

Campus Climate Survey

Report of Selected University Findings



As Presented to President Christopher Fiorentino

September 12, 2022, by

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Executive Summary

The systemwide campus climate survey advances the System's mission to increase educational attainment in the Commonwealth of Pennsylvania; to prepare students at the undergraduate and graduate levels for professional and personal success in their lives; and to contribute to the economic, social, and cultural development of Pennsylvania's communities, the commonwealth, and the nation. It is also consistent with the commitment made by the Board of Governors to advancing the System's mission by championing the success of all members of our university communities, regardless of their identity; to creating and maintaining environments that promote success for all.

The survey establishes baseline understandings relative to the experiences of students, faculty, and staff so that areas of concern and opportunities for improvement can be identified and responded to through university and where appropriate Board actions.

This report summarizes data collected from West Chester University. Survey results are intended to stimulate inquiry and ultimately to prioritize and shape actions that result in the creation of more inclusive communities, with periodic "pulse" surveys used to evaluate progress.

Universities Use of the Survey

Universities may choose different processes for reviewing and interpreting them their communities, and for identifying and prioritizing the issues they wish to address. It is also anticipated that the issues they prioritize and the actions they take to address them may differ as well.

The Chancellor's expectations of how survey reports are used reflect and support that diversity in approach. University presidents will:

- 1) Establish a process for engaging their community in a discussion of survey results with a view to understanding them, prioritizing what issues ought to be addressed over the next three years, and gather input into specific actions that may be taken, as well as the measurable goals that should be associated with those actions
- 2) Share the above with ELG and its appropriate sub-groups, with a view to having finalized plans available by June 2023.
- 3) Beginning summer 2023, include actions and goals in annual Comprehensive Planning Process (CPP), and reflect on them in presidential performance and CPP review (presidents may also wish to include actions in university DEI strategies, strategic plans, and or other appropriate planning documents).
- 4) ELG or SLG councils under its direction, may also wish to engage in information sharing and/or collaboration where appropriate both in planning and implementation.

The following supports will be available to universities from or coordinated by the OOC:

1. Training in the use of survey data that are made available through interactive data dashboards

2. Identification of resources that may be useful in support of the work
3. Facilitation and staffing support may also be available for specific multi-university and/or systemwide efforts that are engaged by the Executive Leadership Group

University leadership is also invited to reach out directly to the Office of Diversity, Equity, and Inclusion to discuss specific support needs they may have.

Summary Findings of Survey Data

The systemwide survey was administered online through [Viewfinder Campus Climate Surveys](#), a third-party vendor, January 31 - March 4, 2022. The standard Viewfinder survey instrument was modified in consultation with a diverse committee of faculty and staff. The result was as follows:

Four slightly different surveys – one for each of four populations, referred to as survey respondent type below: students, faculty, staff, and non-represented employees (NRE). Respondents were invited indicate their level of agreement with prompts using a Likert-type scale including Strongly Agree, Agree, Disagree, Strongly Disagree, Neutral, and N/A and open-ended questions.

The Systemwide Climate Survey was administered to enrolled students and active employees at all 14 State System universities and the System Office. Figure 1 shows survey distribution and *response rates* by university and stakeholder group. Response rates varied by university: 11.7% of students, 40.5% of faculty members, 42.3% of staff members, and 66.6% of NREs responded to the climate survey systemwide.

Figure 1. Survey Response Rates and Distribution Numbers by University and Stakeholder Group

| University | Total Distribution (n) | Student Responses (%) | Faculty Responses (%) | Staff Responses (%) | NRE Responses (%) |
|---------------------|------------------------|-----------------------|-----------------------|---------------------|--------------------|
| Bloomsburg | 7221 | 969 (15.4%) | 217 (50.6%) | 174 (41.9%) | 72 (80.0%) |
| California | 5470 | 427 (8.8%) | 100 (30.2%) | 121 (55.5%) | 39 (48.8%) |
| Cheyney | 656 | 77 (14.9%) | 14 (21.9%) | 18 (46.2%) | 23 (65.7%) |
| Clarion | 3591 | 256 (8.5%) | 92 (38.5%) | 101 (36.9%) | 43 (63.2%) |
| East Stroudsburg | 4503 | 489 (12.6%) | 93 (32.1%) | 94 (37.8%) | 56 (69.1%) |
| Edinboro | 3661 | 385 (12.2%) | 104 (39.8%) | 73 (38.2%) | 42 (64.6%) |
| Indiana | 8563 | 780 (10.4%) | 234 (48.0%) | 167 (40.8%) | 99 (66.4%) |
| Kutztown | 7022 | 795 (12.9%) | 199 (46.8%) | 142 (44.0%) | 84 (65.6%) |
| Lock Haven | 2769 | 333 (14.4%) | 87 (44.8%) | 99 (48.1%) | 30 (70.0%) |
| Mansfield | 1556 | 269 (21.3%) | 66 (51.6%) | 71 (52.6%) | 23 (76.7%) |
| Millersville | 6655 | 660 (11.5%) | 197 (47.1%) | 182 (46.0%) | 91 (78.4%) |
| OOCC | 154 | N/A | N/A | 13 (36.1%) | 79 (66.9%) |
| Shippensburg | 5167 | 472 (10.6%) | 125 (36.1%) | 105 (36.1%) | 53 (58.9%) |
| Slippery Rock | 8004 | 834 (11.9%) | 208 (43.9%) | 149 (38.2%) | 62 (59.6%) |
| West Chester | 16392 | 1494 (10.3%) | 334 (33.0%) | 253 (42.9%) | 170 (66.9%) |
| State System | 81384 | 8240 (11.7%) | 2070 (40.6%) | 1762 (42.3%) | 971 (66.6%) |

