

# Campus Climate Survey Results



Millersville University

TOGETHER STRONG

October 3, 2017

# Climate In Higher Education



# Assessing Campus Climate

**What is it?**

- Campus Climate is a construct

**Definition?**

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

**How is it measured?**

- Personal Experiences
- Perceptions
- Institutional Efforts

# Campus Climate & Students



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



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



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

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

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

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

# Campus Climate & Faculty/Staff



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



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

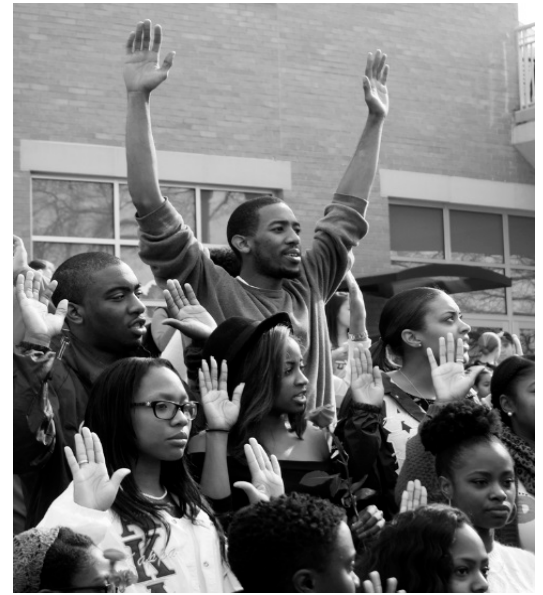


Research underscores the **relationships** between (1) workplace **discrimination** and negative job/career **attitudes** and (2) workplace encounters with **prejudice** and lower health/**well-being**.<sup>3</sup>

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

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

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



# Climate Matters

## Student Activism





# Climate Matters

## Student Activism



# What Are Students Demanding?



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

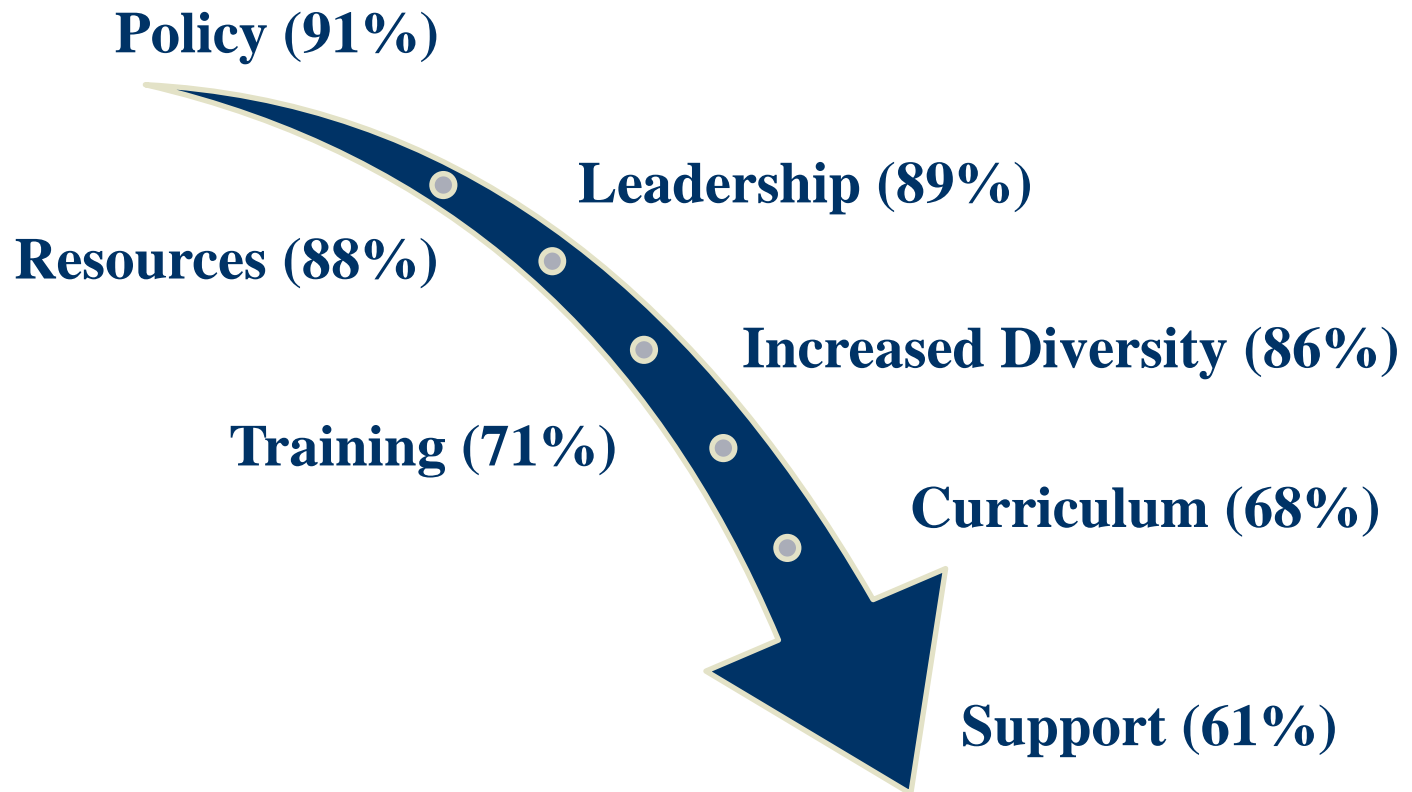


Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today's students in the heated context of racial or other bias-related incidents on college and university campuses.





# Seven Major Themes



# Responses to Unwelcoming Campus Climates

What are students' behavioral  
responses?

# Lack of Persistence

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

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

# Suicidal Ideation/Self-Harm

Experienced  
Victimization

Lack of Social  
Support

Feelings of  
hopelessness

Suicidal Ideation  
or Self-Harm

# Projected Outcomes



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



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

# Setting the Context for Beginning the Work

## Examine the Research

- Review work already completed

## Preparation

- Readiness of each campus

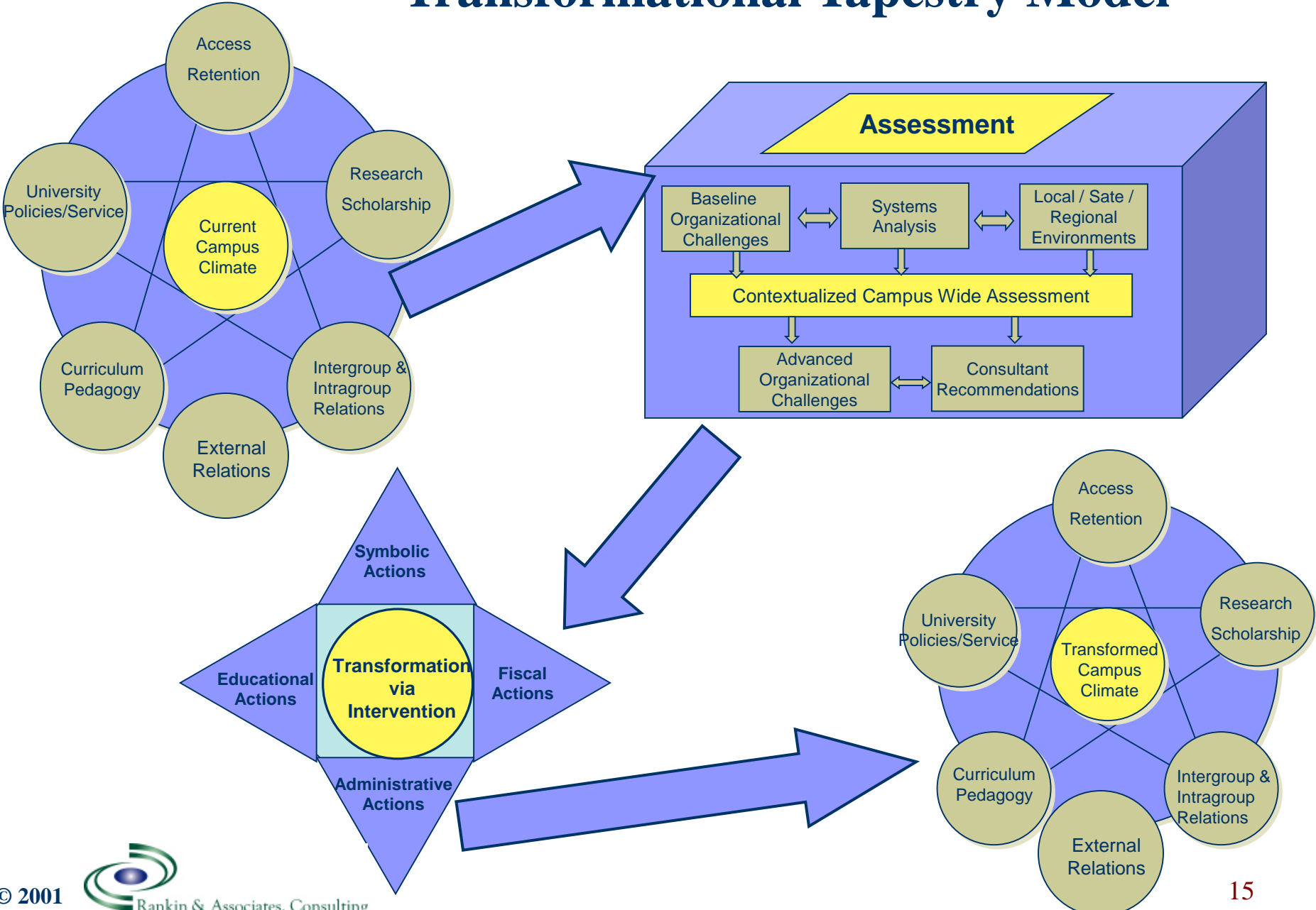
## Assessment

- Examine the climate

## Follow-up

- Building on the successes and addressing the challenges

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



# Project Overview

## Phase I

- **Review of Institutional Data**
- **Assessment Tool Development and Implementation**

## Phase II

- **Data Analysis**

## Phase III

- **Final Report and Presentation**



# Phase I

## Spring/Fall 2016

In collaboration with R&A, the Campus Climate Assessment Working Group (CCAWG) was created.

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The final survey instrument was constructed based on work of Rankin (2003) and informed by the results of the 2009 and 2010 Millersville assessment and subsequent initiatives.

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The CCAWG reviewed multiple drafts of the survey.

# Phase I

## Fall 2016

The final survey was distributed to the entire Millersville University community via an invitation from President Anderson.

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The survey was available in Fall 2016

# Instrument/Sample



## Final instrument

- 112 questions including space for respondents to provide commentary
- On-line or paper & pencil options



## Sample = Population

- All community members were invited to take the survey
- The survey was available in Fall 2016

# Survey Limitations

Self-  
selection  
bias

Response  
rates

Social  
desirability

Caution in  
generalizing results  
for constituent  
groups with low  
response rates

# Phase II

## Spring 2017

Quantitative and qualitative analyses conducted

# Method Limitation

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

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



# Phase III

## Fall 2017

Report draft developed by Millersville Office of Institutional Research

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Members of the commissions, the Assistant Vice President for Institutional Assessment and Planning, and the Coordinator for Diversity and Social Justice will have the opportunity to respond to the assessment findings and to provide suggested revisions.

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Presentation to Millersville campus community

# Results: Response Rates







# Who are the respondents?



1,539 surveys were returned for a  
17% overall response rate



# Employee Response Rates

35%

- Faculty ( $n = 179$ )

30%

- Staff ( $n = 135$ )

44%

- Administrator/Manager ( $n = 52$ )

# Faculty Response Rates

15%

- Instructor ( $n = 30$ )

47%

- Assistant Professor ( $n = 47$ )

49%

- Associate Professor ( $n = 55$ )

46%

- Professor ( $n = 45$ )

# Student Response Rates

16%

- Undergraduate Students ( $n = 1,083$ )

10%

- Graduate Students ( $n = 90$ )

# Undergraduate Student Response Rates

15%

- Freshmen/First Year ( $n = 317$ )

16%

- Sophomore/Second Year ( $n = 245$ )

13%

- Junior/Third Year ( $n = 191$ )

15%

- Senior/Fourth Year or More ( $n = 270$ )

# Response Rates by Birth Sex (Assigned)

19%

- Female ( $n = 5,196$ )

12%

- Male ( $n = 3,808$ )

# Response Rates by Racial Identity

47%

- Alaskan, American Indian, Middle Eastern, Southeast Asian, Hawaiian, or Pacific Islander ( $n = 14$ )

12%

- Asian/Asian American ( $n = 30$ )

10%

- Black/African American ( $n = 72$ )

# Response Rates by Racial Identity

6%

- Hispanic/Latino/Chicano ( $n = 46$ )

17%

- White/European American ( $n = 1,145$ )

71%

- Multiracial ( $n = 110$ )



# Response Rates by Citizenship Status

16%

- U.S. Citizen ( $n = 1,391$ )

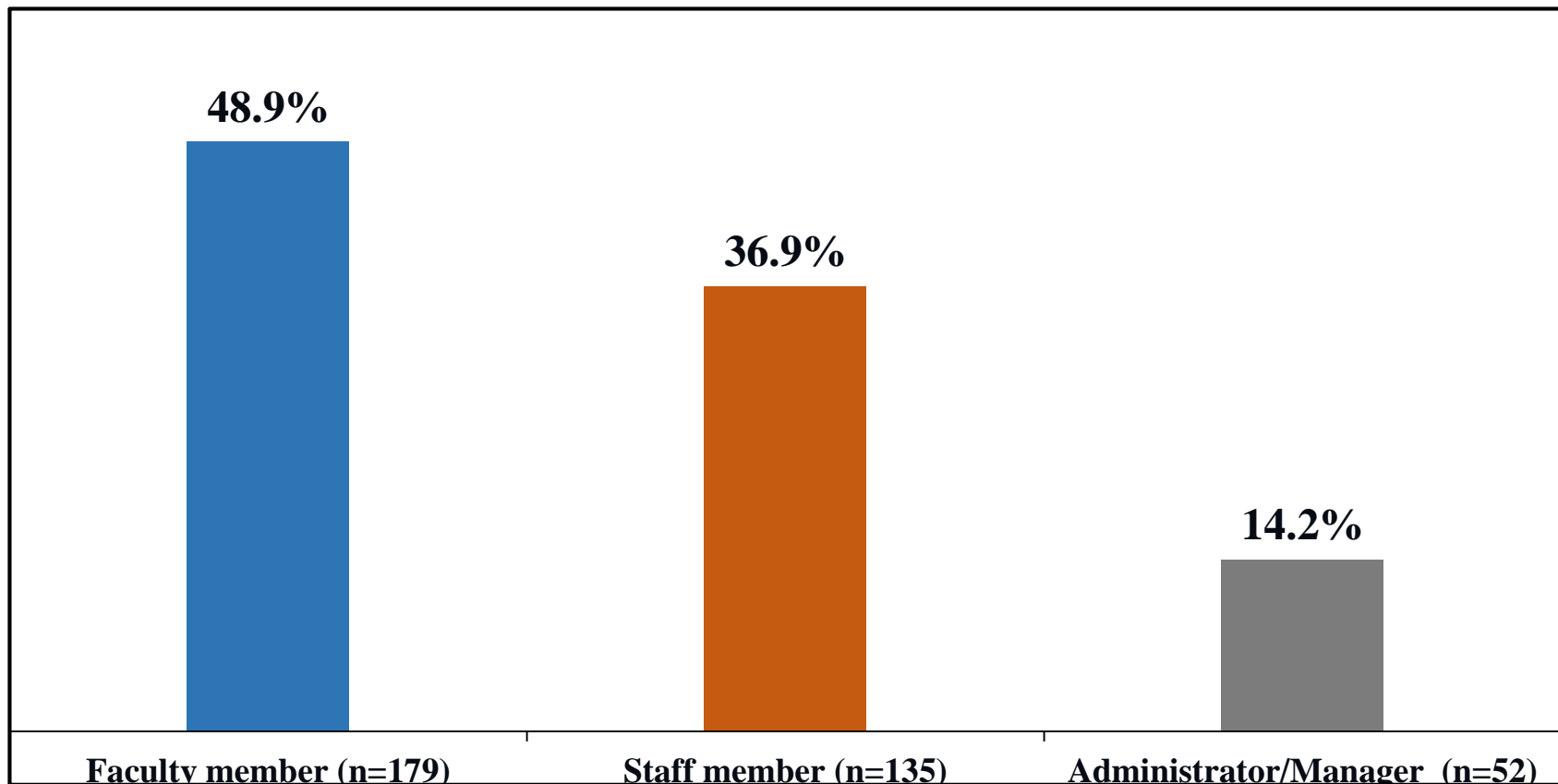
24%

- Non-U.S. Citizen ( $n = 61$ )

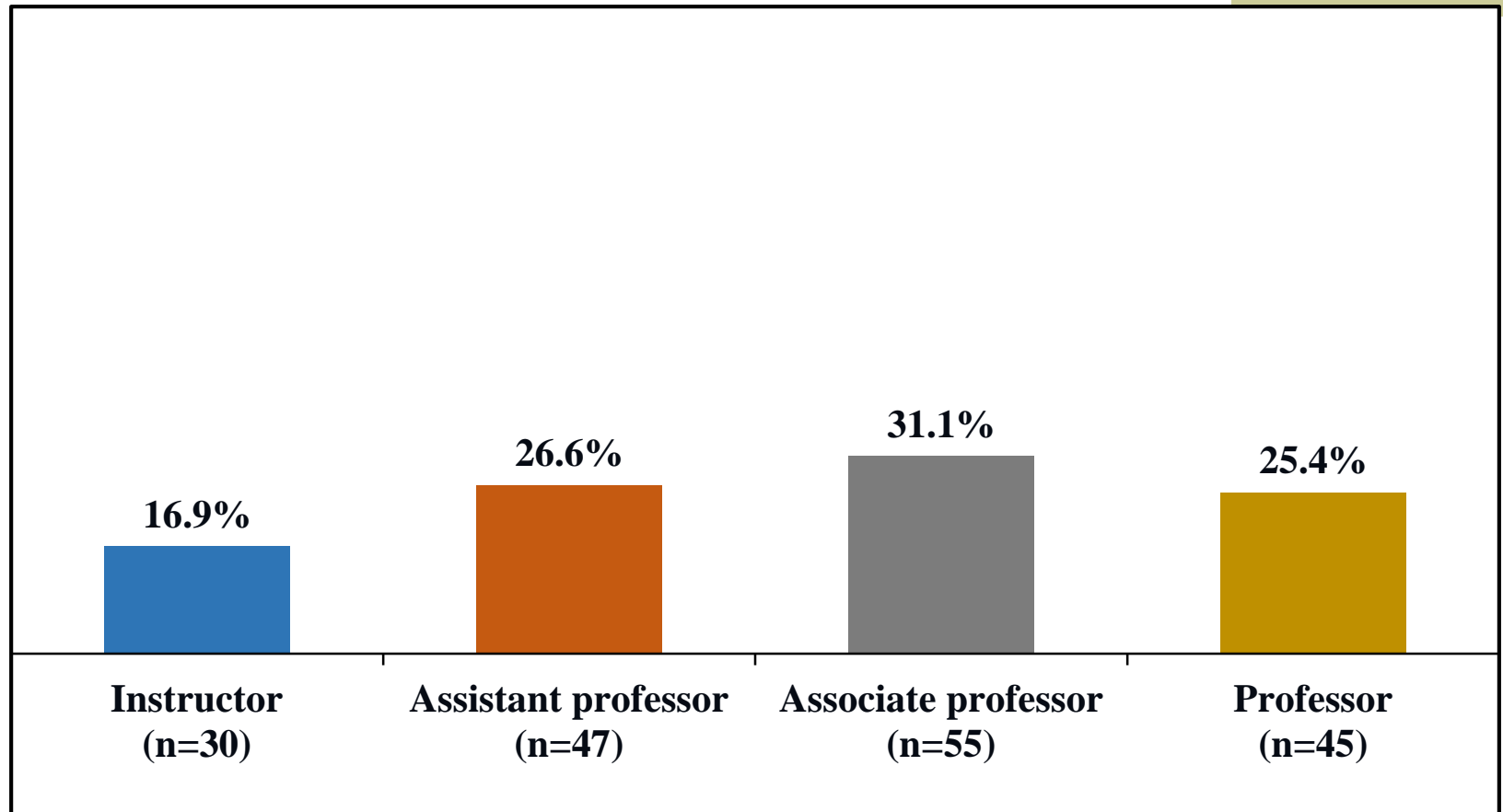
# Additional Demographic Characteristics



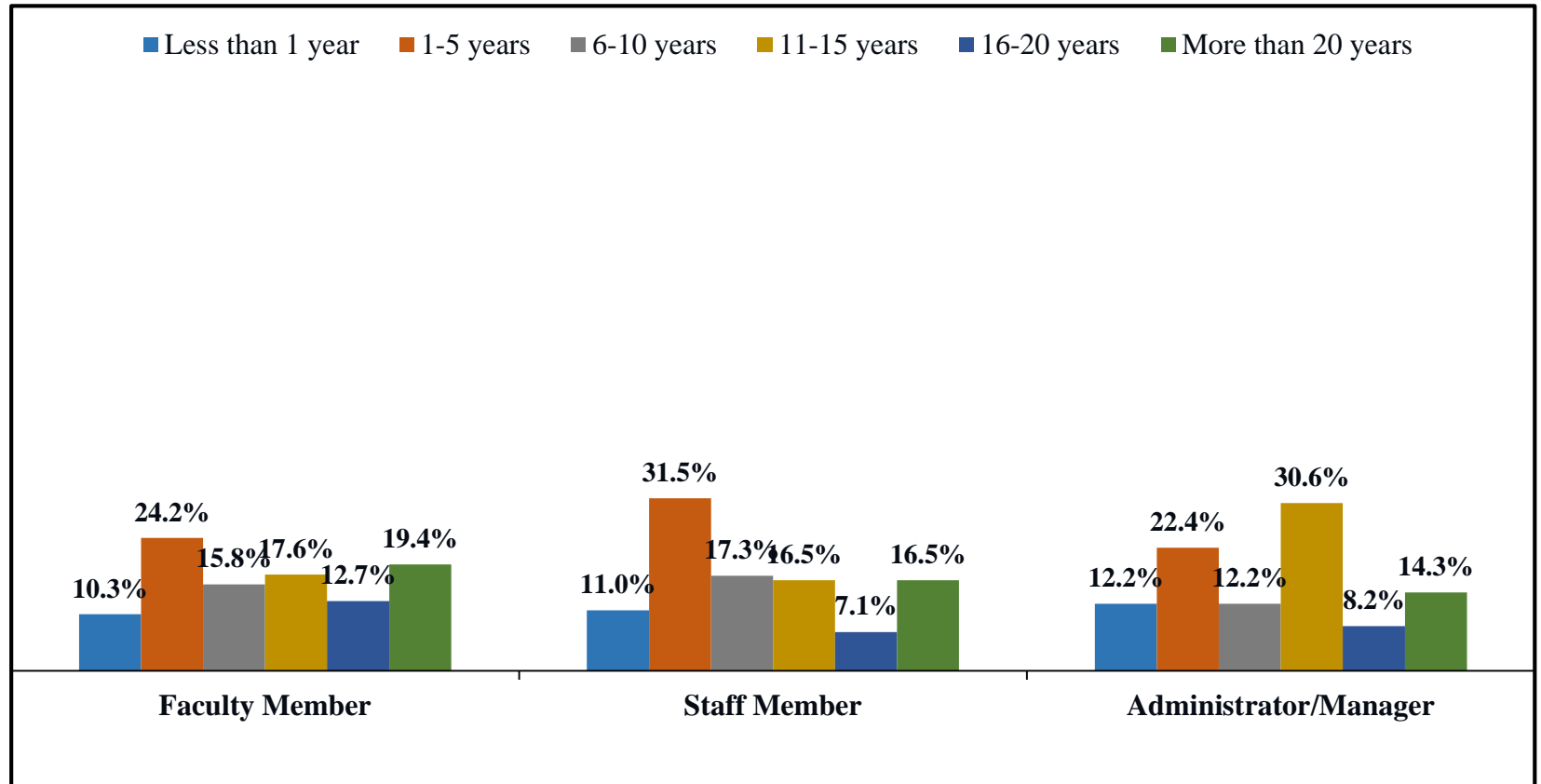
# Respondents by Employee Position (%)



# Faculty Respondents by Rank (%)



# Employee Respondents' Length of Employment (%)



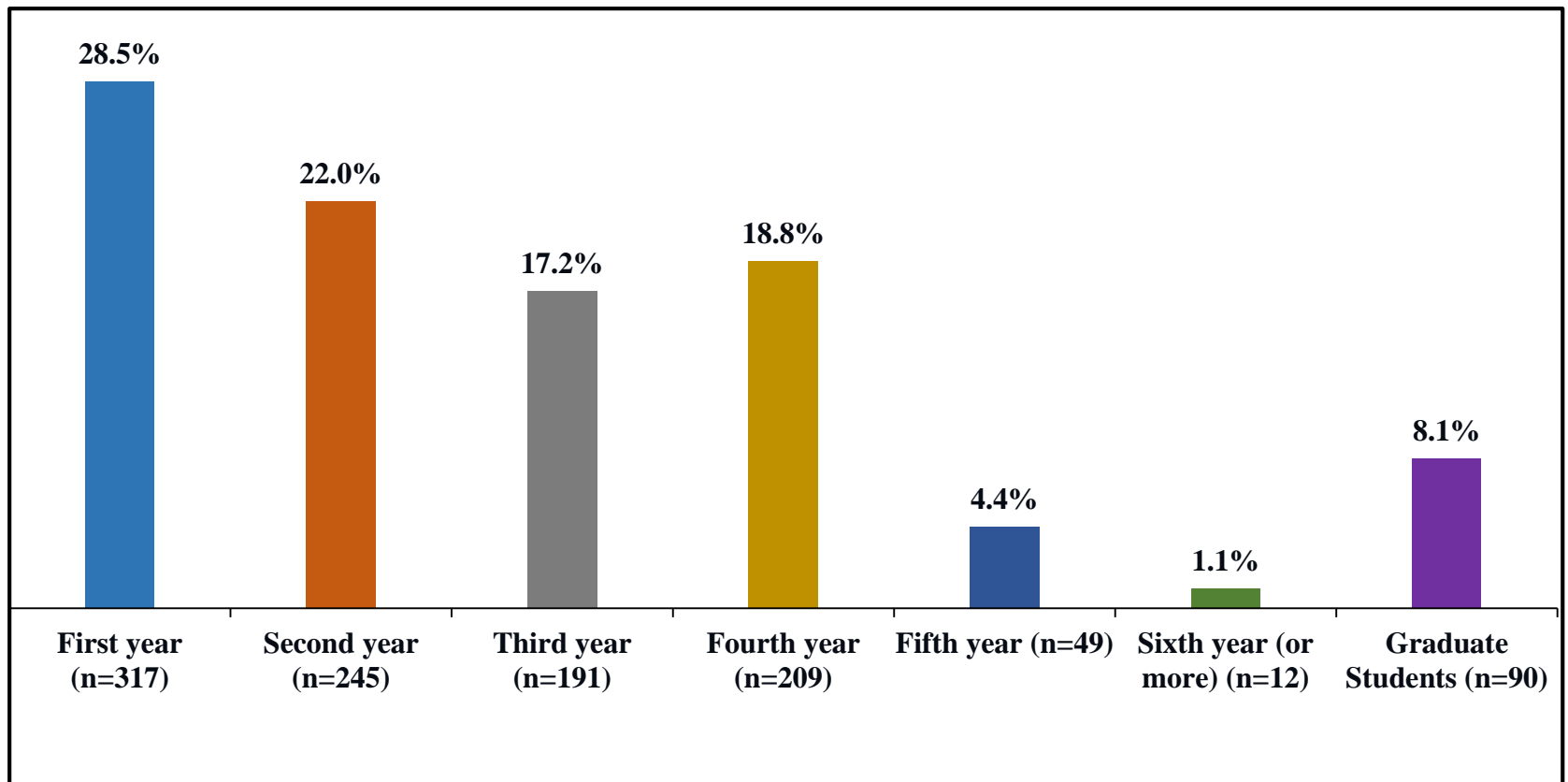
# Staff/Administrator Respondents' Academic Division/Department of Primary Appointment

<b>Appointment</b>	<i>n</i>	<i>%</i>
AFSCME	85	48.6
Management	59	33.7
SCUPA State University Administrators	24	13.7
Coaches	5	2.9
OPEIU Nurses	< 5	---
SPFPA Police	< 5	---

# Faculty Respondents' Academic Division/Department of Primary Appointment

<b>Appointment</b>	<i>n</i>	%
College of Arts, Humanities, and Social Sciences	56	35.2
College of Science and Technology	43	27.0
College of Education and Human Services	40	25.2
Non-College	20	12.6

# Student Respondents by Class Standing (%)





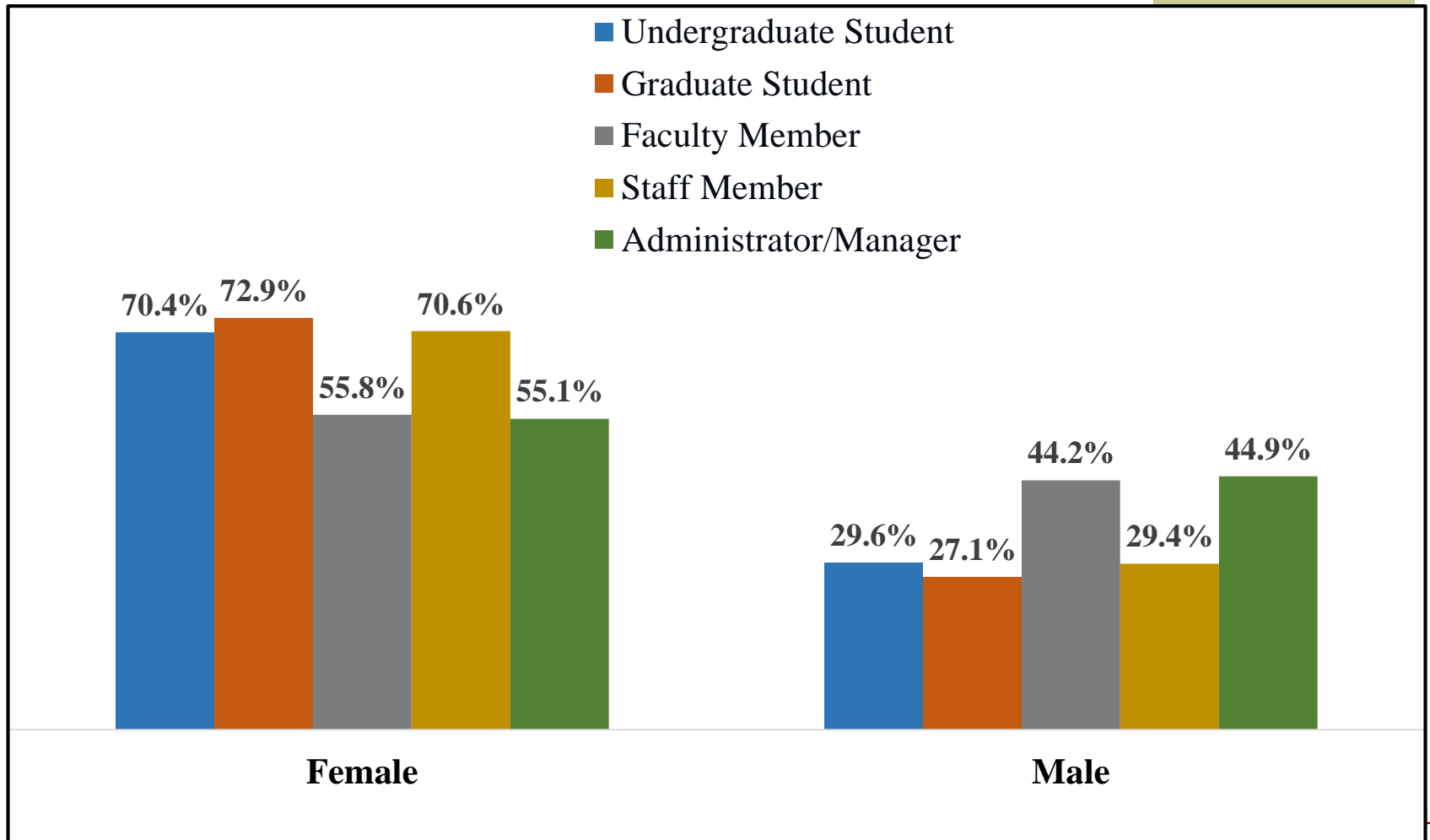
# Top Five Undergraduate Student Respondents' Majors

<b>Major</b>	<i>n</i>	<i>%</i>
Early Childhood Education (PreK-4)	124	12.2
Biology	111	10.9
Special Education (PreK-8/PreK-4 Dual Major)	102	10.0
Psychology	96	9.4
Business Administration	91	8.9

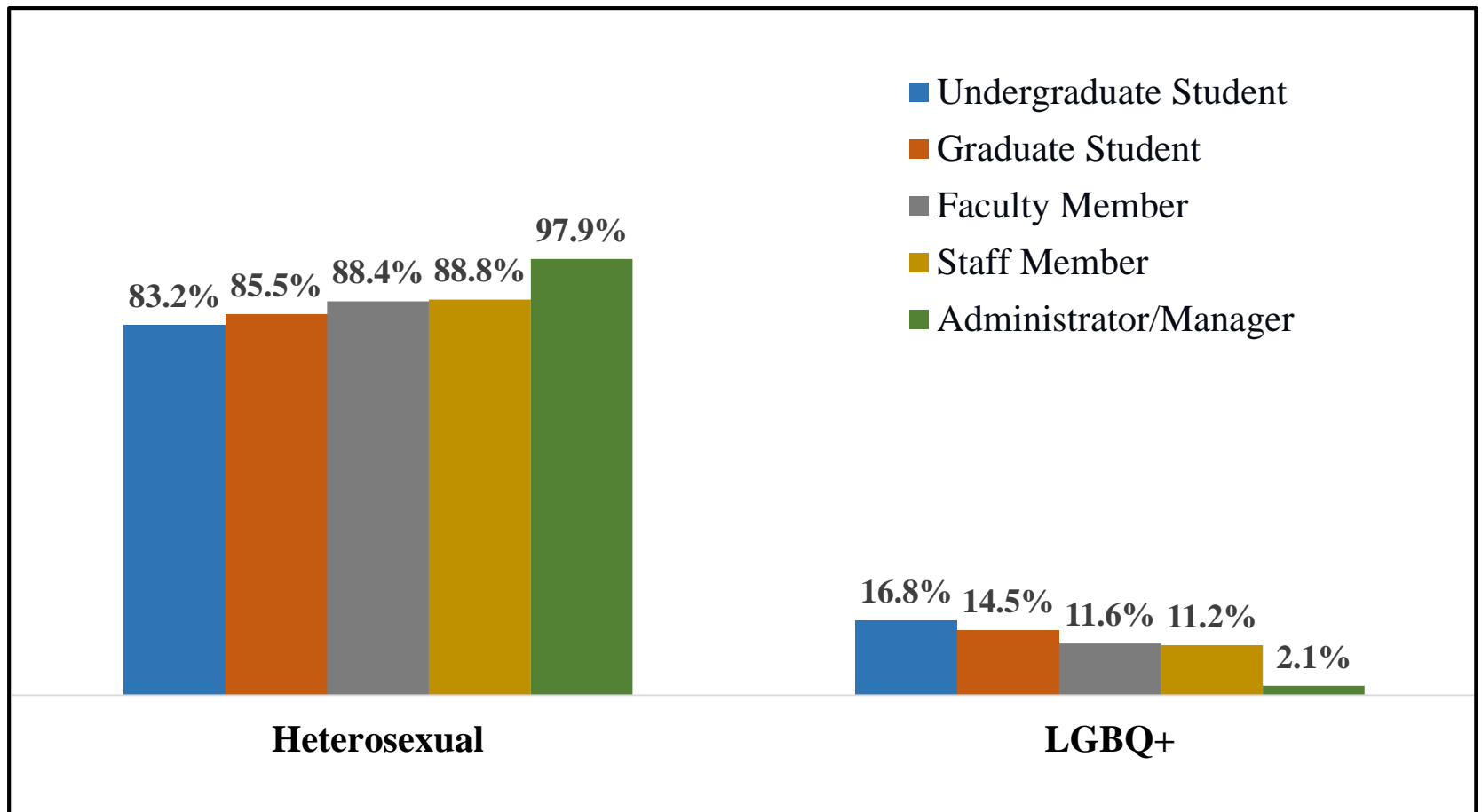
# Top Three Graduate Student Respondents' Majors

