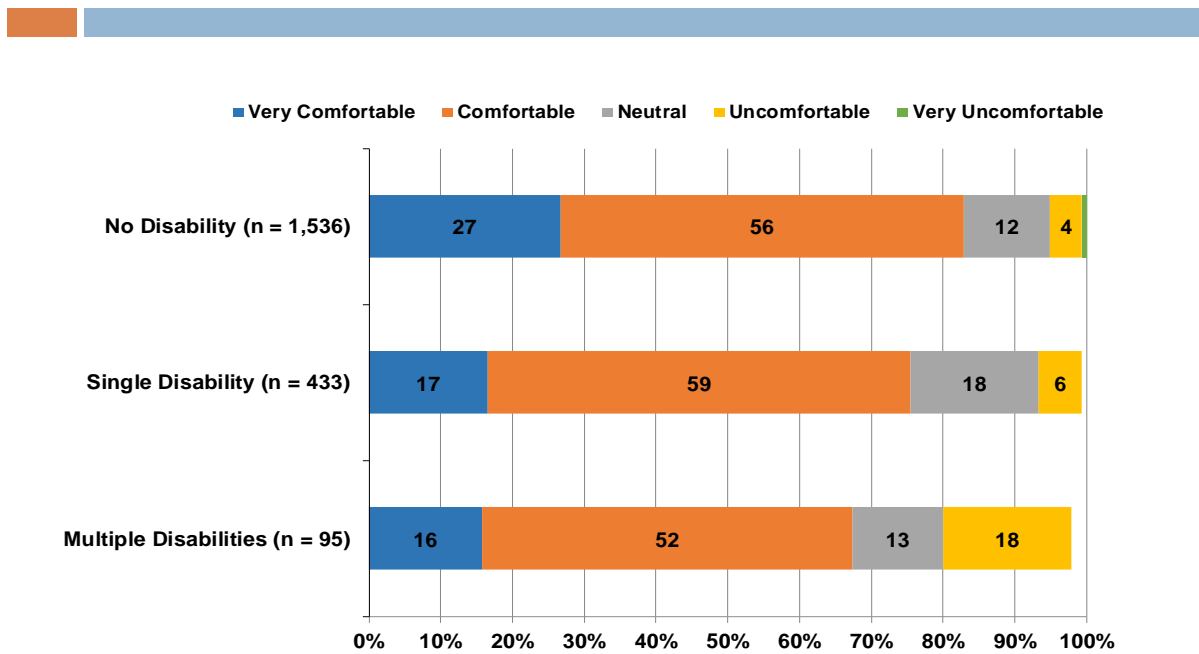
LGBQ (22%, $n = 43$) and Other (24%, $n = 29$) Faculty and Student respondents were less likely to feel “very comfortable” with the climate in their classes than were Heterosexual Faculty and Student respondents (31%, $n = 463$) (Figure 23).^{viii}



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

Figure 23. Faculty and Student Respondents’ Comfort With Climate in their Classes by Sexual Identity (%)

Figure 24 illustrates that respondents with Multiple Disabilities (68%) and respondents with a Single Disability (76%) were significantly less likely than were respondents with No Disability (83%) to feel “very comfortable” or “comfortable” with the overall climate.^{ix}



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

Figure 24. Respondents’ Comfort With Overall Climate by Disability Status (%)

Faculty and Staff/Administrator respondents with Multiple Disabilities (21%) and Faculty and Staff/Administrator respondents with a Single Disability (23%) were significantly less likely than were Faculty and Staff/Administrator respondents with No Disability (42%) to feel “very comfortable” with the climate in their departments/work units (Figure 25).^x Note: Responses with $n < 5$ are not presented in the figure.

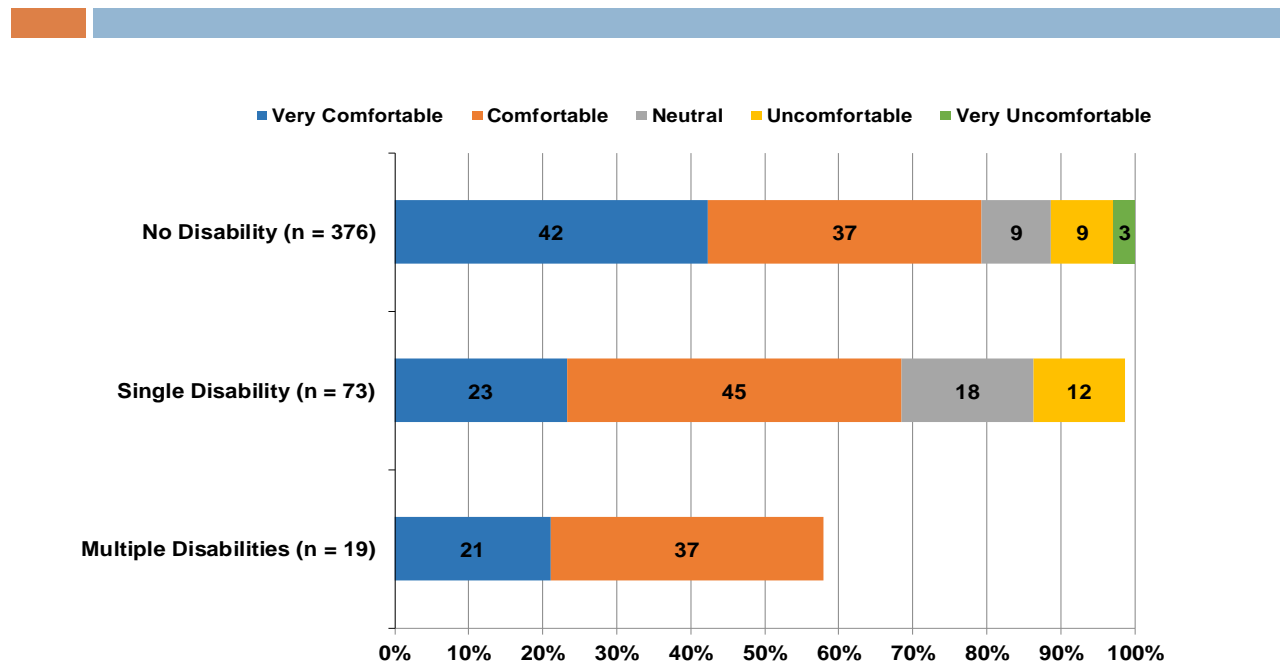
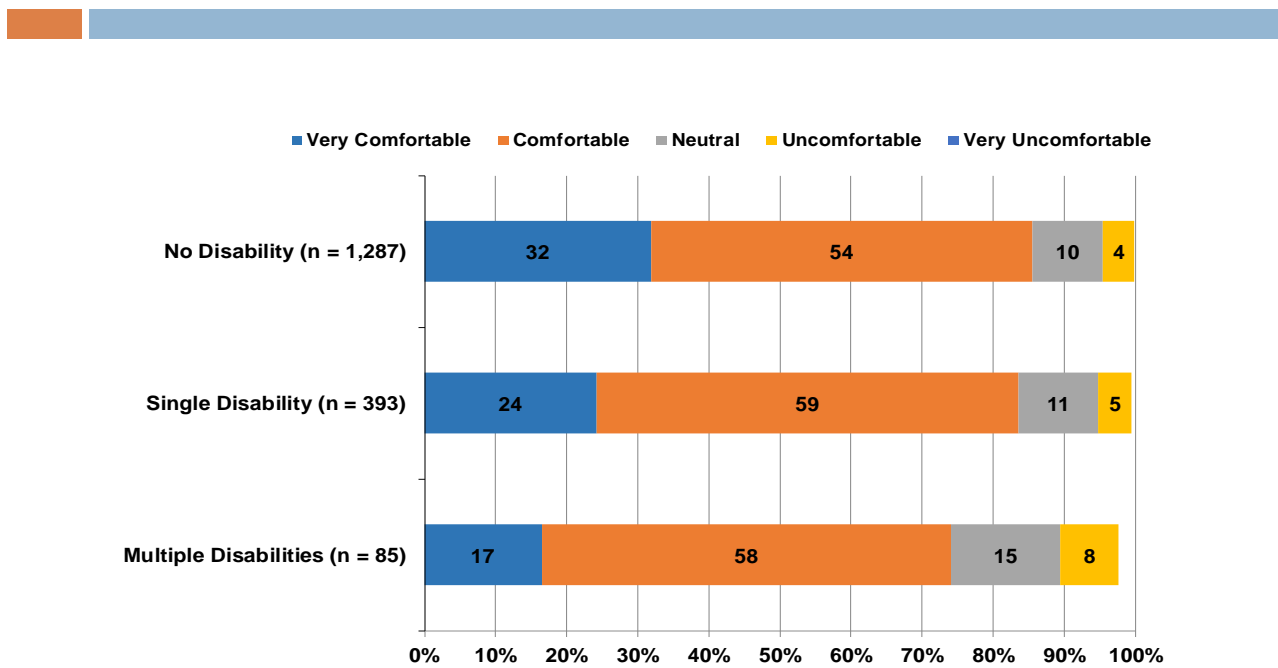


Figure 25. Faculty and Staff/Administrator Respondents’ Comfort With Climate in Department/Work Unit by Disability Status (%)

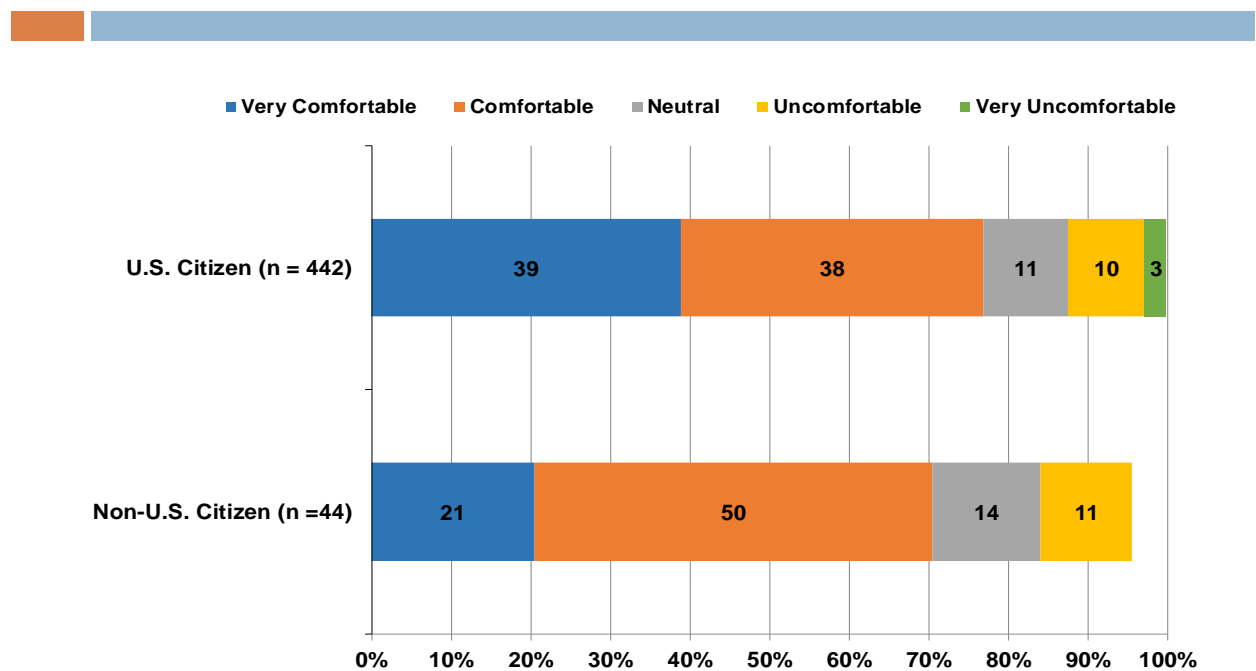
Faculty and Student respondents with Multiple Disabilities (75%) were significantly less likely to feel “very comfortable” or “comfortable” with the climate in their classes than were Faculty and Student respondents with a Single Disability (83%) and those with No Disability (86%) (Figure 26).^{xi}



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

Figure 26. Faculty and Student Respondents’ Comfort With Climate in Classes by Disability Status (%)

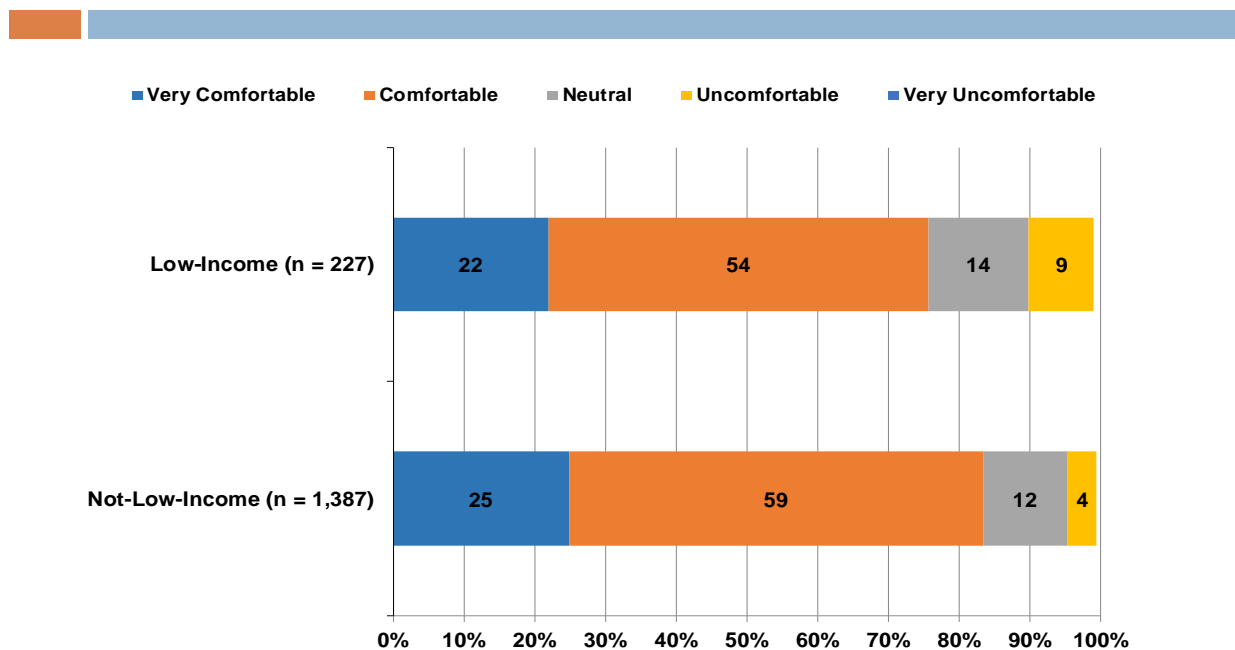
With regard to citizenship status, the survey data revealed no significant differences in respondents' comfort with the overall climate or Faculty and Student respondents' comfort with the climate in their classes. Although not statistically significant, meaningful differences were discovered for Faculty and Staff/Administrator respondents with regard to comfort with the climate in their departments/work units. U.S. Citizen Faculty and Staff/Administrator respondents (39%) were more likely to feel "very comfortable" with the climate in their department/work unit than were Non-U.S. Citizen Faculty and Staff/Administrator respondents (21%) (Figure 27).



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

Figure 27. Faculty and Staff/Administrator Respondents' Comfort With Climate in Department/Work Unit by Citizenship Status (%)

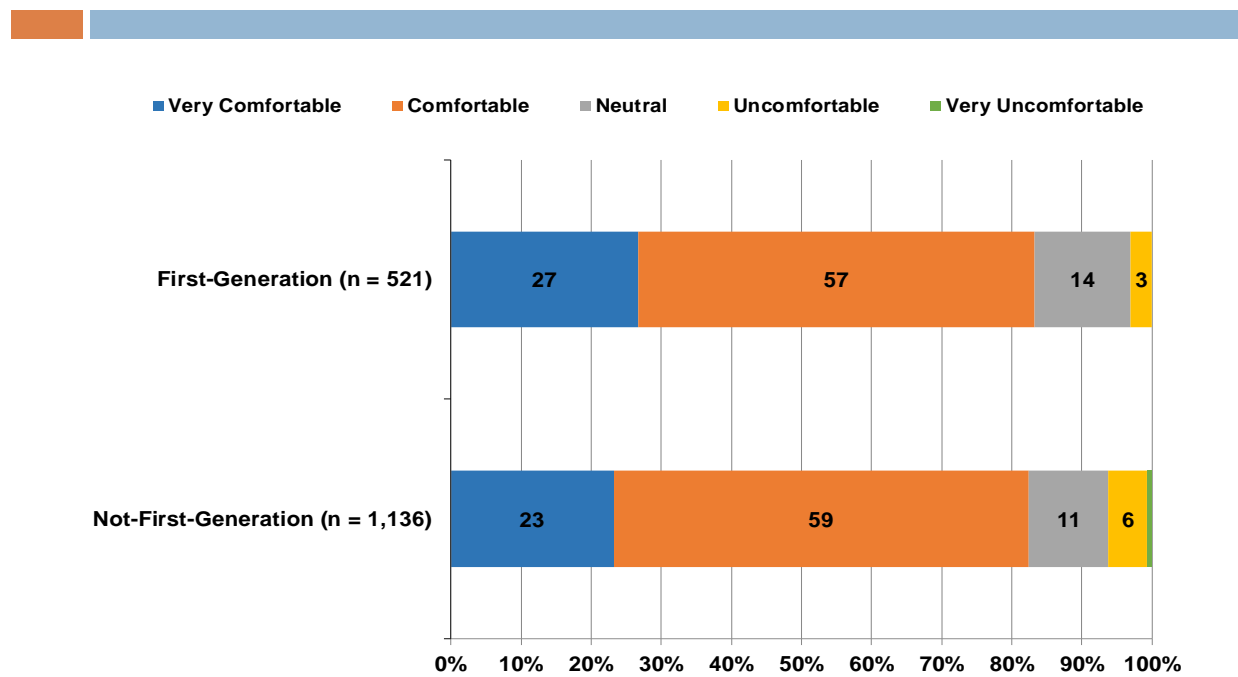
In terms of Student respondents’ socioeconomic status, Low-Income Student respondents were significantly less likely to feel “very comfortable” or “comfortable” with the overall climate than were Not-Low-Income Student respondents (Figure 28).^{xii} No significant differences emerged with regard to Student respondents’ comfort with the climate in their classes.



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

Figure 28. Student Respondents’ Comfort With Overall Climate by Socioeconomic Status (%)

By first-generation status, First-Generation Student respondents (84%) were slightly more comfortable (“very comfortable” or “comfortable”) with the overall climate than were Not-First-Generation Student respondents (82%) (Figure 29).^{xiii} First-Generation Student respondents’ and Not-First-Generation Student respondents’ level of comfort with the climate in their classes did not differ significantly.



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

Figure 29. Student Respondents’ Comfort With Overall Climate by First-Generation Status (%)

ⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2(12, N = 2,147) = 44.1, p < .001$.

ⁱⁱA chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by position status: $\chi^2(8, N = 1,838) = 74.3, p < .001$.

ⁱⁱⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2(8, N = 2,142) = 36.0, p < .001$.

^{iv}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by gender identity: $\chi^2(4, N = 1,803) = 14.2, p < .01$.

^vA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2(8, N = 2,110) = 45.6, p < .001$.

^{vi}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by racial identity: $\chi^2(8, N = 1,807) = 43.9, p < .001$.

^{vii}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: $\chi^2(8, N = 2,117) = 24.0, p < .01$.

^{viii}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by sexual identity: $\chi^2(8, N = 1,817) = 16.0, p < .05$.

^{ix}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2(8, N = 2,064) = 59.8, p < .001$.

^xA chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents by degree of comfort with the department/work unit climate by disability status: $\chi^2(8, N = 468) = 18.9, p < .05$.

^{xi}A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by disability status: $\chi^2(8, N = 1,765) = 29.9, p < .001$.

^{xii}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by socioeconomic status: $\chi^2(4, N = 1,614) = 13.3, p < .05$.

^{xiii}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by first-generation status: $\chi^2(4, N = 1,657) = 11.5, p < .05$.

Barriers at WCU for Respondents with Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology/online environment, and instructional/campus materials at WCU within the past year. Tables 18 through 20 highlight the top ten responses for these three categories where respondents with one or more disabilities experienced barriers.⁵⁰

In terms of facilities, 35% ($n = 181$) of respondents with disabilities experienced barriers with on-campus transportation/parking within the past year (Table 18).

Table 18. Barriers With Facilities Experienced by Respondents with Disabilities

Area	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
On-campus transportation/parking	181	34.5	285	54.4	58	11.1
Walkways, pedestrian paths, crosswalks	76	14.6	394	75.6	51	9.8
University housing	71	13.6	276	53.0	174	33.4
Restrooms	66	12.7	414	79.6	40	7.7
Classroom buildings	58	11.1	406	77.6	59	11.3
Elevators	57	11.0	398	76.7	64	12.3
Computer labs	54	10.4	374	72.2	90	17.4
Dining facilities	53	10.2	337	64.8	130	25.0
Steps (markings)	48	9.2	419	80.4	54	10.4
Doors	46	8.8	421	80.5	56	10.7

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 535$).

⁵⁰See Appendix B, Table B75 for all responses to the question, “Within the past year, have you experienced a barrier in any of the following areas at WCU?”

In terms of technology/online environment, 12% of respondents with disabilities experienced barriers with accessible electronic format ($n = 60$) and the website ($n = 59$) (Table 19).

Table 19. Barriers With Technology/Online Environment Experienced by Respondents With Disabilities

Area	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Technology/Online Environment						
Accessible electronic format	60	11.6	383	73.9	75	14.5
Website	59	11.5	407	79.0	49	9.5
ATM machines	42	8.1	354	68.6	120	23.3
E-curriculum (curriculum software)	36	7.0	331	64.0	150	29.0
Library database	34	6.6	397	76.8	86	16.6
Electronic forms	22	4.3	401	78.0	91	17.7
Video	20	3.9	386	74.8	110	21.3
Electronic signage	18	3.5	389	76.0	105	20.5
Clickers	14	2.7	321	62.2	181	35.1

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 535$).

In terms of instructional/campus materials, 11% ($n = 55$) of respondents with disabilities experienced barriers with textbooks (Table 20).

Table 20. Barriers With Instructional/Campus Materials Experienced by Respondents With Disabilities

Area	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Instructional/Campus Materials						
Textbooks	55	10.7	397	77.2	62	12.1
Food menus	45	8.7	348	67.3	124	24.0
Exams/quizzes	42	8.1	396	76.6	79	15.3
Journal articles	24	4.7	416	80.6	76	14.7
Forms	21	4.1	419	81.4	75	14.6
Events/exhibits/movies	17	3.3	392	76.3	105	20.4
Signage	17	3.3	412	80.0	86	16.7
Brochures	15	2.9	408	79.1	93	18.0
Other publications	15	2.9	417	81.4	80	15.6
Library books	13	2.5	424	82.5	77	15.0

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 535$).

One hundred and twenty-three WCU respondents elaborated on accessibility. Three equally represented themes emerged, each noted by about 15% of respondents: parking, wifi, and facility accessibility.

Parking Accessibility on Campus. Many different constituent groups at WCU addressed concerns regarding parking accessibility. One Graduate Student respondent noted, “Accessibility is definitely an issue on campus, especially the handicapped spaces. There needs to be more in the quad.” More generally, an Undergraduate Student respondent explained, “Unless you get on campus before 8:00 am classes, parking is absolutely terrible.” Similarly, a Tenured Faculty respondent described, “Parking is difficult, and not being anywhere near my building when I park makes it hard to get places on time.” Another Tenured Faculty respondent simply stated, “WE NEED MORE PARKING. That is all.”

Unreliable Wifi and Inadequate Technology. One Undergraduate respondent stated, “Ramnet wifi causes me problems often.” Another Undergraduate Student respondent noted, “Blackboard

sucks. One of my professors has all tests and quizzes online, and I have gotten kicked out of blackboard, or it has just froze on me 3 times this semester already.” Other respondents commented on the “outdated” website and commonly reports that “the internet constantly crashes.” One Tenured Faculty respondent noted, “Technology in classrooms needs to be improved. It makes it hard to have inclusive curriculum. We need computers that are already connected to projectors and captioning technology.” A Staff respondent explained, “Even for employees, our website can sometimes be difficult to find things on whatever subject you may be searching.”

Inaccessible Facilities and Campus. The final theme provided by 15% of the more than 100 WCU respondents who elaborated on accessibility was the physical inaccessibility of the facilities and campus at large. Undergraduate Student respondents noted, “Doors in some buildings are too heavy for me to open without strain” and “This University is great, but it is terrible regarding accessibility for people in wheelchairs.” Another Undergraduate Student explained, “I am taking a class on disabilities and a few of the buildings on campus need to be more handicap accessible.” One Staff respondent shared, “WCU members in wheelchairs sometimes have to go far out of their way to find a wheelchair ramp or slope to allow them to move from buildings to sidewalks to streets, etc.” A Tenured Faculty respondent noted, “Many electric doors are not working.” Another Tenured Faculty respondent elaborated, “More handicapped spaces would be helpful.”

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁵¹

Fourteen percent ($n = 304$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct at WCU within the past year.⁵² Table 21 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 23% ($n = 70$) indicated that the conduct was based on their gender/gender identity. Twenty percent ($n = 61$) noted that the conduct was based on their ethnicity, 18% ($n = 54$) felt that it was based on their age, and 17% ($n = 53$) felt that it was based on their position status. “Reasons not listed above” included responses such as “department bully,” “dietary choices,” “good old boys run things,” “hostile subordinate,” “lack of parental status,” “pure ignorance,” “tenure vs non-tenure,” and “working schedule.”

Table 21. Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Gender/gender identity	70	23.0
Ethnicity	61	20.1
Age	54	17.8
Position (staff, faculty, student)	53	17.4
Racial identity	41	13.5
Living arrangement	37	12.2
Philosophical views	29	9.5
Major field of study	28	9.2
Physical characteristics	28	9.2
Mental health/psychological disability/condition	23	7.6
Religious/spiritual views	23	7.6
Sexual identity	23	7.6

⁵¹This report uses the phrase “exclusionary conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

⁵²The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no effect (Sue, 2010; Yosso et al., 2009).

Table 21 (cont.)

Basis of conduct	<i>n</i>	%
Political views	21	6.9
Academic performance	19	6.3
Socioeconomic status	19	6.3
Educational credentials (M.S., Ph.D., etc.)	18	5.9
Gender expression	16	5.3
Participation in an organization/team	15	4.9
Medical disability/condition	14	4.6
Learning disability/condition	11	3.6
Marital status (e.g., single, married, partnered)	8	2.6
Immigrant/citizen status	7	2.3
Parental status (e.g., having children)	7	2.3
Physical disability/condition	7	2.3
International status	5	1.6
English language proficiency/accent	< 5	---
Pregnancy	< 5	---
Military/veteran status	< 5	---
Don't know	43	14.1
A reason not listed above	47	15.5

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 304$). Percentages do not sum to 100 as a result of multiple responses.

The following figures depict the responses by selected characteristics (gender identity, ethnicity, age, and position status) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassing) behavior at WCU?”

By gender identity, a higher percentage of Transgender respondents (36%, $n = 10$) than Women respondents (15%, $n = 227$) and Men respondents (11%, $n = 61$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct (Figure 30).^{xiv} Eighty percent ($n = 8$) of Transgender respondents, 21% ($n = 48$) of Women respondents, and 16% ($n = 10$) of Men respondents who indicated that they had experienced exclusionary conduct indicated that the conduct was based on their gender identity.^{xv}

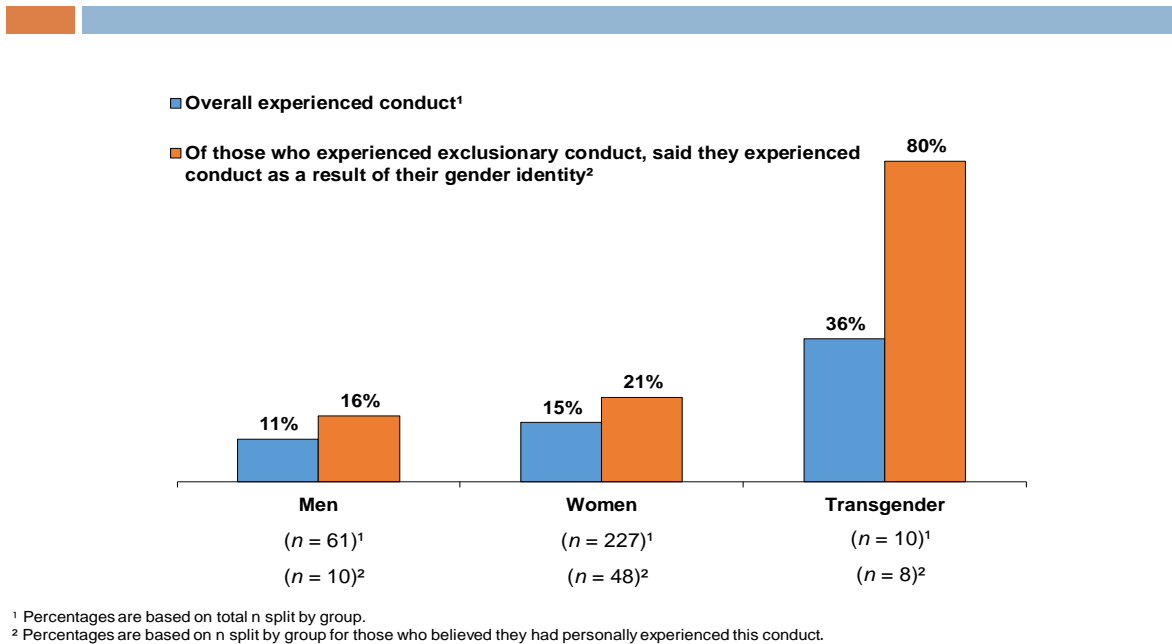
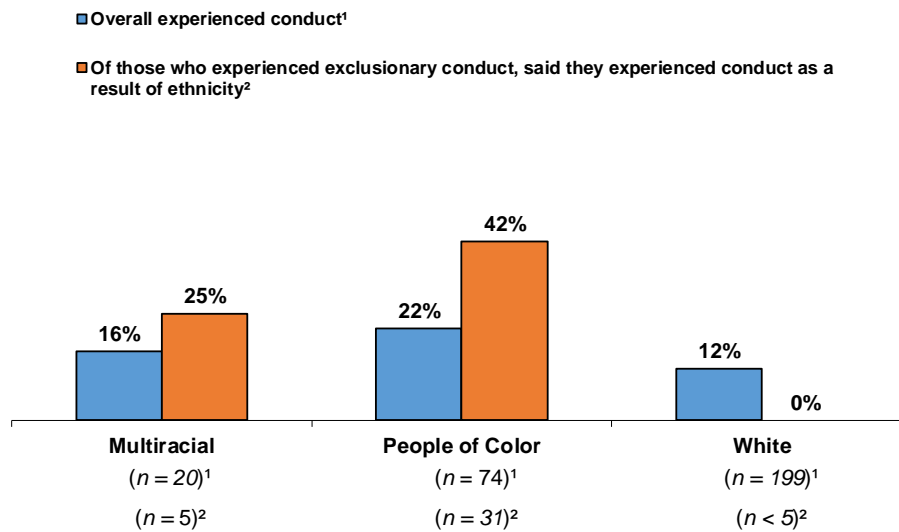


Figure 30. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

In terms of racial identity, Respondent of Color (22%, $n = 74$) were significantly more likely to report they had experienced exclusionary conduct than Multiracial respondents (16%, $n = 20$) and White respondents (12%, $n = 199$) (Figure 31).^{xvi} Of those respondents who believed that they had experienced this conduct, 42% ($n = 31$) of Respondents of Color, 25% ($n = 5$) of Multiracial respondents, and fewer than five White respondents thought that the conduct was based on their ethnicity.^{xvii}

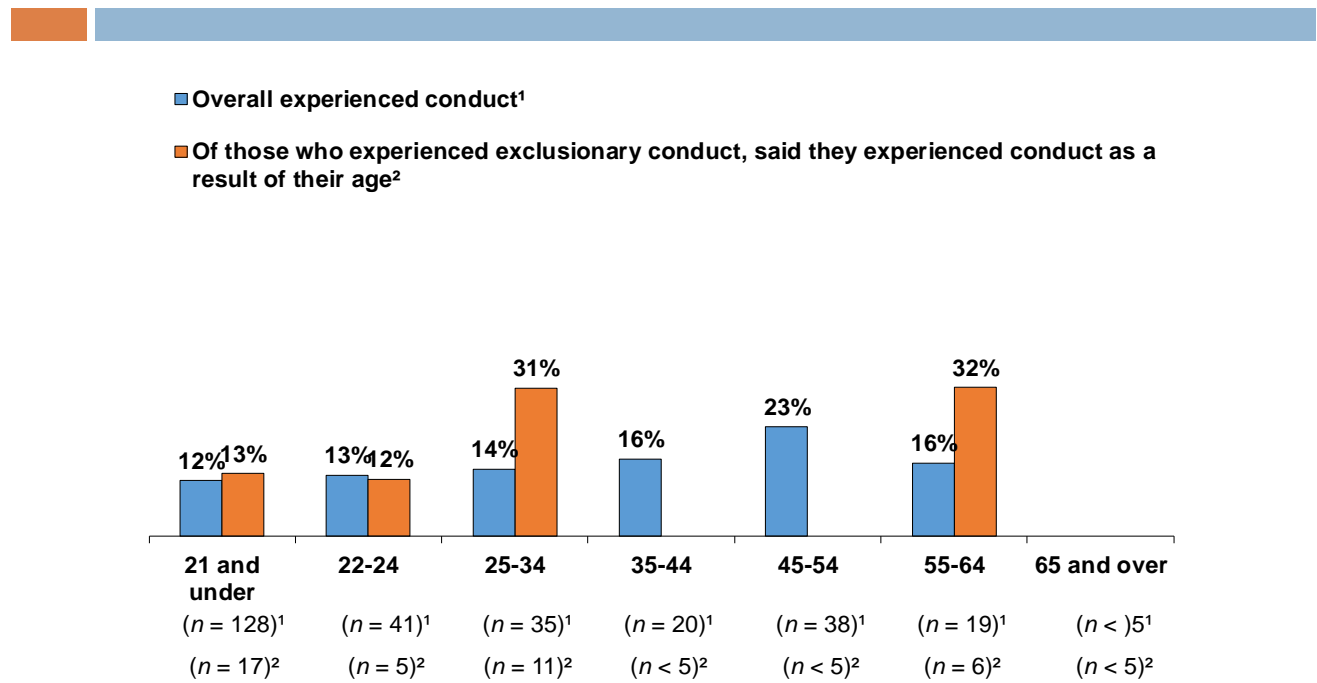


¹ Percentages are based on total n split by group.

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

Figure 31. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

As depicted in Figure 32, significantly higher percentages of respondents ages 45 through 54 years (23%, $n = 38$) indicated that they had experienced exclusionary conduct than did other respondents.^{xviii} Higher percentages of respondents ages 25 through 34 years (31%, $n = 11$) and ages 55 through 64 years (32%, $n = 6$), however, felt that the conduct was based on their age.^{xix}

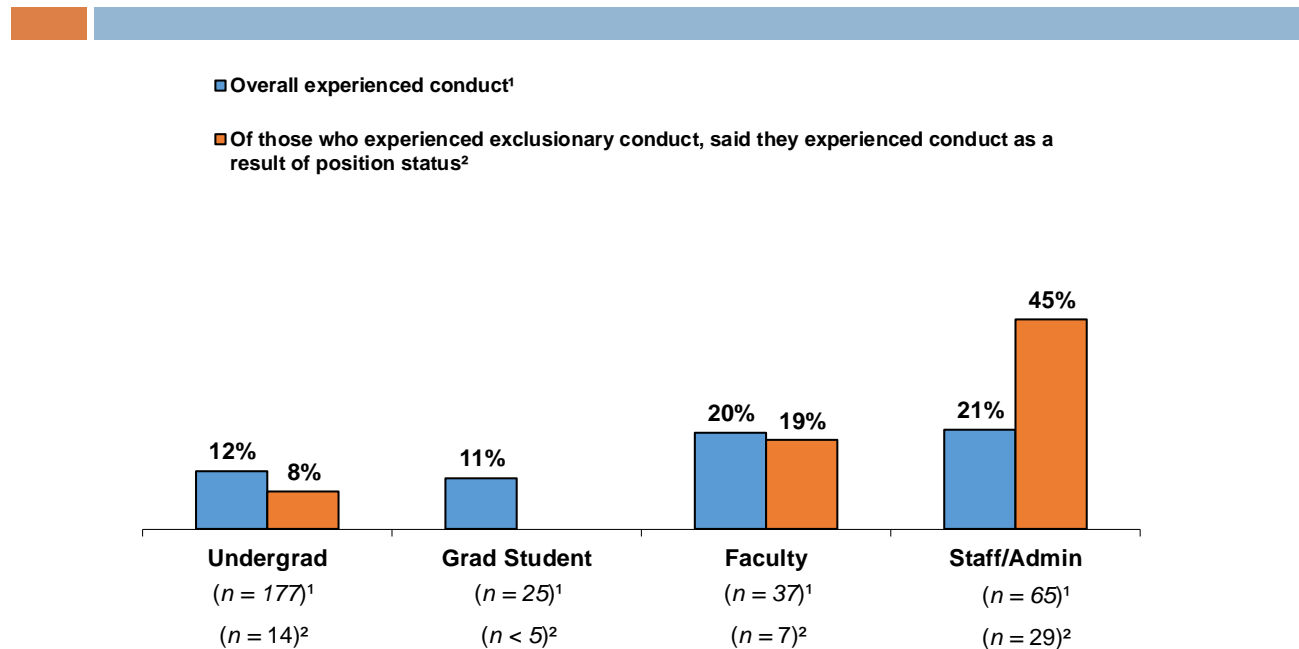


¹ Percentages are based on total n split by group.

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

Figure 32. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

In terms of position status, Graduate Student respondents (11%, $n = 25$) and Undergraduate Student respondents (12%, $n = 177$) were significantly less likely than employee respondents to indicate that they had experienced this conduct (Figure 33).^{xx} Of those respondents who noted that they had experienced this conduct, 45% ($n = 29$) of Staff/Administrator respondents, 19% ($n = 7$) of Faculty respondents, 8% ($n = 14$) of Undergraduate Student respondents, and fewer than five of Graduate Student respondents thought that the conduct was based on their position status.^{xxi}



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.

Figure 33. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

Table 22 illustrates the manners in which respondents experienced exclusionary conduct. Sixty-six percent felt disrespected, 51% felt ignored or excluded, and 47% felt isolated or left out.

