



Rankin & Associates, Consulting

Assessment • Planning • Interventions

# Shippensburg University

## Assessment of Climate for Learning, Living, and Working Final Report

April 2019



Rankin & Associates, Consulting

## Table of Contents

Executive Summary .....	i
About Shippensburg University.....	i
History of the Project.....	ii
Methodology.....	iii
Key Findings – Areas of Strength.....	viii
Key Findings – Opportunities for Improvement.....	x
Introduction.....	1
About Shippensburg University.....	1
History of the Project.....	2
Project Design and Campus Involvement.....	3
Foundation of Campus Climate Research and Assessment.....	4
Definition of Campus Climate.....	4
Influence of Climate on Students, Faculty, and Staff.....	5
Campus Climate: Institution Type.....	10
Influence of Diversity and Inclusivity Efforts on the Campus Community.....	10
Role of Campus Administrators.....	11
Methodology.....	13
Conceptual Framework.....	13
Research Design.....	13
Qualitative Comments.....	17
Results.....	19
Description of the Sample.....	19
Sample Characteristics.....	23
Campus Climate Assessment Findings.....	50
Comfort With the Climate at Shippensburg University.....	50
Barriers at Shippensburg University for Respondents With Disabilities.....	73
Barriers at Shippensburg University for Transgender/Genderqueer/Nonbinary Respondents.....	75
Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct.....	76
Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct.....	92
Unwanted Sexual Experiences.....	102
Relationship Violence.....	103
Stalking.....	105
Unwanted Sexual Interaction.....	109
Unwanted Sexual Contact.....	114
Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources.....	118
Faculty and Staff Perceptions of Climate.....	122
Perceptions of Employment Practices.....	122
Staff Respondents’ Views on Workplace Climate and Work-Life Balance.....	129

Staff Respondents’ Feelings of Support and Value at Shippensburg University .....	134
Faculty Respondents’ Views on Workplace Climate and Work-Life Balance .....	143
Faculty and Staff Respondents Who Have Seriously Considered Leaving Shippensburg University.....	157
Student Perceptions of Campus Climate.....	163
Students’ <i>Perceived Academic Success</i> .....	163
Students’ Perceptions of Campus Climate.....	168
Graduate Student/Graduate Non-Degree Student Perceptions of Department/Program .....	171
Students Who Have Seriously Considered Leaving Shippensburg University .....	174
Institutional Actions.....	180
Comments Analyses (Questions #115, #116, #117, and #118).....	200
Next Steps .....	210
References.....	211
Appendices.....	223
Appendix A – Cross Tabulations by Selected Demographics .....	224
Appendix B – Data Tables.....	226
Appendix C - Survey.....	313

## **Executive Summary**

### **About Shippensburg University**

Shippensburg University of Pennsylvania is a regional master's comprehensive university enrolling approximately 5,500 undergraduates and 900 graduate students, and is one of 14 institutions of the Pennsylvania State System of Higher Education (PASSHE). Founded in 1871, Shippensburg University serves the educational, social, and cultural needs of students primarily from south central Pennsylvania. The University also serves students from throughout the Commonwealth of Pennsylvania, the Mid-Atlantic region, the United States, and abroad.

Comprised of three academic colleges - Arts and Sciences, Business, and Education and Human Services - Shippensburg confers baccalaureate degrees, master's degrees, and professional doctoral degrees. In fall 2018, the university announced the creation of the School of Engineering to be housed in the College of Arts and Sciences. University curricula enable students to develop their intellectual abilities and obtain professional training in a variety of fields. The foundation of the undergraduate curriculum, the General Education Program, is a required core of courses, historically in the Arts and Sciences and now also in Business and Education and Human Services, designed to develop competencies in oral and written communication, critical thinking, quantitative reasoning, and historical knowledge. In fall 2018, a new General Education Program was implemented, and a key element of the program is the First-Year Experience (FYE). The FYE focuses on academic success, personal wellness, an understanding of diversity, and community engagement and social responsibility. Faculty teaching the First-Year seminar, UNIV 101, partner with the staff in the divisions of Enrollment Management and Student Success as well as Student Affairs to provide out-of-classroom experiences and support. Additionally, students in a UNIV 101 section also registered for a section of Human Communication Studies or Writing-Intensive First Year Seminar. The new General Education program includes courses designed to help students recognize interconnections among diverse populations within the United States and among various global cultures. The curriculum also considers the importance of citizenship and responsibility, the understanding of the natural world as well as technology, and the comprehension and analysis of creative expression in arts and literature.

Under the leadership of President Laurie Carter, the University has been re-organized to better provide the educational, administrative, and student support services necessary to foster the success of students, faculty, and staff, and to serve the region, Commonwealth, and beyond. University divisions now consist of Academic Affairs, Student Affairs, Enrollment Management and Student Success, Administration and Finance, External Relations, and Strategy, led by the university's first Chief Strategy Officer.

Shippensburg University remains primarily a residential institution, with most students living either on campus or in private off-campus housing located in the immediate vicinity of the university. The campus provides a wide array of student services and activities.

### **History of the Project**

Shippensburg University seeks to create an environment characterized by openness, fairness, and equal access for all students, staff, and faculty. Creating and maintaining a welcoming community environment that respects individuals, their needs, abilities, and potential is critically important.

The University undertook the campus climate survey to evaluate the current campus climate as experienced and perceived by all members of the university community. The goals were multifold:

- Identify successful initiatives.
- Uncover any challenges facing members of the Shippensburg University community.
- Develop strategic initiatives to build on successes, address challenges, and create lasting positive change.

To ensure full transparency and to provide a more complete perspective, Shippensburg University contracted in 2017 with Rankin & Associates Consulting (R&A) to help lead this effort. Beginning on February 10, 2017, an R&A team worked with Shippensburg's Climate Study Working Group (CSWG) comprised of Shippensburg University students, staff, and faculty to develop an assessment and promote its administration between October 23, 2018 and November 30, 2018. Eight hundred fifty-two (852) members of the Shippensburg University

community completed the *Shippensburg University Assessment of Climate for Learning, Living, and Working* survey, which represented a 15% response rate.<sup>1</sup>

## Methodology

**Focus Groups.** The first phase of the climate assessment process was to conduct a series of focus groups at Shippensburg University to gather information from students, faculty, and staff about their perceptions of the campus climate. On October 9, 2017, 30 Shippensburg University students and 56 faculty and staff participated in 15 focus groups conducted by R&A facilitators. Feedback from these focus groups directly informed the CSWG’s survey item development, so that the assessment would provide the insight necessary for Shippensburg University to understand key elements of its learning, living, and working environment.

**Survey Instrument Development.**<sup>2</sup> Over the course of a year, the CSWG reviewed several drafts of the initial survey that R&A proposed and then vetted the questions to be contextually appropriate for Shippensburg University. The working group also reviewed the final focus group report and revised/added questions to the survey based on the themes that emerged from the focus groups. The final university-wide survey instrument contained 118 questions,<sup>3</sup> including 97 quantitative questions and 21 open-ended questions for respondents to provide commentary. Respondents had 53 opportunities to “write-in” a response should the list of response choices not include the specific response they wished to offer.

**Incentives.** As an incentive for completing the assessment, eligible members of the Shippensburg University community were offered the opportunity to enter random drawings for students, and for faculty and staff. Student respondents who opted to enter the drawing were entered to win the following prizes: Sheetz gift cards, GoPro Hero3+ Silver Edition, iPad Mini 32G, Amazon gift cards, University Bookstore Credit 2, Cap and Gown incentive, paid parking, Flex Dollars, t-shirts, and Shippensburg athletic gear. Faculty and staff respondents were eligible

---

<sup>1</sup> The response rates by position included: 9% of Undergraduate Students, 9% of Graduate/Graduate Non-Degree Students, 12% of Non-Tenure-Track Faculty, 35% of Tenure-Track Faculty, and 36% of Staff.

<sup>2</sup> The full assessment is available in Appendix D in the full report.

<sup>3</sup> To 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.

to win “a night out” (voucher for LPAC show and local restaurant gift certificate) or Shippensburg athletic gear.

**Institutional Review.** The study was vetted through an Institutional Review Board (IRB) process, which is meant to ensure confidentiality and protect the rights and welfare of individuals participating in a research study. The Committee on Research with Human Subjects reviewed the survey and processes. The IRB approved the project on June 6, 2018.

**Sample Construction.** All faculty, staff, students, and administrators of the Shippensburg University community were invited to participate in the assessment.<sup>4</sup> Prospective respondents received an invitation from President Laurie A. Carter that contained the URL link to the survey instrument. The assessment working group’s marketing subcommittee worked with Shippensburg University’s communications team to create inclusive, thoughtful, and tailored messaging for email distribution, social media platforms, and items including posters, t-shirts, and digital screens. Eight hundred fifty-two (852) surveys were returned for a 15% overall response rate.<sup>5</sup> Of respondents, 58% ( $n = 490$ ) of the sample were Undergraduate Students, 9% ( $n = 79$ ) were Graduate Students, 12% ( $n = 105$ ) were Tenure-Track Faculty, 2% ( $n = 17$ ) were Non-Tenure-Track Academic Appointment Faculty members, and 19% ( $n = 161$ ) were Staff members. Primary status data for respondents were collapsed into the following categories for analyses: Undergraduate Student respondents, Graduate Student respondents, Faculty respondents, and Staff respondents. Table 1 provides a summary of selected demographic characteristics of respondents.

**Quantitative Data Analysis.**<sup>6</sup> The data first were analyzed to tabulate responses to each of the questions in the survey.<sup>7</sup> Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, primary position) to provide additional information

---

<sup>4</sup> A detailed presentation of sample characteristics is offered later in the full report.

<sup>5</sup> The response rates by position included 9% of Undergraduate Students, 9% of Graduate/Graduate Non-Degree Students, 12% of Non-Tenure-Track Faculty, 35% of Tenure-Track Faculty, and 36% of Staff. See Table 3 on page 18 of the full report for response rates by selected demographic characteristics.

<sup>6</sup> More details on the quantitative and qualitative methods are provided later in the methods section of the full report.

<sup>7</sup> For a complete review of the responses for each question offered in the survey, refer to Appendix B.

regarding participant responses.<sup>8</sup> This report presents data using valid percentages.<sup>9</sup> Actual percentages<sup>10</sup> with missing or “no response” information may be found in the frequency analyses tables in Appendix B. The purpose for this difference in reporting was 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 and significance testing using the chi-square test for independence. Chi-square tests identify that significant differences exist but do not specify if differences exist between specific groups. Therefore, these analyses included post hoc investigations of statistically significant findings by conducting *z*-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This statistical approach is useful because it compares individual cells to each other to determine if they are statistically different. Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies.

The report offers statistically significant distinctions between groups. For groups with response rates less than 30%, caution is recommended when generalizing to the entire constituent group. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents’ confidentiality.

### Factor Analysis<sup>11</sup>

A confirmatory factor analysis was conducted on one scale embedded in Question 12 of the assessment. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the first six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. The score was then reverse-coded so higher scores on Perceived

---

<sup>8</sup> Analyses were performed to explore how survey responses differed based on selected demographic characteristics. All the findings are presented as percentages of the entire sample or of the subgroups being examined. The percentages in these figures and tables do not always add up to 100% because of rounding or because respondents can select more than one answer to a question (“mark all that apply”). Where the *n*’s were considered small enough to compromise the identity of the respondent, *n* < 5 is reported.

<sup>9</sup> Valid percentages were derived using the total number of respondents to an item (i.e., missing data were excluded).

<sup>10</sup> Actual percentages were derived using the total number of survey respondents.

<sup>11</sup> A more detailed review of the factor analysis methodology is offered later in the full report.

Academic Success factor suggest a student or constituent group perceives themselves as more academically successful.

### Means Testing

When only two categories existed for the specified demographic variable (e.g., sexual identity recoded to Heterosexual and LGBTQ) in the factor analysis, a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects were noted. When the specific variable of interest had more than two categories (e.g., racial identity), 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  $\eta^2$  and any moderate-to-large effects were noted.

**Limitations.** Two limitations existed in this project that may have influenced the representativeness of the sample. Respondents “self-selected” to participate in the study. This type of bias can occur when an individual's decision to participate is correlated with experiences and concerns being measured by the study, causing a type of non-representativeness known as selection bias. The second limitation may have occurred where response rates were less than 30% for some groups. For groups with response rates less than 30%, caution should be used when generalizing the results to the entire constituent group.<sup>12</sup>

---

<sup>12</sup> The response rates by position were 9% of Undergraduate Students, 9% of Graduate/Graduate Non-Degree Students, 12% of Non-Tenure-Track Faculty, 35% of Tenure-Track Faculty, and 36% of Staff. See Table 3 on page 18 of this report for response rates by selected demographic characteristics

**Table 1. Population Demographics**

Characteristics	Subgroup	Sample	
		<i>n</i>	%
Position status <sup>a</sup>	Undergraduate Student	490	57.5
	Graduate/Graduate Non-Degree Student	79	9.3
	Tenure-Track Faculty	105	12.3
	Non-Tenure-Track Academic Appointment	17	2.0
	Staff	161	18.9
Gender identity <sup>b</sup>	Women	558	65.5
	Men	267	31.3
	Trans-spectrum/Not Listed	19	2.2
	Missing/Not Declared	8	0.9
Racial/ethnic identity <sup>c</sup>	Asian/Asian American/South Asian	< 5	---
	Black/African American	35	4.1
	Hispanic/Latin@/Chican@	10	1.2
	White/European American	691	81.1
	Middle Eastern	0	0.0
	American Indian/Native/Alaska Native	0	0.0
	Native Hawaiian/Pacific Islander	0	0.0
	Multiracial	43	5.0
Missing/Not Listed/Unknown	19	2.2	
Sexual identity	Queer-spectrum	91	10.7
	Heterosexual	718	84.3
	Missing/Not Listed	43	5.0
Citizenship status	U.S. Citizen, Birth	793	93.1
	Non-U.S. Citizen/U.S. Citizen Naturalized	50	5.9
	Missing	9	1.1
Disability status	Single Disability	79	9.3
	No Disability	718	84.3
	Multiple Disabilities	43	5.0
	Missing	12	1.4
Religious affiliation	Christian Religious Affiliation	501	58.8
	Other Religious Affiliation	24	2.8
	No Religious Affiliation including Not Listed	261	30.6
	Multiple Religious Affiliations	41	4.8
	Missing	25	2.9

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

<sup>a</sup>X<sup>2</sup> (4, *N* = 7,294) = 412.19, *p* < .001

<sup>b</sup>X<sup>2</sup> (1, *N* = 7,294) = 71.91, *p* < .001

<sup>c</sup>X<sup>2</sup> (8, *N* = 7,296) = 297.32, *p* < .001

## **Key Findings – Areas of Strength**

### **1. High Levels of Comfort With the Climate at Shippensburg University**

Climate was defined as the current attitudes, behaviors, and standards of faculty, staff, administrators, and students – as well as the campus environment and university policies – that influence the level of respect for individual needs, abilities, and potential.<sup>13</sup> The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 73% ( $n = 620$ ) of the survey respondents were “very comfortable” or “comfortable” with the climate at Shippensburg University.
- 70% ( $n = 199$ ) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their departments/programs or work units.
- 85% ( $n = 492$ ) of Student and Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes.

### **2. Staff Respondents – Positive Attitudes About Staff Work**

- 85% ( $n = 64$ ) of Staff respondents “strongly agreed” or “agreed” that staff salaries were competitive.
- 79% ( $n = 127$ ) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave.
- 77% ( $n = 124$ ) of Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.
- 77% ( $n = 123$ ) of Staff respondents “strongly agreed” or “agreed” that they felt valued by their supervisors/managers.

### **3. Faculty Respondents – Positive Attitudes About Faculty Work**

#### ***Tenured and Tenure-Track***

- 83% ( $n = 86$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by Shippensburg University.
- 77% ( $n = 81$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure were clear.

---

<sup>13</sup> Rankin & Reason (2008)

- 71% ( $n = 74$ ) of Tenured and Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that they were pressured to change their research/scholarship agenda to achieve tenure.

#### ***Non-Tenure-Track***

- 77% ( $n = 13$ ) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by Shippensburg University.
- 71% ( $n = 12$ ) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations.

#### ***All Faculty***

- 85% percent ( $n = 98$ ) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by students in the classroom.
- 82% percent ( $n = 64$ ) of Faculty respondents “strongly agreed” or “agreed” that Shippensburg University provided them with resources to pursue professional development.
- 81% ( $n = 98$ ) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by their department/program chairs.

#### **4. Student Respondents – Positive Attitudes About Academic Experiences**

The way students perceive and experience their campus climate influences their performance and success in college.<sup>14</sup> Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.<sup>15</sup> Attitudes toward academic pursuits are one indicator of campus climate.

- 82% ( $n = 467$ ) of Student respondents “strongly agreed” or “agreed” that they felt valued by Shippensburg University faculty in the classroom.
- 82% ( $n = 462$ ) of Student respondents “strongly agreed” or “agreed” that they felt valued by Shippensburg University faculty.

---

<sup>14</sup> Pascarella & Terenzini (2005)

<sup>15</sup> Hale (2004); Harper & Hurtado (2007); Harper & Quaye (2004)

## 5. Student Respondents' *Perceived Academic Success*

A confirmatory factor analysis was conducted on the *Perceived Academic Success* scale derived from Question 12 on the survey. Using this scale, analyses revealed:

- A significant difference existed in the overall test for means for Graduate Student respondents by racial identity on *Perceived Academic Success*.
- Graduate Student Respondents of Color had less *Perceived Academic Success* than did White Graduate Student respondents.
- Undergraduate Student respondents with No Disability had greater *Perceived Academic Success* than did Undergraduate Student respondents with Disability/Multiple Disabilities.
- Not-Low-Income Undergraduate Student respondents had greater *Perceived Academic Success* than did Low-Income Undergraduate Student respondents.

### Key Findings – Opportunities for Improvement

#### 1. Experiences of 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.<sup>16</sup> Research also underscores the relationship between workplace discrimination and subsequent productivity.<sup>17</sup> The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 19% ( $n = 162$ ) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.<sup>18</sup>
  - 19% each indicated that the conduct was based on their position status ( $n = 30$ ) and/or their gender/gender identity ( $n = 30$ ).
- 30% ( $n = 250$ ) of survey respondents observed conduct directed toward a person or group of people on campus that they believed created an exclusionary,

---

<sup>16</sup> Aguirre & Messineo (1997); Flowers & Pascarella (1999); Pascarella & Terenzini (2005); Whitt, Edison, Pascarella, Terenzini, & Nora (2011)

<sup>17</sup> Silverschanz, Cortina, Konik, & Magley (2008); Waldo (1998)

<sup>18</sup> The 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 impact (Sue, 2010; Yosso et al., 2009).

intimidating, offensive, and hostile working or learning environment at Shippensburg University within the past year.

- 40% ( $n = 100$ ) of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on gender/gender identity.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at Shippensburg University. Sixty-seven respondents elaborated on experiences with this conduct. In the one theme present, respondents described their experiences of being the target of inappropriate or hostile verbal remarks. Eighty-five respondents elaborated on their observations of conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. Two themes emerged: hostile speech by outside speakers and demonstrators and hostile verbal remarks by Shippensburg community members.

## **2. Less Comfort With Campus, Workplace, and Classroom Climates**

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, and veterans).<sup>19</sup> Several groups at Shippensburg University indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

- 62% ( $n = 350$ ) of Student respondents felt “comfortable” with the overall climate at Shippensburg University compared with 47% ( $n = 57$ ) of Faculty respondents and 39% ( $n = 62$ ) of Staff respondents.
- 63% ( $n = 298$ ) of Not-Low-Income Student respondents compared with 51% ( $n = 40$ ) of Low-Income Student respondents were “comfortable” with the overall campus climate.

---

<sup>19</sup> Harper & Hurtado (2007); Hart & Fellabaum (2008); Rankin (2003); Rankin & Reason (2005); Worthington, et al. (2008)

- 44% ( $n = 54$ ) of Faculty respondents compared with 27% ( $n = 44$ ) of Staff respondents were “very comfortable” with the climate in their department/program or work unit.

### **3. Seriously Considered Leaving Shippensburg University**

- 39% ( $n = 331$ ) of respondents had seriously considered leaving Shippensburg University.
- 53% ( $n = 64$ ) of Faculty respondents and 55% ( $n = 88$ ) of Staff respondents had seriously considered leaving Shippensburg University in the past year.
  - 47% ( $n = 41$ ) of Staff respondents and 42% ( $n = 27$ ) of Faculty respondents who seriously considered leaving did so because of increased workloads.
- 33% ( $n = 159$ ) of Undergraduate Student respondents and 25% ( $n = 20$ ) of Graduate Student respondents had seriously considered leaving Shippensburg University.
  - 48% ( $n = 86$ ) of Student respondents indicated that a lack of a sense of belonging was the reason that they had seriously considered leaving Shippensburg University.

One hundred ninety-four respondents elaborated on why they had seriously considered leaving Shippensburg University. Of note, both Faculty respondents and Staff respondents shared a theme describing excessive workloads that negatively impacted their work-life and caused them to seriously consider leaving Shippensburg University. In addition to the excessive workload theme, Faculty respondents described experiences with bullying and Staff respondents described institutional leadership as reasons why they had seriously considered leaving.

### **4. Staff Respondents – Challenges With Work-Life Issues**

- 26% ( $n = 40$ ) of Staff respondents “strongly agreed” or “agreed” that child care benefits were competitive.
- 26% ( $n = 40$ ) of Staff respondents “strongly agreed” or “agreed” that clear procedures existed on how they could advance at Shippensburg University.

- 30% ( $n = 46$ ) of Staff respondents “strongly agreed” or “agreed” that Shippensburg University policies (e.g., FMLA) were applied fairly across Shippensburg University.
- 30% ( $n = 47$ ) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by Shippensburg University faculty and administration.
- 31% ( $n = 49$ ) of Staff respondents “strongly agreed” or “agreed” that Shippensburg University provided adequate resources to help them manage their work-life balance.

Forty Staff respondents elaborated on their workplace climate experiences. Respondents described disparities in staff expectations and burdensome workloads as challenges in their work at Shippensburg University. Additionally, 42 Staff respondents elaborated on their views on the workplace climate. One theme emerged from the responses, a lack of job security.

#### **5. Faculty Respondents – Challenges With Faculty Work**

- 14% ( $n = 15$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that Shippensburg University faculty who qualify for delaying their tenure clock felt empowered to do so.
- 22% ( $n = 26$ ) of Faculty respondents “strongly disagreed” or “disagreed” that child care benefits were competitive.
- 39% ( $n = 40$ ) of Tenured and Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that faculty members in their departments who used family accommodation policies were disadvantaged in promotion and tenure.
- 38% ( $n = 40$ ) of Tenured and Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that faculty opinions were taken seriously by senior administrators.

Forty-nine Faculty Tenure-Track respondents elaborated on their responses regarding their perceptions of the workplace climate. Two themes emerged from their responses: flaws in the promotion process and concerns regarding the promotion committee.

## 6. Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

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 substantial 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 Shippensburg University survey requested information regarding sexual assault.

- 11% ( $n = 96$ ) of respondents indicated that they had experienced unwanted sexual contact/conduct while at Shippensburg University.
  - 2% ( $n = 16$ ) experienced relationship violence (e.g., ridiculed, controlling, hitting).
  - 2% ( $n = 19$ ) experienced stalking (e.g., following me, on social media, texting, phone calls).
  - 8% ( $n = 65$ ) experienced sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment).
  - 3% ( $n = 27$ ) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent).
- Respondents identified fellow Shippensburg University students, coworkers/colleagues, and faculty members/other instructional staff as sources of unwanted sexual contact/conduct.
- Most respondents did not report the unwanted sexual contact/conduct.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact/conduct. The primary rationale cited for not reporting these incidents was that the incidents did not feel serious enough to report or that their reports would not have been believed.

## Conclusion

Shippensburg University climate assessment findings<sup>20</sup> were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.<sup>21</sup> For example, 70% to 80% of respondents in similar reports found the campus climate to be “very comfortable” or “comfortable,” and 73% of Shippensburg University respondents indicated that they were “very comfortable” or “comfortable” with the climate at Shippensburg University. Twenty percent to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Shippensburg University, a slightly lower percentage of respondents (19%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.<sup>22</sup>

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

---

<sup>20</sup> Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

<sup>21</sup> Rankin & Associates Consulting (2016)

<sup>22</sup> Guiffrida, Gouveia, Wall, & Seward (2002); Harper & Hurtado (2007); Harper & Quayle (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles, Cortina, Malley, & Stewart (2006); Silverschanz et al. (2008); Yosso et al. (2009)

## **Introduction**

### **About Shippensburg University**

Shippensburg University of Pennsylvania is a regional master's comprehensive university enrolling approximately 5,500 undergraduates and 900 graduate students, and is one of 14 institutions of the Pennsylvania State System of Higher Education (PASSHE). Founded in 1871, Shippensburg University serves the educational, social, and cultural needs of students primarily from south central Pennsylvania. The University also serves students from throughout the Commonwealth of Pennsylvania, the Mid-Atlantic region, the United States, and abroad.

Comprised of three academic colleges - Arts and Sciences, Business, and Education and Human Services - Shippensburg confers baccalaureate degrees, master's degrees, and professional doctoral degrees. In fall 2018, the university announced the creation of the School of Engineering to be housed in the College of Arts and Sciences. University curricula enable students to develop their intellectual abilities and obtain professional training in a variety of fields. The foundation of the undergraduate curriculum, the General Education Program, is a required core of courses, historically in the Arts and Sciences and now also in Business and Education and Human Services, designed to develop competencies in oral and written communication, critical thinking, quantitative reasoning, and historical knowledge. In fall 2018, a new General Education Program was implemented, and a key element of the program is the First-Year Experience (FYE). The FYE focuses on academic success, personal wellness, an understanding of diversity, and community engagement and social responsibility. Faculty teaching the First-Year seminar, UNIV 101, partner with the staff in the divisions of Enrollment Management and Student Success as well as Student Affairs to provide out-of-classroom experiences and support. Additionally, students in a UNIV 101 section also registered for a section of Human Communication Studies or Writing-Intensive First Year Seminar. The new General Education program includes courses designed to help students recognize interconnections among diverse populations within the United States and among various global cultures. The curriculum also considers the importance of citizenship and responsibility, the understanding of the natural world as well as technology, and the comprehension and analysis of creative expression in arts and literature.

Under the leadership of President Laurie Carter, the University has been re-organized to better provide the educational, administrative, and student support services necessary to foster the success of students, faculty, and staff, and to serve the region, Commonwealth, and beyond. University divisions now consist of Academic Affairs, Student Affairs, Enrollment Management and Student Success, Administration and Finance, External Relations, and Strategy, led by the university's first Chief Strategy Officer.

Shippensburg University remains primarily a residential institution, with most students living either on campus or in private off-campus housing located in the immediate vicinity of the University. The campus provides a wide array of student services and activities.

### **History of the Project**

Shippensburg University affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community and that they engender academic engagement where teaching, learning, living, and working take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.

Shippensburg also is committed to fostering a caring community that provides leadership for constructive participation in an “evolving” world. As noted in Shippensburg University’s mission statement, “The ultimate goal is to have students develop to their utmost the intellectual, personal, and social capabilities they need to perform as competent citizens prepared to embark on a career immediately upon graduation or after advanced study. ...Overall, our purpose is to help build a better, stronger South Central Pennsylvania and beyond, economically and culturally, through recruiting, retaining, and developing students, faculty, and staff who have the abilities, skills, and values to compete and contribute to their community in an evolving world.”<sup>23</sup>

To enhance understanding of the campus climate, in 2017, the senior administration at Shippensburg recognized the need for a comprehensive tool that would provide campus climate

---

<sup>23</sup> Available at [http://www.ship.edu/about/mission\\_of\\_shippensburg\\_university/](http://www.ship.edu/about/mission_of_shippensburg_university/)

metrics for the experiences and perceptions of its students, faculty, and staff. In spring 2017, Shippensburg contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled “Assessment of the Climate for Learning, Living, and Working.” Members of the Shippensburg University community, including faculty, staff, students, and administrators, formed the Climate Survey Working Group (CSWG), and the group was tasked with developing a campus-wide survey instrument and promoting the survey’s administration between October 23, 2018 and November 30, 2018. In spring 2019, R&A will present at community forums the information gathered from the campus-wide survey and will encourage the Shippensburg community to develop two to three action items based on these findings.

### **Project Design and Campus Involvement**

The conceptual model used as the foundation for Shippensburg’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 A., 2005) and influence systems of differentiation that reproduce unequal outcomes. Shippensburg’s assessment was the result of a comprehensive process to identify the strengths and challenges of the 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.

The CSWG collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for Shippensburg that would reveal the various dimensions that shaped the campus experience. In the first phase, R&A conducted 15 focus groups, which were composed of 86 participants (30 students; 56 faculty and staff). In the second phase, the CSWG and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final Shippensburg survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, accessibility and disability services, and other topics.

## **Foundation of Campus Climate Research and Assessment**

Almost three decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) established that to build a vital community of learning, an institution must create a community that is purposeful, open, just, disciplined, caring, and celebrative (Boyer, 1990). Achieving these characteristics is part of “a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too” (Boyer, 1990).

The Association of American Colleges and Universities (AAC&U) also challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (1995). The AAC&U proposed that colleges and universities commit to “the task of creating...inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard” (p. xxi). The report asserted that, to provide a foundation for a vital community of learning, a primary duty of the academy is to create a campus climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals. The visions of these national education organizations serve as the foundation for current campus climate research and assessment.

## **Definition of Campus Climate**

Hurtado, Milem, Clayton-Pedersen, & Allen (1999), extending the work of Hurtado (1992), describe campus climate as the combination of an institution’s historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral dimensions. Historical legacy includes an institution’s history of resistance to desegregation as well as its current mission and policies. Psychological climate refers to campus perceptions of racial/ethnic tensions, perceptions of discrimination, and attitudes toward and reduction of prejudice within the institution. Structural diversity encompasses demographic diversity and facilities/resources, while behavioral dimensions of campus climate comprise social interaction, campus involvement, and classroom diversity across race/ethnicity. Building on this model, Rankin and Reason (2008) defined campus climate as

The current attitudes, behaviors, and standards, and practices of employees and students in an institution. Because in our work we are particularly concerned about the climate for individuals from traditionally underreported, marginalized, and underserved groups, we focus particularly on those attitudes, behaviors, and standards/practices that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Note that this definition includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions (p. 264).

Using this foundational definition, Rankin & Associates Consulting develops assessment tools and analyzes subsequent data to identify, understand, and evaluate campus climate.

### **Influence of Climate on Students, Faculty, and Staff**

Campus climate influences individuals' sense of belonging within social and academic institutional environments. Put simply, the degree to which individuals experience a sense of belonging in their roles as students, faculty members, or staff members frequently correlates with their intention to remain or persist in their roles at an institution (Hausmann, Schofield, & Woods, 2007; Lefever, 2012; Oseguera & Rhee, 2009; Ostrove & Long, 2007). Strayhorn (2012) explains that the need to belong takes on "increased significance in environments or situations that individuals experience as different, unfamiliar, or foreign, as well as in context where certain individuals are likely to feel marginalized, unsupported, or unwelcomed." For many underrepresented and underserved students, faculty, and staff, college and university campuses represent these types of environments.

Individuals from various identity groups often perceive campus climate differently from their peers, and those perceptions may adversely affect a variety of social, academic, and work-related outcomes (Chang, 2003; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Loewy, & Hart, 2008). These outcomes include, but are not limited to, academic success, physical and emotional well-being, personal and social development, and professional success. Campus climate assessments endeavor to measure the intersectional experiences (how multiple aspects of one's identity combine and influence another identity) of students, faculty,

and staff (Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Nelson-Laird & Niskodé-Dossett, 2010; Patton, 2011; C. T. Pittman, 2010; Turner, 2002). The following paragraphs present research findings by selected campus constituents with the awareness that intersectionality is the core of all lived experience.

**Campus Climate and Students.** Most literature regarding campus climate and students examines campus climate in the context of students' racial identity, sexual identity, and gender identity. Research regarding the campus climate experiences of populations such as low-income students, first-generation students, students who are veterans, international students, undocumented students, and student-athletes has emerged within the past decade.<sup>24</sup> A summary of the most robust areas of campus climate research specific to student experiences is offered here.

Research demonstrates that campus climate influences students' social and academic development, academic success, and well-being. Hostile or exclusionary campus environments negatively affect students in several ways. For example, scholars have found that when students of color perceive their campus environments as hostile, outcomes such as persistence and academic performance are negatively influenced (Booker, 2016; Guiffrida, Gouveia, Wall, & Seward, 2002; Hurtado & Ponjuan, 2005; D. R. Johnson et al., 2007; Strayhorn, 2013; Yosso, Smith, Ceja, & Solórzano, 2009). Booker (2016) specifically described the challenges that undergraduate women of color face in the classroom, including microaggressions from faculty and from peers, and an expectation that students represent their race when speaking on specific course topics. The outcome of these experiences is that women students of color feel a reduced sense of belonging in the classroom and a perception that faculty members are non-approachable. Additional research by Solórzano, Ceja, and Yosso (2000) and Sue (2010) evaluates the ways that race-based microaggressions contribute to a hostile and exclusionary campus climates for

---

<sup>24</sup> Campus climate research that has emerged over the past decade offers insight into the experiences of minority student populations, including: student veterans (Vaccaro, 2015), undocumented students (Barnhardt, Phillips, Young, & Sheets, 2017; Negron-Gonzales, 2015), immigrant students (Griffin, Cunningham, & George Mwangi, 2016; Stebleton, Soria, Huesman, & Torres, 2014), first-generation students and/or low-income students (Engle & Tinto, 2008; Harackiewicz et al., 2014; Jury et al., 2017; Kezar, 2011; Park, Denson, & Bowman, 2013), and student-athletes (Hoffman, Rankin, & Loya, 2016; Oseguera, Merson, Harrison, & Rankin, 2017; Rankin et al., 2016). Additional literature regarding the campus climate experience of minority student populations is available at [www.rankin-consulting.com](http://www.rankin-consulting.com).

students of color, often resulting in reduced academic success and decreased retention and persistence.

Sense of belonging has been found to be a key indicator of students' campus climate experiences as well as students' likelihood of academic success, social integration, and retention. In a study of racially diverse women in science, technology, engineering, and math (STEM), Johnson (2005) found that perceptions of campus racial climate and students' experiences within different college environments, including residence halls, classrooms, and dining facilities, were significant predictors of students' sense of belonging. Similarly, Ostrove and Long (2007), in their investigation of the role of social class in understanding students' first-year experience, found that students' individual sense of belonging actively mediated the relationship between low-income students' class background and their adjustment to postsecondary education.

Students' processes of social integration and sense of belonging also have been investigated in the context of students with disabilities. In their investigation of students with disabilities attending four-year institutions, Fleming, Oertle, Hakun, and Hakun (2017) found that the way students with disabilities perceive campus climate affects these students' sense of belonging and satisfaction at their institution. Vaccaro, Daly-Cano, and Newman (2015) also emphasize the importance of sense of belonging among students with disabilities, specifically first-year students with disabilities, as they transition to a postsecondary educational environment. Relatedly, DaDeppo (2009) found that both academic and social integration variables were unique predictors of freshmen and sophomore students with disabilities' intent to persist.

Campus climate research specific to the experiences of queer-spectrum and trans-spectrum students, faculty, and staff has found that these individuals experience hostility and discrimination within various institutional environments (Rankin, Weber, Blumenfeld, & Frazer, 2010). Garvey, Taylor, and Rankin (2015) found that classroom climate is a key indicator of how lesbian, gay, bisexual, transgender, and queer (LGBTQ) community college students perceive campus climate. Vaccaro and Newman (2017) examined how lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students develop their sense of belonging within their first year at an institution. The authors found that students' sense of belonging is influenced by individuals' degree of "outness," university messaging specific to LGBPQ individuals, and meaningful social

interactions with peers. Trans-identified students report more negative perceptions of classroom climate, campus climate, and curriculum inclusivity in comparison to their heterosexual and queer-spectrum peers (Dugan, Kusel, & Simounet, 2012; Garvey & Rankin, 2016; Nicolazzo, 2016).

**Faculty and Campus Climate.** Campus climate also shapes the experiences of faculty, specifically as it relates to their professional success and perceptions of professional development opportunities and support. Most of the research regarding faculty and campus climate is specific to faculty members' racial identity, sexual identity, and gender identity. A summary of the literature is offered here.<sup>25</sup>

Campus climate research regarding the experiences of faculty of color has found that faculty of color commonly experience high levels of work-related stress (Eagan & Garvey, 2015), moderate-to-low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade, Tartakov, Hargrave, & Leigh, 2015; Jayakumar, Howard, Allen, & Han, 2009; Patton & Catching, 2009; Urrieta, Mendez, & Rodriguez, 2015; Whittaker, Montgomery, & Martinez Acosta, 2015). Faculty of color at two-year institutions report similar climate experiences, specifically negative perceptions of self, decreased work productivity, and decreased contributions to the institution as a result of hostile campus climate (Levin, Haberler, Walker, & Jackson-Boothby, 2014; Levin, Jackson-Boothby, Haberler, & Walker, 2015; Walpole, Chambers, & Goss, 2014). Dade et al. (2015) argue that structural inequalities, lack of cultural awareness throughout academic institutions, and institutional racism are substantial barriers to the emotional well-being and professional success of faculty members of color.

Research specific to the experiences of women faculty has found that women faculty members commonly experience gender discrimination, professional isolation, and lack of work-life balance within campus environments (Silverschanz, Cortina, Konik, & Magley, 2008). These experiences prompt higher rates of institutional departure by women faculty in comparison to their men colleagues (Gardner, 2013). Maranto and Griffin (2011) identified women faculty's perceived lack of inclusion and network support as primary contributors to women faculty's

---

<sup>25</sup> To review additional literature regarding faculty experiences and campus climate, please visit [www.rankin-consulting.com](http://www.rankin-consulting.com).

perception of a “chilly” departmental experience. According to Maranto and Griffin (2011), “Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth” (p. 152). Intersectional research regarding the experiences of women faculty of color found that women faculty of color also fail to receive professional mentorship and leadership development opportunities in a manner consistent with their White colleagues (Blackwell, Snyder, & Mavriplis, 2009; Grant & Ghee, 2015).

Campus climate research regarding the experiences of queer-spectrum and trans-spectrum faculty and staff has found that queer-spectrum and trans-spectrum individuals experience hostile and exclusionary institutional climates (Bilimoria & Stewart, 2009; Rankin, 2003; Sears, 2002). According to Bilimoria and Stewart (2009), failure to hide one’s queer or trans identity may result in alienation from professional spaces and unwanted scrutiny from fellow faculty members. As a result of unwanted scrutiny from fellow faculty members, queer-spectrum faculty and staff report feeling compelled to maintain secrecy regarding their marginalized identities. Rankin et al. (2010) identified campus climate, specifically feelings of hostility and isolation, as significant factors in queer-spectrum and trans-spectrum faculty members’ desire to leave an institution.

**Staff and Campus Climate.** A shortage of research exists regarding how staff members experience campus climate and how campus climate influences staff members’ professional success and overall well-being. From the limited research available, the findings suggest that higher education professional and classified staff members perceive a lack of professional support and advancement opportunities, often based on individuals’ personal characteristics such as age, race, gender, and education level (Costello, 2012; S. J. Jones & Taylor, 2012). Garcia (2016), Jones and Taylor (S. J. Jones & Taylor, 2012), and Mayhew, Grunwald, and Dey (2006) highlight how staff members’ perceptions of campus climate are constructed through daily interactions with colleagues and supervisors, institutional norms and practices, and staff members’ immediate work environments.

For example, in an investigation of the campus climate experiences of student affairs professionals working within a Hispanic serving institution (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of an individual’s

office/department directly affect staff members' perceptions of campus climate. Garcia's findings were similar to scholarship conducted by Mayhew et al. (2006), who found that how staff members experience their immediate office/department affects how staff members perceive the broader campus climate. According to Mayhew et al. (2006), "staff members who perceived their local unit to be non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity" at an institutional level (p. 83).

### **Campus Climate: Institution Type**

In recent years, campus climate research has broadened to include investigations of different institutional types, including public and private institutions, predominantly White institutions (PWI), historically Black colleges and universities (HBCU), Hispanic serving institutions (HSI), and religiously-affiliated institutions. For example, recent research has begun to examine the experiences of Hispanic students (Cuellar & Johnson-Ahorlu, 2016), LGBTQ students (Garvey et al., 2015), faculty of color (Levin et al., 2014, 2015), African American women (Walpole et al., 2014), and students in two-year, community college environments.

### **Influence of Diversity and Inclusivity Efforts on the Campus Community**

Diversity and inclusivity efforts on campus enhance student learning outcomes and foster interpersonal and psychosocial gains among students and faculty (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; S. R. Harper & Hurtado, 2007; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Nagi, & Hurtado, 2007). Hurtado et al. (1999) reported, "Students' openness to diverse perspectives and willingness to be challenged are significantly associated with a variety of inter-group contacts that include living in residence halls, participation in a racial cultural awareness workshop, and association with peers who are diverse in terms of race, interests, and values" (p. 53). These findings are not exclusive to four-year institutions. For example, Jones (2013) found that the racial composition of two-year institutions, similar to four-year institutions, affects the likelihood of whether students will engage in conversations with peers from different racial backgrounds, how students understand others from different racial backgrounds, and how willing students are to engage in conversations with peers who hold beliefs different from their own.

Climates that include meaningful interactions, learning opportunities, and support resources for all students create positive outcomes. Gurin, Dey, Hurtado, & Gurin (2002) note that demographics, or “structural diversity,” is a key element to building an inclusive racial climate. But merely increasing the number of individuals from underserved and underrepresented groups is insufficient in fostering an inclusive and equitable climate; interactions among diverse individuals must also take place. According to Gurin et al. (2002), informal interactions offer a constructive opportunity for individuals to learn about and from one another. Gurin et al. (2002) state, “informal interactional diversity was influential for all groups and more influential than classroom diversity” (p. 353). Interactions with diverse individuals, beliefs, and perspectives as well as effective supportive resources are essential to developing equitable and inclusive campus environments. For interactional diversity to occur, however, structural diversity must first be present.

### **Role of Campus Administrators**

Improving campus climate to build diverse, inclusive, and equitable educational experiences and opportunities for all is not a simple task. As Hurtado et al. (1999) suggested, “Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach” (p. 69). Whatever the approach may be, institutional campus climate initiatives must include good intentions, thoughtful planning, and deliberate follow-through to be successful (Ingle, 2005).

Building a deep capacity for diversity requires the commitment of senior leadership and all members of the academic community (Smith, 2009). Ingle (2005) asserts that to be successful, diversity initiatives require support from the campus community and, specifically, campus leadership. Further, Harper and Yeung (2013) state that student perceptions of institutional commitment to diversity positively correlated with student openness to diverse experiences. Milem, Chang, and Antonio (2005) also suggested that “Diversity [work] must be carried out in intentional ways in order to accrue the educational benefits for students and the institution... to be successful they must engage the entire campus community” (p. v). Ultimately, how

institutions choose to respond to calls for increased structural and interactional diversity is critical to how students, faculty, and staff experience campus climate.

## Methodology

### Conceptual Framework

R&A defines 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.”<sup>26</sup> 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

**Focus Groups.** As noted earlier, the first phase of the climate assessment process was to conduct a series of focus groups at Shippensburg University to gather information from students, faculty, and staff about their perceptions of the campus climate. The focus group interview protocol included four questions addressing participants’ perceptions of the campus learning, living, and working environment; initiatives/programs implemented by Shippensburg University that have directly influenced participants’ success; the greatest challenges for various groups at Shippensburg University; and suggestions to improve the campus climate. The Climate Study Working Group (CSWG) determined the groups and invited community members to participate. On October 9, 2017, 30 Shippensburg University students and 56 faculty and staff participated in 15 focus groups conducted by R&A facilitators. R&A facilitators provided to focus group participants contact information to follow-up with R&A about any additional concerns. The CSWG and R&A used the information gathered during the focus groups to develop questions for the campus-wide survey.

**Survey Instrument.** The survey instrument was constructed based on the results of the focus groups and the work of Rankin (2003), and with the assistance of the Climate Study Working Group (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 Shippensburg University

---

<sup>26</sup> Rankin & Associates Consulting (2016) adapted from AAC&U (1995).

population. The final Shippensburg University campus-wide survey contained 118 questions,<sup>27</sup> including 21 open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Shippensburg University'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. Survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis. Any comments provided by participants also were separated from identifying information at submission, so comments were not attributed to any individual demographic characteristics.

**Sampling Procedure.** Shippensburg University's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the University and to inform Shippensburg University's strategic quality improvement initiatives. The IRB approved the project on June 6, 2018.

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

**Limitations.** Two limitations existed to the generalizability of the data. The first limitation was that respondents “self-selected” to participate in the study. 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

---

<sup>27</sup> To ensure reliability, evaluators must properly structure instruments (questions and response choices must be worded in such a way that they elicit consistent responses) and administered them in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

rates that were less than 30% for some groups. 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. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to Shippensburg University 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. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality.

Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.<sup>28</sup> Actual percentages<sup>29</sup> with missing or "no response" information may be found in the survey data tables in Appendix B of this report. The purpose for this difference 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 and significance testing using the chi-square test for independence.

Chi-square tests provide only omnibus results; as such, they identify that significant differences exist in the data table but do not specify if differences exist between specific groups. Therefore, these analyses included post hoc investigations of statistically significant findings by conducting *z*-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups are noted whenever possible throughout the report.

**Factor Analysis Methodology.** As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 12 of the survey. The scale, termed

---

<sup>28</sup> Valid percentages were derived using the total number of responses to an item (i.e., missing data were excluded).

<sup>29</sup> Actual percentages were derived using the total number of survey respondents.

*Perceived Academic Success* for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale* (Table 2). This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 12 of the survey reflect the questions on this scale.

The questions on 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, respondents who did not answer all scale sub-questions were not included in the analysis. Three percent of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using 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.<sup>30</sup> The internal consistency reliability (Cronbach’s alpha) of the scale was 0.869, which is high, meaning that the scale produced consistent results.

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

Scale	Academic experience
<i>Perceived Academic Success</i>	I am performing up to my full academic potential.
	I am satisfied with my academic experience at Shippensburg University.
	I am satisfied with the extent of my intellectual development since enrolling at Shippensburg University.
	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 Shippensburg University.

**Factor Scores.** Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. The score was then

---

<sup>30</sup> Factor 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.

reverse-coded so higher scores on *Perceived Academic Success* factor suggest a student or constituent group perceives themselves as more academically successful.

**Means Testing Methodology.** After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate 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:

- Gender identity (Women, Men)
- Racial identity (People of Color, Multiracial, White)
- Sexual identity (Heterosexual, Queer-spectrum)
- Disability status (No Disability, Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)
- First-generation status (First-Generation, Not-First-Generation)

When only two categories existed for the specified demographic variable (e.g., sexual 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*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), 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  $\text{Eta}^2$  and any moderate-to-large effects are noted.

### **Qualitative Comments**

Several survey questions provided respondents the opportunity to describe their experiences at Shippensburg University, elaborate upon their survey responses, and append additional thoughts. The survey solicited comments to give voice to the data and to highlight areas of concern that

might have been missed in the quantitative items of the survey. R&A reviewers reviewed<sup>31</sup> these comments 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 were 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.

---

<sup>31</sup> Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

## Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. 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 Shippensburg University.

### Description of the Sample<sup>32</sup>

Eight hundred fifty-two (852) surveys were returned for a 15% overall response rate. The sample and population figures, chi-square analyses,<sup>33</sup> and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Shippensburg University.

- Undergraduate and Graduate Students were underrepresented in the sample.
- Faculty, Non-Tenure-Track Academic Appointments, and Staff were overrepresented in the sample.
- Men were underrepresented in the sample. Women were overrepresented in the sample. The population demographic information collected by Shippensburg did not include Trans-spectrum/Not Listed and Missing/Not Declared individuals, but Trans-spectrum/Not Listed and Missing/Not Declared individuals were present in the sample.
- White/European American, Multiracial, Non-Resident Alien, and Missing/Not Listed/Unknown individuals were overrepresented in the sample. No Middle

---

<sup>32</sup> All frequency tables are provided in Appendix B.

<sup>33</sup> Chi-square tests were run only on those categories that were response options in the survey and included in demographics provided by the institution.

Eastern individuals were in the population or the sample. All other groups were underrepresented in the sample.

**Table 3. Population Demographic Table**

Characteristic	Subgroup	Population		Sample		Response rate
		<i>n</i>	%	<i>n</i>	%	
Position status <sup>a</sup>	Undergraduate Student	5,501	75.4	490	57.5	8.9
	Graduate/Graduate Non-Degree Student	907	12.4	79	9.3	8.7
	Tenure-Track Faculty	301	4.1	105	12.3	34.9
	Non-Tenure-Track Academic Appointment	137	1.9	17	2.0	12.4
	Staff	448	6.1	161	18.9	35.9
Gender identity <sup>b</sup>	Women	3,861	52.9	558	65.5	14.5
	Men	3,433	47.1	267	31.3	7.8
	Trans-spectrum/Not Listed	ND*	ND*	19	2.2	ND*
	Missing/Not Declared	0	0.0	8	0.9	>100.0
Racial/ethnic identity <sup>c</sup>	Asian/Asian American/South Asian	136	1.9	< 5	---	2.9
	Black/African American	753	10.3	35	4.1	4.6
	Hispanic/Latin@/Chican@	377	5.2	10	1.2	2.7
	White/European American	5,641	77.3	691	81.1	12.2
	Middle Eastern	0	0.0	0	0.0	NA
	American Indian/Native/Alaska Native	9	0.1	0	0.0	0.0
	Native Hawaiian/Pacific Islander	< 5	---	0	0.0	0.0
	Multiracial	239	3.3	43	5.0	18.0
	Missing/Not Listed/Unknown	66	0.9	19	2.2	28.8
Sexual identity	Queer-spectrum	ND*	ND*	91	10.7	ND*
	Heterosexual	ND*	ND*	718	84.3	ND*
	Missing/Not Listed	ND*	ND*	43	5.0	ND*
Citizenship status	U.S. Citizen, Birth	ND*	ND*	793	93.1	ND*
	Non-U.S. Citizen/U.S. Citizen Naturalized	ND*	ND*	50	5.9	ND*
	Missing	ND*	ND*	9	1.1	ND*
Disability status	Single Disability	ND*	ND*	79	9.3	ND*
	No Disability	ND*	ND*	718	84.3	ND*
	Multiple Disabilities	ND*	ND*	43	5.0	ND*
	Missing	ND*	ND*	12	1.4	ND*

**Table 3. Population Demographic Table**

Characteristic	Subgroup	Population		Sample		Response rate
		<i>n</i>	%	<i>n</i>	%	
Religious affiliation	Christian Religious Affiliation	ND*	ND*	501	58.8	ND*
	Other Religious Affiliation	ND*	ND*	24	2.8	ND*
	No Religious Affiliation including Not Listed	ND*	ND*	261	30.6	ND*
	Multiple Religious Affiliations	ND*	ND*	41	4.8	ND*
	Missing	ND*	ND*	25	2.9	ND*

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

\*ND: No Data available

<sup>a</sup>X<sup>2</sup> (4, *N* = 7,294) = 412.19, *p* < .001

<sup>b</sup>X<sup>2</sup> (1, *N* = 7,294) = 71.91, *p* < .001

<sup>c</sup>X<sup>2</sup> (8, *N* = 7,296) = 297.32, *p* < .001

**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. (1999) 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, experts in higher education survey research methodology, and members of Shippensburg University’s Climate Study Working Group (CSWG) reviewed the bank of items available for the survey.

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, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the way questions were asked and response choices given. Items were constructed to be nonbiased, non-leading, and nonjudgmental, and to preclude individuals from providing “socially acceptable” responses.

**Reliability - Internal Consistency of Responses.**<sup>34</sup> Correlations between the responses to questions about overall campus climate for various groups (survey Question 100) and to questions that rated overall campus climate on various scales (survey Question 101) were moderate-to-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 coefficients<sup>35</sup> are provided in Table 4.

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 moderate-to-strong relationship (between .551 and .658) existed for all five pairs of variables between: Positive for People of Color and Not Racist; between Positive for People Who Identify as Lesbian, Gay, Bisexual, or Queer, and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low-Income Status and Not Classist (socioeconomic status); and between Positive for People With Disabilities and Not Ableist.

**Table 4. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups**

	Climate characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist	Not Ableist
Positive for People of Color	0.600*				
Positive for Lesbian, Gay, Bisexual, or Queer-spectrum People		0.658*			
Positive for Women			0.551*		
Positive for People of Low-Income Status				0.624*	
Positive for People With Disabilities					0.604*

\* $p < 0.01$

Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

<sup>34</sup> Internal 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).

<sup>35</sup> Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

### Sample Characteristics<sup>36</sup>

For the purposes of several analyses, the Climate Study Working Group (CSWG) opted to collapse certain demographic categories 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 category totaled fewer than five ( $n < 5$ ).

Respondents' primary status data were collapsed into Student respondents, Faculty respondents, and Staff respondents.<sup>37</sup> Of respondents, 58% ( $n = 490$ ) were Undergraduate Students, 9% ( $n = 79$ ) were Graduate Students, 14% ( $n = 122$ ) were Faculty respondents, and 19% ( $n = 161$ ) were Staff (Figure 1). Ninety-three percent ( $n = 793$ ) of respondents were full-time in their primary positions. Subsequent analyses indicated that 96% ( $n = 472$ ) of Undergraduate Student respondents, 76% ( $n = 60$ ) of Graduate Student respondents, 93% ( $n = 113$ ) of Faculty respondents, and 93% ( $n = 148$ ) of Staff respondents were full-time in their primary positions.

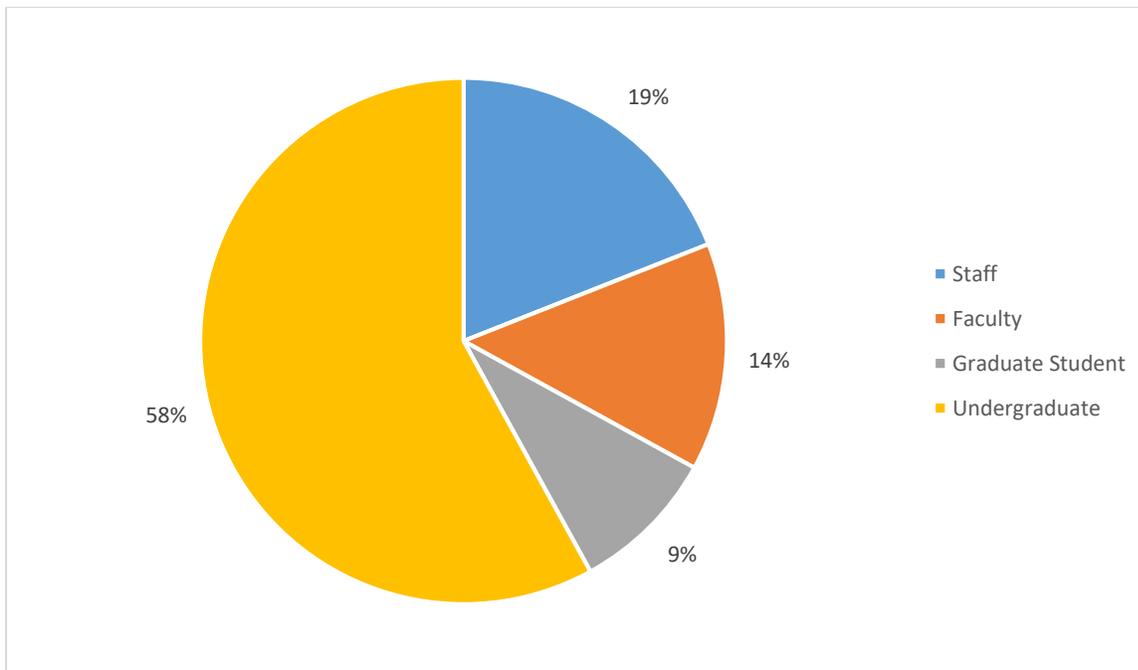


Figure 1. Respondents' Collapsed Position Status (%)

<sup>36</sup> All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

<sup>37</sup> The Climate Study Working Group (CSWG) determined the collapsed position status variables.

Regarding respondents' primary work unit affiliations, Table 5 indicates that Staff respondents represented various academic divisions/work units across campus. Of Staff respondents, 32% ( $n = 51$ ) were affiliated with Administration and Finance, 23% ( $n = 37$ ) were affiliated with Academic Affairs, and 14% were affiliated with Student Affairs ( $n = 23$ ).

**Table 5. Staff Respondents' Academic Division/Work Unit Affiliations**

Academic division/work unit	<i>n</i>	%
Administration and Finance (e.g., Administrative Services, Facilities/Management, Human Resources, Public Safety, MSA, Dean of Students, Student Affairs, Athletics, Spiritual Center, Campus Life)	51	31.7
Academic Affairs (e.g., Provost's Office, Library, Library Services, Academic Programs and Services, College of Arts and Sciences, John L. Grove College of Business, College of Education and Human Services)	37	23.0
Student Affairs (e.g., Campus and Conferences, Dean of Students Office, Counseling Center, Health Center, CUB)	23	14.3
Enrollment Management & Student Success (e.g., Career Center, Admissions, Registrar, Financial Aid, Admissions, Retention, Exploratory Studies, Diverse Student Retention)	21	13.0
External Relations (e.g., Luhrs Performing Arts Center, Communications and Marketing, Publications and Marketing, Alumni Relations, Career Mentoring and Professional Development)	11	6.8
Chief Strategy Office (e.g., Office of Social Equity, Technology Services, Institutional Research)	9	5.6
Missing	9	5.6

Note: Table reports only responses from Staff respondents ( $n = 161$ ).

Of Faculty respondents, 51% ( $n = 62$ ) were affiliated with the College of Arts and Sciences and 19% ( $n = 23$ ) with the College of Education and Human Services (Table 6).

**Table 6. Faculty Respondents' Primary Academic Division/College Affiliations**

Academic division/college	<i>n</i>	%
College of Arts and Sciences	62	50.8
College of Education and Human Services	23	18.9
John L. Grove College of Business	11	9.0
Student Affairs Division	10	8.2
Elnetta G. Jones University Center for Student Success and Exploratory Studies	5	4.1
Libraries	< 5	---
Missing	9	7.4

Note: Table reports responses only from Faculty respondents ( $n = 113$ ).

In terms of length of employment, 9% ( $n = 11$ ) of Faculty respondents and 10% ( $n = 15$ ) of Staff respondents were employed at Shippensburg University for less than one year (Table 7). The largest percentage of both Faculty respondents (29%,  $n = 35$ ) and Staff respondents (25%,  $n = 39$ ) were employed at Shippensburg University between 11 and 15 years. Eight percent ( $n = 10$ ) of Faculty respondents and 13% ( $n = 21$ ) of Staff respondents were employed at Shippensburg University for more than 20 years.

**Table 7. Faculty and Staff Respondents' Length of Employment**

Time	Faculty respondents		Staff respondents	
	<i>n</i>	%	<i>n</i>	%
Less than 1 year	11	9.1	15	9.5
1-5 years	7	5.8	38	24.1
6-10 years	33	27.3	28	17.7
11-15 years	35	28.9	39	24.7
16-20 years	25	20.7	17	10.8
More than 20 years	10	8.3	21	13.3

Note: Table reports responses only from Faculty and Staff respondents ( $n = 261$ ).

More than half of the sample (66%,  $n = 561$ ) were Women; 32% ( $n = 271$ ) were Men.<sup>38</sup> One percent of respondents identified as Nonbinary ( $n = 11$ ) or Genderqueer ( $n = 6$ ), and less than 1% identified as Transgender.<sup>39</sup> Less than 1% of respondents marked “a gender not listed here” and offered identities such as “American,” “Apache Helicopter,”<sup>40</sup> and “This question is what’s wrong with our campus.”

For the purpose of some analyses, the CSWG elected to collapse the categories Nonbinary, Genderqueer, and Transgender into the “Trans-spectrum” category (2%,  $n = 19$ ).

<sup>38</sup> Regarding birth sex, most respondents identified as female (67%,  $n = 571$ ), while 32% ( $n = 273$ ) of respondents identified as male and fewer than five identified as intersex. Additionally, 64% ( $n = 545$ ) identified their gender expression as feminine, 32% ( $n = 271$ ) as masculine, 2% ( $n = 16$ ) as androgynous, and 1% ( $n = 9$ ) as “a gender expression not listed here.”

<sup>39</sup> Self-identification as transgender/trans\* does not preclude identification as a man or a woman, 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 to reveal the presence of an identity that might otherwise have been overlooked. Because transgender respondents numbered fewer than five, no analyses were conducted or included in the report to maintain the respondents’ confidentiality.

<sup>40</sup> Reference to social media video that surfaced in late 2014 which disparaged the idea of diverging gender identities.

Figure 2 illustrates that more Women Undergraduate Student respondents (68%,  $n = 324$ ) than Men Undergraduate Student respondents (32%,  $n = 153$ ) and more Women Graduate Student respondents (82%,  $n = 63$ ) than Men Graduate Student respondents (18%,  $n = 14$ ) completed the survey. A higher percentage of Faculty respondents identified as Women (56%,  $n = 63$ ) than identified as Men (44%,  $n = 50$ ). A higher percentage of Staff respondents were Women (68%,  $n = 108$ ) than were Men (32%,  $n = 50$ ).

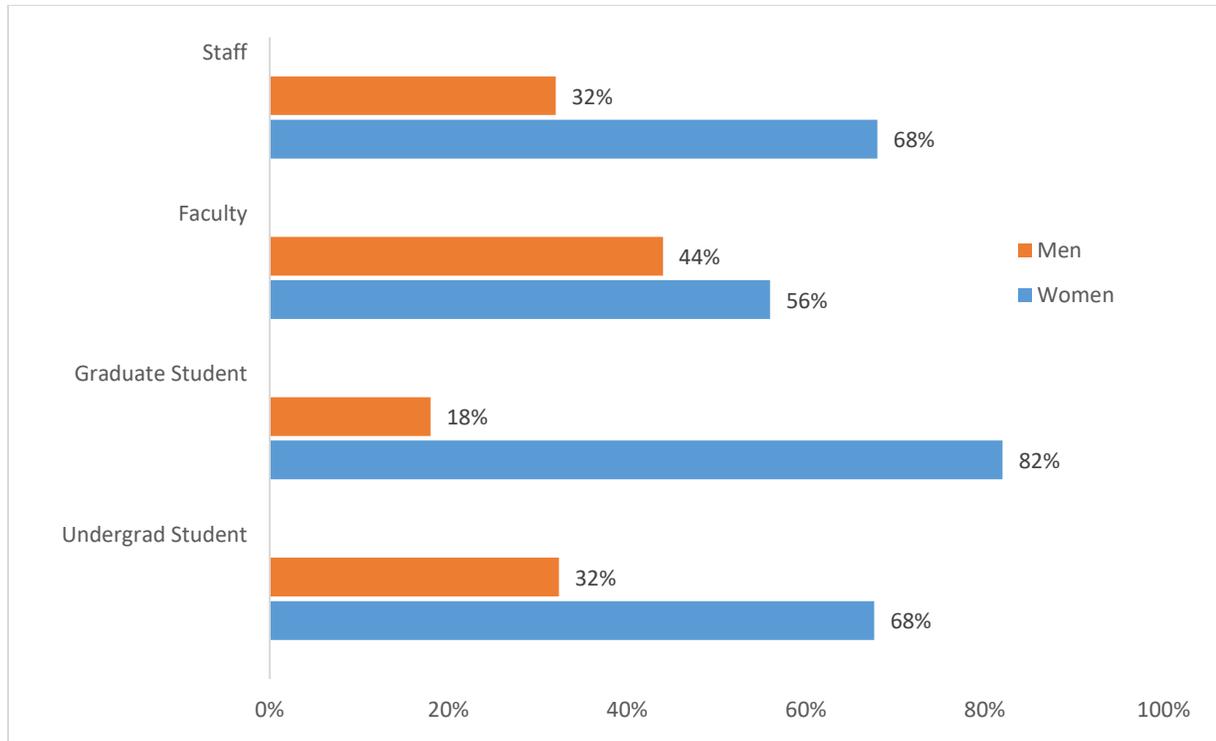


Figure 2. Respondents by Gender Identity and Position Status (%)

Most respondents identified as Heterosexual<sup>41</sup> (89%,  $n = 718$ ), and 11% ( $n = 91$ ) identified as Queer-spectrum (i.e., lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 3).

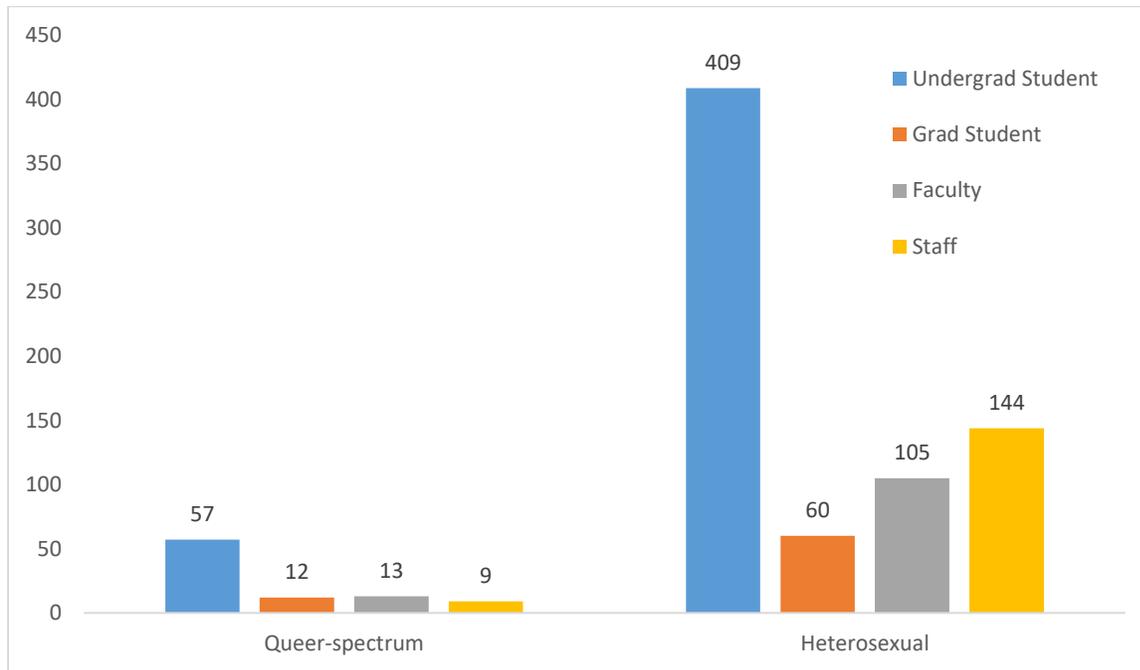
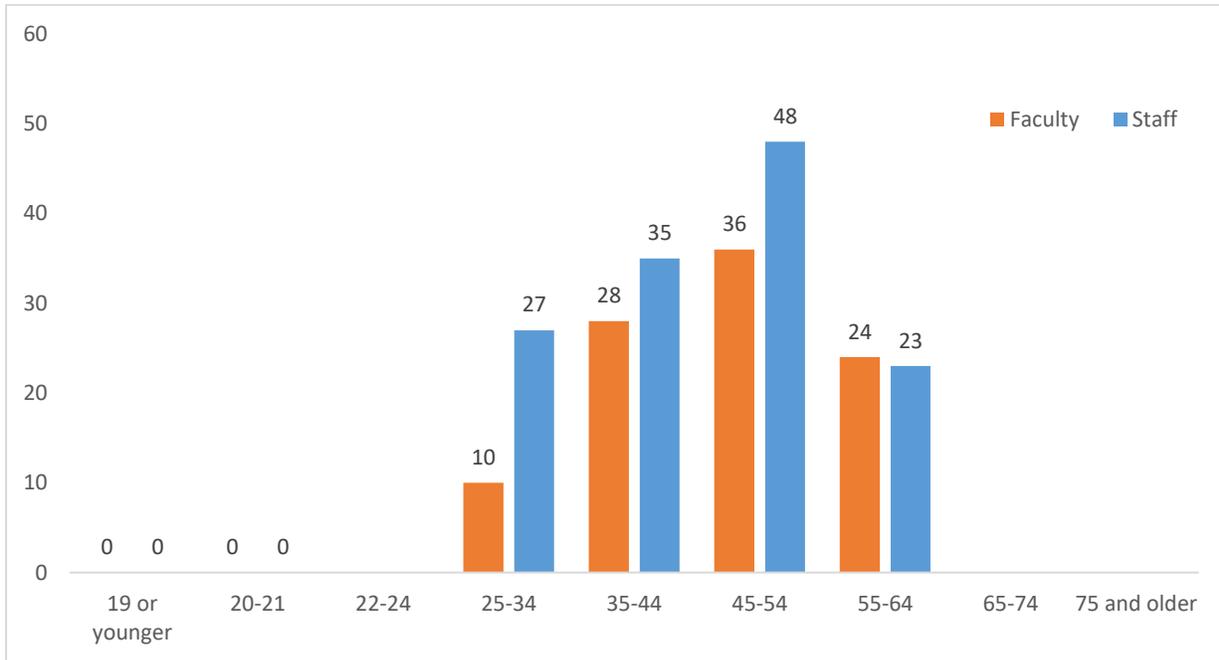


Figure 3. Respondents by Sexual Identity and Position Status ( $n$ )

<sup>41</sup> 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 “queer-spectrum” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in “other” terms such as “demisexual,” “asexual,” “homoflexible,” and “graysexual.”

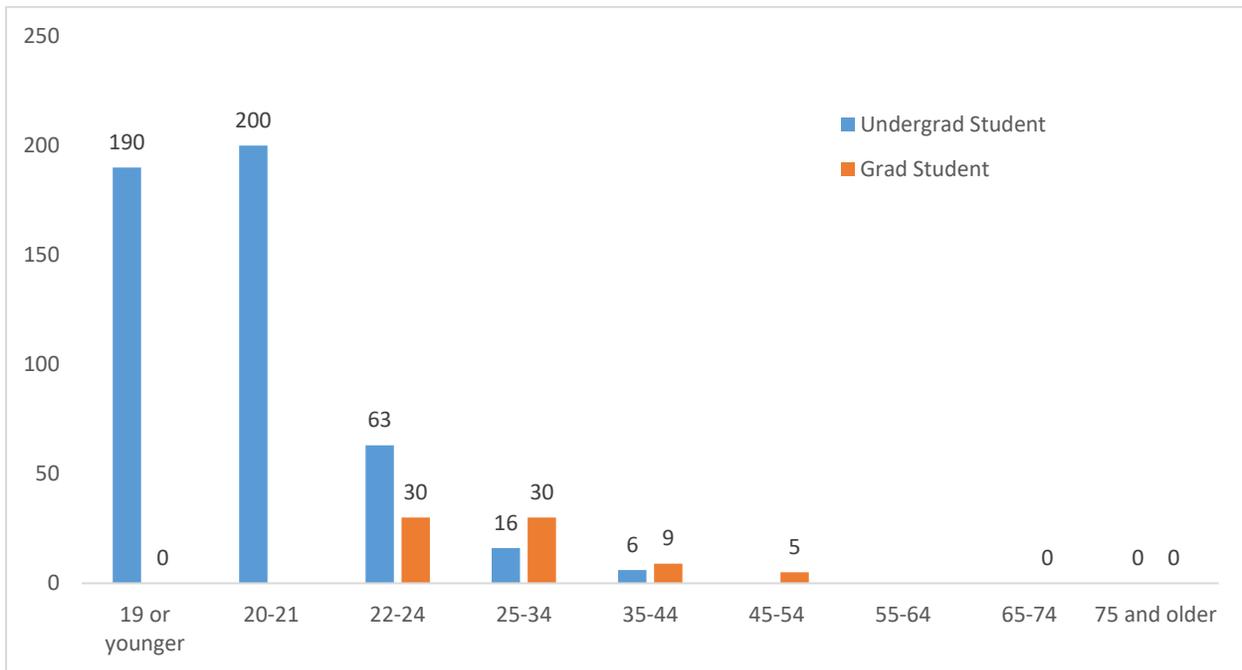
Of Staff respondents, 19% ( $n = 27$ ) were between 25 and 34 years old, 25% ( $n = 35$ ) were between 35 and 44 years old, 34% ( $n = 48$ ) were between 45 and 54 years old, and 16% ( $n = 23$ ) were between 55 and 64 years old (Figure 4). Of Faculty respondents, 10% ( $n = 10$ ) were between 25 and 34 years old, 27% ( $n = 28$ ) were between 35 and 44 years old, 36% ( $n = 36$ ) were between 45 and 54 years old, and 23% ( $n = 24$ ) were between 55 and 64 years old.