At West Chester, responses rates were average for staff members and NRE, and lower than the State System average for students and faculty. The student response rate was 10.3%. For

employees, the faculty response rate was 33.0%; the staff response was 42.9%; and the NRE response rate was 66.9%. Overall, 2251 West Chester students and employees responded to the survey.

Key Stakeholder Sections

Each of the four surveys also included prompts that targeted five stakeholder groups: People of Color (defined as not white or of European parentage), People with Disabilities, Veterans and Active Military, LGBTQA+ people¹, and International Students and Employees. These sections included questions that asked students and employees the extent to which they felt welcome and respected along with their experiences with discrimination and harassment, both on campus and in the surrounding community. There were also questions to assess their experiences with offices that provide services relevant to each stakeholder group (e.g., Office of Disability/Accessibility, Veteran's Office, Human Resources).

Quantitative Analysis

This report looks only at data bearing directly upon major clusters as outlined in the survey structure, which were asked to all survey respondents. Although survey questions offered only to specific stakeholder groups are not included in this overall summary, they are available in the DEI Climate Survey Dashboard along with the survey. It is anticipated that they will be used in support of review and action planning.

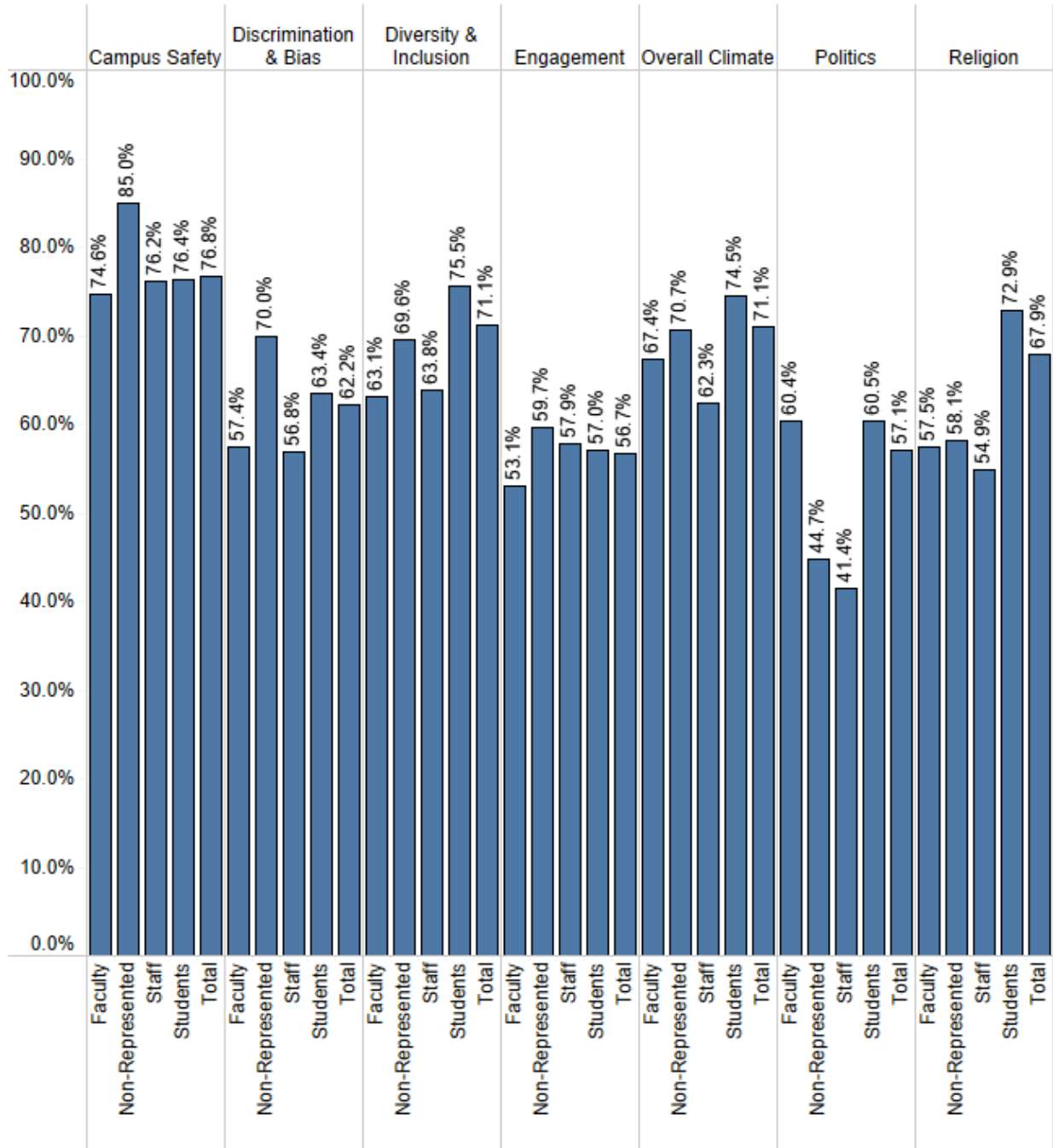
Figures 2 and 3 show survey responses by topic for each of the surveyed groups. They show the percentage of respondents in each survey group that answered "agree" and "strongly agree" for the survey prompts associated with a given topic. NA responses were omitted from the average agreement score. The higher the percentage, the greater the level of agreement.