Table 22. Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (What Happened)

Form of conduct	<i>n</i>	% of 304 respondents who experienced the conduct
I was disrespected.	202	66.4
I was ignored or excluded.	154	50.7
I was isolated or left out.	142	46.7
I was intimidated or bullied.	91	29.9
I felt others staring at me.	77	25.3
I was the target of derogatory verbal remarks.	51	16.8
I was the target of workplace incivility.	40	13.2
I feared for my physical safety.	26	8.6
I feared getting a poor grade because of a hostile classroom environment.	23	7.6
I received derogatory/unsolicited e-mail correspondence or text messages.	22	7.2
I was singled out as the spokesperson for my identity group.	21	6.9
I was the target of retaliation.	21	6.9
I was the target of sexual harassment.	20	6.6
I was the target of racial/ethnic profiling.	19	6.3
I received derogatory written comments.	17	5.6
I received a low performance evaluation.	16	5.3
I was the target of derogatory posts on social networking sites.	15	4.9
I received derogatory posts on social networking sites.	13	4.3
I was the target of unwanted sexual contact.	13	4.3
Someone assumed I was admitted/hired/promoted due to my identity group.	11	3.6
I was the target of stalking.	10	3.3
I received threats of physical violence.	9	3.0
I was the target of physical violence.	8	2.6
I received derogatory phone calls.	5	1.6
I was the target of graffiti/vandalism.	5	1.6
Someone assumed I was not admitted/hired/promoted due to my identity group.	< 5	---
I feared for my family's safety.	< 5	---
An experience not listed above	28	9.2

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 304$). Percentages do not sum to 100 as a result of multiple responses.

Twenty-six percent of respondents who indicated that they experienced exclusionary conduct noted that it occurred in a class; 23% in a public space at WCU; 22% in a meeting with a group of people; and 20% in on-campus housing (Table 23). Many respondents who marked “a location not listed above” described the specific office, meeting, building, campus location, or event where the incidents occurred (e.g., “advising appointment,” “behind my back,” “phone call,” “Swope,” and “tutoring.”)

Table 23. Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of 304 respondents who experienced conduct
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
While walking on campus	40	13.2
At a campus event	39	12.8
Off campus	39	12.8
In a meeting with one other person	35	11.5
In e-mail correspondence or text message	31	10.2
On social networking sites	24	7.9
In a faculty office	21	6.9
In off-campus housing	17	5.6
In a campus dining facility	16	5.3
In athletic facilities	< 5	---
A location not listed above	17	5.6

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 304). Percentages do not sum to 100 as a result of multiple responses.

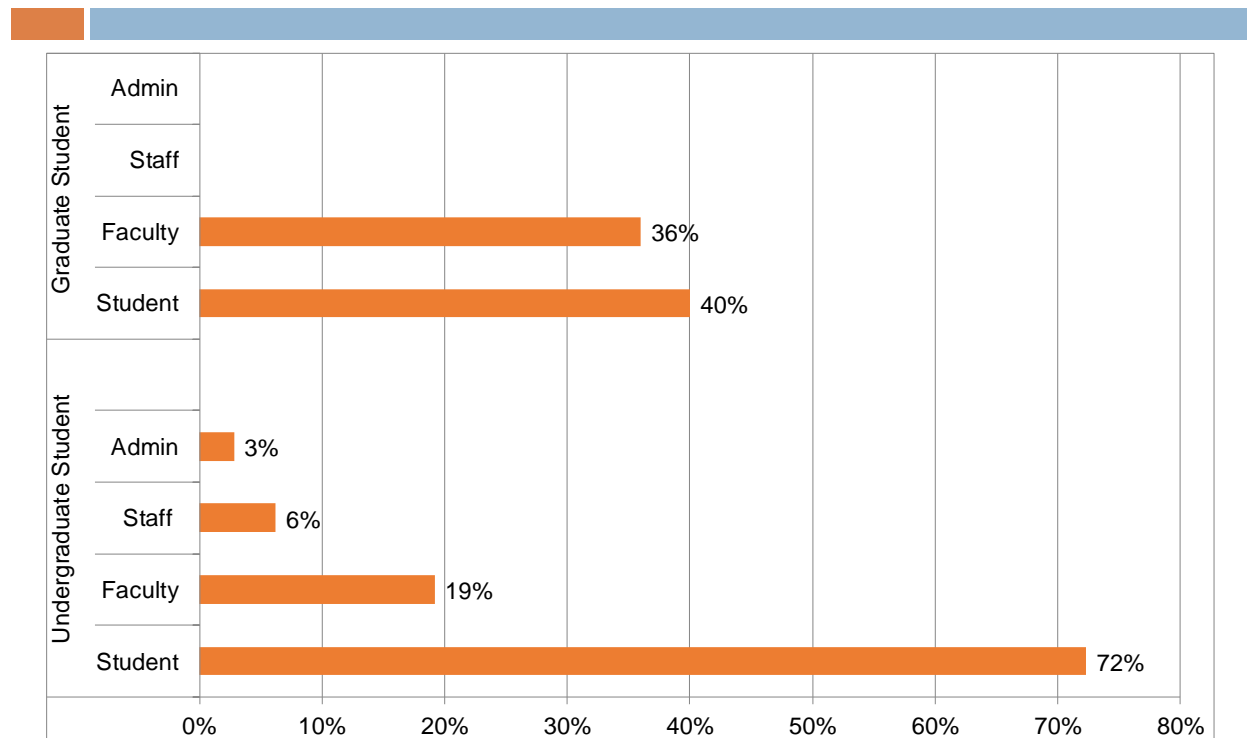
Forty-nine percent of the respondents who indicated that they experienced exclusionary conduct identified students, 22% identified faculty members, 17% identified coworkers, 14% identified administrators, and 12% each identified staff members, strangers, and friends as the sources of the conduct (Table 24). Sources of exclusionary conduct “not listed above” included “cop at MCU campus event,” “human resources,” “smokers on campus,” “roommates of girlfriend,” and “volunteer.”

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

Source of conduct	<i>n</i>	% of 304 respondents who experienced conduct
Student	148	48.7
Faculty member	66	21.7
Co-worker	51	16.8
Administrator	41	13.5
Staff member	37	12.2
Stranger	37	12.2
Friend	36	11.8
Department head	31	10.2
Supervisor	19	6.3
Social networking site (Facebook, Twitter, Instagram, Yik-Yak, etc.)	18	5.9
Public Safety	12	3.9
Campus visitor(s)	11	3.6
Faculty advisor	11	3.6
Don't know source	9	3.0
Off campus community member	8	2.6
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	5	1.6
Person that I supervise	< 5	---
Partner/spouse	< 5	---
Teaching assistant/Writing associate/Lab assistant/Tutor	< 5	---
Parent/Family member	< 5	---
Athletic coach	< 5	---
A source not listed above	13	4.3

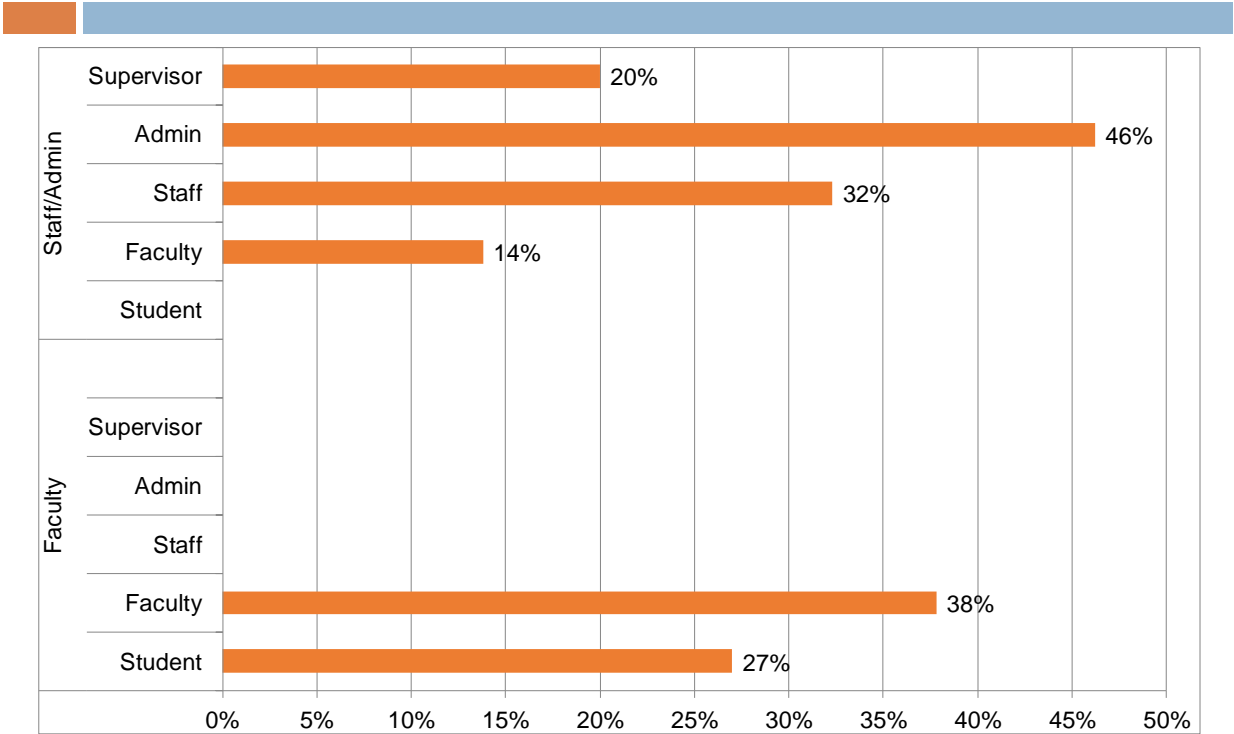
Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 304$). Percentages do not sum to 100 as a result of multiple responses.

Figures 34 and 35 display the perceived source of experienced exclusionary conduct by position status. Students were the greatest source of exclusionary conduct for Undergraduate Student respondents and Graduate Student respondents. Graduate Student respondents also cited faculty as the source of conduct. Faculty respondents most often cited other faculty and students as the source of the exclusionary conduct. Staff/Administrator respondents identified staff, administrators, and supervisors as their greatest sources of exclusionary conduct.



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

Figure 34. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Student Position Status (%)



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

Figure 35. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

In response to this conduct, 58% of respondents were angry, 47% felt embarrassed, 31% each avoided the person who harassed them and ignored the conduct, and 28% told a friend (Table 25). In addition, 16% ($n = 48$) didn't report it for fear that their complaint would not be taken seriously, 14% ($n = 43$) of respondents did not know to whom to go, 12% ($n = 37$) didn't report it for fear of retaliation, and 8% ($n = 23$) did report it but did not feel the complaint was taken seriously. Ten percent of respondents each sought support from a staff member ($n = 31$) and faculty member ($n = 29$), and 7% ($n = 22$) sought support from counseling services. Only 6% ($n = 19$) made an official complaint to a campus employee/official. Some "response not listed above" responses were "changed my seat in class," "class evaluation," "attempted to apologize," "consulted with HR," "I emailed the professor with no response," "I quit the organization," "told an RA," and "I will be reporting it."

Table 25. Respondents' Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Response to conduct	<i>n</i>	% of 304 respondents who experienced conduct
I was angry.	177	58.2
I felt embarrassed.	142	46.7
I avoided the person who harassed me.	94	30.9
I ignored it.	93	30.6
I told a friend	85	28.0
I felt somehow responsible.	56	18.4
I was afraid.	53	17.4
I didn't report it for fear that my complaint would not be taken seriously.	48	15.8
I didn't know who to go to.	43	14.1
I didn't report it for fear of retaliation.	37	12.2
I left the situation immediately.	32	10.5
I confronted the harasser later.	32	10.5
I sought support from a staff member.	31	10.2
I sought support from a faculty member.	29	9.5
I did report it but I did not feel the complaint was taken seriously.	23	7.6
I confronted the harasser at the time.	22	7.2
I sought support from counseling services.	22	7.2
I made an official complaint to a campus employee/official.	19	6.3
It didn't affect me at the time.	14	4.6
A response not listed above.	25	8.2

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 304$). Percentages do not sum to 100 as a result of multiple responses.

One hundred and fifteen WCU respondents elaborated on personal experiences of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (bullied, harassed). Intimidation in tandem with hostility was the most prevalent theme. Concerns regarding race and sexual violence also substantiated minor themes reflected in the data provided by WCU respondents.

Intimidation and Hostility. Slightly less than 20% of WCU respondents elaborated on personal experiences with intimidation, often in tandem with hostility. One Undergraduate student respondent described a student employment circumstance where they reported having been “constantly under surveillance by my supervisors and questioned immediately if they had suspected something.” A Graduate student respondent noted, “I learned to just keep my mouth shut while I am at WCU.” One Staff respondent noted, “My new supervisor literally threw a report on my desk.” Another Staff respondent reported, “I was followed by the person's vehicle.” A Tenured Faculty respondent elaborated on email exchanges with a peer, “she uses an angry tone, and purposely tries to ridicule me in her emails.” Finally, one Staff respondent noted, “The longer the person has worked here seems to be their right to treat employees as less than human.”

Graduate and Undergraduate Students – Perceptions of Racism. Racial-biased exclusionary and offensive conduct was reported by 13% of WCU respondents who elaborated on their personal experiences with exclusion on campus. One Undergraduate Student respondent explained, “I've had to delete the app Yik Yak multiple times, due to the racism that occurs on it. It's very hurtful seeing and reading the racist comments.” Another Undergraduate Student respondent reported hearing “racial, dehumanizing slurs to describe the protestors #DUBCBLACKFRIDAY protest.” Several of the respondent's narratives included mention of public safety. One Undergraduate Student shared, “I watched an officer politely ask white students to leave the party. As I was waiting patiently for the people I attended the gathering with the officer approached me in the most disrespectful manner. I didn't understand how I could watch him be so kind to others, but when approaching me he had so much anger and attitude.” Many Student respondents presented narratives in agreement with one Student's summary, “This campus is split into two different universities. White WCU & BLACK WCU.”

Graduate and Undergraduate Students – Perceived “Violent Culture of Sexual Misconduct.”

Statistically the number of respondents who addressed sexual violence in their elaborations on exclusionary conduct were low but their narratives were salient enough to merit mention. One Undergraduate Student respondent stated, “The violent culture of sexual misconduct on campus and particularly off campus affects me every day. I am street harassed daily and do not feel that there is a way for me to report this and be taken seriously.” Another Undergraduate Student explained, “Stalking Occurred over a 6-month period...The stalking ended with a... rape in a dorm room after hours. There was no record of me ever being signed in. No complete or solid recollection of the event. No justice was ever served.” Another Student respondent reported regular encounters “on campus that give degrading looks or make sexual comments or whistling.”

^{xiv} A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct by gender identity: $\chi^2(2, N = 2,135) = 16.8, p < .001$.

^{xv} A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on gender identity by gender identity: $\chi^2(2, N = 298) = 20.7, p < .001$.

^{xvi} A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct by racial identity: $\chi^2(2, N = 2,110) = 21.5, p < .001$.

^{xvii} A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on ethnicity by racial identity: $\chi^2(2, N = 293) = 78.8, p < .001$.

^{xviii} A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct by age: $\chi^2(6, N = 2,075) = 18.5, p < .01$.

^{xix} A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on age by age: $\chi^2(6, N = 282) = 16.3, p < .05$.

^{xx} A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct by position status: $\chi^2(3, N = 2,147) = 24.0, p < .001$.

^{xxi} A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on position by position status: $\chi^2(3, N = 2,147) = 45.1, p < .001$.

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

Respondents' observations of others' experiencing exclusionary conduct also may contribute to their perceptions of campus climate. Twenty-four percent ($n = 515$) of survey respondents observed conduct or communications directed toward a person or group of people at WCU that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment⁵³ within the past year. Most of the observed exclusionary conduct was based on racial identity (26%, $n = 132$), ethnicity (25%, $n = 126$), gender/gender identity (24%, $n = 123$), gender expression (13%, $n = 66$), and sexual identity (13%, $n = 66$). Twenty-two percent ($n = 114$) of respondents indicated that they "don't know" the basis.⁵⁴

Figures 36 and 37 separate by demographic categories (i.e., racial identity, gender identity, sexual identity, faith-based affiliation, disability status, citizenship status, position status, and Students' socioeconomic status) the significant responses of those individuals who indicated on the survey that they observed exclusionary conduct within the past year.

No significant differences were noted in the percentages of respondents who reported that they had observed exclusionary conduct within the past year by citizenship status, racial identity, military service, faith-based affiliation, or by Student respondents' socioeconomic status. Higher percentages of respondents with Multiple Disabilities (43%) and a Single Disability (29%) than respondents with No Disability (22%) indicated that they had observed such conduct^{xxii} (Figure 36). A significantly higher percentage of Transgender respondents (61%) than Women respondents (25%) and Men respondents (20%) noted that they observed such conduct.^{xxiii} Additionally, a higher percentage of LGBTQ respondents (42%) than Heterosexual respondents (22%) and Other respondents (18%) indicated on the survey that they observed such conduct.^{xxiv}

⁵³This report uses the phrase "exclusionary conduct" as a shortened version of "conduct or communications directed toward a person or group of people at WCU that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment."

⁵⁴Table B61 includes a full listing of bases of exclusionary conduct.

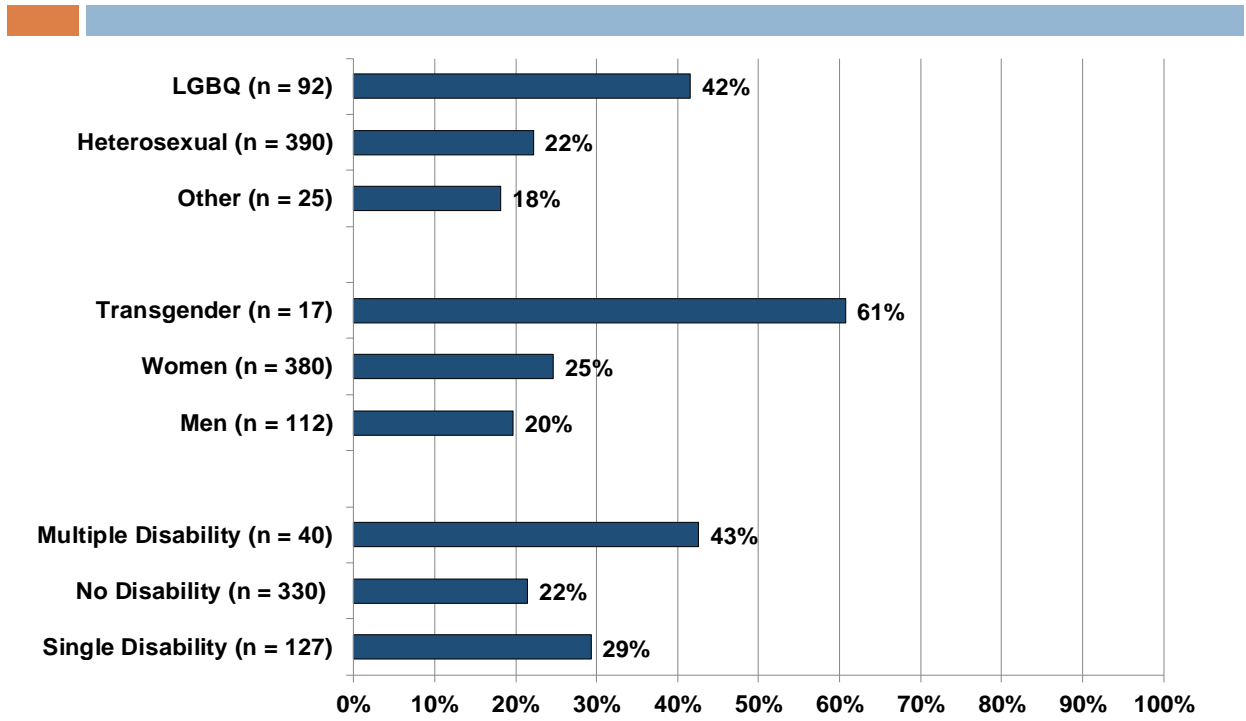


Figure 36. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Sexual Identity, Gender Identity, and Disability Status (%)

Student respondents who were Not-First-Generation (26%) were more likely than Student respondents who were First-Generation (18%) to indicate that they had observed exclusionary conduct within the past year (Figure 37).^{xxv}

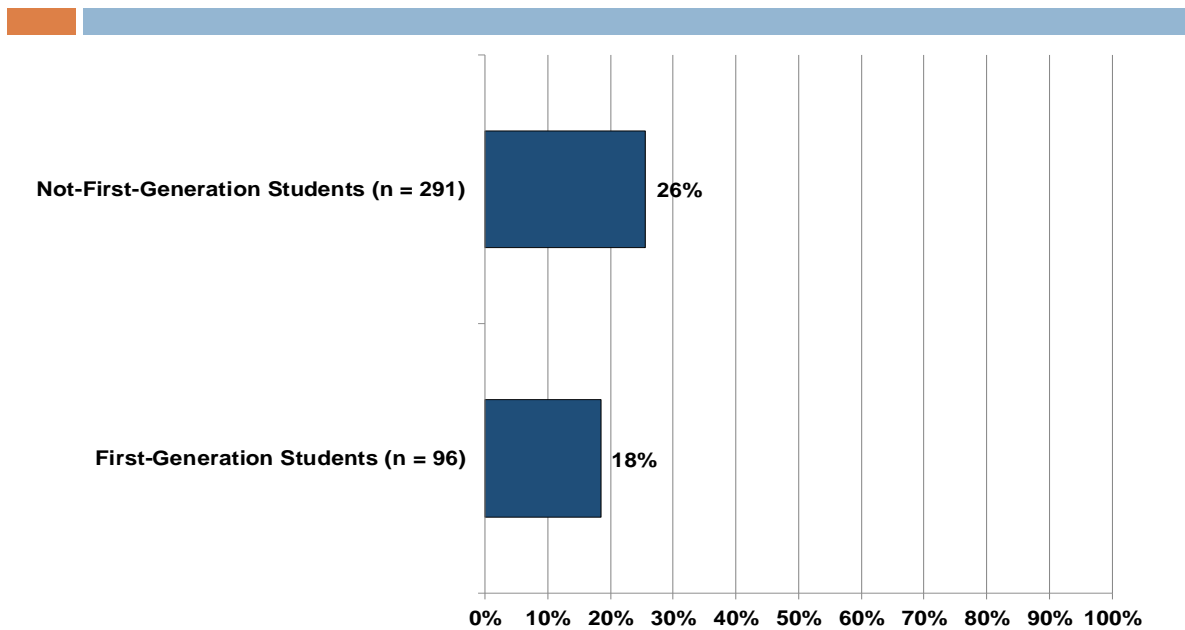


Figure 37. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Student Respondents' First-Generation Status (%)

In terms of position status at WCU, results indicated that higher percentages of Faculty respondents (31%) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct than did Undergraduate Student respondents (25%), Staff/Administrator respondents (23%), and Graduate Student respondents (15%) (Figure 38).^{xxvi}

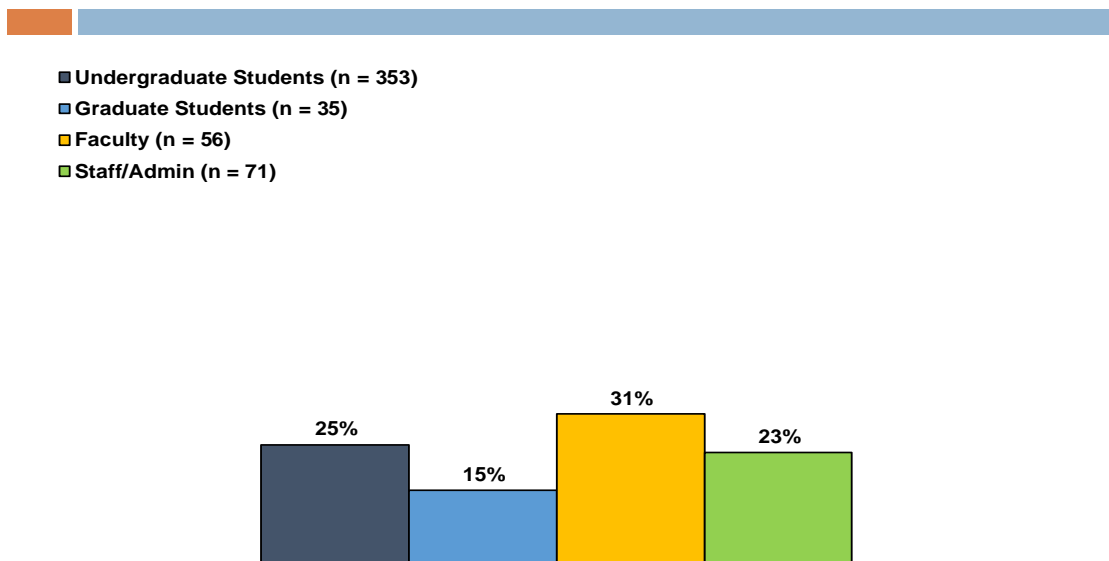


Figure 38. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status (%)

Table 26 illustrates that respondents most often observed this conduct in the form of someone being disrespected (62%, $n = 317$), intimidated/bullied (32%, $n = 167$), ignored or excluded (31%, $n = 161$), isolated or left out (27%, $n = 137$), or target of derogatory remarks (21%, $n = 110$).

Table 26. Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of respondents who observed conduct
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
The person was the target of sexual harassment.	55	10.7
The person was the target of workplace incivility.	46	8.9
The person was singled out as the spokesperson for his/her identity group.	45	8.7
The person received derogatory written comments.	33	6.4
The person received derogatory/unsolicited e-mail correspondence or text messages.	25	4.9
The person was the target of retaliation.	25	4.9
Someone implied the person was admitted/ hired/ promoted due to his/her identity group.	18	3.5
The person feared getting a poor grade because of a hostile classroom environment.	17	3.3
The person received a low performance evaluation.	16	3.1
The person was the target of graffiti/vandalism.	11	2.1
The person was the target of stalking.	11	2.1
Someone implied the person was not admitted/hired/promoted due to his/her identity group.	8	1.6
The person received derogatory phone calls.	7	1.4
An experience not listed above	36	7.0

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct (*n* = 515). Percentages do not sum to 100 as a result of multiple responses.

Additionally, 28% ($n = 146$) of the respondents who indicated that they observed exclusionary conduct noted that it happened in a public space on campus (Table 27). Some respondents noted that the incidents occurred in a class (22%, $n = 111$), on social networking sites (21%, $n = 108$), at a WCU event/program (15%, $n = 79$), off campus (15%, $n = 77$), while walking on campus (15%, $n = 77$), or in campus housing (12%, $n = 62$).

Table 27. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of 515 respondents who observed conduct
In a public space on campus	146	28.3
In a class	111	21.6
On social networking site	108	21.0
At a campus event/program	79	15.3
Off campus	77	15.0
While walking on campus	77	15.0
In campus housing	62	12.0
In a meeting with a group of people	56	10.9
In a campus office	43	8.3
While working at a campus job	43	8.3
In a campus dining facility	39	7.6
In off-campus housing	30	5.8
In a faculty office	19	3.7
In e-mail correspondence or text message	17	3.3
In a meeting with one other person	10	1.9
In athletic facilities	8	1.6
A location not listed above	14	2.7

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct ($n = 515$). Percentages do not sum to 100 as a result of multiple responses.

Sixty-six percent ($n = 339$) of respondents who indicated that they observed exclusionary conduct noted that the targets of the conduct were students. Other respondents identified friends (19%, $n = 99$), strangers (15%, $n = 78$), coworkers (11%, $n = 57$), and staff members (10%, $n = 53$) as targets.

Of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 57% ($n = 293$) noted that students were the sources of the conduct. Respondents identified additional sources as strangers (19%, $n = 97$), social networking site (18%, $n = 93$), and faculty members (15%, $n = 76$).

Almost half of respondents felt angry (48%, $n = 246$) in response to observing exclusionary conduct (Table 28). Twenty-three percent ($n = 120$) felt embarrassed, 18% ($n = 91$) told a friend, 12% ($n = 63$) ignored it, and 8% ($n = 42$) felt afraid. Some respondents reported that they did not know to whom to go (9%, $n = 48$), didn't report it for fear that their complaint would not be taken seriously (9%, $n = 46$), didn't report it for fear of retaliation (5%, $n = 28$), and made an official complaint to a campus employee/official (5%, $n = 25$). Some "response not listed above" responses were "confronted multiple harassers," "it was reported and taken seriously," "let the Parking Officer deal with it," and "talked about it in club."

Table 28. Respondents' Reactions to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reaction to observed conduct	<i>n</i>	% of 515 respondents who observed conduct
I was angry.	246	47.8
I felt embarrassed.	120	23.3
I told a friend.	91	17.7
I ignored it.	63	12.2
I didn't know who to go to.	48	9.3
I confronted the harasser at the time.	47	9.1
I didn't report it for fear that my complaint would not be taken seriously.	46	8.9
I felt somehow responsible.	43	8.3
I was afraid.	42	8.2
I left the situation immediately.	41	8.0
It didn't affect me at the time.	40	7.8
I confronted the harasser later.	28	5.4
I didn't report it for fear of retaliation.	28	5.4
I made an official complaint to a campus employee/official.	25	4.9
I avoided the person who harassed me.	22	4.3
I sought support from a faculty member.	20	3.9
I sought support from a staff member.	20	3.9
I did report it but I did not feel the complaint was taken seriously.	14	2.7
I sought support from counseling services.	< 5	---
A response not listed above	33	6.4

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct (*n* = 515). Percentages do not sum to 100 as a result of multiple responses.

One hundred and ninety-two WCU respondents provided data regarding their observations of exclusionary, intimidating, offensive and/or hostile working or learning environments on campus. Approximately 30% of those respondents addressed racial-biased discrimination. Twenty percent of respondents included narratives about hostility and harassment. Lastly, 10% of respondents who elaborated on working or learning environments on campus described exclusion of gender and sexual minorities.

Racial-Biased Discrimination. One third of respondents who elaborated on observations of exclusionary, intimidating, offensive and/or hostile working or learning environments on campus noted race in their narratives. One Undergraduate Student respondent noted, “Many students experience racism every day and no one has taken the initiative to adequately deal with racism on campus.” Many respondents specifically mentioned social media, “I see lots of racist posts from white people on Yik Yak directed at students of color all the time.” Another respondent stated, “Social media outlets were exploding with racial slurs, etc.; it was very hard to watch and not be uncomfortable.” Respondents also described having witnessed “White students harassed black students calling them niggers” and “spitting, calling black people monkeys.”

Hostility. Twenty percent of respondents who elaborated on observations of exclusionary, intimidating, offensive and/or hostile working or learning environments expressed the perception of hostility woven into their campus experiences. One Undergraduate Student respondent simply stated, “Sometimes it is a hostile learning environment.” Another Undergraduate Student respondent reported, “I stood up to a classmate who was trying to take pictures of me and other classmates on SnapChat to bully us.” Similarly, another Undergraduate Student respondent elaborated, “[Athletes who reside in a S. Walnut rental property] scream terrible things at students most nights of the week, and throw bottles of beer at people who walk by.” A Staff respondent noted, “I have witnessed other staff members and student employees be belittled and criticized in a manner that is not constructive, private, or respectful.” A Tenured Faculty respondent explained, “I have observed colleagues being belittled and harassed for the courses they teach.” Another Faculty respondent shared, “some tenured professors who probably are not looking into getting promoted are disrespectful to their students.”

Gender and Sexual Minorities. Ten percent of WCU respondents who elaborated on observations of exclusionary, intimidating, offensive and/or hostile working or learning environments addressed gender and sexual minority identities in the data they provided. One Graduate Student respondent noted, “A professor outed a transgender student in the classroom in front of all classmates.” An Undergraduate Student described, “Boys were making comments about a certain sports team having lesbians on it.” One Staff respondent stated, “I hear students call others

faggot, dyke, and other derogatory names.” Lastly, one Tenured Faculty respondent advocated for change, “I believe faculty and staff should have to attend diversity training and LGBTQA training more frequently and should participate in workshops that promote a less hostile environment.”

^{xxii} A chi-square test was conducted to compare percentages of respondents who observed exclusionary conduct by disability status: $\chi^2(2, N = 2,063) = 29.7, p < .001$.

^{xxiii} A chi-square test was conducted to compare percentages of respondents who observed exclusionary conduct by gender identity: $\chi^2(2, N = 2,135) = 27.0, p < .001$.

^{xxiv} A chi-square test was conducted to compare percentages of respondents who observed exclusionary conduct by sexual identity: $\chi^2(2, N = 2,117) = 43.4, p < .001$.

^{xxv} A chi-square test was conducted to compare percentages of Student respondents who observed exclusionary conduct by first generation status: $\chi^2(1, N = 1,657) = 10.3, p < .01$.

^{xxvi} A chi-square test was conducted to compare percentages of respondents who observed exclusionary conduct by position status: $\chi^2(3, N = 2,146) = 15.0, p < .01$.

Experiences of Unwanted Sexual Contact

Four percent ($n = 89$) of respondents indicated on the survey that they had experienced unwanted sexual contact⁵⁵ while a member of the WCU community. Subsequent analyses of the data suggested that significantly higher percentages of Women respondents^{56 xxvii} (5%, $n = 81$), respondents with Multiple Disabilities^{xxviii} (12%, $n = 11$), LGBTQ respondents^{xxix} (7%, $n = 16$), and Undergraduate Student respondents^{xxx} (6%, $n = 82$) than other groups experienced unwanted sexual contact. Forty-eight percent ($n = 43$) of those respondents who indicated on the survey that they had experienced unwanted sexual contact noted that it happened within the past year, and 43% ($n = 38$) noted that it happened two to four years ago.

Student respondents were asked to share what semester they were in when they experienced unwanted sexual contact. Of the 87 Student respondents who indicated that they experienced such conduct, 43% ($n = 36$) noted that it occurred during their first semester at WCU, 19% noted that it happened each in their second semester ($n = 16$) and third semester ($n = 16$). Six percent ($n = 5$) indicated that it happened in their fourth semester at the University (Table 29).

⁵⁵The survey defined unwanted sexual contact as “Forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.”

⁵⁶ Transgender respondents are not included in the analyses here due to low numbers in the response categories.

Table 29. Semester in Which Student Respondents Experienced Unwanted Sexual Contact

Semester conduct occurred	<i>n</i>	%
First	36	42.9
Second	16	19.0
Third	16	19.0
Fourth	5	6.0
Fifth	< 5	---
Sixth	6	7.1
Seventh	< 5	---
Eighth	0	0.0
After eighth semester	0	0.0

Note: Only answered by Students who indicated on the survey that they experienced unwanted sexual contact ($n = 87$).

Thirty-two percent ($n = 28$) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified students as the perpetrators of the conduct. Respondents also identified other sources as acquaintances (29%, $n = 26$), strangers (28%, $n = 25$), and friends (25%, $n = 22$).

Asked where the incidents occurred, 62% ($n = 55$) of these respondents indicated that they occurred off campus, in locations such as an “apartment,” “ex-boyfriend’s house,” “Kildare’s,” “fraternity house,” and “walnut street.” Forty percent ($n = 36$) of respondents who indicated on the survey that they had experienced unwanted sexual contact specified that the incidents occurred on campus. Several of these respondents identified places such as “dorm,” “Schmidt Hall,” and “South Campus” as locations where on-campus unwanted sexual contact occurred.

Asked how they reacted to these experiences with unwanted sexual contact, 54% ($n = 48$) of these respondents indicated they told a friend, 52% each felt embarrassed ($n = 46$) and somehow responsible ($n = 46$), 42% ($n = 37$) were angry, 37% ($n = 33$) were afraid, and 36% ($n = 32$) did nothing (Table 30). Sixteen percent ($n = 14$) didn't know to whom to go, 11% ($n = 10$) sought support from a campus resource, 9% ($n = 8$) sought information online, 7% ($n = 7$) sought support from off-campus hotline/advocacy services/therapist, and 6% ($n = 5$) made an official complaint to a campus employee/official. Seven individuals sought support from the Counseling Center.

Table 30. Reactions to Unwanted Sexual Contact

Reactions to conduct	<i>n</i>	%
I told a friend.	48	53.9
I felt embarrassed.	46	51.7
I felt somehow responsible.	46	51.7
I was angry.	37	41.6
I was afraid.	33	37.1
I did nothing.	32	36.0
I didn't know what to do.	26	29.2
I ignored it.	24	27.0
I left the situation immediately.	19	21.3
I told a family member.	15	16.9
I didn't know who to go to.	14	15.7
It didn't affect me at the time.	11	12.4
I sought support from a campus resource.	10	11.2
I sought information on-line.	8	9.0
I sought support from off-campus hot-line/advocacy services/therapist.	7	7.1
I made an official complaint to a campus employee/official.	5	5.6
I contacted a local law enforcement official.	< 5	---
I sought support from a spiritual advisor (e.g., pastor, rabbi, priest).	< 5	---
A response not listed above	8	9.0

Note: Only answered by Students who indicated on the survey that they experienced unwanted sexual contact (*n* = 87).

Did Not Report the Contact

Sixty-one WCU respondents, both Undergraduate and Graduate students, provided data about why they did not report unwanted sexual contact to a campus official or staff member. Slightly less than 40% of these respondents described feelings of fear and shame as their rationale for not reporting. More than 30% of respondents described a lack of understanding at the time of the incident, or the perception or concern that it was not important.

Undergraduate Students and Graduate Students – Shame and Fear as Reporting Barriers. More than 20 Student respondents provided narratives including shame and fear in their rationales for not reporting unwanted sexual contact. One Undergraduate Student respondent reported, “I was embarrassed and just wanted to forget about it.” Another Undergraduate Student respondent stated they did not report “because I felt somewhat responsible.” Fear, expressed as, “I was scared someone would find out, or I would get treated differently” was a sentiment shared by several respondents. Several Student respondents also noted shame as a barrier to reporting, particularly in incidents with known perpetrators, “It was a close friend and I felt responsible” or because “He was my boyfriend.”

Undergraduate Students – Lack of Understanding of Sexual Contact and Reporting Practices. One third of respondents who elaborated on why they did not report unwanted sexual contact described a lack of understanding at the time of the incident, and or the perception or concern that it was not important. Several Undergraduate respondents described a lack of understanding of the incident of unwanted sexual contact, “I didn't understand what happened at the time” and “I didn't realize it would have been considered rape.” Another Undergraduate Student respondent explained, “I did not think it was a big enough problem to report.” One Undergraduate Student respondent elaborated not reporting because “I was not raped, I just did a few things sexually, not intercourse, while I was drunk and regret them.”

Did Report the Contact

Fourteen WCU Student respondents elaborated on their experiences reporting unwanted sexual contact to a campus official or staff member. The dominant theme noted by 35% of respondents

was negative encounters with campus officials in the reporting process. The secondary theme reflected by 20% of the respondents was the perception that no action was taken as a result of their reports.

Students – Negative Encounters in Reporting. Thirty-five percent of student respondents reported negative encounters with campus officials during the reporting process regarding unwanted sexual contact. One Student respondent noted, “When I went to the counseling center I was scheduled to meet with a man. When we met I felt judged and incredibly worse about the situation. I felt stuck and worse then I did dealing with it myself.” Another Student respondent explained, “the Resident Director in charge of the situation made me feel like a burden.” Speaking directly on the reporting process itself, a Student respondent described, “I did (report it) but I hated how I had to talk to 5 different people from a couple different offices to keep talking about the situation. Even months after I had to relive the situation multiple times; which was upsetting.”

Students – Perception That No Action Was Taken After Reporting. After reporting incidents of unwanted sexual contact, three Student respondents perceived no institutional action to have been taken. One Student respondent noted, “I didn't think they were ever going to do anything... We got emails all the time about rape all over campus and off campus, but it doesn't matter because nothing ever comes of it.” Another Student respondent shared, “No, I was interrogated & my experience was undermined... because wasn't able to remember enough detail for my story to be ‘convincing,’ so no action was taken.”

