East Carolina UNIVERSITY

PROJECT: ECYOU

Campus Climate Survey

Report of Results

Campus Climate Survey, 2016

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Introduction

History of the Project

Campus climate, defined by leading climate researcher Susan Rankin as "the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential," has become an increasingly important topic at East Carolina University.

In an effort to elevate the work around this topic, the Chancellor's Diversity Leadership Cabinet (CDLC) was established in 2010 by the Chancellor and the Associate Provost for Equity and Diversity. This 30-member cabinet aims "to offer support in accomplishing the stated goals for diversity and inclusion, consistent with the annual goals for the Equity and Diversity unit, and the institution's diversity action plan." The committee, appointed by the Chancellor and chaired by the Associate Provost for Equity and Diversity, reports to both the Chancellor and the Provost.

A Workplace Climate Commission was established as part of the CDLC in FY 2012-2013 to focus directly on ECU's workplace climate assessment. The commission's purpose was to assess workplace issues at ECU and submit recommendations for improving the campus climate for all members of the university.

The first of such recommendations was to select and implement a workplace climate assessment and develop a promotional plan to maximize participation. Emphasis was placed on communicating results and having a broad-based committee to be accountable for the assessment and recommend an action plan to ECU's executive council. This same body would also assist with compiling and reporting best practices from other universities and assessing outcomes for executive council-approved actions.

In FY 2013-2014, the Workplace Climate Commission proposed a climate assessment plan with a four-year implementation timeline.

> During the timeline's planning year (Year Zero), along with developing the assessment tool and administration plan, it was recommended that efforts be made to communicate with the university about the climate assessment plan, the upcoming assessment, and how results will be used to enhance the climate at ECU. It was also recommended that past results of existing surveys (i.e., COACHE) be shared and that open forums be held to discuss climate assessment and increase participation.

> During the next year (Year One), the plan includes administering the assessment, analyzing results, developing target areas for improvement, and communicating results and target areas to the community. Following (Year Two), the plan focuses on implementing solutions. In order to accomplish this, the plan suggests addressing target areas and strategically aligning priorities and programming. Furthermore, to help develop specific strategies, the plan recommends that open forums be used to gather input from the campus community. Subsequently, the chosen strategies can be communicated to the university.

Lastly, the final phase (Year Three) focuses on following-up with previous efforts to ensure that the action plans continue to align and address the priorities. During this year, open forums can again be used to gather input about the progress of ongoing initiatives. Moreover, as in the previous year, the strategies and their progress should be communicated to the campus community. Upon conclusion of this phase, the cycle begins again with the administration of the assessment from Year One. Additionally, it was recommended that all future efforts should reiterate how past results are being used to improve the climate at ECU and support the strategic plan of the university.

During FY 2014-2015, the CDLC Workplace Climate Commission changed its name to the Campus Climate Commission and membership changed to be more inclusive of the entire university. The commission began work on the planning year (Year Zero) of the newly coined Campus Climate Initiative.

The commission developed a project scope of work, outlined below:

The ultimate goal of the Campus Climate Initiative (CCI) is to create an environment where all faculty, staff, students, alumni, and visitors feel appreciated, invited, and welcomed. Thus, we must assess the climate to understand how the university climate is perceived and experienced. The CCI work will be done through a variety of elements and activities. The project will have four main elements and each element will have a variety of activities. Element one includes information sharing forums, element two includes focus groups, element three includes a campus climate survey, and element four includes employee exit interviews and grievance data.

During this planning year, the Office for Equity and Diversity held multiple information sharing forums with key stakeholder groups to introduce this effort to the campus community. In addition, ECU's Center for Survey Research (CSR) developed the assessment tool, and piloted the survey with various ECU stakeholder groups including faculty, staff, and students. CSR also facilitated and analyzed focus groups concentrated on perceptions of climate among faculty, staff, and students.

Campus Climate Assessment Structure and Process

Research on climate studies, conducted by the ECU Office for Equity and Diversity, found that there is no single method for assessing climate that works as a standard across all institutions. Rather, institutions use a variety of mixed methods to assess campus climate, as shown in Hart and Fellabaum's article *Analyzing Campus Climate Studies: Seeking to Define and Understand* (2008).

> Specifically, multiple studies were reviewed to determine the structure and content of campus climate assessments. It was revealed that although the majority of studies were conducted by internal investigators (89.6 percent), there was a relatively equal split between studies that utilized quantitative methods and those that used mixed methods (47.1 percent and 46.2 percent, respectively). Moreover, some institutions based results on national surveys, such as the National Climate Study and the HERI Faculty Survey, while others based results on the statistical analysis of preexisting data available through institutional research offices.

> When evaluating focus areas, the three most prevalent identity categories were gender, race/ethnicity, and sexual orientation. Such focus areas are not necessarily climate dimensions, but rather, factors that may affect one's experience of climate dimensions. Additionally, approximately half of the studies included only one group of subjects, with the vast majority focused solely on faculty. Yet, some studies utilized combinations of faculty, staff, and students.

The original recommendations (FY 2012-2013) for a formal climate assessment emphasized the need to 1) include all employees, 2) yield high response rates, 3) include multiple climate dimensions, and 4) be performed longitudinally. With this in mind, an internal assessment method was chosen, in order to involve all faculty, staff, and students. ECU's Center for Survey Research was tasked with developing, piloting, and administering the survey and The Office of Institutional Planning, Assessment, and Research and the Office for Equity and Diversity were designated to assist with the data analysis, report writing, and the presentation of findings. Finally, ECU Marketing and Communications was consulted to brand the initiative (now known as, Project: EC*you*) and promote participation.

Project: EC*you* Specifics

As part of this new campus-wide initiative, numerous faculty and staff came together to develop the internal survey aimed at measuring the present campus climate at ECU. This survey will be administered once every three years and will act as the key measurement of ECU's campus climate. According to this timeline, the next survey will be administered in the fall of 2018.

The current survey was administered from October 6, 2015 through November 6, 2015. There were three versions of the survey: faculty, staff, and student (see Appendix A). The final faculty, staff, and student surveys contained 43 questions across 7 dimensions (Engagement, Safety, Inclusion, Working Environment, Communication, Governance and Leadership, Wellness and Work/Life Balance). Each survey also included a demographic section. On the student survey, 3 dimensions (Working Environment, Communication, Governance and Leadership) were skipped if the student was not also an ECU employee. All surveys included opportunities for participants to provide additional comments.

Methodology

Survey Instrument

The survey was designed based on a thorough review of best practices among higher education institutions around the country, as well as within the University of North Carolina system. The survey's dimensions were chosen as relevant and important to the establishment of a baseline for ECU's campus climate assessment. The survey was also piloted by the Center for Survey Research and refined based on feedback. The pilot administration included 115 individuals from various campus stakeholder groups, including the Chancellor's Diversity Leadership Cabinet, the Survey Review and Oversight Committee, the Chancellor's Committee on the Status of Women, Faculty Senate, Staff Senate, Student Government Association, Resident Hall Association, and Greek Life.

Survey participants were permitted to skip any question(s) that made them feel uncomfortable and could withdraw from the survey at any time without penalty. A survey introduction included information regarding the purpose of the survey and the anonymity of responses. In addition to the complete anonymity of survey responses, all additional comments provided by participants were analyzed separately and randomized to eliminate any association with other survey responses. All unedited comments were delivered to the Office of Equity and Diversity for safekeeping. A campus climate definitions document was also made available to participants throughout the survey to ensure a common understand of terms used in the survey (see Appendix B).

Distribution Procedure

The survey was administered online using Qualtrics survey software and all responses were completely anonymous. Each participant received an invitation email containing a personalized link to the survey. This method was chosen to ensure that only ECU faculty, staff, and students could participate. Eight email reminders were sent out to each group over the course of the distribution period. Moreover, to show support from the ECU administration, the Chancellor emailed a support letter citing the importance of participation to the campus community during the middle of the administration period.

Limitations

Several limitations could have impacted the generalizability of results. First, all respondents self-selected to participate, potentially leading to self-selection bias. Such bias is of concern because an individual's decision to participate in the survey may also be related to certain types of responses. For example, people with considerable knowledge about climate issues may have been more likely to participate and respond in a manner that is not representative of the entire campus community. Next, not all university members use or have access to computers on a consistent basis, potentially impacting the ability for some individuals to participate. Accordingly, a campus computer lab was reserved for two days per week during the final four weeks of the survey administration period, to provide computer access to those who desired it. The use of such computer space was also encouraged by employees' supervisors and employees were permitted to participate in the survey during working hours.

Third, due to the survey only being available online, it may have been difficult for individuals with certain disabilities to participate. Thus, after consulting with ECU's Disability Support Services, the following statement was included in all communications regarding survey participation.

> *Individuals in need of accommodation under the Americans with Disabilities Act in order to participate in the survey should contact the Department for Disability Support Services at (252) 737-1016 or email your request to* dssdept@ecu.edu*.*

Finally, it was determined that the survey should be as inclusive as possible and allow every student, regardless of status, to participate. In turn, distance education (DE) students were given the opportunity to participant in the survey. Although this decision made the survey more inclusive, it also potentially limited results; as such students' exposure to campus and campus climate issues is unknown. In particular, inclusion of such students may have led to a decrease in the overall response rate, as DE students may have elected not to participate, or a decrease in the overall representativeness of results, as DE students with little campus interaction may have elected to respond.

Response Rates

Based on the original recommendations of the CDLC Campus Climate Commission, the above-mentioned methodology aimed to be inclusive of all ECU faculty, staff, and students and yield high response rates. An overall response rate of 24.0 percent was obtained from the 2015 Campus Climate Survey. The following response rates were obtained from each of the three participant groups:

Out of a total of 2,009 eligible faculty members, a total of 645 faculty participants completed the survey, resulting in a faculty response rate of 32.0 percent.

Out of a total of 4,065 eligible staff members, a total of 1,350 staff participants completed the survey, resulting in a staff response rate of 33.0 percent.

Out of a total of 25,559 eligible students, a total of 1,950 student participants completed the survey, resulting in a student response rate of 8.0 percent.

Executive Summary

Project Background

In FY 2013-2014, the Campus Climate Commission proposed a climate assessment plan with a four-year implementation timeline. The implementation timeline included the following components:

– Year Zero: Develop the assessment tool and administration plan; communicate with the university about the climate assessment plan, upcoming assessment, and how results will be used to enhance climate at ECU.

– Year One: Administer the assessment; analyze results; develop target areas for improvement; and communicate results and target areas to the community.

– Year Two: Implement solutions; address target areas and strategically align priorities and programming; gather input from the campus community; and communicate to the university about strategies.

– Year Three: Follow-up with previous efforts to ensure that action plans continue to align and address priorities; gather input from the campus community; and communicate to the university about the progress of strategies.

Finally, the timeline begins again with the administration of a second Campus Climate Survey in 2018.

Survey Instrument

The 2015 Campus Climate Survey was designed based on a thorough review of best practices among higher education institutions around the country, as well as within the University of North Carolina system. The survey's dimensions were chosen as relevant and important to the establishment of a baseline for ECU's campus climate assessment and included:

– Engagement, Safety, Inclusion, Working Environment, Communication, Governance and Leadership, and Wellness and Work/Life Balance

Each survey also included a demographic section, as well as a variety of opportunities for participants to provide additional comments. Surveys were administered to all ECU faculty, staff, and students and were customized for each of the three participant groups. The 2015 Campus Climate Survey was administered from October 6, 2015 through November 6, 2015.

Methodology and Limitations

Surveys were administered using Qualtrics survey software and all responses were completely anonymous. Participants were permitted to skip any question(s) that made them feel uncomfortable and could withdraw from the survey at any time without penalty. Participants received an invitation email containing a personalized link to the survey, as well as up to eight email reminders over the course of the distribution period.

Limitations associated with the project methodology included:

– All respondents self-selected to participate, potentially leading to self-selection bias. Increased marketing of the 2015 Campus Climate Survey to the entire campus community aimed at mitigating this limitation.

– Not all university members use or have access to computers on a consistent basis. In turn, some individuals may have had limited ability to participate in the computer-based online survey. In order to mitigate this limitation, university computer labs were made available to faculty and staff members throughout the survey administration period and supervisors encouraged employees to participate in the survey during working hours.

– The use of an online survey may have also prevented some individuals with certain disabilities from participating. Information directing potential participants to ECU's Disability Support Services was included in the survey in order to help mitigate this limitation and provide support for individuals who may have required assistance in completing the survey.

– The student sample included all current students, regardless of status (e.g., Distance Education). The inclusion of all students may have both reduced the overall response rate and decreased the representativeness of results. However, due to the intentional inclusivity of the survey, no measures were taken to mitigate this limitation.

Response Rates

An overall response rate of 24.0 percent was obtained from the 2015 Campus Climate Survey. This overall response rate included a faculty response rate of 32.0 percent (645 participants), a staff response rate of 33.0 percent (1,350 participants), and a student response rate of 8.0 percent (1,950 participants).

Key Findings

The following summary of results contains key findings from the 2015 Campus Climate Survey for faculty, staff, and student participants. The overall report of results aims to provide a detailed description of findings for each participant group; whereas, the following summary seeks to provide an integrated presentation of key findings across all three participant groups. In turn, this summary may be used to develop a general depiction of the current campus climate at East Carolina University and act as an aid when developing specific strategies to address issues regarding the current climate.

Engagement

In the first section of the survey, participants were asked a series of questions regarding their engagement at the university. Overall, participants' responses revealed high levels of engagement.

- Large portions of participants from all three participant groups indicated agreement with statements pertaining to ECU's mission statement.

- The statement, "I believe in ECU's mission," received the largest portion of participants who indicated that they *strongly agreed*; whereas, smaller portions of participants indicated agreement with the statements, "I am proud to share ECU's mission with others" and "I feel personally responsible for supporting ECU's mission across all of my roles at the university."

    o In turn, participants demonstrated higher levels of belief in the university's mission than they did feelings of responsibility to support the university's mission and share it with others.

- All participant groups indicated feelings of pride and engagement related to their role at the university; however, faculty and staff participants indicated more engagement with their role at the university than did student participants.

- Female faculty members demonstrated a higher level of engagement than male faculty members. Specifically, female faculty members indicated higher levels of agreement with statements suggesting that they believe in ECU's mission, understand how their work contributes to the mission, and look forward to each day at the university.

- Junior faculty members (tenure < 5 years) also demonstrated slightly higher levels of engagement than senior faculty members (tenure > 5 years), indicating that they get a sense of accomplishment from their work and are proud to be a member of the ECU community.

Safety

Participants were then asked a series of questions about perceptions and experiences of safety at ECU.

– Large portions of faculty, staff, and student participants indicated that they feel safe walking alone on the ECU campus during the day; however, a significantly smaller portion of participants from all three participant groups indicated similar feelings of safety after dark.

  o Faculty: 51.2% *strongly agree* (day); 7.8% *strongly agree* (night)
  o Staff: 42.5% *strongly agree* (day); 6.4% *strongly agree* (night)
  o Students: 49.1% *strongly agree* (day); 7.3% *strongly agree* (night)

– Additionally, in comparison to female faculty and staff participants, larger portions of male participants indicated that they feel safe on campus during the day and after dark; however, much smaller portions of both male and female participants indicated feeling safe after dark.

Next, although a large portion of participants indicated that they *agreed* that ECU makes every effort to ensure a safe campus and would respond effectively to a safety incident, a smaller portion *strongly agreed* with the statements – indicating overall feelings of safety, but leaving room for improvement.

– The most frequently experienced safety incident across all three participant groups was harassment (not including sexual harassment).

– Student participants experienced more physical violence, sexual violence, and sexual harassment than faculty and staff participants.

– Female faculty participants reported experiencing more harassment than male faculty participants.

– Male staff participants reported experiencing more physical violence than female staff participants.

Moreover, with few exceptions, all safety incidents were more likely to be unreported than to be reported.

Interestingly, for all groups, when asked about actual reporting behaviors, harassment was the most frequently reported incident type and when asked about familiarity with reporting methods there was no difference between harassment and any other incident type. Yet, in comparison to all other incident types, the smallest portion of participants indicated that they would report future harassment incidents and the largest portion of participants indicated that such reporting behavior would be dependent upon other factors.

Finally, staff members were the most trained group of participants in regard to safety policies, procedures, and prevention methods.

Inclusion

Next, participants responded to a series of questions regarding inclusion at ECU.

- All three participant groups reported that they *frequently* interact with faculty, staff, and students with a race/ethnicity, religious background, or social/economic background that is different from their own.

- In comparison, the largest portion of participants indicated that they *never* interact with faculty, staff, and students with a gender identity that is different from their own.

Despite frequent interaction, participants indicated that they are most likely to hear negative, inappropriate, or stereotypical statements made in reference to race/ethnicity. Furthermore, they are more likely to hear students make such statements, as well as negative statements pertaining to all other demographic categories in general.

- Participants' responses indicated that in comparison to students, faculty and staff members are more likely to hear other faculty and staff members make negative comments pertaining to inclusion. In fact, student participants rarely reported hearing such comments from faculty and staff members.

- In comparison to female faculty participants, a larger portion of male faculty participants reported hearing students make negative statements pertaining to sexual orientation; however, female participants reported more experience with acts of bias or discrimination.

- In comparison to White participants, a larger portion of participants from all other race/ethnicity groups indicated hearing faculty and staff members make negative statements pertaining to immigration background, race/ethnicity, and social/economic background. Such participants also reported more experience with acts of bias or discrimination.

Over 70.0 percent of all participants had no experience with acts of bias or discrimination. However, bias or discrimination on the basis of race/ethnicity was the most frequently experienced form of such acts. Furthermore, the largest portion of participants indicated that they *might* have experienced an act of bias or discrimination on the basis of race/ethnicity.

- Across all demographic categories, similar portion of participants indicated that they *might* have experienced an act of bias or discrimination, as those who said they had experienced an act.

- All acts of bias or discrimination were more likely to be unreported than to be reported.

Lastly, participants feel welcome at ECU and believe there are faculty, staff, and students from different cultures and backgrounds at ECU. However, some participants *disagreed* that ECU provides an environment that allows free and open expression of ideas, opinions, and beliefs.

Working Environment

Participants also answered questions pertaining to their working environment. The working environment section was presented to all faculty and staff members, as well as student participants who indicated that they are currently employed at ECU.

Participants were first asked to rate a variety of aspects of their working environment using a scale that consisted of 1 to 5 stars.

– All participants awarded high ratings to aspects related to their working relationships with co-workers, collaboration among their work groups, and the overall quality of faculty and staff members at ECU.

– However, participants provided the lowest number of 5-star ratings and the highest number of 1-star ratings for mentoring at ECU.

o Although the majority of participants indicated low ratings for mentoring, junior staff participants (tenure < 5 years) provided more favorable ratings of mentoring than senior staff participants (tenure > 5 years).

The largest portion of participants in all participant groups *strongly agreed* with the statements, "I enjoy my job", "My unit adheres to policies that support fair hiring, promotion, tenure, and workplace practices", and "There are opportunities for professional development at ECU."

– Female faculty participants indicated higher levels of job enjoyment than male participants and were less likely to indicate that they *often* think about leaving their job.

The largest portion of faculty participants *strongly disagreed* with the statement, "I am paid fairly for my work."

– Furthermore, in comparison to junior faculty participants, a larger portion of senior faculty participants disagreed that they are paid fairly and rewarded for performing well.

The largest portion of staff participants *strongly disagreed* with the statements, "Criteria for attaining promotion are clear", "I believe that the promotion process is reasonable", and "I am rewarded and/or recognized for performing well."

– In contrast, students demonstrated higher levels of neutrality than disagreement with several statements such as, "I hope to be a permanent employee of ECU in the near future", which was given a neutral response by nearly half of student participants.

Communication

Next, participants were asked a series of questions regarding communication, pertaining to both positive communication between participants and the individuals to which they report, and open, two-way communication between university entities. Similar to the working environment section, the communication section was presented to all faculty and staff members, as well as student participants who indicated that they are currently employed at ECU.

–   In general, there were larger portions of participants who indicated that they *agreed* with the various statements than *strongly agreed* – indicating that there may be overall room for improvement in the manner in which faculty, staff, and students communicate.

–   Additionally, when faculty and staff participants were asked to indicate their agreement with the statement, "I am reluctant to bring up issues that concern me for fear that it will negatively affect my career", approximately half of participants did not indicate that they *disagreed* with the statement – suggesting a reluctance to communicate about certain issues.

Lastly, participants indicated that they experience more frequent open, two-way communication between close university entities, such as within departments/schools, than they do between more distant entities, such as between colleges/divisions, or throughout the entire university.

–   In comparison to staff participants, faculty participants indicated that they experienced less frequent open, two-way communication across all university entities.

–   In comparison to junior faculty and staff participants, senior participants also indicated higher levels of disagreement regarding clear and positive communication throughout the university.

Governance and Leadership

Faculty and staff participants, as well as ECU-employed student participants, were also asked questions pertaining to governance and leadership. Specifically, participants were asked about the governance and leadership of their immediate supervisor, as well as senior leadership at the university.

–   Participants indicated high levels of agreement with statements pertaining to their supervisor. Specifically, participants feel that their supervisor has a genuine interest in their career development and well-being, is available when needed, creates a positive work environment, and clearly communicates professional expectations.

–   In contrast, faculty and staff participants indicated lower levels of agreement with statements pertaining to senior leadership at the university. Specifically, participants *agreed* that senior leadership clearly communicates institutional priorities; however, the majority of participants indicated a neutral response to statements suggesting that senior leadership encourages transparency in decision-making, effectively allocates institutional resources, and effectively represents the university.

Wellness and Work/Life Balance

Finally, all participants were asked a series of questions pertaining to wellness and work/life balance.

– In comparison to faculty and staff, a larger portion of student participants indicated that they *strongly agreed* that there are sufficient health resources available on campus.

– However, all three participant groups indicated higher levels of agreement regarding the availability of physical health resources on campus, than mental health resources.

o Student participants also indicated that they were more familiar with physical health services, which were used by approximately 50.0 percent of participants, than mental health services, which were used by approximately 15.0 percent of participants

– Additionally, nearly half of faculty and staff participants felt neutral about the availability of all health resources on campus

Nevertheless, all participant groups indicated agreement that ECU promotes health and wellness on campus and provides sufficient facility space for physical fitness on campus.

Additionally, with the exception of fear of job loss, which faculty and staff participants indicated caused them a high amount of stress in the past year, all participant groups indicated higher levels of stress caused by personal aspects in the past year than professional aspects.

– Faculty participants experienced high amounts of stress caused by the timing of departmental meetings and functions, personal health, and adult caregiver responsibilities, but lower amounts of stress caused by securing funding for research and departmental politics.

– Staff participants experienced high amounts of stress caused by adult caregiver responsibilities and childcare, but lower amounts of stress caused by the review/promotion process and departmental politics.

– Student participants experienced high amounts of stress caused by making friends, finding things to do socially, and involvement in a school-sponsored organization or activity, but lower amounts of stress caused by class work load and academic performance.

Finally, faculty and staff participants indicated that they *often* forgo personal activities for professional responsibilities, but forgo professional responsibilities for personal activities less often.

Next Steps

The administration of the 2015 Campus Climate Survey and subsequent Report of Results helps to partially satisfy the goals established in Year One of the four-year implementation plan defined by the Campus Climate Commission. Remaining goals include developing target areas for improvement and communicating results and target areas to the community.

The implementation plan also recommends the use of focus groups to gather input from the campus community and aid in the development of strategic priorities.

Upon completion of all Year One tasks, the implementation plan will transition into Year Two and Year Three phases. Specifically, during Year Two, the plan focuses on implementing solutions and developing an overall strategy, which details how each target area is being addressed and how priorities and programming can be best aligned to positively impact campus climate. Finally, in Year Three, attention will be focused on following-up with previous efforts to ensure that the action plans continue to align and address the priorities.

At the end of the aforementioned cycle, the implementation plan begins again with a second administration of the Campus Climate Survey. It is recommended that this effort also reiterate how past results are being used to improve the climate and should incorporate any new data that can be derived from surveys conducted over the course of the previous three-year period.

Results

Faculty Perceptions of Climate

Demographics

Faculty participants were asked to respond to several demographic questions, which help to describe the group of individuals who elected to participate in the survey. The following section details faculty participants' responses to such questions. In addition to pre-defined response options, some questions also afforded participants the opportunity to select an "other" option and write-in a response that they believe best describes them. Examples of such responses are included throughout the following section.

Gender and Sexual Orientation

When asked to report gender, the majority of participants indicated that they identify as female (55.8 percent) or male (42.8 percent). However, a select number of participants indicated that they identify as either transgender (0.2 percent) or another gender (e.g., "genderqueer"; 1.3 percent). Regarding sexual orientation, the majority of participants indicated that they identify as heterosexual (92.8 percent). However, participants also indicated that they identify as gay or lesbian (4.1 percent), bisexual (1.3 percent), or another sexual orientation (e.g., "asexual"; 1.9 percent).

Age

Next, participants were asked to indicate the year range in which they were born (see Table 1). Overall, the majority of participants indicated that they were born between 1950 and 1979 (81.0 percent), indicating that the majority of faculty participants are approximately 40 years of age or older. In particular, the largest portion of participants indicated that they were born between 1950 and 1954 (17.8 percent). Therefore, nearly one-fifth of faculty participants are between the ages of 62 and 66.

Table 1. Faculty Demographics: Birth Year Range

Year Range	Percent
1940-1944	2.2%
1945-1949	5.7%
1950-1954	17.8%
1955-1959	14.2%
1960-1964	12.2%
1965-1969	12.9%
1970-1974	13.1%
1975-1979	10.8%
1980-1984	8.2%
1985-1989	2.7%
1990-1994	0.0%
1995-1999	0.2%

Race/Ethnicity and Country of Origin

Faculty participants were also asked to report their race/ethnicity and country of origin (see Table 2). The largest portion of participants indicated that they identify as White (81.0 percent), followed by those who identify as Black or African American (5.5 percent), Asian (4.9 percent), Two or more races (4.4 percent), or Hispanic of any race (2.9 percent). In regard to country of origin, the majority of participants indicated that they were born in the United States (88.2 percent), followed by the remainder of participants who indicated that they were born in a country other than the United States, such as "Canada", "India", or "Germany."

Table 2. Faculty Demographics: Race/Ethnicity

Race/Ethnicity	Percent
American Indian or Alaska Native	1.1%
Asian	4.9%
Black or African American	5.5%
Hispanic of any race	2.9%
Native Hawaiian/Pacific Islander	0.2%
Two or more races	4.4%
White	81.0%

Employment Status and Division

When asked to report their employment status and division, the majority of participants indicated that they are full-time faculty members (93.1 percent), followed by the remainder of participants who are part-time faculty members. Regarding division, the majority of participants indicated that they are employed within either Academic Affairs (62.2 percent) or Health Sciences (36.1 percent; see Table 3).

Table 3. Faculty Demographics: ECU Division of Employment

Division	Percent
Academic Affairs	62.2%
Administration and Finance	0.0%
Advancement	0.2%
Athletics	0.0%
Chancellor's	0.5%
Health Sciences	36.1%
Research, Economic Development and Engagement	0.5%
Student Affairs	0.5%

College

Next, participants who indicated that they are employed within either Academic Affairs or Health Sciences were asked to specify their college (see Tables 4 and 5). The largest portion of participants within Academic Affairs indicated that they are specifically employed within Thomas Harriot College of Arts and Sciences (38.1 percent), whereas the largest portion of participants within Health Sciences indicated that they are specifically employed within Brody School of Medicine (46.9 percent).

Table 4. Faculty Demographics: College of Employment, Academic Affairs

College (Academic Affairs)	Percent
Thomas Harriot College of Arts and Sciences	38.1%
College of Business	11.2%
College of Education	12.9%
College of Engineering and Technology	7.1%
College of Fine Arts and Communication	11.8%
College of Health and Human Performance	11.8%
College of Human Ecology	0.6%
Honors College	0.0%
Other	6.5%

Table 5. Faculty Demographics: College of Employment, Health Sciences

College (Health Sciences)	Percent
Brody School of Medicine	46.9%
College of Allied Health Sciences	15.6%
College of Nursing	25.0%
School of Dental Medicine	7.3%
Other	5.2%

Faculty Status and Rank

Faculty participants were also asked to specify their faculty status and rank (see Tables 6 and 7). Participants largely indicated that they are Tenured (48.8 percent), Fixed-Term (26.9 percent), or Tenure-Track (19.2 percent) faculty. Furthermore, the majority of participants indicated that they are either an Associate (36.8 percent) or Assistant (30.0 percent) Professor.

Table 6. Faculty Demographics: Faculty Status

Faculty Status	Percent
Instructional	3.0%
Fixed-Term	26.9%
Tenure-Track	19.2%
Tenured	48.8%
Other	2.1%

Table 7. Faculty Demographics: Faculty Rank

Faculty Rank	Percent
Instructor	13.0%
Assistant Professor	30.0%
Associate Professor	36.8%
Professor	17.4%
Other	2.8%

Tenure

Finally, faculty participants were asked to indicate how many years they have been employed at East Carolina University. The majority of participants indicated tenure of less than 5 years (28.1 percent) or between 5 and 10 years (26.8 percent). However, similar portions of participants indicated longer tenure, including between 10 and 15 years (17.8 percent), between 15 and 20 years (11.0 percent), and more than 25 years (10.7 percent).

Table 8. Faculty Demographics: Years Employed at ECU

Years Employed	Percent
Less than 5 years	28.1%
5-10 years	26.8%
10-15 years	17.8%
15-20 years	11.0%
20-25 years	5.6%
More than 25 years	10.7%

Survey Results

The following section includes all results from the 2015 Campus Climate Survey for faculty members.

Engagement

In the first section of the survey, faculty participants were asked to answer questions regarding their engagement at the university. Specifically, participants were shown the ECU Mission Statement and asked to indicate their agreement with a variety of related statements (see Figure 1). Participants responded using a 5-point scale, which ranged from 1 *strongly disagree* to 5 *strongly agree*.

Overall, participants indicated high levels of agreement with all statements. For example, nearly 90.0 percent of participants agreed (i.e., *agree* or *strongly agree*) with the statements, "I believe in ECU's mission" (86.9 percent) and "I understand how my work directly contributes to the accomplishment of ECU's mission" (85.5 percent). Moreover, no more than 7.5 percent of participants disagreed (i.e., *disagree* or *strongly disagree*) with any one statement.

Figure 1. Faculty: Engagement – Agreement with Mission Statement Specific Items
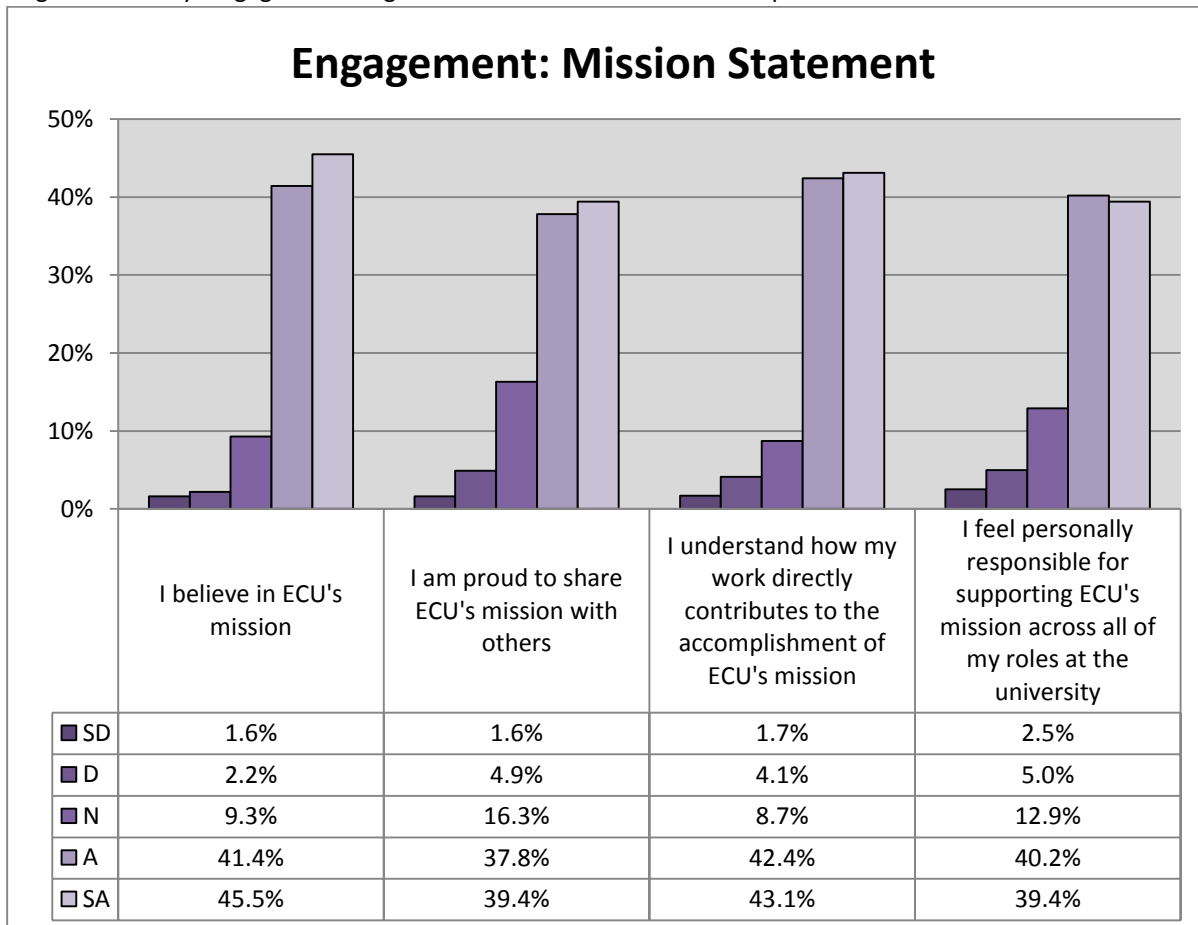
Engagement: Mission Statement

	I believe in ECU's mission	I am proud to share ECU's mission with others	I understand how my work directly contributes to the accomplishment of ECU's mission	I feel personally responsible for supporting ECU's mission across all of my roles at the university
SD	1.6%	1.6%	1.7%	2.5%
D	2.2%	4.9%	4.1%	5.0%
N	9.3%	16.3%	8.7%	12.9%
A	41.4%	37.8%	42.4%	40.2%
SA	45.5%	39.4%	43.1%	39.4%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Next, faculty participants were asked to indicate their agreement with several general statements regarding their engagement with the university (see Figure 2). Statements addressed topics such as university pride, as well as feelings of engagement, anticipation, and accomplishment. Participants consistently indicated agreement with the statements. For example, 79.4 percent of participants agreed (i.e., *agree* or *strongly agree*) with the statement, "I get a sense of accomplishment from the work I complete at the university" and 77.9 percent of participants agreed with the statement, "I feel engaged in my role at the university."

Additionally, although the majority of participants indicated agreement with the statement, "I look forward to each day at the university" (63.7 percent), 18.8 percent of participants indicated a neutral response and 17.4 percent of participants indicated that they disagreed (i.e., *disagree* or *strongly disagree*). No other statement had more than 10.6 percent of participants indicate that they disagreed.

Figure 2. Faculty: Engagement – Agreement with General Statements

Engagement: General

	I am proud to be a member of the ECU community	I feel engaged in my role at the university	I look forward to each day at the university	I get a sense of accomplishment from the work I complete at the university
SD	2.5%	2.1%	4.6%	3.3%
D	7.1%	8.4%	12.8%	7.3%
N	13.6%	11.6%	18.8%	10.0%
A	37.8%	40.2%	37.3%	42.3%
SA	39.0%	37.7%	26.5%	37.1%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

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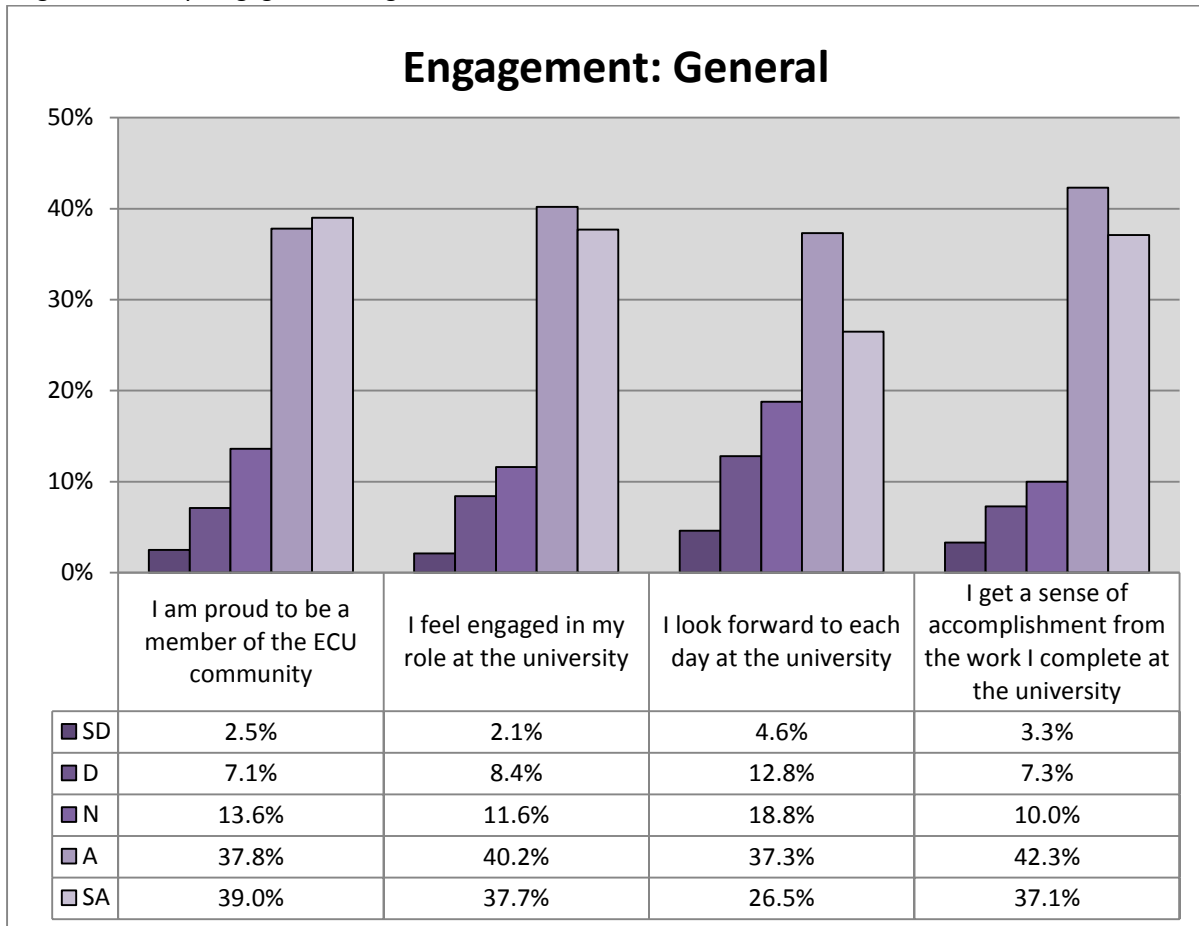
Safety

In the next section, faculty participants were asked to indicate their agreement with a variety of statements pertaining to campus safety (see Figure 3). The statements addressed general perceptions of safety on campus and the university's approach to ensuring a safe campus. For example, 62.4 percent of participants agreed (i.e., *agree* or *strongly agree*) that ECU makes every effort to ensure the campus is safe and 61.0 percent of participants agreed that ECU would respond effectively to a safety incident on campus. Additionally, 92.9 percent of participants agreed that they feel safe on campus during the day; however, only 34.2 percent of participants agreed that they feel safe on campus after dark.

Figure 3. Faculty: Safety – Agreement with General Statements
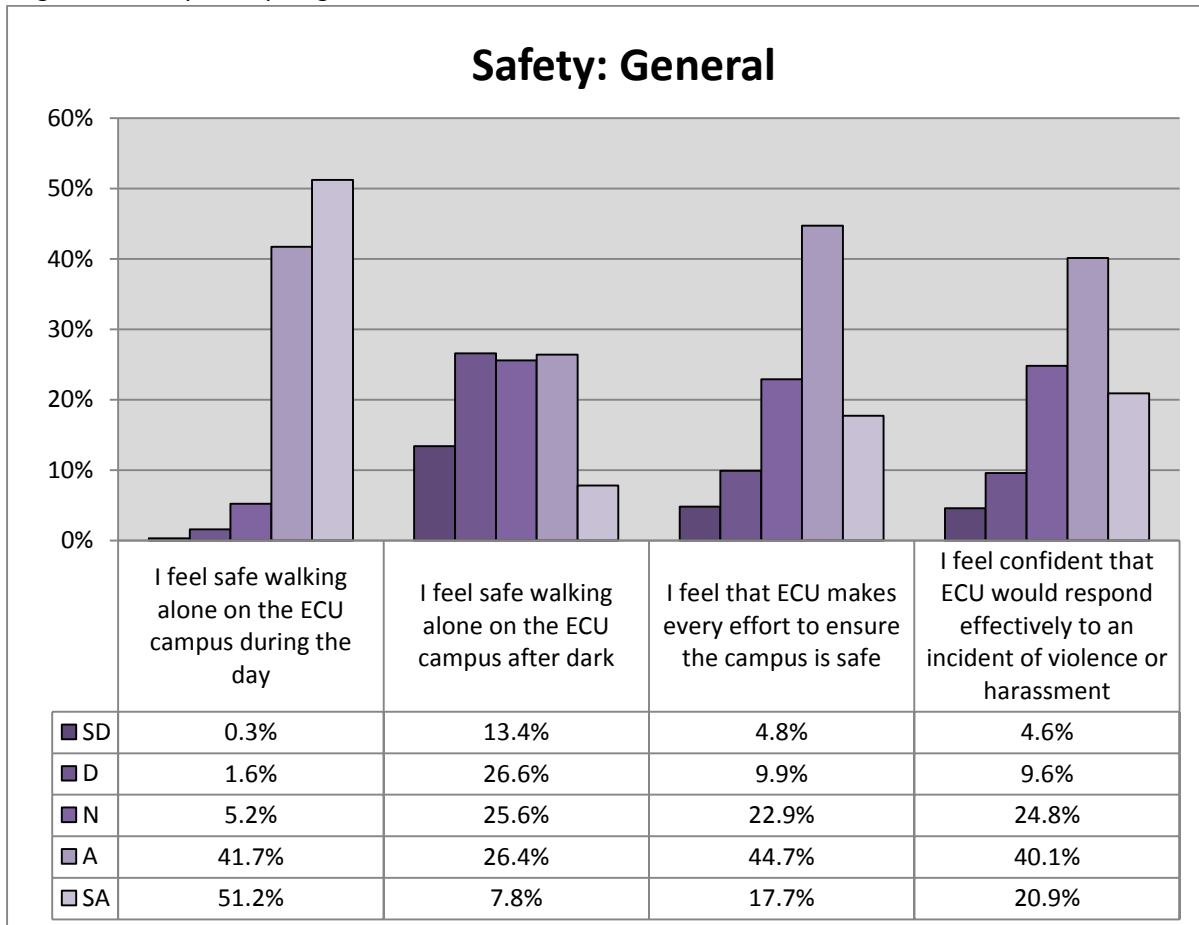
Safety: General

	I feel safe walking alone on the ECU campus during the day	I feel safe walking alone on the ECU campus after dark	I feel that ECU makes every effort to ensure the campus is safe	I feel confident that ECU would respond effectively to an incident of violence or harassment
SD	0.3%	13.4%	4.8%	4.6%
D	1.6%	26.6%	9.9%	9.6%
N	5.2%	25.6%	22.9%	24.8%
A	41.7%	26.4%	44.7%	40.1%
SA	51.2%	7.8%	17.7%	20.9%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Next, faculty participants were asked questions regarding several types of safety incidents (see Figure 4). Specifically, participants were asked to indicate if they had, 1) experienced and reported an incident, 2) experienced but not reported an incident, or 3) not experienced an incident. A participant was considered to have "experienced" an incident if they either witnessed or personally experienced an incident. Moreover, participants were given the opportunity to indicate whether they had witnessed or personally experienced the incident; however, participants did not report the number of times they had witnessed or personally experienced a particular incident. In turn, results merely aim to represent an approximation of the portion of participants who have had some form of experience with such incidents on campus. Incidents included physical violence, harassment, sexual violence, and sexual harassment.

Overall, the most frequently experienced incident was harassment, as a combined 20.4 percent of participants indicated that they had experienced (i.e., *reported* and *not reported*) a harassment incident. The portion of participants who indicated experiencing a harassment incident was twice as large as any other safety incident. Specifically, the next most frequently experienced incident was sexual harassment, with 9.3 percent of participants reporting some form of experience with the incident. The least frequently reported incidents included physical and sexual violence, which had 6.7 percent and 1.5 percent of participants report some form of experience with the incidents, respectively.

Lastly, the majority of participants indicated having witnessed the various safety incidents in comparison to having personally experienced an incident or incidents.

Figure 4. Faculty: Safety – Incident Reporting
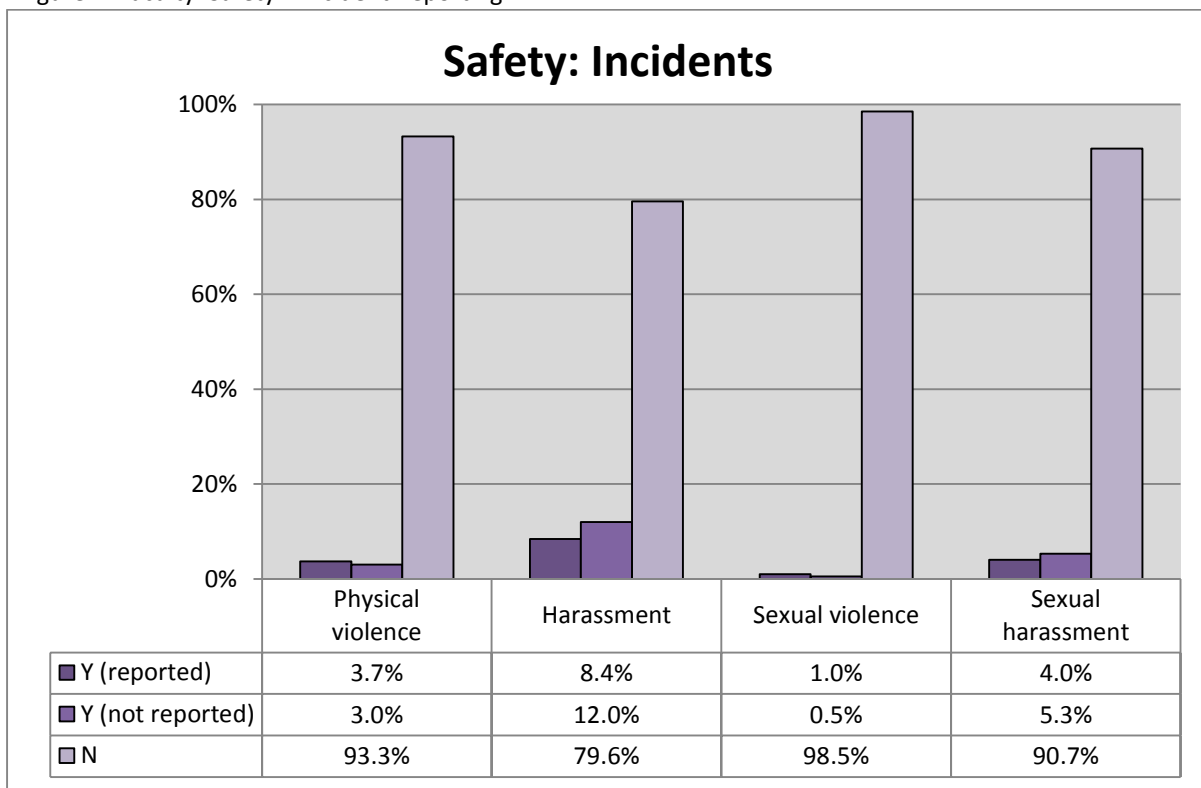
Safety: Incidents

	Physical violence	Harassment	Sexual violence	Sexual harassment
■ Y (reported)	3.7%	8.4%	1.0%	4.0%
■ Y (not reported)	3.0%	12.0%	0.5%	5.3%
■ N	93.3%	79.6%	98.5%	90.7%

Note: Y (reported) = Yes, witnessed/personally experienced an incident and previously reported an incident; Y (not reported) = Yes, witnessed/personally experienced an incident but have not reported an incident; N = No, have not witnessed/personally experienced an incident

Faculty participants were then asked to indicate whether they were familiar with methods for reporting various safety incidents (see Figure 5). Participants responded using a 3-point scale, which ranged from 1 *unfamiliar* to 3 *familiar*. Incidents included physical violence, harassment, sexual violence, and sexual harassment.

At least half of participants reported that they are *familiar* with reporting methods for all incidents and approximately 35.0 percent indicated that they are *somewhat familiar* with reporting methods. Moreover, no more than 10.5 percent of participants indicated that they are *unfamiliar* with reporting methods.

Figure 5. Faculty: Safety – Familiarity with Safety Incident Reporting Methods

Safety: Familiar with Reporting Methods

	Physical violence	Harassment	Sexual violence	Sexual harassment
U	9.5%	10.5%	9.6%	10.3%
SF	37.6%	37.9%	35.8%	36.0%
F	52.9%	51.6%	54.6%	53.7%
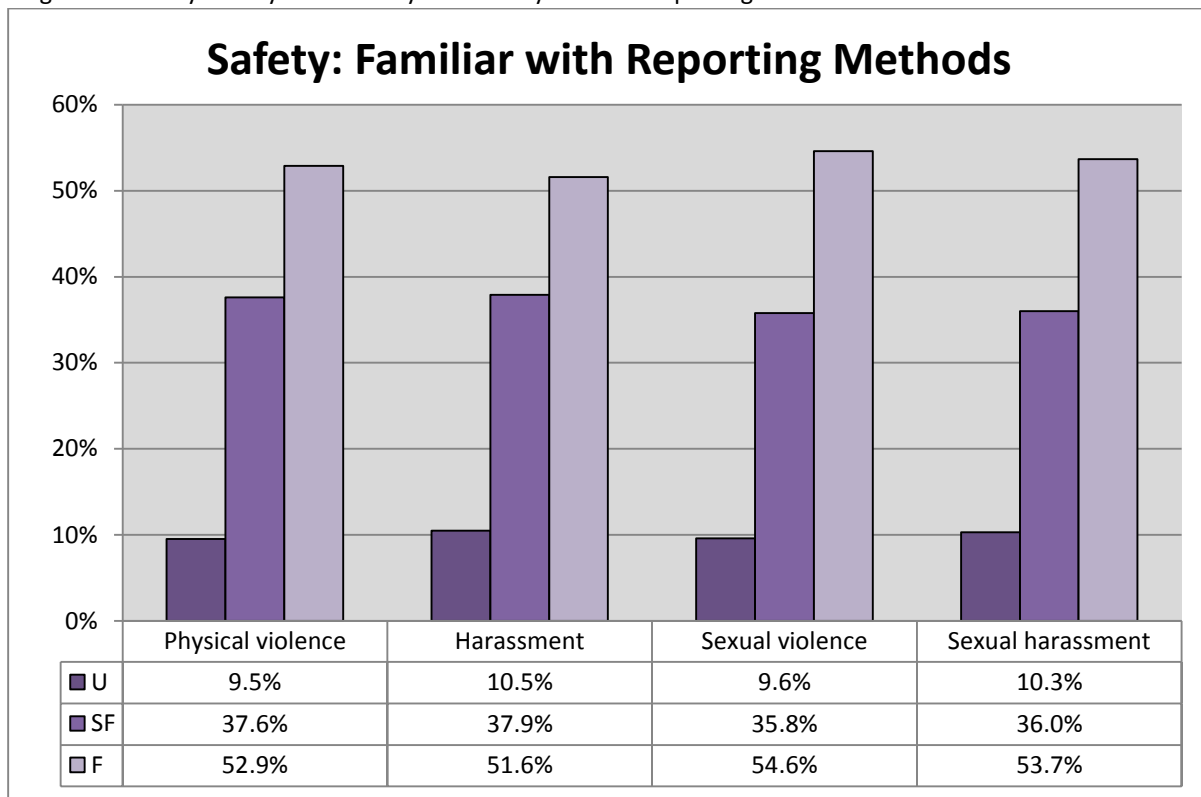
Note: U = Unfamiliar; SF = Somewhat Familiar; F = Familiar

Furthermore, faculty participants were asked to indicate whether or not they would report various safety incidents if witnessed or personally experienced in the future (see Figure 6). Participants responded using a 3-point scale, which included 1 *yes*, 2 *no*, and 3 *it depends*. Incidents included physical violence, harassment, sexual violence, and sexual harassment.

The majority of participants indicated that they would report all incident types if experienced in the future. Specifically, over 90.0 percent of participants indicated that they would report future physical and sexual violence incidents (92.0 percent and 93.1 percent, respectively). In comparison, 70.6 percent of participants indicated that they would report future harassment incidents and 80.8 percent of participants indicated that they would report future sexual harassment incidents. All incident types received a very low portion of participants who indicated that they would not report a future incident.

Nevertheless, certain portions of participants indicated that their reporting behavior would depend upon additional factors. In particular, over a quarter of participants indicated that their future reporting of a harassment incident would depend upon other factors (27.6 percent) and 18.9 percent of participants indicated that their future reporting of a sexual harassment incident would depend upon other factors.

Figure 6. Faculty: Safety – Future Incident Reporting Behavior

Safety: Report Future Incidents

	Physical violence	Harassment	Sexual violence	Sexual harassment
Y	92.0%	70.6%	93.1%	80.8%
N	0.2%	1.8%	0.2%	0.3%
ID	7.8%	27.6%	6.7%	18.9%
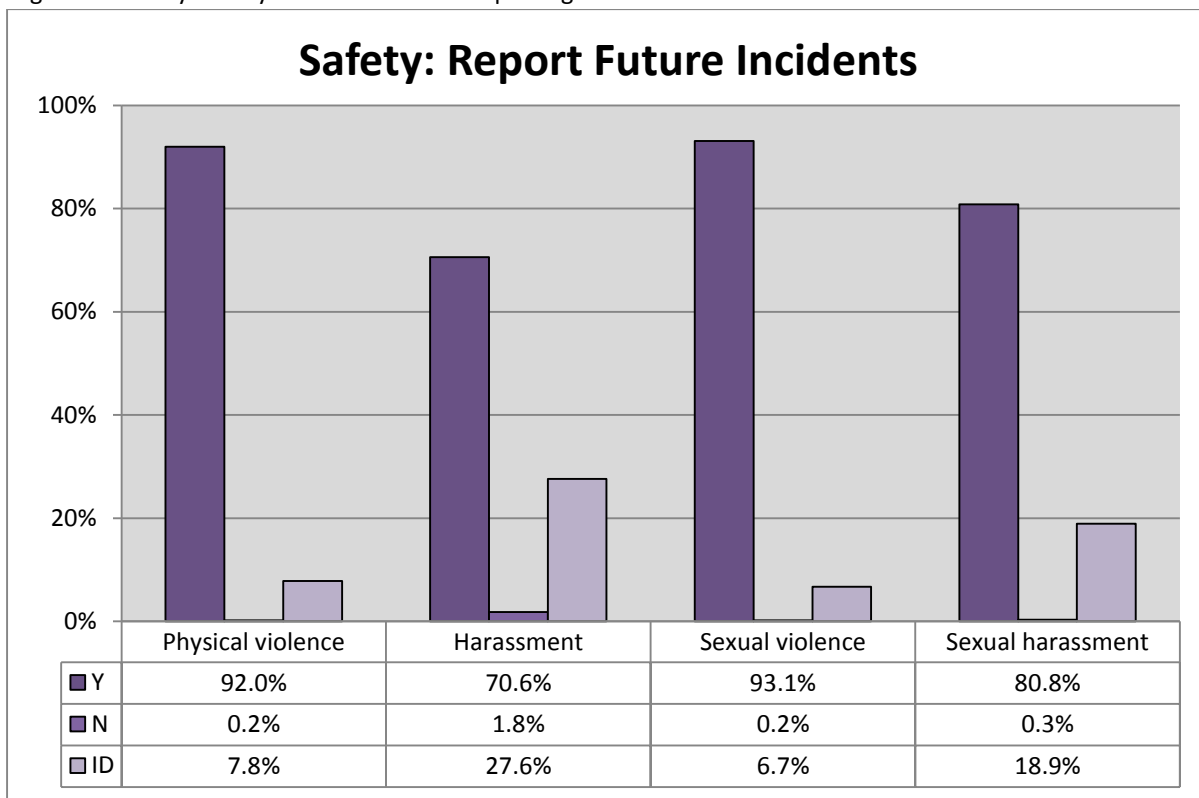
Note: Y = Yes; N = No; ID = It depends

Lastly, faculty participants were asked to indicate whether they have received any training in policies and procedures regarding safety incidents (e.g., definitions, confidential resources), as well as training in prevention methods (e.g., education, consent, bystander intervention; see Figure 7). In general, a larger portion of participants indicated having received training in policies and procedures than prevention methods.

Within policies and procedures training, the largest portion of participants indicated having received training for sexual harassment incidents (77.4 percent), followed by harassment and sexual violence incidents (68.4 percent and 66.5 percent, respectively). This same pattern was also observed regarding prevention training, with the largest portion of participants indicating having received prevention training for sexual harassment incidents (62.5 percent), followed by all other incident types.

Figure 7. Faculty: Safety – Training in Safety Incident Policies, Procedures, and Prevention
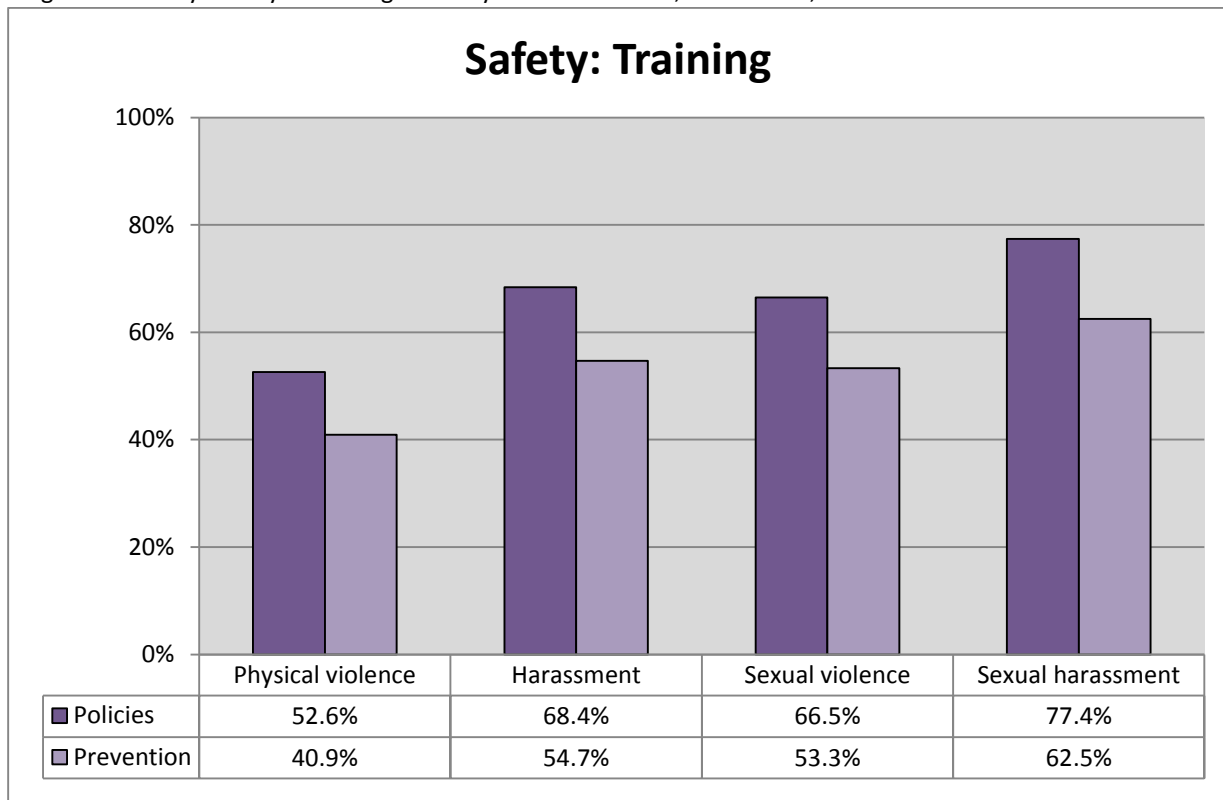
Safety: Training

	Physical violence	Harassment	Sexual violence	Sexual harassment
Policies	52.6%	68.4%	66.5%	77.4%
Prevention	40.9%	54.7%	53.3%	62.5%

Inclusion

In the next section, faculty participants were asked a series of questions regarding inclusion at ECU. Specifically, participants were first asked to indicate how often they interact with students who demonstrate demographic characteristics different from their own (see Figure 8). Participants responded using a 3-point scale, including 1 *never*, 2 *sometimes*, and 3 *often*.

