



PASSHE's System-Wide Climate Survey for Faculty

About the Campus Climate Survey for Faculty

Welcome to the Pennsylvania State System of Higher Education Systemwide Climate Survey for employees! This is an exciting opportunity for employees across the State System's universities to use their voice and share their experiences to assess and provide strategies to improve the campus and office climates across the system.

The purpose of this climate survey is to assess how different individuals and groups experience various environments at their university or the Office of the Chancellor. The survey will provide evidence that helps us understand whether, how, and for whom universities and the PASSHE system are (not) promoting diverse, equitable, and inclusive environments as well as what can be done, both at the university and system level, to improve these environments so that everyone feels safe, welcome, valued, and respected.

The average completion time for this survey is **15-25 minutes**. All employees are strongly encouraged to complete the survey, which will be online until **March 4, 2022**. You may complete the entire survey now or go back later to finish it, as long as you use the same device and web browser.

Protecting your privacy and confidentiality:

- Viewfinder® Campus Climate Surveys are administering this survey to ensure that your responses remain private and confidential.
- Your name will not be collected from you and your email address will not be linked to your responses when the State System and your university receives the survey data.
- Any reports written about the survey will aggregate data to protect privacy and confidentiality.
- You may choose to respond to or skip any of the survey questions, or choose not to participate at all.
- Data collected from this survey will be held in an encrypted file for a period no less than five years.

If you have questions, concerns, or need accommodations, please contact Dr. Emily Howe, Manager of Special Projects, Research, and Reporting in the State System's Office of DEI at ehowe@passhe.edu or (717) 720-4219. For technical issues, contact Debra Boyd, Director of Operations and Research at Campus Climate Surveys, LLC at dboyd@viewfindersurveys.com.

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PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION





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Viewfinder® Survey Definitions Index

The following terms and phrases appear throughout all Viewfinder® surveys. These definitions are provided to help ensure proper understanding of questions and garner accurate responses.

Administrator - People in positions such as the university president, vice presidents, deans, and directors.

Bias – An explicit or implicit belief that some people, ideas, etc., are better than others, which usually results in treating some individuals and groups unfairly.

Board of Trustees – An executive group charged with acting effectively and ethically in its duties related to overseeing the institution's mission, fiscal integrity, educational quality, and to recruiting, supporting, and evaluating the chief executive.

Civil Union – A legally recognized arrangement similar to marriage.

Climate – Climate-related factors internal to and within the control of individual colleges and universities, such as history and legacy of inclusion or exclusion, compositional or structural diversity, psychological dimensions, behavioral dimensions, and diversity leadership.

Cultural Competence – The ability to effectively deliver education or services that meet the social, cultural, and linguistic needs of those being educated or served.

Disability - A diagnosed or known condition that can limit one or more major life activities; including accessing various campus experiences due to a lack of accommodations and/or the presence of accessibility barriers.

Discrimination – Any unlawful distinction, preference, or detriment to an individual that is based upon an individual's protected class (i.e. race, color, ethnicity, national origin, gender, disability, etc.) that: (1) excludes an individual from participation in; (2) denies the individual the benefits of; (3) treats the individual differently with regard to; or (4) otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in a university program or activity. Discrimination includes failing to provide a reasonable accommodation, consistent with state and federal law, to persons with disabilities, as well as failing to reasonably accommodate an employee's or student's religious practices where the accommodation does not impose an undue hardship.

Diversity - Describes the myriad ways in which people differ, including the psychological, physical, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Embracing diversity means that everyone and every group is valued and moves beyond simple tolerance to celebrating the rich dimensions of our differences.

Equity - The effort to provide different levels of support based on an individual's or group's needs that acknowledges and addresses the legacy of historical inequities in order to achieve future fairness in educational processes and outcomes.

Gender Identity/Expression – A person's perception of having a gender, which may or may not correspond with their sex at birth.

Harassment – A form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990. It is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, or genetics.

Inclusion - Authentically bringing traditionally excluded individuals and groups into processes, activities, and decision/policy making in a way that shares power. It involves people being given the opportunity to grow and feel they belong rather than feeling the need to assimilate.

