



Pennsylvania's  
**STATE SYSTEM**  
of Higher Education

# **Campus Climate Survey**

## **Report of Selected Systemwide Findings**

**Presented to Executive Leadership Group**

**by**

**Denise Pearson, Vice Chancellor, and Chief DEI Officer and  
Kate Akers, Assistant Vice Chancellor, Advanced Data Analytics**

**September 12, 2022**

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## Executive Summary

In 2020, during the pandemic, the State System launched an initiative to strengthen diversity, equity, and inclusion for everyone in the system office and on our campuses. As part of that commitment, the State System conducted its first ever Systemwide Climate Survey in the winter of 2021. The survey establishes baseline understandings relative to the experiences of students, faculty, and staff so that areas of concern and opportunities for improvement can be identified and responded to through university and where appropriate Board actions.

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

This report summarizes data collected from all universities and the Office of the Chancellor. Reports in a similar format will be prepared and distributed to universities including aggregated university level data as well as comparative systemwide and national data (where available).

At the university level, survey results are intended to stimulate inquiry and ultimately to prioritize and shape actions that result in the creation of more inclusive communities, with periodic "pulse" surveys used to evaluate progress. At the Board level they will be used to guide thinking about the operations of the Board and the policy and accountability environments it develops and maintains to support universities work strengthening inclusive communities.

## Universities Use of the Survey

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

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

- 1) Establish a process for engaging their community in a discussion of survey results with a view to understanding them, prioritizing what issues ought to be addressed over the next three years, and gather input into specific actions that may be taken, as well as the measurable goals that should be associated with those actions

- 2) Share the above with ELG and its appropriate sub-groups, with a view to having finalized plans available by June 2023.
- 3) Beginning summer 2023, include actions and goals in annual Comprehensive Planning Process (CPP), and reflect on them in presidential performance and CPP review (presidents may also wish to include actions in university DEI strategies, strategic plans, and or other appropriate planning documents).
- 4) ELG or SLG councils under its direction, may also wish to engage in information sharing and/or collaboration where appropriate both in planning and implementation.

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

1. Training in the use of survey data that are made available through interactive data dashboards
2. Identification of resources that may be useful in support of the work
3. Facilitation and staffing support may also be available for specific multi-university and/or systemwide efforts that are engaged by the Executive Leadership Group

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

### **Board Use of the Survey**

The Board will receive the system-level report and use it to determine what if any adjustments should be made in the how the Board operates and/or in the policy and accountability environments that it maintains for the System. The Board's consideration of these issues will parallel and intersect with the university-level process described above, with any action plans being affirmed at the July 2023 meeting and then implemented over the subsequent two years.

### **Summary Findings of Survey Data**

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

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

**Figure 1** shows survey distribution and *response rates* by university and stakeholder group. Response rates varied by university: 11.7% of students, 40.5% of faculty members, 42.3% of staff members, and 66.6% of NREs responded to the climate survey systemwide.

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

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

## Overall Survey

Each of the four surveys included “topics” or statements organized around six topics as follows:

- Political & Religious Views – Assesses students’ and employees’ opinions whether they can and should be able to express their political and religious beliefs on campus and in the surrounding community
- Campus Diversity – Assesses students’ perceptions of intergroup interactions on campus and the university’s commitment to and concern about diversity, equity, and inclusion; assesses employees’ perceptions of recruitment, retention, and other policies to support diversity and inclusion campus-wide.
- Discrimination, Bias, and Harassment – Assesses individuals’ experiences with and perceptions of the reporting processes related to discrimination, harassment, and bias
- Campus Safety – Assesses students’ and employees’ feelings of safety on campus and their opinions or experiences related to campus safety/police officers
- Student Outreach – Assesses students’ satisfaction with different academic, social, and mental health services at the university
- Overall Campus Experience / Employee Engagement – Assesses the extent to which students feel supported by the university academically, socially, and emotionally; Assesses employees’ satisfaction with leadership and their work environment, including the university’s commitment to diversity and inclusion

## Key Stakeholder Sections

Each of the four surveys also included prompts that targeted five stakeholder groups: People of Color (defined as not white or of European parentage), People with Disabilities, Veterans and Active Military, LGBTQA+ people<sup>1</sup>, and International Students and Employees. These sections included questions that asked students and employees the extent to which they felt welcome and respected along with their experiences with discrimination and harassment, both on campus and in the surrounding community. There were also questions to assess their experiences with offices that provide services relevant to each stakeholder group (e.g., Office of Disability/Accessibility, Veteran's Office, HR).

