



Rankin & Associates, Consulting

Assessment • Planning • Interventions

Saginaw Valley State  
University

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

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## Executive Summary

### History of the Project

This report provides the findings from a survey entitled “Saginaw Valley State University Assessment of Climate for Learning, Living, and Working,” conducted at Saginaw Valley State University (SVSU). In the 2018 fall semester, SVSU contracted with Rankin & Associates Consulting (R&A) to conduct a university-wide study. Eighteen SVSU faculty, staff, students, and administrators formed the Climate Survey Working Group (CSWG). During the winter/spring 2019, the CSWG worked with R&A to develop the survey instrument and developed the communication/marketing plan. The survey was administered in October 2019. All members of SVSU were encouraged to complete the survey.

Responses to the multiple-choice format survey items were analyzed for statistical differences based on various demographic categories (e.g., SVSU position, gender identity, disability status) where appropriate. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents’ confidentiality. Throughout the report, for example, the Faculty category includes tenure-track faculty and non-tenure-track faculty.

In addition to multiple-choice survey items, several open-ended questions provided respondents with the opportunity to describe their experiences at SVSU. Comments were solicited to 1) give “voice” to the quantitative findings and 2) highlight the areas of concern that might have been overlooked owing to the small number of survey responses from historically underrepresented populations. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data.

One thousand one hundred fourteen (1,114) surveys were returned for a 22% overall response rate. Table 1 provides a summary of selected demographic characteristics of survey respondents. Of the respondents, 54% ( $n = 599$ ) of the sample were Undergraduate Students, 5% ( $n = 53$ ) were Graduate Students, 17% ( $n = 190$ ) were Faculty members, and 24% ( $n = 272$ ) were Staff members.

**Table 1. SVSU Sample Demographics**

<b>Characteristic</b>	<b>Subgroup</b>	<b><i>n</i></b>	<b>% of sample</b>
Position status	Undergraduate Student	599	53.8
	Graduate Student	53	4.8
	Faculty	190	17.1
	Staff	272	24.4
Gender identity	Women	758	68.0
	Men	323	29.0
	Transspectrum	21	1.9
	Missing/Unknown	12	1.1
Racial/ethnic identity	Asian/Asian American	24	2.2
	Black/African/African American	77	6.9
	Latinx/Chicanx/Hispanic	25	2.2
	White	889	79.8
	Middle Eastern	6	0.5
	American Indian/Alaska Native	< 5	---
	Native Hawaiian/Pacific Islander	< 5	---
	Multiracial	52	4.7
Missing/Other	36	3.2	
Sexual identity	LGBQ	143	12.8
	Heterosexual	898	80.6
	Missing/Other	73	6.6
Citizenship status	U.S. Citizen	1,023	91.8
	Non-U.S./Naturalized Citizen	77	6.9
	Missing	14	1.3
Disability status	Single Disability	91	8.2
	No Disability	968	86.9
	Multiple Disabilities	45	4.0
	Missing	10	0.9
Religious affiliation	Christian Religious Affiliation	673	60.4
	Other Religious Affiliation	35	3.1
	No Religious Affiliation	325	29.2
	Multiple Religious Affiliations	40	3.6
	Missing	41	3.7

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

## **High Levels of Comfort With the Climate at SVSU**

Most survey respondents were “very comfortable” or “comfortable” with the overall environment at SVSU (81%,  $n = 906$ , p. 47) with the environment in their department/work units (78%,  $n = 359$ , p. 47), and with the environment in their classes (85%,  $n = 711$ , p. 47). Student respondents were significantly more comfortable with the overall environment than were Staff respondents (p. 48).

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

Staff respondents generally viewed working at SVSU positively. Staff respondents felt their supervisors provided adequate support for them to manage work-life balance (p. 156). Seventy-eight percent ( $n = 210$ ) of Staff respondents thought that health insurance benefits were competitive (p. 151). Eighty-three percent ( $n = 223$ ) of Staff respondents felt that vacation and personal time packages were competitive (p. 151). Eighty-three percent ( $n = 223$ ) of Staff respondents felt that their supervisors were supportive of their taking leave (p. 150). Eighty-five percent ( $n = 213$ ) of Staff respondents felt valued by coworkers in their work unit (p. 156).

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

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

Seventy-one percent ( $n = 75$ ) of Tenured and Tenure-Track Faculty respondents felt their teaching was valued by SVSU (p. 127). Seventy-seven percent ( $n = 82$ ) of Tenured and Tenure-Track Faculty respondents felt that their service contributions (p. 127) were valued at SVSU.

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

Eighty-six percent ( $n = 70$ ) of Non-Tenure-Track Faculty respondents felt their teaching was valued at SVSU (p. 132). Additionally, 85% ( $n = 69$ ) of Non-Tenure-Track Faculty respondents felt that expectations of their responsibilities were clear (p. 131).

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

Eighty-six percent ( $n = 160$ ) of all Faculty respondents felt valued by students in the classroom (p. 139). Eighty-five percent ( $n = 161$ ) of all Faculty respondents felt valued by their department chair (p. 139). Additionally, 85% ( $n = 111$ ) of all Faculty respondents felt SVSU administrators were genuinely concerned with their welfare (p. 139).

### 3. Student Respondents – Positive Attitudes About Academic Experiences

Overall, Student respondents had positive perceptions of their experiences at SVSU.

Eighty percent ( $n = 514$ ) of Student respondents felt valued by SVSU faculty in the classroom (p. 174). Seventy-eight percent ( $n = 507$ ) of Student respondents indicated that they felt valued by SVSU faculty and 75% ( $n = 480$ ) felt valued by support staff (p. 173).

In general, Graduate Student respondents also viewed their SVSU experiences favorably.

Eighty-five percent ( $n = 45$ ) of Graduate Student respondents felt department faculty members responded to their emails, calls, or voicemails in a prompt manner (p. 179).

Additionally, 88% ( $n = 40$ ) of Graduate Student respondents felt comfortable sharing their professional goals with their advisors (p. 179).

#### **Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.<sup>1</sup> Research also underscores the relationship between workplace discrimination and subsequent productivity.<sup>2</sup> The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 20% ( $n = 220$ ) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (p. 68). Of these respondents, 34% ( $n = 74$ ) reported that the conduct was based on their position status, and 16% each indicated that the conduct was based on their gender identity ( $n = 36$ ) or their age ( $n = 36$ ). Twenty-two percent ( $n = 48$ ) did not know the basis

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<sup>1</sup> Aguirre & Messineo (1997); Flowers & Pascarella (1999); Pascarella & Terenzini (2005); Whitt, Edison, Pascarella, Terenzini, & Nora (2011)

<sup>2</sup> Silverschanz, Cortina, Konik, & Magley (2008); Waldo (1998)

of the conduct, and 14% ( $n = 30$ ) of respondents indicated “a reason not listed above” (p. 69).

### ***Differences Based on Position Status and Gender Identity***

- By position status, a higher percentage of Staff respondents (27%,  $n = 73$ ) than Undergraduate Student respondents (16%,  $n = 97$ ) indicated that they had experienced this conduct (p. 69).
  - A higher percentage of Staff respondents (56%,  $n = 41$ ) than Undergraduate Student respondents (19%,  $n = 18$ ) who had experienced this conduct indicated that they thought that the conduct was based on their position status (p. 69).
- By gender identity, a higher percentage of Transspectrum respondents (43%,  $n = 9$ ) than Women respondents (20%,  $n = 151$ ) and Men respondents (17%,  $n = 56$ ) indicated that they had experienced this conduct (p. 71).
  - A higher percentage of Transspectrum respondents (78%,  $n = 7$ ) than Women respondents (16%,  $n = 24$ ) and Men respondents (9%,  $n = 5$ ) who had experienced this conduct indicated that the conduct was based on their gender identity (p. 71).

### **Comfort With Campus, Workplace, and Classroom Climates**

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation students, and veterans).<sup>3</sup> Several groups at SVSU indicated that they were less comfortable than their majority counterparts with the climates of the campus and workplace. No significant differences were found by respondents’ levels of comfort in their classrooms.

### ***Significant Findings for Overall Climate at SVSU***

- 45% ( $n = 121$ ) of Staff respondents compared with 56% ( $n = 362$ ) of Student respondents felt “very comfortable” with the overall climate (p. 48).

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<sup>3</sup> Harper & Hurtado (2007); Hart & Fellabaum (2008); Rankin (2003); Rankin & Reason (2005); Worthington et al. (2008)

- 37% ( $n = 120$ ) of Women respondents compared with 28% ( $n = 211$ ) of Men respondents were “very comfortable” with the overall climate (p. 51).
- 20% ( $n = 19$ ) of Respondents of Color compared with 32% ( $n = 283$ ) of White respondents felt “very comfortable” with the overall climate (p. 54).
- 19% ( $n = 30$ ) of Low-Income Student respondents compared with 33% ( $n = 158$ ) of Not-Low-Income Student respondents felt “very comfortable” with the overall climate (p. 60).

***Significant Findings for Department/Program and Work Unit Climate***

- 34% ( $n = 90$ ) of Women respondents compared with 45% ( $n = 82$ ) of Men respondents felt “very comfortable” with the climate in their department/program or work unit climate (p. 52).

**Respondents Who Seriously Considered Leaving SVSU**

***Employee Respondents***

Forty-five percent ( $n = 86$ ) of Faculty respondents and 47% ( $n = 128$ ) of Staff respondents had seriously considered leaving SVSU in the past year (p. 159). Forty-eight percent ( $n = 61$ ) of Staff respondents who seriously considered leaving did so because of limited opportunities for advancement (p. 159). Forty percent ( $n = 34$ ) of Faculty respondents and 52% ( $n = 66$ ) of Staff respondents who seriously considered leaving did so because of a low salary/pay rate (p. 160).

***Student Respondents***

Twenty-nine percent ( $n = 171$ ) of Undergraduate Student respondents and 30% ( $n = 16$ ) of Graduate Student respondents had seriously considered leaving SVSU (p. 181). A majority of those Student respondents (58%,  $n = 109$ ) considered leaving in their first year as a student at SVSU. Forty-three percent ( $n = 72$ ) of Undergraduate Student respondents attributed a lack of a sense of belonging as the main reason why they seriously considered leaving SVSU.

## **Challenges and Opportunities Related to Campus Climate**

### ***Staff Respondents***

Staff respondents indicated that they felt less positive about several aspects of their work life at SVSU. Only 19% ( $n = 51$ ) of Staff respondents felt that child care benefits were competitive (p. 151). Less than half of Staff respondents felt that support staff opinions were valued by SVSU faculty and administration (p. 152) or on SVSU committees (p. 152). Additionally, less than half of Staff respondents felt the performance evaluation process was productive (p. 143) or that staff salaries were competitive (p. 151).

### ***Faculty Respondents***

Forty-five percent ( $n = 48$ ) of Tenured and Tenure-Track Faculty respondents (p. 129) and 43% ( $n = 45$ ) of Non-Tenure-Track Faculty respondents (p. 132) felt faculty opinions were taken seriously by senior administrators. Additionally, 44% ( $n = 35$ ) of Non-Tenure-Track Faculty respondents felt that the criteria used for contract renewal were not applied equally to positions (p. 131) and 44% ( $n = 36$ ) felt that they did not have job security (p. 131).

Of all Faculty respondents, only 9% ( $n = 17$ ) felt child care benefits were competitive (p. 135). Additionally, 27% ( $n = 50$ ) of the Faculty respondents felt salaries for tenure-track faculty positions were not competitive (p. 135), and 66% ( $n = 124$ ) felt that salaries for adjunct professors (p. 135) were not competitive.

### ***Student Respondents***

Analyses of the Students' survey responses revealed statistically significant differences based on gender identity, racial identity, sexual identity, religious/spiritual affiliation, disability status, first-generation status, income status, racial identity, military service, and housing status, where students from backgrounds historically underrepresented at colleges held less positive views of their experiences than did their peers from "majority" backgrounds (p. 173). Findings indicated that 55% ( $n = 357$ ) of Student respondents felt they had staff whom they perceived as role models (p. 177). Additionally, 59% ( $n = 383$ ) of Student respondents felt valued by SVSU senior administrators (p. 173).

## **A Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct**

In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a substantial issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the SVSU survey requested information regarding sexual assault.

- 9% ( $n = 99$ ) of respondents indicated that they had experienced unwanted sexual contact/conduct while at SVSU (p. 99).
  - 2% ( $n = 20$ ) experienced relationship violence (e.g., ridiculed, controlling, hitting, p. 99).
  - 2% ( $n = 26$ ) experienced stalking (e.g., following me, on social media, texting, phone calls, p. 103).
  - 5% ( $n = 53$ ) experienced sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment, p. 106).
  - 3% ( $n = 35$ ) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, p. 111).
- Respondents identified SVSU students, current or former dating/intimate partners, acquaintances/friends, and students as sources of unwanted sexual contact/conduct (pp. 100–113).
- Most respondents did not report the unwanted sexual contact/conduct (pp. 102–115).

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact/conduct. The primary reason cited for not reporting these incidents was that the incidents did not feel worth reporting. Other rationales included respondents feared the consequences of reporting, they had no evidence, and they expected a negative response from reporting (pp. 102–115).

## Conclusion

SVSU climate findings<sup>4</sup> were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.<sup>5</sup> For example, 70% to 80% of respondents in similar reports found the campus climate to be “very comfortable” or “comfortable.” A slightly higher percentage (81%) of SVSU respondents indicated that they were “very comfortable” or “comfortable” with the overall climate at SVSU (p. 47). Twenty percent to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At SVSU, a slightly lower percentage of respondents (19%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (p. 68). The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.<sup>6</sup>

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

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<sup>4</sup> Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

<sup>5</sup> Rankin & Associates Consulting (2016).

<sup>6</sup> Guiffrida, Gouveia, Wall, & Seward (2002); Harper & Hurtado (2007); Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles, Cortina, Malley, & Stewart (2006); Silverschanz et al. (2008); Yosso et al. (2009).

## Introduction

### History of the Project

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

SVSU also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world, as is noted in SVSU mission statement, “We transform lives through educational excellence and dynamic partnerships, unleashing possibilities for impact in our community and worldwide.” Specific attention to campus climate and culture is addressed in the SVSU Strategic Plan 2016-2020 in Goal 2. “Our people, climate and culture transform lives”.<sup>7</sup>

To better understand the campus climate, the senior administration at SVSU recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff. During fall 2019, SVSU conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

In fall 2018, SVSU contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled “Saginaw Valley State University Assessment of Climate for Learning, Living, and Working.” Members of SVSU formed the Climate Survey Working Group (CSWG), which was composed of faculty, staff, students, and administrators, and the group was tasked with developing a campus-wide survey instrument and promoting the survey’s administration between October 1, 2019 and October 25, 2019. In spring 2020, R&A will present at a community forum the information gathered from the campus-wide survey and will encourage the SVSU community to develop two to three action items based on these findings.

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<sup>7</sup> <https://www.svsu.edu/president/missionvisionandcorevalues/>

## **Project Design and Campus Involvement**

The conceptual model used as the foundation for SVSU's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. SVSU's assessment was the result of a comprehensive process to identify the strengths and challenges of the campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

The CSWG collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for SVSU that would reveal the various dimensions of power and privilege that shaped the campus experience. The CSWG and R&A co-constructed questions for the campus-wide survey based on the survey conducted in 2015. The final SVSU survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics.

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

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

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

### **Definition of Campus Climate**

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

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

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

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

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

Individuals from various identity groups often perceive campus climate differently from their peers, and those perceptions may adversely affect a variety of social, academic, and work-related outcomes (Chang, 2003; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Loewy, & Hart, 2008). These outcomes include, but are not limited to, academic success, physical and emotional well-being, personal and social development, and professional success. Campus climate assessments endeavor to measure the intersectional experiences (how multiple aspects of one's identity combine and influence another identity) of students, faculty, and staff (Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Nelson-Laird & Niskodé-Dossett, 2010; Patton, 2011; Pittman, 2010; Turner, 2002). The following paragraphs present research findings by selected campus constituents with the awareness that intersectionality is the core of all lived experience.

**Campus Climate and Students.** Most literature regarding campus climate and students examines campus climate in the context of students' racial identity, sexual identity, and gender identity. Research regarding the campus climate experiences of populations such as low-income students, first-generation students, students who are veterans, international students,

undocumented students, and student-athletes has emerged within the past decade.<sup>8</sup> A summary of the most robust areas of campus climate research specific to student experiences is offered here.

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

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

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<sup>8</sup> Campus climate research that has emerged over the past decade offers insight into the experiences of minority student populations, including: student veterans (Vaccaro, 2015), undocumented students (Barnhardt, Phillips, Young, & Sheets, 2017; Negron-Gonzales, 2015), immigrant students (Griffin, Cunningham, & George Mwangi, 2016; Stebleton, Soria, Huesman, & Torres, 2014), first-generation students and/or low-income students (Engle & Tinto, 2008; Harackiewicz et al., 2014; Jury et al., 2017; Kezar, 2011; Park, Denson, & Bowman, 2013), and student-athletes (Hoffman, Rankin, & Loya, 2016; Oseguera, Merson, Harrison, & Rankin, 2017; Rankin et al., 2016). Additional literature regarding the campus climate experience of minority student populations is available at [www.rankin-consulting.com](http://www.rankin-consulting.com).

found that students' individual sense of belonging actively mediated the relationship between low-income students' class background and their adjustment to postsecondary education.

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

Campus climate research specific to the experiences of queer-spectrum and transpectrum students, faculty, and staff has found that these individuals experience hostility and discrimination within various institutional environments (Rankin, Weber, Blumenfeld, & Frazer, 2010). Garvey, Taylor, and Rankin (2015) found that classroom climate is a key indicator of how lesbian, gay, bisexual, transgender, and queer-spectrum (LGBTQ) community college students perceive campus climate. Vaccaro and Newman (2017) examined how lesbian, gay, bisexual, pansexual, and queer-spectrum (LGBPQ) students develop their sense of belonging within their first year at an institution. The authors found that students' sense of belonging is influenced by individuals' degree of "outness," university messaging specific to LGBPQ individuals, and meaningful social interactions with peers. Trans-identified students report more negative perceptions of classroom climate, campus climate, and curriculum inclusivity in comparison to their heterosexual and queer-spectrum peers (Dugan, Kusel, & Simounet, 2012; Garvey & Rankin, 2018; Nicolazzo, 2016).

**Faculty and Campus Climate.** Campus climate also shapes the experiences of faculty, specifically as it relates to their professional success and perceptions of professional development opportunities and support. Most of the research regarding faculty and campus

climate is specific to faculty members' racial identity, sexual identity, and gender identity. A summary of the literature is offered here.<sup>9</sup>

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

Research specific to the experiences of women faculty has found that women faculty members commonly experience gender discrimination, professional isolation, and lack of work-life balance within campus environments (Silverschanz, Cortina, Konik, & Magley, 2008). These experiences prompt higher rates of institutional departure by women faculty in comparison to their men colleagues (Gardner, 2013). Maranto and Griffin (2011) identified women faculty's perceived lack of inclusion and network support as primary contributors to women faculty's perception of a "chilly" departmental experience. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152). Intersectional research regarding the experiences of women faculty of color found that women faculty of color also fail to receive professional mentorship and leadership development opportunities in a manner consistent with their White colleagues (Blackwell, Snyder, & Mavriplis, 2009; Grant & Ghee, 2015).

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<sup>9</sup> To review additional literature regarding faculty experiences and campus climate, please visit [www.rankin-consulting.com](http://www.rankin-consulting.com).

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

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

For example, in an investigation of the campus climate experiences of student affairs professionals working within a Hispanic serving institution (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of individuals' offices/departments directly affect staff members' perceptions of campus climate. Garcia's findings were similar to scholarship conducted by Mayhew et al. (2006), who found that how staff members experience their immediate office/department affects how staff members perceive the broader campus climate. According to Mayhew et al. (2006), "staff members who perceived their local unit to be non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity" at an institutional level (p. 83).

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

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

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

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

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

well as effective supportive resources are essential to developing equitable and inclusive campus environments. For interactional diversity to occur, however, structural diversity must first be present.

### **Role of Campus Administrators**

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

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

## Methodology

### Conceptual Framework

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”<sup>10</sup> The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

### Research Design

**Survey Instrument.** The survey instrument was constructed based on the results of the focus groups and the work of Rankin (2003), and with the assistance of the CSWG. The CSWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually appropriate for the SVSU population. The final SVSU campus-wide survey contained one hundred twenty-five questions,<sup>11</sup> including twenty-six open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of SVSU’s institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. Survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

**Sampling Procedure.** SVSU’s Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess

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<sup>10</sup> Rankin & Associates Consulting (2016) adapted from AAC&U (1995).

<sup>11</sup> To ensure reliability, evaluators must properly structure instruments (questions and response choices must be worded in such a way that they elicit consistent responses) and administer them in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and was checked for internal consistency.

campus climate within the University and to inform SVSU's strategic quality improvement initiatives. The IRB approved the project on July 11, 2019.

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

**Limitations.** Two limitations existed to the generalizability of the data. The first limitation was that respondents "self-selected" to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

**Data Analysis.** Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to SVSU in a separate document.<sup>12</sup> Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.<sup>13</sup> The data tables in Appendix B provide actual percentages<sup>14</sup> with missing or "no response" information. The purpose for this difference in reporting is to note the missing or "no response" data in the appendices for

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<sup>12</sup> The initial data file contained one thousand one hundred eighty-six (1,186) responses. Thirty-six respondents did not give consent and were deleted from the data file. After removing ten duplicate responses, there were one thousand one hundred forty (1,140) unique respondents who completed at least one question on the survey.

<sup>13</sup> Valid percentages were derived using the total number of responses to an item (i.e., missing data were excluded).

<sup>14</sup> Actual percentages were derived using the total number of survey respondents.

institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

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

**Factor Analysis Methodology.** A confirmatory factor analysis was conducted on one scale embedded in Question 14 of the assessment. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 14 of the survey reflect the questions on this scale (Table 2).

The questions on the scale were answered on a Likert metric from “strongly agree” to “strongly disagree” (scored 1 for “strongly agree” and 5 for “strongly disagree”). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Three percent of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.<sup>15</sup> The internal consistency reliability

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<sup>15</sup> Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

(Cronbach’s alpha) of the scale was 0.871, which is high, meaning that the scale produced consistent results.

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

Scale	Academic experience
<i>Perceived Academic Success</i>	I perform up to my full academic potential.
	Many of my courses this year have been intellectually stimulating.
	I am satisfied with my academic experience SVSU.
	I am satisfied with the extent of my intellectual development since enrolling at SVSU.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to SVSU.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the seven sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. Scores were then reverse-coded so that higher scores on the *Perceived Academic Success* factor suggested a student or constituent group is more academically successful.

**Means Testing Methodology.** After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for Undergraduate Student respondents were analyzed using a *t*-test for difference of means. There were not enough Graduate Student respondents in the dataset to allow for analysis.

Additionally, where *n*’s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas.

- Gender identity (Women, Men)
- Racial identity (People of Color, Multiple Race, White)
- Sexual identity (Queerspectrum, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

When only two categories existed for the specified demographic variable (e.g., sexual identity), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using  $\eta^2$  and any moderate-to-large effects are noted.

### **Qualitative Comments**

Several survey questions provided respondents the opportunity to describe their experiences at SVSU, elaborate upon their survey responses, and append additional thoughts. The survey solicited comments 1) to give “voice” to the quantitative findings and 2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items because of the small number of survey respondents from historically underrepresented populations at SVSU. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data. The R&A team reviewed<sup>16</sup> these comments using standard methods of thematic analysis. R&A reviewers read all comments and generated a list of common themes based on their analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

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<sup>16</sup> Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

## Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also may provide results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the climate at Saginaw Valley State University (SVSU).

### Description of the Sample<sup>17</sup>

One thousand one hundred fourteen (1,114) surveys were returned for an 12% overall response rate. Response rates by position status were 8% for Undergraduate Students, 6% for Graduate Students, 24% for Faculty, and 50% for Staff. The sample and population figures, chi-square analyses,<sup>18</sup> and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Saginaw Valley State University (SVSU).

1. Undergraduate and Graduate Students were underrepresented in the sample. Faculty and Staff were overrepresented in the sample.
2. Men were underrepresented in the sample. Women were overrepresented in the sample.
3. Black/African/African American, and Latinx/Chicanx/Hispanic were underrepresented in the sample. Asian/Asian American, White, Middle Eastern, American Indian/Alaska Native, Multiracial, and Missing/Other individuals were overrepresented in the sample. There was equal representation from Native Hawaiian/Pacific Islanders. International individuals were identified in the population, but not in the sample.

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<sup>17</sup> All frequency tables are provided in Appendix B.

<sup>18</sup> Chi-square tests were run only on those categories that were response options in the survey and included in demographics provided by SVSU.

**Table 3. Demographics of Population and Sample**

Characteristic	Subgroup	Population		Sample		Response rate
		N	%	n	%	
Position status <sup>a</sup>	Undergraduate Student	7,377	76.9	599	53.8	8.1
	Graduate Student	892	9.3	53	4.8	5.9
	Faculty	781	8.1	190	17.1	24.3
	Staff	544	5.7	272	24.4	50.0
Gender identity <sup>b</sup>	Women	5,794	60.4	758	68.0	13.1
	Men	3,799	39.6	323	29.0	8.5
	Transpectrum	ND*	ND*	21	1.9	ND*
	Missing/Unknown	< 5	---	12	1.1	> 100.0
Racial/ethnic identity <sup>c</sup>	Asian/Asian American	124	1.3	24	2.2	19.4
	Black/African/African American	695	7.2	77	6.9	11.1
	Latinx/Chicanx/Hispanic	432	4.5	25	2.2	5.8
	White	7,376	76.9	889	79.8	12.1
	Middle Eastern	0	0.0	6	0.5	> 100.0
	American Indian/Alaska Native	26	0.3	4	0.4	15.4
	Native Hawaiian/Pacific Islander	1	0.0	1	0.1	100.0
	Multiracial	288	3.0	52	4.7	18.1
	International	421	4.4	ND*	ND*	ND*
Missing/Other	231	2.4	36	3.2	15.6	

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

\*ND: No Data available

<sup>a</sup>X<sup>2</sup> (3, *N* = 1,114) = 901.4, *p* < .001

<sup>b</sup>X<sup>2</sup> (2, *N* = 1,093) = 1,336.0, *p* < .001

<sup>c</sup>X<sup>2</sup> (6, *N* = 1,108) = 38.5, *p* < .001

**Validity.** Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of SVSU’s CSWG reviewed the bank of items available for the survey.

Content validity was ensured, given that the items and response choices arose from literature reviews, previous surveys, and input from CSWG members. Construct validity—the extent to

which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors—correlated measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the way questions were asked and response choices given. Items were constructed to be nonbiased, non-leading, and nonjudgmental, and to preclude individuals from providing “socially acceptable” responses.

**Reliability - Internal Consistency of Responses.**<sup>19</sup> Correlations between the responses to questions about overall campus climate for various groups (survey Question 105) and to questions that rated overall campus climate on various scales (survey Question 106) were moderate-to-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients<sup>20</sup> are provided in Table 4.

All correlations in the table were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses.

A moderate relationship (between .62 and .67) existed for all five pairs of variables—between Positive for People of Color and Not Racist; between Positive for People who Identify as Lesbian, Gay, Bisexual, Queer, or Transgender and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Income Status and Not Classist (socioeconomic status); and between Positive for Persons with Disabilities and Not Ableist.

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<sup>19</sup> Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

<sup>20</sup> Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

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

	Climate characteristics				
	Not racist	Not homophobic	Not sexist	Not classist	Not ableist
Positive for people of color	0.668*				
Positive for lesbian, gay, bisexual, or queer-spectrum people		0.635*			
Positive for women			0.622*		
Positive for people of low-income status				0.678*	
Positive for people with disabilities					0.625*

\* $p < 0.01$

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

### Sample Characteristics<sup>21</sup>

For the purposes of several analyses, the CSWG decided to collapse certain demographic categories to make comparisons between groups and to ensure respondents’ confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a category totaled less than five ( $n < 5$ ).

Respondents’ primary status data were collapsed into Student respondents, Faculty respondents, and Staff respondents.<sup>22</sup> Of respondents, 54% ( $n = 599$ ) were Undergraduate Students, 5% ( $n = 53$ ) were Graduate Students, 24% ( $n = 272$ ) were Staff,<sup>23</sup> and 17% ( $n = 190$ ) were Faculty (Figure 1). Ninety-three percent ( $n = 427$ ) of Employee respondents had a regular/continuing employment status and 7% ( $n = 32$ ) of Employee respondents had a temporary employment status at SVSU. Eighty-six percent ( $n = 960$ ) of respondents were full-time in their primary positions. Subsequent analyses indicated that 95% ( $n = 567$ ) of Undergraduate Student respondents, 68% ( $n = 36$ ) of Graduate Student respondents, 59% ( $n = 112$ ) of Faculty respondents, and 90% ( $n = 245$ ) of Staff respondents were full-time in their primary positions.

<sup>21</sup> All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

<sup>22</sup> CSWG determined the collapsed position status variables.

<sup>23</sup> University Police, Administrative Professionals and Support Staff respondents were combined with Staff respondents to protect their anonymity. From this point forward in the report, “Staff respondents” will refer to Support Staff ( $n = 38$ ), University Police ( $n = 5$ ), and Administrative Professional respondents ( $n = 199$ ).

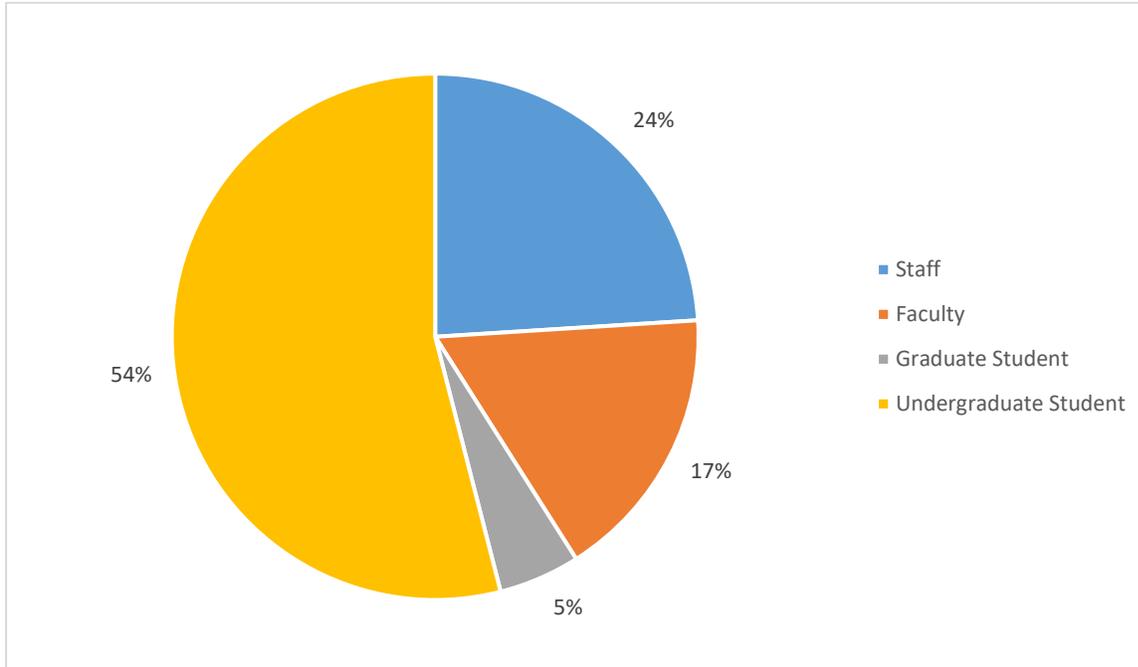


Figure 1. Respondents' Collapsed Position Status (%)

Table 5 indicates that Staff respondents represented various work units across campus. Of Staff respondents, 35% ( $n = 95$ ) were affiliated with Administration & Business Affairs, 33% ( $n = 90$ ) were affiliated with Academic Affairs, and 9% each were affiliated with the President's office ( $n = 25$ ) or Student Affairs ( $n = 24$ ).

**Table 5. Staff Respondents' Primary Work Unit**

Work unit	<i>n</i>	%
Administration & Business Affairs (e.g., Campus Facilities, IT, Purchasing, University Police)	95	34.9
Academic Affairs (e.g., Registrar, Academic Advising, Admissions)	90	33.1
<i>College of Arts and Behavioral Sciences</i>	9	31.0
<i>College of Business and Management</i>	0	0.0
<i>College of Education</i>	< 5	---
<i>College of Health and Human Services</i>	8	27.6
<i>College of Science, Engineering and Technology</i>	8	27.6
President's Office (e.g., Diversity Programs, Foundation, University Communications)	25	9.2
Student Affairs (e.g., Residential Life, Multicultural Student Affairs, Military Student Affairs)	24	8.8
Missing	38	14.0

Note: Table reports responses only from Staff respondents ( $n = 272$ ).

Of Faculty respondents, 33% ( $n = 63$ ) were affiliated with the College of Arts and Behavioral Sciences; 23% ( $n = 44$ ) with the College of Science, Engineering and Technology; and 22% ( $n = 41$ ) with the College of Health and Human Services (Table 6).

**Table 6. Faculty Respondents' Primary College Affiliations**

College	<i>n</i>	%
College of Arts and Behavioral Sciences	63	33.2
College of Science, Engineering and Technology	44	23.2
College of Health and Human Services	41	21.6
College of Business and Management	15	7.9
College of Education	15	7.9
Missing	12	6.3

Note: Table reports responses only from Faculty respondents ( $n = 190$ ).

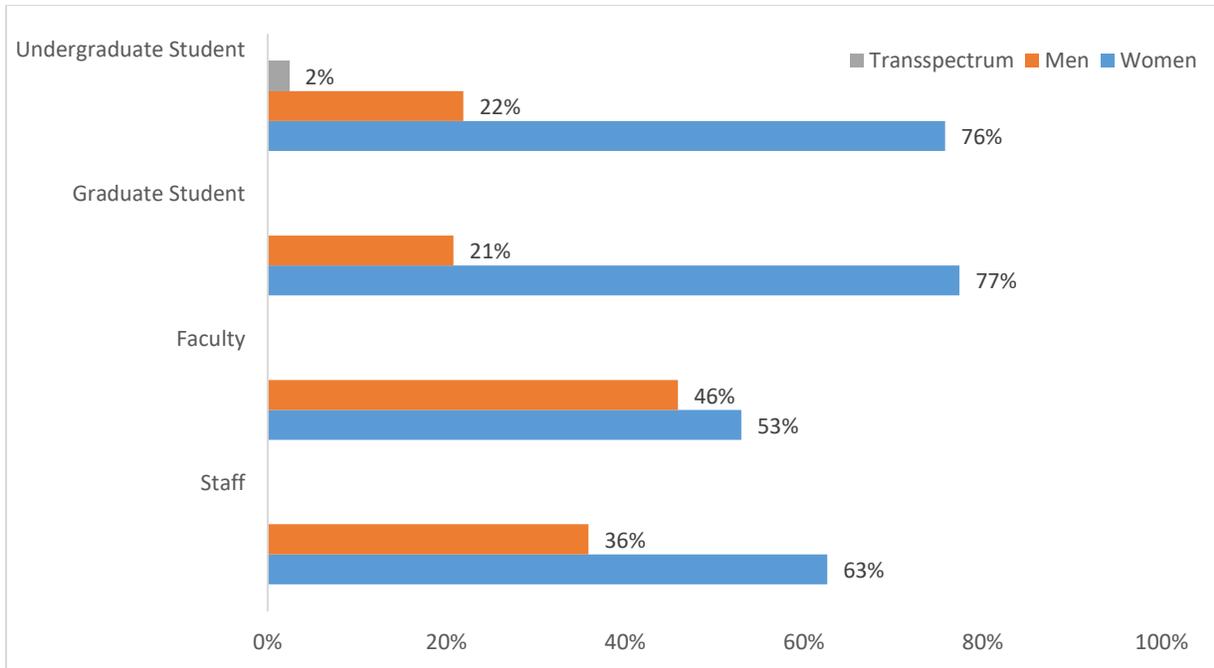
More than half of the sample (68%,  $n = 758$ ) were Women and 29% ( $n = 323$ ) were Men.<sup>24</sup> One percent of respondents identified as ( $n = 11$ ) Gender Nonbinary, and less than five respondents each identified as Genderqueer, Transgender, or “a gender not listed here.”<sup>25</sup>

For the purpose of some analyses, the CSWG elected to collapse the categories Transgender, Gender Nonbinary, Genderqueer, and “a gender not listed here” into the “Transspectrum” category (2%,  $n = 21$ ), and decided to not include the Transspectrum category in some analyses to maintain the confidentiality of those respondents.

<sup>24</sup> The majority of respondents identified their birth sex as female (70%,  $n = 780$ ), while 29% ( $n = 323$ ) of respondents identified as male and less than five identified as intersex. Additionally, 66% ( $n = 737$ ) identified their gender expression as feminine, 28% ( $n = 314$ ) as masculine, 2% ( $n = 22$ ) as androgynous, and 1% ( $n = 11$ ) as “a gender expression not listed here.”

<sup>25</sup> Self-identification as transgender/trans\* does not preclude identification as man or woman, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately to reveal the presence of an identity that might otherwise have been overlooked. Because transgender respondents numbered less than five, no analyses were conducted or included in the report to maintain the respondents' confidentiality.

Figure 2 illustrates that more Women Undergraduate Student respondents (76%,  $n = 450$ ) than Men Undergraduate Student respondents (22%,  $n = 130$ ) and more Women Graduate Student respondents (77%,  $n = 41$ ) than Men Graduate Student respondents (21%,  $n = 11$ ) completed the survey. A higher percentage of Faculty respondents identified as women (53%,  $n = 98$ ) than identified as men (46%,  $n = 85$ ). A higher percentage of Staff respondents were women (63%,  $n = 169$ ) than were men (36%,  $n = 97$ ).

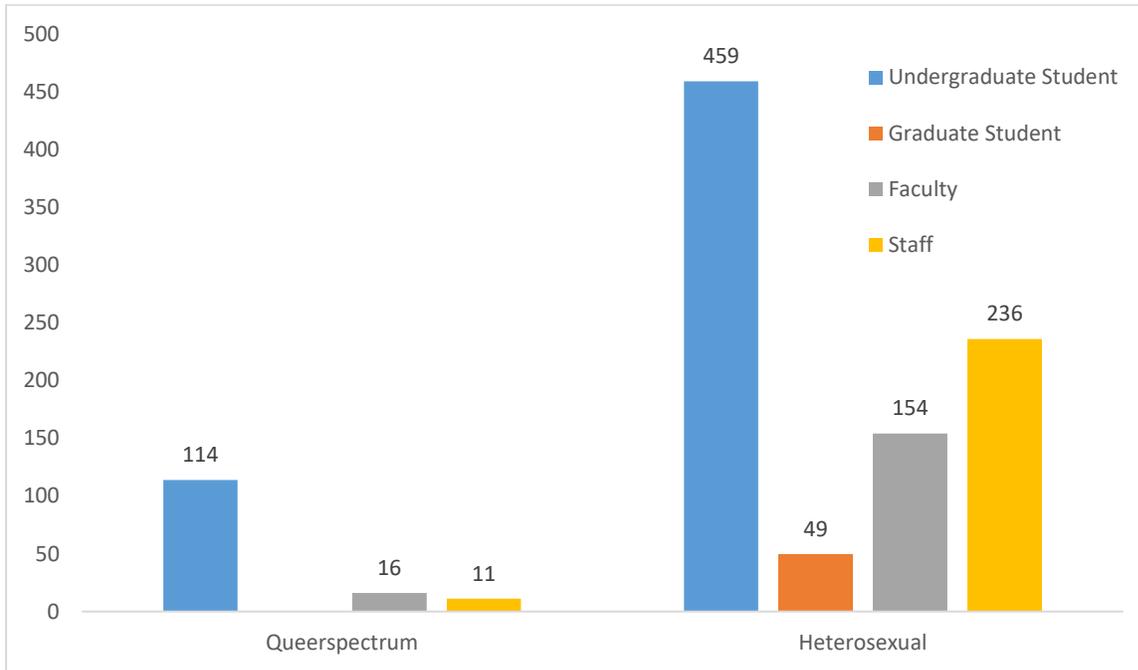


Note: Responses with  $n < 5$  are not presented in the figure.

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

Most respondents identified as Heterosexual<sup>26</sup> (81%,  $n = 898$ ), and 14% ( $n = 143$ ) identified as Queerspectrum (i.e., lesbian, gay, bisexual, pansexual, queer, or questioning) (Note: Responses with  $n < 5$  are not presented in the figure).

Figure 3).

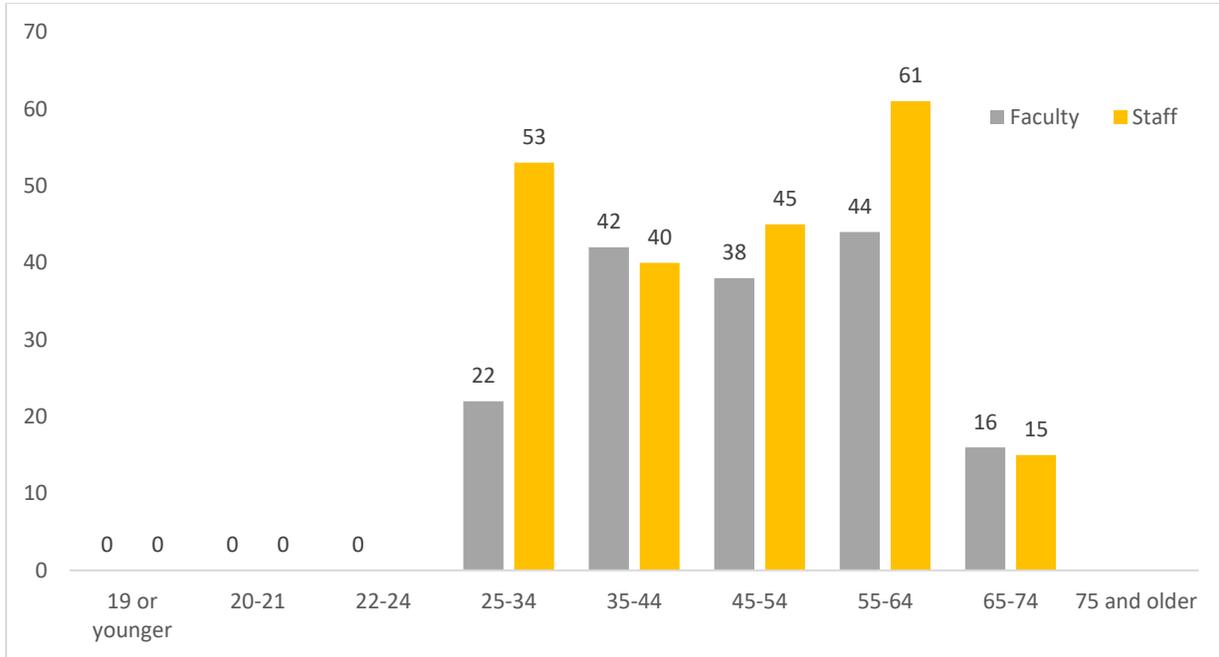


Note: Responses with  $n < 5$  are not presented in the figure.

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

<sup>26</sup> Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “Queerspectrum” and “queerspectrum” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in “other” terms such as “demisexual,” “asexual,” “homosexual,” “grey asexual,” and “polysexual.”

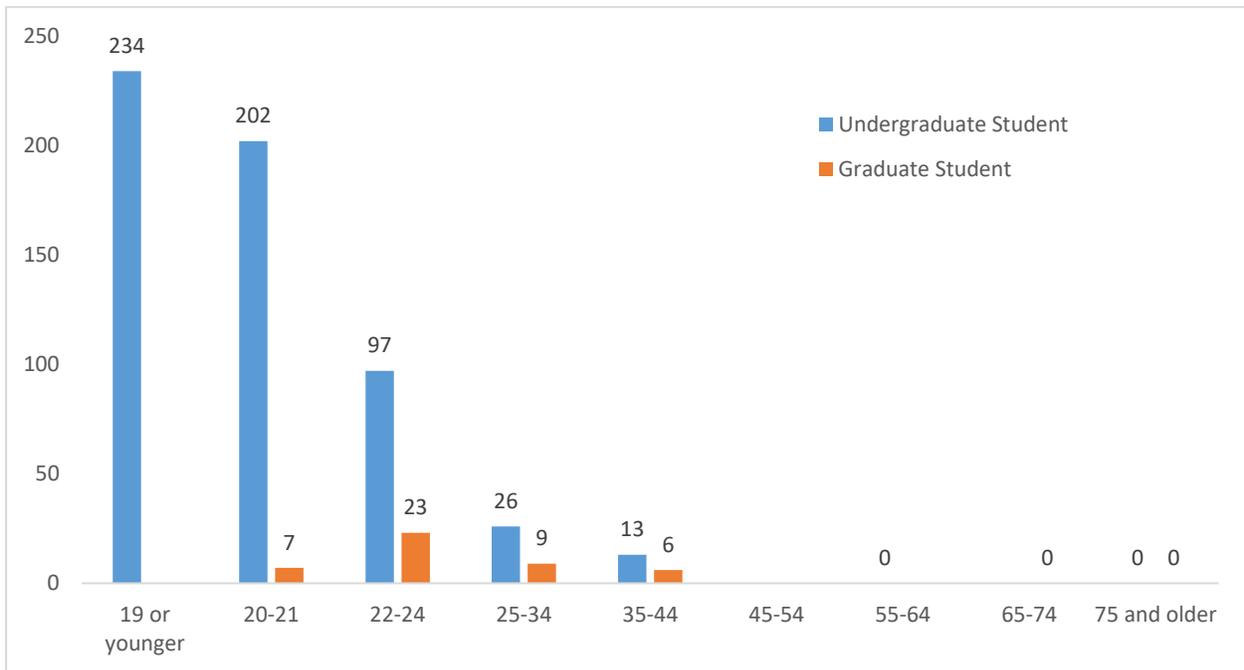
Of Staff respondents, 24% ( $n = 53$ ) were between 25 and 34 years old, 18% ( $n = 40$ ) were between 35 and 44 years old, 21% ( $n = 45$ ) were between 45 and 54 years old, 28% ( $n = 61$ ) were between 55 and 64 years old, and 28% ( $n = 61$ ) were between 65 and 74 years old (Figure 4). Of Faculty respondents, 13% ( $n = 22$ ) were between 25 and 34 years old, 26% ( $n = 42$ ) were between 35 and 44 years old, 23% ( $n = 38$ ) were between 45 and 54 years old, 27% ( $n = 44$ ) were between 55 and 64 years old, and 10% ( $n = 16$ ) were between 65 and 74 years old.



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

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

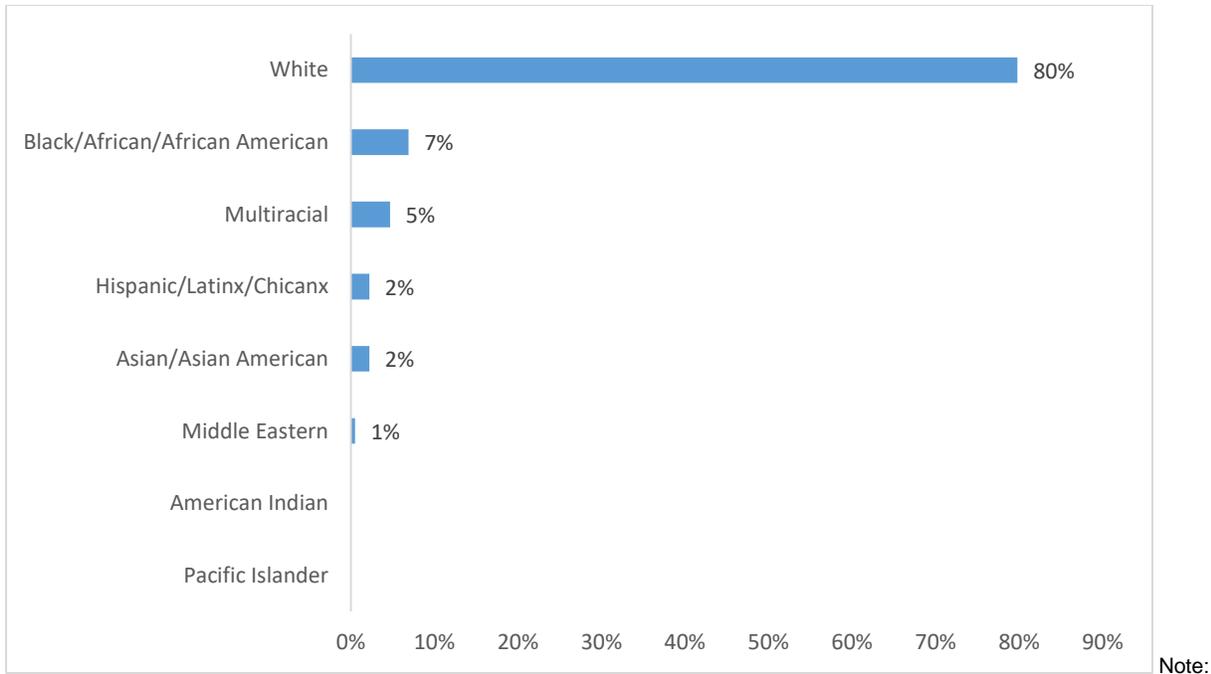
Of responding Undergraduate Students, 41% ( $n = 234$ ) were younger than 19 years old, 35% ( $n = 202$ ) were between 20 and 21 years old, and 17% ( $n = 97$ ) were between 22 and 24 years old (Figure 5). Of responding Graduate Students, 46% ( $n = 23$ ) were between 22 and 24 years old, 18% ( $n = 9$ ) were between 25 and 34 years old, and 12% ( $n = 6$ ) were between 35 and 44 years old.



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

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

Regarding racial identity, 80% ( $n = 889$ ) of the respondents identified as White/European American (Figure 6). Seven percent ( $n = 77$ ) of respondents identified as Black/African/African American, 5% ( $n = 52$ ) were Multiracial, 2% ( $n = 25$ ) were Hispanic/Latinx/Chicanx, 2% ( $n = 24$ ) were Asian/Asian American, and 1% ( $n = 6$ ) were Middle Eastern. Some individuals marked the response category “a racial/ethnic identity not listed here” and wrote “human” or “prefer not to answer.”



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

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,<sup>27</sup> allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSWG created three racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (83%,  $n = 889$ ) as their identity (Figure 7). Other respondents identified as People of Color<sup>28</sup> (13%,  $n = 137$ )<sup>29</sup> and Multiracial (5%,  $n = 52$ ). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (3%,  $n = 36$ ).

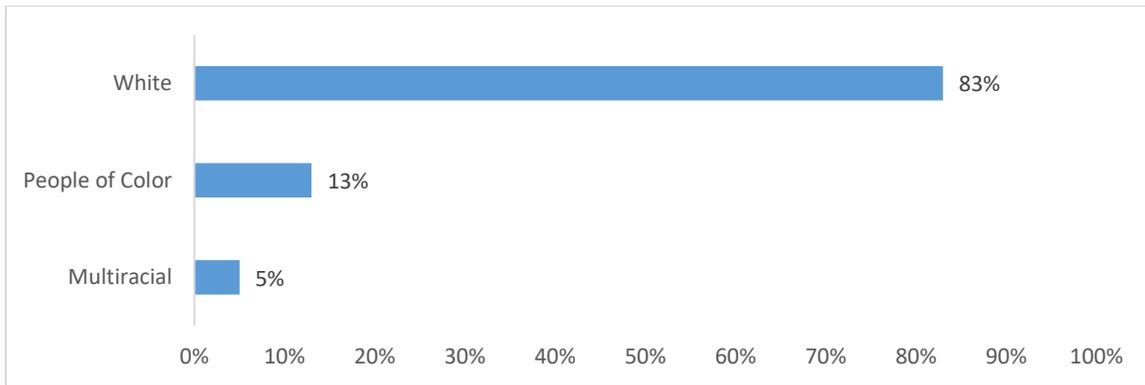


Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

<sup>27</sup> While recognizing the vastly different experiences of people of various racial identities (e.g., Chicanx versus African American or Latinx versus Asian American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

<sup>28</sup> Per the CSWG, respondents who identified as more than one racial identity were recoded as Multiracial.

<sup>29</sup> Per the CSWG, the Other People of Color category included respondents who identified as Black/African/African American, Middle Eastern, Native Hawaiian, or Pacific Islander. This group is used when Asian/Asian American, American Indian/Native American/Alaskan, and Hispanic/Latinx/Chicanx are also distinguished. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as People of Color).

The survey question that queried respondents about their religious/spiritual affiliation provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Sixty percent ( $n = 673$ ) of respondents identified as having a Christian Affiliation (Figure 8). Twenty-nine percent ( $n = 325$ ) of respondents identified as having No Affiliation. Four percent ( $n = 40$ ) of respondents identified as having Multiple Affiliations and 3% ( $n = 35$ ) of respondents identified as having Additional Affiliations.<sup>30</sup>

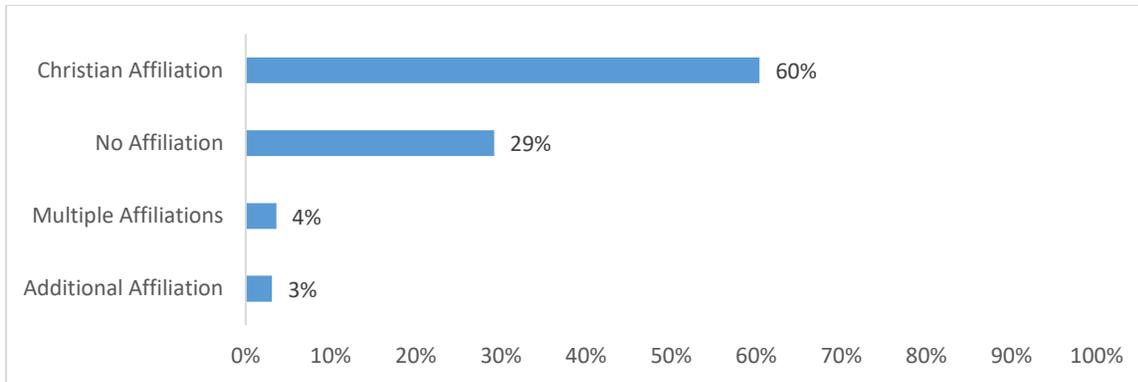
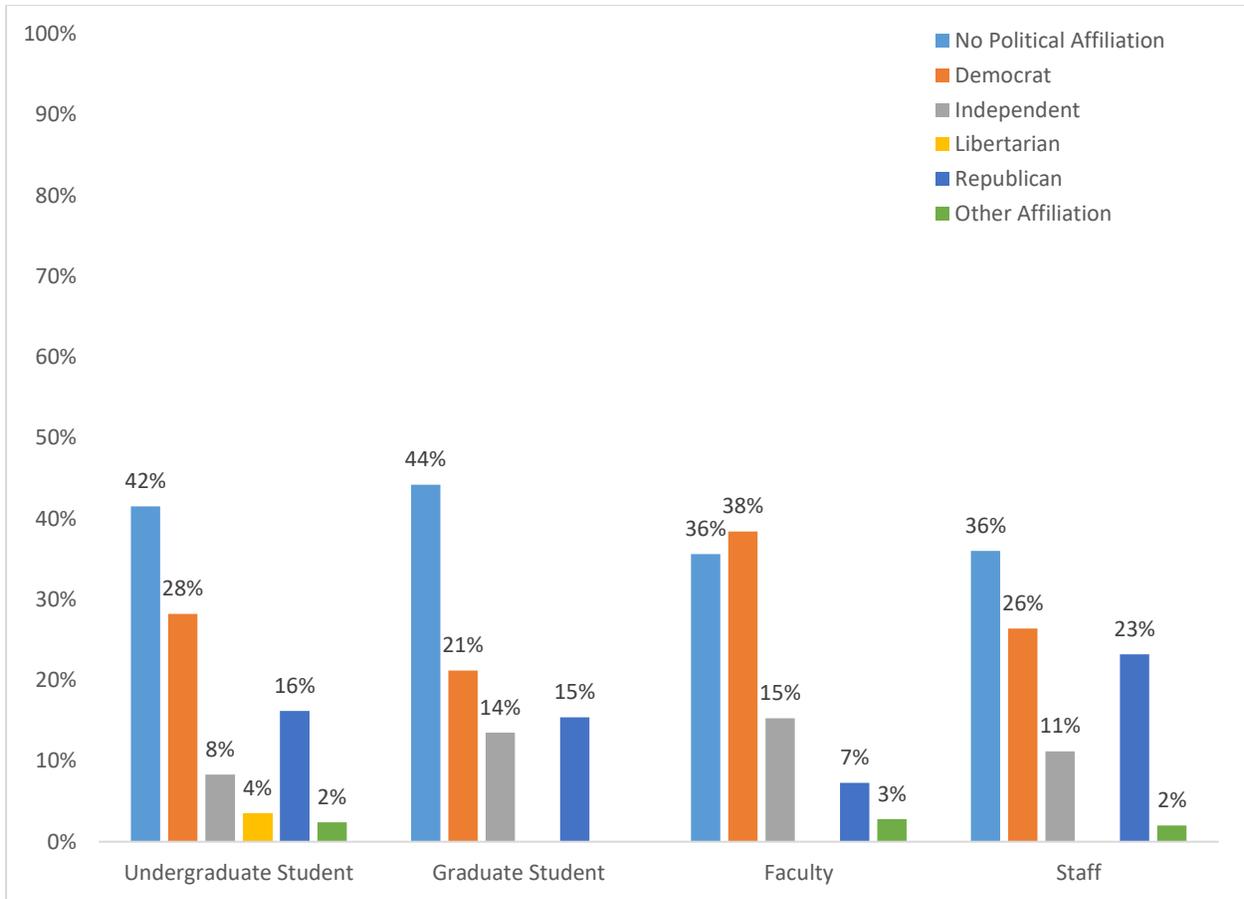


Figure 8. Respondents by Religious/Spiritual Affiliation (%)

<sup>30</sup> Per the CSWG, *Additional Affiliation* included all religions/spiritualities that were not a Christian religion. *No affiliation* included Agnostic, Atheist, no affiliation, and spiritual, but no affiliation.

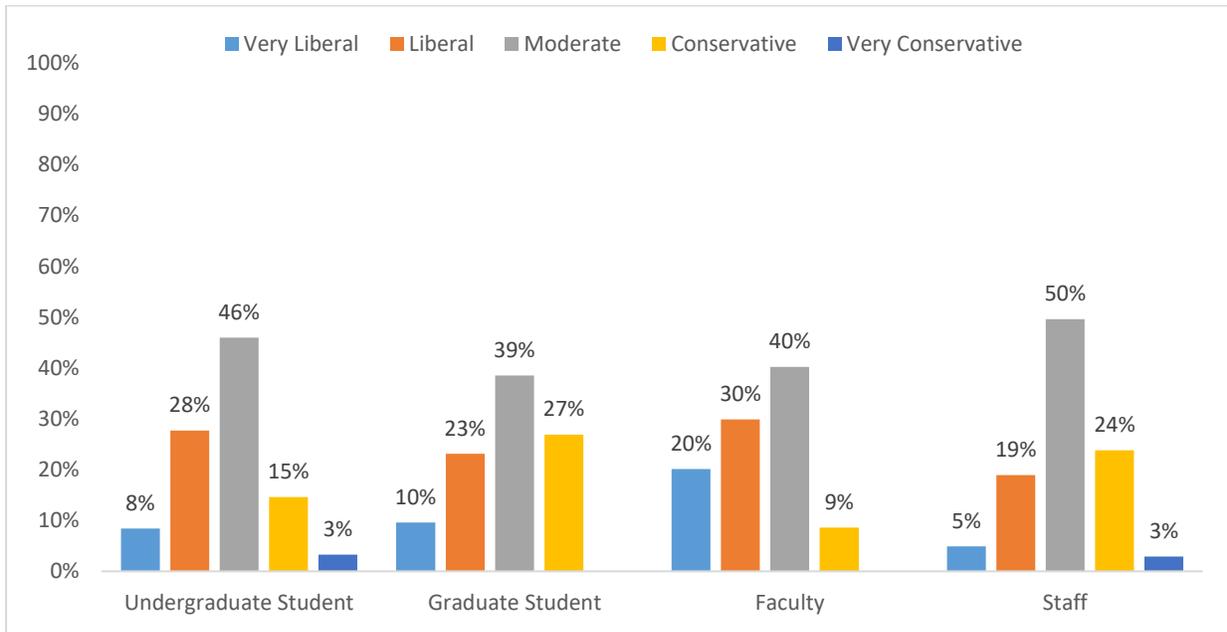
Two survey items addressed respondents’ political party affiliations and views. Sixteen percent ( $n = 175$ ) of respondents indicated that they were affiliated with the Republican party and 28% ( $n = 312$ ) identified as Democrats. Thirty-eight percent ( $n = 422$ ) of respondents identified as having No Political Affiliation. Ten percent ( $n = 111$ ) of respondents identified as Independent, and 2% each identified as Libertarian ( $n = 26$ ) or Other Affiliation ( $n = 26$ ). Figure 9 illustrates party affiliation by respondent category.



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

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

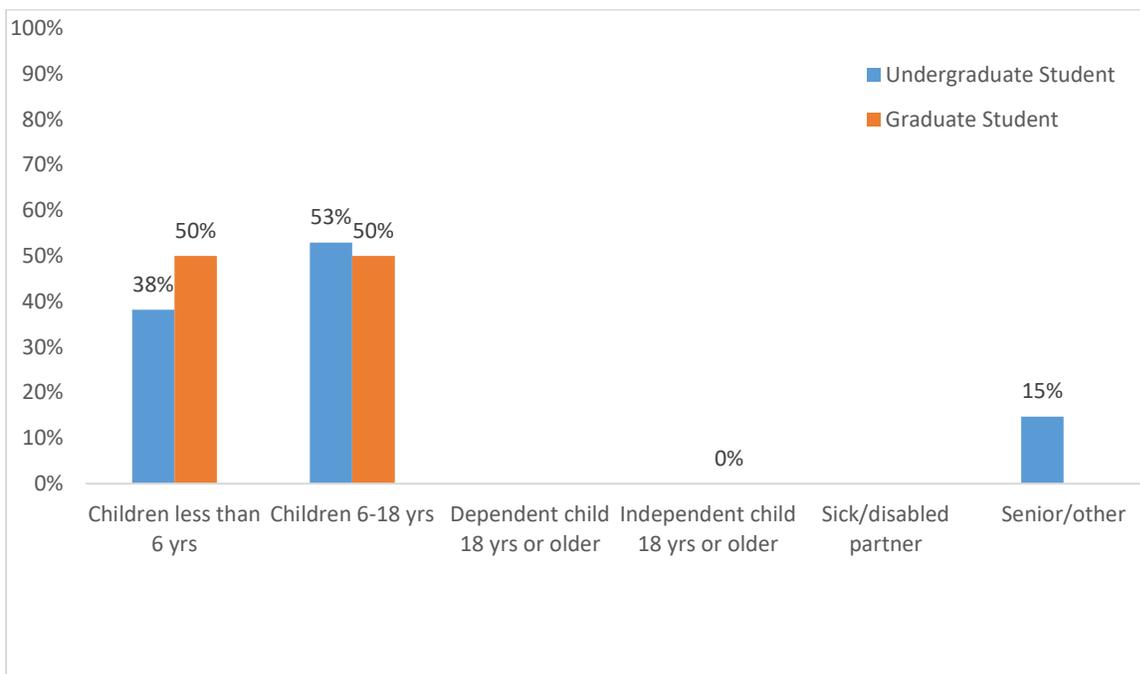
Forty-three percent ( $n = 478$ ) of respondents described their current political views as moderate (Figure 10). Three percent ( $n = 29$ ) of respondents identified as very conservative and 15% ( $n = 172$ ) identified as conservative. Nine percent ( $n = 101$ ) of respondents identified as very liberal and 24% ( $n = 271$ ) identified as liberal. Figure 10 illustrates current political views by respondent category.



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

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

Seventy-five percent ( $n = 831$ ) of all respondents, including 94% ( $n = 561$ ) of Undergraduate Student respondents and 77% ( $n = 41$ ) of Graduate Student respondents, had no substantial parenting or caregiving responsibilities. Figure 11 illustrates that of the 6% ( $n = 34$ ) of Undergraduate Student respondents and 23% ( $n = 12$ ) of Graduate Student respondents who indicated they had caregiving responsibilities, 38% ( $n = 13$ ) of Undergraduate Student respondents and 50% ( $n = 6$ ) of Graduate Student respondents were caring for children younger than 6 years old, and 53% ( $n = 18$ ) of Undergraduate Student respondents and 50% ( $n = 6$ ) of Graduate Student respondents were caring for children between 6 and 18 years old.



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

*Figure 11. Student Respondents' Caregiving Responsibilities by Student Status (%)*

Fifty percent ( $n = 132$ ) of Staff respondents and 53% ( $n = 97$ ) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 12). Of the 50% ( $n = 133$ ) of Staff respondents and 47% ( $n = 86$ ) of Faculty respondents who had substantial parenting or caregiving responsibilities, 29% ( $n = 38$ ) of Staff respondents and 27% ( $n = 23$ ) of Faculty respondents were caring for children younger than 6 years old. Fifty-one percent ( $n = 68$ ) of Staff respondents and 61% ( $n = 52$ ) of Faculty respondents were caring for children ages 6 to 18 years. Twenty percent ( $n = 26$ ) of Staff respondents and 19% ( $n = 16$ ) of Faculty respondents were caring for dependent children more than eighteen years old. Five percent ( $n = 7$ ) of Staff respondents and 8% ( $n = 7$ ) of Faculty respondents had independent children over the age of 18 years. Five percent ( $n = 6$ ) of Staff respondents and 9% ( $n = 8$ ) of Faculty respondents were caring for sick or disabled partners. Twenty-five percent ( $n = 33$ ) of Staff respondents and 17% ( $n = 15$ ) of Faculty respondents were caring for senior or other family members.

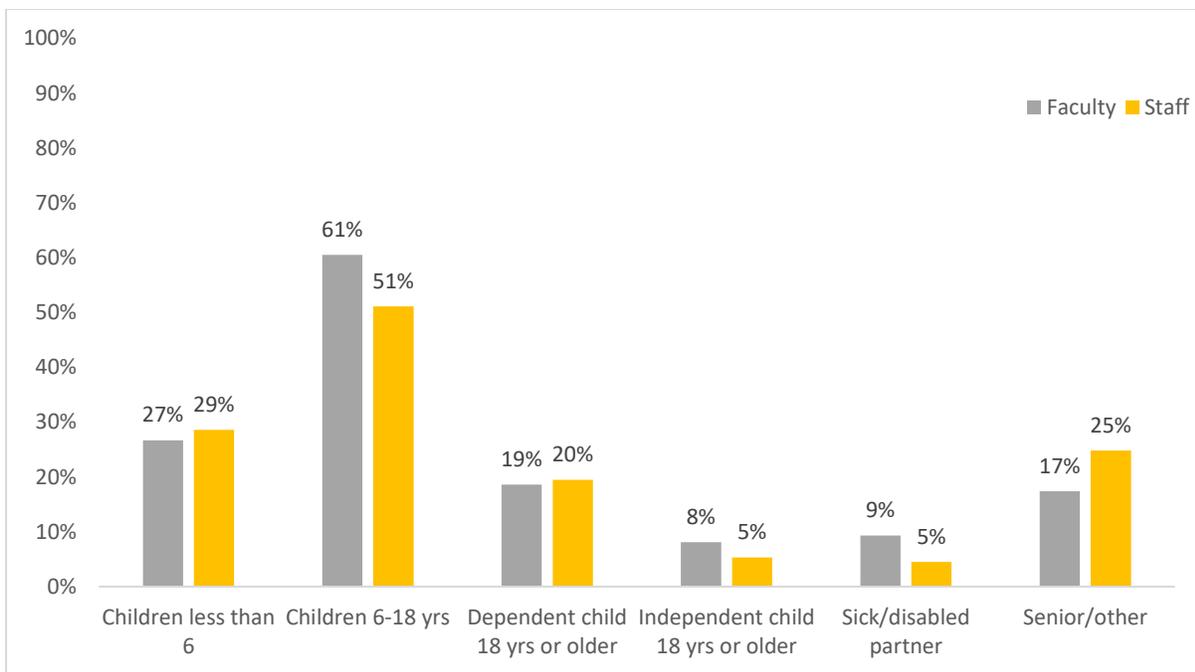


Figure 12. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Twelve percent ( $n = 138$ ) of respondents had conditions that substantially influenced their learning, living, or working activities. Forty-five percent ( $n = 62$ ) of respondents who indicated that they had such conditions had mental health/psychological conditions, 35% ( $n = 48$ ) had chronic health diagnoses or medical conditions, and 20% ( $n = 28$ ) had learning disabilities (Table

7). Subsequent analyses indicated that 8% ( $n = 91$ ) of respondents had a single condition that substantially influenced learning, living, or working activities, and 4% ( $n = 45$ ) had multiple conditions that substantially influenced their learning, living, or working activities. Twenty-nine percent ( $n = 26$ ) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with the Disabilities Services Office. Fifteen percent ( $n = 7$ ) of Faculty and Staff respondents who noted that they had such conditions indicated they were receiving accommodations for their disabilities.

**Table 7. Respondents’ Conditions That Influence Learning, Living, or Working Activities**

Conditions	<i>n</i>	%
Mental health/psychological condition	62	44.9
Chronic diagnosis or medical condition (e.g., allergies, lupus, cancer, multiple sclerosis, fibromyalgia, seizures)	48	34.8
Learning disability (e.g., attention deficit/hyperactivity disorder, attention deficit disorder, dyslexia, dyscalculia)	28	20.3
Physical/mobility condition that affects walking	17	12.3
Hearing impaired or complete loss of hearing	10	7.4
Asperger's/autism spectrum	8	5.8
Temporary disease or medical condition (e.g., injury, pregnancy)	8	5.8
Physical/mobility condition that does not affect walking	7	5.1
Visually impaired or complete loss of vision	< 5	---
Speech/communication condition	< 5	---
Acquired/traumatic brain injury	0	0.0
A disability/condition not listed here	< 5	---

Note: Table includes answers only from those respondents who indicated that they have a condition/disability in Question 68 ( $n = 138$ ). Percentages may not sum to 100 as a result of multiple response choices.

Table 8 depicts how respondents answered the survey item, “What is your citizenship status in the U.S.? Mark all that apply.” For the purposes of analyses, the CSWG created two citizenship categories:<sup>31</sup> 92% ( $n = 1,023$ ) of respondents were U.S. Citizens and 7% ( $n = 77$ ) were Non-U.S. Citizens.

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<sup>31</sup> For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Non-U.S. Citizen (includes naturalized U.S. Citizens, permanent residents; F-1, J-1, H1-B, and U visa holders; DACA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

**Table 8. Respondents' Citizenship Status (Duplicated Totals)**

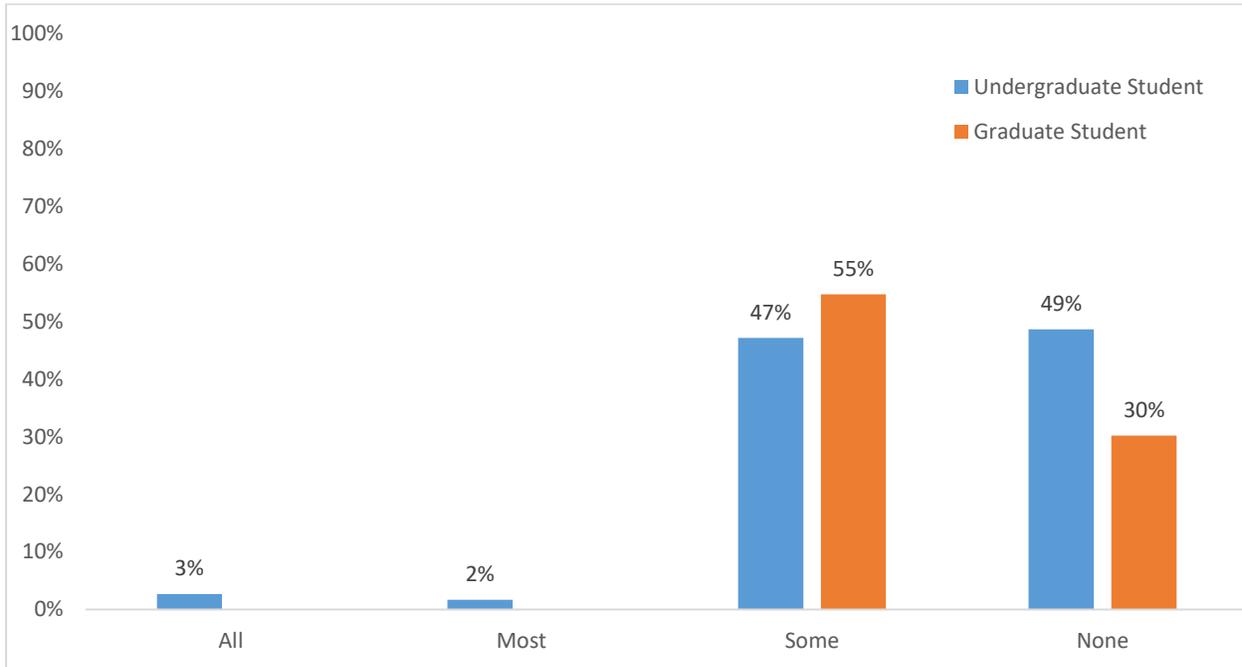
Citizenship	<i>n</i>	%
U.S. citizen, birth	1,023	91.8
Permanent resident	30	2.7
A visa holder (such as F-1, J-1, H1-B, U)	23	2.1
U.S. citizen, naturalized	21	1.9
DACA (Deferred Action for Childhood Arrival)	< 5	---
Refugee status	< 5	---
Currently under a withholding of removal status	0	0.0
Undocumented resident	0	0.0
Missing	14	1.3

Ninety-four percent ( $n = 1,050$ ) of respondents indicated that English was their primary language, and 4% ( $n = 39$ ) of respondents indicated that English was not their primary language. Some of the languages other than English that respondents identified as their primary languages were Afrikaans, Arabic, Bangla, Bengali, Chinese, Filipino, French, German, Gujarati, Italian, Japanese, Korean, Nepali, Parsi, Portuguese, Spanish, Vietnamese, and Wolof.

Data revealed that 88% ( $n = 979$ ) of respondents had never served in the U.S. Armed Forces. Fewer than five respondents were currently on active duty (including Reserves/National Guard), and 3% ( $n = 28$ ) of respondents formerly served. Fewer than five respondents were in ROTC. Six percent ( $n = 67$ ) of respondents identified as a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

Forty-one percent ( $n = 111$ ) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 23% ( $n = 62$ ) had a bachelor's degree, 9% ( $n = 24$ ) had finished some college, 7% ( $n = 20$ ) had finished a doctoral degree, and 6% ( $n = 17$ ) had finished some graduate work.

Three percent ( $n = 16$ ) of Undergraduate Student respondents and less than five Graduate Student respondents took 100% of their classes online at SVSU (Figure 13). Forty-nine percent ( $n = 290$ ) of Undergraduate Student respondents and 30% ( $n = 16$ ) of Graduate Student respondents took none of their classes online.