International Student – A student studying at a U.S. college or university who is not a U.S. citizen. This includes students whose visas are sponsored by the schools where they study, generally F-1 and J-1 students, and whose schools have a federally mandated reporting requirement.

LGBTQIA+ – Lesbian, Gay, Bisexual, Transgender, Queer, Intersex or Asexual.

Microaggressions – Manifestations of prejudice and hatred that are brief and/or subtle but great in the power or magnitude of their consequences.

Naturalized U.S. Citizen – A foreign person who is granted U.S. citizenship after he or she fulfills the requirements established by Congress in the Immigration and Nationality Act.

Ombuds – A university official responsible for investigating individuals' complaints against system flaws, especially those of individual authorities, such as professors and administrators.

Person of color – Someone who is not white or of European parentage.

Psychological Disability – Mental health or conditions that influence our emotions, cognitions, and/or behaviors, which may include depression, anxiety, schizophrenia, and bipolar disorder.

Retaliation – Punishment for asserting your rights to be free from discrimination, including harassment.

Sexual Assault – Any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Falling under the definition of sexual assault are sexual activities such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape.

Sexual Identity/Orientation – How people think of themselves in terms of whom they are romantically or sexually attracted to.

Transgender - A person whose sense of personal identity and gender does not correspond with their sex assigned at birth.

PASSHE's System-Wide Climate Survey for Faculty

Tell Us About Yourself

* 1. Which university or office do you currently work for? If you're at an integrating university, which university is your home base/historic campus?

- Bloomsburg University
- California University
- Cheyney University
- Clarion University
- East Stroudsburg University
- Edinboro University
- Indiana University
- Kutztown University
- Lock Haven University
- Mansfield University
- Millersville University
- Shippensburg University
- Slippery Rock University
- West Chester University

2. Which type of faculty member are you? Check all that apply.

- Part-time
- Full-time
- Professor
- Assistant professor
- Associate professor
- Temporary faculty member
- Instructor
- Tenured
- Tenure-track
- Visiting professor

Other (please specify)

3. How long have you been employed here ?

- Less than one year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more

4. To which college(s) are you assigned? Check all that apply.

- Arts and Humanities/Liberal Arts
- Business
- Education
- Engineering
- Graduate Studies
- Health Sciences
- Honors College
- Sciences and Mathematics
- Technology and Information Science
- University College

Other (please specify)

5. To which department(s) are you assigned? Check all that apply.

- Agriculture
- Athletics
- Biological Sciences
- Business
- Communications
- Computer or information sciences
- Counseling
- Criminal Justice
- Economics
- Education
- Engineering
- English
- Exploratory Studies
- Foreign Languages
- Health professions
- History
- Library science
- Mathematics
- Parks/Recreation
- Philosophy
- Physical Sciences
- Psychology
- Public administration
- Social Work
- Sociology
- Visual/performing arts

Other (please specify)

6. Why did you choose to teach here? Check all that apply.

- Career advancement opportunities
- Employee benefits
- Employee research/affinity groups*
- Overall reputation
- Research opportunities
- Salary
- Tenure process
- Wanted to join a union
- Work-life balance
- Campus commitment to diversity**
- Faculty diversity
- Staff & employee diversity
- Student diversity
- Surrounding community
- I am an alum
- Family member is an alum
- Family member works here
- Location (close to home)
- On-campus childcare
- Only job I was offered
- Opportunity to telecommute
- Size of university

Other (please specify)

*A voluntary, employee-led group that serves as a resource for members and organizations by fostering a diverse, inclusive workplace that is aligned with the organizational mission, values, goals, and business practices.

**Describes the myriad ways in which people differ, including the psychological, physical, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Embracing diversity means that everyone and every group is valued and moves beyond simple tolerance to celebrating the rich dimensions of our differences.