Participants indicated that they *often* interact with students with a race/ethnicity (95.3 percent), social/economic background (78.9 percent), or religious belief (75.5 percent) that differs from their own. In comparison, participants indicated that they *sometimes* interact with students with a primary language that differs from their own (57.6 percent) or a disability (55.4 percent). Finally, nearly 20.0 percent of participants indicated that they *never* interact with students with a gender identity that differs from their own (19.8 percent); whereas, no other demographic category had more than 10.0 percent of participants indicate the same lack of interaction.

Figure 8. Faculty: Inclusion – Frequency of Interaction, Students
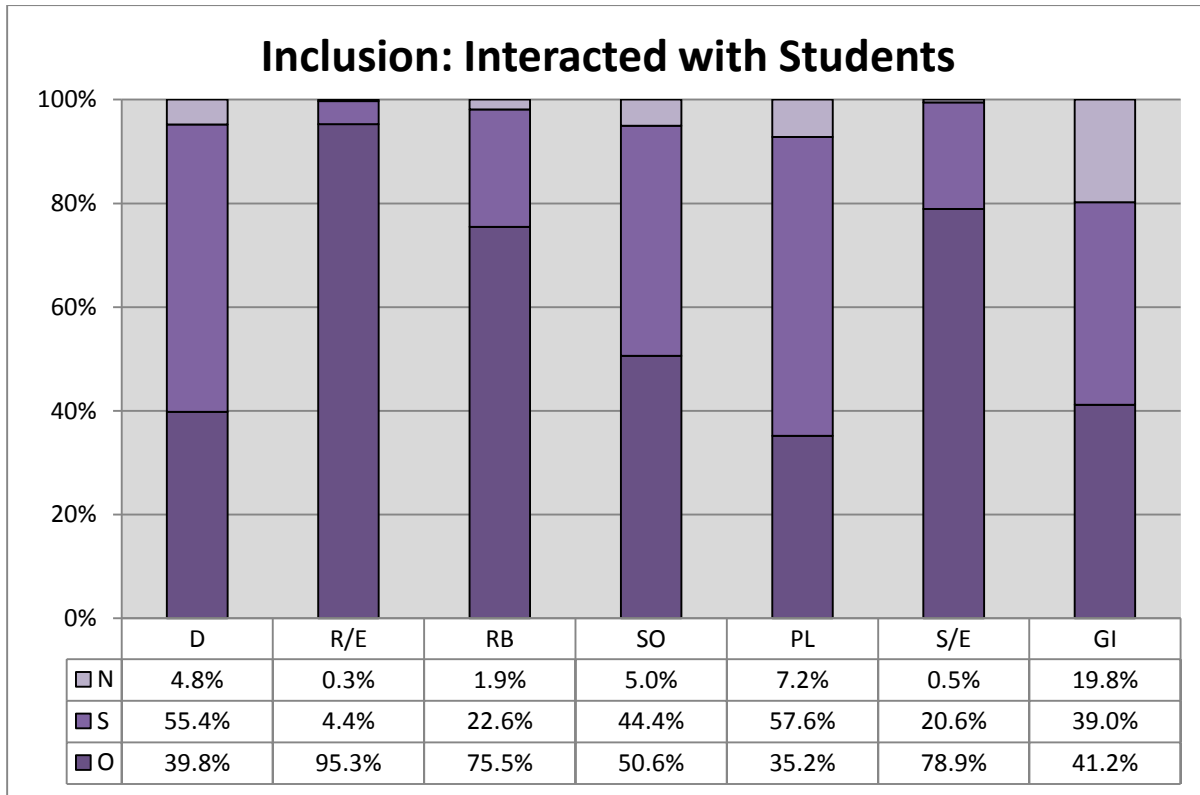
Inclusion: Interacted with Students

	D	R/E	RB	SO	PL	S/E	GI
N	4.8%	0.3%	1.9%	5.0%	7.2%	0.5%	19.8%
S	55.4%	4.4%	22.6%	44.4%	57.6%	20.6%	39.0%
O	39.8%	95.3%	75.5%	50.6%	35.2%	78.9%	41.2%

Note: N = Never; S = Sometimes; O = Often; D = Disability; R/E = Race/Ethnicity; RB = Religious belief; SO = Sexual orientation; PL = Primary language; S/E = Social/Economic background; GI = Gender identity

Faculty participants were also asked to indicate how often they interact with other faculty and staff members who demonstrate demographic characteristics different from their own (see Figure 9). Participants indicated that they *often* interact with faculty and staff members with a race/ethnicity (82.8 percent) or religious belief (75.1 percent) that differs from their own. In comparison, participants indicated that they *sometimes* interact with faculty and staff members with a primary language that differs from their own (47.9 percent) or a disability (57.3 percent).

Finally, a large portion of participants indicated that they *never* interact with faculty and staff members with a gender identity that differs from their own (36.7 percent), which was approximately twice as large as any other portion of participants that indicated the same lack of interaction with another demographic category.

Figure 9. Faculty: Inclusion – Frequency of Interaction, Faculty and Staff Members
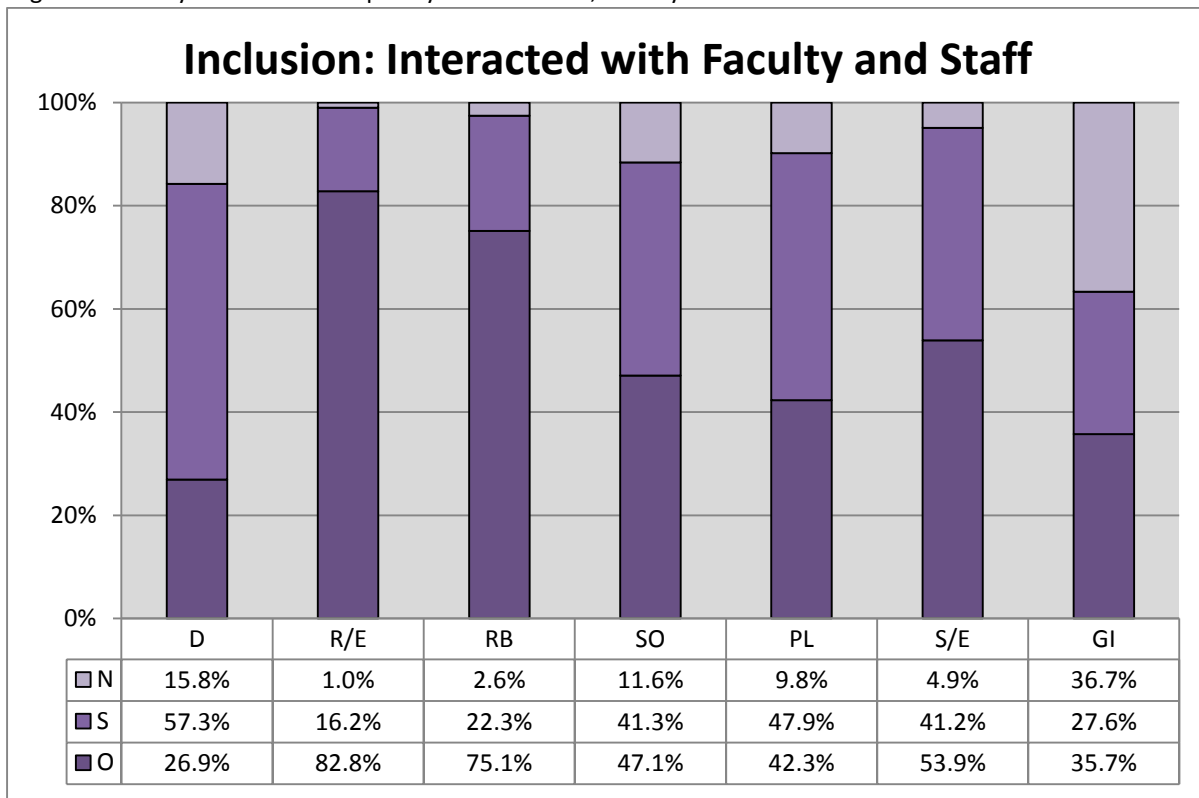
Inclusion: Interacted with Faculty and Staff

	D	R/E	RB	SO	PL	S/E	GI
N	15.8%	1.0%	2.6%	11.6%	9.8%	4.9%	36.7%
S	57.3%	16.2%	22.3%	41.3%	47.9%	41.2%	27.6%
O	26.9%	82.8%	75.1%	47.1%	42.3%	53.9%	35.7%

Note: N = Never; S = Sometimes; O = Often; D = Disability; R/E = Race/Ethnicity; RB = Religious belief; SO = Sexual orientation;
PL = Primary language; S/E = Social/Economic background; GI = Gender identity

Next, faculty participants were asked to indicate whether they have heard negative, inappropriate, or stereotypical statements made in reference to certain demographic groups (see Figure 10). Moreover, participants were asked about negative statements they have heard from students, as well as faculty and staff members. In general, no more than approximately a quarter of participants reported hearing negative statements from either students or faculty and staff members in reference to any demographic group. Nevertheless, a larger portion of participants indicated hearing negative statements from students than from faculty and staff members.

Specifically, 26.2 percent of participants indicated hearing negative statements from students pertaining to race/ethnicity and 25.4 percent of participants indicated hearing negative statements pertaining to sexual orientation. Participants also indicated hearing negative statements from students in reference to gender/gender identity (22.5 percent), sex (20.6 percent), immigration background (18.1 percent), and religion (18.1 percent).

Similarly, more participants indicated hearing faculty and staff members make negative statements regarding race/ethnicity (19.4 percent) than any other demographic group. Lastly, for both students and faculty and staff members, the smallest portion of participants indicated hearing negative statements regarding disability status and social/economic background.

Figure 10. Faculty: Inclusion – Negative Statements, Students and Faculty and Staff Members
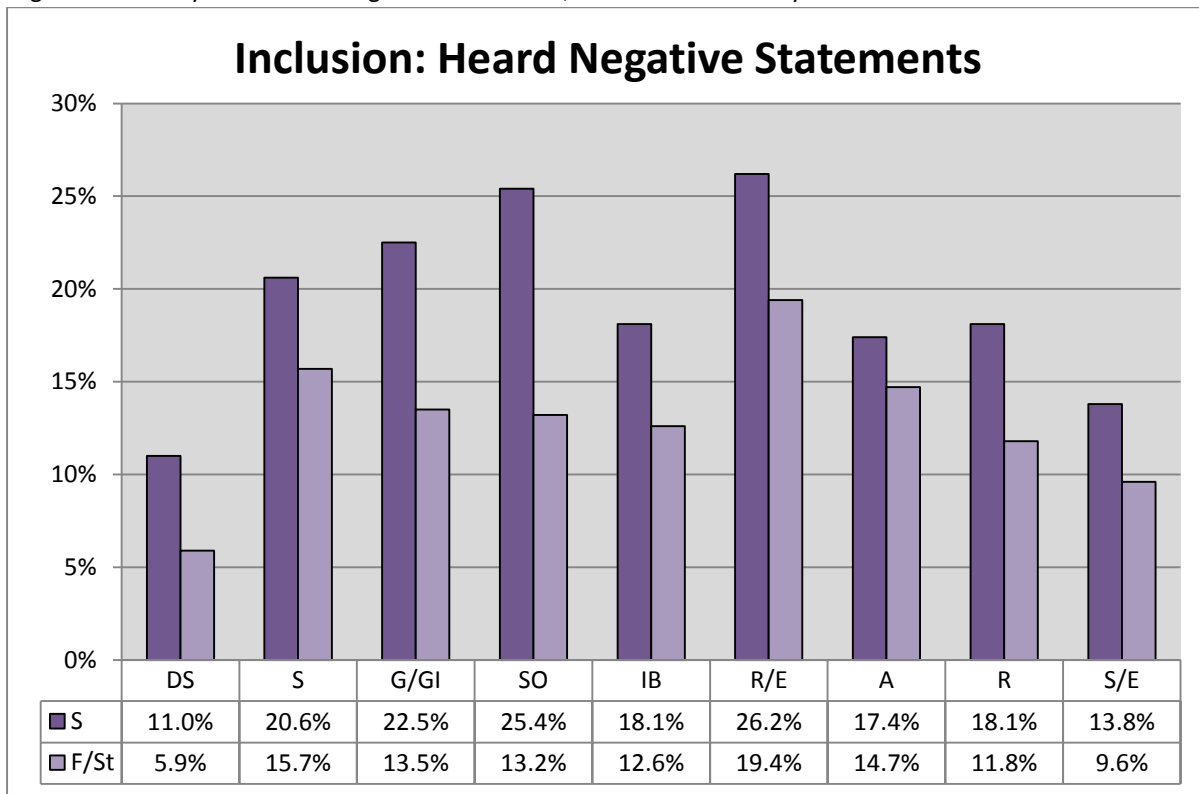
Inclusion: Heard Negative Statements

	DS	S	G/GI	SO	IB	R/E	A	R	S/E
S	11.0%	20.6%	22.5%	25.4%	18.1%	26.2%	17.4%	18.1%	13.8%
F/St	5.9%	15.7%	13.5%	13.2%	12.6%	19.4%	14.7%	11.8%	9.6%

Note: S = Students; F/St = Faculty/Staff; DS = Disability status; S = Sex; G/GI = Gender/Gender Identity; SO = Sexual orientation; IB = Immigration background; R/E = Race/Ethnicity; A = Age; R = Religion; S/E = Social/Economic background

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Faculty participants were also asked a series of questions regarding acts of bias, which included witnessed or personally experienced acts of bias or discrimination (see Figures 11 and 12). Participants were asked to indicate if they had, 1) experienced and reported an act of bias, 2) experienced but not reported an act of bias, 3) not experienced an act of bias, or 4) maybe experienced an act of bias but are unsure. Although participants were given the opportunity to indicate whether they had witnessed or personally experienced a particular act of bias, they did not report the number of times they had witnessed or personally experienced an act. In turn, results merely aim to represent an approximation of the portion of participants who have had some form of experience with acts of bias on campus. Participants were asked to indicate their experience with acts of bias on the basis of disability status, sex, gender or gender identity, sexual orientation, immigration background, race/ethnicity, age, religion, and social/economic background.

Overall, the most frequently experienced act of bias was on the basis of race/ethnicity, as a combined 12.1 percent of participants indicated that they had experienced (i.e., *reported* and *not reported*) such an act. A similar portion of participants indicated experiencing an act of bias on the basis of sex (11.1 percent).

Participants also indicated experiencing acts of bias on the basis of age (8.9 percent) and immigration background (7.9 percent). The smallest portion of participants indicated experiencing acts of bias in regard to social/economic background (3.8 percent) and disability status (4.0 percent).

The act of bias that the largest portion of participants indicated that they *maybe* experienced was an act of bias on the basis of sex (9.1 percent), followed by race/ethnicity (7.2 percent), age (7.1 percent), gender/gender identity (6.8 percent), and sexual orientation (6.8 percent). Moreover, for several acts of bias, a similar portion of participants indicated that they had experienced an act as the portion of participants who indicated that they *maybe* experienced an act.

Lastly, the majority of participants indicated having witnessed the various acts of bias in comparison to having personally experienced an act or acts.

Figure 11. Faculty: Inclusion – Bias Reporting
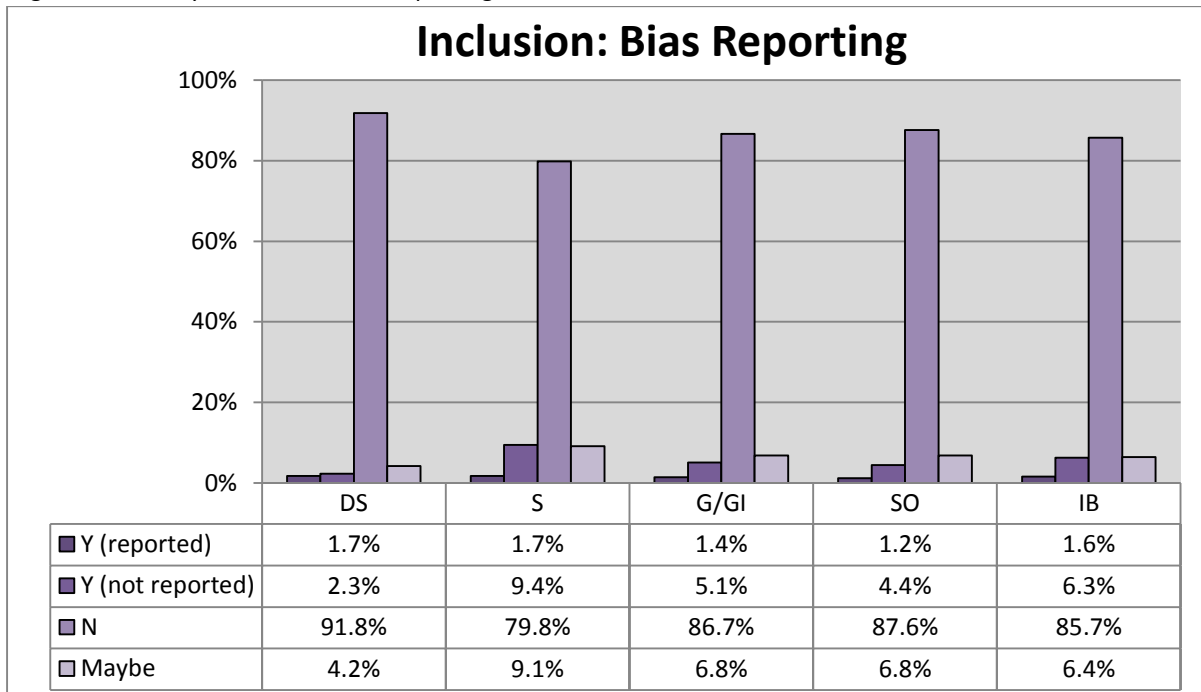
Inclusion: Bias Reporting

	DS	S	G/GI	SO	IB
■ Y (reported)	1.7%	1.7%	1.4%	1.2%	1.6%
■ Y (not reported)	2.3%	9.4%	5.1%	4.4%	6.3%
■ N	91.8%	79.8%	86.7%	87.6%	85.7%
□ Maybe	4.2%	9.1%	6.8%	6.8%	6.4%

Note: Y (reported) = Yes, witnessed/personally experienced an act of bias and previously reported an act of bias; Y (not reported) = Yes, witnessed/personally experienced an act of bias but have not reported an act of bias; N = No, have not witnessed/personally experienced an act of bias; DS = Disability status; S = Sex; G/GI = Gender/Gender Identity; SO = Sexual orientation; IB = Immigration background

Figure 12. Faculty: Inclusion – Bias Reporting, Continued
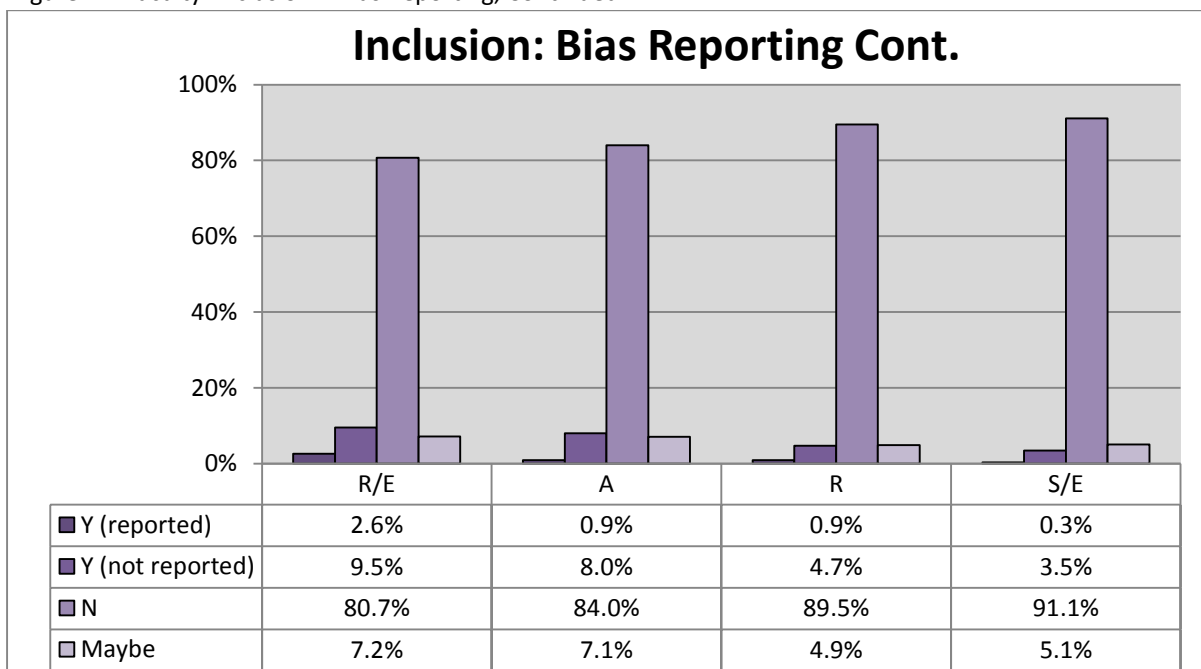
Inclusion: Bias Reporting Cont.

	R/E	A	R	S/E
■ Y (reported)	2.6%	0.9%	0.9%	0.3%
■ Y (not reported)	9.5%	8.0%	4.7%	3.5%
■ N	80.7%	84.0%	89.5%	91.1%
□ Maybe	7.2%	7.1%	4.9%	5.1%

Note: Y (reported) = Yes, witnessed/personally experienced an act of bias and previously reported an act of bias; Y (not reported) = Yes, witnessed/personally experienced an act of bias but have not reported an act of bias; N = No, have not witnessed/personally experienced an act of bias; R/E = Race/Ethnicity; A = Age; R = Religion; S/E = Social/Economic background

Lastly, participants were asked a set of more general questions pertaining to inclusion (see Figures 13 and 14). Specifically, participants were asked to indicate their agreement with statements such as, "There are students from different cultures and backgrounds at ECU" and "I feel welcome at ECU." Overall, participants indicated high levels of agreement with all statements; however, some statements were viewed as more agreeable than others. For example, a large portion of participants indicated agreement (i.e., *agree* or *strongly agree*) with statements pertaining to the presence of students, as well as faculty and staff members, from different cultures and backgrounds at ECU (93.9 percent and 91.8 percent, respectively). Additionally, a large portion of participants indicated that they feel welcome at ECU (81.1 percent).

In comparison, for the statements, "ECU has made creating a diverse and inclusive community a priority" and "ECU provides an environment that allows free and open expression of ideas, opinions, and beliefs" nearly a quarter of participants indicated a neutral response (21.5 percent and 24.5 percent, respectively). Furthermore, 10.3 percent of participants indicated disagreement (i.e., *disagree* or *strongly disagree*) with the former statement, and 15.7 percent of participants indicated disagreement with the latter statement. Additionally, 12.9 percent of participants indicated disagreement with a statement suggesting that there is a clear code of conduct for how faculty members are expected to treat each other at ECU.

Figure 13. Faculty: Inclusion – Agreement with General Statements

Inclusion: General

	There are students from different cultures and backgrounds at ECU	There are faculty and staff from different cultures and backgrounds at ECU	ECU has made creating a diverse and inclusive community a priority	I feel welcome at ECU
SD	0.8%	1.2%	2.8%	1.5%
D	2.3%	3.0%	7.5%	3.3%
N	3.0%	4.0%	21.5%	14.1%
A	40.3%	40.1%	39.2%	41.2%
SA	53.6%	51.7%	29.0%	39.9%
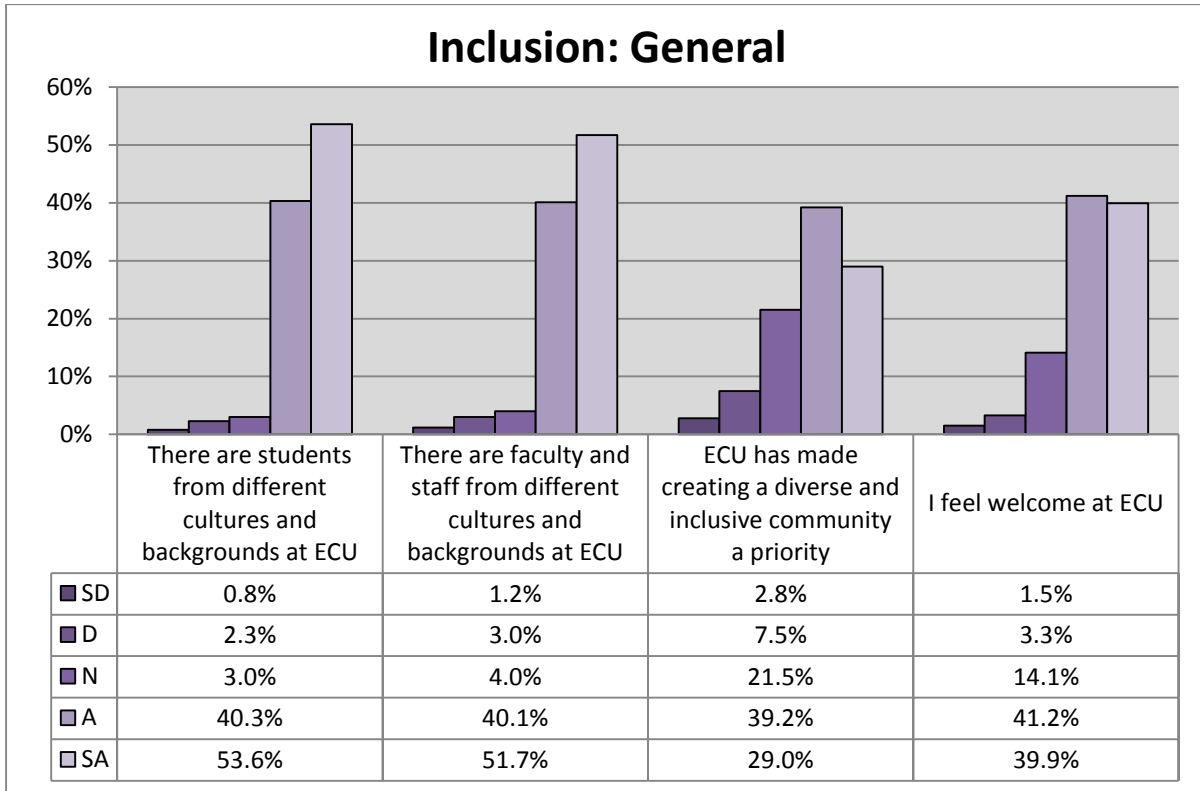
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Figure 14. Faculty: Inclusion – Agreement with General Statements, Continued
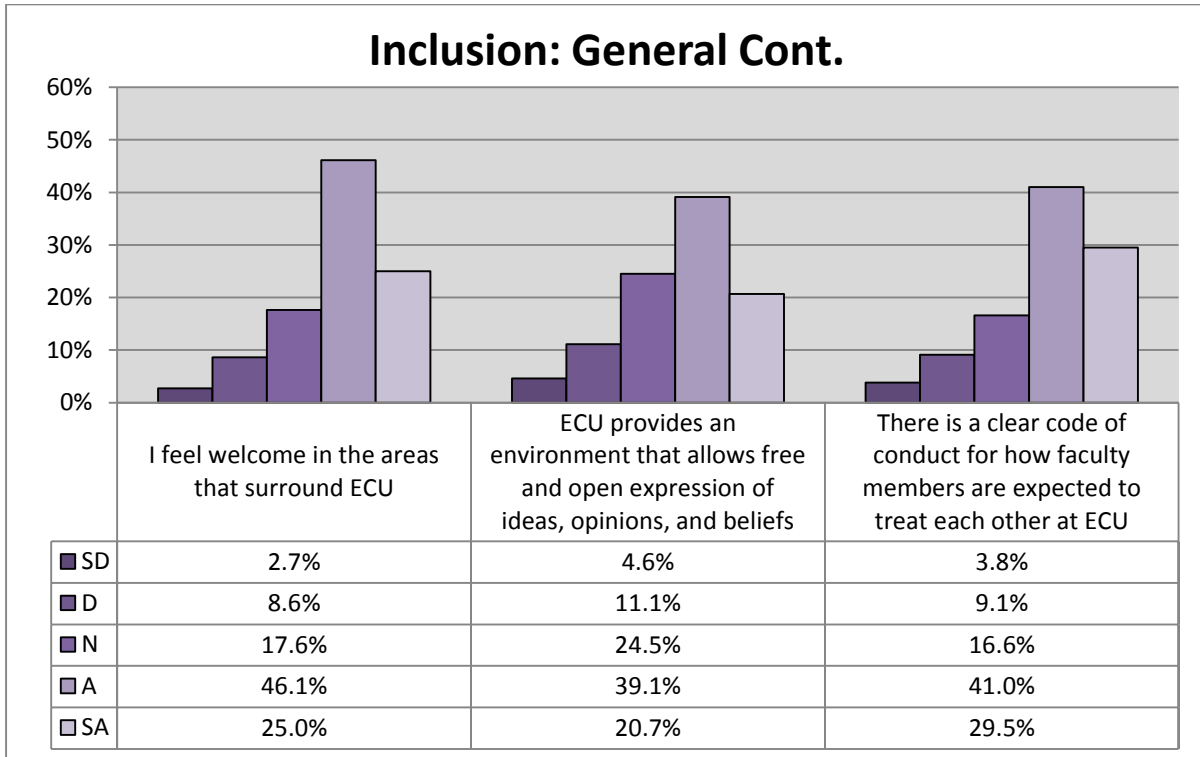
Inclusion: General Cont.

	I feel welcome in the areas that surround ECU	ECU provides an environment that allows free and open expression of ideas, opinions, and beliefs	There is a clear code of conduct for how faculty members are expected to treat each other at ECU
SD	2.7%	4.6%	3.8%
D	8.6%	11.1%	9.1%
N	17.6%	24.5%	16.6%
A	46.1%	39.1%	41.0%
SA	25.0%	20.7%	29.5%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Working Environment

In the next section, faculty participants were asked about their working environment. First, participants were asked to rate several aspects of their environment using a scale that consisted of stars, with *one* star representing the lowest or worst rating and *five* stars representing the highest or best rating (see Table 9). Participants indicated the highest rating (i.e., *five* stars) for working relationships with co-workers who are staff (33.3 percent), followed by working relationships with co-workers who are faculty (30.8 percent). Additionally, participants viewed the overall quality of faculty at ECU favorably, as the majority of participants indicated either a *four* or *five* star rating for the aspect (62.6 percent). In contrast, participants indicated the lowest rating (i.e., *one* star) for mentoring at ECU (16.9 percent).

Table 9. Faculty: Working Environment – Rating of Working Environment Aspects

Aspect	⭐	⭐⭐	⭐⭐⭐	⭐⭐⭐⭐	⭐⭐⭐⭐⭐
Mentoring at ECU	16.9%	21.6%	36.8%	16.4%	8.3%
Working relationships with my co-workers who are faculty	3.2%	6.9%	23.6%	35.5%	30.8%
Working relationships with my co-workers who are staff	1.7%	5.4%	20.3%	39.3%	33.3%
Collaboration among faculty members within my department	6.7%	16.0%	26.4%	25.8%	25.1%
Overall quality of faculty at ECU	2.7%	7.1%	27.6%	42.6%	20.0%

Next, faculty participants indicated their agreement with a series of general statements about their working environment (see Figures 15, 16, and 17). Although several statements received high levels of agreement (i.e., *agree* or *strongly agree*), several other statements received more neutral responses or disagreement (i.e., dis*agree* or *strongly disagree*). For example, statements that received high levels of agreement included statements that addressed opportunities for professional development (78.5 percent), adherence to policies that support fair workplace practices (76.5 percent), the civil resolution of conflicts (64.6 percent), and clarity of tenure/promotion criteria (63.9 percent). However, the statement that received the highest level of agreement was, "I enjoy my job" (80.7 percent).

In contrast, statements that received high levels of disagreement addressed being rewarded for performing well (44.6 percent) and consequences for performing poorly (38.7 percent). Additionally, the statement that received the highest level of disagreement was, "I am paid fairly for my work" (49.6 percent). In turn, statements such as "I often think about leaving my job" and "I expect that I will still be working at ECU in 5 years" received more neutral responses (25.0 percent and 29.9 percent, respectively).

Figure 15. Faculty: Working Environment – Agreement with General Statements

Working Environment: General

	There are opportunities for professional development at ECU	Criteria for attaining tenure/ promotion are clear	I believe that the tenure/ promotion process is reasonable	I am rewarded and/or recognized for performing well	There are consequences for performing poorly as a faculty member
SD	3.0%	5.3%	5.0%	19.2%	15.3%
D	5.1%	11.0%	13.1%	25.4%	23.4%
N	13.4%	19.8%	22.2%	21.0%	26.7%
A	46.7%	43.9%	39.1%	24.2%	27.2%
SA	31.8%	20.0%	20.6%	10.2%	7.4%
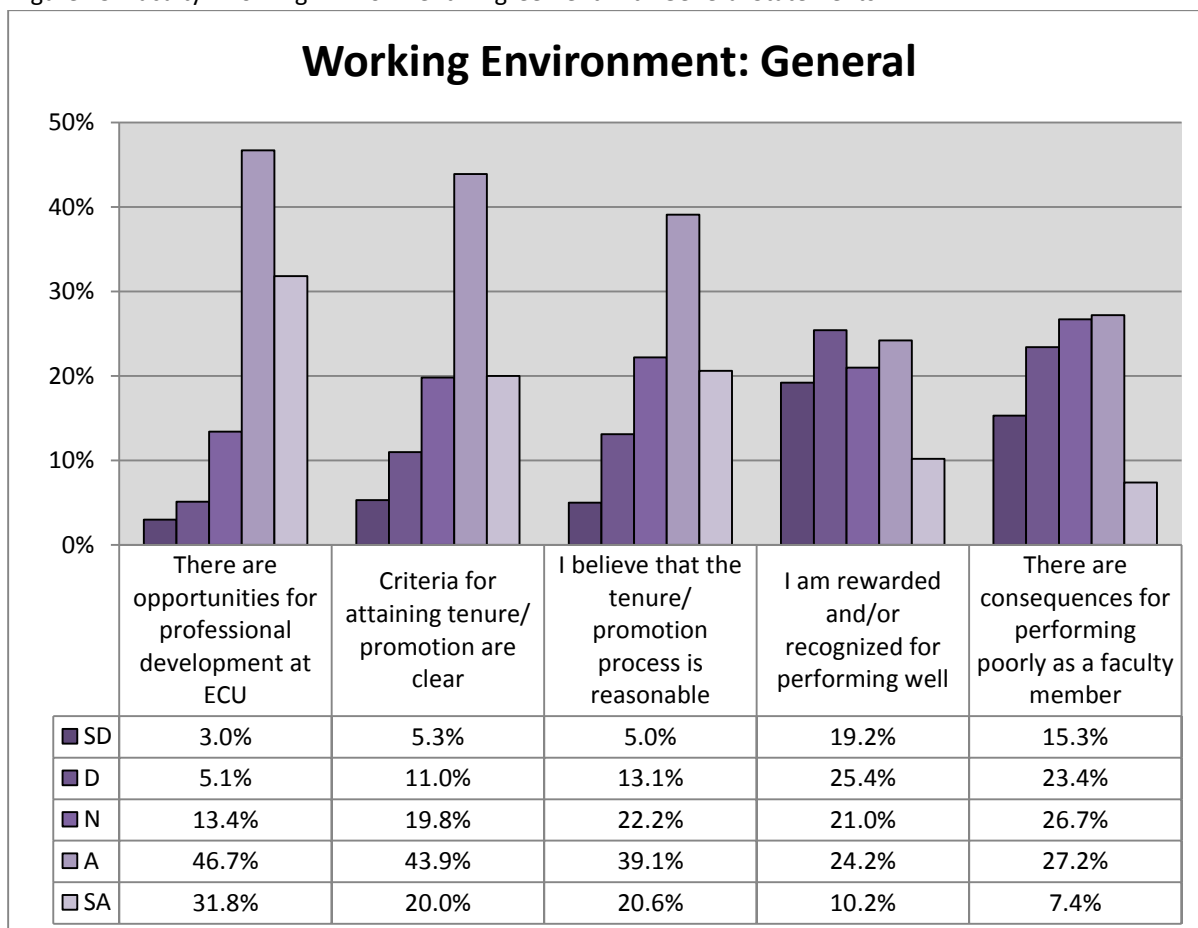
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Figure 16. Faculty: Working Environment – Agreement with General Statements, Continued

Working Environment: General Cont.

	My unit adheres to policies that support fair hiring, promotion, tenure, and workplace practices	Overall, the quality of professionalism at ECU is excellent	Conflicts are handled in a civil manner	Complaints and grievances are resolved in a fair and equitable manner	In relation to my peers, I receive equal advancement opportunities
SD	3.4%	2.8%	2.0%	5.2%	6.0%
D	7.6%	8.3%	8.6%	11.2%	13.5%
N	12.5%	25.5%	24.8%	27.5%	20.2%
A	38.6%	45.4%	49.2%	41.4%	37.5%
SA	37.9%	18.0%	15.4%	14.7%	22.8%
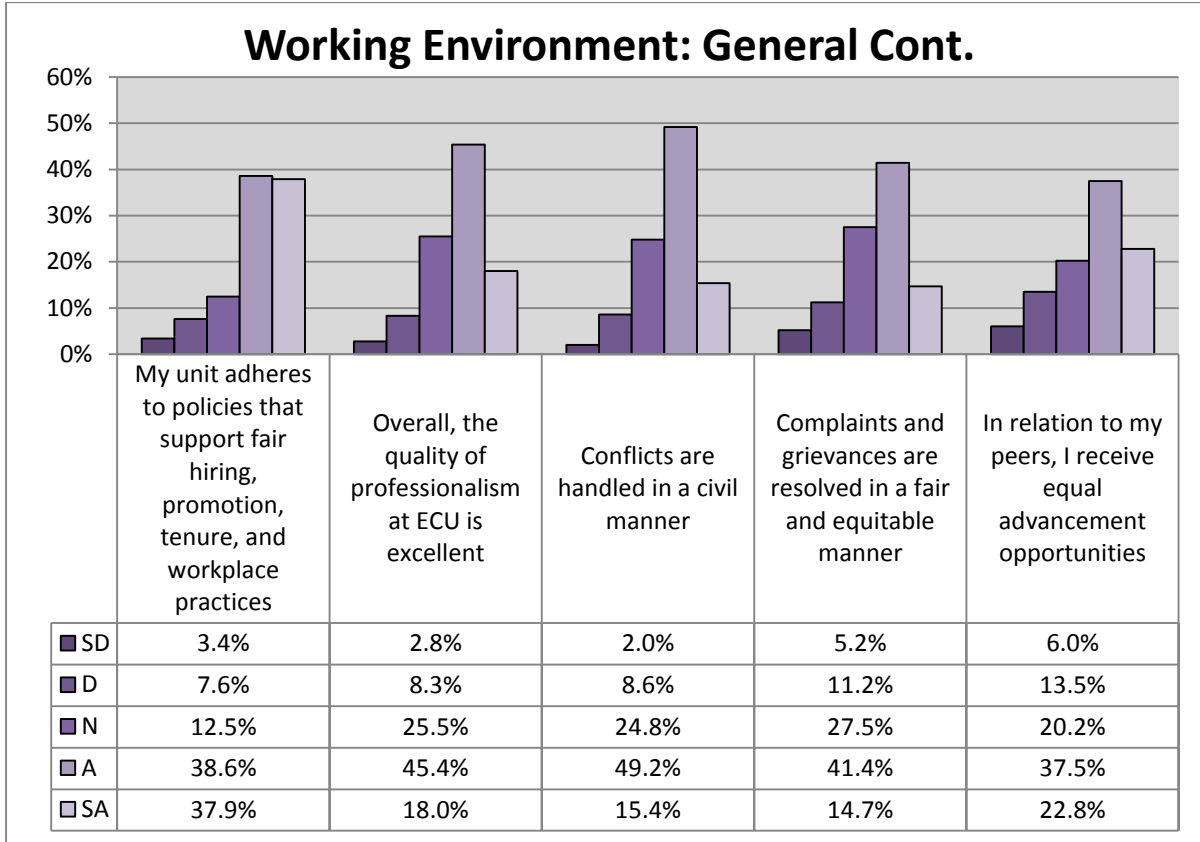
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Figure 17. Faculty: Working Environment – Agreement with General Statements, Continued II

Working Environment: General Cont. II

	I enjoy my job	I am paid fairly for my work	I often think about leaving my job	I expect that I will still be working for ECU in 5 years
SD	2.0%	23.0%	14.9%	13.3%
D	6.3%	26.6%	20.8%	15.9%
N	11.0%	15.5%	25.0%	29.9%
A	45.0%	26.0%	25.6%	26.7%
SA	35.7%	8.9%	13.7%	14.2%
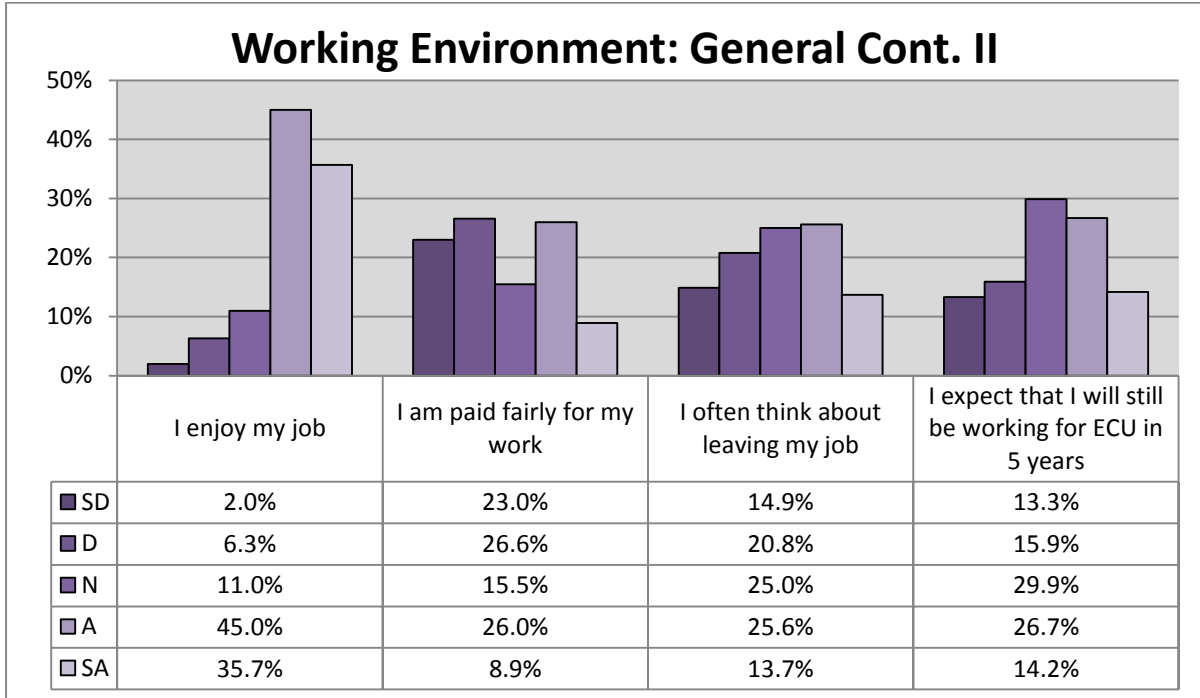
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Communication

Faculty participants were also asked to indicate their agreement with a variety of statements regarding communication (see Figure 18). Overall, participants indicated agreement with the statements. For example, the majority of participants agreed (i.e., *agree* or *strongly agree*) with a statement that addressed supervisors' (e.g., chairs/directors/deans) clear communication of professional expectations (74.9 percent). Furthermore, participants indicated that they are taken seriously (72.3 percent) and appropriately involved in decision-making (61.0 percent).

However, when asked if participants are reluctant to bring up issues that concern them, approximately half of participants indicated that they do not disagree with that statement (i.e., *neutral*, *agree*, or *strongly agree*; 51.5 percent). Consequently, participants demonstrated higher levels of agreement regarding statements that addressed more routine forms of communication (e.g., articulating professional expectations or comments), but lower levels of agreement regarding communication that involves their concerns.

Figure 18. Faculty: Communication – Agreement with General Statements

Communication: General

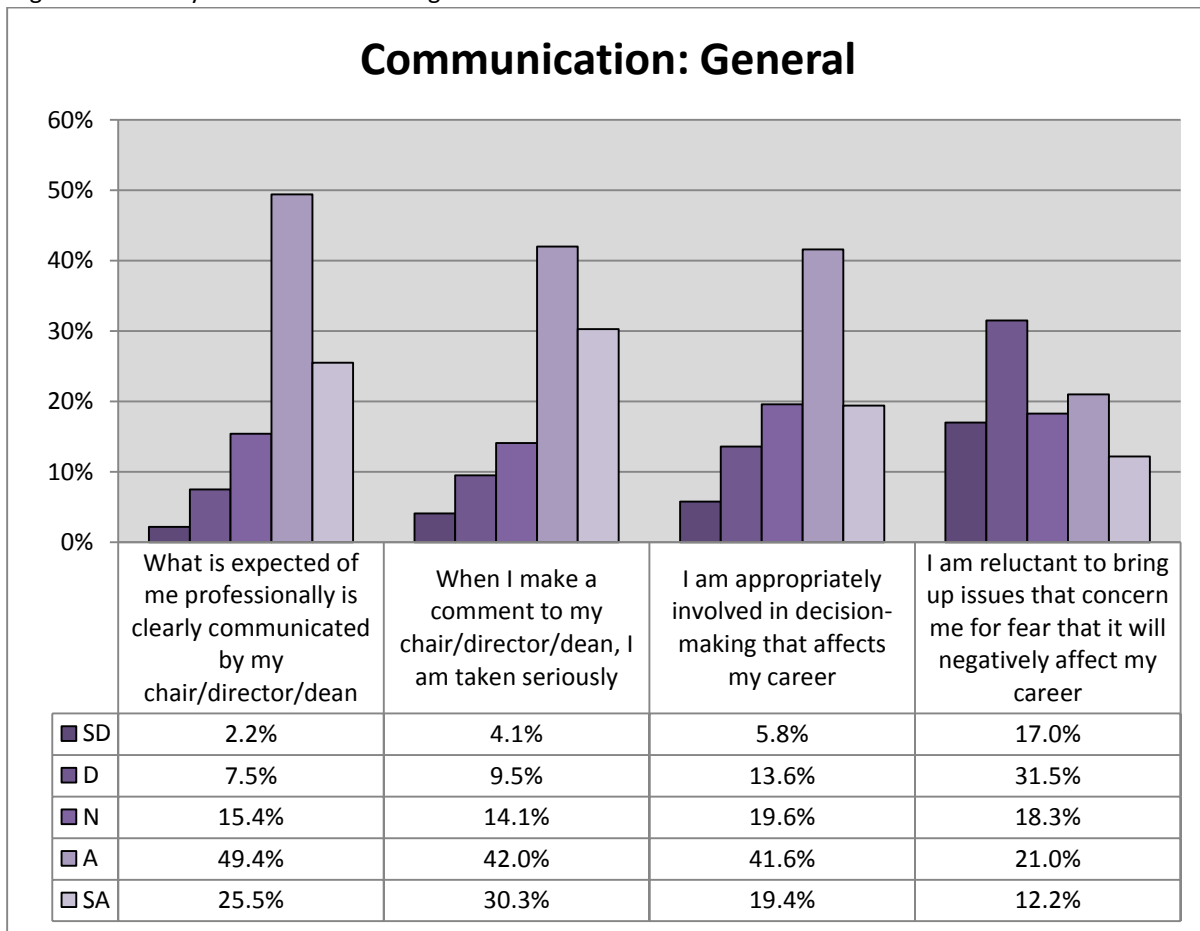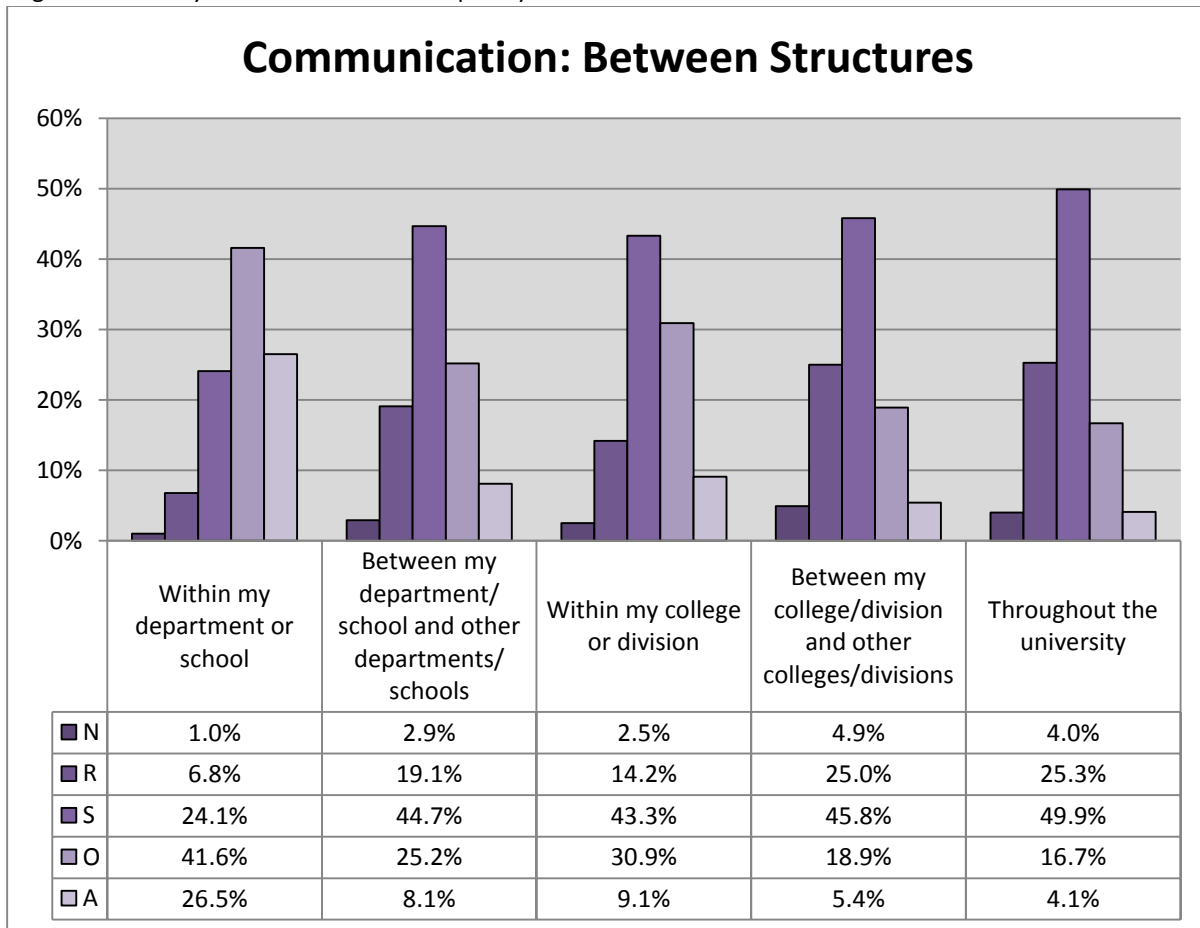|	What is expected of me professionally is clearly communicated by my chair/director/dean	When I make a comment to my chair/director/dean, I am taken seriously	I am appropriately involved in decision-making that affects my career	I am reluctant to bring up issues that concern me for fear that it will negatively affect my career
☐ SD	2.2%	4.1%	5.8%	17.0%
☐ D	7.5%	9.5%	13.6%	31.5%
☐ N	15.4%	14.1%	19.6%	18.3%
☐ A	49.4%	42.0%	41.6%	21.0%
☐ SA	25.5%	30.3%	19.4%	12.2%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Faculty participants also indicated how frequently they perceive there to be open, two-way communication between various university entities (see Figure 19). Participants responded using a 5-point scale, which ranged from 1 *never* to 5 *always*. In general, participants indicated frequent, positive communication between entities, which are more proximal to their working environment, and less frequent, positive communication with more distant entities. For example, when asked how frequently there is open, two-way communication between individuals within one's department or school, over a quarter of participants indicated that there is *always* such communication (26.5 percent) and an additional 41.6 percent of participants indicated that there is *often* such communication.

In contrast, when asked how often such communication is observed throughout the university, only a combined 20.8 percent of participants indicated that there is *always* or *often* open, two-way communication. For all other relationships, the largest portion of participants stated that there is *sometimes* positive communication between entities.

Figure 19. Faculty: Communication – Frequency of Positive Communication between Structures

Communication: Between Structures

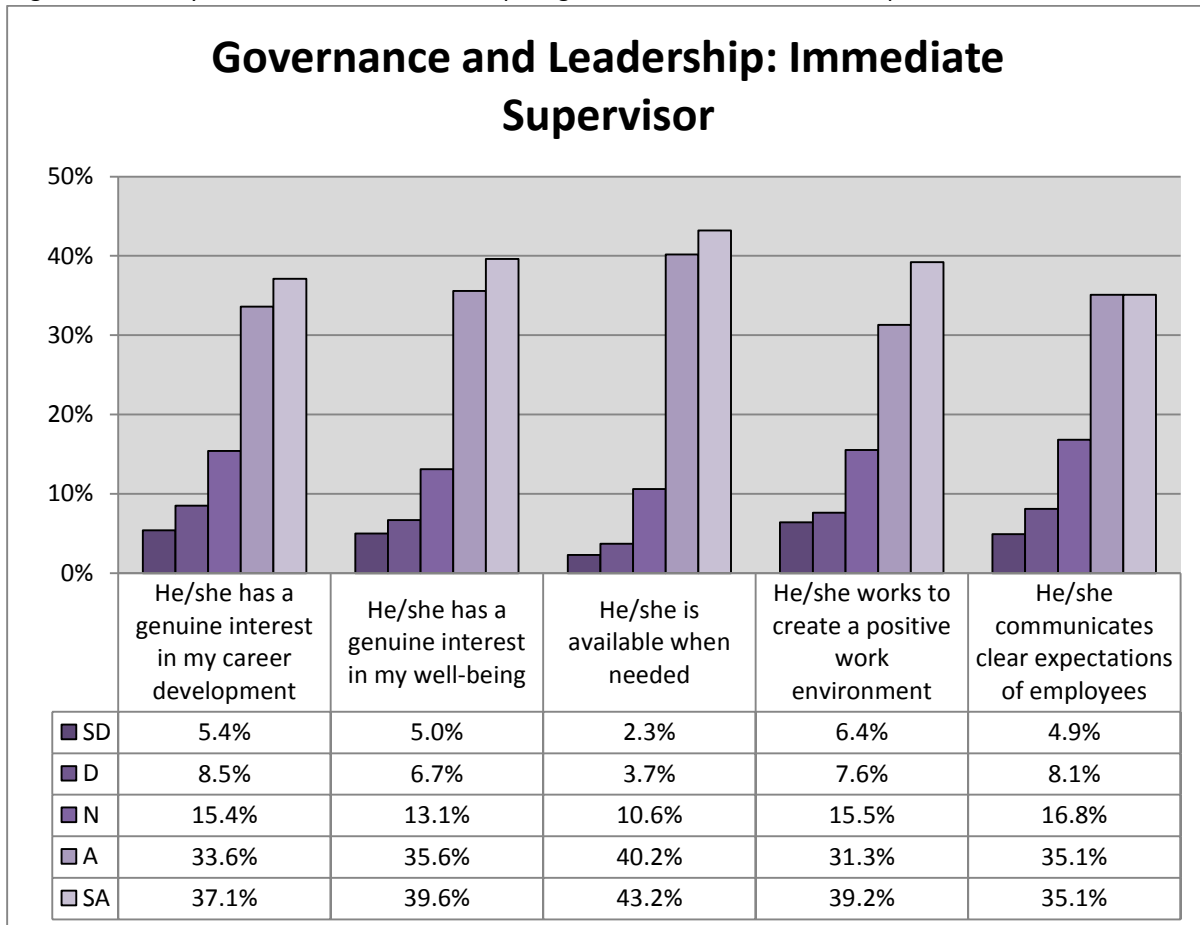|	Within my department or school	Between my department/ school and other departments/ schools	Within my college or division	Between my college/division and other colleges/divisions	Throughout the university
N	1.0%	2.9%	2.5%	4.9%	4.0%
R	6.8%	19.1%	14.2%	25.0%	25.3%
S	24.1%	44.7%	43.3%	45.8%	49.9%
O	41.6%	25.2%	30.9%	18.9%	16.7%
A	26.5%	8.1%	9.1%	5.4%	4.1%

Note: N = Never, R = Rarely, S = Sometimes, O = Often, A = Always

Governance and Leadership

In the following section, faculty participants were asked to indicate their agreement with several statements regarding the governance and leadership of their immediate supervisor (see Figure 20). Overall, participants indicated high levels of agreement (i.e., *agree* or *strongly agree*) with all statements. In particular, participants indicated that their immediate supervisor is available when needed (83.4 percent) and displays genuine interest in their well-being (75.2 percent) and career development (70.7 percent). Participants also agreed that their immediate supervisor works to create a positive work environment (70.5 percent) and clearly communicates expectations (70.2 percent).

Figure 20. Faculty: Governance and Leadership – Agreement with Statements, Supervisor

Governance and Leadership: Immediate Supervisor

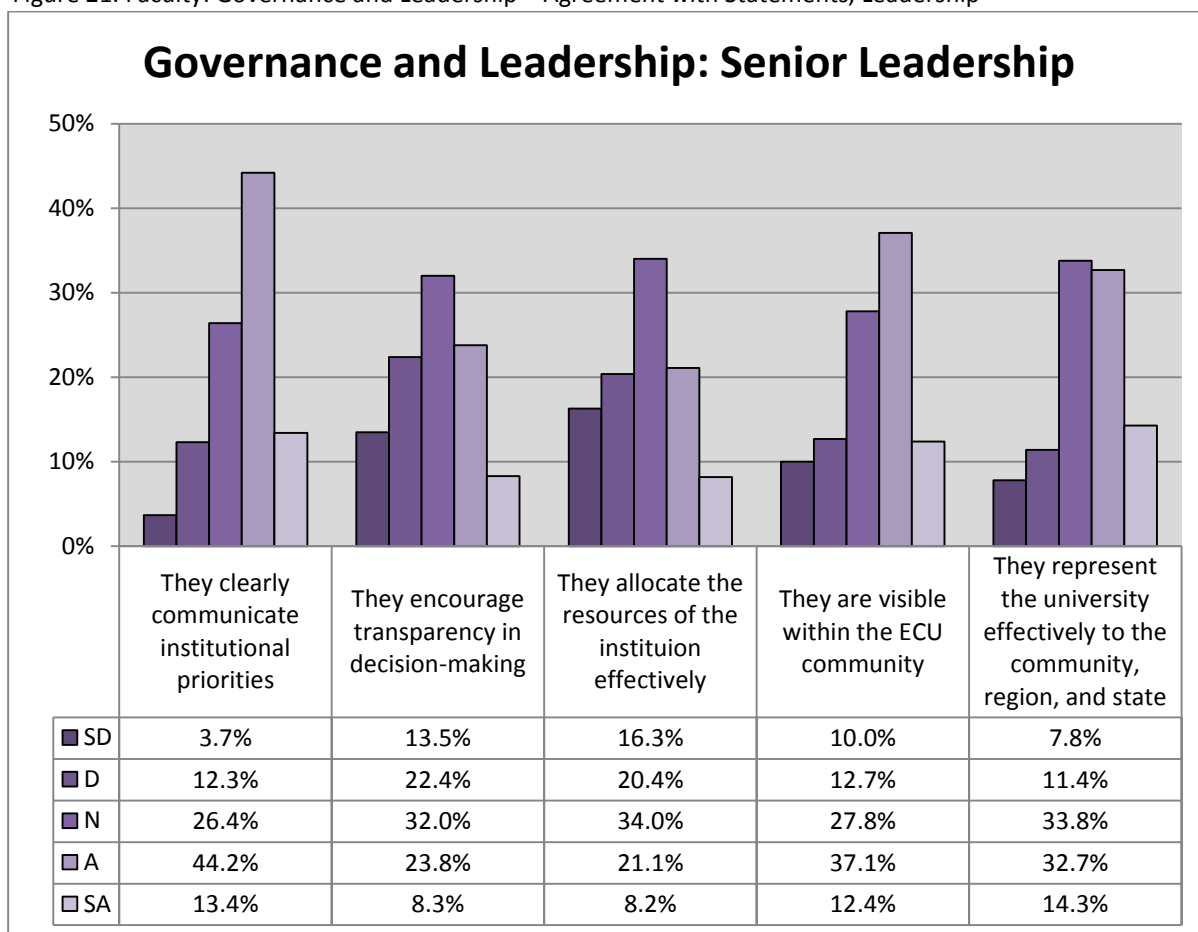|	He/she has a genuine interest in my career development	He/she has a genuine interest in my well-being	He/she is available when needed	He/she works to create a positive work environment	He/she communicates clear expectations of employees
SD	5.4%	5.0%	2.3%	6.4%	4.9%
D	8.5%	6.7%	3.7%	7.6%	8.1%
N	15.4%	13.1%	10.6%	15.5%	16.8%
A	33.6%	35.6%	40.2%	31.3%	35.1%
SA	37.1%	39.6%	43.2%	39.2%	35.1%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Furthermore, faculty participants were asked to indicate their agreement with statements regarding the governance and leadership of senior leadership at the university (see Figure 21). In comparison to participants' assessment of their immediate supervisor, participants indicated lower levels of agreement in reference to senior leadership.