Overall, the campus safety topic had the highest level of agreement (76.8%). The lowest levels of agreement exist for prompts having to do respectively with one's comfort expressing political views (staff 44.1%) and engagement (faculty 53.1%). Overall, the percent employee engagement had the lowest level of agreement across all employee respondent groups.

¹ LGBTQIA+ is an abbreviation that stands for lesbian, gay, bisexual, transgender, queer, intersex, and asexual.

Figure 2. Percent Agreement by Topic and Survey Type

Agreement percentage is calculated as number of "Agree" and "Strongly Agree" responses divided by total number of responses (excluding N/A and blanks).



Additional variation between key stakeholder groups is displayed in Figure 3.

Figure 3. Percent Agreement by Topic and Survey Respondent Population

| West Chester Overall Percent Agree/Strongly Agree | | | | | | | | | | |
|---|------------------------|-------|---|-------|---------------------------|----------|-----------------|---------|------------|---------------|
| Topic | Survey Respondent Type | Total | High level attributes identified by survey respondent | | | | | | | |
| | | | Man | Woman | Genderqueer or Non-Binary | LGBTQIA+ | Person of Color | Veteran | Disability | International |
| Campus Safety | Faculty | 74.6% | 79.5% | 73.6% | 52.0% | 58.6% | 68.8% | 66.7% | 57.3% | 62.7% |
| | Non-Represented | 85.0% | 86.1% | 86.6% | | 83.9% | 86.3% | | 91.4% | |
| | Staff | 76.2% | 71.0% | 79.6% | | 64.0% | 60.0% | 80.0% | 65.2% | |
| | Students | 76.4% | 84.8% | 74.6% | 59.4% | 70.3% | 70.1% | 81.4% | 69.8% | 83.9% |
| | Total | 76.8% | 83.0% | 75.7% | 59.0% | 69.3% | 70.4% | 80.2% | 69.2% | 76.7% |
| Discrimination & Bias | Faculty | 57.4% | 66.3% | 55.2% | 64.3% | 43.8% | 60.1% | 80.0% | 34.8% | 55.3% |
| | Non-Represented | 70.0% | 77.1% | 69.3% | | 61.8% | 70.9% | | 73.2% | |
| | Staff | 56.8% | 57.7% | 60.9% | | 32.9% | 51.8% | 43.8% | 43.9% | |
| | Students | 63.4% | 71.3% | 62.5% | 51.8% | 53.3% | 57.8% | 64.7% | 49.1% | 84.0% |
| | Total | 62.2% | 69.5% | 61.9% | 51.3% | 50.9% | 58.9% | 64.4% | 47.9% | 71.8% |
| Diversity & Inclusion | Faculty | 63.1% | 66.1% | 63.6% | 50.3% | 48.0% | 55.8% | 66.2% | 50.5% | 58.6% |
| | Non-Represented | 69.6% | 74.2% | 68.3% | | 64.7% | 57.3% | | 68.6% | |
| | Staff | 63.8% | 62.2% | 65.9% | | 55.9% | 52.6% | 65.2% | 58.2% | |
| | Students | 75.5% | 75.5% | 77.0% | 62.0% | 72.4% | 66.6% | 72.6% | 71.6% | 80.3% |
| | Total | 71.1% | 71.7% | 72.8% | 60.6% | 67.2% | 62.7% | 72.1% | 67.0% | 69.7% |
| Engagement | Faculty | 53.1% | 61.0% | 50.3% | | 43.6% | 52.4% | 79.6% | 38.6% | 42.1% |
| | Non-Represented | 59.7% | 67.1% | 57.9% | | 59.8% | 57.5% | | 63.4% | |
| | Staff | 57.9% | 50.9% | 62.0% | | 46.8% | 55.8% | 50.7% | 50.3% | |
| | Students | 57.0% | 59.8% | 57.0% | 43.4% | 52.7% | 51.3% | 53.6% | 48.9% | 64.6% |
| | Total | 56.7% | 60.0% | 56.9% | 43.9% | 51.5% | 52.3% | 60.2% | 48.7% | 53.1% |
| Overall Climate | Faculty | 67.4% | 69.9% | 67.4% | 62.0% | 60.8% | 64.1% | 70.2% | 53.8% | 56.5% |
| | Non-Represented | 70.7% | 74.1% | 70.3% | | 71.3% | 70.5% | | 82.9% | |
| | Staff | 62.3% | 61.4% | 64.2% | | 54.6% | 58.7% | 61.8% | 60.0% | |
| | Students | 74.5% | 73.7% | 75.7% | 61.9% | 74.0% | 68.6% | 76.5% | 71.8% | 76.3% |
| | Total | 71.1% | 71.6% | 72.2% | 61.8% | 70.3% | 67.2% | 73.8% | 68.5% | 65.2% |
| Politics | Faculty | 60.4% | 59.1% | 64.1% | 75.0% | 68.6% | 59.3% | 29.2% | 71.7% | 57.6% |
| | Non-Represented | 44.7% | 51.0% | 44.8% | | 61.0% | 40.1% | | 66.7% | |
| | Staff | 41.4% | 52.5% | 42.6% | | 63.1% | 27.2% | 43.2% | 42.3% | |
| | Students | 60.5% | 56.4% | 62.8% | 72.3% | 72.8% | 61.0% | 38.3% | 59.9% | 49.4% |
| | Total | 57.1% | 56.1% | 59.5% | 71.1% | 71.2% | 56.2% | 37.2% | 59.4% | 48.7% |
| Religion | Faculty | 57.5% | 62.0% | 59.0% | 50.0% | 42.6% | 55.7% | 64.5% | 58.5% | 53.1% |
| | Non-Represented | 58.1% | 60.4% | 59.6% | | 67.5% | 57.2% | | 61.1% | |
| | Staff | 54.9% | 54.9% | 58.8% | | 60.9% | 52.5% | 71.1% | 63.6% | |
| | Students | 72.9% | 73.4% | 75.0% | 83.5% | 75.2% | 71.6% | 54.4% | 70.8% | 63.7% |
| | Total | 67.9% | 68.5% | 70.6% | 77.8% | 70.4% | 67.4% | 58.8% | 68.9% | 56.6% |