7. How did you first learn about your job opening?

- Colleague
- Conference
- Family member
- Friend
- Job board
- Magazine ad
- Newspaper ad
- Online job search
- Previous employer
- Professional journal
- Recruiter/search firm
- University's website

Other (please specify)

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Religion/Political Views

8. What is your religion/spiritual affiliation?

- Agnostic
- Atheist
- Buddhist
- Christian (other than Roman Catholic)
- Church of Jesus Christ of Latter-day Saints
- Hindu
- Jehovah's Witness
- Jewish
- Muslim
- Protestant
- Roman Catholic
- Scientologist
- Seventh Day Adventist
- Sikh
- Unitarian Universalist
- Prefer not to answer

Other (please specify)

9. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
I can openly express my religious/spiritual beliefs on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty should be able to openly express their religious/spiritual beliefs on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can openly express my religious/spiritual beliefs in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My religious/spiritual beliefs are treated with respect by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My religious/spiritual beliefs are treated with respect by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My religious/spiritual beliefs are treated with respect by staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My religious/spiritual beliefs are treated with respect by administrators*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual holidays I celebrate are respected by the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees with my religious/spiritual beliefs have a dedicated space for prayer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees with my religious/spiritual beliefs are well-represented in shared governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Administrators include positions such as the university president, vice presidents, deans, and directors.

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Religion/Political Views

10. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
I can openly express my political views on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty should be able to openly express their political views on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can openly express my political views in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My political views are treated with respect by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My political views are treated with respect by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My political views are treated with respect by staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My political views are treated with respect by administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees with my political views are well-represented in shared governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. If desired, please explain your answers or experiences with religion and political views at this university.

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Current United States Military and Veterans

12. Are you currently a member of the United States military or a military veteran?

Yes

No

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Current United States Military and Veterans

13. To what extent has the university facilitated your adjustment to civilian life?

- Not at all
- Not much
- Somewhat
- Very much
- N/A

14. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As a military member/veteran, I feel welcome on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a military member/veteran, I feel welcome in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a military member/veteran, I am treated with respect by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a military member/veteran, I am treated with respect by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a military member/veteran, I am treated with respect by staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a military member/veteran, I am treated with respect by administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military members and veterans are well-represented in shared governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. If desired, please explain your answers or experiences as a member of the military or a veteran at this university.

PASSHE's System-Wide Climate Survey for Faculty

Disability Status

16. Do you have a disability*?

- Yes
- No
- Not sure
- Prefer not to answer

*A diagnosed or known condition that can limit one or more major life activities; including accessing various campus experiences due to a lack of accommodations and/or the presence of accessibility barriers.

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Disability Status

17. What type of disability do you have? Check all that apply.

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism
- Blind/low vision
- Deaf/hard of hearing
- Intellectual disability
- Learning disability
- Medical/chronic health condition
- Mobility/orthopedic
- Psychological*
- Traumatic brain injury
- Prefer not to answer
- I do not have a disability

Other (please specify)

*Mental health or conditions that influence our emotions, cognitions, and/or behaviors, which may include depression, anxiety, schizophrenia, and bipolar disorder.

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Disability Status

18. Have you ever reached out to the university for disability accommodations?

Yes

No

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Disability Status

19. How satisfied are you with the following items related to your accommodations at the university?

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied	N/A
Overall services provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical accessibility on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Captioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistive technology provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Process for requesting accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. The accommodations I receive(d) while participating in the following met my expectations.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
The application process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The interview process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The on-boarding process*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Day-to-day work responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*The process through which new employees acquire the necessary knowledge, skills, and behaviors to become effective organizational members.

21. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As a faculty member with a disability, I feel welcome on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member with a disability, I feel welcome in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member with a disability, I am treated with respect by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member with a disability, I am treated with respect by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member with a disability, I am treated with respect by staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member with a disability, I am treated with respect by administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member with a disability, I am treated with respect by the disability/accessibility resources professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus physical accessibility (doors, restrooms, parking, walkways, elevators, etc.) meets my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events I attend on campus are accessible to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty with a disability are well-represented in shared governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As a faculty member with a disability, I regularly experience discrimination and/or harassment on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member with a disability, I regularly experience discrimination and/or harassment in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member with a disability, my contributions to the campus community are valued and appreciated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member with a disability, I feel supported in my professional development and working towards tenure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online communication platforms that the university uses are accessible and easy for me to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member with a disability, I feel our university is committed to making our campus more inclusive and affirming for faculty with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. If desired, please explain your answers or experiences as a faculty member with a disability at this university.