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

*Figure 4. Faculty and Staff by Age and Position Status (n)*

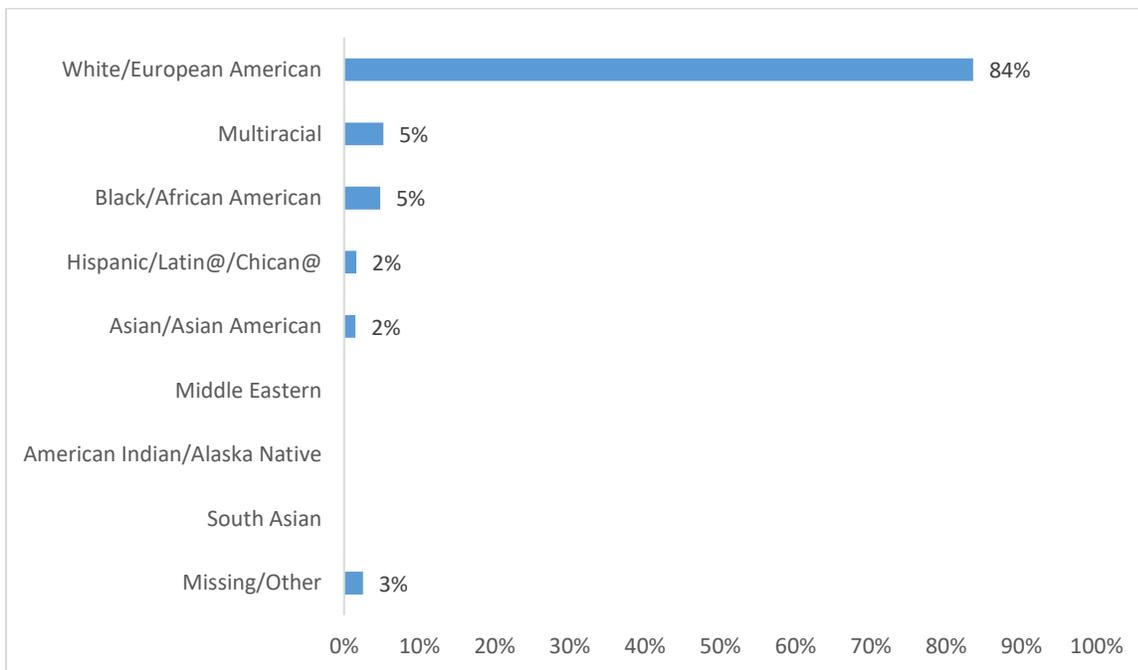
Of responding Undergraduate Students, 81% ( $n = 390$ ) were between 18 and 21 years old, and 13% ( $n = 63$ ) were between 22 and 24 years old (Figure 5). Of responding Graduate Students, 39% ( $n = 30$ ) were between 22 and 24 years old, 39% ( $n = 30$ ) were between 25 and 34 years old, 12% ( $n = 9$ ) were between 35 and 44 years old, and 7% ( $n = 5$ ) were between 45 and 54 years old.



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

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

Regarding racial identity, 84% ( $n = 712$ ) of respondents identified as White/European American (Figure 6). Five percent ( $n = 44$ ) of respondents identified as Multiracial and 5% ( $n = 41$ ) of respondents identified as Black/African American. Two percent of respondents identified as Hispanic/Latin@/Chican@ ( $n = 14$ ) and 2% ( $n = 13$ ) of respondents identified as Asian/Asian American. Less than 1% were Middle Eastern, American Indian/Alaskan Native, or South Asian. Some individuals marked the response category “a racial/ethnic identity not listed here” and wrote “German,” “Dutch,” “Eastern European,” “Swedish,” “Russian,” “Italian,” “Greek,” “Irish,” “Jewish,” “English,” “Austria-Hungarian-Czech,” “European Non-American,” “Scot-Irish,” “Welsh,” or “Polish American.”



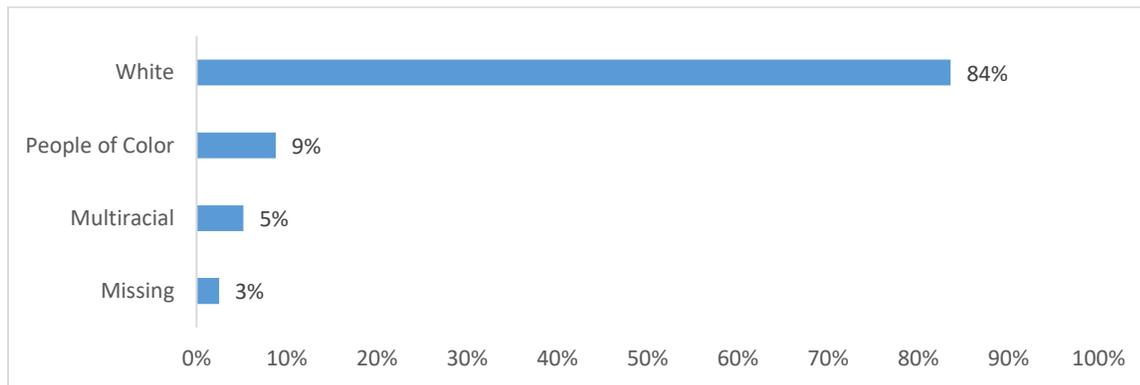
Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 6. Respondents by Racial/Ethnic Identity (%)*

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,<sup>42</sup> allowing them to identify as multiracial. For the purposes of some analyses, the CSWG created three racial identity categories. Given the opportunity to mark multiple responses, many

<sup>42</sup> While recognizing the vastly different experiences of people of various racial identities (e.g., Chican@ versus African American or Latin@ versus Asian American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and 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.

respondents chose only White (84%,  $n = 712$ ) as their identity (Figure 7). Other respondents identified as People of Color<sup>43</sup> (9%,  $n = 75$ ) or Multiracial<sup>44</sup> (5%,  $n = 44$ ). A substantial percentage of respondents did not indicate their racial identity and were recoded to Missing (3%,  $n = 21$ ).



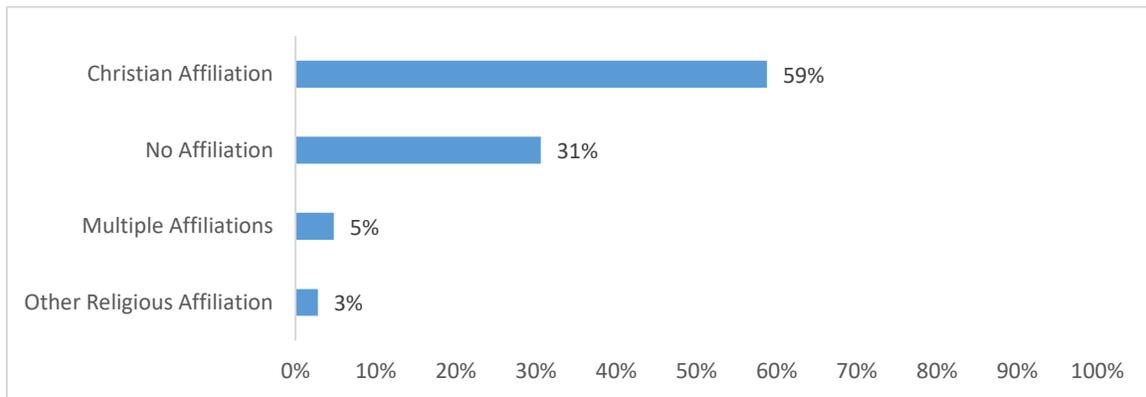
*Figure 7. Respondents by Collapsed Categories of Racial Identity (%)*

---

<sup>43</sup> Per the CSWG, the People of Color category included respondents who identified as Black/African American, Middle Eastern/Southwest Asian, Native Hawaiian, Pacific Islander, Hispanic/Latinx/Chicanx, Asian/Asian American, American Indian/Native American, or Alaskan Native.

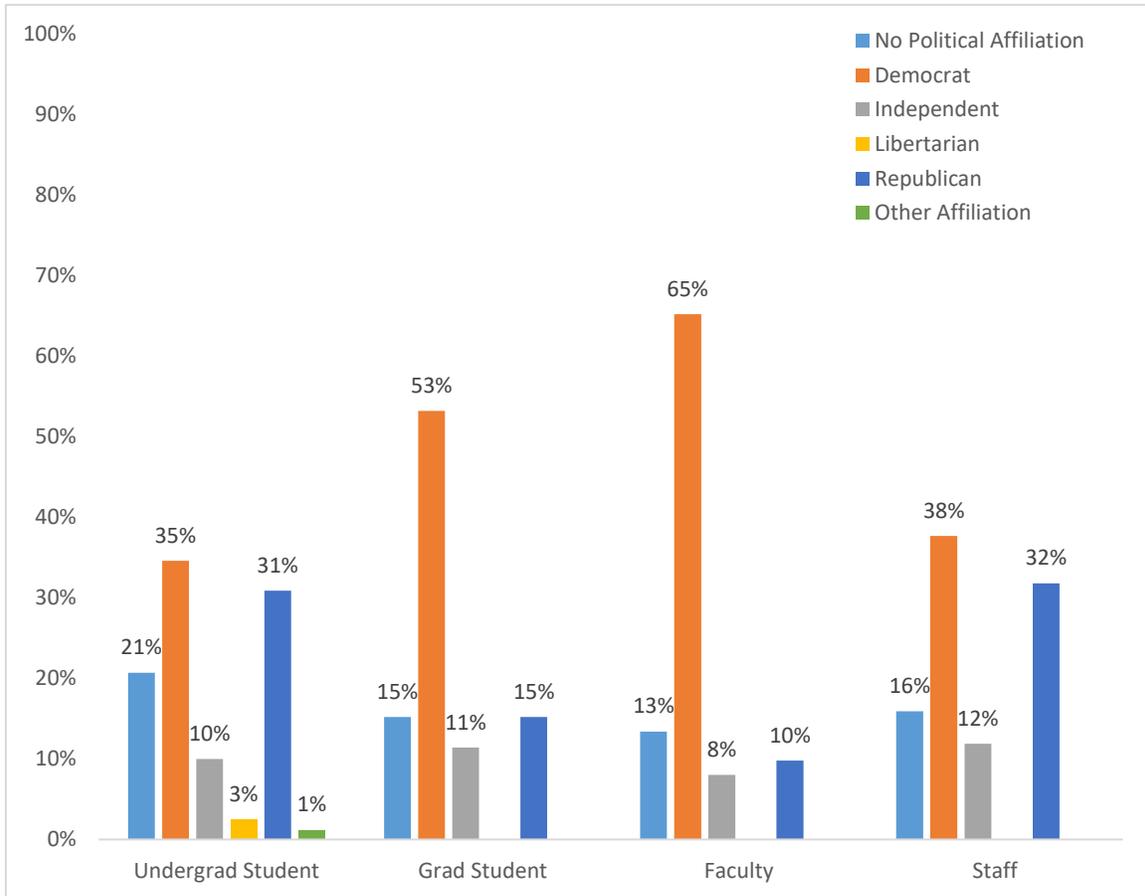
<sup>44</sup> Per the CSWG, Multiracial includes respondents who chose two or more racial identities.

The survey question that queried respondents about their religious or spiritual affiliations provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Of respondents, 59% ( $n = 501$ ) chose Christian Affiliation, 31% ( $n = 261$ ) chose No Affiliation, 5% ( $n = 41$ ) chose Multiple Affiliations, and 3% ( $n = 24$ ) chose Other Religious Affiliation (Figure 8).



*Figure 8.* Respondents by Religious/Spiritual Affiliation (%)

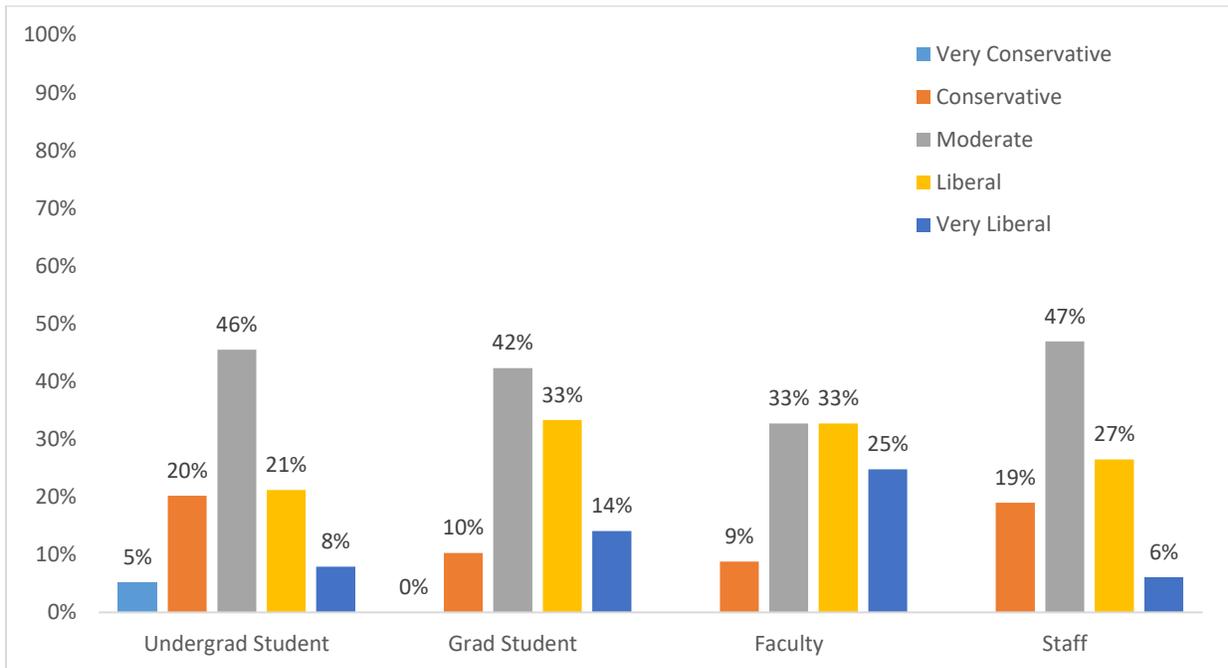
Two survey items addressed respondents’ political party affiliations and views. Forty-one percent ( $n = 341$ ) of respondents indicated that they were affiliated with the Democrat party and 27% identified as Republican ( $n = 222$ ) (Figure 9). Eighteen percent ( $n = 152$ ) of respondents identified as having No Political Affiliation. Ten percent ( $n = 85$ ) of respondents identified as Independent, 2% ( $n = 20$ ) of respondents chose Libertarian, and 1% ( $n = 10$ ) of respondents chose Other Affiliation.



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

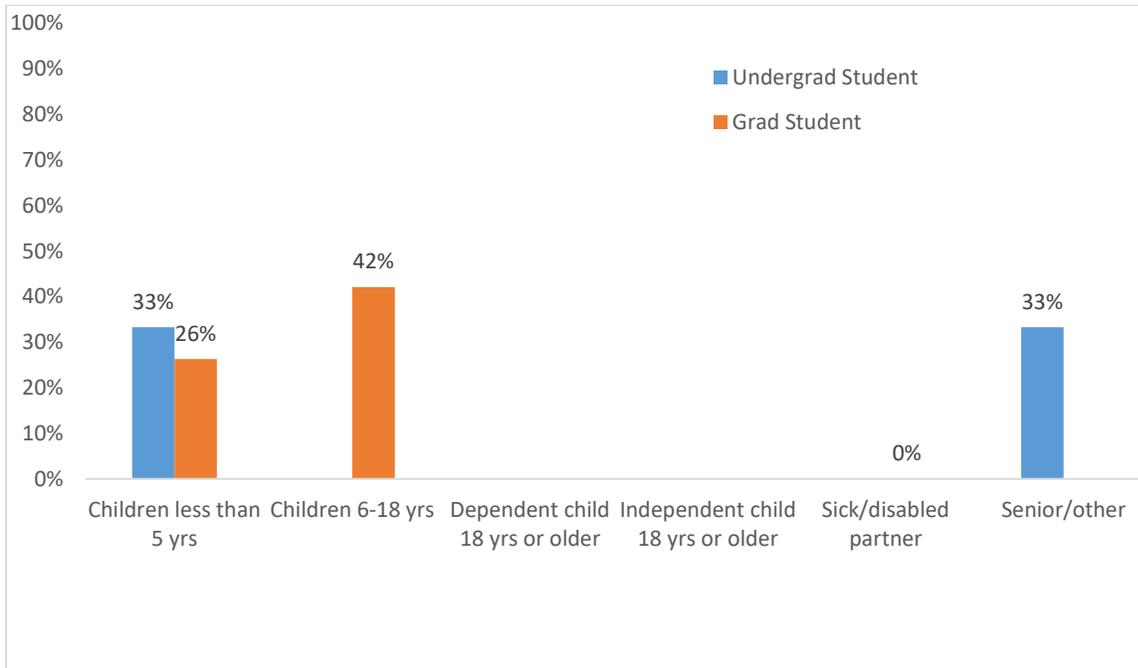
Figure 9. Respondents by Political Affiliation and Position Status (%)

Forty-four percent ( $n = 358$ ) of respondents described their current political views as moderate (Figure 10). Three percent ( $n = 28$ ) of respondents identified as very conservative and 18% ( $n = 143$ ) identified as conservative. Eleven percent ( $n = 86$ ) of respondents identified as very liberal and 25% ( $n = 204$ ) identified as liberal.



*Figure 10.* Respondents by Current Political Views and Position Status (%)

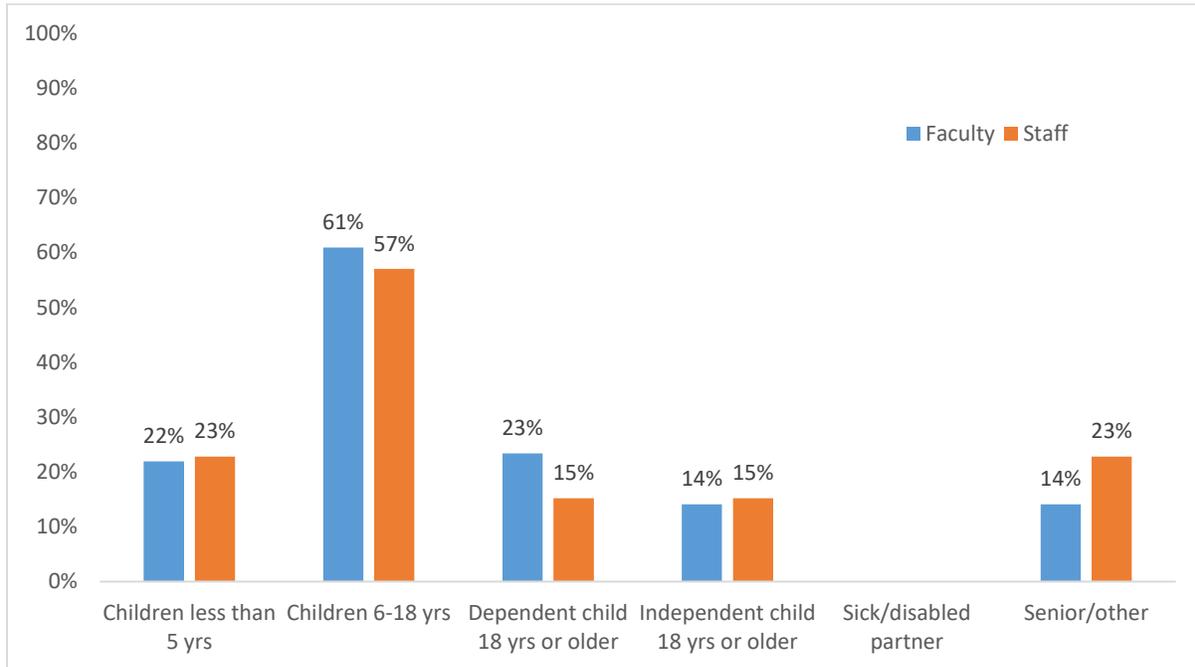
Seventy-nine percent ( $n = 669$ ) of respondents had no parenting or caregiving responsibilities. Ninety-seven percent ( $n = 474$ ) of Undergraduate Student respondents and 76% ( $n = 60$ ) of Graduate Student respondents had no dependent care responsibilities. Figure 11 indicates, that of the 16 Undergraduate Student respondents and 19 Graduate Student respondents who had caregiving responsibilities, fewer than five Undergraduate Student respondents and 42% ( $n = 8$ ) of Graduate Student respondents were caring for children ages 6 to 18 years.



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

Figure 11. Student Respondents With Dependent Care Responsibilities by Student Status (%)

Fifty-one percent ( $n = 81$ ) of Staff respondents and 46% ( $n = 54$ ) of Faculty respondents had no substantial parenting or caregiving responsibilities. Of the 79 Staff respondents and 66 Faculty respondents who had caregiving responsibilities, 57% ( $n = 45$ ) of Staff respondents and 61% ( $n = 39$ ) of Faculty respondents were caring for children ages 6 to 18 years (Figure 12).



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

*Figure 12. Employee Respondents' Caregiving Responsibilities by Position Status (%)*

Fifteen percent ( $n = 128$ ) of respondents had conditions that substantially influenced their learning, living, or working activities. Forty-seven percent ( $n = 61$ ) of respondents who indicated that they had such conditions had mental health/psychological conditions, 39% ( $n = 50$ ) had learning disabilities, and 22% ( $n = 28$ ) had chronic health diagnoses or medical conditions (Table 8). Subsequent analyses indicated that 9% ( $n = 79$ ) of respondents had a single condition that substantially influenced learning, living, or working activities, and 5% ( $n = 43$ ) had multiple conditions that substantially influenced their learning, living, or working activities. Forty-four percent ( $n = 45$ ) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with the Office of Accessibility Resources. Fewer than five Faculty and Staff respondents noted that they were receiving accommodations for their disabilities.

**Table 8. Respondents’ Conditions That Influence Learning, Living, Working Activities**

Conditions	<i>n</i>	%
Mental health/psychological condition (e.g., anxiety, depression)	61	47.3
Learning difference/disability (e.g., Asperger’s/autism spectrum, attention deficit/hyperactivity disorder, cognitive/language-based)	50	38.8
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	28	21.7
Physical/mobility condition that affects walking	6	4.7
Physical/mobility condition that does not affect walking	6	4.7
Hard of hearing or deaf	5	3.9
Speech/communication condition	5	3.9
Low vision or blind	< 5	---
Acquired/traumatic brain injury	< 5	---
A disability/condition not listed here	5	3.9

Note: Table includes answers only from those respondents who indicated that they have a condition/disability in Question 67 (*n* = 128). Percentages may not sum to 100 as a result of multiple response choices.

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 two citizenship categories:<sup>45</sup> 93% (*n* = 793) of respondents were U.S. Citizens and 6% (*n* = 50) were Non-U.S. Citizens.

**Table 9. Respondents’ Citizenship Status (Duplicated Totals)**

Citizenship	<i>n</i>	%
U.S. citizen, birth	793	93.1
U.S. citizen, naturalized	28	3.3
Permanent resident	14	1.6
A visa holder (such as F-1, J-1, H1-B, U)	8	0.9
Currently under a withholding of removal status	0	0.0
DACA (Deferred Action for Childhood Arrival)	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Other legally documented status	0	0.0
Refugee status	0	0.0

<sup>45</sup> For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Non-U.S. Citizen (includes naturalized U.S. Citizens, permanent residents; F-1, J-1, H1-B, A, L, G, E, and TN visa holders; DACA, DAPA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

**Table 9. Respondents' Citizenship Status (Duplicated Totals)**

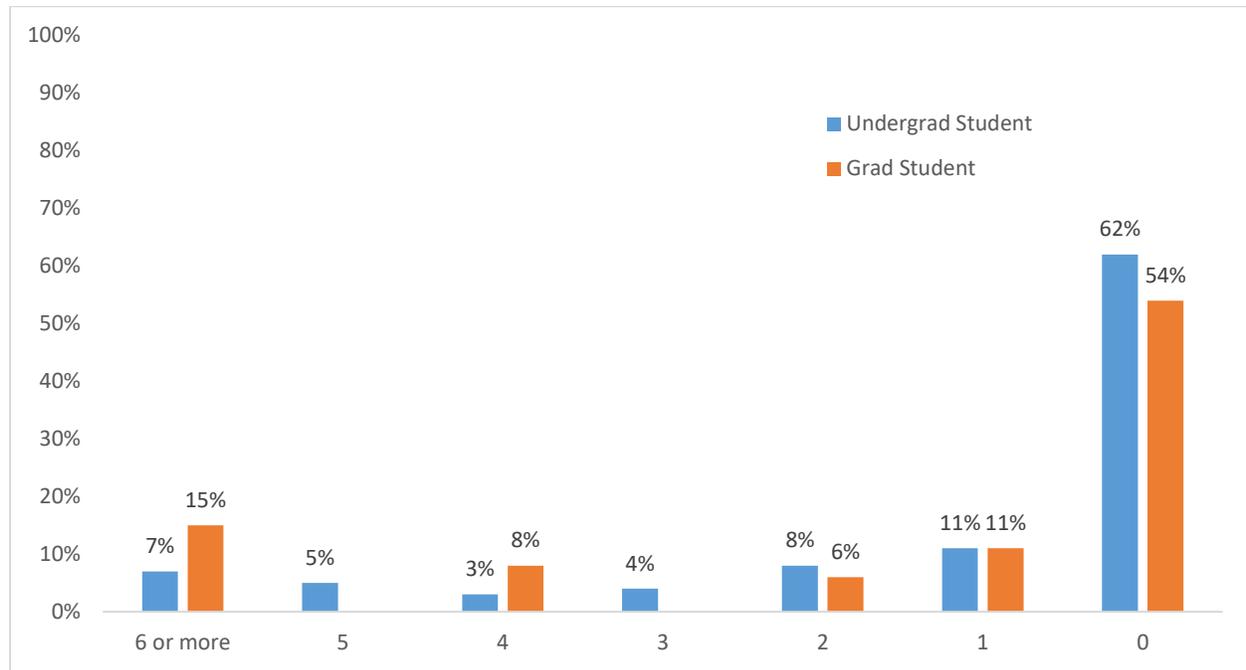
Citizenship	<i>n</i>	%
Undocumented resident	0	0.0
Missing	9	1.1

Ninety-six percent ( $n = 815$ ) of respondents indicated that English was their primary language and 3% ( $n = 21$ ) of respondents indicated that English was not their primary language. Some of the languages other than English that respondents identified as their primary languages were Bengali, Chinese, Dutch, Finnish, French, German, Japanese, and Spanish.

Data revealed that 89% ( $n = 762$ ) of respondents had never served in the U.S. Armed Forces. No respondents were currently on active duty (including Reserves/National Guard). Two percent ( $n = 19$ ) of respondents had formerly served (e.g., retired/veteran). One percent ( $n = 7$ ) of respondents were in ROTC. Five percent ( $n = 41$ ) of respondents identified as a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

Thirty-eight percent ( $n = 61$ ) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 23% ( $n = 37$ ) had a bachelor's degree, and 8% ( $n = 12$ ) had an associate's degree.

Sixty-two percent ( $n = 306$ ) of Undergraduate Student respondents and 54% ( $n = 43$ ) of Graduate Student respondents took no classes online at Shippensburg University (Figure 13).



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

Figure 13. Number of Online Classes Taken by Student Status (%)

Table 10 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 29% ( $n = 249$ ) of Student respondents were First-Generation Students.<sup>46</sup>

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	7	1.2	< 5	---
Some high school	10	1.8	13	2.3
Completed high school/GED	138	24.3	159	27.9
Some college	65	11.4	58	10.2
Business/technical certificate/degree	27	4.7	47	8.3

<sup>46</sup> With 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, or some college.

**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>	%
Associate's degree	59	10.4	50	8.8
Bachelor's degree	127	22.3	144	25.3
Some graduate work	7	1.2	11	1.9
Master's degree (MA, MS, MBA)	89	15.6	56	9.8
Specialist degree (EdS)	< 5	---	< 5	---
Doctoral degree (PhD, EdD)	20	3.5	< 5	---
Professional degree (MD, JD)	12	2.1	< 5	---
Unknown	< 5	---	7	1.2
Not applicable	< 5	---	11	1.9
Missing	0	0	< 5	---

Note: Table reports responses only from Student respondents (*n* = 569).

As indicated in Table 11, 29% (*n* = 140) of Undergraduate Student respondents were in their first year at Shippensburg, 16% (*n* = 76) were in their second year, 23% (*n* = 114) were in their third year, 24% (*n* = 116) were in their fourth year, and 6% (*n* = 31) were in their fifth year at Shippensburg University. Three percent (*n* = 13) of Undergraduate Student respondents had been at Shippensburg for six or more years.

**Table 11. Undergraduate Student Respondents' Year at Shippensburg University**

Years	<i>n</i>	%
First year	140	28.6
Second year	76	15.5
Third year	114	23.3
Fourth year	116	23.7
Fifth year	31	6.3
Sixth year (or more)	13	2.7

Note: Table reports responses only from Undergraduate Student respondents (*n* = 490).

Table 12 reveals that 9% (*n* = 46) of Undergraduate Student respondents were majoring in Biology, 8% (*n* = 38) were majoring in Physics, and 6% (*n* = 31) of Undergraduate Student respondents were majoring in Economics.

**Table 12. Undergraduate Student Respondents' Current or Intended Majors**

Major	<i>n</i>	%
Biology	46	9.4
Physics	38	7.8
Economics	31	6.3
Political Science	30	6.1
English	27	5.5
International Studies	27	5.5
Accounting	24	4.9
Civil Engineering	24	4.9
Computer Science	19	3.9
Interdisciplinary Arts	19	3.9
Geoenvironmental Studies	18	3.7
Social Work	15	3.1
Entrepreneurship	13	2.7
Elementary Education PK-4	12	2.4
Business Administration General	11	2.2
Finance: Personal Financial Planning	11	2.2
Mechanical Engineering	11	2.2
English: Secondary Education Certification	10	2.0
Political Science: International concentration	10	2.0
Psychology	10	2.0
Art	9	1.8
French: Secondary Education Certification	9	1.8
Chemistry	8	1.6
Human Communication Studies	8	1.6
Sociology	8	1.6
Computer Engineering	7	1.4
Physics: Computational Physics	7	1.4
Elementary/Middle-Level Education (4-8)	6	1.2
Info Tech for Business Edu: Secondary Education Certificate	6	1.2
Management: International Management	6	1.2
Communication/Journalism	5	1.0
Marketing	5	1.0

Note: Table reports responses only from Undergraduate Student respondents ( $n = 490$ ). Percentages may not sum to 100 because of multiple response choices. For a complete list of undergraduate majors, please see Table B22 in Appendix B.

Fewer than five Graduate Student respondents were enrolled in certificate or non-degree programs. Table 13 indicates that, among Master’s Student respondents, 37% ( $n = 26$ ) were in their first year of their Shippensburg graduate degree programs, 41% ( $n = 29$ ) were in their second year, 18% ( $n = 13$ ) were in their third year, and fewer than five had been in their programs for four or more years. No doctoral students completed the survey.

**Table 13. Graduate Student Respondents’ Years at Shippensburg University**

Years	Master’s degree students		Doctoral degree students	
	<i>n</i>	%	<i>n</i>	%
First year	26	36.6	0	0.0
Second year	29	40.8	0	0.0
Third year	13	18.3	0	0.0
Fourth year or more	< 5	---	0	0.0

Note: Table reports responses only from Graduate Student respondents ( $n = 79$ ).

Of Master’s Student respondents, 46% ( $n = 36$ ) were in Business Administration, 11% ( $n = 9$ ) were in the Sociology/Anthropology Department, and 10% ( $n = 8$ ) were in Mechanical Engineering and Civil Engineering (Table 14). No doctoral students completed the survey.

**Table 14. Graduate/Graduate Non-Degree Student Respondents’ Academic Division**

Academic divisions	<i>n</i>	%
Business Administration	36	45.6
Sociology/Anthropology Department	9	11.4
Mechanical Engineering and Civil Engineering	8	10.1
History/Philosophy Department	7	8.9
Counseling and College Student Personnel Department	6	7.6

Note: Table reports responses only from Graduate Student respondents ( $n = 79$ ). Percentages may not sum to 100 because of multiple response choices. For a complete list of graduate academic programs, please see Table B24 in Appendix B.

Twenty-eight percent ( $n = 135$ ) of Undergraduate Student respondents and 54% ( $n = 43$ ) of Graduate Student respondents were employed on campus, while 33% ( $n = 163$ ) of Undergraduate Student respondents and 42% ( $n = 33$ ) of Graduate Student respondents were employed off campus (Table 15). Of Undergraduate Student respondents who were employed on campus, 56% ( $n = 71$ ) worked 1 to 10 hours per week. Of Graduate Student respondents who were employed on campus, 76% ( $n = 31$ ) worked between 11 and 20 hours per week. Of Undergraduate Student

respondents who were employed off campus, 33% ( $n = 52$ ) worked 1 to 10 hours per week. Of Graduate Student respondents who were employed off campus, 31% ( $n = 10$ ) worked between 31 and 40 hours per week.

**Table 15. Student Employment**

Employed	Undergraduate Student respondents		Graduate Student respondents	
	<i>n</i>	%	<i>n</i>	%
<b>No</b>	<b>225</b>	<b>45.9</b>	<b>12</b>	<b>15.2</b>
<b>Yes, I work on campus</b>	<b>135</b>	<b>27.6</b>	<b>43</b>	<b>54.4</b>
1-10 hours/week	71	55.5	< 5	---
11-20 hours/week	39	30.5	31	75.6
21-30 hours/week	13	10.2	< 5	---
31-40 hours/week	< 5	---	< 5	---
More than 40 hours/week	< 5	---	< 5	---
<b>Yes, I work off campus</b>	<b>163</b>	<b>33.3</b>	<b>33</b>	<b>41.8</b>
1-10 hours/week	52	33.1	< 5	---
11-20 hours/week	51	32.5	< 5	---
21-30 hours/week	32	20.4	7	21.9
31-40 hours/week	15	9.6	10	31.3
More than 40 hours/week	7	4.5	9	28.1

Note: Table reports responses only from Undergraduate Student respondents ( $n = 490$ ) and Graduate Student respondents ( $n = 79$ ).

Forty percent ( $n = 226$ ) of Student respondents experienced financial hardship while attending Shippensburg University, including 39% ( $n = 188$ ) of Undergraduate Student respondents and 48% ( $n = 38$ ) of Graduate Student respondents. Of these Student respondents, 64% ( $n = 144$ ) had difficulty purchasing books/course materials, 62% ( $n = 140$ ) had difficulty affording tuition, 45% ( $n = 101$ ) had difficulty affording housing (Table 16). “Other” responses included “Additional fees added to tuition,” “Bills,” “Gas, phone bill, car insurance, water, car payment,” “Parking!!!!,” “Parking Pass,” “Purchasing a car to attend field work for class,” and “Student teaching.”

**Table 16. Student Respondents' Experienced Financial Hardship**

Financial hardship	<i>n</i>	%
Books/course materials	144	63.7
Tuition	140	61.9
Housing	101	44.7
Food	90	39.8
Other campus fees	56	24.8
Participation in social events	46	20.4
Studying abroad	40	17.7
Alternative spring breaks	35	15.5
Commuting to campus	35	15.5
Cocurricular events or activities	32	14.2
Health care	32	14.2
Unpaid internships/research opportunities	27	11.9
Travel to and from DRAFT (e.g., returning home from break)	12	2.1
Child care	< 5	---
Travel during mandatory evacuation	< 5	---
A financial hardship not listed here	13	5.8

Note: Table reports responses only of Students respondents who indicated on the survey that they experienced financial hardship (*n* = 226).

Sixty-five percent (*n* = 372) of Student respondents used loans to pay for their education at Shippensburg University (Table 17). Forty-five percent (*n* = 258) of Student respondents depended on family contributions to pay for college. Twenty-five percent (*n* = 144) of Student respondents relied on grants to pay for their education.

When analyzed by student status, results revealed that for Undergraduate Student respondents, 67% (*n* = 326) relied on loans, 55% (*n* = 244) relied on family contributions, and 29% (*n* = 143) relied on grants to pay for their education. For Graduate Student respondents, 58% (*n* = 46) relied on loans, 49% (*n* = 39) relied on graduate/research assistantships, and 19% (*n* = 15) relied on campus employment to pay for their education.

Subsequent analyses by income status revealed that for Low-Income Student respondents,<sup>47</sup> 76% ( $n = 60$ ) relied on loans, 52% ( $n = 41$ ) relied on grants, and 25% ( $n = 20$ ) relied on campus employment to pay for their education. Regarding Not-Low-Income Student respondents, 63% ( $n = 298$ ) relied on loans, 51% ( $n = 239$ ) relied on family contributions, and 21% ( $n = 98$ ) relied on grants to help pay for college.

When analyzed by first-generation status, 74% ( $n = 184$ ) of First-Generation Student respondents and 59% ( $n = 188$ ) of Not-First-Generation Student respondents depended on loans. Thirty percent ( $n = 74$ ) of First-Generation Student respondents and 58% ( $n = 184$ ) of Not-First-Generation Student respondents depended on family contributions.

**Table 17. How Student Respondents Were Paying for College**

Source of funding	<i>n</i>	%
Loans	372	65.4
Family contribution	258	45.3
Grant (e.g., Pell)	144	25.3
Personal contribution/job	142	25.0
Non-need-based scholarship (e.g., merit, ROTC)	100	17.6
Campus employment	79	13.9
Credit card	49	8.6
Need-based scholarship (e.g., Gates)	45	7.9
Graduate assistantship/research assistantship	40	7.0
Military educational benefits (e.g., GI Bill, NGEAP)	18	3.2
Resident assistant	6	1.1
Home country contribution	< 5	---
A method of payment not listed here	22	3.9

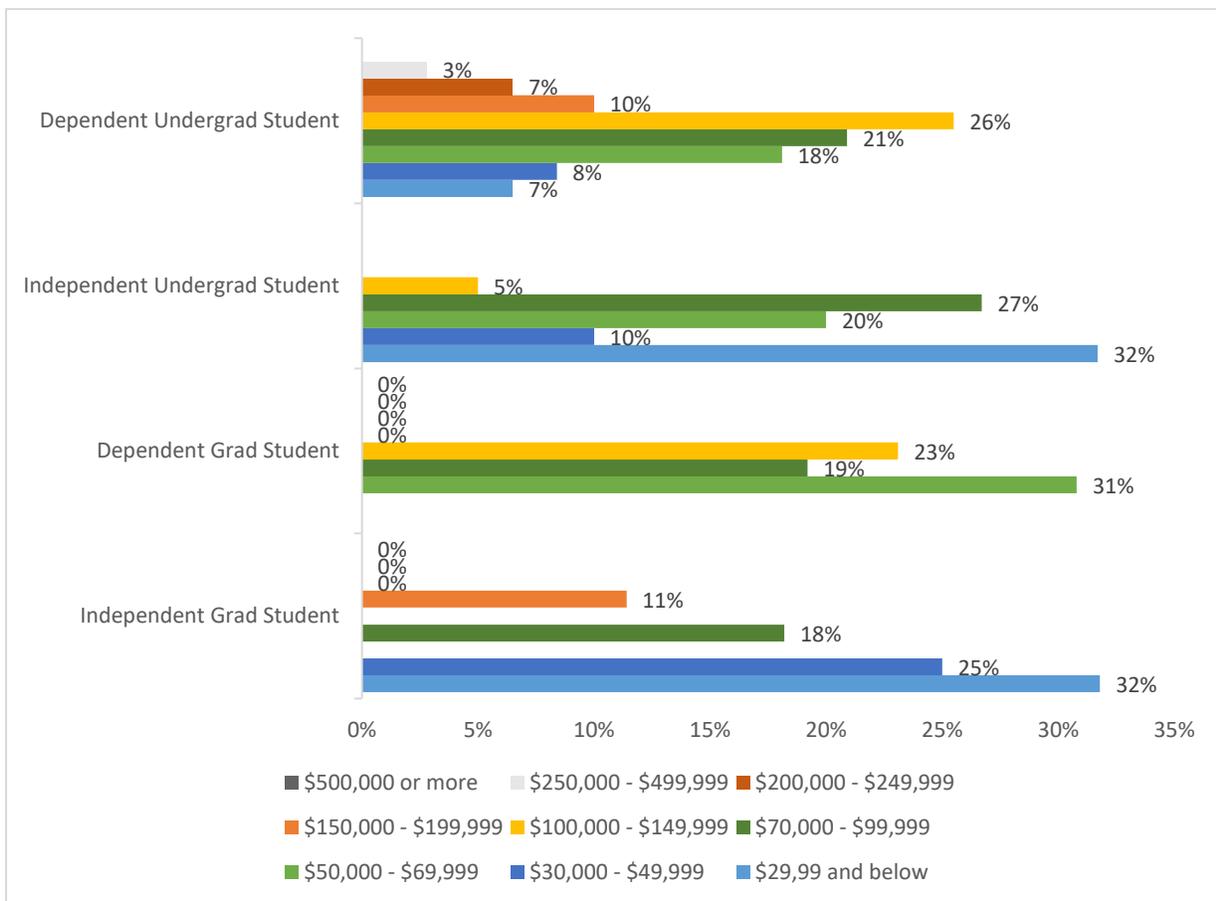
Note: Table reports responses only from Student respondents ( $n = 569$ ).

Sixty-seven percent ( $n = 356$ ) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent) and 33% ( $n = 172$ ) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses on financial independence found that 68% ( $n = 52$ ) of Low-Income Student respondents, 64% ( $n = 47$ ) of

<sup>47</sup> The Climate Study Working Group (CSWG) defined Low-Income Student respondents as those students whose families earn less than \$30,000 annually.

Graduate Student respondents, 48% ( $n = 109$ ) of First-Generation Student respondents, 28% ( $n = 125$ ) of Undergraduate Student respondents, 26% ( $n = 112$ ) of Not-Low-Income Student respondents, and 21% ( $n = 63$ ) of Not-First-Generation Student respondents were financially independent.

Fourteen percent ( $n = 79$ ) of Student respondents indicated that they or their families had an annual income of less than \$30,000. Ten percent ( $n = 58$ ) of Student respondents reported an annual income between \$30,000 and \$ 49,999; 18% ( $n = 101$ ) between \$50,000 and \$69,999; 21% ( $n = 118$ ) between \$70,000 and \$99,999; 19% ( $n = 107$ ) between \$100,000 and \$149,999; 8% ( $n = 44$ ) between \$150,000 and \$249,999; and 4% ( $n = 20$ ) reported an annual income of \$250,000 or more. These figures are displayed by student status and dependency status in Figure 14.



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

Figure 14. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

Of the Undergraduate Students completing the survey, 33% ( $n = 162$ ) lived in campus housing, 65% ( $n = 318$ ) lived in non-campus housing, and 2% ( $n = 10$ ) identified as housing insecure or transient (Table 18).

**Table 18. Student Respondents' Residence**

Residence	<i>n</i>	%
<b>Campus housing</b>	<b>164</b>	<b>28.8</b>
Harley Hall	32	20.1
Kieffer Hall	18	11.3
Lackhove Hall	28	17.6
McLean Hall	0	0.0
McCune Hall	29	18.2
Naugle Hall	25	15.7
Seavers Hall	27	17.0
<b>Non-campus housing</b>	<b>395</b>	<b>69.4</b>
Fraternity/sorority housing	8	2.1
Independently in an apartment/house	290	75.5
Living with family member/guardian	86	22.4
<b>Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)</b>	<b>&lt; 5</b>	<b>---</b>
<b>Missing</b>	<b>9</b>	<b>1.6</b>

Note: Table reports responses only from Undergraduate Student respondents ( $n = 490$ )

Twenty-six percent ( $n = 148$ ) of Student respondents participated in an academic or academic honorary organization and 24% ( $n = 137$ ) participated in an intercollegiate athletic team at Shippensburg University (Table 19). Twenty-four percent ( $n = 134$ ) of Student respondents indicated they did not participate in any clubs or organizations at Shippensburg University.

**Table 19. Student Respondents' Participation in Clubs/Organizations at Shippensburg University**

Club/organization	<i>n</i>	%
Academic and academic honorary organizations	148	26.0
Intercollegiate athletic team	137	24.1
I do not participate in any clubs or organizations at Shippensburg University.	134	23.6
Greek letter organization	75	13.2
Recreational organization	75	13.2

**Table 19. Student Respondents' Participation in Clubs/Organizations at Shippensburg University**

Club/organization	<i>n</i>	%
Club sport	71	12.5
Service or philanthropic organization	56	9.8
Religious or spirituality-based organization	48	8.4
Performance organization	40	7.0
Professional or pre-professional organization	40	7.0
Publication/media organization	36	6.3
Governance organization	31	5.4
Health and wellness organization	23	4.0
Culture-specific organization	17	3.0
Political or issue-oriented organization	14	2.5
A student organization not listed above	62	10.9

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 569). Percentages may not sum to 100 as a result of multiple response choices.

Table 20 indicates that most Student respondents reported that they earned passing grades. Thirty-eight percent (*n* = 152) of Undergraduate Student respondents and 82% (*n* = 59) of Graduate Student respondents indicated that they earned above a 3.5 grade point average (GPA).

**Table 20. Student Respondents' Reported Cumulative GPA at the End of Last Semester**

Grade Point Average (GPA)	Undergraduate Student respondents		Graduate Student respondents	
	<i>n</i>	%	<i>n</i>	%
3.75 – 4.00	85	21.1	46	63.9
3.50 – 3.74	67	16.6	13	18.1
3.25 – 3.49	64	15.9	8	11.1
3.00 – 3.24	69	17.1	< 5	---
2.75 - 2.99	55	13.6	< 5	---
2.50 – 2.74	23	5.7	0	0.0
2.25 – 2.49	28	6.9	< 5	---
2.00 – 2.24	7	1.7	0	0.0
1.99 and below	5	1.2	0	0.0

Note: Table reports responses only from Undergraduate Student respondents (*n* = 490) and Graduate Student respondents (*n* = 79).

The survey queried respondents about their commute to campus. Table 21 indicates that almost half of all respondents (48%,  $n = 405$ ) commute less than 10 minutes to campus. Ten percent ( $n = 51$ ) of Student respondents commuted 60 minutes or more one-way.

**Table 21. Respondents' One-Way Commute Time to Campus**

Minutes	Student respondents		Faculty respondents		Staff respondents	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
10 or less	323	60.4	31	25.6	51	31.9
11-20	48	9.0	19	15.7	40	25.0
21-30	36	6.7	29	24.0	34	21.3
31 - 40	26	4.9	13	10.7	19	11.9
41-50	39	7.3	15	12.4	10	6.3
51-60	12	2.2	9	7.4	< 5	---
60 or more	51	9.5	5	4.1	5	3.1

## Campus Climate Assessment Findings<sup>48</sup>

The following section reviews the major findings of this study.<sup>49</sup> Several survey items were examined in relation to the certain demographic characteristics and status of the respondents. Where sample sizes were small, responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality.

### Comfort With the Climate at Shippensburg University

The survey posed questions regarding respondents' levels of comfort with Shippensburg University's campus climate. Table 22 illustrates that 73% ( $n = 620$ ) of the survey respondents were "very comfortable" or "comfortable" with the climate at Shippensburg University. Seventy percent ( $n = 199$ ) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments/programs or work units. Eighty-five percent ( $n = 492$ ) of Student respondents and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes.

**Table 22. Respondents' Comfort With the Climate at Shippensburg University**

Level of Comfort	Comfort with overall climate		Comfort with climate in department/program or work units*		Comfort with climate in class**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	151	17.7	98	34.6	150	25.9
Comfortable	469	55.1	101	35.7	342	59.0
Neither comfortable nor uncomfortable	139	16.3	38	13.4	68	11.7
Uncomfortable	80	9.4	31	11.0	18	3.1
Very uncomfortable	12	1.4	15	5.3	< 5	---

\*Responses only from Faculty and Staff respondents ( $n = 283$ ).

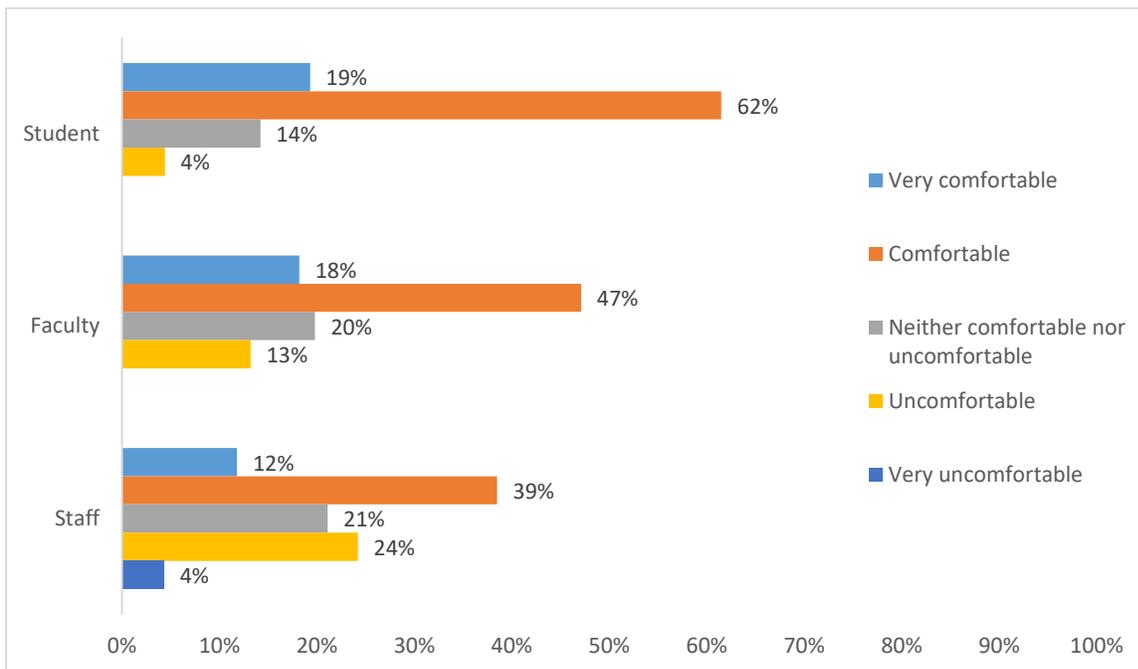
\*\*Responses only from Faculty and Student respondents ( $n = 691$ ).

<sup>48</sup> Frequency 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.

<sup>49</sup> The 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).

Several analyses were conducted to determine whether respondents’ levels of comfort with the overall climate, the climate in their workplaces, or the climate in their classes differed based on various demographic characteristics.<sup>50</sup>

Figure 15 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. Specifically, a higher percentage of Student respondents (62%,  $n = 350$ ) felt “comfortable” with the overall climate at Shippensburg University than did Faculty respondents (47%,  $n = 57$ ) or Staff respondents (39%,  $n = 62$ ).<sup>i</sup> No significant differences emerged between Undergraduate Student respondents and Graduate Student respondents regarding their overall comfort level with the climate at Shippensburg University.



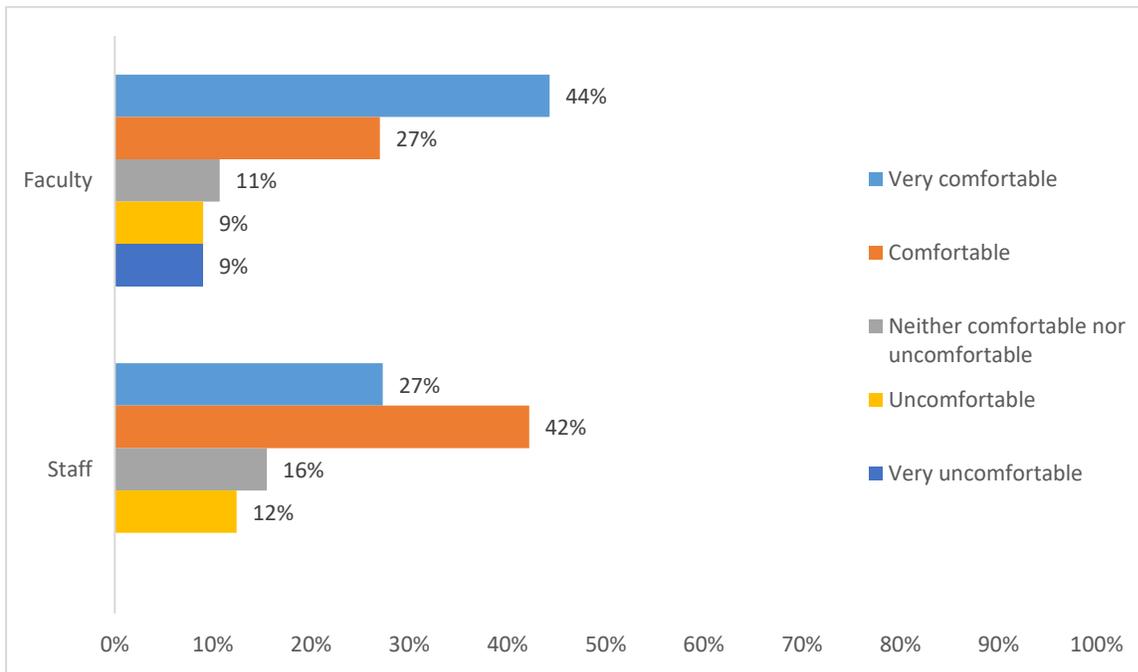
Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 15. Respondents’ Comfort With Overall Climate by Position Status (%)*

Figure 16 illustrates that statistically significant differences existed by position status for Faculty and Staff respondents regarding their comfort with the climate in their department/program or

<sup>50</sup> Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.

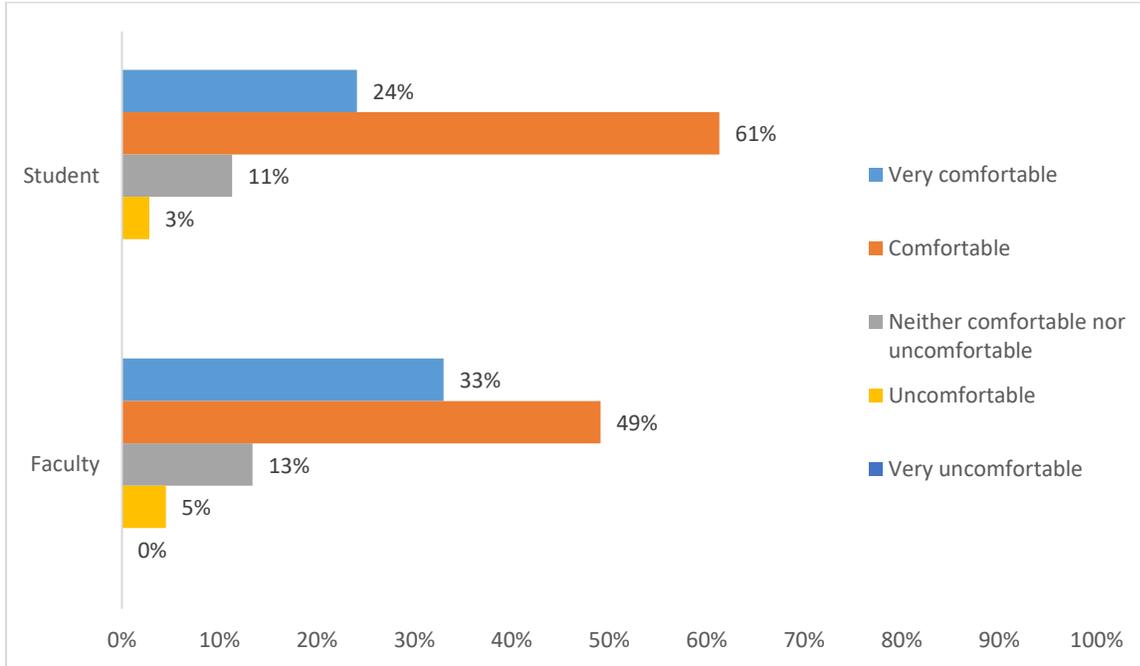
work unit at Shippensburg University. A significantly higher percentage of Faculty respondents (44%,  $n = 54$ ) were “very comfortable” with the climate in their department/program or work unit than were Staff respondents (27%,  $n = 44$ ). Additionally, Staff respondents (42%,  $n = 68$ ) were significantly more “comfortable” with the climate in their department/program or work unit than were Faculty respondents (27%,  $n = 33$ ).<sup>ii</sup>



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

*Figure 16.* Faculty and Staff Respondents’ Comfort With Climate in Department/Program or Work Unit by Position Status (%)

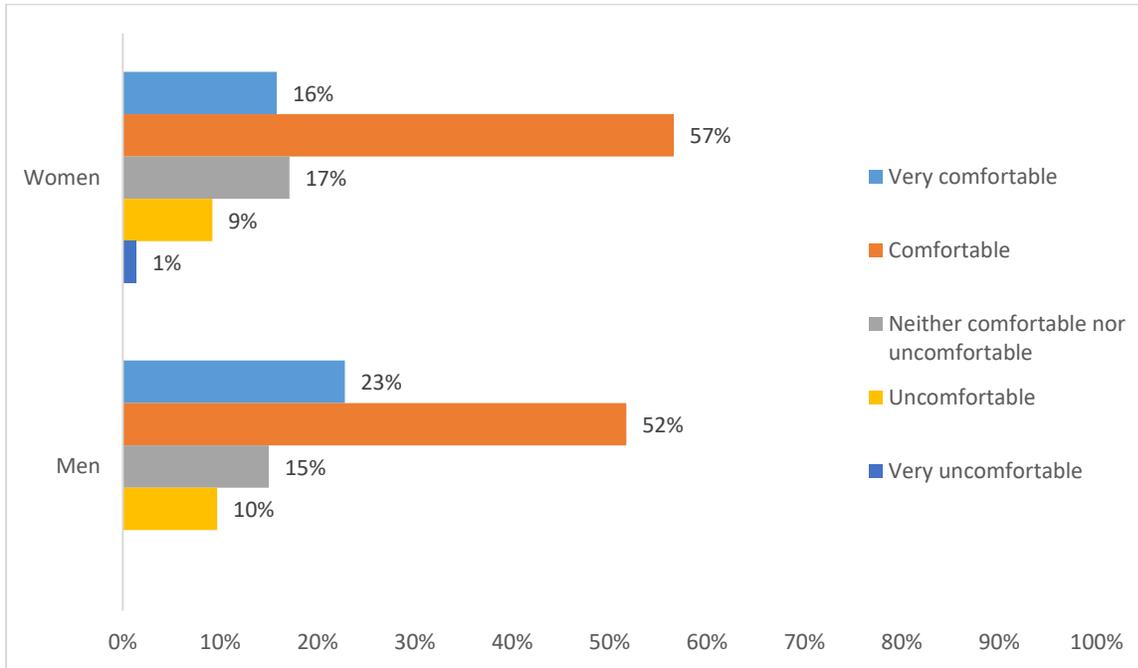
When analyzed by position status, no significant differences emerged between Faculty respondents and Student respondents' levels of comfort with the climate in their classes (Figure 17).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 17. Faculty and Student Respondents' Comfort With Climate in Classes by Position Status (%)*

When analyzed by gender identity,<sup>51</sup> no significant differences emerged between Women respondents and Men respondents' levels of comfort with the overall campus climate (Figure 18).

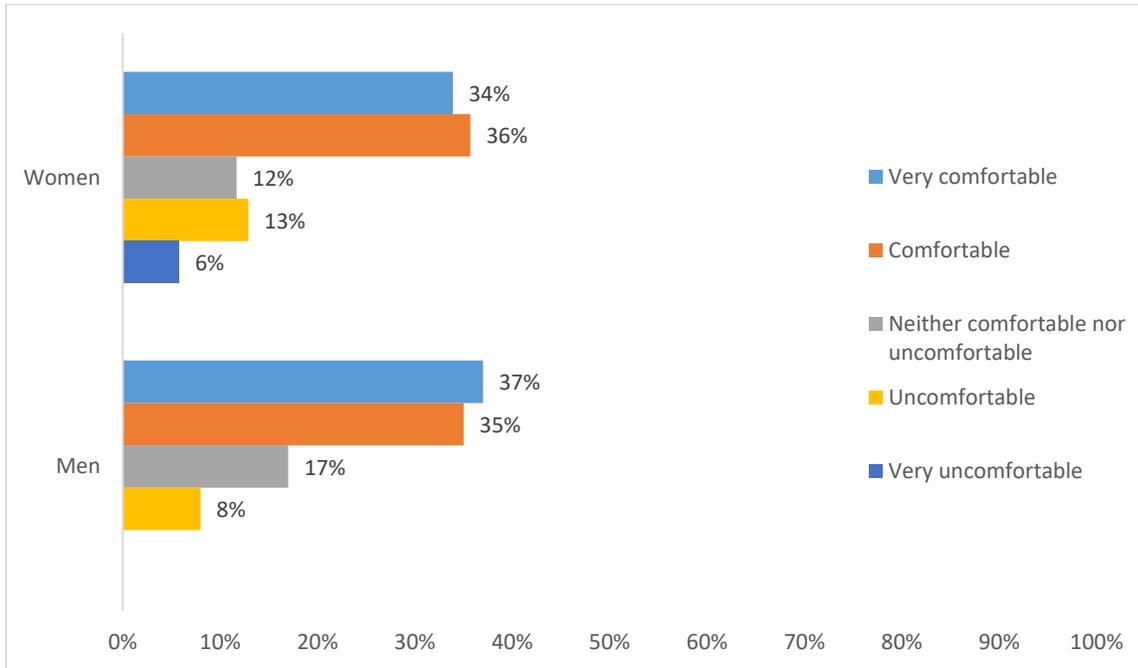


Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 18.* Respondents' Comfort With Overall Climate by Gender Identity (%)

<sup>51</sup> Per the Climate Study Working Group, gender identity was recoded into the categories Men ( $n = 267$ ) and Women ( $n = 557$ ) and Trans-spectrum/Multiple/Other ( $n = 19$ ), where Trans-spectrum respondents included those individuals who marked "transgender," "trans," or "genderqueer" only for the question, "What is your gender/gender identity (mark all that apply)?" Trans-spectrum/Multiple/Other respondents were not included to maintain the confidentiality of their responses.

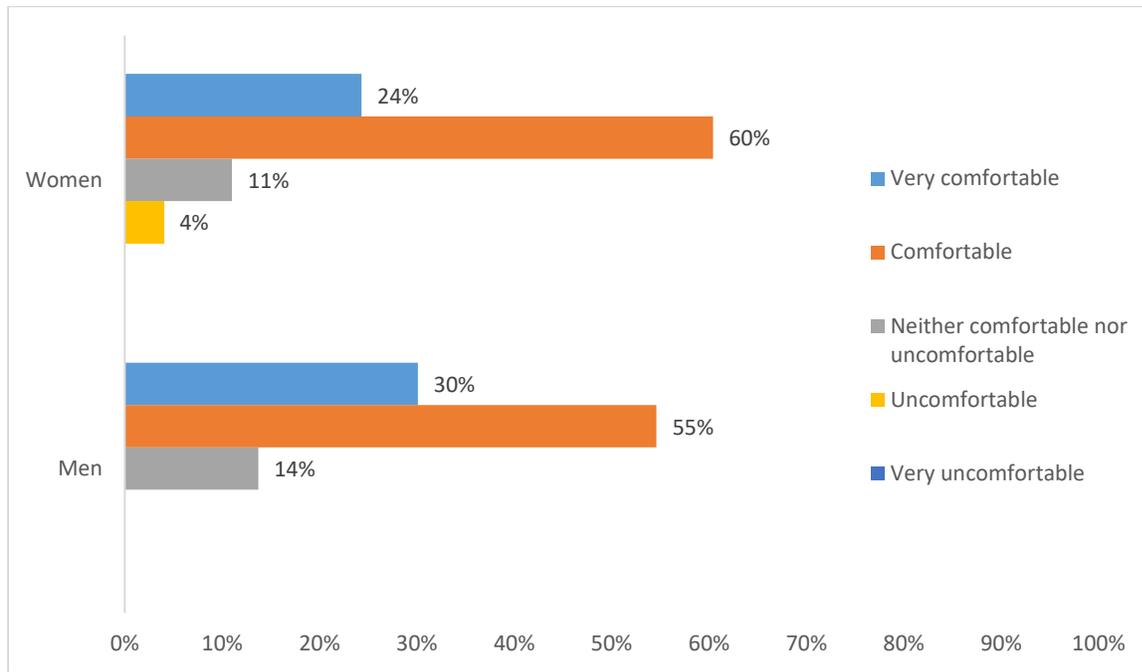
No significant differences emerged between Women Faculty and Staff respondents and Men Faculty and Staff respondents' levels of comfort within their department/program or work unit (Figure 19).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 19.* Faculty and Staff Respondents' Comfort Within Department/Program or Work Unit by Gender Identity (%)

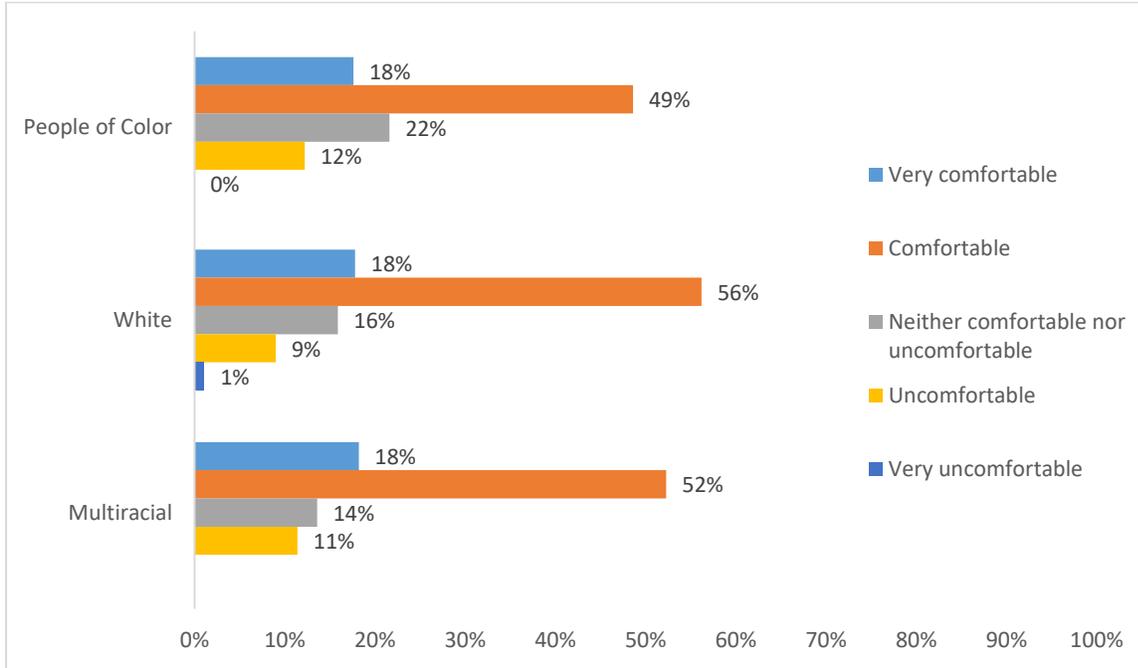
No significant differences emerged between Women Faculty and Student respondents and Men Faculty and Student respondents' levels of comfort with their climate in classes (Figure 20).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 20.* Faculty and Student Respondents' Comfort With Climate in Classes by Gender Identity (%)

When analyzed by racial identity,<sup>52</sup> no significant differences emerged among Respondents of Color, White respondents, or Multiracial respondents' levels of comfort with the overall campus climate (Figure 21).

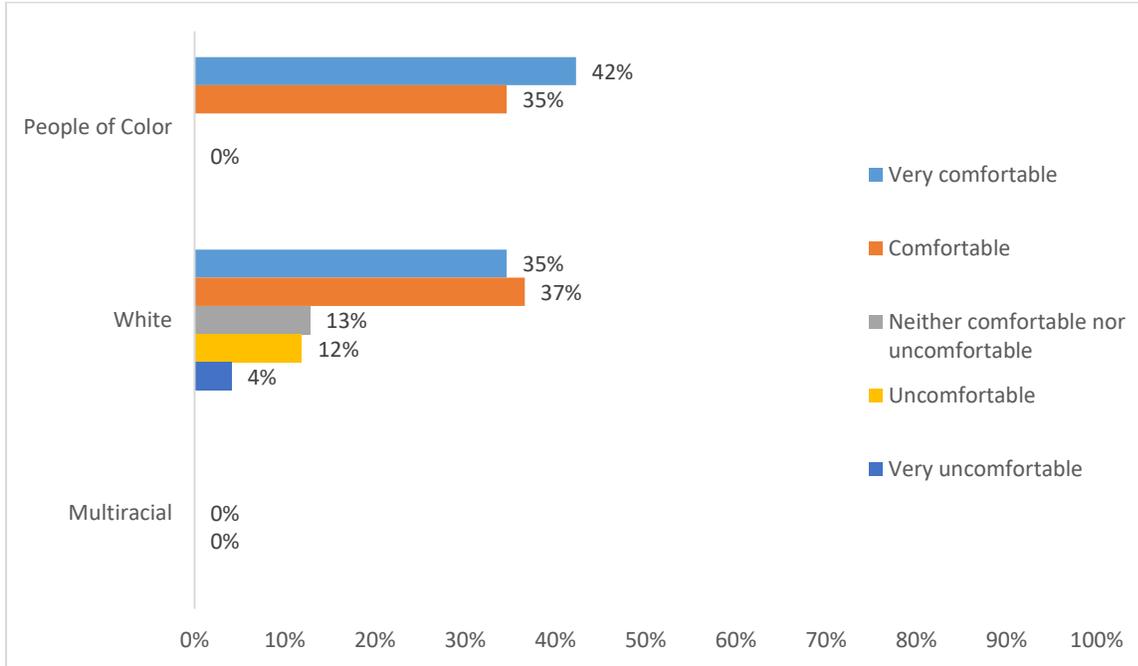


Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

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

<sup>52</sup> The CSWG proposed three collapsed racial identity categories (People of Color, White, and Multiracial).

No significant differences emerged among Faculty and Staff Respondents of Color, White Faculty and Staff respondents, or Multiracial<sup>53</sup> Faculty and Staff respondents' levels of comfort with the climate of their department/program or work unit (Figure 22).

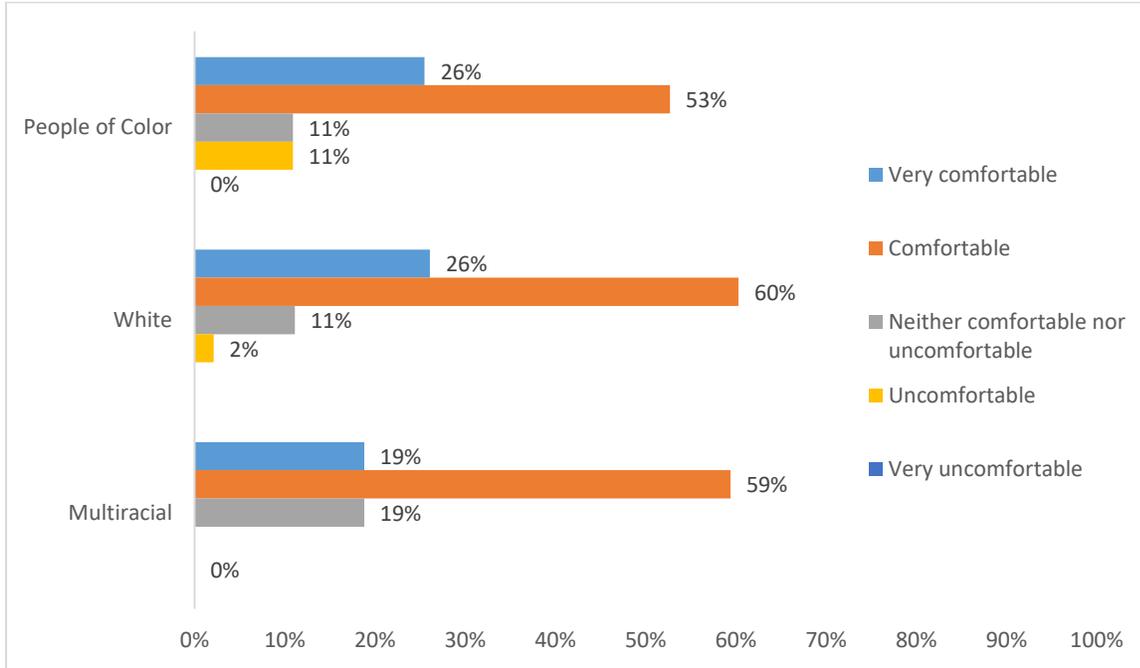


Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 22. Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Racial Identity (%)*

<sup>53</sup> Multiracial Faculty and Staff respondents ( $n < 5$ ) were too few to include in the analyses.

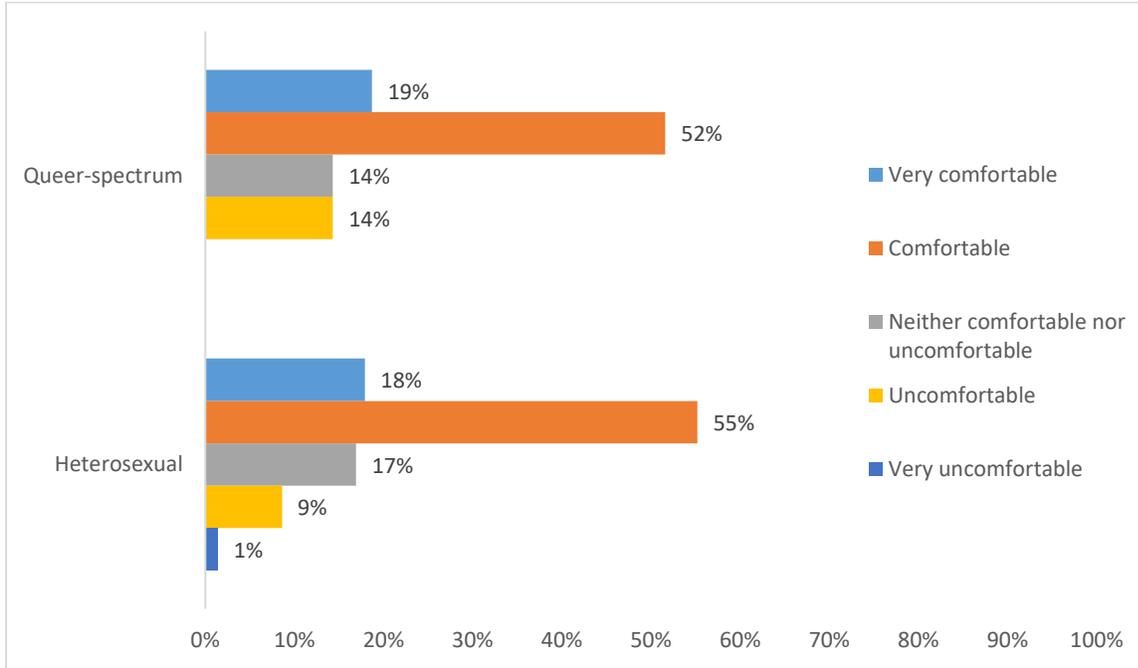
No significant differences emerged among Faculty and Student Respondents of Color, White Faculty and Student respondents, or Multiracial Faculty and Student respondents' levels of comfort with the climate of their classes (Figure 23).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 23.* Faculty and Student Respondents' Comfort With Climate in Classes by Racial Identity (%)

When analyzed by sexual identity,<sup>54</sup> no significant differences emerged between Queer-spectrum respondents and Heterosexual respondents' levels of comfort with the overall campus climate (Figure 24).