## Analysis

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

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

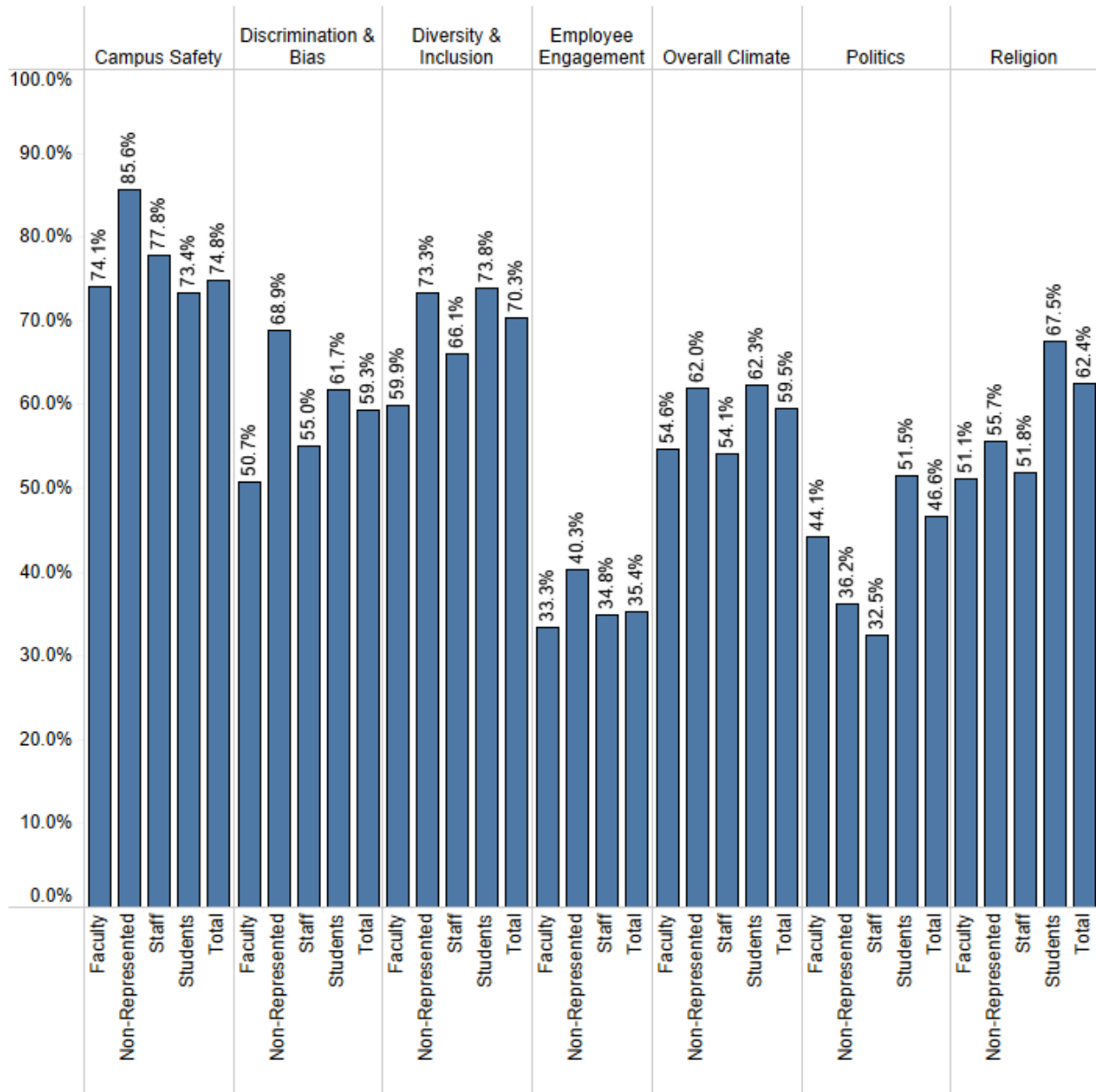
The highest levels of agreement exist amongst non-represented staff (85.6%) with prompts having to do with campus safety. Overall, the campus safety topic had the highest level of agreement. The lowest levels of agreement exist for prompts having to do respectively with one's comfort expressing political views (staff 32.5%) and employee engagement (faculty 33.3%). Overall, the employee engagement had the lowest level of agreement across all employee respondent groups.