24. Are there other resources or facilities that the university should provide to support employees with disabilities (professionally, socially, psychologically)?

PASSHE's System-Wide Climate Survey for Faculty

LGBTQIA+ Faculty

25. Do you identify as LGBTQIA+*?

- Yes
- No
- Not sure
- Prefer not to answer

*Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual.

PASSHE's System-Wide Climate Survey for Faculty

LGBTQIA+ Faculty

26. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
I can openly express my gender identity/expression* on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can openly express my gender identity/expression in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My gender identity/expression is treated with respect by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My gender identity/expression is treated with respect by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My gender identity/expression is treated with respect by staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My gender identity/expression is treated with respect by administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*A person's perception of having a gender, which may or may not correspond with their sex at birth.

27. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
I can openly express my sexual identity/orientation* on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can openly express my sexual identity/orientation in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My sexual identity/orientation is treated with respect by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My sexual identity/orientation is treated with respect by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My sexual identity/orientation is treated with respect by staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My sexual identity/orientation is treated with respect by administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*How people think of themselves in terms of whom they are romantically or sexually attracted to.

28. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
LGBTQIA+ faculty are well-represented in shared governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an LGBTQIA+ faculty member, I feel welcome and treated with respect at campus events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an LGBTQIA+ faculty member, I regularly experience discrimination and/or harassment on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an LGBTQIA+ faculty member, I regularly experience discrimination and/or harassment in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an LGBTQIA+ faculty member, I feel there are campus events that are socially and culturally relevant to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an LGBTQIA+ faculty member, my contributions to the campus community are valued and appreciated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an LGBTQIA+ faculty member, I feel supported in my professional development and working towards tenure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an LGBTQIA+ faculty, I feel our university is committed to making our campus more inclusive and affirming for LGBTQIA+ faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. If desired, please explain your answers or experiences as an LGBTQIA+ faculty member at this university.

PASSHE's System-Wide Climate Survey for Faculty

Faculty of Color

30. Are you a person of color*?

Yes

No

*Someone who is not white or of European parentage. People of color can include individuals who identify as ethnically Middle Eastern or Arab.

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Faculty of Color

31. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As a faculty member of color, I feel welcome on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member of color, I feel welcome in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member of color, I am treated with respect by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member of color, I am treated with respect by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member of color, I am treated with respect by staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member of color, I am treated with respect by administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member of color, I feel welcome and treated with respect at campus events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty of color have organizations/affinity groups they can join	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty of color are well-represented in shared governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As a faculty member of color, I feel there are groups on campus that are culturally and socially supportive for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member of color, I regularly experience racial discrimination and/or racial hostility on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member of color, I regularly experience racial discrimination and/or racial hostility in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member of color, I feel supported in my professional development and working towards tenure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member of color, I feel there are groups at this university that are culturally and socially supportive of me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member of color, my contributions to the campus community are valued and appreciated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a faculty member of color, I feel our university is committed to making our campus more inclusive, equitable, and affirming for faculty of color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. If desired, please explain your answers or experiences as a faculty member of color at this university.

PASSHE's System-Wide Climate Survey for Faculty

International Faculty

34. Are you an international faculty member*?

Yes

No

*A person who is sponsored to work in the United States by their employer. This includes people in H1B, TN, or O1 status as well as those who are pending employment based US Permanent Residency.

PASSHE's System-Wide Climate Survey for Faculty

International Faculty

35. How satisfied are you with the following items related to our Human Resources office?

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied	N/A
Overall services provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of appointment times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendliness of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. To what extent has the Human Resources facilitated your adjustment to campus life in the U.S.?

- Not at all
- Not much
- Somewhat
- Very much
- N/A

37. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As an international faculty member, I feel welcome on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an international faculty member, I feel welcome in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an international faculty member, I am treated with respect by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an international faculty member, I am treated with respect by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an international faculty member, I am treated with respect by staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an international faculty member, I am treated with respect by administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an international faculty member, I feel welcome and treated with respect at campus events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International faculty members are well-represented in shared governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As an international faculty member, I regularly experience discrimination and/or harassment on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an international faculty member, I regularly experience discrimination and/or harassment in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an international faculty member, I feel there are groups on campus that are culturally and socially supportive for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an international faculty member, my contributions to the campus community are valued and appreciated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an international faculty member, I feel supported in my professional development and working towards tenure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. If desired, please explain your answers or experiences as an international faculty member at this university.