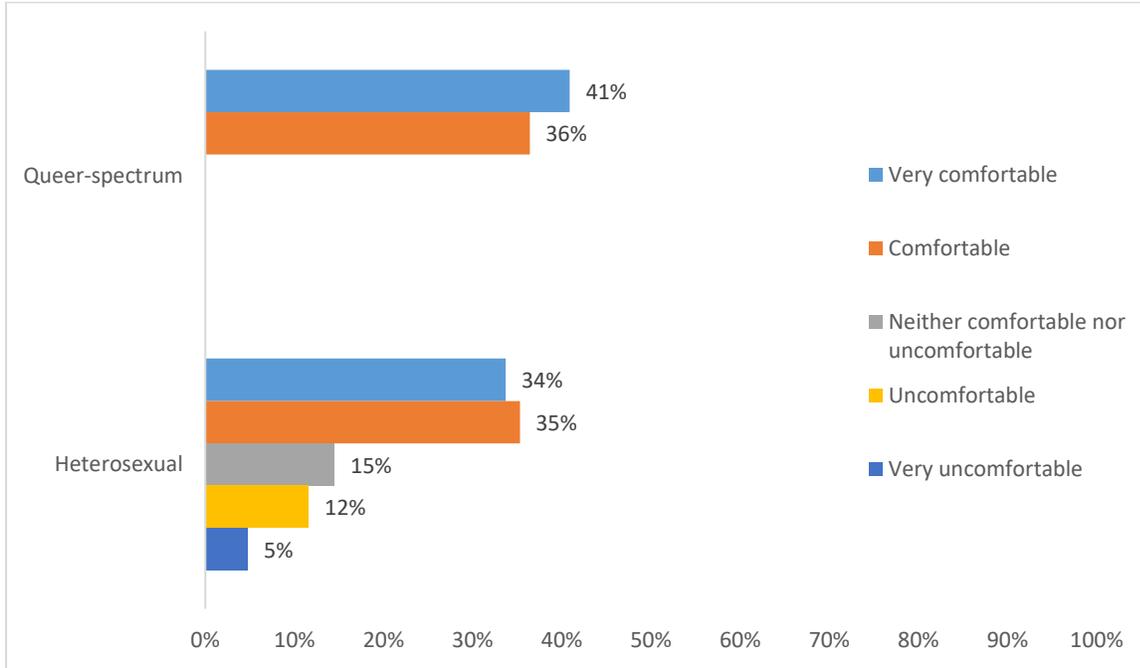


Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 24. Respondents' Comfort With Overall Climate by Sexual Identity (%)*

<sup>54</sup> The CSWG proposed two collapsed categories for sexual identity. Bisexual, gay, lesbian, pansexual, queer, and questioning were collapsed into a "Queer-spectrum" category.

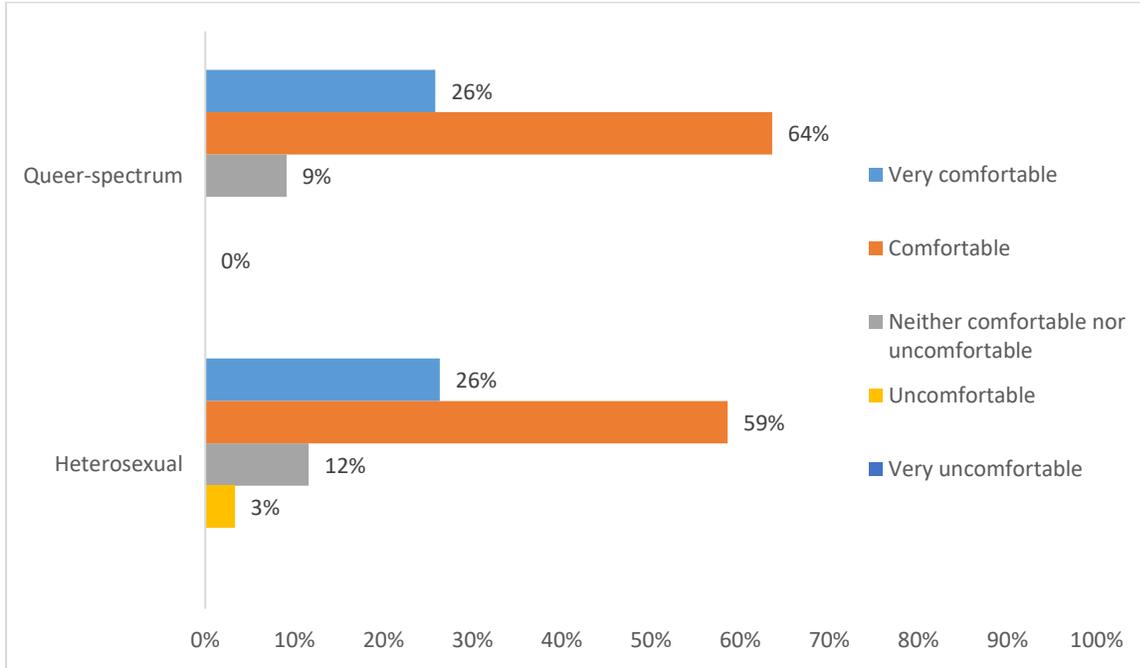
No significant differences emerged between Queer-spectrum Faculty and Staff respondents and Heterosexual Faculty and Staff respondents' levels of comfort with the climate of their department/program or work unit (Figure 25).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 25.* Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Sexual Identity (%)

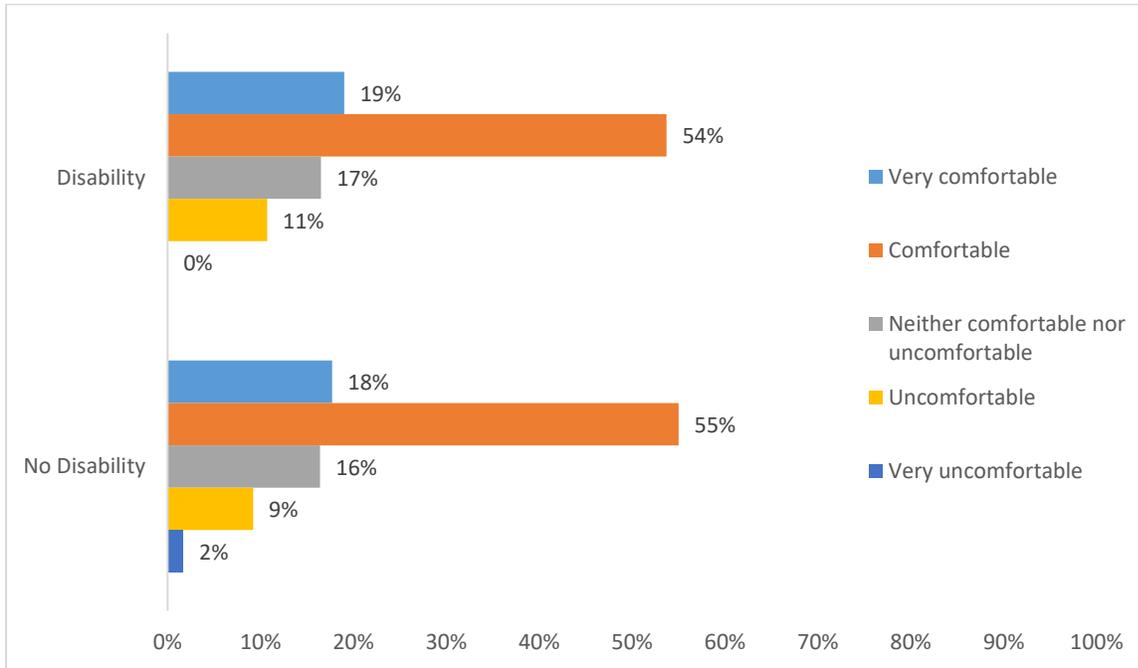
No significant differences emerged between Queer-spectrum Faculty and Student respondents and Heterosexual Faculty and Student respondents' levels of comfort with the climate of their classes (Figure 26).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 26.* Faculty and Student Respondents' Comfort With Climate in Classes by Sexual Identity (%)

When analyzed by disability status,<sup>55</sup> no significant differences emerged between Disability respondents and No Disability respondents' levels of comfort with the overall campus climate (Figure 27).

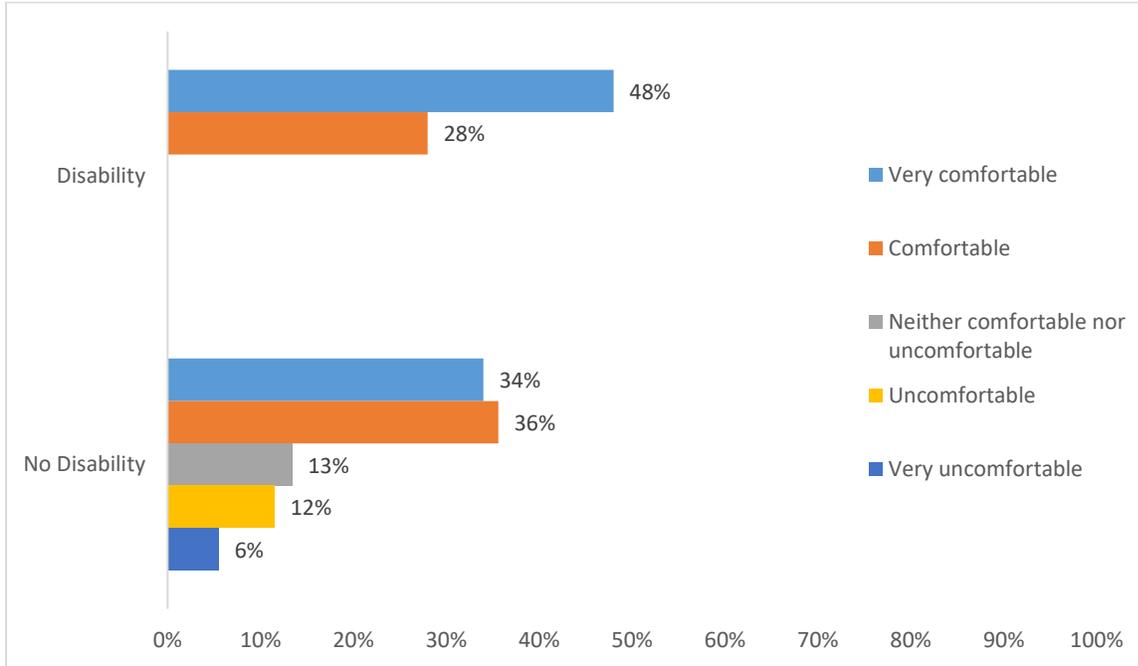


Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 27. Respondents' Comfort With Overall Climate by Disability Status (%)*

<sup>55</sup> The CSWG proposed three collapsed disability status categories (No Disability, Disability, and Multiple Disabilities). For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and Disability), where Disability and Multiple Disabilities were collapsed into one Disability category.

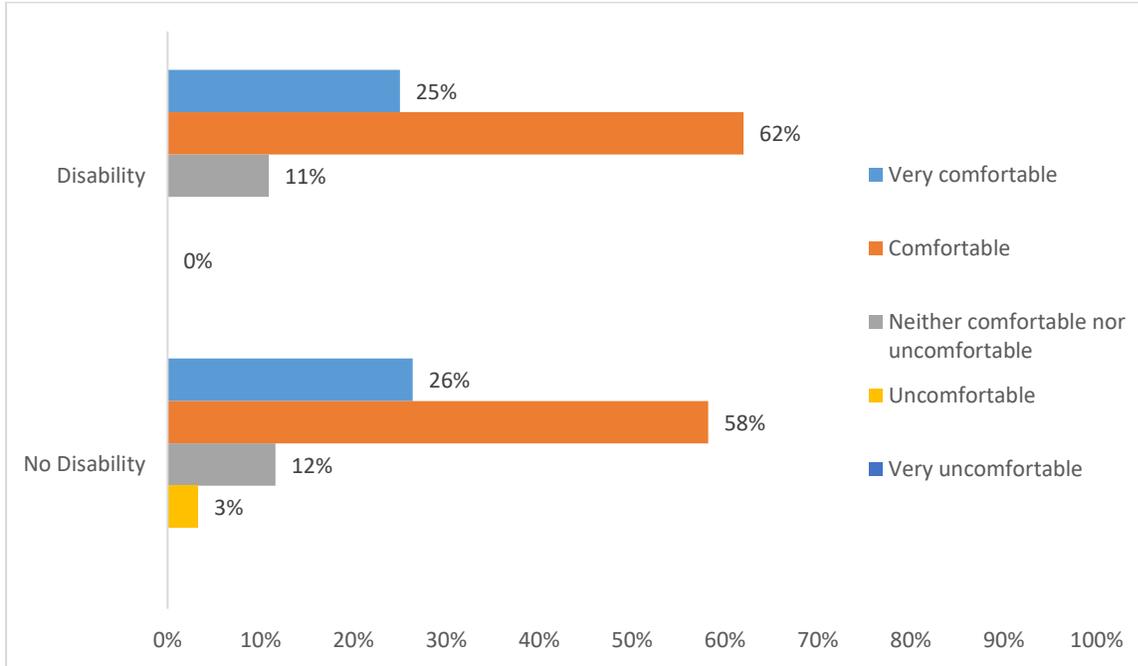
No significant differences emerged between Disability Faculty and Staff respondents and No Disability Faculty and Staff respondents' levels of comfort with the climate of their department/program or work unit (Figure 28).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 28. Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Disability Status (%)*

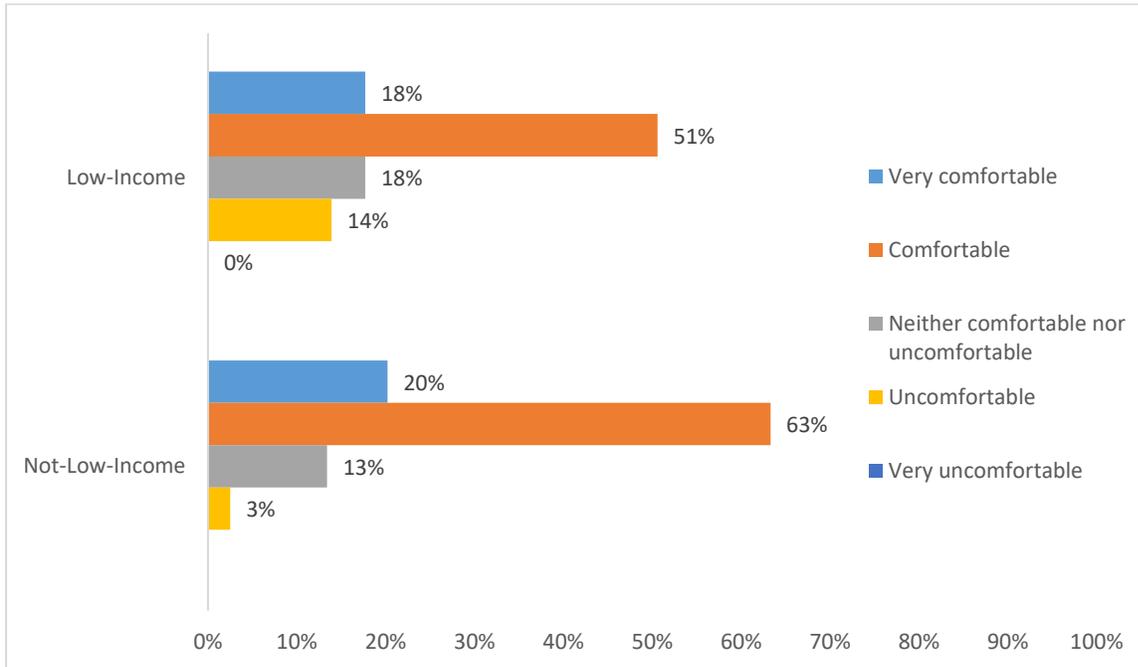
No significant differences emerged between Disability Faculty and Student respondents and No Disability Faculty and Student respondents' levels of comfort with the climate in their classes (Figure 29).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 29.* Faculty and Student Respondents' Comfort With Climate in Classes by Disability Status (%)

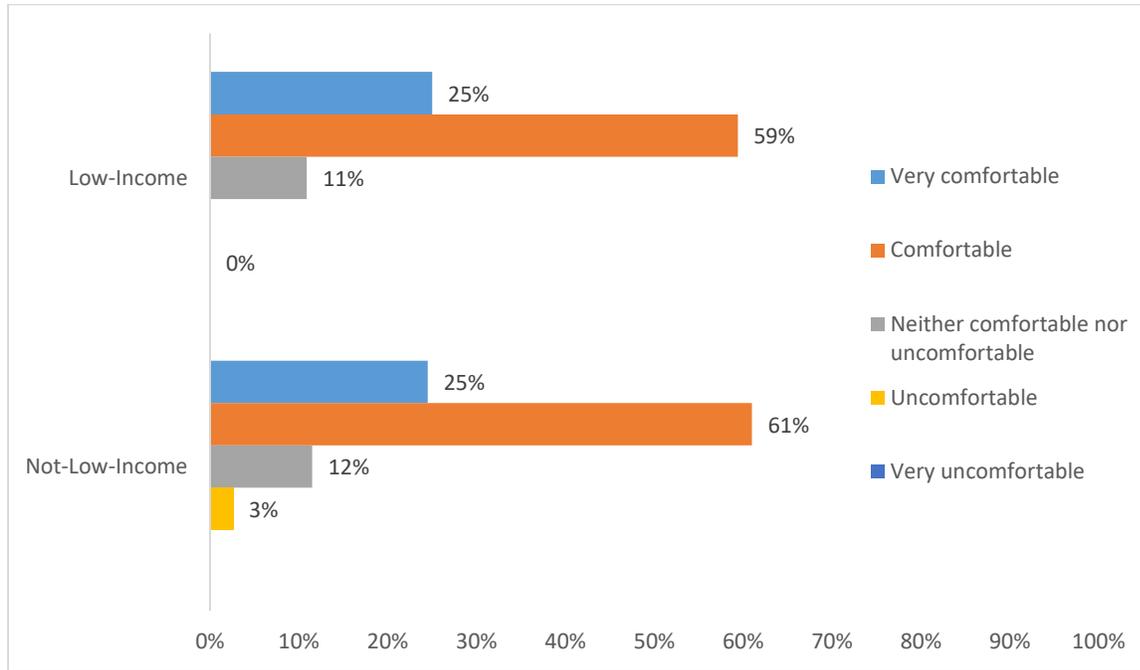
In terms of Student respondents' income status and comfort with the overall climate on campus, significant differences emerged (Figure 30). A higher percentage of Not-Low-Income Student respondents (63%,  $n = 298$ ) than Low-Income Student respondents (51%,  $n = 40$ ) were “comfortable” with the overall campus climate.<sup>iii</sup>



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

Figure 30. Student Respondents' Comfort With Overall Climate by Income Status (%)

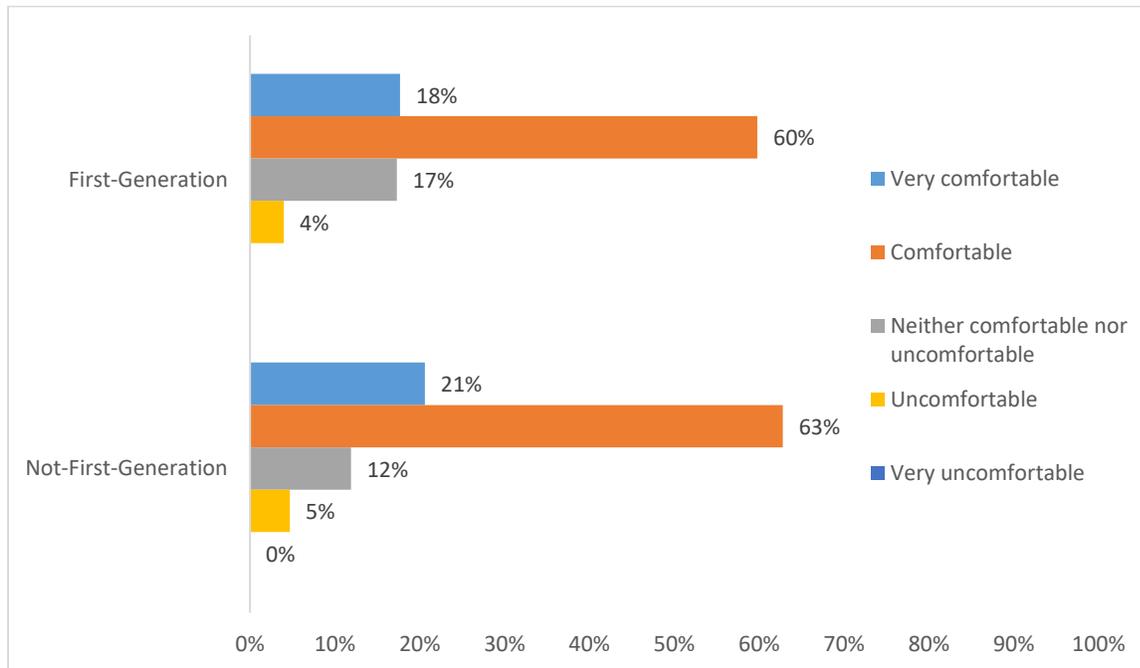
No significant differences emerged for Low-Income Student respondents compared with Not-Low-Income Student respondents' comfort with the climate in their classes (Figure 31).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 31. Student Respondents' Comfort With Climate in Classes by Income Status (%)*

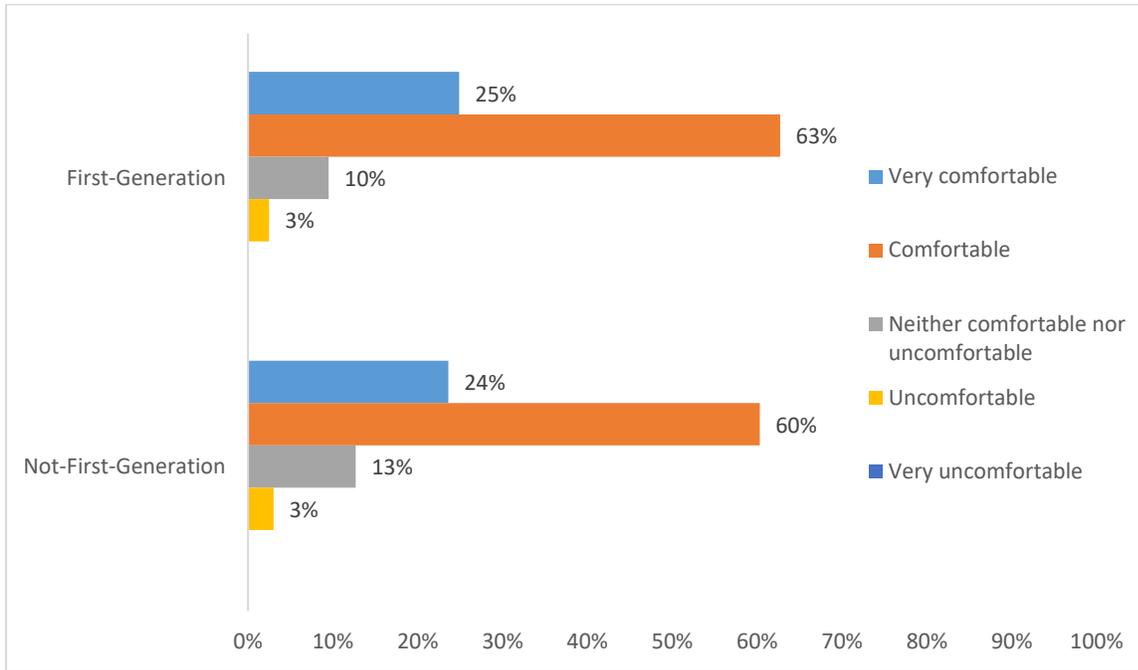
When analyzed by first-generation status, no significant differences emerged between First-Generation Student respondents and Not-First-Generation Student respondents' levels of comfort with the overall campus climate (Figure 32).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 32.* Student Respondents' Comfort With Overall Climate by First-Generation Status (%)

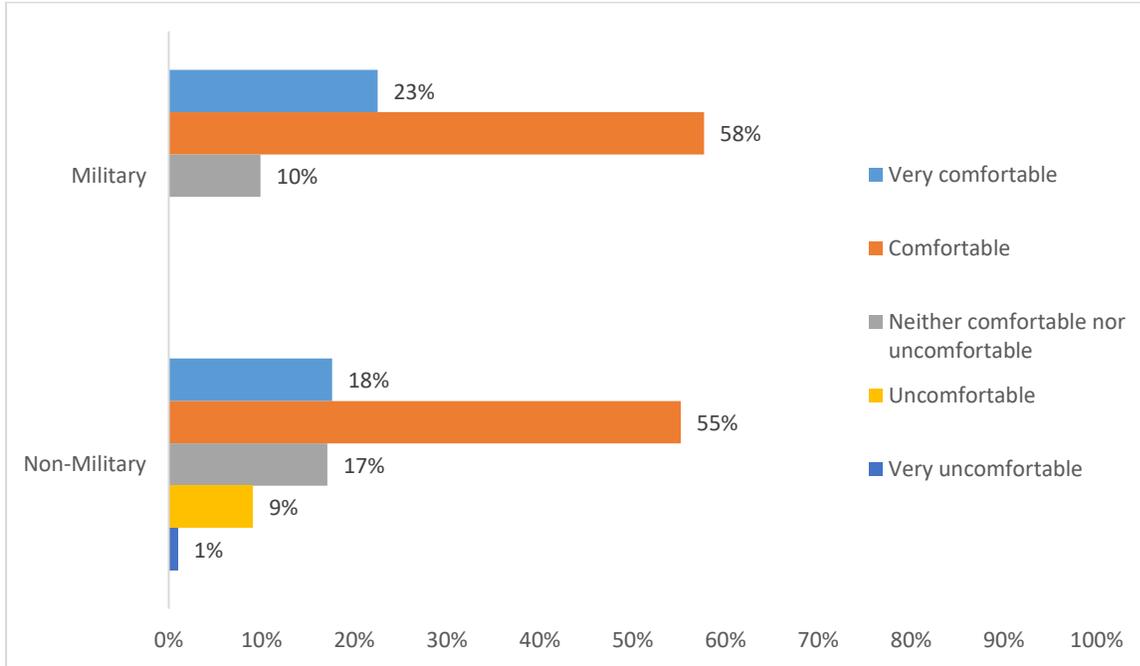
No significant differences emerged between First-Generation Student respondents and Not-First-Generation Student respondents' levels of comfort with the climate of their classes (Figure 33).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 33. Student Respondents' Comfort With Climate in Classes by First-Generation Status (%)*

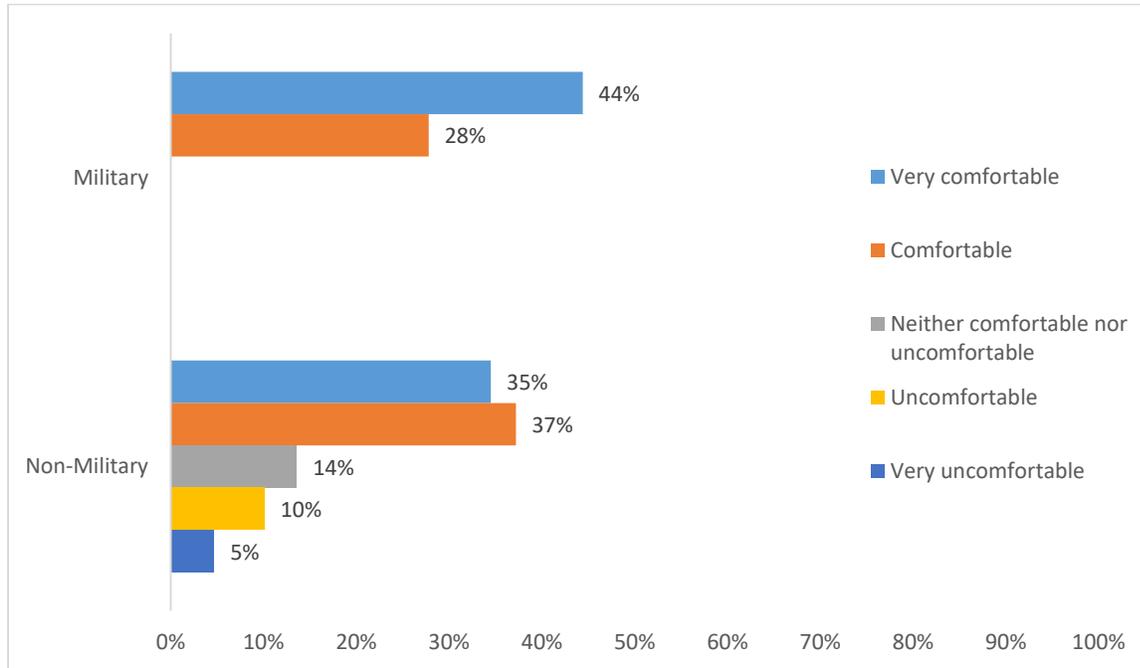
When analyzed by military status, no significant differences emerged between Military respondents and Non-Military respondents' levels of comfort with the overall campus climate (Figure 34).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 34. Respondents' Comfort With Overall Climate by Military Status (%)*

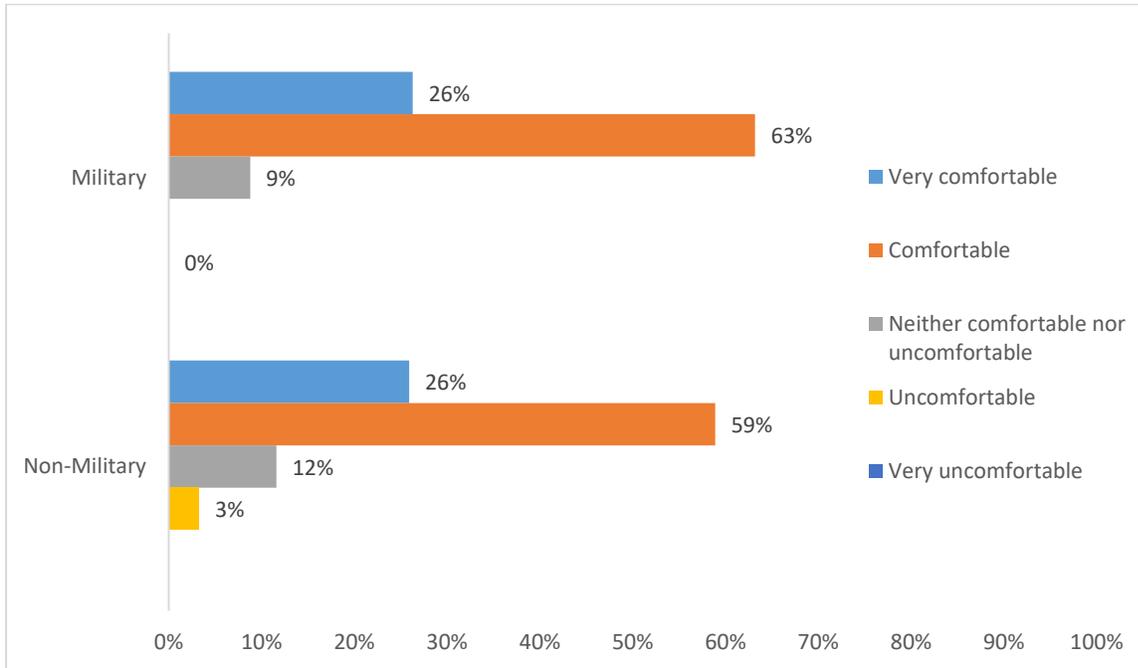
No significant differences emerged between Military Faculty and Staff respondents and Non-Military Faculty and Staff respondents' levels of comfort with the climate of their department/program or work unit (Figure 35).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 35. Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Military Status (%)*

No significant differences emerged between Military Faculty and Student respondents and Non-Military Faculty and Student respondents' levels of comfort with the climate of their classes (Figure 36).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 36. Faculty and Student Respondents' Comfort With Climate in Classes by Military Status (%)*

<sup>i</sup> A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status:  $\chi^2(8, N = 851) = 90.1, p < .001$ .

<sup>ii</sup> A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department/program or work unit climate by position status:  $\chi^2(4, N = 283) = 17.78, p < .01$ .

<sup>iii</sup> A chi-square test was conducted to compare percentages of Low-Income and Not-Low-Income Student respondents by degree of comfort with the overall campus climate by income status:  $\chi^2(4, N = 550) = 24.32, p < .001$ .

### Barriers at Shippensburg University for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, identity, or instructional/campus materials at Shippensburg University within the past year. Tables 23 through 26 highlight where Respondents with Disabilities most often experienced barriers at Shippensburg University.<sup>56 57</sup> With regard to campus facilities, Respondents with Disabilities noted they experienced barriers in classroom buildings (13%,  $n = 16$ ), campus transportation/parking (11%,  $n = 13$ ), and elevators/lifts (10%,  $n = 12$ ) within the past year (Table 23).

**Table 23. Facilities Barriers Experienced by Respondents With Disabilities**

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Classroom buildings	16	13.2	69	57.0	36	29.8
Campus transportation/parking	13	11.1	66	56.4	38	32.5
Elevators/lifts	12	10.3	62	53.0	43	36.8
Classrooms, laboratories (including computer labs)	11	9.2	73	61.3	35	29.4
Temporary barriers because of construction or maintenance	9	7.7	68	58.1	40	34.2
Walkways, pedestrian paths, crosswalks	9	7.7	68	58.1	40	34.2
Restrooms	8	6.8	72	61.0	38	32.2

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ( $n = 128$ ).

Table 24 illustrates that, in terms of the technological or online environment, 4% ( $n = 5$ ) of Respondents with Disabilities each experienced barriers related to accessible electronic formats and software.

<sup>56</sup> See Appendix B, Table B116 for all responses to the question, “As a person who identifies with a disability, have you experienced a barrier in any of the following areas at Shippensburg University in the past year?”

<sup>57</sup> One survey item asked Trans-spectrum respondents if they had experienced barriers in facilities and identity accuracy at Shippensburg University within the past year. Owing to low response numbers, these findings are not published in this report.

**Table 24. Technology/Online Barriers Experienced by Respondents With Disabilities**

Technology/Online	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessible electronic format	5	4.3	77	67.0	33	28.7
Software (e.g., voice recognition/audiobooks)	5	4.3	75	64.1	37	31.6
Website	< 5	---	78	67.8	33	28.7
Video/video audio description	< 5	---	76	65.5	36	31.0
Electronic surveys (including this one)	< 5	---	80	69.0	32	27.6

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 128).

Four percent of Respondents with Disabilities each experienced barriers with intake forms (e.g., Etter Health Center) (*n* = 5) and surveys (*n* = 5) (Table 25).

**Table 25. Barriers in Identity Experienced by Respondents With Disabilities**

Personal Identity	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Intake forms (e.g., Etter Health Center)	5	4.3	72	62.6	38	33.0
Surveys	5	4.3	81	70.4	29	25.2
Electronic databases (e.g., Banner)	< 5	---	75	64.7	37	31.9
Learning technology	< 5	---	80	69.0	32	27.6
Email account	< 5	---	83	71.6	30	25.9

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 128).

In terms of instructional and campus materials, 9% (*n* = 10) of Respondents with Disabilities experienced barriers related to textbooks and 6% (*n* = 7) each experienced barriers related to journal articles and forms (Table 26).

**Table 26. Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities**

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Textbooks	10	8.8	73	64.0	31	27.2
Journal articles	7	6.2	75	66.4	31	27.4
Forms	7	6.1	77	67.5	30	26.3
Other publications	< 5	---	78	68.4	32	28.1
Syllabi	< 5	---	77	67.5	33	28.9

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 128).

**Qualitative comments analyses.** Twenty-five respondents who self-identified as having a disability elaborated on their responses regarding accessibility. One theme emerged: facilities.

*Facilities.* Respondents elaborated about challenges they had experienced or that they had witnessed individuals with disabilities experience in relation to campus facilities. Not specifying a building location, respondents wrote, “Some doors require excessive force to open” and “The elevators really need to be unlocked!!!!” Other respondents named specific buildings when describing issues of inaccessibility. One respondent offered, “Need to think about accessibility before creating new projects on campus. Mowery shouldn’t have happened before it was accessible.” A respondent who wrote extensively about Shippen Hall shared, “Shippen Hall is inaccessible by people who use wheelchairs,” “There are no curb cuts in the Shippen parking lot except for near the Luhrs Elementary School,” and “The handicapped parking spaces are located in the far most corner away from that ramp near Memorial Hall. There are no signs anywhere on campus indicating where Shippen Halls accessible entrance is.” A respondent also expressed concerns about the “LOCKED elevator” in Shippen Hall which requires individuals to “find one of two secretaries on the first floor to ask for a key” or “call security and wait for security to come unlock the elevator.” Another respondent, who also critiqued Shippen Hall, commented, “As someone with chronic pain, the desks in Shippen Hall are incredibly uncomfortable” and “The parking is too far away for commuter students at Shippen Hall.”

## **Barriers at Shippensburg University for Transgender/Genderqueer/Nonbinary Respondents**

One survey item asked Transgender/Genderqueer/Nonbinary respondents if they had experienced barriers in facilities or identity accuracy at Shippensburg University within the past year.<sup>58</sup> Because of the low number of respondents and to protect the confidentiality of the respondents, the findings are not reported here. Refer to Appendix B, Table B117 for additional information.

---

<sup>58</sup>See Appendix B, Table B117 for all responses to the question, “As a person who identifies across the trans-spectrum (e.g., genderqueer, nonbinary, transgender, gender nonconforming), have you experienced a barrier in any of the following areas at Shippensburg University in the past year?”

**Qualitative comments analyses.** Eight respondents who identified as transgender, genderqueer, or another nonbinary gender elaborated about barriers that they have experienced at Shippensburg University within the past year. One theme emerged: no barriers experienced.

*No Barriers Experienced.* Respondents offered that they have not experienced the barriers listed, in part, due either to identity as nonbinary or because they are not “out” as transgender and/or nonbinary at Shippensburg University. A respondent explained, “I identify as non-binary but I do not think it has a significant impact on any of the things listed above.” Another respondent who self-identified as “a genderfluid person” offered that “it has really [n]ever been a problem.” A respondent wrote, “Although I identify as gender non-binary, I have not experienced much of any barrier/negative experience, in part because no one would even know unless they were to ask me about my gender. My gender-expression is mostly congruent with my gender-assigned at birth, so no one really notices.” The same respondent added, “The only instance that I can think of would be forced choice surveys that present gender as ‘male’ or ‘female’/‘man’ or ‘woman,’ although this is likely in part due to the survey creator equating biological sex to gender.”

### **Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct<sup>59</sup>**

Nineteen percent ( $n = 162$ ) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to learn, live, or work at Shippensburg University within the past year.<sup>60</sup>

The following figures depict the responses by gender identity, position status, and age 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 conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at Shippensburg University?” The figures present non-significant results from chi-square tests. No significant results could be reported owing to low response rates.

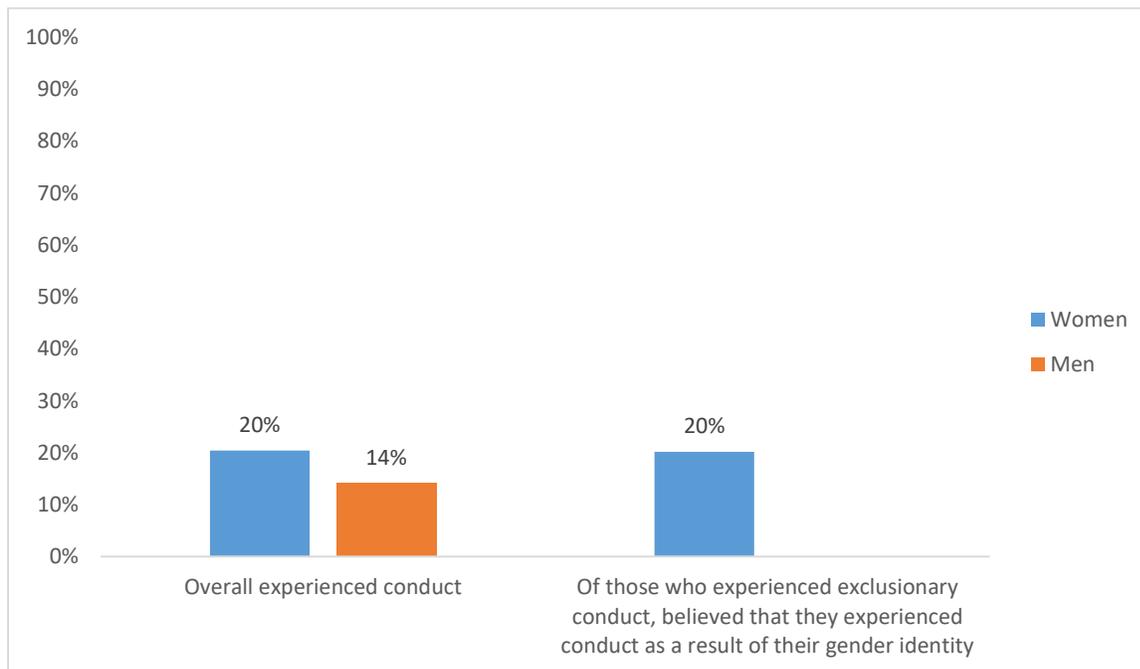
---

<sup>59</sup> This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile 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.”

<sup>60</sup> The 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 impact (Sue, 2010; Yosso et al., 2009).

Of the respondents who experienced such conduct, 19% each indicated that the conduct was based on their position status ( $n = 30$ ) at Shippensburg University and/or their gender/gender identity ( $n = 30$ ). Eighteen percent ( $n = 29$ ) of respondents noted that the conduct was based on their age. “Reasons not listed above” included responses such as personality differences, jealousy, campus culture, immaturity, cliques, pedagogy, and bad behaviors.

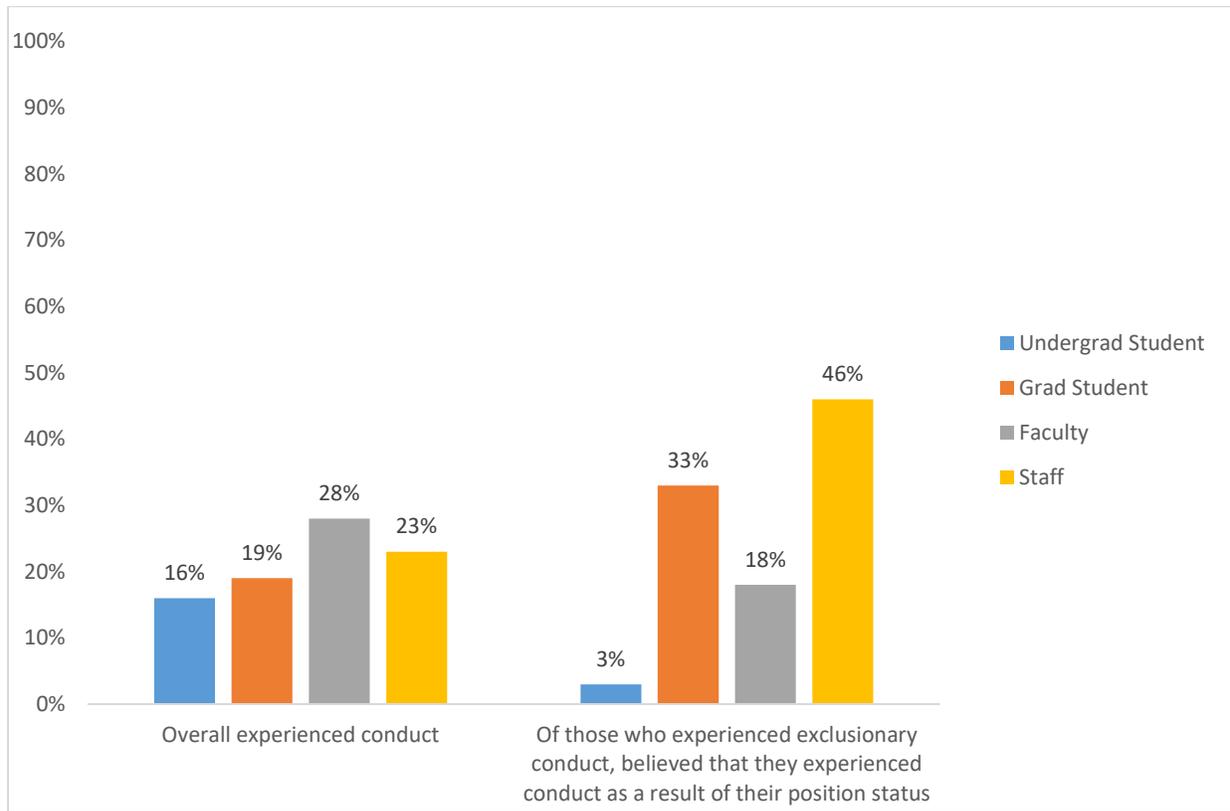
No significant differences existed between respondents by gender identity who indicated on the survey that they had experienced this conduct. Figure 37 shows that 20% ( $n = 114$ ) of Women respondents and 14% ( $n = 38$ ) of Men respondents experienced this conduct overall. Of those Women respondents who experienced this conduct, 20% ( $n = 23$ ) believed that it was based on gender identity.



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 37.* Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

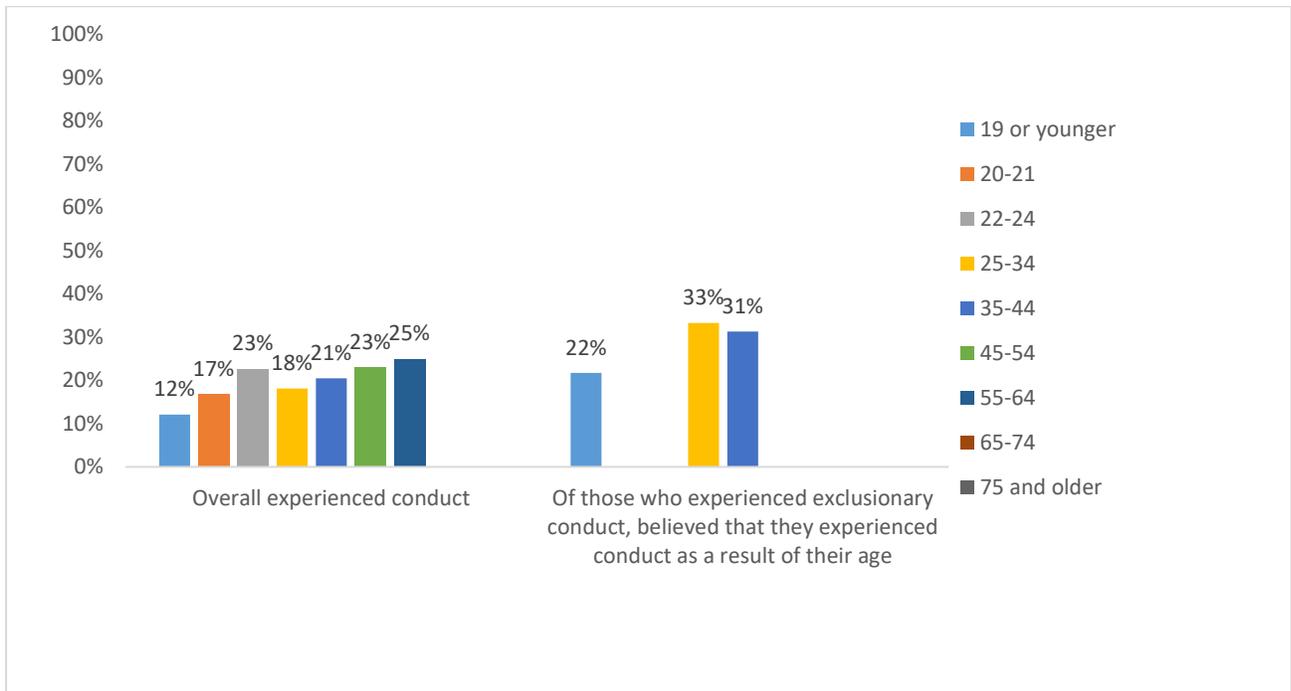
No significant differences existed between respondents by position status who indicated on the survey that they had experienced this conduct (Figure 38).



Note: No statistically significant differences were found.

*Figure 38.* Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

No significant differences existed between respondents by age who indicated on the survey that they had experienced this conduct (Figure 39).



Note: Responses with  $n < 5$  are not presented in the figure. No statistically significant differences were found.

*Figure 39.* Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

Tables 27 through 29 reflect the top five perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status. Of the Staff respondents who experienced such conduct, 46% ( $n = 17$ ) indicated that the conduct was based on their position status. Twenty-seven percent each of Staff respondents who experienced such conduct noted that the conduct was based on their length of service ( $n = 10$ ), age ( $n = 10$ ), and/or philosophical views ( $n = 10$ ). “Reasons not listed above” included responses such as “personality differences,” “bullying,” “insecurity of the abuser,” “cliques,” “campus culture,” “not performing someone else’s work,” and “what office you work in.”

**Table 27. Staff Respondents' Top Bases of Experienced Conduct**

Basis of conduct	<i>n</i>	%
Position status	17	45.9
Length of service	10	27.0
Age	10	27.0
Philosophical views	10	27.0
Reasons not listed above	16	43.2

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 37$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Of the Faculty respondents who experienced such conduct, 29% ( $n = 10$ ) indicated that the conduct was based on their gender/gender identity (Table 28). Eighteen percent each noted that the conduct was based on their position status ( $n = 6$ ) at Shippensburg University, their educational credentials ( $n = 6$ ), and/or their philosophical views ( $n = 6$ ). “Reasons not listed above” included responses such as jealousy, personality differences, pedagogy, and professional disagreements.

**Table 28. Faculty Respondents' Top Bases of Experienced Conduct**

Basis of conduct	<i>n</i>	%
Gender/gender identity	10	29.4
Position status	6	17.6
Educational credentials	6	17.6
Philosophical views	6	17.6
Reason not listed	10	29.4

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 34$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Of the Student respondents who experienced such conduct, 23% ( $n = 21$ ) indicated that they did not know the bases of conduct. Fifteen percent each indicated that the conduct was based on their gender/gender identity ( $n = 14$ ) and/or their age ( $n = 14$ ) (Table 29). Fourteen percent ( $n = 13$ ) noted that the conduct was based on their ethnicity. “Reasons not listed above” included

responses such as “personality differences,” “over infatuation,” “not living on campus,” “immaturity,” “petty drama,” “bullying,” and “professor attitude.”

**Table 29. Student Respondents’ Top Bases of Experienced Conduct**

Basis of conduct	<i>n</i>	%
Do not know	21	23.1
Gender/gender identity	14	15.4
Age	14	15.4
Ethnicity	13	14.3
Reason not listed	10	11.0

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 91). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Table 30 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-three percent (*n* = 69) felt ignored or excluded, 39% (*n* = 63) felt intimidated/bullied, 32% (*n* = 52) felt isolated or left out, and 27% either experienced a hostile work environment (*n* = 43) and/or were the target of derogatory verbal remarks (*n* = 43). Other forms of such conduct included “campus culture issues,” “racist experience in the dining hall,” “differing rules for co-workers,” “belittled by a professor,” “hostile classroom environment,” “excluding from leadership positions,” “threatened with low student evaluations,” “insulting, belittling, disrespectful remarks,” “lack of teamwork,” “ongoing failure to answer emails and provide answers,” “sexual harassment,” “unintentionally ignored and left out,” “uncomfortable, gossip,” “consistent gossip,” and “opinions don’t matter, 3<sup>rd</sup> floor of Old Main makes all decisions.”

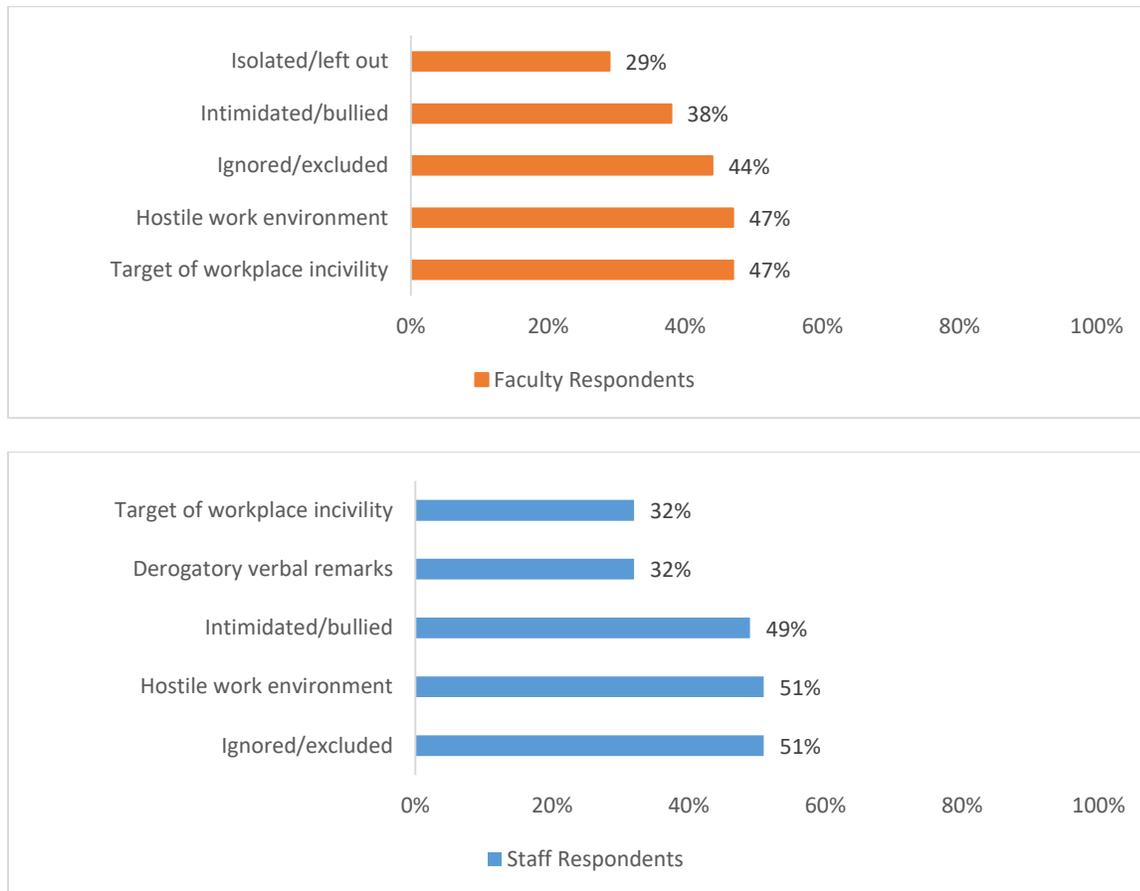
**Table 30. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was ignored or excluded.	69	42.6
I was intimidated/bullied.	63	38.9
I was isolated or left out.	52	32.1
I experienced a hostile work environment.	43	26.5
I was the target of derogatory verbal remarks.	43	26.5
I was the target of workplace incivility.	32	19.8
I felt others staring at me.	25	15.4
I experienced a hostile classroom environment.	16	9.9
I received derogatory phone calls/text messages/email.	16	9.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 162$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B51 in Appendix B.

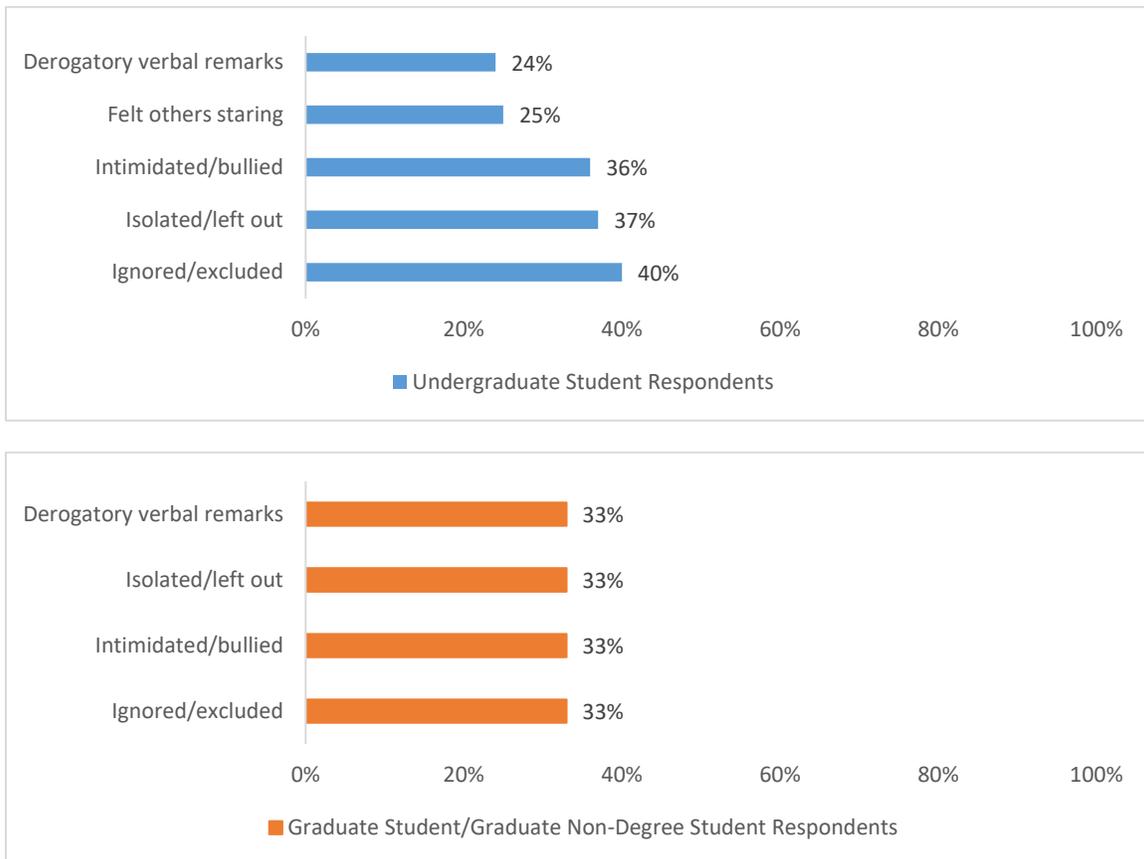
Figures 40 and 41 depict the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Forty-seven percent ( $n = 16$ ) of Faculty respondents experienced workplace incivility, 47% ( $n = 16$ ) experienced a hostile work environment, 44% ( $n = 15$ ) were ignored or excluded, 38% ( $n = 13$ ) felt intimidated and bullied, and 29% ( $n = 10$ ) felt isolated or left out. Fifty-one percent ( $n = 19$ ) of Staff respondents felt ignored or excluded, 51% ( $n = 19$ ) experienced a hostile work environment, 49% ( $n = 18$ ) felt

intimidated and bullied, 32% ( $n = 12$ ) were the target of derogatory verbal comments, and 32% ( $n = 12$ ) were the target of workplace incivility (Figure 40).



*Figure 40.* Employee Respondents' Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

Forty percent ( $n = 30$ ) of Undergraduate Student respondents felt ignored or excluded, 37% ( $n = 28$ ) felt isolated or left out, 36% ( $n = 27$ ) felt intimidated and bullied, 25% ( $n = 19$ ) felt others staring, and 24% ( $n = 18$ ) experienced derogatory verbal remarks (Figure 41). Thirty-three percent of Graduate Student respondents each felt ignored or excluded ( $n = 5$ ), intimidated and bullied ( $n = 5$ ), isolated or left out ( $n = 5$ ), and experienced derogatory verbal remarks ( $n = 5$ ).



*Figure 41. Student Respondents’ Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)*

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a meeting with a group of people (22%,  $n = 35$ ), while working at a Shippensburg University job (20%,  $n = 33$ ), in a class/laboratory (20%,  $n = 32$ ), and while at a Shippensburg University event/program (18%,  $n = 29$ ). Some respondents who marked “a location not listed above” described “email,” “GBLUES,” “meeting,” “on-campus,” “dining hall,” “my own house,” and “campus environment” as the location where the conduct occurred.

Table 31 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including while working at a Shippensburg University job (54%,  $n = 20$ ), in a Shippensburg University administrative office (35%,  $n = 13$ ), in a meeting with a group of people (27%,  $n = 10$ ), in a meeting with one other person (24%,  $n = 9$ ), and at a Shippensburg University event/program (22%,  $n = 8$ ).

**Table 31. Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	<i>n</i>	% of Staff respondents who experienced the conduct
While working at a Shippensburg University job	20	54.1
In a Shippensburg University administrative office	13	35.1
In a meeting with a group of people	10	27.0
In a meeting with one other person	9	24.3
At a Shippensburg University event/program	8	21.6

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 37$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B52 in Appendix B.

Table 32 depicts the top five locations where Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including in a meeting with a group of people (41%,  $n = 14$ ), in a faculty office (35%,  $n = 12$ ), in a meeting with one other person (27%,  $n = 9$ ), while working at a Shippensburg University job (27%,  $n = 9$ ), and at a Shippensburg University event/program (21%,  $n = 7$ ).

**Table 32. Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	<i>n</i>	% of Faculty respondents who experienced the conduct
In a meeting with a group of people	14	41.2
In a faculty office	12	35.3
In a meeting with one other person	9	26.5
While working at a Shippensburg University job	9	26.5
At a Shippensburg University event/program	7	20.6

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 34$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B52 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class/laboratory (32%,  $n = 29$ ), at a Shippensburg University event/program (15%,  $n = 14$ ), off campus (14%,  $n = 13$ ), in a meeting with a group of people (12%,  $n = 11$ ), on phone calls/text messages/email (12%,  $n = 11$ ), and in other public spaces at Shippensburg University (12%,  $n = 11$ ) (Table 33).

**Table 33. Student Respondents’ Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	<i>n</i>	% of Student respondents who experienced the conduct
In a class/laboratory	29	31.9
At a Shippensburg University event/program	14	15.4
Off campus	13	14.3
In a meeting with a group of people	11	12.1
On phone calls/text messages/email	11	12.1
In other public spaces at Shippensburg University	11	12.1

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 91$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B52 in Appendix B.

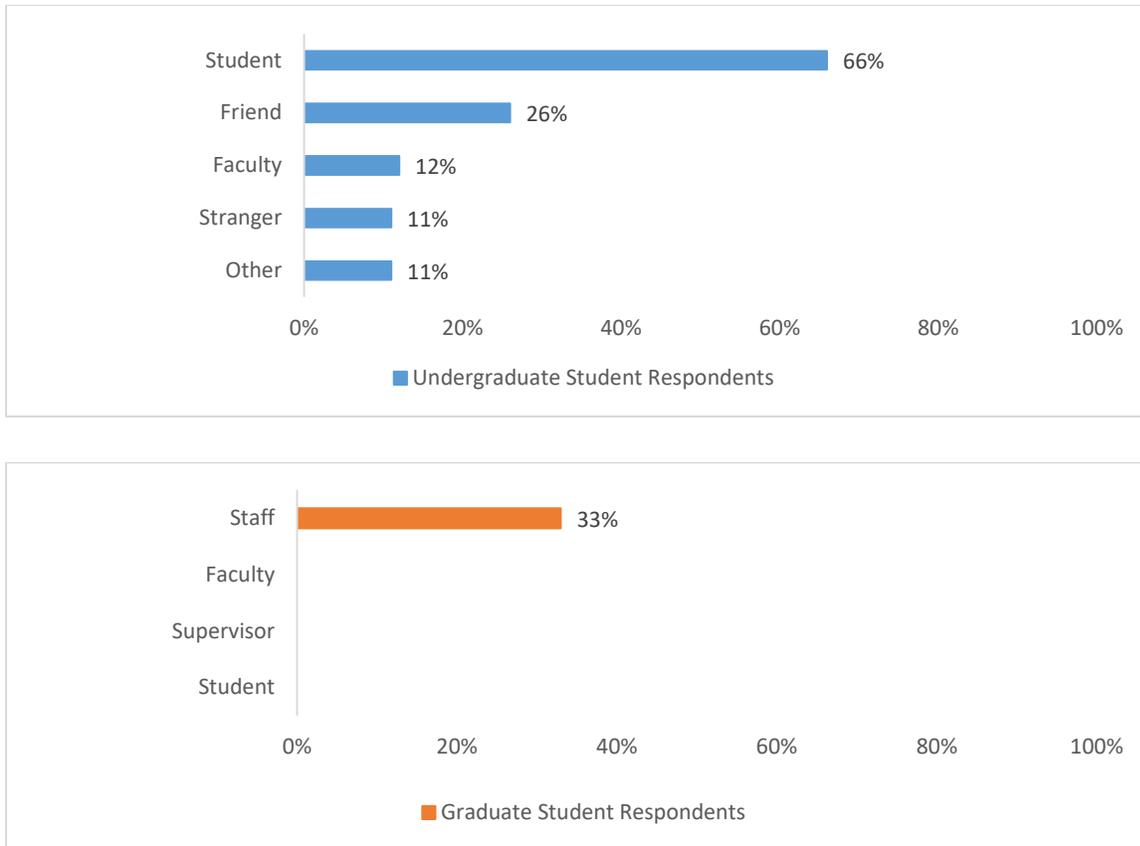
Thirty-six percent ( $n = 59$ ) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 25% ( $n = 41$ ) identified coworkers/colleagues, and 18% ( $n = 29$ ) identified faculty members/other instructional staff as the source of the conduct (Table 34). Respondents who marked a “source not listed above” wrote examples such as “teammate/athlete,” “cook,” “faculty union leadership,” “former department chair,” “roommate,” and “new leadership and appointed members.”

**Table 34. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	<i>n</i>	% of respondents who experienced the conduct
Student	59	36.4
Coworker/colleague	41	25.3
Faculty member/other instructional staff	29	17.9
Staff member	22	13.6
Friend	21	13.0
Senior administrator (e.g., dean, vice president, provost)	20	12.3
Department/program chair	15	9.3
Supervisor or manager	14	8.6
Stranger	11	6.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 162$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B53 in Appendix B.

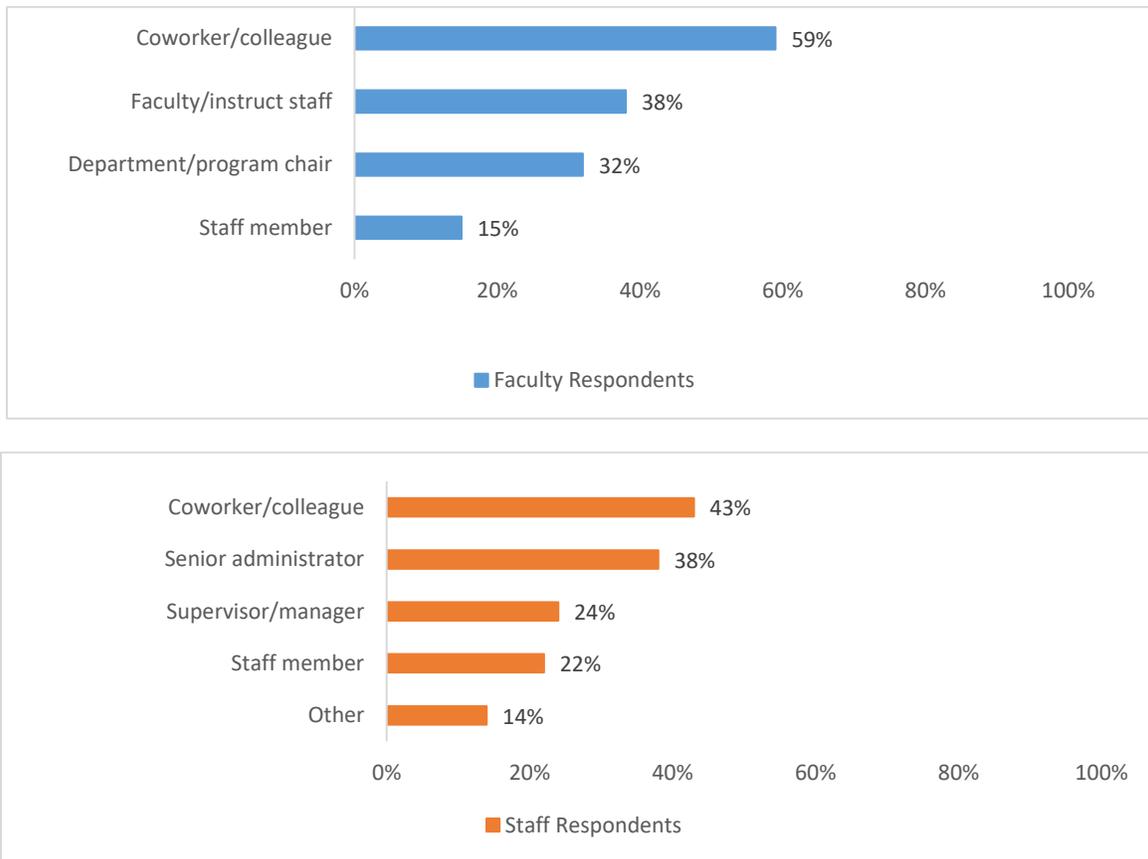
Figures 42 and 43 display the perceived sources of experienced exclusionary conduct by position status. Undergraduate Student respondents identified students (66%,  $n = 50$ ), friends (26%,  $n = 20$ ), and faculty (12%,  $n = 9$ ) as their greatest sources of exclusionary conduct. Thirty-three percent ( $n = 5$ ) of Graduate Student respondents identified staff as their greatest source of the exclusionary conduct. Owing to the low number of Graduate Student respondents, staff members were the only source of exclusionary conduct that could be reported (Figure 42).



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

*Figure 42.* Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty respondents most often cited coworkers/colleagues (59%,  $n = 20$ ) and faculty members/instructional staff members (38%,  $n = 13$ ) as the source of the exclusionary conduct. Staff respondents most often cited coworkers/colleagues (43%,  $n = 16$ ), senior administrators (38%,  $n = 14$ ), and supervisor/managers (24%,  $n = 9$ ) as the source of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 43).



*Figure 43. Employee Respondents’ Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)*

In response to this conduct, 57% ( $n = 92$ ) of respondents felt angry, 56% ( $n = 91$ ) felt distressed, 40% ( $n = 64$ ) felt embarrassed, and 26% ( $n = 42$ ) felt afraid (Table 35). Of respondents who indicated their experience was not listed, several added comments that indicated some respondents felt “annoyed,” “numb,” “overwhelmed,” “sad,” “physically ill,” “unwanted,”

“upset,” “frustrated,” “defeated,” “disgusted,” “disappointed,” “increased anxiety,” “marginalized,” and “disheartened.”

**Table 35. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
I was angry.	92	56.8
I felt distressed.	91	56.2
I felt embarrassed.	64	39.5
I was afraid.	42	25.9
I felt somehow responsible.	30	18.5
I ignored it.	26	16.0
A feeling not listed above	28	17.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 162). Percentages may not sum to 100 as a result of multiple response choices.

Also, in response to experiencing the conduct, 47% (*n* = 76) told a friend, 43% (*n* = 69) told a family member, 39% (*n* = 63) avoided the person/venue, and 24% (*n* = 39) did not do anything (Table 36). Of the 24% (*n* = 39) of respondents who sought support from a Shippensburg University resource, 31% (*n* = 12) sought support from a faculty member and 28% (*n* = 11) sought help from Office of Human Resources. Some “response not listed above” comments were “APSCUF,” “went to counseling,” “joined a club,” “told director,” “told supervisor,” and “called SUPD.”

**Table 36. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I told a friend.	76	46.9
I told a family member.	69	42.6
I avoided the person/venue.	63	38.9
I did not do anything.	39	24.1
I contacted a Shippensburg University resource.	39	24.1
<i>Faculty member</i>	12	30.8
<i>Office of Human Resources</i>	11	28.2

**Table 36. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
<i>Senior administrator (e.g., dean, vice president, provost)</i>	10	25.6
I confronted the person(s) at the time.	24	14.8
I did not know to whom to go.	20	12.3
I confronted the person(s) later.	14	8.6
I sought information online.	6	3.7
I sought support from an off-campus member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	6	3.7
I contacted a local law enforcement official.	5	3.1
I sought support from off-campus hotline/advocacy services.	5	3.1
A response not listed above	37	22.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 162$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B55 in Appendix B.

Table 37 illustrates that 74% ( $n = 117$ ) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and that 26% ( $n = 41$ ) of respondents did report the incident. Of the respondents who reported the incident, 34% ( $n = 12$ ) were satisfied with the outcome, 20% ( $n = 7$ ) felt that their complaint was addressed appropriately, 37% ( $n = 13$ ) felt that the incident was not appropriately addressed, and fewer than five indicated that the outcome of their complaint was not shared with them.

**Table 37. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
No, I did not report it.	117	74.1
Yes, I reported it.	41	25.9
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	12	34.3
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	7	20.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	13	37.1

**Table 37. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
<i>Yes, I reported the conduct and the outcome is still pending.</i>	<i>&lt; 5</i>	<i>---</i>

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 162). Percentages may not sum to 100 as a result of multiple response choices.