For example, a large portion of participants disagreed (i.e., *disagree* or *strongly disagree*) with statements suggesting that senior leadership effectively allocates institutional resources (36.7 percent) and encourages transparency in decision-making (35.9 percent). Moreover, a large portion of participant's indicated a neutral response to a statement that suggested that senior leadership effectively represents the university throughout the area (33.8 percent). Participants indicated the highest levels of agreement (i.e., *agree* or *strongly agree*) with statements that addressed senior leadership's clarity when communicating institutional priorities (57.6 percent) and visibility within the ECU community (49.5 percent).

Figure 21. Faculty: Governance and Leadership – Agreement with Statements, Leadership
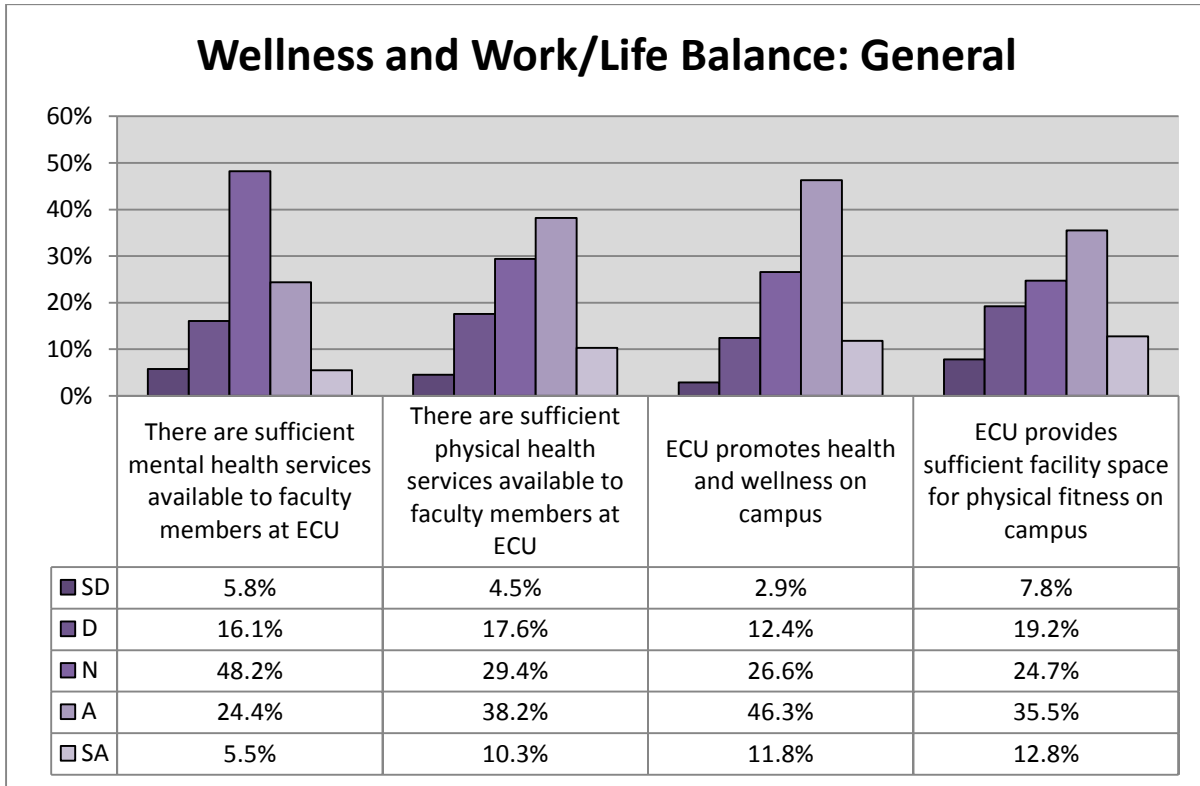

Governance and Leadership: Senior Leadership

	They clearly communicate institutional priorities	They encourage transparency in decision-making	They allocate the resources of the instituion effectively	They are visible within the ECU community	They represent the university effectively to the community, region, and state
SD	3.7%	13.5%	16.3%	10.0%	7.8%
D	12.3%	22.4%	20.4%	12.7%	11.4%
N	26.4%	32.0%	34.0%	27.8%	33.8%
A	44.2%	23.8%	21.1%	37.1%	32.7%
SA	13.4%	8.3%	8.2%	12.4%	14.3%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Wellness and Work/Life Balance

Lastly, faculty participants were asked to indicate their agreement with a variety of statements pertaining to wellness and work/life balance (see Figures 22 and 23). For example, participants were asked to indicate their agreement with statements regarding ECU's physical and mental health services. Although 48.5 percent of participants agreed (i.e., *agree or strongly agree*) that there are sufficient physical health services at ECU, a similar portion of participants indicated a neutral response regarding mental health services (48.2 percent). Furthermore, participants agreed that they often have to forgo personal activities because of professional activities (50.2 percent); however, only 18.7 percent agreed that they forgo professional activities for personal responsibilities.
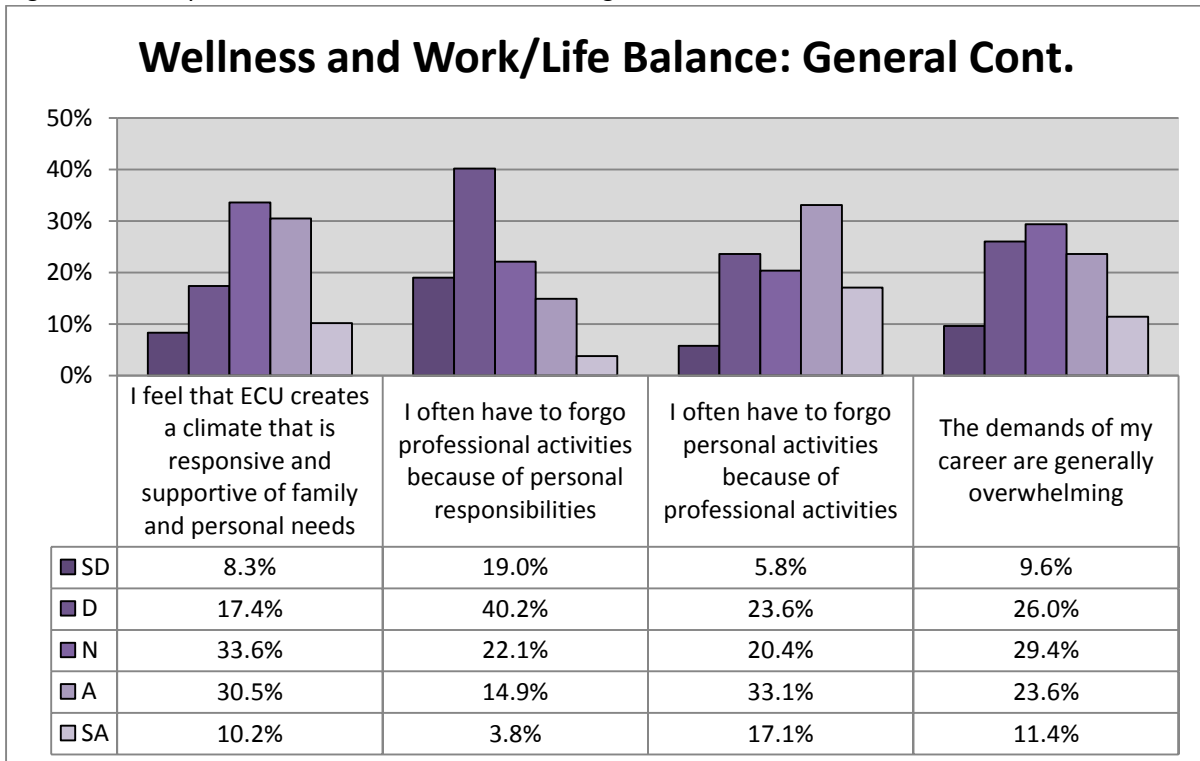
Nevertheless, participants agreed that ECU promotes health and wellness on campus (58.1 percent) and provides sufficient facility space for physical fitness (48.3 percent).

Figure 22. Faculty: Wellness and Work/Life Balance – Agreement with General Statements

Wellness and Work/Life Balance: General

	There are sufficient mental health services available to faculty members at ECU	There are sufficient physical health services available to faculty members at ECU	ECU promotes health and wellness on campus	ECU provides sufficient facility space for physical fitness on campus
SD	5.8%	4.5%	2.9%	7.8%
D	16.1%	17.6%	12.4%	19.2%
N	48.2%	29.4%	26.6%	24.7%
A	24.4%	38.2%	46.3%	35.5%
SA	5.5%	10.3%	11.8%	12.8%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Figure 23. Faculty: Wellness and Work/Life Balance – Agreement with General Statements, Continued

Wellness and Work/Life Balance: General Cont.

	I feel that ECU creates a climate that is responsive and supportive of family and personal needs	I often have to forgo professional activities because of personal responsibilities	I often have to forgo personal activities because of professional activities	The demands of my career are generally overwhelming
SD	8.3%	19.0%	5.8%	9.6%
D	17.4%	40.2%	23.6%	26.0%
N	33.6%	22.1%	20.4%	29.4%
A	30.5%	14.9%	33.1%	23.6%
SA	10.2%	3.8%	17.1%	11.4%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

The final portion of the wellness and work/life balance section asked faculty participants to rate several potential sources of stress in regard to the extent each of the sources caused them personal stress in the past year. Participants responded using a scale comprised of smiley faces, with the image on the far left representing the lowest level of stress and the image on the right representing the highest level of stress (see Table 10). Overall, the item that participants indicated caused them the highest level of stress in the past year was fear of job loss (32.3 percent). In contrast, the item that caused participants the lowest level of stress in the past year was securing funding for research (38.6 percent).

Other stressful items included the timing of departmental meetings and functions (25.8 percent), personal health (23.3 percent), and caring for another adult (e.g., elderly parent; 22.1 percent). In comparison, items that received the highest stress rating by the fewest participants included scholarly productivity expectations (6.3 percent), managing a grant (6.4 percent), committee responsibilities (8.8 percent), review/promotion issues (9.0 percent), and finances (9.2 percent).

Table 10. Faculty: Wellness and Work/Life Balance – Rating of Potential Sources of Stress

Source of Stress	😀	🙂	😐	🙁	☹️
Timing of departmental meetings and functions	7.3%	11.8%	30.3%	24.8%	25.8%
Managing a research group	12.1%	18.7%	29.4%	28.7%	11.1%
Managing a grant	17.5%	26.7%	32.7%	16.7%	6.4%
Securing funding for research	38.6%	28.9%	22.8%	6.1%	3.6%
Scholarly productivity expectations	16.4%	23.9%	32.8%	20.6%	6.3%
Teaching responsibilities	12.3%	19.8%	26.1%	29.6%	12.2%
Advising responsibilities	6.6%	16.0%	27.9%	32.5%	17.0%
Committee responsibilities	10.3%	22.5%	30.8%	27.6%	8.8%
Review/promotion process	18.5%	20.3%	32.3%	19.9%	9.0%
Fear of job loss	12.2%	15.0%	20.6%	19.9%	32.3%
Departmental politics	22.3%	19.2%	23.3%	22.5%	12.7%
Campus politics	18.8%	23.5%	32.6%	14.5%	10.6%
Personal health	7.9%	17.8%	22.6%	28.4%	23.3%
Caregiver responsibilities (adult)	17.3%	15.7%	31.9%	13.0%	22.1%
Childcare	19.7%	18.6%	25.9%	17.9%	17.9%
Finances	26.8%	22.5%	24.3%	17.2%	9.2%

Group Comparisons

A series of group comparisons were also conducted, in order to determine if any meaningful differences existed between demographic groups. Specifically, all questions were analyzed for differences on the basis of 1) gender, 2) race/ethnicity, and 3) tenure. Gender was split and compared male and female participant responses. Race/ethnicity was split and compared White and all other race/ethnicity classifications participant responses. Tenure was split and compared "junior" (i.e., less than 5 years) and "senior" (i.e., 5 or more years) faculty participant responses.

Although a variety of answer choices were available for all demographic variables, splits were made using demographic groups with the largest portions of participants, in order to make reliable comparisons and avoid potential violations of anonymity. For example, within race, only a small number of participants selected particular race/ethnicity classifications. In turn, parsing out such participants' responses may challenge the promise of anonymity. Consequently, race/ethnicity included the single largest classification of participants (i.e., White) and all other race/ethnicity classifications.

Gender

Several differences were found when comparing male and female participant responses. Specifically, the two groups of participants' responses differed on particular aspects of engagement, safety, inclusion, and working environment. In regard to engagement, female faculty members demonstrated an overall higher level of engagement than male faculty members. For example, 53.8 percent of female participants indicated that they believe in ECU's mission (i.e., *strongly agree*); whereas, 39.1 percent of male participants responded in the same way. Moreover, in comparison to male participants, larger portions of female participants agreed with statements suggesting that they are proud to share ECU's mission with others, understand how their work contributes to the mission, feel personally responsible for supporting the mission, and look forward to each day at the university (see Figure 69; Appendix C).

Regarding safety, 56.8 percent of male participants indicated that they feel safe on campus during the day (i.e., *strongly agree*); whereas, only 48.2 percent of female participants responded in the same way. Furthermore, only 13.2 percent of male participants indicated that they feel safe on campus after dark; however, a notably smaller portion of female participants responded in the same way (3.9 percent; see Figure 70; Appendix C). Additionally, a larger portion of female participants reported experience with unreported harassment incidents (15.0 percent) than male participants (8.5 percent; see Figure 71; Appendix C).

Finally, regarding inclusion and working environment, a larger portion of male faculty participants reported hearing students make negative statements pertaining to sexual orientation (31.4 percent) than female participants (21.8 percent; see Figure 72; Appendix C). However, a larger portion of female participants reported experience with acts of bias or discrimination pertaining to sex (22.1 percent) than male participants (15.9 percent; see Figure 73; Appendix C). Nevertheless, female participants indicated higher levels of job enjoyment than male participants and were less likely to indicate that they *often* think about leaving their job (see Figure 74; Appendix C).

Race/Ethnicity

When comparing the majority of participants who indicated "White" as their race/ethnicity with all other participants, response differences were primarily found on inclusion. Specifically, in comparison to White participants, a larger portion of participants from all other race/ethnicity groups indicated hearing faculty and staff members make negative statements pertaining to immigration background (10.3 percent and 24.0 percent, respectively; see Figure 75; Appendix C), social/economic background (8.7 percent and 17.0 percent, respectively; see Figure 76; Appendix C), and race/ethnicity (16.7 percent and 36.0 percent, respectively; see Figure 77; Appendix C). Similarly, in comparison to White participants, a larger portion of participants from all other race/ethnicity groups reported experience with acts of bias or discrimination pertaining to immigration background (11.5 percent and 24.5 percent, respectively; see Figure 78; Appendix C) and race/ethnicity (14.6 percent and 37.2 percent, respectively; see Figure 79; Appendix C).

Finally, in comparison to White participants, larger portions of participants from all other race/ethnicity groups disagreed (i.e., *disagree* or *strongly disagree*) that there are faculty and staff from different cultures and backgrounds at ECU (2.1 percent and 12.0 percent, respectively) and that ECU has made creating a diverse and inclusive community a priority (8.3 percent and 20.0 percent, respectively; see Figure 80; Appendix C).

Tenure

Lastly, in regard to tenure, there were many differences between the responses of "junior" faculty participants, who have been employed at ECU for less than 5 years, and "senior" faculty participants, who have been employed at ECU for 5 years or more. Specifically, there were differences between the two groups of participants' in reference to engagement, inclusion, working environment, communication, governance and leadership, and wellness and work/life balance. A few key differences are highlight below.

In general, junior faculty participants indicated that they are more engaged in their roles at the university (i.e., *agree* or *strongly agree*; 85.4 percent) than senior faculty participants (76.8 percent). Furthermore, with a difference of approximately 10.0 percent between groups, a larger portion of junior faculty participants indicated looking forward to each day at the university, getting a sense of accomplishment from their work, and being a proud member of the ECU community (see Figure 81; Appendix C).

Regarding inclusion and working environment, 58.0 percent of senior faculty participants indicated strong agreement that there are students from different cultures and backgrounds at ECU; whereas, only 45.8 percent of junior faculty participants indicated the same level of agreement. However, in comparison to junior faculty participants, senior faculty participants were more likely to disagree (i.e., *disagree* or *strongly disagree*) with statements suggesting that they are rewarded and recognized for performing well, paid fairly, and that the overall quality of professionalism at ECU is excellent (see Figure 82; Appendix C).

Such differences were also found in the final three sections, as senior faculty participants were more likely to disagree that there is clear and positive communication throughout the university; that leadership demonstrates concern regarding career development and appropriately allocates resources; and that ECU creates a climate that is both responsive and supporting of family and personal needs.

Faculty Summary

- **Engagement**: Participants indicated that they both believe in ECU's mission and feel personally responsible for supporting the mission through their role at the university. Furthermore, participants agreed that they are proud to be a member of the ECU community, feel engaged in their role, and get a sense of accomplishment from their work.

- **Safety**: Although participants indicated feeling safe on campus during the day, a large portion of participants disagreed that they feel safe after dark. Nevertheless, participants agreed that ECU makes every effort to ensure a safe campus and would respond effectively to safety incidents. Regarding past incidents, the most experienced incident was unreported harassment. Moreover, although most participants were at least somewhat familiar with reporting methods, participants were less familiar with how to report harassment incidents than violence incidents.

- **Inclusion**: Participants were more likely to interact with diverse students than faculty and staff members. However, participants were also more likely to hear students make negative comments pertaining to demographics, such as race/ethnicity, sexual orientation, and gender/gender identity. Moreover, the most frequently experienced acts of bias or discrimination were in regard to race/ethnicity and sex. Nonetheless, participants indicated that they feel welcome and believe there are diverse students, faculty, and staff members at ECU.

- **Working Environment**: Participants indicated that they have positive working relationships with their co-workers and enjoy their job. Additionally, participants provided a high rating for the overall quality of faculty at ECU. However, participants provided a less favorable rating for mentoring at ECU. Participants also disagreed that they are paid fairly and rewarded for performing well. In turn, participants provided a largely neutral response to the statements, "I often think about leaving my job" and "I expect that I will still be working at ECU in 5 years."

- **Communication**: Participants agreed that professional expectations are clearly communicated and that faculty members are taken seriously by their supervisors. However, participants did indicate that although there is often open, two-way communication between units, such as departments, such communication is less frequent between larger entities, such as colleges.

- **Governance and Leadership**: Overall, participants agreed that their immediate supervisor is available when needed and has a genuine interest in career development and well-being. Participants also agreed that senior leadership clearly communicates institutional priorities. However, participants indicated lower levels of agreement with statements suggesting that senior leadership encourages transparency and effectively allocates university resources.

- **Wellness and Work/Life Balance**: Participants agreed that there are sufficient physical health resources on campus, but fewer participants agreed that sufficient mental health resources are available. Furthermore, participants agreed that ECU promotes health on campus, but also indicated that they often forgo personal activities for professional responsibilities. Common sources of stress for faculty participants include fear of job loss, meetings, and personal health.

Staff Perceptions of Climate

Demographics

Staff participants were asked to respond to several demographic questions, which help to describe the group of individuals who elected to participate in the survey. The following section details staff participants' responses to such questions. In addition to pre-defined response options, some questions also afforded participants the opportunity to select an "other" option and write-in a response that they believe best describes them. Examples of such responses are included throughout the following section.

Gender and Sexual Orientation

When asked to report gender, the majority of participants indicated that they identify as female (73.4 percent) or male (25.9 percent). However, a small number of participants indicated that they identify as transgender (0.3 percent) or self-identify with another gender (0.4 percent). Regarding sexual orientation, the majority of participants indicated that they identify as heterosexual (94.7 percent), followed by those who identified as gay or lesbian (3.1 percent), another sexual orientation (e.g., "asexual", "pansexual"; 1.4 percent), or bisexual (0.8%).

Age

Participants were also asked to indicate the year range in which they were born (see Table 11). Overall, the majority of participants selected a year range between 1955 and 1989 (88.4 percent). Specifically, the year ranges selected by the largest portions of participants included, 1960 through 1964 (15.4 percent), 1955 through 1959 (14.2 percent), and 1965 through 1969 (12.8 percent), indicating that a large portion of staff participants are approximately 45 years of age or older. The youngest age group included a small portion of staff participants who indicated that they were born between 1990 and 1994 (2.3 percent).

Table 11. Staff Demographics: Birth Year Range

Year Range	Percent
1940-1944	0.8%
1945-1949	1.7%
1950-1954	6.8%
1955-1959	14.2%
1960-1964	15.4%
1965-1969	12.8%
1970-1974	11.1%
1975-1979	12.3%
1980-1984	11.2%
1985-1989	11.4%
1990-1994	2.3%
1995-1999	0.0%

Race/Ethnicity and Country of Origin

Next, staff participants were asked to report their race/ethnicity and country of origin (see Table 12). The majority of participants identified as White (77.9 percent), followed by those who identify as Black or African American (16.0 percent). Smaller portions of participants also indicated their race/ethnicity as two or more races (2.0 percent), American Indian or Alaska Native (1.6 percent), or Hispanic of any race (1.6 percent). Regarding country of origin, 97.0 percent of participants indicated that they were born in the United States; whereas, 3.0 percent indicated that they were born in another country, such as "Canada" or "India."

Table 12. Staff Demographics: Race/Ethnicity

Race/Ethnicity	Percent
American Indian or Alaska Native	1.6%
Asian	0.9%
Black or African American	16.0%
Hispanic of any race	1.6%
Native Hawaiian/Pacific Islander	0.0%
Two or more races	2.0%
White	77.9%

Employment Status and Division

When asked to report their employment status and division (see Table 13), the majority of staff participants indicated that they are employed full-time (96.8 percent), followed by those who are employed part-time (3.2 percent). In regard to division, the largest portions of participants indicated that they are employed with Health Sciences (37.5 percent), Academic Affairs (23.5 percent), or Administration and Finance (19.3 percent).

Table 13. Staff Demographics: ECU Division of Employment

Division	Percent
Academic Affairs	23.5%
Administration and Finance	19.3%
Advancement	1.8%
Athletics	2.6%
Chancellor's	3.5%
Health Sciences	37.5%
Research, Economic Development and Engagement	2.1%
Student Affairs	9.7%

College

Participants also indicated the specific college with which they are employed if within either Academic Affairs or Health Sciences (see Tables 14 and 15). The largest portions of participants within Academic Affairs indicated that they are specifically employed with Thomas Harriot College of Arts and Sciences (11.0 percent) or the College of Education (11.0 percent). Within Health Sciences, the largest portions of participants indicated that they are specifically employed with Brody School of Medicine (64.5 percent), followed by those who indicated that they are employed with the School of Dental Medicine (14.1 percent).

Table 14. Staff Demographics: College of Employment, Academic Affairs

College (Academic Affairs)	Percent
Thomas Harriot College of Arts and Sciences	11.0%
College of Business	6.2%
College of Education	11.0%
College of Engineering and Technology	4.1%
College of Fine Arts and Communication	5.5%
College of Health and Human Performance	8.3%
College of Human Ecology	1.4%
Honors College	0.7%
Other	51.8%

Table 15. Staff Demographics: College of Employment, Health Sciences

College (Health Sciences)	Percent
Brody School of Medicine	64.5%
College of Allied Health Sciences	3.8%
College of Nursing	6.5%
School of Dental Medicine	14.1%
Other	11.1%

Employee Classification

Staff participants were asked to specify their employee classification (see Table 16). Approximately half of participants indicated that they are SPA staff members (56.1 percent) and an additional 27.2 percent indicated that they are EPA Non-Faculty staff members. The remaining participants indicated that they are either CSS staff members (13.3 percent) or some other classification (3.4 percent).

Table 16. Staff Demographics: Employee Classification

Employee Classification	Percent
SPA	56.1%
CSS	13.3%
EPA Non-Faculty	27.2%
Other	3.4%

Tenure

Finally, staff participants were asked to indicate how many years they have been employed at East Carolina University (see Table 17). The largest portions of participants indicated tenure of less than 5 years (37.1 percent) or between 5 and 10 years (22.3 percent). However, similar portions of participants indicated tenure between 10 and 15 years (15.4 percent) and between 15 and 20 years (11.0 percent). A combined 14.2 percent of participants indicated tenure of 20 years or more.

Table 17. Staff Demographics: Years Employed at ECU

Years Employed	Percent
Less than 5 years	37.1%
5-10 years	22.3%
10-15 years	15.4%
15-20 years	11.0%
20-25 years	7.5%
More than 25 years	6.7%

Survey Results

The following section includes all results from the 2015 Campus Climate Survey for staff members.

Engagement

In the first section of the survey, staff participants were asked to answer questions regarding their engagement at the university. Specifically, participants were shown the ECU Mission Statement and asked to indicate their agreement with a variety of related statements (see Figure 24). Participants responded using a 5-point scale, which ranged from 1 s*trongly disagree* to 5 s*trongly agree*.

Overall, participants indicated high levels of agreement with all statements. For example, 87.4 percent of participants agreed (i.e., *agree* or *strongly agree*) with the statement, "I believe in ECU's mission." Additionally, 84.5 percent of participants agreed that they understand how their work directly contributes to the mission and 80.5 percent of participants agreed that they are proud to share ECU's mission with others. No more than approximately 5.0 percent of participants disagreed (i.e., *disagree* or *strongly disagree*) with any one statement.

Figure 24. Staff: Engagement – Agreement with Mission Statement Specific Items
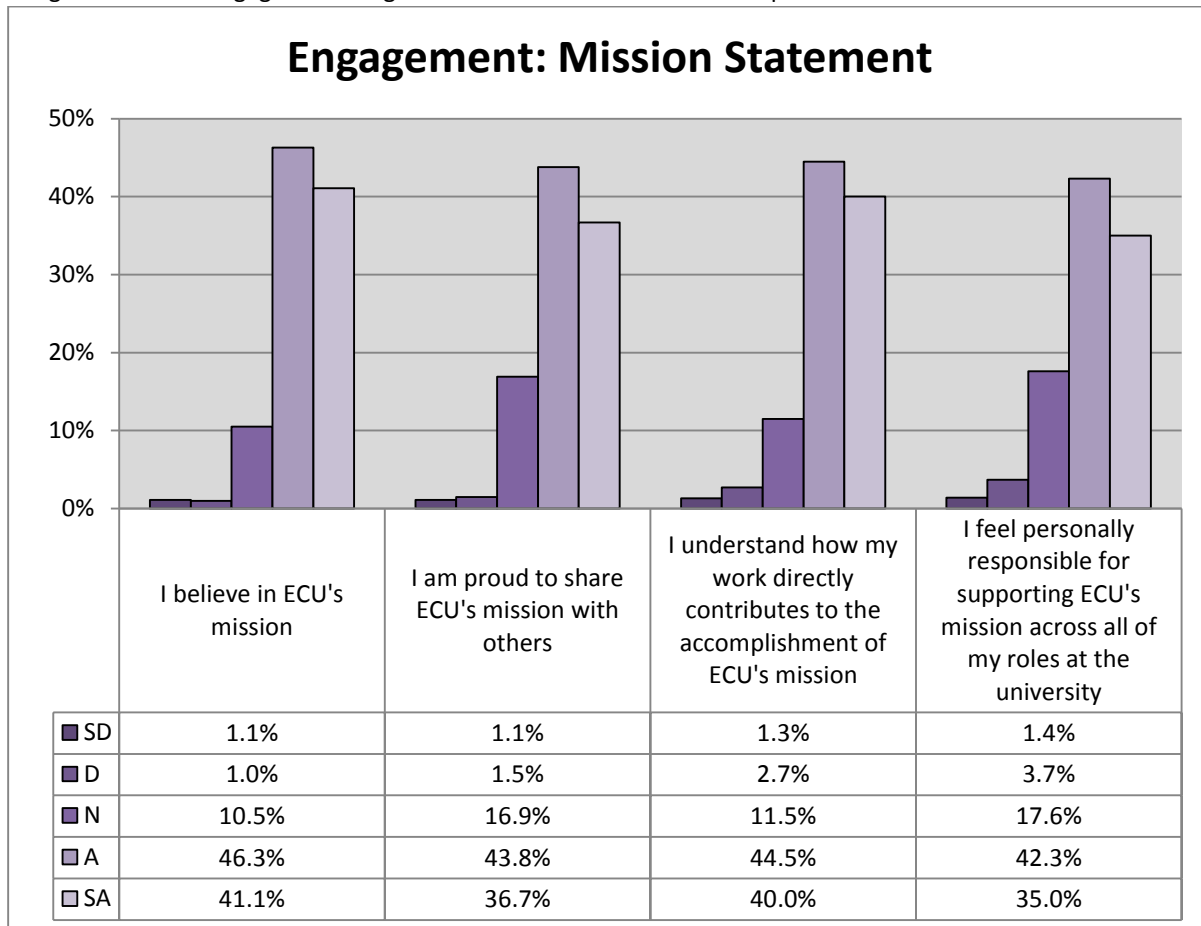
Engagement: Mission Statement

	I believe in ECU's mission	I am proud to share ECU's mission with others	I understand how my work directly contributes to the accomplishment of ECU's mission	I feel personally responsible for supporting ECU's mission across all of my roles at the university
■ SD	1.1%	1.1%	1.3%	1.4%
■ D	1.0%	1.5%	2.7%	3.7%
■ N	10.5%	16.9%	11.5%	17.6%
■ A	46.3%	43.8%	44.5%	42.3%
□ SA	41.1%	36.7%	40.0%	35.0%

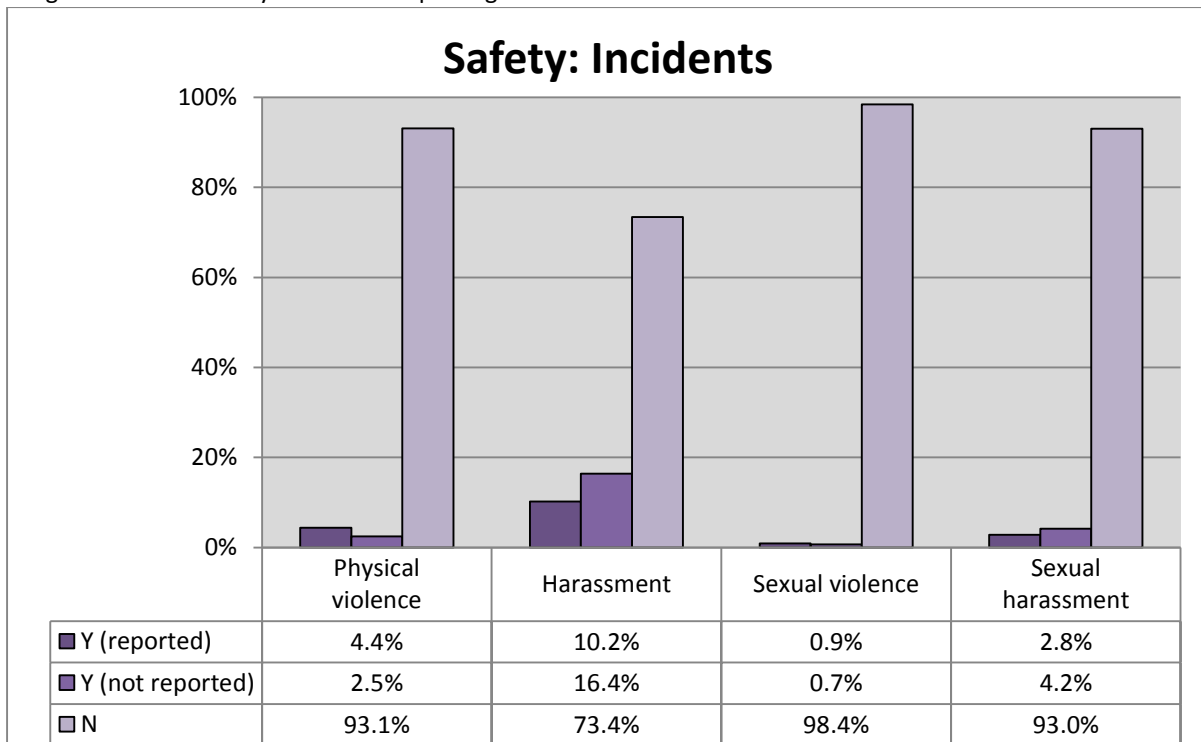*Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree*

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Staff participants were also asked to indicate their agreement with several general statements regarding their engagement with the university (see Figure 25). Such statements addressed topics such as university pride, as well as feelings of engagement, anticipation, and accomplishment. Participants indicated high levels of agreement with the statements. Specifically, a large portion of participants agreed (i.e., *agree* or *strongly agree*) that they are proud to be a member of the ECU community (86.0 percent). Participants also agreed that they get a sense of accomplishment from their work (75.6 percent) and feel engaged in their role at the university (73.9 percent).

Additionally, although the majority of participants indicated agreement with the statement, "I look forward to each day at the university" (60.2 percent), nearly a quarter of participants indicated a neutral response (23.9 percent) and 15.9 percent indicated that they disagreed (i.e., *disagree* or *strongly disagree*) with the statement. No other general statement had more than roughly 10.0 percent of participants indicate that they disagreed.

Figure 25. Staff: Engagement – Agreement with General Statements

Engagement: General

	I am proud to be a member of the ECU community	I feel engaged in my role at the university	I look forward to each day at the university	I get a sense of accomplishment from the work I complete at the university
SD	1.3%	2.2%	3.9%	2.5%
D	1.9%	7.2%	12.0%	7.6%
N	10.8%	16.7%	23.9%	14.3%
A	39.1%	41.7%	38.2%	42.6%
SA	46.9%	32.2%	22.0%	33.0%
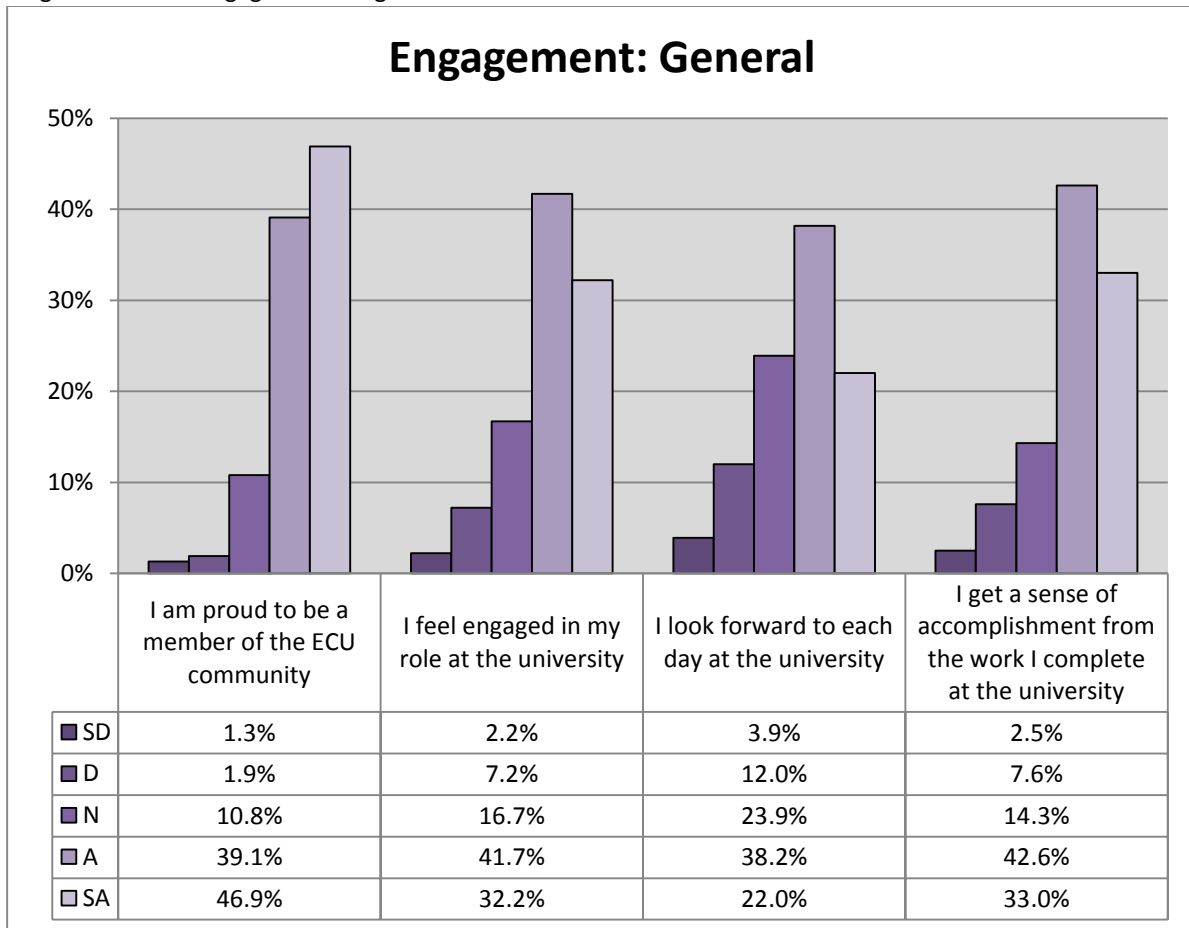
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Safety

In the following section, staff participants were asked to rank their agreement with a variety of statements regarding campus safety (see Figure 26). The statements addressed general perceptions of safety on campus and the university's approach to providing a safe campus. For example, 74.5 percent of participants agreed (i.e., *agree* or *strongly agree*) that ECU would respond effectively to a safety incident on campus and 71.0 percent of participants agreed that ECU makes every effort to ensure the campus is safe. Additionally, 88.3 percent of participants agreed that they feel safe on campus during the day; however, only 29.4 percent of participants agreed that they feel safe on campus after dark.

Figure 26. Staff: Safety – Agreement with General Statements
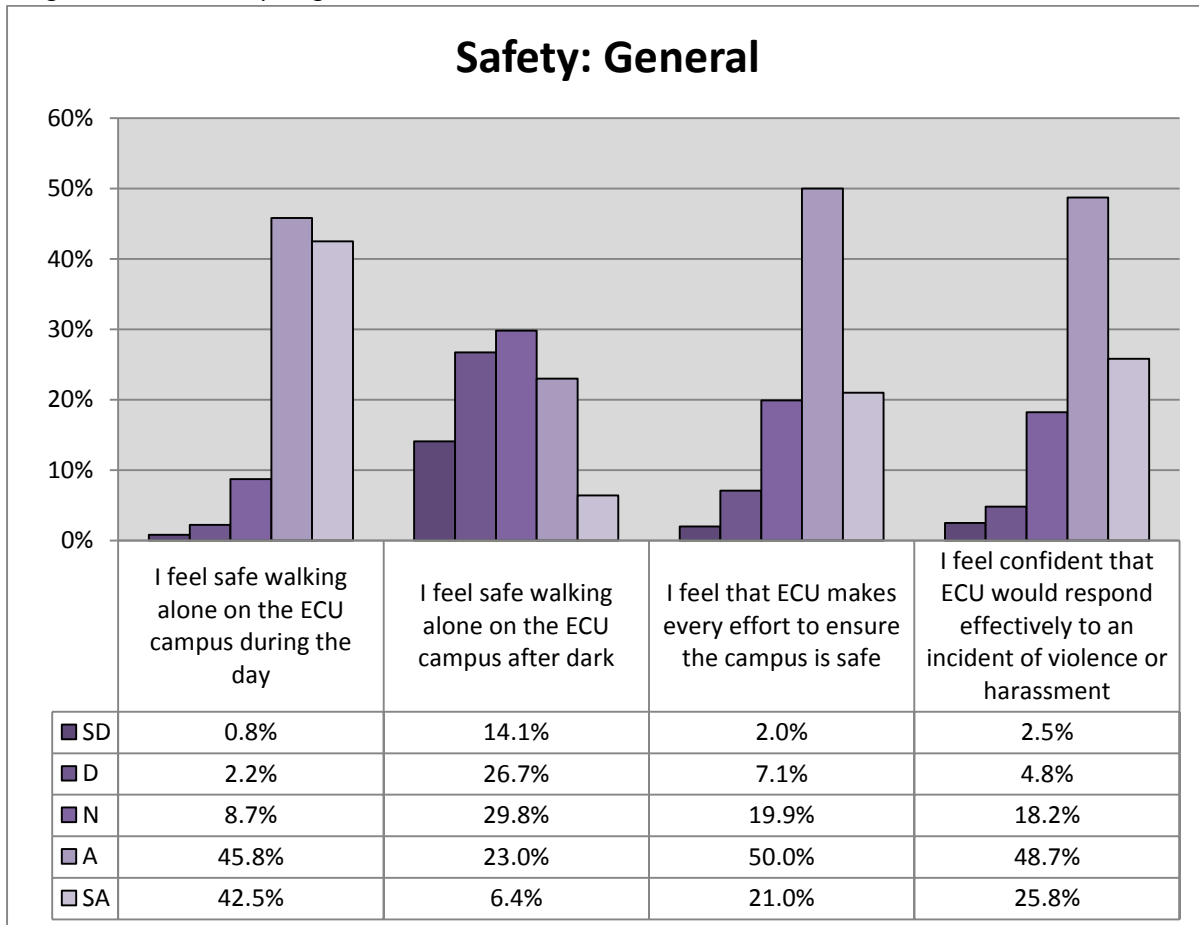
Safety: General

	I feel safe walking alone on the ECU campus during the day	I feel safe walking alone on the ECU campus after dark	I feel that ECU makes every effort to ensure the campus is safe	I feel confident that ECU would respond effectively to an incident of violence or harassment
SD	0.8%	14.1%	2.0%	2.5%
D	2.2%	26.7%	7.1%	4.8%
N	8.7%	29.8%	19.9%	18.2%
A	45.8%	23.0%	50.0%	48.7%
SA	42.5%	6.4%	21.0%	25.8%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Staff participants were also asked questions regarding several types of safety incidents (see Figure 27). For each incident, participants were asked to indicate if they had, 1) experienced and reported an incident, 2) experienced but not reported an incident, or 3) not experienced an incident. A participant was considered to have "experienced" an incident if they either witnessed or personally experienced an incident or incidents. Moreover, participants were given the opportunity to indicate whether they had witnessed or personally experienced the incident; however, participants did not report the number of times they had witnessed or personally experienced a particular incident. In turn, results merely aim to represent an approximation of the portion of participants who have had some form of experience with such incidents on campus. Incidents included physical violence, harassment, sexual violence, and sexual harassment.

In general, the majority of participants indicated having never experienced any of the safety incidents. The most frequently experienced incident was harassment, as a combined 26.6 percent of participants indicated that they had experienced (i.e., *reported* and *not reported*) a harassment incident. Moreover, the portion of participants who indicated experiencing a harassment incident was four times as large as any other safety incident. Specifically, the next most frequently experienced incidents were sexual harassment (7.0 percent) and physical violence (6.9 percent). The least frequently reported incident was sexual violence, as only 1.6 percent of participants reported some form of experience with the incident.

Lastly, the majority of participants indicated having witnessed the various safety incidents in comparison to having personally experienced an incident or incidents.

Figure 27. Staff: Safety – Incident Reporting

Safety: Incidents

	Physical violence	Harassment	Sexual violence	Sexual harassment
Y (reported)	4.4%	10.2%	0.9%	2.8%
Y (not reported)	2.5%	16.4%	0.7%	4.2%
N	93.1%	73.4%	98.4%	93.0%

Note: Y (reported) = Yes, witnessed/personally experienced an incident and previously reported an incident; Y (not reported) = Yes, witnessed/personally experienced an incident but have not reported an incident; N = No, have not witnessed/personally experienced an incident

Next, staff participants were asked to indicate whether they were familiar with methods for reporting various safety incidents (see Figure 28). Participants responded using a 3-point scale, which ranged from 1 *unfamiliar* to 3 *familiar*. Incidents included physical violence, harassment, sexual violence, and sexual harassment.

At least 66.3 percent of participants indicated that they are *familiar* with reporting methods for all incidents and an additional approximately 25.0 percent of participants indicated that they are at least *somewhat familiar* with reporting methods. No more than approximately 5.0 percent of participants indicated that they are *unfamiliar* with reporting methods for each incident type.

Figure 28. Staff: Safety – Familiarity with Safety Incident Reporting Methods

Safety: Familiar with Reporting Methods

	Physical violence	Harassment	Sexual violence	Sexual harassment
U	5.0%	5.1%	4.9%	5.1%
SF	27.4%	28.6%	27.7%	28.4%
F	67.6%	66.3%	67.4%	66.5%
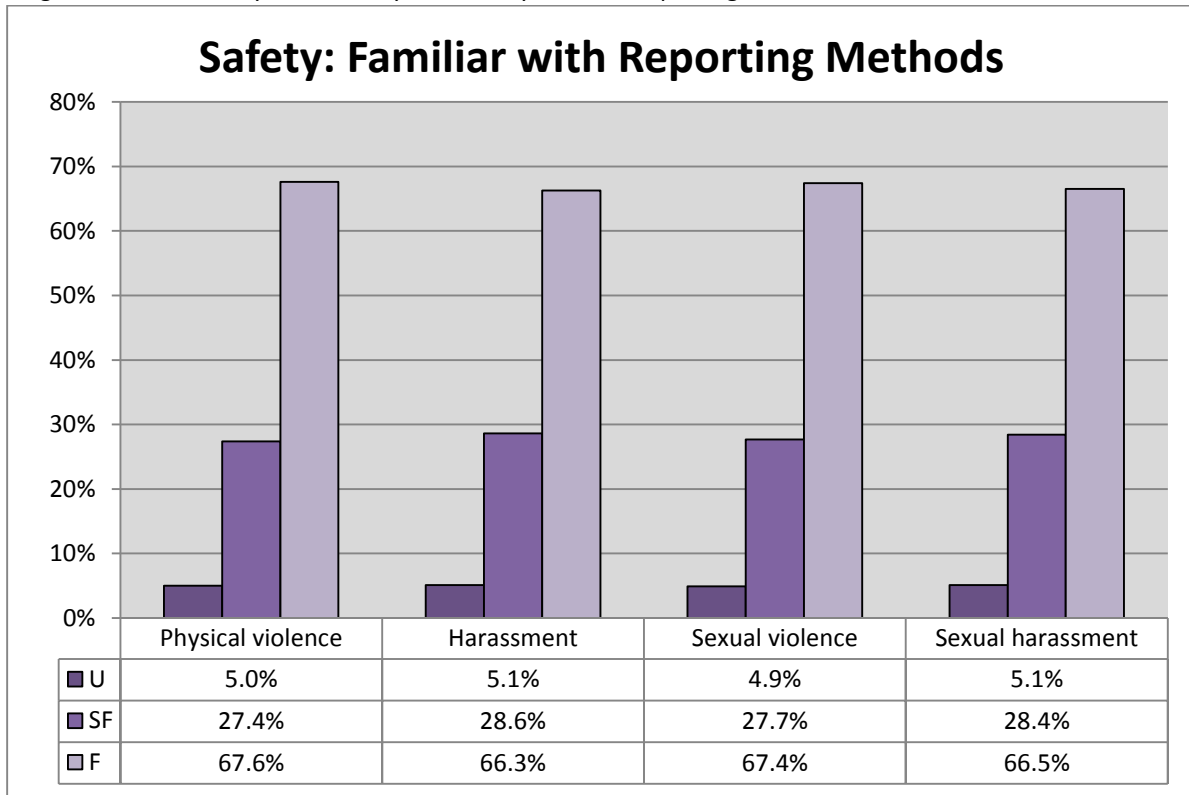
Note: U = Unfamiliar; SF = Somewhat Familiar; F = Familiar

Furthermore, staff participants were asked to indicate whether or not they would report various safety incidents if witnessed or personally experienced in the future (see Figure 29). Participants responded using a 3-point scale, which included 1 *yes*, 2 *no*, and 3 *it depends*. Incidents included physical violence, harassment, sexual violence, and sexual harassment.

Overall, the majority of participants indicated that they would report all incident types if experienced in the future. For example, 92.4 percent and 93.7 percent of participants indicated that they would report future physical and sexual violence incidents, respectively, and 84.3 percent of participants indicated that they would report future sexual harassment incidents. In comparison, a smaller portion of participants indicated that they would report future harassment incidents (not including sexual harassment; 74.1 percent). All incident types received a very low portion of participants who indicated that they would not report a future incident.

Nevertheless, some participants indicated that their reporting behavior would depend upon additional factors. In particular, approximately a quarter of participants indicated that their future reporting of a harassment incident would depend upon other factors (23.3 percent) and 14.0 percent of participants indicated that their future reporting of a sexual harassment incident would depend upon other factors.

Figure 29. Staff: Safety – Future Incident Reporting Behavior

Safety: Report Future Incidents

	Physical violence	Harassment	Sexual violence	Sexual harassment
Y	92.4%	74.1%	93.7%	84.3%
N	1.3%	2.6%	1.5%	1.7%
ID	6.3%	23.3%	4.8%	14.0%
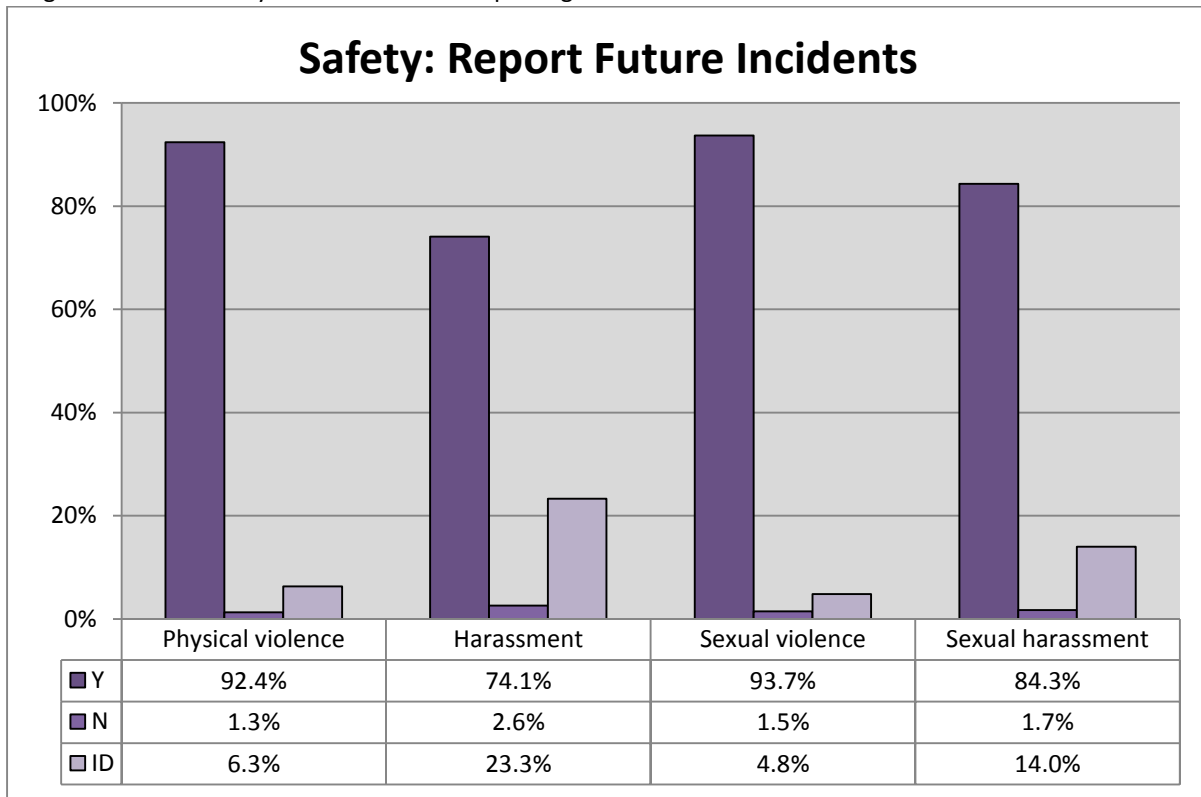
Note: Y = Yes; N = No; ID = It depends

Lastly, staff participants were asked to indicate whether they have received any training in policies and procedures regarding safety incidents (e.g., definitions, confidential resources), as well as training in prevention methods (e.g., education, consent, bystander intervention; see Figure 30).

Overall, a slightly larger portion of participants indicated having received training in policies and procedures than prevention methods. Specifically, at least 69.1 percent of participants indicated having received training in policies and procedures; whereas, at least 59.0 percent of participants indicated having received training in prevention methods. The largest portion of participants indicated having received such training for sexual harassment incidents; whereas, the smallest portion of participants indicated having received such training for physical violence incidents.

Figure 30. Staff: Safety – Training in Safety Incident Policies, Procedures, and Prevention

	Physical violence	Harassment	Sexual violence	Sexual harassment
■ Policies	69.1%	77.7%	75.3%	81.7%
■ Prevention	59.0%	65.5%	63.9%	69.2%
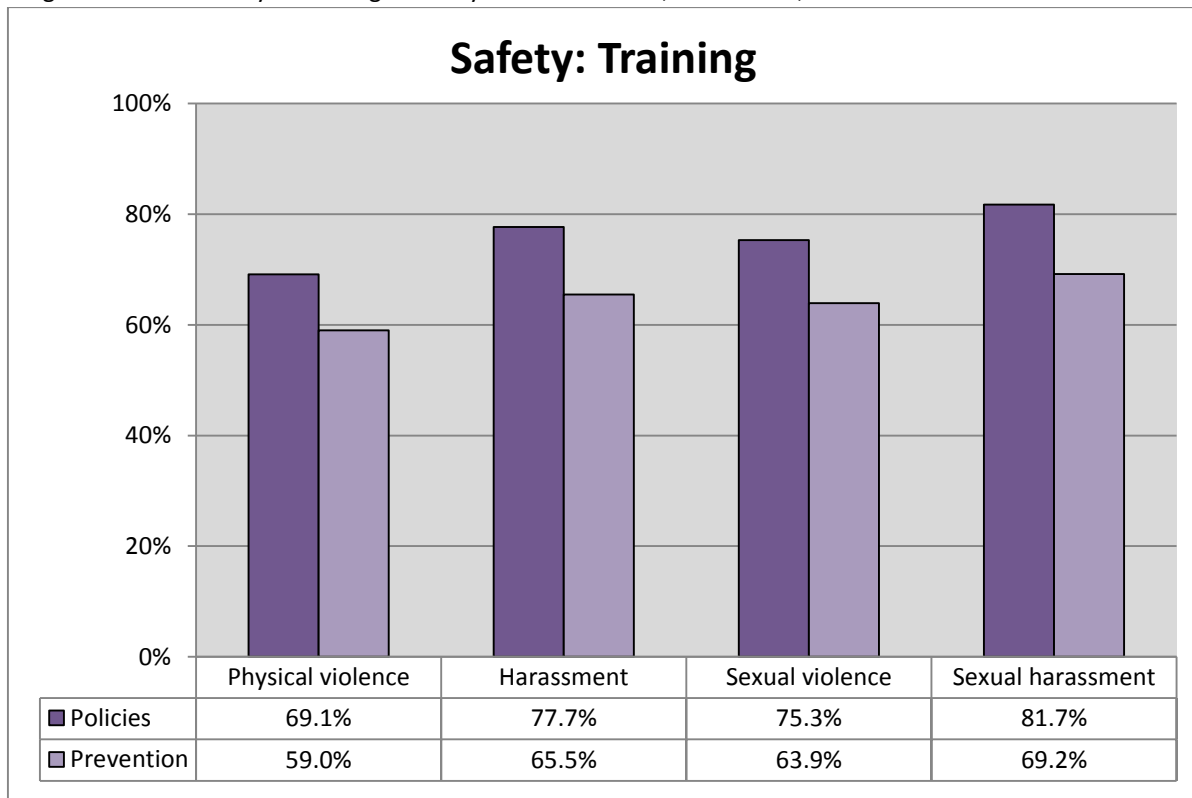
Inclusion

In the next section, staff participants were asked multiple questions pertaining to inclusion at ECU. First, participants were asked to indicate how often they interact with students who demonstrate demographic characteristics different from their own (see Figure 31). Participants responded using a 3-point scale, including 1 *never*, 2 *sometimes*, and 3 *often*.

Participants indicated that they *often* interact with students with a race/ethnicity (78.9 percent), social/economic background (63.7 percent), or religious background (57.2 percent) that differs from their own. Furthermore, participants indicated that they *sometimes* interact with students with a primary language that differs from their own (54.4 percent) or a disability (55.8 percent). However, in contrast, 35.1 percent of participants indicated that they *never* interact with students with a gender identity that differs from their own. In comparison, no other demographic category had more than 20.0 percent of participants indicate the same lack of interaction.

Figure 31. Staff: Inclusion – Frequency of Interaction, Students
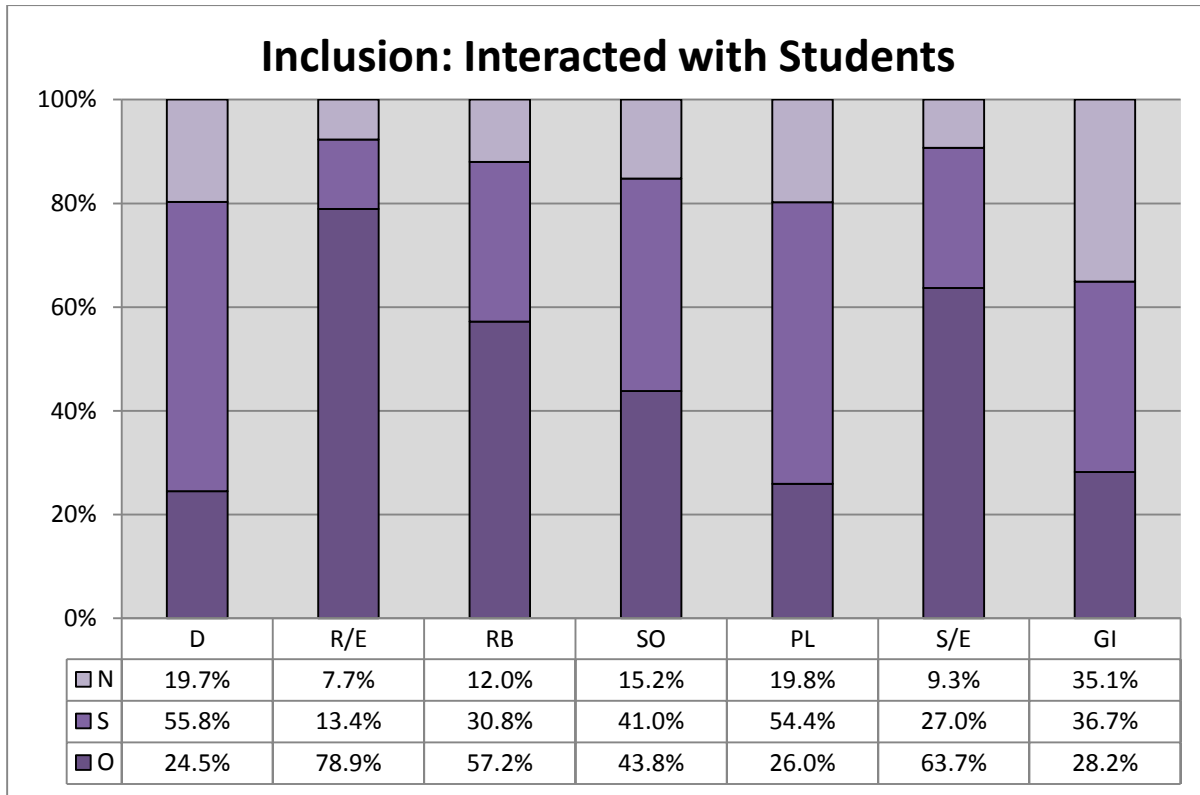
Inclusion: Interacted with Students

	D	R/E	RB	SO	PL	S/E	GI
N	19.7%	7.7%	12.0%	15.2%	19.8%	9.3%	35.1%
S	55.8%	13.4%	30.8%	41.0%	54.4%	27.0%	36.7%
O	24.5%	78.9%	57.2%	43.8%	26.0%	63.7%	28.2%

Note: N = Never; S = Sometimes; O = Often; D = Disability; R/E = Race/Ethnicity; RB = Religious belief; SO = Sexual orientation; PL = Primary language; S/E = Social/Economic background; GI = Gender identity

Next, staff participants were asked to indicate how often they interact with other faculty and staff members who demonstrate demographic characteristics different from their own (see Figure 32). The largest portion of participants indicated that they *often* interact with faculty and staff members with a race/ethnicity that differs from their own (89.9 percent). Additionally, participants indicated that they *often* interact with faculty and staff members with a religious belief (69.1 percent) or social/economic background (66.1 percent) that differs from their own. Participants also indicated that they *sometimes* interact with faculty and staff members with a primary language that differs from their own (49.2 percent) or a disability (58.8 percent).