PASSHE's System-Wide Climate Survey for Faculty

Campus Diversity

40. To what extent do you agree or disagree with the following statements regarding your department's recruitment and retention efforts?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
My department hosted events for future diverse faculty on our campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department participates in an institutional strategic diversity hiring plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department participates in faculty exchange programs to promote diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department has pipeline programs to attract diverse faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A written diversity plan is required in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department is accountable for diversity progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. Have you served on a faculty search committee in the past two years?

- Yes
- No

PASSHE's System-Wide Climate Survey for Faculty

Campus Diversity

42. To what extent do you agree or disagree with the following statements regarding your search committee and departmental processes?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
The job search required a diverse pool of candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The search committee had a dedicated diversity recruitment specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My search committee was made up of diverse members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of my search committee frequented diversity recruitment events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. Is diversity and inclusion an explicit priority in your university's campus-wide strategic plan?

- Yes
- No
- Currently in development
- I don't know

PASSHE's System-Wide Climate Survey for Faculty

Campus Diversity

44. To what extent do you agree or disagree with the following statements regarding our campus-wide strategic diversity plan?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
Senior leadership* establishes the campus vision for diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior leadership creates a culture of accountability to diversity, equity, and inclusion initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior leadership shows a visible commitment to campus diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I meet with our chief diversity officer regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A written diversity plan is required in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department is accountable for diversity progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Senior leadership includes the university president and vice presidents.

45. To what extent do you agree or disagree with the following statements regarding our campus-wide strategic diversity plan?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
The online employee training about diversity, equity, and inclusion (run by Everfi/Foundry) will support a more inclusive campus climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is adequate financial support to drive campus diversity efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our DEI-related committees or governance groups are effective at engaging the campus in diversity activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity efforts should be led by each department with oversight by a central university office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have a way to effectively measure our departmental diversity success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our Board of Trustees is supportive of campus diversity efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board of Governors is supportive of campus diversity efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Office of the Chancellor is supportive of campus diversity efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PASSHE's System-Wide Climate Survey for Faculty

Campus Diversity

46. How important, in your opinion, is diversity¹, equity², and inclusion³ to the following groups on campus?

	Not at all important	Not that important	Neutral	Somewhat important	Very important	N/A
Administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹ Describes the myriad ways in which people differ, including the psychological, physical, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Embracing diversity means that everyone and every group is valued and moves beyond simple tolerance to celebrating the rich dimensions of our differences.

² The effort to provide different levels of support based on an individual's or group's needs that acknowledges and addresses the legacy of historical inequities in order to achieve future fairness in educational processes and outcomes.

³ Authentically bringing traditionally excluded individuals and groups into processes, activities, and decision/policy making in a way that shares power. It involves people being given the opportunity to grow and feel they belong rather than feeling the need to assimilate.

47. How welcoming is our campus to the following groups?

	Not at all welcoming	Not very welcoming	Neutral	Somewhat welcoming	Very welcoming	N/A
African Americans/Blacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian Americans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caucasians/Whites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current military and veterans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First-generation students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanics/Latinx people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students and employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBTQIA+ people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle Eastern people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muslims	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native Americans/Alaska Natives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native Hawaiians/Pacific Islanders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undocumented students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. How well does our institution promote racial and cultural interaction between different groups?