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

*Figure 13. Percentage of Classes Taken Online by Student Respondents (%)*

Table 9 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 15% ( $n = 95$ ) of Student respondents were First-Generation Students.<sup>32</sup> Of Student respondents, 1% ( $n = 9$ ) were formerly a foster-care youth.

**Table 9. Student Respondents' Parents'/Guardians' Highest Level of Education**

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	8	1.2	17	2.6
Some high school	25	3.8	23	3.5
Completed high school/GED	137	21.0	156	24.0
Some college	116	17.8	112	17.2

<sup>32</sup> With the CSWG's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

**Table 9. Student Respondents' Parents'/Guardians' Highest Level of Education**

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
Business/technical certificate/degree	20	3.1	30	4.6
Associate's degree	79	12.1	83	12.7
Bachelor's degree	146	22.4	137	21.0
Some graduate work	6	0.9	7	1.1
Master's degree (MA, MS, MBA)	87	13.4	47	7.2
Specialist degree (EdS)	< 5	---	5	0.8
Doctoral degree (PhD, EdD)	11	1.7	7	1.1
Professional degree (MD, JD)	7	1.1	6	0.9
Unknown	6	0.9	14	2.2
Not applicable	< 5	---	7	1.1

Note: Table reports responses only from Student respondents (*n* = 652).

As indicated in Table 10, 24% (*n* = 146) of Undergraduate Student respondents were in their first year at SVSU, 20% (*n* = 119) were in their second year, 21% (*n* = 124) were in their third year, 18% (*n* = 110) were in their fourth year, and 16% (*n* = 95) of Undergraduate Student respondents were in their fourth year or more at SVSU.

**Table 10. Undergraduate Student Respondents' Years at SVSU**

Year in career	<i>n</i>	%
First year	146	24.4
Second year	119	19.9
Third year	124	20.7
Fourth year	110	18.4
Fifth year	69	11.5
Sixth year	17	2.8
Seventh (or more) year	9	1.5
Non-degree student	< 5	---

Note: Table reports responses only from Undergraduate Student respondents (*n* = 599).

Table 11 reveals that 11% ( $n = 68$ ) of Undergraduate Student respondents were pursuing a major in the Nursing-Basic Program (BSN), 8% ( $n = 50$ ) were majoring in Criminal Justice, and 8% ( $n = 48$ ) were majoring in Social Work.

**Table 11. Undergraduate Student Respondents' Current or Intended Majors**

Academic major	<i>n</i>	%
Accounting	22	3.7
Biochemistry	8	1.3
Biology	24	4.0
Communication	13	2.2
Computer Science	12	2.0
Criminal Justice	50	8.3
Early Childhood Education	8	1.3
Electrical Engineering	9	1.5
Elementary Education	37	6.2
Exercise Science	29	4.8
General Business	8	1.3
Graphic Design	16	2.7
Health Science	9	1.5
Management	18	3.0
Marketing	11	1.8
Mechanical Engineering	15	2.5
Nursing-Basic Program (BSN)	68	11.4
Occupational Therapy	22	3.7
Political Science	10	1.7
Professional and Technical Writing	11	1.8
Psychology	35	5.8
Social Work	48	8.0
Special Education – Elementary	9	1.5
Theatre	7	1.2

Note: Table reports responses only from Undergraduate Student respondents ( $n = 599$ ). Percentages may not sum to 100 because of multiple response choices. For a complete list of undergraduate majors, please see Table B22 in Appendix B.

Table 12 indicates that, among Master's Student respondents, 52% ( $n = 24$ ) were in their first year of their graduate degree programs, 37% ( $n = 17$ ) were in their second year, and 11% ( $n = 5$ )

were in their third year. There were less than five Specialist Student and Doctoral Student respondents.

**Table 12. Graduate Student Respondents' Years at SVSU**

Graduate career	<i>n</i>	%
Master's student (e.g., degree, non-degree)	50	94.3
<i>First year</i>	24	52.2
<i>Second year</i>	17	37.0
<i>Third (or more) year</i>	5	10.9
Specialist student (EdS)	< 5	---
<i>First year</i>	0	0.0
<i>Second year</i>	0	0.0
<i>Third (or more) year</i>	< 5	---
Doctoral student	< 5	---
<i>First year</i>	0	0.0
<i>Second year</i>	0	0.0

Note: Table reports responses only from Graduate Student respondents (*n* = 53).

Of Graduate Student respondents, 26% (*n* = 14) were in Occupational Therapy, 23% (*n* = 12) were in Social Work, and 13% (*n* = 7) were in Business Administration (Table 13).

**Table 13. Graduate Student Respondents' Academic Division**

Academic programs/divisions	<i>n</i>	%
Business Administration	7	13.2
Occupational Therapy	14	26.4
Social Work	12	22.6

Note: Table reports responses only from Graduate Student respondents (*n* = 53). Percentages may not sum to 100 because of multiple response choices. For a complete list of graduate academic programs, please see Table B23 in Appendix B.

Twenty-seven percent (*n* = 160) of Undergraduate Student respondents and 28% (*n* = 15) of Graduate Student respondents were employed on campus, while 44% (*n* = 264) of Undergraduate Student respondents and 55% (*n* = 29) of Graduate Student respondents were employed off campus (Table 14). Of Undergraduate Student respondents who were employed on campus, 11% (*n* = 68) worked between one and 10 hours per week. Of Graduate Student respondents who were employed on campus, less than five worked between one and 10 hours per week. Of Undergraduate Student respondents who were employed off campus, 10% (*n* = 59) worked

between one and 10 hours per week. Of Graduate Student respondents who were employed off campus, less than five were employed between one and 10 hours per week.

**Table 14. Student Employment**

Employed	Undergraduate Student respondents		Graduate Student respondents	
	<i>n</i>	%	<i>n</i>	%
<b>No</b>	<b>212</b>	<b>35.4</b>	<b>13</b>	<b>24.5</b>
<b>Yes, I work on campus</b>	<b>160</b>	<b>26.7</b>	<b>15</b>	<b>28.3</b>
1-10 hours/week	68	11.4	< 5	---
11-20 hours/week	86	14.4	5	9.4
21-30 hours/week	< 5	---	5	9.4
31-40 hours/week	< 5	---	< 5	---
41-60 hours/week	0	0.0	0	0.0
More than 60 hours/week	< 5	---	0	0.0
<b>Yes, I work off campus</b>	<b>264</b>	<b>44.1</b>	<b>29</b>	<b>54.7</b>
1-10 hours/week	59	9.8	< 5	---
11-20 hours/week	89	14.9	< 5	---
21-30 hours/week	59	9.8	7	13.2
31-40 hours/week	27	4.5	6	9.4
41-60 hours/week	16	2.7	5	1.9
More than 60 hours/week	< 5	---	< 5	---

Note: Table reports responses only from Student respondents (*n* = 652).

Fifty percent (*n* = 325) of Student respondents experienced financial hardship while attending SVSU, including 50% (*n* = 297) of Undergraduate Student respondents and 54% (*n* = 28) of Graduate Student respondents. Of these Student respondents, 65% (*n* = 211) had difficulty purchasing books/course materials, 65% (*n* = 210) affording tuition, 47% (*n* = 151) had difficulty affording food, and 46% (*n* = 149) had difficulty affording housing (Table 15). “Other” responses included “pet care” and “uniforms/equipment.”

**Table 15. Student Respondents Experienced Financial Hardship**

Financial hardship	<i>n</i>	%
<b>No</b>	<b>321</b>	<b>49.2</b>
<b>Yes, I have had difficulty affording...</b>	<b>325</b>	<b>49.8</b>
Books/course materials	211	64.9
Tuition	210	64.6
Food	151	46.5
Housing (e.g., rent, utilities)	149	45.8
Commuting to campus (car, gas, public transportation)	90	27.7
Cocurricular events or activities (alternative spring breaks, class trips, study abroad, etc.)	78	24.0
Other campus fees	72	22.2
Clothing	64	19.7
Participation in social events	64	19.7
Travel to and from SVSU (e.g., returning home from break)	63	19.4
Technology (e.g., laptop, wi-fi)	54	16.6
Health care	51	15.7
Unpaid internships/research opportunities	32	9.8
Child care	12	3.7
Off-campus research presentations/conferences	11	3.4

Note: Table reports responses only of Students respondents who indicated on the survey that they experienced financial hardship (*n* = 652).

Table 16 depicts how students were paying for college. Fifty-five percent (*n* = 359) of Student respondents depended on loans to pay for their education at SVSU. Thirty-eight percent (*n* = 249) of Student respondents relied on family contributions to pay for their education. Thirty-six percent (*n* = 237) of Student respondents used a grant to pay for college.

**Table 16. How Student Respondents Were Paying for College**

Source of funding	<i>n</i>	%
Loans	359	55.1
Family contribution	249	38.2
Grant (Pell, etc.)	237	36.3
Personal contribution/job	205	31.4
Merit scholarship (HOPE, athletic, etc.)	157	24.1
Need-based scholarship	121	18.6
Campus employment	104	16.0
Credit card	76	11.7
Federal Work/Study	60	9.2
Military educational benefits (e.g., GI Bill, NGEAP)	12	1.8
Resident assistant	12	1.8
Home country contribution	5	0.8
Fellowship	< 5	---
Graduate assistantship/research assistantship	< 5	---

Note: Table reports responses only from Student respondents (*n* = 652).

Table 17 illustrates some differences in the ways that student respondents were paying for college based on their income status or first-generation status.<sup>33</sup> Significant differences were found between Low-Income versus Not-Low-Income Student respondents use of family contributions<sup>i</sup> and grants.<sup>ii</sup> There were also significant differences between First-Generation and Not-First-Generation Student respondents use of family contributions<sup>iii</sup> and grants.<sup>iv</sup>

**Table 17. How Students Were Paying for College by Income and First-Generation Status**

Source of funding	Low-Income Student respondents		Not-Low-Income Student respondents		First-Generation Student respondents		Not-First-Generation Student respondents	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Loans	93	58.5	262	54.2	56	58.9	303	54.5
Family contributions	27	17.0	217	44.9	15	15.8	233	41.9
Grants	94	59.1	143	29.6	49	51.6	188	33.8

Note: Table reports responses only from Student respondents (*n* = 652).

<sup>33</sup> The CSWG defined Low-Income Student respondents as those students whose families earn less than \$30,000 annually.

Fifty-five percent ( $n = 358$ ) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent), and 42% ( $n = 276$ ) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses indicated that 68% ( $n = 106$ ) of Low-Income Student respondents, 36% ( $n = 167$ ) of Not-Low-Income Student respondents, 63% ( $n = 57$ ) of First-Generation Student respondents, and 40% ( $n = 219$ ) of Not-First-Generation Student respondents were financially independent.

Twenty-four percent ( $n = 159$ ) of Student respondents indicated that they or their families had an annual income of less than \$30,000. Fourteen percent ( $n = 91$ ) of Student respondents indicated an annual income between \$30,000 and \$49,999; 17% ( $n = 110$ ) between \$50,000 and \$69,999; 18% ( $n = 116$ ) between \$70,000 and \$99,999; 15% ( $n = 96$ ) between \$100,000 and \$149,999; and 11% ( $n = 70$ ) indicated an annual income of \$150,000 or more. Figure 14 illustrates Student respondents' income by dependency status. Information is provided for those Undergraduate and Graduate Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

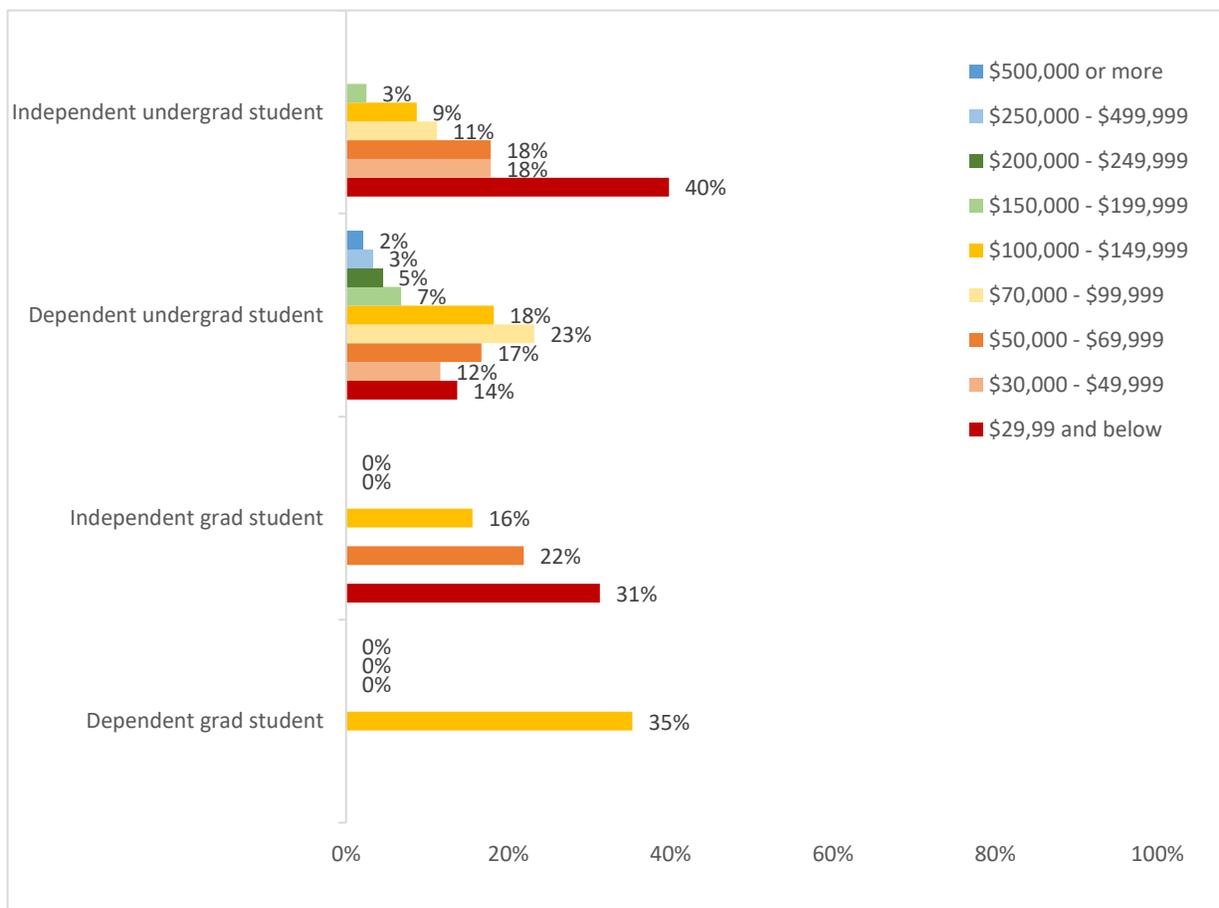


Figure 14. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

Of Undergraduate Student respondents completing the survey, 46% ( $n = 275$ ) lived in campus housing, 52% ( $n = 317$ ) lived in non-campus housing, and 1% ( $n = 5$ ) identified as transient (Table 18).

**Table 18. Undergraduate Student Respondents' Residence**

Residence	<i>n</i>	%
<b>Campus housing</b>	<b>275</b>	<b>45.9</b>
First Year Suites (A-G House)	21	9.3
Merry Jo Brandimore House	42	18.5
Living Center South	42	18.5
Living Center Southwest	16	7.0
Pine Grove Apartments	46	20.3
University Village East	17	7.5
University Village West	43	18.9
<b>Non-campus housing</b>	<b>317</b>	<b>52.3</b>
Independently in an apartment/house	142	23.7
Living with family member/guardian	120	20.0
<b>Housing transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)</b>	<b>5</b>	<b>0.8</b>

Note: Table reports responses only from Undergraduate Student respondents (*n* = 652).

Twenty-two percent (*n* = 139) of Student respondents reported spending one to five hours a week on co-curricular, experiential learning activities during the past academic year. Forty-two percent (*n* = 274) of Student respondents did not participate in any club or organizations (Table 19). Thirty-five percent (*n* = 231) of Student respondents participated in clubs and activities. Twenty-two percent (*n* = 145) of Student respondents participated in leadership and service. Sixteen percent (*n* = 102) of Student respondents participated in sports and recreation.

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

Club/organization	<i>n</i>	%
<b>I do not participate in any clubs/organizations</b>	<b>274</b>	<b>42.0</b>
<b>Leadership &amp; service</b>	<b>145</b>	<b>22.2</b>
Service/volunteer	84	57.9
Fraternity/sorority	35	24.1
Fundraising (e.g. Battle of the Valleys, Relay for Life)	32	22.1
Honorary	26	17.9
Residential life	25	17.2
Event programming	24	16.6
Special interest (e.g. Cardinal Radio, Disney College, Cardinal Sins)	18	12.4

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

Club/organization	<i>n</i>	%
Peer tutor	14	9.7
<b>Clubs &amp; activities</b>	<b>231</b>	<b>35.4</b>
Academic & professional clubs	106	45.9
Arts & culture (performing/appreciation)	42	18.2
Religion & faith-based/spiritual	32	13.9
Multicultural	27	11.7
Health/wellness	20	8.7
LGBTQA+	19	8.2
Athletics (NCAA varsity teams)	13	5.6
Political	13	5.6
Spirit	5	2.2
Publications	5	2.2
Ability/disability	3	1.3
Veterans and military students	2	0.9
<b>Sports &amp; recreation</b>	<b>102</b>	<b>15.6</b>
Club sports	36	35.3
Intramural sports	36	35.3
Recreational	19	18.6
<b>An organization not listed above</b>	<b>56</b>	<b>8.6</b>

Note: Table reports responses only from Student respondents (*n* = 652).

Table 20 shows that most Student respondents indicated that they earned passing grades. Fifty percent (*n* = 327) indicated that they earned above a 3.5 grade point average (GPA).

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

Grade Point Average (GPA)	Undergraduate Student respondents		Graduate Student respondents	
	<i>n</i>	%	<i>N</i>	%
4.0 – 3.5	287	49.5	40	78.4
3.4 – 3.0	178	30.7	7	13.7
2.9 – 2.5	79	13.6	< 5	---
2.4 – 2.0	26	4.5	0	0.0
1.9 – 1.5	6	1.0	0	0.0
1.4 – 1.0	0	0.0	0	0.0

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

Grade Point Average (GPA)	Undergraduate Student respondents		Graduate Student respondents	
	<i>n</i>	%	<i>N</i>	%
0.9 – 0.0	< 5	---	0	0.0

Note: Table reports responses only from Student respondents (*n* = 652).

The survey queried respondents about their commute to campus. Table 21 indicates that most respondents travel 20 or fewer minutes to campus, with 27% commuting either 11-20 minutes (*n* = 301) or 10 or fewer minutes (*n* = 299) to campus.

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

Minutes	Student respondents		Faculty/Staff respondents	
	<i>n</i>	%	<i>n</i>	%
10 or less	257	39.4	42	9.1
11-20	127	19.5	174	37.7
21-30	84	12.9	131	28.4
31-40	34	5.2	31	6.7
41-50	29	4.4	27	5.8
51-60	15	2.3	20	4.3
60 or more	90	13.8	22	4.8

## Campus Climate Assessment Findings<sup>34</sup>

The following section reviews the major findings of this study.<sup>35</sup> The review explores the climate at SVSU through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to certain demographic characteristics and status of the respondents. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents’ confidentiality.

### Comfort With the Climate at SVSU

The survey posed questions regarding respondents’ levels of comfort with SVSU’s campus climate. Table 22 illustrates that 81% ( $n = 906$ ) of the survey respondents were “very comfortable” or “comfortable” with the overall climate at SVSU. Seventy-eight percent ( $n = 359$ ) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their department/work units. Eighty-five percent ( $n = 711$ ) of Student respondents and Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes.

**Table 22. Respondents’ Comfort With the Climate at SVSU**

Level of comfort	Comfort with overall climate		Comfort with climate in department/work units*		Comfort with climate in class**	
	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	336	30.2	174	37.7	250	29.7
Comfortable	570	51.2	185	40.0	461	54.8
Neither comfortable nor uncomfortable	142	12.7	61	13.2	101	12.0
Uncomfortable	59	5.3	34	7.4	19	2.3
Very uncomfortable	7	0.6	8	1.7	< 5	---

\*Responses only from Faculty and Staff respondents ( $n = 462$ ).

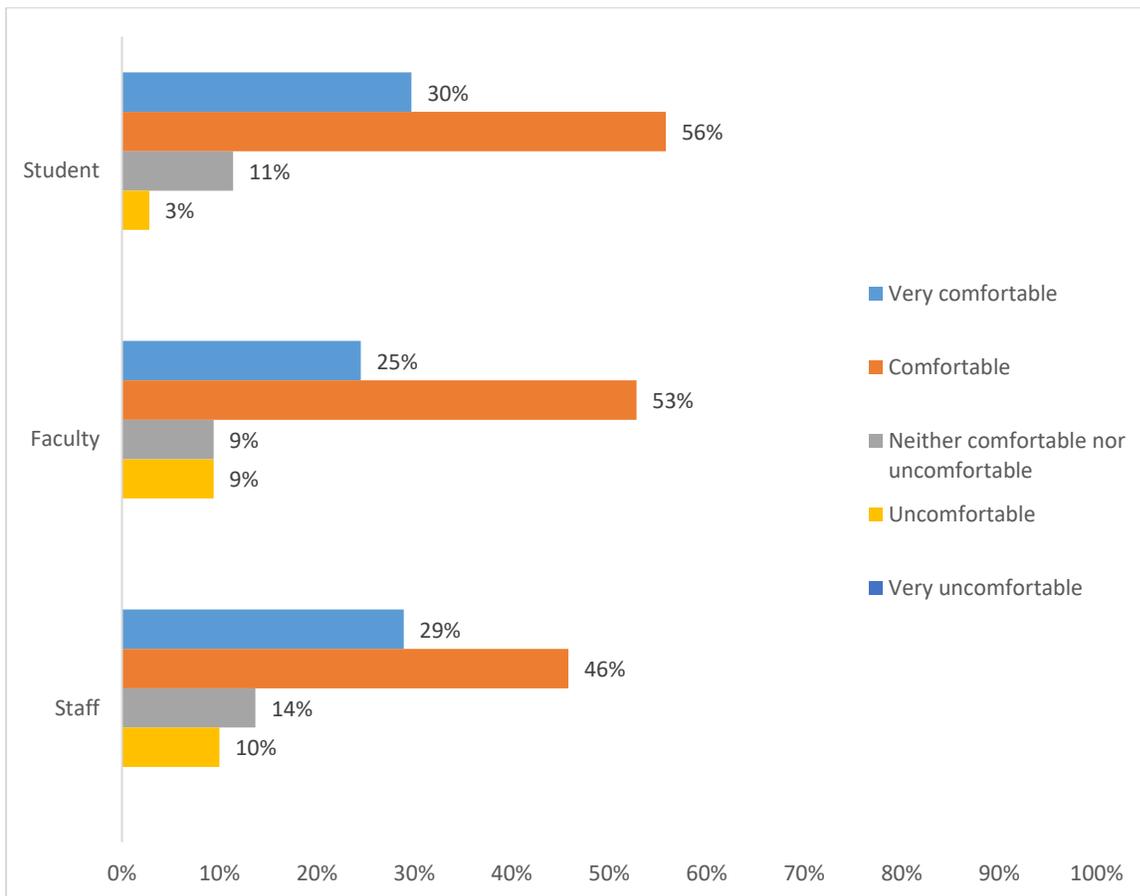
\*\*Responses only from Faculty and Student respondents ( $n = 842$ ).

<sup>34</sup> Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

<sup>35</sup> The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Several analyses were conducted to determine whether respondents’ levels of comfort with the overall climate, the climate in their workplaces, or the climate in their classes differed based on various demographic characteristics.<sup>36</sup>

Figure 15 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. A higher percentage of Student respondents (56%,  $n = 362$ ) than Staff respondents (45%,  $n = 121$ ) felt “comfortable” with the overall climate at SVSU.<sup>v</sup>

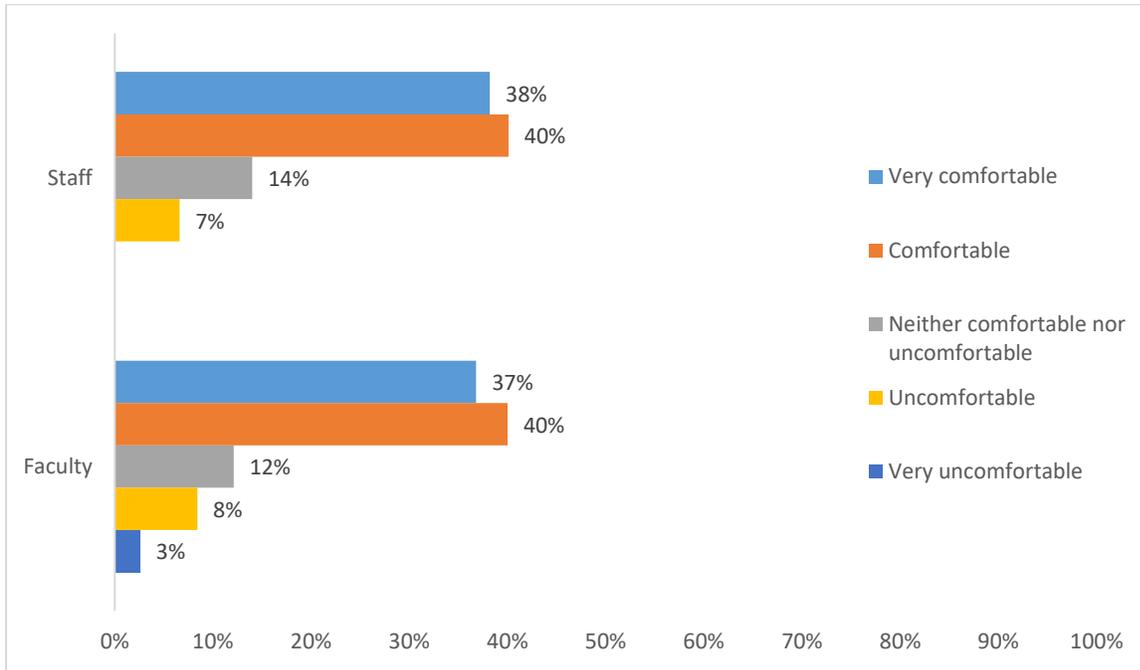


Note: Responses with  $n < 5$  are not presented in the figure.

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

<sup>36</sup> Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.

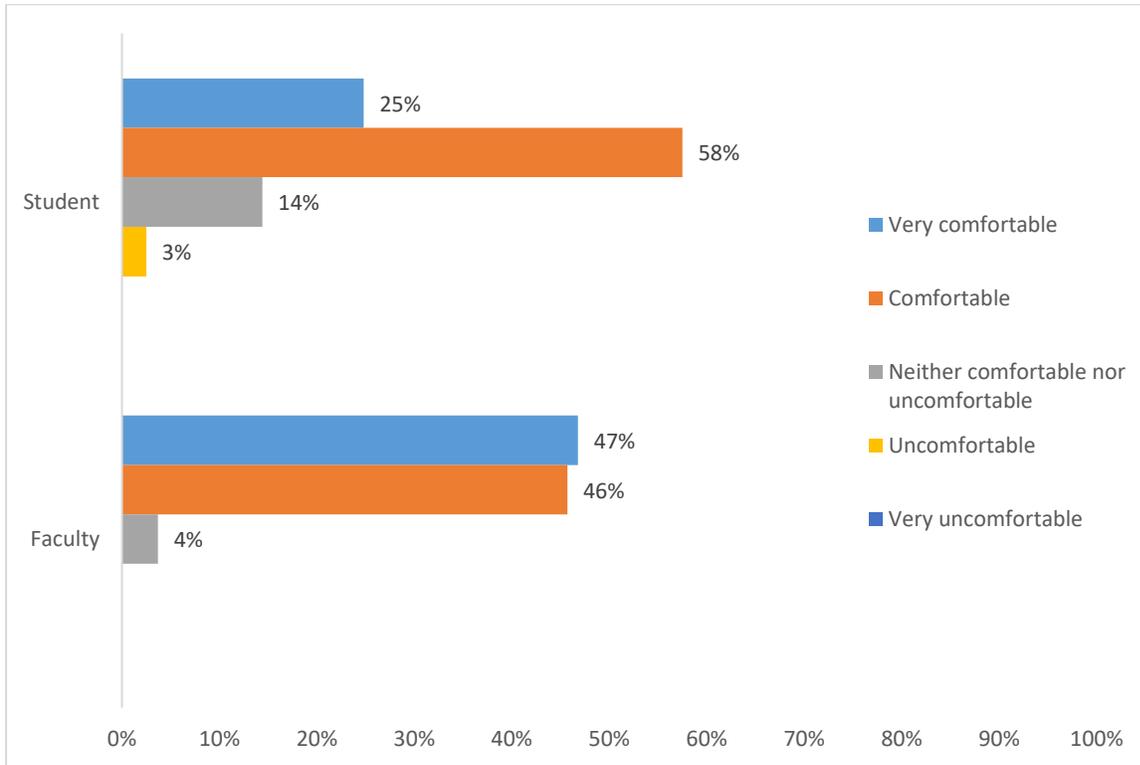
Figure 16 illustrates the non-significant differences between Staff respondents and Faculty respondents regarding their level of comfort with the climate in their department/work unit.



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

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

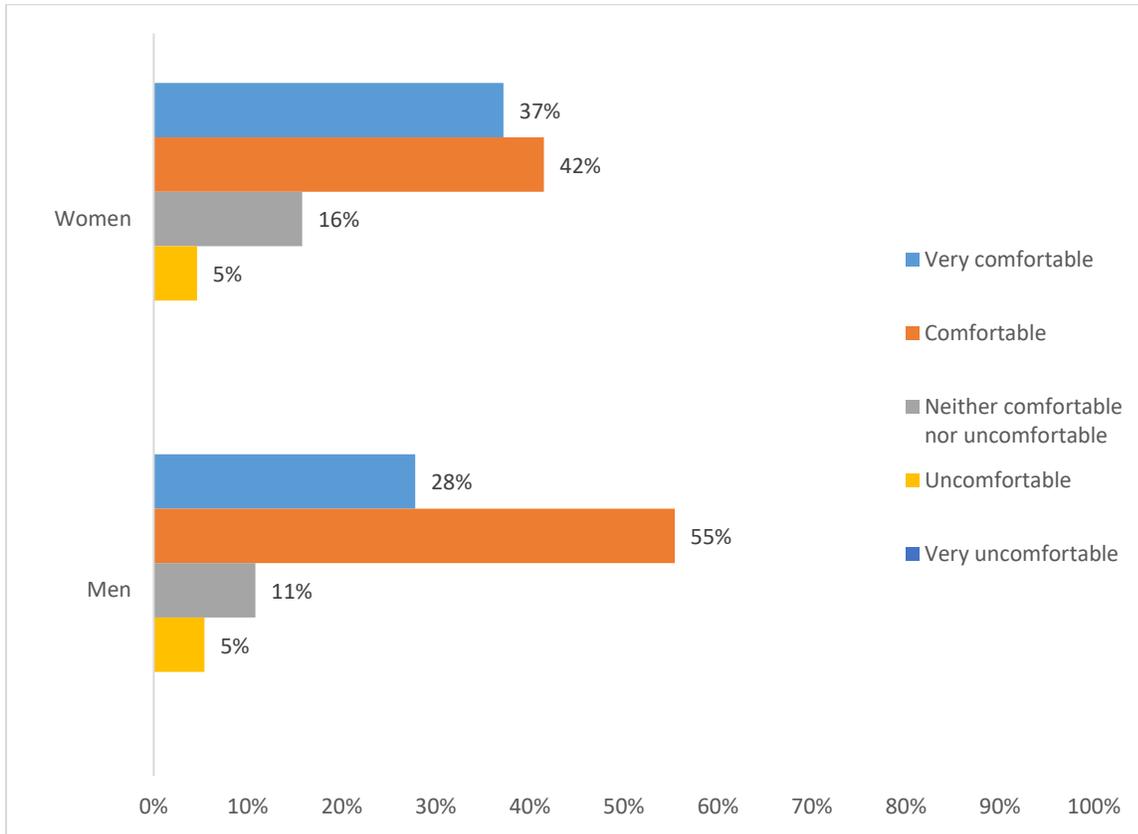
When analyzed by position status, no significant differences emerged with respect to level of comfort with the climate in classes (Figure 17).



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

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

By gender identity,<sup>37</sup> 37% ( $n = 120$ ) of Women respondents compared with 28% ( $n = 211$ ) of Men respondents felt “very comfortable” with the overall climate at SVSU (Figure 18).<sup>vi</sup>

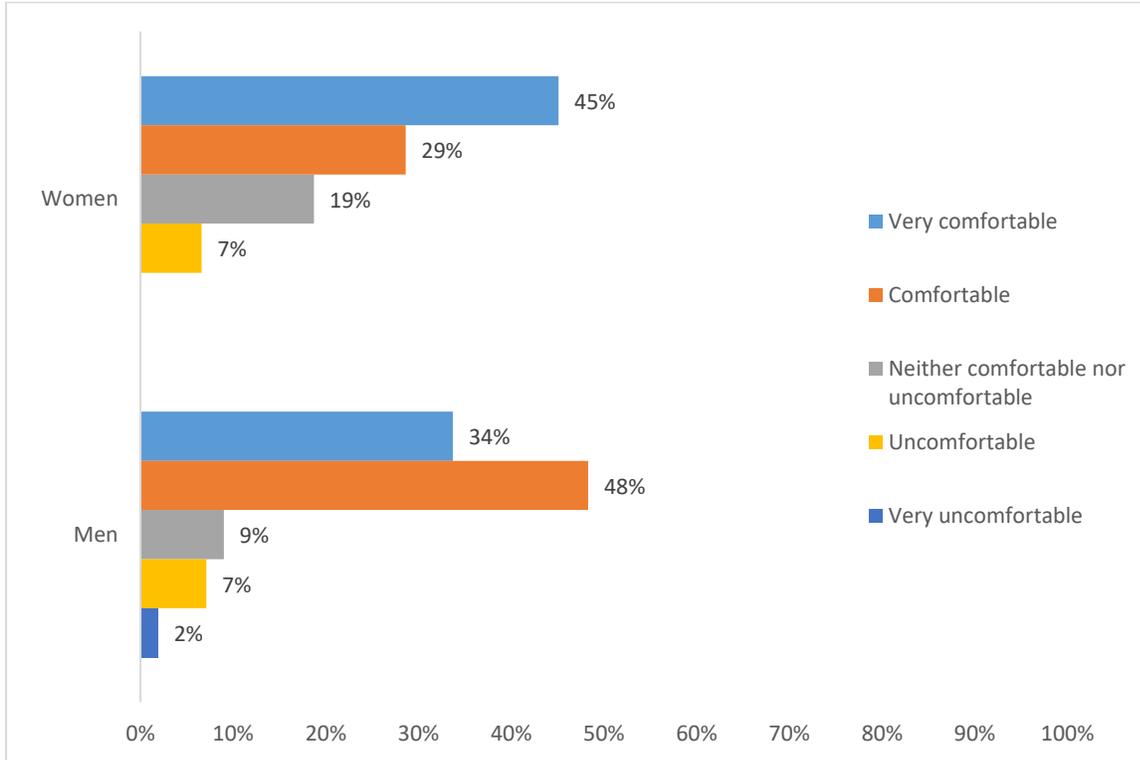


Note: Responses with  $n < 5$  are not presented in the figure.

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

<sup>37</sup> Per the CSWG, gender identity was recoded into the categories Men ( $n = 323$ ), Women ( $n = 758$ ), and Transspectrum ( $n = 21$ ), where Transspectrum respondents included those individuals who marked “transgender,” “trans,” or “genderqueer” only for the question, “What is your gender/gender identity?” Transspectrum/Multiple/Other respondents were not included to maintain the confidentiality of their responses.

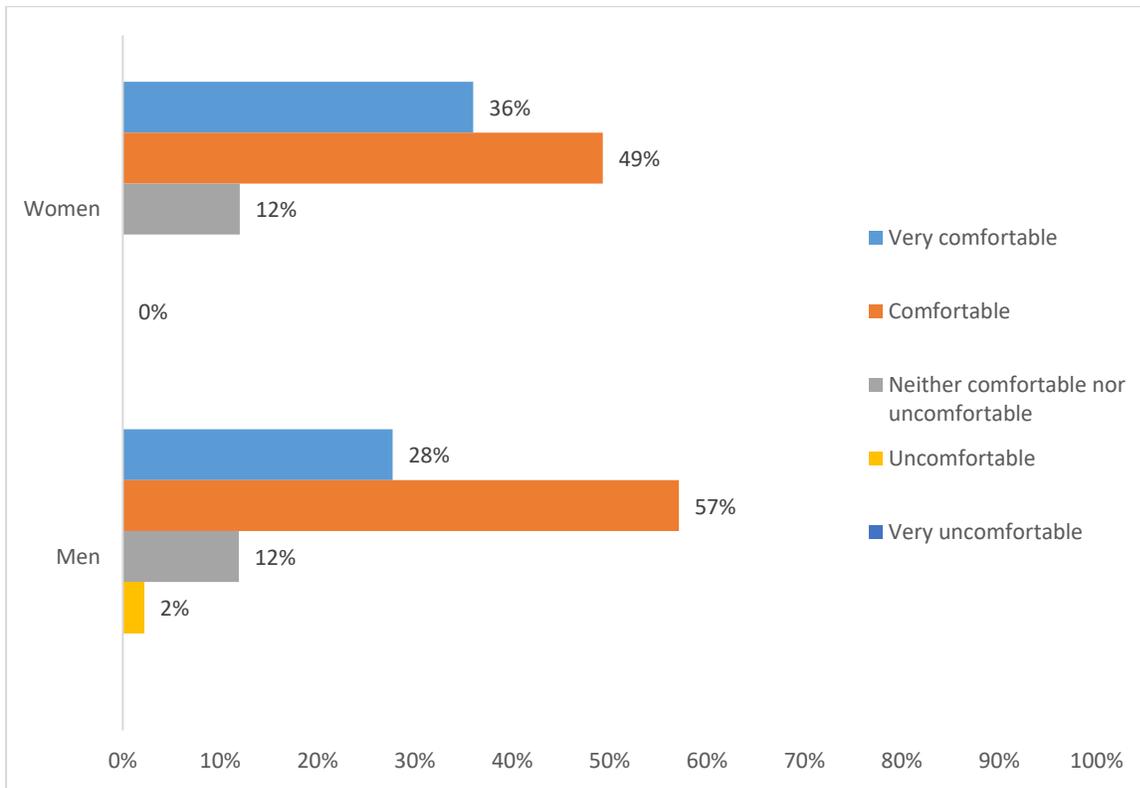
A lower percentage of Men Faculty and Staff respondents (34%,  $n = 90$ ) compared with Women Faculty and Staff respondents (45%,  $n = 82$ ) felt “very comfortable” in their department/work unit (Figure 19).<sup>vii</sup>



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

*Figure 19.* Faculty and Staff Respondents’ Comfort With Climate in Department or Work Unit by Gender Identity (%)

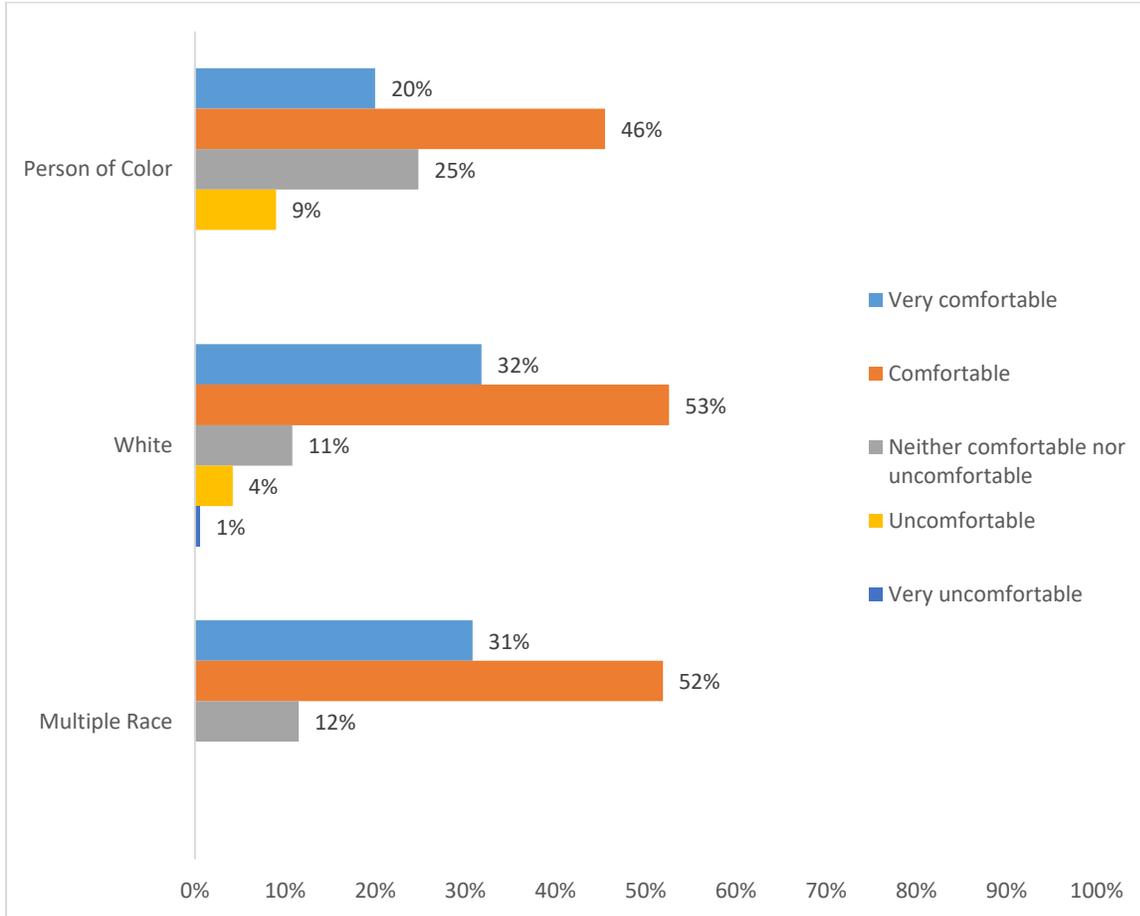
There were no significant differences in the level of comfort Faculty and Student respondents felt in their classrooms by gender identity (Figure 20).



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

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

By racial identity,<sup>38</sup> 20% ( $n = 29$ ) of Respondents of Color compared with 32% ( $n = 283$ ) of White respondents were significantly less “very comfortable” with the overall climate at SVSU (Figure 21).<sup>viii</sup>

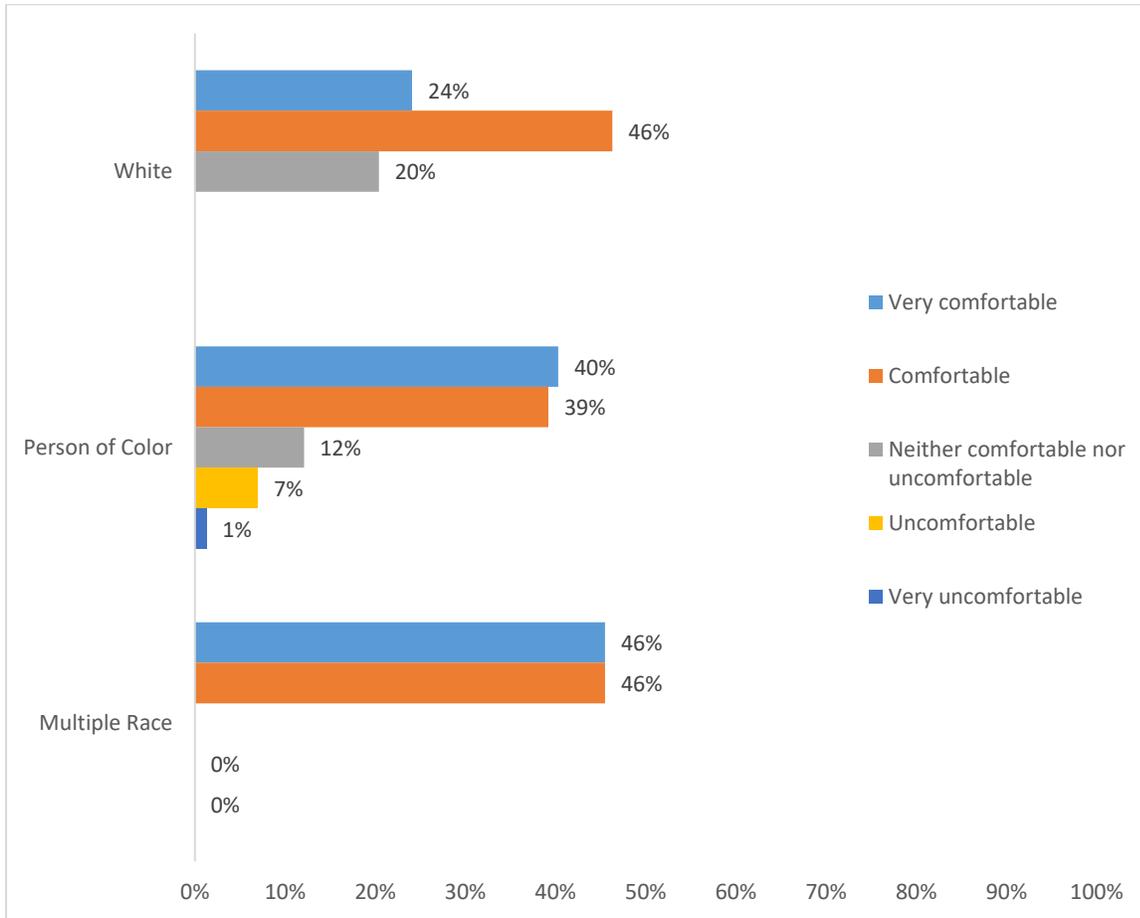


Note: Responses with  $n < 5$  are not presented in the figure.

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

<sup>38</sup> The CSWG proposed three collapsed racial identity categories (White, People of Color, and Multiple Race). For the purposes of some analyses, this report further collapses racial identity into two categories (White and People of Color), where the Asian/Asian American, Latinx/Chicanx/Hispanic, American Indian/Native American/Alaskan, Multiracial, and Other People of Color were collapsed into one People of Color category.

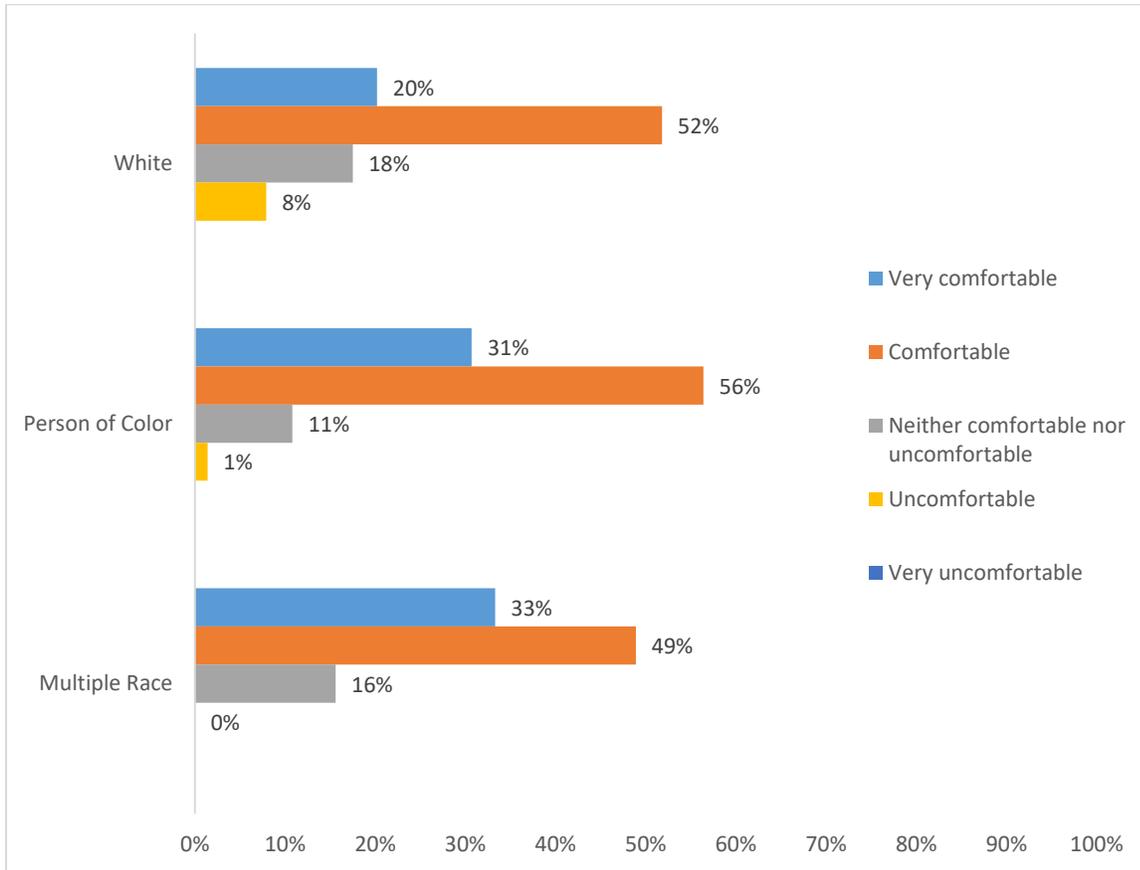
No significant differences emerged by racial identity for Faculty and Staff respondents' comfort with the climate in their department/work units (Figure 22).



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

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

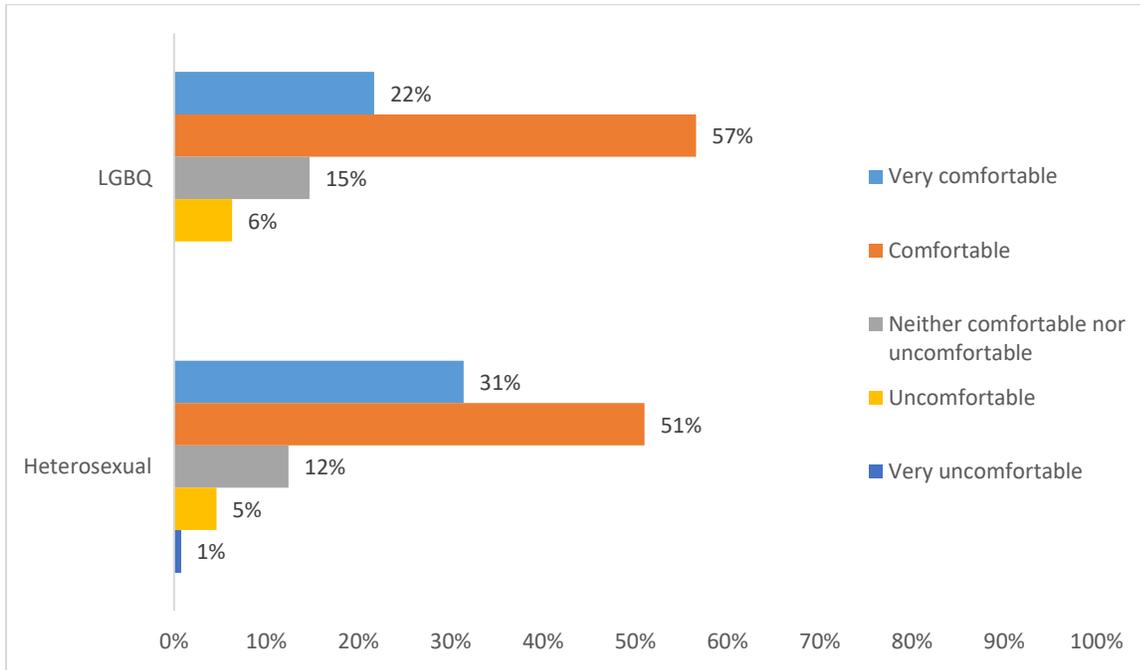
No significant differences emerged by racial identity for Faculty and Student respondents' comfort with the climate in the classroom (Figure 23).



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

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

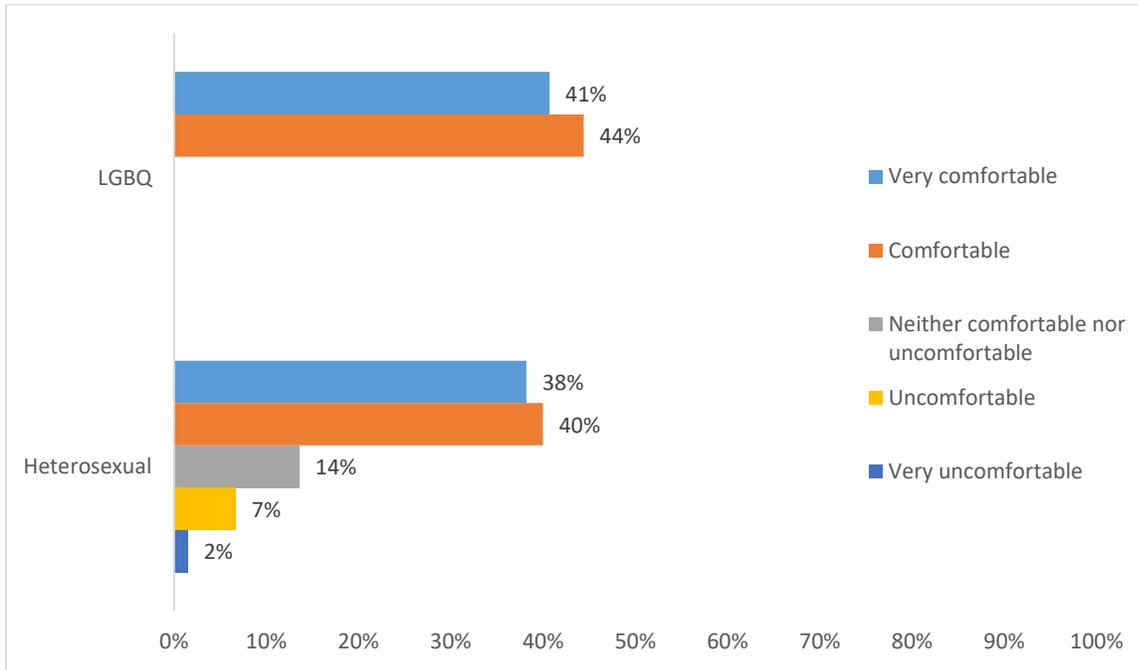
There were no significant differences in respondents' level of comfort with the overall climate based on sexual identity (Figure 24).



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

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

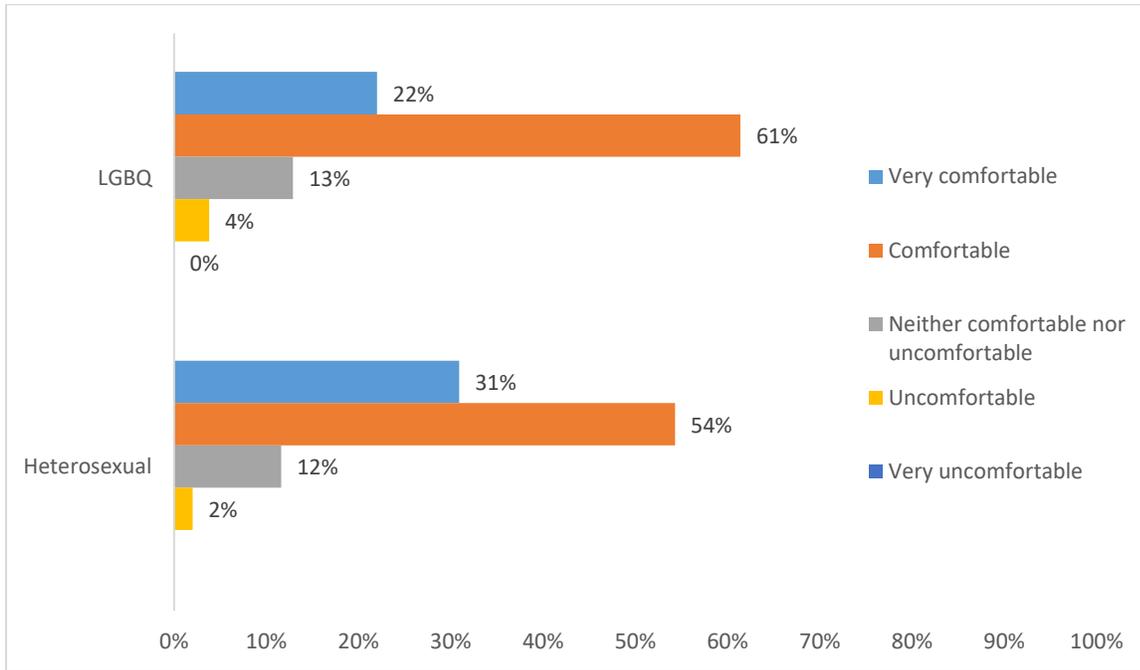
There were no significant differences in Faculty and Staff respondents' level of comfort in their department/work unit by sexual identity (Figure 25).



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

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

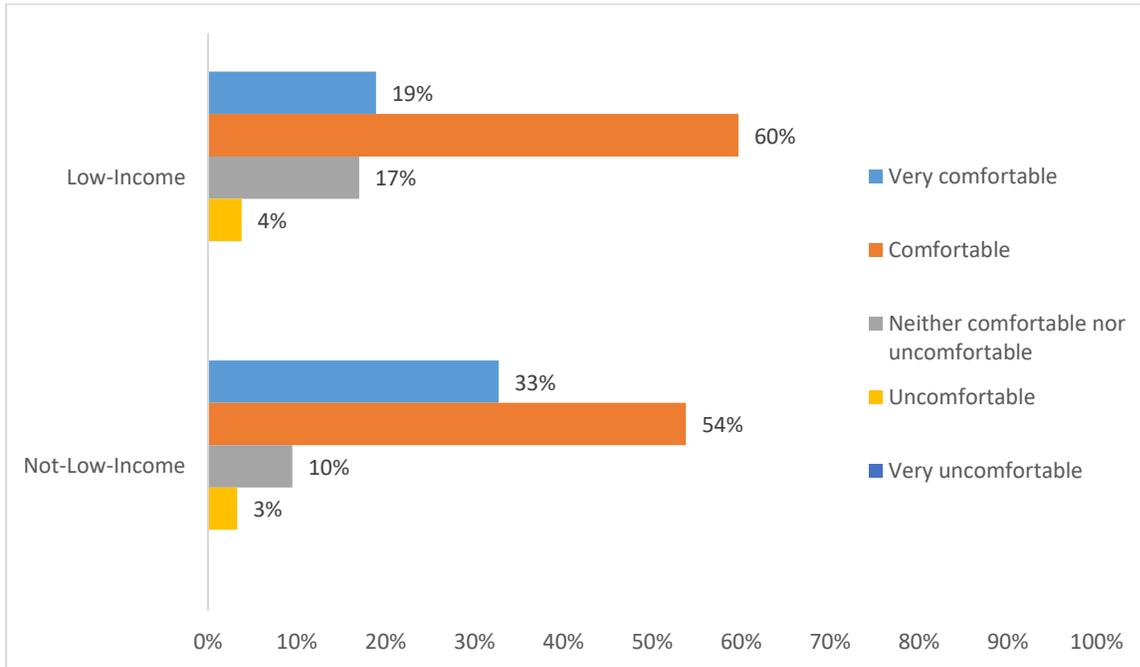
There were no significant differences in Faculty and Student respondents' level of comfort with the climate in their classes based on sexual identity (Figure 26).



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

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

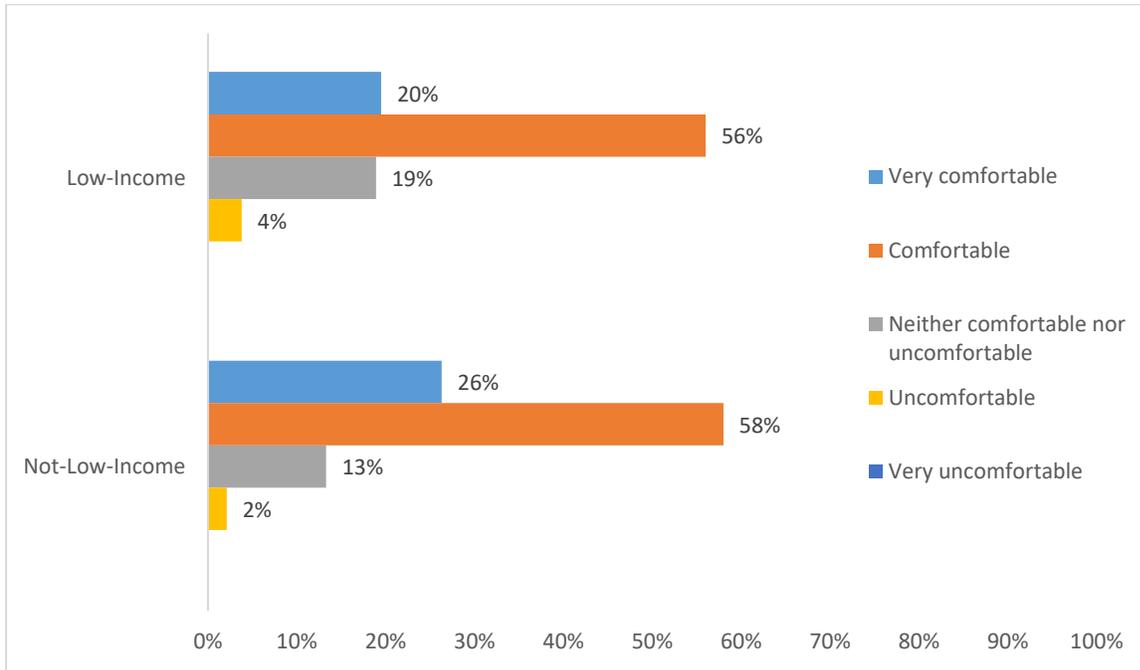
In terms of Student respondents' income status and comfort with the overall climate on campus, significant differences emerged (Figure 27). A lower percentage of Low-Income Student respondents (19%,  $n = 30$ ) were "very comfortable" with the overall climate when compared with that of Not-Low-Income Student respondents (33%,  $n = 158$ ).<sup>ix</sup>



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

Figure 27. Student Respondents' Comfort With Overall Climate by Income Status (%)

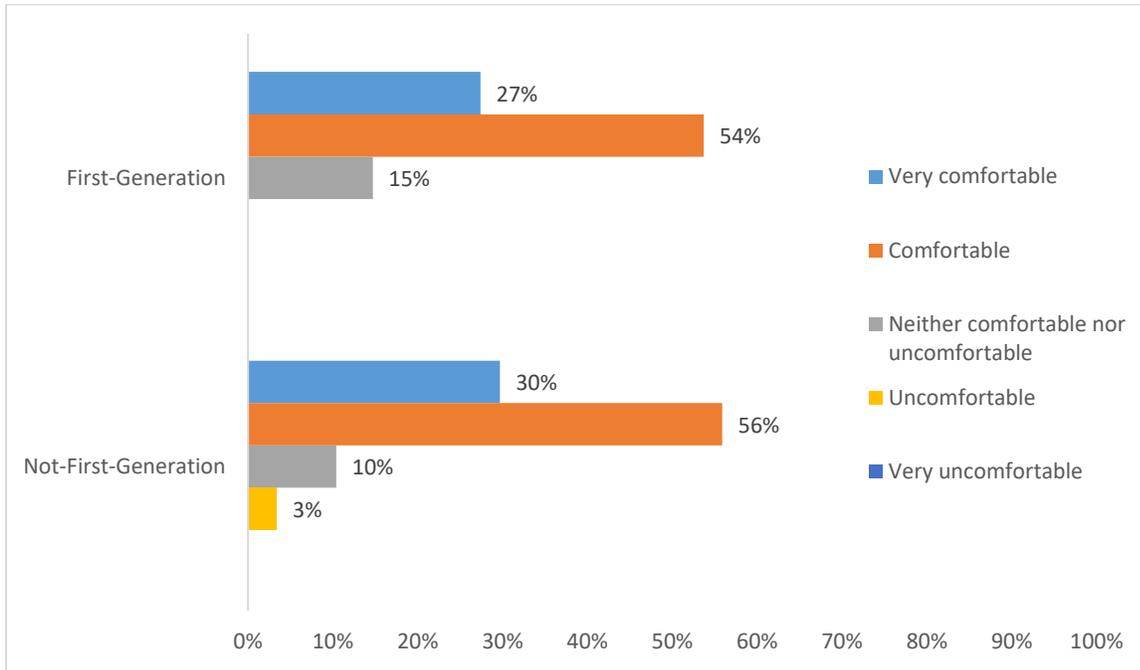
No significant differences were found between Low-Income and Not-Low-Income Student respondents' level of comfort with the climate in their classes (Figure 28).



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

Figure 28. Student Respondents' Comfort With Climate in Their Classes by Income Status (%)

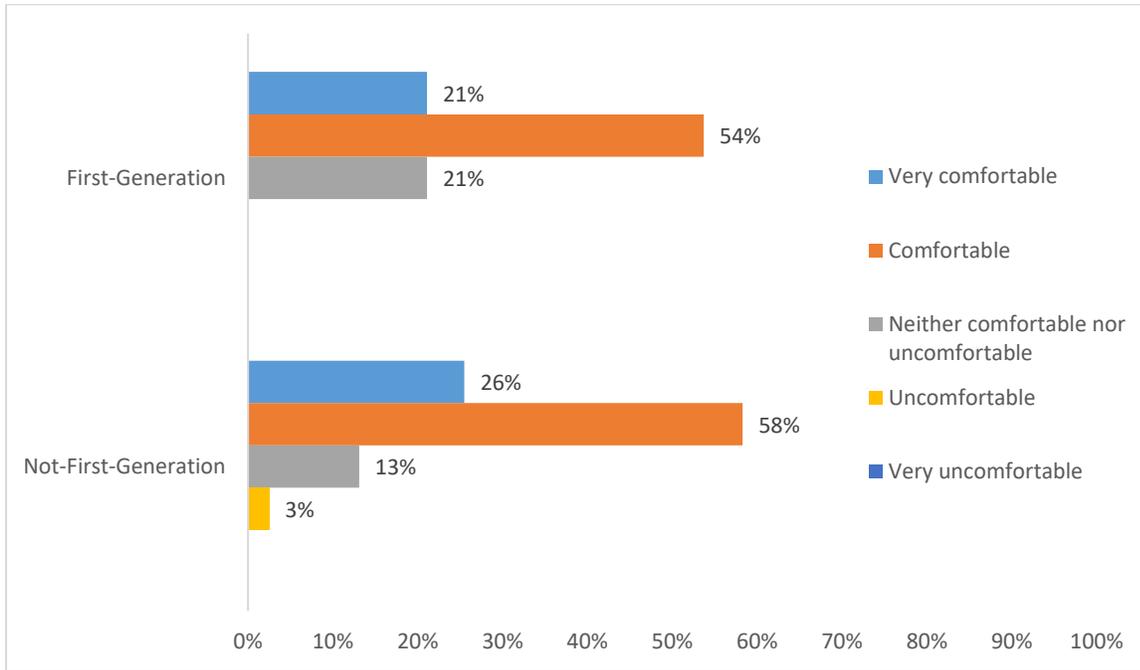
No significant differences were found by first-generation status with regard to Student respondents' comfort with the overall campus climate (Figure 29).



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

Figure 29. Student Respondents' Comfort With Overall Climate by First-Generation Status (%)

No significant differences were found by first-generation status with regard to Student respondents' comfort with the climate in their classes (Figure 30).



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

*Figure 30. Student Respondents' Comfort With Climate in Their Classes by First-Generation Status (%)*

## Barriers at SVSU for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, identity, or instructional/campus materials at SVSU within the past year. The following tables highlight where Respondents with Disabilities most often experienced barriers at SVSU. With regard to campus facilities, 9% ( $n = 11$ ) of Respondents with Disabilities noted experienced barriers in classroom buildings, 6% experienced barriers in college housing ( $n = 7$ ), and 8% experienced barriers in classrooms/labs ( $n = 10$ ) within the past year (Table 23).<sup>39</sup>

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

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Cardinal Cafe	8	6.3	79	62.7	39	31.0
Athletic facilities (stadium, recreation, etc.)	7	5.6	66	52.8	52	41.6
Center for Academic Achievement (tutoring)	5	4.0	68	54.4	52	41.6
“C” Store	5	4.0	72	58.1	47	37.9
Classroom buildings	11	8.8	79	63.2	35	28.0
Classrooms, labs	10	8.1	75	61.0	38	30.9
College housing	7	5.6	65	52.0	53	42.4
Computer labs	5	4.0	78	62.9	41	33.1
Doors	10	8.1	79	63.7	35	28.2
Elevators/lifts	7	5.7	84	68.3	32	26.0
Emergency preparedness	12	9.8	74	60.2	37	30.1
Einstein Bros. Bagels	< 5	---	76	61.8	43	35.0
Field trips	< 5	---	67	54.0	54	43.5
Library	7	5.7	83	68.0	32	26.2
Other campus buildings	7	5.7	84	68.9	31	25.4
Parking	9	7.3	79	64.2	35	28.5
Podium	5	4.1	75	61.0	43	35.0
Programs and activities	9	7.4	77	63.1	36	29.5
Recreational facilities	5	4.1	78	63.4	40	32.5
Restrooms	8	6.5	85	68.5	31	25.0
Ryder P.O.D. Express	< 5	---	72	59.0	49	40.2

<sup>39</sup> See Appendix B, Table B120 for all responses to the question, “As a person who identifies with a disability, have you experienced a barrier in any of the following areas at SVSU in the past year?”

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

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Studios/performing arts spaces	< 5	---	69	57.0	48	39.7
The Marketplace at Doan	8	6.5	81	65.3	35	28.2
Walkways, pedestrian paths, crosswalks	9	7.3	81	65.9	33	26.8

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 138).

Less than five Respondents with Disabilities selected barriers related to technology and the online environment. As a result of the low selection rates, the top barriers related to technology and the online environment are not reported here.

In terms of instructional and campus materials, 6% (*n* = 7) of Respondents with Disabilities experienced barriers related to video-closed captioning and text description, and 5% (*n* = 6) experienced barriers related to food menus (Table 24).

**Table 24. Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities**

Instructional/campus materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Food menus	6	5.0	74	61.2	41	33.9
Video-closed captioning and text description	7	5.8	71	58.7	43	35.5

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 138).

### Qualitative comment analyses

Thirty-seven respondents elaborated on their responses regarding accessibility as a person who identifies with a disability. Three themes emerged from their responses: mobility concerns, university support for disabilities, and facility deficiencies.

*Mobility Concerns.* For the first theme, respondents discussed mobility challenges they face as they try to navigate campus. Some respondents noted problems with accessing classrooms and offices through automatic doors and elevators. One respondent wrote, “I have a chronic pain disease that can make walking difficult when it flares. There are times the automatic door buttons do not work around campus. The library elevator has a history of breaking down and stairs are very, very difficult if I’m in a flare.” Another respondent observed, “The handicap door opener on pioneer needs some maintenance as it is not very easy to push (the entrance near president’s

courtyard). I learned this while giving a tour to a student in a wheelchair.” Another respondent noted, “Automatic doors are often switched off, so that a person needing them to access a building has to go around the building in the cold/ice/snow to another door to get in.”

Other respondents addressed issues with parking and snow/ice removal. One respondent stated, “We need more handicap parking close to all buildings,” while another respondent observed, “Parking is some distance from building doors.” One respondent advised, “A parking garage would greatly improve the ability of all students, especially during winter months. Sidewalks and parking lots are not adequately deiced in the winter months.” Another respondent expounded on the need for support for mobility concerns related to snow and ice: “I use a mobility device and have had a few experiences where I could not get to my car because there was so much snow that had not been removed. I was told I should call someone and they could help me get to my car. Who do I call if I leave the building at 7 p.m.? Is there anyone still on duty who could help me? And frequently snow may be removed from handicapped spaces, but they have not been salted, so they are a sheet of ice. That's hazardous for anyone getting out of a vehicle, and especially if there are people using crutches. A little salt would go a long way in making handicap parking safer.”

*University Support for Disabilities.* In the second theme, respondents shared the extent to which they felt supported in relation to their disability. Some respondents were very pleased with the level of support they had received. One respondent stated, “I feel that SVSU does a great job of being accessible to students with ADHD.” Another respondent exclaimed, “Accessibility is great! They are extremely accommodating of your needs when they are made known!” One respondent shared an experience where they took time off during a “bad depressive episode” and told coworkers why they were taking time off, “Everyone was extraordinarily understanding. I was able to take the time off to recover and I have never felt that that incident has colored my interactions with anyone that was made aware of the situation.” Other respondents did not feel as supported. One respondent stated, “Any issue I have had for ESA disability has been with campus staff in the disability services office.” Another respondent explained, “As a person with a psychological condition, I feel as though I would be judged negatively and harshly for needing to call in if I was having a difficult ‘mental health’ day. Physical health days are not questioned, but ‘mental health days’ produce some unacceptable reactions for co-workers/managers.” One

respondent was denied requested support: “Accommodations for my disabilities are not available at this institution. I have requested nap space (for narcolepsy), but have been denied or asked for a ton of paperwork which my doctors will not fill out. I work for [another local higher education institution], and the HR department was very accommodating for my diseases.” Another respondent commented, “I experienced trouble with accommodations being implemented and one of my professors completely disregarded my needs and I was academically punished.”

*Facility Deficiencies.* In the third theme, respondents discussed ways in which characteristics of campus facilities were problematic. One respondent stated, “I have migraines and the lighting in classrooms makes them much worse. I feel there is nothing I can do.” Another respondent wrote, “SVSU went on the cheap in providing restroom facilities - furnishing ‘just enough’ units. Male urinals should be separated by visual barriers; this would discourage users, perhaps, from using water closets to urinate only - and would provide privacy, the denial of which is disturbing.” Another respondent noted, “Office via lack of appropriate desk, chair, stand-up desk, cushion mat, etc.” Some respondents shared a wish for quieter, more peaceful areas on campus. One respondent shared, “There are not many areas on campus that students can utilize as safe and quiet spaces. As someone with PTSD, I have found myself looking for areas to calm/ground myself, but I have found this to be very difficult. Especially in areas such as Gilbertson and Athletic facilities.” Another respondent commented, “The library, nobody regulates it. There is constantly people in there yelling, being so disruptive, eating when it clearly says not to. I used to spend 6-7 hours a day there and now I avoid it for that reason.”

### **Barriers at SVSU for Transgender, Genderqueer, Gender Nonbinary Respondents**

One survey item asked Transgender, Genderqueer, and Gender Nonbinary respondents if they had experienced barriers in facilities or identity accuracy at SVSU within the past year. Table 25 depicts where Transgender, Genderqueer, and Gender Nonbinary respondents most often experienced barriers at SVSU.<sup>40</sup> With regard to campus facilities, 36% of Transgender, Genderqueer, and Gender Nonbinary respondents equally indicated barriers in athletic and recreational facilities ( $n = 5$ ), changing rooms/locker rooms ( $n = 5$ ), and restrooms ( $n = 5$ ) within

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<sup>40</sup> See Appendix B, Table B121, for all responses to the question, “As a person who identifies as transgender/genderqueer/gender nonbinary have you experienced a barrier in any of the following areas at SVSU in the past year?”

the past year. In terms of identity accuracy, 36% ( $n = 5$ ) of Transgender, Genderqueer, and Gender Nonbinary respondents had difficulty with class rosters.