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

**Figure 2. Percent Agreement by Topic and Survey Type**

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



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

**Figure 3. Percent Agreement by Topic and Survey Respondent Population**

Overall Percent Agree/Strongly Agree										
			High level attributes identified by survey respondent							
Topic	Survey Respondent Type	Total	Man	Woman	Genderqueer or Non-Binary	LGBTQIA+	Person of Color	Veteran	Disability	International
Campus Safety	Faculty	74.1%	79.1%	73.5%	54.0%	62.3%	65.3%	79.1%	61.7%	67.4%
	Non-Represented	85.6%	89.5%	84.6%		80.0%	80.1%	82.1%	90.9%	
	Staff	77.8%	76.8%	79.5%	44.1%	69.1%	69.8%	79.8%	68.7%	92.3%
	Students	73.4%	80.5%	72.4%	57.6%	64.3%	64.7%	68.7%	66.7%	77.0%
	Total	74.8%	80.7%	74.0%	57.1%	64.7%	66.2%	73.8%	67.0%	72.9%
Discrimination & Bias	Faculty	50.7%	58.1%	49.7%	41.8%	42.5%	47.6%	62.0%	35.3%	50.5%
	Non-Represented	68.9%	74.1%	68.0%		57.8%	68.1%	69.6%	69.0%	
	Staff	55.0%	55.3%	58.5%	26.5%	46.2%	44.4%	64.1%	45.0%	69.7%
	Students	61.7%	67.7%	61.2%	48.3%	51.6%	56.6%	56.6%	52.1%	72.6%
	Total	59.3%	64.4%	59.5%	46.8%	50.3%	54.6%	61.2%	49.2%	59.3%
Diversity & Inclusion	Faculty	59.9%	62.7%	60.4%	43.7%	47.9%	53.0%	61.3%	49.7%	57.3%
	Non-Represented	73.3%	75.8%	73.4%		63.3%	62.8%	75.2%	71.0%	
	Staff	66.1%	62.1%	69.3%	44.1%	55.1%	55.0%	63.8%	60.4%	70.4%
	Students	73.8%	73.0%	75.9%	63.4%	69.9%	65.3%	64.1%	68.8%	72.4%
	Total	70.3%	69.6%	72.6%	61.5%	66.7%	62.0%	64.8%	65.2%	63.7%
Employment	Faculty	33.3%	34.8%	33.6%	12.9%	26.4%	31.0%	27.7%	24.9%	33.7%
	Non-Represented	40.3%	41.2%	41.1%		46.3%	36.1%	37.8%	40.9%	
	Staff	34.8%	32.3%	37.8%	38.1%	28.2%	30.2%	34.0%	31.0%	37.8%
	Students	35.4%	35.9%	36.6%	28.1%	30.0%	32.0%	32.8%	29.4%	34.0%
	Total	35.4%	35.9%	36.6%	28.1%	30.0%	32.0%	32.8%	29.4%	34.0%
Overall Climate	Faculty	54.6%	57.9%	55.4%	44.5%	51.3%	53.9%	61.4%	45.1%	51.0%
	Non-Represented	62.0%	64.3%	62.9%		59.7%	60.3%	58.6%	57.4%	
	Staff	54.1%	50.6%	57.4%	39.0%	45.9%	50.5%	47.5%	48.9%	59.8%
	Students	62.3%	63.4%	63.0%	55.1%	59.8%	53.9%	57.7%	57.7%	60.3%
	Total	59.5%	60.4%	60.9%	53.8%	58.0%	54.1%	56.1%	54.5%	54.8%
Politics	Faculty	44.1%	50.6%	45.4%	50.9%	52.1%	44.5%	37.8%	40.5%	36.9%
	Non-Represented	36.2%	40.2%	38.7%		56.6%	37.4%	20.8%	42.9%	7.7%
	Staff	32.5%	38.1%	32.8%	24.1%	46.4%	33.5%	31.4%	33.1%	14.6%
	Students	51.5%	51.9%	52.6%	58.7%	62.0%	52.8%	30.5%	51.8%	46.1%
	Total	46.6%	48.6%	48.3%	57.5%	60.2%	48.5%	30.8%	48.1%	38.6%
Religion	Faculty	51.1%	56.3%	53.2%	51.7%	40.5%	51.6%	56.5%	39.4%	45.0%
	Non-Represented	55.7%	57.2%	58.2%		68.2%	60.8%	52.3%	59.5%	
	Staff	51.8%	52.0%	54.9%	64.3%	49.5%	57.7%	49.7%	52.4%	53.1%
	Students	67.5%	69.0%	69.8%	59.1%	67.1%	66.8%	48.7%	62.6%	64.0%
	Total	62.4%	63.4%	65.4%	59.0%	64.2%	63.6%	50.3%	59.2%	53.9%