<b>Major</b>	<i>n</i>	<i>%</i>
Social Work	24	33.8
Emergency Management	8	11.3
Clinical Psychology	8	11.3

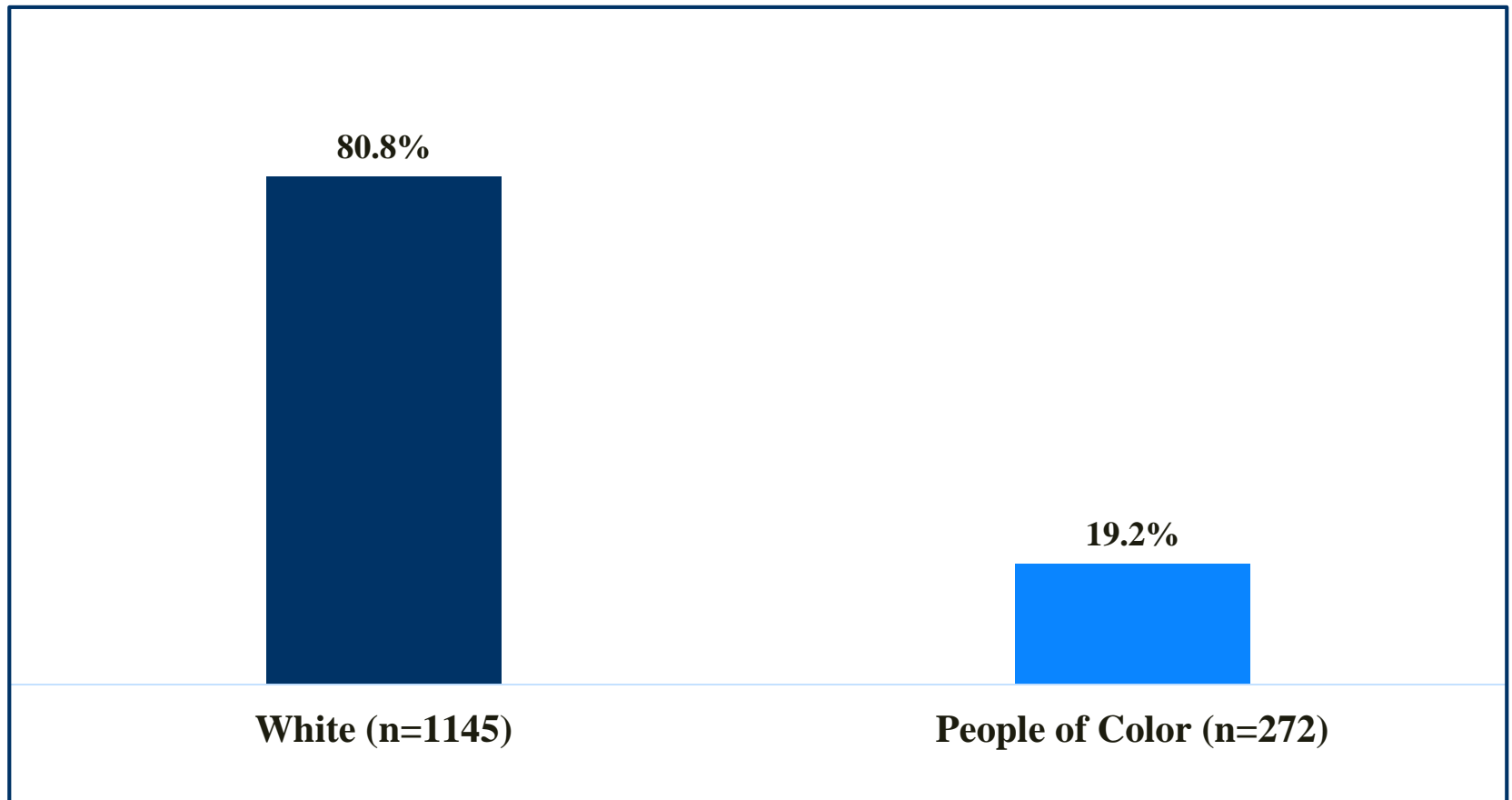
# Respondents by Birth Sex (%)



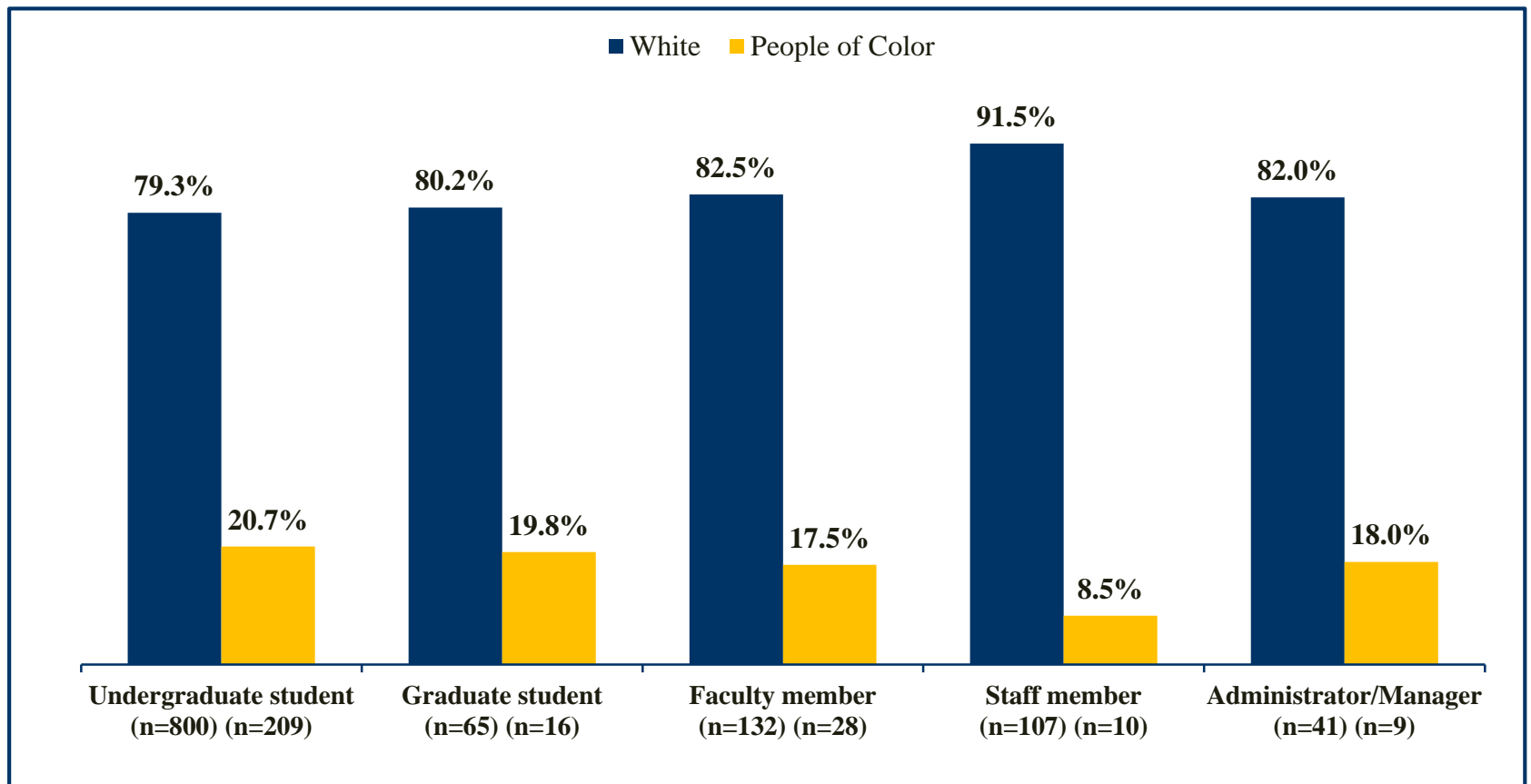
# Respondents by Sexual Identity (%)



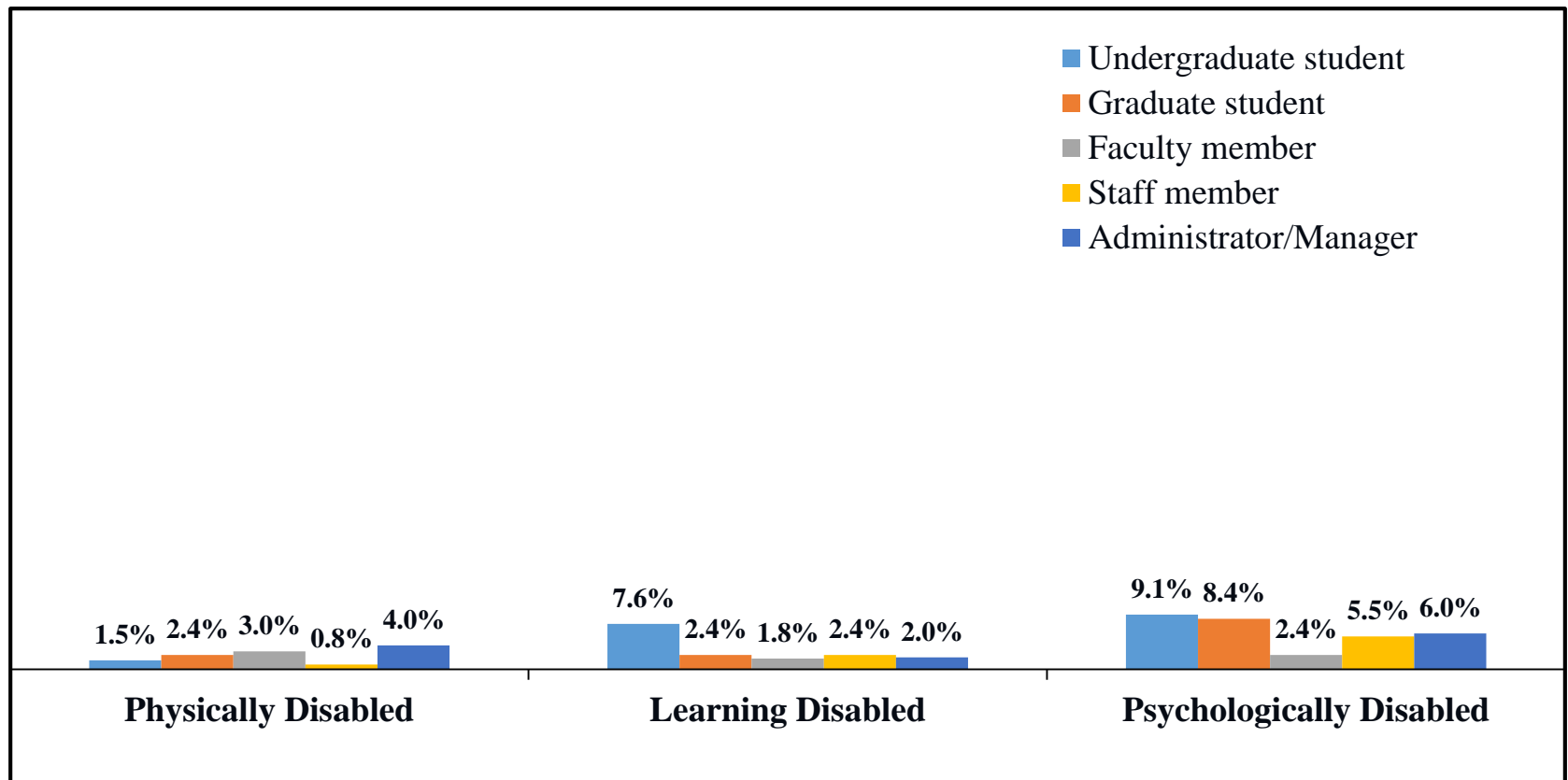
# Respondents by Racial/Ethnic Identity (%)



# Respondents by Racial/Ethnic Identity and Constituent Group (%)



# 15% ( $n = 214$ ) of Respondents Had a Condition that Influenced Their Learning, Working, or Living Activities



# Respondents by Religious/Spiritual Identities

<b>Religious/Spiritual Identity</b>	<b><i>n</i></b>	<b>%</b>
Christian	883	62.3
Agnostic	169	11.9
No affiliation	157	11.1
Atheist	121	8.5
Spiritual, but no religious affiliation	106	7.5
Jewish	24	1.7
Buddhist	23	1.6
Pagan	11	0.8
Unitarian Universalist	11	0.8
Secular Humanist	9	0.6



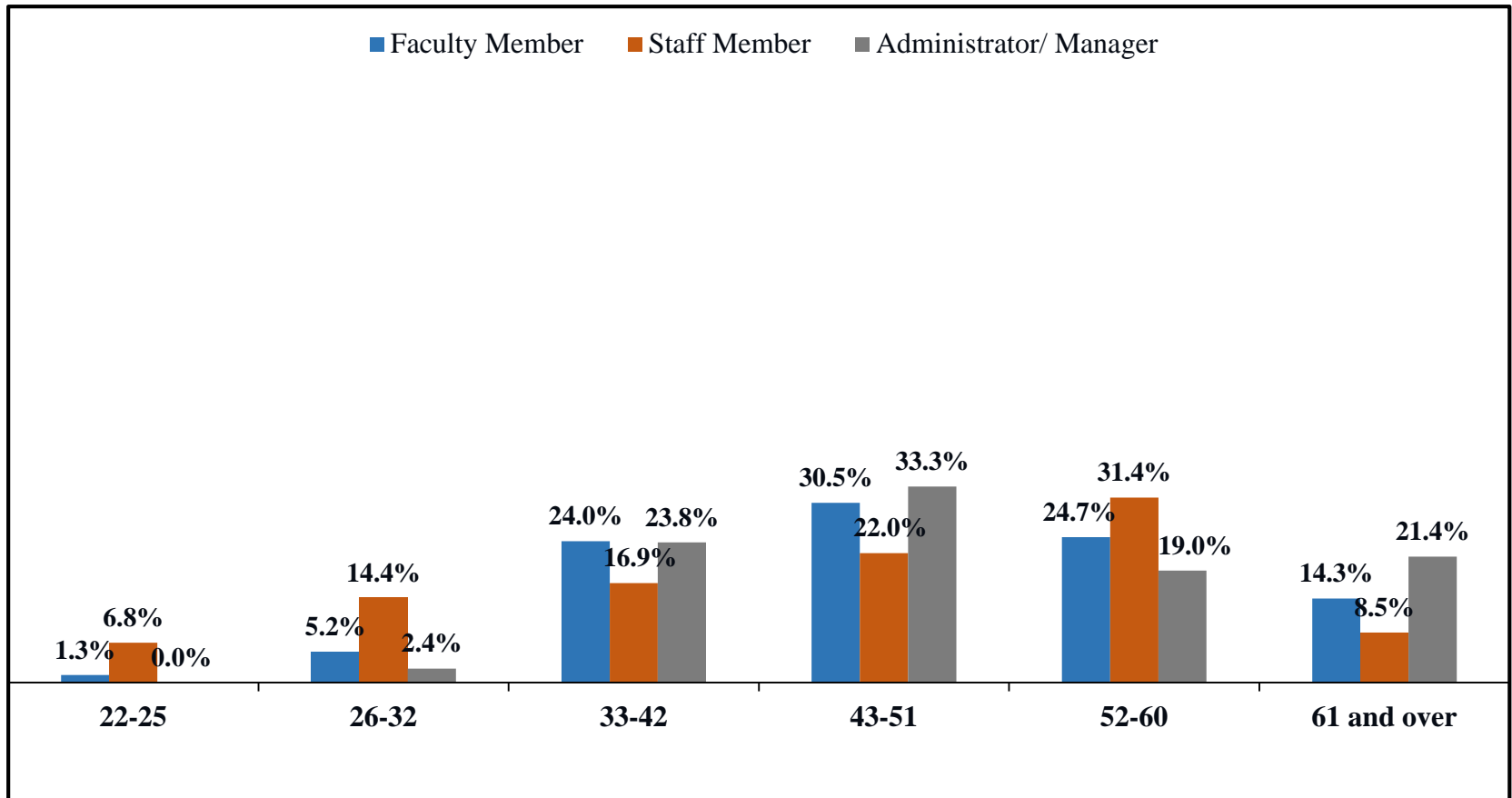
# Citizenship Status

<b>Citizenship</b>	<i>n</i>	<i>%</i>
U.S. citizen, birth	1391	95.8
U.S. citizen, naturalized or permanent resident	49	3.4
A visa holder (such as F-I, J-I, HI-B, and U)	12	0.8

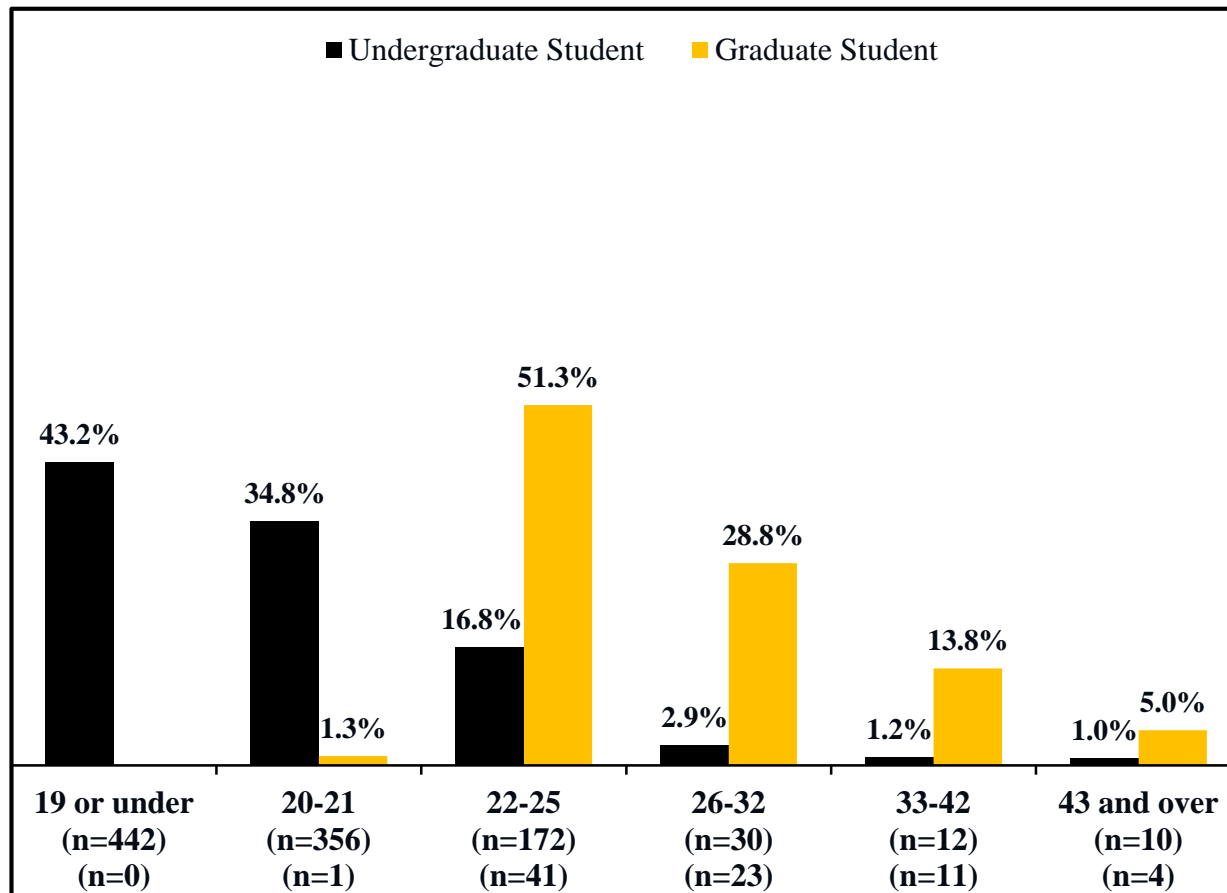
# Military Status

3% ( $n = 40$ )  
identified as  
active  
military or  
veteran status

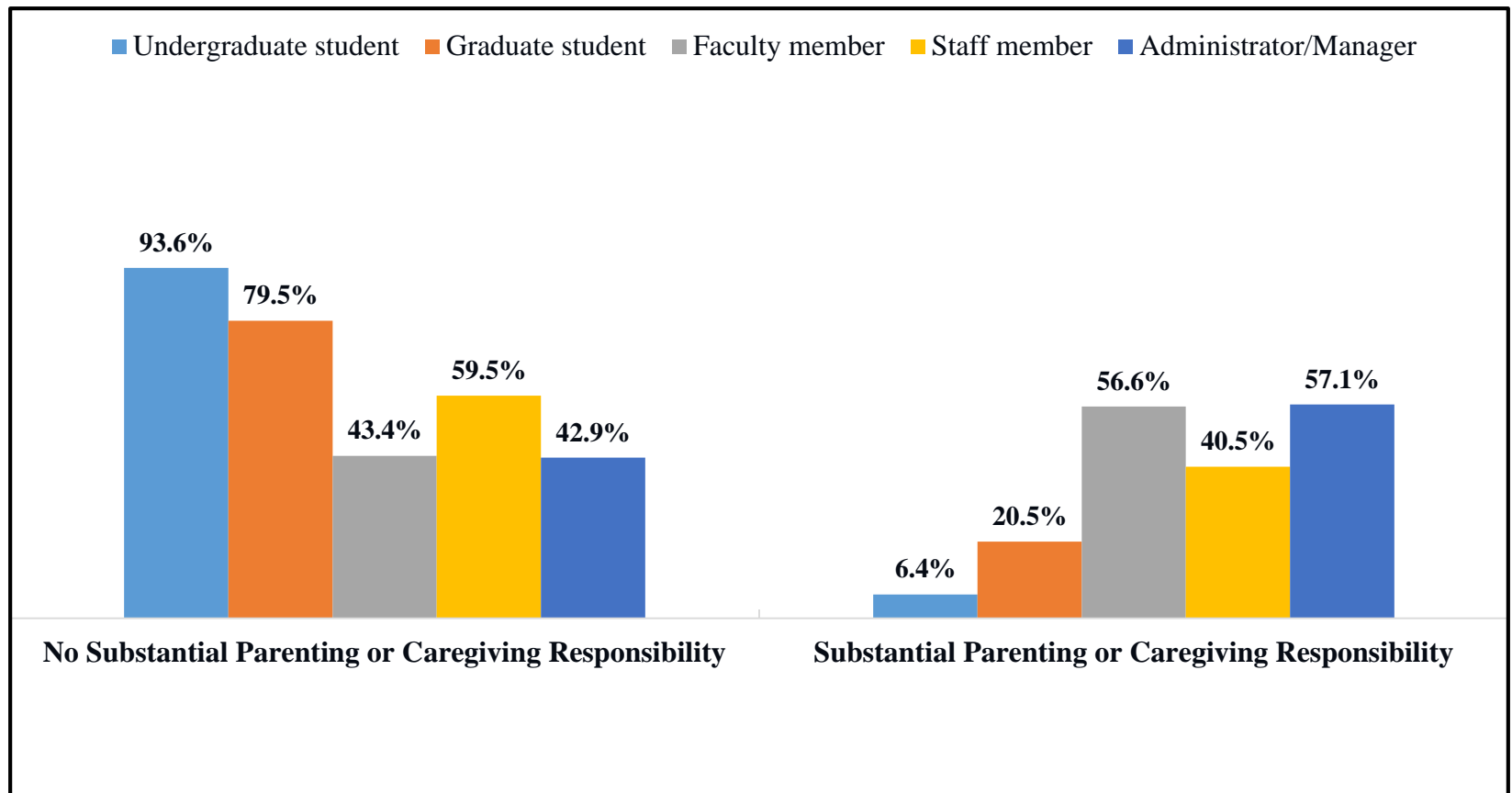
# Employee Respondents by Age and Constituent Group (%)



# Student Respondents by Age and Constituent Group (%)



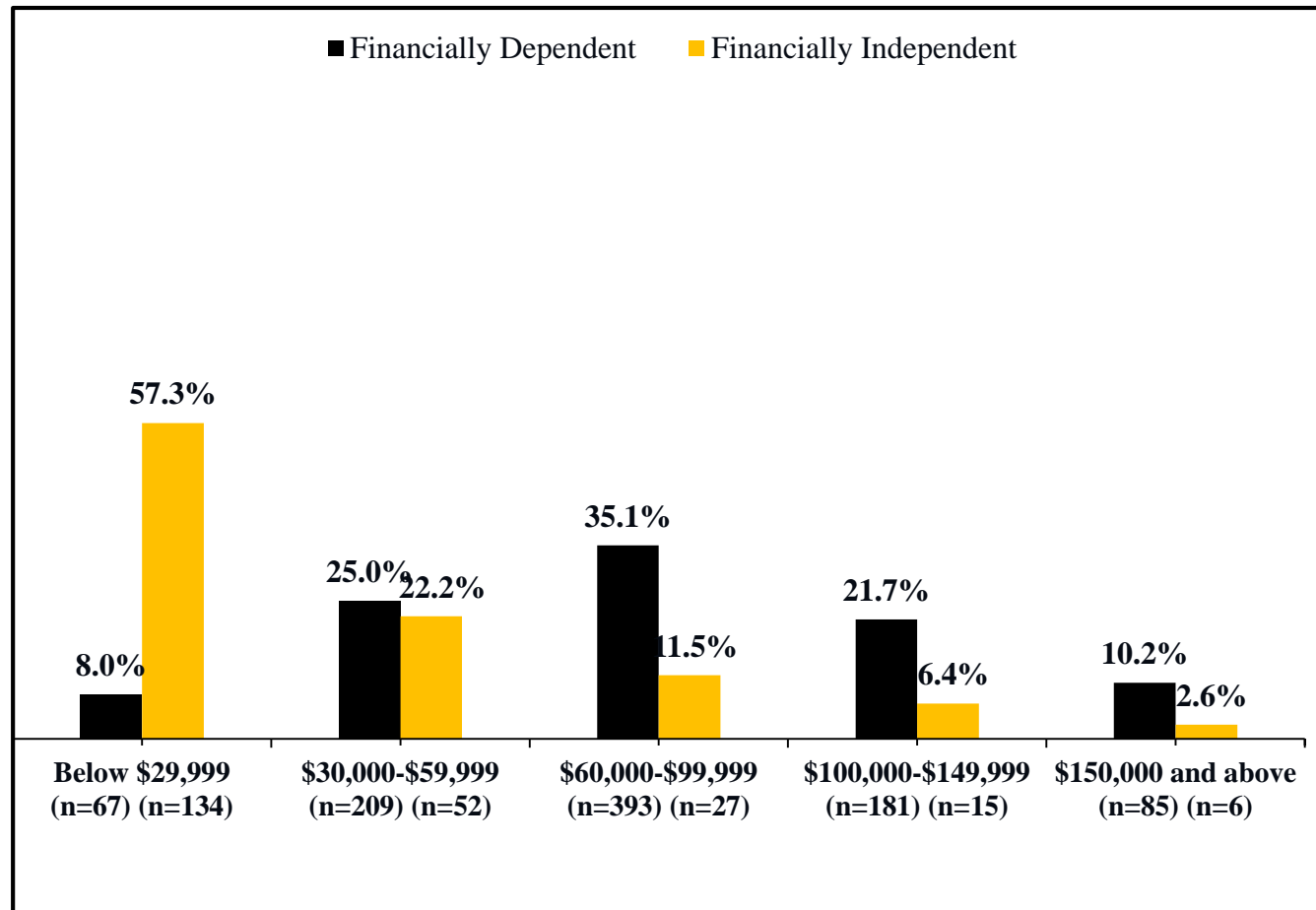
# Substantial Parenting or Caregiving Responsibility by Constituent Group (%)



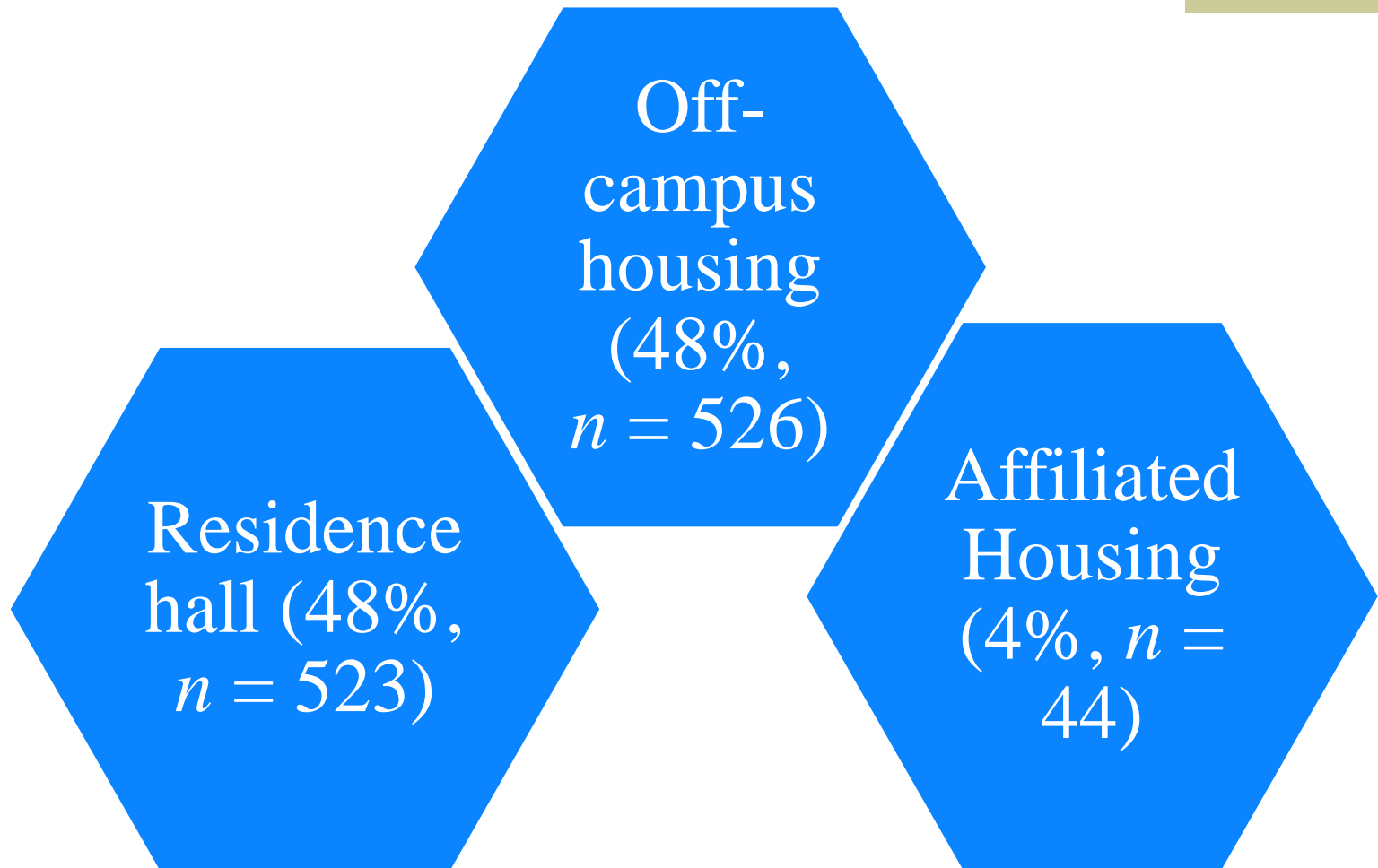
# Student Respondents' Employment

<b>Employment</b>	<b><i>n</i></b>	<b>%</b>
<b>No</b>	<b>405</b>	<b>36.9</b>
<b>Yes, I work on campus</b>	<b>304</b>	<b>38.4</b>
1-10 hours/week	120	39.5
11-20 hours/week	123	40.5
21-30 hours/week	55	18.1
31-40 hours/week	< 5	---
More than 40 hours/week	< 5	---
<b>Yes, I work off campus</b>	<b>487</b>	<b>61.6</b>
1-10 hours/week	115	23.7
11-20 hours/week	161	33.1
21-30 hours/week	124	25.5
31-40 hours/week	57	11.7
More than 40 hours/week	29	6.0

# Student Respondents' Annual Family Income by Financial Independency Status (%)



# Student Respondents' Residential Status





# Findings



# Comfort Levels

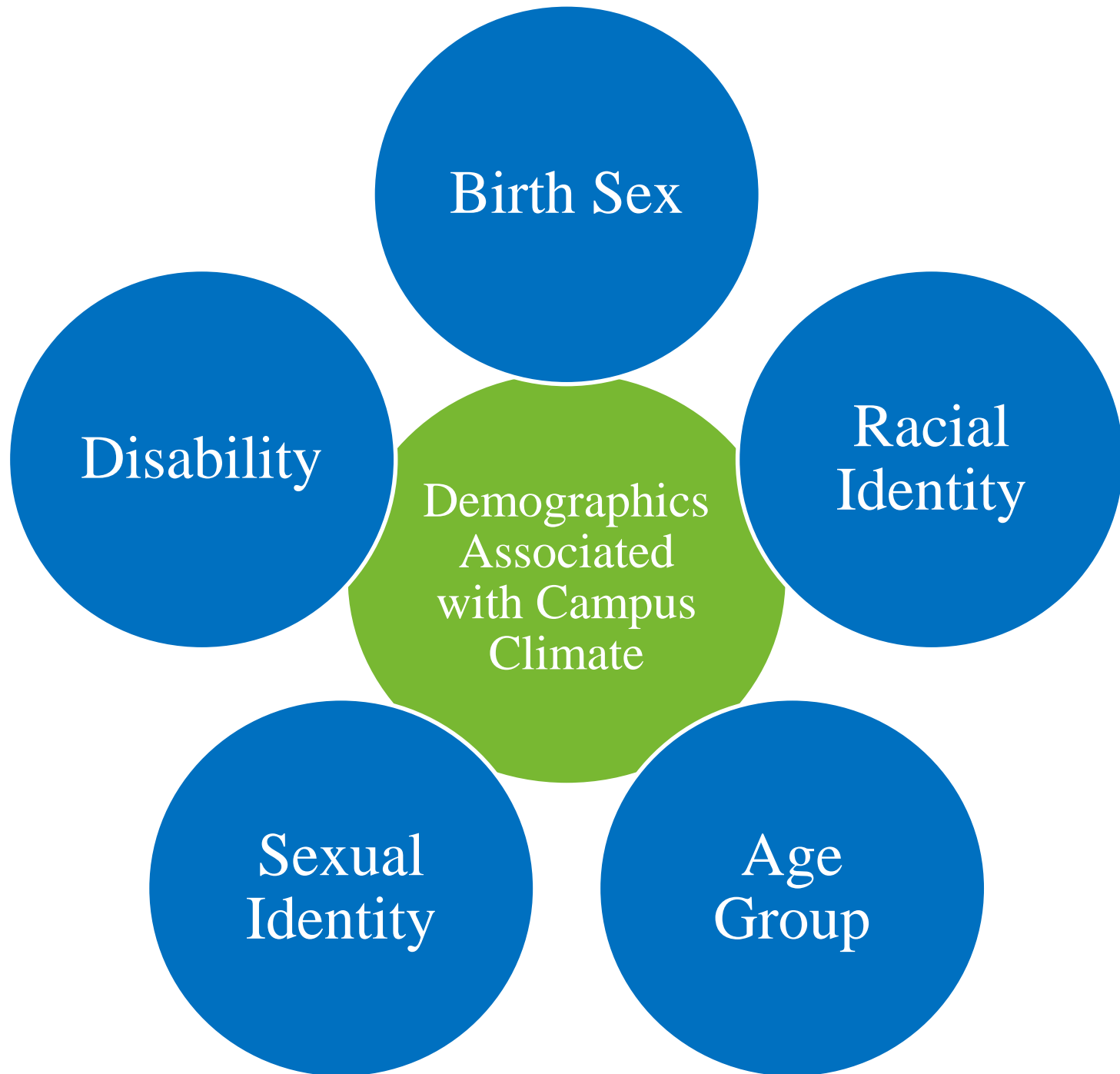
**Overall Campus  
Climate  
(81%)**

**Department/  
Program or  
Work Area\*  
(73%)**

**Classroom  
Climate\*\*  
(85%)**

\*Faculty, Staff, and Administrator responses ( $n = 364$ ) only

\*\* Faculty and Student responses ( $n = 1,337$ ) only.