**Qualitative comments analyses.** Sixty-seven respondents elaborated on their personal experience with exclusionary, intimidating, offensive, and/or hostile conduct that had interfered with their ability to learn, live, and work at Shippensburg University. One theme emerged across respondent types: hostile verbal remarks.

*Hostile Verbal Remarks.* In the one theme present, respondents described their experiences of being the target of inappropriate or hostile verbal remarks. Respondents offered minimal details about who issued the remarks. Respondents explained, “they should not make ageist comments to other staff members” and “I was yelled at and spoken down to.” Other respondents shared, “She would make comments to me that were not appropriate for the work place or appropriate to make to someone working for you” and “professor made comments about my weight in relation to the sport I play.” One respondent specified that the remarks were “negative comments about me/my position,” which “were shared by a colleague who disliked the course of action/my leadership.” A respondent also shared, “before classes began this year, [union leadership] made disparaging remarks about non-union members, calling us freeloaders, among other derogatory names.” According to another respondent, the incident included “a girl making snide and rude comments out loud directed towards me during classes. We hardly knew each other and had no relationship.”

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

Respondents’ observations of others’ experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Thirty percent (*n* = 250) of survey respondents observed conduct directed toward a person or group of people on campus that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (bullying, harassing) learning or working environment at Shippensburg

University<sup>61</sup> within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on gender/gender identity (40%,  $n = 100$ ), gender expression (31%,  $n = 78$ ), sexual identity (31%,  $n = 78$ ), ethnicity (20%,  $n = 50$ ), racial identity (20%,  $n = 50$ ), religious/spiritual views (18%,  $n = 46$ ), political views (14%,  $n = 36$ ), and philosophical views (10%,  $n = 25$ ). Twelve percent ( $n = 30$ ) of respondents indicated that they did not know the basis (Table 38).

**Table 38. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	<i>n</i>	% of respondents who observed conduct
Gender/gender identity	100	40.0
Gender expression	78	31.2
Sexual identity	78	31.2
Ethnicity	50	20.0
Racial identity	50	20.0
Religious/spiritual views	46	18.4
Political views	36	14.4
Philosophical views	25	10.0
Do not know	30	12.0

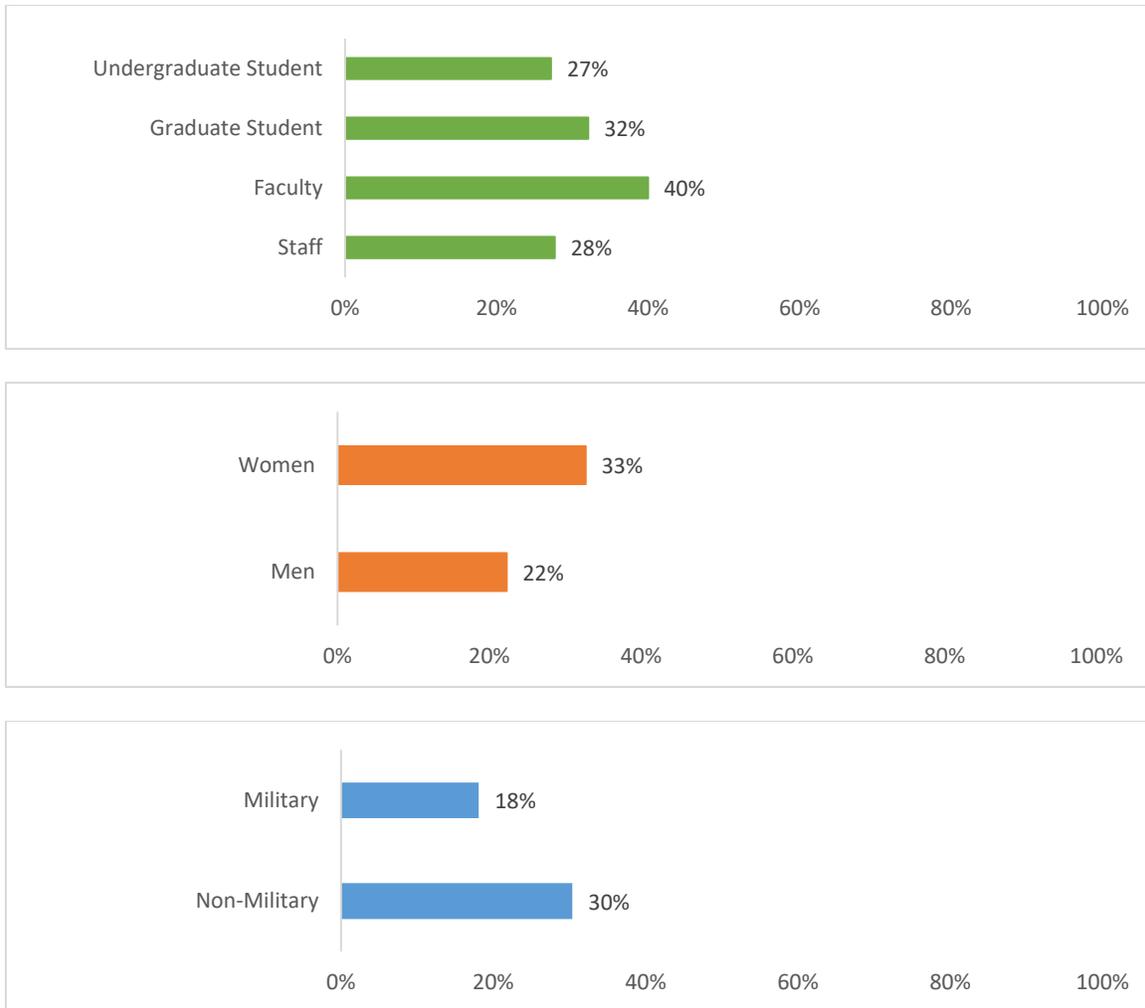
Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 250$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B100 in Appendix B.

Figure 44 breaks down the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year by demographic categories. Significant differences were noted in the percentages of respondents who indicated on the survey that they had observed such conduct by position status, gender/gender identity, and military status.

---

<sup>61</sup> This report uses “conduct” and the phrase “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of “conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at Shippensburg University.”

A significantly higher percentage of Faculty respondents (40%,  $n = 48$ ) than Undergraduate Student respondents (27%,  $n = 133$ ) observed exclusionary, intimidating, offensive, and/or hostile conduct<sup>iv</sup> (Figure 44). Also, a significantly higher percentage of Women respondents (33%,  $n = 181$ ) than Men respondents<sup>v</sup> (22%,  $n = 59$ ) observed such conduct. A significantly higher percentage of Non-Military respondents (30%,  $n = 230$ ) than Military respondents<sup>vi</sup> (18%,  $n = 13$ ) observed such conduct.



*Figure 44. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status, Gender Identity, and Military Status (%)*

Table 39 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (54%,  $n = 136$ ), intimidated/bullied (31%,  $n = 78$ ),

ignored or excluded (26%,  $n = 65$ ), isolated or left out (22%,  $n = 56$ ), or experienced a hostile work environment (18%,  $n = 46$ ).

**Table 39. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	<i>n</i>	% of respondents who observed conduct
Derogatory verbal remarks	136	54.4
Person intimidated or bullied	78	31.2
Person ignored or excluded	65	26.0
Person isolated or left out	56	22.4
Person experienced a hostile work environment	46	18.4
Derogatory written comments	43	17.2
Graffiti/vandalism	32	12.8
Person was stared at	31	12.4

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 250$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B101 in Appendix B.

Additionally, 44% ( $n = 110$ ) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in other public spaces at Shippensburg University (Table 40). Some respondents noted that the incidents occurred while walking on campus (17%,  $n = 43$ ), in a class/laboratory (15%,  $n = 38$ ), or in a meeting with a group of people (12%,  $n = 30$ ).

**Table 40. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	<i>n</i>	% of respondents who observed conduct
In other public spaces at Shippensburg University	110	44.0
While walking on campus	43	17.2
In a class/laboratory	38	15.2
In a meeting with a group of people	30	12.0
At a Shippensburg University event/program	27	10.8
On social media sites (e.g., Facebook, Twitter, Snapchat)	25	10.0

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 250$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B102 in Appendix B.

Fifty-eight percent ( $n = 144$ ) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 41). Other respondents identified friends (17%,  $n = 43$ ), student organizations (16%,  $n = 40$ ), faculty members/other instructional staff (13%,  $n = 33$ ), staff members (11%,  $n = 8$ ), and strangers (10%,  $n = 25$ ) as targets.

**Table 41. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Target	<i>n</i>	% of respondents who observed conduct
Student	144	57.6
Friend	43	17.2
Student organization	40	16.0
Faculty member/other instructional staff	33	13.2
Staff member	27	10.8
Stranger	25	10.0
Coworker/colleague	23	9.2
Student staff	21	8.4

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 250$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B98 in Appendix B

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 44% ( $n = 110$ ) noted that students were the sources of the conduct (Table 42). Respondents identified additional sources as strangers (16%,  $n = 41$ ), faculty members/other instructional staff members (16%,  $n = 39$ ), off-campus community members (12%,  $n = 30$ ), and staff members (8%,  $n = 20$ ).

**Table 42. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source	<i>n</i>	% of respondents who observed conduct
Student	110	44.0
Stranger	41	16.4
Faculty member/other instructional staff	39	15.6
Off-campus community member	30	12.0
Staff member	20	8.0
Senior administrator (e.g., dean, vice president, provost)	16	6.4

**Table 42. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source	<i>n</i>	% of respondents who observed conduct
Coworker/colleague	12	4.8
Department/program chair	10	4.0
Supervisor or manager	9	3.6
Friend	7	2.8
Student staff	7	2.8
Student organization	7	2.8
Shippensburg University media (e.g., posters, brochures, flyers, handouts, websites)	6	2.4
Social networking site (e.g., Facebook, Twitter, Snapchat)	6	2.4

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 250$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B99 in Appendix B.

Table 43 shows respondents' response to observing the exclusionary, intimidating, offensive, and/or hostile conduct. Twenty-seven percent ( $n = 68$ ) did not do anything, 22% ( $n = 55$ ) avoided the person/venue, 21% ( $n = 53$ ) told a family member, and 19% ( $n = 47$ ) sought support from a member of an off-campus clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). Of the respondents (14%,  $n = 35$ ) who contacted a Shippensburg University resource, fewer than five sought support from a senior administrator, staff person, faculty member, and/or the Office of Social Equity.

**Table 43. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I did not do anything.	68	27.2
I avoided the person/venue.	55	22.0
I told a family member.	53	21.2
I sought support from a member of an off-campus clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	47	18.8
I contacted a Shippensburg University resource.	35	14.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	< 5	---
<i>Staff person</i>	< 5	---
<i>Faculty member</i>	< 5	---

**Table 43. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
<i>Office of Social Equity</i>	< 5	---
I sought support from off-campus hotline/advocacy services.	33	13.2
I confronted the person(s) at the time.	31	12.4
I did not know to whom to go.	12	4.8

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 250). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B103 in Appendix B.

Table 44 illustrates that 90% (*n* = 213) of respondents did not report the incident and that 10% (*n* = 24) of respondents did report the incident. Of the respondents who reported the incident, 35% each were satisfied with the outcome (*n* = 6) or felt that the incident did not receive an appropriate response (*n* = 6).

**Table 44. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
No, I didn't report it.	213	89.9
Yes, I reported it.	24	10.1
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	6	35.3
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.</i>	< 5	---
<i>Yes, I reported the incident but felt that it was not responded to appropriately.</i>	6	35.3

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 250). Percentages may not sum to 100 as a result of multiple response choices.

**Qualitative comments analyses.** Eighty-five respondents elaborated on their observations of conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile learning or working environment. Two themes emerged across all position categories (Faculty, Graduate Students, Staff, and Undergraduate Students): hostile speech by outside speakers and demonstrators, hostile verbal remarks by Shippensburg community members.

*Hostile Speech by Outside Speakers and Demonstrators.* In the first theme, respondents described observing hostile speech on-campus by individuals who are not affiliated with Shippensburg. Respondents identified the outside speakers as “religious demonstrators,” “a religious group,” “street preachers,” and “protestors.” In response to the question regarding observed behavior, Undergraduate Student respondents shared, “[T]he protesters that come to campus with hate speech,” “People who have come into campus to protest about groups of students on campus,” and “Men came onto campus saying all of the Shippensburg University students were going to ‘burn in hell.’” Faculty respondents similarly offered, “Street preachers coming to campus - preach hate” and “It was a group of religious people from off-campus who periodically set up outside the library and are generally disruptive and derogatory to students and others walking by.” According to a Staff respondent, “When the people stand outside of the library and yell at students that they are going to hell because they sin, it doesn't set a good environment.” A Graduate Student respondent added, “When the religious group comes from somewhere and stands on campus and preaches hateful messages to the people of Shippensburg. Saying the way we are dress[ed], and who we are, is a bad thing and we are all going to hell.” Issuing a call for Shippensburg University to put a stop to the outside speakers’ behaviors, an Undergraduate Student respondent wrote, “The people that stand in front of the library are obnoxious and often hold up signs or fliers that are offensive to the whole purpose of being at college and learning. I understand that this is a free country, but a university is not the place to stand there and hand out fliers and shout nasty words. That only gets students offended and riled up. It is just irritating. It needs to stop. Make them stop.”

Respondents specifically described the outside speakers as issuing hostile remarks regarding sexual minorities. Respondents explained, “This week there was a religious group that came to campus for what they called ‘National Sin Awareness Day.’ They shouted anti-gay statements at students” and “It was when protesters came and told people they were going to Hell for their sexual identity and stuff like that.” A respondent also shared, “The people who come on campus and tell students it’s not okay to be LGBTQ and preach that they must find god is bad energy for our campus and should ultimately be stopped if students feel our community/staff/faculty has our back it would be a safer more excepting environment.” According to another respondent, “The religious demonstrators who say that homosexuals and those who don't believe in God are going to Hell are extremely disruptive and offensive to students. It is us they are targeting and

screaming obscenities at. A friend of mine who was doing nothing while walking past one was called a whore. I think there needs to be a much better response from the University in addressing these religious demonstrators and removing them from campus immediately.” A respondent who characterized the outside speakers as expressing “hatred for the LGBTQ community,” also noted, “It is a ‘peaceful protest,’ I guess, but if we're trying to have a more inclusive environment they shouldn't be allowed to protest on campus.”

*Hostile Verbal Remarks by Shippensburg Community Members.* In the second theme, respondents elaborated about their experiences of either overhearing or being the recipient of hostile verbal remarks that were issued by a fellow member of the Shippensburg University community. Most hostile remarks respondents described demonstrated biases related to nationality, political affiliation, gender, or race. Elaborating on observed comments regarding an individual’s nationality, a respondent shared, “Went to an office in Old Main to inquire about GA positions. Was rudely told no vacant positions existed and as I left I heard the office staff and student staff say, ‘These people (mentioned my country name) come here and take our jobs.’ I avoid that office at all cost,” adding, “[I] would never recommend anyone to come to Ship as office staff in Old Main hate us.” Respondent also described overhearing a faculty member in the College of Business referring to students as ‘stupid Americans.’” Faculty and Staff respondents commented on their observations of hostile remarks related to political affiliation. An Employee respondent shared, “I have found quite a few of my faculty peers have made disrespectful comments or remarks about political affiliations/views that are not aligned with their own personal views” and “It was hate speech against anyone who voted for Trump.” Elaborating on their observations of racist remarks, an Undergraduate Student respondent shared, “When I find myself in a group of all-white students, some people ignorantly use the word ‘nigga,’” “I have heard white students say in an all-white setting, that a black student was ‘being a nigger,’” and “I have heard ranking members of student organizations say things like, ‘I firmly believe in social Darwinism. We shouldn't be letting bad students in just because of their skin color or gender.’” Another Undergraduate Student respondent shared, “The person called someone else something that is seen as racist or demeaning.” Noting their observations of sexist remarks or hostile remarks toward a woman, a Faculty Tenure-Track respondent and an Undergraduate Student respondent shared, “It was statements about the abilities of women” and “The student was speaking and claimed she lost her train of thought, the professor replied, ‘It’s a short train at

that.’ He made her cry,” respectively. An Undergraduate Student respondent characterized sexist or hostile remarks toward women as “commonplace” at Shippensburg. According to the respondent, “There is a lot of outright sexism and misogyny at Shippensburg, and it is made worse by programs and speakers who try to lessen it. Derogatory statements made about women are exceptionally commonplace and can be very upsetting.”

---

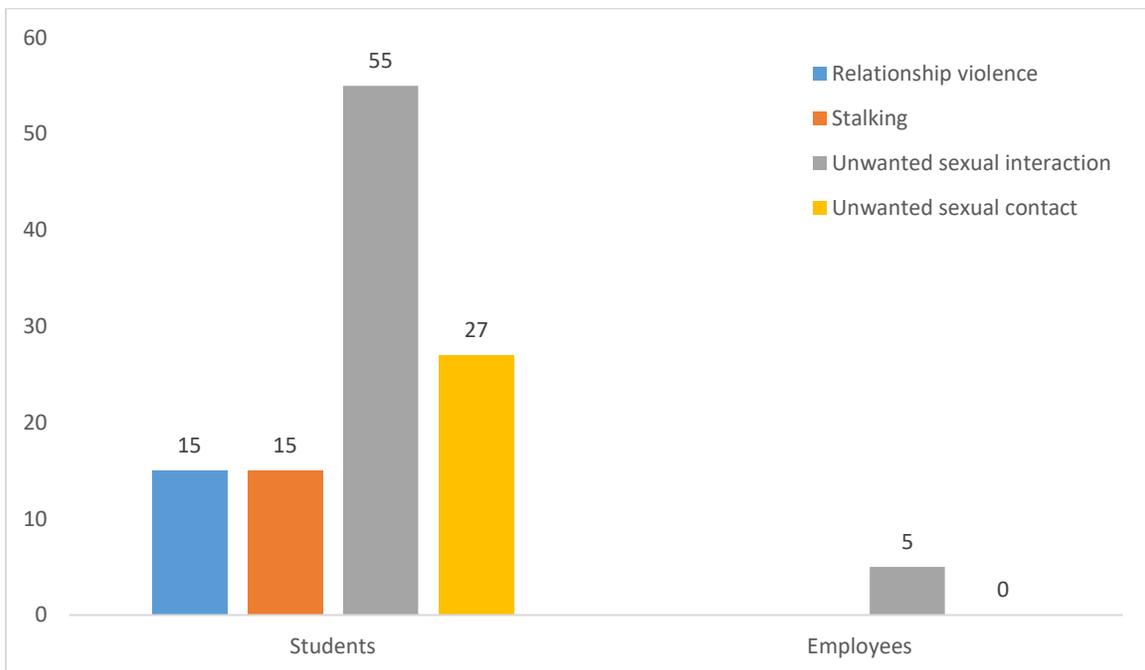
<sup>iv</sup> A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status:  $\chi^2(3, N = 846) = 8.10, p < .05$ .

<sup>v</sup> A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity:  $\chi^2(1, N = 819) = 9.37, p < .01$ .

<sup>vi</sup> A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by military status:  $\chi^2(1, N = 828) = 4.85, p < .05$ .

### Unwanted Sexual Experiences

Eleven percent ( $n = 96$ ) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,<sup>62</sup> with 2% ( $n = 16$ ) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ( $n = 19$ ) experiencing stalking (e.g., following me, on social media, texting, phone calls), 8% ( $n = 65$ ) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 3% ( $n = 27$ ) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the Shippensburg University community (Figure 45).



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

*Figure 45.* Respondents’ Experiences of Unwanted Sexual Contact/Conduct by Position Status ( $n$ )

<sup>62</sup> The survey used the term “unwanted sexual contact/conduct” to depict any unwanted sexual experiences and defined it as “unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.”

## Relationship Violence

Subsequent analyses of the data to determine statistically significant differences by select demographics were not possible because of low response numbers.

Student respondents<sup>63</sup> were asked if alcohol and drugs were involved in the relationship violence and 33% ( $n = 5$ ) indicated “yes.” Six percent ( $n = 38$ ) of respondents who indicated that they experienced relationship violence noted that happened it two to four years ago, and 31% ( $n = 5$ ) indicated that it happened six to 12 months ago. Student respondents were also asked to share what semester in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence happened each fall semester. Of Student respondents who indicated that they experienced relationship violence, 40% ( $n = 6$ ) noted that it occurred in their first year as an undergraduate student, and 33% ( $n = 5$ ) noted that it occurred in their third year as an undergraduate student (Table 45).

**Table 45. Year in Which Student Respondents Experienced Relationship Violence**

Year experience occurred	<i>n</i>	%
Undergraduate first year	6	40.0
Undergraduate second year	< 5	---
Undergraduate third year	5	33.3
Undergraduate fourth year	< 5	---
After my fourth year as an undergraduate	< 5	---

Note: Table reports only Student respondents who indicated on the survey that they experienced relationship violence ( $n = 15$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B60 in Appendix B.

Sixty-three percent ( $n = 10$ ) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct. Fewer than five respondents identified an acquaintance or friend as the perpetrators of the conduct.

Asked where the relationship violence incidents occurred, 56% ( $n = 9$ ) of respondents indicated that they occurred off campus and 38% ( $n = 6$ ) indicated that they occurred on campus.

Respondents who experienced relationship violence off campus commented that the incidents

<sup>63</sup> Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

occurred in places such as “apartment,” “my home,” or “house.” Respondents who experienced relationship violence on campus stated that the instances happened in “res hall,” “Keiffer Hall,” and “Lackhove.”

Asked how they felt in response to experiencing relationship violence, 63% ( $n = 10$ ) felt somehow responsible and 50% each felt afraid ( $n = 8$ ) or distressed ( $n = 8$ ) (Table 46).

**Table 46. Emotional Reaction to Relationship Violence**

Emotional reaction	<i>n</i>	%
I felt somehow responsible.	10	62.5
I felt afraid.	8	50.0
I felt distressed.	8	50.0
I felt embarrassed.	6	37.5
I ignored it.	6	37.5
I felt angry.	< 5	---
A feeling not listed above	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ( $n = 16$ ). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to experiencing relationship violence, 56% ( $n = 9$ ) of respondents told a friend, 50% ( $n = 8$ ) avoided the person/venue, and 38% ( $n = 6$ ) did not do anything. Fewer than five respondents who had experienced relationship violence contacted a Shippensburg University resource (Table 47).

**Table 47. Actions in Response to Relationship Violence**

Action	<i>n</i>	%
I told a friend.	9	56.3
I avoided the person(s)/venue.	8	50.0
I did not do anything.	6	37.5
I contacted a Shippensburg University resource.	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ( $n = 16$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B64 in Appendix B.

Fewer than five respondents officially reported the relationship violence, and 80% ( $n = 12$ ) did not report the incident(s) (Table 48).

**Table 48. Respondents’ Actions in Response to Relationship Violence**

Actions in response to relationship violence	<i>n</i>	%
No, I didn’t report it.	12	80.0
Yes, I reported it	< 5	---
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	< 5	---
<i>Yes, I reported the incident but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident, but the outcome was not shared.</i>	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ( $n = 16$ ). Percentages may not sum to 100 as a result of multiple response choices.

**Qualitative comments analyses.** Ten respondents provided information regarding why they did not report their experience of relationship violence to a campus official or staff member. No theme was present.

One respondent provided information that indicated that they did report the relationship violence, but their report was not responded to appropriately. To protect confidentiality, the response is not shared.

### Stalking

Subsequent analyses of the data to determine statistically significant differences by select demographics were not possible because of low response numbers.

Student respondents<sup>64</sup> were asked if alcohol and drugs were involved in the stalking; 93% ( $n = 14$ ) answered “no” and fewer than five answered “yes.” Twenty-six percent of respondents who indicated that they experienced stalking noted that it happened either within the past six months ( $n = 5$ ) or 13 to 23 months ago ( $n = 5$ ). The survey also asked Student respondents to share what semester in their college career they experienced stalking. Of note, the greatest percentage of

<sup>64</sup> Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

occurrences of stalking of any kind happened during fall semesters. Of Student respondents who indicated that they experienced stalking, 73% ( $n = 11$ ) noted that it occurred in their first year as an undergraduate student, and 47% each noted that it occurred in their second year as an undergraduate student ( $n = 7$ ) and their third year as an undergraduate student ( $n = 7$ ) (Table 49).

**Table 49. Year in Which Student Respondents Experienced Stalking**

Year stalking occurred	<i>n</i>	%
Undergraduate first year	11	73.3
<i>Fall semester</i>	8	72.7
<i>Spring semester</i>	8	72.7
<i>Summer semester</i>	< 5	---
Undergraduate second year	7	46.7
<i>Fall semester</i>	6	85.7
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
Undergraduate third year	7	46.7
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	< 5	---
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
<u>After my fourth year as an undergraduate</u>	0	0.0

Note: Table reports only Student respondents who indicated on the survey that they experienced stalking ( $n = 15$ ). Percentages may not sum to 100 as a result of multiple response choices.

Sixty-three percent ( $n = 12$ ) of the respondents who indicated on the survey that they experienced stalking identified a Shippensburg University student as the perpetrator of the conduct. Respondents also identified other sources as current or former dating/intimate partners (32%,  $n = 6$ ).

Asked where the stalking incidents occurred, 74% ( $n = 14$ ) of respondents indicated that they occurred off campus and 68% ( $n = 13$ ) indicated that they occurred on campus. Respondents who experienced stalking off campus indicated that the incidents occurred in places such as “Bard Townhouses,” “King St,” “online,” “through the phone,” and “social media.” Respondents who

experienced stalking on campus commented that the incidents occurred in “dorm,” “everywhere possible,” “office on campus,” “online,” “through the phone,” “parking lots,” and “Reisner.”

Asked how they felt in response to experiencing stalking, 79% ( $n = 15$ ) of respondents felt distressed, 47% ( $n = 9$ ) angry, and 37% ( $n = 7$ ) afraid (Table 50).

**Table 50. Emotional Reaction to Experienced Stalking**

Emotional reaction	<i>n</i>	%
I felt distressed.	15	78.9
I felt angry.	9	47.4
I felt afraid.	7	36.8
I ignored it.	5	26.3
A feeling not listed above	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ( $n = 19$ ). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing stalking, 63% ( $n = 12$ ) of respondents told a friend, 53% ( $n = 10$ ) avoided the person(s)/venue, and 37% ( $n = 7$ ) did not do anything (Table 51).

**Table 51. Actions in Response to Experienced Stalking**

Action	<i>n</i>	%
I told a friend.	12	63.2
I avoided the person(s)/venue.	10	52.6
I did not do anything.	7	36.8
I told a family member.	5	26.3
I contacted a Shippensburg University resource.	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ( $n = 19$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B73 in Appendix B.

Seventy-four percent ( $n = 14$ ) of respondents did not report the stalking, and 26% ( $n = 5$ ) officially reported the incident(s) (Table 52).

**Table 52. Respondents' Actions in Response to Stalking**

Actions in response to stalking	<i>n</i>	%
No, I didn't report it.	14	73.7
Yes, I reported it	5	26.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	< 5	---
<i>Yes, I reported the incident but felt that it was not addressed appropriately.</i>	< 5	---
<i>Yes, I reported the incident, but the outcome was not shared.</i>	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking (*n* = 19). Percentages may not sum to 100 as a result of multiple response choices.

**Qualitative comments analyses.** Ten respondents elaborated on why they did not report their experience of having been stalked to a campus official or staff member. One theme emerged specific to Undergraduate Student respondents: incident lacked severity.

*Incident Lacked Severity.* Respondents explained that they chose not to report their experience of being stalked because the incident lacked severity. Respondents specified that they did not perceive the stalking to be severe because the stalking either did not make them feel unsafe or because they felt that they could effectively address the stalking without interference from campus officials. Respondents offered that they chose not to report the stalking because they “didn’t feel threatened by the stalking” and “didn’t think they were a threat.” Another respondent wrote, “Did not feel that it was necessary if I just kept ignoring it and it never escalated to anything more than just online.” Also, remarking on their ability to manage the situation without the involvement of police or campus officials, a respondent shared, “I didn't believe it was serious enough to get the police involved. I could handle it on my own. He has not hurt me in any way.”

One respondent provided information that indicated that they did report the stalking, but their report was not responded to appropriately. No theme could be derived owing to the low number of responses.

### Unwanted Sexual Interaction

Analyses of the data suggested that a significantly higher percentage of Undergraduate Student respondents (10%,  $n = 49$ ) than Staff respondents (3%,  $n = 5$ ) experienced unwanted sexual interaction (Figure 46).<sup>vii</sup> A significantly higher percentage of Multiracial respondents (18%,  $n = 8$ ) compared with White respondents (7%,  $n = 50$ ) experienced unwanted sexual interaction.<sup>viii</sup> A significantly higher percentage of Queer-spectrum respondents (19%,  $n = 17$ ) compared with Heterosexual respondents (7%,  $n = 48$ ) experienced unwanted sexual interaction.<sup>ix</sup>

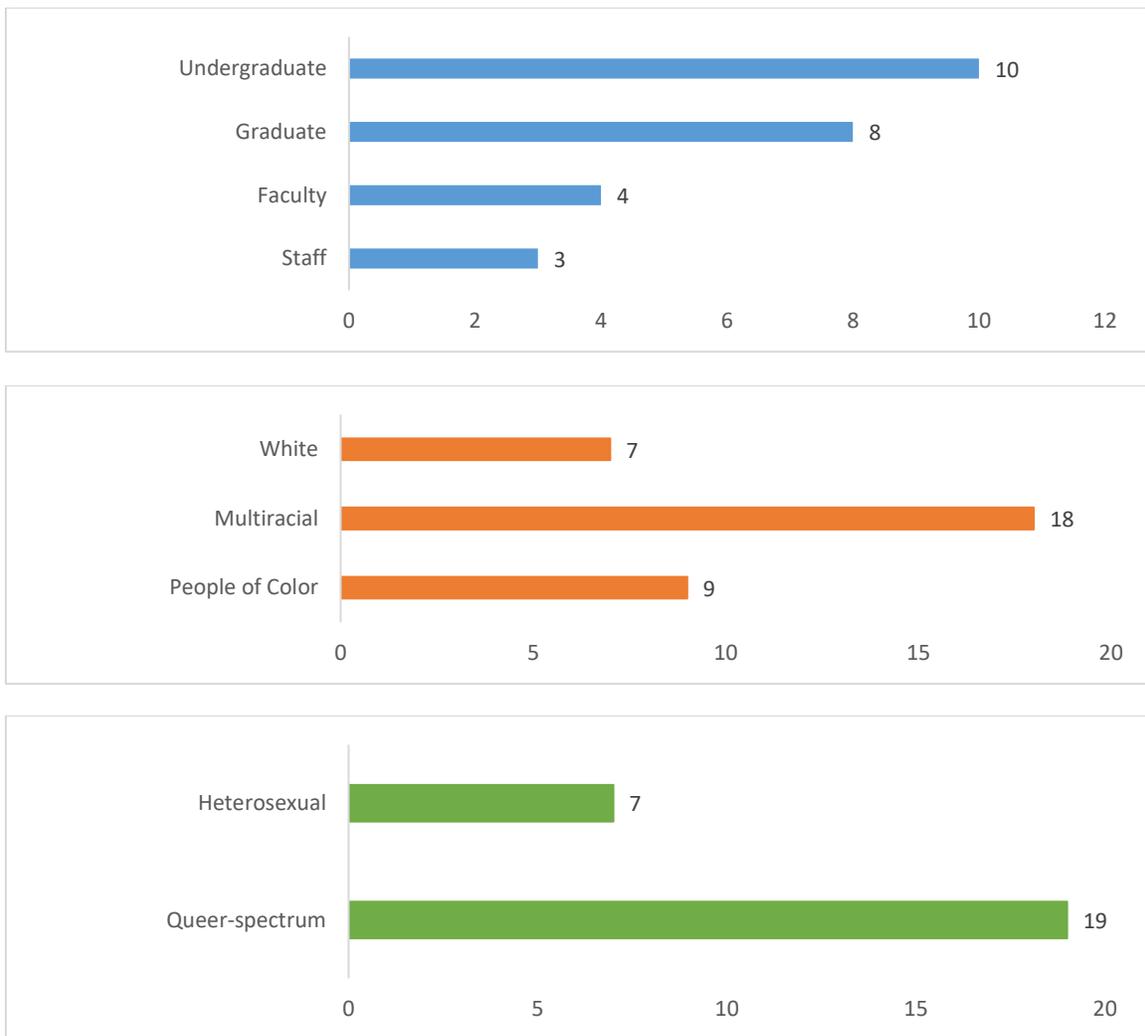


Figure 46. Respondents' Experiences of Unwanted Sexual Interaction While at Shippensburg University by Position Status, Racial Identity, and Sexual Identity (%)

Higher percentages of Respondents with a Disability (19%,  $n = 15$ ) than Respondents with No Disability (6%,  $n = 42$ ) experienced unwanted sexual interaction (Figure 47).<sup>x</sup>

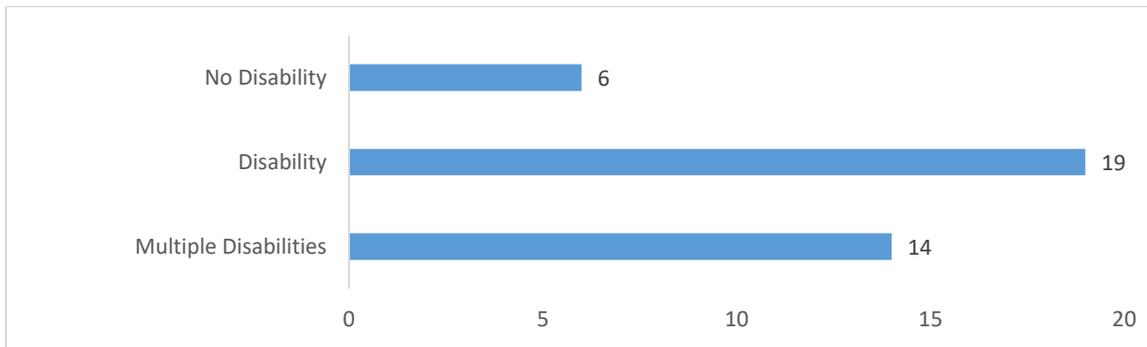


Figure 47. Respondents' Experiences of Unwanted Sexual Interaction While at Shippensburg University by Disability Status (%)

Student respondents<sup>65</sup> were asked if alcohol and drugs were involved in the sexual interaction and 41% ( $n = 22$ ) indicated “yes.” Of those who indicated that alcohol and drugs were involved, 80% ( $n = 16$ ) noted that alcohol only was involved and fewer than five suggested that both alcohol and drugs were involved.

Fifty-five percent of respondents ( $n = 36$ ) who indicated that they experienced unwanted sexual interaction indicated that it happened within the past year, and 22% ( $n = 14$ ) noted that it happened two to four years ago. The survey also asked Student respondents to share what semester in their college career they experienced sexual interaction. Of note, the greatest percentage of occurrences of unwanted sexual interaction of any kind happened during fall semesters. Of Student respondents who indicated that they experienced sexual interaction, 60% ( $n = 33$ ) noted that it occurred in their first year of college, 36% ( $n = 20$ ) noted that it occurred in their second year, 24% ( $n = 13$ ) noted that it occurred in their third year, and 11% ( $n = 6$ ) noted that it occurred during their fourth year (Table 53).

---

<sup>65</sup> Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents ( $n < 5$ ) was too low to maintain confidentiality.

**Table 53. Year in Which Student Respondents Experienced Unwanted Sexual Interaction**

Year experience occurred	<i>n</i>	%
During my time as a graduate student at Shippensburg University	6	10.9
Undergraduate first year	33	60.0
<i>Fall semester</i>	24	72.7
<i>Spring semester</i>	14	42.4
<i>Summer semester</i>	< 5	---
Undergraduate second year	20	36.4
<i>Fall semester</i>	16	80.0
<i>Spring semester</i>	13	65.0
<i>Summer semester</i>	< 5	---
Undergraduate third year	13	23.6
<i>Fall semester</i>	8	61.5
<i>Spring semester</i>	7	53.8
<i>Summer semester</i>	< 5	---
Undergraduate fourth year	6	10.9
<i>Fall semester</i>	5	83.3
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual interaction (*n* = 65). Percentages may not sum to 100 as a result of multiple response choices.

Forty-eight percent (*n* = 31) of the respondents who indicated on the survey that they experienced sexual interaction identified a Shippensburg University student as the perpetrator of the conduct. Respondents also identified other sources as strangers (42%, *n* = 27) and acquaintances/friends (19%, *n* = 12).

Asked where the unwanted sexual interaction incident(s) occurred, 54% (*n* = 35) of respondents indicated that they occurred off campus and 57% (*n* = 37) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off campus commented that the incident(s) occurred in places such as “apartment,” “party,” “fraternity house,” “email,” “Sheetz,” “walking around town,” and “parking lots.” Respondents who experienced unwanted sexual interaction on campus stated that the incident(s) occurred in places such as “computer lab,” “CUB,” “dorm,” “Franklin Science Center,” “McCune,” “Lackhove,” “party,” “office,” “Naugle Hall,” and “walking around campus.”

Asked how they felt in response to experiencing unwanted sexual interaction, 55% ( $n = 36$ ) felt angry, 40% ( $n = 26$ ) felt embarrassed, and 37% ( $n = 24$ ) ignored it (Table 54).

**Table 54. Emotional Reaction to Unwanted Sexual Interaction**

Emotional reaction	<i>n</i>	%
I felt angry.	36	55.4
I felt embarrassed.	26	40.0
I ignored it.	24	36.9
I felt distressed.	21	32.3
I felt afraid.	17	26.2
I felt somehow responsible.	15	23.1
A feeling not listed above	7	10.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ( $n = 65$ ). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual interaction, 45% ( $n = 29$ ) of respondents did not do anything (Table 55). Other respondents told a friend (40%,  $n = 26$ ), avoided the person/venue (37%,  $n = 24$ ), and confronted the person(s) at the time (17%,  $n = 11$ ).

**Table 55. Actions in Response to Unwanted Sexual Interaction**

Action	<i>n</i>	%
I did not do anything.	29	44.6
I told a friend.	26	40.0
I avoided the person(s)/venue.	24	36.9
I confronted the person(s) at the time.	11	16.9
I contacted a Shippensburg University resource.	10	15.4
I told a family member.	9	13.8
I confronted the person(s) later.	5	7.7
A response not listed above.	5	7.7

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ( $n = 65$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B80 in Appendix B.

Fourteen percent ( $n = 9$ ) of respondents officially reported the incident(s) and 86% ( $n = 54$ ) did not report the unwanted sexual interaction (Table 56).

**Table 56. Respondents Officially Reported Unwanted Sexual Interaction**

Reporting the unwanted sexual interaction	<i>n</i>	%
No, I didn't report it.	54	85.7
Yes, I reported it	9	14.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident but felt that it was not addressed appropriately.</i>	< 5	---
<i>Yes, I reported the incident, but the outcome was not shared.</i>	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ( $n = 65$ ). Percentages may not sum to 100 as a result of multiple response choices.

**Qualitative comments analyses.** Forty-eight respondents elaborated on why they did not report an inappropriate sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Two themes emerged across respondent types: incident not severe enough to report and doubt that any actions would be taken.

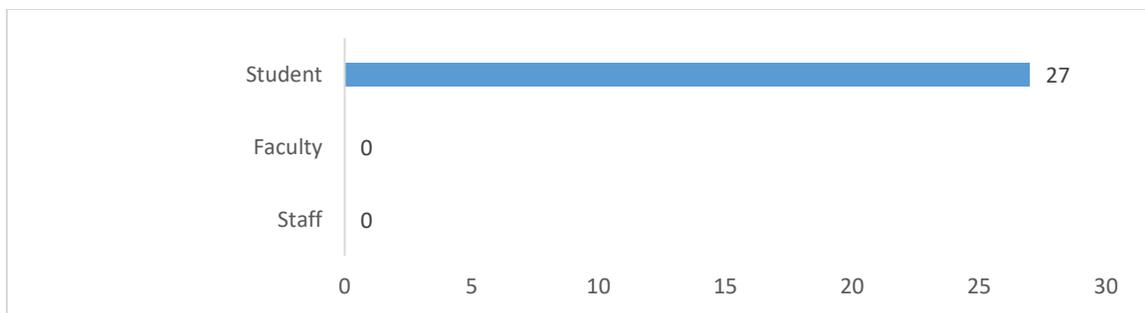
*Incident Not Severe Enough to Report.* Respondents explained that they chose not to report the conduct because they did not perceive the incident to be severe or significant enough to warrant a report. Respondents explained, “It didn't seem like enough of a big deal to report. It was just a gross comment,” “In the grand scheme of things, it was not a big deal,” and “I didn't think it was serious enough.” Respondents also wrote, “I did not feel it was a big enough incident to report” and “felt like it ‘wasn't bad enough’ to report.” A respondent who wrote, “I didn't feel that it was that serious,” also described the sense of guilt they have experienced since their decision to not report the incident, noting, “I should have done something about it because later someone told me the same guy grabbed her too, so now I feel bad that I didn't do what I could to prevent that.” Some Undergraduate respondents noted that the incident was not severe enough to report because the incident was “just cat-calling.” Specifically, respondents wrote, “I felt that cat-calling was not that big of a deal” and “I didn't feel it was important since it was just a cat-call.” Respondents also commented, “It's just some idiots cat-calling, whistling, saying sexual things” and “I did not report it because I was just being cat called.”

*Doubted Any Actions Would Be Taken.* In the second theme, respondents conveyed doubts that the institution would have taken any actions in response to a report. According to respondents, “I knew nothing would be done about it,” “There is no point, nothing would have come from it,” and “Nothing would have been done about the incident.” Respondents also offered, “I knew the school wouldn’t do anything because they never do,” “nothing would have happened,” and “it wouldn’t have mattered.” A Staff respondent specified that they did not believe the university would take any actions against the perpetrator because the perpetrator was a faculty member. According to the respondent, “I knew nothing would be done since it was a tenured faculty member.”

Four respondents provided information that indicated that they did report their experience of an unwanted sexual interaction, but their report was not responded to appropriately. To protect confidentiality, no theme was provided in this report.

### **Unwanted Sexual Contact**

Analyses of the data suggested that a higher percentage of Student respondents (5%,  $n = 27$ ) than Faculty respondents (0%,  $n = 0$ ) or Staff respondents (0%,  $n = 0$ ) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent).<sup>xi</sup> No Faculty or Staff respondents reported unwanted sexual contact (Figure 48).



*Figure 48.* Respondents’ Experiences of Unwanted Sexual Contact While at Shippensburg University by Position Status ( $n$ )

Of respondents who indicated they had experienced unwanted sexual contact, 37% ( $n = 10$ ) indicated that it happened two to four years ago and 26% ( $n = 7$ ) noted that it happened 13 to 23 months ago.

Student respondents<sup>66</sup> were asked if alcohol and drugs were involved in the unwanted sexual contact and 59% ( $n = 16$ ) indicated “yes.” Of those who indicated that alcohol and drugs were involved, 93% ( $n = 14$ ) indicated that it was alcohol only and fewer than five indicated that both alcohol and drugs were involved.

Student respondents were also asked to share what semester in their college career they experienced unwanted sexual contact. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual contact, 52% ( $n = 14$ ) noted that it occurred in their first year, 26% ( $n = 7$ ) noted that it occurred in their second year, and fewer than five noted that it occurred in their third year (Table 57).

**Table 57. Year in Which Student Respondents Experienced Unwanted Sexual Contact**

Year experience occurred	<i>n</i>	%
During my time as a graduate student at Shippensburg University	< 5	---
Undergraduate first year	14	51.9
<i>Fall semester</i>	9	64.3
<i>Spring semester</i>	5	35.7
<i>Summer semester</i>	< 5	---
Undergraduate second year	7	25.9
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	5	71.4
<i>Summer semester</i>	0	0.0
Undergraduate third year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	< 5	---
Undergraduate fourth year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
After my fourth year as an undergraduate	0	0.0

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual contact ( $n = 27$ ). Percentages may not sum to 100 as a result of multiple response choices.

<sup>66</sup> Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents ( $n < 5$ ) was too low to maintain confidentiality.

Fifty-two percent of the respondents who indicated on the survey that they experienced unwanted sexual contact identified acquaintances/friends ( $n = 14$ ) and Shippensburg University students ( $n = 14$ ) as the perpetrators of the conduct. Fewer than five respondents identified strangers or current or former dating/intimate partners as the source.

Asked where the unwanted sexual contact incidents occurred, 59% ( $n = 16$ ) of respondents indicated that they occurred off campus and 44% ( $n = 12$ ) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as “apartment,” “frat house,” “Bard Townhouses,” “Creekside,” and “N. Queen St.” Respondents who experienced unwanted sexual contact on campus indicated that the incidents occurred in places such as “dorm,” “CUB,” “Harley Hall,” “Knifer Hall,” “McCune Hall,” “Naugle Hall,” and “Lackhove Hall.”

Asked how they felt in response to experiencing unwanted sexual contact, 70% each felt somehow responsible ( $n = 19$ ) and/or embarrassed ( $n = 19$ ), and 59% ( $n = 16$ ) felt angry (Table 58).

**Table 58. Emotional Reaction to Unwanted Sexual Contact**

Emotional reaction	<i>n</i>	%
I felt embarrassed.	19	70.4
I felt somehow responsible.	19	70.4
I felt angry.	16	59.3
I felt distressed.	15	55.6
I felt afraid.	11	40.7
I ignored it.	6	22.2
A feeling not listed above	$< 5$	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ( $n = 27$ ). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 59% ( $n = 16$ ) told a friend, 56% ( $n = 15$ ) avoided the person/venue, and 37% ( $n = 10$ ) did not do anything (Table 59).

**Table 59. Actions in Response to Unwanted Sexual Contact**

Action	<i>n</i>	%
I told a friend.	16	59.3
I avoided the person(s)/venue.	15	55.6
I did not do anything.	10	37.0
I confronted the person(s) later.	6	22.2
I contacted a Shippensburg University resource.	5	18.5

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ( $n = 27$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B88 in Appendix B.

Seventy-seven percent ( $n = 20$ ) of respondents did not report the unwanted sexual contact and 23% ( $n = 6$ ) reported the incident(s) (Table 60).

**Table 60. Respondents Officially Reported Unwanted Sexual Contact**

Reporting the unwanted sexual contact	<i>n</i>	%
No, I did not report it.	20	76.9
Yes, I reported the incident.	6	23.1
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	< 5	---
<i>Yes, I reported the incident but felt that it was not addressed appropriately.</i>	< 5	---
<i>Yes, I reported the incident, but the outcome was not shared.</i>	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ( $n = 27$ ). Percentages may not sum to 100 as a result of multiple response choices.

**Qualitative comments analyses.** Sixteen respondents provided information about why they did not report their experience of unwanted sexual contact to a campus official or staff member. One theme was present from Student (Undergraduate and Graduate) responses: report would not have been believed.

*Report Would Not Have Been Believed.* Respondents offered that they chose not to report their experience of unwanted sexual contact because they perceived that their report of the events

would not have been believed by a campus official or staff member. Respondents explained, “I was afraid no one would believe me” and “I felt that I would be embarrassed by it or that others wouldn't believe me.” According to another respondent, “There would have been no way to prove this happened and it would have been his word against mine.” Another respondent simply wrote, “I felt as though I would not be believed.”

Two respondents provided information that indicated that they did report their experience of unwanted sexual contact, but that their report was not responded to appropriately. No theme was present.

### **Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources**

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at Shippensburg University (Table 61). Ninety-three percent ( $n = 788$ ) of respondents “strongly agreed” or “agreed” that they were aware of the definition of Affirmative Consent, and 90% ( $n = 760$ ) of respondents “strongly agreed” or “agreed” that they generally were aware of the role Shippensburg University Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct. Eighty-one percent ( $n = 680$ ) of respondents “strongly agreed” or “agreed” that they knew how and where to report such incidents.

Eighty-five percent ( $n = 707$ ) of respondents “strongly agreed” or “agreed” that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking, and 84% ( $n = 708$ ) of respondents “strongly agreed” or “agreed” that they generally were aware of the campus resources listed on the survey.

Eighty-four percent ( $n = 708$ ) of respondents “strongly agreed” or “agreed” that they had a responsibility to report such incidents when they saw them occurring on campus or off campus. Ninety-four percent ( $n = 788$ ) of respondents “strongly agreed” or “agreed” that they understood that Shippensburg University standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Eighty-four percent ( $n = 699$ ) of respondents “strongly agreed” or “agreed” that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was

available in the Shippensburg University Campus Safety & Security/Fire Statistics Report (Safety Report). Eighty-two percent ( $n = 685$ ) of respondents “strongly agreed” or “agreed” that they knew that Shippensburg University sends an Emergency Alert to the campus community when such an incident occurs.

**Table 61. Respondents’ Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources**

Statement	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 aware of the definition of Affirmative Consent.	515	60.9	273	32.3	31	3.7	24	2.8	< 5	---
I am generally aware of the role Shippensburg University. Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct.	455	54.0	305	36.2	44	5.2	33	3.9	5	0.6
I know how and where to report such incidents.	364	43.3	316	37.6	80	9.5	69	8.2	11	1.3
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	384	46.0	323	38.7	62	7.4	57	6.8	8	1.0
I am generally aware of the campus resources listed here:	390	46.5	318	37.9	75	8.9	48	5.7	7	0.8
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	390	46.5	318	37.9	75	8.9	48	5.7	7	0.8
I understand that Shippensburg University standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	549	65.4	239	28.5	39	4.6	9	1.1	< 5	---

**Table 61. Respondents’ Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources**

Statement	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 know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the Shippensburg University Campus Safety & Security/Fire Statistics Report (Safety Report).	391	46.8	308	36.8	75	9.0	48	5.7	14	1.7
I know that Shippensburg University sends an Emergency Alert to the campus community when such an incident occurs.	375	45.0	310	37.2	77	9.2	60	7.2	11	1.3

**Summary**

Seventy-three percent (*n* = 620) of survey respondents were “very comfortable” or “comfortable” with the overall climate at Shippensburg University. Seventy percent (*n* = 199) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their departments/programs or work units. The findings are similar to other investigations at higher education institutions across the country (Rankin & Associates Consulting, 2016) that suggest that 70% to 80% of respondents felt positively toward their campus climate.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Shippensburg University, 19% (*n* = 162) of respondents noted that they personally had experienced such conduct. Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on gender/gender identity, position status, age, ethnicity, and length of service at Shippensburg. These results parallel the findings of other climate studies of specific constituent groups offered in the literature, where higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Harper, 2015; Harper & Hurtado, 2007; Ellis, Powell, Demetriou, Huerta-Bapat, & Panter, 2018; Kim &

Aquino, 2017; Leath & Chavous, 2018; Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman, Woodford, & Nicolazzo, 2017; Sue, 2010).

Thirty percent ( $n = 250$ ) of Shippensburg University survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at Shippensburg University that they noted that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on gender/gender identity, gender expression, sexual identity, ethnicity, and racial identity. Similar to personal experiences with such conduct, members of minority identities more often witnessed exclusionary contact than did their majority counterparts.

Eleven percent ( $n = 96$ ) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 2% ( $n = 16$ ) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ( $n = 19$ ) experiencing stalking (e.g., following me, on social media, texting, phone calls), 8% ( $n = 65$ ) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 3% ( $n = 27$ ) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the Shippensburg University community.

---

<sup>vii</sup> A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by position status:  $\chi^2(3, N = 852) = 10.74, p < .01$ .

<sup>viii</sup> A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by racial identity:  $\chi^2(2, N = 831) = 7.42, p < .05$ .

<sup>ix</sup> A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity:  $\chi^2(1, N = 809) = 15.73, p < .001$

<sup>x</sup> A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status:  $\chi^2(2, N = 840) = 20.43, p < .001$ .

<sup>xi</sup> 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:  $\chi^2(2, N = 852) = 13.87, p < .001$ .

## Faculty and Staff Perceptions of Climate

This section of the report describes Faculty and Staff responses to survey items focused on certain employment practices at Shippensburg University (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate on campus, and their thoughts on work-life issues and various climate issues. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality.

### Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices that they perceived to be unjust (Table 62).

**Table 62. Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust or That Would Inhibit Diversifying the Community**

Response	Hiring practices		Practices related to promotion, tenure, reappointment, or reclassification		Employment-related discipline or action	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>No</b>	<b>189</b>	<b>67.5</b>	<b>174</b>	<b>62.6</b>	<b>216</b>	<b>78.0</b>
Faculty	97	79.5	69	57.0	109	90.1
Staff	92	58.2	105	66.9	107	68.6
<b>Yes</b>	<b>91</b>	<b>32.5</b>	<b>104</b>	<b>37.4</b>	<b>61</b>	<b>22.0</b>
Faculty	25	20.5	52	43.0	12	9.9
Staff	66	41.8	52	33.1	49	31.4

Note: Table reports responses only from Faculty and Staff respondents (*n* = 283).

Thirty-three percent (*n* = 91) of Faculty and Staff respondents indicated that they had observed hiring practices at Shippensburg University (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust. Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at Shippensburg University, 29% (*n* = 26) noted that it was based on nepotism/cronyism, 24% (*n* = 22) on ethnicity, and 19% (*n* = 17) on educational credentials.

Subsequent analyses<sup>67</sup> revealed that a significantly higher percentage of Staff respondents (42%,  $n = 66$ ) than Faculty respondents (21%,  $n = 25$ ) indicated that they had observed discriminatory hiring practices.<sup>xii</sup>

**Qualitative comments analyses.** Forty-seven Faculty and Staff respondents elaborated on their observations of unjust hiring practices. Three themes emerged across respondent types: cronyism/nepotism, recommendations of hiring committee ignored, and job qualifications altered or ignored.

*Cronyism/Nepotism.* Respondents described their observations of unjust hiring practices, specifically acts of cronyism and nepotism, at Shippensburg University. Respondents explained, “Nepotism is a major concern in our department” and “A candidate was interviewed and hired based on friendship. Other qualified applicants were not even considered for interview.” According to other respondents, “A committee I served on was forced to interview and then hire someone who was not qualified for the position because of nepotism” and “It appears being close to individuals in the administration has helped individuals move into new positions, even if they are not qualified for those positions.” Another respondent shared, “Hiring based on friend of a friend, some searches, there is no committee, just hand-picked by admin.” Additionally, respondents wrote, “Some positions are not posted, and we receive an announcement of people being ‘given’ these positions we weren't aware existed. It seems a lot of cronyism/nepotism occurs” and “I feel that sometimes people get hired here depending on who you know and how much someone inside likes you.”

*Recommendations of Hiring Committee Ignored.* For the second theme, respondents elaborated about their experiences of having superiors ignore or override the hiring committee recommendations. A respondent explained, “I have knowledge of people who were not the search committee’s first or second choices being offered a position because senior administration would not approve the committee's recommendations until the candidate was re-ranked and then offered the job.” Another respondent similarly offered, “A senior leader specified an individual be hired to fill a position despite the search committee noting that a different candidate was

---

<sup>67</sup> Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

clearly much better suited for the position; the decision was made by the senior leader to go with his/her preference.” According to one respondent, “The committees are no longer in charge to give recommendations - they are just told what to do and who to hire, why even have committees?” The same respondent offered that their most recent experience of serving on a hiring committee “was a complete waste of time” that they “will not serve on another hiring search again as a result.” Another respondent wrote, “There was a particular top management position in which the interview committee had the candidates who all participated in on campus interviews. All candidates would have been able to do the job and the committee made a recommendation. None of these candidates were hired and months later the position was magically filled.” A respondent, speculating about why committee selections were ignored, wrote, “There are search committees here, however, the committee may select a person, but the supervisor of the newly hired person will select who they believe is someone they can control and will not outperform them.”

*Job Qualifications Altered or Ignored.* In the third theme, respondents described their experiences of having witnessed position qualifications altered or ignored to accommodate a particular hire. A respondent explained, “Recent hires within the division have been made without the ‘Standard’ educational credentials. A job was posted as it needed to be filled and educational credentials were changed so that a particular candidate would be eligible. The candidate who was hired was not on the initial list as they did not meet the minimum requirements.” A respondent wrote, “A job description was changed to be ‘Master's preferred, not required’ to open a position up to an educationally unqualified applicant or two, when previously a MS was required. We had applicants with PhDs and MS degrees with experience in the field, but they were not hired.”

Thirty-seven percent ( $n = 104$ ) of Faculty and Staff respondents indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices at Shippensburg University. Subsequent analyses indicated that of those individuals, 18% ( $n = 19$ ) noted that they believed the discrimination was based on nepotism/cronyism, 16% ( $n = 17$ ) on their major field of study, 13% ( $n = 13$ ) on gender/gender identity, 12% ( $n = 12$ ) on position status, and 11% ( $n = 11$ ) on length of service at Shippensburg.

Subsequent analyses<sup>68</sup> revealed a statistically significant difference by disability status. Fifty-six percent ( $n = 14$ ) of Respondents with a Disability and 36% ( $n = 251$ ) of Respondents with No Disability indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices.

**Qualitative comments analyses.** Forty-six respondents elaborated on their observations of unjust promotion, tenure, reappointment, or reclassification practices. From the responses of Staff respondents, one theme emerged: critiques of promotion practices. Also, one theme emerged specific to Faculty respondents: critiques of promotion processes.

### *Staff respondents*

*Critiques of Promotion Practices.* Staff respondents elaborated about their observations of unjust staff promotion processes. Respondents asserted that staff promotions have been the result of nepotism or favoritism and that promoted candidates have, at times, lacked the skills necessary to perform the assigned duties. Describing the role of nepotism in staff promotions, respondents wrote, “A person should not just be promoted based on who they have relationship with, they should be promoted based on the quality of their work” and “If you are well liked by people in Old Main, you stand a greater chance of being moved up in the company.” According to another respondent, “There is a lot of nepotism on campus but also a lot of management/administrative promotions are based [on] who ‘kissed up’ more - not on qualifications or job performance.” Other respondents echoed a perception that individuals have been promoted to positions for which they were not qualified. Respondents explained, “Individuals are being promoted without any regard to their ability to do the job or their track record of success in the past” and “[I]ndividuals are being promoted without consideration of qualifications. And some promotions have forced movement of other individuals into positions which they are also not qualified to be in.” According to another respondent, “There was a promotion given to an individual that does not have experience doing the tasks, has a lower degree, and does not have the years at SU over someone that has been here multiple years, experience in the particular tasks, and a higher degree.” In reference to what a respondent described as a “routine phony search,” that respondent

---

<sup>68</sup> Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

shared, “The internal candidate got the promotion, even though external candidates were more qualified.”

### *Faculty respondents*

*Critiques of Promotion Processes.* Faculty respondents elaborated on the faculty promotion process, specifying that the process was unfair as a result of inequitable departmental representation on the promotion committee as well as biases held by promotion committee members. Describing the effects of inequitable departmental representation on the promotion committee, a respondent wrote, “Individuals from large departments have more representation on promotion and sabbatical committees. Those from small departments often have no representation on sabbatical and promotion committees. Thus, those from well represented departments on those committees tend to have more success in obtaining sabbaticals and promotions.” According to other respondents, “Larger departments have more influence over the tenure/promotion process because they can essentially stack the selection committee” and “In theory the promotion process should be difficult to rig for the benefit of specific applicants. However, I suspect data analysis including department affiliation for committee members and successfully promoted faculty will show predictable patterns.” Relatedly, a respondent shared, “The process should be based off of hitting a mark, not a rank order criterion that is used that is subject to extensive personal bias or protection of a department's or college's applicants. When there are discussions of departments banding together to improve the chances of getting a representative on the committee, the system clearly does not work.”

Respondents also described the influences of personal relationships and committee members’ biases on individuals’ ability to successfully achieve promotion. Identifying the role of cronyism within the promotion process, respondents wrote, “Faculty on the Promo committee do not even evaluate the documents; they just rank their friends high.” According to another respondent, “it’s easier to be promoted if” one has “friends in the committee.” Also, noting the role of being liked by committee members, a respondent wrote, “My impression of getting promoted if you are a CoB faculty member is: you must have high quality/high quantity pubs, your teaching must be above average, service should be at least average and include university-wide activity, and you must be likable/acceptable/respected by colleagues from other colleges. This last item can be

highly subjective.” A respondent who self-identified as having had served on the promotion committee shared, “The discussions within this committee (which I have witnessed first-hand) are centered around how well people are liked, differ based on whether they have a friend on the committee, whether they have a department member on the committee, whether they are aligned with committee members.” One respondent simply wrote, “Promotion process (ranking) is a highly politicized process that severely lacks transparency.”

Respondents also described their perception that, within the promotion application process, the promotion committee has historically demonstrated biases against non-teaching faculty as well as faculty who perform considerable service work. Respondents explained, “It's difficult (though not impossible) for non-classroom faculty to successfully pursue promotion. Such faculty usually have direct service responsibilities that far exceed the official responsibilities of teaching faculty, yet it is the research and publication record that is most valued in the promotion process. Moreover, the tenure and promotion committees are populated mostly by classroom faculty, who often don't have a good understanding of the responsibilities of non-classroom faculty and have trouble evaluating their tenure/promotion packets.” A respondent also shared, “Faculty with duties primarily outside of classroom are not promoted.” Another respondent wrote, “At various times during my career, it felt like promotion was not possible for non-classroom faculty due to favoritism towards classroom personnel,” adding, “comparing classroom to non-classroom is apples to oranges but we are all in the same process.” Respondents also elaborated on the promotion committee's dismissal or minimizing of faculty service work, which, according to respondents, is commonly performed by women faculty. A respondent explained, “Women traditionally tackle more of the service across campus. Service is required and expected, but not rewarded the same as research in the promotion process.” Another respondent shared, “I do not believe that any member of the promotion committee has said aloud that someone should not be promoted on the basis of sex or race. However, I do think that the shift of emphasis to publication and the devaluation of service -- which is primarily done by women and people of color -- means that there is institutional, implicit bias in the process.”

Twenty-two percent ( $n = 61$ ) of Faculty and Staff respondents indicated that they had observed employment-related discipline or action, up to and including dismissal at Shippensburg University that they perceived to be unjust. Subsequent analyses indicated that of those

individuals, 26% ( $n = 16$ ) believed the unjust practices were based on age, 18% ( $n = 11$ ) on the length of service at Shippensburg University, and 13% ( $n = 8$ ) on job duties.

Subsequent analyses<sup>69</sup> revealed a statistically significant difference by position status. Ninety percent ( $n = 109$ ) of Faculty respondents and 69% ( $n = 107$ ) of Staff respondents indicated that they had observed employment-related discipline or action.<sup>xiii</sup>

**Qualitative comments analyses.** Twenty-four Faculty and Staff respondents elaborated on their observations of employment-related discipline or action, up to and including dismissal practices that they perceived to be unjust. One theme emerged from responses by Staff respondents: unjust firing practices.

*Unjust Firing Practices.* Staff respondents shared their disappointment and frustrations with Shippensburg University's staff lay-off and termination practices. Respondents specifically noted the lack of notice that staff received prior to being terminated. Respondents wrote, "Without warning, I have seen people let go" and "[it] might be a good idea if some people are told their services are not needed to have some warning especially when these people have been here for a long period of time and gave so much." Another respondent shared, "A person shouldn't be fired and be told their job is no longer needed. Then, someone else is moved into that job. Sounds like it was needed and they were fired for no reason." According to one respondent, "A manager was terminated without cause in September of 2018, in what was likely his last year or two before he was planning to retire. I found this deplorable." Respondents also noted the impact that unjust lay-offs have had on staff that remain with Shippensburg University. A respondent explained, "A long-time employed colleague was dismissed without obvious cause. This has caused a good deal of anxiety across campus." Another respondent shared, "There are a few recent departures from the university that have the campus community very concerned. It seems as though these employees were dismissed just because their views on certain subjects did not agree with those of supervisors and/or administration. This, collectively, seems to have others feeling uneasy about their job security at Ship."

---

<sup>69</sup> Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

### Staff Respondents’ Views on Workplace Climate and Work-Life Balance

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at Shippensburg University. Frequencies and significant differences based on gender identity, racial identity,<sup>70</sup> sexual identity, disability status,<sup>71</sup> citizenship status, military status,<sup>72</sup> and religious affiliation<sup>73</sup> are provided in Tables 63 through 66.<sup>74</sup>

Seventy-one percent ( $n = 113$ ) of Staff respondents “strongly agreed” or “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it (Table 63).

Seventy-seven percent ( $n = 124$ ) of Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. Fifty-six percent ( $n = 88$ ) of Staff respondents “strongly agreed” or “agreed” that they were included in opportunities that would help their careers as much as others in similar positions. No statistically significant differences were found between groups for these items.

**Table 63. Staff Respondents’ Perceptions of Workplace 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 have supervisors who give me job/career advice or guidance when I need it.	56	35.0	57	35.6	24	15.0	18	11.3	5	3.1
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	56	34.8	68	42.2	23	14.3	13	8.1	< 5	---
I am included in opportunities that will help my career as much as others in similar positions.	30	19.0	58	36.7	38	24.1	23	14.6	9	5.7

Note: Table reports responses only from Staff respondents ( $n = 161$ ).

<sup>70</sup> Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, Multiracial, and White.

<sup>71</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>72</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>73</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>74</sup> Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 64 illustrates that 57% ( $n = 91$ ) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. Thirty-four percent ( $n = 55$ ) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was productive. No statistically significant differences were found between groups.

**Table 64. Staff Respondents’ Perceptions of Performance Evaluation Process**

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>	%
The performance evaluation process is clear.	25	15.6	66	41.3	34	21.3	26	16.3	9	5.6
The performance evaluation process is productive.	17	10.6	38	23.6	46	28.6	40	24.8	20	12.4

Note: Table reports responses only from Staff respondents ( $n = 161$ ).

Table 65 illustrates frequencies for several items embedded in survey Question 41.<sup>75</sup> No significant differences were found based on gender identity, racial identity,<sup>76</sup> sexual identity, disability status,<sup>77</sup> citizenship status, military status,<sup>78</sup> and religious affiliation.<sup>79</sup>

Seventy-five percent ( $n = 120$ ) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance. Fifty-seven percent ( $n = 91$ ) of Staff respondents “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours. Fifty-three percent ( $n = 85$ ) of Staff respondents “strongly agreed” or “agreed” that their workload had increased without additional compensation owing to other staff departures (e.g., retirement positions not filled). Forty-five percent ( $n = 41$ ) of Staff respondents “strongly agreed” or “agreed” that they were pressured by departmental/program work requirements that occurred outside of their normally scheduled hours. No statistically significant differences were found between groups.

<sup>75</sup> Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

<sup>76</sup> Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, Multiracial, and White.

<sup>77</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>78</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>79</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

Thirty-two percent ( $n = 60$ ) of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities. Fifty-four percent ( $n = 86$ ) of Staff respondents “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). Thirty-four percent ( $n = 55$ ) of Staff respondents “strongly agreed” or “agreed” that they performed more work than did colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). No statistically significant differences were found between groups.

**Table 65. Staff Respondents’ Perceptions of Work-Life Issues**

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>	%
My supervisor provides adequate support for me to manage work-life balance.	66	41.0	54	33.5	24	14.9	12	7.5	5	3.1
I am able to complete my assigned duties during scheduled hours.	29	18.2	62	39.0	21	13.2	28	17.6	19	11.9
My workload has increased without additional compensation due to other staff departures.	45	28.0	40	24.8	36	22.4	31	19.3	9	5.6
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	10	25.3	31	19.3	62	38.5	43	26.7	15	9.3
I am given a reasonable time frame to complete assigned responsibilities.	40	19.3	20	12.7	66	41.8	25	15.8	7	4.4
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations	34	21.3	52	32.5	41	25.6	28	17.5	5	3.1
I perform more work than colleagues with similar performance expectations.	15	9.4	40	25.0	80	50.0	14	8.8	11	6.9

Note: Table reports responses only from Staff respondents ( $n = 161$ ).

Thirty-four percent ( $n = 55$ ) of Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others (Table 66). Thirty-one percent ( $n = 49$ ) of Staff respondents “strongly agreed” or “agreed” that Shippensburg University provided adequate resources to help them manage their work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). Twenty-nine percent ( $n = 47$ ) of Staff respondents “strongly agreed” or “agreed” that they felt pressured to complete tasks that were outside their official job description. Seventy-one percent ( $n = 113$ ) of Staff respondents “strongly agreed” or “agreed” that all staff members were held equally accountable to perform their job duties. No statistically significant differences were found between groups.

**Table 66. Staff Respondents’ Perceptions of Workload**

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>	%
A hierarchy exists within staff positions that allows some voices to be valued more than others.	15	9.4	40	25.0	80	50.0	14	8.8	11	6.9
Shippensburg University provides adequate resources to help me manage work-life balance.	18	11.3	31	19.4	46	28.8	53	33.1	12	7.5
I feel pressured to complete tasks that are outside my official job description.	11	6.9	36	22.5	34	21.3	40	25.0	39	24.4
All staff members are held equally accountable to perform their job duties.	56	35.0	57	35.6	24	15.0	18	11.3	5	3.1

Note: Table reports responses only from Staff respondents ( $n = 161$ ).

**Qualitative comments analyses.** Forty Staff respondents elaborated on their workplace climate experiences. From the responses, two themes emerged: disparities in staff expectations and burdensome workloads.

*Disparities in Expectations of Staff.* In the first theme, Staff respondents described disparities in the treatment of staff, particularly regarding schedule expectations, workload distribution, and expectations related to work quality. Regarding disparities in employees’ schedules, respondents wrote, “arrival and departure times do not seem to be enforced in similar ways for all workers”

and “there are secretaries leaving early because they have arranged their work schedule while others stay until 4:30 every Friday. Can't there be a campus policy regarding work hours?” Elaborating on the perceived disparities in Staff workloads and work quality expectations, respondents noted, “Some staff are not required to perform all duties just because they do not want to,” “There is no standard for everyone. Some coworkers are treated differently than others. They can do less and their work is put on to others or other shifts,” and “[T]here are still employees at Ship who get away with sub-par performance without repercussion, and this simply causes more work and declining relationships for those of us who work hard each day to try and fill the gaps.” Similarly, respondents shared, “I feel as if the expectations of my particular job and area of responsibility is more than others in a similar position. However, the resources and support allotted to maintain those expectations fall short of my colleagues who are doing the same job. It is very frustrating!!” and “some staff members can do very little work and others are overworked but get compensated the same.” Also noting disparities in both workload and compensation, a respondent wrote, “We have staff who are paid excellent, plus additional assistance, while others on campus are left to work 80+ hours a week for under \$50,000 a year.” Another respondent noted, “[I]n facilities, not all employees are treated equally,” adding, “it is very discouraging to know that the less you do, the less you are asked to do.” Regarding the disparities in work expectations for secretaries, a respondent commented, “Some secretaries on campus do not do what the others do” before asking, “Why is work taken away when the person isn't competent enough to do the job they were hired to do? This is a definite source of contention between not only department secretaries but all clerical staff.”

*Burdensome Workloads.* In the second theme, respondents elaborated about their experiences of burdensome or excessive staff workloads. Respondents explained, “I never take my morning or afternoon breaks and most days I work through my lunch hour. I do this to keep my head above water due to workload” and “Our office is understaffed due to retirements over the last few years and we have more work than before that.” Respondents attributed burdensome workloads to understaffing, often because of institutional reorganizations or positions not being filled after an individual retires. Respondents noted that staff have historically not been compensated for performing work duties beyond their assigned duties. According to one respondent, “We are doing more with no regard to the impact that this additional work has on our daily responsibilities as well as personal lives.” Another respondent shared, “My department

continuously gets people pulled out of positions to work interim positions elsewhere. I almost always have to take on additional job responsibilities, which I am not compensated for.” Similarly, a respondent shared, “I did two Administrative Assistant positions for over two years before any duties were given to others in the office and I received the same pay for doing two - no extra pay for doing both jobs. I wasn't asked if I wanted to take the responsibilities, it wasn't a question - the work was given to me.” A respondent who likewise expressed frustration about the insufficient staffing and burdensome workload experienced by Shippensburg staff contextualized the comment in relation to recent administrative hires. Specifically, the respondent wrote, “The university has not been replacing all retirees or positions of those who have left because of finances and the staff is asked to do more and more without additional compensation because of finances, however they can hire all of these new top end administrative positions. We are way too top heavy! We need employees at the level where the work is actually done.”

### **Staff Respondents’ Feelings of Support and Value at Shippensburg University**

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution as well as Shippensburg University’s benefits and salary. Tables 67 to 73 illustrate Staff responses to these items. Analyses were conducted by gender identity, racial identity,<sup>80</sup> sexual identity,<sup>81</sup> disability status,<sup>82</sup> citizenship status, military status,<sup>83</sup> and religious affiliation.<sup>84</sup> Any significant differences that emerged are presented in the tables.

Fifty-four percent ( $n = 86$ ) of Staff respondents “strongly agreed” or “agreed” that Shippensburg University provided them with resources to pursue training/professional development opportunities (Table 67). Fifty-five percent ( $n = 89$ ) of Staff respondents “strongly agreed” or

---

<sup>80</sup> Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, Multiracial, and White.

<sup>81</sup> Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

<sup>82</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>83</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>84</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

“agreed” that their supervisors provided them with resources to pursue training/professional development opportunities. No statistically significant differences were found between groups.

**Table 67. Staff Respondents’ Perceptions of Resources for Training/Professional Development Opportunities**

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>	%
Shippensburg University provides me with resources to pursue training/professional development opportunities.	22	13.7	64	39.8	32	19.9	33	20.5	10	6.2
My supervisor provides me with resources to pursue training/professional development opportunities.	35	21.7	54	33.5	47	29.2	16	9.9	9	5.6

Note: Table reports responses only from Staff respondents (*n* = 161).

Forty-five percent (*n* = 71) of Staff respondents “strongly agreed” or “agreed” that Shippensburg University was supportive of their taking extended leave (e.g., FMLA, parental) (Table 68).