Finally, a large portion of participants indicated that they *never* interact with faculty and staff members with a gender identity that differs from their own (40.6 percent), which was approximately twice as large as any other portion of participants that indicated the same lack of interaction with another demographic category.

Figure 32. Staff: Inclusion – Frequency of Interaction, Faculty and Staff Members
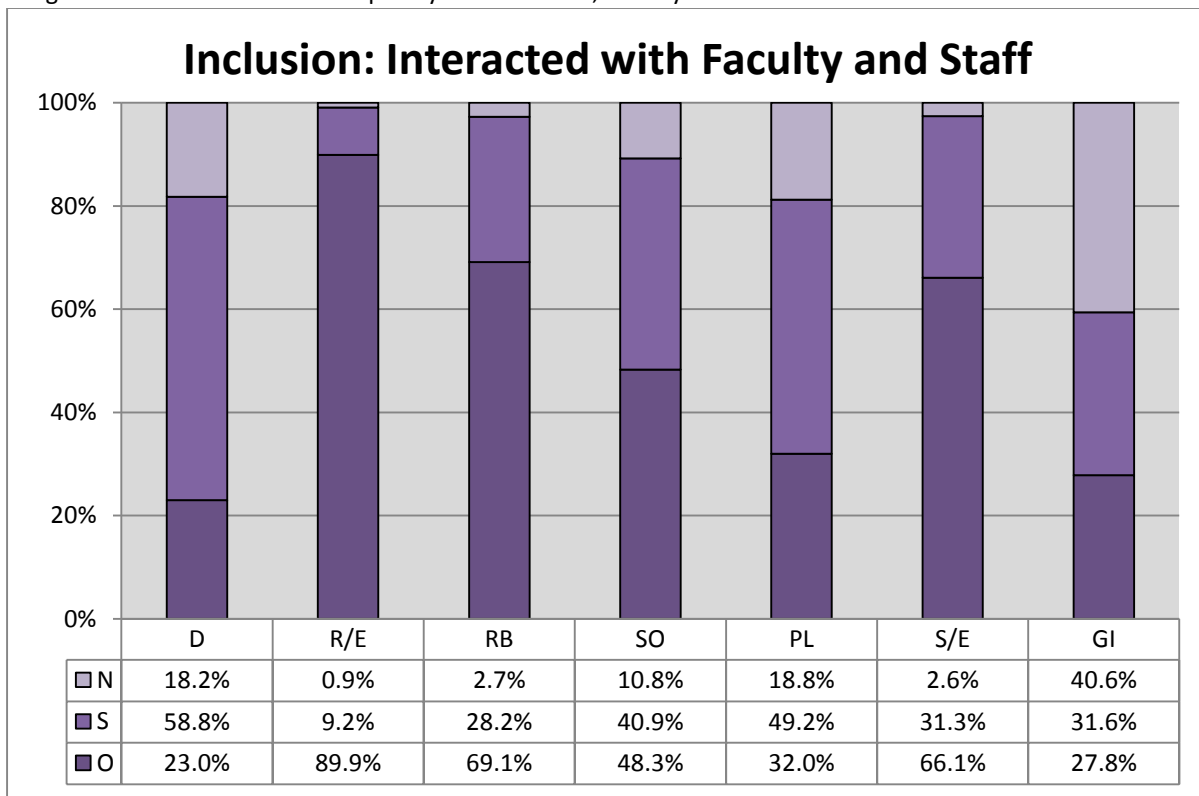
Inclusion: Interacted with Faculty and Staff

	D	R/E	RB	SO	PL	S/E	GI
N	18.2%	0.9%	2.7%	10.8%	18.8%	2.6%	40.6%
S	58.8%	9.2%	28.2%	40.9%	49.2%	31.3%	31.6%
O	23.0%	89.9%	69.1%	48.3%	32.0%	66.1%	27.8%

Note: N = Never; S = Sometimes; O = Often; D = Disability; R/E = Race/Ethnicity; RB = Religious belief; SO = Sexual orientation; PL = Primary language; S/E = Social/Economic background; GI = Gender identity

Staff participants were also asked to indicate whether they have heard negative, inappropriate, or stereotypical statements made in reference to certain demographic groups (see Figure 33). Moreover, participants were asked about negative statements they have heard from students, as well as faculty and staff members. Overall, no more than approximately 20.0 percent of participants reported hearing negative statements from either students or faculty and staff members in reference to any demographic group.

Specifically, 21.7 percent of participants indicated hearing negative statements from students regarding race/ethnicity and 19.1 percent of participants indicated hearing negative statements regarding sexual orientation. Moreover, participants indicated hearing negative statements from faculty and staff members regarding race/ethnicity (21.3 percent), sexual orientation (17.3 percent), and age (17.0 percent).

Lastly, for both students and faculty and staff members, the smallest portion of participants indicated hearing negative statements regarding disability status and immigration background.

Figure 33. Staff: Inclusion – Negative Statements, Students and Faculty and Staff Members
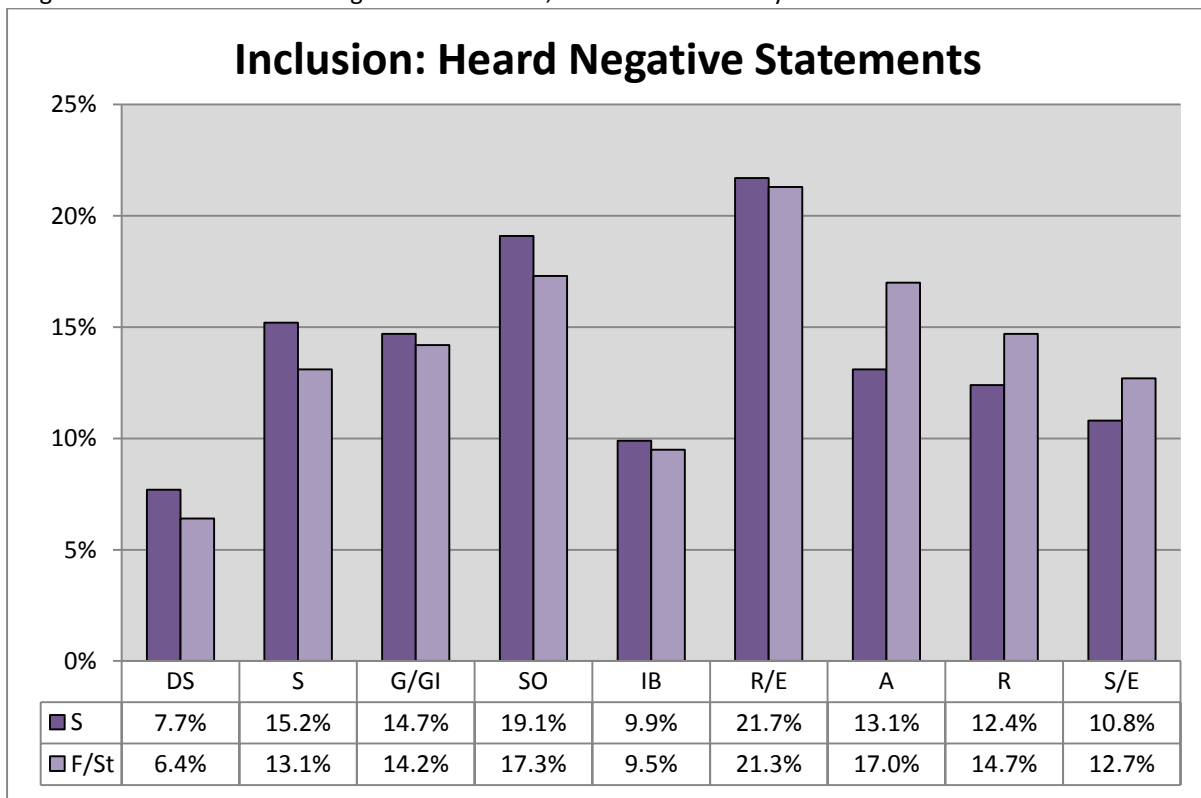
Inclusion: Heard Negative Statements

	DS	S	G/GI	SO	IB	R/E	A	R	S/E
S	7.7%	15.2%	14.7%	19.1%	9.9%	21.7%	13.1%	12.4%	10.8%
F/St	6.4%	13.1%	14.2%	17.3%	9.5%	21.3%	17.0%	14.7%	12.7%

Note: S = Students; F/St = Faculty/Staff; DS = Disability status; S = Sex; G/GI = Gender/Gender Identity; SO = Sexual orientation; IB = Immigration background; R/E = Race/Ethnicity; A = Age; R = Religion; S/E = Social/Economic background

Staff participants were also asked a series of questions regarding acts of bias, which included witnessed and personally experienced acts of bias or discrimination (see Figures 34 and 35). Participants were asked to indicate if they had, 1) experienced and reported an act of bias, 2) experienced but not reported an act of bias, 3) not experienced an act of bias, or 4) maybe experienced an act of bias but are unsure. Although participants were given the opportunity to indicate whether they had witnessed or personally experienced a particular act of bias, they did not report the number of times they had witnessed or personally experienced an act. In turn, results merely aim to represent an approximation of the portion of participants who have had some form of experience with acts of bias on campus. Participants were asked to indicate their experience with acts of bias on the basis of disability status, sex, gender or gender identity, sexual orientation, immigration background, race/ethnicity, age, religion, and social/economic background.

Overall, the majority of participants indicated that they have not experienced an act of bias. Nevertheless, the most frequently experienced (i.e., *reported* or *not reported*) acts of bias were on the basis of race/ethnicity (13.1 percent) and age (9.3 percent). In comparison, the least frequently experienced acts of bias were on the basis of disability status (2.8 percent) and gender/gender identity (4.8 percent).

The act of bias that the largest portion of participants indicated that they *maybe* experienced was an act of bias on the basis of age (9.5 percent), followed by race/ethnicity (9.4 percent), sex (6.2 percent), sexual orientation (6.0 percent), and social/economic background (5.9 percent). Moreover, for several acts of bias, a similar portion of participants indicated that they had experienced an act as the portion of participants who indicated that they *maybe* experienced an act.

Lastly, the majority of participants indicated having witnessed the various acts of bias in comparison to having personally experienced an act or acts.

Figure 34. Staff: Inclusion – Bias Reporting
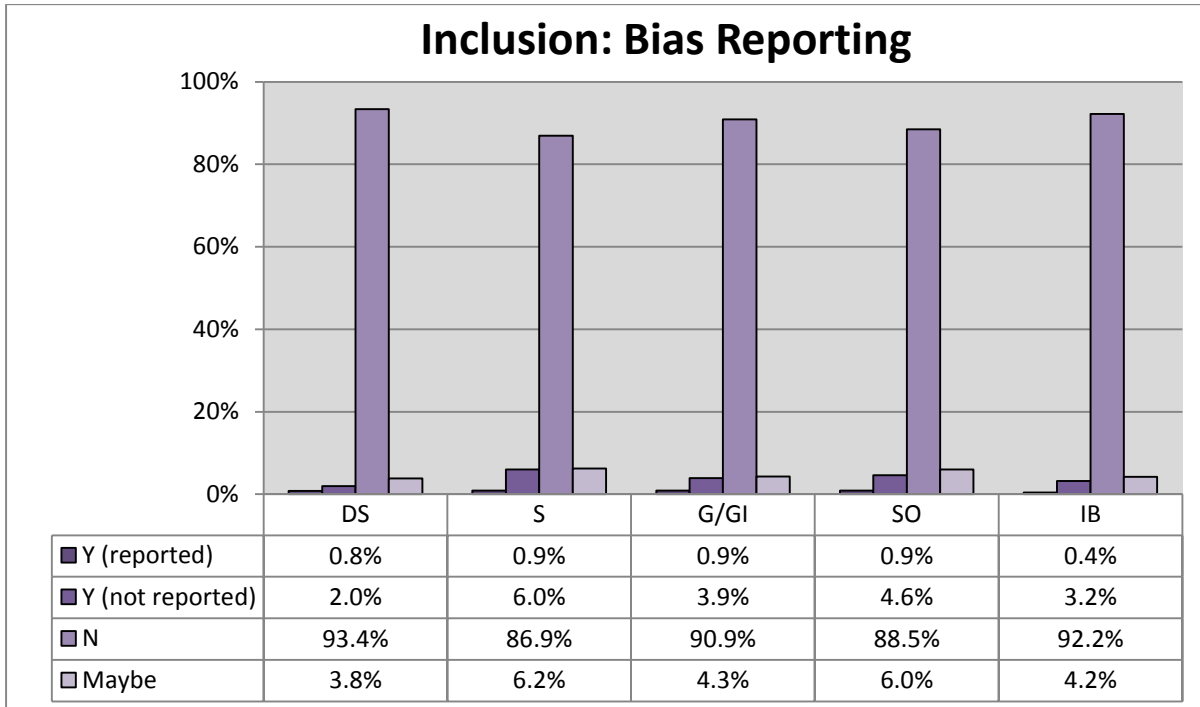
Inclusion: Bias Reporting

	DS	S	G/GI	SO	IB
■ Y (reported)	0.8%	0.9%	0.9%	0.9%	0.4%
■ Y (not reported)	2.0%	6.0%	3.9%	4.6%	3.2%
■ N	93.4%	86.9%	90.9%	88.5%	92.2%
□ Maybe	3.8%	6.2%	4.3%	6.0%	4.2%

Note: Y (reported) = Yes, witnessed/personally experienced an act of bias and previously reported an act of bias; Y (not reported) = Yes, witnessed/personally experienced an act of bias but have not reported an act of bias; N = No, have not witnessed/personally experienced an act of bias; DS = Disability status; S = Sex; G/GI = Gender/Gender Identity; SO = Sexual orientation; IB = Immigration background

Figure 35. Staff: Inclusion – Bias Reporting, Continued
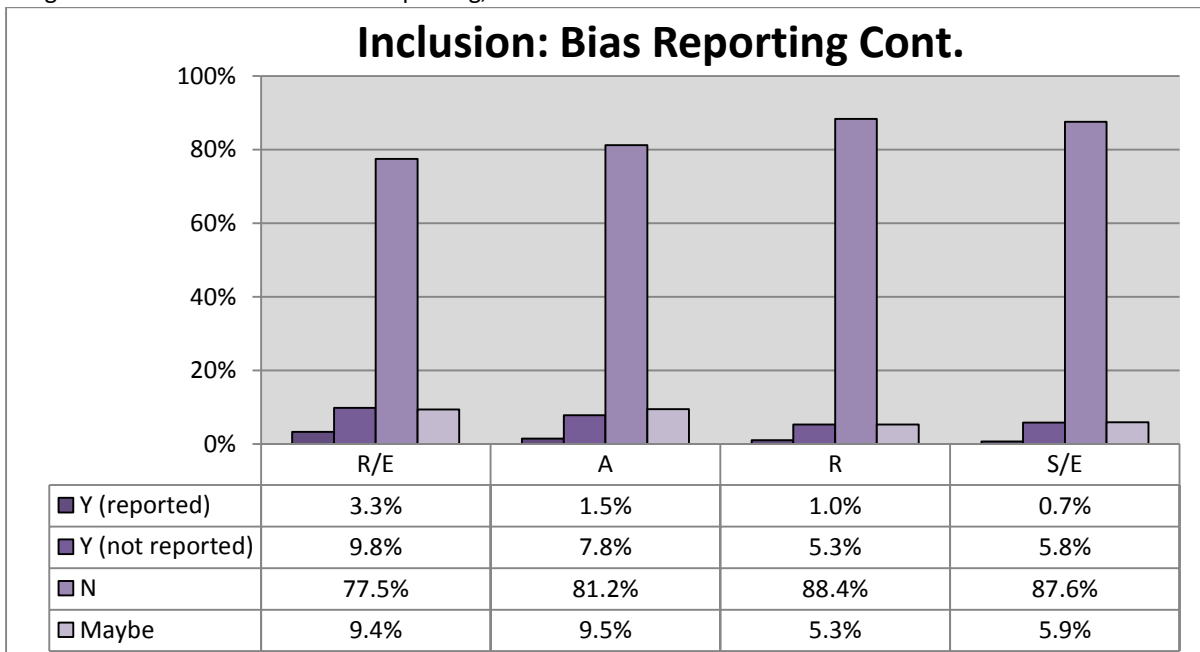
Inclusion: Bias Reporting Cont.

	R/E	A	R	S/E
■ Y (reported)	3.3%	1.5%	1.0%	0.7%
■ Y (not reported)	9.8%	7.8%	5.3%	5.8%
■ N	77.5%	81.2%	88.4%	87.6%
□ Maybe	9.4%	9.5%	5.3%	5.9%

Note: Y (reported) = Yes, witnessed/personally experienced an act of bias and previously reported an act of bias; Y (not reported) = Yes, witnessed/personally experienced an act of bias but have not reported an act of bias; N = No, have not witnessed/personally experienced an act of bias; R/E = Race/Ethnicity; A = Age; R = Religion; S/E = Social/Economic background

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Finally, staff participants were asked several general questions pertaining to inclusion (see Figures 36 and 37). Specifically, participants were asked to indicate their agreement with statements such as, "There are students from different cultures and backgrounds at ECU" and "I feel welcome at ECU." Overall, participants indicated high levels of agreement with all statements. Specifically, participants indicated agreement (i.e., *agree* or *strongly agree*) with statements pertaining to the presence of students, as well as faculty and staff members, from different cultures and backgrounds at ECU (95.3 percent and 94.6 percent, respectively). Additionally, a large portion of participants agreed that they feel welcome at ECU (82.8 percent) and that ECU has made creating a diverse and inclusive community a priority (78.3 percent).

In contrast, participants indicated disagreement (i.e., *disagree* or *strongly disagree*) with the statement, "ECU provides an environment that allows free and open expression of ideas, opinions, and beliefs" (13.9 percent), which also received a neutral response from a large portion of participants (20.6 percent).

Figure 36. Staff: Inclusion – Agreement with General Statements

Inclusion: General

	There are students from different cultures and backgrounds at ECU	There are faculty and staff from different cultures and backgrounds at ECU	ECU has made creating a diverse and inclusive community a priority	I feel welcome at ECU
SD	2.1%	2.2%	2.3%	1.8%
D	0.5%	0.6%	3.6%	3.0%
N	2.1%	2.6%	15.8%	12.4%
A	37.2%	34.7%	41.5%	43.1%
SA	58.1%	59.9%	36.8%	39.7%
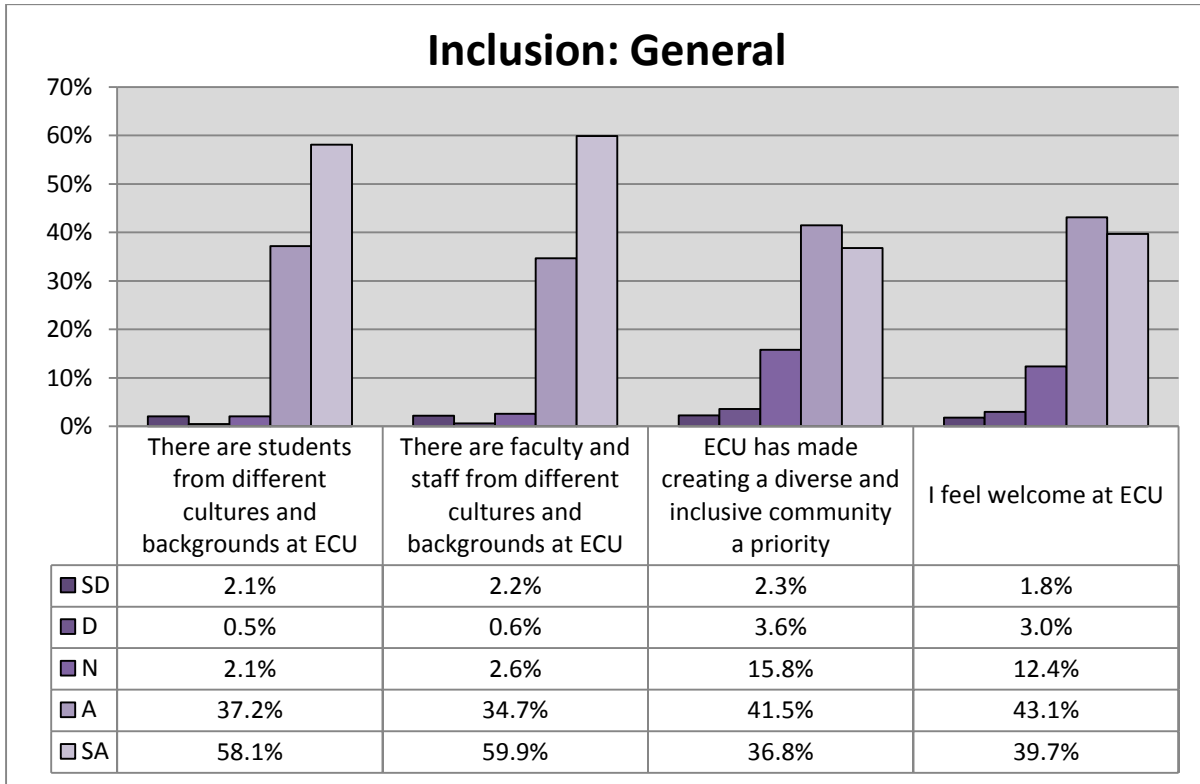
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Figure 37. Staff: Inclusion – Agreement with General Statements, Continued
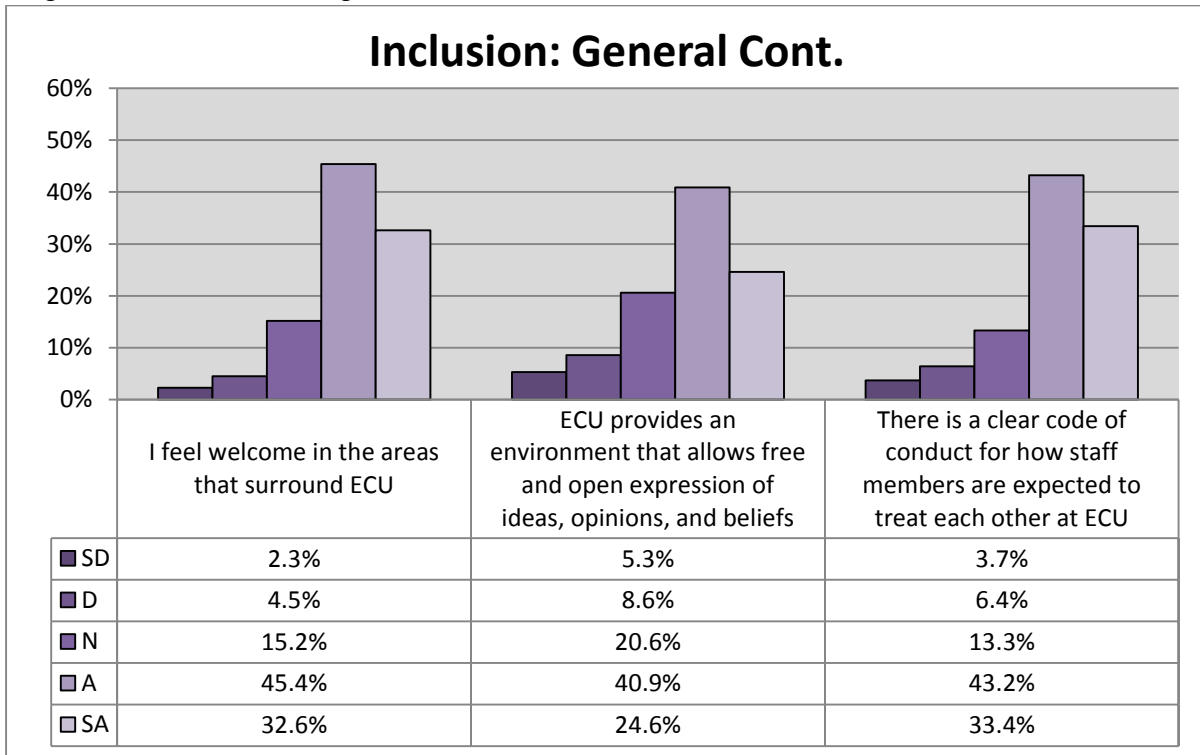
Inclusion: General Cont.

	I feel welcome in the areas that surround ECU	ECU provides an environment that allows free and open expression of ideas, opinions, and beliefs	There is a clear code of conduct for how staff members are expected to treat each other at ECU
SD	2.3%	5.3%	3.7%
D	4.5%	8.6%	6.4%
N	15.2%	20.6%	13.3%
A	45.4%	40.9%	43.2%
SA	32.6%	24.6%	33.4%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Working Environment

In the following section, staff participants were asked about their working environment. First, participants were asked to rate several aspects of their environment using a scale that consisted of stars, with *one* star representing the lowest or worst rating and *five* stars representing the highest or best rating (see Table 18). Participants indicated that highest rating (i.e., *five* stars) for working relationships with co-workers who are staff (35.9 percent), followed by collaboration among staff members (30.8 percent). Additionally, 40.3 percent of participants indicated the second highest rating (i.e., *four* stars) for the overall quality of staff at ECU. The aspect which received the lowest rating (i.e., *one* star) by the largest portion of participants was mentoring at ECU (15.7 percent).

Table 18. Staff: Working Environment – Rating of Working Environment Aspects

Aspect	★	★★	★★★	★★★★	★★★★★
Mentoring at ECU	15.7%	17.3%	32.1%	22.5%	12.4%
Working relationships with my co-workers who are faculty	6.6%	11.8%	25.7%	31.1%	24.8%
Working relationships with my co-workers who are staff	4.2%	7.6%	17.5%	34.8%	35.9%
Collaboration among staff members within my department	8.9%	11.0%	21.0%	28.3%	30.8%
Overall quality of staff at ECU	3.1%	8.5%	27.2%	40.3%	20.9%

Next, staff participants indicated their agreement with a series of general statements about their working environment (see Figures 38, 39, and 40). Although participants agreed with a select number of statements, other statements received neutral responses or disagreement. For example, 53.5 percent of participants disagreed (i.e., *disagree* or *strongly disagree*) that criteria for attaining promotion are clear, 49.9 percent of participants disagreed that they believe the promotion process is reasonable, and 49.3 percent of participants disagreed that they are rewarded for performing well.

Furthermore, a large portion of participants disagreed that they are paid fairly (40.8 percent). In turn, 36.6 percent of participants agreed (i.e., *agree* or *strongly agree*) that they often think about leaving their job and nearly half of participants indicated either a neutral response or disagreed with a statement suggesting that they expect to still be working for ECU in 5 years (49.3 percent).

In contrast, the majority of participants agreed with statements regarding professional development opportunities (69.7 percent) and adherence to fair workplace practices (63.9 percent). Participants also agreed that they enjoy their job (79.8 percent), believe conflicts are handled in a civil manner (60.0 percent), and receive equal advancement opportunities in relation to peers (45.1 percent).

Figure 38. Staff: Working Environment – Agreement with General Statements

Working Environment: General

	There are opportunities for professional development at ECU	Criteria for attaining promotion are clear	I believe that the promotion process is reasonable	I am rewarded and/or recognized for performing well	There are consequences for performing poorly as a staff member
SD	4.3%	21.7%	23.3%	25.1%	17.2%
D	10.2%	31.8%	26.6%	24.2%	21.7%
N	15.8%	25.0%	31.0%	21.4%	23.4%
A	45.0%	16.3%	14.9%	21.0%	27.8%
SA	24.7%	5.2%	4.2%	8.3%	9.9%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

65
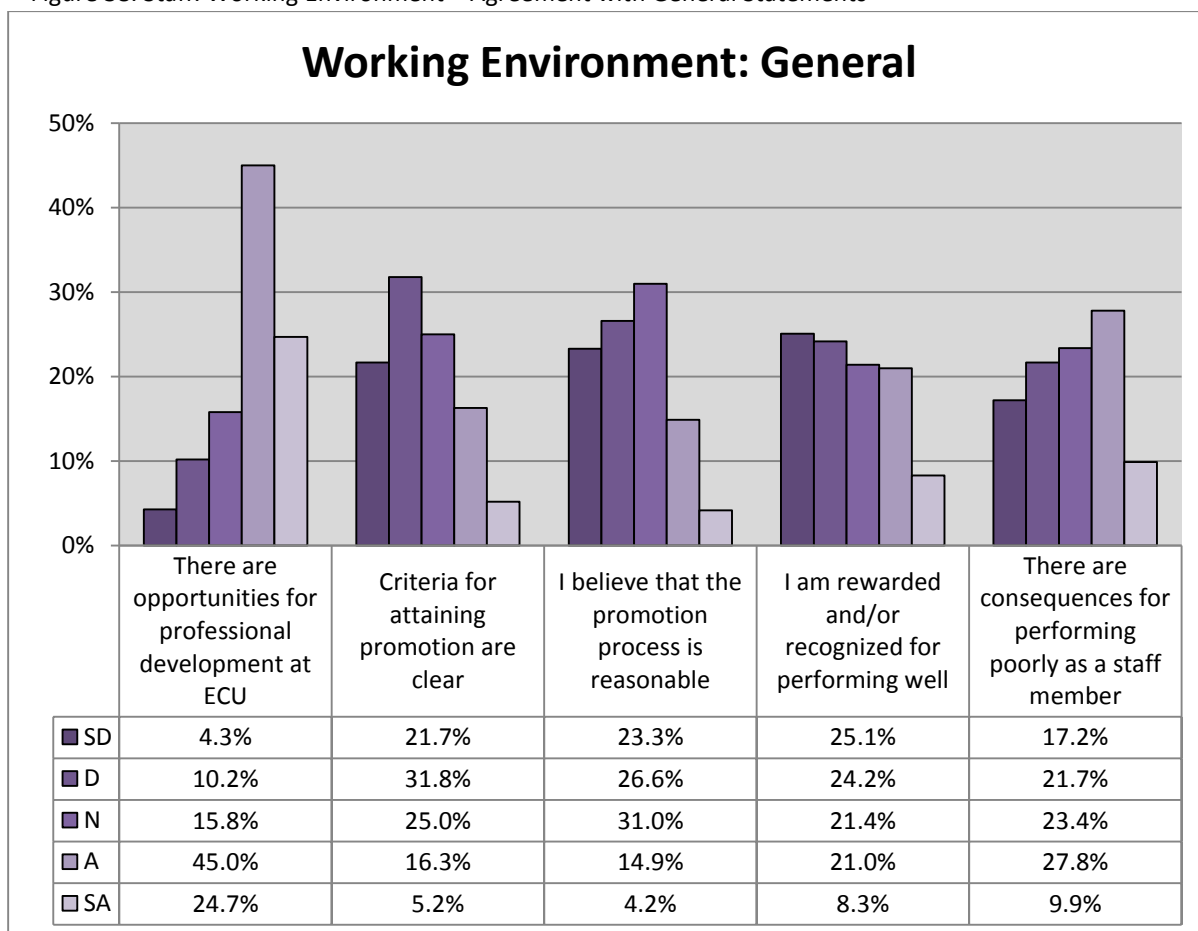
Figure 39. Staff: Working Environment – Agreement with General Statements, Continued

Working Environment: General Cont.

	My unit adheres to policies that support fair hiring, promotion, tenure, and workplace practices	Overall, the quality of professionalism at ECU is excellent	Conflicts are handled in a civil manner	Complaints and grievances are resolved in a fair and equitable manner	In relation to my peers, I receive equal advancement opportunities
SD	7.2%	2.8%	4.7%	8.9%	12.5%
D	10.7%	10.3%	10.6%	13.7%	14.9%
N	18.2%	26.4%	24.7%	29.2%	27.5%
A	38.7%	46.6%	48.3%	37.6%	33.2%
SA	25.2%	13.9%	11.7%	10.6%	11.9%
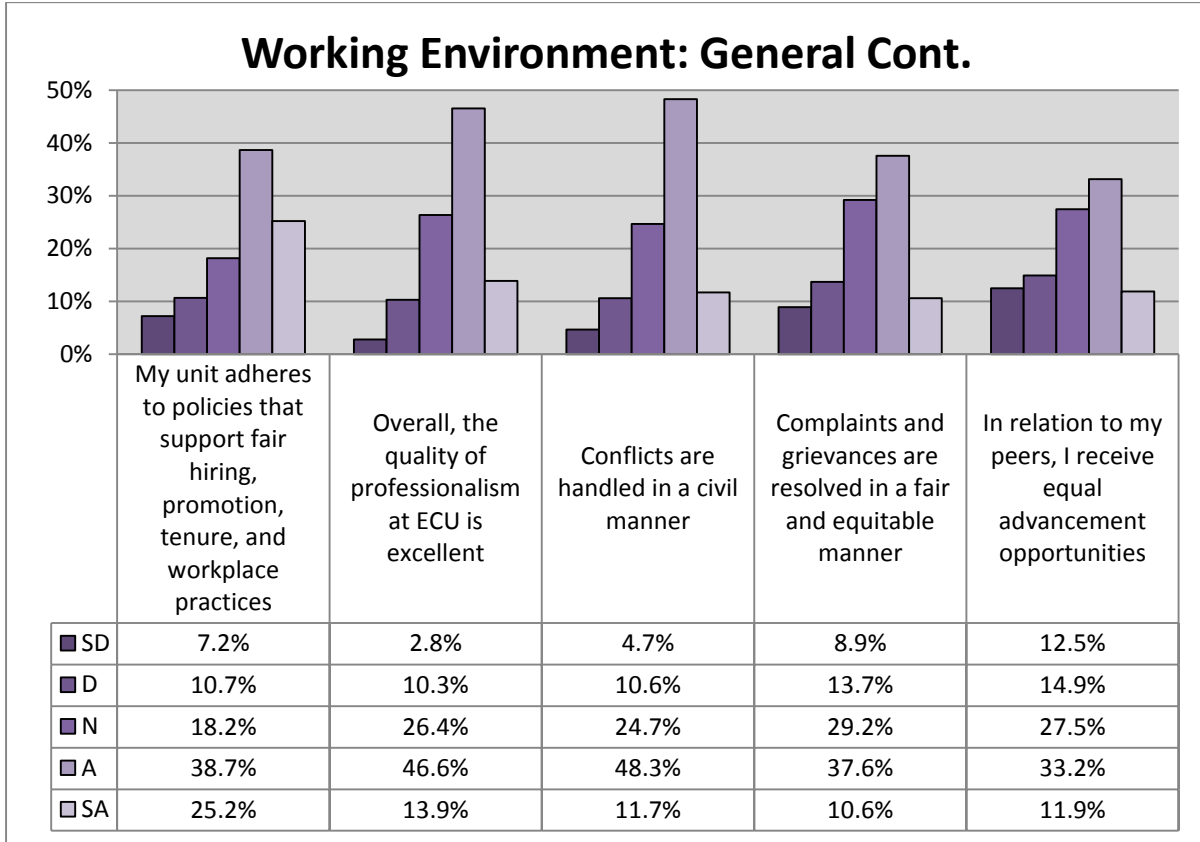
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Figure 40. Staff: Working Environment – Agreement with General Statements, Continued II

Working Environment: General Cont. II

	I enjoy my job	I am paid fairly for my work	I often think about leaving my job	I expect that I will still be working for ECU in 5 years
SD	2.1%	16.3%	13.0%	9.2%
D	5.6%	24.5%	23.5%	14.7%
N	12.5%	21.4%	26.9%	25.4%
A	46.4%	28.3%	24.0%	28.9%
SA	33.4%	9.5%	12.6%	21.8%
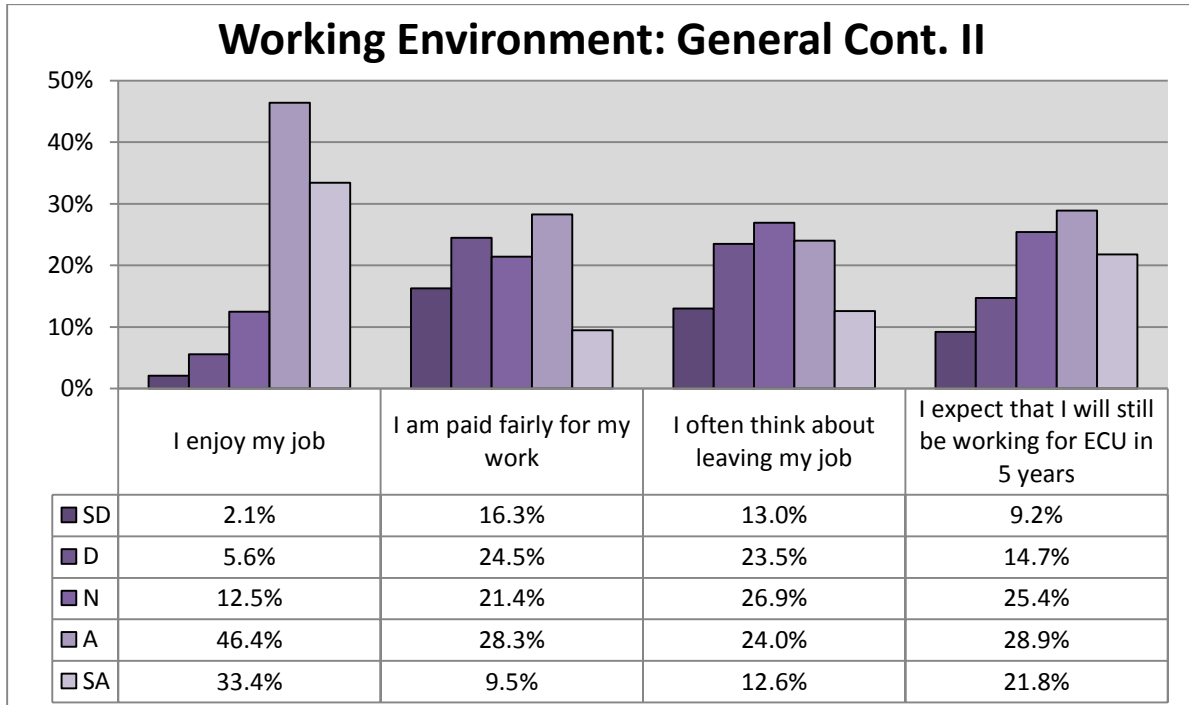
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Communication

Staff participants were also asked to indicate their agreement with a variety of statements regarding communication (see Figure 41). Overall, the majority of participants indicated agreement with the statements. In particular, a large portion of participants agreed (i.e., *agree* or *strongly agree*) that their supervisor clearly communicates professional expectations (75.8 percent) and takes their comments seriously (73.8 percent). Furthermore, over half of participants agreed that they are appropriately involved in decision-making that affects their career (53.3 percent).

Finally, approximately half of participants disagreed (i.e., *disagree* or *strongly disagree*) that they are reluctant to bring up issues that concern them for fear that it will negatively affect their career (48.8 percent); however, it is noteworthy that the remaining majority of participants indicated either a neutral response or agreement to the statement (51.2 percent), suggesting that some participants may be hesitant to communicate concerns.

Figure 41. Staff: Communication – Agreement with General Statements
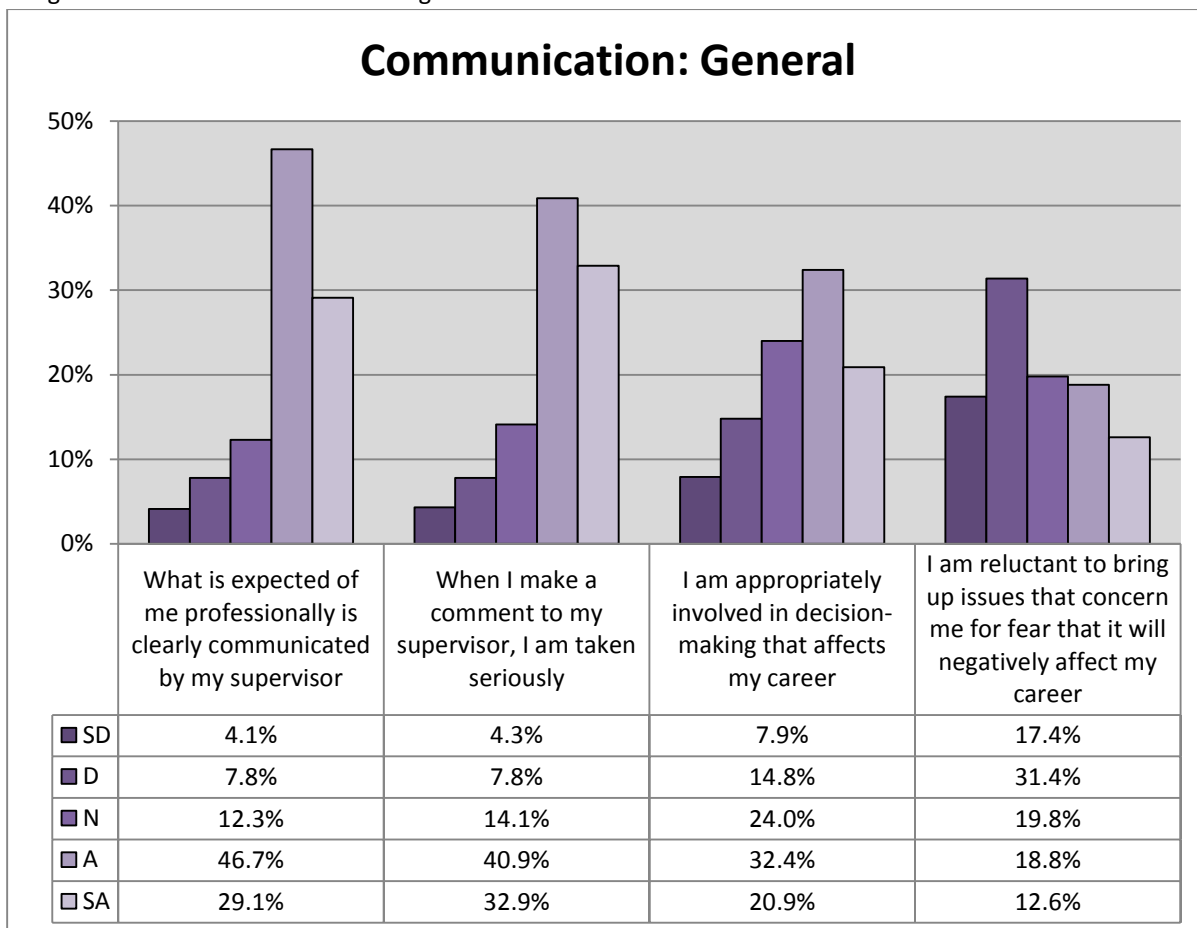
Communication: General

	What is expected of me professionally is clearly communicated by my supervisor	When I make a comment to my supervisor, I am taken seriously	I am appropriately involved in decision-making that affects my career	I am reluctant to bring up issues that concern me for fear that it will negatively affect my career
SD	4.1%	4.3%	7.9%	17.4%
D	7.8%	7.8%	14.8%	31.4%
N	12.3%	14.1%	24.0%	19.8%
A	46.7%	40.9%	32.4%	18.8%
SA	29.1%	32.9%	20.9%	12.6%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Staff participants also indicated how frequently they perceive there to be open, two-way communication between various university entities (see Figure 42). Participants responded using a 5-point scale, which ranged from 1 *never* to 5 *always*. In general, participants indicated that positive communication occurs between all entities *often* or *sometimes*. Specifically, the largest portion of participants indicated that open, two-way communication occurs *often* within departments/schools (38.5 percent), between departments/schools (37.2 percent), and within colleges/divisions (38.6 percent).

In comparison, the largest portion of participants indicated that such communication occurs *sometimes* between colleges/divisions (39.9 percent) and throughout the university (42.4 percent).

Lastly, in comparison to all entities, positive communication within departments/schools was indicated as *always* occurring by the largest portion of participants (22.6 percent); whereas, positive communication throughout the university was indicated as *always* occurring by the smallest portion of participants (8.9 percent).

Figure 42. Staff: Communication – Frequency of Positive Communication between Structures

Communication: Between Structures

	Within my department or school	Between my department/ school and other departments/ schools	Within my college or division	Between my college/division and other colleges/divisions	Throughout the university
N	2.3%	2.2%	2.8%	3.1%	2.5%
R	10.3%	12.0%	11.2%	13.9%	13.4%
S	26.3%	36.6%	34.3%	39.9%	42.4%
O	38.5%	37.2%	38.6%	33.7%	32.8%
A	22.6%	12.0%	13.1%	9.4%	8.9%
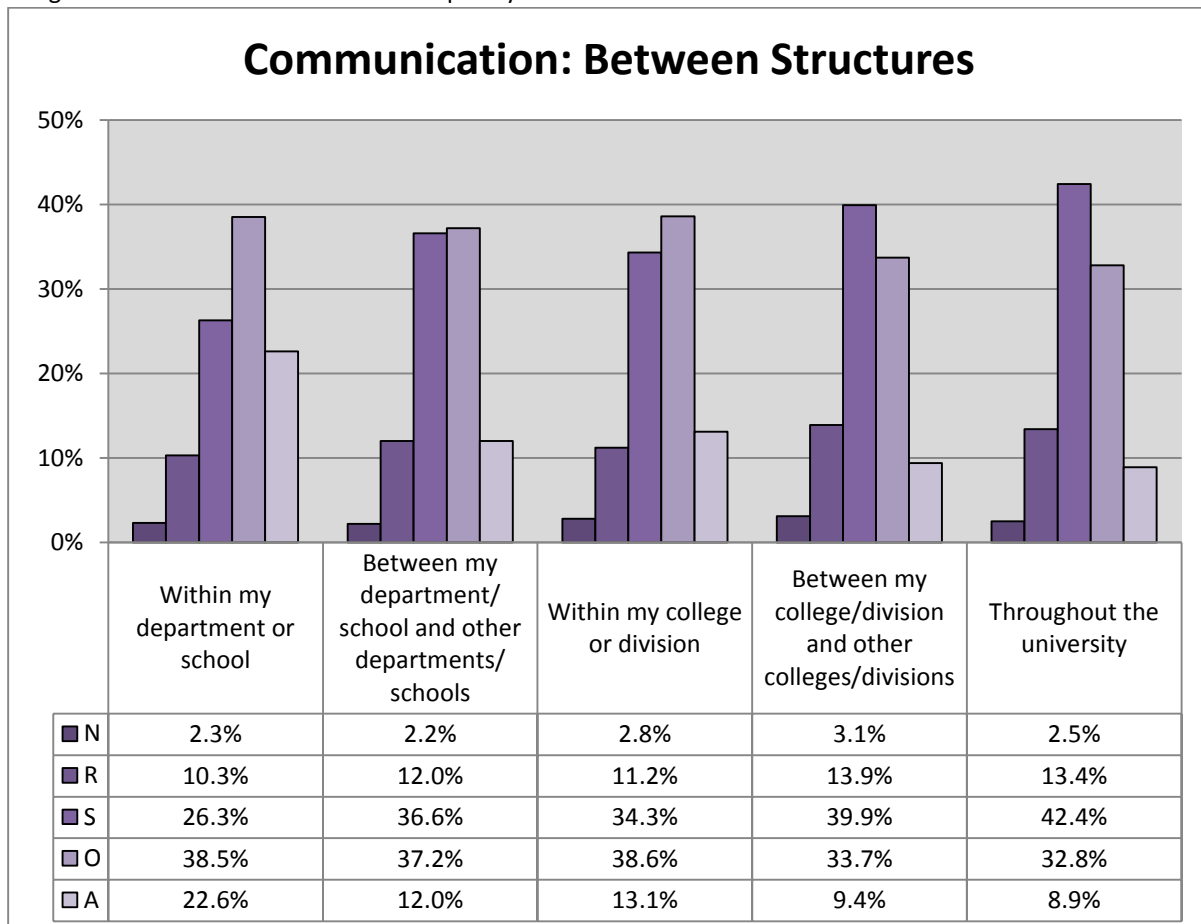
Note: N = Never, R = Rarely, S = Sometimes, O = Often, A = Always

Governance and Leadership

In the next section, staff participants were asked to indicate their agreement with several statements regarding the governance and leadership of their immediate supervisor (see Figure 43). Overall, participants indicated high levels of agreement with the statements. In particular, a large portion of participants agreed (i.e., *agree* or *strongly agree*) that their supervisor has a genuine interest in their well-being (75.8 percent) and is available when needed (75.2 percent). The majority of participants also agreed that their supervisor creates a positive work environment (66.8 percent) and clearly communicates expectations (66.1 percent).

Finally, although the majority of participants agreed, the statement that received the lowest level of agreement (63.5 percent) suggested that the participant's immediate supervisor has a genuine interest in their career development. Moreover, the statement received the highest level of disagreement (i.e., *disagree* or *strongly disagree*; 19.2 percent).

Figure 43. Staff: Governance and Leadership – Agreement with Statements, Supervisor

Governance and Leadership: Immediate Supervisor

	He/she has a genuine interest in my career development	He/she has a genuine interest in my well-being	He/she is available when needed	He/she works to create a positive work environment	He/she communicates clear expectations of employees
SD	7.5%	5.2%	3.9%	7.3%	6.4%
D	11.7%	5.6%	6.4%	9.5%	9.7%
N	17.3%	13.4%	14.5%	16.4%	17.8%
A	29.7%	35.4%	37.7%	29.7%	32.7%
SA	33.8%	40.4%	37.5%	37.1%	33.4%
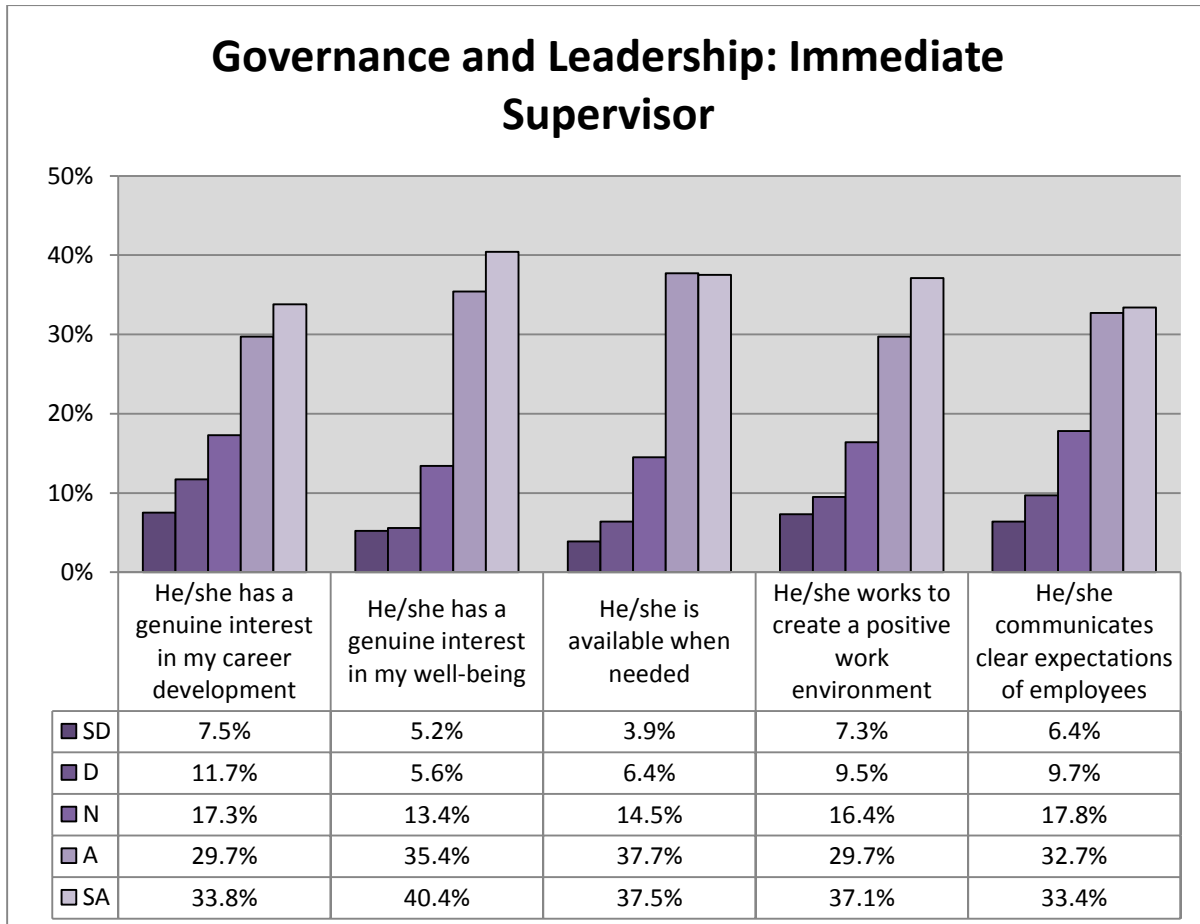
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Additionally, staff participants were asked to indicate their agreement with statements regarding the governance and leadership of senior leadership at the university (see Figure 44). In comparison to participants' assessment of their immediate supervisor, participants indicated lower levels of agreement in reference to senior leadership. Specifically, approximately a quarter of participants disagreed (i.e., *disagree* or *strongly disagree*) with statements suggesting that senior leadership encourages transparency in decision-making (25.4 percent) and effectively allocates institutional resources (25.3 percent). Furthermore, a large portion of participants indicated a neutral response to a statement suggesting that senior leadership effectively represents the university throughout the area (32.5 percent).

Lastly, participants indicated the highest level of agreement (i.e., *agree* or *strongly agree*) with a statement that addressed senior leadership's clarity when communicating institutional priorities (62.0 percent).

Figure 44. Staff: Governance and Leadership – Agreement with Statements, Leadership
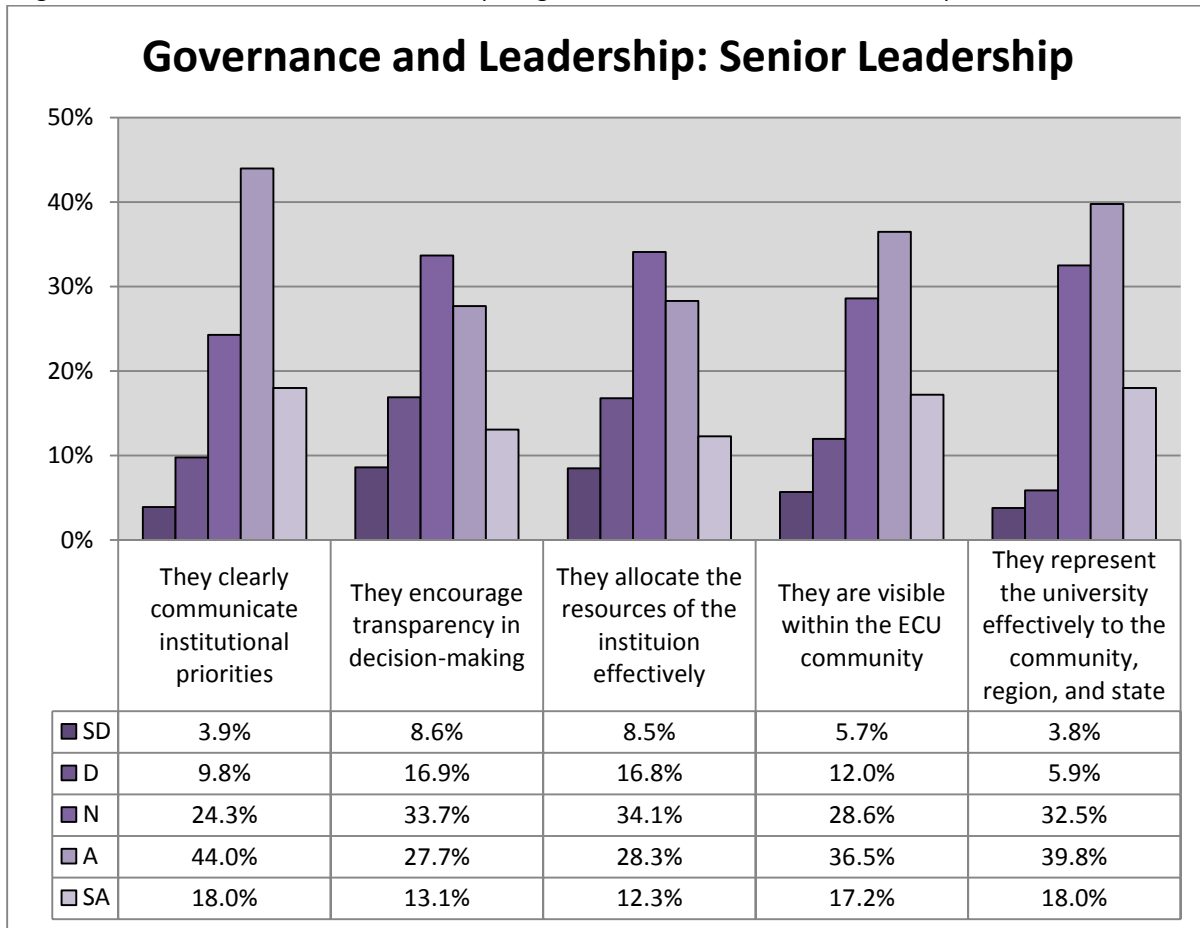
Governance and Leadership: Senior Leadership

	They clearly communicate institutional priorities	They encourage transparency in decision-making	They allocate the resources of the instituion effectively	They are visible within the ECU community	They represent the university effectively to the community, region, and state
SD	3.9%	8.6%	8.5%	5.7%	3.8%
D	9.8%	16.9%	16.8%	12.0%	5.9%
N	24.3%	33.7%	34.1%	28.6%	32.5%
A	44.0%	27.7%	28.3%	36.5%	39.8%
SA	18.0%	13.1%	12.3%	17.2%	18.0%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Wellness and Work/Life Balance

Lastly, staff participants were asked to indicate their agreement with a variety of statements pertaining to wellness and work/life balance (see Figures 45 and 46). Overall, participants indicated neutral responses or lower levels of agreement with the statements. For example, although a large portion of participants agreed (i.e., *agree*) that ECU promotes health and wellness on campus (56.3 percent), the portion of participants who indicated a neutral response (19.7 percent) was larger than the portion of participants who strongly agreed (i.e., *strongly agree*) with the statement (16.2 percent). This same pattern was found in response to statements suggesting that ECU provides sufficient facility space for physical fitness on campus and that ECU creates a climate that is responsive and supportive of family and personal needs.

Additionally, participants agreed (i.e., *agree* or *strongly agree*) that there are sufficient physical health services available to staff members at ECU (58.1 percent); however, a smaller portion of participants agreed that there are sufficient mental health services available (40.1 percent). Similarly, 32.7 percent of participants agreed that they often have to forgo personal activities because of professional activities; whereas, a smaller portion of participants agreed that they forgo professional activities for personal activities (17.9 percent). Finally, a large portion of participants indicated that they disagreed (i.e., *disagree* or *strongly disagree*) that the demands of their career are generally overwhelming (50.9 percent), indicating that the career-related components of employees' work experience is not particularly taxing on their overall wellness and work/life balance.