# Comfort With the Campus Climate

Faculty respondents  
less comfortable than  
were other groups by  
constituent group

Female respondents  
less comfortable  
than were Male  
respondents

Respondents of  
Color less  
comfortable than  
were White  
respondents

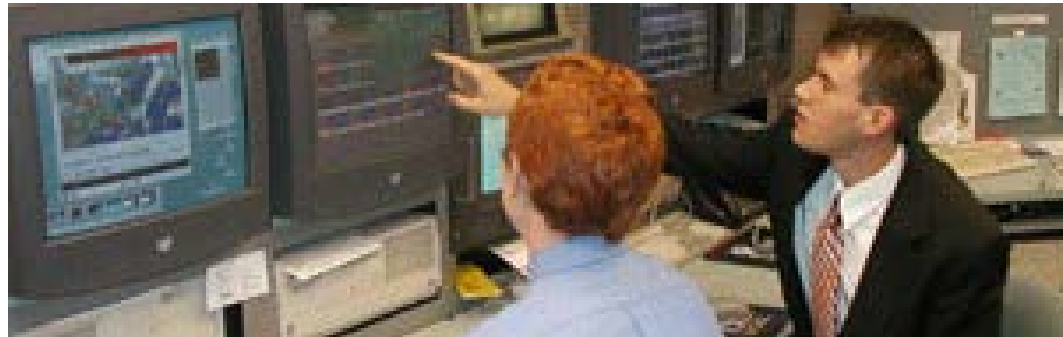
# Comfort With the Campus Climate

Older respondents  
less comfortable than  
were younger  
respondents

LGBQ respondents  
less comfortable  
than were  
Heterosexual  
respondents

Respondents with a  
Disability less  
comfortable than  
were Respondents  
with No Disability

# Challenges and Opportunities



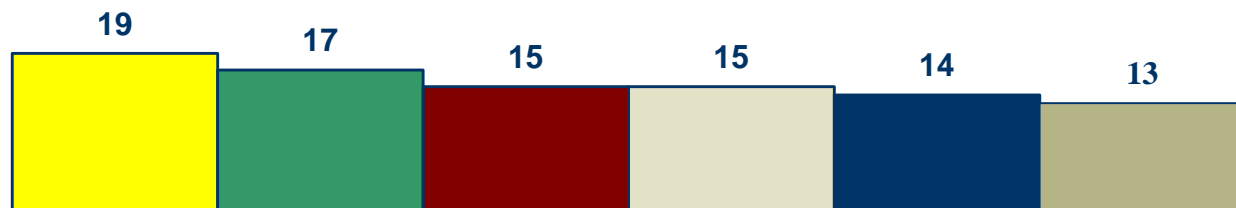
## Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

**15%**

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

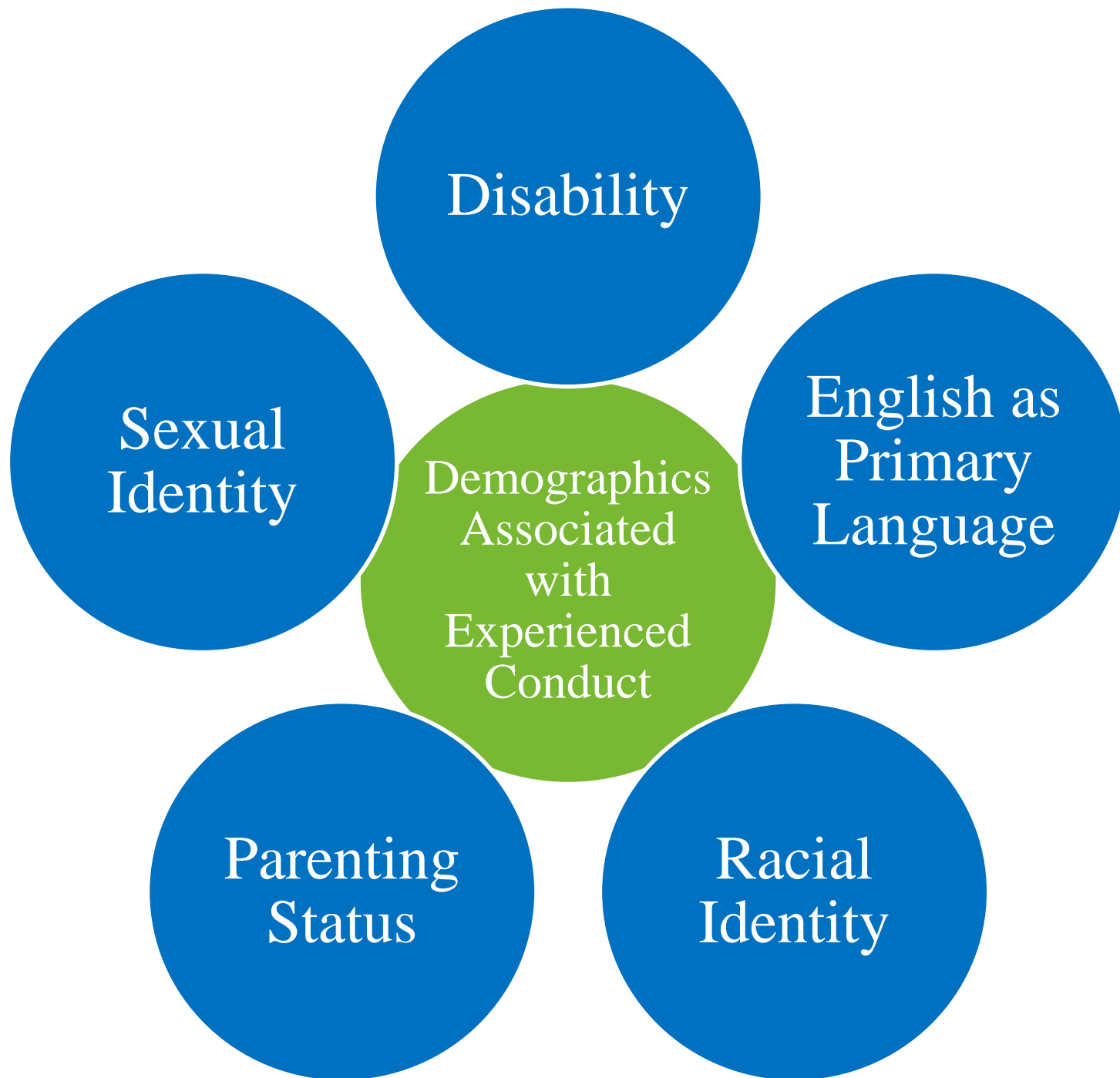
# Personally Experienced Based on...(%)

- Position (n=43)
- Gender/Gender identity (n=39)
- Philosophical views (n=34)
- Political views (n=34)
- Age (n=32)
- Physical characteristics (n=30)

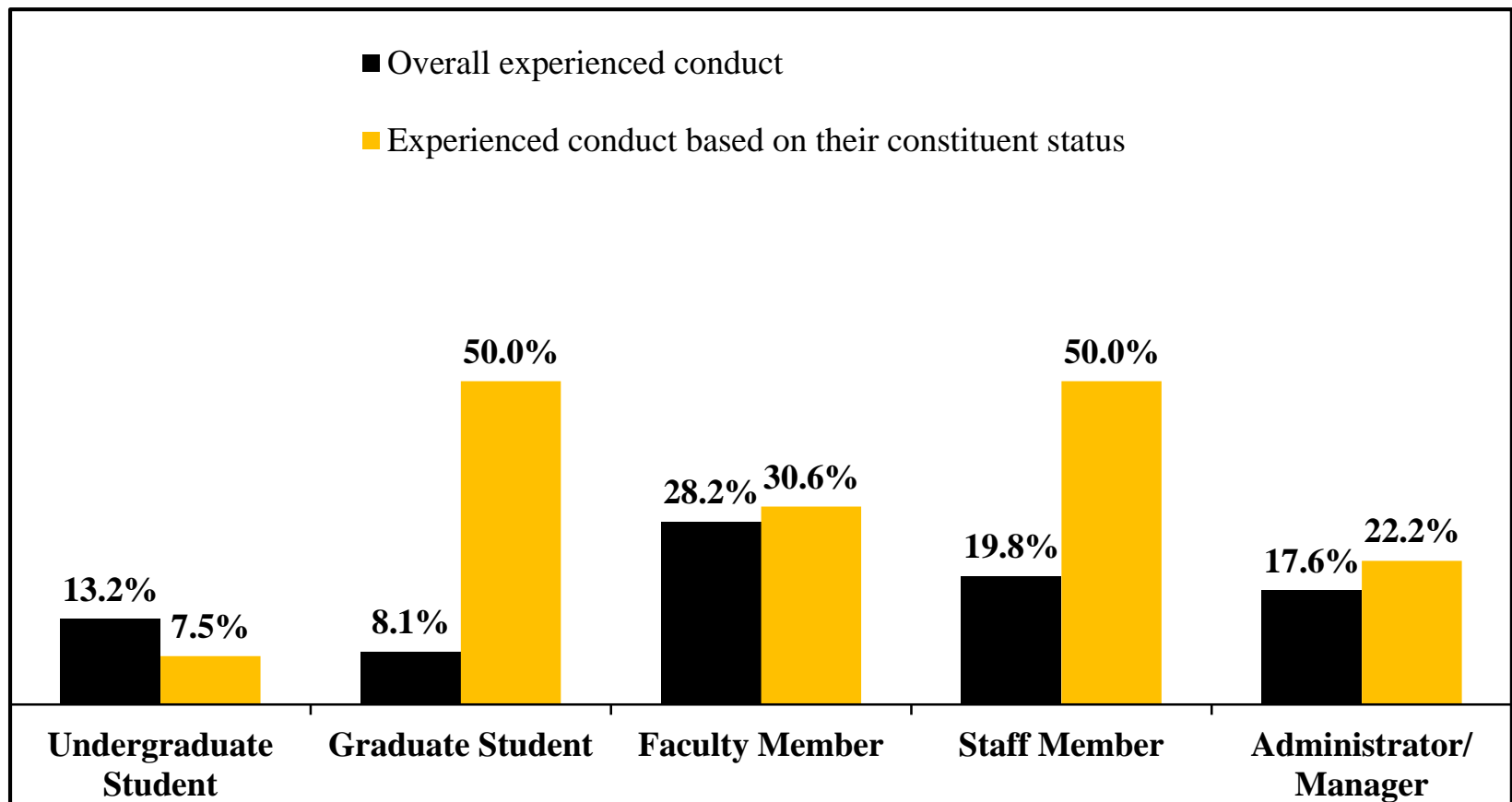


Note: Only answered by respondents who experienced exclusionary conduct ( $n = 229$ ). Percentages do not sum to 100 due to multiple responses.

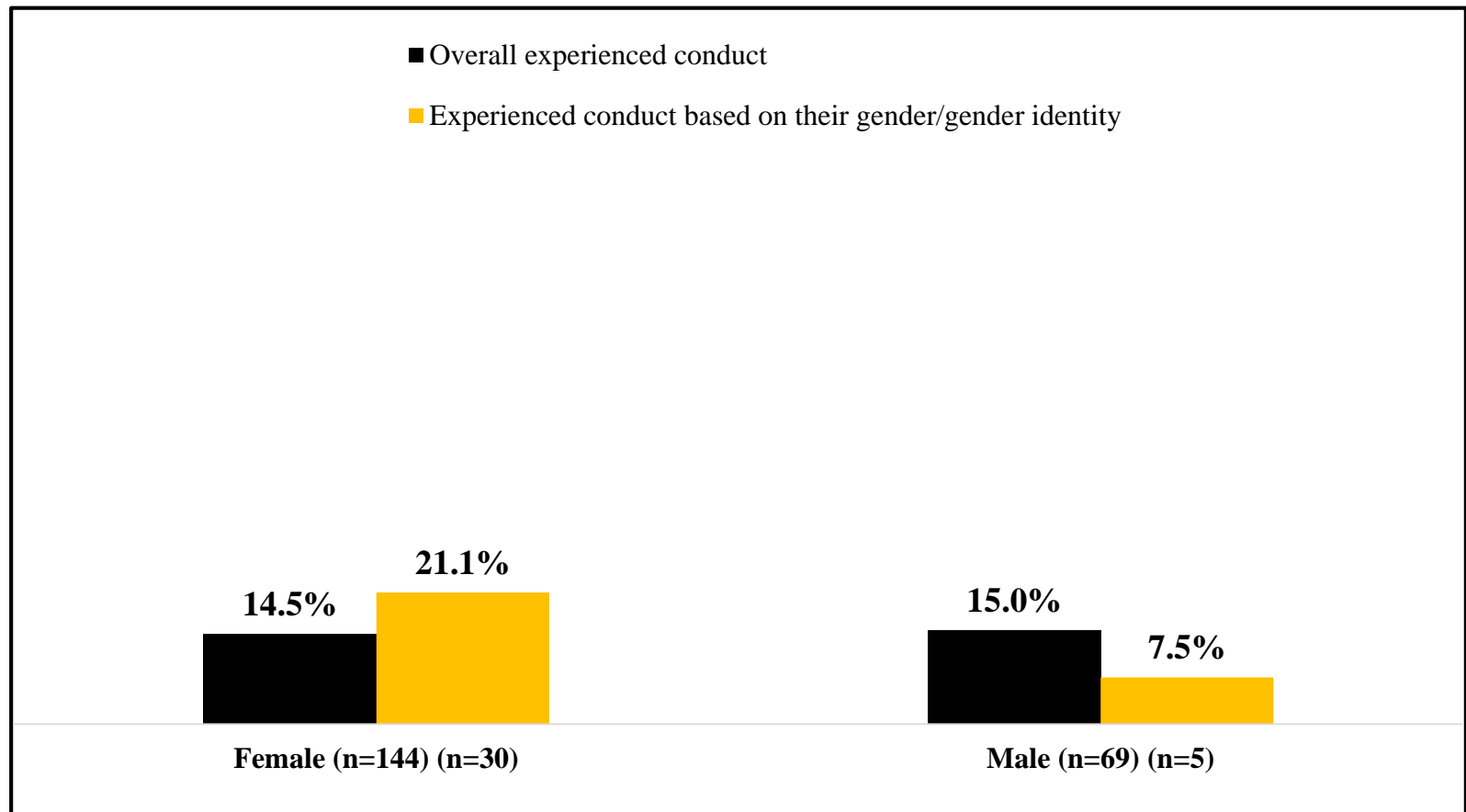




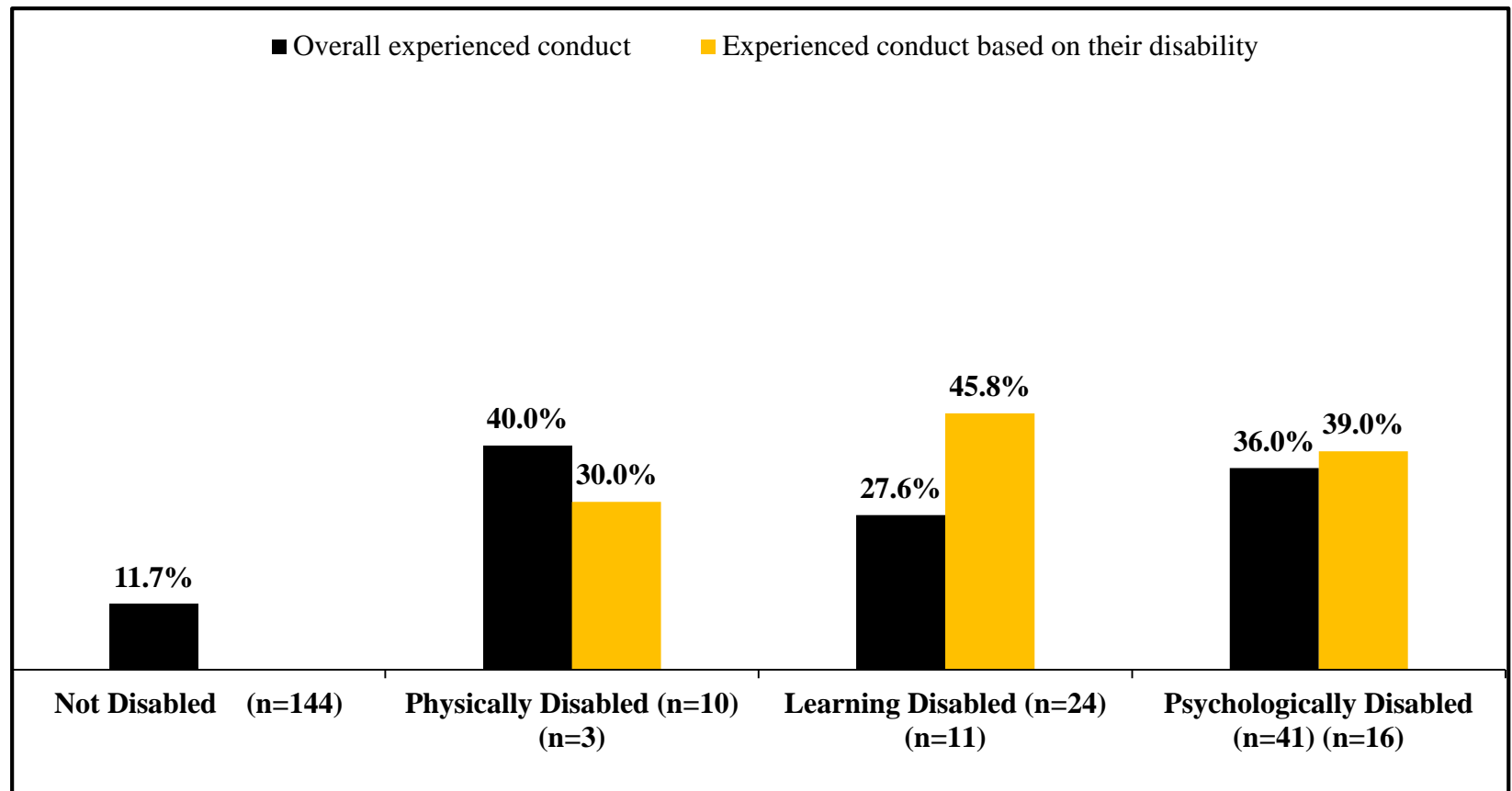
# Personal Experiences of Exclusionary Conduct by Position Status (%)



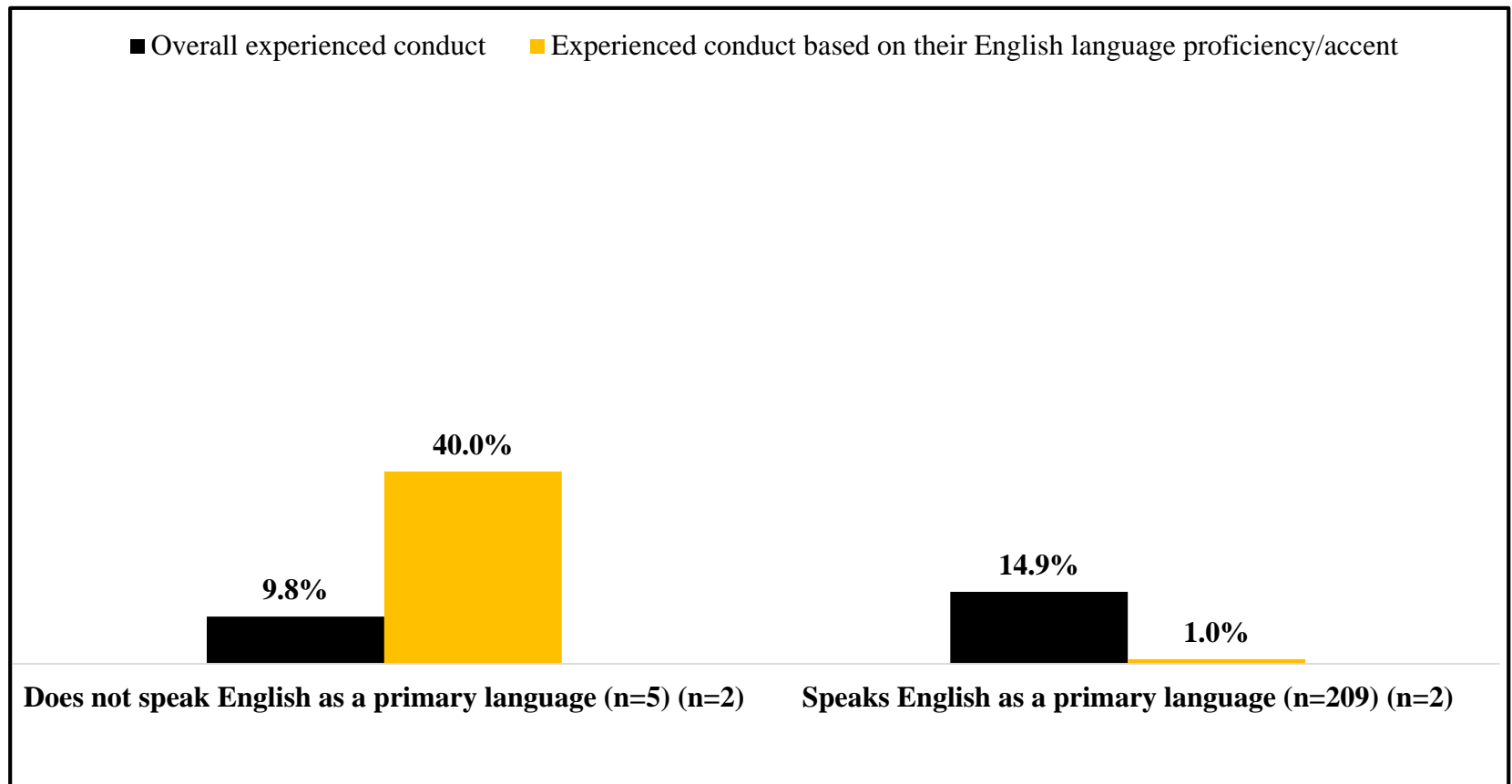
# Personal Experiences of Exclusionary Conduct by Birth Sex (%)



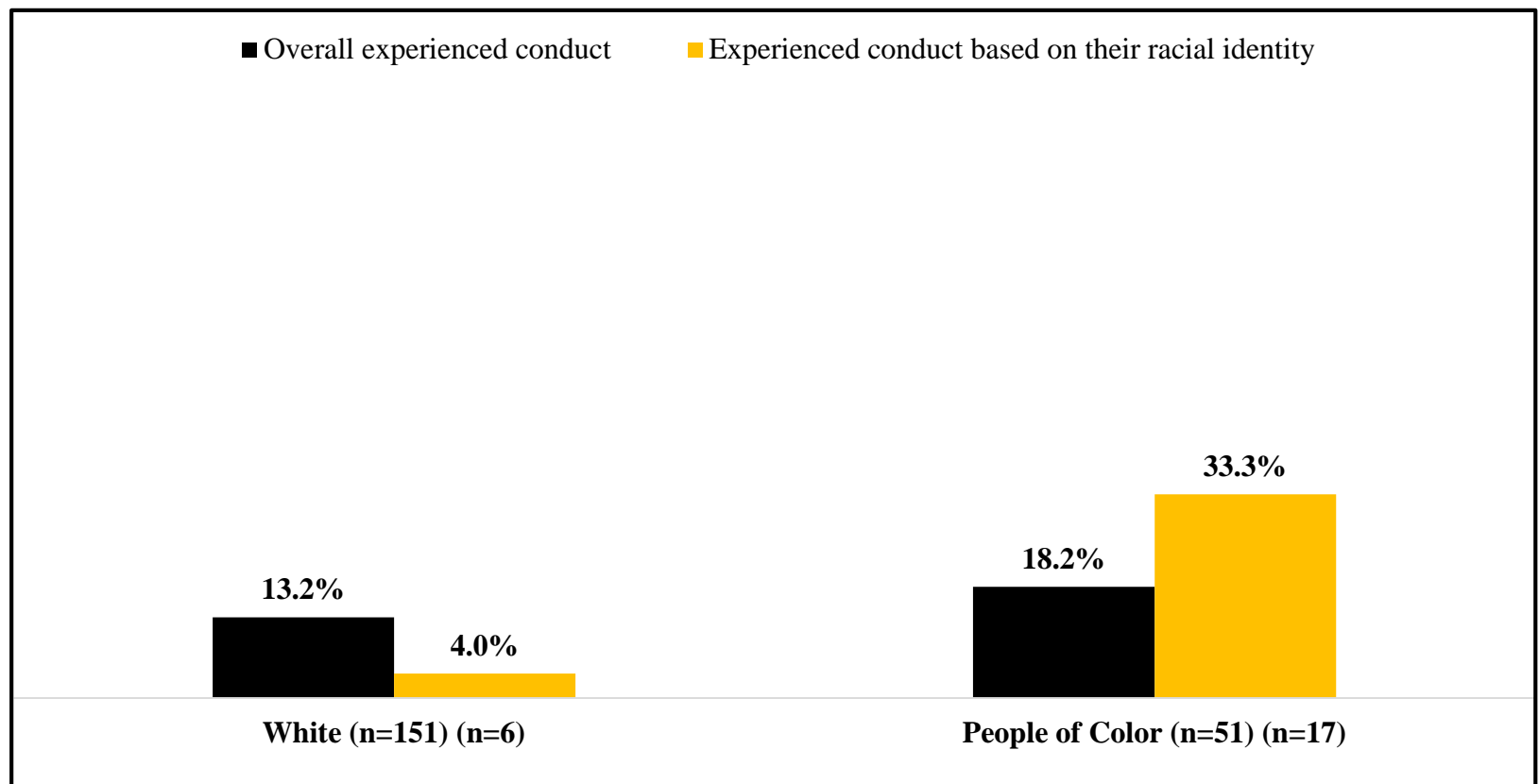
# Personal Experiences of Exclusionary Conduct by Disability (%)



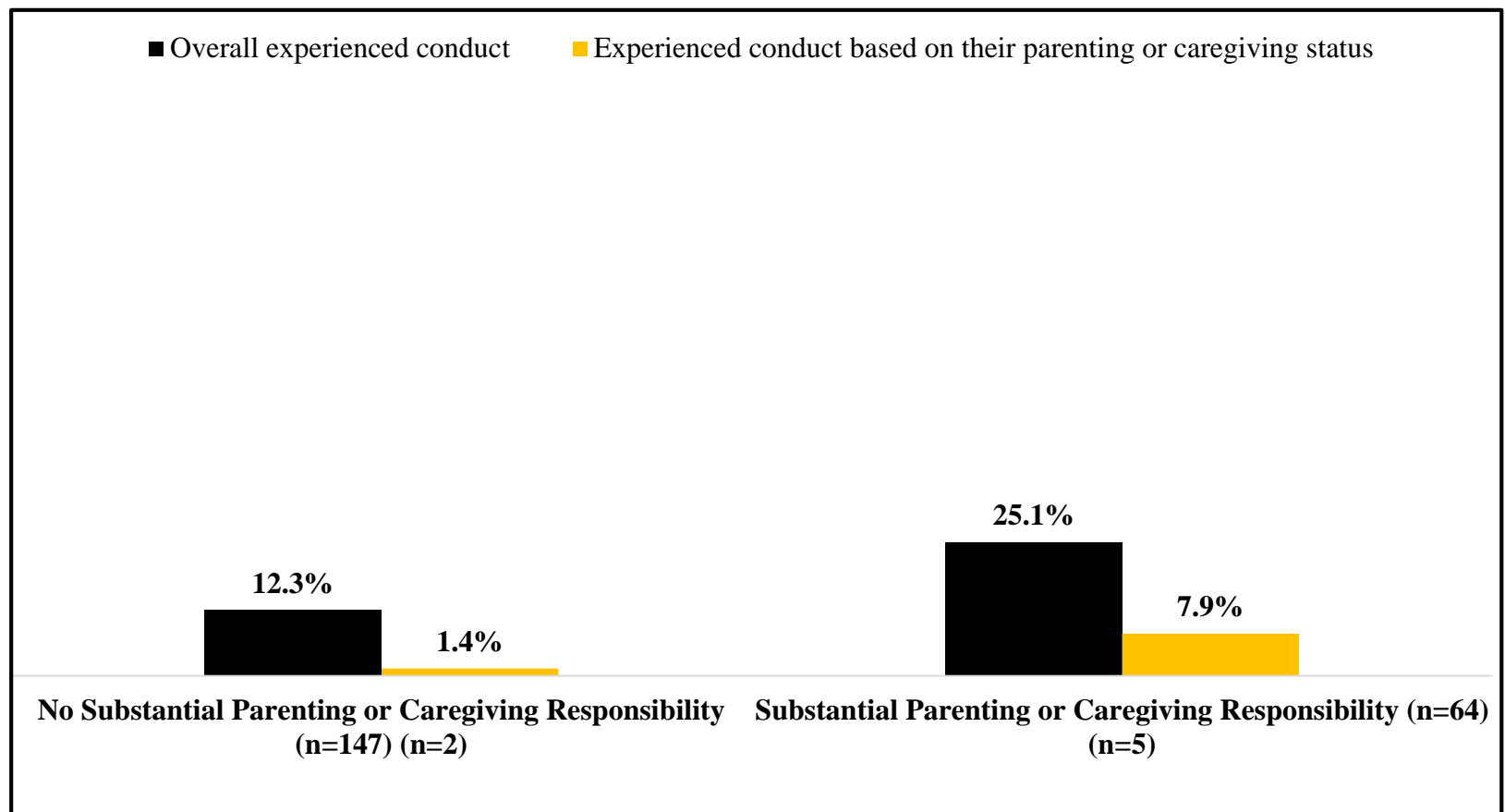
# Personal Experiences of Exclusionary Conduct by Speaking English as a Primary Language (%)



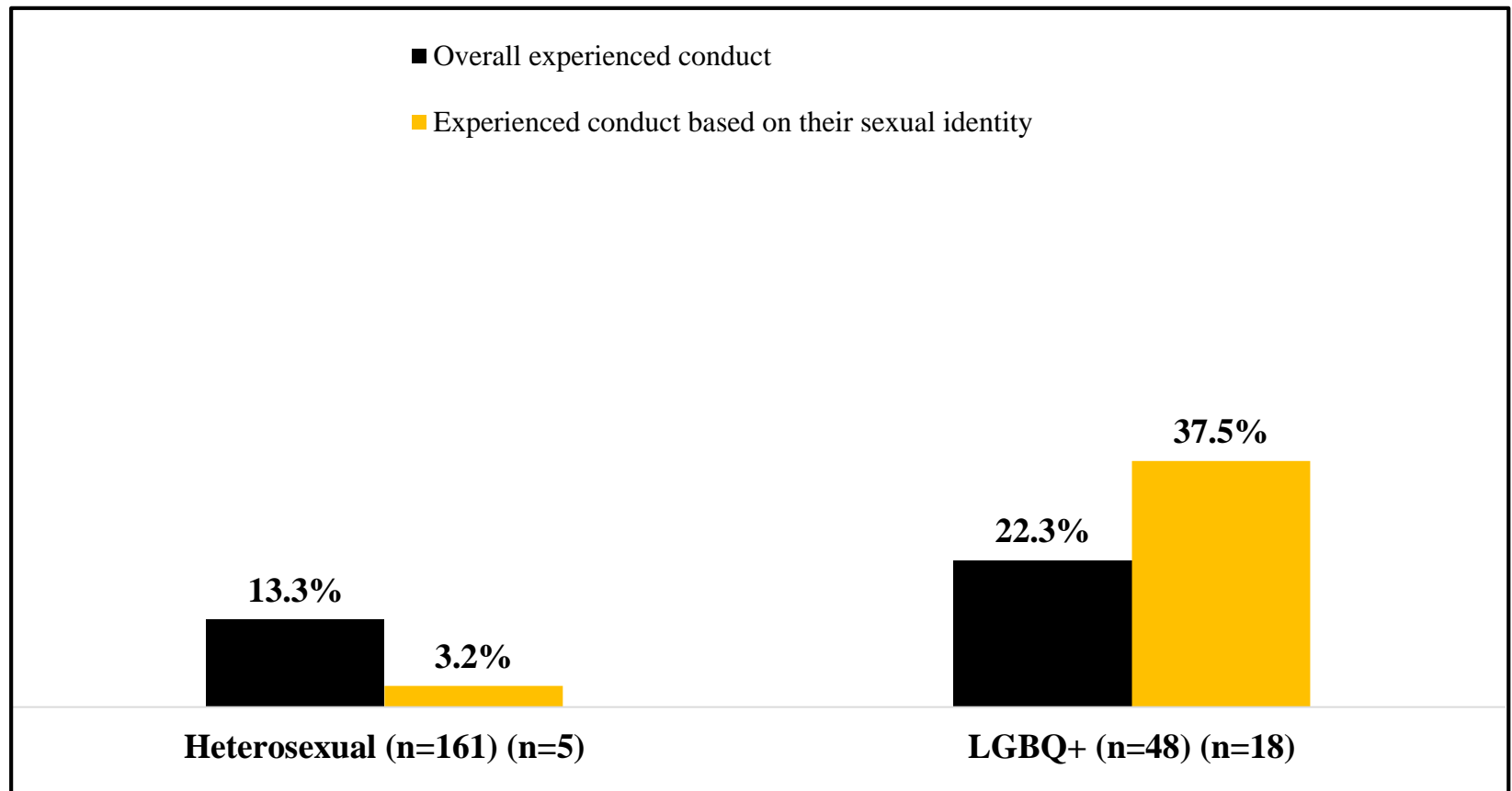
# Personal Experiences of Exclusionary Conduct by Racial Identity (%)



# Personal Experiences of Exclusionary Conduct by Parenting/Caregiving Status (%)



# Personal Experiences of Exclusionary Conduct by Sexual Identity (%)





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

<b>Form</b>	<b><i>n</i></b>	<b>%</b>
I was ignored or excluded	95	44.2%
I was isolated or left out	88	40.9%
I was intimidated/bullied	81	37.7%
I was the target of derogatory verbal remarks	74	34.4%
I experienced a hostile work environment	55	25.6%
I was the target of workplace incivility	47	21.9%
I felt others staring at me	44	20.5%

Note: Only answered by respondents who experienced exclusionary conduct ( $n = 229$ ). Percentages do not sum to 100 due to multiple responses.