Seventy-nine percent (*n* = 127) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). No statistically significant differences were found between groups.

Forty-five percent (*n* = 70) of Staff respondents “strongly disagreed” or “disagreed” that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. No statistically significant differences were found between groups.

Thirty percent (*n* = 46) of Staff respondents “strongly agreed” or “agreed” that Shippensburg University policies (e.g., FMLA) were applied fairly across Shippensburg University. No statistically significant differences were found between groups.

**Table 68. Staff Respondents’ Perceptions of Support for Leave Policies**

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>	%
Shippensburg University is supportive of taking extended leave (e.g., FMLA, parental).	22	13.9	49	31.0	79	50.0	5	3.2	< 5	---
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	67	41.6	60	37.3	29	18.0	< 5	---	< 5	---
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	< 5	---	6	3.8	79	50.3	46	29.3	24	15.3
Shippensburg University policies (e.g., FMLA) are fairly applied across Shippensburg University.	17	10.9	29	18.6	100	64.1	9	5.8	< 5	---

Note: Table reports responses only from Staff respondents (*n* = 161).

Sixty-two percent (*n* = 99) of Staff respondents “strongly agreed” or “agreed” that Shippensburg University was supportive of flexible work schedules. Seventy percent (*n* = 110) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of flexible work schedules. No statistically significant differences were found between groups (Table 69).

**Table 69. Staff Respondents’ Perceptions of Support for Flexible Work Schedules**

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>	%
Shippensburg University is supportive of flexible work schedules.	30	18.9	69	43.4	30	18.9	24	15.1	6	3.8
My supervisor is supportive of flexible work schedules.	54	34.2	56	35.4	29	18.4	16	10.1	< 5	---

Note: Table reports responses only from Staff respondents (*n* = 161).

Queried about salary and benefits, 85% (*n* = 64) of Staff respondents “strongly agreed” or “agreed” that staff salaries were competitive (Table 70). Fifty-eight percent (*n* = 119) of Staff respondents “strongly agreed” or “agreed” that vacation and personal time packages were competitive. Seventy percent (*n* = 112) of Staff respondents “strongly agreed” or “agreed” that

health insurance benefits were competitive. Twenty-six percent ( $n = 40$ ) of Staff respondents “strongly agreed” or “agreed” that child care benefits were competitive. Seventy-one percent ( $n = 115$ ) of Staff respondents “strongly agreed” or “agreed” that retirement benefits were competitive. No statistically significant differences were found between groups.

**Table 70. Staff Respondents’ Perceptions of Salary and Benefits**

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>	%
Staff salaries are competitive.	9	50.6	55	34.4	30	18.8	40	25.0	26	16.3
Vacation and personal time packages are competitive.	81	34.4	38	23.8	25	15.6	14	8.8	< 5	---
Health insurance benefits are competitive.	34	21.1	78	48.4	31	19.3	13	8.1	5	3.1
Child care benefits are competitive.	7	4.6	33	21.7	97	63.8	8	5.3	7	4.6
Retirement benefits are competitive.	33	20.5	82	50.9	41	25.5	< 5	---	< 5	---

Note: Table reports responses only from Staff respondents ( $n = 161$ ).

Thirty-three percent ( $n = 52$ ) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued on Shippensburg University committees (Table 71). Thirty percent ( $n = 47$ ) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by Shippensburg University faculty and administration. No statistically significant differences were found between groups.

**Table 71. Staff Respondents’ Perceptions of Feelings of Value**

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>	%
Staff opinions were valued on Shippensburg University committees.	11	6.9	41	25.8	44	27.7	39	24.5	24	15.1
Staff opinions were valued by Shippensburg University faculty and administration.	9	5.8	38	24.4	37	23.7	42	26.9	30	19.2

Note: Table reports responses only from Staff respondents ( $n = 161$ ).

Sixty-two percent ( $n = 99$ ) of Staff respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed. No statistically significant differences were found between groups (Table 72).

Twenty-six percent ( $n = 40$ ) of Staff respondents “strongly agreed” or “agreed” that clear procedures existed on how they could advance at Shippensburg University. A significantly higher percentage of Women Staff respondents (33%,  $n = 35$ ) than Men Staff respondents (13%,  $n = 6$ ) “disagreed” that clear procedures existed on how they could advance at Shippensburg University.

Thirty-seven percent ( $n = 58$ ) of Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at Shippensburg University. No statistically significant differences were found between groups.

**Table 72. Staff Respondents’ Perceptions of Feelings about Expectations and Advancement**

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>	%
Clear expectations of my responsibilities exist.	22	13.8	77	48.4	28	17.6	26	16.4	6	3.8
Clear procedures exist on how I can advance at Shippensburg University.	10	6.4	30	19.2	46	29.5	43	27.6	27	17.3
Gender identity <sup>xiv</sup>										
Women	7	6.6	20	18.9	25	23.6	35	33.0	19	17.9
Men	< 5	---	10	20.8	21	43.8	6	12.5	8	16.7
Positive about my career opportunities at Shippensburg University	15	9.5	43	27.2	52	32.9	31	19.6	17	10.8

Note: Table reports responses only from Staff respondents ( $n = 161$ ).

Fifty-nine percent ( $n = 95$ ) of Staff respondents “strongly agreed” or “agreed” that they would recommend Shippensburg University as a good place to work (Table 73). Fifty percent ( $n = 80$ ) of Staff respondents “strongly agreed” or “agreed” that they had job security. No statistically significant differences were found between groups.

**Table 73. Staff Respondents’ Perceptions of Shippensburg University and Job Security**

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 would recommend Shippensburg University as a good place to work.	31	19.4	64	40.0	32	20.0	23	14.4	10	6.3
I have job security.	19	11.8	61	37.9	40	24.8	29	18.0	12	7.5

Note: Table reports responses only from Staff respondents (*n* = 161).

**Qualitative comments analyses.** Forty-two Staff respondents elaborated on previous statements regarding issues such as professional development, leave policies, salaries, benefits, and job security. One theme emerged from the responses: lack of job security.

*Lack of Job Security.* Respondents reported a perceived lack of job security for Shippensburg University staff members. A respondent explained, “I never know if I will have a job the next day. I think it is hard to believe you will have a job when you are always being pushed beyond your limits and you never know if the egg shells you are walking on have completely crumbled below you.” According to another respondent, “Everyone I know lives in fear of losing their job these days.” Respondents attributed their diminished sense of job security to recent changes in administration and the unexplained departure of various colleagues. Specifically, respondents wrote, “There have been a number of odd ‘resignations’ and ‘retirements’ lately. A sense of doubt in job security is growing across campus,” “There have been a lot of folks asked to leave and voluntary leave,” and “I think my job is secure but with ... all the changes being made in staffing, I don't think anyone can be sure of that.” Respondents also commented, “A manager was terminated without cause in September and little was done to reassure anyone that something like that wouldn't happen to someone else” and “I used to feel I had job security but when I see changes that have happened recently, I am not so sure.” According to other respondents, “Job security is a big concern in the current climate due to the departure of some long-term individuals who have seemingly been doing their jobs well. It makes you wonder if you are going to come into work and be let go” and “With no communication about the vision/goals it is scary to know if your position fits or not.” Again referencing the sense of unrest and fears regarding lack of job security among staff, a respondent wrote, “My supervisor and coworkers are great, but the recent shifting sands environment has us all worried about our

growing tasks/responsibilities. We also worry about job security, as realignments are being made without our input or prior knowledge. MANY of us are frightened about our diminishing value and security to stay in the jobs we love.” Another respondent simply wrote, “every day friends ask me who will be fired next.”

Question 104 on the survey queried Staff respondents about the degree to which they felt valued at Shippensburg University. Frequencies are provided in Tables 74 through 76. No significant differences were found based on gender identity,<sup>85</sup> racial identity,<sup>86</sup> sexual identity, disability status,<sup>87</sup> citizenship status, military status,<sup>88</sup> and religious affiliation<sup>89</sup>

Eighty-six percent ( $n = 137$ ) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department (Table 74). Sixty-seven percent ( $n = 107$ ) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers outside their department. Seventy-seven percent ( $n = 123$ ) of Staff respondents “strongly agreed” or “agreed” that they felt valued by their supervisors/managers. Seventy-five percent ( $n = 119$ ) of Staff respondents “strongly agreed” or “agreed” that they felt valued by Shippensburg University students. Fifty-six percent ( $n = 88$ ) of Staff respondents “strongly agreed” or “agreed” that they felt valued by Shippensburg University faculty. Forty-one percent ( $n = 65$ ) of Staff respondents “strongly agreed” or “agreed” that they felt valued by Shippensburg University senior administrators (e.g., president, dean, vice president, provost). No statistically significant differences were found between groups.

---

<sup>85</sup> Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

<sup>86</sup> Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, Multiracial, and White.

<sup>87</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>88</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>89</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

**Table 74. Staff 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 coworkers in my department.	64	40.0	73	45.6	15	9.4	6	3.8	< 5	---
I feel valued by coworkers outside my department.	38	23.8	69	43.1	44	27.5	9	5.6	0	0.0
I feel valued by my supervisor/manager.	67	42.1	56	35.2	18	11.3	12	7.5	6	3.8
I feel valued by Shippensburg University students.	51	32.3	68	43.0	37	23.4	< 5	---	0	0.0
I feel valued by Shippensburg University faculty.	24	15.4	64	41.0	52	33.3	13	8.3	< 5	---
I feel valued by Shippensburg University senior administrators (e.g., president, dean, vice president, provost).	18	11.3	47	29.6	45	28.3	29	18.2	20	12.6

Note: Table reports responses only from Staff respondents (*n* = 161).

Table 75 depicts Staff respondents’ attitudes about certain aspects of the climate in their departments/programs and at Shippensburg University. Subsequent analyses were conducted to identify significant differences in responses by gender identity, racial identity,<sup>90</sup> sexual identity,<sup>91</sup> disability status,<sup>92</sup> citizenship status, military status,<sup>93</sup> and religious affiliation.<sup>94</sup>

Sixty-four percent (*n* = 102) of Staff respondents “strongly disagreed” or “disagreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. Sixty-seven percent (*n* = 106) of Staff respondents “strongly disagreed” or “disagreed” that their supervisors/managers prejudged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups.

<sup>90</sup> Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, Multiracial, and White.

<sup>91</sup> Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

<sup>92</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>93</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>94</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

Fifty percent ( $n = 76$ ) of Staff respondents “strongly disagreed” or “disagreed” that faculty prejudged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups.

**Table 75. Staff 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 coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	< 5	---	12	7.5	42	26.4	59	37.1	43	27.0
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	< 5	---	12	7.6	36	22.8	58	36.7	48	30.4
I think that faculty prejudices my abilities based on their perception of my identity/background.	< 5	---	22	14.4	51	33.3	48	31.4	28	18.3

Note: Table reports responses only from Staff respondents ( $n = 161$ ).

Fifty-seven percent ( $n = 90$ ) of Staff respondents “strongly agreed” or “agreed” that their department/school encouraged free and open discussion of difficult topics (Table 76). Sixty-five percent ( $n = 104$ ) of Staff respondents “strongly agreed” or “agreed” that their skills were valued, and 67% ( $n = 107$ ) felt that their work was valued. No statistically significant differences were found between groups.

**Table 76. Staff 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 believe that my department/school encourages free and open discussion of difficult topics.	30	19.0	60	38.0	44	27.8	15	9.5	9	5.7
I feel that my skills were valued.	35	22.0	69	43.4	35	22.0	14	8.8	6	3.8
I feel that my work is valued.	32	20.0	75	46.9	28	17.5	17	10.6	8	5.0

Note: Table reports responses only from Staff respondents ( $n = 161$ ).

### Faculty Respondents’ Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents ( $n = 122$ ) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 77 through 86). Question 35 queried Tenured and Tenure-Track Faculty respondents ( $n = 105$ ), Question 37 addressed Non-Tenure-Track Faculty respondents ( $n = 17$ ), and Question 39 addressed Faculty respondents ( $n = 122$ ). Chi-square analyses were conducted by gender identity,<sup>95</sup> racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation.

Table 77 illustrates that 77% ( $n = 81$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure were clear. Forty-six percent ( $n = 48$ ) of Tenured and Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that the criteria for promotion were clear. Seventy-six percent ( $n = 80$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that tenure standards were applied equally to faculty in their schools/division. Forty-nine percent ( $n = 51$ ) of Tenured and Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that promotion standards were applied equally to faculty in their schools/division. Sixty-five percent ( $n = 68$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were supported and mentored during the tenure-track years. Fourteen percent ( $n = 15$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that Shippensburg University faculty who qualify for delaying their tenure clock felt empowered to do so. No statistically significant differences were found between groups.

**Table 77. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace 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>	%
The criteria for tenure are clear.	34	32.4	47	44.8	13	12.4	7	6.7	< 5	---
The criteria for promotion are clear.	6	5.7	25	23.8	26	24.8	30	28.6	18	17.1
The tenure standards are applied equally to faculty in my school/division.	39	37.1	41	39.0	12	11.4	9	8.6	< 5	---

<sup>95</sup> Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

**Table 77. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace 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>	%
The promotion standards are applied equally to faculty in my school/division.	11	10.6	13	12.5	29	27.9	32	30.8	19	18.3
Supported and mentored during the tenure-track years.	30	28.6	38	36.2	17	16.2	12	11.4	8	7.6
Shippensburg University faculty who qualify for delaying their tenure clock feel empowered to do so.	6	5.7	9	8.6	75	71.4	9	8.6	6	5.7

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 105).

Table 78 illustrates that 59% (*n* = 62) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research, scholarship, and creative activities were valued by Shippensburg University. Eighty-three percent (*n* = 86) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by Shippensburg University. Sixty-three percent (*n* = 66) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued by Shippensburg University.

Seventy-one percent (*n* = 74) of Tenured and Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that they were pressured to change their research/scholarship agenda to achieve tenure. A significantly higher percentage of Women Tenured and Tenure-Track Faculty respondents (31%, *n* = 16) than Men Tenured and Tenure-Track Faculty respondents (10%, *n* = 5) “neither agreed nor disagreed” that they were pressured to change their research/scholarship agenda to achieve promotion.

Fifty-four percent (*n* = 56) of Tenured and Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that they were pressured to change their research/scholarship agenda to achieve tenure. No statistically significant differences were found between groups.

**Table 78. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace 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>	%
Research, scholarship, and creative activities are valued by Shippensburg University.	19	18.1	43	41.0	25	23.8	14	13.3	< 5	---
Teaching is valued by Shippensburg University.	30	28.8	56	53.8	11	10.6	5	4.8	< 5	---
Service contributions are valued by Shippensburg University.	21	20.0	45	42.9	23	21.9	9	8.6	7	6.7
Pressured to change my research/scholarship agenda to achieve tenure.	< 5	---	7	6.7	22	21.2	38	36.5	36	34.6
Gender identity <sup>xv</sup>										
Women	6	11.5	6	11.5	16	30.8	12	23.1	12	23.1
Men	< 5	---	12	25.0	5	10.4	13	27.1	17	35.4
Pressured to change my research/scholarship agenda to achieve promotion.	7	6.7	19	18.3	22	21.2	27	26.0	29	27.9

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 105).

Fifty-five percent (*n* = 56) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 79). A significantly higher percentage of Women Tenured and Tenure-Track Faculty respondents (34%, *n* = 17) than Men Tenured and Tenure-Track Faculty respondents (13%, *n* = 6) “strongly agreed” that they were burdened by service responsibilities beyond those of their colleagues.

Fifty-five percent (*n* = 58) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Thirty-nine percent (*n* = 40) of Tenured and Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that faculty members in their departments who used family accommodation (FMLA) policies were disadvantaged in promotion and tenure. No statistically significant differences were found between groups.

**Table 79. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace 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>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	24	23.5	32	31.4	19	18.6	19	18.6	8	7.8
Gender identity <sup>xvi</sup>										
Women	17	34.0	10	20.0	11	22.0	8	16.0	< 5	---
Men	6	12.5	21	43.8	8	16.7	9	18.8	< 5	---
I perform more work to help students than do my colleagues.	27	25.7	31	29.5	25	23.8	15	14.3	7	6.7
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure.	5	4.9	8	7.8	49	48.0	23	22.5	17	16.7

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 105).

Thirty-eight percent (*n* = 40) of Tenured and Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that faculty opinions were taken seriously by senior administrators (Table 80). Fifty-five percent (*n* = 58) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were valued within Shippensburg University committees. Thirty-eight percent (*n* = 39) of Tenured and Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that they would have liked more opportunities to participate in substantive committee assignments. Seventy-one percent (*n* = 74) “strongly agreed” or “agreed” that they had opportunities to participate in substantive committee assignments. No statistically significant differences were found between groups.

**Table 80. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace 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>	%
Faculty opinions are taken seriously by senior administrators.	< 5	---	20	19.0	41	39.0	30	28.6	10	9.5
Faculty opinions are valued within Shippensburg University committees.	14	13.3	44	41.9	29	27.6	13	12.4	5	4.8

**Table 80. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace 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 would like more opportunities to participate in substantive committee assignments.	< 5	---	23	22.3	38	36.9	33	32.0	6	5.8
I have opportunities to participate in substantive committee assignments.	29	27.9	45	43.3	18	17.3	10	9.6	< 5	---

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 105).

**Qualitative comments analyses.** Forty-nine Tenure-Track Faculty respondents elaborated on their responses to previous statements regarding issues such as criteria for tenure and promotion, faculty mentorship, teaching, service, research, faculty voice, leave benefits, and committee assignments. Two themes emerged from the responses: promotion process flaws and concerns regarding the promotion committee.

*Promotion Process Flaws.* In the first theme, respondents expressed various frustrations regarding the process for faculty promotion. Respondents depicted the process as unfair, highly subjective, and, at times, biased toward certain classifications or colleges. Respondents specifically offered, “Promotion process is arbitrary - what can get you promoted one year may have you at the bottom of the list the next.” According to other respondents, “The promotion process is a complete joke. The policy is so ambiguous that there is no way it is valid or reliable and I cannot see how it can be legally, strategically or practically defended,” “There is no transparency in the promotion and sabbatical ranking and process. Clear standards and scoring needs to be established and changed,” and “Tenure/promotion application process needs to be changed.” Likewise calling for revisions to the promotion process, respondents wrote, “Zero-sum promotion process is abhorrent, particularly across all colleges and departments. It is a deeply flawed system that needs to be overhauled” and “Local promotion policies haven't been reviewed since 2005. Institutions change over 13 years. Criteria for promotion should be clear.”

Tenure-Track Faculty respondents also described the faculty promotion process as biased or inequitable across disciplines and contract types. A respondent explained, “The promotion standards/criteria are unclear and inequitable as it relates to faculty in different colleges, different

roles (non-classroom vs classroom), and different areas of study.” Respondents also wrote, “The promotion process needs to be evaluated on behalf of all faculty members (classroom, library, counselors, administrative, etc.) so the rubric is not skewed for one particular group” and “As a non-classroom faculty member, I feel my path towards promotion is more difficult than a traditional teaching faculty member.” According to other respondents, “Promotion is based on research/publication. There are faculty members who are severely disadvantaged by this because of heavy administrative load and advising loads,” “[T]he promotion process seems to be arbitrary and discriminatory against certain disciplines, particularly those in the College of Business,” and “The promotion process and somewhat the tenure process are biased in favor of larger departments or more popular/influential individuals.”

*Concerns Regarding Promotion Committee.* In the second theme, Tenure-Track Faculty respondents described their concerns regarding different academic units’ varied representation on the university’s promotion committee as well as shifting standards for promotion as determined by the faculty that comprise the committee each year. Describing the effects of inequitable departmental representation on the promotion committee, a respondent shared, “Because we vote for who makes up the committee, larger departments can stack the committee with people who will support their candidates. The composition of the committee rather than the merits of the candidate can influence the outcome of the promotion rankings.” Respondents also noted, “[T]he committee make-up must be reassessed to ensure appropriate representation” and “The committee composition does NOT reflect the distribution of faculty across colleges. For example, COB is under-represented in the committee, compared to other colleges. There needs to be a mechanism to re-visit the distribution of colleges’ representatives on the committee at certain intervals (e.g. every 5 years). This will make it a more truly representative committee.” Respondents also characterized the promotion committee as biased. Specifically, respondents wrote, “Promotion is a joke. It has nothing to do with the work you have done. It’s about who is on the committee and who you know” and “I know that Tenure & Promotion committees have continued to work on clarifying criteria, but people on these committees are not (cannot be?) non-biased.” Respondents also explained that changes in committee personnel have resulted in varied and inconsistent promotion standards from one year to the next. Respondents explained, “[T]he promotion process is inconsistent year-to-year as the committee membership changes and no clear guidelines are available” and “Everyone I know who’s either gone up for promotion, or

served on the UWPC, has said that what the committee values changes from year to year depending on who's on the committee.”

Survey Question 37 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were not able to be conducted owing to the small number of Non-Tenure-Track Faculty respondents.

Forty-one percent ( $n = 7$ ) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that the criteria used for contract renewal were clear. Forty-one percent ( $n = 7$ ) of Non-Tenure-Track Faculty respondents “neither agreed nor disagreed” that the criteria used for contract renewal were applied equally to all positions. Sixty-nine percent ( $n = 11$ ) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that expectations of their responsibilities were clear (Table 81).

**Table 81. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace 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>	%
The criteria for contract renewal are clear.	< 5	---	< 5	---	< 5	---	< 5	---	< 5	---
The criteria used for contract renewal are applied equally to all positions.	< 5	---	< 5	---	7	41.2	5	29.4	0	0.0
Clear expectations of my responsibilities exist.	5	31.3	6	37.5	< 5	---	0	0.0	0	0.0

Note: Table reports responses only from Non-Tenure-Track Faculty respondents ( $n = 17$ ).

Sixty-five percent ( $n = 11$ ) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research, scholarship, and creative activities were valued by Shippensburg University. Seventy-seven percent ( $n = 13$ ) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by Shippensburg University (Table 82).

**Table 82. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace 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>	%
Research, scholarship, and creative activities are valued by Shippensburg University.	6	35.3	5	29.4	< 5	---	< 5	---	< 5	---
Teaching is valued by Shippensburg University.	7	41.2	6	35.3	< 5	---	0	0.0	0	0.0

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 17).

Seventy-one percent (*n* = 12) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 83). Thirty-five percent (*n* = 6) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students than did their colleagues. Equally, 35% (*n* = 6) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that they performed more work to help students than did their colleagues. Fifty-three percent (*n* = 9) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt pressured to do extra work that was uncompensated. Forty-seven percent (*n* = 8) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their opinions were taken seriously by senior administrators. Sixty-five percent (*n* = 11) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that they had job security.

**Table 83. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace 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>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	0	0.0	< 5	---	< 5	---	5	29.4	7	41.2
I perform more work to help students than do my colleagues.	< 5	---	< 5	---	5	29.4	< 5	---	< 5	---
Pressured to do extra work that is uncompensated.	< 5	---	< 5	---	6	35.3	< 5	---	5	29.4

**Table 83. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace 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>	%
Non-tenure-track faculty opinions are taken seriously by senior administrators.	< 5	---	< 5	---	< 5	---	< 5	---	< 5	---
I have job security.	0	0.0	< 5	---	5	29.4	< 5	---	8	47.1

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 17).

**Qualitative Comments Analysis.** Five Non-Tenure-Track Faculty respondents provided additional information regarding their campus climate experiences in the workplace. No theme was present.

Additionally, all Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 84). Chi-square analyses were conducted by gender identity,<sup>96</sup> racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation.

Sixty-six percent (*n* = 80) of Faculty respondents “strongly agreed” or “agreed” that salaries for tenure-track faculty positions were competitive. Sixty percent (*n* = 73) of Faculty respondents “strongly agreed” or “agreed” that salaries for adjunct professors were competitive. Fifty-eight percent (*n* = 69) of Faculty respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. Fifteen percent (*n* = 18) of Faculty respondents “strongly agreed” or “agreed” that child care benefits were competitive. Sixty-five percent (*n* = 78) of Faculty respondents “strongly agreed” or “agreed” that retirement/supplemental benefits were competitive. No statistically significant differences were found between groups.

**Table 84. Faculty Respondents’ Perceptions of Salary and Benefits**

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>	%
Salaries for tenure-track faculty positions are competitive.	35	28.7	45	36.9	22	18.0	18	14.8	< 5	---

<sup>96</sup> Per the CSWG, for all analyses, gender identity was recoded as Men and Women.

**Table 84. Faculty Respondents’ Perceptions of Salary and Benefits**

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>	%
Salaries for adjunct professors are competitive.	36	29.5	37	30.3	26	21.3	18	14.8	5	4.1
Health insurance benefits are competitive.	23	19.2	46	38.3	27	22.5	19	15.8	5	4.2
Child care benefits are competitive.	5	4.2	13	11.0	74	62.7	17	14.4	9	7.6
Retirement/supplemental benefits are competitive.	28	23.3	50	41.7	32	26.7	8	6.7	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 122).

Thirty-nine percent (*n* = 47) of Faculty respondents “strongly disagreed” or “disagreed” that Shippensburg University provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 85). Sixty-five percent (*n* = 78) of Faculty respondents “strongly agreed” or “agreed” that their colleagues included them in opportunities that would help their career as much as they did others in their position. Fifty-two percent (*n* = 62) of Faculty respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. Eighty-two percent (*n* = 64) of Faculty respondents “strongly agreed” or “agreed” that Shippensburg University provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, and traveling). No statistically significant differences were found between groups.

**Table 85. Faculty Respondents’ Perceptions of Work-Life Balance**

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>	%
Shippensburg University provides adequate resources to help me manage work-life balance.	< 5	---	22	18.0	50	41.0	31	25.4	16	13.1
My colleagues include me in opportunities that will help my career as much as they do others in my position.	29	24.0	49	40.5	25	20.7	14	11.6	< 5	---
The performance evaluation process is clear.	16	13.4	46	38.7	31	26.1	19	16.0	7	5.9

**Table 85. Faculty Respondents’ Perceptions of Work-Life Balance**

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>	%
Shippensburg University provides me with resources to pursue professional development.	13	39.7	51	42.1	24	19.8	26	21.5	7	5.8

Note: Table reports responses only from Faculty respondents (*n* = 122).

As noted in Table 86, 56% (*n* = 65) of Faculty respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at Shippensburg University. Sixty-three percent (*n* = 76) of Faculty respondents “strongly agreed” or “agreed” that they would recommend Shippensburg University as a good place to work. Seventy-seven percent (*n* = 93) of Faculty respondents “strongly agreed” or “agreed” that they had job security. No statistically significant differences were found between groups.

**Table 86. Faculty Respondents’ Perceptions of Workplace 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>	%
Positive about my career opportunities at Shippensburg University.	48	42.1	17	14.0	41	33.9	9	7.4	6	5.0
I would recommend Shippensburg University as a good place to work.	24	19.8	52	43.0	29	24.0	11	9.1	5	4.1
I have job security.	41	33.9	52	43.0	14	11.6	6	5.0	8	6.6

Note: Table reports responses only from Faculty respondents (*n* = 122).

Seventy-seven percent (*n* = 94) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by faculty in their department/program (Table 87). Eighty-one percent (*n* = 98) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by their department/program chairs. Seventy-four percent (*n* = 90) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by other faculty at Shippensburg University. Eighty-five percent (*n* = 98) “strongly agreed” or “agreed” that they felt valued by students in the classroom. Forty-four percent (*n* = 53) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by Shippensburg University senior administrators (e.g., dean, vice president, academic vice president). No statistically significant differences were found between groups.

**Table 87. Faculty Respondents’ Feelings of Value**

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 feel valued by faculty in my department/program.	53	43.4	41	33.6	11	9.0	13	10.7	< 5	---
I feel valued by my department/program chair.	69	57.0	29	24.0	10	8.3	6	5.0	7	5.8
I feel valued by other faculty at Shippensburg University.	37	30.3	53	43.4	23	18.9	8	6.6	< 5	---
I feel valued by students in the classroom.	41	35.7	57	49.6	13	11.3	< 5	---	0	0.0
I feel valued by Shippensburg University senior administrators.	15	12.4	38	31.4	38	31.4	23	19.0	7	5.8

Note: Table reports responses only from Faculty respondents (*n* = 122).

Table 88 depicts Faculty respondents’ attitudes about certain aspects of the climate in their departments/programs and at Shippensburg University. Subsequent analyses were conducted to identify significant differences in responses by gender identity,<sup>97</sup> racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation.

Sixty-four percent (*n* = 77) of Faculty respondents “strongly disagreed” or “disagreed” that faculty in their departments/school prejudged their abilities based on their perception of their identity/background. Seventy-five percent (*n* = 88) of Faculty respondents “strongly disagreed” or “disagreed” that their department/program chairs prejudged their abilities based on their perception of their identity/background. Forty-seven percent (*n* = 57) of Faculty respondents “strongly agreed” or “agreed” that Shippensburg University encouraged free and open discussion of difficult topics. No statistically significant differences were found between groups.

**Table 88. 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/program prejudice my abilities based on their	7	5.8	16	13.2	21	17.4	34	28.1	43	35.5

<sup>97</sup> Per the CSWG, for all analyses, gender identity was recoded as Men and Women.

**Table 88. 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>	%
perception of my identity/background.										
I think that my department/program chair prejudices my abilities based on their perception of my identity/background.	6	5.1	6	5.1	17	14.5	35	29.9	53	45.3
I believe that Shippensburg University encourages free and open discussion of difficult topics.	15	12.3	42	34.4	33	27.0	24	19.7	8	6.6

Note: Table reports responses only from Faculty respondents (*n* = 122).

Fifty-three percent (*n* = 64) of Faculty respondents “strongly agreed” or “agreed” that their research, scholarship, and creative activity was valued (Table 89). Seventy-three percent (*n* = 85) of Faculty respondents “strongly agreed” or “agreed” that their teaching was valued. Seventy-six percent (*n* = 67) of Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued. No statistically significant differences were found between groups.

**Table 89. 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, scholarship, and creative activities are valued.	16	13.3	48	40.0	36	30.0	14	11.7	6	5.0
I feel that my teaching is valued.	35	30.2	50	43.1	19	16.4	11	9.5	< 5	---
I feel that my service contributions were valued.	23	40.0	44	36.4	33	27.3	18	14.9	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 122).

**Qualitative comments analysis.** Forty-one Faculty respondents elaborated on previous statements regarding issues such as salaries, benefits, child care, resources for work-life balance, performance evaluations, resources for professional development, and job security. Two themes emerged: lack of professional development funds and critiques of salary scale.

*Lack of Professional Development Funds.* In the first theme, Faculty respondents described faculty professional development funds as insufficient. According to respondents, “\$1,000 a year in travel funding is usually insufficient for even the annual meeting of your main professional association, the most basic professional development” and “No question about whether or not the university offered ENOUGH resources to pursue professional development. It's good we have them, but given how much faculty produce, it is a pittance. Faculty are frequently spending out of their own pocket to cover the costs.” Faculty respondents frequently noted that faculty professional development funds have rarely satisfied the cost of attending conferences. Respondents explained, “We are provided reimbursement for our travel etc. but it doesn't pay for everything. I've spent thousands of dollars for professional development that also was part of my scholarship” and “Resources for professional development are horrible. \$1000 per year if you are presenting at a conference or organizing a conference. That's it. Conferences are expensive, especially if they're far away and you need to fly. Also, I would like to be able to attend a conference without having to present. How am I supposed to stay current in my field if I don't have access to funding?” Other respondents shared, “Not enough funds for research,” “More money for travel to conferences please. Some of us go to more than one a year and we should be encouraged to do so” and “There are minimal funds for conferences and professional development in our department. CFEST grants are not enough either, and they take too long to complete.”

*Critiques of Salary Scale.* In the second theme, Faculty respondents critiqued faculty and adjunct salaries and the faculty salary scale. Regarding “market equity adjustment” and the salary scale, respondents wrote, “One pay scale for all faculty members that does not allow for market equity adjustments results in some faculty making more than market rate while others make less than market rate in their specialty areas” and “The salary scale means we avoid the problem of salary compression.” Another respondent wrote, “Salaries in certain fields in the College of Business are not competitive at all. They are often 10-50K below market. This has been a huge problem in hiring.” According to one respondent, “Salaries were very competitive when I got here, but now in many fields they lag behind (in some they are well ahead). Market competitiveness should not be the only factor explored for pay and benefits. Yes, we pay adjuncts a competitive wage, but it is still an exploitive wage and we could do better.” Also commenting on adjunct professor pay, a respondent commented, “Salaries for adjunct professors are too competitive.”

## Faculty and Staff Respondents Who Have Seriously Considered Leaving Shippensburg University

Thirty-nine percent ( $n = 331$ ) of all respondents had seriously considered leaving Shippensburg University (Figure 49). With regard to employee position status, 53% ( $n = 64$ ) of Faculty respondents and 55% ( $n = 88$ ) of Staff respondents had seriously considered leaving Shippensburg University in the past year.

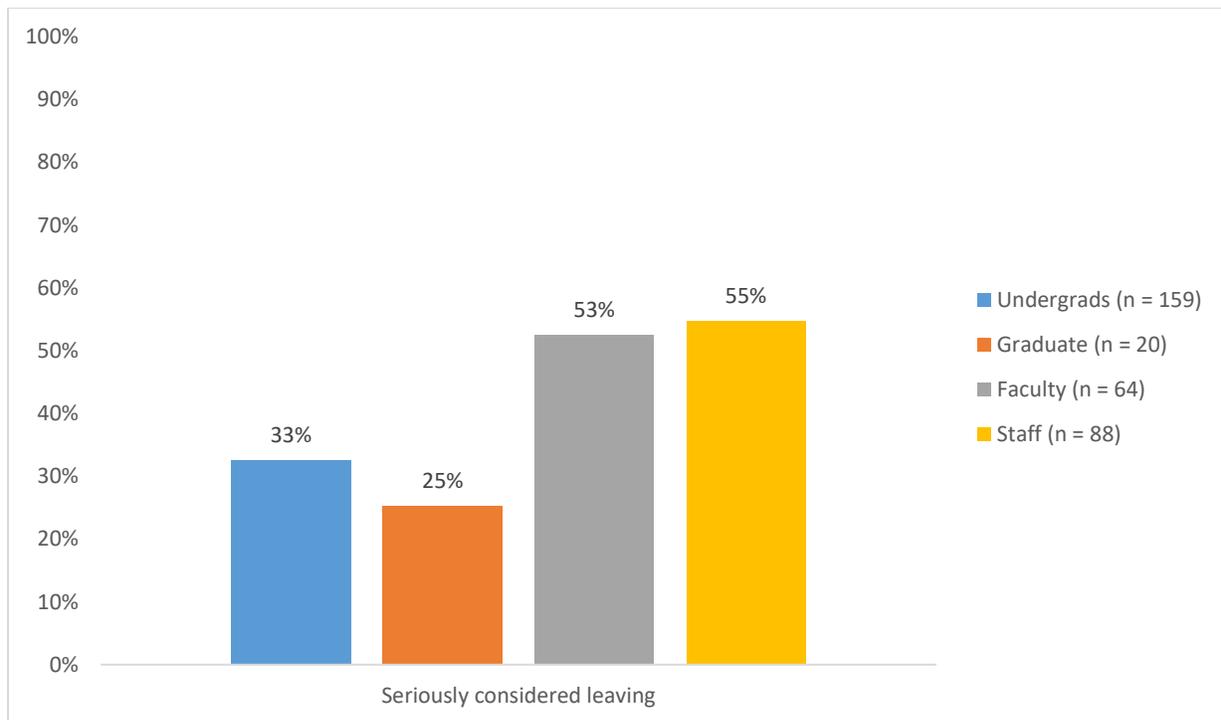


Figure 49. Respondents Who Had Seriously Considered Leaving Shippensburg University (%)

Staff respondents who seriously considered leaving did so owing to increased workloads (47%,  $n = 41$ ), limited opportunities for advancement (39%,  $n = 34$ ), and/or a low salary/pay rate (34%,  $n = 30$ ) (Table 90). Thirty-one percent ( $n = 27$ ) of Staff respondents selected “A reason not listed above” and wrote in responses such as “poor communication,” “lack of confidence in administration,” “diminishing campus pride,” “unfair promotion and hiring practices,”

“unionized environment,” “lack of change,” and “unsupportive upper management” as the reason why they seriously considered leaving Shippensburg University.

**Table 90. Reasons Why Staff Respondents Considered Leaving Shippensburg University**

Reason	<i>n</i>	%
Increased workload	41	46.6
Limited advancement opportunities	34	38.6
Low salary/pay rate	30	34.1
Campus climate unwelcoming	29	33.0
Tension with supervisor/manager	25	28.4
Interested in a position at another institution	19	21.6
Lack of professional development	15	17.0
Recruited or offered a position at another institution/organization	12	13.6
Tension with coworkers	12	13.6
Institutional support	12	13.6
Family responsibilities	11	12.5
Lack of benefits	7	8.0
A reason not listed above	27	30.7

Note: Table reports responses only from Staff respondents who indicated on the survey that they had seriously considered leaving Shippensburg University (*n* = 88). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Faculty respondents by gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. No significant differences were found.

Faculty respondents who seriously considered leaving did so owing to increased workloads (42%, *n* = 27), their interest in a position at another institution (38%, *n* = 24), or the local community did not meet their or their family’s needs (34%, *n* = 22) (Table 91). “A reason not listed above” responses submitted by respondents included “departmental politics,” “lack of job security,” “unethical behavior in department,” “lack of an environment ethic, culture and community,” “talk of retrenchment,” “union strike,” “treatment for former senior leader,” and “institutional resistance to addressing campus climate.”

**Table 91. Reasons Why Faculty Respondents Considered Leaving Shippensburg University**

Reason	<i>n</i>	%
Increased workload	27	42.2
Interested in a position at another institution	24	37.5
Local community did not meet my (my family) needs	22	34.4
Institutional support	18	28.1
Tension with supervisor/manager	18	28.1
Local community not welcoming	17	26.6
Tension with coworkers	16	25.0
Campus climate unwelcoming	16	25.0
Spouse or partner unable to find suitable employment	12	18.8
Limited advancement opportunities	11	17.2
Low salary/pay rate	10	15.6
Lack of professional development opportunities	10	15.6
A reason not listed above	15	23.4

Note: Table reports responses only from Faculty respondents who indicated on the survey that they had seriously considered leaving Shippensburg University (*n* = 64). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Faculty respondents by gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. A significantly higher percentage of Queer-spectrum Faculty respondents (85%, *n* = 11) than Heterosexual Faculty respondents (47%, *n* = 49) had seriously considered leaving Shippensburg University.<sup>xvii</sup>

**Qualitative comments analyses.** One hundred ninety-four respondents elaborated on why they had seriously considered leaving Shippensburg University. Of those respondents, 43 were Faculty respondents and 54 were Staff respondents. Two themes emerged from Faculty responses: excessive workload and experienced bullying. Two themes emerged specific to Staff respondents: poor institutional leadership and excessive workload.

***Faculty respondents***

*Excessive Workload.* In the first theme among Tenure-Track Faculty responses, respondents shared that they had considered leaving Shippensburg University because of increasingly excessive workloads. A respondent explained, “I used to love coming to work, but with my increased workload without support to meet the increased needs, I am overworked,

unappreciated, and ignored.” Other respondents shared, “I feel more responsibilities are piled on to my area each year and we are just supposed to continue doing the job with limited resources” and “The workload has increased, particularly in the area of service. We need more faculty members in our department! Vacant positions are not being filled (or filled with adjuncts), which means more committee work and advising and less time for research.” Another respondent offered, “Frustration with teaching a very labor intensive 4-4 load, with service obligations that keep multiplying as the numbers of faculty on campus are decreasing--work expected of faculty has steadily increased without noticeable gains.”

*Experiences of Being Bullied.* In the second Faculty theme, respondents identified their personal experiences of being bullied and/or the prevalence of bullying as the reason they had considered leaving the institution. A respondent explained, “Bullying, intimidation is accepted and tolerated.” According to another respondent, “Shippensburg University does not pay attention to bullying by colleagues. That made my life very difficult for a decade.” In reference to bullying behaviors by students, a respondent wrote, “Students are getting more and more aggressive and bullying of faculty.” A respondent also shared, “There is institutional bullying that can't be addressed with the faculty contract. Department Chairs are technically faculty, but are de-facto administrators, often doing the dirty work of Deans.”

### ***Staff respondents***

*Rapid Rate of Organizational Change.* In the first Staff theme, respondents expressed concerns about the university leadership and the rapid rate of procedural and organizational. Critiquing the administration, respondents wrote, “The expectations/demands we are given from upper administration are not in the best interests of the students, and support and monetary resources are not provided.” Another respondent shared, “I acknowledge growth may be painful. But we have a culture now where everyone is constantly in a state of chaos – the institution is constantly being reorganized.” Respondents also noted, “extremely poor communication with upper management” and “Lack of transparency in executive decision making has eroded my trust in senior leadership.” Suggesting a significant decline in the Shippensburg University campus climate, respondents wrote, “used to be a great place to work; the old administration cared about employees” and “Shippensburg University is no longer a place I recognize.” A respondent also

shared, “As an employee of nearly fifteen years, the climate of the university is concerning. While I feel that new members of the administration are experienced and able to lead, many do not understand the history of the institution and why certain things are the way they are. It seems like there is a universal misconception that if we were doing something a certain way up until this point, it is automatically incorrect and has to be changed.”

*Excessive Workload.* In the second Staff theme, respondents identified excessive workloads as a reason they had considered leaving the institution. Respondents shared, “The workload was excessive and continued to increase” and “increasing workloads which put a strain on employees and departments.” Respondents also wrote, “Resources have been limited, and as a result, workload has increased by a large degree, with no additional compensation” and “The workload is being increased without data supporting the change and the wellbeing of the staff is not being factored into the decision making (mental health, work hours, time with family, etc.)” One respondent simply wrote, “Not enough staff due to budget cuts. Too much work for everyone. No one cares.” A respondent who self-disclosed that they had worked for the institution for many years shared, “The amount of work and expectations for my position have continued to grow however, the amount of staff support and financial support have remained the same since I started.”

**Summary.** The results from this section suggest that most Faculty and Staff respondents generally hold positive attitudes about Shippensburg University policies and processes. With regard to discriminatory employment practices, 33% ( $n = 91$ ) of Faculty and Staff respondents had observed unfair or unjust hiring, 37% ( $n = 104$ ) had observed unfair or unjust promotion, tenure, and/or reclassification, and 22% ( $n = 61$ ) had observed unfair or unjust disciplinary actions. Nepotism/cronyism, ethnicity, age, and length of service were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they had supervisors or colleagues/coworkers who gave them job/career advice or guidance when they needed it, all staff members were held equally accountable to perform their job duties, their supervisors were supportive of their taking leave, and staff salaries were competitive. Most Staff respondents also felt that health insurance

benefits were competitive, retirement benefits were competitive, and they were valued by their supervisors/managers and Shippensburg University students.

Staff respondents also expressed less than positive attitudes. For example, some Staff respondents felt that their workload increased without additional compensation as a result of other staff departures and that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours.

A majority of Tenured and Tenure-Track Faculty respondents agreed that the criteria for tenure were clear, teaching was valued by Shippensburg University, and they were not pressured to change their research/scholarship agenda to achieve tenure. Non-Tenure-Track Faculty respondents mostly agreed that teaching was valued by Shippensburg University and they were not burdened by service responsibilities beyond those of their colleagues with similar performance expectations. Additionally, Faculty respondents mostly agreed that Shippensburg University provided them with resources to pursue professional development, they were valued by their department/program chairs, and they were valued by students in the classroom.

Just more than half of Faculty respondents (53%,  $n = 64$ ) and Staff respondents (55%,  $n = 88$ ) had seriously considered leaving Shippensburg University in the past year. The top reasons why Faculty and Staff respondents had seriously considered leaving included increased workload, limited opportunities for advancement, and interest in a position at another institution.

---

<sup>xii</sup> A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by position status:  $\chi^2(1, N = 280) = 14.2, p < .001$ .

<sup>xiii</sup> A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed employment-related discipline or action by position status:  $\chi^2(1, N = 277) = 18.3, p < .001$ .

<sup>xiv</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated that clear procedures existed on how to advance at Shippensburg University by gender identity:  $\chi^2(4, N = 154) = 9.8, p < .05$ .

<sup>xv</sup> A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they were pressured to change their research/scholarship agenda to achieve promotion by gender identity:  $\chi^2(4, N = 100) = 12.10, p < .05$ .

<sup>xvi</sup> A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they were burdened by service responsibilities beyond those of their colleagues by gender identity:  $\chi^2(4, N = 98) = 9.66, p < .05$ .

<sup>xvii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving Shippensburg University by sexual identity:  $\chi^2(1, N = 118) = 6.67, p < .01$ .

## Student Perceptions of Campus Climate

This section of the report reviews survey items that were specific to Shippensburg students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality.

### **Students' Perceived Academic Success**

**Factor Analysis Methodology.** As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 12 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* (Table 92). This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 12 of the survey reflect the questions on this scale.

The questions on 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, respondents who did not answer all scale sub-questions were not included in the analysis. Three percent of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using 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.<sup>98</sup> The internal consistency reliability (Cronbach's alpha) of the scale was 0.869, which is high, meaning that the scale produced consistent results.

---

<sup>98</sup> Factor 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.

**Table 92. Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Survey item number	Academic experience
<i>Perceived Academic Success</i>	Q12_A_1	I am performing up to my full academic potential.
	Q12_A_2	I am satisfied with my academic experience at Shippensburg University.
	Q12_A_3	I am satisfied with the extent of my intellectual development since enrolling at Shippensburg University.
	Q12_A_4	I have performed academically as well as I anticipated I would.
	Q12_A_5	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q12_A_6	My interest in ideas and intellectual matters has increased since coming to Shippensburg University.

Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. The score was then reverse-coded so higher scores on *Perceived Academic Success* factor suggest a student or constituent group perceives themselves as more academically successful.

**Means Testing Methodology.** After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate 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:

- Gender identity (Women, Men)
- Racial identity (People of Color, Multiracial, White)
- Sexual identity (Heterosexual, Queer-spectrum)
- Disability status (No Disability, Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)
- First-generation status (First-Generation, Not-First-Generation)

When only two categories existed for the specified demographic variable (e.g., sexual 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*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), 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  $\eta^2$  and any moderate-to-large effects are noted.

**Means Testing Results.** The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate Student respondents (where possible).

Gender Identity

No significant difference existed in the test of means for Undergraduate Student respondents by gender identity on *Perceived Academic Success*,  $t(460) = 1.593, p > .05$ . No significant difference existed in the test of means for Graduate Student respondents by gender identity on *Perceived Academic Success*,  $t(73) = 0.323, p > .05$ . (Table 93).

**Table 93. Student Respondents’ Perceived Academic Success by Gender Identity**

Gender identity	Undergraduate Student respondents			Graduate Student respondents		
	<i>n</i>	Mean	Std. dev.	<i>n</i>	Mean	Std. dev.
Women	314	4.061	0.646	62	4.328	0.597
Men	148	3.956	0.681	13	4.269	0.587
Mean difference		0.104			0.059	

Racial Identity

No significant difference existed ( $p > .05$ ) in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 94). Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were not run because the overall test was not significant.

**Table 94. Undergraduate Student Respondents’ Perceived Academic Success by Racial Identity**

Racial identity	<i>n</i>	Mean	Std. dev.
People of Color	38	3.886	0.607

**Table 94. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity**

Racial identity	<i>n</i>	Mean	Std. dev.
White	391	4.047	0.668
Multiracial	37	3.928	0.510

A significant difference did exist ( $p < .05$ ) in the overall test for means for Graduate Student respondents by racial identity on *Perceived Academic Success* (Table 95).

**Table 95. Graduate Student Respondents' Perceived Academic Success by Racial Identity**

Racial identity	<i>n</i>	Mean	Std. dev.
People of Color	10	3.883	0.707
White	62	4.387	0.543
Multiracial	< 5	---	---

Subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were significant for one comparison: Respondents of Color vs. White respondents (Table 96). These findings suggest that Graduate Student Respondents of Color perceived themselves as less academically successful than White Graduate Student respondents perceived themselves to be.

**Table 96. Difference Between Means for Graduate Student Respondents for Perceived Academic Success by Racial Identity**

Groups compared	Mean difference
People of Color vs. White	-0.504*
People of Color vs. Multiracial	-0.325
White vs. Multiracial	0.179

\* $p < .05$

### Sexual Identity

No significant difference existed in the overall test for means for Undergraduate Student respondents by sexual identity on *Perceived Academic Success*,  $t(448) = 0.461$ ,  $p > .05$ . No significant difference existed in the overall test for means for Graduate Student respondents by sexual identity on *Perceived Academic Success*,  $t(70) = -1.442$ ,  $p > .05$  (Table 97).

**Table 97. Student Respondents' Perceived Academic Success by Sexual Identity**

Sexual identity	Undergraduate Student respondents			Graduate Student respondents		
	<i>n</i>	Mean	Std. dev.	<i>n</i>	Mean	Std. dev.
Queer-spectrum	54	4.049	54	12	4.083	0.613
Heterosexual	396	4.005	396	60	4.356	0.594
Mean difference		0.044			-0.272	

Disability Status

A significant difference existed in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success*,  $t(466) = -1.990, p < .05$ . This finding suggests that Undergraduate Student Respondents with No Disabilities perceived themselves to be more academically successful than Undergraduate Student Respondents with a Disability/Multiple Disabilities perceived themselves to be. No significant difference existed in the overall test for means for Graduate Student respondents by disability status on *Perceived Academic Success*,  $t(75) = -0.878, p > .05$ . (Table 98).

**Table 98. Student Respondents' Perceived Academic Success by Disability Status**

Disability status	Undergraduate Student respondents			Graduate Student respondents		
	<i>n</i>	Mean	Std. dev.	<i>n</i>	Mean	Std. dev.
Disability/Multiple Disabilities	77	3.892	0.539	18	4.213	0.542
No Disability	391	4.051	0.659	59	4.353	0.607
Mean difference		-0.159*			-0.140	

\* $p < .05$

Income Status

A significant difference existed in the overall test for means for Undergraduate Student respondents by income status on *Perceived Academic Success*,  $t(457) = -2.371, p < .05$ . (Table 99). This finding suggests that Not-Low-Income Undergraduate Student respondents had greater *Perceived Academic Success* than did Low-Income Undergraduate Student respondents. No significant difference existed in the overall test for means for Graduate Student respondents by income status on *Perceived Academic Success*,  $t(71) = -0.239, p > .05$ .

**Table 99. Student Respondents' Perceived Academic Success by Income Status**

Income status	Undergraduate Student respondents			Graduate Student respondents		
	<i>n</i>	Mean	Std. dev.	<i>n</i>	Mean	Std. dev.
Low-Income	59	3.836	0.647	17	4.294	0.733
Not-Low-Income	400	4.053	0.655	56	4.333	0.545
Mean difference		-0.216*			-0.039	

\* $p < .05$

### First-Generation Status

No significant difference existed in the overall test for means for Undergraduate Student respondents by first-generation status on *Perceived Academic Success*,  $t(472) = 1.185, p > .05$ . (Table 100). No significant difference existed in the overall test for means for Graduate Student respondents by first-generation status on *Perceived Academic Success*,  $t(75) = 0.617, p > .05$ .

**Table 100. Student Respondents' Perceived Academic Success by First-Generation Status**

First-generation status	Undergraduate Student respondents			Graduate Student respondents		
	<i>n</i>	Mean	Std. dev.	<i>n</i>	Mean	Std. dev.
First-Generation	199	4.061	0.691	45	4.356	0.573
Not-First-Generation	275	3.989	0.625	32	4.271	0.623
Mean difference		0.072			0.085	

### **Students' Perceptions of Campus Climate**

One of the survey items asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at Shippensburg University. No significant differences were found based on student status (undergraduate versus graduate), gender identity, racial identity,<sup>99</sup> sexual identity,

<sup>99</sup> Owing to low numbers in some of the response categories, this variable was collapsed into People of Color, Multiracial, and White.

disability status,<sup>100</sup> religious affiliation,<sup>101</sup> citizenship status, military status,<sup>102</sup> housing status,<sup>103</sup> income status, or first-generation status for Tables 101 through 106.<sup>104</sup>

Eighty-two percent ( $n = 462$ ) of Student respondents “strongly agreed” or “agreed” that they felt valued by Shippensburg University faculty. Seventy-five percent ( $n = 424$ ) “strongly agreed” or “agreed” that they felt valued by Shippensburg University staff. Sixty-two percent ( $n = 352$ ) “strongly agreed” or “agreed” that they felt valued by Shippensburg University senior administrators (e.g., dean, vice president, academic vice president) (Table 101).

**Table 101. Student Respondents’ Feelings of Value by Employees**

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 Shippensburg University faculty.	166	29.3	296	52.3	83	14.7	17	3.0	< 5	---
I feel valued by Shippensburg University staff.	150	26.6	274	48.7	103	18.3	34	6.0	< 5	---
I feel valued by Shippensburg University senior administrators.	130	23.0	222	39.3	142	25.1	50	8.8	21	3.7

Note: Table reports responses only from Student respondents ( $n = 569$ ).

Eighty-two percent ( $n = 467$ ) of Student respondents “strongly agreed” or “agreed” that they felt valued by Shippensburg University faculty in the classroom (Table 102). Sixty-eight percent ( $n = 380$ ) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom. Sixty-four percent ( $n = 361$ ) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom.

<sup>100</sup> Owing to low numbers in some of the response categories, this variable was collapsed into Disability and No Disability.

<sup>101</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>102</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>103</sup> Owing to low numbers in some of the response categories, findings from these analyses are not published.

<sup>104</sup> As noted earlier, per the CSWG, gender identity was categorized to only Men and Women and sexual identity to Queer-spectrum and Heterosexual to maintain response confidentiality.

**Table 102. Student Respondents’ Feelings of Value Inside and Outside the Classroom**

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.	185	32.6	282	49.7	78	13.8	17	3.0	5	0.9
I feel valued by other students in classroom.	136	24.2	244	43.5	138	24.6	37	6.6	6	1.1
I feel valued by other students outside of the classroom.	130	23.1	231	41.1	142	25.3	48	8.5	11	2.0

Note: Table reports responses only from Student respondents (*n* = 569).

Thirty-one percent (*n* = 177) of Student respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background (Table 103). Sixty-two percent (*n* = 350) of Student respondents “strongly agreed” or “agreed” that the campus climate at Shippensburg University encouraged free and open discussion of difficult topics.

**Table 103. 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 prejudice my abilities based on their perception of my identity/background.	49	8.7	128	22.7	139	24.7	178	31.6	69	12.3
I believe that the campus climate encourages free and open discussion of difficult topics.	120	21.4	230	41.0	118	21.0	72	12.8	21	3.7

Note: Table reports responses only from Student respondents (*n* = 569).

Seventy-two percent (*n* = 420) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models (Table 104). Sixty-four percent (*n* = 321) of Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models.

**Table 104. Student Respondents’ Perceptions of Faculty and Staff Role Models**

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.	197	32.3	223	39.5	99	17.6	37	6.6	8	1.4
I have staff whom I perceive as role models	182	39.5	139	24.7	175	31.1	55	9.8	12	2.1

Note: Table reports responses only from Student respondents (*n* = 569).

**Graduate Student/Graduate Non-Degree Student Perceptions of Department/Program**

The survey queried Graduate Student/Graduate Non-Degree Student<sup>105</sup> respondents about their perceptions about their departments, the quality of advising, program faculty and staff, and faculty and staff outside their programs. Owing to the low number of Graduate Student respondents (*n* = 79), significance testing was not conducted.

Seventy-five percent (*n* = 59) of Graduate Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they had received from their departments/programs (Table 105). Seventy-five percent (*n* = 59) of Graduate Student respondents “strongly agreed” or “agreed” that they had adequate access to their advisors. Sixty-six percent (*n* = 51) of Graduate Student respondents “strongly agreed” or “agreed” that their advisors provided clear expectations. Seventy-three percent (*n* = 58) of Graduate Student respondents “strongly agreed” or “agreed” that their advisors responded to their emails, calls, or voicemails in a prompt manner. Fifty-seven percent (*n* = 45) of Graduate Student respondents “strongly agreed” or “agreed” that they received support from their advisors to pursue personal research interests. Eighty-five percent (*n* = 67) of Graduate Student respondents “strongly agreed” or “agreed” that they felt comfortable sharing their professional goals with their advisors.

---

<sup>105</sup> Graduate Student/Graduate Non-Degree Student respondents are concisely referred to as Graduate Student respondents.

**Table 105. Graduate Student Respondents’ Perceptions of Advising**

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 satisfied with the quality of advising I have received from my department/program.	34	43.0	25	31.6	12	15.2	< 5	---	< 5	---
I have adequate access to my advisor.	38	48.1	21	26.6	10	12.7	8	10.1	< 5	---
My advisor provides clear expectations.	37	48.1	14	18.2	17	22.1	7	9.1	< 5	---
My advisor responds to my emails, calls, or voicemails in a prompt manner.	36	45.6	22	27.8	15	19.0	< 5	---	< 5	---
I receive support from my advisor to pursue personal research interests.	21	26.6	24	30.4	22	27.8	7	8.9	5	6.3
I feel comfortable sharing my professional goals with my advisor.	41	51.9	26	32.9	8	10.1	< 5	---	< 5	---

Note: Table reports responses only from Graduate Student respondents (*n* = 79).

Most Graduate Student respondents “strongly agreed” or “agreed” that their department/program faculty members (88%, *n* = 69) and department/program staff members (90%, *n* =71) (other than advisors) responded to their emails, calls, or voicemails in a prompt manner (Table 106).

Fifty-two percent (*n* = 41) of Graduate Student respondents “strongly agreed” or “agreed” that adequate opportunities existed for them to interact with other university faculty outside of their department, and 47% (*n* = 37) of Graduate Student respondents “strongly agreed” or “agreed” that their department faculty members encouraged them to produce publications and present research.

Sixty-two percent (*n* = 45) of Graduate Student respondents “strongly agreed” or “agreed” that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research. Sixty-two percent (*n* = 49) of Graduate Student respondents “strongly agreed” or “agreed” that their department/program supported their work-school-life balance.

**Table 106. Graduate Student Respondents’ Perceptions of Department/Program**

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>	%
Department/program faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	43	55.1	26	33.3	6	7.7	< 5	---	0	0.0
Department/program staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	39	49.4	32	40.5	6	7.6	< 5	---	0	0.0
Adequate opportunities exist for me to interact with other university faculty outside of my department.	25	31.6	16	20.3	17	21.5	16	20.3	5	6.3
My department faculty members encourage me to produce publications and present research.	17	21.5	20	25.3	26	32.9	11	13.9	5	6.3
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	22	32.9	23	29.5	16	20.5	15	19.2	< 5	---
Department/program supports work-school-life balance.	20	25.3	29	36.7	16	20.3	11	13.9	< 5	---

Note: Table reports responses only from Graduate Student respondents (*n* = 79).

**Qualitative comments analyses.** Twenty-seven Graduate Student/Graduate Non-Degree Seeking Student respondents elaborated on previous statements regarding advising, faculty communication, staff communication, faculty mentors/coaches, development opportunities, and research. One theme emerged from the responses: critiques of advising.

*Critiques of Advising.* Respondents offered remarks regarding their lack of interaction with their advisors. Respondents described having had little-to-no contact with their advisor or being unaware of whom their advisor was. Respondents offered, “As a graduate student I do not meet with my adviser at all. I will graduate this December and I have not talked to him once or felt that I had to” and “I have no idea who my advisor is. No one has reached out to me stating they are my advisor or to help me plan or register for classes.” According to another respondent, “I have received mass emails that I have an advisor, but I do not really know who this person is

other than their name. They are not aware of my internship goals, or career goals. I imagine we will talk closer to when I need an internship, but there has been no personal contact thus far.”

Regarding the quality of advising they had received, a respondent offered, “My advisor is a good person, just does not relate to me or help me in the ways other people have been able to. Therefore, he's just not personable and helpful in that regard.” Similarly, another respondent shared, “Sometimes the advising can be vague at best, enabling the chances that students receive vital academic and systems information from other students, rather than faculty.”

### **Students Who Have Seriously Considered Leaving Shippensburg University**

Thirty-nine percent ( $n = 331$ ) of all respondents had seriously considered leaving Shippensburg University. Among Student respondents, 33% ( $n = 159$ ) of Undergraduate Student respondents and 25% ( $n = 20$ ) of Graduate Student respondents had seriously considered leaving Shippensburg University. Of the Student respondents who considered leaving, 70% ( $n = 126$ ) considered leaving in their first year as a student, 41% ( $n = 73$ ) in their second year, 21% ( $n = 38$ ) in their third year, and 6% ( $n = 11$ ) in their fourth year.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate Student respondents who had considered leaving the University by gender identity, citizenship status, racial identity, sexual identity, military status, disability status, religious affiliation, income status, employment status, housing status, and first-generation status. No significant differences were found for Graduate Student respondents.

Significant results for Undergraduate Student respondents indicated that:

- By employment status, 37% ( $n = 97$ ) of Employed Undergraduate Student respondents and 28% ( $n = 62$ ) of Not-Employed Undergraduate Student respondents considered leaving Shippensburg University.<sup>xviii</sup>
- By housing status, 37% ( $n = 117$ ) of Off-Campus Undergraduate Student respondents and 25% ( $n = 41$ ) of On-Campus Undergraduate Student respondents considered leaving the institution.<sup>xix</sup>

Forty-nine percent ( $n = 78$ ) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging at Shippensburg University (Table 107). Others

considered leaving because they lacked a social life at Shippensburg University (34%,  $n = 54$ ), were homesick (28%,  $n = 44$ ), and/or personal reasons (27%,  $n = 43$ ).

**Table 107. Top Reasons Why Undergraduate Student Respondents Considered Leaving Shippensburg University**

Reason	<i>n</i>	%
Lack of a sense of belonging	78	49.1
Lack of social life	54	34.0
Homesick	44	27.7
Personal reasons (e.g., medical, mental health, family emergencies)	43	27.0
Financial reasons	32	20.1
Lack of support group	27	17.0
Climate not welcoming	24	15.1
Need to be closer to home	18	11.3
Did not like major	18	11.3
Did not have my major	14	8.8
Coursework too difficult	13	8.2
A reason not listed above	37	23.3

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving Shippensburg University ( $n = 159$ ).

Forty percent ( $n = 8$ ) of Graduate Student respondents who considered leaving suggested that they lacked a sense of belonging at Shippensburg University and 35% ( $n = 7$ ) owed it to a lack of a support group (Table 108). Twenty-five percent each considered leaving because of a lack of a social life ( $n = 5$ ), the climate not being welcoming ( $n = 5$ ), and personal reasons ( $n = 5$ ).

**Table 108. Reasons Why Graduate Student Respondents Considered Leaving Shippensburg University**

Reason	<i>n</i>	%
Lack of a sense of belonging	8	40.0
Lack of support group	7	35.0
Lack of a social life	5	25.0
Climate not welcoming	5	25.0
Personal reasons	5	25.0
Coursework not challenging enough	< 5	---
Financial reasons	< 5	---
A reason not listed above	7	35.0

Note: Table reports only Graduate Student respondents who indicated that they considered leaving Shippensburg University ( $n = 20$ ).

Student respondents were asked two additional questions about their intent to persist at Shippensburg University. Responses were analyzed by gender identity, citizenship status, racial identity, sexual identity, military status, disability status, religious affiliation, income status, employment status, housing status, and first-generation status.

Table 109 illustrates that 92% ( $n = 519$ ) of Undergraduate Student respondents “strongly agreed” or “agreed” that they intended to graduate from Shippensburg University. Eighty-five percent ( $n = 483$ ) of Undergraduate Student respondents “strongly disagreed” or “disagreed” that, thinking ahead, it was likely that they would leave Shippensburg University without meeting their academic goal. A higher percentage of Undergraduate Student Respondents with No Disability (66%,  $n = 265$ ) than Undergraduate Student Respondents with At Least One Disability (54%,  $n = 42$ ) “strongly disagreed” that they would leave Shippensburg University without meeting their academic goal. A higher percentage of Employed Undergraduate Student respondents (72%,  $n = 189$ ) than Not-Employed Undergraduate Student respondents (54%,  $n = 121$ ) “strongly disagreed” that they would leave Shippensburg University without meeting their academic goal. By housing status, a higher percentage of Off-Campus Undergraduate Student respondents (69%,  $n = 218$ ) than On-Campus Undergraduate Student respondents (54%,  $n = 86$ ) “strongly disagreed” that, thinking ahead, it was likely that they would leave Shippensburg University without meeting their academic goal.

**Table 109. Undergraduate Student Respondents’ Intent to Graduate From Shippensburg University**

Intent	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 intend to graduate from Shippensburg University.	406	72.0	113	20.0	32	5.7	6	1.1	7	1.2
Thinking ahead, it is likely that I will leave Shippensburg University without meeting my academic goal.	22	3.9	24	4.2	37	6.5	112	19.8	371	65.5
Disability status <sup>xx</sup>										
Disability	< 5	---	5	6.4	13	16.7	16	20.5	42	53.8
No Disability	17	4.2	17	4.2	22	5.5	81	20.1	265	65.9
Employment status <sup>xxi</sup>										
Not Employed	10	4.5	14	6.3	19	8.5	59	26.5	121	54.3

**Table 109. Undergraduate Student Respondents’ Intent to Graduate From Shippensburg University**

Intent	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>	%
Employed	9	3.4	8	3.0	17	6.5	40	15.2	189	71.9
Housing status <sup>xxii</sup>										
Campus Housing	7	4.4	8	5.0	21	13.1	38	23.8	86	53.8
Off-Campus Housing	12	3.8	14	4.4	15	4.7	58	18.3	218	68.8

Note: Table reports responses only from Undergraduate Student respondents (*n* = 490).

Ninety-six percent (*n* = 75) of Graduate Student respondents “strongly agreed” or “agreed” that they intended to graduate from Shippensburg University. Six percent (*n* = 5) of Graduate Student respondents “strongly agreed” or “agreed” that it was likely that they would leave Shippensburg University before they graduated.

**Qualitative comments analyses.** One hundred ninety-four respondents elaborated on why they had seriously considered leaving Shippensburg University. Of those respondents, 16 were Graduate Student respondents and 81 were Undergraduate Student respondents. No themes emerged specific to Graduate Student responses. Responses from Undergraduate Student respondents offered three themes: academic interest not offered at Shippensburg, homesick, and lack of sense of community or belonging.

***Undergraduate Student respondents***

*Area of Academic Interest Not Offered at Shippensburg.* In the first theme, Undergraduate Student respondents explained that they had considered leaving Shippensburg because their area of academic interest was not offered at Shippensburg University. Specifically, respondents wrote, “Considering a different major that is not offered here” and “Ship didn’t have my major.” Other respondents shared, “I am interested in meteorology,” “Wanted to major in philosophy,” “I want to go to nursing school,” and “interested in an architecture program.”

*Homesick.* In the second theme, Undergraduate Student respondents offered that they had considered leaving Shippensburg because they missed their home and/or family. Respondents explained, “I just miss home, I am three hours away” and “Because I am super far from home and missed my family.” Other respondents wrote, “I want to be closer to home, Ship is 3 1/2

hours from home and I'm very close with my family," "This was my first time away from my parents and everything I knew," "I thought about moving closer to home," and "Just to be closer to my family, friends and home."

*Lack of Sense of Community or Belonging.* In the third theme that emerged, Undergraduate Student respondents explained that they had considered leaving the university because of a lack of community or a lack of sense of belonging. A respondent explained, "I didn't feel like Ship was home. I felt more like an outcast, as if it wasn't my place and I didn't belong here. I didn't have many friends." Other respondents offered that they had considered leaving the institution because of "lack of community in the dorms" and "lack of belongingness." In response to the question, respondents also shared, "[I] also wasn't involved in much on campus and found myself wanting to go home a lot" and "I didn't make friends until my second year." Another respondent wrote, "Did not have a friend group with similar interests. I felt as if I were in the out-group."

### **Summary**

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed for Graduate Student respondents by racial identity and for Undergraduate Student respondents by disability status and income status. Findings suggested that Graduate Student Respondents of Color had less *Perceived Academic Success* than did White Graduate Student respondents, No Disability Undergraduate Student respondents had greater *Perceived Academic Success* than did Disability Undergraduate Student respondents, and Not-Low-Income Undergraduate Student respondents had greater *Perceived Academic Success* than did Low-Income Undergraduate Student respondents.

Most Student respondents revealed positive perceptions of campus climate as well as positive interactions with faculty, staff, and other students. For example, 82% ( $n = 462$ ) of Student respondents "strongly agreed" or "agreed" that they felt valued by Shippensburg University faculty, 75% ( $n = 424$ ) "strongly agreed" or "agreed" that they felt valued by Shippensburg University staff, 82% ( $n = 467$ ) of Student respondents "strongly agreed" or "agreed" that they felt valued by Shippensburg University faculty in the classroom, and 72% ( $n = 420$ ) of Student respondents "strongly agreed" or "agreed" that they had faculty whom they perceived as role

models. Most Graduate Student respondents reported they felt comfortable sharing their professional goals with their advisors.

Thirty-three percent ( $n = 159$ ) of Undergraduate Student respondents and 25% ( $n = 20$ ) of Graduate Student respondents had seriously considered leaving Shippensburg University. Most of those Student respondents (70%,  $n = 126$ ) considered leaving in their first year as a student at Shippensburg University. Also, most of those Student respondents (48%,  $n = 86$ ) attributed a lack of a sense of belonging as the main reason why they seriously considered leaving Shippensburg University.

---

<sup>xviii</sup> A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Shippensburg University by employment status:  $\chi^2(1, N = 488) = 4.80, p < .05$ .

<sup>xix</sup> A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Shippensburg University by housing status:  $\chi^2(1, N = 479) = 6.53, p < .05$ .

<sup>xx</sup> A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Shippensburg University without meeting their academic goal by disability status:  $\chi^2(4, N = 480) = 13.86, p < .01$ .

<sup>xxi</sup> A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Shippensburg University without meeting their academic goal by employment status:  $\chi^2(4, N = 486) = 17.19, p < .01$ .

<sup>xxii</sup> A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Shippensburg University without meeting their academic goal by housing status:  $\chi^2(4, N = 477) = 15.43, p < .01$ .

## **Institutional Actions**

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity- and equity-related actions 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 Shippensburg University does, and should, promote diversity, equity, and inclusion to influence campus climate.

The survey asked Faculty respondents to indicate if they believed certain initiatives currently were available at Shippensburg University and the degree to which they thought that those initiatives influenced the climate if those initiatives currently were available. If respondents did not believe certain initiatives currently were available at Shippensburg University, they were asked to rate the degree to which those initiatives would influence the climate if they were available (Table 110).

Fifty-two percent ( $n = 55$ ) of Faculty respondents thought that flexibility for calculating the tenure clock was available and 48% ( $n = 51$ ) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Fifty-six percent ( $n = 31$ ) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 65% ( $n = 33$ ) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Forty-three percent ( $n = 45$ ) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 57% ( $n = 59$ ) of Faculty respondents thought that they were not available. Seventy-one percent ( $n = 32$ ) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 64% ( $n = 38$ ) of Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Seventy-one percent ( $n = 75$ ) of Faculty respondents thought that providing access and equity training for faculty was available and 29% ( $n = 31$ ) of Faculty respondents thought that such

training for faculty was not available. Sixty-four percent ( $n = 48$ ) of Faculty respondents who thought that providing access and equity training for faculty was available believed that it positively influenced the climate and 77% ( $n = 24$ ) of Faculty respondents who did not think that it was available thought that providing access and equity training for faculty would positively influence the climate if it were available.

Forty-seven percent ( $n = 50$ ) of Faculty respondents thought that toolkits for faculty to create an inclusive classroom environment were available and 53% ( $n = 56$ ) of Faculty respondents thought that such toolkits were not available. Seventy-two percent ( $n = 36$ ) of the Faculty respondents who thought that toolkits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 86% ( $n = 48$ ) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Forty-six percent ( $n = 48$ ) of Faculty respondents thought that supervisory training for faculty was available and 54% ( $n = 57$ ) of Faculty respondents thought that it was not available. Fifty-six percent ( $n = 27$ ) of the Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate and 79% ( $n = 45$ ) of Faculty respondents who did not think supervisory training for faculty was available thought that it would positively influence the climate if it were available.