*Cells with fewer than 5 distinct respondents are redacted

Figures 4 and 5 represent the same data only this time using an average agreement score rather than a percentage. The average agreement score is calculated based on weighting all individual responses within a given theme based on the following schema:

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1- Strongly Disagree

The higher the average agreement score, the more likely individuals were to respond strongly agree and agree, and less likely to strongly disagree and disagree. Neutral and NA responses was omitted from the average agreement score. In addition, an average agreement score was limited to questions that referred to an individual's affect, as opposed to questions asking for their opinion on a process or a policy.

The chart shows the highest level of agreement with prompts having to do with campus safety and diversity & inclusion and the lowest having to do with employee engagement and politics.

Figure 4. Average Response Rating by Topic and Survey Type

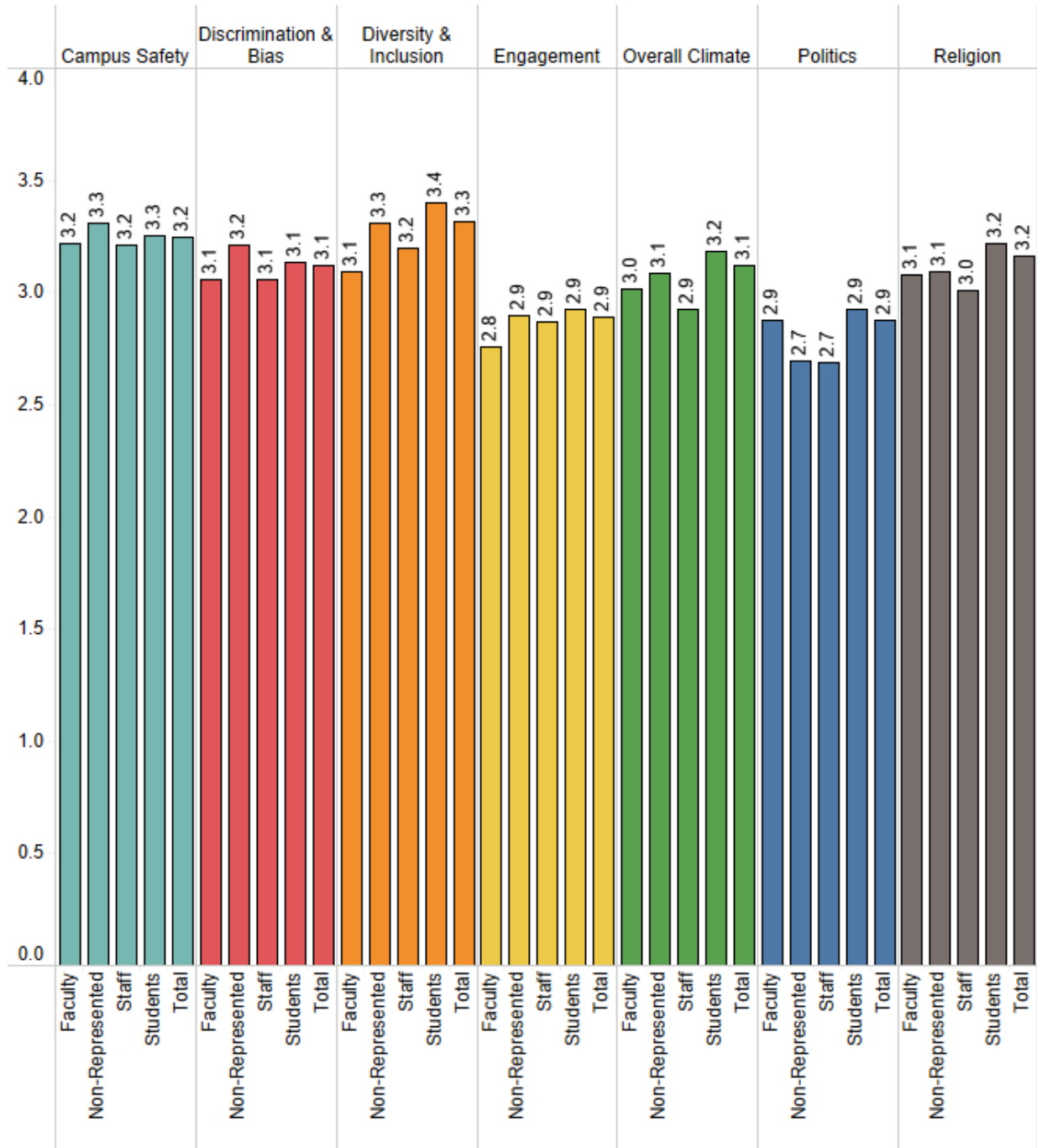


Figure 5. Average Response Rating by Topic and Survey Respondent Population

| West Chester Overall Agreement Average | | | | | | | | | | |
|--|------------------------|---|-----|-------|---------------------------|----------|-----------------|---------|------------|---------------|
| | | High level attributes identified by survey respondent | | | | | | | | |
| Topic | Survey Respondent Type | Total | Man | Woman | Genderqueer or Non-Binary | LGBTQIA+ | Person of Color | Veteran | Disability | International |
| Campus Safety | Faculty | 3.2 | 3.4 | 3.2 | 2.5 | 3.0 | 3.1 | 3.3 | 2.9 | 3.2 |
| | Non-Represented | 3.3 | 3.5 | 3.2 | | 3.2 | 3.3 | | 3.5 | |
| | Staff | 3.2 | 3.2 | 3.3 | | 3.0 | 2.9 | 3.1 | 2.9 | |
| | Students | 3.3 | 3.4 | 3.2 | 2.9 | 3.1 | 3.2 | 3.4 | 3.1 | 3.3 |
| | Total | 3.2 | 3.4 | 3.2 | 2.8 | 3.1 | 3.2 | 3.4 | 3.1 | 3.3 |