# Top Locations of Experienced Conduct

<b>Location</b>	<b><i>n</i></b>	<b>%</b>
In a meeting with a group of people	62	28.7
In a class/lab	55	25.5
While working at a Millersville University job	52	24.1
In other public spaces at Millersville University	44	20.4
In campus housing	43	19.9
On phone calls/text messages/email	37	17.1
In a meeting with one other person	34	15.7
In a faculty office	33	15.3
While walking on campus	33	15.3

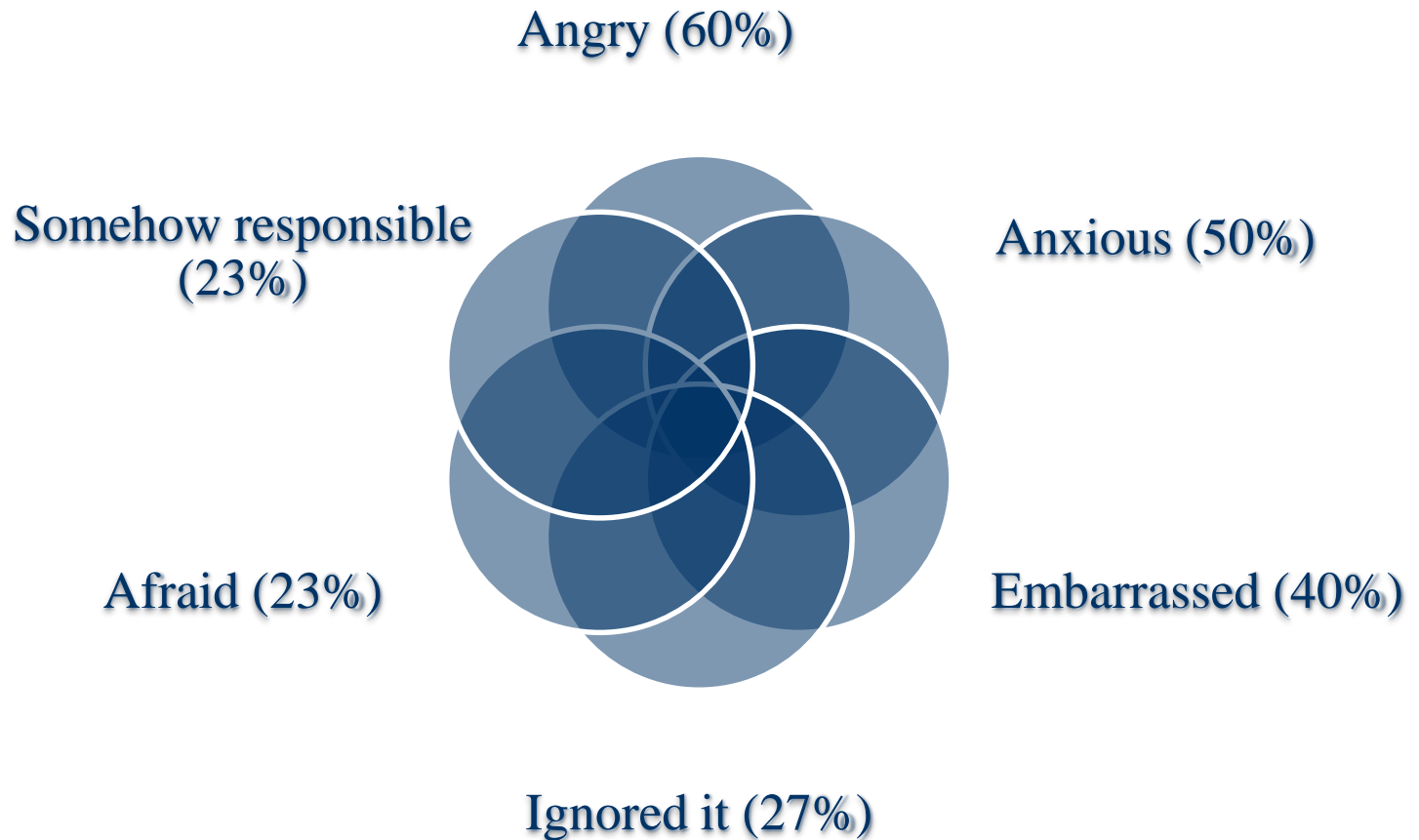
Note: Only answered by respondents who experienced exclusionary conduct ( $n = 229$ ). Percentages do not sum to 100 due to multiple responses.

# Source of Experienced Conduct

<b>Source</b>	<b><i>n</i></b>	<b>%</b>
Student	98	46.0%
Faculty member	71	33.3%
Co-worker/colleague	40	18.8%

Note: Only answered by respondents who experienced exclusionary conduct ( $n = 229$ ). Percentages do not sum to 100 due to multiple responses.

# What did you do? Emotional Responses



Note: Only answered by respondents who experienced exclusionary conduct ( $n = 229$ ).  
Percentages do not sum to 100 due to multiple responses.

# What did you do? Actions

Told a friend  
(49%)

Told a family  
member  
(37%)

Avoided the  
person/venue  
(32%)

Didn't do  
anything  
(28%)

Contacted an  
MU resource  
(25%)

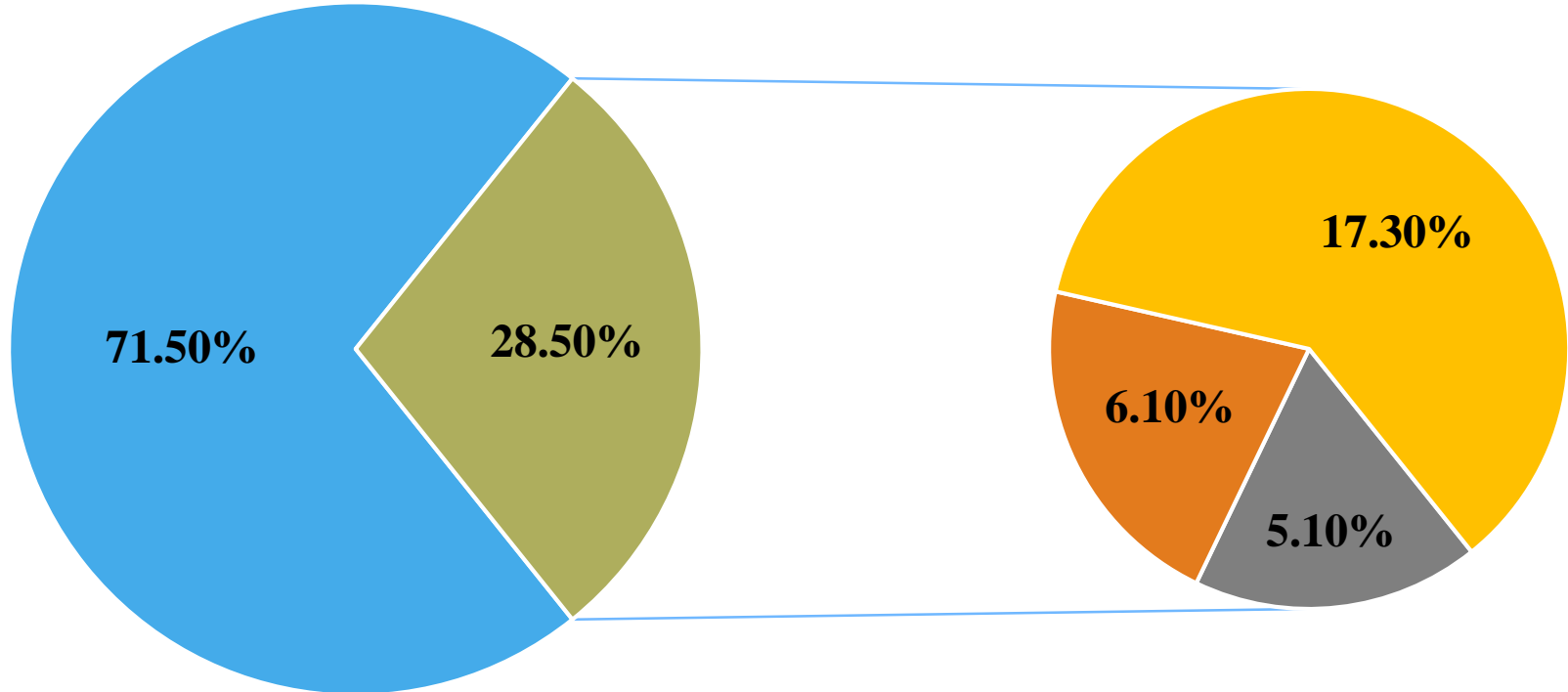
# Which Millersville University resource did you contact?

<b>Resource</b>	<b><i>n</i></b>	<b>%</b>
Faculty member	21	46.7
Senior administrator	14	31.1
Staff person	9	20.0
Student staff (e.g., RA, GA, work-study)	8	17.8
Union representative	8	17.8
Counseling Center	6	13.3
Title IX Coordinator/Clergy Act Compliance Officer	6	13.3
Office of Human Resources	6	13.3

Note: Only answered by respondents who experienced exclusionary conduct ( $n = 229$ ). Percentages do not sum to 100 due to multiple responses.

# Report of Exclusionary Conduct

- No, I didn't report it
- Yes, I reported the incident and was satisfied with the outcome
- Yes, I reported the incident and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
- Yes, I reported the incident, but felt that it was not responded to appropriately



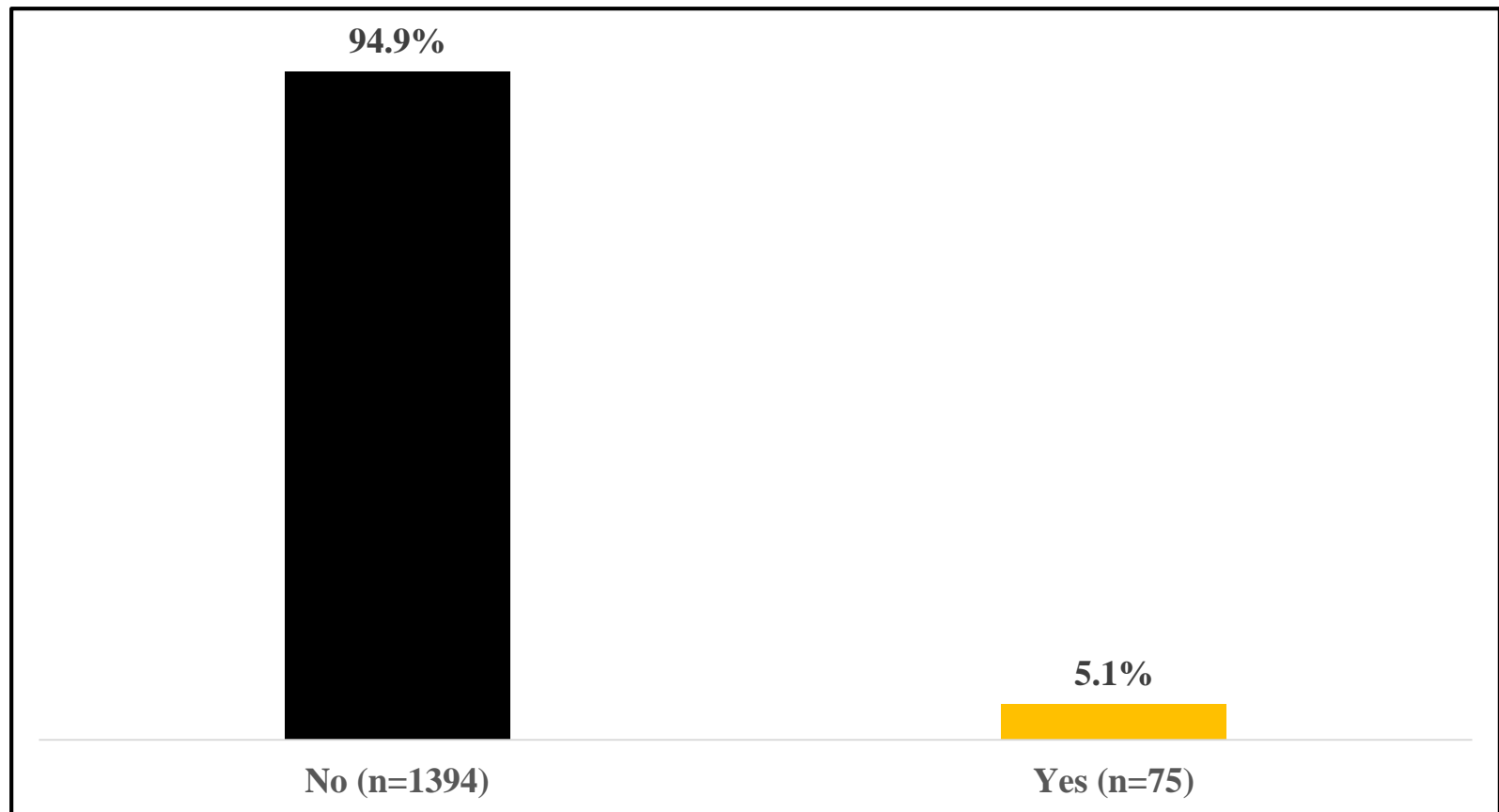
Note: Only answered by respondents who experienced exclusionary conduct ( $n = 229$ ). Percentages do not sum to 100 due to multiple responses.

# Experienced Unwanted Sexual Contact/Conduct





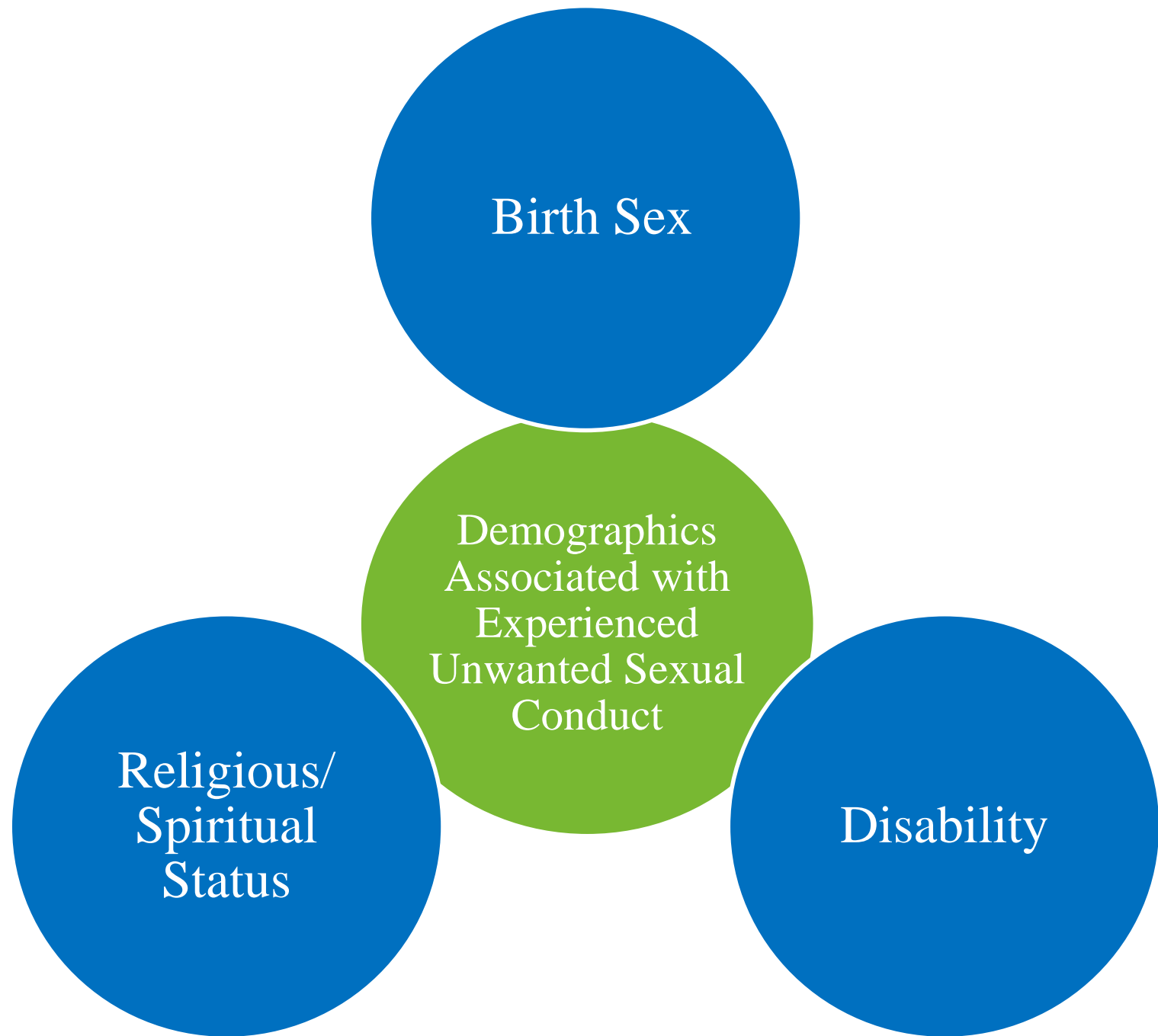
While a member of the Millersville University community, have you **EXPERIENCED** unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy, or gang rape)?



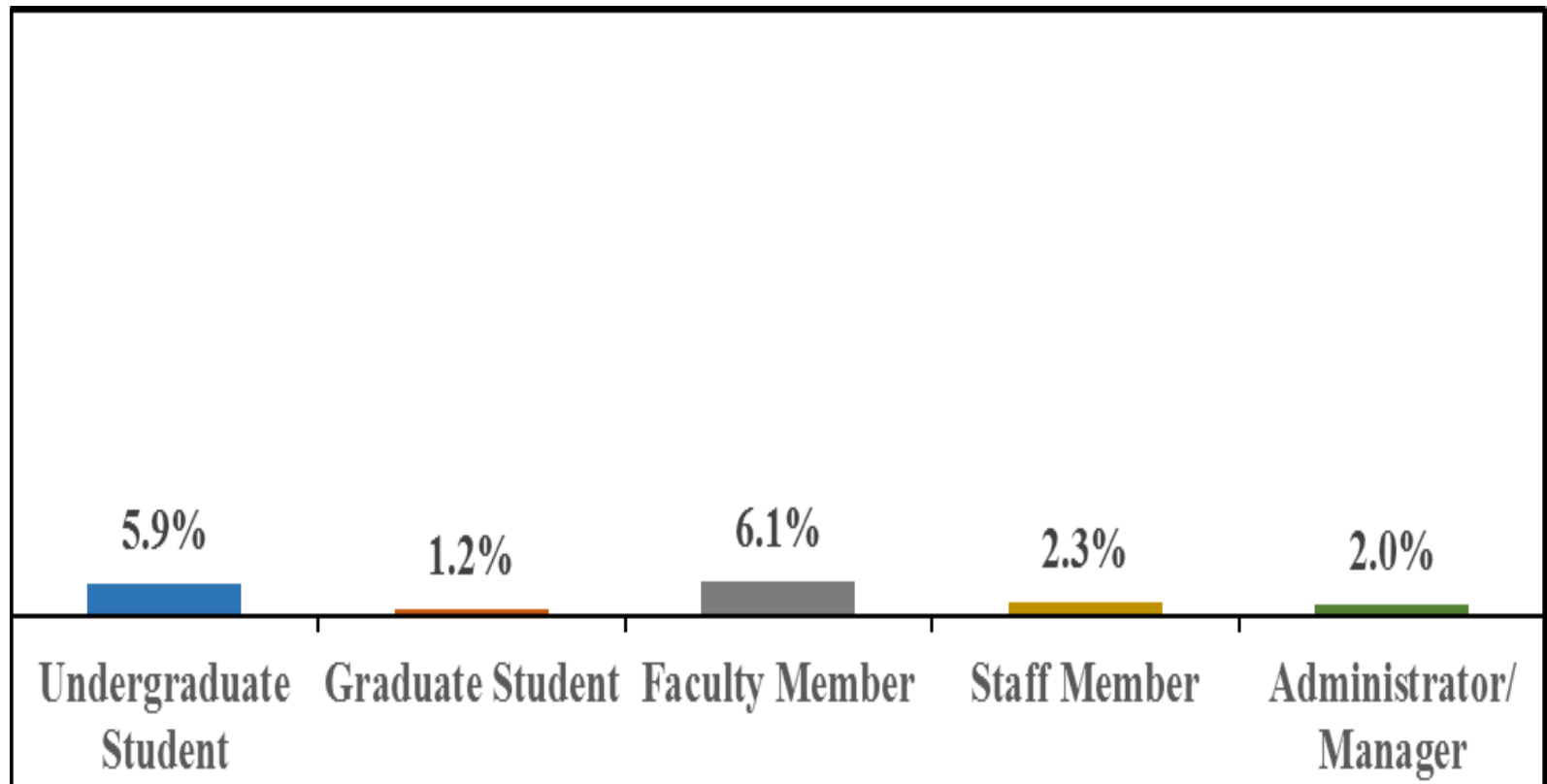
# Scenario that best describes the unwanted sexual conduct...

<b>Scenario</b>	<i>n</i>	<i>%</i>
Sexual interaction	49	66.2
Sexual contact	28	37.8
Stalking	24	32.4
Relationship violence	6	8.1

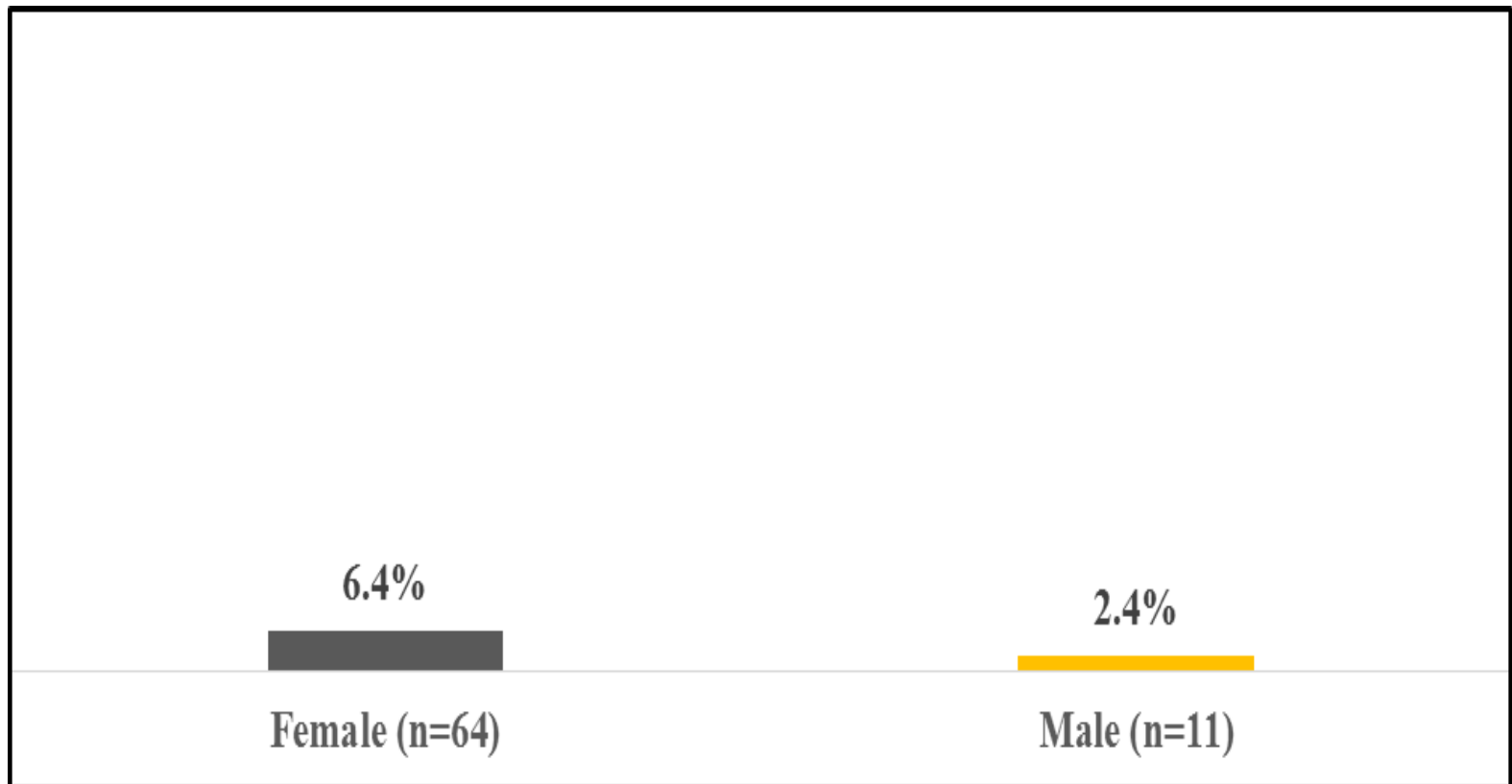
Note: Only answered by respondents who experienced unwanted sexual conduct (*n* = 75). Percentages do not sum to 100 due to multiple responses.



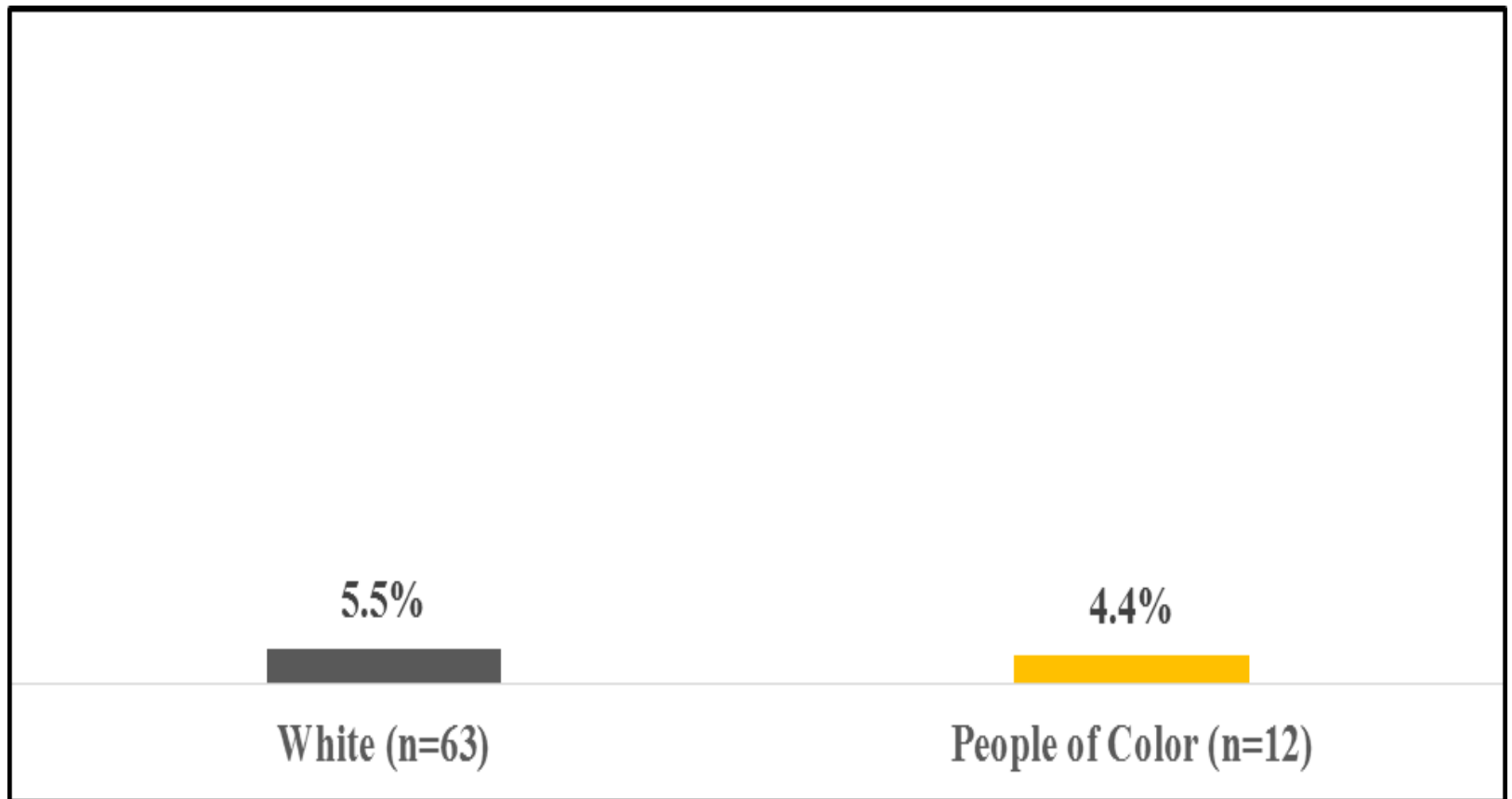
# Experienced Unwanted Sexual Conduct by Constituent Group (%)



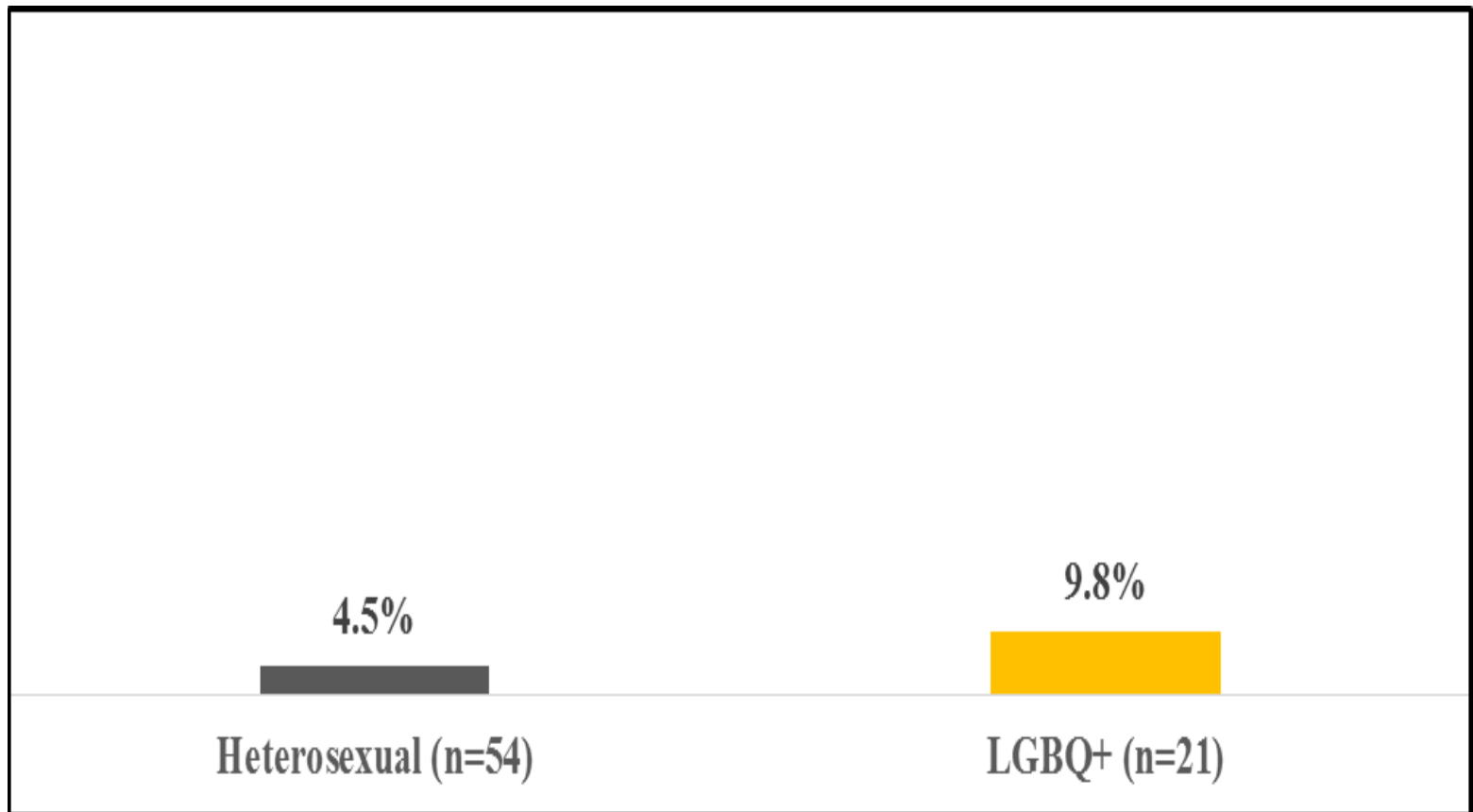
# Experienced Unwanted Sexual Conduct by Birth Sex (%)



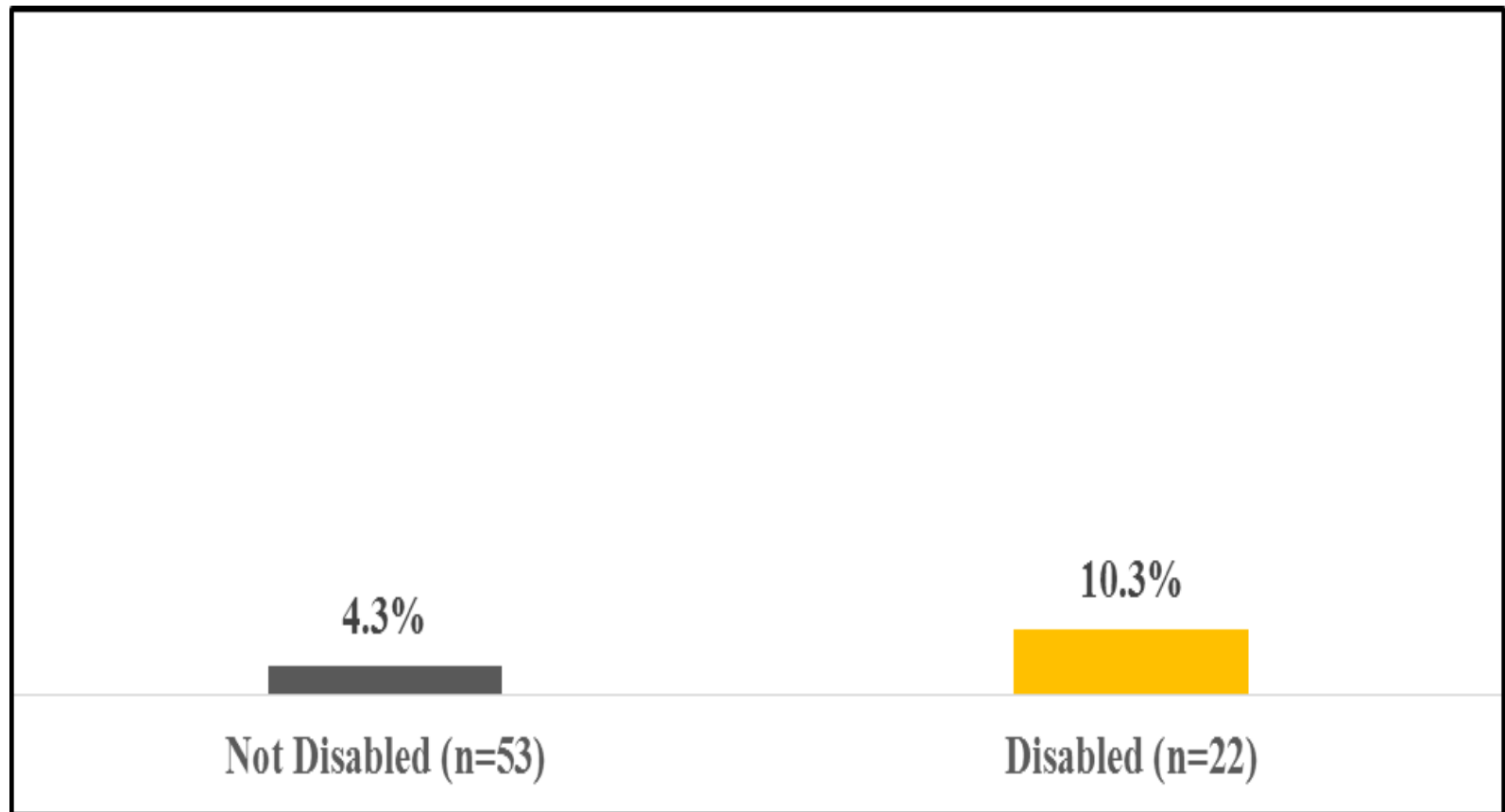
# Experienced Unwanted Sexual Conduct by Racial Identity (%)