Eighty-one percent ( $n = 85$ ) of Faculty respondents thought that access to counseling for people who had experienced harassment was available and 19% ( $n = 20$ ) of Faculty respondents thought that such counseling was not available. Ninety-one percent ( $n = 77$ ) of Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 85% ( $n = 17$ ) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-five percent ( $n = 93$ ) of Faculty respondents thought that mentorship for new faculty was available and 16% ( $n = 17$ ) of Faculty respondents thought that faculty mentorship was not available. Eighty-eight percent ( $n = 82$ ) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 82% ( $n = 14$ ) of

Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-seven percent ( $n = 70$ ) of Faculty respondents thought that a clear process to resolve conflicts was available and 33% ( $n = 34$ ) of Faculty respondents thought that such a process was not available. Eighty-four percent ( $n = 59$ ) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 88% ( $n = 30$ ) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-seven percent ( $n = 70$ ) of Faculty respondents thought that a fair process to resolve conflicts was available and 33% ( $n = 34$ ) of Faculty respondents thought that such a process was not available. Ninety-three percent ( $n = 65$ ) of Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 91% ( $n = 31$ ) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-five percent ( $n = 54$ ) of Faculty respondents thought including access- and equity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 45% ( $n = 44$ ) of Faculty respondents thought that it was not available at Shippensburg University. Seventy-two percent ( $n = 39$ ) of Faculty respondents who thought that including access- and equity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 61% ( $n = 27$ ) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-four percent ( $n = 57$ ) of Faculty respondents thought that affordable child care was available and 46% ( $n = 48$ ) of Faculty respondents thought that it was not available at Shippensburg University. Eighty-four percent ( $n = 48$ ) of Faculty respondents who thought that affordable child care was available believed that it positively influenced the climate and 94% ( $n = 45$ ) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Forty percent ( $n = 42$ ) of Faculty respondents thought that providing support/resources for spouse/partner employment was available and 60% ( $n = 63$ ) of Faculty respondents thought that it was not available at Shippensburg University. Seventy-one percent ( $n = 30$ ) of Faculty respondents who thought providing support/resources for spouse/partner employment was available believed that it positively influenced the climate and 84% ( $n = 53$ ) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

**Table 110. Faculty Respondents' Perceptions of Institutional Initiatives**

	Initiative available at Shippensburg University								Initiative NOT available at Shippensburg University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure clock	31	56.4	22	40.0	< 5	---	55	51.9	33	64.7	15	29.4	< 5	---	51	48.1
Providing recognition and rewards for including diversity issues in courses across the curriculum	32	71.1	10	22.2	< 5	---	45	43.3	38	64.4	18	30.5	< 5	---	59	56.7
Providing access and equity training for faculty	48	64.0	24	32.0	< 5	---	75	70.8	24	77.4	5	16.1	< 5	---	31	29.2
Providing faculty with tool-kits to create an inclusive classroom environment	36	72.0	13	26.0	< 5	---	50	47.2	48	85.7	6	10.7	< 5	---	56	52.8
Providing faculty with supervisory training	27	56.3	20	41.7	< 5	---	48	45.7	45	78.9	11	19.3	< 5	---	57	54.3
Providing access to counseling for people who have experienced harassment	77	90.6	8	9.4	0	0.0	85	81.0	17	85.0	< 5	---	< 5	---	20	19.0
Providing mentorship for new faculty	82	88.2	11	11.8	0	0.0	93	84.5	14	82.4	< 5	---	< 5	---	17	15.5
Providing a clear process to resolve conflicts	59	84.3	10	14.3	< 5	---	70	67.3	30	88.2	< 5	---	< 5	---	34	32.7
Providing a fair process to resolve conflicts	65	92.9	5	7.1	0	0.0	70	67.3	31	91.2	< 5	---	< 5	---	34	32.7

**Table 110. Faculty Respondents' Perceptions of Institutional Initiatives**

	Initiative available at Shippensburg University							Initiative NOT available at Shippensburg University								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Including access and equity related professional experiences as one of the criteria for hiring of staff/faculty	39	72.2	11	20.4	< 5	---	54	55.1	27	61.4	12	27.3	5	11.4	44	44.9
Providing affordable child care	48	84.2	9	15.8	0	0.0	57	54.3	45	93.8	< 5	---	< 5	---	48	45.7
Providing support/resources for spouse/partner employment	30	71.4	9	21.4	< 5	---	42	40.0	53	84.1	7	11.1	< 5	---	63	60.0

Note: Table reports responses only from Faculty respondents (*n* = 122).

**Qualitative comments analyses.** Fifteen Faculty respondents elaborated on the impact of institutional initiatives on campus climate. One theme emerged: lack of affordable child care.

*Lack of Affordable Child Care.* Faculty respondents identified the lack of affordable child care as lacking at Shippensburg University. One respondent remarked, “I know single mothers prevented from studying here due to child care issues.” Expressing a sense of defeatism regarding the lack of available child care, a respondent wrote, “This question seems like a waste. No child care will come to this campus.” Another respondent, drawing a relationship between available child care and faculty retention, wrote, “Child care options would help to retain talented faculty.” Critiquing the cost of on-campus child care, a respondent who self-identified as “an associated [sic] professor,” wrote, “my [spouse] and I cannot afford to place our children in the campus preschool.” The respondent also criticized Shippensburg University’s claim that they are a “family-friendly university.” According to the respondent, “If Shippensburg University truly values the lives of their faculty and staff members and wants to continue to boast that it is a family-friendly university, then we must address the problem of affordable campus childcare.”

The survey asked Staff respondents ( $n = 161$ ) to respond regarding similar initiatives, which are listed in Table 111. Seventy-four percent ( $n = 110$ ) of the Staff respondents thought that access and equity training for staff was available at Shippensburg University and 26% ( $n = 38$ ) of Staff respondents thought that it was not available. Seventy-six percent ( $n = 84$ ) of the Staff respondents who thought that access and equity training for staff was available believed that it positively influenced the climate and 74% ( $n = 28$ ) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-three percent ( $n = 125$ ) of Staff respondents thought that access to counseling for people who had experienced harassment was available at Shippensburg University and 17% ( $n = 25$ ) of Staff respondents thought that such access to counseling was not available. Ninety-four percent ( $n = 118$ ) of Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 76% ( $n = 19$ ) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-six percent ( $n = 82$ ) of Staff respondents thought that supervisory training for supervisors/managers was available and 44% ( $n = 64$ ) of Staff respondents thought that such training was not available. Eighty-five percent ( $n = 70$ ) of Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate and 89% ( $n = 57$ ) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-seven percent ( $n = 80$ ) of Staff respondents thought that supervisory training for faculty supervisors was available and 43% ( $n = 60$ ) of Staff respondents thought that such training was not available. Eighty-one percent ( $n = 65$ ) of Staff respondents who thought that supervisory training for faculty supervisors was available believed that it positively influenced the climate and 88% ( $n = 53$ ) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-one percent ( $n = 75$ ) of Staff respondents thought that mentorship for new staff was available and 49% ( $n = 73$ ) of Staff respondents thought that staff mentorship was not available. Eighty-eight percent ( $n = 66$ ) of Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 86% ( $n = 63$ ) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-seven percent ( $n = 96$ ) of Staff respondents thought that a clear process to resolve conflicts was available at Shippensburg University and 33% ( $n = 47$ ) of Staff respondents thought that such a process was not available. Ninety percent ( $n = 86$ ) of Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 85% ( $n = 40$ ) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-one percent ( $n = 102$ ) of Staff respondents thought that a fair process to resolve conflicts was available at Shippensburg University and 29% ( $n = 41$ ) of Staff respondents thought that such a process was not available. Eighty-eight percent ( $n = 90$ ) of Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the

climate and 90% ( $n = 37$ ) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy percent ( $n = 97$ ) of Staff respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 30% ( $n = 41$ ) of Staff respondents thought that it was not available. Eighty-one percent ( $n = 79$ ) of Staff respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 63% ( $n = 26$ ) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-seven percent ( $n = 83$ ) of Staff respondents thought that career development opportunities for staff were available and 43% ( $n = 63$ ) of Staff respondents thought that they were not available. Ninety-two percent ( $n = 76$ ) of Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the climate and 91% ( $n = 57$ ) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Fifty-three percent ( $n = 75$ ) of Staff respondents thought that affordable child care was available at Shippensburg University and 47% ( $n = 67$ ) of Staff respondents thought that it was not available. Seventy-seven percent ( $n = 58$ ) of Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 87% ( $n = 58$ ) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Forty-six percent ( $n = 65$ ) of Staff respondents thought that support/resources for spouse/partner employment were available and 54% ( $n = 75$ ) of Staff respondents thought that they were not available. Eighty-two percent ( $n = 53$ ) of Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 75% ( $n = 56$ ) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

**Table 111. Staff Respondents' Perceptions of Institutional Initiatives**

	Initiative available at Shippensburg University							Initiative NOT available at Shippensburg University								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believes initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing access and equity training for staff	84	76.4	25	22.7	< 5	---	<b>110</b>	<b>74.3</b>	28	73.7	5	13.2	5	13.2	<b>38</b>	<b>25.7</b>
Providing access to counseling for people who have experienced harassment	118	94.4	6	4.8	< 5	---	<b>125</b>	<b>83.3</b>	19	76.0	< 5	---	< 5	---	<b>25</b>	<b>16.7</b>
Providing supervisors/managers with supervisory training	70	85.4	11	13.4	< 5	---	<b>82</b>	<b>56.2</b>	57	89.1	< 5	---	< 5	---	<b>64</b>	<b>43.8</b>
Providing faculty supervisors with supervisory training	65	81.3	14	17.5	< 5	---	<b>80</b>	<b>57.1</b>	53	88.3	< 5	---	< 5	---	<b>60</b>	<b>42.9</b>
Providing mentorship for new staff	66	88.0	9	12.0	0	0.0	<b>75</b>	<b>50.7</b>	63	86.3	8	11.0	< 5	---	<b>73</b>	<b>49.3</b>
Providing a clear process to resolve conflicts	86	89.6	9	9.4	< 5	---	<b>96</b>	<b>67.1</b>	40	85.1	< 5	---	< 5	---	<b>47</b>	<b>32.9</b>
Providing a fair process to resolve conflicts	90	88.2	11	10.8	< 5	---	<b>102</b>	<b>71.3</b>	37	90.2	< 5	---	0	0.0	<b>41</b>	<b>28.7</b>
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	79	81.4	16	16.5	< 5	---	<b>97</b>	<b>70.3</b>	26	63.4	11	26.8	< 5	---	<b>41</b>	<b>29.7</b>
Providing professional development opportunities for staff	76	91.6	7	8.4	0	0.0	<b>83</b>	<b>56.8</b>	57	90.5	< 5	---	< 5	---	<b>63</b>	<b>43.2</b>

**Table 111. Staff Respondents' Perceptions of Institutional Initiatives**

	Initiative available at Shippensburg University							Initiative NOT available at Shippensburg University								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believes initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing affordable child care	58	77.3	15	20.0	< 5	---	<b>75</b>	<b>52.8</b>	58	86.6	6	9.0	< 5	---	<b>67</b>	<b>47.2</b>
Providing support/resources for spouse employment	53	81.5	10	15.4	< 5	---	<b>65</b>	<b>46.4</b>	56	74.7	14	18.7	5	6.7	<b>75</b>	<b>53.6</b>

Note: Table reports responses only from Staff respondents (*n* = 161).

**Qualitative comments analyses.** Seventeen Staff respondents elaborated on their responses regarding their opinion of institutional initiatives at Shippensburg University. No theme was present.

The survey also asked Student respondents ( $n = 569$ ) to consider a similar list of initiatives, provided in Table 112. Seventy-six percent ( $n = 389$ ) of the Student respondents thought that access and equity training for students was available at Shippensburg University and 25% ( $n = 126$ ) of Student respondents thought that it was not available. Eighty-one percent ( $n = 316$ ) of the Student respondents who thought that access and equity training for students was available believed that it positively influenced the climate and 77% ( $n = 97$ ) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-nine percent ( $n = 403$ ) of Student respondents thought that access and equity training for staff was available at Shippensburg University and 21% ( $n = 107$ ) of Student respondents thought that it was not available. Eighty percent ( $n = 324$ ) of Student respondents who thought that access and equity training for staff was available believed that it positively influenced the climate and 77% ( $n = 82$ ) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-nine percent ( $n = 397$ ) of Student respondents thought that access and equity training for faculty was available at Shippensburg University and 21% ( $n = 106$ ) of Student respondents thought that it was not available. Eighty-one percent ( $n = 323$ ) of Student respondents who thought that access and equity training for faculty was available believed that it positively influenced the climate and 78% ( $n = 83$ ) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-seven percent ( $n = 383$ ) of Student respondents thought that a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs) was available and 23% ( $n = 114$ ) of Student respondents thought that such a person was not available. Eighty-two percent ( $n = 313$ ) of Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was available believed such a resource positively influenced the climate and 83% ( $n = 94$ ) of Student respondents who did not

think such a person was available thought one would positively influence the climate if one were available.

Seventy-six percent ( $n = 384$ ) of Student respondents thought that a person to address student complaints of bias by other students in learning environments was available and 24% ( $n = 119$ ) of Student respondents thought that such a resource was not available. Eighty-one percent ( $n = 309$ ) of Student respondents who thought that a person to address student complaints of bias by other students in learning environments was available believed that resource positively influenced the climate and 82% ( $n = 98$ ) of Student respondents who did not think that such a person was available thought one would positively influence the climate if one were available.

Seventy-seven percent ( $n = 388$ ) of Student respondents thought that providing a person to address student complaints of bias by faculty/staff in cocurricular environments was available and 23% ( $n = 115$ ) of Student respondents thought that such a resource was not available. Eighty-two percent ( $n = 319$ ) of Student respondents who thought that providing a person to address student complaints of bias by faculty/staff in cocurricular environments was available believed that resource positively influenced the climate and 80% ( $n = 92$ ) of Student respondents who did not think that such a person was available thought one would positively influence the climate if one were available.

Seventy-seven percent ( $n = 386$ ) of Student respondents thought that providing a person to address student complaints of bias by other students in cocurricular environments (e.g., residence halls, athletic/recreational facilities, student clubs/organizations) was available at Shippensburg University and 23% ( $n = 118$ ) of Student respondents thought that such a resource was not available. Eighty percent ( $n = 307$ ) of Student respondents who thought providing a person to address student complaints of bias by other students in cocurricular environments was available believed that resource positively influenced the climate and 78% ( $n = 92$ ) of Student respondents who did not think that such a person was available thought one would positively influence the climate if one were available.

Seventy-six percent ( $n = 382$ ) of Student respondents thought that increasing opportunities for cross-cultural dialogue among students was available at Shippensburg University and 24% ( $n = 121$ ) of Student respondents thought that it was not available. Eighty-two percent ( $n = 313$ ) of

Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was available believed that it positively influenced the climate and 88% ( $n = 107$ ) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-seven percent ( $n = 386$ ) of Student respondents thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available and 23% ( $n = 118$ ) of Student respondents thought that it was not available. Eighty-two percent ( $n = 315$ ) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available believed that it positively influenced the climate and 89% ( $n = 105$ ) of Student respondents who did not think that it was available thought it would positively influence the climate if it were available.

Seventy-six percent ( $n = 381$ ) of Student respondents thought that incorporating issues of access and equity and cross-cultural competence more effectively into the curriculum was available at Shippensburg University and 24% ( $n = 119$ ) of Student respondents thought that it was not available. Seventy-nine percent ( $n = 302$ ) of Student respondents who thought that incorporating issues of access and equity and cross-cultural competence more effectively into the curriculum was available believed that it positively influenced the climate and 83% ( $n = 99$ ) of Student respondents who did not think that it was available thought it would positively influence the climate if it were available.

Eighty-one percent ( $n = 407$ ) of Student respondents thought that providing effective faculty mentorship of students was available and 19% ( $n = 96$ ) of Student respondents thought that it was not available. Eighty-five percent ( $n = 346$ ) of Student respondents who thought that providing effective faculty mentorship of students was available believed that it positively influenced the climate and 91% ( $n = 87$ ) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-six percent ( $n = 438$ ) of Student respondents thought that providing effective academic advising was available and 14% ( $n = 69$ ) of Student respondents thought that it was not available. Eighty-six percent ( $n = 375$ ) of Student respondents who thought that providing effective academic advising was available believed that it positively influenced the climate and

91% ( $n = 63$ ) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty percent ( $n = 447$ ) of Student respondents thought that providing diversity training for student staff was available and 20% ( $n = 112$ ) of Student respondents thought that it was not available. Eighty-four percent ( $n = 375$ ) of Student respondents who thought that providing diversity training for student staff was available believed that it positively influenced the climate and 83% ( $n = 93$ ) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

**Table 112. Student Respondents' Perceptions of Institutional Initiatives**

	Initiative available at Shippensburg University							Initiative NOT available at Shippensburg University								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing access and equity training for students	316	81.2	72	18.5	< 5	---	<b>389</b>	<b>75.5</b>	97	77.0	25	19.8	< 5	---	<b>126</b>	<b>24.5</b>
Providing access and equity training for staff	324	80.4	76	18.9	< 5	---	<b>403</b>	<b>79.0</b>	82	76.6	21	19.6	< 5	---	<b>107</b>	<b>21.0</b>
Providing access and equity training for faculty	323	81.4	72	18.1	< 5	---	<b>397</b>	<b>78.9</b>	83	78.3	19	17.9	< 5	---	<b>106</b>	<b>21.1</b>
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	313	81.7	65	17.0	5	1.3	<b>383</b>	<b>77.1</b>	94	82.5	13	11.4	7	6.1	<b>114</b>	<b>22.9</b>
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	309	80.5	67	17.4	8	2.1	<b>384</b>	<b>76.3</b>	98	82.4	14	11.8	7	5.9	<b>119</b>	<b>23.7</b>
Providing a person to address student complaints of bias by faculty/staff in cocurricular environments (e.g., residence halls, athletic/recreational facilities, student clubs/organizations)	319	82.2	64	16.5	5	1.3	<b>388</b>	<b>77.1</b>	92	80.0	18	15.7	5	4.3	<b>115</b>	<b>22.9</b>

**Table 112. Student Respondents' Perceptions of Institutional Initiatives**

	Initiative available at Shippensburg University								Initiative NOT available at Shippensburg University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing a person to address student complaints of bias by other students in cocurricular environments (e.g., residence halls, athletic/recreational facilities, student clubs/organizations)	307	79.5	68	17.6	11	2.8	<b>386</b>	<b>76.6</b>	92	78.0	18	15.3	8	6.8	<b>118</b>	<b>23.4</b>
Increasing opportunities for cross-cultural dialogue among students	313	81.9	66	17.3	< 5	---	<b>382</b>	<b>75.9</b>	107	88.4	11	9.1	< 5	---	<b>121</b>	<b>24.1</b>
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	315	81.6	67	17.4	< 5	---	<b>386</b>	<b>76.6</b>	105	89.0	10	8.5	< 5	---	<b>118</b>	<b>23.4</b>
Incorporating issues of access and equity and cross-cultural competence more effectively into the curriculum	302	79.3	71	18.6	8	2.1	<b>381</b>	<b>76.2</b>	99	83.2	16	13.4	< 5	---	<b>119</b>	<b>23.8</b>
Providing effective faculty mentorship of students	346	85.0	58	14.3	< 5	---	<b>407</b>	<b>80.9</b>	87	90.6	6	6.3	< 5	---	<b>96</b>	<b>19.1</b>
Providing effective academic advising	375	85.6	60	13.7	< 5	---	<b>438</b>	<b>86.4</b>	63	91.3	< 5	---	< 5	---	<b>69</b>	<b>13.6</b>

**Table 112. Student Respondents' Perceptions of Institutional Initiatives**

	Initiative available at Shippensburg University							Initiative NOT available at Shippensburg University								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing diversity training for student staff (e.g. student workers, resident assistants, library/IT assistants)	375	83.9	62	13.9	10	2.2	<b>447</b>	<b>80.0</b>	93	83.0	15	13.4	< 5	---	<b>112</b>	<b>20.0</b>

Note: Table reports responses only from Student respondents (*n* = 569).

**Qualitative comments analyses.** Sixty-seven Student (Undergraduate and Graduate) respondents elaborated on their responses regarding the impact of institutional initiatives on campus climate. Two themes emerged from Undergraduate Student responses: critiques of academic advising and no or N/A. No themes emerged specific to Graduate Student respondents or across responses by Undergraduate and Graduate Student respondents.

*Critiques of Academic Advising.* In the first theme, Undergraduate Student respondents elaborated on their experiences with academic advising at Shippensburg University. Respondents offered, “Advising is required to schedule but difficult for students to attain and not very helpful” and “Good advisers help students schedule and feel welcome in their office. I know many who don't do that and speak to their students negatively influencing their academic experience.” Another respondent wrote, “I only meet with my academic advisor to receive my pin once a semester. I wish I had a better relationship with my advisor and felt as if I could share more information, but the chance is never provided. Advisors are supposed to be there to help guide us, but it never feels like they do their job.”

Respondents also characterized a lack of consistency regarding the quality of academic advising that students receive. A respondent explained, “Advising is hit or miss. I have had great advisors however I am now being forced to return to Shippensburg University for an extra full semester to complete one class. If I had an advisor that did their job this would not have happened.” Another respondent shared, “Academic advising can be really awful for some people,” adding, “Academic advisors play a HUGE part in whether students stay at Ship or not. I know for a fact, my former advisor is still clueless, oblivious, and vastly unhelpful.”

## **Summary**

Perceptions of Shippensburg University’s actions and initiatives contribute to the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on Shippensburg University's campus. If, in fact, these initiatives are available, Shippensburg University would

benefit from better publicizing all that the institution offers to positively influence the campus climate.

## **Comments Analyses (Questions #115, #116, #117, and #118)**

Of the 852 surveys submitted for the Shippensburg University's climate assessment, 607 respondents offered remarks to at least one open-ended question throughout the survey. The questions that followed the multiple-choice survey items allowed respondents to provide more detail in relation to their answers to previous survey questions, and were included in the body of the report. This section of the report summarizes the comments submitted for the final four open-ended survey questions and provides thematic analysis of the remarks that were shared by multiple respondents.

### **Q115. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?**

**Qualitative comments analyses.** Three hundred forty-four respondents elaborated on the contrast between their experiences on campus and those within the surrounding community. Three themes emerged: campus as more inclusive/welcoming, community as hostile, and no difference.

*Campus as More Inclusive/Welcoming.* In the first theme, respondents characterized their experiences on campus as more inclusive and welcoming than their experiences in the surrounding community. Respondents wrote, "The campus is more inclusive than the surrounding community," and "I feel that the campus is more open and accepting than the townspeople." Respondents also remarked, "I think our campus is more inclusive and supportive than the outside community," "My experiences have been more inclusive on campus," and "Campus is more welcoming than the surrounding community." According to other respondents, "Yes--campus is much more inclusive and welcoming (thankfully!)." and "The on-campus community is more positive and welcoming than the town" Additionally, respondents shared, "I would consider campus to be more inclusive than the surrounding Shippensburg community."

*Community as Hostile.* In the second theme, respondents described the community surrounding campus as hostile and unwelcoming. Respondents specifically described the surrounding community as hostile toward People of Color and Queer-spectrum individuals and communities. Characterizing the surrounding community as hostile or less inclusive, respondents wrote, "[T]he

surrounding community is significantly less diverse and accepting than the campus community,” and “The city of Shippensburg is much less welcoming to diverse people.” Respondents also remarked, “I find more unwelcoming behavior outside of campus” and the “surrounding community is more hostile.”

Respondents also commented about the hostilities members of particular identity groups face in surrounding community. A respondent explained, “The community surrounding campus is generally more conservative and less accepting of racial, religious, and LGBTQ+ minorities.” The term “racist” was used repeatedly by respondents to characterize the surrounding community. Specifically, respondents wrote, “The community views on race are scarier than what I see on campus” and “The community around campus is a racist-feeling environment.” Respondents also commented, “I think the surrounding community might have some prejudice against African Americans” and “The community has much more negative views toward non-white Americans.” Other respondents noted, “This area is heavily conservative and often racist” and “I think many people in the area are racist and homophobic.”

Noting the hostilities queer-spectrum individuals face in the community, a respondent wrote, “The community around campus is much less welcoming of us gay people.” A respondent who shared their own personal experiences within the community wrote, “On campus with my boyfriend, no one bats an eye, or at least no one says anything. Off campus with my boyfriend, we get called ‘faggots.’” Summarizing the sentiments of other respondents, a respondent shared, “If you go off-campus to the surrounding community, the climate i[s] completely different. Individuals in the community are not very accepting of individuals from the LGBTQIA+ community and often react quite negatively. I have overheard people making racist, sexist, transphobic, and xenophobic comments. At one point, someone looked at a man and yelled, ‘Go back to your damn country!’ I’m truly afraid at points.”

*No Difference.* In the third theme, respondents shared that their experiences on campus were no different than their experiences in the surrounding community. Respondents simply stated “No,” “I don’t think so,” “Not really,” and “No, not different.” Other respondents offered, “No, they are similar,” “same,” and “very similar experiences.”

**Q116. Do you have any specific recommendations for improving the climate at Shippensburg University?**

**Qualitative comments analyses.** Three hundred sixty-five respondents provided recommendations for improving the climate at Shippensburg University. Three themes emerged across all respondent categories: value faculty, staff, and student input; increase diversity efforts; and no recommendations.

*Value Faculty, Staff, and Student Input.* In the first theme across all respondent types, respondents called on Shippensburg University administration to listen to and value the input of faculty, staff, and students. Faculty respondents specifically wrote, “Please listen to people” and “Listen to faculty and other community members.” Staff respondents shared, “Listen to experience” and “Continue to listen and learn from every position of employment here at Ship. I believe the men and women at the ‘bottom’ of the pay scale often have valuable insight that can generally go unnoticed or unheard.” A Non-Tenure-Track Academic Appointment respondent called on Shippensburg to “include non-tenure track equally and listen to their voice.” Graduate and Undergraduate Student respondents likewise called on Shippensburg to listen to and value student input. Student respondents wrote, “Listen to students. That's not happening right now,” “Student-centered approach, listening to the students,” and “Continue listening to the student body.” According to an Undergraduate Student respondent, “The upper administration should really take some serious time to reevaluate the way that they have been interacting with the student body. Instead of seeing us as a collection of warm bodies to do tasks for them, our ideas and experience really do matter to the functioning and success of the university.”

Employee respondents specified that faculty and staff input should be considered in institutional decision-making processes. Faculty Tenure-Track respondents specifically wrote, “More open conversations that include faculty. Decisions not being made top down” and “Faculty members need to be more involved in decision making.” Similarly, another Faculty respondent wrote, “More discussion and collaboration when programmatic changes are being considered and while changes are being considered. Top-down decision making is destructive, and the administration needs to work with faculty and staff in effecting change.” A Staff respondent recommended “inviting ALL members of the campus community to have a voice in future planning and

decision-making.” Summarizing the sentiments of other respondents, another Staff respondent wrote, “I believe that communications have to be open. Why decisions are made and what the expected outcome of those decisions would like to be accomplished. I don't think the staff's voices are heard enough.”

*Increase Diversity Efforts.* In the second theme, respondents called for an increased campus diversity and an investment in diversity education. Faculty respondents who recommended an increase in compositional diversity wrote, “Larger commitment to a diverse faculty/staff” and “Diversify the leadership, the faculty and the staff - representation matters.” An Undergraduate Student respondent also recommended Shippensburg “hire more than just one Black professor.” Offering recommendations for an increased focus on diversity education and diversity and inclusion focused dialogues, Undergraduate Student respondents wrote, “Bringing more speakers (i.e. Building Bridges) into the classroom to talk to students about diversity and inclusion,” “I think that more awareness and education on the different cultures we have at the university needs to be implemented,” and “I'd like to see a REQUIRED course on diversity of religion, sexual orientation and race/ethnic issues for ALL incoming freshman.” A Graduate Student respondent also recommended, “More forums, mandatory attendance as part of a multicultural component of education, etc.” Calling for educational opportunities for faculty, a Faculty respondent wrote, “Have more discussion of how to create inclusive classrooms.”

Students respondents also recommended that Shippensburg conduct diversity and inclusion trainings for Shippensburg faculty, staff, and students. Graduate Student/Graduate Non-Degree Seeking Student respondents specifically wrote, “REQUIRE more diversity trainings” and “The issue of diversity training cannot be overemphasized. Shippensburg is predominantly white, so is the university student population and many individuals are unaware of how to relate to someone who isn't white or who is from a different culture.” Undergraduate Student respondents added, “Diversity training for all students” and “I would like for faculty [to] receive diversity and cultural competency training so that they can be of better service to the students in order to be able to unpack some of the issues we deal with.” One Undergraduate Student respondent also offered, “Since the number of students with special needs and/or diverse backgrounds keep[s] growing, I think that faculty need special training on how to better serve these students. Getting a letter from the OAR stating which accommodations special-needs student[s] should be given is

not enough. Acknowledging that our classrooms are more diverse is not enough either. Intentional approaches on how to reach out to and effectively engage these students in the classroom are necessary.”

*No Recommendations.* In the third theme, respondents stated that they had no recommendations for improving the climate at Shippensburg University. Respondents replied, “No,” “Nope,” and “None.” Other respondents wrote, “Not at this time,” “No recommendations,” “Not really, no,” “Not at the moment,” and “Not at all.”

**Q117. Do you feel that the Shippensburg University campus climate has improved during your time here? Why or why not?**

**Qualitative comments analyses.** Four hundred seventy-two respondents offered a response as to whether or not the campus climate had improved during their time at Shippensburg University. Responses by Faculty (including Faculty Tenure-Track and Non-Tenure-Track Academic Appointment) respondents offered two evenly distributed themes: no, climate has worsened; yes, climate has improved. Responses by Graduate Student respondents yielded one theme: yes, climate has improved. Responses by Staff respondents demonstrated one theme: no, climate has worsened. Two themes emerged from responses by Undergraduate Student respondents: climate has remained the same; yes, climate has improved.

***Faculty respondents***

*No, Climate Worsened.* In the first theme, Faculty respondents offered that the campus climate at Shippensburg has worsened during their tenure at the institution. Respondents shared, “No,” “Not particularly,” “it has declined,” “no, it got worse,” and “I feel like we are fighting the same battles, over and over. So, no, not significantly.” Some respondents lamented the departure of a previous campus. According to respondents, “Absolutely not. This used to be a GREAT place to work back when Dr. Ceddia was president” and “Feels like we have gone backwards since the Ruud era.” One respondent wrote, “Emphatically, no, a nightmare of changes. So much turnover has led to too much work for everyone. And the turnover lies at the feet of those at the top - take the time to listen to everyone, not just the few who come forward at the beginning.” Offering a comment of support for the current administration, respondents remarked, “I think the climate

was better when I first arrived at Shippensburg and has the potential to improve with our new president and her interaction, but we went through some very dark times over the last decade” and “No the climate at Shippensburg has gone in a bad direction. I believe that the president is making strides, but my individual department lacks cohesiveness and collaboration.”

Respondents described a perceived decline in care for individuals, increased workloads, and increasingly stressful work environments as reasons for the worsening campus climate at Shippensburg University. Specifically, respondents wrote, “No. Workload, including administrative work, underprepared students, burned-out faculty, administrators, and staff, are greater than in past” and “No, it's gotten worse and there are too many burdens placed on faculty to do effective work in teaching and scholarship. Things have become too policy driven, which I understand offers protections for many issues, but I feel like faculty have become too mechanized in how we do our jobs.”

Respondents also shared, “No. I have seen faculty become more and more detached because of the things that have occurred. Too many faculty have been run out, forced to retire early, forced to leave the University or forced out of academia” and “For years Shippensburg has had a tradition of valuing its workers. People matter. It could be a lot worse, but I believe we are losing this. I see too many examples where the human factors are ignored in the name of efficiency or other goals.” According to another respondent, “I feel that the climate was better when I started. We had a better contract and more faculty. Now it's really stressful because we are being asked to do a lot more with a lot less. Our students’ needs have also changed, and I feel that they have more difficulties in their lives, which impacts their educational attainment.”

*Yes, Climate Improved.* In the second theme, respondents characterized the campus climate as having improved during their tenure at Shippensburg University. Respondents wrote, “Yes,” “Yes, gradually,” and “Over the last decade the climate seems to have improved. New initiatives in that time have made it better.” Respondents attributed the improvements in campus climate to the current administration. Respondents explained, “Yes. It has improved greatly in the past year or so through changes in the administration,” “Yes, the new president is here and is interested in changing the status quo,” and “Yes, our new President and Dean have brought a more positive atmosphere.” According to another respondent, “It now remains to be seen how the campus

climate progresses from there on. This survey is a step in the right direction, and so is the recruitment of a director for diversity student retention.”

Faculty respondents specified that they perceived the campus climate as having improved based on increased diversity and inclusion. Specifically, respondents commented, “Yes, increasing diversity of students, faculty, and administration helps” and “Yes. More diverse staff and faculty were hired.” Another Faculty respondent shared, “Yes--we have more faculty, administrators, and students of color and students seem to feel much more comfortable openly expressing alternative sexualities and gender identities.” According to other respondents, “Yes, I feel that Ship has done a lot to be an inclusive campus” and “I believe our campus is more diverse and that we celebrate this diversity more than when I was first hired.”

### ***Graduate Student respondents***

*Yes, Climate Improved.* The theme that emerged from responses by Graduate Student respondents characterized the campus climate as having improved since their graduate enrollment at Shippensburg University. Respondents wrote, “Absolutely!” and “I feel that there is more being done to make the climate better and to address the campus climate.” Respondents credited the current administration for the improved campus climate. According to respondents, “Yes. Dr. Carter has brought more focus on diversity. This is a good thing,” and “Yes, since the new president the climate seems to be more community focused.” Similarly, a respondent replied, “Yes, because the new President has shown she takes action. Waves of change have occurred but all seems to be for the better! I just hope it continues and we don't start back pedaling.”

Graduate Student respondents specified that the improved campus climate has been demonstrated through Shippensburg’s more inclusive and welcoming environment. Respondents offered, “Yes, over the couple of years I have been here, it has positively improved. It has become more open” and “Yes, it has become more welcoming.” Another respondent commented, “[A]s changes have been implemented, the climate of campus seems all the more inclusive. People are more willing to discuss their concerns and issues and have a voice now!” Respondents also offered specific examples of how the campus climate has improved during their time at Shippensburg University. Specifically, respondents wrote, “Yes, more diverse clubs

for LGBTQ, etc.,” “Some improvement with the ‘No More’ movement,” and “The climate had definitely improved slowly but very positively. The addition on the LGBTQ center is a big improvement.”

### ***Staff respondents***

*No, Climate Worsened.* In the one theme present, Staff respondents commented that the campus climate had declined or worsened during their tenure at Shippensburg University. Offering minimal elaborations, respondents wrote, “No, I believe it is worse,” “No - it has drastically gotten worse,” and “No, it has only declined.”

Respondents collectively described feelings of anxiety and low morale among staff. Respondents explained, “I feel that over the last few years the morale of the staff and faculty has gone down tremendously” and “Campus Culture has changed in the last year, and it is not good. Everyone is fearful and intimidated.”

Respondents also described a sense of loss for a previously shared sense of family among Shippensburg University employees. According to one respondent, “Morale is lower than it should be and some people no longer feel a part of the Ship family because of how various reorganizations have taken place, how positions have been filled, how people have been let go, and how decisions have been made.” Another respondent shared, “It doesn't feel very much like the ‘Ship family.’” Staff respondents also shared that they no longer feel valued as a staff member at Shippensburg. Specifically, respondents wrote, “In the past two years the climate has become worse. I feel that I am not valued,” and “No, when I started working here everyone knew each other and most employees felt valued.” One respondent also wrote, “Everyone is overworked, normally doing the work of two to three people. We do not feel appreciated at all. We do not feel valued. Everyone is grumpy, they hate to come to work in the morning and they can't wait until 4:30 comes around.”

Respondents attributed low morale among staff as well as their feelings of not being valued to recent and rapid changes by the current administration. Identifying the influence of the current administration on staff morale, a respondent shared, “The arrival of the new senior administrators seems like it has set us back, not by any of the individuals' lack of ability or

experience, but by lacking the history of the university an[d] why we do things the way we do them. This is an unfortunate learning curve that has made a lot of individuals under these areas very uncomfortable and feeling like their voices are not being heard.”

Specifying the organizational changes that were made by the current administration as the source of staff stress and low morale, respondents wrote, “I believe that the level of trust between rank-and-file staff and senior leadership has diminished. Although change is inevitable, staff are not given a chance to offer input. There has been too much reorganizing without apparent rhyme or reason” and “I believe the climate has shifted depending on your status at Ship. For the most part, it has been a positive shift, but I believe faculty/staff morale to be down due to the multiplicity of changes happening on campus. I think too many changes are happening too quickly all at once.” Another respondent wrote, “The climate has not improved. I believe the new administration has some good ideas but the implementation process has been flawed and the communication inadequate. So many of us just feel lost and confused by everything around us. While change was expected across campus, it has just been non-stop and it has started to feel like the administration believes everything is broken and that the University has never done anything right.”

### ***Undergraduate Student respondents***

*Climate Remained the Same.* Undergraduate Student respondents commented that the campus climate had remained the same during their time at Shippensburg University. Respondents wrote, “I think it has stayed the same,” “I think the climate has stayed the same,” and “I think it has been the same since I first got here.”

*Yes, Climate Improved.* In the second theme, Undergraduate Student respondents offered that the campus climate has improved during their time as a student at Shippensburg University.

Undergraduate Student respondents wrote succinct responses including, “yeah,” “yes,” “yes I do,” “Yes, I feel improvement,” and “yes, it just seems better.” Other respondents elaborated as to why they felt the campus climate had improved during their time at Shippensburg University. Respondents specifically identified the opening of the Pride Center, new student resources and programming, and a more inclusive or welcoming climate as reasons for the improved campus climate. Regarding the opening of the Pride Center, respondents wrote, “Yes, being an LGBT

student, I am glad to see the university open up a pride center,” “Yes, since I have been here they have opened the LBTG center,” and “Yes, particularly with the development of the pride center, I’m more proud to be at a school that supports LGBT students.”

In addition to the comments regarding the Pride Center, Undergraduate Student respondents identified various campus resources and programming as the reason the campus climate had improved. Respondents wrote, “Yes because of the peer anchor program” and “Yes-the sexual assault awareness has improved and resources are available.” According to another respondent, “the peer groups for students to help them adapt away from home has helped tremendously.” Respondents also shared, “Yes, each year I come back there is a new system that is mean[t] to help students” and “I believe it has, Ship has offered a lot more resources or has advertised them more since I have been here.”

Other Undergraduate Student respondents offered that they felt the campus climate had improved by becoming more inclusive or welcoming. Respondents specifically wrote, “Yes, more inclusive,” “Yes. It has become a more inclusive environment,” and “Yes, the campus is very welcoming.” One respondent also explained, Yes it has. The longer I attend Shippensburg University I am starting to see the climate and the inclusion of people improving.” According to other respondents, “Yes, I believe the climate at Shippensburg university has improved since my time here. The university has many welcoming activities and groups for everyone. No one is left out” and “Yes, because everyone is welcome.”

**Q118. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.**

**Qualitative comments analyses.** Forty-seven respondents elaborated on their experiences related to campus climate. No themes emerged from the responses.

## **Next Steps**

Embarking on this campus-wide assessment is further evidence of Shippensburg University'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 assessment was to investigate the climate within Shippensburg University, and to shed light on respondents' personal experiences and observations of living, learning, and working at Ship. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and the various sub-populations within the Shippensburg University community.

Assessments and reports, however, are not enough to effect change. A plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. At the outset of this project, the Shippensburg University community committed to using the assessment data to build on the successes and address the challenges uncovered in the report. Additionally, the assessment process could 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.

## References

- Aguirre, A., & Messineo, M. (1997). Racially motivated incidents in higher education: What do they say about the campus climate for minority students? *Equity & Excellence in Education*, 30(2), 26–30.
- Association of American Colleges and Universities (AAC&U). (1995). *The drama of diversity and democracy*. Washington, DC: Association of American Colleges and Universities.
- Barnhardt, C. L., Phillips, C. W., Young, R. L., & Sheets, J. E. (2017). The administration of access and equity on campuses and its relationships to serving undocumented immigrant students. *Journal of Diversity in Higher Education*, 10(1), 1–10.  
<https://doi.org/10.1037/a0040025>
- Bartz, A. E. (1988). *Basic statistical concepts*. New York: Macmillan.
- Bilimoria, D., & Stewart, A. J. (2009). “Dont ask, don ’t tell”: The academic climate for lesbian, gay, bisexual, and transgender faculty in science and engineering. *National Women’s Studies Association Journal*, 21(2), 85–103.
- Blackwell, L. V., Snyder, L. A., & Mavriplis, C. (2009). Diverse faculty in STEM fields: Attitudes, performance, and fair treatment. *Journal of Diversity in Higher Education*, 2(4), 195–205. <https://doi.org/10.1037/a0016974>
- Booker, K. (2016). Connection and commitment: How sense of belonging and classroom community influence degree persistence for African American undergraduate women. *International Journal of Teaching & Learning in Higher Education*, 28(2), 218–229.
- Boyer, E. (1990). *Campus life: In search of community*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Brookfield, S. D. (2005). *The power of critical theory: Liberating adult learning and teaching*. San Diego, CA: Jossey-Bass.
- Chang, M. J. (2003). Racial differences in viewpoints about contemporary issues among entering

- college students: Fact or fiction? *NASPA Journal About Women in Higher Education*, 40(5), 55–71.
- Chang, M. J., Denson, N., Sáenz, V. B., & Misa, K. (2006). The educational benefits of sustaining cross-racial interaction among undergraduates. *The Journal of Higher Education*, 77(3), 430–455.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Costello, C. A. (2012). Women in the Academy: The Impact of Culture, Climate and Policies on Female Classified Staff. *NASPA Journal About Women in Higher Education*, 5(2), 99–114. <https://doi.org/10.1515/njawhe-2012-1118>
- Cuellar, M., & Johnson-Ahorlu, R. N. (2016). Examining the Complexity of the Campus Racial Climate at a Hispanic Serving Community College. *Community College Review*, 44(2), 135–152. <https://doi.org/10.1177/0091552116632584>
- Dade, K., Tartakov, C., Hargrave, C., & Leigh, P. (2015). Assessing the impact of racism on Black faculty in White academe: A collective case study of African American female faculty. *Western Journal of Black Studies*, 39(2), 134–146.
- DaDeppo, L. W. (2009). Integration factors related to the academic success and intent to persist of college students with learning disabilities. *Learning Disabilities Research & Practice (Wiley-Blackwell)*, 24(3), 122–1331.
- Dugan, J. P., Kusel, M. L., & Simounet, D. M. (2012). Transgender college students: An exploratory study of perceptions, engagement, and educational outcomes. *Journal of College Student Development*, 53(5), 719–736.
- Eagan, M. K., & Garvey, J. C. (2015). Stressing out: Connecting race, gender, and stress with faculty productivity. *The Journal of Higher Education*, 86(6), 923–954.
- Ellis, J. M., Powell, C. S., Demetriou, C. P., Huerta-Bapat, C., & Panter, A. T. (2018). Examining first-generation college student lived experiences with microaggressions and

microaffirmations at a predominately White public research university. *Cultural Diversity and Ethnic Minority Psychology*. <https://doi.org/10.1037/cdp0000198>

- Engle, J., & Tinto, V. (2008). Moving beyond access: College success for low-income, first-generation students. *The Pell Institute for the Study of Opportunity in Higher Education*, 1–38.
- Fleming, A. R., Oertle, K. M., Hakun, A. J., & Hakun, J. G. (2017). Influence of social factors on student satisfaction among college students with disabilities. *Journal of College Student Development*, 58(2), 215–228.
- Flowers, L., & Pascarella, E. T. (1999). Cognitive effects of college racial composition on African American students after 3 years of college. *Journal of College Student Development*, 40, 669–677.
- Garcia, G. A. (2016). Exploring student affairs professionals' experiences with the campus racial climate at a Hispanic Serving Institution (HSI). *Journal of Diversity in Higher Education*, 9(1), 20–33. <https://doi.org/10.1037/a0039199>
- Gardner, S. K. (2013). Women and faculty departures from a striving institution: Between a rock and a hard place. *The Review of Higher Education*, 36(3), 349–370.
- Garvey, J. C., & Rankin, S. (2016). The influence of campus climate and urbanization on queer-spectrum and trans-spectrum faculty intent to leave. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000035>
- Garvey, J. C., Taylor, J. L., & Rankin, S. (2015). An examination of campus climate for LGBTQ community college students. *Community College Journal of Research and Practice*, 39(6), 527–541. <https://doi.org/10.1080/10668926.2013.861374>
- Grant, C. M., & Ghee, S. (2015). Mentoring 101: Advancing African-American women faculty and doctoral student success in predominantly White institutions. *International Journal of Qualitative Studies in Education*, 28(7), 759–785. <https://doi.org/10.1080/09518398.2015.1036951>

- Griffin, K. A., Bennett, J. C., & Harris, J. (2011). *Analyzing gender differences in Black faculty marginalization through a sequential mixed methods design. New Directions for Institutional Research* (Vol. 151). San Francisco, CA: Jossey-Bass.
- Griffin, K. A., Cunningham, E. L., & George Mwangi, C. A. (2016). Defining diversity: Ethnic differences in Black students' perceptions of racial climate. *Journal of Diversity in Higher Education*, 9(1), 34–49. <https://doi.org/10.1037/a0039255>
- Guiffrida, D., Gouveia, A., Wall, A., & Seward, D. (2002). Development and Validation of the Need for Relatedness at College Questionnaire (nRC-Q). *Harvard Educational Review*, 1(2), 330–365.
- Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72, 330–365.
- Hale, F. W. (2004). *What makes racial diversity work in higher education: Academic leaders present successful policies and strategies*. Stylus Publishing, LLC.
- Harackiewicz, J. M., Canning, E. A., Tibbetts, Y., Giffen, C. J., Blair, S. S., Rouse, D. I., & Hyde, J. S. (2014). Closing the social gap for first-generation students in undergraduate biology. *Journal of Educational Psychology*, 106(2), 375–389.
- Harper, C. E., & Yeung, F. (2013). Perceptions of institutional commitment to diversity as a predictor of college students' openness to diverse perspectives. *The Review of Higher Education*, 37(1), 25–44.
- Harper, S. R. (2015). Black male college achievers and resistant responses to racist stereotypes at predominantly White colleges and universities. *Harvard Educational Review*, 85(4), 646–674.
- Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, 2007(120), 7–24.
- Harper, S. R., & Quaye, S. J. (2004). Taking seriously the evidence regarding the effects of diversity on student learning in the college classroom: A call for faculty accountability.

*UrbanEd*, 2(2), 43–47.

Harris, J. C. (2017). Multiracial women students and racial stereotypes on the college campus.

*Journal of College Student Development*, 58(4), 475–491.

Hart, J. L., & Fellabaum, J. (2008). Analyzing campus climate studies: Seeking to define and understand. *Journal of Diversity in Higher Education*, 1(4), 222–234.

Hausmann, L. R., Schofield, J. W., & Woods, R. L. (2007). Sense of belonging as a predictor of intentions to persist among African American and White first-year college students.

*Research in Higher Education*, 48(7), 803–839.

Hoffman, J. L., Rankin, S., & Loya, K. I. (2016). Climate as a mediating influence on the perceived academic success of women student-athletes. *Journal for the Study of Sports and Athletes in Education*, 10(3), 164.

Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *The Journal of Higher Education*, 63(5), 539–569.

Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. R. (1999). *Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education*. (Vol. 26, no. 8). Washington D.C.: ASHE-ERIC Higher Education Report.

Hurtado, S., & Ponjuan, L. (2005). Latino educational outcomes and the campus climate. *Journal of Hispanic Higher Education*, 4(3), 235–251.

Ingle, G. (2005). Will your campus diversity initiative work? *Academe*, 91(5), 6–10.

Jayakumar, U. M., Howard, T. C., Allen, W. R., & Han, J. C. (2009). Racial privilege in the professoriate: An exploration of campus climate, retention, and satisfaction. *The Journal of Higher Education*, 80(5), 538–563.

Johnson, A. (2005). *Privilege, power, and difference* (2nd ed.). Boston, MA: McGraw-Hill.

Johnson, D. R., Soldner, M., Leonard, J., Alvarez, P., Inkelas, K. K., Rowan, K. H., & Longerbeam, S. (2007). Examining sense of belonging among first-year undergraduates

- from different racial/ethnic groups. *Journal of College Student Development*, 48(5), 525–542.
- Jones, S. J., & Taylor, C. M. (2012). Effects of Institutional Climate and Culture on the Perceptions of the Working Environments of Public Community Colleges. *NASPA Journal About Women in Higher Education*, 5(1), 1–21. <https://doi.org/10.1515/njawhe-2012-1106>
- Jones, W. W. (2013). The relationship between student body racial composition and the normative environment toward diversity at community colleges. *Community College Review*, 41(3), 249–265.
- Jury, M., Smeding, A., Stephens, N. M., Nelson, J. E., Aelenei, C., & Darnon, C. (2017). The experience of low-SES students in higher education: Psychological barriers to success and interventions to reduce social-class inequality. *Journal of Social Issues*, 73(1), 23–41.
- Kezar, A. J. (2011). *Recognizing and serving low-income students in higher education: An examination of institutional policies, practices, and culture*. New York: Routledge.
- Kim, E., & Aquino, K. C. (2017). *Disability as diversity in higher education: Policies and practices to enhance student success*. New York City, NY: Routledge.
- Leath, S., & Chavous, T. (2018). Black women’s experiences of campus racial climate and stigma at predominantly White institutions: Insights from a comparative and within-group approach for STEM and non-STEM majors. *Journal of Negro Education*, 87(2), 125–139.
- Lefever, R. (2012). Exploring student understandings of belonging on campus. *Journal of Applied Research in Higher Education*, 4(2), 126–141.  
<https://doi.org/10.1108/17581181811873075>
- Levin, J. S., Haberler, Z., Walker, L., & Jackson-Boothby, A. (2014). Community college culture and Faculty of Color. *Community College Review*, 42(1), 55–74.  
<https://doi.org/10.1177/0091552113512864>
- Levin, J. S., Jackson-Boothby, A., Haberler, Z., & Walker, L. (2015). “Dangerous work”: Improving conditions for Faculty of Color in the community college. *Community College*

*Journal of Research and Practice*, 39(9), 852–864.

- Maramba, D. C., & Museus, S. D. (2011). *The utility of using mixed-methods and intersectionality approaches in conducting research on Filipino American students' experiences with the campus climate and on sense of belonging*. *New Directions for Institutional Research* (Vol. 151). San Francisco, CA: Jossey-Bass.  
<https://doi.org/10.1002/ir>
- Maranto, C. L., & Griffin, A. E. (2011). The antecedents of a “chilly climate” for women faculty in higher education. *Human Relations*, 64(2), 139–159.
- Mayhew, M., Grunwald, H., & Dey, E. (2006). Breaking the silence: Achieving a positive campus climate for diversity from the staff perspective. *Research in Higher Education*, 47(10), 63–88.
- Milem, J., Chang, M. J., & Antonio, A. (2005). *Making diversity work on campus: A research based perspective*. Washington, DC: Association of American Colleges and Universities.
- Museus, S. D., & Park, J. J. (2015). The continuing significance of racism in the lives of Asian American college students. *Journal of College Student Development*, 56(6), 551–569.
- Navarro, R. L., Worthington, R. L., Hart, J. L., & Khairallah, T. (2009). Liberal and conservative ideology, experiences of harassment, and perceptions of campus climate. *Journal of Diversity in Higher Education*, 2(2), 78–90.
- Negron-Gonzales, M. M. (2015). Lift every voice: Institutional climate and the experience of undocumented students at Jesuit universities. *Jesuit Higher Education: A Journal*, 4(1), 49–60.
- Nelson-Laird, T., & Niskodé-Dossett, A. S. (2010). How gender and race moderate the effect of interaction across difference on student perceptions of the campus environment. *The Review of Higher Education*, 33(3), 333–356.
- Nicolazzo, Z. (2016). *Trans\* in college: Transgender students' strategies for navigating campus life and the institutional politics of inclusion*. Herndon, Virginia: Stylus Publishing, LLC.

- Oseguera, L., Merson, D., Harrison, C. K., & Rankin, S. (2017). Beyond the Black/White binary: A multi-institutional study of campus climate and the academic success of college athletes of different racial backgrounds. *Sociology of Sport Journal*, 1–43.
- Oseguera, L., & Rhee, B. S. (2009). The influence of institutional retention climates on student persistence to degree completion: A multilevel approach. *Research in Higher Education*, 50(6), 546–569.
- Ostrove, J. M., & Long, S. M. (2007). Social class and belonging: Implications for college adjustment. *The Review of Higher Education*, 30(4), 363–398.
- Park, J., Denson, N., & Bowman, N. (2013). Does socioeconomic diversity make a difference? Examining the effects of racial and socioeconomic diversity on the campus climate for diversity. *American Educational Research Journal*, 50(3), 466–496.
- Pascarella, E. T., & Terenzini, P. T. (1980). Predicting freshman persistence and voluntary dropout decisions from a theoretical model. *The Journal of Higher Education*, 51(1), 60–75.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Diego, CA: Jossey-Bass.
- Patton, L. D. (2011). Perspectives on identity, disclosure, and the campus environment among African American gay and bisexual men at one historically Black college. *Journal of College Student Development*, 52(1), 77–100.
- Patton, L. D., & Catching, C. (2009). Teaching while Black: Narratives of African American student affairs faculty. *International Journal of Qualitative Studies in Education*, 22(6), 713–728.
- Pike, G. R., & Kuh, G. D. (2006). Relationships among structural diversity, informal peer interactions, and perceptions of the campus environment. *The Review of Higher Education*, 29(4), 425–450.
- Pittman, C. T. (2010). Race and gender oppression in the classroom: The experiences of women faculty of color with White male students. *Teaching Sociology*, 38(3), 183–196.

- Pittman, C. T. (2012). Racial microaggressions: The narratives of African American faculty at a predominantly White university. *Journal of Negro Education, 81*(1), 82–92.
- Quinton, W. J. (2018). Unwelcome on campus? Predictors of prejudice against international students. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000091>
- Rankin & Associates Consulting. (2016). Recent Clients. Retrieved January 5, 2016, from <http://www.rankin-consulting.com/clients>
- Rankin, S. (2003). *Campus Climate for Gay, Lesbian, Bisexual, and Transgendered People: A National Perspective*. New York, NY: National Gay and Lesbian Task Force Policy Institute.
- Rankin, S., Merson, D., Garvey, J. C., Sorgen, C. H., Menon, I., Loya, K. I., & Oseguera, L. (2016). The influence of climate on the academic and athletic success of student-athletes: Results from a multi-institutional national study. *The Journal of Higher Education, 87*(5), 701–730.
- Rankin, S., & Reason, R. (2005). Differing perceptions: How students of color and White students perceive campus climate for underrepresented groups. *Journal of Student College Development, 46*(1), 43–61.
- Rankin, S., & Reason, R. (2008). Transformational tapestry model: A comprehensive approach to transforming campus climate. *Journal of Diversity in Higher Education, 1*(4), 262–274.
- Rankin, S., Weber, G., Blumenfeld, W., & Frazer, S. (2010). *2010 State of Higher Education for Lesbian, Gay, Bisexual, and Transgender People*. Charlotte, NC: Campus Pride.
- Sáenz, V. B., Nagi, H. N., & Hurtado, S. (2007). Factors influencing positive interactions across race for African American, Asian American, Latino, and White college students. *Research in Higher Education, 48*(1), 1–38.
- Sears, J. T. (2002). The institutional climate for lesbian, gay and bisexual education faculty. *Journal of Homosexuality, 43*(1), 11–37.

- Seelman, K. L., Woodford, M. R., & Nicolazzo, Z. (2017). Victimization and microaggressions targeting LGBTQ college students: Gender identity as a moderator of psychological distress. *Journal of Ethnic & Cultural Diversity in Social Work, 26*(1–2), 112–125.
- Settles, I. H., Cortina, L. M., Malley, J., & Stewart, A. J. (2006). The Climate for Women in Academic Science: The Good, the Bad, and the Changeable. *Psychology of Women Quarterly, 30*(1), 47–58. <https://doi.org/10.1111/j.1471-6402.2006.00261.x>
- Sharpe, D. (2015). Your chi-square test is statistically significant: Now what? *Practical Assessment, Research & Evaluation, 20*(8).
- Silverschanz, P., Cortina, L. M., Konik, J., & Magley, V. (2008). Slurs, snubs, and queer jokes: Incidence and impact of heterosexist harassment in academia. *Sex Roles, 58*(3–4), 179–191.
- Smith, D. G. (2009). *Diversity's promise for higher education: Making it work*. Baltimore, MD: Johns Hopkins Press.
- Smith, D. G., Gerbick, G. L., Figueroa, M. A., Watkins, G. H., Levitan, T., Moore, L. C., & Figueroa, B. (1997). *Diversity works: The emerging picture of how students benefit*. Washington, DC: Association of American Colleges and Universities.
- Solórzano, D. G., Ceja, M., & Yosso, T. J. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education, 69*(1), 60–73.
- Stebbleton, M. J., Soria, K. M., Huesman, R. J., & Torres, V. (2014). Recent immigrant students at research universities: The relationship between campus climate and sense of belonging. *Journal of College Student Development, 55*(2), 196–202.
- Strayhorn, T. L. (2012). *College students' sense of belonging: A key to educational success for all students*. New York; London: Routledge.
- Strayhorn, T. L. (2013). Measuring race and gender difference in undergraduate perceptions of campus climate and intentions to leave college: An analysis in black and white. *Journal of Student Affairs Research and Practice, 50*(2), 115–132.

- Sue, D. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: Wiley.
- Trochim, W. (2000). *The research methods knowledge base* (2nd ed.). Cincinnati, OH: Atomic Dog.
- Turner, C. S. (2002). Women of color in academe: Living with multiple marginality. *The Journal of Higher Education*, 73(1), 74–93.
- Tynes, B. M., Rose, C. A., & Markoe, S. L. (2013). Extending campus life to the internet: Social media, discrimination, and perceptions of racial climate. *Journal of Diversity in Higher Education*, 6(2), 102–114.
- Urrieta, L., Mendez, L., & Rodriguez, E. (2015). “A moving target”: A critical race analysis of Latino/a faculty experiences, perspectives, and reflections on the tenure and promotion process. *International Journal of Qualitative Studies in Education (QSE)*, 28(10), 1149–1168. <https://doi.org/10.1080/09518398.2014.974715>.
- Vaccaro, A. (2015). “It’s Not One Size Fits All”: Diversity Among Student Veterans. *Journal of Student Affairs Research and Practice*, 52(4), 347–358. <https://doi.org/10.1080/19496591.2015.1067224>
- Vaccaro, A., Daly-Cano, M., & Newman, B. M. (2015). A sense of belonging among college students with disabilities: An emergent theoretical model. *Journal of College Student Development*, 56(7), 670–686.
- Vaccaro, A., & Newman, B. M. (2017). A sense of belonging through the eyes of first-year LGBTQ students. *Journal of Student Affairs Research and Practice*, 54(2), 137–149.
- Waldo, C. R. (1998). Out on campus: Sexual orientation and academic climate in a university context. *American Journal of Community Psychology*, 26(5), 745–774. <https://doi.org/10.1023/A:1022110031745>
- Walpole, M., Chambers, C. R., & Goss, K. (2014). Race, Class, Gender and Community College Persistence Among African American Women. *NASPA Journal About Women in Higher*

*Education*, 7(2). <https://doi.org/10.1515/njawhe-2014-0012>

- Whitt, E. J., Edison, M. I., Pascarella, E. T., & Terenzini, P. T. (2011). Influences on students' openness to diversity and challenge in the second and third years of college. *The Journal of Higher Education*, 72(2), 172–204.
- Whittaker, J. A., Montgomery, B. L., & Martinez Acosta, V. G. (2015). Retention of underrepresented minority faculty: Strategic initiatives for institutional value proposition based on perspectives from a range of academic institutions. *Journal of Undergraduate Neuroscience Education*, 13(3), A136–A145.
- Worthington, R. L., Navarro, R. L., Loewy, M., & Hart, J. L. (2008). Color-blind racial attitudes, social dominance orientation, racial-ethnic group membership and college students' perceptions of campus climate. *Journal of Diversity in Higher Education*, 1(1), 8–19.
- Yosso, T. J., Smith, W. A., Ceja, M., & Solórzano, D. G. (2009). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates. *Harvard Educational Review*, 79(4), 659–690, 781, 785–786.

## **Appendices**

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #115, #116, #117, and #118)

Appendix D – Survey: *Shippensburg University Assessment of Climate for Learning, Living, and Working*

## 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	Women	324	66.1	63	79.7	63	51.6	108	67.1	558	65.5
	Men	153	31.2	14	17.7	50	41.0	50	31.1	267	31.3
	Trans-spectrum/ Multiple/Other	13	2.7	2	2.5	4	3.3	0	0.0	19	2.2
	Unknown/Missing/ Other	0	0.0	0	0.0	5	4.1	3	1.9	8	0.9
Racial identity	People of Color	39	8.0	10	12.7	17	13.9	9	5.6	75	8.8
	White	405	82.7	64	81.0	99	81.1	144	89.4	712	83.6
	Multiracial	37	7.6	4	5.1	1	0.8	2	1.2	44	5.2
	Unknown/Missing	9	1.8	1	1.3	5	4.1	6	3.7	21	2.5
Sexual identity	Queer-spectrum	57	11.6	12	15.2	13	10.7	9	5.6	91	10.7
	Heterosexual	409	83.5	60	75.9	105	86.1	144	89.4	718	84.3
	Missing/Unknown/ Asexual	24	4.9	7	8.9	4	3.3	8	5.0	43	5.0
Citizenship status	U.S. Citizen, Birth	463	94.5	74	93.7	108	88.5	148	91.9	793	93.1
	U.S. Citizen, Naturalized/ Non-U.S. Citizen	20	4.1	5	6.3	13	10.7	12	7.5	50	5.9
	Unknown/Missing/	7	1.4	0	0.0	1	0.8	1	0.6	9	1.1
Disability status	Single Disability	49	10.0	10	12.7	11	9.0	9	5.6	79	9.3
	No Disability	404	82.4	61	77.2	107	87.7	146	90.7	718	84.3
	Multiple Disabilities	30	6.1	8	10.1	2	1.6	3	1.9	43	5.0
	Unknown/Missing/ Other	7	1.4	0	0.0	2	1.6	3	1.9	12	1.4

		<b>Undergraduate Student</b>		<b>Graduate Student</b>		<b>Faculty</b>		<b>Staff</b>		<b>Total</b>	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Religious affiliation	Christian Affiliation	300	61.2	42	53.2	51	41.8	108	67.1	501	58.8
	Other Religious Affiliation	9	1.8	1	1.3	11	9.0	3	1.9	24	2.8
	No Religious Affiliation including Not Listed	151	30.8	33	41.8	38	31.1	39	24.2	261	30.6
	Multiple Religious Affiliation	21	4.3	3	3.8	13	10.7	4	2.5	41	4.8
	Unknown/Missing	9	1.8	0	0.0	9	7.4	7	4.3	25	2.9

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who were men).

## 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 Shippensburg University? (Question 1)**

Position	<i>n</i>	%
<b>Undergraduate student</b>	<b>490</b>	<b>57.5</b>
<b>Graduate/Graduate non-degree student</b>	<b>79</b>	<b>9.3</b>
<b>Faculty tenure-track</b>	<b>105</b>	<b>12.3</b>
Instructor	0	0.0
Assistant professor	20	19.0
Associate professor	45	42.9
Professor	40	38.1
<b>Non-tenure-track academic appointment (e.g., Lecturer/Adjunct, Research Scientist/Engineer, Research Line Faculty)</b>	<b>17</b>	<b>2.0</b>
<b>Staff</b>	<b>161</b>	<b>18.9</b>
Non-exempt (hourly)	55	34.2
Exempt (salary)	106	65.8

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

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

Status	<i>n</i>	%
Full-time	793	93.1
Part-time	58	6.8
Missing	1	0.1

**Table B3. Students only: How many online classes have you taken since (and including) summer 2017 at Shippensburg University? (Question 3)**

Number of online classes	<i>n</i>	%
6 or more	45	7.9
5	27	4.7
4	21	3.7
3	22	3.9
2	43	7.6
1	62	10.9
0	349	61.3
Missing	0	0.0

**Table B4. What is your birth sex (assigned)? (Question 47)**

Birth sex	<i>n</i>	%
Female	571	67.0
Male	273	32.0
Intersex	1	0.1
Missing	7	0.8

**Table B5. What is your gender/gender identity? (Mark all that apply.) (Question 48)**

Gender identity	<i>n</i>	%
Woman	561	65.8
Man	271	31.8
Nonbinary	11	1.3
Genderqueer	6	0.7
Transgender	5	0.6
A gender not listed here	3	0.4

**Table B6. What is your current gender expression? (Question 49)**

Gender expression	<i>n</i>	%
Feminine	545	64.0
Masculine	271	31.8
Androgynous	16	1.9
A gender expression not listed here	9	1.1
Missing	11	1.3

**Table B7. What is your citizenship/immigrant status in the U.S.? (Question 50)**

Citizenship/immigrant status	<i>n</i>	%
U.S. citizen, birth	793	93.1
U.S. citizen, naturalized	28	3.3
Permanent resident	14	1.6
A visa holder (such as F-1, J-1, H1-B, U)	8	0.9
Currently under a withholding of removal status	0	0.0
DACA (Deferred Action for Childhood Arrival)	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Other legally documented status	0	0.0
Refugee status	0	0.0
Undocumented resident	0	0.0
Missing	9	1.1

**Table B8. 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/multicultural identity, mark all that apply.) (Question 51)**

Racial/ethnic identity	<i>n</i>	%
White/European American	752	88.3
Black/African American	60	7.0
Hispanic/Latin@/Chican@	25	2.9
Asian/Asian American	19	2.2
American Indian/Native	13	1.5
Middle Eastern	5	0.6
Pacific Islander	2	0.2
South Asian	2	0.2
Alaska Native	0	0.0
Native Hawaiian	0	0.0
A racial/ethnic identity not listed here	4	0.5

Note: Percentages may not sum to 100 as a result of multiple response choices.

**Table B9. What is your age? (Question 52)**

Age	<i>n</i>	%
19 or younger	190	22.3
20-21	202	23.7
22-24	97	11.4
25-34	83	9.7
35-44	78	9.2
45-54	92	10.8
55-64	49	5.8
65-74	7	0.8
75 and older	2	0.2
Missing	52	6.1

**Table B10. What is your current political party affiliation? (Question 53)**

Political party affiliation	<i>n</i>	%
No political affiliation	152	17.8
Democrat	341	40.0
Independent	85	10.0
Libertarian	20	2.3
Republican	222	26.1
Other party	10	1.2
Missing	22	2.6

**Table B11. How would you describe your current political views? (Question 54)**

Political views	<i>n</i>	%
Very conservative	28	3.3
Conservative	143	16.8
Moderate	358	42.0
Liberal	204	23.9
Very liberal	86	10.1
Missing	33	3.9

**Table B12. 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 choice below most accurately describes your sexual identity. (Question 55)**

Sexual identity	<i>n</i>	%
Heterosexual	718	84.3
Bisexual	41	4.8
Gay	15	1.8
Lesbian	11	1.3
Pansexual	10	1.2
Queer	9	1.1
Questioning	5	0.6
A sexual identity not listed here	17	2.0
Missing	26	3.1

**Table B13. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 56)**

Parenting or caregiving responsibility	<i>n</i>	%
No	<b>669</b>	<b>78.5</b>
Yes	<b>177</b>	<b>20.8</b>
Children 5 years or under	42	23.7
Children 6-18 years	94	53.1
Child/children over 18 years of age but still legally dependent (e.g., in college, special needs)	32	18.1
Independent adult children over 18 years old	25	14.1
Partner with a disability or illness	7	4.0
Senior or other family member	35	19.8
A parenting or caregiving responsibility not listed here (e.g., expectant, adoption pending)	6	3.4
<b>Missing</b>	<b>6</b>	<b>0.7</b>

Note: Percentages may not sum to 100 as a result of multiple response choices.

**Table B14. Have you ever served in the U.S. Armed Forces, on active duty, in the National Guard, or in the Reserves? If so, please indicate your current primary status. (Question 57)**

Military status	<i>n</i>	%
I have never served in the U.S. Armed Forces.	762	89.4
I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	41	4.8
I am not currently serving, but have served (e.g., retired/veteran).	19	2.2
I am in ROTC.	7	0.8
I am currently a member of the Reserves (but not in ROTC).	3	0.4
I am currently a member of the National Guard (but not in ROTC).	2	0.2
I am currently on active duty.	0	0.0
Missing	18	2.1

**Table B15. What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 57)**

Level of education	Parent/guardian 1		Parent/guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	13	1.5	10	1.2
Some high school	29	3.4	27	3.2
Completed high school/GED	224	26.3	252	29.6
Some college	94	11.0	80	9.4
Technical certificate/license	37	4.3	69	8.1
Associate's degree	71	8.3	65	7.6
Bachelor's degree	177	20.8	197	23.1
Some graduate work	11	1.3	20	2.3
Master's degree (e.g., MA, MS, MFA, MBA)	122	14.3	78	9.2
Specialist degree (e.g., EdS)	2	0.2	3	0.4
Doctoral degree (e.g., PhD, EdD)	36	4.2	6	0.7
Professional degree (e.g., MD, JD)	15	1.8	5	0.6
Unknown	4	0.5	8	0.9
Not applicable	13	1.5	22	2.6
Missing	4	0.5	10	1.2

**Table B16. Staff only: What is your highest level of education? (Question 58)**

Level of education	<i>n</i>	%
No high school	0	0.0
Some high school	0	0.0
Completed high school/GED	10	6.2
Some college	11	6.8
Business/technical certificate/degree	5	3.1
Associate's degree	12	7.5
Bachelor's degree	37	23.0
Some graduate work	11	6.8
Master's degree (e.g., MA, MS, MFA, MBA, MLS)	61	37.9
Specialist degree (e.g., EdS)	0	0.0
Doctoral degree (e.g., PhD, EdD)	11	6.8
Professional degree (e.g., MD, JD)	1	0.6
Missing	2	1.2

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 161).

**Table B17. Faculty/Staff only: How long have you been employed at Shippensburg University? (Question 59)**

Length of employment	<i>n</i>	%
Less than one year	26	9.2
1-5 years	45	15.9
6-10 years	61	21.6
11-15 years	74	26.1
16-20 years	42	14.8
More than 20 years	31	11.0
Missing	4	1.4

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 283).

**Table B18. Undergraduate Students only: Where are you in your college career? (Question 60)**

Year in college career	<i>n</i>	%
First year	140	28.6
Second year	76	15.5
Third year	114	23.3
Fourth year	116	23.7
Fifth year	31	6.3
Sixth year (or more)	13	2.7
<b>Missing</b>	<b>0</b>	<b>0.0</b>

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 490).

**Table B19. Graduate/Graduate Non-Degree Students only: Where are you in your graduate studies program? (Question 61)**

Years in graduate program	<i>n</i>	%
<b>Certificate student</b>	<b>1</b>	<b>1.3</b>
<b>Non-Degree student</b>	<b>3</b>	<b>3.8</b>
<b>Master's degree student</b>	<b>72</b>	<b>94.7</b>
First year	26	36.6
Second year	29	40.8
Third year	13	18.3
Fourth year or more	3	4.2
<b>Doctoral degree student</b>	<b>0</b>	<b>0.0</b>
First year	0	0.0
Second year	0	0.0
Third year	0	0.0
Fourth year or more	0	0.0
<b>Missing</b>	<b>3</b>	<b>3.8</b>

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 79).

**Table B20. Faculty only: With which academic college/school or division are you primarily affiliated at this time? (Question 62)**

College/school or division	<i>n</i>	%
Elnetta G. Jones University Center for Student Success and Exploratory Studies	5	4.1
College of Arts and Sciences	62	50.8
College of Education and Human Services	23	18.9
John L. Grove College of Business	11	9.0
Libraries	2	1.6
Student Affairs Division	10	8.2
Missing	9	7.4

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 122).

**Table B21. Staff only: With which academic division/work unit are you primarily affiliated at this time? (Question 63)**

Academic division/work unit	<i>n</i>	%
Administration & Finance (e.g., Administrative Services, Facilities/Management, Human Resources, Public Safety, MSA, Dean of Students, Student Affairs, Athletics, Spiritual Center, Campus Life)	51	31.7
Academic Affairs (e.g., Provost's Office, Library, Library Services, Academic Programs and Services, College of Arts and Sciences, John L. Grove College of Business, College of Education and Human Services)	37	23.0
Student Affairs (e.g., Campus and Conferences, Dean of Students Office, Counseling Center, Health Center, CUB)	23	14.3
Enrollment Management & Student Success (e.g., Career Center, Admissions, Registrar, Financial Aid, Admissions, Retention, Exploratory Studies, Diverse Student Retention)	21	13.0
External Relations (e.g., Luhrs Performing Arts Center, Communications & Marketing, Publications and Marketing, Alumni Relations, Career Mentoring and Professional Development)	11	6.8
Chief Strategy Office (e.g. Office of Social Equity, Technology Services, Institutional Research)	9	5.6
Missing	9	5.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 161).

**Table B22. Undergraduate Students only: What is your major? (Mark all that apply.)  
 (Question 64)**

Academic major	<i>n</i>	%
Accounting	24	4.9
Allied Health Science	0	0.0
Applied Physics	0	0.0
Art	9	1.8
Arts & Sciences General	1	0.2
Biology	46	9.4
Business Administration General	11	2.2
Chemistry	8	1.6
Civil Engineering	24	4.9
Communication/Journalism	5	1.0
Computer Engineering	7	1.4
Computer Science	19	3.9
Criminal Justice	2	0.4
Earth and Space Science	1	0.2
Earth Science Secondary Education Certification	1	0.2
Economics	31	6.3
Electrical Engineering	1	0.2
Elementary Education PK-4	12	2.4
Elementary Education PK-4: Early Childhood-non-certification	3	0.6
Elementary/Middle-Level Education (4-8)	6	1.2
English	27	5.5
English: Secondary Education Certification	10	2.0
Entrepreneurship	13	2.7
Exercise Science	2	0.4
Exploratory Studies	3	0.6
Finance	0	0.0
Finance: Personal Financial Planning	11	2.2
French	2	0.4
French: Secondary Education Certification	9	1.8
Geoenvironmental Studies	18	3.7
Geography	0	0.0
History	0	0.0
History: Public History	2	0.4
History: Social Studies Teacher Certification	4	0.8
Human Communication Studies	8	1.6

**Table B22. Undergraduate Students only: What is your major? (Mark all that apply.) (Question 64)**

Academic major	<i>n</i>	%
Info Technology for Business Education	3	0.6
Info Tech for Business Edu: Secondary Education Certificate	6	1.2
Interdisciplinary Arts	19	3.9
International Studies	27	5.5
Management Information Systems	2	0.4
Management: Human Resource Management	1	0.2
Management: International Management	6	1.2
Management: Management	4	0.8
Marketing	5	1.0
Mathematics	0	0.0
Mathematics: Dual Certification: 7-12 Math and Special Education	1	0.2
Mathematics: Secondary Education Certification	0	0.0
Mathematics: Statistics	1	0.2
Mechanical Engineering	11	2.2
Mid Level Ed 4-8	1	0.2
Physics	38	7.8
Physics: Secondary Education Certification	2	0.4
Physics: Computational Physics	7	1.4
Political Science	30	6.1
Political Science: International concentration	10	2.0
Psychology	10	2.0
Public Administration	4	0.8
Social Studies: Geography	1	0.2
Social Work	15	3.1
Sociology	8	1.6
Software Engineering	3	0.6
Spanish	4	0.8
Spanish: Secondary Education Certification	0	0.0
Special Education & Early Childhood Education	0	0.0
Supply Chain Management	0	0.0
Supply Chain Management: Logistics Management	0	0.0
Sustainability: Environmental Conservation (AS-BS-SUST-ENCS)	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 490). Percentages may not sum to 100 as a result of multiple response choices.