| Discrimination & Bias | Faculty | 3.1 | 3.2 | 3.0 | 2.8 | 2.7 | 3.0 | 3.2 | 2.5 | 3.0 |
| | Non-Represented | 3.2 | 3.3 | 3.2 | | 3.1 | 3.2 | | 3.5 | |
| | Staff | 3.1 | 3.1 | 3.1 | | 2.4 | 2.9 | 2.9 | 2.8 | |
| | Students | 3.1 | 3.3 | 3.1 | 2.8 | 3.0 | 3.1 | 3.6 | 2.9 | 3.4 |
| | Total | 3.1 | 3.3 | 3.1 | 2.7 | 2.9 | 3.1 | 3.4 | 2.9 | 3.2 |
| Diversity & Inclusion | Faculty | 3.1 | 3.2 | 3.1 | 2.7 | 2.8 | 3.0 | 3.2 | 2.8 | 3.1 |
| | Non-Represented | 3.3 | 3.5 | 3.3 | | 3.1 | 3.1 | | 3.4 | |
| | Staff | 3.2 | 3.2 | 3.3 | | 2.8 | 3.0 | 3.1 | 3.0 | |
| | Students | 3.4 | 3.4 | 3.4 | 3.1 | 3.3 | 3.2 | 3.6 | 3.4 | 3.5 |
| | Total | 3.3 | 3.3 | 3.4 | 3.1 | 3.2 | 3.2 | 3.4 | 3.3 | 3.3 |
| Engagement | Faculty | 2.8 | 2.9 | 2.7 | | 2.5 | 2.8 | 3.2 | 2.4 | 2.4 |
| | Non-Represented | 2.9 | 3.1 | 2.9 | | 2.9 | 2.9 | | 3.1 | |
| | Staff | 2.9 | 2.9 | 2.9 | | 2.6 | 2.9 | 2.9 | 2.7 | |
| | Students | 2.9 | 3.0 | 2.9 | 2.6 | 2.8 | 2.9 | 3.2 | 2.8 | 3.0 |
| | Total | 2.9 | 3.0 | 2.9 | 2.6 | 2.7 | 2.8 | 3.2 | 2.7 | 2.7 |
| Overall Climate | Faculty | 3.0 | 3.1 | 3.0 | 2.8 | 2.9 | 3.0 | 3.1 | 2.8 | 2.8 |
| | Non-Represented | 3.1 | 3.2 | 3.1 | | 3.1 | 3.2 | | 3.4 | |
| | Staff | 2.9 | 2.9 | 2.9 | | 2.7 | 2.9 | 3.0 | 2.8 | |
| | Students | 3.2 | 3.2 | 3.2 | 3.0 | 3.2 | 3.1 | 3.4 | 3.1 | 3.2 |
| | Total | 3.1 | 3.1 | 3.1 | 3.0 | 3.1 | 3.1 | 3.3 | 3.1 | 3.0 |
| Politics | Faculty | 2.9 | 2.9 | 3.0 | 2.9 | 3.0 | 3.0 | | 3.2 | 3.0 |
| | Non-Represented | 2.7 | 3.0 | 2.6 | | 3.1 | 2.7 | | 3.0 | |
| | Staff | 2.7 | 2.9 | 2.8 | | 2.9 | 2.5 | 2.5 | 2.5 | |
| | Students | 2.9 | 2.9 | 3.0 | 3.1 | 3.1 | 3.0 | 2.7 | 2.9 | 2.7 |
| | Total | 2.9 | 2.9 | 2.9 | 3.1 | 3.1 | 2.9 | 2.7 | 2.9 | 2.9 |
| Religion | Faculty | 3.1 | 3.1 | 3.2 | 2.9 | 3.0 | 2.9 | 3.3 | 3.2 | 3.2 |
| | Non-Represented | 3.1 | 3.3 | 3.0 | | 3.3 | 3.1 | | 3.2 | |
| | Staff | 3.0 | 3.1 | 3.1 | | 3.1 | 2.8 | 3.1 | 2.9 | |
| | Students | 3.2 | 3.2 | 3.3 | 3.2 | 3.2 | 3.1 | 3.0 | 3.2 | 2.9 |
| | Total | 3.2 | 3.2 | 3.2 | 3.2 | 3.2 | 3.1 | 3.1 | 3.2 | 3.0 |