# Experienced Unwanted Sexual Conduct by Sexual Identity (%)

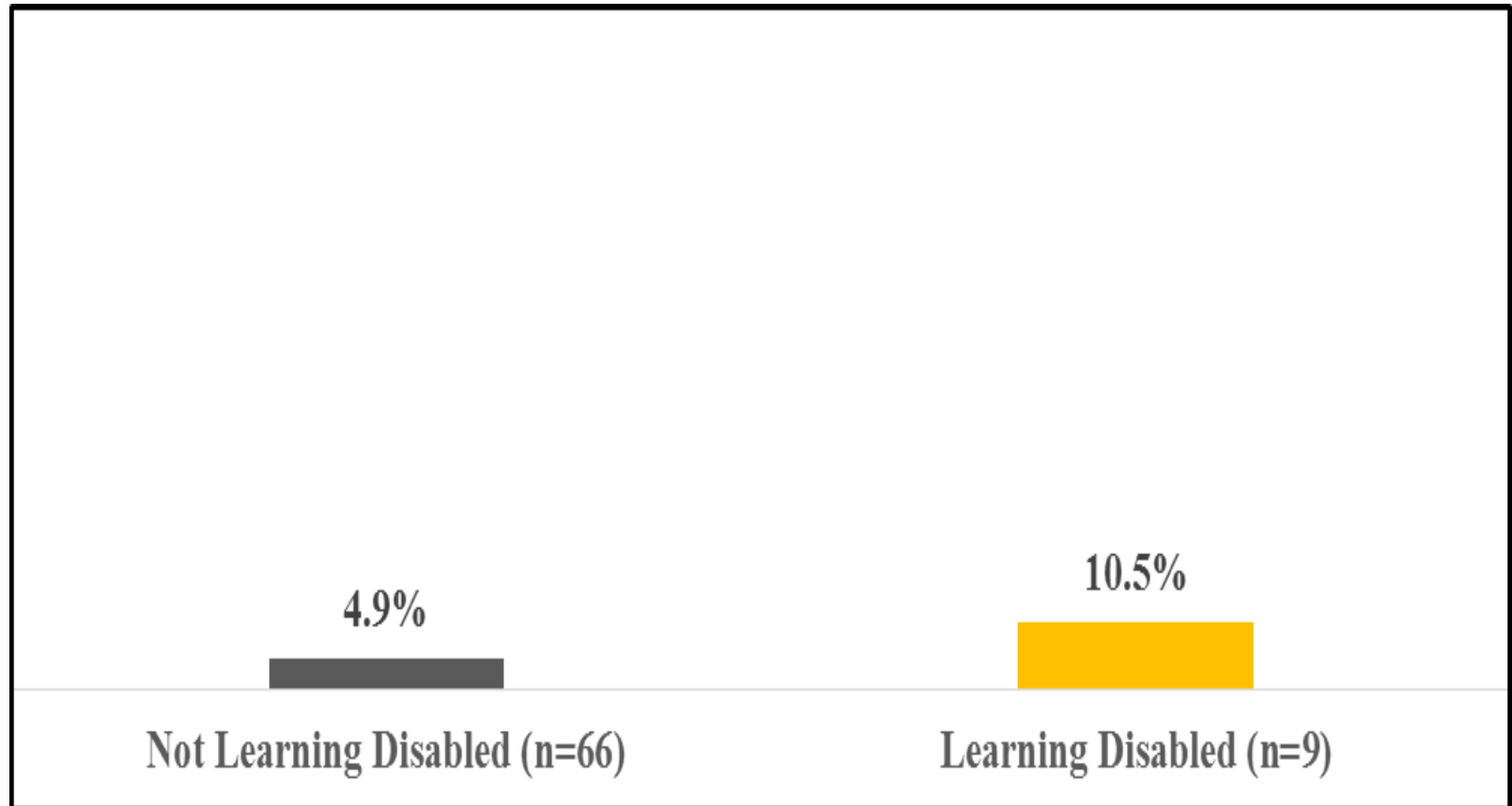


# Experienced Unwanted Sexual Conduct by Disability Status (%)

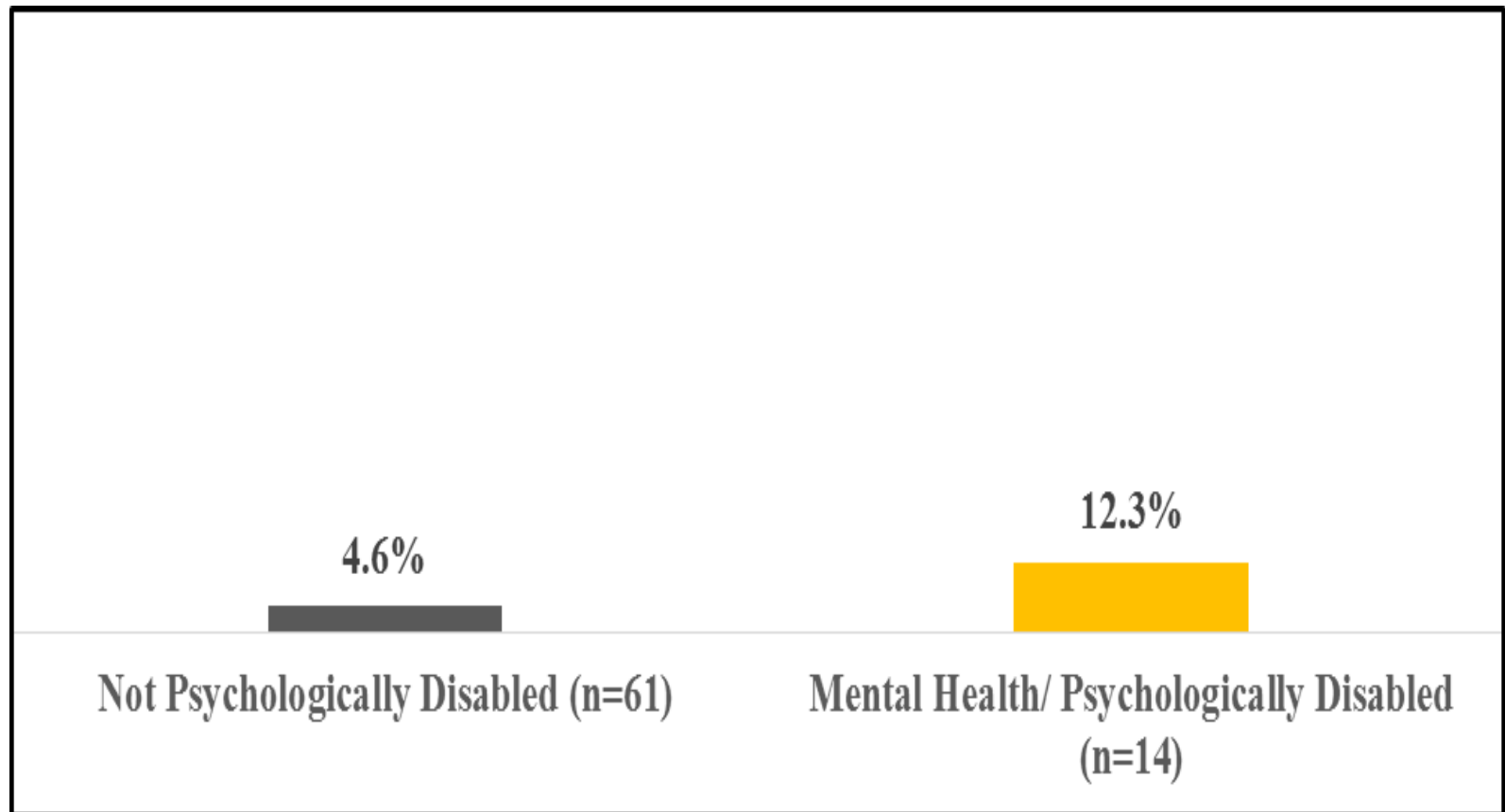




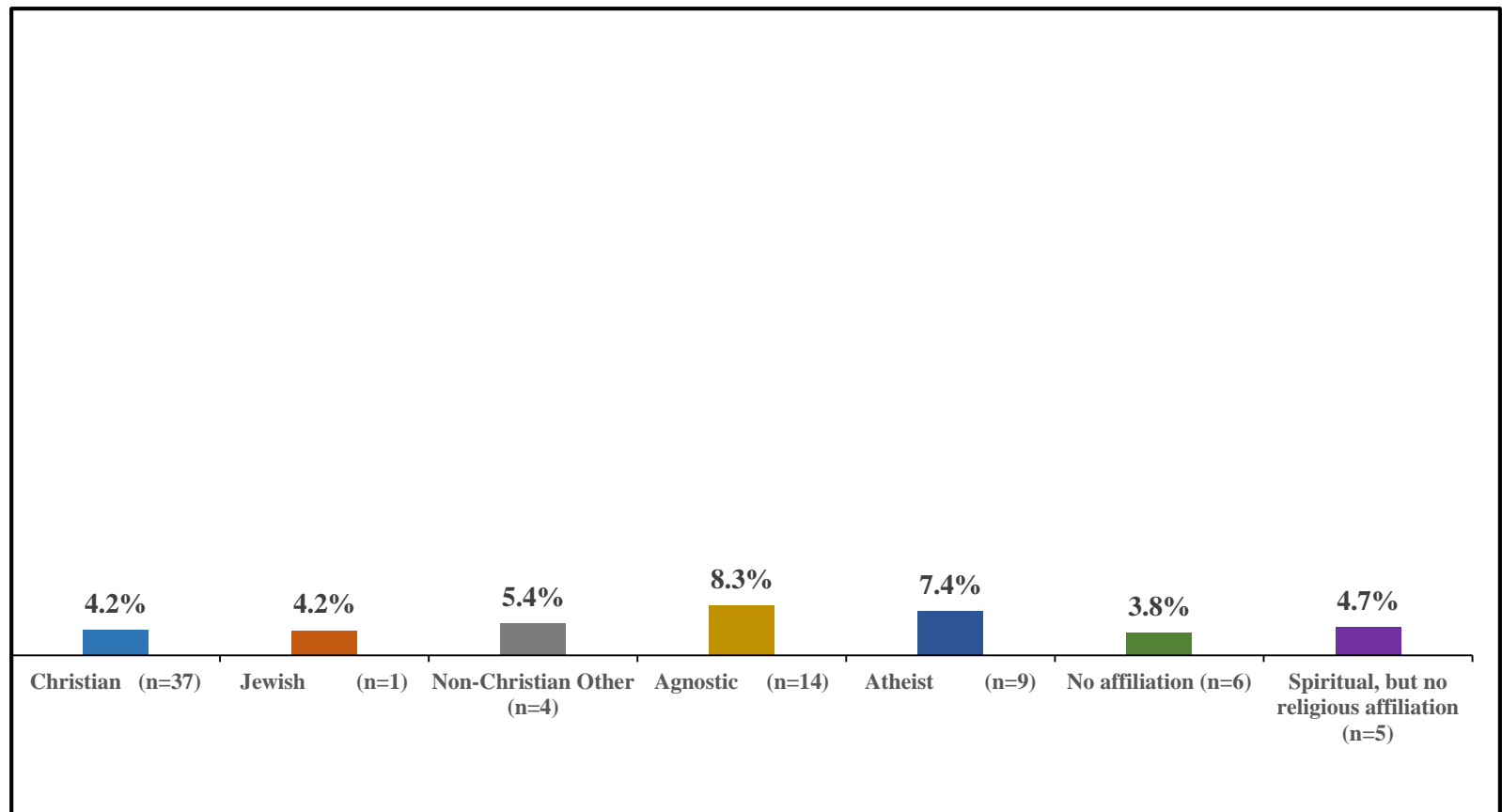
# Experienced Unwanted Sexual Conduct by Learning Disability Status (%)



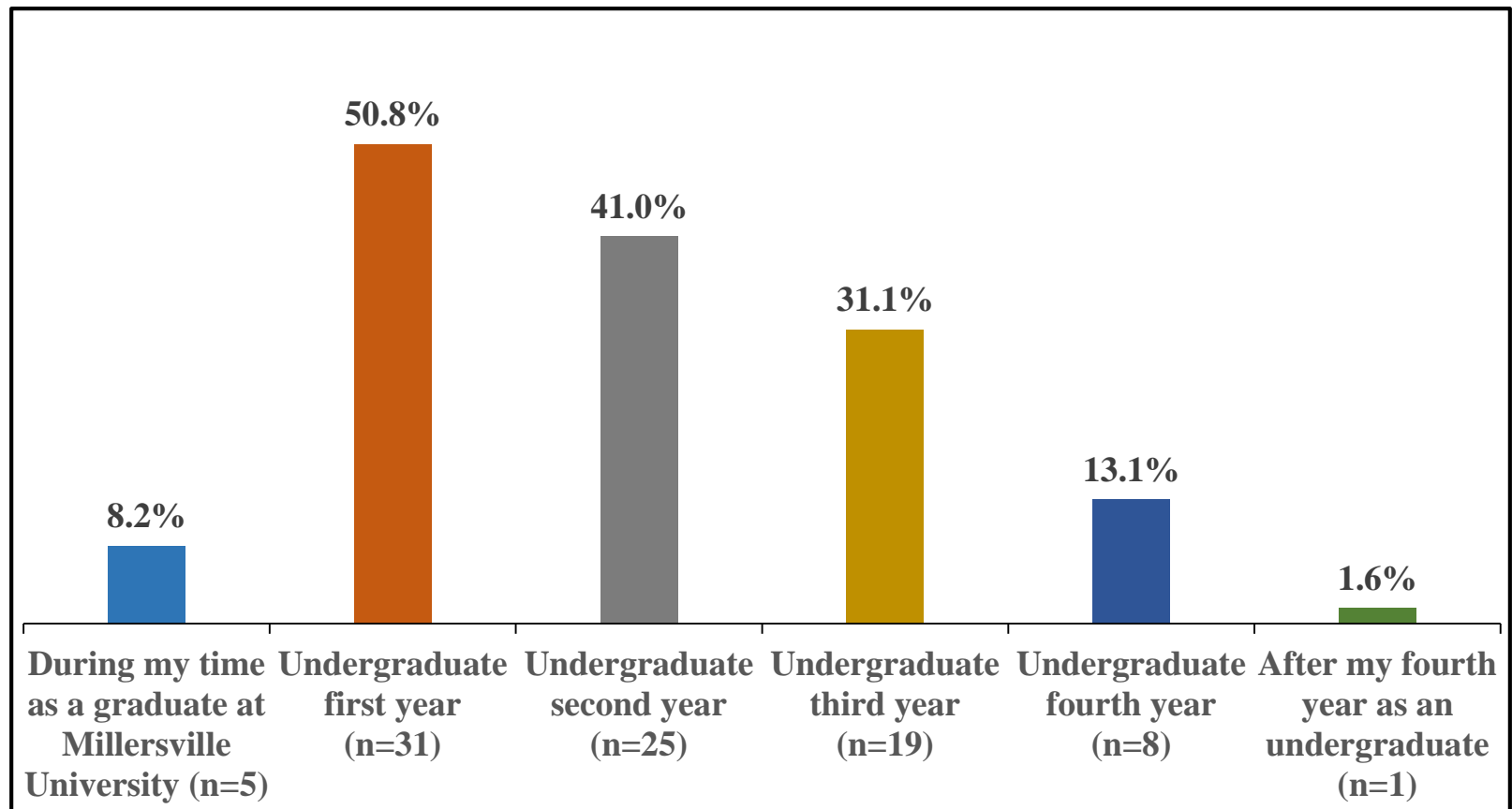
# Experienced Unwanted Sexual Conduct by Learning Disability Status (%)



# Experienced Unwanted Sexual Conduct by Religious/Spiritual Identity (%)

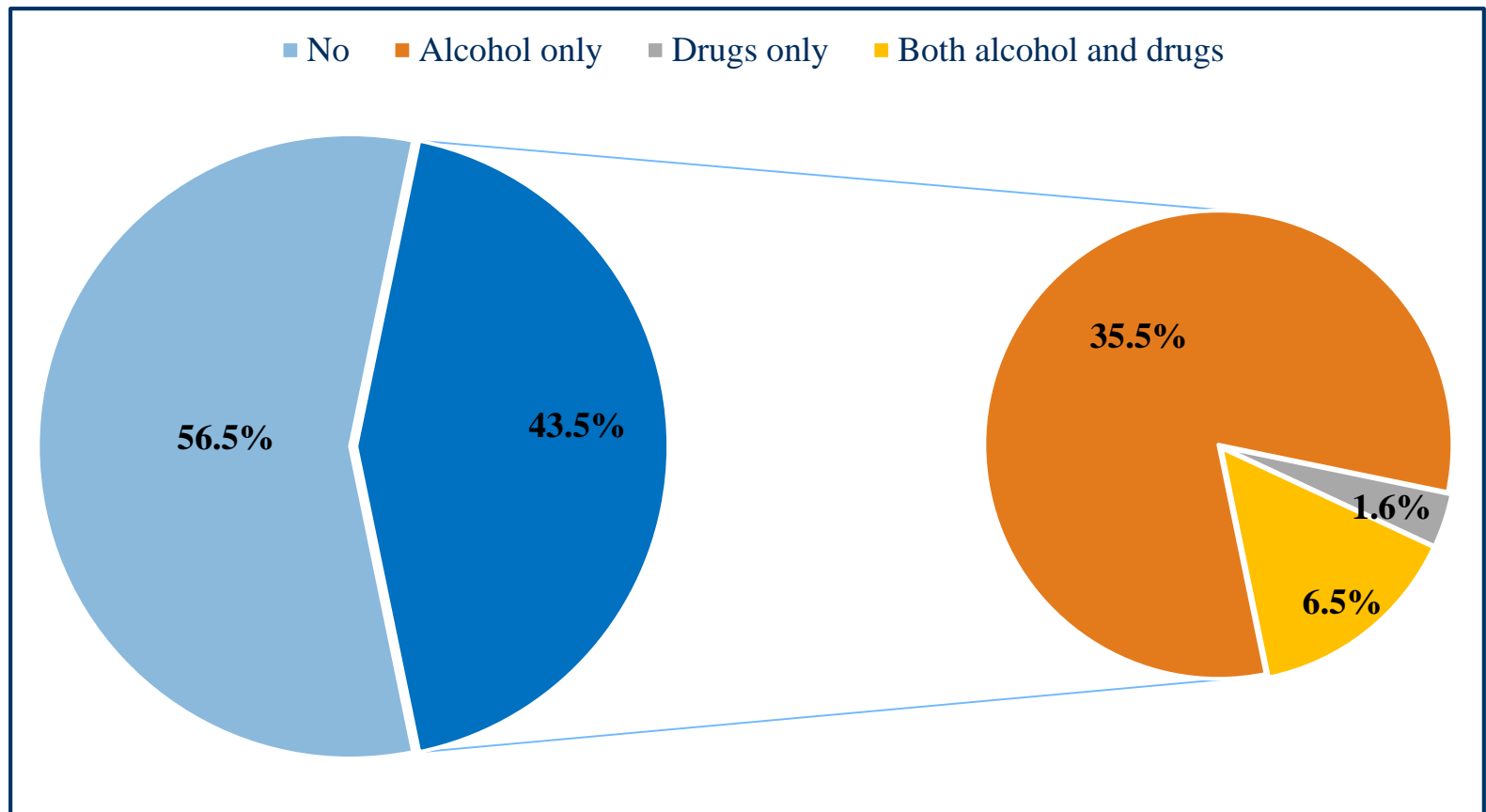


# Year When Unwanted Sexual Conduct Occurred for Student Respondents

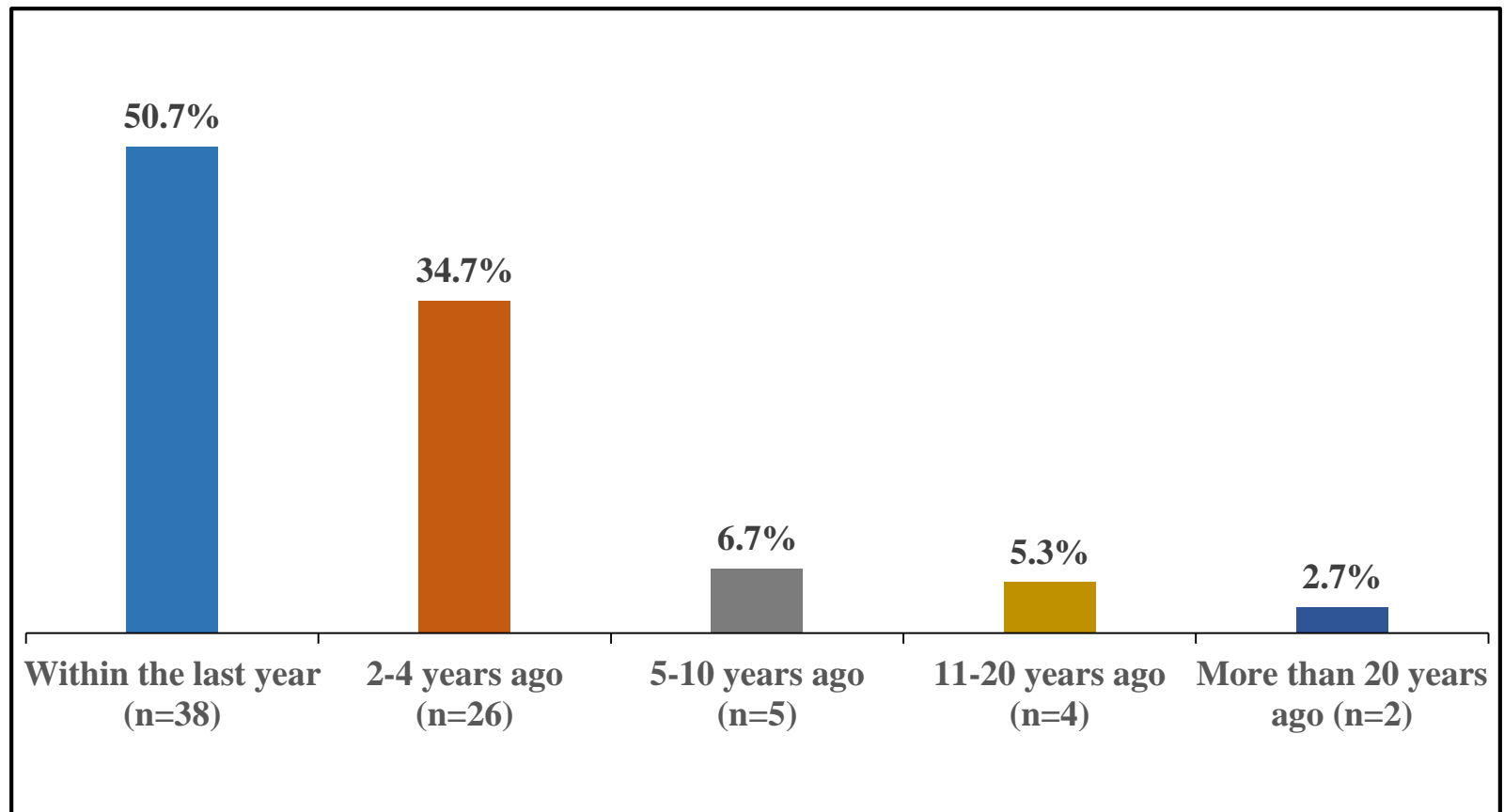


Note: Only answered by respondents who experienced unwanted sexual conduct ( $n = 75$ ). Percentages do not sum to 100 due to multiple responses.

# Alcohol/Drug Involvement with Unwanted Sexual Conduct for Student Respondents



# Time When Unwanted Sexual Conduct Occurred



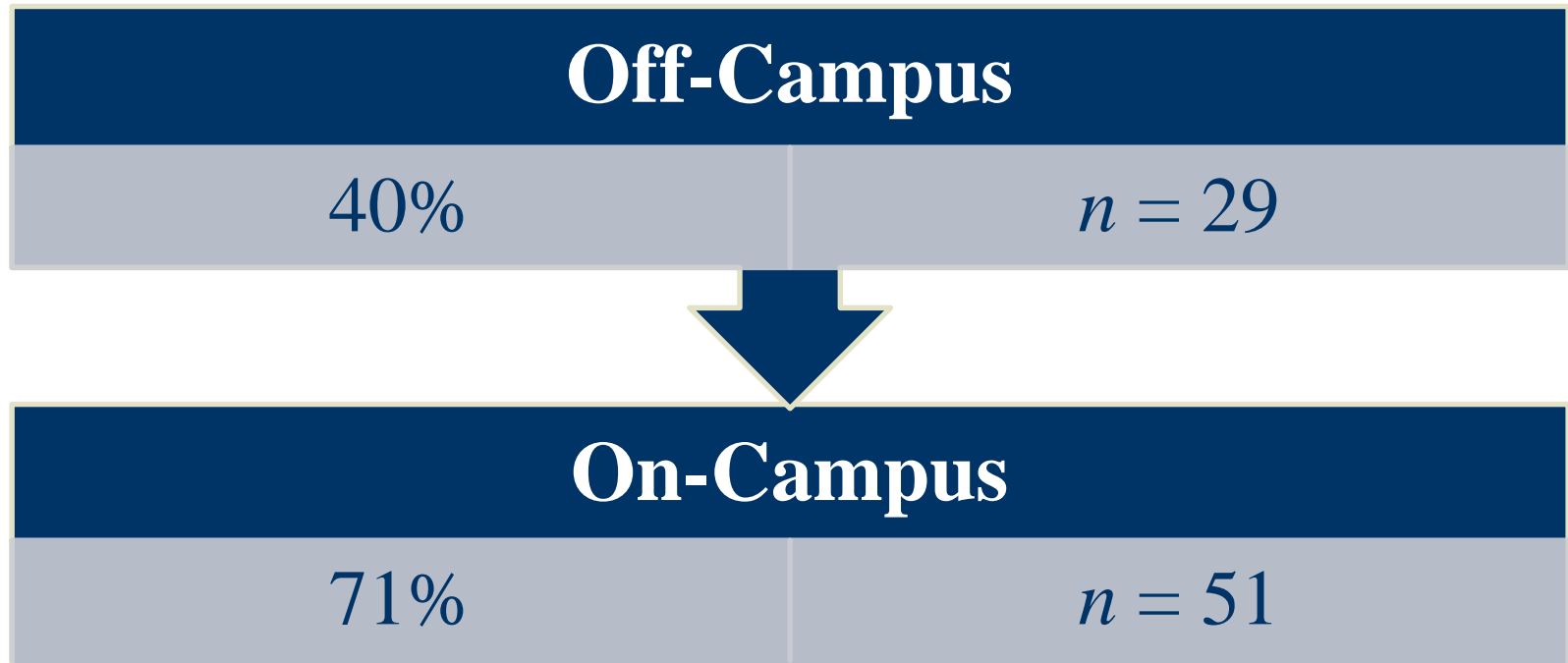
Note: Only answered by respondents who experienced unwanted sexual conduct ( $n = 75$ ). Percentages do not sum to 100 due to multiple responses.

# Source of Unwanted Sexual Conduct

<b>Source</b>	<b><i>n</i></b>	<b>%</b>
Millersville University student	42	56.0%
Acquaintance/friend	26	34.7%
Stranger	21	28.0%
Millersville University staff member	9	12.0%
Current or former dating/intimate partner	9	12.0%

Note: Only answered by respondents who experienced unwanted sexual conduct ( $n = 75$ ). Percentages do not sum to 100 due to multiple responses.

# Location of Unwanted Sexual Conduct



Note: Only answered by respondents who experienced unwanted sexual conduct ( $n = 75$ ). Percentages do not sum to 100 due to multiple responses.

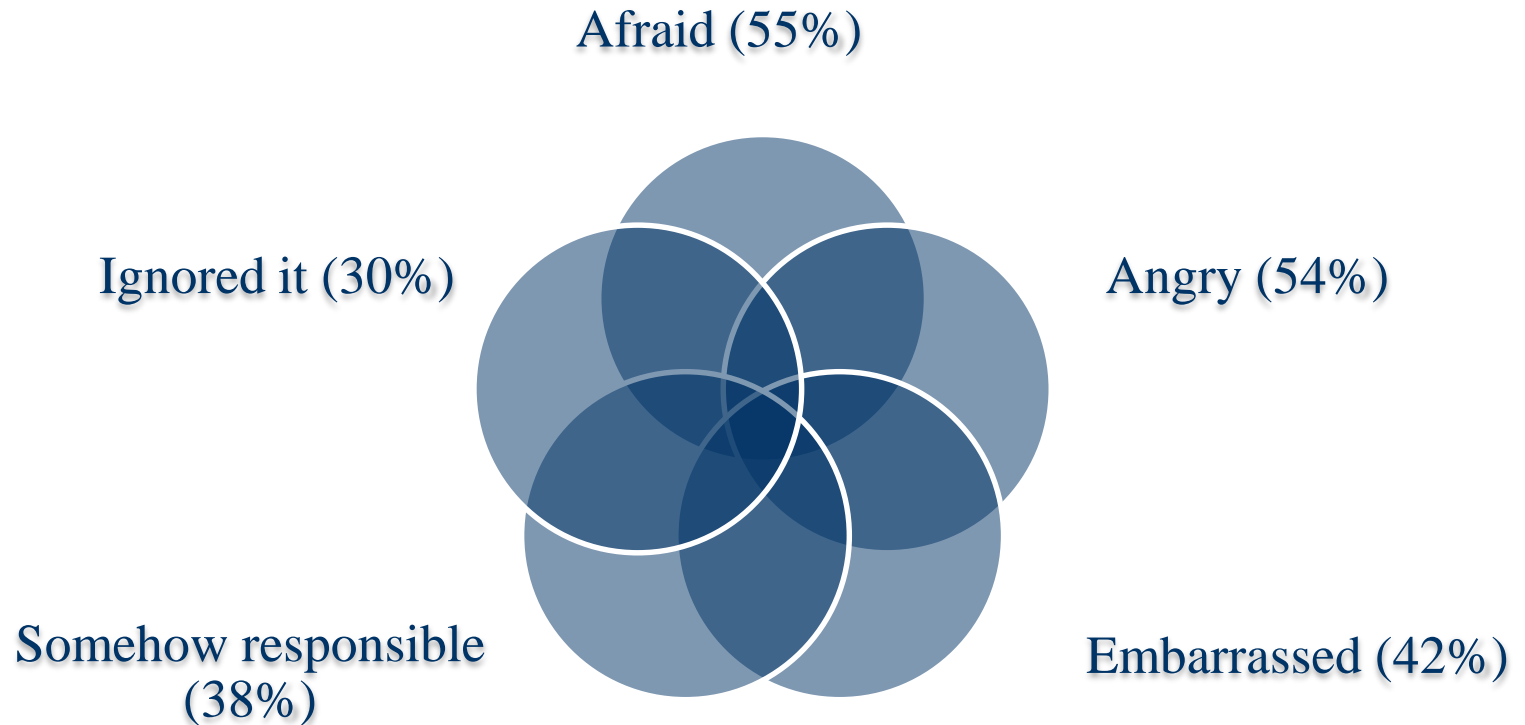


# Specific Location On-Campus for Respondents Who Experienced Unwanted Sexual Conduct

<b>Location</b>	<b><i>n</i></b>	<b>%</b>
Residence hall	18	33.3%
Walking around campus	11	20.4%

Note: Only answered by respondents who experienced unwanted sexual conduct ( $n = 75$ ). Percentages do not sum to 100 due to multiple responses.

# What did you do? Emotional Responses



Note: Only answered by respondents who experienced unwanted sexual conduct ( $n = 75$ ).  
Percentages do not sum to 100 due to multiple responses.