- Not at all
- Not very well
- Somewhat
- Very well
- N/A

49. How would you categorize the level of racial/ethnic integration on our campus?

	Not at all integrated	Not very integrated	Neutral	Somewhat integrated	Very integrated	N/A
On campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In campus dining areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During sporting events on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During meetings with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During meetings with administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During employee events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. To what extent do you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
My university encourages faculty members to share their ideas openly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My university is responsive to faculty concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My university has administrators who speak and act in ways that value diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My university has staff members who speak and act in ways that value diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My university has faculty who speak and act in ways that value diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My university promotes and values cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My university has a lot of racial tension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My university has informative employee training about diversity, equity, and inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

51. If desired, please explain your answers or experiences related to Campus Diversity at this university.

PASSHE's System-Wide Climate Survey for Faculty

Personal Experiences of Discrimination/Bias/Harassment

52. To what extent do you agree or disagree with the following statements regarding the university's responsiveness to a report of discrimination¹/bias²/harassment³?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
The university would take a report seriously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My privacy would be maintained if I were to file a report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university would take steps to protect my safety if I were to file a report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to file a report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who file reports are treated fairly during an investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People accused of committing an offense are treated fairly during an investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our university reacts strongly and swiftly to acts of hateful and hurtful speech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹ Any unlawful distinction, preference, or detriment to an individual that is based upon an individual's protected class (i.e. race, color, ethnicity, national origin, gender, disability, etc.) that: (1) excludes an individual from participation in; (2) denies the individual the benefits of; (3) treats the individual differently with regard to; or (4) otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in a university program or activity. Discrimination includes failing to provide a reasonable accommodation, consistent with state and federal law, to persons with disabilities, as well as failing to reasonably accommodate an employee's or student's religious practices where the accommodation does not impose an undue hardship.

² An explicit or implicit belief that some people, ideas, etc., are better than others, which usually results in treating some individuals and groups unfairly.

³ A form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990. It is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, or genetics.

53. Have you experienced any of the following while employed here? Check all that apply.

- An illegal activity
- Bullying
- Discrimination/bias/harassment based on age
- Discrimination/bias/harassment based on gender
- Discrimination/bias/harassment based on gender identity/expression¹
- Discrimination/bias/harassment based on race/ethnicity
- Discrimination/bias/harassment based on lack of English language proficiency (foreign accent)
- Discrimination/bias/harassment based on national origin
- Discrimination/bias/harassment based on disability
- Discrimination/bias/harassment based on veteran status
- Discrimination/bias/harassment based on religion/worldview/spiritual affiliation
- Discrimination/bias/harassment based on a medical condition or illness
- Discrimination/bias/harassment based on socioeconomic status
- Discrimination/bias/harassment based on sexual identity/orientation²
- Discrimination/bias/harassment based on political views
- Discrimination/bias/harassment based on genetic information
- Discrimination/bias/harassment based on pregnancy
- Retaliation³
- Sexual assault⁴
- Sexual harassment
- Other
- None of the above

Comments

¹ A person's perception of having a gender, which may or may not correspond with their sex at birth.

² How people think of themselves in terms of whom they are romantically or sexually attracted to.

³ Punishment for asserting your rights to be free from discrimination, including harassment.

⁴ Any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Falling under the definition of sexual assault are sexual activities such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape.

PASSHE's System-Wide Climate Survey for Faculty

Personal Experiences of Discrimination/Bias/Harassment

54. Who caused the offense(s) related to the experience(s) you indicated in the previous question? Check all that apply.

- Athletic coach
- Campus police
- Faculty member
- Member of the surrounding community
- Parent of a student
- Senior administrator (vice president or dean)
- Other administrator
- Staff member
- Student
- Prefer not to answer

Other (please specify)

55. Have you ever reported an incident(s) of discrimination/bias/harassment?

- Yes
- No



PASSHE's System-Wide Climate Survey for Faculty

Personal Experiences of Discrimination/Bias/Harassment

56. Who did you report the incident(s) to? Check all that apply.

- Campus ministry
- Campus police
- Chief diversity officer
- Counseling center
- EEO office
- Equal Employment Opportunity Commission
- Faculty member
- Family member
- Friend
- Human resources
- Legal department
- My supervisor
- NAACP
- Off-campus police
- Off-campus healthcare professional
- Office of Civil Rights
- Ombuds*
- Senior administrator
- Title IX coordinator
- Union representative
- University Diversity's Office/Social Equity Office

Other (please specify)

*A university official responsible for investigating individuals' complaints against system flaws, especially those of individual authorities, such as professors and administrators.