**Table B23. Undergraduate Students only: Have you declared one or more minors? (Question 65)**

Condition	<i>n</i>	%
Yes	182	37.1
No	308	62.9
Missing	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 490). Percentages may not sum to 100 as a result of multiple response choices.

**Table B24. Graduate/Graduate Non-Degree Students only: What is your academic division? (Mark all that apply.) (Question 66)**

Academic division	<i>n</i>	%
Biology Department	2	2.5
Communication/Journalism Department	1	1.3
Computer Science	1	1.3
Electrical Engineering, Computer Engineering, and Software Engineering	0	0.0
Geography/Earth Science Department	2	2.5
History/Philosophy Department	7	8.9
Mechanical Engineering and Civil Engineering	8	10.1
Political Science Department	5	6.3
Psychology Department	0	0.0
Sociology/Anthropology Department	9	11.4
Finance/Supply Chain Management Department	2	2.5
Business Administration	36	45.6
Accounting/Management Information Systems Department	0	0.0
Counseling and College Student Personnel Department	6	7.6
Criminal Justice Department	0	0.0
Educational Leadership and Policy/Special Education	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Graduate/Graduate Non-Degree Students in Question 1 (*n* = 79). Percentages may not sum to 100 as a result of multiple response choices.

**Table B25. Do you have a condition/disability that influences your learning, living, or working activities? (Question 67)**

Condition	<i>n</i>	%
No	718	84.3
Yes	128	15.0
Missing	6	0.7

**Table B26. Which, if any, of the conditions listed below impact your learning, living, or working activities? (Mark all that apply.) (Question 68)**

Condition	<i>n</i>	%
Mental health/psychological condition (e.g., anxiety, depression)	61	47.3
Learning difference/disability (e.g., Asperger's/autism spectrum, attention deficit/hyperactivity disorder, cognitive/language-based)	50	38.8
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	28	21.7
Physical/mobility condition that affects walking	6	4.7
Physical/mobility condition that does not affect walking	6	4.7
Hard of hearing or deaf	5	3.9
Speech/communication condition	5	3.9
Low vision or blind	4	0.5
Acquired/traumatic brain injury	2	1.6
A disability/condition not listed here	5	3.9

Note: Table includes responses only from those respondents who indicated that they have a disability in Question 67 (*n* = 128). Percentages may not sum to 100 as a result of multiple response choices.

**Table B27. Students only: Are you registered with the Office of Accessibility Resources? (Question 69)**

Registered	<i>n</i>	%
No	55	53.9
Yes	45	44.1
Missing	2	2.0

Note: Table includes responses only from those Student respondents who indicated that they have a disability in Question 67 (*n* = 102).

**Table B28. Faculty/Staff only: Are you receiving accommodations for your disability? (Question 70)**

Requested accommodations	<i>n</i>	%
No	11	91.7
Yes	1	8.3
Missing	14	53.8

Note: Table includes responses only from those Faculty and Staff respondents who indicated that they have a disability in Question 67 (*n* = 26).

**Table B29. Is English your primary language? (Question 71)**

English primary language	<i>n</i>	%
Yes	815	95.7
No	21	2.5
Missing	16	1.9

**Table B30. What is your religious or spiritual identity? (Mark all that apply.)  
 (Question 72)**

Religious/spiritual identity	<i>n</i>	%
Agnostic	69	8.1
Atheist	45	5.3
Baha'i	0	0.0
Buddhist	13	1.5
Christian	528	62.0
<i>African Methodist Episcopal</i>	0	0.0
<i>African Methodist Episcopal Zion</i>	0	0.0
<i>Assembly of God</i>	5	1.0
<i>Baptist</i>	21	4.1
<i>Catholic/Roman Catholic</i>	121	23.0
<i>Church of Christ</i>	10	2.0
<i>Church of God in Christ</i>	8	1.6
<i>Christian Orthodox</i>	1	0.2
<i>Christian Methodist Episcopal</i>	3	0.6
<i>Christian Reformed Church (CRC)</i>	0	0.0
<i>Episcopalian</i>	5	1.0
<i>Evangelical</i>	11	2.2
<i>Greek Orthodox</i>	1	0.2
<i>Lutheran</i>	46	9.0
<i>Mennonite</i>	1	0.2
<i>Moravian</i>	0	0.0
<i>Nondenominational Christian</i>	36	4.2
<i>Pentecostal</i>	8	1.6
<i>Presbyterian</i>	36	7.1
<i>Protestant</i>	27	5.3
<i>Protestant Reformed Church (PR)</i>	2	0.4
<i>Quaker</i>	1	0.2
<i>Reformed Church of America (RCA)</i>	0	0.0
<i>Russian Orthodox</i>	0	0.0
<i>Seventh Day Adventist</i>	0	0.0
<i>The Church of Jesus Christ of Latter-day Saints</i>	3	0.6
<i>United Methodist</i>	50	9.8
<i>United Church of Christ</i>	14	2.8
<i>Brethren*</i>	12	2.4
<i>A Christian affiliation not listed here</i>	10	2.0

**Table B30. What is your religious or spiritual identity? (Mark all that apply.)  
 (Question 72)**

Religious/spiritual identity	<i>n</i>	%
Confucianist	3	0.4
Druid	0	0.0
Hindu	1	0.1
Jain	0	0.0
Jehovah's Witness	1	0.1
Jewish	12	1.4
<i>Conservative</i>	1	8.3
<i>Orthodox</i>	0	0.0
<i>Reform</i>	9	75.0
<i>A Jewish affiliation not listed here</i>	2	16.7
Muslim	2	0.2
<i>Ahmadi</i>	0	0.0
<i>Shi'ite</i>	0	0.0
<i>Sufi</i>	0	0.0
<i>Sunni</i>	2	100.0
<i>A Muslim affiliation not listed here</i>	0	0.0
Native American Traditional Practitioner or Ceremonial	0	0.0
Pagan	5	0.6
Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)	2	0.2
Rastafarian	0	0.0
Scientologist	0	0.0
Secular Humanist	4	0.5
Shinto	0	0.0
Sikh	0	0.0
Taoist	0	0.0
Tenrikyo	0	0.0
Unitarian Universalist	7	0.8
Wiccan	4	0.5
Spiritual but no religious affiliation	55	6.5
No affiliation	131	15.4
<u>A religious affiliation or spiritual identity not listed above</u>	<u>11</u>	<u>1.3</u>

\*Brethren was added as a response choice under Christian based on multiple write-in responses for the "Other" response option.

**Table B31. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 73)**

Receive financial support	<i>n</i>	%
No	172	30.2
Yes	356	62.6
Missing	41	7.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 569).

**Table B32. Students only: What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 74)**

Income	<i>n</i>	%
\$29,999 and below	79	13.9
\$30,000 - \$49,999	58	10.2
\$50,000 - \$69,999	101	17.8
\$70,000 - \$99,999	118	20.7
\$100,000 - \$149,999	107	18.8
\$150,000 - \$199,999	44	7.7
\$200,000 - \$249,999	23	4.0
\$250,000 - \$499,999	11	1.9
\$500,000 or more	9	1.6
Missing	19	3.3

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 569).

**Table B33. Students only: Where do you live? (Question 75)**

Residence	<i>n</i>	%
<b>Campus housing</b>	<b>164</b>	<b>28.8</b>
Harley Hall	32	20.1
Kieffer Hall	18	11.3
Lackhove Hall	28	17.6
McLean Hall	0	0.0
McCune Hall	29	18.2
Naugle Hall	25	15.7
Seavers Hall	27	17.0
<b>Non-campus housing</b>	<b>395</b>	<b>69.4</b>
Fraternity/sorority housing	8	2.1
Independently in an apartment/house	290	75.5
Living with family member/guardian	86	22.4
<b>Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)</b>	<b>1</b>	<b>0.2</b>
<b>Missing</b>	<b>9</b>	<b>1.6</b>

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 569). Percentages for sub-categories are valid percentages and do not include missing responses.

**Table B34. Students only: Since having been a student at Shippensburg University, have you been a member of or participated in any of the following? (Mark all that apply.) (Question 76)**

Clubs/organizations	<i>n</i>	%
Academic and academic honorary organizations	148	26.0
Intercollegiate athletic team	137	24.1
I do not participate in any clubs or organizations at <b>Shippensburg University</b> .	134	23.6
Greek letter organization	75	13.2
Recreational organization	75	13.2
Club sport	71	12.5
Service or philanthropic organization	56	9.8
Religious or spirituality-based organization	48	8.4
Performance organization	40	7.0
Professional or pre-professional organization	40	7.0
Publication/media organization	36	6.3
Governance organization	31	5.4
Health and wellness organization	23	4.0
Culture-specific organization	17	3.0
Political or issue-oriented organization	14	2.5
<i>A student organization not listed above</i>	62	10.9

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 569). Percentages may not sum to 100 as a result of multiple response choices.

**Table B35. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 77)**

GPA	<i>n</i>	%
No GPA at this time – first semester at Shippensburg University	131	23.0
3.75 – 4.00	80	14.1
3.50 – 3.74	72	12.7
3.25 – 3.49	72	12.7
3.00 – 3.24	56	9.8
2.75 – 2.99	23	4.0
2.50 – 2.74	29	5.1
2.25 – 2.49	7	1.2
2.00 - 2.24	5	0.9
Below 2.00	131	23.0
Missing	94	16.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 569).

**Table B36. Students only: Have you experienced financial hardship while attending Shippensburg University? (Question 78)**

Financial hardship	<i>n</i>	%
<b>No</b>	<b>339</b>	<b>59.6</b>
<b>Yes, I have had difficulty affording...</b>	<b>226</b>	<b>39.7</b>
Books/course materials	144	63.7
Tuition	140	61.9
Housing	101	44.7
Food	90	39.8
Other campus fees	56	24.8
Participation in social events	46	20.4
Studying abroad	40	17.7
Alternative spring breaks	35	15.5
Commuting to campus	35	15.5
Cocurricular events or activities	32	14.2
Health care	32	14.2
Unpaid internships/research opportunities	27	11.9
Travel to and from Shippensburg University (e.g., returning home from break)	12	2.1
Child care	4	1.8
Travel during mandatory evacuation	4	1.8
A financial hardship not listed here	13	5.8
<b>Missing</b>	<b>4</b>	<b>0.7</b>

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (n = 569). Percentages may not sum to 100 as a result of multiple response choices.

**Table B37. Students only: How are you currently paying for your education at Shippensburg University? (Mark all that apply.) (Question 79)**

Source of funding	<i>n</i>	%
Loans	372	65.4
Family contribution	258	45.3
Grant (e.g., Pell)	144	25.3
Personal contribution/job	142	25.0
Non-need-based scholarship (e.g., merit, ROTC)	100	17.6
Campus employment	79	13.9
Credit card	49	8.6
Need-based scholarship (e.g., Gates)	45	7.9
Graduate assistantship/research assistantship	40	7.0
Military educational benefits (e.g., GI Bill, NGEAP)	18	3.2
Resident assistant	6	1.1
Home country contribution	2	0.4
A method of payment not listed here	22	3.9

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (n = 569). Percentages may not sum to 100 as a result of multiple response choices.

**Table B38. Students only: Are you employed on campus, off campus, or both during the academic year? (Question 80)**

Employed	<i>n</i>	%
<b>No</b>	<b>237</b>	<b>41.7</b>
<b>Yes, I work on campus</b>	<b>178</b>	<b>31.3</b>
1-10 hours/week	73	43.2
11-20 hours/week	70	41.4
21-30 hours/week	17	10.1
31-40 hours/week	7	4.1
More than 40 hours/week	2	1.2
<b>Yes, I work off campus</b>	<b>196</b>	<b>34.4</b>
1-10 hours/week	54	28.6
11-20 hours/week	55	29.1
21-30 hours/week	39	20.6
31-40 hours/week	25	13.2
More than 40 hours/week	16	8.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 569).

**Table B39. How many minutes do you commute to Shippensburg University one-way? (Mark all that apply.) (Question 81)**

Minutes	<i>n</i>	%
10 or less	405	47.5
11-20	107	12.6
21-30	99	11.6
31 - 40	58	6.8
41-50	64	7.5
51-60	22	2.6
60 or more	61	7.2
Missing	36	4.2

## PART II: Findings

The tables in this section contain valid percentages except where noted.

**Table B40. Overall, how comfortable are you with the climate at Shippensburg University? (Question 4)**

Comfort	<i>n</i>	%
Very comfortable	151	17.7
Comfortable	469	55.1
Neither comfortable nor uncomfortable	139	16.3
Uncomfortable	80	9.4
Very uncomfortable	12	1.4

**Table B41. Faculty/Staff only: Overall, how comfortable are you with the climate in your department/program or work unit at Shippensburg University? (Question 5)**

Comfort	<i>n</i>	%
Very comfortable	98	34.6
Comfortable	101	35.7
Neither comfortable nor uncomfortable	38	13.4
Uncomfortable	31	11.0
Very uncomfortable	15	5.3

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 283).

**Table B42. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at Shippensburg University? (Question 6)**

Comfort	<i>n</i>	%
Very comfortable	150	25.9
Comfortable	342	59.0
Neither comfortable nor uncomfortable	68	11.7
Uncomfortable	18	3.1
Very uncomfortable	2	0.3

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 691).

**Table B43. Have you ever seriously considered leaving Shippensburg University? (Question 7)**

Considered leaving	<i>n</i>	%
No	520	61.1
Yes	331	38.9

**Table B44. Students only: When did you seriously consider leaving Shippensburg University? (Mark all that apply.) (Question 8)**

Year	<i>n</i>	%
During my first year as a student	126	70.4
During my second year as a student	73	40.8
During my third year as a student	38	21.2
During my fourth year as a student	11	6.1
During my fifth year as a student	3	1.7
After my fifth year as a student	1	0.6

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 7 (*n* = 179). Percentages may not sum to 100 as a result of multiple response choices.

**Table B45. Students only: Why did you seriously consider leaving Shippensburg University? (Mark all that apply). (Question 9)**

Reasons	<i>n</i>	%
Lack of a sense of belonging	86	48.0
Lack of social life at Shippensburg University	59	33.0
Personal reasons (e.g., medical, mental health, family emergencies)	48	26.8
Homesick	45	25.1
Financial reasons	36	20.1
Lack of support group	34	19.0
Climate not welcoming	29	16.2
Need to be closer to home	23	12.8
Did not like major	18	10.1
Coursework too difficult	14	7.8
Did not have my major	14	7.8
Coursework not challenging enough	12	6.7
Lack of support services	12	6.7
Pressure from my family or friends from home	7	3.9
Coursework needed to graduate not available	5	2.8
My marital/relationship status	5	2.8
Did not meet the selection criteria for a major	2	1.1
A reason not listed above	44	24.6

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 7 (*n* = 179). Percentages may not sum to 100 as a result of multiple response choices.

**Table B46. Faculty/Staff only: Why did you seriously consider leaving Shippensburg University? (Mark all that apply.) (Question 10)**

Reasons	<i>n</i>	%
Increased workload	68	44.7
Campus climate unwelcoming	45	29.6
Limited advancement opportunities	45	29.6
Interested in a position at another institution	43	28.3
Tension with supervisor/manager	43	28.3
Low salary/pay rate	40	26.3
Institutional support (e.g., technical support, laboratory space/equipment)	30	19.7
Tension with coworkers	28	18.4
Lack of professional development opportunities	25	16.4
Local community did not meet my (my family) needs	24	15.8
Family responsibilities	19	12.5
Local community climate not welcoming	18	11.8
Recruited or offered a position at another institution/organization	18	11.8
Spouse or partner unable to find suitable employment	13	8.6
Lack of benefits	12	7.9
Relocation	9	5.9
Personal reasons (e.g., medical, mental health, family emergencies)	4	2.6
Spouse or partner relocated	0	0.0
A reason not listed above	42	27.6

Note: Table includes responses only from those Faculty and Staff who indicated that they considered leaving in Question 7 (*n* = 152). Percentages may not sum to 100 as a result of multiple response choices.

**Table B47. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Shippensburg University. (Question 12)**

	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.	176	30.9	285	50.1	64	11.2	41	7.2	3	0.5
I am satisfied with my academic experience at Shippensburg University.	139	24.5	318	56.1	67	11.8	38	6.7	5	0.9
I am satisfied with the extent of my intellectual development since enrolling at Shippensburg University.	180	31.8	306	54.1	58	10.2	19	3.4	3	0.5
I have performed academically as well as I anticipated I would.	168	29.6	238	41.9	98	17.3	60	10.6	4	0.7
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	201	35.6	276	48.9	66	11.7	18	3.2	3	0.5
My interest in ideas and intellectual matters has increased since coming to Shippensburg University.	197	35.1	270	48.1	75	13.4	17	3.0	2	0.4
I intend to graduate from Shippensburg University.	406	72.0	113	20.0	32	5.7	6	1.1	7	1.2
Thinking ahead, it is likely that I will leave Shippensburg University before I graduate.	22	3.9	24	4.2	37	6.5	112	19.8	371	65.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 569).

**Table B48. Students only: Please indicate the extent to which you agree with each of the following statements regarding your experiences while enrolled at Shippensburg University. (Question 13)**

	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>	%
My experiences at Shippensburg University are similar to most other students' experiences.	47	8.3	230	40.5	160	28.2	115	20.2	16	2.8
I am confident in my academic abilities.	202	35.6	297	52.4	55	9.7	11	1.9	2	0.4
I am comfortable seeking academic assistance from campus resources when I need it.	175	31.0	248	43.9	86	15.2	49	8.7	7	1.2
I am comfortable seeking academic assistance from my professor when I need it.	197	35.0	273	48.5	50	8.9	35	6.2	8	1.4
I have conversed with professors during office hours and/or outside of the classroom.	239	42.2	254	44.8	28	4.9	36	6.3	10	1.8
I experience conflicting obligations at home and in college.	77	13.6	151	26.7	135	23.9	148	26.1	55	9.7
My family is emotionally supportive of my decision to go to college.	342	60.6	193	34.2	20	3.5	7	1.2	2	0.4
I know where to seek information about how to finance my college education.	131	23.2	240	42.6	98	17.4	79	14.0	16	2.8
While attending Shippensburg, I also have responsibilities to help my family.	115	20.2	171	30.1	122	21.5	130	22.9	30	5.3
My family understands that I must devote time to school rather than to family responsibilities.	161	28.4	316	55.8	72	12.7	14	2.5	3	0.5
I have more responsibilities outside of school than do other students.	129	22.8	165	29.2	130	23.0	112	19.8	30	5.3
I feel I am part of the Shippensburg University community.	119	21.0	264	46.6	106	18.7	58	10.2	19	3.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 569).

**Table B49. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at Shippensburg University? (Question 14)**

Reasons	<i>n</i>	%
No	689	81.0
Yes	162	19.0

**Table B50. What do you believe was the basis of the conduct? (Mark all that apply.)  
 (Question 15)**

Basis	<i>n</i>	%
Gender/gender identity	30	18.5
Position (e.g., staff, faculty, student)	30	18.5
Age	29	17.9
Ethnicity	16	9.9
Length of service at Shippensburg University	16	9.9
Educational credentials (e.g., BS, MS, PhD, MD)	15	9.3
Political views	15	9.3
Participation in an organization/team	13	8.0
Philosophical views	13	8.0
Gender expression	12	7.4
Major field of study	11	6.8
Sexual identity	11	6.8
Academic performance	10	6.2
Racial identity	10	6.2
Religious/spiritual views	8	4.9
Physical characteristics	7	4.3
Marital status (e.g., single, married, partnered)	6	3.7
Mental health/psychological disability/condition	6	3.7
Socioeconomic status	6	3.7
Parental status (e.g., having children)	5	3.1
Medical disability/condition	3	1.9
Pregnancy	3	1.9
English language proficiency/accent	2	1.2
Immigrant/citizen status	2	1.2
International status/national origin	2	1.2
Learning disability/condition	1	0.6
Military/veteran status	1	0.6
Physical disability/condition	0	0.0
Do not know	30	18.5
A reason not listed above	36	22.2

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 162).

**Table B51. How would you describe what happened? (Mark all that apply.) (Question 16)**

Form	<i>n</i>	%
I was ignored or excluded.	69	42.6
I was intimidated/bullied.	63	38.9
I was isolated or left out.	52	32.1
I experienced a hostile work environment.	43	26.5
I was the target of derogatory verbal remarks.	43	26.5
I was the target of workplace incivility.	32	19.8
I felt others staring at me.	25	15.4
I experienced a hostile classroom environment.	16	9.9
I received derogatory phone calls/text messages/email.	16	9.9
The conduct made me fear that I would get a poor grade.	12	7.4
I received derogatory written comments.	12	7.4
I received a low or unfair performance evaluation.	11	6.8
The conduct threatened my physical safety.	9	5.6
I was singled out as the spokesperson for my identity group.	8	4.9
I was denied services.	8	4.9
I was not fairly evaluated in the promotion and tenure process.	7	4.3
I was the target of racial/ethnic profiling.	6	3.7
I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).	5	3.1
Someone assumed I was admitted/hired/promoted because of my identity group.	5	3.1
I was the target of graffiti/vandalism.	5	3.1
I was the target of stalking.	3	1.9
I received threats of physical violence.	3	1.9
Someone assumed I was not admitted/hired/promoted because of my identity group.	2	1.2
I was the target of physical violence.	1	0.6
The conduct threatened my family's safety.	0	0
An experience not listed above	25	15.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 162). Percentages may not sum to 100 as a result of multiple response choices.

**Table B52. Where did the conduct occur? (Mark all that apply.) (Question 17)**

Location	<i>n</i>	%
In a meeting with a group of people	35	21.6
While working at a Shippensburg University job	33	20.4
In a class/laboratory	32	19.8
At a Shippensburg University event/program	29	17.9
In a meeting with one other person	24	14.8
In a Shippensburg University administrative office	23	14.2
On phone calls/text messages/email	22	13.6
In other public spaces at Shippensburg University	21	13.0
In a faculty office	19	11.7
Off campus	15	9.3
In athletic facilities	9	5.6
In campus housing	9	5.6
In off-campus housing	9	5.6
On social media sites (e.g., Facebook, Twitter, Snapchat)	8	4.9
While walking on campus	8	4.9
In a Shippensburg University library	6	3.7
In a fraternity house	5	3.1
In an experiential learning environment (e.g., community-based learning, externship, internship)	1	0.6
In a religious center	0	0.0
In a Shippensburg University dining facility	0	0.0
In the Shippensburg University Counseling Center	0	0.0
In the Etter Health Center	0	0.0
On a campus shuttle	0	0.0
A venue not listed above	13	8.0

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 162).

**Table B53. Who/what was the source of the conduct? (Mark all that apply.)  
 (Question 18)**

Source	<i>n</i>	%
Student	59	36.4
Coworker/colleague	41	25.3
Faculty member/other instructional staff	29	17.9
Staff member	22	13.6
Friend	21	13.0
Senior administrator (e.g., dean, vice president, provost)	20	12.3
Department/program chair	15	9.3
Supervisor or manager	14	8.6
Stranger	11	6.8
Student organization	6	3.7
Student staff	5	3.1
Academic advisor	4	2.5
Alumnus/a	4	2.5
Campus Police officer	4	2.5
Off-campus community member	4	2.5
Shippensburg University media (e.g., posters, brochures, flyers, handouts, websites)	2	1.2
Direct report (e.g., person who reports to me)	1	0.6
Social networking site (e.g., Facebook, Twitter, Snapchat)	1	0.6
Athletic coach/trainer	0	0.0
Donor	0	0.0
Student teaching assistant/student laboratory assistant/student tutor	0	0.0
Do not know source	2	1.2
A source not listed above	15	9.3

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 162). Percentages may not sum to 100 as a result of multiple response choices.

**Table B54. How did you feel after experiencing the conduct? (Mark all that apply.)  
 (Question 19)**

Emotional response	<i>n</i>	%
I was angry.	92	56.8
I felt distressed.	91	56.2
I felt embarrassed.	64	39.5
I was afraid.	42	25.9
I felt somehow responsible.	30	18.5
I ignored it.	26	16.0
A feeling not listed above	28	17.3

Note: Table includes responses only from those respondents who indicated that they experienced conduct ( $n = 162$ ). Percentages may not sum to 100 as a result of multiple response choices.

**Table B55. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 20)**

Response	<i>n</i>	%
I told a friend.	76	46.9
I told a family member.	69	42.6
I avoided the person/venue.	63	38.9
I did not do anything.	39	24.1
I contacted a Shippensburg University resource.	39	24.1
<i>Faculty member</i>	12	30.8
<i>Office of Human Resources</i>	11	28.2
<i>Senior administrator (e.g., dean, vice president, provost)</i>	10	25.6
<i>Office of Social Equity</i>	6	15.4
<i>Advisor</i>	5	12.8
<i>Staff person</i>	5	12.8
<i>Title IX Coordinators</i>	5	12.8
<i>Campus Police</i>	3	7.7
<i>Athletic coach/trainer</i>	2	5.1
<i>Student staff (e.g., resident assistant)</i>	2	5.1
<i>Counseling Center</i>	1	2.6
<i>Office of Multicultural Student Affairs</i>	1	2.6
<i>Women's Center</i>	1	2.6
<i>Clery Act Compliance Officer</i>	0	0.0
<i>Cora Grove Spiritual Center (Campus Ministries)</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Etter Health Center</i>	0	0.0
<i>RAVE app</i>	0	0.0
<i>Sexual assault awareness program</i>	0	0.0
<i>YWCA Hotline</i>	0	0.0
I confronted the person(s) at the time.	24	14.8
I did not know to whom to go.	20	12.3
I confronted the person(s) later.	14	8.6
I sought information online.	6	3.7
I sought support from an off-campus member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	6	3.7
I contacted a local law enforcement official.	5	3.1
I sought support from off-campus hotline/advocacy services.	5	3.1
A response not listed above	37	22.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 162).

**Table B56. Did you officially report the conduct? (Question 21)**

Reported conduct	<i>n</i>	%
No, I did not report it.	117	74.1
Yes, I reported it.	41	25.9
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	12	34.3
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	7	20.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	13	37.1
<i>Yes, I reported the conduct and the outcome is still pending.</i>	3	8.6

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 162).

**Table B57. While a member of the Shippensburg 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)? (Mark all that apply.) (Question 23).**

Unwanted sexual contact/conduct	<i>n</i>	%
No	753	88.4
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	16	1.9
Yes – stalking (e.g., following me, on social media, texting, phone calls)	19	2.2
Yes – unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)	65	7.6
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	27	3.2

Percentages may not sum to 100 as a result of multiple response choices.

**Table B58. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting) you experienced? (Question 24rv)**

Alcohol and/or drugs involved	<i>n</i>	%
No	10	66.7
Yes	5	33.3
<i>Alcohol only</i>	3	60.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	2	40.0

Note: Table includes responses only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 16).

**Table B59. When did the incidents of relationship violence occur? (Question 25rv)**

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	3	18.8
6 – 12 months ago	5	31.3
13 – 23 months ago	2	12.5
2 – 4 years ago	6	37.5
5 – 10 years ago	0	0.0
11 – 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Table includes responses only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

**Table B60. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 26rv)**

Semester	<i>n</i>	%
During my time as a graduate student at Shippensburg University	0	0.0
Undergraduate first year	6	40.0
<i>Fall semester</i>	3	50.0
<i>Spring semester</i>	3	50.0
<i>Summer semester</i>	0	0.0
Undergraduate second year	2	13.3
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	1	50.0
<i>Summer semester</i>	0	0.0
Undergraduate third year	5	33.3
<i>Fall semester</i>	4	80.0
<i>Spring semester</i>	2	40.0
<i>Summer semester</i>	2	40.0
Undergraduate fourth year	1	6.7
<i>Fall semester</i>	1	100.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	1	6.7

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 15). Percentages may not sum to 100 as a result of multiple response choices.

**Table B61. Who did this to you? (Mark all that apply.) (Question 27rv)**

Source	<i>n</i>	%
Current or former dating/intimate partner	10	62.5
Acquaintance/friend	4	25.0
Shippensburg University staff member	1	6.3
Family member	0	0.0
Shippensburg University faculty member	0	0.0
Stranger	0	0.0
Shippensburg University student	0	0.0
Other role/relationship not listed above	1	6.3

Note: Table includes responses only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

**Table B62. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Mark all that apply.) (Question 28rv)**

Occurred	<i>n</i>	%
Off campus	9	56.3
On campus	6	37.5

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

**Table B63. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 29rv)**

Emotional response	<i>n</i>	%
I felt somehow responsible.	10	62.5
I felt afraid.	8	50.0
I felt distressed.	8	50.0
I felt embarrassed.	6	37.5
I ignored it.	6	37.5
I felt angry.	4	25.0
A feeling not listed above	1	6.3

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

**Table B64. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 30rv)**

Response	<i>n</i>	%
I told a friend.	9	56.3
I avoided the person(s)/venue.	8	50.0
I did not do anything.	6	37.5
I told a family member.	4	25.0
I confronted the person(s) at the time.	4	25.0
I confronted the person(s) later.	4	25.0
I did not know to whom to go.	2	12.5
I contacted a local law enforcement official.	1	6.3
I sought information online.	1	6.3
I contacted a Shippensburg University resource.	1	6.3
<i>Counseling Center</i>	<i>1</i>	<i>100.0</i>
<i>Advisor</i>	<i>0</i>	<i>0.0</i>
<i>Athletic coach/trainer</i>	<i>0</i>	<i>0.0</i>
<i>Campus Police</i>	<i>0</i>	<i>0.0</i>
<i>Clery Act Compliance Officer</i>	<i>0</i>	<i>0.0</i>
<i>Cora Grove Spiritual Center (Campus Ministries)</i>	<i>0</i>	<i>0.0</i>
<i>Employee Assistance Program</i>	<i>0</i>	<i>0.0</i>
<i>Etter Health Center</i>	<i>0</i>	<i>0.0</i>
<i>Faculty member</i>	<i>0</i>	<i>0.0</i>
<i>Office of Human Resources</i>	<i>0</i>	<i>0.0</i>
<i>Office of Multicultural Student Affairs</i>	<i>0</i>	<i>0.0</i>
<i>Office of Social Equity</i>	<i>0</i>	<i>0.0</i>
<i>RAVE app</i>	<i>0</i>	<i>0.0</i>
<i>Senior administrator (e.g., dean, vice president, provost)</i>	<i>0</i>	<i>0.0</i>
<i>Sexual assault awareness program</i>	<i>0</i>	<i>0.0</i>
<i>Staff person</i>	<i>0</i>	<i>0.0</i>
<i>Student staff (e.g., resident assistant)</i>	<i>0</i>	<i>0.0</i>
<i>Title IX Coordinators</i>	<i>0</i>	<i>0.0</i>
<i>Women's Center</i>	<i>0</i>	<i>0.0</i>
<i>YWCA Hotline</i>	<i>0</i>	<i>0.0</i>
I sought support from an off-campus member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	6.3
I sought support from off-campus hotline/advocacy services.	0	0.0
A response not listed above.	1	6.3

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

**Table B65. Did you officially report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 31rv)**

Reported conduct	<i>n</i>	%
No, I did not report it.	12	80.0
Yes, I reported it.	3	20.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	1	50.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	1	50.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 16).

**Table B66. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls) you experienced? (Question 24stlk)**

Alcohol and/or drugs involved	<i>n</i>	%
No	14	93.3
Yes	1	6.7
<i>Alcohol only</i>	0	0.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	1	100.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 19).

**Table B67. When did the incidents of stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 25stlk)**

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	5	26.3
6 – 12 months ago	3	15.8
13 – 23 months ago	5	26.3
2 – 4 years ago	4	21.1
5 – 10 years ago	1	5.3
11 – 20 years ago	0	0.0
More than 20 years ago	1	5.3

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 19). Percentages may not sum to 100 as a result of multiple response choices.

**Table B68. What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 26stlk)**

Semester	<i>n</i>	%
During my time as a graduate student at Shippensburg University	0	0.0
Undergraduate first year	11	73.3
<i>Fall semester</i>	8	72.7
<i>Spring semester</i>	8	72.7
<i>Summer semester</i>	2	18.2
Undergraduate second year	7	46.7
<i>Fall semester</i>	6	85.7
<i>Spring semester</i>	4	57.1
<i>Summer semester</i>	2	28.6
Undergraduate third year	7	46.7
<i>Fall semester</i>	4	57.1
<i>Spring semester</i>	3	42.9
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	1	6.7
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced stalking (*n* = 15). Percentages may not sum to 100 as a result of multiple response choices.

**Table B69. Who did this to you? (Mark all that apply.) (Question 27stlk)**

Source	<i>n</i>	%
Shippensburg University student	12	63.2
Current or former dating/intimate partner	6	31.6
Acquaintance/friend	2	10.5
Shippensburg University staff member	1	5.3
Stranger	1	5.3
Family member	0	0.0
Shippensburg University faculty member	0	0.0
Other role/relationship not listed above	1	5.3

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 19). Percentages may not sum to 100 as a result of multiple response choices.

**Table B70. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 28stlk)**

Occurred	<i>n</i>	%
Off campus	14	73.7
On campus	13	68.4

Note: Table includes responses only from respondents who indicated that they experienced stalking ( $n = 19$ ). Percentages may not sum to 100 as a result of multiple response choices.

**Table B71. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 29stlk)**

Emotional response	<i>n</i>	%
I felt distressed.	15	78.9
I felt angry.	9	47.4
I felt afraid.	7	36.8
I ignored it.	5	26.3
I felt embarrassed.	3	15.8
I felt somehow responsible.	3	1.8
A feeling not listed above	1	5.3

Note: Table includes responses only from respondents who indicated that they experienced stalking ( $n = 19$ ). Percentages may not sum to 100 as a result of multiple response choices.

**Table B72. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 30stlk)**

Response	<i>n</i>	%
I told a friend.	12	63.2
I avoided the person(s)/venue.	10	52.6
I did not do anything.	7	36.8
I told a family member.	5	26.3
I contacted a local law enforcement official.	3	15.8
I confronted the person(s) at the time.	3	15.8
I contacted a Shippensburg University resource.	3	15.8
<i>Faculty member</i>	2	66.6
<i>Women's Center</i>	2	66.6
<i>Campus Police</i>	1	33.3
<i>Office of Human Resources</i>	1	33.3
<i>Office of Social Equity</i>	1	33.3
<i>Title IX Coordinators</i>	1	33.3
<i>Advisor</i>	0	0.0
<i>Athletic coach/trainer</i>	0	0.0
<i>Clery Act Compliance Officer</i>	0	0.0
<i>Cora Grove Spiritual Center (Campus Ministries)</i>	0	0.0
<i>Counseling Center</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Etter Health Center</i>	0	0.0
<i>Office of Multicultural Student Affairs</i>	0	0.0
<i>RAVE app</i>	0	0.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	0	0.0
<i>Sexual assault awareness program</i>	0	0.0
<i>Staff person</i>	0	0.0
<i>Student staff (e.g., resident assistant)</i>	0	0.0
<i>YWCA Hotline</i>	0	0.0
I confronted the person(s) later.	2	10.5
I did not know to whom to go.	2	10.5
I sought support from off-campus hotline/advocacy services.	1	5.3
I sought support from an off-campus member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	5.3
I sought information online.	0	0.0
A response not listed above.	2	10.5

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 19). Percentages may not sum to 100 as a result of multiple response choices.

**Table B73. Did you report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 31stlk)**

Reported conduct	<i>n</i>	%
No, I did not report it.	14	73.7
Yes, I reported it.	5	26.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	3	60.0
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	1	20.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	1	20.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 19).

**Table B74. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) you experienced? (Question 24si)**

Alcohol and/or drugs involved	<i>n</i>	%
No	32	59.3
Yes	22	40.7
<i>Alcohol only</i>	16	80.0
<i>Drugs only</i>	1	5.0
<i>Both alcohol and drugs</i>	3	15.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 65).

**Table B75. When did the incidents of unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (Question 25si)**

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	21	32.3
6 – 12 months ago	15	23.1
13 – 23 months ago	12	18.5
2 – 4 years ago	14	21.5
5 – 10 years ago	2	3.1
11 – 20 years ago	1	1.5
More than 20 years ago	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 65). Percentages may not sum to 100 as a result of multiple response choices.

**Table B76. What semester were you in when you experienced the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 26si)**

Semester	<i>n</i>	%
During my time as a graduate student at Shippensburg University	6	10.9
Undergraduate first year	33	60.0
<i>Fall semester</i>	24	72.7
<i>Spring semester</i>	14	42.4
<i>Summer semester</i>	2	6.1
Undergraduate second year	20	36.4
<i>Fall semester</i>	16	80.0
<i>Spring semester</i>	13	65.0
<i>Summer semester</i>	1	5.0
Undergraduate third year	13	23.6
<i>Fall semester</i>	8	61.5
<i>Spring semester</i>	7	53.8
<i>Summer semester</i>	1	7.7
Undergraduate fourth year	6	10.9
<i>Fall semester</i>	5	83.3
<i>Spring semester</i>	3	50.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 65). Percentages may not sum to 100 as a result of multiple response choices.

**Table B77. Who did this to you? (Mark all that apply.) (Question 27si)**

Source	<i>n</i>	%
Shippensburg University student	31	47.7
Stranger	27	41.5
Acquaintance/friend	12	18.5
Shippensburg University faculty member	4	6.2
Current or former dating/intimate partner	3	4.6
Shippensburg University staff member	1	1.5
Family member	0	0.0
Other role/relationship not listed above	5	7.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 65). Percentages may not sum to 100 as a result of multiple response choices.

**Table B78. Where did the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 28si)**

Occurred	<i>n</i>	%
Off campus	35	53.8
On campus	37	56.9

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 65). Percentages may not sum to 100 as a result of multiple response choices.

**Table B79. How did you feel after experiencing the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 29si)**

Emotional response	<i>n</i>	%
I felt angry.	36	55.4
I felt embarrassed.	26	40.0
I ignored it.	24	36.9
I felt distressed.	21	32.3
I felt afraid.	17	26.2
I felt somehow responsible.	15	23.1
A feeling not listed above	7	10.8

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 65). Percentages may not sum to 100 as a result of multiple response choices.

**Table B80. What did you do in response to experiencing the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 30si)**

Response	n	%
I did not do anything.	29	44.6
I told a friend.	26	40.0
I avoided the person(s)/venue.	24	36.9
I confronted the person(s) at the time.	11	16.9
I contacted a Shippensburg University resource.	10	15.4
<i>Senior administrator (e.g., dean, vice president, provost)</i>	4	40.0
<i>Office of Social Equity</i>	3	30.0
<i>Staff person</i>	3	30.0
<i>Advisor</i>	2	20.0
<i>Counseling Center</i>	2	20.0
<i>Faculty member</i>	2	20.0
<i>Campus Police</i>	1	10.0
<i>Office of Human Resources</i>	1	10.0
<i>Women's Center</i>	1	10.0
<i>Athletic coach/trainer</i>	0	0.0
<i>Clergy Act Compliance Officer</i>	0	0.0
<i>Cora Grove Spiritual Center (Campus Ministries)</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Etter Health Center</i>	0	0.0
<i>Office of Multicultural Student Affairs</i>	0	0.0
<i>RAVE app</i>	0	0.0
<i>Sexual assault awareness program</i>	0	0.0
<i>Student staff (e.g., resident assistant)</i>	0	0.0
<i>Title IX Coordinators</i>	0	0.0
<i>YWCA Hotline</i>	0	0.0
I told a family member.	9	13.8
I confronted the person(s) later.	5	7.7
I did not know to whom to go.	2	3.1
I sought information online.	2	3.1
I contacted a local law enforcement official.	1	1.5
I sought support from off-campus hotline/advocacy services.	0	0.0
I sought support from an off-campus member of the clergy or spiritual advisor.	0	0.0
A response not listed above.	5	7.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (n = 65). Percentages may not sum to 100 as a result of multiple response choices.

**Table B81. Did you officially report the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Question 31si)**

Reported conduct	<i>n</i>	%
No, I did not report it.	54	85.7
Yes, I reported it.	9	14.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	4	57.1
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	3	42.9
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 65).

**Table B82. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) you experienced? (Question 24sc)**

Alcohol and/or drugs involved	<i>n</i>	%
No	11	40.7
Yes	16	59.3
<i>Alcohol only</i>	14	93.3
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	1	6.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 27).

**Table B83. When did the incidents of unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 25sc)**

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	6	22.2
6 – 12 months ago	3	11.1
13 – 23 months ago	7	25.9
2 – 4 years ago	10	37.0
5 – 10 years ago	0	0.0
11 – 20 years ago	1	3.7
More than 20 years ago	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 27). Percentages may not sum to 100 as a result of multiple response choices.

**Table B84. What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 26sc)**

Semester	<i>n</i>	%
During my time as a graduate student at Shippensburg University	1	3.7
Undergraduate first year	14	51.9
<i>Fall semester</i>	9	64.3
<i>Spring semester</i>	5	35.7
<i>Summer semester</i>	1	7.1
Undergraduate second year	7	25.9
<i>Fall semester</i>	3	42.9
<i>Spring semester</i>	5	71.4
<i>Summer semester</i>	0	0.0
Undergraduate third year	3	11.1
<i>Fall semester</i>	2	66.7
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	1	33.3
Undergraduate fourth year	4	14.8
<i>Fall semester</i>	2	50.0
<i>Spring semester</i>	1	25.0
<i>Summer semester</i>	1	25.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) ( $n = 27$ ). Percentages may not sum to 100 as a result of multiple response choices.

**Table B85. Who did this to you? (Mark all that apply.) (Question 27sc)**

Source	<i>n</i>	%
Acquaintance/friend	14	51.9
Shippensburg University student	14	51.9
Stranger	3	11.1
Current or former dating/intimate partner	3	11.1
Shippensburg University staff member	1	3.7
Family member	0	0.0
Shippensburg University faculty member	0	0.0
Other role/relationship not listed above	2	7.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) ( $n = 27$ ). Percentages may not sum to 100 as a result of multiple response choices.

**Table B86. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 28sc)**

Occurred	<i>n</i>	%
Off campus	16	59.3
On campus	12	44.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) ( $n = 27$ ). Percentages may not sum to 100 as a result of multiple response choices.

**Table B87. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 29sc)**

Emotional response	<i>n</i>	%
I felt embarrassed.	19	70.4
I felt somehow responsible.	19	70.4
I felt angry.	16	59.3
I felt distressed.	15	55.6
I felt afraid.	11	40.7
I ignored it.	6	22.2
A feeling not listed above	1	3.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) ( $n = 27$ ). Percentages may not sum to 100 as a result of multiple response choices.

**Table B88. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 30sc)**

Response	<i>n</i>	%
I told a friend.	16	59.3
I avoided the person(s)/venue.	15	55.6
I did not do anything.	10	37.0
I confronted the person(s) later.	6	22.2
I contacted a Shippensburg University resource.	5	18.5
<i>Counseling Center</i>	4	80.0
<i>Women's Center</i>	2	40.0
<i>Advisor</i>	1	20.0
<i>Campus Police</i>	1	20.0
<i>Faculty member</i>	1	20.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	1	20.0
<i>Athletic coach/trainer</i>	0	0.0
<i>Clery Act Compliance Officer</i>	0	0.0
<i>Cora Grove Spiritual Center (Campus Ministries)</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Etter Health Center</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Office of Multicultural Student Affairs</i>	0	0.0
<i>Office of Social Equity</i>	0	0.0
<i>RAVE app</i>	0	0.0
<i>Sexual assault awareness program</i>	0	0.0
<i>Staff person</i>	0	0.0
<i>Student staff (e.g., resident assistant)</i>	0	0.0
<i>Title IX Coordinators</i>	0	0.0
<i>YWCA Hotline</i>	0	0.0
I told a family member.	4	14.8
I did not know to whom to go.	3	11.1
I contacted a local law enforcement official.	2	7.4
I sought information online.	2	7.4
I sought support from off-campus hotline/advocacy services.	2	7.4
I confronted the person(s) at the time.	1	3.7
I sought support from an off-campus member of the clergy or spiritual advisor.	1	3.7
A response not listed above.	3	11.1

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 27). Percentages may not sum to 100 as a result of multiple response choices.

**Table B89. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 31sc)**

Reported conduct	<i>n</i>	%
No, I did not report it.	20	76.9
Yes, I reported it.	6	23.1
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	1	20.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	2	40.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	2	40.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 65).

**Table B90. Please indicate how much you agree or disagree with each of the following statements. (Question 34)**

	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 aware of the definition of Affirmative Consent.	515	60.9	273	32.3	31	3.7	24	2.8	3	0.4
I am generally aware of the role of Shippensburg University Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct.	455	54.0	305	36.2	44	5.2	33	3.9	5	0.6
I know how and where to report such incidents.	364	43.3	316	37.6	80	9.5	69	8.2	11	1.3
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	384	46.0	323	38.7	62	7.4	57	6.8	8	1.0
I am generally aware of the campus resources listed here: <a href="http://www.ship.edu/No_More/Sexual_Misconduct/On_Campus_Resources/">http://www.ship.edu/No More/Sexual Misconduct/On Campus Resources/</a>	390	46.5	318	37.9	75	8.9	48	5.7	7	0.8
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	390	46.5	318	37.9	75	8.9	48	5.7	7	0.8
I understand that Shippensburg University standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	549	65.4	239	28.5	39	4.6	9	1.1	3	0.4
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Shippensburg University <a href="#">Campus Safety &amp; Security/Fire Statistics Report (Safety Report)</a> .	391	46.8	308	36.8	75	9.0	48	5.7	14	1.7
I know that Shippensburg University sends an Emergency Alert to the campus community when such an incident occurs.	375	45.0	310	37.2	77	9.2	60	7.2	11	1.3

**Table B91. Faculty only: As a faculty member at Shippensburg University, I feel... (Question 35)**

	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>	%
The criteria for tenure are clear.	34	32.4	47	44.8	13	12.4	7	6.7	4	3.8
The criteria for promotion are clear.	6	5.7	25	23.8	26	24.8	30	28.6	18	17.1
The tenure standards are applied equally to faculty in my school/division.	39	37.1	41	39.0	12	11.4	9	8.6	4	3.8
The promotion standards are applied equally to faculty in my school/division.	11	10.6	13	12.5	29	27.9	32	30.8	19	18.3
Supported and mentored during the tenure-track years.	30	28.6	38	36.2	17	16.2	12	11.4	8	7.6
Shippensburg University faculty who qualify for delaying their tenure clock feel empowered to do so.	6	5.7	9	8.6	75	71.4	9	8.6	6	5.7
Research, scholarship, and creative activities are valued by Shippensburg University.	19	18.1	43	41.0	25	23.8	14	13.3	4	3.8
Teaching is valued by Shippensburg University.	30	28.8	56	53.8	11	10.6	5	4.8	2	1.9
Service contributions are valued by Shippensburg University.	21	20.0	45	42.9	23	21.9	9	8.6	7	6.7
Pressured to change my research/scholarship agenda to achieve tenure.	1	1.0	7	6.7	22	21.2	38	36.5	36	34.6
Pressured to change my research/scholarship agenda to achieve promotion.	7	6.7	19	18.3	22	21.2	27	26.0	29	27.9
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	24	23.5	32	31.4	19	18.6	19	18.6	8	7.8
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	27	25.7	31	29.5	25	23.8	15	14.3	7	6.7
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	5	4.9	8	7.8	49	48.0	23	22.5	17	16.7

**Table B91. Faculty only: As a faculty member at Shippensburg University, I feel... (Question 35)**

	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>	%
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	4	3.8	20	19.0	41	39.0	30	28.6	10	9.5
Faculty opinions are valued within Shippensburg University committees.	14	13.3	44	41.9	29	27.6	13	12.4	5	4.8
I would like more opportunities to participate in <b>substantive</b> committee assignments.	3	2.9	23	22.3	38	36.9	33	32.0	6	5.8
I have opportunities to participate in <b>substantive</b> committee assignments.	29	27.9	45	43.3	18	17.3	10	9.6	2	1.9

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 105).

**Table B92. Non-Tenure-Track Faculty only: As an employee with a non-tenure-track appointment at Shippensburg University, I feel... (Question 37)**

	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>	%
The criteria used for contract renewal are clear.	3	17.6	3	17.6	4	23.5	4	23.5	3	17.6
The criteria used for contract renewal are applied equally to all positions.	4	23.5	1	5.9	7	41.2	5	29.4	0	0.0
Clear expectations of my responsibilities exist.	5	31.3	6	37.5	3	18.8	0	0.0	0	0.0
Research, scholarship, and creative activities are valued by Shippensburg University.	6	35.3	5	29.4	4	23.5	1	5.9	1	5.9
Teaching is valued by Shippensburg University.	7	41.2	6	35.3	4	23.5	0	0.0	0	0.0
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	0	0.0	3	17.6	2	11.8	5	29.4	7	41.2
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	2	11.8	4	23.5	5	29.4	4	23.5	2	11.8
Pressured to do extra work that is uncompensated.	1	5.9	1	5.9	6	35.3	4	23.5	5	29.4
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	4	23.5	4	23.5	4	23.5	4	23.5	1	5.9
I have job security.	0	0.0	1	5.9	5	29.4	3	17.6	8	47.1

Note: Table includes responses only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 17).

**Table B93. Faculty only: As a faculty member at Shippensburg University, I feel... (Question 39)**

	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>	%
Salaries for tenure-track faculty positions are competitive.	35	28.7	45	36.9	22	18.0	18	14.8	2	1.6
Salaries for adjunct professors are competitive.	36	29.5	37	30.3	26	21.3	18	14.8	5	4.1
Health insurance benefits are competitive.	23	19.2	46	38.3	27	22.5	19	15.8	5	4.2
Child care benefits are competitive.	5	4.2	13	11.0	74	62.7	17	14.4	9	7.6
Retirement/supplemental benefits are competitive.	28	23.3	50	41.7	32	26.7	8	6.7	2	1.7
Shippensburg University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	3	2.5	22	18.0	50	41.0	31	25.4	16	13.1
My colleagues include me in opportunities that will help my career as much as they do others in my position.	29	24.0	49	40.5	25	20.7	14	11.6	4	3.3
The performance evaluation process is clear.	16	13.4	46	38.7	31	26.1	19	16.0	7	5.9
Shippensburg University provides me with resources to pursue professional development (e.g., conferences, materials, research, course design, traveling).	13	39.7	51	42.1	24	19.8	26	21.5	7	5.8
Positive about my career opportunities at Shippensburg University.	48	42.1	17	14.0	41	33.9	9	7.4	6	5.0
I would recommend Shippensburg University as a good place to work.	24	19.8	52	43.0	29	24.0	11	9.1	5	4.1
I have job security.	41	33.9	52	43.0	14	11.6	6	5.0	8	6.6

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 122).

**Table B94. Staff only: As a staff member at Shippensburg University, I feel... (Question 41)**

	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 supervisors who give me job/career advice or guidance when I need it.	56	35.0	57	35.6	24	15.0	18	11.3	5	3.1
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	56	34.8	68	42.2	23	14.3	13	8.1	1	0.6
I am included in opportunities that will help my career as much as others in similar positions.	30	19.0	58	36.7	38	24.1	23	14.6	9	5.7
The performance evaluation process is clear.	25	15.6	66	41.3	34	21.3	26	16.3	9	5.6
The performance evaluation process is productive.	17	10.6	38	23.6	46	28.6	40	24.8	20	12.4
My supervisor provides adequate support for me to manage work-life balance.	66	41.0	54	33.5	24	14.9	12	7.5	5	3.1
I am able to complete my assigned duties during scheduled hours.	29	18.2	62	39.0	21	13.2	28	17.6	19	11.9
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	45	28.0	40	24.8	36	22.4	31	19.3	9	5.6
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	10	25.3	31	19.3	62	38.5	43	26.7	15	9.3
I am given a reasonable time frame to complete assigned responsibilities.	40	19.3	20	12.7	66	41.8	25	15.8	7	4.4
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	34	21.3	52	32.5	41	25.6	28	17.5	5	3.1
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	15	9.4	40	25.0	80	50.0	14	8.8	11	6.9
A hierarchy exists within staff positions that allows some voices to be valued more than others.	15	9.4	40	25.0	80	50.0	14	8.8	11	6.9

**Table B94. Staff only: As a staff member at Shippensburg University, I feel... (Question 41)**

	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>	%
Shippensburg University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	18	11.3	31	19.4	46	28.8	53	33.1	12	7.5
I feel pressured to complete tasks that are outside my official job description.	11	6.9	36	22.5	34	21.3	40	25.0	39	24.4
All staff members are held equally accountable to perform their job duties.	56	35.0	57	35.6	24	15.0	18	11.3	5	3.1

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 161).

**Table B95. Staff only: As a staff member at Shippensburg University, I feel... (Question 43)**

	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>	%
Shippensburg University provides me with resources to pursue training/professional development opportunities.	22	13.7	64	39.8	32	19.9	33	20.5	10	6.2
My supervisor provides me with resources to pursue training/professional development opportunities.	35	21.7	54	33.5	47	29.2	16	9.9	9	5.6
Shippensburg University is supportive of taking extended leave (e.g., FMLA, parental).	22	13.9	49	31.0	79	50.0	5	3.2	3	1.9
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	67	41.6	60	37.3	29	18.0	3	1.9	2	1.2
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	2	1.3	6	3.8	79	50.3	46	29.3	24	15.3
Shippensburg University policies (e.g., FMLA) are fairly applied across Shippensburg University.	17	10.9	29	18.6	100	64.1	9	5.8	1	0.6
Shippensburg University is supportive of flexible work schedules.	30	18.9	69	43.4	30	18.9	24	15.1	6	3.8
My supervisor is supportive of flexible work schedules.	54	34.2	56	35.4	29	18.4	16	10.1	3	1.9
Staff salaries are competitive.	9	50.6	55	34.4	30	18.8	40	25.0	26	16.3
Vacation and personal time benefits are competitive.	81	34.4	38	23.8	25	15.6	14	8.8	2	1.3
Health insurance benefits are competitive.	34	21.1	78	48.4	31	19.3	13	8.1	5	3.1
Child care benefits are competitive.	7	4.6	33	21.7	97	63.8	8	5.3	7	4.6
Retirement benefits are competitive.	33	20.5	82	50.9	41	25.5	4	2.5	1	0.6
Staff opinions are valued on Shippensburg University committees.	11	6.9	41	25.8	44	27.7	39	24.5	24	15.1
Staff opinions are valued by Shippensburg University faculty and administration.	9	5.8	38	24.4	37	23.7	42	26.9	30	19.2
Clear expectations of my responsibilities exist.	22	13.8	77	48.4	28	17.6	26	16.4	6	3.8

**Table B95. Staff only: As a staff member at Shippensburg University, I feel... (Question 43)**

	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>	%
Clear procedures exist on how I can advance at Shippensburg University.	10	6.4	30	19.2	46	29.5	43	27.6	27	17.3
Positive about my career opportunities at Shippensburg University.	15	9.5	43	27.2	52	32.9	31	19.6	17	10.8
I would recommend Shippensburg University as good place to work.	31	19.4	64	40.0	32	20.0	23	14.4	10	6.3
I have job security.	19	11.8	61	37.9	40	24.8	29	18.0	12	7.5

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 161).

**Table B96. Graduate/Graduate Non-Degree Students only: As a graduate student at Shippensburg University, I feel... (Question 45)**

	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 satisfied with the quality of advising I have received from my department/program.	34	43.0	25	31.6	12	15.2	4	5.1	4	5.1
I have adequate access to my advisor.	38	48.1	21	26.6	10	12.7	8	10.1	2	2.5
My advisor provides clear expectations.	37	48.1	14	18.2	17	22.1	7	9.1	2	2.6
My advisor responds to my emails, calls, or voicemails in a prompt manner.	36	45.6	22	27.8	15	19.0	4	5.1	2	2.5
Department/program faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	43	55.1	26	33.3	6	7.7	3	3.8	0	0.0
Department/program staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	39	49.4	32	40.5	6	7.6	2	2.5	0	0.0
Adequate opportunities exist for me to interact with other university faculty outside of my department.	25	31.6	16	20.3	17	21.5	16	20.3	5	6.3
I receive support from my advisor to pursue personal research interests.	21	26.6	24	30.4	22	27.8	7	8.9	5	6.3
My department faculty members encourage me to produce publications and present research.	17	21.5	20	25.3	26	32.9	11	13.9	5	6.3
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	22	32.9	23	29.5	16	20.5	15	19.2	2	2.6
I feel comfortable sharing my professional goals with my advisor.	41	51.9	26	32.9	8	10.1	2	2.5	2	2.5
Department/program supports work-school-life balance.	20	25.3	29	36.7	16	20.3	11	13.9	3	3.8

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 79).

**Table B97. Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (e.g., bullying, harassing) learning or working environment at Shippensburg University? (Question 82)**

Observed conduct	<i>n</i>	%
No	596	70.4
Yes	250	29.6

**Table B98. Who/what was the target of the conduct? (Mark all that apply.) (Question 83)**

Target	<i>n</i>	%
Student	144	57.6
Friend	43	17.2
Student organization	40	16.0
Faculty member/other instructional staff	33	13.2
Staff member	27	10.8
Stranger	25	10.0
Coworker/colleague	23	9.2
Student staff	21	8.4
Shippensburg University media (e.g., posters, brochures, flyers, handouts, websites)	17	6.8
Off-campus community member	9	3.6
Social networking site (e.g., Facebook, Twitter, Snapchat)	9	3.6
Academic advisor	7	2.8
Supervisor or manager	6	2.4
Campus Police officer	5	2.0
Department/program chair	4	1.6
Direct report (e.g., person who reports to me)	4	1.6
Senior administrator (e.g., dean, vice president, provost)	4	1.6
Student teaching assistant/student laboratory assistant/student tutor	3	1.2
Alumnus/a	1	0.4
Athletic coach/trainer	1	0.4
Donor	1	0.4
Do not know target	10	4.0
A target not listed above	19	7.6

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 250). Percentages may not sum to 100 as a result of multiple response choices.

**Table B99. Who/what was the source of the conduct? (Mark all that apply.)  
 (Question 84)**

Source	<i>n</i>	%
Student	110	44.0
Stranger	41	16.4
Faculty member/other instructional staff	39	15.6
Off-campus community member	30	12.0
Staff member	20	8.0
Senior administrator (e.g., dean, vice president, provost)	16	6.4
Coworker/colleague	12	4.8
Department/program chair	10	4.0
Supervisor or manager	9	3.6
Friend	7	2.8
Student staff	7	2.8
Student organization	7	2.8
Shippensburg University media (e.g., posters, brochures, flyers, handouts, websites)	6	2.4
Social networking site (e.g., Facebook, Twitter, Snapchat)	6	2.4
Academic advisor	4	1.6
Campus Police officer	2	0.8
Direct report (e.g., person who reports to me)	2	0.8
Athletic coach/trainer	1	0.4
Alumnus/a	0	0.0
Donor	0	0.0
Student teaching assistant/student laboratory assistant/student tutor	0	0.0
Do not know source	28	11.2
A source not listed above	18	7.2

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 250). Percentages may not sum to 100 as a result of multiple response choices.

**Table B100. Which of the target’s characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 85)**

Characteristic	<i>n</i>	%
Gender/gender identity	100	40.0
Gender expression	78	31.2
Sexual identity	78	31.2
Ethnicity	50	20.0
Racial identity	50	20.0
Religious/spiritual views	46	18.4
Political views	36	14.4
Philosophical views	25	10.0
Age	22	8.8
Position (e.g., staff, faculty, student)	20	8.0
Physical characteristics	19	7.6
Academic performance	17	6.8
Immigrant/citizen status	17	6.8
International status/national origin	15	6.0
Participation in an organization/team	14	5.6
Educational credentials (e.g., BS, MS, PhD)	13	5.2
Socioeconomic status	13	5.2
Mental health/psychological disability/condition	10	4.0
Length of service at Shippensburg University	9	3.6
English language proficiency/accent	7	2.8
Learning disability/condition	6	2.4
Medical disability/condition	6	2.4
Physical disability/condition	6	2.4
Marital status (e.g., single, married, partnered)	5	2.0
Major field of study	4	1.6
Parental status (e.g., having children)	4	1.6
Pregnancy	2	0.8
Military/veteran status	0	0.0
Do not know	30	12.0
A reason not listed above	16	6.4

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 250). Percentages may not sum to 100 as a result of multiple response choices.

**Table B101. Which of the following did you observe because of the target’s identity? (Mark all that apply.) (Question 86)**

Form of observed conduct	<i>n</i>	%
Derogatory verbal remarks	136	54.4
Person intimidated or bullied	78	31.2
Person ignored or excluded	65	26.0
Person isolated or left out	56	22.4
Person experienced a hostile work environment	46	18.4
Derogatory written comments	43	17.2
Graffiti/vandalism	32	12.8
Person was stared at	31	12.4
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)	30	12.0
Person was the target of workplace incivility	30	12.0
Singled out as the spokesperson for their identity group	21	8.4
Derogatory phone calls/text messages/email	19	7.6
Racial/ethnic profiling	19	7.6
Person experienced a hostile classroom environment	18	7.2
Assumption that someone was admitted/hired/promoted based on his/her identity	16	6.4
Threats of physical violence	15	6.0
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	8	3.2
Person was denied services	8	3.2
Person received a low or unfair performance evaluation	7	2.8
Person was unfairly evaluated in the promotion and tenure process	6	2.4
Physical violence	6	2.4
Derogatory phone calls	5	2.0
Person received a poor grade	4	1.6
Person was stalked	3	1.2
Something not listed above	20	8.0

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 250). Percentages may not sum to 100 as a result of multiple response choices.

**Table B102. Where did this conduct occur? (Mark all that apply.) (Question 87)**

Location	<i>n</i>	%
In other public spaces at Shippensburg University	110	44.0
While walking on campus	43	17.2
In a class/laboratory	38	15.2
In a meeting with a group of people	30	12.0
At a Shippensburg University event/program	27	10.8
On social media sites (e.g., Facebook, Twitter, Snapchat)	25	10.0
While working at a Shippensburg University job	20	8.0
Off campus	17	6.8
In a faculty office	15	6.0
In a Shippensburg University administrative office	15	6.0
On phone calls/text messages/email	14	5.6
In campus housing	13	5.2
In a Shippensburg University library	12	4.8
In a Shippensburg University dining facility	10	4.0
In off-campus housing	10	4.0
In a fraternity house	7	2.8
In a meeting with one other person	7	2.8
In athletic facilities	4	1.6
In an experiential learning environment (e.g., community-based learning, externship, internship)	2	0.8
In the Etter Health Center	2	0.8
In a religious center	0	0.0
In the Shippensburg University Counseling Center	0	0.0
On a campus shuttle	0	0.0
A venue not listed above	12	4.8

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 250). Percentages may not sum to 100 as a result of multiple response choices.

**Table B103. What was your response to observing this conduct? (Mark all that apply.) (Question 88)**

Response	<i>n</i>	%
I did not do anything.	68	27.2
I avoided the person/venue.	55	22.0
I told a family member.	53	21.2
I sought support from a member of an off-campus clergy or spiritual advisor.	47	18.8
I contacted a Shippensburg University resource.	35	14.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	4	11.4
<i>Staff person</i>	4	11.4
<i>Faculty member</i>	3	8.6
<i>Office of Social Equity</i>	3	8.6
<i>Advisor</i>	2	5.7
<i>Counseling Center</i>	2	5.7
<i>Employee Assistance Program</i>	2	5.7
<i>Office of Human Resources</i>	2	5.7
<i>Title IX Coordinators</i>	2	5.7
<i>Cora Grove Spiritual Center (Campus Ministries)</i>	1	2.9
<i>Student staff (e.g., resident assistant)</i>	1	2.9
<i>Athletic coach/trainer</i>	0	0.0
<i>Campus Police</i>	0	0.0
<i>Clergy Act Compliance Officer</i>	0	0.0
<i>Etter Health Center</i>	0	0.0
<i>Office of Multicultural Student Affairs</i>	0	0.0
<i>RAVE app</i>	0	0.0
<i>Sexual assault awareness program</i>	0	0.0
<i>Women's Center</i>	0	0.0
<i>YWCA Hotline</i>	0	0.0
I sought support from off-campus hotline/advocacy services.	33	13.2
I confronted the person(s) at the time.	31	12.4
I offered support to the person affected.	24	9.6
I confronted the person(s) later.	17	6.8
I did not know to whom to go.	12	4.8
I contacted a local law enforcement official.	7	2.8
I told a friend.	7	2.8
I sought information online.	4	1.6
A response not listed above.	0	0.0

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 250). Percentages may not sum to 100 as a result of multiple response choices.

**Table B104. Did you officially report the conduct? (Question 89)**

Reported conduct	<i>n</i>	%
No, I didn't report it.	213	89.9
Yes, I reported it.	24	10.1
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	6	35.3
<i>Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	1	5.9
<i>Yes, I reported the incident but felt that it was not addressed appropriately.</i>	6	35.3
<i>Yes, I reported the conduct and the outcome is still pending</i>	4	23.5

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 250).

**Table B105. Faculty/Staff only: Have you observed hiring practices at Shippensburg University (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 91)**

Observed	<i>n</i>	%
No	189	67.5
Yes	91	32.5

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 283).

**Table B106. Faculty/Staff only: I believe that the unjust hiring practices were based upon... (Mark all that apply.) (Question 92)**

Characteristic	<i>n</i>	%
Nepotism/cronyism	26	28.6
Ethnicity	22	24.2
Educational credentials (e.g., BS, MS, PhD)	17	18.7
Racial identity	15	16.5
Age	12	13.2
Position (e.g., staff, faculty, student)	9	9.9
Gender/gender identity	8	8.8
Length of service at Shippensburg University	7	7.7
Political views	4	4.4
Major field of study	3	3.3
Military/veteran status	3	3.3
Philosophical views	3	3.3
English language proficiency/accent	2	2.2
Gender expression	2	2.2
Immigrant/citizen status	2	2.2
International status/national origin	2	2.2
Marital status (e.g., single, married, partnered)	2	2.2
Sexual identity	2	2.2
Learning disability/condition	1	1.1
Mental health/psychological disability/condition	1	1.1
Physical characteristics	1	1.1
Socioeconomic status	1	1.1
Medical disability/condition	0	0.0
Parental status (e.g., having children)	0	0.0
Participation in an organization/team	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0
Religious/spiritual views	0	0.0
Do not know	7	7.7
A reason not listed above	19	20.9

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices (*n* = 91). Percentages may not sum to 100 as a result of multiple response choices.

**Table B107. Faculty/Staff only: Have you observed promotion, tenure, reappointment, and/or reclassification practices at Shippensburg University that you perceive to be unjust? (Question 94)**

Observed	<i>n</i>	%
No	174	62.6
Yes	104	37.4

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 283).

**Table B108. Faculty/Staff only: I believe that the unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification were based upon... (Mark all that apply.) (Question 95)**

Characteristic	<i>n</i>	%
Nepotism/cronyism	19	18.3
Major field of study	17	16.3
Gender/gender identity	13	12.5
Position (e.g., staff, faculty, student)	12	11.5
Length of service at Shippensburg University	11	10.6
Ethnicity	9	8.7
Racial identity	9	8.7
Educational credentials (e.g., MS, PhD)	6	5.8
English language proficiency/accent	5	4.8
Philosophical views	5	4.8
Age	4	3.8
International status/national origin	3	2.9
Participation in an organization/team	3	2.9
Political views	2	1.9
Gender expression	1	1.0
Mental health/psychological disability/condition	1	1.0
Parental status (e.g., having children)	1	1.0
Pregnancy	1	1.0
Religious/spiritual views	1	1.0
Immigrant/citizen status	0	0.0
Learning disability/condition	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Medical disability/condition	0	0.0
Military/veteran status	0	0.0
Physical characteristics	0	0.0
Physical disability/condition	0	0.0
Sexual identity	0	0.0
Socioeconomic status	0	0.0
Do not know	11	10.6
A reason not listed above	28	26.9

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust promotion/tenure/reappointment/reclassification practices (*n* = 104). Percentages may not sum to 100 as a result of multiple response choices.

**Table B109. Faculty/Staff only: Have you observed employment-related discipline or action, up to and including dismissal, at Shippensburg University that you perceive to be unjust? (Question 97)**

Observed	<i>n</i>	%
No	216	78.0
Yes	61	22.0

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 283).

**Table B110. Faculty/Staff only: I believe that the unjust employment-related disciplinary actions were based upon... (Mark all that apply.) (Question 98)**

Characteristic	<i>n</i>	%
Age	16	26.2
Length of service at Shippensburg University	11	18.0
Job duties	8	13.1
Philosophical views	5	8.2
Position (e.g., staff, faculty, student)	5	8.2
Nepotism/cronyism	4	6.6
Ethnicity	3	4.9
Gender/gender identity	3	4.9
Racial identity	2	3.3
Educational credentials (e.g., MS, PhD)	1	1.6
Gender expression	1	1.6
Immigrant/citizen status	1	1.6
International status/national origin	1	1.6
Marital status (e.g., single, married, partnered)	1	1.6
Mental health/psychological disability/condition	1	1.6
Medical disability/condition	1	1.6
Parental status (e.g., having children)	1	1.6
Physical disability/condition	1	1.6
Pregnancy	1	1.6
English language proficiency/accent	0	0.0
Learning disability/condition	0	0.0
Major field of study	0	0.0
Military/veteran status	0	0.0
Participation in an organization/team	0	0.0
Physical characteristics	0	0.0
Political views	0	0.0
Religious/spiritual views	0	0.0
Sexual identity	0	0.0
Socioeconomic status	0	0.0
Do not know	13	21.3
A reason not listed above	10	16.4

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions (*n* = 61). Percentages may not sum to 100 as a result of multiple response choices.

**Table B111. Using a scale of 1-5, please rate the overall campus climate at Shippensburg University on the following dimensions: (Question 100)**

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	314	37.2	358	42.4	130	15.4	39	4.6	4	0.5	<b>1.9</b>	<b>0.9</b>
Inclusive/Exclusive	218	25.9	317	37.7	219	26.0	76	9.0	11	1.3	<b>2.2</b>	<b>1.0</b>
Improving/Regressing	233	27.6	324	38.4	189	22.4	64	7.6	33	3.9	<b>2.2</b>	<b>1.1</b>
Positive for persons with disabilities/Negative	203	24.2	323	38.5	221	26.3	75	8.9	18	2.1	<b>2.3</b>	<b>1.0</b>
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	221	26.3	324	38.6	191	22.8	86	10.3	17	2.0	<b>2.2</b>	<b>1.0</b>
Positive for people of various spiritual/religious backgrounds/Negative	204	24.4	296	35.4	245	29.3	73	8.7	19	2.3	<b>2.3</b>	<b>1.0</b>
Positive for People of Color/Negative	273	32.6	297	35.5	175	20.9	82	9.8	10	1.2	<b>2.1</b>	<b>1.0</b>
Positive for men/Negative	396	47.0	278	33.0	129	15.3	36	4.3	3	0.4	<b>1.8</b>	<b>0.9</b>
Positive for women/Negative	294	28.1	326	38.9	158	18.8	52	6.2	9	1.1	<b>2.0</b>	<b>0.9</b>
Positive for non-native English speakers/Negative	235	38.9	180	21.6	298	35.7	107	12.8	15	1.8	<b>2.5</b>	<b>1.0</b>
Positive for people who are not U.S. citizens/Negative	179	21.4	255	30.5	303	36.2	83	9.9	16	1.9	<b>2.4</b>	<b>1.0</b>
Welcoming/Not welcoming	313	37.3	349	41.5	122	14.5	48	5.7	8	1.0	<b>1.9</b>	<b>0.9</b>
Respectful/Not respectful	266	31.8	331	39.5	171	20.4	57	6.8	12	1.4	<b>2.1</b>	<b>1.0</b>
Positive for people of high socioeconomic status/Negative	352	42.0	283	33.8	184	22.0	15	1.8	4	0.5	<b>1.8</b>	<b>0.9</b>
Positive for people of low socioeconomic status/Negative	201	24.0	264	31.5	258	30.8	89	10.6	25	3.0	<b>2.4</b>	<b>1.1</b>
Positive for people of various political affiliations/Negative	181	21.5	226	26.9	260	31.0	134	16.0	39	4.6	<b>2.6</b>	<b>1.1</b>
Positive for people in active military/veteran status/Negative	368	43.9	295	35.2	161	19.2	14	1.7	0	0.0	<b>1.8</b>	<b>0.8</b>

**Table B112. Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 101)**

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	176	20.9	308	36.6	249	29.6	93	11.1	15	1.8	<b>2.4</b>	<b>1.0</b>
Not sexist/Sexist	192	22.9	298	35.5	242	28.8	92	11.0	15	1.8	<b>2.3</b>	<b>1.0</b>
Not homophobic/Homophobic	194	23.3	277	33.3	239	28.7	106	12.7	17	2.0	<b>2.4</b>	<b>1.0</b>
Not biphobic/Biphobic	194	23.5	276	33.5	265	32.2	77	9.3	12	1.5	<b>2.3</b>	<b>1.0</b>
Not transphobic/Transphobic	188	22.7	248	29.9	248	29.9	111	13.4	34	4.1	<b>2.5</b>	<b>1.1</b>
Not ageist/Ageist	217	26.1	301	36.2	238	28.6	63	7.6	13	1.6	<b>2.2</b>	<b>1.0</b>
Not classist (socioeconomic status)/Classist	202	24.4	298	36.0	245	29.6	74	8.9	9	1.1	<b>2.3</b>	<b>1.0</b>
Not classist (position: faculty, staff, student)/Classist	210	25.3	280	33.7	229	27.6	83	10.0	28	3.4	<b>2.3</b>	<b>1.1</b>
Not ableist (disability-friendly)/Ableist (not disability-friendly)	230	34.7	269	32.4	241	29.0	74	8.9	16	1.9	<b>2.2</b>	<b>1.0</b>
Not xenophobic/Xenophobic	288	32.4	212	25.5	258	31.0	62	7.5	11	1.3	<b>2.2</b>	<b>1.0</b>
Not ethnocentric/Ethnocentric	205	24.7	277	33.3	255	30.7	75	9.0	19	2.3	<b>2.3</b>	<b>1.0</b>

**Table B113. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 102)**

Statement	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 Shippensburg University <b>faculty</b> .	166	29.3	296	52.3	83	14.7	17	3.0	4	0.7
I feel valued by Shippensburg University <b>staff</b> .	150	26.6	274	48.7	103	18.3	34	6.0	2	0.4
I feel valued by Shippensburg University <b>senior administrators</b> (e.g., dean, vice president, provost).	130	23.0	222	39.3	142	25.1	50	8.8	21	3.7
I feel valued by faculty in the classroom.	185	32.6	282	49.7	78	13.8	17	3.0	5	0.9
I feel valued by other students in the classroom.	136	24.2	244	43.5	138	24.6	37	6.6	6	1.1
I feel valued by other students outside of the classroom.	130	23.1	231	41.1	142	25.3	48	8.5	11	2.0
I think that faculty prejudice my abilities based on their perception of my identity/background.	49	8.7	128	22.7	139	24.7	178	31.6	69	12.3
I believe that the campus climate encourages free and open discussion of difficult topics.	120	21.4	230	41.0	118	21.0	72	12.8	21	3.7
I have faculty whom I perceive as role models.	197	32.3	223	39.5	99	17.6	37	6.6	8	1.4
I have staff whom I perceive as role models.	182	39.5	139	24.7	175	31.1	55	9.8	12	2.1

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 569).