^{xxvii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2(1, N = 2,106) = 20.4, p < .001$.

^{xxviii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: $\chi^2(2, N = 2,063) = 37.6, p < .001$.

^{xxix} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: $\chi^2(2, N = 2,116) = 6.0, p < .05$.

^{xxx}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by position status: $\chi^2(3, N = 2,146) = 28.8, p < .001$.

Summary

Eight-one percent of respondents were “comfortable” or “very comfortable” with the climate at WCU and 76% of Faculty and Staff/Administrator respondents were “comfortable” or “very comfortable” with the climate in their departments/work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be “comfortable” or “very comfortable,” suggests that a similar percentage of WCU respondents were “comfortable” or “very comfortable” with the climate at WCU.

In similar investigations, 20% to 25% of individuals indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At WCU, a lower rate of respondents (14%, $n = 304$) believed that they personally had experienced this exclusionary conduct. These results parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quayle, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Twenty-four percent ($n = 515$) of WCU survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at WCU that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. In addition, 4% ($n = 89$) of respondents indicated on the survey that they had experienced unwanted sexual contact while a member of the WCU community.

Faculty and Staff/Administrator Perceptions of Climate

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

Perceptions of Employment Practices

The survey queried Faculty and Staff/Administrator respondents about whether they had observed discriminatory employment practices at WCU. Twenty-four percent ($n = 74$) of Staff/Administrator respondents and 21% ($n = 38$) of Faculty respondents indicated that they had observed hiring practices at WCU (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) within the past year/hiring cycle that they perceived to be unfair or unjust or that would inhibit diversifying the community (Table 31).

Table 31. Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust, or That Would Inhibit Diversifying the Community

	Hiring practices		Employment-related disciplinary actions		Procedures or practices related to promotion/tenure/reclassification	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	371	76.8	424	89.1	347	72.3
Faculty	140	78.7	157	89.2	130	72.6
Staff/Administrator	231	75.7	267	89.0	217	72.1
Yes	112	23.2	52	10.9	133	27.7
Faculty	38	21.3	19	10.8	49	27.4
Staff/Administrator	74	24.3	33	11.0	84	27.9

Note: Table includes Faculty and Staff/Administrator responses ($n = 488$) only.

Among the 112 Faculty and Staff/Administrator respondents who indicated that they had observed discriminatory hiring at WCU, 25% ($n = 28$) noted that it was based on nepotism, 17%

($n = 19$) on ethnicity, 16% ($n = 18$) on age, 16% ($n = 18$) on position, 12% ($n = 13$) on educational credentials, and 11% ($n = 12$) on gender/gender identity.

Subsequent analyses⁵⁷ indicated the following result:

- By racial identity: Of the 112 respondents, 41% ($n = 7$) of Multiracial employee respondents, 39% ($n = 22$) of employee Respondents of Color, and 20% ($n = 77$) of White employee respondents indicated that they had observed discriminatory hiring practices.^{xxx}

Forty-four WCU Faculty/Staff respondents elaborated on perceptions of unjust hiring practices. Among those respondents who did, almost half of them noted questionable hiring practices. The vast majority of the other half of the data referenced exclusionary actions on the basis of a variety of intersecting identities, particularly race, gender and religion.

Questionable Hiring Practices. More than 40% of the respondents who elaborated on perceptions of unjust hiring practices noted the perception of questionable practices, often in tandem with nepotism and cronyism.⁵⁸ Faculty and Staff respondents noted, “Positions given to friends/relatives” and “Nepotism⁵⁹ is slowly taking hold in upper administration.” One Staff respondent explained, “some positions seem to be ‘pre-determined’; it is already known who will get the position and the search is merely going through the motions.” One Tenured Faculty respondent described a circumstance in which they perceived someone was “hired through a ‘back door’ process.” Another Tenured Faculty respondent elaborated, “I observed how the search committee chair adjusted scores to get his colleague's wife hired.”

Perception of Exclusionary Hiring Practices. The perception of exclusionary hiring practice was a dominant theme addressed by more than 40% of respondents who elaborated on unjust hiring

⁵⁷Chi-square analyses were conducted by position status, gender identity, racial identity, age, sexual identity, faith-based affiliation, disability status, and citizenship status; only significant differences are reported.

⁵⁸Cronyism is the hiring or promoting of friends or associates to positions without proper regard to their qualifications.

⁵⁹Nepotism is the hiring or promoting of family members to positions without proper regard to their qualifications.

practices. One WCU Staff respondent described, “The wording of a job posting (intended) to ensure exclusion” and a hiring decision based on “the person’s physical characteristics.” One Tenured Faculty respondent stated, “Search committees are handpicked not diverse.” In one of many narratives mentioning race, one Staff respondent noted, “From what I can see, WCU masks its efforts to diversify by hiring numerous faculty/administrators of any ethnicity other than Black/African American.” A Tenured Faculty respondent shared about a “Masculine presenting woman not given the serious consideration she deserved.” Another Tenured Faculty respondent reported hearing a “Jewish candidate described as ‘pushy’ and ‘too New York.’” One Staff respondent summarized her concerns with the perception that “Christians are hired above everyone else.”

Eleven percent each of Faculty ($n = 19$) respondents and Staff/Administrator ($n = 33$) respondents indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle at WCU. Subsequent analyses indicated that of those individuals, 23% ($n = 12$) noted that they believed that the discrimination was based on position status, 17% ($n = 9$) on gender/gender identity, 15% ($n = 8$) on ethnicity, and 12% each on age ($n = 6$) and racial identity ($n = 6$).

Subsequent analyses⁶⁰ revealed no significant differences.

Twenty-one WCU respondents elaborated on their perceptions about unjust employment-related disciplinary actions. The dominant theme reflected in this data was poor conflict management.

Poor Conflict Management. Faculty and Staff respondents who elaborated on unjust employment-related disciplinary actions commonly included narratives about conflict that they perceived to have been poorly managed. One Staff respondent explained, “People often get yelled at (raised voices, disapproving tone of voice) for making mistakes.” Another Staff respondent noted, “I saw a male supervisor overwork his employee when she was pregnant and

⁶⁰Chi-square analyses were conducted by position status, gender identity, racial identity, age, sexual identity, faith-based affiliation, disability status, and citizenship status; only significant differences are reported.

couldn't understand why she needed him to be more flexible with the physical aspects of her job.” A Tenured Faculty respondent reported, “Two of our secretaries were unfairly fired.” Another Tenured Faculty respondent suggested, “Could we carefully attend to what leads to dismissal and how best to nurture and ensure success for more? This should be a goal for us.”

Twenty-eight percent ($n = 84$) of Staff/Administrator respondents and 27% ($n = 49$) of Faculty respondents observed unfair or unjust practices related to promotion, tenure, reappointment, and reclassification at WCU. Subsequent analyses indicated that respondents believed that this was based on nepotism (23%, $n = 30$), position status (18%, $n = 24$), gender/gender identity (15%, $n = 20$), and age (14%, $n = 18$).

Subsequent analyses⁶¹ also indicated the following:

- By racial identity: 67% ($n = 12$) of Multiracial employee respondents, 30% ($n = 17$) of employee Respondents of Color, and 26% ($n = 101$) of White employee respondents indicated that they had observed discriminatory hiring practices.^{xxxii}
- By faith-based affiliation: 62% ($n = 8$) of employee respondents with Multiple Affiliations, 43% ($n = 20$) of employee respondents with Other Faith-Based Affiliations, 24% ($n = 63$) of employee respondents with Christian Affiliations, and 23% ($n = 32$) of employee respondents with No Affiliation indicated that they had witnessed discriminatory promotion, tenure, reappointment, and/or reclassification.^{xxxiii}
- By disability status: 42% ($n = 8$) of employee respondents with Multiple Disabilities, 37% ($n = 27$) of employee respondents with a Single Disability, and 25% ($n = 91$) of employee respondents with No Disability witnessed such conduct.^{xxxiv}

Forty-six WCU respondents provided further details on their perceptions about unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification. The dominant theme offered by 59% of Staff and Faculty respondents was

⁶¹Chi-square analyses were conducted by position status, gender identity, racial identity, age, sexual identity, faith-based affiliation, disability status, and citizenship status; only significant differences are reported.

inconsistency in employment-related procedures. Twenty-four percent of Staff and Faculty respondents addressed perceived discrimination, the secondary theme reflected in this data.

Inconsistent Employment-Related Procedures. The dominant theme offered by 59% of Staff and Faculty respondents was inconsistency in employment-related procedures. Staff respondents commonly noted inconsistencies in the form of nepotism in their narratives including employment-related practices that were influenced by being “part of a certain friendship circle” or “favorites in my division.” Another Staff respondent noted, “The process for reclassification is inconsistently applied and is not transparent; some individuals have been promoted or appointed to a position without a process or policy.” One Adjunct Faculty respondent explained, “Interdepartmental politics influence adjunct course distribution not performance.” A Tenured Faculty respondent also added, “I have seen people promoted who by objective criteria did not deserve promotion.”

Faculty/Staff – Perceived Discrimination in Employment-Related Practices. One fourth of the respondents who elaborated on unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification described discrimination and exclusionary behavior. One Tenured Faculty respondent reported a “black woman faculty member bullied and mistreated by white woman department chair, denied tenure although application met requirements.” Another Tenured Faculty respondent noted, “non-native English speaking faculty will not be regarded as strongly as native English speaking faculty.” A Staff respondent explained, “Most veterans are male. Veterans hiring preference is unjust for females who were not in the military.” Other respondents addressed “reverse discrimination,” including one Tenured Faculty respondent who stated, “Patterns of disparate outcomes that disadvantage male faculty are well documented and beyond reasonable dispute.” Another Tenured Faculty respondent noted, “I believe that some promotions were based on ethnicity as opposed to merit.”

^{xxxii}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who observed discriminatory employment practices related to hiring at WCU by racial identity: $\chi^2(2, N = 468) = 14.4, p < .01$.

^{xxxii} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who observed unfair employment practices related to promotion, tenure, reappointment, and/or reclassification by racial identity: $\chi^2(2, N = 464) = , p < .01$.

^{xxxiii} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who observed unfair employment practices related to promotion, tenure, reappointment, and/or reclassification by faith-based affiliation: $\chi^2(3, N = 461) = 16.0, p < .01$.

^{xxxiv} A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who observed unfair employment practices related to promotion, tenure, reappointment, and/or reclassification by disability status: $\chi^2(2, N = 461) = 6.8, p < .05$.

Faculty, Staff, and Administrator Respondents' Views on Campus Climate and Work-Life Issues

Several survey items addressed employees' (Faculty, Staff, and Administrator respondents)⁶² perceptions and experiences of the workplace climate at WCU. Tables 32 and 33 illustrate responses to some of these questions by gender identity,⁶³ racial identity,⁶⁴ citizenship status, sexual identity,⁶⁵ and faith-based affiliation⁶⁶ where the responses for these groups significantly differed from one another; splits are not presented in the table where the results were not statistically significant. Analyses were conducted yet not published by military service because the numbers of Faculty, Staff, and Administrator respondents in several of its collapsed categories were too small to analyze.

Twenty-nine percent ($n = 141$) of employee respondents noted that they were reluctant to bring up issues that concerned them for fear it would influence their performance evaluations or tenure/merit/promotion decisions (Table 32). Non-U.S. Citizen employee respondents (50%, $n = 22$) were more likely than U.S. Citizen employee respondents (27%, $n = 117$) to indicate they were reluctant to bring up issues. LGBQ employee respondents (30%, $n = 13$) were also more likely than Heterosexual employee respondents (9%, $n = 36$) to feel this way.⁶⁷

Twenty-eight percent ($n = 132$) of employee respondents indicated that their colleagues/coworkers expected them to represent "the point of view" of their identities. Men employee respondents (31%, $n = 43$) were more likely than Women employee respondents (18%,

⁶²The term "employee" includes all Faculty, Staff, and Administrator respondents.

⁶³Transgender Faculty, Staff, and Administrator respondents were not included in the analyses because their numbers were too few to ensure confidentiality ($n < 5$).

⁶⁴Multiracial Faculty, Staff, and Administrator respondents were not included in the analyses because their numbers were too few to ensure confidentiality ($n < 5$).

⁶⁵Other Faculty, Staff, and Administrator respondents were not included in the analyses because their numbers were too few to ensure confidentiality ($n < 5$).

⁶⁶Faculty, Staff, and Administrator respondents with Multiple Affiliations were not included in the analyses because their numbers were too few to ensure confidentiality ($n < 5$).

⁶⁷Only "strongly agree" responses were listed here as a result of low response numbers in the "agree" category for LGBQ employee respondents.

$n = 59$), and Employees of Color (43%, $n = 24$) were more likely than White employee respondents (20%, $n = 75$), to report feeling this way.⁶⁸

Fifty-five percent ($n = 262$) of employee respondents believed that the process for determining salaries/merit raises was clear.

Table 32. Faculty and Staff/Administrator Respondents Perceptions of Workplace Climate

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	54	11.1	87	17.9	195	40.0	151	31.0
Citizenship status ^{xxxv}								
U.S. Citizen	47	10.7	70	15.9	182	41.3	142	32.2
Non U.S. Citizen	7	15.9	15	34.1	13	29.5	9	20.5
Sexual identity ^{xxxvi}								
LGBQ	13	30.2	< 5	---	17	39.5	10	23.3
Heterosexual	36	8.9	76	18.8	158	39.1	134	33.2
My colleagues/co-workers expect me to represent “the point of view” of my identity.	27	5.7	105	22.2	192	40.7	148	31.4
Gender identity ^{xxxvii}								
Woman	20	6.2	59	18.2	145	44.6	101	31.1
Man	< 5	---	43	30.9	46	33.1	47	33.8
Racial identity ^{xxxviii}								
People of Color	< 5	---	24	42.9	17	30.4	11	19.6
White	17	4.4	75	19.5	163	42.4	129	33.6
The process for determining salaries/merit raises is clear.	79	16.6	183	38.4	140	29.4	75	15.7

Note: Table includes Faculty, Staff, and Administrator responses ($n = 488$) only.

⁶⁸Only “agree” responses are listed here due to low response numbers in the “strongly agree” category for Men employee respondents and Employees of Color.

Seventy-eight percent ($n = 374$) of employee respondents were comfortable taking leave that they were entitled to without fear that it may affect their job/careers (Table 33). Heterosexual employee respondents (79%, $n = 312$) were more comfortable taking leave than were LGBQ employee respondents (73%, $n = 30$).

Thirty-four percent ($n = 160$) of employee respondents felt that they had to work harder than their colleagues/coworkers did to achieve the same recognition. A significantly higher percentage of Non-U.S. Citizen employee respondents (50%, $n = 22$) than U.S. Citizen employee respondents (32%, $n = 137$); employee Respondents of Color (42%, $n = 24$) than White employee respondents (32%, $n = 123$); and LGBQ employee respondents (54%, $n = 23$) than Heterosexual employee respondents (30%, $n = 117$) felt that they had to work harder than their colleagues/coworkers did to achieve the same recognition.

Table 33. Faculty and Staff/Administrator Respondents Perceptions of Workplace Climate

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	153	32.1	221	46.3	73	15.3	30	6.3
Sexual identity ^{xxxix}								
LGBQ	13	31.7	17	41.5	< 5	---	7	17.1
Heterosexual	130	32.8	182	46.0	61	15.4	23	5.8
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	60	12.6	100	20.9	230	48.1	88	18.4
Citizenship status ^{xl}								
U.S. Citizen	47	10.9	90	20.8	216	50.0	79	18.3
Non U.S. Citizen	13	29.5	9	20.5	14	31.8	8	18.2
Racial identity ^{xli}								
People of Color	15	26.3	9	15.8	22	38.6	11	19.3
White	35	9.0	88	22.7	193	49.7	72	18.6
Sexual identity ^{xlii}								
LGBQ	11	25.6	12	27.9	9	20.9	11	25.6
Heterosexual	40	10.1	77	19.5	206	52.2	72	18.2

Note: Table includes Faculty, Staff, and Administrator responses ($n = 488$) only.

Seventy-four Staff/Faculty respondents provided greater details on their perceptions and experiences of the workplace climate at WCU. The data reflected two dominant themes: inclusion and salary.

Staff/Faculty – Inclusion Concerns. One fourth of Staff/Faculty respondents who shared narratives on their perceptions and experience of the workplace climate at WCU noted inclusion as their primary concern. WCU Staff/Faculty respondents expressed inclusion concerns for a wide variety of identities. One Staff respondent noted, “I am the only female in my department. My department is run by a bunch of men who act on ego and anger rather than on reason and fairness. I often feel that my opinions don't matter.” Another Staff respondent noted, “I do twice as much work at my job because I am a black male.” One Tenured Faculty respondent stated, “I believe most probationary faculty do NOT have equal voice within their departments.” A Tenured-Track Faculty respondent explained, “As a white man, I am privileged to be shielded from these adverse conditions (and even directly benefit from less scrutiny). But these are realities that I am very concerned about for my friends and colleagues of color and friends and colleagues who are women or queer.”

Staff – Dissatisfaction With Salary. Less than 20% of respondents who elaborated on workplace climate noted salary as their primary concern, however 80% of them were Staff and as such substantiated a second theme. One Staff respondent noted, “The process of determining salaries/merit raises is not only unclear, but ineffective.” Another Staff respondent explained, “The process to advance grade level is unclear. It has not been explained.” Similarly, another Staff respondent elaborated, “The only clear thing about the process of determining salaries/merit raises is that there is no process. The excuse given is being part of a union.”

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

Several survey items queried Staff/Administrators about their opinions regarding work-life issues, and support and resources available at WCU. Tables 34 through 36 provide frequencies

and significant differences to these questions by gender identity,⁶⁹ racial identity,⁷⁰ and sexual identity⁷¹; splits are not presented in the table where the results were not statistically significant. Analyses were conducted yet not published by military service, citizenship status, faith-based affiliation, and disability status because the numbers of Staff/Administrator respondents in several of its collapsed categories were too small to analyze.

Seventy-two percent ($n = 214$) of Staff/Administrator respondents believed that they had supervisors who gave them job/career advice or guidance when they needed it (Table 34). Eighty-one ($n = 244$) of Staff/Administrator respondents thought that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. Seventy-two percent ($n = 215$) of Staff/Administrator respondents indicated that their supervisor provided ongoing feedback to help them improve their performance. No significant differences by demographics were found for any of the items in Table 34.

Table 34. Staff/Administrator Respondents Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	67	22.6	147	49.7	57	19.3	25	8.4
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	62	20.6	182	60.5	42	14.0	15	5.0
My supervisor provides ongoing feedback to help me improve my performance.	58	19.3	157	52.3	58	19.3	27	9.0

Note: Table includes Staff/Administrator responses ($n = 307$) only.

⁶⁹Transgender Staff and Administrator respondents were not included in the analyses because their numbers were too few to ensure confidentiality ($n < 5$).

⁷⁰Multiracial Staff and Administrator respondents were not included in the analyses because their numbers were too few to ensure confidentiality ($n < 5$).

⁷¹Other Staff and Administrator respondents were not included in the analyses because their numbers were too few to ensure confidentiality ($n < 5$).

Seventy-seven percent ($n = 233$) of Staff/Administrator respondents believed that WCU provided them with resources to pursue training/professional development opportunities (Table 35).

Eighty-three percent ($n = 249$) of Staff/Administrator respondents thought that WCU provided them with resources to pursue professional development opportunities. LGBTQ

Staff/Administrator respondents (76%, $n = 19$) were significantly less likely than their Heterosexual counterparts (83%, $n = 210$) to indicate that WCU provided them with resources.

Ninety-two percent ($n = 281$) of Staff/Administrator respondents indicated that their supervisor was supportive of their taking leave.

Eighty percent ($n = 242$) of Staff/Administrator respondents believed that their supervisors were supportive of flexible work schedules. Staff/Administrators of Color (85%, $n = 29$) were significantly more likely than White Staff/Administrator respondents (79%, $n = 197$) to believe their supervisors were supportive of flexible work schedules.

Three fourths (75%, $n = 220$) of Staff/Administrator respondents indicated they had adequate access to administrative support.

Table 35. Staff/Administrator Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My supervisor provides me with resources to pursue professional development opportunities.	88	29.1	145	48.0	46	15.2	23	7.6
WCU provides me with resources to pursue professional development opportunities.	77	25.5	172	57.0	39	12.9	14	4.6
Sexual identity ^{xliii}								
LGBQ	5	20.0	14	56.0	< 5	---	5	20.0
Heterosexual	69	27.3	141	55.7	35	13.8	8	3.2
My supervisor is supportive of my taking leave.	135	44.1	146	47.7	22	7.2	< 5	---
My supervisor is supportive of flexible work schedules.	101	33.3	141	46.5	45	14.9	16	5.3
Racial identity ^{xliv}								
People of Color	19	55.9	10	29.4	< 5	---	< 5	---
White	75	30.1	122	49.0	39	15.7	13	5.2
I have adequate access to administrative support.	58	19.7	162	54.9	52	17.6	23	7.8

Note: Table includes Staff/Administrator respondents (*n* = 307) only.

Twenty-one percent (*n* = 63) of Staff/Administrator respondents felt that people who do not have children were burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children (Table 36). Seventy-six percent (*n* = 227) of Staff/Administrator respondents felt that their supervisors provided adequate resources to help them manage work-life balance. No significant differences by demographics were found for either of the items in Table 36.

Table 36. Staff/Administrator Respondents Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
People who do not have children are burdened with work responsibilities beyond those who do have children.	18	6.1	45	15.2	144	48.5	90	30.3
My supervisor provides adequate resources to help me manage work-life balance.	74	24.9	153	51.5	57	19.2	13	4.4

Note: Table includes Staff/Administrator responses (n = 307) only.

More than 40% of WCU Staff respondents who provided further details on their experiences at WCU involving flex time, professional development, and leadership support noted inconsistencies. The two dominant themes related to inconsistencies were flex time and leadership.

Staff – Inconsistent Practices Regarding Flex Time. WCU Faculty respondents noted conflicting experiences regarding flex time. One Staff respondent explained, “Flexible work arrangements and support of work-life balance is one of the most important benefits of working at WCU, and the biggest reason I stay. My supervisors have been very supportive of that.” While another Staff respondent noted the perception that, “Flexible work schedules are not offered” at WCU. One Staff respondent directly addressed the inconsistency, “I do know that this flexibility is not consistent across campus and I would love to see a more open/transparent policy of flex schedules for all (not just managers).”

Staff – Perception of Inconsistent Leadership. WCU Staff respondents expressed concerns regarding the consistency in policy and practice of leadership and administration at WCU. One Staff respondent noted the desire for greater consistency, “My supervisor and the management team in my area are very supportive but I know from others' experiences that not everyone is so fortunate.” Another Staff respondent noted, “My supervisor is excellent, but from what I hear, that is not the norm.” It was notable that the majority of Staff respondents who expressed

concerns of inconsistency and incompetency in leadership primarily cited observations rather than personal narratives.

^{xxxv}A chi-square test was conducted to compare percentages of Faculty and Staff respondents who were reluctant to bring up issues that concern them for fear that it would affect their performance evaluation or tenure/merit/promotion decision by citizenship status: $\chi^2(3, N = 485) = 11.7, p < .01$.

^{xxxvi}A chi-square test was conducted to compare percentages of Faculty and Staff respondents who were reluctant to bring up issues that concern them for fear that it would affect their performance evaluation or tenure/merit/promotion decision by sexual identity: $\chi^2(3, N = 447) = 20.4, p < .001$.

^{xxxvii}A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who felt that their colleagues/coworkers expected them to represent “the point of view” of their identity by gender identity: $\chi^2(3, N = 464) = 13.7, p < .01$.

^{xxxviii}A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who felt that their colleagues/coworkers expected them to represent “the point of view” of their identity by racial identity: $\chi^2(3, N = 440) = 17.3, p < .01$.

^{xxxix}A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who were comfortable taking leave to which they were entitled without fear by sexual identity: $\chi^2(3, N = 437) = 7.8, p < .05$.

^{xl}A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who felt that they had to work harder than their coworkers to achieve the same recognition by citizenship status: $\chi^2(3, N = 476) = 13.8, p < .01$.

^{xli}A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who felt that they had to work harder than their coworkers to achieve the same recognition by racial identity: $\chi^2(3, N = 445) = 15.6, p < .01$.

^{xlii}A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who felt that they had to work harder than their coworkers to achieve the same recognition by sexual identity: $\chi^2(3, N = 438) = 18.1, p < .001$.

^{xliii}A chi-square test was conducted to compare percentages of Staff and Administrator respondents who felt that WCU provided them with resources to pursue professional development opportunities by sexual identity: $\chi^2(3, N = 278) = 15.9, p < .01$.

^{xliv}A chi-square test was conducted to compare percentages of Staff and Administrator respondents who indicated that their supervisor was supportive of flexible work schedules by racial identity: $\chi^2(3, N = 283) = 11.1, p < .05$.

Staff/Administrator Respondents' Feelings of Value at West Chester University

One question in the survey queried Staff/Administrator respondents about their feelings of being valued. Tables 37 through 39 provide frequencies and significant differences to these questions by gender identity⁷² and racial identity⁷³; splits are not presented in the table where the results were not statistically significant. Analyses were conducted yet not published by sexual identity, military service, citizenship status, disability status, and faith-based affiliation because the numbers of Staff/Administrator respondents in several of its collapsed categories were too small to analyze.

The majority of Staff/Administrator respondents felt valued by coworkers in their work unit (84%, $n = 259$), by faculty (56%, $n = 171$), and by their supervisor/manager (79%, $n = 240$) (Table 37). Seventy percent ($n = 210$) of Staff/Administrator respondents felt respected by students.

Only one third (35%, $n = 105$) of Staff/Administrator respondents thought that WCU senior administration was genuinely concerned with their welfare. Women Staff/Administrator respondents (31%, $n = 68$) were significantly less likely than Men Staff/Administrator respondents (47%, $n = 36$) to feel this way.

⁷²Transgender Staff and Administrator respondents were not included in the analyses because their numbers were too few to ensure confidentiality ($n < 5$).

⁷³Multiracial Staff and Administrator respondents were not included in the analyses because their numbers were too few to ensure confidentiality ($n < 5$).

Table 37. Staff/Administrator Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by co-workers in my work unit.	124	40.4	135	44.0	26	8.5	16	5.2	6	2.0
I feel valued by faculty.	40	13.2	131	43.2	97	32.0	29	9.6	6	2.0
I feel valued by my supervisor/manager.	123	40.6	117	38.6	26	8.6	26	8.6	11	3.6
I feel respected by students.	66	22.1	144	48.2	78	26.1	10	3.3	< 5	---
I think that WCU senior administration is genuinely concerned with my welfare.	30	9.9	75	24.7	98	32.2	62	20.4	39	12.8
Gender identity ^{xlv}										
Women	19	8.5	49	22.0	81	36.3	44	19.7	30	13.5
Man	10	13.2	26	34.2	16	21.1	17	22.4	7	9.2

Note: Table includes Staff/Administrator respondents (*n* = 307) only.

Seventy-four percent (*n* = 226) of Staff/Administrator respondents felt that their skills were valued (Table 38). Sixty-four percent (*n* = 192) of Staff/Administrator respondents felt that their contributions to the university were valued. Seventy percent (*n* = 23) of Staff/Administrators of Color and 64% (*n* = 158) of White Staff/Administrator respondents felt that their contributions to the university were valued.

Seventy-four percent^{xlv} (*n* = 225) of Staff/Administrator respondents felt that their opinions were taken seriously by their supervisor. Women Staff/Administrator respondents (75%, *n* = 169) were significantly more likely than their Men counterparts (71%, *n* = 53) to feel this way.

One third (35%, *n* = 105) of Staff/Administrator respondents felt that staff opinions were taken seriously by senior administrators. Men Staff/Administrator respondents (49%, *n* = 36) were significantly more likely than Women Staff/Administrator respondents (31%, *n* = 69) to indicate that they felt that staff opinions were taken seriously by senior administrators.

Table 38. Staff/Administrator Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my skills are valued.	67	22.0	159	52.3	35	11.5	23	7.6	20	6.6
I feel that my contributions to the university are valued.	49	16.2	143	47.4	59	19.5	35	11.6	16	5.3
Racial identity ^{xlvi}										
People of Color	10	30.3	13	39.4	7	21.2	< 5	---	< 5	---
White	36	14.5	122	49.0	50	20.1	29	11.6	12	4.8
I feel my opinions are taken seriously by my supervisor.	85	27.9	140	45.9	36	11.8	26	8.5	18	5.9
Gender identity ^{xlvii}										
Women	63	28.0	106	47.1	29	12.9	12	5.3	15	6.7
Men	21	28.0	32	42.7	7	9.3	13	17.3	< 5	---
I feel that staff opinions are taken seriously by senior administrators.	25	8.3	80	26.4	99	32.7	59	19.5	40	13.2
Gender identity ^{xlviii}										
Women	16	7.1	53	23.7	81	36.2	48	21.4	26	11.6
Men	9	12.2	27	36.5	18	24.3	8	10.8	12	16.2

Note: Table includes Staff/Administrator respondents (*n* = 307) only.

Table 39 depicts Staff/Administrator respondents' attitudes about WCU perceptions of climate. No significant differences by demographics were found for any of these items.

Seventeen percent (*n* = 51) of Staff/Administrator respondents thought that coworkers in their work unit pre-judged their abilities based on their perception of their identity/background. One fourth (26%, *n* = 78) of Staff/Administrator respondents thought that faculty/staff outside their work unit pre-judged their abilities based on their perception of their identity/background. Fourteen percent (*n* = 41) of Staff/Administrator respondents thought that their supervisor/manager pre-judged their abilities based on their perception of their identity/background. Sixty-five percent (*n* = 196) of Staff/Administrator respondents believed that their work unit encouraged free and open discussion of difficult topics.

Table 39. Staff/Administrator Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	13	4.3	38	12.5	65	21.3	119	39.0	70	23.0
I think that faculty/staff outside my work unit pre-judge my abilities based on their perception of my identity/background.	21	6.9	57	18.6	85	27.8	92	30.1	51	16.7
I think that my supervisor/manager pre-judges my abilities based on his/her perception of my identity/background.	12	4.0	29	9.6	63	20.8	116	38.3	83	27.4
I believe that my work unit encourages free and open discussion of difficult topics.	55	18.2	141	46.5	57	18.8	33	10.9	17	5.6

Note: Table includes Staff/Administrator respondents (*n* = 307) only.

^{xlv}A chi-square test was conducted to compare percentages of Staff and Administrator respondents who thought that WCU senior administration was genuinely concerned with their welfare by gender identity: $\chi^2(4, N = 299) = 9.7, p < .05$.

^{xlvi}A chi-square test was conducted to compare percentages of Staff and Administrator respondents who felt that their contributions to the university were valued by racial identity: $\chi^2(4, N = 282) = 9.9, p < .05$.

^{xlvii}A chi-square test was conducted to compare percentages of Staff and Administrator respondents who felt that their opinions were taken seriously by their supervisor by gender identity: $\chi^2(4, N = 300) = 12.1, p < .05$.

^{xlviii}A chi-square test was conducted to compare percentages of Staff and Administrator respondents who felt that their opinions were taken seriously by senior administrators by gender identity: $\chi^2(4, N = 298) = 11.7, p < .05$.

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

Three survey items queried Faculty respondents ($n = 181$) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 40 through 48). Question 29 queried Tenure-Track Faculty respondents⁷⁴, and Questions 31 and 35 addressed Faculty respondents. Chi-square analyses were conducted⁷⁵ by gender identity⁷⁶; splits are not presented in the table where the results were not statistically significant. Analyses were conducted yet not published by racial identity, sexual identity, citizenship status, military service, disability status, and faith-based affiliation because the numbers of Tenure-Track Faculty respondents in several of its collapsed categories were too small to analyze.

Table 40 illustrates that the majority of Tenure-Track Faculty respondents “agreed” or “strongly agreed” that the criteria for tenure were clear (85%, $n = 126$) and standards were reasonable (84%, $n = 125$). Eighty-nine percent ($n = 132$) of Tenure-Track Faculty respondents felt that their service contributions were important to tenure/promotion. Less than one fourth (23%, $n = 34$) of Tenure-Track Faculty respondents felt pressured to change their research agenda to achieve tenure/promotion. Fifty-nine percent ($n = 85$) of Tenure-Track Faculty respondents agreed that the tenure standards/promotion standards were applied equally to all faculty. No significant differences by gender identity were found for items in Table 40.

⁷⁴Throughout this section of the report, Tenure-Track Faculty will refer to both Non-Tenured Faculty and Tenured Faculty respondents.

⁷⁵Per the CSWG, no secondary analyses were conducted for Faculty because of the low numbers of respondents within faculty subcategories.

⁷⁶Transgender Tenure-Track Faculty respondents were not included in the analyses because their numbers were too few to ensure confidentiality ($n < 5$).

Table 40. Tenure-Track Faculty Respondents’ Perceptions of the Tenure Process

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The tenure/promotion process is clear.	46	30.9	80	53.7	20	13.4	< 5	---
The tenure/promotion standards are reasonable.	42	28.2	83	55.7	23	15.4	< 5	---
My service contributions are important to tenure/promotion.	39	26.2	93	62.4	13	8.8	< 5	---
I feel pressured to change my research agenda to achieve tenure/promotion.	12	8.2	22	15.0	73	49.7	40	27.2
I believe tenure standards/promotion standards are applied equally to all faculty.	21	14.5	64	44.1	45	31.0	15	10.3

Note: Table includes Tenure-Track Faculty respondents (*n* = 149) only.

Table 41 illustrates that the majority of Tenure-Track Faculty respondents (87%, *n* = 120) “agreed” or “strongly agreed” that WCU was supportive of the use of sabbatical/faculty enhancement. Eighty-five percent (*n* = 113) of Tenure-Track Faculty respondents reported that their department was supportive of their taking leave. No significant differences by gender identity were found for items in Table 41.

Table 41. Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I find that WCU is supportive of the use of sabbatical/faculty enhancement.	23	16.7	97	70.3	18	13.0	0	0
I find that my department is supportive of my taking leave.	31	23.3	82	61.7	17	12.8	< 5	---

Note: Table includes Tenure-Track Faculty respondents (*n* = 149) only.

Sixty-six percent ($n = 98$) of Tenure-Track Faculty respondents believed that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) (Table 42). Fewer Tenure-Track Faculty respondents (41%, $n = 60$) believed that they were burdened by service responsibilities beyond those of their colleagues with similar performance. Few Tenure-Track Faculty respondents thought that faculty members in their departments/programs who used family accommodation (FMLA) policies (e.g., child care, elder care) were disadvantaged in promotion/tenure. No significant differences by gender identity were found for items in Table 42.

Table 42. Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception of workplace climate	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities.	40	27.0	58	39.2	39	26.4	11	7.4
Burdened by service responsibilities beyond those of my colleagues with similar performance.	28	18.9	32	21.6	65	43.9	23	15.5
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	< 5	---	7	5.3	82	61.7	43	32.3

Note: Table includes Tenure-Track Faculty respondents ($n = 149$) only.

Thirty-six Tenured or Tenure-Track Faculty respondents elaborated on their experiences with tenure policy and practice. Half of the Faculty respondents who elaborated on this question described inconsistencies involving many layers of the tenure process.

Faculty – Inconsistencies in Tenure. The Faculty respondents who elaborated on their experiences regarding tenure at WCU most often noted perceived inconsistencies as their dominant concern. Generally, Faculty respondents agreed, “how the committees arrive at a

recommendation, and even what their recommendations are is utterly opaque.” Another Faculty respondent noted, “the rhetoric was ‘It’s so transparent!’ but the reality was quite different -- lots of passing the buck, lots of ‘well, every department does it differently, so I can’t really answer that’” In particular, about half of the Faculty respondents who noted inconsistencies, noted them in tandem with service expectations. One Faculty respondent stated, “Only a few faculty do most of the departmental and other committee work. We have faculty who are tenured and do absolutely nothing service wise.” Similarly, another Faculty respondent explained, “Service in my department is allocated to people who have shown themselves to be capable and reliable, which means that relatively few people are responsible for completing the majority of the service duties.”

All Faculty respondents ($n = 181$) were asked to rate the degree to which they agreed to a series of statements related to faculty workplace climate (Tables 43 through 47). Chi-square analyses were conducted⁷⁷ only by gender identity⁷⁸ owing to small response numbers for other demographic variables; however, no significant differences by gender identity were found for the items in Tables 43 through 47.

One fourth (26%, $n = 43$) of Faculty respondents believed that people who do not have children were burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends) (Table 43). Few (less than 10%) of Faculty respondents have used policies on active service-modified duties. Eighty percent ($n = 143$) of Faculty respondents indicated that their department provided them with resources to pursue professional development opportunities. Seventy-three percent ($n = 128$) of Faculty respondents had adequate access to administrative support. Half of Faculty respondents (52%, $n = 79$) felt that their department provided adequate resources to help them manage work-life balance.

⁷⁷Per the CSWG, no secondary analyses were conducted for Faculty because of the low numbers of respondents within faculty subcategories.

⁷⁸Transgender Faculty respondents were not included in the analyses because their numbers were too few to ensure confidentiality ($n < 5$).

Table 43. Faculty Respondents’ Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
People who do not have children are burdened with work responsibilities beyond those who do have children.	18	10.7	25	14.8	78	46.2	48	28.4
Have used policies on active service-modified duties.	< 5	---	8	7.5	67	62.6	31	29.0
Department provides them with resources to pursue professional development opportunities.	42	23.9	101	57.4	24	13.6	9	5.1
Have adequate access to administrative support.	33	18.8	95	54.0	35	19.9	13	7.4
Department provides adequate resources to help me manage work-life balance.	11	7.3	68	45.0	50	33.1	22	14.6

Note: Table includes Faculty respondents (n = 181) only.

Twenty-one WCU Faculty respondents elaborated on their experiences related to children, child care, housing, professional development, and service modifications. Nearly 40% of Faculty respondents addressed issues involving faculty with children. About half of the Faculty respondents’ perceived child care to be inadequate and the other half perceived modifications based on faculty member’s parent status to be unfair. The secondary theme reflected in the data showed that more than 20% of Faculty responding noted inadequate support.

Faculty – Perceived Inequity Among Faculty With Children. WCU Faculty respondents noted issues involving children more than any other theme in their reflections on their experiences at WCU. One Tenured-Track Faculty respondent described, “Child care at WCU would be a phenomenal addition to work life balance.” Another Tenured-Track Faculty respondent noted, “WCU needs on-campus child care for faculty.” From a different perspective, another Tenure-Track Faculty respondent explained, “There seems to be an expectation that those with children

can't always help with weekend admissions events, evening events, etc., so those without children are often tasked with filling in.”

Faculty - Inadequate Support. More than 20% of Faculty respondents described the perception of inadequate support. For example, one Faculty respondent noted, “My chair delayed approving my attending a conference” to such extent that the respondent could not attend the conference. Other Faculty respondents generally perceive a lack of support.