*Cells with fewer than 5 distinct respondents are redacted

Open-ended Questions

The surveys included multiple questions inviting open-ended answers as a means of gaining insights into key issues that emerged for the quantitative survey findings.

Open-ended responses were provided by a relatively small number of survey respondents who in most cases made up fewer than half the population in a survey group are largely negative. For example, systemwide the staff who chose to explain answers or experiences with religion and political views at their institution, represent 17% of the 42.3% of all staff who responded to the survey or 7% of all staff. This should not be interpreted to mean responses are not true or actual, or that they should not be or taken seriously. They should. They should also be considered in context with respect of response rate and alongside the quantitative results.

Systemwide, 32.7% of survey respondents (5.2% of the total potential respondent population) left a comment on at least one area of the survey. These comments were collected in two methods: a text box responding to a series of Likert-type questions or as a

response to an open-ended question. Systemwide, a higher proportion of faculty (48.4%) respondents left comments on at least one survey question. Other groups had a relatively lower proportion of respondents leaving at least one comment: non-represented employees (42.3%), represented staff (41.3%), and students (25.8%).

The use of open-ended responses can serve as a means of gaining insight into anomalies that appear in the quantitative data – for example where staff experience of a particular aspect of university life is very different than faculty experience; or where averages recorded for a university in a particular aspect are significantly different from those recorded for the System as a whole. **Figure 6** shows the number and proportion of survey respondents in each group who responded to open-ended questions.

Figure 6. Open-ended Questions and Number of Responses by Surveyed Group

| | University | Total | Students | Faculty | Staff | Non-Represented |
|---|--------------|-----------------|-----------------|-----------------|----------------|-----------------|
| Survey Respondents | West Chester | 2251 | 1494 | 334 | 253 | 170 |
| Survey Respondents with Comments | West Chester | 732 (32.5%) | 405 (27.1%) | 144 (43.1%) | 116 (45.8%) | 67 (39.4%) |
| Survey Respondents | System | 13043 | 8240 | 2070 | 1762 | 971 |
| Survey Respondents with Comments | System | 4260 (32.7%) | 2122 (25.8%) | 1002 (48.4%) | 727 (41.3%) | 409 (42.1%) |

The open-ended responses were analyzed in Dedoose, a cloud-based qualitative analysis software. This analysis yielded qualitative clusters, which are ideas and concerns that arose from the data as aligned with the quantitative reporting. Clusters **are not university specific** but rather an aggregate of system-level responses to open-ended questions from across the State System (n=4260 unique responders).