\*Cells with fewer than 5 distinct respondents are redacted



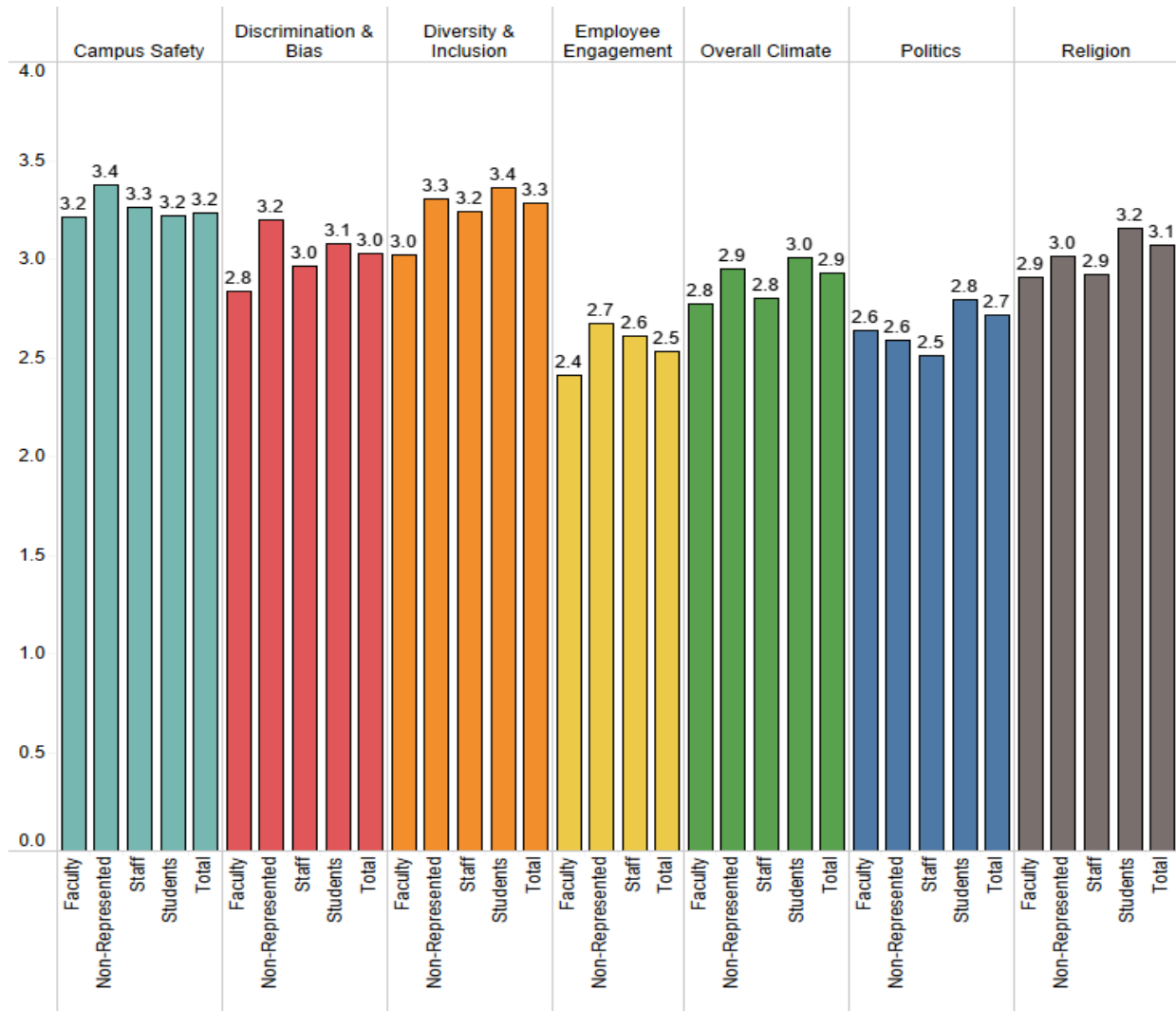
**Figures 4 and 5** represent the same data only this time using an average agreement score rather than a percentage. The average agreement score is calculated based on weighting all individual responses within a given theme based on the following schema:

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

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

The chart shows the highest level of agreement with prompts having to do with Campus Safety and Diversity & Inclusion and the lowest having to do with Employee Engagement and Politics.