**Table B114. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 103)**

Statement	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.	53	43.4	41	33.6	11	9.0	13	10.7	4	3.3
I feel valued by my department/program chair.	69	57.0	29	24.0	10	8.3	6	5.0	7	5.8
I feel valued by other faculty at Shippensburg University.	37	30.3	53	43.4	23	18.9	8	6.6	1	0.8
I feel valued by students in the classroom.	41	35.7	57	49.6	13	11.3	4	3.5	0	0.0
I feel valued by Shippensburg University senior administrators (e.g., dean, vice president, provost).	15	12.4	38	31.4	38	31.4	23	19.0	7	5.8
I think that faculty in my department/program prejudice my abilities based on their perception of my identity/background.	7	5.8	16	13.2	21	17.4	34	28.1	43	35.5
I think that my department/program chair prejudices my abilities based on their perception of my identity/background.	6	5.1	6	5.1	17	14.5	35	29.9	53	45.3
I believe that Shippensburg University encourages free and open discussion of difficult topics.	15	12.3	42	34.4	33	27.0	24	19.7	8	6.6
I feel that my <b>research, scholarship, and creative activities</b> are valued.	16	13.3	48	40.0	36	30.0	14	11.7	6	5.0
I feel that my <b>teaching</b> is valued.	35	30.2	50	43.1	19	16.4	11	9.5	1	0.9
I feel that my <b>service</b> contributions are valued.	23	40.0	44	36.4	33	27.3	18	14.9	3	2.5

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 122).

**Table B115. Staff only: Please indicate the extent to which you agree with the following statements. (Question 104)**

	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 coworkers in my department.	64	40.0	73	45.6	15	9.4	6	3.8	2	1.3
I feel valued by coworkers outside my department.	38	23.8	69	43.1	44	27.5	9	5.6	0	0.0
I feel valued by my supervisor/manager.	67	42.1	56	35.2	18	11.3	12	7.5	6	3.8
I feel valued by Shippensburg University students.	51	32.3	68	43.0	37	23.4	2	1.3	0	0.0
I feel valued by Shippensburg University faculty.	24	15.4	64	41.0	52	33.3	13	8.3	3	1.9
I feel valued by Shippensburg University senior administrators (e.g., dean, vice president, provost).	18	11.3	47	29.6	45	28.3	29	18.2	20	12.6
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	3	1.9	12	7.5	42	26.4	59	37.1	43	27.0
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	4	2.5	12	7.6	36	22.8	58	36.7	48	30.4
I think that faculty prejudge my abilities based on their perception of my identity/background.	4	2.6	22	14.4	51	33.3	48	31.4	28	18.3
I believe that my department/program encourages free and open discussion of difficult topics.	30	19.0	60	38.0	44	27.8	15	9.5	9	5.7
I feel that my skills are valued.	35	22.0	69	43.4	35	22.0	14	8.8	6	3.8
I feel that my work is valued.	32	20.0	75	46.9	28	17.5	17	10.6	8	5.0

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 161).

**Table B116. Respondents with disabilities only: As a person who identifies with a disability, have you experienced a barrier in any of the following areas at Shippensburg University in the past year? (Question 105)**

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Facilities</b>						
Athletic and recreational facilities	2	1.7	69	57.5	49	40.8
Classroom buildings	16	13.2	69	57.0	36	29.8
Classrooms, laboratories (including computer labs)	11	9.2	73	61.3	35	29.4
College housing	3	2.6	68	58.1	46	39.3
Counseling Center	6	5.1	72	61.0	40	33.9
Dining facilities	2	1.7	76	65.0	39	33.3
Doors	6	5.2	71	61.2	39	33.6
Elevators/lifts	12	10.3	62	53.0	43	36.8
Emergency preparedness	3	2.6	71	61.2	42	36.2
Health Center	4	3.4	70	59.8	43	36.8
Office furniture (e.g., chair, desk)	7	6.0	73	62.4	37	31.6
Campus transportation/parking	13	11.1	66	56.4	38	32.5
Other campus buildings	5	4.2	75	63.6	38	32.2
Office of Disability Services	7	6.0	70	59.8	40	34.2
Podium	1	0.9	70	60.3	45	38.8
Restrooms	8	6.8	72	61.0	38	32.2
Signage	5	4.3	73	62.4	39	33.3
Studios/performing arts spaces	1	0.9	68	58.6	47	40.5
Temporary barriers because of construction or maintenance	9	7.7	68	58.1	40	34.2
Walkways, pedestrian paths, crosswalks	9	7.7	68	58.1	40	34.2
<b>Technology/Online Environment</b>						
Accessible electronic format	5	4.3	77	67.0	33	28.7
Clickers	2	1.7	69	60.0	44	38.3
Computer equipment (e.g., screens, mouse, keyboard)	3	2.6	82	70.7	31	26.7
D2L/Brightspace	3	2.6	78	67.8	34	29.6
Electronic forms (e.g., myDegreeAudit)	2	1.7	78	67.8	35	30.4
Electronic signage	1	0.9	81	69.8	34	29.3
Electronic surveys (including this one)	4	3.4	80	69.0	32	27.6
Kiosks	1	0.9	77	66.4	38	32.8
Library database	3	2.6	80	69.0	33	28.4
Phone/phone equipment	3	2.6	79	67.5	35	29.9

**Table B116. Respondents with disabilities only: As a person who identifies with a disability, have you experienced a barrier in any of the following areas at Shippensburg University in the past year? (Question 105)**

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Software (e.g., voice recognition/audiobooks)	5	4.3	75	64.1	37	31.6
Video/video audio description	4	3.4	76	65.5	36	31.0
Website	4	3.5	78	67.8	33	28.7
<b>Identity</b>						
Electronic databases (e.g., Banner)	4	3.4	75	64.7	37	31.9
Email account	3	2.6	83	71.6	30	25.9
Intake forms (e.g., Etter Health Center)	5	4.3	72	62.6	38	33.0
Learning technology	4	3.4	80	69.0	32	27.6
Surveys	5	4.3	81	70.4	29	25.2
<b>Instructional/Campus Materials</b>						
Brochures	2	1.7	79	68.7	34	29.6
Food menus	3	2.6	77	67.5	34	29.8
Forms	7	6.1	77	67.5	30	26.3
Journal articles	7	6.2	75	66.4	31	27.4
Library books	3	2.6	79	69.3	32	28.1
Other publications	4	3.5	78	68.4	32	28.1
Syllabi	4	3.5	77	67.5	33	28.9
Textbooks	10	8.8	73	64.0	31	27.2
Video-closed captioning and text description	3	2.7	75	67.0	34	30.4

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 68 (*n* = 128).

**Table B117. Trans-spectrum respondents only: As a person who identifies across the trans-spectrum (e.g., genderqueer, nonbinary, transgender, gender nonconforming), have you experienced a barrier in any of the following areas at Shippensburg University in the past year? (Question 107)**

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Facilities</b>						
Athletic and recreational facilities	1	5.6	6	33.3	11	61.1
Changing rooms/locker rooms	1	5.6	6	33.3	11	61.1
Restrooms	5	27.8	5	27.8	8	44.4
Signage	4	22.2	5	27.8	9	50.0
<b>Identity accuracy</b>						
Shippensburg University ID card	3	16.7	6	33.3	9	50.0
Electronic databases (e.g., Banner)	1	5.6	6	33.3	11	61.1
Email account	2	11.1	7	38.9	9	50.0
Intake forms (e.g., Etter Health Center)	2	11.1	4	22.2	12	66.7
Learning technology	0	0.0	9	50.0	9	50.0
Communications and marketing	3	16.7	6	33.3	9	50.0
Surveys	5	27.8	6	33.3	7	38.9

Note: Table includes responses only from those respondents who indicated that they were genderqueer, nonbinary, transgender, or a gender not listed (*n* = 19).

**Table B118. 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 Shippensburg University. (Question 109)**

Institutional initiatives	If this initiative available at Shippensburg University								If this initiative NOT available at Shippensburg University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure clock	31	56.4	22	40.0	2	3.6	<b>55</b>	<b>51.9</b>	33	64.7	15	29.4	3	5.9	<b>51</b>	<b>48.1</b>
Providing recognition and rewards for including diversity issues in courses across the curriculum	32	71.1	10	22.2	3	6.7	<b>45</b>	<b>43.3</b>	38	64.4	18	30.5	3	5.1	<b>59</b>	<b>56.7</b>
Providing access and equity training for faculty	48	64.0	24	32.0	3	4.0	<b>75</b>	<b>70.8</b>	24	77.4	5	16.1	2	6.5	<b>31</b>	<b>29.2</b>
Providing faculty with toolkits to create an inclusive classroom environment	36	72.0	13	26.0	1	2.0	<b>50</b>	<b>47.2</b>	48	85.7	6	10.7	2	3.6	<b>56</b>	<b>52.8</b>
Providing faculty with supervisory training	27	56.3	20	41.7	1	2.1	<b>48</b>	<b>45.7</b>	45	78.9	11	19.3	1	1.8	<b>57</b>	<b>54.3</b>
Providing access to counseling for people who have experienced harassment	77	90.6	8	9.4	0	0.0	<b>85</b>	<b>81.0</b>	17	85.0	2	10.0	1	5.0	<b>20</b>	<b>19.0</b>
Providing mentorship for new faculty	82	88.2	11	11.8	0	0.0	<b>93</b>	<b>84.5</b>	14	82.4	1	5.9	2	11.8	<b>17</b>	<b>15.5</b>
Providing a clear process to resolve conflicts	59	84.3	10	14.3	1	1.4	<b>70</b>	<b>67.3</b>	30	88.2	3	8.8	1	2.9	<b>34</b>	<b>32.7</b>
Providing a fair process to resolve conflicts	65	92.9	5	7.1	0	0.0	<b>70</b>	<b>67.3</b>	31	91.2	2	5.9	1	2.9	<b>34</b>	<b>32.7</b>

**Table B118. 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 Shippensburg University. (Question 109)**

Institutional initiatives	If this initiative available at Shippensburg University						If this initiative NOT available at Shippensburg University									
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Including access and equity related professional experiences as one of the criteria for hiring of staff/faculty	39	72.2	11	20.4	4	7.4	<b>54</b>	<b>55.1</b>	27	61.4	12	27.3	5	11.4	<b>44</b>	<b>44.9</b>
Providing affordable child care	48	84.2	9	15.8	0	0.0	<b>57</b>	<b>54.3</b>	45	93.8	1	2.1	2	4.2	<b>48</b>	<b>45.7</b>
Providing support/resources for spouse/partner employment	30	71.4	9	21.4	3	7.1	<b>42</b>	<b>40.0</b>	53	84.1	7	11.1	3	4.8	<b>63</b>	<b>60.0</b>

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 122).

**Table B119. 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 Shippensburg University. (Question 111)**

Institutional initiatives	If this initiative available at Shippensburg University								If this initiative NOT available at Shippensburg University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing access and equity training for staff	84	76.4	25	22.7	1	0.9	<b>110</b>	<b>74.3</b>	28	73.7	5	13.2	5	13.2	<b>38</b>	<b>25.7</b>
Providing access to counseling for people who have experienced harassment	118	94.4	6	4.8	1	0.8	<b>125</b>	<b>83.3</b>	19	76.0	2	8.0	4	16.0	<b>25</b>	<b>16.7</b>
Providing supervisors/managers with supervisory training	70	85.4	11	13.4	1	1.2	<b>82</b>	<b>56.2</b>	57	89.1	4	6.3	3	4.7	<b>64</b>	<b>43.8</b>
Providing faculty supervisors with supervisory training	65	81.3	14	17.5	1	1.3	<b>80</b>	<b>57.1</b>	53	88.3	4	6.7	3	5.0	<b>60</b>	<b>42.9</b>
Providing mentorship for new staff	66	88.0	9	12.0	0	0.0	<b>75</b>	<b>50.7</b>	63	86.3	8	11.0	2	2.7	<b>73</b>	<b>49.3</b>
Providing a clear process to resolve conflicts	86	89.6	9	9.4	1	1.0	<b>96</b>	<b>67.1</b>	40	85.1	3	6.4	4	8.5	<b>47</b>	<b>32.9</b>
Providing a fair process to resolve conflicts	90	88.2	11	10.8	1	1.0	<b>102</b>	<b>71.3</b>	37	90.2	4	9.8	0	0.0	<b>41</b>	<b>28.7</b>
Considering access and equity related professional experiences as one of the criteria for hiring of staff/faculty	79	81.4	16	16.5	2	2.1	<b>97</b>	<b>70.3</b>	26	63.4	11	26.8	4	9.8	<b>41</b>	<b>29.7</b>
Providing career development opportunities for staff	76	91.6	7	8.4	0	0.0	<b>83</b>	<b>56.8</b>	57	90.5	2	3.2	4	6.3	<b>63</b>	<b>43.2</b>
Providing affordable child care	58	77.3	15	20.0	2	2.7	<b>75</b>	<b>52.8</b>	58	86.6	6	9.0	3	4.5	<b>67</b>	<b>47.2</b>

**Table B119. 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 Shippensburg University. (Question 111)**

Institutional initiatives	If this initiative available at Shippensburg University							If this initiative NOT available at Shippensburg University								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Providing support/resources for spouse/partner employment	53	81.5	10	15.4	2	3.1	<b>65</b>	<b>46.4</b>	56	74.7	14	18.7	5	6.7	<b>75</b>	<b>53.6</b>

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 161).

**Table B120. 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 Shippensburg University. (Question 113)**

Institutional initiatives	If this initiative available at Shippensburg University								If this initiative NOT available at Shippensburg University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing access and equity training for students	316	81.2	72	18.5	1	0.3	<b>389</b>	<b>75.5</b>	97	77.0	25	19.8	4	3.2	<b>126</b>	<b>24.5</b>
Providing access and equity training for staff	324	80.4	76	18.9	3	0.7	<b>403</b>	<b>79.0</b>	82	76.6	21	19.6	4	3.7	<b>107</b>	<b>21.0</b>
Providing access and equity training for faculty	323	81.4	72	18.1	2	0.5	<b>397</b>	<b>78.9</b>	83	78.3	19	17.9	4	3.8	<b>106</b>	<b>21.1</b>
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	313	81.7	65	17.0	5	1.3	<b>383</b>	<b>77.1</b>	94	82.5	13	11.4	7	6.1	<b>114</b>	<b>22.9</b>
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	309	80.5	67	17.4	8	2.1	<b>384</b>	<b>76.3</b>	98	82.4	14	11.8	7	5.9	<b>119</b>	<b>23.7</b>
Providing a person to address student complaints of bias by <b>faculty/staff</b> in cocurricular environments (e.g., residence halls, athletic/recreational facilities, student clubs/organizations)	319	82.2	64	16.5	5	1.3	<b>388</b>	<b>77.1</b>	92	80.0	18	15.7	5	4.3	<b>115</b>	<b>22.9</b>

**Table B120. 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 Shippensburg University. (Question 113)**

Institutional initiatives	If this initiative available at Shippensburg University								If this initiative NOT available at Shippensburg University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing a person to address student complaints of bias by <b>other students</b> in cocurricular environments (e.g., residence halls, athletic/recreational facilities, student clubs/organizations)	307	79.5	68	17.6	11	2.8	<b>386</b>	<b>76.6</b>	92	78.0	18	15.3	8	6.8	<b>118</b>	<b>23.4</b>
Increasing opportunities for cross-cultural dialogue among students	313	81.9	66	17.3	3	0.8	<b>382</b>	<b>75.9</b>	107	88.4	11	9.1	3	2.5	<b>121</b>	<b>24.1</b>
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	315	81.6	67	17.4	4	1.0	<b>386</b>	<b>76.6</b>	105	89.0	10	8.5	3	2.5	<b>118</b>	<b>23.4</b>
Incorporating issues of access and equity and cross-cultural competence more effectively into the curriculum	302	79.3	71	18.6	8	2.1	<b>381</b>	<b>76.2</b>	99	83.2	16	13.4	4	3.4	<b>119</b>	<b>23.8</b>
Providing effective faculty mentorship of students	346	85.0	58	14.3	3	0.7	<b>407</b>	<b>80.9</b>	87	90.6	6	6.3	3	3.1	<b>96</b>	<b>19.1</b>
Providing effective academic advising	375	85.6	60	13.7	3	0.7	<b>438</b>	<b>86.4</b>	63	91.3	3	4.3	3	4.3	<b>69</b>	<b>13.6</b>

**Table B120. 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 Shippensburg University. (Question 113)**

Institutional initiatives	If this initiative available at Shippensburg University								If this initiative NOT available at Shippensburg University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for student staff (e.g. student workers, resident assistants, library/IT assistants)	375	83.9	62	13.9	10	2.2	<b>447</b>	<b>80.0</b>	93	83.0	15	13.4	4	3.6	<b>112</b>	<b>20.0</b>

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 569).

## **Appendix C: Survey**

### **Shippensburg University**

#### **Assessment of Climate for Learning, Living, and Working**

*(Administered by Rankin & Associates Consulting)*

This survey is available in alternative formats. If you need any accommodations to fully participate in this survey, please contact:

Office of Accessibility Resources (formerly Office of Disability Services)  
Horton Hall 312  
1871 Old Main Drive  
Shippensburg, PA 17257  
[ods@ship.edu](mailto:ods@ship.edu)  
717-477-1364

Esta encuesta está disponible en formatos alternativos. Si usted necesita cualquier alojamiento para participar en esta encuesta, por favor póngase en contacto con:

Carlesha Green Halkias, J.D.  
Old Main 200  
1871 Old Main Drive  
Shippensburg, PA 17257  
[ods@ship.edu](mailto:ods@ship.edu)  
717-477-1364

Si usted necesita la encuesta traducida al español, por favor póngase en contacto con:

Carlesha Green Halkias, J.D.  
Old Main 200  
1871 Old Main Drive  
Shippensburg, PA 17257  
[CGHalkias@ship.edu](mailto:CGHalkias@ship.edu)

#### **Purpose**

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the environment for learning, living, and working at Shippensburg University. Climate refers to 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. Your responses will inform us about the current climate at Shippensburg University and provide us with specific information about how the environment for learning, living, and working at Shippensburg University can be improved.

#### **Procedures**

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments that participants provide are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the final report to give “voice” to the quantitative data.

#### **Discomforts and Risks**

No risks are anticipated by 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 skip those questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a browser to contact a resource:

[http://www.ship.edu/No More/Sexual Misconduct/On Campus Resources/](http://www.ship.edu/No_More/Sexual_Misconduct/On_Campus_Resources/)

## **Benefits**

The results of the survey will provide important information about our campus climate and will help us in our efforts to ensure that the environment at Shippensburg University is conducive to learning, living, and working.

## **Voluntary Participation**

Participation in this assessment is voluntary. If you decide to participate, you do not have 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. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than five 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 Shippensburg University Institutional Review Board.

## **Statement of Anonymity for Comments**

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

## **Right to Ask Questions**

**You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:**

Stefani Bjorklund, PhD  
Executive Associate  
Rankin & Associates Consulting  
[stefani@rankin-consulting.com](mailto:stefani@rankin-consulting.com)  
814-571-2415

Susan R. Rankin, PhD  
Principal & CEO  
Rankin & Associates Consulting  
[sue@rankin-consulting.com](mailto:sue@rankin-consulting.com)  
814-625-2780

**Questions regarding the survey process may also be directed to:**

Carlesha Green Halkias, J.D.  
Old Main 200  
1871 Old Main Drive  
Shippensburg, PA 17257  
[ods@ship.edu](mailto:ods@ship.edu)  
717-477-1364

### **Questions concerning the rights of participants:**

Research at Shippensburg University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

Carlesha Green Halkias, J.D.  
Old Main 200  
1871 Old Main Drive  
Shippensburg, PA 17257  
[CGHalkias@ship.edu](mailto:CGHalkias@ship.edu)  
717-477-1364

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE COPYING CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY.

By submitting this survey you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

### **Survey Terms and Definitions**

Following are several terms and definitions that are used in the survey. These will be hyperlinked when they appear in the survey. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The terms are defined below and in the hyperlinks in the survey. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

**Ableist:** Someone who practices discrimination or prejudice against an individual or group with a disability.

**Ageist:** Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

**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.

**Androgynous:** A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

**Assigned Birth Sex:** The biological sex assigned (named) an individual baby at birth.

**Biphobia:** An irrational dislike or fear of bisexual people.

**Bisexual:** A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

**Bullied:** Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

**Classist:** Someone who practices discrimination or prejudice against an individual or group 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.

**Cronyism:** The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

**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 privilege or liability based on 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:** Discrimination or prejudice against an individual or group's culture based 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 (e.g., internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

**Family Leave:** The Family and 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 situations such as the following: serious health conditions that make employees unable to perform their jobs; caring for a sick family member; or caring for a new child (including birth, adoption, or foster care). For more information, see <http://www.dol.gov/whd/fmla/>

**Gender Identity:** A person's inner sense of being man, woman, both, or neither. Gender 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.

**Genderqueer:** A person whose gender identity is outside of, not included within, or beyond the binary of female and male, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

**Harassment:** Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

**Heterosexist:** Someone who practices discrimination or prejudice against an individual or group based on a sexual identity that is not heterosexual.

**Homophobia:** An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as homosexual.

**Intersex:** Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

**Nepotism:** The hiring or promoting of family members to positions without proper regard to their qualifications.

**Nonbinary:** Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

**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.

**Pansexual:** Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

**Position:** The status one holds by virtue of her/his role/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator).

**Queer:** A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

**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:** A personal characteristic based on the sex of 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:** Unwanted sexual assault is any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism; or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

**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:** Unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

**Xenophobic:** Unreasonably fearful or hostile toward people from other countries.

### **Directions**

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

**The survey will take between 20 and 30 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 Shippensburg University?
  - Undergraduate Student
  - Graduate Student/Graduate Non-Degree Student
  - Faculty Tenure-Track
    - Instructor
    - Assistant Professor
    - Associate Professor
    - Professor
  - Non-Tenure-Track Academic Appointment (e.g., Lecturer/Adjunct, Research Scientist/Engineer, Research Line Faculty)
  - Staff
    - Non-Exempt (Hourly)
    - Exempt (Salary)
2. Are you full-time or part-time in that **primary** position?
  - Full-time
  - Part-time
3. **Students Only:** How many online classes have you taken since (and including) summer 2017 at Shippensburg University?
  - 6 or more
  - 5
  - 4
  - 3
  - 2
  - 1
  - 0

### **Part 1: Personal Experiences**

***When responding to the following questions, think about your experiences during the past year at Shippensburg University.***

4. Overall, how comfortable are you with the climate at Shippensburg University?
  - Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
5. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/program or work unit at Shippensburg University?
  - Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
6. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at Shippensburg University?
  - Faculty Note:** Please respond only if you are a classroom teacher.
  - Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable

7. Have you ever **seriously considered** leaving Shippensburg University?  
 No (**Students Go To Question #12; Faculty/Staff Go To Question #14**)  
 Yes
8. **Students only:** When did you seriously consider leaving Shippensburg University? (**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
9. **Students only:** Why did you seriously consider leaving Shippensburg University? (**Mark all that apply.**)  
 Climate not welcoming  
 Coursework needed to graduate not available  
 Coursework too difficult  
 Coursework not challenging enough  
 Did not like major  
 Did not have my major  
 Did not meet the selection criteria for a major  
 Financial reasons  
 Homesick  
 Lack of a sense of belonging  
 Lack of social life at Shippensburg University  
 Lack of support group  
 Lack of support services  
 My marital/relationship status  
 Need to be closer to home  
 Personal reasons (e.g., medical, mental health, family emergencies)  
 Pressure from my family or friends from home  
 A reason not listed above (Please specify.) \_\_\_\_\_
10. **Faculty/Staff only:** Why did you seriously consider leaving Shippensburg University? (**Mark all that apply.**)  
 Campus climate unwelcoming  
 Family responsibilities  
 Institutional support (e.g., technical support, laboratory space/equipment)  
 Increased workload  
 Interested in a position at another institution  
 Lack of benefits  
 Limited advancement opportunities  
 Local community did not meet my (my family) needs  
 Local community climate not welcoming  
 Personal reasons (e.g., medical, mental health, family emergencies)  
 Lack of professional development opportunities  
 Recruited or offered a position at another institution/organization  
 Relocation  
 Low salary/pay rate  
 Spouse or partner relocated  
 Spouse or partner unable to find suitable employment  
 Tension with supervisor/manager  
 Tension with coworkers  
 A reason not listed above (Please specify.) \_\_\_\_\_
11. 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.

12. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Shippensburg University.

	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"/>
I am satisfied with my academic experience at Shippensburg University.	<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 Shippensburg University.	<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 Shippensburg University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from Shippensburg University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking ahead, it is likely that I will leave Shippensburg University before I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your experiences while enrolled at Shippensburg University.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My experiences at Shippensburg University are similar to most other students' experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my academic abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable seeking academic assistance from campus resources when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable seeking academic assistance from my professor when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have conversed with professors during office hours and/or outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experience conflicting obligations at home and in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family is emotionally supportive of my decision to go to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to seek information about how to finance my college education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While attending Shippensburg , I also have responsibilities to help my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family understands that I must devote time to school rather than to family responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more responsibilities outside of school than do other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am part of the Shippensburg University community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. **Within the past year,** have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at Shippensburg University?

- No (**Go to Question #23**)
- Yes

15. What do you believe was the basis of the conduct? **(Mark all that apply.)**

- Academic performance
- Age
- Educational credentials (e.g., BS, MS, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at Shippensburg University
- 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 (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.) \_\_\_\_\_

16. How would you describe what happened? **(Mark all that apply.)**

- I was ignored or excluded.
- I was intimidated/bullied.
- I was isolated or left out.
- I felt others staring at me.
- I experienced a hostile classroom environment.
- The conduct made me fear that I would get a poor grade.
- I experienced a hostile work environment.
- I was the target of workplace incivility.
- I was the target of derogatory verbal remarks.
- I received derogatory written comments.
- I received derogatory phone calls/text messages/email.
- I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).
- I was singled out as the spokesperson for my identity group.
- I received a low or unfair performance evaluation.
- I was not fairly evaluated in the promotion and tenure process.
- Someone assumed I was admitted/hired/promoted because of my identity group.
- Someone assumed I was not admitted/hired/promoted because of my identity group.
- I was the target of graffiti/vandalism.
- I was the target of racial/ethnic profiling.
- I was the target of stalking.
- The conduct threatened my physical safety.
- The conduct threatened my family's safety.
- I received threats of physical violence.
- I was the target of physical violence.
- I was denied services.
- An experience not listed above (Please specify.) \_\_\_\_\_

17. Where did the conduct occur? **(Mark all that apply.)**

- At a Shippensburg University event/program
- In a class/laboratory
- In a faculty office
- In a religious center
- In a fraternity house
- In a meeting with one other person
- In a meeting with a group of people
- In a Shippensburg University administrative office
- In a Shippensburg University dining facility
- In a Shippensburg University library
- In an experiential learning environment (e.g., community-based learning, externship, internship)
- In athletic facilities
- In other public spaces at Shippensburg University
- In campus housing
- In the Shippensburg University Counseling Center
- In off-campus housing
- In the Etter Health Center
- Off campus
- On a campus shuttle
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat)
- While walking on campus
- While working at a Shippensburg University job
- A venue not listed above (Please specify.) \_\_\_\_\_

18. Who/what was the source of the conduct? **(Mark all that apply.)**

- Academic advisor
- Alumnus/a
- Athletic coach/trainer
- Shippensburg University media (e.g., posters, brochures, flyers, handouts, websites)
- Campus Police officer
- Coworker/colleague
- Department/program chair
- Direct report (e.g., person who reports to me)
- Donor
- Faculty member/other instructional staff
- Friend
- Off-campus community member
- Senior administrator (e.g., dean, vice president, provost)
- Social networking site (e.g., Facebook, Twitter, Snapchat)
- Staff member
- Stranger
- Student
- Student staff
- Student organization (Please specify.) \_\_\_\_\_
- Supervisor or manager
- Student teaching assistant/student laboratory assistant/student tutor
- Do not know source
- A source not listed above (Please specify.) \_\_\_\_\_

19. How did you feel after experiencing the conduct? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I was afraid.
- I was angry.
- I ignored it.
- I felt distressed.
- A feeling not listed above (Please specify.) \_\_\_\_\_

20. What did you do in response to experiencing the conduct? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted a Shippensburg University resource.
  - Advisor
  - Athletic coach/trainer
  - Campus Police
  - Clery Act Compliance Officer
  - Cora Grove Spiritual Center (Campus Ministries)
  - Counseling Center
  - Employee Assistance Program
  - Etter Health Center
  - Faculty member
  - Office of Human Resources
  - Office of Multicultural Student Affairs
  - Office of Social Equity
  - RAVE app
  - Senior administrator (e.g., dean, vice president, provost)
  - Sexual assault awareness program
  - Staff person
  - Student staff (e.g., resident assistant)
  - Title IX Coordinators
  - Women's Center
  - YWCA Hotline
- I told a family member.
- I told a friend.
- I sought support from an off-campus member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- A response not listed above (Please specify.) \_\_\_\_\_

21. Did you officially report the conduct?

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

22. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here.

**If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:**

[http://www.ship.edu/No\\_More/Sexual\\_Misconduct/On\\_Campus\\_Resources/](http://www.ship.edu/No_More/Sexual_Misconduct/On_Campus_Resources/)

**Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted sexual contact/conduct that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from the campus or community resources offered below.**

23. **While a member of the Shippensburg 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)?

- No [**Goto question Question #34**]
- Yes – relationship violence (e.g., ridiculed, controlling, hitting)  
**Please complete questions 24rv – 33rv]**
- Yes – stalking (e.g., following me, on social media, texting, phone calls)  
**Please complete questions 24stlk – 33stlk]**
- Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)  
**Please complete questions 24si – 33si]**
- Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)  
**Please complete questions 24sc – 33sc]**

24rv. **Students only:** Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?

- No
- Yes
  - Alcohol only
  - Drugs only
  - Both alcohol and drugs

25rv. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur?

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

26rv. **Students only:** What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- During my time as a graduate student at Shippensburg University
- Undergraduate first year
  - Fall semester
  - Spring semester
  - Summer semester
- Undergraduate second year
  - Fall semester
  - Spring semester
  - Summer semester
- Undergraduate third year
  - Fall semester
  - Spring semester
  - Summer semester
- Undergraduate fourth year
  - Fall semester
  - Spring semester
  - Summer semester
- After my fourth year as an undergraduate

27rv. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- Shippensburg University faculty member
- Shippensburg University staff member
- Stranger
- Shippensburg University student
- Current or former dating/intimate partner
- Other role/relationship not listed above

28rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) \_\_\_\_\_
- On campus (Please specify location.) \_\_\_\_\_

29rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- I felt distressed.
- A feeling not listed above (Please specify.) \_\_\_\_\_

30rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted a Shippensburg University resource.
  - Advisor
  - Athletic coach/trainer
  - Campus Police
  - Clergy Act Compliance Officer
  - Cora Grove Spiritual Center (Campus Ministries)
  - Counseling Center
  - Employee Assistance Program
  - Etter Health Center
  - Faculty member
  - Office of Human Resources
  - Office of Multicultural Student Affairs
  - Office of Social Equity
  - RAVE app
  - Senior administrator (e.g., dean, vice president, provost)
  - Sexual assault awareness program
  - Staff person
  - Student staff (e.g., resident assistant)
  - Title IX Coordinators
  - Women's Center
  - YWCA Hotline
- I told a family member.
- I told a friend.
- I sought support from an off-campus member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- A response not listed above (Please specify.) \_\_\_\_\_

31rv. Did you officially report the relationship violence (e.g., ridiculed, controlling, hitting)?

- No, I did not report it. **(Go To Question #32rv)**
- Yes, I reported the incident.
  - Yes, I reported the incident and was satisfied with the outcome. **(Go To Question #34)**
  - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately. **(Go To Question #34)**
  - Yes, I reported the incident but felt that it was not responded to appropriately. **(Go To Question #33rv)**
  - Yes, I reported the incident and the outcome is still pending. **(Go To Question #34)**

32rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculed, controlling, hitting) to a campus official or staff member. Please explain why you did not.

33rv. You indicated that you **DID** report the relationship violence (e.g., ridiculed, controlling, hitting) but that it was not responded to appropriately. Please explain why you felt that it was not.

24stlk. **Students only:** Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?

- No
- Yes
  - Alcohol only
  - Drugs only
  - Both alcohol and drugs

25stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur?

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

26stlk. **Students only:** What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- During my time as a graduate student at Shippensburg University
- Undergraduate first year
  - Fall semester
  - Spring semester
  - Summer semester
- Undergraduate second year
  - Fall semester
  - Spring semester
  - Summer semester
- Undergraduate third year
  - Fall semester
  - Spring semester
  - Summer semester
- Undergraduate fourth year
  - Fall semester
  - Spring semester
  - Summer semester
- After my fourth year as an undergraduate

27stlk. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- Shippensburg University faculty member
- Shippensburg University staff member
- Stranger
- Shippensburg University student
- Current or former dating/intimate partner
- Other role/relationship not listed above

28stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) \_\_\_\_\_
- On campus (Please specify location.) \_\_\_\_\_

29stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)?

**(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- I felt distressed.
- A feeling not listed above (Please specify.) \_\_\_\_\_

30stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted a Shippensburg University resource.
  - Advisor
  - Athletic coach/trainer
  - Campus Police
  - Clery Act Compliance Officer
  - Cora Grove Spiritual Center (Campus Ministries)
  - Counseling Center
  - Employee Assistance Program
  - Etter Health Center
  - Faculty member
  - Office of Human Resources
  - Office of Multicultural Student Affairs
  - Office of Social Equity
  - RAVE app
  - Senior administrator (e.g., dean, vice president, provost)
  - Sexual assault awareness program
  - Staff person
  - Student staff (e.g., resident assistant)
  - Title IX Coordinators
  - Women's Center
  - YWCA Hotline
- I told a family member.
- I told a friend.
- I sought support from an off-campus member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, \ imam).
- A response not listed above (Please specify.) \_\_\_\_\_

31stlk. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)?

- No, I did not report it. **(Go to Question 32stlk)**
- Yes, I reported the incident.
  - Yes, I reported the incident and was satisfied with the outcome. **(Go to Question 34)**
  - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately. **(Go to Question 34)**
  - Yes, I reported the incident but felt that it was not responded to appropriately. **(Go to Question 33stlk)**
  - Yes, I reported the incident and the outcome is still pending. **(Go to Question 34)**

32stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please explain why you did not.

33stlk. You indicated that you **DID** report the stalking (e.g., following me, on social media, texting, phone calls) but that it was not responded to appropriately. Please explain why you felt that it was not.

24si. **Students only:** Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- No
- Yes
  - Alcohol only
  - Drugs only
  - Both alcohol and drugs

25si. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

26si. **Students only:** What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- During my time as a graduate student at Shippensburg University
- Undergraduate first year
  - Fall semester
  - Spring semester
  - Summer semester
- Undergraduate second year
  - Fall semester
  - Spring semester
  - Summer semester
- Undergraduate third year
  - Fall semester
  - Spring semester
  - Summer semester
- Undergraduate fourth year
  - Fall semester
  - Spring semester
  - Summer semester
- After my fourth year as an undergraduate

27si. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- Shippensburg University faculty member
- Shippensburg University staff member
- Stranger
- Shippensburg University student
- Current or former dating/intimate partner
- Other role/relationship not listed above

28si. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) \_\_\_\_\_
- On campus (Please specify location.) \_\_\_\_\_

29si. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- I felt distressed.
- A feeling not listed above (Please specify.) \_\_\_\_\_

30si. What did you do in response to experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted a Shippensburg University resource.
  - Advisor
  - Athletic coach/trainer
  - Campus Police
  - Clery Act Compliance Officer
  - Cora Grove Spiritual Center (Campus Ministries)
  - Counseling Center
  - Employee Assistance Program
  - Etter Health Center
  - Faculty member
  - Office of Human Resources
  - Office of Multicultural Student Affairs
  - Office of Social Equity
  - RAVE app
  - Senior administrator (e.g., dean, vice president, provost)
  - Sexual assault awareness program
  - Staff person
  - Student staff (e.g., resident assistant)
  - Title IX Coordinators
  - Women's Center
  - YWCA Hotline
- I told a family member.
- I told a friend.
- I sought support from an off-campus member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- A response not listed above (Please specify.) \_\_\_\_\_

- 31si. Did you officially report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?
- No, I did not report it. **(Go to Question #32si)**
  - Yes, I reported the incident.
    - Yes, I reported the incident and was satisfied with the outcome. **(Go to Question #34)**
    - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately. **(Go to Question #34)**
    - Yes, I reported the incident but felt that it was not responded to appropriately. **(Go to Question #33si)**
    - Yes, I reported the incident and the outcome is still pending. **(Go to Question #34)**

32si. You indicated that you **DID NOT** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Please explain why you did not.

33si. You indicated that you **DID** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) but that it was not responded to appropriately. Please explain why you felt that it was not.

24sc. **Students only:** Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- No
- Yes
  - Alcohol only
  - Drugs only
  - Both alcohol and drugs

25sc. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur?

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

26sc. **Students only:** What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- During my time as a graduate student at Shippensburg University
- Undergraduate first year
  - Fall semester
  - Spring semester
  - Summer semester
- Undergraduate second year
  - Fall semester
  - Spring semester
  - Summer semester
- Undergraduate third year
  - Fall semester
  - Spring semester
  - Summer semester
- Undergraduate fourth year
  - Fall semester
  - Spring semester
  - Summer semester
- After my fourth year as an undergraduate

27sc. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- Shippensburg University faculty member
- Shippensburg University staff member
- Stranger
- Shippensburg University student
- Current or former dating/intimate partner
- Other role/relationship not listed above

28sc. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) \_\_\_\_\_
- On campus (Please specify location.) \_\_\_\_\_

29sc. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- I felt distressed.
- A feeling not listed above (Please specify.) \_\_\_\_\_

30sc. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted a Shippensburg University resource.
  - Advisor
  - Athletic coach/trainer
  - Campus Police
  - Clery Act Compliance Officer
  - Cora Grove Spiritual Center (Campus Ministries)
  - Counseling Center
  - Employee Assistance Program
  - Etter Health Center
  - Faculty member
  - Office of Human Resources
  - Office of Multicultural Student Affairs
  - Office of Social Equity
  - RAVE app
  - Senior administrator (e.g., dean, vice president, provost)
  - Sexual assault awareness program
  - Staff person
  - Student staff (e.g., resident assistant)
  - Title IX Coordinators
  - Women's Center
  - YWCA Hotline
- I told a family member.
- I told a friend.
- I sought support from an off-campus member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- A response not listed above (Please specify.) \_\_\_\_\_

31sc. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- No, I did not report it. **(Go to Question #32sc)**
- Yes, I reported the incident.
  - Yes, I reported the incident and was satisfied with the outcome. **(Go to Question #34)**
  - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately. **(Go to Question #34)**
  - Yes, I reported the incident but felt that it was not responded to appropriately. **(Go to Question #33sc)**
  - Yes, I reported the incident and the outcome is still pending. **(Go to Question #34)**

32sc. You indicated that you **DID NOT** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Please explain why you did not.

33sc. You indicated that you **DID** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) but that it was not responded to appropriately. Please explain why you felt that it was not.

34. Please indicate how much you agree or disagree with each of the following statements.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I am aware of the definition of Affirmative Consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the role of Shippensburg University Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how and where to report such incidents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the campus resources listed here: <a href="http://www.ship.edu/No_More/Sexual_Misconduct/On_Campus_Resources/">http://www.ship.edu/No_More/Sexual_Misconduct/On_Campus_Resources/</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that Shippensburg University standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Shippensburg University Campus Safety & Security/Fire Statistics Report (Safety Report) <a href="https://www.ship.edu/globalassets/police/safety-and-security-report.pdf">https://www.ship.edu/globalassets/police/safety-and-security-report.pdf</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that Shippensburg University sends an Emergency Alert to the campus community when such an incident occurs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:**

[http://www.ship.edu/No\\_More/Sexual\\_Misconduct/On\\_Campus\\_Resources/](http://www.ship.edu/No_More/Sexual_Misconduct/On_Campus_Resources/)

## Part 2: Workplace Climate

35. **Tenured and Tenure-Track Faculty only:** As a faculty member at Shippensburg University, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria for promotion are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure standards are applied equally to faculty in my school/division.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The promotion standards are applied equally to faculty in my school/division.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during the tenure-track years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shippensburg University faculty who qualify for delaying their tenure-clock feel empowered to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research, scholarship, and creative activities are valued by Shippensburg University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by Shippensburg University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions are valued by Shippensburg University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to change my research/scholarship agenda to achieve tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to change my research/scholarship agenda to achieve promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty 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"/>
Faculty opinions are valued within Shippensburg University committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more opportunities to participate in <b>substantive</b> committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in <b>substantive</b> committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. **Tenured and Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

37. **Non-Tenure-Track Faculty only:** As an employee with a non-tenure-track appointment at Shippensburg University I feel...

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
The criteria used for contract renewal are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria used for contract renewal are applied equally to all positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear expectations of my responsibilities exist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research, scholarship, and creative activities are valued by Shippensburg University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by Shippensburg University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to do extra work that is uncompensated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-tenure-track faculty 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"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. **Non-Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

39. **All Faculty:** As a faculty member at Shippensburg University, I feel...

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Salaries for tenure-track faculty positions are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for adjunct professors are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement/supplemental benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shippensburg University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shippensburg University provides me with resources to pursue professional development (e.g., conferences, materials, research, course design, traveling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at Shippensburg University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Shippensburg University as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

41. **Staff only:** As a staff member at Shippensburg University, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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"/>	<input type="radio"/>
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am included in opportunities that will help my career as much as others in similar positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is productive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides adequate support for me to manage work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to complete my assigned duties during scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given a reasonable time frame to complete assigned responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A hierarchy exists within staff positions that allows some voices to be valued more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shippensburg University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressured to complete tasks that are outside my official job description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All staff members are held equally accountable to perform their job duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

43. **Staff only:** As a staff member at Shippensburg University I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Shippensburg University provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shippensburg University is supportive of taking extended leave (e.g., FMLA, parental).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shippensburg University policies (e.g., FMLA) are fairly applied across Shippensburg University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shippensburg University is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff salaries are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacation and personal time benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued on Shippensburg University committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued by Shippensburg University faculty and administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear expectations of my responsibilities exist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear procedures exist on how I can advance at Shippensburg University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at Shippensburg University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Shippensburg University as good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

45. **Graduate Students/Graduate Non-Degree Students only:** As a graduate student I feel...

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I am satisfied with the quality of advising I have received from my department/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provides clear expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor responds to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department/program faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department/program staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate opportunities exist for me to interact with other university faculty outside of my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive support from my advisor to pursue personal research interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department faculty members encourage me to produce publications and present research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my professional goals with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department/program supports work-school-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. **Graduate Students/ Graduate Non-Degree Students only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

### Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than five respondents, which may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

47. What is your birth sex (assigned)?

- Female
- Intersex
- Male

48. What is your gender/gender identity? **(Mark all that apply.)**

- Genderqueer
- Man
- Nonbinary
- Transgender
- Woman
- A gender not listed here (Please specify.) \_\_\_\_\_

49. What is your current gender expression?

- Androgynous
- Feminine
- Masculine
- A gender expression not listed here (Please specify.) \_\_\_\_\_

50. What is your citizenship/immigrant status in U.S.?

- A visa holder (such as F-1, J-1, H1-B, U)
- Currently under a withholding of removal status
- DACA (Deferred Action for Childhood Arrival)
- DAPA (Deferred Action for Parental Accountability)
- Other legally documented status
- Permanent resident
- Refugee status
- Undocumented resident
- U.citizen, birth
- U.citizen, naturalized

51. 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/multicultural identity, mark all that apply.)**

- Alaska Native (If you wish, please specify your enrolled or principal corporation.) \_\_\_\_\_
- American Indian/Native American (If you wish, please specify your enrolled or principal tribe.) \_\_\_\_\_
- Asian/Asian American (If you wish, please specify.) \_\_\_\_\_
- Black/African American (If you wish, please specify.) \_\_\_\_\_
- Hispanic/Latinx/Chicanx (If you wish, please specify.) \_\_\_\_\_
- Middle Eastern (If you wish, please specify.) \_\_\_\_\_
- Native Hawaiian (If you wish, please specify.) \_\_\_\_\_
- Pacific Islander (If you wish, please specify.) \_\_\_\_\_
- South Asian (If you wish, please specify.) \_\_\_\_\_
- White/European American (If you wish, please specify.) \_\_\_\_\_
- A racial/ethnic identity not listed here (If you wish, please specify.) \_\_\_\_\_

52. What is your age?

- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 18 | <input type="radio"/> 39 | <input type="radio"/> 60 | <input type="radio"/> 81 |
| <input type="radio"/> 19 | <input type="radio"/> 40 | <input type="radio"/> 61 | <input type="radio"/> 82 |
| <input type="radio"/> 20 | <input type="radio"/> 41 | <input type="radio"/> 62 | <input type="radio"/> 83 |
| <input type="radio"/> 21 | <input type="radio"/> 42 | <input type="radio"/> 63 | <input type="radio"/> 84 |
| <input type="radio"/> 22 | <input type="radio"/> 43 | <input type="radio"/> 64 | <input type="radio"/> 85 |
| <input type="radio"/> 23 | <input type="radio"/> 44 | <input type="radio"/> 65 | <input type="radio"/> 86 |
| <input type="radio"/> 24 | <input type="radio"/> 45 | <input type="radio"/> 66 | <input type="radio"/> 87 |
| <input type="radio"/> 25 | <input type="radio"/> 46 | <input type="radio"/> 67 | <input type="radio"/> 88 |
| <input type="radio"/> 26 | <input type="radio"/> 47 | <input type="radio"/> 68 | <input type="radio"/> 89 |
| <input type="radio"/> 27 | <input type="radio"/> 48 | <input type="radio"/> 69 | <input type="radio"/> 90 |
| <input type="radio"/> 28 | <input type="radio"/> 49 | <input type="radio"/> 70 | <input type="radio"/> 91 |
| <input type="radio"/> 29 | <input type="radio"/> 50 | <input type="radio"/> 71 | <input type="radio"/> 92 |
| <input type="radio"/> 30 | <input type="radio"/> 51 | <input type="radio"/> 72 | <input type="radio"/> 93 |
| <input type="radio"/> 31 | <input type="radio"/> 52 | <input type="radio"/> 73 | <input type="radio"/> 94 |
| <input type="radio"/> 32 | <input type="radio"/> 53 | <input type="radio"/> 74 | <input type="radio"/> 95 |
| <input type="radio"/> 33 | <input type="radio"/> 54 | <input type="radio"/> 75 | <input type="radio"/> 96 |
| <input type="radio"/> 34 | <input type="radio"/> 55 | <input type="radio"/> 76 | <input type="radio"/> 97 |
| <input type="radio"/> 35 | <input type="radio"/> 56 | <input type="radio"/> 77 | <input type="radio"/> 98 |
| <input type="radio"/> 36 | <input type="radio"/> 57 | <input type="radio"/> 78 | <input type="radio"/> 99 |
| <input type="radio"/> 37 | <input type="radio"/> 58 | <input type="radio"/> 79 |                          |
| <input type="radio"/> 38 | <input type="radio"/> 59 | <input type="radio"/> 80 |                          |

53. What is your current political party affiliation?

- No political affiliation
- Democrat
- Independent
- Libertarian
- Republican
- Other party (Please specify.) \_\_\_\_\_

54. How would you describe your current political views?

- Very conservative
- Conservative
- Moderate
- Liberal
- Very liberal

55. 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 choice below most accurately describes your sexual identity.

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Pansexual
- Queer
- Questioning
- A sexual identity not listed here (Please specify.) \_\_\_\_\_

56. Do you have substantial parenting or caregiving responsibility?

- No
- Yes **(Mark all that apply.)**
  - Children 5 years old or under
  - Children 6 - 18 years old
  - Children over 18 years old, but still legally dependent (e.g., in college, disabled)
  - Independent adult children over 18 years old
  - Partner with a disability or illness
  - Senior or other family member
  - A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (Please specify.) \_\_\_\_\_

57. Have you ever served in the U.Armed Forces, on active duty, in the National Guard, or in the Reserves? If so, please indicate your current **primary** status.
- I have never served in the U.Armed Forces.
  - I am currently on active duty.
  - I am currently a member of the National Guard (but not in ROTC).
  - I am currently a member of the Reserves (but not in ROTC).
  - I am not currently serving, but have served (e.g., retired/veteran).
  - I am in ROTC.
  - I am a child, spouse, or domestic partner of a currently serving or former member of the U.Armed Forces.

58. 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
- Technical certificate/license
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

**Parent/Guardian 2:**

- No high school
- Some high school
- Completed high school/GED
- Some college
- Technical certificate/license
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

59. **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 (e.g., MA MS, MBA, MLS)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)

60. **Faculty/Staff only:** How long have you been employed at Shippensburg University?

- Less than 1 year
- 1 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- More than 20 years

61. **Undergraduate Students only:** Where are you in your **college career**?

- First year
- Second year
- Third year
- Fourth year
- Fifth year
- Sixth year (or more)

62. **Graduate Students/ Graduate Non-Degree Students only:** Where are you in your graduate studies program?
- Certificate student
  - Non-Degree student
  - Master degree student
    - First year
    - Second year
    - Third year
    - Fourth year or more
  - Doctoral degree student
    - First year
    - Second year
    - Third year
    - Fourth year or more
63. **Faculty only:** With which college/school or division are you **primarily affiliated** at this time?
- Elnetta G. Jones University Center for Student Success and Exploratory Studies
  - College of Arts and Sciences
  - College of Education and Human Services
  - John L. Grove College of Business
  - Libraries
  - Student Affairs Division
64. **Staff only:** With which academic division/work unit are you **primarily affiliated** at this time?
- External Relations (e.g., Luhrs Performing Arts Center, Communications & Marketing, Alumni Relations, Career Mentoring and Professional Development)
  - Academic Affairs (e.g., Provost's Office, Library, Library Services, Academic Programs and Services, College of Arts and Sciences, John L. Grove College of Business, College of Education and Human Services)
  - Enrollment Management & Student Success (e.g., Admissions, Registrar, Financial Aid, Retention, Exploratory Studies, Diverse Student Retention, Learning Center, Registrar)
  - Chief Strategy Office (e.g. Office of Social Equity, Technology Services, Institutional Research & Planning)
  - Administration & Finance (e.g., Administrative Services, Facilities Management and Planning, Human Resources, Public Safety, Camps and Conferences, Dining Services)
  - Student Affairs (e.g., Dean of Students Office, Counseling Center, Health Center, CUB, MSA, Campus Life, Spiritual Center, Women's Center, Veterans Affairs, Athletics)
65. **Undergraduate Students only:** What is your major? **(Mark all that apply.)**
- Accounting
  - Allied Health Science
  - Applied Physics
  - Art
  - Arts & Sciences General
  - Biology
  - Business Administration General
  - Chemistry
  - Civil Engineering
  - Communication/Journalism
  - Computer Engineering
  - Computer Science
  - Criminal Justice
  - Earth and Space Science
  - Earth Science Secondary Education Certification
  - Economics
  - Electrical Engineering
  - Elementary Education PK-4
  - Elementary Education PK-4: Early Childhood-non-certification
  - Elementary/Middle-Level Education (4-8)
  - English
  - English: Secondary Education Certification

- Entrepreneurship
- Exercise Science
- Exploratory Studies
- Finance
- Finance: Personal Financial Planning
- French
- French: Secondary Education Certification
- Geoenvironmental Studies
- Geography
- History
- History: Public History
- History: Social Studies Teacher Certification
- Human Communication Studies
- InfTechnology for Business Education
- InfTech for Business Edu: Secondary Education Certificate
- Interdisciplinary Arts
- International Studies
- Management Information Systems
- Management: Human Resource Management
- Management: International Management
- Management: Management
- Marketing
- Mathematics
- Mathematics: Dual Certification: 7-12 Math and Special Education
- Mathematics: Secondary Education Certification
- Mathematics: Statistics
- Mechanical Engineering
- Mid Level Ed 4-8
- Physics
- Physics: Secondary Education Certification
- Physics
- Physics: Computational Physics
- Political Science
- Political Science: International concentration
- Psychology
- Public Administration
- Social Studies: Geography
- Social Work
- Sociology
- Software Engineering
- Spanish
- Spanish: Secondary Education Certification
- Special Education & Early Childhood Education
- Supply Chain Management
- Supply Chain Management: Logistics Management
- Sustainability: Environmental Conservation (AS-BS-SUST-ENCS)

66. **Undergraduate Students only:** Have you declared one or more minors?

- Yes
- No

67. **Graduate Students/Graduate Non-Degree Students only:** What is your academic division? **(Mark all that apply.)**
- Biology Department
  - Communication/Journalism Department
  - Computer Science
  - Electrical Engineering, Computer Engineering, and Software Engineering
  - Geography/Earth Science Department
  - History/Philosophy Department
  - Mechanical Engineering and Civil Engineering
  - Political Science Department
  - Psychology Department
  - Sociology/Anthropology Department
  - Finance/Supply Chain Management Department
  - Business Administration
  - Accounting/Management Information Systems Department
  - Counseling and College Student Personnel Department
  - Criminal Justice Department
  - Educational Leadership and Policy/Special Education
68. Do you have a condition/disability that influences your learning, living, or working activities?
- No **(Go to Question #71)**
  - Yes
69. Which, if any, of the conditions listed below influence your learning, living, or working activities? **(Mark all that apply.)**
- Acquired/traumatic brain injury
  - Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)
  - Hard of hearing or deaf
  - Learning difference/disability (e.g., Asperger's/autism spectrum, attention deficit/hyperactivity disorder, cognitive/language-based)
  - Low vision or blind
  - Mental health/psychological condition (e.g., anxiety, depression)
  - Physical/mobility condition that affects walking
  - Physical/mobility condition that does not affect walking
  - Speech/communication condition
  - A disability/condition not listed here (Please specify.) \_\_\_\_\_
70. **Students only:** Are you registered with the Office of Accessibility Resources (formerly Office of Disability Services)?
- Yes
  - No
70. **Faculty/Staff only:** Are you receiving accommodations for your disability?
- Yes
  - No
71. Is English your primary language?
- Yes
  - No (Please specify your primary language.) \_\_\_\_\_

72. What is your religious or spiritual identity? **(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 here (Please specify.) \_\_\_\_\_
- Confucianist
- Druid
- Hindu
- Jain
- Jehovah's Witness
- Jewish
  - Conservative
  - Orthodox
  - Reform
  - A Jewish affiliation not listed here (Please specify.) \_\_\_\_\_
- Muslim
  - Ahmadi
  - Shi'ite
  - Sufi
  - Sunni
  - A Muslim affiliation not listed here (Please specify.) \_\_\_\_\_
- Native American Traditional Practitioner or Ceremonial
- Pagan
- Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)
- Rastafarian
- Scientologist
- Secular Humanist
- Shinto
- Sikh
- Taoist
- Tenrikyo

- Unitarian Universalist
- Wiccan
- Spiritual but no religious affiliation
- No affiliation
- A religious affiliation or spiritual identity not listed above (Please specify.) \_\_\_\_\_

73. **Students only:** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?

- I receive no support for living/educational expenses from family/guardians.
- I receive support for living/educational expenses from family/guardians.

74. **Students only:** What is your *best estimate* of your family's yearly income (if you receive financial support from family/guardians, are partnered or married) or your yearly income (if single and you receive no financial support from family/guardians)?

- \$29,999 and below
- \$30,000 - \$49,999
- \$50,000 - \$69,999
- \$70,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 - \$499,999
- \$500,000 or more

75. **Students only:** Where do you live?

- Campus housing
  - Harley Hall
  - Kieffer Hall
  - Lackhove Hall
  - McLean Hall
  - McCune Hall
  - Naugle Hall
  - Seavers Hall
- Non-campus housing
  - Fraternity/sorority housing
  - Independently in an apartment/house
  - Living with family member/guardian
- Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)

76. **Students only:** Since having been a student at Shippensburg University, have you been a member or participated in any of the following? **(Mark all that apply.)**

- I do not participate in any clubs or organizations at Shippensburg University.
- Academic and academic honorary organizations
- Club sport
- Culture-specific organization
- Religious or spirituality-based organization
- Governance organization
- Greek letter organization
- Health and wellness organization
- Intercollegiate athletic team
- Performance organization
- Political or issue-oriented organization
- Professional or pre-professional organization
- Publication/media organization
- Recreational organization
- Service or philanthropic organization
- A student organization not listed above (Please specify.) \_\_\_\_\_

77. **Students only:** At the end of your last semester, what was your cumulative grade point average?

- No GPA at this time – first semester at Shippensburg University
- 3.75 - 4.00
- 3.50 - 3.74
- 3.25 - 3.49
- 3.00 - 3.24
- 2.75 - 2.99
- 2.50 - 2.74
- 2.25 - 2.49
- 2.00 - 2.24
- Below 2.00

78. **Students only:** Have you experienced financial hardship while attending Shippensburg University?

- No
- Yes, I have had difficulty affording... **(Mark all that apply.)**
  - Alternative spring breaks
  - Books/course materials
  - Child care
  - Cocurricular events or activities
  - Commuting to campus
  - Food
  - Health care
  - Housing
  - Other campus fees
  - Participation in social events
  - Studying abroad
  - Travel during mandatory evacuation
  - Travel to and from DRAFT (e.g., returning home from break)
  - Tuition
  - Unpaid internships/research opportunities
  - A financial hardship not listed here (Please specify.) \_\_\_\_\_

79. **Students only:** How are you currently paying for your education at Shippensburg University? **(Mark all that apply.)**

- Campus employment
- Credit card
- Family contribution
- Graduate assistantship/research assistantship
- Home country contribution
- Loans
- Military educational benefits (e.g., GI Bill, NGEAP)
- Need-based scholarship (e.g., Gates)
- Non-need-based scholarship (e.g., merit, ROTC)
- Grant (e.g., Pell)
- Personal contribution/job
- Resident assistant
- A method of payment not listed here (Please specify.) \_\_\_\_\_

80. **Students only:** Are you employed on campus, off campus, or both during the academic year? **(Mark all that apply.)**
- No (cannot select this and another option)
  - 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
81. How many minutes do you commute to Shippensburg University one-way?
- 10 or less
  - 11-20
  - 21-30
  - 31-40
  - 41-50
  - 51-60
  - 60 or more

### Part 4: Perceptions of Campus Climate

82. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning or working environment at Shippensburg University?
- No (**Faculty/Staff Go to Question #91; Students Go to Q#100**)
  - Yes

83. Who/what was the **target** of the conduct? (**Mark all that apply.**)

- Academic advisor
- Alumnus/a
- Athletic coach/trainer
- Shippensburg University media (e.g., posters, brochures, flyers, handouts, websites)
- Campus Police officer
- Coworker/colleague
- Department/program chair
- Direct report (e.g., person who reports to me)
- Donor
- Faculty member/other instructional staff
- Friend
- Off-campus community member
- Senior administrator (e.g., dean, vice president, provost)
- Social networking site (e.g., Facebook, Twitter, Snapchat)
- Staff member
- Stranger
- Student
- Student staff
- Student organization (Please specify.) \_\_\_\_\_
- Supervisor or manager
- Student teaching assistant/student laboratory assistant/student tutor
- Do not know source
- A source not listed above (Please specify.) \_\_\_\_\_

84. Who/what was the **source** of the conduct? (**Mark all that apply.**)

- Academic advisor
- Alumnus/a
- Athletic coach/trainer
- Shippensburg University media (e.g., posters, brochures, flyers, handouts, websites)
- Campus Police officer
- Coworker/colleague
- Department/program chair
- Direct report (e.g., person who reports to me)
- Donor
- Faculty member/other instructional staff
- Friend
- Off-campus community member
- Senior administrator (e.g., dean, vice president, provost)
- Social networking site (e.g., Facebook, Twitter, Snapchat)
- Staff member
- Stranger
- Student
- Student staff
- Student organization (Please specify.) \_\_\_\_\_
- Supervisor or manager
- Student teaching assistant/student laboratory assistant/student tutor
- Do not know source
- A source not listed above (Please specify.) \_\_\_\_\_

85. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**

- Academic performance
- Age
- Educational credentials (e.g., BS, MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at Shippensburg University
- 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 (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.) \_\_\_\_\_

86. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**

- Assumption that someone was admitted/hired/promoted based on his/her identity
- Assumption that someone was not admitted/hired/promoted based on his/her identity
- Derogatory verbal remarks
- Derogatory phone calls/text messages/email
- Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)
- Derogatory written comments
- Derogatory phone calls
- Graffiti/vandalism
- Person intimidated or bullied
- Person ignored or excluded
- Person isolated or left out
- Person experienced a hostile classroom environment
- Person experienced a hostile work environment
- Person was the target of workplace incivility
- Person was stared at
- Person received a low or unfair performance evaluation
- Person received a poor grade
- Person was unfairly evaluated in the promotion and tenure process
- Person was stalked
- Person was denied services
- Physical violence
- Racial/ethnic profiling
- Singled out as the spokesperson for their identity group
- Threats of physical violence
- Something not listed above (Please specify.) \_\_\_\_\_

87. Where did this conduct occur? **(Mark all that apply.)**

- At a Shippensburg University event/program
- In a class/laboratory
- In a faculty office
- In a religious center
- In a fraternity house
- In a meeting with one other person
- In a meeting with a group of people
- In a Shippensburg University administrative office
- In a Shippensburg University dining facility
- In a Shippensburg University library
- In an experiential learning environment (e.g., community-based learning, externship, internship)
- In athletic facilities
- In other public spaces at Shippensburg University
- In campus housing
- In the Shippensburg University Counseling Center
- In off-campus housing
- In the Etter Health Center
- Off campus
- On a campus shuttle
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat)
- While walking on campus
- While working at a Shippensburg University job
- A venue not listed above (Please specify.) \_\_\_\_\_

88. What was your response to observing this conduct? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I offered support to the person affected.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I contacted a Shippensburg University resource.
  - Advisor
  - Athletic coach/trainer
  - Campus Police
  - Clery Act Compliance Officer
  - Cora Grove Spiritual Center (Campus Ministries)
  - Counseling Center
  - Employee Assistance Program
  - Etter Health Center
  - Faculty member
  - Office of Human Resources
  - Office of Multicultural Student Affairs
  - Office of Social Equity
  - RAVE app
  - Senior administrator (e.g., dean, vice president, provost)
  - Sexual assault awareness program
  - Staff person
  - Student staff (e.g., resident assistant)
  - Title IX Coordinators
  - Women's Center
  - YWCA Hotline
- I told a family member.
- I told a friend.
- I sought support from an off-campus member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- A response not listed above (Please specify.) \_\_\_\_\_

89. Did you officially report the conduct?

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

90. We are interested in knowing more about your experiences. If you wish 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 learning or working environment, please do so here.

91. **Faculty/Staff only:** Have you observed **hiring** practices at Shippensburg University (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?

- No (**Go to Question #95**)
- Yes

92. **Faculty/Staff only:** I believe that the unjust **hiring** practices were based upon... (**Mark all that apply.**)

- Age
- Educational credentials (e.g., BS, MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at Shippensburg University
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) \_\_\_\_\_
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.) \_\_\_\_\_

93. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

94. **Faculty/Staff only:** Have you observed promotion, tenure, reappointment, and/or reclassification practices at Shippensburg University that you perceive to be unjust?
- No (**Got to Question #97**)
  - Yes
95. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification were based upon... **(Mark all that apply.)**
- Age
  - Educational credentials (e.g., MS, PhD)
  - English language proficiency/accent
  - Ethnicity
  - Gender/gender identity
  - Gender expression
  - Immigrant/citizen status
  - International status/national origin
  - Learning disability/condition
  - Length of service at Shippensburg University
  - Major field of study
  - Marital status (e.g., single, married, partnered)
  - Mental health/psychological disability/condition
  - Medical disability/condition
  - Military/veteran status
  - Nepotism/cronyism
  - Parental status (e.g., having children)
  - Participation in an organization/team (Please specify.) \_\_\_\_\_
  - Physical characteristics
  - Physical disability/condition
  - Philosophical views
  - Political views
  - Position (e.g., staff, faculty, student)
  - Pregnancy
  - Racial identity
  - Religious/spiritual views
  - Sexual identity
  - Socioeconomic status
  - Do not know
  - A reason not listed above (Please specify.) \_\_\_\_\_
96. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification, please do so here.

97. **Faculty/Staff only:** Have you observed **employment-related discipline or action, up to and including dismissal,** at Shippensburg University that you perceive to be unjust?
- No (Go to Question #100)
  - Yes

98. **Faculty/Staff only:** I believe that the unjust **employment-related disciplinary actions** were based upon...  
**(Mark all that apply.)**

- Age
- Educational credentials (e.g., MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Job duties
- Learning disability/condition
- Length of service at Shippensburg University
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) \_\_\_\_\_
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.) \_\_\_\_\_

99. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

100. Using a scale of 1–5, please rate the overall campus climate at Shippensburg University 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"/>	Hostile				
Inclusive	<input type="radio"/>	Exclusive				
Improving	<input type="radio"/>	Regressing				
Positive for persons with disabilities	<input type="radio"/>	Negative for persons with disabilities				
Positive for people who identify as lesbian, gay, bisexual, queer or transgender	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual, queer or transgender				
Positive for people of various spiritual/religious backgrounds	<input type="radio"/>	Negative for people of various spiritual/religious backgrounds				
Positive for People of Color	<input type="radio"/>	Negative for People of Color				
Positive for men	<input type="radio"/>	Negative for men				
Positive for women	<input type="radio"/>	Negative for women				
Positive for nonnative English speakers	<input type="radio"/>	Negative for nonnative English speakers				
Positive for people who are not U.citizens	<input type="radio"/>	Negative for people who are not U.citizens				
Welcoming	<input type="radio"/>	Not welcoming				
Respectful	<input type="radio"/>	Disrespectful				
Positive for people of high socioeconomic status	<input type="radio"/>	Negative for people of high socioeconomic status				
Positive for people of low socioeconomic status	<input type="radio"/>	Negative for people of low socioeconomic status				
Positive for people of various political affiliations	<input type="radio"/>	Negative for people of various political affiliations				
Positive for people in active military/veterans status	<input type="radio"/>	Negative for people in active military/veterans status				

101. Using a scale of 1–5, please rate the overall campus climate 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"/>	Racist				
Not sexist	<input type="radio"/>	Sexist				
Not homophobic	<input type="radio"/>	Homophobic				
Not biphobic	<input type="radio"/>	Biphobic				
Not transphobic	<input type="radio"/>	Transphobic				
Not ageist	<input type="radio"/>	Ageist				
Not classist (socioeconomic status)	<input type="radio"/>	Classist (socioeconomic status)				
Not classist (position: faculty, staff, student)	<input type="radio"/>	Classist (position: faculty, staff, student)				
Not ableist	<input type="radio"/>	Ableist				
Not xenophobic	<input type="radio"/>	Xenophobic				
Not ethnocentric	<input type="radio"/>	Ethnocentric				

102. **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 Shippensburg University <b>faculty</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Shippensburg University <b>staff</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Shippensburg University <b>senior administrators</b> (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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 feel valued by other students outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudice my abilities based on their perception of my identity/background.	<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"/>

103. **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/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department/program chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other faculty at Shippensburg University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Shippensburg University senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department/program prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department/program chair prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Shippensburg University 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 <b>my research, scholarship, and creative activities</b> are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my <b>teaching</b> is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my <b>service</b> contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

104. **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 coworkers in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by coworkers outside my department.	<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 valued by Shippensburg University students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Shippensburg University faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Shippensburg University senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my department/program 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 that my work is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

105. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at Shippensburg University in the past year?

	Yes	No	Not applicable
<b>Facilities</b>			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, laboratories (including computer labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Center	<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/lifts	<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"/>
Office furniture (e.g., chair, desk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Accessibility Resources (formerly Office of Disability Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary barriers because of construction or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Technology/Online Environment</b>			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer equipment (e.g., screens, mouse, keyboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2L/Brightspace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms (e.g., myDegreeAudit)	<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"/>
Phone/phone equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Software (e.g., voice recognition/audiobooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video/video audio description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Identity</b>			
Electronic databases (e.g., Banner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Etter Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Instructional/Campus Materials</b>			
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"/>
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"/>
Syllabi	<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"/>

106. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

107. As a person who identifies as transgender, non-binary, and/or have you experienced a barrier in any of the following areas at Shippensburg University in the past year?

	Yes	No	Not applicable
<b>Facilities</b>			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing rooms/locker rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Identity Accuracy</b>			
Shippensburg University ID Card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic databases (e.g., Banner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Etter Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications and marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

108. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

**Part 5: Institutional Actions Relative to Climate Issues**

109. **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 Shippensburg University.

	If This Initiative IS Available at Shippensburg University			If This Initiative IS NOT Available at Shippensburg 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
Providing flexibility for calculating 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 access and equity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with toolkits to create an inclusive classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with supervisory training	<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 access and equity 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 affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

110. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

111. **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 Shippensburg University.

	If This Initiative IS Available at Shippensburg University			If This Initiative IS NOT Available at Shippensburg 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
Providing access 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 supervisors/managers with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty supervisors with supervisory training	<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 access and equity 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 affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

112. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

113. **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 Shippensburg University.

	If This Initiative IS Available at Shippensburg University			If This Initiative IS NOT Available at Shippensburg 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
Providing access and equity training for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access 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 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 bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	<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 bias by other students in learning environments (e.g., classrooms, laboratories)	<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 bias by <b>faculty/staff</b> in cocurricular environments (e.g., residence halls, athletic/recreational facilities, student clubs/organizations)	<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 bias by <b>other students</b> in cocurricular environments (e.g., residence halls, athletic/recreational facilities, student clubs/organizations)	<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 among 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 access and equity 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 workers, resident assistants, library/IT assistants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

114. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

## Part 6: Your Additional Comments

115. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

116. Do you have any specific recommendations for improving the climate at Shippensburg University?

117. Do you feel that the climate at Shippensburg University has improved during your time here? Why or why not?

118. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, 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 Shippensburg University community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. **No survey information is connected to entering your information.**

To enter for a chance to win, please enter your name, and email address. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following:

### Undergraduate and Graduate Students

- Sheetz Gift Cards
- GoPro Hero3+ Silver Edition
- iPad Mini 32G
- Amazon Gift Cards
- University Bookstore Credit 2
- Cap and Gown Incentive
- Paid Parking
- Flex Dollars
- T-shirts
- Athletic Gear

### Staff

- “Night Out” – Voucher for LPAC Show & Local Restaurant Gift Certificate
- Athletic Gear

### Faculty

- “Night Out” – Voucher for LPAC Show & Local Restaurant Gift Certificate
- Athletic Gear

By providing your information below, your information will be entered for an opportunity to win an aforementioned award. Please know that in providing your information you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality.

Faculty

Name: \_\_\_\_\_  
E-mail address \_\_\_\_\_

Staff

Name: \_\_\_\_\_  
E-mail address \_\_\_\_\_

Student

Name: \_\_\_\_\_  
E-mail address \_\_\_\_\_

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 copy and paste the link below into a new browser to contact a resource:

[http://www.ship.edu/No\\_More/Sexual\\_Misconduct/On\\_Campus\\_Resources/](http://www.ship.edu/No_More/Sexual_Misconduct/On_Campus_Resources/)