57. If you have reported a written bias/discrimination/harassment incident in the past two years, what was the result? Check all that apply.

- My complaint was taken seriously
- Criminal action was taken
- My complaint was addressed but not resolved to my satisfaction
- Nothing was done
- It's still in process
- My complaint was resolved to my satisfaction
- My complaint was dismissed

Other (please specify)

PASSHE's System-Wide Climate Survey for Faculty

Personal Experiences of Discrimination/Bias/Harassment

58. Why didn't you report the incident(s)? Check all that apply.

- I decided it wasn't important enough
- There was not enough evidence
- I feared retaliation
- I didn't feel anything would happen
- The offender asked me not to
- The offender is no longer here
- There was too much pressure from administrators/faculty/staff not to report
- There was too much pressure from my family not to report
- I feared losing my job
- I felt it was my fault
- I had no witnesses to support me
- The process to file a complaint was not secure
- I didn't think the school would support me
- I was embarrassed

Other (please specify)

PASSHE's System-Wide Climate Survey for Faculty

Personal Experiences of Discrimination/Bias/Harassment

59. If desired, please explain your answers or experiences related to discrimination, bias, and harassment at this university.

PASSHE's System-Wide Climate Survey for Faculty

Safety on Campus and in the Community

60. To what extent do you agree or disagree with the following statements about safety on/off campus?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
I feel safe on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People are supportive of other people who have experienced incidents of physical confrontation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People are supportive of other people who have experienced incidents of emotional confrontation (discrimination, sexual harassment, bullying)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

61. To what extent do you agree or disagree with the following statements regarding campus police?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
Campus police should be required to participate in ongoing diversity training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus police should be reflective of the diversity of our students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus police should be armed at all times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus police keep all students and employees safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

62. Which of the following would make you feel safe on campus? Check all that apply.

- Ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.)
- Bike or foot patrol campus police
- Designated walking/bike paths
- Efforts to keep non-students or non-employees off campus
- Emergency call boxes
- Emergency services for incidents of sexual assault
- Escorts to other buildings on campus
- Information about emergency procedures in case of a campus lockdown, extreme weather, etc.
- Interior lighting in campus buildings after dark
- Maintenance of improperly working safety items (lightbulbs that are out, call boxes not working, etc.)
- Parking lot attendants
- Parking lot lighting
- Quick response by administration to campus emergencies
- Shuttle bus waiting areas
- Street lighting
- Surveillance cameras
- Volunteer designated drivers
- Walkway lighting

Other (please specify)

63. If desired, please explain your answers or experiences with safety on/off campus and/or with campus police.

PASSHE's System-Wide Climate Survey for Faculty

Overall Campus Experience

64. To what extent do you agree or disagree with the following statements about the overall climate on our campus?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
I am satisfied overall with my interactions with other employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received adequate diversity and inclusion training to effectively engage with students and employees on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this university to others considering working here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my off-campus community engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am respected by other employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to weave diversity/cultural competence* into my curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to work for the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in work decisions that affect my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*The ability to effectively deliver education or services that meet the social, cultural, and linguistic needs of those being educated or served.

65. To what extent do you agree or disagree with the following statements about the overall climate on our campus?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
My contributions to campus diversity efforts have been recognized (awards, financial incentives, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This university is diverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This university is inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, equity, and inclusion are core values of our institution's mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our university engages with external communities to understand their interests and respond to their needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our university puts too much emphasis on diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If there were recognitions (awards, financial incentives, etc.) for contributions to campus diversity, I would participate more in advancing those efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The welfare of the university takes precedence over donor demands, investment matters, and political interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse perspectives can easily be found within our general education programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have worked to make this university a more inclusive campus through my actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

66. To what extent do you agree or disagree with the following statements about the overall climate on our campus?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
Public announcements regarding internal communications and practices are honest and truthful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The policy to improve campus climate via diverse hiring is effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All employees are held to the same code of professional ethics and conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior leadership is held to appropriate measures of accountability and responsibility for campus climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are enough qualified administrators to establish effective and equitable procedures for our university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior leadership consults with stakeholders at all levels of the organization around key decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State System leaders consult with stakeholders at all levels of the organization around key decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

67. To what extent do you agree or disagree with the following statements about your work experience here?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
My workload is too heavy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work-life balance is appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have experienced microaggressions* in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I love my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my employee benefits package	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are too many expectations of me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a great sense of belonging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have experienced a hostile working environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to quit my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Manifestations of prejudice and hatred that are brief and/or subtle but great in the power or magnitude of their consequences.