Figure 45. Staff: Wellness and Work/Life Balance – Agreement with General Statements

Wellness and Work/Life Balance: General

	There are sufficient mental health services available to staff members at ECU	There are sufficient physical health services available to staff members at ECU	ECU promotes health and wellness on campus	ECU provides sufficient facility space for physical fitness on campus
SD	3.8%	3.4%	1.5%	4.6%
D	11.9%	12.2%	6.3%	15.9%
N	44.2%	26.3%	19.7%	26.7%
A	33.0%	45.7%	56.3%	40.4%
SA	7.1%	12.4%	16.2%	12.4%
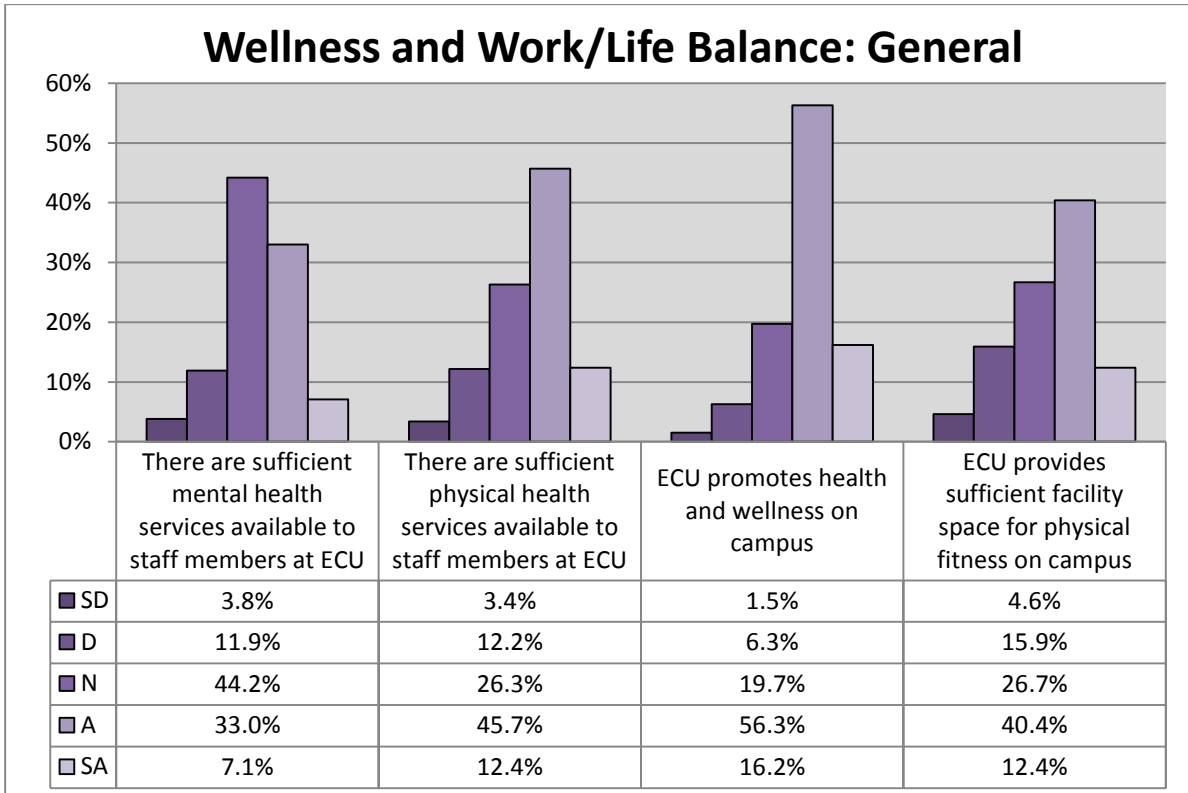
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Figure 46. Staff: Wellness and Work/Life Balance – Agreement with General Statements, Continued
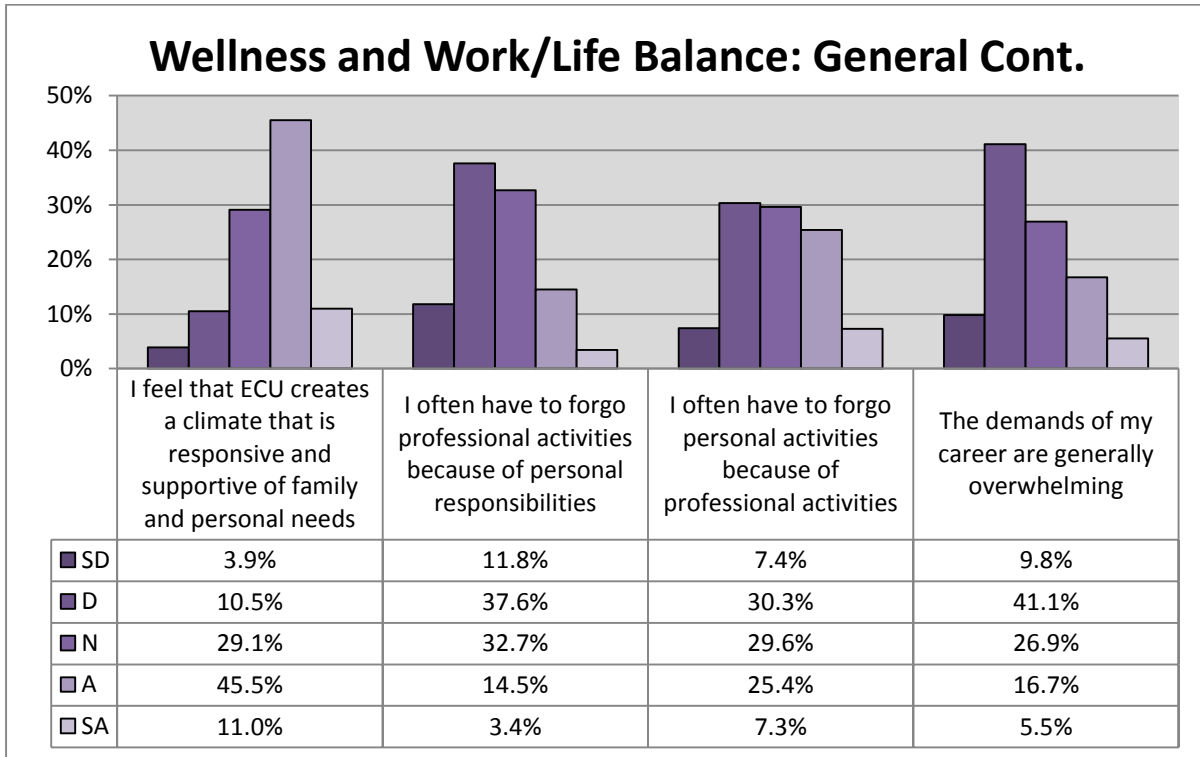
Wellness and Work/Life Balance: General Cont.

	I feel that ECU creates a climate that is responsive and supportive of family and personal needs	I often have to forgo professional activities because of personal responsibilities	I often have to forgo personal activities because of professional activities	The demands of my career are generally overwhelming
SD	3.9%	11.8%	7.4%	9.8%
D	10.5%	37.6%	30.3%	41.1%
N	29.1%	32.7%	29.6%	26.9%
A	45.5%	14.5%	25.4%	16.7%
SA	11.0%	3.4%	7.3%	5.5%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

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The final portion of the wellness and work/life balance section asked staff participants to rate several potential sources of stress in regard to the extent each of the sources caused them personal stress in the past year. Participants responded using a scale comprised of smiley faces, with the image on the far left representing the lowest level of stress and the image on the right representing the highest level of stress (see Table 19). Overall, the item that participants indicated caused them the highest level of stress in the past year was childcare (32.1 percent). In contrast, the item that caused participants the lowest level of stress in the past year was finances (27.2 percent).

Other stressful items included caring for another adult (e.g., elderly parent; 30.3 percent), fear of job loss (27.8 percent), and the timing of departmental meetings and functions (26.4 percent). In comparison, items that received the highest stress rating by the fewest participants included departmental and campus politics (13.2 percent and 14.2 percent, respectively) and review/promotion issues (14.7 percent).

Table 19. Staff: Wellness and Work/Life Balance – Rating of Potential Sources of Stress

Source of Stress	😊	🙂	😐	🙁	😞
Timing of departmental meetings and functions	5.3%	10.4%	30.8%	27.1%	26.4%
Committee responsibilities	2.3%	10.8%	32.2%	31.4%	23.3%
Review/promotion process	20.2%	17.5%	28.1%	19.5%	14.7%
Fear of job loss	12.3%	13.9%	24.6%	21.4%	27.8%
Departmental politics	24.0%	21.8%	23.9%	17.1%	13.2%
Campus politics	17.2%	19.6%	32.3%	16.7%	14.2%
Personal health	7.3%	16.2%	24.7%	28.2%	23.6%
Caregiver responsibilities (adult)	9.0%	13.3%	27.1%	20.3%	30.3%
Childcare	9.1%	13.3%	27.9%	17.6%	32.1%
Finances	27.2%	21.8%	25.4%	15.2%	10.4%

Group Comparisons

A series of group comparisons were also conducted, in order to determine if any meaningful differences existed between demographic groups. Specifically, all questions were analyzed for differences on the basis of 1) gender, 2) race/ethnicity, and 3) tenure. Gender was split and compared male and female participant responses. Race/ethnicity was split and compared White and all other race/ethnicity classifications participant responses. Tenure was split and compared "junior" (i.e., less than 5 years) and "senior" (i.e., 5 or more years) staff participant responses.

Although a variety of answer choices were available for all demographic variables, splits were made using demographic groups with the largest portions of participants, in order to make reliable comparisons and avoid potential violations of anonymity. For example, within race, only a small number of participants selected particular race/ethnicity classifications. In turn, parsing out such participants' responses may challenge the promise of anonymity. Consequently, race/ethnicity included the single largest classification of participants (i.e., White) and all other race/ethnicity classifications.

Gender

A variety of differences were found when comparing male and female staff participant responses. Specifically, the two groups of participants' responses differed on particular aspects of safety, inclusion, and working environment. In regard to safety, 55.9 percent of male staff participants indicated that they feel safe on campus during the day (i.e., *strongly agree*); whereas, only 38.7 percent of female staff participants responded in the same way. Furthermore, only 13.0 percent of male participants indicated that they feel safe on campus after dark; however, a notably smaller portion of female participant responded in the same way (4.7 percent; see Figure 83; Appendix C).

Additionally, although male participants reported feeling safer in comparison to female participants, a larger portion of male staff participants reported experience with physical violence incidents on campus (10.1 percent) than female staff participants (5.7 percent; see Figure 84; Appendix C).

Finally, in regard to inclusion, a larger portion of male staff participants indicated hearing students make negative statements pertaining to sexual orientation (29.8 percent) than female staff participants (18.3 percent; see Figure 85; Appendix C).

Race/Ethnicity

When comparing the majority of staff participants who indicated "White" as their race/ethnicity with all other participants, response differences were found regarding inclusion, working environment, and governance and leadership. For example, in comparison to White participants, a larger portion of participants from all other race/ethnicity groups indicated hearing faculty and staff members make negative statements pertaining to social/economic background (11.4 percent and 22.0 percent, respectively; see Figure 86; Appendix C) and race/ethnicity (20.6 percent and 34.9 percent, respectively; see Figure 87; Appendix C). Similarly, in comparison to White participants, a larger portion of participants from all other race/ethnicity groups reported experience with acts of bias or discrimination pertaining to race/ethnicity (18.6 percent and 38.4 percent, respectively; see Figure 88; Appendix C).

Additionally, in comparison to White participants, fewer participants from all other race/ethnicity groups agreed (i.e., *agree* or *strongly agree*) that ECU has made creating a diverse and inclusive community a priority (82.7 percent and 66.9 percent, respectively). In comparison to White participants, fewer participants from all other race/ethnicity groups also agreed that they feel welcome at ECU (86.8 percent and 73.5 percent, respectively; see Figure 89; Appendix C).

Tenure

Lastly, in regard to tenure, there were several differences between the responses of "junior" staff participants, who have been employed at ECU for less than 5 years, and "senior" staff participants, who have been employed at ECU for 5 years or more. Specifically, there were differences between the two groups of participants' responses in reference to engagement, working environment, communication, and governance and leadership. For example, in regard to engagement, a larger portion of junior staff participants agreed (i.e., *agree* or *strongly agree*) that they look forward to each day at the university (67.2 percent) than senior staff participants (56.8 percent).

Regarding working environment, a larger portion of junior staff participants indicated a higher ranking (i.e., *four* or *five* stars) for mentoring at ECU (41.6 percent) than senior staff participants (32.3 percent). Furthermore, in comparison to senior staff, a larger portion of junior staff agreed that there are opportunities for professional development at ECU (66.9 percent and 74.9 percent, respectively); that they are rewarded and recognized for performing well (23.8 percent and 37.6 percent, respectively); and that they receive equal advancement opportunities in relation to their peers (41.6 percent and 55.1 percent, respectively). Lastly, in comparison to senior staff, a larger portion of junior staff agreed that their unit adheres to fair workplace practices (61.0 percent and 71.4 percent, respectively) and that complaints are resolved in a fair and equitable manner (44.8 percent and 57.3 percent, respectively; see Figure 90; Appendix C).

Finally, in reference to communication, as well as governance and leadership, a similar pattern of responses was found. In general, in comparison to senior staff, junior staff indicated more frequent positive communication throughout the university and a larger portion agreed that their immediate supervisors have a genuine interest in career development and that senior leadership encourages transparency in decision-making (see Figure 91; Appendix C).

Staff Summary

- **Engagement**: Participants indicated high levels of engagement. Specifically, participants believe in ECU's mission and are proud to share it with others. Participants also understand how their role contributes to the mission and get a sense of accomplishment from their work. However, some participants indicated that they may not look forward to each day at the university.

- **Safety**: A larger portion of participants indicated that they feel safe on campus during the day than at night. However, the majority of participants agreed that ECU makes every effort to ensure a safe campus and would respond effectively to safety incidents. The most experienced past incident was harassment, which was both reported and unreported. Participants were familiar with reporting methods and indicated that they would report future incidents.

- **Inclusion**: A large portion of participants indicated that they never interact with students or faculty and staff members with a gender identity or primary language different from their own. Additionally, staff participants reported hearing negative statements about others, particularly regarding race/ethnicity and sexual orientation. Finally, although the majority of participants indicated that they feel welcome at ECU, several participants disagreed that ECU provides an environment that allows free and open expression of ideas, opinions, and beliefs.

- **Working Environment**: Participants indicated that they have positive working relationships with their co-workers and believe there are opportunities for professional development at ECU. Furthermore, participants indicated that the overall quality of professionalism at ECU is excellent and conflicts are handled in a civil manner. However, a large portion of participants disagreed that they are paid fairly or believe the promotion process is reasonable.

- **Communication**: Participants agreed that their supervisor clearly communicates professional expectations and takes their comments seriously. However, staff participants indicated that they are reluctant to bring up issues that concern them for fear that it will negatively affect their career. Nevertheless, participants noted frequent open, two-way communication that occurs within both smaller units, such as departments, and larger entities, such as colleges.

- **Governance and Leadership**: Overall, participants indicated that their supervisor has a genuine interest in their well-being and creates a positive work environment. Participants also indicated that senior leadership clearly communicates institutional priorities and are visible within the community, but may not allocate institutional resources effectively or encourage transparency.

- **Wellness and Work/Life Balance**: Participants agreed that ECU promotes health and wellness on campus and that there are sufficient physical health services available. Participants also indicated that ECU creates a climate that is responsive and supportive of family and personal needs, but also indicated that they often forgo personal activities for professional responsibilities. Moreover, participants indicated that childcare and the timing of departmental meetings and functions were sources of stress in the past year.

Student Perceptions of Climate

Demographics

Student participants were asked to respond to several demographic questions, which help to describe the group of individuals who elected to participate in the survey. The following section details student participants' responses to such questions. In addition to pre-defined response options, some questions also afforded participants the opportunity to select an "other" option and write-in a response that they believe best describes them. Examples of such responses are included throughout the following section.

Gender and Sexual Orientation

When asked to report gender, the majority of participants indicated that they identify as female (71.6 percent) or male (27.8 percent). However, a select number of participants indicated that they identify as either transgender (0.2 percent) or another gender (e.g., "gender fluid", "genderqueer", "nonbinary"; 0.4 percent). Regarding sexual orientation, the majority of participants indicated that they identify as heterosexual (92.4 percent). However, participants also indicated that they identify as bisexual (3.4 percent), gay or lesbian (2.4 percent), or another sexual orientation (e.g., "asexual", "pansexual", "fluid"; 1.7 percent)

Age

Next, participants were asked to indicate the year range in which they were born (see Table 20). Overall, the majority of participants indicated that they were born between 1990 and 1999 (75.8 percent). The next largest portion of participants indicated that they were born between 1985 and 1989 (7.1 percent), followed by all other year ranges.

Table 20. Student Demographics: Birth Year Range

Year Range	Percent
1940-1944	0.1%
1945-1949	0.0%
1950-1954	0.4%
1955-1959	1.0%
1960-1964	1.4%
1965-1969	3.2%
1970-1974	3.3%
1975-1979	3.8%
1980-1984	3.9%
1985-1989	7.1%
1990-1994	33.2%
1995-1999	42.6%

Race/Ethnicity and Country of Origin

Student participants were also asked to report their race/ethnicity and country of origin (see Table 21). The largest portion of participants indicated that they identify as White (68.8 percent), followed by those who identify as Black or African American (16.7 percent), Two or more races (6.5 percent), Hispanic of any race (4.0 percent), or Asian (3.1 percent). In regard to country of origin, the majority of participants indicated that they were born in the United States (94.5 percent), followed by the small remainder of participants who indicated that they were born in a country other than the United States, such as "Brazil", "China", "Canada", "India", "Mexico", or "Russia."

Table 21. Student Demographics: Race/Ethnicity

Race/Ethnicity	Percent
American Indian or Alaska Native	0.8%
Asian	3.1%
Black or African American	16.7%
Hispanic of any race	4.0%
Native Hawaiian/Pacific Islander	0.1%
Two or more races	6.5%
White	68.8%

Student Status, Location, and Classification

When asked to report their student status and location, the majority of participants indicated that they are full-time students (87.5 percent) and are located on ECU's Main Campus (91.2 percent). In contrast, 12.5 percent of participants indicated that they are part-time students and 8.8 percent of participants indicated that they are located on ECU's Health Sciences Campus. Regarding classification, the majority of participants are undergraduate students (see Table 22; 77.0 percent), with the largest portions of such students being seniors (22.3 percent) and juniors (19.9 percent). In comparison, 13.3 percent of participants indicated that they are graduate students and an additional 8.5 percent of participants indicated that they are classified in some other way (e.g. "Distance Education", "Remote", "Online").

Table 22. Student Demographics: Student Classification

Student Classification	Percent
Freshman	19.2%
Sophomore	15.6%
Junior	19.9%
Senior	22.3%
Graduate	13.3%
Medical student	1.1%
Dental student	0.1%
Other	8.5%

Employment and Resident Status

Finally, student participants were asked to specify their employment and resident status (see Tables 23 and 24). The majority of participants indicated that they are not employed (51.9 percent); however, a similar portion of participants indicated that they are employed part-time (33.7 percent), with 19.4 percent of such participants indicating that they are employed off-campus and 14.3 percent of such participants indicating that they are employed on-campus. Moreover, the majority of participants indicated that they are registered as in-state students (87.6 percent), as opposed to out-of-state (11.3 percent) or International (1.1 percent) students.

Table 23. Student Demographics: Employment Status

Employment Status	Percent
Full-time off campus	12.3%
Part-time off campus	19.4%
Full-time on campus	2.1%
Part-time on campus	14.3%
Not employed	51.9%

Table 24. Student Demographics: Resident Status

Resident Status	Percent
In-state	87.6%
Out-of-state	11.3%
International	1.1%

Survey Results

The following section includes all results from the 2015 Campus Climate Survey for Students.

Engagement

In the first section of the survey, student participants were asked to answer questions regarding their engagement at the university. Participants were provided with the ECU Mission Statement and asked to indicate their agreement with various related statements (see Figure 47). Participants responded using a 5-point scale, which ranged from 1 *strongly disagree* to 5 *strongly agree*.

Overall, participants indicated high levels of agreement with all statements. Specifically, at least 69.0 percent of participants indicated that they agreed (i.e., *agree* or *strongly agree*) with each statement. For example, 85.6 percent of participants agreed with the statement "I believe in ECU's mission."

Although agreement was high for all statements, the statement, "I feel personally responsible for supporting ECU's mission across all of my roles at the university," received a neutral response from approximately a quarter of participants (24.3 percent). Nevertheless, no more than 7.0 percent of participants indicated that they disagreed (i.e., *disagree* or *strongly disagree*) with any one statement.

Figure 47. Students: Engagement – Agreement with Mission Statement Specific Items
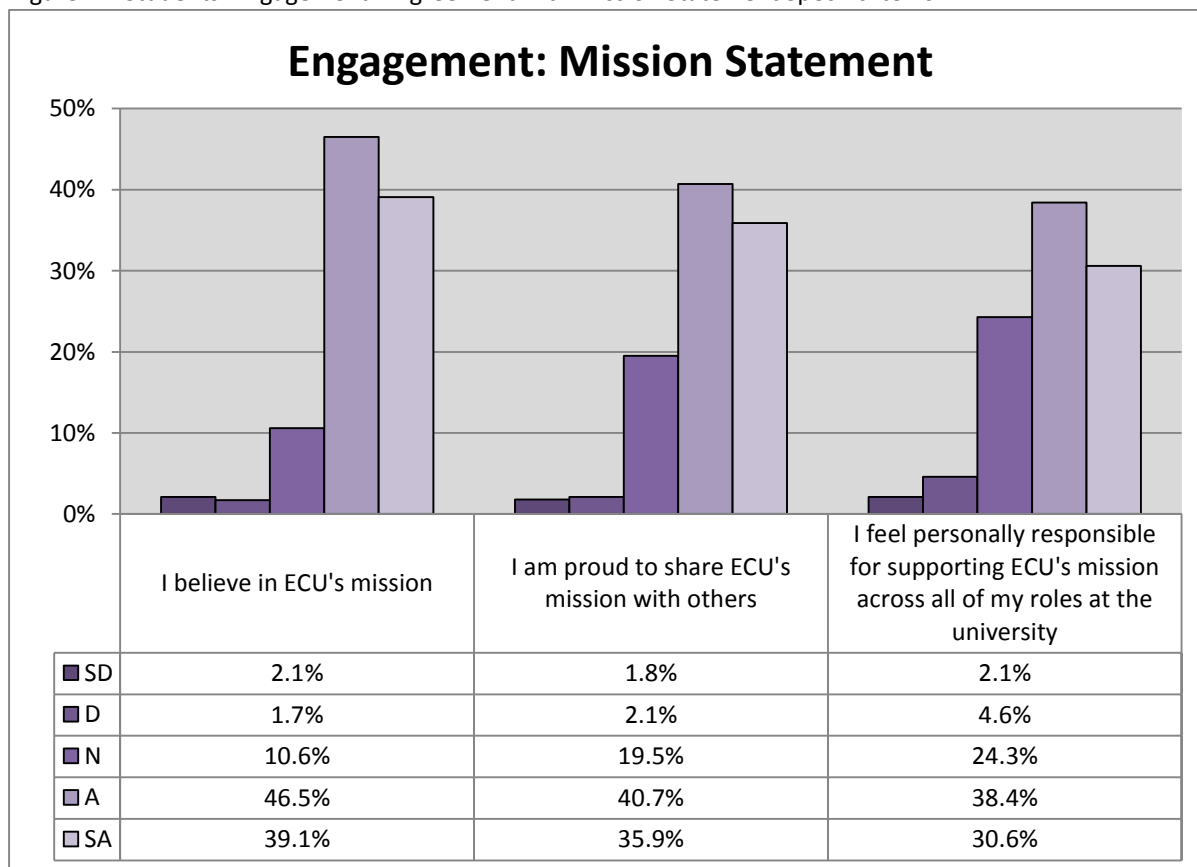
Engagement: Mission Statement

	I believe in ECU's mission	I am proud to share ECU's mission with others	I feel personally responsible for supporting ECU's mission across all of my roles at the university
SD	2.1%	1.8%	2.1%
D	1.7%	2.1%	4.6%
N	10.6%	19.5%	24.3%
A	46.5%	40.7%	38.4%
SA	39.1%	35.9%	30.6%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Next, student participants were asked to indicate their agreement with several general statements regarding their engagement with the university (see Figure 48). Statements addressed topics such as university pride, as well as feelings of engagement, anticipation, and accomplishment. For example, a large portion of participants indicated that they agreed (i.e., *agree* or *strongly agree*) with the statement "I am proud to be a member of the ECU community" (87.0 percent).

The majority of participants also agreed that they get a sense of accomplishment from the work they complete (83.6 percent), feel engaged in their role (68.5 percent), and look forward to each day (64.7 percent) at the university. However, a separate portion of participants indicated a neutral response to the statements regarding feelings of engagement (22.9 percent) and anticipation (27.4 percent).

Figure 48. Students: Engagement – Agreement with General Statements

Engagement: General

	I am proud to be a member of the ECU community	I feel engaged in my role at the university	I look forward to each day at the university	I get a sense of accomplishment from the work I complete at the university
SD	1.6%	2.4%	3.0%	1.9%
D	2.4%	6.2%	4.9%	2.8%
N	9.0%	22.9%	27.4%	11.7%
A	35.3%	39.4%	38.3%	43.5%
SA	51.7%	29.1%	26.4%	40.1%
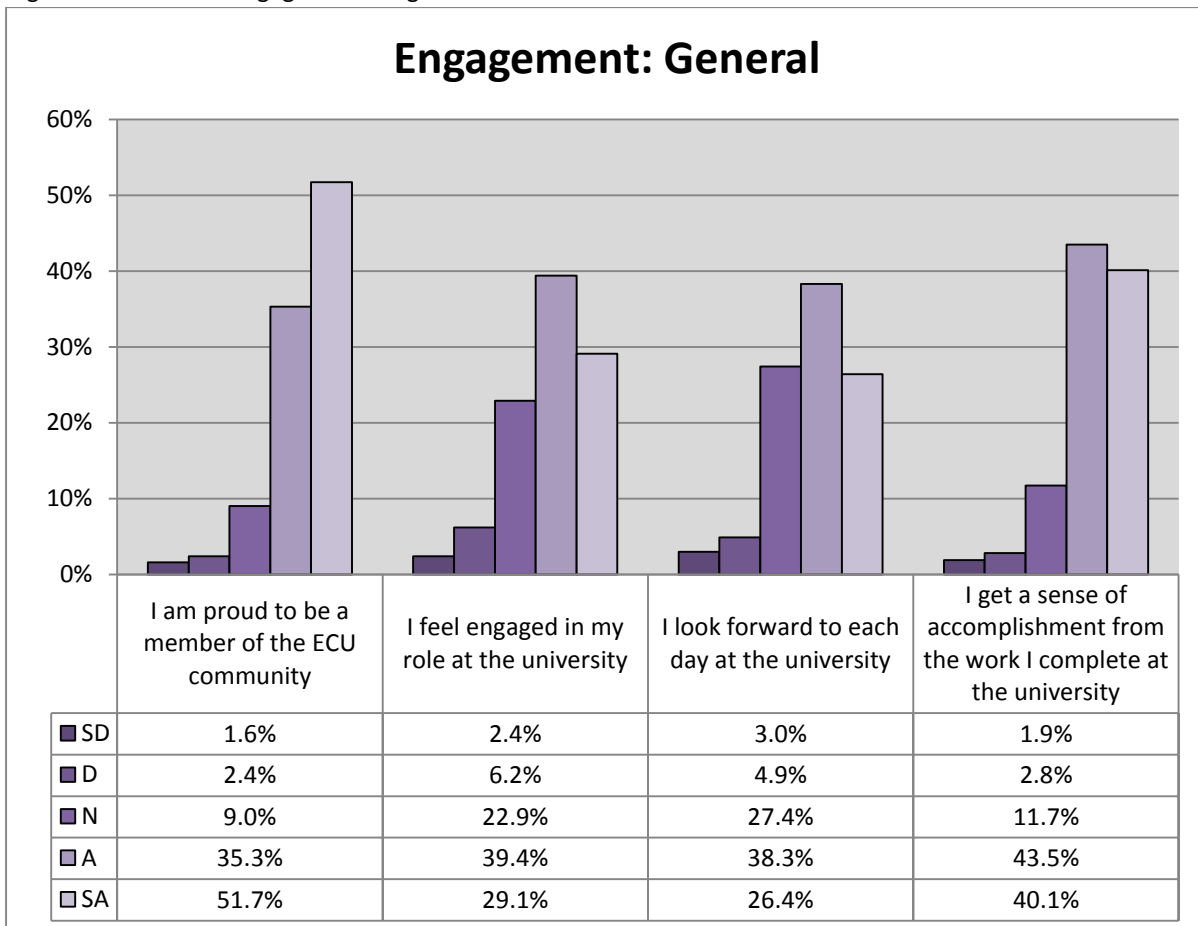
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Safety

Next, student participants were asked to rank their agreement with a variety of statements pertaining to campus safety (see Figure 49). The statements addressed general perceptions of safety on campus and the university's approach to ensuring a safe campus. A large portion of participants agreed (i.e., *agree* or *strongly agree*) that they feel safe walking alone on campus during the day (84.1 percent); however, a much smaller portion of participants agreed that they feel safe on campus after dark (28.0 percent). Moreover, 39.1 percent of participants disagreed (i.e., *disagree* or *strongly disagree*) with the statement pertaining to feelings of safety after dark.

Furthermore, although the majority of participants indicated agreement with statements suggesting that ECU makes every effort to ensure a safe campus (60.8 percent) and would respond effectively to a safety incident (61.8 percent), approximately a quarter of participants indicated a neutral response to the statements (28.1 percent and 26.2 percent, respectively). Additionally, just over 10.0 percent of participants disagreed with the statements (11.4 percent and 12.0 percent, respectively).

Figure 49. Students: Safety – Agreement with General Statements

Safety: General

	I feel safe walking alone on the ECU campus during the day	I feel safe walking alone on the ECU campus after dark	I feel that ECU makes every effort to ensure the campus is safe	I feel confident that ECU would respond effectively to an incident of violence or harassment
■ SD	1.1%	13.9%	2.5%	3.6%
■ D	1.8%	25.2%	8.9%	8.4%
■ N	13.0%	32.9%	28.1%	26.2%
■ A	35.0%	20.7%	40.7%	37.8%
□ SA	49.1%	7.3%	19.8%	24.0%
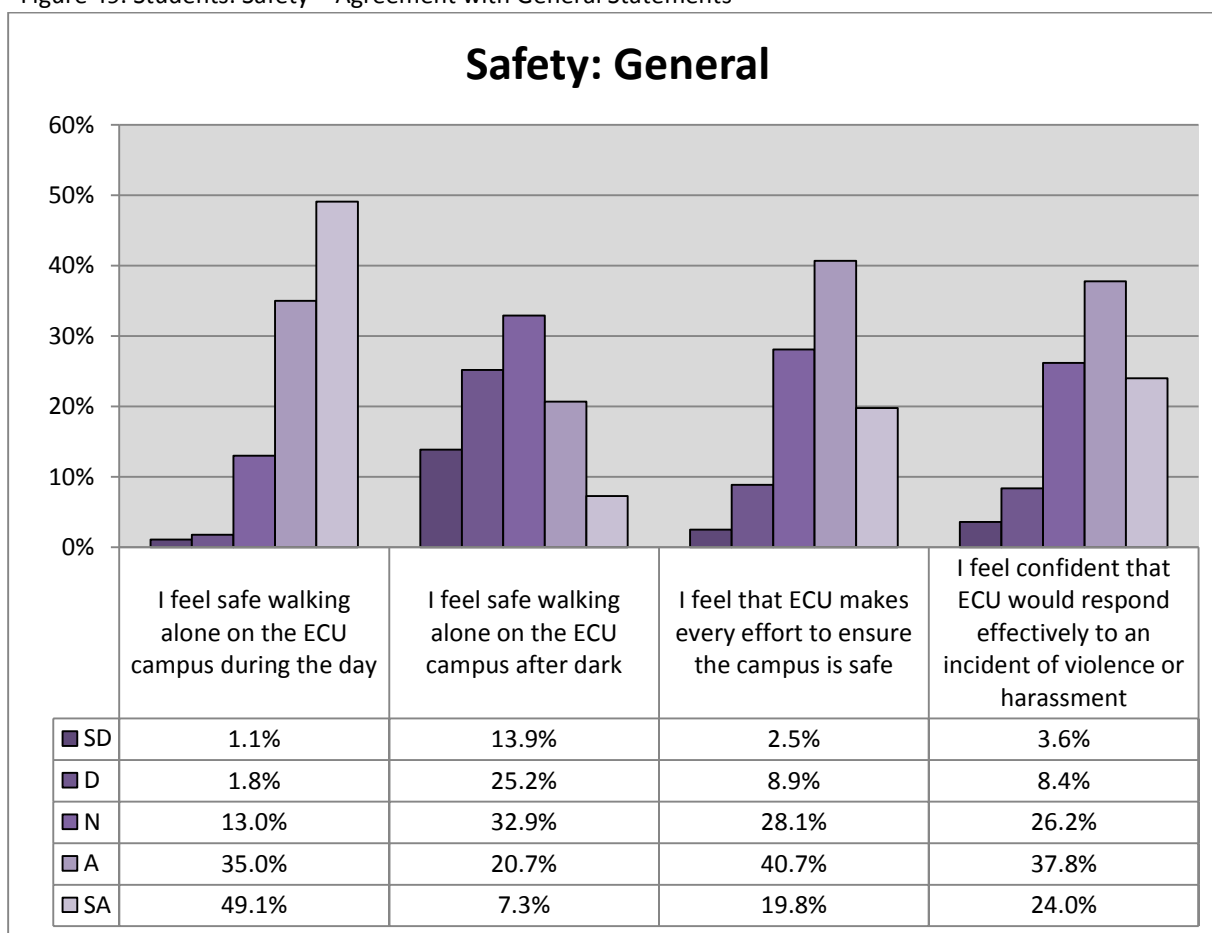
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Student participants were also asked questions regarding several types of safety incidents (see Figure 50). Specifically, participants were asked to indicate if they had, 1) experienced and reported an incident, 2) experienced but not reported an incident, or 3) not experienced an incident. A participant was considered to have "experienced" an incident if they either witnessed or personally experienced an incident or incidents. Moreover, participants were given the opportunity to indicate whether they had witnessed or personally experienced the incident; however, participants did not report the number of times they had witnessed or personally experienced a particular incident. In turn, results merely aim to represent an approximation of the portion of participants who have had some form of experience with such incidents on campus. Incidents included physical violence, harassment, sexual violence, and sexual harassment.

The majority of participants indicated that they had never experienced any of the safety incidents. The most frequently experienced incident was harassment, as a combined 15.4 percent of participants indicated that they had experienced (i.e., *reported* and *not reported*) a harassment incident. Following, 10.3 percent and 9.5 percent of participants indicated some form of experience with sexual harassment and physical violence incidents, respectively. In contrast, sexual violence was the least frequently reported incident, with 5.2 percent of participants reporting some form of experience with the incident.

Overall, a very small portion of participants indicated reporting any of the safety incidents. Furthermore, the majority of participants indicated having witnessed the various incidents in comparison to having personally experienced an incident or incidents.

Figure 50. Students: Safety – Incident Reporting
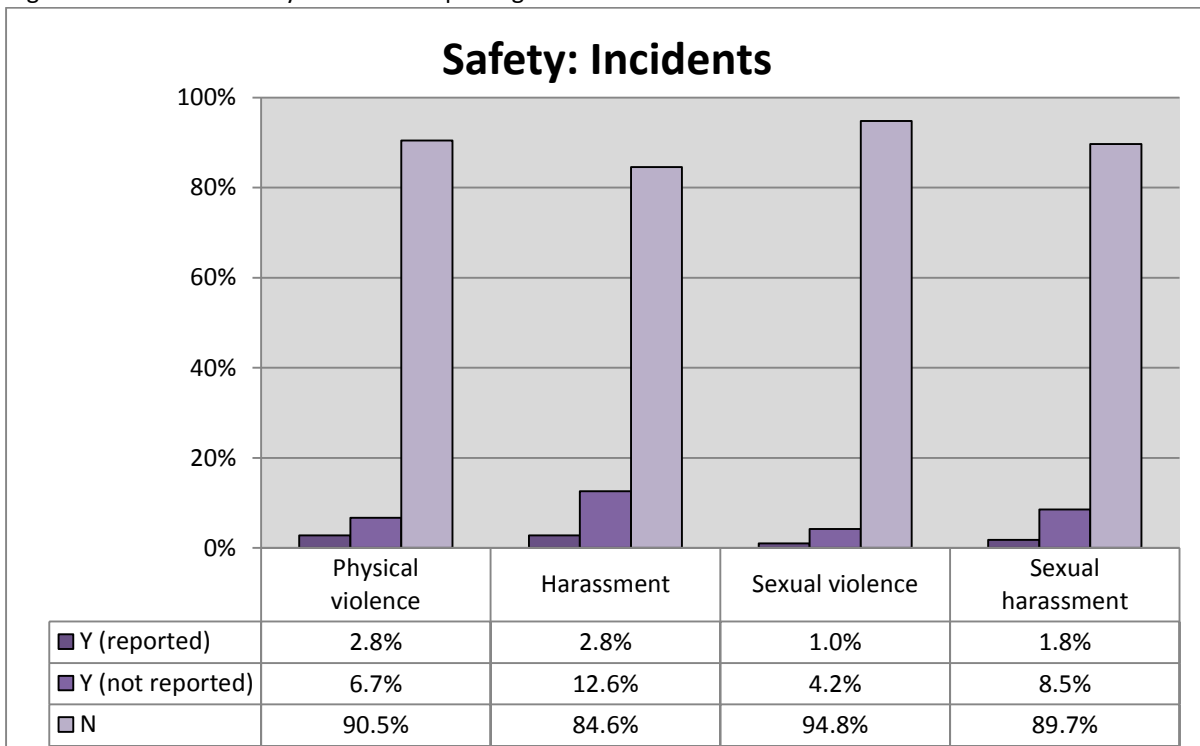
Safety: Incidents

	Physical violence	Harassment	Sexual violence	Sexual harassment
Y (reported)	2.8%	2.8%	1.0%	1.8%
Y (not reported)	6.7%	12.6%	4.2%	8.5%
N	90.5%	84.6%	94.8%	89.7%

Note: Y (reported) = Yes, witnessed/personally experienced an incident and previously reported an incident; Y (not reported) = Yes, witnessed/personally experienced an incident but have not reported an incident; N = No, have not witnessed/personally experienced an incident

Student participants were then asked to indicate whether they were familiar with methods for reporting various safety incidents (see Figure 51). Participants responded using a 3-point scale ranging from 1 *unfamiliar* to 3 *familiar*. Incidents included physical violence, harassment, sexual violence, and sexual harassment.

Overall, nearly 40.0 percent of participants indicated that they are either *familiar* or *somewhat familiar* with the reporting methods. In contrast, approximately a quarter of participants indicated that they are *unfamiliar* with reporting methods for all safety incident types. Furthermore, there was little change in the distribution of participants' familiarity across incident types.

Figure 51. Students: Safety – Familiarity with Safety Incident Reporting Methods

Safety: Familiar with Reporting Methods

	Physical violence	Harassment	Sexual violence	Sexual harassment
U	23.7%	25.6%	24.3%	25.0%
SF	37.1%	37.8%	36.5%	37.0%
F	39.2%	36.6%	39.2%	38.0%
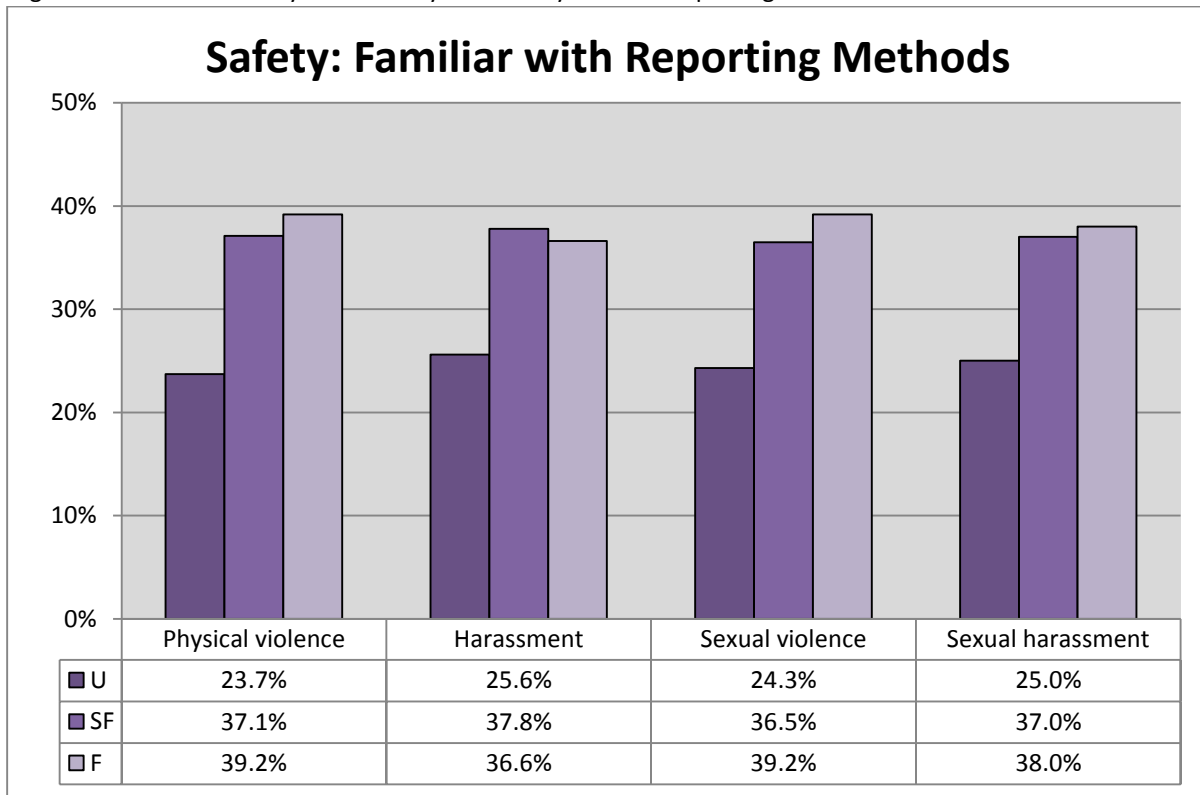
Note: U = Unfamiliar; SF = Somewhat Familiar; F = Familiar

Moreover, student participants were asked to indicate whether or not they would report various safety incidents if witnessed or personally experienced in the future (see Figure 52). Participants responded using a 3-point scale, which included 1 *yes*, 2 *no*, and 3 *it depends*. Incidents included physical violence, harassment, sexual violence, and sexual harassment.

For each incident type, over 65.0 percent of participants indicated that they would report future incidents. In particular, the largest portion of participants indicated that they would report future sexual violence incidents (86.7 percent). In comparison, the smallest portion of participants indicated that they would report future harassment incidents (66.6 percent).

Additionally, certain portions of participants indicated that their reporting behavior would depend upon other factors. For example, over a quarter of participants indicated that their future reporting of a harassment incident would depend upon other factors (28.4 percent). A similar portion of participants indicated that their future reporting of physical violence and sexual harassment incidents would also be dependent upon other factors (19.7 percent and 18.4 percent, respectively).

Figure 52. Students: Safety – Future Incident Reporting Behavior

Safety: Report Future Incidents

	Physical violence	Harassment	Sexual violence	Sexual harassment
Y	76.8%	66.6%	86.7%	77.8%
N	3.5%	5.0%	2.9%	3.8%
ID	19.7%	28.4%	10.4%	18.4%
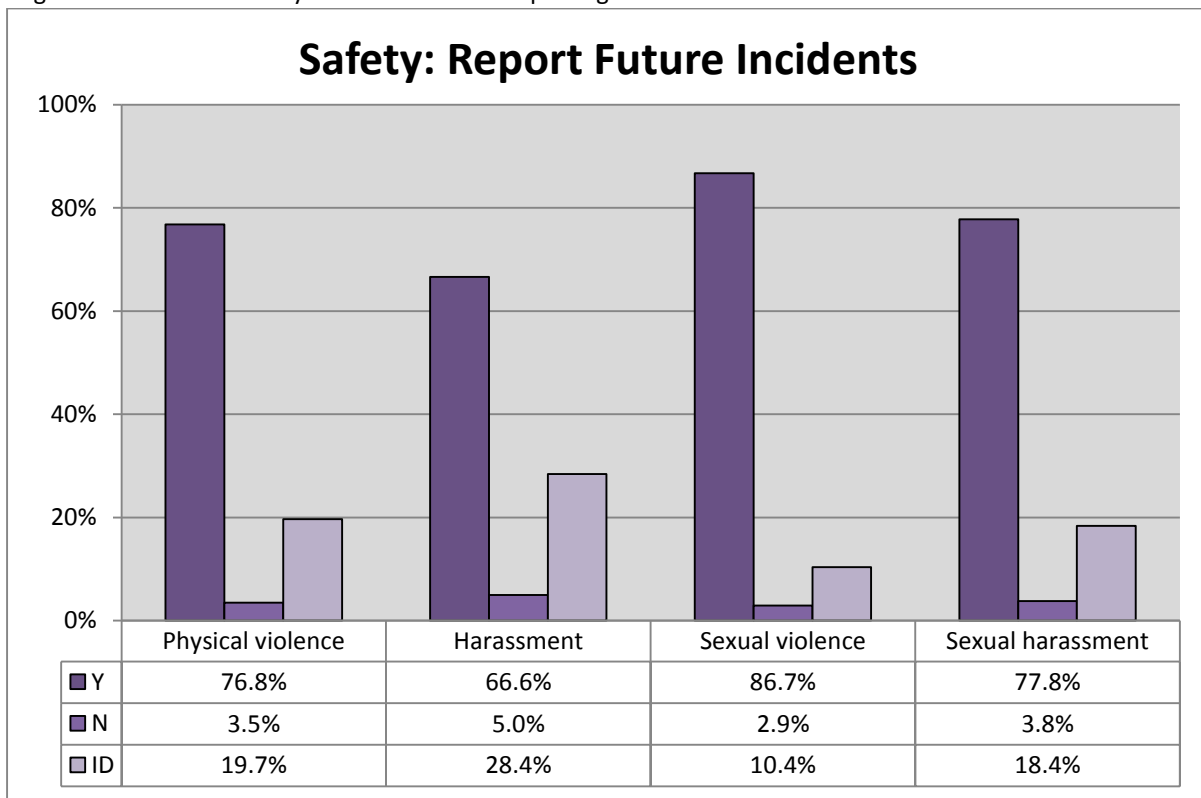
Note: Y = Yes; N = No; ID = It depends

Lastly, student participants were asked to indicate whether they have received any training in policies and procedures regarding safety incidents (e.g. definitions, confidential resources), as well as training in prevention methods (e.g. education, consent, bystander intervention; see Figure 53).

Overall, roughly the same portion of participants indicated receiving training in policies and procedures as training in prevention methods for each incident type. Specifically, the largest portion of participants indicated having received training in policies and procedures, as well as prevention methods, for sexual violence incidents (42.3 percent and 44.5 percent, respectively). The smallest portion of participants indicated having received training in policies and procedures, as well as prevention methods, for harassment incidents (37.6 percent and 39.0 percent, respectively).

Figure 53. Students: Safety – Training in Safety Incident Policies, Procedures, and Prevention

Safety: Training

	Physical violence	Harassment	Sexual violence	Sexual harassment
■ Policies	39.2%	37.6%	42.3%	42.4%
■ Prevention	39.7%	39.0%	44.5%	43.8%

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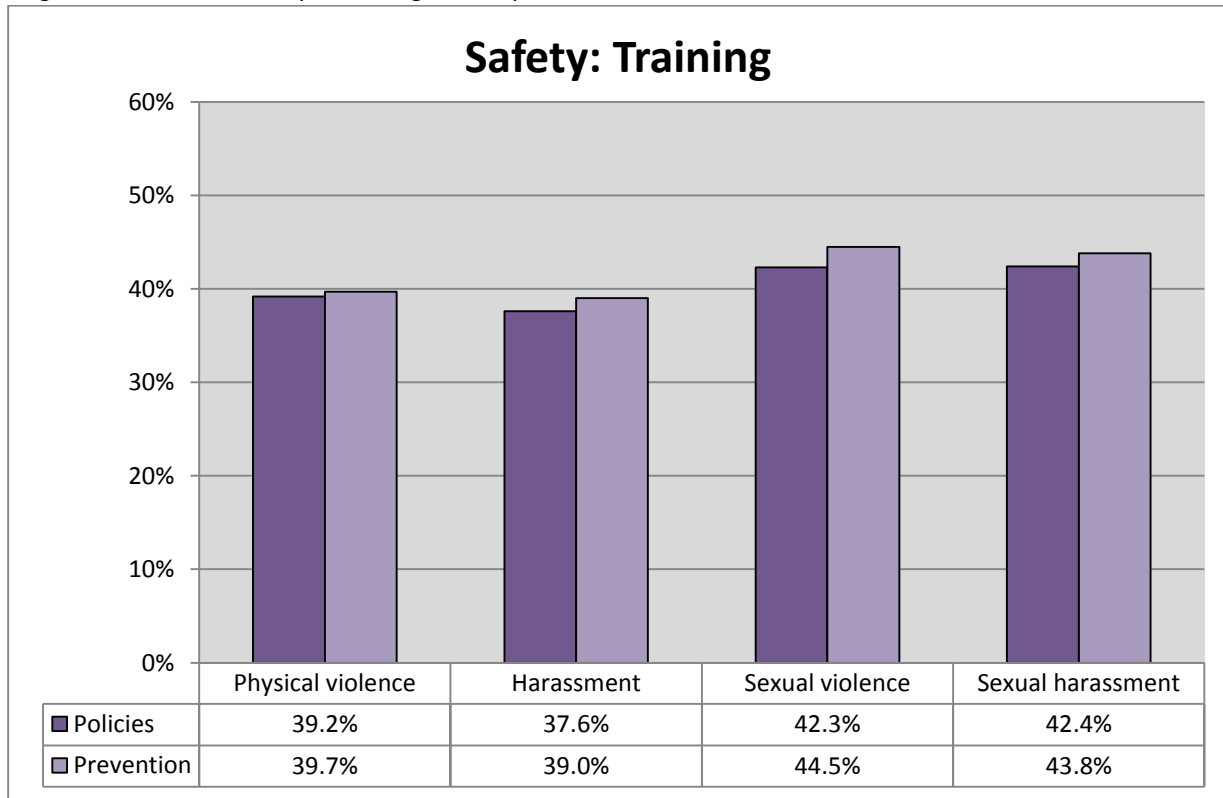
Inclusion

In the next section, student participants were asked various questions pertaining to inclusion at ECU. First, participants were asked to indicate how often they interact with students who demonstrate demographic characteristics different from their own (see Figure 54). Participants responded using a 3-point scale, including 1 *never*, 2 *sometimes*, and 3 *often*.

Participants indicated that they *often* interact with students with a race/ethnicity (89.5 percent) or social/economic background (76.9 percent) that differs from their own. Over half of participants also indicated that they *often* interact with students with a sexual orientation different from their own (52.1 percent). Additionally, participants indicated that they *sometimes* interact with students with a disability (55.6 percent). The largest portions of participants indicated that they *never* interact with students with a primary language (27.9 percent) or gender identity (24.7 percent) that differs from their own.

Figure 54. Students: Inclusion – Frequency of Interaction, Students
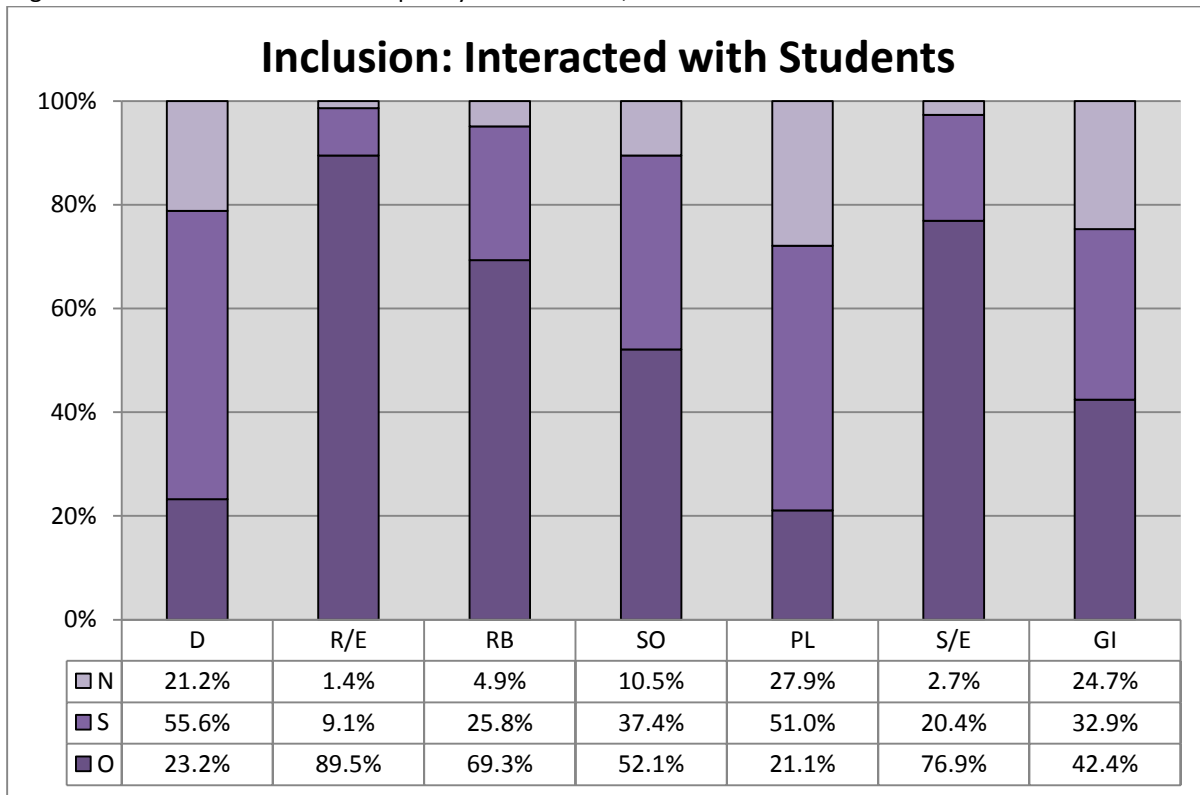
Inclusion: Interacted with Students

	D	R/E	RB	SO	PL	S/E	GI
N	21.2%	1.4%	4.9%	10.5%	27.9%	2.7%	24.7%
S	55.6%	9.1%	25.8%	37.4%	51.0%	20.4%	32.9%
O	23.2%	89.5%	69.3%	52.1%	21.1%	76.9%	42.4%

Note: N = Never; S = Sometimes; O = Often; D = Disability; R/E = Race/Ethnicity; RB = Religious belief; SO = Sexual orientation; PL = Primary language; S/E = Social/Economic background; GI = Gender identity

Student participants were also asked to indicate how often they interact with faculty and staff members who demonstrate demographic characteristics different from their own (see Figure 55). Participants indicated that they *often* interact with faculty and staff members with a race/ethnicity (67.6 percent), social/economic background (58.9 percent), or religious background (52.7 percent) that differs from their own. Additionally, a large portion of participants indicated that they *sometimes* interact with faculty and staff members with a primary language that differs from their own (41.9 percent).

The majority of participants indicated that they *never* interact with faculty and staff members with a disability (66.8 percent). Large portions of participants also indicated that they *never* interact with faculty and staff members with a gender identity (46.1 percent) or sexual orientation (41.1 percent) that differs from their own.

Figure 55. Students: Inclusion – Frequency of Interaction, Faculty and Staff Members
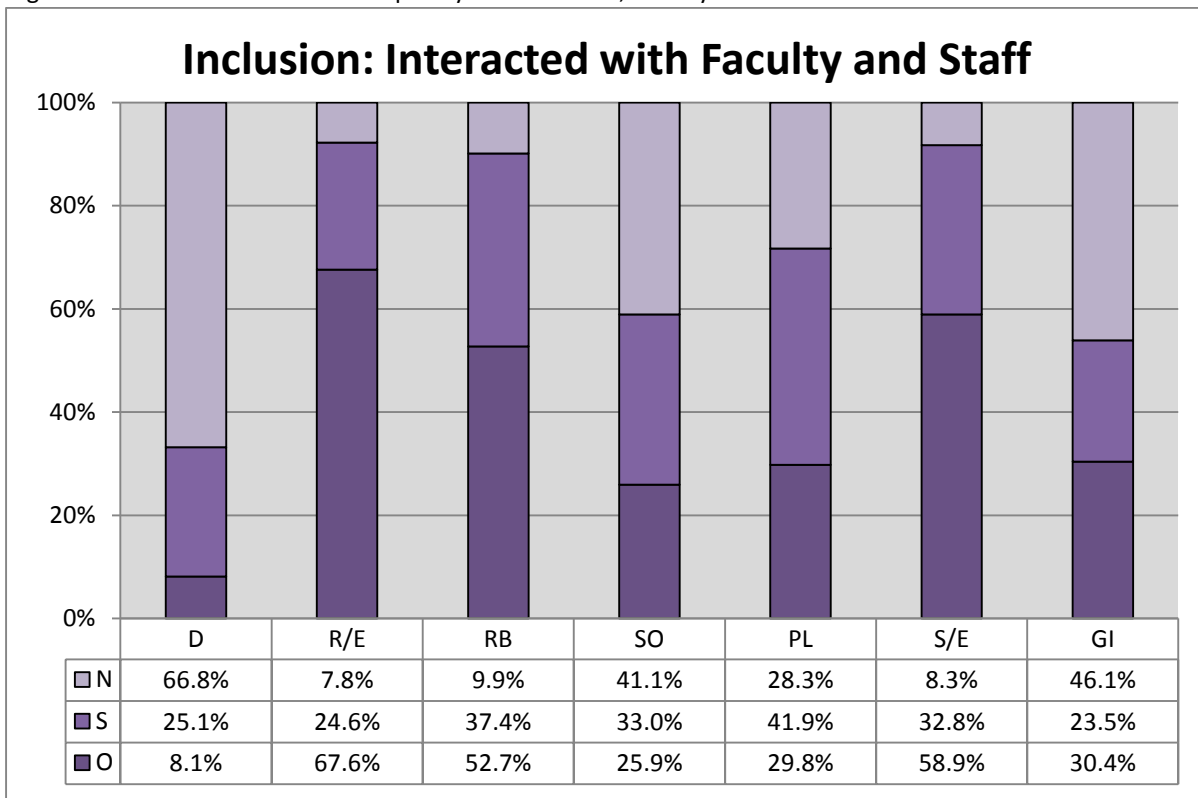
	D	R/E	RB	SO	PL	S/E	GI
N	66.8%	7.8%	9.9%	41.1%	28.3%	8.3%	46.1%
S	25.1%	24.6%	37.4%	33.0%	41.9%	32.8%	23.5%
O	8.1%	67.6%	52.7%	25.9%	29.8%	58.9%	30.4%

Note: N = Never; S = Sometimes; O = Often; D = Disability; R/E = Race/Ethnicity; RB = Religious belief; SO = Sexual orientation; PL = Primary language; S/E = Social/Economic background; GI = Gender identity

Next, student participants were asked to indicate whether they have heard negative, inappropriate, or stereotypical statements made in reference to certain demographic groups (see Figure 56). Moreover, participants were asked about negative statements they have heard from students, as well as faculty and staff members. Overall, no more than half of participants reported hearing negative statements from either students or faculty and staff members in reference to any demographic group.

A larger portion of participants indicated hearing negative statements from students than from faculty and staff members. Specifically, participants indicated hearing negative statements from students regarding race/ethnicity (46.7 percent) and sexual orientation (40.4 percent). Additionally, 35.2 percent of participants indicated hearing negative statements from students regarding sex, as well as gender/ gender identity.

In comparison, less than 8.0 percent of participants indicated hearing negative statements from faculty and staff members in reference to any demographic group. The largest portions of participants indicated hearing negative statements from faculty and staff members regarding race/ethnicity (7.8 percent) and religion (7.3 percent). Overall, the smallest portion of participants indicated hearing negative statements regarding disability status.