As noted in Table 44, 77% ($n = 136$) of Faculty respondents believed their colleagues included them in opportunities that will help their careers as much as they do others in their position. Half of Faculty respondents (53%, $n = 93$) felt that they performed more work to help students than do their colleagues with similar performance expectations. Seventy-one percent ($n = 70$) indicated that diversity-related research/teaching/service contributions have been/will be valued for promotion/tenure. Seventy percent ($n = 114$) of Faculty respondents believed that campus and college awards, stipends, grants, and development funds were awarded based on merit through transparent processes. The majority of Faculty respondents (84%, $n = 150$) had peers/mentors who gave them career advice or guidance when they needed it.

Table 44. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
My colleagues include me in opportunities that will help my career as much as they do others in my position.	40	22.6	96	54.2	29	16.4	12	6.8
I perform more work to help students beyond those of my colleagues with similar performance expectations.	34	19.5	59	33.9	70	40.2	11	6.3
Diversity-related research/teaching/service contributions have been/will be valued for promotion/tenure. ⁷⁹	20	20.2	50	50.5	22	22.2	7	7.1
Campus and college awards, stipends, grants, and development funds are awarded based on merit through transparent processes.	20	12.2	94	57.3	38	23.2	12	7.3
I have peers/mentors who give me career advice or guidance when I need it.	53	29.8	97	54.5	18	10.1	10	5.6

Note: Table includes Faculty respondents (n = 181) only.

Twenty-two WCU Faculty respondents elaborated on their perceptions about service, research, teaching, professional development and merit recognition. Seven of those respondents described inconsistencies and a lack of transparency in merit recognition processes.

Faculty – Merit Recognition and Consistency. More than one third of WCU Faculty respondents who elaborated on faculty climate discussed the merit recognition process. One Tenured Faculty respondent offered, “Some opportunities in the department are not made available to all. Often decisions to give overload, AWA, etc. are not transparent. I am not sure they have to be transparent but they often seem to be secretive.” One Adjunct Faculty explained, “In general, adjunct faculty are not given the same opportunities and considerations as permanent faculty.” Similarly, another Tenured Faculty addressed the nuances of transparency, “There is

⁷⁹Faculty respondents were offered the option to skip this question if not applicable.

transparency at the department level not unit/college.” Based on the data provided by WCU Faculty respondents, although there is an acknowledgement of efforts within the WCU community to be transparent and consistent with merit recognition, the effectiveness of those efforts is concerning to Faculty at WCU.

Three fourths (77%, $n = 140$) of Faculty respondents felt valued by faculty in their department/program (Table 45). Seventy-eight percent ($n = 140$) of Faculty respondents reported that they felt valued by their department head/chair. Eighty-three percent ($n = 148$) of Faculty respondents indicated that they felt respected by students in the classroom. One third (34%, $n = 60$) of Faculty respondents thought that WCU senior administration was genuinely concerned with their welfare.

Table 45. Faculty Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	63	34.8	77	42.5	18	9.9	13	7.2	10	5.5
I feel valued by my department head/chair.	79	43.9	61	33.9	24	13.3	8	4.4	8	4.4
I feel respected by students in the classroom.	63	35.2	85	47.5	24	13.4	5	2.8	< 5	---
I think that WCU senior administration is genuinely concerned with my welfare.	13	7.3	47	26.4	58	32.6	38	21.3	22	12.4

Note: Table includes Faculty respondents ($n = 181$) only.

Twenty-one percent ($n = 37$) of Faculty respondents thought that faculty in their departments pre-judged their abilities based on their perception of their identity/background (Table 46).

Thirteen percent ($n = 23$) of Faculty respondents thought that their department chair/school director pre-judged their abilities based on their perception of their identity/background. Half of Faculty respondents (50%, $n = 89$) believed that WCU encouraged free and open discussion of difficult topics.

Table 46. Faculty Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty in my department pre-judge my abilities based on their perception of my identity/background.	8	4.5	29	16.2	40	22.3	55	30.7	47	26.3
I think that my department chair/school director pre-judges my abilities based on their perception of my identity/background.	< 5	---	19	10.6	30	16.8	64	35.8	62	34.6
I believe that the campus climate encourages free and open discussion of difficult topics.	21	11.7	68	38.0	50	27.9	30	16.8	10	5.6

Note: Table includes Faculty respondents ($n = 181$) only.

The majority of Faculty respondents felt that their research (59%, $n = 100$), teaching (78%, $n = 138$), and service contributions (70%, $n = 119$) were valued (Table 47). Two-thirds (67%, $n = 114$) of Faculty respondents felt that including diversity-related information in their teaching/pedagogy/research was valued. Sixty-nine percent ($n = 124$) of Faculty respondents indicated that they felt that the university valued academic freedom. Less than half (47%, $n = 84$) of Faculty respondents reported that they felt that faculty voices were valued in shared governance.

Table 47. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my research is valued.	25	14.8	75	44.4	37	21.9	25	14.8	7	4.1
I feel that my teaching is valued.	42	23.6	96	53.9	26	14.6	8	4.5	6	3.4
I feel that my service contributions are valued.	33	19.3	86	50.3	32	18.7	11	6.4	9	5.3
I feel that including diversity-related information in my teaching/pedagogy/research is valued.	34	20.0	80	47.1	45	26.5	8	4.7	< 5	---
I feel the university values academic freedom.	28	15.6	96	53.6	42	23.5	9	5.0	< 5	---
I feel that faculty voices are valued in shared governance.	18	10.1	66	36.9	39	21.8	44	24.6	12	6.7

Note: Table includes Faculty respondents (*n* = 181) only.

Faculty and Staff/Administrator Respondents Who Have Seriously Considered Leaving WCU

As noted earlier, 31% ($n = 671$) of all respondents had seriously considered leaving WCU. When reviewing the data by employee position status, 52% ($n = 160$) of Staff/Administrator respondents and 43% of Faculty respondents had seriously considered leaving WCU in the past year.^{xlix} Subsequent analyses found significant differences by sexual identity, disability status, and age:

- By sexual identity: 70% ($n = 30$) of LGBQ employee respondents, 47% ($n = 191$) of Heterosexual employee respondents, and 42% ($n = 10$) of Other employee respondents seriously considered leaving the University.ⁱ
- By disability status: 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 seriously considered leaving the University.ⁱⁱ
- By age: 58% ($n = 81$) of employee respondents between ages 45 and 54 years, 50% ($n = 57$) of employee respondents between ages 55 and 64, 47% ($n = 39$) of employee respondents between ages 25 and 34 years, 43% ($n = 37$) of employee respondents between ages 35 and 44 years, and 29% ($n = 5$) of employee respondents ages 65 years and older seriously considered leaving the University.ⁱⁱⁱ

Forty-five percent ($n = 108$) of those Faculty and Staff/Administrator respondents who seriously considered leaving identified financial reasons as a top reason (Table 48). Other reasons included tension in department/work unit with supervisor/manager (38%), increased workload (27%), interested in a position at another institution (26%), and campus climate was unwelcoming (21%). “Other” responses submitted by respondents included “ageism,” “behavior of upper level administration,” “campus nepotism,” “desire to work for an institution that values the quality of teaching more than maximizing enrollments,” “disregard for the value of adjuncts,” “felt disconnected from department and dean,” “loss of women faculty of color,” “ineffective leadership,” “insufficient resources for position,” “lack of community,” “no administrative support,” “no support for my research agenda,” “parking,” “poor morale,” “tension in office,” and “working without contracts.”

Table 48. Reasons Why Faculty and Staff/Administrator Respondents Considered Leaving WCU

Reason	<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
Recruited or offered a position at another institution/organization	26	10.9
Family responsibilities	19	8.0
Lack of benefits	17	7.1
Personal reasons (medical, mental health, family emergencies, etc.)	17	7.1
Trauma (harassment/bullying, sexual assault, etc.)	17	7.1
Local community did not meet my (my family's) needs	10	4.2
Relocation	7	2.9
Spouse or partner unable to find suitable employment	6	2.5
Spouse or partner relocated	< 5	---
Offered position in government or industry	< 5	---
A reason not listed above	52	21.8

Note: Table includes responses only from those Faculty and Staff/Administrator respondents who indicated on the survey that they had seriously considered leaving WCU in the past year (*n* = 238).

Three hundred and eighty-one WCU respondents elaborated on why they seriously considered leaving the institution. The two primary themes reflected by 20% of the respondents who provided the data were the sense of dissatisfaction with the intellectual community and concerns regarding sense of belonging at WCU. Feedback for leadership emerged as a secondary theme in 10% of the data provided by WCU respondents.

Desire for an Intellectually Rich Community. Twenty percent of the nearly 400 WCU respondents who elaborated on why they seriously considered leaving the institution noted their

dissatisfaction with the intellectual community at WCU. One Tenured Faculty respondent elaborated, “University feels more like a community college than a university. Four classes a semester is not conducive to doing research, but research is still required. Incoming freshmen are less and less prepared to do college-level work.”

Faculty/Staff – Lack of Faith in Leadership. About 10% of Faculty and Staff respondents who noted having seriously considered leaving WCU addressed concern regarding leadership. One Tenured Faculty elaborated, “Our department experienced a traumatic event. No one knew who was telling the truth - the dean, the chair, faculty members? ... Despite disagreement across the board, all would agree that the university did not sufficiently address the department issue and so trust is a big issue to this day.” Another Tenured Faculty noted, “Our department chair does not treat everyone fairly and has used words like ‘lynching’ in referring to those he does not like in our department.” One Staff respondent reported feeling manipulated by leadership, “The higher-ups try to spin the month we have to take off for contract renewal as a vacation.” Another Staff respondent concluded her concerning statement on leadership with “Managers above me have different standards of personal conduct and ethics than I do.” Other concerns noted included, “I am very concerned about my future here at WCU. And now our President is also leaving, very scared to see who will be in charge and the changes that will be made.”

Summary

The results from this section suggest that most Faculty and Staff/Administrator respondents generally hold positive attitudes about WCU policies and processes. Few WCU employees had observed unfair or unjust hiring (23%), unfair or unjust disciplinary actions (11%), or unfair or unjust promotion/tenure/reclassification (28%). Ethnicity, age, position status, gender/gender identity, racial identity, and nepotism were the top perceived bases for many of the reported discriminatory employment practices.

The majority of Staff/Administrator respondents “agreed” or “strongly agreed” that WCU and their supervisors provided them with guidance, support, and resources. The majority of Faculty respondents “agreed” or “strongly agreed” that WCU’s tenure/promotion process was clear and standards were reasonable. More than half of Faculty respondents felt that tenure standards/promotion standards/reappointment standards were applied equally to all faculty. The majority of Faculty and Staff/Administrator respondents felt valued by coworkers, faculty, supervisors/department heads/chairs, students, and administration. Not surprisingly, analyses revealed significant differences in responses among groups of Staff/Administrator respondents, where Women Staff/Administrator respondents and Staff/Administrator Respondents of Color expressed less positive perceptions of the workplace climate than their majority counterparts. No significant differences were found for Faculty respondents by demographics.

Student Perceptions of Campus Climate

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

Student Experiences of Unwanted Sexual Contact

As noted earlier in this report, 89 respondents (4%) experienced unwanted sexual contact while at WCU.⁸⁰ Subsequent analyses indicated that of the respondents who experienced unwanted sexual contact, 82 were Undergraduate Students (6% of Undergraduate Student respondents). Forty-three percent ($n = 34$) of those Undergraduate Students indicated that the incident occurred during their first semester at the University, 20% ($n = 16$) indicated that it happened during their second semester, 18% ($n = 14$) indicated that it happened during their third semester, 6% ($n = 5$) indicated that it happened during their fourth semester, and 8% ($n = 6$) indicated that it happened during their sixth semester.

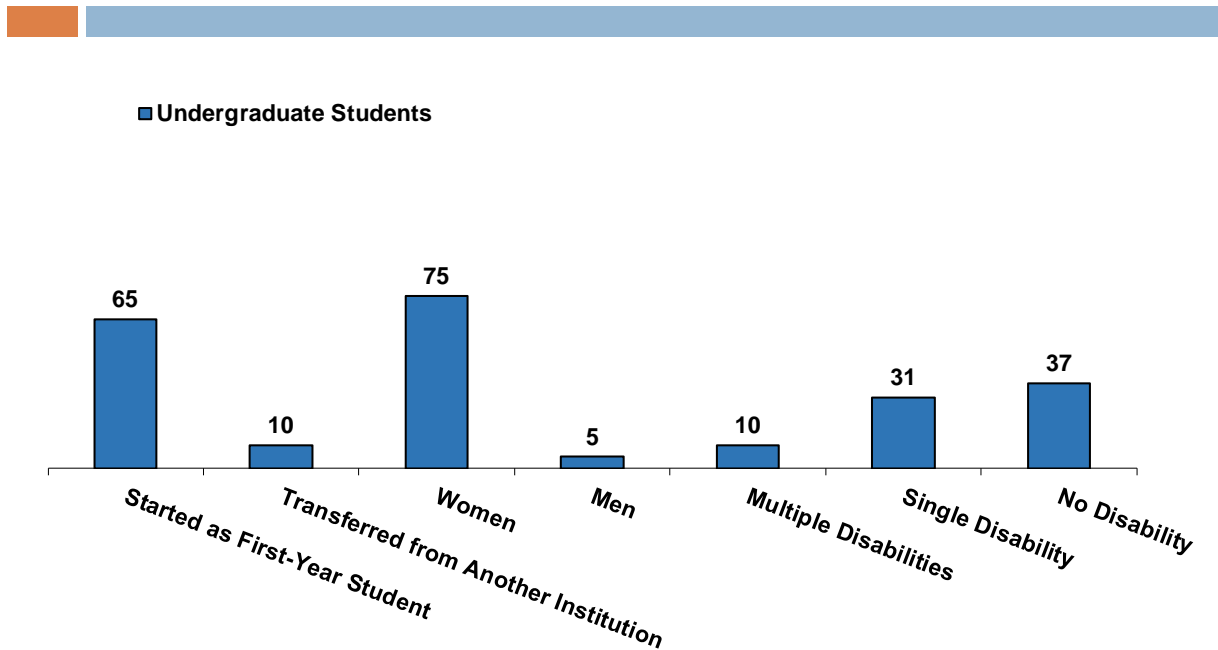
Subsequent analyses,⁸¹ the results of which are depicted in Figure 39, revealed that for Undergraduate Student respondents:

- By undergraduate position status: 7% ($n = 65$) of Undergraduate Student respondents who started at WCU their first year and 3% ($n = 10$) of Undergraduate Student respondents who transferred to WCU experienced unwanted sexual contact.^{liii}
- By gender identity: 7% ($n = 75$) of Women Undergraduate Student respondents and 1% ($n = 5$) of Men Undergraduate Student respondents experienced unwanted sexual contact.^{liv}
- By disability status: 16% ($n = 10$) of Undergraduate Student respondents with Multiple Disabilities, 10% ($n = 31$) of Undergraduate Student respondents with a Single Disability,

⁸⁰The survey defined unwanted sexual contact as “forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling.”

⁸¹Chi-square analyses were conducted by undergraduate position status, gender identity, racial identity, sexual identity, socioeconomic status, first-generation status, disability status, military service, faith-based affiliation, employment status, and housing status; only significant differences are reported.

and 4% ($n = 37$) of Undergraduate Student respondents with No Disability experienced unwanted sexual contact.^{lv}



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

Figure 39. Undergraduate Student Respondents' Experiences of Unwanted Sexual Contact While at WCU by Undergraduate Position Status, Gender Identity, and Disability Status (n)

^{xlix}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who seriously considered leaving WCU by position status: $\chi^2(1, N = 487) = 3.8, p < .05$.

^lA chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who seriously considered leaving WCU by sexual identity: $\chi^2(2, N = 470) = 8.3, p < .05$.

^{li}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who seriously considered leaving WCU by disability status: $\chi^2(2, N = 467) = 24.4, p < .001$.

^{lii}A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents who seriously considered leaving WCU by age: $\chi^2(5, N = 443) = 11.6, p < .05$.

^{liii}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by undergraduate position status: $\chi^2(1, N = 1,373) = 8.7, p < .01$.

^{liiv}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by gender identity: $\chi^2(1, N = 1,398) = 17.9, p < .001$.

^{lv}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by disability status: $\chi^2(2, N = 1,377) = 29.6, p < .001$.

Students' Perceptions of *Academic Success*

As mentioned earlier in this report, a confirmatory factor analysis was conducted on a scale embedded in Question 11 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining undergraduate student learning. The first seven items in Question 11 of the survey reflect the questions on this scale.

The questions in each scale (Table 49) were answered on a Likert metric from “strongly agree” to “strongly disagree” (scored 1 for “strongly agree” and 5 for “strongly disagree”). For the purposes of analysis, Undergraduate Student respondents who did not answer all scale sub-questions were not included in the analysis. Three percent of all potential Undergraduate Student respondents were removed from the analysis owing to one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.⁸² One question from the scale (Q11_A_2) did not hold with the construct and so was removed⁸³; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the scale was 0.844 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q11_A_2 included, Cronbach’s alpha was only 0.743.

⁸²Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

⁸³The response choice that was removed was Q11_A_2. “Few of my course this year have been intellectually stimulating”

Table 49. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Survey item number	Academic experience
<i>Perceived Academic Success</i>	Q11_1	I am performing up to my full academic potential.
	Q11_2	Many of my courses this year have been intellectually stimulating.
	Q11_3	I am satisfied with my academic experience at WCU.
	Q11_4	I am satisfied with the extent of my intellectual development since enrolling at WCU.
	Q11_5	I have performed academically as well as I anticipated I would.
	Q11_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q11_7	My interest in ideas and intellectual matters has increased since coming to WCU.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions (i.e., did not skip any) included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Factor Scores

Factor scores were created by taking the average of the scores for all the items in the factor. Each respondent who answered all (i.e., did not skip any) of the questions included in the given factor was assigned a score for *Perceived Academic Success* and a score for *Intent to Persist* on a five-point scale.

Lower scores on the *Perceived Academic Success* factor suggest that a student or constituent group is more academically successful; lower scores on the *Intent to Persist* Factor suggest that a student or constituent group is more likely to persist.

Means Testing Methodology

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

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

- Gender identity (Man, Woman)
- Racial identity (White, People of Color, Multiracial)
- Sexual identity (LGBQ, Heterosexual, Other)
- Disability status (Single Disability, Multiple Disabilities, No Disability)
- Income status (Low-Income, Not-Low-Income)

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

When the specific variable of interest had more than two categories (e.g., racial identity, disability status), ANOVAs were run to determine whether any differences were found. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate-to-large effects were noted.

Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate Student respondents (where possible).

Gender Identity

A significant difference ($p < .01$) was found in the means for Undergraduate Student respondents by gender identity on *Perceived Academic Success*. Women Undergraduate Student respondents had greater *Perceived Academic Success* than Men Undergraduate Student respondents.

Table 50. Undergraduate Student Respondents' Perceived Academic Success by Gender Identity

	Undergraduate Students		
	<i>N</i>	Mean	Std. Dev.
Woman	1161	1.809	0.579
Man	416	1.901	0.561
Mean difference	-0.092**		

** $p < .01$

Racial Identity

No significant difference ($p = .337$) was found in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success*.

Table 51. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>N</i>	Mean	Std. Dev.	Minimum	Maximum
People of Color	275	1.844	0.607	1.00	3.67
White Only	1,213	1.826	0.566	1.00	4.50
Multiple Race	102	1.912	0.595	1.00	3.50

The overall test was not significant, so no subsequent analyses were run.

Sexual Identity

No significant difference ($p = .363$) was found in the overall test for means for Undergraduate Student respondents by sexual identity on *Perceived Academic Success*.

Table 52. Undergraduate Student Respondents' Perceived Academic Success by Sexual Identity

Sexual identity	<i>N</i>	Mean	Std. Dev.	Minimum	Maximum
LGBQ	174	1.889	0.581	1.00	3.67
Heterosexual	1,317	1.824	0.569	1.00	3.83
Other	106	1.846	0.637	1.00	4.50

The overall test was not significant, so no subsequent analyses were run.

Disability Status

No significant difference ($p = .590$) was found in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success*.

Table 53. Undergraduate Student Respondents' Perceived Academic Success by Disability Status

Disability status	<i>N</i>	Mean	Std. Dev.	Minimum	Maximum
No disability	348	1.861	0.593	1.00	4.50
Single disability	1,125	1.824	0.567	1.00	3.83
Multiple disabilities	76	1.836	0.595	1.00	3.67

The overall test was not significant, so no subsequent analyses were run.

Income Status

No significant difference was found in the means for Undergraduate Student respondents by income status on *Perceived Academic Success*.

Table 54. Undergraduate Student Respondents' Perceived Academic Success by Income Status

	Undergraduate Students		
	<i>N</i>	Mean	Std. Dev.
Low-Income	216	1.859	0.640
Not Low-Income	1,349	1.830	0.563
Mean difference	0.029		

Students' Perceptions of Campus Climate

One of the survey items asked Students the degree to which they agreed with several statements about their interactions with faculty, students, and staff members at WCU (Table 55). Chi-square analyses were conducted by gender identity, racial identity, sexual identity, disability status, first-generation status, citizenship status, socioeconomic status, military service, housing status, and employment status; splits are not presented in the table where the results were not statistically significant.

Seventy-eight percent ($n = 1,283$) of Student respondents felt valued by faculty in the classroom. First-Generation Student respondents (81%, $n = 420$) were significantly more likely than Not-First-Generation Student respondents (76%, $n = 862$) to report that they felt valued by faculty in the classroom.

More than half (58%, $n = 963$) of Student respondents felt valued by other students in the classroom. Sixty-four percent ($n = 603$) of Student respondents who lived in off-campus housing and 51% ($n = 352$) of Student respondents who lived in campus housing felt valued by other students in the classroom. Student respondents with No Disability (61%, $n = 703$) were more likely than both Student respondents with a Single Disability (53%, $n = 189$) and Student respondents with Multiple Disabilities (45%, $n = 34$) to indicate they felt valued.

Sixty-eight percent ($n = 1,122$) of Student respondents thought that WCU faculty were genuinely concerned with their welfare. Seventy percent each of White Student respondents ($n = 866$) and Multiracial Student respondents ($n = 73$) compared with 59% ($n = 168$) of Student Respondents of Color indicated that they thought that WCU faculty were genuinely concerned with their welfare. Student respondents who lived in off-campus housing (70%, $n = 659$) were more likely than Student respondents who lived in campus housing (66%, $n = 453$) to report this.

More than half (58%, $n = 949$) of Student respondents thought that WCU staff were genuinely concerned with their welfare. Student respondents who lived in campus housing (65%, $n = 446$)

were more likely than Student respondents who lived in off-campus housing (53%, $n = 494$) to report that they thought that WCU staff were genuinely concerned with their welfare.

Table 55. Student Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom.	465	28.1	818	49.4	256	15.5	94	5.7	23	1.4
First-generation status ^{lvi}										
First-Generation	162	31.1	258	49.5	76	14.6	17	3.3	8	1.5
Not First-Generation	302	26.7	560	49.4	180	15.9	76	6.7	15	1.3
I feel valued by other students in the classroom.	276	16.7	687	41.7	503	30.5	149	9.0	33	2.0
Housing status ^{lvii}										
Campus Housing	79	11.5	273	39.7	247	36.0	75	10.9	13	1.9
Non-Campus Housing	195	20.7	408	43.3	248	26.3	73	7.7	18	1.9
Disability status ^{lviii}										
Single Disability	52	14.5	137	38.2	112	31.2	47	13.1	11	3.1
Multiple Disabilities	9	11.8	25	32.9	25	32.9	14	18.4	< 5	---
No Disability	202	17.6	501	43.6	347	30.2	81	7.0	19	1.7
I think that WCU faculty are genuinely concerned with my welfare	413	25.1	709	43.1	325	19.8	152	9.2	45	2.7
Racial identity ^{lix}										
Students of Color	54	19.1	112	39.6	70	24.7	33	11.7	14	4.9
White	323	26.5	543	43.9	227	18.4	109	8.8	29	2.3
Multiracial	24	22.9	49	46.7	23	21.9	7	6.7	< 5	---
Housing status ^{lx}										
Campus Housing	149	21.7	304	44.3	153	22.3	63	9.2	17	2.5
Non-Campus Housing	262	27.9	397	42.3	167	17.8	87	9.3	26	2.8
I think that WCU staff are genuinely concerned with my welfare.	349	21.3	600	36.6	489	29.9	155	9.5	45	2.7
Housing status ^{lxi}										
Campus Housing	159	23.2	287	42.0	161	23.5	61	8.9	16	2.3
Non-Campus Housing	187	20.0	307	32.8	322	34.4	92	9.8	27	2.9

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

Twenty-nine percent ($n = 484$) of Student respondents indicated that faculty pre-judged their abilities based on their perception of the Student respondents' identities/backgrounds (Table 56). Student Respondents of Color (40%, $n = 114$) and Multiracial Student respondents (33%, $n = 35$) were more likely than White Student respondents (27%, $n = 329$) to indicate that they thought that faculty pre-judged their abilities based on their perceived identity/background.

Two-thirds (65%, $n = 1,071$) of Student respondents believed that the campus climate encourages free and open discussion of difficult topics. White Student respondents (68%, $n = 845$) were more likely than Multiracial Student respondents (60%, $n = 63$) and Student Respondents of Color (54%, $n = 153$) to indicate that they thought that faculty pre-judged their abilities based on their perceived identity/background. Sixty-eight percent ($n = 643$) of Student respondents who lived in off-campus housing compared with 61% ($n = 419$) of Student respondents who lived in campus housing indicated that they believed this. With regard to disability status, Student respondents with No Disability (67%, $n = 775$) were more likely than both Student respondents with a Single Disability (60%, $n = 214$) and Student respondents with Multiple Disabilities (53%, $n = 40$) to indicate that they believed that the campus climate encourages free and open discussion of difficult topics.

Table 56. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty pre-judge my abilities based on my perceived identity/background.	130	7.9	354	21.5	480	29.2	482	29.3	200	12.2
Racial identity ^{lxii}										
Students of Color	28	9.9	86	30.3	89	31.3	63	22.2	18	6.3
White	92	7.4	237	19.2	354	28.6	388	31.4	166	13.4
Multiracial	9	8.6	26	24.8	29	27.6	27	25.7	14	13.3
I believe that the campus climate encourages free and open discussion of difficult topics.	345	20.9	726	44.1	366	22.2	162	9.8	49	3.0
Racial identity ^{lxiii}										
Students of Color	53	18.7	100	35.3	72	25.4	39	13.8	19	6.7
White	269	21.7	576	46.5	260	21.0	107	8.6	26	2.1
Multiracial	20	18.9	43	40.6	28	26.4	12	11.3	< 5	---
Housing status ^{lxiv}										
Campus Housing	127	18.5	292	42.6	172	25.1	68	9.9	27	3.9
Non-Campus Housing	216	22.9	427	45.3	188	19.9	92	9.8	20	2.1
Disability status ^{lxv}										
Single Disability	65	18.2	149	41.6	85	23.7	46	12.8	13	3.6
Multiple Disabilities	11	14.5	29	38.2	20	26.3	12	15.8	< 5	---
No Disability	257	22.3	518	45.0	249	21.6	100	8.7	28	2.4

Note: Table includes Student respondents (*n* = 1,659) only.

Seventy-two percent (*n* = 1,181) of Student respondents reported that they had faculty whom they perceived as role models (Table 57). Women Student respondents (74%, *n* = 884) were more likely than Men Student respondents (64%, *n* = 275); U.S. Citizen Student respondents (72%, *n* = 1,130) were more likely than Non-U.S. Citizen Student respondents (66%, *n* = 51); White Student respondents (74%, *n* = 916) and Multiracial Student respondents (73%, *n* = 77) were more likely than Student Respondents of Color (63%, *n* = 178); Student respondents who lived in off-campus housing (75%, *n* = 706) were more likely Student respondents who lived in campus housing (68%, *n* = 467); and Employed Student respondents (75%, *n* = 802) were more likely than Not-Employed Student respondents (66%, *n* = 378) to report that they had faculty whom they perceived as role models.

Half (50%, $n = 822$) of Student respondents indicated that they had staff whom they perceived as role models. Women Student respondents (52%, $n = 617$) were more likely than Men Student respondents (45%, $n = 190$); Student Respondents of Color (52%, $n = 148$) and White Student respondents (50%, $n = 620$) were more likely than Multiracial Student respondents (44%, $n = 46$); Not-Low-Income Student respondents (52%, $n = 712$) were more likely Low-Income Student respondents (43%, $n = 97$); Student respondents with Other Faith-Based Affiliations (55%, $n = 53$) and Christian Affiliations (54%, $n = 503$) were more likely than Student respondents with Multiple Affiliations (49%, $n = 37$) and No Affiliation (42%, $n = 223$); and Employed Student respondents (54%, $n = 572$) were more likely than Not-Employed Student respondents (43%, $n = 250$) to report that they had staff whom they perceived as role models.

Sixty-one percent ($n = 1,003$) of Student respondents reported that they had advisers who provided them with career advice. Student respondents with Other Faith-Based Affiliations (66%, $n = 53$), Multiple Affiliations (65%, $n = 49$) and Christian Affiliations (63%, $n = 583$) were more likely than Student respondents with No Affiliation (57%, $n = 302$); Student respondents who lived in off-campus housing (62%, $n = 585$) were more likely Student respondents who lived in campus housing (59%, $n = 406$); and Employed Student respondents (62%, $n = 660$) were more likely than Not-Employed Student respondents (60%, $n = 342$) to report that they had advisers who provided them with career advice.

Seventy-two percent ($n = 1,183$) of Student respondents reported that they had advisers who provided them with advice on class selection. Student respondents who lived in campus housing (73%, $n = 503$) were slightly more likely than Student respondents who lived in off-campus housing (71%, $n = 668$); and Not-Employed Student respondents (74%, $n = 424$) were slightly more likely than Employed Student respondents (71%, $n = 757$) to report that they had staff whom they perceived as role models.

Forty-seven percent ($n = 778$) of Student respondents reported that they felt that their voice was valued by WCU. Student respondents with No Disability (50%, $n = 579$) were more likely than Student respondents with Multiple Disabilities (41%, $n = 31$) and a Single Disability (39%, $n = 141$) to indicate that they felt that their voice was valued by WCU.

Table 57. Student Respondents’ Perceptions of Faculty and Staff Relations

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have faculty whom I perceive as role models.	573	34.7	608	36.8	287	17.4	136	8.2	47	2.8
Gender identity ^{lxvi}										
Woman	427	35.8	457	38.3	185	15.5	97	8.1	27	2.3
Man	132	30.9	143	33.5	96	22.5	39	9.1	17	4.0
Citizenship status ^{lxvii}										
U.S. Citizen	555	35.3	575	36.5	276	17.5	124	7.9	44	2.8
Non-U.S. Citizen	18	23.4	33	42.9	11	14.3	12	15.6	< 5	---
Racial identity ^{lxviii}										
Students of Color	78	27.6	100	35.3	61	21.6	35	12.4	35	12.4
White	447	36.0	469	37.8	201	16.2	92	7.4	32	2.6
Multiracial	43	40.6	34	32.1	21	19.8	6	5.7	< 5	---
Housing status ^{lxix}										
Campus Housing	209	30.3	258	37.5	130	18.9	72	10.5	19	2.8
Non-Campus Housing	359	38.0	347	36.8	151	16.0	61	6.5	26	2.8
Employment status ^{lxx}										
Not Employed	167	28.9	211	36.6	115	19.9	60	10.4	24	4.2
Employed	406	37.9	396	36.9	171	16.0	76	7.1	23	2.1
I have staff whom I perceive as role models.	384	23.3	438	26.6	554	33.6	204	12.4	69	4.2
Gender identity ^{lxxi}										
Woman	285	23.9	332	27.9	385	32.3	149	12.5	41	3.4
Man	91	21.3	99	23.2	159	37.2	53	12.4	25	5.9
Racial identity ^{lxxii}										
Students of Color	62	21.8	86	30.2	87	30.5	41	14.4	9	3.2
White	287	23.1	333	26.9	418	33.7	148	11.9	54	4.4
Multiracial	31	29.5	15	14.3	46	43.8	10	9.5	< 5	---
Socioeconomic status ^{lxxiii}										
Low-income	50	22.2	47	20.9	94	41.8	24	10.7	10	4.4
Not-Low-income	327	23.7	385	27.9	442	32.0	174	12.6	54	3.9
Faith-based affiliation ^{lxxiv}										
Christian Affiliation	232	24.9	271	29.0	290	31.1	103	11.0	37	4.0
Other Faith-Based	30	30.9	23	23.7	29	29.9	11	11.3	< 5	---
No Affiliation	101	19.0	122	22.9	208	39.1	77	14.5	24	4.5
Multiple Affiliations	18	23.7	19	25.0	27	35.5	10	13.2	< 5	---
Employment status ^{lxxv}										
Not Employed	106	18.4	144	25.0	214	37.1	82	14.2	31	5.4
Employed	278	26.0	294	27.5	338	31.6	122	11.4	38	3.6

Table 57 (cont.)

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have advisers who provide me with career advice.	460	27.9	543	33.0	313	19.0	201	12.2	129	7.8
Faith-based affiliation ^{lxxvi}										
Christian Affiliation	256	27.5	327	35.1	175	18.8	108	11.6	65	7.0
Other Faith-Based	38	39.6	25	26.0	9	9.4	16	16.7	8	8.3
No Affiliation	143	26.9	159	29.9	110	20.7	69	13.0	50	9.4
Multiple Affiliations	19	25.0	30	39.5	16	21.1	7	9.2	< 5	---
Housing status ^{lxxvii}										
Campus Housing	172	25.1	234	34.2	144	21.0	91	13.3	44	6.4
Non-Campus Housing	286	30.4	299	31.7	164	17.4	109	11.6	84	8.9
Employment status ^{lxxviii}										
Not Employed	139	24.3	203	35.4	122	21.3	74	12.9	35	6.1
Employed	321	30.0	339	31.7	191	17.8	126	11.8	94	8.8
I have advisers who provide me with advice on class selection.	538	32.6	645	39.1	227	13.7	141	8.5	100	6.1
Housing status ^{lxxix}										
Campus Housing	215	31.3	288	41.9	105	15.3	55	8.0	25	3.6
Non-Campus Housing	321	34.0	347	36.8	118	12.5	84	8.9	74	7.8
Employment status ^{lxxx}										
Not Employed	172	29.9	252	43.8	78	13.6	46	8.0	27	4.7
Employed	365	34.0	392	36.5	149	13.9	95	8.8	73	6.8
My voice is valued by WCU.	268	16.2	510	30.9	586	35.5	208	12.6	80	4.8
Disability status ^{lxxxii}										
Single Disability	45	12.6	96	26.8	131	36.6	63	17.6	23	6.4
Multiple Disabilities	8	10.5	23	30.3	23	30.3	15	19.7	7	9.2
No Disability	202	17.5	377	32.6	408	35.3	122	10.6	46	4.0

Note: Table includes Student respondents (*n* = 1,659) only.

^{lvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by first-generation status: $\chi^2(4, N = 1,654) = 10.4, p < .05$.

^{lvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by housing status: $\chi^2(4, N = 1,629) = 37.7, p < .001$.

^{lviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2(8, N = 1,585) = 29.4, p < .001$.

^{lix}A chi-square test was conducted to compare percentages of Student respondents who felt that WCU faculty were genuinely concerned with their welfare by racial identity: $\chi^2(8, N = 1,624) = 20.4, p < .01$.

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- ^{lx} A chi-square test was conducted to compare percentages of Student respondents who felt that WCU faculty were genuinely concerned with their welfare by housing status: $\chi^2(4, N = 1,625) = 10.6, p < .05$.
- ^{lxi} A chi-square test was conducted to compare percentages of Student respondents who felt that WCU staff were genuinely concerned with their welfare by housing status: $\chi^2(4, N = 1,625) = 10.6, p < .05$.
- ^{lxii} A chi-square test was conducted to compare percentages of Student respondents who felt that faculty pre-judged their abilities based on their perceived identity/background by racial identity: $\chi^2(8, N = 1,626) = 33.1, p < .001$.
- ^{lxiii} A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free and open discussion of difficult topics by racial identity: $\chi^2(8, N = 1,627) = 34.3, p < .001$.
- ^{lxiv} A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free and open discussion of difficult topics by housing status: $\chi^2(4, N = 1,629) = 13.6, p < .01$.
- ^{lxv} A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free and open discussion of difficult topics by disability status: $\chi^2(8, N = 1,586) = 16.8, p < .05$.
- ^{lxvi} A chi-square test was conducted to compare percentages of Student respondents who felt that they had faculty whom they perceived as role models by gender identity: $\chi^2(4, N = 1,620) = 16.8, p < .01$.
- ^{lxvii} A chi-square test was conducted to compare percentages of Student respondents who felt that they had faculty whom they perceived as role models by citizenship status: $\chi^2(4, N = 1,651) = 9.8, p < .05$.
- ^{lxviii} A chi-square test was conducted to compare percentages of Student respondents who felt that they had faculty whom they perceived as role models by racial identity: $\chi^2(8, N = 1,630) = 34.3, p < .05$.
- ^{lxix} A chi-square test was conducted to compare percentages of Student respondents who felt that they had faculty whom they perceived as role models by housing status: $\chi^2(4, N = 1,632) = 16.5, p < .01$.
- ^{lxx} A chi-square test was conducted to compare percentages of Student respondents who felt that they had faculty whom they perceived as role models by employment status: $\chi^2(4, N = 1,649) = 22.4, p < .001$.
- ^{lxxi} A chi-square test was conducted to compare percentages of Student respondents who felt that they had staff whom they perceived as role models by gender identity: $\chi^2(4, N = 1,619) = 10.3, p < .05$.
- ^{lxxii} A chi-square test was conducted to compare percentages of Student respondents who felt that they had staff whom they perceived as role models by racial identity: $\chi^2(8, N = 1,630) = 16.5, p < .05$.
- ^{lxxiii} A chi-square test was conducted to compare percentages of Student respondents who felt that they had staff whom they perceived as role models by socioeconomic status: $\chi^2(4, N = 1,607) = 10.0, p < .05$.
- ^{lxxiv} A chi-square test was conducted to compare percentages of Student respondents who felt that they had staff whom they perceived as role models by faith-based affiliation: $\chi^2(12, N = 1,638) = 23.8, p < .05$.
- ^{lxxv} A chi-square test was conducted to compare percentages of Student respondents who felt that they had staff whom they perceived as role models by employment status: $\chi^2(4, N = 1,647) = 18.9, p < .01$.
- ^{lxxvi} A chi-square test was conducted to compare percentages of Student respondents who felt that they had advisers who provided them with career advice by faith-based affiliation: $\chi^2(12, N = 1,634) = 21.9, p < .05$.
- ^{lxxvii} A chi-square test was conducted to compare percentages of Student respondents who felt that they had advisers who provided them with career advice by housing status: $\chi^2(4, N = 1,627) = 11.4, p < .05$.
- ^{lxxviii} A chi-square test was conducted to compare percentages of Student respondents who felt that they had advisers who provided them with career advice by employment status: $\chi^2(4, N = 1,644) = 12.1, p < .05$.
- ^{lxxix} A chi-square test was conducted to compare percentages of Student respondents who felt that they had advisers who provided them with advice on class selection by housing status: $\chi^2(4, N = 1,632) = 17.8, p < .01$.
- ^{lxxx} A chi-square test was conducted to compare percentages of Student respondents who felt that they had advisers who provided them with advice on class selection by employment status: $\chi^2(4, N = 1,649) = 10.1, p < .05$.
- ^{lxxxi} A chi-square test was conducted to compare percentages of Student respondents who felt that they had advisers who provided them with advice on class selection by disability status: $\chi^2(8, N = 1,589) = 30.0, p < .001$.