**Table 25. Facilities Barriers Experienced by Transgender/Genderqueer/Gender Nonbinary Respondents**

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Facilities</b>						
Athletic and recreational facilities	5	35.7	5	35.7	< 5	---
Changing rooms/locker rooms	5	35.7	5	35.7	< 5	---
Restrooms	5	35.7	6	42.9	< 5	---
<b>Identity accuracy</b>						
Class rosters	5	35.7	5	35.7	4	28.6

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Transgender, Genderqueer, or Gender Nonbinary ( $n = 16$ ).

### Qualitative comment analyses

There were five respondents who elaborated on their responses regarding accessibility as related to their identity as transgender/genderqueer/gender nonbinary. Owing to the small number of respondents, responses were not coded for themes.

### Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct<sup>41</sup>

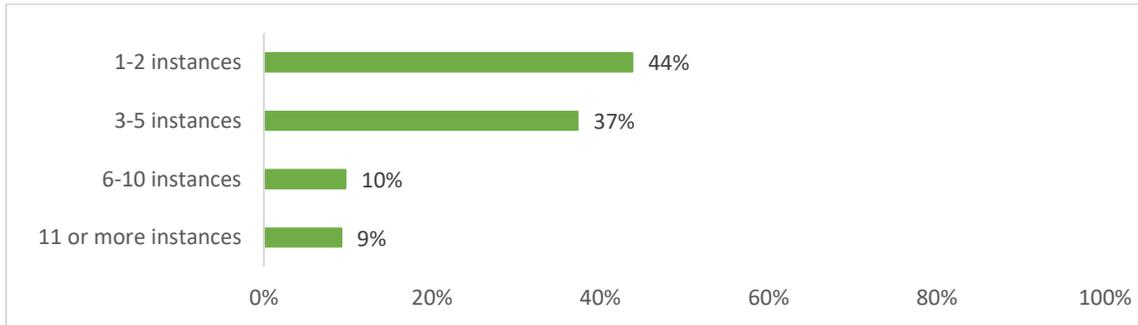
Twenty percent ( $n = 220$ ) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (e.g., bullied, harassed) conduct that had interfered with their ability to learn, live, or work at SVSU within the past year.<sup>42</sup>

Figure 31 depicts the percentage of respondents by position status who answered “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at SVSU?”

<sup>41</sup> This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

<sup>42</sup> The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

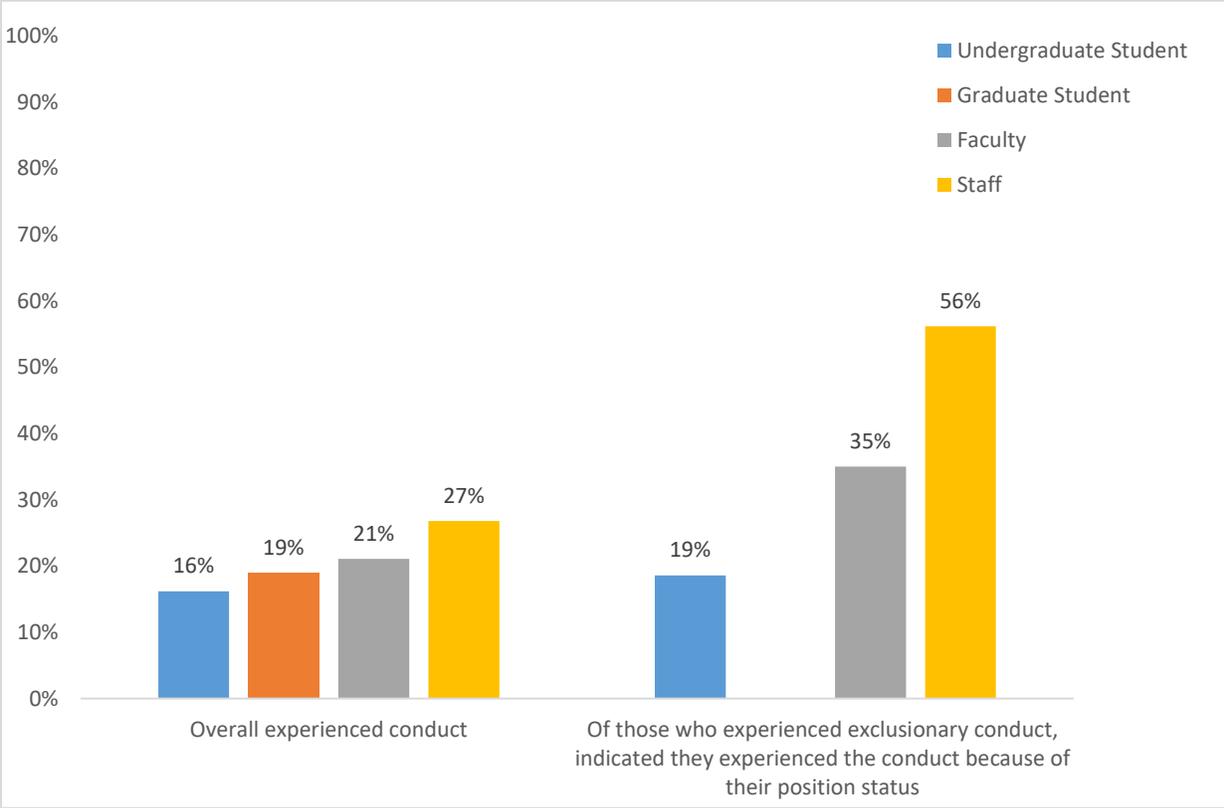
Of the respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 44% ( $n = 95$ ) indicated that they experienced the conduct once or twice during the past year. Nine percent ( $n = 20$ ) revealed that they experienced the exclusionary conduct 11 or more times within the past year.



*Figure 31.* Number of Instances Respondents Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

Of the respondents who experienced such conduct, 34% ( $n = 74$ ) indicated that the conduct was based on their position status at SVSU. Sixteen percent ( $n = 36$ ) noted that the conduct was based on their gender identity, and 16% ( $n = 36$ ) felt that it was based on their age. Twenty-two percent ( $n = 48$ ) of respondents did not know what the basis of the conduct was, and 14% ( $n = 30$ ) of respondents indicated “a reason not listed above” such as “union member,” “team,” “college,” and “Phi Sigma Sigma.”

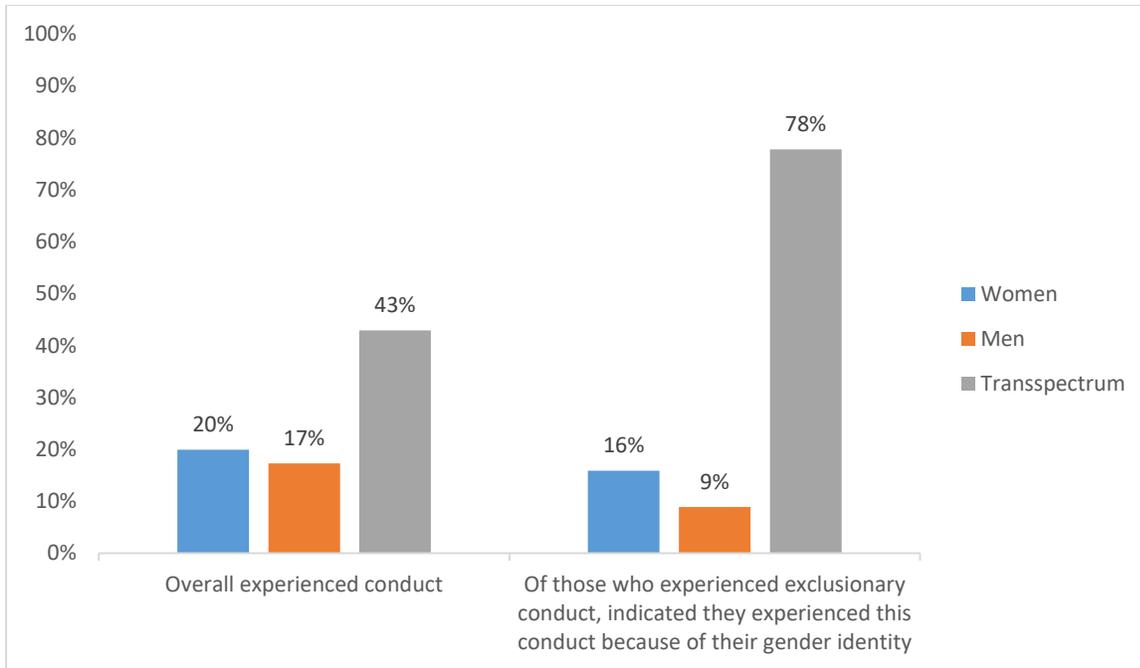
In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct (Figure 32). A lower percentage of Undergraduate Student respondents (16%,  $n = 97$ ) than Staff respondents (27%,  $n = 73$ ) indicated that they had experienced this conduct.<sup>x</sup> Of those respondents who noted that they had experienced this conduct, a lower percentage of Undergraduate Student respondents (19%,  $n = 18$ ) than Staff respondents (56%,  $n = 41$ ) thought that the conduct was based on their position status.<sup>xi</sup>



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

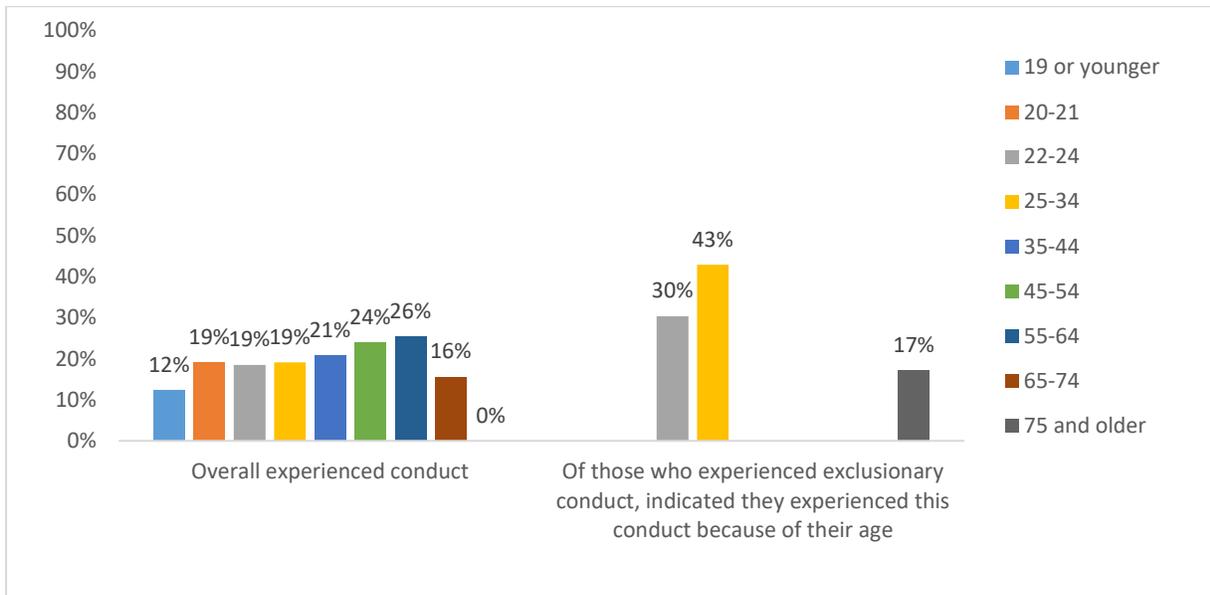
*Figure 32.* Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

By gender identity, a higher percentage of Transpectrum respondents (43%,  $n = 9$ ) than Women respondents (20%,  $n = 151$ ) or Men respondents (17%,  $n = 56$ ) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 33).<sup>xii</sup> Of those who experienced exclusionary conduct, a higher percentage of Transpectrum respondents (78%,  $n = 7$ ) than Women respondents (16%,  $n = 24$ ) or Men respondents (9%,  $n = 5$ ) thought that the conduct was based on their gender identity.<sup>xiii</sup>



*Figure 33.* Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

No significant differences existed between respondents by age who indicated on the survey that they had experienced this conduct (Figure 34).



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

*Figure 34.* Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

Of Staff respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 56% ( $n = 41$ ) indicated that the conduct was based on position status at SVSU (Table 26). Eighteen percent ( $n = 13$ ) noted that the conduct was based on their age, and 15% each indicated the conduct was based on either gender identity ( $n = 11$ ) and/or educational credentials ( $n = 11$ ). "Reasons not listed above" included responses such as "retaliation," "fear of being replaced," and "'Old-School' mentality."

**Table 26. Staff Respondents' Top Bases of Experienced Exclusionary Conduct**

Basis of conduct	<i>n</i>	%
Position status	41	56.2
Age	13	17.8
Gender/gender identity	11	15.1
Educational credentials	11	15.1
Racial identity	8	11.0
Physical characteristics	8	11.0
Ethnicity	8	11.0

**Table 26. Staff Respondents' Top Bases of Experienced Exclusionary Conduct**

Basis of conduct	<i>n</i>	%
Philosophical views	5	6.8
Do not know	14	19.2
A reason not listed above	14	19.2

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 73). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B51 in Appendix B.

Of the Faculty respondents who experienced exclusionary conduct, 35% (*n* = 14) indicated that the conduct was based on position status at SVSU (e.g., staff, faculty, student) (Table 27). Twenty percent each noted that the conduct was based on philosophical views (*n* = 8) and/or their gender/gender identity (*n* = 8). “Reasons not listed above” included responses such as “industry background,” “family,” “personal,” and “Department Chair exerts their beliefs and does not listen to other viewpoints.”

**Table 27. Faculty Respondents' Top Bases of Experienced Exclusionary Conduct**

Basis of conduct	<i>n</i>	%
Position status	14	35.0
Philosophical views	8	20.0
Educational credentials	8	20.0
Gender/Gender identity	6	15.0
Major field of study	6	15.0
Do not know	8	20.0
A reason not listed above	9	22.5

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 150). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B51 in Appendix B.

Of the Student respondents who experienced exclusionary conduct, 21% (*n* = 22) indicated that the conduct was based on their religious/spiritual affiliation (Table 28). Twenty percent each noted that the conduct was based on their major field of study (*n* = 21) and/or their political views (*n* = 21). “Reasons not listed above” included responses such as “not living on campus,” “past choices,” “personal views,” “sexual harassment,” and “roommates.”

**Table 28. Student Respondents’ Top Bases of Experienced Exclusionary Conduct**

Basis of conduct	<i>n</i>	%
Religious/spiritual affiliation	22	20.6
Major field of study	21	19.6
Political views	21	19.6
Position status	19	17.8
Gender/gender identity	19	17.8
Physical characteristics	19	17.8
Age	19	17.8
Racial identity	17	15.9
Academic performance	17	15.9
Ethnicity	15	14.0
Sexual identity	14	13.1
Where they are from	13	12.1
Philosophical views	10	9.3
Disability status	10	9.3
Socioeconomic status	8	7.5
Participation in an organization/team	7	6.5
First-generation status	6	5.6
Gender expression	6	5.6
Immigrant/citizen status	5	4.7
Do not know	26	24.3
A reason not listed above	7	6.5

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 545). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B51 in Appendix B.

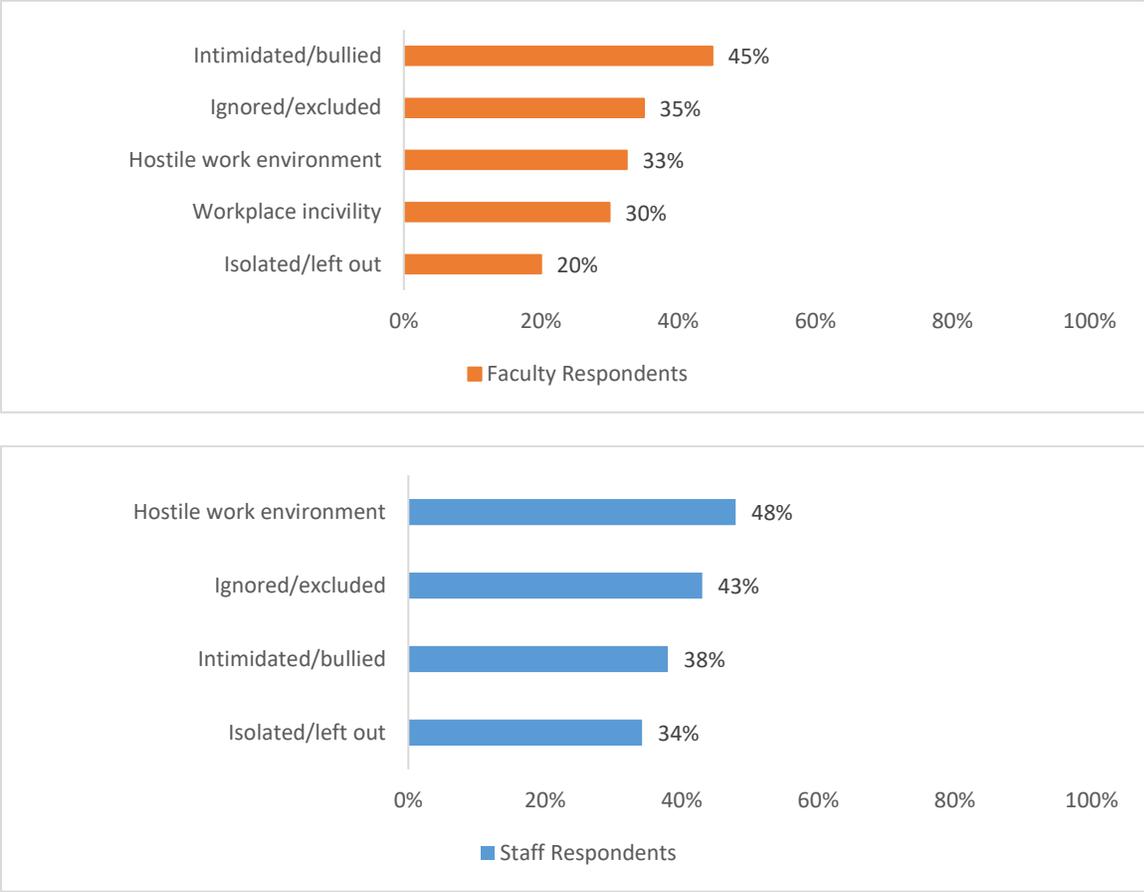
Table 29 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-five percent (*n* = 99) felt ignored or excluded, 39% (*n* = 86) felt isolated or left out, 35% (*n* = 77) felt intimidated and bullied, and 29% (*n* = 63) experienced a hostile work environment. Other forms of such conduct included “sexually assaulted,” “depressed,” “I was made to feel stupid,” “bashing Christianity,” “girl flipped me off as I sat in my car,” “lack of professionalism from faculty specifically,” and “disrespect for my work space.”

**Table 29. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was ignored or excluded.	99	45.0
I was isolated or left out.	86	39.1
I was intimidated/bullied.	77	35.0
I experienced a hostile work environment.	63	28.6
I felt others staring at me.	47	21.4
I was the target of derogatory verbal remarks.	47	21.4
I was the target of workplace incivility.	32	14.5
I experienced a hostile classroom environment.	25	11.4
I received a low or unfair performance evaluation.	20	9.1
The conduct made me fear that I would get a poor grade.	19	8.6
I was singled out as the spokesperson for my identity group.	18	8.2
I received derogatory phone calls/text messages/email.	17	7.7
I was the target of racial/ethnic profiling.	17	7.7
I was not fairly evaluated in the promotion and tenure process.	16	7.3
I received derogatory written comments.	11	5.0
I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat, Instagram).	11	5.0
Someone assumed I was admitted/hired/promoted because of my identity group.	11	5.0
I was the target of stalking.	8	3.6
The conduct threatened my physical safety.	6	2.7
Someone assumed I was <u>not</u> admitted/hired/promoted because of my identity group.	5	2.3

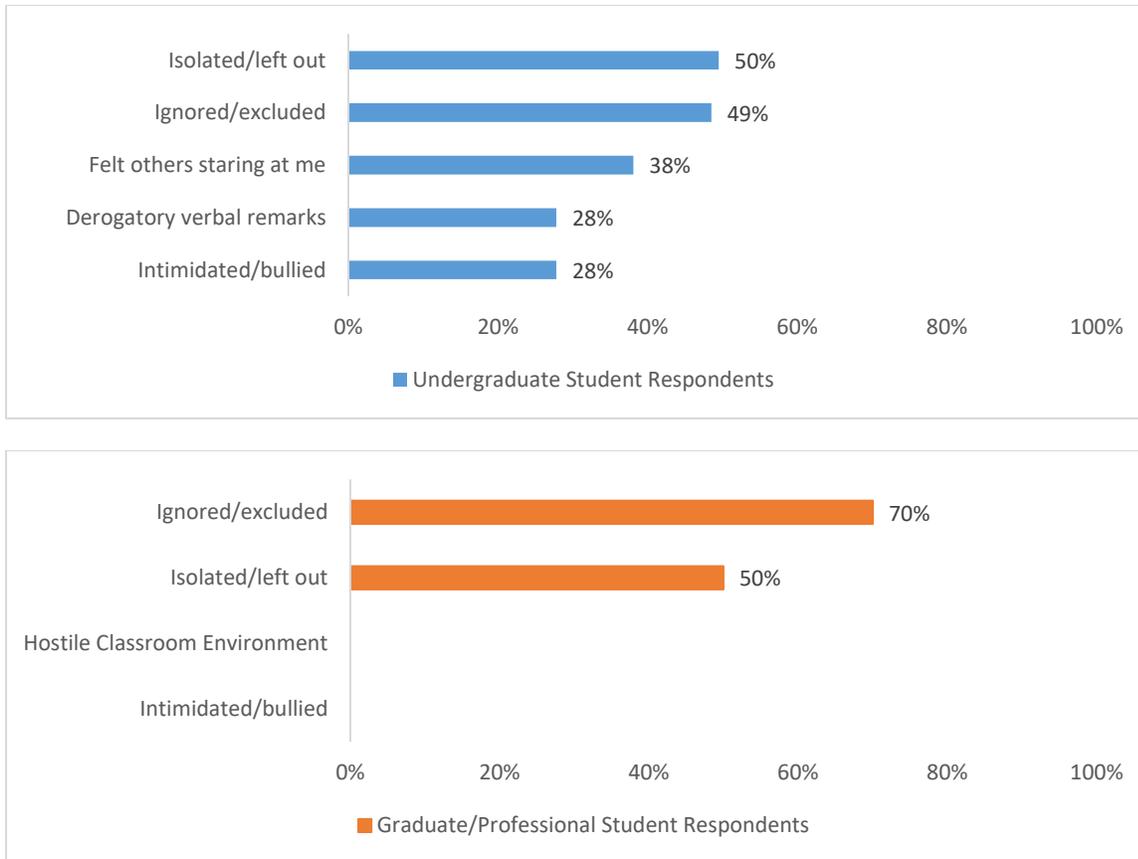
Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 220). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B53 in Appendix B.

Figure 35 and Figure 36 depict the manners in which Employee respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Forty-five percent (*n* = 18) of Faculty respondents felt intimidated or bullied, 35% (*n* = 14) felt ignored or excluded, 33% (*n* = 13) experienced a hostile work environment, 30% (*n* = 12) experienced workplace incivility, and 20% (*n* = 8) were isolated or left out (Figure 35). Forty-eight percent (*n* = 35) of Staff respondents experienced a hostile work environment, 43% (*n* = 31) felt ignored or excluded, 38% (*n* = 28) felt intimidated or bullied, and 34% (*n* = 25) felt isolated or left out.



*Figure 35. Employee Respondents' Manners of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)*

Fifty percent ( $n = 47$ ) of Undergraduate Student respondents felt isolated or left out, 49% ( $n = 47$ ) felt ignored or excluded, 38% ( $n = 37$ ) felt others staring at me, and 28% each experienced derogatory verbal remarks ( $n = 27$ ) and/or intimidated or bullied ( $n = 27$ ) (Figure 36). Seventy percent ( $n = 7$ ) of Graduate Student respondents felt ignored or excluded, 50% ( $n = 5$ ) felt isolated or left out, and less than five Graduate respondents felt intimidated and bullied and/or experienced a hostile classroom environment.



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

*Figure 36. Student Respondents’ Manners of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)*

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred while working at a SVSU job (31%,  $n = 69$ ), in a public space at SVSU (26%,  $n = 56$ ), in a meeting with a group of people (22%,  $n = 48$ ), or in a class/lab (21%,  $n = 45$ ). Some respondents who marked “a location not listed above” described, “an institution house at SVSU,” “parking lot,” “email,” “police station,” and “theatre production” as the location where the conduct occurred.

Table 30 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including while working at a SVSU job (66%,  $n = 48$ ), in a SVSU administrative/support meeting (47%,  $n = 34$ ), in a meeting with a group of people (21%,  $n = 15$ ), and in a meeting with one other person (16%,  $n = 12$ ).

**Table 30. Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	<i>n</i>	% of Staff respondents who experienced the conduct
While working at a SVSU job	48	65.8
In a SVSU administrative/support staff office	34	46.6
In a meeting with a group of people	15	20.5
In a meeting with one other person	12	16.4
In a public space SVSU	11	15.1
In a faculty office	6	8.2

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 73$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B54 in Appendix B.

Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a meeting with a group of people (33%,  $n = 13$ ), in a faculty office (28%,  $n = 11$ ), at a SVSU job (25%,  $n = 10$ ), and in a public space at SVSU (25%,  $n = 10$ ) (Table 31).

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

Location of conduct	<i>n</i>	% of Faculty respondents who experienced the conduct
In a meeting with a group of people	13	32.5
In a faculty office	11	27.5
While working at a SVSU job	10	25.0
In a public space at SVSU	10	25.0
In a class or lab	8	20.0
In a SVSU administrative/support staff office	6	15.0
In a meeting with one other person	5	12.5

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 40$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B54 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class/laboratory (34%,  $n = 36$ ), in a public space at SVSU (33%,  $n = 35$ ), while walking on campus (25%,  $n = 27$ ), off campus (20%,  $n = 21$ ), and in campus housing (20%,  $n = 21$ ) (Table 32).

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

Location of conduct	<i>n</i>	% of Student respondents who experienced the conduct
In a class or lab	36	33.6
In a public space at SVSU	35	32.7
While walking on campus	27	25.2
Off campus	21	19.6
In campus housing	21	19.6
In a meeting with a group of people	20	18.7
At a SVSU event	15	14.0
On a social networking sites/Facebook/Twitter/Instagram/cell phone/other form of technological communication	14	13.1
While working at a SVSU job	11	10.3
In an experiential learning environment	9	8.4
In a meeting with one other person	9	8.4
In a faculty office	9	8.4
In SVSU dining facilities	7	6.5
In athletic facilities	6	5.6
In a registered student organization	6	5.6
A venue not listed above	6	5.6

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 107$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B54 in Appendix B.

Thirty-six percent ( $n = 80$ ) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 26% ( $n = 56$ ) identified faculty members/instructors, and 23% ( $n = 51$ ) identified coworkers/colleagues as the source of the conduct (Table 33). Respondents who marked a

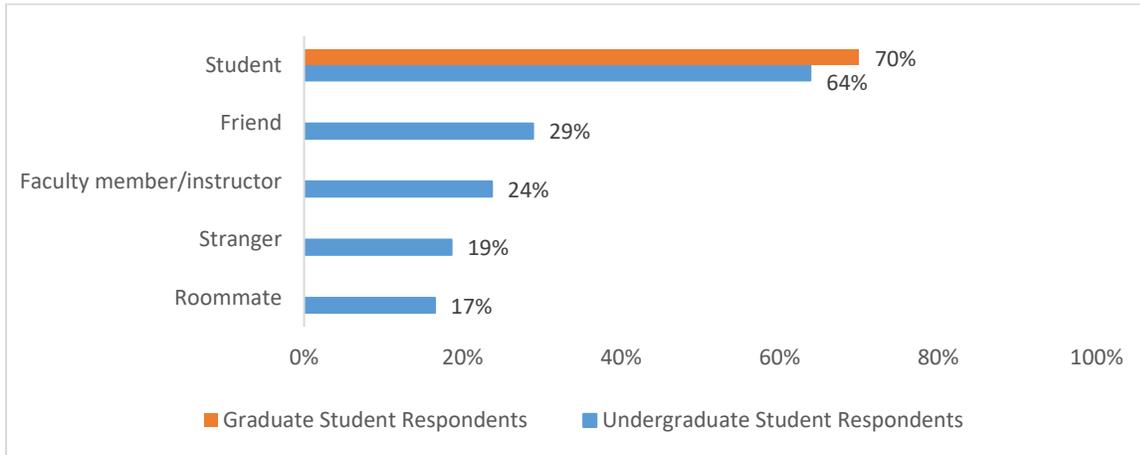
“source not listed above” wrote examples such as “AP Staff,” “pro life group,” “teammate,” and “assistant director.”

**Table 33. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	<i>n</i>	% of respondents who experienced the conduct
Student	80	36.4
Faculty member/instructor	56	25.5
Coworker	51	23.2
Supervisor	34	15.5
Friend	29	13.2
Senior administrator (e.g., president, provost, vice president, dean)	24	10.9
Stranger	21	9.5
Roommate	16	7.3
Department chair	15	6.8
Support staff member	12	5.5
Student staff (e.g., resident assistant, student coordinators, event staff)	8	3.6
Off-campus community member	7	3.2
SVSU public safety/campus police	6	2.7
Don't know source	5	2.3
Person that I supervise	5	2.3
<u>A source not listed above</u>	<u>11</u>	<u>5.0</u>

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 220). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B55 in Appendix B.

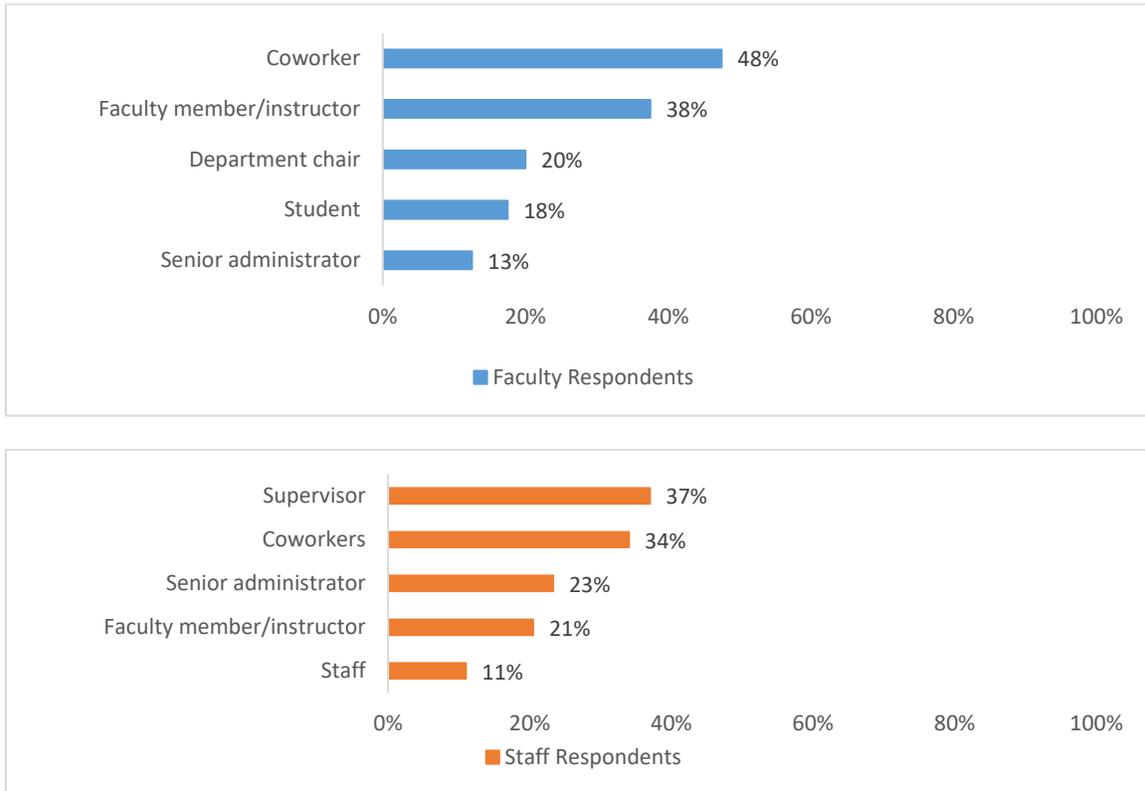
Figure 37 and Figure 38 display the perceived sources of experienced exclusionary conduct by position status. Undergraduate Student respondents and Graduate Student respondents indicated that other students were their greatest source of exclusionary conduct. No other sources are displayed for Graduate Student respondents owing to low selection rates.



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

*Figure 37. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)*

Faculty respondents most often cited coworkers (48%,  $n = 19$ ) and faculty members/instructors (38%,  $n = 15$ ) as the source of the exclusionary conduct. Staff respondents most often identified supervisors (37%,  $n = 27$ ) and coworkers (34%,  $n = 25$ ) as the source of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 38).



*Figure 38. Employee Respondents’ Sources of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)*

In response to this conduct, 59% ( $n = 129$ ) of respondents felt angry, 48% ( $n = 105$ ) felt distressed, 38% ( $n = 84$ ) felt sad, 34% ( $n = 74$ ) felt helpless, 31% ( $n = 68$ ) felt embarrassed, and 16% ( $n = 35$ ) felt somehow responsible (Table 34). Of respondents who indicated their experience was not listed, several added comments that indicated they felt “disrespected,” “anxious,” “appalled,” “confused,” “degraded,” “did not care,” “discouraged,” “fine,” “extremely frustrated,” “lonely,” “irritated,” “isolated,” “scared,” “upset,” and “surprised.”

**Table 34. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
Angry	129	58.6
Distressed	105	47.7
Sad	84	38.2
Helpless	74	33.6
Embarrassed	68	30.9
Somehow responsible	35	15.9
Afraid	29	13.2
A feeling not listed above	47	21.4

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 220). Percentages may not sum to 100 as a result of multiple response choices.

Also, in response to experiencing the conduct, 36% (*n* = 80) told a friend, 35% (*n* = 76) did not do anything, 33% (*n* = 72) told a family member, and 31% (*n* = 69) avoided the person/venue (Table 35). Of the 21% (*n* = 45) of respondents who sought support from a SVSU resource, 33% (*n* = 15) sought support from a senior administrator, and 29% (*n* = 13) sought help from a faculty member. Some “response not listed above” comments were “learned to live with it,” “ignored the situation,” “nothing,” “packed my desk,” or listed a specific person they contacted.

**Table 35. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I told a friend.	80	36.4
I did not do anything.	76	34.5
I told a family member.	72	32.7
I avoided the person/venue.	69	31.4
I contacted someone at SVSU.	45	20.5
<i>Senior administrator (e.g., president, provost, vice president, dean)</i>	15	33.3
<i>Faculty member (e.g., professor, instructor)</i>	13	28.9
<i>Counseling Center</i>	5	11.1
<i>Office of Human Resources</i>	5	11.1

**Table 35. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I did not know to whom to go.	37	16.8
I confronted the person(s) at the time.	32	14.5
I confronted the person(s) later.	25	11.4
I contacted a local law enforcement official.	8	3.6
I sought information online.	8	3.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	5	2.3
A response not listed above	31	14.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 220$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B57 in Appendix B.

Table 36 illustrates that 88% ( $n = 194$ ) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and 10% ( $n = 22$ ) of respondents did report the incident. Of the respondents who reported the incident, 43% ( $n = 9$ ) felt the incident was not appropriately addressed and 29% ( $n = 6$ ) felt satisfied with the outcome.

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

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
No, I didn't report it.	194	88.2
Yes, I reported it	22	10.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	6	28.6
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident but felt that it was not addressed appropriately</i>	9	42.9
<i>Yes, I reported the conduct and the outcome is still pending.</i>	< 5	---
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 220$ ). Percentages may not sum to 100 as a result of multiple response choices.

## **Qualitative comment analyses**

Sixty-four respondents elaborated on their experiences with any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) behavior. Two themes emerged from across the responses from all respondent types: addressing negative behaviors and no comment. In addition, there was one theme specific to Employee (Administrative Professional, Faculty, and Support Staff) respondents: hostile workplace behavior. There were two themes specific to Undergraduate Student respondents: behavior by students and behavior by professors.

### All Respondents

*Addressing Negative Behaviors.* In the first theme that emerged across all respondent types, respondents discussed how they addressed the negative behaviors they had experienced. Some respondents shared that the behavior had already been addressed in a satisfactory manner. One respondent wrote, “It took some time to demonstrate and explain the issue, but it did get resolved very satisfactorily. Folks eventually listened and amended the situation.” Another respondent shared, “Ultimately I felt HR and my supervisor have done everything they could be expected to do to prevent a reoccurrence of a problem.” One respondent described how they had handled the behavior themselves by either ignoring the behavior or correcting the negative assumptions which “appears to solve the issue.” Other respondents noted that they did not bother to make a report because they “felt as if nothing would be done if I reported it.” One respondent commented, “What does it matter. Nothing will be done anyway. Situation has been going on for a while and nothing has been done by my supervisor’s higher up.”

Other respondents shared how their report of the negative behavior had not been responded to appropriately. One respondent wrote, “I am transferring for my safety because the issue was not handled as it should have been.” Another respondent reported a pro-life movement display to the ombudsperson and was frustrated that “I never received a response, which seemed extremely inappropriate, especially based on how extreme the complaint was. This event was traumatizing for many and absolutely unacceptable.” One respondent shared how they had received “retaliatory email” after reporting a concern about their department chair. Another respondent explained their concerns regarding reporting to human resources: “The real issue lies in the fact

that if you do seek out HR's input, you are either placated until you forget about the issue, or word spreads around the workplace that you are unhappy, which makes the situation even worse."

*No Comment.* For the second theme for all types of respondents, respondents simply noted that they had no comment to contribute. Respondents wrote in comments such as "no thank you," "I do not," and "n/a." One respondent stated, "Not comfortable doing so," while another respondent wrote, "No experience happened."

### Employee Respondents

*Hostile Workplace Behavior.* For the theme specific to Employee respondents, respondents described their experiences with hostile workplace behavior. Several respondents shared instances of bullying from leadership or coworkers. A respondent stated, "Bullying and inconsistency. Unwillingness to help me learn the policy and current practice."

Other respondents described their experiences with rude and unprofessional behavior from colleagues and managers. One respondent commented, "Was yelled at and blamed for managers lack of preparation and poor communication followed up by angry text message." Another respondent described interactions with one particular individual: "This person constantly complains and says negative things about me behind my back. I was told she said that I don't know how to do anything. She very rudely throws work in my in basket and expects I should drop everything else to do what she wants. She always complains to the Dean's office if I'm away from my desk. She makes me feel like I can't even go to the bathroom or lunch." Another respondent shared, "Lack of professionalism toward myself as a professional who would be fired, etc of I were to respond in the same manner toward them. Not always a single individual but faculty should be completely embarrassed for themselves and the university as a whole for their decision to be rude and unprofessional."

### Undergraduate Student Respondents

*Behavior by Students.* In the first theme specific to Undergraduate Student respondents, respondents described negative behaviors which were carried out by students. Roommates, classmates, and teammates were all described as perpetrators. One respondent wrote, "I was

bullied by my first year roommates so bad that I had to switch rooms.” Another respondent shared, “I was almost bullied off of my team last year” because they had hung out with “a boy that my teammate had feelings for that were not reciprocated by him.” One respondent stated, “I was catcalled and a pair of two male students saw me and said ‘damn, mama can I tap that?’” Another respondent described being excluded while traveling with fellow students because they did not want to eat at an expensive restaurant. The respondent shared, “I told her that I personally could not afford to eat at that specific restaurant in hopes of being able to choose another location. But to my surprise I was told that everyone else wanted to go there and I could either sit and watch everyone eat or sit in the van outside and wait for them to go to the hotel... It was by far the worst experience I have ever had to deal with.”

*Behavior by Professors.* For the second theme for Undergraduate Student respondents, respondents shared experiences where professors had behaved inappropriately. One respondent shared, “I had a concern with an adjunct faculty member making inappropriate jokes to me and the only other girl in my engineering lab course as well as other off-color ‘jokes’ in front of the class.” Several respondents were frustrated by a lack of support from their professors. One respondent wrote, “I was discriminated against because of my mental disability and I was not provided with support from this professor. I ended up having to drop the class due to this lack of understanding and consideration.” Another respondent commented, “My experience visiting this professor during her office hours looking for help as a student does when meeting outside of class hours and being dismissed was enough for me to drop the class and consider leaving if that is how I was going to be treated. I was angry and frustrated and embarrassed that I even attempted to get help, my professor made me feel stupid.” Another respondent added, “There have been a few professors and staff members that have created a discouraging and intimidating environment in the classroom, which I think is unacceptable.”

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

Respondents’ observations of others’ experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Within the past year, 20% ( $n = 216$ ) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (bullying, harassing) learning or working environment at SVSU.<sup>43</sup> Forty-four percent ( $n = 95$ ) of respondents who observed such conduct indicated that they witnessed one or two instance in the past year, 37% ( $n = 81$ ) observed three to five instances, 10% ( $n = 21$ ) observed six to ten instances, 9% ( $n = 20$ ) witnessed eleven or more instances of exclusionary conduct in the past year.

Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was believed to be based on race (24%,  $n = 52$ ), position status (19%,  $n = 41$ ), gender/gender identity (18%,  $n = 39$ ), ethnicity (17%,  $n = 36$ ), sexual identity (16%,  $n = 34$ ), gender expression (14%,  $n = 30$ ), and political views (13%,  $n = 28$ ). Twenty-four percent ( $n = 52$ ) of respondents indicated that they did not know the basis for the conduct (Table 37).

**Table 37. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	<i>n</i>	% of respondents who observed conduct
Race	52	24.1
Position status (support staff, faculty, student)	41	19.0
Gender/gender identity	39	18.1
Ethnicity	36	16.7
Sexual identity	34	15.7
Gender expression	30	13.9
Political views	28	13.0
Age	23	10.6
Where he/she/they are from	22	10.2
Physical characteristics	20	9.3
Religious/spiritual affiliation	18	8.3

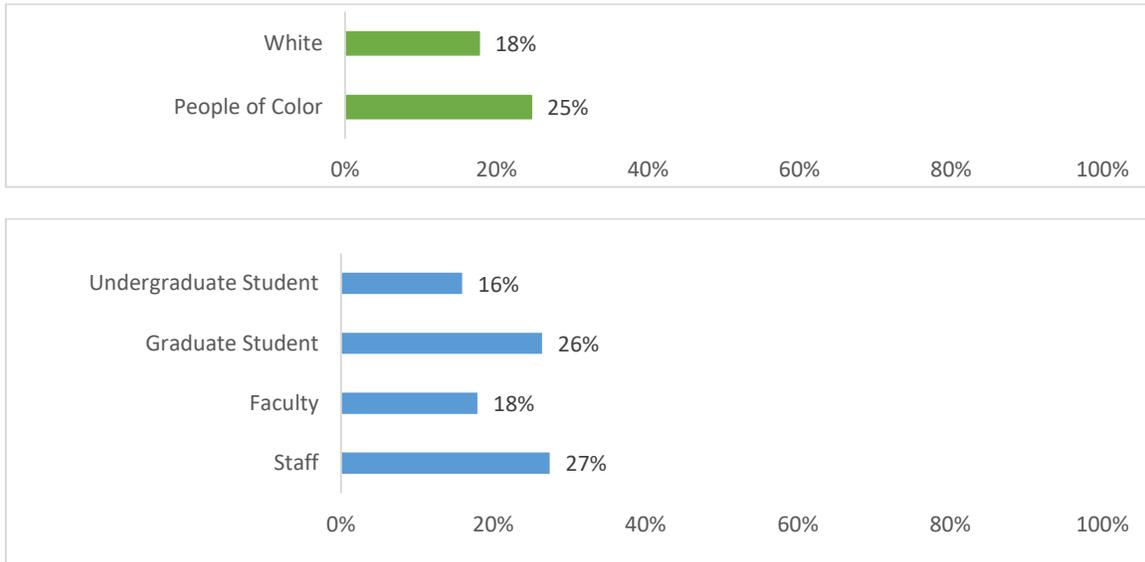
<sup>43</sup> This report uses “conduct” and the phrase “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of “conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at SVSU?”

**Table 37. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	<i>n</i>	% of respondents who observed conduct
Academic performance	17	7.9
Immigrant/citizen status	17	7.9
Philosophical views	17	7.9
Socioeconomic status	16	7.4
English language proficiency/accent	15	6.9
International status	14	6.5
Mental health/psychological condition	14	6.5
Medical condition	14	6.5
Don't know	52	24.1
A reason not listed above	17	7.9

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 216$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B103 in Appendix B.

A significantly higher percentage of Respondents of Color (25%,  $n = 46$ ) than White respondents (18%,  $n = 157$ ) observed exclusionary, intimidating, offensive, and/or hostile conduct.<sup>44, xiv</sup> Also, a lower percentage of Undergraduate Student respondents (16%,  $n = 95$ ) than Staff respondents (27%,  $n = 73$ ) observed such conduct (Figure 39).<sup>xv</sup>



*Figure 39.* Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial Identity and Position Status (%)

Of respondents who observed hostile conduct, 53% ( $n = 111$ ) observed this conduct one to two times, 29% ( $n = 61$ ) observed this conduct three to five times, and 18% ( $n = 37$ ) observed this conduct six or more times within the past year.

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<sup>44</sup> Owing to low response numbers, racial identity was collapsed into White and People of Color to capture significant differences.

Table 38 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory remarks (40%,  $n = 87$ ), isolated or left out (38%,  $n = 82$ ), intimidated/bullied (33%,  $n = 71$ ), or deliberately ignored or excluded (32%,  $n = 69$ ).

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

Form of conduct	<i>n</i>	% of respondents who observed conduct
Derogatory remarks	87	40.3
Person felt isolated or left out	82	38.0
Intimidated/bullied	71	32.9
Deliberately ignored or excluded	69	31.9
Racial/ethnic profiling	34	15.7
Derogatory written comments	17	7.9
Person singled out as the as the spokesperson for their identity group	17	7.9
Feared for their physical safety	15	6.9
Receipt of a low performance evaluation	15	6.9
Assumption that someone was admitted/hired/promoted based on his/her identity	14	6.5
Derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts, etc.	12	5.6
Receipt of a poor grade because of a hostile classroom environment	8	3.7
Threats of physical violence	7	3.2
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	6	2.8
Physical violence	6	2.8

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 216$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B99 in Appendix B.

Additionally, 27% ( $n = 59$ ) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in other public spaces at SVSU (Table 39). Some respondents noted that the incidents occurred in a class or lab (22%,  $n = 48$ ), while working at a SVSU job (19%,  $n = 42$ ), or in a SVSU administrative/support staff office (15%,  $n = 33$ ).

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

Location of conduct	<i>n</i>	% of respondents who observed conduct
In a public space at SVSU	59	27.3
In a class or lab	48	22.2
While working at a SVSU job	42	19.4
In a SVSU administrative/support staff office	33	15.3
While walking on campus	31	14.4
In a meeting with a group of people	29	13.4
At a SVSU event	27	12.5
In campus housing	25	11.6
In a meeting with one other person	18	8.3
In a faculty office	15	6.9
Off campus	14	6.5
On social networking sites/Facebook/Twitter/Instagram/cell phone/other form of technological communication	14	6.5
In athletic facilities	12	5.6
In off-campus housing	9	4.2
In SVSU dining facilities	6	2.8
In an experiential learning environment (e.g., internship, service learning, alternative break trip)	5	2.3

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 216$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B105 in Appendix B.

Forty-seven percent ( $n = 102$ ) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 40). Other respondents identified coworkers (26%,  $n = 55$ ), friends (21%,  $n = 46$ ), strangers (11%,  $n = 24$ ), and faculty members/instructors (11%,  $n = 23$ ) as targets.

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

Target	<i>n</i>	% of respondents who observed conduct
Student	102	47.2
Coworker	55	25.5
Friend	46	21.3
Stranger	24	11.1
Faculty member/instructor	23	10.6
Don't know target	20	9.3
Support staff member	18	8.3
Roommate	16	7.4
Person that I supervise	10	4.6
Off-campus community member	8	3.7
Student staff (e.g., resident assistant, student coordinators, event staff)	8	3.7
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	7	3.2

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 216$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B100 in Appendix B.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 34% ( $n = 73$ ) noted that students were the sources of the conduct (Table 41). Respondents identified additional sources as faculty members/instructors (19%,  $n = 41$ ), coworkers (16%,  $n = 34$ ), strangers (13%,  $n = 28$ ), and supervisors (13%,  $n = 27$ ).

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

Source	<i>n</i>	% of respondents who observed conduct
Student	73	33.8
Faculty member/instructor	41	19.0
Coworker	34	15.7
Stranger	28	13.0
Supervisor	27	12.5
Senior administrator (e.g., president, provost, vice president, dean)	19	8.8
Roommate	13	6.0
Friend	12	5.6

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

Source	<i>n</i>	% of respondents who observed conduct
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	12	5.6
Off-campus community member	11	5.1
Student staff (e.g., resident assistant, student coordinators, event staff)	11	5.1
Department chair	9	4.2
Support staff member	9	4.2
SVSU public safety/campus police	5	2.3
Don't know source	14	6.5

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 216$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B101 in Appendix B.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 28% ( $n = 60$ ) told a friend, 25% ( $n = 54$ ) did not do anything, 16% ( $n = 34$ ) avoided the person/venue, and 15% ( $n = 32$ ) confronted the person(s) later (Table 42). Of the respondents who contacted a SVSU resource, 36% ( $n = 14$ ) each sought support from a faculty member, 26% ( $n = 10$ ) sought support from a senior administrator, and 13% ( $n = 5$ ) sought support from the SVSU Campus Security and Public Safety Office or the Office of Human Resources.

**Table 42. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I told a friend.	60	27.8
I did not do anything.	54	25.0
I contacted someone at SVSU.	39	18.1
<i>Faculty member (e.g., professor, instructor)</i>	14	35.9
<i>Senior administrator (e.g., president, provost, vice president, dean)</i>	10	25.6
<i>Support staff person (e.g., resident director, academic advisor)</i>	5	12.8

**Table 42. Respondents’ Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I avoided the person/venue.	34	15.7
I confronted the person(s) at the time.	32	14.8
I told a family member.	26	12.0
I confronted the person(s) later.	17	7.9
I did not know to whom to go.	17	7.9
I sought information online.	12	5.6
A response not listed above.	28	13.0

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 216$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B107 in Appendix B.

Table 43 illustrates that 87% ( $n = 181$ ) of respondents did not report the incident, and 13% ( $n = 26$ ) of respondents did report the incident. Owing to low selection rates, a further breakdown of the results of reporting could not be included.

**Table 43. Respondents’ Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
No, I didn’t report it.	181	87.4
Yes, I reported it.	26	12.6

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 216$ ). Percentages may not sum to 100 as a result of multiple response choices. Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B108 in Appendix B.

### Qualitative comment analyses

Fifty-five respondents elaborated on their observations of conduct or communications directed toward a person or group of people at SVSU that they believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassing) working or learning environment. Three themes emerged from across all types of respondents: situation was resolved, response to incident, and racially driven conduct. In addition, there was one theme specific to Undergraduate Students: faculty conduct.

## All Respondents

*Situation Was Resolved.* In the first theme for all respondents, respondents shared how the situation had been resolved. One respondent stated, “I did not report the incident because one of my colleagues came ‘to the rescue’ first. Police were called.” Another respondent commented, “It was resolved after a conversation.” Several respondents discussed how they handled the situation themselves. One respondent wrote, “A gay friend of mine wore feminine shoes and someone felt the need to yell out that he looked like he was wearing woman’s shoes. So we were like ‘yeah buddy it’s because they are’ and then walked off and ranted about the person being rude.” Another respondent shared, “I confronted the person and explain why the comments were inappropriate and potentially damaging to SVSU climate and student success.” Some respondents offered comfort and support. One respondent commented, “After I was informed about this information, I gave a list of resources and suggestions that was convenient for the person/people.” Another respondent shared, “I observed an employee inappropriately scold another employee at her desk... and brought the victim to tears. I informed a co-worker who knows the victim well, and they made sure the victim was okay.” Another respondent went through official channels, “It was an incident I dealt with through my resident assistant duties. I went through protocol and worked with University Police and Resident Directors.”

*Response to Incident.* In the second theme for all respondents, respondents described how the incident was responded to when it was reported. Some respondents shared that the incident had been taken care of satisfactorily. One respondent wrote, “The incidents I am speaking of have already been handled and the professor no longer works at SVSU.” Another respondent explained, “I believe the Title IX coordinator followed up with the students who were involved. I did not hear back from the coordinator but the impacted student (victim) reported satisfaction.” Other respondents pointed out that the response was inadequate. One respondent wrote, “Because the upper administration does not deal with the bullies everyone else just tries to ignore the person.” Another respondent shared a situation where “It took three months for someone to finally just listen to her.” One respondent stated “I don’t feel that my opinion matters,” and went on to conclude that “most of the time better for me not to say anything because then I don’t get repercussions for reporting things that happen that there is never a change to anyway.”

*Racially Driven Conduct.* In the third theme for all respondents, respondents described how they had observed incidents and conduct that were racially driven. One respondent wrote, “My friends and I always walk on campus especially during the campus games or just trying to go to class and there are always comments with racial issues.” Another respondent shared, “I have witnessed a number of racist encounters while being on campus. Some are direct and some are indirect. I do not think everyone that does something racist know they are even doing it... Then there are some cases where I have heard people using racial slurs to intimidate others.” One respondent commented, “My students have had several negative experiences with resident hall assistants who ignored them, spoke down to them, racially profiled them.” Another respondent observed, “In the case of university staff, some tend to use a more aggressive tone and have a different demeanor when speaking to non-white students from my observations.” Some respondents noted incidents with Latinx individuals specifically. One respondent shared, “Then as for racism. A Latino student I know on campus told me about how a group of white students told him and his friend that ‘they need to go back to where they came from’, and that ‘they don’t belong at SVSU’. And they even made negative remarks about them speaking Spanish in public.” Another respondent commented, “Having a group of male students tell a group of female Latinas that they were going to call ICE on us. People telling you to speak English on campus when you are speaking Spanish. People saying Trump should have built that wall to a group of minority students.”

### Undergraduate Student Respondents

*Faculty Conduct.* For the only theme specific to Undergraduate Student respondents, respondents shared their experiences where they had observed faculty conduct that created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassing) learning environment. One respondent wrote, “Professors in the music department, including applied lesson instructors, have clear favoritism within their students. It is very clear who is in the in-group, and who is not a favorite.” Another respondent shared, “The teacher treated us like we were stupid. It was general course and everyone could take, but she taught the class like to grad students... She ignored students during the class even though they had questions. When we asked questions, she looked mad and annoyed. I really felt I didn’t want to go to the class every time.” One respondent stated, “I was treated rudely by a professor in front of other students. He

was not respectful to many students.” Another respondent commented, “Biases and ignorant faculty members, I have no problem with them having their own views but they SHOULD teach both sides of an issue especially political/religious otherwise they are misleading students or brainwashing in my opinion. I was afraid that I would get a bad grade if I expressed my opinion.”

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<sup>i</sup> A chi-square test was conducted to compare percentages of Student respondents who indicated that they used family contributions to pay for college by income status:  $\chi^2(1, N = 642) = 39.7, p < .001$ .

<sup>ii</sup> A chi-square test was conducted to compare percentages of Student respondents who indicated that they used grants to pay for college by income status:  $\chi^2(1, N = 642) = 44.7, p < .001$ .

<sup>iii</sup> A chi-square test was conducted to compare percentages of Student respondents who indicated that they used family contributions to pay for college by generation status:  $\chi^2(1, N = 651) = 23.7, p < .001$ .

<sup>iv</sup> A chi-square test was conducted to compare percentages of Student respondents who indicated that they used grants to pay for college by generation status:  $\chi^2(1, N = 651) = 11.1, p < .01$ .

<sup>v</sup> A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status:  $\chi^2(8, N = 1,114) = 28.1, p < .001$ .

<sup>vi</sup> A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity:  $\chi^2(4, N = 1,081) = 20.4, p < .001$ .

<sup>vii</sup> A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort in their department/work unit by gender identity:  $\chi^2(4, N = 449) = 22.4, p < .001$ .

<sup>viii</sup> A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity:  $\chi^2(8, N = 1,086) = 33.9, p < .001$ .

<sup>ix</sup> A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by income status:  $\chi^2(4, N = 642) = 14.5, p < .01$ .

<sup>x</sup> A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status:  $\chi^2(3, N = 1,114) = 13.6, p < .01$ .

<sup>xi</sup> A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status:  $\chi^2(3, N = 220) = 29.0, p < .001$ .

<sup>xii</sup> A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity:  $\chi^2(2, N = 1,102) = 8.3, p < .05$ .

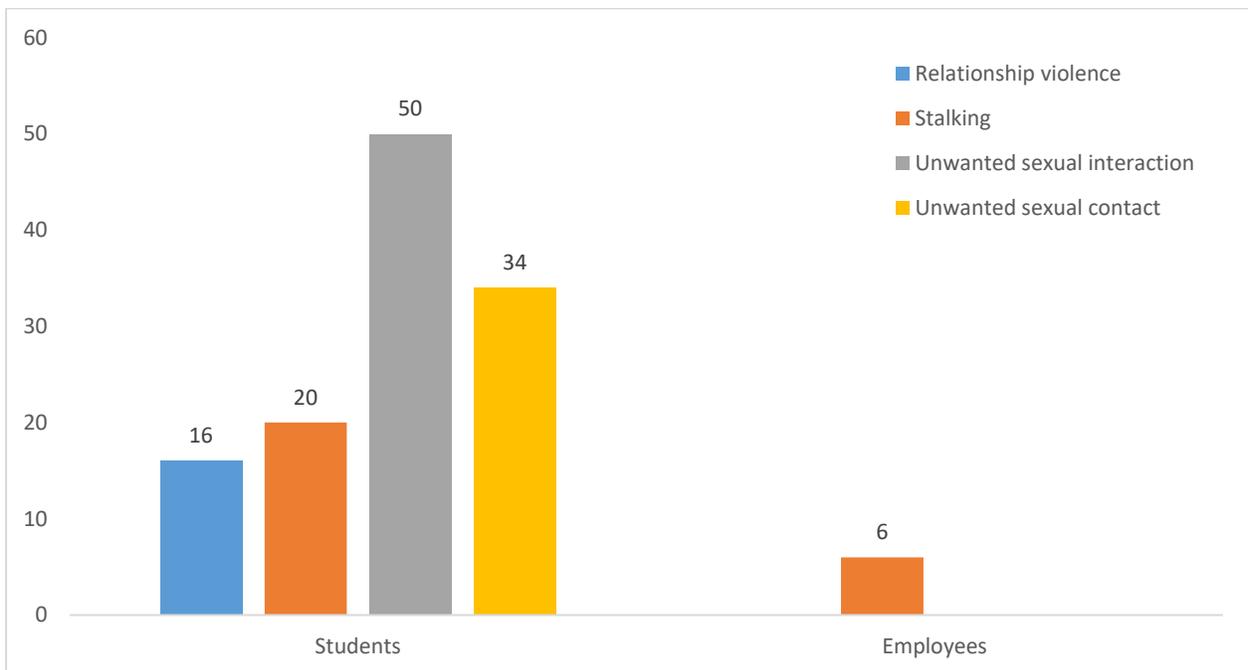
<sup>xiii</sup> A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity:  $\chi^2(2, N = 216) = 26.7, p < .001$ .

<sup>xiv</sup> A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by racial identity:  $\chi^2(1, N = 1,073) = 4.8, p < .05$ .

<sup>xv</sup> A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status:  $\chi^2(3, N = 1,107) = 17.6, p < .001$ .

## Unwanted Sexual Experiences

Nine percent ( $n = 99$ ) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,<sup>45</sup> with 2% ( $n = 20$ ) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ( $n = 26$ ) experiencing stalking (e.g., following me, on social media, texting, phone calls), 5% ( $n = 53$ ) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 3% ( $n = 35$ ) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the SVSU community (Figure 40).



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

*Figure 40. Respondents' Experiences of Unwanted Sexual Contact/Conduct by Position Status (n)*

### Relationship Violence

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

<sup>45</sup> The survey used the term “unwanted sexual contact” to depict any unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Nearly half of respondents (45%,  $n = 9$ ) who indicated that they experienced relationship violence indicated it happened within the past year, and 30% ( $n = 6$ ) noted it happened two to four years ago.

Student respondents<sup>46</sup> were asked if alcohol and drugs were involved in the relationship violence, and 25% ( $n = 5$ ) indicated “yes.” Student respondents were also asked to share what semester in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence of any kind happened each fall semester. Of Student respondents who indicated that they experienced relationship violence, 50% ( $n = 8$ ) noted that it occurred in their first year as an undergraduate student, and 38% ( $n = 6$ ) noted that it occurred in their second year as an undergraduate student (Table 44).

**Table 44. Year in Which Student Respondents Experienced Relationship Violence**

Year experience occurred	<i>n</i>	%
During my time as a graduate student at SVSU	0	0.0
Prior to my first semester (e.g., orientation, SOAR)	0	0.0
Undergraduate first year	8	50.0
Undergraduate second year	6	37.5
Undergraduate third year	< 5	---
Undergraduate fourth year	< 5	---
After my fourth year as an undergraduate	0	0.0

Note: Table reports only Student respondents who indicated on the survey that they experienced relationship violence ( $n = 16$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B62 in Appendix B.

Eighty percent ( $n = 16$ ) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct. Respondents also identified acquaintances/friends (20%,  $n = 4$ ) as perpetrators of the conduct.

Asked where the relationship violence incidents occurred, 75% ( $n = 15$ ) of respondents indicated that they occurred off campus, and 40% ( $n = 8$ ) indicated they occurred on campus. Respondents who experienced relationship violence off campus commented that the incidents occurred in

<sup>46</sup> Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

places such as “at home,” “home,” “off-campus housing,” and “on phone.” Respondents who experienced relationship violence on campus stated that the instances happened in “dorm,” “on-campus housing,” and “residence halls.”

Asked how they felt in response to experiencing relationship violence, 70% ( $n = 14$ ) felt angry, 55% each felt distressed ( $n = 11$ ) and/or sad ( $n = 11$ ), 50% each felt helpless ( $n = 10$ ) and/or somehow responsible ( $n = 10$ ), and 45% each felt afraid ( $n = 9$ ) and/or embarrassed ( $n = 9$ ) (Table 45).

**Table 45. Emotional Reaction to Relationship Violence**

Emotional reaction	<i>n</i>	%
Angry	14	70.0
Distressed	11	55.0
Sad	11	55.0
Helpless	10	50.0
Somehow responsible	10	50.0
Afraid	9	45.0
Embarrassed	9	45.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ( $n = 20$ ). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to experiencing relationship violence, 50% ( $n = 10$ ) avoided the person/venue, 45% ( $n = 9$ ) told a friend, and 35% ( $n = 7$ ) sought information online (Table 46). Less than five respondents contacted someone at SVSU.

**Table 46. Actions in Response to Relationship Violence**

Action	<i>n</i>	%
I avoided the person/venue.	10	50.0
I told a friend.	9	45.0
I sought information online.	7	35.0
I confronted the person(s) later.	6	30.0
I told a family member.	6	30.0
I confronted the person(s) at the time.	5	25.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ( $n = 20$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B66 in Appendix B.

Ninety-five percent ( $n = 19$ ) of respondents did not officially report the relationship violence. Less than five respondents officially reported the relationship violence (Table 47).

**Table 47. Respondents’ Experiences With Reporting Relationship Violence**

Reporting the relationship violence	<i>n</i>	%
No, I did not report it.	19	95.0
Yes, I reported it.	< 5	---
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	< 5	---
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ( $n = 20$ ). Percentages may not sum to 100 as a result of multiple response choices.

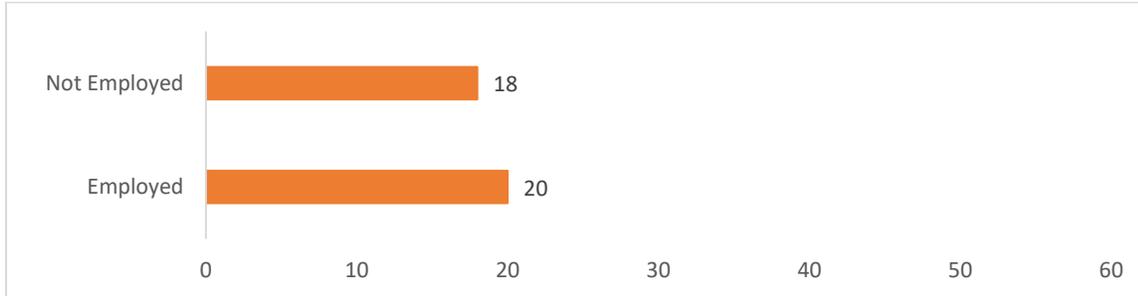
### Qualitative comment analyses

No respondents explained why they felt that their report of relationship violence was not addressed appropriately. Seventeen respondents explained why they did not report relationship violence to a campus official or support staff member. One theme emerged from the responses: not worth reporting.

*Not Worth Reporting.* Respondents explained that they did not report relationship violence to a campus official or support staff member because they did not think their experience was worth reporting. Respondents shared comments such as “It happens a lot, I didn’t think it was that big of a deal,” or “Didn’t seem necessary to tell someone about it.” One respondent stated, “Did not take it seriously.” Similarly, respondents noted that they did not think their experience was serious enough to report. One respondent explained, “It wasn’t physical violence so the younger version of me didn’t think it ‘counted.’” Another respondent wrote, “Did not feel the level of violence warranted police intervention.” Another respondent shared, “I thought I could handle it myself and didn’t think it was as serious as other people’s experiences.”

## Stalking

Analyses of the data suggested that a higher percentage of Not Employed respondents (5%,  $n = 18$ ) than Employed respondents ( $n < 5$ ) experienced stalking (Figure 41).<sup>xvi</sup>



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

*Figure 41. Respondents' Experiences of Stalking While at SVSU by Employment Status ( $n$ )*

Forty-two percent ( $n = 11$ ) of respondents who indicated they experienced stalking noted that it happened within the past year, and 42% ( $n = 11$ ) noted it happened thirteen to twenty-three years ago.

Student respondents<sup>47</sup> were asked if alcohol and drugs were involved in the stalking; 96% ( $n = 23$ ) answered “no.” The survey also asked Student respondents to share what semester in their college career they experienced stalking. Of note, the greatest percentage of occurrences of stalking of any kind happened each fall semester. Of Student respondents who indicated that they experienced stalking, 39% ( $n = 9$ ) noted that it occurred in their first year as an undergraduate student, and 26% ( $n = 6$ ) noted that it occurred in their second year as an undergraduate student (Table 48).

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<sup>47</sup> Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

**Table 48. Year in Which Student Respondents Experienced Stalking**

Year stalking occurred	<i>n</i>	%
Undergraduate first year	9	39.1
Undergraduate second year	6	26.1
Undergraduate third year	< 5	---
Undergraduate fourth year	< 5	---
<u>After my fourth year as an undergraduate</u>	0	0.0

Note: Table reports only Student respondents who indicated on the survey that they experienced stalking (*n* = 23). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B70 in Appendix B.

Sixty-nine percent (*n* = 18) of the respondents who indicated on the survey that they experienced stalking identified a SVSU student as the perpetrator of the conduct (Table 49). Respondents also identified other sources as acquaintances/friends (23%, *n* = 6) or current or former dating/intimate partners (23%, *n* = 6).

**Table 49. Perpetrators of Experienced Stalking**

Perpetrator	<i>n</i>	%
SVSU student	18	69.2
Acquaintance/friend	6	23.1
Current or former dating/intimate partner	6	23.1
Stranger	< 5	---
SVSU faculty member	< 5	---
Family member	0	0.0
<u>SVSU support staff member</u>	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking (*n* = 26). Percentages may not sum to 100 as a result of multiple response choices.

Asked where the stalking incidents occurred, 69% (*n* = 18) of respondents indicated that they occurred off campus, and 77% (*n* = 20) indicated they occurred on campus. Respondents who experienced stalking off campus indicated that the incidents occurred in places such as “apartment,” “family home,” “at work,” “frat house,” “home,” and “online.” Respondents who experienced stalking on campus commented that the incidents occurred in “a dorm,” “by MJB,” “in class/parking lots,” “marketplace,” “online,” and “science buildings.”

Asked how they felt in response to experiencing stalking, 42% ( $n = 11$ ) of respondents felt distressed, 39% ( $n = 10$ ) felt angry, 35% either felt afraid ( $n = 9$ ) or embarrassed ( $n = 9$ ), 27% ( $n = 7$ ) felt somehow responsible, and 19% ( $n = 5$ ) felt helpless.

**Table 50. Emotional Reaction to Stalking**

Emotional response	<i>n</i>	%
Distressed	11	42.3
Angry	10	38.5
Afraid	9	34.6
Embarrassed	9	34.6
Somehow responsible	7	26.9
Helpless	5	19.2
Sad	< 5	---
A feeling not listed above	5	19.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ( $n = 26$ ). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing stalking, 54% ( $n = 14$ ) of respondents told a friend, 46% ( $n = 12$ ) avoided the person/venue, and 35% ( $n = 9$ ) told a family member. Twenty-three percent ( $n = 23$ ) of respondents who experienced stalking contacted someone at SVSU (Table 51).

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

Action	<i>n</i>	%
I told a friend.	14	53.8
I avoided the person/venue.	12	46.2
I told a family member.	9	34.6
I confronted the person(s) at the time.	8	30.8
I did not do anything.	7	26.9
I contacted a local law enforcement official.	6	23.1
I contacted someone at SVSU.	6	23.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ( $n = 26$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B74 in Appendix B.

Seventy-three percent ( $n = 19$ ) of respondents did not officially report the stalking, and 27% ( $n = 7$ ) did officially report the incident(s) (Table 52).

**Table 52. Respondents’ Experiences With Reporting Stalking**

Reporting the stalking	<i>n</i>	%
No, I did not report it.	19	73.1
Yes, I reported it.	7	26.9
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	< 5	---
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	< 5	---
<i>Yes, I reported the conduct and the outcome is still pending.</i>	< 5	---
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ( $n = 26$ ). Percentages may not sum to 100 as a result of multiple response choices.

### Qualitative comment analyses

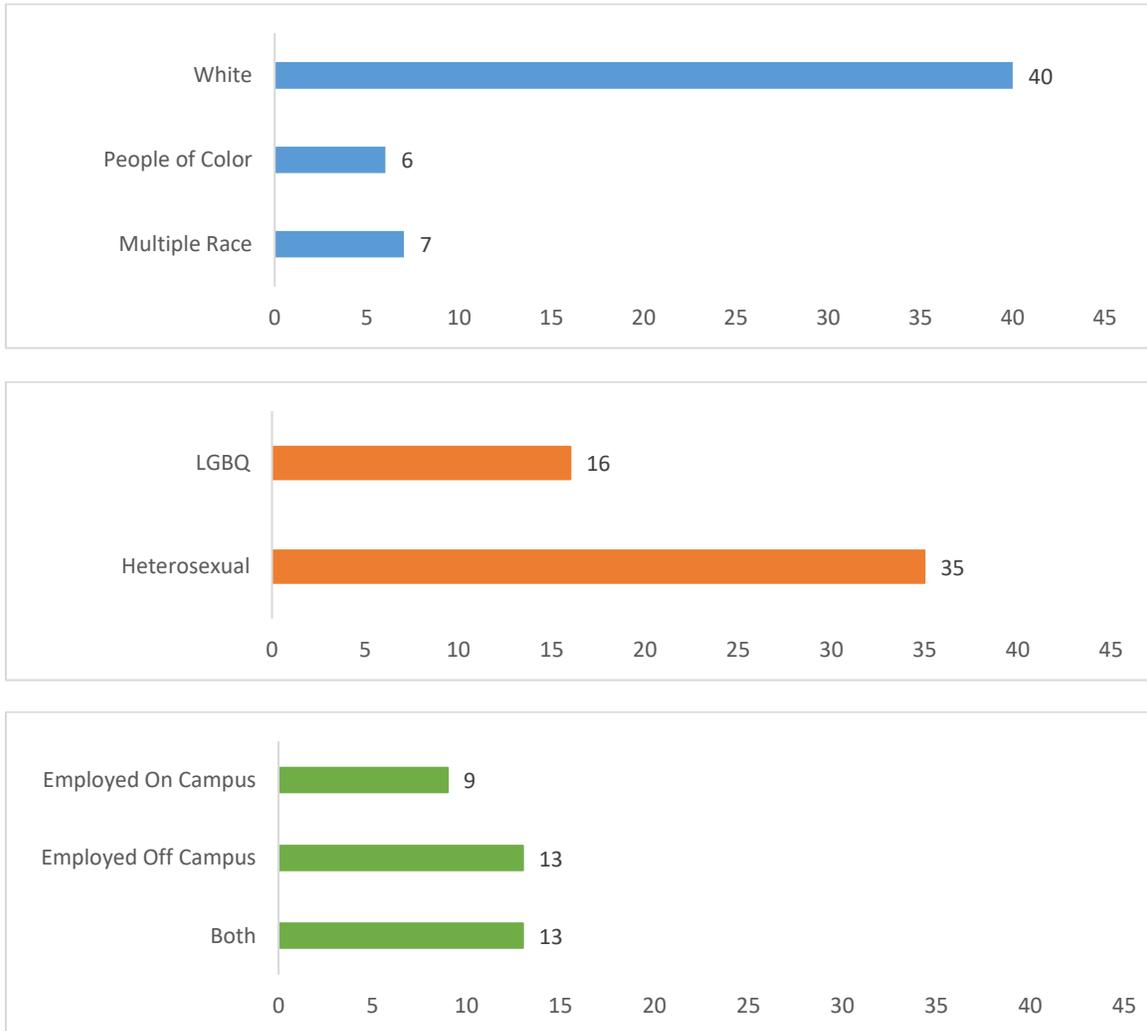
Only one respondent explained why they did not feel that their report of stalking was not addressed appropriately. In order to protect confidentiality, the response is not shared and was not coded for themes. Fourteen respondents explained why they did not report the stalking to a campus official or support staff member. One theme emerged from the responses: not worth reporting.

*Not Worth Reporting.* Respondents shared that they did not feel that their experience with stalking was serious enough to be worth reporting to authorities. One respondent wrote, “I did not feel the instances warranted enough to list a formal complaint.” Another respondent stated, “I did not realize it was stalking and it did not seem necessary.” Respondents made additional comments such as “Wasn’t that big of a deal to me,” “It was not severe enough to warrant it,” and “It was not very serious as posing threat/harm to me physically.”