Figure 56. Students: Inclusion – Negative Statements, Students and Faculty and Staff Members
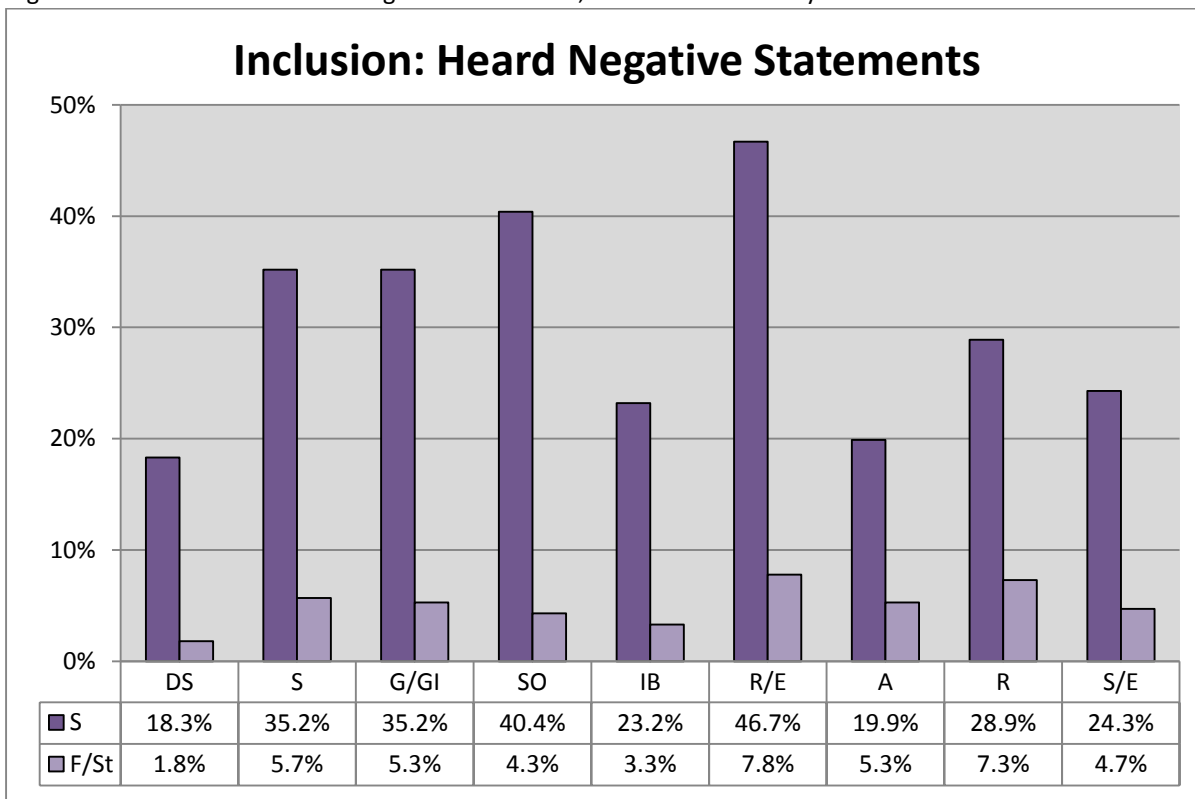
Inclusion: Heard Negative Statements

	DS	S	G/GI	SO	IB	R/E	A	R	S/E
S	18.3%	35.2%	35.2%	40.4%	23.2%	46.7%	19.9%	28.9%	24.3%
F/St	1.8%	5.7%	5.3%	4.3%	3.3%	7.8%	5.3%	7.3%	4.7%

Note: S = Students; F/St = Faculty/Staff; DS = Disability status; S = Sex; G/GI = Gender/Gender Identity; SO = Sexual orientation; IB = Immigration background; R/E = Race/Ethnicity; A = Age; R = Religion; S/E = Social/Economic background

Student participants were then asked a series of questions regarding acts of bias, which included witnessed or personally experienced acts of bias or discrimination (see Figures 57 and 58). Participants were asked to indicate if they had, 1) experienced and reported an act of bias, 2) experienced but not reported an act of bias, 3) not experienced an act of bias, or 4) maybe experienced an act of bias but are unsure. Although participants were given the opportunity to indicate whether they had witnessed or personally experienced a particular act of bias, they did not report the number of times they had witnessed or personally experienced an act. In turn, results merely aim to represent an approximation of the portion of participants who have had some form of experience with acts of bias on campus. Participants were asked to indicate their experience with acts of bias on the basis of disability status, sex, gender or gender identity, sexual orientation, immigration background, race/ethnicity, age, religion, and social/economic background.

Overall, the majority of participants indicated that they have not experienced an act of bias. Less than 1.5 percent of participants indicated that they have experienced an act of bias and reported it and no more than 16.5 percent of participants indicated experiencing an act of bias and not reporting it. More specifically, the most frequently experienced act of bias was on the basis of race/ethnicity, as a combined 17.8 percent of participants indicated that they had experienced (i.e., *reported* and *not reported*) such an act. Additionally, participants indicated experiencing acts of bias on the basis of sexual orientation (10.5 percent), sex (9.6 percent), religion (9.3 percent), and social/economic background (9.3 percent). The smallest portion of participants indicated experiencing acts of bias on the basis of disability status (4.8 percent).

The act of bias that the largest portion of participants indicated that they *maybe* experienced was an act of bias on the basis of race/ethnicity (9.4 percent), followed by sex (7.7 percent), gender/gender identity (7.4 percent), and sexual orientation (7.3 percent). Moreover, for several acts of bias, a similar portion of participants indicated that they had experienced an act as the portion of participants who indicated that they *maybe* experienced an act.

Lastly, the majority of participants indicated having witnessed the various acts of bias in comparison to having personally experienced an act or acts.

Figure 57. Students: Inclusion – Bias Reporting
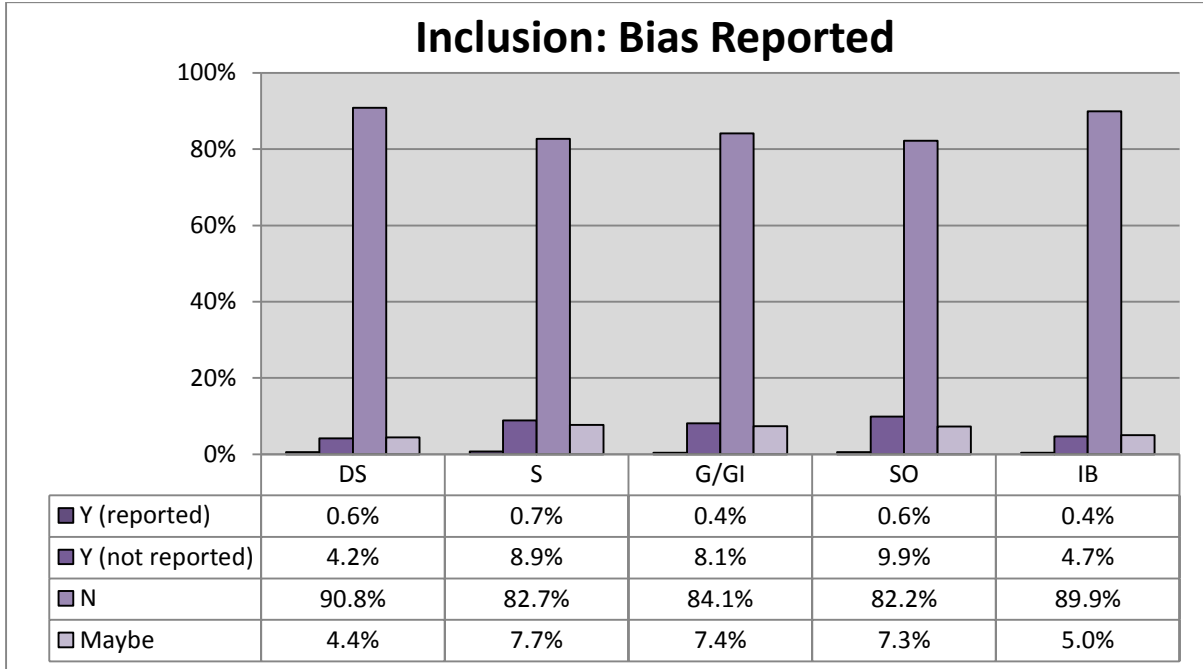
Inclusion: Bias Reported

	DS	S	G/GI	SO	IB
■ Y (reported)	0.6%	0.7%	0.4%	0.6%	0.4%
■ Y (not reported)	4.2%	8.9%	8.1%	9.9%	4.7%
□ N	90.8%	82.7%	84.1%	82.2%	89.9%
□ Maybe	4.4%	7.7%	7.4%	7.3%	5.0%

Note: Y (reported) = Yes, witnessed/personally experienced an act of bias and previously reported an act of bias; Y (not reported) = Yes, witnessed/personally experienced an act of bias but have not reported an act of bias; N = No, have not witnessed/personally experienced an act of bias; DS = Disability status; S = Sex; G/GI = Gender/Gender Identity; SO = Sexual orientation; IB = Immigration background

Figure 58. Students: Inclusion – Bias Reporting, Continued
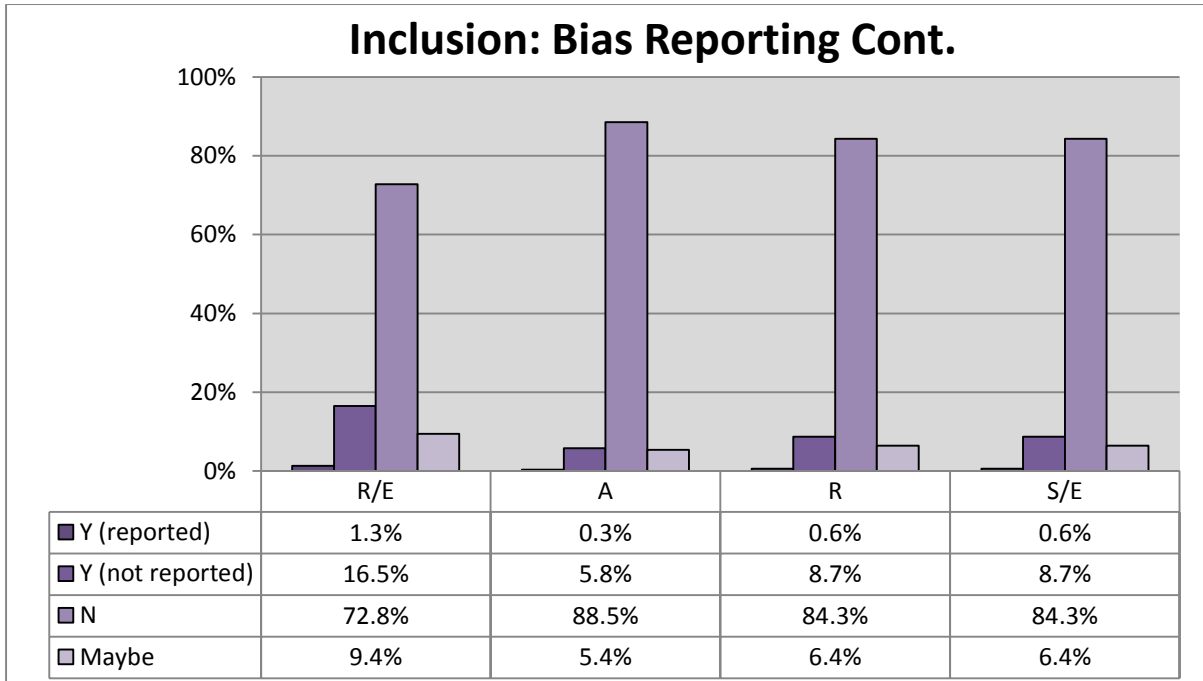
Inclusion: Bias Reporting Cont.

	R/E	A	R	S/E
■ Y (reported)	1.3%	0.3%	0.6%	0.6%
■ Y (not reported)	16.5%	5.8%	8.7%	8.7%
□ N	72.8%	88.5%	84.3%	84.3%
□ Maybe	9.4%	5.4%	6.4%	6.4%

Note: Y (reported) = Yes, witnessed/personally experienced an act of bias and previously reported an act of bias; Y (not reported) = Yes, witnessed/personally experienced an act of bias but have not reported an act of bias; N = No, have not witnessed/personally experienced an act of bias; R/E = Race/Ethnicity; A = Age; R = Religion; S/E = Social/Economic background

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Lastly, student participants were asked a set of general questions pertaining to inclusion (see Figures 59 and 60). Specifically, participants were asked to indicate their agreement with statements such as, "There are students from different cultures and backgrounds at ECU" and "I feel welcome at ECU." Overall, participants indicated high levels of agreement with all statements. A large portion of participants agreed (i.e. *agree* or *strongly agree*) with statements pertaining to the presence of students, as well as faculty and staff members, from different cultures and backgrounds at ECU (91.9 percent and 88.7 percent, respectively). Additionally, 81.4 percent of participants indicated that they feel welcome at ECU.

In comparison, nearly a quarter of participants indicated a neutral response to the statement, "ECU has made creating a diverse and inclusive community a priority" (22.0 percent) and 9.8 percent of participants disagreed (i.e. *disagree* or *strongly disagree*) with the statement. The largest portion of participants disagreed with the statement "I feel welcome in the areas that surround ECU" (11.2 percent). Additionally, the same statement yielded the highest neutral response from participants (26.5 percent).

Figure 59. Students: Inclusion – Agreement with General Statements

Inclusion: General

	There are students from different cultures and backgrounds at ECU	There are faculty and staff from different cultures and backgrounds at ECU	ECU has made creating a diverse and inclusive community a priority	I feel welcome at ECU
SD	1.8%	1.7%	3.2%	2.1%
D	1.0%	2.4%	6.6%	3.4%
N	5.3%	7.2%	22.0%	13.1%
A	37.5%	38.1%	38.9%	40.4%
SA	54.4%	50.6%	29.3%	41.0%
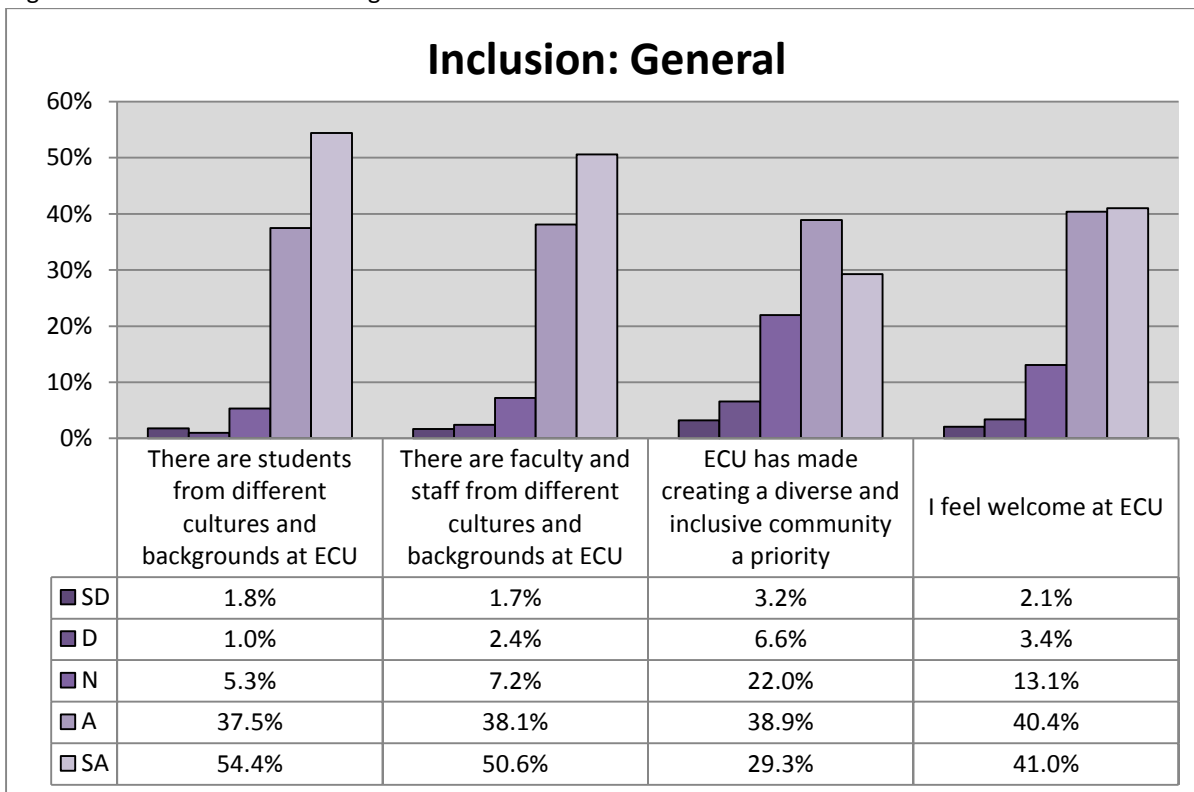
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Figure 60. Students: Inclusion – Agreement with General Statements, Continued
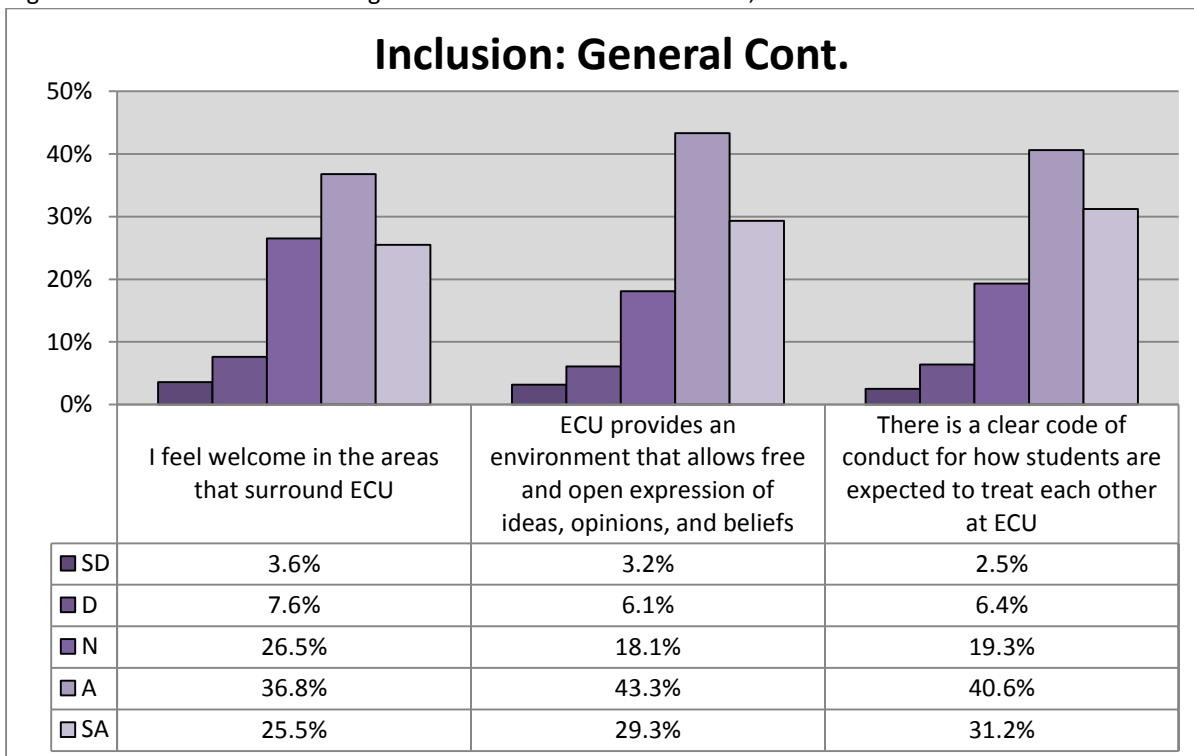
Inclusion: General Cont.

	I feel welcome in the areas that surround ECU	ECU provides an environment that allows free and open expression of ideas, opinions, and beliefs	There is a clear code of conduct for how students are expected to treat each other at ECU
SD	3.6%	3.2%	2.5%
D	7.6%	6.1%	6.4%
N	26.5%	18.1%	19.3%
A	36.8%	43.3%	40.6%
SA	25.5%	29.3%	31.2%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Working Environment

In the next section, student participants who indicated that they are currently employed at ECU were asked several questions regarding their working environment. First, participants were asked to rate aspects of their environment using a scale that consisted of stars, with *one* star representing the lowest or worst rating and *five* stars representing the highest or best rating (see Table 25). Overall, participants indicated high ratings for the various aspects of their working environment.

For example, approximately half of participants indicated the highest rating (i.e., *five* stars) for working relationships with co-workers (54.2 percent), collaboration among employees within their department (48.3 percent), and the overall quality of staff at ECU (44.2 percent). In comparison, the aspect that received the lowest *five* star rating was mentoring at ECU (34.3 percent), which also received a *four* or *three* star rating by approximately a quarter of participants (28.5 percent and 25.8 percent, respectively).

Table 25. Students: Working Environment – Rating of Working Environment Aspects

Aspect	⭐	⭐⭐	⭐⭐⭐	⭐⭐⭐⭐	⭐⭐⭐⭐⭐
Mentoring at ECU	2.3%	9.1%	25.8%	28.5%	34.3%
Working relationships with my co-workers	1.3%	2.7%	14.6%	27.2%	54.2%
Collaboration among employees within my department	1.7%	6.3%	18.7%	25.0%	48.3%
Overall quality of staff at ECU	1.3%	4.0%	20.1%	30.4%	44.2%

Next, student participants who are currently employed at ECU indicated their agreement with a series of general statements about their working environment (see Figures 61, 62, and 63). In general, participants indicated high levels of agreement with all of the statements. Specifically, the majority of participants agreed (i.e., *agree* or *strongly agree*) that they enjoy their job (84.2 percent), receive equal advancement opportunities in relation to their peers (78.6 percent), believe there are opportunities for professional development at ECU (78.0 percent), and are paid fairly for their work (74.3 percent). Moreover, participants agreed that their work group adheres to fair workplace practices (84.1 percent), conflicts are handled in a civil manner (73.6 percent), and complaints and grievances are resolved in a fair and equitable manner (68.6 percent). In turn, only a small portion of participants agreed that they often think about leaving their job (11.4 percent).

Nevertheless, participants indicated more neutral responses to certain statements regarding their working environment. In particular, 37.8 percent of participants indicated a neutral response to the statement, "I believe that the promotion process is reasonable" and 35.3 percent of participants indicated a neutral response to the statement, "Criteria for attaining promotion are clear." Furthermore, a large portion of participants also indicated a neutral response or disagreement (i.e., *disagree* or *strongly disagree*) that they hope to be a permanent employee of ECU in the near future (77.8 percent).

Figure 61. Students: Working Environment – Agreement with General Statements

Working Environment: General

	There are opportunities for professional development at ECU	Criteria for attaining promotion are clear	I believe that the promotion process is reasonable	I am rewarded and/or recognized for performing well	There are consequences for performing poorly as a student employee
SD	0.7%	3.6%	2.3%	5.1%	2.3%
D	4.6%	14.5%	8.3%	7.1%	6.7%
N	16.7%	35.3%	37.8%	23.5%	20.8%
A	43.0%	30.3%	35.5%	40.5%	46.0%
SA	35.0%	16.3%	16.1%	23.8%	24.2%
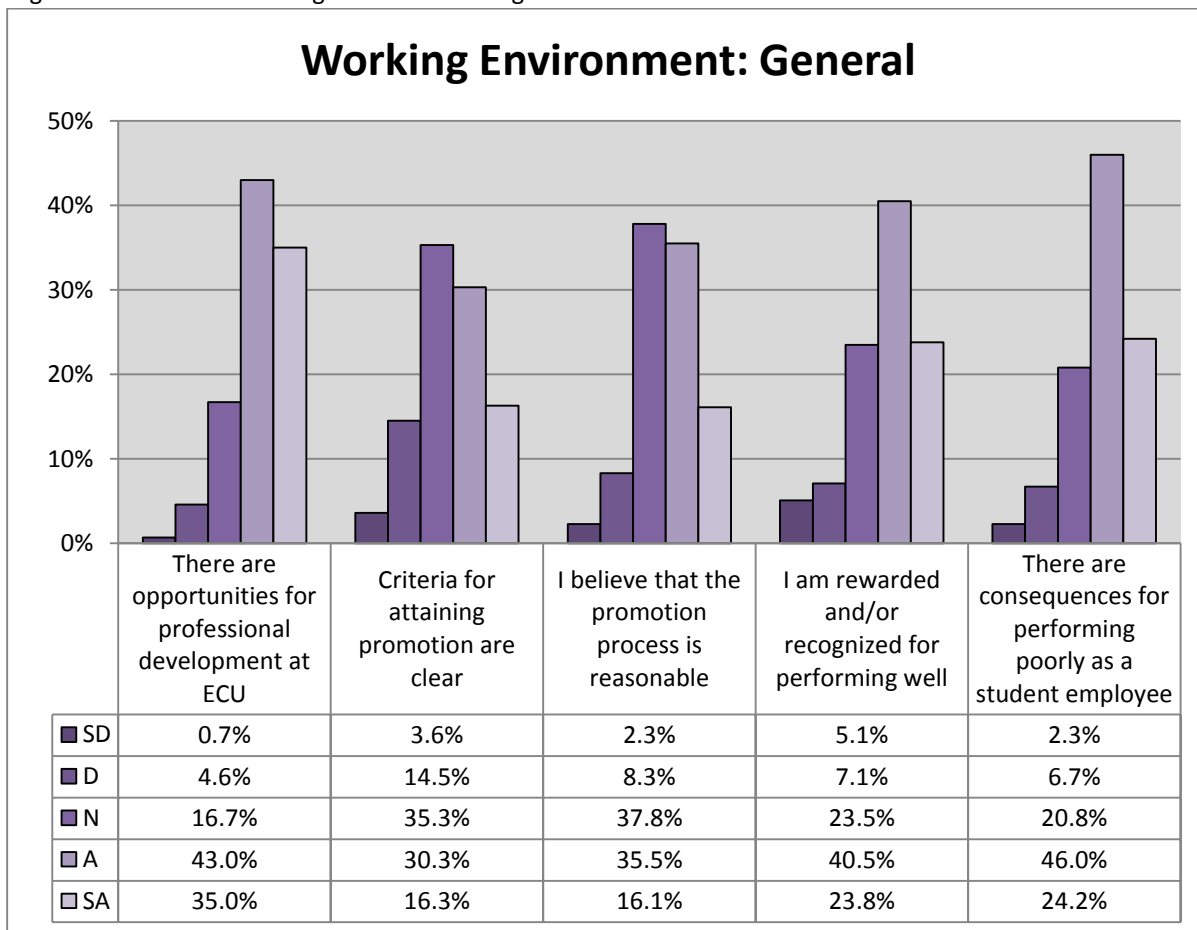
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Figure 62. Students: Working Environment – Agreement with General Statements, Continued

Working Environment: General Cont.

	My work group adheres to policies that support fair hiring, promotion, tenure, and workplace practices	Overall, the quality of professionalism at ECU is excellent	Conflicts are handled in a civil manner	Complaints and grievances are resolved in a fair and equitable manner	In relation to my peers, I receive equal advancement opportunities
SD	0.8%	1.3%	1.8%	2.6%	0.7%
D	2.3%	7.5%	5.0%	7.4%	4.3%
N	12.8%	19.2%	19.6%	21.4%	16.4%
A	45.5%	45.9%	47.3%	44.6%	48.6%
SA	38.6%	26.1%	26.3%	24.0%	30.0%
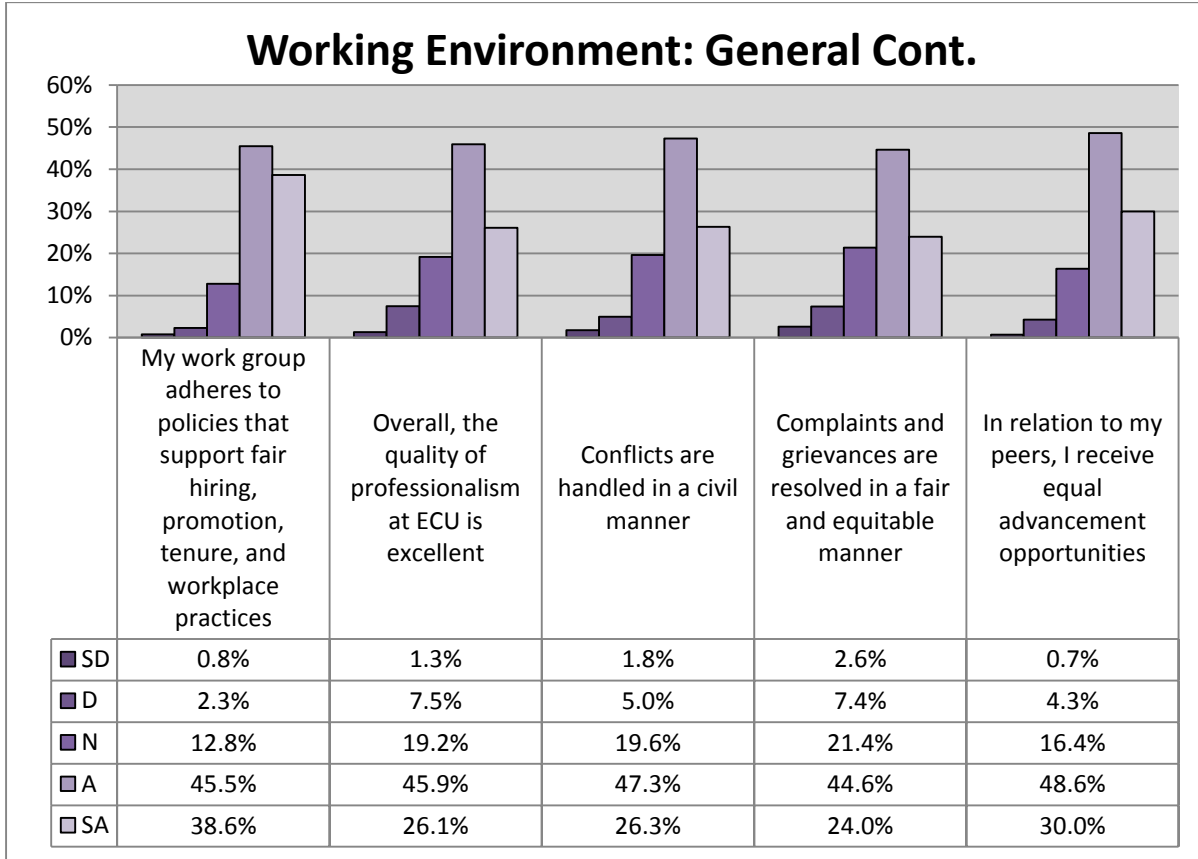
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Figure 63. Students: Working Environment – Agreement with General Statements, Continued II

Working Environment: General Cont. II

	I enjoy my job	I am paid fairly for my work	I often think about leaving my job	I hope to be a permanent employee of ECU in the near future
SD	0.3%	2.8%	35.3%	14.6%
D	2.3%	7.0%	31.9%	21.6%
N	13.2%	15.9%	21.4%	41.6%
A	47.0%	44.6%	7.6%	12.7%
SA	37.2%	29.7%	3.8%	9.5%
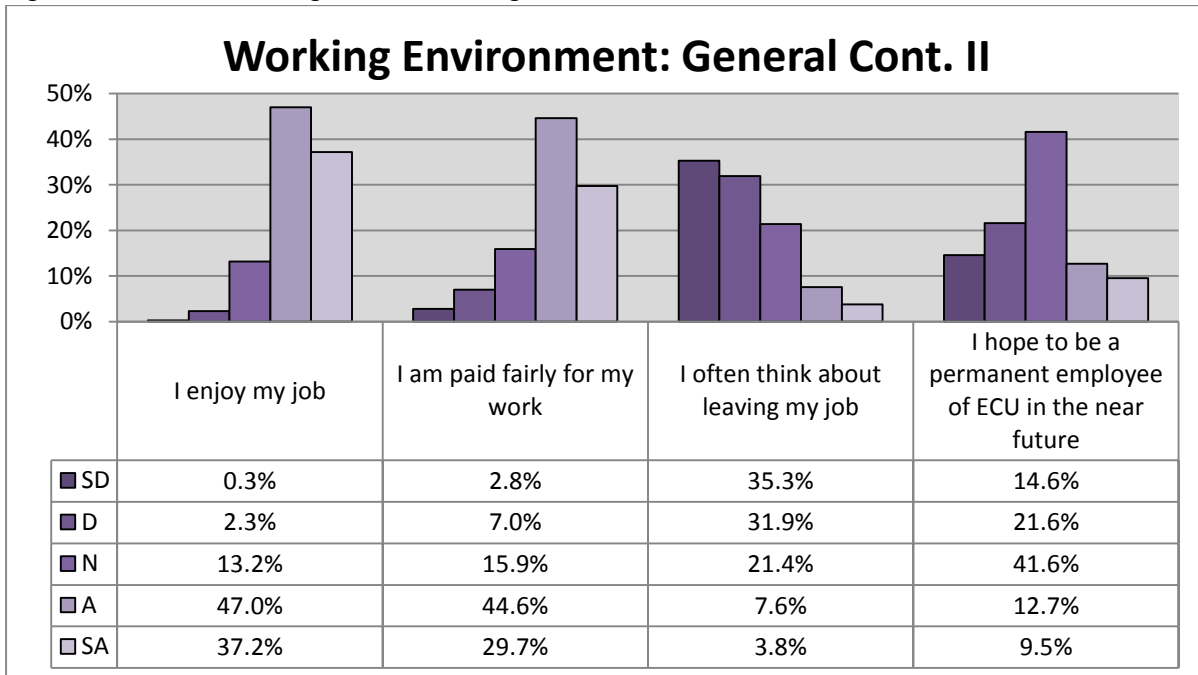
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Communication

Student participants who are currently employed at ECU were also asked to indicate their agreement with a variety of statements regarding communication (see Figure 64). Overall, participants indicated agreement with the statements. In particular, participants agreed (i.e., *agree* or *strongly agree*) that their supervisor clearly communicates professional expectations (84.5 percent), takes their comments seriously (82.4 percent), and involves them in decision-making that affects their career (73.2 percent). Furthermore, approximately half of participants disagreed (i.e., *disagree* or *strongly disagree*) that they are reluctant to bring up issues that concern them for fear that it will negatively affect their employment (56.3 percent), indicating that most participants feel open to discussing concerns with their supervisor.

Figure 64. Students: Communication – Agreement with General Statements

Communication: General

	What is expected of me professionally is clearly communicated by my supervisor	When I make a comment to my supervisor, I am taken seriously	I am appropriately involved in decision-making that affects my career	I am reluctant to bring up issues that concern me for fear that it will negatively affect my employment
SD	1.6%	1.0%	1.0%	24.3%
D	2.9%	2.6%	4.6%	32.0%
N	11.0%	14.0%	21.2%	19.4%
A	46.3%	43.8%	43.8%	16.5%
SA	38.2%	38.6%	29.4%	7.8%
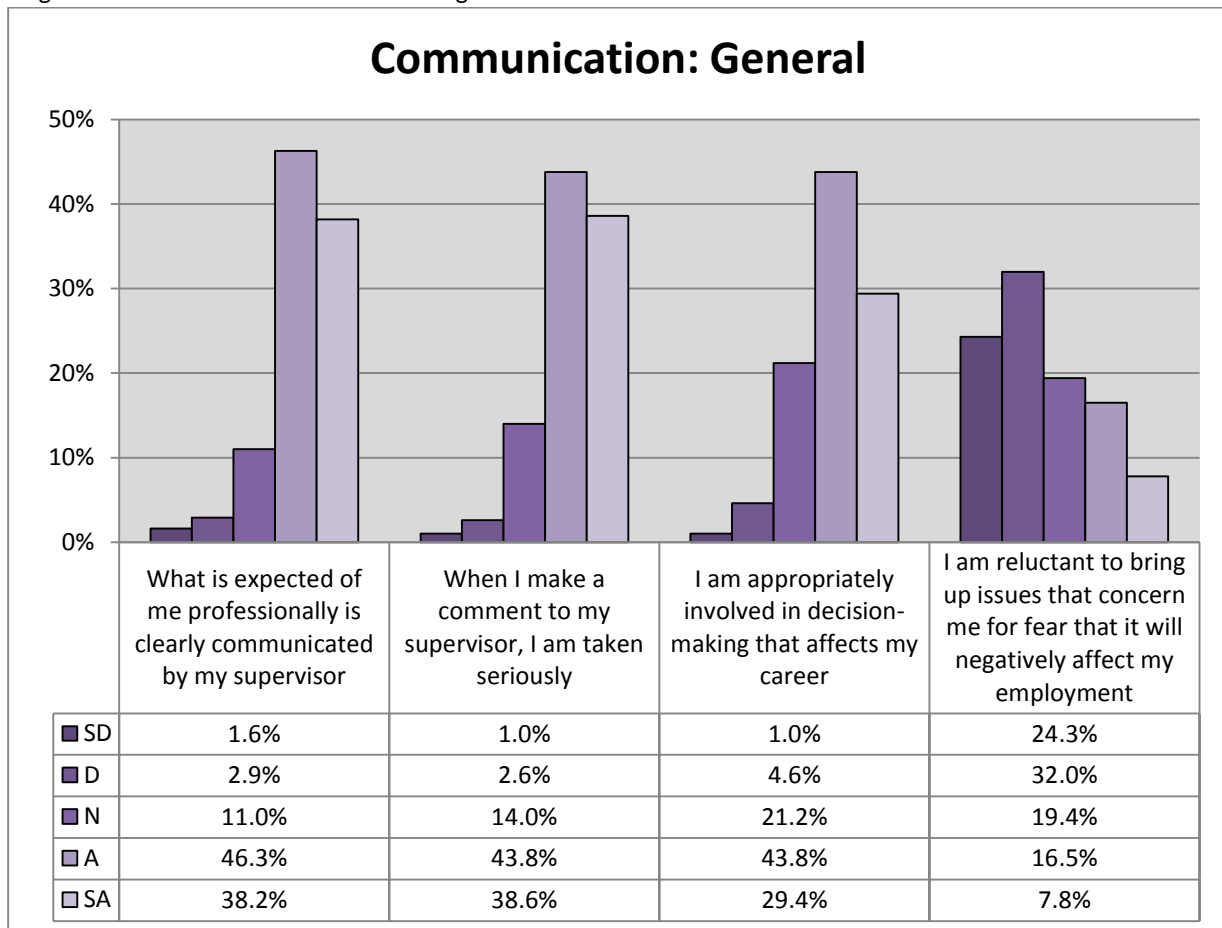
Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Governance and Leadership

Student participants who are currently employed at ECU were finally asked to indicate their agreement with several statements regarding the governance and leadership of their immediate supervisor (see Figure 65). Overall, participants indicated high levels of agreement with all statements. For example, participants agreed (i.e., *agree* or *strongly agree*) that their supervisor is available when needed (83.0 percent) and has a genuine interest in their well-being and career development (84.3 percent and 77.4 percent, respectively). Additionally, 84.8 percent of participants agreed that their supervisor creates a positive work environment and 82.3 percent of participants indicated that their supervisor clearly communicates expectations.

Figure 65. Students: Governance and Leadership – Agreement with Statements, Supervisor
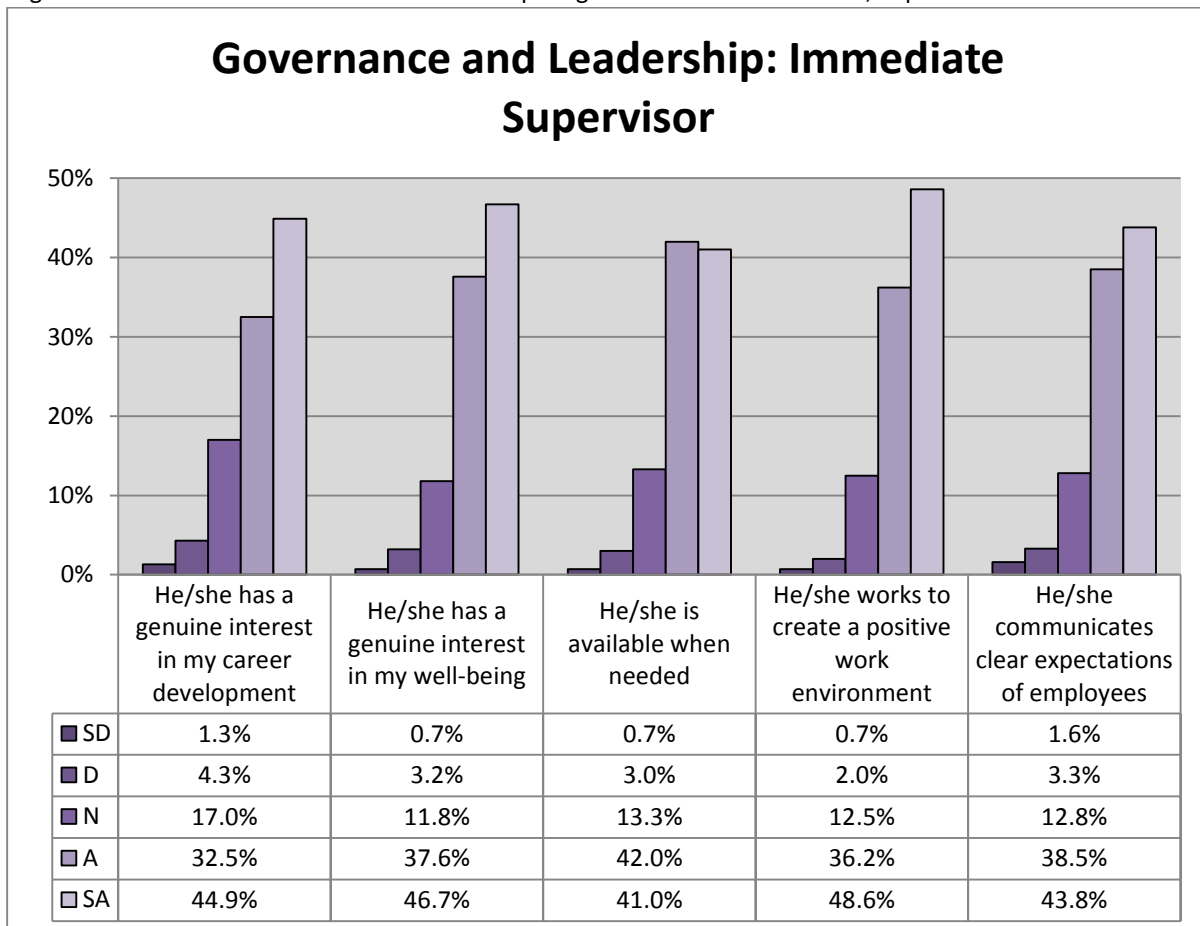
Governance and Leadership: Immediate Supervisor

	He/she has a genuine interest in my career development	He/she has a genuine interest in my well-being	He/she is available when needed	He/she works to create a positive work environment	He/she communicates clear expectations of employees
SD	1.3%	0.7%	0.7%	0.7%	1.6%
D	4.3%	3.2%	3.0%	2.0%	3.3%
N	17.0%	11.8%	13.3%	12.5%	12.8%
A	32.5%	37.6%	42.0%	36.2%	38.5%
SA	44.9%	46.7%	41.0%	48.6%	43.8%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Wellness and Work/Life Balance

In the final section, all student participants were asked to indicate their agreement pertaining to wellness and work/life balance (see Figure 66). In general, participants agreed (i.e., *agree* or *strongly agree*) that ECU promotes health and wellness (74.0 percent) and provides sufficient facility space for physical fitness on campus (71.2 percent). Nevertheless, approximately 20.0 percent of participants indicated a neutral response to the two aspects of wellness and work/life balance.

Additionally, 68.8 percent of participants indicated that they agree that there are sufficient physical health services available to students at ECU; however, a smaller portion of participants indicated the same level agreement regarding mental health services (56.2 percent).

Figure 66. Students: Wellness and Work/Life Balance – Agreement with General Statements
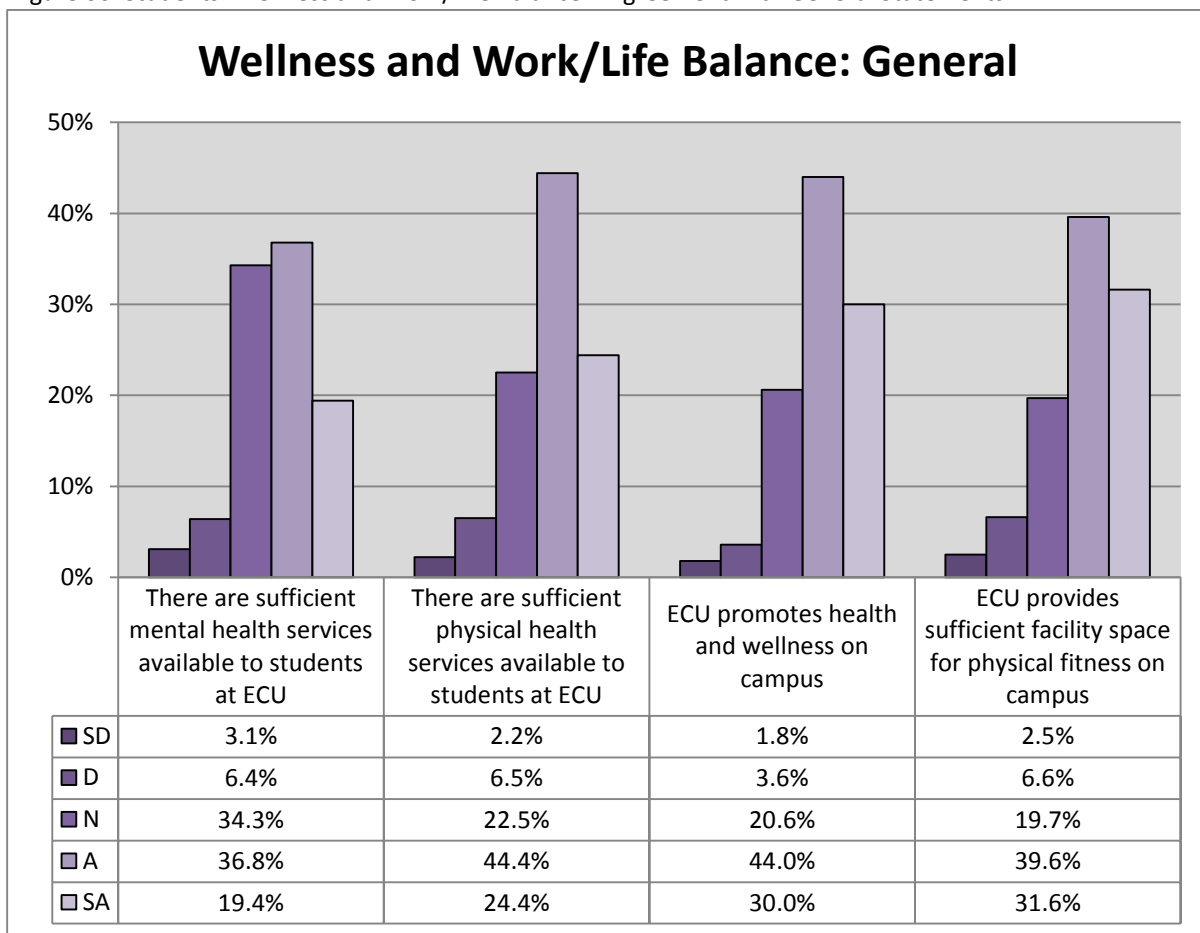
Wellness and Work/Life Balance: General

	There are sufficient mental health services available to students at ECU	There are sufficient physical health services available to students at ECU	ECU promotes health and wellness on campus	ECU provides sufficient facility space for physical fitness on campus
SD	3.1%	2.2%	1.8%	2.5%
D	6.4%	6.5%	3.6%	6.6%
N	34.3%	22.5%	20.6%	19.7%
A	36.8%	44.4%	44.0%	39.6%
SA	19.4%	24.4%	30.0%	31.6%

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Next, student participants specified their familiarity with health services on campus and indicated whether or not they have utilized such services (see Figures 67 and 68). In regard to familiarity, participants responded using a 3-point scale, which ranged from 1 *unfamiliar* to 3 *familiar.*

Specifically, 60.5 percent of participants indicated that they are *familiar* with physical health services on campus; whereas, only 40.3 percent of participants indicated that they are *familiar* with mental health services on campus. Furthermore, in comparison to physical health services, a larger portion of participants indicated that they are *unfamiliar* with mental health services on campus (13.0 percent and 25.2 percent, respectively).

In regard to utilization, approximately half of participants indicated that they have used physical health services on campus (51.6 percent). In contrast, only 14.7 percent of participants indicated that they have used mental health services on campus, with the large majority of participants indicating that they have not used such services (85.3 percent).

Figure 67. Students: Wellness and Work/Life Balance – Familiarity with Student Health Services

Wellness and Work/Life Balance: Familiar with Services

	Physical health services	Mental health services
U	13.0%	25.2%
SF	26.5%	34.5%
F	60.5%	40.3%
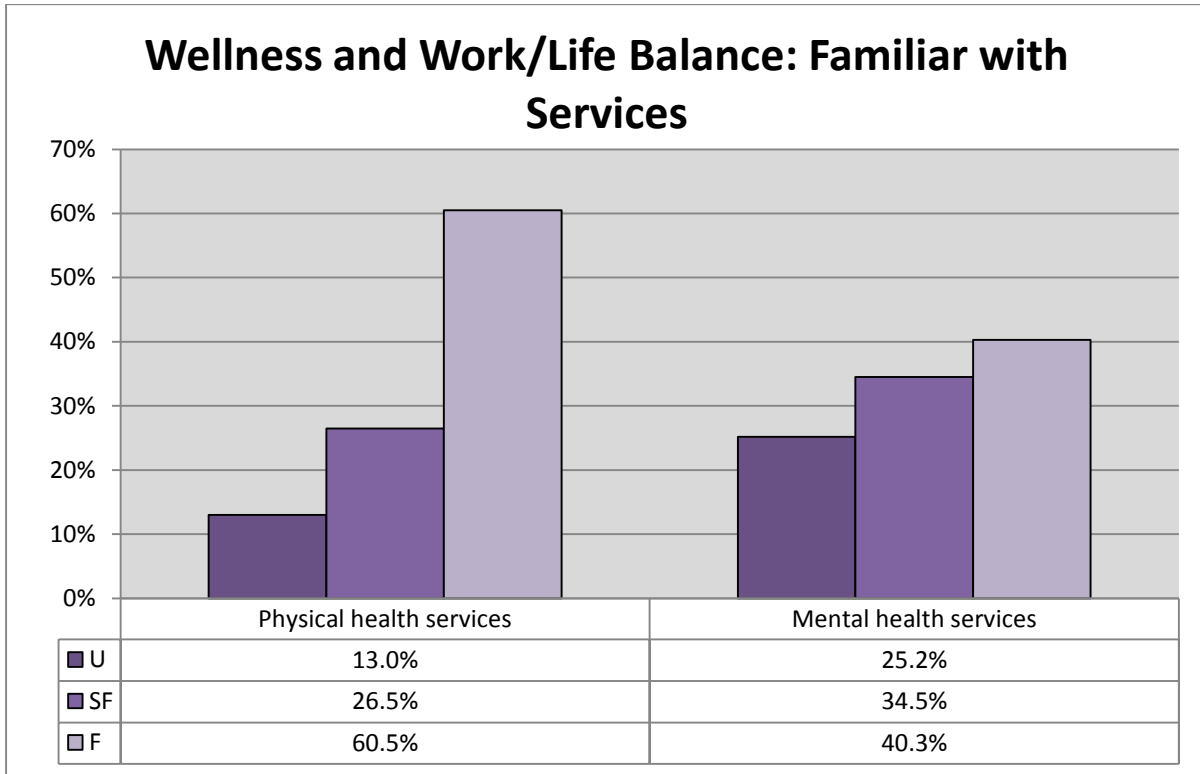
Note: U = Unfamiliar; SF = Somewhat Familiar; F = Familiar

Figure 68. Students: Wellness and Work/Life Balance – Utilization of Student Health Services

Wellness and Work/Life Balance: Utilized Services

	Physical health services	Mental health services
Y	51.6%	14.7%
N	48.4%	85.3%

Note: Y = Yes; N = No

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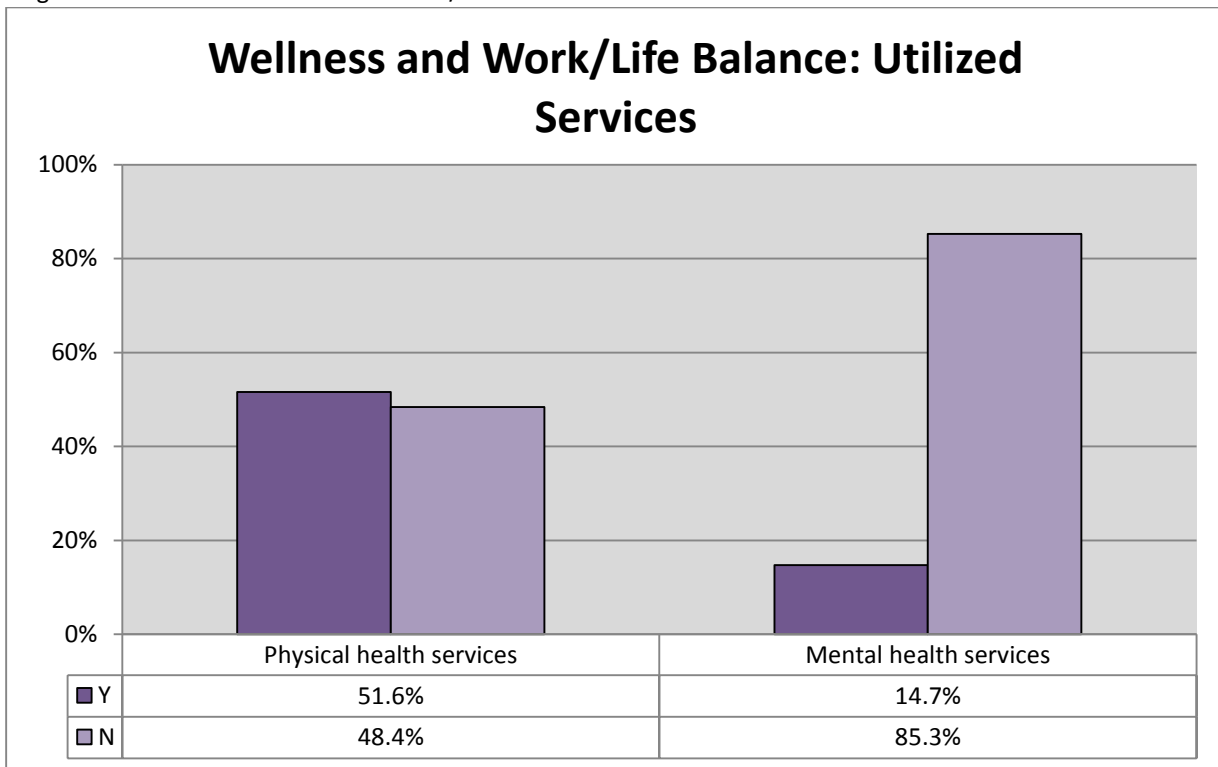
Lastly, student participants were asked to rate several potential sources of stress in regard to the extent each of the sources caused them personal stress in the past year. Participants responded using a scale comprised of smiley faces, with the image on the far left representing the lowest level of stress and the image on the right representing the highest level of stress (see Table 26). Overall, the item that participants indicated caused them the highest level of stress in the past year was childcare (47.1 percent). In contrast, the item that caused participants the lowest level of stress in the past year was class work load (3.9 percent).

Other stressful items included making friends, finding things to do socially, and caring for another adult, which all received the highest stress rating by 29.0 percent of participants. In comparison, items that received the highest stress rating by the fewest participants included finances (9.3 percent) and academic performance (9.1 percent).

Table 26. Students: Wellness and Work/Life Balance – Rating of Potential Sources of Stress

Source of Stress	🙂	🙂	😐	🙁	☹️
Class work load	30.1%	33.0%	23.3%	9.7%	3.9%
Job demands outside of class	19.4%	24.1%	26.9%	15.9%	13.7%
Academic performance	24.8%	24.4%	21.9%	19.8%	9.1%
Involvement in a school-sponsored organization or activity	7.1%	14.1%	31.3%	26.2%	21.3%
Finances	35.2%	21.0%	21.9%	12.6%	9.3%
Making friends	8.3%	11.4%	23.2%	28.1%	29.0%
Finding things to do socially	7.2%	10.8%	24.7%	28.4%	29.0%
Caregiver responsibilities (adult)	13.7%	12.3%	27.5%	17.5%	29.0%
Childcare	11.7%	9.9%	22.2%	9.1%	47.1%

Student Summary

- **Engagement**: Participants indicated that they believe in ECU's mission and are proud to share it with others. Participants are also proud to be a member of the ECU community and get a sense of accomplishment from their work. However, some participants indicated that they do not feeling engaged in their role and may look forward to each day at the university.

- **Safety**: A larger portion of participants indicated that they feel safe on campus during the day than at night. Moreover, although the majority of participants agreed that ECU makes every effort to ensure a safe campus and would respond effectively to safety incidents, a large portion of participants felt neutral about campus safety. The most experienced past incident was harassment, which was largely not reported. Similarly, many participants indicated that they are unfamiliar with reporting methods for safety incidents and that future reporting behavior would be dependent upon other factors.

- **Inclusion**: Participants interact with certain individuals, such as those with a race/ethnicity different from their own, often; whereas, they interact with other individuals, such as those with a gender identity different from their own or a disability, far less frequently. Additionally, a large portion of participants reported hearing negative statements made by students, particularly regarding race/ethnicity, sexual orientation, and sex; however, only a small portion of participants reported hearing such comments made by faculty and staff members. Nevertheless, participants feel welcome at ECU.

- **Working Environment**: Participants employed at ECU indicated that they enjoy their job, have positive working relationships with their co-workers and believe there are opportunities for professional development at ECU. However, few participants indicated that they hope to be a permanent employee of ECU in the near future.

- **Communication**: Participants agreed that their supervisor clearly communicates professional expectations, takes their comments seriously, and involves them in decision-making that affects their careers. Participants also indicated that they are not reluctant to voice concerns to their supervisor.

- **Governance and Leadership**: Overall, participants indicated high levels of agreement regarding the governance and leadership of their immediate supervisor. Specifically, participants indicated that their supervisor has a genuine interest in their career and well-being, is available when needed, creates a positive work environment, and clearly communicates expectations.

- **Wellness and Work/Life Balance**: Participants agreed that ECU promotes health and wellness on campus; however, a large portion of participants felt neutral about the mental health services available at ECU. In comparison to physical health resources, fewer participants were familiar with mental health services or reported having used such services in the past. Participants reported that issues such as childcare, making friends, and finding things to do socially were sources of stress in the past year.

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Institutional Actions and Next Steps

After being established as part of the Chancellor's Diversity Leadership Council (CDLC) in FY 2012-2013, the first recommendation provided by the Campus Climate Commission was to select and implement a climate assessment and develop a promotional plan to maximize participation. Moreover, the Campus Climate Commission defined a four-year implementation timeline to ensure that campus climate at ECU is assessed and results are shared with the campus community.

The following administration of the Campus Climate Survey and subsequent Report of Results helps to partially satisfy the goals established in Year One of the four-year implementation plan. Remaining goals include developing target areas for improvement and communicating results and target areas to the community. Specifically, ECU's Office of Equity and Diversity will work with ECU Administration to both identify key focus areas and share the results of the climate study with the appropriate university entities.

The implementation plan also recommends that open forums or focus groups be used to gather input from the campus community and aid in the development of strategic priorities.

Upon completion of all Year One tasks, the implementation plan will transition into Year Two and Year Three phases. Specifically, during Year Two, the plan focuses on implementing solutions. This process will be facilitated by the Office of Equity and Diversity; however, various university entities (e.g., departments, faculty and staff organizations) that have been assigned portions of the report of results for review, will assist with the development of solutions and plans for implementation.

Year Two will also include the development of an overall strategy, which details how each target area is being addressed and how priorities and programming can be best aligned to positively impact campus climate. Finally, in Year Three, attention will be focused on following-up with previous efforts to ensure that the action plans continue to align and address the priorities.

At the end of the aforementioned cycle, the implementation plan begins again with a second administration of the Campus Climate Survey. It is recommended that this effort also reiterate how past results are being used to improve the climate and should incorporate any new data that can be derived from surveys conducted over the course of the previous three-year period.

Appendix A: 2015 Campus Climate Survey

Faculty Version

East Carolina University Campus Climate Survey - Faculty

Background:

Campus climate is an important topic at East Carolina University. The term "campus climate" has been defined by leading climate researcher Susan Rankin as "the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potential." ECU faculty and staff have come together to develop this survey to measure the current campus climate at East Carolina University. This survey will be administered once every three years and results will be used to further examine and address concerns voiced in the survey.

Consent:

Your participation in this survey is **completely anonymous** and will in no way impact your status at East Carolina University. You may skip any questions you are unsure of or are not comfortable answering. Your participation is **entirely voluntary** and you will incur no penalty for choosing not to participate. By completing this survey, you are confirming that you are a consenting student, staff, and/or faculty member at East Carolina University.

This survey consists of eight sections and has an average completion time of 20 minutes. You may close the survey at any time and your responses will be saved -- click the link in the survey invitation to re-open and continue the survey from the point where you left off.

Additional Information:

All faculty, staff, and students are invited to participate in this survey. Responses will be analyzed by the Center for Survey Research at East Carolina University and a report of the results will be provided to the Office for Equity and Diversity. Results will also be published for you to see at: www.ecu.edu/ecyou.

Please think broadly about all aspects of your experience at East Carolina University when answering the questions included in this survey.

Contact:

If you have any questions or comments about Project: EC*you*, please contact:

LaKesha Alston Forbes
Office for Equity and Diversity
Old Cafeteria Building, Suite G-406 | Greenville, NC 27858
252.328.6804
projectecyou@ecu.edu

Individuals in need of accommodation under the Americans with Disabilities Act in order to participate in the survey should contact the Department for Disability Support Services at (252) 737-1016 or email your request to dssdept@ecu.edu.

Engagement

Please read the following mission statement and rate your agreement with the statements below.

To be a national model for student success, public service and regional transformation, East Carolina University:

- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;
- Develops tomorrow's leaders to serve and inspire positive change;
- Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, the arts, and athletics.