**Figure 4. Average Response Rating by Topic and Survey Type**



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

Overall Agreement Average										
			High level attributes identified by survey respondent							
Topic	Survey Respondent Type	Total	Man	Woman	Genderqueer or Non-Binary	LGBTQIA+	Person of Color	Veteran	Disability	International
Campus Safety	Faculty	3.2	3.3	3.2	2.9	3.0	3.1	3.4	3.0	3.2
	Non-Represented	3.4	3.5	3.3		3.1	3.3	3.4	3.4	
	Staff	3.3	3.3	3.3	2.9	3.1	3.2	3.3	3.0	3.3
	Students	3.2	3.4	3.2	2.9	3.1	3.1	3.2	3.1	3.3
	Total	3.2	3.4	3.2	2.9	3.1	3.1	3.3	3.1	3.2
Discrimination & Bias	Faculty	2.8	3.0	2.8	2.4	2.6	2.8	3.0	2.5	2.8
	Non-Represented	3.2	3.3	3.2		3.0	3.2	3.2	3.3	
	Staff	3.0	3.0	3.0	2.1	2.7	2.7	3.1	2.7	3.0
	Students	3.1	3.2	3.1	2.7	2.9	3.0	3.1	2.9	3.2
	Total	3.0	3.1	3.0	2.7	2.9	3.0	3.1	2.8	3.0
Diversity & Inclusion	Faculty	3.0	3.1	3.0	2.6	2.8	2.9	3.1	2.8	3.0
	Non-Represented	3.3	3.3	3.3		3.1	3.1	3.4	3.3	
	Staff	3.2	3.2	3.3	2.8	2.9	3.1	3.2	3.1	3.3
	Students	3.4	3.4	3.4	3.1	3.2	3.2	3.3	3.2	3.4
	Total	3.3	3.3	3.3	3.1	3.2	3.2	3.3	3.2	3.2
Employment	Faculty	2.4	2.5	2.4	1.9	2.2	2.3	2.4	2.1	2.4
	Non-Represented	2.7	2.7	2.7		2.6	2.5	2.7	2.6	
	Staff	2.6	2.6	2.7	2.5	2.3	2.4	2.6	2.4	2.5
	Total	2.5	2.6	2.5	2.2	2.3	2.4	2.6	2.3	2.4
Overall Climate	Faculty	2.8	2.8	2.8	2.5	2.7	2.8	2.9	2.6	2.7
	Non-Represented	2.9	3.0	3.0		2.9	2.9	3.0	2.9	
	Staff	2.8	2.8	2.9	2.6	2.6	2.8	2.7	2.6	2.9
	Students	3.0	3.1	3.0	2.8	2.9	2.9	3.0	2.9	3.0
	Total	2.9	3.0	3.0	2.8	2.9	2.9	2.9	2.8	2.8
Politics	Faculty	2.6	2.8	2.6	2.6	2.8	2.6	2.5	2.6	2.6
	Non-Represented	2.6	2.7	2.6		2.9	2.7	2.3	2.6	
	Staff	2.5	2.6	2.5	2.7	2.7	2.5	2.4	2.4	2.0
	Students	2.8	2.8	2.8	2.9	2.9	2.9	2.5	2.8	2.9
	Total	2.7	2.7	2.7	2.9	2.9	2.8	2.4	2.7	2.7
Religion	Faculty	2.9	3.0	2.9	3.0	2.8	2.8	3.1	2.6	2.8
	Non-Represented	3.0	3.0	3.0		3.2	3.1	2.8	3.1	
	Staff	2.9	2.9	3.0	3.1	2.9	3.0	2.8	2.8	2.9
	Students	3.2	3.2	3.2	3.0	3.2	3.2	3.0	3.1	3.1
	Total	3.1	3.1	3.1	3.0	3.1	3.1	2.9	3.0	2.9

\*Cells with fewer than 5 distinct respondents are redacted

## Conclusion

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

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

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

- fosters the success of all students, faculty, and staff;

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

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

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

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

## Acknowledgements

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

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

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

### *State System Campus Climate Survey Committee*

- Nicole Book (Library Services, Mansfield University)

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

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

## Appendices

### 1. Methodological Appendix

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

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

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

**Figure A.1. Inclusion Criteria for Survey Distribution**

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

Data resulting from closed ended questions, including responses to prompts in which respondents were asked to specify their level of agreement using a Likert Scale, were imported into SAS to structure and format for analysis. The structured data were then imported into Tableau for data management, organization, exploration and, ultimately, visualization deployment. These data are available in aggregated form (by survey, theme, university, and stakeholder group) at the question- and prompt-level in the Climate Survey Dashboard at

[www.passhe.edu/systemdata](http://www.passhe.edu/systemdata). To preserve respondent anonymity, cell sizes smaller than five will not appear in results.

## **2. Survey Instruments**

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

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

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

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