Students Who Have Seriously Considered Leaving WCU

Thirty-one percent ($n = 671$) of respondents had seriously considered leaving WCU. With regard to student status, 28% ($n = 400$) of Undergraduate Student respondents and 15% ($n = 33$) of Graduate Student respondents had seriously considered leaving WCU.^{lxxxii} Of the Student respondents who considered leaving, 70% ($n = 302$) considered leaving in their first year as a student, 38% ($n = 163$) in their second year, 13% ($n = 56$) in their third year, 6% ($n = 24$) in their fourth year, and 1% ($n = 5$) in their fifth year.

Subsequent analyses were run for Undergraduate Student respondents who had considered leaving the University ($n = 400$) by undergraduate student status, gender identity, racial identity, sexual identity, citizenship status, first-generation status, socioeconomic status, military service, disability status, faith-based affiliation, housing status, and employment status (Figure 40). Two significant results were discovered for Undergraduate Student respondents:

- By undergraduate student status, 30% ($n = 31$) of Undergraduate Student respondents who enrolled as a first-year students and 23% ($n = 90$) of Undergraduate Student respondents who transferred from another institution considered leaving the University.^{lxxxiii}
- By disability status, 51% ($n = 31$) of Undergraduate Student respondents with Multiple Disabilities, 35% ($n = 112$) of Undergraduate Student respondents with a Single Disability, and 24% ($n = 238$) of Undergraduate Student respondents with No Disability considered leaving the University.^{lxxxiv}

Subsequent analyses were run for Graduate Student respondents who had considered leaving the University ($n = 33$) by gender identity,⁸⁴ racial identity,⁸⁵ sexual identity, citizenship status, first-generation status, socioeconomic status, military service, disability status, faith-based affiliation, housing status, and employment status (Figure 41). Significant results for Graduate Student respondents indicated that:

⁸⁴Transgender Graduate Student respondents were not included in the analyses because their numbers were too few to maintain the confidentiality of their responses.

⁸⁵Multiracial Graduate Student respondents were not included in the analyses because their numbers were too few to maintain the confidentiality of their responses.

- By gender identity, 24% ($n = 14$) of Men Graduate Student respondents and 11% ($n = 19$) of Women Graduate Student respondents considered leaving the University.^{lxxxv}
- By racial identity, 23% ($n = 12$) of Graduate Student Respondents of Color and 10% ($n = 16$) of White Graduate Student respondents considered leaving the University.^{lxxxvi}
- By housing status, 44% ($n = 7$) of Graduate Student respondents who lived in campus housing and 12% ($n = 26$) of Graduate Student respondents who lived in off-campus housing considered leaving the University.^{lxxxvii}

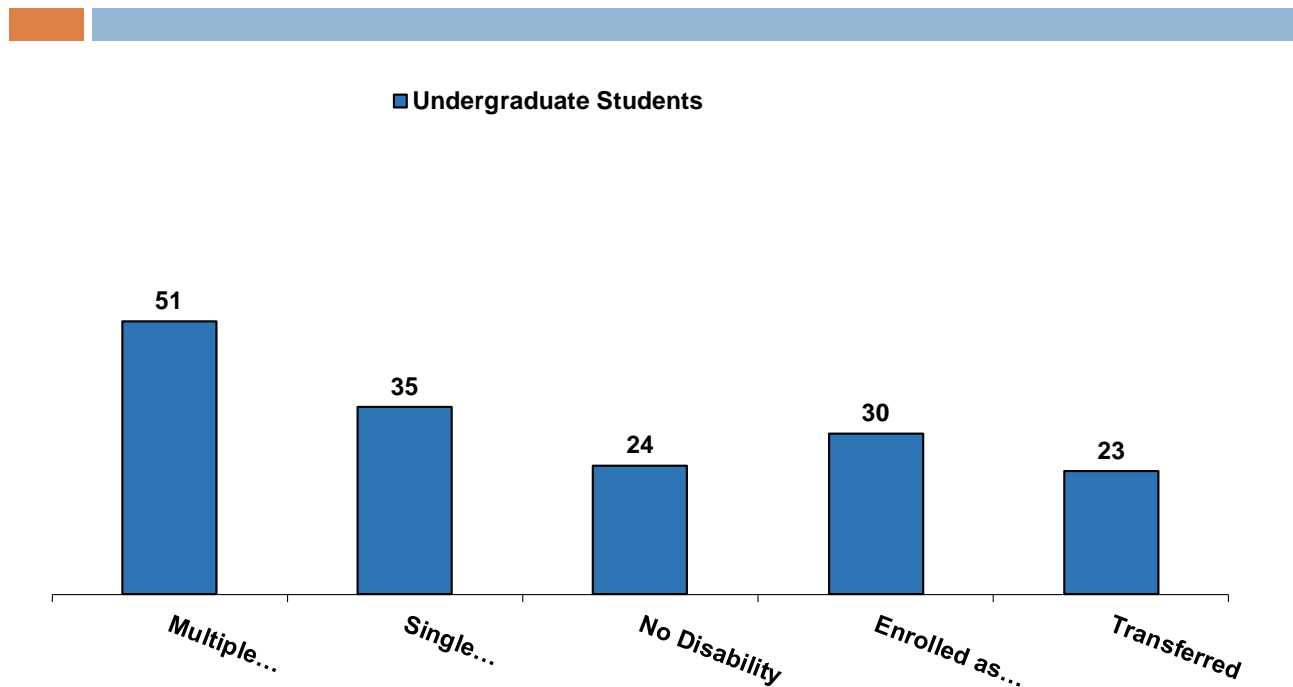


Figure 40. Undergraduate Student Respondents Who Considered Leaving the WCU by Disability Status and Undergraduate Position Status (n)

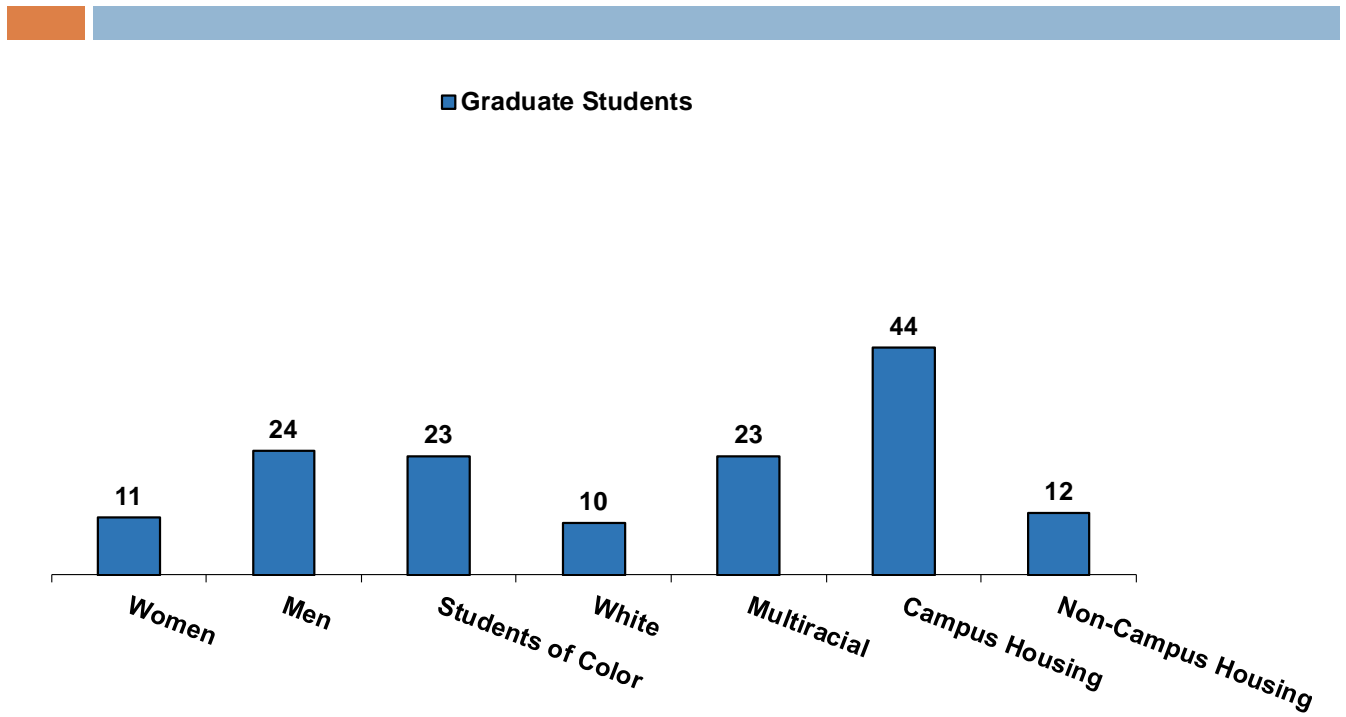


Figure 41. Graduate Student Respondents Who Considered Leaving the WCU by Gender Identity, Racial Identity, and Housing Status (n)

Sixty percent ($n = 261$) of Student respondents who considered leaving suggested that they lacked a sense of belonging at WCU (Table 58). Others considered leaving because the climate was unwelcoming (29%, $n = 124$); they lacked a support group (26%, $n = 111$); for personal reasons (24%, $n = 104$); and because they felt homesick (23%, $n = 99$). “Other” reasons included “a disagreement with a person in power on campus,” “advisors and faculty not knowing how to do their jobs,” “anxiety,” “believed I belonged at a bigger school with more networking opportunity,” “boredom,” “considered learning a trade,” “coursework was too easy,” “drug addiction,” “dysfunctional administration,” “I hated the commute,” “I hold too conservative of values,” “loneliness,” “major requirements,” “poor treatment by faculty,” “scheduling is ridiculous,” “sports,” “too strict police and legal presence,” “wanted a more prominent school,” “wanted an online program,” and “WCU borough not being welcoming to students.”

Table 58. Reasons Why Student Respondents 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
Financial reasons	62	14.3
Didn't like major	57	13.2
Didn't offer the major I was interested in	41	9.5
Coursework was too difficult	37	8.5
Trauma (bullying, sexual assault, etc.)	31	7.2
My marital/relationship status	26	6.0
Didn't meet the selection criteria for a major	16	3.7
A reason not listed above	104	24.0

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

As previously mentioned, three hundred and eighty-one WCU respondents elaborated on why they seriously considered leaving the institution. The two primary themes reflected by 20% of the respondents who provided the data were the sense of dissatisfaction with the intellectual community and concerns regarding sense of belonging at WCU. Feedback for leadership emerged as a secondary theme in 10% of the data provided by WCU respondents.

Desire for an Intellectually Rich Community. Twenty percent of the nearly 400 WCU respondents who elaborated on why they seriously considered leaving the institution noted their dissatisfaction with the intellectual community at WCU. One Undergraduate respondent shared, “I was frustrated with the party culture and I felt it was difficult to make friends who were intelligent and interested in things other than alcohol and sex my freshman and sophomore year.” Another Undergraduate respondent explained, “I did not, and still don't, feel challenged in my major course work, and as a liberal arts major, I felt transferring to a more prominent school would be best.” Several students addressed the classroom environment directly and noted, “The students, and sometimes even the professors, seemed disinterested” and “the professors seemed to just not care.”

Undergraduate and Graduate Students - Sense of Belonging. Seventy Student respondents attributed their consideration for leaving WCU to concerns regarding their sense of belonging in the campus community. One Student respondent noted, “The orientation process is dumb especially because I know how they do it at Rutgers and other schools from friends. You don't really meet many people.” Another Student respondent provided a transfer student's perspective, “As a transfer student I think it's really hard making friends. There isn't much to do around campus either. As a transferee student I think I don't get the help I need to adjust to the campus and how things are done here.” An international Student respondent also shared, “As an international student during my undergraduate year, I felt very alone and not supported.” One student summarized their narrative with “I felt lost and isolated at WCU.” With a shared sentiment, another student explained, “Here at West Chester University, unless you are in a sorority or fraternity, you really aren't going to be included.”

Four percent ($n = 60$) of Student respondents indicated that they were considering transferring to another college or university for academic reasons (Table 59). The majority of Student respondents (98%, $n = 1,613$) reported that they intended to graduate from WCU.

Table 59. Student Respondents' Perceptions of Persistence Until Graduation

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am considering transferring to another college or university for academic reasons.	27	1.6	33	2.0	75	4.5	367	22.1	1,155	69.7
I intend to graduate from WCU.	1,276	77.6	337	20.5	25	1.5	6	0.4	< 5	---

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

^{lxxxii} A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving WCU by student status: $\chi^2(1, N = 1,657) = 18.6, p < .001$.

^{lxxxiii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving WCU by undergraduate student status: $\chi^2(1, N = 1,374) = 6.1, p < .05$.

^{lxxxiv} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving WCU by disability status: $\chi^2(2, N = 1,377) = 31.4, p < .001$.

^{lxxxv} A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving WCU by gender identity: $\chi^2(1, N = 227) = 5.8, p < .05$.

^{lxxxvi} A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving WCU by racial identity: $\chi^2(2, N = 224) = 6.6, p < .05$.

^{lxxxvii} A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving WCU by housing status: $\chi^2(1, N = 227) = 11.8, p < .01$.

Summary

Students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at WCU in a very positive light. The majority of Student respondents felt valued by faculty and other students in the classroom. Student respondents also thought that WCU faculty and staff were genuinely concerned with their welfare. Less than one third of Student respondents reported that they felt that faculty pre-judged their abilities based on their perceived identity/background, and the majority indicated that they believed that the campus climate encouraged free and open discussion of difficult topics. Also, the majority of Student respondents suggested that they had faculty whom they perceived as role models, with less who indicated that they had staff whom they perceived as role models. Less than half of Student respondents reported that their voice was valued by WCU. Significant differences by demographics emerged for perceptions of campus climate, particularly by racial identity, first-generation status, housing status, employment status, and disability status.

Twenty-eight percent ($n = 400$) of Undergraduate Student respondents and 15% ($n = 33$) of Graduate Student respondents had seriously considered leaving WCU, and did so most often during their first year as a student (70%) because they lacked a sense of belonging (60%). A large majority (98%, $n = 1,613$) of Student respondents intended to graduate from WCU.

With regard to the *Perceived Academic Success* of Undergraduate Student respondents, Women Undergraduate Student respondents had greater *Perceived Academic Success* than Men Undergraduate Student respondents. No other significant differences by demographics were found among Undergraduate Student respondents.

Six percent ($n = 82$) of Undergraduate Student respondents indicated on the survey that they experienced unwanted sexual contact while members of the WCU community. Undergraduate Student respondents who started at WCU their first year; Women Undergraduate respondents; and Undergraduate Student respondents with Multiple Disabilities were significantly more likely

to report that they experienced this contact when compared to their counterparts. Of those respondents, 43% ($n = 34$) indicated that the incidents occurred during their first semester at WCU. A range of reactions occurred to this conduct, including sexual contact that went largely unreported to authorities.

Institutional Actions

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

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at WCU if they were currently available and how those initiatives would influence the climate if they were not currently available (Table 60). Respondents were asked to decide whether certain institutional actions positively or negatively influenced the climate, or if they have no influence on the climate. Table 60 illustrates that the majority of Faculty respondents believed that all of the listed initiatives currently were available at WCU.

Forty-nine percent ($n = 73$) of the Faculty respondents who thought that providing flexibility for delaying or stopping the tenure clock was available felt that it positively influenced climate. Of those Faculty respondents who thought that flexibility for delaying or stopping the tenure clock was not available, 24% ($n = 35$) thought that it would positively influence the climate if it were available.

Forty-five percent ($n = 69$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available felt that they positively influenced climate. Of those Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were not available, 33% ($n = 51$) thought that they would positively influence the climate if they were available.

Sixty-three percent ($n = 100$) of the Faculty respondents who thought that diversity and equity training for faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that such training for faculty was not available, 16% ($n = 25$) thought that it would positively influence the climate if it were available.

Seventy-four percent ($n = 114$) of the Faculty respondents who thought that access to counseling for people who have experienced harassment was available felt that it positively influenced climate. Of those Faculty respondents who thought that access to counseling for people who have experienced harassment was not available, 17% ($n = 26$) thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 137$) of the Faculty respondents who thought that mentorship for new faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that mentorship for new faculty was not available, 7% ($n = 12$) thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 96$) of the Faculty respondents who thought that a clear process to resolve conflicts was available felt that it positively influenced climate. Of those Faculty respondents who thought that a clear process to resolve conflicts was not available, 28% ($n = 43$) thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 96$) of the Faculty respondents who thought that a fair process to resolve conflicts was available felt that it positively influenced climate. Of those Faculty respondents who thought that a fair process to resolve conflicts was not available, 28% ($n = 43$) thought that it would positively influence the climate if it were available.

Forty percent ($n = 57$) of the Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was not available, 22% ($n = 31$) thought that it would positively influence the climate if it were available.

Forty-two percent ($n = 63$) of the Faculty respondents who thought that equity and diversity training for search, promotion, and tenure committees was available felt that it positively

influenced climate. Of those Faculty respondents who thought that equity and diversity training for search, promotion, and tenure committees was not available, 25% ($n = 37$) thought that it would positively influence the climate if it were available.

Forty-eight percent ($n = 75$) of the Faculty respondents who thought that career-span development opportunities for faculty were available felt that they positively influenced climate. Of those Faculty respondents who thought that career-span development opportunities for faculty were not available, 37% ($n = 58$) thought that they would positively influence the climate if they were available.

Twenty-seven percent ($n = 43$) of the Faculty respondents who thought that affordable child care was available felt that it positively influenced climate. Of those Faculty respondents who thought that affordable child care was not available, 63% ($n = 100$) thought that it would positively influence the climate if it were available.

Table 60. Faculty Respondents' Perceptions of Institutional Initiatives

Institutional initiative	Initiative Available at WCU						Initiative NOT available at WCU					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for delaying or stopping the tenure clock	73	49.3	21	14.2	9	6.1	35	23.6	5	3.4	5	3.4
Providing recognition and rewards for including diversity issues in courses across the curriculum	69	45.1	17	11.1	8	5.2	51	33.3	7	4.6	< 5	---
Providing diversity and equity training for faculty	100	62.5	20	12.5	5	3.1	25	15.6	9	5.6	< 5	---
Providing access to counseling for people who have experienced harassment	114	73.5	10	6.5	< 5	---	26	16.8	< 5	---	< 5	---
Providing mentorship for new faculty	137	84.0	10	6.1	< 5	---	12	7.4	< 5	---	0	0.0
Providing a clear process to resolve conflicts	96	61.5	10	6.4	< 5	---	44	28.2	5	3.2	0	0.0
Providing a fair process to resolve conflicts	96	62.3	9	5.8	< 5	---	43	27.9	< 5	---	0	0.0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	57	39.6	22	15.3	< 5	---	31	21.5	18	12.5	15	10.4
Providing equity and diversity training to search, promotion, and tenure committees	63	41.7	24	15.9	< 5	---	37	24.5	19	12.6	< 5	---
Providing career span development opportunities for faculty at all ranks	75	48.4	13	8.4	0	0.0	58	37.4	9	5.8	0	0.0
Providing affordable childcare	43	27.0	9	5.7	< 5	---	100	62.9	< 5	---	< 5	---

Note: Table includes Faculty responses (*n* = 181) only.

Thirty-two WCU Faculty respondents elaborated on their opinions of institutional actions. Diversity was the dominant theme, with more than 40% of respondents who answered this question addressing inclusion and exclusion on campus. Additionally, more than 30% of WCU respondents noted family-related concerns.

Inclusion and Exclusion. Diversity was woven into a spectrum of faculty narratives regarding institutional actions. About half of the 40% of Faculty respondents who addressed diversity implied the institution's diversity initiatives only fostered a "sadly narrow-minded" vision of diversity, and the associated rhetoric was perceived by some as "politically correct crap." One Adjunct Faculty respondent explained, "I fear that the intense focus on diversity (look how many times it was mentioned in the campus initiatives above) results in an imbalanced cultural environment. Life is not JUST about diversity." Conversely, the other half of the 40% of respondents who addressed diversity advocated for more diversity training and tangible reflections of diversity at WCU. One Tenured Faculty respondent noted, "Finding a way to have a conversation with people who are creating a hostile climate would be most helpful." Another Tenured Faculty respondent advocated for "More initiative, incentive, and support for including diversity issues in courses across curriculum." Faculty respondents presented deeply convicted and widespread beliefs about West Chester's institutional actions regarding diversity.

Family-Related Concerns. More than 30% of Faculty respondents noted family-related concerns including child care and FMLA. One Tenured Faculty respondent advocated, "I am very interested in initiatives about providing child care at WCU. Please pursue it!" Another Tenured Faculty pleaded, "Please re-open child care/preschool program." A Tenure-Track Faculty encouraged, "We need a child care center on campus, especially for faculty and students who are only here on a MWF for an hour or two." Regarding FMLA, one Tenure-Track Faculty elaborated, "Another major help that is not listed or available at WCU would be paid family leave." Similarly, a Tenured Faculty noted, "Family-oriented initiatives provide a positive and welcoming working environment and attracts high quality people."

The survey asked Staff/Administrator respondents ($n = 307$) to respond regarding similar initiatives, which are listed in Table 61. Sixty-six percent ($n = 193$) of the Staff/Administrator respondents who thought that diversity and equity training for staff was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that diversity and equity training for staff was not available, 13% ($n = 39$) thought that it would positively influence the climate if it were available.

Seventy-one percent ($n = 204$) of the Staff/Administrator respondents who thought that access to counseling for people who have experienced harassment was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that access to counseling for people who have experienced harassment was not available, 20% ($n = 58$) thought that it would positively influence the climate if it were available.

Forty-nine percent ($n = 140$) of the Staff/Administrator respondents who thought that mentorship for new staff was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that mentorship for new faculty was not available, 42% ($n = 118$) thought that it would positively influence the climate if it were available.

Fifty-three percent ($n = 149$) of the Staff/Administrator respondents who thought that a clear process to resolve conflicts was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that a clear process to resolve conflicts was not available, 37% ($n = 104$) thought that it would positively influence the climate if it were available.

Fifty-five percent ($n = 149$) of the Staff/Administrator respondents who thought that a fair process to resolve conflicts was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that a fair process to resolve conflicts was not available, 37% ($n = 99$) thought that it would positively influence the climate if it were available.

Forty percent ($n = 113$) of the Staff/Administrator respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was not available, 25% ($n = 69$) thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 179$) of the Staff/Administrator respondents who thought that career development opportunities for staff were available felt that they positively influenced climate. Of those Staff/Administrator respondents who thought that career development opportunities for staff were not available, 28% ($n = 82$) thought that they would positively influence the climate if they were available.

Twenty-nine percent ($n = 82$) of the Staff/Administrator respondents who thought that affordable child care was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought affordable child care was not available, 56% ($n = 156$) thought that it would positively influence the climate if it were available.

Table 61. Staff/Administrator Respondents' Perceptions of Institutional Initiatives

Institutional initiative	Initiative Available at University						Initiative NOT available at University					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for staff	193	65.6	48	16.3	5	1.7	39	13.3	9	3.1	0	0.0
Providing access to counseling for people who have experienced harassment	204	70.8	19	6.6	5	1.7	58	20.1	< 5	---	0	0.0
Providing mentorship for new staff	140	49.3	17	6.0	< 5	---	118	41.5	6	2.1	0	0.0
Providing a clear process to resolve conflicts	149	53.0	20	7.1	< 5	---	104	37.0	< 5	---	0	0.0
Providing a fair process to resolve conflicts	149	55.0	17	6.3	< 5	---	99	36.5	< 5	---	0	0.0
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	113	40.2	50	17.8	19	6.8	69	24.6	24	8.5	6	2.1
Providing career development opportunities for staff	179	61.7	21	7.2	6	2.1	82	28.3	< 5	---	0	0.0
Providing affordable childcare	82	29.2	19	6.8	5	1.8	156	55.5	19	6.8	0	0.0

Note: Table includes Staff/Administrator responses (*n* = 307) only.

Thirty-one Staff respondents elaborated on availability of institutional initiatives and opinions of institutional actions of WCU. About one third of respondents addressed the lack of child care on campus as a significant short-coming in the WCU climate.

Need for On-Campus Child Care. One WCU Staff respondent shared, “One of the saddest days in my over 20 years is when the Children's Center closed. I benefited greatly from that program, and it is a shame that other younger parents do not.” Similarly, “I wish there was still a child care facility on campus for students and staff with families.” This sentiment was shared by many other Staff respondents who noted a sense of loss in the WCU climate when the child care center closed. Another Staff respondent explained, “I know that child care is no longer offered at the university because it was not profitable. I believe it should be investigated as a service that could be offered in the future.” Simply stated, one Staff respondent remarked, “We need on-campus child care.”

Student respondents ($n = 1,659$) also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 62. More than half of Student respondents indicated that all of the initiatives listed in Table 62 were available at WCU and positively influenced the climate.

Sixty-four percent ($n = 1,011$) of the Student respondents who thought that diversity and equity training for students was available felt that it positively influenced climate. Of those Student respondents who thought that diversity and equity training for students was not available, 18% ($n = 285$) thought that it would positively influence the climate if it were available.

Sixty-six percent ($n = 1,023$) of the Student respondents who thought that diversity and equity training for staff was available felt that it positively influenced climate. Of those Student respondents who thought that diversity and equity training for staff was not available, 19% ($n = 293$) thought that it would positively influence the climate if it were available.

Sixty-six percent ($n = 1,009$) of the Student respondents who thought that diversity and equity training for faculty was available felt that it positively influenced climate. Of those Student

respondents who thought that diversity and equity training for faculty was not available, 20% ($n = 305$) thought that it would positively influence the climate if it were available.

Fifty-four percent ($n = 823$) of the Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was available felt that it positively influenced climate. Of those Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was not available, 30% ($n = 463$) thought that it would positively influence the climate if it were available.

Fifty-five percent ($n = 844$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was available felt that it positively influenced climate. Of those Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was not available, 26% ($n = 392$) thought that it would positively influence the climate if it were available.

Fifty-three percent ($n = 819$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available felt that it positively influenced climate. Of those Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was not available, 28% ($n = 431$) thought that it would positively influence the climate if it were available.

Fifty-six percent ($n = 852$) of the Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available felt that it positively influenced climate. Of those Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was not available, 24% ($n = 366$) thought that it would positively influence the climate if it were available.

Sixty-six percent ($n = 1,011$) of the Student respondents who thought that effective faculty mentorship of students was available felt that it positively influenced climate. Of those Student

respondents who thought that effective faculty mentorship of students was not available, 22% ($n = 342$) thought that it would positively influence the climate if it were available.

Seventy-two percent ($n = 1,101$) of the Student respondents who thought that effective academic advising was available felt that it positively influenced climate. Of those Student respondents who thought that effective academic advising was not available, 16% ($n = 251$) thought that it would positively influence the climate if it were available.

Sixty-five percent ($n = 1,005$) of the Student respondents who thought that diversity training for student staff (e.g., student union, resident assistants) was available felt that it positively influenced climate. Of those Student respondents who thought that diversity training for student staff was not available, 19% ($n = 292$) thought that it would positively influence the climate if it were available.

Thirty-nine percent ($n = 604$) of the Student respondents who thought that affordable child care was available felt that it positively influenced climate. Of those Student respondents who thought that affordable child care was not available, 37% ($n = 559$) thought that it would positively influence the climate if it were available.

Table 62. Student Respondents' Perceptions of Institutional Initiatives

Institutional initiative	Initiative Available at University						Initiative NOT available at University					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for students	1,011	64.4	193	12.3	19	1.2	285	18.2	51	3.3	10	0.6
Providing diversity and equity training for staff	1,023	66.2	170	11.0	22	1.4	293	19.0	31	2.0	6	0.4
Providing diversity and equity training for faculty	1,009	65.9	157	10.2	22	1.4	305	19.9	33	2.2	6	0.4
Providing a person to address student complaints of classroom inequity	823	53.6	161	10.5	29	1.9	463	30.1	50	3.3	10	0.7
Increasing opportunities for cross-cultural dialogue among students	844	55.1	205	13.4	25	1.6	392	25.6	59	3.8	8	0.5
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	819	53.3	199	12.9	28	1.8	431	28.0	53	3.4	7	0.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	852	55.5	215	14.0	33	2.1	366	23.8	56	3.6	14	0.9
Providing effective faculty mentorship of students	1,011	65.7	136	8.8	17	1.1	342	22.2	28	1.8	5	0.3
Providing effective academic advising	1,101	71.7	137	8.9	25	1.6	251	16.3	16	1.0	6	0.4
Providing diversity training for student staff	1,005	65.3	162	10.5	27	1.8	292	19.0	44	2.9	9	0.6
Providing adequate childcare	604	39.4	214	14.0	27	1.8	559	36.5	113	7.4	15	1.0

Note: Table includes Student responses (*n* = 1,659) only.

Two hundred and twenty-two WCU Student respondents elaborated on the perceived availability of institutional initiatives and opinions of institutional actions of WCU. The dominant theme reflected by the student respondents was the need for more conversation and training regarding diversity. Two minor themes also emerged: the desire for more respect for student opinions and positive reflections on the WCU climate.

More Conversation and Training Regarding Diversity. Nearly 30% of Student respondents who elaborated on the perceived institutional initiatives and institutional actions addressed diversity. One Undergraduate Student respondent explained, “Diversity training that extends beyond the office of multicultural affairs ‘WCU Speaks’ so everyone can receive proper training.” Another Student respondent noted, “The students (and some staff) of this university are generally ignorant when it comes to issues of race, gender equality, LGBT rights, etc., and it would serve them well to be better educated on these matters.” From a more nuanced perspective, one respondent expressed, “We definitely have a very effective LGBTQA peer education program on campus and speak outs, but we have nothing comparable to this in other areas such as race/ethnicity, disability, etc.” In particular, differences in ability were mentioned often, “Faculty absolutely needs disability training.” However, the most commonly addressed intersecting identity was race. One Student respondent noted, “I personally feel as though race relations should be a required class for every student on campus.” Another Student simply stated, “Campus is rich and white.” One Graduate Student suggested, “I think the topic of diversity should be incorporated in new student orientation.”

Respect and Value Students More. About 10% of WCU Student respondents who elaborated on the perceived institutional initiatives and institutional actions shared a sentiment of wanting more respect on campus. One Student respondent noted, “WCU is run like a business as opposed to a place for people.” Similarly, another Student respondent shared, “The campus climate is not geared toward students needs/wants. It is all geared toward how to make more money.” Faculty – Student relationships and interaction were mentioned often in the data provided by students on this matter. One Student noted, “my professors look at me with the same glassy-eyed, void-gazing stare that a complete stranger would. I feel like an intruder, an interloper, like I don't

belong at all.” Expressing a similar sentiment, another Student respondent elaborated, “I think professors need to have more respect for students. I feel that the majority of my professors could care less if I am struggling in a course.”

Positive Reflections on WCU Climate. When given the opportunity to elaborate on institutional initiatives and institutional actions, 20 Student respondents offered positive and appreciative reflections on WCU. One Student respondent shared, “West Chester University is a positive influence on a variety of student’s interests and academics.” Another Student noted, “My academic advisor is amazing and has helped me so much. I really think the school has immaculate and limitless resources to succeed in college.” Other Student respondents added, “I think the overall climate at WCU is good” and, similarly, “On the whole, the campus is pretty welcoming.”

Summary

Perceptions of actions taken by WCU help to shape the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agree that the initiatives cited in the survey have, or would have, a positive influence on the campus climate. Notably, substantial numbers of Faculty, Staff/Administrator, and Student respondents indicated that many of the initiatives were not available on WCU’s campus, yet would positively influence the climate. If, in fact, these initiatives are available, WCU would benefit from better publicizing all that the institution offers to its campus community members.

Next Steps

Embarking on this campus-wide assessment is further evidence of WCU's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within WCU, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the WCU community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to WCU community members when the project was initiated. Also, as recommended by WCU's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #98–#99)

Appendix D – Survey: *West Chester University Assessment of Campus Climate and Community*

Appendix A
Cross Tabulations by Selected Demographics

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	Unknown/Missing	< 5	---	0	0.0	< 5	---	< 5	---	5	0.2
	Woman	1028	71.9	170	74.2	114	63.0	226	73.6	1538	71.6
	Man	371	25.9	58	25.3	64	35.4	76	24.8	569	26.5
	Transgender	23	1.6	< 5	---	< 5	---	< 5	---	28	1.3
	Other	6	0.4	0	0.0	< 5	---	0	0.0	7	0.3
Racial identity	Unknown/Missing/Other	17	1.2	< 5	---	10	5.5	6	2.0	37	1.7
	Person of Color	235	16.4	52	22.7	23	12.7	34	11.1	344	16.0
	White Only	1085	75.9	160	69.9	144	79.6	253	82.4	1642	76.5
	Multiple	93	6.5	13	5.7	< 5	---	14	4.6	124	5.8
Sexual identity	Unknown/Missing	9	0.6	< 5	---	8	4.4	9	2.9	30	1.4
	LGBQ	159	11.1	19	8.3	18	9.9	25	8.1	221	10.3
	Heterosexual	1163	81.3	192	83.8	147	81.2	257	83.7	1759	81.9
	Other	99	6.9	14	6.1	8	4.4	16	5.2	137	6.4

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Citizenship status	Unknown/Missing	0	0.0	0	0.0	< 5	---	< 5	---	< 5	---
	U.S. Citizen	1371	95.9	208	90.8	148	81.8	294	95.77	2021	94.1
	Non-U.S. Citizen	59	4.1	21	9.2	32	17.7	12	3.91	124	5.8
	Undocumented	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0
Disability status	Unknown/Missing/Other	49	3.4	11	4.8	8	4.4	8	2.61	76	3.5
	Disability	322	22.5	38	16.6	33	18.2	40	13.03	433	20.2
	No Disability	995	69.6	165	72.1	129	71.3	247	80.46	1536	71.5
	Multiple Disability	61	4.3	15	6.6	9	5.0	10	3.26	95	4.4
Religious/ Spiritual affiliation	Unknown/Missing	11	0.8	< 5	---	10	5.5	10	3.26	32	1.5
	Christian Affiliation	814	56.9	126	55.0	70	38.7	196	63.84	1206	56.2
	Other Faith-Based	74	5.2	24	10.5	28	15.5	19	6.19	145	6.8
	No Affiliation	463	32.4	70	30.6	65	35.9	76	24.76	674	31.4
	Multiple Affiliations	68	4.8	8	3.5	8	4.4	6	1.95	90	4.2

Note: % is the percent of each column for that demographic category (e.g., percent of undergraduates that are male)

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your primary position at WCU? (Question 1)

Position	<i>n</i>	%
Undergraduate student	1,430	66.6
Enrolled as a first-year student to WCU	986	69.0
Transferred from another institution	388	27.1
Missing	56	3.9
Graduate student	229	10.7
Tenured faculty	98	4.6
Classroom	90	91.8
<i>Instructor</i>	0	
<i>Assistant</i>	1	
<i>Associate</i>	33	
<i>Professor</i>	35	
Non-classroom	8	8.2
<i>Instructor</i>	0	
<i>Assistant</i>	2	
<i>Associate</i>	3	
<i>Professor</i>	3	
Tenure-track faculty (Probationary)	51	2.4
Classroom	47	92.2
<i>Instructor</i>	0	
<i>Assistant</i>	32	
<i>Associate</i>	2	
<i>Professor</i>	1	
Non-classroom	4	7.8
<i>Instructor</i>	0	
<i>Assistant</i>	4	
<i>Associate</i>	0	
<i>Professor</i>	0	
RPT faculty¹	0	0.0

Table B1 (con.)

Temporary faculty (Adjunct)	32	1.5
Classroom	30	93.8
<i>Instructor</i>	18	
<i>Assistant</i>	1	
<i>Associate</i>	8	
<i>Professor</i>	0	
Non-classroom	2	6.3
<i>Instructor</i>	1	
<i>Assistant</i>	0	
<i>Associate</i>	0	
<i>Professor</i>	0	
Staff	307	14.3
AFSCME	110	35.8
Coaches	5	1.6
Management (non-represented; 150-200)	102	33.2
OPEIU Nurses	2	0.7
SCUPA State University Administrators	55	17.9
SPFPA Police/Security	5	1.6
Administrator (e.g., Managers (210 and above), Associate Deans, Directors, Assistant Directors)	25	8.1
Missing	3	1.0

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer. There are missing data for the sub-categories, as indicated.

¹No sub-categories for RPT faculty are included in this table because there were no RPT faculty among the respondents

Table B2. Are you full-time or part-time in that primary position? (Question 2)

Status	<i>n</i>	%
Full-time	1,960	91.3
Part-time	184	8.6
Missing	3	0.1

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 488).

Table B3. What is your birth sex? (assigned) (Question 37)

Birth sex	<i>n</i>	%
Female	1,567	73.0
Male	571	26.6
Intersex	1	0.0
Missing	8	0.4

Table B4. What is your gender/gender identity? (Question 38)

Gender identity	<i>n</i>	%
Woman	1,538	71.6
Man	569	26.5
Genderqueer	23	1.1
Transgender	5	0.2
A gender identity not listed above	7	0.3
Missing	5	0.2

Table B5. What is your current gender expression? (Question 39)

Gender expression	<i>n</i>	%
Feminine	1,511	70.4
Masculine	556	25.9
Androgynous	46	2.1
A gender expression not listed above	20	0.9
Missing	14	0.7

Table B6. What is your citizenship status in the U.S.? (Mark all that apply.) (Question 40)

Citizenship status	<i>n</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	2	0.1
Other legally documented status (EAD, CAT)	1	0.0
Currently under a withholding of removal status	0	0.0

Table B7. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply. (Question 41)

Racial/ethnic identity	<i>n</i>	%
White	1,742	81.1
Black/African American	254	11.8
Latino(a)/Chicano(a)/Hispanic	108	5.0
Asian/Asian American	74	3.4
American Indian	31	1.4
Middle Eastern	21	1.0
Southeast Asian	11	0.5
Pacific Islander	11	0.5
Alaskan Native	1	0.0
Native Hawaiian	1	0.0
A racial/ethnic identity not listed above	23	1.1

Table B8. Which term best describes your sexual identity? (Question 42)

Sexual identity	<i>n</i>	%
Heterosexual	1,759	81.9
Asexual	116	5.4
Bisexual	79	3.7
Gay	33	1.5
Lesbian	33	1.5
Pansexual	29	1.4
Queer	25	1.2
Questioning	22	1.0
A sexual identity not listed above	21	1.0
Missing	30	1.4

Table B9. What is your age? (Question 43)

Age	<i>n</i>	%
21 and under	1,089	50.7
22-24	315	14.7
25-34	244	11.4
35-44	122	5.7
45-54	164	7.6
55-64	122	5.7
65 and over	19	0.9
Missing	72	3.4

Table B10. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 44)

Caregiving responsibility	<i>n</i>	%
No	1,784	83.1
Yes	355	16.5
Children 18 years of age or under	236	66.5
Children over 18 years of age, but still legally dependent (e.g., in college, has a disability, etc.)	77	21.7
Senior or other family member	74	20.8
Independent adult children over 18 years of age	36	10.1
Partner who is sick or has a disability	9	2.5
<u>A parenting or caregiving responsibility not listed above</u>	<u>36</u>	<u>10.1</u>

Note: Percentages may not sum to 100% as a result of multiple responses.