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe in ECU's mission	❍	❍	❍	❍	❍
I am proud to share ECU's mission with others	❍	❍	❍	❍	❍
I understand how my work directly contributes to the accomplishment of ECU's mission	❍	❍	❍	❍	❍
I feel personally responsible for supporting ECU's mission across all of my roles at the university	❍	❍	❍	❍	❍

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am proud to be a member of the ECU community	❍	❍	❍	❍	❍
I feel engaged in my role at the university	❍	❍	❍	❍	❍
I look forward to each day at the university	❍	❍	❍	❍	❍
I get a sense of accomplishment from the work I complete at the university	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please reference the specific topic in your response.*

Safety

Please note that some of the questions in this section pertain to incidents of sexual violence. ECU would like to remind you of the services offered by the on-campus Victim Advocate, who can be reached at (252) 737-1466 or ECUVA@ecu.edu, or REAL Crisis Intervention, an off-campus resource that may be contacted at (252) 758-4357 or realcrisis@embarqmail.com. Both the Office of the ECU Victim Advocate and REAL Crisis Intervention offer confidential services and the University will not be notified should you decide to seek their assistance.

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel safe walking alone on the ECU campus during the day	❍	❍	❍	❍	❍
I feel safe walking alone on the ECU campus after dark	❍	❍	❍	❍	❍
I feel that ECU makes every effort to ensure the campus is safe	❍	❍	❍	❍	❍
I feel confident that ECU would respond effectively to an incident of violence or harassment	❍	❍	❍	❍	❍

Have you ever witnessed or personally experienced any of the following events on the ECU campus, including at campus events, activities, or ECU affiliated housing? If yes, please indicate if you have ever reported such an event.

	Yes, previously reported an event	Yes, but have not reported an event	No
Physical violence - threatening or actual acts of harmful physical contact	❍	❍	❍
Harassment - severe or pervasive verbal or nonverbal unwelcome conduct that negatively impacts the learning or working environment	❍	❍	❍
Sexual violence - sex act against someone's will or without their consent (e.g., rape, sexual assault, sexual battery)	❍	❍	❍
Sexual harassment - severe or pervasive verbal or nonverbal unwelcome conduct of a sexual nature that negatively impacts the learning or working environment	❍	❍	❍

If answered "**Yes, previously reported an event**" or "**Yes, but have not reported an event**" in the previous question, please indicate whether you witnessed or personally experienced the indicated event(s). If you have both witnessed and personally experienced an event or events, please select both options.

❑ Witnessed
❑ Personally experienced

If you would like to provide an explanation for any of your responses above, please do so in the space provided below.

Please indicate how familiar you are with methods for reporting each of the following events.

	Unfamiliar	Somewhat Familiar	Familiar
Physical violence	○	○	○
Harassment	○	○	○
Sexual violence	○	○	○
Sexual harassment	○	○	○

If witnessed or personally experienced in the future, would you report the following events to university authorities?

	Yes	No	It depends
Physical violence	○	○	○
Harassment	○	○	○
Sexual violence	○	○	○
Sexual harassment	○	○	○

Have you received training in policies and procedures regarding any of the following topics (e.g., definitions, how to report an incident, confidential resources, procedures for investigating)?

❑ Physical violence   ❑ Sexual violence
❑ Harassment   ❑ Sexual harassment

Have you received training in prevention of any of the following topics (e.g., education, consent, bystander intervention)?

❑ Physical violence   ❑ Sexual violence
❑ Harassment   ❑ Sexual harassment

Inclusion

Terms used in this section are defined in the definitions document.

While at ECU, how often have you knowingly interacted with **students** with the following characteristics?

	Often	Sometimes	Never
Disability	○	○	○
Race/ethnicity different from my own	○	○	○
Religious belief different from my own	○	○	○
Sexual orientation different from my own	○	○	○
Primary language different from my own	○	○	○
Social/economic background different from my own	○	○	○
Gender identity different from my own	○	○	○

While at ECU, how often have you knowingly interacted with **faculty and staff** with the following characteristics?

	Often	Sometimes	Never
Disability	○	○	○
Race/ethnicity different from my own	○	○	○
Religious belief different from my own	○	○	○
Sexual orientation different from my own	○	○	○
Primary language different from my own	○	○	○
Social/economic background different from my own	○	○	○
Gender identity different from my own	○	○	○

While at ECU, have you heard **students** make negative, inappropriate, or stereotypical statements related to any of the following characteristics? Please select all that apply.

❑ Disability status
❑ Sex
❑ Gender or gender identity
❑ Sexual orientation
❑ Immigration background

❑ Race/Ethnicity
❑ Age
❑ Religion
❑ Social/Economic background

While at ECU, have you heard **faculty and staff** make negative, inappropriate, or stereotypical statements related to any of the following characteristics? Please select all that apply.

❑ Disability status
❑ Sex
❑ Gender or gender identity
❑ Sexual orientation
❑ Immigration background

❑ Race/Ethnicity
❑ Age
❑ Religion
❑ Social/Economic background

Have you ever witnessed or personally experienced an act of bias or discrimination on the ECU campus, including at campus events, activities, or ECU affiliated housing *on the basis of any of the following*? If yes, please indicate if you have ever reported an event.

	Yes, previously reported an event	Yes, but have not reported an event	No	Maybe
Disability status	❍	❍	❍	❍
Sex	❍	❍	❍	❍
Gender or gender identity	❍	❍	❍	❍
Sexual orientation	❍	❍	❍	❍
Immigration background	❍	❍	❍	❍
Race/Ethnicity	❍	❍	❍	❍
Age	❍	❍	❍	❍
Religion	❍	❍	❍	❍
Social/Economic background	❍	❍	❍	❍

If answered "**Yes, previously reported an event**", "**Yes, but have not reported an event**", or "**Maybe**" in the previous question, please indicate whether you witnessed or personally experienced the indicated

event(s). If you have both witnessed and personally experienced an event or events, please select both options.

❑   Witnessed
❑   Personally experienced

If you would like to provide an explanation for any of your responses above, please do so in the space provided below.

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There are students from different cultures and backgrounds at ECU	❍	❍	❍	❍	❍
There are faculty and staff from different cultures and backgrounds at ECU	❍	❍	❍	❍	❍
ECU has made creating a diverse and inclusive community a priority	❍	❍	❍	❍	❍
I feel welcome at ECU	❍	❍	❍	❍	❍
I feel welcome in the areas that surround ECU (e.g., the City of Greenville, Pitt County, eastern North Carolina)	❍	❍	❍	❍	❍
ECU provides an environment that allows free and open expression of ideas, opinions, and beliefs	❍	❍	❍	❍	❍
There is a clear code of conduct for how faculty members are expected to treat each other at ECU	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Working Environment

Please rate ECU on each of the following aspects.

Lowest/worst: ⭐ (1)

Highest/best: ⭐ ⭐ ⭐ ⭐ ⭐ (5)

_____ Mentoring at ECU
_____ Working relationships with my co-workers who are faculty
_____ Working relationships with my co-workers who are staff
_____ Collaboration among faculty members within my department
_____ Overall quality of faculty at ECU

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
There are opportunities for professional development at ECU (e.g., conferences, workshops, training)	❍	❍	❍	❍	❍	❍
Criteria for attaining tenure/promotion are clear	❍	❍	❍	❍	❍	❍
I believe that the tenure/promotion process is reasonable	❍	❍	❍	❍	❍	❍
I am rewarded and/or recognized for performing well	❍	❍	❍	❍	❍	❍
There are consequences for performing poorly as a faculty member	❍	❍	❍	❍	❍	❍

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
My unit adheres to policies that support fair hiring, promotion, tenure, and workplace practices	○	○	○	○	○	○
Overall, the quality of professionalism at ECU is excellent	○	○	○	○	○	○
Conflicts are handled in a civil manner	○	○	○	○	○	○
Complaints and grievances are resolved in a fair and equitable manner	○	○	○	○	○	○
In relation to my peers, I receive equal advancement opportunities (e.g., nominations, temporary appointments, committee memberships, etc.)	○	○	○	○	○	○

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy my job	○	○	○	○	○
I am paid fairly for my work	○	○	○	○	○
I often think about leaving my job	○	○	○	○	○
I expect that I will still be working for ECU in 5 years	○	○	○	○	○

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Communication

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
What is expected of me professionally is clearly communicated by my chair/director/dean	❍	❍	❍	❍	❍
When I make a comment to my chair/director/dean, I am taken seriously	❍	❍	❍	❍	❍
I am appropriately involved in decision making that affects my career	❍	❍	❍	❍	❍
I am reluctant to bring up issues that concern me for fear that it will negatively affect my career	❍	❍	❍	❍	❍

How often is there open, two-way communication within/between each of the following structures?

	Never	Rarely	Sometimes	Often	All of the Time
Within my department or school	❍	❍	❍	❍	❍
Between my department/school and other departments/schools	❍	❍	❍	❍	❍
Within my college or division	❍	❍	❍	❍	❍
Between my college/division and other colleges/divisions	❍	❍	❍	❍	❍
Throughout the university	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Governance and Leadership

Please rate your agreement with the following statements about your **immediate supervisor**.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
He/she has a genuine interest in my career development	❍	❍	❍	❍	❍
He/she has a genuine interest in my well-being	❍	❍	❍	❍	❍
He/she is available when needed	❍	❍	❍	❍	❍
He/she works to create a positive work environment	❍	❍	❍	❍	❍
He/she communicates clear expectations of employees	❍	❍	❍	❍	❍

Please rate your agreement with the following statements about your perception of **senior leadership** (i.e., positions at the university that serve on Executive Council such as the Chancellor, Athletic Director, Provost, and Vice Chancellors).

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
They clearly communicate institutional priorities	❍	❍	❍	❍	❍
They encourage transparency in decision-making	❍	❍	❍	❍	❍
They allocate the resources of the institution effectively	❍	❍	❍	❍	❍
They are visible within the ECU community	❍	❍	❍	❍	❍
They represent the university effectively to the community, region, and state	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Wellness and Work/Life Balance

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There are sufficient mental health services available to faculty members at ECU	❍	❍	❍	❍	❍
There are sufficient physical health services available to faculty members at ECU	❍	❍	❍	❍	❍
ECU promotes health and wellness on campus	❍	❍	❍	❍	❍
ECU provides sufficient facility space for physical fitness on campus	❍	❍	❍	❍	❍
I feel that ECU creates a climate that is responsive and supportive of family and personal needs	❍	❍	❍	❍	❍
I often have to forgo professional activities because of personal responsibilities	❍	❍	❍	❍	❍
I often have to forgo personal activities because of professional activities	❍	❍	❍	❍	❍
The demands of my career are generally overwhelming	❍	❍	❍	❍	❍

Please indicate the extent to which each of the following elements have been a source of stress for you over the past academic year.

Highest level of stress: ☹

Lowest level of stress: ☺

	☺	☺	😐	🙁	☹	N/A
Timing of departmental meetings and functions	○	○	○	○	○	○
Managing a research group	○	○	○	○	○	○
Managing a grant	○	○	○	○	○	○
Securing funding for research	○	○	○	○	○	○
Scholarly productivity expectations	○	○	○	○	○	○
Teaching responsibilities	○	○	○	○	○	○
Advising responsibilities	○	○	○	○	○	○
Committee responsibilities	○	○	○	○	○	○
Review/promotion process	○	○	○	○	○	○
Fear of job loss	○	○	○	○	○	○
Departmental politics	○	○	○	○	○	○
Campus politics	○	○	○	○	○	○
Personal health	○	○	○	○	○	○
Caregiver responsibilities (adult)	○	○	○	○	○	○
Childcare	○	○	○	○	○	○
Finances	○	○	○	○	○	○
Other, please specify	○	○	○	○	○	○

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Demographics

If you are uncomfortable answering any questions, please feel free to leave them blank. Thank you.

Are you...

○ Male
○ Female
○ Transgender
○ Self-identify _____

What is your sexual orientation?

○ Heterosexual or Straight
○ Gay or Lesbian
○ Bisexual
○ Self-identify _____

Please select the year range that you were born.

○ 1940-1944   ○ 1970-1974
○ 1945-1949   ○ 1975-1979
○ 1950-1954   ○ 1980-1984
○ 1955-1959   ○ 1985-1989
○ 1960-1964   ○ 1990-1994
○ 1965-1969   ○ 1995-1999

What is your country of origin?

○ United States
○ Other, please specify _____

Please indicate your race/ethnicity.

○ American Indian or Alaska Native   ○ Native Hawaiian / Pacific Islander
○ Asian   ○ Two or more races
○ Black or African American   ○ White
○ Hispanic of any race

Please indicate your employment status.

○ Part-time (less than 30 hours/week)
○ Full-time (30 or more hours/week)

Please identify the ECU division in which you are employed.

○ Academic Affairs
○ Administration and Finance
○ Advancement
○ Athletics
○ Chancellor's

○ Health Sciences
○ Research, Economic Development and Engagement (formerly RGS)
○ Student Affairs

If answered "**Academic Affairs**", please identify your college.

○ Thomas Harriot College of Arts and Sciences
○ College of Business
○ College of Education
○ College of Engineering and Technology
○ College of Fine Arts and Communication

○ College of Health and Human Performance
○ College of Human Ecology
○ Graduate School
○ Honors College
○ Other

If answered "**Health Sciences**", please identify your college.

○ Brody School of Medicine
○ College of Allied Health Sciences
○ College of Nursing
○ School of Dental Medicine
○ Other

Please indicate your faculty status.

○ Instructional
○ Fixed-term
○ Tenure-track
○ Tenured
○ Other (please specify) _____

Please indicate your faculty rank.

○ Instructor
○ Assistant Professor
○ Associate Professor
○ Professor
○ Other (please specify) _____

How long have you been employed at ECU?

○ Less than 5 years
○ 5-10 years
○ 10-15 years

○ 15-20 years
○ 20-25 years
○ More than 25 years

Closing

Are there any issues or concerns that you feel were not addressed in this survey? Please specify below.

Staff Version

East Carolina University Campus Climate Survey - Staff

Background:

Campus climate is an important topic at East Carolina University. The term "campus climate" has been defined by leading climate researcher Susan Rankin as "the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potential." ECU faculty and staff have come together to develop this survey to measure the current campus climate at East Carolina University. This survey will be administered once every three years and results will be used to further examine and address concerns voiced in the survey.

Consent:

Your participation in this survey is **completely anonymous** and will in no way impact your status at East Carolina University. You may skip any questions you are unsure of or are not comfortable answering. Your participation is **entirely voluntary** and you will incur no penalty for choosing not to participate. By completing this survey, you are confirming that you are a consenting student, staff, and/or faculty member at East Carolina University.

This survey consists of eight sections and has an average completion time of 20 minutes. You may close the survey at any time and your responses will be saved -- click the link in the survey invitation to re-open and continue the survey from the point where you left off.

Additional Information:

All faculty, staff, and students are invited to participate in this survey. Responses will be analyzed by the Center for Survey Research at East Carolina University and a report of the results will be provided to the Office for Equity and Diversity. Results will also be published for you to see at: www.ecu.edu/ecyou.

Please think broadly about all aspects of your experience at East Carolina University when answering the questions included in this survey.

Contact:

If you have any questions or comments about Project: EC*you*, please contact:

LaKesha Alston Forbes
Office for Equity and Diversity
Old Cafeteria Building, Suite G-406 | Greenville, NC 27858
252.328.6804
projectecyou@ecu.edu

Individuals in need of accommodation under the Americans with Disabilities Act in order to participate in the survey should contact the Department for Disability Support Services at (252) 737-1016 or email your request to dssdept@ecu.edu

Engagement

Please read the following mission statement and rate your agreement with the statements below.

To be a national model for student success, public service and regional transformation, East Carolina University:

- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;
- Develops tomorrow's leaders to serve and inspire positive change;
- Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, the arts, and athletics.

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe in ECU's mission	❍	❍	❍	❍	❍
I am proud to share ECU's mission with others	❍	❍	❍	❍	❍
I understand how my work directly contributes to the accomplishment of ECU's mission	❍	❍	❍	❍	❍
I feel personally responsible for supporting ECU's mission across all of my roles at the university	❍	❍	❍	❍	❍

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am proud to be a member of the ECU community	❍	❍	❍	❍	❍
I feel engaged in my role at the university	❍	❍	❍	❍	❍
I look forward to each day at the university	❍	❍	❍	❍	❍
I get a sense of accomplishment from the work I complete at the university	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please reference the specific topic in your response.*

Safety

Please note that some of the questions in this section pertain to incidents of sexual violence. ECU would like to remind you of the services offered by the on-campus Victim Advocate, who can be reached at (252) 737-1466 or ECUVA@ecu.edu, or REAL Crisis Intervention, an off-campus resource that may be contacted at (252) 758-4357 or realcrisis@embarqmail.com. Both the Office of the ECU Victim Advocate and REAL Crisis Intervention offer confidential services and the University will not be notified should you decide to seek their assistance.

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel safe walking alone on the ECU campus during the day	❍	❍	❍	❍	❍
I feel safe walking alone on the ECU campus after dark	❍	❍	❍	❍	❍
I feel that ECU makes every effort to ensure the campus is safe	❍	❍	❍	❍	❍
I feel confident that ECU would respond effectively to an incident of violence or harassment	❍	❍	❍	❍	❍

Have you ever witnessed or personally experienced any of the following events on the ECU campus, including at campus events, activities, or ECU affiliated housing? If yes, please indicate if you have ever reported such an event.

	Yes, previously reported an event	Yes, but have not reported an event	No
Physical violence - threatening or actual acts of harmful physical contact	❍	❍	❍
Harassment - severe or pervasive verbal or nonverbal unwelcome conduct that negatively impacts the learning or working environment	❍	❍	❍
Sexual violence - sex act against someone's will or without their consent (e.g., rape, sexual assault, sexual battery)	❍	❍	❍
Sexual harassment - severe or pervasive verbal or nonverbal unwelcome conduct of a sexual nature that negatively impacts the learning or working environment	❍	❍	❍

If answered "**Yes, previously reported an event**" or "**Yes, but have not reported an event**" in the previous question, please indicate whether you witnessed or personally experienced the indicated event(s). If you have both witnessed and personally experienced an event or events, please select both options.

❑ Witnessed
❑ Personally experienced

If you would like to provide an explanation for any of your responses above, please do so in the space provided below.

Please indicate how familiar you are with methods for reporting each of the following events.

	Unfamiliar	Somewhat Familiar	Familiar
Physical violence	❍	❍	❍
Harassment	❍	❍	❍
Sexual violence	❍	❍	❍
Sexual harassment	❍	❍	❍

If witnessed or personally experienced in the future, would you report the following events to university authorities?

	Yes	No	It depends
Physical violence	❍	❍	❍
Harassment	❍	❍	❍
Sexual violence	❍	❍	❍
Sexual harassment	❍	❍	❍

Have you received training in policies and procedures regarding any of the following topics (e.g., definitions, how to report an incident, confidential resources, procedures for investigating)?

❑ Physical violence   ❑ Sexual violence
❑ Harassment   ❑ Sexual harassment

Have you received training in prevention of any of the following topics (e.g., education, consent, bystander intervention)?

❑ Physical violence   ❑ Sexual violence
❑ Harassment   ❑ Sexual harassment

Inclusion

Terms used in this section are defined in the definitions document.

While at ECU, how often have you knowingly interacted with **students** with the following characteristics?

	Often	Sometimes	Never
Disability	❍	❍	❍
Race/ethnicity different from my own	❍	❍	❍
Religious belief different from my own	❍	❍	❍
Sexual orientation different from my own	❍	❍	❍
Primary language different from my own	❍	❍	❍
Social/economic background different from my own	❍	❍	❍
Gender identity different from my own	❍	❍	❍

While at ECU, how often have you knowingly interacted with **faculty and staff** with the following characteristics?

	Often	Sometimes	Never
Disability	❍	❍	❍
Race/ethnicity different from my own	❍	❍	❍
Religious belief different from my own	❍	❍	❍
Sexual orientation different from my own	❍	❍	❍
Primary language different from my own	❍	❍	❍
Social/economic background different from my own	❍	❍	❍
Gender identity different from my own	❍	❍	❍

While at ECU, have you heard **students** make negative, inappropriate, or stereotypical statements related to any of the following characteristics? Please select all that apply.

- ❑ Disability status
- ❑ Sex
- ❑ Gender or gender identity
- ❑ Sexual orientation
- ❑ Immigration background

- ❑ Race/Ethnicity
- ❑ Age
- ❑ Religion
- ❑ Social/Economic background

While at ECU, have you heard **faculty and staff** make negative, inappropriate, or stereotypical statements related to any of the following characteristics? Please select all that apply.

- ❑ Disability status
- ❑ Sex
- ❑ Gender or gender identity
- ❑ Sexual orientation
- ❑ Immigration background

- ❑ Race/Ethnicity
- ❑ Age
- ❑ Religion
- ❑ Social/Economic background

Have you ever witnessed or personally experienced an act of bias or discrimination on the ECU campus, including at campus events, activities, or ECU affiliated housing *on the basis of any of the following*? If yes, please indicate if you have ever reported an event.

	Yes, previously reported an event	Yes, but have not reported an event	No	Maybe
Disability status	❍	❍	❍	❍
Sex	❍	❍	❍	❍
Gender or gender identity	❍	❍	❍	❍
Sexual orientation	❍	❍	❍	❍
Immigration background	❍	❍	❍	❍
Race/Ethnicity	❍	❍	❍	❍
Age	❍	❍	❍	❍
Religion	❍	❍	❍	❍
Social/Economic background	❍	❍	❍	❍

If answered "**Yes, previously reported an event**", "**Yes, but have not reported an event**", or "**Maybe**" in the previous question, please indicate whether you witnessed or personally experienced the indicated event(s). If you have both witnessed and personally experienced an event or events, please select both options.

❑ Witnessed
❑ Personally experienced

If you would like to provide an explanation for any of your responses above, please do so in the space provided below.

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There are students from different cultures and backgrounds at ECU	❍	❍	❍	❍	❍
There are faculty and staff from different cultures and backgrounds at ECU	❍	❍	❍	❍	❍
ECU has made creating a diverse and inclusive community a priority	❍	❍	❍	❍	❍
I feel welcome at ECU	❍	❍	❍	❍	❍
I feel welcome in the areas that surround ECU (e.g., the City of Greenville, Pitt County, eastern North Carolina)	❍	❍	❍	❍	❍
ECU provides an environment that allows free and open expression of ideas, opinions, and beliefs	❍	❍	❍	❍	❍
There is a clear code of conduct for how staff members are expected to treat each other at ECU	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Working Environment

Please rate ECU on each of the following aspects.

Lowest/worst: (1)

Highest/best: (5)

_____ Mentoring at ECU
_____ Working relationships with my co-workers who are faculty
_____ Working relationships with my co-workers who are staff
_____ Collaboration among faculty members within my department
_____ Overall quality of staff at ECU

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
There are opportunities for professional development at ECU (e.g., conferences, workshops, training)	❍	❍	❍	❍	❍	❍
Criteria for attaining promotion are clear	❍	❍	❍	❍	❍	❍
I believe that the promotion process is reasonable	❍	❍	❍	❍	❍	❍
I am rewarded and/or recognized for performing well	❍	❍	❍	❍	❍	❍
There are consequences for performing poorly as a staff member	❍	❍	❍	❍	❍	❍

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
My unit adheres to policies that support fair hiring, promotion, tenure, and workplace practices	❍	❍	❍	❍	❍	❍
Overall, the quality of professionalism at ECU is excellent	❍	❍	❍	❍	❍	❍
Conflicts are handled in a civil manner	❍	❍	❍	❍	❍	❍
Complaints and grievances are resolved in a fair and equitable manner	❍	❍	❍	❍	❍	❍
In relation to my peers, I receive equal advancement opportunities (e.g., nominations, temporary appointments, committee memberships, etc.)	❍	❍	❍	❍	❍	❍

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy my job	❍	❍	❍	❍	❍
I am paid fairly for my work	❍	❍	❍	❍	❍
I often think about leaving my job	❍	❍	❍	❍	❍
I expect that I will still be working for ECU in 5 years	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Communication

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
What is expected of me professionally is clearly communicated by my supervisor	❍	❍	❍	❍	❍
When I make a comment to my supervisor, I am taken seriously	❍	❍	❍	❍	❍
I am appropriately involved in decision making that affects my career	❍	❍	❍	❍	❍
I am reluctant to bring up issues that concern me for fear that it will negatively affect my career	❍	❍	❍	❍	❍

How often is there open, two-way communication within/between each of the following structures?

	Never	Rarely	Sometimes	Often	All of the Time
Within my department or school	❍	❍	❍	❍	❍
Between my department/school and other departments/schools	❍	❍	❍	❍	❍
Within my college or division	❍	❍	❍	❍	❍
Between my college/division and other colleges/divisions	❍	❍	❍	❍	❍
Throughout the university	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Governance and Leadership

Please rate your agreement with the following statements about your **immediate supervisor**.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
He/she has a genuine interest in my career development	❍	❍	❍	❍	❍
He/she has a genuine interest in my well-being	❍	❍	❍	❍	❍
He/she is available when needed	❍	❍	❍	❍	❍
He/she works to create a positive work environment	❍	❍	❍	❍	❍
He/she communicates clear expectations of employees	❍	❍	❍	❍	❍

Please rate your agreement with the following statements about your perception of **senior leadership** (i.e., positions at the university that serve on Executive Council such as the Chancellor, Athletic Director, Provost, and Vice Chancellors).

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
They clearly communicate institutional priorities	❍	❍	❍	❍	❍
They encourage transparency in decision-making	❍	❍	❍	❍	❍
They allocate the resources of the institution effectively	❍	❍	❍	❍	❍
They are visible within the ECU community	❍	❍	❍	❍	❍
They represent the university effectively to the community, region, and state	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Wellness and Work/Life Balance

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There are sufficient mental health services available to staff members at ECU	❍	❍	❍	❍	❍
There are sufficient physical health services available to staff members at ECU	❍	❍	❍	❍	❍
ECU promotes health and wellness on campus	❍	❍	❍	❍	❍
ECU provides sufficient facility space for physical fitness on campus	❍	❍	❍	❍	❍
I feel that ECU creates a climate that is responsive and supportive of family and personal needs	❍	❍	❍	❍	❍
I often have to forgo professional activities because of personal responsibilities	❍	❍	❍	❍	❍
I often have to forgo personal activities because of professional activities	❍	❍	❍	❍	❍
The demands of my career are generally overwhelming	❍	❍	❍	❍	❍

Please indicate the extent to which each of the following elements have been a source of stress for you over the past academic year.

Highest level of stress: 🙁

Lowest level of stress: 🙂

	🙂	🙂	😐	🙁	🙁	N/A
Timing of departmental meetings and functions	❍	❍	❍	❍	❍	❍
Committee responsibilities	❍	❍	❍	❍	❍	❍
Review/promotion process	❍	❍	❍	❍	❍	❍
Fear of job loss	❍	❍	❍	❍	❍	❍
Departmental politics	❍	❍	❍	❍	❍	❍
Campus politics	❍	❍	❍	❍	❍	❍
Personal health	❍	❍	❍	❍	❍	❍
Caregiver responsibilities (adult)	❍	❍	❍	❍	❍	❍
Childcare	❍	❍	❍	❍	❍	❍
Finances	❍	❍	❍	❍	❍	❍
Other, please specify	❍	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Demographics

If you are uncomfortable answering any questions, please feel free to leave them blank. Thank you.

Are you...

○ Male
○ Female
○ Transgender
○ Self-identify _____

What is your sexual orientation?

○ Heterosexual or Straight
○ Gay or Lesbian
○ Bisexual
○ Self-identify _____

Please select the year range that you were born.

○ 1940-1944
○ 1945-1949
○ 1950-1954
○ 1955-1959
○ 1960-1964
○ 1965-1969

○ 1970-1974
○ 1975-1979
○ 1980-1984
○ 1985-1989
○ 1990-1994
○ 1995-1999

What is your country of origin?

○ United States
○ Other, please specify _____

Please indicate your race/ethnicity.

○ American Indian or Alaska Native
○ Asian
○ Black or African American
○ Hispanic of any race

○ Native Hawaiian / Pacific Islander
○ Two or more races
○ White

Please indicate your employment status.

○ Part-time (less than 30 hours/week)
○ Full-time (30 or more hours/week)

Please identify the ECU division in which you are employed.

○ Academic Affairs
○ Administration and Finance
○ Advancement
○ Athletics
○ Chancellor's

○ Health Sciences
○ Research, Economic Development and Engagement (formerly RGS)
○ Student Affairs

If answered "**Academic Affairs**", please identify your college.

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○ College of Education
○ College of Engineering and Technology
○ College of Fine Arts and Communication

○ College of Health and Human Performance
○ College of Human Ecology
○ Graduate School
○ Honors College
○ Other

If answered "**Health Sciences**", please identify your college.

○ Brody School of Medicine
○ College of Allied Health Sciences
○ College of Nursing
○ School of Dental Medicine
○ Other

Please indicate your employee classification.

○ SPA
○ CSS
○ EPA Non-Faculty
○ Other (please specify) _____

How long have you been employed at ECU?

○ Less than 5 years
○ 5-10 years
○ 10-15 years

○ 15-20 years
○ 20-25 years
○ More than 25 years

Closing

Are there any issues or concerns that you feel were not addressed in this survey? Please specify below.

Student Version

East Carolina University Campus Climate Survey - Student

Background:

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Additional Information:

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Please think broadly about all aspects of your experience at East Carolina University when answering the questions included in this survey.

Contact:

If you have any questions or comments about Project: EC*you*, please contact:

LaKesha Alston Forbes
Office for Equity and Diversity
Old Cafeteria Building, Suite G-406 | Greenville, NC 27858
252.328.6804
projectecyou@ecu.edu

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Engagement

Please read the following mission statement and rate your agreement with the statements below.

To be a national model for student success, public service and regional transformation, East Carolina University:

- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;
- Develops tomorrow's leaders to serve and inspire positive change;
- Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, the arts, and athletics.

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe in ECU's mission	❍	❍	❍	❍	❍
I am proud to share ECU's mission with others	❍	❍	❍	❍	❍
I feel personally responsible for supporting ECU's mission across all of my roles at the university	❍	❍	❍	❍	❍

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am proud to be a member of the ECU community	❍	❍	❍	❍	❍
I feel engaged in my role at the university	❍	❍	❍	❍	❍
I look forward to each day at the university	❍	❍	❍	❍	❍
I get a sense of accomplishment from the work I complete at the university	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please reference the specific topic in your response.*

Safety

Please note that some of the questions in this section pertain to incidents of sexual violence. ECU would like to remind you of the services offered by the on-campus Victim Advocate, who can be reached at (252) 737-1466 or ECUVA@ecu.edu, or REAL Crisis Intervention, an off-campus resource that may be contacted at (252) 758-4357 or realcrisis@embarqmail.com. Both the Office of the ECU Victim Advocate and REAL Crisis Intervention offer confidential services and the University will not be notified should you decide to seek their assistance.

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel safe walking alone on the ECU campus during the day	❍	❍	❍	❍	❍
I feel safe walking alone on the ECU campus after dark	❍	❍	❍	❍	❍
I feel that ECU makes every effort to ensure the campus is safe	❍	❍	❍	❍	❍
I feel confident that ECU would respond effectively to an incident of violence or harassment	❍	❍	❍	❍	❍

Have you ever witnessed or personally experienced any of the following events on the ECU campus, including at campus events, activities, or ECU affiliated housing? If yes, please indicate if you have ever reported such an event.

	Yes, previously reported an event	Yes, but have not reported an event	No
Physical violence - threatening or actual acts of harmful physical contact	❍	❍	❍
Harassment - severe or pervasive verbal or nonverbal unwelcome conduct that negatively impacts the learning or working environment	❍	❍	❍
Sexual violence - sex act against someone's will or without their consent (e.g., rape, sexual assault, sexual battery)	❍	❍	❍
Sexual harassment - severe or pervasive verbal or nonverbal unwelcome conduct of a sexual nature that negatively impacts the learning or working environment	❍	❍	❍

If answered "**Yes, previously reported an event**" or "**Yes, but have not reported an event**" in the previous question, please indicate whether you witnessed or personally experienced the indicated event(s). If you have both witnessed and personally experienced an event or events, please select both options.

❑ Witnessed
❑ Personally experienced

If you would like to provide an explanation for any of your responses above, please do so in the space provided below.

Please indicate how familiar you are with methods for reporting each of the following events.

	Unfamiliar	Somewhat Familiar	Familiar
Physical violence	❍	❍	❍
Harassment	❍	❍	❍
Sexual violence	❍	❍	❍
Sexual harassment	❍	❍	❍

If witnessed or personally experienced in the future, would you report the following events to university authorities?

	Yes	No	It depends
Physical violence	❍	❍	❍
Harassment	❍	❍	❍
Sexual violence	❍	❍	❍
Sexual harassment	❍	❍	❍

Have you received training in policies and procedures regarding any of the following topics (e.g., definitions, how to report an incident, confidential resources, procedures for investigating)?

❑ Physical violence   ❑ Sexual violence
❑ Harassment   ❑ Sexual harassment

Have you received training in prevention of any of the following topics (e.g., education, consent, bystander intervention)?

❑ Physical violence   ❑ Sexual violence
❑ Harassment   ❑ Sexual harassment

Inclusion

Terms used in this section are defined in the definitions document.

While at ECU, how often have you knowingly interacted with **students** with the following characteristics?

	Often	Sometimes	Never
Disability	❍	❍	❍
Race/ethnicity different from my own	❍	❍	❍
Religious belief different from my own	❍	❍	❍
Sexual orientation different from my own	❍	❍	❍
Primary language different from my own	❍	❍	❍
Social/economic background different from my own	❍	❍	❍
Gender identity different from my own	❍	❍	❍

While at ECU, how often have you knowingly interacted with **faculty and staff** with the following characteristics?

	Often	Sometimes	Never
Disability	❍	❍	❍
Race/ethnicity different from my own	❍	❍	❍
Religious belief different from my own	❍	❍	❍
Sexual orientation different from my own	❍	❍	❍
Primary language different from my own	❍	❍	❍
Social/economic background different from my own	❍	❍	❍
Gender identity different from my own	❍	❍	❍

While at ECU, have you heard **students** make negative, inappropriate, or stereotypical statements related to any of the following characteristics? Please select all that apply.

- ❑ Disability status
- ❑ Sex
- ❑ Gender or gender identity
- ❑ Sexual orientation
- ❑ Immigration background

- ❑ Race/Ethnicity
- ❑ Age
- ❑ Religion
- ❑ Social/Economic background

While at ECU, have you heard **faculty and staff** make negative, inappropriate, or stereotypical statements related to any of the following characteristics? Please select all that apply.

- ❑ Disability status
- ❑ Sex
- ❑ Gender or gender identity
- ❑ Sexual orientation
- ❑ Immigration background

- ❑ Race/Ethnicity
- ❑ Age
- ❑ Religion
- ❑ Social/Economic background

Have you ever witnessed or personally experienced an act of bias or discrimination on the ECU campus, including at campus events, activities, or ECU affiliated housing *on the basis of any of the following*? If yes, please indicate if you have ever reported an event.

	Yes, previously reported an event	Yes, but have not reported an event	No	Maybe
Disability status	❍	❍	❍	❍
Sex	❍	❍	❍	❍
Gender or gender identity	❍	❍	❍	❍
Sexual orientation	❍	❍	❍	❍
Immigration background	❍	❍	❍	❍
Race/Ethnicity	❍	❍	❍	❍
Age	❍	❍	❍	❍
Religion	❍	❍	❍	❍
Social/Economic background	❍	❍	❍	❍

If answered "**Yes, previously reported an event**", "**Yes, but have not reported an event**", or "**Maybe**" in the previous question, please indicate whether you witnessed or personally experienced the indicated event(s). If you have both witnessed and personally experienced an event or events, please select both options.

❑ Witnessed
❑ Personally experienced

If you would like to provide an explanation for any of your responses above, please do so in the space provided below.

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There are students from different cultures and backgrounds at ECU	❍	❍	❍	❍	❍
There are faculty and staff from different cultures and backgrounds at ECU	❍	❍	❍	❍	❍
ECU has made creating a diverse and inclusive community a priority	❍	❍	❍	❍	❍
I feel welcome at ECU	❍	❍	❍	❍	❍
I feel welcome in the areas that surround ECU (e.g., the City of Greenville, Pitt County, eastern North Carolina)	❍	❍	❍	❍	❍
ECU provides an environment that allows free and open expression of ideas, opinions, and beliefs	❍	❍	❍	❍	❍
There is a clear code of conduct for how students are expected to treat each other at ECU	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Wellness and Work/Life Balance

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There are sufficient mental health services available to students at ECU	❍	❍	❍	❍	❍
There are sufficient physical health services available to students at ECU	❍	❍	❍	❍	❍
ECU promotes health and wellness on campus	❍	❍	❍	❍	❍
ECU provides sufficient facility space for physical fitness on campus	❍	❍	❍	❍	❍

How familiar you are with how to seek and obtain services for each of the following?

	Unfamiliar	Somewhat Familiar	Familiar
Physical health ailments (e.g., flu, sprain)	❍	❍	❍
Mental health services (e.g., grief counseling, managing anxiety)	❍	❍	❍

Please indicate if you have personally used any of the following student health services.

	Yes	No
Physical health services	❍	❍
Harassment	❍	❍

Please indicate the extent to which each of the following elements have been a source of stress for you over the past academic year.

Highest level of stress: ☹

Lowest level of stress: ☺

	☺	☺	😐	☹	☹	N/A
Class work load	○	○	○	○	○	○
Job demands outside of class	○	○	○	○	○	○
Academic performance	○	○	○	○	○	○
Involvement in a school-sponsored organization or activity	○	○	○	○	○	○
Finances (e.g., student loans, rent)	○	○	○	○	○	○
Making friends	○	○	○	○	○	○
Finding things to do socially	○	○	○	○	○	○
Caregiver responsibilities (adult)	○	○	○	○	○	○
Childcare	○	○	○	○	○	○
Other, please specify	○	○	○	○	○	○

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Working Qualifier

Are you currently employed by ECU?

○ Yes
○ No

If "**Yes**", please continue to "**Working Environment**" section. If "**No**", please skip to "**Demographics**" section.

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Working Environment

Please rate ECU on each of the following aspects.

Lowest/worst: ⭐ (1)

Highest/best: ⭐ ⭐ ⭐ ⭐ ⭐ (5)

_____ Mentoring at ECU
_____ Working relationships with my co-workers who are faculty
_____ Working relationships with my co-workers who are staff
_____ Collaboration among faculty members within my department
_____ Overall quality of employees at ECU

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
There are opportunities for professional development at ECU (e.g., conferences, workshops, training)	❍	❍	❍	❍	❍	❍
Criteria for attaining promotion are clear	❍	❍	❍	❍	❍	❍
I believe that the promotion process is reasonable	❍	❍	❍	❍	❍	❍
I am rewarded and/or recognized for performing well	❍	❍	❍	❍	❍	❍
There are consequences for performing poorly as a student employee	❍	❍	❍	❍	❍	❍

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
My work group adheres to policies that support fair hiring, promotion, tenure, and workplace practices	❍	❍	❍	❍	❍	❍
Overall, the quality of professionalism at ECU is excellent	❍	❍	❍	❍	❍	❍
Conflicts are handled in a civil manner	❍	❍	❍	❍	❍	❍
Complaints and grievances are resolved in a fair and equitable manner	❍	❍	❍	❍	❍	❍
In relation to my peers, I receive equal advancement opportunities (e.g., assignment to desirable work tasks or leadership roles)	❍	❍	❍	❍	❍	❍

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy my job	❍	❍	❍	❍	❍
I am paid fairly for my work	❍	❍	❍	❍	❍
I often think about leaving my job	❍	❍	❍	❍	❍
I hope to be a permanent employee of ECU in the near future	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Communication

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
What is expected of me professionally is clearly communicated by my supervisor	❍	❍	❍	❍	❍
When I make a comment to my supervisor, I am taken seriously	❍	❍	❍	❍	❍
I am appropriately involved in decision making that affects my career	❍	❍	❍	❍	❍
I am reluctant to bring up issues that concern me for fear that it will negatively affect my employment	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Governance and Leadership

Please rate your agreement with the following statements about your **immediate supervisor**.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
He/she has a genuine interest in my career development	❍	❍	❍	❍	❍
He/she has a genuine interest in my well-being	❍	❍	❍	❍	❍
He/she is available when needed	❍	❍	❍	❍	❍
He/she works to create a positive work environment	❍	❍	❍	❍	❍
He/she communicates clear expectations of employees	❍	❍	❍	❍	❍

If you would like to provide an explanation for any of your ratings in this section, please do so in the space provided below. *Please be sure to reference the specific topic in your response.*

Demographics

If you are uncomfortable answering any questions, please feel free to leave them blank. Thank you.

Are you...

○ Male
○ Female
○ Transgender
○ Self-identify _____

What is your sexual orientation?

○ Heterosexual or Straight
○ Gay or Lesbian
○ Bisexual
○ Self-identify _____

Please select the year range that you were born.

○ 1940-1944   ○ 1970-1974
○ 1945-1949   ○ 1975-1979
○ 1950-1954   ○ 1980-1984
○ 1955-1959   ○ 1985-1989
○ 1960-1964   ○ 1990-1994
○ 1965-1969   ○ 1995-1999

What is your country of origin?

○ United States
○ Other, please specify _____

Please indicate your race/ethnicity.

○ American Indian or Alaska Native   ○ Native Hawaiian / Pacific Islander
○ Asian   ○ Two or more races
○ Black or African American   ○ White
○ Hispanic of any race

Please indicate your student classification.

○ Freshman
○ Sophomore   ○ Graduate Student (Main Campus)
○ Junior   ○ Medical Student (Brody Campus)
○ Senior   ○ Dental Student
    ○ Other, please specify _____

If answered "**Freshman**", "**Sophomore**", "**Junior**", or "**Senior**" in the previous question, please indicate your student status.

❍ Part-time (less than 12 hours/semester)
❍ Full-time (12 or more hours/semester)

If answered "**Graduate Student (Main Campus)**", "**Medical Student (Brody Campus)**", "**Dental Student**", or "**Other**" in the previous question, please indicate your student status.

❍ Part-time
❍ Full-time

Please indicate your primary campus location.

❍ Main Campus
❍ Brody Campus (Health Sciences)

What is your employment status?

❍ Full-time off campus (30 or more hours/week)
❍ Part-time off campus (less than 30 hours/week)
❍ Full-time on campus (30 or more hours/week)
❍ Part-time on campus (less than 30 hours/week)
❍ Not employed

What type of residence do you live in?

❍ Residence Hall/Dorm
❍ Own house
❍ Rented house or apartment off campus
❍ Parent's home
❍ Other, please specify _____

Please indicate your resident status.

❍ In-state
❍ Out-of-state
❍ International

Closing

Are there any issues or concerns that you feel were not addressed in this survey? Please specify below.

Appendix B: 2015 Campus Climate Survey Definitions

Campus Climate Survey Definitions*

Age – the number of years from the date of a person's birth.

Bias – prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Disability – a person with a disability is any person who has a physical or mental impairment that substantially limits one or more major life activities; or has a record of such impairment; or is regarded as having such impairment.

Discrimination – actions that subject individuals to unfavorable or unequal treatment based on a protected class.

Gender – an individual's socially-constructed status based on the behavioral, cultural, or psychological traits typically associated with societal attribution of masculinity and femininity, typically related to one's assigned sex at birth.

Gender Identity – the gender with which an individual identifies psychologically, regardless of what gender was assigned at birth.

Harassment – severe or pervasive verbal or nonverbal unwelcome conduct that negatively impacts the learning or working environment

Immigration Background – the history of an individual's movement from their native nation to other countries.

Race/Ethnicity – an individual's actual or perceived racial or ethnic ancestry or physical characteristics associated with a person's race, such as a person's color, hair, facial features, height, and weight.

Physical Violence – threatening or actual acts of harmful physical contact

Religion – all aspects of religious observance and practice, as well as belief.

Sex – an individual's biological status of male or female, including pregnancy.

Sexual Harassment – severe or pervasive or nonverbal unwelcome conduct of a sexual nature that negatively impacts the learning or working environment.

Sexual Orientation – the inclination or capacity to develop intimate emotional, spiritual, physical, and/or sexual relationships with people of the same sex or gender, a different sex or gender, or irrespective of sex or gender.

Sexual Violence – sex act against someone's will or without their consent (e.g., rape, sexual assault, sexual battery)

Social/Economic Background – the status one holds in society based on one's level of income, wealth, educational, and familial background.

*These definitions are for the purposes of this survey only. Final definitions have not been approved for use in policy statements by the university

Appendix C: Faculty and Staff Group Differences Graphs

Faculty Group Differences Graphs

Figure 69. Faculty Group Differences: Engagement – Percent by Gender (Strongly Agree)

Engagement: Percent by Gender (Strongly Agree)

	I believe in ECU's mission	I am proud to share ECU's mission with others	I understand how my work directly contributes to the accomplishment of ECU's mission	I feel personally responsible for supporting ECU's mission across all of my roles at the university	I look forward to each day at the university
Male	39.1%	32.3%	36.6%	32.8%	22.6%
Female	53.8%	47.5%	52.5%	46.9%	32.6%
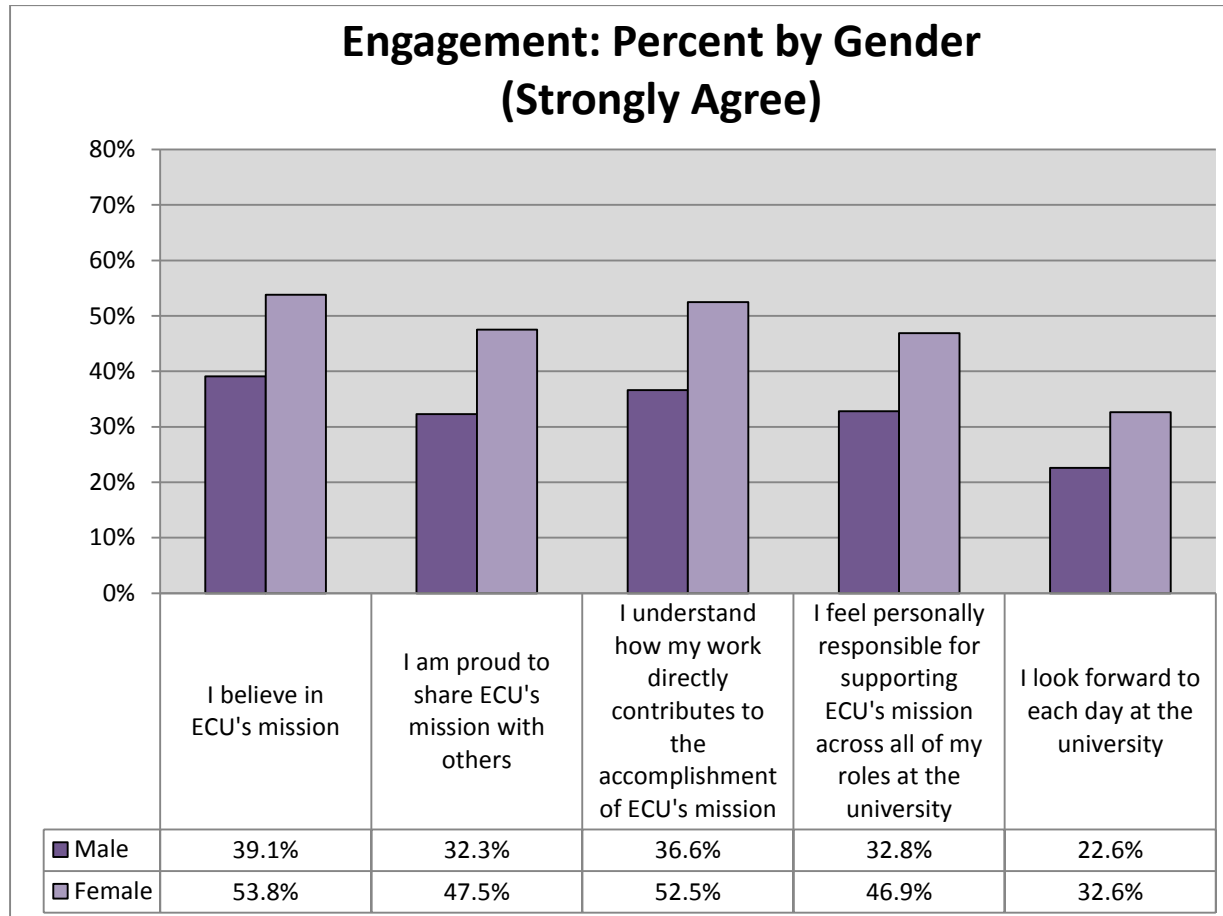
Figure 70. Faculty Group Differences: Safety – Percent by Gender (Strongly Agree)

Safety: Percent by Gender (Strongly Agree)

	I feel safe walking alone on the ECU campus during the day	I feel safe walking alone on the ECU campus after dark
Male	56.8%	13.2%
Female	48.2%	3.9%
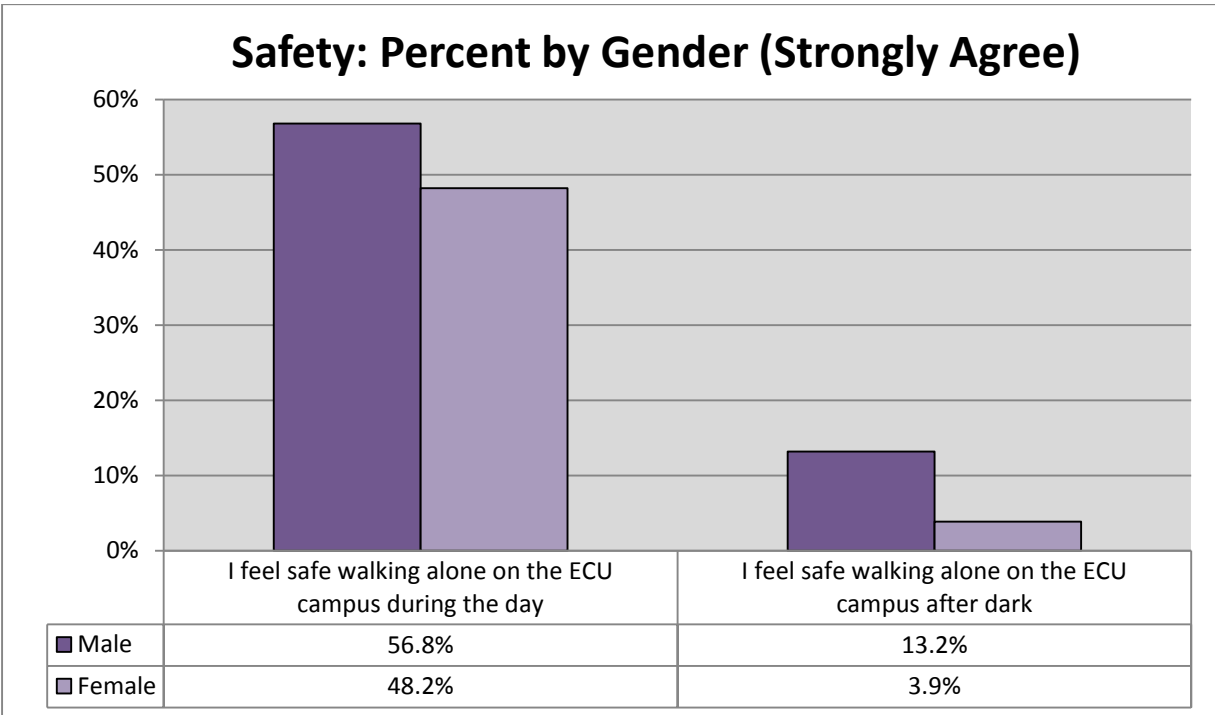
Figure 71. Faculty Group Differences: Incidents – Percent by Gender (Harassment)
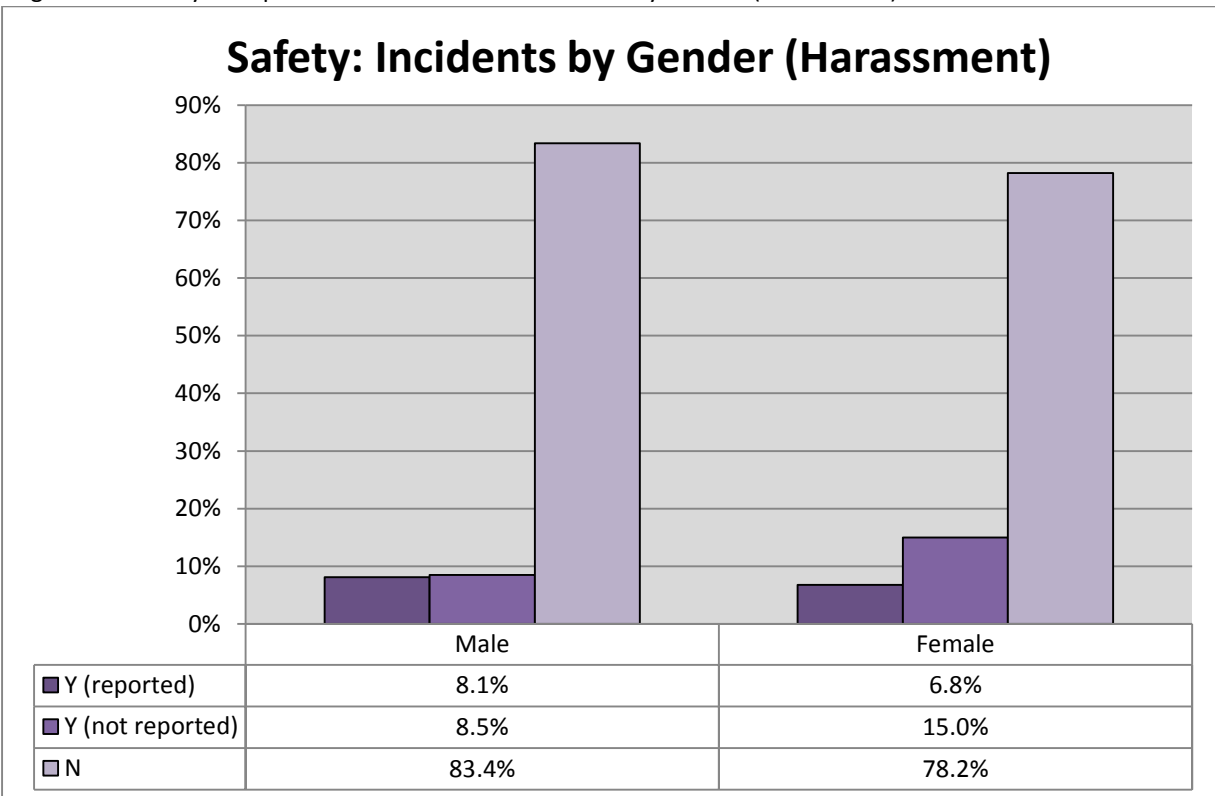
Safety: Incidents by Gender (Harassment)

	Male	Female
Y (reported)	8.1%	6.8%
Y (not reported)	8.5%	15.0%
N	83.4%	78.2%

Note: Y (reported) = Yes, witnessed/personally experienced an incident and previously reported an incident; Y (not reported) = Yes, witnessed/personally experienced an incident but have not reported an incident; N = No, have not witnessed/personally experienced an incident

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Figure 72. Faculty Group Differences: Inclusion – Negative Statements by Gender (Sexual Orientation)

Inclusion: Heard Negative Statements by Gender (Sexual Orientation)

	Male	Female
◼ Y	31.4%	21.8%
◼ N	68.6%	78.2%
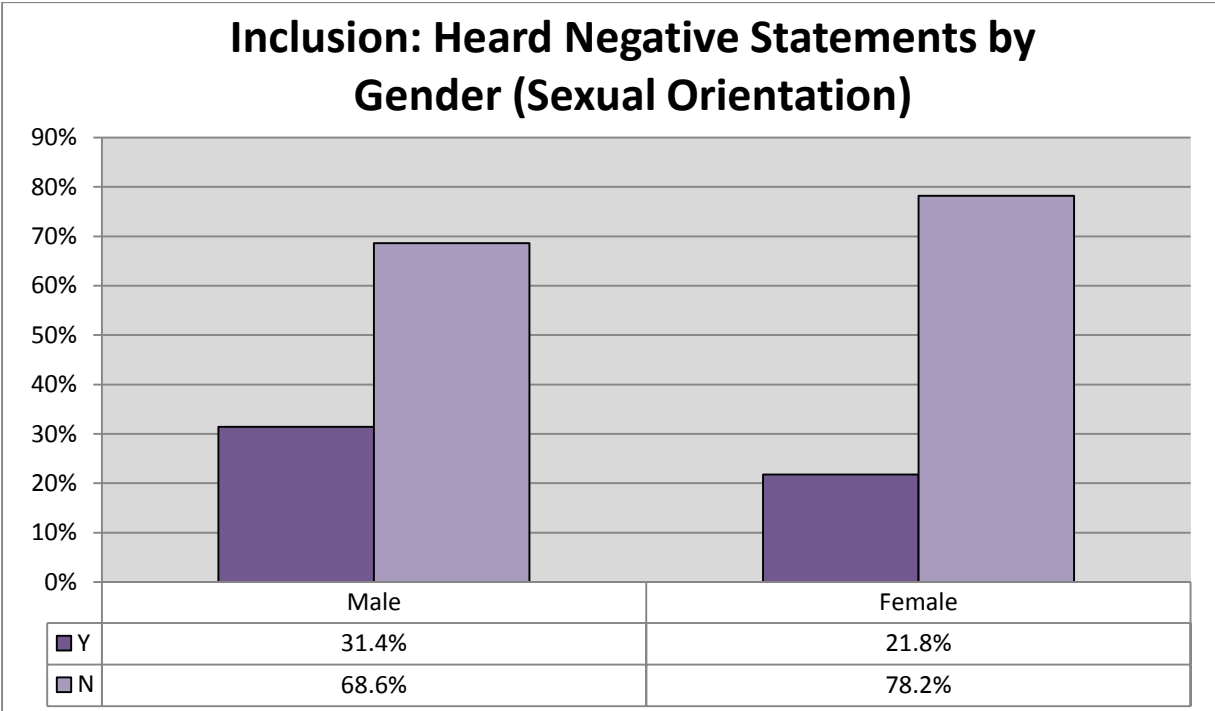
Note: Y = Yes; N = No

Figure 73. Faculty Group Differences: Inclusion –Bias Reporting by Gender (Sex)
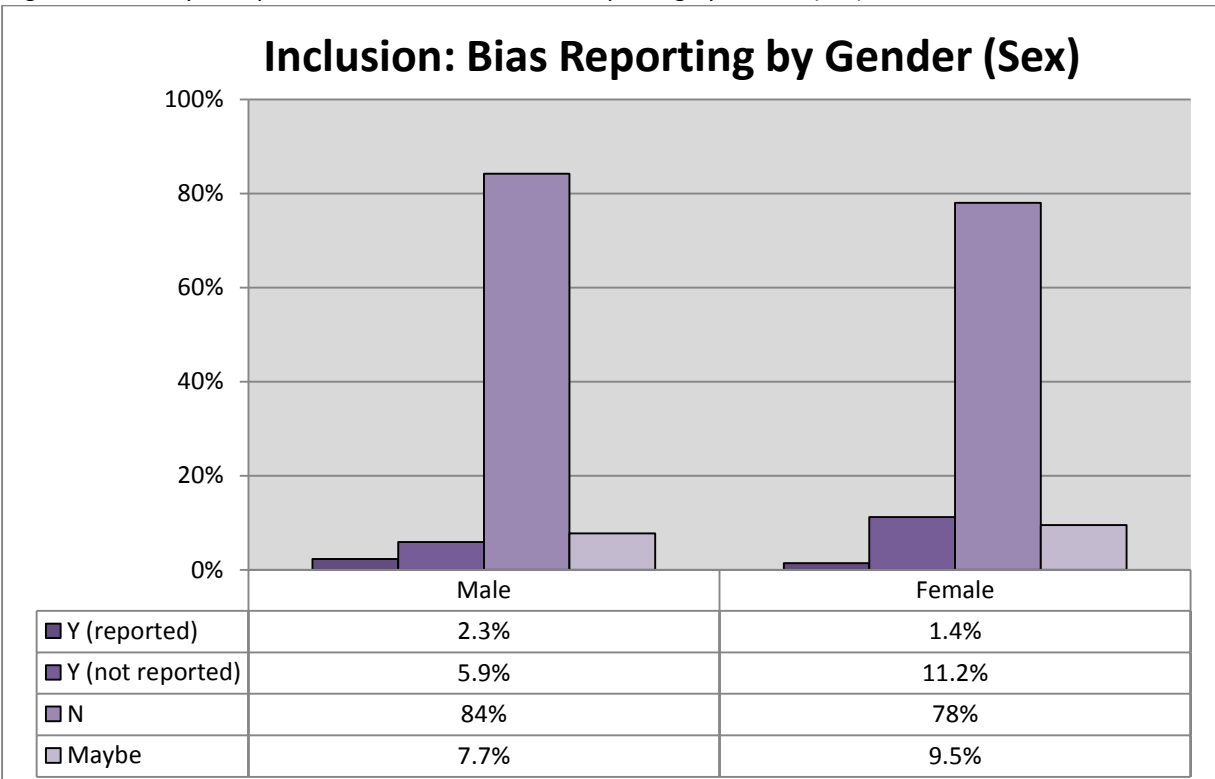
Inclusion: Bias Reporting by Gender (Sex)