Major Clusters

- 1) Campus Safety - The campus climate survey asked students and employees questions to assess their perceived levels of safety on campus and in the surrounding community. It also included questions about their views of campus safety officers/police. Clusters are outlined below.
 - a) Physical Plant
 - i) Lighting and being on campus at night
 - ii) Building access
 - iii) Snow and ice removal
 - iv) Call boxes and surveillance cameras
 - b) Campus Safety / Police Officers
 - i) Officer dispositions
 - ii) Incident response
 - iii) Parking citations

- iv) Discrimination, harassment, and bias
- 2) Overall Campus Climate including Political Climate - The campus climate survey asked students and employees multiple questions to assess the overall campus climate. These questions included the extent to which students and employees feel welcome and supported on campus as well as questions about the learning and working environments. Clusters are outlined below.
 - a) Furthering Inclusion
 - i) Wider variety of student and employee backgrounds and experiences
 - ii) Intergroup dialogues to support inclusion
 - iii) Intersectional and inclusive events
 - iv) More student and employee affinity groups
 - b) Political Polarization on and Off Campus
 - i) Limited listening or respectful dialogue
 - ii) Negative/polarizing national political climate
 - iii) Divisive and tense local context
 - iv) Fear of backlash or criticism
 - c) Student Services
 - i) Academic Advising
 - ii) Counseling Center and Mental Health Services
 - iii) Student Health Centers
 - d) Employee Experience
 - i) Working conditions
 - ii) Career, professional development, pay, and promotion
 - iii) Leadership at university and system levels
 - iv) University integrations
- 3) Discrimination, Harassment, and Bias - The campus climate survey asked participants questions about “Personal Experiences of Discrimination/Bias/Harassment,” which primarily assessed people’s experiences and perceptions of their university’s processes for filing and investigating reports of discrimination, bias, and harassment. Clusters are outlined below.
 - a) Experiences of People with Disabilities
 - i) Accommodations and accessibility
 - ii) Process for acquiring accommodations
 - iii) Struggles to get necessary accommodations
 - iv) Inadequate physical and sensory accommodations on campus, online, and at events
 - v) Not feeling supported or valued
 - b) Experience of LBTQIA+ Community
 - i) Discrimination, harassment, and bias
 - ii) Feeling unwelcome and unsafe on campus and in surrounding communities
 - iii) Support and resources for LGBTQIA+ students and employees needed
 - c) Experiences of People of Color
 - i) Discrimination, harassment, and bias on and off campus
 - ii) Feeling unwelcome or unsafe on campus and in surrounding communities
 - iii) Representation in leadership and shared governance
 - d) Gender-Based Discrimination and Harassment
 - i) Sexual harassment – verbal and physical
 - ii) Reporting, investigating, and resolving claims
- 4) Other Issues - This final section of the findings considers additional challenges and salient opportunities that were discussed in student and employee comments. Clusters and areas of concern are outlined below.
 - a) Zero-Sum Thinking
 - i) Resistance to the need for DEI training

- ii) DEI as anti-white
- iii) and anti-male
- iv) Dichotomy between diversity and merit
- b) Lip Service and Lack of Action
 - i) Administrative inaction and “Lip service”
 - ii) Negative experiences with reporting
- c) Desire for More Education, Training, and Engagement
 - i) Intergroup dialogue
 - ii) Face-to-face training and dialogue
 - iii) Expanded DEI training
- d) Ideas for Improvement
 - i) Leadership engagement and accountability
 - ii) Employee morale
 - iii) Curriculum development
 - iv) In-depth engagement around DEI issues

Given the low numbers of unique responders to open-ended questions at the system and university levels, it will be necessary for leaders to engage in intentional discussions with students and employees to determine which clusters are most significant in their respective unique environments.

Conclusion

The State System is committed to campus cultures where all students, faculty, and staff – and their diverse perspectives – are treated fairly and each person feels welcomed, respected, and valued.

The Systemwide Climate Survey was developed to provide insights into the experiences of students, faculty, and staff at our universities and in the Office of the Chancellor. The data resulting from it will be used to strengthen efforts toward building organizational and academic environments that are optimally inclusive, and as baselines against which to assess progress of those efforts in years to come.

Continuous efforts to measurably improve the inclusiveness of our communities affirms our steadfast commitment to ensuring the entire State System operates from a foundation of values that:

- fosters the success of all students, faculty, and staff;
- expects that our universities be places where human dignity is never compromised and every student that enrolls and employee or contractor we engage is welcomed and has access to the support they need to succeed; and
- affirms the transformative power of higher education including its ability to expand knowledge, challenge assumptions, improve lives, strengthen communities, and disrupt generational poverty.

The Systemwide Climate is a valuable tool for the State System and its universities to engage with their community, review findings, and develop data-driven strategies and action plans, to create more inclusive environments. Each university community is unique in some ways, therefore next steps will be specific to that university.