Table B11. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard? (Question 45)

Military status	<i>n</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
<u>Missing</u>	<u>13</u>	<u>0.6</u>

Table B12. Students only: What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 46)

Level of education	Parent/Guardian 1		Parent/Guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	17	1.0	15	0.9
Some high school	46	2.8	64	3.9
Completed high school/GED	338	20.4	399	24.1
Some college	217	13.1	218	13.1
Business/technical certificate/degree	71	4.3	108	6.5
Associate's degree	128	7.7	123	7.4
Bachelor's degree	447	26.9	433	26.1
Some graduate work	35	2.1	22	1.3
Master's degree (M.A., M.S., MBA)	270	16.3	172	10.4
Specialist degree (Ed.S.)	6	0.4	6	0.4
Doctoral degree (e.g., Ph.D., Ed.D.)	54	3.3	20	1.2
Professional degree (e.g., M.D., J.D.)	21	1.3	13	0.8
Unknown	3	0.2	16	1.0
Not applicable	4	0.2	42	2.5
Missing	2	0.1	8	0.5

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,659).

Table B13. Faculty/Staff only: What is your highest level of education? (Question 47)

Level of education	<i>n</i>	%
No high school	0	0.0
Some high school	0	0.0
Completed high school/GED	8	1.6
Some college	34	7.0
Business/technical certificate/degree	8	1.6
Associate's degree	17	3.5
Bachelor's degree	92	18.9
Some graduate work	25	5.1
Master's degree	137	28.1
Specialist degree (Ed.S.)	1	0.2
Doctoral degree (e.g., Ph.D., Ed.D.)	159	32.6
Professional degree (e.g., M.D., J.D.)	4	0.8
Missing	3	0.6

Note: Table includes answers only from those respondents who indicated that they were Faculty/Staff in Question 1 (*n* = 488).

Table B14. Undergraduate Students only: Where are you in your college career? (Question 48)

Year in college career	<i>n</i>	%
Non-degree student	4	0.3
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
Missing	1	0.1

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,430).

Table B15. Graduate Students only: Where are you in your graduate career? (Question 49)

Year in graduate career	<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	2	22.2
Third (or more) year	1	11.1
Advanced to Candidacy	0	0.0
ABD (all but dissertation)	0	0.0
Missing	2	0.9

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 229).

Table B16. Faculty only: Which academic department are you primarily affiliated with at this time? (Question 50)

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)	1	0.6
Undergraduate Studies and Student Support Services	2	1.1
Missing	4	2.2

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 181).

**Table B17. Staff only: Which academic division/department are you primarily affiliated with at this time?
 (Question 51)**

Academic division/department	<i>n</i>	%
President's Office	6	2.0
President's Office	4	66.7
Social Equity	2	33.3
Information Center	0	0.0
Student Affairs	64	20.8
Student Affairs – Vice President's Office	5	8.8
Athletics	8	14.0
<i>Athletics Development</i>	0	0.0
<i>Sports Information</i>	1	12.5
<i>Coaches</i>	2	25.0
Student Development & Involvement	5	8.8
<i>Fraternity/Sorority Life</i>	1	20.0
<i>New Student Programs</i>	2	40.0
<i>Campus Recreation</i>	0	0.0
<i>Student Leadership and Involvement</i>	1	20.0
Housing Services	10	17.5
<i>Residence Life</i>	6	60.0
<i>Dining Services</i>	1	10.0
Counseling Center	1	1.8
Student Health Services & Wellness Programs	6	10.5
Women's Center	2	3.5
Sykes Student Union	8	14.0
Judicial Affairs & Student Assistance	3	5.3
Service-Learning & Volunteer Programs	2	3.5
Multicultural Affairs	2	3.5
Career Development Center	5	8.8
Administration and Finance	61	19.9
Administration and Finance – Vice President's Office	2	3.5
Finance, Budget and Business Services	24	42.1
Accounting and Financial Reporting	0	0.0
<i>Budget</i>	0	0.0
<i>Student Financial Services</i>	7	29.2
<i>Business Services</i>	9	37.5
<i>Business Systems</i>	0	0.0
Human Resources	5	8.8
<i>Training and Organizational Development</i>	1	20.0
<i>Environmental Health and Safety</i>	1	20.0
<i>Payroll</i>	0	0.0
<i>Labor Relations</i>	0	0.0
<i>Benefits</i>	0	0.0

Table B17 cont.	<i>n</i>	<i>%</i>
<i>Employment Management/HRIS/Document Management</i>	1	20.0
Public Safety	8	14.0
<i>Residence Hall Security</i>	0	0.0
<i>Public Safety</i>	4	50.0
<i>Emergency Planning/Electronic Security</i>	0	0.0
<i>Parking Services</i>	2	25.0
<i>Reporting Compliance, Threat Assessment & Intolerance Investigations</i>	0	0.0
Facilities	17	29.8
<i>Plant Operations</i>	0	0.0
<i>Financial Support Services</i>	1	5.9
<i>Custodial and Grounds</i>	5	29.4
<i>Design and Construction</i>	7	41.2
<i>Planning</i>	1	5.9
Internal Audit	0	0.0
Administration and Finance – Executive Associate	1	1.8
Information Services	33	10.7
Information Services – Vice President’s Office	2	6.9
<i>Networking Services</i>	0	0.0
<i>Data Center Services</i>	0	0.0
<i>WiFi Services</i>	0	0.0
<i>IT Security Services</i>	0	0.0
<i>Student Residential Computing Services</i>	0	0.0
<i>Telecommunications</i>	0	0.0
Networking & Telecommunications	6	20.7
IS Budget & Planning	1	3.4
<i>IS Budget Planning</i>	0	0.0
<i>IS Organizational Planning</i>	0	0.0
Content and Web Services	6	20.7
<i>University Web Services</i>	5	83.3
<i>SharePoint Content Services</i>	1	16.7
<i>IT Emergency Management</i>	0	0.0
<i>Digital Form Services</i>	0	0.0
<i>Digital Signage Services</i>	0	0.0
Client Support Services	4	13.8
IT Help Desk	1	25.0
<i>LMS Services</i>	2	50.0
<i>Faculty/Staff Training Services</i>	0	0.0
<i>DAC Services</i>	0	0.0
<i>RECAP Conference</i>	0	0.0
Technical Support Services	6	20.7
<i>Desktop Support Services</i>	0	0.0

Table B17 cont.	<i>n</i>	<i>%</i>
<i>Multimedia Services</i>	1	16.7
<i>Digital Media Center Services</i>	2	33.3
<i>Student Technical Fee Services</i>	2	33.3
<i>Desktop Virtualization</i>	0	0.0
IT Strategic Sourcing & Planning	0	0.0
<i>Strategic Sourcing</i>	0	0.0
<i>IS Contracts</i>	0	0.0
IT Communications & PASSHE Relations	0	0.0
<i>PASSHE Committees</i>	0	0.0
<i>IT Communication</i>	0	0.0
Administrative Computing Systems	4	13.8
<i>Auxiliary System Services</i>	0	0.0
<i>myWCU Services</i>	0	0.0
<i>Analytical Services</i>	0	0.0
<i>Document Imaging</i>	0	0.0
<i>Data Base Services</i>	1	25.0
Advancement	15	4.9
Advancement – Vice President’s Office	1	8.3
WCU Foundation	2	16.7
<i>Development</i>	2	100.0
<i>Finance & Accounting</i>	0	0.0
<i>Special Projects/Partnerships</i>	0	0.0
<i>University Student Housing</i>	0	0.0
Alumni Relations	2	16.7
Cultural & Community Affairs	2	16.7
<i>Conference Services</i>	0	0.0
<i>Venue Management</i>	0	0.0
Office of Communications	3	25.0
<i>Public Relations & Marketing</i>	0	0.0
<i>Publications, Printing, & Editorial Services</i>	0	0.0
Sponsored Research	2	16.7
External Operations	6	2.0
External Operations – Vice President’s Office	2	33.3
Business Technology Center	0	0.0
Distance Education	3	50.0
Graduate Business Center	1	16.7
WCU in Philadelphia	0	0.0
Academic Affairs	98	31.9
Provost’s Office	10	11.6
College of Arts and Sciences	9	10.5
College of Business and Public Affairs	15	17.4
College of Education	6	7.0

Table B17 cont.	<i>n</i>	%
College of Health Sciences	5	5.8
College of Visual and Performing Arts	6	7.0
International Programs	2	2.3
Enrollment/Registrar	18	20.9
<i>Admissions</i>	0	0.0
<i>Financial Aid</i>	0	0.0
<i>Registrar</i>	0	0.0
Academic Administration	11	12.8
<i>Pre-Major Advising</i>	0	0.0
<i>LARC</i>	0	0.0
<i>Academic Development Programs</i>	0	0.0
<i>ROTC</i>	0	0.0
<i>Retention</i>	0	0.0
<i>Student Relations Success</i>	0	0.0
<i>Student with Disabilities/TRIO</i>	0	0.0
<i>Honors</i>	0	0.0
<i>Academic Policy</i>	0	0.0
<i>Library Services</i>	0	0.0
Associate Provost	4	4.7
<i>Program Review</i>	0	0.0
<i>Faculty Development</i>	0	0.0
<i>Assessment</i>	0	0.0
<i>Graduate Dean</i>	0	0.0
<i>Grad Enrollment</i>	0	0.0
<i>Institutional Research</i>	0	0.0
Missing	24	7.8

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 307).

**Table B18. Undergraduate Students only: What is your academic major? (Mark all that apply.)
 (Question 52)**

Academic major	<i>n</i>	%
Arts and Sciences	547	38.3
Anthropology and Sociology	16	2.9
Biology	109	19.9
Chemistry	59	10.8
Communication Studies	72	13.2
Computer Sciences	31	5.7
English	48	8.8
Geology and Astronomy	15	2.7
History	23	4.2
Languages and Cultures	27	4.9
Liberal Studies Program	12	2.2
Mathematics	30	5.5
Philosophy	10	1.8
Physics	15	2.7
Psychology	95	17.4
Women's and Gender Studies Program	27	4.9
Business and Public Affairs	351	24.5
Accounting	70	19.9
Criminal Justice	52	14.8
Economics and Finance	55	15.7
Geography and Planning	7	2.00
Management	69	19.7
Marketing	60	17.1
Political Science	34	9.7
Undergraduate Social Work	36	10.3
Education	202	14.1
Early and Middle Grades Education	144	71.3
Instructional Media	1	0.5
Special Education	88	43.6

Table B18 cont.	<i>n</i>	%
Health Sciences	283	19.8
Communicative Disorders	57	20.1
Health	41	14.5
Kinesiology	57	20.1
Nursing	46	16.3
Nutrition	53	18.7
Sports Medicine	21	7.4
Visual Performing Arts	69	4.8
Applied Music	8	11.6
Art	17	24.6
Instrumental Music	11	15.9
Keyboard Music	1	1.5
Music Education	29	42.0
Music History	4	5.8
Music, Theory, History, and Composition	3	4.4
Theater and Dance	7	10.1
Vocal and Choral Music	4	5.8
Educational Services (Pre-Major)	45	3.1

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,430).

**Table B19. Graduate Students only: What is your academic degree program? (Mark all that apply.)
 (Question 53)**

Academic division	<i>n</i>	%
Arts and Sciences	54	23.8
Anthropology and Sociology	0	0.0
Biology	1	1.9
Chemistry	0	0.0
Communication Studies	4	7.4
Computer Sciences	4	7.4
English	3	5.6
Geology and Astronomy	3	5.6
History	5	9.3
Languages and Cultures	2	3.7
Mathematics	10	18.5
Philosophy	4	7.4
Physics	0	0.0
Psychology	12	22.2
Women's and Gender Studies Program	0	0.0
Certificates	0	0.0
Business and Public Affairs	73	32.2
Accounting	0	0.0
Criminal Justice	7	9.6
Economics and Finance	0	0.0
Geography and Planning	1	1.4
Management	5	6.9
Marketing	1	1.4
Political Science	1	1.4
Public Policy & Administration	22	30.1
Graduate Social Work	31	42.5
Certificates	0	0.0
Education	55	24.2
Instructional Media	0	0.0
Counselor Education	34	61.8
Special Education	9	16.4
Early and Middle Grades Education	5	9.1
Literacy	2	3.6
Professional and Secondary Education	2	3.6
Certificates	2	3.6
Health Sciences	41	18.1
Health	21	51.2
Kinesiology	4	9.8
Nursing	6	14.6
Nutrition and Dietetics	4	9.8

Table B19 cont.	<i>n</i>	%
Communicative Disorders	5	12.2
Certificates	0	0.0
Visual Performing Arts	1	0.4
Applied Music	0	0.0
Instrumental Music	1	100.0
Keyboard Music	0	0.0
Music, Theory, History, and Composition	0	0.0
Music Education	0	0.0
Vocal and Choral Music	0	0.0
Certificates	0	0.0
Educational Services (Graduate Pre-admission)	3	1.3

Note: Table includes answers from only those respondents who indicated that they were Graduate Students in Question 1 (*n* = 229).

**Table B20. Which, if any, of the conditions listed below impact your learning, working or living activities?
 (Mark all that apply.) (Question 54)**

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
A disability/condition not listed here	4	0.2
I have none of the listed conditions	1,543	71.9

Note: Percentages may not sum to 100% as a result of multiple responses.

Table B21. What is the language(s) spoken in your home? (Mark all that apply.) (Question 56)

<u>Language</u>	<u><i>n</i></u>	<u>%</u>
English only	1,933	90.0
Only a language other than English	29	1.4
English and one or more other languages	180	8.4
<u>Missing</u>	<u>5</u>	<u>0.2</u>

Table B22. What is your religious or spiritual identity? (Mark all that apply.) (Question 57)

Spiritual identity	<i>n</i>	%		<i>n</i>	%
Agnostic	203	9.5	United Church of Christ	19	1.5
Atheist	136	6.3	A Christian affiliation not listed above	26	2.0
Baha'i	1	0.0	Confucianist	6	0.3
Buddhist	29	1.4	Druid	2	0.1
Christian	1,269	59.1	Hindu	20	0.9
African Methodist Episcopal (AME)	4	0.3	Jain	3	0.1
AME Zion	0	0.0	Jehovah's Witness	4	0.2
Assembly of God	6	0.5	Jewish	55	2.6
Baptist	71	5.6	Conservative	16	29.1
Catholic/Roman Catholic	589	46.4	Orthodox	0	0.0
Church of Christ	13	1.0	Reformed	27	49.1
Church of God in Christ	7	0.6	A Jewish affiliation not listed above	4	7.3
Christian Orthodox	3	0.2	Muslim	19	0.9
Christian Methodist Episcopal	8	0.6	Ahmadi	0	0.0
Christian Reformed Church (CRC)	0	0.0	Shi'ite	1	5.3
Episcopalian	24	1.9	Sufi	1	5.3
Evangelical	22	1.7	Sunni	15	78.9
Greek Orthodox	9	0.7	A Muslim affiliation not listed above	0	0.0
Lutheran	77	6.1	Native American Traditional Practitioner or Ceremonial	3	0.1
Mennonite	4	0.3	Pagan	14	0.7
Moravian	1	0.1	Rastafarian	2	0.1
Nondenominational Christian	122	9.6	Scientologist	0	0.0
Pentecostal	14	1.1	Secular Humanist	9	0.4
Presbyterian	63	5.0	Shinto	1	0.0
Protestant	40	3.2	Sikh	3	0.1
Protestant Reformed Church (PR)	2	0.2	Taoist	5	0.2
Quaker	11	0.9	Unitarian Universalist	1	0.0
Reformed Church of America (RCA)	0	0.0	Wiccan	14	0.7
Russian Orthodox	5	0.4	Spiritual, but no religious affiliation	201	9.4
Seventh Day Adventist	3	0.2	No affiliation	249	11.6
The Church of Jesus Christ of Latter-day Saints	0	0.0	A religious affiliation or spiritual identity not listed above	27	1.3
United Methodist	69	5.4			

Note: Percentages may not sum to 100% as a result of multiple responses.

Table B23. Students only: Are you currently dependent (family/guardian assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)? (Question 58)

Dependency status	<i>n</i>	%
Dependent	1,285	77.5
Independent	340	20.5
Missing	34	2.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,659).

Table B24. Students only: What is your best estimate of your family's yearly income (if partnered, married, or a dependent student) or your yearly income (if single or an independent student)? (Question 59)

Income	<i>n</i>	%
Below \$29,999	227	13.7
\$30,000 - \$39,999	131	7.9
\$40,000 - \$59,999	204	12.3
\$60,000 - \$79,999	257	15.5
\$80,000 - \$99,999	216	13.0
\$100,000 - \$129,999	296	17.8
\$130,000 - \$199,999	176	10.6
\$200,000 - \$249,999	61	3.7
\$250,000 and above	46	2.8
Missing	45	2.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,659).

Table B25. Students only: Where do you live? (Question 60)

Residence	<i>n</i>	%
Campus housing	690	41.6
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
Non-campus housing	950	57.3
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
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab, homeless)	4	0.2
Missing	15	0.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,659). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B26. Students only: Do you participate in any of the following clubs/organizations at WCU? (Mark all that apply.) (Question 61)

Clubs/organizations	<i>n</i>	%
Academic (e.g., Anthropology Club, Society of Physics Students, Gender Studies Club)	457	27.5
Service (e.g., Circle K International, Habitat for Humanity, University Ambassadors)	230	13.9
Special Interest (e.g., Homecoming, Public Health Club, Video Game Club)	219	13.2
Greek (e.g., Kappa Delta Rho, Delta Phi Epsilon, Phi Gamma Delta)	199	12.0
Honor (e.g., Kinesiology - Phi Epsilon Kappa, Economics – Omicron Delta Epsilon, Education – Kappa Delta Pi)	156	9.4
Equity (e.g., AFRISA, Hillel, LGBTQA, SVGA)	146	8.8
Religious (e.g., Catholic Newman Student Association, IMPACT, Muslim Student Association)	143	8.6
Sports Clubs (e.g., Swim Club, Water Polo, Ultimate Frisbee)	143	8.6
Music (e.g., Brass Ensemble, Concert Choir, Marching Band)	122	7.4
Governing (e.g., Student Government Association, Residence Hall Association, Graduate Student Association)	85	5.1
Media (e.g., Daedalus, The Quad, WCUR)	57	3.4
Intercollegiate Athletics (e.g., Football, Volleyball, Field Hockey)	39	2.4
Political (e.g., The College Democrats, Students for Liberty, The College Republicans)	31	1.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,659). Percentages may not sum to 100% as a result of multiple responses.

Table B27. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 62)

GPA	<i>n</i>	%
No GPA	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
Missing	3	0.2

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,659).

Table B28. Students only: Have you experienced financial hardship at WCU? (Question 63)

Financial hardship	<i>n</i>	%
No	872	52.6
Yes	782	47.1
Missing	5	0.3

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,659).

Table B29. Students only: How have you experienced the financial hardship? (Mark all that apply.) (Question 64)

Experience	<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 (alternative spring breaks, class trips, study abroad, etc.)	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
An experience not listed above	32	4.1

Note: Table includes answers only from those Students who indicated they experienced financial hardship in Question 63 (*n* = 782).

Table B30. Students only: How are you currently paying for your education at WCU? (Mark all that apply) (Question 65)

Source of funding	<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
A method of payment not listed above	58	3.5

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,659).

**Table B31. Students only: Are you employed either on-campus or off-campus during the academic year?
 (Question 66)**

Employed	<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

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,659).

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B32. Overall, how comfortable are you with the campus climate at West Chester University? (Question 3)

Comfort	<i>n</i>	%
Very comfortable	513	23.9
Comfortable	1,218	56.7
Neither comfortable nor uncomfortable	283	13.2
Uncomfortable	116	5.4
Very uncomfortable	17	0.8

Table B33. Faculty/Staff only: Overall, how comfortable are you with the climate in your department/work unit? (Question 4)

Comfort	<i>n</i>	%
Very comfortable	182	37.3
Comfortable	191	39.1
Neither comfortable nor uncomfortable	53	10.9
Uncomfortable	48	9.8
Very uncomfortable	14	2.9

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 488).

Table B34. Students/Faculty only: Overall, how comfortable are you with the climate in your classes? (Question 5)

Comfort	<i>n</i>	%
Very comfortable	538	29.3
Comfortable	1,015	55.2
Neither comfortable nor uncomfortable	195	10.6
Uncomfortable	84	4.6
Very uncomfortable	6	0.3

Note: Table includes answers only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 1,840).

Table B35. Have you ever seriously considered leaving WCU? (Question 6)

Considered leaving	<i>n</i>	%
No	1,473	68.7
Yes	671	31.3

Table B36. Students only: When did you seriously consider leaving WCU? (Mark all that apply.) (Question 7)

Year	<i>n</i>	%
During my first year as a student	302	69.7
During my second year as a student	163	37.6
During my third year as a student	56	12.9
During my fourth year as a student	24	5.5
During my fifth year as a student	5	1.2
After my fifth year as a student	1	0.2

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 6 (*n* = 433).

Table B37. Students only: Why did you seriously consider leaving WCU? (Mark all that apply.) (Question 8)

Reasons	<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 (e.g., medical, mental health, family emergencies)	104	24.0
Homesick	99	22.9
Financial reasons	62	14.3
Didn't like major	57	13.2
Didn't offer the major I was interested in	41	9.5
Coursework was too difficult	37	8.5
Trauma (bullying, sexual assault, etc.)	31	7.2
My marital/relationship status	26	6.0
Didn't meet the selection criteria for a major	16	3.7
A reason not listed above	104	24.0

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 6 (*n* = 433).

Table B38. Faculty/Staff only: Why did you seriously consider leaving WCU? (Mark all that apply.) (Question 9)

Reasons	<i>n</i>	%
Limited opportunities for advancement	113	47.5
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
Recruited or offered a position at another institution/organization	26	10.9
Family responsibilities	19	8.0
Lack of benefits	17	7.1
Personal reasons (medical, mental health, family emergencies, etc.)	17	7.1
Trauma (harassment/bullying, sexual assault, etc.)	17	7.1
Local community did not meet my (my family's) needs	10	4.2
Relocation	7	2.9
Spouse or partner unable to find suitable employment	6	2.5
Spouse or partner relocated	4	1.7
Offered position in government or industry	2	0.8
A reason not listed above	52	21.8

Note: Table includes answers only from those Faculty/Staff who indicated that they considered leaving in Question 6 (*n* = 238).

Table B39. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at WCU. (Question 11)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	538	32.4	898	54.1	132	8.0	87	5.2	4	0.2
Few of my courses this year have been intellectually stimulating.	247	15.0	521	31.6	280	17.0	447	27.1	156	9.4
I am satisfied with my academic experience at WCU.	529	32.1	923	55.9	154	9.3	41	2.5	3	0.2
I am satisfied with the extent of my intellectual development since enrolling at WCU.	582	35.4	855	52.0	160	9.7	47	2.9	1	0.1
I have performed academically as well as I anticipated I would.	511	31.0	741	44.9	250	15.1	141	8.5	8	0.5
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	667	40.3	816	49.3	155	9.4	13	0.8	3	0.2
My interest in ideas and intellectual matters has increased since coming to WCU.	653	39.5	714	43.2	241	14.6	42	2.5	2	0.1
I intend to graduate from WCU.	1,276	77.6	337	20.5	25	1.5	6	0.4	1	0.1
I am considering transferring to another college or university for academic reasons.	27	1.6	33	2.0	75	4.5	367	22.1	1,155	69.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,659).

Table B40. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (bullied, harassed) that has interfered with your ability to work or learn at WCU? (Question 12)

Experienced conduct	<i>n</i>	%
No	1,843	85.8
Yes	304	14.2

Table B41. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 13)

Basis	<i>n</i>	%
Gender/gender identity	70	23.0
Ethnicity	61	20.1
Age	54	17.8
Position (staff, faculty, student)	53	17.4
Racial identity	41	13.5
Living arrangement	37	12.2
Philosophical views	29	9.5
Major field of study	28	9.2
Physical characteristics	28	9.2
Mental health/psychological disability/condition	23	7.6
Religious/spiritual views	23	7.6
Sexual identity	23	7.6
Political views	21	6.9
Academic performance	19	6.3
Socioeconomic status	19	6.3
Educational credentials (M.S., Ph.D., etc.)	18	5.9
Gender expression	16	5.3
Participation in an organization/team	15	4.9
Medical disability/condition	14	4.6
Learning disability/condition	11	3.6
Marital status (e.g., single, married, partnered)	8	2.6
Immigrant/citizen status	7	2.3
Parental status (e.g., having children)	7	2.3
Physical disability/condition	7	2.3
International status	5	1.6
English language proficiency/accent	2	0.7
Pregnancy	2	0.7
Military/veteran status	1	0.3
Don't know	43	14.1
A reason not listed above	47	15.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 304). Percentages may not sum to 100 as a result of multiple responses.

Table B42. How would you describe the conduct? (Mark all that apply.) (Question 14)

Form	<i>n</i>	%
I was disrespected.	202	66.4
I was ignored or excluded.	154	50.7
I was isolated or left out.	142	46.7
I was intimidated or bullied.	91	29.9
I felt others staring at me.	77	25.3
I was the target of derogatory verbal remarks.	51	16.8
I was the target of workplace incivility.	40	13.2
I feared for my physical safety.	26	8.6
I feared getting a poor grade because of a hostile classroom environment.	23	7.6
I received derogatory/unsolicited e-mail correspondence or text messages.	22	7.2
I was singled out as the spokesperson for my identity group.	21	6.9
I was the target of retaliation.	21	6.9
I was the target of sexual harassment (such as unwanted comments and/or touching).	20	6.6
I was the target of racial/ethnic profiling.	19	6.3
I received derogatory written comments.	17	5.6
I received a low performance evaluation.	16	5.3
I was the target of derogatory posts on social networking sites (such as Facebook).	15	4.9
I received derogatory posts on social networking sites (such as Facebook).	13	4.3
I was the target of unwanted sexual contact.	13	4.3
Someone assumed I was admitted/hired/promoted due to my identity group.	11	3.6
I was the target of stalking.	10	3.3
I received threats of physical violence.	9	3.0
I was the target of physical violence.	8	2.6
I received derogatory phone calls.	5	1.6
I was the target of graffiti/vandalism.	5	1.6
Someone assumed I was not admitted/hired/promoted due to my identity group.	3	1.0
I feared for my family's safety.	3	1.0
An experience not listed above	28	9.2

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 304). Percentages may not sum to 100 as a result of multiple responses.

Table B43. Where did the conduct occur? (Mark all that apply.) (Question 15)

Location	<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
While walking on campus	40	13.2
At a campus event	39	12.8
Off campus	39	12.8
In a meeting with one other person	35	11.5
In e-mail correspondence or text message	31	10.2
On social networking sites (Facebook, Twitter, Instagram, Yik-Yak, etc.)	24	7.9
In a faculty office	21	6.9
In off-campus housing	17	5.6
In a campus dining facility	16	5.3
In athletic facilities	4	1.3
A location not listed above	17	5.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 304). Percentages may not sum to 100 as a result of multiple responses.

Table B44. Who/what was the source of the conduct? (Mark all that apply.) (Question 16)

Source	<i>n</i>	%
Student	148	48.7
Faculty member	66	21.7
Co-worker	51	16.8
Administrator	41	13.5
Staff member	37	12.2
Stranger	37	12.2
Friend	36	11.8
Department head	31	10.2
Supervisor	19	6.3
Social networking site (Facebook, Twitter, Instagram, Yik-Yak, etc.)	18	5.9
Public Safety	12	3.9
Campus visitor(s)	11	3.6
Faculty advisor	11	3.6
Don't know source	9	3.0
Off campus community member	8	2.6
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	5	1.6
Person that I supervise	4	1.3
Partner/spouse	3	1.0
Teaching assistant/Writing associate/Lab assistant/Tutor	3	1.0
Parent/family member	2	0.7
Athletic coach	1	0.3
A source not listed above	13	4.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 304). Percentages may not sum to 100 as a result of multiple responses.

Table B45. What was your response to experiencing the conduct? (Mark all that apply.) (Question 17)

Experience	<i>n</i>	%
I was angry.	177	58.2
I felt embarrassed.	142	46.7
I avoided the person who harassed me.	94	30.9
I ignored it.	93	30.6
I told a friend	85	28.0
I felt somehow responsible.	56	18.4
I was afraid.	53	17.4
I didn't report it for fear that my complaint would not be taken seriously.	48	15.8
I didn't know who to go to.	43	14.1
I didn't report it for fear of retaliation.	37	12.2
I left the situation immediately.	32	10.5
I confronted the harasser later.	32	10.5
I sought support from a staff member.	31	10.2
I sought support from a faculty member.	29	9.5
I did report it but I did not feel the complaint was taken seriously.	23	7.6
I confronted the harasser at the time.	22	7.2
I sought support from counseling services.	22	7.2
I made an official complaint to a campus employee/official.	19	6.3
It didn't affect me at the time.	14	4.6
A response not listed above.	25	8.2

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 304). Percentages may not sum to 100 as a result of multiple responses.

Table B46. While a member of the WCU community, have you experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)? (Question 19)

Experienced unwanted sexual contact	<i>n</i>	%
No	2,057	95.8
Yes	89	4.1
Missing	1	0.0

Table B47. When did the unwanted sexual contact occur? (Question 20)

When experienced unwanted sexual contact	<i>n</i>	%
Within the last year	43	48.3
2-4 years ago	38	42.7
5-10 years ago	2	2.2
11-20 years	0	0.0
More than 21 years ago	2	2.2
Missing	4	4.5

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 89). Percentages may not sum to 100 as a result of multiple responses.

Table B48. Students only: What semester were you in when you experienced the unwanted sexual contact? (Mark all that apply.) (Question 21)

Semester	<i>n</i>	%
First	36	42.9
Second	16	19.0
Third	16	19.0
Fourth	5	6.0
Fifth	1	1.2
Sixth	6	7.1
Seventh	4	4.8
Eighth	0	0.0
After eighth semester	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual contact (*n* = 87). Percentages may not sum to 100 as a result of multiple responses.

Table B49. Who did this to you? (Mark all that apply.) (Question 22)

Source	<i>n</i>	%
Student	28	31.5
Acquaintance	26	29.2
Stranger	25	28.1
Friend	22	24.7
Family member	1	1.1
Faculty	0	0.0
Staff	0	0.0
A person not listed above	8	9.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 89). Percentages may not sum to 100 as a result of multiple responses.

Table B50. Where did the incident(s) occur? (Mark all that apply.) (Question 23)

Location	<i>n</i>	%
Off-campus	55	61.8
On-campus	36	40.4

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 89). Percentages may not sum to 100 as a result of multiple responses.

Table B51. What was your response to experiencing the incident(s)? (Mark all that apply.) (Question 24)

Reaction	<i>n</i>	%
I told a friend.	48	53.9
I felt embarrassed.	46	51.7
I felt somehow responsible.	46	51.7
I was angry.	37	41.6
I was afraid.	33	37.1
I did nothing.	32	36.0
I didn't know what to do.	26	29.2
I ignored it.	24	27.0
I left the situation immediately.	19	21.3
I told a family member.	15	16.9
I didn't know who to go to.	14	15.7
It didn't affect me at the time.	11	12.4
I sought support from a campus resource.	10	11.2
I sought information on-line.	8	9.0
I sought support from off-campus hot-line/advocacy services/therapist.	7	7.1
I made an official complaint to a campus employee/official.	5	5.6
<i>Counseling Center</i>	7	70.0
<i>WCU Resident Assistant (RA)</i>	3	30.0
<i>WCU teaching assistant/graduate assistant</i>	1	10.0
<i>Women's Center</i>	0	0.0
<i>Health Center</i>	0	0.0
<i>Campus Sexual Misconduct Advocate</i>	0	0.0
<i>WCU Staff Person</i>	0	0.0
<i>WCU administrator</i>	0	0.0
<i>WCU faculty member</i>	0	0.0
<i>WCU student staff</i>	0	0.0
<i>WCU union representative</i>	0	0.0
I contacted a local law enforcement official.	3	3.4
I sought support from a spiritual advisor (e.g., pastor, rabbi, priest).	2	2.2
A response not listed above	8	9.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 89). Percentages may not sum to 100 as a result of multiple responses.

Table B52. Staff/Faculty only: Please respond to the following statements. (Question 27)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	54	11.1	87	17.9	195	40.0	151	31.0
My colleagues/co-workers expect me to represent “the point of view” of my identity (e.g., ability, ethnicity, gender, race, religion, sexual identity).	27	5.7	105	22.2	192	40.7	148	31.4
The process for determining salaries/merit raises is clear.	79	16.6	183	38.4	140	29.4	75	15.7
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	153	32.1	221	46.3	73	15.3	30	6.3
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	60	12.6	100	20.9	230	48.1	88	18.4

Table B53. Tenure-Track Faculty only: As a faculty member... (Question 29)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the tenure/promotion process is clear.	46	30.9	80	53.7	20	13.4	3	2.0
I believe that the tenure/promotion standards are reasonable.	42	28.2	83	55.7	23	15.4	1	0.7
I feel that my service contributions are important to tenure/promotion.	39	26.2	93	62.4	13	8.8	3	2.0
I feel pressured to change my research agenda to achieve tenure/promotion.	12	8.2	22	15.0	73	49.7	40	27.2
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load).	40	27.0	58	39.2	39	26.4	11	7.4
I feel that I am burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments, teaching load).	28	18.9	32	21.6	65	43.9	23	15.5
In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	1	0.8	7	5.3	82	61.7	43	32.3
I believe the tenure standards/promotion standards are applied equally to all faculty.	21	14.5	64	44.1	45	31.0	15	10.3
I find that WCU is supportive of the use of sabbatical/faculty enhancement leave.	23	16.7	97	70.3	18	13.0	0	0
I find that my department is supportive of my taking leave.	31	23.3	82	61.7	17	12.8	3	2.3

Note: Table includes answers only from those respondents who indicated that they held tenure-track academic appointments in Question 1 (*n* = 149).

Table B54. Faculty only: As a faculty member... (Question 31)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	40	22.6	96	54.2	29	16.4	12	6.8
I perform more work to help students beyond those of my colleagues with similar performance expectations (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support).	34	19.5	59	33.9	70	40.2	11	6.3
I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion or tenure (if not applicable, please skip).	20	20.2	50	50.5	22	22.2	7	7.1
I find that campus and college awards, stipends, grants, and development funds are awarded based on merit through transparent processes.	20	12.2	94	57.3	38	23.2	12	7.3
I have peers/mentors who give me career advice or guidance when I need it.	53	29.8	97	54.5	18	10.1	10	5.6

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 181).

Table B55. Staff only: Please respond to the following statements. (Question 33)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I find that my supervisor is supportive of my taking leave.	135	44.1	146	47.7	22	7.2	3	1.0
I find that my supervisor is supportive of flexible work schedules.	101	33.3	141	46.5	45	14.9	16	5.3
I feel that people who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work week-ends).	18	6.1	45	15.2	144	48.5	90	30.3
I have supervisors who give me job/career advice or guidance when I need it.	67	22.6	147	49.7	57	19.3	25	8.4
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	62	20.6	182	60.5	42	14.0	15	5.0
My supervisor provides me with resources to pursue professional development opportunities.	88	29.1	145	48.0	46	15.2	23	7.6
WCU provides me with resources to pursue professional development opportunities.	77	25.5	172	57.0	39	12.9	14	4.6
My supervisor provides ongoing feedback to help me improve my performance.	58	19.3	157	52.3	58	19.3	27	9.0
I have adequate access to administrative support.	58	19.7	162	54.9	52	17.6	23	7.8
My supervisor provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation, etc.).	74	24.9	153	51.5	57	19.2	13	4.4

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 307).

Table B56. Faculty only: Please respond to the following statements. (Question 35)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.	18	10.7	25	14.8	78	46.2	48	28.4
I have used policies on active service-modified duties.	1	0.9	8	7.5	67	62.6	31	29.0
My department provides me with resources to pursue professional development activities.	42	23.9	101	57.4	24	13.6	9	5.1
I have adequate access to administrative support.	33	18.8	95	54.0	35	19.9	13	7.4
My supervisor provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation, etc.).	11	7.3	68	45.0	50	33.1	22	14.6

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 181).

Table B57. Within the past year, have you OBSERVED any conduct, directed toward a person or group of people at WCU, that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working or learning environment? (Question 67)

Observed conduct	<i>n</i>	%
No	1,631	76.0
Yes	515	24.0

Table B58. Who/what was the target of the conduct? (Mark all that apply.) (Question 68)

Target	<i>n</i>	%
Student	339	65.8
Friend	99	19.2
Stranger	78	15.1
Co-worker	57	11.1
Staff member	53	10.3
Social networking site (Facebook, Twitter, Instagram, Yik-Yak, etc.)	51	9.9
Faculty member	46	8.9
Administrator	18	3.5
Don't know source	17	3.3
Off campus community member	10	1.9
Public Safety	8	1.6
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	6	1.2
Partner/spouse	6	1.2
Campus visitor(s)	5	1.0
Department head	4	0.8
Faculty advisor	2	0.4
Athletic coach	1	0.2
Person that I supervise	1	0.2
Supervisor	1	0.2
Teaching assistant/Writing associate/Lab assistant/Tutor	0	0.0
A source not listed above	24	4.7

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 515). Percentages may not sum to 100 as a result of multiple responses.

Table B59. Who or what was the source of this conduct? (Mark all that apply.) (Question 69)

Source	<i>n</i>	%
Student	293	56.9
Stranger	97	18.8
Social networking site (Facebook, Twitter, Instagram, Yik-Yak, etc.)	93	18.1
Faculty member	76	14.8
Friend	39	7.6
Administrator	38	7.4
Co-worker	37	7.2
Staff member	37	7.2
Don't know source	28	5.4
Department head	20	3.9
Supervisor	15	2.9
Public Safety	14	2.7
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	12	2.3
Off campus community member	12	2.3
Faculty advisor	10	1.9
Campus visitor(s)	8	1.6
Partner/spouse	2	0.4
Athletic coach	1	0.2
Partner/family member	1	0.2
Teaching assistant/Writing associate/Lab assistant/Tutor	1	0.2
Person that I supervise	0	0.0
A source not listed above	19	3.7

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 515). Percentages may not sum to 100 as a result of multiple responses.

Table B60. How did you experience the conduct? (Mark all that apply.) (Question 70)

How experienced	<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
The person was the target of sexual harassment.	55	10.7
The person was the target of workplace incivility.	46	8.9
The person was singled out as the spokesperson for his/her identity group.	45	8.7
The person received derogatory written comments.	33	6.4
The person received derogatory/unsolicited e-mail correspondence or text messages.	25	4.9
The person was the target of retaliation.	25	4.9
Someone implied the person was admitted/ hired/ promoted due to his/her identity group.	18	3.5
The person feared getting a poor grade because of a hostile classroom environment.	17	3.3
The person received a low performance evaluation.	16	3.1
The person was the target of graffiti/vandalism.	11	2.1
The person was the target of stalking.	11	2.1
Someone implied the person was not admitted/ hired/promoted due to his/her identity group.	8	1.6
The person received derogatory phone calls.	7	1.4
An experience not listed above	36	7.0

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 515). Percentages may not sum to 100 as a result of multiple responses.