	Male	Female
◼ Y (reported)	2.3%	1.4%
◼ Y (not reported)	5.9%	11.2%
◼ N	84%	78%
◻ Maybe	7.7%	9.5%

Note: Y (reported) = Yes, witnessed/personally experienced an act of bias and previously reported an act of bias; Y (not reported) = Yes, witnessed/personally experienced an act of bias but have not reported an act of bias; N = No, have not witnessed/personally experienced an act of bias

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Figure 74. Faculty Group Differences: Working Environment – Percent by Gender (Strongly Agree)

Working Environment: Percent by Gender (Strongly Agree)

	There are opportunities for professional development at ECU	I enjoy my job	I often think about leaving my job	I expect that I will still be working for ECU in 5 years
Male	26.8%	31.5%	18.0%	9.5%
Female	37.3%	41.4%	9.4%	19.2%

Figure 75. Faculty Group Differences: Inclusion – Negative Statements by Race (Immigration Background)

Inclusion: Heard Negative Statements by Race (Immigration Background)

	White	Non-White
Y	10.3%	24.0%
N	89.7%	76.0%
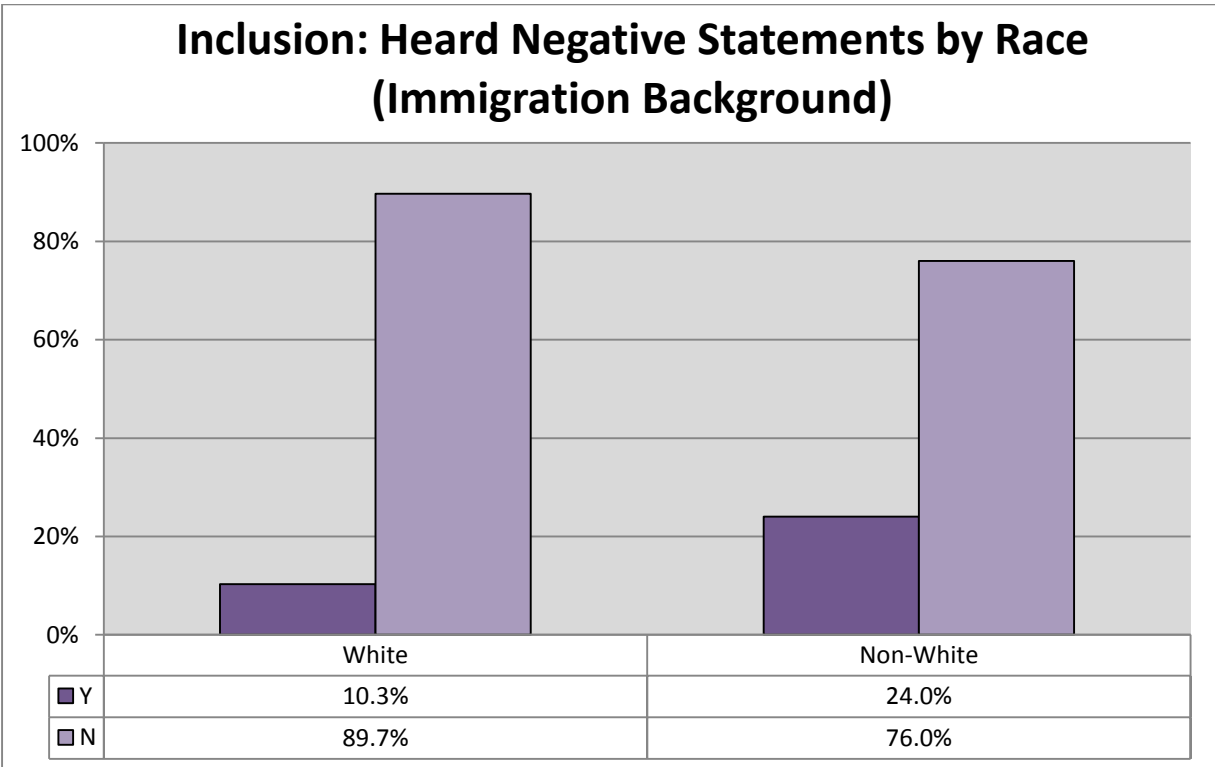
Note: Y = Yes; N = No; White = All participants who selected "White" as their race/ethnicity; Non-White = All participants who selected a race/ethnicity other than "White"

Figure 76. Faculty Group Differences: Inclusion – Negative Statements by Race (Social/Economic Background)

Inclusion: Heard Negative Statements by Race (Social/Economic Background)

	White	Non-White
■ Y	8.7%	17.0%
■ N	91.3%	83.0%
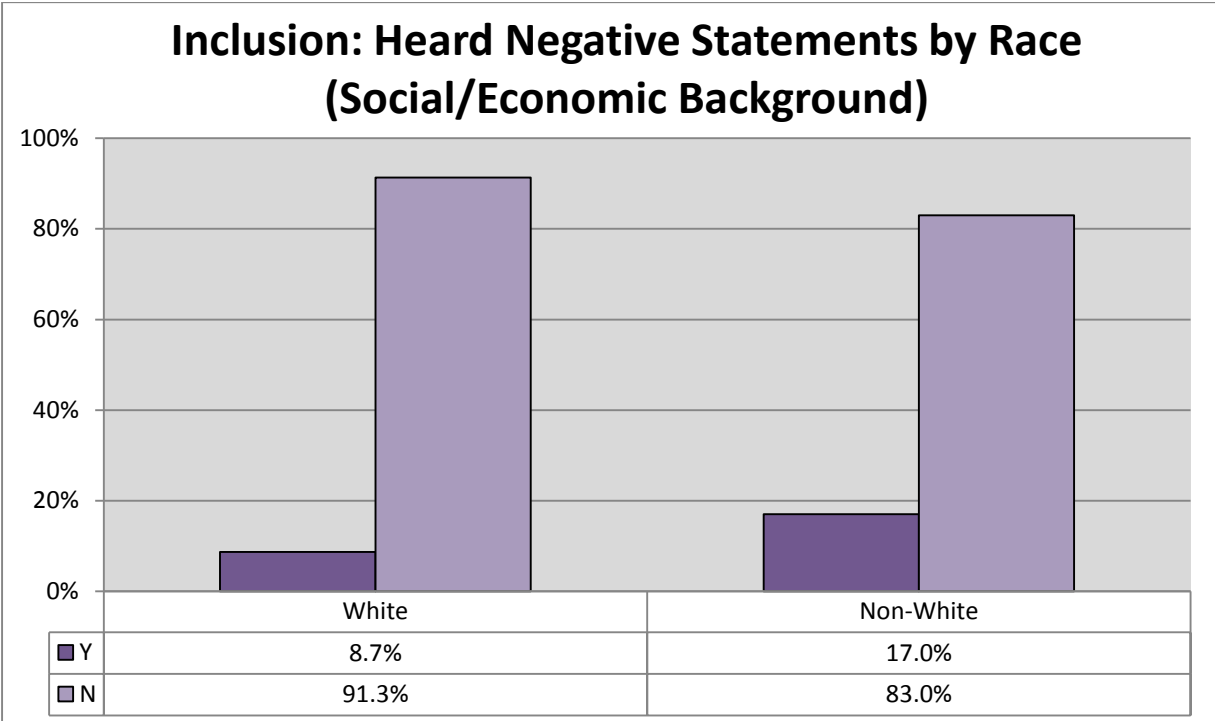
Note: Y = Yes; N = No; White = All participants who selected "White" as their race/ethnicity; Non-White = All participants who selected a race/ethnicity other than "White"

Figure 77. Faculty Group Differences: Inclusion – Negative Statements by Race (Race/Ethnicity)

Inclusion: Heard Negative Statements by Race (Race/Ethnicity)

	White	Non-White
■ Y	16.7%	36.0%
■ N	83.3%	64.0%

Note: Y = Yes; N = No; White = All participants who selected "White" as their race/ethnicity; Non-White = All participants who selected a race/ethnicity other than "White"

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Figure 78. Faculty Group Differences: Inclusion – Bias Reporting by Race (Immigration Background)

Inclusion: Bias Reporting by Race (Immigration Background)

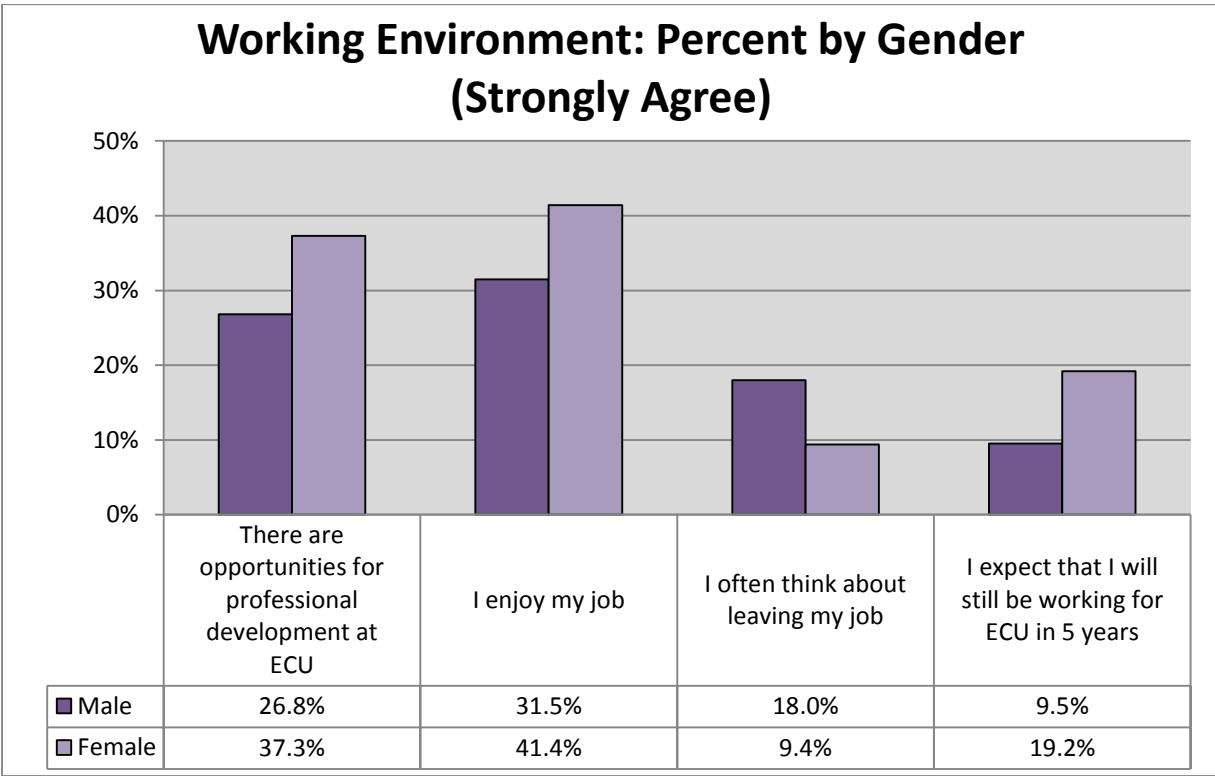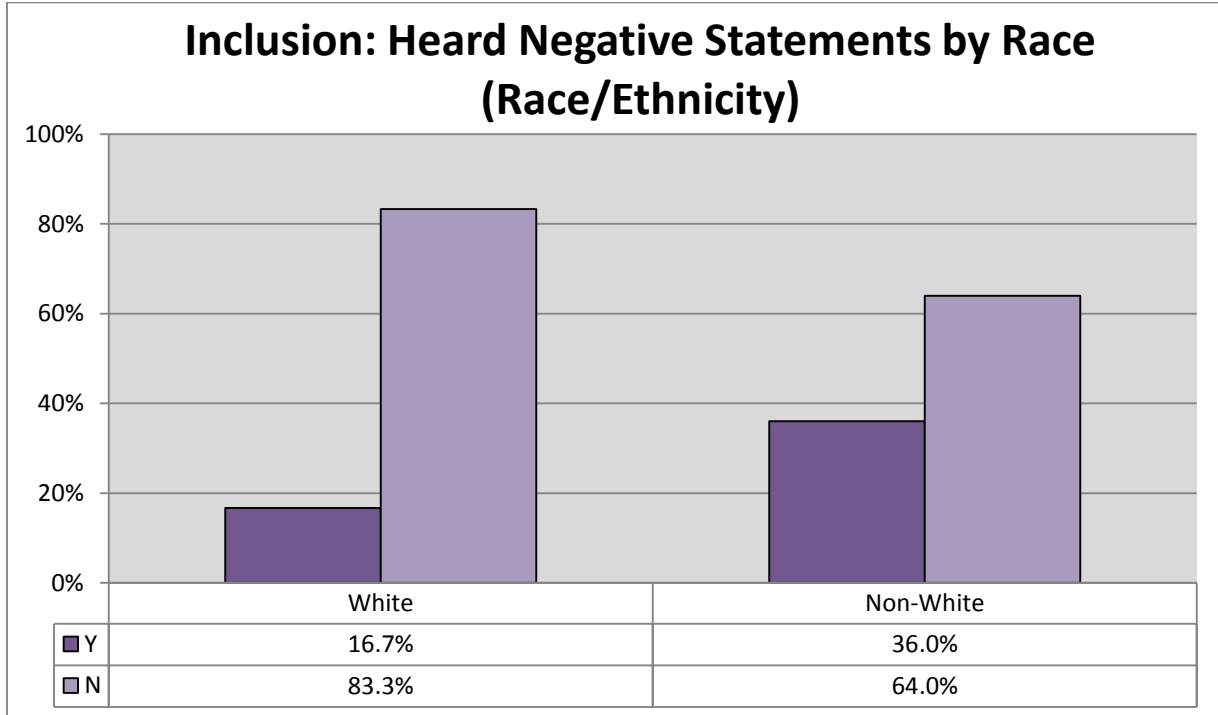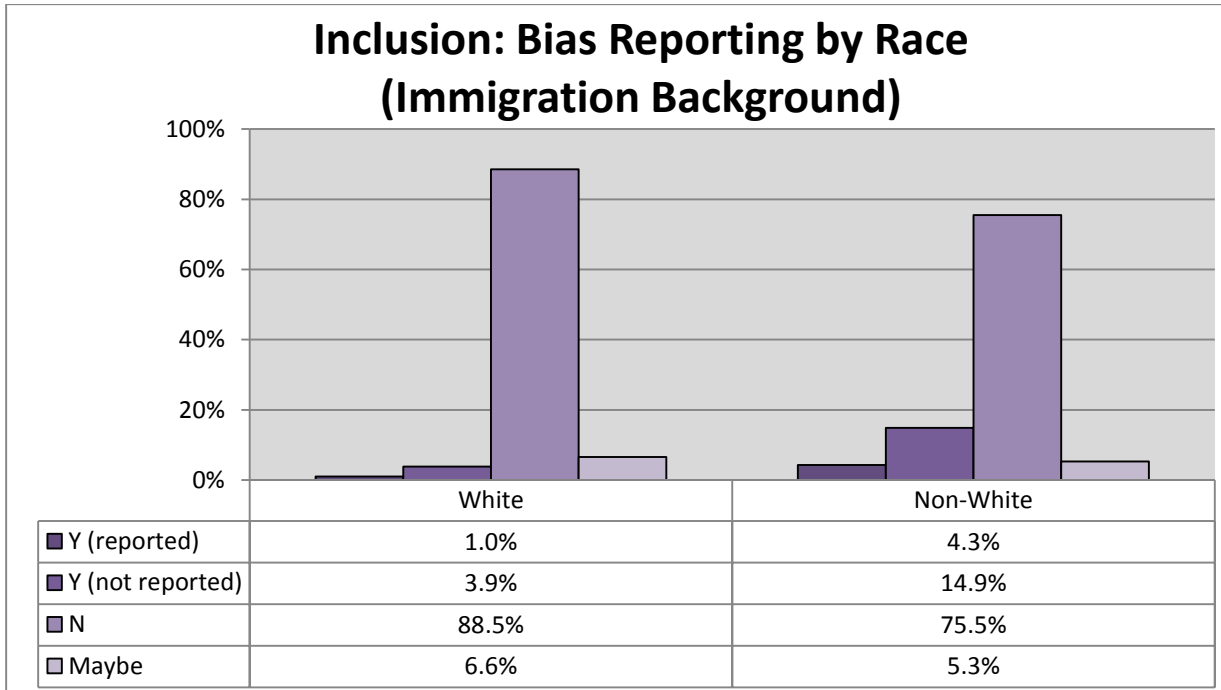|	White	Non-White
■ Y (reported)	1.0%	4.3%
■ Y (not reported)	3.9%	14.9%
■ N	88.5%	75.5%
□ Maybe	6.6%	5.3%

Note: Y (reported) = Yes, witnessed/personally experienced an act of bias and previously reported an act of bias; Y (not reported) = Yes, witnessed/personally experienced an act of bias but have not reported an act of bias; N = No, have not witnessed/personally experienced an act of bias; White = All participants who selected "White" as their race/ethnicity; Non-White = All participants who selected a race/ethnicity other than "White"

Figure 79. Faculty Group Differences: Inclusion – Bias Reporting by Race (Race/Ethnicity)

Inclusion: Bias Reporting by Race (Race/Ethnicity)

	White	Non-White
■ Y (reported)	1.7%	5.3%
■ Y (not reported)	6.3%	21.3%
■ N	85.4%	62.8%
□ Maybe	6.6%	10.6%

Note: Y (reported) = Yes, witnessed/personally experienced an act of bias and previously reported an act of bias; Y (not reported) = Yes, witnessed/personally experienced an act of bias but have not reported an act of bias; N = No, have not witnessed/personally experienced an act of bias; White = All participants who selected "White" as their race/ethnicity; Non-White = All participants who selected a race/ethnicity other than "White"

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Figure 80. Faculty Group Differences: Inclusion – Percent by Race (Strongly Disagree/Disagree)
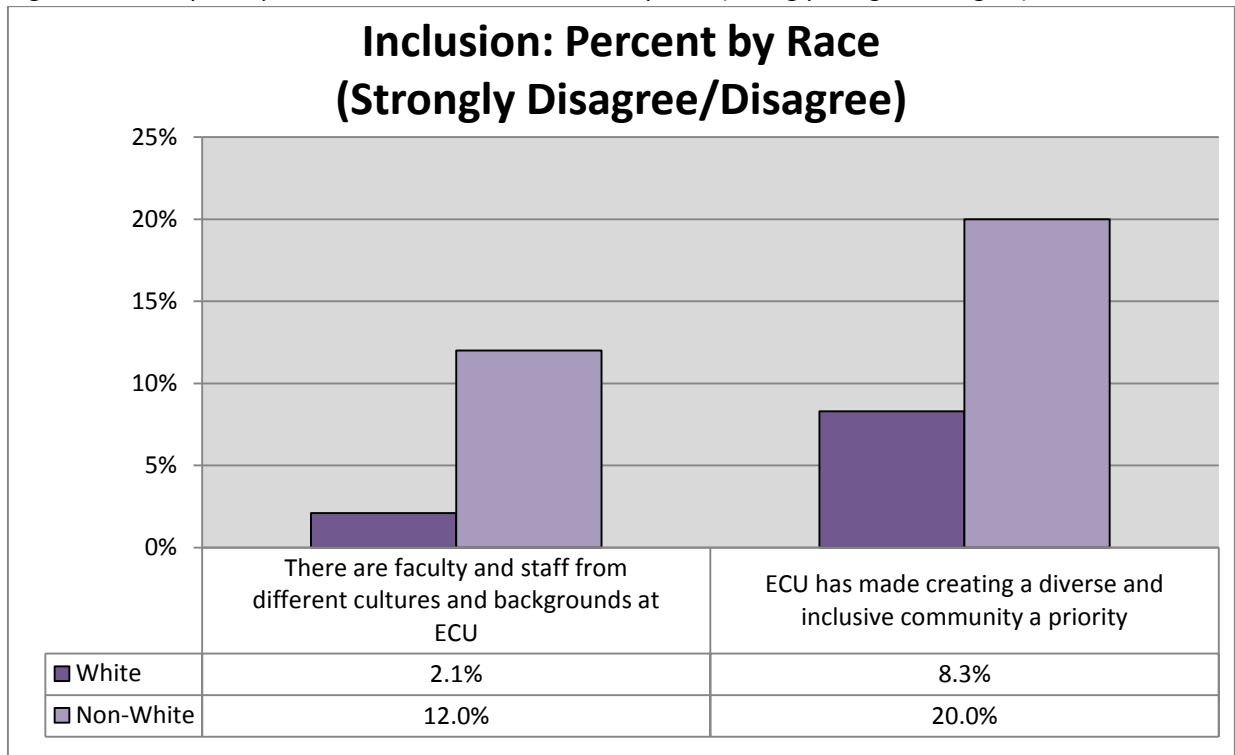
Inclusion: Percent by Race
(Strongly Disagree/Disagree)

	There are faculty and staff from different cultures and backgrounds at ECU	ECU has made creating a diverse and inclusive community a priority
■ White	2.1%	8.3%
■ Non-White	12.0%	20.0%

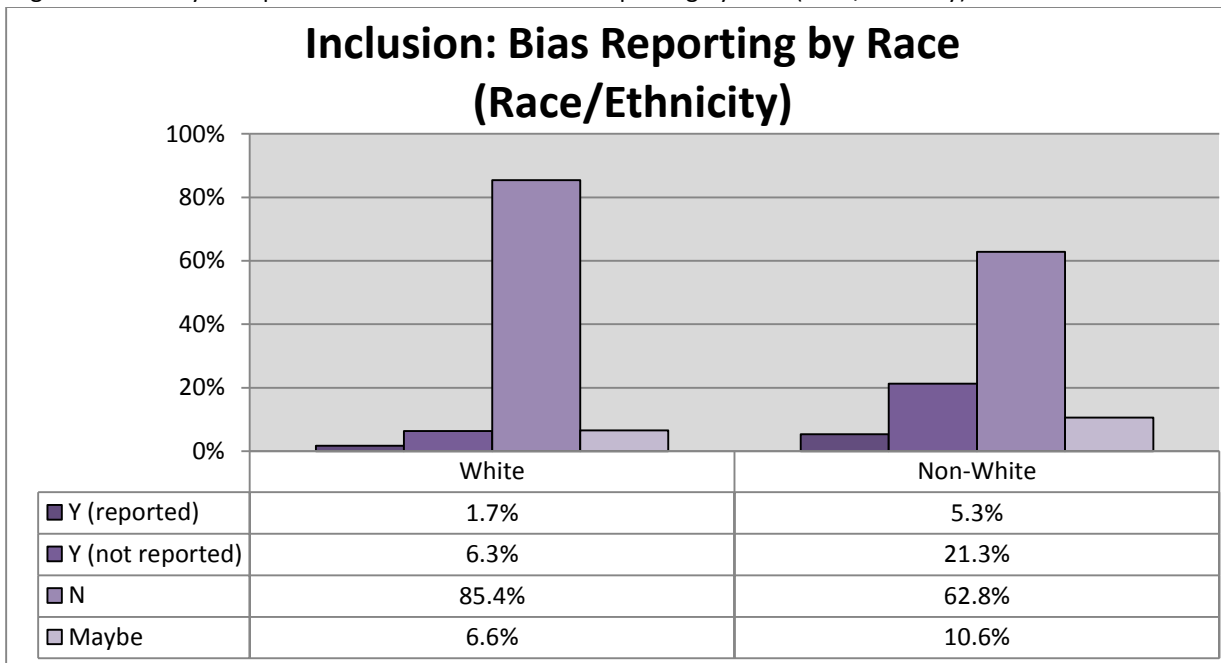*Note: White = All participants who selected "White" as their race/ethnicity; Non-White = All participants who selected a race/ethnicity other than "White"*

Figure 81. Faculty Group Differences: Engagement – Percent by Tenure (Strongly Agree/Agree)
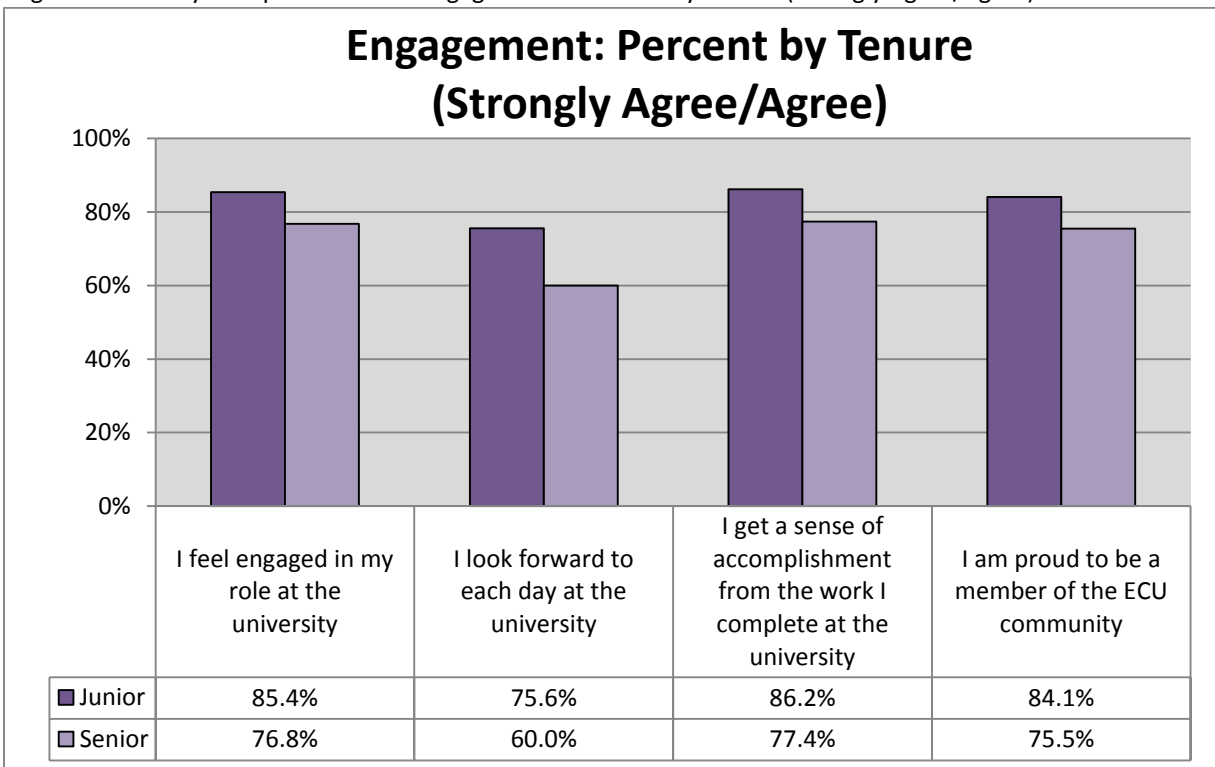
Engagement: Percent by Tenure
(Strongly Agree/Agree)

	I feel engaged in my role at the university	I look forward to each day at the university	I get a sense of accomplishment from the work I complete at the university	I am proud to be a member of the ECU community
■ Junior	85.4%	75.6%	86.2%	84.1%
■ Senior	76.8%	60.0%	77.4%	75.5%

Note: Junior = Participants with less than 5 years of tenure; Senior = Participants with 5 or more years of tenure

Figure 82. Faculty Group Differences: Working Environment – Percent by Tenure (Strongly Disagree/Disagree)

Working Environment: Percent by Tenure
(Strongly Disagree/Disagree)

	I am rewarded and/or recognized for performing well	Overall, the quality of professionalism at ECU is excellent	I am paid fairly for my work
■ Junior	34.0%	6.3%	37.2%
□ Senior	45.9%	11.9%	52.8%

Note: Junior = Participants with less than 5 years of tenure; Senior = Participants with 5 or more years of tenure

Staff Group Differences Graphs

Figure 83. Staff Group Differences: Safety – Percent by Gender (Strongly Agree)

Safety: Percent by Gender (Strongly Agree)

	I feel safe walking alone on the ECU campus during the day	I feel safe walking alone on the ECU campus after dark
Male	55.9%	13.0%
Female	38.7%	4.7%
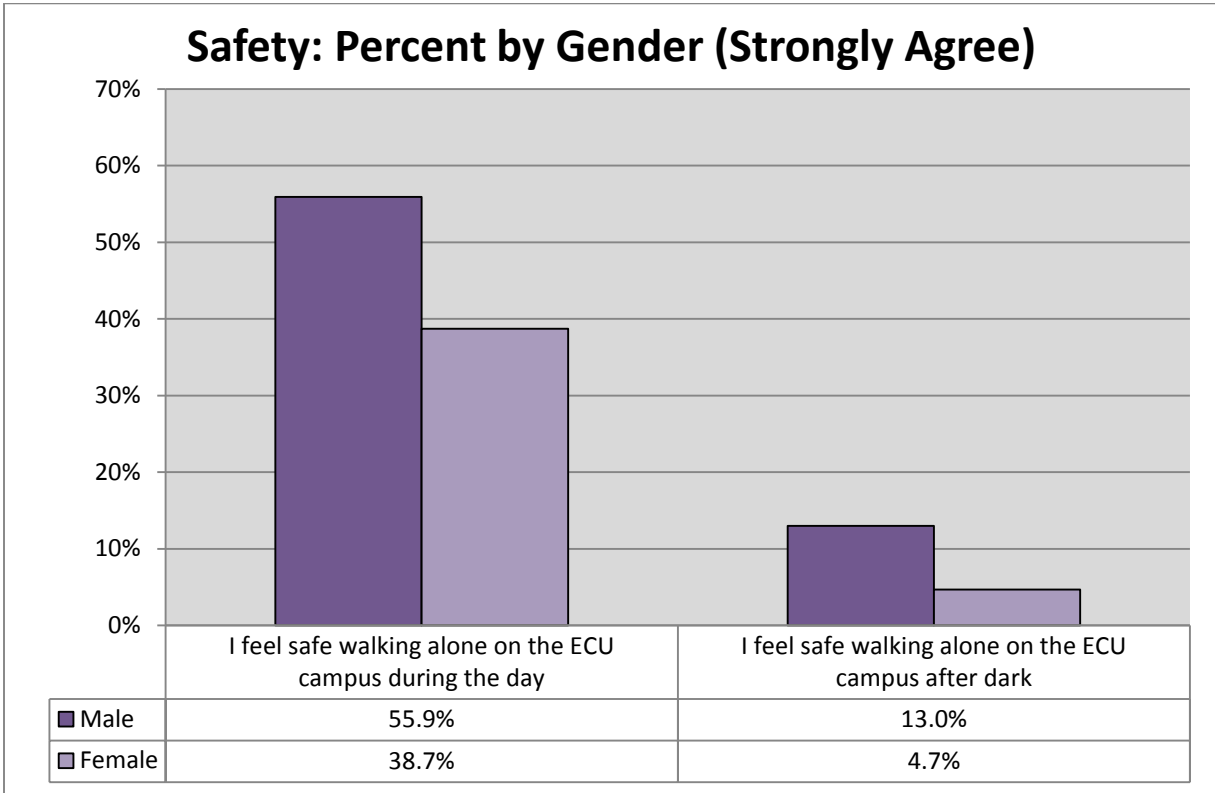
Figure 84. Staff Group Differences: Safety – Incidents by Gender (Physical Violence)
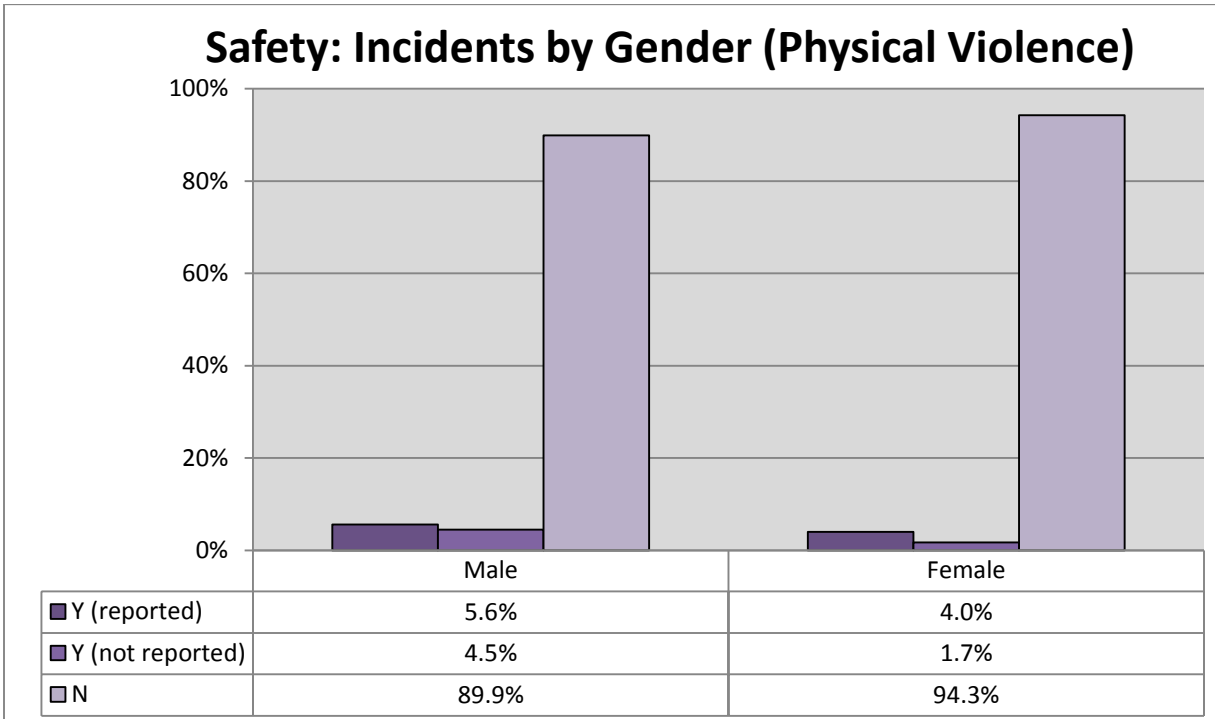
Safety: Incidents by Gender (Physical Violence)

	Male	Female
Y (reported)	5.6%	4.0%
Y (not reported)	4.5%	1.7%
N	89.9%	94.3%

Note: Y (reported) = Yes, witnessed/personally experienced an incident and previously reported an incident; Y (not reported) = Yes, witnessed/personally experienced an incident but have not reported an incident; N = No, have not witnessed/personally experienced an incident

Figure 85. Staff Group Differences: Inclusion – Negative Statements by Gender (Sexual Orientation)

Inclusion: Heard Negative Statements by Gender (Sexual Orientation)

	Male	Female
Y	29.8%	18.3%
N	70.2%	81.7%
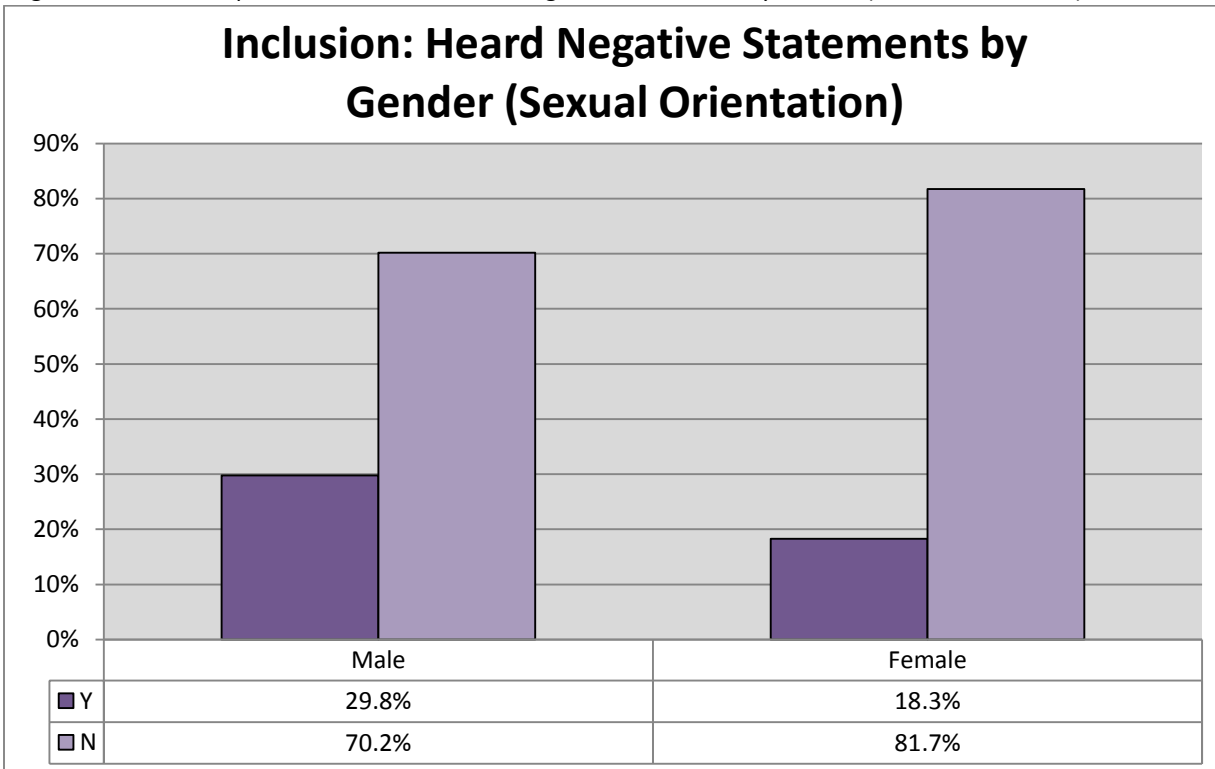
Note: Y = Yes; N = No

Figure 86. Staff Group Differences: Inclusion – Negative Statements by Race (Social/Economic Background)

Inclusion: Heard Negative Statements by Race (Social/Economic Background)

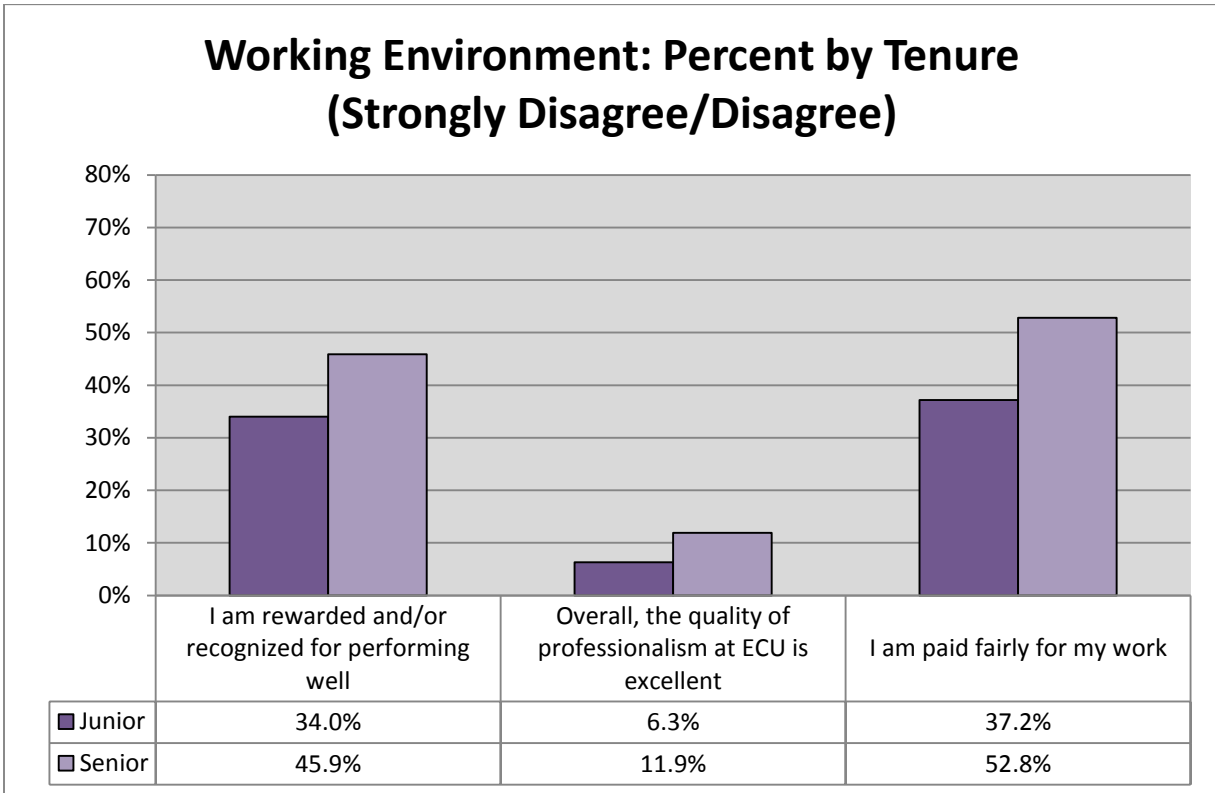|	White	Non-White
Y	11.4%	22.0%
N	88.6%	78.0%

Note: Y = Yes; N = No; White = All participants who selected "White" as their race/ethnicity; Non-White = All participants who selected a race/ethnicity other than "White"

Figure 87. Staff Group Differences: Inclusion – Negative Statements by Race (Race/Ethnicity)
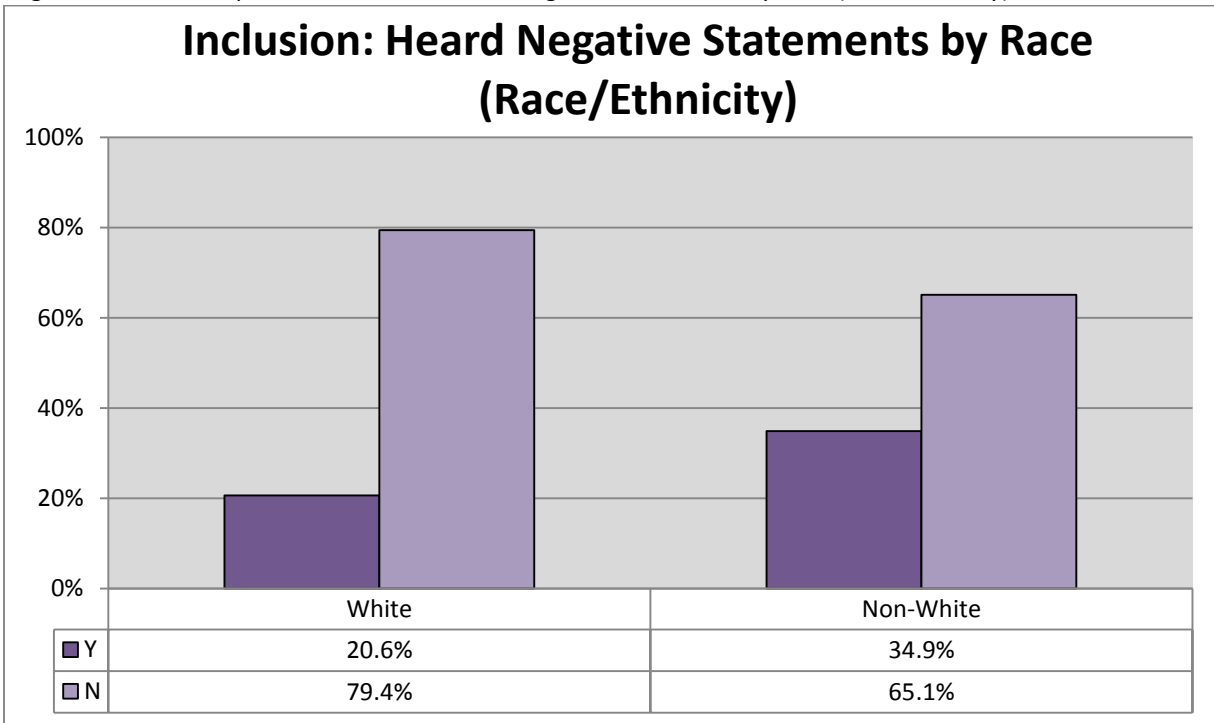
Inclusion: Heard Negative Statements by Race (Race/Ethnicity)

	White	Non-White
Y	20.6%	34.9%
N	79.4%	65.1%

Note: Y = Yes; N = No; White = All participants who selected "White" as their race/ethnicity; Non-White = All participants who selected a race/ethnicity other than "White"

Figure 88. Staff Group Differences: Inclusion – Bias Reporting by Race (Race/Ethnicity)

Inclusion: Bias Reporting by Race (Race/Ethnicity)

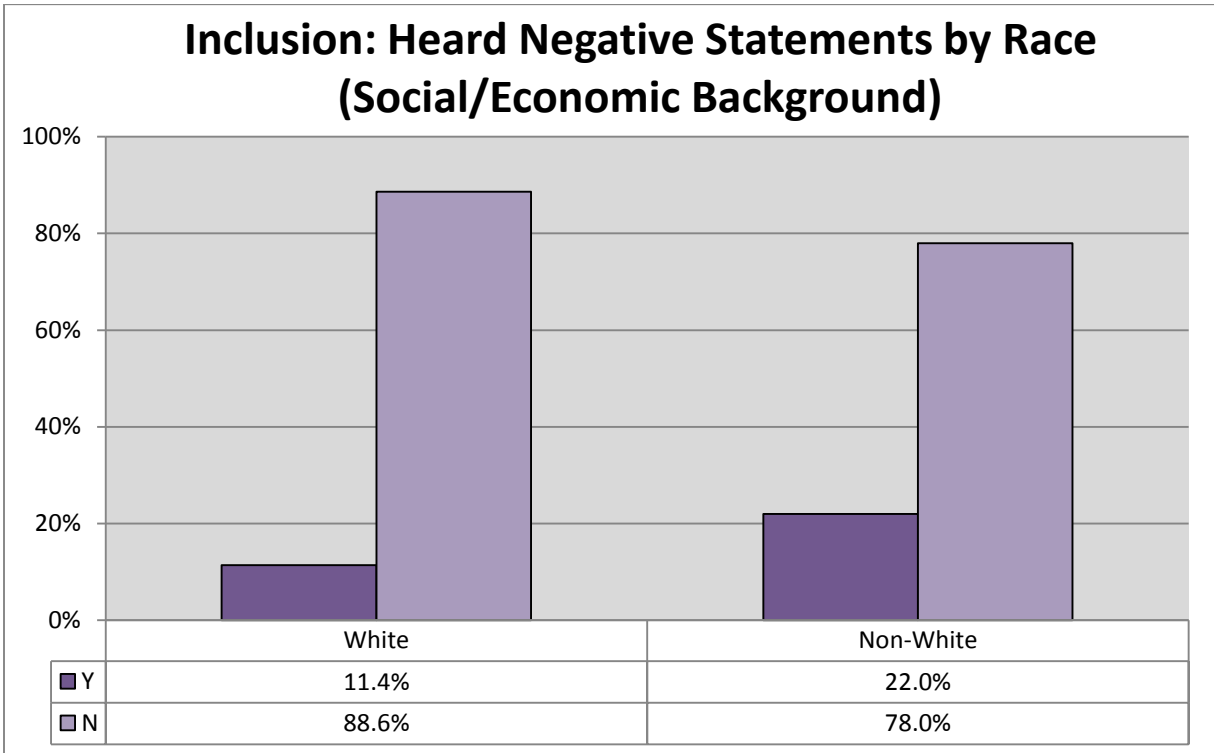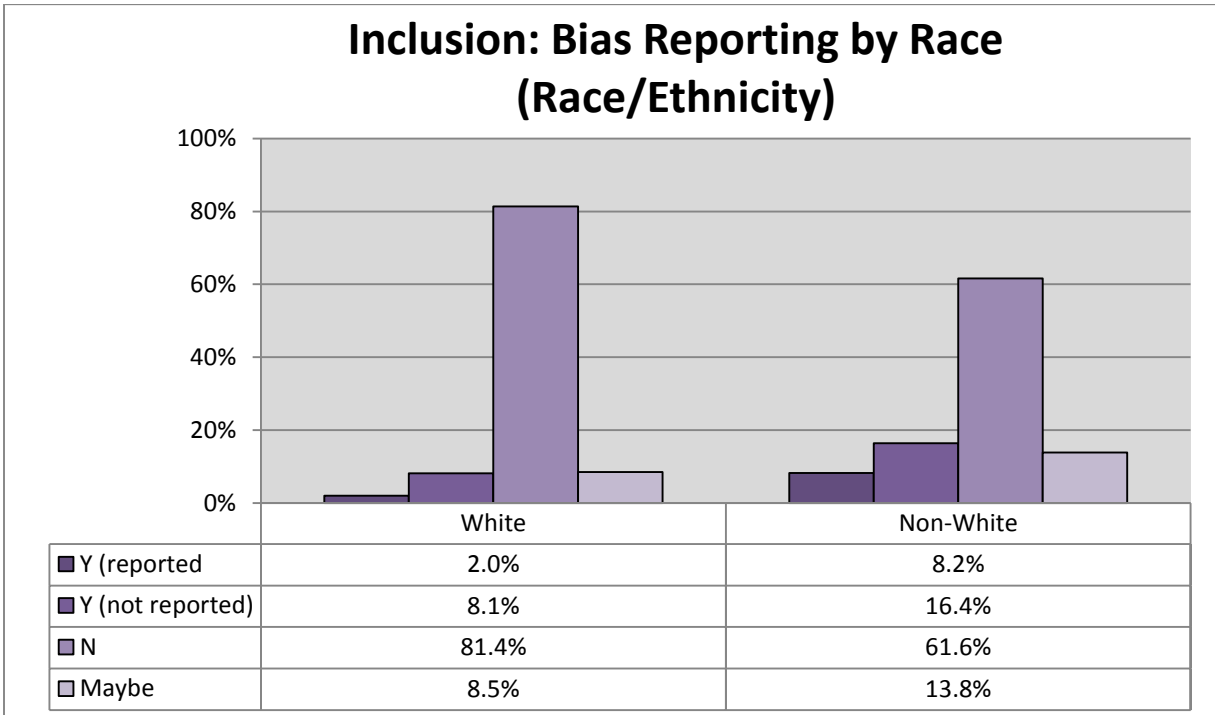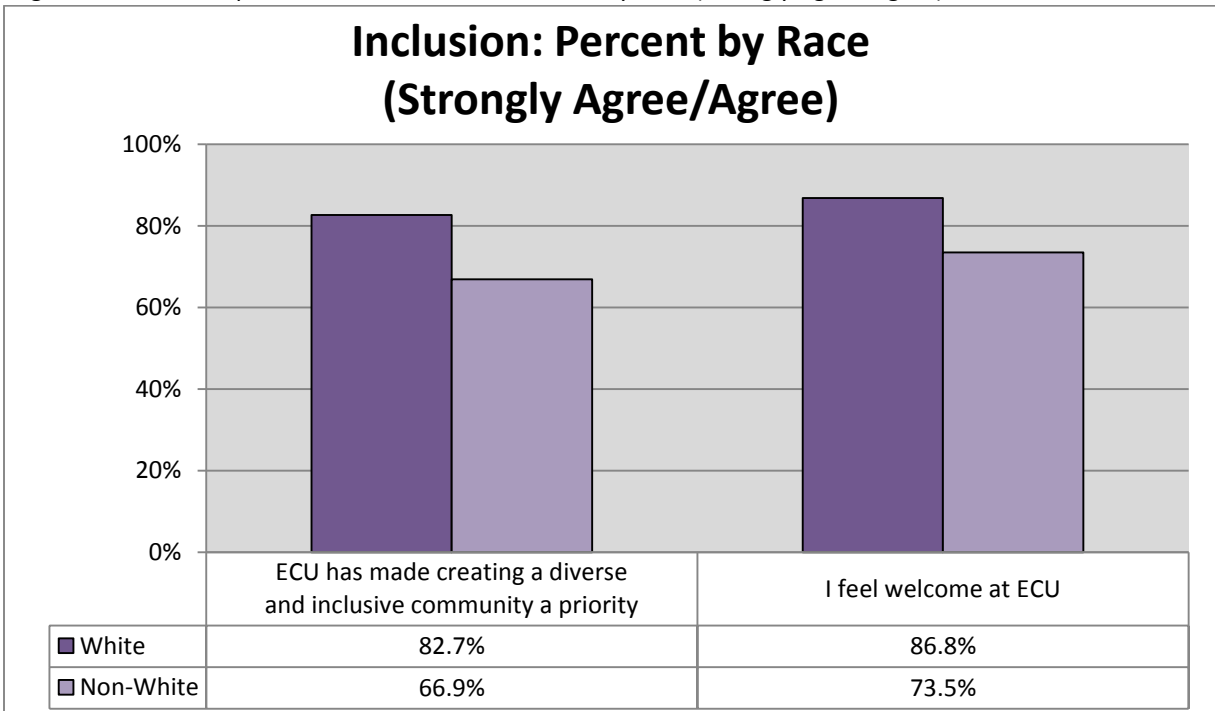|	White	Non-White
■ Y (reported	2.0%	8.2%
■ Y (not reported)	8.1%	16.4%
■ N	81.4%	61.6%
□ Maybe	8.5%	13.8%

Note: Y (reported) = Yes, witnessed/personally experienced an act of bias and previously reported an act of bias; Y (not reported) = Yes, witnessed/personally experienced an act of bias but have not reported an act of bias; N = No, have not witnessed/personally experienced an act of bias; White = All participants who selected "White" as their race/ethnicity; Non-White = All participants who selected a race/ethnicity other than "White"

Figure 89. Staff Group Differences: Inclusion – Percent by Race (Strongly Agree/Agree)

Inclusion: Percent by Race (Strongly Agree/Agree)

	ECU has made creating a diverse and inclusive community a priority	I feel welcome at ECU
■ White	82.7%	86.8%
□ Non-White	66.9%	73.5%

Note: White = All participants who selected "White" as their race/ethnicity; Non-White = All participants who selected a race/ethnicity other than "White"

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Figure 91. Staff Group Differences: Working Environment – Percent by Tenure (Strongly Agree/Agree)
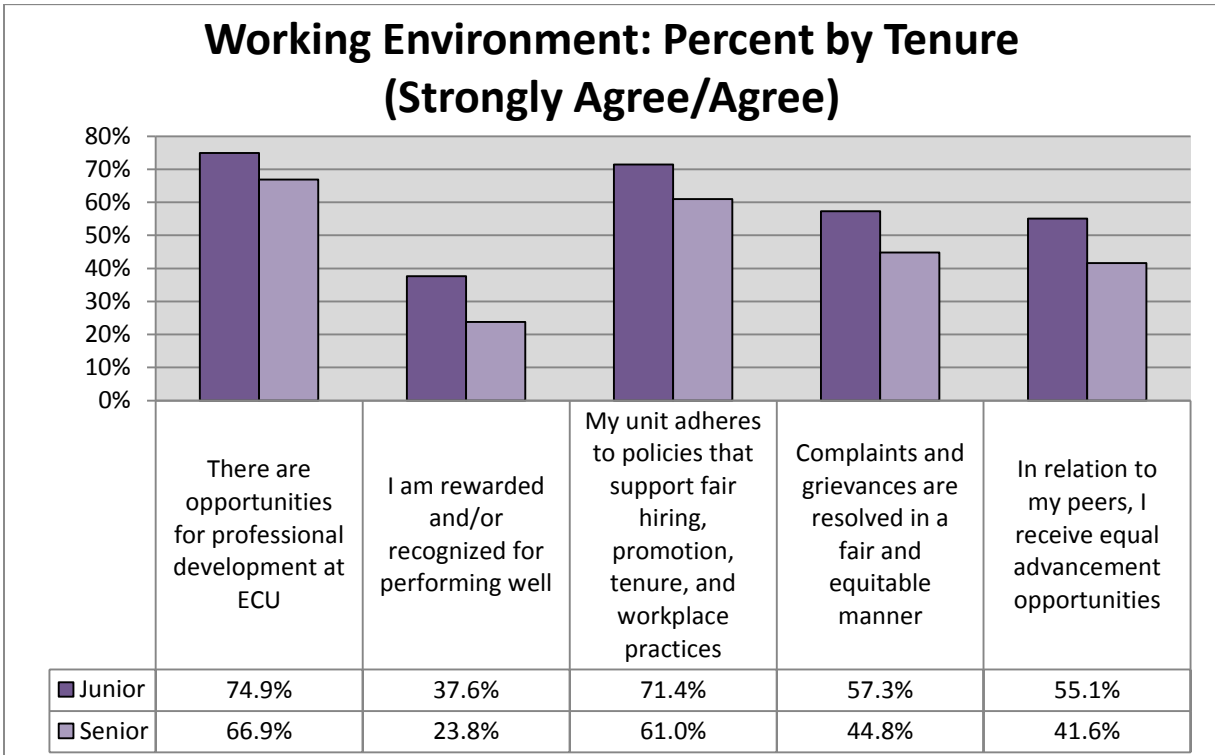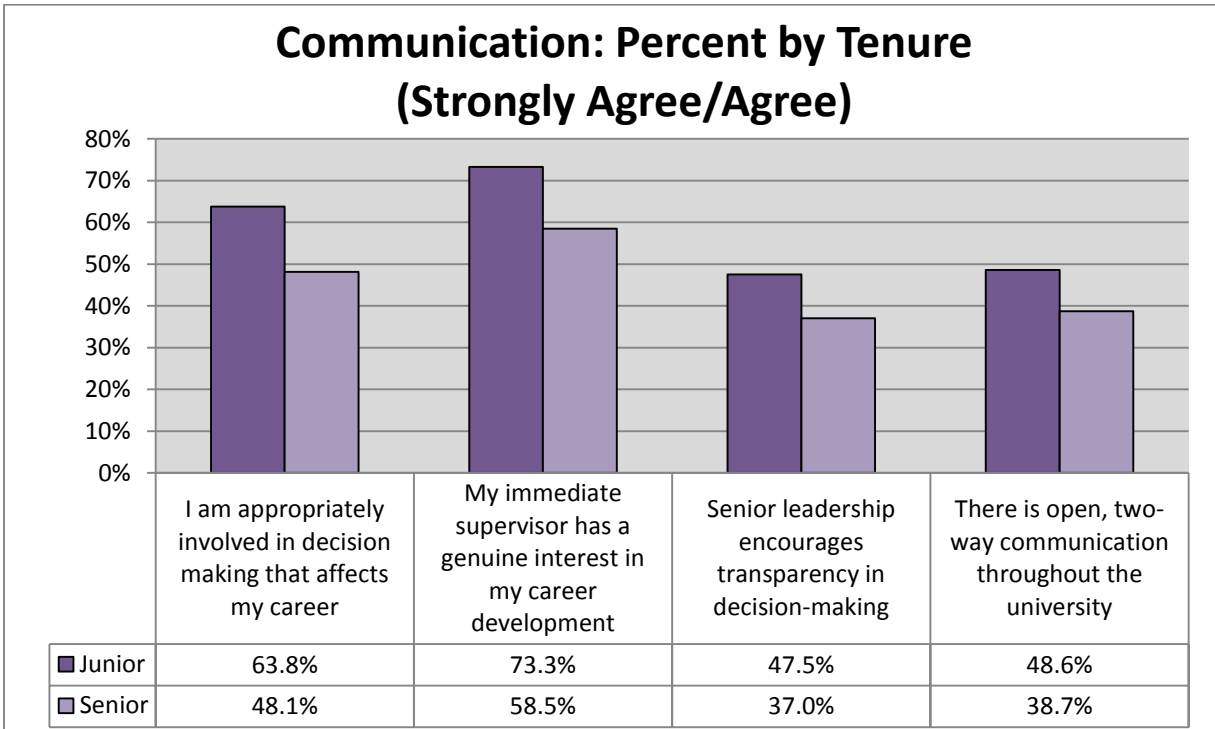
Working Environment: Percent by Tenure (Strongly Agree/Agree)

	There are opportunities for professional development at ECU	I am rewarded and/or recognized for performing well	My unit adheres to policies that support fair hiring, promotion, tenure, and workplace practices	Complaints and grievances are resolved in a fair and equitable manner	In relation to my peers, I receive equal advancement opportunities
■ Junior	74.9%	37.6%	71.4%	57.3%	55.1%
■ Senior	66.9%	23.8%	61.0%	44.8%	41.6%

Note: Junior = Participants with less than 5 years of tenure; Senior = Participants with 5 or more years of tenure

Figure 90. Staff Group Differences: Communication – Percent by Tenure (Strongly Agree/Agree)

Communication: Percent by Tenure (Strongly Agree/Agree)

	I am appropriately involved in decision making that affects my career	My immediate supervisor has a genuine interest in my career development	Senior leadership encourages transparency in decision-making	There is open, two-way communication throughout the university
■ Junior	63.8%	73.3%	47.5%	48.6%
■ Senior	48.1%	58.5%	37.0%	38.7%

Note: Junior = Participants with less than 5 years of tenure; Senior = Participants with 5 or more years of tenure; The final item included on the graph indicated the percentage of participants who indicated that such communication occurs "all of the time"