### Unwanted Sexual Interaction

Analyses of the data suggested that a higher percentage of Multiple Race respondents (14%,  $n = 7$ ) than White respondents (5%,  $n = 40$ ) experienced unwanted sexual interaction (Figure 42).<sup>xvii</sup> A higher percentage of Queerspectrum respondents (11%,  $n = 16$ ) than Heterosexual respondents

(4%,  $n = 35$ ) experienced unwanted sexual interaction.<sup>xviii</sup> A higher percentage of respondents employed both on and off campus (32%,  $n = 13$ ) compared with respondents employed only on campus (7%,  $n = 9$ ) and respondents employed only off campus (5%,  $n = 13$ ) experienced unwanted sexual interaction.<sup>xix</sup>



*Figure 42. Respondents' Experiences of Unwanted Sexual Interaction While at SVSU by Racial Identity, Sexual Identity, and On/Off Campus Employment Status ( $n$ )*

Sixty-two percent ( $n = 32$ ) of respondents who indicated that they experienced unwanted sexual interaction indicated it happened within the past year, and 28% ( $n = 15$ ) noted it happened two to four years ago.

Student respondents<sup>48</sup> were asked if alcohol and/or drugs were involved in the unwanted sexual interaction, and 39% ( $n = 20$ ) indicated “yes.” Of those who indicated alcohol and/or drugs were involved, 61% ( $n = 11$ ) noted alcohol only was involved, and 39% ( $n = 7$ ) reported both alcohol and drugs were involved.

The survey also asked Student respondents to share what semester in their college career they experienced an unwanted sexual interaction. Of Student respondents who indicated that they experienced an unwanted sexual interaction, 57% ( $n = 28$ ) noted that it occurred in their first year of college, 27% ( $n = 13$ ) noted that it occurred in their second year, 29% ( $n = 14$ ) noted that it occurred in their third year, and less than five respondents noted that it occurred during their fourth year (Table 53).

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

Year experience occurred ( <i>respondents may choose more than one</i> )	<i>n</i>	%
During my time as a graduate student at SVSU	0	0.0
Prior to my first semester (e.g., orientation, SOAR)	0	0.0
Undergraduate first year	28	57.1
<i>Fall semester</i>	24	85.7
<i>Winter semester</i>	17	60.7
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
Undergraduate second year	13	26.5
<i>Fall semester</i>	13	100.0
<i>Winter semester</i>	7	53.8
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
Undergraduate third year	14	28.6
<i>Fall semester</i>	13	92.9
<i>Winter semester</i>	8	57.1
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---

<sup>48</sup> Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

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

Year experience occurred ( <i>respondents may choose more than one</i> )	<i>n</i>	%
Undergraduate fourth year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Winter semester</i>	< 5	---
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual interaction ( $n = 49$ ). Percentages may not sum to 100 as a result of multiple response choices.

Fifty-three percent ( $n = 28$ ) of the respondents who indicated they experienced an unwanted sexual interaction identified a SVSU student as the perpetrator of the conduct. Respondents also identified other sources as strangers (45%,  $n = 24$ ) and acquaintances/friends (28%,  $n = 15$ ).

Asked where the unwanted sexual interaction incidents(s) occurred, 53% ( $n = 28$ ) of respondents indicated that they occurred off campus and, 55% ( $n = 29$ ) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off campus commented that the incident(s) occurred in places such as “a house party,” “campus village,” “campus village apt,” “CV,” “CVs,” “gas station,” “mall,” “social media,” “trailer park near campus,” “walking to CV,” and “work.” Respondents who experienced unwanted sexual interaction on campus stated that the incident(s) occurred in places such as “Brown Hall,” “courtyard,” “fieldhouse,” “Ryder dorm,” “dorms,” “my dorm room,” “Starbuck,” “freshman dorms,” “pool,” “residential housing,” “tutoring center,” “while walking to my dorm,” and “social media.”

Asked how they felt in response to experiencing unwanted sexual interaction, 51% ( $n = 27$ ) felt embarrassed, 47% ( $n = 25$ ) felt angry, 34% ( $n = 18$ ) felt distressed, 30% ( $n = 16$ ) felt somehow responsible, 28% ( $n = 15$ ) felt afraid, and 17% ( $n = 9$ ) felt helpless (Table 54).

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

Emotional reaction	<i>n</i>	%
Embarrassed	27	50.9
Angry	25	47.2
Distressed	18	34.0
Somehow responsible	16	30.2
Afraid	15	28.3
Helpless	9	17.0
Sad	8	15.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual interaction, 53% (*n* = 28) of respondents told a friend (Table 55). Other respondents avoided the person/venue and/or did not do anything (40%, *n* = 21), told a family member (21%, *n* = 11), and/or confronted the person(s) at the time (11%, *n* = 6). Less than five respondents contacted someone at SVSU.

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

Action	<i>n</i>	%
I told a friend.	28	52.8
I did not do anything.	21	39.6
I avoided the person/venue.	21	39.6
I told a family member.	11	20.8
I confronted the person(s) at the time.	6	11.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B82 in Appendix B.

Ninety percent (*n* = 47) of respondents did not report the incident(s) (Table 56). Ten percent (*n* = 5) of respondents did officially report the unwanted sexual interaction.

**Table 56. Respondents' Experiences With Reporting Unwanted Sexual Interaction**

Reporting the unwanted sexual interaction	<i>n</i>	%
No, I did not report it.	47	90.4
Yes, I reported it.	5	9.6
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	< 5	---

**Table 56. Respondents’ Experiences With Reporting Unwanted Sexual Interaction**

Reporting the unwanted sexual interaction	<i>n</i>	%
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	< 5	---
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices.

### Qualitative comment analyses

Just two respondents explained why they felt their report of unwanted sexual interaction was not addressed appropriately. Owing to the low number of respondents, responses were not coded for themes. Forty-one respondents explained why they did not report unwanted sexual interaction to a campus official or support staff member. Two themes emerged from the responses; no big deal and no evidence.

*No Big Deal.* In the first theme, respondents explained that they did not report the unwanted sexual interaction because they “didn’t think it was a big deal.” One respondent stated, “I didn’t think it was THAT big of a deal.” Several respondents noted that the incident “wasn’t serious enough,” or that they simply “Did not feel the need to.” Some respondents commented on how minimal the incident was. One respondent wrote, “I wasn’t severely sexually harassed (e.g. raped) therefore it did not seem worth anyone’s time to report the incident.” Another respondent shared, “It was so little and did not physically, mentally, or emotion harm or frighten me.” One respondent explained, “I did not feel as though any of the interactions had been significant enough to be reported. They were things that seem to happen to everyone once in a while such as catcalling and inappropriate grabbing at a party.”

*No Evidence.* For the second theme, respondents discussed how a lack of evidence was a main reason why they had not reported unwanted sexual interaction. One respondent wrote, “I was catcalled ... I did not know the people and there were no staff members nearby to witness it. There was no evidence for me to present and not a strong enough case.” Another one respondent noted, “I did not know how to prove it.” Several respondents chose not to report because they did not know the name of the perpetrator. One respondent wrote, “Cat-calling happened frequently to me freshman year, but I would keep my distance and was unsure of who was committing the

acts.” Another respondent shared, “I could not identify the catcallers.” “One respondent stated, “Didn’t know who they were so campus couldn’t help me,” while another respondent commented, “I felt being illegally under the influence of alcohol, and not knowing the person’s information was not enough information to make a report.”

### Unwanted Sexual Contact

Analyses of the data suggested that a higher percentage of respondents employed both on and off campus (17%,  $n = 7$ ) than respondents employed only off campus (3%,  $n = 8$ ) experienced unwanted sexual contact (Figure 43).<sup>xx</sup>

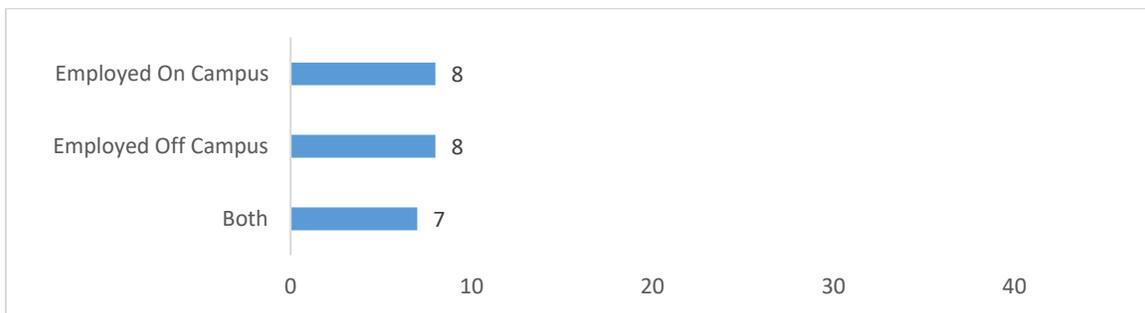


Figure 43. Respondents’ Experiences of Unwanted Sexual Contact While at SVSU by On/Off Campus Employment Status ( $n$ )

Of respondents who indicated they had experienced unwanted sexual contact, 40% ( $n = 34$ ) indicated that it happened within the last year, and 37% ( $n = 13$ ) noted it happened two to four years ago.

Student respondents<sup>49</sup> were asked if alcohol and drugs were involved in the unwanted sexual contact, and 53% ( $n = 18$ ) indicated “yes.” Of those who indicated alcohol and drugs were involved, 80% ( $n = 12$ ) indicated it was alcohol only.

Student respondents were also asked to share what semester in their college career they experienced unwanted sexual contact. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual contact, 21% ( $n = 7$ ) noted that it occurred in their first year, 41% ( $n = 14$ ) noted that it occurred in their second year, 18% ( $n = 6$ ) noted that it occurred in

<sup>49</sup> Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

their third year, and less than five respondents noted that it occurred in their fourth year (Table 57).

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

Year experience occurred	<i>n</i>	%
During my time as a graduate student at SVSU	0	0.0
Prior to my first semester (e.g., orientation, SOAR)	0	0.0
Undergraduate first year	7	20.6
<i>Fall semester</i>	6	85.7
<i>Winter semester</i>	< 5	---
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate second year	14	41.2
<i>Fall semester</i>	7	50.0
<i>Winter semester</i>	7	50.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	< 5	---
Undergraduate third year	6	17.6
Undergraduate fourth year	< 5	---
After my fourth year as an undergraduate	0	0.0

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual contact (*n* = 34). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B86 in Appendix B.

Fifty-one percent (*n* = 18) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified another SVSU student as the perpetrator of the conduct.

Respondents also identified acquaintances/friends (40%, *n* = 14), strangers (20%, *n* = 7), and/or current or former dating/intimate partners (20%, *n* = 7) as the perpetrators of the conduct.

Asked where the unwanted sexual contact incidents occurred, 66% (*n* = 23) of respondents indicated that they occurred off campus, and 37% (*n* = 13) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as “at a party,” “Campus Village,” “campus village,” “CV,” “apartments,” “friend’s house,” “study abroad,” “Mt. Pleasant,” “nearby residential area,” and “walking to Cv.” Respondents who experienced unwanted sexual contact on campus indicated that the incidents occurred in places such as “all over campus,” “dorm room,” “FYS,” “LCSW,”

“living center south,” “Living Center Southwest,” “living in a dorm (South),” “my office,” “Pine Grove,” and “the marketplace.”

Asked how they felt in response to experiencing unwanted sexual contact, 66% ( $n = 23$ ) felt somehow responsible, 63% felt helpless ( $n = 22$ ) and/or embarrassed ( $n = 22$ ), and 60% ( $n = 21$ ) felt distressed (Table 58).

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

Emotional reaction	<i>n</i>	%
Somehow responsible	23	65.7
Helpless	22	62.9
Embarrassed	22	62.9
Distressed	21	60.0
Angry	19	54.3
Sad	19	54.3
Afraid	18	51.4

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ( $n = 35$ ). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 51% ( $n = 18$ ) told a friend, 37% ( $n = 13$ ) did not do anything, 29% ( $n = 10$ ) avoided the person/venue, and 20% ( $n = 7$ ) told a family member (Table 59). Less than five respondents contacted someone at SVSU.

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

Action	<i>n</i>	%
I told a friend.	18	51.4
I did not do anything.	13	37.1
I avoided the person/venue.	10	28.6
I told a family member.	7	20.0
I confronted the person(s) at the time.	5	14.3
I confronted the person(s) later.	5	14.3
I did not know to whom to go.	5	14.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ( $n = 35$ ). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B90 in Appendix B.

Eighty-three percent ( $n = 29$ ) of respondents did not report the unwanted sexual contact, and 17% ( $n = 6$ ) reported the incident(s) (Table 60). Of the respondents who experienced unwanted sexual contact and reported it, all felt their report was not addressed appropriately.

**Table 60. Respondents’ Experiences With Reporting Unwanted Sexual Contact**

Reporting the unwanted sexual contact	<i>n</i>	%
No, I did not report it.	29	82.9
Yes, I reported it.	6	17.1
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	6	100.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ( $n = 35$ ). Percentages may not sum to 100 as a result of multiple response choices.

### Qualitative comment analyses

Six respondents explained why they felt their report of unwanted sexual contact was not addressed appropriately. As a result of the low number of respondents, responses were not coded for themes. Twenty-five respondents explained why they did not report the unwanted sexual contact to a campus official or support staff member. Two themes emerged from the responses: expected negative response and fear of consequences.

*Expected Negative Response.* For the first theme, respondents explained that they did not report the unwanted sexual contact because they did not expect a positive response to their report. One respondent stated that they “did not feel that reporting would be taken seriously.” Some respondents worried that they would not be believed if they made a report. One respondent wrote, “Was afraid of not being believed.” Another respondent explained, “There’s a fine line, apparently, between rape and ‘misunderstanding.’ Not everyone believed me when I told them what happened.” Other respondents were concerned that they would be blamed for the incident. One respondent shared, “I personally felt like I would be told it was my fault.” Another respondent shared, “The occurrence was relationship violence and I did not want to press charges or go through the hassle of an investigation when I felt I would be blamed or not believed.”

*Fear of Consequences.* For the second theme, respondents shared that they did not report the unwanted sexual contact because they were worried about the consequences that might result if they did report. Some respondents worried that their reputation would be compromised. One respondent wrote, “I didn’t want to be degraded.” Another respondent shared, “Fear of shaming, fear because person was popular/important on campus.” Another respondent stated, “It was an off-campus incident and I was too afraid that it might hurt my image as a campus leader.” Other respondents were concerned about the perpetrator such as the respondent who wrote, “He’s another student athlete so I didn’t want to ruin his reputation.”

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

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at SVSU (Table 61). Ninety-five percent ( $n = 1,051$ ) of respondents “strongly agreed” or “agreed” that they were aware of the definition of Affirmative Consent, and 90% ( $n = 996$ ) of respondents “strongly agreed” or “agreed” that they generally were aware of the role SVSU Title IX coordinators with regard to reporting incidents of unwanted sexual contact/conduct. Eighty-two percent ( $n = 907$ ) of respondents “strongly agreed” or “agreed” that they knew how and where to report such incidents.

Eighty-six percent ( $n = 955$ ) of respondents “strongly agreed” or “agreed” that they were familiar with campus policies on addressing sexual misconduct and domestic/dating violence, and 88% ( $n = 975$ ) of respondents “strongly agreed” or “agreed” that they generally were aware of Title IX policies and resources (<http://www.svsu.edu/titleix/sexualmisconductthelaw/>).

Eighty-six percent ( $n = 954$ ) of respondents “strongly agreed” or “agreed” that they had a responsibility to report such incidents when they saw them occurring on campus or off campus. Eighty-four percent ( $n = 931$ ) of respondents “strongly agreed” or “agreed” that they understood that SVSU standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Eighty-eight percent ( $n = 975$ ) of respondents “strongly agreed” or “agreed” that information about the prevalence of sex offenses (including domestic and dating violence) is available in SVSU Annual Security Report (<https://www.svsu.edu/universitypolice/cleryact/>). Ninety-five

percent ( $n = 1,051$ ) of respondents “strongly agreed” or “agreed” that they knew that SVSU sends a Campus Alert to the campus community when such an incident occurs.

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

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Affirmative Consent.	663	59.7	388	34.9	35	3.2	22	2.0	< 5	---
I am generally aware of the role of SVSU Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	584	52.5	412	37.1	56	5.0	52	4.7	8	0.7
I know how and where to report such incidents.	505	45.6	402	36.3	79	7.1	110	9.9	11	1.0
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	522	47.2	433	39.2	70	6.3	73	6.6	8	0.7
I am generally aware of Title IX policies and resources ( <a href="http://www.svsu.edu/titleix/sexualmisconductthelaw/">http://www.svsu.edu/titleix/sexualmisconductthelaw/</a> ).	525	47.4	450	40.6	72	6.5	56	5.1	5	0.5
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	537	48.6	417	37.7	104	9.4	42	3.8	6	0.5
I understand that SVSU standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	526	47.4	405	36.5	88	7.9	81	7.3	10	0.9
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in SVSU Annual Security Report ( <a href="https://www.svsu.edu/universitypolice/cleryact/">https://www.svsu.edu/universitypolice/cleryact/</a> ).	596	53.6	379	34.1	69	6.2	53	4.8	15	1.3

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

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I know that SVSU sends a Campus Alert to the campus community when such an incident occurs.	663	59.7	388	34.9	35	3.2	22	2.0	< 5	---

**Summary**

Eighty-one percent (*n* = 906) of respondents were “very comfortable” or “comfortable” with the climate at SVSU, 85% (*n* = 711) of Student respondents and Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes, and 78% (*n* = 359) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their department/work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2016) suggest that 70% to 80% of respondents felt positively toward their campus climate. Although Faculty and Staff respondents at SVSU similarly rated their department/program or work unit climates, SVSU respondents held more positive views about the overall climate at SVSU.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At SVSU, 20% of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on position status, gender/gender identity, and age. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Harper, 2015; Harper & Hurtado, 2007; Ellis, Powell, Demetriou, Huerta-Bapat, & Panter, 2018; Kim & Aquino, 2017; Leath & Chavous, 2018; Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman, Woodford, & Nicolazzo, 2017; Sue, 2010).

Twenty percent ( $n = 216$ ) of SVSU survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at SVSU which they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on race, gender/gender identity, and ethnicity. Similar to personal experiences with such conduct, members of minority identities more often witnessed exclusionary contact than did their majority counterparts.

Nine percent ( $n = 99$ ) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 2% ( $n = 20$ ) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ( $n = 26$ ) experiencing stalking (e.g., following me, on social media, texting, phone calls), 5% ( $n = 53$ ) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 3% ( $n = 35$ ) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the SVSU community.

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<sup>xvi</sup> A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by employment status:  $\chi^2(1, N = 559) = 5.8, p < .05$ .

<sup>xvii</sup> A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by racial identity:  $\chi^2(2, N = 1,078) = 8.5, p < .05$ .

<sup>xviii</sup> A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity:  $\chi^2(1, N = 1,041) = 14.1, p < .001$ .

<sup>xix</sup> A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by on/off campus employment status:  $\chi^2(2, N = 427) = 33.6, p < .001$ .

<sup>xx</sup> A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by on/off campus employment status:  $\chi^2(2, N = 427) = 13.5, p < .001$ .

## Faculty and Staff Perceptions of Climate

This section of the report describes Faculty and Staff responses to survey items focused on certain employment practices at SVSU (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate on campus, and their thoughts on work-life issues and various climate issues.

### Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices that were unfair or unjust or that would inhibit diversifying the community at SVSU (Table 62).

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

Response	Hiring practices		Procedures or practices related to promotion, tenure, reappointment, or reclassification		Employment-related discipline or action	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>No</b>	<b>362</b>	<b>79.9</b>	<b>349</b>	<b>77.4</b>	<b>415</b>	<b>92.0</b>
Faculty	153	81.8	144	78.8	179	96.2
Staff	209	78.6	205	77.1	236	89.1
<b>Yes</b>	<b>91</b>	<b>20.1</b>	<b>102</b>	<b>22.6</b>	<b>36</b>	<b>8.0</b>
Faculty	34	18.2	41	22.2	7	3.8
Staff	57	21.4	61	22.9	29	10.9

Note: Table reports responses only from Faculty and Staff respondents (*n* = 462).

Twenty percent (*n* = 91) of Faculty and Staff respondents indicated that they had observed hiring practices at SVSU (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust or that would inhibit diversifying the community. Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at SVSU, 25% (*n* = 23) noted it was based on nepotism/cronyism, 20% (*n* = 18) on gender/gender identity, and 19% (*n* = 17) on race.

Subsequent analyses<sup>50</sup> revealed the following statistically significant differences.

- By racial identity, 35% ( $n = 17$ ) of Faculty and Staff Respondents of Color, and 17% ( $n = 64$ ) of White Faculty and Staff respondents and indicated that they had observed discriminatory hiring practices.<sup>xxi</sup>
- By disability status, 35% ( $n = 12$ ) of Employee Respondents with At Least One Disability and 18% ( $n = 73$ ) of Employee Respondents with No Disability indicated that they had observed discriminatory hiring practices.<sup>xxii</sup>

### **Qualitative comment analyses**

Thirty-five Employee (Faculty/Support Staff/Administrative Professionals/University Police) respondents who elaborated on their observations regarding hiring practices at SVSU. Three themes emerged from the responses: diversity in hiring, gender bias, and hiring protocol ignored.

*Diversity in Hiring.* For the first theme, respondents commented on the role diversity plays in the hiring process at SVSU. Some respondents wanted less focus on requiring diversity in the hiring process. One respondent wrote, “The idea of interviewing someone just because they are of a different racial background (to diversify the pool) even though they clearly did not meet the job qualifications and unfortunately the pool did not. But this person got the opportunity over others in my opinion much more qualified candidates (how is that fair to these candidates?) because of this need to diversify a pool that unfortunately the qualified applicants were just not.” Another respondent stated, “Just hire people based on merit and not based on race or any other factor.” One respondent noted a pushback against efforts to include more diverse candidates in the hiring pool, “It has been my experience that when there is an individual assigned to a search committee whose role is to advocate for the inclusion of more diverse candidates in the pool of potential applicants, the advice and preferences of that advocate is often overlooked by other committee members.”

Other respondents pointed out the lack of diversity among employees at SVSU. One respondent stated, “Lack of racial diversity of faculty.” Another respondent noted, “Only one racial minority person in the Department.” Some respondents commented on how the hiring process often

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<sup>50</sup> Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, military service, citizenship status, religious affiliation, age, and disability status; only significant differences are reported.

maintains homogeneity. One respondent observed, “SVSU hires white heterosexual white alumni. There are few professional staff of color or those that identify as LGBTQIA. Many of the job postings are internal, so it maintains a culture that is reluctant to change and diverse thought. In addition, it creates an environment that is not welcoming to staff of Color.” Another respondent echoed the idea that efforts to increase diversity among staff are insufficient, “The number of internal searches appear to be disproportionate to the amount of external searches particularly for administrative and support staff positions. SVSU does not appear to cast a wide enough net to diversify and attract qualified pool of candidates.” Another respondent explained, “In the past year, many changes took place with upper management positions and the hiring process for these positions was not clear. The resulting hires were almost all white men. The combination of an unclear process and homogeneous hires leaves a bad taste in my mouth toward the institution.”

*Gender Bias.* For the second theme, respondents commented that hiring was often biased in favor of male candidates. One respondent shared, “A female candidate that interviewed far better was not picked in favor of a male candidate. Comments in the meeting showed that one person in this particular department didn’t think the female candidate could handle potentially dangerous situations in the laboratory as well as the male candidate could.” Another respondent noted, “Experienced Female officer with 20 years not hired for an [Administrative Position]. I felt like she was passed up because she was a female. She was very qualified for the job.” Another respondent stated, “Sexism: local male candidate hired over better qualified out of town female.” A few respondents commented more broadly about the preference for hiring men. One respondent wrote, “I’ve seen men hire other men without interviews because they get along well with one another.” Another respondent shared, “There is a perception on campus that white males of any age still do better in terms of advancement than females. Some seem to receive promotions ‘for no reason.’ This is especially a problem when some, but not all, opportunities for promotion are posted with HR.”

*Hiring Protocol Ignored.* For the third theme, respondents described situations where the proper hiring protocol was not followed. One respondent noted, “There needs to be clear information on the requirements for interviewing and hiring in all areas of the university.” Another respondent explained, “Our hiring practices have no rhyme or reason. When jobs become available,

sometimes they are filled from within, sometimes they are opened externally, sometimes people are just promoted to the new role. There is no standard operating procedure, which is doing a huge disservice to the campus community.” Respondents noted that positions are often filled without being posted. One respondent shared, “We have had a number of positions created over the years that have not been posted, or a ‘restructuring’ has been done. Suddenly we have a [Position redacted]- never posted.” Another respondent commented, “People who are well liked (and, often, but not always, qualified) are moved into positions without any processes in place. Positions are simply created and filled.”

Respondents also commented on how certain individuals had the power to create and/or fill positions however they want. One respondent shared, “If the right person demands that someone get a particular position, it will undoubtedly happen - very dictatorial style of leadership.” Another respondent wrote, “It makes it hard to justify to my team (that I supervise) when we are required to post a position and complete a full hiring process when others are able to appoint or move people around. This diminishes trust.” Favoritism observed by several respondents also indicated an abdication of proper hiring process when people “hire their friends and don’t give others a chance. The reputation out in the world is they know who they want and go through the motions of posting.” One respondent explained how favoritism inhibited the hiring process: “People are hired for jobs based on who they know and not their qualifications ... Faculty members try to get their friends hired and sometime succeed. If senior administration wants someone in a new position, they will make it happen but AP’s are told that if our job role expands then we will have to interview for the job we’re already doing against a pool of applicants. Promotion at SVSU is based on who you know and who’s butt you kiss (old boys club) not based on actually serving and meeting the needs of the students.” Another respondent noted simply, “It is all in who you know here.”

Twenty-three percent ( $n = 102$ ) of Faculty and Staff respondents indicated that they had observed promotion, tenure, reappointment, and reclassification practices at SVSU that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 29% ( $n = 30$ ) noted that they believed the unjust practices were based on nepotism/cronyism, 18% ( $n = 18$ ) on position status, and 13% ( $n = 13$ ) on racial identity.

Subsequent analyses<sup>51</sup> revealed the following statistically significant difference.

- By disability status, 44% ( $n = 15$ ) of Employee Respondents with At Least One Disability and 20% ( $n = 80$ ) of Employee Respondents with No Disability indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices.<sup>xxiii</sup>

### **Qualitative comment analyses**

Thirty-two Employee (Faculty/Support Staff/Administrative Professionals/University Police) respondents elaborated on their observations regarding promotion, tenure, reappointment, and reclassification practices at SVSU. Two themes emerged across all Employee respondents: cronyism and improper process. In addition, there was one theme specific to Faculty respondents only: unclear tenure criteria.

#### All Employee Respondents

*Cronyism.* In the first theme for all Employee respondents, respondents described how cronyism plays a role in the promotion and tenure process at SVSU. Respondents noted that the process is about “people knowing people” and discussed how individuals receive “promotion due to friendship or affiliation.” One respondent shared a specific instance of cronyism: “A person was hired into our office that was seriously unqualified for the job but was hired because of who he/she was friends with.” One respondent observed, “There is a lot of ‘cronyism’ going on ... our [Position redacted] was previously the Associate Director. Then one day she’s the director. Nothing against her ... just curious about our practices - are they ethical?” Another respondent noted, “People are hand picked to be promoted.” One respondent expounded on cronyism at SVSU: “There is a large amount of cronyism that occurs at SVSU in all areas and in all departments. It is as if that has become the culture around here. You have to know someone to get ahead and if you don’t it doesn’t matter how hard you work, no one will recognize your commitment and contribution.”

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<sup>51</sup> Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, military service, citizenship status, religious affiliation, age, and disability status; only significant differences are reported.

*Improper Process.* In the second theme for all respondents, respondents commented on how promotion and reclassification sometimes occurred without the proper process. One respondent shared, “Positions can be filled with no search. Some hiring/promotion/transfer decisions seem inexplicable, with individuals failing upwards.” Respondents were particularly concerned with irregularities about whether a position is posted or not. One respondent noted, “I think there is unfairness with positions being posted/not posted.” Another respondent shared, “It seems somewhat random which positions are ‘appointed’ and which are posted and people are allowed to apply for. It doesn’t seem to be based on specific biases, but based on moving specific individuals into certain roles, without giving others the opportunity to compete.” Respondents wanted positions to be posted in order to allow for equal opportunity. One respondent wrote, “I have noticed in my time here, positions are given to or created for certain people instead of posting positions fairly for everyone to try and advance themselves.” Another respondent observed, “The administration makes staffing swaps each summer without posting positions. They simply just move people around and others do not have the opportunity to apply for those changes.”

#### Faculty Respondents Only

*Unclear Tenure Criteria.* For the sole theme specific to Faculty respondents, respondents discussed how confusing and subjective criteria for tenure and promotion are. One respondent shared, “Everyone who has tenure seems to think the tenure requirements are clear. However, every time the conversation comes up, I ask what they are ... exactly ... and I never really get an answer. I also don’t really know where to find them. Are they written down? Do we go with what is in the contract? Do departments have differing expectations? Are conference proceedings okay, or do I need journal articles? The process is not clear and it has been problematic.” Another respondent observed, “It is a pointless procedure, a waste of time, etc. Expectations are subjective, and I’ve seen people scored based on how well they are liked, or have tenured people based on fear of lawsuit, etc. Make you ‘play the game’ -- sickening.” Another respondent wrote, “Some people believe they are the authority and should dictate who should get promotion and tenure. Very subjective. How can scores range from 5 to 10 in the same area. Shows that there is more subjectivity than objectivity.” Other respondents described situations where tenure was awarded or denied for problematic reasons. One respondent wrote, “I saw a hiring situation

where a candidate was rejected for doing ‘too much’ of something, but there was no statement of what should have been done instead, or why the level of activity was deemed to be too much. It seemed to me that there was personal animus at work in the evaluation and feedback process.” Another respondent commented, “Some members of some departments receive tenure when they shouldn’t have. They have low numbers (haven’t been granted promotion), but still don’t do anything. These are white males who get by with things I don’t believe minorities or female would get by with.”

Eight percent ( $n = 36$ ) of Faculty and Staff respondents indicated that they had observed employment-related discipline or action, up to and including dismissal, at SVSU that they perceived to be unjust or that would inhibit diversifying the community. Subsequent analyses indicated that of those individuals, 28% ( $n = 10$ ) believed the discrimination was based on position status, 19% ( $n = 7$ ) on racial identity, and 14% ( $n = 5$ ) on nepotism/cronyism.

Subsequent analyses<sup>52</sup> revealed the following statistically significant difference.

- By position status, 11% ( $n = 29$ ) of Staff respondents and 4% ( $n = 7$ ) of Faculty respondents indicated that they had observed unjust employment-related discipline or action.<sup>xxiv</sup>

### **Qualitative comment analyses**

Eight Employee (Faculty/Support Staff/Administrative Professionals/University Police) respondents elaborated on their observations of employment-related discipline or action, up to and including termination at SVSU, that they perceived to be unfair/unjust. No themes emerged from the responses.

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

Three survey items queried Faculty respondents ( $n = 190$ ) about their opinions regarding various issues specific to workplace climate and faculty work. Question 37 queried Tenured and Tenure-Track Faculty respondents ( $n = 107$ ), Question 39 addressed Non-Tenure-Track Faculty respondents ( $n = 83$ ), and Question 95 addressed Faculty respondents ( $n = 190$ ). Chi-square

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<sup>52</sup> Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, military service, citizenship status, religious affiliation, age, and disability status; only significant differences are reported.

analyses were conducted by gender identity,<sup>53</sup> racial identity, sexual identity, disability status, citizenship status, military service, religious affiliation, and age. Only significant findings were published below.

Table 63 illustrates that 70% ( $n = 75$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure were clear. Fifty percent ( $n = 54$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that tenure standards/promotion standards are applied equally to faculty in their department/college. Sixty-seven percent ( $n = 72$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were supported and mentored during the tenure-track years. No statistically significant differences were found between groups.

**Table 63. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>The criteria for tenure are clear.</b>	<b>33</b>	<b>30.8</b>	<b>42</b>	<b>39.3</b>	<b>12</b>	<b>11.2</b>	<b>16</b>	<b>15.0</b>	<b>&lt; 5</b>	<b>---</b>
<b>The tenure standards/promotion standards are applied equally to faculty in my department/college.</b>	<b>30</b>	<b>28.0</b>	<b>24</b>	<b>22.4</b>	<b>17</b>	<b>15.9</b>	<b>23</b>	<b>21.5</b>	<b>13</b>	<b>12.1</b>
<b>Supported and mentored during the tenure-track years.</b>	<b>36</b>	<b>33.6</b>	<b>36</b>	<b>33.6</b>	<b>13</b>	<b>12.1</b>	<b>14</b>	<b>13.1</b>	<b>8</b>	<b>7.5</b>

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents ( $n = 107$ ).

Table 64 illustrates that 71% ( $n = 75$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by SVSU. Eighty-seven percent ( $n = 93$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by SVSU. Seventy-seven percent ( $n = 82$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued by SVSU. Fifty-nine percent ( $n = 62$ ) of Tenured and Tenure-Track Faculty respondents “strongly

<sup>53</sup> Per the CSWG, for all analyses, sexual identity was recoded into the categories Queerspectrum and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

disagreed” or “disagreed” that they were pressured to change their research/scholarship agenda to achieve tenure/promotion. No statistically significant differences were found between groups.

**Table 64. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Work Value**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Research is valued by SVSU.</b>	<b>24</b>	<b>22.6</b>	<b>51</b>	<b>48.1</b>	<b>13</b>	<b>12.3</b>	<b>11</b>	<b>10.4</b>	<b>7</b>	<b>6.6</b>
<b>Teaching is valued by SVSU.</b>	<b>60</b>	<b>56.1</b>	<b>33</b>	<b>30.8</b>	<b>8</b>	<b>7.5</b>	<b>5</b>	<b>4.7</b>	<b>&lt; 5</b>	<b>---</b>
<b>Service contributions are valued by SVSU.</b>	<b>40</b>	<b>37.4</b>	<b>42</b>	<b>39.3</b>	<b>13</b>	<b>12.1</b>	<b>7</b>	<b>6.5</b>	<b>5</b>	<b>4.7</b>
<b>Pressured to change my research/scholarship agenda to achieve tenure/promotion.</b>	<b>5</b>	<b>4.8</b>	<b>13</b>	<b>12.4</b>	<b>25</b>	<b>23.8</b>	<b>29</b>	<b>27.6</b>	<b>33</b>	<b>31.4</b>

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 107).

Thirty-nine percent (*n* = 42) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations (Table 65). Forty-seven percent (*n* = 50) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students than did their colleagues. Fifty-one percent (*n* = 52) of Tenured and Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure. No statistically significant differences were found between groups.

**Table 65. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).</b>	<b>22</b>	<b>20.6</b>	<b>20</b>	<b>18.7</b>	<b>25</b>	<b>23.4</b>	<b>23</b>	<b>21.5</b>	<b>17</b>	<b>15.9</b>

**Table 65. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).</b>	19	17.8	31	29.0	27	25.2	19	17.8	11	10.3
<b>Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).</b>	< 5	---	< 5	---	45	43.7	28	27.2	24	23.3

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 107).

Forty-five percent (*n* = 48) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were taken seriously by senior administrators (Table 66). Sixty-three percent (*n* = 67) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were valued within SVSU committees. Forty percent (*n* = 41) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they would like more opportunities to participate in substantive committee assignments, while 69% (*n* = 73) “strongly agreed” or “agreed” that they had opportunities to participate in substantive committee assignments. No statistically significant differences were found between groups.

**Table 66. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Faculty opinions are taken seriously by senior administrators (e.g., president, provost, vice president, dean)</b>	15	14.2	33	31.1	24	22.6	15	14.2	19	17.9
<b>Faculty opinions are valued within SVSU committees.</b>	19	17.9	48	45.3	23	21.7	9	8.5	7	6.6

<b>I would like more opportunities to participate in substantive committee assignments.</b>	<b>14</b>	<b>13.5</b>	<b>27</b>	<b>26.0</b>	<b>39</b>	<b>37.5</b>	<b>20</b>	<b>19.2</b>	<b>&lt; 5</b>	<b>---</b>
<b>I have opportunities to participate in substantive committee assignments.</b>	<b>21</b>	<b>19.8</b>	<b>52</b>	<b>49.1</b>	<b>27</b>	<b>25.5</b>	<b>6</b>	<b>5.7</b>	<b>0</b>	<b>0.0</b>

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents ( $n = 107$ ).

### Qualitative comment analyses

Twenty-four Tenured and Tenure-Track Faculty elaborated on their responses to previous statements regarding research, service, teaching, committee work, tenure, and other similar topics. Two themes emerged from the responses: unclear tenure criteria and faculty input.

*Unclear Tenure Criteria.* In the first theme, respondents discussed how the tenure criteria are unclear and inconsistent. One respondent noted, “There are inconsistencies in the tenure process, more so, in regard to scholarship (meaning; criteria).” Another respondent observed the inconsistency about what is most valued by SVSU: “The statement when hired is that SVSU is a teaching university, yet the criteria for promotion/tenure appears to be more and more about research, yet faculty are expected to teach a 4 course load.” One respondent detailed the large quantity of service work they had and then noted, “I feel that my service is not reflected in my tenure & promotion evaluations.” Respondents wanted detailed criteria for tenure and promotion. One respondent wrote, “I don’t believe that the criteria for tenure are clear. I have attended workshops and received feedback from my evaluation committees but the most I’ve learned is that I need to be a great teacher, actively researching/creating scholarly works, and being involved in service for my department, college, and university. Not once have I heard or been instructed as to some firm guidelines.” Another respondent offered a suggestion as to why guidelines are kept vague: “I feel that the standards for promotion and tenure should be clearly stated, in specific, quantifiable terms. Other members of my department do not want to state expectations for number of publications required, number of conferences attended, etc. I think there is a desire to keep the standards vague so that applicants for tenure and promotion have a ‘whip’ that can be held over their heads, and so therefore the junior faculty will be pushed to perform more and more.... I feel bad watching pre-tenure faculty stressing out over whether they have ‘done enough’ to merit tenure or promotion.”

*Faculty Input.* In the second theme, respondents discussed how they wanted more faculty input into university decisions. Some respondents lamented the ways in which faculty have been excluded from decision making. One respondent wrote, “Should’ve been much more faculty input in revamping Library.” Another respondent shared, “When revising course schedules due to declining enrollment, administration does not consider faculty input sufficiently.” Some respondents called for more inclusion of faculty voices. One respondent observed, “It is clear that the administration values the opinions of staff over faculty. Numerous committees that should have faculty representation do not.” Another respondent stated, “Planning committees should have far more faculty seats than they do.” One respondent noted that the extent to which faculty opinions are valued can vary between administrators: “I feel that sometimes the administration takes faculty opinions seriously and other times they are dismissed out of hand. I am less concerned about this happening at the dean level because I feel the dean has relatively little control over the situations. My dean (SE&T) respects well-reasoned opinions, and pushes faculty to give reasons for unsupported opinions so that when the request moves up the chain there is something to hold on to. But it isn’t clear how much the general upper administration values the faculty opinions.”

Survey Question 39 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were not able to be conducted owing to the small number of Non-Tenure-Track Faculty respondents.

Table 67 indicates that 61% ( $n = 50$ ) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were clear. Forty-four percent ( $n = 35$ ) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were applied equally to positions. Eighty-five percent ( $n = 69$ ) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that expectations of their responsibilities were clear. Forty-four percent ( $n = 36$ ) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that they had job security. No statistically significant differences were found between groups.

**Table 67. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>The criteria used for contract renewal are clear.</b>	18	22.0	32	39.0	23	28.0	5	6.1	< 5	---
<b>The criteria used for contract renewal are applied equally to positions.</b>	16	20.0	19	23.8	34	42.5	9	11.3	< 5	---
<b>Clear expectations of my responsibilities exist.</b>	21	25.9	48	59.3	9	11.1	< 5	---	< 5	---
<b>I have job security.</b>	< 5	---	20	24.4	24	29.3	21	25.6	15	18.3

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 83).

Table 68 illustrates that 67% (*n* = 55) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by SVSU, and 86% (*n* = 70) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by SVSU. No statistically significant differences were found between groups.

**Table 68. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Research is valued by SVSU.</b>	15	18.3	40	48.8	20	24.4	6	7.3	< 5	---
<b>Teaching is valued by SVSU.</b>	24	29.6	46	56.8	7	8.6	< 5	---	< 5	---

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 83).

Forty-nine percent (*n* = 40) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 69). Thirty-three percent (*n* = 27) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Fifty-two percent (*n* = 42) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that they felt pressured to do extra work that was uncompensated. Forty-three percent (*n* = 35) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their opinions were taken seriously by senior administrators. No statistically significant differences were found between groups.

**Table 69. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.</b>	<b>&lt; 5</b>	<b>---</b>	<b>&lt; 5</b>	<b>---</b>	<b>36</b>	<b>43.9</b>	<b>28</b>	<b>34.1</b>	<b>12</b>	<b>14.6</b>
<b>I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).</b>	<b>5</b>	<b>6.1</b>	<b>10</b>	<b>12.2</b>	<b>40</b>	<b>48.8</b>	<b>21</b>	<b>25.6</b>	<b>6</b>	<b>7.3</b>
<b>Pressured to do extra work that is uncompensated.</b>	<b>6</b>	<b>7.4</b>	<b>8</b>	<b>9.9</b>	<b>25</b>	<b>30.9</b>	<b>34</b>	<b>42.0</b>	<b>8</b>	<b>9.9</b>
<b>Non-tenure-track faculty opinions are taken seriously by senior administrators.</b>	<b>6</b>	<b>7.3</b>	<b>29</b>	<b>35.4</b>	<b>30</b>	<b>36.6</b>	<b>13</b>	<b>15.9</b>	<b>&lt; 5</b>	<b>---</b>

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 83).

Seventy-one percent (*n* = 58) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their opinion was taken seriously by their department colleagues (Table 70). Seventy-eight percent (*n* = 64) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had adequate departmental information to prepare for and teach their classes. Seventy-one percent (*n* = 58) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had adequate planning time to prepare for their classes. No statistically significant differences were found between groups.

**Table 70. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>My opinion is taken seriously by my department colleagues.</b>	<b>14</b>	<b>17.1</b>	<b>44</b>	<b>53.7</b>	<b>15</b>	<b>18.3</b>	<b>8</b>	<b>9.8</b>	<b>&lt; 5</b>	<b>---</b>
<b>I have adequate departmental information to prepare for and teach my classes.</b>	<b>17</b>	<b>20.7</b>	<b>47</b>	<b>57.3</b>	<b>15</b>	<b>18.3</b>	<b>&lt; 5</b>	<b>---</b>	<b>&lt; 5</b>	<b>---</b>

**Table 70. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have adequate planning time to prepare for my classes.</b>	<b>18</b>	<b>22.0</b>	<b>40</b>	<b>48.8</b>	<b>13</b>	<b>15.9</b>	<b>10</b>	<b>12.2</b>	<b>&lt; 5</b>	<b>---</b>

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 83).

### Qualitative comment analyses

Eighteen Non-Tenure-Track Faculty respondents elaborated on their responses to previous statements regarding contract renewal, service responsibilities, job security, planning time, and other similar topics. Only one theme emerged from the responses: course prep work.

*Course Prep Work.* Respondents discussed how they handle prep work for their courses. Some respondents had positive comments about the support they received for prep work such as, “Help is always available, i.e. technology,” and “I consider it my personal responsibility to be adequately prepared to teach my classes and have been given assistance from most full time faculty when I asked for it.” Other respondents described challenges to be adequately prepared. One respondent shared, “This is my first semester teaching at SVSU, and I had no idea the amount of preparatory work required to teach well. I’m sure if I am to teach the same course again, it won’t be necessary to put in as many planning hours.” Another respondent stated, “Prep time is not adequate especially when I am given a class I have not taught recently.” A few respondents noted barriers to being adequately prepared. One respondent wrote, “When I teach a new lab, I would like to have the results of previous labs before class starts.” Another respondent stated, “Last minute changes or lack of certain needed materials occur frequently.” Another respondent commented, “I don’t get a lot of notice about what classes I may be able to teach in the next semester, which make is difficult to prepare well in advance.” One respondent was frustrated that “We adjunct faculty do not get paid for planning time.”

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 71). Chi-square analyses were conducted by faculty status (Tenure-Track or Non-Tenure-Track), gender identity, racial identity, sexual identity, disability status, citizenship status, military service, and religious

affiliation. Only significant findings for gender identity<sup>54</sup> are published in this section owing to low numbers in many of the response categories for the other variables.

Twenty-seven percent ( $n = 50$ ) of Faculty respondents “strongly disagreed” or “disagreed” that salaries for tenure-track faculty positions were competitive. A higher percentage of Tenure-Track Faculty respondents (26%,  $n = 27$ ) than Non-Tenure-Track Faculty respondents (9%,  $n = 7$ ) “agreed” that salaries for tenure-track faculty positions were competitive.

Sixty-six percent ( $n = 124$ ) of Faculty respondents “strongly disagreed” or “disagreed” that salaries for adjunct professors were competitive. Fifty-five percent ( $n = 104$ ) of Faculty respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. Nine percent ( $n = 17$ ) of Faculty respondents “strongly agreed” or “agreed” that child care benefits were competitive. No statistically significant differences were found between groups.

Forty-five percent ( $n = 82$ ) of Faculty respondents “strongly agreed” or “agreed” that retirement/supplemental benefits were competitive. A higher percentage of Tenure-Track Faculty respondents (25%,  $n = 26$ ) than Non-Tenure-Track Faculty respondents ( $n < 5$ ) “strongly agreed” that retirement/supplemental benefits were competitive.

**Table 71. Faculty Respondents’ Perceptions of Salary and Benefits**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Salaries for tenure-track faculty positions are competitive.</b>	<b>10</b>	<b>5.4</b>	<b>34</b>	<b>18.3</b>	<b>92</b>	<b>49.5</b>	<b>38</b>	<b>20.4</b>	<b>12</b>	<b>6.5</b>
Faculty status <sup>xxv</sup>										
Tenure-Track Faculty	7	6.7	27	25.7	28	26.7	33	31.4	10	9.5
Non-Tenure-Track Faculty	< 5	---	7	8.6	64	79.0	5	6.2	< 5	---
<b>Salaries for adjunct professors are competitive.</b>	<b>&lt; 5</b>	<b>---</b>	<b>9</b>	<b>4.8</b>	<b>51</b>	<b>27.3</b>	<b>60</b>	<b>32.1</b>	<b>64</b>	<b>34.2</b>
<b>Health insurance benefits are competitive.</b>	<b>55</b>	<b>29.3</b>	<b>49</b>	<b>26.1</b>	<b>67</b>	<b>35.6</b>	<b>7</b>	<b>3.7</b>	<b>10</b>	<b>5.3</b>
<b>Child care benefits are competitive.</b>	<b>&lt; 5</b>	<b>---</b>	<b>13</b>	<b>7.0</b>	<b>135</b>	<b>73.0</b>	<b>13</b>	<b>7.0</b>	<b>20</b>	<b>10.8</b>

<sup>54</sup> Per the CSWG, for all analyses, gender identity was recoded as Men and Women.

**Table 71. Faculty Respondents’ Perceptions of Salary and Benefits**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Retirement/supplemental benefits are competitive.</b>	<b>30</b>	<b>16.4</b>	<b>52</b>	<b>28.4</b>	<b>79</b>	<b>43.2</b>	<b>9</b>	<b>4.9</b>	<b>13</b>	<b>7.1</b>
Faculty status <sup>xxvi</sup>										
Tenure-Track Faculty	26	25.2	47	45.6	19	18.4	6	5.8	5	4.9
Non-Tenure-Track Faculty	< 5	---	5	6.3	60	75.0	< 5	---	8	10.0

Note: Table reports responses only from Faculty respondents (*n* = 190).

Twenty-nine percent (*n* = 53) of Faculty respondents “strongly disagreed” or “disagreed” that SVSU provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 72).

Fifty-nine percent (*n* = 112) of Faculty respondents “strongly agreed” or “agreed” that their colleagues included them in opportunities that would help their career as much as they did others in their position.

Fifty-four percent (*n* = 102) of Faculty respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. A higher percentage of Tenure-Track Faculty respondents (21%, *n* = 22) than Non-Tenure-Track Faculty respondents (7%, *n* = 6) “agreed” that the performance evaluation process was clear.

Seventy-four percent (*n* = 140) of Faculty respondents “strongly agreed” or “agreed” that SVSU provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, and traveling).

**Table 72. Faculty Respondents’ Perceptions of Work-Life Balance**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>SVSU provides adequate resources to help me manage work-life balance.</b>	<b>8</b>	<b>4.3</b>	<b>26</b>	<b>14.0</b>	<b>99</b>	<b>53.2</b>	<b>32</b>	<b>17.2</b>	<b>21</b>	<b>11.3</b>
<b>My colleagues include me in opportunities that will help my career as much as they do others in my position.</b>	<b>38</b>	<b>20.1</b>	<b>74</b>	<b>39.2</b>	<b>48</b>	<b>25.4</b>	<b>22</b>	<b>11.6</b>	<b>7</b>	<b>3.7</b>

**Table 72. Faculty Respondents' Perceptions of Work-Life Balance**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>The performance evaluation process is clear.</b>	<b>28</b>	<b>14.8</b>	<b>74</b>	<b>39.2</b>	<b>50</b>	<b>26.5</b>	<b>23</b>	<b>12.2</b>	<b>14</b>	<b>7.4</b>
Faculty status <sup>xxvii</sup>										
Tenure-Track Faculty	22	20.8	47	44.3	19	17.9	12	11.3	6	5.7
Non-Tenure-Track Faculty	6	7.2	27	32.5	31	37.3	11	13.3	8	9.6
<b>SVSU provides me with resources to pursue professional development.</b>	<b>47</b>	<b>24.7</b>	<b>93</b>	<b>48.9</b>	<b>32</b>	<b>16.8</b>	<b>15</b>	<b>7.9</b>	<b>&lt; 5</b>	<b>---</b>

Note: Table reports responses only from Faculty respondents (*n* = 190).

As noted in Table 73, 62% (*n* = 117) of Faculty respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at SVSU. Sixty-eight percent (*n* = 130) of Faculty respondents “strongly agreed” or “agreed” that they would recommend SVSU as a good place to work. No statistically significant differences were found between groups.

Sixty-one percent (*n* = 115) of Faculty respondents “strongly agreed” or “agreed” that they had job security. A higher percentage of Tenure-Track Faculty respondents (37%, *n* = 39) than Non-Tenure-Track Faculty respondents (*n* < 5) “strongly agreed” that they had job security. A higher percentage of Men Faculty respondents (33%, *n* = 28) than Women Faculty respondents (14%, *n* = 14) “strongly agreed” that they had job security.

**Table 73. Faculty Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Positive about my career opportunities at SVSU.</b>	<b>35</b>	<b>18.6</b>	<b>82</b>	<b>43.6</b>	<b>44</b>	<b>23.4</b>	<b>17</b>	<b>9.0</b>	<b>10</b>	<b>5.3</b>
<b>I would recommend SVSU as a good place to work.</b>	<b>51</b>	<b>26.8</b>	<b>79</b>	<b>41.6</b>	<b>39</b>	<b>20.5</b>	<b>14</b>	<b>7.4</b>	<b>7</b>	<b>3.7</b>
<b>I have job security.</b>	<b>43</b>	<b>22.9</b>	<b>72</b>	<b>38.3</b>	<b>36</b>	<b>19.1</b>	<b>18</b>	<b>9.6</b>	<b>19</b>	<b>10.1</b>
Faculty status <sup>xxviii</sup>										
Tenure-Track Faculty	39	36.8	53	50.0	9	8.5	< 5	---	< 5	---
Non-Tenure-Track Faculty	< 5	---	19	23.2	27	32.9	17	20.7	15	18.3

**Table 73. Faculty Respondents’ Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity <sup>xxix</sup>										
Men	28	33.3	32	38.1	12	14.3	< 5	---	9	10.7
Women	14	14.4	37	38.1	23	23.7	14	14.4	9	9.3

Note: Table reports responses only from Faculty respondents (*n* = 190).

### Qualitative comment analyses

Forty-one Faculty respondents elaborated on their responses to previous statements regarding salaries, benefits, performance evaluation, resources, and job security. Two themes emerged from these responses: low salaries and lack of job security.

*Low Salaries.* In the first theme, respondents commented on how they felt that salaries were way too low. One respondent noted that they were “underpaid.” Another respondent wrote, “SVSU now pays full Professors in my field less than assistant level professors at comparable universities around the state. Our administrators have spent far too much money building housing and charging money for that, rather than increasing money for tuition that should be funding faculty salaries.” One respondent explained how their salary worked out: “By the time I review and evaluate assignments and prepare for the courses, I probably only make about \$8-\$10.00 per hour, and less when I deduct my gas for my commute.” Respondents especially focused on how adjuncts are not paid very well. One respondent shared, “The university needs to raise wages for adjunct faculty members. We do not compensate them adequately for the value they add to campus.” Another respondent added, “Adjunct faculty salaries are low.” Another respondent stated, “It is laughable to say that salaries for adjunct professors are competitive.”

*Lack of Job Security.* For the second theme, respondents discussed how they did not feel like they had job security, particularly as adjuncts. One respondent wrote, “We do not know if we have job security.” Another respondent shared, “Never know if I will be needed next semester. Always told late in summer.” Respondents specifically commented on job security for adjunct faculty. One respondent wrote, “As adjunct faculty, one never knows for certain if the course you have been working on will be available the next semester. Plus, adjuncts can be bumped easily by regular staff.” Another respondent stated, “As an adjunct, there is no guarantee of

employment, so there is uncertainty from semester to semester.” One respondent elaborated on these concerns: “No one that I have spoken to that is an adjunct professor feels like they have job security. It is actually the opposite as many of my colleagues have been quite vocal lately about their concerns and fears of not having any courses next semester and what they are going to do if they don’t. It is a tremendous amount of stress not knowing from semester to semester if you are going to have a course or not.” Another respondent shared similar worries: “Among the adjunct faculty, some that have been at SVSU for years, express their concern about getting classes pretty frankly and constantly in ‘water cooler’ type talk. I am a confident person but being surrounded with this talk makes me concerned for job security.”

### **Faculty Respondents’ Feelings of Support and Value at SVSU**

Table 74, Table 75, and Table 76 depict Faculty respondents’ attitudes about aspects of the climate within their departments and at SVSU. Subsequent analyses were conducted to identify significant differences in responses by faculty status (Tenure-Track or Non-Tenure-Track), gender identity, racial identity, sexual identity, disability status, citizenship status, military service, and religious affiliation. Only significant findings for gender identity<sup>55</sup> are published in this section owing to low numbers in many of the response categories for the other variables.

Eighty percent ( $n = 152$ ) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by faculty in their department (Table 74). Eighty-five percent ( $n = 161$ ) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by their department chair. Eighty-six percent ( $n = 160$ ) “strongly agreed” or “agreed” that they felt valued by students in the classroom. Fifty-eight percent ( $n = 111$ ) of Faculty respondents “strongly agreed” or “agreed” that they thought SVSU administrators were genuinely concerned with their welfare. Sixty-nine percent ( $n = 107$ ) of Faculty respondents “strongly agreed” or “agreed” that the SVSU faculty association was genuinely concerned with their welfare. No statistically significant differences were found between groups.

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<sup>55</sup> Per the CSWG, for all analyses, gender identity was recoded as Men and Women.

**Table 74. Faculty Respondents' Feelings of Value**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel valued by coworkers in my work unit.</b>	78	41.1	74	38.9	15	7.9	15	7.9	8	4.2
<b>I feel valued by my department chair.</b>	93	48.9	68	35.8	19	10.0	5	2.6	5	2.6
<b>I feel valued by students in the classroom.</b>	76	40.6	84	44.9	18	9.6	6	3.2	< 5	---
<b>I think that SVSU administrators are genuinely concerned with my welfare.</b>	39	20.5	72	37.9	41	21.6	30	15.8	8	4.2
<b>I think that the SVSU faculty association is genuinely concerned with my welfare.</b>	44	28.4	63	40.6	32	20.6	11	7.1	5	3.2

Note: Table reports responses only from Faculty respondents (*n* = 190).

Twenty percent (*n* = 38) of Faculty respondents “strongly agreed” or “agreed” that faculty in their departments prejudged their abilities based on their perception of their identity/background. Sixty percent (*n* = 113) of Faculty respondents “strongly disagreed” or “disagreed” that their department chair/head prejudged their abilities based on their perception of their identity/background. Sixty-two percent (*n* = 116) of Faculty respondents “strongly agreed” or “agreed” that SVSU encouraged free and open discussion of difficult topics. No statistically significant differences were found between groups (Table 75).

**Table 75. Faculty Respondents' Perception of Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I think that faculty in my department prejudge my abilities based on their perception of my identity/background.</b>	10	5.3	28	15.0	56	29.9	60	32.1	33	17.6
<b>I think that my department chair/head prejudged my abilities based on their perception of my identity/background.</b>	6	3.2	15	7.9	55	29.1	62	32.8	51	27.0

**Table 75. Faculty Respondents' Perception of Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I believe that the campus climate encourages free and open discussion of difficult topics.</b>	<b>29</b>	<b>15.6</b>	<b>87</b>	<b>46.8</b>	<b>45</b>	<b>24.2</b>	<b>17</b>	<b>9.1</b>	<b>8</b>	<b>4.3</b>

Note: Table reports responses only from Faculty respondents (*n* = 190).

Forty-nine percent (*n* = 87) of Faculty respondents “strongly agreed” or “agreed” that their research was valued (Table 76). Seventy-nine percent (*n* = 149) of Faculty respondents “strongly agreed” or “agreed” that their teaching was valued. Sixty-eight percent (*n* = 123) of Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued. No statistically significant differences were found between groups.

Fifty percent (*n* = 93) of Faculty respondents “strongly disagreed” or “disagreed” that they were reluctant to bring up issues that concerned them for fear that it would affect performance evaluation or tenure/merit/promotion decisions. A higher percentage of Tenure-Track Faculty respondents (12%, *n* = 13) than Non-Tenure-Track Faculty respondents (*n* < 5) “agreed” that they were reluctant to bring up issues that concerned them for fear that it would affect performance evaluation or tenure/merit/promotion decisions.

Forty-four percent (*n* = 82) of Faculty respondents “strongly disagreed” or “disagreed” that they must work harder than their colleagues/coworkers do to achieve the same recognition. A higher percentage of Tenure-Track Faculty respondents (14%, *n* = 15) than Non-Tenure-Track Faculty respondents (*n* < 5) “agreed” that they must work harder than their colleagues/coworkers do to achieve the same recognition.

**Table 76. Faculty Respondents' Feelings of Work Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel that my research is valued.</b>	<b>38</b>	<b>21.3</b>	<b>49</b>	<b>27.5</b>	<b>69</b>	<b>38.8</b>	<b>12</b>	<b>6.7</b>	<b>10</b>	<b>5.6</b>
<b>I feel that my teaching is valued.</b>	<b>60</b>	<b>31.9</b>	<b>89</b>	<b>47.3</b>	<b>22</b>	<b>11.7</b>	<b>12</b>	<b>6.4</b>	<b>5</b>	<b>2.7</b>

**Table 76. Faculty Respondents' Feelings of Work Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel that my service contributions are valued.</b>	<b>45</b>	<b>25.0</b>	<b>78</b>	<b>43.3</b>	<b>36</b>	<b>20.0</b>	<b>15</b>	<b>8.3</b>	<b>6</b>	<b>3.3</b>
<b>I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.</b>	<b>16</b>	<b>8.6</b>	<b>29</b>	<b>15.5</b>	<b>49</b>	<b>26.2</b>	<b>59</b>	<b>31.6</b>	<b>34</b>	<b>18.2</b>
Faculty status <sup>xxx</sup>										
Tenure-Track Faculty	13	12.4	20	19.0	19	18.1	33	31.4	20	19.0
Non-Tenure-Track Faculty	< 5	---	9	11.0	30	36.6	26	31.7	14	17.1
<b>I have to work harder than I believe my colleagues/coworkers do to achieve the same recognition.</b>	<b>18</b>	<b>9.6</b>	<b>32</b>	<b>17.0</b>	<b>56</b>	<b>29.8</b>	<b>55</b>	<b>29.3</b>	<b>27</b>	<b>14.4</b>
Faculty status <sup>xxxi</sup>										
Tenure-Track Faculty	15	14.0	24	22.4	20	18.7	32	29.9	16	15.0
Non-Tenure-Track Faculty	< 5	---	8	9.9	36	44.4	23	28.4	11	13.6

Note: Table reports responses only from Faculty respondents (*n* = 190).

### Staff Respondents' Views on Workplace Climate and Work-Life Balance<sup>56</sup>

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at SVSU. Frequencies and significant differences based on by gender identity,<sup>57</sup> racial identity,<sup>58</sup> sexual identity,<sup>59</sup> military service, citizenship status, age, disability status, and religious affiliation are provided in Table 77 through Table 80.

Sixty-seven percent (*n* = 182) of Staff respondents “strongly agreed” or “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it (Table 77). A higher percentage of Men Staff respondents (30%, *n* = 29) than Women Staff respondents (18%,

<sup>56</sup> Given the small sample sizes, secondary analyses for Staff (Administrative Staff versus Support Staff) were not possible.

<sup>57</sup> Per the CSWG, for all analyses, gender identity was recoded as Men and Women.

<sup>58</sup> Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

<sup>59</sup> Per the CSWG, for all analyses, sexual identity was recoded into the categories Queerspectrum and Heterosexual to maintain response confidentiality.

$n = 30$ ) “neither agreed nor disagreed” that they had supervisors who gave them job/career advice or guidance when they needed it.

Seventy-seven percent ( $n = 209$ ) of Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. No statistically significant differences were found between groups.

Fifty-nine percent ( $n = 160$ ) of Staff respondents “strongly agreed” or “agreed” that they were included in opportunities that would help their careers as much as others in similar positions. No statistically significant differences were found between groups.

**Table 77. Staff Respondents’ Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have supervisors who give me job/career advice or guidance when I need it.</b>	<b>93</b>	<b>34.3</b>	<b>89</b>	<b>32.8</b>	<b>60</b>	<b>22.1</b>	<b>20</b>	<b>7.4</b>	<b>9</b>	<b>3.3</b>
Gender identity <sup>xxxii</sup>										
Men	29	29.9	26	26.8	29	29.9	7	7.2	6	6.2
Women	64	38.1	59	35.1	30	17.9	13	7.7	< 5	---
<b>I have colleagues/coworkers who give me job/career advice or guidance when I need it.</b>	<b>101</b>	<b>37.1</b>	<b>108</b>	<b>39.7</b>	<b>47</b>	<b>17.3</b>	<b>11</b>	<b>4.0</b>	<b>5</b>	<b>1.8</b>
<b>I am included in opportunities that will help my career as much as others in similar positions.</b>	<b>67</b>	<b>24.8</b>	<b>93</b>	<b>34.4</b>	<b>67</b>	<b>24.8</b>	<b>30</b>	<b>11.1</b>	<b>13</b>	<b>4.8</b>

Note: Table reports responses only from Staff respondents ( $n = 272$ ).

Table 78 illustrates that 57% ( $n = 156$ ) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. Thirty-nine percent ( $n = 104$ ) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was productive. No statistically significant differences were found between groups.

**Table 78. Staff Respondents’ Perceptions of Performance Evaluation Process**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>The performance evaluation process is clear.</b>	<b>58</b>	<b>21.3</b>	<b>98</b>	<b>36.0</b>	<b>59</b>	<b>21.7</b>	<b>42</b>	<b>15.4</b>	<b>15</b>	<b>5.5</b>
<b>The performance evaluation process is productive.</b>	<b>44</b>	<b>16.4</b>	<b>60</b>	<b>22.3</b>	<b>87</b>	<b>32.3</b>	<b>50</b>	<b>18.6</b>	<b>28</b>	<b>10.4</b>

Note: Table reports responses only from Staff respondents (*n* = 272).

Seventy-eight percent (*n* = 210) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance. No statistically significant differences were found between groups (Table 79).

Forty-two percent (*n* = 114) of Staff respondents “strongly agreed” or “agreed” that SVSU provided adequate support to help them to manage work-life balance. No statistically significant differences were found between groups.

Forty-seven percent (*n* = 118) of Staff respondents “strongly disagreed” or “disagreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). A lower percentage of Men Staff respondents (25%, *n* = 24) than Women Staff respondents (41%, *n* = 69) “disagreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations.

Thirty-five percent (*n* = 94) of Staff respondents “strongly disagreed” or “disagreed” that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). A higher percentage of Women Staff respondents (33%, *n* = 54) than Men Staff respondents (18%, *n* = 17) “disagreed” that they performed more work than colleagues with similar performance expectations.

**Table 79. Staff Respondents’ Perceptions of Work-Life Issues**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>My supervisor provides adequate support for me to manage work-life balance.</b>	<b>110</b>	<b>40.7</b>	<b>100</b>	<b>37.0</b>	<b>37</b>	<b>13.7</b>	<b>13</b>	<b>4.8</b>	<b>10</b>	<b>3.7</b>
<b>SVSU provides adequate support to help me to manage work-life balance.</b>	<b>31</b>	<b>11.4</b>	<b>83</b>	<b>30.6</b>	<b>104</b>	<b>38.4</b>	<b>31</b>	<b>11.4</b>	<b>22</b>	<b>8.1</b>
<b>Burdened by work responsibilities beyond those of my colleagues with similar performance expectations.</b>	<b>13</b>	<b>4.8</b>	<b>41</b>	<b>15.1</b>	<b>89</b>	<b>32.8</b>	<b>94</b>	<b>34.7</b>	<b>34</b>	<b>12.5</b>
Gender identity <sup>xxxiii</sup>										
Men	5	5.2	21	21.9	37	38.5	24	25.0	9	9.4
Women	7	4.1	20	11.8	48	28.4	69	40.8	25	14.8
<b>I perform more work than colleagues with similar performance expectations.</b>	<b>29</b>	<b>10.8</b>	<b>59</b>	<b>22.0</b>	<b>86</b>	<b>32.1</b>	<b>71</b>	<b>26.5</b>	<b>23</b>	<b>8.6</b>
Gender identity <sup>xxxiv</sup>										
Men	11	11.5	27	28.1	35	36.5	17	17.7	6	6.3
Women	17	10.2	30	18.1	48	28.9	54	32.5	17	10.2

Note: Table reports responses only from Staff respondents (*n* = 272).

Sixty-one percent (*n* = 164) of Staff respondents “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours (Table 80). A significantly higher percentage of Women Staff respondents (42%, *n* = 71) than Men Staff respondents (29%, *n* = 27) “agreed” that they were able to complete their assigned duties during scheduled hours.

Forty-three percent (*n* = 117) of Staff respondents “strongly agreed” or “agreed” that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). A significantly higher percentage of At Least One Disability Staff respondents (44%, *n* = 11) than No Disability Staff respondents (19%, *n* = 44) “strongly agreed” that their workload increased without additional compensation as a result of other staff departures.

Forty-seven percent (*n* = 127) of Staff respondents “strongly disagreed” or “disagreed” that they were pressured by departmental/program work requirements that occurred outside of normally

scheduled hours. Thirteen percent ( $n = 12$ ) of Men Staff respondents compared with 4% ( $n = 6$ ) of Women Staff respondents “strongly agreed” that they felt pressured by departmental/program work requirements that occurred outside of normally scheduled hours.

Seventy-five percent ( $n = 202$ ) of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities. Thirty percent ( $n = 81$ ) of Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others. No statistically significant differences were found between groups.

**Table 80. Staff Respondents’ Perceptions of Workload**

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I am able to complete my assigned duties during scheduled hours.</b>	<b>63</b>	<b>23.4</b>	<b>101</b>	<b>37.5</b>	<b>45</b>	<b>16.7</b>	<b>41</b>	<b>15.2</b>	<b>19</b>	<b>7.1</b>
Gender identity <sup>xxxv</sup>										
Men	21	22.3	27	28.7	17	18.1	17	18.1	12	12.8
Women	42	24.9	71	42.0	26	15.4	23	13.6	7	4.1
<b>My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).</b>	<b>57</b>	<b>21.0</b>	<b>60</b>	<b>22.1</b>	<b>73</b>	<b>26.9</b>	<b>57</b>	<b>21.0</b>	<b>24</b>	<b>8.9</b>
Disability status <sup>xxxvi</sup>										
No Disabilities	44	18.6	56	23.6	65	27.4	50	21.1	22	9.3
At Least One Disability	11	44.0	< 5	---	< 5	---	7	28.0	< 5	---
<b>Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.</b>	<b>18</b>	<b>6.7</b>	<b>61</b>	<b>22.7</b>	<b>63</b>	<b>23.4</b>	<b>95</b>	<b>35.3</b>	<b>32</b>	<b>11.9</b>
Gender identity <sup>xxxvii</sup>										
Men	12	12.5	28	29.2	23	24.0	23	24.0	10	10.4
Women	6	3.6	30	18.0	38	22.8	71	42.5	22	13.2
<b>I am given a reasonable time frame to complete assigned responsibilities.</b>	<b>64</b>	<b>23.7</b>	<b>138</b>	<b>51.1</b>	<b>55</b>	<b>20.4</b>	<b>9</b>	<b>3.3</b>	<b>&lt; 5</b>	<b>---</b>

**Table 80. Staff Respondents’ Perceptions of Workload**

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>A hierarchy exists within staff positions that allows some voices to be valued more than others.</b>	<b>26</b>	<b>9.6</b>	<b>55</b>	<b>20.4</b>	<b>116</b>	<b>43</b>	<b>52</b>	<b>19.3</b>	<b>21</b>	<b>7.8</b>

Note: Table reports responses only from Staff respondents (*n* = 272).

### Qualitative comment analyses

Fifty-seven respondents elaborated on their responses to previous statements regarding performance evaluation, work responsibilities, work-life balance, and career advice. Two themes emerged from the responses: heavy workload and inequity concerns.

*Heavy Workload.* In the first theme, respondents discussed their concerns related to their perception that their workloads were too heavy. Some respondents wrote about high expectations for long hours, which make it difficult to maintain a healthy work-life balance. One respondent wrote, “I feel pressure from some staff members to work past office hours because they do.” Another respondent shared, “There is a feeling on campus that positive performance = unyielding loyalty to the university expressed in event attendance, showing up early, leaving late. I have heard that work life balance is important, but I have also seen people severely ridiculed for attempting to maintain that balance.” Another respondent elaborated, “The fact that the following sentence even exists on the Human Resources website for this University is highly questionable: ‘Salaried employees should expect to have to work more than 40 hours per week.’ That is a classic example of undermining anything even close to work-life balance or a concern for that general initiative.”

Other respondents commented that their heavy workloads were the result of understaffing in their department. One respondent stated, “Our office, like many, has fewer staff, resulting in increased workload,” while another respondent noted simply, “Less staff equals more administrative duties.” One respondent observed, “My department has been devastated with positions not being replaced when people leave (for whatever reason). Our workloads have increased without adequate compensation or consideration, and it has driven morale down and burnout up at all levels of the staff.” Another respondent shared, “My department is woefully

understaffed for what is expected of us. We have been for years. We used to have 11 officers and extra support staff. now we have 9 and lost our support staff. This has negatively affected our department and is part of the reason we are now down to 7 officers.”

Respondents also shared their frustrations that an increased workload did not often come increased pay. One respondent shared, “Workload has increased greatly and the pay is almost the same.” Another respondent wrote, “Extra work load beyond my job description with empty promises that my position will be ‘re-classified’ to compensate such extra duties.” One respondent offered details about their specific situation: “My responsibilities have doubled since I became full time but I am receiving the same rate of pay. The only ‘boost’ came when I went from 29 hours to 40 hours, but I had to quit my other job in order to work at SVSU full time so I am making exactly the same rate of pay as before but with much more on my plate.” Another respondent described the pushback they received when asking for greater compensation: “I applied and was promoted to a higher position after a colleague left. I was not given any compensation for the promotion and additional responsibilities. When I inquired about this, I was told we only get raises once a year even if you move into a new position and have additional responsibilities.”

*Inequity Concerns.* For the second theme, respondents shared their concerns related to inequity in the workplace around workloads, salaries, and promotions. One respondent was concerned about unequal workloads: “Support staff workers are allowed to slack off because admin is afraid to confront the union. Other support staff workers with higher morals are left to complete the workload.” Other respondents were frustrated by inequitable salaries. One respondent wrote, “Having been here for more than 20 years, it’s disheartening to see that new staff, in entry level positions are making a salary only \$10K less than what I earn. There is a disparity in wages for those who’ve been loyal to the institution and have been given increased responsibilities without an increase in salary.” Another respondent called out administration for large salary increases: “The administration - pres, vp, provost, business management, etc - overall seems aloof and are more concerned with getting large salary increases yearly than spreading the wealth a little more with the ap’s that are in the trenches ... huge disconnect.” One respondent shared their own inequitable experience: “There is a co-worker with the same position with a \$5,000 difference. I have asked for an increase for a more fair compensation but I was flat out denied with the same

performance of the other co-worker.” Another respondent shared their frustrations with poor performing managers who have no reports who “make considerably more income than younger harder working counterparts who have more direct reports because they have been here longer and get the annual percentage raise. There are many unfair examples of the salary balance at SVSU. It’s extremely off balance.” Additionally, some respondents commented on the presence of favoritism, such as the respondent who wrote, “Those who are well liked get all the opportunities for growth.” Another respondent shared, “For administrative staff the promotion process is not clear nor fair. It feels as if promotion occurs as a result of being ‘in’ with the right crowd which is mostly an ‘old boys club.’ Having family members on the board entitles people to be promoted to positions they aren’t qualified for and paid more than people who have been here for a decade.”

### **Staff Respondents’ Feelings of Support and Value at SVSU**

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution as well as SVSU’s benefits and salaries. Table 81 to Table 85 illustrate Staff responses to these items. Analyses were conducted by gender identity,<sup>60</sup> racial identity,<sup>61</sup> sexual identity,<sup>62</sup> military service, citizenship status, age, disability status, and religious affiliation. Significant differences are presented in the following tables.

Seventy-six percent ( $n = 205$ ) of Staff respondents “strongly agreed” or “agreed” that SVSU provided them with resources to pursue training/professional development opportunities (Table 81). Seventy-three percent ( $n = 197$ ) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided them with resources to pursue training/professional development opportunities. No statistically significant differences were found between groups.

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<sup>60</sup> Per the CSWG, for all analyses, gender identity was recoded as Men and Women.

<sup>61</sup> Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

<sup>62</sup> Per the CSWG, for all analyses, sexual identity was recoded into the categories Queerspectrum and Heterosexual to maintain response confidentiality.

**Table 81. Staff Respondents’ Perceptions of Resources for Training/Professional Development Opportunities**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>SVSU provides me with resources to pursue training/professional development opportunities.</b>	<b>79</b>	<b>29.3</b>	<b>126</b>	<b>46.7</b>	<b>33</b>	<b>12.2</b>	<b>22</b>	<b>8.1</b>	<b>10</b>	<b>3.7</b>
<b>My supervisor provides me with resources to pursue training/professional development opportunities.</b>	<b>83</b>	<b>30.7</b>	<b>114</b>	<b>42.2</b>	<b>43</b>	<b>15.9</b>	<b>22</b>	<b>8.1</b>	<b>8</b>	<b>3.0</b>

Note: Table reports responses only from Staff respondents (*n* = 272).