Table B61. What do you believe was the basis for the conduct? (Mark all that apply.) (Question 71)

Characteristic	<i>n</i>	%
Racial identity	132	25.6
Ethnicity	126	24.5
Gender/gender identity	123	23.9
Gender expression	66	12.8
Sexual identity	66	12.8
Physical characteristics	52	10.1
Position (staff, faculty, student)	49	9.5
Political views	48	9.3
Religious/spiritual views	45	8.7
Philosophical views	32	6.2
Age	31	6.0
Major field of study	27	5.2
Mental health/psychological disability/condition	26	5.0
Socioeconomic status	24	4.7
Academic performance	23	4.5
Learning disability/condition	23	4.5
Participation in an organization/team	21	4.1
Living arrangement	19	3.7
Educational credentials (e.g., M.S., Ph.D., etc.)	17	3.3
English language proficiency/accent	16	3.1
Medical disability/condition	14	2.7
Physical disability/condition	13	2.5
Immigrant/citizen status	11	2.1
Pregnancy	7	1.4
International status	6	1.2
Marital status (e.g., single, married, partnered)	6	1.2
Parental status (e.g., having children)	2	0.4
Military/veteran status	1	0.2
Don't know	114	22.1
A reason not listed above	45	8.7

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 515). Percentages may not sum to 100 as a result of multiple responses.

Table B62. Where did this conduct occur? (Mark all that apply.) (Question 72)

Location	<i>n</i>	%
In a public space on campus	146	28.3
In a class	111	21.6
On social networking sites (Facebook, Twitter, Instagram, Yik-Yak, etc.)	108	21.0
At a campus event/program	79	15.3
Off campus	77	15.0
While walking on campus	77	15.0
In campus housing	62	12.0
In a meeting with a group of people	56	10.9
In a campus office	43	8.3
While working at a campus job	43	8.3
In a campus dining facility	39	7.6
In off-campus housing	30	5.8
In a faculty office	19	3.7
In e-mail correspondence or text message	17	3.3
In a meeting with one other person	10	1.9
In athletic facilities	8	1.6
A location not listed above	14	2.7

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 515). Percentages may not sum to 100 as a result of multiple responses.

**Table B63. What was your response to observing this conduct? (Mark all that apply.)
 (Question 73)**

Response	<i>n</i>	%
I was angry.	246	47.8
I felt embarrassed.	120	23.3
I told a friend.	91	17.7
I ignored it.	63	12.2
I didn't know who to go to.	48	9.3
I confronted the harasser at the time.	47	9.1
I didn't report it for fear that my complaint would not be taken seriously.	46	8.9
I felt somehow responsible.	43	8.3
I was afraid.	42	8.2
I left the situation immediately.	41	8.0
It didn't affect me at the time.	40	7.8
I confronted the harasser later.	28	5.4
I didn't report it for fear of retaliation.	28	5.4
I made an official complaint to a campus employee/official.	25	4.9
I avoided the person who harassed me.	22	4.3
I sought support from a faculty member.	20	3.9
I sought support from a staff member.	20	3.9
I did report it but I did not feel the complaint was taken seriously.	14	2.7
I sought support from counseling services.	4	0.8
A response not listed above	33	6.4

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 515). Percentages may not sum to 100 as a result of multiple responses.

Table B64. Faculty/Staff only: Have you observed hiring practices at WCU that you perceive to be unjust or that would inhibit diversifying the community (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool)? (Question 75)

	<i>n</i>	%
No	371	76.8
Yes	112	23.2

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 ($n = 488$).

Table B65. Faculty/Staff only: I believe that the unjust hiring practices were based upon: (Mark all that apply.) (Question 76)

Characteristic	<i>n</i>	%
Nepotism	28	25.0
Ethnicity	19	17.0
Age	18	16.1
Position (staff, faculty, student)	18	16.1
Educational credentials (M.S., Ph.D., etc.)	13	11.6
Gender/gender identity	12	10.7
Racial identity	11	9.8
Gender expression	6	5.4
Major field of study	6	5.4
Physical characteristics	6	5.4
English language proficiency/accent	5	4.5
Philosophical views	4	3.6
Political views	4	3.6
Religious/spiritual views	4	3.6
Sexual identity	3	2.7
Immigrant/citizen status	2	1.8
Living arrangement	2	1.8
Mental health/psychological disability/condition	2	1.8
Military/veteran status	2	1.8
Socioeconomic status	2	1.8
International status	1	0.9
Marital status (e.g., single, married, partnered)	1	0.9
Participation in an organization/team	1	0.9
Learning disability/condition	0	0.0
Medical disability/condition	0	0.0
Parental status (e.g., having children)	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0
Don't know	14	12.5
A reason not listed above	33	29.5

Note: Table includes answers only from those respondents who indicated that they observed discriminatory hiring (*n* = 112). Percentages may not sum to 100 as a result of multiple responses.

Table B66. Faculty/Staff only: Have you have observed at WCU employment-related discipline or action, up to and including dismissal, that you perceive to be unjust or that would inhibit diversifying the community? (Question 78)

Observed	<i>n</i>	%
No	424	89.1
Yes	52	10.9

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 488).

Table B67. Faculty/Staff only: I believe that the unjust employment-related disciplinary actions were based upon... (Mark all that apply.) (Question 79)

Characteristic	<i>n</i>	%
Position (staff, faculty, student)	12	23.1
Gender/gender identity	9	17.3
Ethnicity	8	15.4
Age	6	11.5
Racial identity	6	11.5
Educational credentials (M.S., Ph.D., etc.)	4	7.7
Philosophical views	4	7.7
Political views	4	7.7
Mental health/psychological disability/condition	3	5.8
Major field of study	2	3.8
Religious/spiritual views	2	3.8
Socioeconomic status	2	3.8
English language proficiency/accent	1	1.9
Gender expression	1	1.9
International status	1	1.9
Learning disability/condition	1	1.9
Medical disability/condition	1	1.9
Parental status (e.g., having children)	1	1.9
Physical characteristics	1	1.9
Sexual identity	1	1.9
Immigrant/citizen status	0	0.0
Living arrangement	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Military/veteran status	0	0.0
Participation in an organization/team	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0
Don't know	9	17.3
A reason not listed above	12	23.1

Note: Table includes answers only from those respondents who indicated that they observed unjust disciplinary actions (*n* = 52). Percentages may not sum to 100 as a result of multiple responses.

Table B68. Faculty/Staff only: Have you observed promotion/tenure/reclassification practices at WCU that you perceive to be unjust? (Question 81)

<u>Observed</u>	<u><i>n</i></u>	<u>%</u>
No	347	72.3
Yes	133	27.7

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 ($n = 488$).

Table B69. Faculty/Staff only: I believe that the unjust behaviors, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon: (Mark all that apply.) (Question 82)

Characteristic	<i>n</i>	%
Nepotism	30	22.6
Position (staff, faculty, student)	24	18.0
Gender/gender identity	20	15.0
Age	18	13.5
Ethnicity	9	6.8
Racial identity	9	6.8
Educational credentials (M.S., Ph.D., etc.)	8	6.0
Participation in an organization/team	8	6.0
Philosophical views	7	5.3
Major field of study	6	4.5
Political views	6	4.5
Religious/spiritual views	4	3.0
English language proficiency/accent	3	2.3
Physical characteristics	3	2.3
International status	2	1.5
Medical disability/condition	2	1.5
Parental status (e.g., having children)	2	1.5
Gender expression	1	0.8
Immigrant/citizen status	1	0.8
Living arrangement	1	0.8
Mental health/psychological disability/condition	1	0.8
Military/veteran status	1	0.8
Physical disability/condition	1	0.8
Pregnancy	1	0.8
Sexual identity	1	0.8
Socioeconomic status	1	0.8
Learning disability/condition	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Don't know	21	15.8
A reason not listed above	41	30.8

Note: Table includes answers only from those respondents who indicated that they observed unjust practices (*n* = 133). Percentages may not sum to 100 as a result of multiple responses.

Table B70. Using a scale of 1-5, please rate the overall climate on campus on the following dimensions: (Question 84)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	692	32.4	912	42.7	445	20.8	76	3.6	11	0.5	2.0	0.8
Improving/Regressing	501	23.6	896	42.2	584	27.5	113	5.3	28	1.3	2.2	0.9
Inclusive/Not inclusive	447	21.2	780	37.1	634	30.1	193	9.2	51	2.4	2.3	1.0
Positive for persons with disabilities/Negative	562	26.5	757	35.7	585	27.6	173	8.2	42	2.0	2.2	1.0
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	649	30.7	839	39.7	516	24.4	92	4.4	17	0.8	2.0	0.9
Positive for people of Christian faiths/Negative	703	33.2	737	34.8	561	26.5	94	4.4	21	1.0	2.1	0.9
Positive for people of Jewish heritage/Negative	478	22.7	682	32.4	844	40.0	92	4.4	12	0.6	2.3	0.9
Positive for people of Islamic faith/Negative	374	17.8	573	27.3	908	43.2	190	9.0	57	2.7	2.5	1.0
Positive for people of other faiths/Negative	404	19.3	575	27.5	936	44.8	137	6.6	39	1.9	2.4	0.9
Positive for People of Color/Negative	638	30.1	729	34.4	470	22.2	224	10.6	57	2.7	2.2	1.1
Positive for men/Negative	956	45.2	714	33.8	375	17.7	52	2.5	16	0.8	1.8	0.9
Positive for women/Negative	658	31.1	796	37.6	460	21.7	170	8.0	33	1.6	2.1	1.0
Positive for non-native English speakers/Negative	356	16.9	577	27.4	861	40.9	268	12.7	42	2.0	2.6	1.0
Positive for people who are not U.S. citizens/Negative	393	18.8	576	27.6	894	42.8	191	9.2	33	1.6	2.5	1.0
Welcoming/Not welcoming	718	33.9	918	43.3	363	17.1	97	4.6	25	1.2	2.0	0.9

Table B70 cont.	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Respectful/Disrespectful	608	28.6	872	41.0	469	22.0	143	6.7	35	1.6	2.1	1.0
Positive for people of high socioeconomic status/Negative	908	43.1	704	33.4	449	21.3	33	1.6	12	0.6	1.8	0.9
Positive for people of low socioeconomic status/Negative	404	19.2	599	28.5	694	33.0	307	14.6	99	4.7	2.6	1.1
Positive for people in active military/Negative	743	35.3	762	36.2	569	27.0	29	1.4	4	0.2	2.0	0.8

Table B71. Using a scale of 1-5, please rate the overall campus climate on campus at WCU on the following dimensions: (Question 85)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/Racist	478	22.5	693	32.6	594	27.9	282	13.3	81	3.8	2.4	1.1
Not sexist/Sexist	472	22.2	671	31.5	602	28.3	306	14.4	76	3.6	2.5	1.1
Not homophobic/Homophobic	536	25.3	753	35.6	631	29.8	158	7.5	37	1.7	2.2	1.0
Not age biased/Age biased	614	29.0	719	34.0	544	25.7	197	9.3	40	1.9	2.2	1.0
Not classist (socioeconomic status)/Classist	478	22.7	677	32.1	618	29.3	263	12.5	71	3.4	2.4	1.1
Not classist (position: faculty, staff, student)/Classist	497	23.5	650	30.7	611	28.9	267	12.6	90	4.3	2.4	1.1
Not ablest/Ablest	569	27.4	674	32.4	666	32.0	140	6.7	31	1.5	2.2	1.0
Not xenophobic (religion/spirituality)/Xenophobic	544	25.9	744	35.4	649	30.9	141	6.7	25	1.2	2.2	0.9
Not ethnocentric (International)/Ethnocentric	524	24.8	719	34.0	685	32.4	157	7.4	28	1.3	2.3	1.0

Table B72. Students only: Please indicate the extent to which you agree with each of the following statements: (Question 86)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom.	465	28.1	818	49.4	256	15.5	94	5.7	23	1.4
I feel valued by other students in the classroom.	276	16.7	687	41.7	503	30.5	149	9.0	33	2.0
I think that WCU faculty are genuinely concerned with my welfare.	413	25.1	709	43.1	325	19.8	152	9.2	45	2.7
I think that WCU staff are genuinely concerned with my welfare (e.g., residence hall staff).	349	21.3	600	36.6	489	29.9	155	9.5	45	2.7
I think that faculty pre-judge my abilities based on their perception of my identity/background (e.g., age, race, disability, gender).	130	7.9	354	21.5	480	29.2	482	29.3	200	12.2
I believe that the campus climate encourages free and open discussion of difficult topics.	345	20.9	726	44.1	366	22.2	162	9.8	49	3.0
I have faculty whom I perceive as role models.	573	34.7	608	36.8	287	17.4	136	8.2	47	2.8
I have staff whom I perceive as role models.	384	23.3	438	26.6	554	33.6	204	12.4	69	4.2
I have advisers who provide me with career advice.	460	27.9	543	33.0	313	19.0	201	12.2	129	7.8
I have advisers who provide me with advice on class selection.	538	32.6	645	39.1	227	13.7	141	8.5	100	6.1
My voice is valued by WCU.	268	16.2	510	30.9	586	35.5	208	12.6	80	4.8

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,659).

Table B73. Faculty only: Please indicate the extent to which you agree with each of the following statements: (Question 87)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	63	34.8	77	42.5	18	9.9	13	7.2	10	5.5
I feel valued by my department head/chair.	79	43.9	61	33.9	24	13.3	8	4.4	8	4.4
I feel respected by students in the classroom.	63	35.2	85	47.5	24	13.4	5	2.8	2	1.1
I think that WCU senior administration is genuinely concerned with my welfare.	13	7.3	47	26.4	58	32.6	38	21.3	22	12.4
I think that faculty in my department pre-judge my abilities based on their perception of my identity/background (e.g., age, race, disability, gender).	8	4.5	29	16.2	40	22.3	55	30.7	47	26.3
I think that my department chair/school director pre-judges my abilities based on his/her perception of my identity/background (e.g., age, race, disability, gender).	4	2.2	19	10.6	30	16.8	64	35.8	62	34.6
I believe that the campus climate encourages free and open discussion of difficult topics.	21	11.7	68	38.0	50	27.9	30	16.8	10	5.6
I feel that my research is valued.	25	14.8	75	44.4	37	21.9	25	14.8	7	4.1
I feel that my teaching is valued.	42	23.6	96	53.9	26	14.6	8	4.5	6	3.4
I feel that my service contributions are valued.	33	19.3	86	50.3	32	18.7	11	6.4	9	5.3
I feel that including diversity-related information in my teaching/pedagogy/research is valued.	34	20.0	80	47.1	45	26.5	8	4.7	3	1.8
I feel the university values academic freedom.	28	15.6	96	53.6	42	23.5	9	5.0	4	2.2
I feel that faculty voices are valued in shared governance.	18	10.1	66	36.9	39	21.8	44	24.6	12	6.7

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 181).

Table B74. Staff only: Please indicate the extent to which you agree with the following statements: (Question 88)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by co-workers in my work unit.	124	40.4	135	44.0	26	8.5	16	5.2	6	2.0
I feel valued by faculty.	40	13.2	131	43.2	97	32.0	29	9.6	6	2.0
I feel valued by my supervisor/manager.	123	40.6	117	38.6	26	8.6	26	8.6	11	3.6
I feel valued by students.	66	22.1	144	48.2	78	26.1	10	3.3	1	0.3
I think that WCU senior administration is genuinely concerned with my welfare.	30	9.9	75	24.7	98	32.2	62	20.4	39	12.8
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background	13	4.3	38	12.5	65	21.3	119	39.0	70	23.0
I think that faculty/staff outside my work unit pre-judge my abilities based on his/her perception of my identity/background	21	6.9	57	18.6	85	27.8	92	30.1	51	16.7
I think that my supervisor/manager pre-judges my abilities based on his/her perception of my identity/background	12	4.0	29	9.6	63	20.8	116	38.3	83	27.4
I believe that my work unit encourages free and open discussion of difficult topics.	55	18.2	141	46.5	57	18.8	33	10.9	17	5.6
I feel that my skills are valued.	67	22.0	159	52.3	35	11.5	23	7.6	20	6.6
I feel my contributions to the university are valued.	49	16.2	143	47.4	59	19.5	35	11.6	16	5.3
I feel my opinions are taken seriously by my supervisor.	85	27.9	140	45.9	36	11.8	26	8.5	18	5.9
I feel that staff opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	25	8.3	80	26.4	99	32.7	59	19.5	40	13.2

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 307).

Table B75. Respondents with disabilities only: Within the past year, have you experienced a barrier regarding any of the following at WCU? (Question 89)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic facilities (stadium, arena, etc.)	28	5.3	286	54.4	212	40.3
Classroom buildings	58	11.1	406	77.6	59	11.3
Classrooms, labs	34	6.5	393	75.6	93	17.9
University housing	71	13.6	276	53.0	174	33.4
Computer labs	54	10.4	374	72.2	90	17.4
Dining facilities	53	10.2	337	64.8	130	25.0
Doors	46	8.8	421	80.5	56	10.7
Elevators	57	11.0	398	76.7	64	12.3
Emergency preparedness	36	6.9	392	75.7	90	17.4
Health Center	29	5.6	338	65.0	153	29.4
Libraries	37	7.1	423	81.7	58	11.2
On-campus transportation/parking	181	34.5	285	54.4	58	11.1
Other campus buildings	27	5.2	421	81.1	71	13.7
Podium	7	1.3	328	63.2	184	35.5
Recreational facilities	24	4.6	353	68.1	141	27.2
Restrooms	66	12.7	414	79.6	40	7.7
Studios/performing arts spaces	14	2.7	307	59.3	197	38.0
University sponsored internship/practicum sites	20	3.9	306	59.5	188	36.6
Walkways, pedestrian paths, crosswalks	76	14.6	394	75.6	51	9.8
Steps (markings)	48	9.2	419	80.4	54	10.4
Technology/Online Environment						
Accessible electronic format	60	11.6	383	73.9	75	14.5
ATM machines	42	8.1	354	68.6	120	23.3
Availability of FM listening systems	6	1.2	310	59.8	202	39.0
Clickers	14	2.7	321	62.2	181	35.1
Blackboard	16	3.1	359	69.7	140	27.2
Closed captioning (e.g., athletic events, commencements, speakers)	10	1.9	305	59.2	200	38.8
E-curriculum (curriculum software)	36	7.0	331	64.0	150	29.0
Electronic forms	22	4.3	401	78.0	91	17.7
Electronic signage	18	3.5	389	76.0	105	20.5
Electronic surveys (including this one)	13	2.5	439	85.1	64	12.4

Table B75 cont.	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kiosks	12	2.3	344	66.7	160	31.0
Library database	34	6.6	397	76.8	86	16.6
PA system	14	2.7	347	67.4	154	29.9
Video	20	3.9	386	74.8	110	21.3
Website	59	11.5	407	79.0	49	9.5
Instructional/Campus Materials						
Brochures	15	2.9	408	79.1	93	18.0
Food menus	45	8.7	348	67.3	124	24.0
Forms	21	4.1	419	81.4	75	14.6
Events/exhibits/movies	17	3.3	392	76.3	105	20.4
Exams/quizzes	42	8.1	396	76.6	79	15.3
Journal articles	24	4.7	416	80.6	76	14.7
Library books	13	2.5	424	82.5	77	15.0
Other publications	15	2.9	417	81.4	80	15.6
Signage	17	3.3	412	80.0	86	16.7
Textbooks	55	10.7	397	77.2	62	12.1
Video-closed captioning and text description	11	2.2	358	70.5	139	27.4

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 54 (*n* = 535).

Table B76. Students only: Please indicate the extent to which you agree that your courses at WCU include sufficient materials, perspectives and/or experiences of people based on each of the following characteristics. (Question 91)

Characteristics	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability	379	23.3	858	52.7	329	20.2	62	3.8
Ethnicity	439	26.9	967	59.3	198	12.1	26	1.6
Gender/gender identity	457	28.2	898	55.4	226	13.9	40	2.5
Immigrant/citizen status	321	19.8	833	51.5	411	25.4	53	3.3
International status	317	19.6	883	54.6	373	23.1	44	2.7
Military/veteran status	388	23.9	856	52.8	331	20.4	46	2.8
Philosophical views	414	25.6	971	60.0	201	12.4	31	1.9
Political views	389	24.0	957	59.0	241	14.9	34	2.1
Racial identity	417	25.7	912	56.3	252	15.5	40	2.5
Religious/spiritual views	349	21.6	886	54.8	341	21.1	41	2.5
Sexual identity	422	26.0	891	54.9	269	16.6	41	2.5
Socioeconomic status	345	21.3	902	55.8	315	19.5	55	3.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,659).

Table B77. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at WCU: (Question 92)

	If this initiative IS available at WCU						If this initiative IS NOT available at WCU					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for delaying or stopping the tenure clock	73	49.3	21	14.2	9	6.1	35	23.6	5	3.4	5	3.4
Providing recognition and rewards for including diversity issues in courses across the curriculum	69	45.1	17	11.1	8	5.2	51	33.3	7	4.6	1	0.7
Providing diversity and equity training for faculty	100	62.5	20	12.5	5	3.1	25	15.6	9	5.6	1	0.6
Providing access to counseling for people who have experienced harassment	114	73.5	10	6.5	1	0.6	26	16.8	3	1.9	1	0.6
Providing mentorship for new faculty	137	84.0	10	6.1	1	0.6	12	7.4	3	1.8	0	0.0
Providing a clear process to resolve conflicts	96	61.5	10	6.4	1	0.6	44	28.2	5	3.2	0	0.0
Providing a fair process to resolve conflicts	96	62.3	9	5.8	2	1.3	43	27.9	4	2.6	0	0.0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	57	39.6	22	15.3	1	0.7	31	21.5	18	12.5	15	10.4
Providing equity and diversity training to search, promotion, and tenure committees	63	41.7	24	15.9	4	2.6	37	24.5	19	12.6	4	2.6
Providing career span development opportunities for faculty at all ranks	75	48.4	13	8.4	0	0.0	58	37.4	9	5.8	0	0.0
Providing affordable childcare	43	27.0	9	5.7	1	0.6	100	62.9	4	2.5	2	1.3

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 181).

Table B78. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at WCU: (Question 94)

	If this initiative IS available at WCU						If this initiative IS NOT available at WCU					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for staff	193	65.6	48	16.3	5	1.7	39	13.3	9	3.1	0	0.0
Providing access to counseling for people who have experienced harassment	204	70.8	19	6.6	5	1.7	58	20.1	2	0.7	0	0.0
Providing mentorship for new staff	140	49.3	17	6.0	3	1.1	118	41.5	6	2.1	0	0.0
Providing a clear process to resolve conflicts	149	53.0	20	7.1	4	1.4	104	37.0	4	1.4	0	0.0
Providing a fair process to resolve conflicts	149	55.0	17	6.3	4	1.5	99	36.5	2	0.7	0	0.0
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	113	40.2	50	17.8	19	6.8	69	24.6	24	8.5	6	2.1
Providing career development opportunities for staff	179	61.7	21	7.2	6	2.1	82	28.3	2	0.7	0	0.0
Providing affordable childcare	82	29.2	19	6.8	5	1.8	156	55.5	19	6.8	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 307).

Table B79. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at WCU. (Question 96)

Institutional initiatives	If this initiative IS available at WCU						If this initiative IS NOT available at WCU					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for students	1,011	64.4	193	12.3	19	1.2	285	18.2	51	3.3	10	0.6
Providing diversity and equity training for staff	1,023	66.2	170	11.0	22	1.4	293	19.0	31	2.0	6	0.4
Providing diversity and equity training for faculty	1,009	65.9	157	10.2	22	1.4	305	19.9	33	2.2	6	0.4
Providing a person to address student complaints of classroom inequity	823	53.6	161	10.5	29	1.9	463	30.1	50	3.3	10	0.7
Increasing opportunities for cross-cultural dialogue among students	844	55.1	205	13.4	25	1.6	392	25.6	59	3.8	8	0.5
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	819	53.3	199	12.9	28	1.8	431	28.0	53	3.4	7	0.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	852	55.5	215	14.0	33	2.1	366	23.8	56	3.6	14	0.9
Providing effective faculty mentorship of students	1,011	65.7	136	8.8	17	1.1	342	22.2	28	1.8	5	0.3
Providing effective academic advising	1,101	71.7	137	8.9	25	1.6	251	16.3	16	1.0	6	0.4
Providing diversity training for student staff (e.g., student union, resident assistants)	1,005	65.3	162	10.5	27	1.8	292	19.0	44	2.9	9	0.6
Providing adequate child care	604	39.4	214	14.0	27	1.8	559	36.5	113	7.4	15	1.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 1,659).

Appendix C

Comment Analyses (Questions #98–#99)

Among the 2,147 surveys submitted for the West Chester University (WCU) climate assessment, 1,323 contained respondents' remarks to at least one open-ended question throughout the survey. The follow-up questions that allowed respondents to provide more detail in relation to their answers to a previous survey question were included in the body of the report. This section of the report summarizes the comments submitted for the final two survey questions and provides examples of those remarks that were echoed by multiple respondents. If comments were related to previous open-ended questions, the comments were added to the relevant section of the report narrative and, therefore, are not reflected in this appendix.

Campus Versus Surrounding Community

Nine hundred and five WCU respondents ($n = 905$) elaborated on experiences on campus that differed from those in the community surrounding campus. More than half of those respondents described the two climates as the same therefore indicting no difference. However, the other half of the respondents articulated differences between the two communities. The most commonly cited difference was the perception that the WCU campus is more inclusive of students, which was often mentioned in tandem with a perception that the surrounding area was not warm toward or safe for students. The second most commonly cited difference was equity concerns, particularly involving gender and race.

WCU Campus Is More Inclusive Than Surrounding Communities. Less than 20% of respondents perceived the campus climate to be more inclusive than the local communities. WCU respondents described the campus as “safer” (Tenured Faculty respondent) and “more friendly” (Staff respondent). One Undergraduate Student respondent noted, “Campus is a safer bubble. Being trans* outside of school is much more difficult.” Another Undergraduate Student respondent stated, “Yes, people are a lot more open and accepting on campus of the differences that occur in our community

rather than off campus where there is much hostility.” Safety and the perception of a lack of safety in surrounding areas was commonly noted, “Campus feels a little more safer. I dislike walking at night alone.” Finally, some narratives spoke to the inclusiveness of campus in relationship to the lack of inclusiveness in the local community. One Undergraduate Student respondent elaborated, “Most of the time, I feel as though students are only seen as a means for the town to make money... A student is more likely to get an underage or public drunkenness than to be saved from a sexual assault or robbery. We don't feel safe and protected.”

Undergraduate Students - Equity Concerns for Women and Perceived Racial Minorities. Equity concerns regarding gender and race in particular were statistically low (5%) in the data provided by WCU respondents, but salient enough to merit inclusion in the report. One Undergraduate Student respondent noted, “I have experienced a male intimidation on campus as well as off campus in town and at bars. It's the biggest problem at WCU as far as I'm concerned.” Similarly, another Undergraduate Student respondent elaborated, “Many men do not have any respect for women in both settings.” More pointedly, one Undergraduate Student respondent expressed, “I feel as though females are at a high risk for sexual harassment, and that these incidents are not reported as frequently (or at all) anymore.” Addressing race, one Undergraduate Student respondent noted, “There are times in which I feel I am being judged due to my race, and that I'm not receiving the adequate amount of service that a person not of color would receive.”

Recommendations for Improving the Climate at West Chester

Four hundred and thirty-five WCU respondents ($n = 435$) provided further details about their reflections on the climate at WCU in the final opportunity to do so on the survey. One major theme and one minor theme emerged in the data. The major theme was the need for more diversity training and the reduction of identity-based exclusion. The minor theme was positive reflections on WCU. Beyond these two themes, which were substantiated by significant numbers of respondents, two other concerns merit mention though they were statistically minor: sexual assault culture and campus safety.

More Diversity and More Inclusion. Over one fourth of the 435 WCU respondents who elaborated on the general climate addressed the perceived need for more diversity training and enhancing the culture of inclusion. The narratives provided by WCU respondents included many different layers of identities, however, disability status, race and LGBTQIA identities were the most commonly noted. One Undergraduate Student respondent's plea, "Please start improving the university for disabled students. Physical disability is so often written off or ignored here by students and faculty," adequately reflected the sentiment of many respondents. Another Undergraduate Student respondent noted, "I think racism is the biggest problem on this campus." A Tenured Faculty respondent elaborated, "there needs to be more understanding of the issues that faculty of color can face." Regarding LGBTQIA identities, one Undergraduate Student respondent described, "I want more people to be aware of the gender spectrum, when I do come out people do not seem educated on it. It makes me more fearful to come out." Generally respondents agreed that, "The WCU administration likes to claim that they're diverse and inclusive, but quite frankly they have a long, long way to go."

Appreciation of WCU's Commitment to a Healthy Climate. Fifteen percent of respondents who elaborated on this question offered positive reflections on the WCU climate. Undergraduate Student respondents shared, "I love WCU!" "I love the campus," and "I feel as if the campus's climate helps students be themselves." More specifically, another Undergraduate Student respondent noted, "Honestly, the climate of WCU is really inclusive and I feel comfortable and at ease on campus. I'm a gay male and it's honestly something I am open about on campus because it's not all that uncommon to be a queer person, and its not (in my experience) a bad environment regarding LGBTQA." Many of these positive reflections were also accompanied with appreciation of the survey itself, such as that one Staff respondent noted, "I'm glad you are taking the time to gather people's opinions on these issues." Similarly, a Graduate Student respondent expressed, "I applaud all those who worked on this survey and continue to work toward making our campus community a better place for all." Finally, one Tenured Faculty respondent who called WCU "a great place to work" also urged WCU to commit to continued "vigilance

and student-support” to ensure the climate continues to grow with the needs of the community.

Campus Safety Concerns. Safety concerns did not emerge enough in the data to merit recognition as a theme in the response to this question; yet, the narratives that did address campus safety were salient enough to the WCU commitment to improvements to be included here. One Undergraduate Student respondent concluded their narrative with, “Please try to eliminate dangerous areas around campus.” Another Undergraduate Student respondent described, “I think that it's foolish for public safety to consider one half of Sharpless Street not their responsibility to protect and the other half to protect.” From the perspective of the public safety staff, one Staff respondent elaborated, we

“need our leadership to stand up for us, and starting bring us in the 21st century for Policing, which includes wages, schedules, discipline and over all guideless and direction we need to be, to be effective and respected in our positions. That goes for the upper management from the President down. No one considers us or looks at is a Police Officers until they need us.”

Undergraduate Students - Perceptions About Sexual Violence at WCU. One

Undergraduate Student respondent noted safety concerns in tandem with sexual assault concerns, “Public safety should send out sexual assault notifications to all students on campus because it is absolutely unacceptable to ignore such offenses. We are supposed to be a supportive community and not hide crimes that go on here at WCU. I am very ashamed to be a part of a campus that ignores these issues.” Another Undergraduate Student respondent noted, “There is a lot of sexual violence on this campus, especially towards women that needs to be addressed better.” Finally, an Undergraduate Student respondent voiced, “I was passionate about sexual assault issues before, then I was raped two or three weeks ago. This is a huge problem. I am friends with all the girls I was friends with Freshman year and now of the [group], [more than half] have been raped. This is not uncommon. That is atrocious.” Though small in number, the data provided by the respondents who addressed sexual violence offers important insights into climate concerns at WCU.

West Chester University Assessment of Campus Climate and Community

Climate refers to current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

(Administered for West Chester University by Rankin & Associates, Consulting)

This survey is accessible in alternative formats.

For more information, please contact:
Office of Services for Students with Disabilities
223 Lawrence Center
610-436-2564
<http://www.wcupa.edu/ussss/ossd>

Purpose

You are invited to participate in a survey of students, faculty, staff and administrators regarding the climate at West Chester University. The results of the survey will provide important information about our climate and will enable us to improve the environment for working, living, and learning at the University.

Procedures

You will be asked to complete the attached survey. Your answers are confidential. The consultant (Rankin & Associates) will not report any data for groups of fewer than 5 people that may be small enough to affect confidentiality. Instead, Rankin & Associates will combine the groups to remove any potential for information to be identifiable. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 40 minutes to complete. You must be 18 years of age or older. When you have completed the survey, please return it directly to the consultants (Rankin & Associates) using the enclosed envelope. Any comments are separated from the answers so that they cannot be linked to any personal characteristics (such as age and race/ethnicity). These comments will be analyzed and submitted as an appendix to the survey report. Anonymous quotes from submitted comments also will be used throughout the report to give "voice" to the quantitative data.

Discomforts and Risks

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may stop responding to the survey at any time.

Participants who experience discomfort are encouraged to contact:

RESOURCES FOR STUDENTS

On-Campus - Confidential Resources

Student Health Services

Commonwealth Hall- ground floor
610-436-2509
www.wcupa.edu/health

Campus Sexual Misconduct Advocate

Sherry Mendez
Commonwealth Hall
610-436-0732

Counseling Center

Commonwealth Hall- ground floor
610-436-2301
www.wcupa.edu/counselingcenter

Women's Center

Alicia Hahn-Murphy- Director
220 Lawrence Center
610-436-2122
www.wcupa.edu/womenscenter

On-Campus - Non-Confidential

Public Safety (available 24 hours a day)

690 Church Street
610-436-3311
www.wcupa.edu/dps/

Office of Social Equity/Title IX Coordinator

Lynn Klingensmith
13/15 University Avenue
610-436-2433
www.wcupa.edu/sexualmisconduct

Office of Judicial Affairs

Sykes 238, 610-436-3511
www.wcupa.edu/_SERVICES/stu.jud/

Off-Campus (All off-campus resources are confidential)

Crime Victims' Center

135 West Market Street, 610-692-7273
www.cvcfcc.org

Domestic Violence Center of Chester County

610-431-1430
www.dvccc.com

RESOURCES FOR STAFF/FACULTY

State Employees Assistance Program (SEAP)

1-800-692-7459
<http://www.wcupa.edu/hr/laborRelations/seap.aspx>

Crime Victims' Center

135 West Market Street
610-692-7273
www.cvcfcc.org

Domestic Violence Center of Chester County

610-431-1430
www.dvccc.com

Benefits

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at West Chester University is conducive to working, living, and learning.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you will not be required to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be insured. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the Dartmouth Committee for the Protection of Human Subjects, the Institutional Review Board for the College.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified in an attempt to make those comments anonymous. Thus, participant comments will not be attributable to their author nor to any demographic characteristics. However, depending on what you write, others who know you may be able to attribute certain comments to you. The anonymous comments will be analyzed using content analysis and submitted as an appendix to the survey report. In order to give "voice" to the quantitative data, some anonymous comments may be quoted verbatim in publications related to this survey.

Right to Ask Questions

You may ask questions about this assessment. Questions concerning this project should be directed to:

Susan R. Rankin, Ph.D.
Principal & Senior Research Associate Rankin and Associates, Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

Campus Climate Team
campusclimate@wcupa.edu

Questions concerning the rights of participants should be directed to:

Stacie Metz, Ph.D.
Department of Graduate Social Work
smetz@wcupa.edu
610-436-2101

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY

This informed consent form was reviewed and approved by the Institutional Review Board (#20152809) at West Chester University on 9-28-15.

By submitting this survey you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Directions

Please read and respond to each question/statement carefully. For each response, darken the appropriate oval completely. If you want to change a response, erase your first response completely and darken the oval of your new response. You may decline to respond to individual questions/statements. You must respond to at least 50% of the questions/statements for your responses to be included in the final analyses.

Survey Terms and Definitions

Ableist: Discrimination or prejudice against people with disabilities.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: Refers to the assigning (naming) of the biological sex of a baby at birth.

Biphobia: An irrational dislike or fear of bisexual people. Bisexual people may be attracted, romantically and/or sexually, to people of more than one sex, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Unwanted offensive and malicious behavior which undermines, patronizes, intimidates or demeans the recipient or target.

Classist: A bias based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privileges based on of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnocentrism: Judging another culture solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: <http://www.dol.gov/whd/fmla/>

Gender Identity: A person's inner sense of being man, woman, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Harassment: Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

Homophobia: An irrational dislike and fear of homosexuals.

Intersex: A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Position: The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Identity: Term that refers to the sex of the people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Sexual Assault is unwanted or unwelcome touching of a sexual nature, including: fondling; penetration of the mouth, anus, or vagina, however slight, with a body part or object; or other sexual activity that occurs without valid consent.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.

Xenophobic: Irrational dislike or fear of people from other countries.

Please do not complete this survey more than once.

The survey will take between 20 and 40 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at WCU? **(Please mark only one.)**

- Undergraduate student
 - Enrolled as a first-year student to WCU
 - Transferred from another institution
- Graduate student
- Tenured faculty
 - Classroom
 - Instructor
 - Assistant
 - Associate
 - Professor
 - Non-classroom
 - Instructor
 - Assistant
 - Associate
 - Professor
- Tenure-track faculty (Probationary)
 - Classroom
 - Instructor
 - Assistant
 - Associate
 - Professor
 - Non-classroom
 - Instructor
 - Assistant
 - Associate
 - Professor

- RPT faculty
 - Classroom
 - Instructor
 - Assistant
 - Associate
 - Professor
 - Non-classroom
 - Instructor
 - Assistant
 - Associate
 - Professor
- Temporary faculty (Adjunct)
 - Classroom
 - Instructor
 - Assistant
 - Associate
 - Professor
 - Non-classroom
 - Instructor
 - Assistant
 - Associate
 - Professor
- Staff
 - AFSCME
 - Coaches
 - Management (non-represented; 150-200)
 - OPEIU Nurses
 - SCUPA State University Administrators
 - SPFPA Police/Security
 - Administrator (e.g., Managers (210 and above), Associate Deans, Directors, Assistant Directors)

2. Are you full-time or part-time in that primary position?

- Full-time
- Part-time

Part 1: Personal Experiences

During The Past Year...

3. Overall, how comfortable are you with the climate at West Chester University?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable

4. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/work unit?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable

5. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable

6. Have you ever seriously considered leaving WCU?

- No [**Skip to Question 11**]
- Yes

7. **Students only:** When did you seriously consider leaving WCU? (**Mark all that apply.**)

- During my first year as a student
- During my second year as a student
- During my third year as a student
- During my fourth year as a student
- During my fifth year as a student
- After my fifth year as a student

8. **Students only:** Why did you seriously consider leaving WCU? (**Mark all that apply.**)

- Climate was not welcoming
- Coursework was too difficult
- Didn't like major
- Didn't offer the major I was interested in
- Did not meet the selection criteria for a major
- Financial reasons
- Homesick
- Lack of a sense of belonging
- Lack of support group
- My marital/relationship status
- Personal reasons (medical, mental health, family emergencies, etc.)
- Trauma (bullying, sexual assault, etc.)
- A reason not listed above (please specify) _____

9. **Faculty/Staff only:** Why did you seriously consider leaving WCU? **(Mark all that apply.)**

- Campus climate was unwelcoming
- Family responsibilities
- Financial reasons (salary, resources, etc.)
- Increased workload
- Interested in a position at another institution
- Lack of benefits
- Limited opportunities for advancement
- Local community did not meet my (my family) needs
- Offered position in government or industry
- Personal reasons (medical, mental health, family emergencies, etc.)
- Recruited or offered a position at another institution
- Relocation
- Spouse or partner relocated
- Spouse or partner unable to find suitable employment
- Tension in department/work unit with supervisor/manager
- Trauma (harassment/bullying, sexual assault, etc.)
- A reason not listed above (please specify) _____

10. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

11. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at WCU.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Few of my course this year have been intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at WCU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at WCU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to WCU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from WCU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am considering transferring to another college or university for academic reasons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (bullied, harassed) that has interfered with your ability to work or learn at WCU?