68. To what extent do you agree or disagree with the following statements about your work experience here?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
Conference attendance is supported	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development is encouraged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior faculty are well-supported by mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate funding exists for my research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am utilizing the full range of skills in my current position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking outside the box is rewarded in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are other faculty I can get career advice from	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My writing is supported	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My research is supported	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department works as a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My expertise is valued	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

69. To what extent do you agree or disagree with the following statements about your work experience here?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
I am underpaid for the work that I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring practices are not fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity-related research, teaching, or community service are considered in the hiring of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My performance evaluations are done on a regular basis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are pay disparities here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My performance evaluations are fair and impartial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The promotion processes are fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sabbatical leave is supported here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure process is fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

70. If you have ever considered leaving our institution, tell us why. Check all that apply.

- Benefits are not adequate
- Child care issues
- Co-worker tension
- Dissatisfaction with my supervisor
- Dissatisfaction with State System leadership
- Dissatisfaction with State System policies or practices
- Dissatisfaction with union leadership
- Dissatisfaction with university leadership
- Family relocation
- Feeling of not belonging at the university
- Harassed or bullied at work
- Heavy workload/burn out
- Lack of campus diversity
- Lack of campus inclusion
- Low morale
- No career advancement opportunities
- No sense of belonging in the surrounding community
- Offered a job elsewhere
- Pregnancy
- Salary is are not adequate
- Work not appreciated
- I have not considered leaving

Other (please specify)

71. If desired, please explain your answers or experiences related to the Overall Campus Experience at this university.

PASSHE's System-Wide Climate Survey for Faculty

Faculty Demographics

72. What is your gender?

- Woman
- Man
- Genderqueer or Non-binary
- Transgender* man
- Transgender woman
- Uncertain or questioning
- Prefer not to answer

Prefer to self-describe

*A person whose sense of personal identity and gender does not correspond with their sex assigned at birth.

73. What is your sexual orientation?

- Heterosexual/Straight
- Gay or Lesbian
- Bisexual
- Pansexual
- Asexual
- Queer
- Prefer not to answer

Prefer to self-describe

74. What is your race/ethnicity? Check all that apply.

- African American or Black
- Asian American or Asian
- Caucasian or White
- Hispanic or Latinx
- Middle Eastern, North African, Arab, or Arab American
- Native American or Alaska Native
- Native Hawaiian or Pacific Islander
- Prefer not to answer

Prefer to self-describe

75. Were you a first-generation* college student?

- Yes
- No

*First-generation means that none of your parents had a college degree when you attended college.

76. How would you describe your political views?

- Far left/leftist
- Liberal
- Moderate
- Conservative
- Far right
- Prefer not to answer

77. What is your age?

- 24 or under
- 25-30
- 31-40
- 41-50
- 51-60
- 61 or over
- Prefer not to answer

78. What is your marital status?

- Single
- Married
- Separated
- Divorced
- Partnered/civil union*
- Widowed
- Prefer not to answer

*A legally recognized arrangement similar to marriage.

79. What is your citizenship status?

- Born in the U.S.
- Naturalized U.S. citizen*
- Permanent resident
- International (F-1, J-1, etc.)
- Prefer not to answer

*A foreign person who is granted U.S. citizenship after he or she fulfills the requirements established by Congress in the Immigration and Nationality Act.

80. Where do you live during the academic year?

- Own home
- Rental
- With relatives
- Currently unhoused
- In temporary housing (e.g., hotel, couch surfing)

Other (please specify)

81. Please offer any additional comments or suggestions to improve our campus climate for diversity, equity, and inclusion.

82. Please add any other comments you would like to make regarding this survey. We appreciate your feedback!

Thank you for taking the time to respond to the Systemwide Climate Survey for faculty!