Finally, survey report findings can be used to advance university CPP goals in alignment with the systemwide DEI strategic priorities that were affirmed during the April 14, 2021, Board of Governors meeting, particularly *Inclusive Communities*. Findings remind us that diversity, equity, and inclusion goals and actions cannot be decoupled. Progress in diversity and equity and systemwide growth will be a challenge to sustain in the absence of inclusive campus environments. The student and employee voices reflected in this report offer insights and direction for the future.

The State System is optimistic about the future and the capacity to strengthen partnerships throughout the system to create and maintain a diverse, equitable, and inclusive system of public higher education in the Commonwealth.

Acknowledgements

The success of an undertaking of this magnitude is possible only through shared commitment and robust collaboration. The Office of Diversity, Equity, and Inclusion appreciates everyone involved in the planning, implementation, and reporting of the State System Campus Climate Survey, to learn more about the experiences of students, staff, and students. We are deeply grateful for the leadership and support of university presidents, which was critical from the start and will remain so in the future as we engage in strategic data utilization discussions.

The Office of Strategic Communications played a significant role in ensuring students and employees had clear and timely information, which resulted in the achievement of high levels of systemwide responses. A tremendous thanks to the Office of Advanced Data Analytics for their ethical handling and expert analysis of the massive data received from survey respondents. Special thanks to Natalie Cartwright for their tremendous contributions to this report. Universities' Chief Diversity Officers also played a key role as liaisons for the administration of the survey – thank you for your unwavering support and steadfast leadership.

Special thanks to Dr. emily howe for the in-depth qualitative analyses of survey comments, in addition to System Office management of this collaborative effort. The work was bolstered by an outstanding committee, which was responsible for customizing the survey, communicating with universities about the survey launch, coordinating outreach to various stakeholder groups, and providing overall guidance for this systemwide initiative.

State System Campus Climate Survey Committee

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- Sheleta Camara-Webb, Committee Co-Chair (DEI Office, California University)
- Natalie Cartwright, Committee Co-Chair (Advanced Data Analytics, System Office)
- Melanie Duncan (Title IX and Faculty, Indiana University)
- Jennifer Hoover (Government Relations, Office of the Chancellor)
- emily howe, Co-Chair (Office of DEI, Office of the Chancellor)
- Brian Mbuu (Labor Relations, Office of the Chancellor)
- Terrence Mitchell (DEI Office, Edinboro University)
- Brenda Mundell (Human Resources, Office of the Chancellor)
- Ursula Payne (Faculty, Slippery Rock University)

Last, but certainly not least, thanks to every student and employee of the State System who responded to the survey. Your voices matter and we heard you!

Appendices

1. Methodological Appendix

The Systemwide Climate Survey was administered for five weeks between January 31 and March 4, 2022. It was administered online by Viewfinder®, a third-party vendor to enrolled students and active employees at all 14 State System universities and the System Office who met the inclusion criteria (see Table 1).

Potential survey participants received an individualized link to the survey from Viewfinder®, who was only provided the institutional email address and university for each student and employee. To protect participants' anonymity, Viewfinder® removed these email addresses from the dataset prior to returning the data files to the System Office for analysis.

There were four versions of the climate survey: One each for students, faculty, represented employees (staff), and non-represented employees (NRE). All students received the student version of the survey. Union membership determined which of the three surveys employees received. Members of APSCUF received the Faculty Survey; employees that were members of any other union received the Staff Survey; employees who were not members of any union received the NRE survey. Figure A.1. shows criteria for determining who received the survey.

Figure A.1. Inclusion Criteria for Survey Distribution

| Students | Employees |
|--|---|
| <ul style="list-style-type: none">All undergraduate, graduate, and certificate seeking students full and part-time students that were enrolled in the fall of 2021 and the spring of 2022. | <ul style="list-style-type: none">Part-time and full-time employees active in SAP as of January 5, 2022 |

Data resulting from closed ended questions, including responses to prompts in which respondents were asked to specify their level of agreement using a Likert Scale, were imported into SAS to structure and format for analysis. The structured data were then imported into Tableau for data management, organization, exploration and, ultimately, visualization deployment. These data are available in aggregated form (by survey, theme, university, and stakeholder group) at the question- and prompt-level in the Climate Survey Dashboard at www.pasche.edu/systemdata. To preserve respondent anonymity, cell sizes smaller than five will not appear in results.

Responses to open-ended questions were redacted to protect respondent anonymity, then analyzed in Dedoose, a cloud-based qualitative software. Clusters were organized into seven categories that captured the broad topics of the open-ended questions:

- Campus Safety
- Diversity, Equity, and Inclusion (DEI) on Campus
- Employee Experiences
- Harassment, Bias, and Discrimination
- Leadership and Management
- Political Climate
- Student Experiences

2. Survey Instruments

Students: [View Survey \(passhe.edu\)](#)

Faculty: [View Survey \(passhe.edu\)](#)

Non-Represented Employees: [View Survey \(passhe.edu\)](#)

Staff: [View Survey \(passhe.edu\)](#)