# What did you do? Actions

Told a friend  
(57%)

Avoided the  
person/venue  
(56%)

Didn't do  
anything  
(25%)

Confronted the  
person(s) at the  
time (23%)

Told a family  
member  
(20%)

# Accessibility



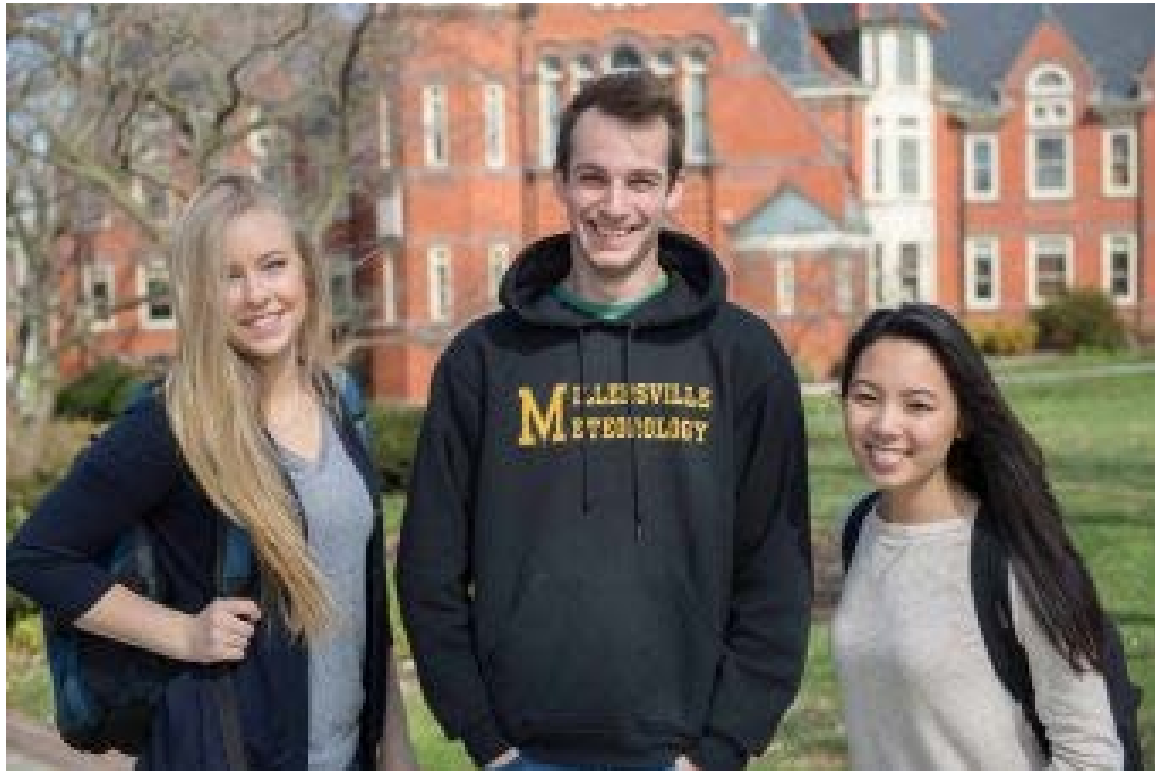
# Top Challenges with Accessibility in Different Areas at Millersville for Respondents with Disability

<b>Challenge</b>	<b><i>n</i></b>	<b>%</b>
Campus transportation/ parking	79	47.6
Temporary barriers due to construction or maintenance	68	38.0
Walkways, pedestrian paths, crosswalks	61	33.2
D2L/Moodle/Blackboard/Canvas	50	29.6
Textbooks	48	28.9
Email account	48	26.8
Computer equipment (e.g., screens, mouse, keyboard)	47	26.6
Website	47	26.1
Doors	46	25.4

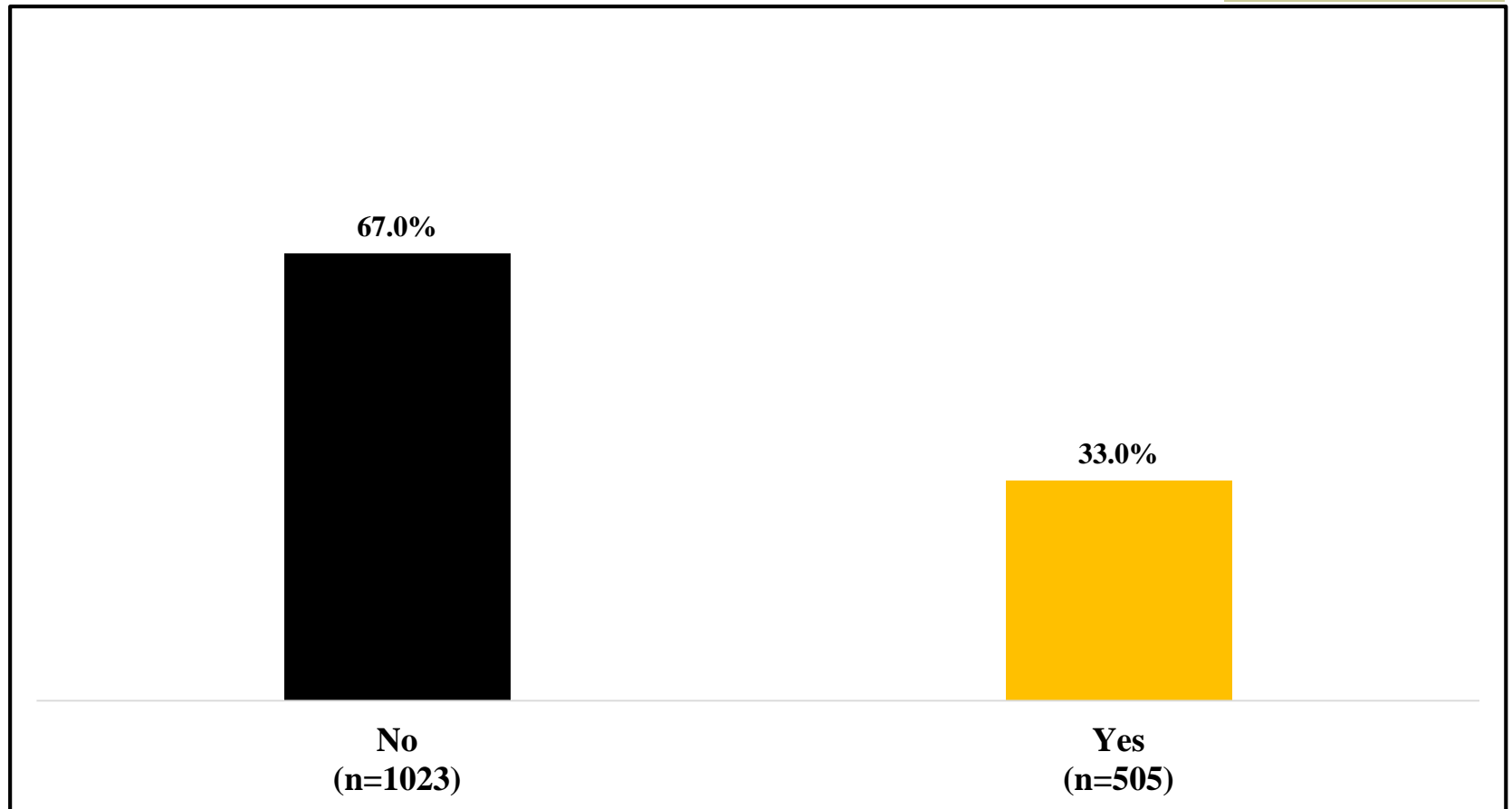
# Top Challenges in Different Areas at Millersville for Transgender or Genderqueer Respondents

<b>Challenge</b>	<i>n</i>	<i>%</i>
College housing	6	46.2
Email account	8	42.1
Restrooms	7	38.9
Electronic databases (e.g., Banner)	7	38.9
Millersville University College ID Card	6	33.3
Learning technology	5	31.3

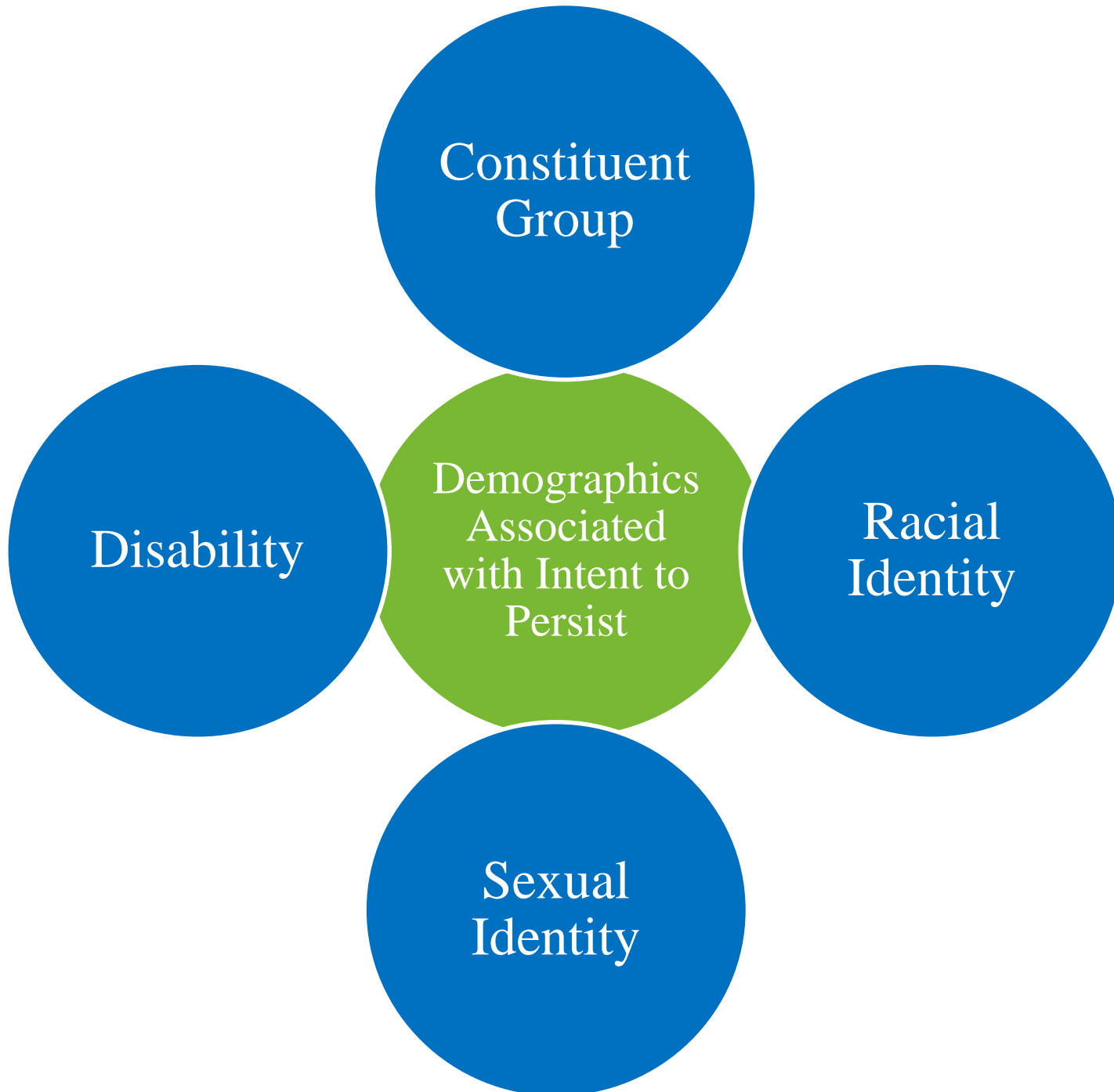
# Intent to Persist



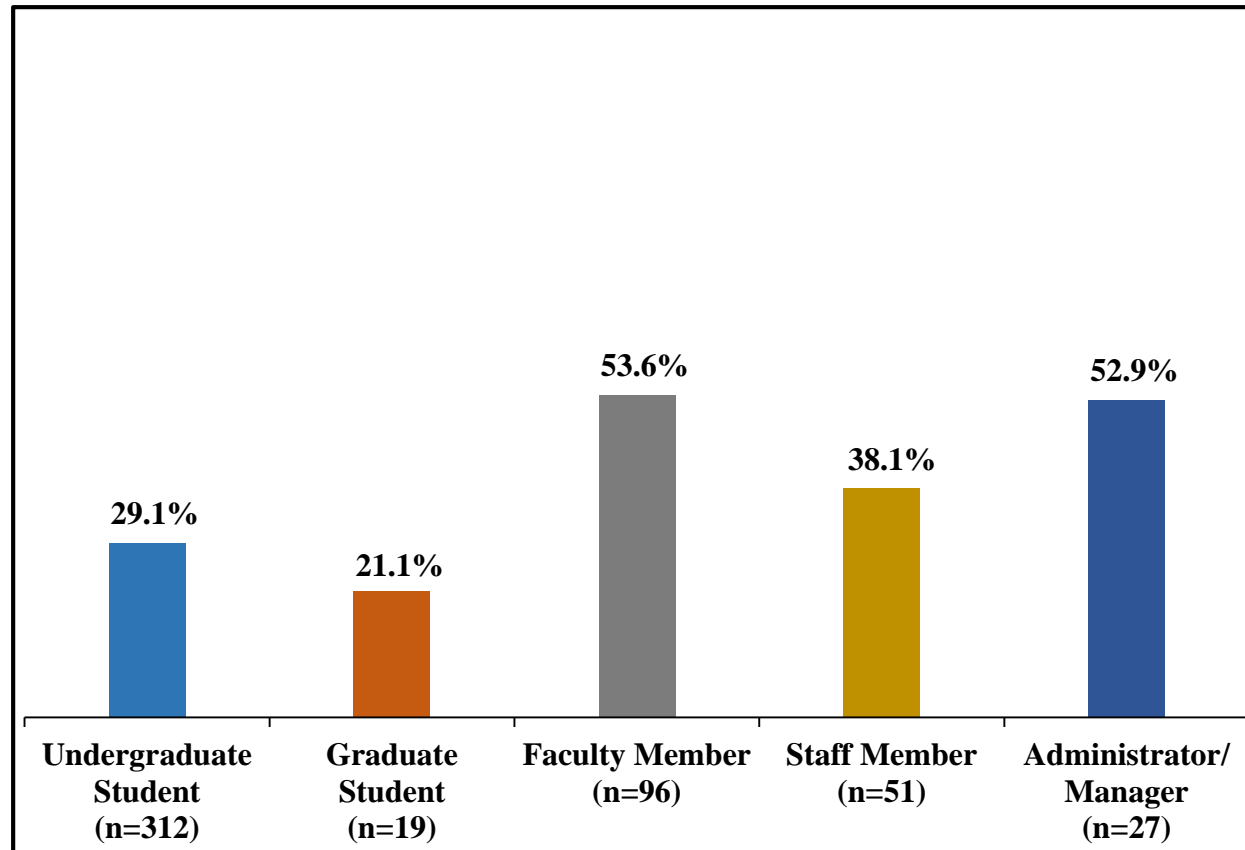
# Respondents Who *Seriously Considered Leaving* Millersville



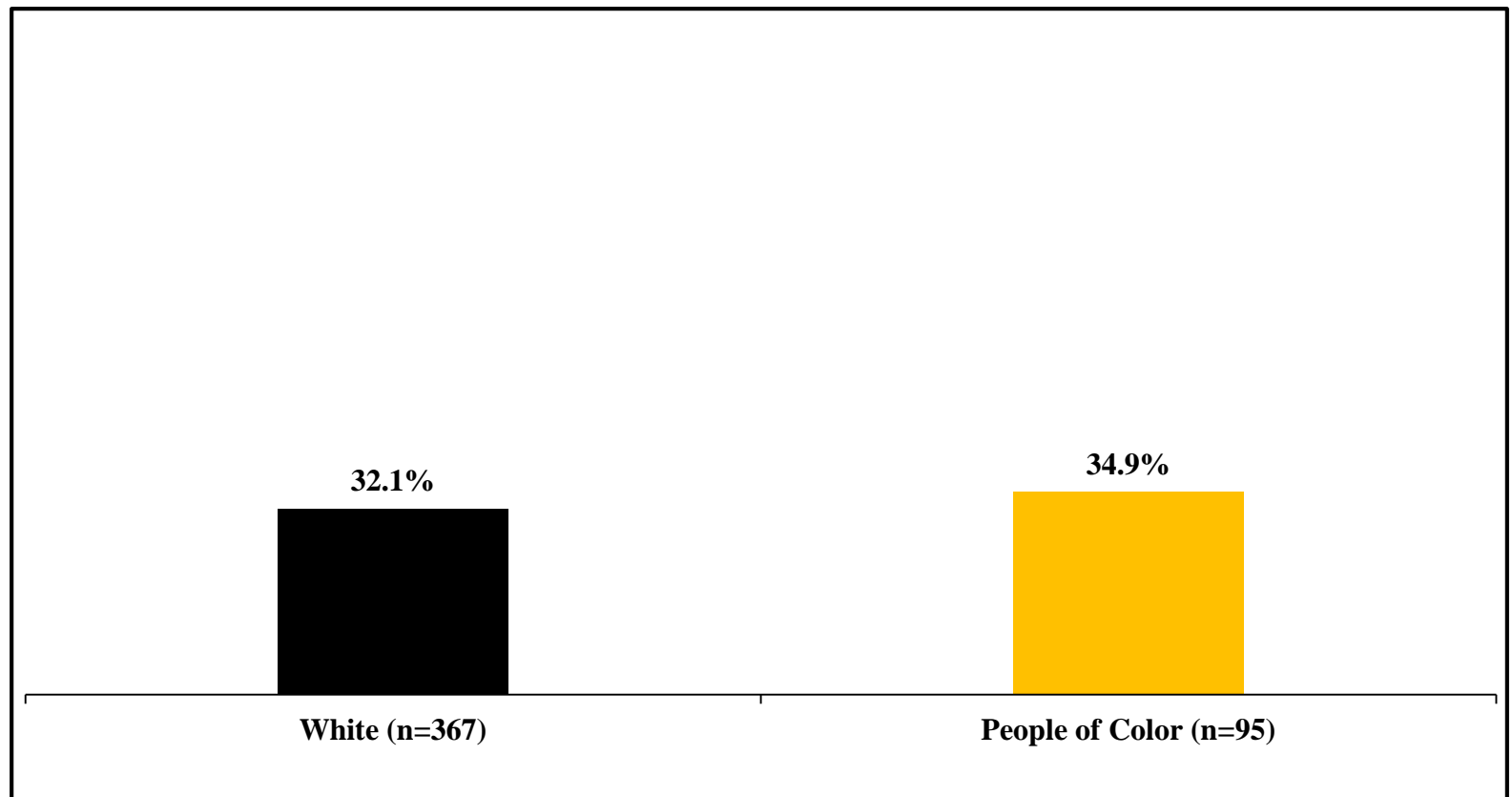




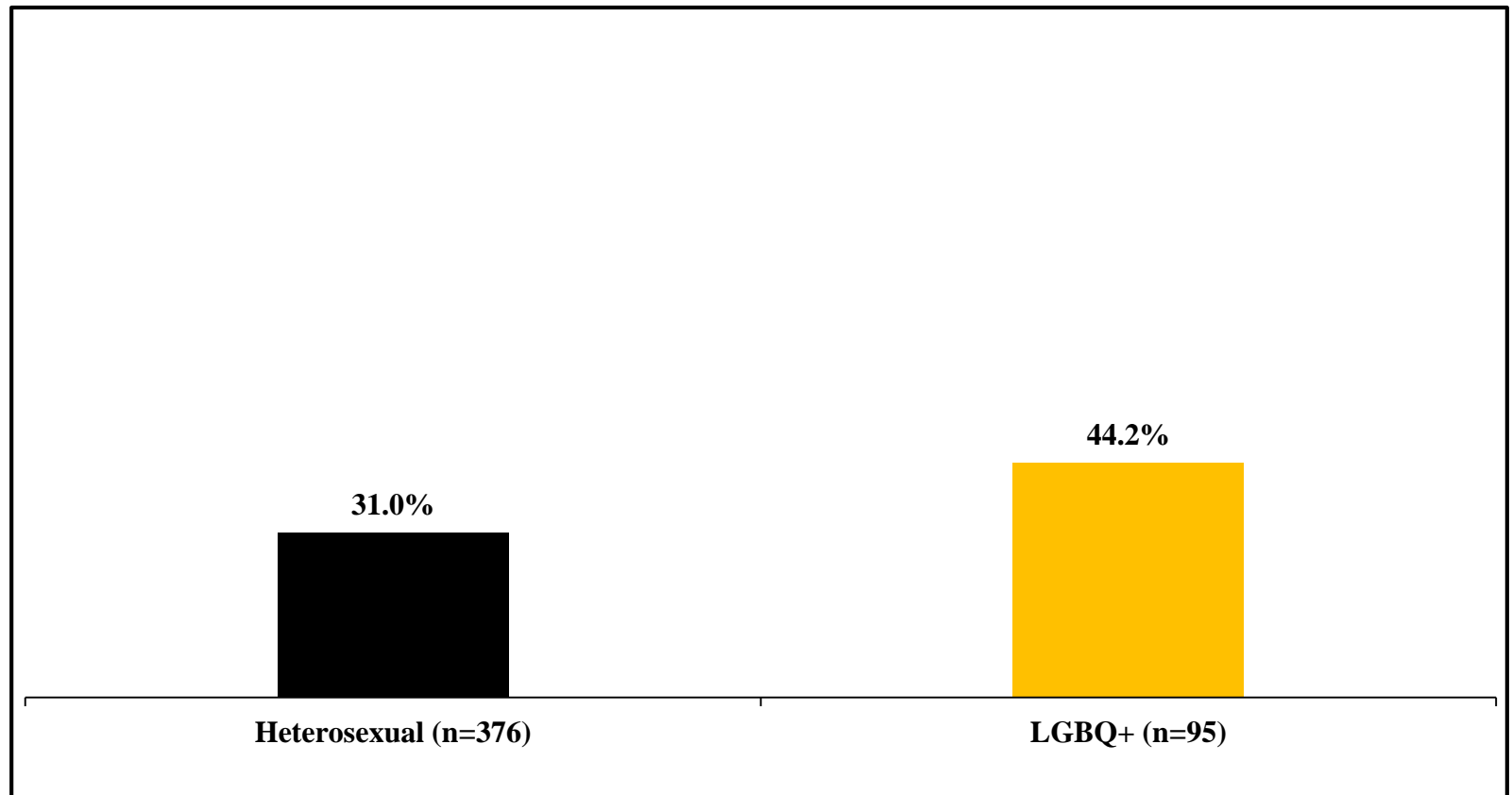
# Considered Leaving MU by Position (%)



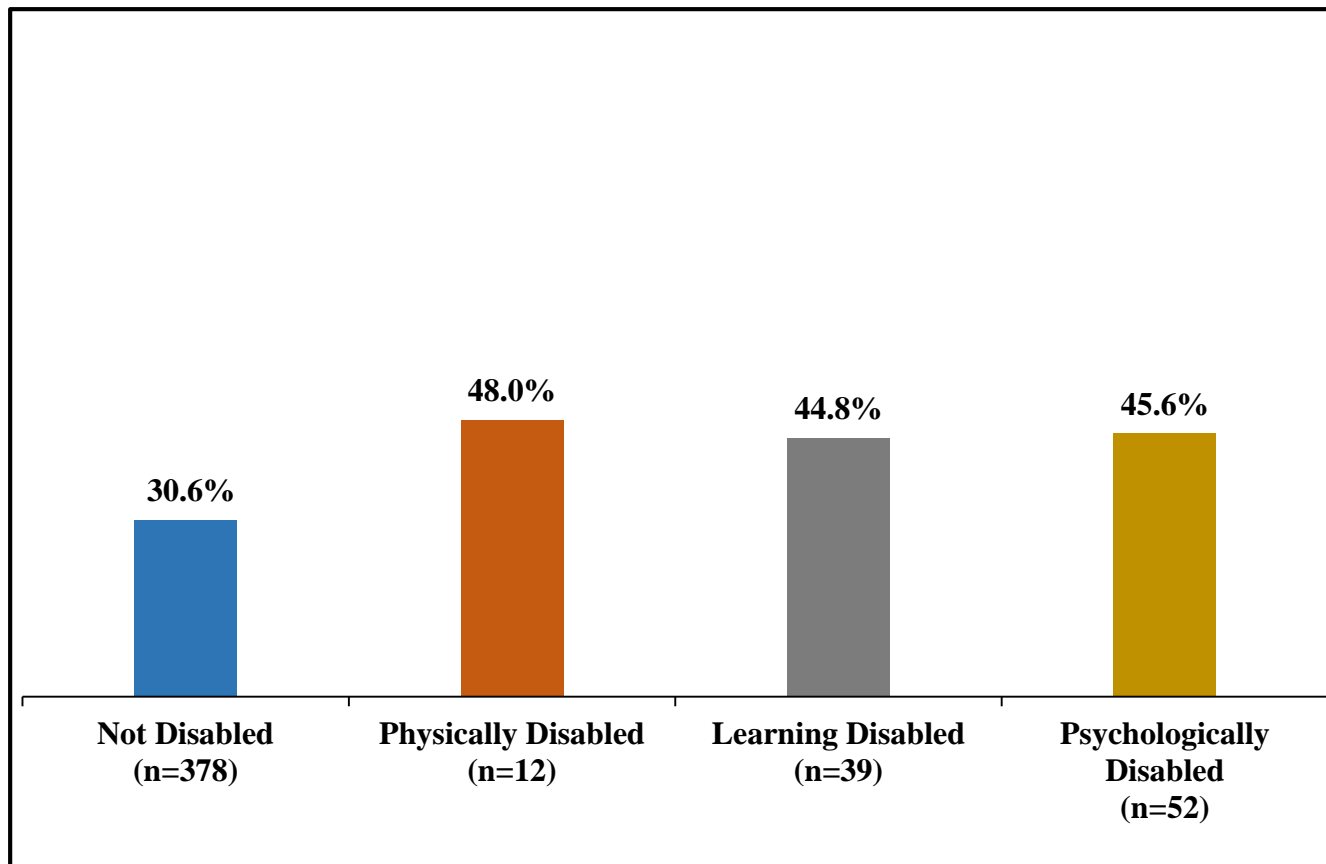
# Considered Leaving MU by Racial Identity (%)



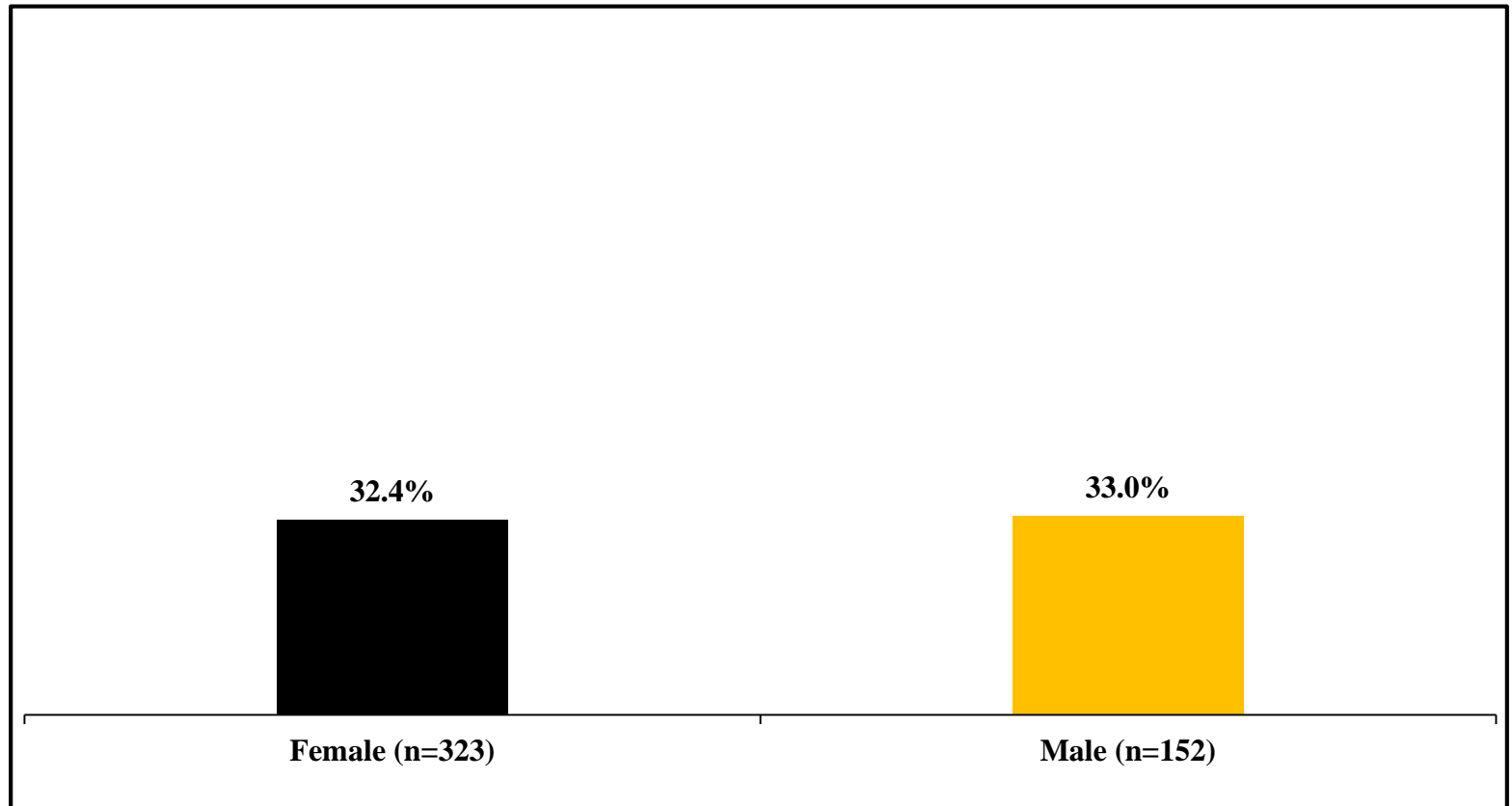
# Considered Leaving MU by Sexual Identity (%)



# Considered Leaving MU by Disability Status (%)



# Considered Leaving MU by Birth Sex (%)



# Top Reasons Student Respondents *Seriously Considered Leaving* Millersville

<b>Reason</b>	<b><i>n</i></b>	<b>%</b>
Lack of a sense of belonging	161	49.2
Lack of social life	114	34.9
Personal reasons	100	30.6
Financial reasons	82	25.1
Homesick	76	23.2
Climate was not welcoming	65	19.9
Lack of support group	50	15.3
Didn't like major	45	13.8
Coursework was too difficult	43	13.1

Note: Table includes answers from only those respondents who indicated that they considered leaving ( $n = 327$ ).

## When Student Respondents *Seriously Considered Leaving* Millersville

69% in their first year

43% in their second year

16% in their third year

8% in their fourth year

3% in their fifth + year



## Top Reasons Why Employee Respondents *Seriously Considered Leaving* Millersville

<b>Reason</b>	<b><i>n</i></b>	<b>%</b>
Increased workload	61	35.7
Tension with co-workers	58	33.9
Limited opportunities for advancement	56	32.7
Low salary/pay rate	52	30.4
Tension with supervisor/manager	49	28.7
Change in leadership/organizational structure	48	28.1
Interested in a position at another institution	44	25.7
Lack of professional development opportunities	43	25.1
Recruited or offered a positional at another institution/organization	33	19.3

Note: Table includes answers from only Employee respondents who indicated that they considered leaving ( $n = 171$ ).

# Perceptions



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



**20% (*n* = 291)**

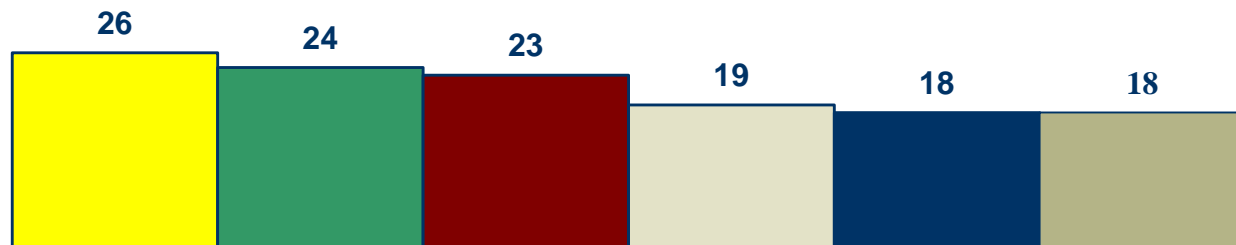
# Top Forms of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

	<i>n</i>	%
Derogatory verbal remarks	126	46.0
Person ignored or excluded	99	36.1
Person isolated or left out	98	35.8
Person intimidated/bullied	96	35.0
Person being stared at	64	23.4
Derogatory/unsolicited messages through social media	46	16.8
Racial/ethnic profiling	46	16.8
Person experienced a hostile classroom environment	45	16.4

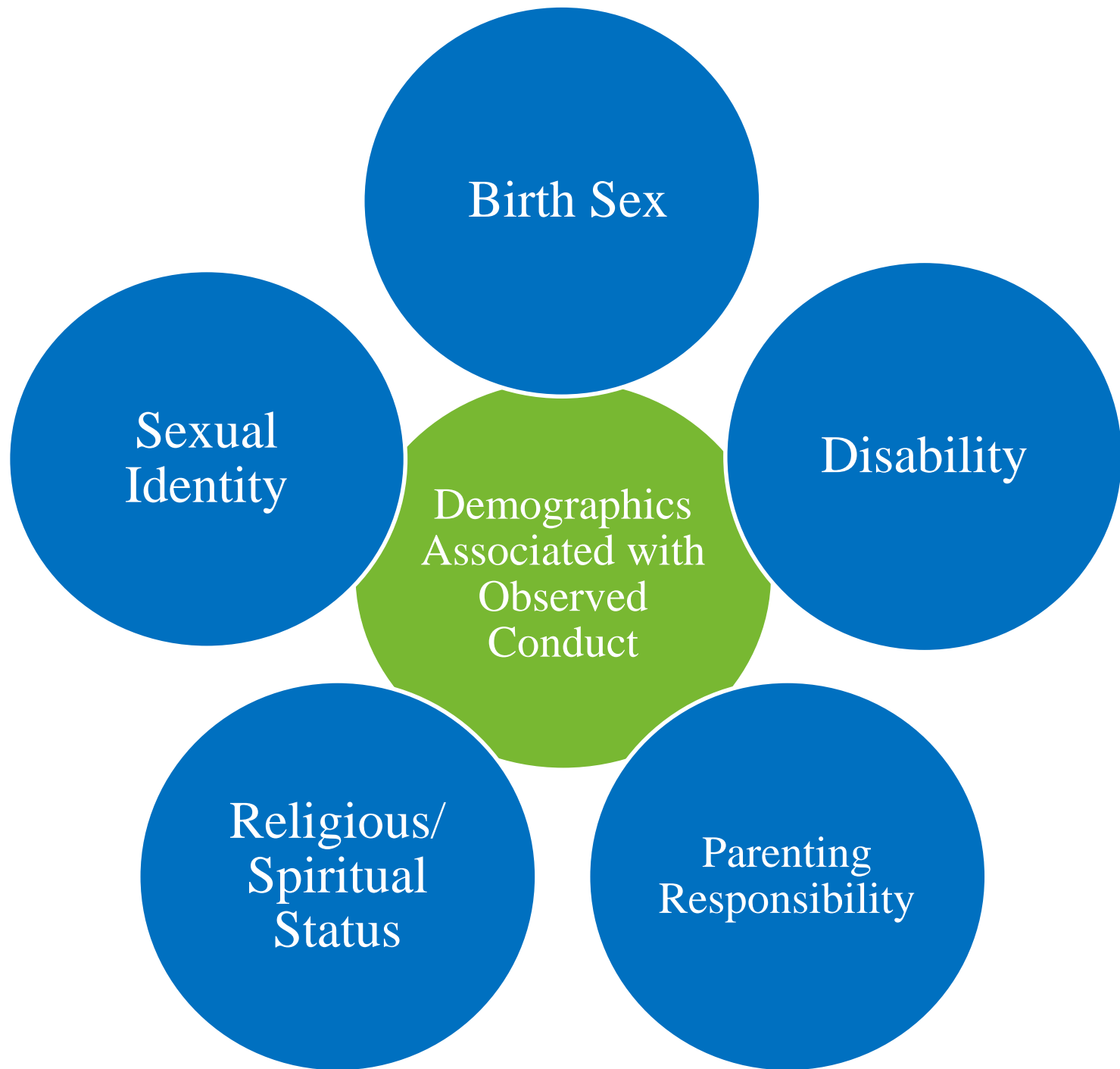
Note: Only answered by respondents who observed exclusionary conduct (*n* = 291). Percentages do not sum to 100 due to multiple responses.