Sixty-four percent (*n* = 172) of Staff respondents “strongly agreed” or “agreed” that SVSU was supportive of their taking extended leave (e.g., FMLA, parental) (Table 82). Eighty-three percent (*n* = 223) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). Forty-six percent of (*n* = 124) of Staff respondents “strongly disagreed” or “disagreed” that support staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. Fifty-five percent (*n* = 149) of Staff respondents “strongly agreed” or “agreed” that SVSU policies (e.g., FMLA) were fairly applied across SVSU. No statistically significant differences were found between groups.

**Table 82. Staff Respondents’ Perceptions of Support for Leave Policies**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>SVSU is supportive of taking extended leave (e.g., FMLA, parental).</b>	<b>67</b>	<b>24.9</b>	<b>105</b>	<b>39.0</b>	<b>80</b>	<b>29.7</b>	<b>13</b>	<b>4.8</b>	<b>&lt; 5</b>	<b>---</b>
<b>My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).</b>	<b>111</b>	<b>41.3</b>	<b>112</b>	<b>41.6</b>	<b>35</b>	<b>13.0</b>	<b>6</b>	<b>2.2</b>	<b>5</b>	<b>1.9</b>
<b>Support staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.</b>	<b>16</b>	<b>5.9</b>	<b>16</b>	<b>5.9</b>	<b>113</b>	<b>42.0</b>	<b>76</b>	<b>28.3</b>	<b>48</b>	<b>17.8</b>

**Table 82. Staff Respondents’ Perceptions of Support for Leave Policies**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>SVSU policies (e.g., FMLA) are fairly applied across SVSU.</b>	<b>54</b>	<b>20.0</b>	<b>95</b>	<b>35.2</b>	<b>105</b>	<b>38.9</b>	<b>13</b>	<b>4.8</b>	<b>&lt; 5</b>	<b>---</b>

Note: Table reports responses only from Staff respondents (*n* = 272).

Fifty-seven percent (*n* = 154) of Staff respondents “strongly agreed” or “agreed” that SVSU was supportive of flexible work schedules (Table 83). A significantly higher percentage of No Affiliation Staff respondents (14%, *n* = 6) than Christian Staff respondents (4%, *n* = 7) “disagreed” that SVSU was supportive of flexible work schedules.

Sixty-four percent (*n* = 170) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of flexible work schedules. No statistically significant differences were found between groups.

**Table 83. Staff Respondents’ Perceptions of Support for Flexible Work Schedules**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>SVSU is supportive of flexible work schedules.</b>	<b>46</b>	<b>17.0</b>	<b>108</b>	<b>40.0</b>	<b>64</b>	<b>23.7</b>	<b>36</b>	<b>13.3</b>	<b>16</b>	<b>5.9</b>
Religious/spiritual affiliation <sup>xxxviii</sup>										
No Affiliation	8	18.2	12	27.3	8	18.2	10	22.7	6	13.6
Christian Affiliation	35	17.8	83	42.1	48	24.4	24	12.2	7	3.6
<b>My supervisor is supportive of flexible work schedules.</b>	<b>64</b>	<b>24.0</b>	<b>106</b>	<b>39.7</b>	<b>64</b>	<b>24.0</b>	<b>24</b>	<b>9.0</b>	<b>9</b>	<b>3.4</b>

Note: Table reports responses only from Staff respondents (*n* = 272).

Queried about salary and benefits, 41% (*n* = 110) of Staff respondents “strongly agreed” or “agreed” that staff salaries were competitive (Table 84). Eighty-three percent (*n* = 223) of Staff respondents “strongly agreed” or “agreed” that vacation and personal time packages were competitive. Seventy-eight percent (*n* = 210) of Staff respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. Nineteen percent (*n* = 51) of Staff respondents “strongly agreed” or “agreed” that child care benefits were competitive. Seventy-two percent (*n*

= 194) of Staff respondents “strongly agreed” or “agreed” that retirement benefits were competitive. No statistically significant differences were found between groups.

**Table 84. Staff Respondents’ Perceptions of Salary and Benefits**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Staff salaries are competitive.</b>	<b>38</b>	<b>14.3</b>	<b>72</b>	<b>27.1</b>	<b>105</b>	<b>39.5</b>	<b>29</b>	<b>10.9</b>	<b>22</b>	<b>8.3</b>
<b>Vacation and personal time packages are competitive.</b>	<b>110</b>	<b>41.0</b>	<b>113</b>	<b>42.2</b>	<b>31</b>	<b>11.6</b>	<b>10</b>	<b>3.7</b>	<b>&lt; 5</b>	<b>---</b>
<b>Health insurance benefits are competitive.</b>	<b>97</b>	<b>35.9</b>	<b>113</b>	<b>41.9</b>	<b>42</b>	<b>15.6</b>	<b>15</b>	<b>5.6</b>	<b>&lt; 5</b>	<b>---</b>
<b>Child care benefits are competitive.</b>	<b>24</b>	<b>8.9</b>	<b>27</b>	<b>10.0</b>	<b>166</b>	<b>61.7</b>	<b>29</b>	<b>10.8</b>	<b>23</b>	<b>8.6</b>
<b>Retirement benefits are competitive.</b>	<b>95</b>	<b>35.3</b>	<b>99</b>	<b>36.8</b>	<b>61</b>	<b>22.7</b>	<b>10</b>	<b>3.7</b>	<b>&lt; 5</b>	<b>---</b>

Note: Table reports responses only from Staff respondents (*n* = 272).

Thirty-seven percent (*n* = 100) of Staff respondents “strongly agreed” or “agreed” that support staff opinions were valued on SVSU committees (Table 85). Forty-eight percent (*n* = 129) of Staff respondents “strongly agreed” or “agreed” that administrative professionals’ opinions were valued on SVSU committees. Thirty-seven percent (*n* = 98) of Staff respondents “strongly agreed” or “agreed” that support staff opinions were valued by SVSU faculty and administration. Fifty-one percent (*n* = 135) of Staff respondents “strongly agreed” or “agreed” that administrative professionals’ opinions were valued by SVSU faculty and administration. No statistically significant differences were found between groups.

**Table 85. Staff Respondents’ Perceptions of the Value of Their Opinions**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Support staff opinions were valued on SVSU committees.</b>	<b>28</b>	<b>10.4</b>	<b>72</b>	<b>26.9</b>	<b>124</b>	<b>46.3</b>	<b>33</b>	<b>12.3</b>	<b>11</b>	<b>4.1</b>
<b>Administrative professionals’ opinions are valued on SVSU committees.</b>	<b>41</b>	<b>15.4</b>	<b>88</b>	<b>33.0</b>	<b>101</b>	<b>37.8</b>	<b>26</b>	<b>9.7</b>	<b>11</b>	<b>4.1</b>
<b>Staff opinions were valued by SVSU faculty and administration.</b>	<b>29</b>	<b>11.0</b>	<b>69</b>	<b>26.2</b>	<b>118</b>	<b>44.9</b>	<b>35</b>	<b>13.3</b>	<b>12</b>	<b>4.6</b>

**Table 85. Staff Respondents’ Perceptions of the Value of Their Opinions**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Administrative professionals’ opinions are valued by SVSU faculty and administration.</b>	<b>40</b>	<b>15.0</b>	<b>95</b>	<b>35.6</b>	<b>82</b>	<b>30.7</b>	<b>33</b>	<b>12.4</b>	<b>17</b>	<b>6.4</b>

Note: Table reports responses only from Staff respondents (*n* = 272).

Sixty-eight percent (*n* = 183) of Staff respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed. No statistically significant differences were found between groups (Table 86).

Forty percent (*n* = 107) of Staff respondents “strongly disagreed” or “disagreed” that clear procedures existed on how they could advance at SVSU. A higher percentage of No Affiliation Staff respondents (32%, *n* = 14) than Christian Staff respondents (10%, *n* = 20) “strongly disagreed” that clear procedures existed on how they could advance at SVSU.

Fifty percent (*n* = 134) of Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at SVSU. No statistically significant differences were found between groups.

**Table 86. Staff Respondents’ Perceptions of Feelings about Expectations and Advancement**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Clear expectations of my responsibilities exist.</b>	<b>60</b>	<b>22.2</b>	<b>123</b>	<b>45.6</b>	<b>42</b>	<b>15.6</b>	<b>36</b>	<b>13.3</b>	<b>9</b>	<b>3.3</b>
<b>Clear procedures exist on how I can advance at SVSU.</b>	<b>32</b>	<b>11.9</b>	<b>41</b>	<b>15.3</b>	<b>88</b>	<b>32.8</b>	<b>67</b>	<b>25.0</b>	<b>40</b>	<b>14.9</b>
Religious/spiritual affiliation <sup>xxxix</sup>										
No Affiliation	< 5	---	8	18.2	9	20.5	10	22.7	14	31.8
Christian Affiliation	25	12.8	30	15.3	68	34.7	53	27.0	20	10.2
<b>Positive about my career opportunities at SVSU.</b>	<b>49</b>	<b>18.3</b>	<b>85</b>	<b>31.7</b>	<b>70</b>	<b>26.1</b>	<b>47</b>	<b>17.5</b>	<b>17</b>	<b>6.3</b>

Note: Table reports responses only from Staff respondents (*n* = 272).

Seventy-five percent ( $n = 202$ ) of Staff respondents “strongly agreed” or “agreed” that they would recommend SVSU as a good place to work (Table 87). Sixty-four percent ( $n = 171$ ) of Staff respondents “strongly agreed” or “agreed” that they had job security. No statistically significant differences were found between groups.

**Table 87. Staff Respondents’ Perceptions of SVSU and Job Security**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I would recommend SVSU as a good place to work.</b>	<b>86</b>	<b>32.1</b>	<b>116</b>	<b>43.3</b>	<b>46</b>	<b>17.2</b>	<b>13</b>	<b>4.9</b>	<b>7</b>	<b>2.6</b>
<b>I have job security.</b>	<b>69</b>	<b>25.7</b>	<b>102</b>	<b>37.9</b>	<b>65</b>	<b>24.2</b>	<b>26</b>	<b>9.7</b>	<b>7</b>	<b>2.6</b>

Note: Table reports responses only from Staff respondents ( $n = 272$ ).

### Qualitative comment analyses

Forty-one Support Staff/Administrative Professionals/University Police respondents elaborated on their responses to previous statements regarding topics such as professional development opportunities, taking leave, flexible work schedules, benefits, and job security. Three themes emerged from the responses: job security, voices not valued, and advancement opportunities.

*Job Security.* In the first theme, respondents commented that they did not have job security. One respondent stated, “Job security doesn’t exist anymore.” Another respondent declared, “There is no job security with AP.” Some respondents offered explanations or reasons why job security did not exist. One respondent wrote, “No job security at all when everything is based on number of students and a changing budget.” Another respondent observed, “My only security is looking at others who should be let go and have not been and thinking but not really knowing that I am a bigger asset than they are. But ultimately I know they could let me go anytime they want because I’ve seen that happen too.” Some respondents noted that one wrong move could affect job security. One respondent explained, “With regard to the final question, I almost feel like an employee could be a ‘hero’ five times, and have all of the accumulated ‘goodwill’ erased in one disagreement with the wrong person, or even by one comment that contains an unintended micro-aggression.” Another respondent noted, “I feel that if the wrong person doesn’t like a decision you make you will be forced to resign.”

*Voices Not Valued.* In the second theme, respondents addressed how they felt that their opinions and input are not valued in university decision making. One respondent observed, “The Administration really only care about their own opinion. I will give that they have done a good job of ‘acting’ like they care more, since the last survey, but it is getting clearer every day that it is more of a lip service to keep people quiet than it is truly caring.” Another respondent wrote, “Outside my cocoon, I really have no value when it comes to being heard about benefits or anything else ... like most others, I just try to stay out of the line of fire and I duck a lot because opening my mouth, I become an automatic target of the regime.” Respondents were particularly frustrated to have their voices ignored in decisions that involved their area of responsibilities. One respondent stated, “Sometimes new procedures are implemented without any input from the people actually working in the areas where the new procedures are introduced.” Another respondent elaborated, “Study the faces of your employees, and you will see a good number of individuals that are facing severe burnout and bordering on mental breakdowns. And it is due to the fact that 90% of the actual hands-on work (not the meetings in conference rooms or the discussions around the hallway) is being done by mid-and-lower-level management that see the issues but are not looked to as SMEs when it comes time to make decisions for the department. The ‘org chart’ culture permeates the University’s working environment, and it is squelching the voices that could contribute valuable information about the optimal way in which departments could be administrated.”

*Advancement Opportunities.* In the third theme, respondents discussed how they did not have many opportunities for advancement. One respondent stated, “Can’t feel positive about career opportunities in an institution that lacks advancement opportunities.” Another respondent noted, “No opportunity for advancement in my department.” Another respondent observed, “Once a support staff employee reaches the highest level there is no clear way for advancement.” One respondent explained that advancement opportunities can vary depending on a person’s identity, “I don’t see SVSU as a great place to build a career. It seems certain people are groomed to advance, while others are ignored. Many times those selected to advance in their careers are white men, whereas women and those of color are largely expected to pick up additional duties without receiving just compensation or recognition for doing so.” Respondents also commented on the lack of a clear path for advancement. One respondent stated, “There are no clear

procedures on career advancement.” Another respondent wrote, “Promotional opportunities are not mapped out. Evaluations don’t provide valuable feedback or direction.”

Question 109 on the survey queried Staff respondents about the degree to which they felt valued at SVSU. Frequencies and significant differences based on gender identity,<sup>63</sup> racial identity,<sup>64</sup> sexual identity,<sup>65</sup> military service, citizenship status, age, disability status, and religious affiliation are provided in Table 88 through Table 90.

Eighty-five percent ( $n = 231$ ) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their work unit (Table 88). Seventy-seven percent ( $n = 208$ ) of Staff respondents “strongly agreed” or “agreed” that they felt valued by their supervisors/managers. Sixty-two percent ( $n = 166$ ) of Staff respondents “strongly agreed” or “agreed” that they felt SVSU administrators were genuinely concerned with their welfare. Sixty-five percent ( $n = 98$ ) of Staff respondents “strongly agreed” or “agreed” that they felt the SVSU support staff association was genuinely concerned with their welfare. No statistically significant differences were found between groups.

**Table 88. Staff Respondents’ Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel valued by coworkers in my work unit.</b>	<b>113</b>	<b>41.7</b>	<b>118</b>	<b>43.5</b>	<b>22</b>	<b>8.1</b>	<b>13</b>	<b>4.8</b>	<b>5</b>	<b>1.8</b>
<b>I feel valued by my supervisor/manager.</b>	<b>116</b>	<b>42.8</b>	<b>92</b>	<b>33.9</b>	<b>39</b>	<b>14.4</b>	<b>17</b>	<b>6.3</b>	<b>7</b>	<b>2.6</b>
<b>I think that SVSU administrators are genuinely concerned with my welfare.</b>	<b>71</b>	<b>26.5</b>	<b>95</b>	<b>35.4</b>	<b>54</b>	<b>20.1</b>	<b>34</b>	<b>12.7</b>	<b>14</b>	<b>5.2</b>
<b>I think that the SVSU support staff association is genuinely concerned with my welfare (if not applicable please skip).</b>	<b>48</b>	<b>31.6</b>	<b>50</b>	<b>32.9</b>	<b>41</b>	<b>27.0</b>	<b>8</b>	<b>5.3</b>	<b>5</b>	<b>3.3</b>

Note: Table reports responses only from Staff respondents ( $n = 272$ ).

<sup>63</sup> Per the CSWG, for all analyses, gender identity was recoded as Men and Women.

<sup>64</sup> Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

<sup>65</sup> Per the CSWG, for all analyses, sexual identity was recoded into the categories Queerspectrum and Heterosexual to maintain response confidentiality.

Sixty percent ( $n = 161$ ) of Staff respondents “strongly disagreed” or “disagreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background (Table 89). Sixty-one percent ( $n = 163$ ) of Staff respondents “strongly disagreed” or “disagreed” that their supervisors/managers prejudged their abilities based on their perception of their identity/background. Forty-five percent ( $n = 117$ ) of Staff respondents “strongly disagreed” or “disagreed” that faculty prejudged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups.

**Table 89. Staff Respondents’ Perception of Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.</b>	<b>12</b>	<b>4.5</b>	<b>32</b>	<b>11.9</b>	<b>63</b>	<b>23.5</b>	<b>114</b>	<b>42.5</b>	<b>47</b>	<b>17.5</b>
<b>I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.</b>	<b>12</b>	<b>4.5</b>	<b>27</b>	<b>10.1</b>	<b>66</b>	<b>24.6</b>	<b>110</b>	<b>41.0</b>	<b>53</b>	<b>19.8</b>
<b>I think that faculty prejudices my abilities based on their perception of my identity/background.</b>	<b>14</b>	<b>5.4</b>	<b>37</b>	<b>14.2</b>	<b>93</b>	<b>35.6</b>	<b>83</b>	<b>31.8</b>	<b>34</b>	<b>13.0</b>

Note: Table reports responses only from Staff respondents ( $n = 272$ ).

Sixty-three percent ( $n = 168$ ) of Staff respondents “strongly agreed” or “agreed” that their work unit encouraged free and open discussion of difficult topics (Table 90). Seventy-three percent ( $n = 196$ ) of Staff respondents “strongly agreed” or “agreed” that their skills were valued, 72% ( $n = 191$ ) felt that their work was valued. Fifty-one percent ( $n = 136$ ) of Staff respondents “strongly disagreed” or “disagreed” that they were reluctant to bring up issues that concern them for fear that it would affect their performance evaluation or tenure/merit/promotion decision. Fifty-one percent ( $n = 136$ ) of Staff respondents “strongly disagreed” or “disagreed” that they had to work harder than they believe their colleagues/coworkers do to achieve the same recognition. No statistically significant differences were found between groups.

**Table 90. Staff Respondents' Perceptions of Openness and Feelings of Skill Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I believe that my department/school encourages free and open discussion of difficult topics.</b>	<b>67</b>	<b>25.2</b>	<b>101</b>	<b>38.0</b>	<b>51</b>	<b>19.2</b>	<b>35</b>	<b>13.2</b>	<b>12</b>	<b>4.5</b>
<b>I feel that my skills were valued.</b>	<b>74</b>	<b>27.5</b>	<b>122</b>	<b>45.4</b>	<b>31</b>	<b>11.5</b>	<b>34</b>	<b>12.6</b>	<b>8</b>	<b>3.0</b>
<b>I feel that my work is valued.</b>	<b>74</b>	<b>27.9</b>	<b>117</b>	<b>44.2</b>	<b>37</b>	<b>14.0</b>	<b>29</b>	<b>10.9</b>	<b>8</b>	<b>3.0</b>
<b>I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.</b>	<b>27</b>	<b>10.1</b>	<b>43</b>	<b>16.1</b>	<b>61</b>	<b>22.8</b>	<b>92</b>	<b>34.5</b>	<b>44</b>	<b>16.5</b>
<b>I have to work harder than I believe my colleagues/coworkers do to achieve the same recognition.</b>	<b>28</b>	<b>10.4</b>	<b>43</b>	<b>16.0</b>	<b>62</b>	<b>23.0</b>	<b>97</b>	<b>36.1</b>	<b>39</b>	<b>14.5</b>

Note: Table reports responses only from Staff respondents (*n* = 272).

### Faculty and Staff Respondents Who Have Seriously Considered Leaving SVSU

Thirty-six percent ( $n = 401$ ) of respondents had seriously considered leaving SVSU (Figure 44). With regard to employee position status, 45% ( $n = 86$ ) of Faculty respondents and 47% ( $n = 128$ ) of Staff respondents had seriously considered leaving SVSU in the past year.

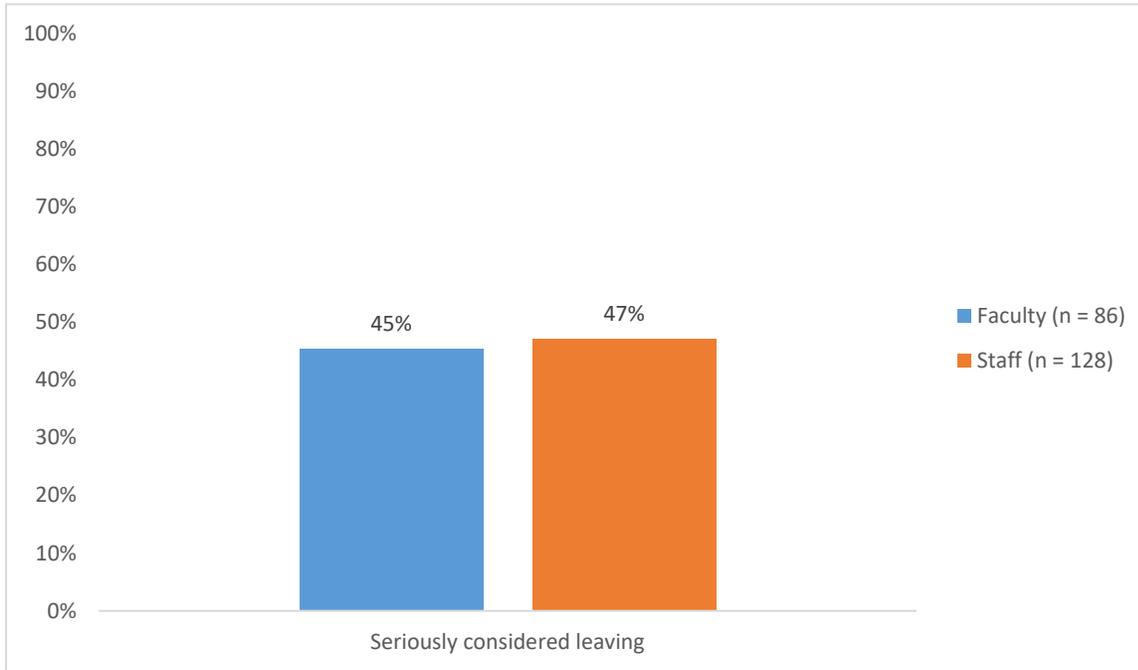


Figure 44. Faculty and Staff Respondents Who Had Seriously Considered Leaving SVSU (%)

Fifty-two percent ( $n = 66$ ) of Staff respondents who seriously considered leaving did so because of a low salary/pay rate (Table 91). Forty-eight percent ( $n = 61$ ) of those Staff respondents who seriously considered leaving did so because of limited opportunities for advancement. Other reasons included financial reasons (43%,  $n = 55$ ), tension with supervisor/manager (35%,  $n = 45$ ), and tension with coworkers or increased workload (28%,  $n = 36$ ). “Other” responses submitted by respondents included “bullied,” “don’t believe in diversity,” “fatigue and burnout,” “lack of strong leadership in fundamentally high positions,” and “unsupportive department.”

Table 91. Reasons Why Staff Respondents Considered Leaving SVSU

Reason	<i>n</i>	%
Low salary/pay rate	66	51.6
Limited opportunities for advancement	61	47.7
Financial reasons	55	43.0
Tension with supervisor/manager	45	35.2

**Table 91. Reasons Why Staff Respondents Considered Leaving SVSU**

Reason	<i>n</i>	%
Tension with coworkers	36	28.1
Increased workload	36	28.1
Interested in a position at another higher education institution	29	22.7
Campus climate was unwelcoming	22	17.2
Interested in a position outside of academia	21	16.4
Recruited or offered a position at another institution	18	14.1
Institutional support	15	11.7
Family responsibilities	10	7.8
A reason not offered in the list above	19	14.8

Note: Table reports responses only from Staff respondents who indicated on the survey that they had seriously considered leaving SVSU (*n* = 128). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Staff respondents by gender identity, racial identity, sexual identity, disability status, citizenship status, military service, religious/spiritual affiliation, and age. A significantly higher percentage of Men Staff respondents (57%, *n* = 55) than Women Staff respondents (41%, *n* = 70) seriously considered leaving SVSU.<sup>xi</sup> A higher percentage of Staff Respondents of Color (63%, *n* = 22) than White Staff respondents (45%, *n* = 99) seriously considered leaving SVSU.<sup>xli</sup>

Forty percent (*n* = 34) of Faculty respondents who seriously considered leaving did so because of a low salary/pay rate (Table 92). Thirty-one percent (*n* = 27) of those Faculty respondents who seriously considered leaving did so because of limited opportunities for advancement. Other reasons included that they were interested in a position at another higher education institution (28%, *n* = 24), financial reasons or tension with their supervisor/manager (26%, *n* = 22), and tension with coworkers (24%, *n* = 21). “Other” responses submitted by respondents included “feelings of being unvalued or unnoticed,” “lack of administrative support,” “harassment by my dean,” “nepotism,” and “retirement.”

**Table 92. Reasons Why Faculty Respondents Considered Leaving SVSU**

Reason	<i>n</i>	%
Low salary/pay rate	34	39.5
Limited opportunities for advancement	27	31.4
Interested in a position at another higher education institution	24	27.9

**Table 92. Reasons Why Faculty Respondents Considered Leaving SVSU**

Reason	<i>n</i>	%
Financial reasons	22	25.6
Tension with supervisor/manager	22	25.6
Tension with coworkers	21	24.4
Institutional support	19	22.1
Increased workload	17	19.8
Campus climate was unwelcoming	16	18.6
Recruited or offered a position at another institution	15	17.4
A reason not offered in the list above	12	14.0

Note: Table reports responses only from Faculty respondents who indicated on the survey that they had seriously considered leaving SVSU (*n* = 86). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Faculty respondents by gender identity, racial identity, sexual identity, disability status, citizenship status, military service, religious/spiritual affiliation, and age. A significantly higher percentage of Men Faculty respondents (55%, *n* = 47) than Women Faculty respondents (35%, *n* = 34) seriously considered leaving SVSU.<sup>xliii</sup> A higher percentage of No Affiliation Faculty respondents (57%, *n* = 35) than Christian Affiliation Faculty respondents (35%, *n* = 31) seriously considered leaving SVSU.<sup>xliiii</sup> Sixty-two percent (*n* = 26) of Faculty respondents aged 35-44 years, compared with 26% (*n* = 10) of Faculty respondents aged 45-54 seriously considered leaving SVSU.<sup>xliiv</sup> There were no significant differences among the other age groups.

### **Qualitative comments analyses**

There were 112 Employee (Faculty, Administrative Professional, Support Staff, and University Police) respondents who elaborated on why they had seriously considered leaving SVSU. Seven themes emerged from the responses: low salary, lack of support, difficult supervisor, felt unvalued, poor leadership, lack of advancement opportunities, and overwhelming workload.

*Low Salary.* In the first theme, respondents shared that they had seriously considered leaving because they were concerned about low salaries. One respondent stated, “The salary is not a living wage,” while another respondent noted, “Very low pay for my profession.” Some respondents noted how little they were paid in relation to their hours worked, such as the respondent who shared, “The salary is not great especially for someone required to work nights

and weekends.” Another respondent explained, “If all time requirements for my position were taken into account, my hourly wage would be less than minimum wage.”

Respondents were also concerned that SVSU offered lower salaries when compared with other universities. One respondent wrote, “I know the same position at other universities pay significantly better than what I am currently being compensated.” Another respondent observed, “SVSU doesn’t compensate compared to other Universities or local Colleges in the same size.” Some respondents zeroed in on the low pay for adjuncts at SVSU as compared with other institutions. One respondent stated, “SVSU pays their adjunct faculty worse than other universities, offers them no benefits, and provides no meaningful paths for advancement.” Another respondent shared, “Adjunct pay is too low as compared to knowledge given and comparative pay rates at other institutions.” Another respondent commented, “I teach at several area colleges and taught one semester at SVSU and will not return. The pay is too low (the lowest of all area colleges for adjuncts) and lab courses are not even paid for the entire time we have class.”

*Lack of Support.* For the second theme, respondents shared that a lack of support led them to seriously consider leaving. Some respondents noted a general “lack of support,” while other respondents addressed limited support for specific groups. One respondent wrote, “Adjunct faculty not supported by the University,” and another respondent stated, “I just feel like certain people are not supported here at SVSU.” Some respondents commented that they felt a lack of support from administration and management. One respondent wrote, “a lack of administrative follow through and support.” Another respondent observed, “Department support and mentoring was seriously lacking.” Another respondent called out “No follow through with promises.”

Other respondents specifically addressed the lack of support in terms of resources provided for their work. Respondents shared that they struggled to complete their responsibilities because of limited support and resources. One respondent wrote, “Lack of resources to carry out my job expectations.” Another respondent observed, “Stretched too thin with no support. Expected to be a spokesperson for the school, but not supported for our own work ... No support for faculty.” Respondents indicated that as workloads increased, they did not experience parallel increases in resources. One respondent commented, “SVSU does not support full-time faculty who are asked

to lead programs. There are no resources available for additional staff or faculty, even when growth in student numbers is shown.” Another respondent shared, “I also feel there is a culture of rising research expectations and instruction expectations without a commitment of resources necessary to meet those expectations.”

*Difficult Supervisor.* In the third theme, respondents shared that they had seriously considered leaving due to experiences with a difficult supervisor, as was exemplified by the respondent who stated that they had a “Very stressful relationship with immediate supervisor.” Some respondents commented that their supervisor exhibited bullying and toxic behavior that led to a hostile work environment. One respondent wrote, “Bullied on a frequent basis by my department chair during my pre-tenure years and Dean.” One respondent wrote of a “toxic work environment created by my supervisor,” while another respondent described, “a severe amount of stress in the office that I was employed. The manager that I was under was non-supportive and bullying.” Another respondent elaborated on their experience, “The work environment I was in at the time was extremely toxic. The supervisor was (and probably still is) manipulative and constantly lied. It was mentally and emotionally draining. However, the job itself was rewarding. I can only hope the supervisor is not treating others the same way that I was treated in the past.”

Respondents shared that they suffered under supervisors who had poor management skills. One respondent stated, “I did not get along well with my then supervisor. In my opinion, the department was run poorly. It has improved by 100% under the new director.” Another respondent explained, “Poor environment with previous supervisor. Allowed poor work performance and personnel issues to go unchecked and run rampant.” Another respondent added, “I’ve been here 10+ years and am good at my job, but my manager micro manages everything. He even wants to be CCed on all emails.” One respondent described a supervisor who was “inconsistent in communication,” who would say one thing in a meeting and then “change expectations at follow up meeting and does not communicate the change, just expresses to the staff that they have not done what they were directed to do and ‘that’s not what I said.’” This respondent went on to state, “This has happened on multiple occasions related to projects and directives. It makes me want to record my meetings with my supervisor – how’s that for climate?”

*Felt Undervalued.* For the fourth theme, respondents commented that feeling undervalued led them to seriously consider leaving. One respondent wrote simply, “Sometimes I feel that my work is not valued and appreciated.” Another respondent stated, “I have felt undervalued as an employee and feel like I should be able to grow and earn more based on my education and experience.” One respondent observed, “This University only cares about those that whine and complain, not those that do their job and do it well.” Some respondents shared their desire for more appreciation for those who do good work. One respondent commented, “Administration does not appreciate my job and what I do for the University even though I have a huge responsibility with what I do.” Another respondent explained, “I don’t think the university does a good job of understanding where their great talent is. There are a lot of departments that haven’t been recognized, visited or acknowledged by any of the senior level staff.”

Other respondent felt they were not valued because of how they are limited in their contributions to the university. One respondent wrote, “Limited ability to actually participate in any decision making. Unwelcome division--do not include us.” Another respondent shared, “Faculty within the department are not always supportive. They see AP as their helpers and not as an integral part of the department. Our opinions are not regarded at departmental meetings.” Another respondent observed, “It is clear that adjuncts are segregated from full time faculty and not involved in curriculum or university governance issues even though they are professionals and contribute considerably to the teaching of courses.”

*Ineffective Leadership.* In the fifth theme, respondents described how poor and ineffective leadership in the department or central administration led them to seriously consider leaving. In regard to departmental leadership, one respondent noted, “Lack of oversight in department. Nothing ever changes. New management hires from time to time but still run as inefficient as ever. We talk efficiency but don’t put it into action.” Another respondent described the interplay between departmental and University leadership and lamented that “Departments that are overperforming or have significant value to the University are cast aside or patronized while professionals with much less business/educational acumen are constantly being considered for promotion or career advancement.” This respondent then pointed out that “There are many departments that are successful IN SPITE OF their leadership instead of being successful BECAUSE OF their leadership. However, indifference and malaise from those at the University

who are capable of making infrastructure changes continues to detract from the work that is being done.”

Some respondents criticized the lack of forethought put into administrative decisions. One respondent wrote, “The AD position will open soon and the wrong person will be promoted to the job. It will set sustainable athletic success on the fields and in the Department back for years to come. Recovery will be slow and arduous and SVSU deserves better.” Another respondent observed, “There is a great shuffle that happens whenever anyone leaves. They combine responsibilities and offices without consideration for how it may shake out in the future. Or any investment in the future.” Other respondents were frustrated by a lack of innovation and forward thinking from administrative leadership. One respondent wrote, “We seem to be very reactionary here. There’s no forward thinking or experimentation with new ideas. We only do what everyone else has done.” Another respondent observed, “The institution is stagnant in a lot of areas, pushing new ideas and creating change is not welcomed or supported.” Another respondent noted, “There is no strong leadership in higher level positions. Due to SVSU primarily promoting from within, there are no new ideas and stagnant, outdated leadership is the result.”

*Lack of Advancement Opportunities.* In the sixth theme, respondents explained how a lack of advancement opportunities had contributed to why they had seriously considered leaving SVSU. One respondent stated, “I’m interested in working a full-time position with a chance for advancement. SVSU does not offer that.” Other respondents shared comments such as “There are limited opportunities for advancement,” “lack of advancement,” and “Limited opportunities within administration without a PhD.” One respondent wrote, “Difficult to reconcile working at place of higher education and improvement when as employee we have no avenue to advance and grow. No training programs, no opportunities to do more.” Another respondent elaborated on their experience, “I also felt and still feel that I do not have opportunities for advancement here. It is hard to know where I will go from here, especially as a young professional with very little mentoring. When I had expressed the desire to explore other opportunities, the reaction was to make me feel bad for trying to find an opportunity to work elsewhere, because ‘if I didn’t want to be here, I should do everyone a favor and leave.’”

*Overwhelming Workload.* For the final theme, respondents shared that an overwhelming workload had led them to seriously consider leaving. One respondent commented, “I work more hours than ever and keep feeling behind trying to do a good job.” Another respondent wrote, “There was a three month period recently when I was not happy here. I was being overworked and being asked to do things that were not in my job responsibilities.” Another respondent observed, “It can be difficult to ever feel ahead in this setting, and achieve a healthy work-life balance.” Respondents made comments such as “increased workload,” “overworked,” and “overwhelming sense of burnout.”

Some respondents described their specific experiences with an overwhelming workload. One respondent took on a dual role which ended up being overwhelming and they “realized I couldn’t be successful because it was too much and my health and stress levels were taking major hits.” Another respondent shared, “Two positions were eliminated in our office and the majority of the job responsibility and work load was given to me without any pay increase.” Another respondent described working “80 hours a week with little support,” and being expected to “be here for 12+ hours a day because our administration places no restrictions on schedules.” One respondent shared, “Since starting at SVSU I have been asked to teach 7-8 courses a semester with 5+ preps. All faculty in our department teach overload. It is extremely unrealistic to expect faculty to teach this much and also effectively participate in research and service.”

## **Summary**

The results presented in this section suggest that most Faculty and Staff respondents generally hold positive attitudes about SVSU policies and processes. With regard to discriminatory employment practices, 20% ( $n = 91$ ) of Faculty and Staff respondents had observed unfair or unjust hiring, 23% ( $n = 102$ ) had observed unfair or unjust promotion, tenure, and/or reclassification, and 8% ( $n = 36$ ) had observed unfair or unjust disciplinary actions. Nepotism/cronyism, position status, gender identity, and racial identity were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they their supervisors provided adequate support for them to manage work-life balance, that health insurance benefits were competitive, that vacation and personal time packages were competitive, that their supervisors were supportive of their taking

leave, and that they felt valued by coworkers in their work unit. Less than positive attitudes were also expressed by Staff respondents, however. For example, some Staff respondents felt that child care benefits were not competitive, that support staff opinions were not valued by SVSU, and the performance evaluation process was not competitive. Additionally, less than half of Staff respondents felt staff salaries were competitive.

A majority of Tenured and Tenure-Track Faculty and Non-Tenure-Track Faculty respondents agreed that their teaching was valued by SVSU, but a majority also felt their opinions were not taken seriously by senior administrators. In particular, Non-Tenure-Track Faculty respondents indicated that they did not feel they had job security. Most Faculty respondents felt valued by students in the classroom and by their department chair. Faculty respondents felt child care benefits and salaries for tenure-track faculty were not competitive.

Almost half of Faculty respondents (45%,  $n = 86$ ) and Staff respondents (47%,  $n = 128$ ) had seriously considered leaving SVSU in the past year. The top reasons why Faculty and Staff respondents had seriously considered leaving included low salary/pay rate, limited opportunities for advancement, financial reasons, and being interested in a position at another higher education institution.

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<sup>xxi</sup> A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by racial identity:  $\chi^2(2, N = 427) = 9.6, p < .01$ .

<sup>xxii</sup> A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by disability status:  $\chi^2(1, N = 434) = 5.8, p < .05$ .

<sup>xxiii</sup> A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices by disability status:  $\chi^2(1, N = 432) = 10.53, p < .001$ .

<sup>xxiv</sup> A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by position status:  $\chi^2(1, N = 7.7) = 451, p < .01$ .

<sup>xxv</sup> A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for tenure-track faculty positions were competitive by faculty status:  $\chi^2(4, N = 186) = 51.2, p < .001$ .

<sup>xxvi</sup> A chi-square test was conducted to compare percentages of Faculty respondents who indicated that retirement/supplemental benefits were competitive by faculty status:  $\chi^2(4, N = 183) = 71.3, p < .001$ .

<sup>xxvii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who indicated that the performance evaluation process was clear by faculty status:  $\chi^2(4, N = 189) = 15.2, p < .01$ .

<sup>xxviii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had job security by faculty status:  $\chi^2(4, N = 188) = 72.2, p < .001$ .

<sup>xxix</sup> A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had job security by gender identity:  $\chi^2(4, N = 181) = 14.7, p < .01$ .

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<sup>xxx</sup> A chi-square test was conducted to compare percentages of Faculty respondents who felt that they were reluctant to bring up issues that concerned them for fear that it would affect performance evaluation or tenure/merit/promotion decisions by faculty status:  $\chi^2(4, N = 187) = 12.1, p < .05$ .

<sup>xxx</sup> A chi-square test was conducted to compare percentages of Faculty respondents who felt that they must work harder than their colleagues/coworkers do to achieve the same recognition by faculty status:  $\chi^2(4, N = 188) = 19.8, p < .01$ .

<sup>xxxii</sup> A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by gender identity:  $\chi^2(4, N = 265) = 11.6, p < .02$ .

<sup>xxxiii</sup> A chi-square test was conducted to compare percentages of Staff respondents who felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations by gender identity:  $\chi^2(4, N = 265) = 11.9, p < .05$ .

<sup>xxxiv</sup> A chi-square test was conducted to compare percentages of Staff respondents who felt they performed more work than colleagues with similar performance expectations by gender identity:  $\chi^2(4, N = 262) = 10.0, p < .05$ .

<sup>xxxv</sup> A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by gender identity:  $\chi^2(4, N = 236) = 10.3, p < .05$ .

<sup>xxxvi</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated that their workload was increased without additional compensation because of other staff departures by disability status:  $\chi^2(4, N = 262) = 11.6, p < .05$ .

<sup>xxxvii</sup> A chi-square test was conducted to compare percentages of Staff respondents who felt pressured by departmental work requirements that occurred outside of their normally scheduled hours by gender identity:  $\chi^2(4, N = 263) = 16.8, p < .01$ .

<sup>xxxviii</sup> A chi-square test was conducted to compare percentages of Staff respondents who felt SVSU was supportive of flexible work schedules by religious/spiritual affiliation:  $\chi^2(4, N = 241) = 12.2, p < .05$ .

<sup>xxxix</sup> A chi-square test was conducted to compare percentages of Staff respondents who felt clear procedures existed on how they could advance at SVSU by religious/spiritual affiliation:  $\chi^2(4, N = 240) = 15.6, p < .01$ .

<sup>xl</sup> A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving SVSU by gender identity:  $\chi^2(1, N = 266) = 5.8, p < .05$ .

<sup>xli</sup> A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving SVSU by racial identity:  $\chi^2(1, N = 257) = 4.1, p < .05$ .

<sup>xlii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving SVSU by gender identity:  $\chi^2(1, N = 183) = 7.8, p < .01$ .

<sup>xliii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving SVSU by religious affiliation:  $\chi^2(1, N = 150) = 6.7, p < .05$ .

<sup>xliiv</sup> A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving SVSU by age:  $\chi^2(5, N = 165) = 11.2, p < .05$ .

## Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to SVSU students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

### Students' *Perceived Academic Success*

**Factor Analysis Methodology.** As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 14 of the survey. The scale, termed *Perceived Academic Success* for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale* (Table 93). This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 14 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Three percent of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.<sup>66</sup> The internal consistency reliability (Cronbach's alpha) of the scale was 0.871, which is high, meaning that the scale produced consistent results.

**Table 93. Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Survey item number	Academic experience
<i>Perceived Academic Success</i>	Q14_A_1	I perform up to my full academic potential.
	Q14_A_2	Many of my courses this year have been intellectually stimulating.

<sup>66</sup> Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

**Table 93. Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Survey item number	Academic experience
	Q14_A_3	I am satisfied with my academic experience SVSU.
	Q14_A_4	I am satisfied with the extent of my intellectual development since enrolling at SVSU.
	Q14_A_5	I have performed academically as well as I anticipated I would.
	Q14_A_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q14_A_7	My interest in ideas and intellectual matters has increased since coming to SVSU.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the seven sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. Scores were then reverse-coded so that higher scores on the *Perceived Academic Success* factor suggested a student or constituent group is more academically successful.

**Means Testing Methodology.** After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for Undergraduate Student respondents were analyzed using a *t*-test for difference of means. There were not enough Graduate Student respondents in the dataset to allow for analysis.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men)
- Racial identity (People of Color, Multiple Race, White)
- Sexual identity (Queerspectrum, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

When only two categories existed for the specified demographic variable (e.g., sexual identity), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable

of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using  $\eta^2$  and any moderate-to-large effects are noted.

**Means Testing Results.** The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate Student respondents (where possible).

Gender Identity

No significant difference existed ( $p < .05$ ) in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success* (Table 94).

**Table 94. Student Respondents' *Perceived Academic Success* by Gender Identity**

Undergraduate Student respondents				
Gender identity		<i>n</i>	Mean	Std. dev.
	Men	128	4.063	0.610
	Women	438	4.099	0.642
Mean difference			-0.036	

Racial Identity

No significant difference existed ( $p < .05$ ) in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 95).

**Table 95. Undergraduate Student Respondents' *Perceived Academic Success* by Racial Identity**

Racial identity		<i>n</i>	Mean	Std. dev.
	People of Color	78	4.007	0.612
	White	466	4.103	0.638
	Multiple Race	37	3.927	0.658

Because the overall test was not significant, no subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were conducted.

Sexual Identity

No significant difference existed ( $p < .05$ ) in the overall test for means for Undergraduate Student respondents by sexual identity on *Perceived Academic Success* (Table 96).

**Table 96. Student Respondents' *Perceived Academic Success* by Sexual Identity**

Undergraduate Student respondents			
Sexual identity	<i>n</i>	Mean	Std. dev.
Queetspectrum	110	4.073	0.594
Heterosexual	448	4.093	0.643
Mean difference		-0.020	

Disability Status

No significant difference existed ( $p < .05$ ) in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success* (Table 97).

**Table 97. Undergraduate Student Respondents' *Perceived Academic Success* by Disability Status**

Disability status	<i>n</i>	Mean	Std. dev.
Single Disability	51	3.944	0.662
No Disability	502	4.099	0.628
Multiple Disabilities	26	3.951	0.739

Because the overall test was not significant, no subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were conducted.

Income Status

No significant difference existed ( $p < .05$ ) in the overall test for means for Undergraduate Student respondents by income status on *Perceived Academic Success* (Table 98).

**Table 98. Student Respondents' *Perceived Academic Success* by Income Status**

Undergraduate Student respondents			
Income status	<i>n</i>	Mean	Std. dev.
Low-Income	141	3.999	0.622
Not-Low-Income	435	4.110	0.642
Mean difference		-0.111	

## Students' Perceptions of Campus Climate

One survey item asked Student respondents about the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at SVSU. Chi-square analyses were run to check for significant differences based on gender identity, racial identity, sexual identity, disability status, religious affiliation, citizenship status, military service, housing status, income status, first-generation status, employment status, and age. Any significant findings are provided in Table 99 through Table 102.

Seventy-eight percent ( $n = 507$ ) of Student respondents “strongly agreed” or “agreed” that they felt valued by SVSU faculty, and 75% ( $n = 480$ ) “strongly agreed” or “agreed” that they felt valued by SVSU support staff (Table 99). No statistically significant differences were found between groups.

Fifty-nine percent ( $n = 383$ ) of Student respondents “strongly agreed” or “agreed” that they felt valued by SVSU senior administrators. A larger percentage of Men Student respondents (36%,  $n = 50$ ) than Women Student respondents (23%,  $n = 114$ ) “strongly agreed” that they felt valued by SVSU senior administrators. A larger percentage of Christian Affiliation Student respondents (33%,  $n = 128$ ) than No Affiliation Student respondents (17%,  $n = 37$ ) “strongly agreed” that they felt valued by SVSU senior administrators. A larger percentage of Queerspectrum Student respondents (6%,  $n = 7$ ) than Heterosexual Student respondents (2%,  $n = 8$ ) “strongly disagreed” with this statement. Nine percent ( $n = 5$ ) of Student Respondents with At Least One Disability compared with 2% ( $n = 9$ ) of Student Respondents with No Disability “strongly disagreed” that they felt valued by SVSU senior administrators. Twelve percent ( $n = 44$ ) of Employed Student respondents compared with 6% ( $n = 12$ ) of Not Employed Student respondents “disagreed” that they felt valued by SVSU senior administrators. A larger percentage of Campus Housing Student respondents (42%,  $n = 118$ ) than Non-Campus Housing Student respondents (26%,  $n = 94$ ) “agreed” with this statement.

**Table 99. Student Respondents’ Feelings of Value by Employees**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel valued by SVSU faculty.</b>	<b>208</b>	<b>32.1</b>	<b>299</b>	<b>46.2</b>	<b>95</b>	<b>14.7</b>	<b>40</b>	<b>6.2</b>	<b>5</b>	<b>0.8</b>
<b>I feel valued by SVSU support staff.</b>	<b>197</b>	<b>30.6</b>	<b>283</b>	<b>44.0</b>	<b>134</b>	<b>20.8</b>	<b>22</b>	<b>3.4</b>	<b>7</b>	<b>1.1</b>
<b>I feel valued by SVSU senior administrators (e.g., president, provost, vice president, dean).</b>	<b>170</b>	<b>26.3</b>	<b>213</b>	<b>33.0</b>	<b>186</b>	<b>28.8</b>	<b>61</b>	<b>9.4</b>	<b>16</b>	<b>2.5</b>
Gender identity <sup>xlv</sup>										
Men	50	36.2	41	29.7	35	25.4	5	3.6	7	5.1
Women	114	23.4	168	34.4	143	29.3	54	11.1	9	1.8
Religious affiliation <sup>xlvi</sup>										
No Affiliation	37	17.2	74	34.4	77	35.8	18	8.4	9	4.2
Christian Affiliation	128	33.3	124	32.3	92	24.0	34	8.9	6	1.6
Employment status <sup>xlvii</sup>										
Not Employed	55	26.2	77	36.7	64	30.5	12	5.7	< 5	---
Employed	102	26.6	118	30.8	106	27.7	44	11.5	13	3.4
Sexual identity <sup>xlviii</sup>										
Queerspectrum	24	20.9	33	28.7	37	32.2	14	12.2	7	6.1
Heterosexual	137	27.2	173	34.4	142	28.2	43	8.5	8	1.6
Disability status <sup>xlix</sup>										
No Disability	151	27.2	190	34.2	155	27.9	51	9.2	9	1.6
At Least One Disability	11	20.0	16	29.1	18	32.7	5	9.1	5	9.1
Housing status <sup>l</sup>										
Non-Campus Housing	104	28.7	94	26.0	110	30.4	42	11.6	12	3.3
Campus Housing	65	23.4	118	42.4	75	27.0	17	6.1	< 5	---

Note: Table reports responses only from Student respondents (*n* = 652).

Eighty percent (*n* = 514) of Student respondents “strongly agreed” or “agreed” that they felt valued by SVSU faculty in the classroom (Table 100). Four percent (*n* = 5) of Student Respondents of Color compared with less than five White Student respondents “strongly disagreed” that they felt valued by faculty in the classroom.

Seventy percent (*n* = 448) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom. A higher percentage of Not-Low-Income Student

respondents (30%,  $n = 143$ ) than Low-Income Student respondents (18%,  $n = 28$ ) “strongly agreed” that they felt valued by other students in the classroom.

Sixty-nine percent ( $n = 446$ ) of Student respondents “strongly agreed” or “agreed” that they thought SVSU faculty were genuinely concerned with their welfare. A higher percentage of Men Student respondents (39%,  $n = 54$ ) than Women Student respondents (28%,  $n = 136$ ) “strongly agreed” that they thought SVSU faculty were genuinely concerned with their welfare.

Sixty-nine percent ( $n = 446$ ) of Student respondents “strongly agreed” or “agreed” that they thought SVSU support staff were genuinely concerned with their welfare. No statistically significant differences were found between groups.

**Table 100. Student Respondents’ Feelings of Value Inside and Outside the Classroom**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel valued by faculty in the classroom.</b>	<b>224</b>	<b>34.7</b>	<b>290</b>	<b>44.9</b>	<b>94</b>	<b>14.6</b>	<b>31</b>	<b>4.8</b>	<b>7</b>	<b>1.1</b>
Racial identity <sup>li</sup>										
White	185	36.1	229	44.7	70	13.7	26	5.1	< 5	---
People of Color	36	28.1	59	46.1	23	18.0	5	3.9	5	3.9
<b>I feel valued by other students in the classroom.</b>	<b>172</b>	<b>26.7</b>	<b>276</b>	<b>42.8</b>	<b>143</b>	<b>22.2</b>	<b>47</b>	<b>7.3</b>	<b>7</b>	<b>1.1</b>
Income status <sup>lii</sup>										
Low-Income	28	17.9	70	44.9	43	27.6	14	9.0	< 5	---
Not-Low-Income	143	29.9	198	41.3	99	20.7	33	6.9	6	1.3
<b>I think that SVSU faculty are genuinely concerned with my welfare.</b>	<b>196</b>	<b>30.5</b>	<b>250</b>	<b>38.9</b>	<b>141</b>	<b>22.0</b>	<b>47</b>	<b>7.3</b>	<b>8</b>	<b>1.2</b>
Gender identity <sup>liii</sup>										
Men	54	39.4	53	38.7	19	13.9	9	6.6	< 5	---
Women	136	28.0	190	39.2	116	23.9	37	7.6	6	1.2
<b>I think that SVSU support staff are genuinely concerned with my welfare.</b>	<b>185</b>	<b>28.7</b>	<b>261</b>	<b>40.5</b>	<b>155</b>	<b>24.1</b>	<b>37</b>	<b>5.7</b>	<b>6</b>	<b>0.9</b>

Note: Table reports responses only from Student respondents ( $n = 652$ ).

Thirty-nine percent ( $n = 255$ ) of Student respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background (Table 101). A

higher percentage of Men Student respondents (30%,  $n = 42$ ) than Women Student respondents (22%,  $n = 105$ ) “agreed” that faculty prejudged their abilities based on their perception of their identity/background. A larger percentage of Multiple Race Student respondents (28%,  $n = 11$ ) and White Student respondents (27%,  $n = 139$ ) than Student Respondents of Color (7%,  $n = 6$ ) “disagreed” that faculty prejudged their abilities based on their perception of their identity/background. Twenty-five percent ( $n = 23$ ) of First-Generation Student respondents compared with 15% ( $n = 81$ ) of Not-First-Generation Student respondents “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background. Finally, 26% ( $n = 156$ ) of Not-First-Generation/Low-Income Student respondents compared with less than five First-Generation/Low-Income Student respondents “disagreed” that faculty prejudged their abilities based on their perception of their identity/background.

Seventy-one percent ( $n = 459$ ) of Student respondents “strongly agreed” or “agreed” that the campus climate at SVSU encouraged free and open discussion of difficult topics. Six percent ( $n = 7$ ) of Queerspectrum Student respondents compared with 1% ( $n = 7$ ) of Heterosexual Student respondents “strongly disagreed” with this statement. Forty-seven percent ( $n = 131$ ) of Campus Housing Student respondents and 37% ( $n = 132$ ) of Non-Campus Housing Student respondents “agreed” that the campus climate at SVSU encouraged free and open discussion of difficult topics.

**Table 101. Student Respondents’ Perceptions of Campus Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I think that faculty prejudged my abilities based on their perception of my identity/background.</b>	<b>104</b>	<b>16.1</b>	<b>151</b>	<b>23.3</b>	<b>169</b>	<b>26.1</b>	<b>158</b>	<b>24.4</b>	<b>65</b>	<b>10.0</b>
Gender identity <sup>liv</sup>										
Men	27	19.6	42	30.4	41	29.7	15	10.9	13	9.4
Women	72	14.7	105	21.5	123	25.2	139	28.4	50	10.2

**Table 101. Student Respondents’ Perceptions of Campus Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Racial identity <sup>lv</sup>										
White	82	16.0	115	22.4	125	24.3	139	27.0	53	10.3
People of Color	17	19.5	24	27.6	33	37.9	6	6.9	7	8.0
Multiple Race	< 5	---	11	27.5	10	25.0	11	27.5	5	12.5
First-generation status <sup>lvi</sup>										
First-Generation	23	24.5	24	25.5	33	35.1	9	9.6	5	5.3
Not-First-Generation	81	14.7	127	23.0	135	24.5	149	27.0	60	10.9
First-generation/income status <sup>lvii</sup>										
Not-First-Gen/Low-Income	97	16.0	138	22.8	152	25.1	156	25.8	62	10.2
First-Gen/Low-Income	7	16.7	13	31.0	17	40.5	< 5	---	< 5	---
<b>I believe that the campus climate encourages free and open discussion of difficult topics.</b>	<b>195</b>	<b>30.2</b>	<b>264</b>	<b>40.9</b>	<b>130</b>	<b>20.1</b>	<b>42</b>	<b>6.5</b>	<b>15</b>	<b>2.3</b>
Sexual identity <sup>lviii</sup>										
Queerspectrum	31	27.0	49	42.6	20	17.4	8	7.0	7	6.1
Heterosexual	155	30.8	207	41.1	104	20.6	31	6.2	7	1.4
Housing status <sup>lix</sup>										
Non-Campus Housing	119	33.1	132	36.7	72	20.0	25	6.9	12	3.3
Campus Housing	75	26.9	131	47.0	56	20.1	15	5.4	< 5	---

Note: Table reports responses only from Student respondents (*n* = 652).

Seventy-one percent (*n* = 460) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models (Table 102). No statistically significant differences were found between groups.

Fifty-five percent (*n* = 357) of Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. A larger percentage of Heterosexual Student respondents (31%, *n* = 156) than Queerspectrum Student respondents (18%, *n* = 21) “strongly agreed” that they had staff whom they perceived as role models. Twenty-six percent (*n* = 15) of Military Service Student respondents and 9% (*n* = 53) of Non-Military Service Student respondents “disagreed” that they had staff whom they perceived as role models. Lastly, a higher percentage of Campus Housing Student respondents (33%, *n* = 93) than Non-Campus Housing

Student respondents (21%,  $n = 74$ ) “agreed” that they had staff whom they perceived as role models.

**Table 102. Student Respondents’ Perceptions of Faculty and Staff Role Models**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have faculty whom I perceive as role models.</b>	<b>257</b>	<b>39.8</b>	<b>203</b>	<b>31.4</b>	<b>130</b>	<b>20.1</b>	<b>45</b>	<b>7.0</b>	<b>11</b>	<b>1.7</b>
<b>I have support staff whom I perceive as role models.</b>	<b>188</b>	<b>29.1</b>	<b>169</b>	<b>26.2</b>	<b>207</b>	<b>32.1</b>	<b>69</b>	<b>10.7</b>	<b>12</b>	<b>1.9</b>
Sexual identity <sup>lx</sup>										
Queerspectrum	21	18.3	27	23.5	41	35.7	19	16.5	7	6.1
Heterosexual	156	31.1	136	27.1	158	31.5	48	9.6	< 5	---
Military status <sup>lxi</sup>										
Military Service	13	22.4	13	22.4	17	29.3	15	25.9	0	0.0
Non-Military Service	171	29.6	154	26.7	188	32.6	53	9.2	11	1.9
Housing status <sup>lxii</sup>										
Non-Campus Housing	115	32.0	74	20.6	122	34.0	42	11.7	6	1.7
Campus Housing	73	26.2	93	33.3	82	29.4	26	9.3	5	1.8

Note: Table reports responses only from Student respondents ( $n = 652$ ).

### Graduate Student Perceptions of Department/Program

The survey queried Graduate Student respondents about their perceptions about their departments, the quality of advising, program faculty and staff, and faculty and staff outside their programs. Chi-squares analyses were run to check for significant differences based on gender identity, racial identity, sexual identity, disability status, religious affiliation, citizenship status, military service, housing status, income status, first-generation status, and age. There were no significant differences between groups.

Seventy percent ( $n = 37$ ) of Graduate Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they received from their department (Table 103). Seventy-seven percent ( $n = 41$ ) of Graduate Student respondents “strongly agreed” or “agreed” that they had adequate access to their advisors. Seventy-four percent ( $n = 39$ ) of Graduate Student respondents “strongly agreed” or “agreed” that their advisors provided clear expectations. Seventy-three percent ( $n = 38$ ) of Graduate Student respondents “strongly agreed”

or “agreed” that their advisors responded to their emails, calls, or voicemails in a prompt manner. Eighty percent ( $n = 40$ ) of Graduate Student respondents “strongly agreed” or “agreed” that felt comfortable sharing their professional goals with their advisors.

**Table 103. Graduate Student Respondents’ Perceptions of Advising**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I am satisfied with the quality of advising I have received from my department.</b>	<b>19</b>	<b>35.8</b>	<b>18</b>	<b>34.0</b>	<b>11</b>	<b>20.8</b>	<b>5</b>	<b>9.4</b>	<b>0</b>	<b>0.0</b>
<b>I have adequate access to my advisor.</b>	<b>21</b>	<b>39.6</b>	<b>20</b>	<b>37.7</b>	<b>9</b>	<b>17.0</b>	<b>&lt; 5</b>	<b>---</b>	<b>0</b>	<b>0.0</b>
<b>My advisor provides clear expectations.</b>	<b>20</b>	<b>37.7</b>	<b>19</b>	<b>35.8</b>	<b>10</b>	<b>18.9</b>	<b>&lt; 5</b>	<b>---</b>	<b>0</b>	<b>0.0</b>
<b>My advisor responds to my emails, calls, or voicemails in a prompt manner.</b>	<b>22</b>	<b>42.3</b>	<b>16</b>	<b>30.8</b>	<b>9</b>	<b>17.3</b>	<b>5</b>	<b>9.6</b>	<b>0</b>	<b>0.0</b>
<b>I feel comfortable sharing my professional goals with my advisor.</b>	<b>22</b>	<b>44.0</b>	<b>18</b>	<b>36.0</b>	<b>7</b>	<b>14.0</b>	<b>&lt; 5</b>	<b>---</b>	<b>0</b>	<b>0.0</b>

Note: Table reports responses only from Graduate Student respondents ( $n = 53$ ).

Eighty-five percent ( $n = 45$ ) of Graduate Student respondents “strongly agreed” or “agreed” that their department faculty members (other than advisors) responded to their emails, calls, or voicemails in a prompt manner (Table 104). Seventy-seven percent ( $n = 41$ ) of Graduate Student respondents “strongly agreed” or “agreed” that their department support staff members (other than advisors) responded to their emails, calls, or voicemails in a prompt manner.

**Table 104. Graduate Student Respondents’ Perceptions of Department/Program**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.</b>	<b>24</b>	<b>45.3</b>	<b>21</b>	<b>39.6</b>	<b>&lt; 5</b>	<b>---</b>	<b>&lt; 5</b>	<b>---</b>	<b>0</b>	<b>0.0</b>

**Table 104. Graduate Student Respondents' Perceptions of Department/Program**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Department support staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.</b>	<b>23</b>	<b>43.4</b>	<b>18</b>	<b>34.0</b>	<b>11</b>	<b>20.8</b>	<b>&lt; 5</b>	<b>---</b>	<b>0</b>	<b>0.0</b>

Note: Table reports responses only from Graduate Student respondents (*n* = 53).

**Qualitative comment analyses**

Eleven Graduate Student respondents elaborated on their responses to previous statements regarding different aspects of advising. No themes emerged from the responses.

### Students Who Have Seriously Considered Leaving SVSU

Thirty-six percent ( $n = 401$ ) of respondents had seriously considered leaving SVSU. In regard to student status, 29% ( $n = 171$ ) of Undergraduate Student respondents and 30% ( $n = 16$ ) of Graduate Student respondents<sup>67</sup> had seriously considered leaving SVSU (Figure 45).

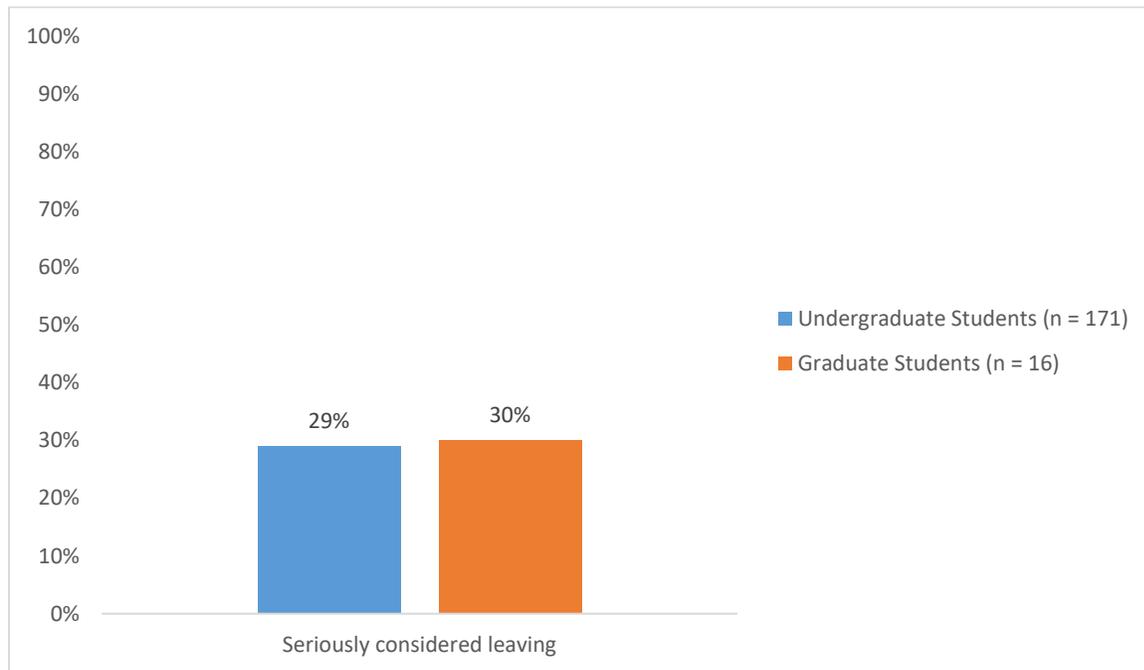


Figure 45. Student Respondents Who Had Seriously Considered Leaving SVSU (%)

Of the Student respondents who considered leaving, 58% ( $n = 109$ ) considered leaving in their first year as a student, 43% ( $n = 80$ ) in their second year, 25% ( $n = 46$ ) in their third year, and 11% ( $n = 20$ ) in their fourth year.

Subsequent analyses were run for Undergraduate Student respondents who had considered leaving the SVSU by gender identity, racial identity, sexual identity, citizenship status, military service, disability status, religious affiliation, income status, employment status, housing status, first-generation status, and age. Significant results for Undergraduate Student respondents indicated that:

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<sup>67</sup> Results for Graduate Student respondents are not discussed further in this section owing to the low number of responses ( $n = 16$ ).

- By racial identity, 39% ( $n = 47$ ) of Undergraduate Student Respondents of Color and 26% ( $n = 121$ ) of White Undergraduate Student respondents considered leaving the institution.<sup>lxiii</sup>
- By citizenship status, 44% ( $n = 17$ ) of Non-U.S. Citizen Undergraduate Student respondents and 27% ( $n = 153$ ) of U.S. Citizen Undergraduate Student respondents considered leaving the institution.<sup>lxiv</sup>
- By military service, 42% ( $n = 23$ ) of Military Undergraduate Student respondents and 28% ( $n = 147$ ) of Non-Military Undergraduate Student respondents seriously considered leaving the institution.<sup>lxv</sup>
- By religious affiliation, 34% ( $n = 69$ ) of No Affiliation Undergraduate Student respondents and 24% ( $n = 86$ ) of Christian Affiliation Undergraduate Student respondents considered leaving the institution.<sup>lxvi</sup>

Forty-two percent ( $n = 72$ ) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging (Table 105). Others considered leaving because they lacked a social life at SVSU (32%,  $n = 54$ ), personal reasons (28%,  $n = 47$ ), and/or financial reasons (23%,  $n = 39$ ).

**Table 105. Top Reasons Why Undergraduate Student Respondents Considered Leaving SVSU**

Reason	<i>n</i>	%
Lack of a sense of belonging	72	42.1
Lack of social life at SVSU	54	31.6
Personal reasons	47	27.5
Financial reasons	39	22.8
Homesick	34	19.9
Lack of support services	30	17.5
Lack of support group	30	17.5
Climate was unwelcoming	26	15.2
Coursework was too difficult	26	15.2
Did not have my major	15	8.8
A reason not offered in the list above	32	18.7

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving SVSU ( $n = 171$ ). Percentages may not sum to 100 as a result of multiple response choices.

Undergraduate Student respondents were asked two additional questions about their intent to persist at SVSU. Responses were analyzed by gender identity, racial identity, sexual identity, citizenship status, military service, disability status, religious affiliation, income status, employment status, housing status, first-generation status, and age.

Table 106 illustrates that 92% ( $n = 593$ ) of Undergraduate Student respondents “strongly agreed” or “agreed” that they intend to graduate from SVSU. Seventy-nine percent ( $n = 510$ ) of Undergraduate Student respondents “strongly disagreed” or “disagreed” that they were considering transferring to another college or university for academic reasons.

**Table 106. Undergraduate Student Respondents’ Intent to Graduate From SVSU**

Intent	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I intend to graduate from SVSU.</b>	<b>430</b>	<b>66.9</b>	<b>163</b>	<b>25.3</b>	<b>35</b>	<b>5.4</b>	<b>7</b>	<b>1.1</b>	<b>8</b>	<b>1.2</b>
<b>I am considering transferring to another college or university due to academic reasons.</b>	<b>27</b>	<b>4.2</b>	<b>31</b>	<b>4.8</b>	<b>80</b>	<b>12.3</b>	<b>179</b>	<b>27.6</b>	<b>331</b>	<b>51.1</b>

Note: Table reports responses only from Undergraduate Student respondents ( $n = 599$ ).

### Qualitative comments analyses

Ninety-six Student (Graduate and Undergraduate) respondents elaborated on why they had seriously considered leaving SVSU. Four themes emerged from the responses: lack of support, unavailable major, difficult social climate, and financial concerns.

*Lack of Support.* In the first theme, Student respondents explained that they had seriously considered leaving because they did not feel sufficiently supported at SVSU. One respondent stated, “The School says they are here to help you and will try to help you, but that’s not exactly true.” One respondent stated simply, “doesn’t support,” while another respondent noted, “Hard to find support needed in difficult times.”

Respondents shared their frustrations with services offered by the university. One respondent wrote, “The employees at this school are absolutely terrible. All rude. Don’t know what their full jobs are and can’t help me with questions/needs.” Another respondent observed, “I felt that the university was more interested in appearances and money rather than the actual well-being of the

students here,” and went on to critique the financial services department: “Whenever I had a meeting to consult with financial services they were rude and treated me like I was stupid when I was looking for explanations.” One respondent described their negative experiences while seeking assistance for changing their major and concluded, “The SVSU experience was terrible, staff was not helpful and all the times I was seeking help I was turned down.”

Some respondents were dissatisfied with the support they had received from professors specifically. One wrote, “I considered leaving because I was going through a very hard time personally. When reaching out to my professors they were very unhelpful.” Another respondent stated, “I have experienced many positive professors/advisors for the most part, however, I have had my run in to professors I feel did not see the benefit in me succeeding.” Another respondent noted, “The professor I had that year made it very unfavorable to keep studying in the course I had. It was unnecessary.” Other respondents were frustrated by the lack of response from administration when they expressed concerns. One respondent shared, “The dean was not helpful at all. We appealed that the teacher was doing a bad job, and the entire class was failing the class. He said he would talk to the teacher and also he suggested us to drop the class even though we got ‘W’ if we left. The situation didn’t change at all, rather became worse.” Another respondent commented, “The school does not listen to student claims at all and side with the professors, even when they are in the wrong.” Another respondent described the frustrating process of petitioning for the reinstatement of removed classes and then stated, “The way that the dean's office of ABS belittles students, who pay thousands of dollars to go here, has caused me to consider transferring to another university multiple times.”

*Unavailable Major.* For the second theme, respondents stated that they had seriously considered leaving because SVSU did not offer the major or classes in which they were interested. One respondent wrote, “I really wanted to major in international relations, but SVSU does not offer a very wide variety of majors.” Another respondent shared, “I thought about majoring in Environmental Studies which is not offered here at SVSU. classes.” One respondent stated, “I would like to major in chemical or civil engineering,” while another respondent commented, “I wanted to go into an agriculture major.” Another respondent explained, “I plan to transfer to NMU because they have an Environmental Studies and Sustainability major, an Outdoor Leadership minor, and offer classes for Native American studies.

Some respondents were frustrated by the limited number of classes available at SVSU. One respondent wrote, “I’m a biochemistry major and I believe SVSU isn’t the right place for this major other than the basic courses and I feel like I will need an upgrade to a school that can offer more related to my field.” Another respondent shared, “My major is International Studies: East Asian Emphasis and there are not enough classes for me to take at SVSU. I traveled overseas twice to get courses that I needed, and many of those were not counted. There is also a lack of language variety, especially Mandarin and Korean.” Another respondent commented, “I want to go into forensics, SVSU only offers the Biology route. I was looking to take forensic only.” A few respondents also expressed frustration with miscommunication related to available courses. Sometimes courses were not advertised, such as in the experience of one respondent who wrote, “The academic office told me there was no art education program, but there was and for a year and a half I went for social work. I was behind on my art classes and could have been taking the basics.” Other times courses were advertised that were not actually offered. One respondent wrote, “expected classes are not offered here for computer science they offer very limited courses.” Another respondent was upset that alternative energy courses were not available: “I chose my major because SVSU listed a Mechanical Engineering Degree with a minor in alternative energies ... now I am stuck with a mechanical degree when my focus was supposed to be on alternative energies ... I even asked about it during my transfer interview and it was never mentioned that the classes had not been offered since 2012.”

*Difficult Social Climate.* For the third theme, respondents discussed how a difficult social climate had led them to seriously consider leaving. Some respondents shared that other students were not very welcoming. One respondent wrote, “I seem to have found a group of very unwelcoming students. I am a non-traditional student and it seems a lot of the younger traditional students have no consideration others.” Another respondent shared, “Students aren’t overall welcoming because I am a transfer student who never lived on campus.” A few respondents were frustrated by a “Lack of college life outside of the classroom.” One respondent explained, “First year had tons of stuff to do and there were always parties and people stayed on weekends. This year everyone goes home or to another college on weekends because there’s only one or two parties to go to and that shits lame as hell.”

Other respondents described the difficulty they had making friends. One respondent stated, “Did not make a significant friend group here until year 3 when I started my actual program.” Another respondent shared, “I had to make new friends every semester because the ones I spent so much time with had decided to leave SVSU. It made me second guess my current situation of schooling.” Another respondent noted, “I had trouble making friends and was lonely.”

Respondents pointed out that their first year was particularly difficult. One respondent shared, “I was nervous about coming to a new school and meeting new people. it was hard for me to make friends my first year but I have since grown a lot and I am so happy I stayed at SVSU.” Another respondent observed, “SVSU as a first-year student seemed clicky it felt like high school but worse it was hard to make friends.” Another respondent added, “Very difficult to make friends in the beginning. Still is very difficult. No social life here with the campus.”

*Financial Concerns.* For the fourth theme, respondents commented that financial concerns had led them to seriously consider leaving. One respondent stated, “I felt overwhelmed, emotionally and financially.” Affording the tuition was very difficult for these respondents. One respondent wrote, “I didn't have the money I needed to pay for my schooling. I had to pay \$10,000 for a year here out of my own pocket. I'm not going to full on leave SVSU, but I do plan on living off campus for the second semester because I won't have the \$5,000 to pay for it.” Another respondent shared, “Throughout my time here, I have found it increasingly difficult to afford classes. I work full time to afford food, housing, and school. Even with scholarships and financial aid I am still paying out of pocket.” Some respondents were struggling because of changes to their financial aid. One respondent stated, “my financial aid got cut.” Another respondent explained, “The school took away a majority of my financial aid. I was informed that I had exceeded my loan limit. After taking out a personal loan to finish my final semester, I was then given some financial aid from school without a reason why.” Respondents shared that going to a different school would mean a different financial situation. One respondent wrote, “Even though SVSU has the lowest tuition in Michigan, other universities were offering me more scholarships, which made SVSU more expensive in the long run.” Another respondent commented, “The only reason that I have seriously considered leaving SVSU is because of financial reasons and that if I transferred to another school i could work more and make more money.”

## Summary

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. No significant differences existed. Most Student respondents revealed positive perceptions of campus climate as well as positive interactions with faculty, staff, and other students. For example, 80% ( $n = 514$ ) of Student respondents “strongly agreed” or “agreed” that they felt valued by SVSU faculty in the classroom, 78% ( $n = 507$ ) “strongly agreed” or “agreed” that they felt valued by SVSU faculty, and 75% ( $n = 480$ ) “strongly agreed” or “agreed” that they felt valued by SVSU support staff. Significant differences existed by gender identity, racial identity, sexual identity, disability status, income status, first-generation status, religious affiliation, employment status, housing status, and military service, with minority identities often sharing fewer positive perceptions.

Twenty-nine percent ( $n = 171$ ) of Undergraduate Student respondents and 30% ( $n = 16$ ) of Graduate Student respondents had seriously considered leaving SVSU. A majority of those Student respondents (58%,  $n = 109$ ) considered leaving in their first year as a student at SVSU. Also, a majority of those Undergraduate Student respondents (42%,  $n = 72$ ) identified a lack of a sense of belonging as the main reason why they seriously considered leaving SVSU.

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<sup>xlv</sup> A chi-square test was conducted to compare percentages of Student respondents who felt valued by SVSU senior administrators by gender identity:  $\chi^2(4, N = 626) = 18.8, p < .001$ .