- No [**Skip to Question 19**]
- Yes

13. What do you believe was the basis of the conduct? (**Mark all that apply.**)

- Academic Performance
- Age
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- Gender/Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability/condition
- Living arrangement
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify) _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial Identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify) _____

14. How did you experience the conduct? **(Mark all that apply.)**

- I was ignored or excluded.
- I was intimidated/bullied.
- I was isolated or left out.
- I was disrespected.
- I observed others staring at me.
- I received derogatory/unsolicited e-mail correspondence or text messages
- I received derogatory posts on social networking sites (such as Facebook)
- I was the target of derogatory posts on social networking sites (such as Facebook)
- I received derogatory written comments.
- I received derogatory phone calls
- I was singled out as the spokesperson for my identity group.
- Someone assumed I was admitted/hired/promoted due to my identity group.
- Someone assumed I was not admitted/hired/promoted due to my identity group.
- I feared getting a poor grade because of a hostile classroom environment.
- I received a low performance evaluation.
- I was the target of graffiti/vandalism.
- I was the target of derogatory verbal remarks.
- I was the target of retaliation.
- I was the target of workplace incivility.
- I was the target of racial/ethnic profiling.
- I was the target of stalking.
- I was the target of sexual harassment (such as unwanted comments and/or touching)
- I was the target of unwanted sexual contact.
- I received threats of physical violence.
- I feared for my physical safety.
- I feared for my family's safety.
- I was the target of physical violence.
- An experience not listed above (please specify) _____

15. Where did the conduct occur? **(Mark all that apply.)**

- At a campus event
- In a class
- In a campus dining facility
- In a campus office
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In athletic facilities
- In campus housing
- In off-campus housing
- Off campus
- While working at a campus job
- While walking on campus
- On social networking sites (Facebook, Twitter, Instagram, Yik-Yak, etc.)
- In e-mail correspondence or text message)
- A location not listed above (please specify) _____

16. Who/what was the source of this conduct? **(Mark all that apply.)**

- Administrator
- Athletic coach
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- Campus visitor(s)
- Co-worker
- Off campus community member
- Department head
- Don't know source
- Faculty advisor
- Faculty member
- Friend
- Partner/spouse
- Parent/family member
- Person that I supervise
- Public Safety
- Staff member
- Stranger
- Student
- Social networking site (Facebook, Twitter, Instagram, Yik-Yak, etc.)
- Supervisor
- Teaching assistant/Writing associate/Lab assistant/Tutor
- A source not listed above (please specify) _____

17. What was your response to experiencing the conduct? **(Mark all that apply.)**

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the person who harassed me
- I told a friend
- I sought support from counseling services
- I sought support from a faculty member
- I sought support from a staff member
- I didn't know who to go to
- I made an official complaint to a campus employee/official
- I didn't report it for fear of retaliation
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but it but I did not feel the complaint was taken seriously
- A response not listed above (please specify) _____

18. We are interested in knowing more about your experiences. If you would like to elaborate on your personal experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone please contact:

RESOURCES FOR STUDENTS

On-Campus - Confidential Resources

Student Health Services

Commonwealth Hall- ground floor
610-436-2509
www.wcupa.edu/health

Campus Sexual Misconduct Advocate

Sherry Mendez
Commonwealth Hall
610-436-0732

Counseling Center

Commonwealth Hall- ground floor
610-436-2301
www.wcupa.edu/counselingcenter

Women's Center

Alicia Hahn-Murphy- Director
220 Lawrence Center
610-436-2122
www.wcupa.edu/womenscenter

On-Campus - Non-Confidential

Public Safety (available 24 hours a day)

690 Church Street
610-436-3311
www.wcupa.edu/dps/

Office of Social Equity/Title IX Coordinator

Lynn Klingensmith
13/15 University Avenue
610-436-2433
www.wcupa.edu/sexualmisconduct

Office of Judicial Affairs

Sykes 238, 610-436-3511
www.wcupa.edu/_SERVICES/stu.jud/

Off-Campus (All off-campus resources are confidential)

Crime Victims' Center

135 West Market Street, 610-692-7273
www.cvcofcc.org

Domestic Violence Center of Chester County

610-431-1430
www.dvccc.com

RESOURCES FOR STAFF/FACULTY

State Employees Assistance Program (SEAP)

1-800-692-7459

<http://www.wcupa.edu/hr/laborRelations/seap.aspx>

Crime Victims' Center

135 West Market Street

610-692-7273

www.cvcofcc.org

Domestic Violence Center of Chester County

610-431-1430

www.dvccc.com

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any experiences you have had with unwanted physical sexual contact. If you have experienced this conduct, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from campus or community resources listed at the end of this section.

19. While a member of the WCU community, have you experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)?

- No **[Skip to Question 27]**
- Yes

20. When did the unwanted sexual contact occur?

- Within the last year
- 2-4 years ago
- 5-10 years ago
- 11-20 years ago
- More than 21 years ago

21. **Students only:** What semester were you in when you experienced the unwanted sexual contact? **(Mark all that apply)**

- First
- Second
- Third
- Fourth
- Fifth
- Sixth
- Seventh
- Eighth
- After eighth semester

22. Who did this to you? **(Mark all that apply)**

- Acquaintance
- Family member
- Faculty
- Friend
- Staff
- Stranger
- Student
- A person not listed above (please specify) _____

23. Where did the incident(s) occur? **(Mark all that apply)**

- Off-campus (please specify location) _____
- On-campus (please specify location) _____

24. What was your response to experiencing the incident(s)? **(Mark all that apply)**

- I did nothing
- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services/therapist
- I sought support from a campus resource
 - Counseling Center
 - Women's Center
 - Health Center
 - Campus Sexual Misconduct Advocate
 - WCU staff person
 - WCU teaching assistant/graduate assistant
 - WCU administrator
 - WCU faculty member
 - WCU Resident Assistant (RA)
 - WCU student staff
 - WCU union representative
- I told a friend
- I told a family member
- I contacted a local law enforcement official
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought information on-line
- I didn't know who to go to
- I didn't know what to do
- I made an official complaint to a campus employee/official
- A response not listed above (please specify) _____

25. If you did not report the unwanted sexual contact to a campus official or staff member please explain why you did not.

26. If you did report the unwanted sexual contact to a campus official or staff member, did you feel that it was responded to appropriately? If not, please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone please contact:

On-Campus - Confidential Resources

Student Health Services

Commonwealth Hall- ground floor
610-436-2509

www.wcupa.edu/health

Provides basic medical care for victim/survivor post-assault, including STI testing, emergency contraception, and pregnancy testing

Campus Sexual Misconduct Advocate

Sherry Mendez
Commonwealth Hall
610-436-0732

Provides information about on-campus reporting, referrals, and support for survivors

Counseling Center

Commonwealth Hall- ground floor
610-436-2301

www.wcupa.edu/counselingcenter

Provides one on one and group counseling for survivors of sexual misconduct

Women's Center

Alicia Hahn-Murphy- Director
220 Lawrence Center
610-436-2122

www.wcupa.edu/womenscenter

Provides information and resources to support victims/survivors of sexual misconduct

On-Campus - Non-Confidential

Public Safety

690 Church Street
610-436-3311

www.wcupa.edu/dps/

Available 24 hours a day. They are available to take statements from victim/survivor(s), and provide rides to the hospital for forensic exams.

Office of Social Equity/Title IX Coordinator

Lynn Klingensmith
13/15 University Avenue
610-436-2433

www.wcupa.edu/sexualmisconduct

Investigates claims of Title IX violations, provides informal resolutions, and assists students with claims against faculty/staff.

Office of Judicial Affairs

Sykes 238
610-436-3511

www.wcupa.edu/_SERVICES/stu.jud/

Enforces code of conduct, including sexual misconduct policy and helps victim/survivor file reports, facilitates changes in schedule and housing assignments and issues no contact orders for safety of victim/survivor.

Off-Campus (All off-campus resources are confidential)

Crime Victims' Center

135 West Market Street

610-692-7273

www.cvcfcc.org

Offers free counseling, hospital accompaniment, and court accompaniment for survivors.

Domestic Violence Center of Chester County

610-431-1430

www.dvccc.com

Offers 24-hour support/counseling, and court accompaniment.

Part 2: Work Place Climate

27. **Staff/Faculty only:** Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues/co-workers expect me to represent “the point of view” of my identity (e.g., ability, ethnicity, gender, race, religion, sexual identity).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The process for determining salaries/merit raises is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. **Staff/Faculty only:** If you would like to expand on any of your responses to the previous statements, please do so here.

29. **Faculty - Tenure Track only:** As a faculty member ...

	Strongly agree	Agree	Disagree	Strongly disagree
I believe that the tenure/promotion process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the tenure/promotion standards are reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are important to tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressured to change my research agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments, teaching load).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the tenure standards/promotion standards are applied equally to all faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that WCU is supportive of the use of sabbatical/faculty enhancement leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that my department is supportive of my taking leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. **Faculty - Tenure Track only:** If you would like to expand on any of your responses to the previous statements, please do so here.

31. **Faculty only:** As a faculty member ...

	Strongly agree	Agree	Disagree	Strongly disagree
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students beyond those of my colleagues with similar performance expectations (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion or tenure (if not applicable, please skip).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that campus and college awards, stipends, grants, and development funds are awarded based on merit through transparent processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have peers/mentors who give me career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. **Faculty only:** If you would like to expand on any of your responses to the previous statements, please do so here.

33. **Staff only:** Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
I find that my supervisor is supportive of my taking leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that my supervisor is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work week-ends).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WCU provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides ongoing feedback to help me improve my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to administrative support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. **Staff only:** If you would like to elaborate on any of your responses to the previous statements please do so here.

35. **Faculty only:** Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used policies on active service-modified duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to administrative support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. **Faculty only:** If you would like to elaborate on any of your responses to the previous statements please do so here.

Part 3: Demographic Information

37. What is your birth sex (assigned)?

- Female
- Intersex
- Male

38. What is your gender/gender identity?

- Genderqueer
- Man
- Transgender
- Woman
- A gender identity not listed above (if you wish please specify) _____

39. What is your current gender expression?

- Androgynous
- Feminine
- Masculine
- A gender expression not listed above (if you wish please specify) _____

40. What is your citizenship status in the U.S. .?

- U.S. citizen, birth
- U.S. citizen, naturalized
- Permanent Resident
- A visa holder (F-1, J-1, H1-B, A, L, G, E, TN, and U)
- Other legally documented status (EAD, CAT)
- Currently under a withholding of removal status
- Undocumented resident

41. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)**

- Alaskan Native (if you wish please specify) _____
- American Indian (if you wish please specify) _____
- Asian/Asian American (if you wish please specify) _____
- Black/African/African American (if you wish please specify) _____
- Latino(a)/Chicano(a)/Hispanic (if you wish please specify) _____
- Middle Eastern (if you wish please specify) _____
- Southeast Asian (if you wish please specify) _____
- Native Hawaiian (if you wish please specify) _____
- Pacific Islander (if you wish please specify) _____
- White (if you wish please specify) _____
- A racial identity not listed above (if you wish please specify) _____

42. Which term best describes your sexual identity?

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Pansexual
- Queer
- Questioning
- A sexual identity not listed above (if you wish please specify) _____

43. What is your age?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 18 | <input type="radio"/> 39 | <input type="radio"/> 60 | <input type="radio"/> 82 |
| <input type="radio"/> 19 | <input type="radio"/> 40 | <input type="radio"/> 61 | <input type="radio"/> 83 |
| <input type="radio"/> 20 | <input type="radio"/> 41 | <input type="radio"/> 62 | <input type="radio"/> 84 |
| <input type="radio"/> 21 | <input type="radio"/> 42 | <input type="radio"/> 63 | <input type="radio"/> 85 |
| <input type="radio"/> 22 | <input type="radio"/> 43 | <input type="radio"/> 64 | <input type="radio"/> 86 |
| <input type="radio"/> 23 | <input type="radio"/> 44 | <input type="radio"/> 65 | <input type="radio"/> 87 |
| <input type="radio"/> 24 | <input type="radio"/> 45 | <input type="radio"/> 66 | <input type="radio"/> 88 |
| <input type="radio"/> 25 | <input type="radio"/> 46 | <input type="radio"/> 67 | <input type="radio"/> 89 |
| <input type="radio"/> 26 | <input type="radio"/> 47 | <input type="radio"/> 68 | <input type="radio"/> 90 |
| <input type="radio"/> 27 | <input type="radio"/> 48 | <input type="radio"/> 69 | <input type="radio"/> 91 |
| <input type="radio"/> 28 | <input type="radio"/> 49 | <input type="radio"/> 71 | <input type="radio"/> 92 |
| <input type="radio"/> 29 | <input type="radio"/> 50 | <input type="radio"/> 72 | <input type="radio"/> 93 |
| <input type="radio"/> 30 | <input type="radio"/> 51 | <input type="radio"/> 73 | <input type="radio"/> 94 |
| <input type="radio"/> 31 | <input type="radio"/> 52 | <input type="radio"/> 74 | <input type="radio"/> 95 |
| <input type="radio"/> 32 | <input type="radio"/> 53 | <input type="radio"/> 75 | <input type="radio"/> 96 |
| <input type="radio"/> 33 | <input type="radio"/> 54 | <input type="radio"/> 76 | <input type="radio"/> 97 |
| <input type="radio"/> 34 | <input type="radio"/> 55 | <input type="radio"/> 77 | <input type="radio"/> 98 |
| <input type="radio"/> 35 | <input type="radio"/> 56 | <input type="radio"/> 78 | <input type="radio"/> 99 |
| <input type="radio"/> 36 | <input type="radio"/> 57 | <input type="radio"/> 79 | |
| <input type="radio"/> 37 | <input type="radio"/> 58 | <input type="radio"/> 80 | |
| <input type="radio"/> 38 | <input type="radio"/> 59 | <input type="radio"/> 81 | |

44. Do you have substantial parenting or caregiving responsibility?

- No
- Yes **(Mark all that apply.)**
 - Children 18 years of age or under
 - Children over 18 years of age, but still legally dependent (in college, has a disability, etc.)
 - Independent adult children over 18 years of age
 - Partner who is sick or has a disability
 - Senior or other family member
 - A parent or caregiving responsibility not listed above (if you wish please specify) _____

45. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

- I have not been in the military
- Active military
- Reservist/National Guard
- ROTC
- Veteran

46. **Students only** What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (M.A, M.S., M.B.A.)
- Specialist degree (Ed.S.)
- Doctoral degree (e.g., Ph.D., Ed.D.)
- Professional degree (e.g., M.D., J.D.)
- Unknown
- Not applicable

Parent/Guardian 2:

- Not applicable
- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (M.A, M.S., M.B.A.)
- Specialist degree (Ed.S.)
- Doctoral degree (e.g., Ph.D., Ed.D.)
- Professional degree (e.g., M.D., J.D.)
- Unknown

47. **Faculty/Staff Only:** What is your highest level of education?

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree
- Specialist degree (Ed.S.)
- Doctoral degree (e.g., Ph.D., Ed.D.)
- Professional degree (e.g., MD, JD)

48. **Undergraduate Students only:** Where are you in your college career?

- Non-degree student
- First year (0-29.5 credits)
- Sophomore (30-59.9 credits)
- Junior (60-89.5 credits)
- Senior (90 or more credits)

49. **Graduate Students only:** Where are you in your graduate career?

- Master's student (e.g., Degree, Non-degree, Certificate/teacher credential program candidate)
 - First year
 - Second year
 - Third (or more) year
- Doctoral student (e.g., DNP)
 - First year
 - Second year
 - Third (or more) year
 - Advanced to Candidacy
 - ABD (all but dissertation)

50. **Faculty only:** Which academic department are you **primarily** affiliated with at this time?

- College of Arts and Sciences
- College of Business and Public Affairs
- College of Education
- College of Health Sciences
- College of Visual & Performing Arts
- Library
- Student Affairs (Athletics, Counseling Center)
- Undergraduate Studies and Student Support Services

51. **Staff only:** Which academic division/department are you primarily affiliated with at this time?

- President's Office
 - President's office
 - Social Equity
 - Information Center
- Student Affairs
 - Student Affairs - Vice President's Office
 - Athletics
 - Athletics Development
 - Sports Information
 - Coaches
 - Student Development & Involvement
 - Fraternity/Sorority Life
 - New Student Programs
 - Campus Recreation
 - Student Leadership and Involvement
 - Housing Services
 - Residence Life
 - Dining Services
 - Counseling Center
 - Student Health Services & Wellness Programs
 - Women's Center
 - Sykes Student Union
 - Judicial Affairs & Student Assistance
 - Service-Learning & Volunteer Programs
 - Multicultural Affairs
 - Career Development Center
- Administration and Finance
 - Administration and Finance - Vice President's Office
 - Finance, Budget and Business Services
 - Accounting and Financial Reporting
 - Budget
 - Student Financial Services
 - Business Services
 - Business Systems
 - Human Resources
 - Training and Organizational Development
 - Environmental Health and Safety
 - Payroll
 - Labor Relations
 - Benefits
 - Employment Management/HRIS/Document Management
 - Public Safety
 - Residence Hall Security
 - Public Safety
 - Emergency Planning/Electronic Security
 - Parking Services
 - Reporting Compliance, Threat Assessment & Intolerance Investigations
 - Facilities
 - Plant Operations
 - Financial Support Services
 - Custodial and Grounds
 - Design and Construction
 - Planning
 - Internal Audit
 - Administration and Finance - Executive Associate
- Information Services
 - Information Services - Vice President's Office
 - Networking Services
 - Data Center Services
 - WiFi Services

- IT Security Services
 - Student Residential Computing Services
 - Telecommunications
 - Networking & Telecommunications
 - IS Budget & Planning
 - IS Budget Planning
 - IS Organizational Planning
 - Content and Web Services
 - University Web Services
 - SharePoint Content Services
 - IT Emergency Management
 - Digital Form Services
 - Digital Signage Services
 - Client Support Services
 - IT Help Desk
 - LMS Services
 - Faculty/Staff Training Services
 - DAC Services
 - RECAP Conference
 - Technical Support Services
 - Desktop Support Services
 - Multimedia Services
 - Digital Media Center Services
 - Student Technical Fee Services
 - Desktop Virtualization
 - IT Strategic Sourcing & Planning
 - Strategic Sourcing
 - IS Contracts
 - IT Communications & PASSHE Relations
 - PASSHE Committees
 - IT Communication
 - Administrative Computing Systems
 - Auxiliary System Services
 - myWCU Services
 - Analytical Services
 - Document Imaging
 - Data Base Services
 - Advancement
 - Advancement - Vice President's Office
 - WCU Foundation
 - Development
 - Finance & Accounting
 - Special Projects/Partnerships
 - University Student Housing
 - Alumni Relations
 - Cultural and Community Affairs
 - Conference Services
 - Venue Management
 - Office of Communications
 - Public Relations & Marketing
 - Publications, Printing & Editorial Services
 - Sponsored Research
 - External Operations
 - External Operations - Vice President's Office
 - Business Technology Center
 - Distance Education
 - Graduate Business Center
 - WCU in Philadelphia
 - Academic Affairs
 - Provost's Office
 - College of Arts and Sciences
 - College of Business and Public Affairs

- College of Education
- College of Health Sciences
- College of Visual and Performing Arts
- International Programs
- Enrollment/Registrar
 - Admissions
 - Financial Aid
 - Registrar
- Academic Administration
 - Pre-Major Advising
 - LARC
 - Academic Development Programs
 - ROTC
 - Retention
 - Student Relations Success
 - Student with Disabilities/TRIO
 - Honors
 - Academic Policy
 - Library Services
- Associate Provost
 - Program Review
 - Faculty Development
 - Assessment
 - Graduate Dean
 - Grad Enrollment
 - Institutional Research

52. **Undergraduate Students only:** What is your academic major? **(Mark all that apply)**

- Arts and Sciences
 - Anthropology and Sociology
 - Biology
 - Chemistry
 - Communication Studies
 - Computer Science
 - English
 - Geology and Astronomy
 - History
 - Languages and Cultures
 - Liberal Studies Program
 - Mathematics
 - Philosophy
 - Physics
 - Psychology
 - Women's and Gender Studies Program
- Business and Public Affairs
 - Accounting
 - Criminal Justice
 - Economics and Finance
 - Geography and Planning
 - Management
 - Marketing
 - Political Science
 - Undergraduate Social Work
- Education
 - Early and Middle Grades Education
 - Instructional Media
 - Special Education
- Health Sciences
 - Communicative Disorders
 - Health
 - Kinesiology
 - Nursing

- Nutrition
- Sports Medicine
- Visual and Performing Arts
 - Applied Music
 - Art
 - Instrumental Music
 - Keyboard Music
 - Music Education
 - Music History
 - Music Theory, History, and Composition
 - Theatre and Dance
 - Vocal and Choral Music
- Educational Services (Pre-Major)

53. **Graduate Students only:** What is your academic degree program?

- Arts and Sciences
 - Anthropology and Sociology
 - Biology
 - Chemistry
 - Communication Studies
 - Computer Science
 - English
 - Geology and Astronomy
 - Languages and Cultures
 - History
 - Mathematics
 - Philosophy
 - Physics
 - Psychology
 - Women's and Gender Studies Program
 - Certificates
- Business and Public Affairs
 - Accounting
 - Criminal Justice
 - Economics and Finance
 - Geography and Planning
 - Political Science
 - Management
 - Marketing
 - Public Policy & Administration
 - Graduate Social Work
 - Certificates
- Education
 - Instructional Media
 - Counselor Education
 - Special Education
 - Early and Middle Grades Education
 - Literacy
 - Professional and Secondary Education
 - Certificates
- Health Sciences
 - Health
 - Kinesiology
 - Nursing
 - Nutrition and Dietetics
 - Communicative Disorders
 - Certificates
- Visual and Performing Arts
 - Applied Music
 - Instrumental Music
 - Keyboard Music
 - Music Theory, History, and Composition

- Music Education
- Vocal and Choral Music
- Certificates
- Educational Services (Graduate Pre-admission)

54. Which, if any, of the conditions listed below impact your learning, working, or living activities? **(Mark all that apply.)**

- Acquired/Traumatic Brain Injury
- Chronic Diagnosis or Medical Condition (e.g., Lupus, Cancer, Multiple Sclerosis, Fibromyalgia, etc.)
- Hearing impaired or Complete Loss of hearing
- Learning Disability
 - Asperger's/Autism Spectrum
 - Attention Deficit Disorder
 - Dyslexia
 - Hyperactivity Disorder
- Mental Health/Psychological Condition
- Physical/Mobility condition that affects walking
- Physical/Mobility condition that does not affect walking
- Speech/Communication Condition
- Visually Impaired or Complete Loss of Vision
- A disability/condition not listed here (please specify): _____
- I have none of the listed conditions

56. What is the language(s) spoken in your home?

- English only
- Only a language other than English (please specify) _____
- English and one or more other languages (please specify) _____

57. What is your current religious or spiritual identity? **(Please mark all that apply)**

- Agnostic
- Atheist
- Baha'i
- Buddhist
- Christian
 - African Methodist Episcopal
 - African Methodist Episcopal Zion
 - Assembly of God
 - Baptist
 - Catholic/Roman Catholic
 - Church of Christ
 - Church of God in Christ
 - Christian Orthodox
 - Christian Methodist Episcopal
 - Christian Reformed Church (CRC)
 - Episcopalian
 - Evangelical
 - Greek Orthodox
 - Lutheran
 - Mennonite
 - Moravian
 - Nondenominational Christian
 - Pentecostal
 - Presbyterian
 - Protestant
 - Protestant Reformed Church (PR)
 - Quaker
 - Reformed Church of America (RCA)
 - Russian Orthodox
 - Seventh Day Adventist
 - The Church of Jesus Christ of Latter-day Saints
 - United Methodist

- United Church of Christ
- A Christian affiliation not listed above (please specify) _____
- Confucianist
- Druid
- Hindu
- Jain
- Jehovah's Witness
- Jewish
 - Conservative
 - Orthodox
 - Reform
 - A Jewish affiliation not listed above _____
- Muslim
 - Ahmadi
 - Shi'ite
 - Sufi
 - Sunni
 - A Muslim affiliation not listed above _____
- Native American Traditional Practitioner or Ceremonial
- Pagan
- Rastafarian
- Scientologist
- Secular Humanist
- Shinto
- Sikh
- Taoist
- Unitarian Universalist
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- A religious affiliation or spiritual identity not listed above (please specify) _____

58. **Students only:** Are you currently dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?

- Dependent
- Independent

59. **Students only:** What is your *best estimate* of your family's yearly income (if partnered, married, or a dependent student) or your yearly income (if single or an independent student)?

- Below \$29,999
- \$30,000 - \$39,999
- \$40,000 - \$59,999
- \$60,000 - \$79,999
- \$80,000 - \$99,999
- \$100,000 - \$129,999
- \$130,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 and above

60. **Students only:** Where do you live?

- Campus housing
 - Allegheny
 - Brandywine
 - Commonwealth
 - Goshen
 - Killinger
 - Schmidt
 - Tyson
 - University Hall
 - College Arms Apartments
 - East Village Apartments
 - South Campus Apartments
 - Village Apartments
- Non-campus housing
 - Live with family member/guardian
 - Apartment complex
 - Rent room in a house
 - Something not listed here _____
- Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab, homeless)

61. **Students only:** Do you participate in any of the following clubs/organizations at WCU? **(Mark all that apply.)**

- Academic (e.g., Anthropology Club, Society of Physics Students, Gender Studies Club)
- Equity (e.g., AFRISA, Hillel, LGBTQA, SVGA)
- Governing (e.g., Student Government Association, Residence Hall Association, Graduate Student Association)
- Greek (e.g., Kappa Delta Rho, Delta Phi Epsilon, Phi Gamma Delta)
- Honor (e.g., Kinesiology-Phi Epsilon Kappa, Economics - Omicron Delta Epsilon, Education-Kappa Delta Pi)
- Intercollegiate Athletics (e.g., Football, Volleyball, Field Hockey)
- Media (e.g., Daedalus, The Quad, WCUR)
- Music (e.g., Brass Ensemble, Concert Choir, Marching Band)
- Political (e.g., The College Democrats, Students for Liberty, The College Republicans)
- Religious (e.g., Catholic Newman Student Association, IMPACT, Muslim Student Association)
- Service (e.g., Circle K International, Habitat for Humanity, University Ambassadors)
- Special Interest (e.g., Homecoming, Public Health Club, Video Game Club)
- Sports Clubs (e.g., Swim Club, Water Polo, Ultimate Frisbee)

62. **Students only:** At the end of your most recently completed semester, what was your cumulative grade point average?

- No GPA
- 3.50–4.00
- 3.00–3.49
- 2.50–2.99
- 2.00–2.49
- 1.99 or below

63. **Students only:** Have you experienced financial hardship at WCU?

- No **[Skip to Question 65]**
- Yes

64. **Students only:** How have you experienced the financial hardship? **(Mark all that apply.)**

- Affording child care
- Affording food
- Affording health care
- Affording housing
- Affording other campus or program fees
- Affording tuition
- Commuting to campus
- Participating in academic or professional organizations
- Participating in co-curricular events or activities (alternative spring breaks, class trips, study abroad, etc.)
- Participating in co-curricular groups/organizations
- Participating in social events
- Purchasing my books
- Traveling home during breaks
- An experience not listed above (please specify) _____

65. **Students only:** How are you currently paying for your education at WCU? **(Mark all that apply.)**

- Credit card
- Family contribution
- Federal Work Study
- GI Bill
- Graduate assistantship/fellowship
- Grant (Pell, etc.)
- Loans
- Merit scholarship (HOPE, athletic, etc.)
- Need-based scholarship
- Personal contribution /job
- Resident assistant
- A method of payment not listed above (please specify) _____

66. **Students only:** Are you employed either on campus or off-campus during the academic year?

- No
- Yes, I work on-campus – (Please indicate total number of hours you work)
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week
- Yes, I work off-campus – (Please indicate total number of hours you work)
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week

Part 4: Perceptions of Campus Climate

67. **Within the past year, have you observed any** conduct directed toward a person or group of people at WCU that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working or learning environment?
- No [**Skip to Question Q75**]
 - Yes

68. Who/what was the target of the conduct? (**Mark all that apply.**)

- Administrator
- Athletic coach
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- Campus visitor(s)
- Co-worker
- Off campus community member
- Department head
- Don't know source
- Faculty advisor
- Faculty member
- Friend
- Partner/spouse
- Person that I supervise
- Public Safety
- Staff member
- Stranger
- Student
- Social networking site (Facebook, Twitter, Instagram, Yik-Yak, etc.)
- Supervisor
- Teaching assistant/Writing associate/Lab assistant/Tutor
- A source not listed above (please specify) _____

69. Who/what was the source of the conduct? (**Mark all that apply.**)

- Administrator
- Athletic coach
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- Campus visitor(s)
- Co-worker
- Off campus community member
- Department head
- Don't know source
- Faculty advisor
- Faculty member
- Friend
- Partner/spouse
- Partner/family member
- Person that I supervise
- Public Safety
- Staff member
- Stranger
- Student
- Social networking site (Facebook, Twitter, Instagram, Yik-Yak, etc.)
- Supervisor
- Teaching assistant/Writing associate/Lab assistant/Tutor
- A source not listed above (please specify) _____

70. How did you experience the conduct? **(Mark all that apply.)**

- Person was ignored or excluded.
- Person was intimidated/bullied.
- Person was isolated or left out.
- Person was disrespected.
- I observed others staring at the person.
- The person received derogatory/unsolicited e-mail correspondence or text messages
- The person received derogatory posts on social networking sites (such as Facebook)
- The person received derogatory written comments.
- The person received derogatory phone calls
- The person was singled out as the spokesperson for his/her identity group
- Someone implied the person was admitted/hired/promoted due to his/her identity group.
- Someone implied the person was not admitted/hired/promoted due to his/her identity group.
- The person feared getting a poor grade because of a hostile classroom environment.
- The person received a low performance evaluation.
- The person was the target of graffiti/vandalism.
- The person was the target of derogatory verbal remarks.
- The person was the target of retaliation.
- The person was the target of workplace incivility.
- The person was the target of racial/ethnic profiling.
- The person was the target of stalking.
- The persons was the target of sexual harassment (such as unwanted comments and/or touching)
- An experience not listed above

71. What do you believe was the basis for the conduct? **(Mark all that apply.)**

- Academic Performance
- Age
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- Gender/Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability/condition
- Living arrangement
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify) _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial Identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify) _____

72. Where did this conduct occur? **(Mark all that apply.)**

- At a campus event
- In a class
- In a campus dining facility
- In a campus office
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In athletic facilities
- In campus housing
- In off-campus housing
- Off campus
- While working at a campus job
- While walking on campus
- On social networking sites (Facebook, Twitter, Instagram, Yik-Yak, etc.)
- In e-mail correspondence or text message)
- A location not listed above (please specify) _____

73. What was your response to observing this conduct? **(Mark all that apply.)**

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the person who harassed me
- I told a friend
- I sought support from counseling services
- I sought support from a faculty member
- I sought support from a staff member
- I didn't know who to go to
- I made an official complaint to a campus employee/official
- I didn't report it for fear of retaliation
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but it but I did not feel the complaint was taken seriously
- A response not listed above (please specify) _____

74. We are interested in knowing more about your observations. If you would like to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive and/or hostile working or learning environment, please do so here.

75. **Faculty/Staff only:** Have you observed **hiring** practices at WCU that you perceive to be unjust or that would inhibit diversifying the community (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool)?

- No [**Skip to Question 78**]
- Yes

76. **Faculty/Staff only:** I believe that the unjust **hiring** practices were based upon...**(Mark all that apply.)**

- Age
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- Gender/Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability/condition
- Living arrangement
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Nepotism
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify) _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial Identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify) _____

77. **Faculty/Staff only:** We are interested in knowing more about your observations. If you would like to elaborate on your observations, please do so here.

78. **Faculty/ Staff only:** Have you observed at WCU employment-related discipline or action, up to and including dismissal, that you perceive to be unjust or would inhibit diversifying the community?
- No [**Skip to Question 81**]
 - Yes

79. **Faculty/Staff only:** I believe that the unjust employment-related disciplinary actions were based upon...**(Mark all that apply.)**

- Age
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- Gender/Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability/condition
- Living arrangement
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify) _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial Identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify) _____

80. **Faculty/Staff only:** We are interested in knowing more about your observations. If you would like to elaborate on your observations, please do so here.

81. **Faculty/Staff only:** Have you observed **promotion/tenure/reappointment/reclassification** practices at WCU that you perceive to be unjust?
- No [**Skip to Question 84**]
 - Yes

82. **Faculty/Staff only:** I believe the unjust behavior, procedures or employment practices related to **promotion/tenure/reappointment/reclassification** were based upon... **(Mark all that apply.)**

- Age
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- Gender/Gender identity
- Gender expression
- Immigrant/Citizen status
- International status
- Learning disability/condition
- Living arrangement
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/Psychological disability/condition
- Medical disability/condition
- Military/Veteran status
- Nepotism
- Parental status (e.g., having children)
- Participation in an organization/team
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/Spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify) _____

83. **Faculty/Staff only:** We are interested in knowing more about your observations. If you would like to elaborate on your observations, please do so here.

84. Using a scale of 1–5, please rate the overall climate on campus on the following dimensions.

(Note: As an example, for the first item: “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not inclusive
Positive for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, or transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual or transgender
Positive for people of Christian faiths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of Christian faiths
Positive for people of Jewish heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of Jewish heritage
Positive for people of Islamic faith	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of Islamic faith
Positive for people of other faiths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of other faiths
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for non-native English speakers
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status
Positive for people in active military/veterans status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people in active military/veterans status

85. Using a scale of 1–5, please rate the overall climate on campus at WCU on the following dimensions.
 (Note: As an example, for the first item: 1= completely free of racism, 2=mostly free of racism,
 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not age biased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Age biased
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (position: faculty, staff, student)
Not ablest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ablest
Not xenophobic (religion/spirituality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Xenophobic (religion/spirituality)
Not ethnocentric (International)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ethnocentric (International)

86. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that WCU faculty are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that WCU staff are genuinely concerned with my welfare (e.g., residence hall staff).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty pre-judge my abilities based on their perception of my identity/background (e.g. age, race, disability, gender).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have advisers who provide me with career advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have advisers who provide me with advice on class selection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My voice is valued by WCU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

87. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department head/chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel respected by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that WCU senior administration is genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department pre-judge my abilities based on their perception of my identity/background (e.g. age, race, disability, gender)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department chair/school director pre-judges my abilities based on his/her perception of my identity/background (e.g. age, race, disability, gender)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my research is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that including diversity-related information in my teaching/pedagogy/research is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the university values academic freedom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that faculty voices are valued in shared governance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by co-workers in my work unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel respected by students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that WCU senior administration is genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background (e.g. educational level, age, race, disability, gender).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty/staff outside my work-unit pre-judge my abilities based on his/her perception of my identity/background (e.g. educational level, age, race, disability, gender).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my supervisor/manager pre-judges my abilities based on his/her perception of my identity/background (e.g. educational level, age, race, disability, gender).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my work unit encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my contributions to the university are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my opinions are taken seriously by my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that staff opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

89. **Respondents with disabilities only:** Within the past year, have you experienced a barrier regarding any of the following at WCU?

	Yes	No	Not applicable
Facilities			
Athletic facilities (stadium, arena, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/Performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University sponsored internship/practicum sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steps (markings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Technology/Online Environment			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATM machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of FM listening systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Closed captioning (e.g., athletic events, commencements, speakers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-curriculum (curriculum software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiosks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PA system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus Materials			
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events/Exhibits/Movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exams/quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

90. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

91. **Students only:** Please indicate the extent to which you agree that your courses at WCU include sufficient materials, perspectives and/or experiences of people based on each of the following characteristics.

	Strongly agree	Agree	Disagree	Strongly disagree
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender/Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/Citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/Veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/Spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

92. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at WCU.

	Initiative Available at WCU			Initiative NOT Available at WCU		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for delaying or stopping the tenure clock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equity and diversity training to search, promotion and tenure committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career span development opportunities for faculty at all ranks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

93. We are interested in hearing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

94. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at WCU.

	Initiative Available at WCU			Initiative NOT Available at WCU		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

95. We are interested in hearing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

96. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at WCU.

	Initiative Available at WCU			Initiative NOT Available at WCU		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity training for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of classroom inequity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty mentorship of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for student staff (e.g., student union, resident assistants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

97. We are interested in hearing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

98. Are your experiences on campus different from those you experience in the community surrounding campus?
If so, how are these experiences different?

99. This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that WCU might improve the climate, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the WCU community for their participation in this survey, you have an opportunity to win a “Climate Survey Thank-You” survey award.

Submitting your contact information for a survey award is optional. No survey information is connected to entering your information. The separation between the survey and drawing websites ensures your confidentiality.

To be eligible to win a survey award, please provide your position (faculty/staff or student), full name and e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses. Providing this information is voluntary, but must be provided if you wish to be entered into the drawing. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following survey awards:

- Apple Watches
- IPads
- GoPro Cameras
- Gift Cards
- Ram Bucks
- Flex Dollars
- Garage Parking Permit
- Rec Center Passes

- Faculty
- Staff
- Student

Name: _____

E-mail address: _____

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact:

RESOURCES FOR STUDENTS

On-Campus - Confidential Resources

Student Health Services

Commonwealth Hall- ground floor
610-436-2509
www.wcupa.edu/health

Campus Sexual Misconduct Advocate

Sherry Mendez
Commonwealth Hall
610-436-0732

Counseling Center

Commonwealth Hall- ground floor
610-436-2301
www.wcupa.edu/counselingcenter

Women's Center

Alicia Hahn-Murphy- Director
220 Lawrence Center
610-436-2122
www.wcupa.edu/womenscenter

On-Campus - Non-Confidential

Public Safety (available 24 hours a day)

690 Church Street
610-436-3311
www.wcupa.edu/dps/

Office of Social Equity/Title IX Coordinator

Lynn Klingensmith
13/15 University Avenue
610-436-2433
www.wcupa.edu/sexualmisconduct

Office of Judicial Affairs

Sykes 238, 610-436-3511
www.wcupa.edu/_SERVICES/stu.jud/

Off-Campus (All off-campus resources are confidential)

Crime Victims' Center

135 West Market Street, 610-692-7273
www.cvcofcc.org

Domestic Violence Center of Chester County

610-431-1430
www.dvccc.com

RESOURCES FOR STAFF/FACULTY

State Employees Assistance Program (SEAP)

1-800-692-7459
<http://www.wcupa.edu/hr/laborRelations/seap.aspx>

Crime Victims' Center

135 West Market Street
610-692-7273
www.cvcofcc.org

Domestic Violence Center of Chester County

610-431-1430
www.dvccc.com