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

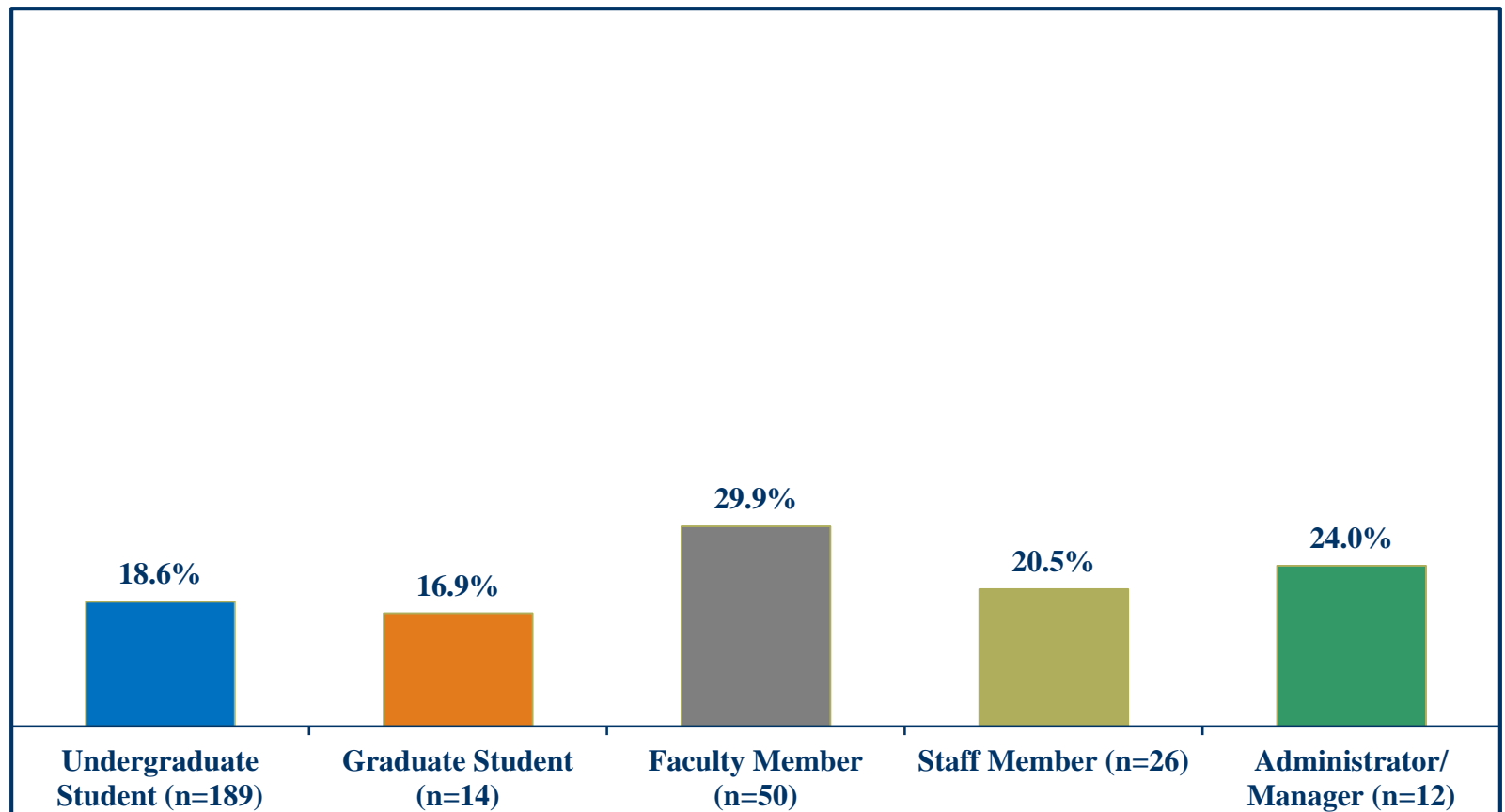
- Gender/Gender identity (n=72)
- Sexual identity (n=67)
- Racial identity (n=65)
- Physical characteristics (n=52)
- Ethnicity (n=51)
- Political views (n=49)



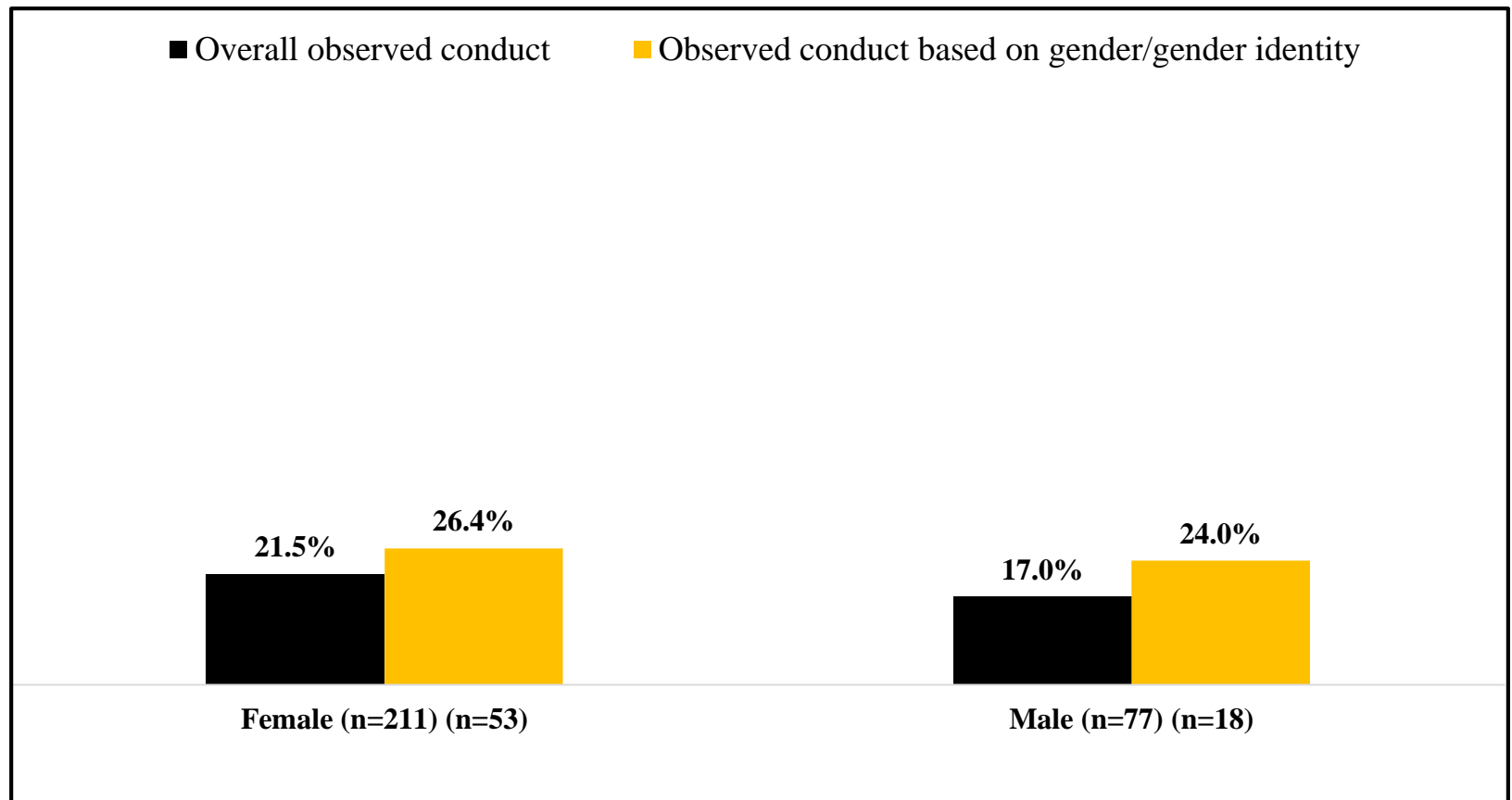
Note: Only answered by respondents who observed exclusionary conduct (n = 291). Percentages do not sum to 100 due to multiple responses.



# Observed Exclusionary Conduct by Constituent Group (%)

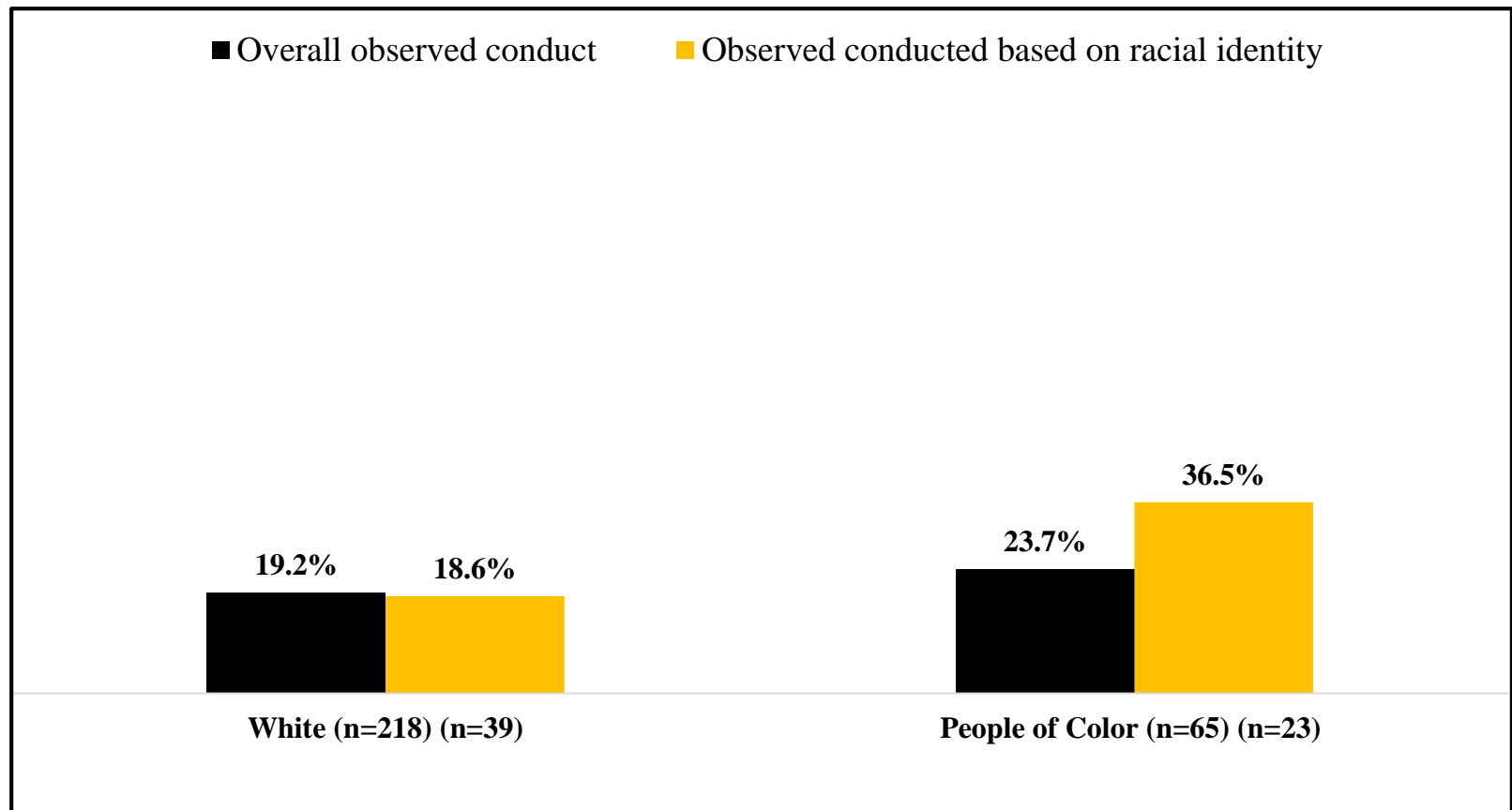


# Observed Exclusionary Conduct by Birth Sex (%)

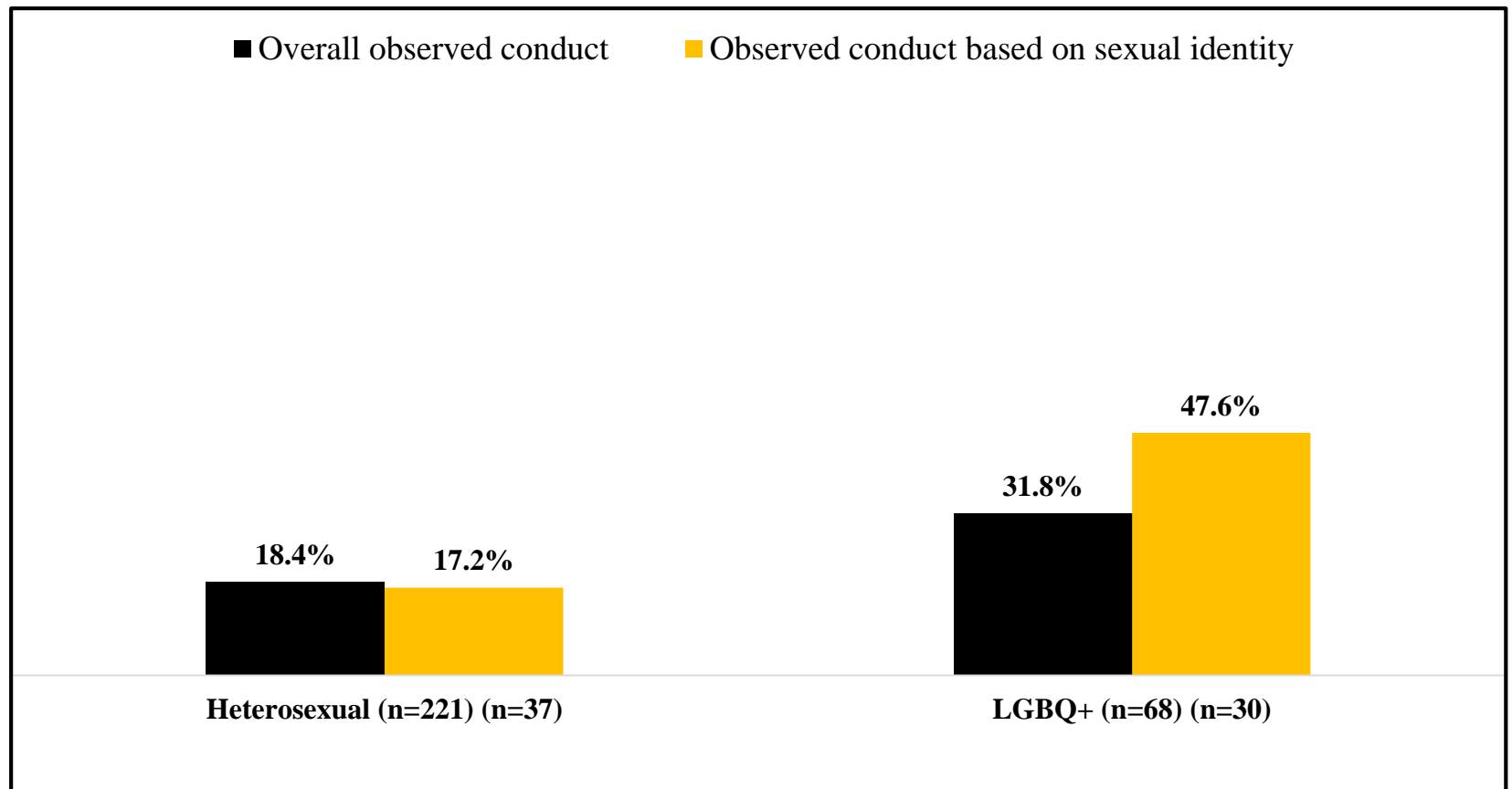




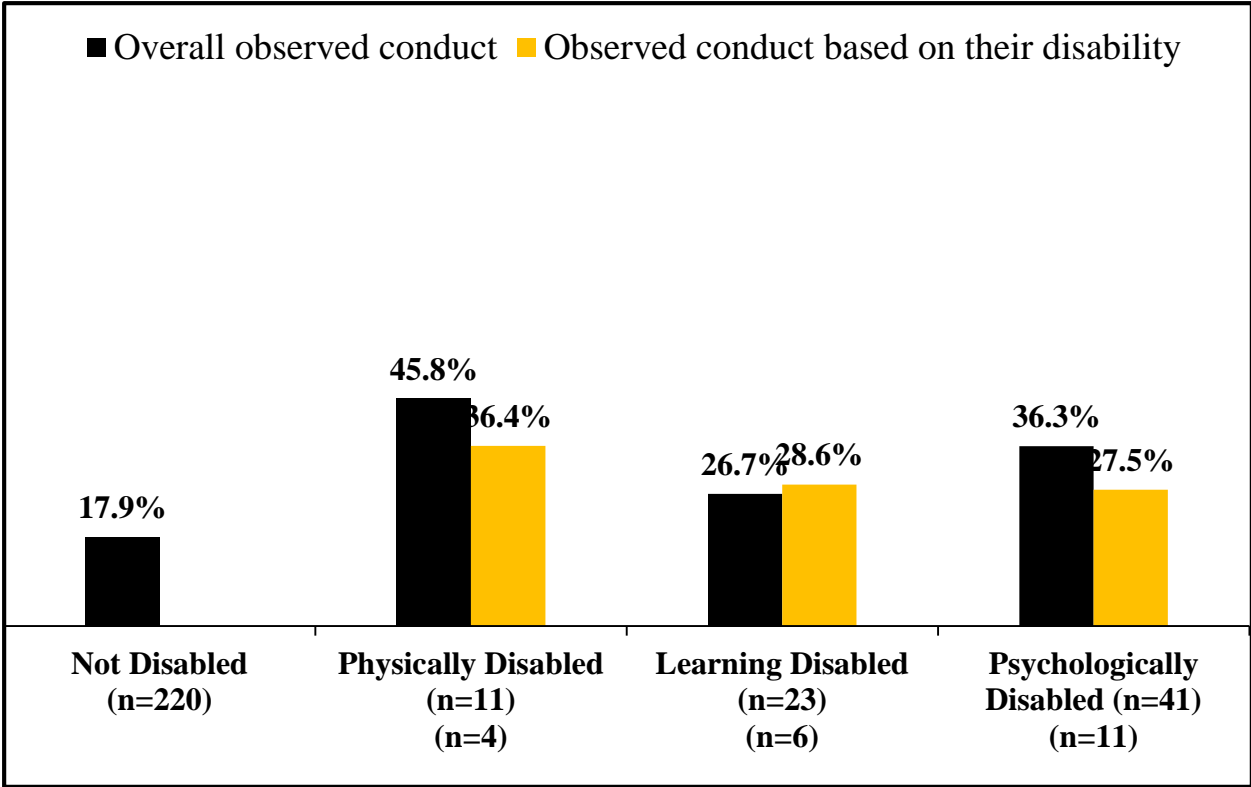
# Observed Exclusionary Conduct by Racial Identity (%)



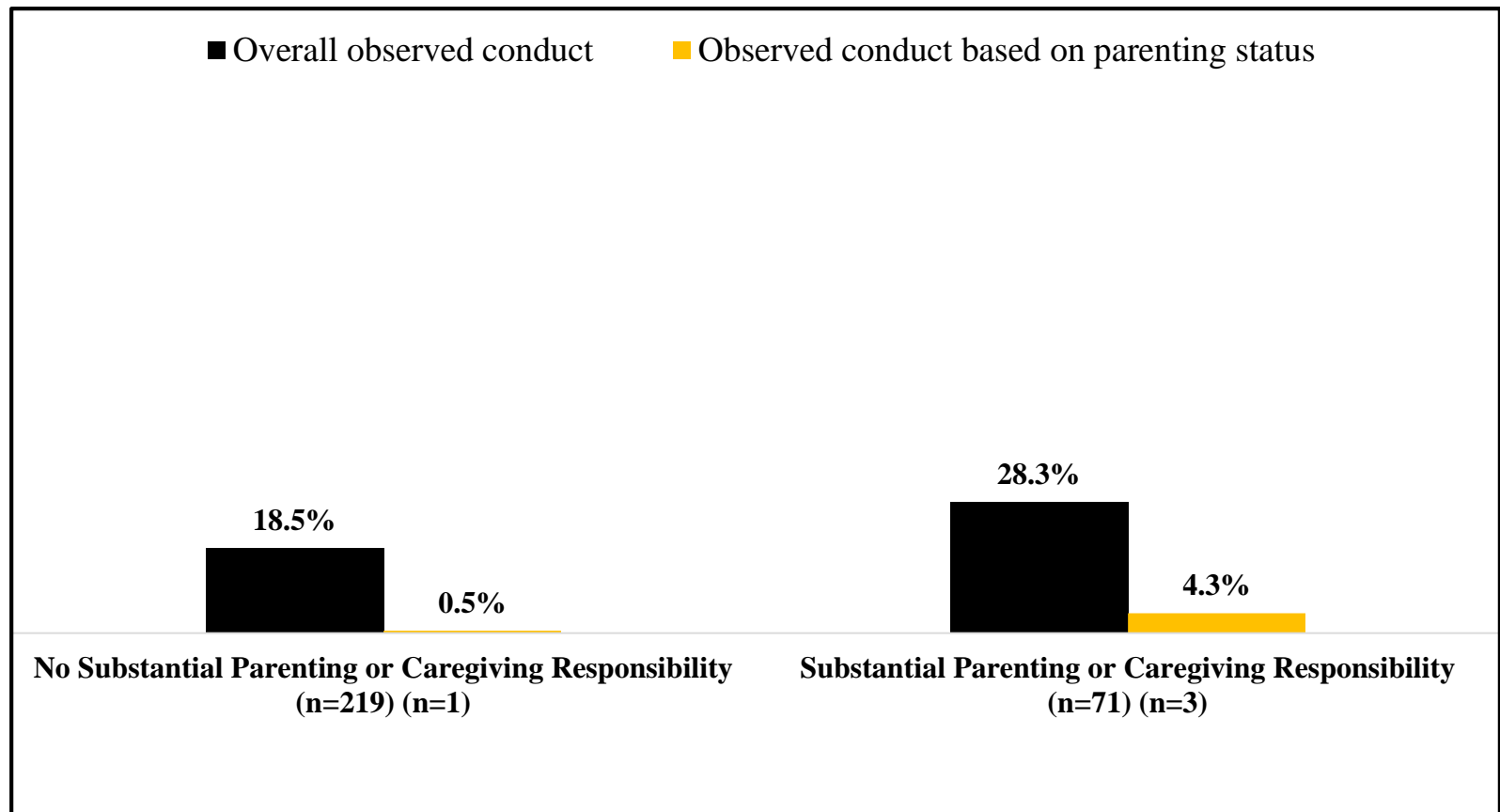
# Observed Exclusionary Conduct by Sexual Identity (%)



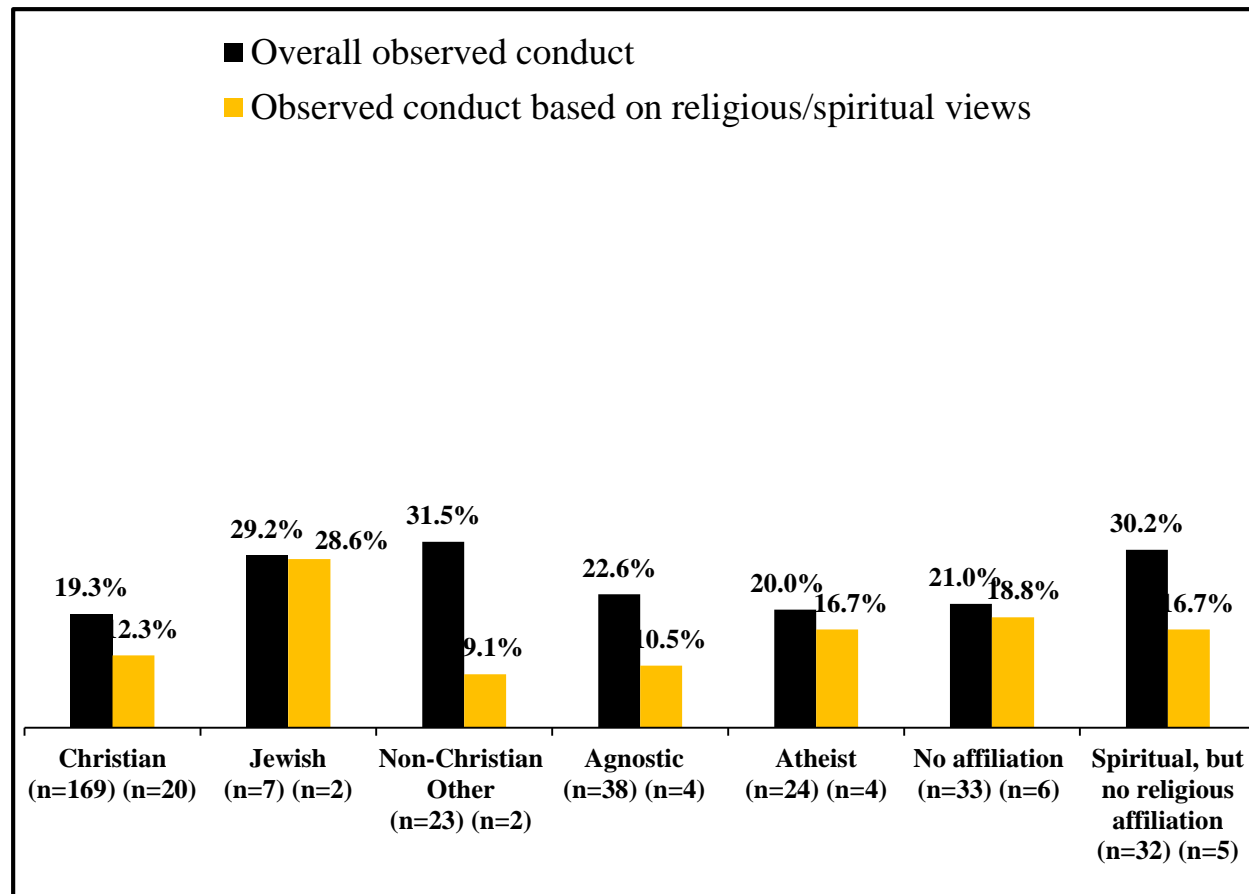
# Observed Exclusionary Conduct by Disability Status (%)



# Observed Exclusionary Conduct by Substantial Parenting or Caregiving Status (%)



# Observed Exclusionary Conduct by Religious/Spiritual Identity (%)

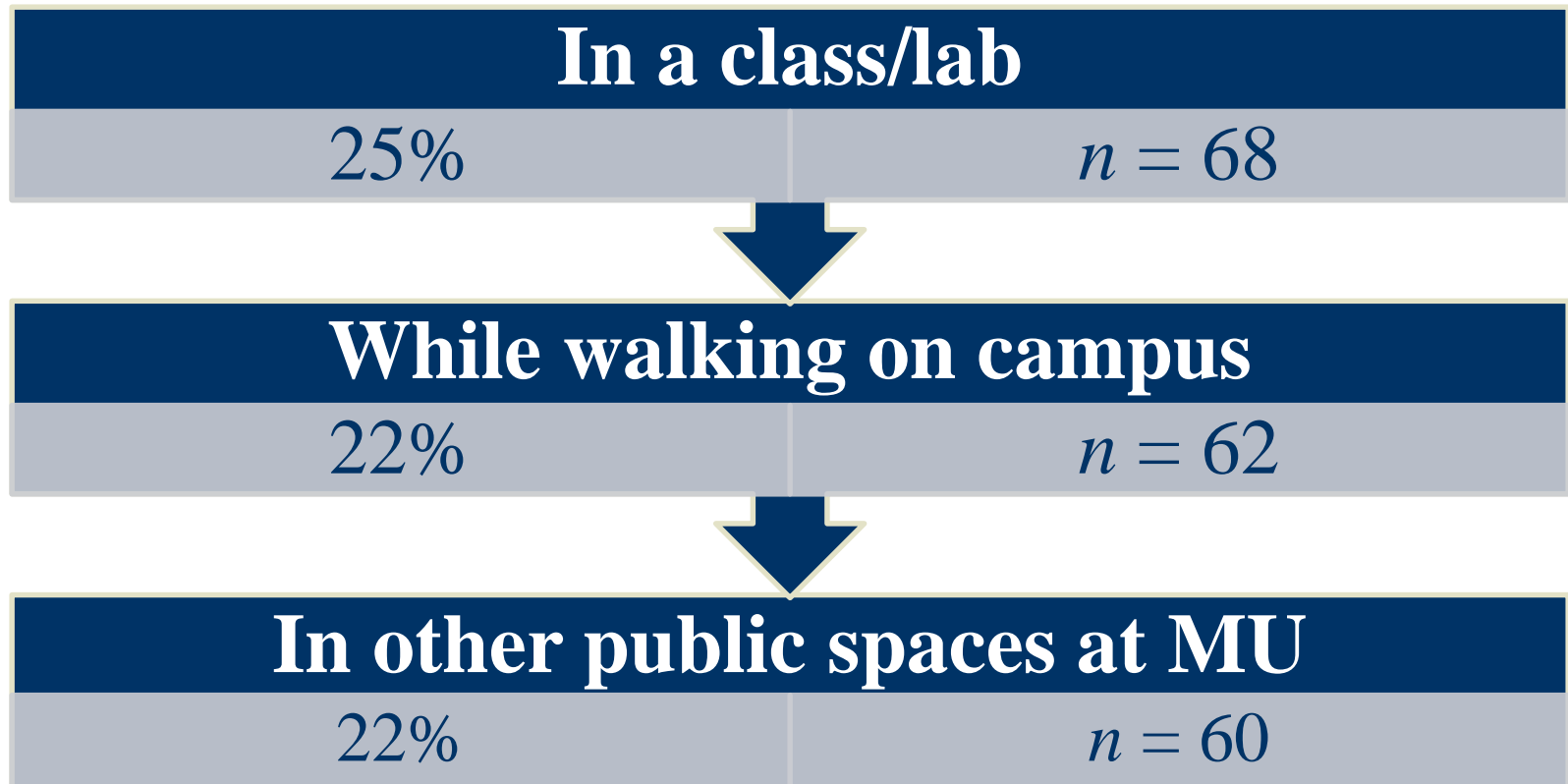


# Source of Observed Exclusionary Conduct

## Source

- Student (50%)
- Faculty member (23%)
- Stranger (20%)
- Social networking site (16%)
- Staff member (12%)

# Location of Observed Exclusionary Conduct



Note: Only answered by respondents who observed exclusionary conduct ( $n = 291$ ). Percentages do not sum to 100 due to multiple responses.

# Actions in Response to Observed Conduct

Didn't do anything  
(33%)

Told a friend  
(31%)

Didn't know to whom to go  
(19%)

Confronted the person(s) at the time  
(17%)

Avoided the person/venue  
(16%)

Told a family member  
(16%)



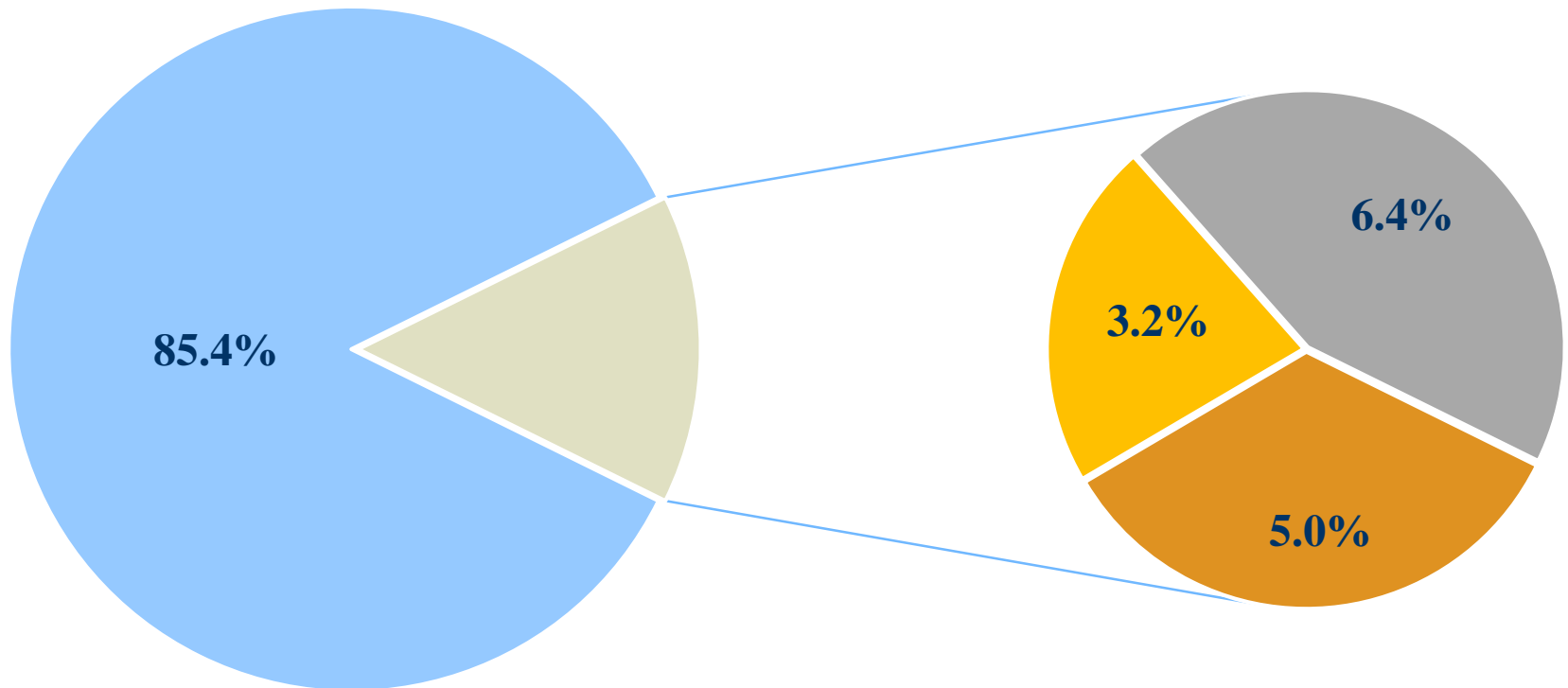
# Which Millersville University resource did you contact?

<b>Resource</b>	<b><i>n</i></b>	<b>%</b>
Senior administrator	11	36.7%
Faculty member	10	33.3%
Staff person	9	30.0%

Note: Only answered by respondents who observed exclusionary conduct ( $n = 291$ ). Percentages do not sum to 100 due to multiple responses.

# Report of Exclusionary Conduct

- No, I didn't report it.
- Yes, I reported the incident, and was satisfied with the outcome.
- Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
- Yes, I reported the incident, but felt that it was not responded to appropriately

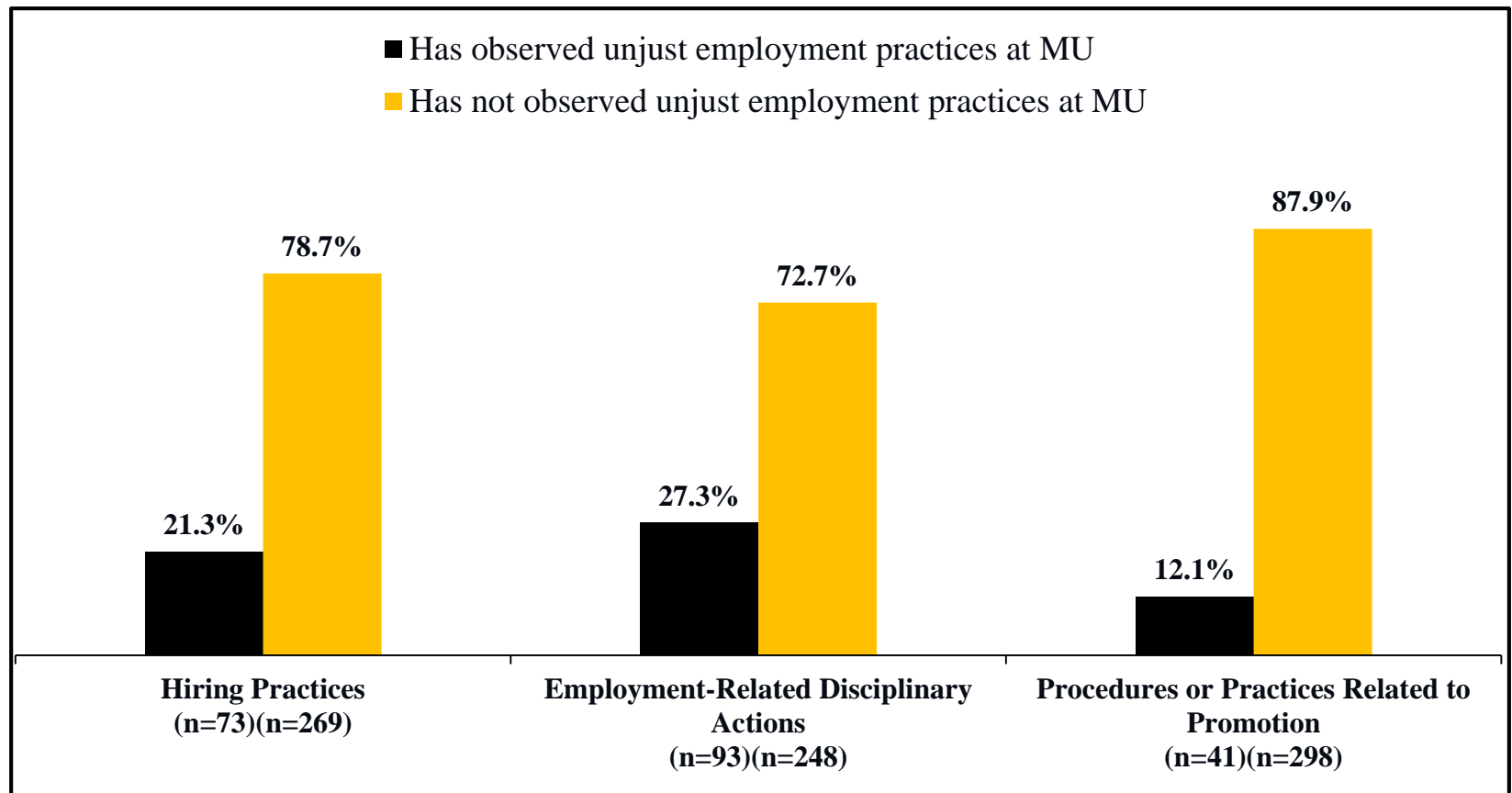


Note: Only answered by respondents who observed exclusionary conduct ( $n = 291$ ). Percentages do not sum to 100 due to multiple responses.