<sup>xlvi</sup> A chi-square test was conducted to compare percentages of Student respondents who felt valued by SVSU senior administrators by religious affiliation:  $\chi^2(4, N = 599) = 23.9, p < .001$ .

<sup>xlvii</sup> A chi-square test was conducted to compare percentages of Student respondents who felt valued by SVSU senior administrators by employment status:  $\chi^2(4, N = 593) = 9.8, p < .05$ .

<sup>xlviii</sup> A chi-square test was conducted to compare percentages of Student respondents who felt valued by SVSU senior administrators by sexual identity:  $\chi^2(4, N = 618) = 12.0, p < .05$ .

<sup>xliv</sup> A chi-square test was conducted to compare percentages of Student respondents who felt valued by SVSU senior administrators by disability status:  $\chi^2(4, N = 611) = 14.0, p < .01$ .

<sup>l</sup> A chi-square test was conducted to compare percentages of Student respondents who felt valued by SVSU senior administrators by housing status:  $\chi^2(4, N = 640) = 23.7, p < .001$ .

<sup>li</sup> A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by racial identity:  $\chi^2(4, N = 640) = 15.1, p < .01$ .

<sup>lii</sup> A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom by income status:  $\chi^2(4, N = 635) = 10.1, p < .05$ .

<sup>liii</sup> A chi-square test was conducted to compare percentages of Student respondents who thought that SVSU faculty were genuinely concerned with their welfare by gender identity:  $\chi^2(4, N = 622) = 9.7, p < .05$ .

<sup>liv</sup> A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by gender identity:  $\chi^2(4, N = 627) = 19.7, p < .01$ .

<sup>lv</sup> A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by racial identity:  $\chi^2(8, N = 641) = 22.1, p < .01$ .

<sup>lvi</sup> A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by first-generation status:  $\chi^2(4, N = 646) = 20.9, p < .001$ .

<sup>lvii</sup> A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by first-generation/income status:  $\chi^2(4, N = 647) = 12.2, p < .05$ .

<sup>lviii</sup> A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by sexual identity:  $\chi^2(4, N = 619) = 10.2, p < .05$ .

<sup>lix</sup> A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by housing status:  $\chi^2(4, N = 639) = 11.5, p < .05$ .

<sup>lx</sup> A chi-square test was conducted to compare percentages of Student respondents who had staff whom the perceived as role models by sexual identity:  $\chi^2(4, N = 617) = 25.2, p < .001$ .

<sup>lxi</sup> A chi-square test was conducted to compare percentages of Student respondents who had staff whom the perceived as role models by military service:  $\chi^2(4, N = 635) = 16.3, p < .01$ .

<sup>lxii</sup> A chi-square test was conducted to compare percentages of Student respondents who had staff whom the perceived as role models by housing status:  $\chi^2(4, N = 638) = 13.4, p < .01$ .

<sup>lxiii</sup> A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving SVSU by racial identity:  $\chi^2(1, N = 594) = 7.9, p < .01$ .

<sup>lxiv</sup> A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving SVSU by citizenship status:  $\chi^2(1, N = 597) = 4.7, p < .05$ .

<sup>lxv</sup> A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving SVSU by military service:  $\chi^2(1, N = 590) = 5.0, p < .05$ .

<sup>lxvi</sup> A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving SVSU by religious affiliation:  $\chi^2(1, N = 557) = 6.0, p < .05$ .

## **Institutional Actions**

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institution's diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which SVSU does, and should, promote diversity, equity, and inclusion to influence campus climate.

### **Faculty Respondents' Awareness of Institutional Actions**

The survey asked Faculty respondents ( $n = 190$ ) to indicate if they believed certain initiatives currently were available at SVSU and the degree to which they thought that those initiatives influenced the climate if those initiatives were currently available. If respondents did not believe certain initiatives currently were available at SVSU, they were asked to rate the degree to which they thought those initiatives would influence the climate if they were available (Table 107).

Fifty-five percent ( $n = 79$ ) of Faculty respondents thought that flexibility for computing the probationary period for tenure was available, and 46% ( $n = 66$ ) of Faculty respondents thought that flexibility for computing the probationary period for tenure was not available. Seventy-six percent ( $n = 60$ ) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate, and 83% ( $n = 55$ ) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-one percent ( $n = 91$ ) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available, and 39% ( $n = 58$ ) of Faculty respondents thought that they were not available. Sixty-eight percent ( $n = 62$ ) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate, and 69% ( $n = 40$ ) of Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Eighty-nine percent ( $n = 133$ ) of Faculty respondents thought that diversity and inclusivity training for faculty was available, and 11% ( $n = 17$ ) of Faculty respondents thought that such training for faculty was not available. Seventy-six percent ( $n = 101$ ) of Faculty respondents who thought that diversity and inclusivity training for faculty was available believed that it positively influenced the climate, and 59% ( $n = 10$ ) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-six percent ( $n = 122$ ) of Faculty respondents thought that access to resources for people who have experienced harassment was available, and 14% ( $n = 20$ ) of Faculty respondents thought that such access to resources was not available. Eighty-nine percent ( $n = 108$ ) of the Faculty respondents who thought that access to resources for people who have experienced harassment were available believed that they positively influenced the climate, and 90% ( $n = 18$ ) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Eighty-nine percent ( $n = 129$ ) of Faculty respondents thought that access to resources for people who have experienced unwanted sexual contact/conduct was available, and 11% ( $n = 16$ ) of Faculty respondents thought that it was not available. Ninety-four percent ( $n = 121$ ) of the Faculty respondents who thought that access to resources for people who have experienced unwanted sexual contact/conduct was available believed that it positively influenced the climate, and 100% ( $n = 16$ ) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-five percent ( $n = 112$ ) of Faculty respondents thought that mentorship for new faculty was available, and 25% ( $n = 38$ ) of Faculty respondents thought that faculty mentorship was not available. Eighty-seven percent ( $n = 97$ ) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate, and 100% ( $n = 38$ ) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-five percent ( $n = 109$ ) of Faculty respondents thought that a clear and fair process to resolve conflicts was available, and 25% ( $n = 37$ ) of Faculty respondents thought that such a process was not available. Eighty-seven percent ( $n = 95$ ) of the Faculty respondents who thought

that a clear and fair process to resolve conflicts was available believed that it positively influenced the climate, and 97% ( $n = 36$ ) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-four percent ( $n = 89$ ) of Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring of support staff/faculty was available, and 36% ( $n = 51$ ) of Faculty respondents thought that it was not available at SVSU. Sixty-nine percent ( $n = 61$ ) of Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of support staff/faculty was available believed that it positively influenced the climate, and 49% ( $n = 25$ ) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-nine percent ( $n = 99$ ) of Faculty respondents thought that equity and diversity training for promotion and tenure committees was available, and 31% ( $n = 45$ ) of Faculty respondents thought that such training was not available. Seventy-six percent ( $n = 75$ ) of the Faculty respondents who thought that equity and diversity training for promotion and tenure committees was available believed that it positively influenced the climate, and 64% ( $n = 29$ ) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-five percent ( $n = 108$ ) of Faculty respondents thought that equity and diversity training for search committees was available, and 25% ( $n = 36$ ) of Faculty respondents thought that such training was not available. Seventy-two percent ( $n = 78$ ) of the Faculty respondents who thought equity and diversity training for search committees was available believed that it positively influenced the climate, and 75% ( $n = 27$ ) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-six percent ( $n = 93$ ) of Faculty respondents thought that career span development opportunities for faculty at all ranks were available, and 34% ( $n = 48$ ) of Faculty respondents thought that career span development opportunities were not available. Eighty-four percent ( $n = 78$ ) of the Faculty respondents who thought that career span development opportunities for faculty at all ranks were available believed that it positively influenced the climate, and 92% ( $n = 44$ ) of Faculty respondents who did not think that career span development opportunities were

available thought that such opportunities would positively influence the climate if they were available.

Ninety-three percent ( $n = 136$ ) of Faculty respondents thought that Title IX training was available, and 8% ( $n = 11$ ) of Faculty respondents thought that such training was not available. Eighty percent ( $n = 109$ ) of the Faculty respondents who thought that Title IX training was available believed that it positively influenced the climate, and 73% ( $n = 8$ ) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-eight percent ( $n = 79$ ) of Faculty respondents thought that SVSU faculty who qualified to delay their tenure-clock had the ability to do so, and 42% ( $n = 58$ ) of Faculty respondents thought that the faculty did not have ability to delay the tenure-clock. Seventy-three percent ( $n = 58$ ) of the Faculty respondents who thought that SVSU faculty who qualified to delay their tenure-clock had the ability to do so believed that this ability positively influenced the climate, and 67% ( $n = 39$ ) of Faculty respondents who did not think this ability was available thought that it would positively influence the climate if faculty could do so.

**Table 107. Faculty Respondents' Perceptions of Institutional Initiatives**

	Initiative available at SVSU								Initiative NOT available at SVSU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for computing the probationary period for tenure (e.g., family leave, maternity/fraternity leave)	60	75.9	18	22.8	< 5	---	<b>79</b>	<b>54.5</b>	55	83.3	9	13.6	< 5	---	<b>66</b>	<b>45.5</b>
Providing recognition and rewards for including diversity issues in courses across the curriculum	62	68.1	25	27.5	< 5	---	<b>91</b>	<b>61.1</b>	40	69.0	17	29.3	< 5	---	<b>58</b>	<b>38.9</b>
Providing diversity/inclusion training for faculty (e.g., Cultural Competency Dialogues, Dr. Holmes workshops)	101	75.9	28	21.1	< 5	---	<b>133</b>	<b>88.7</b>	10	58.8	6	35.3	< 5	---	<b>17</b>	<b>11.3</b>
Providing access to resources for people who have experienced harassment (e.g., counseling, medical, legal)	108	88.5	14	11.5	0	0.0	<b>122</b>	<b>85.9</b>	18	90.0	< 5	---	0	0.0	<b>20</b>	<b>14.1</b>
Providing access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)	121	93.8	8	6.2	0	0.0	<b>129</b>	<b>89.0</b>	16	100.0	0	0.0	0	0.0	<b>16</b>	<b>11.0</b>

**Table 107. Faculty Respondents' Perceptions of Institutional Initiatives**

	Initiative available at SVSU							Initiative NOT available at SVSU								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing mentorship for new faculty	97	86.6	15	13.4	0	0.0	<b>112</b>	<b>74.7</b>	38	100.0	0	0.0	0	0.0	<b>38</b>	<b>25.3</b>
Providing a clear and fair process to resolve conflicts	95	87.2	14	12.8	0	0.0	<b>109</b>	<b>74.7</b>	36	97.3	< 5	---	0	0.0	<b>37</b>	<b>25.3</b>
Including diversity-related professional experiences as one of the criteria for hiring of support staff/faculty	61	68.5	23	25.8	5	5.6	<b>89</b>	<b>63.6</b>	25	49.0	21	41.2	5	9.8	<b>51</b>	<b>36.4</b>
Providing equity and diversity training to promotion & tenure committees	75	75.8	19	19.2	5	5.1	<b>99</b>	<b>68.8</b>	29	64.4	14	31.1	< 5	---	<b>45</b>	<b>31.3</b>
Providing equity and diversity training to search committees	78	72.2	26	24.1	< 5	---	<b>108</b>	<b>75.0</b>	27	75.0	7	19.4	< 5	---	<b>36</b>	<b>25.0</b>
Providing career span development opportunities for faculty at all ranks	78	83.9	14	15.1	< 5	---	<b>93</b>	<b>66.0</b>	44	91.7	< 5	---	0	0.0	<b>48</b>	<b>34.0</b>
Providing Title IX training	109	80.1	25	18.4	< 5	---	<b>136</b>	<b>92.5</b>	8	72.7	< 5	---	0	0.0	<b>11</b>	<b>7.5</b>
Providing SVSU faculty who qualify to delay their tenure-clock the ability to do so	58	73.4	18	22.8	< 5	---	<b>79</b>	<b>57.7</b>	39	67.2	15	25.9	< 5	---	<b>58</b>	<b>42.3</b>

Note: Table reports responses only from Faculty respondents (*n* = 190).

Faculty respondents were asked if they had been trained as an Inclusion Advocate. Eighty-three percent ( $n = 151$ ) of Faculty respondents indicated that they had not trained as an Inclusion Advocate (Table 108). Of the 17% ( $n = 30$ ) of Faculty respondents who had trained as an Inclusion Advocate, 11% ( $n = 20$ ) had served on a hiring committee in the role, and 6% ( $n = 10$ ) had not served in the role.

**Table 108. Faculty Trained as an Inclusion Advocate**

Training	<i>n</i>	%
No, not trained as an Inclusion Advocate	151	83.4
Yes, trained as an Inclusion Advocate	30	16.5
<i>Yes, but have not served on any hiring committees as an Inclusion Advocate</i>	10	5.5
<i>Yes, have served on a hiring committee as an Inclusion Advocate</i>	20	11.0

### Qualitative comment analyses

Nineteen Faculty respondents elaborated on their responses regarding the impact of institutional actions on campus climate. The only theme that emerged from the responses was that respondents did not feel that they knew enough about the listed initiatives to offer further commentary. One respondent wrote, “Not very knowledgeable about what is and is not currently available.” Another respondent stated, “Many of the items listed I have no knowledge about, so I skipped them.” Another respondent explained, “I stopped answering the questions because not being on campus enough I feel I cannot judge the programs.”

### Staff Respondents’ Awareness of Institutional Actions

The survey asked Staff respondents ( $n = 272$ ) to respond regarding similar initiatives, which are listed in Table 109. Ninety-four percent ( $n = 230$ ) of Staff respondents thought that diversity/inclusion training for faculty was available at SVSU, and 7% ( $n = 16$ ) of Staff respondents thought that it was not available. Eighty-one percent ( $n = 186$ ) of the Staff respondents who thought that diversity/inclusion training for faculty was available believed that it positively influenced the climate, and 81% ( $n = 13$ ) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Ninety percent ( $n = 220$ ) of Staff respondents thought that access to resources for people who have experienced harassment was available at SVSU, and 10% ( $n = 25$ ) of Staff respondents

thought that such access was not available. Ninety-two percent ( $n = 202$ ) of Staff respondents who thought that access to resources for people who have experienced harassment was available believed that it positively influenced the climate, and 96% ( $n = 24$ ) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Ninety-two percent ( $n = 222$ ) of Staff respondents thought that access to resources for people who had experienced unwanted sexual contact/conduct was available, and 8% ( $n = 19$ ) of Staff respondents thought that access to resources was not available. Ninety-three percent ( $n = 207$ ) of Staff respondents who thought that access to resources for people who had experienced unwanted sexual contact/conduct was available believed that it positively influenced the climate, and 100% ( $n = 19$ ) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-nine percent ( $n = 116$ ) of Staff respondents thought that mentorship for new support staff was available, and 51% ( $n = 122$ ) of Staff respondents thought that staff mentorship was not available. Eighty-five percent ( $n = 98$ ) of Staff respondents who thought that mentorship for new support staff was available believed that it positively influenced the climate, and 97% ( $n = 118$ ) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy percent ( $n = 167$ ) of Staff respondents thought that a clear and fair process to resolve conflicts was available at SVSU, and 30% ( $n = 71$ ) of Staff respondents thought that such a process was not available. Eighty-eight percent ( $n = 147$ ) of Staff respondents who thought that a clear and fair process to resolve conflicts was available believed that it positively influenced the climate, and 99% ( $n = 70$ ) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-six percent ( $n = 154$ ) of Staff respondents thought that diversity-related professional experiences were considered as one of the criteria for hiring of support staff/faculty, and 35% ( $n = 81$ ) of Staff respondents thought that such considerations were not made. Seventy-one percent ( $n = 109$ ) of Staff respondents who thought that diversity-related professional experiences were considered believed that it positively influenced the climate, and 62% ( $n = 50$ ) of Staff

respondents who did not think it was considered thought that it would positively influence the climate if it were considered.

Sixty-eight percent ( $n = 160$ ) of Staff respondents thought that career/professional development opportunities for support staff were available, and 32% ( $n = 76$ ) of Staff respondents thought that such opportunities were not available. Eighty-eight percent ( $n = 140$ ) of Staff respondents who thought that career/professional development opportunities for support staff were available believed that they positively influenced the climate, and 95% ( $n = 72$ ) of Staff respondents who did not think they were available thought that they would positively influence the climate if they were available.

Ninety-five percent ( $n = 232$ ) of Staff respondents thought that Title IX training was available, and 5% ( $n = 12$ ) of Staff respondents thought that such training was not available. Eighty-three percent ( $n = 192$ ) of Staff respondents who thought that Title IX training was available believed that it positively influenced the climate, and 100% ( $n = 12$ ) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

**Table 109. Support Staff Respondents' Perceptions of Institutional Initiatives**

	Initiative available at SVSU								Initiative NOT available at SVSU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believes initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity/inclusion training for faculty (e.g., Cultural Competency Dialogues, Dr. Holmes workshops)	186	80.9	42	18.3	< 5	---	<b>230</b>	<b>93.5</b>	13	81.3	< 5	---	0	0.0	<b>16</b>	<b>6.5</b>
Providing access to resources for people who have experienced harassment (e.g., counseling, medical, legal)	202	91.8	17	7.7	< 5	---	<b>220</b>	<b>89.8</b>	24	96.0	< 5	---	0	0.0	<b>25</b>	<b>10.2</b>
Providing access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)	207	93.2	14	6.3	< 5	---	<b>222</b>	<b>92.1</b>	19	100.0	0	0.0	0	0.0	<b>19</b>	<b>7.9</b>
Providing mentorship for new support staff	98	84.5	18	15.5	0	0.0	<b>116</b>	<b>48.7</b>	118	96.7	< 5	---	0	0.0	<b>122</b>	<b>51.3</b>
Providing a clear and fair process to resolve conflicts	147	88.0	18	10.8	< 5	---	<b>167</b>	<b>70.2</b>	70	98.6	< 5	---	0	0.0	<b>71</b>	<b>29.8</b>
Considering diversity-related professional experiences as one of the criteria for hiring of support staff/faculty	109	70.8	35	22.7	10	6.5	<b>154</b>	<b>65.5</b>	50	61.7	21	25.9	10	12.3	<b>81</b>	<b>34.5</b>

**Table 109. Support Staff Respondents' Perceptions of Institutional Initiatives**

	Initiative available at SVSU							Initiative NOT available at SVSU								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believes initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing career/professional development opportunities for support staff	140	87.5	19	11.9	< 5	---	<b>160</b>	<b>67.8</b>	72	94.7	< 5	---	0	0.0	<b>76</b>	<b>32.2</b>
Providing Title IX training	192	82.8	38	16.4	< 5	---	<b>232</b>	<b>95.1</b>	12	100.0	0	0.0	0	0.0	<b>12</b>	<b>4.9</b>

Note: Table reports responses only from Staff respondents (*n* = 272).

Staff respondents were asked if they had been trained as an Inclusion Advocate. Seventy-three percent ( $n = 191$ ) of Staff respondents indicated that they had not trained as an Inclusion Advocate (Table 110). Of the 27% ( $n = 71$ ) of Staff respondent who had trained as an Inclusion Advocate, 16% ( $n = 41$ ) had served on a hiring committee in the role, and 12% ( $n = 30$ ) had not served in the role.

**Table 110. Staff Trained as an Inclusion Advocate**

Training	<i>n</i>	%
No, not trained as an Inclusion Advocate	191	72.9
Yes, trained as an Inclusion Advocate	71	27.1
<i>Yes, but have not served on any hiring committees as an Inclusion Advocate</i>	30	11.5
<i>Yes, have served on a hiring committee as an Inclusion Advocate</i>	41	15.6

### Qualitative comment analyses

Twenty-six Employee (Support Staff/Administrative Professionals/University Police) respondents elaborated on their thoughts regarding the impact of institutional actions on campus climate. Two themes emerged from the responses: training initiatives and professional development opportunities.

*Training Initiatives.* In the first theme, respondents discussed how diversity training might affect campus climate. One respondent identified some options that are currently available: “Office of Diversity Services provides a wide-range of workshops, speakers and opportunities to learn more about issues of race.” Another respondent commented that the need for diversity training exists: “I think it is a good start to acknowledging there is a need for the training and it is a valued try by the university.” Some respondents felt that current efforts of diversity training are not sufficient to affect campus climate in a positive way. One respondent wrote, “It feels like we are only having the diversity training as a way of saying our university is compliant with federal laws and regulations yet they really do not want to address the issues when they are made aware of.” Another respondent noted, “There is very little confidence that any of the gains that could be possible due to the diversity / inclusion training would be addressed by administration.” One respondent referenced the training of inclusion advocates as an example of limited effort by the university: “We have an abundance of training but NONE of it is institutionalized or embedded in our practices. Example: We train Inclusion Advocates, to my knowledge they are only a part

of the hiring process by name only as you are not officially obligated to have on a committee ... Hiring managers hire who they want to hire regardless of input from IA.”

Other respondents expressed the need for diversity training to be improved or to target a select group of people. One respondent observed, “It seems like the people who need this training do not participate ... I can think of several people who need this, but don’t attend the trainings. Make them required.” Another respondent wrote, “Unfortunately, the people that would voluntarily attend diversity/inclusion training are not the people that need it the most.” Respondents offered suggestions for how to improve diversity trainings. One respondent commented, “The last diversity training module was very intense for an educated manager. I worry that the module would not be the best fit for those whose education background stopped at the high school diploma level (i.e. reading level needed to get through module).” Another respondent advised, “I believe this University can only benefit from external trainings. Very few are willing to be TRUTHFUL in the current state of the world.”

*Professional Development Opportunities.* For the second theme, respondents discussed the need for better professional development opportunities for staff. One respondent advised, “I would recommend more opportunities for professional development for middle management to enhance their leadership and management skills to impact the working climate at SVSU.” Another respondent shared, “Mentorship is a great concept. Professional development or skill development would be a great addition to the University. Could HR offer workshops on performance management, etc.?” Respondents particularly addressed the need for mentorship opportunities. One respondent wrote, “Young professionals on campus are desperately seeking mentorship opportunities and opportunities to connect with one another,” while another respondent commented, “We need a better mentorship program here at SVSU for the younger generation. SVSU needs to invest more in their younger staff.”

### **Student Respondents’ Awareness of Institutional Actions**

The survey also asked Student respondents ( $n = 652$ ) to consider a similar list of initiatives, provided in Table 111. Seventy-five percent ( $n = 442$ ) of the Student respondents thought that diversity training for students was available at SVSU, and 25% ( $n = 146$ ) of Student respondents thought that it was not available. Seventy-five percent ( $n = 332$ ) of the Student respondents who

thought that diversity training for students was available believed that it positively influenced the climate, and 77% ( $n = 113$ ) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-eight percent ( $n = 455$ ) of Student respondents thought that diversity training for support staff was available at SVSU, and 22% ( $n = 125$ ) of Student respondents thought that it was not available. Eighty-two percent ( $n = 374$ ) of Student respondents who thought that diversity training for support staff was available believed that it positively influenced the climate, and 86% ( $n = 107$ ) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-seven percent ( $n = 446$ ) of Student respondents thought that diversity training for faculty was available at SVSU, and 23% ( $n = 133$ ) of Student respondents thought that it was not available. Eighty-two percent ( $n = 364$ ) of Student respondents who thought that diversity training for faculty was available believed that it positively influenced the climate, and 84% ( $n = 112$ ) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-one percent ( $n = 409$ ) of Student respondents thought that a person to address student complaints of classroom inequity was available, and 29% ( $n = 167$ ) of Student respondents thought that such a resource was not available. Eighty percent ( $n = 328$ ) of the Student respondents who thought that a person to address student complaints of classroom inequity was available believed that resource positively influenced the climate, and 86% ( $n = 144$ ) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Eighty-nine percent ( $n = 515$ ) of Student respondents thought that access to resources for people who had experienced harassment was available, and 11% ( $n = 62$ ) of Student respondents thought that access to such resources were not available. Ninety percent ( $n = 465$ ) of the Student respondents who thought access to resources for people who had experienced harassment was available believed that resource positively influenced the climate, and 77% ( $n = 48$ ) of Student respondents who did not think access to such resources thought it would positively influence the climate if it were available.

Ninety percent ( $n = 520$ ) of Student respondents thought that access to resources for people who had experienced unwanted sexual contact/conduct was available, and 10% ( $n = 57$ ) of Student respondents thought that access to such resources were not available. Ninety percent ( $n = 468$ ) of the Student respondents who thought access to resources for people who had experienced unwanted sexual contact/conduct was available believed that resource positively influenced the climate, and 75% ( $n = 43$ ) of Student respondents who did not think access to such resources thought it would positively influence the climate if it were available.

Seventy-three percent ( $n = 419$ ) of Student respondents thought that opportunities for cross-cultural dialogue among students were available, and 27% ( $n = 155$ ) of Student respondents thought that such opportunities were not available. Eighty-five percent ( $n = 356$ ) of the Student respondents who thought opportunities for cross-cultural dialogue among students were available believed that resource positively influenced the climate, and 79% ( $n = 123$ ) of Student respondents who did not think such opportunities existed thought they would positively influence the climate if they were available.

Seventy-two percent ( $n = 414$ ) of Student respondents thought that opportunities for increasing cross-cultural dialogue among faculty, support staff, and students were available, and 28% ( $n = 160$ ) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-four percent ( $n = 348$ ) of Student respondents who thought that increasing opportunities for cross-cultural dialogue between students was available believed that it positively influenced the climate, and 83% ( $n = 132$ ) of Student respondents who did not think that increasing opportunities was available thought that increasing opportunities for cross-cultural dialogue would positively influence the climate if it were available.

Seventy-one percent ( $n = 407$ ) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at SVSU, and 29% ( $n = 166$ ) of Student respondents thought that it was not available. Seventy-nine percent ( $n = 321$ ) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed that it positively influenced the climate, and 80% ( $n = 132$ ) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-six percent ( $n = 434$ ) of Student respondents thought that effective faculty mentorship of students was available, and 24% ( $n = 140$ ) of Student respondents thought that it was not available. Eighty-nine percent ( $n = 388$ ) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate, and 85% ( $n = 119$ ) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Eighty-six percent ( $n = 496$ ) of Student respondents thought that effective academic advisement was available at SVSU, and 14% ( $n = 78$ ) of Student respondents thought that it was not available. Ninety-one percent ( $n = 449$ ) of Student respondents who thought that effective academic advisement was available believed that it positively influenced the climate, and 80% ( $n = 62$ ) of Student respondents who did not think it was available thought effective academic advisement would positively influence the climate if it were available.

Eighty-seven percent ( $n = 508$ ) of Student respondents thought that Title IX training was available, and 13% ( $n = 73$ ) of Student respondents thought that such training was not available. Seventy-nine percent ( $n = 399$ ) of Student respondents who thought that Title IX training was available believed that it positively influenced the climate, and 74% ( $n = 54$ ) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty percent ( $n = 458$ ) of Student respondents thought that the Bringing in the Bystander Program training was available, and 20% ( $n = 117$ ) of Student respondents thought that it was not available. Eighty-two percent ( $n = 375$ ) of Student respondents who thought that Bringing in the Bystander Program training was available believed that it positively influenced the climate, and 70% ( $n = 82$ ) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

**Table 111. Student Respondents' Perceptions of Institutional Initiatives**

	Initiative available at SVSU							Initiative NOT available at SVSU								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing diversity training for students	332	75.1	101	22.9	9	2.0	<b>442</b>	<b>75.2</b>	113	77.4	30	20.5	< 5	---	<b>146</b>	<b>24.8</b>
Providing diversity training for support staff	374	82.2	70	15.4	11	2.4	<b>455</b>	<b>78.4</b>	107	85.6	16	12.8	< 5	---	<b>125</b>	<b>21.6</b>
Providing diversity training for faculty	364	81.6	72	16.1	10	2.2	<b>446</b>	<b>77.0</b>	112	84.2	19	14.3	< 5	---	<b>133</b>	<b>23.0</b>
Providing a person to address student complaints of classroom inequity	328	80.2	72	17.6	9	2.2	<b>409</b>	<b>71.0</b>	144	86.2	20	12.0	< 5	---	<b>167</b>	<b>29.0</b>
Providing access to resources for people who have experienced harassment (e.g., counseling, medical, legal)	465	90.3	44	8.5	6	1.2	<b>515</b>	<b>89.3</b>	48	77.4	12	19.4	< 5	---	<b>62</b>	<b>10.7</b>
Providing access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)	468	90.0	46	8.8	6	1.2	<b>520</b>	<b>90.1</b>	43	75.4	12	21.1	< 5	---	<b>57</b>	<b>9.9</b>
Increasing opportunities for cross-cultural dialogue among students	356	85.0	59	14.1	< 5	---	<b>419</b>	<b>73.0</b>	123	79.4	29	18.7	< 5	---	<b>155</b>	<b>27.0</b>

**Table 111. Student Respondents' Perceptions of Institutional Initiatives**

	Initiative available at SVSU							Initiative NOT available at SVSU								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Increasing opportunities for cross-cultural dialogue between faculty, support staff and students	348	84.1	62	15.0	< 5	---	<b>414</b>	<b>72.1</b>	132	82.5	24	15.0	< 5	---	<b>160</b>	<b>27.9</b>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	321	78.9	72	17.7	14	3.4	<b>407</b>	<b>71.0</b>	132	79.5	25	15.1	9	5.4	<b>166</b>	<b>29.0</b>
Providing effective faculty mentorship of students	388	89.4	39	9.0	7	1.6	<b>434</b>	<b>75.6</b>	119	85.0	19	13.6	< 5	---	<b>140</b>	<b>24.4</b>
Providing effective academic advisement	449	90.5	42	8.5	5	1.0	<b>496</b>	<b>86.4</b>	62	79.5	14	17.9	< 5	---	<b>78</b>	<b>13.6</b>
Providing Title IX training	399	78.5	100	19.7	9	1.8	<b>508</b>	<b>87.4</b>	54	74.0	17	23.3	< 5	---	<b>73</b>	<b>12.6</b>
Providing Bringing in the Bystander Program training	375	81.9	76	16.6	7	1.5	<b>458</b>	<b>79.7</b>	82	70.1	33	28.2	< 5	---	<b>117</b>	<b>20.3</b>

Note: Table reports responses only from Student respondents (*n* = 652).

### **Qualitative comment analyses**

Sixty-eight Student (Undergraduate and Graduate) respondents elaborated on their thoughts regarding the impact of institutional actions on campus climate. Eleven respondents stated that they had nothing to add to their responses. These respondents wrote in comments such as “no,” “n/a,” and “I have nothing to say.” The remaining responses were coded for themes, and three themes emerged: diversity training, Title IX support, and institutional actions.

*Diversity Training.* In the first theme, Student respondents discussed whether diversity training would help improve campus climate. Some respondents did not think diversity training is an effective method for improving campus climate. One respondent wrote, “While I understand that these trainings and efforts are in place to increase the positive climate, I do not feel as though they are as effective as they may sound. Unfortunately, students don’t tend to take them seriously and do not feel obligated to involve themselves or “care” in any of these issues/trainings/etc...” Another respondent stated, “The diversity trainings are not enough. Those training do not simply just make people drop their bias opinions.” Another respondent suggested that making trainings mandatory reduce effectiveness: “I feel that forcing students to take online diversity/harassment courses (Like the recent Title IX one) Isn’t very effective. I didn’t pay much attention to the course and only focused on getting it done.” Other respondents felt that diversity training could be helpful, especially if focused on faculty and staff. One respondent stated, “Don’t know much about training staff has but these all would be beneficial.” Another respondent shared, “I am not sure if faculty are required to go through any sort of diversity or inclusion training, so I just responded that it would positively influence climate, since I haven’t heard of such training for faculty.” One respondent effused about their own experience with diversity training: “I participated in the first Cultural Competency Workshop last semester and I got SO MUCH out of it. It needs to be offered more and to everybody.”

*Title IX Support.* For the second theme, respondents discussed how title ix training and resources can be used to improve campus climate. Several respondents discussed the need to do more with supporting victims of sexual assault and misconduct. One respondent wrote, “While some of these resources/activities are done on this campus, they are not run effectively or do not touch on subjects that should be touched on. Also, the Title 9 office needs to have a sexual assault advocate to support a survivor if they do or don’t decide to press charges.” Another respondent

commented, “Things that happen need to be discussed. Not blamed on alcohol or where the person was, but assaults need to be brought to light because not enough is being done.”

Respondents noted that more needs to be done to offer support and bring justice to sexual assault victims. One respondent wrote, “Providing access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal) ... I have heard many negative remarks about the response to sexual assault, and it has had a negative impact of the individuals who have gone through the process to report it.” Another respondent shared, “I agree that Title IX and Bringing in the Bystander programs positively influence our campus climate. However, not all victims get their justice, especially with the rollbacks that happened recently to Title IX by the federal government. I personally know of sexual assault victims that never got their justice at SVSU.”

Some respondents offered suggestions for how to improve the resources for sexual harassment and assault. One respondent indicated that Title IX training should be mandatory: “Providing the Title IX training as an unpaid, extracurricular training means that almost none of my peers in Engineering completed it, although many of them continue to make ignorant comments about gender.” Other respondents suggested the training be face-to-face and shorter. One respondent wrote, “I think the Title IX training needs to happen face-to-face. People are too busy to sit at a computer for about 2 hours and do training when they have homework and have to go to class.” Another respondent stated, “The sexual assault training is ridiculously long. These are important issues, but if you want students to understand them you can’t force them to take too much time out of their day. Get the most important information out.” One respondent noted the need for better communication and more services: “Resources for harassment, unwanted contact positively impact climate, but sometimes it is time consuming and confusing for students to get to those resources. They may have to reach out to friends or SVSU We’re Boss for help if they don’t know how to contact the resources. Also, the counseling center is usually booked for months, so if a student needs help, they often don’t get what they need.”

*Institutional Actions.* In the third theme, respondents commented on the listed institutional actions more broadly. Several respondents saw benefits to implementing programs such as those listed or improving similar programs that are already offered. One respondent stated, “I don’t think there would be anything negative about implementing these things!!!” Another respondent

wrote, “Some of these things I have marked as not being available because the programs that I know are available I find to be inadequate. There is room for improvement in these areas.” Another respondent observed, “When SVSU implements programs that are aimed at improving the climate of SVSU, like Bringing in the Bystander and easy access to counseling and academic advising, I truly believe that they are successful and helpful.” Other respondents did not want more effort and money to be invested in such institutional actions. One respondent declared, “The campus climate is fine, don’t waste our tuition dollars on additional programs that will not change anything.” Another respondent wrote, “I think they are nearly pointless at SVSU since SVSU has such an inclusive environment. Most students also don’t genuinely care about institutional action because it is often seen as a hassle and unnecessary since most students know and understand to respect one another.”

### **Summary**

Perceptions of SVSU’s actions and initiatives contribute to the way individuals think and feel about the climate in which they learn and work. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on SVSU’s campus. If, in fact, these initiatives are available, SVSU would benefit from better publicizing all that the institution offers to positively influence the campus climate.

## **Next Steps**

Embarking on this campus-wide assessment is further evidence of SVSU's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this assessment was to investigate the climate within SVSU and to shed light on respondents' personal experiences and observations of living, learning, and working at SVSU. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and the various sub-populations within the SVSU community.

Assessments and reports, however, are not enough to effect change. A plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. At the outset of this project, the SVSU community committed to using the assessment data to build on the successes and address the challenges uncovered in the report. Additionally, the assessment process could be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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## **Appendices**

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #123, #124, and #125)

Appendix D – Survey: *SVSU Assessment of Climate for Learning, Living, and Working*

**Appendix A – Cross Tabulations by Selected Demographics**

**Table 112. Cross Tabulations of Level 1 Demographic Categories by Primary Status**

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	Women	450	75.1	41	77.4	98	51.6	169	62.1	758	68.0
	Men	130	21.7	11	20.8	85	44.7	97	35.7	323	29.0
	Transpectrum	14	2.3	1	1.9	2	1.1	4	1.5	21	1.9
	Missing/Other	5	0.8	0	0.0	5	2.6	2	0.7	12	1.1
Racial identity	Other People of Color	84	14.0	7	13.2	23	12.1	31	11.4	145	13.0
	White	472	78.8	45	84.9	150	78.9	222	81.6	889	79.8
	Multiracial	40	6.7	1	1.9	4	2.1	7	2.6	52	4.7
	Missing/Other	3	0.5	0	0.0	13	6.8	12	4.4	28	2.5
Sexual identity	LGBQ	114	19.0	2	3.8	16	8.4	11	4.0	143	12.8
	Heterosexual	459	76.6	49	92.5	154	81.	236	86.8	898	80.6
	Missing/Other	26	4.3	2	3.8	20	10.5	25	9.2	73	6.6
Citizenship status	U.S. Citizen	558	93.2	48	90.6	160	84.2	257	94.5	1,023	91.8
	Not U.S. Citizen	39	6.5	4	7.5	24	12.6	10	3.7	77	6.9
	Missing	2	0.3	1	1.9	6	3.2	5	1.8	14	1.3
Disability status	Single Disability	52	8.7	3	5.7	11	5.8	25	9.2	91	8.2
	No Disability	514	85.8	47	88.7	169	88.9	238	87.5	968	86.9
	Multiple Disabilities	28	4.7	3	5.7	8	4.2	6	2.2	45	4.0
	Missing/Other	5	0.8	0	0.0	2	1.1	3	1.1	10	0.9

**Table 112. Cross Tabulations of Level 1 Demographic Categories by Primary Status**

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Religious/spiritual affiliation	Christian Affiliation	354	59.1	32	60.4	88	46.3	199	73.2	673	60.4
	Other Religious Affiliation	20	3.3	2	3.8	9	4.7	4	1.5	35	3.1
	No Affiliation	203	33.9	16	30.2	62	32.6	44	16.2	325	29.2
	Multiple Affiliations	17	2.8	3	5.7	15	7.9	5	1.8	40	3.6
	Unknown/Missing	5	0.8	0	0.0	16	8.4	20	7.4	41	3.7

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who were men).

## Appendix B – Data Tables

### PART I: Demographics

The demographic information tables contain actual percentages except where noted.

**Table B1. What is your primary position at SVSU? (Please mark only one.) (Question 1)**

Position	<i>n</i>	%
<b>Undergraduate student</b>	<b>599</b>	<b>53.8</b>
Started at SVSU as a first-year student	461	77.0
Transferred to SVSU from another SVSU	138	23.0
<b>Graduate student</b>	<b>53</b>	<b>4.8</b>
Non-degree	3	5.7
Master's degree	47	88.7
Specialist degree (Ed.S.)	2	3.8
Doctoral degree	1	1.9
<b>Faculty</b>	<b>190</b>	<b>17.1</b>
Tenure Track	107	56.3
<i>Instructor</i>	0	0.0
<i>Assistant professor</i>	27	25.2
<i>Associate professor</i>	43	40.2
<i>Professor</i>	37	34.6
Non-tenure-track (temporary)	83	43.7
<i>Adjunct faculty</i>	75	90.4
<i>Lecturer</i>	5	6.0
<i>Assistant Professor/Instructor</i>	3	3.6
<b>University Police</b>	<b>5</b>	<b>0.4</b>
<b>Administrative Professional</b>	<b>199</b>	<b>17.9</b>
Hourly	18	9.0
Salaried	181	91.0
<b>Support staff</b>	<b>68</b>	<b>6.1</b>
Secretarial/Clerical Division	57	83.8
Campus Facilities/Business Division	11	16.2

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

**Table B2. Faculty/Support Staff/Administrative Professionals/University Police only: What is your employment status at SVSU? (Question 2)**

Status	<i>n</i>	%
Regular/Continuing	427	92.4
Temporary	32	6.9
Missing	3	0.6

**Table B3. Are you full-time or part-time in that primary status? (Question 3)**

Status	<i>n</i>	%
Full-time	960	86.2
Part-time	152	13.6
Missing	2	0.2

**Table B4. Students only: How many of your classes have you taken exclusively online at SVSU? (Question 4)**

Percentage of online classes	<i>n</i>	%
All	20	3.1
Most	14	2.1
Some	310	47.5
None	306	46.9
Missing	2	0.3

**Table B5. What is your assigned birth sex? (Question 49)**

Birth sex	<i>n</i>	%
Female	780	70.0
Male	323	29.0
Intersex	1	0.1
Missing	12	1.1

**Table B6. What is your gender/gender identity? (Question 50)**

Gender identity	<i>n</i>	%
Woman	758	68.0
Man	323	29.0
Nonbinary	11	1.0
Genderqueer	3	0.3
Transgender	3	0.3
A gender not listed here	4	0.4
Missing	12	1.1

**Table B7. What is your current gender expression? (Question 51)**

Gender expression	<i>n</i>	%
Feminine	737	66.2
Masculine	314	28.2
Androgynous	22	2.0
A gender expression not listed here	11	1.0
Missing	30	2.7

**Table B8. What is your citizenship/immigrant status in the United States? (Question 52)**

Citizenship/immigrant status	<i>n</i>	%
U.S. citizen, birth	1,023	91.8
Permanent resident	30	2.7
A visa holder (such as F-1, J-1, H1-B, U)	23	2.1
U.S. citizen, naturalized	21	1.9
DACA (Deferred Action for Childhood Arrival)	2	0.2
Refugee status	1	0.1
Currently under a withholding of removal status	0	0.0
Undocumented resident	0	0.0
Missing	14	1.3

**Table B9. What is your racial identity? (If you are of a multi-racial, mark all that apply.) (Question 53)**

Racial/ethnic identity	<i>n</i>	%
White	936	84.0
Black/African/African American	91	8.2
Latinx/Chicanx/Hispanic	39	3.5

Asian/Asian American	32	2.9
American Indian	25	2.2
Middle Eastern	8	0.7
Pacific Islander	2	0.2
Alaskan Native	1	0.1
Native Hawaiian	0	0.0
A racial identity not listed above	8	0.7

Note: Percentages may not sum to 100 as a result of multiple response choices.

**Table B10. What is your age? (Question 54)**

Age	<i>n</i>	%
19 or younger	235	21.1
20-21	209	18.8
22-24	124	11.1
25-34	110	9.9
35-44	101	9.1
45-54	88	7.9
55-64	106	9.5
65-74	32	2.9
75 and older	4	0.4
Missing	105	9.4

**Table B11. What is your current political party affiliation? (Question 55)**

Political affiliation	<i>n</i>	%
No political affiliation	422	37.9
Democrat	312	28.0
Independent	111	10.0
Libertarian	26	2.3
Republican	175	15.7
Political affiliation not listed above	26	2.3
Missing	42	3.8

**Table B12. How would you describe your current political views? (Question 56)**

Political views	<i>n</i>	%
Very conservative	29	2.6
Conservative	172	15.4
Moderate	478	42.9
Liberal	271	24.3
Very liberal	101	9.1
Missing	63	5.7

**Table B13. Which term best describes your sexual identity? (Question 57)**

Sexual identity	<i>n</i>	%
Heterosexual	898	80.6
Bisexual	69	6.2
Gay	20	1.8
Questioning	19	1.7
Lesbian	14	1.3
Pansexual	14	1.3
Queer	5	0.4
Genderqueer	2	0.2
A sexual identity not listed here	17	1.5
Missing	56	5.0

**Table B14. Do you have substantial parenting or caregiving responsibility? (Question 58)**

Parenting or caregiving responsibility	<i>n</i>	%
No	831	74.6
Yes ( <u>Mark all that apply.</u> )	265	23.8
Children 5 years old or under	80	30.2
Children 6-18 years of age	144	54.3
Children over 18 years of age, but still legally dependent (in college, disabled, etc.)	46	17.4
Independent adult children over 18 years of age	18	6.8
Partner with a disability or illness	16	6.0
Senior or other family member	55	20.8
Other (e.g., pregnant, expectant partner, adoption pending)	9	3.4
Missing	18	1.6

Note: Percentages may not sum to 100 as a result of multiple response choices.

**Table B15. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g., ROTC, family member)? If so, please indicate your primary status. (Question 59)**

Military service	<i>n</i>	%
I have never served in the U.S. Armed Forces.	979	87.9
I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	67	6.0
I am not currently serving, but have served (e.g., retired/veteran).	28	2.5
I am currently a member of the Reserves (but not in ROTC).	2	0.2
I am currently on active duty.	1	0.1
I am currently a member of the National Guard (but not in ROTC).	1	0.1
I am in ROTC.	0	0.0
Missing	36	3.2

**Table B16. Students only: What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 60)**

Level of education	Parent/guardian 1		Parent/guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	8	1.2	17	2.6
Some high school	25	3.8	23	3.5
Completed high school/GED	137	21.0	156	24.0
Some college	116	17.8	112	17.2
Business/technical certificate/degree	20	3.1	30	4.6
Associate's degree	79	12.1	83	12.7
Bachelor's degree	146	22.4	137	21.0
Some graduate work	6	0.9	7	1.1
Master's degree (e.g., MA, MS, MFA, MBA)	87	13.4	47	7.2
Specialist degree (e.g., EdS)	2	0.3	5	0.8
Doctoral degree (e.g., PhD, EdD)	11	1.7	7	1.1
Professional degree (e.g., MD, JD)	7	1.1	6	0.9
Unknown	6	0.9	14	2.2
Not applicable	1	0.2	7	1.1
Missing	1	0.1	1	0.1

Note: Table includes responses only from only those respondents who indicated that they were Students in Question 1 (*n* = 652).

**Table B17. Support Staff/Administrative Professional/University Police only: What is your highest level of education? (Question 61)**

Level of education	<i>n</i>	%
No high school	0	0.0
Some high school	0	0.0
Completed high school/GED	12	4.4
Some college	24	8.8
Business/technical certificate/degree	4	1.5
Associate's degree	9	3.3
Bachelor's degree	62	22.8
Some graduate work	17	6.3
Master's degree (e.g., MA, MS, MFA, MBA, MLS)	111	40.8
Specialist degree (e.g., EdS)	1	0.4
Doctoral degree (e.g., PhD, EdD)	20	7.4
Professional degree (e.g., MD, JD)	2	0.7
Missing	10	3.7

Note: Table includes responses only from only those respondents who indicated that they were Staff in Question 1 (*n* = 272).

**Table B18. Undergraduate Students only: Where are you in your college career? (Question 62)**

Year in career	<i>n</i>	%
Non-degree student	4	0.7
First year	146	24.4
Second year	119	19.9
Third year	124	20.7
Fourth year	110	18.4
Fifth year	69	11.5
Sixth year	17	2.8
Seventh (or more) year	9	1.5
Missing	1	0.2

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 599).

**Table B19. Graduate Students only: Where are you in your graduate career? (Question 63)**

Graduate career	<i>n</i>	%
Master's student (e.g., Degree, Non-degree)	50	94.3
<i>First year</i>	24	52.2
<i>Second year</i>	17	37.0
<i>Third (or more) year</i>	5	10.9
Specialist Student (Ed.S.)	2	3.8
<i>First year</i>	0	0.0
<i>Second year</i>	0	0.0
<i>Third (or more) year</i>	2	100.0
Doctoral student	1	1.9
<i>First year</i>	0	0.0
<i>Second year</i>	0	0.0
Missing	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 53).

**Table B20. Faculty only: With which SVSU college are you primarily affiliated at this time? (Question 64)**

College	<i>n</i>	%
College of Arts and Behavioral Sciences	63	33.2
College of Science, Engineering and Technology	44	23.2
College of Health and Human Services	41	21.6
College of Business and Management	15	7.9
College of Education	15	7.9
Missing	12	6.3

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 190).

**Table B21. Support Staff/Administrative Professional/University Police only: With which work unit are you primarily affiliated at this time? (Question 65)**

Work unit	<i>n</i>	%
Academic Affairs (e.g., Registrar, Academic Advising, Admissions)	90	33.1
<i>College of Arts and Behavioral Sciences</i>	9	31.0
<i>College of Business and Management</i>	0	0.0
<i>College of Education</i>	4	13.8
<i>College of Health and Human Services</i>	8	27.6
<i>College of Science, Engineering and Technology</i>	8	27.6
Student Affairs (e.g., Residential Life, Multicultural Student Affairs, Military Student Affairs)	24	8.8
Administration & Business Affairs (e.g., Campus Facilities, IT, Purchasing, University Police)	95	34.9
President's Office (e.g., Diversity Programs, Foundation, University Communications)	25	9.2
Missing	38	14.0

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 272).

**Table B22. Undergraduate Students only: What is your academic major? (Question 66)**

Academic major	<i>n</i>	%
Accounting	22	3.7
Applied Mathematics	1	0.2
Art	6	1.0
Athletic Training	2	0.3
Biochemistry	8	1.3
Biology	24	4.0
Biology for Teacher Certification	1	0.2
Business Chemistry	1	0.2
Chemical Physics	0	0.0
Chemistry	4	0.7
Chemistry for Teacher Certification	2	0.3
Communication	13	2.2
Communication and Theatre for Teacher Certification	0	0.0
Computer Information Systems	6	1.0
Computer Science	12	2.0
Creative Writing	6	1.0
Criminal Justice	50	8.3

**Table B22. Undergraduate Students only: What is your academic major? (Question 66)**

Academic major	<i>n</i>	%
Early Childhood Education	8	1.3
Economics	3	0.5
Electrical Engineering	9	1.5
Elementary Education	37	6.2
Elementary Teaching for International Students	0	0.0
Engineering Technology Management	2	0.3
English for Teacher Certification	3	0.5
Exercise Science	29	4.8
Finance	4	0.7
Fine Arts	2	0.3
French	0	0.0
French for Teacher Certification	0	0.0
General Business	8	1.3
General Studies	0	0.0
Geography	4	0.7
Graphic Design	16	2.7
Health Science	9	1.5
History	4	0.7
History for Teacher Certification	3	0.5
Integrated Science, grades 6-12	1	0.2
International Business	1	0.2
International Studies	7	1.2
Literature	3	0.5
Management	18	3.0
Marketing	11	1.8
Mathematics	2	0.3
Mathematics for Teacher Certification	7	1.0
Mechanical Engineering	15	2.5
Medical Laboratory Science	3	0.5
Middle/Secondary Teaching for International Students	0	0.0
Modern Foreign Languages Teacher Certification	0	0.0
Music	7	1.2
Music Education	5	0.8
Neuroscience	3	0.5
Nursing-ADN to BSN Concurrent	1	0.2

**Table B22. Undergraduate Students only: What is your academic major? (Question 66)**

Academic major	<i>n</i>	%
Nursing-Basic Program (BSN)	68	11.4
Nursing-RN to BSN Program	7	1.2
Nursing-RN to MSN Program	1	0.2
Occupational Therapy	22	3.7
Optical Physics	0	0.0
Physical Education Teacher Education, K-12	3	0.5
Physics	1	0.2
Physics for Teacher Certification	0	0.0
Political Science	10	1.7
Political Science – Public Administration	2	0.3
Professional Accountancy	2	0.3
Professional and Technical Writing	11	1.8
Psychology	35	5.8
Public Health	6	1.0
Rehabilitation Medicine	7	1.2
Social Studies for Teacher Certification, grades 6 -12	6	1.0
Social Work	48	8.0
Sociology	3	0.5
Spanish	2	0.3
Spanish for Teacher Certification	4	0.7
Special Education – Elementary	9	1.5
Special Education -Secondary Teaching Certification	3	0.5
Supply Chain Management	2	0.3
Theatre	7	1.2
Visual Arts Education	1	0.2

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 599). Percentages may not sum to 100 as a result of multiple response choices.

**Table B23. Graduate Students only: What is your academic degree program? (Question 67)**

Academic division	<i>n</i>	%
Business Administration	7	13.2
Communication and Media Administration	0	0.0
Computer Science and Information Systems	1	1.9
Doctor of Nursing Practice	0	0.0
Early Childhood Classroom Teaching	0	0.0
Educational Leadership - Education Specialist	2	3.8
Energy and Materials	0	0.0
Health Administration & Leadership	1	1.9
K-12 Literacy Specialist	0	0.0
Nursing	2	3.8
Occupational Therapy	14	26.4
Principalship	0	0.0
Public Administration	5	9.4
Public Health	4	7.5
Social Work	12	22.6
Special Education	2	3.8
Teacher Certification Programs	0	0.0
Teaching Chinese as a Foreign Language	1	1.9
Technology Learning Systems and Design	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices.

**Table B24. Do you have a condition/disability that influences your learning, living, or working activities? (Question 68)**

Condition	<i>n</i>	%
No	968	86.9
Yes	138	12.4
Missing	8	0.7

**Table B25. Which of the conditions listed below impact your learning, working or living activities at SVSU? (Mark all that apply.) (Question 69)**

Condition	<i>n</i>	%
Mental Health/Psychological Condition	62	44.9
Chronic Diagnosis or Medical Condition (e.g., Allergies, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia, Seizures)	48	34.8
Learning Disability (e.g., Attention Deficit/Hyperactivity Disorder, Attention Deficit Disorder, Dyslexia, Dyscalculia)	28	20.3
Physical/Mobility condition that affects walking	17	12.3
Hearing impaired or Complete Loss of hearing	10	7.4
Asperger's/Autism Spectrum	8	5.8
Temporary Disease or Medical Condition (e.g., injury, pregnancy)	8	5.8
Physical/Mobility condition that does not affect walking	7	5.1
Visually Impaired or Complete Loss of Vision	4	2.9
Speech/Communication Condition	2	1.4
Acquired/Traumatic Brain Injury	0	0.0
A disability/condition not listed here	3	0.3

Note: Table includes responses from only those respondents who indicated that they have a disability in Question 68 (*n* = 138). Percentages may not sum to 100 as a result of multiple response choices.

**Table B26. Students only: Are you registered with the Disabilities Services Office? (Question 70)**

Registered	<i>n</i>	%
No	65	71.4
Yes	26	28.6
Missing	0	0.0

Note: Table includes responses only from those Student respondents who indicated that they have a disability in Question 68 (*n* = 91).

**Table B27. Faculty/Support Staff: Are you receiving accommodations for your disability? (Question 71)**

Requested accommodations	<i>n</i>	%
No	38	80.9
Yes	7	14.9
Missing	2	4.3

Note: Table includes responses only from those Faculty and Support Staff respondents who indicated that they have a disability in Question 68 (*n* = 47).

**Table B28. Is English your primary language? (Question 72)**

English primary language	<i>n</i>	%
Yes	1,050	94.3
No	39	3.5
Missing	25	2.2

**Table B29. What is your religious or spiritual identity? (Mark all that apply.) (Question 73)**

Religious/spiritual identity	<i>n</i>	%
Agnostic	82	7.4
Atheist	75	6.7
Baha'i	0	0.0
Buddhist	14	1.3
Christian	693	62.2
<i>African Methodist Episcopal</i>	3	0.4
<i>African Methodist Episcopal Zion</i>	0	0.0
<i>Assembly of God</i>	7	1.0
<i>Baptist</i>	51	7.5
<i>Catholic/Roman Catholic</i>	220	32.1
<i>Church of Christ</i>	2	0.3
<i>Church of God in Christ</i>	4	0.6
<i>Christian Orthodox</i>	1	0.1
<i>Christian Methodist Episcopal</i>	3	0.4
<i>Christian Reformed Church (CRC)</i>	3	0.4
<i>Episcopalian</i>	5	0.7
<i>Evangelical</i>	7	1.0
<i>Greek Orthodox</i>	0	0.0
<i>Lutheran</i>	114	16.7
<i>Mennonite</i>	4	0.6
<i>Moravian</i>	1	0.1
<i>Nondenominational Christian</i>	93	13.7
<i>Pentecostal</i>	6	0.9
<i>Presbyterian</i>	25	3.7
<i>Protestant</i>	16	2.4
<i>Protestant Reformed Church (PR)</i>	0	0.0
<i>Quaker</i>	1	0.1
<i>Reformed Church of America (RCA)</i>	2	0.3

**Table B29. What is your religious or spiritual identity? (Mark all that apply.)  
 (Question 73)**

Religious/spiritual identity	<i>n</i>	%
<i>Russian Orthodox</i>	0	0.0
<i>Seventh Day Adventist</i>	1	0.1
<i>The Church of Jesus Christ of Latter-day Saints</i>	2	0.3
<i>United Methodist</i>	29	4.3
<i>United Church of Christ</i>	2	0.3
<i>A Christian affiliation not listed here</i>	10	1.5
Confucianist	3	0.3
Druid	3	0.3
Hindu	4	0.4
Jain	0	0.0
Jehovah's Witness	3	0.3
Jewish	5	0.4
<i>Conservative</i>	0	0.0
<i>Orthodox</i>	0	0.0
<i>Reform</i>	5	100.0
<i>A Jewish affiliation not listed here</i>	0	0.0
Muslim	11	1.0
<i>Ahmadi</i>	0	0.0
<i>Shi'ite</i>	2	20.0
<i>Sufi</i>	0	0.0
<i>Sunni</i>	6	60.0
<i>A Muslim affiliation not listed here</i>	1	10.0
Native American Traditional Practitioner or Ceremonial	2	0.2
Pagan	13	1.2
Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)	0	0.0
Rastafarian	0	0.0
Scientologist	0	0.0
Secular Humanist	10	0.9
Shinto	0	0.0
Sikh	0	0.0
Taoist	4	0.4
Tenrikyo	0	0.0
Unitarian Universalist	5	0.4
Wiccan	11	1.0
Spiritual but no religious affiliation	59	5.3

**Table B29. What is your religious or spiritual identity? (Mark all that apply.) (Question 73)**

Religious/spiritual identity	<i>n</i>	%
No affiliation	149	13.4
A religious affiliation or spiritual identity not listed above	9	0.8

**Table B30. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 74)**

Receive financial support	<i>n</i>	%
Yes	358	54.9
No	276	42.3
Missing	18	2.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 652).

**Table B31. Students only: What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 75)**

Income	<i>n</i>	%
\$29,999 and below	159	24.4
\$30,000 - \$49,999	91	14.0
\$50,000 - \$69,999	110	16.9
\$70,000 - \$99,999	116	17.8
\$100,000 - \$149,999	96	14.7
\$150,000 - \$199,999	31	4.8
\$200,000 - \$249,999	17	2.6
\$250,000 - \$499,999	12	1.8
\$500,000 or more	10	1.5
Missing	10	1.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 652).

**Table B32. Students only: Where do you live? (Question 76)**

Residence	<i>n</i>	%
<b>Campus housing</b>	<b>280</b>	<b>42.9</b>
First Year Suites (A-G House)	21	9.1
Merry Jo Brandimore House	42	18.2
Living Center South	44	19.0
Living Center Southwest	16	6.9
Pine Grove Apartments	48	20.8
University Village East	17	7.4
University Village West	43	18.6
<b>Non-campus housing</b>	<b>365</b>	<b>56.0</b>
Independently in an apartment/house	170	57.4
Living with family member/guardian	126	42.6
<b>Housing transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)</b>	<b>5</b>	<b>0.8</b>
<b>Missing</b>	<b>2</b>	<b>0.3</b>

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 652). Percentages for sub-categories are valid percentages and do not include missing responses.

**Table B33. Students only: Are you employed (on or off-campus)? (Question 77)**

Employed	<i>n</i>	%
<b>No</b>	<b>225</b>	<b>34.5</b>
<b>Yes, I work on-campus</b>	<b>175</b>	<b>26.8</b>
1-10 hours/week	72	41.4
11-20 hours/week	91	52.3
21-30 hours/week	7	4.0
31-40 hours/week	2	1.1
41-50 hours/week	0	0.0
51-60 hours/week	0	0.0
More than 60 hours/week	2	0.3
<b>Yes, I work off-campus</b>	<b>293</b>	<b>44.9</b>
1-10 hours/week	63	22.6
11-20 hours/week	93	33.3
21-30 hours/week	66	23.7
31-40 hours/week	33	11.8
41-50 hours/week	21	7.5
51-60 hours/week	2	0.7
More than 60 hours/week	1	0.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 652).

**Table B34. Students only: Do you participate in any of the following at SVSU? (Mark all that apply.) (Question 78)**

Clubs/organizations	<i>n</i>	%
I do not participate in any clubs/organizations	274	42.0
Leadership & Service	145	22.2
Service/Volunteer	84	57.9
Fraternity/Sorority	35	24.1
Fundraising (e.g. Battle of the Valleys, Relay for Life)	32	22.1
Honorary	26	17.9
Residential Life	25	17.2
Event Programming	24	16.6
Special Interest (e.g. Cardinal Radio, Disney College, Cardinal Sins)	18	12.4
Peer tutor	14	9.7
Clubs & Activities	231	35.4
Academic & Professional Clubs	106	45.9
Arts & Culture (performing/appreciation)	42	18.2
Religion & Faith-based/Spiritual	32	13.9
Multicultural	27	11.7
Health/Wellness	20	8.7
LGBTQA+	19	8.2
Athletics (NCAA Varsity Teams)	13	5.6
Political	13	5.6
Spirit	5	2.2
Publications	5	2.2
Ability/Disability	3	1.3
Veterans and Military Students	2	0.9
Sports & Recreation	102	15.6
Club sports	36	35.3
Intramural sports	36	35.3
Recreational	19	18.6
<i>An organization not listed above</i>	56	8.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 652). Percentages may not sum to 100 as a result of multiple response choices.

**Table B35. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 79)**

GPA	<i>n</i>	%
3.5 – 4.0	327	50.2
3.0 – 3.4	185	28.4
2.5 – 2.9	83	12.7
2.0 - 2.4	26	4.0
1.5 – 1.9	6	0.9
1.0 – 1.4	0	0.0
0.0 – 0.9	4	0.6
Missing	21	3.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 652).

**Table B36. Students only: Are you a former foster-care youth? (Question 80)**

Foster care youth	<i>n</i>	%
Yes	9	1.4
No	635	97.4
Missing	8	1.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 652).

**Table B37. Students only: Have you experienced financial hardship while attending SVSU? (Question 81)**

Financial hardship	<i>n</i>	%
<b>No</b>	<b>321</b>	<b>49.2</b>
<b>Yes, I have had difficulty affording... (Mark all that apply.)</b>	<b>325</b>	<b>49.8</b>
Books/course materials	211	64.9
Tuition	210	64.6
Food	151	46.5
Housing (e.g., rent, utilities)	149	45.8
Commuting to campus (car, gas, public transportation)	90	27.7
Cocurricular events or activities (alternative spring breaks, class trips, study abroad, etc.)	78	24.0
Other campus fees	72	22.2
Clothing	64	19.7
Participation in social events	64	19.7
Travel to and from SVSU (e.g., returning home from break)	63	19.4
Technology (e.g., laptop, wi-fi)	54	16.6
Health care	51	15.7

**Table B37. Students only: Have you experienced financial hardship while attending SVSU? (Question 81)**

Financial hardship	<i>n</i>	%
Unpaid internships/research opportunities	32	9.8
Child care	12	3.7
Off campus research presentations/conferences	11	3.4
<b>Missing</b>	<b>6</b>	<b>0.9</b>

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 652).

**Table B38. Students only: How are you currently paying for your education at SVSU? (Mark all that apply.) (Question 82)**

Source of funding	<i>n</i>	%
Loans	359	55.1
Family contribution	249	38.2
Grant (Pell, etc.)	237	36.3
Personal contribution /job	205	31.4
Merit scholarship (HOPE, athletic, etc.)	157	24.1
Need-based scholarship	121	18.6
Campus employment	104	16.0
Credit card	76	11.7
Federal Work/Study	60	9.2
Military educational benefits (e.g., GI Bill, NGEAP)	12	1.8
Resident assistant	12	1.8
Home country contribution	5	0.8
Fellowship	4	0.6
Graduate assistantship/research assistantship	3	0.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 652). Percentages may not sum to 100 as a result of multiple response choices.

**Table B39. Students only: On average, during the past academic year, how many hours a week did you spend participating in co-curricular, experiential learning activities (e.g. internships, co-ops [cooperative education], shadowing, directed study, service learning, volunteering, practicum, studio, etc.)? (Question 83)**

Minutes	<i>n</i>	%
I did not participate in any experiential learning activities in the past year	245	37.6
1-5 hours	139	21.3
6-10 hours	66	10.1
11-20 hours	72	11.0
21-30 hours	41	6.3
31-40 hours	20	3.1
More than 40 hours	60	9.2
Missing	9	1.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 652).

**Table B40. How many minutes do you commute to SVSU one-way? (Question 84)**

Minutes	<i>n</i>	%
10 or fewer	299	26.8
11-20	301	27.0
21-30	215	19.3
31-40	65	5.8
41-50	56	5.0
51-60	35	3.1
60 or more	112	10.1
Missing	31	2.8

## PART II: Findings

The tables in this section contain valid percentages except where noted.

**Table B41. Overall, how comfortable are you with the climate at SVSU? (Question 5)**

Comfort	<i>n</i>	%
Very comfortable	336	30.2
Comfortable	570	51.2
Neither comfortable nor uncomfortable	142	12.7
Uncomfortable	59	5.3
Very uncomfortable	7	0.6

**Table B42. Faculty/Support Staff/Administrative Professional/University Police only: Overall, how comfortable are you with the climate in your department/work unit? (Question 6)**

Comfort	<i>n</i>	%
Very comfortable	174	37.7
Comfortable	185	40.0
Neither comfortable nor uncomfortable	61	13.2
Uncomfortable	34	7.4
Very uncomfortable	8	1.7

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 462).

**Table B43. Students/Faculty only: Overall, how comfortable are you with the climate in your courses? (Question 7)**

Comfort	<i>n</i>	%
Very comfortable	250	29.7
Comfortable	461	54.8
Neither comfortable nor uncomfortable	101	12.0
Uncomfortable	19	2.3
Very uncomfortable	4	0.5
Not Applicable	5	0.6

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 842).

**Table B44. Have you ever seriously considered leaving SVSU? (Question 8)**

Considered leaving	<i>n</i>	%
No	713	64.0
Yes	401	36.0

**Table B45. Students only: When did you seriously consider leaving SVSU? (Mark all that apply.) (Question 9)**

Year	<i>n</i>	%
During my first year as a student	109	58.3
During my second year as a student	80	42.8
During my third year as a student	46	24.6
During my fourth year as a student	20	10.7
During my fifth year as a student	8	4.3
After my fifth year as a student	4	2.1

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 8 (*n* = 187). Percentages may not sum to 100 as a result of multiple response choices.

**Table B46. Students only: Why did you seriously consider leaving SVSU? (Mark all that apply.) (Question 10)**

Reasons	<i>n</i>	%
Lack of a sense of belonging	77	41.2
Lack of social life at SVSU	57	30.5
Personal reasons (medical, family emergencies, etc.)	51	27.3
Financial reasons	42	22.5
Homesick	37	19.8
Lack of support services	34	18.2
Lack of support group	32	17.1
Climate was unwelcoming	27	14.4
Coursework was too difficult	27	14.4
Did not have my major	16	8.6
Transfer/I never intended to graduate from SVSU	13	7.0
Did not meet the selection criteria for a major	11	5.9
Coursework was not challenging enough	9	4.8
My marital/relationship status	9	4.8
A reason not offered in the list above	36	19.3

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 8 (*n* = 187). Percentages may not sum to 100 as a result of multiple response choices.

**Table B47. Faculty/Support Staff/Administrative Professional/University Police only: When did you seriously consider leaving SVSU? (Question 11)**

Year	<i>n</i>	%
Within the last year	111	51.9
1-2 years ago	46	21.5
3-5 years ago	30	14.0
6 or more years ago	25	11.7

Note: Table includes responses only from those Faculty/Staff who indicated that they considered leaving in Question 8 (*n* = 214). Percentages may not sum to 100 as a result of multiple response choices.

**Table B48. Faculty/Support Staff/Administrative Professional/University Police only: Why did you seriously consider leaving SVSU? (Mark all that apply.) (Question 12)**

Reasons	<i>n</i>	%
Low salary/pay rate	100	46.7
Limited opportunities for advancement	88	41.1
Financial reasons (e.g., salary, resources, etc.)	77	36.0
Tension with supervisor/manager	67	31.3
Tension with coworkers	57	26.6
Increased workload	53	24.8
Interested in a position at another higher education institution	53	24.8
Campus climate was unwelcoming	38	17.8
Institutional support (e.g., technical support, laboratory space/equipment)	34	15.9
Recruited or offered a position at another institution	33	15.4
Interested in a position outside of academia	27	12.6
Family responsibilities	17	7.9
Lack of benefits	16	7.5
Local community did not meet my (my family) needs	14	6.5
Personal reasons (medical, family emergencies, etc.)	13	6.1
Relocation	12	5.6
Local community climate not welcoming	10	4.7
Spouse or partner relocated	3	1.4
A reason not offered in the list above	31	14.5

Note: Table includes responses only from Faculty and Staff who indicated that they considered leaving in Question 8 (*n* = 214). Percentages may not sum to 100 as a result of multiple response choices.

**Table B49. Students only: The following questions ask you about your academic experience at SVSU. (Question 14)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I perform up to my full academic potential.	237	36.3	340	52.1	47	7.2	25	3.8	3	0.5
Many of my courses this year have been intellectually stimulating.	240	36.9	316	48.6	61	9.4	30	4.6	3	0.5
I am satisfied with my academic experience SVSU.	188	28.9	327	50.2	87	13.4	45	6.9	4	0.6
I am satisfied with the extent of my intellectual development since enrolling at SVSU.	218	33.8	319	49.5	80	12.4	23	3.6	5	0.8
I have performed academically as well as I anticipated I would.	188	28.9	277	42.5	96	14.7	80	12.3	10	1.5
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	258	39.8	273	42.1	83	12.8	32	4.9	2	0.3
My interest in ideas and intellectual matters has increased since coming to SVSU.	238	36.6	277	42.5	109	16.7	26	4.0	1	0.2
I intend to graduate from SVSU.	430	66.9	163	25.3	35	5.4	7	1.1	8	1.2
I am considering transferring to another college or university due to academic reasons.	27	4.2	31	4.8	80	12.3	179	27.6	331	51.1

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 652).

**Table B50. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) behavior at SVSU? (Question 15)**

Reasons	<i>n</i>	%
No	894	80.3
Yes	220	19.7

**Table B51. What do you believe the conduct was based upon? (Mark all that apply.) (Question 16)**

Basis	<i>n</i>	%
Position (support staff, faculty, student)	74	33.6
Age	36	16.4
Gender/gender identity	36	16.4
Physical characteristics	28	12.7
Racial identity	28	12.7
Religious/spiritual views	28	12.7
Major field of study	27	12.3
Ethnicity	25	11.4
Political views	25	11.4
Philosophical views	23	10.5
Educational credentials (MS, PhD, etc.)	22	10.0
Academic performance	19	8.6
Sexual identity	17	7.7
Where I am from	17	7.7
Disability status	13	5.9
Socioeconomic status	12	5.5
Participation in an organization/team	10	4.5
First generation status	7	3.2
Marital status (e.g., single, married, partnered)	7	3.2
Gender expression	6	2.7
Parental status (e.g., having children)	6	2.7
English language proficiency/accent	5	2.3
Immigrant/citizen status	5	2.3
International status/national origin	3	1.4
Military/veteran status	1	0.5
Pregnancy	1	0.5
Do not know	48	21.8
A reason not listed above	30	13.6

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 220).

**Table B52. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience? (Question 17)**

Basis	<i>n</i>	%
1-2 instances	95	43.8
3-5 instances	81	37.3
6-10 instances	21	9.7
11 or more instances	20	9.2

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 220).

**Table B53. How did you experience the conduct? (Mark all that apply.) (Question 18)**

Form	<i>n</i>	%
I was ignored or excluded.	99	45.0
I was isolated or left out.	86	39.1
I was intimidated/bullied.	77	35.0
I experienced a hostile work environment.	63	28.6
I felt others staring at me.	47	21.4
I was the target of derogatory verbal remarks.	47	21.4
I was the target of workplace incivility.	32	14.5
I experienced a hostile classroom environment.	25	11.4
I received a low or unfair performance evaluation.	20	9.1
The conduct made me fear that I would get a poor grade.	19	8.6
I was singled out as the spokesperson for my identity group.	18	8.2
I received derogatory phone calls/text messages/email.	17	7.7
I was the target of racial/ethnic profiling.	17	7.7
I was not fairly evaluated in the promotion and tenure process.	16	7.3
I received derogatory written comments.	11	5.0
I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat, Instagram).	11	5.0
Someone assumed I was admitted/hired/promoted because of my identity group.	11	5.0
I was the target of stalking.	8	3.6
The conduct threatened my physical safety.	6	2.7
Someone assumed I was <u>not</u> admitted/hired/promoted because of my identity group.	5	2.3
I was the target of physical violence.	4	1.8
I was the target of graffiti/vandalism.	2	0.9
The conduct threatened my family's safety.	2	0.9
I received threats of physical violence.	2	0.9
An experience not listed above	27	12.3

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 220). Percentages may not sum to 100 as a result of multiple response choices.

**Table B54. Where did the conduct occur? (Mark all that apply.) (Question 19)**

Location	<i>n</i>	%
While working at a SVSU job	69	31.4
In a public space at SVSU	56	25.5
In a meeting with a group of people	48	21.8
In a class or lab	45	20.5
In a SVSU administrative/support staff office	44	20.0
While walking on campus	31	14.1
In a faculty office	26	11.8
In a meeting with one other person	26	11.8
Off campus	23	10.5
In campus housing	22	10.0
At a SVSU event	20	9.1
On social networking sites/Facebook/Twitter/Instagram/cell phone/other form of technological communication	18	8.2
In an experiential learning environment (e.g., internship, service learning, alternative break trip)	9	4.1
In SVSU dining facilities	8	3.6
In athletic facilities	7	3.2
In a registered student organization (RSO)	6	2.7
In a clinical setting	5	2.3
In off-campus housing	4	1.8
In a study abroad program – faculty led	3	1.4
In a study abroad program – semester or year-long	0	0.0
A venue not listed above	12	5.5

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 220).

**Table B55. Who/what was the source of the conduct? (Mark all that apply.) (Question 20)**

Source	<i>n</i>	%
Student	80	36.4
Faculty member/instructor	56	25.5
Coworker	51	23.2
Supervisor	34	15.5
Friend	29	13.2
Senior administrator (e.g., president, provost, vice president, dean)	24	10.9
Stranger	21	9.5
Roommate	16	7.3

**Table B55. Who/what was the source of the conduct? (Mark all that apply.) (Question 20)**

Source	<i>n</i>	%
Department chair	15	6.8
Support staff member	12	5.5
Student staff (e.g., resident assistant, student coordinators, event staff)	8	3.6
Off campus community member	7	3.2
SVSU public safety/campus police	6	2.7
Don't know source	5	2.3
Person that I supervise	5	2.3
Athletic coach/trainer	4	1.8
SVSU media (posters, brochures, flyers, handouts, web sites, etc.)	4	1.8
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	4	1.8
Teaching assistant/lab assistant/tutor	4	1.8
Academic advisor	1	0.5
Alumni	1	0.5
Donor	1	0.5
Health Services	0	0.0
A source not listed above	11	5.0

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 220). Percentages may not sum to 100 as a result of multiple response choices.

**Table B56. How did you feel after experiencing the conduct? (Mark all that apply.) (Question 21)**

Emotional response	<i>n</i>	%
Angry	129	58.6
Distressed	105	47.7
Sad	84	38.2
Helpless	74	33.6
Embarrassed	68	30.9
Somehow responsible	35	15.9
Afraid	29	13.2
A feeling not listed above	47	21.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 220). Percentages may not sum to 100 as a result of multiple response choices.

**Table B57. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 22)**

Response	<i>n</i>	%
I told a friend.	80	36.4
I did not do anything.	76	34.5
I told a family member.	72	32.7
I avoided the person/venue.	69	31.4
I contacted someone at SVSU.	45	20.5
<i>Senior administrator (e.g., president, provost, vice president, dean)</i>	15	33.3
<i>Faculty member (e.g., professor, instructor)</i>	13	28.9
<i>Counseling Center</i>	5	11.1
<i>Office of Human Resources</i>	5	11.1
<i>SVSU campus police</i>	4	8.9
<i>Title IX coordinator</i>	4	8.9
<i>Student staff (e.g., resident assistant, student coordinators, event staff)</i>	4	8.9
<i>Support staff person (e.g., resident director, academic advisor)</i>	4	8.9
<i>Disability services</i>	2	4.4
<i>Employee Assistance Program</i>	2	4.4
<i>Ombudsperson</i>	2	4.4
<i>SVSU Office of Diversity Programs</i>	1	2.2
<i>Pride Center</i>	0	0.0
<i>Sexual Assault Prevention Team (S.A.P.T.)</i>	0	0.0
<i>Bringing in Bystander Program</i>	0	0.0
<i>Student teaching assistant (e.g., tutor)</i>	0	0.0
I did not know to whom to go.	37	16.8
I confronted the person(s) at the time.	32	14.5
I confronted the person(s) later.	25	11.4
I contacted a local law enforcement official.	8	3.6
I sought information online.	8	3.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	5	2.3
I sought support from off-campus hotline/advocacy services.	3	1.4
A response not listed above	31	14.1

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 220).

**Table B58. Did you officially report the conduct? (Question 23)**

Reported conduct	<i>n</i>	%
No, I did not report it.	194	88.2
Yes, I reported it.	22	10.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	6	28.6
<i>Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident but felt that it was not addressed appropriately</i>	9	42.9
<i>Yes, I reported the conduct and the outcome is still pending.</i>	4	19.0
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	2	9.5
Missing	4	1.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 220).

**Table B59. While a member of the SVSU community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)? (Question 25).**

Unwanted sexual contact/conduct	<i>n</i>	%
No	1,014	91.0
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	20	1.8
Yes – stalking (e.g., following me, on social media, texting, phone calls)	26	2.3
Yes – unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)	53	4.8
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	35	3.1

Percentages may not sum to 100 as a result of multiple response choices.

**Table B60. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 26rv)**

Alcohol and/or drugs involved	<i>n</i>	%
No	15	75.0
Yes	5	25.0
<i>Alcohol only</i>	1	25.0
<i>Drugs only</i>	1	25.0
<i>Both alcohol and drugs</i>	2	50.0
Don't know	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

**Table B61. When did the incidents of relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 27rv)**

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	4	20.0
6 – 12 months ago	5	25.0
13 – 23 months ago	3	15.0
2 – 4 years ago	6	30.0
5 – 10 years ago	0	0.0
11 – 20 years ago	2	10.0
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

**Table B62. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 28rv)**

Semester	<i>n</i>	%
During my time as a graduate student at SVSU	0	0.0
Prior to my first semester (e.g., orientation, SOAR)	0	0.0
Undergraduate first year	8	50.0
<i>Fall semester</i>	6	75.0
<i>Winter semester</i>	7	87.5
<i>Spring semester</i>	3	37.5
<i>Summer semester</i>	3	37.5
Undergraduate second year	6	37.5
<i>Fall semester</i>	5	83.3
<i>Winter semester</i>	4	66.7
<i>Spring semester</i>	1	16.7
<i>Summer semester</i>	1	16.7
Undergraduate third year	2	12.5
<i>Fall semester</i>	2	100.0
<i>Winter semester</i>	1	50.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	1	6.3
<i>Fall semester</i>	0	0.0
<i>Winter semester</i>	1	100.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
<u>After my fourth year as an undergraduate</u>	<u>0</u>	<u>0.0</u>

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

**Table B63. Who did this to you? (Mark all that apply.) (Question 29rv)**

Source	<i>n</i>	%
Current or former dating/intimate partner	16	80.0
Acquaintance/friend	4	20.0
SVSU student	3	15.0
Family member	1	5.0
SVSU faculty member	1	5.0
SVSU support staff member	1	5.0
Stranger	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

**Table B64. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Mark all that apply.) (Question 30rv)**

Occurred off campus	<i>n</i>	%
Off campus	15	75.0
On campus	8	40.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

**Table B65. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 31rv)**

Emotional response	<i>n</i>	%
Angry	14	70.0
Distressed	11	55.0
Sad	11	55.0
Helpless	10	50.0
Somehow responsible	10	50.0
Afraid	9	45.0
Embarrassed	9	45.0
A feeling not listed above	1	5.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

**Table B66. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 32rv)**

Response	<i>n</i>	%
I avoided the person/venue.	10	50.0
I told a friend.	9	45.0
I sought information online.	7	35.0
I confronted the person(s) later.	6	30.0
I told a family member.	6	30.0
I confronted the person(s) at the time.	5	25.0
I did not do anything.	3	15.0
I did not know to whom to go.	2	10.0
I sought support from off-campus hotline/advocacy services.	2	10.0
I contacted someone at SVSU.	2	10.0
<i>Counseling Center</i>	2	100.0
<i>SVSU campus police</i>	1	50.0
<i>Faculty member (e.g., professor, instructor)</i>	0	0.0
<i>Senior administrator (e.g., president, provost, vice president, dean)</i>	0	0.0
<i>Disability services</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Title IX coordinator</i>	0	0.0
<i>SVSU Office of Diversity Programs</i>	0	0.0
<i>Ombudsperson</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Pride Center</i>	0	0.0
<i>Sexual Assault Prevention Team (S.A.P.T.)</i>	0	0.0
<i>Bringing in Bystander Program</i>	0	0.0
<i>Student teaching assistant (e.g., tutor)</i>	0	0.0
<i>Student staff (e.g., resident assistant, student coordinators, event staff)</i>	0	0.0
<i>Support staff person (e.g., resident director, academic advisor)</i>	0	0.0
I contacted a local law enforcement official.	1	5.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
A response not listed above.	3	15.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

**Table B67. Did you officially report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 33rv)**

Reported conduct	<i>n</i>	%
No, I did not report it.	19	95.0
Yes, I reported it.	1	5.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	1	100.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

**Table B68. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Question 26stlk)**

Alcohol and/or drugs involved	<i>n</i>	%
No	23	95.8
Yes	1	4.2
<i>Alcohol only</i>	1	100.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	0	0.0
Don't know	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 26). Percentages may not sum to 100 as a result of multiple response choices.

**Table B69. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 27stlk)**

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	3	11.5
6 – 12 months ago	8	30.8
13 – 23 months ago	11	42.3
2 – 4 years ago	2	7.7
5 – 10 years ago	0	0.0
11 – 20 years ago	2	7.7
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 26). Percentages may not sum to 100 as a result of multiple response choices.

**Table B70. What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 28stlk)**

Semester	<i>n</i>	%
During my time as a graduate student at SVSU	0	0.0
Prior to my first semester (e.g., orientation, SOAR)	0	0.0
Undergraduate first year	9	39.1
<i>Fall semester</i>	6	66.7
<i>Winter semester</i>	4	44.4
<i>Spring semester</i>	1	11.1
<i>Summer semester</i>	0	0.0
Undergraduate second year	6	26.1
<i>Fall semester</i>	3	50.0
<i>Winter semester</i>	5	83.3
<i>Spring semester</i>	1	16.7
<i>Summer semester</i>	1	16.7
Undergraduate third year	2	8.7
<i>Fall semester</i>	1	50.0
<i>Winter semester</i>	2	100.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	1	4.3
<i>Fall semester</i>	0	0.0
<i>Winter semester</i>	1	100.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking ( $n = 26$ ). Percentages may not sum to 100 as a result of multiple response choices.

**Table B71. Who did this to you? (Mark all that apply.) (Question 29stlk)**

Source	<i>n</i>	%
SVSU student	18	69.2
Acquaintance/friend	6	23.1
Current or former dating/intimate partner	6	23.1
Stranger	2	7.7
SVSU faculty member	1	3.8
Family member	0	0.0
SVSU support staff member	0	0.0
Other role/relationship not listed above	1	3.8

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 26). Percentages may not sum to 100 as a result of multiple response choices.

**Table B72. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 30stlk)**

Occurred off campus	<i>n</i>	%
Off campus	18	69.2
On campus	20	76.9

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 26). Percentages may not sum to 100 as a result of multiple response choices.

**Table B73. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 31stlk)**

Emotional response	<i>n</i>	%
Distressed	11	42.3
Angry	10	38.5
Afraid	9	34.6
Embarrassed	9	34.6
Somehow responsible	7	26.9
Helpless	5	19.2
Sad	4	15.4
A feeling not listed above	5	19.2

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 26). Percentages may not sum to 100 as a result of multiple response choices.

**Table B74. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 32stlk)**

Response	<i>n</i>	%
I told a friend.	14	53.8
I avoided the person/venue.	12	46.2
I told a family member.	9	34.6
I confronted the person(s) at the time.	8	30.8
I did not do anything.	7	26.9
I contacted a local law enforcement official.	6	23.1
I contacted someone at SVSU.	6	23.1
<i>Faculty member (e.g., professor, instructor)</i>	4	66.7
<i>SVSU campus police</i>	2	33.3
<i>Senior administrator (e.g., president, provost, vice president, dean)</i>	1	16.7
<i>Student staff (e.g., resident assistant, student coordinators, event staff)</i>	1	16.7
<i>Counseling Center</i>	0	0.0
<i>Disability services</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Title IX coordinator</i>	0	0.0
<i>SVSU Office of Diversity Programs</i>	0	0.0
<i>Ombudsperson</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Pride Center</i>	0	0.0
<i>Sexual Assault Prevention Team (S.A.P.T.)</i>	0	0.0
<i>Bringing in Bystander Program</i>	0	0.0
<i>Student teaching assistant (e.g., tutor)</i>	0	0.0
<i>Support staff person (e.g., resident director, academic advisor)</i>	0	0.0
I confronted the person(s) later.	4	15.4
I did not know to whom to go.	2	7.7
I sought support from off-campus hotline/advocacy services.	1	3.8
I sought information online.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
A response not listed above.	2	7.7

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 26). Percentages may not sum to 100 as a result of multiple response choices.

**Table B75. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 33stlk)**

Reported conduct	<i>n</i>	%
No, I did not report it.	19	73.1
Yes, I reported it.	7	26.9
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	2	28.6
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	2	28.6
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	2	28.6
<i>Yes, I reported the conduct and the outcome is still pending.</i>	1	14.3
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 26). Percentages may not sum to 100 as a result of multiple response choices.

**Table B76. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Question 26si)**

Alcohol and/or drugs involved	<i>n</i>	%
No	32	61.5
Yes	20	38.5
<i>Alcohol only</i>	11	61.1
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	7	38.9
Don't know	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices.

**Table B77. When did the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (Question 27si)**

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	14	26.4
6 – 12 months ago	18	34.0
13 – 23 months ago	5	9.4
2 – 4 years ago	15	28.3
5 – 10 years ago	1	1.9
11 – 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices.

**Table B78. Students only: What semester were you in when you experienced the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 28si)**

Semester	<i>n</i>	%
During my time as a graduate student at SVSU	0	0.0
Prior to my first semester (e.g., orientation, SOAR)	0	0.0
Undergraduate first year	28	57.1
<i>Fall semester</i>	24	85.7
<i>Winter semester</i>	17	60.7
<i>Spring semester</i>	2	7.1
<i>Summer semester</i>	2	7.1
Undergraduate second year	13	26.5
<i>Fall semester</i>	13	100.0
<i>Winter semester</i>	7	53.8
<i>Spring semester</i>	2	15.4
<i>Summer semester</i>	2	15.4
Undergraduate third year	14	28.6
<i>Fall semester</i>	13	92.9
<i>Winter semester</i>	8	57.1
<i>Spring semester</i>	1	7.1
<i>Summer semester</i>	1	7.1
Undergraduate fourth year	3	6.1
<i>Fall semester</i>	3	100.0
<i>Winter semester</i>	1	33.3
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices.

**Table B79. Who did this to you? (Mark all that apply.) (Question 29si)**

Source	<i>n</i>	%
SVSU student	28	52.8
Stranger	24	45.3
Acquaintance/friend	15	28.3
Current or former dating/intimate partner	3	5.7
SVSU faculty member	1	1.9
SVSU support staff member	1	1.9
Family member	0	0.0
Other role/relationship not listed above	2	3.8

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices.

**Table B80. Where did the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 30si)**

Occurred off campus	<i>n</i>	%
Off campus	28	52.8
On campus	29	54.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices.

**Table B81. How did you feel after experiencing the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 31si)**

Emotional response	<i>n</i>	%
Embarrassed	27	50.9
Angry	25	47.2
Distressed	18	34.0
Somehow responsible	16	30.2
Afraid	15	28.3
Helpless	9	17.0
Sad	8	15.1
A feeling not listed above	11	20.8

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices.

**Table B82. What did you do in response to experiencing the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 32si)**

Response	<i>n</i>	%
I told a friend.	28	52.8
I did not do anything.	21	39.6
I avoided the person/venue.	21	39.6
I told a family member.	11	20.8
I confronted the person(s) at the time.	6	11.3
I did not know to whom to go.	4	7.5
I sought information online.	4	7.5
I confronted the person(s) later.	3	5.7
I contacted someone at SVSU.	3	5.7
<i>Senior administrator (e.g., president, provost, vice president, dean)</i>	1	33.3
<i>SVSU campus police</i>	1	33.3
<i>Title IX coordinator</i>	1	33.3
<i>Faculty member (e.g., professor, instructor)</i>	0	0.0
<i>Counseling Center</i>	0	0.0
<i>Disability services</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>SVSU Office of Diversity Programs</i>	0	0.0
<i>Ombudsperson</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Pride Center</i>	0	0.0
<i>Sexual Assault Prevention Team (S.A.P.T.)</i>	0	0.0
<i>Bringing in Bystander Program</i>	0	0.0
<i>Student teaching assistant (e.g., tutor)</i>	0	0.0
<i>Student staff (e.g., resident assistant, student coordinators, event staff)</i>	0	0.0
<i>Support staff person (e.g., resident director, academic advisor)</i>	0	0.0
I sought support from off-campus hotline/advocacy services.	2	3.8
I contacted a local law enforcement official.	1	1.9
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	1.9
A response not listed above.	5	9.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices.

**Table B83. Did you officially report the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Question 33si)**

Reported conduct	<i>n</i>	%
No, I did not report it.	47	90.4
Yes, I reported it.	5	9.6
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	2	40.0
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	1	20.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	2	40.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices

**Table B84. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 26sc)**

Alcohol and/or drugs involved	<i>n</i>	%
No	16	47.1
Yes	18	52.9
<i>Alcohol only</i>	12	80.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	3	20.0
Don't know	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 35). Percentages may not sum to 100 as a result of multiple response choices.

**Table B85. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 27sc)**

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	6	17.1
6 – 12 months ago	8	22.9
13 – 23 months ago	8	22.9
2 – 4 years ago	13	37.1
5 – 10 years ago	0	0.0
11 – 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 35). Percentages may not sum to 100 as a result of multiple response choices.

**Table B86. Students only: What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 28sc)**

Semester	<i>n</i>	%
During my time as a graduate student at SVSU	0	0.0
Prior to my first semester (e.g., orientation, SOAR)	0	0.0
Undergraduate first year	7	20.6
<i>Fall semester</i>	6	85.7
<i>Winter semester</i>	1	14.3
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate second year	14	41.2
<i>Fall semester</i>	7	50.0
<i>Winter semester</i>	7	50.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	1	7.1
Undergraduate third year	6	17.6
<i>Fall semester</i>	3	50.0
<i>Winter semester</i>	2	33.3
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	1	16.7
Undergraduate fourth year	4	11.8
<i>Fall semester</i>	4	100.0
<i>Winter semester</i>	1	25.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 35). Percentages may not sum to 100 as a result of multiple response choices.

**Table B87. Who did this to you? (Mark all that apply.) (Question 29sc)**

Source	<i>n</i>	%
SVSU student	18	51.4
Acquaintance/friend	14	40.0
Stranger	7	20.0
Current or former dating/intimate partner	7	20.0
Family member	0	0.0
SVSU faculty member	0	0.0
SVSU support staff member	0	0.0
Other role/relationship not listed above	1	2.9

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 35). Percentages may not sum to 100 as a result of multiple response choices.

**Table B88. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 30sc)**

Occurred off campus	<i>n</i>	%
Off campus	23	65.7
On campus	13	37.1

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 35). Percentages may not sum to 100 as a result of multiple response choices.

**Table B89. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 31sc)**

Emotional response	<i>n</i>	%
Somehow responsible	23	65.7
Helpless	22	62.9
Embarrassed	22	62.9
Distressed	21	60.0
Angry	19	54.3
Sad	19	54.3
Afraid	18	51.4
A feeling not listed above	8	22.9

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 35). Percentages may not sum to 100 as a result of multiple response choices.

**Table B90. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 32sc)**

Response	<i>n</i>	%
I told a friend.	18	51.4
I did not do anything.	13	37.1
I avoided the person/venue.	10	28.6
I told a family member.	7	20.0
I confronted the person(s) at the time.	5	14.3
I confronted the person(s) later.	5	14.3
I did not know to whom to go.	5	14.3
I contacted a local law enforcement official.	4	11.4
I sought information online.	3	8.6
I sought support from off-campus hotline/advocacy services.	2	5.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	2	5.7
I contacted someone at SVSU.	2	5.7
<i>SVSU campus police</i>	2	100.0
<i>Title IX coordinator</i>	1	50.0
<i>Student staff (e.g., resident assistant, student coordinators, event staff)</i>	1	50.0
<i>Faculty member (e.g., professor, instructor)</i>	0	0.0
<i>Senior administrator (e.g., president, provost, vice president, dean)</i>	0	0.0
<i>Counseling Center</i>	0	0.0
<i>Disability services</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>SVSU Office of Diversity Programs</i>	0	0.0
<i>Ombudsperson</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Pride Center</i>	0	0.0
<i>Sexual Assault Prevention Team (S.A.P.T.)</i>	0	0.0
<i>Bringing in Bystander Program</i>	0	0.0
<i>Student teaching assistant (e.g., tutor)</i>	0	0.0
<i>Support staff person (e.g., resident director, academic advisor)</i>	0	0.0
A response not listed above.	7	20.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 35). Percentages may not sum to 100 as a result of multiple response choices.

**Table B91. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 33sc)**

Reported conduct	<i>n</i>	%
No, I did not report it.	29	82.9
Yes, I reported it.	6	17.1
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i>	6	100.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 35). Percentages may not sum to 100 as a result of multiple response choices

**Table B92. Please indicate how much you agree or disagree with each of the following statements: (Question 36)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Affirmative Consent.	663	59.7	388	34.9	35	3.2	22	2.0	3	0.3
I am generally aware of the role of SVSU Title IX coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	584	52.5	412	37.1	56	5.0	52	4.7	8	0.7
I know how and where to report such incidents.	505	45.6	402	36.3	79	7.1	110	9.9	11	1.0
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	522	47.2	433	39.2	70	6.3	73	6.6	8	0.7
I am generally aware of Title IX policies and resources ( <a href="http://www.svsu.edu/titleix/sexualmisconductthelaw/">http://www.svsu.edu/titleix/sexualmisconductthelaw/</a> ).	525	47.4	450	40.6	72	6.5	56	5.1	5	0.5
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	537	48.6	417	37.7	104	9.4	42	3.8	6	0.5
I understand that SVSU standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	526	47.4	405	36.5	88	7.9	81	7.3	10	0.9
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in SVSU Annual Security Report ( <a href="https://www.svsu.edu/universitypolice/cleryact/">https://www.svsu.edu/universitypolice/cleryact/</a> ).	596	53.6	379	34.1	69	6.2	53	4.8	15	1.3
I know that SVSU sends a Campus Alert to the campus community when such an incident occurs.	663	59.7	388	34.9	35	3.2	22	2.0	3	0.3

**Table B93. Tenured and Tenure-Track Faculty only: As a faculty member at SVSU, I feel... (Question 37)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	33	30.8	42	39.3	12	11.2	16	15.0	4	3.7
The tenure standards/promotion standards are applied equally to faculty in my department/college.	30	28.0	24	22.4	17	15.9	23	21.5	13	12.1
Supported and mentored during the tenure-track years.	36	33.6	36	33.6	13	12.1	14	13.1	8	7.5
Research is valued by SVSU.	24	22.6	51	48.1	13	12.3	11	10.4	7	6.6
Teaching is valued by SVSU.	60	56.1	33	30.8	8	7.5	5	4.7	1	0.9
Service contributions are valued by SVSU.	40	37.4	42	39.3	13	12.1	7	6.5	5	4.7
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	5	4.8	13	12.4	25	23.8	29	27.6	33	31.4
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	22	20.6	20	18.7	25	23.4	23	21.5	17	15.9
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	19	17.8	31	29.0	27	25.2	19	17.8	11	10.3
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	3	2.9	3	2.9	45	43.7	28	27.2	24	23.3
Faculty opinions are taken seriously by senior administrators (e.g., president, provost, vice president, dean).	15	14.2	33	31.1	24	22.6	15	14.2	19	17.9
Faculty opinions are valued within SVSU committees.	19	17.9	48	45.3	23	21.7	9	8.5	7	6.6
I would like more opportunities to participate in substantive committee assignments.	14	13.5	27	26.0	39	37.5	20	19.2	4	3.8
I have opportunities to participate in substantive committee assignments.	21	19.8	52	49.1	27	25.5	6	5.7	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 107).

**Table B94. Non-Tenure-Track Faculty only: As an employee with a non-tenure-track appointment at SVSU, I feel... (Question 39)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria used for contract renewal are clear.	18	22.0	32	39.0	23	28.0	5	6.1	4	4.9
The criteria used for contract renewal are applied equally to all positions.	16	20.0	19	23.8	34	42.5	9	11.3	2	2.5
Clear expectations of my responsibilities exist.	21	25.9	48	59.3	9	11.1	2	2.5	1	1.2
Research is valued by SVSU.	15	18.3	40	48.8	20	24.4	6	7.3	1	1.2
Teaching is valued by SVSU.	24	29.6	46	56.8	7	8.6	3	3.7	1	1.2
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	4	4.9	2	2.4	36	43.9	28	34.1	12	14.6
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	5	6.1	10	12.2	40	48.8	21	25.6	6	7.3
Pressured to do extra work that is uncompensated.	6	7.4	8	9.9	25	30.9	34	42.0	8	9.9
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., president, provost, vice president, dean).	6	7.3	29	35.4	30	36.6	13	15.9	4	4.9
I have job security.	2	2.4	20	24.4	24	29.3	21	25.6	15	18.3
My opinion is taken seriously by my department colleagues.	14	17.1	44	53.7	15	18.3	8	9.8	1	1.2
I have adequate departmental information to prepare for and teach my classes.	17	20.7	47	57.3	15	18.3	2	2.4	1	1.2
I have adequate planning time to prepare for my classes.	18	22.0	40	48.8	13	15.9	10	12.2	1	1.2

Note: Table includes responses only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 83).

**Table B95. All Faculty: As a faculty member at SVSU, I feel... (Question 41)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	10	5.4	34	18.3	92	49.5	38	20.4	12	6.5
Salaries for adjunct professors are competitive.	3	1.6	9	4.8	51	27.3	60	32.1	64	34.2
Health insurance benefits are competitive.	55	29.3	49	26.1	67	35.6	7	3.7	10	5.3
Child care benefits are competitive.	4	2.2	13	7.0	135	73.0	13	7.0	20	10.8
Retirement/supplemental benefits are competitive.	30	16.4	52	28.4	79	43.2	9	4.9	13	7.1
SVSU provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	8	4.3	26	14.0	99	53.2	32	17.2	21	11.3
My colleagues include me in opportunities that will help my career as much as they do others in my position.	38	20.1	74	39.2	48	25.4	22	11.6	7	3.7
The performance evaluation process is clear.	28	14.8	74	39.2	50	26.5	23	12.2	14	7.4
A hierarchy exists within faculty positions that allows some voices to be valued more than others.	31	17.1	63	34.8	49	27.1	30	16.6	8	4.4
SVSU provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	6	30.0	6	30.0	3	15.0	3	15.0	2	10.0
SVSU provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	47	24.7	93	48.9	32	16.8	15	7.9	3	1.6
Positive about my career opportunities at SVSU.	35	18.6	82	43.6	44	23.4	17	9.0	10	5.3
I would recommend SVSU as good place to work.	51	26.8	79	41.6	39	20.5	14	7.4	7	3.7
I have job security.	43	22.9	72	38.3	36	19.1	18	9.6	19	10.1

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 190).

**Table B96. Support Staff/Administrative Professionals/University Police only: As a support staff member, University Police, or administrative professional at SVSU, I feel... (Question 43)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	93	34.3	89	32.8	60	22.1	20	7.4	9	3.3
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	101	37.1	108	39.7	47	17.3	11	4.0	5	1.8
I am included in opportunities that will help my career as much as others in similar positions.	67	24.8	93	34.4	67	24.8	30	11.1	13	4.8
The performance evaluation process is clear.	58	21.3	98	36.0	59	21.7	42	15.4	15	5.5
The performance evaluation process is productive.	44	16.4	60	22.3	87	32.3	50	18.6	28	10.4
My supervisor provides adequate support for me to manage work-life balance.	110	40.7	100	37.0	37	13.7	13	4.8	10	3.7
I am able to complete my assigned duties during scheduled hours.	63	23.4	101	37.5	45	16.7	41	15.2	19	7.1
My workload has increased without additional compensation due to other support staff departures (e.g., retirement positions not filled).	57	21.0	60	22.1	73	26.9	57	21.0	24	8.9
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	18	6.7	61	22.7	63	23.4	95	35.3	32	11.9
I am given a reasonable time frame to complete assigned responsibilities.	64	23.7	138	51.1	55	20.4	9	3.3	4	1.5
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	13	4.8	41	15.1	89	32.8	94	34.7	34	12.5
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	29	10.8	59	22.0	86	32.1	71	26.5	23	8.6

**Table B96. Support Staff/Administrative Professionals/University Police only: As a support staff member, University Police, or administrative professional at SVSU, I feel... (Question 43)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A hierarchy exists within support staff positions that allows some voices to be valued more than others.	26	9.6	55	20.4	116	43.0	52	19.3	21	7.8
SVSU provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	31	11.4	83	30.6	104	38.4	31	11.4	22	8.1

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 272).

**Table B97. Support Staff/Administrative Professionals/University Police only: As a support staff member, University Police, or administrative professional at SVSU, I feel... (Question 45)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
SVSU provides me with resources to pursue training/professional development opportunities.	79	29.3	126	46.7	33	12.2	22	8.1	10	3.7
My supervisor provides me with resources to pursue training/professional development opportunities.	83	30.7	114	42.2	43	15.9	22	8.1	8	3.0
SVSU is supportive of taking extended leave (e.g., FMLA, parental).	67	24.9	105	39.0	80	29.7	13	4.8	4	1.5
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	111	41.3	112	41.6	35	13.0	6	2.2	5	1.9
Support staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	16	5.9	16	5.9	113	42.0	76	28.3	48	17.8
SVSU policies (e.g., FMLA) are fairly applied across SVSU.	54	20.0	95	35.2	105	38.9	13	4.8	3	1.1
SVSU is supportive of flexible work schedules.	46	17.0	108	40.0	64	23.7	36	13.3	16	5.9
My supervisor is supportive of flexible work schedules.	64	24.0	106	39.7	64	24.0	24	9.0	9	3.4
Support staff salaries are competitive.	38	14.3	72	27.1	105	39.5	29	10.9	22	8.3

**Table B97. Support Staff/Administrative Professionals/University Police only: As a support staff member, University Police, or administrative professional at SVSU, I feel... (Question 45)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Vacation and personal time benefits are competitive.	110	41.0	113	42.2	31	11.6	10	3.7	4	1.5
Health insurance benefits are competitive.	97	35.9	113	41.9	42	15.6	15	5.6	3	1.1
Child care benefits are competitive.	24	8.9	27	10.0	166	61.7	29	10.8	23	8.6
Retirement benefits are competitive.	95	35.3	99	36.8	61	22.7	10	3.7	4	1.5
Support staff opinions are valued on SVSU committees.	28	10.4	72	26.9	124	46.3	33	12.3	11	4.1
Administrative professionals' opinions are valued on SVSU committees.	41	15.4	88	33.0	101	37.8	26	9.7	11	4.1
Support staff opinions are valued by SVSU faculty and administration.	29	11.0	69	26.2	118	44.9	35	13.3	12	4.6
Administrative professionals' opinions are valued by SVSU faculty and administration.	40	15.0	95	35.6	82	30.7	33	12.4	17	6.4
Clear expectations of my responsibilities exist.	60	22.2	123	45.6	42	15.6	36	13.3	9	3.3
Clear procedures exist on how I can advance at SVSU.	32	11.9	41	15.3	88	32.8	67	25.0	40	14.9
Positive about my career opportunities at SVSU.	49	18.3	85	31.7	70	26.1	47	17.5	17	6.3
I would recommend SVSU as good place to work.	86	32.1	116	43.3	46	17.2	13	4.9	7	2.6
I have job security.	69	25.7	102	37.9	65	24.2	26	9.7	7	2.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 272).

**Table B98. Graduate Students only: As a graduate student I feel... (Question 47)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department.	19	35.8	18	34.0	11	20.8	5	9.4	0	0.0
I have adequate access to my advisor.	21	39.6	20	37.7	9	17.0	3	5.7	0	0.0
My advisor provides clear expectations.	20	37.7	19	35.8	10	18.9	4	7.5	0	0.0
My advisor responds to my emails, calls, or voicemails in a prompt manner.	22	42.3	16	30.8	9	17.3	5	9.6	0	0.0
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	24	45.3	21	39.6	4	7.5	4	7.5	0	0.0
Department support staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	23	43.4	18	34.0	11	20.8	1	1.9	0	0.0
I feel comfortable sharing my professional goals with my advisor.	22	44.0	18	36.0	7	14.0	3	6.0	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 53).

**Table B99. WITHIN THE PAST YEAR, have you OBSERVED any conduct or communications directed toward a person or group of people at SVSU that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassing) working or learning environment? (Question 85)**

Observed conduct/communications	<i>n</i>	%
No	891	80.5
Yes	216	19.5

**Table B100. Who/what were the targets of the conduct? (Mark all that apply.) (Question 86)**

Target	<i>n</i>	%
Student	102	47.2
Coworker	55	25.5
Friend	46	21.3
Stranger	24	11.1
Faculty member/instructor	23	10.6
Don't know target	20	9.3
Support staff member	18	8.3
Roommate	16	7.4
Person that I supervise	10	4.6
Off campus community member	8	3.7
Student staff (e.g., resident assistant, student coordinators, event staff)	8	3.7
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	7	3.2
SVSU public safety/campus police	4	1.9
Athletic coach/trainer	3	1.4
Senior administrator (e.g., president, provost, vice president, dean)	3	1.4
SVSU media (posters, brochures, flyers, handouts, websites, etc.)	2	0.9
Department chair	2	0.9
Supervisor	2	0.9
Academic advisor	1	0.5
Teaching assistant/lab assistant/tutor	1	0.5
Alumni	0	0.0
Donor	0	0.0
Health services	0	0.0
A target not listed above	9	4.2

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 216). Percentages may not sum to 100 as a result of multiple response choices.

**Table B101. Who/what was the source of the behavior? (Mark all that apply.)  
 (Question 87)**

Source	<i>n</i>	%
Student	73	33.8
Faculty member/instructor	41	19.0
Coworker	34	15.7
Stranger	28	13.0
Supervisor	27	12.5
Senior administrator (e.g., president, provost, vice president, dean)	19	8.8
Don't know source	14	6.5
Roommate	13	6.0
Friend	12	5.6
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	12	5.6
Off campus community member	11	5.1
Student staff (e.g., resident assistant, student coordinators, event staff)	11	5.1
Department chair	9	4.2
Support staff member	9	4.2
SVSU public safety/campus police	5	2.3
Athletic coach/trainer	4	1.9
SVSU media (posters, brochures, flyers, handouts, websites, etc.)	2	0.9
Academic advisor	1	0.5
Person that I supervise	1	0.5
Alumni	0	0.0
Donor	0	0.0
Health services	0	0.0
Teaching assistant/lab assistant/tutor	0	0.0
A source not listed above	9	4.2

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 216). Percentages may not sum to 100 as a result of multiple response choices.

**Table B102. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe? (Question 88)**

Instances	<i>n</i>	%
1-2 instances	111	53.1
3-5 instances	61	29.2
6-10 instances	20	9.6
11 or more instances	17	8.1

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 216). Percentages may not sum to 100 as a result of multiple response choices.

**Table B103. Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 89)**

Characteristic	<i>n</i>	%
Race	52	24.1
Position status (support staff, faculty, student)	41	19.0
Gender/gender identity	39	18.1
Ethnicity	36	16.7
Sexual identity	34	15.7
Gender expression	30	13.9
Political views	28	13.0
Age	23	10.6
Where he/she/they are from	22	10.2
Physical characteristics	20	9.3
Religious/spiritual views	18	8.3
Academic performance	17	7.9
Immigrant/citizen status	17	7.9
Philosophical views	17	7.9
Socioeconomic status	16	7.4
English language proficiency/accent	15	6.9
International status	14	6.5
Mental health/psychological condition	14	6.5
Medical condition	14	6.5
Educational credentials (MS, PhD, etc.)	9	4.2
Learning disability	9	4.2
Pregnancy	9	4.2
Major field of study	8	3.7
Participation in an organization/team	7	3.2
Physical disability	7	3.2

**Table B103. Which of the target’s characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 89)**

Characteristic	<i>n</i>	%
Marital status (e.g., single, married, partnered)	5	2.3
First generation status	4	1.9
Parental status (e.g., having children)	4	1.9
Military/veteran status	3	1.4
Don’t know	52	24.1
A reason not listed above	17	7.9

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 216). Percentages may not sum to 100 as a result of multiple response choices.

**Table B104. Which of the following did you observe because of the target’s identity? (Mark all that apply.) (Question 90)**

Form of observed conduct	<i>n</i>	%
Derogatory remarks	87	40.3
Person felt isolated or left out	82	38.0
Intimidated/bullied	71	32.9
Deliberately ignored or excluded	69	31.9
Racial/ethnic profiling	34	15.7
Derogatory written comments	17	7.9
Person singled out as the as the spokesperson for their identity group	17	7.9
Feared for their physical safety	15	6.9
Receipt of a low performance evaluation	15	6.9
Assumption that someone was admitted/hired/promoted based on his/her identity	14	6.5
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts, etc.	12	5.6
Receipt of a poor grade because of a hostile classroom environment	8	3.7
Threats of physical violence	7	3.2
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	6	2.8
Physical violence	6	2.8
Derogatory phone calls	2	0.9
Victim of a crime	2	0.9
Feared for their family’s safety	1	0.5
Graffiti/vandalism (e.g., event advertisements removed or defaced)	1	0.5
Something not listed above	17	7.9

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 216). Percentages may not sum to 100 as a result of multiple response choices.

**Table B105. Where did the conduct occur? (Mark all that apply.) (Question 91)**

Location	<i>n</i>	%
In a public space at SVSU	59	27.3
In a class or lab	48	22.2
While working at a SVSU job	42	19.4
In a SVSU administrative/support staff office	33	15.3
While walking on campus	31	14.4
In a meeting with a group of people	29	13.4
At a SVSU event	27	12.5
In campus housing	25	11.6
In a meeting with one other person	18	8.3
In a faculty office	15	6.9
Off campus	14	6.5
On social networking sites/Facebook/Twitter/Instagram/cell phone/other form of technological communication	14	6.5
In athletic facilities	12	5.6
In off-campus housing	9	4.2
In SVSU dining facilities	6	2.8
In an experiential learning environment (e.g., internship, service learning, alternative break trip)	5	2.3
In a clinical setting	4	1.9
In a registered student organization (RSO)	2	0.9
In a study abroad program – faculty led	1	0.5
In a study abroad program – semester or year-long	0	0.0
A venue not listed above	12	5.6

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 216). Percentages may not sum to 100 as a result of multiple response choices.

**Table B106. How did you feel after experiencing the conduct? (Mark all that apply.) (Question 92)**

Emotional response	<i>n</i>	%
Angry	120	55.6
Sad	75	34.7
Distressed	69	31.9
Embarrassed	47	21.8
Helpless	43	19.9
Afraid	21	9.7
Somehow responsible	19	8.8
A feeling not listed above	22	10.2

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 216). Percentages may not sum to 100 as a result of multiple response choices.

**Table B107. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 93)**

Response	<i>n</i>	%
I told a friend.	60	27.8
I did not do anything.	54	25.0
I contacted someone at SVSU.	39	18.1
<i>Faculty member (e.g., professor, instructor)</i>	14	35.9
<i>Senior administrator (e.g., president, provost, vice president, dean)</i>	10	25.6
<i>Support staff person (e.g., resident director, academic advisor)</i>	5	12.8
<i>Title IX coordinator</i>	4	10.3
<i>Student staff (e.g., resident assistant, student coordinators, event staff)</i>	4	10.3
<i>SVSU campus police</i>	3	7.7
<i>SVSU Office of Diversity Programs</i>	1	2.6
<i>Office of Human Resources</i>	1	2.6
<i>Counseling Center</i>	0	0.0
<i>Disability services</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Ombudsperson</i>	0	0.0
<i>Pride Center</i>	0	0.0
<i>Sexual Assault Prevention Team (S.A.P.T.)</i>	0	0.0
<i>Bringing in Bystander Program</i>	0	0.0
<i>Student teaching assistant (e.g., tutor)</i>	0	0.0
I avoided the person/venue.	34	15.7
I confronted the person(s) at the time.	32	14.8
I told a family member.	26	12.0
I confronted the person(s) later.	17	7.9
I did not know to whom to go.	17	7.9
I sought information online.	12	5.6
I contacted a local law enforcement official.	4	1.9
I sought support from off-campus hotline/advocacy services.	3	1.4
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	0.5
A response not listed above.	28	13.0

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 216). Percentages may not sum to 100 as a result of multiple response choices.

**Table B108. Did you officially report the conduct? (Question 94)**

Reported conduct	<i>n</i>	%
No, I didn't report it.	181	87.4
Yes, I reported it.	26	12.6
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	3	20.0
<i>Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	2	13.3
<i>Yes, I reported the incident but felt that it was not addressed appropriately.</i>	4	26.7
<i>Yes, I reported the conduct and the outcome is still pending</i>	4	26.7
<i>Yes, I reported the conduct, but the outcome was not shared</i>	2	13.3

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 216). Percentages may not sum to 100 as a result of multiple response choices.

**Table B109. Faculty/Support Staff/Administrative Professionals/University Police only: Have you observed hiring practices at SVSU (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 96)**

Observed	<i>n</i>	%
No	362	79.9
Yes	91	20.1

Note: Table includes responses only from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 462).

**Table B110. Faculty/Support Staff/Administrative Professionals/University Police only: I believe that the unfair/unjust hiring practices were based upon... (Mark all that apply.) (Question 97)**

Characteristic	<i>n</i>	%
Nepotism/cronyism	23	25.3
Gender/gender identity	18	19.8
Race	17	18.7
Position (support staff, faculty, student)	16	17.6
Age	14	15.4
Educational credentials (MS, PhD, etc.)	13	14.3
Where she/he/they are from	12	13.2
Ethnicity	10	11.0
Philosophical views	6	6.6
Major field of study	5	5.5
Sexual identity	4	4.4

**Table B110. Faculty/Support Staff/Administrative Professionals/University Police only: I believe that the unfair/unjust hiring practices were based upon... (Mark all that apply.) (Question 97)**

Characteristic	<i>n</i>	%
English language proficiency/accent	3	3.3
Immigrant/citizen status	3	3.3
Marital status (e.g., single, married, partnered)	2	2.2
Parental status (e.g., having children)	2	2.2
Physical characteristics	2	2.2
Gender expression	1	1.1
International status	1	1.1
Learning disability	1	1.1
Socioeconomic status	1	1.1
First generation status	0	0.0
Mental health/psychological condition	0	0.0
Medical condition	0	0.0
Military/veteran status	0	0.0
Physical disability	0	0.0
Political views	0	0.0
Pregnancy	0	0.0
Religious/spiritual views	0	0.0
Don't know	7	7.7
A reason not listed above	0	0.0

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices (*n* = 91). Percentages may not sum to 100 as a result of multiple response choices.

**Table B111. Faculty/Support Staff/Administrative Professionals/University Police only: Have you observed promotion/tenure/reappointment/reclassification practices at SVSU that you perceive to be unfair/unjust? (Question 99)**

Observed	<i>n</i>	%
No	349	77.4
Yes	102	22.6

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 462).

**Table B112. Faculty/Support Staff/Administrative Professionals/University Police only: I believe that the unfair/unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon... (Mark all that apply.) (Question 100)**

Characteristic	<i>n</i>	%
Nepotism/cronyism	30	29.4
Position (support staff, faculty, student)	18	17.6

**Table B112. Faculty/Support Staff/Administrative Professionals/University Police only: I believe that the unfair/unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon... (Mark all that apply.) (Question 100)**

Characteristic	<i>n</i>	%
Race	13	12.7
Gender/gender identity	12	11.8
Educational credentials (MS, PhD, etc.)	10	9.8
Ethnicity	8	7.8
Political views	7	6.9
Age	6	5.9
Philosophical views	5	4.9
Major field of study	4	3.9
Marital status (e.g., single, married, partnered)	4	3.9
Where she/he/they are from	4	3.9
Gender expression	2	2.0
Religious/spiritual views	2	2.0
Socioeconomic status	2	2.0
English language proficiency/accent	1	1.0
Medical condition	1	1.0
Parental status (e.g., having children)	1	1.0
Physical disability	1	1.0
Sexual identity	1	1.0
First generation status	0	0.0
Immigrant/citizen status	0	0.0
International status	0	0.0
Learning disability	0	0.0
Mental health/psychological condition	0	0.0
Military/veteran status	0	0.0
Physical characteristics	0	0.0
Pregnancy	0	0.0
Don't know	15	14.7
A reason not listed above	24	23.5

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust promotion/tenure/reappointment/reclassification practices (*n* = 102). Percentages may not sum to 100 as a result of multiple response choices.

**Table B113. Faculty/Support Staff/Administrative Professionals/University Police only: Have you observed employment-related discipline or action up to and including termination at SVSU that you perceive to be unfair/unjust? (Question 102)**

Observed	<i>n</i>	%
No	415	92.0
Yes	36	8.0

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 462).

**Table B114. Faculty/Support Staff/Administrative Professionals/University Police only: I believe that the unfair/unjust employment-related discipline or action were based upon... (Mark all that apply.) (Question 103)**

Characteristic	<i>n</i>	%
Position (support staff, faculty, student)	10	27.8
Race	7	19.4
Nepotism/cronyism	5	13.9
Educational credentials (MS, PhD, etc.)	4	11.1
Gender/gender identity	4	11.1
Age	2	5.6
Ethnicity	2	5.6
Gender expression	2	5.6
Philosophical views	2	5.6
Where she/he/they are from	2	5.6
Medical condition	1	2.8
Physical characteristics	1	2.8
Physical disability	1	2.8
Political views	1	2.8
Socioeconomic status	1	2.8
English language proficiency/accent	0	0.0
First generation status	0	0.0
Immigrant/citizen status	0	0.0
International status	0	0.0
Learning disability	0	0.0
Major field of study	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Mental health/psychological condition	0	0.0
Military/veteran status	0	0.0
Parental status (e.g., having children)	0	0.0
Pregnancy	0	0.0
Religious/spiritual views	0	0.0

**Table B114. Faculty/Support Staff/Administrative Professionals/University Police only: I believe that the unfair/unjust employment-related discipline or action were based upon... (Mark all that apply.) (Question 103)**

Characteristic	<i>n</i>	%
Sexual identity	0	0.0
Don't know	8	22.2
A reason not listed above	6	16.7

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions (*n* = 36). Percentages may not sum to 100 as a result of multiple response choices.

**Table B115. Using a scale of 1-5, please rate the overall campus climate at SVSU on the following dimensions: (Question 105)**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/hostile	578	52.1	392	35.3	112	10.1	21	1.9	7	0.6	<b>1.6</b>	<b>0.8</b>
Inclusive/exclusive	397	36.1	434	39.5	192	17.5	59	5.4	18	1.6	<b>2.0</b>	<b>0.9</b>
Cooperative/uncooperative	412	37.3	452	40.9	183	16.6	46	4.2	11	1.0	<b>1.9</b>	<b>0.9</b>
Improving/regressing	405	36.9	401	36.6	217	19.8	54	4.9	20	1.8	<b>2.0</b>	<b>1.0</b>
Positive for persons with disabilities/negative	419	38.1	389	35.4	247	22.5	36	3.3	9	0.8	<b>1.9</b>	<b>0.9</b>
Positive for people who identify as lesbian, gay, bisexual, or queer/negative	336	38.0	303	34.2	206	23.3	33	3.7	7	0.8	<b>2.0</b>	<b>0.9</b>
Positive for people who identify as transgender/negative	385	35.2	328	30.0	306	27.9	65	5.9	11	1.0	<b>2.1</b>	<b>1.0</b>
Positive for people of Christian faith/negative	469	42.6	373	33.9	218	19.8	25	2.3	16	1.5	<b>1.9</b>	<b>0.9</b>
Positive for people of other faith backgrounds/negative	353	32.2	363	33.1	303	27.6	66	6.0	11	1.0	<b>2.1</b>	<b>1.0</b>
Positive for People of Color/negative	445	40.5	386	35.2	197	17.9	52	4.7	18	1.6	<b>1.9</b>	<b>1.0</b>
Positive for men/negative	569	52.1	340	31.1	157	14.4	18	1.6	9	0.8	<b>1.7</b>	<b>0.8</b>
Positive for women/negative	475	43.2	391	35.6	189	17.2	33	3.0	11	1.0	<b>1.8</b>	<b>0.9</b>
Positive for nonnative English speakers/negative	343	31.3	378	34.5	280	25.6	81	7.4	13	1.2	<b>2.1</b>	<b>1.0</b>
Positive for people who are not U.S. citizens/negative	378	34.6	379	34.6	263	24.0	61	5.6	13	1.2	<b>2.0</b>	<b>1.0</b>
Welcoming/not welcoming	551	49.8	405	36.6	117	10.6	24	2.2	9	0.8	<b>1.7</b>	<b>0.8</b>
Respectful/disrespectful	505	45.7	419	37.9	137	12.4	35	3.2	9	0.8	<b>1.8</b>	<b>0.8</b>
Positive for people of high socioeconomic status/negative	531	48.4	361	32.9	187	17.1	13	1.2	4	0.4	<b>1.7</b>	<b>0.8</b>
Positive for people of low socioeconomic status/negative	356	32.7	346	31.8	270	24.8	88	8.1	28	2.6	<b>2.2</b>	<b>1.1</b>

**Table B115. Using a scale of 1-5, please rate the overall campus climate at SVSU on the following dimensions: (Question 105)**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Positive for people of various political affiliations/negative	331	30.4	343	31.5	332	30.5	54	5.0	28	2.6	<b>2.2</b>	<b>1.0</b>

**Table B116. Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 106)**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/racist	398	36.1	405	36.8	218	19.8	65	5.9	15	1.4	<b>2.0</b>	<b>1.0</b>
Not sexist/sexist	383	35.0	387	35.4	225	20.6	77	7.0	21	1.9	<b>2.1</b>	<b>1.0</b>
Not homophobic/homophobic	399	37.0	404	37.4	216	20.0	49	4.5	11	1.0	<b>2.0</b>	<b>0.9</b>
Not biphobic/biphobic	406	37.6	397	36.7	227	21.0	39	3.6	12	1.1	<b>1.9</b>	<b>0.9</b>
Not transphobic/transphobic	391	36.3	369	34.2	246	22.8	53	4.9	19	1.8	<b>2.0</b>	<b>1.0</b>
Not age biased/age biased	415	38.1	358	32.9	233	21.4	59	5.4	24	2.2	<b>2.0</b>	<b>1.0</b>
Not classist (socioeconomic status)/classist	379	34.8	369	33.9	240	22.1	81	7.4	19	1.7	<b>2.1</b>	<b>1.0</b>
Not classist (position: faculty, staff, student)/classist	377	34.7	349	32.1	233	21.5	90	8.3	37	3.4	<b>2.1</b>	<b>1.1</b>
Not ableist (disability-friendly)/ableist (not disability-friendly)	430	39.9	408	37.8	186	17.3	36	3.3	18	1.7	<b>1.9</b>	<b>0.9</b>
Not xenophobic/xenophobic	416	38.4	394	36.4	224	20.7	38	3.5	10	0.9	<b>1.9</b>	<b>0.9</b>
Not ethnocentric/ethnocentric	406	37.6	380	35.2	239	22.2	38	3.5	16	1.5	<b>2.0</b>	<b>0.9</b>

**Table B117. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 107)**

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by SVSU faculty.	208	32.1	299	46.2	95	14.7	40	6.2	5	0.8
I feel valued by SVSU support staff.	197	30.6	283	44.0	134	20.8	22	3.4	7	1.1
I feel valued by SVSU senior administrators (e.g., president, provost, vice president, dean).	170	26.3	213	33.0	186	28.8	61	9.4	16	2.5
I feel valued by faculty in the classroom.	224	34.7	290	44.9	94	14.6	31	4.8	7	1.1
I feel valued by other students in the classroom.	172	26.7	276	42.8	143	22.2	47	7.3	7	1.1
I think that SVSU faculty are genuinely concerned with my welfare.	196	30.5	250	38.9	141	22.0	47	7.3	8	1.2
I think that SVSU support staff are genuinely concerned with my welfare.	185	28.7	261	40.5	155	24.1	37	5.7	6	0.9
I think that faculty prejudge my abilities based on their perception of my identity/background.	104	16.1	151	23.3	169	26.1	158	24.4	65	10.0
I believe that the campus climate encourages free and open discussion of difficult topics.	195	30.2	264	40.9	130	20.1	42	6.5	15	2.3
I have faculty whom I perceive as role models.	257	39.8	203	31.4	130	20.1	45	7.0	11	1.7
I have support staff whom I perceive as role models.	188	29.1	169	26.2	207	32.1	69	10.7	12	1.9

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 652).

**Table B118. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 108)**

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department.	78	41.1	74	38.9	15	7.9	15	7.9	8	4.2
I feel valued by my department chair.	93	48.9	68	35.8	19	10.0	5	2.6	5	2.6
I feel valued by students in the classroom.	76	40.6	84	44.9	18	9.6	6	3.2	3	1.6
I think that SVSU administrators are genuinely concerned with my welfare.	39	20.5	72	37.9	41	21.6	30	15.8	8	4.2
I think that the SVSU faculty association is genuinely concerned with my welfare (if not applicable please skip).	44	28.4	63	40.6	32	20.6	11	7.1	5	3.2
I think that faculty in my department prejudge my abilities based on their perception of my identity/background.	10	5.3	28	15.0	56	29.9	60	32.1	33	17.6
I think that my department chair/head pre-judges my abilities based on their perception of my identity/background.	6	3.2	15	7.9	55	29.1	62	32.8	51	27.0
I believe that the campus climate encourages free and open discussion of difficult topics.	29	15.6	87	46.8	45	24.2	17	9.1	8	4.3
I feel that my research is valued.	38	21.3	49	27.5	69	38.8	12	6.7	10	5.6
I feel that my teaching is valued.	60	31.9	89	47.3	22	11.7	12	6.4	5	2.7
I feel that my service contributions are valued.	45	25.0	78	43.3	36	20.0	15	8.3	6	3.3
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	16	8.6	29	15.5	49	26.2	59	31.6	34	18.2
I have to work harder than I believe my colleagues/coworkers do to achieve the same recognition.	18	9.6	32	17.0	56	29.8	55	29.3	27	14.4

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 190).

**Table B119. Support Staff/Administrative Professionals only: Please indicate the extent to which you agree with each of the following statements. (Question 109)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my work unit.	113	41.7	118	43.5	22	8.1	13	4.8	5	1.8
I feel valued by my supervisor/manager.	116	42.8	92	33.9	39	14.4	17	6.3	7	2.6
I think that SVSU administrators are genuinely concerned with my welfare.	71	26.5	95	35.4	54	20.1	34	12.7	14	5.2
I think that the SVSU support staff association is genuinely concerned with my welfare (if not applicable please skip).	48	31.6	50	32.9	41	27.0	8	5.3	5	3.3
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	12	4.5	32	11.9	63	23.5	114	42.5	47	17.5
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	12	4.5	27	10.1	66	24.6	110	41.0	53	19.8
I think that faculty prejudge my abilities based on their perception of my identity/background.	14	5.4	37	14.2	93	35.6	83	31.8	34	13.0
I believe that my work unit encourages free and open discussion of difficult topics.	67	25.2	101	38.0	51	19.2	35	13.2	12	4.5
I feel that my skills are valued.	74	27.5	122	45.4	31	11.5	34	12.6	8	3.0
I feel that my work is valued.	74	27.9	117	44.2	37	14.0	29	10.9	8	3.0
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	27	10.1	43	16.1	61	22.8	92	34.5	44	16.5
I have to work harder than I believe my colleagues/coworkers do to achieve the same recognition.	28	10.4	43	16.0	62	23.0	97	36.1	39	14.5

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 272).

**Table B120. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at SVSU in the past year? (Question 110)**

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Facilities</b>						
Cardinal café	8	6.3	79	62.7	39	31.0
Athletic facilities (stadium, recreation, etc.)	7	5.6	66	52.8	52	41.6
Center for Academic Achievement (tutoring)	5	4.0	68	54.4	52	41.6
“C” Store	5	4.0	72	58.1	47	37.9
Classroom buildings	11	8.8	79	63.2	35	28.0
Classrooms, labs	10	8.1	75	61.0	38	30.9
College housing	7	5.6	65	52.0	53	42.4
Computer labs	5	4.0	78	62.9	41	33.1
Doors	10	8.1	79	63.7	35	28.2
Elevators/lifts	7	5.7	84	68.3	32	26.0
Emergency preparedness	12	9.8	74	60.2	37	30.1
Einstein Bros. Bagels	4	3.3	76	61.8	43	35.0
Field trips	3	2.4	67	54.0	54	43.5
Library	7	5.7	83	68.0	32	26.2
Other campus buildings	7	5.7	84	68.9	31	25.4
Parking	9	7.3	79	64.2	35	28.5
Podium	5	4.1	75	61.0	43	35.0
Programs and activities	9	7.4	77	63.1	36	29.5
Recreational facilities	5	4.1	78	63.4	40	32.5
Restrooms	8	6.5	85	68.5	31	25.0
Ryder P.O.D. Express	1	0.8	72	59.0	49	40.2
Studios/performing arts spaces	4	3.3	69	57.0	48	39.7
The Marketplace at Doan	8	6.5	81	65.3	35	28.2
Walkways, pedestrian paths, crosswalks	9	7.3	81	65.9	33	26.8
<b>Technology/online environment</b>						
Accessible electronic format	4	3.3	73	59.3	46	37.4
ATM machines	2	1.6	73	59.3	48	39.0
Availability of FM listening systems	2	1.6	64	52.0	57	46.3
Clickers	1	0.8	66	53.7	56	45.5
Course management system (V-space)	1	0.8	69	56.1	53	43.1
Closed captioning at athletic events	4	3.3	63	51.2	56	45.5
E-curriculum (curriculum software)	4	3.3	69	56.1	50	40.7
Electronic forms	1	0.8	78	63.9	43	35.2

**Table B120. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at SVSU in the past year? (Question 110)**

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Electronic signage	1	0.8	79	64.2	43	35.0
Electronic surveys (including this one)	3	2.5	78	63.9	41	33.6
Kiosks	1	0.8	76	61.8	46	37.4
Library database	1	0.8	80	65.0	42	34.1
PA system	3	2.4	73	59.3	47	38.2
Video	2	1.6	74	60.2	47	38.2
Website	2	1.6	81	66.4	39	32.0
<b>Instructional/campus materials</b>						
Brochures	2	1.7	77	63.6	42	34.7
Food menus	6	5.0	74	61.2	41	33.9
Forms	3	2.5	78	63.9	41	33.6
Events/exhibits/movies	2	1.7	74	61.2	45	37.2
Journal articles	1	0.8	77	63.1	44	36.1
Library books	1	0.8	75	62.0	45	37.2
Other publications	1	0.8	76	62.3	45	36.9
Signage	2	1.7	75	62.0	44	36.4
Textbooks	2	1.7	75	62.0	44	36.4
Video-closed captioning and text description	7	5.8	71	58.7	43	35.5

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 68 (*n* = 138).

**Table B121. As a person who identifies as transgender/genderqueer/gender nonbinary have you experienced a barrier in any of the following areas at SVSU in the past year? (Question 112)**

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Facilities</b>						
Athletic and recreational facilities	5	35.7	5	35.7	4	28.6
Changing rooms/locker rooms	5	35.7	5	35.7	4	28.6
Restrooms	5	35.7	6	42.9	3	21.4
Signage	3	21.4	8	57.1	3	21.4
Residence halls	3	23.1	6	46.2	4	30.8
<b>Identity accuracy</b>						
Cardinal Direct	4	28.6	6	42.9	4	28.6
SVSU ID card	3	21.4	6	42.9	5	35.7
Class rosters	5	35.7	5	35.7	4	28.6
Email account	4	28.6	6	42.9	4	28.6
Intake forms	4	28.6	4	28.6	6	42.9
Learning technology	2	14.3	7	50.0	5	35.7
SVSU marketing materials	2	14.3	8	57.1	4	28.6
Surveys	1	7.7	8	61.5	4	30.8

Note: Table includes responses only from those respondents who indicated that they were transgender, genderqueer, nonbinary, in Question 50 and did not indicate that they have a disability (*n* = 16).

**Table B122. Students/Faculty only: Please indicate the extent to which you agree that you perceive tension in class discussions based on the following characteristics. (Question 114)**

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Country of origin	49	6.2	97	12.4	253	32.2	240	30.6	146	18.6
English language proficiency/accent	52	6.6	153	19.5	250	31.9	197	25.2	131	16.7
Ethnicity	52	6.6	134	17.1	243	31.1	214	27.4	139	17.8
Gender	69	8.9	143	18.4	235	30.2	197	25.3	135	17.3
Gender expression	74	9.5	156	19.9	245	31.3	180	23.0	127	16.2
Immigrant status	56	7.2	128	16.4	258	33.0	199	25.4	141	18.0
Learning disability	43	5.5	104	13.3	275	35.2	216	27.6	144	18.4
Medical conditions	41	5.3	72	9.3	281	36.2	229	29.5	153	19.7
Military/veteran status	38	4.9	51	6.6	261	33.6	231	29.7	196	25.2
Parental status (i.e., having children or not having children)	41	5.3	73	9.4	260	33.3	242	31.0	164	21.0
Participation in a student organization	35	4.5	80	10.3	252	32.4	221	28.4	189	24.3
Participation in an athletic team	45	5.8	82	10.5	255	32.8	218	28.0	178	22.9
Physical characteristics	50	6.4	97	12.4	275	35.3	207	26.5	151	19.4
Physical disability	43	5.5	91	11.7	263	33.9	224	28.9	154	19.9
Political views	118	15.2	168	21.6	242	31.1	150	19.3	100	12.9
Psychological disorder	47	6.1	101	13.0	285	36.8	205	26.5	136	17.6
Race	68	8.7	144	18.5	246	31.6	179	23.0	141	18.1
Religious/spiritual views	70	9.0	155	19.9	253	32.5	177	22.8	123	15.8
Sexual orientation	69	8.9	143	18.4	250	32.1	177	22.8	139	17.9
Socioeconomic status	56	7.2	118	15.1	270	34.7	190	24.4	145	18.6

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 842).

**Table B123. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at SVSU. (Question 115)**

Institutional initiatives	If this initiative IS available at SVSU								If this initiative IS NOT available at SVSU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Providing flexibility for computing the probationary period for tenure (e.g., family leave, maternity/fraternity leave).	60	75.9	18	22.8	1	1.3	<b>79</b>	<b>54.5</b>	55	83.3	9	13.6	2	3.0	<b>66</b>	<b>45.5</b>
Providing recognition and rewards for including diversity issues in courses across the curriculum.	62	68.1	25	27.5	4	4.4	<b>91</b>	<b>61.1</b>	40	69.0	17	29.3	1	1.7	<b>58</b>	<b>38.9</b>
Providing diversity/inclusion training for faculty (e.g., Cultural Competency Dialogues, Dr. Holmes workshops)	101	75.9	28	21.1	4	3.0	<b>133</b>	<b>88.7</b>	10	58.8	6	35.3	1	5.9	<b>17</b>	<b>11.3</b>
Providing access to resources for people who have experienced harassment (e.g., counseling, medical, legal)	108	88.5	14	11.5	0	0.0	<b>122</b>	<b>85.9</b>	18	90.0	2	10.0	0	0.0	<b>20</b>	<b>14.1</b>
Providing access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)	121	93.8	8	6.2	0	0.0	<b>129</b>	<b>89.0</b>	16	100.0	0	0.0	0	0.0	<b>16</b>	<b>11.0</b>
Providing mentorship for new faculty.	97	86.6	15	13.4	0	0.0	<b>112</b>	<b>74.7</b>	38	100.0	0	0.0	0	0.0	<b>38</b>	<b>25.3</b>

**Table B123. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at SVSU. (Question 115)**

Institutional initiatives	If this initiative IS available at SVSU							If this initiative IS NOT available at SVSU								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing a clear and fair process to resolve conflicts.	95	87.2	14	12.8	0	0.0	<b>109</b>	<b>74.7</b>	36	97.3	1	2.7	0	0.0	<b>37</b>	<b>25.3</b>
Including diversity-related professional experiences as one of the criteria for hiring of support staff/faculty.	61	68.5	23	25.8	5	5.6	<b>89</b>	<b>63.6</b>	25	49.0	21	41.2	5	9.8	<b>51</b>	<b>36.4</b>
Providing equity and diversity training to promotion & tenure committees.	75	75.8	19	19.2	5	5.1	<b>99</b>	<b>68.8</b>	29	64.4	14	31.1	2	4.4	<b>45</b>	<b>31.3</b>
Providing equity and diversity training to search committees.	78	72.2	26	24.1	4	3.7	<b>108</b>	<b>75.0</b>	27	75.0	7	19.4	2	5.6	<b>36</b>	<b>25.0</b>
Providing career span development opportunities for faculty at all ranks.	78	83.9	14	15.1	1	1.1	<b>93</b>	<b>66.0</b>	44	91.7	4	8.3	0	0.0	<b>48</b>	<b>34.0</b>
Providing Title IX training.	109	80.1	25	18.4	2	1.5	<b>136</b>	<b>92.5</b>	8	72.7	3	27.3	0	0.0	<b>11</b>	<b>7.5</b>
Providing SVSU faculty who qualify to delay their tenure-clock the ability to do so.	58	73.4	18	22.8	3	3.8	<b>79</b>	<b>57.7</b>	39	67.2	15	25.9	4	6.9	<b>58</b>	<b>42.3</b>

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 190).

**Table B124. Faculty Only: Have you been trained as an Inclusion Advocate? (Question 117)**

Source	<i>n</i>	%
No	151	83.4
Yes, I have been trained, but I have <b>not</b> served on any hiring committees as an Inclusion Advocate	10	5.5
Yes, I have been trained and I have served on hiring committees as an Inclusion Advocate	20	11.0

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 190).

**Table B125. Support Staff/Administrative Professional/University Police only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at SVSU. (Question 118)**

Institutional initiatives	If this initiative IS available at SVSU							If this initiative IS NOT available at SVSU								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Providing diversity/inclusion training for faculty (e.g., Cultural Competency Dialogues, Dr. Holmes workshops)	186	80.9	42	18.3	2	0.9	<b>230</b>	<b>93.5</b>	13	81.3	3	18.8	0	0.0	<b>16</b>	<b>6.5</b>
Providing access to resources for people who have experienced harassment (e.g., counseling, medical, legal)	202	91.8	17	7.7	1	0.5	<b>220</b>	<b>89.8</b>	24	96.0	1	4.0	0	0.0	<b>25</b>	<b>10.2</b>
Providing access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)	207	93.2	14	6.3	1	0.5	<b>222</b>	<b>92.1</b>	19	100.0	0	0.0	0	0.0	<b>19</b>	<b>7.9</b>
Providing mentorship for new support staff.	98	84.5	18	15.5	0	0.0	<b>116</b>	<b>48.7</b>	118	96.7	4	3.3	0	0.0	<b>122</b>	<b>51.3</b>

**Table B125. Support Staff/Administrative Professional/University Police only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at SVSU. (Question 118)**

	If this initiative IS available at SVSU							If this initiative IS NOT available at SVSU								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Institutional initiatives																
Providing a clear and fair process to resolve conflicts.	147	88.0	18	10.8	2	1.2	<b>167</b>	<b>70.2</b>	70	98.6	1	1.4	0	0.0	<b>71</b>	<b>29.8</b>
Considering diversity-related professional experiences as one of the criteria for hiring of support staff/faculty.	109	70.8	35	22.7	10	6.5	<b>154</b>	<b>65.5</b>	50	61.7	21	25.9	10	12.3	<b>81</b>	<b>34.5</b>
Providing career/professional development opportunities for support staff.	140	87.5	19	11.9	1	0.6	<b>160</b>	<b>67.8</b>	72	94.7	4	5.3	0	0.0	<b>76</b>	<b>32.2</b>
Providing Title IX training.	192	82.8	38	16.4	2	0.9	<b>232</b>	<b>95.1</b>	12	100.0	0	0.0	0	0.0	<b>12</b>	<b>4.9</b>

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 272).

**Table B126. Support Staff/Administrative Professional/University Police Only: Have you been trained as an Inclusion Advocate? (Question 120)**

Source	<i>n</i>	%
No	191	72.9
Yes, I have been trained, but I have <b>not</b> served on any hiring committees as an Inclusion Advocate	30	11.5
Yes, I have been trained and I have served on hiring committees as an Inclusion Advocate	41	15.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 272).

**Table B127. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at SVSU. (Question 121)**

Institutional initiatives	If this initiative IS available at SVSU								If this initiative IS NOT available at SVSU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students.	332	75.1	101	22.9	9	2.0	<b>442</b>	<b>75.2</b>	113	77.4	30	20.5	3	2.1	<b>146</b>	<b>24.8</b>
Providing diversity training for support staff.	374	82.2	70	15.4	11	2.4	<b>455</b>	<b>78.4</b>	107	85.6	16	12.8	2	1.6	<b>125</b>	<b>21.6</b>
Providing diversity training for faculty.	364	81.6	72	16.1	10	2.2	<b>446</b>	<b>77.0</b>	112	84.2	19	14.3	2	1.5	<b>133</b>	<b>23.0</b>
Providing a person to address student complaints of classroom inequity.	328	80.2	72	17.6	9	2.2	<b>409</b>	<b>71.0</b>	144	86.2	20	12.0	3	1.8	<b>167</b>	<b>29.0</b>
Providing access to resources for people who have experienced harassment (e.g., counseling, medical, legal)	465	90.3	44	8.5	6	1.2	<b>515</b>	<b>89.3</b>	48	77.4	12	19.4	2	3.2	<b>62</b>	<b>10.7</b>
Providing access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)	468	90.0	46	8.8	6	1.2	<b>520</b>	<b>90.1</b>	43	75.4	12	21.1	2	3.5	<b>57</b>	<b>9.9</b>
Increasing opportunities for cross-cultural dialogue among students.	356	85.0	59	14.1	4	1.0	<b>419</b>	<b>73.0</b>	123	79.4	29	18.7	3	1.9	<b>155</b>	<b>27.0</b>
Increasing opportunities for cross-cultural dialogue between faculty, support staff and students.	348	84.1	62	15.0	4	1.0	<b>414</b>	<b>72.1</b>	132	82.5	24	15.0	4	2.5	<b>160</b>	<b>27.9</b>

**Table B127. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at SVSU. (Question 121)**

Institutional initiatives	If this initiative IS available at SVSU							If this initiative IS NOT available at SVSU								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	321	78.9	72	17.7	14	3.4	<b>407</b>	<b>71.0</b>	132	79.5	25	15.1	9	5.4	<b>166</b>	<b>29.0</b>
Providing effective faculty mentorship of students.	388	89.4	39	9.0	7	1.6	<b>434</b>	<b>75.6</b>	119	85.0	19	13.6	2	1.4	<b>140</b>	<b>24.4</b>
Providing effective academic advisement.	449	90.5	42	8.5	5	1.0	<b>496</b>	<b>86.4</b>	62	79.5	14	17.9	2	2.6	<b>78</b>	<b>13.6</b>
Providing Title IX training.	399	78.5	100	19.7	9	1.8	<b>508</b>	<b>87.4</b>	54	74.0	17	23.3	2	2.7	<b>73</b>	<b>12.6</b>
Providing Bringing in the Bystander Program training.	375	81.9	76	16.6	7	1.5	<b>458</b>	<b>79.7</b>	82	70.1	33	28.2	2	1.7	<b>117</b>	<b>20.3</b>

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 652).

## Appendix C – Comment Analyses (Questions #123, #124, and #125)

Of the one thousand one hundred fourteen (1,114) surveys submitted for SVSU’s climate assessment, six hundred thirty-five respondents offered remarks to at least one open-ended follow-up question throughout the survey. The follow-up questions allowed respondents to provide more detail in relation to their answers to other questions within the survey. The follow-up questions were included in the body of the report. This section of the report summarizes the comments submitted for the final three open-ended survey questions and provides thematic analysis of the remarks that were shared by multiple respondents.

### **Q123. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?**

Three hundred forty-five respondents responded to the question about whether their experiences on campus were different from those they experienced in the community surrounding campus. Of these three hundred forty-five respondents, one hundred twenty-four respondents shared that their experiences did differ on campus versus in the community. These responses were coded for themes. Two themes emerged across all respondent types: campus is more inclusive, and campus is more welcoming. In addition, there was one theme specific for Undergraduate Student respondents: campus feels safer.

Of the remaining two hundred twenty-one respondents, one hundred fifty-one respondents commented that their experiences on campus were not different from those they experienced in the surrounding community. These respondents shared comments such as “no,” “not really,” “Mostly the same experiences,” and “They are not really that much different.” In addition, forty-four respondents wrote in “n/a” or otherwise indicated that they did not have sufficient experiences in both environments to have an opinion. Twenty-six respondents responded to the question by describing their experiences only on campus, or by comparing their experiences to other people’s experiences.

#### All Respondents

*Campus Is More Inclusive.* The first theme that emerged from the reports of all one hundred twenty-four respondents who wrote that their on-campus experiences differed from those in the community was that they thought the campus was more inclusive and accepting than the

community. One respondent stated, “SVSU is more inclusive than the surrounding community.” Another respondent observed, “Yes, SVSU is much more inclusive, welcoming, valuing all people.” Another respondent noted, “Campus is better and more inclusive than Mid-MI in general.” One respondent explained, “Yes, the campus climate is more inclusive, open to diversity and welcoming to international students.” One respondent explained why campus seemed more inclusive: “The climate seems more open and safe than in the community because diversity is celebrated and discussions on controversial or difficult topics are encouraged.”

Some respondents specifically discussed how campus felt more accepting of differences. One respondent noted that there was “much more acceptance,” while another respondent observed, “People are generally more accepting of people’s differences on campus than in the community surrounding campus.” Another respondent elaborated, “Campus is actually far more open-minded and accepting of differences than the community, especially with regard to LGBTQ and trans individuals.” Other respondents commented on how the perception that the campus was more inclusive helped them to feel free to be themselves. One respondent stated, “Yes, campus is more of a place to be yourself.” Another respondent shared, “Yes, I feel more comfortable at SVSU. I was always judged in high school. I don’t feel judged at SVSU, and I actually feel welcomed and that I can be myself.”

*Campus Is More Welcoming.* The second theme that was identified from the responses of the one hundred twenty-four respondents who reported that their experiences on campus differed from their experiences off campus was that the campus was more welcoming and friendly than the community around it. One respondent shared, “Campus is generally more welcoming and friendly than the surrounding community.” Another respondent stated, “In general, SVSU is more welcoming than the community at large.” Several respondents made comments that echoed the simple statement of one respondent, “People are more friendly on campus.” One respondent noted, “The community on campus is much more friendly and welcoming.” Another respondent added, “I feel as if on campus it is much more welcoming than it is in the surrounding community.”

### Undergraduate Student Respondents

*Campus Is Safer.* Among the Undergraduate Student respondents who felt their experiences on campus differed from their experiences in the community surrounding campus, the theme that emerged was that they felt safer on campus. One respondent shared, “I feel safer on campus than I do in Saginaw. There is more security and friendly faces.” Another respondent wrote, “Being on campus I feel as if I am in a much safer and more comfortable place when it comes to the people and location.” Other respondents made comments such as “We have much less violence and crime,” “I feel unsafe in town but very safe on campus,” and “Campus feels much safer.” One respondent noted, “It’s friendly on campus. I feel safer here.” Another respondent explained, “Campus feels much safer. There have been cases of attempt murders and sexual harassment outside SVSU, but I can’t remember a case within the past 5 years that happened on campus.”

#### **Q124. Do you have any specific recommendations for improving the climate at SVSU?**

Three hundred fifty-four respondents responded to the question asking for specific recommendations for improving the climate at SVSU. One hundred twenty-two respondents made comments such as “no,” “n/a,” and “none at this time.” The remaining two hundred thirty-two responses were coded for themes. Three themes emerged across all types of respondents: student support, diversity, and communication. In addition, there was one theme specific to Faculty respondents: faculty support.

### All Respondent Types

*Student Support.* Respondents of all types recommended improving supports for students as a way to improve the climate at SVSU. One respondent called for more focus on students overall: “Be more student-centered and less profit-oriented. Have the administration realize that students, and the university as a whole, would benefit from more support of the departments from the administration.” Another respondent suggested that the administration should “Take student concerns more seriously.” Other respondents suggested improving support for students with specific identities such as transfer students, commuter students, international students, and students of color. One respondent recommended, “include older, non-traditional, commuter students in more things on campus.” Another respondent suggested, “Programs that make transfer students feel more involved from the beginning like they would freshman students.”

Orientation, meet and greet, a fair? I came to SVSU into my 2nd year of college and all I was offered was an online tour of the campus and a not so helpful meeting with academic advising. I was completely lost and felt very out of place until after over a year of being here.” One respondent wanted help address “an achievement gap between my African-American students and the rest of the class.” Another respondent advised, “Provide more support for international students undergoing discrimination by faculty and fellow students.”

Respondents also wanted better services in counseling, academic support and advising, and student life. One respondent wrote, “Counseling center needs MAJOR improvements ASAP or the mental health on this campus is not going to improve.” Another respondent shared, “Improve the counseling center. It is not good.” One respondent stated, “Expand the counseling center,” while another respondent elaborated, “It would be nice if the counseling center had more available times, maybe add Fridays since most students don’t have class then and could go talk about issues such as the ones in this survey.”