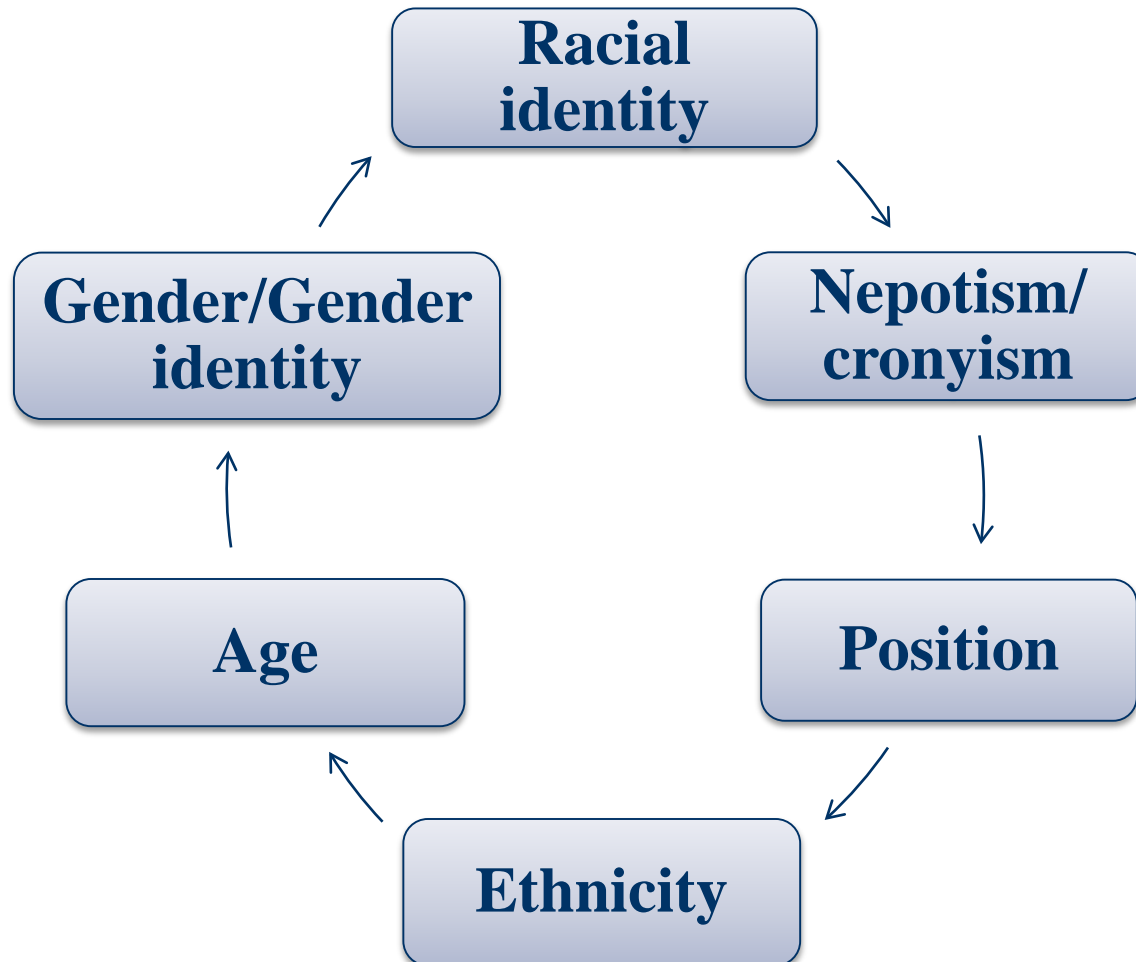
# Employee Perceptions



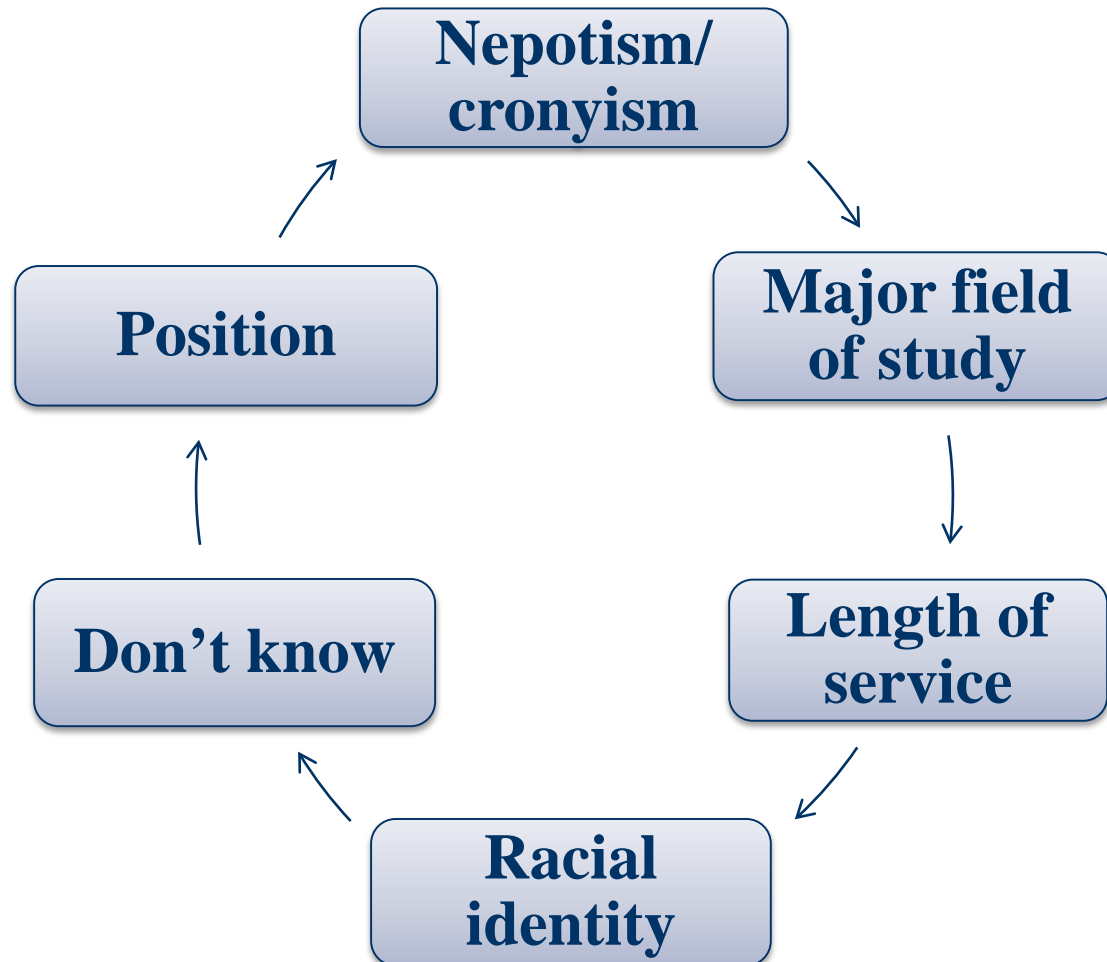
# Employee Respondents' Perceptions of Unfair, Unjust, or Discriminatory Employment Practices at MU



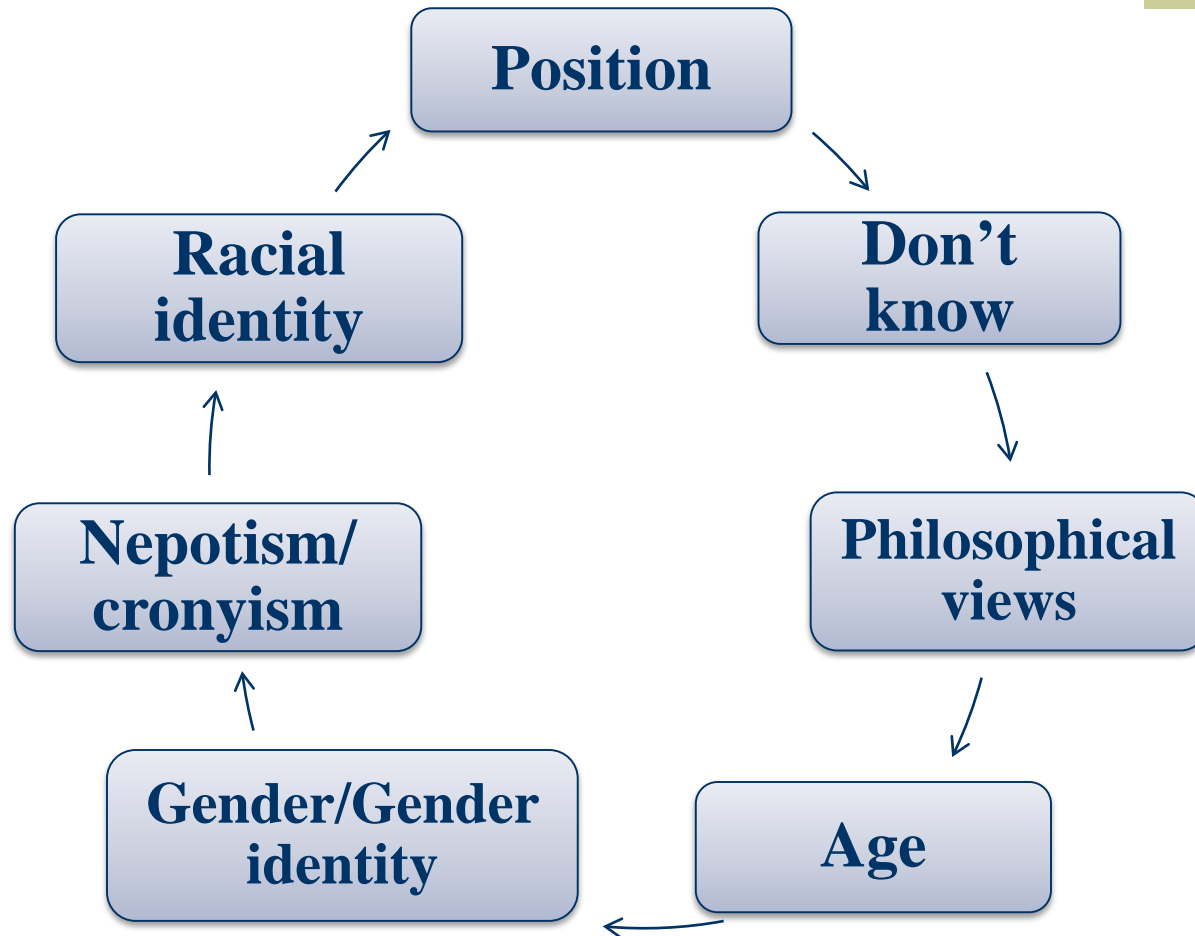
# Most Common Bases for Unjust Hiring Practices



# Most Common Bases for Unjust Practices Related to Promotion/Tenure/Reappointment



# Most Common Bases for Unjust Employment-Related Disciplinary Actions



# Work-Life Issues SUCSESSES & CHALLENGES

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







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# Tenured and Tenure-Track Faculty Rank Respondents Examples of Successes

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Criteria for tenure were clear (70.6%)



# Tenured and Tenure-Track Faculty Rank Respondents

## Examples of Challenges

Had to change my research agenda to achieve promotion or tenure (26.1%)

Criteria for promotion was clear (34.6%)

Promotion standards were applied equally (14.5%)

Faculty achieve promotion after an appropriate amount of time in their academic careers (23.2%)

# Tenured and Tenure-Track Faculty Rank Respondents

## Examples of Challenges

Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (45.3%)

Performed more work to help students than my colleagues (51.1%)

# Non-Tenure-Track and Adjunct Faculty Respondents

## Examples of Successes

My teaching (for instructional faculty) or professional responsibility (for Librarians, Counselors) was valued by Millersville University (78.2%)

There were clear expectations of my responsibilities (78.2%)

# Non-Tenure-Track and Adjunct Faculty Respondents

## Examples of Successes

My department colleagues made  
me feel welcome (84.4%)

My contributions were valued by  
my department (78.1%)

# Non-Tenure-Track and Adjunct Faculty Respondents

## Examples of Challenges

Performed more work to help students than my colleagues (25%)

Pressured to do extra work that was uncompensated (21.9%)


Opinions were taken seriously by senior administrators (37.5%)



# Staff Respondents Examples of Successes



Supervisor was supportive of my  
taking leave (82.2%)



Supervisor provided adequate  
support to manage my work-life  
balance (77.2%)

# Staff Respondents

## Examples of Challenges

There is a hierarchy within staff positions that allows some voices to be valued more than others (51.9%)

My workload has increased without additional compensation due to other staff departures (52.5%)

I feel pressured by departmental/program work requirements that occur outside of my normally scheduled hours (23.9%)




# Student Respondents' Perceptions



# Undergraduate Student Respondents' Perceptions of Academic Experiences

I am satisfied with the extent of my intellectual development since enrolling at Millersville University (82.1%)



My interest in ideas and intellectual matters have increased since coming to Millersville University (81.9%)



I am performing up to my full academic potential (77.6%)

# Graduate Student Respondents' Perceptions of Academic Experiences

My academic experience has had a positive influence on my intellectual growth and interest in ideas (94.2%)

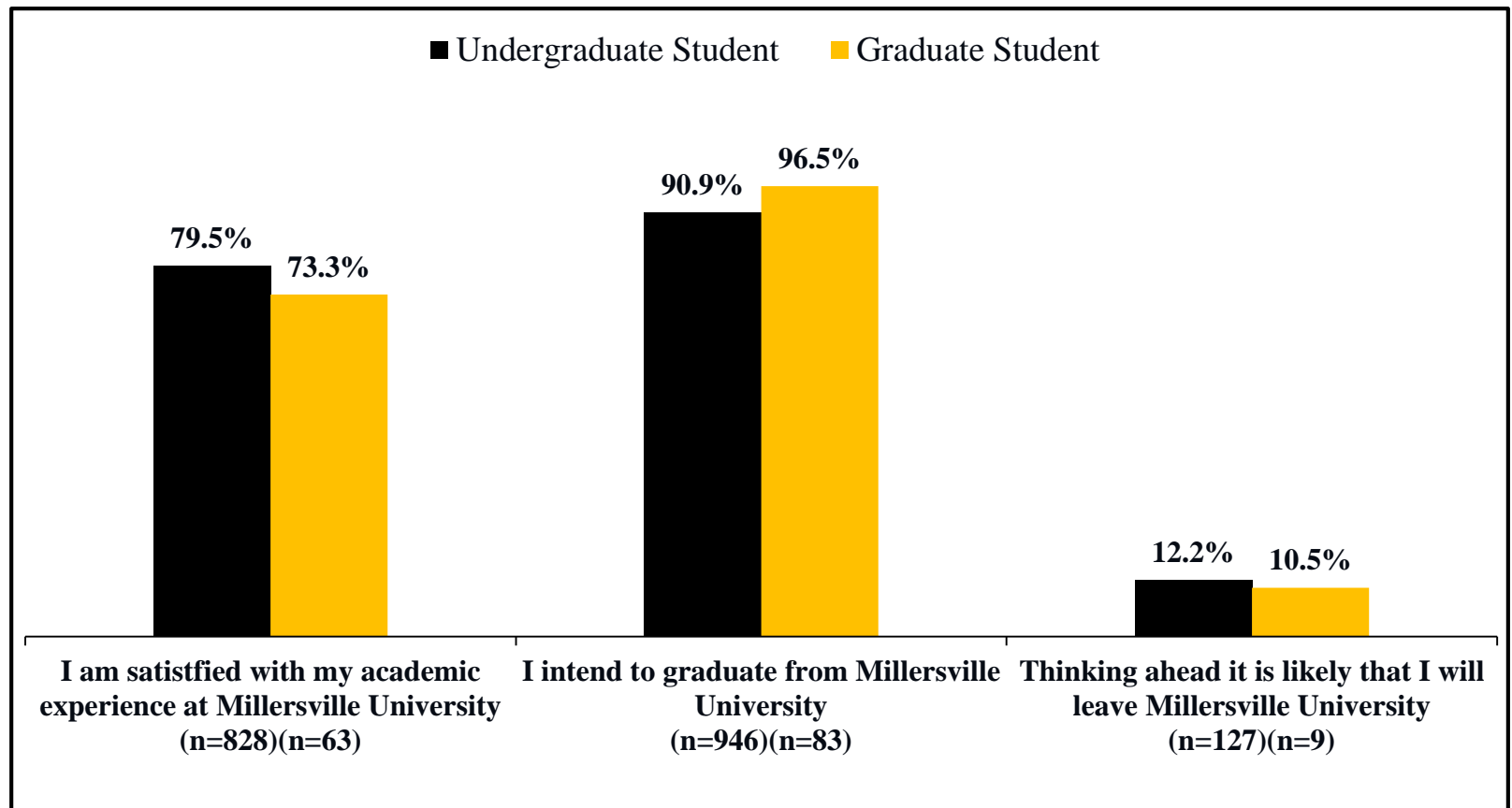


I have performed academically as well as I anticipated I would (90.7%)



I am performing up to my full academic potential (88.4%)

# Student Respondents' Satisfaction with Academic Experiences and Intention to Graduate



# Awareness of the University's Strategic Plan and EPPIC Values



# Staff, Faculty, and Administrator Respondents' Awareness

My work contributes to one or more of the University's three strategic goals (86.7%)

Familiar with the Universities three strategic goals: to engage learners, to ensure success, and to embrace agility (84.5%)

# Staff, Faculty, and Administrator Respondents Awareness

Familiar with the University's values (75.3%)

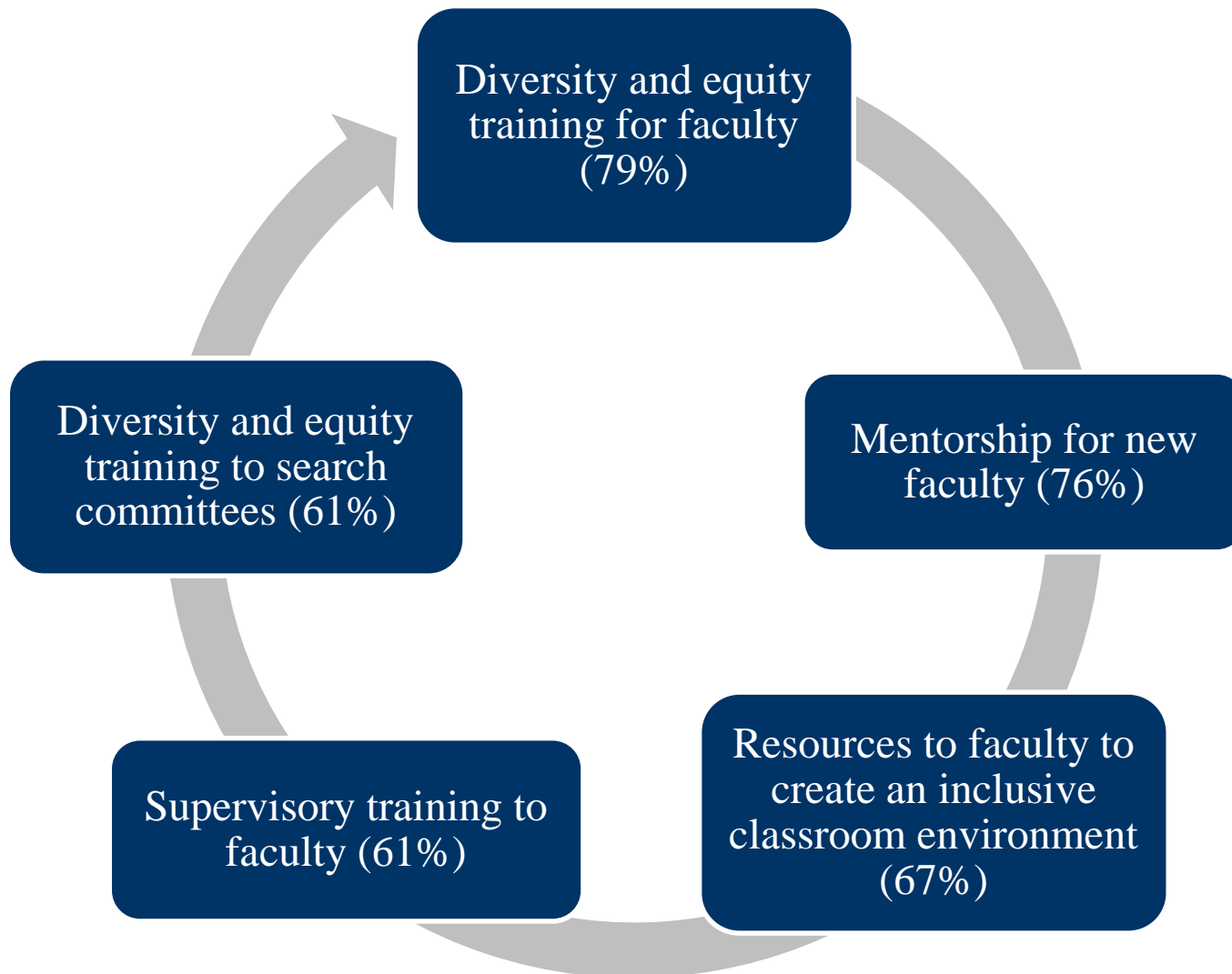
Millersville provides resources needed to contribute to one of more of the university's three strategic goals (50.8%)

# Institutional Actions

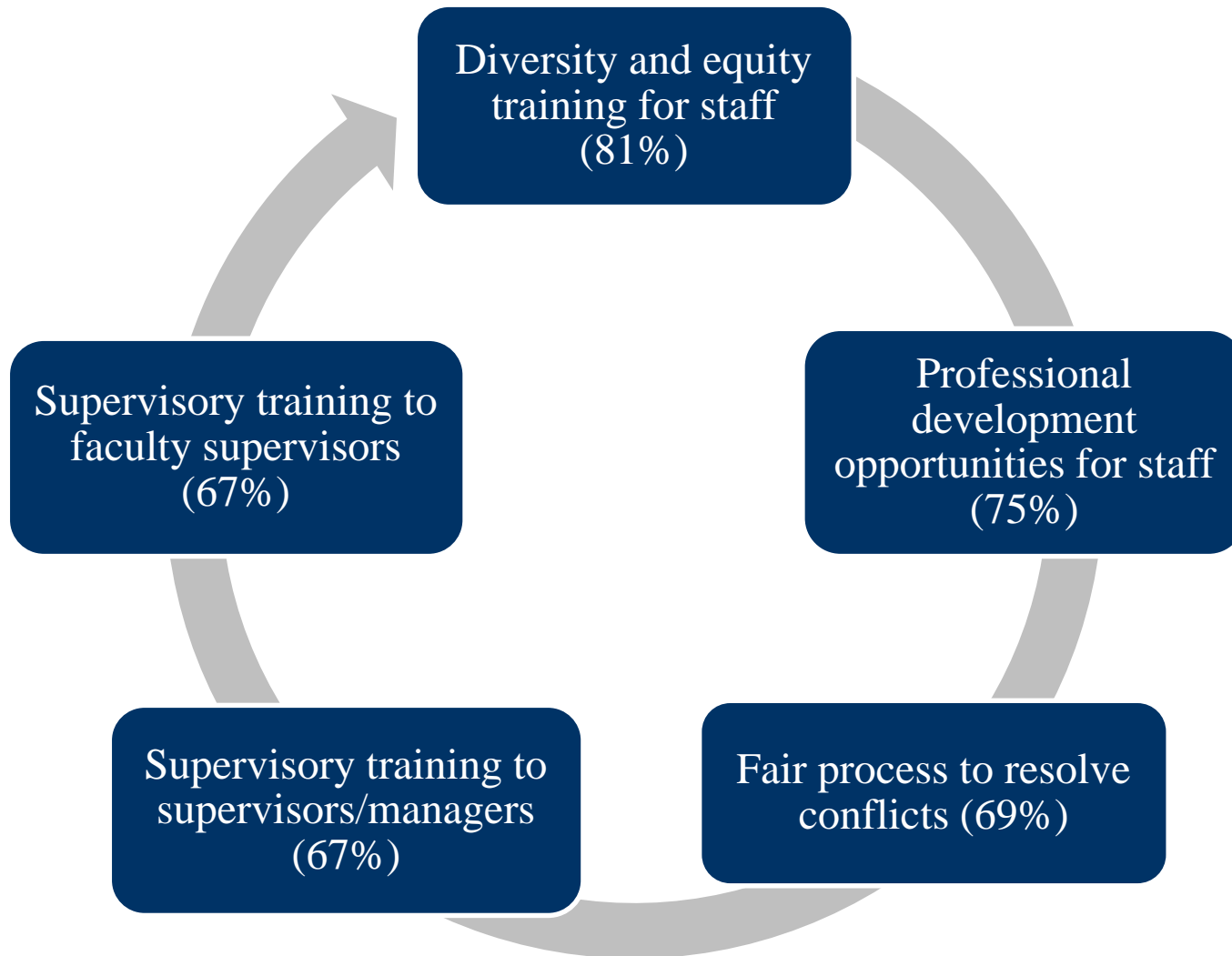




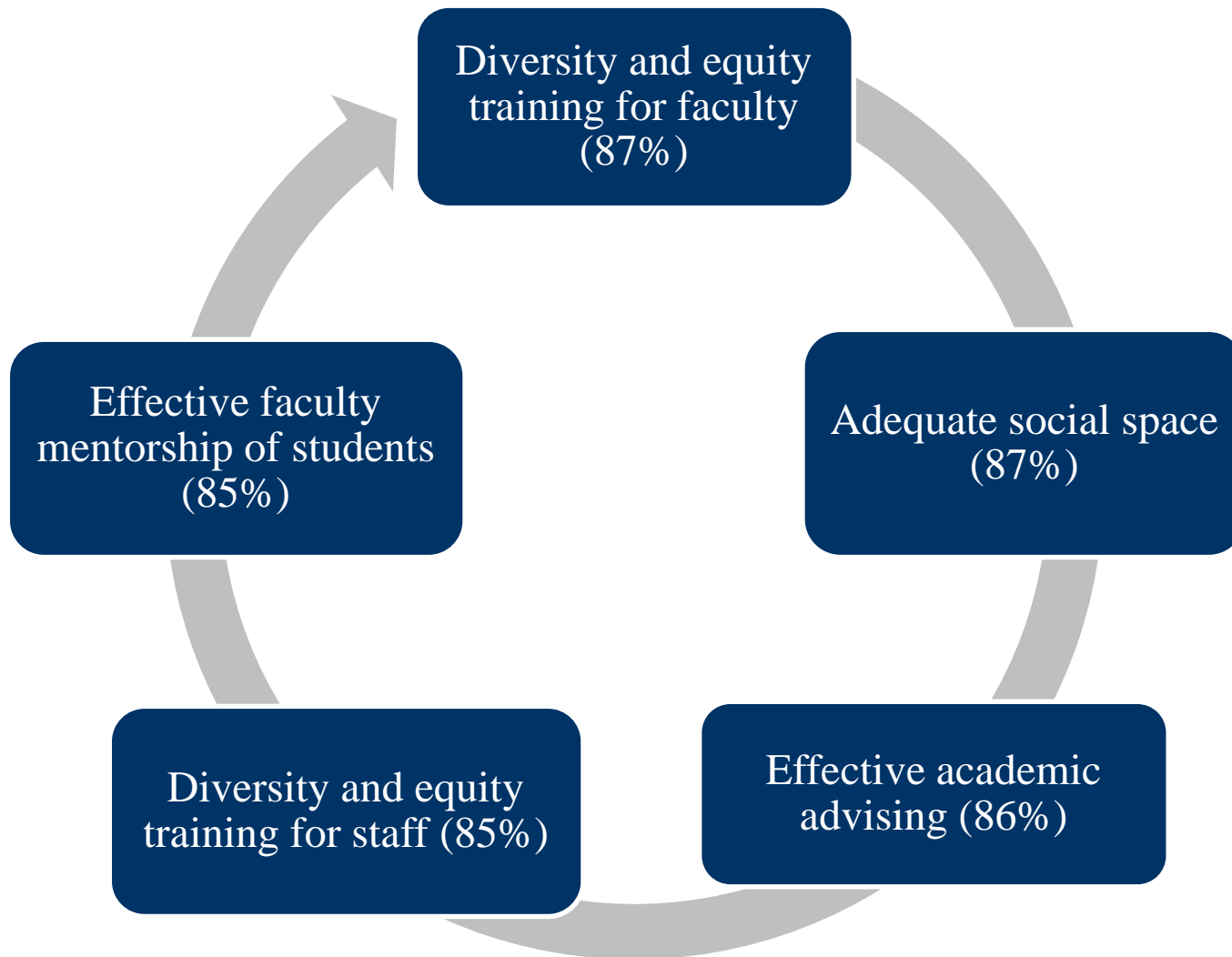
# Faculty respondents' knowledge of the availability of institutional initiatives...



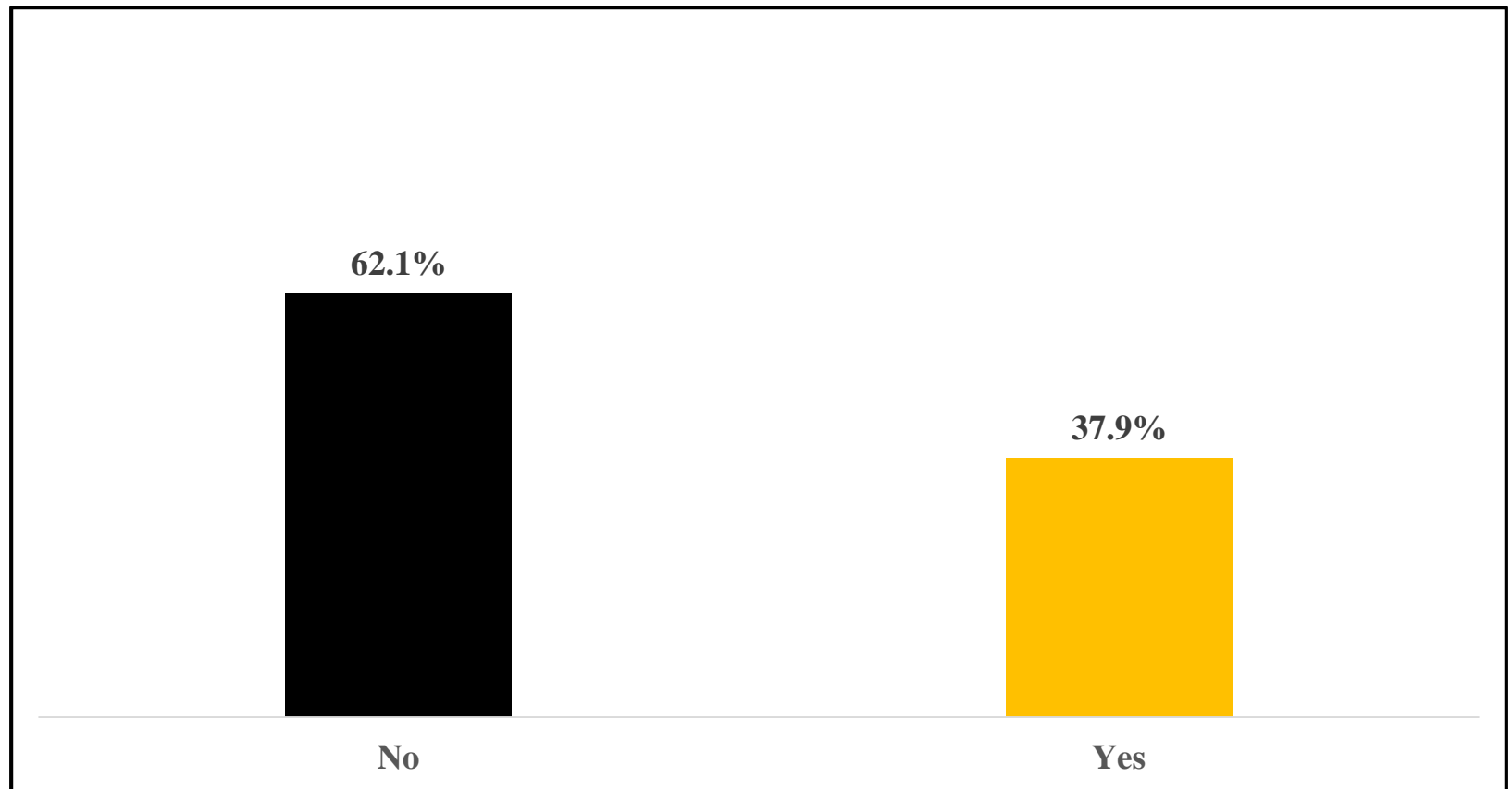
# Staff and Manager/Administrator respondents' knowledge of the availability of institutional initiatives...



# Student respondents' knowledge of the availability of institutional initiatives...



# Would Consider Using Child Care Center at Millersville if Available



# Types of Child Care Needed Through an On-Campus Child Center

<b>Type</b>	<b><i>n</i></b>	<b>%</b>
Full time day care for toddler/preschooler (2-5 years old)	361	71.3
Part time day care for toddler/preschooler (less than 5 years old)	310	61.3
Full time day care for newborn (0-2 years old)	299	59.1
After school day care	285	56.3
Emergency/backup day care (Mildly ill or drop in care)	257	50.8
Part time day care for newborn (0-2 years old)	249	49.2
Evening care for children	230	45.5
Before school day care	212	41.9
Weekend care for children	99	19.6

Note: Only answered by respondents who would consider using a child care center at Millersville ( $n = 274$ ). Percentages do not sum to 100 due to multiple responses.

# Summary

## Strengths and Successes Opportunities for Improvement



# Context

## Interpreting the Summary



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



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



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

# Overall Strengths and Successes

84% of Student respondents were satisfied with the extent of their intellectual development at Millersville

82% of Staff respondents felt that their supervisors were supportive of them taking leave

85% of Student and Faculty respondents were comfortable with the classroom climate

84% of Staff respondents felt that their department colleagues made them feel welcome



# Overall Challenges and Opportunities for Improvement

Only 15% of faculty respondents felt that promotion standards were applied equally

**15%** personally experienced exclusionary conduct within the last year

54% of Faculty respondents seriously considered leaving Millersville

54% of Administrator/Manager respondents seriously considered leaving Millersville

# Questions and Discussion



Millersville University

TOGETHER STRONG