In terms of academic support, some respondents had suggestions for faculty members, while others focused on advising services. One respondent wrote, “I believe that the faculty could take more time to listen to and address student concerns.” Another respondent suggested, “Faculty members/professors being more aware of the student’s backgrounds and individual situations instead of being reluctant to help students.” Regarding academic advising, one respondent shared, “The few times I have been to Academic Advising, I was disappointed with the care I received. The office could not schedule me for an appointment for any of my free time slots, so I ended up having to miss class to go to the appointment. Then, not only was I unable to meet with the specific advisor that I was told I would be meeting with, but the peer advisor I was matched with did little to answer the questions I had regarding my schedule. She put me in the absolute wrong classes that I needed for my program.” Another respondent advised, “TO HAVE BETTER ACADEMIC ADVISERS THAT KNOW WHAT THEY ARE DOING AND NOT MAKE YOU TAKE POINTLESS CLASSES.”

Respondents also wanted improvements in student life services. One respondent wrote, “The offices that work to improve living on campus, student life, should be monitored more closely when students complain instead of making matters worse.” Another respondent shared, “I think

that the resident staff could do more when it comes to students who need support. I understand that the RA's are students as well, but when a resident is going directly to the Resident Director for the building, they should be taking what is going on seriously and not blow the student off."

*Diversity.* The second theme that emerged from respondent recommendations for improving the climate at SVSU related to diversity and inclusion issues. Some respondents offered broad feedback such as "Improving on inclusion and diversity would be beneficial for our University," and "Just keep improving and moving towards diversity and inclusion for all." Other respondents had more specific suggestions related to diversity such as "Diversify the professional staff, both faculty and professional." Another respondent stated, "SVSU has not done enough to diversify the faculty and staff. We must be intentional in our recruiting strategies." One respondent explained the need for more diverse students: "More representation of students of different races, ethnicities, sexual orientations, gender identities, and socioeconomic statuses. Actual diversity at SVSU fosters a diverse climate on campus. We cannot pretend we care about diversity if the composition of our student body (majority white) says otherwise."

Respondents also suggested more education, training, and campus activities that focus on diversity. One respondent suggested, "Incorporate serious, thought-provoking interdisciplinary education into the curriculums of ALL majors. Include a focus on cultural competency and gender diversity." Another respondent wrote, "Having a club or activity to incorporate as many diverse groups, especially between international and domestic students. It seems like we are separated from each other and many don't get a chance to really mix with domestics." One respondent advised, "Continue with educational offerings on diversity and resolving conflicts," while another respondent commented, "Continued exposure to individuals who are different than the norm, especially ones that create interaction between people in a respectful manner." Another respondent added, "Increase awareness on gender/sexual identity and diversity on campus."

Some respondents recommended providing more support for people of color and other marginalized identities. One respondent suggested, "Increasing the opportunities and organizations for people of color. Although there are a few organizations that does that, I feel it's important to keep improving on the availability and resources for people of color." Another respondent wrote, "Move beyond discussions about diversity, equity and inclusion and dedicate

additional resources (human and financial) to demonstrate SVSU's value of these important principles/goals. This would speak volumes to faculty, staff and students." For LGBTQ+ individuals specifically, respondents suggested, "Have more gender-neutral bathrooms, or safe spaces for people who could be trans etc.," as well as, "Help LGBT feel welcomed."

*Better Communication.* Respondents identified the need for better systems of communication on campus as a way to improve the campus climate. One respondent wrote, "there is a significant need for openness and increased communication. SVSU has always been an amazing, wonderful place, but there is a distinct need for open communication channels." Another respondent shared, "More communication between administrators, faculty, staff, and students. Right now it feels as if it only happens in the case of problems. Let's have more communication so we can take care of the problems before they arise." One respondent observed, "We can always improve communication at all levels and among all individuals on campus: students, staff, visitors, etc."

Respondents wanted to make sure that resources and events were communicated well. One respondent wrote, "The climate would benefit from more up-front information. Really expressing and mentioning that certain resources exist." Another respondent recommended, MORE COMMUNICATIONS. HEAR OF EVENTS AND OTHER THINGS GOING ON TOO LATE OF AFTER THE FACT. SOMETIMES FEEL DISCONNECTED." One respondent specifically suggested, "Sending out paper letters about what is going on, on campus rather than email. Or post it around campus what is going on." Another respondent advised, "give out more info to students on important events/dates and make getting questions answered easier." One respondent was especially concerned about the communication around campus incidents: "Be better at informing the SVSU community of important issues; the Pro Life demonstration, shootings that occur nearby campus, etc. It feels that too many times the students hear from other sources before the campus alerts us—sometimes we are never informed by the campus!"

### Faculty Respondents

*Faculty Support.* One theme emerged for Faculty Respondents alone: the need for better support for faculty members. Faculty Respondents indicated a need to feel more supported by the administration in particular. One respondent explained the frustrations: "We are saddled with an administration that does not value faculty and seeks to monetize every minute of our existence.

Unless our leaders demonstrate real interest in creating change there is no hope.” Another respondent called for “Improved support from Dean and Provost in efforts to support tenured faculty and adjunct faculty in their efforts to deliver effective instruction to our students.” One respondent wanted faculty to be valued and invited to provide input on campus matters: “Include faculty in more discussions of things happening on campus. Sometimes I feel like administrators cannot connect with or understand the needs of faculty, which is sad because a lot of them WERE faculty at one point in their career. They ask, ask, ask, ask for us to do more, more, more, with little incentive or resources to do so. It gets old after a while. We are tired and run down.”

Some respondents had specific suggestions for ways to better support faculty. One respondent advised, “Encourage department chairs to find informal ways of welcoming new faculty, i.e. having them over for dinner with you and the family or out to dinner if you are single. (I know it’s probably not possible for SVSU to encourage this, but maybe the chairs will read this and be encouraged to do stuff like this.)” Another respondent suggested, “I think that more support resources should be provided for faculty who teach after 4:00 p.m. I think there should be a clerical person available in EACH COLLEGE, and perhaps more than one per college, depending on the number of courses taught. A significant percentage of SVSU’s courses are taught at night, but there is no clerical support for faculty teaching those courses.” Some respondents requested more support for adjunct faculty in particular. One respondent stated, “Continue to take care of adjunct faculty and improve programs for them. And raise salaries.” Another respondent commented, “Better training and opportunities for adjunct faculty. Perhaps a type of promotion-track for adjunct faculty so they can succeed further and have better opportunities to get guaranteed classes.”

**Q125. This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the university might improve the climate, we encourage you to do so in the space provided below.**

One hundred thirty-nine respondents responded to the final question, in which they were asked for any additional elaboration on survey responses, further description of experiences, or additional thoughts on how the university might improve the climate. Of these respondents,

forty-six respondents shared that they did not have anything to add through comments such as “no,” “n/a,” and “none at this time.” The remaining ninety-three responses were coded for themes. Two themes emerged across all respondent types: praise for the university and comments about the survey. In addition, there was a theme specific to Student (Undergraduate and Graduate) respondents: lack of support for students.

### All Respondents

*Praise for the University.* For the first theme for all respondent types, respondents offered praise for the university based on their experiences. One respondent wrote, “I am comfortable at SVSU and appreciate what the University offers to make sure that it feels like home for the students who live on campus and welcoming to all students who attend classes here.” Another respondent shared, “I think SVSU is a great place to work and is comprised of a lot of good people. I am glad to have a long-term career here.” Some respondents offered comments such as “I have had an overall good experience will attending SVSU,” “Love SVSU,” and “The climate at SVSU is very diverse and welcoming.” One respondent elaborated on the welcoming climate: “Arriving at SVSU from out-of-State, and being of an ethnicity/religion that is different form the majority, I find SVSU to be inclusive and welcoming. My experience here has been excellent and this is why I chose to remain employed here for over 20 years.” Some respondents’ praise was accompanied by suggestions that the university keeping working to improve. One respondent wrote, “SVSU is a great place to grow and learn as an individual. There is always room for improvement, though.” Another respondent shared, “It’s a great place to work and learn. Keep doing what you are doing to make it even better.” One respondent noted the amount of positive change that has happened over time: “I was an undergraduate/graduate student in the late 1980s-1990s. I am completely amazed at how many new initiatives there are to make sure everyone feels included and respected.”

*Comments About the Survey.* In the second theme, respondents from all respondent types commented about the survey itself. Some respondents were frustrated by the length. One respondent wrote, “Great survey, however is too long and instructions should indicate length prior to starting.” Another respondent shared, “After 124 questions, I am too fucking tired of this shit to answer any more questions that will have no impact or result in any change.” Other respondents had suggestions on how to change the response options. One respondent wrote, “I

did feel boxed in for several of the responses. I would have liked to express more nuance.”

Another respondent commented, “I do wish the survey would have had a not applicable button (or something similar) for questions for staffing levels that we aren’t in. I can’t answer to their experiences.” One respondent suggested changes that might help the length concern as well, “If you are interested in detailed responses, a few open-ended questions might work better. It’s hard to generate enthusiasm for providing detailed responses when you have to make your way through 125 questions, and often multiple options within those questions.”

Some respondents offered corrections, clarifications, or amendments to their own previous responses. One respondent observed, “Some programs or discussions that were brought up in questions exist at SVSU, but they might not be making much of an impact on the climate. The level of influence something has on SVSU’s climate affected my answers for the ‘positively influences’ or ‘would positively influence’ section of questions.” Another respondent stated, “The segment asking about how we perceive tensions in the classroom was a difficult question to understand and I’m not sure if I put my answers in the right categories that I meant to.”

Other respondents praised the survey for being “Well formatted,” and commented that “who ever put this thing together clearly spent a lot of time working on being helpful and inclusive. Kudos to you all for considering repercussions.” Another respondent commended the survey and offered thanks, “Thank you for providing this survey. I hope that it is utilized by many students and staff/faculty. It is a much needed assessment of how the climate currently is and a step towards addressing issues that are not or have not been addressed in the past.”

### Student Respondents Only

*Lack of Support for Students.* One theme emerged that was specific to Student respondents, describing experiences where they did not feel supported. Some respondents shared interactions they had with faculty members in which they did not feel supported. One respondent wrote, “I think that the professors need some sort of additional training. The math department in particular as students current and graduates have all said that the professors do not care and the department... for lack of a better word is ‘crap.’” Another respondent suggested a “professional mediator for the students and professors” because “Myself, as well as some of my peers, have dealt with poor professionalism by professors here at SVSU, and there is really no place to voice

that concern other than grade grievances, which is not the same thing.” Respondents were especially concerned when faculty did not respond to emails. One respondent observed, “I feel I am not valued much by SVSU faculty (Specifically the art department) because the lack of responses I get through email or phone. If I need to speak to a professor, I need to physically go and see them, which is difficult outside of class time. I also will send emails and get no response.” Another respondent shared, “Over the last three years I have taken mainly online classes and I am very disappointed in the slow and almost no response to many emails to my professors. It is very frustrating because these are online classes...I have worked very hard and feel that my professors and the program has let me down.”

Other respondents described interactions with staff who were unsupportive. One respondent shared, “I’ve never been more humiliated in my life than when I approached one of the senior accountants to talk about my finances. She was rude and loud and blatantly shamed me for my inability to keep up with tuition.” Another respondent was concerned about the counseling center: “The counseling center is not good. I never felt like I was listened to, and my counselor would spend the majority of the session talking about themselves. I felt like I didn’t have a chance to express myself or talk about what was bothering me. Along with this, every single appointment I would make would be cancelled or postponed. I stopped going to the counseling center because of these reasons.” One respondent observed that poor interactions may keep students from getting supports that they need: “Student workers in various departments are often kind of unfriendly, or at least not as welcoming. I understand the pressures and sometimes boring aspects of the job, however, a lot of these offices they are working in are very important and if students do not feel comfortable going into these offices, they may not be able to get the help that they need.” Another respondent stated their suggestion simply, “Change needs to happen. Offices for minority students and mental health need to be properly funded.

## Appendix D – Survey

### **Saginaw Valley State University** **Assessment of Climate for Learning, Living, and Working** (Administered by Rankin & Associates, Consulting)

#### **Purpose**

You are invited to participate in a research survey of students, faculty, support staff and administrators regarding the climate at SVSU. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at SVSU and provide us with specific information about how the environment for learning, living and working at SVSU can be improved.

#### **Procedures**

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments that participants provide are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis and submitted as an appendix to the survey report. Anonymous quotes from submitted comments will also be used throughout the report to give “voice” to the quantitative data.

#### **Discomforts and Risks**

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone or review relevant policies please If you experience any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a browser to contact a resource:

For Employees and Support Staff, you may contact the Employee Assistance Program:  
<http://www.lifeworks.com/>

For SVSU students only, you may contact the Student Counseling Center:  
<http://www.svsu.edu/studentcounselingcenter/>

All persons may also wish to contact the American Psychological Association website’s Psychologist Locator:  
<http://locator.apa.org/>

For issues concerning sexual harassment/assault you may contact: <http://www.svsu.edu/diversity/titleix/>

For a full list of community resources, go to:  
<https://www.svsu.edu/studentcounselingcenter/servicesforstudents/communityresources/>

#### **Benefits**

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at SVSU is conducive to learning, living, and working.

#### **Voluntary Participation**

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

### **Statement of Confidentiality for Participation**

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than five individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the SVSU Institutional Review Board.

### **Statement of Anonymity for Comments**

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis and submitted as an appendix to the survey report. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

### **Right to Ask Questions**

**You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:**

Susan R. Rankin, Ph.D.  
Principal & Senior Research Associate  
Rankin & Associates, Consulting  
[sue@rankin-consulting.com](mailto:sue@rankin-consulting.com)  
814-625-2780

**Questions regarding the survey process may also be directed to:**

Mamie Thorns  
Special Assistant to the President for Diversity Programs  
[mtthorns@svsu.edu](mailto:mtthorns@svsu.edu)  
989-964-4068

Ranjana Dutta  
Professor, Department of Psychology  
[rdutta@svsu.edu](mailto:rdutta@svsu.edu)  
989-964-7043

Kenneth Jolly  
Professor, Department of History  
[kjolly@svsu.edu](mailto:kjolly@svsu.edu)  
989-964-2083

**Questions concerning the rights of participants:**

Research at SVSU that involves human participants is carried out under the oversight of an Institutional Review Board. The participant may also contact the Chair, Human Subjects Institutional Review Board (989-964-7488; [irbchair@svsu.edu](mailto:irbchair@svsu.edu)) if questions or problems arise during the course of the study.

This consent document has been approved for use for one year by the Human Subjects Institutional Review Board.

**PLEASE MAKE A COPY OF THIS DOCUMENT FOR YOUR RECORDS. IF YOU DO NOT HAVE COPYING CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY**

By submitting this survey, you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs

## Survey Terms and Definitions

Following are several terms and definitions that are used in the survey. These will be hyperlinked when they appear in the survey. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The terms are defined below and in the hyperlinks in the survey. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

**Ableist:** Someone who practices discrimination or prejudice against an individual or group with a disability.

**Ageist:** Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

**American Indian (Native American):** A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

**Androgynous:** A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

**Asexual:** A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

**Assigned Birth Sex:** The biological sex assigned (named) an individual baby at birth.

**Biphobia:** An irrational dislike or fear of bisexual people.

**Bisexual:** A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

**Bullied:** Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

**Classist:** Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

**Climate:** Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

**Cronyism:** The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

**Disability:** A physical or mental impairment that limits one or more major life activities.

**Discrimination:** Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

**Ethnic Identity:** A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

**Ethnocentrism:** Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

**Experiential Learning:** Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (e.g., internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

**Family Leave:** The Family and Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to situations such as the following: serious health conditions that make employees unable to perform their jobs; caring for a sick family member; or caring for a new child (including birth, adoption, or foster care). For more information, see <http://www.dol.gov/whd/fmla/>

**Gender Identity:** A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

**Gender Expression:** The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

**Genderqueer:** A person whose gender identity is outside of, not included within, or beyond the binary of female and male, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

**Harassment:** Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

**Heterosexist:** Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

**Homophobia:** An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as homosexual.

**Intersex:** Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

**Nepotism:** The hiring or promoting of family members to positions without proper regard to their qualifications.

**Nonbinary:** Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

**Non-Native English Speakers:** People for whom English is not their first language.

**People of Color:** People who self-identify as other than White.

**Physical Characteristics:** Term that refers to one's appearance.

**Pansexual:** Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

**Position:** The status one holds by virtue of her/his role/status within the institution (e.g., support staff, full-time faculty, part-time faculty, administrator).

**Queer:** A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

**Racial Identity:** A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

**Racist:** Someone who practices discrimination or prejudice against an individual or group based on their racial identity.

**Sexist:** Someone who practices discrimination or prejudice against an individual or group based on their assigned birth sex.

**Sexual Identity:** A personal characteristic based on the sex of people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

**Sexual Assault:** Unwanted sexual assault is any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism; or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

**Socioeconomic Status:** The status one holds in society based on one's level of income, wealth, education, and familial background.

**Transgender:** An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

**Transphobia:** An irrational dislike or fear of transgender, transsexual, and other gender non-traditional individuals because of their perceived gender identity or gender expression.

**Unwanted Sexual Contact:** Unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

**Xenophobic:** Unreasonably fearful or hostile toward people from other countries.

### Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

**The survey will take between 20 and 30 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.**

1. What is your **primary** position at SVSU? **(Please mark only one.)**

- Undergraduate student
  - Started at SVSU as a first-year student
  - Transferred from another institution
- Graduate student
  - Non-degree
  - Master's degree student
  - Specialist degree (Ed.S.)
  - Doctoral degree student
- Faculty
  - Tenure Track
    - Instructor
    - Assistant Professor
    - Associate Professor
    - Professor
  - Non-Tenure Track (Temporary)
    - Adjunct Faculty
    - Lecturer
    - Assistant Professor/Instructor
- University Police
- Administrative Professional
  - Hourly
  - Salaried
- Support staff
  - Secretarial/Clerical Division
  - Campus Facilities/Business Division

2. **Faculty/Support Staff/Administrative Professionals/University Police only:** What is your employment status at SVSU?

- Regular/Continuing
- Temporary

3. Are you full-time or part-time in that **primary** status?

- Full-time
- Part-time

4. **Students Only:** How many of your classes have you taken exclusively online at SVSU?

- All
- Most
- Some
- None

## Part 1: Personal Experiences

**Please reflect on your experiences WITHIN THE PAST YEAR...**

5. Overall, how comfortable are you with the climate at SVSU?
- Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
6. **Faculty/Support Staff/Administrative Professionals/University Police only:** Overall, how comfortable are you with the climate in your department/work unit?
- Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
7. **Students/Faculty only:** Overall, how comfortable are you with the climate in your courses?
- Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
  - Not applicable
8. Have you ever **seriously considered** leaving SVSU?
- No (*Faculty/Support Staff/Administrative Professionals/University Police: Skip to Question 14; Students Skip to Question #13*)
  - Yes
9. **Students only** When did you seriously consider leaving SVSU? **(Mark all that apply.)**
- During my first year as a student
  - During my second year as a student
  - During my third year as a student
  - During my fourth year as a student
  - During my fifth year as a student
  - After my fifth year as a student
10. **Students only:** Why did you seriously consider leaving SVSU? **(Mark all that apply.)**
- Climate was unwelcoming
  - Coursework was too difficult
  - Coursework was not challenging enough
  - Did not have my major
  - Did not meet the selection criteria for a major
  - Financial reasons
  - Homesick
  - Lack of a sense of belonging
  - Lack of social life at SVSU
  - Lack of support group
  - Lack of support services
  - My marital/relationship status
  - Personal reasons (medical, family emergencies, etc.)
  - Transfer/I never intended to graduate from SVSU
  - A reason not offered in the list above (Please specify.) \_\_\_\_\_

11. **Faculty/Support Staff/Administrative Professionals/University Police only:** When did you seriously consider leaving SVSU?
- Within the last year
  - 1-2 years ago
  - 3-5 years ago
  - 6 or more years ago
12. **Faculty/Support Staff/Administrative Professionals/University Police only:** Why did you seriously consider leaving SVSU? **(Mark all that apply.)**
- Campus climate was unwelcoming
  - Family responsibilities
  - Financial reasons (e.g., salary, resources, etc.)
  - Institutional support (e.g., technical support, laboratory space/equipment)
  - Increased workload
  - Interested in a position at another higher education institution
  - Interested in a position outside of academia
  - Lack of benefits
  - Limited opportunities for advancement
  - Local community did not meet my (my family) needs
  - Local community climate not welcoming
  - Low salary/pay rate
  - Personal reasons (medical, family emergencies, etc.)
  - Recruited or offered a position at another institution
  - Relocation
  - Spouse or partner relocated
  - Tension with supervisor/manager
  - Tension with coworkers
  - A reason not offered in the list above (Please specify.) \_\_\_\_\_
13. We are interested in hearing more about your experience. If you wish to elaborate on why you seriously considered leaving, please do so here.

14. **Student Only:** The following questions ask you about your academic experience at SVSU. .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I perform up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many of my courses this year have been intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am considering transferring to another college or university due to academic reasons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) behavior at SVSU?

- No (*Skip to Question #25*)
- Yes

16. What do you believe the conduct was based upon? (**Mark all that apply.**)

- Academic Performance
- Age
- Disability status
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- First generation status
- Gender/Gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Major field of study
- Marital status (e.g., single, married, partnered)
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) \_\_\_\_\_
- Physical characteristics
- Philosophical views
- Political views
- Position (support staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Where I am from
- Do not know
- A reason not listed above (Please specify.) \_\_\_\_\_

17. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience?
- 1-2 instances
  - 3-5 instances
  - 6-10 instances
  - 11 or more instances
18. How did you experience the conduct? **(Mark all that apply.)**
- I was ignored or excluded.
  - I was intimidated/bullied.
  - I was isolated or left out.
  - I felt others staring at me.
  - I experienced a hostile classroom environment.
  - The conduct made me fear that I would get a poor grade.
  - I experienced a hostile work environment.
  - I was the target of workplace incivility.
  - I was the target of derogatory verbal remarks.
  - I received derogatory written comments.
  - I received derogatory phone calls/text messages/email.
  - I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat, Instagram).
  - I was singled out as the spokesperson for my identity group.
  - I received a low or unfair performance evaluation.
  - I was not fairly evaluated in the promotion and tenure process.
  - Someone assumed I was admitted/hired/promoted because of my identity group.
  - Someone assumed I was not admitted/hired/promoted because of my identity group.
  - I was the target of graffiti/vandalism.
  - I was the target of racial/ethnic profiling.
  - I was the target of stalking.
  - The conduct threatened my physical safety.
  - The conduct threatened my family's safety.
  - I received threats of physical violence.
  - I was the target of physical violence.
  - An experience not listed above (Please specify.) \_\_\_\_\_
19. Where did the conduct occur? **(Mark all that apply.)**
- At a SVSU event
  - In a class or lab
  - In a clinical setting
  - In SVSU dining facilities
  - In a SVSU administrative/support staff office
  - In an experiential learning environment (e.g., internship, service learning, alternative break trip)
  - In a faculty office
  - In a public space at SVSU
  - In a meeting with one other person
  - In a meeting with a group of people
  - In athletic facilities
  - In campus housing
  - In off-campus housing
  - In a study abroad program – faculty led
  - In a study abroad program – semester or year-long
  - In a registered student organization (RSO) (Please specify.) \_\_\_\_\_
  - Off campus
  - On social networking sites/Facebook/Twitter/Instagram/cell phone/other form of technological communication
  - While working at a SVSU job
  - While walking on campus
  - A venue not listed above (Please specify.) \_\_\_\_\_

20. Who/what was the source of the conduct? **(Mark all that apply.)**

- Academic advisor
- Alumni
- Athletic coach/trainer
- SVSU media (posters, brochures, flyers, handouts, web sites, etc.)
- SVSU public safety/campus police
- Co-worker
- Off campus community member
- Department chair
- Donor
- Don't know source
- Faculty member/Instructor
- Friend
- Health Services
- Person that I supervise
- Roommate
- Senior Administrator (e.g., president, provost, vice president, dean)
- Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
- Support staff member
- Stranger
- Student
- Student staff (e.g., resident assistant, student coordinators, event staff)
- Supervisor
- Teaching assistant/Lab assistant/Tutor
- A source not listed above (Please specify.) \_\_\_\_\_

21. How did you feel after experiencing the conduct? **(Mark all that apply.)**

- Afraid
- Angry
- Distressed
- Helpless
- Embarrassed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) \_\_\_\_\_

22. What did you do in response to experiencing the conduct? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- I contacted someone at SVSU.
  - Faculty member (e.g., professor, instructor)
  - Senior administrator (e.g., president, provost, vice president, dean)
  - SVSU Campus Police
  - Counseling Center
  - Disability Services
  - Employee Assistance Program
  - Title IX Coordinator
  - SVSU Office of Diversity Programs
  - Ombudsperson
  - Office of Human Resources
  - Pride Center
  - Sexual Assault Prevention Team (S.A.P.T.)

- Bringing in Bystander Program
- Student teaching assistant (e.g., tutor)
- Student staff (e.g., resident assistant, student coordinators, event staff)
- Support staff person (e.g., resident director, academic advisor)
- A response not listed above (Please specify.) \_\_\_\_\_

23. Did you officially report the conduct?

- No, I did not report it.
- Yes, I reported it.
  - Yes, I reported the incident and was satisfied with the outcome.
  - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
  - Yes, I reported the incident but felt that it was not addressed appropriately
  - Yes, I reported the conduct and the outcome is still pending.
  - Yes, I reported the conduct, but the outcome was not shared.

24. We are interested in knowing more about your experiences. If you would like to elaborate on your experiences, please do so here.

**If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:**

For Employees and Support Staff, you may contact the Employee Assistance Program:  
<http://www.lifeworks.com/>

For SVSU students only, you may contact the Student Counseling Center:  
<http://www.svsu.edu/studentcounselingcenter/>

All persons may also wish to contact the American Psychological Association website's Psychologist Locator:  
<http://locator.apa.org/>

For issues concerning sexual harassment/assault you may contact:  
<http://www.svsu.edu/diversity/titleix/>

For a full list of community resources, go to:  
<https://www.svsu.edu/studentcounselingcenter/servicesforstudents/communityresources/>

**Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted sexual contact/conduct that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from the campus or community resources offered below.**

25. **While a member of the SVSU community**, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)?
- No  
**[Skip to Question #36]**
  - Yes – relationship violence (e.g., ridiculed, controlling, hitting)  
**[Please complete Questions 26rv – 35rv]**
  - Yes – stalking (e.g., following me, on social media, texting, phone calls)  
**[Please complete Questions 26stlk – 35stlk]**
  - Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)  
**[Please complete questions 26si – 35si]**
  - Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)  
**Please complete questions 26sc – 354sc]**
- 26rv. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?
- No
  - Yes
    - Alcohol only
    - Drugs only
    - Both alcohol and drugs
- 27rv. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur?
- Less than 6 months ago
  - 6 - 12 months ago
  - 13 - 23 months ago
  - 2 - 4 years ago
  - 5 - 10 years ago
  - 11 - 20 years ago
  - More than 20 years ago
- 28rv. **Students only:** What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**
- During my time as a graduate student at SVSU
  - Prior to my first semester (e.g., Orientation, SOAR)
  - Undergraduate first year
    - Fall semester
    - Winter semester
    - Spring semester
    - Summer semester
  - Undergraduate second year
    - Fall semester
    - Winter semester
    - Spring semester
    - Summer semester
  - Undergraduate third year
    - Fall semester
    - Winter semester
    - Spring semester
    - Summer semester
  - Undergraduate fourth year
    - Fall semester
    - Winter semester
    - Spring semester
    - Summer semester
  - After my fourth year as an undergraduate

29rv. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- SVSU faculty member
- SVSU support staff member
- Stranger
- SVSU student
- Current or former dating/intimate partner
- Other role/relationship not listed above

30rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) \_\_\_\_\_
- On campus (Please specify location.) \_\_\_\_\_

31rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- Afraid
- Angry
- Distressed
- Helpless
- Embarrassed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) \_\_\_\_\_

32rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- I contacted someone at SVSU.
  - Faculty member (e.g., professor, instructor)
  - Senior administrator (e.g., president, provost, vice president, dean)
  - SVSU Campus Police
  - Counseling Center
  - Disability Services
  - Employee Assistance Program
  - Title IX Coordinator
  - SVSU Office of Diversity Programs
  - Ombudsperson
  - Office of Human Resources
  - Pride Center
  - Sexual Assault Prevention Team (S.A.P.T.)
  - Bringing in Bystander Program
  - Student teaching assistant (e.g., tutor)
  - Student staff (e.g., resident assistant, student coordinators, event staff)
  - Support staff person (e.g., resident director, academic advisor)
- A response not listed above (Please specify.) \_\_\_\_\_

33rv. Did you officially report the relationship violence (e.g., ridiculed, controlling, hitting)?

- No, I did not report it. **[Skip Question Q34rv]**
- Yes, I reported the conduct.
  - Yes, I reported the conduct and was satisfied with the outcome.
  - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
  - Yes, I reported the conduct but felt that it was not addressed appropriately. **[Skip to Question Q35rv]**
  - Yes, I reported the conduct and the outcome is still pending.
  - Yes, I reported the conduct, but the outcome was not shared.

34rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculed, controlling, hitting) to a campus official or support staff member. Please explain why you did not.

35rv. You indicated that you **DID** report the relationship violence (e.g., ridiculed, controlling, hitting) but that it was not addressed appropriately. Please explain why you felt that it was not.

26stlk. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?

- No
- Yes
  - Alcohol only
  - Drugs only
  - Both alcohol and drugs

27stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur?

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

28stlk. **Students only:** What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- During my time as a graduate student at SVSU
- Prior to my first semester (e.g., Orientation, SOAR)
- Undergraduate first year
  - Fall semester
  - Winter semester
  - Spring semester
  - Summer semester
- Undergraduate second year
  - Fall semester
  - Winter semester
  - Spring semester
  - Summer semester
- Undergraduate third year
  - Fall semester
  - Winter semester
  - Spring semester
  - Summer semester
- Undergraduate fourth year
  - Fall semester
  - Winter semester
  - Spring semester
  - Summer semester
- After my fourth year as an undergraduate

29stlk. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- SVSU faculty member
- SVSU support staff member
- Stranger
- SVSU student
- Current or former dating/intimate partner
- Other role/relationship not listed above

30stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) \_\_\_\_\_
- On campus (Please specify location.) \_\_\_\_\_

31stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)?

**(Mark all that apply.)**

- Afraid
- Angry
- Distressed
- Helpless
- Embarrassed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) \_\_\_\_\_

32stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- I contacted someone at SVSU.
  - Faculty member (e.g., professor, instructor)
  - Senior administrator (e.g., president, provost, vice president, dean)
  - SVSU Campus Police
  - Counseling Center
  - Disability Services
  - Employee Assistance Program
  - Title IX Coordinator
  - SVSU Office of Diversity Programs
  - Ombudsperson
  - Office of Human Resources
  - Pride Center
  - Sexual Assault Prevention Team (S.A.P.T.)
  - Bringing in Bystander Program
  - Student teaching assistant (e.g., tutor)
  - Student staff (e.g., resident assistant, student coordinators, event staff)
  - Support staff person (e.g., resident director, academic advisor)
- A response not listed above (Please specify.) \_\_\_\_\_

33stlk. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)?

- No, I did not report it. **[Skip to Question Q34stlk]**
- Yes, I reported the conduct.
  - Yes, I reported the conduct and was satisfied with the outcome.
  - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
  - Yes, I reported the conduct but felt that it was not addressed appropriately. **[Skip to question Q35stlk]**
  - Yes, I reported the conduct and the outcome is still pending.
  - Yes, I reported the conduct, but the outcome was not shared.

34stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or support staff member. Please explain why you did not.

35stlk. You indicated that you **DID** report the stalking (e.g., following me, on social media, texting, phone calls) but that it was not addressed appropriately. Please explain why you felt that it was not.

26si. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- No
- Yes
  - Alcohol only
  - Drugs only
  - Both alcohol and drugs

27si. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

28si. **Students only:** What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- During my time as a graduate student at SVSU
- Prior to my first semester (e.g., Orientation, SOAR)
- Undergraduate first year
  - Fall semester
  - Winter semester
  - Spring semester
  - Summer semester
- Undergraduate second year
  - Fall semester
  - Winter semester
  - Spring semester
  - Summer semester
- Undergraduate third year
  - Fall semester
  - Winter semester
  - Spring semester
  - Summer semester
- Undergraduate fourth year
  - Fall semester
  - Winter semester
  - Spring semester
  - Summer semester
- After my fourth year as an undergraduate

29si. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- SVSU faculty member
- SVSU support staff member
- Stranger
- SVSU student
- Current or former dating/intimate partner
- Other role/relationship not listed above

- 30si. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**
- Off campus (Please specify location.) \_\_\_\_\_
  - On campus (Please specify location.) \_\_\_\_\_
- 31si. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- Afraid
  - Angry
  - Distressed
  - Helpless
  - Embarrassed
  - Sad
  - Somehow responsible
  - A feeling not listed above (Please specify.) \_\_\_\_\_
- 32si. What did you do in response to experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- I did not do anything.
  - I avoided the person/venue.
  - I contacted a local law enforcement official.
  - I confronted the person(s) at the time.
  - I confronted the person(s) later.
  - I did not know to whom to go.
  - I sought information online.
  - I sought support from off-campus hotline/advocacy services.
  - I told a family member.
  - I told a friend.
  - I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
  - I contacted someone at SVSU.
    - Faculty member (e.g., professor, instructor)
    - Senior administrator (e.g., president, provost, vice president, dean)
    - SVSU Campus Police
    - Counseling Center
    - Disability Services
    - Employee Assistance Program
    - Title IX Coordinator
    - SVSU Office of Diversity Programs
    - Ombudsperson
    - Office of Human Resources
    - Pride Center
    - Sexual Assault Prevention Team (S.A.P.T.)
    - Bringing in Bystander Program
    - Student teaching assistant (e.g., tutor)
    - Student staff (e.g., resident assistant, student coordinators, event staff)
    - Support staff person (e.g., resident director, academic advisor)
  - A response not listed above (Please specify.) \_\_\_\_\_
- 33si. Did you officially report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?
- No, I did not report it. **[Skip to Question Q34si]**
  - Yes, I reported the conduct.
    - Yes, I reported the conduct and was satisfied with the outcome.
    - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
    - Yes, I reported the conduct but felt that it was not addressed appropriately. **[Skip to Question Q35si]**
    - Yes, I reported the conduct and the outcome is still pending.
    - Yes, I reported the conduct, but the outcome was not shared.

34si. You indicated that you **DID NOT** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or support staff member. Please explain why you did not.

35si. You indicated that you **DID** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) but that it was not addressed appropriately. Please explain why you felt that it was not.

26sc. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- No
- Yes
  - Alcohol only
  - Drugs only
  - Both alcohol and drugs

27sc. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur?

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

28sc. **Students only:** What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- During my time as a graduate student at SVSU
- Prior to my first semester (e.g., Orientation, SOAR)
- Undergraduate first year
  - Fall semester
  - Winter semester
  - Spring semester
  - Summer semester
- Undergraduate second year
  - Fall semester
  - Winter semester
  - Spring semester
  - Summer semester
- Undergraduate third year
  - Fall semester
  - Winter semester
  - Spring semester
  - Summer semester
- Undergraduate fourth year
  - Fall semester
  - Winter semester
  - Spring semester
  - Summer semester
- After my fourth year as an undergraduate

29sc. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- SVSU faculty member
- SVSU support staff member
- Stranger
- SVSU student
- Current or former dating/intimate partner
- Other role/relationship not listed above

30sc. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) \_\_\_\_\_
- On campus (Please specify location.) \_\_\_\_\_

31sc. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- Afraid
- Angry
- Distressed
- Helpless
- Embarrassed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) \_\_\_\_\_

32sc. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- I contacted someone at SVSU.
  - Faculty member (e.g., professor, instructor)
  - Senior administrator (e.g., president, provost, vice president, dean)
  - SVSU Campus Police
  - Counseling Center
  - Disability Services
  - Employee Assistance Program
  - Title IX Coordinator
  - SVSU Office of Diversity Programs
  - Ombudsperson
  - Office of Human Resources
  - Pride Center
  - Sexual Assault Prevention Team (S.A.P.T.)
  - Bringing in Bystander Program
  - Student teaching assistant (e.g., tutor)
  - Student staff (e.g., resident assistant, student coordinators, event staff)
  - Support staff person (e.g., resident director, academic advisor)
- A response not listed above (Please specify.) \_\_\_\_\_

33sc. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- No, I did not report it. **[Skip to Question Q34sc]**
- Yes, I reported the conduct.
  - Yes, I reported the conduct and was satisfied with the outcome.
  - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
  - Yes, I reported the conduct but felt that it was not addressed appropriately. **[Skip to Question Q35sc]**
  - Yes, I reported the conduct and the outcome is still pending.
  - Yes, I reported the conduct, but the outcome was not shared.

34sc. You indicated that you **DID NOT** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or support staff member. Please explain why you did not.

35sc. You indicated that you **DID** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) but that it was not addressed appropriately. Please explain why you felt that it was not.

36. Please indicate how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Affirmative Consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the role of SVSU Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how and where to report such incidents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of Title IX policies and resources. ( <a href="http://www.svsu.edu/titleix/sexualmisconductthelaw/">http://www.svsu.edu/titleix/sexualmisconductthelaw/</a> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that SVSU standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in SVSU Annual Security Report ( <a href="https://www.svsu.edu/universitypolice/cleryact/">https://www.svsu.edu/universitypolice/cleryact/</a> ).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
know that SVSU sends a Campus Alert to the campus community when such an incident occurs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***If you have experienced any discomfort in responding to these questions and would like to speak with someone please contact:***

Counseling Center  
 989-964-7078  
<http://www.svsu.edu/studentcounselingcenter/>

Student Affairs  
 989-964-4410  
<http://www.svsu.edu/studentaffairs/>

Office of Diversity Programs  
 989-964-4068  
<http://www.svsu.edu/diversityandinclusion/>

## Part 2: Workplace Climate

37. **Tenured and Tenure-Track Faculty only:** As a faculty member at SVSU, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure standards/promotion standards are applied equally to faculty in my department/college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during the tenure-track years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions are valued by SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are taken seriously by senior administrators (e.g., president, provost, vice president, dean)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are valued within SVSU committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more opportunities to participate in <b>substantive</b> committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in <b>substantive</b> committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. **Tenured and Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

39. **Non-Tenure-Track Faculty only:** As an employee with a non-tenure-track appointment at SVSU I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria used for contract renewal are applied equally to all positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear expectations of my responsibilities exist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to do extra work that is uncompensated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., president, provost, vice president, dean).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My opinion is taken seriously by my department colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate departmental information to prepare for and teach my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate planning time to prepare for my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. **Non-Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

41. **All Faculty:** As a faculty member at SVSU, I feel...

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Salaries for tenure-track faculty positions are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for adjunct professors are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement/supplemental benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SVSU provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A hierarchy exists within faculty positions that allows some voices to be valued more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SVSU provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend SVSU as good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

**43. Support Staff/Administrative Professionals/University Police only:** As a support staff member, University Police, or administrative professional at SVSU, I feel...

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am included in opportunities that will help my career as much as others in similar positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is productive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides adequate support for me to manage work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to complete my assigned duties during scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload has increased without additional compensation due to other support staff departures (e.g., retirement positions not filled).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given a reasonable time frame to complete assigned responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A hierarchy exists within support staff positions that allows some voices to be valued more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SVSU provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**44. Support Staff/Administrative Professionals/University Police only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

**45. Support Staff/Administrative Professionals/University Police only:** As a support staff member, University Police, or administrative professional at SVSU, I feel...

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
SVSU provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SVSU is supportive of taking extended leave (e.g., FMLA, parental).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SVSU policies (e.g., FMLA) are fairly applied across SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SVSU is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff salaries are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacation and personal time benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff opinions are valued on SVSU committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative professionals' opinions are valued on SVSU committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff opinions are valued by SVSU faculty and administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative professionals' opinions are valued by SVSU faculty and administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear expectations of my responsibilities exist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear procedures exist on how I can advance at SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend SVSU as good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**46. Support Staff/Administrative Professionals/University Police only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

47. **Graduate Students only:** As a graduate student I feel...

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I am satisfied with the quality of advising I have received from my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provides clear expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor responds to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department support staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my professional goals with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. **Graduate Student only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

### Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be combined to eliminate any potential for individual participants to be identified. You may also skip questions.

49. What is your assigned birth sex?

- Female
- Intersex
- Male

50. What is your gender/gender identity?

- Genderqueer
- Man
- Nonbinary
- Transgender
- Woman
- A gender identity not listed here (Please specify.) \_\_\_\_\_

51. What is your current gender expression?

- Androgynous
- Feminine
- Masculine
- A gender expression not listed above (Please specify.) \_\_\_\_\_

52. What is your citizenship/immigrant status in the United States?

- A visa holder (such as F-1, J-1, H1-B, U)
- Currently under a withholding of removal status
- DACA (Deferred Action for Childhood Arrival)
- Other legally documented status
- Permanent resident
- Refugee status
- Undocumented resident
- U.S. citizen, birth
- U.S. citizen, naturalized

53. What is your racial identity? **(If you are of a multi-racial, please mark all that apply.)**

- Alaskan Native (If you wish, please specify.) \_\_\_\_\_
- American Indian (If you wish, please specify.) \_\_\_\_\_
- Asian/Asian American (If you wish, please specify.) \_\_\_\_\_
- Black/African/African American (If you wish, please specify.) \_\_\_\_\_
- Latinx/Chicanx/Hispanic (If you wish, please specify.) \_\_\_\_\_
- Middle Eastern (If you wish, please specify.) \_\_\_\_\_
- Native Hawaiian (If you wish, please specify.) \_\_\_\_\_
- Pacific Islander (If you wish, please specify.) \_\_\_\_\_
- White (If you wish, please specify.) \_\_\_\_\_
- A racial identity not listed above (If you wish, please specify.) \_\_\_\_\_

54. What is your age?

- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 18 | <input type="radio"/> 39 | <input type="radio"/> 60 | <input type="radio"/> 81 |
| <input type="radio"/> 19 | <input type="radio"/> 40 | <input type="radio"/> 61 | <input type="radio"/> 82 |
| <input type="radio"/> 20 | <input type="radio"/> 41 | <input type="radio"/> 62 | <input type="radio"/> 83 |
| <input type="radio"/> 21 | <input type="radio"/> 42 | <input type="radio"/> 63 | <input type="radio"/> 84 |
| <input type="radio"/> 22 | <input type="radio"/> 43 | <input type="radio"/> 64 | <input type="radio"/> 85 |
| <input type="radio"/> 23 | <input type="radio"/> 44 | <input type="radio"/> 65 | <input type="radio"/> 86 |
| <input type="radio"/> 24 | <input type="radio"/> 45 | <input type="radio"/> 66 | <input type="radio"/> 87 |
| <input type="radio"/> 25 | <input type="radio"/> 46 | <input type="radio"/> 67 | <input type="radio"/> 88 |
| <input type="radio"/> 26 | <input type="radio"/> 47 | <input type="radio"/> 68 | <input type="radio"/> 89 |
| <input type="radio"/> 27 | <input type="radio"/> 48 | <input type="radio"/> 69 | <input type="radio"/> 90 |
| <input type="radio"/> 28 | <input type="radio"/> 49 | <input type="radio"/> 70 | <input type="radio"/> 91 |
| <input type="radio"/> 29 | <input type="radio"/> 50 | <input type="radio"/> 71 | <input type="radio"/> 92 |
| <input type="radio"/> 30 | <input type="radio"/> 51 | <input type="radio"/> 72 | <input type="radio"/> 93 |
| <input type="radio"/> 31 | <input type="radio"/> 52 | <input type="radio"/> 73 | <input type="radio"/> 94 |
| <input type="radio"/> 32 | <input type="radio"/> 53 | <input type="radio"/> 74 | <input type="radio"/> 95 |
| <input type="radio"/> 33 | <input type="radio"/> 54 | <input type="radio"/> 75 | <input type="radio"/> 96 |
| <input type="radio"/> 34 | <input type="radio"/> 55 | <input type="radio"/> 76 | <input type="radio"/> 97 |
| <input type="radio"/> 35 | <input type="radio"/> 56 | <input type="radio"/> 77 | <input type="radio"/> 98 |
| <input type="radio"/> 36 | <input type="radio"/> 57 | <input type="radio"/> 78 | <input type="radio"/> 99 |
| <input type="radio"/> 37 | <input type="radio"/> 58 | <input type="radio"/> 79 |                          |
| <input type="radio"/> 38 | <input type="radio"/> 59 | <input type="radio"/> 80 |                          |

55. What is your current political party affiliation?

- No political affiliation
- Democrat
- Independent
- Libertarian
- Republican
- Political affiliation not listed above (Please specify.) \_\_\_\_\_

56. How would you describe your current political views?

- Very conservative
- Conservative
- Moderate
- Liberal
- Very liberal

57. Which term best describes your sexual identity?

- Bisexual
- Gay
- Genderqueer
- Heterosexual
- Lesbian
- Pansexual
- Queer
- Questioning
- A sexual identity not listed here (Please specify.) \_\_\_\_\_

58. Do you have substantial parenting or caregiving responsibility?

- No
- Yes (**Mark all that apply.**)
  - Children 5 years old or under
  - Children 6-18 years of age
  - Children over 18 years of age, but still legally dependent (in college, disabled, etc.)
  - Independent adult children over 18 years of age
  - Partner with a disability or illness
  - Senior or other family member
  - Other (e.g., pregnant, expectant partner, adoption pending), (Please specify.) \_\_\_\_\_

59. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g. ROTC, family member)? If so, please indicate your primary status.
- I have never served in the U.S. Armed Forces.
  - I am currently on active duty.
  - I am currently a member of the National Guard (but not in ROTC).
  - I am currently a member of the Reserves (but not in ROTC).
  - I am not currently serving, but have served (e.g., retired/veteran).
  - I am in ROTC.
  - I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

60. **Students only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?

**Parent/Guardian 1:**

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

**Parent/Guardian 2:**

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

61. **Support Staff/Administrative Professionals/University Police only:** What is **your** highest level of education?

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)

62. **Undergraduate Students only:** Where are you in your **college career**?

- Non-degree student
- First year
- Second year
- Third year
- Fourth year
- Fifth year
- Sixth year
- Seventh (or more) year

63. **Graduate Students only:** Where are you in your graduate career?
- Master's student (e.g., Degree, Non-degree)
    - First year
    - Second year
    - Third (or more) year
  - Specialist Student (Ed.S.)
    - First year
    - Second year
    - Third (or more) year
  - Doctoral student
    - First year
    - Second year
64. **Faculty only:** With which SVSU college are you **primarily affiliated** at this time?
- College of Arts and Behavioral Sciences
  - College of Business and Management
  - College of Education
  - College of Health and Human Services
  - College of Science, Engineering and Technology
65. **Support Staff/Administrative Professionals/University Police only:** With which work unit are you **primarily affiliated** at this time?
- Academic Affairs (e.g., Registrar, Academic Advising, Admissions)
    - College of Arts and Behavioral Sciences
    - College of Business and Management
    - College of Education
    - College of Health and Human Services
    - College of Science, Engineering and Technology
  - Student Affairs (e.g., Residential Life, Multicultural Student Affairs, Military Student Affairs)
  - Administration & Business Affairs (e.g., Campus Facilities, IT, Purchasing, University Police)
  - President's Office (e.g., Diversity Programs, Foundation, University Communications)
66. **Undergraduate Students only:** What is your academic major?
- Accounting
  - Applied Mathematics
  - Art
  - Athletic Training
  - Biochemistry
  - Biology
  - Biology for Teacher Certification
  - Business Chemistry
  - Chemical Physics
  - Chemistry
  - Chemistry for Teacher Certification
  - Communication
  - Communication and Theatre for Teacher Certification
  - Computer Information Systems
  - Computer Science
  - Creative Writing
  - Criminal Justice
  - Early Childhood Education
  - Economics
  - Electrical Engineering
  - Elementary Education
  - Elementary Teaching for International Students
  - Engineering Technology Management
  - English for Teacher Certification
  - Exercise Science
  - Finance
  - Fine Arts
  - French
  - French for Teacher Certification

- General Business
- General Studies
- Geography
- Graphic Design
- Health Science
- History
- History for Teacher Certification
- Integrated Science, grades 6-12
- International Business
- International Studies
- Literature
- Management
- Marketing
- Mathematics
- Mathematics for Teacher Certification
- Mechanical Engineering
- Medical Laboratory Science
- Middle/Secondary Teaching for International Students
- Modern Foreign Languages Teacher Certification
- Music
- Music Education
- Neuroscience
- Nursing-ADN to BSN Concurrent
- Nursing-Basic Program (BSN)
- Nursing-RN to BSN Program
- Nursing-RN to MSN Program
- Occupational Therapy
- Optical Physics
- Physical Education Teacher Education, K-12
- Physics
- Physics for Teacher Certification
- Political Science
- Political Science – Public Administration
- Professional Accountancy
- Professional and Technical Writing
- Psychology
- Public Health
- Rehabilitation Medicine
- Social Studies for Teacher Certification, grades 6 -12
- Social Work
- Sociology
- Spanish
- Spanish for Teacher Certification
- Special Education – Elementary
- Special Education -Secondary Teaching Certification
- Supply Chain Management
- Theatre
- Visual Arts Education

67. **Graduate Students only:** What is your academic degree program?
- Business Administration
  - Communication and Media Administration
  - Computer Science and Information Systems
  - Doctor of Nursing Practice
  - Early Childhood Classroom Teaching
  - Educational Leadership - Education Specialist
  - Energy and Materials
  - Health Administration & Leadership
  - K-12 Literacy Specialist
  - Nursing
  - Occupational Therapy
  - Principalship
  - Public Administration
  - Public Health
  - Social Work
  - Special Education
  - Teacher Certification Programs
  - Teaching Chinese as a Foreign Language
  - Technology Learning Systems and Design
68. Do you have a condition/disability that influences your learning, living, or working activities?
- No [**Skip to Question #72**]
  - Yes
69. Which of the conditions listed below impact your learning, working or living activities at SVSU? (**Mark all that apply.**)
- Acquired/Traumatic Brain Injury
  - Asperger's/Autism Spectrum
  - Chronic Diagnosis or Medical Condition (e.g., Allergies, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia, Seizures)
  - Hearing impaired or Complete Loss of hearing
  - Learning Disability (e.g., Attention Deficit/Hyperactivity Disorder, Attention Deficit Disorder, Dyslexia, Dyscalculia)
  - Mental Health/Psychological Condition
  - Physical/Mobility condition that affects walking
  - Physical/Mobility condition that does not affect walking
  - Speech/Communication Condition
  - Temporary Disease or Medical Condition (e.g., injury, pregnancy)
  - Visually Impaired or Complete Loss of Vision
  - A disability/condition not listed here (Please specify.) \_\_\_\_\_
70. **Students only:** Are you registered with the Disabilities Services Office?
- No
  - Yes
71. **Faculty/Support Staff:** Are you receiving accommodations for your disability?
- No
  - Yes
72. Is English your primary language?
- Yes
  - No (Please specify your primary language.) \_\_\_\_\_

73. What is your religious or spiritual identity? **(Mark all that apply.)**

- Agnostic
- Atheist
- Baha'i
- Buddhist
- Christian
  - African Methodist Episcopal
  - African Methodist Episcopal Zion
  - Assembly of God
  - Baptist
  - Catholic/Roman Catholic
  - Church of Christ
  - Church of God in Christ
  - Christian Orthodox
  - Christian Methodist Episcopal
  - Christian Reformed Church (CRC)
  - Episcopalian
  - Evangelical
  - Greek Orthodox
  - Lutheran
  - Mennonite
  - Moravian
  - Nondenominational Christian
  - Pentecostal
  - Presbyterian
  - Protestant
  - Protestant Reformed Church (PR)
  - Quaker
  - Reformed Church of America (RCA)
  - Russian Orthodox
  - Seventh Day Adventist
  - The Church of Jesus Christ of Latter-day Saints
  - United Methodist
  - United Church of Christ
  - A Christian affiliation not listed above (Please specify.) \_\_\_\_\_
- Confucianist
- Druid
- Hindu
- Jain
- Jehovah's Witness
- Jewish
  - Conservative
  - Orthodox
  - Reform
  - A Jewish affiliation not listed here (Please specify.) \_\_\_\_\_
- Muslim
  - Ahmadi
  - Shi'ite
  - Sufi
  - Sunni
  - A Muslim affiliation not listed here (Please specify.) \_\_\_\_\_
- Native American Traditional Practitioner or Ceremonial
- Pagan
- Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)
- Rastafarian
- Scientologist
- Secular Humanist
- Shinto
- Sikh
- Taoist
- Tenrikyo

- Unitarian Universalist
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- A religious affiliation or spiritual identity not listed above (Please specify.) \_\_\_\_\_

74. **Students only:** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?

- Yes
- No

75. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- \$29,999 and below
- \$30,000 - \$49,999
- \$50,000 - \$69,999
- \$70,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 - \$499,999
- \$500,000 or more

76. **Students only:** Where do you live?

- Campus housing
  - First Year Suites (A-G House)
  - Merry Jo Brandimore House
  - Living Center South
  - Living Center Southwest
  - Pine Grove Apartments
  - University Village East
  - University Village West
- Non-campus housing
  - Independently in an apartment/house
  - Living with family member/guardian
- Housing transient (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)

77. **Students only:** Are you employed (on or off-campus)?

- No
- Yes, I work **on-campus** – (Please indicate total number of hours you work.)
  - 1-10 hours/week
  - 11-20 hours/week
  - 21-30 hours/week
  - 31-40 hours/week
  - 41-50 hours/week
  - 51-60 hours/week
  - More than 60 hours/week
- Yes, I work **off-campus** – (Please indicate total number of hours you work.)
  - 1-10 hours/week
  - 11-20 hours/week
  - 21-30 hours/week
  - 31-40 hours/week
  - 41-50 hours/week
  - 51-60 hours/week
  - More than 60 hours/week

78. **Students only:** Do you participate in any of the following at SVSU? **(Mark all that apply.)**

- I do not participate in any clubs/organizations
- Leadership & Service
  - Residential Life
  - Fraternity/Sorority
  - Honorary
  - Peer tutor
  - Special Interest (e.g. Cardinal Radio, Disney College, Cardinal Sins)
  - Service/Volunteer
  - Fundraising (e.g. Battle of the Valleys, Relay for Life)
  - Event Programming
- Clubs & Activities
  - Academic & Professional Clubs
  - Arts & Culture (performing/appreciation)
  - Athletics (NCAA Varsity Teams)
  - Multicultural
  - Political
  - Religion & Faith-based/Spiritual
  - Spirit
  - LGBTQA+
  - Veterans and Military Students
  - Ability/Disability
  - Health/Wellness
  - Publications
- Sports & Recreation
  - Club sports
  - Intramural sports
  - Recreational
- An organization not listed here (Please specify.) \_\_\_\_\_

79. **Students only:** At the end of your last semester, what was your cumulative grade point average?

- 3.5 - 4.0
- 3.0 - 3.4
- 2.5 - 2.9
- 2.0 - 2.4
- 1.5 - 1.9
- 1.0 - 1.4
- 0.0 - .99

80. **Students only:** Are you a former foster-care youth?

- Yes
- No

81. **Students only:** Have you experienced financial hardship while attending SVSU?

- No
- Yes, I have had difficulty affording... **(Mark all that apply.)**
  - Books/course materials
  - Child care
  - Clothing
  - Cocurricular events or activities (alternative spring breaks, class trips, study abroad, etc.)
  - Commuting to campus (car, gas, public transportation)
  - Food
  - Health care
  - Housing (e.g., rent, utilities)
  - Other campus fees
  - Participation in social events
  - Travel to and from SVSU (e.g., returning home from break)
  - Off campus research presentations/conferences
  - Technology (e.g., laptop, wi-if)
  - Tuition
  - Unpaid internships/research opportunities
  - A financial hardship not listed here (Please specify.) \_\_\_\_\_

82. **Students only:** How are you currently paying for your education at SVSU? **(Mark all that apply.)**

- Campus employment
- Credit card
- Family contribution
- Federal Work/Study
- Fellowship
- Graduate assistantship/research assistantship
- Grant (Pell, etc.)
- Home country contribution
- Loans
- Merit scholarship (HOPE, athletic, etc.)
- Military educational benefits (e.g., GI Bill, NGEAP)
- Need-based scholarship
- Personal contribution /job
- Resident assistant
- A method of payment not listed here (Please specify.) \_\_\_\_\_

83. **Students only:** On average, during the past academic year, how many hours a week did you spend participating in co-curricular, experiential learning activities (e.g. internships, co-ops [cooperative education], shadowing, directed study, service learning, volunteering, practicum, studio, etc.)?

- I did not participate in any experiential learning activities in the past year
- 1-5 hours
- 6-10 hours
- 11-20 hours
- 21-30 hours
- 31-40 hours
- More than 40 hours

84. How many minutes do you commute to SVSU one-way

- 10 or fewer
- 11-20
- 21-30
- 31-40
- 41-50
- 51-60
- 60 or more

## Part 4: Perceptions of Climate

In this section you will be asked to provide information about how you perceive the learning, living, and working environment at SVSU.

85. **WITHIN THE PAST YEAR**, have you **OBSERVED** any conduct or communications directed toward a person or group of people at SVSU that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) working or learning environment?

- No [**Skip to Question 96**]
- Yes

86. Who/what were the **targets** of the conduct? (**Mark all that apply.**)

- Academic advisor
- Alumni
- Athletic coach/trainer
- SVSU media (posters, brochures, flyers, handouts, web sites, etc.)
- SVSU public safety/campus police
- Co-worker
- Off campus community member
- Department chair
- Donor
- Don't know target
- Faculty member/Instructor
- Friend
- Health Services
- Person that I supervise
- Roommate
- Senior Administrator (e.g., president, provost, vice president, dean)
- Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
- Support staff member
- Stranger
- Student
- Student staff (e.g., resident assistant, student coordinators, event staff)
- Supervisor
- Teaching assistant/Lab assistant/Tutor
- A target not listed above (Please specify.) \_\_\_\_\_

87. Who/what was the **source** of the behavior? (**Mark all that apply.**)

- Academic advisor
- Alumni
- Athletic coach/trainer
- SVSU media (posters, brochures, flyers, handouts, web sites, etc.)
- SVSU public safety/campus police
- Co-worker
- Off campus community member
- Department chair
- Donor
- Don't know source
- Faculty member/Instructor
- Friend
- Health Services
- Person that I supervise
- Roommate
- Senior Administrator (e.g., president, provost, vice president, dean)
- Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
- Support staff member
- Stranger
- Student
- Student staff (e.g., resident assistant, student coordinators, event staff)
- Supervisor
- Teaching assistant/Lab assistant/Tutor
- A source not listed above (Please specify.) \_\_\_\_\_

88. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe?
- 1-2 instances
  - 3-5 instances
  - 6-10 instances
  - 11 or more instances
89. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
- Academic Performance
  - Age
  - Educational credentials (M.S., Ph.D., etc.)
  - English language proficiency/accent
  - Ethnicity
  - First generation status
  - Gender/Gender identity
  - Gender expression
  - Immigrant/citizen status
  - International status
  - Learning disability
  - Major field of study
  - Marital status (e.g., single, married, partnered)
  - Mental Health/Psychological Condition
  - Medical condition
  - Military/veteran status
  - Parental status (e.g., having children)
  - Participation in an organization/team (Please specify.) \_\_\_\_\_
  - Physical characteristics
  - Physical disability
  - Philosophical views
  - Political views
  - Position (support staff, faculty, student)
  - Pregnancy
  - Race
  - Religious/spiritual views
  - Sexual identity
  - Socioeconomic status
  - Where he/she/they are from
  - Don't know
  - A reason not listed above (Please specify.) \_\_\_\_\_
90. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
- Assumption that someone was admitted/hired/promoted based on his/her identity
  - Assumption that someone was not admitted/hired/promoted based on his/her identity
  - Deliberately ignored or excluded
  - Derogatory remarks
  - Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts, etc.
  - Derogatory written comments
  - Derogatory phone calls
  - Feared for their physical safety
  - Feared for their family's safety
  - Graffiti/vandalism (e.g., event advertisements removed or defaced)
  - Intimidated/bullied
  - Person felt isolated or left out
  - Person singled out as the as the spokesperson for their identity group
  - Racial/ethnic profiling
  - Receipt of a low performance evaluation
  - Receipt of a poor grade because of a hostile classroom environment
  - Physical violence
  - Threats of physical violence
  - Victim of a crime
  - Something not listed above (Please specify.) \_\_\_\_\_

91. Where did the conduct occur? **(Mark all that apply.)**

- At a SVSU event
- In a class or lab
- In a clinical setting
- In SVSU dining facilities
- In a SVSU administrative/support staff office
- In an experiential learning environment (e.g., internship, service learning, alternative break trip)
- In a faculty office
- In a public space at SVSU
- In a meeting with one other person
- In a meeting with a group of people
- In athletic facilities
- In campus housing
- In off-campus housing
- In a study abroad program – faculty led
- In a study abroad program – semester or year-long
- In a registered student organization (RSO) (Please specify.) \_\_\_\_\_
- Off campus
- On social networking sites/Facebook/Twitter/Instagram/cell phone/other form of technological communication
- While working at a SVSU job
- While walking on campus
- A venue not listed above (Please specify.) \_\_\_\_\_

92. How did you feel after experiencing the conduct? **(Mark all that apply.)**

- Afraid
- Angry
- Distressed
- Helpless
- Embarrassed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) \_\_\_\_\_

93. What did you do in response to experiencing the conduct? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- I contacted someone at SVSU.
  - Faculty member (e.g., professor, instructor)
  - Senior administrator (e.g., president, provost, vice president, dean)
  - SVSU Campus Police
  - Counseling Center
  - Disability Services
  - Employee Assistance Program
  - Title IX Coordinator
  - SVSU Office of Diversity Programs
  - Ombudsperson
  - Office of Human Resources
  - Pride Center
  - Sexual Assault Prevention Team (S.A.P.T.)
  - Bringing in Bystander Program
  - Student teaching assistant (e.g., tutor)
  - Student staff (e.g., resident assistant, student coordinators, event staff)

- Support staff person (e.g., resident director, academic advisor)
- A response not listed above (Please specify.) \_\_\_\_\_

94. Did you officially report the conduct?

- No, I did not report it.
- Yes, I reported it.
  - Yes, I reported the incident and was satisfied with the outcome.
  - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
  - Yes, I reported the incident but felt that it was not addressed appropriately.
  - Yes, I reported the conduct and the outcome is still pending.
  - Yes, I reported the conduct, but the outcome was not shared.

95. We are interested in hearing more about your observations. If you would like to elaborate on your observations, please do so here.

***If you have experienced any discomfort in responding to these questions and would like to speak with someone please contact/review:***

For Employees and Support Staff, you may contact the Employee Assistance Program:  
<http://www.lifeworks.com/>

For SVSU students only, you may contact the Student Counseling Center:  
<http://www.svsu.edu/studentcounselingcenter/>

All persons may also wish to contact the American Psychological Association website's Psychologist Locator:  
<http://locator.apa.org/>

For issues concerning sexual harassment/assault you may contact: <http://www.svsu.edu/diversity/titleix/>

For a full list of community resources, go to:  
<https://www.svsu.edu/studentcounselingcenter/servicesforstudents/communityresources/>

Please respond to the following question based on the **last year or most recent hires**.

96. **Faculty/Support Staff/Administrative Professionals/University Police only:** Have you observed **hiring** practices at SVSU (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?

- No **[Skip to Question 99]**
- Yes

97. **Faculty/Support Staff/Administrative Professionals/University Police only:** I believe that the unfair/unjust **hiring** practices were based upon **(Mark all that apply.)**

- Age
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- Gender/Gender identity
- Gender expression
- First generation status
- Immigrant/citizen status
- International status
- Learning disability
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological Condition
- Medical condition
- Military/veteran status
- Nepotism/Cronyism
- Parental status (e.g., having children)
- Physical characteristics
- Physical disability
- Philosophical views
- Political views
- Position (support staff, faculty, student)
- Pregnancy
- Race
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Where she/he/they are from
- Don't know
- A reason not listed above (Please specify.) \_\_\_\_\_

98. **Faculty/Support Staff/Administrative Professionals/University Police only:** We are interested in hearing more about your observations regarding hiring practices at SVSU. If you would like to elaborate on your observations, please do so here.

Please respond to the following question based on the most RECENT ACTIONS with regard to promotion/tenure/reappointment/reclassification.

99. **Faculty/Support Staff/Administrative Professionals/University Police only:** Have you observed promotion/tenure/reappointment/reclassification practices at SVSU that you perceive to be unfair/unjust.
- No [Skip to Question 102]
  - Yes

100. **Faculty/Support Staff/Administrative Professionals/University Police only:** I believe the unfair/unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon... (Mark all that apply.)

- Age
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- Gender/Gender identity
- Gender expression
- First generation status
- Immigrant/citizen status
- International status
- Learning disability
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological Condition
- Medical condition
- Military/veteran status
- Nepotism/Cronyism
- Parental status (e.g., having children)
- Physical characteristics
- Physical disability
- Philosophical views
- Political views
- Position (support staff, faculty, student)
- Pregnancy
- Race
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Where she/he/they are from
- Don't know
- A reason not listed above (Please specify.) \_\_\_\_\_

101. **Faculty/Support Staff/Administrative Professionals/University Police only:** We are interested in hearing more about your observations regarding promotion/tenure/reappointment/reclassification practices at SVSU. If you would like to elaborate on your observations, please do so here.

**Please respond to the following question based on the most RECENT ACTIONS with regard to unfair or unjust employment-related discipline up to and including dismissal.**

**102. Faculty/Support Staff/Administrative Professionals/University Police only:** Have you observed **employment-related discipline or action up to and including termination** at SVSU that you perceive to be unfair/unjust.

- No [**Skip to Question #105**]
- Yes

**103. Faculty/Support Staff/Administrative Professionals/University Police only:** I believe that the **unfair/unjust employment-related discipline or action** were based upon **(Mark all that apply.)**

- Age
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- Gender/Gender identity
- Gender expression
- First generation status
- Immigrant/citizen status
- International status
- Learning disability
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological Condition
- Medical condition
- Military/veteran status
- Nepotism/Cronyism
- Parental status (e.g., having children)
- Physical characteristics
- Physical disability
- Philosophical views
- Political views
- Position (support staff, faculty, student)
- Pregnancy
- Race
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Where she/he/they are from
- Don't know
- A reason not listed above (Please specify.) \_\_\_\_\_

**104. Faculty/Support Staff/Administrative Professionals/University Police only:** We are interested in hearing more about your observations regarding these practices at SVSU. If you would like to elaborate on your observations, please do so here.

105. Using a scale of 1–5, please rate the overall campus climate at SVSU on the following dimensions:  
 (Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	<input type="radio"/>	Hostile				
Inclusive	<input type="radio"/>	Exclusive				
Cooperative	<input type="radio"/>	Uncooperative				
Improving	<input type="radio"/>	Regressing				
Positive for persons with disabilities	<input type="radio"/>	Negative for persons with disabilities				
Positive or people who identify as lesbian, gay, bisexual, or queer	<input type="radio"/>	Negative or people who identify as lesbian, gay, bisexual, or queer				
Positive for people who identify as transgender	<input type="radio"/>	Negative for people who identify as transgender				
Positive for people of Christian faith						Negative for people of Christian faith
Positive for people of other faith backgrounds	<input type="radio"/>	Negative for people of other faith backgrounds				
Positive for People of Color	<input type="radio"/>	Negative for People of Color				
Positive for men	<input type="radio"/>	Negative for men				
Positive for women	<input type="radio"/>	Negative for women				
Positive for nonnative English speakers	<input type="radio"/>	Negative for nonnative English speakers				
Positive for people who are not U.S. citizens	<input type="radio"/>	Negative for people who are not U.S. citizens				
Welcoming	<input type="radio"/>	Not welcoming				
Respectful	<input type="radio"/>	Disrespectful				
Positive for people of high socioeconomic status	<input type="radio"/>	Negative for people of high socioeconomic status				
Positive for people of low socioeconomic status	<input type="radio"/>	Negative for people of low socioeconomic status				
Positive for people of various political affiliations	<input type="radio"/>	Negative for people of various political affiliations				

106. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:  
 (Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	<input type="radio"/>	Racist				
Not sexist	<input type="radio"/>	Sexist				
Not homophobic	<input type="radio"/>	Homophobic				
Not biphobic	<input type="radio"/>	Biphobic				
Not transphobic	<input type="radio"/>	Transphobic				
Not age biased	<input type="radio"/>	Age biased				
Not classist (socioeconomic status)	<input type="radio"/>	Classist (socioeconomic status)				
Not classist (position: faculty, support staff, student)	<input type="radio"/>	Classist (position: faculty, support staff, student)				
Not ableist (disability-friendly)	<input type="radio"/>	Ableist (not disability-friendly)				
Not xenophobic	<input type="radio"/>	Xenophobic				
Not ethnocentric	<input type="radio"/>	Ethnocentric				

107. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by SVSU <b>faculty</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by SVSU <b>support staff</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by SVSU <b>senior administrators</b> (e.g., president, provost, vice president, dean).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that SVSU <b>faculty</b> are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that SVSU <b>support staff</b> are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have support staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

108. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that SVSU administrators are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that the SVSU faculty association is genuinely concerned with my welfare (if not applicable please skip).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department chair/head pre-judges my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my research is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

109. **Support Staff/Administrative Professionals only:** Please indicate the extent to which you agree with each of the following statements.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I feel valued by co-workers in my work unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that SVSU administrators are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that the SVSU support staff association is genuinely concerned with my welfare (if not applicable please skip).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my work unit encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my work is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

110. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at SVSU in the past year?

	Yes	No	Not applicable
<b>Facilities</b>			
Cardinal Cafe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic facilities (stadium, recreation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Academic Achievement (tutoring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"C" Store	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/Lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Einstein Bros. Bagels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field Trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs and Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ryder P.O.D. Express	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/Performing Arts Spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Marketplace at Doan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Technology/Online Environment</b>			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATM Machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of FM listening systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course management system (V-space)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Closed captioning at athletic events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-curriculum (curriculum software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiosks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PA system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Instructional/Campus Materials</b>			
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events/Exhibits/Movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

111. We are interested in hearing more about your experiences regarding accessibility at SVSU. If you wish to elaborate on your responses regarding accessibility, please do so here.

112. As a person who identifies as transgender/genderqueer/gender nonbinary have you experienced a barrier in any of the following areas at **SVSU** in the past year?

	Yes	No	Not applicable
<b>Facilities</b>			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing rooms/locker rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residence Halls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Identity Accuracy</b>			
Cardinal Direct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SVSU ID Card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class rosters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SVSU marketing materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

113. We are interested in hearing more about your experiences regarding accessibility at SVSU. If you wish to elaborate on your responses regarding accessibility, please do so here.

114. **Student/Faculty only:** Please indicate the extent to which you agree that you perceive tension in class discussions based on the following characteristics.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language proficiency/accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status (i.e., having children or not having children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a student organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in an athletic team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological disorder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Part 5: Institutional Actions Relative to Climate Issues**

115. **Faculty only.** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at SVSU.

	This Initiative IS Available at SVSU			This Initiative IS NOT Available at SVSU		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for computing the probationary period for tenure (e.g., family leave, maternity/fraternity leave).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity/inclusion training for faculty (e.g., Cultural Competency Dialogues, Dr. Holmes workshops)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to resources for people who have experienced harassment (e.g., counseling, medical, legal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear and fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of support staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equity and diversity training to promotion & tenure committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equity and diversity training to search committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career span development opportunities for faculty at all ranks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing Title IX training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing SVSU faculty who qualify to delay their tenure-clock the ability to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

116. We are interested in hearing more about your thoughts regarding the impact of institutional actions on campus climate. If you wish to elaborate on your responses, please do so here.

117. **Faculty only:** Have you been trained as an Inclusion Advocate?

- No
- Yes, I have been trained, but I have **not** served on any hiring committees as an Inclusion Advocate
- Yes, I have been trained and I have served on hiring committees as an Inclusion Advocate

118. **Support Staff/Administrative Professionals/University Police only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at SVSU.

	This Initiative IS Available at SVSU			This Initiative IS NOT Available at SVSU		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity/inclusion training for faculty (e.g., Cultural Competency Dialogues, Dr. Holmes workshops)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to resources for people who have experienced harassment (e.g., counseling, medical, legal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear and fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering diversity-related professional experiences as one of the criteria for hiring of support staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career/professional development opportunities for support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing Title IX training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

119. We are interested in hearing more about your thoughts regarding the impact of institutional actions on campus climate. If you wish to elaborate on your responses, please do so here.

120. **Support Staff/Administrative Professionals/University Police only:** Have you been trained as an Inclusion Advocate?
- No
  - Yes, I have been trained, but I have **not** served on any hiring committees as an Inclusion Advocate
  - Yes, I have been trained and I have served on hiring committees as an Inclusion Advocate

121. **Students only.** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at SVSU.

	This Initiative IS Available at SVSU			This Initiative IS NOT Available at SVSU		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity training for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of classroom inequity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to resources for people who have experienced harassment (e.g., counseling, medical, legal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue between faculty, support staff and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty mentorship of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective academic advisement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing Title IX training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing Bringing in the Bystander Program training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

122. **Students only:** We are interested in hearing more about your thoughts regarding the impact of institutional actions on campus climate. If you wish to elaborate on your responses, please do so here.

## Part 6: Your Additional Comments

123. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

124. Do you have any specific recommendations for improving the climate at SVSU?

125. This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple-choice format. **If you would like to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the university might improve the climate, we encourage you to do so in the space provided below.**

## THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the SVSU community for their participation in this survey, you have an opportunity to win a "Climate Survey Thank You" prize.

Submitting your contact information for a prize is optional. **No survey information is connected to entering your information.**

To enter for a chance to win, please enter your name, and email address. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following prizes:

Prizes for all groups include:

- Tablets (e.g., iPads, Samsung tablets, Kindles, etc.)
- Dinner with president, provost, and/or deans
- Dinner with vice presidents and division heads
- Gift cards to local stores, bookstores, and/or online shopping (e.g., Amazon)
- Complimentary tickets to local events (e.g., theater)

Prizes for only faculty include:

- \$200 for professional development accounts

Prizes for only students include:

- SVSU clothing and shirts

Prizes for only support staff include:

- Gift cards

By providing your information below, your information will be entered for an opportunity to win an aforementioned prize. Please know that in providing your information you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing ensures your confidentiality.

Name: \_\_\_\_\_

Email address: \_\_\_\_\_

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone please copy and paste the link below into your web browser to contact a resource:

For Employees and Support Staff, you may contact the Employee Assistance Program:

<http://www.lifeworks.com/>

For SVSU students only, you may contact the Student Counseling Center:

<http://www.svsu.edu/studentcounselingcenter/>

All persons may also wish to contact the American Psychological Association website's Psychologist Locator:

<http://locator.apa.org/>

For issues concerning sexual harassment/assault you may contact: <http://www.svsu.edu/diversity/titleix/>

For a full list of community resources, go to:

<https://www.svsu.edu/studentcounselingcenter/servicesforstudents/communityresources/>